



County Hall  
Cardiff  
CF10 4UW  
Tel: (029) 2087 2000  
  
Neuadd y Sir  
Caerdydd  
CF10 4UW  
Ffôn: (029) 2087 2000

## PAPURAU ATODOL

<b>Pwyllgor</b>	PWYLLGOR CRAFFU PLANT A PHOBL IFANC
<b>Dyddiad ac amser y cyfarfod</b>	DYDD MAWRTH, 22 CHWEFROR 2022, 10.30 AM
<b>Lleoliad</b>	CYFARFOD O BELL TRWY MS TEAMS
<b>Aelodaeth</b>	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) a/ac Karen Dell'Armi (Cynrychiolydd Rhiant-Lywodraethwr)

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

- 4 Cynllun Corfforaethol Drafft 2020 - 2025 a Chynigion Cyllidebol Drafft 2022 – 2023** (*Tudalennau 3 - 136*)
- 5 Adroddiad ar Berfformiad Addysg** (*Tudalennau 137 - 178*)
- 6 Cynllunio Trefniadaeth Ysgolion: Cynllun Strategol Cymraeg mewn Addysg (CSCA) Caerdydd** (*Tudalennau 179 - 422*)

**Davina Fiore**

**Cyfarwyddwr Llywodraethu a Gwasanaethau Cyfreithiol**

Dyddiadd: Dydd Mercher, 16 Chwefror 2022

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**

**22 February 2022**

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**DRAFT CORPORATE PLAN 2022 - 2025 and 2022/23 DRAFT CABINET  
BUDGET PROPOSALS**

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**Purpose of Report**

1. To provide Members with context for the scrutiny of the sections of the Council's draft Corporate Plan 2022 – 25 and draft Cabinet 2022/23 Budget Proposals that relate to Directorates falling within the remit of this Committee.

**Background**

2. The Council's Constitution allows for Scrutiny Committees to consider the draft Cabinet Budget Proposals prior to their consideration by the Cabinet and Full Council.
3. This Scrutiny Committee meeting will focus on those areas of the draft budget proposals that fall within this Committee's terms of reference, together with the alignment of those proposals with the areas of the Corporate Plan that impact on the lives of children and young people in Cardiff. Members will therefore be presented with the budget proposals, for the following Directorates: Children's Services and Education and Lifelong Learning.
4. Following the Scrutiny Committee meeting, the Chair will detail the Committee's comments or recommendations in correspondence to the Cabinet, for their consideration, prior to finalising their budget proposals. The Cabinet will consider their draft Cabinet budget proposals at their meeting on 24 February 2022. At that meeting the Cabinet will formally

recommend their budget recommendations for consideration and adoption by Full Council, at its meeting on 3 March 2022.

5. The scope of the scrutiny is as follows:

- The relevant sections of the *Corporate Plan 2022-2025*, in terms of priorities, actions and monitoring implementation of these;
- The relevant *Budgetary Proposals* in terms of their alignment with the *Corporate Plan* – to test whether they support delivery of the priorities detailed in the Corporate Plan;
- The relevant Budgetary Proposals in terms of *potential impact* on service delivery, service users and citizens of Cardiff;
- The *achievability* and *deliverability* of the proposed savings; and
- The *affordability* and *risk* implications of the proposed capital program

### **Structure of Papers**

6. In addition to the information set out in this report, Members will find a range of Appendices as follows:

- **Appendix 1** - Draft Corporate Plan 2022 -25 extract containing sections relevant to this Scrutiny Committee.
- **Appendix 1i** – Observations made at the PRAP Performance Panel on the 14 February 2022 on the Corporate Plan, relevant to this Scrutiny Committee.
- **Appendix 2i** - Overview of 2022/23 savings proposals – Corporate
- **Appendix 2ii** – Overview of 2022/23 savings proposals – by Directorate
- **Appendix 3** - Directorate Savings Position, Month 9 – *to use as a cross reference with Appendices 2i and 2ii.*
- **Appendix 4i** - Financial Pressures, Commitments, Realignment & Capital Ambition Growth Policy – by Directorate
- **Appendix 4ii** - Financial Pressures, Commitments, Realignment & Capital Ambition Growth Policy – Value Descending

- **Appendix 5** - Controllable Budget Analysis – Children’s Services
- **Appendix 6** - Controllable Budget Analysis – Education & Lifelong Learning
- **Appendix 7i** – Capital Programme Resources
- **Appendix 7ii** – Capital Programme Expenditure
- **Appendix 8** - Summary of Fees and Charges
- **Appendix 9** – Earmarked Reserves
- **Appendix 10**- Employee Implications
- **Appendix 11** - Budget Consultation

7. To assist Members, where appropriate, lines in some of the attached appendices have been colour coded as follows:

- Education & Lifelong Learning – peach
- Children’s Services – light green

### **Structure of Meeting**

8. The following Cabinet Members and officers have been invited to attend the Committee:

- Councillor Weaver, Cabinet Member, Finance, Modernisation and Performance;
- Chris Lee, Corporate Director Resources;
- Ian Allwood, Head of Finance;
- Councillor Hinchey - Cabinet Member for Children & Families;
- Councillor Merry – Deputy Leader and Cabinet Member for Education, Employment and Skills;
- Sarah McGill – Corporate Director People & Communities;
- Melanie Godfrey – Director of Education and Lifelong Learning;
- Deborah Driffield - Director of Children's Services;
- Mike Tate – Assistant Director of Education and Lifelong Learning;
- Neil Hardee - Head of Services to Schools;

- Suzanne Scarlett - Operational Manager, Partnerships & Performance

## **SUMMARY OF DRAFT CORPORATE PLAN 2022 – 2025**

### **(Appendix 1)**

9. In July 2017, the Council's Administration set out a policy programme and associated delivery commitments entitled 'Capital Ambition' establishing the Cabinet's key priorities for the municipal term, and outlining a programme of action to continue to drive the city economy forward, whilst ensuring that the benefits of success are felt by all residents.
10. In January 2020, the Cabinet approved an update of the Administration's policy programme, priorities and commitments entitled, *Capital Ambition, our Continuing Commitments for Cardiff*. The commitments set out within the Capital Ambition focuses on four main priorities, which form the basis for the Corporate Plan 2022-25:
  - **Working for Cardiff:** making sure that all our citizens can contribute to, and benefit from, the city's success
  - **Working for Wales:** A successful Wales needs a successful capital city
  - **Working for the Future:** Managing the city's growth in a sustainable way.
  - **Working for Public Services:** making sure our public services are delivered efficiently, effectively and sustainably in the face of the rising demand and reducing budgets.
11. The Well-being of Future Generations act places a statutory duty on Public Bodies to publish well-being objectives. In Cardiff, the Council and the Public Service Board have adopted the same 7 Well-being Objectives reflecting their shared aspirations for the city and a common understanding of challenges. The Corporate Plan is therefore structured around Capital Ambition priorities and 7 well-being-objectives, namely:

- WBO1 - Cardiff is a great place to grow up
- WBO2 - Cardiff is a great place to grow older
- WBO3 - Supporting People out of Poverty
- WBO4 - Safe, confident and empowered communities
- WBO5 - A Capital City that works for Wales
- WBO6 - Cardiff Grows in a resilient way
- WBO7 - Modernising and integrating our public services

12. Whilst much of this Committee's work falls under WBO1, relevant extracts from other WBOs are included in Appendix 1 for Members' information.

## **SUMMARY AND OVERVIEW OF BUDGETARY POSITION 2022/23**

### **Background and Context**

#### **COVID-19**

13. The COVID-19 pandemic and associated public health measures have had significant financial implications for the Council, both in terms of additional costs and loss of income. During 2020/21, the Welsh Government put in place a COVID-19 Hardship Fund to support Local Authorities in managing additional costs and income loss directly resulting from the pandemic. The table below summarises the level of support the Council has required from the Fund to date.

	<b>Additional Expenditure £000</b>	<b>Income Loss £000</b>	<b>Total £000</b>
2020/21	47,704	38,155	<b>85,859</b>
2021/22 (M1-9)*	21,235	12,955	<b>34,190</b>
<b>TOTAL</b>	<b>68,939</b>	<b>51,110</b>	<b>120,049</b>

*\* Including sums pending approval*

14. The fund has been extended until the end of the 2021/22 financial year, but will not be in place during 2022/23. This represents a significant financial risk to the Council and the 2022/23 Budget will need to be sufficiently robust to ensure that the Council can continue to cope with COVID-19 related financial pressures without recourse to external support.

### **Local Government Financial Settlement**

15. The Local Government Financial Settlement is a key factor in drafting the budget. Due to the timing of the UK Budget, which took place in late October, the Provisional Settlement was not received until the 21<sup>st</sup> December 2021, with the Final Local Government Settlement due for publication on 2<sup>nd</sup> March 2022. This means that the Revenue Budget set out in this report reflects Provisional Settlement Funding (as reported to Cabinet on 13<sup>th</sup> January 2022.)

16. Cardiff will receive a 10.7% increase in Aggregate External Finance (AEF) in 2022/23 (£52.6 million in cash terms after adjusting for transfers). Included within the settlement is funding for additional pressures. These include agreed support for the payment of the Real Living Wage in the care sector as announced by the Deputy Minister for Social Services on 21<sup>st</sup> December 2021. ([Statement linked here](#)) It also includes allowances for increased pay and national insurance contributions from April 2022. From a financial risk and resilience perspective, in the absence of any Local Authority Hardship Fund next year, the Council will need to ensure it can cover any ongoing COVID-19 related pressures (both expenditure and income) from within this allocation.

17. Specific grant announcements include significant new allocations linked to recent WG policy announcements, including Free School Meals and Childcare. It is difficult to comment on the quantum of these sums at present. As further detail emerges on the implementation of these policies



in 2022/23, the cost implications will need to be carefully worked through in the context of funding allocations.

### Revenue Budget 2022/23

18. A summary of the 2022/23 Revenue Budget is set out below.

<b>Resources Required</b>	<b>£000</b>
<b>Base Budget B/F (adjusted for transfers)</b>	<b>686,734</b>
Pay Award and NI changes	6,034
Price Inflation	10,664
Financial Pressures	4,413
COVID Recovery	10,000
Commitments, Realignment & Capital Financing	10,471
Policy Growth	5,500
Demographic Pressures	8,318
Schools Pressures	9,309
Savings	(7,708)
<b>Resources Required</b>	<b>743,735</b>

<b>Resources Available</b>	<b>£000</b>
Aggregate External Finance - per Provisional Settlement	544,715
Council Tax: 2022/23 tax base & 1.9% rate increase	199,020
<b>Resources Available</b>	<b>743,735</b>

### Revenue Budget Savings

19. The 2022/23 Budget is predicated on the delivery of £7.708 million in efficiency savings. Efficiency savings are defined as achieving the same output (or more) for less resource, with no significant impact on the resident / customer. All proposals have been screened for their equalities

impact and no concerns were identified. Savings are made across directorates, except for Schools, which following consideration post consultation by Cabinet, have been protected for 2022/23.

<b>Nature of Saving</b>	<b>£000</b>
Review of staffing arrangements	1,063
Reductions in premises costs	340
Reductions in external spend	3,980
Increase in Income	1,325
Reduction in General Contingency	1,000
<b>TOTAL</b>	<b>7,708</b>

20. In line with the Council's July 2021 Budget Strategy Report, in order to improve the deliverability of savings and maximise the chances of securing full year savings in 2022/23, proposals are being implemented in the current financial year where possible. This approach means that £2.785 million have already been achieved.

### **Financial Resilience Mechanism**

21. The Council has a £3.8 million budget called the Financial Resilience Mechanism (FRM) that was set up to help the Council deal with funding uncertainty. It is used to invest in priority areas, but investment is one-off and determined each year. This means that the budget is used proactively, but could be deleted in future if required, without affecting day-to day services. In the context of the better than anticipated funding position, the FRM will not be required to address the funding position and is therefore available for one-off investment. The table below provides a summary of how it will be used:

<b>FRM – One-off use for 2022/23</b>	
<b>Category</b>	<b>£000</b>
Young People	1,210
Community Improvement and Safety	1,648
Cleaner and Greener Cardiff	670
City Infrastructure	272
<b>TOTAL</b>	<b>3,800</b>

## **Financial Resilience**

22. In order to ensure there is a resilience cover against areas that can be unpredictable or volatile, the 2022/23 budget proposals include specific contingencies. These reflect:

- The difficulty in modelling potential increases in the number and complexity of Looked After Children Placements (£2.500 million.)
- The difficulty in modelling demand in Adult Services (£3.000 million)
- Market volatility in respect of recycling materials (£0.350 million).

23. The Council will reduce its General Contingency of £3 million in 2022/23 by £1.0 million. In the past, this was specifically held to protect the Council against late or under-delivered savings. However, in recent years, as savings requirements have reduced the contingency has been retained to address the difficulties in predicting demand, and more recently due to the risks associated with the COVID-19 pandemic. In 2022/23, it is considered that the continued improvements in savings delivery and planning, higher level of reserves and specific contingencies for particular risks will enable a lower level of general contingency.

## **Draft Capital Programme 2022/23 to 2026/27**

24. Cardiff's Capital Settlement is a £0.480 million increase in General Capital Funding (GCF) for 2022/23 (2.7%), with indicative increases of £3.9 million in each of 2023/24 and 2024/25. Whilst the additional GCF allocations are welcome, at present it is unclear whether those increases will be sustained in baseline allocations beyond 2024/25. It is also of note that there are currently significant pressures resulting from supply chain cost increases, demand for investment to maintain condition, and capital receipt assumptions.
25. There is little detail in terms of specific capital grant awards for Cardiff. As in previous years, these would need to be on a bid basis which can make long term financial planning difficult. This applies to the £20 million decarbonisation sum announced at an All-Wales level.
26. The proposed 2022/23 Budget outlines capital expenditure proposals of £1.206 billion for the financial years 2022/23 to 2026/27, of which, £263 million is earmarked for 2022/23. Details of the individual Directorates' capital programmes are included in the sections below.

## **SPECIFIC PROPOSALS WITHIN C&YP TERMS OF REFERENCE**

27. This report provides the Committee with an opportunity to consider the draft Cabinet budgetary proposals and their alignment to the Corporate Plan 2022 – 2025, for the proposals that relate to this Committee's terms of reference. These are set out below by Cabinet Member portfolio.

## **SOCIAL SERVICES (CHILDREN'S SERVICES)**

### **a. Draft Corporate Plan 2022 – 2025**

28. The draft *Corporate Plan* set out the key issues, priorities, resources and most importantly outcomes for the Children's Services directorate, and an extract relevant to Children's Services is attached at **Appendix 1**.

Councillor Graham Hinchey, Cabinet Member for Children, and Families will make a short statement on his section of the *Corporate Plan*.

29. Councillor Hinchey has a commitment to address the actions to address the following well-being objectives:

### **Well-being Objective 1: Cardiff is a great place to grow up**

#### **Supporting a Child Friendly Recovery**

- Support the business intelligence priorities for supporting children and young people in Cardiff **(S1.4)**

#### **Protecting the well-being of vulnerable children, young people and families**

- Deliver an integrated approach to emotional and mental health support for children and young people **(S1.20)**
- Ensure that the support requirements of vulnerable young people are identified early **(S1.21)**
- Continue to reduce the impact of adverse childhood experiences on children's well-being **(S1.22)**
- Complete the implementation of the 'All Our Futures' Youth Justice Strategy and Improvement Plan and prepare a new two-year strategy to reduce offending and improve outcomes for young people. **(S1.23)**
- Improve outcomes for children and families by embedding the Interventions Hub during the year, bringing Children's Services support staff together into one place to streamline and integrate support resources **(S1.24)**

- Continue to develop and embed a locality approach to service provision across case management teams. **(S1.25)**
- Monitor the progress of the Family Drug and Alcohol Court pilot to determine its success in keeping families together. **(S1.26)**
- Determine whether an integrated service for young people (using the North Yorkshire Model) should be implemented in Cardiff to improve the accessibility of services. **(S1.27)**
- Ensure that children receive the lowest safe level of intervention **(S1.28)**
- Continue to increase the availability of accommodation with support options in Cardiff during the year – across all age groups – for Children Looked After and young people leaving care. **(S1.29)**
- Implement the renewed Corporate Parenting Strategy 2021-24 action plan to improve outcomes and well-being for Children Looked After. **(S1.30)**
- Embed the Quality Assurance framework in Children's Services case management teams to improve quality of practice and outcomes across Children's Services by March 2023. **(S1.31)**
- Continue to develop and support the Children's Services workforce by reducing permanent vacancies and implementing the recruitment and retention strategy during the year **(S1.32)**
- Revise the Delivering Excellence in Children's Services Strategy to set the direction for the service for 2022-25 **(S1.33)**
- Enable all young people who are known to Children's Services to play an active and central role in planning for their transition to adulthood during the year by working closely with Adult Services in relation to Children with disabilities; Care leavers known to the Personal Advisor Service. **(S1.34)**

## **Well-being Objective 4: Safe, confident and empowered communities**

### ***Ensure children and adults are protected from risk of harm and abuse***

- Ensure that all people, however vulnerable, retain a voice in their care  
**(S4.9)**
- Undertake a review of commissioned services during the year to ensure that contract monitoring arrangements are in place and re-tendering process are timetabled based on contract end dates. **(S4.15)**
- Ensure children and adults are protected from risk of harm and abuse  
**(S4.15)**

### **b) Draft Budget Proposals and Capital Programme**

30. This section of the report provides the Committee with an opportunity to consider the draft Cabinet budget proposals and their alignment to the Children's Services section of the Corporate Plan 2022 - 2025, which relate to this Committee's terms of reference. Councillor Hinchey will introduce their proposals and, along with officers, answer any questions Members may have. The proposals are contained in the five key documents which are detailed below:

- **Cabinet Budget Proposals Summary (Appendix 2ii)** –The table provides a detailed analysis of the budget saving proposed as well as showing the employees cost, external spend and income elements of the savings. To enable Members to identify those items falling within the terms of reference of this Committee the following lines have been identified as Children's Services – total proposed savings - £2,643,000 - **(CHD E1 – E3)**.
- **Controllable Budget Analysis 2020/21 (Appendix 5)** - This financial information sheet provides the relationship between the Social Services 2021/22 detailed controllable budget lines and budget proposals for the 2022/23 budget.

- **Financial Pressures, Commitments, Realignment & Capital Ambition Policy Growth 2022/23 (Appendix 4i and 4ii)** – The appendices provide details of the Financial Pressures that have been identified for 2022/23, with Children’s Services highlighted in light green.
- **Capital Programme 2022/23 to 2026/27 – (Appendix 7i and 7ii)** - The appendix extract provides the capital projects proposed over the next five years falling within the terms of reference of this Committee. **Appendix 7ii - Lines 32, 33, 78, 79.** These lines are highlighted in light green.

## **EDUCATION AND LIFELONG LEARNING**

### **a) Corporate Plan 2022 – 2025**

31. The *Corporate Plan* sets out the key issues, priorities, resources and most importantly outcomes for the Education and Lifelong Learning Directorate (attached as **Appendix 1**). Councillor Sarah Merry, Deputy Leader and Cabinet Member for Education, Employment and Skills, will make a short statement on the elements of the *Corporate Plan* relating to Education.

32. In order to achieve the above the Lead Cabinet Member for Education, Employment and Skills is committed to:

### **Well-being Objective 1: Cardiff is a great place to grow up**

#### ***Supporting a Child Friendly Recovery***

- Promote and fulfil children’s rights by submitting for recognition as a Child Friendly City by September 2022. **(S1.1)**
- Support the safe operation of schools and learning environments for all pupils and staff in line with Covid guidance during 2022/23 **(S1.2)**
- Support schools to improve pupil attendance following the Covid-19 pandemic, in particular to tackle persistent absenteeism **(S1.3)**



- Support the business intelligence priorities for supporting children and young people in Cardiff **(S1.4)**

### ***Continuing to deliver the Cardiff 2030 Vision for Education & Learning***

- Continue to co-ordinate admissions arrangements for all schools in Cardiff **(S1.5)**
- Deliver the new schemes in accordance with the Band B 21<sup>st</sup> Century School Programme of school investment between April 2019 and 2026 **(S1.6)**
- Deliver up to eight new primary schools and two new secondary schools by 2030 through the Local Development Plan in line with any Section 106 agreements and statutory approvals. **(S1.7)**
- Deliver enhancements to the school estate through a rolling programme of asset renewal and target investment in schools that require priority action by March 2023 **(S1.8)**
- Begin to develop a strategic framework for the future prioritisation of 21<sup>st</sup> Century School and Local Development Plan investment. **(S1.9)**
- Invest in digital infrastructure, equipment and new learning technologies for schools and learners in line with the Schools ICT strategy and Welsh Government digital best practice **(S1.10)**
- Deliver the ten-year Welsh Education Strategic Plan (WESP) in line with Cymraeg 2050: Welsh Language Strategy and agree a three-year delivery plan. **(S1.11)**
- Improve outcomes for children and young people with additional learning needs through successful implementation of the Additional Learning Needs Code by 2024. **(S1.12)**
- Support Cardiff schools to work towards the introduction of the Curriculum for Wales 2022, for roll-out from September 2022 for all year groups in primary school and Year 7 in secondary school, Year 8 rollout from September 2023, and then year-on-year until it is introduced to Year 11 in 2026 **(S1.13)**

- Work with the Central South Consortium to deliver school improvement and measure school performance as the new accountability and assessment framework emerges. **(S1.14)**
- Expand and enhance the Cardiff Commitment with city partners to raise the ambitions, opportunities and skills of children and young people **(S1.15)**
- Deliver an integrated model of Youth Support Services, built on high-quality youth work, to remove barriers to engagement and participation by March 2023 **(S1.16)**
- Develop and embed an approach for Community-Focused Schools to enhance the relationship between schools and communities, with a focus on supporting the continued learning and well-being of vulnerable children and families. **(S1.17)**
- Continue to deliver the 'Passport to the City' model with the Children's University and Cardiff University to open up extra-curricular activities to all children and young people in Cardiff, including annual evaluation to assess impact and sustainability over the next two years **(S1.18)**

***Protect the well-being of vulnerable children, young people and families***

- Support mental health and emotional well-being for children and young people **(S1.19)**
- Deliver an integrated approach to emotional and mental health support for children and young people **(S1.20)**
- Ensure that the support requirements of vulnerable young people are identified early **(S1.21)**
- Continue to reduce the impact of adverse childhood experiences on children's well-being **(S1.22)**
- Implement the renewed Corporate Parenting Strategy 2021-24 action plan to improve outcomes and well-being for Children Looked After. **(S1.30)**

### **Well-being Objective 3: Supporting people out of poverty**

- Better support people into work by further integrating employment support services and working with partners when new schemes are developed **(S3.2)**

### **Well-being Objective 4: Safe, confident and empowered communities**

- Support grass-roots and community sports **(S4.27)**

#### **b) Draft Budget Proposals and Capital Programme**

33. This report provides the Committee with an opportunity to consider the draft Cabinet budget proposals and their alignment to the *Corporate Plan 2022 - 2025*, for the Education and Lifelong Learning Directorate, which relate to this Committee's terms of reference. Councillor Sarah Merry, Cabinet Member responsible for Education & Lifelong Learning will introduce their proposals and, along with officers, answer any questions Members may have. The proposals are contained in the six key documents which are detailed below:

- **Cabinet Budget Proposals Summary (Appendix 2ii)** – This table provides a detailed analysis of the budget saving proposed, as well as showing the employees cost and the other spend element of the savings. To enable Members to identify those items falling within the terms of reference of this Committee – total proposed savings - £310,000 **(Lines EDU E1 – E3; EDU E4 I1)**, is highlighted in peach;
- **Financial Pressures, Commitments, Realignment & Capital Ambition Policy Growth (Appendix 4i and 4ii)**. The appendices provide details of the Financial Pressures that have been identified for 2022/23, with Education & Lifelong Learning highlighted in peach.

- **Controllable Budget Analysis 2021/22 (Appendix 6)** - This financial information sheet provides the relationship between the Departmental 2021/22 controllable budget lines and budget proposals for the 2022/23 budget.
- **Capital programme 2022/23 – 2026/27 – (Appendix 7i and 7ii)** - The draft Capital Programme provides an analysis of the Directorate’s capital projects proposed over the next five years. The capital projects belonging to Education and falling within the terms of reference of this Committee are **Appendix 7ii - Lines 5, 6, 27, 30, 34, 35, 63, 64, 80**. These lines are highlighted in peach.
- **Fees and Charges 2021 - 2022 (Appendix 8)** The appendix extract provides the changes to the fees and charges that have been identified for 2022/23 (**Lines 279 – 288; 326 – 354; 439 - 442**).
- **Employee Implications (Appendix 10)** – The appendix extract provides details of the Employee implications for Education. There are number of posts being created (including in Youth Services, which will be informed by the Youth Service Review).

## **CONSULTATION AND ENGAGEMENT**

34. Consultation on the Council's budget proposals for 2022/23 was undertaken by the Cardiff Research Centre. The bilingual consultation ran from 14<sup>th</sup> January to 6<sup>th</sup> February 2022, following the budget announcement from the Welsh Government on 21<sup>st</sup> December 2021.
35. Due to ongoing restrictions arising from the Covid-19 Pandemic, traditional methods of engagement were impossible, and the 2022-23 Budget Consultation was delivered solely online.

36. The Cardiff Research Centre worked closely with partnership organisations to ensure as representative a response as possible. In a bid to ensure the survey was promoted as widely as possible, the survey was promoted via:

- **Email** – directly with organisations known to work with less frequently heard groups; Cardiff Youth Council; Cardiff’s Citizen’s Panel
- **Internet/intranet** – hosted on the Council website, at [www.cardiff.gov.uk/budget](http://www.cardiff.gov.uk/budget), on the Have Your Say page. It was also promoted to Council employees via DigiGov, Intranet and Staff Information. A separate link to an accessible version of the survey (for use with screen readers) was made available alongside the link to the main survey.
- **Social media** - promoted on the Council’s corporate Facebook, Twitter, Instagram and Linked In accounts by the Corporate Communications Team throughout the consultation period (to a combined audience of 175,266 followers). Targeted promotion was facilitated via stakeholder’s social media accounts and Facebook ‘boosts’ of paid advertising aimed at those less frequently heard i.e. under 25’s, Minority Ethnic groups and those living in the ‘Southern Arc’ of the city. A separate survey was distributed to secondary schools across Cardiff and to the Youth Council.

37. After data cleansing to remove blank and duplicated responses, a total of 1,547 responses were received from the three surveys. A copy of the consultation document is attached at **Appendix 11**.

38. Despite a tailored budget survey aimed at younger people, distributed to all schools and the Youth Council, there was a low response from this children and young people. This reflects historical trends, with younger people having proven to be a hard group to reach through the use of traditional corporate engagement approaches, particularly on the Council’s

budget consultation. Restrictions associated with the pandemic have limited the use of face-to-face methodologies, making engagement with this group even more difficult. Over recent years, a variety of methodologies have been used to encourage participation amongst children and young people in both the budget consultation and Ask Cardiff survey, including incentives such as concert tickets or high street vouchers, with limited success.

39. While participation in the budget consultation was low, Cardiff's Child Friendly City work has enabled children and young people to express their voice and have this voice heard on priorities for the city. The Child Friendly City survey run by the Council with all schools in the city (conducted in 2019) gathered the views of over 6,000 pupils across Cardiff on their life in the city and their priorities for action, and the Children Commissioner for Wales's research reports (including a series of 'Coronavirus and Me' surveys run during 2020 and 2021, with local data shared with the Council), have provided valuable evidence on the experience of young people in Cardiff during the pandemic. A new Child Friendly City survey will also be undertaken in spring 2022. Despite the low response to the budget consultation, the priorities identified through this more tailored – and more successful – approach to engaging children and young people has ensured that the voice of young people has been, and will continue to be, heard in priority setting for the Council.

### **Way Forward**

40. Officers will make a presentation on the corporate budget position, draft Cabinet proposals, financial pressures and capital items falling within the terms of reference of this Committee. The Cabinet Members will introduce items that fall within their Portfolio, and Officers will be available to answer questions arising from the attached papers.

41. Following consideration of the budget proposals, presentations and answers to Member questions, the Committee may wish to provide its comments, concerns and recommendations for the Cabinet at its business meeting on 24 February 2022. The Committee will also have the opportunity to have the letter considered at the Policy Review and Performance Scrutiny Committee due to be held on 23 February 2022.

### **Legal Implications**

42. 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**

43. 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 financial implications at this stage in relation to any of the work programme. However, financial 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 financial implications arising from those recommendations.

## **RECOMMENDATION**

The Committee is recommended to give consideration to the information received at this meeting, and to submit any recommendations or comments to the Cabinet prior to its consideration of the final budget proposals on 24 February 2022 and to the Chairman of the Policy Review and Performance Scrutiny Committee for consideration at their meeting on 23 February 2022.

**Davina Fiore**

**Director of Governance and Legal Services**

**18 February 2022**



# Delivering Capital Ambition

## Cardiff Council Corporate Plan 2022-25

Relevant Extracts for the Children & Young People Scrutiny Committee

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**Mae'r ddogfen hon ar gael yn Gymraeg hefyd.  
This document is also available in Welsh.**

## Leader's Foreword

When elected in 2017, my administration set out our five-year vision for Cardiff to become a greener, fairer and stronger capital city. To achieve this vision, we focused on promoting inclusive economic growth, addressing inequality, and managing the city's growth in a sustainable way, all whilst retaining an unrelenting focus on the performance of key Council services. Five years on, this Corporate Plan points to the progress made and reasserts our ambition for the city.

Children and young people have been at the heart of our plans as we work toward becoming a UNICEF Child Friendly City. As part of this approach, we have demonstrably prioritised investment in schools and improving outcomes for children and young people. Since 2017, our Education Service has seen significant and sustained improvements – with new schools delivered across the city and performance amongst the highest in Wales. The latest Estyn inspection report recognised the “*bold and ambitious vision for learners*”, the work undertaken to make “*education everyone's business in Cardiff*” and the excellent service being delivered.

Beyond ensuring good educational outcomes, we have made good progress in supporting young people thrive after leaving school. Through the Cardiff Commitment, over 300 employers now work with the Council to offer young people employment and training opportunities. We have leveraged the size and scale of our own organisation to make a difference, making at least 125 trainee and apprenticeship placements available for young people each year, creating a pipeline of opportunities.

As well as delivering new schools, we have built the first Council houses in Cardiff in a generation as part of one of the UK's most ambitious Council house-building programmes. As we are on track to deliver, we have now raised our aspirations further and pledged to deliver 4,000 new Council homes whilst implementing measures to accelerate delivery.

We are continuing to support the delivery of key Transport White Paper projects, including expanding on the Metro plans for new tram-train routes and stations across the city. 15 kilometres of new cycleways have either been delivered or are under construction, almost every school now has an active travel plan and communities across the city are safer for pedestrians and cyclists thanks to the roll-out of 20mph zones.

Our work to support the Cardiff economy has ensured that it continues to deliver opportunities for the people of Cardiff and the wider region. With almost four out of every five net new job in Wales created in Cardiff between 2015 and 2020, this work is of national economic significance. Momentum will be maintained with the development of Central Square providing the city with its first central business district right next to a new regional transport hub.

We have championed the Living Wage across the public and private sectors and are proud that Cardiff has been awarded Living Wage City status. With over 160 employers now accredited Living Wage employers, Cardiff University has calculated that an additional £39m has gone into Cardiff's economy as a result.

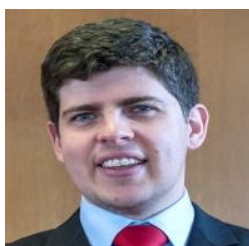
We have formally recognised climate emergency as the greatest challenge facing the city and taken major steps on the road to net zero. Since 2017, we have reduced our total carbon emissions from 23,958 t/CO<sub>2</sub>e (tonnes of carbon dioxide equivalent) to 12,800 t/CO<sub>2</sub>e, a year-on-year reduction of around 17%. As part of this work, we have opened a 9MW solar farm, progressed the first phase of a low-carbon, district heat network serving Cardiff Bay and added 36 new electric buses to the municipal bus fleet. To accelerate progress, we launched a new One Planet Cardiff Strategy to deliver a carbon neutral Council and city by 2030.

We have also led a city-wide response to the pandemic and, whilst the public health crisis has brought with it unprecedented challenges, it has brought out the best in the city, its communities and those who work on their behalf. At the start of the pandemic, tens of thousands of food parcels were delivered to our city's most vulnerable residents and hotels repurposed so that nobody need sleep on our city's streets, leading to our transformative 'No Going Back' homelessness strategy. Joint working with our partners across the public services has been taken to another level as we worked together to deliver the highly effective Test, Trace, Protect Service and a mass vaccination programme, at speed, to save lives.

With Covid-19 increasingly being considered a vaccine preventable disease, the Council will be turning its attention to leading a city-wide recovery. As well as being a devastating public health crisis, Covid-19 has brought significant economic hardship to bear, particularly on the poorest and most vulnerable. The Recovery and Renewal programme launched last year recognises the need to re-animate the city centre, protect jobs and support the recovery of key sectors. The effort to support the recovery should also, at every opportunity, seek to create lasting employment opportunities and support the transition to net zero. That is why this Corporate Plan contains a number of new commitments on leading a child friendly recovery, supporting the economic recovery, accelerating decarbonisation projects and delivering a programme of organisational development to lock in the benefits of hybrid working for staff and residents.

Clearly, we have made great progress since first launching our vision in 2017, however the journey doesn't stop there. With the talent and dedication of our staff and our partnerships with Trade Union colleagues, public service providers, communities, and organisations across the city, we can raise our sights even higher.

I remain confident that we can emerge even stronger post-Covid-19, and deliver a better future for our citizens, our businesses, for the Capital Region and for Wales.



**Cllr Huw Thomas** Leader of Cardiff Council

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## **Well-being Objectives**

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3. Supporting people out of poverty Page 32

4. Safe, confident and empowered communities Page 41

5. A capital city that works for Wales Page 54

6. Cardiff grows in a resilient way Page 63

7. Modernising and integrating our public services Page 75

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## **Capital Ambition: Recovery and Renewal**

### **Leading a city-wide response to the Covid-19 pandemic**

Over the last two years, the Council and its public service partners have led the response to the pandemic, preventing the spread of the virus whilst ensuring the continued delivery of key frontline services and the protection of the city's most vulnerable people. From establishing a successful Test, Trace, Protect (TTP) service with its partners to supporting the local NHS roll-out of the vaccination programme, the Council has played an instrumental role in helping to keep staff and citizens safe.

In response to the extraordinary challenges presented by Covid-19, the Council has had to adapt a range of services to meet the latest advice and guidance issued by Public Health Wales and Welsh Government. Whilst this involved suspending the delivery of some services during lockdown, the Council's pandemic management response was centred on stopping the spread of the virus, ensuring the health and safety of staff and residents and ensuring the delivery of essential services, particularly to the most vulnerable.

Due to the success of the vaccination programme, as well as falling case numbers, the national policy direction is moving towards recognising Covid-19 as a vaccine-preventable disease, where immunisation is the most critical first line of defence. In preparation for the city emerging from the pandemic, the Council has set out its priorities for recovery and renewal, and for creating a greener, fairer and stronger city.

### **A Child Friendly Recovery**

The pandemic has had a particularly disruptive impact on children and young people's education, rights, well-being, and job prospects. A programme of activity has therefore been put in place to ensure that Cardiff's recovery and renewal post-Covid-19 is 'Child Friendly', with the voice, rights and interests of children and young people front and centre.

Over the course of 2020/21 the focus has been on the re-engagement and well-being of children and young people, through programmes such as last year's successful 'Summer of Smiles' and 'Winter of Well-being'; supporting schools to continue to provide high-quality learning; as well as supporting young people to thrive after leaving school. This has included enabling our young people to progress into the world of work, through initiatives such as the Cardiff Commitment and UK Kickstart scheme. While acknowledging that all children and young people have been affected by the disruption of the past year, it is clear that the impact of the pandemic has been greater for the city's most vulnerable children and young people. Support for young people, particularly vulnerable young people, is therefore a key feature of recovery plans.

The Council's Child Friendly Recovery agenda has been recognised by UNICEF UK, who have recommended that Cardiff submits its application for formal Child Friendly City Status later this year.

## **A Greener, Fairer, Stronger Recovery**

The Covid-19 pandemic has had a major impact on every aspect of city life. Due to lockdowns and restrictions, businesses have had to shut for extended periods, with certain sectors such as retail, hospitality, and close contact services, many of which are located in the city-centre, particularly affected. Different communities and groups of people will have also had very different experiences; the most impacted sectors tend to employ more young people, women, and people from an ethnic minority background. The cost-of-living crisis, the upcoming National Insurance increases and rising inflation and energy prices will put further pressure on the incomes of households across the city, and will likely hit vulnerable individuals and families the hardest.

In May 2021, the Council put forward its initial plans for a Greener, Fairer, Stronger city. After several months of consulting with residents, businesses, the cultural sector, and other stakeholders – with several child-friendly events held to gather the opinions of young people – a final strategy was published in December 2021. The strategy details how we can shape and lead the recovery and renewal of the capital city, to not just ‘bounce-back’ but ‘bounce-forward’. This includes placing a key focus on making the city centre attractive to visitors, workers, and businesses in a post-Covid landscape, retaining and building on our status as a major events city for both sports and culture, as well as ensuring the city remains healthy to live in with clean air, high-quality public spaces, parks, and green areas. It acknowledges that the city must continue to transition to net zero, develop the technology and knowledge sectors, attract high-quality investment and deliver jobs. All this will be supported by the development of a leading public transport network that makes business more competitive, connects people with opportunity and supports our One Planet aspirations.

### **One Planet Cardiff: Responding to the Climate Emergency**

Notwithstanding the depth of the Covid-19 crisis, the Council has recognised that climate change remains the defining global challenge of our generation.

Cardiff Council officially declared a climate emergency in 2019 and has since developed a One Planet Cardiff Strategy and Action Plan, which set out how we will respond and become carbon neutral as both a council and a city by 2030. In producing the strategy, the Council has completed a detailed carbon baselining and impact assessment. This has enabled an understanding of the current carbon position, both of Council operations and of the wider city, and what we must do to reduce our overall energy demand and reliance on fossil fuels.

Moving forward, the Council will progress projects that reduce Cardiff’s greenhouse gas emissions and sequester any residual emissions, such as the Cardiff Heat Network, Cardiff’s urban forest, private and Council housing retrofit, and a major programme of investment to support a shift to active and sustainable travel.

## **Organisational Recovery and Renewal**

Despite being one of the most challenging periods for Council services and staff, the pandemic has also been a time of significant change, dynamism and innovation, with almost all services having to adapt their operating models, new technologies being applied, partnership working on a depth and scale not seen before, and working from home and agile working becoming the norm.

While the pandemic still presents risks to a number of services, and a focus will need to be placed on their recovery over the year ahead, the Council wishes to build on the momentum and achievements of the past two years to help address complex public services delivery challenges that will come in the pandemic's wake. A major part of this agenda will be the transition to hybrid working, with the majority of non-front-line staff working in a more flexible way, supported by technology, but with a focus maintained on quality of service and outcomes for citizens.

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## **Well-being Objective 1:**

### **Cardiff is a great place to grow up**

Cardiff is already a good place for many of its children and young people to grow up, with a fast-improving school system alongside the advantages that a capital city can bring such as an extensive range of leisure, sporting, and cultural opportunities. However, as is the case nationally, there is still a significant gap in educational outcomes for certain groups of learners. Covid-19 has further exacerbated existing inequalities, with the daily lives of all children and young people disrupted by the pandemic – particularly the most vulnerable children. As the city emerges from the Covid-19 crisis, the Council is committed to a Child Friendly Recovery; understanding the lived experience of children and putting their voice, needs and rights at the heart of the renewal programme. A key part of this agenda is to ensure the well-being of vulnerable children, young people and families whilst securing the best possible outcomes. This is one of the Council's foremost responsibilities and will remain an ongoing priority.

#### **Our priorities for delivering Capital Ambition and leading the recovery in 2022/23:**

- **Supporting a Child Friendly recovery**
- **Continuing to deliver the Cardiff 2030 vision for education and learning**
- **Protecting the well-being of vulnerable children, young people and families**



## Progress Made

- **The health and safety of children, teachers and all school staff has been prioritised during the pandemic, with extensive work undertaken to diminish the disruption to learners in Cardiff.** Cardiff's response to the pandemic has been commended, with Estyn citing its *"sustained strategic leadership"*, noting that *"a strength of Cardiff's response to providing support for children and young people...was its collaboration with partners in the public and private sectors"*.
- In the absence of a National School Improvement Framework, **Cardiff has established robust arrangements for providing challenge and support to schools.**
- **School organisation consultations and proposals have continued**, despite delays in rolling out schemes. Recent proposals show commitment to increasing capacity in Welsh-medium schools and for learners with Additional Learning Needs.
- **A transformative ICT programme has been implemented to address the digital deprivation** experienced by some young people across the city.
- **The 'Summer of Smiles' re-engagement and well-being programme for children and young people was delivered as part of the Child Friendly Recovery**, which was attended by over 20,000 participants.
- **There has been a significant increase in the number of Rights Respecting Schools in Cardiff**; 60.6% of schools have received a bronze, silver or gold award as of January 2022. This compares to 51.1% in 2020/21.
- **Welsh-medium primary school provision has continued to grow**, with 764 pupils allocated Reception places at Welsh-medium primary schools in 2020/21, **representing a record 18.5% of the total intake** across the city. This expansion directly supports the Welsh Government's ambition of one million Welsh speakers in Wales by 2050.
- **Support to improve the educational outcomes of Children Looked After has improved significantly** with the adoption of a new Corporate Parenting Strategy. Information sharing practices, particularly within Children's Services, have enhanced and additional capacity has been established within the Looked After Children in Education team.
- **The Council has sustained a reduction in learners not progressing to education, employment, or training (EET).** In 2021, 98.5% of learners progressed.
- **The Youth Service has continued to provide enhanced support to learners at risk of disengagement throughout the pandemic**, including the development of a digital youth offer.

- **The Cardiff Commitment team has worked with partners to continue to provide opportunities to support transition into the world of work**, including ‘Open Your Eyes’ weeks and Business Forums.
- **Cost avoidance savings of £4.5 million have been realised as a result of shifting the balance of care**, with real gains achieved in relation to in-house fostering provision for pre-school and primary age children.
- **There has been a significant reduction in the percentage of children’s social worker vacancies**; from 29% in March 2021 to 21% in December 2021.

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## Priorities for 2022/23

### **Supporting a Child Friendly recovery**

Supporting a Child Friendly recovery from the Covid-19 pandemic continues to be a key priority for the Council. Since March 2020, the pandemic has resulted in substantial changes to education, with several extended periods of school closures and a switch to online learning. Moving forward, the Council will do all that it can to ensure that all Cardiff schools can stay open and maintain safe learning environments for all pupils and staff whilst ensuring the impact of the pandemic has no lasting effect on attainment and outcomes, particularly for the city's most vulnerable learners.

Child friendly ambitions will continue to be considered throughout the delivery and development of other recovery and renewal plans, ensuring joint efforts and purposeful partnership across Council departments, public services, and partners across the city region. This includes progressing work to become the UK's first Child Friendly City; the UNICEF assessment is due to take place in autumn 2022.

### **Continuing to deliver the Cardiff 2030 vision for education and learning**

The Covid-19 pandemic has disrupted the daily lives of Cardiff's children and young people. Supporting schools to continue to provide high-quality learning, whilst protecting the well-being of learners, remains a key priority for the Council. As a result of the substantial changes to education, the Council is looking to reset the Cardiff 2030 Vision, considering the experiences of the last two years, with a view to publishing a three-year plan in the spring of 2022. The plan will consider the significant work required to progress reforms for Curriculum for Wales 2022 and Additional Learning Needs.

In the absence of a national Accountability & Assessment Framework in Wales, with no clarity on national arrangements for the examination cycle for 2021/22, a programme of work has been developed in Cardiff to support school improvement. This has strengthened collective intelligence around schools to ensure a systematic approach to school development plans and school improvement priorities, which will continue to be embedded. Greater alignment of the work of the Central South Consortium with the priorities of the Education & Lifelong Learning Directorate will be a priority over the next year.

A continued emphasis will be placed on improving outcomes for vulnerable groups, including pupils in receipt of free school meals, Children Looked After, and those educated other than at school, who may have been more adversely affected by the pandemic. With a significant increase in the number of requests for statutory assessments of Additional Learning Needs/ Special Educational Needs, as well as an anticipated increase in free school meal eligibility, the Council will also be mindful of additional demand challenges and associated delivery pressures whilst resetting the vision.

## **Protecting the well-being of vulnerable children, young people and families**

Like every Local Authority across the UK, Cardiff's Children's Services continue to face high and increasing demand and increases in case complexity, compounded by challenges with the recruitment of social workers. Demand pressure is reflected throughout the child's journey, including increasing demand on services to address children's mental health and emotional well-being.

To respond to this demand, work will continue to shift the balance of care, which will help to ensure that children are supported with the lowest safe level of intervention whilst receiving the right help in the right place, at the right time. Key initiatives to deliver this crucial commitment include embedding the Reunification Framework across Children's Services – helping children to remain at home with their families where it is safe for them to do so – and implementing a new Reviewing Hub to ensure that cases are appropriately stepped up or down.

A sharp focus will continue to be placed on working with partners to identify and address any safeguarding concerns, particularly protecting vulnerable young people from criminal exploitation and addressing the recent rise in serious youth violence.

In terms of recruitment challenges, the Council will place a focus on workforce development by maintaining momentum with improvements to practice and working to attract more newly-qualified and experienced social workers to Cardiff.

Furthermore, to support the emotional health and mental well-being of children, a whole-system approach is needed, including specialist services for those who need them. Working with partners, frameworks that focus on preventative measures and building resilience will be implemented moving forward.

## What we will do to make Cardiff a great place to grow up

### Supporting a Child Friendly recovery

Ref	We will:	Lead Member	Lead Directorate
S1.1	<b>Promote and fulfil children's rights</b> by submitting for recognition as a Child Friendly City by September 2022.	<b>Cllr Sarah Merry</b>	<b>Education &amp; Lifelong Learning</b>
S1.2	<b>Support the safe operation of schools and learning environments for all pupils and staff in line with Covid guidance during 2022/23.</b>	<b>Cllr Sarah Merry</b>	<b>Education &amp; Lifelong Learning</b>
S1.3 (New)	<b>Support schools to improve pupil attendance</b> following the Covid-19 pandemic, in particular to tackle persistent absenteeism.	<b>Cllr Sarah Merry</b>	<b>Education &amp; Lifelong Learning</b>
S1.4 (New)	<b>Support the business intelligence priorities for supporting children and young people in Cardiff</b> by: <ul style="list-style-type: none"> <li>Developing a children and young people data dashboard;</li> <li>Scoping the resource and requirements for a single integrated view of the child;</li> <li>Working to improve data quality for the Council's identified data priorities.</li> </ul>	<b>Cllr Graham Hincley &amp; Cllr Sarah Merry</b>	<b>Performance &amp; Partnerships</b>

Ref	Key Performance Indicator	Target
K1.1	The percentage of Cardiff schools that are bronze, silver or gold Rights Respecting Schools	<b>75%</b>
K1.2	The percentage of children and young people between the age of 8 and 18 who are aware of their rights	<b>85%</b>
K1.3	The percentage of children and young people between the age of 8 and 18 who state they are able to do their best to learn and progress at school all or most of the time	<b>90.9%</b>
K1.4	Percentage Attendance: Primary	<b>Monitor KPI, but no target set</b>
K1.37 (New)	The percentage of persistent absence (below 50% threshold) in primary schools	<b>Monitor KPI, but no target set</b>
K1.5	Percentage Attendance: Secondary	<b>Monitor KPI, but no target set</b>
K1.38 (New)	The percentage of persistent absence (below 50% threshold) in secondary schools	<b>Monitor KPI, but no target set</b>
K1.6	Percentage Attendance: Looked after pupils whilst in care in secondary schools	<b>Attendance to be equivalent to Cardiff average</b>

## Continuing to deliver the Cardiff 2030 vision for education and learning

Ref	We will:	Lead Member	Lead Directorate
S1.5 (New)	<p><b>Continue to co-ordinate admissions arrangements for all schools in Cardiff</b> by:</p> <ul style="list-style-type: none"> <li>Integrating all primary faith schools into the Co-ordinated Admission Arrangements by the 2023 admissions round;</li> <li>Working to include all secondary faith schools into the Co-ordinated Admission Arrangements, subject to the agreement of the Governing Bodies.</li> </ul>	Cllr Sarah Merry	Education & Lifelong Learning
S1.6	<p><b>Deliver the new schemes in accordance with the Band B 21<sup>st</sup> Century School Programme of school investment between April 2019 and 2026</b> to:</p> <ul style="list-style-type: none"> <li>Increase the number of school places available;</li> <li>Improve the condition of school buildings;</li> <li>Improve the teaching and learning environment;</li> <li>Reshape and enhance specialist provision for pupils with additional learning needs.</li> </ul>	Cllr Sarah Merry	Education & Lifelong Learning
S1.7	<p><b>Deliver up to eight new primary schools and two new secondary schools by 2030</b> through the Local Development Plan in line with any Section 106 agreements and statutory approvals.</p>	Cllr Sarah Merry	Education & Lifelong Learning
S1.8	<p><b>Deliver enhancements to the school estate</b> through a rolling programme of asset renewal and target investment in schools that require priority action by March 2023.</p>	Cllr Sarah Merry	Education & Lifelong Learning, and Economic Development
S1.9	<p><b>Begin to develop a strategic framework for the future prioritisation of 21<sup>st</sup> Century School and Local Development Plan investment.</b></p>	Cllr Sarah Merry	Education & Lifelong Learning
S1.10	<p><b>Invest in digital infrastructure, equipment and new learning technologies</b> for schools and learners in line with the Schools ICT strategy and Welsh Government digital best practice:</p> <ul style="list-style-type: none"> <li>Continue to improve the pupil-to-ICT device ratio in all schools to achieve the long-term aspiration of one device for every pupil in every Cardiff school;</li> <li>Complete a refresh of all audio-visual equipment in all school classrooms by March 2026;</li> </ul>	Cllr Sarah Merry	Education & Lifelong Learning

	<ul style="list-style-type: none"> <li>Ensure that every pupil has access to appropriate Wi-Fi connectivity away from school by working with the telecommunications companies to continue to provide mobile Wi-Fi solutions to those pupils requiring support.</li> </ul>		
S1.11	<b>Deliver the ten-year Welsh Education Strategic Plan (WESP)</b> in line with the Bilingual Cardiff Strategy 2022-27 and agree a three-year delivery plan.	<b>Cllr Sarah Merry</b>	<b>Education &amp; Lifelong Learning</b>
S1.12	<b>Improve outcomes for children and young people with additional learning needs</b> through successful implementation of the Additional Learning Needs Code by 2024.	<b>Cllr Sarah Merry</b>	<b>Education &amp; Lifelong Learning</b>
S1.13	<b>Support Cardiff schools to work towards the introduction of the Curriculum for Wales 2022</b> , for roll-out from September 2022 for all year groups in primary school and Year 7 in secondary school, Year 8 rollout from September 2023, and then year-on-year until it is introduced to Year 11 in 2026.	<b>Cllr Sarah Merry</b>	<b>Education &amp; Lifelong Learning</b>
S1.14 (New)	Work with the Central South Consortium to <b>deliver school improvement and measure school performance</b> as the new accountability and assessment framework emerges.	<b>Cllr Sarah Merry</b>	<b>Education &amp; Lifelong Learning</b>
S1.15	<b>Expand and enhance the Cardiff Commitment</b> with city partners to raise the ambitions, opportunities and skills of children and young people, in particular to: <ul style="list-style-type: none"> <li>Improve the offer available to the city's most vulnerable children and young people (including those with additional learning needs and those educated other than at school (EOTAS));</li> <li>Improve the accessibility of post-16 education, training and employment pathways;</li> <li>Open up enhanced social value opportunities through procurement and planning frameworks;</li> <li>Support schools to develop meaningful, authentic learning through a range of experiences and contexts, in line with the ambitions of the Curriculum for Wales 2022.</li> </ul>	<b>Cllr Sarah Merry</b>	<b>Education &amp; Lifelong Learning</b>

S1.16 (New)	<b>Deliver an integrated model of youth support services</b> , built on high-quality youth work, to remove barriers to engagement and participation by March 2023.	<b>Cllr Sarah Merry</b>	<b>Education &amp; Lifelong Learning</b>
S1.17	<b>Develop and embed an approach for Community-Focused Schools</b> to enhance the relationship between schools and communities, with a focus on supporting the continued learning and well-being of vulnerable children and families.	<b>Cllr Sarah Merry</b>	<b>Education &amp; Lifelong Learning</b>
S1.18	<b>Continue to deliver the ‘Passport to the City’</b> model with the Children’s University and Cardiff University to open up extra-curricular activities to all children and young people in Cardiff, including annual evaluation to assess impact and sustainability over the next two years.	<b>Cllr Sarah Merry</b>	<b>Education &amp; Lifelong Learning</b>

<b>Ref</b>	<b>Key Performance Indicator</b>	<b>Target</b>
K1.9	Asset renewal spend	<b>£20m</b>
K1.11	The percentage of children securing one of their top choices of school placement: Primary (of top three preferences)	<b>97.5%</b>
K1.12	The percentage of children securing one of their top choices of school placement: Secondary (of top five preferences)	<b>92.5%</b>
K1.35 (New)	The number of added formal Additional Learning Needs places delivered across the city <i>(Target to be achieved by September 2022)</i>	<b>290</b>
K1.7	The percentage of all pupils in Year 11 leavers making a successful transition from statutory schooling to education, employment or training	<b>98.5%</b>
K1.8	The percentage of EOTAS learners leaving Year 11 making a successful transition from statutory schooling to education, employment or training	<b>92%</b>

### **Protecting the well-being of vulnerable children, young people and families**

<b>Ref</b>	<b>We will:</b>	<b>Lead Member</b>	<b>Lead Directorate</b>
S1.19 (New)	<b>Support mental health and emotional well-being for children and young people</b> by: <ul style="list-style-type: none"> <li>Engaging with the Starting Well Partnership priority to further embed NEST/ NYTH, a person-centred, multi-agency approach to supporting emotional well-being and mental health,</li> </ul>	<b>Cllr Sarah Merry</b>	<b>Education &amp; Lifelong Learning</b>



	<p>with the ‘whole school’ approach at its heart;</p> <ul style="list-style-type: none"> <li>• Rolling out THRIVE and Family THRIVE further;</li> <li>• Embedding the use of updated guidance on exclusions, managed moves, and Person-Centred Plans.</li> </ul>		
S1.20	<p><b>Deliver an integrated approach to emotional and mental health support for children and young people by:</b></p> <ul style="list-style-type: none"> <li>• Working with the Cardiff and Vale University Health Board (UHB) to: <ul style="list-style-type: none"> <li>– Establish, review and revise trusted two-way referral pathways from Early Help Teams to the new NHS Single Point of Access;</li> <li>– Implement any recommendations coming out of the Cardiff &amp; Vale Integrated Model for Emotional Health &amp; Wellbeing;</li> <li>– Secure the permanent role of the Primary Mental Health Specialists within Early Help and seek to build on this, to support children with neuro-developmental differences;</li> <li>– Develop pathways and provision of services for children with serious mental health and emotional well-being issues;</li> </ul> </li> <li>• Working with Cardiff &amp; Vale UHB and Platform to ensure parents/carers of children with emotional mental health needs can feel equipped to effectively support their children.</li> </ul>	<p><b>Cllr Sarah Merry &amp; Cllr Graham Hinchey</b></p>	<p><b>Children’s Services, and Adult Services, Housing &amp; Communities</b></p>
S1.21	<p><b>Ensure that the support requirements of vulnerable young people are identified early</b> and responded to by:</p> <ul style="list-style-type: none"> <li>• Strengthening the application of Vulnerability Assessment Profiling to include integration with Youth Justice Service caseloads;</li> <li>• Adopting the Voice of Young People on Safeguarding plan;</li> <li>• Ensuring equitable and inclusive access to education for all, through the delivery of the EOTAS Plan;</li> </ul>	<p><b>Cllr Sarah Merry &amp; Cllr Graham Hinchey</b></p>	<p><b>Education &amp; Lifelong Learning, Children’s Services and Adult Services, Housing &amp; Communities</b></p>

	<ul style="list-style-type: none"> <li>Revisiting the Early Help Pathway into the Violence Prevention Service with the Violence and Prevention Unit to ascertain if the Early Help Pathway is the best route for these referrals, and if so, seek to promote this;</li> <li>Continuing to work with South Wales Police to roll out of the Vulnerability Change Programme across the city.</li> </ul>		
S1.22	<p><b>Continue to reduce the impact of adverse childhood experiences on children’s well-being</b> by:</p> <ul style="list-style-type: none"> <li>Developing new referral pathways with the NSPCC for families to access the ‘Pregnancy In Mind’ and ‘In Control’ services by July 2022;</li> <li>Promoting access to Flying Start Outreach and Early Positive Approaches to Support (EPATS);</li> <li>Enhancing the ‘Thinking Together Conversations’ approach with partners to embed the model</li> <li>Working with partners to implement and refine the referral pathways into parenting support, as part of the Removal of Defence of Reasonable Chastisement legislation, by November 2022;</li> <li>Rolling out the use of Video Interaction Guidance across Cardiff Parenting Services, used with parents and care givers to support attunement between infants, children, young people and adults, by January 2023;</li> <li>Promoting case co-formulation and a joined-up offer from Cardiff Parenting Services and Barnardo’s Family Wellbeing Service to meet family need.</li> </ul>	<p><b>Cllr Graham Hinchey &amp; Cllr Sarah Merry</b></p>	<p><b>Adult Services, Housing &amp; Communities</b></p>
S1.23	<p><b>Complete the implementation of the ‘All Our Futures’ Youth Justice Strategy</b> and Improvement Plan and prepare a new two-year strategy to reduce offending and improve outcomes for young people.</p>	<p><b>Cllr Graham Hinchey</b></p>	<p><b>Children’s Services</b></p>
S1.24 (New)	<p><b>Improve outcomes for children and families</b> by embedding the Interventions Hub during the year, bringing Children’s Services support staff together into one</p>	<p><b>Cllr Graham Hinchey</b></p>	<p><b>Children’s Services</b></p>

	place to streamline and integrate support resources.		
S1.25	<b>Continue to develop and embed a locality approach</b> to service provision across case management teams.	Cllr Graham Hinchev	Children's Services
S1.26 (New)	<b>Monitor the progress of the Family Drug and Alcohol Court pilot</b> to determine its success in keeping families together.	Cllr Graham Hinchev	Children's Services
S1.27 (New)	Determine whether <b>an integrated service for young people</b> (using the North Yorkshire Model) should be implemented in Cardiff to improve the accessibility of services.	Cllr Graham Hinchev	Children's Services
S1.28	<b>Ensure that children receive the lowest safe level of intervention</b> by: <ul style="list-style-type: none"> <li>• Using the Reviewing Hub to ensure that cases are appropriately stepped up or down;</li> <li>• Re-shaping respite provision by March 2023 to offer greater flexibility in short-break opportunities, including emergency provision for children with disabilities;</li> <li>• Supporting children to return safely to their own homes using the Reunification Framework;</li> <li>• Reviewing Children Looked After who are placed with parents to appropriately revoke Care Orders.</li> </ul>	Cllr Graham Hinchev	Children's Services
S1.29	Continue to <b>increase the availability of accommodation with support options</b> in Cardiff during the year – across all age groups – for Children Looked After and young people leaving care.	Cllr Graham Hinchev	Children's Services
S1.30	<b>Implement the renewed Corporate Parenting Strategy 2021-24 action plan</b> to improve outcomes and well-being for Children Looked After.	Cllr Graham Hinchev & Cllr Sarah Merry	Children's Services, Education & Lifelong Learning, and Adult Services, Housing & Communities
S1.31 (New)	<b>Embed the Quality Assurance framework in Children's Services case management teams</b> to improve quality of practice and outcomes across Children's Services by March 2023.	Cllr Graham Hinchev	Children's Services
S1.32	<b>Continue to develop and support the Children's Services workforce by reducing permanent vacancies and implementing</b>	Cllr Graham Hinchev	Children's Services

	<p><b>the recruitment and retention strategy during the year, including:</b></p> <ul style="list-style-type: none"> <li>Recruiting additional non-social work staff to allow social workers to focus on issues requiring social work qualifications;</li> <li>Focusing on mentoring and upskilling permanent and newly qualified staff to take on more complex cases and court cases.</li> </ul>		
S1.33 (New)	<p><b>Revise the Delivering Excellence in Children's Services Strategy</b> to set the direction for the service for 2022-25.</p>	<p><b>Cllr Graham Hinchey</b></p>	<p><b>Children's Services</b></p>
S1.34	<p><b>Enable all young people who are known to Children's Services to play an active and central role in planning for their transition to adulthood</b> during the year by working closely with Adult Services in relation to:</p> <ul style="list-style-type: none"> <li>Children with disabilities;</li> <li>Care leavers known to the Personal Advisor Service.</li> </ul>	<p><b>Cllr Graham Hinchey</b></p>	<p><b>Children's Services</b></p>

Ref	Key Performance Indicator	Target
K1.14	The percentage of Children Looked After leaving Year 11 making a successful transition from statutory schooling to education, employment or training	<b>92%</b>
K1.15	The percentage of care leavers in categories 2, 3 and 4 <sup>1</sup> who have completed at least three consecutive months of employment, education or training in the 12 months since leaving care	<b>68%</b>
K1.16	The percentage of care leavers in categories 2, 3 and 4 <sup>1</sup> who have completed at least three consecutive months of employment, education or training in the 13-24 months since leaving care	<b>57%</b>

**Of the total number of Children Looked After:**

Ref	Key Performance Indicator	Target
K1.17	The number of Children Looked After placed with parents	<b>No target, but under constant review</b>
K1.18	The number of Children Looked After in kinship placements	<b>Increase where appropriate</b>
K1.19	The number of Children Looked After fostered by Local Authority foster carers	<b>150</b>

<sup>1</sup> Care Leavers in categories 2, 3 and 4 are those aged 16 or 17, those aged 18 or over and those young people who reconnect to care for education or training purposes. ([Section 104, Social Services and Well-being Act \(Wales\) 2014](#))

K1.20	The number of Children Looked After fostered by external foster carers	<b>No target, but under constant review</b>
K1.21	The number of Children Looked After placed in residential placements	<b>Reduce whilst increasing provision in Cardiff</b>
K1.22	The number of Children Looked After supported to live independently	<b>No target</b>
K1.23	The number of Children Looked After placed for adoption	<b>No target</b>
K1.24	The number of Children Looked After in other placements, such as prison, secure accommodation, supported lodgings and Home Office unregulated placements	<b>No target</b>

<b>Ref</b>	<b>Key Performance Indicator</b>	<b>Target</b>
K1.25 (New)	The percentage of children placed for adoption within 12 months of a Placement Order	<b>65%</b>
K1.26	The percentage of Children Looked After in regulated placements who are placed in Cardiff	<b>60%</b>
K1.27	The percentage of children in regulated placements who are placed within a 20-mile radius of Cardiff	<b>80%</b>
K1.28	The percentage of families referred to Family Help, showing evidence of positive distance travelled	<b>75%</b>
K1.29	The percentage of permanent Children's Services social work posts filled by agency staff	<b>18%</b>
K1.30	The number of people supported through the Family Gateway	<b>8,000</b>
K1.31	The number of people supported by the Family Help Team	<b>1,750</b>
K1.32	The number of people supported by the Support4Families Team	<b>2,250</b>
K1.33	The number of first-time entrants into the Youth Justice System	<b>70</b>
K1.34	The percentage of children re-offending within six months of their previous offence	<b>40%</b>
K1.36 (New)	The number of young people in receipt of a prevention service from the Youth Justice Service.	<b>Baseline</b>

## Well-being Objective 3: Supporting people out of poverty

The Covid-19 pandemic has had significant impacts beyond the public health crisis, with a number of existing inequalities deepening over the past two years. The cost-of-living crisis is also having an impact on many households with inflationary pressures making essential day-to-day items more expensive. The Council will therefore continue efforts to tackle poverty and reduce inequality in all its forms, ensuring that everyone who lives and works in Cardiff can contribute to and benefit from the city's success – a theme which runs throughout this Corporate Plan.

### Our priorities for delivering Capital Ambition and leading the recovery in 2022/23:

- **Supporting those most impacted by the economic crisis into work, education or training**

### Progress Made

- **Cardiff's Living Wage City Steering Group achieved all three of its targets ahead of the 2022 deadline** in October 2021, with a record 32 organisations in Cardiff – employing 1,986 people – receiving Living Wage accreditation in 2021. This means that over 160 organisations are now accredited in total, and 61,183 employees are working for a Living Wage employer. Furthermore, a total of 7,894 workers in Cardiff have received a pay rise to the real Living Wage. Cardiff University has calculated that **an additional £39m has gone into the Cardiff economy** as a result of uplifts to employees' salaries following their employer becoming an accredited Living Wage employer. In July 2021, the new Cardiff University Sbarc|Spark building **became the first Living Wage building in Wales.**

### Priorities for 2022/23

#### Supporting those most impacted by the economic crisis into work, education or training

The local labour market has been significantly impacted by the pandemic – with many people in the hardest-hit sectors losing their jobs – as well as by the acute shortages of HGV drivers, hospitality staff and social care staff. To address these challenges, our Into Work Service will continue bringing together employers and potential employees with suitable skills. By working with employers to identify in-demand skills, the Service can ensure that relevant training courses are being offered at the right time and in the right areas.

Following the UK's decision to leave the European Union, there is ongoing uncertainty over the future funding of some programmes undertaken by the Into Work Service. In advance of the full details of the new Shared Prosperity Fund, the ten Local Authorities of the Cardiff

Capital Region have sought to create a single, clear, consistent framework for future employability programmes in the region.

## What we will do to support people out of poverty

### Supporting those most impacted by the economic crisis into work, education or training

Ref	We will:	Lead Member	Lead Directorate
S3.2	<p><b>Better support people into work by further integrating employment support services</b> and working with partners when new schemes are developed. This will include:</p> <ul style="list-style-type: none"> <li>• Reviewing employment support services for our most vulnerable young people including those care-experienced or experiencing homelessness, and ensuring these services are fully meeting the clients' needs and addressing any gaps by October 2022;</li> <li>• Getting the best social value from Council contracts for employment and training opportunities including creating a new social value officer within the Into Work Service to ensure that opportunities offered are realised by July 2022;</li> <li>• Working with the Department of Work and Pensions and Careers Wales on new employment support schemes, creating effective referrals to and from the Into Work Service to best meet the needs of the client;</li> <li>• Supporting the Council's Economic Recovery Taskforce, ensuring that into work support is used to mitigate some of the impacts of the economic downturn, especially for the most vulnerable;</li> <li>• Monitoring and reviewing the success of the Cardiff Cares Academy and Cardiff Works Ready schemes by August 2022 and using these schemes as a blueprint to meet any new or emerging workforce demands in the city;</li> </ul>	<p><b>Cllr Chris Weaver &amp; Cllr Sarah Merry</b></p>	<p><b>Adult Services, Housing &amp; Communities</b></p>

	<ul style="list-style-type: none"> <li>• Bidding for alternative funding in preparation for the end of European Social Fund projects;</li> <li>• Rolling out the new Adult Learning service by September 2022 and monitoring the impact of this change, reviewing and amending any elements as required by January 2023.</li> </ul>		
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Ref	Key Performance Indicator	Target
K3.18 (New)	The number of new apprenticeship and trainee placements provided within the Council in year	<b>100</b>
K3.1	The total number of apprenticeship and trainee placements within the Council in year	<b>150</b>

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## Well-being Objective 4:

### Safe, confident and empowered communities

Communities are at the heart of well-being. They play a vital role in connecting people with the social networks and the day-to-day services we all depend on – as made evident during the Covid-19 pandemic. The Council will therefore prioritise activities to make sure that communities in Cardiff are safe, that people in Cardiff feel safe and that they have easy access to the services that they need. The Council will also continue to deliver services, at the local level, in a well-planned, connected, and integrated way.

#### Our priorities for delivering Capital Ambition and leading the recovery in 2022/23:

- **Working together to support a healthier and more active population**

#### Progress Made

- The roll-out of the Council's Hubs programme has seen the **opening of the Butetown Creative Hub**, supporting young people into the creative sector, as well as the **opening of refurbished Community Hubs in Whitchurch and Rhydypennau**, introducing additional and enhanced services to serve these communities.

#### Ensuring children and adults are protected from risk of harm and abuse

Over the coming year, the Council will continue to take forward the new joint Child and Adult Exploitation Strategy, which addresses all identified forms of exploitation, including modern slavery. This work will include developing a new approach to safeguarding young people from exploitation, working with partners to strengthen our response to exploitation and enhancing engagement with families and carers to support them in keeping our young people safe.

#### Working together to support a healthier and more active population

In light of the Covid-19 pandemic, supporting a healthier and more active population which is more resilient to future health crises will be a key priority. Working with partners, the Council will support the delivery of the 'Move More, Eat Well' plan to promote healthy weight, healthy food, active travel, and physical activity. As part of this approach, the Council will ensure alignment with other major strategies, such as Food Cardiff's 'Good Food Strategy 2021-2024' and the 'Physical Activity and Sport Strategy 2022-2027'. Furthermore, maintaining the quality of our award-winning parks and green spaces will continue to play a key part in the health and mental well-being of our residents. More broadly, the work of Shared Regulatory Services will continue to play a vital role in ensuring public health and public safety. Having played a crucial role in responding to the Covid-19 crisis, the service must now re-focus on core business provision in the context of rising demand pressures.

## What we will do to create safe, confident and empowered communities

### Ensuring children and adults are protected from risk of harm and abuse

Ref	We will:	Lead Member	Lead Directorate
S4.9 (New)	<p><b>Ensure that all people, however vulnerable, retain a voice in their care by:</b></p> <ul style="list-style-type: none"> <li>Ensuring our social workers take a strengths-based approach to mental capacity and ensure that as far as possible older people retain voice and control;</li> <li>Implementing the new Liberty Protection Safeguards legislation and mainstreaming these within our services;</li> <li>Recommissioning Advocacy Services in line with the commitments set out in the Cardiff and Vale Advocacy Strategy;</li> <li>Reviewing and enhancing our Direct Payments Services.</li> </ul>	Cllr Susan Elsmore & Cllr Graham Hinchey	Adult Services, Housing & Communities, and Children's Services
S4.14	<p><b>Undertake a review of commissioned services during the year to ensure that contract monitoring arrangements are in place and re-tendering process are timetabled based on contract end dates.</b></p>	Cllr Graham Hinchey	Children's Services
S4.15	<p><b>Ensure children and adults are protected from risk of harm and abuse by:</b></p> <ul style="list-style-type: none"> <li>Embedding the <b>Exploitation Strategy</b> to address new and emerging themes of child and adult exploitation by March 2023;</li> <li>Continuing to work with multi-agency partners to respond the rise in serious youth violence;</li> <li>Embedding the <b>corporate safeguarding self-evaluations</b> by March 2023;</li> <li>Continuing the work identified in the Adult Safeguarding Action Plan</li> </ul>	Cllr Graham Hinchey, Cllr Susan Elsmore & Cllr Chris Weaver	Adult Services, Housing & Communities, Children's Services, and Performance & Partnerships

	and monitoring the volume of referrals received.		
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Ref	Key Performance Indicator	Target
K4.25 (New)	The number of children reported during the year where child exploitation was a factor including child sexual exploitation, child criminal exploitation and child trafficking	<b>Not appropriate to set target</b>

## Working together to support a healthier and more active population

Ref	We will:	Lead Member	Lead Directorate
S4.28	<p><b>Support grass-roots and community sports</b> by:</p> <ul style="list-style-type: none"> <li>Embedding the new Physical Activity &amp; Sport Strategy 2022-27, and working with partners to develop further plans through 2022/23 that increase participation, attract investment, improve health, tackle inequality, and ensure sustainability of provision;</li> <li>Supporting access to local community sports clubs and organisations, increasing participation in sports and enhancing extra-curricular opportunities through the Community-Focused Schools approach;</li> <li>Supporting community sports clubs with a particular emphasis on under-represented groups such as women and girls, ethnic minority communities, Welsh speakers, disabled people, and the LGBT+ community;</li> <li>Ensuring that Sport Wales's Regional Sports Partnerships reflect the priorities of Cardiff.</li> </ul>	<p><b>Cllr Peter Bradbury &amp; Cllr Sarah Merry</b></p>	<p><b>Economic Development, and Education &amp; Lifelong Learning</b></p>

Ref	Key Performance Indicator	Target
K4.17	The number of visits to Local Authority sport and leisure centres during the year per 1,000 population where the visitor will be participating in physical activity	<b>Monitor KPI, but no target set</b>
K4.18	The number of Green Flag parks and open spaces	<b>16</b>
K4.19	The number of volunteer hours committed to parks and green spaces	<b>Monitor KPI, but no target set</b>

## Appendix

This appendix sets out how the delivery of the Administration's priorities through the Corporate Plan has been informed by and is compliant with statutory requirements.

### Delivering Capital Ambition

*Delivering Capital Ambition*, the Council's Corporate Plan, sets out how the Administration's priorities for Cardiff will be achieved, providing clarity on what will be delivered, and by when.

In accordance with the requirements of the Well-being of Future Generations (Wales) Act 2015, *Delivering Capital Ambition* sets out Cardiff's Well-being Objectives, the steps we will take to achieve them and how we will measure progress.

### Glossary of Terms

- **Well-being Objective:** sets out what the Council wants to achieve
- **Outcome Indicator:** a measure of city-wide performance
- **Step:** what the Council will do, and by when, to help achieve each Well-being Objective
- **Key Performance Indicator:** an indicator of operational performance that shows if the steps the Council are taking are effective
- **Target:** sets out a numerical value on Key Performance Indicators to be achieved
- **Self-Assessment:** a process that directorates undertake to help shape Well-being Objectives and identify the steps for inclusion in *Delivering Capital Ambition*

### Setting Well-being Objectives

The Well-being Objectives were set following a self-assessment process undertaken by each directorate.

This process was designed to ensure that each directorate had due regard to the Sustainable Development Principle by encouraging a consideration of the five ways of working:

- **Long term:** The Well-being Objectives and steps in this plan were informed by the Well-being Assessment 2017, the Population Needs Assessment and work on Future Trends undertaken by the Cardiff Public Services Board (PSB).
- **Prevention:** Drawing on the evidence, the Well-being Objectives and steps are designed to tackle both the immediate demand pressures on public services and the root causes of these pressures, most importantly through tackling poverty and inequality.

- **Collaboration:** The Well-being Objectives in this plan were developed in close collaboration with our public service partners, and the Cardiff PSB has adopted the same seven Well-being Objectives in its Well-being Plan, reflecting our shared aspirations and the common understanding of challenges facing the city.
- **Integration:** The Well-being Objectives cut across departmental silos, focussing on what all Council services can do to improve the well-being of the people of Cardiff, and contribute to the seven national Well-being Goals. The Council has also integrated its Strategic Equality Objectives into the Corporate Plan to ensure that the strategic actions for creating a more equal city are embedded in the Council's Planning & Performance Framework.
- **Involvement:** In developing the Well-being Objectives, the Council has drawn on the results of the annual Ask Cardiff citizen survey – which received over 2,700 responses in 2021 – and on focus groups with 'seldom heard' groups. We continue to involve residents in decisions which affect them; consultation has taken place on specific strategies such as the replacement Local Development Plan, the International Sports Village Masterplan and the draft Recycling & Waste Strategy.

## The Council's Policy Framework

Capital Ambition sets out the Administration's policy agenda. The Corporate Plan and the Well-being Plan are key documents in delivering Capital Ambition, as they translate the Administration's priorities into deliverable organisational objectives.

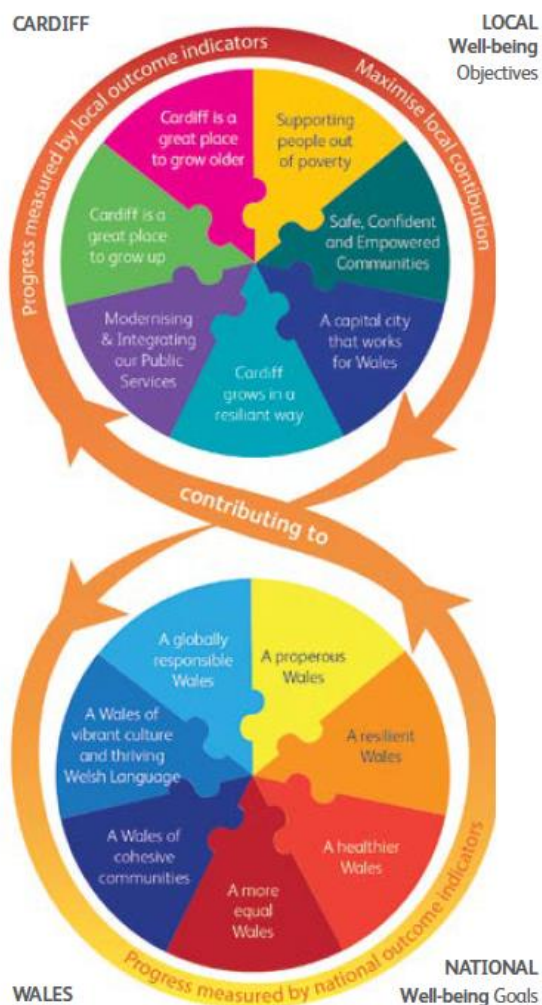
- **Corporate Plan:** focuses on the issues and services which the Council has prioritised.
- **Well-being Plan:** focuses on areas of collaborative advantage in the delivery of public services. Both the Council and the Public Services Board will measure progress towards achieving the Well-being Objectives using the same indicators of city performance. Not only will this enable partners in Cardiff to keep track of how the city is performing, it will also help demonstrate Cardiff's contribution towards achieving the Welsh Government's aim of improving well-being nationally.

## Contribution to National Well-being Goals

The Welsh Government has set out national Well-being Goals under which Cardiff Council and the Cardiff PSB have agreed complementary local Well-being Objectives. In order to measure Cardiff's progress towards achieving the seven Well-being Objectives, a series of high-level outcome indicators were selected which provide objective measures of the city's performance.

Outcome indicators are high-level indicators which measure long-term trends. They provide an overview of the city's performance, both over time and relative to other cities and Local Authorities. The trends they measure are difficult to influence directly and no single body or organisation can be held accountable for delivering them.

A full set of outcome indicators is published annually by the Cardiff Public Services Board, most recently in the [Cardiff in 2021](#) analysis, which provides an annual snapshot of how the city is performing.

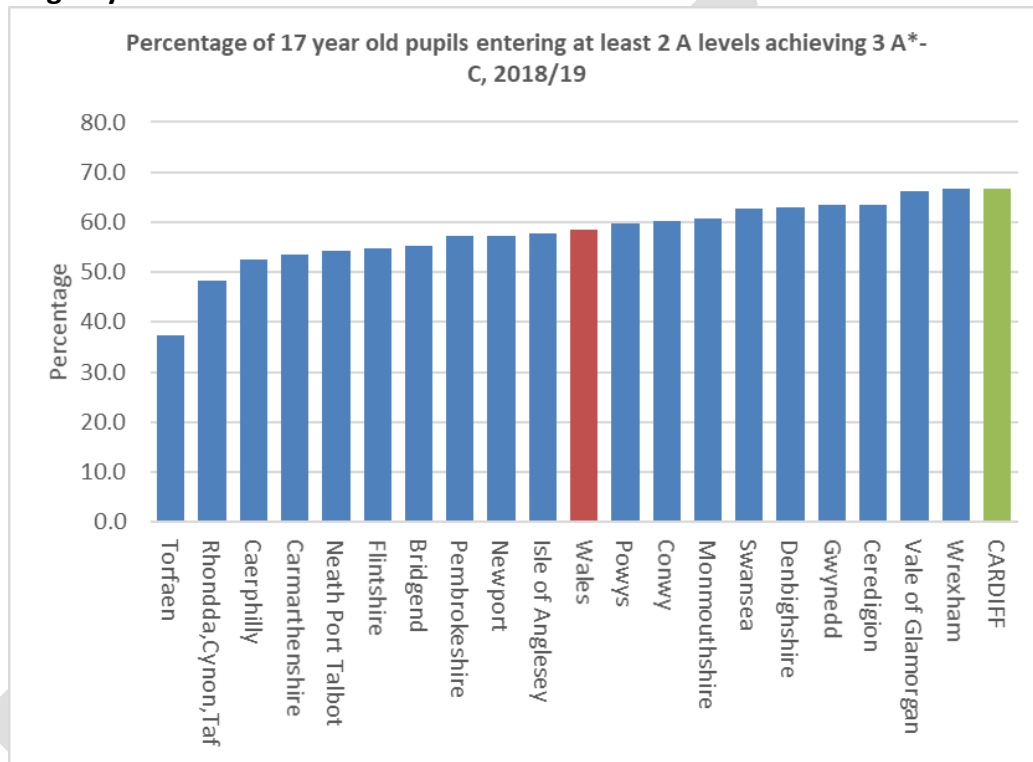


## Well-being Objective 1:

Cardiff is a great place to grow up

Measuring Progress against the Well-being Objective:  
Outcome Indicators

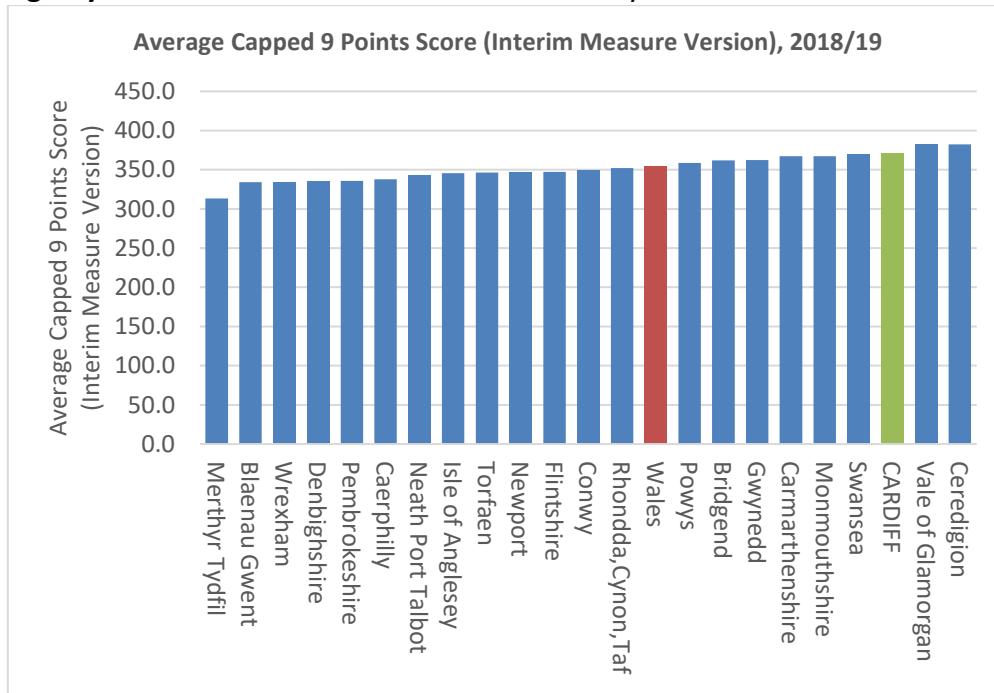
Improving City Performance: Achievement at A level<sup>2</sup>



Source: Welsh Government

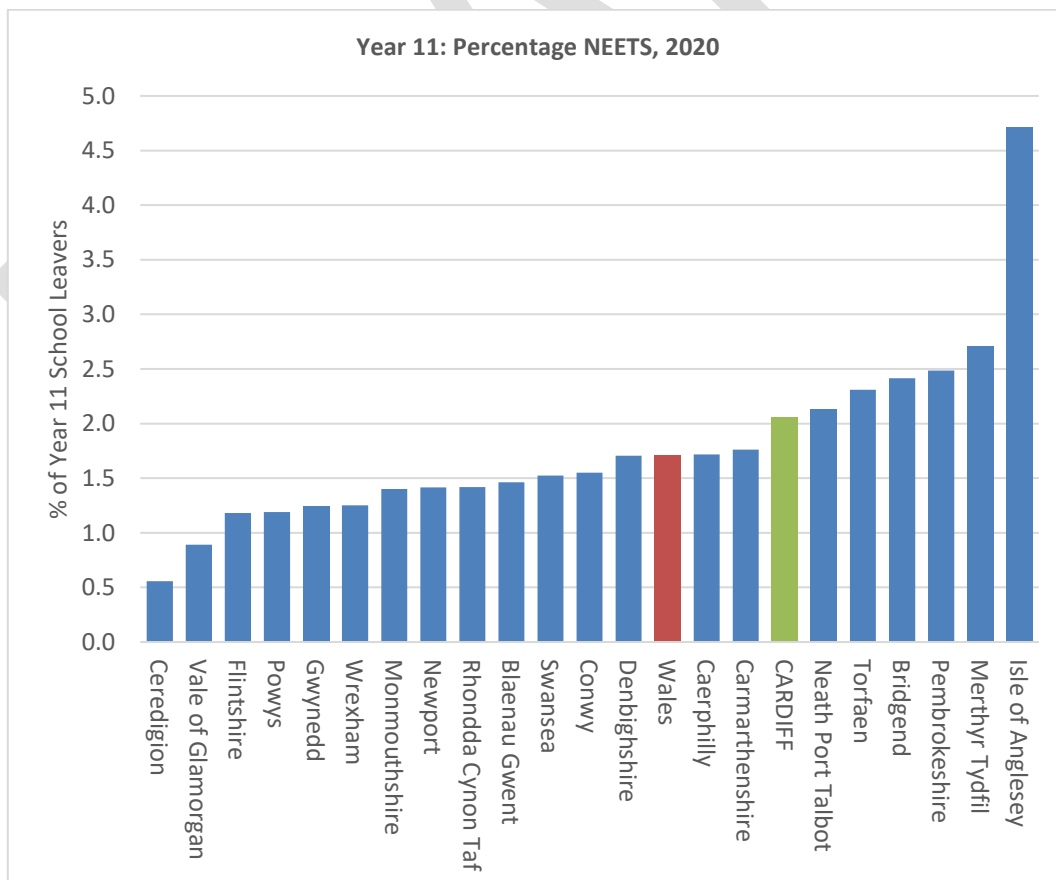
<sup>2</sup> This is the latest available data. Due to the coronavirus pandemic, Welsh Government cancelled examinations for 2019/20 and 2020/21 in place of a centre determined grade model. Moving forward, a new assessment is being determined.

## Improving City Performance: Achievement in Secondary Schools<sup>2</sup>



Source: Welsh Government

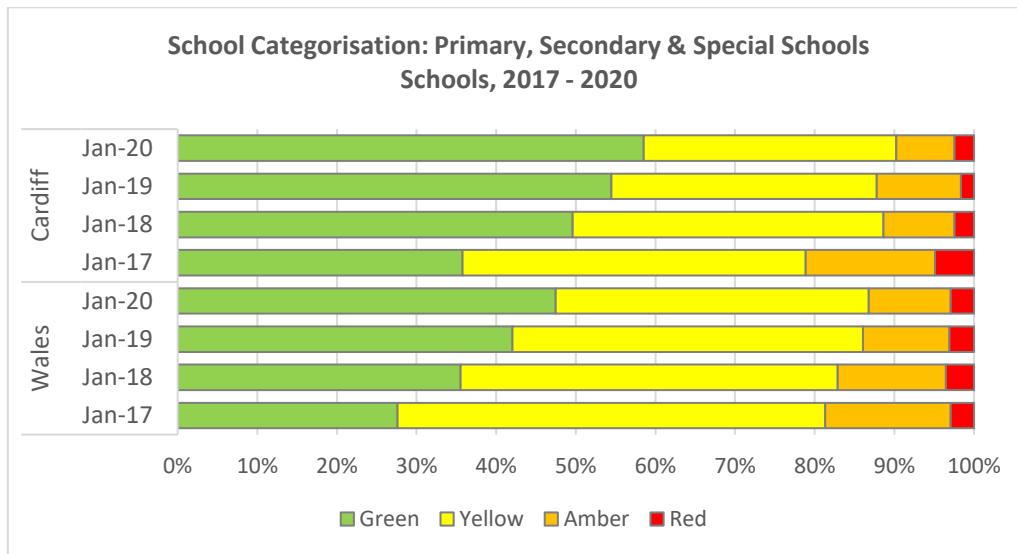
## Closing the Inequality Gap: 16-year-olds not in education, employment or training



Source: Careers Wales

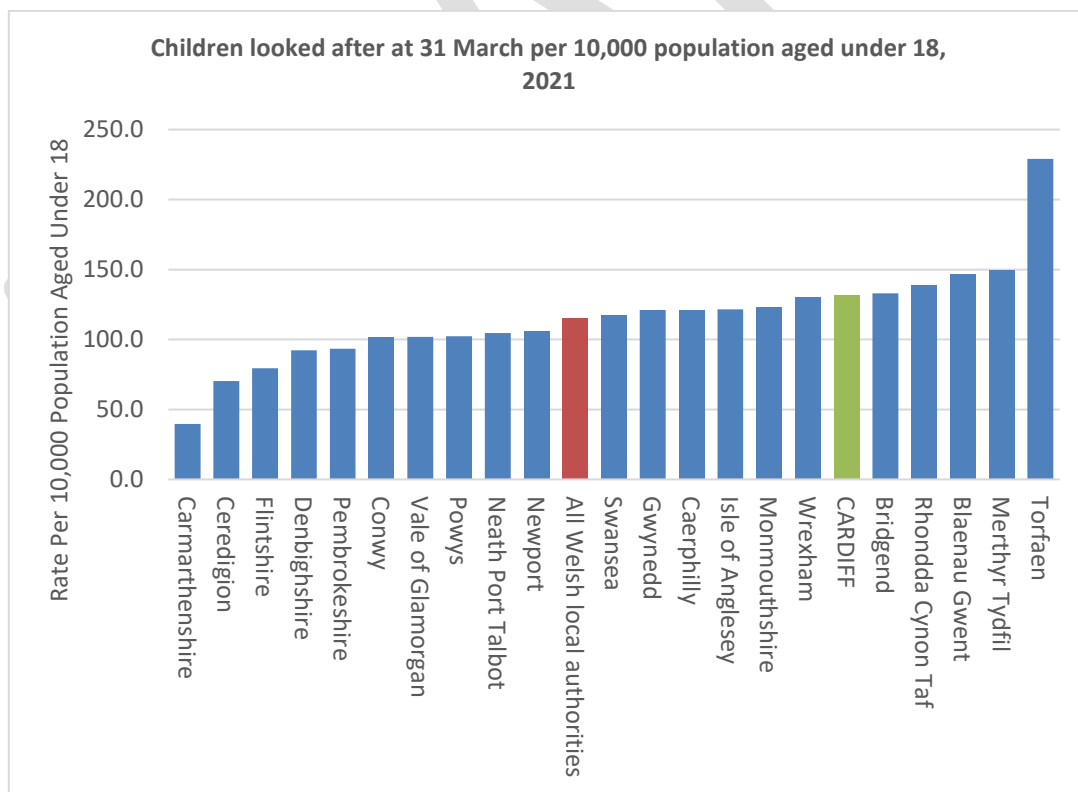


**National School Categorisation:** The National School Categorisation System aims to provide a clear structure to review how well a school is performing.<sup>3</sup>



Source: Welsh Government

**Improving City Performance: Number of Children Looked After**



Source: Welsh Government

<sup>3</sup> Estyn school inspections have been suspended due to the pandemic.

Mae'r dudalen hon yn wag yn fwriadol

## Corporate Plan 2022-25 Target setting Observations

## Appendix 1i

REF/PAGE	Observation/for Cabinet's further reflection
WBO1	
S1.6	The Panel sought assurance that CYPSC would be involved in arrangements in relation to <b>'Begin to develop a strategic framework for the future prioritisation of 21<sup>st</sup> Century School and Local Development Plan investment.'</b> We note the Leaders assurance that this will happen. We also note whilst Band B included academic rigour via Cardiff University WISERD, the role of scrutiny is a critical part of this process.
S1.14 (New)	The Panel sought assurance that scrutiny of the Central South Consortium (CSC) to <b>deliver school improvement and measure school performance</b> as the new accountability and assessment framework emerges would continue, particularly as the CSC was highlighted as a recommendation in the Estyn report. Members note the Education Service is currently awaiting guidance from Welsh Government regarding the new accountability and assessment framework. and will continue to work with CSC in delivering school improvements. The Service has built on the progress of the schools causing concern, and yellow and green schools processes, to put in place an all-schools risk meeting that operates 4 times per year but want to strengthen this with CSC, looking particularly at teaching and learning. Service has shared the Cardiff strategic priorities with CSC principal improvement partners to work on when looking at all schools' risk meetings.
S1.16 (New)	The Panel sought clarification in relation to <b>"Deliver an integrated model of Youth Support Services"</b> , and what that means. We note that this arose out of the Covid recovery whilst looking more closely with colleagues across the authority at integrating services for young people. It relates to a wider piece of work across a range of services across the city
KPI 1.6, KPI 1.8 KPI 1.14	<b>Attendance of children looked after; Successful EOTAS and Children Looked After transitions at year 11;</b> Members highlighted the lower results compared to all pupils.  The Panel noted that in terms of outcomes and attainment standards for children looked after, Education & Lifelong Learning acknowledged that results need to improve and has committed additional, dedicated resource to the service to support those children & young people, which is a key component to driving up standards and outcomes.  In terms of EOTAS (Education Other Than At School) pupils, this is a group of challenged and disengaged young people, impacted by the pandemic where digital youth work works well. We note the Council is looking to quality assure all the different provisions to improve outcomes and build on current provisions. It is an area of focus for the Cabinet which mirrors

## Scrutiny comments and observations for further consideration

	<p>scrutiny's concerns. The target reflects current performance, but when adding Cardiff 2030, sets out the next steps in the Council's education journey.</p> <p>Performance has improved over the past 5 years and the Council is now getting into more difficult to solve areas. We note the Chief Executive's comment that the work the Council is doing to identify needs for this cohort via the vulnerable assessment profiling is much stronger than it was and in a good position to make inroads in ensuring needs are identified and support is in place for these young people.</p> <p>The Panel also notes that in relation to working practices across Education and Children's Services, strides have been made to share data and resources and is ongoing.</p>
<b>KPI1.30</b> <b>KPI1.32</b>	<p>The Panel commended the performance reported to date, with many areas on target, including the Family Gateway. However, highlighted that Support4Families has not yet met its target.</p> <p>We note officers' response that the current target is 2000, a cumulative target pending quarter 4 results and the service area is confident that they can reach the target. Current results are only slightly lower than this time last year.</p>
<b>KPI1.33</b>	<p><b>Youth Justice Service:</b> Members enquired why only 7 had been referred to the team.</p> <p>We note the Chief Executive's response that, in relation to first-time entrants, the results reflect a welcome change of practice, including diversionary activities and police showing a reluctance to criminalise young people. This has been audited by Youth Justice Cymru which resulted in taking the Cardiff YJS Board out its higher level of monitoring. We note that there may be other factors playing out in terms of how the courts have operated, but mainly due to change of practice.</p>
<b>KPI 1.34</b>	<p><b>The percentage of children re-offending within 6 months of their previous offence:</b> Members highlighted that performance appears to be decreasing and the target of 40.0% seems high, asking how Cardiff compares with other local authorities in relation to reoffending rates?</p> <p>We note the Chief Executive's view that reoffending rates are a difficult area, partly as it takes time for the reoffending rate to be reflective of the changes of practice being made. We were assured by the Corporate Director that there has been a significant reduction in the reoffending rates, and comparisons show Cardiff doing significantly better than it was. It was impacted by Covid but will keep a keen eye on this and where it settles.</p>



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Area	Saving £000
<b>2021/22 Corporate Savings - Further release of Budgets</b> Further budget savings in relation to changes in working practices associated with the pandemic, including in areas such as car allowances, fuel, printing and postage.	350
<b>Voluntary Redundancy Corporate Budget</b> Voluntary Redundancy is funded through a combination of base budget and Employee Changes Reserve. Based on latest modelling a £150,000 reduction in base budget is appropriate.	200
<b>Building Services Pricing Model</b> A sum of £500k was included within the 2020/21 budget in respect of the anticipated review of the building services pricing model. Following Coronavirus pandemic it has been deemed this sum is not required and the sum created to fund the new FM pricing model is to be removed until further work is undertaken to ascertain requirements over the medium term. Consideration will be given to the transfer of the in-year underspend to earmarked reserve as an interim support mechanism.	150
<b>Reduction in Corporate Insurance Budget</b> A reduction in budget based on recent claims experience and following actuarial review of the fund.	150
<b>Capital Finance</b> The revenue budget made available by changing the MRP policy in 2019 has been used to strengthen the Local Authority's financial resilience in respect of capital and treasury, through the development of a Treasury Management Reserve. A saving of £300k is now assumed from this budget.	300
<b>General Contingency</b> A reduction in the Council's General contingency from £3 million to £2 million. The reduction takes into account the lower level of savings than in previous years, the fact that specific contingencies are in place for particular issues, and an increase in the level of Earmarked Reserves.	1,000
<b>Total</b>	<b>2,150</b>

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Directorate Saving Proposals - 2022/23

Appendix 2ii

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Dir	Ref	Description	X REF	Efficiency Savings				Risk Analysis			Portfolio
				Employee	External/	Income	Total	Achievability	Residual	EIA	
				s	Other		Proposed				
£000	£000	£000	£000								
Education	EDU E1	<b>Further reduction in number of private early years places purchased</b> With fewer pupils expected to enter the primary phase it is anticipated that the need for additional places in private nursery settings will reduce, as numbers should be able to be accommodated within LA nursery capacity.	R	0	35	0	35	Amber-Green	Green	Green	Children & Families
	EDU E2	<b>Continued vacancy management</b> Maintain current staffing commitment and not appoint to vacant posts.	A-AD	30	0	0	30	Amber-Green	Green	Green	Education, Employment & Skills
	EDU E3	<b>SOP Programme</b> Maximise the opportunity to fund salary costs, where appropriate, through the SOP model rather than existing revenue budgets.	AC	200	0	0	200	Amber-Green	Green	Green	Education, Employment & Skills
	EDUE4 I1	<b>Use of LA Annex funding from Central South Consortium</b> Increase income budget to reflect current levels of funding received from CSC.	L	0	0	45	45	Amber-Green	Green	Green	Education, Employment & Skills
<b>Education Total</b>				<b>230</b>	<b>35</b>	<b>45</b>	<b>310</b>				
Children's Services	CHD E1	<b>Shifting the balance of Care : Review Hub</b> The implementation of the review hub is expected to increase intervention and provide earlier support to children, young people and their families leading to stepping down of Care and Support cases where appropriate, resulting in a reduction in associated costs.	H	0	319	0	319	Red-Amber	Red-Amber	Green	Children & Families
	CHD E2	<b>Workforce</b> Improve recruitment and retention of permanent staff will reduce the reliance on more costly agency arrangements.	S	84	0	0	84	Green	Green	Green	Children & Families

People and Communities	CHD E3	<p><b>Shifting the balance of Care : Appropriate placement finding</b>                      Reduction in placement costs through appropriate use of Falconwood Assessment Centre, increased in-house fostering, supported lodgings and kinship placements. Prioritisation of independent fostering for children with the highest needs (parent and baby/complex needs), alongside enhanced step down services.</p> <p>The saving is net of the pump-prime budget to fund the additional workforce required internally.</p>	H	0	2,240	0	2,240	Red-Amber	Red-Amber	Green	Children & Families
	<b>People and Communities - Children Services Total</b>				<b>84</b>	<b>2,559</b>	<b>0</b>	<b>2,643</b>			

**DIRECTORATE BUDGET SAVINGS PROPOSAL SUMMARY 2021/22 as at month 9 (December 2021)**

Dir.	Ref	Proposal	Savings Proposal				Savings Progress			
			Employee Costs £000	Other Spend £000	Income £000	Total £000	Achieved £000	Projected £000	Unachieved £000	Comments
<b>Efficiency Savings</b>										
Education	E16	<b>Review of staffing resources in Business Support</b> Deletion of two vacant posts.	60			60	0	0	60	The saving has not been achieved and is delayed.
	E17	<b>Reduction in meeting costs</b> Reduction in the costs associated with external meetings by using online forums.		5		5	5	5	0	This saving has been achieved in full
	E18	<b>Reduction in contribution to Central South Consortium</b> Further reduction to annual contribution towards Central South Consortium.		13		13	13	13	0	This saving has been achieved in full
	E19	<b>Directorate Vacancy Management Target</b> Continue weekly management of vacancies via the Education Management Team meetings with an annual target of achieving £50k of savings.	50			50	30	50	0	It is anticipated that these savings will be achieved in full.
	E20	<b>Reduction in budget for Early Years Placements</b> A continued reduction in pupil numbers in the early years age groups has resulted in a reduced demand and spend on placements in external nurseries.		60		60	45	60	0	It is anticipated that these savings will be achieved in full.
	E21	<b>Reduction in centrally retained Business Continuity Budget</b> Improvements in the management of school buildings and clarity regarding the split of responsibility between schools and the local authority resulted in an underspend on this budget in 2019/20. The level of saving proposed reflects the anticipated level of underspend in 2020/21 and into future years.		100		100	80	100	0	It is anticipated that these savings will be achieved in full.
<b>Education - Efficiency Total</b>			<b>110</b>	<b>178</b>	<b>0</b>	<b>288</b>	<b>173</b>	<b>228</b>	<b>60</b>	
Social Services	E42	<b>Assessment Centre</b> Multi-agency assessment of Young People allowing increased understanding of needs to reduce escalation to higher cost placements and provide increased stability / permanency through the appropriate placement and support provision.		50		50	0	50	0	Falconwood Assessment Centre is not yet operational but projected savings should be achieved through avoidance of residential placements.
	E43	<b>Young Person's Gateway</b> Expand Young Person's Gateway to incorporate an additional 25 places based on the current model. This will have a significant impact on residential placements and allow reduced placement costs and provide service users a faster step down route.		410		410	390	500	(90)	Two Placements have already been delivered totalling £190,000 saving with another two identified. Four further placements will be available in August. Some offsetting costs in relation to staffing.
<b>Social Services - Efficiency Total</b>			<b>0</b>	<b>460</b>	<b>0</b>	<b>460</b>	<b>390</b>	<b>550</b>	<b>(90)</b>	

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## Financial Pressures, Commitments, Realignment & Capital Ambition Policy Growth 2022/23

By Directorate

Appendix 4i

Outline		£000
<b>Financial Pressures</b>		
Adult Services	Adult Services - staffing pressures (Emergency Duty Team, vacancy provision, market supplement, restructure of social work teams)	965
Children's Services	Children's - Contribution to fall out of Social Care Recovery Fund	2,000
Corporate	Support for Organisational Change	1,000
Governance & Legal Services	Committee Services	100
	Elections - additional staff	50
Housing & Communities	Housing & Communities - staffing (occupations therapists posts and market supplement)	298
<b>Financial Pressures Total</b>		<b>4,413</b>
<b>COVID-19 Recovery Fund</b>		
Corporate	COVID-19 Recovery Fund	10,000
<b>COVID-19 Recovery Fund Total</b>		<b>10,000</b>
<b>Commitments</b>		
Children's Services	Children's Services Review Hub - Full Year Funding	513
Corporate	Fire Levy	403
	Contributions - (Glamorgan Archives, etc.)	42
Economic Development	Shared Regulatory Service - Contribution to Pay Award	80
	Replacement Vehicles	84
Governance & Legal Services	Member Remuneration	230
Planning, Transport & Env.	Replacement Vehicles	60
Resources	Corporate Apprentices	100
Education	Contributions - (Central South Consortium etc.)	33
<b>Commitments Total</b>		<b>1,545</b>
<b>Expenditure &amp; Income Realignments</b>		
Adult Services	Learning Disability Day Care Service - Staff Regradings	160
Children's Services	Children's Services - Placements	2,722
	Children's Services - staff costs	890
	Child Health and Disability - Domiciliary Care	560
	Children's Services - Fostering	515
Corporate	Remove Council Tax Reduction Scheme (post JRS) contingency	(750)
Corporate Management	Housing Revenue Account - review of historic SLA issues	24
Economic Development (RNS)	Additional Waste Crews (funded through income in 2021/22)	642
	Trade Waste - change in regulations	313
	Landfill Gas - unachievable income	235
	Waste Recyclate Income	(1,250)
Education	Education Other Than At School	100
Governance & Legal Services	Legal - Case Management System and External Legal Fees	305
Performance & Partnerships	Housing Revenue Account - review of historic SLA issues	18
Planning, Transport & Env.	Renewable Energy Schemes	100
Resources	Housing Revenue Account - review of historic SLA issues	358
<b>Expenditure &amp; Income Realignments Total</b>		<b>4,942</b>
<b>Capital Ambition Policy Growth</b>		
<b>Young People</b>		
Economic Development	Youth Sport and Physical Activity- Introduction of Inclusion Officers	180
	Youth Services	500
	Cardiff Commitment	140

Education	Child Friendly City	100
	Youth Justice Service - Education Officer	50
	Head of Virtual School for Looked After Children	50
Performance & Partnerships	Data Strategy (Single View of Child Requirements)	205
<b>Cleaner Streets</b>		
Economic Development (RNS)	Additional Cleansing and Enforcement	452
	Street Scene Local Action Team (formerly known as Blitz Teams)	250
Housing & Communities	Estate Management Local Action Team - Expansion	500
<b>Community Improvement and Safety</b>		
Economic Development	Community engagement and safety in parks	197
	Repair and maintenance of parks infrastructure	60
Housing & Communities	Neighbourhood Regeneration Team Restructure	319
Performance & Partnerships	Situational Response to Community Safety Issues	100
	Violence Prevention, with focus on vulnerable young people	82
	Bilingual Cardiff Strategy	53
	Race Equality Task Force	50
<b>One Planet Cardiff</b>		
Education	School Active Travel	103
Planning, Transport & Env.	One Planet Cardiff Delivery - posts	216
	One Planet Cardiff Delivery	200
<b>City Recovery &amp; Infrastructure</b>		
Planning, Transport & Env.	Highways - Carriageways and Footways	1000
Economic Development	Economic development capacity	205
	City Centre Management Additional Staffing	105
Planning, Transport & Env.	Transport team - Additional Staffing	219
	Additional Planning Team Capacity	164
<b>Capital Ambition Policy Growth Total</b>		<b>5,500</b>
<b>TOTAL</b>		<b>26,400</b>

## Financial Pressures, Commitments, Realignment & Capital Ambition Policy Growth 2022/23

Value Descending

Appendix 4ii

Outline	£000
<b>Financial Pressures</b>	
Children's - Contribution to fall out of Social Care Recovery Fund	2,000
Support for Organisational Change	1,000
Adult Services - staffing pressures (Emergency Duty Team, vacancy provision, market supplement, restructure of social work teams)	965
Housing & Communities - staffing (occupations therapists posts and market supplement)	298
Committee Services	100
Elections - additional staff	50
<b>Financial Pressures Total</b>	<b>4,413</b>
<b>COVID-19 Recovery Fund</b>	
COVID-19 Recovery Fund	10,000
<b>COVID-19 Recovery Fund Total</b>	<b>10,000</b>
<b>Commitments</b>	
Children's Services Review Hub - Full Year Funding	513
Fire Levy	403
Member Remuneration	230
Replacement Vehicles	144
Corporate Apprentices	100
Shared Regulatory Service - Contribution to Pay Award	80
Contributions - (Glamorgan Archives, Central South Consortium etc.)	75
<b>Commitments Total</b>	<b>1,545</b>
<b>Expenditure &amp; Income Realignments</b>	
Children's Services - Placements	2,722
Additional Waste Crews (funded through income in 2021/22)	642
Children's Services - staff costs	890
Child Health and Disability - Domiciliary Care	560
Children's Services - Fostering	515
Housing Revenue Account - review of historic SLA issues	400
Trade Waste - change in regulations	313
Legal - Case Management System and External Legal Fees	305
Landfill Gas - unachievable income	235
Learning Disability Day Care Service - Staff Regradings	160
Renewable Energy Schemes	100
Education Other Than At School	100
Remove Council Tax Reduction Scheme (post JRS) contingency	(750)
Waste Recyclate Income	(1,250)
<b>Expenditure &amp; Income Realignments Total</b>	<b>4,942</b>
<b>Capital Ambition Policy Growth</b>	
<b>Young People</b>	
Youth Sport and Physical Activity- Introduction of Inclusion Officers	180
<b>Youth Services</b>	<b>500</b>
Data Strategy (Single View of Child Requirements)	205
Cardiff Commitment	140
Child Friendly City	100
Youth Justice Service - Education Officer	50
Head of Virtual School for Looked After Children	50
<b>Cleaner Streets</b>	
Estate Management Local Action Team - Expansion	500
Additional Cleansing and Enforcement	452

<b>Outline</b>	<b>£000</b>
Street Scene Local Action Team (formerly known as Blitz Teams)	250
<b><u>Community Improvement and Safety</u></b>	
Neighbourhood Regeneration Team Restructure	319
Community engagement and safety in parks	197
Situational Response to Community Safety Issues	100
Violence Prevention, with focus on vulnerable young people	82
Repair and maintenance of parks infrastructure	60
Bilingual Cardiff Strategy	53
Race Equality Task Force	50
<b><u>One Planet Cardiff</u></b>	
One Planet Cardiff Delivery - posts	216
One Planet Cardiff Delivery	200
School Active Travel	103
<b><u>City Recovery &amp; Infrastructure</u></b>	
Highways - Carriageways and Footways	1000
Transport team - Additional Staffing	219
Economic development capacity	205
Additional Planning Team Capacity	164
City Centre Management Additional Staffing	105
<b>Capital Ambition Policy Growth Total</b>	<b>5,500</b>
<b>TOTAL</b>	<b>26,400</b>



### Children's Services - Controllable Budgetary Analysis 2021/22

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Sub Division of Service	Expenditure					Income			Net	PROPOSED SAVINGS Children & Families
	Employees £	External Spend £	Other Expenditure £	Internal Income £	Gross Expenditure £	Grant Income £	Other Income £	Total Income £	Net Expenditure £	2022/23 £
<b>Localities</b>										
A South	2,348,010	149,040	51,200	(97,890)	2,450,360	0	(3,250)	(3,250)	2,447,110	
B North	2,397,980	106,360	53,850	0	2,558,190	0	(1,750)	(1,750)	2,556,440	
C East	2,289,710	46,200	39,950	0	2,375,860	0	0	0	2,375,860	
D Commissioned and Direct Services	15,870	3,660,990	94,000	0	3,770,860	0	0	0	3,770,860	
<b>Total Localities</b>	<b>7,051,570</b>	<b>3,962,590</b>	<b>239,000</b>	<b>(97,890)</b>	<b>11,155,270</b>	<b>0</b>	<b>(5,000)</b>	<b>(5,000)</b>	<b>11,150,270</b>	
<b>Children with Disabilities</b>	<b>1,184,740</b>	<b>1,278,010</b>	<b>735,120</b>	<b>0</b>	<b>3,197,870</b>	<b>0</b>	<b>(2,600)</b>	<b>(2,600)</b>	<b>3,195,270</b>	
<b>Substitute Family Care</b>										
F Connected Persons	250,760	148,000	2,800	(24,270)	377,290	0	0	0	377,290	
G Fostering	843,500	4,896,430	10,040	0	5,749,970	0	0	0	5,749,970	
H Placements	249,250	32,975,880	440	0	33,225,570	0	(184,820)	(184,820)	33,040,750	2,559,000
I Children's Homes	2,557,030	54,390	17,130	0	2,628,550	0	0	0	2,628,550	
J Adoption	129,030	1,835,220	1,000	0	1,965,250	0	(131,700)	(131,700)	1,833,550	
<b>Total Substitute Family Care</b>	<b>4,029,570</b>	<b>39,909,920</b>	<b>31,410</b>	<b>(24,270)</b>	<b>43,946,630</b>	<b>0</b>	<b>(316,520)</b>	<b>(316,520)</b>	<b>43,630,110</b>	<b>2,559,000</b>
<b>Restorative Leaving &amp; Edge of Care Services</b>										
K Personal Advisor Service	751,210	3,500	12,930	(10,860)	756,780	0	0	0	756,780	
L IFSS	566,800	0	0	0	566,800	0	(284,000)	(284,000)	282,800	
M Grants	579,180	273,030	9,150	(266,500)	594,860	(75,270)	(521,510)	(596,780)	(1,920)	
N Early Intervention	834,010	225,910	59,000	0	1,118,920	0	0	0	1,118,920	
O Unaccompanied Asylum Seeker Children	95,010	546,230	264,950	0	906,190	(1,121,750)	(34,600)	(1,156,350)	(250,160)	
P Leaving Care	205,710	2,210,200	327,470	0	2,743,380	0	(27,010)	(27,010)	2,716,370	
<b>Early Intervention &amp; Prevention</b>	<b>3,031,920</b>	<b>3,258,870</b>	<b>673,500</b>	<b>(277,360)</b>	<b>6,686,930</b>	<b>(1,197,020)</b>	<b>(867,120)</b>	<b>(2,064,140)</b>	<b>4,622,790</b>	
<b>Improvement &amp; Strategy</b>	<b>1,513,190</b>	<b>7,300</b>	<b>16,040</b>	<b>(52,430)</b>	<b>1,484,100</b>	<b>0</b>	<b>(90,000)</b>	<b>(90,000)</b>	<b>1,394,100</b>	
<b>Strategy Performance &amp; Resources</b>										
R Performance Management	129,300	211,360	531,340	(366,220)	505,780	0	0	0	505,780	
S Management & Admin	2,960,810	847,900	41,320	(171,040)	3,678,990	(2,454,630)	(64,380)	(2,519,010)	1,159,980	84,000
T Support Other Services	0	370	23,600	0	23,970	0	0	0	23,970	
U Training & Development	163,800	0	0	(412,440)	(248,640)	0	(100,000)	(100,000)	(348,640)	
V Social Care Workforce Dev Prog	1,025,400	18,800	35,560	0	1,079,760	(756,670)	0	(756,670)	323,090	
<b>Strategy Performance &amp; Resources</b>	<b>4,279,310</b>	<b>1,078,430</b>	<b>631,820</b>	<b>(949,700)</b>	<b>5,039,860</b>	<b>(3,211,300)</b>	<b>(164,380)</b>	<b>(3,375,680)</b>	<b>1,664,180</b>	<b>84,000</b>
<b>National Adoption Service</b>	<b>304,720</b>	<b>60,140</b>	<b>9,670</b>	<b>0</b>	<b>374,530</b>	<b>(378,080)</b>	<b>(1,000)</b>	<b>(379,080)</b>	<b>(4,550)</b>	
<b>Youth Justice Service</b>	<b>1,455,300</b>	<b>420,150</b>	<b>38,800</b>	<b>(113,730)</b>	<b>1,800,520</b>	<b>(1,072,090)</b>	<b>(13,270)</b>	<b>(1,085,360)</b>	<b>715,160</b>	
<b>Wellbeing Protection &amp; Support</b>										
Y Intake & Assessment	2,458,230	75,370	35,200	0	2,568,800	0	0	0	2,568,800	
Z MASH	571,720	4,120	44,200	0	620,040	0	(4,300)	(4,300)	615,740	
AA Support 4 Families	821,890	800	8,270	(653,560)	177,400	0	0	0	177,400	
AB Children at Risk	726,880	505,510	3,200	0	1,235,590	0	(1,236,400)	(1,236,400)	(810)	
<b>Wellbeing Protection &amp; Support</b>	<b>4,578,720</b>	<b>585,800</b>	<b>90,870</b>	<b>(653,560)</b>	<b>4,601,830</b>	<b>0</b>	<b>(1,240,700)</b>	<b>(1,240,700)</b>	<b>3,361,130</b>	
<b>Children's Services</b>	<b>27,429,040</b>	<b>50,561,210</b>	<b>2,466,230</b>	<b>(2,168,940)</b>	<b>78,287,540</b>	<b>(5,858,490)</b>	<b>(2,700,590)</b>	<b>(8,559,080)</b>	<b>69,728,460</b>	<b>2,643,000</b>

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## Education - Controllable Base 2021/22

Appendix 6

		Expenditure					Income			Net	PROPOSED SAVINGS BY PORTFOLIO	
		Employees	External Spend	Other Expenditure	Internal Income	Gross Expenditure	Grant Income	Other Income	Total Income	Net Expenditure	Children & Families	Education, Employment & Skills
Sub Division of Service		£	£	£	£	£	£	£	£	£	2022/23	
											£	
<b>Non-Delegated Schools</b>												
A	Non - Delegated Schools	431,750	25,900	8,823,110	(160,000)	9,120,760	(28,000)	0	(28,000)	9,092,760	0	0
B	Out of School Childcare	139,000	1,000	0	0	140,000	0	(143,000)	(143,000)	(3,000)	0	0
	<b>Total Non-Delegated Schools</b>	<b>570,750</b>	<b>26,900</b>	<b>8,823,110</b>	<b>(160,000)</b>	<b>9,260,760</b>	<b>(28,000)</b>	<b>(143,000)</b>	<b>(171,000)</b>	<b>9,089,760</b>	<b>0</b>	<b>0</b>
C	<b>Out of Area Placements</b>	<b>0</b>	<b>7,281,730</b>	<b>0</b>	<b>0</b>	<b>7,281,730</b>	<b>0</b>	<b>(433,000)</b>	<b>(433,000)</b>	<b>6,848,730</b>	<b>0</b>	<b>0</b>
D	<b>Senior Management</b>	<b>304,370</b>	<b>1,000</b>	<b>5,200</b>	<b>(134,250)</b>	<b>176,320</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>176,320</b>	<b>0</b>	<b>0</b>
<b>Inclusion</b>												
E	ALN - Specialist Teaching	4,081,360	165,600	0	(4,246,590)	370	0	0	0	370	0	0
F	ALN - Non-Delegated Schools	1,146,050	146,100	4,240	(225,940)	1,070,450	0	(140,000)	(140,000)	930,450	0	0
	<b>Total Inclusion</b>	<b>5,227,410</b>	<b>311,700</b>	<b>4,240</b>	<b>(4,472,530)</b>	<b>1,070,820</b>	<b>0</b>	<b>(140,000)</b>	<b>(140,000)</b>	<b>930,820</b>	<b>0</b>	<b>0</b>
<b>Performance &amp; Resources</b>												
G	Performance & Resources	250,700	228,180	300,460	(134,840)	644,500	(72,000)	(230,210)	(302,210)	342,290	0	0
H	Catering	4,557,450	4,200,490	1,705,200	(5,936,670)	4,526,470	(450,000)	(4,631,700)	(5,081,700)	(555,230)	0	0
I	Music Service	1,102,210	23,600	69,010	(368,550)	826,270	0	(833,860)	(833,860)	(7,590)	0	0
J	Outdoor Pursuits Centre	387,780	71,530	52,940	(224,000)	288,250	0	(317,700)	(317,700)	(29,450)	0	0
K	E- Learning	89,300	0	0	0	89,300	0	(88,940)	(88,940)	360	0	0
	<b>Total Performance &amp; Resources</b>	<b>6,387,440</b>	<b>4,523,800</b>	<b>2,127,610</b>	<b>(6,664,060)</b>	<b>6,374,790</b>	<b>(522,000)</b>	<b>(6,102,410)</b>	<b>(6,624,410)</b>	<b>(249,620)</b>	<b>0</b>	<b>0</b>
<b>Achievement</b>												
L	School Improvement	104,360	1,776,520	0	(55,380)	1825500	0	(14,160)	(14,160)	1,811,340	0	45,000
M	Youth Service	1,901,840	385,560	41,890	(11,880)	2317410	(1,236,000)	(1,000)	(1,237,000)	1,080,410	0	0
N	Home & Hospital Tuition / EOTAS	1,033,480	703,190	6,150	(650,000)	1,092,820	0	0	0	1,092,820	0	0
O	Education Welfare	306,320	5,950	8,090	(69,520)	250,840	0	0	0	250,840	0	0
P	Partnerships & Performance	518,360	88,130	500	(104,210)	502,780	(32,000)	0	(32,000)	470,780	0	0
Q	Admissions	557,460	45,180	730	(13,200)	590,170	0	0	0	590,170	0	0
R	Early Years	0	76,010	0	0	76,010	0	0	0	76,010	35,000	0
S	Client Support Services	318,190	20,520	730	(583,840)	(244,400)	0	(10,000)	(10,000)	(254,400)	0	0
T	Governor Services	145,450	0	0	(106,000)	39,450	0	0	0	39,450	0	0
U	Child Friendly Cities	0	145,000	0	0	145,000	0	0	0	145,000	0	0
	<b>Total Achievement</b>	<b>4,885,460</b>	<b>3,246,060</b>	<b>58,090</b>	<b>(1,594,030)</b>	<b>6,595,580</b>	<b>(1,268,000)</b>	<b>(25,160)</b>	<b>(1,293,160)</b>	<b>5,302,420</b>	<b>35,000</b>	<b>45,000</b>
<b>Education Grants</b>												
V	EIG	0	11,608,030	20	0	11,608,050	(11,608,030)	0	(11,608,030)	20	0	0
W	Pupil Development Grant	0	10,058,400	10	0	10,058,410	(10,058,400)	0	(10,058,400)	10	0	0
X	MEAG	3,720,070	202,290	4,230	0	3,926,590	(3,926,560)	0	(3,926,560)	30	0	0
Y	Travellers Service	200,190	106,570	2,860	0	309,620	(309,600)	0	(309,600)	20	0	0
Z	Families First Education Services	21,850	506,580	0	(506,580)	21,850	0	0	0	21,850	0	0
AA	Miscellaneous Grants	131,450	96,100	0	0	227,550	(227,550)	0	(227,550)	0	0	0
AB	LAC	260,770	60,990	16,000	(78,500)	259,260	0	0	0	259,260	0	0
	<b>Total Achievement</b>	<b>4,334,330</b>	<b>22,638,960</b>	<b>23,120</b>	<b>(585,080)</b>	<b>26,411,330</b>	<b>(26,130,140)</b>	<b>0</b>	<b>(26,130,140)</b>	<b>281,190</b>	<b>0</b>	<b>0</b>
AC	<b>SOP Programme</b>	<b>1,050,230</b>	<b>1,653,800</b>	<b>(3,393,660)</b>	<b>(3,709,120)</b>	<b>(4,398,750)</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>(4,398,750)</b>	<b>0</b>	<b>200,000</b>
AD	<b>School Transport</b>	<b>130,670</b>	<b>6,967,500</b>	<b>590,000</b>	<b>0</b>	<b>7,688,170</b>	<b>0</b>	<b>(75,810)</b>	<b>(75,810)</b>	<b>7,612,360</b>	<b>0</b>	<b>0</b>

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A-AD	Cross Directorate										0	30,000
	Education	22,890,660	46,651,450	8,237,710	(17,319,070)	60,460,750	(27,948,140)	(6,919,380)	(34,867,520)	25,593,230	35,000	275,000
	Delegated Schools	225,566,740	42,878,120	19,775,180	(10,752,920)	277,467,120	(14,483,300)	(5,383,820)	(19,867,120)	257,600,000		

# Capital Funding 2022/23 - 2026/27

Appendix 7i

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	<u>2022/23</u> £000	Indicative <u>2023/24</u> £000	Indicative <u>2024/25</u> £000	Indicative <u>2025/26</u> £000	Indicative <u>2026/27</u> £000	<u>Total</u> £000	%
<b>General Fund</b>							
WG Unhypothecated Supported Borrowing	(8,901)	(10,630)	(10,630)	(8,901)	(8,901)	<b>(47,963)</b>	6.1
WG General Capital Grant	(6,135)	(7,326)	(7,326)	(6,135)	(6,135)	<b>(33,057)</b>	4.2
Additional Borrowing to balance existing capital programme	(34,953)	(33,901)	(17,690)	(25,719)	(10,805)	<b>(123,068)</b>	15.6
Additional Borrowing - Invest to save/earn schemes to be repaid from revenue savings/incidental income or directorate budgets	(63,601)	(158,922)	(90,270)	(10,500)	(12,240)	<b>(335,533)</b>	42.4
Earmarked Capital Receipts	(14,242)	(2,000)	(5,000)	(2,000)	0	<b>(23,242)</b>	2.9
Non Earmarked Capital Receipts assumption	(5,000)	(5,000)	(3,640)	0	0	<b>(13,640)</b>	1.7
Direct Revenue Financing	(210)	(210)	(210)	(210)	(210)	<b>(1,050)</b>	0.1
Earmarked Reserves	(175)	(320)	(100)	(250)	(225)	<b>(1,070)</b>	0.1
External funding estimates and contributions	(55,554)	(43,916)	(77,590)	(34,701)	(664)	<b>(212,425)</b>	26.9
<b>Total General Fund</b>	<b>(188,771)</b>	<b>(262,225)</b>	<b>(212,456)</b>	<b>(88,416)</b>	<b>(39,180)</b>	<b>(791,048)</b>	<b>100.0</b>
<b>Public Housing (HRA)</b>							
Major Repairs Allowance WG Grant	(9,550)	(9,550)	(9,550)	(9,550)	(9,550)	<b>(47,750)</b>	11.5
Additional Borrowing	(44,415)	(81,595)	(81,685)	(46,615)	(39,650)	<b>(293,960)</b>	70.8
Direct Revenue Financing / Earmarked Reserves	(5,500)	(2,400)	(2,400)	(2,400)	(2,400)	<b>(15,100)</b>	3.6
External funding estimates and contributions	(10,545)	(12,705)	(9,000)	(6,040)	(2,100)	<b>(40,390)</b>	9.7
Capital Receipts	(4,600)	(5,000)	(3,500)	(5,000)	0	<b>(18,100)</b>	4.4
<b>Total Public Housing</b>	<b>(74,610)</b>	<b>(111,250)</b>	<b>(106,135)</b>	<b>(69,605)</b>	<b>(53,700)</b>	<b>(415,300)</b>	<b>100.0</b>
<b>Total Capital Programme Resources Required</b>	<b>(263,381)</b>	<b>(373,475)</b>	<b>(318,591)</b>	<b>(158,021)</b>	<b>(92,880)</b>	<b>(1,206,348)</b>	

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Purpose / To Fund		2022/23	Indicative	Indicative	Indicative	Indicative	Appendix	
		Including Slippage £000	2023/24 £000	2024/25 £000	2025/26 £000	2026/27 £000	Total £000	
<b>Annual Sums Expenditure</b>								
1	Disabled Adaptations Grants (see also Public Housing)	adaptations and internal modifications to allow the recipient to live independently within their own home.	5,459	5,000	5,000	5,000	5,000	25,459
2	Owner Occupier Costs - Housing Regeneration	owner occupier costs of improvements to housing and boundary walls as part of public housing regeneration schemes. Includes enabling works to improve energy efficiency in areas eligible for Welsh Government grant funding.	330	240	240	140	140	1,090
3	Alleygating	prevention of anti-social behaviour with other benefits such as reduced street cleansing and highway maintenance costs.	161	100	100	100	100	561
4	Neighbourhood Renewal Schemes (NRS)	local regeneration schemes based on ward member priorities.	629	200	0	0	0	829
5	Schools Property Asset Renewal	improving the condition of the schools property stock within the Council in accordance with Directorate Asset Management plans and priority works arising from surveys. Health and Safety and Additional Learning Needs Strategy.	2,302	7,815	5,815	4,815	2,815	23,562
6	Schools Suitability and Sufficiency	increasing accessibility issues in schools, to address rising pupil numbers and works required in schools that are not part of the 21st Century Schools programme.	1,040	1,040	1,040	1,040	1,040	5,200
7	Highway Carriageway Reconstruction	programme to address structural failure, beyond routine repairs.	100	0	0	0	0	100
8	Carriageway Investment	road resurfacing - priorities based on annual engineering inspections.	4,000	3,350	4,350	4,050	3,350	19,100
9	Footway Investment	footway resurfacing including implementation of dropped kerbs - priorities based on annual engineering inspections.	760	755	470	470	470	2,925
10	Footway Improvements around Highway Trees	improving the condition of tree roots and tree pits on footways.	125	125	125	125	125	625
11	Street Lighting Renewals	replacement and installation of new street lighting columns including renewal of electrical cabling.	1,020	1,000	270	270	270	2,830
12	Highway Structures including Bridges	the strengthening or replacement of sub standard bridges, culverts and other highways structures following principal inspection reports.	1,100	1,100	1,100	1,100	1,100	5,500
13	Bus Corridor Improvements	bus corridor improvements with a focus on securing match funding.	565	335	335	335	335	1,905
14	Road Safety Schemes	local network improvements including junction and pedestrian safety improvements, with a focus on securing match funding.	335	335	335	335	335	1,675
15	Telematics / Butetown Tunnel	transportation infrastructure improvements including CCTV systems.	300	600	330	630	630	2,490
16	Transport Grant Match Funding	match funding for Council bids to Welsh Government for transport schemes.	375	375	375	375	375	1,875
17	Strategic Cycle Network Development	implementation and match funding of the Cycling Strategy as prioritised in the integrated network map. Installation of cycle parking and network improvements to improve network permeability.	800	400	400	400	400	2,400
18	Materials Recycling Facility	upgrades to minimise downtime at the Materials Recycling Facility.	45	45	45	45	45	225
19	Waste Recycling and Depot Site Infrastructure	safety improvements at waste management facilities, skip renewal and retaining wall replacement.	300	200	100	100	100	800
20	Non Schools Property Asset Renewal	improvements to the condition of the non-schools property stock within the Council in accordance with Directorate Asset Management Plans and priority works.	2,449	1,855	1,855	1,855	1,855	9,869
21	Parks Infrastructure	improvements to existing parks infrastructure e.g. allotments, hard surfaces, sports fields, parks utilities and outdoor leisure facilities.	140	140	140	140	140	700
22	Play Equipment	replacement of existing play equipment in parks.	290	290	190	190	190	1,150
23	Teen/Adult Informal Sport and Fitness Facilities	improvements to the condition of priority MUGA's, fitness equipment, BMX tracks and skate parks.	350	200	200	200	200	1,150
24	Green Flag Park Infrastructure Renewal	the replacement of ageing infrastructure in existing Green Flag parks to support assessment criteria.	100	100	100	100	100	500
25	ICT Refresh	replacement of failing / non compliant hardware for corporate systems.	1,000	700	400	900	400	3,400
26	Contingency	unforeseen pressures in the Capital Programme that arise in year that cannot be managed within existing resources.	200	200	200	200	200	1,000
<b>TOTAL ANNUAL SUMS</b>			<b>24,275</b>	<b>26,500</b>	<b>23,515</b>	<b>22,915</b>	<b>19,715</b>	<b>116,920</b>

Purpose / To Fund		2022/23 Including Slippage £000	Indicative 2023/24 £000	Indicative 2024/25 £000	Indicative 2025/26 £000	Indicative 2026/27 £000	Total £000			
<b>Ongoing Schemes / Amendments to Ongoing Schemes</b>										
27	City Centre Youth Hub				136	1,900	0	0	0	2,036
28	Targeted Regeneration Investment Programme				988	0	0	0	0	988
29	Rhiwbina Hub				288	0	0	0	0	288
30	Youth Zone				150	0	0	0	0	150
31	Neighbourhood, District and Local Centre Regeneration				250	450	450	450	450	2,050
32	Children's Services Accommodation Strategy				0	229	0	0	0	229
33	Children's Respite Provision				100	750	900	0	0	1,750
34	Schools Additional Asset Renewal / H&S and Additional Learning Needs (ALN)				7,500	9,000	0	0	0	16,500
35	21st Century Schools Band B (assumed from asset sales)				10,000	2,500	2,500	10,000	0	25,000
36	City Centre Transport Schemes				176	1,000	0	0	0	1,176
37	City Centre Transport Impact - enabling works				2,000	1,000	500	0	0	3,500
38	City Centre Transport Schemes - Churchill Way Canal				3,000	0	0	0	0	3,000
39	Western Transport Bus Interchange				208	1,100	0	0	0	1,308
40	Cycling Infrastructure (Priority Cycle Routes) - Active Travel				1,000	1,000	2,000	0	0	4,000
41	Bereavement Property Asset Renewal				103	100	105	225	110	643
42	Coastal Risk Management Programme - construction match funding				196	500	1,420	0	0	2,116
43	Flooding and Drainage				475	250	250	0	0	975



	Purpose / To Fund	2022/23 Including Slippage £000	Indicative 2023/24 £000	Indicative 2024/25 £000	Indicative 2025/26 £000	Indicative 2026/27 £000	Total £000	
44	One Planet Strategy - small schemes and matchfunding	investment in smaller schemes to support the strategy. Priorities for capital expenditure and match funding for external grants to be managed within allocation in accordance with an agreed governance process.	500	900	900	900	0	3,200
45	New Household Recycling and Service Centre	exploration of options and any required land acquisition for a new Household Waste Recycling Centre in the North of the city and creation of reuse centre facilities in partnership with the third sector.	0	200	1,650	1,475	0	3,325
46	Waste Recycling and Collection Review	implementation of approved options arising from a review of the Recycling Service Strategy that meets current and future targets and aspirations.	0	815	0	0	0	815
47	Waste Grants Match funding	securing of waste and recycling related grants e.g. Circular Economy, Ultra Low Emission Vehicle (ULEV) where match funding is a condition of a successful grant award. This will support measures and new innovations to improve recycling performance and meet statutory targets.	100	100	0	0	0	200
48	Indoor Arena Contribution to Delivery (Part)	Council contribution in the form of identified capital receipts towards costs of constructing the indoor arena.	5,000	0	0	0	0	5,000
49	International Sports Village (Phase 1)	Balance of land acquisition approved by Cabinet in 2021 to kickstart development on sites. Disposal of sites to recoup initial costs.	7,400	0	0	0	0	7,400
50	East Cardiff Industrial and Regeneration Strategy	a new bridge and road link between the Llanrumney estate and the A48 and; work in partnership with external bodies towards Pentwyn leisure centre refurbishment and development and new outdoor sports pitches, subject to the level of capital receipts and a further Cabinet report where relevant.	1,500	2,000	5,000	2,000	0	10,500
51	Central Square Public Realm	completion of Central Square public realm following completion of development.	342	0	0	0	0	342
52	Economic Regeneration Schemes	utilise recycled economic stimulus grant to support economic development and regeneration, following appropriation of land in respect to James Street.	1,930	0	0	0	0	1,930
53	Cardiff Indoor Market Restoration	investment in the fabric of the building to improve appearance, tackle known structural issues and enhance its commercial attractiveness, subject to a successful lottery fund grant award.	69	595	0	0	0	664
54	Community Asset Transfer	prime essential capital improvement works to buildings which local community groups are looking to take over from the Council. Maximum individual award of £25k.	25	73	0	0	0	98
55	Flatholm Island - NLHF Project 'A Walk Through Time'	match funding for a delivery phase application to the Heritage Grants Scheme in March 2021 for funding over 3 years. The project aims to fund the stabilisation and restoration of its heritage assets for which the Council is responsible.	100	100	0	0	0	200
56	Roath Park Dam	works deemed required as part of the Reservoir Act 1975 following an inspection report and requirements of Natural Resources Wales. Cost is subject to option appraisal, detailed design of recommended option and impact on other features of the park.	1,500	3,800	0	0	0	5,300
57	Upgrading Council Chamber Conference Systems	microphone/webcasting system used for formal meetings needs to be replaced as it is at the end of its life. Proposal for WIFI and upgrades at one location only as well as the acquisition of portable systems and webcasting hardware.	50	0	0	0	0	50
58	Modernising ICT to improve business processes	investment in corporate technology projects allowing the Council to make business process improvements and so improve service delivery.	130	350	306	0	0	786
59	Cardiff Capital Region City Deal (CCRCD)	contribution towards Council total commitment of £28.4m over a number of years based on its share of £120m to the Wider Investment Fund - profile based on Dec 2020 five year business plan and subject to progress on projects.	0	4,000	5,000	5,000	5,776	19,776
<b>TOTAL ONGOING SCHEMES</b>		<b>45,216</b>	<b>32,712</b>	<b>20,981</b>	<b>20,050</b>	<b>6,336</b>	<b>125,295</b>	

	Purpose / To Fund	2022/23 Including Slippage £000	Indicative 2023/24 £000	Indicative 2024/25 £000	Indicative 2025/26 £000	Indicative 2026/27 £000	Total £000
<b>New Capital Schemes/Annual Sums (Excluding Invest to Save)</b>							
60	Parking Enforcement Equipment (Earmarked Reserve) moving traffic offences cameras and equipment for new routes and changing routes that will require enforcement for safety purposes and in order to maintain efficient traffic flows.	125	175	100	250	225	875
<b>TOTAL NEW SCHEMES / ADDITIONAL ANNUAL SUMS</b>		<b>125</b>	<b>175</b>	<b>100</b>	<b>250</b>	<b>225</b>	<b>875</b>
<b>Schemes funded by Grants and Contributions (Further grants subject to approval of bids)</b>							
61	Enable Grant (WG) support for Independent Living and to be used with the Council's allocation for Disabled Facilities adaptations.	540	540	540	540	540	2,700
62	Travellers Sites (WG) subject to design, number of pitches, planning and grant approval, the creation of additional pitches at Shirenewton.	250	1,500	1,500	0	0	3,250
63	21st Century Schools Band B (WG) strategic investment programme for priority schools including land acquisition, funded by Welsh Government grant and subject to approval of individual business cases.	22,240	13,610	58,810	31,210	0	125,870
64	Welsh Medium Capital Grant (WG) Welsh Medium Provision at Ysgol Mynydd Bychan.	1,000	860	0	0	0	1,860
65	City Centre Eastside Transport Scheme (Metro+ CCRCD) City Centre - Eastside grant with the CCRCD allocation.	1,500	0	0	0	0	1,500
66	Air Quality Direction 2019 - Grant (WG) measures including; Taxi vehicle emissions incentive; City Centre transport and active travel; Implementation management and monitoring.	5,000	6,600	0	0	0	11,600
67	Safe Routes in Communities (WG) accessibility and safety improvements to encourage walking and cycling in communities.	600	600	600	0	0	1,800
68	Road Safety Grant (WG) measures that secure road safety casualty reduction.	0	200	200	0	0	400
69	Local Transport Fund (WG) integrated, effective, accessible, affordable and sustainable transport systems.	3,000	4,000	5,000	0	0	12,000
70	Active Travel Fund (WG) increased levels of active travel, improve health and well-being, air quality, connect communities and improve active travel access to employment, education and key services, destinations and public transport.	10,000	6,000	7,000	0	0	23,000
71	Ultra Low Emission Vehicles (WG) electric vehicle and infrastructure installation.	1,000	0	0	0	0	1,000
72	Circular Economy Fund (WG) measures to reduce waste generated or move up the Waste Hierarchy, particularly in respect of increasing reuse & repair; Further increases in recycling rates;including for non-domestic premises; Reductions in emissions relating to the circular economy; and Increasing resource efficiency.	1,000	0	0	0	0	1,000
73	Cardiff Heat Network (Heat Network Investment Project) grant to be provided to Cardiff Heat Network Limited from the Department for Business, Energy & Industrial Strategy Heat Networks Delivery Unit towards the construction of a District Heat Network.	4,178	0	0	0	0	4,178
74	Central Market (Lottery) the restoration of the Market, subject to final costing and futher stage approvals.	0	1,587	0	0	0	1,587
75	Flatholm (Lottery) the restoration of built and natural heritage on Flatholm Island.	300	330	0	0	0	630
76	Harbour Authority (WG) critical and non critical asset renewal programme.	26	1,250	430	1,510	124	3,340
77	Planning Gain (S106) and other contributions various schemes such as improvements to open space, transportation, public realm and community facilities.	4,920	6,839	3,510	1,441	0	16,710
<b>TOTAL SCHEMES FUNDED BY GRANTS AND CONTRIBUTIONS (FURTHER GRANTS SUBJECT TO APPROVAL OF BIDS)</b>		<b>55,554</b>	<b>43,916</b>	<b>77,590</b>	<b>34,701</b>	<b>664</b>	<b>212,425</b>

Purpose / To Fund		2022/23 Including Slippage £000	Indicative 2023/24 £000	Indicative 2024/25 £000	Indicative 2025/26 £000	Indicative 2026/27 £000	Total £000
<b>Additional borrowing undertaken by the Council to be repaid from revenue savings/incidental income (Invest to Save - Subject to Business Case)</b>							
<b>Existing Schemes</b>							
78	Right Homes, Right Support Strategy - Residential Provision for Children Looked After	500	500	0	0	0	1,000
79	Young Persons Gateway Accommodation	248	0	0	0	0	248
80	21st Century Schools - Band B Financial Model	12,950	17,430	17,490	0	5,740	53,610
81	Residential Street lighting conversion to LED	2,700	1,100	0	0	0	3,800
82	Cardiff Heat Network (loan to CHN Ltd)	2,000	6,592	0	0	0	8,592
83	Coastal Risk Management Programme - Construction - WG Local Government Borrowing Initiative	4,000	9,000	8,250	0	0	21,250
84	Indoor Arena - enabling costs	3,000	27,080	0	0	0	30,080
85	Indoor Arena - contribution to delivery (part)	2,000	7,500	5,000	0	0	14,500
86	Indoor Arena - Direct Funding (Replacement for Income Strip Third Party Funding)	23,020	69,050	46,030	0	0	138,100
87	Core Office Strategy - Digital Infrastructure	5,629	1,500	0	0	0	7,129
88	Waste Vehicle Replacement - Lease or buy	354	4,870	0	0	0	5,224
89	International Sports Village (Phase 2)	1,750	6,000	4,500	0	0	12,250
90	Pentwyn Leisure Centre Redevelopment	1,450	2,300	0	0	0	3,750

	Purpose / To Fund	2022/23 Including Slippage £000	Indicative 2023/24 £000	Indicative 2024/25 £000	Indicative 2025/26 £000	Indicative 2026/27 £000	Total £000
91	CCRCD - 'Capital expenditure contribution towards Wider Investment Fund in advance of receipt of capital grant'	0	0	3,500	6,000	6,000	15,500
92	CCRCD - Housing / Projects Fund	0	3,000	3,000	4,000	0	10,000
93	Invest to Save - Annual Bid Allocation	500	500	500	500	500	2,500
<b>New Invest to Save Bids</b>							
94	Independent Living Wellbeing Centre	3,500	1,500	0	0	0	5,000
95	Non Operational Property Strategy - Regeneration Fund	0	1,000	2,000	0	0	3,000
<b>TOTAL INVEST TO SAVE</b>		<b>63,601</b>	<b>158,922</b>	<b>90,270</b>	<b>10,500</b>	<b>12,240</b>	<b>335,533</b>
<b>TOTAL GENERAL FUND</b>		<b>188,771</b>	<b>262,225</b>	<b>212,456</b>	<b>88,416</b>	<b>39,180</b>	<b>791,048</b>
<b>Public Housing Capital Programme (HRA)</b>							
96	Regeneration and Area Improvement	2,650	2,450	2,450	2,450	2,450	12,450
97	External and Internal Improvements	19,150	27,950	25,850	14,650	13,900	101,500
98	New Build and Acquisitions	49,810	77,500	74,485	49,155	34,000	284,950
99	Disabled Facilities Adaptations	3,000	3,350	3,350	3,350	3,350	16,400
<b>TOTAL PUBLIC HOUSING</b>		<b>74,610</b>	<b>111,250</b>	<b>106,135</b>	<b>69,605</b>	<b>53,700</b>	<b>415,300</b>
<b>TOTAL CAPITAL PROGRAMME EXPENDITURE</b>		<b>263,381</b>	<b>373,475</b>	<b>318,591</b>	<b>158,021</b>	<b>92,880</b>	<b>1,206,348</b>

No.	Income Source	Price changes are based on a review of costs and market conditions			Effective Date	Comment
		Current Charge	Proposed Price Change	% Change		
<b>Education and Lifelong Learning</b>						
<b>Schools' Catering</b>						
279	School Meals - per meal • Primary • Secondary • Adults	£2.60 £3.05 £3.10 (£3.72 inc VAT)	Nil	Nil	1 April 2022	No proposed increase
<b>Music Service</b>						
280	Music Service Charges per hour • Maintained Schools • Non Maintained Schools	£42.00 £43.50	Nil	Nil	1 April 2022	No proposed increase
281	Music Service Choir Ensemble Fees	£42.00				
282	Music Service Beginners/Junior/Intermediate Fees	£52.00				
283	Music Service Orchestra/Band Fees	£62.00				
<b>Storey Arms</b>						
284	Storey Arms • Cardiff LA schools • Other schools	£88.50 to £354.00 £160.00 to £376.00	Nil	Nil	1 September 2022	No proposed increase
285	UWIC Level 1 2 day Team Building (per head)	£168.00				
286	Mountain Leader Award Training (6 day) adult training	£485.00				
287	2 day non-residential National Governing Body (NGB) award – adult training	£178.00				
288	1 day National Governing Body (NGB) award assessment – adult training	£209.00				
<b>Childcare Workforce Development</b>						
326	Paediatric First Aid	£50.00	Nil	Nil	1 April 2022	No proposed increase
327	Food Hygiene (Classroom)	£35.00				
328	Food Hygiene (eModule)	£25.00				
329	Emergency First Aid At Work	£35.00				
330	Health And Safety (eModule)	£35.00				
331	Fire Safety (eModule)	£10.00				
332	Infection Prevention and Control (eModule)	£5.00				
333	Basic Child Protection	£25.00				
334	Advanced Child Protection	£35.00				
335	Agored Food and Nutrition	£20.00				
336	Agored Refresher	£5.00				
337	Connection Before Correction	£20.00				
338	Rubicon Dance	£20.00				
339	Makaton Level 1	£35.00				
340	Makaton Level 2	£35.00				
341	Visual Strategies in Early Years	£20.00				
342	Introduction to Social Communication and Autism	£20.00				
343	Supporting the Development of Play	£20.00				
344	Expectations in the Early Years	£20.00				
345	Managing and Supporting Children Who Bite	£20.00				
346	Writing Risk Assessments in the Early Years	£20.00				
347	Digital Literacy	£20.00				
348	Sensory Experiences	£20.00				
349	WRAP Training	£5.00				
350	Childminding Course	£200.00				
<b>Early Help Room Hire - The Conference Centre</b>						

No.	Income Source	Current Charge	Proposed Price Change	% Change	Effective Date	Comment
351	Monmouth Suite • Internal rate half day • Internal rate full day • External rate half day • External rate full day	£50.00 £75.00 £100.00 £175.00	Nil	Nil	1 April 2022	No proposed increase
352	Lecture Theatre • Internal rate half day • Internal rate full day • External rate half day • External rate full day	£175.00 £250.00 £250.00 £300.00				
353	Brecon Suite • Internal rate half day • Internal rate full day • External rate half day • External rate full day	£50.00 £75.00 £100.00 £175.00				
354	Ogmore • Internal rate half day • Internal rate full day • External rate half day • External rate full day	£50.00 £75.00 £100.00 £175.00				
<b>Transportation</b>						
439	School Transport Bus Passes	£450.00	Nil	Nil	1 September 2022	No proposed increase
440	Replacement of School Bus Passes	£10.00				
441	Replacement Bus Passes Concessionary Travel (per pass)	£10.00				
442	Disclosure Barring Service (DBS) check for School Transport)	£44 for charge £10 admin charge			1 April 2022	

## EARMARKED RESERVES GENERAL FUND

	Reserve	Estimated balance at 31.03.22 £000	Estimated Movements		Estimated balance at 31.03.23 £000	Purpose /To fund:
			To finance budget £000	Other Commitments £000		
1	Adults Social Care	1,182	0	(210)	972	Service specific pressures and enhance financial resilience
2	Apprenticeships and Trainees	513	0	(285)	228	To fund Corporate Apprentice Scheme.
3	Bereavement Services	181	0	(33)	148	Planned programme of refurbishment and improvement
4	Building Control Regulations	66	0	(22)	44	Smooth effects of future deficits within ring fenced building control account
5	Bute Park Match Funding	73	0	(22)	51	Match funding for grant funded initiatives in relation to Bute Park, as per a Heritage Lottery Fund agreement
6	Cardiff Academy Training	57	0	0	57	Support initiatives undertaken in connection with the Academy
7	Cardiff Capital Region City Deal	201	0	(29)	172	Contribution to the Joint Cabinet for the Cardiff Capital Region
8	Cardiff Dogs Home Legacy	376	0	(65)	311	Donations left to Cardiff Dogs Home to be used in connection with service improvements
9	Cardiff Enterprise Zone	2,764	0	800	3,564	Cardiff Enterprise Zone in future years
10	Central Market Works	225	0	0	225	Works at Cardiff Central Market and as potential match funding for external grant bids
11	Central Transport Service	500	0	(85)	415	Central Transport vehicle service
12	Children's Services	950	0	(500)	450	Enhance resilience
13	City Events & Recovery	1,000	0	(250)	750	Post pandemic recovery
14	City Wide Management & Initiatives	746	0	(54)	692	City-wide management and initiatives including support for marketing and infrastructure
15	Community Based Services Transition	101	0	(50)	51	Better integration of community facilities across the public sector
16	Community Initiatives	1,617	0	(848)	769	Initiatives arising from the legacy of the Communities First Programme
17	Corporate Events & Cultural Services	742	0	(250)	492	Feasibility studies and costs of major events, including the potential Signature Music Event, and to offset future pressures arising from fluctuations in income within Venues and Cultural Services
18	Corporate Landlord Function	600	0	(200)	400	Corporate landlord functions across the Council in order to provide a cohesive and commercial operating model
19	Corporate Recovery Risk	2,250	0	(600)	1,650	Mitigate risk of transition post pandemic
20	Covid-19 CTRS pressures	2,000	0	(300)	1,700	Medium term increases in CTRS expenditure
21	Digital Transformation	2,671	0	(1,000)	1,671	Investment to deliver new ways of working
22	Discretionary Rate Relief	100	0	0	100	NDR due diligence
23	Emergency Management, Safeguarding and Prevent	139	0	0	139	Preventative measures in relation to safeguarding, the Prevent agenda and emergency management
24	Employee Changes	8,322	0	(850)	7,472	Costs associated with voluntary redundancy and other employee costs in future years
25	Energy Conservation (One Planet)	404	0	(309)	95	Energy conservation initiatives
26	Energy Market Volatility	336	0	(100)	236	Unexpected fluctuations in the cost of energy
27	Flatholm	7	0	0	7	Initiatives, repairs and renewals
28	Fraud Detection	34	0	(10)	24	Supplement staffing and other costs associated with fraud detection

## Appendix 9

	Reserve	Estimated balance at 31.03.22 £000	Estimated Movements		Estimated balance at 31.03.23 £000	Purpose /To fund:
			To finance budget £000	Other Commitments £000		
29	Governance & Legal Services	185	0	0	185	Future Governance & Legal Services initiatives, including projects in connection with ICT upgrades
30	Harbour Authority Projects and Contingency Fund	100	0	0	100	Improvement and enhancement of infrastructure, assets, activities and services in or around Cardiff Bay
31	Highways Section 278	229	0	(100)	129	Highway investment
32	Homelessness	1,760	0	(390)	1,370	Increases in homelessness pressures
33	Housing Support	507	0	(251)	256	Improve sustainability by maintaining the independence of people in their own homes
34	ICT Holding Account	700	0	(150)	550	Future business process improvement initiatives and other future ICT initiatives
35	Inspectorate Support	1,008	0	0	1,008	Consultancy for inspections and the regulatory environment
36	Insurance	7,449	0	(300)	7,149	Protect from future potential insurance claims
37	Invest to Save	261	0	(50)	211	Used in connection with revenue invest to save schemes
38	Joint Equipment Store - Pooled Budget	305	0	(162)	143	Offset deficits or one off expenditure items in the pooled budget, in future years
39	Local Plan	263	0	(263)	0	Local Development Plan and any potential appeals or judicial reviews
40	Major Projects	480	0	(150)	330	Major Projects
41	Members Development	200	0	(130)	70	Members' ICT software
42	Municipal Election	797	0	(630)	167	Local elections
43	Municipal Mutual Insurance	935	0	0	935	Liabilities to pay a percentage of claims previously settled by Municipal Mutual Insurance (MMI) and contribute to the cost of future settled claims
44	Non-Domestic Rates Due Diligence	60	0	0	60	NDR due diligence
45	Out of School Childcare	69	0	0	69	Surplus balances from each school operating an out of school childcare scheme. These can be drawn upon by each school to balance their in-year financial position
46	Parking & Enforcement	1,648	0	(828)	820	Surpluses on parking & enforcement schemes which, under the Road Traffic Act 1984, have to be reinvested in Road Traffic Schemes
47	Property Asset Management	75	0	(50)	25	Managing timing and fluctuations of income from fees relating to the disposal of properties
48	Red Dragon Centre	2,450	0	0	2,450	Premises funding requirements
49	Rentsmart Wales	388	0	0	388	Training and service delivery in respect of Rentsmart Wales
50	Resources	2,016	0	(750)	1,266	To deal with matters relating to Council Tax and agency workers as they arise
51	Schools Catering	256	0	(100)	156	School Holiday Enrichment Programme (SHEP)
52	Schools Formula Funding	2,233	0	(750)	1,483	Unplanned and unforeseen expenditure incurred by or on behalf of the delegated schools budgets
53	Schools Organisation Plan	1,939	0	(1,448)	491	Manage the cash flow implications of the School Organisational Plan financial model
54	Scrutiny Development & Training	118	0	(50)	68	Scrutiny member development and training



	Reserve	Estimated balance at 31.03.22 £000	Estimated Movements		Estimated balance at 31.03.23 £000	Purpose /To fund:
			To finance budget £000	Other Commitments £000		
55	Social Care Technology	655	0	(355)	300	Social care ICT developments
56	South East Wales Construction Framework	1,125	0	(100)	1,025	Ringfenced revenue to fund future costs of the project. Remaining funding to be distributed amongst the participating authorities
57	Strategic Budget	6,396	0	0	6,396	Financial resilience and the future budget requirements over the period within the Medium Term Financial Plan
58	Treasury Management	10,910	0	1,100	12,010	Management of risk in relation to major projects and to offer some protection and flexibility to the wider capital programme
59	Wales Interpretation and Translation Service	289	0	(30)	259	Manage in-year fluctuations in funding and financial performance of the service
60	Waste Management	236	0	0	236	Initiatives to achieve recycling targets and offset impact of additional tonnage and associated costs
61	Welfare Reform	1,801	0	(493)	1,308	Mitigate pressures and reduced funding within the Housing Benefit Service following the transfer of services to DWP, as part of the rollout of the Universal Credit Scheme
62	Youth Service	478	0	(262)	216	Costs connected with the refurbishment of youth centres
	<b>TOTAL</b>	<b>76,478</b>	<b>0</b>	<b>(11,964)</b>	<b>64,514</b>	

	Reserve	Estimated balance at 31.03.22 £000	Estimated Movements		Estimated balance at 31.03.23 £000	Purpose /To fund:
			To finance budget £000	Other Commitments £000		
1	Council General Reserve	14,255	0	0	14,255	impact of unexpected events or emergencies

**EARMARKED RESERVES HOUSING REVENUE ACCOUNT**

	Reserve	Estimated balance at 31.03.22 £000	Estimated Movements		Estimated balance at 31.03.23 £000	Purpose /To fund:
			To finance budget £000	Other Commitments £000		
1	Housing Development Resilience Reserve	500	0	250	750	Improve resilience within the Housing Development Capital Programme
2	Housing Repairs and Building Maintenance	7,454	0	(4,433)	3,021	Housing repairs and to mitigate against risk within the Construction Industry
3	Welfare Reform	429	0	0	429	Project costs and scheme development to address issues for council tenants due to benefit cap and universal credit
	<b>TOTAL</b>	<b>8,383</b>	<b>0</b>	<b>(4,183)</b>	<b>4,200</b>	

			Estimated Movements			

	Reserve	Estimated balance at 31.03.22 £000	Estimated Movements		Estimated balance at 31.03.23 £000	Purpose /To fund:
			To finance budget £000	Other Commitments £000		
	Reserve	Estimated balance at 31.03.21 £000	To finance budget £000	Other Commitments £000	Estimated balance at 31.03.22 £000	Purpose /To fund:
1	HRA General Reserve	13,126	0	0	13,126	The impact of unexpected events or emergencies within the HRA

**EMPLOYEE IMPLICATIONS OF 2022/23 - BUDGET SAVINGS AND POLICY GROWTH**

Appendix 10

All figures are expressed in terms of full time equivalent posts

Dir	Ref	Impact on posts	Savings Title	Voluntary Redundancy	Vacant	Retirement/ Flexi Retirement	TBC	New Post	TOTAL FTEs
Economic Development	ECD E3	DELETE	Cardiff Castle			(1.0)			(1.0)
	ECD E6	DELETE	Staffing Efficiencies in Sports and Leisure	(1.0)					(1.0)
	ECD I3	CREATE	Parks Management / Operations Restructure					1.3	1.3
	PG	CREATE	Youth Sport and Physical Activity- Introduction of Inclusion Officers					5.0	5.0
	PG	CREATE	City Centre Management Additional Staffing					3.0	3.0
	PG	CREATE	Community engagement and safety in parks					4.0	4.0
	PG	CREATE	Economic development capacity					4.0	4.0
<b>Economic Development Net Position</b>				<b>(1.0)</b>	<b>0.0</b>	<b>(1.0)</b>	<b>0.0</b>	<b>17.3</b>	<b>15.3</b>
Education	PG	CREATE	Youth Services					TBC*	TBC
	PG	CREATE	Youth Justice Service - Education Officer					1.0	1.0
	PG	CREATE	Head of Virtual School for Looked After Children					1.0	1.0
	PG	CREATE	Child Friendly City					1.0	1.0
	PG	CREATE	School Active Travel					2.0	2.0
	PG	CREATE	Cardiff Commitment					4.0	4.0
<b>Education Net Position</b>				<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>9.0</b>	<b>9.0</b>
Recycling & NS	RNS E1	DELETE	Cleansing, Enforcement & Strategy Redesign		(1.0)				(1.0)
	PG	CREATE	Street Scene Local Action Team (formerly known as Blitz Teams)					7.0	7.0
	PG	CREATE	Extra Street Cleaners					8.0	8.0
<b>Recycling &amp; Neighbourhood Services</b>				<b>0.0</b>	<b>(1.0)</b>	<b>0.0</b>	<b>0.0</b>	<b>15.0</b>	<b>14.0</b>
Planning, Transport & Environment	PTE3	DELETE	Staffing Efficiencies across PTE		(2.4)			0.0	(2.4)
	PG	CREATE	One Planet Cardiff Delivery					4.0	4.0
	PG	CREATE	Transport team - Additional Staffing					4.0	4.0
	PG	CREATE	Additional Planning Team Capacity					3.0	3.0
<b>Planning, Transport &amp; Environment Net Position</b>				<b>0.0</b>	<b>(2.4)</b>	<b>0.0</b>	<b>0.0</b>	<b>11.0</b>	<b>8.6</b>
Performance & Partnerships	P+P E1	DELETE	Policy & Partnerships - Efficiency		(.5)				(.5)
	PG	CREATE	Situational Response to Community Safety Issues					2.0	2.0
	PG	CREATE	Violence Prevention, with focus on vulnerable young people					2.0	2.0
	PG	CREATE	Bilingual Cardiff Strategy					1.0	1.0
	PG	CREATE	Race Equality Task Force					1.0	1.0
	PG	CREATE	Data Strategy (Single View of Child Requirements)					2.0	2.0
<b>Performance and Partnerships Net Position</b>				<b>0.0</b>	<b>(.5)</b>	<b>0.0</b>	<b>0.0</b>	<b>8.0</b>	<b>7.5</b>
Housing & Utilities	HAC E1	DELETE	Review of Central Hub staffing linked to alignment of advice staffing	(.9)	(.5)	(.4)			(1.8)
	HAC E2	DELETE	Universal Credit roll out - reduction in benefit administration	(3.0)	(1.0)				(4.0)
	HAC E3	DELETE	Restructure of Strategy & Housing Need management team		(.5)	(.6)			(1.1)

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Hous Comm	HAC E4	DELETE	Digital Efficiencies - increase use of scan stations in Hubs and Hybrid Mail	(2.5)				0.4	(2.1)
	PG	CREATE	Estate Management Local Action Team - Expansion					11.0	11.0
	PG	CREATE	Neighbourhood Regeneration Team Restructure					5.0	5.0
<b>Housing &amp; Communities Net Position</b>				<b>(6.4)</b>	<b>(2.0)</b>	<b>(1.0)</b>	<b>0.0</b>	<b>16.4</b>	<b>7.0</b>
Resources	RES E2	DELETE	Reducing the net budget of the Information Governance Function		(1.0)				(1.0)
	RES E3	DELETE	Restructure of the Accountancy Function and a review of the income funding the service				(2.0)		(2.0)
<b>Resources Net Position</b>				<b>0.0</b>	<b>(1.0)</b>	<b>0.0</b>	<b>(2.0)</b>	<b>0.0</b>	<b>(3.0)</b>
<b>Council Net Position</b>				<b>(7.4)</b>	<b>(6.9)</b>	<b>(2.0)</b>	<b>(2.0)</b>	<b>76.6</b>	<b>58.4</b>

\* Details will be informed by the Youth Service Review

# Consultation on Cardiff Council's 2022/23 Budget

Research Findings  
February 2022



**Gweithio dros Gaerdydd, gweithio gyda'n gilydd**  
**Working for Cardiff, working together**



#gweithiogydangilydd  
#workingtogether

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# Cardiff Research Centre

Cardiff Research Centre is part of the City of Cardiff Council's Policy, Partnerships & Community Engagement service. We strive to deliver research, information and consultation services for the City of Cardiff Council and its partner organisations.

Services include:

- Collection, analysis and interpretation of primary survey data;
- Analysis and interpretation of a wide range of secondary demographic and socioeconomic data including the Census and all other sources from the wider data environment;
- Specialised studies on a wide range of topics including social, economic and demographic data sources and their uses;
- Quantitative and qualitative research and consultation projects;
- Supporting the Cardiff Debate Community Engagement exercise with other public service partners;
- Management of the Cardiff Citizens' Panel;
- Focus Group facilitation;
- Advice and support on all aspects of research including survey & questionnaire design, &
- GIS thematic & schematic mapping services.

For further information please contact:

Cardiff Research Centre

Email: [research@cardiff.gov.uk](mailto:research@cardiff.gov.uk) or [consultation@cardiff.gov.uk](mailto:consultation@cardiff.gov.uk)



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## **1. Background**

In its Capital Ambition vision, Cardiff Council set out how it wants to make Cardiff a greener, fairer, stronger city.

Delivering these ambitions will rely on great local public services. Everyone in Cardiff uses or benefits from a council service every day. Schools, roads, recycling, bin collections, social care, maintaining parks, libraries and street lighting are just some of the many services the Council provides to meet people's daily needs.

With a growing population and some of the highest levels of poverty in Wales, the pressure on these services is increasing each and every year. Over the past decade of austerity, which saw the council save over £220m as the pressure on services increases, the Council has done all it can to protect front line services while balancing the books.

The 2021 Ask Cardiff survey asked respondents to identify how they would prioritise the Council's available resources both for the next financial year and in the longer term by selecting the overarching services they considered to be the most important. This Budget Consultation looked at the priority areas identified in greater detail.

## **2. Consultation methodology**

Consultation on the Council's budget proposals for 2022/23 was undertaken by the Cardiff Research Centre. The bilingual consultation ran from 14<sup>th</sup> January to 6<sup>th</sup> February 2022, following the budget announcement from the Welsh Government on 21<sup>st</sup> December 2021.

Throughout 2020 and 2021, the COVID-19 pandemic had a major impact on both the delivery of Council services, and on the lives of residents. Lockdown restrictions were introduced, eased and re-introduced at various points, both locally and nationally, in response to the spread of the virus. At the time of consultation, the whole of Wales was under Alert Level 2, in response to the predicted wave due to the Omicron variant, which required residents to wear face coverings in all indoor public places, limited organised indoor events to a maximum of 30 people and advised people to work from home where possible.

These restrictions made the traditional methods of engagement impossible. In previous years, paper copies of the survey would be made available to residents in public buildings such as Hubs, libraries and community centres across the city. The 2022-23 Budget Consultation was therefore delivered solely online.

Other methods used to promote the survey, such as emails to schools, and flyers and posters in GP surgeries were also not available this year, given the additional demands on these services.



The Cardiff Research Centre worked closely with partnership organisations to ensure as representative a response as possible. In a bid to ensure the survey was promoted as widely as possible, the survey was promoted via:

**a) Email**

- Organisations known to work with less frequently heard groups (see Appendix 6)
- Cardiff Youth Council
- Cardiff's Citizen's Panel

**b) Internet/intranet**

The survey was hosted on the Council website, at [www.cardiff.gov.uk/budget](http://www.cardiff.gov.uk/budget), on the Have Your Say page, and the scrolls on the homepage, with pop-ups promoting the consultation appearing on busy pages of the website. It was also promoted to Council employees via DigiGov, Intranet and Staff Information.

A separate link to an accessible version of the survey (for use with screen readers) was made available alongside the link to the main survey.

**c) Social media**

The survey was promoted on the Council's corporate Facebook, Twitter, Instagram and Linked In accounts by the Corporate Communications Team throughout the consultation period (to a combined audience of 175,266 followers).

Looking at unpaid messaging on these accounts, the Facebook campaign achieved 70,176 impressions and 256 clicks through to the Budget Consultation page; on Twitter, there were 27,369 impressions and 256 link clicks, Instagram saw 20,472 impressions, and 422 were achieved through Linked In.

Targeted promotion was facilitated via stakeholder's social media accounts and Facebook 'boosts' of paid advertising aimed at those less frequently heard i.e. under 25's, Minority Ethnic groups and those living in the 'Southern Arc'<sup>1</sup> of the city. This was viewed 178,988 times, with 2,509 clicks through to the Budget Consultation page.

A separate survey was distributed to secondary schools across Cardiff and to the Youth Council.

After data cleansing to remove blank and duplicated responses, a total of 1,547 responses were received from the three surveys.

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<sup>1</sup> See [Appendix 5](#) for map of 'Southern Arc'

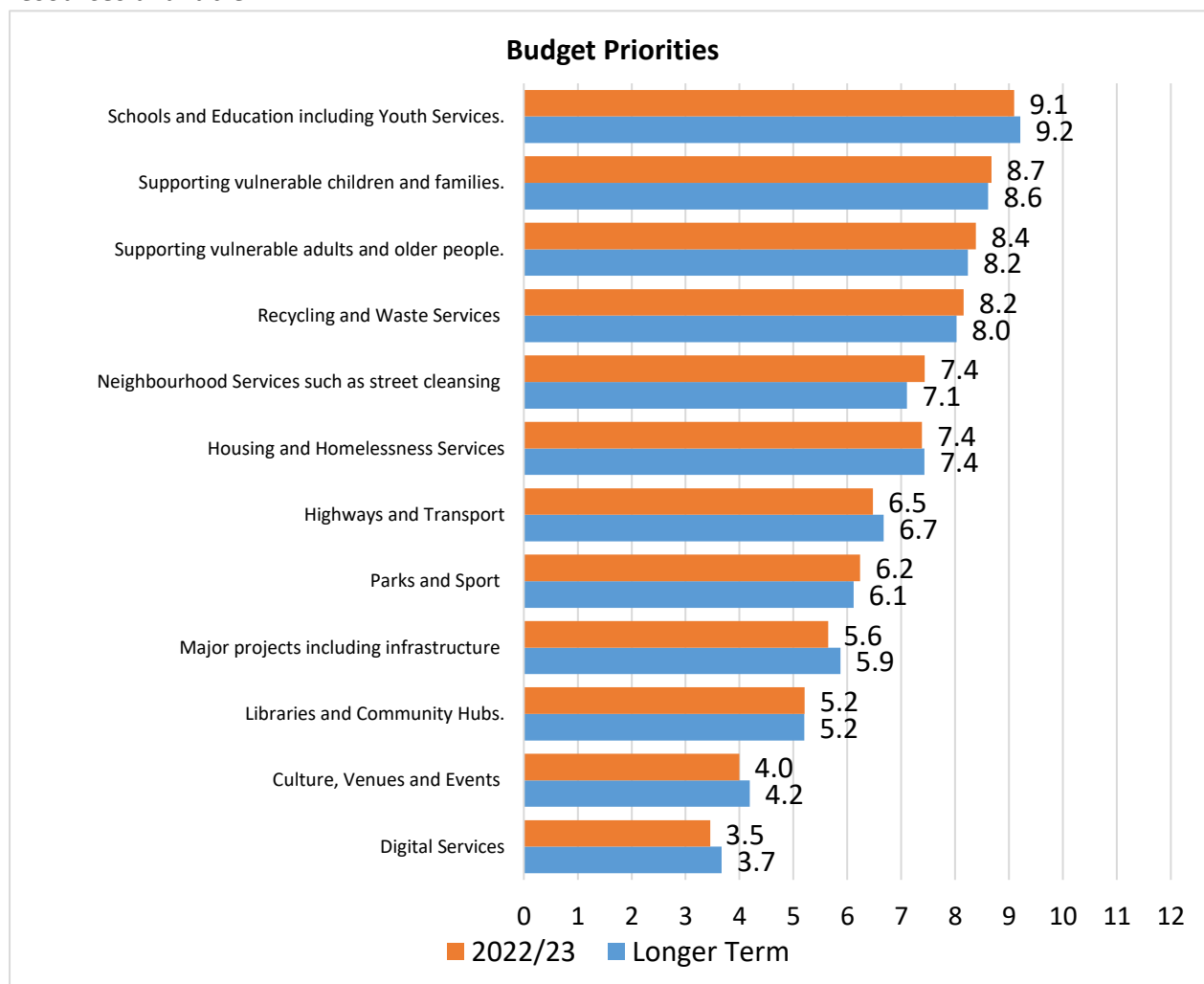
### 3. Results / Council Service Priorities

The 2021 Ask Cardiff survey (Oct-Dec 2021) asked respondents to identify how they would prioritise the Council’s available resources both for the next financial year and in the longer term by selecting the overarching services they considered to be the most important.

Scores were generated based on the number of votes for first place, second place and so on, giving each service a total score out of 12 – the higher the score, the more important the service. The results can be found in Table 1 below.

**Table 1: Budget Priorities (Ask Cardiff 2021)**

*Q. The Council is facing a budget gap of £21.3 million next year and £80.9 million over the medium term. Each year the Council must set a balanced budget that reflects the priorities of residents and ensures statutory services can continue to be provided within the limited resources available.*



The Ask Cardiff 2021 survey therefore identified top service priorities to be:

1. Education and Youth Services
2. Supporting vulnerable children and families
3. Supporting vulnerable adults and older people
4. Recycling and Waste Services
5. Neighbourhood services such as street cleansing
6. Homelessness and housing

**This Budget Consultation looked at the priority areas identified in greater detail.**

Responses to the ranking questions were validated to exclude non-responses, therefore including only those giving at least one exclusive ranking score per priority.

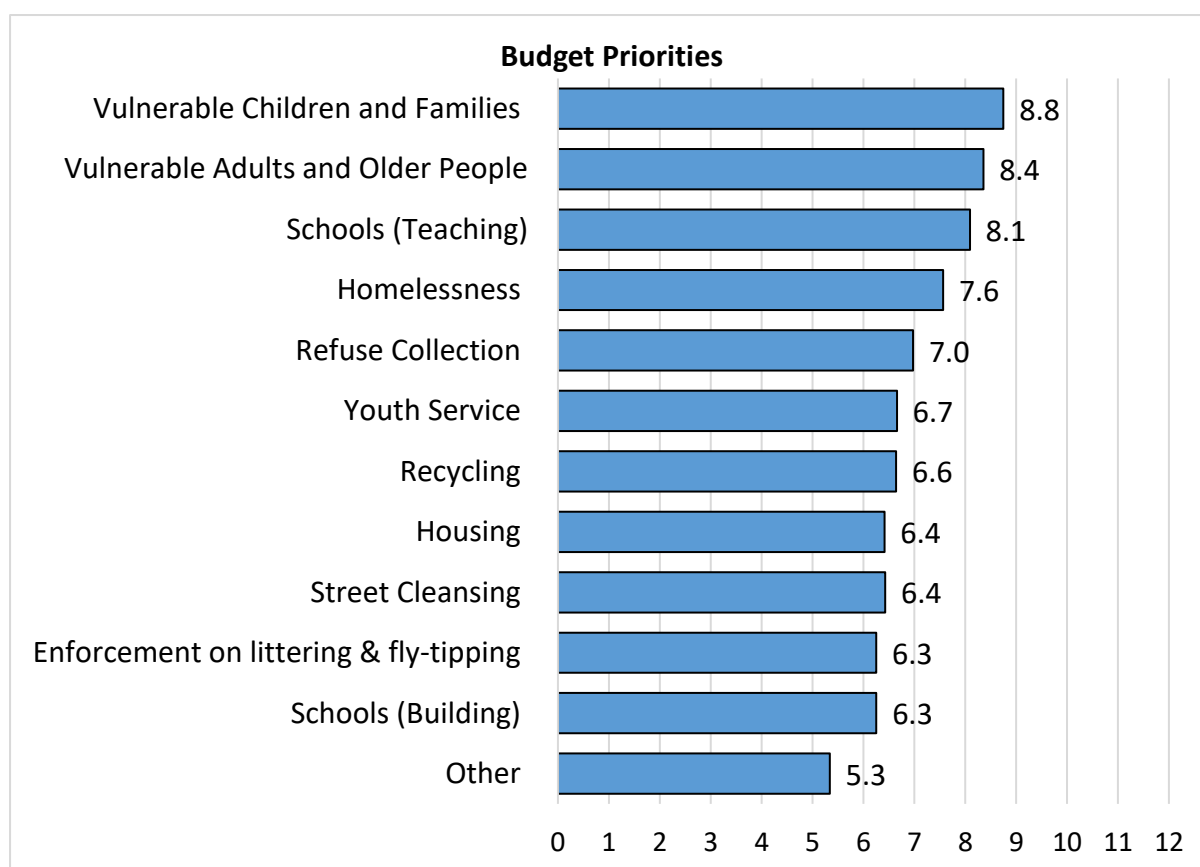
Scores were calculated by assigning twelve points for each first place ranking, eleven points for each second place ranking and so on, down to one point for twelfth place; this combined figure was then divided by the overall number of respondents answering this question, to give a final score for each option.

**Budget Consultation: Results**

**Q1. Within each of the broad headlines identified above, we would like you to tell us if there are more specific services in which you would like to see investment? We have given some examples below, but please feel free to include any other related services you feel may not be listed.**

Overall results:

Respondents were given a list of 11 Council Services, and asked to rank these in order of importance, along with an option to identify a different service they felt to be important.



*Scores were calculated by assigning 12 points for each 1<sup>st</sup> place ranking, 11 points for each 2<sup>nd</sup> place ranking and so on, to 1 point for each 12<sup>th</sup> place ranking; this combined figure was then divided by the overall number of respondents giving an answer for each option, to give a final score.*

‘Supporting vulnerable children and families’ and ‘Supporting vulnerable adults and older people’ were ranked as the most important services for investment, scoring 8.8 out of 12 and 8.4 out of 12 respectively. These were followed by investment in teaching in schools (8.1 out of 12).

All of the services listed achieved a score of at least 6.3 out of 12.

Analysis by demographic group

These results were analysed by demographic groups, and by Deprivation Fifths, looking at areas of differing levels of deprivation.

- Teaching was considered to be most important by respondents with children in their household, who gave a score of 9.6 (the highest score for any service across all of the demographic groups analysed), and men, with a score of 8.5.
- Women placed the greatest importance on 'supporting vulnerable children and families, generating a score of 9.4 out of 12.
- Respondents identifying as disabled rated 'supporting vulnerable adults and older people' as most important, with a score of 9.0.
- Respondents living in the most deprived areas of the city were more likely to place importance on Youth Services (7.0), Housing (7.0), Street Cleaning (6.8) and Enforcement on littering & fly-tipping (6.7).
- Those living in the least deprived areas were more likely to place importance on Schools (Teaching) (9.1, a full point higher than the average score) and Schools (Building) (7.2).

A full breakdown of priorities by demographic and deprivation is available in [Appendix 2](#).

Additional analysis

'Other' services identified as the most important priorities included:

Theme	No.	%	Example Comments
<b>Roads / Pavements / Pot holes</b>	35	36.1	<ul style="list-style-type: none"> <li>– Road repairs to key roads</li> <li>– Road repairs</li> <li>– Road building and repair to accommodate the increase in traffic due to the amount of new housing.</li> <li>– Potholes in the roads and fixing broken pavements</li> </ul>
<b>Climate Change / Environment</b>	22	22.7	<ul style="list-style-type: none"> <li>– Climate change</li> <li>– Cycling and walking infrastructure, green transport</li> <li>– Environment</li> </ul>
<b>Public Transport</b>	9	9.3	<ul style="list-style-type: none"> <li>– adequate public transport</li> <li>– improved public transport, to enable and empower young people to travel around the city safely and independently.</li> </ul>
<b>Total</b>	<b>97</b>	<b>-</b>	

The top three areas ranked as important, regardless of ranking, were:

Theme	No.	%	Example Comments
<b>Roads / Pavements / Pot holes</b>	106	27.0	<ul style="list-style-type: none"> <li>– <i>The improvement of road surfaces (i.e. removal of pot holes)</i></li> <li>– <i>Roads and pavements repairs</i></li> <li>– <i>Road surface improvement in the district centres i.e. Roath, Cathays, etc.</i></li> <li>– <i>Improving road infrastructure</i></li> <li>– <i>Roads. Our roads are in poor state of repair with potholes and drains causing damage to council tax payers' vehicles.</i></li> </ul>
<b>Climate Change / Pollution / Green Space Protection / Parks</b>	93	23.7	<ul style="list-style-type: none"> <li>– <i>Ecology, green infrastructure</i></li> <li>– <i>Green spaces, especially in housing developments, both private and council</i></li> <li>– <i>More environmental protection given to the city's wildlife.</i></li> <li>– <i>Nature and climate emergencies</i></li> <li>– <i>Net zero progress</i></li> </ul>
<b>Public Transport</b>	51	13.0	<ul style="list-style-type: none"> <li>– <i>adequate public transport</i></li> <li>– <i>Cheap, regular public transportation</i></li> <li>– <i>Public transport improved.</i></li> <li>– <i>Metro</i></li> </ul>
<b>Total</b>	<b>393</b>		

A full list of most important, and all other priorities, is available in [Appendix 3](#).

## Q2. Do you have any other comments?

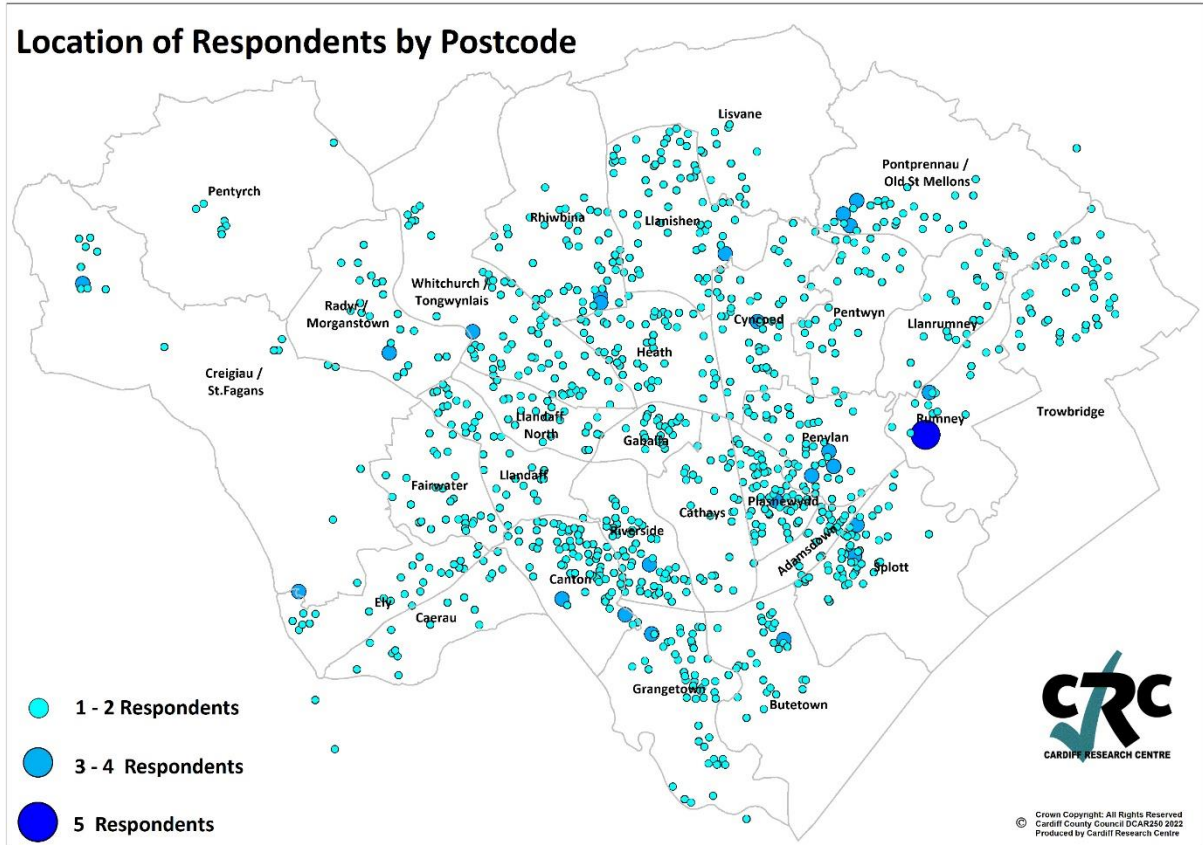
Respondents were given the opportunity to leave any additional comments they had in relation to the survey. A total of 623 comments were received, which have been grouped in to themes, with the top three shown below. A full list of themes is available in [Appendix 4](#).

Theme	No.	%	Example Comments
<b>Street cleaning / Litter / Fly-tipping</b>	80	16.0	<ul style="list-style-type: none"> <li>– Cardiff is a dirty city, more street and public areas cleaning needed</li> <li>– Clean up the litter</li> <li>– We need to make the most of our environment and encourage people to be responsible for keeping it clean and tidy. Need to take more actions against people who don't recycle and leave waste for others to tidy up. Need to provide more bins and recycling facilities in public areas. Look at initiatives to financially reward people for the collection of plastic and tin cans at recycling hubs.</li> <li>– So many areas of the city look like dumping ground because waste, recycling, bulky waste, recycling centres and enforcement against fly tipping just don't join up</li> <li>– The streets of Cardiff are an embarrassment to the city and need cleaning up</li> </ul>
<b>Don't Waste Money / Poor Value for Money</b>	70	14.0	<ul style="list-style-type: none"> <li>– Cut back on spending cut your cloth to match your funds</li> <li>– Stop wasting money on worthless projects that are barely used, and vanity projects to pander to a minority like bilingual road signs</li> <li>– Money seems to be spent on cycle lanes and the Bay. How about putting some resources into other areas of Cardiff?</li> <li>– Too much money is spent on schools</li> <li>– Stop wasting money whilst telling poor people to budget better on thin air.</li> </ul>
<b>Roads / Pavements / Infrastructure</b>	65	13.0	<ul style="list-style-type: none"> <li>– Fix the roads</li> <li>– Being disabled with mobility issues, i am fed up of not being able to walk up my street without tripping over broken and uneven slabs.</li> <li>– Roads are a disgrace it makes me wonder if this is why the slowing of traffic is to compensate for this.</li> <li>– Seriously, the roads around the vast majority of Cardiff are in a dreadful state of repair.</li> <li>– Spend more money on making conditions better for motorists not cyclists.</li> </ul>
<b>Total</b>	<b>501</b>	<b>-</b>	

## Appendix 1 - About You

Please provide your postcode below to allow us to more accurately pinpoint respondents' views and needs by area:

Overall, 1,044 respondents provided their postcode:





### What was your age on your last birthday?

There was an under-representation of respondents aged 16 - 34 (18.8% compared with 41.1% for the 2020 Mid-Year Estimate for the population as a whole, down from 26.8% in last year's consultation despite schools being asked to promote the survey). There was an over-representation of those aged 55 and over of 8.0 percentage points, up from 4.5 in the 2021-22 consultation.

	No.	%
<b>Under 16</b>	2	0.1
<b>16-24</b>	38	2.7
<b>25-34</b>	230	16.1
<b>35-44</b>	320	22.4
<b>45-54</b>	250	17.5
<b>55-64</b>	272	19.0
<b>65-74</b>	205	14.4
<b>75+</b>	68	4.8
<b>Prefer not to say</b>	43	3.0
<b>Total</b>	<b>1428</b>	<b>100.0</b>

	%	MYE 2020
<b>16-34</b>	18.8	<b>41.1</b>
<b>35-54</b>	39.9	<b>28.7</b>
<b>55+</b>	38.2	<b>30.2</b>

### Are you...?

	No.	%
<b>Female</b>	685	48.1
<b>Male</b>	668	46.9
<b>Other</b>	5	0.4
<b>Prefer not to say</b>	65	4.6
<b>Total</b>	<b>1423</b>	<b>100.0</b>

### Do you identify as Trans?

	No.	%
<b>Yes</b>	3	0.2
<b>No</b>	1317	92.2
<b>Prefer to self-describe</b>	12	0.8
<b>Prefer not to say</b>	97	6.8
<b>Total</b>	<b>1429</b>	<b>100.0</b>

## How many children live in your household?

	No.	%
No children	992	71.1
Yes, under 5 years old (pre-school)	146	10.5
Yes, aged 5 - 11 (primary school)	168	12.0
Yes, aged 11 - 16 (secondary school)	142	10.2
Yes, aged 16 - 18 in full-time education, or working	69	4.9
Yes, aged 16 - 18 but not in full time education or working	11	0.8
<b>Total</b>	<b>1396</b>	<b>-</b>

*NB. Percentages do not total 100% as respondent could have children in more than one age group*

## Do you care, unpaid, for a friend or family member due to illness, disability, a mental health problem or an addiction, cannot cope without your support?

	No.	%
Yes	236	17.6
No	1103	82.4
<b>Total</b>	<b>1339</b>	<b>100.0</b>

## Which of the following best describes what you are doing at present?

	No.	%
Working full-time (30+ hours per week)	798	56.2
Working part-time (less than 30 hours per week)	170	12.0
On a zero-hour contract	5	0.4
In full time education	31	2.2
Unemployed - Registered Job Seeker	7	0.5
Unemployed - Unregistered but seeking work	9	0.6
Permanently sick or disabled person	42	3.0
Wholly retired from work	295	20.8
Looking after home	10	0.7
Caring for a child or adult	27	1.9
Other	27	1.9
<b>Total</b>	<b>1421</b>	<b>100.0</b>

## Which best describes your housing tenure?

	No.	%
Owned outright	512	36.7
Owned with a mortgage	631	45.3
Rented from the Local Authority	29	2.1
Rented from a Housing Association	31	2.2
Private rented	164	11.8
Other	27	1.9
<b>Total</b>	<b>1394</b>	<b>100.0</b>

## Are you or a member of your household...?

	You		A member of your household	
	No.	%	No.	%
Currently serving	11	0.7	8	0.5
An armed forces service leaver (Veteran)	33	2.1	22	1.4

## Do you identify as a disabled person?

	No.	%
Yes	182	13.1
No	1124	80.7
Prefer not to say	86	6.2
<b>Total</b>	<b>1306</b>	<b>100.0</b>

## Please tick any of the following that apply to you:

	No.	%
Deaf/Deafened/Hard of Hearing	95	6.8
Learning impairment/difficulties	36	2.6
Wheelchair user	11	0.8
Long-standing illness or health condition (e.g. cancer, HIV, diabetes or asthma)	242	17.4
Mental health difficulties	129	9.3
Visual impairment	31	2.2
Mobility impairment	103	7.4
Prefer not to say	122	8.8
Other	22	1.6
<b>Total</b>	<b>1392</b>	<b>-</b>

*NB. Percentages do not total 100% as respondent could answer more than one option*

## Do you regard yourself as belonging to a particular religion?

	No.	%
No, no religion	703	50.9
Christian (Including Church in Wales, Catholic, Protestant and all other Christian denominations)	530	38.4
Muslim	14	1.0
Buddhist	9	0.7
Hindu	2	0.1
Jewish	2	0.1
Sikh	0	0.0
Other	20	1.4
Prefer not to answer	102	7.4
<b>Total</b>	<b>1382</b>	<b>100.0</b>

## How would you describe your sexual orientation?

	No.	%
Bisexual	71	5.2
Gay Woman/Lesbian	16	1.2
Gay Man	67	4.9
Heterosexual/Straight	1030	75.3
Other	18	1.3
Prefer not to answer	166	12.1
<b>Total</b>	<b>1368</b>	<b>100.0</b>

## Do you consider yourself to be Welsh?

	No.	%
Yes	930	67.9
No	440	32.1
<b>Total</b>	<b>1370</b>	<b>100.0</b>

## How would you describe your Welsh language skills?

	No.	%
Fluent	80	5.8
Moderate	78	5.7
Basic	327	23.7
Learner	235	17.0
None	659	47.8
<b>Total</b>	<b>1379</b>	<b>100.0</b>

### What is your ethnic group?

Overall, 82.6% of those giving their ethnicity were of a white background, broadly reflecting that of the population of Cardiff as a whole (84.7%), according to the 2011 Census.

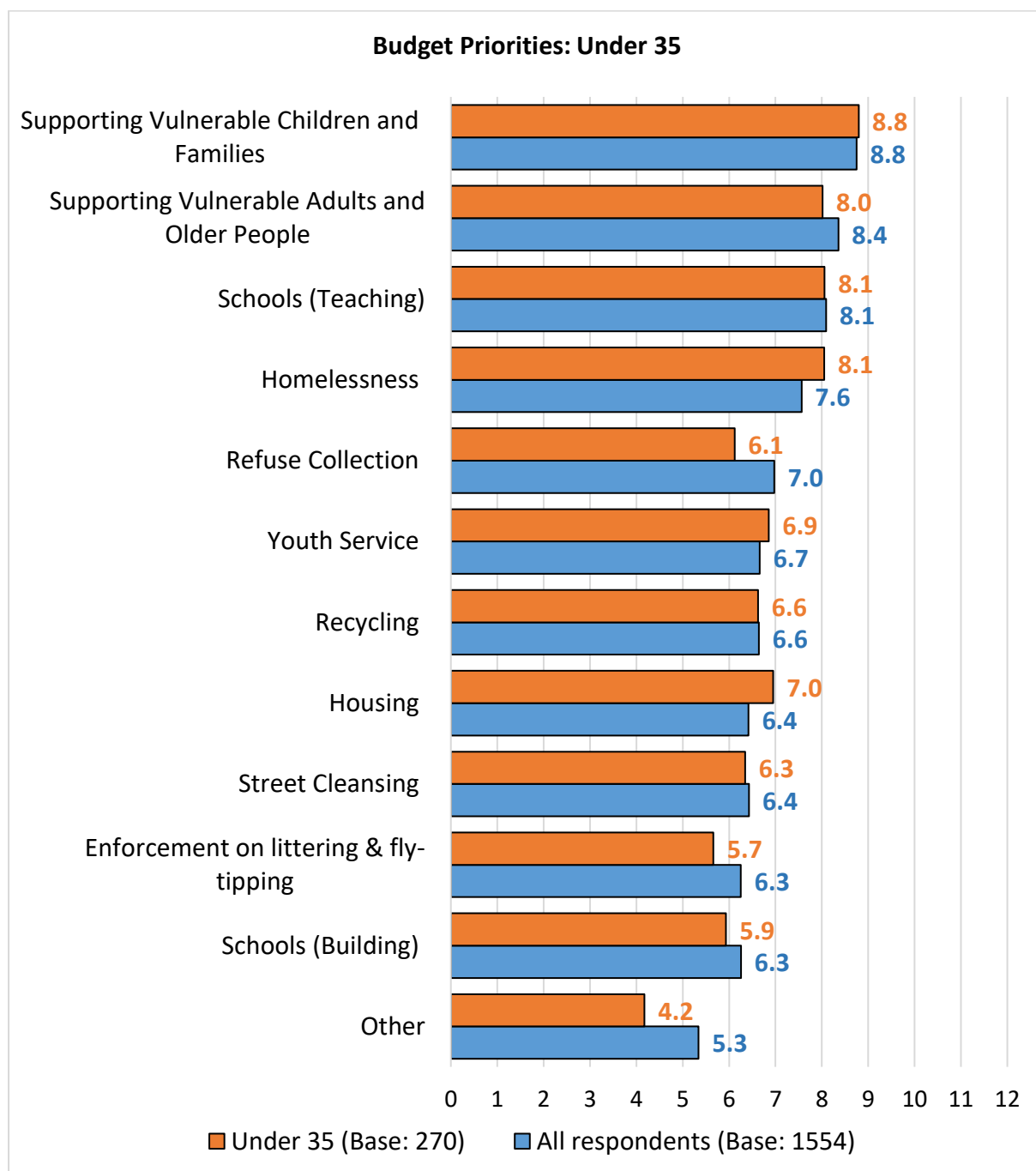
	No.	%
<b>White - Welsh/English/Scottish/Northern Irish/British</b>	1148	82.6
<b>White - Any other white background</b>	68	4.9
<b>White - Irish</b>	16	1.2
<b>Any other ethnic group</b>	11	0.8
<b>Mixed/Multiple Ethnic Groups - Any other</b>	10	0.7
<b>Mixed/Multiple Ethnic Groups - White &amp; Asian</b>	10	0.7
<b>Asian/Asian British - Indian</b>	8	0.6
<b>Mixed/Multiple Ethnic Groups - White and Black</b>	7	0.5
<b>Asian/Asian British – Chinese</b>	6	0.4
<b>Arab</b>	6	0.4
<b>Black/African/Caribbean/Black British - African</b>	4	0.3
<b>Black/African/Caribbean/Black British – Caribbean</b>	4	0.3
<b>Asian/Asian British – Bangladeshi</b>	2	0.1
<b>Asian/Asian British – Pakistani</b>	2	0.1
<b>Asian/Asian British - Any other</b>	2	0.1
<b>Prefer not to say</b>	85	6.1
<b>Total</b>	<b>1389</b>	<b>100.0</b>

## Appendix 2 – Priorities by Demographic

Respondents under the age of 35 prioritised:

1. *Supporting vulnerable children and families, scoring 8.8*
2. *Schools (Teaching) and Homelessness, both scoring 8.1*
3. *Supporting vulnerable adults and older people, scoring 8.0*

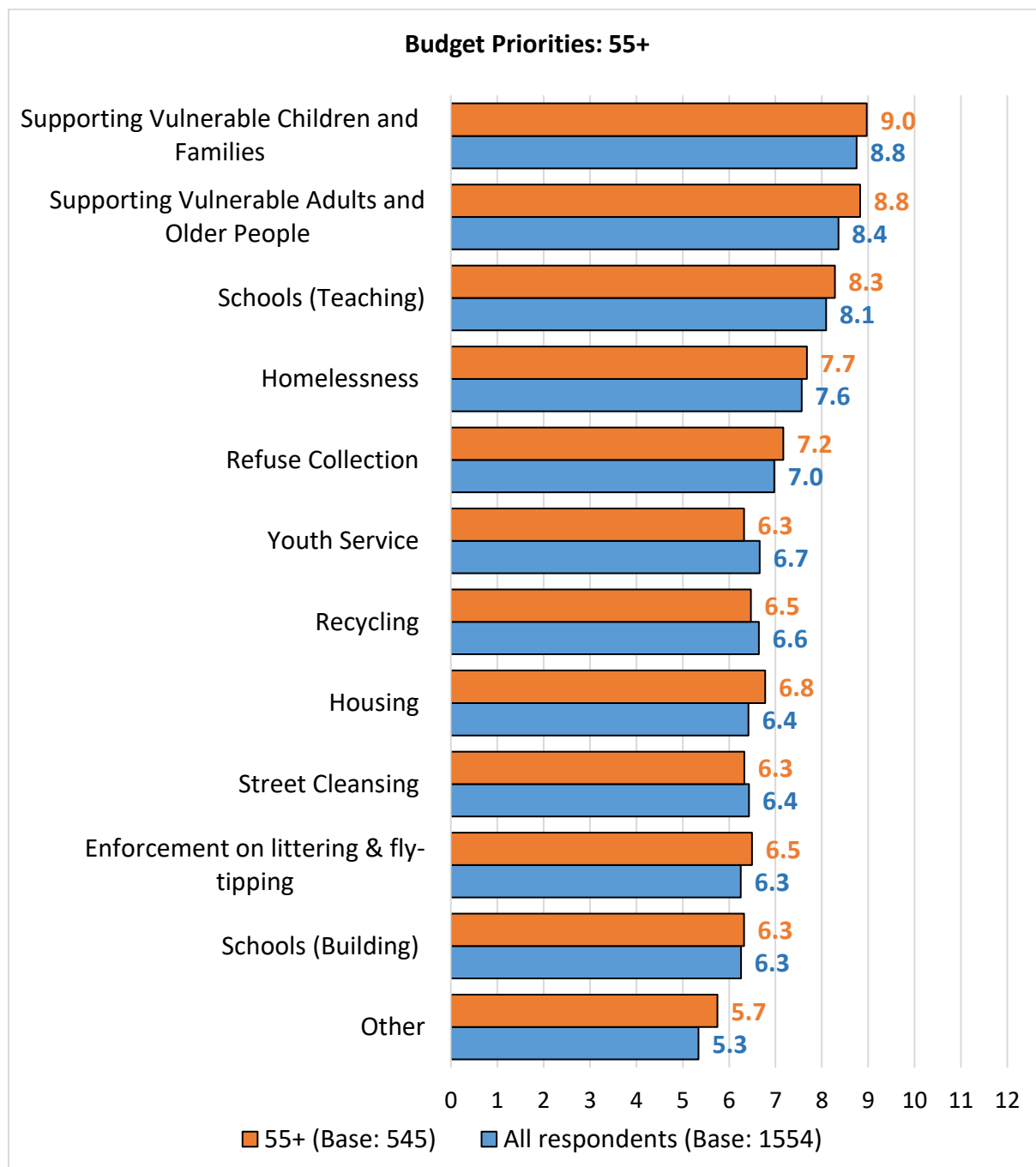
The lowest priority from the suggested options was *Enforcement on littering & fly-tipping, scoring 5.7*



Respondents aged 55 and over prioritised:

1. *Supporting vulnerable children and families, scoring 9.0*
2. *Supporting vulnerable adults and older people, scoring 8.8*
3. *Schools (Teaching), scoring 8.3*

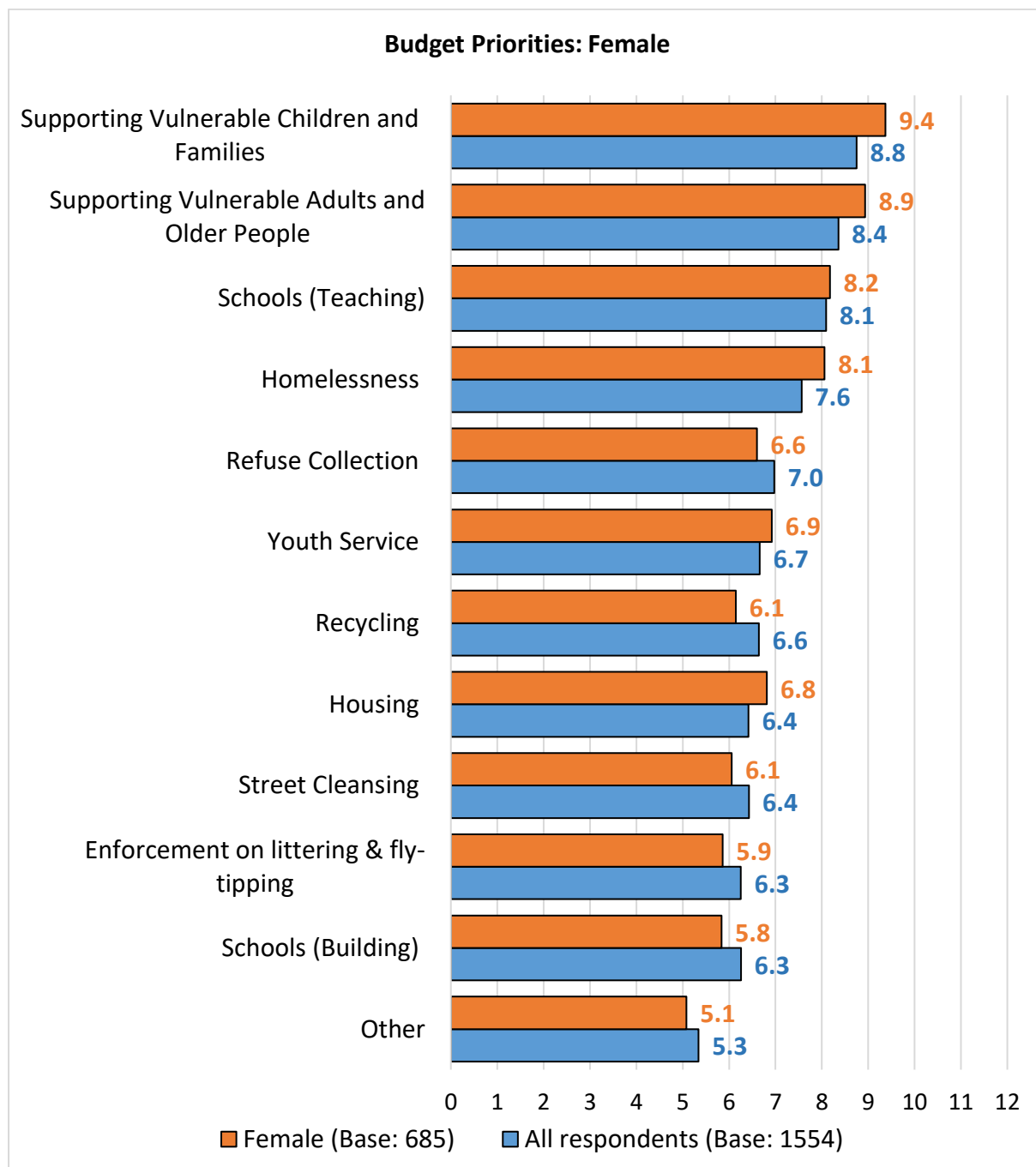
The lowest priority from the suggested options was *Schools (Building)*, scoring 6.3



Female respondents prioritised:

1. *Supporting vulnerable children and families, scoring 9.4*
2. *Supporting vulnerable adults and older people, scoring 8.9*
3. *Schools (Teaching), scoring 8.2*

The lowest priority from the suggested options was *Schools (Building), scoring 5.8*

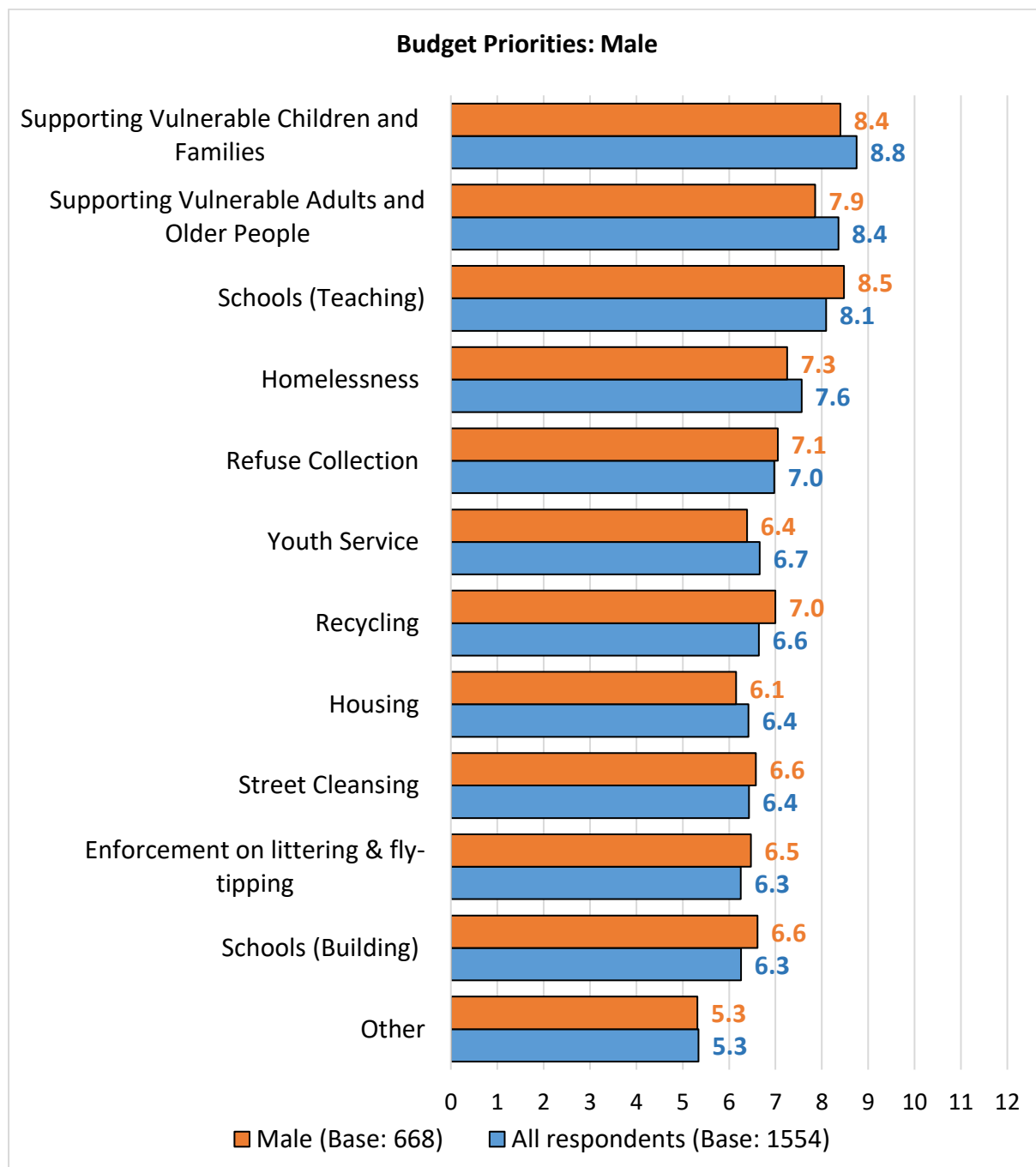




Male respondents prioritised:

1. *Schools (Teaching)*, scoring **8.5**
2. *Supporting vulnerable children and families*, scoring **8.4**
3. *Supporting vulnerable adults and older people*, scoring **7.9**

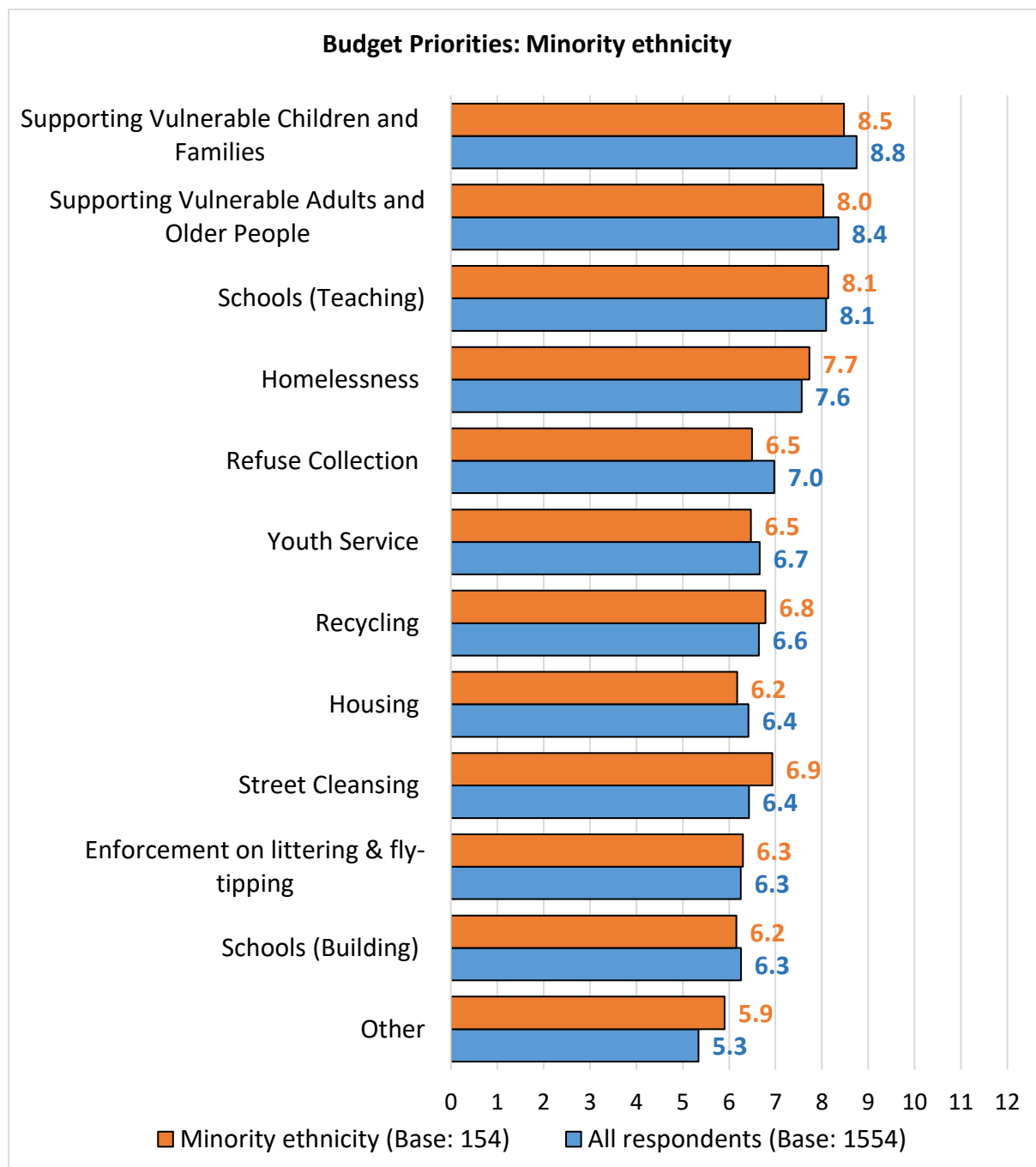
The lowest priority from the suggested options was *Housing*, scoring **6.1**



Respondents from a minority ethnicity prioritised:

1. *Supporting vulnerable children and families, scoring 8.5*
2. *Schools (Teaching), scoring 8.1*
3. *Supporting vulnerable adults and older people, scoring 8.0*

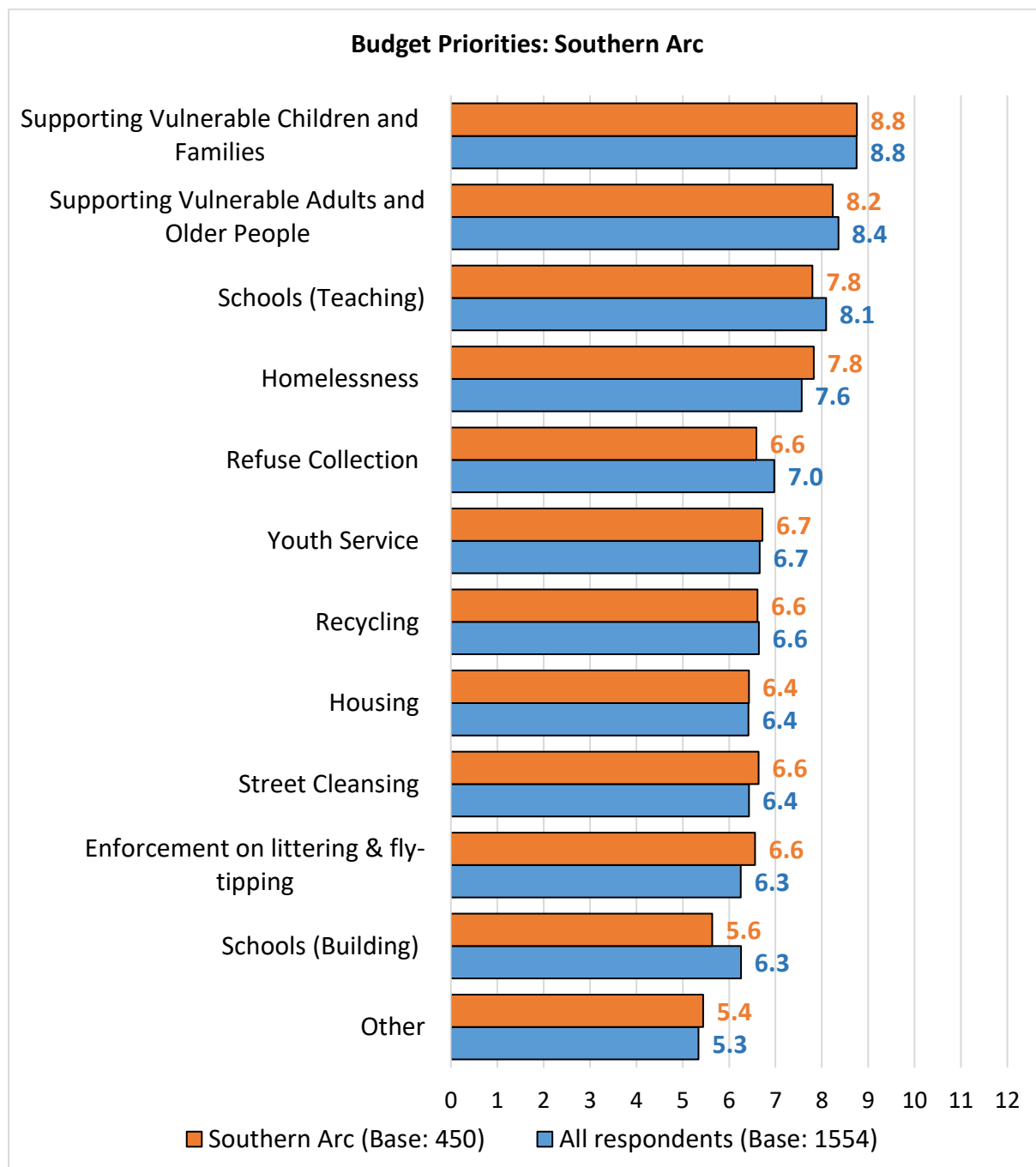
The lowest priority from the suggested options was *Schools (Building), scoring 6.2*



Respondents living in the Southern Arc prioritised:

1. *Supporting vulnerable children and families, scoring 8.8*
2. *Supporting vulnerable adults and older people, scoring 8.2*
3. *Homelessness and Schools (Teaching), both scoring 7.8*

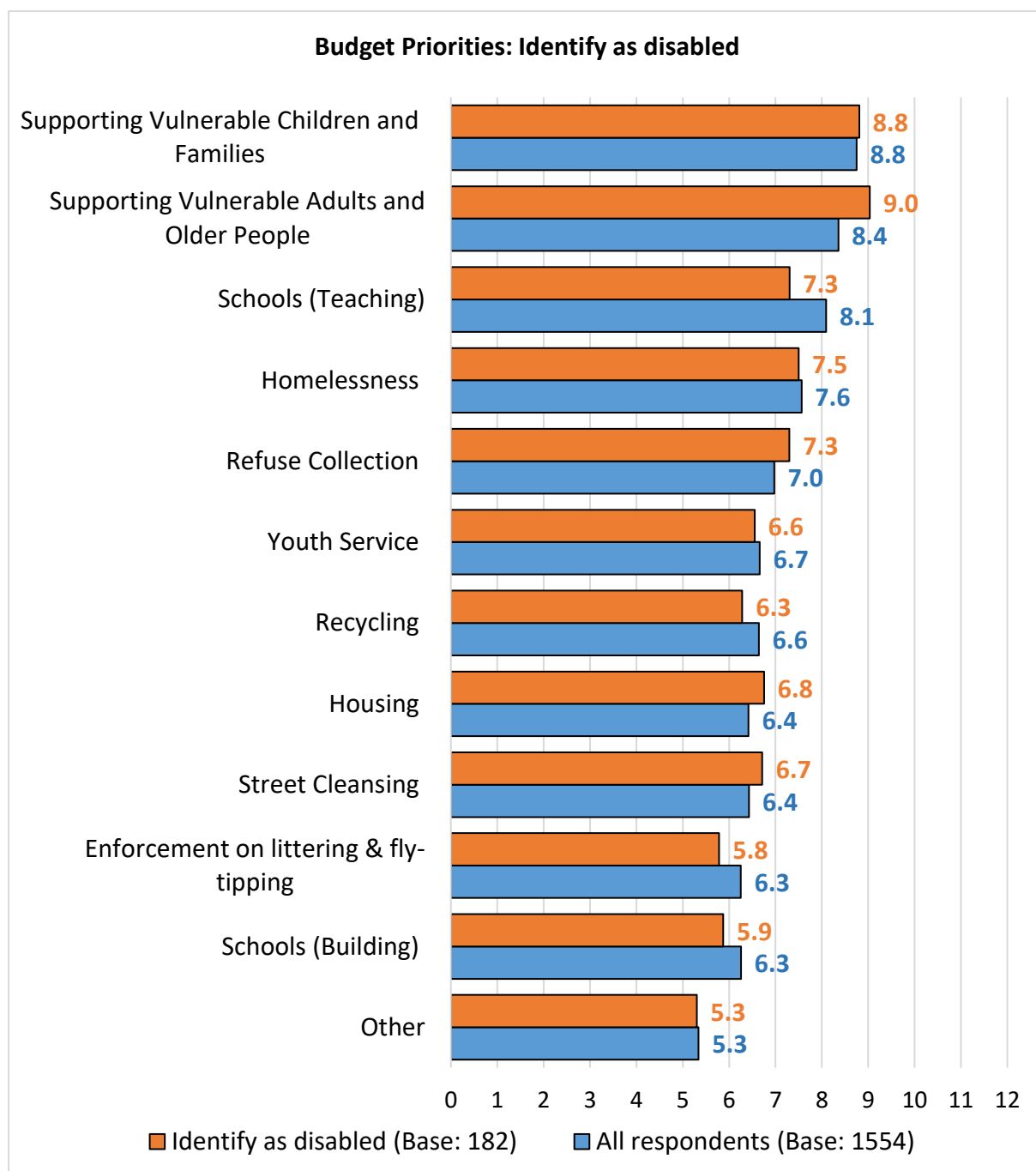
The lowest priority from the suggested options was *Schools (Building)*, scoring 5.6



Respondents identifying as disabled prioritised:

1. *Supporting vulnerable adults and older people, scoring 9.0*
2. *Supporting vulnerable children and families, scoring 8.8*
3. *Homelessness, scoring 7.5*

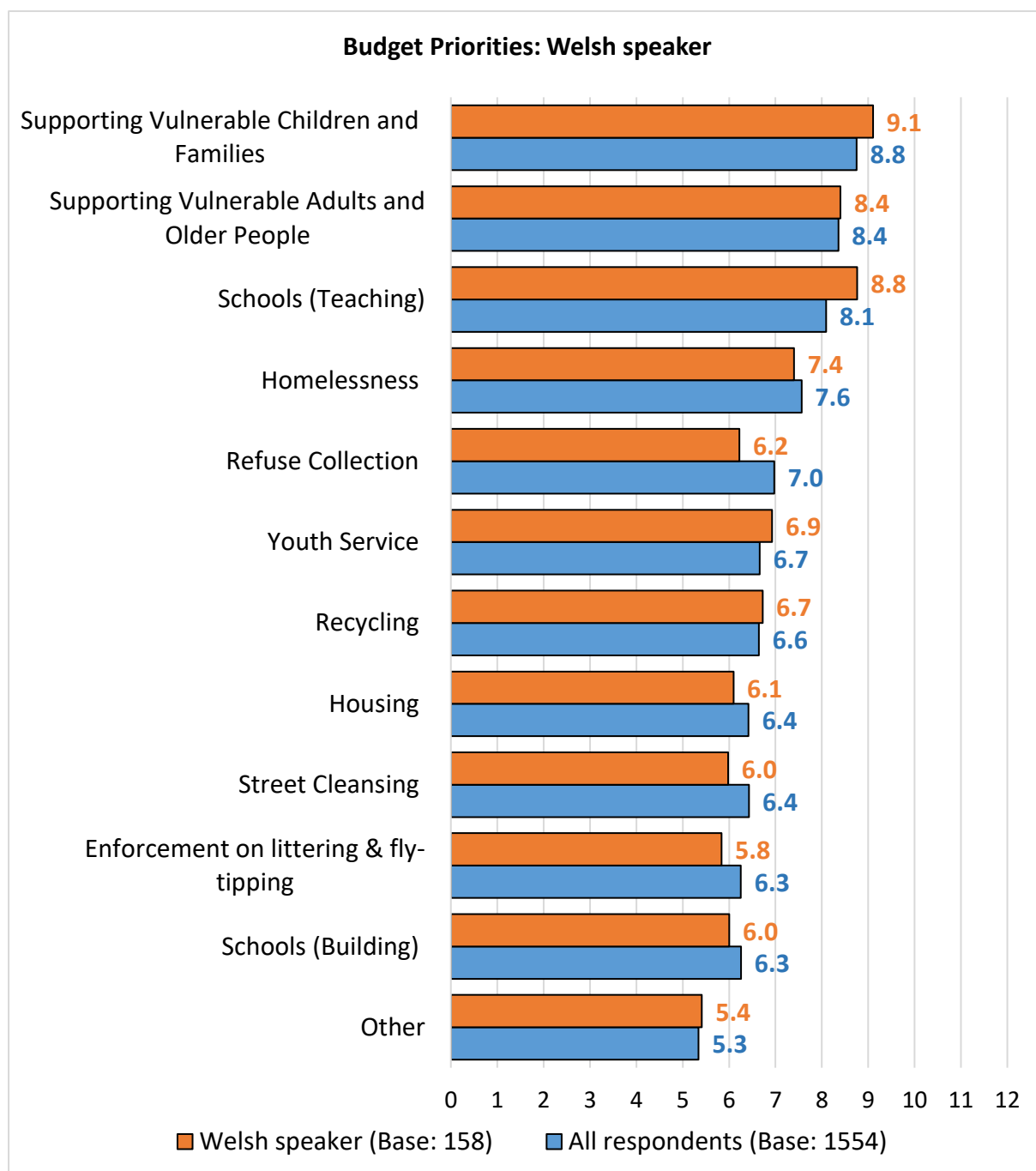
The lowest priority from the suggested options was *Enforcement on littering & fly-tipping, scoring 5.8*



Welsh speaking respondents prioritised:

1. *Supporting vulnerable children and families, scoring 9.1*
2. *Schools (Teaching), scoring 8.8*
3. *Supporting vulnerable adults and older people, scoring 8.4*

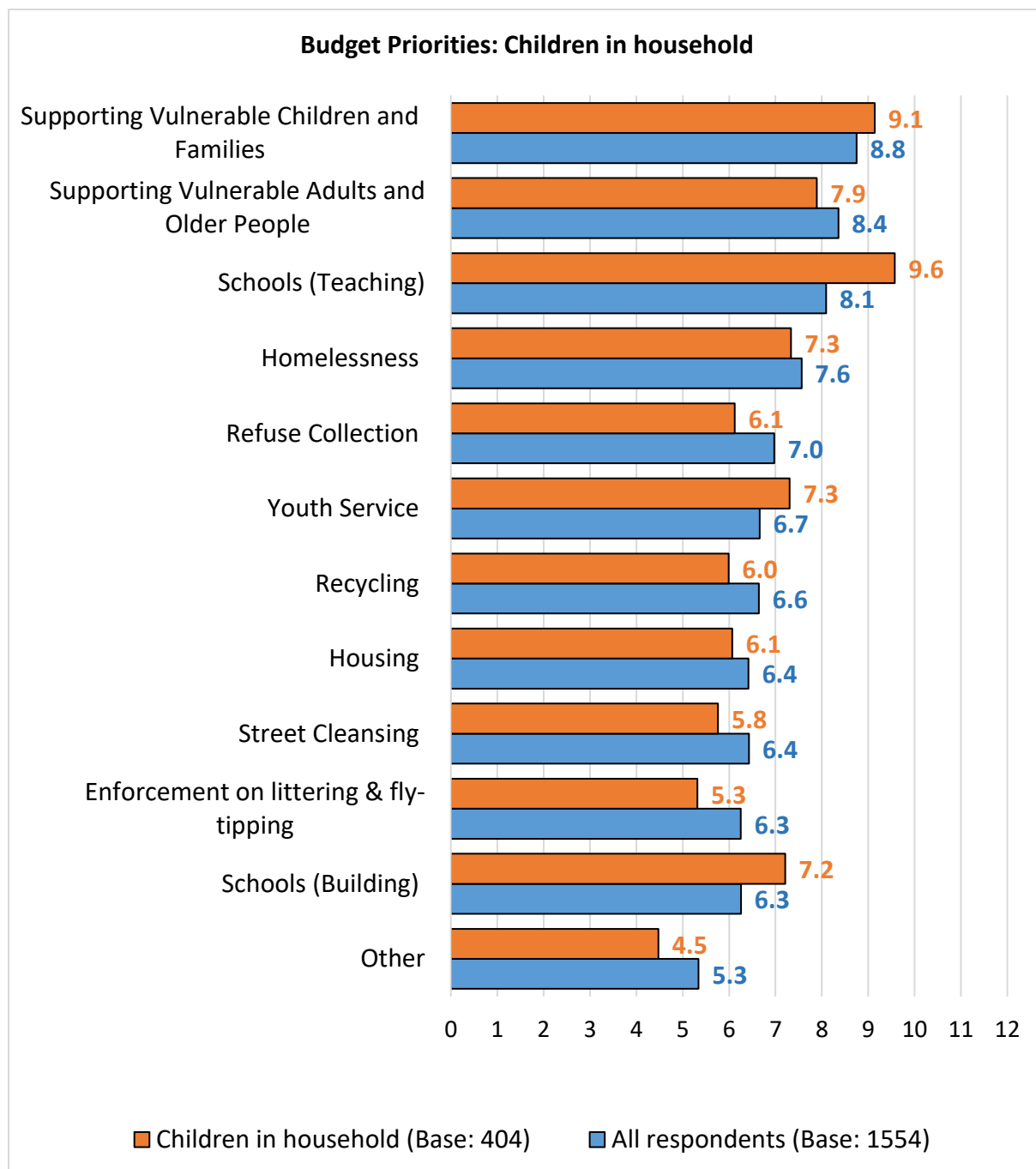
The lowest priority from the suggested options was *Enforcement on littering & fly-tipping, scoring 5.8*

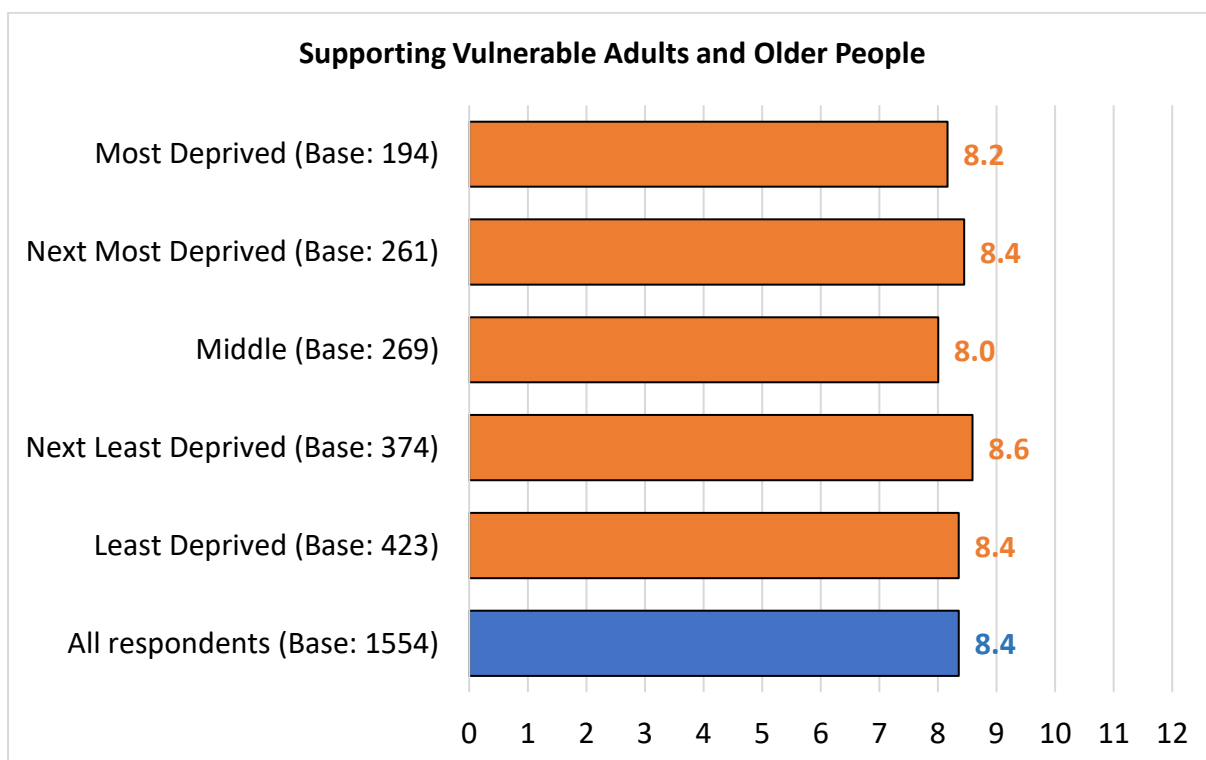
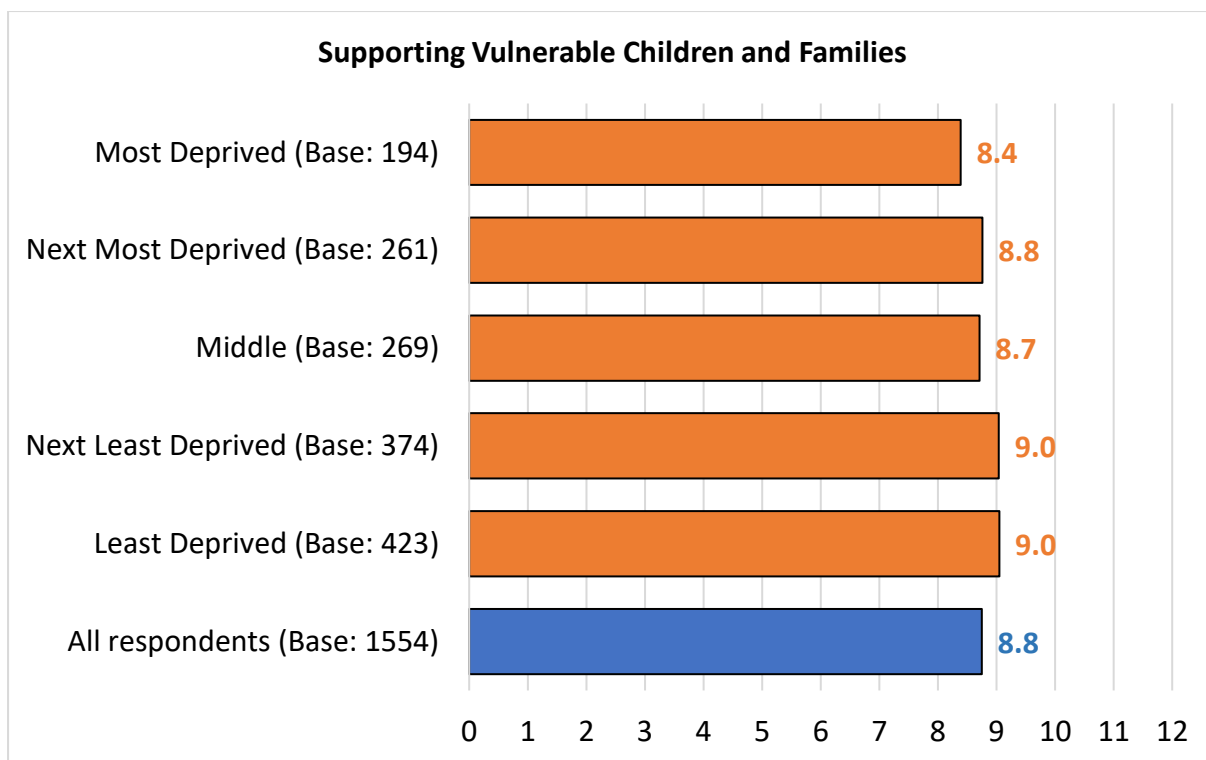


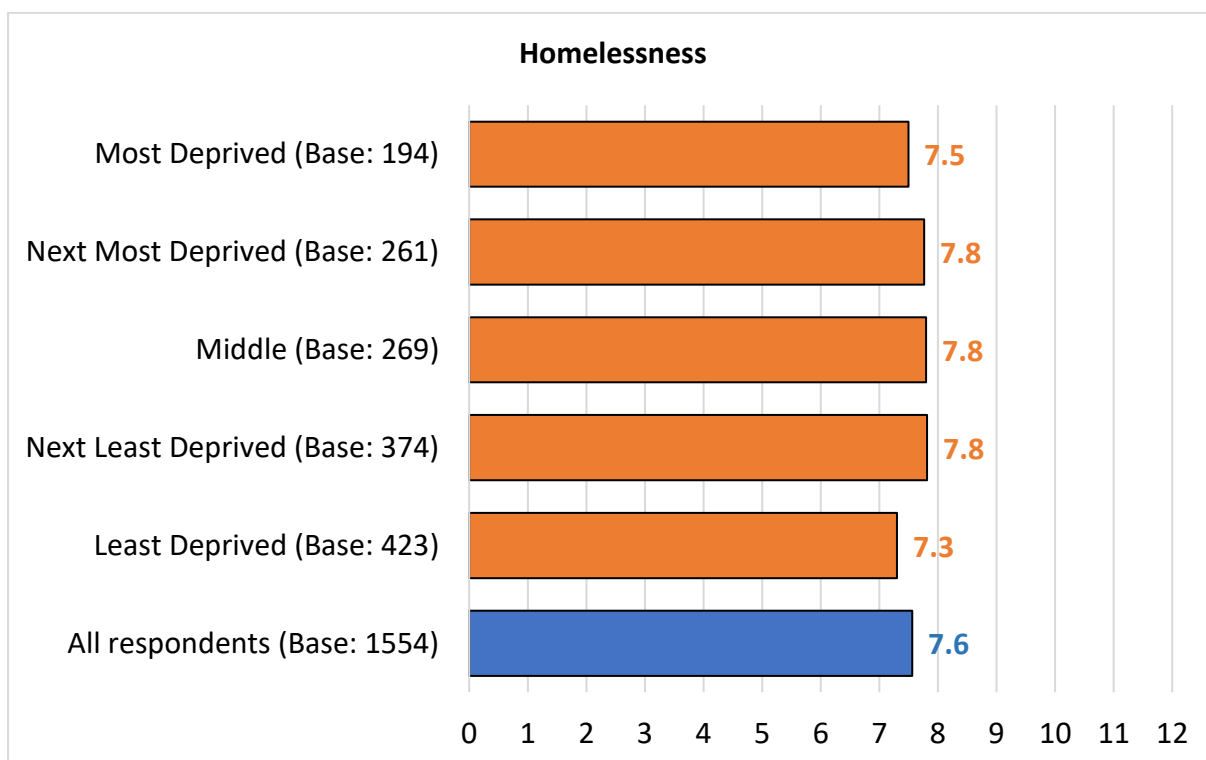
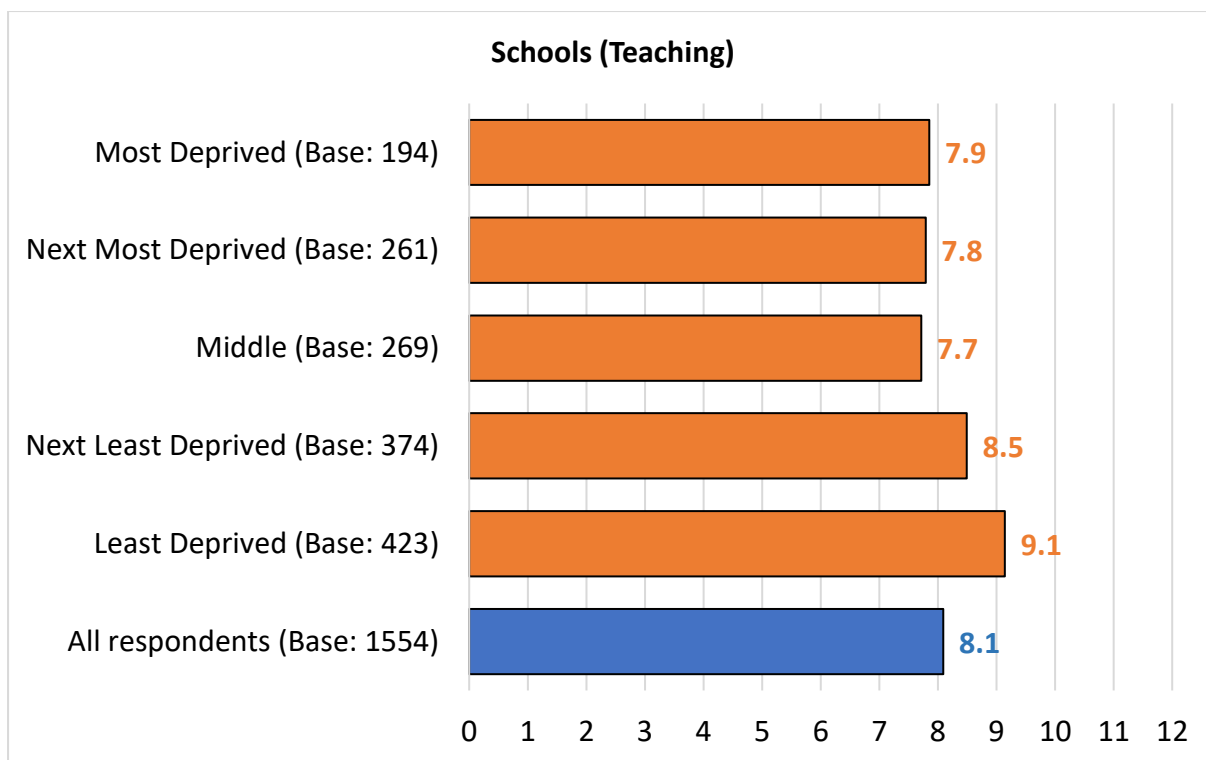
Respondents with children in their household prioritised:

1. *Schools (Teaching)*, scoring **9.6**
2. *Supporting vulnerable children and families*, scoring **9.1**
3. *Supporting vulnerable adults and older people*, scoring **7.9**

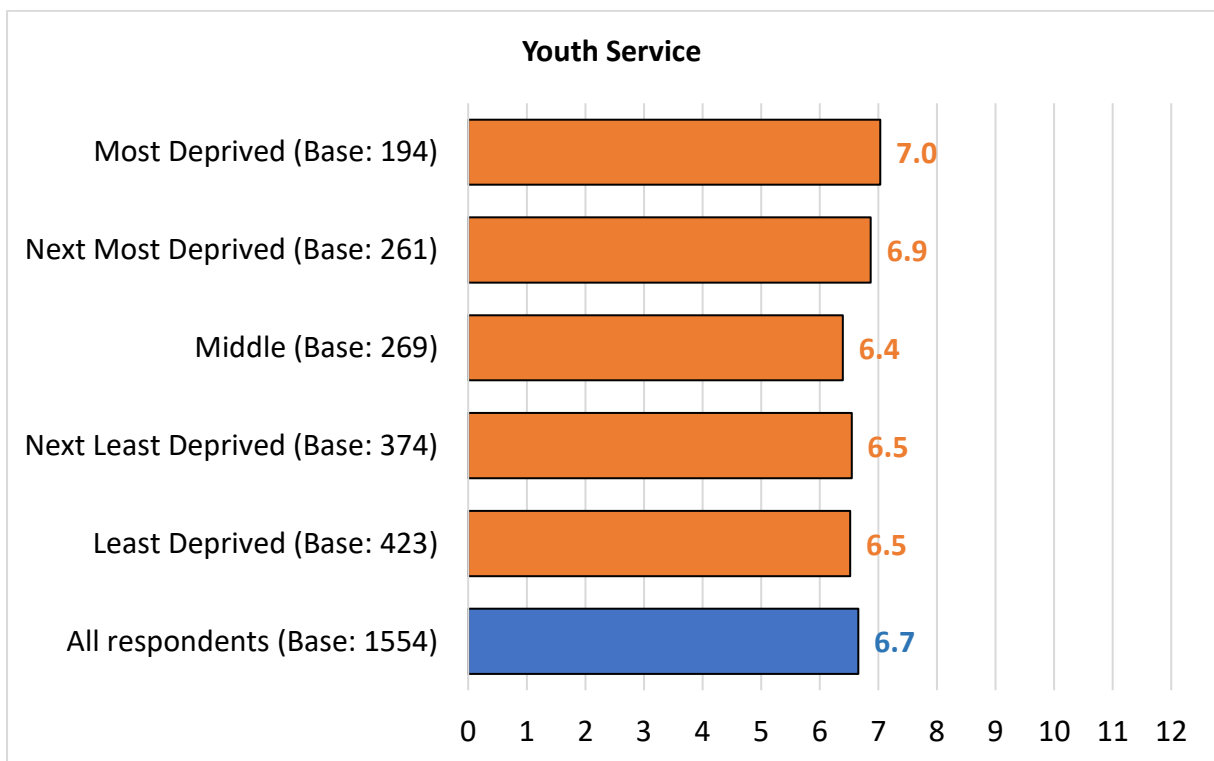
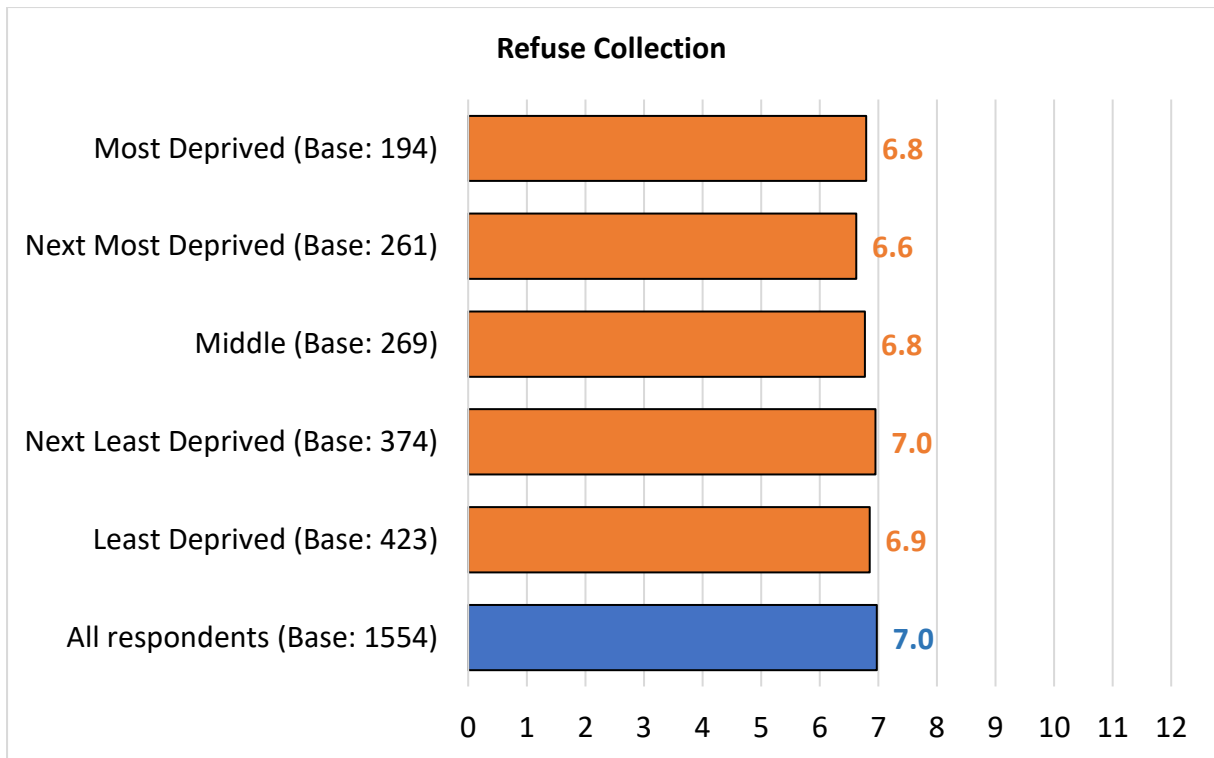
The lowest priority from the suggested options was *Enforcement on littering & fly-tipping*, scoring **5.3**

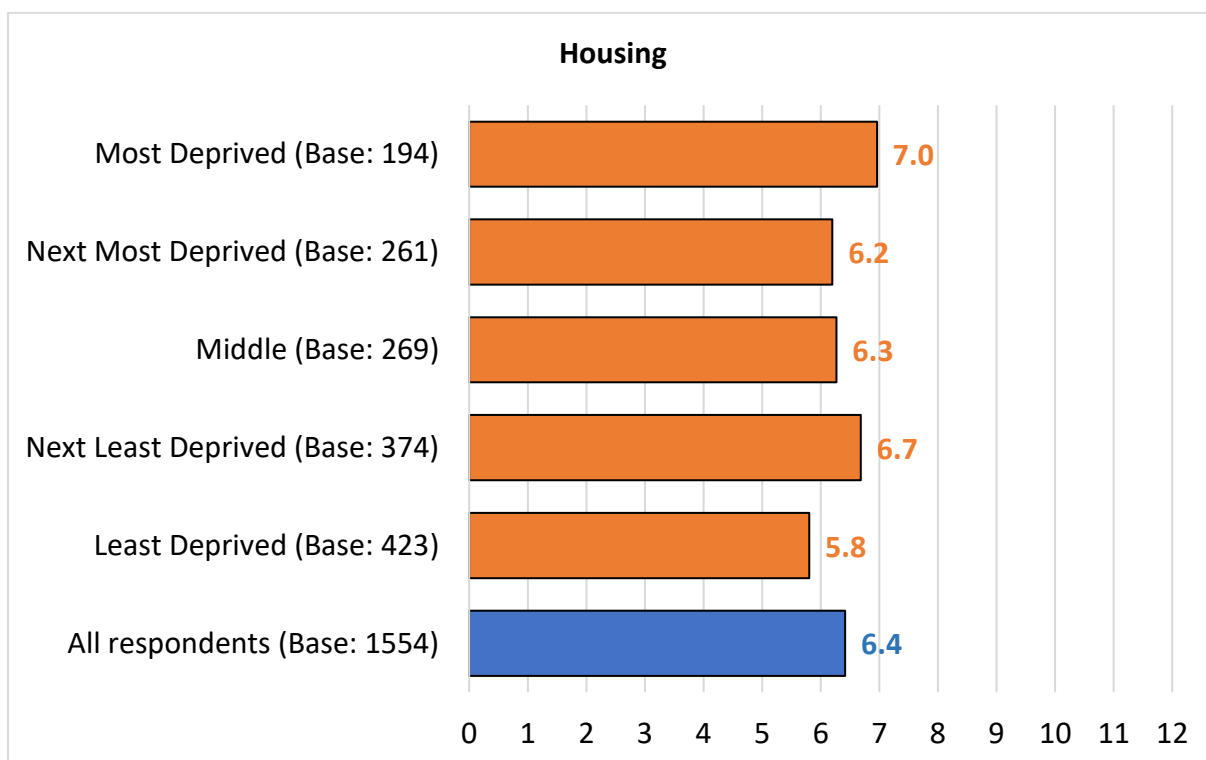
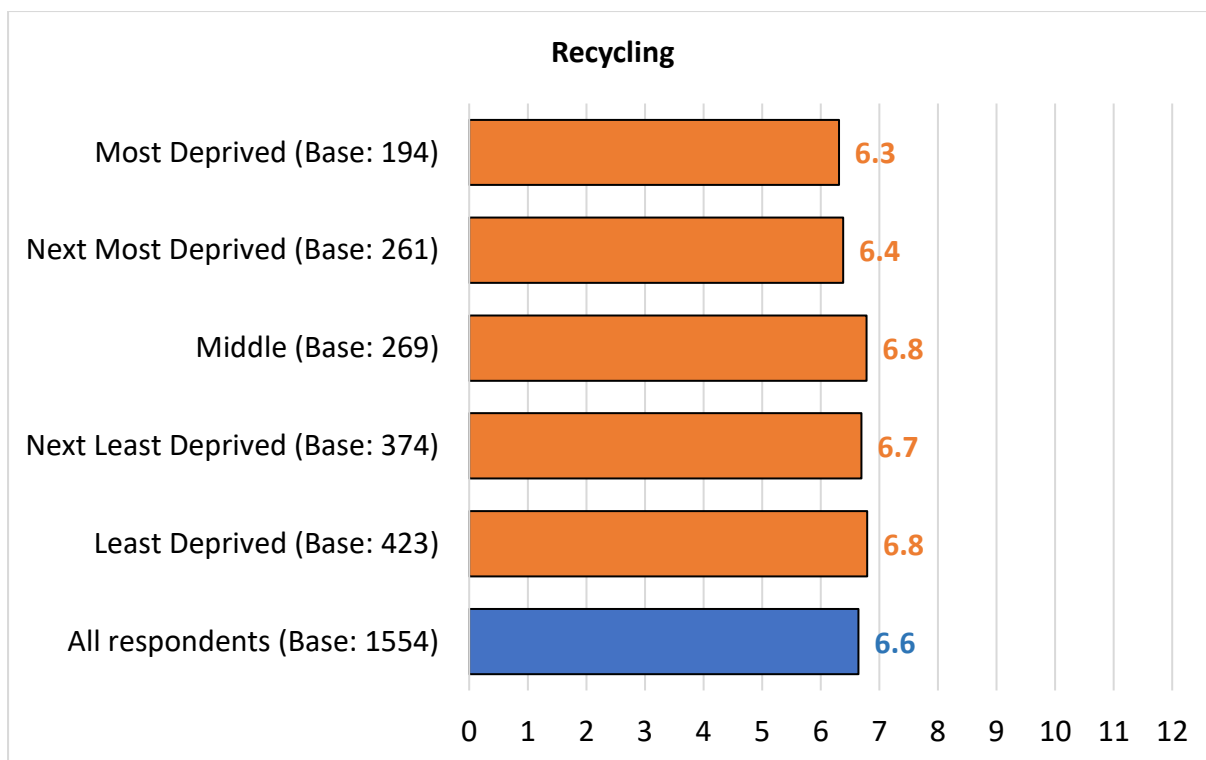


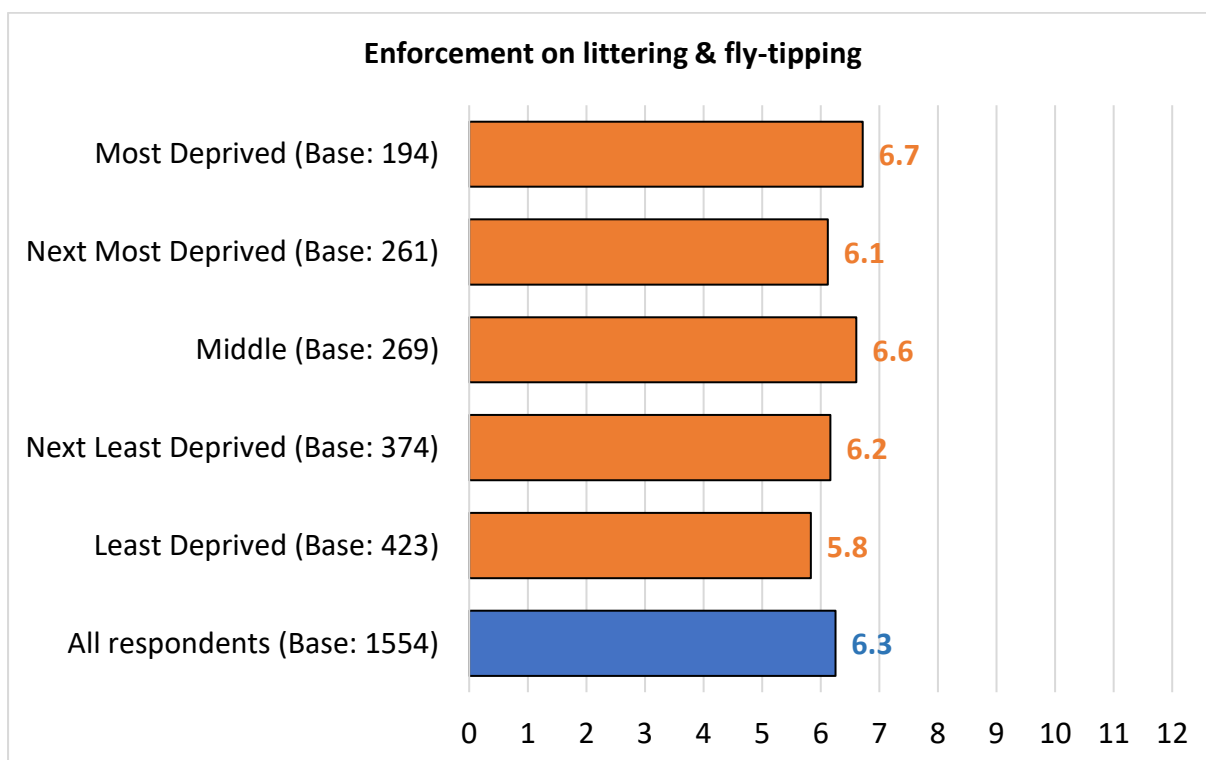
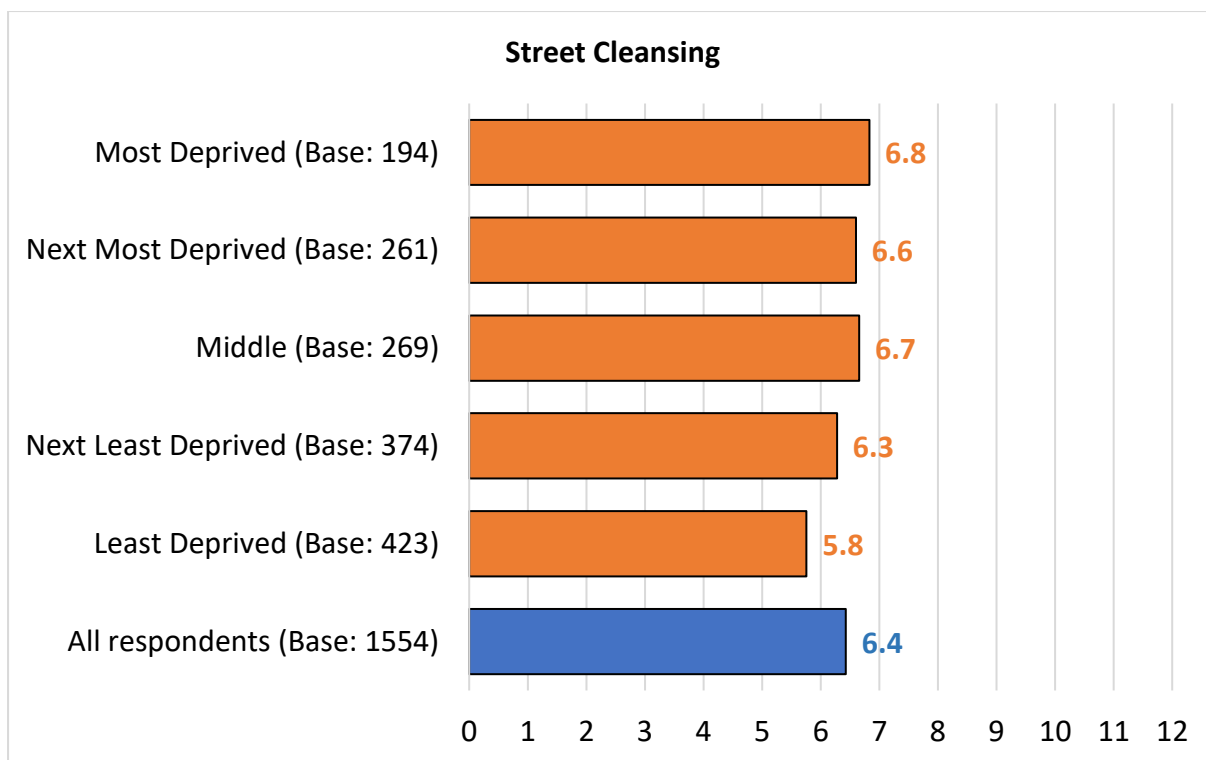


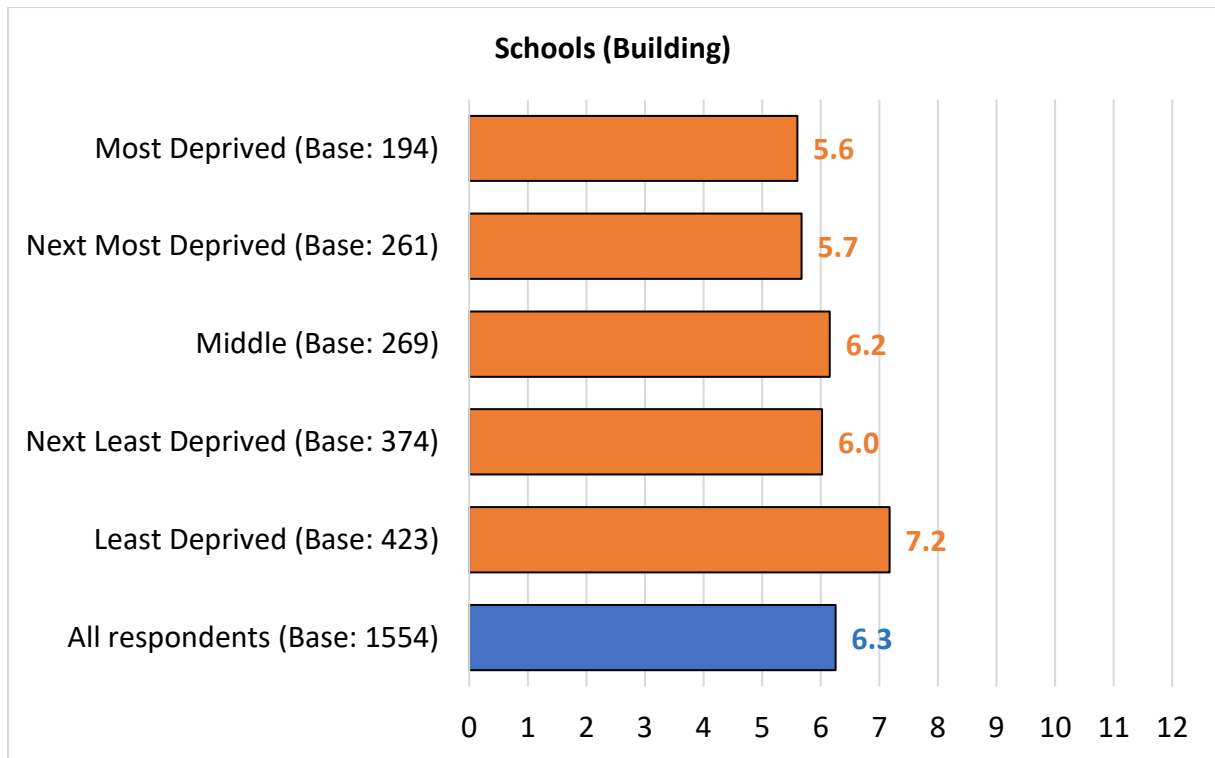












## **Appendix 3 – Please specify Other Services**

Issues ranked as most important were:

<b>Theme</b>	<b>No.</b>	<b>%</b>	<b>Example Comments</b>
<b>Roads / Pavements / Pot holes</b>	35	36.1	<ul style="list-style-type: none"> <li>– Road repairs to key roads</li> <li>– Road repairs</li> <li>– Road building and repair to accommodate the increase in traffic due to the amount of new housing.</li> <li>– Potholes in the roads and fixing broken pavements</li> </ul>
<b>Climate Change / Environment</b>	22	22.7	<ul style="list-style-type: none"> <li>– Climate change</li> <li>– Cycling and walking infrastructure, green transport</li> <li>– Environment</li> </ul>
<b>Public Transport</b>	9	9.3	<ul style="list-style-type: none"> <li>– adequate public transport</li> <li>– improved public transport, to enable and empower young people to travel around the city safely and independently.</li> </ul>
<b>Active Travel</b>	8	8.2	<ul style="list-style-type: none"> <li>– Active travel as part of decarbonisation but also health</li> <li>– Cycling and walking infrastructure, green transport</li> </ul>
<b>Anti-Social Behaviour / Crime</b>	6	6.2	<ul style="list-style-type: none"> <li>– Policing</li> <li>– Law enforcement re. Speeding and cycling/e-scootering on pavements (my child was knocked down by one, on a pavement where they should have been safe!)</li> </ul>
<b>Children's Services / Child care</b>	4	4.1	<ul style="list-style-type: none"> <li>– Seeing 2 year olds get free child care for at least 2 hours a day. Something like this would really help children's development especially my son who turned two in October he has missed out on so much</li> <li>– Services for vulnerable children</li> </ul>
<b>Don't waste resources</b>	4	4.1	<ul style="list-style-type: none"> <li>– Reduce Council waste of resources, particularly financial resources, on poorly thought through/short term schemes and schemes determined by political dogma.</li> <li>– Stop wasting money on cycle lanes and speed limit signs</li> <li>– reduction in council tax</li> <li>– Council tax</li> </ul>
<b>Leisure Facilities</b>	3	3.1	<ul style="list-style-type: none"> <li>– Leisure facilities specifically swimming pools &amp; recruitment of lifeguards. The International pool is chronically short of lifeguards which is limiting provision of services.</li> <li>– Leisure services</li> </ul>
<b>Misc.</b>	13	13.4	<ul style="list-style-type: none"> <li>– Health Projects</li> <li>– Museums and heritage.</li> <li>– Adult learning services</li> <li>– Welsh Language</li> </ul>

			<ul style="list-style-type: none"> <li>– I think there is a gap in support/ resources for the elderly if they are in hospital and need support to be sent home. People are not aware of what is available and the present system where you have to tell the hospital/nurse that your relative needs support is inadequate. They don't put anything in place if you don't ask</li> <li>– Making Landlords in Cathays responsible for the mess ppl create in their properties.</li> <li>– Allotment site new and old</li> <li>– Bring inward investment into the city focused on creating skilled jobs</li> <li>– People with cladding issues, losing their homes and paying extortionate service charge and insurance premiums on their property through no fault of their own.</li> <li>– Planning and enforcing s106 payments</li> <li>– Please stop choking traffic with ridiculous speed enforcement</li> <li>– Support for ex-offenders</li> <li>– Veteran welfare</li> </ul>
<b>Total</b>	97	-	

**NB. Percentages do not total 100% as respondent comments could fall into multiple themes**

All 'Other' Services, regardless of ranking were:

Theme	No.	%	Example Comments
<b>Roads / Pavements / Pot holes</b>	106	27.0	<ul style="list-style-type: none"> <li>– The improvement of road surfaces (i.e. removal of pot holes)</li> <li>– Roads and pavements repairs</li> <li>– Road surface improvement in the district centres i.e. Roath, Cathays, etc.</li> <li>– Improving road infrastructure</li> <li>– Roads. Our roads are in poor state of repair with potholes and drains causing damage to council tax payers' vehicles.</li> </ul>
<b>Climate Change / Pollution / Green Space Protection / Parks</b>	93	23.7	<ul style="list-style-type: none"> <li>– Ecology, green infrastructure</li> <li>– Green spaces, especially in housing developments, both private and council</li> <li>– More environmental protection given to the city's wildlife.</li> <li>– Nature and climate emergencies</li> <li>– Net zero progress</li> </ul>
<b>Public Transport</b>	51	13.0	<ul style="list-style-type: none"> <li>– adequate public transport</li> <li>– Cheap, regular public transportation</li> <li>– Public transport improved.</li> </ul>

			– Metro
<b>Anti-Social Behaviour / Crime / Drugs</b>	29	7.4	– Crime prevention, community safety – Crime Prevention - too many gangs and stabbings – Proper, and with due diligence by proactive council employees, enforcement of local by-laws.
<b>Active Travel</b>	28	7.1	– The expansion of the cycle network to all parts of Cardiff – Preventing bicycle theft. Secure bicycle lockers in the city centre. – Active travel
<b>Community Groups</b>	13	3.3	– Community projects – More inclusive community events – Community involvement to help Foster respectful co-existing communities
<b>Housing</b>	12	3.1	– Landlord’s tax evasion on student HMO housing – Stop allowing houses to be converted into flats – You should be increasing council tax on second homes and rental properties
<b>Children’s Services / Fostering / Child care / Schools</b>	11	2.8	– Childcare funding for 2yr olds as per Welsh Government proposals – disabled children support – Playgrounds (too little investment in making these areas sustainable and fit for our children and young people)
<b>Arts / Culture / Events</b>	10	2.5	– Arts and Culture – Bringing more events to Cardiff – Cardiff’s Built heritage
<b>Libraries</b>	8	2.0	– Libraries. LIBRARIES LIBRARIES LIBRARIES. – Libraries: knowledge access and self-education irrespective of age, class, faith and ethnicity.
<b>Heath / Wellness</b>	8	2.0	– Healthy food projects – teaching people how to cook from scratch – food education – ensure vegetables and fruit in takeaways not junk all the time – Mental health in schools
<b>Don’t waste resources</b>	5	1.3	– Get rid of bicycle lanes, complete waste of money – Focus on supporting core service cleaning streets and roads and stop wasting money on cycle lanes
<b>Leisure Facilities</b>	5	1.3	– Development of free sports and exercise for all – Make more areas for people to go skating or places for young people to hang out

<b>Recycling &amp; Bin Collections</b>	5	1.3	<ul style="list-style-type: none"> <li>– Making recycling facilities accessible for people without cars</li> <li>– If you changed back the recycling centres to taking black bin waste and made access easier there would be less fly tipping. The increase in fly tipping correlates with changes to refuse collection and disposal.</li> </ul>
<b>Welsh Language</b>	3	0.8	<ul style="list-style-type: none"> <li>– Welsh Language</li> <li>– Ceasing the onslaught of the Welsh language in signage, literature and sites like this</li> </ul>
<b>Adult Education</b>	2	0.5	<ul style="list-style-type: none"> <li>– Adult learning services</li> </ul>
<b>Council Tax</b>	2	0.5	<ul style="list-style-type: none"> <li>– Reduction in council tax</li> </ul>
<b>Elderly / Care Homes</b>	2	0.5	<ul style="list-style-type: none"> <li>– I think there is a gap in support/ resources for the elderly if they are in hospital and need support to be sent home. People are not aware of what is available and the present system where you have to tell the hospital/nurse that your relative needs support is inadequate. They don't put anything in place if you don't ask</li> </ul>
<b>Misc.</b>	21	5.3	<ul style="list-style-type: none"> <li>– Concentrate on the basics</li> <li>– Net zero progress</li> <li>– Better communication with Cardiff residents</li> <li>– Public toilets</li> <li>– Veteran welfare</li> </ul>
<b>Total</b>	393	-	

**NB. Percentages do not total 100% as respondent comments could fall into multiple themes**



## **Appendix 4 – Do you have any other comments?**

<b>Theme</b>	<b>No.</b>	<b>%</b>	<b>Example Comments</b>
<b>Street cleaning / Litter / Fly-tipping</b>	80	16.0	<ul style="list-style-type: none"> <li>– <i>Cardiff is a dirty city, more street and public areas cleaning needed</i></li> <li>– <i>Clean up the litter</i></li> <li>– <i>We need to make the most of our environment and encourage people to be responsible for keeping it clean and tidy. Need to take more actions against people who don't recycle and leave waste for others to tidy up. Need to provide more bins and recycling facilities in public areas. Look at initiatives to financially reward people for the collection of plastic and tin cans at recycling hubs.</i></li> <li>– <i>So many areas of the city look like dumping ground because waste, recycling, bulky waste, recycling centres and enforcement against fly tipping just don't join up</i></li> <li>– <i>The streets of Cardiff are an embarrassment to the city and need cleaning up</i></li> </ul>
<b>Don't Waste Money / Poor Value for Money</b>	70	14.0	<ul style="list-style-type: none"> <li>– <i>Cut back on spending cut your cloth to match your funds</i></li> <li>– <i>Stop wasting money on worthless projects that are barely used, and vanity projects to pander to a minority like bilingual road signs</i></li> <li>– <i>Money seems to be spent on cycle lanes and the Bay. How about putting some resources into other areas of Cardiff?</i></li> <li>– <i>Too much money is spent on schools</i></li> <li>– <i>Stop wasting money whilst telling poor people to budget better on thin air.</i></li> </ul>
<b>Roads / Pavements / Infrastructure</b>	65	13.0	<ul style="list-style-type: none"> <li>– <i>Fix the roads</i></li> <li>– <i>Being disabled with mobility issues, i am fed up of not being able to walk up my street without tripping over broken and uneven slabs.</i></li> <li>– <i>Roads are a disgrace it makes me wonder if this is why the slowing of traffic is to compensate for this.</i></li> <li>– <i>Seriously, the roads around the vast majority of Cardiff are in a dreadful state of repair.</i></li> <li>– <i>Spend more money on making conditions better for motorists not cyclists.</i></li> </ul>

<b>Sustainability / protect environment / reduce pollution</b>	41	8.2	<ul style="list-style-type: none"> <li>– the council is destroying the environment, please consider our children in planning policies</li> <li>– You say decarbonization is your aim yet you plan to transport yet more pupils across cardiff to Cathays High by expanding it. the pupils do not come from the Maindy area they are from the other side of the city, Grangetown and Bay. So you are adding to congestion and pollution</li> <li>– Green Belt/Buffer areas should be preserved &amp; expanded to help climate change &amp; for future generations. Your concreting over of green fields and the destruction of trees much stop immediately! Housing developments should be restricted to Brown field sites!</li> <li>– Focus on net zero and sustainable developments.</li> </ul>
<b>Invest in/ Protect Green Spaces</b>	37	7.4	<ul style="list-style-type: none"> <li>– Not allowing destruction of hedges woodlands &amp; the northern meadowz</li> <li>– I am fed up of seeing Cardiff Council destroy what should have been protected green spaces and green belt!</li> <li>– Need investment to achieve the goals set out in Cardiff's One Planet strategy</li> </ul>
<b>Cycle Lanes</b>	36	7.2	<ul style="list-style-type: none"> <li>– Stop trying to fit cycle Lanes where there is no room for them.</li> <li>– I really like the new cycle lanes in Cardiff. And thoroughly support creation of new ones. More infrastructure in supporting people cycling to reduce traffic is greats</li> <li>– It's all very well having good cycle tracks but if the side roads from their homes are full of wheel buckling potholes that take cause painful accidents the car is still a safer option. I think all councillors should spend a day in a wheelchair again in the side streets because again it's easier, and less bone shakingly painful, to go by car!</li> </ul>
<b>Tackle Crime/ Antisocial behaviour / Community Safety / More Police</b>	36	7.2	<ul style="list-style-type: none"> <li>– New housing estates seem to be hit hard with crime something needs to be done on these new estates to make residents feel safe</li> <li>– CCTV for inner city streets such as Broadway, to reduce drink and drug related crimes</li> <li>– Crime is going through the roof</li> </ul>
<b>Education / Youth Services / Learning Support</b>	36	7.2	<ul style="list-style-type: none"> <li>– There are not enough high schools in Cardiff. Please prioritise expanding existing high schools</li> </ul>

			<p>and building new schools where demand is greatest.</p> <ul style="list-style-type: none"> <li>– Education remains a key area of concern, especially with the impact of the pandemic. The current catchment areas for secondary schools just don't function effectively with many people 'playing the system' to get children in and then moving out of catchment. Either more enforcement is needed or the system needs a re-think.</li> <li>– the failure to provide youth services is leading to anti-social behaviour and knife crime</li> </ul>
<b>Don't raise Council Tax</b>	31	6.2	<ul style="list-style-type: none"> <li>– No more increases to council tax we can't afford it!</li> <li>– Council tax keeps increasing but their services decreasing,</li> <li>– A 4% hike in council tax is not value for money in this city, services are getting less and less and the city feels less safe than at any other time in last 15 years. A 4% increase feels like a slap in the face.</li> </ul>
<b>Help homeless/ More Houses Needed / Use empty properties</b>	27	5.4	<ul style="list-style-type: none"> <li>– Really need to help homeless there is too many in my opinion around cardiff! Housing is a joke tbh you have empty houses everywhere and I can't even get a council house and it's impossible for me to save for a deposit for a mortgage!</li> <li>– We're in a housing emergency and there are hundreds of people trapped in temporary accommodation who require homes to move on into. Home is everything. Build 1 bed units and clear the TA backlog. Everything else comes second.</li> <li>– Housing should be absolute priority. Rent controls until it is solved.</li> </ul>
<b>Improve Project Planning / Infrastructure</b>	27	5.4	<ul style="list-style-type: none"> <li>– More facilities to balance with the number of houses built (more GPs, pharmacies, school etc.)</li> <li>– Stop approving every building project - the city is swamped with low quality housing that's super expensive</li> <li>– Please give some thought to the infrastructure of the city before granting permission for huge building projects.</li> </ul>
<b>Negative Comments</b>	25	5.0	<ul style="list-style-type: none"> <li>– Stop spending on the Welsh language.</li> <li>– Like all of your surveys this will be ignored because you think you know better</li> </ul>

			<ul style="list-style-type: none"> <li>– Current service level is below standard.</li> </ul>
<b>Support the most Vulnerable</b>	23	4.6	<ul style="list-style-type: none"> <li>– Within the vulnerable families section, preventative messages and support for women’s charities and families fleeing domestics violence should be a priority. Covid has meant we have seen a huge rise in violence against women and girls. We need to think of ways we can educate men and stop putting the emphasis on women changing their behaviour.</li> <li>– We need to be addressing Substance Misuse and Alcohol issues!!</li> <li>– Need to ensure most vulnerable are cared for first, but ensure other services running smoothly and facilities remain open</li> </ul>
<b>Health &amp; Well-being</b>	18	3.6	<ul style="list-style-type: none"> <li>– Our health service is lagging behind most of the UK and needs urgent help</li> <li>– Mental health services need desperate improvement, it plays a huge part in homelessness and vulnerability in young people.</li> <li>– Inactivity and unhealthy lifestyle cost NHS millions every year. Make movement and exercise more accessible for all</li> </ul>
<b>Active Travel / Transport</b>	15	3.0	<ul style="list-style-type: none"> <li>– reduction of traffic and movement towards green and active travel infrastructure</li> <li>– Improving cycling and walking routes</li> <li>– Please finish the bike lanes and provide secure bike lock up shelters.</li> </ul>
<b>Improve public transport</b>	13	2.6	<ul style="list-style-type: none"> <li>– I think Public transport is really important.</li> <li>– Public transport in cardiff is atrocious they are dirty inside and out.</li> <li>– Insane prices and public transport that barely turns up. Unacceptable and focusing on bikes isn't good enough for people with disabilities or small children</li> </ul>
<b>Need more community provision / Community Involvement / Empowerment</b>	13	2.6	<ul style="list-style-type: none"> <li>– Need to further develop and fund projects and community initiatives</li> <li>– Communities getting together</li> <li>– promote safe volunteering especially for local communities</li> </ul>
<b>All services are important</b>	9	1.8	<ul style="list-style-type: none"> <li>– It’s very hard to put a level of importance on things that are very important.</li> <li>– A difficult choice to prioritise as most are equally important</li> </ul>

<b>Positive Comments</b>	6	1.2	<ul style="list-style-type: none"> <li>– All public services are important.</li> <li>– Refuse collection is brilliant in Cardiff.</li> </ul>
<b>More public Consultations for council matters</b>	6	1.2	<ul style="list-style-type: none"> <li>– The council should focus on what the people of Cardiff are asking for &amp; not some tin pot ideas from some of the councillors &amp; council management.</li> <li>– Far more communication face to face with represents of the general public</li> </ul>
<b>Support Small Businesses / Lower Business Rates</b>	5	1.0	<ul style="list-style-type: none"> <li>– Killing small businesses by businesses rates</li> <li>– Help businesses by reducing rates for a set period to enable small businesses to recover from Covid and Brexit issues</li> </ul>
<b>Misc.</b>	28	5.6	<ul style="list-style-type: none"> <li>– All important - perhaps prioritise 5 this year and 5 next year</li> <li>– Stop Covid passports spend the money on services</li> <li>– I have damp all you did is paint the walls, still have damp</li> <li>– Train the refuse operatives to put the bins back where they got them from instead of blocking peoples drives</li> <li>– Could you ask bars and restaurants to remove their outdoor loudspeakers especially in streets where people live above commercial properties.</li> </ul> <p>Thank you</p>
<b>Total</b>	501	-	

**NB. Percentages do not total 100% as respondent comments could fall into multiple themes**

## Appendix 5 – Southern Arc Map

Southern Arc of Cardiff



## **Appendix 6 – Promotion of the Consultation**

- Cardiff Citizen's Panel (5,500 members)
- Community Councils
- C3SC
- Schools via Education & Lifelong Learning
- Youth Council
- PSB Members
- Tenants Website
- Partnership Team (to pass to Faith Groups, PCC, Disability groups including the Deaf Hub and RNIB)
- Members
- Cardiff Council website
- Ask Cardiff Live Consultations Page
- Staff Intranet
- DigiGov
- Email to all staff from Staff Information

### **Social Media Presence**

- Cardiff Council's corporate accounts on Facebook, Twitter and Instagram
- Caerau (Cardiff) Residents
- Caerau and Ely MATTERS
- Residents of Canton & Riverside, Cardiff
- Victoria Park Matters
- Connect Cathays
- Keep Cathays Tidy
- Fairwater Community Group
- Gabalfa/Llandaff - Community Page
- Gwaelod y Garth villagers
- Heath & Birchgrove (Cardiff) Community Information Group
- Llandaff North & Whitchurch Daily Life Cardiff
- Llanishen and Thornhill Community Page
- Llanishen Residents' Group
- Llanishen & Rhiwbina Past And Present
- I love Llanishen and north Cardiff
- Llanishen Parks Group
- Llanrumney News
- Pentyrch Community Group
- Friends of Roath Brook. Protecting Penylan's parks
- Pengam Green residents
- Rhiwbina Community News

- Roath Living Streets Group
- Rumney Community
- Rumney and Cardiff East News
- Rumney News
- People of Splott
- Westfield Park Residents, St Fagans Cardiff
- St Mellons News And Info
- Trowbridge, Cardiff News and Events
- MyWhitchurch
- Friends of Whitchurch Library Park
- Tongwynlais Village
  
- Cardiff Covid-19 Mutual Aid Network
- Riverside Covid-19 Mutual Aid Group
- Canton Covid-19 mutual aid group
- Llanishen Covid -19 Mutual Aid Group
- Llandaff North COVID-19 Assistance
- Grangetown & Leckwith Covid Mutual Aid
- Cyncoed Covid-19 Mutual Aid Group
- Whitchurch COVID-19 Assistance Group
- Roath / Cathays / Gabalfa / Heath Mutual Aid Group
- Splott/Adamsdown Community Noticeboard
- Pontprennau Coronavirus Community Support
- Fairwater & Pentrebanne Mutual Aid for Covid-19 Coronavirus
- Ely and Caerau Covid-19 Support
- Thornhill Covid-19 - Mutual Aid
- Covid-19 Support and Positivity Cardiff
- Penylan Covid-19 Community Support
- Rumney Coronavirus Support Group
- Cardiff Coronavirus Support
- Cardiff North Coronavirus Response
- Llanrumney Coronavirus Support Group
- Pentwyn & Llanedeyrn Coronavirus Community Help
  
- Gwaelod y Garth Villagers
- Creigiau Hub
- Pentyrch & Creigiau Hub
- Pentyrch Community Group
- Pentyrch Community Council FB Page



**CYNGOR CAERDYDD  
CARDIFF COUNCIL****CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE****22 FEBRUARY 2022**

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**EDUCATION SERVICES – PERFORMANCE REPORT 2021**

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**Purpose of the Report**

1. The Cabinet report (attached at **Appendix 1**) will enable Members to carry out a pre-decision scrutiny on Education performance in 2021. The Cabinet report details improvements in education performance in Cardiff, including the report of Her Majesty's Inspectorate for Education and Training in Wales, Estyn, of the Council's Education Services, as published on 9th February 2022.
2. The Cabinet report also updates Cabinet on education performance arrangements at present, in the context of the latest Welsh Government framework for evaluation, improvement and accountability for School Improvement.

**Background**

3. The vision for Education in Cardiff is clearly set out in Cardiff 2030 – *'a ten-year vision for a capital city of learning and opportunity'*, as launched in October 2019. Cardiff 2030 builds upon the prior Cardiff 2020 vision that was launched in May 2016 providing the city's new strategy for school improvement.
4. The Cardiff 2030 vision is embraced in the Council's Capital Ambition and the priorities for improvement in the short to medium term are captured annually in the Council's Corporate Plan within the well-being objective 'Cardiff is a great place to grow up'

5. The Cardiff 2030 vision set out two overarching themes and five goals to steer and direct educational achievement in the city for all children and young people:

*Themes*

- A shared responsibility for education and learning across the city
- Meaningful participation of children and young people

*Goals*

- A learning entitlement
- Learners' health and well-being
- Realising the curriculum for Wales 2022 in Cardiff
- A world class education workforce
- High quality learning environments

**Issues highlighted in the report to Cabinet**

6. The following issues are highlighted in the Cabinet report, as at **Appendix 1**:

- The Journey of Improvement (*points 10 – 22*)
- The Estyn Inspection (*points 23 - 25*)
- Summary of Inspection Outcomes (*points 26 - 29*)
- Delivering Cardiff 2030: a ten-year vision for a capital city of learning and opportunity (*points 30 - 37*)
- Cardiff 2030 - Highlights of wider key areas of performance (*points 38 - 59*)
- Cardiff 2030 – Retest and Refresh (*points 60 – 62*)
- Welsh Government – Framework for Evaluation, Improvement and Accountability (*points 63 – 65*)

7. The draft Cabinet report also provides details on the following areas:

- Financial Implications (*point 66*)
- Legal Implications (including Equality Impact Assessment where appropriate) (*point 67*)
- HR Implications (*point 68*)
- Property Implications (*point 69*)

8. The report is supported by an appendix covering:

- Appendix A - Final Estyn Report on Education Services in Cardiff Council  
*(report also available in Welsh)*

### **Recommendations set out in the Cabinet Proposals**

9. The Cabinet is recommended to:

- Acknowledge the progress made in delivering the Cardiff 2030 Vision for education and learning in the city.
- Accept the findings and recommendations of the Estyn report.
- Delegate responsibility to the Director of Education and Lifelong Learning to enact the required improvements in services post inspection, and to facilitate monitoring of such through the Council's performance management framework.
- Support the Director of Education and Lifelong Learning to share best practice in the areas commended as requested by Estyn.
- Support the Director of Education and Lifelong Learning to refresh the Cardiff 2030 vision and produce a focused three-year strategy for educational improvement during 2022.
- Support the Director of Education and Lifelong Learning to respond to the national reforms in Education and the Welsh Government changes to the Accountability & Assessment frameworks as these emerge.

### **Way Forward**

10. Councillor Sarah Merry (Deputy Leader and Cabinet Member for Education Employment, Skills), Mike Tate (Assistant Director of Education & Lifelong Learning) and Suzanne Scarlett (Operational Manager, Partnerships & Performance) will introduce 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 on the 24<sup>th</sup> February 2022.

### **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 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. 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 financial implications at this stage in relation to any of the work programme. However, financial 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 will set out any financial implications arising from those recommendations.

## **RECOMMENDATIONS**

The Committee is recommended to:

- a) Review and assess the information contained in the draft Cabinet Report, attached at **Appendix 1**, 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**

**17 February 2022**

Mae'r dudalen hon yn wag yn fwriadol

**CABINET MEETING: 24 FEBRUARY 2022**

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**EDUCATION SERVICES – PERFORMANCE REPORT 2021**

**AGENDA ITEM:**

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**Reason for this Report**

1. To detail the sustained improvement in education performance in Cardiff, against the ambitions set out in the Cardiff 2030 vision and the steps being taken to refresh the commitments to action during 2022.
2. To consider the report of Her Majesty's Inspectorate for Education and Training in Wales, Estyn, of the Council's Education Services, as published on 9th February 2022.
3. To update Cabinet on education performance arrangements at present, in the context of the latest Welsh Government framework for evaluation, improvement and accountability for School Improvement.

**Background**

4. The vision for Education in Cardiff is clearly set out in Cardiff 2030 – '*a ten-year vision for a capital city of learning and opportunity*', as launched in October 2019. Cardiff 2030 builds upon the prior Cardiff 2020 vision that was launched in May 2016 providing the city's new strategy for school improvement.
5. The Cardiff 2030 vision is embraced in the Council's Capital Ambition and the priorities for improvement in the short to medium term are captured annually in the Council's Corporate Plan within the well-being objective 'Cardiff is a great place to grow up'. Progress is reported and challenged consistently via the Council's well established corporate performance arrangements and scrutinised by the Council's Children & Young People's Scrutiny Committee and Policy Review and Performance Committee.
6. The Cardiff 2030 vision set out two overarching themes and five goals to steer and direct educational achievement in the city for all children and young people:

*Themes*

- A shared responsibility for education and learning across the city
- Meaningful participation of children and young people

*Goals*

- A learning entitlement
  - Learners' health and well-being
  - Realising the curriculum for Wales 2022 in Cardiff
  - A world class education workforce
  - High quality learning environments
7. Since publication of the vision in October 2019, the values and commitments to action have ensured a consistent, resilient, and purposeful partnership approach in Cardiff to maintaining and supporting the education and well-being of children and young people. Action has been driven forward in parallel with the Child Friendly Cardiff Strategy, launched on World Children's Day in November 2018, to ensure we make rights a reality for children and young people in Cardiff.
  8. Cardiff's Local Government Education Service was subject to a full inspection by Estyn, during the week commencing 29<sup>th</sup> November 2021. The Cardiff inspection was the first local authority inspection since 2019, under Estyn's new Inspection Framework. The final inspection report was published on 9<sup>th</sup> February 2022. A copy is attached at Appendix A.
  9. The last detailed annual education performance report for Cardiff was provided to Cabinet in January 2020. This report provided an analysis of educational outcomes for children and young people in the 2018/19 academic year. Since this date pupil outcome data has not been available to the local authority due to Welsh Government changes aligned to curriculum reform as set out in Education in Wales: Our National Mission. Welsh Government have paused the use of pupil performance data for accountability purposes since the end of the academic year 2018/19. School inspections have also been suspended since 2020 and the last set of school categorisation data was published also in 2020.

### **The Journey of Improvement**

10. Eight years ago, in February 2014, Estyn placed the Council's Education Services into a significant improvement category, following the initial education inspection of 2011 and a series of subsequent monitoring visits. In 2011 education services in Cardiff were deemed to be only 'adequate' and by February 2014 the inspectorate concluded that most outcomes for children and young people had not improved well enough and not enough progress had been made to provision, leadership or management.
11. This posed a significant challenge for the Council with an urgent need to transform the education of children and young people in the city. Estyn highlighted the significant shortcomings in standards and provision, including an unacceptably high number of young people Not in Education, Employment or Training (NEETS), with Cardiff having the highest number of NEETS in Wales – 8%. The situation was compounded by a lack of corporate ownership of education services, a legacy of underinvestment, inadequate management capacity, weak planning and performance management, poor partnership arrangements and misguided relationships with schools creating an unhelpful dependency culture.
12. In September 2013, the incoming Director of Education reported that:



- Nearly half of primary schools (46%) and two thirds of secondary schools (67%) inspected by Estyn since September 2010 had been judged to require follow up;
  - Arrangements for monitoring, support, challenge and intervention for school improvement had not had any significant impact on improving standards in schools;
  - There was a distinct lack of clarity about the role of the Consortium, the Local Authority and schools;
  - No explicit strategies existed to address weaknesses across the system in some key areas of learning, such as mathematics;
  - The quality of school governance was too variable and too much was weak, with a lack of clarity about the scope and extent of delegated powers and responsibilities amongst governors;
  - There was uncertainty amongst head teachers about the strategy for school improvement, and the roles that they could and should play in its delivery; and
  - The quality of support provided to headteachers by some of the authority's central services was inconsistent and unhelpful to schools.
13. In order to address such fundamental shortcomings, the Council initiated a series of improvement strategies which led to the first milestone of Cardiff being removed from a significant improvement category by Estyn in January 2016. The following Cardiff 2020 'Aiming for Excellence' school improvement strategy, and the later Cardiff 2030 'Ten Year vision for a capital city of learning and opportunity' set the direction for a step change in culture and operations.
14. A sustained effort has been made to make education everybody's business in Cardiff, which has seen education established as a clear corporate priority at the core of Council's Capital Ambition. An enhanced allocation of resources to education reflects this, with the Council now spending above the indicator-based assessment for education services; school budgets have been protected and increased against a backdrop of financial pressures across the Council.
15. Strong executive leadership, clear prioritisation and corporate support has driven and enabled systematic change. Improvement steps included enhanced education management capacity, an improved corporate performance management framework, strong corporate resource management, significantly strengthened corporate health and safety support for schools, the introduction of the corporate landlord model, improved human resources support and hugely strengthened partnerships between education and other frontline services across the Council.
16. The Council's 21<sup>st</sup> Century Schools initiative has vastly enhanced the quality of school learning environments with the Band A (£164M) programme delivered successfully over the five years 2014 -2019, now being followed by the Band B (£284M) programme which is progressing well towards 2026 deadlines.
17. More widely, relationships between the Council and schools has vastly improved since 2016, and in particular over the last 2 years of the pandemic. Estyn highlighted the mutual trust that exists between school leaders and council officers.

### *Outcomes for Learners*

18. Educational outcomes for children and young people continuously improved in the period to the end of the academic year 2018/19, when school performance data was last collected and reported by Welsh Government pre the shift towards curriculum and qualifications reform.
19. Cardiff's performance in each of the new measures at the end of Key Stage 4 was above the Welsh average in 2018/19. This compares positively to 2013/14 when all Key stage 4 measures in Cardiff were lower than national averages.

2018/19 Academic Year	Cardiff	Wales	Difference: Cardiff v National	Cardiff v National average	Cardiff's Rank position
<b>Capped Nine Point Score*</b>	366	349.5	+16.03	30% of a grade higher per subject on average	2/22
<b>Literacy</b>	40.5	39	+1.5	25% of a grade higher	5/22
<b>Numeracy</b>	38.2	37.1	+1.1	18.3% of a grade higher	6/22
<b>Science</b>	37.4	36.8	+0.6	10% of a grade higher	9/22
<b>Skills Challenge Certificate (SCC)</b>	36.7	36.04	+0.68	5% of a grade higher	9/22

\* **Capped Nine point score:** *Since 2019 the Capped 9 Points Score for learners in year 11 represents the aggregate score for the best GCSE result of first awarding in Literacy (Welsh first language or English language or Welsh literature or English literature), Numeracy (Mathematics – numeracy or Mathematics) and Science and the other best six remaining qualifications (GCSEs or equivalent volume of qualifications).*

20. In the period between September 2017 and March 2020, the number of excellent judgements for standards in secondary schools were higher than those nationally and in primary schools were in line with other schools across Wales.
21. As at February 2022, **no** Cardiff school is in an Estyn follow-up category, and only eight schools are receiving enhanced support from the Consortium to secure the necessary school improvement. As at the beginning of the pandemic, in March 2020, there were seven Cardiff schools in an Estyn follow-up category. Ongoing support and challenge sustained throughout this time, has supported the improved position now reported.
22. The percentage of school leavers becoming NEET at the end of year 11 has continued to fall year on year, from 8% in 2010, to 3% in 2016 and most recently in October 2021 to 1.5% (53 young people).

### **The Estyn Inspection**

23. The Cardiff inspection of local authority education services for children and young people covered the statutory functions of the local authority, including the local authority youth service.
24. The three inspection areas of the Local Government Education Services Inspection Framework are:
  - **Inspection Area 1 – Outcomes**

Standards and progress overall  
Standards and progress of specific groups  
Wellbeing and attitudes to learning

- **Inspection Area 2 – Education Services**  
Support for school improvement  
Support for vulnerable learners  
Other education support services
- **Inspection Area 3 – Leadership and management**  
Quality and effectiveness of leaders and managers  
Self-evaluation and improvement planning  
Professional learning  
Safeguarding arrangements  
Use of resources

25. Inspection Area 2 is tailored to the context and priorities of each local authority and in Cardiff this focused upon the following six local questions:
- 1) How effective is the challenge, support and intervention in schools to enable all learners to make good progress?
  - 2) How well does the local authority school organisation planning ensure appropriate education provision for all children and young people, including pre-school provision?
  - 3) How well is the local authority working with partners (and young people) through the 'Cardiff Commitment' to meet its ambition that all learners progress into education, employment or training post-16?
  - 4) How well does the local authority meet the educational needs of children and young people who have English or Welsh as an additional language?
  - 5) How well do education services work with other directorate services and partners to provide support to improve the education outcomes and wellbeing of children who are looked after?
  - 6) How well does the local authority use youth work to support young people?

### **Summary of Inspection Outcomes**

26. The inspection concluded that in recent years, Cardiff has demonstrated a sustained and incremental improvement in the quality and effectiveness of its education service.
27. Estyn has invited Cardiff to prepare three case studies on its work in relation to the Cardiff Commitment, support for asylum seekers and transforming youth work for dissemination on Estyn's website, recognising excellent practice.
28. Four recommendations for improvement have been made:
- **R1** To improve counselling services for children and young people
  - **R2** To improve the quality of self-evaluation across the directorate
  - **R3** To ensure that the work of the regional consortium is focused appropriately on Cardiff's strategic priorities
  - **R4** To ensure clear strategic leadership and oversight of the development of Welsh medium education.

29. Actions to build upon the strengths identified in the report and to address the recommendations for improvement will be built into the Directorate's Delivery Plan for the forthcoming year and will be carefully monitored through systematic performance evaluation processes.

### **Delivering Cardiff 2030: a ten-year vision for a capital city of learning and opportunity**

30. The main findings of the Estyn report clearly articulate that in recent years Cardiff Council has led and delivered sustained and continuous improvement in outcomes for learners, underpinned by high quality leadership and management, effective central education support services and robust challenge and support to schools. The ambitions and commitments to action set out in Cardiff 2020 and more recently Cardiff 2030 are being realised, and the strong foundations embedded up to 2020 have enabled resilience, innovation and trust between the local authority and schools during the pandemic.
31. Inspectors note that there have been strong outcomes for Cardiff schools following Estyn inspections between 2017 – 2020 and at Key Stage 4 that outcomes for learners are above expectations in the majority of schools. Outcomes for pupils that are eligible for free school meals have generally been above that of the same group nationally.
32. The work of the Council to support improved outcomes for children looked after, and partnership work to deliver the revised Corporate Parenting strategy are reported by the inspectors as positive, noting that over time the performance of children who are looked after has generally improved but is more variable at key stage 4 and significantly lower than children who are not looked after.
33. Highly effective support for the educational needs of asylum seekers and refugees, and strong practice for pupils who have English as an additional language is also noted in the inspection report.
34. Estyn acknowledged and commended the bold and ambitious vision for all learners in Cardiff, and the fact that 'education is everybody's business' in Cardiff as set out in the Capital Ambition. The corporate, joined up commitment to education is a feature recognised by the inspection as a success factor in Cardiff's education improvement journey. The notable strength of the local authority in working with partners both within and beyond the Council to deliver key strategies effectively, including for example, the Cardiff Commitment is also clearly stated.
35. Inspectors highlighted the progress being made to enable children and young people to make their voices heard and to influence the decisions that affect them, demonstrating the key milestones being achieved to ensure the meaningful participation and engagement of children and young people. Key successes include the work of the Youth Service and Child Friendly teams in demonstrating innovation and dedication to engaging children and young people.

36. The inspection included coverage of many of the commitments to action made within the Cardiff 2030 vision through the three areas for inspection and the six local questions for Cardiff; and commended the strong corporate commitment to open, regular and rigorous self-evaluation to support planning for improvement.
37. Further, the Estyn report highlights that the local authority understand well the broad challenges facing the education service in Cardiff, not least due to two years of delivery within a pandemic and the sizable challenges ahead to deliver significant national education reforms.

## **Cardiff 2030 - Highlights of wider key areas of performance**

### *A Learning Entitlement*

38. This goal seeks to ensure that all children and young people are able to access appropriate routes into education and learning opportunities that enable them to achieve, thrive and realise their individual dreams and ambitions. We are placing an emphasis upon high quality lifelong learning from the early years to Post 16, and successful progression at every step of a child's school career in partnership with the Improvement partners at the Central South Consortium. Key features of local authority education performance, in addition to the positive commentary on outcomes for learners by Estyn, are outlined below.
39. An area of specific note, not covered by the inspection process this cycle is the progress being made in the local authority to improve support and services for children and young people with Additional Learning Needs (ALN).

Despite the impact of the pandemic, good progress has been made in relation to the three main strands of activity: 1) Improving the capacity of schools and settings to secure positive outcomes for learners with ALN; 2) Preparing for ALN reform and 3) Improving sufficiency of specialist provision. School responses to reform 'readiness' audits show increasing confidence in most areas and shows Cardiff schools operating at high levels of confidence compared with the region. School and local authority services took effective steps to maintain support and continuity of learning for children and young people with ALN during the pandemic. A strategic approach to planning for sufficiency of ALN specialist places has been agreed and is being progressed.
40. To further work for children in their early years, Cardiff has recently been selected to participate in the Welsh Government Early Years Integration Transformation programme. Led by the People and Communities directorate, a multi-agency group including education will develop a more joined-up, responsive early years system that puts the unique needs of each child at its heart, which covers the period of life from pre-birth to the end of the Foundation Phase (0-7).
41. Post 16 progression for the most vulnerable young people, including Children Looked After, those Educated other than at School, and those highlighted as at risk of not making a successful transition from school post 16 has been enhanced this year. The Youth Service, Into Work Services and Cardiff

Commitment partners have ensured collaboration to support young people, including the appointment of additional mentors. The numbers of young people 'Not in Education, Employment or Training' after leaving school in the summer of 2021 has been successfully maintained at pre-pandemic levels. Further targeted work will be developed in the year ahead, including enhancements to Vulnerability profiling by the Youth Service in partnership with Children's Services.

42. Cardiff's SEREN network for more able and talented young people in the city has enjoyed particular success in recent years with 256 registered pupils progressing to university in September 2021, including 10 to Oxford, 4 to Cambridge and 57 to Cardiff. There is a comprehensive plan in place with a wide range of activities for both the SEREN foundation and SEREN academy, including masterclasses with major universities, debating teams with Fintech Wales, interview preparation sessions for pupils and residential visits to Storey Arms.

#### *Learners' health and well-being*

43. We know that the emotional wellbeing and mental health of children and young people has been detrimentally affected by the pandemic and is likely to be impacted for the foreseeable future. A focus on supporting wellbeing, in particular of vulnerable learners, has been central to the council's response to pandemic related lockdowns, school closures and recovery planning. Schools, the local authority, and partners continue to implement a range of effective measures to support wellbeing, particularly of vulnerable learners, and this is helping to mitigate the impact.
44. Some of the innovative responses generated during school closure have been maintained and this has strengthened the work to support emotional wellbeing. For example, the Joint Vulnerable Learners Panel has been sustained in a modified form to ensure stronger collaboration between education and children services in response to contextual safeguarding and young people experiencing significant mental health difficulties.
45. Cardiff's education directorate have delivered a wide range of initiatives to support children and young people including THRIVE training, support for excluded learners, healthy schools programmes, Food & Fun and the Summer of Smiles, the Youth Service iCare programme, support for children and young people accessing pastoral support plans and those electively home educated.
46. A number of priorities will continue to be progressed with the Starting Well Partnership to ensure a joined-up multi agency approach to supporting the well-being of children and young people in the city. This will include consideration of approaches to enhance school counselling services as identified by Estyn.
47. Cardiff Youth Services has provided a high level of support to young people during the pandemic. The Estyn report highlights that the youth service provides high quality provision in prioritised areas of the city that includes a mixture of open access and targeted work, Lessons learned and innovations during the pandemic will help to inform a progressive review of the Youth Service this year.

48. It is important also to note positive feedback from schools in relation to the Early Help and Family Support Service during the pandemic. Schools are keen to support the continuing evolution of this model as demand for services continues to increase. Links to the emerging Team Around the School panels will need to be further developed.

#### *Realising the Curriculum for Wales 2022 in Cardiff*

49. Cardiff 2030 sets out the clear expectation that the curriculum in Cardiff should offer all learners rigorous, inspiring, relevant, contextualised opportunities to achieve the four purposes of Curriculum for Wales 2022 – and become ambitious and capable learners, ethical informed citizens, enterprising and creative contributors, and healthy confident individuals.
50. In Cardiff, the national approach to curriculum reform is being led by the Regional Central South Consortium, with extensive professional learning opportunities being offered to all schools. Schools in Cardiff identified as less fully advanced during a recent review of progress will continue to receive focussed, targeted support in their journey to curriculum roll-out.
51. Through the Cardiff Commitment and the development of new schools via the School Organisation Programme, we are adding value to the regional programme, working with a selection of targeted secondary and primary schools to draw on the resources of the city to bring the curriculum to life for learners. Curriculum enhancement programmes include work focused on the economic growth sectors in Cardiff, including the Creative Industries and STEM. A more recent programme of work will see alignment with the Council's One Planet Strategy to enrich learning in relation to the environment and climate change, whereby schools will be invited to make 'One Planet' pledges.
52. To complement the work being delivered to realise curriculum reform, a pilot of a Children's University was successfully delivered during the Summer term of 2021. The Children's University will bring together a wide range of partners to create a 'Passport to the City' offering a range of extra-curricular activities outside of the school day, to children and young people in some of our most challenged communities. The skills and experiences that children and young people develop and encounter will directly support their learning when back in the classroom.

#### *A World class education workforce*

53. A key priority for Cardiff is ensuring that all children and young people can benefit from the best, most talented and most effective teachers and support teams in Cardiff schools and education settings. Teachers have the biggest impact on learner outcomes and getting it right for all of our children and young people is crucial to their long-term success.
54. The National Mission has one of its major objectives centred on developing a high-quality profession. Outcomes and support for the education workforce therefore continue to be a priority for Welsh Government (WG), regional consortia, Higher Education (HE) providers and Initial Teacher Education (ITE)

schools across Wales. The Consortium are leading a wide range of professional learning opportunities for the school workforce, and driving forward 'schools as learning organisations'.

55. The improved relationships and trust built between the local authority, school leaders and their teams during the pandemic will enable a refocus of priorities for workforce development, ensuring consideration of local needs and ambitions, to meet the requirements of schools in a city context. There will be a focus upon developing school leaders for the future, talent management and targeted recruitment and retention in curriculum areas and sectors requiring further capacity.

#### *High Quality Learning Environments*

56. The Estyn inspection reviewed the Council's substantial School Organisation and Planning (SOP) programme as a key local question and concluded that the local authority's strategy for reorganising its schools is focused appropriately on the Cardiff 2030 vision to deliver high quality learning environments and is purposefully led and directed. Significant investments in technology to support the digital infrastructure and to offer devices to individual pupils was also commended.
57. The local authority has invested well in a range of capital projects and has planned increased investment to over £284 million in the five year period from 2019.
58. The SOP team are also leading the development of the 10 year Welsh in Education Strategic Plan, with a consultation ending in December 2021.
59. An area for further development will be Community Focused Schools, to ensure that an approach can be developed to meet the needs of individual communities as school developments progress.

#### **Cardiff 2030 – Retest and Refresh**

60. In light of the challenges of the pandemic, and the lessons learned, an exercise is underway to thoroughly review progress made against the Cardiff 2030 vision and goals, including extensive stakeholder consultation involving school leaders, governors, children and young people and partners within and beyond the local authority.
61. In readiness for the new academic year 2022/23, a refresh of the Cardiff 2030 vision will be published, accompanied by a three-year strategic plan to ensure that educational improvement activity in Cardiff focuses upon the areas of greatest importance in the current context and retains a central focus upon children's rights and promoting well-being.
62. A report will be provided to Cabinet in the late summer of 2022 outlining these proposals, that will ensure coverage of the Estyn recommendations, ongoing activity to support pandemic recovery and renewal, and the next steps in continuing to deliver the national education mission for Wales.



## **Welsh Government – Framework for Evaluation, Improvement and Accountability**

63. It is important to note that Welsh Government (WG) are in the process of reviewing the evaluation and accountability arrangements for school improvement, to coincide with the introduction of Curriculum for Wales 2022. The WG guidance published for consultation in January 2021 recommended that learner assessment data should not be used for accountability purposes, but to support individual learner progression. It suggested that local authorities and regional consortia must not collate and aggregate school level data or create specific local arrangements to gather pupil level information.
64. The final School Improvement guidance framework for evaluation, improvement and accountability that has previously been communicated as intended to be statutory from September 2022, has not yet been published by Welsh Government. The latest ministerial announcement was updated in October 2021 and states that:
- The calculation and publication of Key Stage 4 and legacy sixth form performance measures for 2020 to 2021 and 2021 to 2022 academic years has been suspended.
  - Qualification awards data will not be used to report on attainment outcomes at a school, local authority or regional consortium level and must not be used to hold schools to account for their learners' outcomes.
  - For post-16 performance measures, we will consider the best approach, in view of the range of providers and different types of programmes that are affected in different ways. The sector will be consulted, before any firm decision is taken, in order to consider what would be useful to help their own monitoring and quality assurance processes.
65. School performance continues to be rigorously challenged and supported by the Improvement Partners at the Central South Consortium during this period of change, and via the authority's own internal All Schools Risk management forums. All schools have reviewed their Autumn term 2021 progress against their school improvement priorities with their improvement partners leading to the identification and brokerage of support in the case of any priorities being off track.

### **Financial Implications**

66. Any actions undertaken as a response to this Inspection report should identify any financial resource required prior to any implementation.

## **Legal Implications (including Equality Impact Assessment where appropriate)**

67. In considering this report, regard should be had, amongst other matters, to:
- (a) Public sector duties under the Equalities Act 2010 (including specific Welsh public sector duties). Pursuant to these legal duties, when making decisions, Councils must 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. Protected characteristics are a. Age; b. Gender reassignment; c. Sex; d. Race – including ethnic or national origin, colour or nationality; e. Disability; f. Pregnancy and maternity; g. Marriage and civil partnership; h. Sexual orientation; i. Religion or belief – including lack of belief;
- (b) the Well Being of Future Generations (Wales) Act 2015. The Well-Being of Future Generations (Wales) Act 2015 ('the Act') is about improving the social, economic, environmental and cultural well-being of Wales. The Act places a 'well-being duty' on public bodies aimed at achieving 7 national well-being goals for Wales - a Wales that is prosperous, resilient, healthier, more equal, has cohesive communities, a vibrant culture and thriving Welsh language and is globally responsible. In discharging their respective duties under the Act, each public body listed in the Act must set and published wellbeing objectives. These objectives will show how each public body will work to achieve the vision for Wales set out in the national wellbeing goals. When exercising its functions, Cabinet should consider how the proposed decision will contribute towards meeting the wellbeing objectives set by the Council and in so doing achieve the national wellbeing goals. The wellbeing duty also requires the Council to act in accordance with a 'sustainable development principle'. This principle requires the Council to act in a way which seeks to ensure that the needs of the present are met without compromising the ability of future generations to meet their own needs. Put simply, this means that Cabinet must take account of the impact of their decisions on people living their lives in Wales in the future. In doing so, Cabinet must:
- look to the long term.
  - focus on prevention by understanding the root causes of problems.
  - deliver an integrated approach to achieving the 7 national well-being goals.
  - work in collaboration with others to find shared sustainable solutions.
  - involve people from all sections of the community in the decisions which affect them.

## **HR Implications**

68. There are no direct HR implications arising from this report.

## **Property Implications**

69. *pending*

## **Reason for Recommendations**

70. The following recommendations are made to ensure that the Council is fully aware of the findings of the Estyn report and that the Education Directorate is supported to act upon the areas for improvement as identified, share best practice as requested and work towards a refresh of the Cardiff 2030 Vision, with a three year strategic plan during 2022.

## **RECOMMENDATIONS**

Cabinet is recommended to:

1. Acknowledge the progress made in delivering the Cardiff 2030 Vision for education and learning in the city.
2. Accept the findings and recommendations of the Estyn report.
3. Delegate responsibility to the Director of Education and Lifelong Learning to enact the required improvements in services post inspection, and to facilitate monitoring of such through the Council's performance management framework.
4. Support the Director of Education and Lifelong Learning to share best practice in the areas commended as requested by Estyn.
5. Support the Director of Education and Lifelong Learning to refresh the Cardiff 2030 vision and produce a focused three-year strategy for educational improvement during 2022.
6. Support the Director of Education and Lifelong Learning to respond to the national reforms in Education and the Welsh Government changes to the Accountability & Assessment frameworks as these emerge.

<b>SENIOR RESPONSIBLE OFFICER</b>	<b>Director Name</b>

*The following appendices are attached:*

Appendix A - Final Estyn Report on Education Services in Cardiff Council



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru  
Her Majesty's Inspectorate for Education and Training in Wales



WALES **AUDIT** OFFICE  
SWYDDFA **ARCHWILIO** CYMRU

## **Adroddiad ar wasanaethau addysg yng**

**Nghyngor Caerdydd  
Neuadd y Sir  
Glanfa'r Iwerydd  
Caerdydd  
CF10 4UW**

**Dyddiad yr arolygiad: Tachwedd 2021**

**gan**

**Estyn, Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant  
yng Nghymru**

## Ynglŷn â Chyngor Caerdydd

Mae Cyngor Caerdydd wedi'i leoli yn ninas Caerdydd ac mae ganddi boblogaeth o 369,000. Mae'r awdurdod lleol yn cynnal 127 o ysgolion. Mae 98 o ysgolion cynradd, gan gynnwys 15 ohonynt sy'n cynnig addysg cyfrwng Cymraeg, dwy ysgol ffrydiau deuol a thair ysgol meithrin a gynhelir. Mae 18 o ysgolion uwchradd, gan gynnwys tair ysgol cyfrwng Cymraeg. Hefyd, mae saith ysgol arbennig ac un uned cyfeirio disgyblion.

Ymgwymerodd y prif weithredwr â'r swydd yn 2013 a phenodwyd y cyfarwyddwr addysg yn 2020. Bu arweinydd y cyngor yn y swydd er 2017 ac ymgwymerodd prif ddeiliad y portffolio gwasanaethau addysg â'r swydd yn 2015. Arolygwyd yr awdurdod lleol ddiwethaf yn 2011 ac fe'i rhoddwyd yn y categori gweithgarwch dilynol monitro gan Estyn. Mewn ymweliad dilynol yn 2014, canfuwyd bod angen gwelliant sylweddol ar yr awdurdod lleol, ac fe arhosodd yn y categori hwn tan 2016.

Caerdydd yw un o'r pum awdurdod lleol yng Nghonsortium Canolbarth y De ar gyfer gwella ysgolion.

Yn 2020-2021, cyllideb addysg net y Cyngor oedd tua £360,114,000. Y gyllideb ysgol ddirprwyedig fesul disgybl yn 2021-22 yw £5,064, sef y 5ed uchaf o'r holl awdurdodau lleol yng Nghymru.

Mae arolygwyr yn ystyried ystod eang o wybodaeth am y boblogaeth leol wrth werthuso deilliannau ac ansawdd gwasanaethau addysg. Maent yn ystyried y wybodaeth hon ochr yn ochr â gwybodaeth am y boblogaeth genedlaethol. Mae rhywfaint o'r wybodaeth fwyaf defnyddiol am blant a phobl ifanc wedi'i nodi isod:

- Dros gyfartaledd tair blynedd, mae 24.5% o ddisgyblion rhwng 5 a 15 oed yn gymwys i gael prydau ysgol am ddim, sydd ychydig yn uwch na chyfartaledd Cymru, sef 20.4%. Yn unol â bron pob awdurdod lleol arall yng Nghymru, mae canran y disgyblion sy'n gymwys i gael prydau ysgol am ddim wedi cynyddu dros y tair blynedd diwethaf.
- Mae 11.8% o ddisgyblion pump oed neu'n hŷn yn rhugl yn y Gymraeg, sy'n is na chyfartaledd Cymru, sef 16.1%.
- Daw 35.1% o ddisgyblion pump oed neu'n hŷn o leiafrifoedd ethnig, sy'n sylweddol uwch na chyfartaledd Cymru, sef 12.2%.
- Mae gan 16.6% o ddisgyblion anghenion addysgol arbennig, sy'n is na chyfartaledd Cymru, sef 19.5%.
- Roedd 132 o blant fesul 10,000 dan ofal yr awdurdod lleol yn 2021, sy'n uwch na chyfartaledd Cymru, sef 115 o blant fesul 10,000.

## Crynodeb

Dros yr ychydig flynyddoedd diwethaf, mae Cyngor Caerdydd wedi dangos gwelliant cynaledig a chynyddol o ran ansawdd ac effeithiolrwydd ei wasanaethau addysg. Mae uwch arweinwyr yn rhannu gweledigaeth feiddgar ac uchelgeisiol i bob dysgwr, y maent yn ei chyfleu'n glir yn nogfen 'Uchelgais y Brifddinas'. Mae arweinydd y cyngor, aelod o'r cabinet a'r prif weithredwr yn pennu disgwyliadau uchel ar gyfer swyddogion, ysgolion a darparwyr eraill, ac mae ymrwymiad cryf aelodau etholedig a swyddogion ar bob lefel i gefnogi pobl ifanc a'u teuluoedd yn amlwg iawn. Mae'r cyfarwyddwr addysg yn cefnogi'n llawn flaenoriaethau a gweledigaeth strategol 'Caerdydd 2030' a'r ymgyrch tuag at y strategaeth Dinas sy'n Dda i Blant. Aliniodd y cyfarwyddwr cynorthwyol addysg a'i gywerth sy'n gyfrifol am ystadau sirol eu gwaith yn effeithiol ar hyd y pandemig. Caiff y gefnogaeth hon ei pharchu'n fawr gan arweinwyr ysgolion a lleoliadau.

Yn gyffredinol, bu deilliannau arolygiadau rhwng 2017 a mis Mawrth 2020 yn gryf, yn enwedig yn y sector cynradd. O'r 43 o ysgolion cynradd a arolygwyd yn ystod y cyfnod hwn, cafodd pedair ohonynt farnau rhagorol ar gyfer safonau, a 36 ohonynt farnau da.

Bu'r deilliannau i ddisgyblion ar draws cyfnod allweddol 4 uwchlaw neu ymhell uwchlaw'r disgwyliadau ym mwyafrif yr ysgolion yn y tair blynedd cyn y pandemig. Yn gyffredinol, bu deilliannau i ddisgyblion sy'n gymwys i gael prydau ysgol am ddim (PYDd) uwchlaw deilliannau'r un grŵp yn genedlaethol.

Mae swyddogion ar draws y gyfarwyddiaeth addysg yn cydweithio â'i gilydd yn gynhyrchiol i ystyried ystod o faterion mewn ysgolion. Mae eu dull cydgysylltiedig yn galluogi'r awdurdod lleol i gael dealltwriaeth gadarn o gyd-destunau unigol ei ysgolion. Mae'r awdurdod lleol wedi meithrin perthynas waith gref â'r consortiwm rhanbarthol ac mae prosesau cadarn i gefnogi a herio ysgolion sy'n peri pryder. Ar hyn o bryd, nid yw partneriaid gwella yn ystyried blaenoriaethau strategol Caerdydd yn ddigon da, er enghraifft Addewid Caerdydd, yn eu dulliau o weithio ag ysgolion ac UC Dau.

Mae strategaeth yr awdurdod lleol i ad-drefnu ei ysgolion yn canolbwyntio'n briodol ar ei weledigaeth ar gyfer sicrhau amgylcheddau dysgu o ansawdd uchel i fodloni anghenion plant a phobl ifanc, fel yr amlinellir yn 'Caerdydd 2030'. Mae tîm y Rhaglen Trefniadaeth Ysgolion (RhTY) yn cynnig arweinyddiaeth a chyfarwyddyd bwriadus i helpu gwireddu'r strategaeth hon.

Mae'r awdurdod lleol wedi datblygu gweledigaeth strategol sy'n cael ei deall yn glir ac sydd wedi'i llywio gan ymchwil i gefnogi ymgysylltiad ieuencid a dilyniant i bobl ifanc ar ôl iddynt adael yr ysgol. Mae arweinyddiaeth wleidyddol a gweithredol gref o 'Addewid Caerdydd', drwy gynghrair uchelgeisiol ledled y ddinas, wedi ennyn cefnogaeth sylweddol gan ystod eang o randdeiliaid, gan gynnwys uwch arweinwyr busnesau, ysgolion a cholegau.

Mae strategaeth Addewid Caerdydd wedi manteisio ar feithrin cysylltiadau cryf a sicr â busnesau presennol, ac wedi bod yn gyfrwng grymus ar gyfer denu buddsoddiad gan sefydliadau y mae eu blaenoriaethau corfforaethol yn alinio â rhai'r cyngor.

Blaenoriaethau fel symudedd cymdeithasol a darparu profiadau yn gysylltiedig â gwaith i blant a phobl ifanc. Mae agweddau penodol ar y gwaith yn hynod effeithiol, er enghraifft cynnwys pobl ifanc mewn helpu dylanwadu ar benderfyniadau sy'n effeithio arnynt.

Mae gan yr awdurdod lleol Wasanaeth Cyflawniad Lleiafrifoedd Ethnig a Theithwyr (EMTAS) sefydledig sy'n goruchwyllo cymorth i ddisgyblion sy'n siarad Cymraeg neu Saesneg fel iaith ychwanegol. Mae'r gwasanaeth wedi addasu ei flaenoriaethau'n briodol dros yr ychydig flynyddoedd diwethaf i helpu mynd i'r afael â'r patrwm cyfnewidiol o gymorth sydd ei angen ar ysgolion, disgyblion a'u cymunedau. Mae'r cymorth addysgol i geiswyr lloches yn agwedd arbennig o effeithiol ar y gwaith hwn.

Mae'r awdurdod lleol yn cydweithio'n dda â chyfarwyddiaethau eraill a phartneriaid i gynnig cymorth i blant sy'n derbyn gofal. Mae'r strategaeth rhianta corfforaethol yn cael ei hategu gan gynllun gweithredu cynhwysfawr sy'n amlinellu'n glir y cyfrifoldebau ar draws cyfarwyddiaethau fel addysg, tai a gwasanaethau plant, ac asiantaethau partner gan gynnwys Bwrdd Iechyd Prifysgol Caerdydd a'r Fro a Heddlu De Cymru.

Mae gwasanaeth ieuencid Caerdydd yn cynnig darpariaeth o ansawdd uchel mewn ardaloedd â blaenoriaeth yn y ddinas, sy'n cynnwys cymysgedd o waith mynediad agored a gwaith wedi'i dargedu. Mae pobl ifanc, yn yr ardaloedd sy'n cael eu gwasanaethu, wrth wraidd datblygu gwasanaethau. Mae cefnogaeth i iechyd a lles emosiynol pobl ifanc a'r defnydd effeithiol o blatfformau digidol yn agweddau arbennig o gryf ar ddarpariaeth.

Mae uwch swyddogion ac aelodau etholedig yn deall yn dda yr heriau eang y mae'r gwasanaeth addysg yn eu hwynebu. Maent yn cydnabod, mewn ychydig iawn o achosion, bod ansawdd gwerthuso ar lefel gwasanaeth neu dîm yn rhy amrywiol, sy'n rhwystro swyddogion rhag nodi a mynd i'r afael â meysydd y mae angen eu gwella. Er enghraifft, nid yw arweinyddiaeth ar lefel uwch swyddogion yn cynnig cyfeiriad strategol effeithiol bob tro er mwyn helpu symbylu'r galw am addysg cyfrwng Cymraeg ym mhob rhan o'r ddinas. Hefyd, caiff ei gydnabod y bu gwasanaeth cwnsela'n wan o ran cefnogi anghenion lles plant a phobl ifanc.



## Argymhellion

- A1 Gwella gwasanaethau cwnsela i blant a phobl ifanc
- A2 Gwella ansawdd hunanwerthuso ar lefelau gwasanaeth a thîm ar draws y gyfarwyddiaeth
- A3 Sicrhau bod gwaith y consortiwm rhanbarthol yn canolbwyntio'n briodol ar flaenoriaethau strategol Caerdydd
- A4 Sicrhau arweinyddiaeth strategol glir a throsolwg o ddatblygu addysg cyfrwng Cymraeg

## Beth sy'n digwydd nesaf

Ar ôl cyhoeddi'r adroddiad arolygu, dylai'r awdurdod lleol ddiweddarau ei gynlluniau i fynd i'r afael â'r argymhellion ac ystyried y diffygion a nodwyd drwy'r broses arolygu. Dylai'r awdurdod lleol ddiweddarau ei gynlluniau cyn pen tri mis ar ôl cyhoeddi'r adroddiad arolygu.

Bydd Estyn yn gwahodd y darparwr i baratoi tair astudiaeth achos ar ei waith yn ymwneud ag Addewid Caerdydd, cymorth i geiswyr lloches a thrawsnewid gwaith ieuentid, i'w lledaenu ar wefan Estyn.

## Prif ganfyddiadau

### Deilliannau

Ni allwn roi gwerthusiad llawn o ddeilliannau. Mae hyn oherwydd effaith y pandemig COVID-19, a arweiniodd at atal arolygiadau o ysgolion a'r rhan fwyaf o ddarparwyr addysg eraill er mis Mawrth 2020. Mae hefyd oherwydd y diffyg data ar ddeilliannau y gellir ei gymharu dros amser, gan i'r pandemig achosi newidiadau i'r ffordd y cafodd cymwysterau eu dyfarnu ac effeithio ar y rhan fwyaf o'r data arall rydym yn ei ystyried wrth wneud gwerthusiadau, fel presenoldeb ysgol, gwaharddiadau mewn ysgolion a chyrchfannau dysgwyr ôl-16.

Mae unrhyw werthusiadau sy'n dilyn yn rhoi cyd-destun drwy adrodd ar ddeilliannau cyn y pandemig, neu'n ymwneud â deilliannau mwy diweddar lle mae'r sail dystiolaeth yn ddilys ac yn ddibynadwy.

Rhwng mis Medi 2017 a mis Mawrth 2020, arolygom saith o ysgolion uwchradd, 43 o ysgolion cynradd a dwy ysgol arbennig. Hefyd, arolygom ddau leoliad nas cynhelir. Barnom fod safonau'n rhagorol mewn dwy ysgol uwchradd, yn dda mewn dwy arall ac yn ddigonol mewn tair ohonynt. Barnom fod safonau'n dda mewn llawer o ysgolion cynradd ac yn rhagorol mewn pedair ohonynt. Mewn pum ysgol arall, barnwyd bod safonau'n ddigonol. Roedd safonau mewn ysgolion arbennig a gynhelir yn dda mewn un ohonynt ac yn ddigonol yn y llall. Mewn lleoliadau nas cynhelir, roedd safonau'n dda mewn un ohonynt. Yn y tri arall, nid oedd digon o blant i allu rhoi sylwadau. Mae barnau rhagorol ar gyfer safonau mewn ysgolion uwchradd yn uwch na'r rhai cenedlaethol, ac mewn ysgolion cynradd maent yn unol ag ysgolion eraill ledled Cymru. Ni chafodd unrhyw ysgol arbennig farn ragorol o gymharu ag ychydig yn llai nag un o bob tri'n genedlaethol.

Rhoddwyd dwy ysgolion gynradd mewn categori gweithgarwch dilynol statudol, a rhoddwyd naw ysgol arall yn y categori gweithgarwch dilynol adolygu gan Estyn. O'r rhain, roedd pump ohonynt yn ysgolion cynradd, tair ohonynt yn ysgolion uwchradd ac un ohonynt yn ysgol arbennig. Mae un ysgol uwchradd yn y categori adolygu gan Estyn o hyd.

Bu safonau ar ddiwedd cyfnod allweddol 4 (2017-2019) mewn wyth ysgol yn gyson uchel ac ymhell uwchlaw'r disgwyliadau. Mewn wyth ysgol arall, mae safonau'n unol â'r disgwyliadau neu'n uwch, yn gyffredinol. Yn y ddwy ysgol sy'n weddill, mae safonau'n amrywiol mewn un ohonynt ac yn gyson islaw'r disgwyliadau yn y llall.

Yn gyffredinol, bu deilliannau i ddisgyblion sy'n gymwys i gael prydau ysgol am ddim uwchlaw rhai'r un grŵp yn genedlaethol. Mae cyfran y disgyblion sy'n gymwys i gael prydau ysgol am ddim sy'n cyflawni 5 gradd A/A\* yn sylweddol uwch na'r cyfartaledd cenedlaethol. Ar y cyfan, mae merched yn perfformio'n well na bechgyn ar draws y cyfnodau allweddol, ond mae'r perfformiad yn unol â'r perfformiad ledled Cymru, yn gyffredinol. Mae'r bwlch mwyaf nodedig rhwng merched a bechgyn mewn llythrennedd.

Cyn y pandemig, roedd barnau arolygiadau ar gyfer lles ac agweddau at ddysgu mewn ysgolion yng Nghaerdydd yn unol â'r rhai cenedlaethol, ac ni nodwyd bod

unrhyw ysgol yng Nghaerdydd yn anfoddhaol. At ei gilydd, roedd cyfraddau presenoldeb ysgol yn dda, er bod cyfran y disgyblion a oedd yn absennol yn gyson o ysgolion uwchradd yn cynyddu ac uwchlaw cyfartaledd Cymru. Mae gwaharddiadau'n parhau i effeithio'n anghymesur ar ddisgyblion sy'n gymwys i gael prydau ysgol am ddim a'r rhai ag anghenion addysgol arbennig. Er bod cyfraddau gwaharddiadau am gyfnod penodol yn lleihau'n raddol mewn ysgolion uwchradd, roeddent yn cynyddu'n sylweddol mewn ysgolion cynradd, ond mae'r gyfradd hon yn well na'r cyfartaledd yng Nghymru. Roedd cyfran y bobl ifanc nad oeddent mewn addysg, cyflogaeth na hyfforddiant yn 16 oed yn unol â chyfartaledd Cymru.

Yn ystod y pandemig, cefnogwyd plant a phobl ifanc drwy ystod o weithgareddau i gefnogi eu lles. Er enghraifft, cymerodd nifer sylweddol o bobl ifanc ran mewn gweithgareddau buddiol dan arweiniad y gwasanaeth ieuencid, gan gynnwys gweithgareddau ar-lein arloesol. Cymerodd miloedd o blant a phobl ifanc ran yn y rhaglen 'Gwên o Haf' yn 2021 fel rhan o waith Caerdydd i fod yn 'Ddinas sy'n Dda i Blant', a ddarparodd ystod eang o weithgareddau ysgogol a dymunol i gefnogi eu lles. Fodd bynnag, bu nifer y plant a phobl ifanc sy'n manteisio ar wasanaeth cwnsela'r awdurdod yn gyffredinol, ac effaith y gwasanaeth hwn ar les plant a phobl ifanc, yn wan am nifer o flynyddoedd.

Mae plant a phobl ifanc yn manteisio'n rhwydd ar gyfleoedd i leisio eu barn. Maent yn dylanwadu ar benderfyniadau sy'n effeithio arnynt pan gânt gyfle i wneud hynny.

### **Gwasanaethau addysg**

Dan Faes Arolygu 2, mae Estyn yn pennu cwestiynau arolygu lleol sy'n berthnasol i bob awdurdod lleol. Mae cwestiynau arolygu lleol yn canolbwyntio ar wasanaethau addysg sy'n ymwneud â blaenoriaethau strategol cyfredol yr awdurdod lleol neu'n deillio o wybodaeth sydd gan Estyn am wasanaethau addysg yn yr awdurdod lleol.

#### **Pa mor effeithiol y mae'r her, cymorth ac ymyrraeth mewn ysgolion i alluogi pob dysgwr i wneud cynnydd da?**

Yn ystod cyfnod y pandemig, cryfhaodd yr awdurdod lleol ei berthynas â'i ysgolion yn sylweddol. Trwy gydol y cyfnod hwn, creodd cyfathrebu gwell a ffocws crys ar les penaethiaid ymdeimlad o bartneriaeth a chydymddiriedaeth a chefnogaeth.

Yn y gyfarwyddiaeth, mae swyddogion ar draws timau yn cydweithio â'i gilydd yn gynhyrchiol i ystyried ystod o faterion mewn ysgolion. Maent yn ystyried gwybodaeth sydd ar gael iddynt o ystod o safbwyntiau ac yn alinio eu gwaith â blaenoriaethau strategol allweddol. Mae'r dull cydgysylltiedig hwn yn galluogi'r awdurdod lleol i ennill dealltwriaeth gadarn o gyd-destunau unigol ei ysgolion. Ers dechrau'r pandemig, mae pob aelod o'r tîm rheoli estynedig yn gysylltiedig â chlwstwr o ysgolion sy'n cynnig rhagor o gyfleoedd i nodi agweddau pwysig ar ddarpariaeth ac arfer. Mae'r ffyrdd defnyddiol hyn o weithio yn golygu y caiff unrhyw faterion sy'n ymwneud ag ysgolion eu rhannu â'r uwch dîm rheoli'n brydlon.

Mae'r awdurdod lleol wedi meithrin perthynas waith gref â phrif bartneriaid gwella o'r consortiwm rhanbarthol, ac mae prosesau cadarn ar waith i gefnogi a herio ysgolion sy'n peri pryder.

Caiff cyfarfod Risg Pob Ysgol ei ddefnyddio'n effeithiol. Mae swyddogion o ystod o dimau, fel adnoddau dynol, diogelu ac anghenion dysgu ychwanegol (ADY) yn cyfrannu gwybodaeth werthfawr am bob ysgol. Caiff y cyfarfodydd hyn eu cadeirio gan brif bartneriaid gwella. Mae'r awdurdod lleol yn coladu gwybodaeth ac yn gwerthuso ymyriadau a gwaith partneriaid gwella yn effeithiol i gael darlun cyflawn o welliant ac ymyrryd mewn ysgolion mewn ffordd effeithlon. O ganlyniad, mae ganddynt ddealltwriaeth gynhwysfawr o anghenion ysgolion yng Nghaerdydd, yn gyffredinol. Er enghraifft, mae llawer o ysgolion mewn categori gweithgarwch dilynol Estyn wedi gwneud digon o gynnydd i'w tynnu o'r categori hwnnw. Yn gyffredinol, mae partneriaid gwella'n darparu gwerthusiad cadarn o gynnydd ar sail tystiolaeth uniongyrchol o ddarpariaeth ac arweinyddiaeth yn yr ysgolion hyn. Fodd bynnag, nid yw cyfraniadau gan bartneriaid gwella'n helpu swyddogion i ystyried sut gallai agweddau ar gymorth gysylltu â gwelliannau bob tro, er enghraifft mewn addysgu a phrofiadau dysgu.

Mae prif bartneriaid gwella'n rhannu gwybodaeth â phartneriaid gwella sy'n eu helpu i ddeall cyd-destunau unigol pob ysgol. Trwy gydol y pandemig, mae'r partneriaid gwella wedi ategu dull yr awdurdod lleol o gefnogi lles penaethiaid yn effeithiol. Maent yn glir mai eu briff yw cynorthwyo ysgolion mewn ffordd bwrpasol ac maent yn sensitif i'r cyd-destun cyfredol mewn ysgolion. Fodd bynnag, nid yw adroddiadau partneriaid gwella'n ddigon gwerthusol bob tro. Mae gormod o amrywiad, er enghraifft, o ran sut maent yn adrodd ar agweddau allweddol ar waith yr ysgol, yn enwedig o ran addysgu a'r cwricwlwm. Ar ben hynny, nid yw eu gwaith yn adlewyrchu blaenoriaethau strategol Caerdydd yn ddigon da, er enghraifft gwaith Addewid Caerdydd.

Ar gyfer ychydig iawn o ysgolion, mae cyfarfodydd y 'Tîm o Amgylch yr Ysgol' a gyflwynwyd yn ddiweddar iawn yn profi'n ffordd ddefnyddiol ychwanegol o sicrhau y caiff cymorth integredig ei gynnig i ysgolion lle mae pryderon penodol. Mae enghreifftiau'n cynnwys cynorthwyo ysgolion â diwygio anghenion dysgu ychwanegol a darpariaeth arall, fel cymorth i ddisgyblion sy'n siarad Cymraeg neu Saesneg fel iaith ychwanegol.

Mae dulliau amrywiol o rannu arfer effeithiol ac arloesol rhwng ysgolion. Fodd bynnag, nid yw'r holl ysgolion yn gwybod sut i gael mynediad at y gwaith hwn.

Mae'r awdurdod lleol yn cynnig ystod werthfawr o ddysgu proffesiynol i benaethiaid, athrawon a staff cymorth. Mae'r rhain yn ategu arlwy'r consortiwm rhanbarthol drwy gynnig cyfleoedd dysgu sydd wedi'u teilwra'n effeithiol i'r cyd-destun lleol. Mae'r rhain yn cynnwys rhaglen i benaethiaid newydd sy'n rhoi arweiniad ymarferol defnyddiol ar arwain ysgol yng Nghaerdydd, a chymorth i ysgolion roi'r diwygiadau anghenion dysgu ychwanegol ar waith. Mae'r awdurdod lleol yn defnyddio'r arbenigedd yn ei dimau i gynnig cyfleoedd dysgu proffesiynol sy'n ategu blaenoriaethau strategol yr awdurdod lleol yn dda. Er enghraifft, mae'r tîm e-ddysgu wedi cydweithio ag ymarferwyr yn ystod y pandemig i greu 'gweithlu sy'n hyddysg mewn technoleg', ac mae cynorthwywyr addysgu wedi elwa ar hyfforddiant mewn dulliau llythrennedd.

Mae'r awdurdod lleol wedi elwa ar ei waith partneriaeth â sefydliadau addysg uwch i ddatblygu cyfleoedd dysgu i ymarferwyr. Trwy weithio â'r Brifysgol Agored, mae'r awdurdod lleol yn cynnig rhaglen sy'n canolbwyntio ar ddatblygu dulliau addysgu a chynnwys ar gyfer dysgu o bell. I helpu ymarferwyr i ymgysylltu â datblygiadau'r

Cwricwlwm i Gymru, mae'r awdurdod lleol wedi lansio cwrs 'cyfrifiadura yn y cwricwlwm' mewn partneriaeth â Phrifysgol Abertawe. Mae'r cwrs hwn yn cynorthwyo ymarferwyr i ystyried cynllunio'r cwricwlwm ar gyfer cyfrifiadura, yn gysylltiedig â gwyddoniaeth a thechnoleg. Caiff y cwrs ei gyflwyno â phartneriaid yn y diwydiant drwy sesiynau ar-lein byw.

### **Pa mor dda mae cynlluniau trefniadaeth ysgolion yr awdurdod lleol yn sicrhau darpariaeth addysg briodol i bob plentyn ac unigolyn ifanc, gan gynnwys darpariaeth cyn-ysgol?**

Mae strategaeth yr awdurdod lleol ar gyfer ad-drefnu ei ysgolion yn canolbwyntio'n briodol ar ei weledigaeth ar gyfer sicrhau amgylcheddau dysgu o ansawdd uchel i fodloni anghenion plant a phobl ifanc, fel yr amlinellir yng nghynllun Caerdydd 2030.

Yn gyffredinol, mae tîm y Rhaglen Trefniadaeth Ysgolion (RhTY) yn darparu arweinyddiaeth a chyfeiriad bwriadus i helpu gwireddu'r strategaeth hon. Mae gan y tîm RhTY rolau a chyfrifoldebau clir ac ystod addas o brofiad ac arbenigedd mewn cynllunio lleoedd ysgol. Maent yn defnyddio ystod dda o ffynonellau gwybodaeth, gan gynnwys arolygon cyflwr adeiladau, tystiolaeth ymchwil a data'n effeithiol i helpu llywio eu penderfyniadau strategol. Mae hyn yn sicrhau bod ganddynt wybodaeth gyfredol am gyflwr, digonolrwydd ac addasrwydd eu hadeiladau ysgol. Mae'r tîm RhTY hefyd yn defnyddio ystod o bartneriaid a darparwyr allanol yn dda i ategu'r broses hon. Er enghraifft, gwnaethant gomisiynu arolwg o'r holl ysgolion a lleoliadau'n ddiweddar i bennu effeithlonrwydd adeiladau i lywio buddsoddiad yn y dyfodol a lleihau costau ynni. Mae hyn yn helpu'r tîm i gynllunio rhaglen fuddsoddi sylweddol dros y pum mlynedd nesaf i gefnogi'r gwelliannau gofynnol i tua dau draean o adeiladau ysgol. Er y rhannwyd y cynllun â rhanddeiliaid allweddol, gan gynnwys arweinwyr ysgolion, cadeiryddion cyrff llywodraethol ac aelodau etholedig, mae'r tîm RhTY yn cydnabod yr angen i wella cyfathrebu ag ysgolion, yn enwedig yn ymwneud â chyflwyno'r rhaglen a blaenoriaethu atgyweiriadau a gwaith cynnal a chadw brys.

Mae'r awdurdod lleol wedi buddsoddi'n dda mewn ystod o brosiectau cyfalaf yn ystod cam cyntaf rhaglen Ysgolion yr 21ain Ganrif Llywodraeth Cymru rhwng 2014 a 2019. Mae hyn wedi'i alluogi i wneud cynnydd da o ran sicrhau bod yr ysgolion priodol o'r math priodol yn y lleoedd priodol i fodloni anghenion ei ddysgwyr. Mae'r awdurdod lleol wedi cynyddu buddsoddiad cynlluniedig i dros £284 miliwn ar gyfer y cyfnod pum mlynedd o 2019. Er bod cyflwyno'r rhaglen hon wedi'i ohirio rhywfaint oherwydd y pandemig COVID-19, mae'r tîm RhTY wedi sicrhau bod ymgynghoriadau a phrosesau penderfynu allweddol wedi parhau.

Yn gyffredinol, mae'r awdurdod lleol wedi buddsoddi mewn ystod addas o brosiectau cyfalaf i gynyddu nifer y lleoedd mewn addysg cyfrwng Cymraeg. Mae'r tîm RhTY yn cydnabod yr angen i fod yn rhagweithiol wrth gynllunio lleoedd ysgol i ysgogi'r galw am addysg cyfrwng Cymraeg ar draws y ddinas drwy'r Cynllun Strategaeth Cymraeg mewn Addysg (CSCM) 2022-32 drafft. Mae gan yr arweinyddiaeth wleidyddol ddealltwriaeth glir o'r gofyniad i gynyddu nifer y lleoedd ym mhob sector cyfrwng Cymraeg. Mae cynigion diweddar, fel yr ymgynghoriad i sefydlu ysgol dwy ffrwd newydd ar ddatblygiad tai Plasdŵr, yn gam cadarnhaol ac yn arwydd o ymrwymiad yr awdurdod lleol i gynyddu nifer y lleoedd mewn addysg cyfrwng Cymraeg yn unol â'i gynllun datblygu lleol. Fodd bynnag, nid yw'r arweinyddiaeth ar lefel uwch

swyddogion yn darparu cyfeiriad strategol effeithiol bob tro i helpu ysgogi'r galw am addysg cyfrwng Cymraeg ym mhob rhan o'r ddinas.

Yn ddiweddar, mae'r awdurdod lleol wedi ymgynghori ar gynigion i gynyddu darpariaeth anghenion dysgu ychwanegol (ADY) i helpu bodloni'r galw cyfredol a rhagamcanol ar gyfer gwasanaethau a gwella'r amgylchedd dysgu. Mae cynigion diweddar, fel y rhai sy'n ceisio darparu lleoedd o ansawdd uchel mewn ysgolion arbennig cynradd i ddisgyblion ag Anghenion Iechyd a Lles Emosiynol a lleoedd mewn Canolfannau ag Adnoddau Arbenigol i'r rhai ag anghenion cymhleth, wedi'u seilio ar egwyddorion priodol a byddant yn cynyddu nifer y lleoedd yn sylweddol. Mae'r awdurdod lleol hefyd yn cydnabod yn briodol yr angen i gynyddu darpariaeth ADY cyfrwng Cymraeg i fodloni'r galw cynyddol am gymorth arbenigol i ddisgyblion. Mae agor Canolfan ag Adnoddau Arbenigol cyfrwng Cymraeg newydd yn Ysgol Gymraeg Pwll Coch wedi cynyddu nifer y lleoedd i ddisgyblion ag ADY yn y sector cynradd. Mae cynlluniau tebyg i gynyddu nifer y lleoedd cyfrwng Cymraeg i ddisgyblion ag ADY sydd angen cymorth arbenigol mewn ysgolion uwchradd, gan nad yw'r ddarpariaeth gyfredol yn bodloni'r galw am lleoedd bob tro.

Mae'r awdurdod lleol yn cynllunio'n briodol ar gyfer addysg feithrin drwy gyfuniad o ysgolion a gynhelir ac ychydig o leoliadau nas cynhelir. Yn gyffredinol, mae'r trefniadau hyn yn darparu cyfleoedd addas i rieni a gofalwyr ddewis darpariaeth yn eu hardal leol. Fodd bynnag, gall y galw uchel hanesyddol am lleoedd ar gyfer darpariaeth feithrin mewn ychydig o ardaloedd yn y ddinas gyfyngu ar y dewis i rieni a gofalwyr, yn enwedig y rhai sy'n dewis mynychu darpariaeth cyfrwng Cymraeg.

Mae'r tîm RhTY yn gwerthfawrogi mewnbyn rhanddeiliaid allweddol, fel Mudiad Meithrin a sefydliadau eraill, i helpu sefydlu trefniadau gofal cofleidiol wrth gynllunio ysgolion newydd. Gwnânt ddefnydd da o gysylltiadau sefydledig rhwng y tîm a gweithwyr proffesiynol allweddol ar draws yr awdurdod lleol, asiantaethau eraill a grwpiau cymunedol i werthuso anghenion cymunedau. Mae hyn yn cynnwys ymgynghori ag ystod addas o randdeiliaid wrth ymgymryd â gwerthusiad o wasanaethau addysg a chymunedol mewn rhannau penodol o'r ddinas. Mae'r gwaith hwn yn helpu'r awdurdod lleol i fodloni ei ddyhead i sicrhau bod ysgolion yn rhan annatod o'u cymunedau ac yn helpu bodloni anghenion lleol.

### **Pa mor dda mae'r awdurdod lleol yn cydweithio â phartneriaid (a phobl ifanc) drwy 'Addewid Caerdydd' i fodloni ei uchelgais bod pob dysgwr yn symud ymlaen i addysg, cyflogaeth neu hyfforddiant ôl-16?**

Mae'r awdurdod lleol wedi datblygu gweledigaeth strategol sy'n cael ei deall yn dda ac sydd wedi'i llywio gan ymchwil i gefnogi ymgysylltiad ieuencid a dilyniant i bobl ifanc ar ôl iddynt adael yr ysgol. Mae arweinyddiaeth wleidyddol a gweithredol gref o ran 'Addewid Caerdydd', drwy gynghrair uchelgeisiol ledled y ddinas, wedi ennyn cefnogaeth sylweddol gan ystod eang o randdeiliaid, gan gynnwys uwch arweinwyr busnesau, ysgolion a cholegau.

Bu Addewid Caerdydd yn gyfrwng grymus ar gyfer denu buddsoddiad gan fusnesau a diwydiant mewn cyfleoedd addysg, hyfforddiant a chyflogaeth i bobl ifanc. Mae nodau'r strategaeth hirdymor hon wedi esblygu'n addas er mwyn ymateb i flaenoriaethau addysgol cenedlaethol a heriau'r pandemig.

Mae arweinyddiaeth strategol gref wedi sicrhau bod blaenoriaethau Addewid Caerdydd yn alinio'n agos â nodau rhanbarthol drwy waith Partneriaeth Sgiliau Prifddinas-Ranbarth Caerdydd. Mae hyn wedi cynhyrchu strategaeth effeithiol, gydlynus sydd o fudd i bobl ifanc. Mae'r fframwaith llywodraethu'n integreiddio blaenoriaethau Addewid Caerdydd ar draws cyfarwyddiaethau'r cyngor ac wedi gwella dealltwriaeth swyddogion o ofynion cyflogwyr o ran medrau, yn enwedig mewn sectorau twf newydd fel seiberddiogelwch. Mae tîm Addewid Caerdydd yn cynnal digwyddiadau hyfforddiant defnyddiol i bartneriaid sy'n helpu datblygu eu dealltwriaeth o'r rhwystrau a'r heriau mae pobl ifanc yn eu hwynebu, yn enwedig yng nghymunedau mwyaf difreintiedig y ddinas.

Yn bwysig, mae grŵp llywio gweithredol Addewid Caerdydd yn cynnal trosolwg da o gynnydd yn erbyn y blaenoriaethau. Mae eu harweinyddiaeth weithredol yn gryf ac mae eu gwaith yn ymestyn yn eang. Mae partneriaid ac ysgolion yn gwerthfawrogi eu harbenigedd a'u cymorth. Gan arwain drwy esiampl, mae gwasanaethau mewnol yr awdurdod lleol yn gweithio â'i gilydd yn llwyddiannus i gynnig cyfleoedd gwerthfawr niferus i bobl ifanc, fel prentisiaethau, profiad gwaith, gwirfoddoli, hyfforddeiaethau a swyddi.

Mae'r awdurdod lleol yn cyfathrebu'n llwyddiannus iawn ag ysgolion, pobl ifanc a phartneriaid drwy gyfryngau sy'n cynnwys gwefan ddynodedig Addewid Caerdydd, y plattform 'Beth nesaf?', tudalennau cyfryngau cymdeithasol a chylchlythyrau cyson. Mae hyn yn galluogi swyddogion i sicrhau bod ysgolion a darparwyr eraill yn ymwybodol o'r cyfleoedd eang sydd ar gael i bobl ifanc a brocera partneriaethau sy'n bodloni anghenion unigol ysgolion. Mae mentrau, fel wythnosau 'Agor eich llygaid', wedi cynorthwyo uwch arweinwyr a staff mewn ysgolion i ddatblygu eu gwybodaeth am y medrau mae cyflogwyr yn chwilio amdanynt, yn ogystal â rhoi mewnwelediad gwerthfawr i ddisgyblion cynradd i ystod eang o yrfaeod a dysgu pellach.

Er bod y dull hwn yn gymharol newydd, mae'r fforwm busnes ysgolion eisoes yn gwneud gwahaniaeth i ddisgyblion mewn ysgolion uwchradd. Mae cyfarfodydd strategol bob tymor rhwng cyflogwyr ac uwch arweinwyr ysgolion yn cyfarwyddo'r gwaith hwn yn llwyddiannus. Maent yn nodi llwybrau dysgu addas ac yn ymgorffori gyrfaeod a phrofiadau gwerthfawr yn gysylltiedig â gwaith yn y cwricwlwm. Nid yw prosesau'r awdurdod lleol ar gyfer sicrhau bod partneriaid gwella'r consortiwm yn cynorthwyo ac yn herio ysgolion mewn perthynas â'r disgyblion hynny sydd mewn perygl o beidio â bod mewn addysg, cyflogaeth neu hyfforddiant ac yn gwbl ymwybodol o Addewid Caerdydd ac yn ei gefnogi, wedi'u datblygu cystal.

Mae diwylliant iach o drafod a myfyrio rhwng partneriaid amrywiol ar lefelau gwahanol o'r gwaith yn rhoi adborth defnyddiol sy'n llywio cynllunio effeithiol ar gyfer gwella. Er enghraifft, mae cynnal grwpiau ffocws â grwpiau o ddisgyblion, fel y rhai sy'n derbyn addysg heblaw yn yr ysgol, wedi helpu'r awdurdod lleol i ddeall yn well sut i deilwra profiadau i'w hanghenion. Mae'r bartneriaeth hefyd yn elwa ar wybodaeth sy'n cael ei chasglu am y farchnad lafur yng Nghaerdydd gan y gyfarwyddiaeth Datblygu Economaidd i dargedu adnoddau a sicrhau bod prosiectau'n berthnasol i bobl ifanc.

Mae gwelliannau o ran adnabod ac olrhain dysgwyr cyn-16 y nodir eu bod yn fregus, y rhai sy'n gadael Blwyddyn 11 a phobl ifanc ôl-16 yn golygu bod yr awdurdod lleol a'i bartneriaid mewn sefyllfa well i gynnig cymorth amserol ac unigol. Er enghraifft,

mae'r fforwm pontio amlasiantaeth wythnosol yn defnyddio'r wybodaeth hon yn dda i fynd i'r afael ag anghenion cynyddol pobl ifanc ag anghenion dysgu ychwanegol. Yn benodol, mae mentoriaid ieuenctid yn chwarae rôl gref o ran eu cefnogi wrth bontio i Goleg Caerdydd a'r Fro.

Mae'r awdurdod lleol yn deall bod graddfa gynyddol y partneriaid a'r cyfleoedd sydd ar gael drwy Addewid Caerdydd, ynghyd ag effaith y pandemig, yn achosi heriau ar gyfer rheolaeth strategol yr agwedd hon ar ei waith. Mae swyddogion yn cydnabod yr angen i adolygu darpariaeth i sicrhau bod dysgwyr bregus sydd yn y perygl mwyaf o beidio â symud ymlaen i gyrchfan ôl-16, neu gynnal cyrchfan ôl-16, yn elwa ar y cymorth a'r cyfleoedd sy'n cael eu cynnig. Maent hefyd wedi nodi'r angen i sicrhau arlwy deg, sydd wedi'i deilwra'n briodol i ysgolion cyfrwng Cymraeg, ysgolion arbennig a'r uned cyfeirio disgyblion drwy Addewid Caerdydd.

Dros amser, bu'r awdurdod lleol yn hynod effeithiol o ran cydlynu'r gallu i bobl ifanc fanteisio ar gyngor gyrfaoedd, profiadau yn gysylltiedig â gwaith a llwybrau dysgu drwy waith partneriaeth llwyddiannus rhwng darparwyr addysg a'r sector cyhoeddus, y sector preifat a'r trydydd sector. Bu hyn yn hollbwysig o ran codi dyheadau plant a phobl ifanc ar draws y ddinas.

Er gwaethaf y pandemig COVID-19, mae ffocws cryfach yr awdurdod lleol ar bontio ôl-16 drwy waith Addewid Caerdydd wedi parhau i gael effaith gadarnhaol ar y rhan fwyaf o ddysgwyr o ran eu cynorthwyo i fanteisio ar addysg, cyflogaeth a hyfforddiant.

### **Pa mor dda mae'r awdurdod lleol yn bodloni anghenion addysgol plant a phobl ifanc sy'n siarad Cymraeg a Saesneg fel iaith ychwanegol?**

Mae gan yr awdurdod lleol Wasanaeth Cyflawniad Lleiafrifoedd Ethnig a Theithwyr sefydledig sy'n goruchwyllo cymorth i ddisgyblion sy'n siarad Cymraeg neu Saesneg fel iaith ychwanegol. Mae'r gwasanaeth wedi addasu ei flaenoriaethau'n briodol dros yr ychydig flynyddoedd diwethaf i helpu mynd i'r afael â'r patrwm cyfnewidiol o gymorth sydd ei angen ar ysgolion, disgyblion a'u cymunedau. Mae swyddogion yn hwyluso cyfleoedd rheolaidd i rannu arfer effeithiol ag awdurdodau lleol eraill ledled Cymru a gweddill y Deyrnas Unedig, ac yn defnyddio syniadau buddiol gan awdurdodau eraill i gryfhau eu gwaith. Er enghraifft, mae swyddogion wedi addasu darpariaeth gref mewn ymgysylltu â theuluoedd, sy'n cael ei defnyddio mewn awdurdod lleol arall yng Nghymru, i gryfhau eu cyngor i ysgolion yn y maes hwn.

Mae'r awdurdod lleol yn dosbarthu cyllid grant i ysgolion ar sail yr arolwg 'Asesiad Anghenion' blynyddol o gaffael iaith disgyblion. Mae'n dyrannu bron y cyfan o'r grant yn uniongyrchol i ysgolion i'w galluogi i ddewis sut i gefnogi eu disgyblion. Mae ysgolion o'r farn bod hon yn ffordd fuddiol o ddosbarthu cyllid, gan ei bod yn eu galluogi i gyflogi staff i ddarparu cymorth pwrpasol i ddisgyblion yn eu cymunedau penodol. Mae'r awdurdod lleol yn defnyddio gweddill y grant i ariannu tîm bach o weithwyr proffesiynol yn ganolog, gan gynnwys swyddogion 'Cau'r Bwlch' sydd wedi'u dyrannu i bob rhan o'r ddinas. Mae un o'r swyddogion hyn yn gweithio ag ysgolion cyfrwng Cymraeg yn bennaf i oruchwyllo eu darpariaeth i ddisgyblion sy'n siarad Cymraeg fel iaith ychwanegol. Mae'r tîm yn ymateb yn gyflym os oes angen cymorth di-oed ar ysgol. Er enghraifft, pan gafodd un ysgol gynradd nifer fawr o ddisgyblion Tsieineaidd, cynorthwyodd y tîm canolog yr ysgol i ddod o hyd i



wirfoddolwyr i weithio â'r disgyblion hyn yn eu mamiaith. At ei gilydd, mae ysgolion yn teimlo bod gwaith y tîm canolog yn llwyddiannus dros ben o ran eu helpu i gefnogi disgyblion a staff yn effeithiol.

Mae'r awdurdod lleol yn rhoi arweiniad a chymorth defnyddiol i ysgolion ar sut i ddefnyddio eu cyllid grant. Fodd bynnag, nid yw'r awdurdod lleol yn monitro'n rheolaidd sut mae'r holl ysgolion yn gwario eu gwant a'i effaith gyffredinol ar wella deilliannau a lles disgyblion.

Mae darpariaeth yr awdurdod lleol i gefnogi disgyblion y mae addysg cyfrwng Cymraeg yn newydd iddynt yn effeithiol. Mae bron pob un o'r disgyblion sy'n mynychu dwy uned drochi iaith yr awdurdod lleol, sef un uned gynradd ac un uned uwchradd, yn gwneud cynnydd da o ran dod yn hyderus mewn defnyddio'r Gymraeg. O ganlyniad, ar ôl cyfnod priodol yn yr uned, mae'r disgyblion hyn yn manteisio ar y cwricwlwm cyfrwng Cymraeg prif ffrwd yn llwyddiannus. Mae'r awdurdod lleol yn defnyddio'r ddarpariaeth yn gymorth ychwanegol i ddisgyblion mewn ysgolion cyfrwng Cymraeg y mae'r cyfnodau clo wedi cael effaith negyddol arnynt, er mwyn helpu gwella eu medrau Cymraeg.

Mae swyddogion yn trefnu digwyddiadau hyfforddiant rheolaidd i staff ysgolion ar themâu perthnasol, er enghraifft ar ailymgysylltu â disgyblion sy'n siarad Saesneg fel iaith ychwanegol ar ôl y cyfnod clo, a chefnogi lles ceiswyr llocher, ffoaduriaid a newydd-ddyfodiaid. Maent yn defnyddio'r digwyddiadau hyn i hwyluso rhannu arfer dda drwy wahodd ysgolion i arddangos eu gwaith.

O ganlyniad i'r cymorth a'r arfer gref hon, mae llawer o ddisgyblion sy'n siarad Saesneg fel iaith ychwanegol yn cyflawni'n dda o gymharu â'u cyfoedion, yn enwedig erbyn diwedd cyfnod allweddol 4.

Mae'r awdurdod lleol yn cynnig lefel uchel o gymorth i geiswyr lloches a ffoaduriaid sy'n cyrraedd yr ardal. Mae hyn yn cynnwys cynnig cymorth hynod effeithiol ar gyfer anghenion addysgol plant sydd newydd gyrraedd drwy drefnu cyfleoedd dysgu iddynt yn gyflym. Er enghraifft, cyn pen pythefnos o gyrraedd y ddinas yn ddiweddar, cydlynodd swyddogion addysgu ar gyfer grwpiau mawr o blant o Affganistan. Mae hyn yn cynnwys ffoaduriaid sy'n cael eu lletya yng Nghaerdydd cyn iddynt gael eu gwasgaru i rannau eraill o Gymru. Mae'r awdurdod lleol yn cydweithio ag ysgolion cynradd ac uwchradd lleol i ryddhau athrawon sy'n siarad ieithoedd perthnasol i gynorthwyo'r disgyblion hyn. Caiff y cymorth hwn naill ai ei gynnig yn ei lety neu yn yr ysgol, lle mae'n bosibl gwneud hynny.

### **Pa mor dda mae gwasanaethau addysg yn gweithio â chyfarwyddiaethau a phartneriaid eraill i gynnig cymorth i wella deilliannau addysg a lles plant sy'n derbyn gofal?**

Mae'r gwerthusiadau yn yr adran hon o'r adroddiad yn darparu cyd-destun drwy adrodd ar ddeilliannau cyn y pandemig, neu'n ymwneud â deilliannau mwy diweddar lle mae'r sail dystiolaeth yn ddilys ac yn ddibynadwy.

Mae nifer y plant sy'n derbyn gofal gan yr awdurdod lleol wedi cynyddu o un flwyddyn i'r llall am o leiaf y saith mlynedd diwethaf. Caiff y mwyafrif ohonynt eu haddysgu mewn ysgolion yng Nghaerdydd neu ddarparwyr eraill yn yr awdurdod lleol. Mae'r

awdurdod lleol wedi cryfhau ei systemau ar gyfer cipio gwybodaeth am berfformiad addysgol ar ddiwedd cyfnodau allweddol. Dros amser, mae perfformiad plant sy'n derbyn gofal wedi gwella'n gyffredinol, ond mae'n fwy amrywiol ar gyfer disgyblion yng nghyfnod allweddol 4 ac yn sylweddol is na phlant nad ydynt yn derbyn gofal.

Mae'r strategaeth rhianta corfforaethol a ddiwygiwyd yn ddiweddar yn darparu fframwaith clir ar gyfer gwaith rhwng cyfarwyddiaethau yn yr awdurdod lleol a phartneriaid. Yn bwysig, rhannodd plant a phobl ifanc eu safbwyntiau, pryderon a dyheadau ar gyfer y dyfodol. O ganlyniad, mae'r strategaeth yn canolbwyntio ar bum mater allweddol sy'n cael effaith uniongyrchol ar blant a phobl ifanc sy'n derbyn gofal. Mae'r rhain yn cynnwys, er enghraifft, gwella lles emosiynol ac iechyd corfforol plant sy'n derbyn gofal, gwella eu cyflawniad addysgol, cyflogaeth a hyfforddiant, a darparu cartrefi cysurus, diogel a sefydlog iddynt.

Mae'r awdurdod lleol yn cydweithio'n dda â chyfarwyddiaethau eraill a phartneriaid i gynnig cymorth i blant sy'n derbyn gofal. Mae'r strategaeth rhianta corfforaethol yn cael ei hategu gan gynllun gweithredu cynhwysfawr sy'n amlinellu'n glir y cyfrifoldebau ar draws cyfarwyddiaethau fel addysg, tai a gwasanaethau plant, ac asiantaethau partner gan gynnwys Bwrdd Iechyd Prifysgol Caerdydd a'r Fro a Heddlu De Cymru. Yn ddiweddar, mae aelodau etholedig wedi cael diweddariad ar weithgarwch sy'n ymwneud â'r blaenoriaethau yn y strategaeth. Fodd bynnag, mae hyn yn ymwneud yn gyffredinol â gweithgarwch yr ymgymeryd ag ef, ac nid yw'r effaith uniongyrchol ar blant sy'n derbyn gofal yn glir bob tro.

Yn ddiweddar iawn, mae'r awdurdod lleol wedi sefydlu grŵp gweithredol rhianta corfforaethol. Nod y grŵp hwn yw cynnig atebion amlasiantaeth, amlddisgyblaethol i'r blaenoriaethau a nodwyd yn y strategaeth rhianta corfforaethol. Mae swyddogion yr awdurdod lleol o'r gwasanaethau addysg a phlant yn cyfarfod o leiaf bob mis ac yn trafod meysydd gwaith allweddol, gan gynnwys achosion unigol. Yn bwysig, maent yn rhoi diweddariadau rheolaidd i aelodau etholedig ar agweddau gwahanol ar eu gwaith ac yn rhoi gwybod i aelodau am bwysau ar y gwasanaeth nawr ac yn y dyfodol. Mae creu dangosfwrdd perfformiad wedi helpu swyddogion yn hyn o beth. Mae aelodau etholedig yn deall eu rôl o ran rhiant corfforaethol ac yn cyflawni'r ddyletswydd hon yn effeithiol.

Yn ddiweddar, mae'r gyfarwyddiaeth addysg wedi cymryd cyfrifoldeb am gwblhau cynlluniau addysg personol, ac mae hyn wedi cynyddu'r gyfradd gwblhau yn sylweddol. Fodd bynnag, nid yw'r awdurdod lleol yn cipio ac yn gwerthuso data ar les a dilyniant dysgwyr yn systematig. Yn yr un modd, er bod yr awdurdod lleol yn cydweithio'n agos â'r consortiwm rhanbarthol i ddyrannu'r grant datblygu disgyblion i blant sy'n derbyn gofal, nid yw'r awdurdod lleol yn gwerthuso ansawdd cyffredinol cynllunio ac effaith defnyddio'r grant.

Mae'r awdurdod lleol yn dathlu llwyddiannau unigol plant a phobl ifanc drwy'r Gwobrau Bright Sparks. Mae hwn yn ddigwyddiad cynhwysol sy'n canolbwyntio ar y plentyn, sy'n cynnwys plant a phobl ifanc o ystod o ddarpariaeth, gan gynnwys darparwyr y tu allan i'r sir.

Yn ddiweddar, mae'r awdurdod lleol wedi creu capasiti staffio ychwanegol ac wedi penodi pedwar mentor dysgu i weithio â phlant sy'n dod at ddiwedd eu haddysg statudol, ac athro cynhwysiant i gefnogi datblygiad cynlluniau unigol i blant ag

anghenion dysgu ychwanegol. Mae hyn yn adeiladu ar gymorth a ffurfiolwyd dros yr ychydig flynyddoedd diwethaf ac a gipiwyd mewn addewidion tîm ar gyfer darpariaeth i blant sy'n derbyn gofal.

Dros amser, mae'r awdurdod lleol wedi meithrin perthynas gref a gwerthfawr â'r sefydliadau mae'n eu comisiynu i ddarparu addysg i blant sy'n derbyn gofal. Mae'r awdurdod lleol yn rhoi fframwaith sicrhau ansawdd i ddarparwyr ac yn cael trafodaethau â nhw am ddarpariaeth y cwricwlwm, cynllunio ar gyfer dilyniant disgyblion a hunanwerthuso. Mae'r awdurdod lleol yn amlinellu'n glir ystod y wybodaeth y mae'n disgwyl i ddarparwyr adrodd arni mewn perthynas â darpariaeth addysg a chynnydd disgyblion. Mae cyfathrebu rhwng swyddogion a darparwyr yn rheolaidd ac yn effeithiol. Yn gyffredinol, mae swyddogion yn cynnig her briodol i newidiadau mewn darpariaeth ac o ran trafod deilliannau ymweliadau Estyn â darparwyr. Yn ogystal â'r fframwaith sicrhau ansawdd, mae darparwyr yn elwa ar y pecyn cymorth hunanwerthuso diogelu a ddarperir gan yr awdurdod lleol. Mewn ychydig iawn o achosion, nid yw cymorth gan yr awdurdod lleol i blant sy'n derbyn gofal ac sydd ag anghenion dysgu ychwanegol yn ddigon amserol. Er bod yr awdurdod lleol yn cydweithio'n agos â darparwyr addysg heblaw yn yr ysgol, mae cofnodion monitro systematig o ddarparwyr unigol yn anghyson.

Yn ddiweddar iawn, mae'r awdurdod lleol wedi sefydlu canolfan asesu breswyl sydd wedi'i lleoli yng Nghaerdydd. Mae plant yn mynychu am gyfnod byr tra caiff eu hanghenion iechyd, addysg a lles eu hasesu. Y bwriad yw y bydd y dull hwn yn llywio'r gwaith o baru anghenion unigolion â lleoliadau yn y dyfodol. Er bod y datblygiad hwn yn un cadarnhaol ac yn arwydd o fwriad yr awdurdod lleol i deilwra darpariaeth hirdymor i blant sy'n derbyn gofal, nid yw effaith y ddarpariaeth newydd hon wedi'i chadarnhau hyd yn hyn.

### **Pa mor dda mae'r awdurdod lleol yn defnyddio gwaith ieuenctid i gefnogi pobl ifanc?**

Mae gwasanaeth ieuenctid Caerdydd yn cynnig darpariaeth o ansawdd uchel mewn ardaloedd blaenoriaeth yn y ddinas, sy'n cynnwys cymysgedd o waith mynediad agored a gwaith wedi'i dargedu. Mae pobl ifanc, yn yr ardaloedd sy'n cael eu gwasanaethu, wrth wraidd datblygu gwasanaethau.

Mae'r gwasanaeth yn cydweithio â chwe darparwr partner gwaith ieuenctid a chymunedol, sy'n cyfoethogi'r arlwy i bobl ifanc. Mae amrywiaeth eang o ddarpariaeth sy'n bodloni meysydd blaenoriaeth lleol a chenedlaethol allweddol ar gyfer gwaith ieuenctid. Er enghraifft, mae mentoriaid ieuenctid yn gweithio mewn ysgolion uwchradd i gefnogi'r disgyblion hynny sydd mewn perygl o beidio ag ymgysylltu ag addysg, cyflogaeth neu hyfforddiant. Mae'r gwasanaeth ieuenctid hefyd yn cynnig cymorth i bobl ifanc sy'n ddigartref. Mae cymorth i iechyd a lles emosiynol pobl ifanc yn arbennig o gryf.

Mae gweithwyr ieuenctid yn hyblyg, yn ddyfeisgar ac yn dra chymwys ar gyfer yr amrywiaeth eang o rolau maent yn eu cyflawni. Mae gwaith partneriaeth cryf a sefydledig, fel gyda chyfiawnder ieuenctid, gwasanaethau cymdeithasol a thrwy ddatblygu grwpiau gweithredu ieuenctid.

Darparodd gweithwyr ieuenctid lefel uchel o gymorth i bobl ifanc a gwasanaethau addysg yn ystod y cyfnodau clo. Gweithiont ochr yn ochr â chydweithwyr eraill i gynnis cymorth gwerthfawr i bobl ifanc y nodwyd y byddant yn debygol o elwa ar ddarpariaeth hybiau mewn ysgolion. Lle'r oedd yn briodol, cynhaliodd gweithwyr ieuenctid ymweliadau rheoledig â chartrefi a chludo dros ddwy fil o barseli bwyd i deuluoedd. Roedd y gwasanaeth ieuenctid yn ystwyth wrth addasu ei ddarpariaeth i fodloni anghenion pobl ifanc yn well. Pan gaeodd canolfannau ieuenctid, gwnaeth gweithwyr ieuenctid waith allgymorth a helpodd timau i reoli digwyddiadau'n cynnwys gangiau o bobl ifanc.

Dros y 12 mis diwethaf, mae'r gwasanaeth ieuenctid wedi datblygu arlwy arloesol o waith ieuenctid digidol, sy'n darparu gwaith ieuenctid effeithiol i ystod ehangach o bobl ifanc yn y ddinas. Caiff y gwaith hwn ei arwain gan bobl ifanc, a gydweithiodd yn effeithiol â gweithwyr ieuenctid a datblygwyr gwe i greu gwefan bwrsol sy'n addas i bobl ifanc ar gyfer y gwasanaeth ieuenctid. Cydweithiont â phartneriaid a phenderfynu ar y cynnwys a'r platfform digidol mwyaf priodol ar gyfer gweithgareddau ar-lein. Mae'r awdurdod lleol wedi cydnabod gwerth y dull hwn ac mae ganddo gynlluniau i ddatblygu'r agwedd hon ar ddarpariaeth gwaith ieuenctid ymhellach.

Caiff pobl ifanc o ardaloedd difreintiedig o'r ddinas eu targedu'n effeithiol. Fodd bynnag, mae'r gwasanaeth yn cynnis gallu cyfyngedig i bobl ifanc o gefndiroedd economaidd-gymdeithasol ehangach ar draws y ddinas fanteisio arno. O ganlyniad, nid yw pob unigolyn ifanc yn cael yr un cyfleoedd i elwa ar ddarpariaeth y gwasanaeth ieuenctid neu'r cymorth y mae gweithwyr ieuenctid yn ei gynnis.

Caiff gwasanaethau gwaith ieuenctid eu gwerthfawrogi'n fawr gan y rhai sy'n eu derbyn. Yn gyffredinol, nid yw gormod o arweinwyr ysgolion, llywodraethwyr a phartneriaid ehangach yn deall ehangder a photensial llawn y gwaith hwn o ran cefnogi pob unigolyn ifanc.

Mae enghreifftiau da o unigolion yn defnyddio'r Gymraeg â phobl ifanc fel rhan o'r arlwy gwaith ieuenctid. Fodd bynnag, nid yw'r awdurdod lleol yn defnyddio staff Cymraeg eu hiaith yn effeithiol i gyfoethogi ac ehangu arlwy'r gwasanaeth ieuenctid. At ei gilydd, nid oes arlwy ragweithiol ddigonol i bobl ifanc ymgysylltu â'r Gymraeg, ac nid yw gwaith ieuenctid mynediad agored drwy gyfrwng y Gymraeg wedi'i integreiddio'n dda mewn darpariaeth brif ffrwd.

Yn ddiweddar, mae'r cyngor wedi cyfeirio cyllid ychwanegol i gefnogi mentrau amrywiol i ymgysylltu â phobl ifanc a gwella eu hiechyd a lles er mwyn ymateb i'r pandemig. Fodd bynnag, mae cynaliadwyedd y mentrau hyn yn y dyfodol yn ansicr oherwydd y ddibyniaeth ar gyllid grant am gyfnod cyfyngedig o ffynonellau allanol.

Mae gan arweinwyr ddealltwriaeth gadarn o ddarpariaeth. Mae trefniadau ar gyfer sicrhau ansawdd y gwasanaethau a ddarperir yn effeithiol. Mae cynlluniau strategol ar gyfer y gwasanaeth ieuenctid yn alinio'n dda â blaenoriaethau'r cyngor ac yn adlewyrchu ymrwymiad y cyngor i ddinas sy'n dda i blant. Yn ogystal, mae aelodau Fforwm Ieuenctid Caerdydd yn eistedd ar nifer o bwyllgorau craffu.

## Arweinyddiaeth a rheolaeth

Mae uwch arweinwyr yn rhannu eu gweledigaeth ar gyfer pob dysgwr yn feiddgar ac yn glir gan gyfleu bod 'addysg yn bwysig i bawb' yn 'Uchelgais y Brifddinas'. Trwy'r 'Uchelgais Prifddinas', mae arweinydd y cyngor, aelod y cabinet a'r prif weithredwr yn pennu disgwyliadau uchel ar gyfer swyddogion, ysgolion a darparwyr eraill drwy roi ystyriaeth briodol i Ddeddf Llesiant Cenedlaethau'r Dyfodol. Un o gryfderau amlwg yr awdurdod lleol yw'r gwaith â phartneriaid o fewn a'r tu hwnt i'r cyngor i gyflawni strategaethau allweddol yn effeithiol, gan gynnwys Addewid Caerdydd. Mae'r cyfarwyddwr addysg yn cefnogi'n llawn y weledigaeth strategol a'r blaenoriaethau sydd wedi'u hamlinellu yng ngweledigaeth 'Caerdydd 2030' a'r ymgyrch tuag at y strategaeth Dinas sy'n Dda i Blant. Mae uchelgeisiau corfforaethol yn llywio gwaith y tîm addysg yn berthnasol, ynghyd â blaenoriaethau penodol sydd wedi'u nodi o fewn y gyfarwyddiaeth.

Mae'r pwyllgor craffu plant a phobl ifanc yn darparu craffu cryf ac amserol ar nifer o faterion perthnasol y mae addysg yn yr awdurdod lleol yn eu hwynebu, gan gynnwys cynigion sensitif yn ymwneud â threfniadaeth ysgolion ac ystod o wasanaethau cymorth i ysgolion. Mae swyddogion, a phartneriaid gwadd, yn darparu adroddiadau clir a defnyddiol i'r pwyllgor. Mae uwch swyddogion yn cynorthwyo'r pwyllgor ymhellach drwy ddarparu eglurder a gwybodaeth ychwanegol berthnasol yn ystod cyfarfodydd a'r cyfnod cyn craffu. Mae'r pwyllgor craffu'n dilyn trywydd meysydd sydd â ffocws yn ei raglen waith ac yn ysgrifennu at yr aelod cabinet i fynegi ei arsylwadau gydag argymhellion heriol addas. Bu hyfforddiant i aelodau craffu yn fuddiol dros amser, ac mae'r cadeirydd ac aelodau'r pwyllgor wedi manteisio ar arweiniad defnyddiol ar eu rôl o o ran craffu a herio perfformiad neu bolisi. Er 2018, mae'r pwyllgor wedi cynnwys cynrychiolydd o'r fforwm ieuencid sy'n dod â safbwynt defnyddiol i drafodaethau craffu. Yn ystod y pandemig, cydweithiodd cadeirydd y pwyllgor craffu plant a phobl ifanc yn effeithiol â'r pedwar cadeiryddion craffu eraill, gan sicrhau bod addysg wrth wraidd penderfyniadau hanfodol yn ymwneud â COVID-19.

Mae ymrwymiad cryf aelodau etholedig a swyddogion ar bob lefel i gefnogi pobl ifanc a'u teuluoedd yn amlwg iawn. Aliniodd y cyfarwyddwr cynorthwyol addysg a'i gywerth sy'n gyfrifol am iechyd a diogelwch eu gwaith yn effeithiol ar hyd y pandemig. O ganlyniad, gallant ymateb yn gyflym i anghenion ysgolion a darparwyr eraill erbyn hyn wrth i'r sefyllfa o ran COVID-19 newid. Caiff y gefnogaeth hon ei pharchu'n fawr gan arweinwyr ysgolion a lleoliadau. Yn ystod y cyfnod hwn, mae swyddogion wedi meithrin perthynas gryfach a mwy cydweithredol ag arweinwyr ysgolion. Trwy'r gwaith hwn, maent wedi meithrin ymddiriedaeth ac wedi darparu sail gadarn ar gyfer gwaith gwella cydweithredol pwrpasol yn y dyfodol.

Mae uwch swyddogion ac aelodau etholedig yn deall yn dda yr heriau eang y mae'r gwasanaeth addysg yn eu hwynebu. Maent yn cydnabod ei bod yn adeg amserol i adnewyddu'r weledigaeth deng mlynedd "Caerdydd 2030", yn enwedig oherwydd y newidiadau mewn addysg oherwydd y pandemig, ac wedi cymryd camau cynnar i wneud hynny. Gan mwyaf, mae gan uwch swyddogion rolau a chyfrifoldebau clir sy'n gysylltiedig â gweithgareddau ar draws y gyfarwyddiaeth, ac maent yn cyflawni'r swyddogaethau hyn yn dda. Yn gyffredinol, mae timau gwasanaeth yn cyflawni eu gwaith yn fwriadus ac yn effeithiol. Mewn ychydig o achosion, nid yw timau'n casglu gwybodaeth berthnasol gan ysgolion, fel gwariant cyllid grant, i werthuso effaith eu

gwaith neu ddiwygio cynlluniau eu timau'n berthnasol. Mewn ychydig o achosion, nid yw llinellau atebolrwydd yn ddigon clir, er enghraifft o ran arweinyddiaeth strategol ar bob agwedd ar ddarpariaeth cyfrwng Cymraeg a datblygiad cyffredinol y Gymraeg ar draws ysgolion yng Nghaerdydd.

Mae ymrwymiad corfforaethol cryf i hunanwerthuso agored, rheolaidd a thrylwyr i gefnogi cynllunio ar gyfer gwella, ac mae hyn yn amlwg yn yr ymagwedd ffocysedig tuag at hunanwerthuso blaenoriaethau strategol yn y gyfarwyddiaeth addysg. Mae gwerthusiad y gyfarwyddiaeth ei hun o gynnydd yn erbyn ei blaenoriaethau yn cytuno'n gyffredinol â chanfyddiadau'r arolygiad hwn, a chaiff hyn ei adlewyrchu yn adroddiad lles blynyddol diweddaraf Caerdydd hefyd.

Mae'r awdurdod lleol wedi cynnal cynnydd o ran mynd i'r afael â'r meysydd i'w gwella a amlygwyd yng ngwaith arolygu diwethaf Estyn â'r awdurdod lleol yn 2016.

Ers yr arolygiad hynod feirniadol o wasanaethau cyfiawnder ieuenctid yng Ngorffennaf 2020, mae'r awdurdod lleol wedi penodi cadeirydd annibynnol allanol ar gyfer y gwasanaethau ac wedi cynyddu'r gallu llywodraethu ac arweinyddiaeth. Mae'r awdurdod lleol wedi cynnig sicrwydd ynghylch y materion addysgol penodol niferus sy'n ymwneud â chefnogi plant a phobl ifanc. Fodd bynnag, nid oes gan arweinwyr mewn meysydd gwasanaeth perthnasol fewnwelediad da i'r rhain nac amgyffrediad digon da o rôl y swyddog addysg.

Mae trefniadau rheoli perfformiad yn briodol. Mae ystod o brosesau ar waith drwy'r flwyddyn sy'n sicrhau y caiff gwasanaethau addysg eu monitro'n ofalus, gan mwyaf. Er enghraifft, cyflwynwyd materion yn ymwneud â pherfformiad gwasanaethau a fasnachir, yn enwedig o ran sefyllfa'r gyllideb, mewn cyfarfod sicrwydd y tîm rheoli addysg hanner ffordd drwy'r flwyddyn ariannol gyfredol, a thrafodwyd camau gweithredu i fynd i'r afael â'r materion hyn. Mae'r awdurdod lleol yn rheoli risgiau sy'n effeithio ar wasanaethau addysg yn dda, ac yn eu huwchgyfeirio a'u hisgyfeirio'n briodol yn y gofrestr risg gorfforaethol.

Mae'r awdurdod lleol yn ymgysylltu'n dda â rhanddeiliaid i lywio gwerthuso a chynllunio gwasanaethau addysg. Yn benodol, mae'r awdurdod lleol wedi cryfhau dylanwad plant a phobl ifanc, yn enwedig drwy ei waith tuag at ddod yn 'ddinas sy'n dda i blant'. Er enghraifft, caiff tri chyngor mawr eu cynnal bob blwyddyn sy'n dod â phlant a phobl ifanc at ei gilydd, gan gynnwys y rhai bregus, o bob rhan o'r ddinas i archwilio thema benodol. Mae'r awdurdod lleol wedi hyfforddi swyddogion ac aelodau etholedig i ddeall hawliau plant ac ystyried eu safbwyntiau mewn prosesau penderfynu. Mae'r awdurdod lleol wedi addasu ei asesiadau effaith i gynnwys asesiad o'r effaith ar hawliau plant. Mae'r gyfarwyddiaeth addysg hefyd yn cydweithio'n effeithiol ag arweinwyr ysgolion, llywodraethwyr, gwasanaethau eraill yr awdurdod a phartneriaid allanol, ac yn rhoi ystyriaeth dda i'w safbwyntiau.

Mae ansawdd gwerthuso ar lefel gwasanaeth neu dîm yn rhy amrywiol. Nid yw'r swyddogion cyfrifol yn ystyried ystod lawn y wybodaeth sy'n berthnasol i'w gwasanaethau bob tro, neu nid yw eu gwerthusiadau'n ddigon miniog. O ganlyniad, nid yw swyddogion yn nodi meysydd i'w gwella ambell waith. Er enghraifft, nid yw swyddogion wedi gwerthuso gwaith partneriaeth â'r consortiwm rhanbarthol yn ddigon trylwyr i sicrhau ei fod yn bodloni gofynion manwl yr awdurdod lleol yn ddigon da, nac wedi herio effaith y gwaith hwn dros amser yn drylwyr. Enghraifft arall yw, er

y bu deilliannau'r gwasanaeth cwnsela mewn ysgolion yn wan ers sawl blwyddyn, nid yw hyn wedi'i godi mewn hunanwerthusiad na'i amlygu'n faes i'w wella.

Mae gan yr awdurdod lleol drefniadau rheoli perfformiad sefydledig ar gyfer staff. Mae'r rhain yn canolbwyntio'n briodol ar flaenoriaethau corfforaethol, cyfarwyddiaethau a thimau. Hefyd, maent yn rhoi ystyriaeth briodol i amcanion dysgu proffesiynol swyddogion. Mae'r cyngor wedi gorchymyn y dylai pob swyddog ymgymryd ag e-ddysgu ar faterion cyfoes a phwysig, fel cam-drin domestig a thrais rhywiol, hawliau plant ac ymwybyddiaeth o'r Gymraeg. Mae academi Cyngor Caerdydd yn cynnig ystod o gyfleoedd defnyddiol i staff ar draws y sefydliadau ddatblygu eu medrau, er enghraifft mewn iaith arwyddion Prydain, mentora pobl ifanc a chyrsgiau achrededig mewn arweinyddiaeth. Caiff dysgu proffesiynol pwrpasol ei gomisiynu hefyd, lle bo hynny'n briodol, er enghraifft ar agweddau penodol ar anghenion dysgu ychwanegol. Defnyddiwyd sesiynau galw heibio, wedi'u hwyluso gan uwch arweinwyr, yn effeithiol i roi gwybod i'r holl staff am ddatblygiadau strategol a gweithredol yn ystod cyfnod y pandemig.

Er bod arlwy gyfoethog o ddysgu proffesiynol ar gael i staff, nid yw olrhain ac adrodd ar effaith y cyfleoedd hyn yn systematig wedi'i ddatblygu'n ddigonol. O ganlyniad, nid oes gan uwch arweinwyr ddealltwriaeth ddigon da o effaith dysgu proffesiynol ar unigol neu feysydd gwasanaeth.

Mae diogelu plant a phobl ifanc yn flaenoriaeth uchel ar draws pob adran addysg. Mae dealltwriaeth gorfforaethol gref fod diogelu yn gyfrifoldeb pawb, a chaiff hyn ei adlewyrchu ym mholisiau ac arferion yr awdurdod lleol. Mae gan yr awdurdod lleol broses sicrhau ansawdd gadarn ar gyfer diogelu corfforaethol. Mae pob adran yn ymgymryd â hunanwerthusiad diogelu blynyddol ac yn ei ddefnyddio i greu eu cynlluniau gweithredu ar gyfer gwella.

Mae swyddogion diogelu'n cynnig lefel uchel o gymorth i ysgolion a darparwyr eraill, gan gynnwys hyfforddiant i unigolion diogelu dynodedig a llywodraethwyr, a diweddariadau ysgrifenedig rheolaidd. Maent yn ymateb yn gyflym i fynd i'r afael â phryderon gan ymarferwyr. Yn ogystal, mae gwaith hwb diogelu amlasiantaeth (MASH) Caerdydd yn effeithiol o ran cynnig cymorth i ysgolion ac ymdrin â phryderon. Mae gwaith y tîm Atal (Prevent) yn arbennig o werthfawr o ran cynnig hyfforddiant a chymorth parhaus i ysgolion i'w helpu i adnabod a yw plant a phobl ifanc yn cael eu denu i eithafiaeth neu'n cael eu radicaleiddio.

Mae'r pecyn ar-lein a ariennir gan yr awdurdod lleol, a gyflwynwyd yn ddiweddar i gofnodi pryderon diogelu, yn cael ei ddefnyddio ym mhob ysgol, gan y gwasanaeth ieuencid a darparwyr addysg heblaw yn yr ysgol (AHY) yn yr awdurdod lleol erbyn hyn. Mae'r system hon yn dechrau darparu dull mwy cyson o gofnodi a rhannu gwybodaeth ddiogelu.

Ar hyn o bryd, nid yw'r awdurdod lleol yn casglu data gan bob ysgol ar faterion pwysig, fel honiadau o fwlio ac ymdrin â nhw'n gadarnhaol ac, o ganlyniad, ni all swyddogion dadansoddi tueddiadau na mynd i'r afael â nhw.

Mae dyraniad adnoddau'r Cyngor yn adlewyrchu'r flaenoriaeth a roddir i wasanaethau addysg. Mae'r awdurdod lleol yn gwario mwy na'r asesiad ar sail dangosyddion ar gyfer gwasanaethau addysg, ac mae wedi cynyddu a diogelu

cyllidebau ysgolion yn erbyn cefnlen o bwysau ariannol ar draws y cyngor. Mae gan yr awdurdod lleol raglen gyfalaf sylweddol hefyd yn ymwneud ag ysgolion, o ran adeiladu ysgolion newydd a buddsoddi yn ei ystâd ysgolion bresennol. Mae'r awdurdod lleol yn dirprwyo'r gyfran uchaf o'i gyllideb addysg i ysgolion o blith unrhyw gyngor yng Nghymru, ac mae ganddo ystod gynhwysfawr o gytundebau lefel gwasanaeth ar waith, gyda nifer fawr yn manteisio ar y gwasanaethau a ddarperir gan ysgolion.

At ei gilydd, rhagamcenir y bydd y gyllideb addysg wedi gorwario £1m erbyn diwedd 2021-2022, ac mae'r awdurdod lleol yn cydnabod y bu dibyniaeth gynyddol mewn rhai ysgolion a rhai o dimau'r Gyfarwyddiaeth Addysg ar gyllid grant allanol, gwargedion neu Gyllid Caledi Covid i gynnal lefelau gwariant a staffio.

Cynyddodd balansau cyffredinol ysgolion yn sylweddol yn ystod blwyddyn ariannol 2020-2021, er bod hyn yn bennaf oherwydd cyllid ychwanegol gan Lywodraeth Cymru. Er gwaethaf y cyllid ychwanegol hwn, roedd gan ddwy ysgol ddiffyg o hyd ar ddiwedd blwyddyn ariannol 2020-2021, ac mae pedair ysgol wedi pennu cyllideb â diffyg ar gyfer 2021-2022.

Mae gan yr awdurdod lleol drefniadau ar waith i gydweithio ag ysgolion sydd â diffyg, ac mae wedi ymyrryd yn briodol. Roedd y camau gweithredu hyn yn cynnwys tynnu'r gyllideb ddirprwyedig oddi wrth ysgol uwchradd, ac ailgyflwyno'r gyllideb ddirprwyedig wedi hynny ar ôl cael cymorth gan y cyngor.

Mae'r awdurdod lleol yn cydweithio'n dda â'r fforwm cyllideb ysgolion mewn modd tryloyw. Mae'r awdurdod lleol wedi sefydlu grwpiau gorchwyl a gorffen sy'n cynnwys cynrychiolwyr ysgolion i ystyried y fformiwla ariannu ysgolion a sut y gellir cryfhau cynlluniau ariannol tymor canolig ysgolion. Bydd y grwpiau gorchwyl yn trafod eu canfyddiadau ac argymhellion â'r fforwm cyllideb ysgolion.

Mae'r awdurdod lleol yn cydnabod nifer o heriau ariannol allweddol, yn rhannol oherwydd y pandemig COVID-19, ac mae'n cymryd camau priodol. Mae'r rhain yn cynnwys yr angen i gryfhau cynaliadwyedd gwasanaethau a fasnachir ac adolygu'r modelau busnes ar gyfer gwasanaethau arbenigol anghenion dysgu ychwanegol, gwasanaethau seicoleg addysg, prydau ysgol a hyfforddiant cerddoriaeth.



## Sail dystiolaeth yr adroddiad

Cyn yr arolygiad, bu arolygwyr:

- yn ymgynghori â'r awdurdod lleol ar y cwestiynau arolygu lleol i'w defnyddio yn ystod yr arolygiad, ar sail hunanwerthusiad yr awdurdod, ei gynlluniau strategol a data perthnasol y mae Estyn yn ei gadw
- yn dadansoddi'r deilliannau o holiaduron agored, gan gynnwys barn dysgwyr, rhieni, staff a llywodraethwyr ysgolion, staff yr awdurdod lleol, staff y consortiwm rhanbarthol, aelodau etholedig a'r cyhoedd
- yn cynnal ymweliad rhagarweiniol â'r awdurdod lleol i gyfarfod ag amrywiaeth o bartneriaid perthnasol gwasanaethau addysg, fel cynrychiolwyr dysgwyr, penaethiaid a llywodraethwyr, ac arweinwyr o asiantaethau statudol a'r trydydd sector sy'n gweithio gyda phlant a phobl ifanc

Yn ystod yr arolygiad, mae arolygwyr fel arfer:

- yn cyfarfod ag arweinydd y cyngor, aelodau etholedig sy'n gyfrifol am wasanaethau addysg, aelodau etholedig sy'n gyfrifol am graffu ar wasanaethau addysg, y prif weithredwr, y cyfarwyddwr addysg, arweinwyr a rheolwyr eraill mewn gwasanaethau addysg, staff perthnasol eraill yn yr awdurdod lleol, rheolwr gyfarwyddwr y consortiwm rhanbarthol ar gyfer gwella ysgolion a staff perthnasol eraill o'r consortiwm rhanbarthol
- yn edrych yn fanwl ar brosesau hunanwerthuso'r awdurdod lleol
- yn ystyried cynlluniau strategol a gweithredol yr awdurdod lleol ar gyfer gwella
- yn craffu ar amrywiaeth o ddogfennau, gan gynnwys gwybodaeth am ddeilliannau dysgwyr, gwybodaeth am berfformiad ysgolion a lleoliadau addysg eraill, gan gynnwys gwybodaeth gan y consortiwm rhanbarthol ar gyfer gwella ysgolion, cofnodion o amrywiaeth o gyfarfodydd, adroddiadau a gyflwynir i'r cyngor neu'r swyddogaeth graffu, gwybodaeth am ddiogelu dysgwyr ac unrhyw wybodaeth arall sy'n berthnasol i wasanaethau addysg yr awdurdod lleol y mae Estyn yn ei chadw

Ar ôl yr arolygiad ar y safle a chyn cyhoeddi'r adroddiad, mae Estyn:

- yn adolygu canfyddiadau'r arolygiad ochr yn ochr â'r dystiolaeth ategol gan y tîm arolygu er mwyn dilysu, safoni a sicrhau ansawdd yr arolygiad
- yn rhoi copi drafft o'r adroddiad i'r awdurdod lleol er mwyn iddo nodi unrhyw bryderon ynghylch cywirdeb ffeithiol, a gwneud diwygiadau lle bo'r angen

## Copïau o'r adroddiad

Mae copïau o'r adroddiad hwn ar gael gan yr awdurdod lleol ac ar wefan Estyn ([www.estyn.llyw.cymru](http://www.estyn.llyw.cymru))

Lluniwyd yr adroddiad hwn yn unol ag Adran 38 Deddf Addysg 1997, Deddf Plant 2004 a Deddf Dysgu a Sgiliau 2000.

Cymerwyd pob rhagofal posibl i sicrhau bod y wybodaeth yn y ddogfen hon yn gywir adeg ei chyhoeddi. Dylid cyfeirio unrhyw ymholiadau neu sylwadau ynglŷn â'r ddogfen hon/cyhoeddiad hwn at:

Yr Adran Gyhoeddiadau

Estyn

Llys Angor, Heol Keen

Caerdydd

CF24 5JW neu drwy anfon e-bost at [cyhoeddiadau@estyn.llyw.cymru](mailto:cyhoeddiadau@estyn.llyw.cymru)

Mae'r cyhoeddiad hwn a chyhoeddiadau eraill gan Estyn ar gael ar ein gwefan: [www.estyn.llyw.cymru](http://www.estyn.llyw.cymru)

**Cyfieithwyd y ddogfen hon gan Trosol (Saesneg i Gymraeg).**

© Hawlfraint y Goron 2022: Gellir aildddefnyddio'r adroddiad hwn yn ddi-dâl mewn unrhyw fformat neu gyfrwng ar yr amod y caiff ei aildddefnyddio'n gywir ac na chaiff ei ddefnyddio mewn cyd-destun camarweiniol. Rhaid cydnabod y deunydd fel hawlfraint y Goron a rhaid nodi teitl yr adroddiad penodol..

Dyddiad cyhoeddi: 09/02/2022

**CYNGOR CAERDYDD  
CARDIFF COUNCIL**

**CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE**

**22 FEBRUARY 2022**

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**SCHOOL ORGANISATION PLANNING: CARDIFF WELSH IN EDUCATION  
STRATEGIC PLAN (WESP) 2022-2032**

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**Purpose of the Report**

1. The Cabinet report (attached at **Appendix A**) will enable Members to carry out a pre-decision scrutiny on the responses received following consultation on the draft Welsh in Education Strategic Plan (WESP). The Cabinet report seeks authorisation to proceed to submit the final WESP to the Welsh Government for approval in line with Welsh in Education Strategic Plans (Wales) Regulations 2019, following the completed public consultation.
2. This follows previous consideration of the WESP by this Committee in September and October 2021.
3. This report will be considered by Cabinet at its meeting on the 24 February 2022.

**Background**

4. The Welsh in Education Strategic Plans (Wales) Regulations 2019 make provision for a local authority to prepare a ten-year Plan, with effect from 1 September 2022, subject to the Welsh Ministers' approval.
5. Cardiff's Welsh in Education Strategic Plan (WESP) sets out a series of ambitious commitments to build on the progress achieved to date. These will ensure that every child in the city can receive an education in the language of Welsh, the number receiving their education in Welsh-medium schools will increase, and through the significant use of Welsh in English medium education all will have the opportunity to become confident in speaking Welsh.

6. At its October 2021 meeting, Cabinet considered the draft WESP 2022-2031 and authorised officers to proceed to undertake an eight-week public consultation on the content of the draft with the outcome to be presented to Cabinet prior to submission to the Welsh Government.
7. Regulation 9 of WESP Regulations 2019 and Welsh Government Guidance on WESPs January 2021 sets out the bodies with whom the Local Authority must consult with. It states that consultation should be with the public and other stakeholders (including elected Members, schools, parents, pupils, the relevant partner organisations and interested parties) ahead of submission to Ministers.

## **Summary of Issues**

### Consultation Process and Methodology

8. The Cardiff WESP consultation ran for eight weeks between 15 October- 13 December 2021.
9. The public consultation has largely been conducted online with a webpage to host the draft plan alongside the Bilingual Cardiff 5 Year Strategy consultation.
10. To ensure that all necessary information was easily accessible in one place and stakeholders had a single place to refer to with the Draft WESP 2022-31 document; an 'easy read summary' version and the Trajectory of Growth documents all provided on the webpage along with and an online survey to capture the views of interested parties.
11. The consultation was extensively promoted through the Council's communications team with targeted and frequent social media prompts to encourage engagement with links to the webpage for access to all relevant documents

12. Links to the plan (including the full draft WESP, the easy read summary version and the Trajectory for Growth) and survey webpage were also circulated to statutory stakeholders named in the guidance inviting them to respond including all elected members, schools, Cardiff's Welsh Education Forum member organisations, Estyn, the Welsh Language Commissioner and the Cardiff Youth Panel.
13. An online 'Big Welsh Conversation' interactive pupil survey open to all primary and secondary aged children and young people in Cardiff promoted through schools was held on the 10 December 2021.
14. For stakeholders who did not have access to digital platforms the opportunity to discuss the proposed changes via telephone was available

#### Response rate

15. In total 3,248 responses were received to the draft Cardiff WESP 2022-31 during the consultation period. This included 584 online survey responses and 9 email responses. 2,656 Children and Young People contributed their views regarding the use of Welsh in education and informal learning opportunities in Cardiff through 'The Big Welsh Conversation'.
16. The details presented in the Cabinet report and appendices represent the views expressed during the consultation process. These include the wider stakeholder survey, formal responses submitted via e-mail and the views expressed through the pupil consultation.
17. A summary of the responses received from all stakeholders setting out the key issues raised, and appraisal of views expressed, can be seen at *Appendix 2* to the Cabinet report.

## Issues highlighted in the report to Cabinet

18. The following issues are highlighted in the Cabinet report, as at **Appendix A**:

- WESP Consultation Process (*points 6 – 13*)
- Responses received regarding the proposal during the consultation period (*points 14 – 16; plus Appendix 2*)
- Formal responses (*points 17 – 26; plus Appendix 3*)
- Feedback received through the online survey (*points 27 – 43; plus Appendix 4*)
- Children and Young People's views – 'The Big Welsh Conversation' (*points 44 – 50; plus Appendix 5*)
- In Summary (*points 51 – 57*)
- Local Member consultation (*point 58*)
- Scrutiny Consideration (*point 59*)
- Reason for Recommendations (*point 60*)

19. The draft Cabinet report also provides details on the following areas:

- Financial Implications (*points 61 - 62*)
- Legal Implications (including Equality Impact Assessment where appropriate) (*points 63 - 70*)
- HR Implications (*points 71 – 73*)
- Property Implications (*point 74*)
- Traffic and Transport Implications (*points 75 - 94*)
- EIA (*paragraphs 95 - 96; plus Appendix 6*)

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

- Appendix 1: Cardiff WESP 2022-2031
- Appendix 2: Summary of issues raised and analysis of responses
- Appendix 3: Formal responses in full
- Appendix 4: Public Survey Summary Report
- Appendix 5: Pupil Consultation 'The Big Welsh Conversation' Summary Report
- Appendix 6: Equality Impact Assessment

## **Recommendations set out in the Cabinet Proposals**

21. The Cabinet is recommended to:

- (i) Approve the WESP 2022-2031 for submission to the Welsh Government Ministers.
- (ii) Approve publication of the WESP 2022-2031 on the Council's website following approval by Welsh Government Ministers.
- (iii) Delegate responsibility to the Director of Education and Lifelong Learning for the development and implementation of operational plans together with Welsh Education Forum (WEF) partners to deliver the success measures set out in the strategy.

## **Way Forward**

22. Councillor Sarah Merry (Deputy Leader and Cabinet Member for Education Employment, Skills), Richard Portas (Programme Director for the School Organisation Programme) and Catherine Canning (Policy Officer: School Organisation Planning) will introduce the report to the Committee and be available to answer any questions Members may have.

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

## **Previous Scrutiny**

24. The Committee previously considered this issue on the 21 September 2021, and 13 October 2021.

## **Legal Implications**

25. 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 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**

26. 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 financial implications at this stage in relation to any of the work programme. However, financial 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 will set out any financial implications arising from those recommendations.

### **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**

**17 February 2022**



**CYNLLUNIO TREFNIADAETH YSGOLION: CYNLLUN  
STRATEGOL CYMRAEG MEWN ADDYSG (CSCA) CAERDYDD  
2022-2032**

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

**EITEM AGENDA:5**

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**Rheswm dros yr Adroddiad hwn**

Diben yr adroddiad hwn yw hysbysu'r Cabinet am yr ymatebion a gafwyd yn dilyn ymgynghoriad ar y Cynllun Strategol Cymraeg mewn Addysg (CSCA) drafft a cheisio caniatâd i fwrw ymlaen i gyflwyno'r CSCA terfynol i Lywodraeth Cymru i'w gymeradwyo yn unol â Rheoliadau Cynlluniau Strategol Cymraeg mewn Addysg (Cymru) 2019, yn dilyn yr ymgynghoriad cyhoeddus a gwblhawyd.

**Cefndir**

1. Mae Rheoliadau Cynlluniau Strategol Cymraeg mewn Addysg (y cyfeirir atynt wedi hyn fel CSCA) (Cymru) 2019 yn gwneud darpariaeth i awdurdod lleol baratoi Cynllun deng mlynedd, fydd yn dod i rym o 1 Medi 2022, yn amodol ar gymeradwyaeth Gweinidogion Cymru.
2. Mae Cynllun Strategol Cymraeg mewn Addysg (CSCA) Caerdydd yn nodi cyfres o ymrwymadau uchelgeisiol i adeiladu ar y cynnydd a wnaed hyd yma. Bydd y rhain yn sicrhau bod pob plentyn yn y ddinas yn gallu derbyn addysg drwy gyfrwng y Gymraeg, bydd y nifer sy'n derbyn eu haddysg mewn ysgolion cyfrwng Cymraeg yn cynyddu, a thrwy'r defnydd sylweddol ar y Gymraeg mewn addysg cyfrwng Saesneg bydd pob plentyn yn cael cyfle i fod yn hyderus wrth siarad Cymraeg.
3. Ystyriwyd y datganiad CSCA 2022-2031 drafft yng nghyfarfod y Cabinet ym mis Hydref 2021, gan awdurdodi swyddogion i fynd ati i gynnal ymgynghoriad cyhoeddus wyth wythnos ar gynnwys y drafft a chyflwyno'r canlyniad i'r Cabinet ym mis Ionawr cyn ei gyflwyno i Lywodraeth Cymru.
4. Mae Rheoliad 9 o Reoliadau CSCA 2019 a Chanllawiau Llywodraeth Cymru ar CSCAau Ionawr 2021 yn nodi'r cyrff y mae'n rhaid i'r Awdurdod Lleol ymgynghori â hwy. Mae'n nodi y dylid ymgynghori â'r cyhoedd a

rhanddeiliaid eraill (gan gynnwys Aelodau etholedig, ysgolion, rhieni, disgyblion, y sefydliadau partner perthnasol a phartïon â diddordeb) cyn cyflwyno'r Cynllun i Weinidogion.

## **Materion**

5. Mae'r ymgynghoriad wedi llywio'r drafft terfynol a gynigiwyd i'r Cabinet. Darperir crynodeb o ymatebion y randdeiliaid fel y nodir yn Atodiad 2. Mae angen cytuno ar y CSCA i'w gyflwyno i Lywodraeth Cymru i'w gymeradwyo.

## **Y Broses Ymgynghori ar y CSCA**

6. Ymgynghorwyd ar CSCA Caerdydd am wyth wythnos rhwng 15 Hydref a 13 Rhagfyr.
7. Cynhaliwyd yr ymgynghoriad cyhoeddus ar-lein i raddau helaeth drwy dudalen we i gynnal y cynllun drafft ochr yn ochr ag ymgynghoriad Strategaeth 5 Mlynedd Caerdydd Ddwyeithog.
8. Er mwyn sicrhau bod yr holl wybodaeth angenrheidiol ar gael yn hawdd mewn un lle a bod gan randdeiliaid un lle penodol i gyfeirio ato mewn perthynas â'r CSCA 2022-31 drafft, rhoddwyd fersiwn 'gryno hawdd ei deall' a'r dogfennau Llwybr Twf i gyd ar y dudalen we ynghyd ag arolwg ar-lein i gasglu barn partïon â diddordeb.
9. Bu swyddogion yn monitro lefelau ymateb ac yn ceisio ymgysylltu â grwpiau llai cynrychioliadol drwy anfon negeseuon e-bost wedi'u targedu at gynrychiolwyr cymunedol a chysylltiadau rhwydwaith. Ceisiodd y broses hon ennyn adborth gan gynulleidfa ehangach fel y gallai'r cynllun adlewyrchu uchelgais y Cyngor i symud oddi wrth y status quo a sicrhau bod y Gymraeg yn iaith i'w holl ddinasyddion.
10. Cafodd yr ymgynghoriad ei hyrwyddo'n helaeth drwy dîm cyfathrebu'r Cyngor gyda negeseuon cyfryngau cymdeithasol rheolaidd wedi'u targedu i annog pobl i ddilyn y dolenni i'r dudalen we er mwyn cael golwg ar yr holl ddogfennau perthnasol.
11. Dosbarthwyd dolenni i'r cynllun (gan gynnwys y CSCA drafft llawn, y fersiwn gryno hawdd ei deall a'r Llwybr Twf) a thudalen we'r arolwg hefyd i randdeiliaid statudol a enwyd yn y canllawiau, yn eu gwahodd i ymateb gan gynnwys pob aelod etholedig, ysgolion, sefydliadau sy'n aelodau o Fforwm Addysg Gymraeg Caerdydd, Estyn, Comisiynydd y Gymraeg a Phanel Ieuenctid Caerdydd.
12. Cynhaliwyd arolwg rhyngweithiol 'Sgwrs Fawr y Gymraeg' i ddisgyblion ar-lein oedd yn agored i bob plentyn a pherson ifanc oed cynradd ac uwchradd yng Nghaerdydd, wedi'i hyrwyddo drwy ysgolion, ar 10 Rhagfyr 2021.
13. I randdeiliaid nad oedd ganddynt fynediad i lwyfannau digidol, roedd cyfle ar gael i drafod y newidiadau arfaethedig dros y ffôn.

## **Ymatebion a dderbyniwyd yn ymwneud â'r cynnig yn ystod y cyfnod ymgynghori**

14. Derbyniwyd 3,248 o ymatebion i gyd i CSCA 2022-31 drafft Caerdydd yn ystod y cyfnod ymgynghori. Roedd hyn yn cynnwys 584 o ymatebion i'r arolwg ar-lein a 9 ymateb dros e-bost. Cyfrannodd 2,656 o Blant a Phobl Ifanc eu barn ar y defnydd o'r Gymraeg mewn addysg a chyfleoedd dysgu anffurfiol yng Nghaerdydd drwy'r 'Sgwrs Fawr y Gymraeg'.
15. Mae'r manylion a gyflwynir yn yr adroddiad hwn a'r atodiadau yn cynrychioli'r safbwyntiau a fynegwyd yn ystod y broses ymgynghori. Mae'r rhain yn cynnwys yr arolwg i randdeiliaid ehangach, ymatebion ffurfiol a gyflwynwyd drwy e-bost a'r safbwyntiau a fynegwyd wrth ymgynghori â disgyblion.
16. Mae modd gweld crynodeb o'r ymatebion a dderbyniwyd gan yr holl randdeiliaid sy'n nodi'r prif faterion a godwyd, ynghyd â gwerthusiad o'r farn a fynegwyd, yn Atodiad 2.

## **Ymatebion ffurfiol**

17. Cafwyd ymatebion ffurfiol gan:

- Comisiynydd y Gymraeg
- Estyn
- RhAG
- Mudiad Meithrin
- Pennaeth Ysgol Gyfun Glantaf a Chadeirydd y Llywodraethwyr
- Pennaeth Ysgol Gyfun Gymraeg Plasmawr
- Pennaeth Ysgol Mynydd Bychan
- Cadeirydd Llywodraethwyr Ysgol Hamadryad
- Coleg Cymraeg Cenedlaethol

18. Ceir copïau llawn o bob un o'r ymatebion ffurfiol a restrir uchod yn Atodiad 3.

19. Roedd yr ymatebion ffurfiol a gafwyd i gyd yn gefnogol i'r egwyddorion a'r weledigaeth a amlinellwyd yn CSCA drafft Caerdydd gyda chydabyddiaeth gadarnhaol o weledigaeth gadarnhaol ac uchelgeisiol Caerdydd ar gyfer y Gymraeg mewn addysg. Nodwyd bod y camau gweithredu, a'r gwaith o gyflawni'r amcanion a thargedau ac sydd wedi'u cynnwys yn y cynllun hwn yn gam sylweddol yng nghyd-destun cyfraniad Caerdydd i'r weledigaeth genedlaethol o Gymru sy'n gynyddol ddwyieithog.

20. Cydnabuwyd mai un o gryfderau CSCA drafft Caerdydd yw ei fod yn ddogfen strategol glir a chryno. Roedd y rhanddeiliaid i raddau helaeth yn cefnogi'r egwyddorion allweddol, gan nodi bod y CSCA yn cynnwys llawer o gamau gweithredu perthnasol a chadarnhaol. Fodd bynnag, nododd sawl un y byddai nifer o'r canlyniadau'n gryfach pe bai ychydig

mwy o eglurhad o'r cynnydd presennol, a chyfeiriad at ddata perthnasol. Roedd sawl un yn teimlo y gellid cryfhau'r CSCA ymhellach pe bai rhagor o fanylion am y camau gweithredu allweddol ac roedd angen rhagor o fanylion ac eglurhad ar Ganlyniad 2 sydd wedi'i adlewyrchu yn y fersiwn drafft terfynol sydd ynghlwm (Atodiad 1).

21. Roedd yr adborth yn cytuno'n bennaf bod y CSCA drafft yn amlinellu nodau perthnasol gyda'r bwriad o gyrraedd y targedau, ond awgrymwyd y byddai croesgyfeirio'r amcanion yn fanylach at nodau Strategaeth Caerdydd Ddwieithog sydd ymhlyg yng nghanlyniadau'r CSCA yn ei gyfanrwydd yn cryfhau effaith gweithredu'r Cynllun a'r cynnydd arfaethedig mewn darpariaeth cyfrwng Cymraeg. Roedd awydd hefyd i gael esboniad mwy penodol o ran sut y byddai'r cynllun yn cael ei fonitro a'i werthuso. Bydd hyn i raddau helaeth yn ymateb i'r Cynlluniau Gweithredu gyda phob targed yn nodi'n glir pa bartner(iaid) sy'n gyfrifol am weithredu ynghyd â cherrig milltir ac unrhyw adnoddau sydd eu hangen/wedi'u hymrwymo fel y bo'n briodol.
22. Mynegwyd rhwystredigaeth hefyd gan rai ymatebwyr nad yw canlyniadau sydd ymhlyg yn y CSCA yn ddigon pwrpasol a chydlynol wrth gynllunio yn y hirdymor ac awgrymwyd nad yw'r Sir wedi bod yn ddigon rhagweithiol wrth gynllunio i ddatblygu addysg Cyfrwng Cymraeg Caerdydd ar draws y brifddinas hyd yma.
23. Cydnabyddir bod gwahanu'r CSCA drafft a'r ddogfen 'Llwybr Twf' yn gwneud y cysylltiad rhwng y cyd-destun a'r cynnwys presennol o fewn y cynllun yn llai gweladwy. Mae'r ddogfen llwybr bellach wedi'i hatodi gyda chyfeiriadau drwy gydol y cynllun at y cyd-destun perthnasol a'r manylion sydd ar gael ar hyn o bryd ynghyd â dolenni i ddogfennau/gwybodaeth arall sydd ar gael ar-lein sy'n helpu i wella dealltwriaeth.
24. Fel y nodir yn y CSCA, bydd cynlluniau gweithredu manwl yn cael eu datblygu sy'n deillio o'r strategaeth gymeradwy cyn dechrau gweithredu'r CSCA ym mis Medi 2022. Bydd y rhain yn cynnwys lefel y manylion sy'n angenrheidiol er mwyn ei weithredu'n effeithiol yn ymarferol. Bydd hyn yn cefnogi cydweithio effeithiol fel bod pob parti yn glir o ran ei gyfrifoldebau ac yn atebol am ei gyfraniadau tuag at gyflawni'r camau gweithredu a nodir. Amlygwyd hyn yn yr adran 'Camau Nesaf'.
25. Bydd unrhyw gynigion sy'n gofyn am newid sefydliadol i ysgolion a/neu fuddsoddiad cyfalaf yn amodol ar sicrhau ffrydiau ariannu perthnasol (Cyfalaf Cymru, Ysgolion yr 21<sup>ain</sup> Ganrif, CDLI) a bwrw ymlaen drwy brosesau ymgynghori statudol. Os na fydd cyllid neu gytundeb i fynd ymlaen i weithredu newid sefydliadol yn cael ei sicrhau o fewn yr amserlen ddynodedig, gallai hyn arwain at ailbroffilio camau gweithredu o fewn y cynllun.
26. At hynny, cydnabyddir, o ystyried y cyd-destun ehangach y mae'r CSCA hwn yn cael ei baratoi ynddo, y disgwylir amrywiaeth o newidiadau a gwybodaeth/canllawiau pellach ar lefel genedlaethol a lleol dros y 18 mis i 2 flynedd nesaf a fydd yn cael effaith uniongyrchol ar weithredu'r cynllun yn ymarferol. Felly, rydym yn disgwyl adolygu a chryfhau'r camau a nodir

o dan ganlyniadau yn ôl yr angen ar ôl derbyn diweddariadau o'r fath. Os bydd angen newidiadau, byddai cynllun diwygiedig yn cael ei anfon at Weinidogion Cymru i'w gymeradwyo fel y nodir yn Rheoliad 8 ac yna caiff ei ailgyhoeddi ar wefan y Cyngor.

### **Adborth a gafwyd drwy'r arolwg ar-lein**

27. Ceisiwyd safbwyntiau rhanddeiliaid â diddordeb drwy arolwg ar-lein. Ceir crynodeb o arolwg y rhanddeiliaid ynghyd ag enghreifftiau o'r safbwyntiau a fynegwyd yn Atodiad 4.
28. Ymatebodd cyfanswm o 584 i'r arolwg ehangach i rhanddeiliaid gyda lefel eang o gefnogaeth i'r egwyddorion a nodwyd yn y cynllun. Cafwyd ymatebion o bob rhan o Gaerdydd, mwy o rai ardaloedd nag eraill. Mae dadansoddiad llawn o'r gwahanol grwpiau a ymatebodd wedi'i nodi yn yr adroddiad
29. Ni wnaeth yr holl ymatebwyr ateb pob cwestiwn na gwneud sylwadau ar y cynnwys o fewn pob un o'r saith canlyniad. Fodd bynnag, roedd mwyafrif o 60% neu fwy yn cefnogi'r cwestiynau a/neu'r camau gweithredu o dan bob canlyniad.
30. Nododd lleiafrif o'r ymatebion nad oeddent yn cytuno â dyheadau Llywodraeth Cymru ynghylch twf y Gymraeg a'r buddsoddiad cysylltiedig yn yr agenda hon. O ganlyniad, roedd yr ymatebion a ddilynodd gan y lleiafrif hwn ynghylch cynnwys y CSCA a'r camau gweithredu arfaethedig i gynyddu faint o Gymraeg a addysgir ac a siaredir, yn gyson â'u gwrthwynebiad i'r cyfeiriad polisi cenedlaethol. 6
31. O'r 584 o bobl a ymatebodd i'r arolwg, roedd y rhan fwyaf (66.4%) yn Rhieni/Gwarcheidwaid. Yn dilyn hyn oedd staff yr ysgol (27.5%) ac aelodau'r gymuned (16.7%).
32. Roedd dros ddwy ran o bump o'r ymatebwyr i'r arolwg yn siaradwyr Cymraeg gyda thua un o bob pedwar yn ymateb i ddweud eu bod yn dysgu Cymraeg. Ymatebwyr o Leiafrifoedd Ethnig oedd fwyaf tebygol o fod yn ddysgwyr Cymraeg (39.5%), ac yna'r rhai a nodwyd eu bod yn anabl (31.8%).
33. Mae gan fwyaf helaeth o'r rhai a ymatebodd (80.1%) blant, nododd bron i ddwy ran o dair fod eu plentyn yn gallu siarad Cymraeg. Roedd tri o bob pump o rieni yn cytuno â gweithredoedd y Cyngor ynghylch yr angen i hyrwyddo'r nifer sy'n manteisio ar addysg Cyfrwng Cymraeg fel ffordd o gynyddu nifer y siaradwyr Cymraeg.
34. Pan ofynnwyd i rhanddeiliaid pa ganlyniad oedd o'r pwys mwyaf o ran cefnogi nifer gynyddol o bobl sy'n teimlo'n hyderus i siarad a defnyddio'r Gymraeg, barnwyd mai cynyddu'r gweithlu Cymraeg rhugl i gefnogi'r gwaith o addysgu'r Gymraeg a phynciau drwy gyfrwng y Gymraeg oedd y pwysicaf i'r rhai a ymatebodd.

35. Dilynwyd hyn gan gynyddu nifer y plant oedran meithrin sy'n derbyn eu haddysg mewn darpariaeth cyfrwng Cymraeg. Yn drydydd roedd angen edrych y tu hwnt i'r dysgu ffurfiol am gyfleoedd eraill i ddefnyddio'r Gymraeg y tu allan i'r ystafell ddosbarth.
36. Ystyriwyd mai'r thema â'r lleiaf o gefnogaeth oedd yr angen i flaenoriaethu sicrhau bod mwy o ddysgwyr yn astudio ar gyfer cymhwyster asesedig yn y Gymraeg.
37. Gwelwyd lefelau cryf o gefnogaeth (65%) ar gyfer ymgysylltu â rhieni a'u helpu gydag ystod gynhwysfawr o wybodaeth i'w cefnogi i wneud dewisiadau ynghylch addysg eu plant. Dywedodd dros dri chwarter y rhai a ymatebodd i'r cwestiwn hwn eu bod wedi dechrau meddwl am addysg eu plentyn cyn neu'n fuan ar ôl i'w plentyn gael ei eni.
38. Roedd bron i ddwy ran o dair o'r rhai a ymatebodd yn cefnogi'r angen i gynyddu nifer y plant sy'n mynd i addysg gynradd cyfrwng Cymraeg yn y dosbarth derbyn fel dull allweddol o gynyddu nifer y siaradwyr Cymraeg.
39. Dywedodd tri chwarter yr ymatebwyr wrthym eu bod wedi ystyried cyfrwng Cymraeg i'w plant o gymharu â chyfartaledd o 15.6% ar draws y ddinas. Fodd bynnag, dywedodd 16% wrthym eu bod wedi ystyried anfon eu plant i ysgol Gymraeg, ond eu bod wedi dewis peidio yn y pen draw. Roedd y prif resymau a nodwyd dros hyn yn gysylltiedig â bod dim Cymraeg yn y cartref a phryder na fyddent yn gallu cefnogi eu plant ac yna teimlwyd nad oedd unrhyw fantais i ddewis yr iaith ac yn drydydd roedd y ddarpariaeth agosaf yn rhy bell o'u cartrefi.
40. Wrth ystyried y ffactorau allweddol ar gyfer dewis cyfrwng Cymraeg, y prif resymau gan rieni oedd eu bod yn teimlo bod bod yn ddwyieithog yn fanteisiol, roeddent am i'w plentyn garu'r iaith ac roeddent am i'w plentyn allu siarad Cymraeg.
41. Mae'r rhain gyda'i gilydd yn atgyfnerthu'r pwysigrwydd sydd ynghlwm wrth y CSCA i gynyddu nifer y plant sy'n ymgymryd â darpariaeth cyfrwng Cymraeg a'r angen i gynnal ymchwil ehangach i ddeall pryderon allweddol sy'n atal hyn, beth fyddai'n eu lleddfu a hyrwyddo'r iaith i ddarpar rieni a rhieni newydd i helpu mwy o bobl i deimlo'n hyderus i ddewis Cymraeg ar gyfer eu plant fel y nodir yng Nghanlyniad 1 a 2.
42. Roedd ychydig o dan 75% o'r ymatebwyr a ddewisodd ateb y cwestiynau ynghylch pwysigrwydd cadw dysgwyr wrth iddynt bontio drwy'r gwahanol gyfnodau addysg yn cytuno bod hyn yn flaenoriaeth bwysig a bod lle i ddefnyddio Trochi Cymraeg dwys i gefnogi hyn. Mae hyn yn cyd-fynd â'r pryderon allweddol a fynegwyd gan rieni nad oeddent yn dewis addysg Gymraeg am eu bod yn ansicr y gallent gefnogi addysg eu plentyn gartref. Mae hyn yn atgyfnerthu elfen y cynllun sy'n rhoi sicrwydd bod cymorth ar gael i wella caffael iaith pan fo angen, ynghyd ag ystod o fecanweithiau i atgyfnerthu'r wybodaeth sydd ar gael i gynnwys rhieni'n effeithiol fel bod pawb yn teimlo eu bod yn gallu dewis cyfrwng Cymraeg yn hyderus.

43. O'r 584 o ymatebwyr, dewisodd 183 roi sylwadau ychwanegol y tu allan i'r cwestiynau penodol a ofynnwyd yn yr arolwg. Rhannwyd y rhain yn 24 prif thema. O'r rhain, y farn fwyaf cyffredin a fynegwyd gan 24% o'r grŵp hwn oedd pwysleisio pwysigrwydd dewis personol a mynegodd bryder ynghylch plant yn cael eu 'gorfodi' i ddysgu/defnyddio'r Gymraeg. Dilynwyd hyn gan bryderon bod y dull yn cael ei ystyried yn 'ymrannol' ac nid yn flaenoriaeth o ran adnoddau cyhoeddus. Yn groes i hyn, nid oedd 12% yn teimlo bod y cynllun wedi mynd yn ddigon pell a hoffent fod wedi gweld uchelgais pellach gydag ychydig dros 3% yn mynd mor bell ag awgrymu y dylai pob ysgol fod yn un cyfrwng Cymraeg.

### **Barn Plant a Phobl Ifanc – 'Sgwrs Fawr y Gymraeg'**

44. Er mwyn ymgysylltu â phlant a phobl ifanc yn ysgolion Caerdydd ynglŷn â'r blaenoriaethau yn y CSCA a sut yr oeddent yn meddwl y gallem weithio i gyrraedd y targedau allweddol a chynyddu nifer y bobl sy'n hyderus i siarad a defnyddio'r Gymraeg yng Nghaerdydd dros y ddeng mlynedd nesaf, hwylusodd swyddogion ymgynghoriad ar ffurf arolwg ar-lein o'r enw 'Sgwrs Fawr y Gymraeg'.

45. Gwahoddwyd pob ysgol ar draws y ddinas i gymryd rhan yn y sgwrs drwy ateb cwestiynau ar lwyfan o'r enw Mentimeter. Roedd y dull hwn yn caniatáu adborth ar unwaith lle mae'r canlyniadau'n cael eu diweddarau'n fyw gyda disgyblion yn gallu gweld y trosolwg o atebion gan yr holl ysgolion a oedd yn cymryd rhan. Cynhaliwyd sesiynau byw yn Gymraeg a Saesneg ar gyfer ysgolion cynradd drwy gydol y dydd a rhoddwyd arolwg i ddisgyblion uwchradd y gallent ei gwblhau yn eu hamser eu hunain gydol y dydd.

46. Yn gyffredinol, derbyniwyd 2,656 o ymatebion gan 27 o ysgolion ledled y ddinas gan gynnwys 8 ysgol cyfrwng Cymraeg, 18 ysgol cyfrwng Saesneg ac 1 ysgol ddwy ffrwd. Cymerodd 16 ysgol uwchradd allan o'r 18 yng Nghaerdydd ran ynghyd â 12 o'n hysgolion cynradd gyda disgyblion yn rhoi eu barn ar y Gymraeg o fewn yr addysg a gânt. Ceir dadansoddiad llawn o'r ymatebion a gafwyd yn Atodiad 5.

47. Ymatebodd y disgyblion yn dda i'r arolwg ac roeddent yn awyddus i rannu eu barn ar y Gymraeg a sut i gyrraedd targed Cymraeg 2050 sef miliwn o siaradwyr Cymraeg. Mae'r amrywiaeth eang o ymatebion a gafwyd yn adlewyrchu'r gwahaniaethau sydd ym mhrofiadau cyfranogwyr o ran bywyd a brofwyd.

48. Wrth flaenoriaethu pwysigrwydd rhesymau dros siarad Cymraeg, roedd disgyblion ysgolion uwchradd yn llawer mwy tebygol o nodi cyfleoedd cyflogaeth fel prif flaenoriaeth. Roedd y rhai a atebodd yr arolwg yn Saesneg yn fwy tebygol o flaenoriaethu cyfleoedd i ddefnyddio'r Gymraeg y tu allan i'r ysgol fel y ffordd fwyaf defnyddiol o dyfu'r Gymraeg yng Nghaerdydd tra bod y rhai mewn sesiynau Cymraeg yn fwy tebygol o nodi mai mynychu ysgolion Cymraeg oedd y cyfleoedd mwyaf defnyddiol.

49. Roedd yn amlwg bod gan ddisgyblion uwchradd a chynradd safbwyntiau gwahanol ynghylch pam mae'r Gymraeg yn bwysig iddynt hwy a'r manteision canfyddedig o ddysgu'r iaith. Byddai gwaith dilynol i sicrhau gwell dealltwriaeth o bosibl yn cefnogi cadw disgyblion ar adegau pontio a chynyddu nifer y bobl ifanc sy'n dewis parhau i astudio yn y Gymraeg y tu hwnt i lefel TGAU.

50. Rhoddodd y disgyblion amrywiaeth o awgrymiadau ynghylch sut i wella'r cyfleoedd i siarad Cymraeg y tu hwnt i ddysgu ffurfiol mewn ysgolion. Maent yn rhoi pwyslais ar weithgareddau sy'n hwyl ac yn ddifyr gyda rhywbeth at ddant pawb. Roedd llawer yn hoffi'r cyfleoedd presennol, yn enwedig yn y celfyddydau perfformio a chwaraeon er nad oedd pawb yn teimlo bod y rhain yn hawdd eu cyrraedd ym mhobman ac roedd llawer llai o ddisgyblion yn y sesiynau Saesneg yn dweud eu bod yn mynd i ddysgu anffurfiol neu gyfleoedd y tu allan i'r ysgol i ddysgu Cymraeg o gymharu â'r rhai a fynychodd y sesiynau Cymraeg. Byddai hyn hefyd yn elwa ar ymchwil bellach ynghylch pam a beth allai annog mwy o bobl i gymryd rhan yn y dyfodol.

## Crynodeb

51. I grynhoi, mae'r CSCA drafft a ddefnyddiwyd ar gyfer ymgynghori wedi'i gymeradwyo'n fras fel dogfen 'strategol' a chyffredinol effeithiol. Bydd rhagor o fanylion a chynlluniau gweithredu i alluogi gweithredu'r camau isod yn deillio o'r strategaeth gymeradwy cyn ei gweithredu yn rhan olaf 2022. Bydd y cynlluniau gweithredu hyn yn rhoi mwy o fanylion yn nodi cerrig milltir, dangosyddion llwyddiant, partneriaid sy'n cydweithio i gyflawni targedau a bennwyd ynghyd â gwybodaeth am fonitro a gwerthuso i gefnogi gwaith partneriaeth ac atebolrwydd ar y cyd.

52. Ar gyfer pob canlyniad byddwn yn:

- Cytuno ar yr ystod o gynrychiolaeth gan swyddogion a rhanddeiliaid i ffurfio is-grŵp i greu cynlluniau gweithredu i yrru'r gwaith hwn yn ei flaen;
- Gosod amserlen ar gyfer datblygu cynlluniau gweithredu gyda therfynau amser a nifer y cyfarfodydd;
- Ailystyried cwmpas mecanweithiau Gorchwyl a Gorffen er mwyn sicrhau ffocws a sgiliau i gyflawni'r camau;
- Datblygu cynlluniau gweithredu gan gynnwys sicrhau gwaelodlinau cyfredol, mireinio camau gweithredu, diffinio prosesau monitro a gwerthuso;
- Cytuno ar fecanweithiau cyfathrebu ac adrodd i Fforwm Addysg Gymraeg Caerdydd;
- Gweithredu strategaeth gymeradwy a chynlluniau gweithredu cysylltiol ar y cyd â phartneriaid i wireddu'r weledigaeth a nodir; ac
- Adolygu'r cynllun a'r camau gweithredu a gyflawnwyd yn flynyddol gan adrodd yn ôl i'r Fforwm Addysg Gymraeg a Chaerdydd Ddwyeithog

53. Yn ogystal â'r broses adolygu flynyddol a amlinellir uchod, rydym yn bwriadu cynnal proses adolygu ffurfiol ar ôl 2 flynedd ac o bosibl diwygio deilliannau yn ôl yr angen ar ôl derbyn diweddariadau o'r fath. Y rheswm dros hyn yw'r cyd-destun ehangach y caiff y cynllun hwn ei baratoi oddi



mewn iddo. Mae gan yr ystod o newidiadau a gwybodaeth/canllawiau pellach a ddisgwylir dros y 18 mis i 2 flynedd nesaf y potensial i effeithio ar y camau gweithredu a sut y cânt eu cyflawni<sup>1</sup>. Os bydd unrhyw dargedau ychwanegol yn cael eu hychwanegu neu os caiff y rhai a nodir eu diwygio, byddwn yn cyflwyno cynllun diwygiedig i Weinidogion Cymru fel y nodir yn Rheoliad 8.

54. Wrth gyflwyno CSCA Caerdydd diwygiedig 2022-31, sydd wedi'i atodi yn Atodiad 1, mae'r Cyngor wedi ystyried yn ofalus yr holl adborth gan randdeiliaid ac mae diwygiadau wedi'u gwneud yn unol â hynny. Er bod sefyllfa strategol y papur a llawer o'r ymrwymadau a gyflwynwyd yn cael eu cefnogi'n gyffredinol, rhoddwyd rhywfaint o sylw i agweddau ar y cynllun er mwyn rhoi ychydig mwy o eglurder. Gofynnodd llawer o'r ymatebwyr am ragor o wybodaeth ac mae hyn wedi'i darparu lle bo hynny'n bosibl.
55. Mae'r Cyngor wedi ceisio cydbwysu amcanion strategol strategaeth 10 mlynedd yn erbyn ymrwymadau y gellir eu cyflawni'n briodol. Wrth wneud hynny, mae wedi cyflwyno'r rhain yn y cyd-destun cenedlaethol y disgwylir iddo ddatblygu yn ystod y blynyddoedd nesaf. Mae hyn yn ymwneud â pholisïau ac ystadegau cenedlaethol.
56. Bydd unrhyw gynigion sydd wedi'u hamlinellu o fewn yr ymrwymadau sy'n gofyn am fuddsoddiad cyfalaf hefyd yn amodol ar sicrhau ffrydiau ariannol perthnasol (Cyfalaf Addysg Gymraeg, Ysgolion yr 21ain Ganrif, CDLI). Os na sicheir cyllid o fewn yr amserlen ddynodedig, gallai hyn arwain at ailbroffilio o fewn y cynllun yn unol â'r strwythur adolygu a amlinellir uchod.
57. Mae'r eglurhad hwn, ynghyd ag esboniad pellach ynghylch sut y caiff y strategaeth hon ei datblygu drwy baratoi cynlluniau gweithredu manwl yn golygu bod CSCA diwygiedig 2022-31 bellach yn addas at y diben o ddarparu'r cyfeiriad strategol sydd ei angen i fwrw ymlaen â'r newid a ddymunir er mwyn sicrhau y gall pawb yng Nghaerdydd gael cyfle i fod yn hyderus wrth siarad Cymraeg.

### **Ymgynghoriad Aelodau Lleol (lle bo hynny'n briodol)**

58. Mae'r CSCA yn ddogfen bolisi strategol. Ymgynghorwyd â phob Aelod fel rhan o'r broses hon.

### **Ystyriaethau Craffu**

59. Mae'r Pwyllgor Craffu Plant a Phobl Ifanc (PPhI) wedi derbyn cyflwyniad o'r cynnwys allweddol a lywiodd sail i'r CSCA drafft ar 21 Medi 2021. Mae'r adborth o'r ymgynghoriad a'r drafft terfynol i'w ystyried gan y Pwyllgor Craffu PPhI ar 22 Chwefror cyn iddo gael ei ystyried gan y Cabinet a chyn ei gyhoeddi'n derfynol.

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<sup>1</sup> Nodi'r canllawiau a'r hyn a ddisgwylir

## **Rhesymau dros yr Argymhellion**

60. Cydymffurfio â'r gofyniad i baratoi, ymgynghori ar, a chyhoeddi CSCA Awdurdod Lleol 2022-2031.

### **Goblygiadau Ariannol**

61. Y rheswm dros yr adroddiad hwn yw nodi'r ymatebion a gafwyd yn dilyn ymgynghoriad ar y Cynllun Strategol Cymraeg mewn Addysg (CSCA) drafft a cheisio caniatâd i fwrw ymlaen i gyflwyno'r CSCA terfynol. Ar hyn o bryd ni fyddai hyn yn arwain at ymrwymiad o wariant cyfalaf ac ni fyddai unrhyw oblygiadau ariannol yn deillio'n uniongyrchol o'r adroddiad hwn.

62. Bydd unrhyw waith ychwanegol i ysgolion presennol neu ysgolion newydd neu wariant a wneir o fewn y gyfarwyddiaeth Addysg o ganlyniad i'r CSCA yn gofyn am gynnal gwerthusiad ariannol llawn er mwyn rhoi sicrwydd o fforddiadwyedd o fewn y rhaglen cyfalaf addysg neu dalu amdano o ddyraniadau'r adnoddau presennol.

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

#### **Dyletswydd Cydraddoldeb**

63. Wrth ystyried y mater hwn, rhaid i'r Cyngor barchu ei ddyletswyddau cydraddoldeb sector cyhoeddus o dan Ddeddf Cydraddoldeb 2010 (gan gynnwys dyletswyddau sy'n benodol i'r sector cyhoeddus yng Nghymru). Mae'r dyletswyddau yn mynnu bod y Cyngor yn rhoi ystyriaeth briodol i'r angen i (1) gael gwared ar wahaniaethu anghyfreithlon, (2) hybu cyfle cyfartal a (3) meithrin perthnasoedd da ar sail y nodweddion a ddiogelir. Y nodweddion gwarchoddedig yw: oed, ailbennu rhywedd, rhyw, hil - gan gynnwys tras ethnig neu genedlaethol, lliw neu genedligrwydd, anabled, beichiogrwydd a mamolaeth, priodas a phartneriaeth sifil, cyfeiriadedd rhywiol, crefydd neu gred - gan gynnwys diffyg cred.

64. Wrth wneud penderfyniadau strategol, mae gan y Cyngor ddyletswydd statudol hefyd i roi sylw dyledus i'r angen i leihau anghydraddoldebau o ran canlyniadau sy'n deillio o anfantais economaidd-gymdeithasol ('y Ddyletswydd Economaidd-Gymdeithasol' a osodir o dan adran 1 Deddf Cydraddoldeb 2010). Wrth ystyried hyn, rhaid i'r Cyngor ystyried y canllawiau statudol a gyhoeddir gan Weinidogion Cymru (WG42004 Cymru Fwy Cyfartal, Y Ddyletswydd Economaidd-Gymdeithasol Deddf Cydraddoldeb 2010 (llyw.cymru) a rhaid iddo allu dangos sut y mae wedi cyflawni ei ddyletswydd.

#### **Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015**

65. Mae Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015 ("y Ddeddf") yn gosod 'dyletswydd llesiant' ar gyffwrdd cyhoeddus â'r nod o geisio cyflawni 7 nod llesiant cenedlaethol Cymru – Cymru sydd yn ffyniannus,

yn wydn, iachach, mwy cyfartal, a chymunedau cydlynol, diwylliant bywiog a'r Gymraeg yn ffynnu, ac sy'n gyfrifol ar lefel byd-eang.

66. Wrth arfer ei ddyletswyddau o dan y Ddeddf, mae'r Cyngor wedi gosod a chyhoeddi amcanion llesiant sydd wedi'u dylunio i wneud y gorau o'i gyfraniad i gyflawni'r nodau llesiant cenedlaethol. Nodir yr amcanion lles yng Nghynllun Corfforaethol Caerdydd ar gyfer 2021-24. Wrth arfer ei swyddogaethau, mae'n ofynnol i'r Cyngor gymryd pob cam rhesymol i gyflawni ei amcanion lles. Golyga hyn y dylai'r sawl sy'n gwneud penderfyniadau ystyried sut y bydd y penderfyniad arfaethedig yn cyfrannu at gyflawni'r amcanion lles a rhaid iddynt fod yn fodlon bod pob cam rhesymol wedi'i gymryd i gyflawni'r amcanion hynny.

67. Mae'r ddyletswydd lles hefyd yn gofyn i'r Cyngor weithredu yn unol â'r 'egwyddor datblygu cynaliadwy'. Mae'r egwyddor yn mynnu bod y Cyngor yn gweithredu mewn modd sy'n ceisio sicrhau bod anghenion y presennol yn cael eu bodloni heb gyfaddawdu ar allu cenedlaethau'r dyfodol i ateb eu hanghenion eu hunain. Yn syml, golyga hyn fod gofyn i'r sawl sy'n gwneud penderfyniadau yn y Cyngor ystyried effaith eu penderfyniadau ar y bobl sy'n byw eu bywydau yng Nghymru yn y dyfodol. Wrth wneud hynny, rhaid i'r Cyngor:

- Edrych i'r hirdymor;
- Canolbwyntio ar atal trwy ddeall gwreiddiau problemau;
- Cyflawni ymagwedd integredig i gyflawni'r 7 nod lles cenedlaethol;
- Gweithio mewn cydweithrediad ag eraill i ddod o hyd i ddatrysiadau cynaliadwy;
- Cynnwys pobl o bob rhan o'r gymuned mewn penderfyniadau sy'n effeithio arnynt.

68. Rhaid i'r person sy'n gwneud penderfyniad fod yn hyderus bod y penderfyniad arfaethedig yn unol â'r egwyddorion uchod; a rhaid rhoi ystyriaeth fanwl i'r Canllawiau Statudol a gyflwynwyd gan Weinidogion Cymru, y mae modd eu gweld ar y ddolen isod:

<https://gov.wales/topics/people-and-communities/people/future-generations-act/statutory-guidance/?skip=1&lang=cy>

### Cyffredinol

69. Dylai'r penderfynwr fod yn fodlon bod y penderfyniad yn unol â'r polisi ariannol a chyllidebol.

70. Rhaid i'r sawl sy'n penderfynu fod yn ystyriol hefyd, wrth benderfynu, o rwymedigaethau ehangach y Cyngor dan Fesur y Gymraeg (Cymru) 2011 a Safonau'r Gymraeg.

### Goblygiadau AD

71. Er mwyn cyflawni'r strategaeth 10 mlynedd hon, bydd angen gweithlu digon medrus sy'n gallu dysgu Cymraeg a thrwy gyfrwng y Gymraeg ar draws y ddinas.

72. Bydd Gwasanaethau Pobl AD yn parhau i gefnogi Penaethiaid a Chyrff Llywodraethu cyfrwng Cymraeg i fynd i'r afael ag unrhyw heriau recriwtio y gallant ddod ar eu traws, yn benodol o ran cynllunio ac agor ysgolion newydd ac ehangu'r ddarpariaeth mewn eraill. Bydd cyngor hefyd yn parhau i fod ar gael ynghylch cynllunio'r gweithlu a strwythurau staffio ysgol gyfan.

73. Wrth i'r Cyngor barhau i gynyddu darpariaeth y Gymraeg ar draws ein hysgolion, bydd Gwasanaethau Pobl AD yn parhau i weithio gyda'r gyfarwyddiaeth Addysg a phartneriaid i nodi cyfleoedd i ddatblygu'r gweithlu presennol ac yn y dyfodol i ddiwallu anghenion ysgolion yng Nghaerdydd. Bydd hyn yn cynnwys cefnogi'r amrywiaeth gynyddol o fewn y gweithlu addysg cyfrwng Cymraeg.

### **Goblygiadau Eiddo**

74. Bydd Ystadau Strategol yn cefnogi cydweithwyr Addysg ar unrhyw ofynion tir ac eiddo i gefnogi'r Cynllun hwn. Os oes angen unrhyw drafodion neu brisiadau tir sy'n deillio o hynny 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**

#### **Cyd-destun Polisi Trafnidiaeth**

75. Mae Papur Gwyn Trafnidiaeth y Cyngor yn nodi ymrwymiad y Cyngor i gyflawni amrywiaeth o brosiectau trafndiaeth trawsnewidiol er mwyn helpu i fynd i'r afael â newid yn yr hinsawdd, llygredd aer ac effeithiau andwyol dibyniaeth ar geir ar iechyd pobl.

76. Targed y Cynllun Datblygu Lleol mabwysiedig yw sicrhau rhaniad 50:50 rhwng siwrneiau ceir a rhai ar droed, beic neu drafndiaeth gyhoeddus erbyn 2026.

77. Mae Papur Gwyn Trafnidiaeth y Cyngor yn gosod targed newid moddol llawer mwy uchelgeisiol ac mae'n ceisio sicrhau fod dros 60% o deithiau gwaith dyddiol i gael eu gwneud drwy ddulliau teithio cynaliadwy erbyn 2025 gyda'r gyfran hon yn cynyddu i tua 75% erbyn 2030.

78. Er mwyn cyrraedd y targed hwn bydd angen newidiadau i'r ffordd y mae plant yn teithio i'r ysgol.

79. Mae teithio i'r ysgol yn creu pwysau sylweddol ar rwydwaith trafndiaeth Caerdydd. Mae 30% o'r holl deithiau ceir yn ystod oriau brig y bore yn deithiau i'r ysgol. Gwneir tua 40,000 o deithiau mewn car i'r ysgol bob dydd yng Nghaerdydd.

80. Mae llawer o deithiau i'r ysgol yn fyr iawn: mae 75% o siwrneiau i addysg yng Nghaerdydd o fewn 3km i gartrefi pobl. Gellai mwy o'r teithiau hyn

gael eu gwneud drwy ddulliau llesol os yw pob ysgol wedi'i chysylltu'n dda â'u dalgylchoedd drwy lwybrau teithio llesol diogel a chyfleus.

81. Mae'r Papur gwyn Trafnidiaeth yn cynnwys yr ymrwymiad i "Ddatblygu Cynlluniau Teithio Llesol a llwybrau cerdded a beicio hygyrch ar gyfer pob ysgol drwy weithio gyda phlant, athrawon, rhieni a llywodraethwyr i hyrwyddo cerdded, sgwera a beicio nôl a blaen i'r ysgol;

#### Pellteroedd teithio

82. Nodir bod y pellter teithio cyfartalog i ddisgyblion ysgolion Cymraeg yn hirach nag i ysgolion Saesneg sydd yn nes at ei gilydd ac sydd â dalgylchoedd llai.
83. Gallai cyflawni'r targedau CSCA o weld disgyblion a addysgir mewn ysgolion Cymraeg yn cynyddu o 18% yn 2021 i 25-29% yn 2032 olygu y gallai fod angen mwy o ysgolion cyfrwng Cymraeg a gweld rhai ysgolion Saesneg yn newid i addysg cyfrwng Cymraeg. Gyda chynnydd yn nosbarthiad ysgolion Cymraeg, gallai'r pellter teithio cyfartalog i ysgolion cyfrwng Cymraeg leihau, gyda chynnydd cyfatebol yn y pellter teithio cyfartalog i ysgolion cyfrwng Saesneg. O ganlyniad, gall teithio cyfartalog cyffredinol i bellteroedd ysgol gynyddu oherwydd bod y rhan fwyaf o ddisgyblion yn cael eu haddysgu mewn ysgolion Saesneg.

#### Teithio gan Ddysgwyr

84. Mae canllawiau Llywodraeth Cymru i'r CSCA yn ei gwneud yn ofynnol i'r Cyngor nodi sut y bydd yn hyrwyddo mynediad i addysg o ran cludiant i ddysgwyr. Dylai'r Cyngor hefyd ystyried effaith polisïau cludiant ysgol a allai gael effaith andwyol ar gyfraddau trosglwyddo mewn ysgolion Cymraeg.
85. Mae Cyngor Caerdydd yn darparu cludiant am ddim o'r cartref i'r ysgol i ddisgyblion Cymraeg sydd o oed ysgol statudol (5 i 16) sy'n byw 2 filltir neu fwy yn yr oed cynradd, neu 3 milltir neu fwy yn yr oed uwchradd, (wedi'i fesur yn ôl y pellter cerdded byrraf sydd ar gael) o'u hysgol dalgylch briodol agosaf ar gyfer eu cyfeiriad cartref.
86. Mae polisi cludiant presennol Cyngor Caerdydd o'r cartref i'r ysgol yn nodi bod 4 categori/math o ran yr ysgol briodol agosaf. Sef:-
- i. Yr Ysgol Gymunedol Cyfrwng Saesneg agosaf;
  - ii. Yr Ysgol Gymunedol Cyfrwng Cymraeg agosaf;
  - iii. Ysgol agosaf yr Eglwys yng Nghymru; ac
  - iv. Yr Ysgol Gatholig agosaf.
87. Yn unol â pholisi presennol y Cyngor, darperir cludiant am ddim i ddisgyblion sy'n byw mwy na'r pellteroedd cerdded statudol o'u hysgol Gymraeg ddalgylch briodol agosaf, heb ystyried a oes ysgol Saesneg neu ysgol Ffydd agosach.
88. Pan agorir ysgolion newydd a bod dalgylchoedd yn cael eu dynodi ar gyfer pob math/categori o ysgol, mae Caerdydd yn cymhwyso'r un

egwyddor i bob ysgol gan fod y dalgylch newydd yn berthnasol i bob disgybl sy'n dechrau mewn ysgol o'r mis Medi y mae'r newid yn dod i rym. Mae'r dalgylch newydd hefyd yn berthnasol i unrhyw ddisgyblion sy'n dechrau yn yr ysgol ym mhob blwyddyn ddilynol wedi hynny.

89. Gyda'r gostyngiad cyfartalog mewn pellter teithio i'r ysgol ar gyfer disgyblion cyfrwng Cymraeg, disgwylid y ceid gostyngiad yn nifer y disgyblion sy'n gymwys i gael cludiant i'w hysgol Gymraeg agosaf. I'r gwrthwyneb, efallai y bydd rhywfaint o gynnydd yn nifer y disgyblion sy'n mynychu ysgolion cyfrwng Saesneg sy'n gymwys i gael cludiant am ddim.
90. Bydd angen ystyried goblygiadau Teithio Dysgwyr unrhyw gynigion ar gyfer ysgolion Cymraeg newydd a throsi ysgolion Saesneg presennol yn rhai cyfrwng Cymraeg yn ofalus ar lefel cynllunio strategol y ddarpariaeth a thrwy bob cam o ddatblygu prosiectau unigol (adeiladau newydd a newidiadau i ysgolion presennol). Bydd hyn yn cynnwys ystyried goblygiadau cost unrhyw gynnydd yn yr hawl i gludiant am ddim o'r cartref i'r ysgol ac effaith polisiâu cludiant o'r cartref i'r ysgol y Cyngor ar fynediad i addysg Gymraeg.

#### Cynlluniau Teithio Llesol i'r Ysgol

91. Mae'r Cyngor am gynyddu nifer y disgyblion sy'n teithio i ysgolion cyfrwng Cymraeg a Saesneg drwy gerdded a beicio yn hytrach na chael eu gyrru. Mae'r Cyngor wedi ymrwmo i sicrhau bod 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.
92. Bydd unrhyw ddatblygiadau ysgol newydd neu ehangu safleoedd ysgol presennol sy'n deillio o'r CSCA yn rhoi cyfle i sicrhau bod seilwaith teithio llesol yn cael ei gynllunio a'i ddarparu'n briodol fel elfen hanfodol ac annatod o ddyluniad y cynllun.
93. Yn allweddol i hyn fydd sicrhau fod dyluniad a gosodiad yr adeiladau a'r trefniadau mynediad i'r safle yn rhoi blaenoriaeth i deithio llesol a dulliau teithio cynaliadwy. Elfennau allweddol eraill fydd lleoliad y pwyntiau mynediad mewn safleoedd a fydd yn ystyried aliniad y rhwydwaith ffyrdd a llwybrau ger llaw ac a fydd yn anelu at gadw pellteroedd cerdded a beicio mor fyr â phosib ac osgoi gwyradau diangen i bobl yn teithio ar droed ac ar feic. Mae datblygu'r safle newydd arfaethedig yn rhoi cyfle i ddylunio mynedfeydd mewn lleoliadau mwy priodol a chyfleus sy'n gweddu'r hyn y dymunir ei weld.
94. Bydd angen i bob ysgol Gymraeg newydd neu ysgol sydd wedi newid/ehangu i fod yn gyfrwng Cymraeg gael Cynllun Teithio Llesol ar waith o ddechrau eu gweithrediad. Dylai Cynllun Teithio Llesol ar gyfer safle ysgol newydd neu ysgol sydd wedi newid i fod yn Gymraeg gael ei lywio gan Asesiad Trafnidiaeth (ar gyfer adeiladu o'r newydd neu ehangu safle sy'n bodoli eisoes) ac unrhyw Gynllun Teithio Llesol sy'n bod eisoes

a'i ddatblygu gyda chyfranogiad llawn y disgyblion a'r staff a chynnwys disgyblion a staff ym mhoblogaethau'r ysgolion sy'n bwydo, lle bo'n bosibl. Dylai'r Cynllun Teithio Llesol ar gyfer ysgol uwchradd fod yn gysylltiedig â'r Cynlluniau Teithio Llesol ar gyfer yr ysgolion clwstwr lleol. Bydd hyn yn helpu i annog teithio llesol ar draws pob grŵp oedran a sicrhau y bydd pob disgybl sy'n mynd i'r ysgol newydd yn meddu ar y sgiliau sydd eu hangen arnynt i deithio i'r ysgol trwy ddulliau llesol. Gall swyddogion Cynlluniau Teithio Llesol y Cyngor gefnogi datblygu Cynllun Teithio Llesol a'i roi ar waith. Gellir cynnig cymorth arall drwy Dîm Diogelwch ar y Ffyrdd y Cyngor sy'n darparu Hyfforddiant Beicio Safonau Cenedlaethol i ysgolion yng Nghaerdydd.

### **Asesiad o'r Effaith ar Gydraddoldeb**

95. Mae'r Asesiad o'r Effaith ar Gydraddoldeb cychwynnol wedi'i wneud. Daeth i'r casgliad y byddai'r CSCA drafft yn cael effaith gadarnhaol ar ddatblygiad y Gymraeg ac na fyddai'n effeithio'n negyddol ar grŵp penodol mewn cymdeithas. Mae'r Asesiad o'r Effaith ar Gydraddoldeb wedi ei atodi fel Atodiad 3.

96. Bydd yr Asesiad Effaith hwn yn cael ei adolygu ar ôl yr ymgynghoriad.

### **ARGYMHELLION**

Argymhellir i'r Cabinet wneud y canlynol:

- (i) Cymeradwyo CSCA 2022-2031 i'w gyflwyno i Weinidogion Llywodraeth Cymru.
- (ii) Cymeradwyo cyhoeddi CSCA 2022-2031 ar wefan y Cyngor yn dilyn cymeradwyaeth gan Weinidogion Llywodraeth Cymru.
- (iii) Dirprwyo cyfrifoldeb i'r Cyfarwyddwr Addysg a Dysgu Gydol Oes i ddatblygu a gweithredu cynlluniau gweithredol ar y cyd â'r Fforwm Addysg Gymraeg i gyflawni'r mesurau llwyddiant a nodir yn y strategaeth.

<b>UWCH SWYDDOG CYFRIFOL</b>	<b>Enw'r Cyfarwyddwr</b>
Richard Portas	Melanie Godfrey
	Dyddiad cyflwyno i swyddfa'r Cabinet

*Atodir yr atodiadau canlynol:*

Atodiad 1: CSCA Caerdydd 2022-2031

Atodiad 2: Crynodeb o'r materion a godwyd a dadansoddi ymatebion

Atodiad 3: Ymatebion ffurfiol yn llawn

Atodiad 4: Adroddiad Cryno ar yr Arolwg Cyhoeddus

Atodiad 5: Adroddiad Cryno ar yr Ymgynghoriad Disgyblion 'Sgwrs Fawr y Gymraeg'

Atodiad 6: Asesiad o'r Effaith ar Gydraddoldeb

*Rhoddwyd ystyriaeth i'r papurau cefndir canlynol:*

Canllawiau Llywodraeth Cymru ar Gynlluniau Strategol Cymraeg mewn Addysg, Ionawr 2021.



## CSCA Caerdydd 2022-2032 - DRAFFT YMGYNGHORI

### Rhagair

#### Ein gweledigaeth yw gweld Caerdydd sy'n wirioneddol ddwyieithog.

Rydym wedi cymryd camau breision tuag at y weledigaeth hon, ond ni allwn orffwys ar ein rhwyfau. Mae rhagor gennym i'w wneud o hyd er mwyn sicrhau bod prifddinas Cymru yn fan lle mae'r Gymraeg yn iaith fyw a bywiog y mae pob person ifanc yn cael cyfle i'w chlywed, ei siarad a'i mwynhau ym mhob agwedd ar eu bywydau ac yn cael ei chydabod fel iaith sy'n agos at galon prifddinas ein cenedl.

Teimlaf yn gryf dros bwysigrwydd creu cyfleoedd i blant a phobl ifanc prifddinas Cymru ddod yn siaradwyr hyderus yn y Gymraeg a'r Saesneg. Rydym am i'n system addysg sicrhau bod pob person ifanc, o bob un cymuned ledled Caerdydd yn cael y cyfle i siarad Cymraeg, i fod yn falch o'u hunaniaeth ac yn gallu dathlu a mwynhau'r ddwy iaith yn eu bywydau bob dydd.

Mae twf parhaus ein sector addysg Gymraeg ar draws pob cyfnod yn hanfodol i gyflawni hyn er mwyn cynyddu nifer y bobl o bob oed sy'n dod yn rhugl yn y Gymraeg a'r Saesneg. Rydym yn falch o fod yn ddinas amrywiol amlieithog; ein hawydd yw adeiladu ar hyn ac i bob person ifanc gael yr hyder a'r gallu i ddefnyddio eu holl ieithoedd yn hyderus gyda'u teuluoedd, eu cymunedau ac yn ddiweddarach i gario'r cyfoeth hwn o wybodaeth ieithyddol i'w manau gwaith a'u bywydau fel oedolion.

Profwyd bod gallu dwyieithog neu amlieithog ag iddo nifer o fanteision, o enedigaeth hyd at henaint gyda dros hanner poblogaeth y byd yn gallu siarad dwy iaith neu fwy. Drwy alluogi ein pobl ifanc i fod yn ddwyieithog rydym yn gwneud dewis gweithredol i gynyddu datblygiad eu gweithrediadau gwybyddol a chymdeithasol. Wrth iddynt ddod yn oedolion dwyieithog, byddant yn cael mwy o gyfleoedd o fewn y gweithlu wrth i fwy o sefydliadau ledled y wlad ddarparu eu gwasanaethau yn Gymraeg ac yn Saesneg. Pan ychwanegwch at hyn, y gall bod yn ddwyieithog helpu i ddiogelu rhag dechrau dementia, mae'n amlwg yng Nghymru mai'r Gymraeg yw ein rhodd i'w rhannu, rhodd sy'n ehangu cyfleoedd nid yn unig ar gyfer plentyndod ond gydol oes.

Mae'r Strategaeth Cymraeg mewn Addysg 10 mlynedd hon yn ceisio nodi'n glir ymrwymiad cadarn, dyheadau clir a'r camau yr ydym yn bwriadu eu blaenoriaethu yng Nghaerdydd gyda'n partneriaid i gryfhau twf addysg Gymraeg ymhellach a nifer ein dinasyddion sy'n ymgysylltu'n weithredol â'r Gymraeg ac yn ei defnyddio'n hyderus. Bydd hyn yn ei dro yn cyfrannu at godi proffil ein hiaith genedlaethol a'r mwynhad ohoni nawr ac yn y dyfodol.

#### Arweinydd, Aelod Cabinet dros Addysg, Y Cyfarwyddwr Addysg

## **Prifddinas Cymru. Prifddinas Gymraeg.**

Yn ogystal â bod yn Brifddinas Cymru, mae gan Gaerdydd rôl bwysig i'w chwarae fel Prifddinas Gymraeg.

Mae hyn yn fwy na rôl symbolaidd. Ar ôl gweld twf sylweddol yn y boblogaeth dros y ddau ddegawd diwethaf, mae Caerdydd wedi gwneud cyfraniad trawiadol at dwf y Gymraeg.

Dros y 30 mlynedd ddiwethaf, mae nifer y siaradwyr Cymraeg yng Nghaerdydd wedi mwy na dyblu gyda ffigyrau'r cyfrifiad diwethaf yn dangos bod dros 16% o boblogaeth y ddinas yn meddu ar un neu fwy o sgiliau yn y Gymraeg. Mae gan Gaerdydd ar hyn o bryd y trydydd nifer uchaf<sup>1</sup> o siaradwyr Cymraeg fesul awdurdod lleol yng Nghymru.

Mae hyn yn adlewyrchu'r gwaith rhagorol a wnaed ar draws y ddinas - yn cynnwys amrywiaeth o bartneriaid - i hyrwyddo'r Gymraeg ac yn dangos effaith mentrau partneriaeth fel y rhai a ddatblygwyd gan Weithgor Caerdydd Ddwyeithog.

Yr hyn sy'n amlwg hefyd yw pwysigrwydd canolog addysg Gymraeg ar gyfer twf y Gymraeg. Mae data'r Cyfrifiad yn dweud wrthym, ymhlith unigolion 5-15 oed, fod canran y disgyblion sy'n gallu siarad Cymraeg wedi cynyddu o 7.5% yn 1981 i 26.7% yn 2011. Mae data derbyn i ysgolion mwy diweddar hefyd yn dangos bod nifer y plant sydd wedi cofrestru mewn addysg Gymraeg wedi cynyddu 16% (1,752 o ddisgyblion) rhwng 2012 a 2018.

Mae'r ymrwymiad i wneud pob ysgol yng Nghaerdydd yn ysgol dda, y buddsoddiad o £280m mewn ysgolion a'r gwelliant parhaus o ran cyrhaeddiad addysgol i gyd wedi bod yn sail i'r twf hwn. Wrth i Gaerdydd edrych i'r 10 mlynedd nesaf, bydd y Cyngor yn cadw ei ymrwymiad i wneud pob ysgol yng Nghaerdydd yn ysgol dda tra'n sicrhau bod y Gymraeg yn parhau i fod yn nodwedd ddiffiniol ar addysg yng Nghaerdydd.

Mae'r Cynllun Strategol Cymraeg mewn Addysg yn nodi cyfres o ymrwymadau uchelgeisiol i adeiladu ar y cynnydd a wnaed hyd yma. Bydd y rhain yn sicrhau bod pob plentyn yn y ddinas yn gallu derbyn addysg Gymraeg, y bydd y nifer sy'n derbyn addysg Gymraeg yn cynyddu ac, drwy'r defnydd sylweddol ar y Gymraeg mewn addysg cyfrwng Saesneg, y bydd pob plentyn yn teimlo'n hyderus yn siarad Cymraeg.

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<sup>1</sup> Arolwg Blynyddol y Boblogaeth

## **Ein gweledigaeth: Caerdydd wirioneddol ddwyieithog.**

Byddwn yn sicrhau twf ein sector addysg Gymraeg ar draws pob cyfnod er mwyn cynyddu nifer y bobl o bob oed sy'n dod yn rhugl yn y Gymraeg a'r Saesneg gyda'r hyder a'r awydd i ddefnyddio eu holl ieithoedd ym mhob agwedd ar eu bywydau.

### **Yn sail i'n gweledigaeth mae'r egwyddorion canlynol:**

- Bydd egwyddorion y 'cymdogaethau 15-munud'<sup>2</sup> yn cael eu cymhwysu i sicrhau bod pob dysgwr yn gallu cyrchu addysg Gymraeg o fewn pellter rhesymol i'w cartrefi.
- Ceisio sefydlu o leiaf 50% o'r ddarpariaeth newydd ar safleoedd y CDLI fel darpariaeth cyfrwng Gymraeg.
- Gall pob plentyn yn y ddinas ddewis derbyn eu haddysg yn yr iaith o'u dewis gyda manteision addysg ddwyieithog yn cael eu hyrwyddo'n weithredol i bob rhiant o eni'r plentyn.
- Bydd rhieni'n cael cymorth i drosglwyddo eu plentyn, neu blant, i addysg Gymraeg ar unrhyw oedran, gyda throchi o ansawdd uchel yn cael ei gynnig i gefnogi ceisiadau trosglwyddo yn ystod y flwyddyn.
- Bydd dysgwyr sydd wedi cael eu haddysg drwy gyfrwng y Gymraeg drwy'r cyfnod cynradd yn cael eu cefnogi'n rhagweithiol i barhau â darpariaeth uwchradd Gymraeg.
- Bydd y Cyngor yn gweithio gydag ystod eang o bartneriaid i hyrwyddo a chynyddu'n rhagweithiol ddwyieithrwydd Gymraeg/Saesneg.
- Bydd pob dysgwr yn cael cymorth i fod yn hyderus mewn dwy iaith o leiaf.
- Bydd holl ysgolion Caerdydd yn cynyddu faint o Gymraeg a addysgir, a ddefnyddir ac a glywir yn eu hysgolion, yn gyson â'r Cwricwlwm i Gymru newydd.
- Bydd dysgwyr ag anghenion dysgu ychwanegol (ADY) yn cael cyfle ieithyddol cyfartal.
- Bydd dysgwyr sydd â'r Gymraeg neu'r Saesneg fel ieithoedd ychwanegol yn cael cyfle ieithyddol cyfartal.
- Er mwyn hwyluso twf addysg Gymraeg byddwn yn ceisio cynnal capasiti ledled y ddinas yn y sector Gymraeg ar 10% uwchlaw'r nifer a ragamcenir.

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<sup>2</sup> [Cynllun Corfforaethol \(caerdydd.gov.uk\)](http://caerdydd.gov.uk) t.56

**Er mwyn gwireddu ein gweledigaeth byddwn yn sicrhau bod:**

- Mwy o blant meithrin/tair oed yn derbyn eu haddysg drwy gyfrwng y Gymraeg
- Mwy o blant dosbarth derbyn/pump oed yn derbyn eu haddysg drwy gyfrwng y Gymraeg
- Mwy o blant yn parhau i wella eu sgiliau Cymraeg wrth drosglwyddo o un cam o'u haddysg statudol i'r llall.
- Mwy o ddysgwyr yn astudio ar gyfer cymwysterau asesedig mewn Cymraeg (fel pwnc) a phynciau drwy gyfrwng y Gymraeg.
- Mwy o gyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn gwahanol gyd-destunau yn yr ysgol.
- Cynnydd yn y ddarpariaeth Gymraeg ar gyfer disgyblion ag anghenion dysgu ychwanegol (ADY) (yn unol â'r dyletswyddau a osodir gan Ddeddf Anghenion Dysgu Ychwanegol a Thriwlynlys Addysg (Cymru) 2018.
- Cynnydd yn nifer y staff addysgu sy'n gallu addysgu Cymraeg (fel pwnc) ac addysgu drwy gyfrwng y Gymraeg.

## **Cymraeg 2050**

### ***Miliwn o Siaradwyr Cymraeg a phwysigrwydd Addysg Gymraeg***

#### Cyd-destun Strategol

Yn 2017, cyhoeddodd Llywodraeth Cymru ei strategaeth Gymraeg *Cymraeg 2050: Miliwn o Siaradwyr Cymraeg* yn unol ag Adran 78 Deddf Llywodraeth Cymru 2006. Mae'r strategaeth yn cefnogi 'hyrwyddo a hwyluso'r defnydd o'r Gymraeg' a'i nod hirdymor yw i Gymru gael miliwn o siaradwyr Cymraeg erbyn 2050.

Mae'r strategaeth yn enwi addysg drochi cyfrwng Cymraeg fel y 'prif ddull ar gyfer sicrhau bod plant yn gallu datblygu eu sgiliau Cymraeg, ac ar gyfer creu siaradwyr newydd' (*Cymraeg 2050: Miliwn o Siaradwyr Cymraeg, tud21*). Felly, bydd argaeledd addysg Gymraeg yn allweddol i gyrraedd y targed o filiwn o siaradwyr Cymraeg.

Y targed cenedlaethol yw “*Cynyddu cyfran pob grŵp blwyddyn ysgol sy'n derbyn addysg Gymraeg o 22 y cant (yn seiliedig ar 7,700 o ddysgwyr saith oed yn 2015/16) i 30 y cant (tua 10,500 ym mhob grŵp blwyddyn) erbyn 2031, ac yna 40 y cant (tua 14,000 ym mhob grŵp blwyddyn) erbyn 2050.*”

Cydnabyddir yn y strategaeth y bydd y dull yn amrywio ar draws gwahanol ranbarthau yng Nghymru yn dibynnu ar nodweddion eu poblogaethau. Mae'r strategaeth hefyd yn nodi ardaloedd sydd â dwysedd poblogaeth uchel ond canran is o siaradwyr Cymraeg fel ardaloedd sydd â photensial penodol ar gyfer twf.

Mae Rheoliadau Cynlluniau Strategol Cymraeg mewn Addysg (Cymru) 2019 yn ei gwneud yn ofynnol i Awdurdodau Lleol osod targed deng mlynedd yn amlinellu'r cynnydd disgwylidig yn y plant Blwyddyn 1 sy'n cael eu haddysgu drwy gyfrwng y Gymraeg yn ardal yr awdurdod lleol yn ystod oes Cynllun.

Mae Caerdydd wedi ymrwmo i sicrhau graddfa o dwf yn unol â'r 25-29% fel ag a roddwyd gan Lywodraeth Cymru<sup>3</sup>. Fodd bynnag, rhaid i'r targed lleol gydbwysu uchelgais gyda dealltwriaeth o'r tueddiadau sy'n bodoli, sy'n cynnwys gostyngiad yn y cyfraddau geni ac ansicrwydd cynyddol yn ymwneud â dewisiadau derbyn i ysgolion oherwydd y pandemig.

Targed deng mlynedd Caerdydd felly yw "cynyddu canran y plant Blwyddyn 1 sy'n cael eu haddysgu drwy gyfrwng y Gymraeg yng Nghaerdydd 9% i 27% o'r garfan gymwys."

Gwyddom o'n profiad ein hunain ac fel y nodir yn Cymraeg 2050 mai addysg drochi Gymraeg lawn – h.y. addysg mewn lleoliad Cymraeg neu drwy gyfrwng y Gymraeg yn bennaf – yw'r ffordd fwyaf effeithiol a dibynadwy o greu unigolion sydd â'r sgiliau a'r hyder angenrheidiol i'w galluogi i ddefnyddio'r iaith yn naturiol ac yn gyfforddus yn eu bywydau bob dydd.

Wrth i'r cwricwlwm newydd gael ei gyflwyno bydd rôl addysg cyfrwng Saesneg yn dod yn gliriach o ran ei gallu i gynhyrchu dysgwyr sy'n gallu defnyddio'r Gymraeg ac sydd

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<sup>3</sup> I gael esboniad manwl o'r fethodoleg a weithredwyd ar gyfer pennu'r targed hwn, gweler y Nodyn Technegol yn ([canllawiau-cynllun-strategol-cymraeg-mewn-addysg.pdf \(llyw.cymru\)](#))

am ddefnyddio'r Gymraeg wrth symud ymlaen i addysg bellach, hyfforddiant neu yn ystod eu gyrfa.

### Cefndir deddfwriaethol a Statudol ar gyfer y CSCA

Un o'r prif flaenoriaethau yw trawsnewid sut mae'r Gymraeg yn cael ei haddysgu a'i hasesu er mwyn sicrhau y gall pob dysgwr fod yn hyderus yn eu gallu i ddefnyddio'r Gymraeg pan fyddant yn gadael yr ysgol.

Er mwyn annog a hwyluso twf hirdymor a chynaliadwy ar gyfer addysg Gymraeg a gwella safonau addysgu Cymraeg, bydd y CSCA yn ystyried y canlynol:

- Diwygiadau i'r system addysg (h.y. cwricwlwm ac asesu, atebolrwydd datblygu'r gweithlu a'r ymagwedd cenedlaethol tuag at ddysgu proffesiynol).
- Gofynion Deddf Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg (Cymru) 2018
- Rhaglen Colegau ac Ysgolion yr 21ain Ganrif
- Canllawiau gwella ysgolion: fframwaith ar gyfer gwerthuso, gwella ac atebolrwydd
- Aseidiadau Digonolrwydd Gofal Plant
- Cytundeb cyfreithiol a wneir dan adran 106 Deddf Cynllunio Gwlad a Thref 1990
- Gwasanaethau plant a phobl ifanc
- Cod derbyn i ysgolion
- Cod trefniadaeth ysgolion
- Mesur Teithio gan Ddysgwyr (Cymru) 2008
- Hyfforddiant ac Addysg Ôl-16
- Strategaethau Hyrwyddo 5 mlynedd awdurdodau lleol, a wnaed o dan safon 145 a 146 Rheoliadau Safonau'r Gymraeg (Rhif 1) 2015
- Cynlluniau Datblygu Lleol

### Cyd-destun Demograffig

Dadansoddiad manwl o dueddiadau poblogaeth yng Nghaerdydd, gan ddefnyddio amcanestyniadau poblogaeth Llywodraeth Cymru a'r rhagolygon a baratowyd gan ddefnyddio data cofrestru meddygon teulu'r GIG, sy'n darogan lleihad mewn cyfraddau geni ledled y ddinas. O gofio'r cyd-destun hwn, mae'n amlwg y bydd sicrhau'r twf a dargedir yn y sector Cymraeg yn gofyn am ddull sy'n cydnabod holl

anghenion a nodweddion gwahanol ein cymunedau lleol wrth ddwyn cynigion ger bron ar gyfer newid.

Bydd y Cyngor yn parhau i weithio gyda'r holl bartneriaid a rhanddeiliaid er mwyn sicrhau bod addysg Gymraeg yn cael ei dosbarthu'n effeithiol ledled y ddinas, gan wneud y mwyaf o'r ddarpariaeth bresennol a'i gwella ac ychwanegu capasiti yn ôl yr angen yn y lleoliadau cywir. Bydd hyn yn berthnasol i bob cam dysgu, o'r blynyddoedd cynnar drwy'r ddarpariaeth addysg statudol yr holl ffordd drwodd i addysg uwch ac addysg bellach.

### Ehangu Addysg Gymraeg

Mae Caerdydd wedi buddsoddi'n sylweddol yn nhwf addysg Gymraeg drwy ddarparu lleoedd ychwanegol wrth fynd i addysg gynradd ac wrth drosglwyddo i addysg uwchradd. Mae sefydlu'r ddarpariaeth drochi hynod lwyddiannus hefyd wedi chwarae rhan hanfodol o ran cefnogi a chynyddu nifer y trosglwyddiadau yn ystod y flwyddyn.

Ers 2010, mae Caerdydd wedi cynyddu'r capasiti Cymraeg sydd ar gael ar fynd i'r sector cynradd oddeutu 6 dosbarth mynediad (DM) ac mae nifer y disgyblion derbyn wedi cynyddu tua 0.25% y flwyddyn ar gyfartaledd rhwng Medi 2015 a Medi 2020.

Yn yr un cyfnod, ar lefel uwchradd mae'r awdurdod wedi sefydlu trydedd ysgol Gymraeg yng Nghaerdydd ynghyd ag ychwanegu capasiti yn un o'r ysgolion a oedd yma'n barod gan arwain at gynydd cyffredinol o 7DM wrth fynd i flwyddyn 7.

Mae Caerdydd hefyd wedi sefydlu ei darpariaeth Drochi Cymraeg hynod lwyddiannus. Wedi'i sefydlu i ddechrau yn y sector cynradd i gefnogi rhieni i drosglwyddo eu plant i addysg cyfrwng Cymraeg, mae'r ddarpariaeth wedi tyfu i groesawu disgyblion yn CA3 a CA4. Mae hyn wedi golygu y gall disgyblion o Gaerdydd ac awdurdodau cyfagos bontio'n effeithiol o ysgolion Saesneg i ysgolion Cymraeg, gan ddod yn fyfyrwyr cwbl ddwyieithog a phrofi llwyddiant wrth gyrraedd pob carreg filltir allweddol.

### Cydnabod heriau Cyflawni a Hyrwyddo'r Gymraeg drwy gydol ein Sector Addysg

Mae twf addysg Gymraeg yn llwyddiant y dylid ei ddathlu'n briodol, ond mae'n amlwg bod mwy i'w wneud. Er y bu cynnydd o ran maint y ddarpariaeth o ansawdd uchel a'r nifer sy'n manteisio ar leoedd cyfrwng Cymraeg, mae heriau'n parhau o hyd ynghlwm â thwf parhaus, yn enwedig o ystyried y gostyngiad yn y cyfraddau geni a'r angen i ddiwallu anghenion ein cymunedau amrywiol.

Wrth symud ymlaen byddwn yn sicrhau, fel dinas amrywiol, bod pawb yn deall manteision addysg Gymraeg a'r manteision cadarnhaol o gofleidio'r Gymraeg. Bydd hyn yn golygu ymgysylltu â chymunedau nad ydynt yn draddodiadol efallai wedi ystyried addysg Gymraeg i'w plant a datblygu dulliau wedi'u teilwra ar gyfer pob cymuned.

Yn ogystal â chynyddu nifer y bobl sy'n derbyn darpariaeth Gymraeg o'r blynyddoedd cynnar ac ar ddechrau addysg statudol, mae angen hefyd ystyried ymhellach rôl bosibl y ddarpariaeth Trochi Cymraeg fel rhan o strategaeth ragweithiol ar gyfer twf yn y dyfodol.

Mae hyn yn rhan o ddull cydgysylltiedig o sicrhau bod teuluoedd yn teimlo'n hyderus ac yn cael eu cefnogi pe baent yn dewis darpariaeth Gymraeg. Bydd hyn yn gofyn am rwydwaith cymorth pwrpasol sy'n rhan o'r cynnig ysgol ffurfiol ac nid yw'r pandemig diweddar ond wedi pwysleisio'r angen am gymorth caffael iaith dwys o'r math hwn. Yn ychwanegol at hyn, mae angen pwysleisio argaeledd lleoedd arbenigol yn y sector Cymraeg ar gyfer plant sydd ag Anghenion Dysgu Ychwanegol (ADY) a fydd yn eu galluogi i weld cynnydd yn unol â'u potensial.

Yn gyson ag ymrwymïadau'r Cyngor fel Dinas sy'n Dda i Blant, bydd y Cyngor yn parhau i ymgysylltu â phobl ifanc a'u teuluoedd ar nifer o faterion pwysig. Mae deall y rhesymau pam mae teuluoedd wedi dewis addysg Gymraeg, neu efallai pam nad ydynt wedi dewis Cymraeg i'w plant, yn parhau i fod yn flaenoriaeth. Mae angen deall hefyd pam y byddai pobl ifanc a allai fod wedi derbyn addysg statudol Gymraeg yn dewis peidio â dilyn addysg bellach neu addysg uwch drwy gyfrwng y Gymraeg. Yn yr un modd, mae angen deall yn well pam y gallai diffyg hyder fod ar rai pobl ifanc i ddefnyddio unrhyw Gymraeg yn eu gyrfaedd fel oedolion a'r hyn y credant y gallem ni ei wneud i newid hyn.

Rydym hefyd yn cydnabod nad yw manteision clywed, siarad a mwynhau dysgu yn Gymraeg wedi'u cyfyngu i'r rhai sy'n dewis addysg Gymraeg. Mae'n bwysig bod y Cyngor yn gosod disgwyliadau uchel o ran sut y bydd y cwricwlwm i Gymru newydd yn cael ei gyflwyno o ran darparu mwy o gyfleoedd ar gyfer caffael iaith drwy ddysgu a defnyddio mwy o Gymraeg yn ein hysgolion Saesneg. Mae datblygiad ein model iaith ddeuol newydd i sicrhau ei fod yn cael ei weithredu'n llwyddiannus yn flaenoriaeth os ydym am sefydlu hyn fel templed ar gyfer ysgolion newydd eraill yn y dyfodol. Mae'r Strategaeth hon felly'n ailddatgan ymrwymïad Cyngor Caerdydd i gynyddu nifer y siaradwyr Cymraeg yn y ddinas a gwella faint o Gymraeg a ddefnyddir ym mhob un o'n hysgolion a'n darpariaethau addysgol.

### Llunio darpariaeth yn y Ddinas

Bydd sicrhau twf cynaliadwy lleoedd cyfrwng Cymraeg a sicrhau cynnydd yn y galw yng nghyd-destun gostyngiad mewn cyfraddau geni yn gofyn am gynllunio manwl ar sail gwybodaeth. Mae dyrannu lleoedd cyfrwng Cymraeg o fewn y rhaglen fuddsoddi ysgolion Band B bresennol yn fan cychwyn rhagorol. Wrth symud ymlaen, mae'r cyfle i wneud y mwyaf o effaith Grantiau Cyfalaf Addysg Gymraeg, dyraniad ysgolion newydd a gaiff eu sicrhau drwy'r Cynllun Datblygu Lleol a'r potensial i ehangu'r ddarpariaeth ymhellach drwy Raglen Buddsoddi Mewn Ysgolion Band C yn cynnig cyfleoedd pellach sylweddol.

Mae Caerdydd hefyd yn parhau i fod â'r swm a argymhellir o lefydd gwag yn y sector cynradd Cymraeg, er bod amrywiannau yn y cyfraddau derbyn ar draws y ddinas. Mae hyn yn golygu bod pocedi o annigonolrwydd a nifer fach o ysgolion sy'n ei chael hi'n anodd denu nifer gyson o ddisgyblion i gefnogi hyfywedd.

Yn yr uwchradd, mae'r galw am leoedd wrth bontio i Flwyddyn 7 yn uchel ac mae lleoedd wedi'u cynyddu er mwyn ymateb i hyn wrth i'r garfan fwy ei maint o ddysgwyr symud ymlaen o'r sector cynradd. Fodd bynnag, roedd hyn cyn y gostyngiad a ragamcennir yn y boblogaeth gyffredinol. Yn yr ysgolion cynradd ac uwchradd hynny,



mae gwaith yn mynd rhagddo i fynd i'r afael ag unrhyw gynnydd dros dro tymor byr a ragwelir i ddarparu ar gyfer carfanau poblogaeth ehangach penodol er mwyn sicrhau digonolrwydd lleoedd yn yr ardaloedd perthnasol. Gwneir hyn yng nghyd-destun ymarfer tymor hwy i nodi sut y gall buddsoddiad cyfalaf ar raddfa fawr yn hanner olaf y CSCA hwn gefnogi twf yn effeithiol ac yn gynaliadwy.

Wrth symud ymlaen, bydd Rhaglen Ysgolion Band B yr 21ain Ganrif uchelgeisiol y Cyngor yn buddsoddi £283 miliwn yn Ysgolion Caerdydd. Fel y rhaglen fuddsoddi ysgolion fwyaf yng Nghymru, bydd yn cynyddu'r ddarpariaeth ac yn gwella dosbarthiad capasiti ysgolion meithrin ac ysgolion cynradd cyfrwng Cymraeg. Bydd hefyd yn gwella'r cyfleusterau cymunedol sydd ar gael i gefnogi anghenion gofal plant ehangach. Mae'r Cyngor yn rhagweld y bydd unrhyw raglenni buddsoddi mewn ysgolion - fel Band C - yn cynnwys buddsoddiad ar raddfa fawr i ehangu'r sector Cymraeg uwchradd.

Er mwyn cyflawni'r targedau uchelgeisiol a osodwyd yn genedlaethol, ac er mwyn llwyddo i gyflawni ein dyheadau o ran addysg Gymraeg, mae angen ar fyrder i gynyddu nifer yr athrawon sy'n siarad Cymraeg yn rhugl. Mae hon yn her genedlaethol na ellir ei gorbwysleisio ac mae'n un a fydd yn gofyn am ymateb cydgysylltiedig gan bob lefel o Lywodraeth yng Nghymru. Felly, mae maint yr her yn mynnu lefelau digynsail o gydweithio ac ymyrraeth i sicrhau nad yw ansawdd uchel addysg Gymraeg yn cael ei wanhau ac y gellir gwella faint o Gymraeg a addysgir ar draws y system addysg.

### Prifddinas Gymraeg

Fel Prifddinas i Gymru, mae Caerdydd wedi ymrwymo i gefnogi'r gwaith o gyflawni Cymraeg 2050, ac mae'r Cyngor yn cydnabod yn llawn bwysigrwydd y gyfundrefn addysg wrth gyflawni'r dyhead hwn.

Felly, mae'r Cynllun Strategol Cymraeg mewn Addysg (CSCA) yn nodi cynllun deng mlynedd Cyngor Caerdydd i gynyddu a gwella'r ddarpariaeth addysg cyfrwng Cymraeg a'r Gymraeg fel pwnc addysgol. Mae'n adeiladu ar ein cyflawniadau hyd yma ac yn nodi'r camau y bwriadwn eu cymryd er mwyn gwneud pob dysgwr yng Nghaerdydd yn siaradwyr Cymraeg hyderus.

## **Addewid Caerdydd i Weithredu**

Mae'r adran hon o'r cynllun yn nodi'r camau y bwriadwn eu cymryd fel Cyngor Caerdydd ynghyd â'n partneriaid fel ein hymrwymiad ar y cyd i gyflawni'r canlyniadau a nodwyd. O dan bob un o'r saith deilliant ceir gwybodaeth am rai o'n cyflawniadau diweddaraf ynghyd â'r sefyllfa bresennol, a'r camau penodol a gymerwn ar gyfer pob deilliant dros oes y cynllun hwn.

Mae'r camau trosfwaol hyn wedi'u rhannu'n ddau gyfnod o bum mlynedd yr un. Y set gyntaf o gamau gweithredu yw'r rhai yr ydym yn disgwyl eu blaenoriaethu yn hanner cyntaf y cynllun a fydd yn cyd-fynd â Strategaeth Caerdydd Ddwieithog 5 Mlynedd Cyngor Caerdydd gyda nifer o dargedau a rennir. Bydd llawer o'r rhain yn sail i'r hyn sy'n dilyn a/neu'n sicrhau bod y camau gweithredu yn ystod yr ail bum mlynedd olaf wedi eu seilio ar wybodaeth ac yn adeiladu ar ddealltwriaeth gadarn o'r hyn y mae cymunedau lleol yn ei ddymuno gan eu hysgolion ac angen sicrhau bod yr hyder ganddynt i gofleidio'r iaith gyda'u plant ac ar gyfer eu haddysg.

Bydd hefyd yn cynnwys unrhyw gamau y mae eu hangen i sicrhau unrhyw gapasiti angenrheidiol er mwyn sicrhau ein bod yn gallu cynnig lle cyfrwng Cymraeg i unrhyw deulu sy'n gofyn am le, ynghyd ag ymateb i'r angen i wella'r gefnogaeth yn dilyn y pandemig er mwyn sicrhau bod plant a phobl ifanc yn gallu cyflawni eu potensial waeth beth fo'r heriau a achoswyd gan y tarfu hwn ar eu darpariaethau dysgu arferol.

Bydd yr ail bum mlynedd yn cynnwys mwy o gapasiti parhaol a fydd yn golygu bod angen ymgynghori statudol ac mewn rhai achosion gyfnodau cyn-adeiladu a chyfnodau adeiladu. Bydd hefyd yn adeiladu ar yr enillion cynnar o ran uwchsgilio iaith ymhlith y gweithlu ac yn galluogi mwy o gynnydd yn y Gymraeg a addysgir, a ddefnyddir ac a glywir ar draws pob ysgol yng Nghaerdydd ac mewn ystod ehangach o sefyllfaoedd cymdeithasol a gweithgareddau allgyrsiol.

Erbyn diwedd y cyfnod hwn byddem yn disgwyl ein bod wedi cyflawni'r camau gweithredu a nodir yn y cynllun hwn a bod gennym ddealltwriaeth gadarn o sut rydym yn bwriadu symud ymlaen ac adeiladu ar ein cyflawniadau i gynllunio ar gyfer y CSCA nesaf er mwyn sicrhau ein bod yn parhau ar ein taflwybr fel rhan o'r daith genedlaethol tuag at Gymru gydag o leiaf 1 miliwn o bobl sy'n nodi eu bod yn hyderus i siarad a defnyddio'r Gymraeg.

## **Y Camau Nesaf**

Bydd rhagor o fanylion a chynlluniau gweithredu i alluogi gweithredu'r camau isod yn deillio o'r strategaeth gymeradwy cyn ei gweithredu yn rhan olaf 2022. Bydd y cynlluniau gweithredu hyn yn rhoi mwy o fanylion yn nodi cerrig milltir, dangosyddion llwyddiant, partneriaid sy'n cyd-fynd â chyflawni targedau a bennwyd ynghyd â gwybodaeth am fonitro a gwerthuso i gefnogi gwaith partneriaeth ac atebolrwydd ar y cyd.

Ar gyfer pob canlyniad byddwn yn:

- Cytuno ar yr ystod o gynrychiolaeth gan swyddogion a rhanddeiliaid i ffurfio is-grŵp i greu cynlluniau gweithredu i yrru'r gwaith hwn yn ei flaen.

- Gosod amserlen ar gyfer datblygu cynlluniau gweithredu gyda therfynau amser a nifer y cyfarfodydd
- Ailystyried cwmpas mecanweithiau Gorchwyl a Gorffen er mwyn sicrhau ffocws a sgiliau i gyflawni'r camau
- Datblygu cynlluniau gweithredu gan gynnwys sicrhau gwaelodlinau cyfredol, mireinio camau gweithredu, diffinio prosesau monitro a gwerthuso.
- Cytuno ar fecanweithiau cyfathrebu ac adrodd i Fforwm Addysg Gymraeg Caerdydd
- Gweithredu strategaeth gymeradwy a chynlluniau gweithredu cysylltiol ar y cyd â phartneriaid i wireddu'r weledigaeth a nodir.
- Adolygu'r cynllun a'r camau gweithredu a gyflawnwyd yn flynyddol gan adrodd yn ôl i'r Fforwm Addysg Gymraeg a Chaerdydd Ddwieithog

Yn ogystal â'r broses adolygu flynyddol a amlinellir uchod, rydym yn bwriadu cynnal proses adolygu ffurfiol ar ôl 2 flynedd ac o bosibl yn diwygio deilliannau yn ôl yr angen unwaith y derbynnir diweddariadau o'r fath. Y rheswm dros hyn yw'r cyd-destun ehangach y caiff y cynllun hwn ei baratoi oddi mewn iddo. Mae gan yr ystod o newidiadau a gwybodaeth/canllawiau pellach a ddisgwylir dros y 18 mis i 2 flynedd nesaf y potensial i effeithio ar y camau gweithredu a sut y cânt eu cyflawni. Os bydd unrhyw dargedau ychwanegol yn cael eu hychwanegu neu os caiff y rhai a nodir eu diwygio, byddwn yn cyflwyno cynllun diwygiedig i Weinidogion Cymru fel y nodir yn Rheoliad 8.

Bydd unrhyw gynigion sy'n gofyn am fuddsoddiad cyfalaf yn amodol ar sicrhau ffrydiau ariannu perthnasol (Cyfalaf Addysg Gymraeg, Ysgolion y 21ain Ganrif, CDLI). Os na sicrheir cyllid o fewn yr amserlen ddynodedig, gallai hyn arwain at ailbroffilio o fewn y cynllun.

## Deilliant 1 - Mwy o blant meithrin/plant tair oed yn cael eu haddysg drwy gyfrwng y Gymraeg.

Yng nghyfnod y CSCA blaenorol (2017-2020) mae Cyngor Caerdydd a phartneriaid wedi:

- Sefydlu Cylch Meithrin Pwll Coch a agorodd ym mis Medi 2020 a Chylch Meithrin Y Waun Ddyfal a agorodd ym mis Medi 2021
- Cynyddu nifer y lleoedd addysg feithrin Cymraeg sydd ar gael mewn ysgolion cymunedol a gynhelir.
- Sefydlu Is-grŵp Hyrwyddo Fforwm Addysg Gymraeg Caerdydd gweithredol i symud gwaith yn ei flaen o ran datblygu hyrwyddo ymhellach opsiynau addysg Gymraeg yn Ardal yr Awdurdod Lleol.

Ar hyn o bryd mae 18.5% o blant meithrin / plant tair oed sy'n cymryd lle mewn addysg feithrin yng Nghaerdydd yn derbyn eu haddysg drwy gyfrwng y Gymraeg.

Mae ein targedau ar gyfer y deng mlynedd nesaf fel y nodir yn y tabl isod<sup>4</sup>:

Niferoedd a % y plant 3 oed sy'n derbyn eu haddysg drwy gyfrwng y Gymraeg									
2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
698-740	19.0-19.8%	733-790	19.8-21%	755-826	20.5-22.1%	778-863	21.3-23.3%	803-902	22-24.4%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
830-943	22.8-25.6%	857-984	23.5-26.7%	883-1024	24.3-27.9%	911-1066	25-29%	931-1090	25.8-30.2%

Er mwyn cyflawni'r canlyniad hwn a thyfu'r nifer sy'n manteisio ar leoedd addysg feithrin Cymraeg o 18.5% i rhwng 25-30% o'r garfan poblogaeth gymwys yn y 5 mlynedd cyntaf byddwn yn:

1. Gwella dealltwriaeth o anghenion a dewisiadau rhieni ar gyfer addysg eu plant drwy:
  - a. Gynnal a gweithredu ar ganlyniad arolwg i rieni yn gofyn ynghylch pa ffynonellau y maent yn tueddu eu defnyddio ar gyfer gwybodaeth am addysg er mwyn targedu negeseuon yn well e.e. cyfryngau cymdeithasol, [gwefan Awdurdod Lleol](#), [gwefannau partneriaid](#) neu ffynonellau llafar mewn cydweithrediad â Chaerdydd Ddwyeithog<sup>5</sup>
  - b. Cynnal ymchwil ar lefel micro gyda Chaerdydd Ddwyeithog gan gynnwys ardaloedd penodol o'r ddinas lle mae'r nifer sy'n manteisio ar addysg Gymraeg yn isel a/neu o fewn grwpiau/cymunedau penodol sydd heb gynrychiolaeth ddigonol (gan gynnwys Pobl Ddu, Asiaidd ac Ethnig

<sup>4</sup>Ceir rhagor o wybodaeth am y rhain ar dud 8-9 y Tafllwybr - Atodiad 1.

<sup>5</sup> Strategaeth Caerdydd Ddwyeithog 2022-2027 Thema Un Amcan 1+2

Leiafrifol) i ddeall y rhesymau dros hyn ynghyd â gweithredu hyrwyddiadau pwrpasol o enedigaeth i oed meithrin yn ogystal â hyrwyddo manteision cyffredinol cadarnhaol bod yn ddwyieithog a dysgu Cymraeg ar yt cyd a Caerdydd Ddwyieithog<sup>6</sup>

- c. Cefnogi menter beilot gan Caerdydd Ddwyieithog i weithio'n ddwys mewn 2 ardal wahanol o'r ddinas gyda dwy ysgol gynradd sy'n profi gostyngiad yn nifer y plant sy'n chwilio am le yn y dosbarth derbyn/meithrin

## 2. Gwella cyfathrebu â rhieni drwy:

- Gynnal prosiect peilot i gasglu gwybodaeth gan rieni wrth gofrestru genedigaethau eu plentyn/plant er mwyn sefydlu ffordd fwy uniongyrchol o gyfathrebu â theuluoedd, gan ganiatáu ar gyfer arolwg wedi ei dargedu o rieni newydd er mwyn hwyluso cyfathrebu mwy effeithiol ynghylch opsiynau meithrin ac ysgolion.
- Darparu pecyn o wybodaeth hygyrch ac o ansawdd uchel i rieni a gofalmwr ar y cyd â sefydliadau partner ynghylch addysg Gymraeg a darpariaeth leol i hyrwyddo ymwybyddiaeth, ysgogi diddordeb a chefnogi penderfyniadau ar sail gwybodaeth<sup>7\*</sup>

## 3. Cynnydd yng nghyfleoedd cymdeithasol cyfrwng Cymraeg y blynyddoedd cynnar a chodi ymwybyddiaeth o'r ddarpariaeth hon law yn llaw â phartneriaid ac ar y cyd â Strategaeth Caerdydd Ddwyieithog<sup>8</sup>

## 4. Cynyddu lleoedd gofal plant cofleidiol cyfrwng Cymraeg i gefnogi rhieni sy'n manteisio ar y cynnig gofal plant ar y cyd â'n partneriaid drwy ddatblygu lleoliadau newydd a/neu ehangu ac adleoli lleoliadau presennol i safleoedd ysgolion gan gynnwys:

- a. Adleoli ac ehangu darpariaeth y Cylch Meithrin sy'n gwasanaethu'r Eglwys Newydd i'w lleoli ar safle ysgol Gymraeg leol.
- b. Sefydlu lleoliad gofal sesiynol cyfrwng Cymraeg newydd yn yr ysgol newydd y cytunwyd arno ar gyfer Plasdŵr.

## 5. Darparu o leiaf 192 o leoedd addysg feithrin a gynhelir Cymraeg newydd erbyn 2025-2026 drwy fwrw ymlaen â chynigion i gynyddu'r ddarpariaeth gynradd Gymraeg sy'n gwasanaethu:

- Trelái a Chaerau yn ne-orllewin y ddinas;
- Trowbridge a Llaneirwg yn nwyrain y ddinas.
- Llwynbedw, Gabalfa, Y Mynydd Bychan a Phlasnewydd yn ardal ganolog y ddinas.
- Y Tyllgoed, Radur a Phentre-poeth yn y gogledd-orllewin

<sup>6</sup> Strategaeth Caerdydd Ddwyieithog 2022-27 Thema Un, Amcan 8

<sup>7</sup> Cysylltiadau â Strategaeth Caerdydd Ddwyieithog 2022-2027 ar draws pob thema. Mae enghreifftiau'n cynnwys: [Cymraeg i blant | LIYW. CYMRU](#), [I Rieni - Meithrin](#), [Adre | Hafan \(cymraeg4parents.cymru\)](#)

<sup>8</sup> Strategaeth Caerdydd Ddwyieithog 2022-2027 Thema Un, Amcan 4

6. Sicrhau cyllid a phenodi/cynnal swydd Swyddog Hybu Addysg Gymraeg (ar draws Rhanbarth De-ddwyrain Cymru) ar y cyd â Chaerdydd Ddwylieithog fel rhan o'u Strategaeth 2022-2027<sup>9</sup> i gefnogi ymchwil a hyrwyddo addysg Gymraeg a chyfleoedd cymdeithasol ehangach

Dros y 10 mlynedd nesaf byddwn yn:

7. Datblygu rhagor o opsiynau gofal plant cofleidiol Cymraeg er mwyn cefnogi rhieni i fanteisio ar y cynnig 30 awr ar y cyd â'n partneriaid gan gynnwys Mudiad Meithrin drwy:

- Archwilio dichonoldeb adeiladu gofod a chyfleusterau ar gyfer darparu gofal plant Cymraeg (megis darpariaeth Cylch Meithrin) i'w gynnwys ym mhob ysgol gynradd Gymraeg newydd.
- Archwilio cyfleoedd i adeiladu gofod a chyfleusterau ar gyfer darparu gofal plant Cymraeg (megis darpariaeth Cylch Meithrin) i'w cynnwys mewn ysgolion cynradd Cymraeg sydd eisoes yn bodoli gan ddefnyddio Grantiau Cyfalaf Addysg Gymraeg.

8. Gweithio gyda darparwyr gofal plant a Rhaglen Dechrau'n Deg i ysgogi'r galw i gynyddu nifer y lleoedd gofal plant cyfrwng Cymraeg a gaiff eu llenwi

9. Sicrhau bod cydweithwyr iechyd a gwasanaethau cyffredinol eraill yn ymwybodol o'r CSCA ac yn mynd ati i hyrwyddo negeseuon cyson ynghylch manteision bod yn ddwyieithog ac yn gallu chwalu mythau a phryderon i gefnogi penderfyniadau rhieni ynghylch addysg eu plentyn

10. Cynyddu nifer y lleoedd addysg feithrin Gymraeg sy'n cyd-fynd â'r ddarpariaeth gynradd er mwyn sicrhau bod gennym gapasiti a dosbarthiad priodol o leoedd ledled y ddinas. I'w gyflawni drwy

- a. sefydlu dosbarthiadau meithrin sydd ynghlwm wrth bob ysgol/ffrwd cyfrwng Cymraeg newydd a ddatblygir i wasanaethu cymunedau CDLI newydd a
- b. darparu lleoedd ychwanegol mewn ysgolion cynradd estynedig a/neu ysgolion cynradd cyfrwng Cymraeg newydd a ddatblygir drwy Raglen Ysgolion yr 21ain Ganrif.

Mae'r prif bartneriaid sy'n gyfrifol am weithredu'r camau uchod yn cynnwys:

- Menter Caerdydd
- Ymwelwyr Iechyd a Meddygfeydd y GIG
- Gwasanaethau Plant

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<sup>9</sup> Strategaeth Caerdydd Ddwylieithog 2022-2027 Thema Un, Amcan 7

## Deilliant 2 - Mwy o blant dosbarth derbyn/plant pump oed yn derbyn eu haddysg drwy gyfrwng y Gymraeg.

Yng nghyfnod y CSCA blaenorol (2017-2020) mae Cyngor Caerdydd a phartneriaid wedi:

- Cynnal adolygiad dalgylch a gweithredu'r newidiadau cysylltiedig o fis Medi 2021 i gefnogi twf a chynaliadwyedd y Sector Cyfrwng Cymraeg yng Nghaerdydd yn y dyfodol.
- Datblygu ysgol ffrwd ddeuol newydd i wasanaethu datblygiadau tai newydd yng ngogledd-orllewin y Ddinas. Bydd hyn yn cynnwys un ffrwd Gymraeg a ffrwd ddwy iaith lle dysgir y Gymraeg a'r Saesneg hyd at 50:50
- Sicrhau a manteisio i'r eithaf ar fuddsoddiad cyfalaf mewn amrywiaeth o ysgolion cynradd Cymraeg er mwyn sicrhau cyfleusterau o ansawdd uchel i gadarnhau atebion ehangu dros dro.

Ar hyn o bryd mae 18% o blant oed Derbyn yng Nghaerdydd yn cael eu haddysg drwy gyfrwng y Gymraeg<sup>10</sup>. Mae hyn yn arwydd bod twf o fewn y sector cynradd Cymraeg ar daflywbr cadarnhaol<sup>11</sup>.

Bu twf cyfartalog o tua 0.25% y flwyddyn yn ystod y blynyddoedd diwethaf yng nghanran y plant sy'n mynd i Ddosbarthiadau Derbyn Cymraeg. Mae'r tabl isod yn dangos, er bod cynnydd wedi bod, nad yw wedi bod yn gyson.

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
<b>Cymraeg</b>	695	747	710	706	683	749
<b>%Cyfrwng Cymraeg</b>	15.9%	17.2%	17.2%	17.0%	16.5%	18.0%

Bydd sicrhau twf cynaliadwy lleoedd cyfrwng Cymraeg a sicrhau cynnydd yn y galw yng nghyd-destun gostyngiad mewn cyfraddau geni yn gofyn am gynllunio manwl ar sail gwybodaeth. Rydym yn cydnabod bod mwy o ddisgyblion yn cyrchu eu haddysg statudol drwy gyfrwng y Gymraeg yn dybiaeth allweddol nid yn unig i'r CSCA ond i'r strategaeth Cymraeg 2050 genedlaethol.

Bydd y camau a nodir yn y deilliant hwn yn gweithio tuag at y cynnydd a ddymunir yn nifer y disgyblion sy'n mynd i Ddosbarth Derbyn mewn ysgolion Cymraeg. Rydym yn cydnabod bod Caerdydd yn ddinas sy'n tyfu ac er ein bod yn rhagweithiol yn ein gweledigaeth a'n cynllunio, rhaid i ni hefyd ymateb i anghenion ein cymuned wrth ddatblygu cynnig ysgolion sy'n gadarn fel y gall wrthsefyll yr amrywiadau yn y boblogaeth sy'n digwydd yn naturiol.

<sup>10</sup> Mae rhestr lawn o ysgolion Caerdydd gan gynnwys y rhai Cymraeg, eu lleoliad a'u niferoedd disgyblion ar draws y ddinas i'w gweld ar wefan y Cyngor [Ysgolion Caerdydd](#)

<sup>11</sup> Ceir dirnadaethau manylach ynglŷn â'r taflywbr ar dudalen 16-27 y Taflywbr, Atodiad 1

Mae ein targedau ar gyfer y deng mlynedd nesaf fel y nodir yn y tabl isod:

Niferoedd a % y plant 5 oed sy'n derbyn eu haddysg drwy gyfrwng y Gymraeg									
2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
725- 765	19.0- 19.8%	747- 792	19.8- 21%	785- 846	20.5- 22.1%	809- 885	21.3- 23.3%	833- 924	22.0- 24.4%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
860- 965	22.8- 25.6%	889- 1010	23.5- 26.7%	918- 1054	24.3- 27.9%	946- 1095	25- 29%	975- 1141	25.8- 30.2%

Er mwyn cyflawni'r canlyniad hwn a thyfu canran y plant oedran Derbyn a addysgir yn Gymraeg o 18% i 27% erbyn 2031, yn y 5 mlynedd cyntaf byddwn yn:

1. Cynnal ymchwil gan gynnwys arogl rhieni cyffredinol a grwpiau ffocws wedi eu targedu mewn rhannau penodol o'r ddinas lle mae'r nifer sy'n manteisio ar addysg Gymraeg yn isel a/neu o fewn grwpiau/cymunedau penodol heb gynrychiolaeth ddigonol gan gynnwys Pobl Ddu, Asiaidd ac Ethnig Leiafrifol a PYADd (FSM) i ddeall y rhesymau dros hyn ynghyd â gweithredu ymgyrchoedd hyrwyddo micro pwrpasol fel y bo'n briodol.
2. Gwneud addysg Gymraeg yn brif opsiwn a awgrymir i deuluoedd sy'n chwilio am le addysg yng Nghaerdydd gan ein gwasanaeth derbyn ac yn llenyddiaeth ein canllawiau derbyn
  - a. Pob cam gweithredu ar gyfer mynd i'r ysgol gynradd yn gyson â Deilliant 1 uchod.
  - b. Gweithio gyda phartneriaid cenedlaethol i fynd i'r afael â phroblemau systemau i addasu trefn ysgolion ar ddechrau'r daith addysg statudol er mwyn codi gwelededd ysgolion Cymraeg wrth chwilio am ddarpariaeth addysg.
3. Datblygu a gweithredu hyrwyddo wedi'i dargedu ar y cyd â Chaerdydd Ddwyeithog a gynlluniwyd i ysgogi awydd a chynyddu'r nifer sy'n manteisio ar leoedd Cymraeg mewn ardaloedd lle mae'r galw yn isel.
4. Mynd ati i hyrwyddo'n weithredol y cyfle i drosglwyddo i addysg Gymraeg drwy fanteisio ar y ddarpariaeth drochi gynradd Gymraeg, a hynny i bob ymholiad newydd ar drosglwyddo yn ystod y flwyddyn ar gyfer derbyn i ysgolion Caerdydd.
5. Gwella ystod a'r hyrwyddo ar weithgareddau allgyrsiol a chyfleoedd cymdeithasol eraill o fewn a thu allan i'r ysgol ar y cyd â phartneriaid Caerdydd ddwyeithog/Fforwm Addysg Gymraeg gan gynnwys Menter Caerdydd, yr Urdd, cymuned ein hysgolion, busnesau lleol a gwirfoddolwyr/cyn-ddisgyblion Cymraeg eu hiaith.



6. Ceisio cynnal capasiti ledled y ddinas yn y sector Cymraeg cynradd ar 10% uwchlaw'r nifer a ragamcenir ar oed Derbyn i gefnogi twf a chaniatáu derbyn yn ystod y flwyddyn a hyblygrwydd ar gyfer pontio.
7. Darparu o leiaf 4DM o gapasiti cyfrwng Cymraeg newydd<sup>12</sup> ar lefel gynradd (gyda meithrinfa) erbyn 2025-2026 drwy fwrw ymlaen â chynigion i gynyddu'r ddarpariaeth gynradd Gymraeg sy'n gwasanaethu:
  - Trelái a Chaerau yn ne-orllewin y ddinas;
  - Trowbridge a Llaneirwg yn nwyrain y ddinas;
  - Llwynbedw, Gabalfa, y Mynydd Bychan a Phlasnewydd yn ardal ganolog y ddinas;
  - a'r Tyllgoed, Radur a Phentre-poeth yn y gogledd-orllewin
8. Datblygu a gweithredu'r model iaith ddeuol lle dysgir y Gymraeg a'r Saesneg hyd at 50:50 sydd i ddechrau yn yr ysgol Gymraeg a deuol newydd ar gyfer Plasdŵr<sup>13</sup> drwy barhau â'r gwaith gydag arweinwyr ysgol cryf sy'n darparu addysg yng Nghaerdydd, y consortiwm ac arweinyddiaeth yr ysgol newydd ym Mhlasdŵr i greu amgylchedd dysgu lle gall pob plentyn ffynnu mewn dwy iaith.

Dros y 10 mlynedd nesaf byddwn yn:

9. Ymgymryd â gwaith monitro ac ymchwil â ffocws ar y model iaith ddeuol i nodi arfer llwyddiannus i lywio'r gwaith o gyflymu twf y model fel y bo'n briodol.
10. Defnyddio'r dystiolaeth o lwyddiant modelau iaith ddeuol (Caerdydd ac eraill) i Rannu arfer gorau ar y model iaith ddeuol a allai fod o fudd i ysgolion eraill ledled y ddinas a chefnogi ysgolion cyfrwng Saesneg presennol i ystyried a ydynt yn barod i symud ar hyd y continwmm dwyieithog i gategori ieithyddol gwahanol gyda mwy o addysgu a dysgu yn cael eu cynnig drwy gyfrwng y Gymraeg.
11. Hyrwyddo modelau ysgol sy'n cynnig mwy o ddefnydd o'r Gymraeg ynghyd â manteision pob un o ran caffael iaith a'r potensial i elwa ar sgiliau Cymraeg gwell.
12. Sicrhau'r capasiti mwy sydd ei angen i gyflawni cyfanswm o 8DM Cymraeg newydd ar lefel gynradd (gyda meithrinfa) ar draws oes y cynllun er mwyn parhau i dyfu a bodloni dyheadau cymunedau ar draws y ddinas yn gynaliadwy.

Mae'r prif bartneriaid sy'n gyfrifol am weithredu'r camau uchod yn cynnwys:

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Cyngor Caerdydd</li> <li>• Consortiwm Canolbarth y De</li> <li>• Cymdeithas Genedlaethol Meithrinfeydd Dydd</li> <li>• Ysgolion Caerdydd</li> <li>• Gwasanaethau Plant</li> </ul> | <ul style="list-style-type: none"> <li>• Menter Caerdydd</li> <li>• Ymwelwyr Iechyd a Meddygfeydd y GIG</li> <li>• RhAG</li> <li>• Yr Urdd</li> <li>• Mudiad Methrin</li> </ul> |
|--|---|

<sup>12</sup> Strategaeth Caerdydd Ddwyeithog 2022-2027 Thema Un, Amcan 9

<sup>13</sup> Yn gyson â Chategori 2 yn Nogfen Categori 2 Llywodraeth Cymru

### Deilliant 3: Mwy o blant yn parhau i wella eu sgiliau Cymraeg wrth drosglwyddo o un cam o'u haddysg statudol i'r llall.

Yng nghyfnod y CSCA blaenorol (2017-2020) mae Cyngor Caerdydd a phartneriaid wedi:

- Ychwanegu 1DM ar gyfer Ysgol Gyfun Gymraeg Plasmawr o flwyddyn academaidd 2020/21 i gynnig mwy o gapasiti i ateb y galw a ragamcennir am lleoedd Cymraeg mewn ysgolion uwchradd.
- Cynhaliwyd adolygiad dalgylch gyda newidiadau cysylltiedig a weithredwyd o flwyddyn academaidd 2021/22 i wella'r cydbwysedd rhwng nifer y plant a nifer y lleoedd sy'n gwasanaethu pob ardal yng Nghaerdydd.
- Tyfu'r ddarpariaeth Trochi Cymraeg i ddarparu ar gyfer myfyrwyr oedran uwchradd a chynyddu nifer y bobl ifanc sy'n gallu trosglwyddo'n llwyddiannus o addysg gynradd Saesneg i addysg uwchradd Gymraeg.

Mae data CYBLD yn dangos nad yw'n ymddangos bod trosglwyddo dysgwyr rhwng cyfnodau allweddol yn broblem sylweddol. Fodd bynnag mae pandemig COVID-19 a'r angen am ddysgu o bell wedi cyflwyno heriau i ysgolion a theuluoedd. Rydym yn ymwybodol bod hyn wedi cael effaith tymor byr gyda nifer fach o deuluoedd yn dewis tynnu eu plant allan o addysg Gymraeg. Bydd yn rhaid aros i weld os oes goblygiadau hirdymor i'r tarfu, o ran trosglwyddiadau diweddarach ar ddiwedd blwyddyn neu ar adegau pontio.

Bu cynnydd bychan yn nifer y trosglwyddiadau yn ystod y flwyddyn allan o ysgolion Cymraeg yn ystod y pandemig. Gwelwyd hefyd nifer tebyg o ddisgyblion yn symud allan o Gaerdydd ac yn symud i ddarpariaeth amgen (gan gynnwys addysg ddewisol yn y cartref, ysgol arbennig, UCD ac addysg breifaf).

Dyma'r sefyllfa yn gysylltiedig â phlant sy'n trosglwyddo allan o ysgolion Cymraeg yn ystod y flwyddyn dros y tair blynedd diwethaf:

I le'r aeth disgyblion ysgolion cynradd ac uwchradd Cymraeg a adawodd yn ystod y flwyddyn

	2018-19		2019-20		2020-21	
Symud o Gaerdydd	64	37%	66	36%	61	30%
Trosglwyddo i ysgol Gymraeg arall yng Nghaerdydd	55	32%	48	27%	35	17%
Trosglwyddo i ysgol Saesneg yng Nghaerdydd	42	25%	59	33%	93	47%
Arall*	11	6%	8	4%	11	6%

<b>Cyfanswm</b>	<b>172</b>	<b>100%</b>	<b>181</b>	<b>100%</b>	<b>200</b>	<b>100%</b>
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\*Yn cynnwys Addysg Ddewisol yn y Cartref, Addysg Heblaw yn yr Ysgol, ysgol arbennig neu UCD, ysgol breifat

Mae'n werth nodi, o ddisgyblion a drosglwyddodd i ysgol awdurdod lleol prif ffrwd arall yng Nghaerdydd, fod newid sylweddol o ran y rhaniad rhwng y rhai yn aros yn y sector Cymraeg a'r rhai yn trosglwyddo i addysg Saesneg. Byddwn yn parhau i fonitro hyn yn y blynyddoedd i ddod i asesu a yw hwn yn ddigwyddiad ynysig sy'n deillio o heriau'r pandemig neu batrwm cylchol.

Er bod nifer o ddisgyblion wedi trosglwyddo allan o addysg Gymraeg, mae hyn wedi ei liniaru i raddau gan nifer o ddisgyblion sy'n dewis trosglwyddo i'r sector Cymraeg o'r sector Saesneg. Mae gan Gaerdydd ddarpariaeth Trochi Cymraeg uchel ei barch a hynod effeithiol. Gwelwyd niferoedd cynyddol o ddisgyblion yn trosglwyddo'n llwyddiannus o ddarpariaeth Saesneg i ymuno â chyfoedion newydd mewn darpariaeth Gymraeg.

Er mwyn cyflawni'r deilliant hwn a chynyddu nifer y plant sy'n parhau i wella eu sgiliau Cymraeg wrth drosglwyddo o un cam o'u haddysg statudol i'r llall, yn ystod y 5 mlynedd cyntaf byddwn yn:

1. Monitro ceisiadau ar gyfer trosglwyddo o ysgolion cyfrwng Cymraeg i'r sector Saesneg yn y ddinas a chynnal ymchwil pellach lle mae'r rhai sy'n optio allan o'r sector hwn yn dod o faes/grŵp penodol i sicrhau gwell dealltwriaeth o bryderon a sicrhau bod sicrwydd a chymorth priodol yn cael eu darparu gyda'r bwriad o annog ailystyriaeth i aros.
2. Cadw'r lefelau uchel o ddilyniant o ysgolion cynradd Cymraeg i rai uwchradd Cymraeg o dan adolygiaeth gyson.
3. Gweithio mewn partneriaeth agos ag ysgolion i wella'r wybodaeth sydd ar gael ar wefannau ysgolion unigol i esbonio'r gwerth a osodir ar ddatblygu sgiliau ieithyddol Cymraeg, manteision bod yn ddwyieithog a'r wybodaeth ddiweddaraf am sut y caiff plant a phobl ifanc eu cefnogi yn eu dysgu gan gynnwys:
  - Cynyddu'r cyfeirio at gyfleoedd dysgu Cymraeg a chymdeithasu y tu allan i'r ysgol er mwyn normaleiddio'r defnydd o'r Gymraeg y tu allan i amgylchedd dysgu ffurfiol yr ysgol.
  - Cefnogi cydweithio rhwng ysgolion cynradd ac uwchradd i gynhyrchu adnoddau sy'n hyrwyddo dilyniant ieithyddol i rieni/gofalwyr ac sy'n rhoi sicrwydd er mwyn cefnogi cadw disgyblion.
  - Sicrhau bod y daith addysgol gyfan o'r feithrinfa i ôl-16 yn glir i deuluoedd er mwyn datblygu hyder pellach wrth ddewis addysg Gymraeg gan gynnwys tynnu sylw at y cymorth sydd ar gael i blentyn ddatblygu a magu hyder wrth ddefnyddio'r Gymraeg y tu allan i'r ysgol.

4. Darparu cyngor, dysgu proffesiynol ac adnoddau i ysgolion Saesneg i gynyddu canran y cwricwlwm a addysgir drwy gyfrwng y Gymraeg a gweithredu'r Gymraeg Ar Draws y Cwricwlwm gan gynyddu faint o ddysgu a gynigir a mwy o gyfleoedd ai ddefnyddio'r Gymraeg.
5. Dathlu a rhannu arfer da ledled Caerdydd a rhanbarth ehangach y de-ddwyrain mewn amrywiaeth o ffyrdd e.e., gweminarau, podlediadau, blogiau a theithiau cerdded dysgu.
6. Nodi a darparu cymorth â ffocws i ysgolion lle gallai cyfraddau pontio fod yn destun pryder a chyhoeddi adnoddau i gynyddu hyder disgyblion, ynghyd â chefnogi a rhoi sicrwydd i rieni/gofalwyr ynghylch pontio rhwng cyfnodau i annog cyfraddau cadw disgyblion.
7. Ceisio defnyddio o leiaf un o safleoedd ysgolion uwchradd y CDLI i gynyddu nifer y lleoedd uwchradd Cymraeg yng Nghaerdydd<sup>14</sup>.
8. Cyflwyno ceisiadau (cyfalaf a refeniw) i sicrhau cyllid i gefnogi ehangu'r ddarpariaeth drochi Gymraeg (ar lefelau cynradd ac uwchradd) i gynyddu a chynnal nifer y lleoedd sydd ar gael i'r ddau:
  - Galluogi strategaeth hyrwyddo ragweithiol er mwyn annog ystyriaeth i roi'r cyfle i drosglwyddo o ysgolion Saesneg a/neu ysgolion model deul i addysg uwchradd Gymraeg wrth drosglwyddo i'r sector uwchradd.
  - Cefnogi caffael iaith dwys yn ôl yr angen er mwyn gwella hyder dysgwyr a rhoi mwy o sicrwydd i rieni sy'n dewis addysg Gymraeg y bydd eu plentyn yn cael y cyfle i gyrchu cymorth os bydd ei angen.
9. Gweithio gydag ysgolion cynradd Cymraeg i sicrhau cynnydd yn y niferoedd sy'n hyfforddi'n athrawon ac mewn ffeiriau gyrfaoedd i gefnogi nifer uwch o'n pobl ifanc i ystyried manteision ac amrywiaeth y cyfleoedd sydd i addysgu drwy gyfrwng y Gymraeg.
10. Cynyddu darpariaeth hyfforddiant Cymraeg i rieni sy'n anfon eu plant i ysgolion Cymraeg yn unol â Strategaeth Caerdydd Ddwieithog..

Dros y 10 mlynedd nesaf byddwn yn:

11. Bwr wymlaen â chynlluniau i gynyddu capasiti parhaol y ddarpariaeth uwchradd Gymraeg er mwyn sefydlu capasiti ledled y ddinas yn y sector sydd 10% uwchlaw'r niferoedd a ragamcenir.
12. Parhau i ddatblygu ar y cydweithrediad presennol gyda'r sector uwchradd Cymraeg i ddarparu dysgu proffesiynol pwnc-benodol, yn enwedig mewn meysydd lle ceir prinder ymarferwyr drwy gyfrwng y Gymraeg.

Mae'r prif bartneriaid sy'n gyfrifol am weithredu'r camau uchod yn cynnwys:

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<sup>14</sup> Uchelgais a rennir a gaiff ei adlewyrchu yn Strategaeth Caerdydd Ddwieithog 2022-2027 Thema Un, Amcan 9

- Cyngor Caerdydd
- Consortiwm Canolbarth y De
- Ysgolion Caerdydd
- Gwasanaethau Plant
- Menter Caerdydd
- Coleg Caerdydd a'r Fro (CCF)

- RhAG
- Meddygfeydd y GIG
- Yr Urdd
- Prifysgol Metropolitan Caerdydd
- Prifysgol Caerdydd
- Cyngor y Gweithlu Addysg

#### **Deiliant 4 - Mwy o ddysgwyr yn astudio ar gyfer cymwysterau a asesir yn y Gymraeg (fel pwnc) a phynciau drwy gyfrwng y Gymraeg**

Yng nghyfnod y CSCA blaenorol (2017-2020) mae Cyngor Caerdydd a phartneriaid wedi:

- Cynyddu nifer y bobl ifanc sy'n astudio'n ddwyieithog a thrwy gyfrwng y Gymraeg yng Ngholeg Caerdydd a'r Fro
- Wedi llwyddo i gefnogi myfyrwyr i fanteisio ar ystod eang o opsiynau a chyrsgiau TGAU ac ôl-16 drwy gydweithio agos rhwng y tair ysgol uwchradd Gymraeg sy'n galluogi myfyrwyr i barhau â'u hastudiaethau yn y Gymraeg.

Ar hyn o bryd mae dysgwyr ym mhob un o dair ysgol uwchradd gymunedol Gymraeg Caerdydd yn astudio pob pwnc (heblaw am Saesneg Iaith a Llenyddiaeth) drwy gyfrwng y Gymraeg ar lefel TGAU ac ar gyfer Safon Uwch neu debyg. Mae'r cynnig academaidd yn cynnwys amrywiaeth o opsiynau pwnc i ddysgwyr eu dewis gyda pheth gweithio traws-ysgol yn i wella'r ystod o bynciau 14-19 sydd ar gael. Mae deilliannau dysgwyr ar draws y tair ysgol yn gryf. Mae nifer y disgyblion sy'n cael eu derbyn ym Mlwyddyn 7 yn cynyddu'n gyson â'r carfannau mwy sy'n symud drwy'r system.

Astudir Cymraeg fel ail iaith fel pwnc gorfodol drwy holl ysgolion uwchradd cymunedol Saesneg Caerdydd gydag ymwybyddiaeth ehangach o'r cyfle i drosglwyddo o'r sector Saesneg i'r sector Gymraeg ar lefel uwchradd drwy fynychu darpariaeth drochi Cymraeg CA3/4.

Mae Coleg Caerdydd a'r Fro hefyd wedi nodi cynnydd yn nifer y bobl ifanc sy'n astudio'n ddwyieithog a thrwy gyfrwng y Gymraeg, gan gynnwys 46 o bobl ifanc sy'n astudio gwallt a harddwch, a 24 o ddysgwyr sy'n astudio cymwysterau BTEC lefel 3 dwyieithog. Nododd y coleg newid mawr yn agweddau dysgwyr tuag at y Gymraeg a'u gallu i weld y modd y bydd yr iaith yn eu helpu yn y dyfodol. Y bwriad yw y bydd y ddau gwrs yn hyrwyddo'u hunain drwy gyfrwng y Gymraeg yn unig ar gyfer Medi 2021.

Yn amlwg, gan gysylltu â'r deiliant blaenorol, er mwyn sicrhau mwy o ddisgyblion yn astudio ar gyfer cymwysterau drwy gyfrwng y Gymraeg, mae'n dal yn hanfodol ceisio dal gafael ar ddysgwyr sydd wedi dechrau yn y sector cynradd Cymraeg wrth bontio i ysgol uwchradd.

Mae darparu dysgu ac addysgu ar-lein wedi bod yn hanfodol yn ystod y pandemig. Er bod hyn wedi deillio o angen, mae uwchsgilio'r gweithlu a'r cymhwysedd technegol yn

rhoi'r cyfle posibl i archwilio a darparu ystod o ddarpariaeth a chofleidio technoleg fel mecanwaith ar gyfer ehangu'r cwricwlwm Cymraeg sydd ar gael ar draws yr awdurdod lleol. Mae darpariaeth eisoes yn cael ei rhannu ar draws ysgolion.

I gyflawni'r deilliant hwn a sicrhau bod mwy o ddysgwyr yn astudio ar gyfer cymwysterau a asesir yn y Gymraeg (fel pwnc) a phynciau drwy gyfrwng y Gymraeg, yn y 5 mlynedd cyntaf byddwn yn:

1. Nodi a manteisio i'r eithaf ar adnoddau pellach i ehangu a bywiogi'r enghreifftiau o'r ystod o yrfaeodd lle defnyddir y Gymraeg gan ysgogi mwy o bobl ifanc i fanteisio arnynt ymhellach i'w gyrfa ddysgu ac annog defnydd ehangach o'r Gymraeg y tu hwnt i'r cwricwlwm a chymwysterau ar y cyd â Chaerdydd Ddwyeithog<sup>15</sup>.
2. Ymgymryd ag ymchwil â ffocws gyda phobl ifanc ar y cyd ag ysgolion, colegau a phartneriaid i gael gwell dealltwriaeth o'u rhesymau dros ddewis eu hopsiynau a beth allai eu hannog i ddewis Cymraeg Safon Uwch.
3. Gweithio gyda phartneriaid ar draws y Fforwm Addysg Gymraeg, Caerdydd Ddwyeithog ac Addewid Caerdydd i amlygu manteision y Gymraeg gan gynnwys cyfleoedd ar gyfer prentisiaethau, profiad gwaith a/neu gyfleoedd gwirfoddoli mewn sefydliadau a gweithleoedd Cymraeg eu hiaith sy'n manteisio i'r eithaf ar botensial siaradwyr dwyieithog.
4. Gweithio gyda phartneriaid i hyrwyddo manteision y Gymraeg a bod yn ddwyieithog gyda rhieni / gofalwyr ynghyd â sut y gallant gefnogi dilyniant disgyblion hyd yn oed os nad y Gymraeg yw'r iaith lafar gartref.
5. Gweithio gyda darparwyr allanol a LIC ar unrhyw fentrau cenedlaethol i hyrwyddo'r Gymraeg fel pwnc Safon Uwch.
6. Sicrhau bod 100% o ddisgyblion mewn ysgolion cyfrwng Cymraeg yn parhau i gymryd pob cymhwyster (ac eithrio llenyddiaeth ac iaith Saesneg) drwy gyfrwng y Gymraeg ar ddiwedd Cyfnod Allweddol 4, gan gynnwys TGAU a chymwysterau tebyg.
7. Parhau i weithio gyda chydweithwyr mewn ysgolion Saesneg ledled Caerdydd i sicrhau bod pob disgybl yn gallu ymgymryd â TGAU Cymraeg ail iaith neu unedau Llwybr Lefel Mynediad<sup>16</sup> ar ddiwedd Cyfnod Allweddol 4.
8. Gweithio gyda phartneriaid i lobïo Cymwysterau Cymru er mwyn sicrhau bod cymwysterau TGAU newydd Cymru i gefnogi'r cwricwlwm arfaethedig yn cynnig testunau sy'n fwy cyfoes ac yn fwy perthnasol i ddysgwyr
9. Cefnogi ysgolion i gynllunio'n bwrpasol i gynyddu awydd, gwydnwch a hyder dysgwyr ysgolion uwchradd i ddefnyddio a thyfu'r sgiliau Cymraeg y llwyddir i'w caffael yn y sector cynradd, a gweithio gyda phartneriaid allanol i hyrwyddo hyn.

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<sup>15</sup> Strategaeth Caerdydd Ddwyeithog Thema 3, Amcan 5

<sup>16</sup> Unedau Llwybr Lefel Mynediad yn cynnwys 6365, 6366, 6367, 6368 a 6369

10. Gweithio gyda Chaerdydd Ddwyeithog a phartneriaid i gefnogi cynnydd yn nifer y myfyrwyr sy'n astudio cyrsiau addysg bellach ac uwch drwy gyfrwng y Gymraeg<sup>17</sup>.

Dros y 10 mlynedd nesaf byddwn yn:

11. Adolygu'r nifer sy'n manteisio ar ac yn cwblhau Safon Uwch Cymraeg ers dechrau'r cynllun a cheisio adborth pobl ifanc i ganfod pa ffactorau a arweiniodd at eu penderfyniad i barhau â'u hastudiaethau yn y Gymraeg neu drwy gyfrwng y Gymraeg a'u barn am effaith y wybodaeth a'r adnoddau a ddatblygwyd ac a rannwyd gyda hwy.
12. Ymgysylltu â byrddau arholi i gynrychioli'r awydd sydd am ystod ehangach o gyrsiau a chymwysterau (yn enwedig o ran cyfleoedd dysgu galwedigaethol) a gyflwynir trwy gyfrwng y Gymraeg i sicrhau lefel gydradd â'r ystod sydd ar gael yn Saesneg.
13. Archwilio'r cwrpas i wneud defnydd mwy strategol o'r opsiynau e-ddysgu Cymraeg presennol ochr yn ochr â ph'un a oes potensial i ddatblygu modiwlau dysgu ar-lein Caerdydd er mwyn darparu ystod ehangach o bynciau ac ehangu'r cynnig o gymwysterau a phrofiadau dysgu posibl ar draws sector addysg Gymraeg Caerdydd ynghyd â chefnogi datblygu sgiliau mewn dysgu digidol yng Nghyfnod Allweddol 4 ac yn gynharach.

Mae'r prif bartneriaid sy'n gyfrifol am weithredu'r camau uchod yn cynnwys:

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Cyngor Caerdydd</li><li>• Consortiwm Canolbarth y De</li><li>• Ysgolion Caerdydd</li><li>• Coleg Caerdydd a'r Fro (CCF)</li></ul> | <ul style="list-style-type: none"><li>• Prifysgol Caerdydd</li><li>• Prifysgol Metropolitan Caerdydd</li><li>• Byrddau Arholi yn cynnwys CBAC</li><li>• Cyngor y Gweithlu Addysg</li></ul> |
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<sup>17</sup> Strategaeth Caerdydd Ddwyeithog Thema Un, Amcan 12

## Deiliant 5 - Mwy o gyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn gwahanol gyd-destunau yn yr ysgol

Yng nghyfnod y CSCA blaenorol (2017-2020) mae Cyngor Caerdydd a phartneriaid wedi:

- cynnal 'Gyrfa Gymraeg - Ffair Swyddi Cymraeg Caerdydd' dan arweiniad Caerdydd Ddwyeithog i dynnu sylw at opsiynau gyrfa a manteision gweithio drwy gyfrwng y Gymraeg.
- Mae'r pandemig wedi bod yn gatalydd ar gyfer mwy o gynnwys ar-lein yn Gymraeg, gan gynnwys sianel youtube S4C ar gyfer plant 11-13 oed a Hansh yn gweithio gyda phobl ifanc i greu cynnwys.
- Mae'r cyfleoedd dysgu a chymdeithasu ar-lein wedi cynyddu'n sylweddol drwy gydol y pandemig ac er bod llawer o weithgareddau wyneb yn wyneb wedi aildechrau, mae'n parhau i ategu'r cynnig hwn gydag amrywiaeth o gyfleoedd dysgu ar-lein

Mae Caerdydd yn cydnabod gwerth i bobl ifanc ddefnyddio'u sgiliau Cymraeg mewn amrywiaeth o gyd-destunau i wella eu caffael ar iaith a meithrin eu hyder wrth siarad yr iaith wrth gyfathrebu bob dydd er mwyn bodloni dyheadau Cymraeg 2050. Er gwaethaf y tarfu yn sgil y pandemig mae partneriaid Fforwm Addysg Gymraeg Caerdydd wedi parhau i ddarparu gweithgareddau cyfoethogi drwy gyfrwng y Gymraeg yn yr ysgolion, fel gweithgareddau allgyrsiol gyda llawer yn symud ar-lein lle bo hynny'n bosibl yn ystod y pandemig.

Yng Nghaerdydd, mae 17 o ysgolion cynradd Cymraeg wedi ennill Gwobr Efydd y [Siarter Iaith](#) gydag 8 yn symud ymlaen i ennill y wobr arian erbyn 2021. Mewn ysgolion uwchradd, mae 2 ysgol wedi ennill y wobr efydd.

Mae'r cynllun Cymraeg Campus wedi'i gyflwyno ar gyfer ysgolion lle mae iaith yr addysgu yn Saesneg ac yn 2021, roedd 15 o ysgolion cynradd wedi cael efydd gyda 2 ysgol uwchradd yn treialu cynllun uwchradd Cymraeg Campus.

Anogir dysgwyr sy'n mynychu ysgolion Cymraeg a Saesneg i gymryd rhan mewn ystod eang o weithgareddau diwylliannol, cymdeithasol a chwaraeon drwy gyfrwng y Gymraeg er mwyn gwella eu hyder a chadw eu rhuglder yn y Gymraeg gan gynnwys ymhlith lefelau uchel arall o gyfranogiad a chynrychiolaeth yn nigwyddiadau a chyfleoedd cymdeithasol yr Urdd (Eisteddfod yr Urdd, cystadlaethau chwaraeon cenedlaethol, gweithgareddau awyr agored a theithiau preswyl) ynghyd â chynrychiadau'r celfyddydau perfformio mewn ysgolion.

Mae fforwm partneriaid Caerdydd Ddwyeithog wedi gwneud gwaith i nodi a choladu cyfeirlyfr o brofiad gwaith a chyfleoedd gwirfoddoli sy'n gofyn am sgiliau Cymraeg. Wrth symud ymlaen, disgwylir i hyn fod o fudd wrth arddangos gwerth a throsglwyddo sgiliau Cymraeg y tu hwnt i'r ystafell ddosbarth. Y gobaith yw y bydd hyn yn cryfhau'r Gymraeg fel rhan lewyrchus o ddiwylliant Caerdydd ac yn hanfodol i hunaniaeth y Brifddinas.



Dyma'r sefyllfa bresennol sy'n ymwneud â chyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn gwahanol gyd-destunau yn yr ysgol a'n prif darged ar gyfer y deng mlynedd nesaf:

Sicrhau bod pobl ifanc yn cael eu cefnogi i fwynhau a chadw eu defnydd a'u hyder yn eu sgiliau Cymraeg y tu hwnt i'r ysgol drwy sicrhau amrywiaeth eang o gyfleoedd hygyrch yng Nghaerdydd a fydd yn cyffroi, yn ymgysylltu ac yn annog pobl ifanc gan gyfrannu felly at y dyhead i gofleidio'r iaith fel iaith fyw yn ein prifddinas.

Er mwyn cyflawni'r canlyniad hwn a sicrhau bod dysgwyr yn cael mwy o gyfleoedd i ddefnyddio'r Gymraeg mewn gwahanol gyd-destunau yn yr ysgol, yn y 5 mlynedd cyntaf byddwn yn:

1. Mynd i'r afael â'r gwaith o fapio'r ddarpariaeth bresennol y tu allan i'r ysgol ar y cyd â darparwyr eraill i nodi bylchau a bod yn sail i drafodaethau sy'n ymwneud â chydweithredu / partneriaethau newydd er mwyn cynyddu / ehangu'r ddarpariaeth i ateb y galw.
2. Ymgymryd â gweithgareddau ymgysylltu â ffocws iddynt gyda phobl ifanc ynghylch pa gyfleoedd dysgu a chymdeithasu Cymraeg yr hoffent eu gweld yn cyd-fynd ag ymrwymiad Dinas sy'n Dda i Blant Caerdydd gan gynnwys sefydlu Fforwm Ieuenctid Caerdydd Ddwyeithog<sup>18</sup>
3. Cynnal ymchwil gyda phobl ifanc ac oedolion sydd wedi cyrraedd lefel o ruglder yn y Gymraeg yn y gorffennol ond sydd wedi colli hyder i'w ddefnyddio er mwyn deall a mynd i'r afael yn well â'r her o gadw iaith y tu hwnt i addysg statudol.
4. Cynnal arolwg gyda busnesau Caerdydd a chyn-fyfyrrwyr ysgolion Cymraeg i archwilio'r posibilïadau i gefnogi cyfleoedd pellach ar gyfer cyfleoedd amgen i'r rhai sydd eisoes ar gael er mwyn ehangu'r cwmpas ac ymgysylltu â diddordebau mwy arbenigol.
5. Darparu swyddog consortia dynodedig i bob ysgol i gefnogi'r Siarter Iaith a chynnydd Cymraeg Campus sy'n canolbwyntio ar hyrwyddo, cefnogi, herio ac achredu holl ysgolion Caerdydd i wneud cynnydd gyda'r Gwobrau Siarter Iaith a Chymraeg Campus.
6. Sicrhau bod yr holl gyfleoedd a gynigir yng Nghaerdydd yn cael eu hyrwyddo'n gynhwysfawr ac yn gydlynol yng Nghaerdydd i blant, pobl ifanc a'u teuluoedd er mwyn cynyddu ymwybyddiaeth a chynyddu cyfranogiad mewn dysgu a defnyddio'r Gymraeg.
7. Sicrhau cyllid a chynyddu cydweithio rhwng y Gwasanaeth Ieuenctid a sefydliadau partner gan gynnwys Menter Caerdydd a'r Urdd i wella ystod a dosbarthiad y cyfleoedd sydd ar gael ledled Caerdydd i bobl ifanc ar y cyd â Strategaeth Ddwyeithog Caerdydd<sup>19</sup>.

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<sup>18</sup> Strategaeth Ddwyeithog Caerdydd Thema Dau, Amcanion 1,2 ac 8 a Thema Tri, Amcan 2

<sup>19</sup> Strategaeth Caerdydd Ddwyeithog 2022-2027, Thema Tri, Amcanion 2, 3 ac 8

8. Blaenoriaethu darpariaeth, cyfleoedd a mynediad i'r celfyddydau yn y Gymraeg yng Nghaerdydd ar gyfer plant, pobl ifanc a theuluoedd ar y cyd â Strategaeth Ddwieithog Caerdydd drwy:
  - Tafwyl
  - Sesiynau darllen ac ysgrifennu creadigol<sup>20</sup>.
  - Cynyddu cydweithrediad celfyddydol â blynyddoedd 12 a 13 mewn Ysgolion Uwchradd a gydag Israddedigion yng Ngholegau a Phrifysgolion Caerdydd.<sup>21</sup>
9. Gweithio gyda phartneriaid i gefnogi'r fenter yn Strategaeth Ddwieithog Caerdydd i gynyddu gweithgarwch gydag ysgolion Saesneg gan ffurfio clybiau, cynnal gweithdai, ac annog gweithgareddau'n uniongyrchol gyda'r ysgolion drwy gyfrwng y Gymraeg<sup>22</sup>
10. Mae holl ysgolion Caerdydd yn cymryd rhan yn rhaglen achredu Siarter Iaith y Gymraeg (a elwir ar hyn o bryd yn Siarter Iaith a Cymraeg Campus), gyda phob ysgol yn gweithio i gyrraedd y lefel nesaf erbyn 2027).

Erbyn diwedd y cynllun 10 mlynedd byddwn yn:

11. Gwerthuso effaith y Siarter Iaith a Chymraeg Campus i gefnogi'r gwaith o fireinio'r cynlluniau dros amser, yn enwedig ochr yn ochr â gweithredu'r cwricwlwm newydd.
12. Darparu cymorth i ysgolion yn eu defnydd o'r Gymraeg mewn ysgolion chyfleoedd dysgu Cymraeg, Llythrennedd a Chyfathrebu proffesiynol o ansawdd uchel gan gynnwys cymorth pwrpasol ar gyfer ysgolion/clystyrau unigol a chyfleoedd i gydweithio rhwng ysgolion a phartneriaethau rhwng cymheiriaid fel y bo'n briodol.
13. Hyrwyddo cyfranogiad gweithredol plant mewn partneriaethau traws-ysgol i wella eu mwynhad o ddefnyddio'r Gymraeg gan gefnogi normaleiddio'r iaith ym mhob lleoliad er mwyn cydlyniant a gwell awydd i ymwneud â'r iaith.

Mae'r prif bartneriaid sy'n gyfrifol am weithredu'r camau uchod yn cynnwys:

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Cyngor Caerdydd, gan gynnwys Caerdydd Ddwieithog ac Addewid Caerdydd</li> <li>• Yr Urdd</li> <li>• Menter Caerdydd</li> <li>• CCD</li> </ul> | <ul style="list-style-type: none"> <li>• S4C</li> <li>• Ysgolion</li> <li>• Coleg Caerdydd a'r Fro (CCF)</li> <li>• Partneriaid y Brifysgol, y Coleg Cymraeg, Prifysgol Caerdydd a Met Caerdydd</li> </ul> |
|---|--|

<sup>20</sup> Strategaeth Caerdydd Ddwieithog 2022-2027 Thema Dau, Amcan 8, Thema Tri Amcan 3

<sup>21</sup> Strategaeth Caerdydd Ddwieithog 2022-2027 Thema Tri, Amcan 4

<sup>22</sup> Strategaeth Caerdydd Ddwieithog 2022-2027 Thema Dau, Amcan 3

## Deilliant 6 - Cynnydd yn y ddarpariaeth addysg Gymraeg ar gyfer disgyblion ag anghenion dysgu ychwanegol (ADY) (yn unol â'r dyletswyddau a osodir gan Ddeddf Anghenion Dysgu Ychwanegol a Thriwlynys Addysg (Cymru) 2018

Yng nghyfnod y CSCA blaenorol (2017-2020) mae Cyngor Caerdydd a phartneriaid wedi:

- Sefydlu canolfan ddysgu newydd ar gyfer hyd at 20 o ddisgyblion yn Ysgol Pwll Coch
- Ymestyn y nifer dynodedig ar gyfer y ganolfan adnoddau arbenigol yn Ysgol Glantaf i 30, a chymerwyd camau i wella'r cyfleusterau
- Sefydlu dosbarth Llesiant cynradd yn Ysgol Pen-y-Groes, gan gynnig lleoedd cofrestredig dros dro i hyd at 8 disgybl
- Gweithio gyda'r tair ysgol uwchradd i ddatblygu 'canolfan lesiant rithwir' sy'n gweithredu ar draws y tair ysgol, ar gyfer hyd at 18 o ddisgyblion sydd mewn perygl o gael eu gwahardd neu o ymddieithrio

Mae'r sefyllfa bresennol o ran darparu addysg Gymraeg i ddisgyblion ag anghenion dysgu ychwanegol (ADY) yng Nghaerdydd a'n targedau ar gyfer y deng mlynedd nesaf fel a ganlyn:

Mae nifer yr achosion o ADY yn y sector Cymraeg yn parhau i fod yn is nag ar gyfer ysgolion Caerdydd yn gyffredinol:

Ebrill 2021	Pob ysgol	% y boblogaeth ddisgyblion	Ysgolion Cymraeg	% y boblogaeth ddisgyblion.
<b>Gweithredu gan yr Ysgol a Mwy</b>	3045	5.54	320	3.72
<b>Â datganiad</b>	1360	2.48	116	1.35

Fodd bynnag, bu cynnydd yn nifer y disgyblion ag ADY sylweddol a chymhleth sy'n dewis addysg Gymraeg, fel y dengys y twf yn y galw am ddarpariaeth arbenigol:

- Agorodd y ganolfan ddysgu yn Ysgol Pwll Coch yn 2018-19 gyda 2 ddisgybl: 9 disgybl yn 2021.
- Roedd y ganolfan ddysgu yn Ysgol Glantaf yn darparu ar gyfer 11 o ddisgyblion yn 2016: 24 o ddisgyblion yn 2021

Cynhaliwyd arolwg o'r angen presennol gan y Tîm Cymorth Awtistiaeth yn 2020-21 a nodwyd 21 o ddisgyblion cynradd sy'n debygol o fod angen lleoliad mewn canolfan awtistiaeth naill ai wrth bontio i'r ysgol uwchradd neu ar ryw adeg yn ystod CA2.

I gyflawni'r canlyniad hwn a sicrhau darpariaeth ddysgu ychwanegol o ansawdd uchel ar gyfer pob disgybl mewn addysg cyfrwng Cymraeg sydd wedi neu a allai ddatblygu anghenion dysgu ychwanegol

Yn y 5 mlynedd cyntaf byddwn yn:

1. Datblygu ymhellach yr ystod o gyfleoedd dysgu proffesiynol o ran ADY i feithrin gallu'r gweithlu cyfrwng Cymraeg i nodi a diwallu ystod o anghenion dysgu ychwanegol.
2. Parhau i gefnogi amrywiaeth o ddulliau o ymyrraeth gynnar a chefnogaeth ar draws pob ysgol Gymraeg, er mwyn sicrhau cyfle ieithyddol cyfartal.
3. Darparu gwybodaeth a chyingor i blant a phobl ifanc a'u teuluoedd, gan sicrhau bod gwefannau ysgolion a'r cyngor yn cynnwys gwybodaeth ynghylch sut mae anghenion dysgu ychwanegol yn cael eu nodi a'u diwallu yn ein hysgolion Cymraeg, gan gynnwys gwybodaeth am ddarpariaeth arbenigol<sup>23</sup>
4. Gofyn yn rheolaidd am farn dysgwyr a'u teuluoedd am effeithiolrwydd ac effaith darpariaeth ddysgu ychwanegol er mwyn 'adolygu'r ddarpariaeth ddysgu ychwanegol'<sup>24</sup>.
5. Monitro ceisiadau am drosglwyddo o ysgolion Cymraeg i'r sector Saesneg yn y ddinas a chynnal ymchwil bellach lle mae gan y rhai sy'n optio allan o'r sector hwn CDUau ADY ar waith i sicrhau gwell dealltwriaeth o bryderon a sicrhau bod sicrwydd a chymorth priodol yn cael eu darparu gyda'r bwriad o'u gweld yn ailystyried ac aros.
6. Adolygu effaith y Dosbarth Llesiant cynradd Cymraeg a'r 'Ganolfan Adnoddau Arbenigol rithwir' uwchradd ar gyfer disgyblion ag anghenion iechyd a lles emosiynol ynghyd ag ystyried y dysgu a'r goblygiadau ar gyfer datblygu darpariaeth arbenigol yn y sector yn y dyfodol.
7. Adolygu darpariaeth cyfrwng Cymraeg 'Cyfnod 3 a Chyfnod 4' fel rhan o adolygiad ledled y ddinas, er mwyn penderfynu ar y ffordd orau o wella ymhellach ar atal ac ymyrraeth gynnar ADY.
8. Datblygu a chyflawni nifer uwch o leoedd arbenigol uwchradd i'w darparu mewn CAA sydd wedi'i leoli ym mhob un o'r ysgolion uwchradd Cymraeg gydag anghenion arbenigol gwahanol ym mhob canolfan i gyflawni lefel o ddarpariaeth arbenigol sy'n gydradd â sectorau eraill ac sy'n ymateb yn briodol i anghenion unigol.
9. Datblygu a darparu nifer cynyddol o leoedd arbenigol cynradd i'w darparu mewn canolfannau adnoddau arbenigol mewn o leiaf tair ysgol gynradd sy'n bwydo'r ysgolion uwchradd perthnasol.

Dros y 10 mlynedd nesaf byddwn yn:

10. Darparu CAAau ADY pellach ar safleoedd cynradd wrth i ardaloedd CDLI preswyl mawr ddatblygu

<sup>23</sup> Fel yr amlinellir yng Nghod ADY 2020

<sup>24</sup> YN unol â Chod ADY 2020

11. Gweithio gyda phartneriaid ym maes lechyd i wella mynediad at gymorth therapi a chyngor drwy gyfrwng y Gymraeg
12. Gweithio gyda Llywodraeth Cymru a phartneriaid eraill i wella mynediad at asesiadau ac adnoddau Cymraeg

Mae'r prif bartneriaid sy'n gyfrifol am weithredu'r camau uchod yn cynnwys:

- Cyngor Caerdydd
- Consortiwm Canolbarth y De
- Ysgolion Caerdydd
- Gwasanaethau'r GIG
- Gwasanaethau Plant

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

Yng nghyfnod y CSCA blaenorol (2017-2020) mae Cyngor Caerdydd a phartneriaid wedi:

- Galluogi staff yr ysgol i gyrchu datblygiad proffesiynol yn y Gymraeg drwy amrywiaeth o gyfleoedd, o gyrsgiau i ddechreuwr hyd at y Rhaglen Sabothol Cymraeg dwys
- Cefnogwyd nifer cynyddol o staff yng Nghaerdydd i'w derbyn i'r Rhaglen Darpar Benaethiaid yn 2020/21 sy'n arwain at asesiad NPHQ.
- Mae ehangu aelodaeth y Fforwm Addysg Gymraeg i gynnwys Prifysgol Metropolitan Caerdydd i elwa o'u mewnbwn ynghylch Hyfforddiant Cychwynnol Athrawon yng Nghaerdydd wedi cael ei werthfawrogi'n fawr o ran rhoi mwy o ddealltwriaeth ynghylch y potensial a'r rhwystrau i gynyddu'r gweithlu.

Dim ond ar ddata a adroddwyd gan yr ysgol y gellir seilio'r targedau presennol sy'n adlewyrchu hunanasesiad rhuglder gan aelodau unigol o staff sydd wedi'u cynnwys yn y setiau data 'Addysgu/gweithio drwy gyfrwng y Gymraeg yn ôl Awdurdod Lleol'<sup>25</sup>. Ar sail y data sydd ar gael, byddem yn disgwyl y bydd angen cynyddu'r gweithlu 8% er mwyn cefnogi'r cynnydd mewn lleoedd yn y CSCA hwn. Fodd bynnag, bydd angen adolygu'r targed hwn yn dilyn trafodaeth gyda Llywodraeth Cymru a phartneriaid lleol i sefydlu gwaelodlinau mwy safonol ac yng ngoleuni Cynllun Datblygu'r Gweithlu deng mlynedd Llywodraeth Cymru sydd i'w gyhoeddi yn ddiweddarach yn 2022.

Mae twf sylweddol yn y gweithlu sy'n gallu dysgu Cymraeg a thrwy gyfrwng y Gymraeg yn hollbwysig er mwyn i Gaerdydd lwyddo i sicrhau twf siaradwyr Cymraeg drwy gyfrwng addysg yn ein hysgolion a chyfleoedd dysgu ehangach.

Mae Cyngor Caerdydd yn cydnabod bod recriwtio gweithlu digonol eisoes yn cyflwyno heriau ar draws pob sector addysg. Hyd yma, mae Caerdydd yn bennaf wedi parhau i ddenu staff yn lleol ac o bob cwr o Gymru gyda'r heriau i'w teimlo fwyaf mewn ysgolion uwchradd, yn enwedig mewn pynciau fel mathemateg a gwyddoniaeth. Fodd bynnag, wrth i'r sector ehangu fel rhan o'r ymdrech genedlaethol i gynyddu Addysg Gymraeg a mwy o Gymraeg drwy ysgolion dwy iaith, fe ddaw'r her hon yn fwy ar draws yr ystodau oedran. Mae hyder cenedlaethol o ran adnoddau digonol yn isel ar hyn o bryd.

Darlun rhannol yw sicrhau bod digon o athrawon Cymraeg rhugl o ansawdd uchel i staffio'r nifer cynyddol o ysgolion cyfrwng Cymraeg a dwy iaith. Ar ben hynny, bydd y disgwyliadau uwch i addysgu a dysgu gan ddefnyddio mwy o Gymraeg mewn ysgolion Saesneg hefyd yn golygu bod angen uwchsgilio ar draws llawer o'r gweithlu addysgu a dysgu.

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<sup>25</sup> [Addysgu / gweithio drwy gyfrwng y Gymraeg yn ôl awdurdod lleol \(llyw.cymru\)](#)

Felly, rydym wedi ymrwymo i weithio'n agos gydag ALlau eraill yng Consortiwm Canolbarth y De (CCD) i gynllunio a chefnogi staff ysgolion ar draws pob sector i wella eu sgiliau Cymraeg ymhellach ynghyd â darparwyr hyfforddiant y gweithlu Addysg Hyfforddiant Gychwynnol a'r gweithlu Gofal Plant cyfrwng Cymraeg i gefnogi cynnydd mewn Athrawon Newydd Gymhwyso, staff cymorth dysgu ac ymarferwyr gofal plant er mwyn helpu i leihau'r prinder gweithlu a ragamcennir yn y dyfodol a sicrhau y gellir gweithredu Cynlluniau Strategol Cymraeg mewn Addysg lleol ar y cyd yn effeithiol yn y dyfodol i gyrraedd targed y llywodraeth.

I gyflawni'r deilliant hwn a chynyddu nifer y staff addysgu sy'n gallu addysgu Cymraeg (fel pwnc) ac addysgu drwy gyfrwng y Gymraeg, yn y 5 mlynedd cyntaf byddwn yn:

1. Cynnal archwiliad canolog o'r gweithlu i adolygu staffio presennol ynghyd ag ystyried swyddi gwag staff addysgu a staff cymorth yn y presennol ac yn y dyfodol i gefnogi recriwtio a chadw staff sydd â sgiliau Cymraeg gan gynnwys staff addysgu a dysgu sy'n gwbl rhugl. Bydd hyn yn cynnwys:
  - Dadansoddi canlyniad data cyfrifiad gweithlu'r ysgo, data'r Fframwaith Iaith a ffynonellau tystiolaeth ansoddol i gefnogi cynllunio'r gweithlu i lywio'r gwaith o gynllunio rhaglenni dysgu proffesiynol sy'n adlewyrchu anghenion ein gweithlu lleol sy'n benodol i gynyddu'r defnydd a wneir o'r Gymraeg ym mhob ysgol.
  - Cynnal archwiliad i adolygu ac adlewyrchu newidiadau mewn math o ysgol/dynodiad ieithyddol ar draws pob cyfnod a chynllunio'n strategol i gefnogi uwchsgilio lle bo angen.
  - Monitro Cynlluniau Datblygu Ysgolion i sicrhau bod arweinwyr yn dangos ystyriaeth weithredol ac yn cynllunio ar gyfer gwella sgiliau ieithyddol gweithlu eu hysgolion ac yn annog staff i gymryd rhan mewn cyfleoedd dysgu Cymraeg a chaffael iaith.
  - Monitro nifer yr ymgeiswyr Cymraeg eu hiaith sy'n dewis symud ymlaen i swyddi arwain ar ôl cwblhau rhaglenni datblygu arweinyddiaeth cenedlaethol ac annog ymarferwyr cymwys iawn ac arweinwyr i barhau i chwilio am gyfleoedd i wneud y mwyaf o'u cymwysterau er budd ysgolion a disgyblion Caerdydd.
2. Adolygu Cynllun Datblygu'r Gweithlu Llywodraeth Cymru<sup>26</sup> a cheisio prif ffrydio argymhellion ar lefel leol i wneud y mwyaf o'r gweithlu addysgu a dysgu Cymraeg rhugl a'i dyfu, gan gynnwys y twf gofynnol a'r arbenigeddau sydd ganddo.
3. Sicrhau bod ysgolion yn cael gafael ar yr adnoddau sydd ar gael i ddatblygu gweithlu Cymru mewn ysgolion gan gynnwys:
  - Cyngor, cymorth ac arweiniad i ysgolion ar sut i adlewyrchu sgiliau Cymraeg eu staff yn gywir drwy wneud y gorau o gyfraniad Swyddog Cymraeg mewn Addysg CCD.
  - Annog a monitro'r niferoedd staff addysgu sydd ar gwrs newydd y Ganolfan Dysgu Cymraeg Genedlaethol fel llwybr arall ar gyfer datblygu hyder ieithyddol o fewn y gweithlu addysgu a dysgu.

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<sup>26</sup> Disgwyl cyhoeddi ganol 2022

- Sicrhau bod pob tîm arweinyddiaeth ysgol a llywodraethwyr yn ymwybodol o'r Cynllun Strategol Cymraeg mewn Addysg a'r angen am sgiliau dwyieithog a bod monitro ac uwchsgilio eu staff yn allweddol fel rhan o'u hyfforddiant fel llywodraethwyr a'u DPP.
  - Sicrhau bod staff o ysgolion Cymraeg yn gwneud cais am raglenni datblygu arweinyddiaeth cenedlaethol perthnasol gan gynnwys y Rhaglen Darpar Brifathrawon sy'n arwain at gymhwyster CPCP.
4. Gweithio i gefnogi twf yn y gweithlu addysgu drwy:
- Weithio gyda phartneriaid allanol i hyrwyddo mentrau ar lwybrau i addysgu a rhannu unrhyw wybodaeth berthnasol gydag ysgolion a pharhau i ddarparu dysgu a chymorth proffesiynol i athrawon ANG, yn enwedig drwy rôl mentoriaid sefydlu rhanbarthol.
  - Hyrwyddo'r llwybrau lluosog a'r cymhellion ar gyfer hyfforddiant athrawon i ategu'r cynnwys sydd ar gael drwy Gyngor y Gweithlu Addysg.
  - Datblygu a chydlynu ymgyrch i hyrwyddo addysg a hyfforddiant cyfrwng Cymraeg i fyfyrwyr addysg bellach ac uwch ar y cyd â Chaerdydd Ddwyieithog a phartneriaid-ddarparwyr, ochr yn ochr ag archwilio cyfleoedd i ariannu Swyddog Pontio i gefnogi'r gwaith hwn.<sup>27</sup>
  - Archwilio'r posibiladau i ddatblygu ymgyrch hyrwyddo a recriwtio leol i dargedu'r angen am amrywiaeth pellach ar draws y gweithlu addysgu a dysgu, yn enwedig yn y gweithlu sy'n siarad Cymraeg i gefnogi cynyddu amrywiaeth disgyblion yn y sector addysg Gymraeg yn yr hirdymor a sicrhau bod pob teulu a disgybl yn teimlo bod eu hysgol yn adlewyrchu eu cymuned leol.<sup>28</sup>
5. Byddwn yn cefnogi datblygiad proffesiynol parhaus staff o ran y Gymraeg drwy:
- Weithio'n agos gyda phartneriaethau Addysg Gychwynnol Athrawon i gefnogi hyfforddiant myfyrwyr o athrawon Cymraeg rhugl, gan gynnwys sicrhau bod ysgolion Cymraeg Caerdydd yn cael eu nodi fel ysgolion arweiniol, ysgolion hyfforddi neu ysgolion lleoliad.
  - Darparu cymorth rhagweithiol ar ôl y cynllun sabothol i ymarferwyr a chwilio am gyfleoedd i gyfranogwyr ddefnyddio a datblygu eu sgiliau Cymraeg ymhellach yn eu cyd-destun proffesiynol yn rheolaidd gyda golwg ar weld staff yn gweithio mewn darpariaeth sydd ymhellach ar hyd y continwwm dwyieithog (h.y. ysgolion/lleoliadau iaith deuol neu leoliadau Cymraeg).<sup>29</sup>
  - Uwchsgilio cymhwysedd ieithyddol y gweithlu addysgu a dysgu cyfrwng Saesneg presennol i sicrhau eu bod yn teimlo'n hyderus i gefnogi dysgu Cymraeg gwell gyda phob disgybl fel rhan o gynnig y Cwricwlwm i Gymru newydd

Dros y 10 mlynedd nesaf byddwn yn:

<sup>27</sup>Strategaeth Caerdydd Ddwyieithog Thema Un, Amcan 12

<sup>28</sup> Strategaeth Caerdydd Ddwyieithog Thema Un, Amcan 13

<sup>29</sup> Strategaeth Caerdydd Ddwyieithog Thema Un, Amcan 13



6. Gwerthuso effaith cwrs y Ganolfan Dysgu Cymraeg Genedlaethol newydd ar gyfer staff addysgu yng Nghaerdydd ac a yw'n profi i fod yn effeithiol fel ffordd o ddatblygu hyder ieithyddol o fewn y gweithlu addysgu a dysgu.
7. Ei gwneud yn ofynnol i lywodraethwyr pob ysgol gynnwys adroddiad ar y Gymraeg i ddathlu ac ystyried gwell defnydd a datblygiad sgiliau Cymraeg ymhlith disgyblion ynghyd â chyfleoedd caffael iaith â ffocws iddynt ar gyfer eu staff addysgu a dysgu, a hynny yn eu hadroddiad blynyddol i rieni sydd yn gyson â Chwricwlwm i Gymru 2022.
8. Sicrhau bod ysgolion yn gosod ac yn adrodd ar dargedau ar gyfer datblygu sgiliau Cymraeg o fewn cynlluniau datblygu ysgolion yng nghyd-destun gwella safonau er mwyn sicrhau bod ffocws cryf ar flaenoriaethu datblygiad proffesiynol parhaus sy'n cynnwys gwella sgiliau ieithyddol.
9. Dwysáu gwaith gyda darparwyr Addysg Uwch ynghyd â CCD i sicrhau bod y Cynllun Sabothol Cymraeg yn cael ei ddefnyddio'n fwy strategol i ddiwallu anghenion ysgolion, yn enwedig y rhai lle bydd newidiadau o ran faint o Gymraeg a addysgir a fydd felly yn effeithio ar anghenion sgiliau'r staff.

Mae'r prif bartneriaid sy'n gyfrifol am weithredu'r camau uchod yn cynnwys:

- CCD
- Darparwyr AGA – Met Caerdydd, Y Brifysgol Agored, Coleg Cymraeg
- Cyngor y Gweithlu Addysg
- Addewid Caerdydd

ATODIAD 1

Tafllwybr Caerdydd 2050

CSCA 2022 – 2031

Awst 2021

## Cynnwys

### **1. Cyd-destun Polisi**

- (i) Cyd-destun Polisi Cenedlaethol Cymraeg 2050
- (ii) Strategaeth Caerdydd Ddwyeithog 2017-2022

### **2. Data cefndirol**

- (i) Cylchred poblogaeth diweddar
- (ii) Capasiti ysgolion a lleoedd gwag
- (iii) Ysgolion Cynradd - Capasiti
- (iv) Ysgolion Cynradd – Niferoedd diweddar ar y gofrestr a lleoedd gwag
- (v) Ysgolion Uwchradd - Capasiti
- (vi) Ysgolion Uwchradd – Niferoedd diweddar ar y gofrestr a lleoedd gwag

### **3. Newidiadau arfaethedig i gapasiti ysgolion: 2021 - 2025**

### **4. Newidiadau Diweddarach: 2026 - 2031**

- (i) Poblogaeth
- (ii) Newidiadau i ddarpariaeth ysgolion yn y dyfodol (2026-2031)
- (iii) Taflwybr
- (iv) Methodoleg taflwybr
- (v) Amcanestyniadau nifer disgyblion
- (vi) Casgliadau

## Cyd-destun Polisi Cenedlaethol Cymraeg 2050

Yn 2017, cyhoeddodd Llywodraeth Cymru ei strategaeth Gymraeg *Cymraeg 2050: Miliwn o Siaradwyr Cymraeg* yn unol ag Adran 78 Deddf Llywodraeth Cymru 2006. Mae'r strategaeth yn cefnogi 'hyrwyddo a hwyluso'r defnydd o'r Gymraeg'. Ei nod yn y tymor hir yw i Gymru gael miliwn o siaradwyr Cymraeg erbyn 2050.

Mae'r strategaeth yn enwi addysg drochi cyfrwng Cymraeg fel y 'prif ddull ar gyfer sicrhau bod plant yn gallu datblygu eu sgiliau Cymraeg, ac ar gyfer creu siaradwyr newydd' (*Cymraeg 2050: Miliwn o Siaradwyr Cymraeg, tud21*). Felly, bydd argaeledd addysg Gymraeg yn allweddol i gyrraedd y targed o filiwn o siaradwyr Cymraeg.

Y targed cenedlaethol yw:

- Cynyddu cyfran pob grŵp blwyddyn ysgol sy'n derbyn addysg Gymraeg o 22 y cant (yn seiliedig ar 7,700 o ddysgwyr saith oed yn 2015/16) i 30 y cant (tua 10,500 ym mhob grŵp blwyddyn) erbyn 2031, ac yna 40 y cant (tua 14,000 ym mhob grŵp blwyddyn) erbyn 2050.

Cydnabyddir yn y strategaeth y bydd y dull yn amrywio ar draws gwahanol ranbarthau yng Nghymru yn dibynnu ar nodweddion eu poblogaethau. Mae'r strategaeth hefyd yn nodi ardaloedd sydd â dwysedd poblogaeth uchel ond canran is o siaradwyr Cymraeg fel ardaloedd sydd â photensial penodol ar gyfer twf.

Mae Rheoliadau Cynlluniau Strategol Cymraeg mewn Addysg (Cymru) 2019 yn ei gwneud yn ofynnol i Awdurdodau Lleol osod targed deng mlynedd yn amlinellu'r cynnydd disgwylidig yn y plant Blwyddyn 1 sy'n cael eu haddysgu drwy gyfrwng y Gymraeg yn ardal yr awdurdod lleol yn ystod oes Cynllun.

Rhaid i'r targed gael ei gefnogi gan ddatganiad yn nodi sut y byddai Awdurdod Lleol yn cyflawni'r cynnydd disgwylidig yn nifer y plant Blwyddyn 1 a addysgir drwy gyfrwng y Gymraeg yn ystod oes y Cynllun. Dyma'r targed deng mlynedd cyffredinol ar gyfer CSCA 2022 - 2031.

Mae'r fethodoleg a ddefnyddir gan Lywodraeth Cymru i gyfrifo'r targed yn gyson â'r cerrig milltir yn Gymraeg 2050 sy'n ymwneud â'r cynnydd yn nifer y dysgwyr mewn addysg Gymraeg sydd eu hangen i gyrraedd y targed o filiwn o siaradwyr Cymraeg erbyn 2050.

Bydd nifer y dysgwyr sy'n cael eu haddysgu drwy gyfrwng y Gymraeg yn amrywio ym mhob grŵp blwyddyn, felly bydd y targed yn seiliedig ar nifer y dysgwyr Blwyddyn 1 (5/6 oed), sy'n cynrychioli dechrau addysg statudol. Data CYBLD ar gyfer dysgwyr Blwyddyn 1 yw'r set ddata fwyaf cynhwysfawr sydd ar gael ar gyfer dysgwyr sydd ar gamau cynharaf addysg gynradd. Mae CYBLD yn gasgliad electronig o ddata ar lefel disgyblion ac ysgolion a ddarperir gan bob ysgol a gynhelir yn y sector cynradd, canol, uwchradd, meithrin ac arbennig ym mis Ionawr bob blwyddyn; fodd bynnag, yn 2021, cafwyd y data ym mis Ebrill.

Mae Awdurdodau Lleol wedi'u grwpio i gategoriâu gwahanol sy'n adlewyrchu'r gwahaniaethau (a chydabod elfennau tebyg) rhwng y 22 awdurdod. Roedd y ffactorau a ystyriwyd wrth grwpio yn cynnwys canran y dysgwyr a addysgir yn Gymraeg ym mhob ardal, y modelau darpariaeth addysg Gymraeg a fabwysiadwyd gan Awdurdodau Lleol, a natur ieithyddol ardal.

Mae Caerdydd wedi'i gosod yn 'Grŵp 3' sy'n cael ei ddisgrifio fel a ganlyn:

"Roedd rhwng 14% ac 19% o blant Blwyddyn 1 yn yr awdurdodau lleol hyn yn cael eu haddysg drwy gyfrwng y Gymraeg yn 2019/20. Efallai mai addysg gymunedol Gymraeg yw'r norm mewn un/nifer fach iawn o ardaloedd, ond dyma'r eithriad nid y rheol. Fel arfer mae dewis i'w gael rhwng addysg Gymraeg ac addysg Saesneg."

Mae'r tabl isod yn nodi gwaelodlin 2019/2020 a nodwyd gan Lywodraeth Cymru, a'r targedau a bennwyd gan Lywodraeth Cymru, ar gyfer Caerdydd:

**Tabl 1: Gwaelodlinau a thargedau Caerdydd a gyhoeddwyd yng nghanllawiau'r CSCA**

	2019/20		2030/31		2030/31	
			Ystod Is		Ystod Uwch	
	Nifer	Canran	Nifer	Canran	Nifer	Canran
Caerdydd	702	16.9%	1,035	25%	1,200	29%
Cymru	7848	23.3%	10415	31%	11690	35%

Mae'r niferoedd ar y gofrestr (NAG) ar gyfer Ionawr 2020 yn dangos bod ychydig o dan 4,700 o blant yn mynychu ysgolion cynradd Cymraeg (4-11 oed) yng Nghaerdydd ac ychydig dros 3,200 mewn ysgolion uwchradd Cymraeg (11-18 oed). Mae'r ffigurau NAG yn dangos bod cyfran gyffredinol y plant sydd mewn addysg Gymraeg llawn amser (4-18 oed) yng Nghaerdydd yn 16% ym mis Ionawr 2020.

## Strategaeth Caerdydd Ddwyeithog 2017-2022

Gosododd Cyngor Caerdydd ei *Caerdydd Ddwyeithog: Strategaeth 5 Mlynedd yr Iaith Gymraeg 2017-2022* yn 2016. Nod y strategaeth hon yw creu 'Caerdydd wirioneddol ddwyeithog.' Mae hefyd yn anelu at gyfrannu at ddyblu nifer y siaradwyr Cymraeg yng Nghaerdydd erbyn 2050 yn unol â *Cymraeg 2050*.

Yn gynwysedig yng nghynllun gweithredu'r strategaeth roedd y targedau i:

- Gynyddu nifer y myfyrwyr sy'n mynychu ysgolion Cymraeg 12.3% erbyn 2022.
- Cynyddu nifer y plant saith oed a addysgir trwy'r Gymraeg 1.2%, o 15.2% yn Ionawr 2016 i 16.4% erbyn 2020.

Rhan annatod o Strategaeth Caerdydd Ddwyeithog oedd Cynllun Strategol Cymraeg mewn Addysg 2017-2020 (CSCA), a oedd yn canolbwyntio ar dwf a darpariaeth addysg cyfrwng Cymraeg.

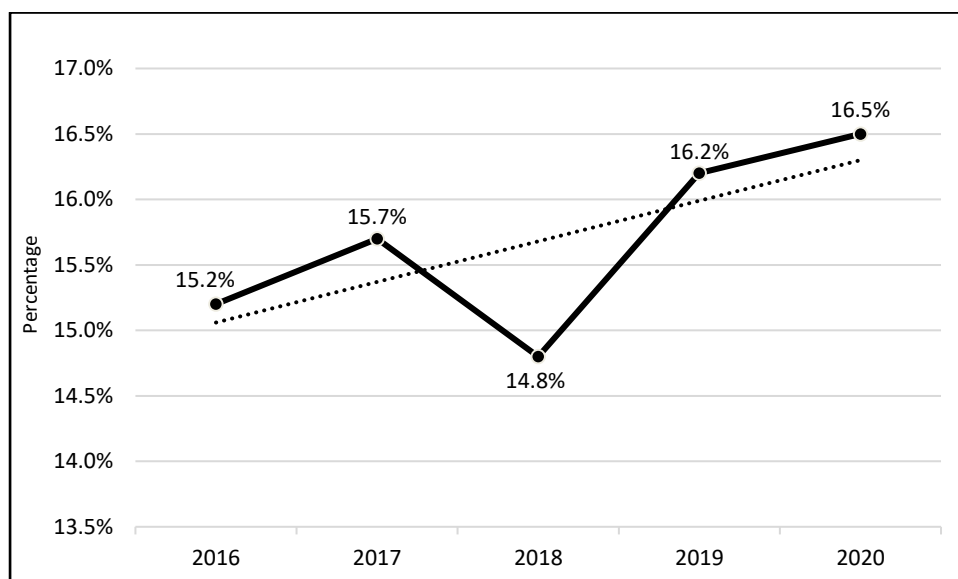
O'r saith deilliant strategol yn CSCA 2017-2020, edrychodd Deilliant 1 ar ddarparu lleoedd cyfrwng Cymraeg yng Nghaerdydd ac ychwanegodd darged ychwanegol i'r ddau a nodwyd yn y strategaeth Caerdydd Ddwyeithog:

- Cynyddu nifer y plant oed Derbyn sy'n mynd i addysg Gymraeg bob blwyddyn.

O'r tri tharged a nodir yn Strategaeth Caerdydd Ddwyeithog a'r CSCA, mae dau eisoes wedi'u cyrraedd.

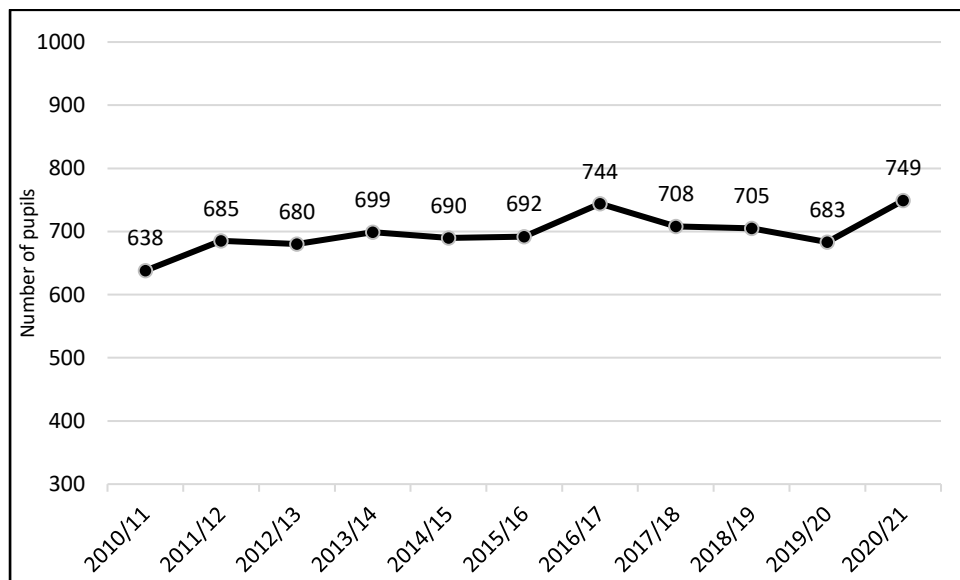
Mae ffigurau NAG ar gyfer Ionawr 2020 yn dangos bod 16.5% o blant saith oed yng Nghaerdydd yn cael eu haddysgu drwy gyfrwng y Gymraeg. Mae'r ganran yn amrywio rhwng 2016 a 2020, gyda gostyngiad yn 2018, ond y duedd gyffredinol yw cynnydd yn nifer y plant saith oed sy'n cael eu haddysgu drwy gyfrwng y Gymraeg.

**Ffigur 1: Canran y plant saith oed mewn addysg Gymraeg**

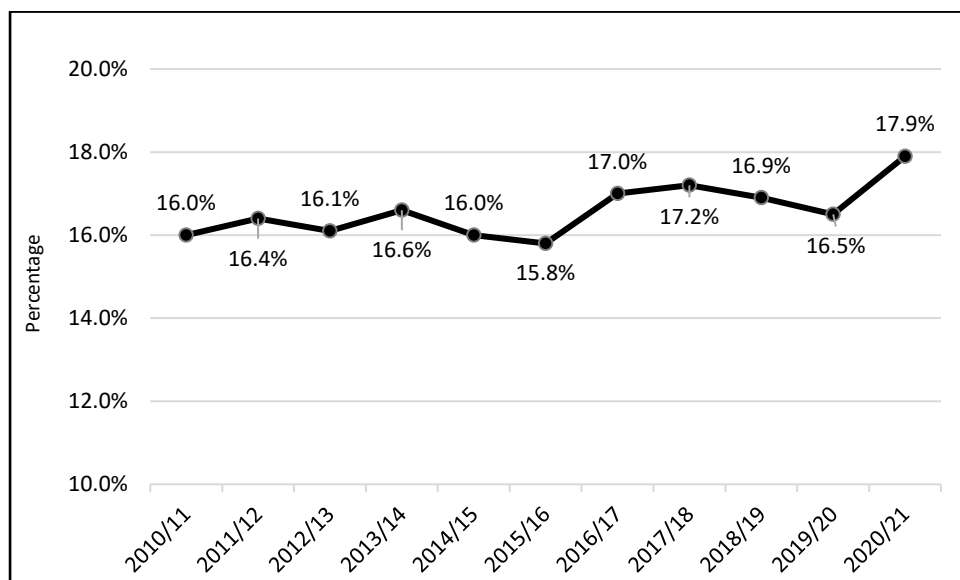


Mae nifer y plant oedran Derbyn sy'n mynd i addysg Gymraeg wedi amrywio rhwng 2010 a 2020, er bod y duedd gyffredinol yn gynnydd araf. Fodd bynnag, gall hyn fod oherwydd newidiadau yn nifer y plant ym mhob carfan, a hefyd newidiadau o ran dewis o blaid addysg Ggymraeg. O edrych ar ganran y plant oedran Derbyn mewn addysg Gymraeg mae amrywiadau o hyd o flwyddyn i flwyddyn, ond mae'r duedd gyffredinol yn gynnydd mwy serth.

**Ffigur 2: Niferoedd i'r Dosbarth Derbyn mewn ysgolion Cymraeg yng Nghaerdydd (data CYBLD)**



**Ffigur 3: Canran y plant oedran Derbyn mewn addysg Gymraeg yng Nghaerdydd (data CYBLD)**



Pennwyd y trydydd targed i gynyddu nifer y disgyblion sy'n mynychu ysgolion Cymraeg 12.3% ar gyfer 2022. Ym mis Ionawr 2017 roedd 7,272 o ddisgyblion 4-18 oed yn mynd i ysgolion Cymraeg. Roedd hyn wedi cynyddu i 7,902 o ddisgyblion cyfrwng Cymraeg ym mis Ionawr 2020, sy'n gynydd o 8.7%. Ar gyfartaledd mae nifer y disgyblion mewn ysgolion Cymraeg wedi cynyddu dros 200 o ddisgyblion bob blwyddyn. Er mwyn cyrraedd y targed o 8,107 o ddisgyblion erbyn 2022, a nodir yn Strategaeth Caerdydd Ddwyieithog, dim ond cynnydd o 205 o ddisgyblion eraill fyddai eu hangen ar y nifer presennol. Felly mae'n debygol iawn y bydd y cyrhaeddir y targed o 12.3% erbyn 2022. Fodd bynnag, mae llawer o'r cynnydd hwn yn cael ei lywio gan batrymau poblogaeth yn hytrach na newid o ran dewis.

Er mwyn cyfrannu at dargedau newydd Cymraeg 2050, bydd y ddogfen hon yn edrych ar y ddarpariaeth bresennol yng Nghaerdydd a pha gamau y gellir eu cymryd er mwyn helpu i gyrraedd targed Llywodraeth Cymru o filiwn o Siaradwyr Cymraeg.



## Data cefndirol

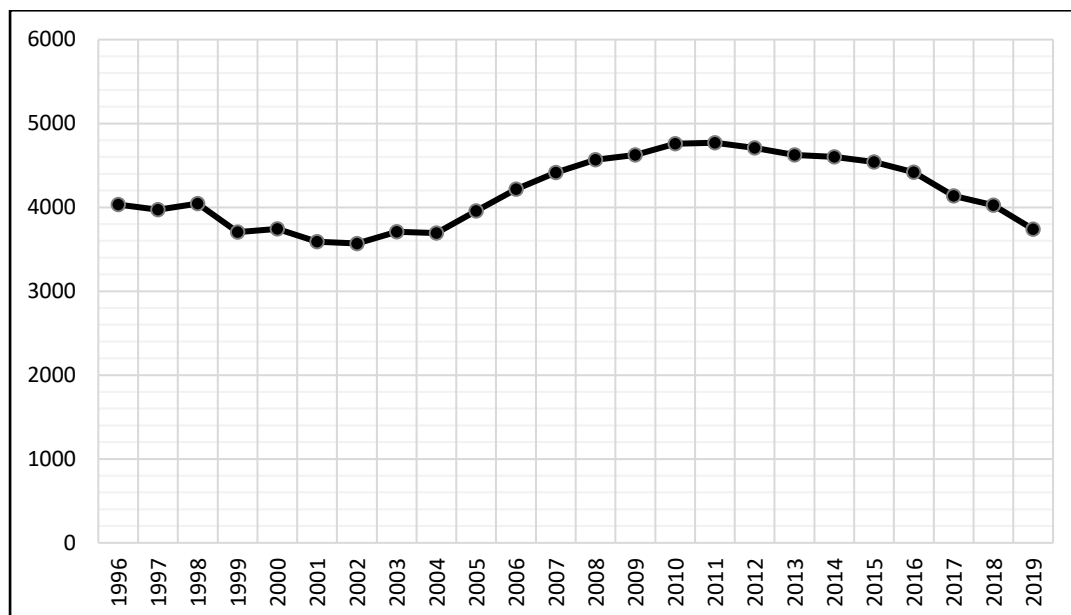
### Cylchred poblogaeth diweddar

Mae cyfraddau geni yng Nghaerdydd wedi amrywio'n sylweddol yn y blynyddoedd diweddar. Mae data poblogaeth a gyhoeddwyd ar wefan Llywodraeth Cymru (Stats Wales) yn dangos patrwm cylchol dros y 25 mlynedd diwethaf.

Mae Ffigur 7 isod yn dangos bod nifer y genedigaethau wedi gostwng rhwng 1996 a 2002, ac ar yr adeg honno fod y nifer wedi gostwng i 3,569. Yn nhermau cynllunio lleoedd ysgol, mae hyn yn cyfateb i 119 o Ddosbarthiadau Mynediad (DM).

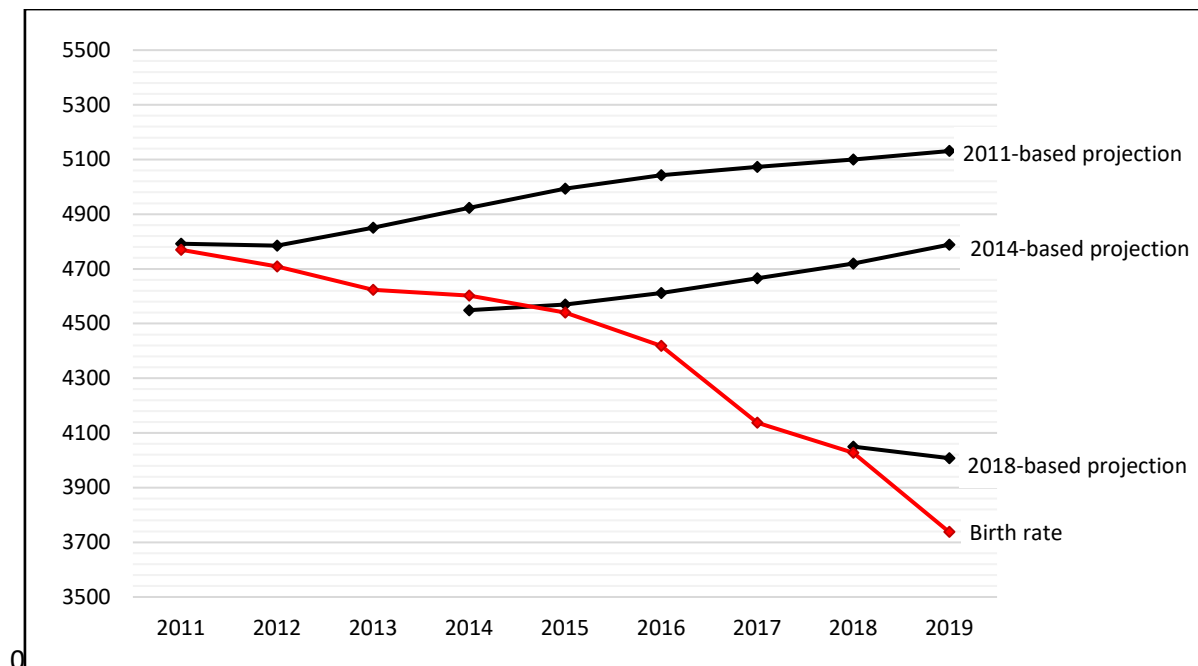
Dilynwyd hynny gan gyfnod o dwf tan yr uchafbwynt o 4770 (159 DM) yn 2011, cynnydd o dros 33%. Dechreuodd genedigaethau ostwng yn 2012 ac maent wedi bod yn gostwng oddi ar hynny. Yn dilyn y patrwm hwn, mae'n fwy tebygol y byddwn yn parhau i weld cynnydd a chwymp yn y gyfradd enedigaethau yn hytrach na chynnydd mwy graddol a chyson dros amser.

**Ffigur 4: Genedigaethau yng Nghaerdydd 1996 – 2019 (Stats Cymru)**



Mae'r cylchred hwn a welwyd yn nata cyfraddau geni Caerdydd yn wahanol i'r amcanestyniadau poblogaeth a gyhoeddwyd gan Lywodraeth Cymru yn 2011 a 2014, ac mae hefyd yn wahanol i'r amcanestyniadau diweddaraf yn 2018 a gyhoeddwyd yn 2020:

**Ffigur 5: Amcanestyniadau Llywodraeth Cymru ar gyfer nifer y plant 0 oed o gymharu â'r gyfradd enedigaethau**



Mae Llywodraeth Cymru wedi gosod targedau rhif a chanran ar gyfer Caerdydd sy'n seiliedig ar boblogaeth 2030/31 yn y garfan berthnasol o tua 4,140 o blant. Fodd bynnag, mae dadansoddiad o'r data poblogaeth diweddaraf a gyhoeddwyd gan Lywodraeth Cymru yn dangos amcanestyniad poblogaeth sy'n is.

Mae'r Cyngor yn casglu data cofrestru meddygon teulu gan y GIG bob blwyddyn sy'n dangos y bydd y gyfradd enedigaethau yng Nghaerdydd 2020, pan gaiff ei chyhoeddi, yn is na'r gyfradd enedigaethau a ragamcennir gan Lywodraeth Cymru. Felly, rhaid i unrhyw dargedau tymor byr neu ganolig a osodir yng Nghaerdydd ystyried y data cyfraddau geni diweddaraf sydd ar gael.

## Capasiti ysgolion a lleoedd gwag

Ar hyn o bryd mae'r ddarpariaeth Gymraeg yn cyfrif am oddeutu 16% o gapasiti lleoedd ysgol (4-18 oed) yng Nghaerdydd.

Darperir tua 18% o leoedd cynradd (4-11 oed) a 15% o leoedd uwchradd (11-18 oed) drwy gyfrwng y Gymraeg. Wrth ystyried ysgolion cymunedol yn unig (h.y. ac eithrio ysgolion ffydd sydd yn ysgolion cyfrwng Saesneg yn unig yng Nghaerdydd), darperir tua 20% o'r lleoedd cynradd (4-11 oed) a 23% o'r lleoedd uwchradd (11-18 oed) drwy gyfrwng y Gymraeg.

Mae'r Cod Trefniadaeth Ysgolion yn nodi'r canlynol ynghylch lleoedd gwag:

*"Mae angen rhai lleoedd gwag fel y gall ysgolion ymdopi ag amrywiadau mewn niferoedd disgyblion, ond mae gormod o leoedd gwag, y gellid eu dileu, yn golygu bod adnoddau'n cael eu gwastraffu'n ddiangen. Os oes mwy na 10% o leoedd gwag mewn ardal yn gyffredinol, dylai awdurdodau lleol adolygu eu darpariaeth ac ystyried os y dylent wneud cynigion ar gyfer cael gwared arnynt, os y bydd yn gwella effeithiolrwydd ac effeithlonrwydd y ddarpariaeth.*

*Fel arfer, ni ddylid bod angen darparu lleoedd ychwanegol mewn ysgolion os oes gan ysgolion eraill o'r un fath leoedd gwag o fewn pellter rhesymol. Fodd bynnag efallai y bydd cynigion i gynyddu nifer y lleoedd mewn ymateb i'r galw am fath arbennig o ddarpariaeth e.e. cyfrwng Cymraeg, yn dal yn briodol - yn enwedig os oes darpariaeth effeithiol o leoedd wedi'i chynllunio ar gyfer ardal yr awdurdod lleol."*

## Ysgolion Cynradd - Capasiti

Y Niferoedd Derbyn Cyhoeddedig (NDCau) cyfredol ar gyfer mynediad i'r flwyddyn Dderbyn ym mhob ysgol gynradd sy'n rhoi'r mesuriad mwyaf priodol o gapasiti, ar gyfer derbyn disgyblion i'r ysgol, yn yr ystod oedran cynradd. Y rheswm am hyn yw y gallai rhai ysgolion fod ran o'r ffordd drwy newid graddol, i gynyddu neu leihau cyfanswm eu capasiti, yn dilyn gweithredu cynnig.

Mae Tabl 2 isod yn dangos cyfanswm nifer y Dosbarthiadau Mynediad (DM) ar gyfer addysg gymunedol Saesneg, addysg Saesneg yn seiliedig ar ffydd ac addysg Gymraeg ar gyfer Derbyn yn 2020/21.

Tabl 2: Cyfanswm y dosbarthiadau mynediad ar gyfer Derbyn yn 2020/21

	Cyfanswm DM	Canran
Cymunedol Cyfrwng Saesneg	101.7	64.4%
Saesneg yn seiliedig ar ffydd	28.4	18%
Cyfrwng Cymraeg	27.9	17.6%
Cyfanswm	158	100%

Ym mis Medi 2020, roedd 17.6% o'r ddarpariaeth gynradd yng Nghaerdydd yn ddarpariaeth Gymraeg.

Mae Tabl 3 yn dangos data'r niferoedd diweddaraf ar y gofrestr (NAG), a gymerwyd o fis Ebrill 2021. Ar y pryd, roedd 16.1% o'r plant ar y gofrestr ysgolion cynradd prif ffrwd yng Nghaerdydd mewn addysg Gymraeg.

**Tabl 3: Nifer ar y Gofrestr ar gyfer ysgolion cynradd ym mis Ebrill 2021 (CYBLD 2021)**

	<b>NAG</b>	<b>Canran</b>
Cymunedol Cyfrwng Saesneg	19,422	66.3%
Saesneg seiliedig ar ffydd	5,144	17.6%
Cyfrwng Cymraeg	4,707	16.1%
Cyfanswm	29,273	100%

Mae nifer y disgyblion sy'n mynd i addysg gynradd Gymraeg yng Nghaerdydd wedi bod yn cynyddu'n gyson dros y deng mlynedd diwethaf ac mae'r ddarpariaeth wedi cynyddu yn unol â hynny. Ers 2010, mae Caerdydd wedi cynyddu capasiti parhaol fel a ganlyn:

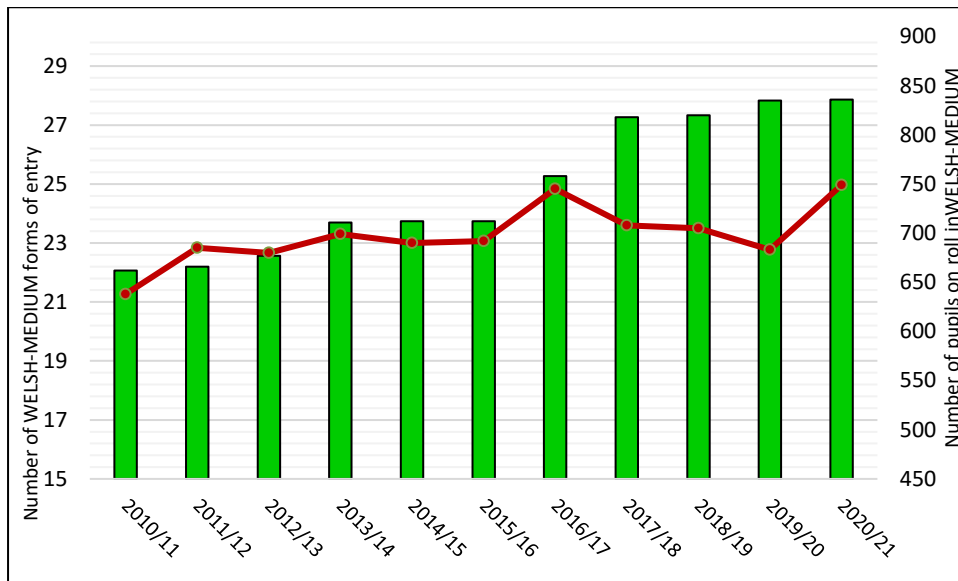
**Tabl 4: Mwy o gapasiti wrth fynd i addysg gynradd, 2012-2021**

<b>Blwyddyn</b>	<b>Ysgol(ion)</b>	<b>Newid</b>	<b>Newid capasiti net</b>
2012	Ysgol Gymraeg Melin Gruffydd	Ehangu o 1.5DM i 2DM*	+0.5DM
2013	Ysgol Gymraeg Treganna	Ehangu o 1.8DM i 3DM	+1.2DM
2013	Ysgol Tan Yr Eos	Cau 1DM (cynnig cysylltiedig)	
2016	Ysgol y Wern	Ehangu o 2DM i 2.5DM*	+0.5DM
2016	Ysgol Gymraeg Hamadryad	Sefydlu ysgol newydd i ddechrau yn 1DM	+1DM
2017	Ysgol Glan Morfa	Adeilad newydd ac ehangu o 1DM i 2DM	+1DM
2018	Ysgol Glan Ceubal	Adeilad newydd ac ehangu o 0.9DM i 1DM	+0.1DM
2017	Ysgol Gymraeg Hamadryad	Adeilad newydd ac ehangu o 1DM i 2DM	1DM
2019	Ysgol y Wern	Ehangu o 2.5DM i 3DM*	+0.5DM
<b>2012-2021</b>	<b>Cynnydd capasiti Cynradd:</b>		<b>5.8DM</b>

- Yn dynodi ehangu dros dro cyn cynnydd parhaol

Ar y cyfan, cynyddodd nifer y dosbarthiadau mynediad Cymraeg yng Nghaerdydd 5.8DM yn y cyfnod 2010-2020.

**Ffigur 6: NAG Dosbarthiadau mynediad a Derbyn (Ionawr) mewn addysg Gymraeg o 2010/11 - 2020/21**

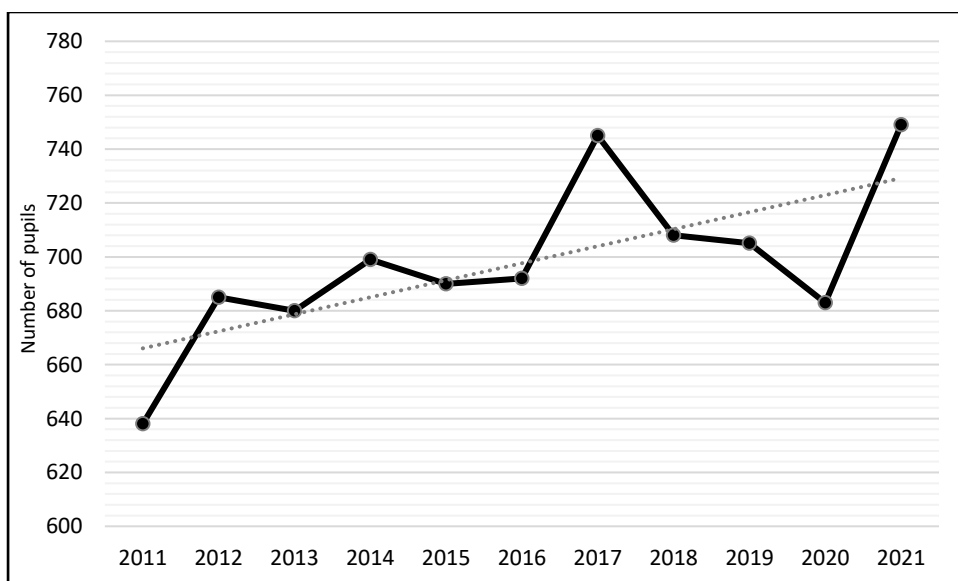


### Ysgolion Cynradd – Niferoedd diweddar ar y gofrestr a lleoedd gwag

Yn gyffredinol, mae nifer y disgyblion sy'n cymryd lleoedd Derbyn mewn ysgolion Cymraeg wedi cynyddu o 638 (21.3DM) ym mis Ionawr 2011 i 749 ym mis Ionawr 2021. Fel rheol, mae nifer y plant sy'n cael llefydd Derbyn mewn ysgolion Cymraeg yn uwch yn nhymor yr hydref ond yn gostwng erbyn dyddiad CYBLD mis Ionawr.

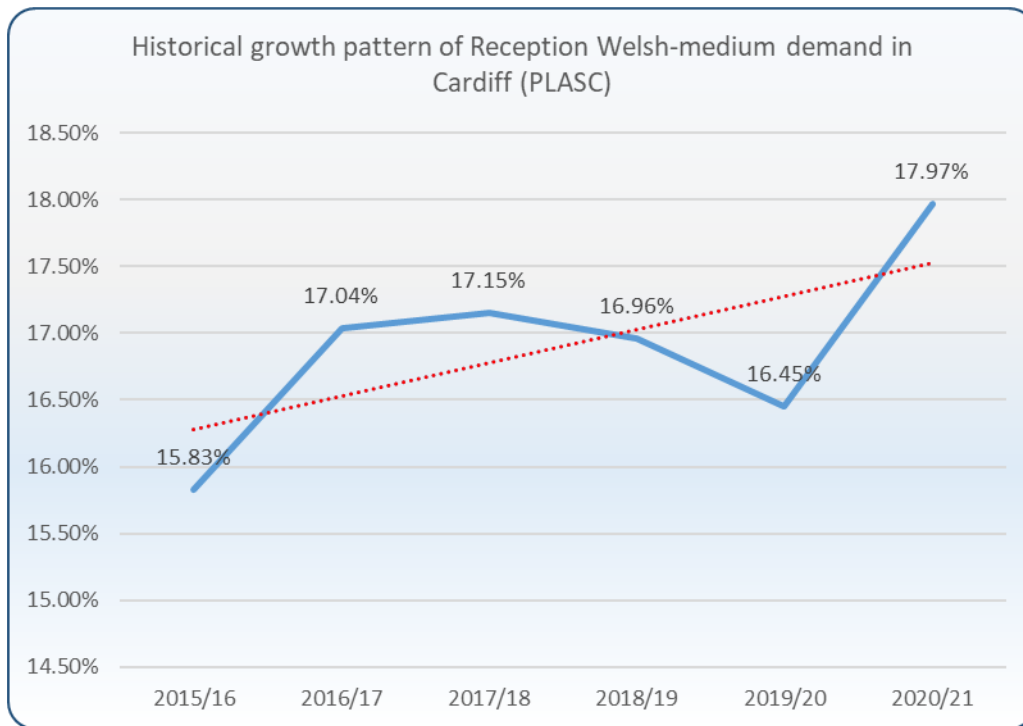
Nid yw'r cynnydd cyffredinol wedi bod yn gyson, gyda'r niferoedd yn codi mewn rhai blynyddoedd ac yn gostwng mewn eraill, ond y duedd fu cynnydd yn nifer y disgyblion Cymraeg dros y cyfnod o ddeng mlynedd.

**Ffigur 7: Niferoedd disgyblion i ysgolion Cymraeg yn y Dosbarth Derbyn (Data CYBLD mis Ionawr)**



Mae canran y disgyblion Derbyn mewn addysg Gymraeg yn dilyn patrwm tebyg gyda chynnydd mewn rhai blynyddoedd a gostyngiad mewn eraill, ond gyda chynnydd cyffredinol yn y ganran dros y deng mlynedd.

**Ffigur 8: Canran y disgyblion sy'n mynd i'r Dosbarth Derbyn mewn ysgolion Cymraeg**



Y cynnydd canrannol blynyddol rhwng 2015 a 2021 oedd 0.25%. Felly, mae'n rhesymol rhagweld y byddai'r galw'n parhau i godi ar gyfradd debyg am y deng mlynedd nesaf. Amcanestyniadau yw'r canrannau a ragwelir os yw'r patrymau a'r tueddiadau presennol, o'u cymharu â'r boblogaeth, yn parhau.

At ei gilydd, mae nifer y plant sy'n cofrestru mewn Addysg Gymraeg wedi cynyddu'n raddol ac mae lefel gynaliadwy o leoedd gwag ledled y ddinas o dros 10% wedi'i chynnal bob blwyddyn dros y cyfnod 2016-2021. Mae'r gwarged hwn wedi sicrhau bod y Cyngor yn gallu derbyn pob plentyn sy'n dymuno cofrestru i gael addysg Gymraeg. Fodd bynnag, mae lefel y gwarged yn amrywio ledled y ddinas.

## Ysgolion Uwchradd - Capasiti

Mae'r tabl isod yn dangos cyfanswm nifer y Dosbarthiadau Mynediad (DM) ar gyfer addysg gymunedol Saesneg, addysg Saesneg yn seiliedig ar ffydd ac addysg Gymraeg ar gyfer Blwyddyn 7 yn 2020/21.

Tabl 5: Cyfanswm y Dosbarthiadau Mynediad ar gyfer Blwyddyn 7 yn 2020/21

	Cyfanswm DM	Canran
Cymunedol Cyfrwng Saesneg	85.5	61.6%
Saesneg seiliedig ar ffydd	32.3	23.3%
Cyfrwng Cymraeg	21	15.1%
Cyfanswm	138.83	100%

Ar hyn o bryd mae 15.1% o'r ddarpariaeth uwchradd yng Nghaerdydd drwy gyfrwng y Gymraeg.

Mae'r data NAG diweddaraf o fis Ebrill 2021, yn Nhabl 6, yn dangos bod 15% o'r plant ar y gofrestr mewn ysgolion uwchradd prif ffrwd yng Nghaerdydd mewn addysg Gymraeg.

Tabl 6: NAG ar gyfer ysgolion uwchradd (11-18 oed) ym mis Ebrill 2021

	NAG	Canran
Cymunedol Cyfrwng Saesneg	13,496	60.5%
Saesneg yn seiliedig ar ffydd	5,457	24.5%
Cyfrwng Cymraeg	3,356	15%
Cyfanswm	22,309	100%

Cynyddodd y ddarpariaeth addysg uwchradd Gymraeg yng Nghaerdydd yn sylweddol - 6DM rhwng 2011 a 2012, gydag Agor Ysgol Gyfun Gymraeg Bro Edern, gan gymryd cyfanswm y capasiti o 14DM i 20DM. Cynyddodd y capasiti 1DM ymhellach yn Ysgol Gyfun Gymraeg Plasmawr yn 2020 i ddarparu lle ar gyfer pob disgybl sy'n dymuno cofrestru mewn addysg uwchradd Gymraeg, tra'n cadw lefel gynaliadwy o leoedd gwag.

Ffigur 9: Dosbarthiadau mynediad a NAG ar gyfer Blwyddyn 7 mewn addysg Gymraeg o 2010-2020



### Ysgolion Uwchradd – Niferoedd diweddar ar y gofrestr a lleoedd gwag

At ei gilydd, mae nifer y plant sy'n pontio i addysg uwchradd cyfrwng Cymraeg wedi cynyddu'n raddol o 394 (13.1DM) ym mis Ionawr 2011 i 601 (20DM) ym mis Ebrill 2021. Mae'r Cyngor wedi gallu derbyn pob plentyn sy'n dymuno pontio i addysg uwchradd Gymraeg, yn gyntaf drwy drefniadau i ehangu Ysgol Gyfun Gymraeg Glantaf ac Ysgol Gyfun Gymraeg Plasmawr ac yna i sefydlu Ysgol Gyfun Gymraeg Bro Edern.

Gostyngodd lefel y lleoedd gwag dros gyfnod estynedig yn dilyn sefydlu Ysgol Gyfun Gymraeg Bro Edern yn 2012, o warged o 36.6% yn 2012/13 i 8.3% erbyn 2018/19. Parodd twf Bro Edern, a llai o niferoedd yn mynd i Ysgol Gyfun Gymraeg Glantaf, anawsterau sefydliadol ac ariannol ar gyfer y ddwy ysgol.



## Newidiadau arfaethedig i gapasiti ysgolion: 2021 - 2025

Cytunwyd ar y newidiadau parhaol canlynol i gapasiti ysgolion a chânt eu gweithredu yn y cyfnod 2021-2025:

- Ehangu Ysgol Gynradd yr Eglwys yng Nghymru Llaneirwg o 0.5DM i 1DM
- Cadarnhau Ysgol Gynradd Allensbank, o 1.5DM i 1DM
- Sefydlu ysgol gynradd 2 DM ddwy ffrwd i wasanaethu camau cynnar datblygiad Plasdŵr.
- Ehangu Ysgol Uwchradd Cantonian o 6DM i 8DM
- Cadarnhau Ysgol Uwchradd Willows o 7.4DM i 6DM
- Ehangu Ysgol Gyfun Radur o 7DM i 8DM

Mae'r Cyngor wedi cytuno i ymgynghori ar y newidiadau parhaol canlynol i gapasiti ysgolion:

- Ehangu Ysgol Gynradd Pentyrch o 0.7DM i 1DM

Mae'r newidiadau parhaol canlynol i gapasiti ysgolion wedi'u cynllunio o fewn Rhaglen Band B Ysgolion y 21 Ganrif Caerdydd yn y cyfnod 2021-2025:

- Ehangu Ysgol Uwchradd Cathays o 5.5DM i 8DM
- Ehangu Ysgol Uwchradd Caerdydd o 8DM i 10DM
- Gwerth 1DM yn rhagor o leoedd i wasanaethu dalgyllch Ysgol Gymraeg Nant Caerau
- Gwerth 1DM yn rhagor o leoedd i wasanaethu dalgyllch Ysgol Pen Y Pil

Mae'r Cyngor hefyd wedi sicrhau cyllid Grant Cyfalaf Llywodraeth Cymru ar gyfer ehangu'r ddarpariaeth Gymraeg fel a ganlyn:

- Gwerth 1 DM yn rhagor o leoedd i wasanaethu dalgyllch Ysgol Mynydd Bychan

Byddai cynigion yr ysgolion cynradd yn cynyddu'r ddarpariaeth Saesneg 1.3DM a'r ddarpariaeth Gymraeg 4DM, a fyddai'n cynyddu cyfanswm y Dosbarthiadau Mynediad (DM) ar gyfer addysg Gymraeg ar gyfer y Dosbarth Derbyn i 19.5% o'r ddarpariaeth sydd ar gael erbyn mis Medi 2025.

**Tabl 7: Cyfanswm y Dosbarthiadau Mynediad ar gyfer Derbyn erbyn Medi 2025**

	<b>Cyfanswm DM</b>	<b>Canran</b>
Cymunedol Cyfrwng Saesneg	103DM (+0.8DM)	62.9%
Saesneg yn seiliedig ar ffydd	28.9 (+0.5DM)	17.6%
Cyfrwng Cymraeg	31.9 (+4DM)	19.5%
Cyfanswm	163.8 (+5.3DM)	100%

Byddai'r cynigion ysgolion uwchradd yn cynyddu'r ddarpariaeth Saesneg 6.1 DM, a fyddai'n gostwng canran y Dosbarthiadau Mynediad (DM) i addysg uwchradd Gymraeg i 14.5% o'r ddarpariaeth a fydd ar gael erbyn mis Medi 2025

Tabl 8: Cyfanswm y Dosbarthiadau Mynediad ar gyfer Blwyddyn 7 erbyn mis Medi 2025

	Cyfanswm DM	Canran
Cymunedol Cyfrwng Saesneg	91.6 (+6.1DM)	63.2%
Saesneg seiliedig ar ffydd	32.3 (Dim newid)	22.3%
Cyfrwng Cymraeg	21 (Dim newid)	14.5%
Cyfanswm	144.9 (+6.1DM)	100%

## Newidiadau yn y Dyfodol

### Poblogaeth

Mae Llywodraeth Cymru yn cyhoeddi amcanestyniadau poblogaeth ar gyfer Cymru, sy'n seiliedig ar amcanestyniadau poblogaeth cenedlaethol y Swyddfa Ystadegau Gwladol (SYG) ar gyfer y Deyrnas Gyfunol. Cyhoeddwyd y set ddiweddaraf o amcanestyniadau, yn seiliedig ar ddata 2018, ar 4 Awst 2020. Maent yn cwmpasu'r cyfnod o 25 mlynedd rhwng 2018 a 2043.

Nid yw'r amcanestyniadau'n darogan yr hyn fydd yn digwydd mewn gwirionedd yn yr un modd ag y byddai rhagolwg yn yn ei wneud. Yn hytrach, maent yn gwneud rhagdybiaethau am newidiadau yn y dyfodol ac yn dangos yr hyn fyddai'r boblogaeth pe bai'r newidiadau hynny yn y dyfodol yn digwydd. Nid ydynt yn rhagweld effaith ffactorau allanol fel polisiâu'r llywodraeth neu amodau economaidd.

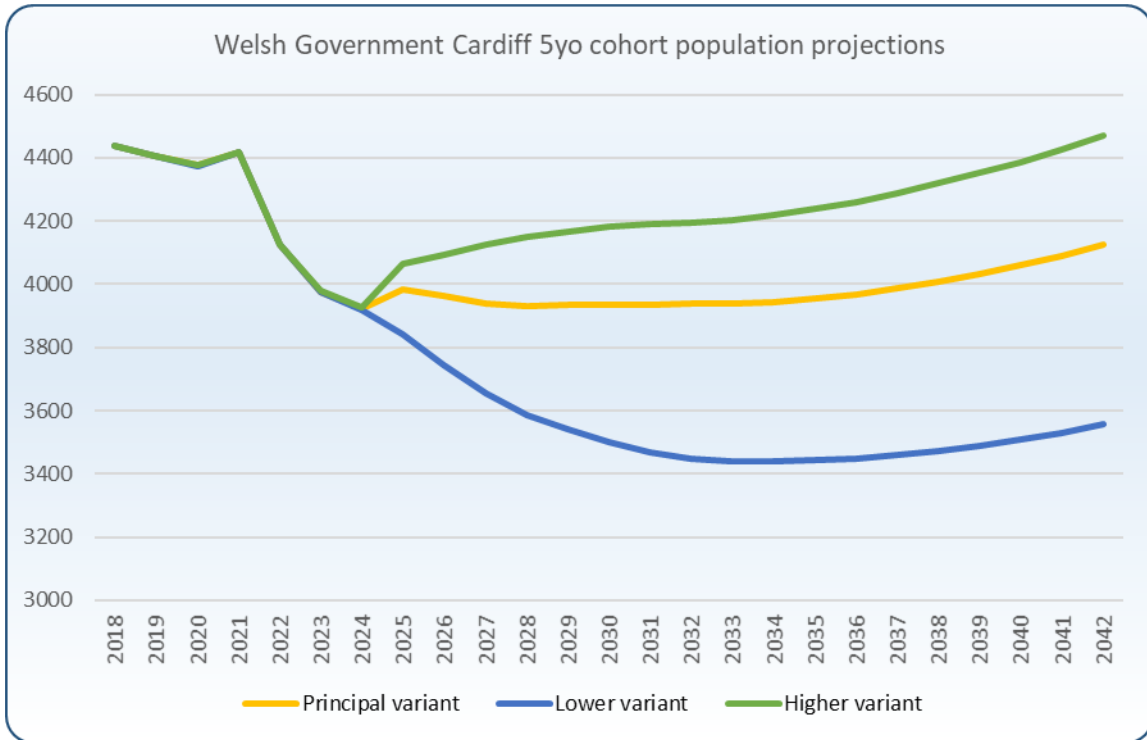
Cyhoeddwyd tri amrywiolyn gwahanol yn 2020: prif, uchel ac isel. Mae'r rhain yn seiliedig ar ragdybiaethau am ffrwythlondeb, marwolaethau a mudo yn y dyfodol. Y prif amrywiolyn yw'r prif amcanestyniad h.y. yr adlewyrchiad gorau o batrymau demograffeg. Mae'r rhai uchel ac isel yn cynnig senarios amgen yn y dyfodol, gan ystyried tybiaethau gwahanol ar gyfer y tri ffactor poblogaeth. Nid yw'r amrywiolion wedi'u gosod fel terfynau, ond yn hytrach maent yn rhoi lefel o hyblygrwydd sy'n adlewyrchu'r ansicrwydd o ragweld newidiadau poblogaeth.

Mae amcanestyniadau 2018 yn dangos cynnydd is yn y boblogaeth yng Nghaerdydd na'r amcanestyniadau blaenorol yn 2014. Mae'r cynnydd yn y boblogaeth 6.8% yn is na'r amcanestyniadau o gynnydd blaenorol. Fodd bynnag, rhagamcennir y bydd poblogaeth Caerdydd yn dal i gynyddu 3.2%. Er nad dyma'r cynnydd canrannol mwyaf yng Nghymru, Caerdydd yw'r awdurdod lleol mwyaf o hyd gydag amcanestyniad poblogaeth o dros 375,700 erbyn 2028.

Yn wahanol i ardaloedd eraill, mae'r cynnydd ym mhoblogaeth Caerdydd yn deillio'n bennaf o nifer uwch o enedigaethau na marwolaethau, gyda chynnydd bach yn unig o fudo net. Er bod yr amcanestyniadau'n dangos gostyngiad yn nifer y plant a'r bobl ifanc rhwng 0 a 15 oed, rhagwelir y bydd nifer y genedigaethau'n cynyddu rhwng 2018 a 2028.

Rhagamcennir y bydd nifer y plant 5 oed (plant oedran Derbyn) yng Nghaerdydd yn gostwng i ddechrau, rhwng 2018 a 2024, cyn cynyddu'n araf hyd at 2043. Byddai hyn yn awgrymu na fydd cynnydd mawr yn y galw am leoedd ysgolion hyd at 2043.

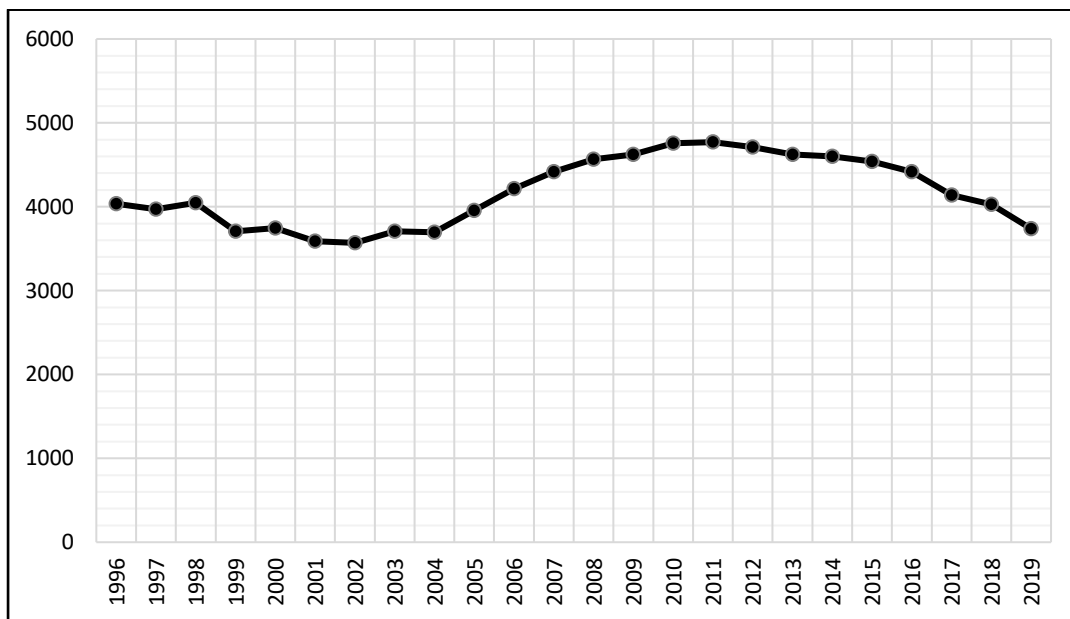
**Ffigur 10: Amcanestyniadau Llywodraeth Cymru ar gyfer nifer y plant 5 oed yng Nghaerdydd 2018-2043**



Fodd bynnag, fel yr amlinellir ar dudalen 8, mae cyfraddau geni yng Nghaerdydd wedi dilyn patrwm cylchol dros y 25 mlynedd diwethaf. Mae'r cyfraddau geni wedi gostwng yn is na phob un o dri taflwybr amcanestyniad poblogaeth Llywodraeth Cymru a gyhoeddwyd yn 2011, 2014 ac yn fwyaf diweddar yn 2020 (yn seiliedig ar ddata 2018).

Mae Ffigur 11 yn dangos cynnydd y genedigaethau hyd at 2011 a sut y dechreuodd genedigaethau ostwng yn 2012 a gostwng ers hynny. Yn dilyn y patrwm hwn, mae'n bosibl y byddwn yn parhau i weld cynnydd a chwymp yn y gyfradd enedigaethau yn hytrach na chynnydd mwy graddol a chyson dros amser.

**Ffigur 11: Genedigaethau yng Nghaerdydd 1996 – 2019**

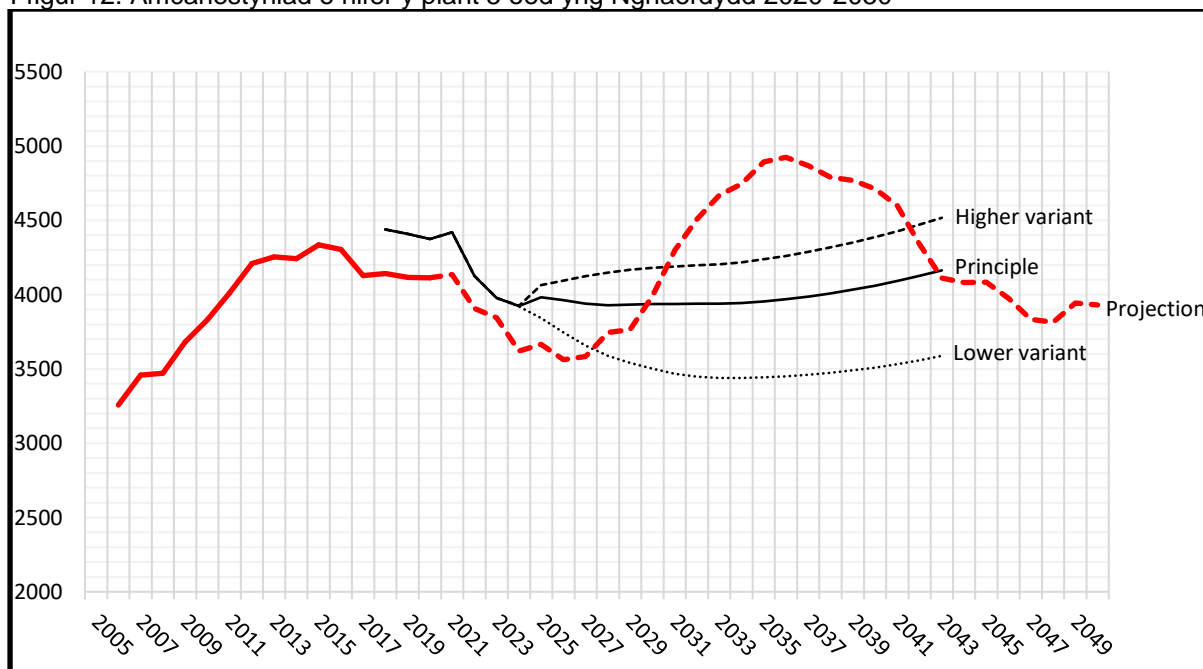


Mae Ffigur 12 yn dangos amcanestyniad amgen ar gyfer nifer y plant pum mlwydd oed sy'n dechrau yn y Dosbarth Derbyn hyd at 2050. Mae'r taflwybr amgen hwn yn ailadrodd y cyfraddau geni blaenorol a'r niferoedd a gofrestrwyd mewn ysgolion ac yn ymgorffori'r amcanestyniadau niferoedd gros o flwyddyn i flwyddyn o'r datblygiadau tai strategol a gyhoeddwyd yn CDLI mabwysiedig y ddinas.

Pe dilynid y taflwybr amgen hwn, gallai Caerdydd weld y gyfradd enedigaethau yn cyrraedd uchafbwynt tua 2031, a fyddai'n rhoi uchafbwynt o ran nifer y disgyblion 5 oed sy'n cofrestru mewn ysgolion tua'r flwyddyn 2036 ar ychydig o dan 5,000. Byddai'r niferoedd wedyn yn dechrau gostwng eto, er y byddent yn aros yn uwchlaw isafbwynt blaenorol y cylchred oherwydd y cynnydd cyffredinol yn y boblogaeth yn deillio o'r tai newydd yn y ddinas. Mae'r taflwybr hwn yn wahanol iawn i amcanestyniadau poblogaeth cyhoeddus Llywodraeth Cymru, yn is na'r amcanestyniadau yn y tymor byr (2021-2026) ac yn uwch na'r amcanestyniadau yn y tymor hwy (y tu hwnt i 2031).

Gan fod amcanestyniadau'r Cyngor o nifer y plant 5 oed yn y cyfnod 2021-2025 yn seiliedig ar ddata cofrestru meddygon teulu'r GIG a ddarparwyd ym mis Awst 2021, gellir bod yn go hyderus yn yr amcanestyniadau tymor byr hyn. Mae hefyd yn rhesymol dod i'r casgliad yn seiliedig ar gylchredau poblogaeth y gorffennol, er bod amseriad a chyfradd y newid yn ansicr, mae nifer y disgyblion sy'n cofrestru yn y dyfodol y tu hwnt i 2025 yn debygol o gynyddu. Felly, dylid cadw lefel ddigonol ond cynaliadwy o gapasiti dros ben mewn ysgolion er mwyn ymateb i newidiadau yn y boblogaeth yn y dyfodol.

Ffigur 12: Amcanestyniad o nifer y plant 5 oed yng Nghaerdydd 2020-2050



## Newidiadau diweddarach i ddarpariaeth ysgolion (2026-2031)

Byddai'r newidiadau arfaethedig i ddarpariaeth ysgolion yn y cyfnod 2021 – 2025 a amlinellir ar dudalen 15 yn cynyddu nifer y lleoedd sydd ar gael wrth fynd i addysg Gymraeg o 836 o leoedd (27.9DM) i 956 o leoedd (31.9DM).

Bydd angen cyflwyno sawl cynnig y tu hwnt i 2025 i ateb y galw cynyddol am leoedd mewn ysgolion cynradd mewn rhai ardaloedd yng Nghaerdydd a chyflwyno ysgolion newydd i ddarparu ar gyfer mwy o alw o safleoedd tai maes glas strategol newydd a gynlluniwyd ar gyrion y ddinas. Mae'r safleoedd tai newydd yn cynnwys:

- Datblygiad Churchlands, Llys-faen
- Tir i'r gogledd o Bontpennau/ i'r dwyrain o Lys-faen
- Datblygiad tai Llanilltern i'r gogledd o Gyffordd 33 yr M4.
- Camau diweddarach datblygiad tai Plasdwâr yng ngogledd-orllewin Caerdydd.

Ochr yn ochr â chynigion i newid peth ar ddarpariaeth bresennol y ddinas, gallai'r ysgolion newydd ychwanegu hyd at wyth dosbarth mynediad i leoedd ysgolion cynradd yn y cyfnod 2026-2031. Rhagwelir y caiff darpariaeth newydd i wasanaethu datblygiadau Churchlands a Llanilltern eu cyflwyno tua 2025/2026, a darpariaeth bellach ym Mhlasdwâr ac i'r gogledd o Bontpennau tua diwedd y degawd.

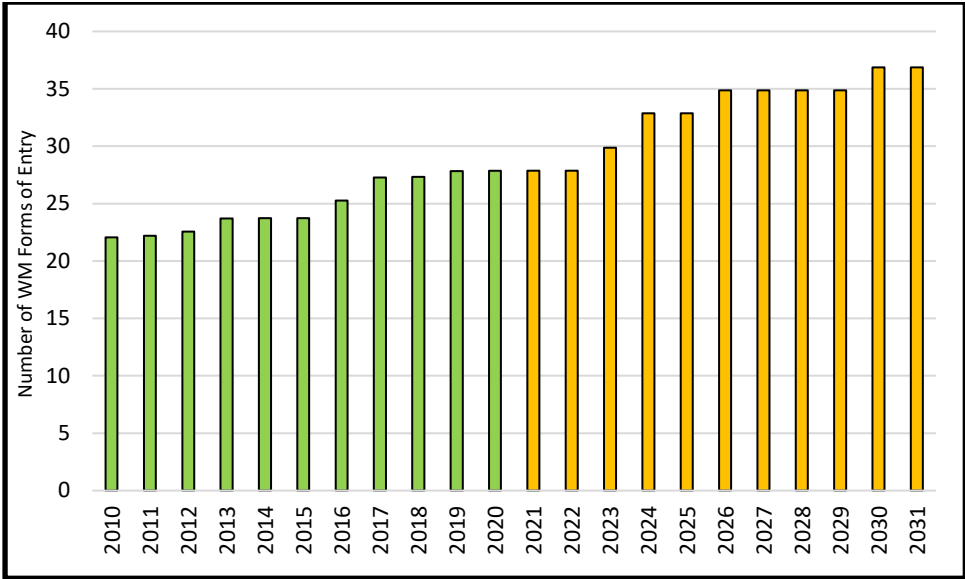
Yn absenoldeb cynigion datblygedig, mae'r Cyngor wedi modelu newidiadau capasiti yn seiliedig ar ddarpariaeth newydd sydd yn 50% cyfrwng Cymraeg. Mae'r tabl isod yn cynnwys yr holl newidiadau i gapasiti a gynlluniwyd yn y cyfnod 2021-2025 a'r lleoedd ychwanegol yn y cyfnod 2026-2031.

**Tabl 9: Cyfanswm y Dosbarthiadau Mynediad ar gyfer Derbyn yn 2030/31**

	<b>Cyfanswm DM</b>	<b>Canran</b>
Cymunedol Cyfrwng Saesneg	107DM (+4.8DM)	62.3%
Saesneg yn seiliedig ar ffydd	28.9 (+0.5DM)	16.8%
Cyfrwng Cymraeg	35.9 (+8DM)	20.9%
<b>Cyfanswm</b>	<b>171.8 (+13.3DM)</b>	<b>100%</b>

Mae Ffigur 13 yn dangos sut y gallai nifer y dosbarthiadau mynediad Cymraeg wrth fynd i addysg gynradd gynyddu o flwyddyn i flwyddyn, wrth i ysgolion gael eu codi neu eu hehangu.

**Ffigur 13: DM Cymraeg arfaethedig yn y dyfodol yng Nghaerdydd ar gyfer derbyn mis Medi**



## Taflwybr

Pennwyd targedau ar gyfer awdurdodau lleol unigol gan Lywodraeth Cymru ar gyfer blwyddyn ysgol 2030/31, yn seiliedig ar amcanestyniadau poblogaeth Llywodraeth Cymru. Mae'r targedau hyn yn cynnwys ystod is ac ystod uwch ac yn rhoi niferoedd a chanran y disgyblion ar gyfer pob un. Mae targed Caerdydd wedi'i nodi yn y tabl isod.

**Tabl 10: Targedau ar gyfer disgyblion cyfrwng Cymraeg yng Nghaerdydd 2030-31**

	2019/20		2030/31		2030/31	
	Gwaelodlin LIC		Targed: Ystod Is		Targed: Ystod Uwch	
	Nifer	Canran	Nifer	Canran	Nifer	Canran
Caerdydd	702	16.9%	1,035	25%	1,200	29%

Yn 2020/2021, nifer y disgyblion Derbyn Cymraeg oedd 749, sef 18.0% o gyfanswm y disgyblion a dderbyniwyd. Felly, er mwyn cyrraedd y targed ystod is byddai angen cynnydd canrannol o tua 7.0%. Er mwyn cyrraedd y targed ystod uwch byddai angen cynnydd canrannol o tua 11.0%.

Felly, dylid sefydlu taflwybrau i nodi'r twf posibl yn y niferoedd yn y Flwyddyn Dderbyn i ysgolion Cymraeg ym mis Medi 2030, ac i ddangos sut y gallai'r rhain gyd-fynd â thargedau Cymraeg 2050 Llywodraeth Cymru.

Byddai taflwybr targed yn amlinellu'r canlyniad gofynnol i ddeillio o unrhyw gamau y gellid eu cymryd i gynyddu'r niferoedd sy'n dewis addysg Gymraeg i'r trothwy a argymhellir, ond ni fwriedir iddo nodi'r camau gweithredu eu hunain.

Cynhyrchwyd taflwybrau yn seiliedig ar gyfuniad o'r galw diweddar am leoedd Derbyn Cymraeg, a gymhwyswyd at ddata amcanestyniadau poblogaeth a gyhoeddwyd gan Lywodraeth Cymru, ynghyd â modelu'r niferoedd disgyblion o'r rhaglen adeiladu tai safleoedd strategol sydd ar y gweill yng Nghaerdydd.

Dros y deng mlynedd diwethaf, bodlonwyd y galw cynyddol am leoedd a'i yrru/ei gefnogi drwy ehangu'r ddarpariaeth Gymraeg bresennol 5.8 dosbarth mynediad. Er y gallai fod angen rhagor o ddarpariaeth ar gyfer cynnydd pellach yn y galw mewn rhai ardaloedd yng Nghaerdydd (ymagwedd sy'n seiliedig ar alw), mae cyfle hefyd i gynyddu niferoedd cyfrwng Cymraeg ymhellach drwy agor neu ehangu mwy o ysgolion Cymraeg (ymagwedd sy'n cael ei lywio gan bolisi).

Er y gallai'r gyfradd enedigaethau yng Nghaerdydd yn y blynyddoedd i ddod fod yn is nag y bu yn y degawd diwethaf, mae nifer o ddatblygiadau tai wedi'u cynllunio yn y ddinas. Bydd datblygiadau tai newydd yn cynyddu nifer y plant fydd angen lleoedd ysgol mewn rhai ardaloedd yn y ddinas. Darperir ysgolion newydd gan ddatblygwyr ar rai safleoedd fel rhan o'r cytundeb cynllunio gyda'r Cyngor, er mwyn lleihau'r effaith ar argaeledd lleoedd mewn ysgolion sy'n bod eisoes.

Mae sicrhau bod darpariaeth Gymraeg ar gael yn yr ysgol leol ar gyfer preswylwyr datblygiadau tai newydd yn debygol o gynyddu'r nifer sy'n manteisio ar addysg



Gymraeg yn gynt na phe bai'r ddarpariaeth ond yn cael ei hehangu yn unol â galw cynyddol.

## Methodoleg taflwybr

Mae creu'r taflwybr yn gofyn am amcangyfrif ynghylch faint o ddisgyblion a allai o bosib fynd i addysg Gymraeg pe bai darpariaeth Gymraeg ychwanegol ar gael yn eu hardal leol. Mae'r modelu hwn hefyd yn rhagamcanu sut y byddai darparu ysgolion Cymraeg ar gyfer datblygiadau tai newydd yn debygol o effeithio ar nifer y disgyblion sy'n mynd i addysg Gymraeg.

Defnyddiwyd y patrwm twf diweddar sy'n seiliedig ar ddata CYBLD 2015/16 - 2020/21 i bennu'r twf cynhenid yng nghanran y plant sy'n mynd i addysg Gymraeg, ac i allosod hyn i 2031 fel gwaelodlin ar gyfer twf o fewn cymunedau sy'n bod yn barod.

Fodd bynnag, ni ellir defnyddio twf hanesyddol y galw am addysg Gymraeg mewn cymunedau sefydledig i bennu'r nifer fydd am addysg Gymraeg o blith preswylwyr y dyfodol yn y cymunedau newydd a gynlluniwyd ar safleoedd tir glas strategol ar gyrion y ddinas. Mae'r niferoedd sy'n cymryd lleoedd yn amrywio'n fawr o gymuned i gymuned yng Nghaerdydd. O ganlyniad, mae'r patrymau twf yn y galw am addysg Gymraeg wedi'u dadgyfuno a'r llwybr wedi ei bennu ar wahân, fel a ganlyn:

- Mae prif amcanestyniadau poblogaeth Llywodraeth Cymru ar gyfer plant 5 oed yn cael eu haddasu i gyd-fynd â'r flwyddyn ysgol (blwyddyn Dderbyn)
- Addasir yr amcanestyniadau ymhellach o'u cymharu â data'r cyfrifiad ysgolion diweddar (CYBLD) i sefydlu gwaelodlin o niferoedd disgyblion
- Caiff y niferoedd disgyblion a ragamcennir, yn seiliedig ar gwblhau tai ar y datblygiadau tai safleoedd strategol, eu tynnu allan o ffigur amcanestyniad Llywodraeth Cymru.
- Mae patrwm twf hanesyddol yn cael ei allosod ar gyfer carfan y boblogaeth Dderbyn i greu gwaelodlin.
- Yna caiff y niferoedd disgyblion o safleoedd tai maes glas strategol eu dosrannu rhwng y cyfrwng Cymraeg a'r cyfrwng Saesneg ar gymhareb 50:50
- Ychwanegir nifer y disgyblion Cymraeg o'r tai newydd ar i'r ffigur gwaelodlin ar gyfer y nifer sydd am addysg Gymraeg mewn cymunedau sefydledig, er mwyn rhoi cyfanswm nifer y disgyblion sy'n mynd i addysg Gymraeg

Drwy gyfuno'r data hwn o'r safleoedd maes glas gyda data'r cymunedau presennol, crëwyd taflwybr ar gyfer Caerdydd, i nodi nifer posibl y disgyblion cyfrwng Cymraeg os ychwanegir lleoedd cyfrwng Cymraeg ychwanegol.

## Amcanestyniadau nifer disgyblion

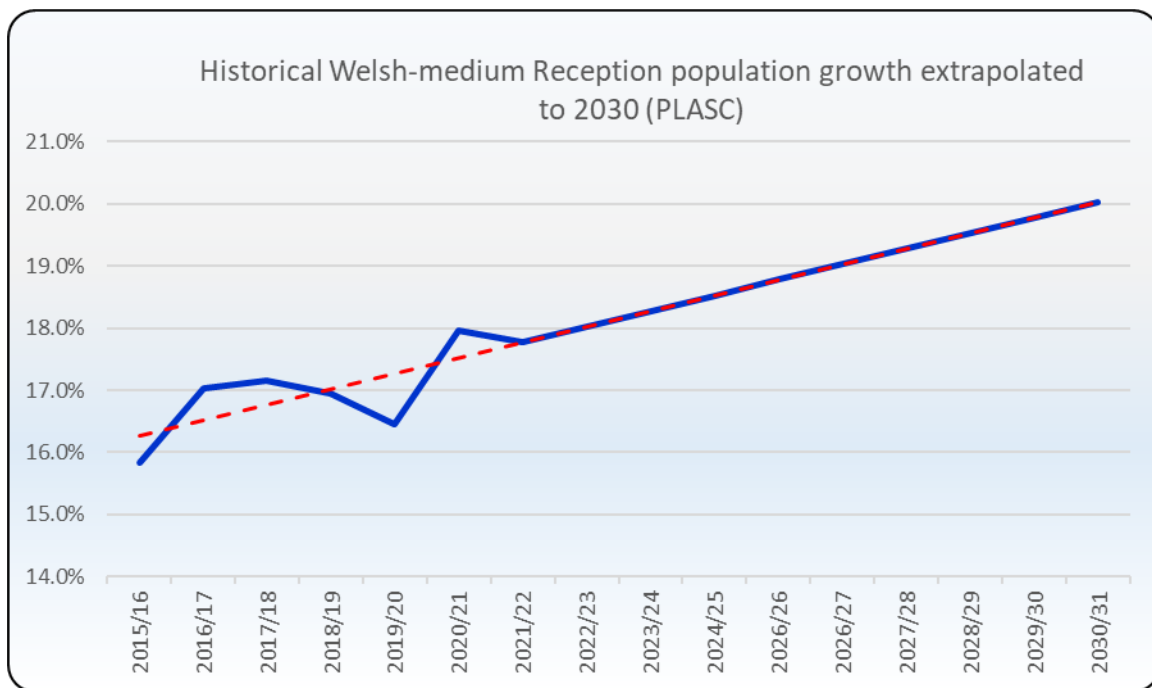
Mae amcanestyniadau poblogaeth Llywodraeth Cymru a'r patrwm cyfraddau geni cylchol blaenorol yn rhoi syniad o sut y gallai nifer y disgyblion mewn ysgolion newid dros y degawdau nesaf.

Cynyddodd canran y disgyblion sy'n cofrestru mewn dosbarthiadau Derbyn Cymraeg 0.25% y flwyddyn rhwng 2015/16 a 2020/21.

Y nifer o blant a ragamcennir i fynd i'r flwyddyn dderbyn mewn addysg Gymraeg yw'r nifer a ragamcennir os bydd y patrymau a'r tueddiadau presennol, o'u cymharu â'r boblogaeth, yn parhau.

Os bydd canran y disgyblion yn cynyddu ar yr un gyfradd rhwng 2021 a 2030, byddai 20% o ddisgyblion sy'n dechrau yn y Dosbarth Derbyn ym mis Medi 2030 yn mynychu ysgolion Cymraeg.

Ffigur 14: Cynnydd a ragamcennir yng nghanran y disgyblion cyfrwng Cymraeg 2021-2030



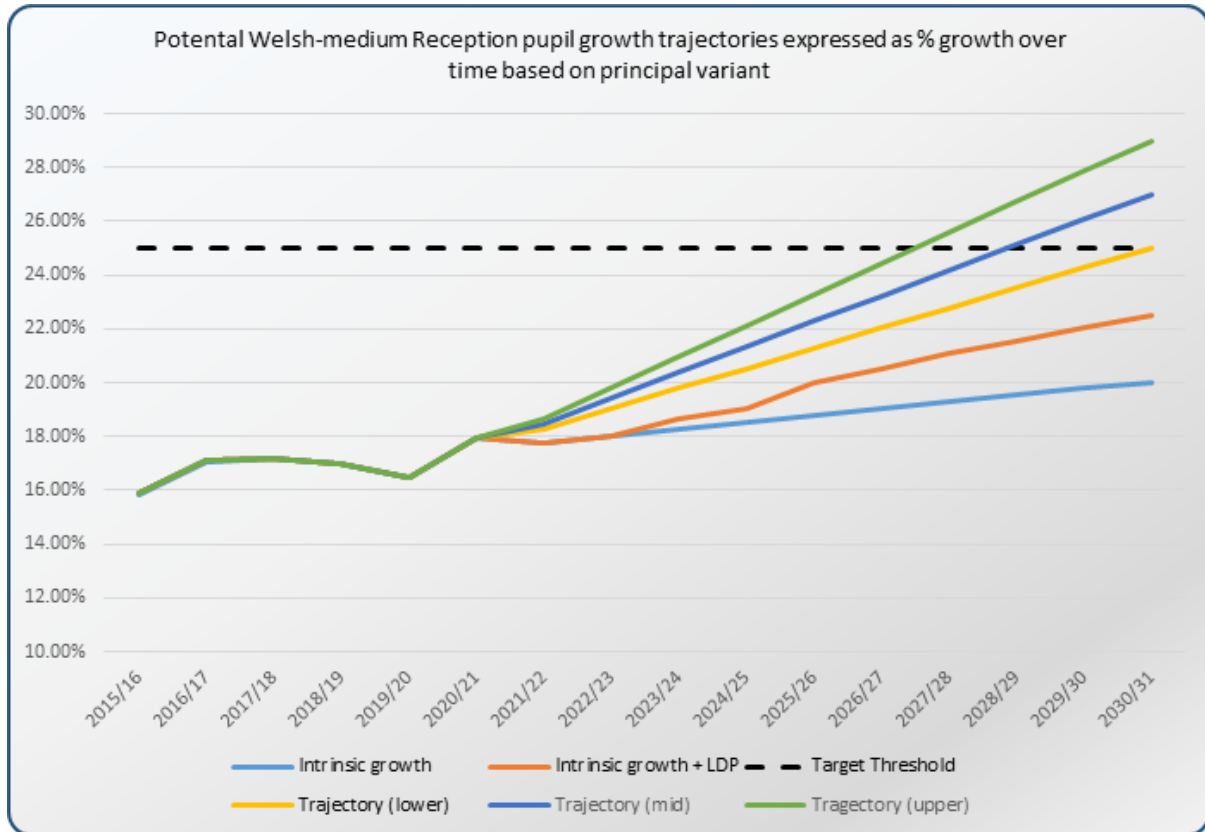
Mae'r amcanestyniad hwn yn ymwneud â'r patrwm twf diweddar mewn cymunedau sefydledig, a all fod yn wahanol i ddatblygiad y safleoedd tai strategol mawr fel y nodwyd yn y Cynllun Datblygu Lleol. Nid yw amcanestyniadau'n dangos unrhyw newidiadau i batrymau ymddygiad nad ydynt yn cael eu hadlewyrchu yn y data hanesyddol, megis darpariaeth yn y dyfodol a/neu newidiadau polisi.

Mae cyfuno'r patrwm twf cynhenid a nodir yn ffigur 11, gyda data amcanestyniadau niferoedd disgyblion y safleoedd datblygu tai strategol, yn caniatáu cymharu'r tafliwybrau twf oed derbyn Cymraeg isod, sef:

- parhad ar y twf cynhenid ledled y ddinas (h.y. twf ar sail y patrwm diweddar, tystiolaethol) mewn cymunedau sefydledig
- rhagolwg gan ystyried cynnydd yn y niferoedd ar safleoedd tir glas strategol (ar gyfradd uwch) sy'n manteisio ar addysg Gymraeg, a
- y tafliwybr sy'n angenrheidiol i gyrraedd y trothwy targed o 25%, a'r trothwy ar gyfer 27% a 29%

Fel yr amlinellwyd ar dudalen 21, yn absenoldeb cynigion datblygedig, mae'r Cyngor wedi modelu newidiadau o ran capasiti yn seiliedig ar ddarpariaeth ysgol newydd sydd yn 50% cyfrwng Cymraeg ar safleoedd tir glas strategol.

Mae Ffigur 15 (isod) yn cynnig cymhariaeth o'r taflwybrau hyn.



Mae twf blynyddol yn seiliedig ar CYBLD 2015/16 – 2020/21 yn rhoi twf o tua 0.25% y flwyddyn.

Mae ychwanegu'r boblogaeth bosibl o bobl yn symud i'r safleoedd CDLI, a chymryd bod 50% o'r plant yma yn mynd i addysg Gymraeg, yn rhoi cyfradd twf bosibl gyfunol o 0.52% y flwyddyn. Fodd bynnag, byddai'r twf cyfunol hwn yn dal i fod yn annigonol i gyrraedd y targedau cyhoeddus.

Er mwyn cyflawni'r dangosydd trothwy o 25% erbyn 2030, mae angen tua 0.75% o dwf blynyddol.

Er mwyn cyflawni 27% erbyn 2030, mae angen tua 0.95% o dwf blynyddol.

Er mwyn cyrraedd y trothwy uchaf o 29% erbyn 2030, mae angen tua 1.15% o dwf blynyddol.

Mae'r taflwybr yn dangos y byddai canran y disgyblion mewn addysg Gymraeg yn cyrraedd y targed ystod is o 25% o ddisgyblion oedran Derbyn mewn addysg Gymraeg erbyn mis Medi 2030 os cyflawnir twf ychwanegol o 0.23% y flwyddyn yn seiliedig ar

hanner yr holl ddisgyblion sy'n byw ar y safleoedd strategol yn ymgymryd â darpariaeth Gymraeg.

Mae Tabl 11 isod yn nodi'r nifer a ragamcennir o blant yn y garfan berthnasol, ym mhob blwyddyn academaidd, y niferoedd a fodelwyd ar gyfer dosbarthiadau Derbyn Cymraeg, a nifer y plant y byddai angen iddynt gofrestru mewn dosbarthiadau Derbyn Cymraeg er mwyn gwneud cynnydd cyson yn erbyn y targedau a bennwyd.

Blwyddyn Academaidd	Prif amcanestyniad poblogaeth	Twf cynhenid a ragamcennir (cymunedau sefydledig)	Twf cynhenid + twf cymunedau CDLI	Twf i gyrraedd targed o 25%	Twf i gyrraedd targed o 27%	Twf i gyrraedd targed o 29%
2021/22	3937	696	700	720	728	735
2022/23	3810	687	685	725	740	755
2023/24	3777	690	704	747	770	792
2024/25	3822	708	728	785	815	846
2025/26	3801	714	759	809	847	885
2026/27	3781	719	776	833	878	924
2027/28	3774	728	796	860	913	965
2028/29	3777	738	815	889	949	1010
2029/30	3780	748	833	918	986	1054
2030/31	3937	757	850	946	1021	1096

## Casgliadau

Mae Cyngor Caerdydd wedi ymrwymo i gyrraedd y targedau a bennwyd gan Lywodraeth Cymru, ac ar ddarparu digon o leoedd ysgol Cymraeg i gefnogi'r cynnydd yn y nifer sy'n manteisio ar addysg Gymraeg a fyddai'n angenrheidiol i gyflawni'r targedau hyn. Er bod twf wedi bod yn y nifer sy'n manteisio ar leoedd dros y pum mlynedd diwethaf, byddai parhau â thueddiadau'r gorffennol yn golygu na fyddai Caerdydd yn cyrraedd y targedau a bennwyd.

Mae datblygiadau tai newydd yn y ddinas yn cynnig cyfle i gyflymu'r nifer sy'n manteisio ar addysg Gymraeg, gan fod y cynnydd yn y boblogaeth o'r tai newydd yn ddigonol i'w gwneud yn ofynnol i godi ysgolion newydd fel rhan o'r datblygiadau. Byddai ehangu'r ddarpariaeth Gymraeg yn cefnogi cynnydd yn nifer y disgyblion fyddai'n mynychu ysgolion cyfrwng Cymraeg.

Mae mabwysiadu CSCA deng mlynedd yn cefnogi Awdurdodau Lleol i osod ymagwedd hirdymor, strategol a chynaliadwy ger bron ar gyfer twf addysg Gymraeg. Mae data cyfraddau geni a phoblogaeth ar gael ar gyfer y plant hynny sy'n mynd i addysg gynradd o 2021 i flwyddyn ysgol 2024/25, ond nid oes data cadarn ar gael y tu hwnt i'r cyfnod hwn.

### **2021/2022 – 2025/2026**

O'i gymharu â data diweddaraf y cyfrifiad ysgolion ar gyfer dosbarthiadau Derbyn ym mis Ebrill 2021, mae'r capasiti presennol mewn ysgolion cynradd Cymraeg a dosbarthiadau o 27.9DM yn gadael c10% o lefydd gwag mewn dosbarthiadau Derbyn Cymraeg.

Mae'r capasiti presennol o 27.9DM wrth fynd i'r Flwyddyn Dderbyn yn ddigonol i ddarparu ar gyfer hyd at 20.3% o'r boblogaeth ddisgyblion, y disgwylir iddynt gofrestru yn hydref 2021.

Mae data Derbyn i Ysgolion yn dangos, yn sgil poblogaeth is, mai c.690 o ddisgyblion a gaiff eu derbyn yn hydref 2021, a bod y gwarged yn debygol o gynyddu i >15% gyda niferoedd yr hydref 2021. Byddai'r lefel uwch o leoedd gwag ledled y ddinas yn cefnogi'r Cyngor i gynyddu canran y boblogaeth sy'n manteisio ar leoedd Cymraeg yn y dyfodol.

O'i gymharu â phrif amcanestyniadau poblogaeth Llywodraeth Cymru, byddai'r capasiti presennol o 27.9DM yn ddigonol i ddarparu ar gyfer hyd at 21.8% o'r boblogaeth ddisgyblion, y disgwylir iddynt gofrestru ym mlwyddyn ysgol 2024/2025.

Byddai'r cynigion a nodwyd eisoes i gynyddu'r capasiti i 31.9DM erbyn 2025, i fodloni ac i yrru'r galw mewn rhannau o'r ddinas, yn caniatáu hyd at 25.2% o boblogaeth disgyblion oed Derbyn ledled y ddinas i gofrestru erbyn 2025/2026.

Er mwyn gwneud cynnydd cyson tuag at y targed o rhwng 25% a 29% o'r garfan Dderbyn sy'n cofrestru ar gyfer addysg Gymraeg erbyn diwedd cyfnod y cynllun yn 2031, yn seiliedig ar brif amcanestyniadau Llywodraeth Cymru, y targedau interim ar

gyfer blwyddyn 2025/2026 fyddai rhwng 809 o ddisgyblion (21.3% o'r boblogaeth) ac 885 o ddisgyblion (23.3%).

Mae cymharu'r ffigurau hyn yn erbyn y capasiti a gynlluniwyd yn dangos y byddai rhwng 7.4% a 15.4% o warged wrth fynd i'r Flwyddyn Dderbyn mewn ysgolion a dosbarthiadau cynradd Cymraeg yn 2025/2026, gan ystyried y ddarpariaeth arfaethedig o 31.9DM. Pe bai Caerdydd yn anelu at ganol yr ystod darged (27%), byddai 11.4% o warged.

Byddai rhwng 24.4% a 26.3% o warged hefyd mewn darpariaeth gymunedol Saesneg a ffydd Saesneg ar y pwynt hwn, gan ystyried darpariaeth o 131.9DM.

Er y byddai angen lefel resymol o warged yn y sector Cymraeg i gefnogi twf yn y dyfodol, rhaid ystyried yr effaith ar y ddarpariaeth ysgolion bresennol o gario lefel uchel o leoedd gwag yn y sector Saesneg.

### **2026/2027 – 2030/2031**

Gallai'r ddarpariaeth ysgolion newydd o hyd at wyth dosbarth mynediad a gynlluniwyd i wasanaethu'r cymunedau newydd ar ddatblygiadau tai strategol yng ngogledd-orllewin a gogledd-ddwyrain y ddinas gynyddu capasiti addysg gynradd Gymraeg ymhellach i 1,076 o leoedd (35.9DM) erbyn 2031.

O'i gymharu â'r amcanestyniad poblogaeth o 3,937, byddai hyn yn caniatáu i c.27.3% o'r boblogaeth oed Derbyn ledled y ddinas gofrestru. Gan ystyried y niferoedd a fodlwyd yn nhabl 11, gallai'r cynigion a nodwyd eisoes ddarparu hyd at 12% o warged ar adeg derbyn i ysgolion cynradd Cymraeg yn 2030/2031, pe bai 25% o blant yn cymryd lleoedd mewn darpariaeth Gymraeg.

O'i gymharu â'r amcanestyniad poblogaeth o 3,937, byddai angen nodi cynigion pellach fel rhan o Gynllun Strategol y Gymraeg mewn Addysg Caerdydd er mwyn i Gaerdydd gyrraedd y trothwy targed uchaf o 29%.





**Cynllun Strategol Cymraeg mewn Addysg Caerdydd 2022-31**

**Crynodeb a dadansoddiad o'r materion a godwyd yn ystod yr ymgynghoriad**

Deilliant 1

1. Dim digon o fanylion am y targedau a nodir yn Neilliant 1 a sut y cânt eu cyflawni

**Mae targedau ar gyfer Deilliant 1 wedi'u hamlinellu yn y duedd a oedd ar gael ochr yn ochr â'r cynllun drafft yn ystod yr ymgynghoriad ac mae wedi'i atodi i'r fersiwn derfynol gyda chyfeiriadau at ddata perthnasol. Darperir rhagor o fanylion am y camau gweithredu mewn cynlluniau gweithredu i alluogi cyflawni'r strategaeth yn rhan olaf 2022.**

2. Diffyg manylion ynghylch datblygu gofal plant cyfrwng Cymraeg ychwanegol ac amserlenni ar gyfer datblygu gan gynnwys cynyddu'r cynnig Dechrau'n Deg cyfrwng Cymraeg.

**Mae'r ADGP yn mynd rhagddo ar hyn o bryd, i'w gyflwyno ym mis Mehefin 2022, yn adolygu digonolrwydd gofal plant ledled Caerdydd. Bydd canlyniad hwn yn cael ei ymgorffori yn y gwaith o gynllunio camau gweithredu'r CSCA fel y bo'n briodol i ddangos tystiolaeth a chadarnhau'r cynllunio ar gyfer twf dros y 5 a'r 10 mlynedd nesaf.**

3. Diffyg cynllun marchnata i hyrwyddo lleoedd ychwanegol sy'n gysylltiedig â'r strategaeth. Byddai hyn yn cynnwys datblygu cynllun marchnata amlieithog i hyrwyddo addysg cyfrwng Cymraeg neu ddatblygu rôl llysgenhadon addysg cyfrwng Cymraeg o fewn y cymunedau hynny.

**Ni all data meintiol ond dweud cymaint wrthym ynghylch pa fath o hyrwyddo a fydd yn cefnogi twf, yn enwedig mewn rhai amgylchiadau. Fel y nodir yn y CSCA, mae Caerdydd yn awyddus i geisio ymgysylltu â theuluoedd ar lefel bersonol i sicrhau eu bod yn teimlo eu bod yn cael eu clywed ac i ategu'r wybodaeth sydd ar gael ar hyn o bryd er mwyn llywio ein gwaith hyrwyddo yn y dyfodol a sicrhau y bydd yn cael yr effaith fwyaf ystyrlon gyda chynnig y mae teuluoedd yn ei ddeall yn llawn ac eisiau ymgysylltu ag ef.**

**Byddai disgwyl i hyn gynnwys cynhyrchu adnoddau hyrwyddo priodol, strategaeth gyfathrebu bwrpasol, astudiaethau achos, rhannu profiadau a chyflawniadau rhieni a disgyblion ac ati;**

4. Dylid sicrhau bod y wefan a'r Llawlyfr Gwybodaeth i Rieni yn gytbwys yn eu gwybodaeth e.e. beth am adolygu trefn yr ysgolion cyfrwng Cymraeg ar y rhestr ysgolion? Wrth restru ysgolion yn ei llawlyfr i rieni, mae'r Sir wedi gosod yr ysgolion cyfrwng Cymraeg ar y gwaelod ers 20 mlynedd. Mae gosod ysgolion CC ar y brig yn newid bach ond yn ddull effeithiol o dynnu sylw at y ddarpariaeth Gymraeg.

**Mae ysgolion wedi'u rhestru yn nhrefn yr wyddor ar hyn o bryd, sydd wedi arwain at y rhai sydd â'r enw 'Ysgol' ymhellach i lawr y rhestr. Byddwn yn parhau i weithio gyda pherchnogion cronfeydd data a chydweithwyr ynghylch gwybodaeth sydd ar gael mewn cronfeydd data perthnasol i sicrhau bod gwybodaeth yn weladwy ac yn hygyrch i rieni mewn modd lle mae'n haws dod o hyd i ysgolion cyfrwng Cymraeg.**

5. Dylid darparu hyfforddiant ymwybyddiaeth iaith a manteision addysg cyfrwng Cymraeg / dwyieithrwydd i weithwyr rheng flaen y Cyngor (adran Derbyn i Ysgolion, Gwasanaeth Gwybodaeth i Deuluoedd, rhaglenni fel Dechrau'n Deg);

**Byddwn yn gweithio gyda chydweithwyr ar hyn fel rhan o'r gwaith o ddatblygu pecyn gwybodaeth a sicrhau bod staff rheng flaen yn gwbl ymwybodol o'r deunydd hyrwyddo a'r dystiolaeth y tu ôl iddo. Mae staff Cyngor Caerdydd yn ymgymryd â Hyfforddiant Ymwybyddiaeth iaith fel rhan o'u cyfnod sefydlu a'u datblygiad proffesiynol parhaus.**

6. Dylid sicrhau bod gwybodaeth ar gael i asiantau tai ac asiantaethau rhentu yn yr ardal i'w rhoi i deuluoedd sy'n symud i mewn e.e. ar ffurf pecyn croeso.

**Yn gyson â'r ymateb ym mhwynt 3, rydym wedi ymrwymo i weithio gyda chydweithwyr yn Caerdydd Ddwyeithog a'n partneriaid ynghylch gwybodaeth sydd ar gael i ac sy'n cael ei rhannu â theuluoedd sy'n symud i Gaerdydd a/neu sy'n adleoli o fewn yr awdurdod.**

7. Awgrym y dylai'r ddogfen adlewyrchu'r data cyfredol ar "fesur y galw" mewn cymunedau amrywiol, cynnig cynllun ymestyn mewn ardaloedd o gapasiti cyfyngedig a sicrhau cynnig estynedig mewn ardaloedd newydd.

**Fel y nodwyd mewn ymateb i bwynt 1, dangosir y data cyfredol yn y ddogfen tueddiadau a oedd ar gael ochr yn ochr â'r drafft. Mae hon wedi'i hatodi i fersiwn derfynol y cynllun i wneud y croesgyfeirio'n gliriach. Bydd rhagor o wybodaeth am y galw am ofal plant ac addysg gynnar yn cael ei hadlewyrchu yn yr ADGP sy'n mynd rhagddo a bydd yn rhan o waith ymchwil mewn ardaloedd/grwpiau lle mae niferoedd llai yn manteisio ar gyfleoedd er mwyn sbarduno'r galw. Bydd cynlluniau gweithredu sy'n benodol i dwf yn seiliedig ar y data hwn yn cael eu datblygu ac yn barod i gefnogi'r broses weithredu erbyn mis Medi 2022.**

8. Dylai'r cynlluniau edrych ar ehangu'r ddarpariaeth mewn ardaloedd o amddifadedd gan fod addysg ddwyieithog a chyfrwng Cymraeg yn cynnig symudedd cymdeithasol gwerthfawr a gwerth ychwanegol i blant a phobl ifanc mewn ardaloedd o amddifadedd.

**Y cynllun yw ehangu'r ddarpariaeth mewn ardaloedd lle tybir ei bod yn llai hygyrch ar hyn o bryd a lle mae'r galw wedi bod yn is yn draddodiadol neu lle mae angen annog pobl i fanteisio ar leoedd yn lleol. Mae dealltwriaeth fanwl o'r hyn y mae cymunedau'n ei ddeall a'i eisiau o addysg yn hanfodol cyn y gellir sefydlu darpariaeth ychwanegol gan y bydd hyn yn llywio lle y gellir lleoli darpariaeth gynaliadwy yn effeithiol.**

9. Nid yw gwybodaeth am gyllid dibynadwy sydd wedi'i flaenoriaethu a'i glustnodi'n benodol i warantu mwy o ofal plant cyfrwng Cymraeg ar safleoedd ysgolion wedi'i chynnwys, na lleoliadau penodol a nodwyd i sefydlu darpariaeth feithrin i fodloni anghenion teuluoedd ar draws y brifddinas yn ystod oes y Cynllun.

**Byddwn yn parhau i weithio gyda chydweithwyr yn y Blynnyddoedd Cynnar i helpu i sefydlu darpariaeth bellach sy'n ystyried canlyniadau ymchwil gyda rhieni a thrwy'r ADGP ynghyd â mewnbwn gan bartneriaid ynghylch lle gellid sefydlu lleoedd ychwanegol hyfyw mewn ffordd gynaliadwy sy'n tyfu'r ddarpariaeth yn effeithiol heb**

**beryllu'r cynnig presennol. Byddwn yn ceisio nodi cyllid pellach y tu hwnt i grant cyfalaf i helpu i sefydlu darpariaeth feithrin CC ar safleoedd ysgolion.**

10. Angen rhoi mwy o bwyslais yn y Cynllun ar integreiddio â'r sector iechyd. Ffurio partneriaeth ragweithiol a chadarn gyda'r Bwrdd Iechyd fel partner blaenllaw ac allweddol wrth gyrraedd rhieni newydd; gweithio gyda'r Bwrdd Iechyd i ddarparu hyfforddiant i fydwragedd ac ymwelwyr iechyd a dod o hyd i ffyrdd o rannu negeseuon cadarnhaol mewn modd cyson a chynhwysfawr; cynnwys manylion am Addysg CC mewn pecynnau beichiogrwydd ar gyfer mamau newydd. Mae hyn wedi bod yn llwyddiannus mewn ardaloedd yn y De-ddwyrain lle mae llyfrynnau penodol wedi'u cynnwys wrth "gadw lle", sef apwyntiad swyddogol cyntaf y fam gyda'r fydwraig, ar tua 8-10 wythnos;

**Rydym eisoes yn gweithio gyda'r sector iechyd a phartneriaid eraill i roi gwybodaeth i rieni. Fodd bynnag, fel rhan o'r adolygiad o hyrwyddo i ysgogi'r galw, byddwn yn parhau i weithio gyda phartneriaid ynghylch y ffyrdd gorau a mwyaf effeithiol o estyn allan at rieni fel yr amlinellir yn y cynllun**

11. Gweithio'n agos gyda'r Cynllun Cymraeg i Blant.

**Cydnabyddir bod gweithio gyda Cymraeg i Blant yn ffordd o gryfhau'r cynllun a chaiff ei adlewyrchu yn y gwaith o gynllunio camau gweithredu wrth symud ymlaen**

12. Dylid nodi cyfleoedd i gynllunio ymgyrchoedd lleol mewn rhannau penodol o'r sir i ymateb i'r heriau/datblygiadau arfaethedig yno.

**Yn gyson â phwynt 3, mae hyn yn unol â bwriad y cynllun. Darperir rhagor o fanylion mewn cynlluniau gweithredu.**

13. Byddem hefyd yn annog y Sir i gyfeirio rhieni at y wefan [www.welsh4parents.cymru](http://www.welsh4parents.cymru) sy'n ffynhonnell ddefnyddiol o wybodaeth a chymorth i rieni a disgyblion;

**Rhoddir ystyriaeth i'r ffordd orau o gyflawni hyn yn ystod y cam manwl o gynllunio camau gweithredu.**

14. Awgrymwn fod angen ystyried creu 'Ap' (neu fanteisio ar adnodd Cyngor presennol) i ddarparu llwyfan hawdd a hygyrch ar gyfer rhannu gwybodaeth a negeseuon, casglu barn, ac ati.

**Byddwn yn parhau i weithio gyda phartneriaid ynglŷn â'r ffyrdd gorau a mwyaf effeithiol o estyn allan at rieni, fel yr amlinellir yn y cynllun, mewn ffordd sy'n effeithiol ac a gefnogir gan adnoddau priodol i sicrhau bod y wybodaeth yn ymatebol ac yn cael ei diweddarau.**

15. Mae angen llunio Cynllun Gweithredu manwl, fel rhan o waith is-grŵp hyrwyddo'r Fforwm Addysg Gymraeg, ac i hynny furio elfen anhepgor o'r Cynllun 10 mlynedd.

**Gwneir hyn ar ôl i'r cynllun gael ei gymeradwyo i alluogi gweithrediad o ran olaf 2022**

16. Pryderon ynghylch y datganiad i 'gynnal capasiti' yn hytrach nag ymestyn neu agor darpariaeth newydd gyda'r cynlluniau ynghylch ehangu gan 8DM (gan gynnwys y 4DM a gynllunnir yn y 5 mlynedd gyntaf) heb ddigon o eglurder na gwybodaeth am amserlenni a sut y bydd unrhyw ddarpariaeth newydd yn gynaliadwy.

**Prif fwriad y cynllun yw cynyddu nifer y siaradwyr Cymraeg rhugl ac mae cynyddu nifer y lleoedd cyfrwng Cymraeg yn rhan allweddol o hyn. Fodd bynnag, mae'r duedd o ran amcanestyniadau cyfradd genedigaethau yn dangos crebachiad yn nifer y disgyblion a fydd o oedran dechrau ysgol yn ystod cyfnod y cynllun hwn. Rydym yn cydnabod y gall twf yn y sector drwy ysgolion newydd roi pwysau ar y ddarpariaeth bresennol oherwydd gostyngiad yn y niferoedd, a byddai ehangu'n rhy gyflym, a thrwy hynny beryglu hyfywedd y ddarpariaeth bresennol, yn wrthgyferbyniol i gyflawni'r nod o dwf cyffredinol y Gymraeg. Mae hyn yn golygu bod angen ystyried sicrhau bod unrhyw leoedd ychwanegol yn cefnogi twf yn ogystal â chynnal y nifer sy'n manteisio ar y darpariaethau presennol i sicrhau cynnydd gwirioneddol yn yr unigolion sy'n elwa o ddarpariaeth cyfrwng Cymraeg yn hytrach na dim cynnydd ond gwasgariad ar draws mwy o leoliadau.**

17. Ni ddarperir digon o wybodaeth am y cymorth y bydd y Sir yn ei ddarparu wrth i ysgolion dwyieithog a chyfrwng Saesneg ystyried pontio ar hyd y continwmm iaith yn unol â'r canllawiau anstatudol ar gategoreiddio arfaethedig ysgolion yn ôl darpariaeth iaith Gymraeg. A fyddai'r Sir yn gallu cefnogi ysgolion dwyieithog a chyfrwng Saesneg yn fwy cadarn wrth iddynt ystyried symud ar hyd y continwmm ieithyddol fel rhan o'r broses bontio yn unol â'r canllawiau anstatudol o gategoreiddio ysgolion yn ôl darpariaeth cyfrwng Cymraeg yn y tymor canolig a'r hirdymor?

**Rhyddhaodd Llywodraeth Cymru ei chanllaw ar gategoreiddio ysgolion ar 16 Rhagfyr 2021. Bydd hwn yn cael ei ddefnyddio gan y Cyngor a'i bartneriaid i lywio'r gwaith cynllunio trefniadaeth ysgolion sy'n angenrheidiol i ymateb i'r mater a godwyd. Byddwn yn adolygu'r wybodaeth ddiweddaraf ac yn parhau i weithio gyda phartneriaid i ddatblygu cymorth i ysgolion a allai fod am bontio ar hyd y continwmm iaith. Rydym yn ceisio cefnogi ysgolion ym mha bynnag ffordd sy'n briodol er mwyn sicrhau dilyniant llwyddiannus i ymgorffori mwy o Gymraeg.**

18. Dim digon o wybodaeth benodol am sut mae cynllunio i ymateb i leoedd gwag presennol mewn ysgolion CC.

**Fel y nodir yn y CSCA a'r Strategaeth Caerdydd Ddwyieithog, mae cynlluniau peilot wedi'u cynllunio i weithio'n ddwys gydag ysgolion lle mae llai o Gymraeg ac i geisio cael gwell dealltwriaeth o'r materion sy'n ymwneud â niferoedd is mewn rhai grwpiau. Bwriad y gwaith ymchwil hwn yw gweithio i ddeall yn well y ffactorau gwthio a thynnu sy'n dylanwadu ar ddewisiadau ysgol a defnyddio'r canlyniad i ddatblygu hyrwyddo targedig pwrpasol a gynllunnir i ysgogi diddordeb a lleddfu pryderon.**

19. Dylid cynnwys gwybodaeth am gynllunio strategol sy'n ddigon pwrpasol gyda'r bwriad o ddarparu cyfleoedd cyson i ddisgyblion dderbyn addysg CC o fewn eu 'cymdogaeth 15 munud' ar draws y Brifddinas. Byddem yn disgwyl ymarfer mapio manwl o'r ddarpariaeth ar draws y sir, gan nodi'r ddarpariaeth bresennol a nodi bylchau. Y cam nesaf wedyn fyddai mapio sut yr eir i'r afael â'r bylchau hyn.

**Bydd y CSCA yn cyd-fynd â'n dogfennau strategol eraill ar gyfer cynllunio lleoedd ysgol ledled y ddinas. Gellir cyrraedd y mwyafrif helaeth o ardaloedd yng Nghaerdydd o fewn 15 munud gan ddefnyddio dulliau amrywiol o deithio. Fodd bynnag, mae awydd i wella dosbarthiad lleoedd a llwybrau o'r cartref i'r ysgol ymhellach er mwyn gwella gwelededd a mynediad i'r opsiynau sydd ar gael i rieni wrth ystyried dewisiadau ysgol.**

### Deilliant 3

20. Rhagor o wybodaeth am gyfraddau trosglwyddo disgyblion o'r sector cynradd i uwchradd er y nodir nad yw hon yn 'broblem sylweddol'.

**Mae gwybodaeth am y gyfradd bontio wedi'i chynnwys yn y ddogfen tueddiadau sy'n dangos bod canran y plant sy'n dod i mewn i'r sector sy'n trosglwyddo ar bwyntiau pontio allweddol ac yn cwblhau eu haddysg statudol drwy gyfrwng y Gymraeg yn gryf yng Nghaerdydd. Fodd bynnag, cydnabyddir bod nifer fach yn dewis trosglwyddo allan ac mae angen rhoi sicrwydd parhaus i'r lleiafrif o deuluoedd fod eu penderfyniad i roi eu plentyn mewn addysg cyfrwng Cymraeg yn un y gallant ymddiried ynddo o'r feithrinfa hyd at ôl-16.**

21. Mae nifer y disgyblion sy'n symud allan o addysg cyfrwng Cymraeg wedi cynyddu dros y tair blynedd diwethaf. Dylid cynnwys rhagor o wybodaeth er mwyn deall y sefyllfa'n well er mwyn cynllunio a chymryd camau i geisio lleihau'r duedd.

**Mae ysgolion wedi ymateb i bryderon rhieni, gan gefnogi caffaeliad iaith eu dysgwyr drwy 'sesiynau dal i fyny'. Mae'r Cyngor hefyd wedi cyflwyno ymyriad peilot i ymateb i'r pryderon hyn, gan ddarparu cymorth drwy uned trochi Cymraeg Caerdydd. Mae ysgolion wedi ymateb i bryderon a'r angen i gefnogi caffaeliad iaith yn fewnol yn ogystal â sicrhau atgyfeirio priodol i beilot ymyrryd yr uned trochi Cymraeg sydd ar waith ar hyn o bryd fel ymateb i'r heriau a brofwyd. Ni wyddwn eto a fydd hyn yn tawelu meddyliau plant a rhieni i atal colled bellach. Bydd strategaethau pellach yn cael eu hystyried a/neu'r mesurau presennol yn cael eu cryfhau a'u hehangu fel y bo'n briodol yn dilyn gwerthusiad a byddwn yn parhau i weithio gyda chydweithwyr ar draws y sector gan gynnwys partneriaid consortiwm i sicrhau bod teuluoedd, lle bynnag y bo modd, yn teimlo eu bod yn cael eu cefnogi ac yn hyderus y bydd eu plentyn yn ffynnu drwy gyfrwng y Gymraeg.**

22. Diffyg manylion ynglŷn â defnyddio un o safleoedd ysgol uwchradd y CDLI i gynyddu nifer y lleoedd uwchradd cyfrwng Cymraeg. Mae hyn yn awgrymu efallai nad yw'r ddarpariaeth yn un cyfrwng Cymraeg ac y gallai fod yn ddwyieithog/dwy iaith. Hoffai MM weld hyn yn mynd ymhellach.

**Mae bwriad cadarn i gynyddu lleoedd addysg uwchradd cyfrwng Cymraeg o fewn y CSCA i ddarparu ar gyfer y niferoedd presennol sydd eisoes wedi dewis addysg cyfrwng Cymraeg ar ddechrau eu haddysg gynradd ac i sicrhau bod darpariaeth ar gyfer y twf a ragwelir dros y blynyddoedd nesaf i sicrhau bod llwybr addysg gweladwy o enedigaeth i oedolaeth sy'n cefnogi rhieni i wneud eu penderfyniadau ar gyfer addysg eu plentyn/plant o'r cychwyn cyntaf. Mae twf cynaliadwy'r sector yn hanfodol ynghyd â sicrhau bod gweithlu sydd â'r sgiliau a'r profiad priodol mewn lle i gyflawni'r safonau uchel yr ydym wedi arfer â hwy yng Nghaerdydd wrth i nifer y lleoedd gynyddu. Byddai unrhyw ddefnydd o'r safleoedd CDLI a gynigir yn destun ymgynghoriad statudol o dan y Cod Trefniadaeth Ysgolion. Mae'r ymrwymiad i ddarpariaeth uwchradd ychwanegol yn glir - bydd yr union leoliad(au) i gyflawni'r ehangu hwn yn cael eu hystyried ymhellach yn unol â'r canllaw hwn.**

23. Sonnir am ehangu'r ddarpariaeth drochi gynradd (ac uwchradd), ond nid oes cynllun na strategaeth ar gyfer hyrwyddo'r ddarpariaeth hon yn rhagweithiol ymhlith y boblogaeth

oedran cynradd nac ymhlith rhieni presennol i ddenu hwyrdyfodiaid sy'n newydd i'r ddinas ac o fewn y ddarpariaeth bresennol.

**Rydym yn ymfalchio yng nghryfder y model trochi a'n staff sy'n ei gyflwyno yng Nghaerdydd er budd disgyblion Caerdydd ac amrywiaeth o blant a phobl ifanc o awdurdodau cyfagos. Rydym yn parhau i weithio i sicrhau bod plant o bob gallu yn cael eu cefnogi i ffynnu drwy gyfrwng y Gymraeg waeth pryd y byddant yn dechrau eu haddysg drwy gyfrwng y Gymraeg. Mae ysgolion wedi bod yn allweddol wrth gefnogi caffaeliad iaith disgyblion ac o fewn y sector uwchradd edrychwn ymlaen at dreialu'r cynlluniau peilot 'trochi dal i fyny' ar gyfer caffaeliad iaith eleni. Ar hyn o bryd mae'r Uned Drochi hefyd yn cefnogi disgyblion o awdurdodau lleol cyfagos ac mae wrthi'n eu cefnogi i ddatblygu eu darpariaethau eu hunain i gefnogi twf ehangach dysgwyr cyfrwng Cymraeg. Bydd camau gweithredu pellach sy'n benodol i dwf strategol y ddarpariaeth a hyrwyddo'r gwasanaethau'n effeithiol yn cael eu nodi yn y cynlluniau gweithredu.**

24. Eisiau gweld mwy o gyfathrebu â theuluoedd am CC i fynd i'r afael ag effaith y pandemig

**Yn unol â'r pwynt uchod, byddwn yn parhau i weithio gydag ysgolion i gefnogi teuluoedd a chyfathrebu am gyfleoedd sydd ar gael a allai gefnogi caffaeliad iaith yn unol ag oedran, cyfnod, pynciau cwricwlwm. Mae RhAG hefyd yn datblygu safle i gynnig atgyfeiriadau pellach i rieni at gymorth.**

25. Dylai gynnwys gwybodaeth benodol am sut y gallai ymarferwyr arbenigol yn yr Uned Drochi ehangu ar athroniaeth a thechnegau trochi iaith gydag ymarferwyr mewn ysgolion dwyieithog a chyfrwng Saesneg - byddai'n cryfhau nodau'r Deilliant hwn.

**Mae'r gwaith hwn eisoes wedi dechrau fel rhan o'r cynllun peilot presennol, gyda hyfforddiant yn cael ei ddatblygu i'w weithredu gan staff yr uned trochi Cymraeg yn Nhymor y Gwanwyn 2022 i athrawon ysgolion Caerdydd. Bydd hyn yn cefnogi eu gwybodaeth a'u dealltwriaeth o ddull a thechnegau'r model Trochi Cymraeg. Datblygwyd hyn gan ddefnyddio'r arian grant a sicrhawyd gan Lywodraeth Cymru, yr ydym yn disgwyl iddo gael ei gynnig eto yn y dyfodol fel rhan o raglen hyfforddi Caerdydd. Yn dilyn gwerthusiad, byddem yn disgwyl cynyddu cyrhaeddiad y wybodaeth arbenigol ymhellach er budd cynulleidfa ehangach o fewn gweithlu addysgu a dysgu Caerdydd.**

26. Awgrym am ragor o fanylion am waith y Gwasanaeth Ieuencid o ran gwella cyfleoedd i ddefnyddio a gwella sgiliau Cymraeg o fewn y gwasanaeth.

**Mae rhagor o wybodaeth am ehangu nifer ac ystod y gweithgareddau a gwasanaethau ieuencid cyfrwng Cymraeg yng Nghaerdydd wedi'i nodi yn y cynllun ac ymhelaethir arni ymhellach yn y cynlluniau gweithredu manwl o dan Ddeilliant 5.**

27. Mae angen mynd i'r afael â llwybrau dilyniant i'r chweched dosbarth / colegau Addysg Bellach ac wedi hynny, lle y bo'n berthnasol, i brifysgolion a'r byd gwaith, felly mae angen i'r cynllun roi ystyriaeth lawn i gyfraniad darparwyr ôl-16 a chyfleoedd prentisiaeth at lwyddiant y cynllun, gyda thargedau dilyniant wedi'u nodi'n glir.

**Gyda datblygiad posibl y Comisiwn Addysg Drydyddol (CADY) dros y 10 mlynedd nesaf edrychwn ymlaen at y cyfleoedd y byddai newid graddol o'r fath yn eu hwyluso mewn addysg ôl-16 yng Nghaerdydd, gan gynnwys drwy gyfrwng y Gymraeg. Pe bai rheoleiddiwr newydd yn cael ei roi ar waith i gwmpasu'r rhan fwyaf o'r dirwedd ôl-16, byddem yn ceisio gweithio gydag ef a phartneriaid i gefnogi, fel y bo'n briodol.**

28. Cais am ragor o fanylion o ran darpariaeth addysg ôl-orfodol a thargedau cysylltiedig

**Darperir rhagor o fanylion penodol am addysg ôl-orfodol a thargedau a gynorthwyir yn y cynlluniau gweithredu.**

29. Byddai darparu mwy o wybodaeth am gefnogi ymarferwyr mewn ysgolion dwyieithog a chyfrwng Saesneg fel y gallant hwythau hefyd efelychu athroniaeth a thechnegau trochi iaith yn gynyddol effeithiol tra'n dysgu Cymraeg fel iaith ychwanegol yn gam cadarnhaol ac yn cryfhau'r Cynllun.

**Gellir rhoi manylion am y cyllid trochi yn y sector uwchradd ar gyfer uwchsgilio**

30. Cais am ddata parthed: pontio/cadw,

a) byddai cynnwys cerrig milltir sy'n cynnwys gwybodaeth berthnasol am sut y bydd y Sir yn monitro, gwerthuso ac adolygu'r nodau yn y byrdymor a'r tymor canolig yn darparu gwybodaeth ddefnyddiol wrth iddynt fynd ati'n bwrpasol i gyflawni eu cynlluniau hirdymor.

b) Er mwyn cael gwell darlun o'r sefyllfa ledled y sir, byddai'n dda cael union ffigurau a chanrannau pob un o'r ysgolion cynradd sy'n bwydo i mewn i'r sector uwchradd, gan nodi systemau a phatrymau pontio'r clystyrau ysgol.

**Mae gwybodaeth am niferoedd a throsglwyddo i ysgolion cyfrwng Cymraeg wedi'i rhannu â phartneriaid y Fforwm Addysg Gymraeg i lywio'r gwaith o ystyried a datblygu'r cynlluniau peilot presennol sydd bellach ar y cam gweithredu. Bydd yr holl ddata ynghyd â gwerthusiadau'r cynlluniau peilot yn cael eu hystyried wrth ddatblygu cynllun gweithredu i gefnogi datblygiad yn y dyfodol gan gynnwys cerrig milltir a sut y byddwn yn monitro, gwerthuso ac adolygu nodau.**

31. Byddai dadansoddiad daearyddol o ddarpariaethau uwchradd y Sir yn ddefnyddiol i weld i le mae'r niferoedd cynradd yn bwydo ar hyn o bryd. Byddai nodi unrhyw fylchau wedyn yn helpu i gynllunio ymhellach drwy gydol y Cynllun hwn.

**Gellir gweld y dalgylchoedd cynradd ac uwchradd ar wefan y Cyngor ac fe'u hystyrir yn rheolaidd wrth ddatblygu cynlluniau trefniadaeth ysgolion. Rhoddir ystyriaeth bellach i ffordd gliriach o gysylltu'r wybodaeth hon er mwyn gwneud y cynllunio'n fwy tryloyw i'r cyhoedd ehangach - bydd hyn yn cael ei drafod fel rhan o'r broses o gynllunio camau gweithredu.**

32. Beth yw'r strategaeth bresennol i hyrwyddo cyfleoedd trochi i hwyrddyfodiaid? Mae angen rhoi gwybod i rieni fod opsiwn arall ar gael iddynt ac i hynny gael ei rannu'n eang. Mae hyn yn arbennig o wir am deuluoedd sydd am gofrestru plentyn iau mewn ysgol cyfrwng Cymraeg lle mae brawd neu chwaer hŷn yn mynychu ysgol cyfrwng Saesneg.

**Ymdrinnir â'r strategaeth i hyrwyddo cyfleoedd trochi i hwyrddyfodiaid a hyrwyddo addysg cyfrwng Cymraeg i gefnogi mynediad i'r Gymraeg i bob disgybl yn yr ymatebion i Bwyntiau 3, 17, 22 a 24.**

33. Wrth edrych ar ffyrdd o ysgogi twf yn y dyfodol, bydd yn hanfodol edrych ar sut y caiff y ddarpariaeth hon ei hyrwyddo, ac yn naturiol bydd angen edrych ar ffyrdd o ehangu a chynyddu'r ddarpariaeth maes o law.

**Dyma fwriad y Cynllun. Gweler yr ymatebion i bwynt 3 ac 17 uchod.**

34. Mae'r Cynllun yn sôn am 'ddefnyddio o leiaf un o safleoedd y CDLI i gynyddu lleoedd uwchradd.' Ond mae'n ymddangos na fydd dim yn cael ei wneud tan ddiwedd cyfnod y Cynllun. Mae gadael hyn tan ddiwedd y Cynllun yn gamgymeriad.

**Ni fydd hyn ar ddiwedd y cynllun ond yn ystod yr ail 5 mlynedd. Mae'r iaith wedi'i mireinio i adlewyrchu hyn. Gweler pwynt 21 uchod.**

35. Mae angen sefydlu system i fonitro'r sefyllfa – mae awdurdodau eraill wedi sefydlu Grŵp Ffocws i edrych ar sefyllfa Niferoedd Disgyblion i wireddu Deilliant 3 – a yw hynny'n cynnig ffordd ymlaen i Gaerdydd?

**Rhennir y wybodaeth hon gyda phartneriaid y Fforwm Addysg Gymraeg. Trafodir a fyddai budd i gael is-grŵp penodol i edrych ar hyn fel rhan o'r ddatblygiad y gwaith o gynllunio camau gweithredu yn Neilliant 3.**

#### Deilliant 4

36. Amryw bryderon fod y cyrsiau Ôl-16 yn annigonol, yn anaddas ac yn anymarferol ar draws y ddinas ar eu ffurf bresennol a bod angen rhoi sylw dybryd i'r maes. Mae'r diffyg opsiynau presennol yn cael effaith negyddol ar y niferoedd sy'n dewis parhau i ddilyn cyrsiau ôl-16 drwy gyfrwng y Gymraeg. Angen nodi'r diffygion yn ogystal â sut i fynd i'r afael â'r bwlch addysgol hwn drwy gyfrwng y Gymraeg. Awgrymwyd bod angen cynllun bwriadol yn y maes hwn gan gynnwys cydweithio effeithiol â Cymwysterau Cymru i sicrhau bod cymwysterau ar gael, yn enwedig mewn meysydd galwedigaethol, a gynigir i ddisgyblion o 14 oed, ynghyd ag ystyried yr elfen waith ar draws ysgolion a rhagor o fanylion am bwy fydd yn arwain datblygiad ynghyd â phwy/sut y bydd yn monitro cynnydd o ran sicrhau gwelliant.

**Bydd gan y fframwaith prentisiaeth newydd a gyhoeddwyd fel rhan o'r Bil Addysg Drydyddol rôl i'w chwarae hefyd o ran sicrhau bod lluo o opsiynau hyfforddi ar gael yn y Gymraeg o fewn addysg ôl-orfodol. Rydym yn cydnabod bod darparu cymwysterau'n mynd drwy gyfnod o newid sylweddol yng Nghymru a'r DU yn ehangach. (Cwricwlwm newydd, dileu BTECs yn raddol a chyflwyno Lefel T yn Lloegr a fydd yn cael effaith ddilynol ar argaeledd cyrsiau gan fyrdau arholi yn Lloegr ac rydym yn aros am eglurder ynghylch a fydd CBAC neu ddarparwyr eraill yng Nghymru yn ymgymryd â chynnig o'r fath).**

**Byddwn yn parhau i weithio gyda phartneriaid ac ysgolion y Consortiwm i gefnogi trafodaethau cadarn gyda Cymwysterau Cymru a Llywodraeth Cymru i sicrhau tystiolaeth gref o angen a dylanwad priodol ar ddyfodol cymwysterau ôl-16 a galwedigaethol ehangach drwy gyfrwng y Gymraeg. Byddwn yn annog ysgolion i**



**archwilio partneriaethau dyfnach a chefnogi'r gwaith o ddatblygu cyfleoedd pellach i ehangu eu cynnig i bobl ifanc ôl-16, ar y cyd â darparwyr lleol eraill**

37. Awgrym y dylid cynnal ymchwil i ddewis iaith myfyrwyr cyn-16 ac ôl-16 ac edrych yn fanwl ar lwybrau gyrfa posibl i'r carfanau hyn i fodloni anghenion a chau'r bwlch mewn cyfrwng iaith gyda rhaglenni astudio partneriaeth cyfrwng Cymraeg wedi'u cynllunio ar y cyd rhwng darparwyr i ehangu sgiliau Cymraeg o fewn y gweithlu ifanc. Tynnodd MM sylw at y rhaglen Cam Wrth Gam.

**Gwnaed cynnydd yn y maes hwn drwy ddarparu ffeiriau gyrfaoedd ar-lein drwy Caerdydd Ddwyeithog sy'n ymwneud yn benodol ag ehangu ymwybyddiaeth o yrfaedd lle mae galw am siaradwyr Cymraeg rhugl ynghyd â chyfleoedd ehangach i ddefnyddio'r iaith er budd dilyniant gyrfa.**

**Rydym yn bwriadu gweithio ymhellach gyda phartneriaid gan gynnwys Addewid Caerdydd, Caerdydd Ddwyeithog, a darparwyr addysg i gryfhau ymgysylltiad ac ystyriaeth o lwybrau gyrfa posibl ynghyd â sut i gynyddu nifer y plant sy'n ymgysylltu â mwy o amllder ac o sbectwm oedran eang. Rydym yn annog ac yn croesawu darparwyr sy'n cydweithio i gynllunio rhaglenni astudio. Gyda'r cwricwlwm newydd yn cael ei gyflwyno yn 2022 byddwn yn parhau i weithio gyda chydweithwyr mewn ysgolion i nodi unrhyw batrymau neu newidiadau i ddewisiadau pwnc disgyblion.**

38. Dylai fod gan Gaerdydd gyd-drefniant hyrwyddo lleol gweithredol rhwng ysgolion a phartneriaethau eraill sy'n pwysleisio'r angen am siaradwyr Cymraeg rhugl sydd wedi'u hyfforddi mewn sectorau sgiliau penodol, gan gyfeirio'n benodol at yrfaedd a llwybrau dysgu (prentisiaethau canolog) mewn gofal, gofal plant, addysg feithrin, gweinyddu a chymorth, cymorth dysgu a gwasanaeth cwsmeriaid. Mae angen i'r Cyngor arwain ar y gwaith hwn, fel prif gyflogwr yr ardal, ac ysgwyddo rôl ragweithiol wrth hyrwyddo cyfleoedd i ymuno â'r gweithlu ar draws holl wasanaethau'r ALI.

**Gweler pwynt 36 uchod. Mae Caerdydd Ddwyeithog eisoes yn gweithio gyda'i fforwm i hyrwyddo swyddi a phrofiad gwaith drwy gyfrwng y Gymraeg. Mae cyfleoedd i ddatblygu sgiliau a gwaith yn y maes gofal plant eisoes yn cael eu cynnig mewn ysgolion uwchradd cyfrwng Cymraeg yng Nghaerdydd ond rydym yn disgwyl rhoi cynlluniau gweithredu â ffocws ar waith i ehangu'r cynnig presennol i ystod oedran ehangach a chyda mwy o amllder ynghyd ag ymgorffori'r wybodaeth hon yn gliriach o fewn gweithgarwch parhaus Addewid Caerdydd.**

39. Prin yw'r targedau a'r cynlluniau yn yr adran hon i gefnogi a datblygu'r Gymraeg fel pwnc. Mae angen cynllunio pwrpasol a rhagweithiol i sicrhau bod unrhyw ddisgybl sy'n dymuno astudio'r pwnc i Safon Uwch yn cael cyfle i wneud hynny. Gofynnwyd am wybodaeth ar wella Safon Uwch Cymraeg mewn ysgolion cyfrwng Saesneg.

**Byddwn yn annog ysgolion i gynnig cyrsiau o'r fath i ddisgyblion lle bynnag y bo'n ymarferol ac yn annog cydweithredu i sicrhau mynediad ar draws y ddinas. Fel rhan o'r broses o gynllunio camau gweithredu, rhoddir ystyriaeth i le mae ysgolion yn cyflawni lefelau amrywiol o niferoedd i dynnu sylw at y ffactorau dylanwadol cadarnhaol yn ogystal ag ymgymryd ag ymchwil â ffocws gyda phobl ifanc i**

**benderfynu beth y gwnaethant ei ystyried wrth ddewis opsiynau a'r hyn y credant a allai fod yn hanfodol i weld niferoedd uwch yn dewis y pwnc wrth symud ymlaen. Byddai hyn yn cynnwys ystyried sut y gallai dysgu digidol chwarae rôl wrth symud ymlaen.**

40. Mae angen nodi sut y bydd diddordeb yn cael ei danio a'i gynnal yn y pwnc ymysg disgyblion. Dylid manteisio'n llawn hefyd ar y cyfleoedd a gynigir gan y Coleg Cymraeg a phartneriaid eraill fel rhan o gynllun cenedlaethol i hyrwyddo'r Gymraeg fel pwnc (dan arweiniad Llywodraeth Cymru).

**Rydym yn croesawu ymgysylltiad ein hysgolion â chynlluniau cenedlaethol fel y rhai a gynigir gan y Coleg Cymraeg. Mae gan rai ysgolion gytundebau cydweithio eisoes i alluogi disgyblion sy'n dymuno cael mynediad at Safon Uwch Cymraeg i wneud hynny ar safle arall i greu dosbarthiadau hyfyw. Mae ysgolion a phartneriaid (e.e. Consortiwm) eisoes yn cynnal ymchwil i ddiddordeb disgyblion yn y pwnc, ond bydd rôl ymchwil â ffocws gyda phobl ifanc yn cael ei hystyried fel rhan o'r broses o gynllunio camau gweithredu.**

#### Deilliant 5

41. Dylai mapio, archwilio a gwerthuso cyfleoedd dysgu Cymraeg y tu allan i'r ysgol ymhlith partneriaid ledled y ddinas fod wedi digwydd cyn hyn.

**Mae cyfeirlyfr eisoes yn bodoli ar gyfer Caerdydd; fodd bynnag, mae'r pandemig wedi effeithio ar lawer o wasanaethau ac rydym yn ymwybodol y gallai hyn effeithio ar sut/ble rydym yn canolbwyntio datblygiad wrth symud ymlaen. O'r herwydd, ystyrir bod mapio, archwilio a gwerthuso effeithiolrwydd y ddarpariaeth yn dasg hollbwysig i ategu'r gwaith o gynllunio camau gweithredu a datblygu gwasanaethau yn y maes hwn yn y dyfodol.**

42. Dylai gyfeirio at waith da i hyrwyddo defnydd o'r Gymraeg ymhlith poblogaeth ifanc ein hysgolion hyd yma drwy dathliadau blynyddol a chyfleoedd allgyrsiol estynedig: Tafwyl; Cynllun RhCGY; Gwasanaethau Ieuencid; dathliadau Dinas Caerdydd a Llywodraeth Cymru.

**Mae gan y Gwasanaeth Ieuencid gynnig dwyieithog anffurfiol lle mae staff yn siarad Cymraeg. Ariennir yr Urdd drwy'r grant Arloesi Ieuencid i gynnig darpariaeth ieuencid mynediad agored ac mae Menter Caerdydd hefyd yn derbyn cyllid i hyrwyddo diwylliant Cymru.**

**Wrth symud ymlaen bydd cynlluniau gweithredu'n cael eu datblygu a disgwylir iddynt gynnwys darpariaethau wyneb-yn-wyneb pellach ynghyd â defnyddio llwyfannau rhithwir gan gynnwys Discord i gynnig darpariaeth Gymraeg mynediad agored gyda Swyddog Cymraeg i oruchwylio'r gwaith o ehangu'r cynnig Cymraeg.**

43. Mae angen manylion am sut y bydd y Sir yn monitro, gwerthuso ac adolygu cynlluniau Cymraeg Campus a'r Siarter Iaith a sut y bydd y ddarpariaeth hon yn hyrwyddo'r Gymraeg ymhellach ymhlith dysgwyr i gefnogi cynllunio pwrpasol i fodloni anghenion Cymraeg dysgwyr sydd â lefel amrywiol o hyder a hyfedredd yn eu cymunedau lleol yng Nghaerdydd.

**Mae CCD wrthi'n adolygu ei amcanion cynllunio busnes ac yn cynnal adolygiad hunanwerthuso. Fel rhan o'r ddau weithgaredd mae gwerthusiad o'r prosiect yn cael ei gynnal. Mae CCD eisoes yn rhannu arfer effeithiol gan ddefnyddio amrywiaeth o ffynonellau gan gynnwys Twitter, gwefan CCD a chyfathrebu amrywiol.**

44. Awydd gweld llinell sylfaen a thargedau gan y Fenter Iaith leol a'r Urdd fel partneriaid Cymraeg ond hefyd gan asiantaethau a gwasanaethau allweddol eraill fel gwasanaeth ieuencid y Sir a Chlybiau Ffermwyr Ifanc i gyfoethogi'r deilliant.

**Byddai hyn ond yn berthnasol i'r gwasanaethau hynny a gefnogir gyda chronfeydd y cyngor. Byddwn yn parhau i weithio ar y cyd â Caerdydd Ddwieithog a phartneriaid i sicrhau cynllun gweithredu cydgysylltiedig i helpu i wireddu'r camau gweithredu a nodir yn Neilliant 5.**

#### Deilliant 6

45. Mae uchelgais y targedau sy'n ymwneud â darpariaeth ADY cyfrwng Cymraeg, yn enwedig o fewn y 5 mlynedd gyntaf, yn afrealistig ac nid yw'n ystyried cyflwr presennol y ddarpariaeth. Mae diffyg eglurder ynghylch sut y gellir tyfu, datblygu neu ymestyn arferion da presennol i gyflawni'r cynnydd y cyfeirir ato. Byddai hyn yn cynnwys targed/strategaeth feintiol ar gyfer datblygu'r gweithlu i fodloni'r anghenion h.y. hyfforddiant staff, amser hyfforddi neu gyfleoedd secondiad.

Byddai'n dda nodi unrhyw fylchau mewn arbenigedd mewn meysydd penodol, ac i'r sir gynrig rhaglen hyfforddiant iaith i ymarferwyr, gan ryddhau gweithwyr o'u gwaith am gyfnod sylweddol gyda chydweithrediad y Ganolfan Dysgu Cymraeg sy'n trefnu cyrsiau o'r fath. Byddai'n fuddiol nodi amserlen i gynnal archwiliad o'r ddarpariaeth bresennol yn ogystal â sgiliau staff ac athrawon. Byddai'n dda cynnwys rhagor o fanylion am werthusiad o'r fath, gan nodi'r prif gasgliadau / argymhellion, bylchau a nodwyd a sut y byddant yn sail i gynllunio targedau ar gyfer y deilliant hwn.

**Rydym yn ymwybodol o'r angen dybryd am staff hyfforddedig arbenigol yn gysylltiedig â'r ddarpariaeth cyfrwng Cymraeg gynyddol ar gyfer disgyblion ag ADY. Cydnabyddir y bydd angen blaenoriaethu hyfforddiant a chymorth uwchsgilio er mwyn sicrhau'r twf gofynnol i'r gweithlu addysgu a dysgu arbenigol rhugl ym mlynnyddoedd cynnar y cynllun.**

**Mae'r gwaith hwn eisoes wedi dechrau a byddwn yn parhau i weithio gydag ysgolion, Gwasanaeth Cynhwysiant Caerdydd yn ogystal â chydweithwyr yn y bwrdd iechyd i gefnogi'r cynnydd gofynnol ar draws pob maes sy'n cefnogi disgyblion ag ADY. Gofynnir am gymorth hefyd gan bartneriaid yn LIC, CGA, HCA a'r Consortiwm ynghylch y gweithlu ar draws addysg yn genedlaethol a phob oedran a sector. Caiff hyn ei nodi mewn cynlluniau gweithredu cynhwysfawr sy'n benodol i gynllunio'r gweithlu er mwyn sicrhau gweithrediad effeithiol y weledigaeth ADY ledled Caerdydd, a amlinellir yn Neilliant 6.**

46. Nid oes cyfeiriad at y Blynnyddoedd Cynnar yn yr adran hon. Byddai'n dda manylu ar lefel y ddarpariaeth a'r cymorth sydd ar gael o ran dysgwyr sy'n codi'n 3 oed yn y dosbarthiadau meithrin yn ogystal â phlant mewn darpariaethau nas cynhelir.

O ddata'r Hunanasesiad Gwasanaeth, mae hwn yn gyfrif o 'Gyfanswm nifer y plant (o bob oed) sy'n mynychu gofal plant y nodwyd yn ffurfiol bod ganddynt anawsterau dysgu neu anabledau'. Ar y cyfan, roedd 8.2% o'r plant a fodlonodd y meini prawf mewn darpariaeth cyfrwng Cymraeg, yn amrywio o 4.3% ar gyfer plant sy'n cael eu gwarchod (gyda dim ond 2.1% o'r holl warchodwyr plant yn lleoliadau cyfrwng Cymraeg), i 14.2% o'r rhai a oedd yn mynychu gofal sesiynol, gydag 11.3% o leoliadau yn CC.

**Darperir cymorth priodol sy'n cyd-fynd â'r angen ym mhob darpariaeth a gynhelir a darpariaeth nas cynhelir a gwneir penderfyniadau ynghylch hyn gan Fforwm y Blynyddoedd Cynnar ar y cyd â'r ysgolion a'r lleoliadau.**

47. Nid yw Deilliant 6 yn ddigon uchelgeisiol o ran anelu at sicrhau cyfle ieithyddol cyfartal yn narpariaeth Anghenion Dysgu Ychwanegol (ADY) y Sir. Mae angen mwy o fanylion am gynlluniau i uwchsgilio ymarferwyr arbenigol mewn lleoliadau sy'n darparu cymorth cyson i ddysgwyr ag anghenion ADY. Mae'n bwysig bod y Cynllun yn nodi sut y bydd y Sir yn anelu at ddarparu darpariaeth gyfartal yn y Gymraeg a gwasanaeth gwirioneddol ddwyieithog i ddisgyblion Caerdydd

**Mae manylion wedi'u cynnwys yn y cynllun i adlewyrchu cynlluniau i uwchsgilio ymarferwyr. Gweler yr ymatebion i bwyntiau 45 uchod.**

48. Mae angen cynlluniau pwrpasol i ymateb a gweithredu, monitro ac adolygu nodau'r Deilliant hwn yn y byrdymor a'r tymor canolig gan nad yw'r cynllun yn darparu gwybodaeth ddigon manwl am gynllunio strategol i ehangu'r ddarpariaeth ADY drwy gyfrwng y Gymraeg yn ystod oes y CSCA hwn.

**Fel y nodir uchod, byddwn yn parhau i weithio ar y cyd â chydweithwyr yn y gwasanaeth Cynhwysiant i ddatblygu cynlluniau gweithredu priodol i weithredu'r weledigaeth ADY ledled Caerdydd.**

49. Byddai'n fuddiol nodi data a gwybodaeth fanwl i ddarparu trosolwg o'r ddarpariaeth bresennol, yn ôl meysydd penodol, a'r niferoedd sy'n defnyddio'r gwasanaeth ar hyn o bryd, yn ogystal â nodi targedau mwy meintiol fel ffordd o lywio cynnydd a sicrhau bod y weledigaeth o gydraddoldeb gwirioneddol yn cael ei gwireddu. A oes digon o gapasiti yn y sector i ateb y galw? Os nad oes digon o gapasiti, beth yw'r amserlen a beth yw'r camau gweithredu i ymateb i'r sefyllfa hon?

**Gweler pwynt 36 uchod. Byddwn yn parhau i weithio ar y cyd â chydweithwyr yn y gwasanaeth Cynhwysiant i ddatblygu cynllun gweithredu (gan gynnwys cerrig milltir, partneriaid cyfrifol a chmau gweithredu manwl i weithredu'r weledigaeth ADY ledled Caerdydd unwaith y bydd cymeradwyaeth wedi'i rhoi i'r cynllun ddod i rym yn rhan olaf 2022).**

50. Gwnaeth sylwadau a godwyd drwy'r arolwg rhanddeiliaid ar-lein godi pryderon ynghylch heriau pan mae disgyblion yn dysgu mewn iaith heblaw am iaith y cartref. Cafwyd sylwadau yn awgrymu y byddai ADY cyfrwng Cymraeg ond yn briodol i blant mewn cartrefi Cymraeg eu hiaith – mwy o waith i'w wneud ar ehangu opsiynau ar gyfer pob plentyn.

**Er y nodir y pryderon hyn, nid yw'r awgrym nad yw addysg cyfrwng Cymraeg yn briodol i blant ag anghenion dysgu ychwanegol yn farn a gymeradwyir gan**

**Lywodraeth Cymru na Chyngor Caerdydd a'i bartneriaid. Rydym yn blaenoriaethu cynhwysiant a chyfle cyfartal ym mhob agwedd ar ein cynnig addysg. Mae awydd cryf i sicrhau bod pawb yn gallu elwa o'r cyfle i ddysgu Cymraeg a dod yn hyderus yn eu defnydd o'r iaith gydag angen cydnabyddedig i gynllunio ar gyfer hyn yn effeithiol fel bod pawb yn gallu cyflawni eu potensial dwyieithog.**

#### Deilliant 7

51. Dylid cyfeirio at gynlluniau sy'n bodoli eisoes i hyrwyddo llwybrau amgen at ddysgu, a gellid bod wedi cynnwys ystod ehangach o fanylion ynghylch mentrau yn y dyfodol.

**Cydnabyddir bod amrywiaeth o gynlluniau ar waith i hyrwyddo ffyrdd amgen o ddysgu. Mae'r rhain yn cynnwys, ymhlith pethau eraill, hyfforddiant i ymgymryd â rolau arwain, ymestyn cyfleoedd arwain o fewn ysgolion cyfrwng Cymraeg ynghyd â chynnig cyfnodau secondiad i athrawon sydd â sgiliau Cymraeg i addysgu o fewn y sector cyfrwng Cymraeg. Ni ellir tanbrisiu agwedd cynllunio'r gweithlu'r CSCA o ran sicrhau gweithrediad llwyddiannus. Mae'r cynllun presennol wedi'i gryfhau i adlewyrchu'r blaenoriaethau yn y maes hwn a chaiff ei ehangu ymhellach yn y cynlluniau gweithredu sy'n angenrheidiol i sicrhau bod deilliant 7 yn cael ei gyflawni.**

52. Nodir y bydd gweithio gyda phartneriaid yn bwysig i gyflawni nodau'r Deilliant hwn, er enghraifft drwy weithio gyda Swyddog Consortiwm Canolbarth y De Cymraeg mewn Addysg. Mae angen cynnwys mwy o fanylion am y cydweithrediad hwn ac eraill.

Mae monitro datblygiad unigol ysgolion unigol a chynlluniau CSCA, er enghraifft, wedi'i nodi fel gweithgaredd arfaethedig. Mae angen egluro manylion ynghylch pwy fydd yn gwneud hyn a'r camau perthnasol a fydd yn dilyn y gweithgarwch monitro hwn yn y tymor canolig a'r hirdymor.

**Mae cryfhau'r gweithlu addysgu yn nod y mae'n rhaid ei gefnogi/hwyluso ar lefel genedlaethol yn ogystal â lleol er mwyn gwireddu uchelgeisiau'r CSCAau ym mhob Awdurdod. Mae Consortiwm Canolbarth y De yn cynnig ystod eang o gyfleoedd dysgu a rhwydweithio proffesiynol ar draws pob ysgol cyfrwng Saesneg sy'n cynnwys Datblygu'r Gymraeg i ymarferwyr, arweinyddiaeth ysgol gyfan ar gyfer y Gymraeg, cefnogaeth a chyfleoedd rhwydweithio i ymarferwyr ôl-sabothol. Adlewyrchwyd hyn o fewn Deilliant 7 CSCA, Camau Gweithredu 1, 3, 5-9**

53. Ymatebion Cyhoeddus – pryder ynghylch y baich ar lwyth gwaith addysgu a'r effaith y mae hyn yn ei chael ar gadw/recrwtio. 'Un agwedd bosib ar wella / cyrraedd y targed fyddai ceisio denu rhywfaint o'r dalent ragorol hon yn ôl i Gymru gyda chyfleoedd cystadleuol.'

**Fel yr amlinellir yn y CSCA, byddwn yn parhau i weithio gyda phartneriaid i sicrhau bod Caerdydd yn parhau i berfformio'n gadarn o ran recrwtio a chadw athrawon sy'n siarad Cymraeg.**

54. Prin yw'r dadansoddiad o'r gweithlu presennol o fewn y sector iaith Gymraeg i bennu llinell sylfaen. Awgrymwn fod cyfle yn y deilliant hwn i nodi "pwy yw'r staff addysgu". Rhaid i Awdurdodau Lleol ystyried yr ystod gyflawn o'r gweithlu sy'n cefnogi addysg – gan gynnwys y staff gweinyddol yn yr ysgolion, swyddogion cymorth yn yr awdurdod lleol a'r consortiwm addysg yn ogystal â'r cynorthwywyr. Gwyddom o brofiad pa mor bwysig yw sicrhau gweithlu cynhwysfawr i gefnogi cynllun mor bwysig â'r Cynllun hwn.

Cefnogir y farn hon a byddwn yn gweithio gyda chydweithiwr ar ddata pellach i gefnogi datblygiad y Gweithlu i gyflawni deilliant 7, yn fewnol a thrwy'r [Cyfrifiad Blynyddol o'r Gweithlu Ysgolion](#) wrth i'r data hwn ddod yn fwy sefydledig a chadarn.

Mae data a ddarparwyd gan LIC yn dangos bod y nifer sy'n manteisio ar y llwybrau amgen a gyflwynwyd yn ddiweddar wedi cael mwy o ddefnydd drwy gyfrwng y Saesneg.

Oherwydd y niferoedd isel a gynlluniwyd o dan y contract ar gyfer blwyddyn gyntaf y pynciau TAR Uwchradd Cyflogedig, nid oes rhaniad pellach yn ôl y Gymraeg a'r Saesneg wedi'i ddarparu hyd yma. Byddwn yn parhau i weithio gyda phartneriaid i ddadansoddi'r nifer sy'n manteisio ar gyfleoedd hyfforddi athrawon newydd i archwilio a ydynt yn recriwtio i'r meysydd (pwnc a chyfrwng) lle mae'r angen mwyaf.

55. Codwyd sawl pryder drwy'r arolwg rhanddeiliaid ar-lein fod y dull yn ymrannol yn hytrach na chynhwysol

Nodir y sylwadau hyn, a byddwn yn parhau i fynd i'r afael ag anghenion dinasyddion ledled y ddinas o ran Trefniadaeth Ysgolion. Fel y nodwyd yn y weledigaeth, rydym am i Gaerdydd fod yn ddinas lle gall y Gymraeg ffynnu a lle mae pobl ifanc yn cael cyfle i'w chofleidio'n llawn.

56. Rhoddodd sawl sylw a wnaed drwy'r arolwg rhanddeiliaid ar-lein bwyslais cryf ar ddewis

Nodir y pwyntiau hyn. Yng Nghaerdydd mae gan deuluoedd ddewis o ran cyfrwng iaith addysg eu plant a gallant hefyd wneud cais am ddarpariaeth ffydd.

Appendix 3  
WESP Consultation Formal Responses

Coleg Cymraeg Cenedlaethol

13/12/2021

Dear friend,

[Welsh in Education Strategic Plan 2022-2032](#)

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

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

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

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

[Linguistic Progression \(mainly outcome 3\)](#)

There is currently no significant discussion in your plan about the educational provision for learners after they have left the compulsory sector. To ensure that the scheme is complete we strongly believe that the progression routes on to sixth forms / Further Education colleges and thereafter, where relevant, to universities and the world of work need to be addressed. The plans therefore need to take full account of the contribution of sixth forms, further education colleges and apprenticeship

providers to the success of the Strategic Plan and, where relevant, set out progression targets clearly.

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

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

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

#### Education Workforce (outcome 7)

The College has submitted evidence to Welsh Government about the challenges arising from a fall in the number of education trainees qualifying to teach through the medium of Welsh and Welsh as a subject. What exactly is the situation regarding the education workforce within your county at the moment? How many more teachers and support staff will you need to realise the plans for the growth set out in your plan? What plans do you have to share this analysis with the Government and the Education Workforce Council to ensure that there is sufficient supply of qualified staff to meet demand?

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

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

Yours sincerely,



*Ioan Matthews*

Dr Ioan Matthews

Chief Executive

ESTYN

## Ymateb i Ymgynghoriad / Consultation Response

<b>Enw / Name:</b>	Claire Morgan
<b>Rôl / Role:</b>	Her Majesty's Chief Inspector of Education and Training in Wales
<b>E-bost / Email:</b>	chief-inspector@estyn.gov.wales
<b>Rhif Ffôn / Tel No:</b>	029 2044 6446
<b>Dyddiad / Date:</b>	13.12.21
<b>Pwnc / Subject:</b>	<b>Welsh in Education Strategic Plan - Cardiff</b>

### Background information about Estyn

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

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

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

Estyn's remit includes (but is not limited to) nurseries and settings that are not maintained, primary schools, secondary schools, independent schools, pupil referral units, further education, adult community learning, local government education services, work-based learning, and teacher education and training.

Estyn can advise the Senedd on any matter relating to education and training in Wales. To achieve excellence for learners, Estyn has set three strategic objectives:

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

This response is not confidential.

## Response

### Introduction

The Council and County of Cardiff's Welsh in Education Strategic Plan (WESP) is presented in an orderly way with appropriate considerations taken into account in setting the targets. The Scheme is supported by other relevant documents, being Bilingual Cardiff: Draft Welsh Language 5 Year Strategy 2022-2027 and Cardiff Trajectory 2050 that places the WESP in the capital's unique context. The Easy to Understand WESP document provides summary information to a wider audience is also useful.

The Plan outlines relevant goals aimed at meeting the targets, in general. We commend that objectives in the Bilingual Cardiff: Draft Welsh Language 5 Year Strategy 2022-2027 document are set out in a format that, for example incorporate a timetable and sources of reporting. This is an appropriate method of tracking progress against the targets, but cross-referencing the objectives in more detail to the goals that are implicit with the outcomes of the WESP as a whole would strengthen the impact of implementation and proposed increase in Welsh-medium provision. Overall, the outcomes implicit in this Plan are not sufficiently purposeful and coherent in planning long term, for example when considering the proposed increase in demand for housing sites on the outskirts of the city. Although there are trajectories, which are set out in the Cardiff Trajectory 2050 document, useful as a guide, the aims of the Scheme outcomes tend to convey that the County responds reactively rather than proactively in planning to develop Cardiff's Welsh-medium education across the capital.

We support the County in expanding provision for nursery/3 year olds, and in striving to promote and market the benefits of the Welsh language and being bilingual with families as they decide on the language medium of their children's education. In addition, we approve the plan of establishing a Welsh-medium and English-medium two-stream school in Plasdŵr and in expanding the provision of 8 additional forms of entry in Welsh-medium schools that are already established schools. The inclusion of more detailed plans that address the challenges of lack of pupil places for Welsh-medium provision where demand is high in specific areas of the capital in the short and medium term would strengthen the Scheme.

The Scheme lacks information on the transferral rates of pupils from the primary sector to secondary although it notes that this is not a 'significant problem'. In addition, providing more detailed information on expanding Welsh-medium secondary provision while responding proactively to the proposed increase in pupil numbers that will follow the Welsh-medium education path in a continuous fashion, would further strengthen the Scheme.

The provision of language immersion education is a source of pride in the County and there are positive outcomes that support the aim to expand this provision further. Providing more information on supporting practitioners in bilingual and English-

medium schools so that they too can emulate the philosophy and techniques of language immersion increasingly effectively while teaching Welsh as an additional language would be a positive step and strengthen the Scheme.

As it stands, insufficient information is provided on the support that the County will provide as bilingual and English-medium schools consider transitioning along the language continuum in accordance with the non-statutory guidance on the proposed categorisation of schools according to Welsh language provision.

Overall, the aims of Outcome 6 are not ambitious enough in aiming to secure equal linguistic opportunity in the County's Additional Learning Needs (ALN) provision. Including more detail on plans to up-skill specialist practitioners in settings that provide consistent support for learners with ALN needs would strengthen this Scheme. We support the County's effort to provide professional learning opportunities that are developed by partners for practitioners as they develop their confidence and proficiency in Welsh while expanding the workforce in settings across the capital.

Although great strides have been achieved in recent decades in expanding opportunities for learners to take advantage of Welsh-medium education in the capital city, the aims of this Scheme are not always sufficiently purposeful to realise the County's vision to 'set a long-term, strategic and sustainable approach for the growth of Welsh-medium education' (Cardiff Trajectory 2050). Incorporating plans that provide more detailed information that includes monitoring, evaluation and review activity would strengthen the vision as a whole, together with the provision of a long-term agreed strategy for the availability of Welsh-medium education for all learners in the capital city.

## **Consultation questions**

### **Outcome 1**

The aims of this Outcome are supported by the County's plans to increase the percentage of children of nursery age or three years old who will have access to Welsh-medium or bilingual provision in the capital city. We understand that a reduction in recent birth rates and the requirement for the County to meet the linguistic needs of diverse communities, presents unprecedented challenges in the consistent planning of provision across the capital city. However, the range of almost 4.4% which is the gap between the minimum target of 25.8% and the maximum of 30.2% is a wide range and overall, the goals are not purposeful enough in striving to be sufficiently ambitious to aim for the maximum target.

The action goals are appropriate, for example in establishing new Cylch Meithrin settings on the site of Ysgol Melin Gruffydd and the establishment of a new school at Plasdŵr which will include nursery provision during the first five years of this Scheme. The intentional effort to promote Welsh-medium education by refining relevant information for families regarding the benefits of the Welsh language and of being

bilingual, are to be commended. We support the County's effort to communicate consistently and develop intentional marketing methods with parents/carers in operating increasingly efficiently, for example in sharing relevant information that will support their decision in choosing Welsh-medium education for their children. In addition, the County's intention to work more efficiently with other partners such as health colleagues and other services when sharing information with families, is recognised. Detailing this collaborative work together with sharing information on how the County will measure the impact of this in planning strategically for the medium and long-term expansion of provision would further support this Outcome.

We commend the effort to conduct research to gather information on parents/carers' choices in specific areas of Cardiff while promoting WM education, for example by establishing the Cardiff Welsh Language Education Forum Promotion Sub-Group. The outcomes of such research will be a more meaningful planning tool in promoting the availability of Welsh-medium education for specific groups and communities such as Black, Asian and Minority Ethnic, thereby normalising Welsh-medium education consistently across the capital city. However, the aims of the Outcome do not detail purposefully enough the strategic planning to expand Welsh language provision for children in a consistent manner across the capital city. That is, it is noted that the County will 'explore' opportunities to expand Welsh-medium childcare provision as in establishing a Cylch Meithrin on Welsh-medium primary school sites that are already established and on new school sites, but information on reliable funding that has been prioritised and specifically earmarked to guarantee this implementation is not included. In addition, no proposed specific settings are provided to establish nursery provision in meeting the needs of families across the capital city during the lifetime of the Scheme.

We believe that it is important that the aims of this Outcome are robust in order to support families to make decisions based on relevant information about the benefits of WM provision. As a result, this will provide a sound foundation as parents/carers choose a WM education pathway for their children.

## **Outcome 2**

We welcome the plans for establishing a primary school that includes a Welsh-medium and English-medium dual stream at Plasdŵr. The implications of this school will be far-reaching as the County purposefully considers strategic plans to expand Welsh-medium and bilingual provision across the capital city.

The County has set a target that 30.2% of Year 1 pupils will receive their education in Welsh-medium schools by 2032. Although the target is ambitious, we believe that the County does not aim purposefully enough to expand WM provision in Welsh-medium schools, particularly where demand is high in designated areas of Cardiff. We understand that conducting a catchment audit will be vital to procuring evidence that will underpin action in responding to the demand for Welsh-medium education in specific areas. However, although the County's target is to be set at 10% above the

projected number to support growth, plans are not sufficiently strategic and specific for establishing one or more new Welsh-medium schools nor do they provide sufficient information on the expansion of Welsh language provision by 8 FE during the lifetime of this Scheme. In the short-term, no detailed plans are provided within this Outcome for developing 1 additional FE to serve the catchment area of Ysgol Mynydd Bychan, as is set out in the Cardiff Trajectory 2050 (p16), for example.

The provision of immersion education is a source of pride for the County as it has been established successful for over a decade. The County's strategic vision in establishing the Language Immersion Unit (LIU) has supported pupils to access the Welsh language as their parents/carers made the decision to move their children from EM education to WM education. The positive outcomes of this provision are to be commended and are a model of good practice as other local authorities expand their Welsh language provision by emulating and establishing their own immersion models. Including specific information on how specialist practitioners at the LIU could expand on the philosophy and techniques of language immersion with practitioners in bilingual and English-medium schools, would strengthen the aims of this Outcome. In addition, would the County be able to more robustly support bilingual and English-medium schools as they consider moving along the linguistic continuum as part of the transitioning process in accordance with the non-statutory guidance of categorising schools according to Welsh-medium provision in the medium and long term? There is scarce information on purposeful planning for actioning this within the Scheme, in general.

Overall, the aims of this Outcome do not outline sufficient specific information, for example in planning to respond to existing surplus places in WM schools. Although there are appropriate plans to establish one bilingual school and expand the Welsh language provision by 8 FE at primary capacity level, strategic plans that are sufficiently purposeful with the intention of providing consistent opportunities for pupils to receive WM education within their '15-minute neighbourhood' across the Capital, are not included.

### **Outcome 3**

The document states that the transfer of pupils between key stages does not appear to be a 'significant problem'. Providing data showing trends over time with accompanying analysis would have been useful to better understand this situation.

It is noted in the Plan that the number of pupils moving out of Welsh-medium education has increased over the last three years. The Plan sets out the authority's intention to monitor this situation and to conduct further research to understand the reasons for the move and to try to provide reassurance and support to stay. This information would have been useful to better understand the situation in order to plan and take action to try to reduce the trend. The table is slightly misleading as it also includes pupils transferring from one Welsh-medium school to another.

The aims of the Outcome refer to the primary LIU provision with a view to developing the model further in the secondary sector, although this has already been established at Ysgol Bro Edern in fact. It is noted that the County will 'offer additional places to enable a proactive promotion strategy to encourage considerations to be given to provide an opportunity to transfer from English or bilingual schools' but no specific explanation or detail is provided about the nature of this 'proactive promotion strategy'. It is important to consider that learners develop their Welsh skills at school and that English is the language of the community they are tied into, in general. As a result, in order to achieve this aim, formal and informal support needs to be secured consistently for learners to live their lives increasingly naturally through the medium of Welsh. More detail is needed on the proposed establishment of the Bilingual Cardiff Youth Forum and strengthening the aims implicit in Outcome 5 in order to achieve this successfully.

It is noted that an effort will be made to further communicate with parents/carers, for example in producing resources that will 'promote (children's) linguistic progression for parents/carers' to 'ensure that the whole educational journey from nursery to post-16 is clear to families'. Information available to them on school websites on the benefits of Welsh and of being bilingual will also be reviewed, as well as promoting and communicating this in the most efficient way with them, for example through webinars and podcasts. In addition, it is noted that the County will provide 'advice, professional learning and resources' to English-medium schools in expanding Welsh-medium provision but no further detail is provided regarding intention and proposed impact of this professional learning and these resources. All told, although the information is relevant and is an appropriate effort in aiming at the target, the strategy to achieve this is ambiguous and directionless.

Strengthening the aims of this Outcome by providing purposeful strategic plans with unqualified ring-fenced funding for them would strengthen it further, for example with the expansion of Welsh-medium secondary provision. It is stated in Outcome 2 that an additional 8 FE Welsh medium classes will be provided across the city during the lifetime of the Scheme, but no details are included to ensure WM secondary provision so as to respond proactively rather than reactively to this proposed increase. In addition, the inclusion of milestones containing relevant information on how the County will monitor, evaluate and review the goals in the short and medium term, would provide useful information as they purposefully go about their long-term plans.

#### **Outcome 4**

The successes of collaboration between schools and other partners is noted, such as Cardiff and Vale College in expanding Welsh language provision for the capital city's post-16 learners. In addition, reference is made to the increasingly purposeful use of technology that practitioners use in expanding the Welsh curriculum as well as supporting learners to continue their education pathway seamlessly through the medium of Welsh.

We support the aim of further collaboration with partners in drawing the attention of learners and their families to the benefits of the Welsh language in education settings and various organisations and workplaces. It is noted that resources will be available for learners in order to promote careers where Welsh is used along with resources that will further promote the Welsh language amongst parents/carers as they support their children to follow an education pathway seamlessly through the medium of Welsh.

Little information is included on promoting Welsh as an A-level subject. Also it does not refer to any actions to improve Welsh-medium provision in English medium schools. As a result, these actions do not contribute purposefully enough to achieving the aims of this Outcome. In addition, it is noted that the County will explore the option of e-learning as an increasingly practical and accessible learning technique for learners. However, there is no intention to implement this until the second-half of the life of the Scheme and as a result, there will be clear opportunities lost in trying to increase the number of learners studying for qualifications that are assessed in Welsh (as a subject) and subjects through the medium of Welsh.

In general, it would be possible to strengthen the Outcome by noting the intention to provide consistent opportunities for learners to continue with their learning in school or college continuously through the medium of Welsh. Generally speaking, purposeful opportunities are being missed in the short and medium term in trying to achieve this Outcome.

## **Outcome 5**

We support the efforts made by the Welsh Education Forum and Bilingual Cardiff Partners Forum in providing a range of extra-curricular activities for learners to undertake through the medium of Welsh within their schools, whether face-to-face or on line. For example, working with partnerships such as Menter Caerdydd and the Urdd is successfully promoting the use of Welsh among children and young people. In addition, we commend the effort of the Bilingual Cardiff Partners Forum to investigate further the needs and interests of young people as they collect and collate information in a specific booklet. This will outline work experience and volunteering opportunities that promote the use of Welsh among young people as they contribute to activities and provided for them within their diverse communities in the capital city. Although the establishment of a Bilingual Cardiff Youth Forum and the development of a network of Welsh language ambassadors are identified in the Bilingual Cardiff: Draft Welsh Language 5 Year Strategy 2022-2027 document, more detailed information on the aim and intended impact of the Forum and the activity of the ambassadors within this WESP are not included. This would be a means of strengthening this outcome together with confirming that this Plan is coherent, while strategically realising the vision.

Action goals are identified in expanding the opportunities for learners to socialise in Welsh in informal situations further, for example by working with new partners to map



provision in meeting the needs and interests young people. Detailing this aim among the other aims bound to this Outcome would strengthen it, in general. For example, purposeful plans that will promote the use of Welsh naturally for young people with different levels of confidence and proficiency in Welsh, for example for pupils who have attended bilingual or English-medium schools are not included.

The provision of a designated consortia officer for each school to promote the Cymraeg Campus and Siarter Iaith schemes are to be commended. This gives support and opportunities to schools as they aim for the schemes' silver and gold awards. The provision of regular opportunities for pupils to participate in contemporary Welsh language activities is important to schools as they incorporate the Four purposes as part of their plans in delivering the new curriculum for Wales.

However, the aims of the Outcome do not refer to how the County will monitor, evaluate and review this provision in further promoting the Welsh language among learners. As an example, information on the current impact of the Siarter Iaith and Cymraeg Campus schemes on children and young people's spontaneous use of Welsh in increasingly informal activities in the schools and the wider community within these Schemes are not included here. Collating such information would yield useful information in planning purposefully to meet the Welsh language needs of learners with a varying level of confidence and proficiency within their local communities in Cardiff.

## **Outcome 6**

Recently, relevant plans have been implemented to expand ALN within the County, for example in establishing new foundation provision on the site of Ysgol Pwll Coch. The provision of well-being support is also a priority for the County as they support primary age learners in a specific well-being class together with the development of a 'virtual well-being centre' in the three Welsh-medium secondary schools. The rates of pupils with ALN needs is lower overall in the capital's Welsh-medium schools. However, it is noted that the number of pupils with significant and complex ALN needs choosing WM education is rapidly increasing. The County's intentions in response to this are set out, for example in developing an increasing number of primary and secondary specialist places that will be provided in Specialist Education Centres. Linked to Outcome 7, including more detail on providing professional learning opportunities for specialist practitioners to upskill their Welsh language abilities to support pupils with ALN needs through the medium of Welsh would strengthen this Outcome.

Overall, the aims of this Outcome are not sufficiently ambitious in aiming to ensure equal linguistic opportunity in the County's ALN provision. In general, there is little information contained within it on striving to expand Welsh-medium provision for learners.

Research and reviews are identified as relevant information gathering methods regarding provision but purposeful plans in order to respond and implement, monitor and review the aims of this Outcome in the short and medium term are not included. The action goals do not provide sufficiently precise information on the County's strategic planning in further expanding ALN provision through the medium of Welsh during the lifetime of this Scheme.

## **Outcome 7**

The County notes that it faces challenges in trying to increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh. Audits are carried out, for example the school workforce census to gather information on the total number of Cardiff school staff with Welsh language skills at intermediate or higher level, being 19.4% of the workforce in 2020. This information together with the latest relevant information will contribute to establishing a baseline for a first annual report as part of the aims of the this Outcome. The Welsh Education Forum's recent collaboration with Cardiff Met University is a useful vehicle as they deepen their understanding of current and planned future opportunities and barriers as they aim to increase the Welsh-medium workforce needed in Welsh-medium, bilingual and English-medium schools.

It is noted that working with partners will be important to achieve the aims of this Outcome, for example by working with a Welsh in education Mid-South Consortium Officer. Including more detail on this collaboration for example, would strengthen the aims of the Outcome together with the remaining outcomes of this Scheme.

Monitoring individual schools' individual development and WESP plans for example, is identified as a proposed activity but details are not provided about who will do this nor the relevant actions that will follow on from this monitoring activity in the medium and long term.

The provision of professional learning opportunities manifest themselves as an integral part of the aims of the Outcome, for example in encouraging staff from Welsh-medium schools to apply for relevant national leadership programmes and providing proactive support to staff following their previous commitment to the Welsh Sabbatical Scheme. We commend professional learning support being developed by partners in aiming to expand a workforce that is increasingly confident and proficient in their Welsh language skills. It is noted that this in turn, will have a positive impact on increasing the Welsh language workforce amongst education providers across the capital city. However, specific information on the County's purposeful plans to provide professional learning opportunities in up-skilling the Welsh language abilities of staff who support learners with ALN, linked to Outcome 6 of this Scheme, are not included here. In addition, including designated information on the funding that will be prioritised to upskill the workforce in general would further support the aims of this Outcome.

We commend the aim that leaders will report on this Plan in its entirety in Welsh language reports and through governors' annual reports to parents as a medium to report on proposed progress on the Outcome aims of this WESP.

Mudiad Meithrin

**Mudiad Meithrin's comments on Cardiff's Welsh in Education Strategic Plan 2022-32**

Mudiad Meithrin appreciates the opportunity to respond to Cardiff's consultation on the Welsh in Education Strategic Plan 2022-2032

Our vision as a Mudiad is that every child in Wales should have the opportunity to play, learn and grow through the medium of Welsh. Therefore, wherever there are small children in Wales then Mudiad Meithrin (and therefore the Welsh language) should also be present.

Having considered the Welsh in Education Scheme which has been prepared for Cardiff for the decade 2022-2032, I would like to note the comments below:

<p>1. FOREWORD AND VISION</p>	<ul style="list-style-type: none"><li>• We know that the WESP is a strategic document. However, we look forward to the County's Action Plan following input of all the partners who have contributed their time and ideas at various sub-committee meetings in order to see the detail.</li><li>• The Cymraeg 2050 Strategy names immersion education as 'the main method for ensuring that children develop their Welsh language skills. The importance of Welsh-medium childcare at the start of the journey and the immersion method used in our nursery groups must also be recognised.</li><li>• Evidence shows that children in English-medium streams (in two-stream schools) do not have more Welsh language skills than children in English-medium schools. Rhaid rhannu</li><li>• Information must be shared on 'Family Information Service' (FIS) / Choice regarding Welsh-medium education and ensuring</li></ul>
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	<p>that linguistic choices are clear to parents.</p> <ul style="list-style-type: none"> <li>• Cardiff is expected to achieve growth of 25-29% . Reference is made to a reduction in birth rates and uncertainty relating to the pandemic. It must therefore be recognised that there are no MORE children available to meet the target so the challenge is to influence parents' choices to overcome the challenges through smart marketing and at the micro level ensure accessible and convenient development.</li> <li>• We welcome the intention to continue working with partners to ensure that Welsh-medium education is distributed effectively across the city. We have referred in outcome 1 to the importance of expanding Flying Start and we know of the importance of the convenience and accessibility of our schools and childcare settings.</li> <li>• We welcome the intention to engage with communities that have not considered Welsh-medium education and care for their children. Working with the communities and understanding their needs is key.</li> </ul>
2. OUTCOME 1	<ul style="list-style-type: none"> <li>• It should be noted that Mudiad Meithrin through the SAS (Set Up and Succeed) scheme has also opened a new Cylch meithrin in the Waun Ddyfal area (Cathays). The group provides wrap around care for Ysgol Gymraeg Mynydd Bychan as well as 2 year olds.</li> <li>• Mudiad Meithrin is keen to continue to work with Cardiff LA to</li> </ul>

	<p>develop Cylchoedd Meithrin in the city.</p> <ul style="list-style-type: none"> <li>• Evidence shows that the Cylch Meithrin is the entry point to Welsh-medium education so "More Cylch Meithrins leads to more children in Welsh-medium education"</li> <li>• Evidence shows that progression from Cylch Meithrin to Welsh-medium education is 89.9% at present (and that convenience i.e. distance, transport and the reputation of the school are influences)</li> <li>• The progression data Mudiad Meithrin has collected shows that 84.36% have transferred from Cardiff Cylch meithrin to Welsh-medium education 2020-21.</li> </ul> <table border="1" data-bbox="903 1077 1295 1451"> <tr> <td>83.66%</td> <td><b>2015-16</b></td> </tr> <tr> <td>84.38%</td> <td><b>2016-17</b></td> </tr> <tr> <td>89.32%</td> <td><b>2017-18</b></td> </tr> <tr> <td>86.01%</td> <td><b>2018-19</b></td> </tr> <tr> <td>88.77%</td> <td><b>2019-2020*</b></td> </tr> <tr> <td>84.36%</td> <td><b>2020-2021</b></td> </tr> </table> <ul style="list-style-type: none"> <li>• Evidence shows e.g. Welsh Language Commissioner data, that adults who have started to learn Welsh at the Cylch are likely to be most confident/fluent in their use of Welsh</li> <li>• Evidence shows that children in English-medium streams (in two-stream schools) do not have more Welsh language skills than children in English-medium schools. ALL children should be given the opportunity to access</li> </ul>	83.66%	<b>2015-16</b>	84.38%	<b>2016-17</b>	89.32%	<b>2017-18</b>	86.01%	<b>2018-19</b>	88.77%	<b>2019-2020*</b>	84.36%	<b>2020-2021</b>
83.66%	<b>2015-16</b>												
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88.77%	<b>2019-2020*</b>												
84.36%	<b>2020-2021</b>												

	<p>the Welsh language through the immersion method as a starting point and that clear messages are communicated to parents that this will not subsequently affect their children's English but give a special start to their children's language acquisition skills from the outset.</p> <ul style="list-style-type: none"><li>• Information must be shared on a 'Family Information Service' (FIS) / Choice regarding Welsh-medium education and ensure that linguistic choices are clear to parents so that they can make informed decisions</li><li>• Cardiff Flying Start provision needs to be re-visited. There is a need to map exactly where the Flying Start areas are in order to work strategically with officials to develop Welsh-medium settings. There are 96 Welsh language places available and there are currently 41 places empty. BUT, I know that 39 children have left English language Flying Start provision to attend Welsh-medium education! This situation must be addressed in order to give young children the best opportunity to acquire the language. I would like to see Flying Start data set out within the document. Numbers and percentage of city's children that are in receipt of Flying Start in English and in Welsh.</li><li>• There is a need to normalise and mainstream the availability of Welsh-medium services in the early years, with particular consideration to ensuring the expansion and increase of the percentage of Welsh-medium</li></ul>
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	<p>places within specific schemes, such as Flying Start settings, to levels that are at least comparable with the number of children in Welsh-medium education in year 2 in Primary school.</p> <ul style="list-style-type: none"> <li>• We enjoy a good and constructive relationship with Cardiff Flying Start officials and look forward to developing the relationship and working together on expanding Welsh-medium provision.</li> </ul>
<p>3. OUTCOME 2</p>	<ul style="list-style-type: none"> <li>• More meat is needed on the bone under outcome 2. How are you going to maintain capacity at 10% ?</li> <li>• Point 3- what does the reference to 'upgrading' mean?</li> <li>• Point 9- we owe a huge debt to non-Welsh speaking parents who have placed their faith in sending their children to Welsh-medium education. In addition to literature and guidance, people need to <b>hear</b> about the experiences of parents and children. Consider video clips on social media websites</li> </ul>
<p>4. OUTCOME 3</p>	<ul style="list-style-type: none"> <li>• Reference is made to the impact of the pandemic. There is a role for the County's communications department to strongly market Welsh-medium care and education here to overcome any long-term implications.</li> <li>• We welcome the reference to the use of 'at least one' of the LDP's secondary school sites to increase secondary places in Cardiff. Considering the Marketing campaign and the Government's target for Cardiff we would like to see a much more</li> </ul>





	ambitious intention than is stated here.
5. OUTCOME 4	<ul style="list-style-type: none"> <li>• There is a national shortage of Early Years practitioners to work within early years settings, particularly through the medium of Welsh. <b>Cam wrth Gam/Step by Step</b> (Mudiad Meithrin training scheme) provides vocational childcare courses for young people and works with Bro Eder, Glantaf and Plasmawr secondary schools.</li> <li>• Our school scheme provides courses as part of the school curriculum with 6 different facilities to choose from and opens up various career paths for all pupils. A commercial arrangement can be reached with the school for this provision, and secure work experience opportunities in Welsh-medium settings. It must be ensured that the LA supports the schools financially to ensure that they can continue to provide these courses.</li> <li>• With an emphasis on the Welsh language as part of the schemes all learners learn about language immersion methods and adopt this approach in their workplace. They are familiar with Welsh language resources and materials and develop into confident practitioners in introducing the Welsh language to children and to discuss merits with parents and carers.</li> <li>• The Welsh language needs to be normalised in all aspects of day-to-day life. Welsh is not just the language of the school and the</li> </ul>

	<p>class. Speaking Welsh in their occupations / careers can benefit the individuals whether they are a hairdresser, plumbers, administrators, doctors, lawyers etc.</p>
6. OUTCOME 5	<ul style="list-style-type: none"> <li>• Mudiad Meithrin welcomes the historic and current work undertaken under outcome 5 and the intended plans.</li> <li>• Point 4 is very important. In terms of recruiting staff to work in our nursery groups, we provide language support for those who have lost confidence in using the language.</li> </ul>
7. OUTCOME 6	<ul style="list-style-type: none"> <li>• Attention should be given to the need to ensure unrestricted access and support for children with ALN to Welsh-medium care. Unless this is in place, the children are unlikely to move on to Welsh-medium education.</li> </ul>
8. OUTCOME 7	<ul style="list-style-type: none"> <li>• We are disappointed that you have not included care and early years workforce under outcome 7 because of the shortage of qualified staff that are fluent/good learners.</li> <li>• Evidence shows that the Cylch Meithrin is the main point of access to Welsh-medium education so more nursery groups (and more practitioners) lead to more children in Welsh-medium education.</li> <li>• It must be noted that it is Welsh Government duty nationally to come to grips with and work strategically with local authorities to help with the shortages in the care and education workforce.</li> </ul>

	<ul style="list-style-type: none"> <li>• Through the Mudiad Meithrin National Training Scheme (now apprenticeships) and the Cam Wrth Gam Schools Scheme, annually over 250 childcare learners and apprentices across Wales follow the whole range of Child Care, Learning, Play and Development qualifications through the medium of Welsh. All of these schemes can be accessed through Mudiad Meithrin</li> <li>• Currently, Level 3 Childcare apprenticeships and Leadership and Management Level 5 are fully funded. Our schools scheme provides courses as part of the school curriculum with 6 different qualifications to choose from and opens up various career paths for all pupils. A commercial arrangement can be reached with the school for this provision, and work experience is guaranteed in Welsh-medium settings</li> </ul>
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**Ann Angell**  
December 2021

**Ann Angell, LLB, Assoc.CIPD**  
Rheolwr Talaith De Ddwyrain Cymru  
Regional Manager South East Wales  
Mudiad Meithrin

☎ 01970 639639  



## Welsh Language Commissioner

Dear Colleague,

### Welsh in Education Strategic Plan 2022-2032

#### 1. Opening remarks

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

**1.2** Naturally, our response below will focus primarily on the aspects of the scheme that we believe could have been strengthened. There are 4 main themes in our response (we will expand on these in our response by outcome below):

' **Set a more detailed context for the outcomes:** one of the obvious strengths of this WESP is the fact that it is a clear and concise strategic document. However, the majority of outcomes would be stronger if there was a little more clarification of the current situation, with reference to relevant data and information in doing so. Many of the action points would be clearer if a little more of the context was discussed at the beginning of the outcomes.

' **More detail on the key actions:** this WESP generally contains a large number of relevant and positive actions. Despite this, some of the most important actions are too vague. This is particularly true in relation to Outcomes 1, 2 and 3 where there is currently no practical detail on how the Council will go about increasing the capacity of Welsh-medium schools. The high level commitment to increasing capacity is very clear, but the plan does not provide a strategy for achieving this.

We fully accept that local authorities are not expected to include detailed and specific plans for each development. We understand that the majority of these developments depend on future funding decisions and consultation processes. However, we believe that more needs to be done than just commit to developing capacity in line with the target. The purpose of the national WESP framework is to ensure that local authorities plan strategically, and to publish this plan for the purpose of ensuring accountability and enabling effective joint working among all key stakeholders. In this context, we believe it is crucial that this WESP provides more detail of when and how the Council will go about growing Welsh-medium education. The plan as a whole would be much stronger if the all-important actions for Outcomes 1, 2 and 3 were given further attention here.

' **Dual language education model:** The strategy mentions in several places the intention to develop and implement a 'dual language model' where Welsh and English

will be taught up to 50:50. This model has already been agreed for Plasdŵr school, and the council is considering extending this model to other areas of the new Local Development Plan. We believe further clarification is needed in terms of what the council's vision is in this regard, and what is the rationale for proposing such an educational model over Welsh medium education.

**Monitoring and reporting:** The plan sets out in many places the importance of the strategic forum for achieving the objectives of this WESP. However, it is vital that the authority itself monitors the implementation of the plan and ensures the accountability of all relevant departments of the authority to implement the strategy. It would have been good to include more information on how this is to be done.

**1.3** As you are aware, it is a requirement of the Welsh Language (Wales) Measure 2011 that the Council complies with Welsh language standards. The policy making standards include requirements for a body to ensure that due consideration is given to the effects of policy decisions on opportunities to use the Welsh language and not treating the Welsh language less favourably than the English language. We believe that there are clear advantages for the Council to consider its duties under the policy making standards in parallel with the duties relating to the WESP and the School Standards and Organisation (Wales) Act 2013. The Council needs to ensure a rigorous process for assessing and revising future policy proposals to ensure the most positive impacts possible on the Welsh language and the delivery of the WESP.

In September 2020, the Welsh Language Commissioner published a good practice advice document regarding Policy Making Standards, which offers practical ideas and advice on how to achieve compliance with statutory language duties, particularly in relation to other legislative requirements relevant to the Welsh language. We believe that this advice document will assist the Council, not only in complying with the requirements of the Welsh Language (Wales) Measure, but also in ensuring that the council's vision for the Welsh language is fully embedded in its education agenda and policy decisions. The council is also required to comply with promotion standards which require the county to produce a 5-year strategy explaining how you intend to promote the Welsh language and to facilitate the wider use of the Welsh language in your area. The relationship between this strategy and the WESP should also be considered.

## **2. WESP outcomes**

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

**2.1** We welcome the fact that the county is setting an ambitious target to increase the number of nursery children who will receive their education through the medium of Welsh. The actions included are generally very positive, many of which show that the Council has robust and original plans to market and promote Welsh-medium education. Our main concern, however, is that the scheme is very ambiguous in terms

of the main developments that will lead to the significant growth in the county's nursery education capacity. The targets mean increasing the capacity of Welsh-medium nursery provision by about 400 places, and there is scant detail here about how this will be achieved. We understand that the intention is that nursery provision is in line with the development of primary provision, but there is no detail in Outcome 2 about the nature and timescale of these developments either. Although one of the obvious strengths of the plan is that it is clear and concise, there is a need to elaborate on the nature and timescale of the main developments that will lead to the expected growth in the nursery and primary sector.

**2.2** Action 1 in the document refers to the development of new Cylch Meithrin provision for Ysgol Melin Gruffydd and the new school at Plasdŵr. It would be useful to include a timetable for implementing this, as well as a clearer idea of how many additional nursery places will be created as a result of these developments.

**2.3** The pilot project being discussed in action 3 is extremely interesting, and we would be interested to understand more about this work in due course. In this context, it would be useful to include a little more information about the pilot project, including the timetable.

**2.4** We fully support the Council's intention with regard to action 5. It is very positive that the Council will undertake research to better understand why there are certain areas and/or specific groups/communities (including Black, Asian and Minority Ethnic) where the take-up of Welsh-medium education is low. We would be very interested in this work and believe that there are several other organisations that would be keen to work together and support the project. Action 5 is relevant and links to some elements of the Welsh Government's 'Race Equality Action Plan for Wales' as well, and we believe that there would be value in considering the relationship of the local work by Cardiff Council, in the context of the national and more general picture.

**2.5** Following on from point 2.1 above, further detail is needed on action 7. This action is crucial because it commits to ensuring that Cardiff has 'appropriate capacity and distribution of places across the city'. However, it does not explain how the Council will increase capacity in line with the WESP's targets. A clearer link needs to be made between this action and the actions in Outcome 2 (to increase the county's Welsh-medium primary capacity). In turn there is a need to expand on the nature and timetable of these developments in the primary sector and explain how the Council will open 8 new primary entry classes in the lifetime of the plan. For example, what will be the role of the 21st Century Schools Programme in this context? What will be the role of the Local Development Plan and the commitment to ensure that 50% of new schools built in the county are Welsh-medium? At present the document does not provide a strategic plan for achieving these vital targets, but rather sets out a vision. We understand that it may not be possible to be too detailed about individual developments, but more needs to be done than simply stating general and ambiguous intent.

**2.6** Linked to the above point, the document suggests that the majority of developments in establishing new provision are to take place in the second half of this scheme's lifetime. There is no explanation or justification for this.

**2.7** We welcome the fact that action 8 focuses on increasing childcare provision more generally. The commitments are very vague however, indicating an intention to 'explore opportunities' only and we would ask the Council to be more concrete and precise here. More generally, we believe that there is room for elaboration in this Outcome on the childcare situation more generally (by reference to the Care Inspectorate Wales data and the county's Childcare Sufficiency Assessment). It would be possible to include some of this information in the form of data at the beginning of the outcome, and then discuss the actions in this context. It is not clear at this stage how much childcare provision through the medium of Welsh there is, and the extent to which it meets the needs of families who wish their children to attend Welsh-medium/bilingual provision.

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

**2.8** The document notes that the average growth of Welsh-medium education in Cardiff has been around 0.25% per year in recent years. It is therefore clear that ambitious and far-reaching plans are needed if the county is to achieve the target of increasing the number in Welsh-medium reception classes from 18% to 30% (at the highest range) in 10 years. However, it is unclear from reading the document exactly how the Council intends to increase the capacity of Welsh-medium primary schools to meet this vision. A range of extremely positive actions are being proposed here, but the plan is very ambiguous in terms of those core developments that will actually lead to an increase in the County's Welsh-medium capacity. For example:

' Action 1 sets out the Council's intention to sustain the county's Welsh-medium primary capacity at 10% above the projected number to support growth. While we welcome this, how will the county achieve this? Are there schools/areas where it is clear that capacity will need to be increased soon, and if so what are the county's plans in terms of increasing capacity (for example, capital projects etc)?

' Action 2 sets out the intention to establish new 2 form entry at primary level. Can it be more detailed and specific here? Have these developments already been agreed, in terms of location/areas, and what is the timetable for implementation?

' Action 10 refers to the establishment of 8 new form entry classes during the lifetime of the scheme. This is a significant development, yet there is no detail as to how and when this will be achieved. We would recommend that the commitments detail what the Council will do, when this will be implemented, how this will be achieved, and what sources of funding and planning will be used. There is a clear opportunity to discuss the role of the 21st Century Schools Programme and the Local Development Plan here. We do not expect to see a detailed action plan for all these developments, but

we believe that more is needed than just setting out the vision. We need to be convinced that the Council has a detailed and realistic plan for achieving this vision.

**2.9** Throughout the WESP there is mention of 'developing and implementing the dual language model' where Welsh and English will be taught up to 50:50. This model has already been agreed for Plasdŵr school, and there is an intention to consider extending this model to other areas of the new Local Development Plan. This is an important and significant issue, and the plan needs to expand on what this means, as well as the county's vision. For example:

' Clarity is needed in terms of this model (or these models), in the context of a new national framework for the language categorisation of primary schools. Is the intention to establish schools with two different streams (Welsh-medium stream and English-medium stream) or to establish bilingual schools (50% of the teaching in Welsh and 50% through the medium of English), or a combination of this (a Welsh-medium and a bilingual stream, as is to happen in Plasdŵr)? Does the County have a vision for one model in particular, or will it depend on the location and nature of the schools involved?

' What is the County's rationale for this dual language model? We are not necessarily against the development of two-stream or bilingual provisions, but it depends entirely on the local context. In some areas of Wales we can see why the development of such provision makes sense, but it is not clear to us what the rationale is in an area such as Cardiff (except where the intention is to move an English-medium school along a linguistic continuum). Is there evidence that there is a demand for such provision, particularly in comparison with the establishment of Welsh-medium provision that has been so successful in Cardiff? What is the advantage of dual language models compared to the establishment of Welshmedium schools, particularly in light of the unequivocal evidence that Welshmedium education is most likely to lead to truly bilingual individuals?

' Has the Council considered what impact such dual language schools might have on progression to secondary education? Secondary schools in Cardiff are either Welsh medium schools or English medium schools. Is it likely that pupils who have received a version of bilingual education (those not attending the Welsh medium stream) will be ready and willing to progress to Welsh medium secondary education? If not, then it seems the dual language model will have a detrimental impact on Welsh language progression (both from the perspective of learners and from a wider strategic perspective).

' What is the extent of the county's vision in terms of the dual language models compared to establishing new Welsh-medium provision? That is, what will the contribution of dual language model schools to outcome 2 target be, compared to Welsh-medium schools?

' Action 11 talks about adapting the dual language model to support current English-medium schools to move along a linguistic continuum. This is an example of where a



dual language model makes sense and is a clear mechanism for reorganising primary provision. That is, proposing the establishment of a Welsh-medium/bilingual stream in an English-medium school is very different from the intention to establish new dual language model schools. Further clarity on this would be welcomed.

**2.10** Action 4 sets out the county's intention to expand primary immersion provision as required. We welcome the general commitment, but is it possible to clarify what this means in practice? It would also help to include some detail on the extent of the current immersion provision.

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

**2.11** Although this section discusses several relevant issues and actions, there are quite a few things missing. For example:

' More data and information is needed on the transition rates. Apart from the statement that transition is not a 'significant problem' there is no information on this. Information needs to be included on transition between the primary and secondary sectors, and between nursery and Welsh-medium primary education, as well as between all key stages.

' It would be useful to provide some information on Welsh-medium secondary provision in Cardiff. For example, what are the numbers attending various Welsh-medium secondary schools, and what is the capacity of these schools?

' Local authorities are required to set progression targets for the next ten years. That is, how many children the county anticipates will attend Welsh-medium secondary schools at different stages of the plan's lifetime. There is a need to consider in more detail what the future implications of the growth of primary education on the secondary sector will be, and to propose actions on that basis.

Is there sufficient capacity in the county's secondary schools to meet the increasing demand that will come from the growth of Welsh-medium primary education?

It is difficult to come to a firm view on the actions in the absence of a more detailed discussion of the current provision and situation.

**2.12** Linked to the above points action one sets out an intention to use at least one of the Local Development Plan secondary school sites to increase Welsh-medium secondary places. This needs to be elaborated upon in the context of the issues we discuss above.

**2.13** Similarly, action 13 sets out an intention to progress strategic plans to increase the permanent capacity of Welsh-medium secondary provision. This goes to the crux of our concerns about this WESP, namely that the plan sets out an intention to develop

a strategic plan, rather than providing and clarifying the strategic plan. The whole purpose of Outcome 3 is to clarify the county's strategic plan to increase the permanent capacity of Welsh-medium secondary provision – and so it is unfortunate that this action point does no more than set out the county's commitment to do so at some point in the future. The same is true of action 14, and the fundamental point is how the Council intends to increase provision.

**2.14** The actions regarding seeking funding for the purpose of expanding immersion provision is positive. We are also pleased to see that a significant number of pupils are using the immersion provision in order to transfer to Welsh-medium education. We would recommend that the document expands somewhat on current provision, and possibly includes data on current up-take. There is room here to celebrate successes, thereby also providing clarity on the further development of provision.

**2.15** The data and comments on the impact of the Covid-19 pandemic on the numbers leaving Welsh-medium primary and secondary schools are a cause for concern. Whilst we accept that it will remain to be seen whether or not this is a longer-term problem, we believe that the plan needs to provide more detail on the steps the Council has taken and will take to stem this flow in the future. Actions 6 and 12 are relevant in this context, but it would be useful to elaborate on this.

**2.16** Linked to point 2.9 above, how does the Council envisage the intention of establishing more dual language provision affecting linguistic progression? That is, will learners attending bilingual education in the primary sector be likely and prepared to attend Welsh-medium secondary provision? We are concerned that any growth in primary bilingual provision is likely to create problems in the future in terms of linguistic progression, with a large number of learners receiving bilingual primary education, but losing those skills when transferring to English-medium secondary education.

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

**2.17** The consultation document contains a very brief description of Welsh-medium provision available to 14-19 year old learners. We believe that there is room to expand on this brief description by offering more detail and more data in order to clarify the current situation. This would include:

- ' Number of learners studying GCSE Welsh First language and Second Language
- ' Number of learners studying Welsh as an A level subject (First and Second Language)
- ' Numbers taking Welsh-medium qualifications in key stage 4.
- ' Numbers transferring to Welsh-medium sixth form provision in schools.
- ' More detailed data on numbers studying courses through the medium of Welsh or bilingually at further education institutions in Cardiff.

**2.18** The Welsh in Education Strategic Plans (Wales) Regulations 2019 require local

authorities to include a target outlining the expected increase in the lifetime of the plan in the number and percentage of learners in year 10 and above in their maintained secondary schools studying for qualifications and being assessed through the medium of Welsh. No targets have been included in this draft WESP. As the consultation document states, this target will to some extent correspond with the Outcome 3 targets, but as we set out in point 2.11 above, Outcome 3 does not provide detail on this either.

**2.19** Due to a lack of information about the current situation regarding Welsh-medium sixth form provision, it is difficult to come to a firm view on whether the actions are adequate. However, there appears to be a lack of adequate consideration regarding ensuring that learners remain in Welsh-medium education after finishing GCSEs. We would welcome further detail and action points on this.

**2.20** It is positive to hear about the developments at Cardiff and Vale College in terms of attitudes and numbers who choose to study through the medium of Welsh or bilingually. The plan could be strengthened by including more detail on how the Council will work with the College to develop this further. We are aware that various further education colleges have adopted targets in terms of increasing Welshmedium and bilingual provision, and if relevant it would be useful to include them here. It would also be good to better understand how this provision will co-ordinate with the provision available in local Welsh-medium schools.

**2.21** Action 4 discusses promoting the Welsh language as a subject. However, there are no specific plans as to how the Council will work with the local schools to increase the numbers studying Welsh as a subject. Nor are there any specific targets being set. This is particularly true in relation to the numbers studying Welsh as an A level subject (whether in Welsh as a first or second language). We would appreciate specific plans in terms of ensuring an increase in the numbers studying Welsh as an A Level subject. This may include promotional strategies, as well as more practical issues such as in which column(s) Welsh as a subject is placed as pupils choose subjects of study at A Level. It may also include commitments in terms of ensuring that Welsh is available as an A level subject in the county's English-medium secondary schools.

**2.22** There is a great deal of discussion in Outcome 3 about the use of Welsh in Englishmedium schools, in the context of the requirements of the new curriculum. We welcome the attention to these issues, but there is also room to refer to and expand on this work in relation to Outcome 4.

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

**2.23** It is positive to see that an increasing number of schools in the county are winning the Siarter Iaith and Cymraeg Campus awards. It would be useful to place these numbers in the context of all schools in the county, so that there is a clearer idea of the proportion of schools participating in these programmes. Although action 7

discussed making progress with the Siarter Iaith and Cymraeg Campus, is it possible to set a 5 and 10 year target on the number of schools that will have won Siarter Iaith and Cymraeg Campus awards?

**2.24** This section discusses a number of things that the county is already doing in order to provide opportunities for learners to use Welsh outside school. Action 1 sets out the intention to map existing provision for the purpose of planning future expansion of provision. Whilst we welcome this, it is disappointing that this mapping has not already taken place, and that the main findings of this work are included here for the purpose of outlining detailed actions. Similarly, we welcome the various actions that set out the intention to undertake engagement with young people, businesses, and other relevant organisations (actions 2, 3, 4 and 5). However, the important point is what the Council will do in practice based on the findings of this important work. We therefore believe that the plan could be strengthened by providing a little more detail on a timetable for completing the work, and also how the Council will act on the basis of the findings. We believe that the important work above needs to take place as soon as possible in the lifetime of the strategic plan, and that the actions are updated as a result.

**2.25** As you know, the Council has a 5 year Strategy for the promotion of the Welsh language, which was approved in 2016. We believe that the content of the WESP needs to be considered and developed alongside the county's wider strategy for promoting the Welsh language. There is a clear opportunity to refer to the 5 year promotion strategy in relation to Outcome 5.

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

**2.26** It is positive to see the significant advances achieved during the life of the previous WESP. Cardiff appears to have significant Welsh-medium ALN provision, and we welcome the intention to develop this further during the lifetime of the plan. It would be useful to be slightly more specific about the Council's views on whether Welsh-medium provision is currently adequate; meets the needs of Welsh-medium learners, and offers provision that compares favourably with English-medium provision. It appears from reading the document that the County considers that the current provision meets the demand at this point in time, and it would be useful to note that in particular, as well as any evidence or data which would support that.

**2.27** Following on from the above point, is the county concerned about specific elements of Welsh-medium provision? That is, are all types of ALN service available bilingually in the county?

**2.28** The actions included are positive. In relation to actions 1 and 2 in particular, is it possible for the Council to provide a little more detail on what is meant by 'developing an increased number of places'. That is, how much progress does the county

anticipate will be needed during the lifetime of the plan (based on the plans for expanding Welsh-medium education)?

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

**2.29** Overall, this Outcome discusses the vast majority of the relevant issues we would expect to see and proposes a large number of positive action points. We are pleased to see a focus on developing the Welsh language skills of the whole education workforce (and not only teachers for the Welsh-medium sector) in particular, and also the intention to provide support to teachers after they have attended sabbatical courses. It is also good to see commitments here in terms of working with the National Centre for Learning Welsh and local ITE providers.

**2.30** Actions 1, 2 and 3 effectively set out the county's intention to undertake further analysis for the purpose of planning the education workforce. The document also states that the county is awaiting further data from the Welsh Government in order to set clearer targets. Whilst we welcome the intention to undertake further analysis, it is not clear why this plan does not include further analysis and some indication of the scale of the challenge facing the county in terms of this Outcome. As you know, the first results of the Annual Census of the Education Workforce have already been published, and the county has a range of relevant data on the linguistic skills of the county's teachers. We would therefore recommend that a more detailed analysis needs to be included as part of this WESP, which would provide some indication of how many more teachers will be needed in the lifetime of the plan in order to achieve the remaining targets.

**2.31** Although the sabbatical course is mentioned, it is surprising that no more attention is given to the numbers of teachers who have attended courses in the past, and a statement about the county's vision for future attendances.

We trust that these comments will help you to strengthen the Strategic Plan following the consultation period.

Yours sincerely,

**Aled Roberts**

Welsh Language Commissioner

## Ysgol Glantaf Governing Body

9th December 2021

### Glantaf Governing Body Response

#### Cardiff County Council's Welsh in Education Consultation

We welcome the publication of the City and County of Cardiff Council's consultation documentation on the Welsh in Education strategic plans. This is key documentation in terms of language planning and we particularly welcome the vision for "*our education system to ensure that all young people, from every single community across Cardiff have the opportunity to speak Welsh, to be proud of their identity and able to celebrate and enjoy both languages in their everyday lives*".

Indeed, the ambition and initial narrative aspiration of the documentation is to be commended and expresses the city's strong desire to strengthen, improve and extend Welsh language provision. We welcome this vision and look forward to working together on any concrete quantitative plans and targets that will be published as a result of the document.

Further the ambitious and exciting targets of the document lead us to praise the Council's obvious initiative and desire to strengthen and extend the Welsh-medium education offer as well as Welsh-medium provision in other organisations over the next decade.

Nevertheless, it is disappointing that the document's vision is not reflected in practical strategies in the rest of the document. In considering the statutory outcomes of the document (Outcome 1-6), there are very few firm proposals and these shortcomings lead us to believe that it is highly unlikely that the quantitative targets identified will be achieved. Indeed the absence of practical offers is likely to see a reduction in numbers due to the Council's current prospects for a steady reduction in birth rates.

We set out our responses to each Outcome below:

Outcome 1 / Target	Response of the Governing Body of Ysgol Gyfun Gymraeg Glantaf
Growing Nursery provision from 18.5% to 25 / 30%	<p>There are no firm or specific details of how the ambitious target will be achieved.</p> <p>No additional provision is mentioned apart from ysgol Melin Gruffydd and the Plasdŵr school.</p> <p>As valuable as consultation with parents is, there is no marketing plan to promote new or additional provision linked to the strategy.</p> <p>It is unlikely to grow the sector, without a specific scheme to market in new communities or to extend provision that is already full.</p>

	<p>The document should reflect current data on "measuring demand" in diverse communities, propose a scheme to extend in areas of limited capacity and ensure an extension proposal in new areas.</p> <p>No mention at all is made of current Welsh-medium <i>Flying Start</i> schemes in the document.</p> <p>The Welsh-medium Flying Start offer, is not evident on the Cardiff Flying Start website, it is strange that there is no reference in the document to extending places and the Welsh-medium Flying Start offer to eligible families.</p> <p>The plans should look at expanding provision in areas of deprivation as bilingual and Welsh-medium education offer valuable social mobility and added value for children and young people in areas of deprivation.</p> <p>We welcome the work proposed to develop research to attract families from under-represented groups into Welsh-medium education.</p> <p>The development of a multi-lingual marketing plan to promote Welsh-medium education or to develop the role of Welsh-medium education ambassadors within those communities is not mentioned. This is a national priority and the City and County of Cardiff Council should venture on an innovative scheme to attract and promote Welsh-medium education among these communities.</p>
<p>Growing Reception provision from 18% to 27% by 2031</p>	<p>The first point of the strategy is to "seek to maintain capacity" rather than to extend or open new provision.</p> <p>Although there are rumours of an increase of 2FE within 5 years, there are no location details or a strategic plan to ensure the sustainability of those locations.</p> <p>The document makes no reference to the situation of Ysgol Mynydd Bychan which is full and cannot respond to the demand for Welsh-medium education within its community.</p> <p>The expansion of primary immersion provision is mentioned, there is no plan or strategy for promoting or marketing this scheme among the primary age population or among existing parents.</p> <p>The County's immersion scheme is not currently marketed on the Council's website nor on any external platform.</p> <p>We welcome the proposal to "<i>Make Welsh-medium education the main suggested option for families</i>", but there are no details of what this means and how the Council will promote the proposal more widely.</p>

	<p>Within ten years there is mention of 8FE that will be new without details of location, availability or strategy to ensure their sustainability.</p> <p>Although the county widely recognises that birth numbers are falling, and are likely to remain so, there is no reference to this in the documentation and how the Council will respond as a result of this assumption.</p>
<p>Increase Welsh language skills when transferring to the secondary sector</p>	<p>There are no details on "using one of the LDP secondary school sites to increase the number of Welsh-medium secondary places". How will this link with new WM Primary provision and extend provision from the existing secondary WM offer?</p> <p>The above proposal suggests that this will be a different provision to the 100% Welsh-medium immersion education, and so it is difficult to see how this will operate in practice to expand number of pupils who are fully fluent in Welsh.</p> <p>"Bilingual" education has not been successful or sustainable in other areas of Wales, and therefore there is not enough information in the strategy to build confidence that these plans for a two-language model school will be effective.</p> <p>There are no details on the promoting of the Cardiff immersion unit or of learning lessons from other LEAs about the success of their immersion units.</p> <p>There is no mention of improving basic information nor marketing Welsh-medium education centrally by the Council or of promoting access to immersion education to latecomers.</p> <p>More detail should be added about the work of the Youth Service in improving opportunities to use and improve Welsh language skills within the service.</p>
<p>More learners studying for qualifications</p>	<p>The current offer of Post 16 level 2 courses are not suitable nor viable across the city, but the document does not identify the shortcomings or address this educational gap through the medium of Welsh.</p> <p>The WM vocational offer is not on a par to the EM offer.</p> <p>The language choice of pre-16 and post-16 students should be researched, looking in great detail at possible career paths for these cohorts to meet needs and close the gap in language medium.</p> <p>Welsh-medium partnership programmes of study should be designed jointly between providers to extend Welsh language skills within the young workforce.</p>



	<p>Careers and learning pathways (central apprenticeships) should be actively promoted in care, childcare, nursery education, administration and support, learning support and customer service through the medium of Welsh jointly between schools and other partnerships.</p> <p>There is no mention of apprenticeships through the medium of Welsh and how the council promotes Welsh-medium and bilingual apprenticeships among the city's post-16 pupils.</p>
<p>More opportunities to use Welsh</p>	<p>We welcome the mapping, audit and evaluation of opportunities amongst partners around the city.</p> <p>Mention should be made of promoting use of Welsh amongst our schools young population within annual celebrations and extended extra-curricular opportunities: Tafwyl; SHEP Scheme; Youth Services; City of Cardiff and Welsh Government celebrations.</p>
<p>Increase in Welsh-medium ALN provision</p>	<p>The Glantaf Specialist Centre is unable to cater for 30 pupils and the meaning of "taking action to improve facilities" is not clear as to what the nature of this investment was to improve provision for pupils.</p> <p>Canolfan Glantaf is unable to cater for 30 pupils that is "equal with other sectors and responds appropriately to individual needs"</p> <p>While a desire to open three SRBs with "expert provision that is equal" is a laudable intention, it is not realistic within five years, there is no plan or strategy or discussion with partners to achieve this within the target time.</p> <p>The same difficulties are reflected within the primary sector where there is one specialist centre, without a plan or strategy to grow provision further. There is no mention of location or direct contact with regards to needs bridging between primary and secondary.</p> <p>The ambition of the targets is unrealistic and fails to take account of the current state of provision. There is no strategic plan setting out how current good practice can be grown, developed or extended to the achieve the progress that is referred to.</p> <p>There is no quantitative target or strategy in terms of staff training, training time or secondment opportunities to develop a workforce to meet the needs.</p>
<p>Increase the number of teaching staff able to teach and teach through the</p>	<p>Training programmes should be included within schools for practitioners to undertake leadership roles</p> <p>Consideration should be given to extending leadership opportunities within Welsh-medium schools</p>

<p>medium of Welsh</p>	<p>A reference to promoting a Welsh Government Primary &gt; Secondary transition plan should be included</p> <p>Reference should be made to existing schemes to promote alternative routes to learning</p> <p>Consideration could be given to offering secondment periods to teachers with Welsh-language skills to teach within the Welsh-medium sector</p>
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In conclusion, we would like to stress that the ambition and aspiration of the strategic document is to be commended and admired. In the past Cardiff has been extremely successful in growing provision, opening initial classes and promoting Welsh-medium education locally in communities across the city. There has been sustained growth and interest among those communities that have seen the establishment of several new Welsh-medium schools, often in excellent 21st Century buildings. However, this effective, innovative and exciting action is not to be seen at all in the document. The fundamental lack of intentional planning leads us to summarise that implementation is too vague to meet the challenging targets.

We look forward to open and positive reforms and discussions to extend, strengthen and improve these schemes jointly and in partnership over the coming months and years.

Yours sincerely,

E Patchell  
Chairman  
Governing Body  
Ysgol Gyfun Gymraeg Glantaf

Matthew H T Evans  
Head

## **Ysgol Plasmawr Governing Body**

### **Governing Body's response to the Consultation on the Welsh in Education Strategic Plan**

The Governors' response to the consultation on the Welsh in Education Strategic Plan is the result of a discussion at the governing body's meeting held on 8 December 2021. All members of the body had received copies of the consultation documents and had had the opportunity to read them in the run-up to the meeting.

The Governors believe that the vision for the development of the Welsh language within our capital is to be welcomed and commended. The statistics shared publicly as part of the consultation testify to the success of past plans to grow the language in the city and are to be commended and celebrated.

The ten-year Strategic Plan is ambitious but we believe that there are too few specific action points in the Plan which show exactly how the objectives will be realised.

The Governors wish to know how progress against the Scheme's targets will be checked and supervised and by whom to ensure that they are realised. We believe that appointing a high level Bilingual Cardiff champion or advocate within the capital would be a positive development in order to drive and have ownership of the Plan to ensure that it is realised.

We strongly believe that more funded and administratively supported Welsh-medium Meithrin groups need to be opened so that they correspond to the provision in the English medium sector and that the governance arrangements for these bodies should be strengthened; that nurseries need to be opened in all Welsh-medium primary schools, and that more Welsh-medium primary schools should be opened as that is the best way of securing bilingual learners in an environment of linguistic immersion. The opportunity to opt into Welsh medium education should be offered to all parents before their children start school, rather than English medium being the default option.

The Governors are not aware of any evidence that proves that bilingual two-stream education has been successful in Wales. The governing body has no confidence that the plan for a two-language model school in Plasdŵr will be effective as it is not an immersion model that is offered in the second stream.

In order to increase Welsh-medium provision at all educational levels there is a need to prioritise training and recruit Welsh-medium staff into the profession. This strategy needs to be shared with the Welsh Government and the teacher training providers e.g. Cardiff Met University and the Open University in Wales.

In order to ensure a high level of conversion from primary to secondary we strongly believe that capital investment should be made in the sites and buildings of the three Welsh-medium secondary schools. All the new English medium secondary schools

with excellent resources across the Authority are going to be much more attractive to non-Welsh speaking parents than the three run-down sites that are currently home to the Welsh-medium secondary schools. This could mean fewer families choosing Welsh-medium education for their children in the first place as the resources and facilities available in the English-medium sector are so much better than in the Welsh-medium sector.

The intention to invest in Immersion Units in secondary schools is to be commended and this will help pupils transition to the secondary sector from the non-Welsh speaking primary sector or in supporting the fragile language skills of pupils within the present Welsh language sector.

We believe that the plan for increasing Welsh language provision for pupils with Additional Learning Needs (ALN) is too slow and not specific enough. We are at crisis point now in terms of the lack of specialist facilities and services to support Welsh-medium ALN pupils in both the primary and secondary sectors.

We believe that the City needs to be ambitious if a bilingual Cardiff is to be created, that the Welsh language should be an essential or desirable skill for public jobs in the city (as appropriate - and in accordance with the standards published under the Welsh Language Measure 2011) and that there should be a commitment from non-Welsh speaking applicants to undertake a language development course similar to 'Welsh in the workplace'.

Again, in order to promote the ambition to create a bilingual Cardiff, we feel that supporting Welsh for adults learning is missing from the Scheme and that a section on that should be included. In particular, working Welsh language classes at a higher level need to be considered for adult learners and those returning to use the language in a professional setting.

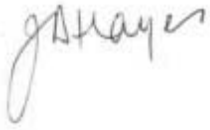
The post-16 curricular offer is not linguistically equal across the city including in the field of apprenticeships. The Vocational Offer through the medium of Welsh is not currently equal to the English medium offer. Further consideration should be given to learning pathways from Level 1 to 7 in Welsh with local providers.

In order to develop the Welsh language within the city and create more opportunities for pupils to practise the language outside school the local authority will need to extend and further support the provision of the services of youth organisations such as Menter Caerdydd and the Urdd.

The definition of 'being able to speak Welsh' is key to the ambition of growing the language further within the city. Is it the intention to create more fluent Welsh speakers or is there a willingness to accept Welsh speakers who have a weaker grasp and awareness of the language – speakers who might not be confident enough to speak the language naturally?

We trust that you will consider this response thoroughly on behalf of our Governing Body.

Yours sincerely

A handwritten signature in cursive script, appearing to read 'John Hayes'.

John Hayes  
Headteacher

A handwritten signature in cursive script, appearing to read 'Mair Parry-Jones'.

Mair Parry-Jones  
Chair of Governors

## **Ysgol Hamdryad Governing Body**

### **Ysgol Hamdryad Response to Cardiff WESP Consultation**

The Governing Body of Ysgol Hamdryad welcomes the publication of Cardiff Council's draft WESP. As the city's newest Welsh medium school we have witnessed first hand the opportunity presented by building inclusive schools within our communities and the rapid growth in the number of parents choosing Welsh Medium education as a result. In papers from the education department at the Council the intake for Hamdryad was projected at around 30 pupils for the past two years – in both years we have welcomed more than 50 pupils.

One key element of success therefore is planning community Welsh medium schools right across the city, and an analysis of any communities that are not currently served by a school within 2 miles at most should be undertaken as part of the planning process.

We welcome the commitment to making Welsh medium schooling the 'prime option' (page 14) for families choosing a school in Cardiff. In order to deliver on this option being a meaningful choice, the Council should plan on the basis of increasing the primary provision by at least 8 FE, with another two FE required for the communities of Butetown and Grangetown currently served by Ysgol Hamdryad. This would clearly require a further Welsh medium Secondary school in the city too.

We are concerned that the plan is not sufficiently detailed and ambitious in two crucial areas in our view.

Firstly on additional learning needs provision. We have seen (and are aware more broadly) that there has been a significant increase in the number of pupils in Welsh medium schools who require ALN support. The current provision is in our view inadequate to meet the current demand let alone the significant projected growth.

Secondly relating to pupils for whom Welsh and English are additional languages. We are fortunate at Ysgol Hamdryad to attract a number of multi-lingual pupils from multi-lingual families. A level of language support is required to ensure that these pupils become fully confident bilingual speakers of Welsh and English. This is not comparable to the immersion provision, which is important to those who are new speakers and new entrants to the Welsh medium school system, but given the numbers of pupils with Welsh and English as additional languages likely to be attracted to the growing Welsh medium provision a dedicated provision needs to be put in place for language skills support and development.

We welcome the commitment to significantly enhancing Nursery provision but would encourage the Council to consider the whole range of nursery providers that support early years education. At Hamdryad we have a Nursery class and a Cylch Meithrin on site, but we are also fortunate to have a number of private (mostly not for profit)

providers who provide a bilingual service to the School's parents. Working with Cardiff and the Vale College to ensure enough qualified bilingual staff for such nursery provision would be a positive step. There is a real need for Welsh medium childcare / wrap around care at both ends of the school day and taking positive steps to address the gaps in this provision would ensure that a key part of the jigsaw is in place.

Furthermore relating to the school workforce, the discussion focuses on teachers and support staff but doesn't differentiate between the data for these two groups. In relation to teachers there is a clear need for city-wide planning and more broadly national planning to ensure enough supply of teachers. We have witnessed during the pandemic a real challenge in securing sufficient supply teachers to cover absences for example and are aware of a number of schools that have faced difficulties in recruitment. As part of this national planning specific attention needs to be given to attracting Welsh speaking Black, Asian and Minority Ethnic people to the teaching profession. If our schools are to truly reflect our communities they must do so in terms of both pupils (see our comments below) and teachers. We would further suggest that there is a particular need to be addressed at a local level to ensure bilingually confident teaching assistants.

We welcome innovation in education provision but are concerned that the Plasdwr model is to be 'prioritised' (page 9). All of the available evidence from Wales and beyond demonstrates that the most effective way to ensure that pupils are confidently bilingual is through Welsh medium provision. Prioritising innovative models at the expense of Welsh medium education would be a step backwards in our view.

We welcome the commitment to tackle the under recruitment in certain areas of Black, Asian and Minority Ethnic pupils to Welsh medium schools. At one level this historic pattern should come as no surprise as the most ethnically diverse areas of Cardiff only had their first Welsh medium school in 2016 – Ysgol Hamadryad. However, we believe there is much work to be done with these long standing Cardiff communities to ensure that Welsh medium education is an attractive local schooling option. Making effective use of case studies in marketing and promotion activities is clearly to be welcomed.

We welcome the focus on extra curricular activities through the medium of Welsh and bilingually. Both Menter Caerdydd and the Urdd have undertaken very significant activities over many year to support young people in Cardiff in such activities. We would however encourage the council to think far more broadly about youth, sport and cultural provision and to ensure that general services e.g. through leisure centres, the youth service or in partnership with sporting organisations are provided bilingually. There is no reason why rugby, football and netball activities in Grangetown should not all be happening with bilingual coaches.

We believe that we can create an inclusive bilingual Cardiff, where all are welcome and every person has the opportunity to regularly use their Welsh language skills. To achieve this a step change is required in the education system and this draft plan goes a considerable distance to achieving that. There are areas illustrated above which

require some further attention; but bringing it all together could make a very significant contribution to the goal of achieving one million Welsh speakers.

Yn gywir iawn

Dr Dafydd Trystan

Cadeirydd Llywodraethwyr Ysgol Hamadryad ar ran y Corff Llywodraethol



## **Ysgol Mynydd Bychan**

### **Cardiff County Council's WESP Consultation**

Ysgol Mynydd Bychan fully supports the Welsh Government's long-term aim of significantly increasing the number of Welsh speakers as set out in its Welsh 2050 strategic document - this includes the aim of having 40% of all children in Wales educated in Welsh by 2050. Ysgol Mynydd Bychan is also pleased to see that the Council has ambitious and exciting targets to strengthen and extend the offer of Welsh-medium education as well as Welsh-medium provision in other institutions over the next decade.

We welcome the vision which states that "an education system should ensure that every young person, from every community across Cardiff has the opportunity to speak Welsh, be proud of their identity and able to celebrate and enjoy both languages in their daily lives". We look forward to working together on any definite, quantitative plans and targets that the Council may have in the future.

However, in reading the consultation the vision is not reflected in practical strategies, there are few sound and practical proposals.

#### **Outcome 1**

The plans should look at expanding Nursery provision in areas of deprivation, as bilingual education and Welsh-medium education offer added value to children and young people. The document mentions additional provision for Ysgol Melin Gruffydd and Plasdŵr but the additional provision should extend into areas where there are limited places including new areas / catchments. There is no marketing plan to promote new or additional provision. Welsh medium Flying Start needs to be offered and communicated to eligible families.

#### **Outcome 2**

Given the consistent oversubscription for places at Ysgol Mynydd Bychan over many years, it is recognized that the current catchment area of Ysgol Mynydd Bychan is one of many areas in the city of Cardiff where there is scope to increase the number of children in Welsh-medium education. Ysgol Mynydd Bychan is pleased to see that the Council has been proactive in successfully applying for grant funding to secure investments that support the growth of Welsh-medium education and the use of Welsh. We are disappointed therefore, that the document makes no reference to the situation of Ysgol Mynydd Bychan which is full and unable to respond to the demand for Welsh medium education within its community. Although 8FE is mentioned there are no details of location, availability or strategy to secure those locations.

We welcome the proposal to "Make Welsh medium education a suggested top option for families", but there is no detail on how the Council will promote this proposal. The

immersion unit needs to be promoted for both primary and secondary pupils. The document talks about expanding secondary immersion provision, there is no plan or strategy for promoting or marketing the scheme among the primary age population or current parents.

### Outcome 3

Although 8FE Welsh is mentioned there are no details about expanding the secondary sector. Where will these pupils go when their parents need to choose a secondary school?

A bilingual school model is mentioned in the document, not much information was found here to show that this model will work. "Bilingual" education has not been successful in other areas of Wales. The language immersion method practiced by Welsh-medium schools states that only the immersion language is used with the children and within an early years' environment, the understanding is that children acquire skills in that language as they play and interact with other adults and children in school (1). Immersion of a Welsh-medium school could result in immersion in Welsh leading to a situation where English is dominant (2).

See Professor Colin Baker's book A Parents 'and Teachers' Guide to Bilingualism and

[https://www.meithrin.cymru/creo\\_files/upload/downloads/prif\\_professors\\_y\\_dull\\_troc\\_hi.pdf](https://www.meithrin.cymru/creo_files/upload/downloads/prif_professors_y_dull_troc_hi.pdf)

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A discussion and a plan are needed in order to have clarification on how the Council is going to improve basic knowledge, market Welsh-medium education and promote immersion education access for latecomers.

### Outcome 4

The vocational offer through the medium of Welsh is not the same as that offered in English.

Careers and learning pathways must be promoted through the medium of Welsh. There is a big difference in what is offered through the medium of English and what is available through the medium of Welsh. This gap needs to be addressed in order to ensure equality of opportunity in both languages.

There is no mention of Welsh-medium apprenticeships and how the council promotes Welsh-medium and bilingual apprenticeships among the city's post 16 pupils.

## Outcome 5

We are pleased that the Council recognizes "the value to young people from using their Welsh language skills in a variety of contexts to enhance their language acquisition and to develop their confidence in speaking the language in everyday conversations in order to meet the Welsh language ambitions of 2050." The tireless work of the Cardiff Welsh Education Forum is to be commended for providing enrichment activities through the medium of Welsh in schools.

It is heartening to read about the "mapping of existing out of school provision in conjunction with other providers to identify gaps and inform discussions around new collaborations / partnerships to increase / expand the provision. provision to meet demand." "Following this and the research with young people and adults we hope to see firm plans that will offer learners great opportunities to use Welsh in a wide variety of contexts."

## Outcome 6

Cardiff's Welsh-medium primary schools have been asking for an increase in the provision of Welsh-medium education for pupils with additional learning needs for many years. Three new Welsh-medium primary schools have been built over the last 5 years. A golden opportunity has been lost to create primary specialist units in these schools.

Robust staff training plans and secondment opportunities are needed to develop a workforce to meet the needs.

A strategic plan is required setting out how existing good practice can be grown, developed and extended to the progress set out in the document.

Under the new ALN act, ALN pupils have the right to receive their education through the medium of Welsh. There is a need to ensure equality for these pupils.

## Outcome 7

Reference should be made to current plans to promote alternative routes to learning. Consideration could be given to offering secondments to teachers with Welsh language skills to teach within the Welsh-medium sector, ensuring that appropriate and accurate support is available to all staff. The success of this outcome will be to set and meet a quantitative target for the number of staff teaching through the medium of Welsh by the end of the 10 year plan.

Demand for Welsh-medium education has grown in Cardiff over the last ten years, we would like to thank Cardiff Council for planning and accommodating this growth by opening and building new schools with some in new communities. When these children and young people leave Welsh medium education it is hoped that they will

have access to Welsh language courses, apprenticeships and jobs as well as extensive opportunities to use and socialize through the medium of Welsh across the city.

The hard work starts now in order to achieve the Welsh Government's goal of having one million Welsh speakers by 2050. We look forward to working with Cardiff Council on any firm plans and quantitative targets that they have.

Yours sincerely,  
Siân Evans

## **Rhieni dros Addysg Gymraeg**

### **Comments on Cardiff Council's Welsh in Education Strategic Plan 2022 – 2031**

**Contact: Ceri McEvoy / elin Maher**  
**RhAG**  
**Tŷ Cymru**  
**Greenwood Close**  
**Cardiff Gate Business Park**  
**Cardiff**  
**CF23 8RD**

#### **December 2021**

RhAG (Parents for Welsh Education) is an organization that represents parents with children in Welsh-medium schools.

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

RhAG appreciates the opportunity to contribute these comments as part of the process of formulating Cardiff Council's Welsh in Education Strategic Plan 2022 – 2031.

This Plan offers an important opportunity to set the direction of strategic planning for the growth of Welsh-medium education in the County over the next decade. We must ensure that the Plan responds coherently, proactively and ambitiously as part of Cardiff Council's important contribution to realising the Cymraeg 2050 national targets and the aim of having a million Welsh speakers.

The education system is the engine that will produce Welsh speakers, and there's now an expectation that counties adopt an approach that stimulates and promotes growth in the sector, and that must be at the heart of this Plan, with the aim of not restricting the language solely to the classroom.

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

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

We suggest that the following considerations should be core principles in formulating and refining this Plan:

1. The unique nature of Welsh-medium education needs to be recognised and noted – fewer schools in some counties, larger catchment areas, increased distances and travel times to schools. The challenge (geographically and practically) for pupils to access Welsh-medium provision is greater, so it is essential that the Council's policies and strategies reflect this.
2. Adopting the principle of looking to develop provision locally – and for this to be a guiding principle at the heart of the Plan, would be an important step forward, to ensure easy access to Welsh-medium education for families and within reasonable distance of their homes.
3. In terms of Welsh-medium education, and indeed in terms of any form of education, ensuring that there are sufficient local schools, within a reasonable distance and of good quality is the best way to avoid a situation where parents and pupils, from the early years up to post-16, travel out of their natural or 'official' catchment area.
4. To place the development of Welsh Medium Education at the heart of the local authority's work and function, using Local Development Plans to offer direction to the planning effort, identifying opportunities for growth within the areas of strategic importance across the county and seeing this plan as a key part of the county's long-term economic investment.

### **Specific comments on Cardiff Council's Welsh in Education Strategic Plan Vision**

- RhAG appreciates that Cardiff Council is aware of the important role it has in promoting the use of Welsh, within the context of Welsh Government's objectives and targets.
- We endorse the aspirational spirit of the Plan and welcome the thinking that there is 'more to do' to realise the vision of seeing a 'truly bilingual Cardiff.'
- It is clear that Cardiff Council understands and takes on the responsibility as a capital city, and that it has a leading role in contributing to the national growth target.
- With that in mind we would press for clear a clear statement in the Plan that **stimulating demand** will be the driver for the work ahead - this will be the key to achieving success.
- We also believe that there is room to include a specific policy statement here and to go further than what is stated, namely that Cardiff Council **will ensure that Welsh-medium education is within easy reach of every child living in the County.**
- Further to that, we would encourage a clear statement that it is **Welsh-medium immersion education that provides the best opportunity for children to be**

**fully bilingual and that it is schools operating through the medium of Welsh that can offer this to pupils.**

- The document's main weakness at present, is a failure to present a clear path with concrete steps to realise that aspiration.
- The language throughout the document refers to 'explore', 'consider', 'identify', 'discuss' rather than agreed targets, and set in the form of a clear trajectory illustrating growth.
- **The Government wants to see clear quantitative targets under each outcome.** Cardiff Council's document as it stands doesn't do this: what we have is set of general aspirations and principles, without the strategic detail that one expects in a document such as this. There must be a clear and definite link between the vision and the actions in order to forward plan for the growth of the next decade.
- Cardiff Council was placed in group 3 of Welsh Government targets, therefore growth of 8 to 12 percentage points is to be expected, which means between 1,035 (25%) and 1,200 (29%), in the number of Year 1 pupils receiving Welsh-medium education by 2032.
- It is positive that this Scheme aims to reach the maximum growth target within the range expected by Welsh Government.
- **We would therefore impress on the County to exceed the target, as the Government itself encourages, and to set a more ambitious, but achievable, growth target of 30% by 2032, and to state that clearly in the vision.**
- We note that 'increasing the number of places' can mean expanding the existing provision, rather than creating additional places, by establishing schools in new geographical areas. There is a considerable difference in this instance and therefore it would be good to provide clarity on what is meant here.
- It is great that the County intends to intensify its work with different nursery organisations and to address online the benefits of bilingualism and Welsh-medium education. **However, none of these efforts are likely to be able to compare with the success that would ensue through establishing more Welsh medium schools.**
- We note that Ysgol Hamadryad was the only new primary school to be opened during the previous decade.
- This Plan needs to set out clear targets to develop the provision in new geographical areas.
- The need for a **'local' strategy**, not just county-wide targets: Cardiff must begin to be considered as a 'county of communities' and the diverse needs and requirements of each area need to be reflected.

- The difference between strategic issues (objectives for promoting WM education over the next decade) and operational (dealing with the existing weaknesses and need to act on them without delay) needs to be acknowledged.
- It is inevitable that significant additional funding is required to expand WM Education and the Plan confirms the investment in WM education made during the Band A and B phases of the 21st Century Schools programme. That is to be commended, but the Plan needs to cross-reference in this section the County's priorities in relation to WM projects during the next funding period, after 2024/25.
- We also believe that much more emphasis is needed on the contribution of Welsh Medium Education in terms of the Tackling Poverty Agenda and it would be good to see what specific strategies the County could adopt to implement this.
- Equality: multilingualism is mentioned in the Scheme and there is room to develop this as one of the core principles.
- It is essential to have a much closer inter-relationship between the WESPs, Language Standard 145 and the language Strategy: A Million Welsh Speakers. Authorities now need to set specific targets for growing the numbers of language speakers: it is obvious that the education sector is the main engine for producing Welsh speakers i.e. populated areas with the lowest density of Welsh speakers will have to contribute the most numbers to achieving the target.
- Only a robust and coherent Plan based on concrete and measurable targets can achieve that.
- Clear cross-referencing therefore between this Scheme and Cardiff Council's Five Year Language Strategy is vital and we would encourage a close and ongoing relationship between both Plans in their formulation, implementation and monitoring.
- We also suggest that the vision can be strengthened to confirm the role of the WESP with regards to promoting and increasing the use of Welsh within family and community domains.
- It would be useful to identify the other policy areas that the Council considers them relevant to this scheme beyond Cymraeg 2050, including the Local Development Plan for example, noting the link between them when it comes to planning new education provisions within housing developments or development of services in new areas.
- It is essential to confirm the status of this Plan as an overarching strategic document, which straddles many spheres, and as a core part of the Council's corporate service.
- The Cardiff 2050 Trajectory, WESP 2022 – 2032 (Appendix 2), is a useful document in setting the context and providing valuable background information on the current landscape. We suggest in these comments that there is room to add to the data in that document under a number of the outcomes.



## Outcome 1:

### More Nursery / 3 year olds receiving their education through the medium of Welsh

- This section needs to set out specifically which parts of Cardiff pre-school / Early Years provision through the medium of Welsh is currently **unequal** and **not accessible**.
- It is not clear what the current WM pre-school provision is and how nearby that provision is to the families of each area.
- It would be useful to undertake a detailed mapping exercise of provision across the county, noting the current provision and the gaps to be filled, as a baseline for the Plan.
- One general weakness in this section is a lack of complete data, in numbers and percentages, for all schools and the relevant provisions.
- County-wide data hides shortcomings in individual provisions and there is a need to be much more transparent with this if planning truly to reach all areas and all families with an equal and comparable choice.
- The Plan does not include information based on a recent Childcare Sufficiency Assessment. And so it is not possible to get an accurate and up-to-date picture of the current needs of the County's parents, as a basis for sound forward planning.
- Whilst the intention to conduct a survey to gather information from parents is to be welcomed, it is obvious that problems **need solving on a local level**, by acting without delay.
- Barebone and general statements that the county will 'develop wrap-around childcare options' or 'increase the number of nursery education places' are inadequate. Other than referring to the possibility of establishing a Cylch Meithrin for Ysgol Melin Gruffydd and the proposed new school at Plasdŵr (without a definite timetable), there are no detailed targets at all in this section. This is disappointing, as it should have been part of a thorough mapping exercise before sitting down to formulate this Plan.
- **It is known to us that 6** Nursery classes in the schools are already full for next year: Bro Eirwg, Glan Ceubal, Melin Gruffydd, Treganna, Y Berllan Deg and Y Wern. Solutions need to be offered urgently to respond to this situation.
- **Funding education places for 3 year olds.** What is the situation with regards to Registered Education Providers? Is there a sufficient number of providers that can offer this provision in all parts of the county? It is known to us that the pressure on the Nursery places in the areas listed above means that parents are punished and must continue to keep their children in Cylchoedd Meithrin (where there are financial implications) or make a decision to remove them from the Welsh-medium sector completely.

- I would also like to highlight inconsistencies in Cardiff's admissions policy in allocating education places for 3-year-olds to pupils from multiple births. There is a lack of Welsh-medium pre-school places, as a result of the County's failure to adequately forward plan in the north area of the city centre, after the pressure on provision in that area had been highlighted. The situation should be urgently reviewed and clarity given on the present policy.
- **30 hour Childcare Offer:** are parents able to access the proposal in full? Are there enough places that are within a reasonable distance, in terms of the educational element of the package, so that there is parity with the English-medium offer? Once again, we know that parents are currently being penalised because of a lack of sufficient Meithrin places in pockets of the County.
- A full review of Welsh-medium pre-school provision across the city is urgently needed, to identify the pressure points and to draw up an action plan as a priority for this Plan.
- **Flying Start:** again there is a lack of data here to show what the current situation is and to indicate the number of Welsh-medium and English-medium placements / places, as it is not clear what the current situation is.
- It must be remembered that, more often than not, Flying Start places will be the first point of entry for an increasing number of families into early years provision. Equality of opportunity must be ensured for less advantaged families to access childcare provision through the medium of Welsh.
- The target for increasing Flying Start's Welsh-medium care places needs to run concurrently with the growth target for Outcome 1 and 2. Indeed, we would urge the county to take decisive action to move to a situation where 50% of provision is available through the medium of Welsh, as this is what would be offering real equality of opportunity for families across the county.
- There's a lack of specific targets for increasing numbers of children in the pre-school sector and **growth targets in conjunction with Mudiad Meithrin**. It would be good to incorporate this into the Plan and to show correlation with Outcome 2.
- What about the Cymraeg i Blant (Welsh for Children) provision and the Clwb Cwtsh in the County? Details should be given.
- **Promotion:** the general thinking in terms of expectations and the orientation of the promotion work is laudable; there's an awareness that the current challenges facing parents need to be better understood and the process simplified in order to promote Welsh-medium education and bilingualism.
- To realise Welsh Labour Government's aim of creating a million Welsh speakers, being ambitious and proactive is necessary.
- I would like to acknowledge that there have been laudable efforts in Cardiff to improve this element over recent years, including amending the content of the website, the information booklet for parents, and a promotional campaign on the Council's social media platforms.

- This Plan needs to outline innovative ways of building on that work, by further developing the brand and presence of Welsh-medium education and the benefits of bilingualism and multilingualism, as part of a coherent campaign which covers all provision and highlights a clear route from the Early Years to Further Education provision within the county's boundaries.
- All counties need to own the 'story of Welsh-medium education' in their own local area, and to convey that through the experiences of their pupils and their families, to empower the next generation of families that will be making decisions about their children's education. There is an urgent need for a national campaign, led by Welsh Government, but as part of that effort, the work done on the ground in introducing and communicating these messages from a local perspective, is equally important.
- The document sets out some very encouraging actions, and the following are very welcome:
  - ✓ Make Welsh-medium education the main option suggested to new parents;
  - ✓ Specific work to promote and target areas without adequate representation e.g. BAME;
  - ✓ The idea of creating a shared post with other counties in the region to support research and promotion. What is the potential to collaborate with some of the universities and/or further education colleges on this?
- But the main weakness of this section at present is a lack quantitative targets and a clear timetable for their delivery.
- We suggest that other actions could be considered such as:
  - make information available to estate agents and rental agencies in the area to be provide families who move in e.g. in the form of a welcome pack;
  - ensure that the website and the Parent Information Booklet are balanced in their information e.g. why not review the order of the Welsh-medium schools on the school list? When listing schools in its booklet for parents, the County has for 20 years placed the Welsh-medium schools at the bottom. Placing the WM schools at the top is a small change but an effective method of drawing attention to the Welsh language provision.
  - produce appropriate promotional resources, a bespoke communication strategy, case studies, sharing experiences and the achievements of parents and pupils etc;
  - provide language awareness training and the benefits of Welsh-medium education / bilingualism for the Council's front-line workers (School Admissions department, Family Information Service, programmes such as Flying Start);
  - greater emphasis in the Plan on integration with the Health sector. Form a proactive and robust partnership with the Health Board as a leading and key partner in reaching new parents; work with the Health Board to provide

- training for midwives and health visitors and find ways of sharing positive messages in a consistent and comprehensive manner;
- work closely with the Cymraeg i Blant (Welsh for Children) Scheme;
  - include details of WM Education in pregnancy packs for new mothers. This has been successful in areas in the South East where dedicated booklets have been included when "booking in" which is the mother's first official appointment with the midwife, at approximately 8-10 weeks;
  - identify opportunities to plan local campaigns in specific parts of the county to respond to the challenges/proposed developments there;
  - We would also encourage the County to refer parents to the [www.welsh4parents.wales](http://www.welsh4parents.wales) website which is a useful source of information and support for parents and pupils;
  - We suggest that consideration needs to be given to creating an 'App' (or taking advantage of an existing Council resource) to provide an easy and accessible platform for sharing information and messages, gathering opinions, etc.
- A detailed Action Plan needs to be drawn up, as part of the Welsh Education Forum's promotional sub-group work, and for that to form an indispensable element of the 10-year Plan.

## Outcome 2:

### More reception class / 5 year olds receiving their education through the medium of Welsh

- This section needs to set out specifically in which parts of the Vale Welsh-medium primary provision is currently **unequal** and **not accessible**.
- It is not clear what current provision is and how close that provision is to the families of each area.
- We would expect a detailed mapping exercise of provision across the county, identifying current provision and identifying gaps. The next step would then be to map how these gaps will be addressed.
- A fundamental weakness in this section is the lack of complete data, in numbers and percentages, for all schools.
- County-wide data hides shortcomings in individual provisions and there is a need for much more transparency with this if it truly intends to reach all areas and families with an equal choice and where there is parity.
- The concept of '**15-minute neighbourhoods**' is to be welcomed, and an effective way of planning local services. We suggest that this could be applied to this Plan's outcomes, so as to ensure that there is adequate and convenient WM primary education provision for families in every community throughout the city.

- The Plan states that there are vacancies in the WM primary sector but although there is some flexibility in the system, as we know, the places that are available are not necessarily in the places where most pressure is felt on provision.
- An exercise needs to be included to map the surplus places in this document for clarity and to set a baseline for the Plan. Including a barebone statement without providing the relevant context and data is inadequate, and failure to show an analysis of the true situation, could lead to a lack of progress during the lifetime of this Plan.
- We note that the target of achieving 8 new streams by the end the Plan's lifetime at first sight is laudable, that 4 of those streams (50%) were already agreed and funding allocated in the previous WESP. (Nant Caerau, Pen-y-pil, Mynydd Bychan, Plasdŵr).
- It is disappointing that these schemes have not yet been realised. Assurances must be given that the funding is ring-fenced and that the new Plan will set out a clear timetable for their implementation. **We press for urgent solutions in the case of Nant Caerau and Mynydd Bychan (see our previous detailed comments submitted on 6/7/21), and that those schemes will happen within the first few years of the Plan's implementation. Failure to act is having an adverse impact on parental preferences and is hindering growth in these areas.**
- We are concerned that a number of this Plan's targets are legacies from the previous WESP. But in doing so, we must avoid complacency and be less ambitious in this new 10 Year Plan.
- What is disappointing in the Plan at the moment is that there is no mention at all of **opening any new Welsh-medium schools**. Where new schools are established, they attract. Expanding existing provision does not necessarily remove the barriers that continue to make WM Education an impossible choice for many families. This Plan must recognise and respond to that challenge in a meaningful way.
- There is a need for clear targets detailing the number of schools, or new starter classes, it is intended to establish, and their approximate location, in order to give an equal opportunity to those who wish to attend Welsh-medium schools. Having a trajectory that would illustrate the contribution of each scheme and across the life of this plan would be useful to see exactly how and when this increase will be happening.
- **We reiterate our previous comments listing the areas that do not currently have Welsh-medium schools and the call for the county to include in its vision the intention to establish new Welsh-medium schools.**
- **Coed y Gof:** We note that the school is housed in buildings that are over 50 years old (the main building) and in temporary cabins (since 1995). The school buildings are in desperate need of improvement and need capital funding investment in order to do so;

- **Pencae:** During the period of this Plan an additional stream is needed at the provision in Llandaff, an initial class is possible in the short term, to receive the overflow from Ysgol Pencae. In the long term, consideration needs to be given to moving the school to a new site that can accommodate 2 streams to cope with the children likely to be living on the BBC's sites in Llandaff, which have now been sold to housing developers;

**Gwaelod-y-garth:** we suggest that the County changes the linguistic status of the school and turns it into a Welsh-medium school. The numbers record of the Welsh stream (except possibly for September 2021) has shown that the English stream in the school is in a minority. This raises questions as to the ability of that stream to offer an education that is synonymous with that available at a larger school. Any pupils who would wish to continue to receive an English-medium education could attend Pentyrch School. We consider that this would be a matter of formalising what has already been occurring naturally due to preferences of parents in the area for many years;

- **Pen-y-groes:** as a result of the commitment to build a new English school to serve Pontprennau /Lisvane as part of the significant new housing developments in that area, a promise was made that Ysgol Pen-y-groes would be moved to a brand new 2 stream building. This needs to be actioned during this Plan.

We suggest the following as areas for further new growth:

- **Radyr** - the children living in this area have the least chance of accessing Ysgol Coed-y-gof or Ysgol Gwaelod-y-garth. They are effectively penalised for the geographical area in which they live. Families who could select Coed-y-gof as their first choice and then Gwaelod-y-garth as their second choice, could be refused in both rounds of admissions, and deny them the opportunity to access Welsh-medium education. The answer: a new Welsh-medium school is needed to serve Radyr / Morganstown areas;
- **Rhiwbina** – there is a very prosperous Cylch Meithrin in the area, amongst the city's largest, but no local primary school to serve the area;
- **Pen-y-lan** - Ysgol Uwchradd Bro Edern is located in the area, but there is no primary school in the ward;
- **Ely** - a huge and populous geographical area, with young families, but without a Welsh-medium school within walking distance. There are surplus places across many of the EM primary schools in the area. The official catchment school, Ysgol Coed-y-gof, is in Pentrebanne – distant from half of its catchment area – and therefore an impractical option for a number of Ely families.
- Opportunities to act on this need to be identified in formulating the list of priorities for the next wave of 21st Century Schools Programme funding.
- **Capital funding:** again there is a considerable amount of preamble about past investments but this Plan's purpose is to detail the upcoming investments of the next funding period, and to co-ordinate that with the growth targets for Outcome 1 and 2.

- It would be good to have detailed information on housing schemes that are included in the Local Development Plan. We therefore expect this WESP to set out how the Authority will provide Welsh-medium education for the children of these new housing estates. It should be ensured that WM education comes within reach of more areas, rather than increasing the size of existing schools.
- **Plasdŵr:** In our response to the original consultation on the Plasdŵr development proposals, RhAG stated that we were keen to safeguard the principle that the development could offer Welsh-medium provision locally, without pupils being required to travel out of that community. Our vision is that the stream would be able to evolve into a two-stream WM school on that site, or on an adjacent site, as the demand for Welsh-medium education increases and as the Plasdŵr development grows.
- The current scheme provides a Welsh stream in a Two Stream School. **We want to emphasise again that the independence of the Welsh stream must be safeguarded to provide immersion education conditions.**
- Further to that, the Plan sets out the intention to 'prioritise the development of our new dual language model to ensure that it is successfully implemented [...] if we are to establish this as a template for other schools in future.' (p.9)
- We strongly believe that the linguistic model in question requires much greater clarity..
- What is the extent of the model? What is the rationale for the experimental stream? How does it fit in terms of the Government's new categories framework? What is the County's vision with regards to contributing to the growth targets?
- It is obvious that robust structures would be required, adequate and competent staffing and adequate funding for its successful implementation..
- We suggest that a specific research / paper is needed to grapple with the above questions and to set a sound basis for the policy.
- Movement of English-medium schools along the linguistic continuum is one thing but the establishment of WM schools is a separate matter. We must be honest and transparent about this.
- There is a lack of detail here in relation to the scheme. E.g. we know it is now intended that the construction of the school will be completed by August 2023, the school will receive its first pupils in September 2023, and the applications process opens in October 2022. The Council has said that existing primary schools in the area will have adequate capacity for children living in the development for the 2021/22 and 2022/23 academic years. Arrangements in place to establish a temporary governing body and appoint a head teacher. What work has been done to calculate the number of children living in the new dwellings? What work has been done to promote the options to families living there? The Plan should be updated to set out these details.

### Outcome 3:

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

- Keeping and retaining pupils within the WM sector is particularly important and one of the cornerstones of the Government targets.
- Opportunities need to be provided for families to choose Welsh-medium provision as early as possible and for that provision to be convenient to ensure robust and seamless progression through all educational phases.
- It is good to see that transfer rates between Key Stage 2 and 3 have historically been strong, although there has been a decline recently that should sound alarm bells.
- To get a better picture of the county-wide situation, it would be good to have exact figures and percentages of each of the primary schools feeding into the secondary sector, identifying the transition systems and patterns of the school clusters
- The situation in individual schools needs to be known, as individual schools can have a significant influence on the county's percentages and numbers. By identifying the position of each individual school, these schools will then have a specific role to achieve the Strategic Plan's targets.
- A system needs to be established to monitor the situation – other authorities have established a Focus Group to look at the situation of Pupil Numbers to realise Outcome 3 – does that offer a way forward for Cardiff?
- No data is included for progression rates from the Cylchoedd Meithrin to the schools. It would be good to note this based on the annual data provided by Mudiad Meithrin centrally.
- **Latecomers:** it is good to see that the Immersion Unit, located at Ysgol Glan Ceubal, is succeeding.
- It would be useful to state take-up of the service at present.
- The late immersion method is an effective way of offering additional access points for learners to Welsh-medium.
- Although Welsh Immersion through resettlement programmes is already an option available to all families – does Cardiff Council have a formal policy? This should be addressed and a new policy formulated so that children resettling in Cardiff have every opportunity to become fluent in Welsh.
- There was a recent announcement by the Welsh Government of a grant of £22m to support latecomers, and we trust that the Council has submitted an application for this funding and that an update will be included in the final version of the Plan.
- What is the current strategy to promote immersion opportunities for latecomers? Parents need to be informed that another option is available to them and for that



to be shared widely. This is particularly true of families who want to register a younger child in a Welsh-medium school but with an older sibling attending an English-medium school.

- In looking at ways of stimulating future growth it will be essential to look at how this provision is promoted, and naturally it will be necessary to look at ways of expanding and increasing the provision in due course.
- What will the Plan do to ensure that those pupils lost to Welsh-medium education, be that as a result of non-transfer between Key Stages or due leaving the primary or secondary sector, continue to maintain their fluency in Welsh?
- **Dual language model:** the 'experimental' stream - has the County consider the implications of this model on secondary capacity? What are the expectations with regards to progression? The ideal would be that pupils would continue in the Welsh-medium sector. But is it the reality that they will be lost to EM schools in Year 7? Extensive investment to support latecomers, capacity, staffing, funding etc, would be required. The Scheme does not currently offer us any solutions in this regard.
- **Increasing secondary provision:** a geographic analysis of the County's secondary provisions would be useful here to see where the primary numbers currently feed. Identifying any gaps would then assist with further planning for the duration of this Plan.
- The Plan talks of 'using at least one of the LDP sites to increase secondary places.' But it appears that nothing will be done until the end of the Plan period. Leaving this until the end of the Plan is a mistake.
- In the secondary sector, the three WM secondary schools have grown significantly, and steps taken over the years to extend and add to their capacity.
- **Preparation needs to begin urgently to formulate a clear plan for the secondary sector.** We fear that capacity will be very tight from 2022/3 onwards and impossible by 2024. This means planning has to start immediately so that the new provision will be ready by the mid-point of the Plan, at the latest. Past experience has shown that delay is bound to occur, so if the provision is not ready by 2024/25 at the latest, that could mean the authority failing to comply with its statutory requirements.
- **RhAG favours the establishment of a 4th school,** to ensure fairer geographical distribution of secondary school places across the city and therefore for the provision to be more accessible for families. **This needs to be included in a growth plan that includes the establishment of more WM primary schools**
- We would encourage consideration of the 3-18 model which would also be an easy way to increase capacity in the primary sector and possibly to expand provision for latecomers. This is a model that has been used successfully in many areas across Wales and therefore proves its success. Consideration of this model would be an innovative and exciting development for the Welsh-medium sector in Cardiff.

- We suggest that there is room for discussions with neighbouring counties in terms of potential opportunities for collaboration.

#### **Outcome 4:**

#### **More learners studying for Welsh qualifications (as a subject) and subjects through the medium of Welsh.**

- There is generally a lack of data in this section to obtain a clear overview of numbers, future projections and the relationship between this and the growth targets for Outcome 1,2 and 3. That should also include the numbers of subjects offered, the numbers of pupils studying and facing examinations. The inclusion of relevant data tables would be useful.
- The challenges need to be identified and placed as robust targets in this strategy. There is not enough specific detail currently to be able to set a baseline.
- There is no analysis of the range of subjects nor the post-a6 education element. Who leads on the range of provision? Which systems are in place to secure the provision? What is the extent of the cross-school working element? What is the role of the education consortium in this?
- There is talk that Cardiff and Vale College has seen an increase in the number of young people studying bilingually and through the medium of Welsh, which is to be welcomed. What plans are there to expand and further develop the curriculum at Cardiff and Vale College Vale?
- Due to a lack of data, it is difficult to elaborate but we would encourage the continued development of greater collaboration between the County's secondary schools and the local College to enable them to offer the widest range of Welsh-medium courses – including vocational courses. There needs to be a particular emphasis on health and care, childcare etc
- There is also a need to develop opportunities to work with the Coleg Cymraeg Cenedlaethol to promote study pathways in the Higher Education sector.
- We also believe that there is a need to support pupils who do not continue in the Sixth Form and working with Cardiff and Vale College to identify opportunities to develop Welsh-medium provision - possibly in conjunction with the schools - is a necessary field in desperate need of attention
- The Council needs to lead on this work, as the area's leading employer, and take a proactive role in promoting opportunities to join the workforce across the whole range of LA services.
- Is it possible to engage with local employers, to identify skills needs and gaps in key areas? Planning is required on this basis and details further set out in the Scheme.

## **Outcome 5:**

### **More opportunities for learners to use Welsh in different contexts in school.**

- The vision of this section is to be commended together with the targets being proposed to achieve the aim. It is clear that the concept of partnership working is deeply rooted here and an understanding of the contribution of key stakeholders in moving the language beyond the school gates, by creating and offering opportunities to use the language, and thereby to normalise it as a community language.
- The significance and importance of this outcome must be realised as the strategy is implemented. The outcome must also be considered in its community context as well while stating clearly the role of community partners with the work involved with this outcome.
- The establishment of the Bilingual Cardiff Working Group was a positive development: it would be good to note its inter-relationship with the Welsh in Education Forum, and how both groups will work together (without duplicating work) to contribute to realising the relevant outcomes.
- We note that work has been undertaken to collate a directory of work experience and volunteering opportunities that require Welsh language skills. It would be good to elaborate more about how this valuable resource could contribute to the outcome in question.
- It is good to see that the Language Charter is in place and is widely implemented across the County.
- It is good to see that there is an intention to actively map current provision, which recognises the opportunities available to school aged children to use Welsh outside the classroom. It would be useful to include a copy of the map in this Plan, or a summary of the main headings and that its annual review is done as part of the implementation and monitoring of the Plan and its relationship with the achievement of this outcome.
- The outcome lacks quantitative targets although a number of laudable specific actions have been identified. Details on how and when the actions will be implemented would be useful.
- We will wish to see a baseline and targets from the local Menter Iaith and the Urdd as Welsh language partners but also from other key agencies and services such as the County's youth service, Young Farmers Clubs to enrich the outcome.
- It is also in this outcome that we would expect to see analysis of the relationship with the 5 year Promotion Plan.

## **Outcome 6:**

### **Increase in the provision of Welsh-medium education for pupils with Additional Learning Needs**

- We are aware of the excellent work of the ALN department at Cardiff Council over the years and it is good to see that the County is fully aware of its responsibility as the new act comes into force.
- We note that investment has been made to develop specialist provision in primary and secondary over the last few years.
- The growth in demand is evident – and it is laudable to see the Council responding to that.
- What is currently missing is detailed data and information to provide an overview of current provision, by specific fields, and the numbers currently using the service.
- It would be good to identify any gaps in expertise in specific fields, and for the county to offer a language training programme for practitioners, releasing workers from their work for a significant period with the co-operation of the Centre for Learning Welsh which organises such courses.
- It is important that the Plan sets out how the County will aim to provide equality of Welsh language provision and a truly bilingual service for Cardiff pupils.
- There are a series of general commitments - to increase specialist places in the primary and secondary sector - but these have not been presented in the form of quantitative targets, with a timetable, and a trajectory showing how they will contribute to meeting the requirements of this outcome. It is for this Plan to provide this detail.
- There is no reference to Early Years in this section. It would be good to detail the level of provision and support available in terms of rising three learners in the nursery classes as well as children in non-maintained provisions.
- It would be beneficial to set out a timetable to conduct an audit of the existing provision as well as the skills of staff and teachers. It would be good to include further details on such an evaluation, setting out the main conclusions / recommendations, identified gaps and how they will underpin the planning of targets for this outcome.
- On the back of that it would then be beneficial to identify more quantitative targets as a means of informing progress and ensuring that the vision of true equality is realised. e.g. Reference is made to a recent survey of autism needs, which highlighted that 21 pupils would need a place at an autism centre either at KS2 or at transition to secondary. Is there sufficient capacity in the sector to meet this demand? If there is no adequate capacity, what is the timetable and what are the actions to respond to this situation?

- There should be a clear long-term plan in place to meet the anticipated demand, taking account of the proposed population increase and the growing demand for Welsh-medium education.
- There is a need to continue to work closely with parents and schools in order to get a full picture of the county situation and to respond proactively to the families who ask for support.
- We see that this is possible by working across the consortium. There is a need to continue to work closely with parents and schools to get a full picture of the county situation and to respond appropriately to those needs.
- It is clear that Cardiff Council has capacity in many fields that neighbouring counties do not have. We would encourage the County to share good practice and expertise at an inter-county level where possible.

### **Outcome 7:**

#### **An increase in the number of teaching staff able to teach Welsh (as a subject) and through the medium of Welsh.**

- Guidance from the Welsh Government is needed to increase capacity but all LAs have a contribution to make to achieve the goal.
- Here, there is little analysis of the current workforce within the Welsh language sector to set a baseline. We suggest that there's an opportunity in this outcome to identify "who the teaching staff are".
- At first glance perhaps identifying those working as teachers and headteachers would be enough, but as an organisation, we are convinced that local Authorities must consider the whole range of workforce that supports education – including the administrative staff within the schools, support officers within the local authority and the education consortium as well as the assistants. We know only too well the importance of securing the whole range of workforce to support a scheme of such importance as this Scheme.
- We therefore expect a detailed analysis of the Welsh language skills of the county's education workforce as they are all, in one way or the other responsible for the Welsh language within their work.
- We would have expected to see a table to show language skills data of all County staff to set a baseline in this outcome. Such an exercise would be of assistance in devising ways to facilitate and support the upskilling of the workforce. To see this in the revised scheme would benefit the County in planning for future growth.
- This Plan must aim to do more than monitor the situation on an annual basis. WM training courses need to be developed for teachers, and intensive refresher courses offered to teachers willing to convert to Welsh-medium education, again through work release plans and through the development of the Sabbatical Scheme.

- It would also be important to identify how many additional staff will be needed during the lifetime of this Plan and how the County will promote these posts and support the professional development of the education workforce.
- There is reference to exploring the possibilities to develop a local promotion and recruiting campaign – we would encourage taking action on this, and for it to be an important element of this Plan's Action Plan.
- The Plan will need to identify specific targets to extend linguistic skills across all key stages as well as subject language skills training in the secondary sector and the post-16 sector in particular.
- The childcare sector and Early Years are an important priority and detailed attention needs to be given and appropriate support to grow that key workforce.
- It is good to see that the County indicates that you are sending teachers on the sabbatical course. Further WM training courses need to be developed for teachers, and intensive refresher courses offered to teachers willing to convert to Welsh-medium education, again through release from work schemes and through the development of the Sabbatical Scheme.
- Ensuring a supply of headteachers for the future is an important priority. Plans must be put in place in good time to ensure that the reins are transferred to the next generation of leaders in the field.
- More emphasis is required here on equality. Steps to be taken should be noted in order to attract more groups without adequate representation such as males to teach in primary schools and people from BAME and mixed race backgrounds into both the Primary and Secondary sectors. Does the Council monitor this at a county level? We suggest that this needs to be acted upon.
- There is also a need to promote opportunities for learning through the medium of Welsh among pupils choosing careers.
- Is it possible to develop discussions between the schools, the Teaching Unions and consortia to explore the possibilities on a local level I wonder?
- It needs to be recognised that the local Authority cannot be responsible for the whole content of this target either and that responding to recruitment gaps and challenges are also the responsibility of Welsh Government as well as local government. It should be ensured that there exists a formal mechanism to collate information on these challenges and a systematic way to communicate them effectively and quickly back to Welsh Government's Education Department so that it can feed the national workforce strategy.
- We suggest adding a key data section for this outcome that sets out the above information on language skills of all the County's education staff and definite quantitative targets to be reached after 5 and 10 years.

In general, we note that it would be an idea to identify 5-year and 10-year targets in order to have more specific milestones. The Welsh Government's template suggests

doing so and it is a means of focusing the targets and making them more measurable. Currently the targets are too vague. Having a promotional Strategy to accompany this scheme, identifying aspects to be implemented annually for the outcome, would be a means of keeping track of what needs to be done in terms of encouraging and stimulating growth. A scheme could be used in the form of a traffic light record (RAG Rating) as meetings and activities proceed across the year and as the WEF forum meets to discuss progress. The promotional sub-group would be able to address this aspect and invite partners to contribute and take actions according to the Plan's priorities.

We would welcome the opportunity to meet officials to expand on our comments.

Mae'r dudalen hon yn wag yn fwriadol





WESP Consultation



# Cynllun Strategol Cymraeg mewn Addysg

Adroddiad Ymgynghori - Rhagfyr 2021



Gweithio dros Gaerdydd, gweithio gyda'n gilydd  
Working for Cardiff, working together



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Tudalen 345

YNGYBETHU A GYDAIYMU A GANOLFAN YMCHWIL CAERDYDD





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## Cefndir

Mae'r ymrwymiad i wneud pob ysgol yng Nghaerdydd yn ysgol dda, y rhaglen fuddsoddi gwerth £280m mewn ysgolion, a'r gwelliant parhaus mewn cyrhaeddiad addysgol oll wedi bod yn sail i'r twf hwn. Wrth i Gaerdydd edrych ymlaen at y 10 mlynedd nesaf, bydd y Cyngor yn cadw at ei ymrwymiad i wneud pob ysgol yng Nghaerdydd yn ysgol dda ac ar yr un pryd yn sicrhau yr ersys y Gymraeg yn nodweddiadol sy'n diffinio addysg yng Nghaerdydd.

Mae'r Cynllun Strategol Cymraeg mewn Addysg yn nodi cyfres o ymrwymadau uchelgeisiol i adeiladu ar y cynnydd a wnaed hyd yma. Bydd y rhain yn gofalu y gall pob plentyn yn y ddinas dderbyn addysg Gymraeg, y bydd y nifer sy'n derbyn addysg Gymraeg yn cynyddu, a, thrwy ddefnydd sylweddol o'r Gymraeg mewn addysg cyfrwng Saesneg, y bydd pob plentyn yn hyderus i siarad Cymraeg.

## Ein gweledigaeth: Caerdydd wirioneddol ddwyieithog.

Byddwn yn sicrhau twf ein sector addysg cyfrwng Cymraeg ar draws pob cyfnod er mwyn cynyddu nifer y bobl o bobl oed sy'n dod yn rhugl yn Gymraeg a Saesneg gyda'r hyder a'r awydd i ddefnyddio eu holl ieithoedd ym mhob agwedd o'u bywydau.

**Dyma'r egwyddorion sy'n sail i'n gweledigaeth:**

- Cymhwyso egwyddorion cymdogaethau 15-munud er mwyn gwneud yn siŵr y gall pob dysgwr gyrchu addysg cyfrwng Cymraeg o fewn pellter rhesymol i'w cartrefi.
- Ceisio sefydlu o leiaf 50% o ddarpariaeth ar safleoedd CDLI fel rhai cyfrwng Cymraeg.
- Gall pob plentyn yn y ddinas gael ei addysgu yn ei ddewis iaith gyda manteision addysg ddwyieithog yn cael eu hyrwyddo'n gadarnhaol i bob rhiant o adeg geni'r plant.
- Cefnogir rhieni i drosglwyddo plentyn, neu eu plant, i addysg cyfrwng Cymraeg ar unrhyw oedran, gyda throchi o ansawdd uchel yn cael ei ddarparu i gefnogi ceisiadau i bontio ar unrhyw gyfnod o'r flwyddyn.
- Caiff dysgwyr a addysgwyd trwy gyfrwng y Gymraeg yn y cyfnod cynradd gefnogaeth gadarn i barhau ymlaen i ddarpariaeth uwchradd cyfrwng Cymraeg.
- Bydd y Cyngor yn gweithio gydag amrywiaeth eang o bartneriaid i fynd ati i hyrwyddo a chynyddu dwyieithrwydd Cymraeg/Saesneg.
- Cefnogir pob dysgwr i ddod yn hyderus mewn dwy iaith o leiaf
- Bydd holl ysgolion Caerdydd yn cynyddu faint o Gymraeg sy'n cael ei ddysgu, ei ddefnyddio a'i glywed yn eu hysgolion, sy'n gyson â'r cwricwlwm newydd i Gymru
- Bydd dysgwyr gydag anghenion dysgu ychwanegol (ADY) yn derbyn yr un cyfle ieithyddol.
- Bydd dysgwyr gyda'r Gymraeg neu Saesneg fel ieithoedd ychwanegol yn derbyn cyfleoedd ieithyddol cyfartal.
- I hwyluso twf addysg cyfrwng Cymraeg, byddwn yn ceisio cynnal y gallu yn y sector cyfrwng Cymraeg ar 10% yn uwch na'r nifer a ragwelir i'w derbyn.

**I gyrraedd ein gweledigaeth byddwn yn cyflwyno'r canlynol:**

- Mwy o blant meithrin/teirblwydd oed yn derbyn eu haddysg trwy gyfrwng y Gymraeg.
- Mwy o blant dosbarthiadau derbyn/ pum mlwydd oed yn derbyn eu haddysg trwy gyfrwng y Gymraeg.
- Mwy o blant yn parhau i wella eu sgiliau iaith Gymraeg wrth drosglwyddo o un cyfnod o'u haddysg statudol i'r nesaf.
- Mwy o ddysgwyr yn astudio am gymwysterau a asesir yn Gymraeg (fel pwnc) a phynciau trwy gyfrwng y Gymraeg.
- Mwy o gyfleoedd i ddysgwyr ddefnyddio'r Gymraeg mewn gwahanol gyd-destunau yn yr ysgol.
- Cynnydd yn y ddarpariaeth addysg cyfrwng Cymraeg i ddisgyblion ag anghenion dysgu ychwanegol (ADY) yn unol â'r dyletswyddau a osodir gan Ddeddf Anghenion Dysgu Ychwanegol a Thribiwnlys Addysg (Cymru) 2018
- Cynnydd yn nifer y staff dysgu fedr ddysgu Cymraeg (fel pwnc) a dysgu trwy gyfrwng y Gymraeg.

**Methodoleg**

Datblygwyd yr arolwg ar y cyd rhwng y Tîm Rhaglen Trefniadaeth Ysgolion a Chanolfan Ymchwil Caerdydd. Yr oedd effaith pandemig COVID-19, gyda chyfyngiadau ar nifer y bobl allai gwrdd dan do, a'r gofyniad i wisgo gorchuddion wyneb, wedi effeithio ar dulliau ymwneud traddodiadol. Cynhaliwyd yr arolwg ar-lein, a'i hyrwyddo trwy gyfrifon cyfryngau cymdeithasol y Cyngor, ei rannu gyda staff trwy'r fewnwyd ac e-bost gwybodaeth i'r staff ei gynnal ar dudalen Dweud Eich

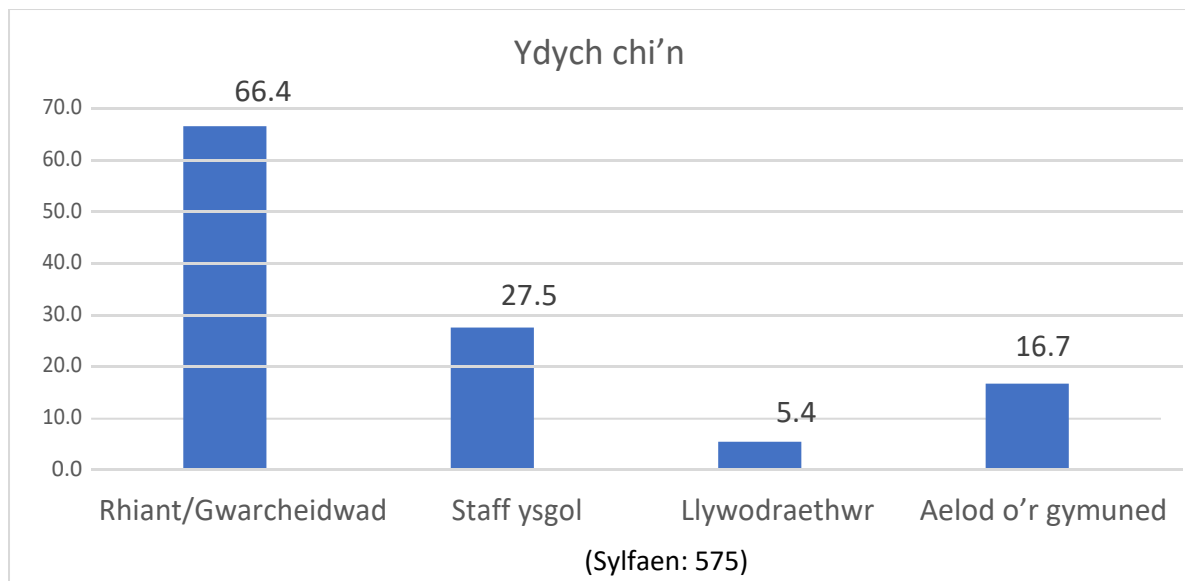
Dweud gwefan y Cyngor, gyda'r arolwg yn cael ei hyrwyddo ar hafan y cyngor. Anfonwyd epost at banel Dinasyddion Caerdydd yn ogystal â phartneriaid Caerdydd Ddwyeithog.

### Canfyddiadau'r Ymchwil

Wedi glanhau a dilysu'r data, cafwyd 589 ymateb i Arolwg y Cynllun Strategol Cymraeg mewn Addysg. Trwy gydol yr adroddiad, efallai y gall meintiau sylfaen yr adroddiad oherwydd nad oedd pob ymatebydd wedi ateb pob cwestiwn.

#### Ydych chi'n

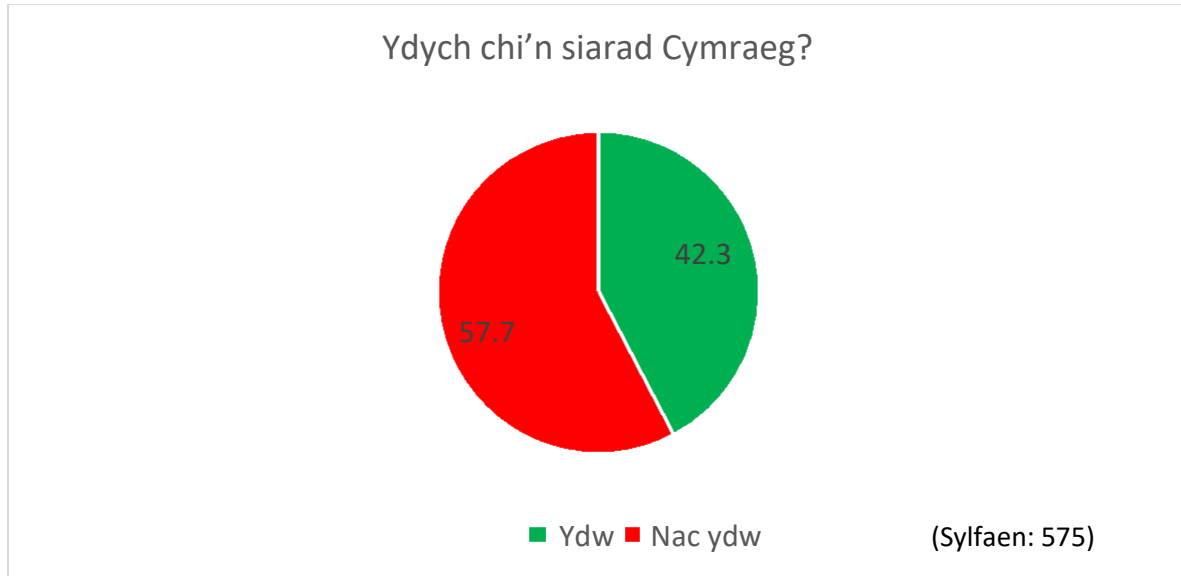
Rhieni / Gwarcheidwaid oedd prif garfan yr ymatebwyr i'r arolwg (66.4%). Dilynwyd hyn gan staff ysgolion (27.5%) ac aelodau o'r gymuned (16.7%).



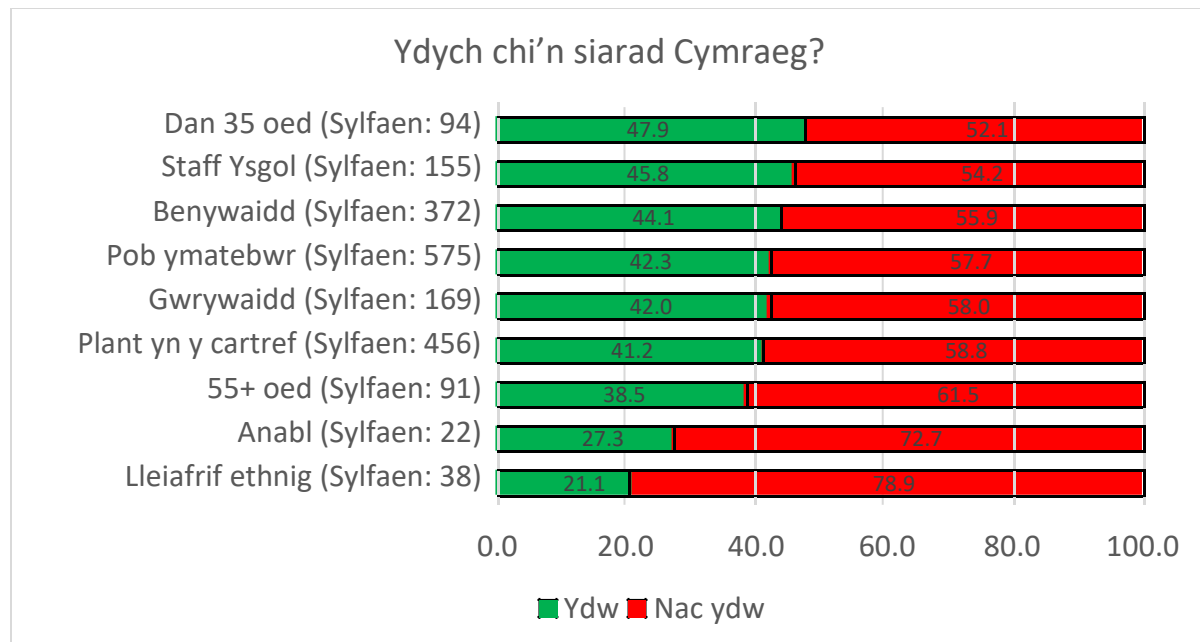
*DS. Nid yw canrannau yn dod i 100% oherwydd y gallai ymatebwyr ddewis mwy nag un ateb*

Ydych chi'n siarad Cymraeg?

Yr oedd dros ddau o bob pump (42.3%) o ymatebwyr i'r arolwg yn siaradwyr Cymraeg.



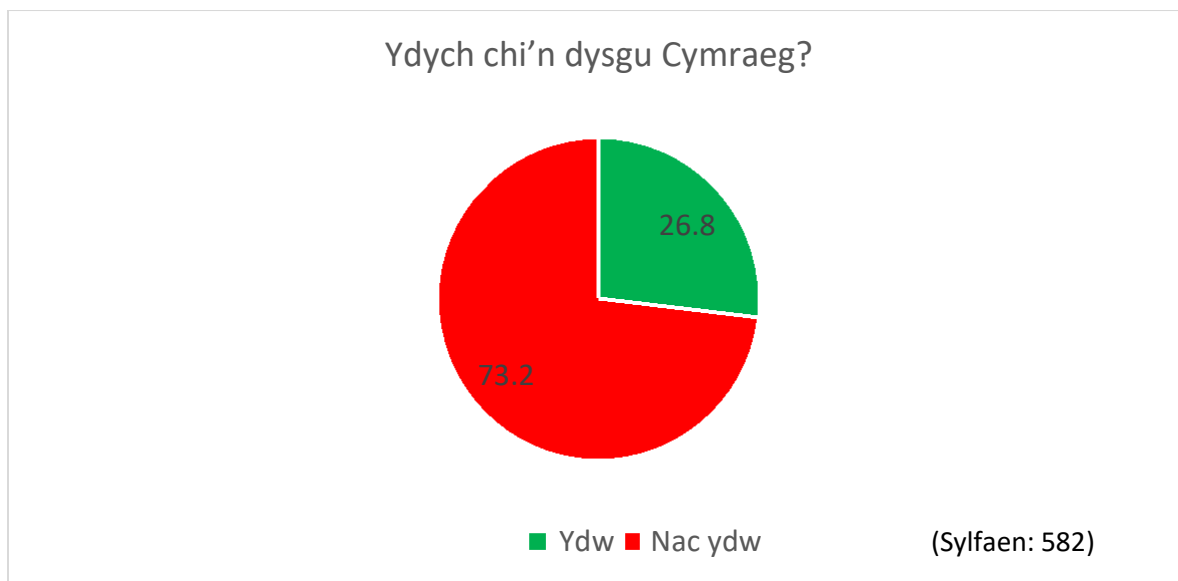
Ymatebwyr dan 35 oed (47.9%) oedd debycaf o fod yn siaradwyr Cymraeg; mae hyn yn cymharu â rhyw un o bob pump (21.1%) o edrych ar ymatebwyr o leiafrifoedd ethnig.



DS: - Dylid bod yn ofalus wrth ystyried meintiau sylfaen isel.

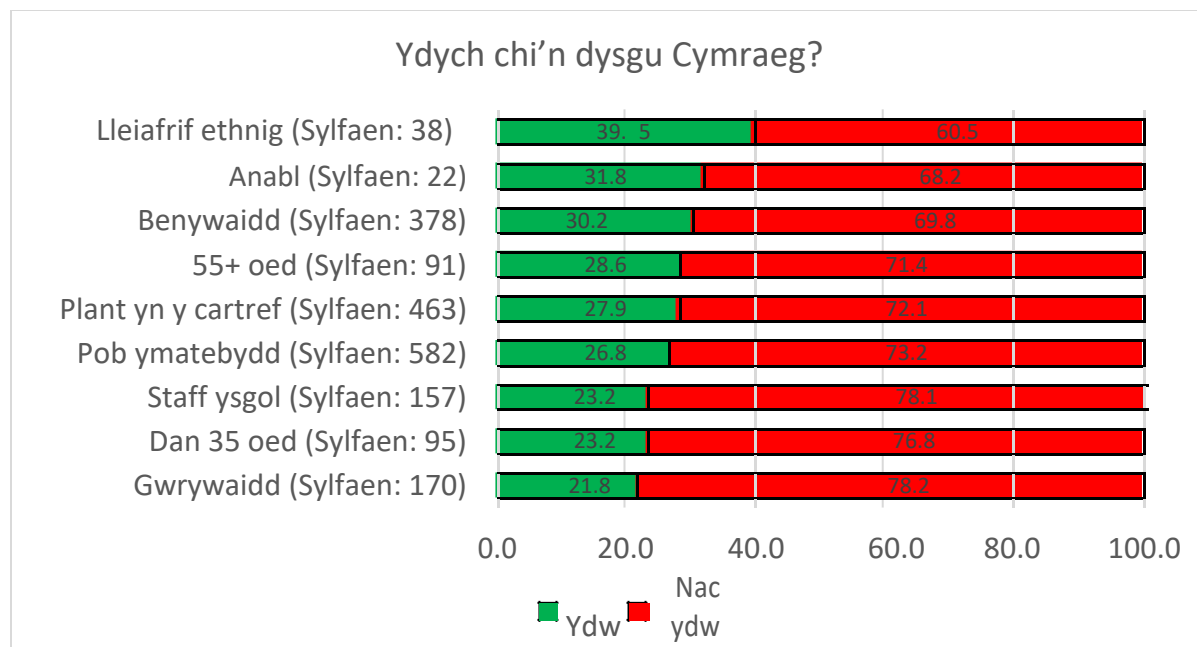
### Ydych chi'n dysgu Cymraeg?

Mae rhyw un o bob pedwar o'r ymatebwyr (26.8%) yn dysgu Cymraeg.



Ymatebwyr o leiafrifoedd ethnig oedd fwyaf tebygol o fod yn dysgu Cymraeg (39.5%); dilynwyd hyn gan y rhai oedd yn dweud eu bod yn anabl (31.8%).

O edrych fesul ymatebwyr gwryw, mae'r ffigwr hwn yn gostwng i ryw un o bob pump (21.8%).

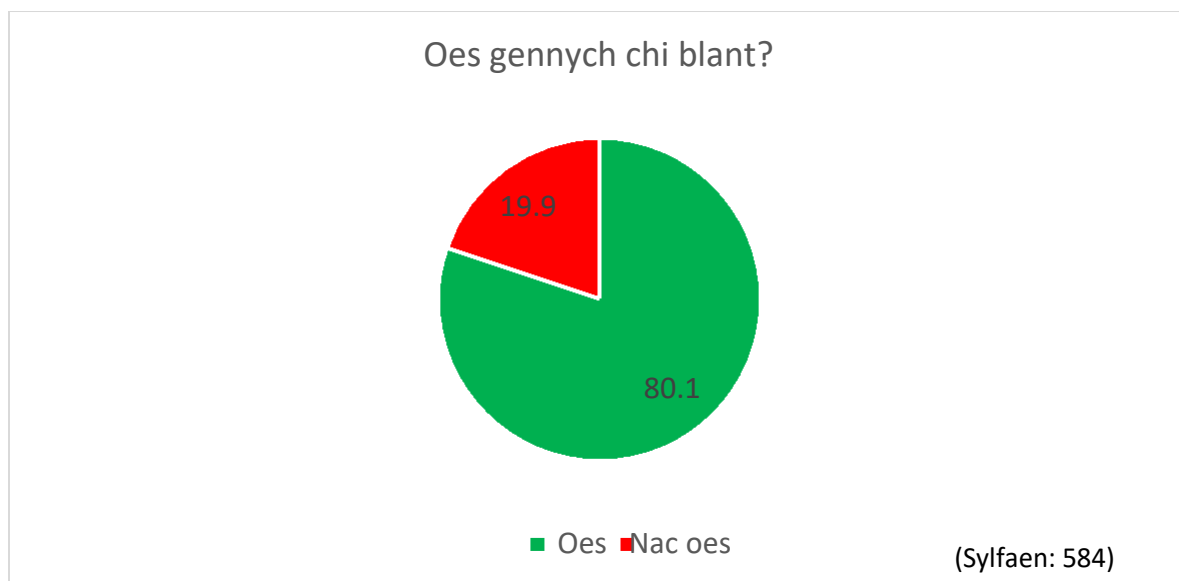


NB: - Caution should be taken with low base sizes.

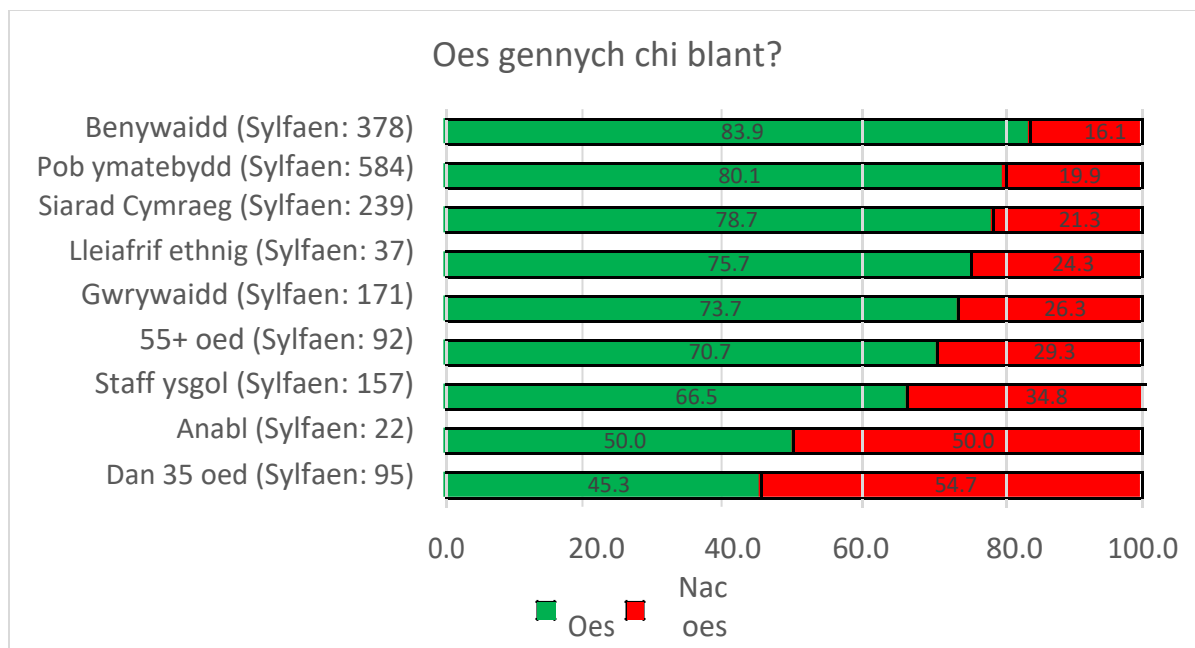


### Oes gennych chi blant?

Mae gan bedwar o bob pump (80.1%) o ymatebwyr blant.



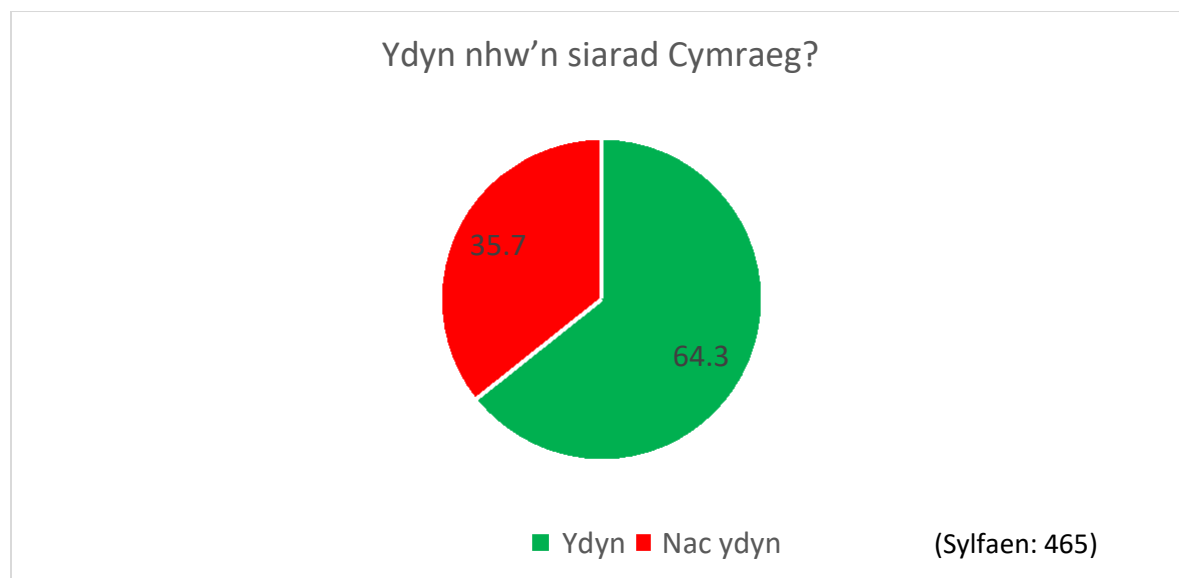
Ymatebwyr dan 35 oed a'r rhai sy'n dweud eu bod yn anabl oedd leiaf tebygol o fod â phlant (45.3% a 50.0%).



DS: - Dylid bod yn ofalus wrth ystyried meintiau sylfaen isel.

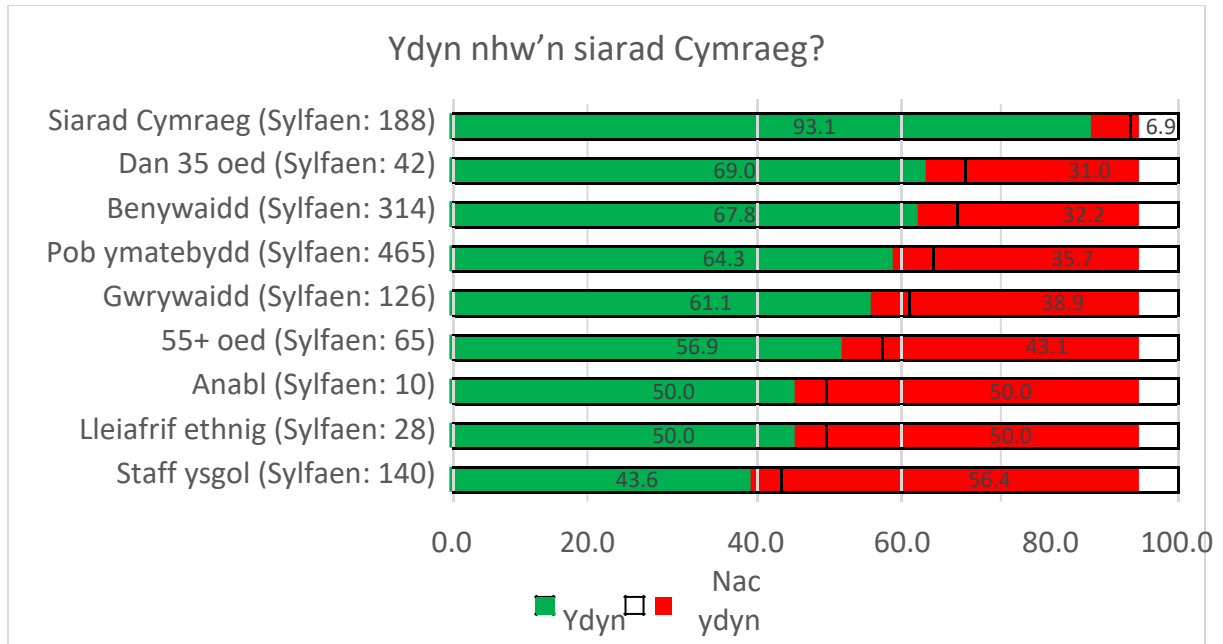
### Ydyn nhw'n siarad Cymraeg?

Dywedodd bron i ddau o bob tri (64.3%) o ymatebwyr sydd â phlant y gall eu plentyn siarad Cymraeg.



Nid yw'n fawr o syndod fod bron bob un (93.1%) o'r ymatebwyr oedd yn 'Siaradwyr Cymraeg' wedi dweud y gallai eu plentyn siarad Cymraeg.

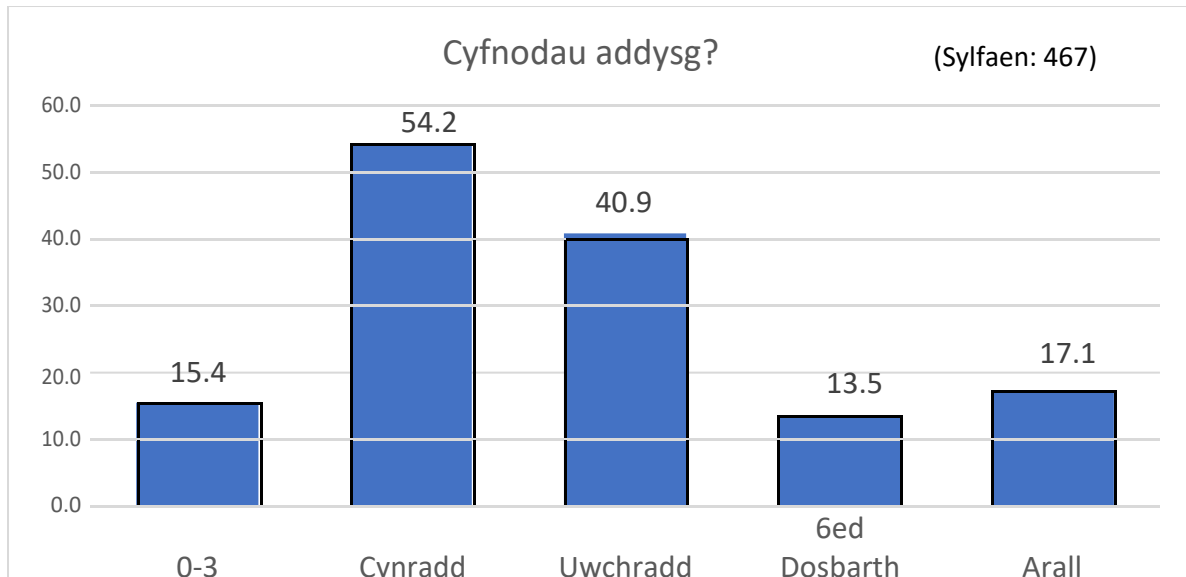
Yr oedd ymatebwyr sydd â phlentyn a all siarad Cymraeg leiaf tebygol o'u hystyried fesul ymatebwyr oedd yn 'Staff Ysgolion' (43.6%).



DS: - Dylid bod yn ofalus wrth ystyried meintiau sylfaen isel.

**Cyfnodau addysg?**

Yr oedd ymatebwyr i'r arolwg yn fwyaf tebygol o fod â phlentyn mewn addysg Gynradd (54.2%); yn dilyn hyn, roedd (40.9%) mewn addysg Uwchradd.



DS. Nid yw canrannau yn dod i 100% oherwydd y gallai ymatebwyr ddewis mwy nag un ateb

Nododd 74 o ymatebwyr 'Arall', ac y mae manylion y rhain yn y tabl isod: -

Thema	Nifer	Enghraifft o sylwadau
Prifysgol	39	<ul style="list-style-type: none"> <li>"Prifysgol."</li> <li>" Ail flwyddyn ym Mhrifysgol Caerdydd yn astudio meddygaeth."</li> </ul>
Gweithio	15	<ul style="list-style-type: none"> <li>"Gweithio'n llawn amser."</li> <li>"Pob un bellach wedi gadael Addysg Gymraeg ond yn dilyn gyrfaoedd llwyddiannus yn Gymraeg."</li> </ul>
Oedolyn / Mewn oed	11	<ul style="list-style-type: none"> <li>"Oedolion yn byw dramor."</li> <li>"Mewn oed."</li> </ul>
Ddim bellach mewn addysg	6	<ul style="list-style-type: none"> <li>"Nawr wedi gadael addysg ond derbyniodd addysg mewn ysgol Gymraeg."</li> </ul>
Addysg oedolion	4	<ul style="list-style-type: none"> <li>"Addysg oedolion education."</li> </ul>
Wedi gadael cartref	2	<ul style="list-style-type: none"> <li>"Gadael cartref."</li> </ul>
Amrywiol	3	<ul style="list-style-type: none"> <li>"Modryb i blant 3 a 7."</li> </ul>

Nododd Llywodraeth Cymru saith deiliant y mae'n rhaid i'r cyngor weithio tuag atynt am y CSCA, a amlinellir isod.

Yna gofynnwyd i ymatebwyr restru'r elfennau i wella seilwaith a chyd-destun yr iaith Cymraeg fyddai orau ganddynt hwy, o un i saith.

Gweithiwyd y sgoriau allan fel a ganlyn: -

Rhestr	Pwyntiau
1af	7
2il	6
3ydd	5
4ydd	4
5ed	3
6ed	2
7fed	1

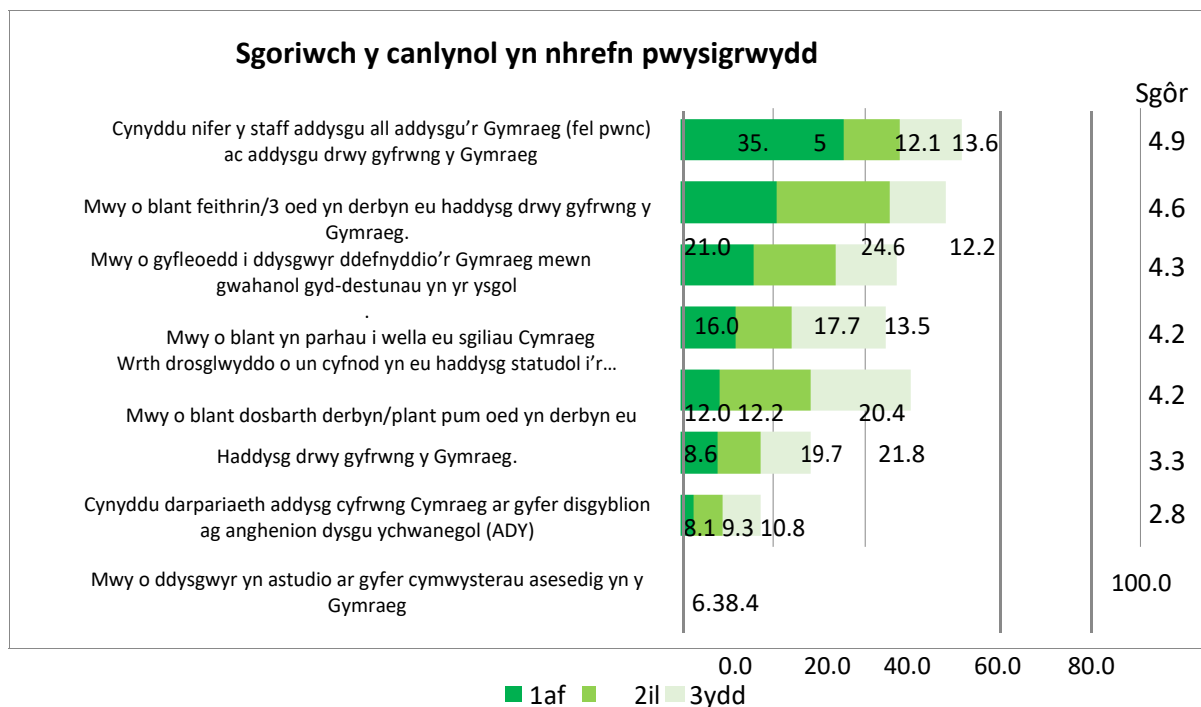
Cyfunwyd y rhain ar gyfer pob thema a'u rhannu a'r rhif terfynol o ymatebwyr a atebodd y cwestiwn hwn, i gael sgôr derfynol.

**“Cynyddu nifer y staff dysgu all ddysgu Cymraeg (fel pwnc) a dysgu trwy gyfrwng y Gymraeg.”** A raddiwyd yn bwysicaf, gyda 35.5% o ymatebwyr yn rhoi hwn yn gyntaf, a sgôr cyffredinol o 4.9 allan o saith.

O edrych ar y sgoriau cymedrig fesul ymatebydd (Gweler Atodiad A), staff ysgolion, menywod a siaradwyr Cymraeg a roddodd flaenoriaeth uchel i **“Gynyddu nifer y staff dysgu all ddysgu Cymraeg”** (5.3, a 5.1 allan o 7); mae hyn yn cwmpo i 4.5 o gymharu ag ymatebwyr gwryw.

Yn yr ail le, a roddwyd yn gyntaf gan 21.0% o ymatebwyr (a chyda sgôr cyfartalog o 4.6 allan o 7), yr oedd **“Mwy o blant meithrin/teirblwydd oed yn derbyn eu haddysg trwy gyfrwng y Gymraeg.”**

Cafodd ymatebwyr gwryw a siaradwyr Cymraeg sgôr cymedrig o (5.1 a 4.9 allan o 7) ynghylch 'Cynyddu darpariaeth Feithrin Gymraeg', yn wahanol i staff ysgolion a'r rhai oedd yn dweud eu bod yn anabl (4.2 allan o 7).

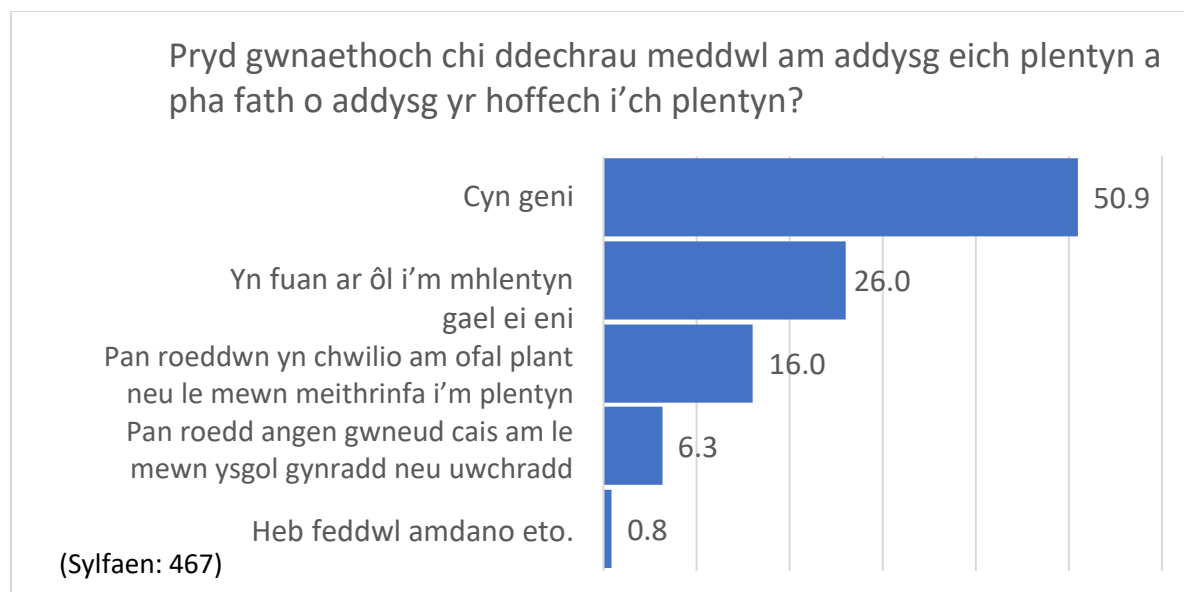


Dengys y siart uchod gyfran y pleidleisiau yn y llefydd 1<sup>af</sup>, 2<sup>il</sup> a 3<sup>ydd</sup> am bob cam, ynghyd â'r sgôr cyffredinol a gynhyrchwyd (allan o 7).

Mae rhieni yn chwarae rhan hanfodol i gefnogi nifer cynyddol o blant mewn ysgolion cyfrwng Cymraeg trwy ei ddewis ar gyfer eu plentyn. Mae a wnelo'r cwestiynau isod a phrofiadau rhieni o wneud cais am lefydd mewn ysgolion.

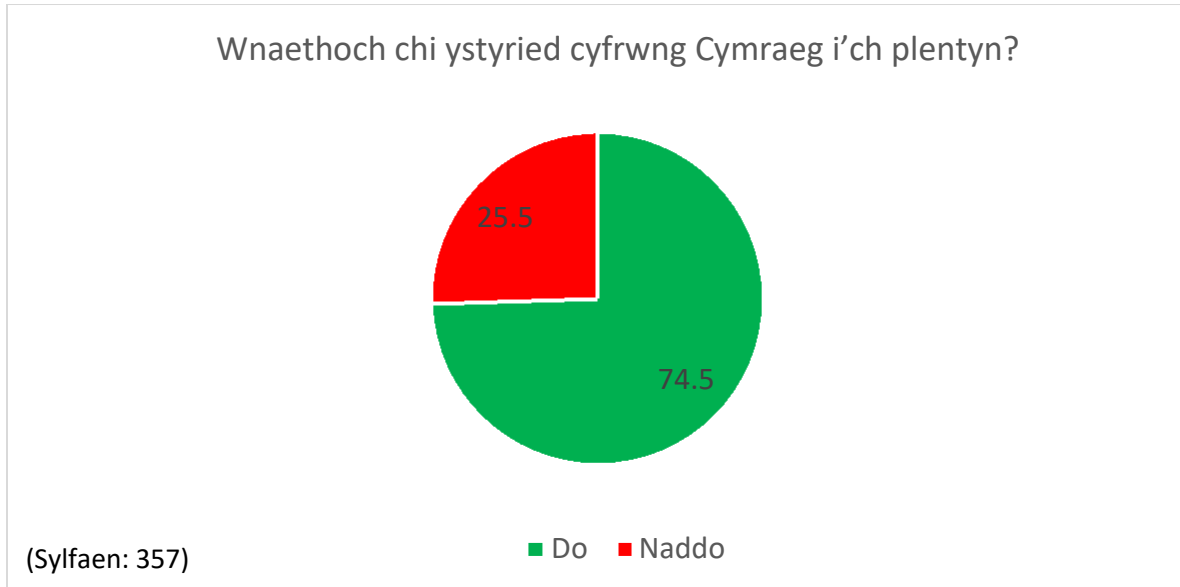
Pryd gwnaethoch chi ddechrau meddwl am addysg eich plentyn a pha fath o addysg yr hoffech i'ch plentyn?

Dechreuodd hanner (50.9%) o ymatebwyr feddwl am addysg eu plentyn cyn geni. Dywedodd rhyw un o bob pedwar (26.0%) eu bod wedi meddwl amdano yn fuan wedi i'w plentyn gael ei eni, tra bod un o bob chwech (16.0%) wedi aros nes eu bod yn chwilio am ofal plant neu le mewn meithrinfa i'w plentyn.



Wnaethoch chi ystyried cyfrwng Cymraeg i'ch plentyn?

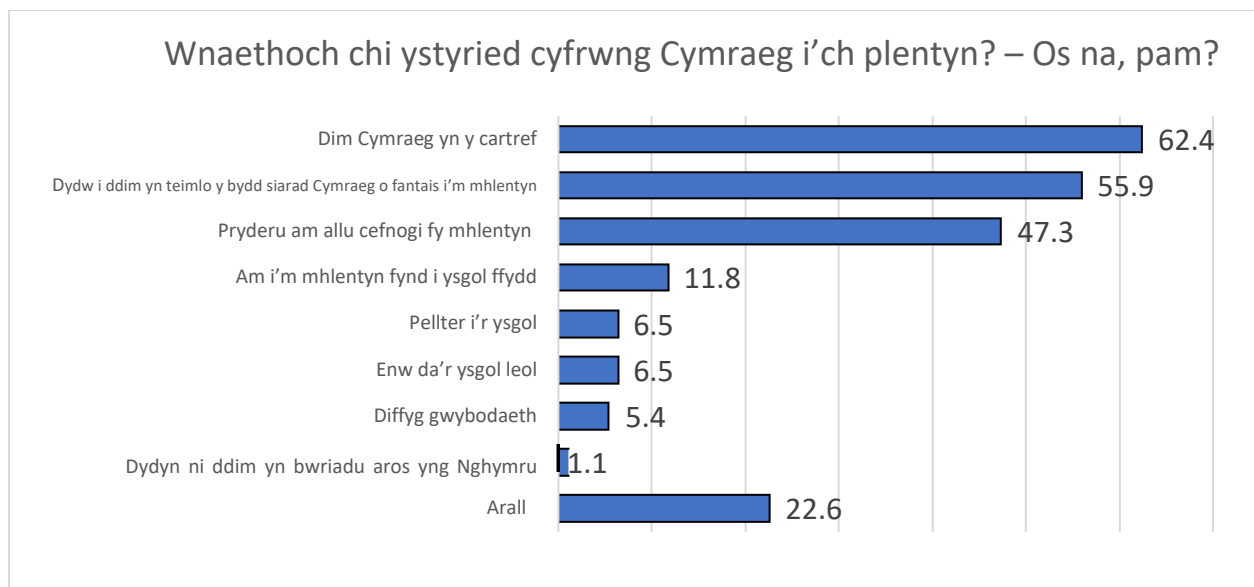
Yr oedd tri o bob pedwar (74.5%) o rieni wedi ystyried cyfrwng Cymraeg i'w plentyn.



## Os Na - Pam?

Cafodd ymatebwyr a ddywedodd nad oeddent yn ystyried cyfrwng Cymraeg i'w plentyn gyfle i esbonio pam.

Gwelwyd '**Neb yn siarad Cymraeg yn y cartref**' fel y rheswm mwyaf tebygol (62.4%) pan nad oedd rhieni yn ystyried cyfrwng Cymraeg. Dilynwyd hyn gan '**Dwyf i ddim yn teimlo y bydd siarad Cymraeg yn fanteisiol i 'mhlentyn**' (55.9%).





(Sylfaen: 93)

0.0 10.0 20.0 30.0 40.0 50.0 60.0 70.0

DS. Nid yw canrannau yn dod i 100% oherwydd y gallai ymatebwyr ddewis mwy nag un ateb

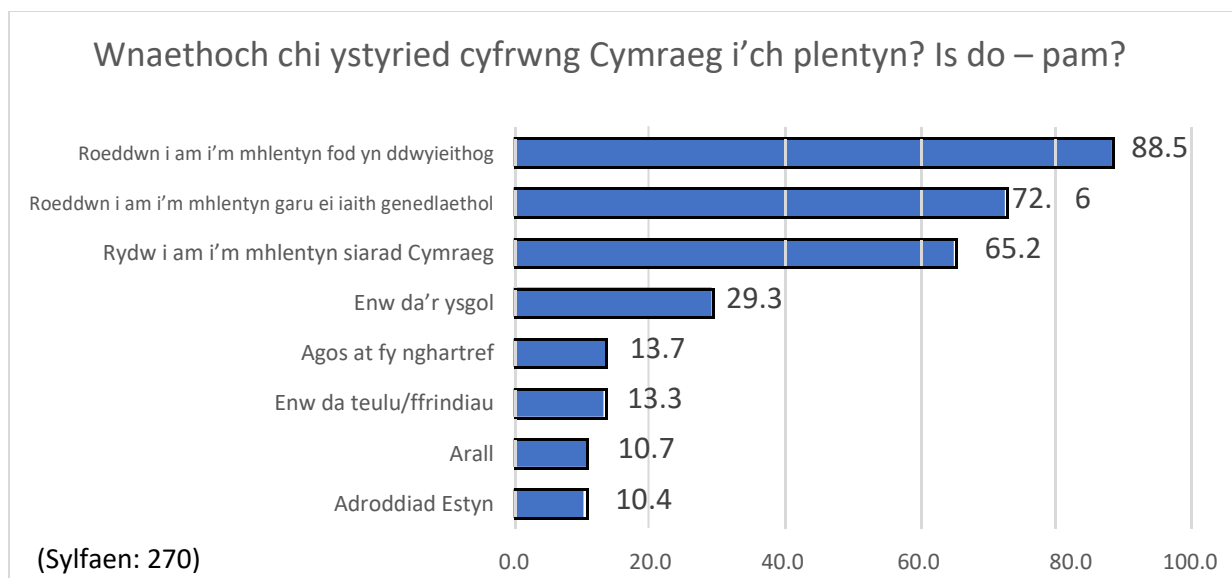
Nododd 20 o ymatebwyr 'Arall'; mae manylion am y rhain yn y tabl isod: -

Thema	Nifer	Enghraifft o sylwadau
Dewis Saesneg	5	<ul style="list-style-type: none"> <li>"Well gen i iddynt astudio trwy'r Saesneg."</li> <li>"Roeddwn eisiau i 'mhlentyn ddysgu yn Saesneg."</li> </ul>
Rhagolygon gyrfa	5	<ul style="list-style-type: none"> <li>"Mae siarad Cymraeg yn fanteisiol ond gall addysg Gymraeg eu cyfyngu yn addysgol yn nes ymlaen."</li> <li>"Rydym yn teimlo wrth ddysgu Cymraeg fod plant yn colli pynciau eraill mwy perthnasol."</li> </ul>
Profiad negyddol	4	<ul style="list-style-type: none"> <li>"Cael bod y rhai oedd yn bleidiol i'r Gymraeg yn codi dychryn ac yn blwyfol."</li> </ul>
Lleoliad	1	<ul style="list-style-type: none"> <li>"Roeddwn eisiau ysgol agosaf i'n cartref (dyma oedd y prif reswm). Nid oedd yr ysgol Gymraeg yn agos."</li> </ul>
Amrywiol	5	<ul style="list-style-type: none"> <li>"Nid dyma oedd un o'r ffactorau pwysicaf wrth gynllunio addysg a datblygiad fy mhlentyn."</li> <li>"Dim ond am dair blynedd y bûm yma. Bu'n rhaid i mi ffoi o 'ngwlad dan orfodaeth."</li> </ul>

### Os Do – Pam?

Cafodd ymatebwyr a ddywedodd eu bod yn ystyried cyfrwng Cymraeg i'w plentyn gyfle i esbonio pam.

Gwelwyd '**Roeddwn eisiau i 'mhlentyn fod yn ddwyieithog**' fel y prif reswm (88.5%) pam fod rhieni wedi ystyried cyfrwng Cymraeg; dilynwyd hyn gan '**Roeddwn eisiau i 'mhlentyn garu ein hiaith genedlaethol**' (72.6%) ac '**Rwyf eisiau i 'mhlentyn siarad Cymraeg i gael mwy o ddewisiadau gyrfa yng Nghymru pan fydd yn oedolyn**' (65.2%).



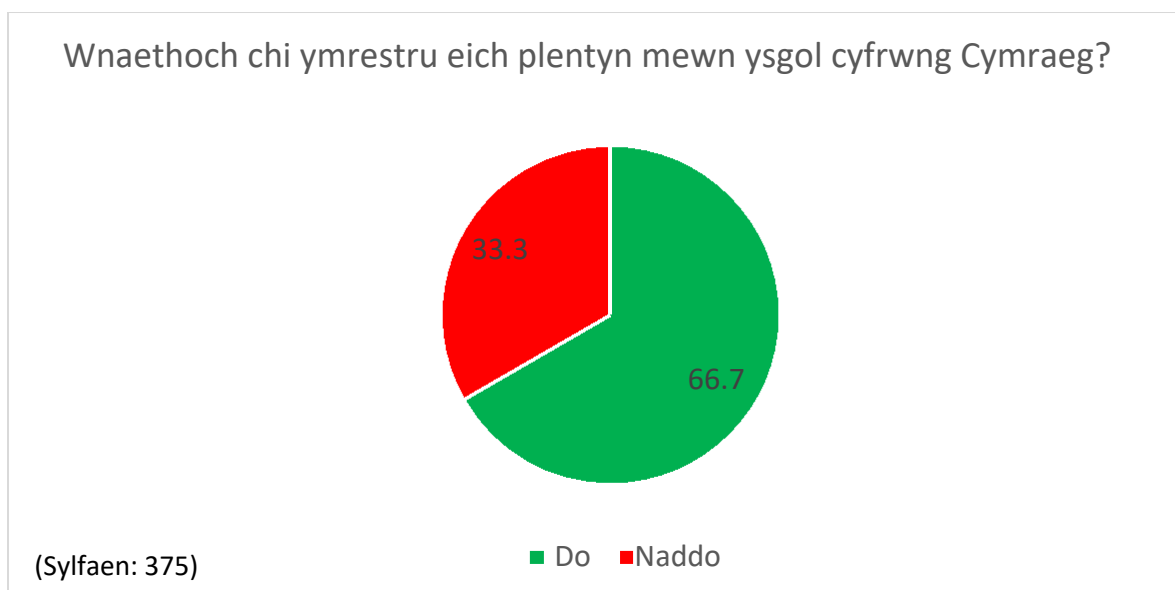
DS. Nid yw canrannau yn dod i 100% oherwydd y gallai ymatebwyr ddewis mwy nag un ateb

Dewisodd 28 ymatebydd 'Arall' y rhoddir manylion amdanynt yn y tabl isod: -

Thema	Nifer	Enghraifft o sylwadau
Siaradwr Cymraeg	17	<ul style="list-style-type: none"> <li>"Mae fy nghymar a'i deulu yn siarad Cymraeg."</li> <li>"Cymraeg yw ein hiaith."</li> <li>"Rwy'n Gymro Cymraeg felly doedd dim angen meddwl ddwywaith! Y peth naturiol i'w wneud."</li> </ul>
Eisiau iddynt ddysgu Cymraeg	5	<ul style="list-style-type: none"> <li>"Roedd fy ngŵr yn awyddus fel athro ieithoedd a heb gael y cyfle ei hun i ddysgu."</li> <li>"Am ein bod yn deulu Cymraeg, a bod gan ein plant yr hawl i dderbyn eu haddysg yn eu hiaith eu hunain."</li> </ul>
Gwell adnoddau	3	<ul style="list-style-type: none"> <li>"Mwy o gyllid mewn ysgolion Cymraeg."</li> </ul>
Dosbarthiadau llai	2	<ul style="list-style-type: none"> <li>"Mae gan yr ysgolion well adnoddau a dosbarthiadau llai."</li> </ul>
Diffyg cyfrwng Saesneg	1	<ul style="list-style-type: none"> <li>"Diffyg lle mewn ysgolion cyfrwng Saesneg."</li> </ul>
Datblygu sgiliau ieithyddol	1	<ul style="list-style-type: none"> <li>"Darparu'r arfau ieithyddol i ddysgu ieithoedd eraill yn nes ymlaen mewn bywyd."</li> </ul>
Amrywiol	5	<ul style="list-style-type: none"> <li>"Heb iaith – heb hunaniaeth."</li> <li>"Lle'r oeddwn i'n byw, y dewis oedd ysgol Gymraeg wael, neu ysgol Saesneg wael. Fe wnes i symud tŷ."</li> </ul>

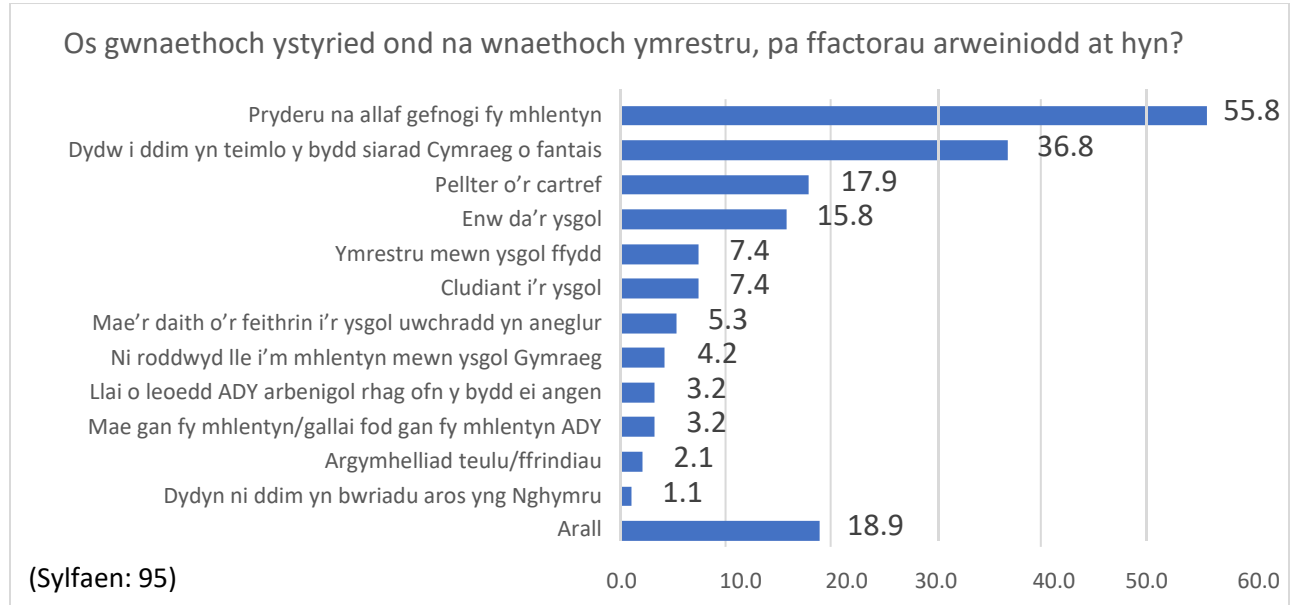
Wnaethoch chi ymrestru eich plentyn mewn ysgol cyfrwng Cymraeg?

Fe wnaeth dau o bob tri (66.7%) o rieni a ymatebodd ymrestru eu plant mewn ysgol cyfrwng Cymraeg. Mae hyn yn cymharu â chyfartaledd ledled y ddinas o 15.6 % o blant a ymrestrwyd mewn addysg cyfrwng Cymraeg



## Os gwnaethoch ystyried ond na wnaethoch, pa ffactorau arweiniodd at hyn?

Yr oedd 95 o ymatebwyr i'r arolwg oedd wedi ystyried ymrestru eu plant mewn addysg Gymraeg ond wedi penderfynu yn ei erbyn. Y prif resymau dros hyn oedd **'Pryderon ynghylch y gallu i gefnogi'r plentyn gartref.'** (55.8%), **'Dwyf i ddim yn teimlo y bydd siarad Cymraeg o fantais i 'mhlentyn'** (36.8%) a **'Phellter o'r ysgol'** (17.9%).



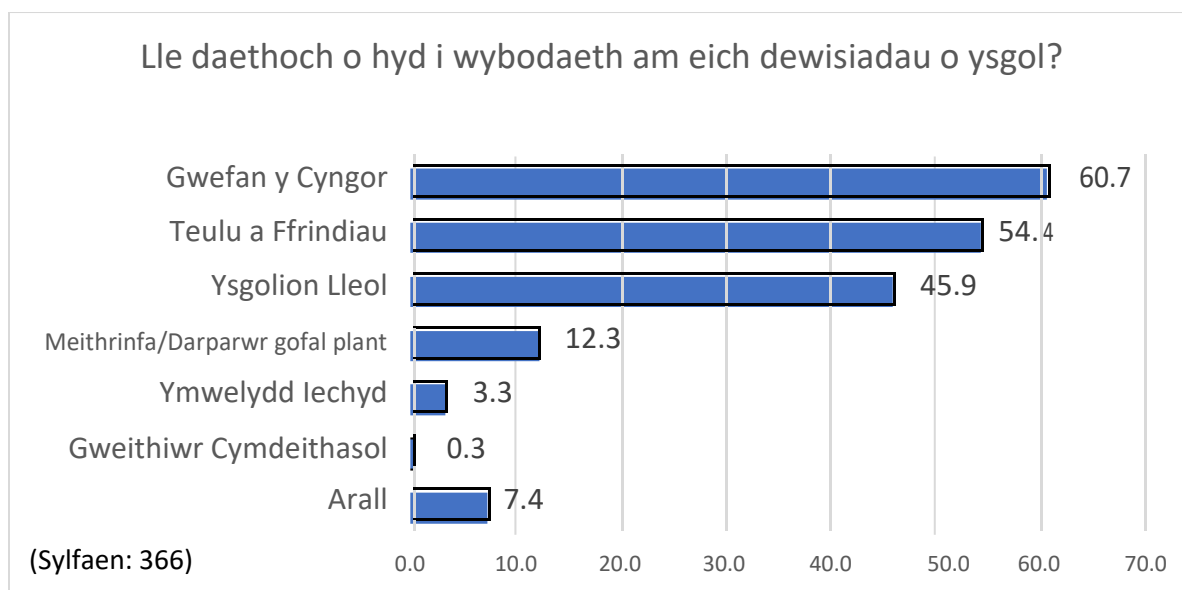
DS. Nid yw canrannau yn dod i 100% oherwydd y gallai ymatebwyr ddewis mwy nag un ateb

Nododd 16 ymatebydd 'Arall'. Mae'r themâu ac enghreifftiau o sylwadau isod: -

Thema	Nifer	Enghraifft o sylwadau
Eisiau cyfrwng Saesneg	3	<ul style="list-style-type: none"> <li>"Mae ysgolion cyfrwng Saesneg yn fwy amrywiol ac yn cynrychioli poblogaeth y ddinas."</li> </ul>
Lleoliad	2	<ul style="list-style-type: none"> <li>"Ysgol ardderchog ar stepen ein drws felly dyma benderfynu mai dyma oedd y dewis gorau."</li> </ul>
Diffyg argaeledd	2	<ul style="list-style-type: none"> <li>"Nid yw'r ysgol cyfrwng Cymraeg yn yr ardal orau. Siomedig nad oes mwy o ddewis. Mae dwy ysgol cyfrwng Saesneg yn y pentref."</li> </ul>
Sgiliau iaith	1	<ul style="list-style-type: none"> <li>"Nid wyf i/rhieni yn siarad Cymraeg."</li> </ul>
Ddim yn flaenoriaeth	1	<ul style="list-style-type: none"> <li>"Nid Cymraeg yw fy mlaenoriaeth. Safon addysg gyffredinol dda yw'r flaenoriaeth."</li> </ul>
Amrywiol	7	<ul style="list-style-type: none"> <li>"Gallu dysgu Cymraeg fel dewis."</li> <li>"Nid yw'r plentyn yn yr ysgol eto."</li> </ul>

Lle daethoch o hyd i wybodaeth am eich dewisiadau o ysgol?

'Gwefan y Cyngor' oedd yr adnodd mwyaf tebyg (60.7%) wrth chwilio am wybodaeth am ddewis ysgol. Dilynwyd hyn gan 'Teulu a chyfeillion' (54.4%) ac 'Ysgolion Lleol' (45.9%).

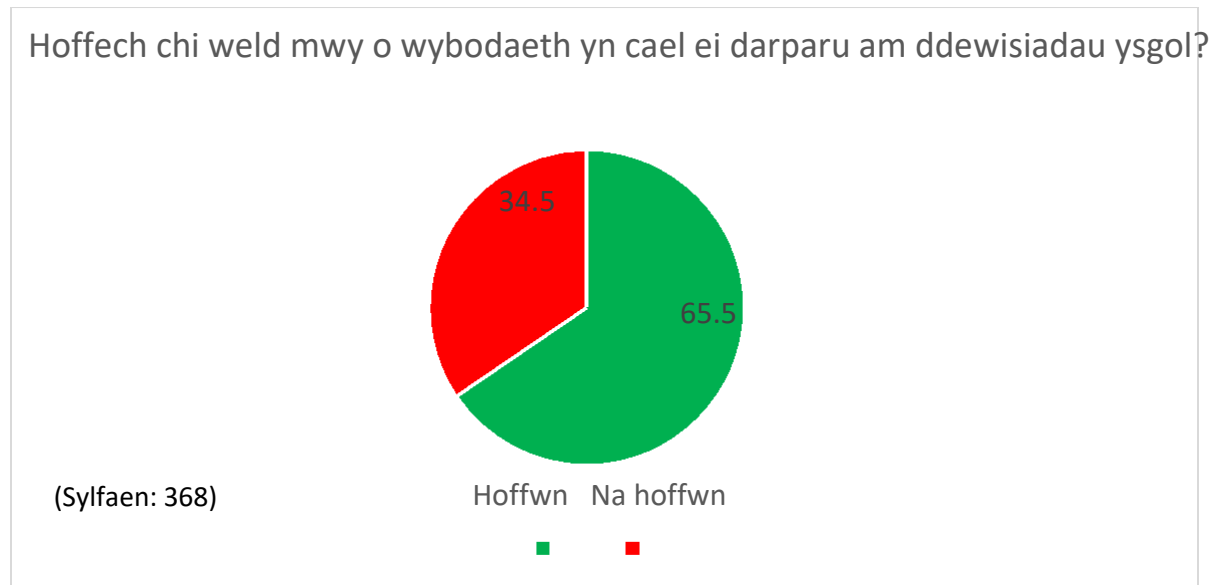


DS. Nid yw canrannau yn dod i 100% oherwydd y gallai ymatebwyr ddewis mwy nag un ateb

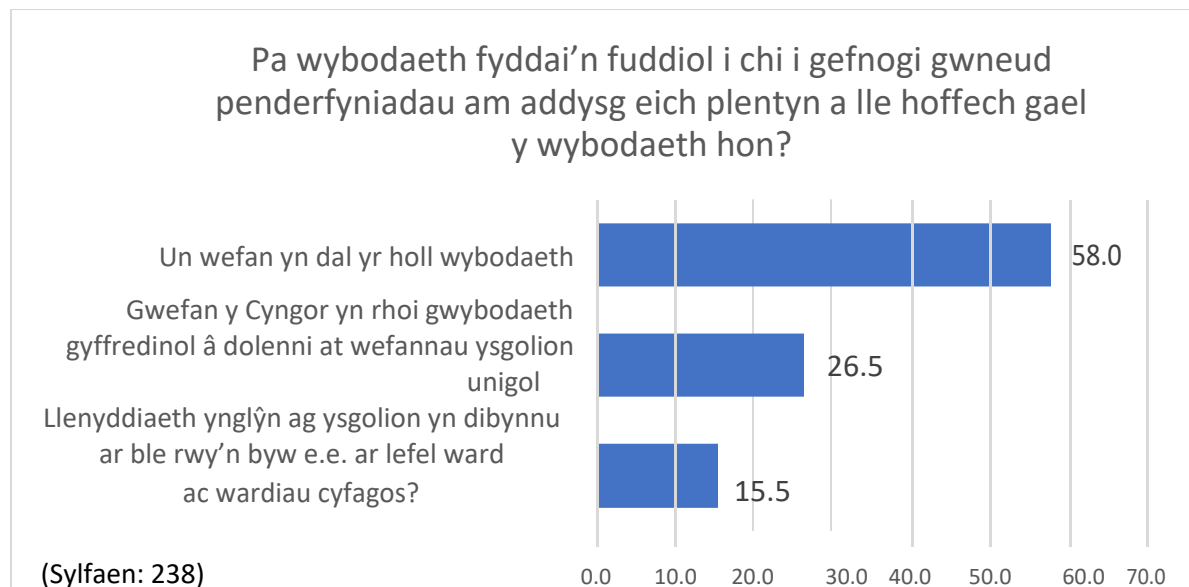
Nododd 26 o ymatebwyr ffynhonnell 'Arall' ac y mae manylion amdanynt yn y tabl isod: -

<b>Thema</b>	<b>Nifer</b>	<b>Enghraifft o sylwadau</b>
<b>Dim ond yn gwybod</b>	<b>7</b>	<ul style="list-style-type: none"> <li>• "Dim ond yn gwybod."</li> <li>• "Eisoes yn gyfarwydd â'r ysgol."</li> </ul>
<b>Cyfryngau cymdeithasol / rhyngwyd</b>	<b>6</b>	<ul style="list-style-type: none"> <li>• "Cyfryngau cymdeithasol – nid ffrindiau ond ar grwpiau rhieni Facebook lleol."</li> <li>• "Gwefan "My Local School"."</li> </ul>
<b>Estyn</b>	<b>5</b>	<ul style="list-style-type: none"> <li>• "Estyn"</li> <li>• "Adroddiadau Estyn, a thystiolaeth arall nad oes digon ohono, yn hytrach nag achlust."</li> </ul>
<b>Aelodau o'r gymuned</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• "Adborth cymunedol yn unig."</li> </ul>
<b>Gwaith</b>	<b>2</b>	<ul style="list-style-type: none"> <li>• "Rwy'n gweithio mewn addysg."</li> </ul>
<b>Teulu/Cyfeillion</b>	<b>2</b>	<ul style="list-style-type: none"> <li>• "Cyfaill."</li> </ul>
<b>Ddim yn gwybod</b>	<b>1</b>	<ul style="list-style-type: none"> <li>• "Wir, alla'i ddim cofio."</li> </ul>
<b>Amrywiol</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• "Roeddwn yn dysgu yn yr ysgol."</li> </ul>

Hoffech chi weld mwy o wybodaeth yn cael ei darparu am ddewisiadau ysgol?  
Byddai rhyw ddwy ran o dair (65.5%) o rieni yn hoffi gweld darparu mwy o wybodaeth am ddewis ysgolion.

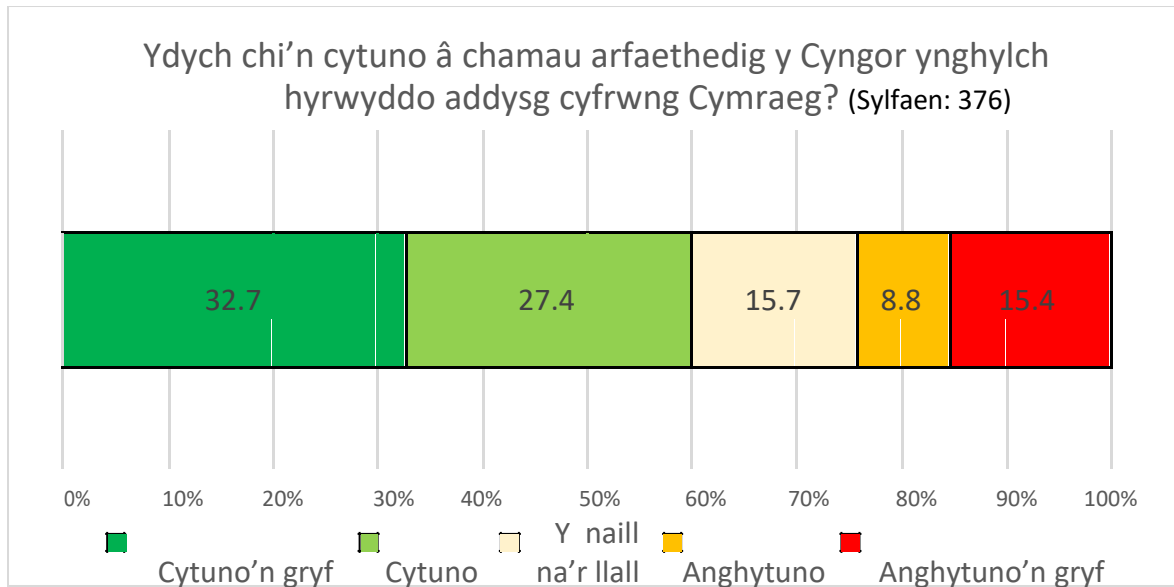


Pa wybodaeth fyddai'n fuddiol i chi i gefnogi gwneud penderfyniadau am addysg eich plentyn a lle hoffech chi gael y wybodaeth hon?  
Soniodd bron i dri o bob pump (58.0%) o rieni 'Un wefan yn dal yr holl wybodaeth' fel y ffactor mwyaf buddiol wrth wneud penderfyniadau am addysg eu plant.



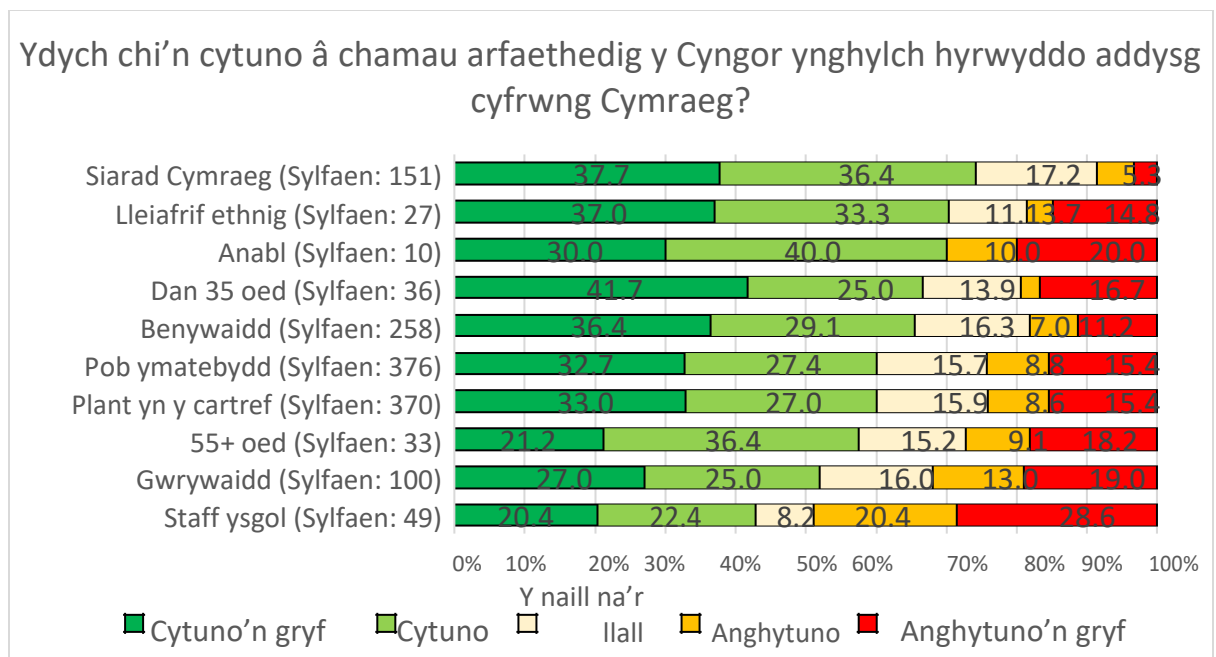
Ydych chi'n cytuno â chamau arfaethedig y Cyngor ynghylch hyrwyddo addysg cyfrwng Cymraeg?

Yr oedd tri o bob pump (60.1%) o rieni yn cytuno â chamau'r Cyngor ynghylch hyrwyddo addysg cyfrwng Cymraeg.



Cynyddodd cytuno i dri o bob pedwar (74.1%) o ymatebwyr ymysg siaradwyr Cymraeg; mae hyn 14 pwynt canran yn uwch na'r canfyddiadau cyffredinol.

Yr ymatebwyr oedd leiaf tebygol o gytuno oedd staff ysgolion a gwrywod (42.8% a 52.0%).

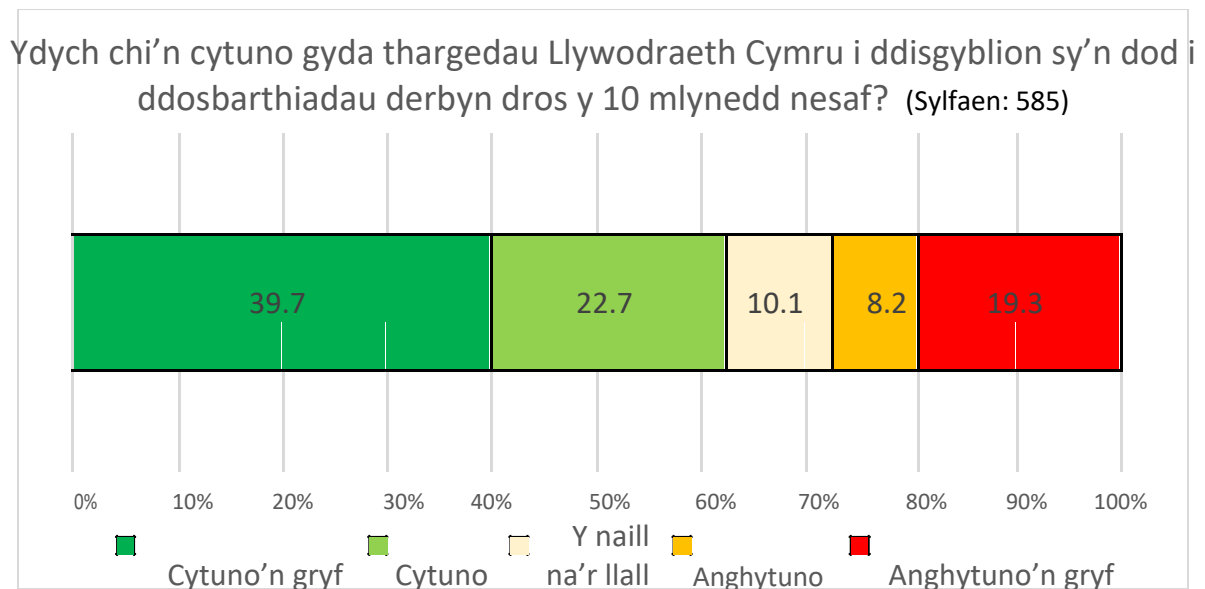


DS: - Dylid bod yn ofalus wrth ystyried meintiau sylfaen isel.

**Mae Cymraeg 2050 yn gosod nod o gael 1 filiwn o siaradwyr Cymraeg. I symud tuag at hyn, amlinellodd Llywodraeth Cymru dargedau i bob awdurdod lleol am nifer y disgyblion ym Mlwyddyn 1 sy'n derbyn eu haddysg trwy'r Gymraeg. Er mwyn cyrraedd hyn yng Nghaerdydd rhaid i ni gynyddu o'r 18% presenol i rhwng 25%-29% erbyn y flwyddyn academaidd 2030/31.**

Ydych chi'n cytuno gyda thargedau Llywodraeth Cymru i ddisgyblion sy'n dod i ddsbarthiadau derbyn dros y 10 mlynedd nesaf?

Mae dros dri o bob pump (62.4%) o ymatebwyr yn cytuno â thargedau Llywodraeth Cymru i ddisgyblion sy'n dod i ddsbarthiadau derbyn dros y 10 mlynedd nesaf; mae hyn yn cynnwys 39.7% oedd yn cytuno'n gryf.

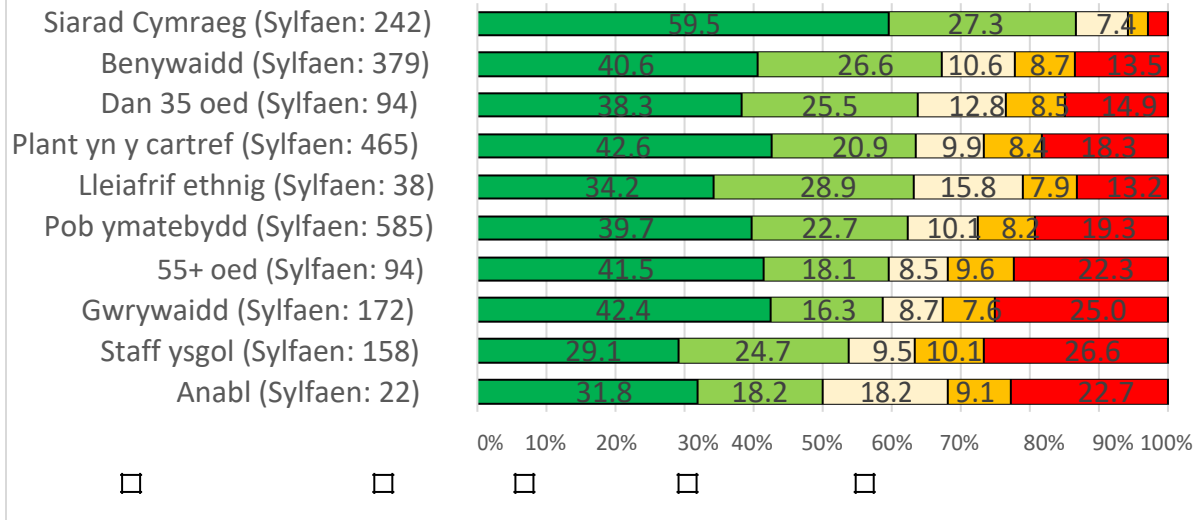


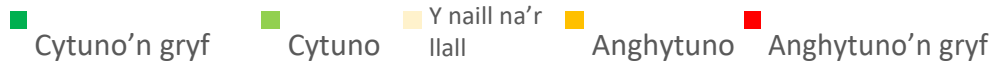


Wrth gymharu ymatebion siaradwyr Cymraeg a'r ymatebion cyffredinol, mae cytuno yn uwch o ryw 24.4 pwynt canran (86.8% i 62.4%).

Ymatebwyr oedd yn dweud eu bod yn anabl a staff ysgolion oedd leiaf tebygol o gytuno (50.0% a 53.8%).

Ydych chi'n cytuno gyda thargedau Llywodraeth Cymru i ddisgyblion sy'n dod i ddosbarthiadau derbyn dros y 10 mlynedd nesaf?

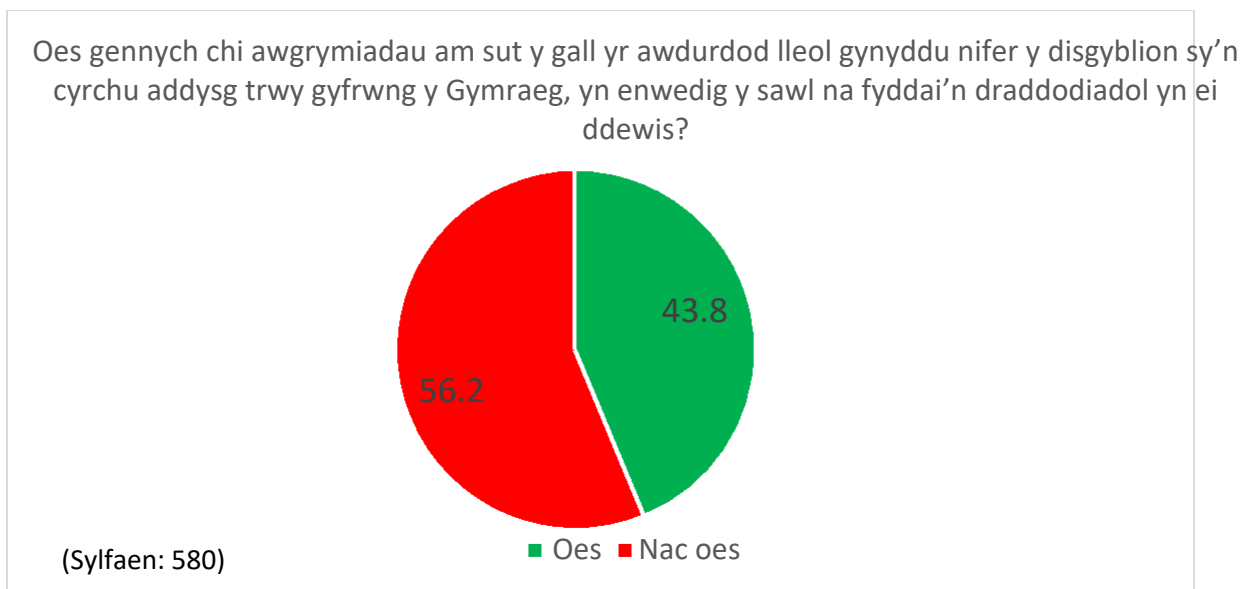




DS: - Dylid bod yn ofalus wrth ystyried meintiau sylfaen isel.

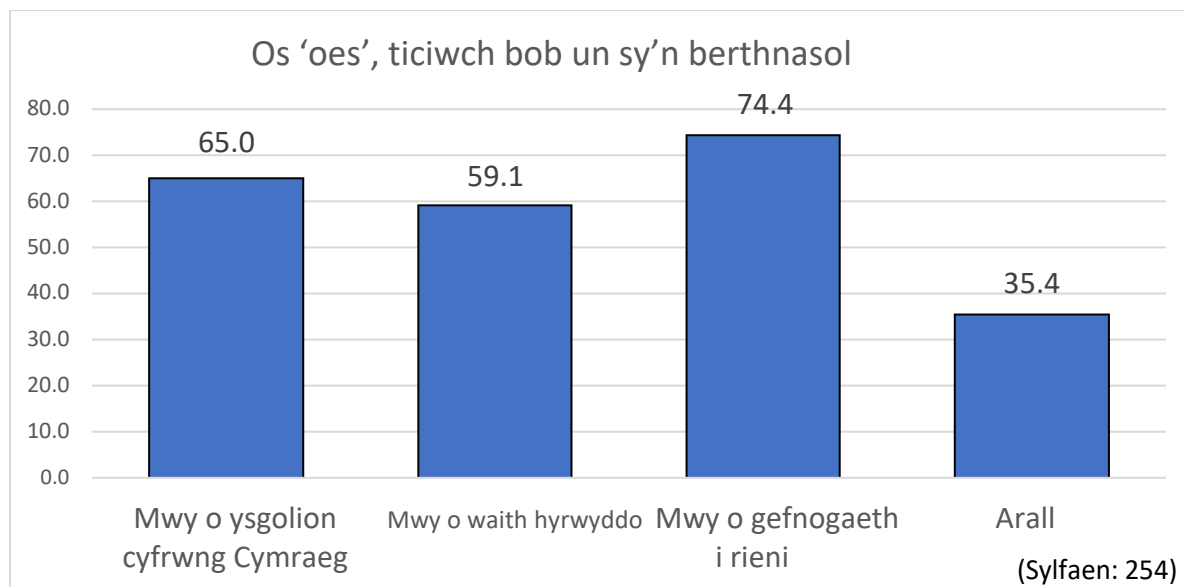
Oes gyda chi awgrymiadau am sut y gall yr awdurdod lleol gynyddu nifer y disgyblion sy'n cyrchu addysg trwy gyfrwng y Gymraeg, yn enwedig y sawl na fyddai'n draddodiadol yn ei ddewis?

Dyweddodd dros ddau o bob pump (43.8%) o ymatebwyr fod ganddynt awgrym am sut y gall yr awdurdod lleol gynyddu nifer y disgyblion sy'n cyrchu addysg trwy gyfrwng y Gymraeg, yn enwedig y sawl na fyddai'n draddodiadol yn ei ddewis.



## Nodwch

'Mwy o gefnogaeth i rieni' (74.4%) oedd yn cael ei weld fel y ffordd fwyaf dylanwadol o gynyddu nifer y disgyblion sy'n cyrchu addysg trwy gyfrwng y Gymraeg; dilynwyd hyn gan 'Fwy o ysgolion cyfrwng Cymraeg' (65.0%).



DS. Nid yw canrannau yn dod i 100% oherwydd y gallai ymatebwyr ddewis mwy nag un ateb

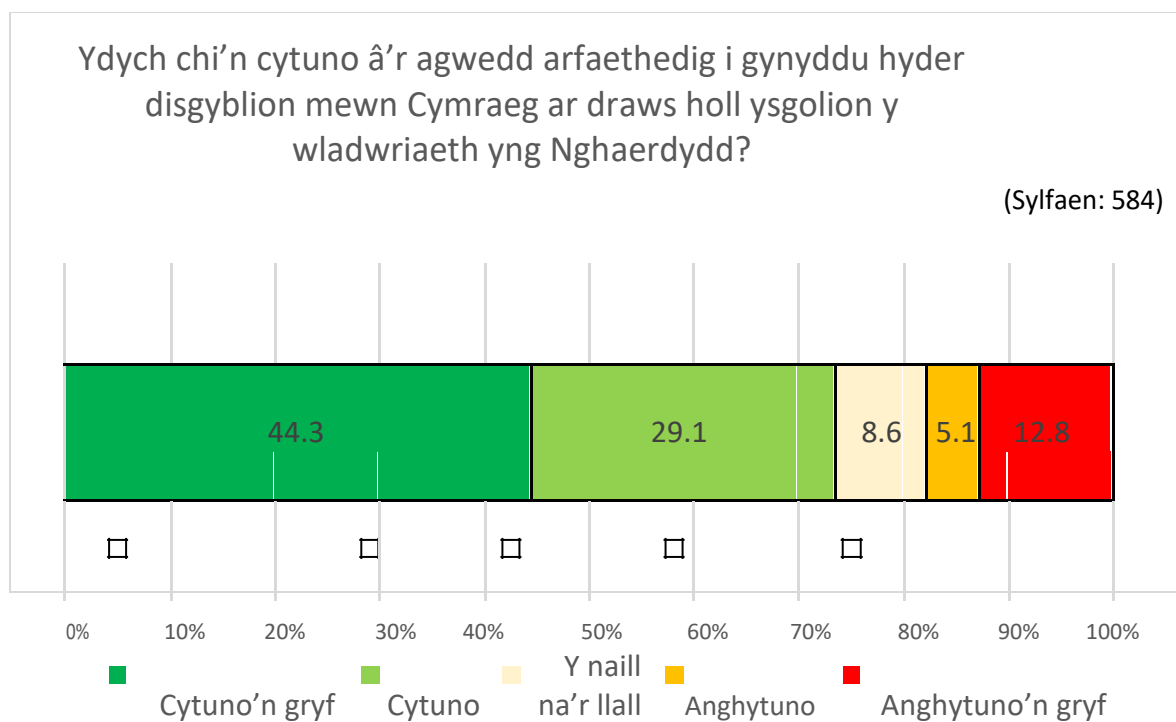
Yr oedd gan 90 o ymatebwyr awgrymiadau 'Eraill'; o'u dadansoddi, cafwyd 16 thema. Mae manylion y tair prif thema ac enghreifftiau o sylwadau fel a ganlyn: - (Gellir gweld rhestr lawn o themâu gyda sylwadau enghreifftiol yn Atodiad B).

Thema	Nifer	%	Enghraifft o sylwadau
Hybu'r iaith yn well	12	13.3	<ul style="list-style-type: none"> <li>"Hyrwyddo manteision, gwell swyddi i ieithwyr, mwy o gyfleoedd."</li> <li>"Pwysleisio fod that Cymraeg yn rhoi manteision i bobl yn y gweithle, mewn busnes a'r byd y tu hwnt i addysg."</li> </ul>
Mwy o wersi/cyrsiau Cymraeg	12	13.3	<ul style="list-style-type: none"> <li>"Mwy o hyfforddiant a chefnogaeth o ansawdd i athrawon ddysgu Cymraeg. Cyrsiau Cymraeg am ddim i'r holl athrawon."</li> <li>"Coleg Cymraeg yng Nghaerdydd."</li> </ul>
Agwedd fwy cynhwysol	11	12.2	<ul style="list-style-type: none"> <li>"Mae angen gwneud mwy i ddwyn poblogaethau C2DE a BAME i mewn, mae'n cael ei weld fel dewis Gwyn/DC."</li> <li>"Cymuned Gymraeg fwy cynhwysol sy'n croesawu integreiddio, yn hytrach na hyrwyddo arwahanrwydd."</li> </ul>

*Yng Nghaerdydd, rydym yn ystyried anghenion disgyblion trwy gydol eu taith addysgol. Mae hyn yn cynnwys rhoi i ddisgyblion yr arfau i adeiladu ar eu gwybodaeth o'r Gymraeg a'u sgiliau a phontio'n llwyddiannus rhwng cyfnodau addysg.*

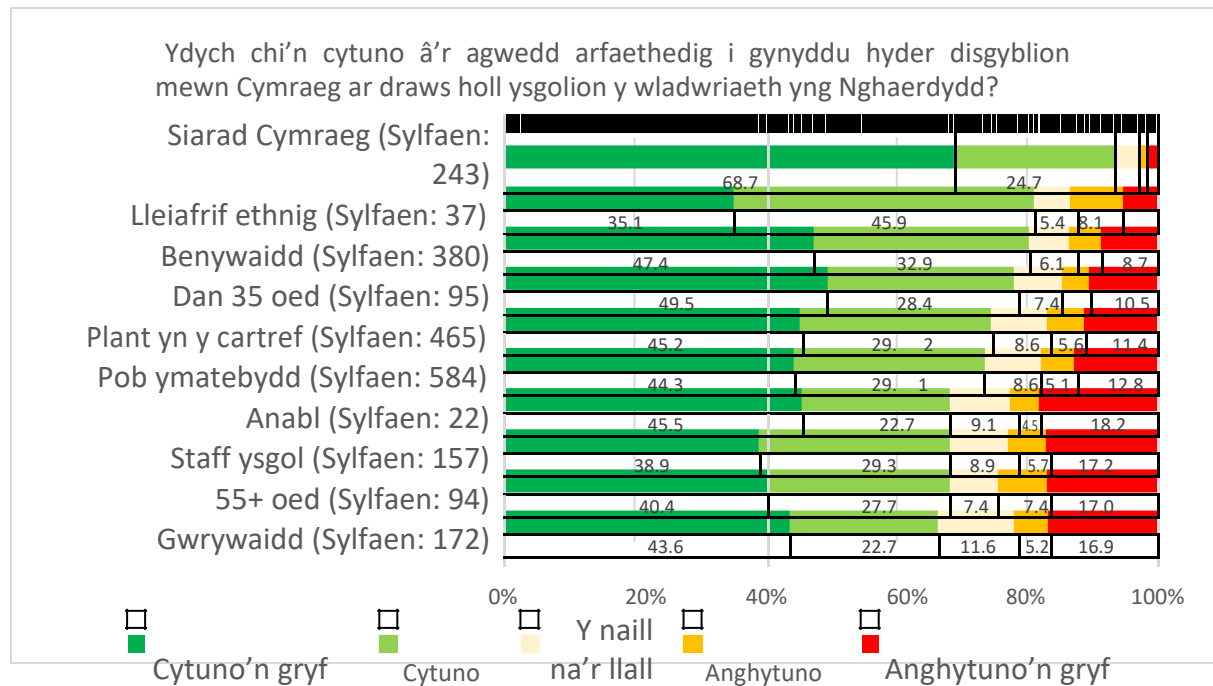
Ydych chi'n cytuno â'r agwedd arfaethedig i gynyddu hyder disgyblion mewn Cymraeg ar draws holl ysgolion y wladwriaeth yng Nghaerdydd?

Yr oedd bron i dri o bob pedwar (73.4%) o ymatebwyr yn cytuno a'r agwedd arfaethedig i gynyddu hyder disgyblion mewn Cymraeg ar draws holl ysgolion y wladwriaeth yng Nghaerdydd; y mae hyn yn cynnwys 44.3% oedd yn cytuno'n gryf.



Ymatebodd bron bob un (93.4%) o'r ymatebwyr oedd yn siarad Cymraeg trwy ddweud eu bod yn cytuno â'r agwedd hon; mae hyn 20 pwynt canran yn uwch na'r canfyddiadau o'r ymatebwyr yn gyffredinol (73.4%).

Ymatebwyr gwryw a rhai 55+ oed oedd leiaf tebygol o gytuno â'r agwedd (66.3% a 68.1%).



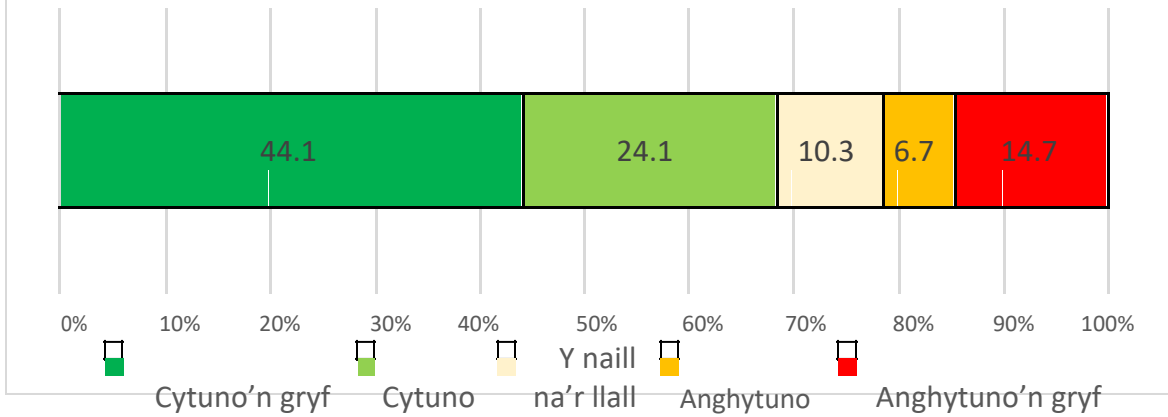
DS: - Dylid bod yn ofalus wrth ystyried meintiau sylfaen isel.

Ydych chi'n cytuno â'r agwedd o ddatblygu darpariaeth drochi yn y Gymraeg i ddarparu cefnogaeth iaith ddwys i ddal i fyny os bydd angen?

Yr oedd dros ddwy ran o dair (68.2%) yn cytuno a'r agwedd o ddatblygu darpariaeth drochi yn y Gymraeg i ddarparu cefnogaeth iaith ddwys i ddal i fyny os bydd angen ; yr oedd hyn yn cynnwys 44.1% oedd yn cytuno'n gryf.

Ydych chi'n cytuno â'r agwedd o ddatblygu darpariaeth drochi yn y Gymraeg i ddarparu cefnogaeth iaith ddwys i ddal i fyny os bydd angen?

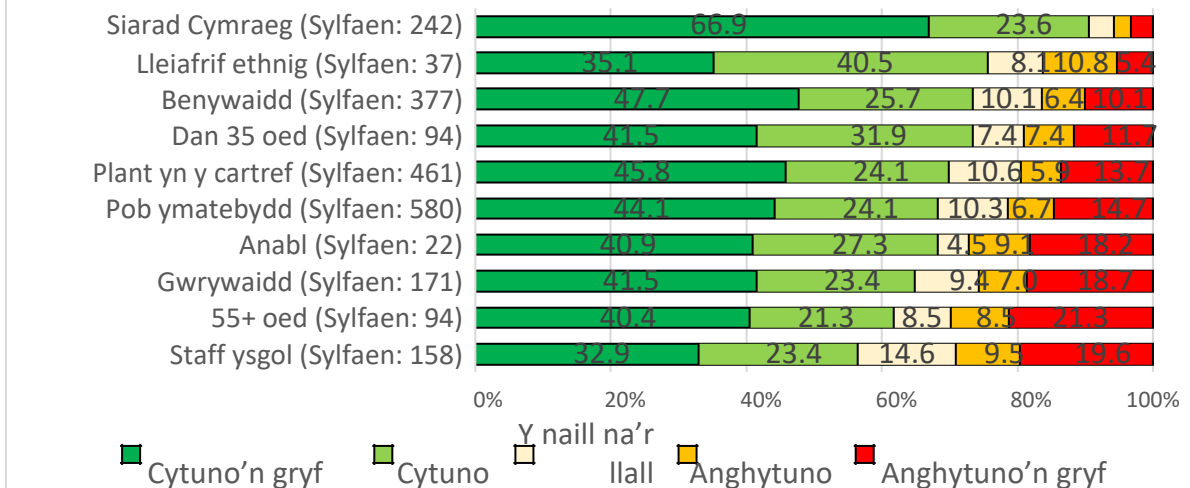
(Sylfaen: 580)



Unwaith eto, yr oedd cytuno yn cynyddu'n sylweddol fesul ymatebwyr oedd yn siaradwyr Cymraeg (90.5%); mae hyn 22.3 pwynt canran yn uwch na rhai'r canfyddiadau cyffredinol (68.2%).

Ymatebwyr oedd yn staff ysgolion a rhai 55+ oed oedd leiaf tebygol o gytuno â'r agwedd (56.3% a 61.7%).

Ydych chi'n cytuno â'r agwedd o ddatblygu darpariaeth drochi yn y Gymraeg i ddarparu cefnogaeth iaith ddwys i ddal i fyny os bydd angen?

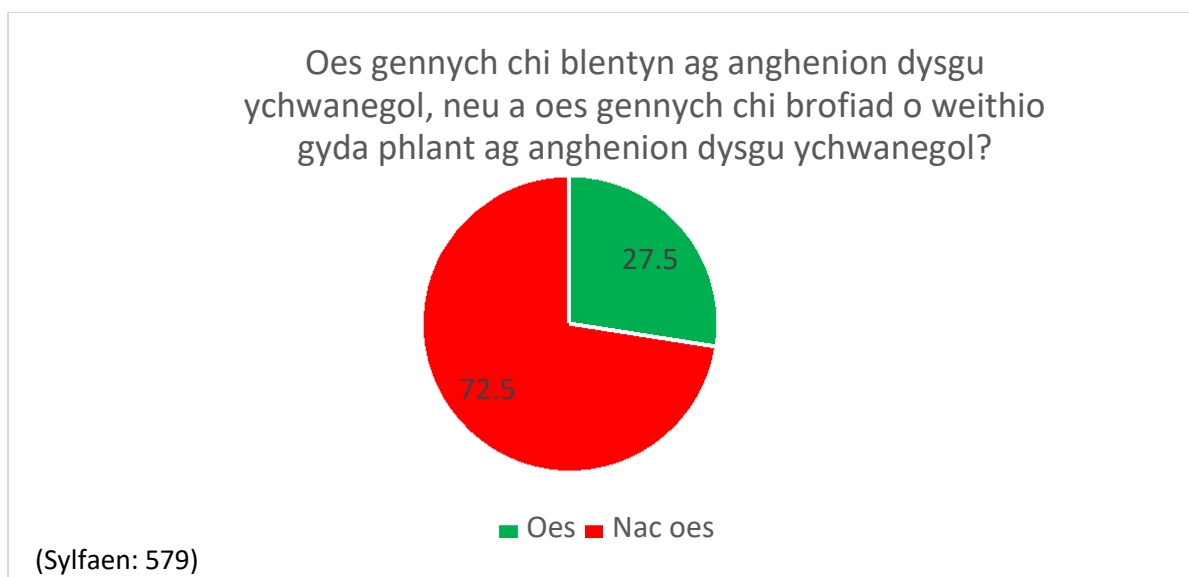


DS: - Dylid bod yn ofalus wrth ystyried meintiau sylfaen isel.

*Yn y cynllun, mae deiliant penodol i gynyddu'r ddarpariaeth addysg cyfrwng Cymraeg i ddisgyblion ag anghenion dysgu ychwanegol.*

Oes gyda chi blentyn ag anghenion dysgu ychwanegol, neu a oes gennych brofiad o weithio gyda phlant ag anghenion dysgu ychwanegol?

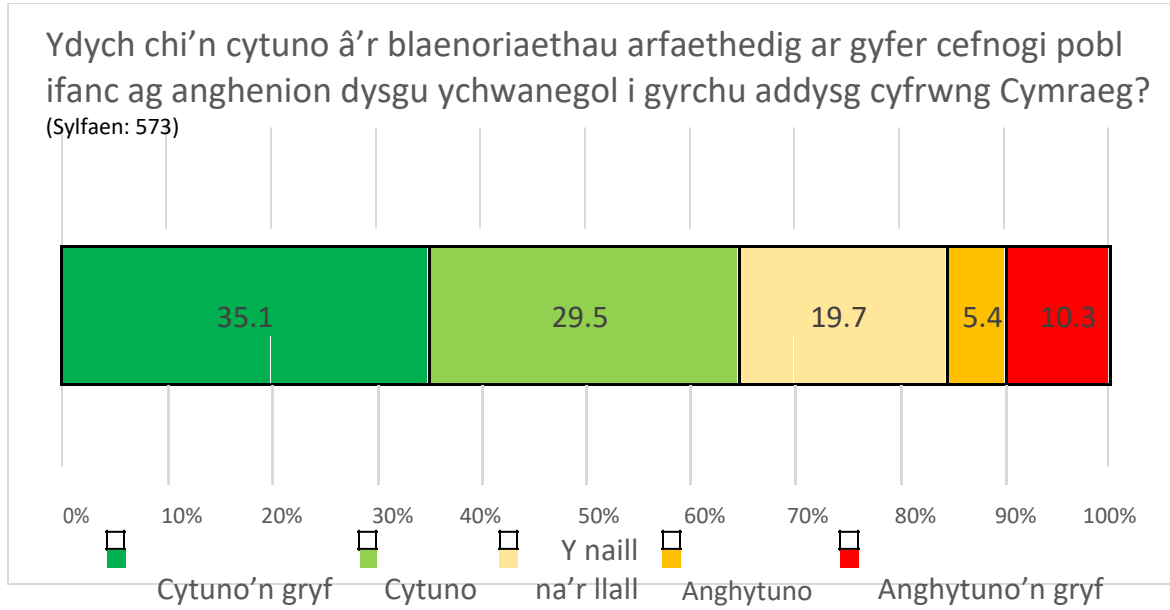
Mae gan ychydig dros chwarter (27.5%) o ymatebwyr blentyn ag anghenion dysgu ychwanegol neu mae ganddynt brofiad o weithio gyda phlant ag anghenion dysgu ychwanegol. Mae hyn yn cymharu ag oddeutu 17.9% o blant yn ysgolion Caerdydd sydd ar y gofrestr ADY.



Ydych chi'n cytuno â'r blaenoriaethau arfaethedig ar gyfer cefnogi pobl ifanc ag anghenion dysgu ychwanegol i gyrchu addysg cyfrwng Cymraeg?

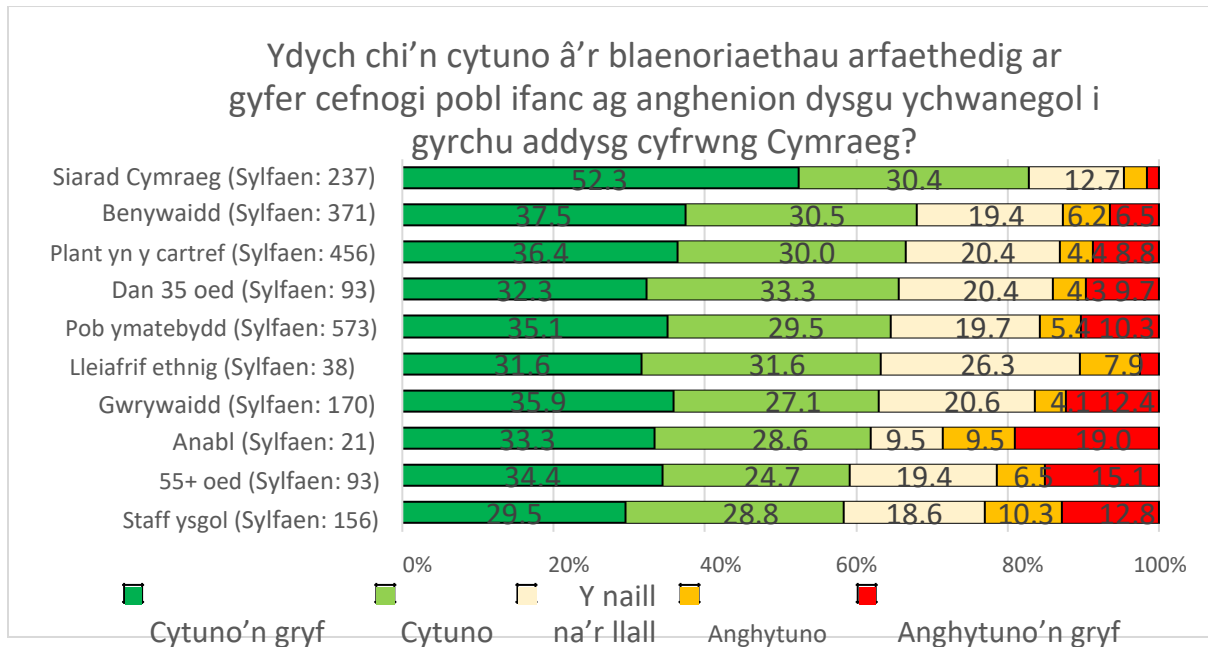
Mae bron i ddwy ran o dair (64.6%) o ymatebwyr yn cytuno â'r blaenoriaethau arfaethedig ar gyfer cefnogi pobl ifanc ag anghenion dysgu ychwanegol i gyrchu addysg cyfrwng Cymraeg.

WESP Consultation



Siaradwyr Cymraeg unwaith eto oedd yn cefnogi'r raddfa uchaf o gytundeb, gyda mwy na phedwar o bob pump (82.7%) o'r grŵp hwn yn cytuno â'r blaenoriaethau arfaethedig; mae hyn 22.1 pwynt canran yn uwch na rhai'r canfyddiadau cyffredinol (64.6%).

Ymatebwyr oedd yn staff ysgolion a rhai 55+ oed oedd leiaf tebygol o gytuno (58.3% a 59.1%).



DS: - Dylid bod yn ofalus wrth ystyried meintiau sylfaen isel.

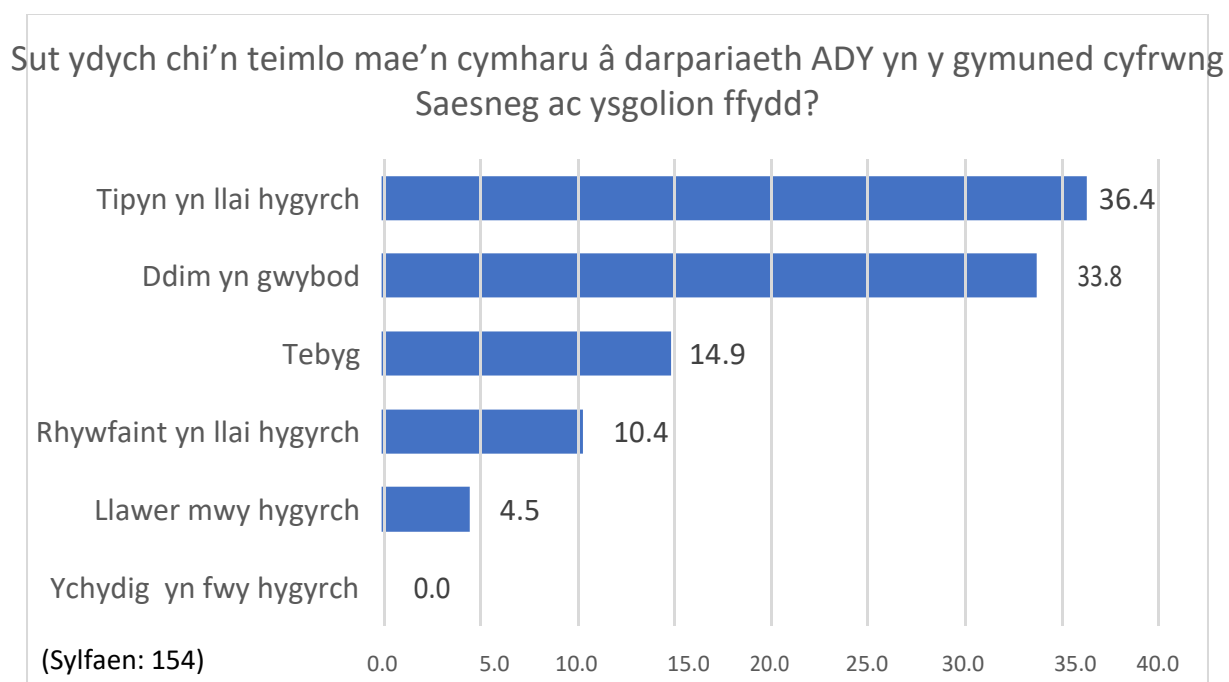


Dywedwch wrthym beth ydych chi'n ddeall am y modd yr ydym yn darparu ar gyfer disgyblion ag ADY mewn addysg cyfrwng Cymraeg?

Rhoddodd 87 ymateb am eu dealltwriaeth o ddarpariaeth ADY mewn addysg Gymraeg; gosodwyd y rhain mewn 6 thema, a cheir y manylion isod, gydag enghreifftiau o sylwadau: -

Thema	Nifer	Enghraifft o sylwadau
Gallai'r gefnogaeth fod yn well/Diffyg adnoddau	36	<ul style="list-style-type: none"> <li>"Mae uned yn YGG Glantaf. Mae'r wybodaeth a roddir yn y cyflwyniad yn anghywir. Nid oes digon o adnoddau i'r plant ac y mae angen cryn dipyn o gyllid. Mae angen datblygu'r ganolfan hon a defnyddio eu gwybodaeth arbenigol. Dylid sicrhau fod pobl ifanc sy'n siarad Cymraeg yn cael yr un cyfleoedd â'r rhai mewn darpariaeth ADY cyfrwng Saesneg."</li> <li>" Mae angen mwy o arbenigwyr i asesu disgyblion yn Gymraeg, mwy o adnoddau yn Gymraeg a mwy o unedau ADY ledled y sir."</li> <li>"Rwy'n gweithio gyda phlant sy'n ceisio lloches, gan gynnwys plant heb oedolyn gyda hwy. Nid ydynt yn siarad Saesneg na Chymraeg. Does dim cyfle ar hyn o bryd iddynt ddysgu Cymraeg a rhaid i ni ystyried integreiddio. Rwy'n gryf o'r farn y dylid cael darpariaeth iaith Gymraeg iddynt."</li> </ul>
Dim fawr o wybodaeth	10	<ul style="list-style-type: none"> <li>"Does gen i ddim gwybodaeth lawn am y ffordd yr ydych yn darparu ar gyfer disgyblion ag anghenion ychwanegol - dylai pob plentyn ag anghenion ychwanegol dderbyn ystyriaeth i'r anghenion hynny a chael cefnogaeth fel y gallant ddysgu a ffynnu."</li> </ul>
Mae un iaith yn ddigon i ymdopi â hi	7	<ul style="list-style-type: none"> <li>"Os yw teuluoedd yn siarad Cymraeg, yna gallant helpu eu plant gyda'r iaith. Mae gan blentyn ag anghenion dysgu ddigon i ymdopi ag ef heb orfod dysgu ail iaith trwy orfodaeth."</li> </ul>
Dylid darparu addysg waeth beth fo unrhyw ADY	6	<ul style="list-style-type: none"> <li>"Mae plant mewn ysgolion Cymraeg sydd ag ADY yn aml yn cael eu hanfon i ysgolion cyfrwng Saesneg. Mae llawer o ysgolion Saesneg yn teimlo bod yr ysgolion Cymraeg yn symud eu problemau atynt hwy, yn enwedig gyda phlant a phroblemau ymddygiad. Mae hyn yn gyffredin. Mae plant awtistig yn cael Cymraeg yn arbennig o anodd. Nid yw'n deg gofyn i blant â'r anghenion hyn astudio Cymraeg."</li> </ul>
Ymarferiad drud / Fawr o fanteision	3	<ul style="list-style-type: none"> <li>"Wn i ddim os oes digon o alw am ysgol arbennig cyfrwng Cymraeg yng Nghaerdydd neu a oes digon o athrawon/cyn-orthwyr arbenigol. Mae'n edrych fel cynnig drud a diangen."</li> </ul>
Amrywiol	26	<ul style="list-style-type: none"> <li>"Alla'i ond gwneud sylw am ysgolion uwchradd. Mae Cymraeg achlysurol yn cael ei ddefnyddio, lluniau yn Gymraeg a Saesneg yn cael eu harddangos. Gair yr wythnos."</li> <li>"Mae fy mab ag ASD ac wedi cael trafferth mewn addysg Gymraeg, ond y mae yn awr yn rhugl ei Gymraeg wedi symud i ysgol Saesneg."</li> </ul>

Sut ydych chi'n teimlo mae'n cymharu â darpariaeth ADY yn y gymuned cyfrwng Saesneg ac ysgolion ffydd?



*DS. Nid yw canrannau yn dod i 100% oherwydd y gallai ymatebwyr ddewis mwy nag un ateb*

Sut ydych chi'n teimlo y gallai fod yn wahanol i gwrdd â'ch disgwyliadau?

Yna gofynnwyd i ymatebwyr, 'Sut ydych chi'n teimlo y gallai fod yn wahanol i gwrdd â'ch disgwyliadau?'- Derbyniwyd 60 sylw, ac o'u dadansoddi, cafwyd 8 thema. Mae manylion y themâu ac enghreifftiau o sylwadau isod: -

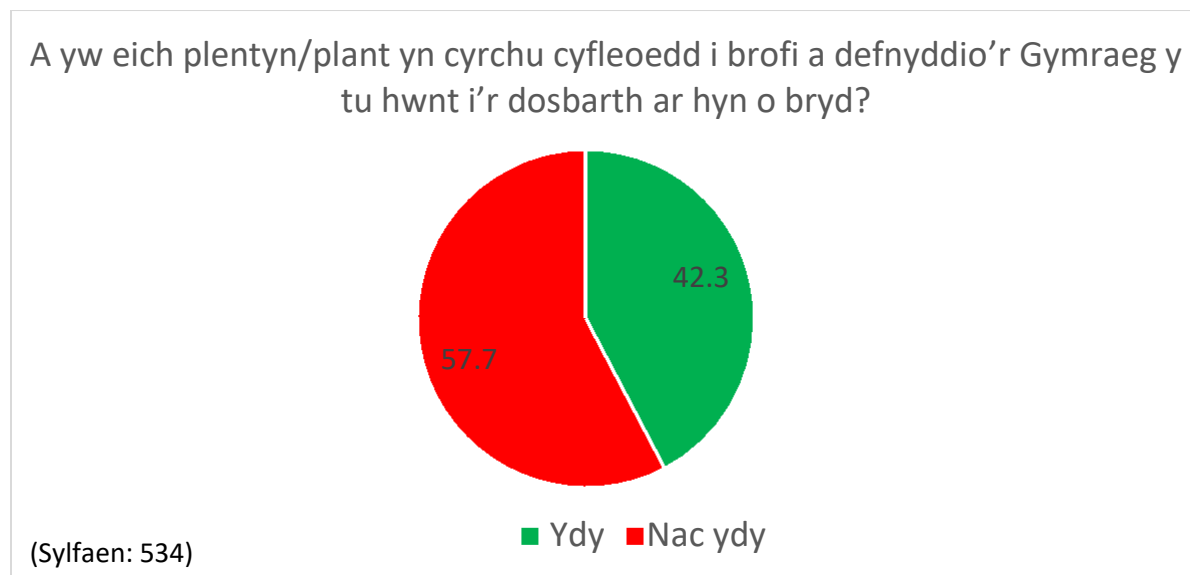
Thema	Nifer	Enghraifft o sylwadau
<b>Angen mwy o gefnogaeth/adnoddau</b>	<b>33</b>	<ul style="list-style-type: none"> <li>"Canolfan ADY benodol yng Nghaerdydd, lle gall disgyblion unigol gael gefnogaeth am rai dyddiau/rhan o ddyddiau yr wythnos."</li> <li>" Mwy o adnoddau ar gael yn Gymraeg – does dim prawf dyslecsia ar gael yn Gymraeg ar hyn o bryd – rwy'n ei chael yn anodd profi dysgwyr sydd gen i yn eu mamiaith."</li> <li>"Mae'r Canolfannau Adnoddau Arbenigol yng Nglantaf a Phwll Coch yn fach ac mewn ystafelloedd dosbarth traddodiadol. Nid yw'r cyfleusterau hyn yn briodol i'n dysgwyr gydag anghenion cymhleth y mae eu teuluoedd am iddynt gael addysg cyfrwng Cymraeg. Mae'r staff rhagorol yng Nghanolfan Adnoddau Arbenigol Glantaf yn gweithio allan o ystafelloedd dosbarth dros dro ac ni allant gyrchu mannau dysgu eang yn rheolaidd, megis neuaddau chwaraeon. Nid oes gan eu dysgwyr fynediad hyd yn oed at ystafell synhwyraidd. Mae llawer o ysgolion arbennig ledled y ddinas sy'n rhoi darpariaeth cyfrwng Saesneg gyda chyfleusterau fel pyllau nofio, mannau chwarae meddal ac ystafelloedd therapi. Does gan ein dysgwyr cyfrwng Cymraeg ddim. Mae'r Hafan ym Mhwll Coch mewn un ystafell ddosbarth. Fel isafswm, mae ar y canolfannau adnoddau arbennig hyn angen adeiladau pwrpasol gyda chyfleusterau i'r llu disgyblion ddaw trwy'r sector cyfrwng Cymraeg gydag amrywiaeth o anghenion meddygol ac addysgol cymhleth."</li> </ul>
<b>Dylai ADY fod yn deg/darpariaeth lawn waeth beth fo'r iaith</b>	<b>17</b>	<ul style="list-style-type: none"> <li>"Dylai pob darpariaeth ADY fod yn deg waeth beth fo'r cyfrwng – mae angen i'r plant hyn ddefnyddio iaith y cartref i gael cefnogaeth lawn rhwng y plentyn, y cartref a'r ysgol."</li> <li>"Rwy'n deall i rai gydag ADY, nad dysgu trwy iaith arall yw'r dewis gorau ond o'r hyn a glywais gan gyfeillion, mae'r ysgolion cyfrwng Cymraeg yn barod iawn i symud y plant allan o'r system. Efallai bod hyn oherwydd nad yw'r help yno ar hyn o bryd, felly byddai blaenoriaethu a chefnogi'r rhai sy'n dysgu plant ag ADY yn fan cychwyn."</li> </ul>
<b>Dim cefnogaeth fawr yn y cyfrwng Cymraeg</b>	<b>10</b>	<ul style="list-style-type: none"> <li>" Ymddengys fod plant ag ADY mewn ysgolion Cymraeg yn cael eu hannog i ymrestru mewn ysgolion cyfrwng Saesneg, yn enwedig os ydynt yn dod o aelwyd Saesneg. Y casgliad yw na all y plant ymdopi â dysgu Cymraeg pan nad yw'r broblem o raid yn broblem caffael iaith."</li> </ul>
<b>Ddim yn gwybod</b>	<b>5</b>	<ul style="list-style-type: none"> <li>"Rwyf ond wedi gweithio mewn ysgolion Saesneg, ac y mae fy mhlant yn mynd i ysgolion Saesneg, felly dwyf i ddim yn gwybod pa mor wahanol yw'r gefnogaeth ADY. Dylai fod yr un fath waeth pa iaith maent yn siarad."</li> </ul>

<b>Iaith ychwanegol yn rhoi gormod o bwysau</b>	<b>4</b>	<ul style="list-style-type: none"> <li>"Yn bersonol, rwy'n teimlo fod dysgu trwy gyfrwng y Gymraeg i lawer o blant ag ADY, ac eithrio am y rhai sydd â'r Gymraeg yn iaith gyntaf, yn rhwystr ychwanegol i ddysgu. Trwy fy ngwaith rwyf wedi dod ar draws plant, yn enwedig y rhai â dyslecsia a phroblemau iaith a lleferydd, fu'n rhaid gadael darpariaeth cyfrwng Cymraeg. Buaswn yn dathlu unrhyw gefnogaeth ychwanegol i'r rhai yn y cyfrwng Cymraeg, ond ni fuaswn yn annog addysg trwy ail iaith."</li> </ul>
<b>Sylwadau negyddol</b>	<b>2</b>	<ul style="list-style-type: none"> <li>"Nid wyf yn meddwl fod y cynnig hwn yn dderbyniol. Buasai yn rhoi ein plant dan anfantais oni bai y buasent yn aros yng Nghymru."</li> </ul>
<b>Cymraeg i siaradwyr Cymraeg</b>	<b>1</b>	<ul style="list-style-type: none"> <li>"Peidiwch â gadael i blant y rhai nad ydynt yn siarad Cymraeg i ddysgu trwy gyfrwng y Gymraeg. Nid oes ganddynt unrhyw siarad/darllen/dealltwriaeth Cymraeg yn eu cartrefi."</li> </ul>
<b>Amrywiol</b>	<b>7</b>	<ul style="list-style-type: none"> <li>"Mae gormod o amrywiolion sy'n gwneud y deilliant yn heriol mewn gwahanol ysgolion."</li> </ul>

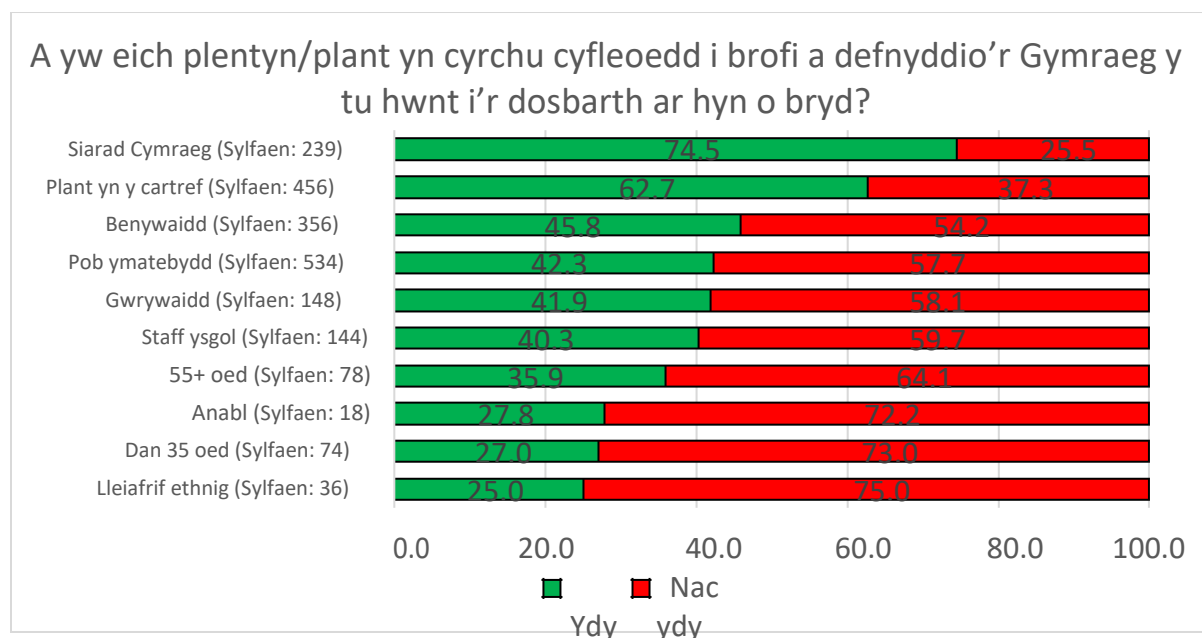
*Tra bod a wnelo'r cynllun hwn yn benodol ag addysg, yr ydym yn cydnabod y gwerth o gael pobl ifanc yn cyrchu cyfleoedd i brofi a defnyddio'r Gymraeg y tu hwnt i'r dosbarth. Mae'r gefnogaeth hon yn magu hyder yn yr iaith ac yn sicrhau ei fod yn cael ei wreiddio yng Nghaerdydd yn awr ac yn y dyfodol.*

A yw eich plentyn/plant yn cyrchu cyfleoedd i brofi a defnyddio'r Gymraeg y tu hwnt i'r dosbarth ar hyn o bryd?

Mae gan ryw ddau o bob pump (42.3%) o ymatebwyr blentyn sydd ar hyn o bryd yn cyrchu cyfleoedd i brofi a defnyddio'r Gymraeg y tu hwnt i'r dosbarth.



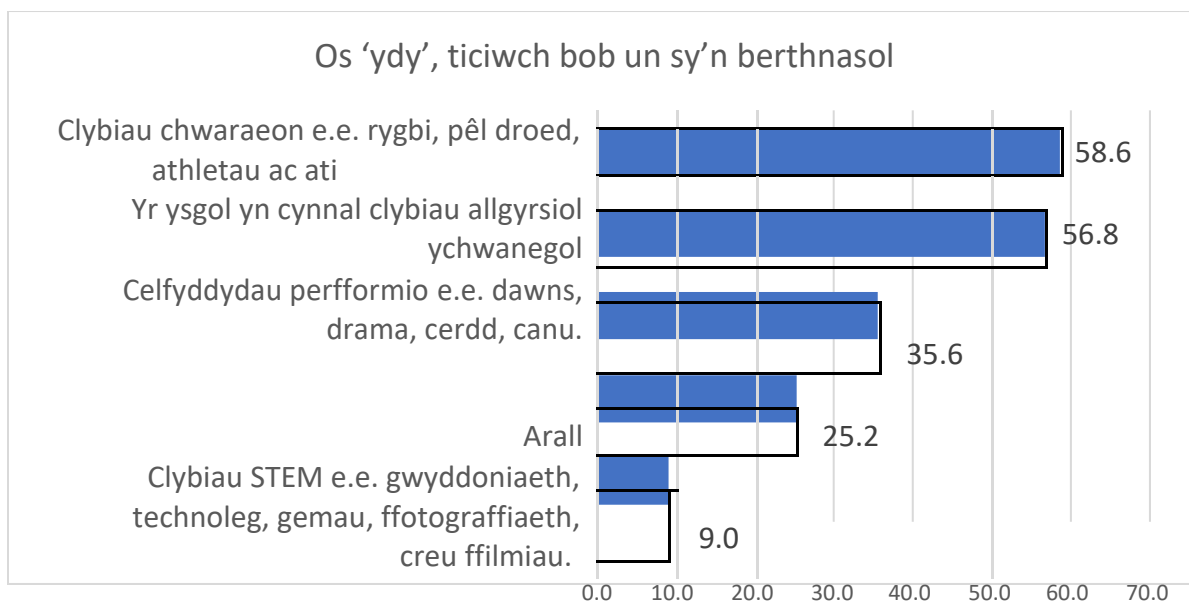
Yr oedd ymatebion 'Siaradwyr Cymraeg' deirgwaith yn fwy tebygol o fod â phlentyn sydd ar hyn o bryd yn cyrchu cyfleoedd i brofi a defnyddio'r Gymraeg y tu hwnt i'r dosbarth o gymharu ag ymatebion lleiafrifoedd ethnig (74.5% a 25.0%).



DS: - Dylid bod yn ofalus wrth ystyried meintiau sylfaen isel.

**Nodwch:**

Clwb chwaraeon (58.6%) oedd y lle mwyaf cyffredin lle gall plant ddenfyddio eu Cymraeg y tu hwnt i'r dosbarth; a chlybiau allgyrsiol oedd y rhai mwyaf cyffredin wedyn (56.8%).

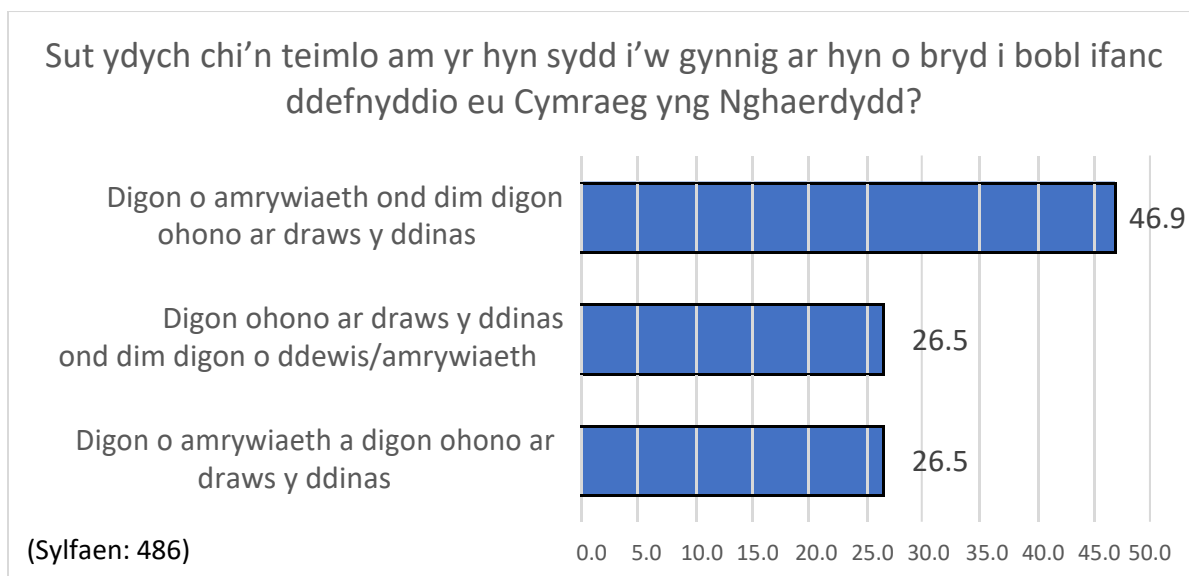


(Sylfaen: 222)

*DS. Nid yw canrannau yn dod i 100% oherwydd y gallai ymatebwyr ddewis mwy nag un ateb*

Sut ydych chi'n teimlo am yr hyn sydd i'w gynnig ar hyn o bryd i bobl ifanc ddefnyddio eu Cymraeg yng Nghaerdydd?

Yr oedd dros ddau o bob pump (46.9%) o ymatebwyr yn teimlo bod digon o amrywiaeth ond dim digon ohono ar draws y ddinas.



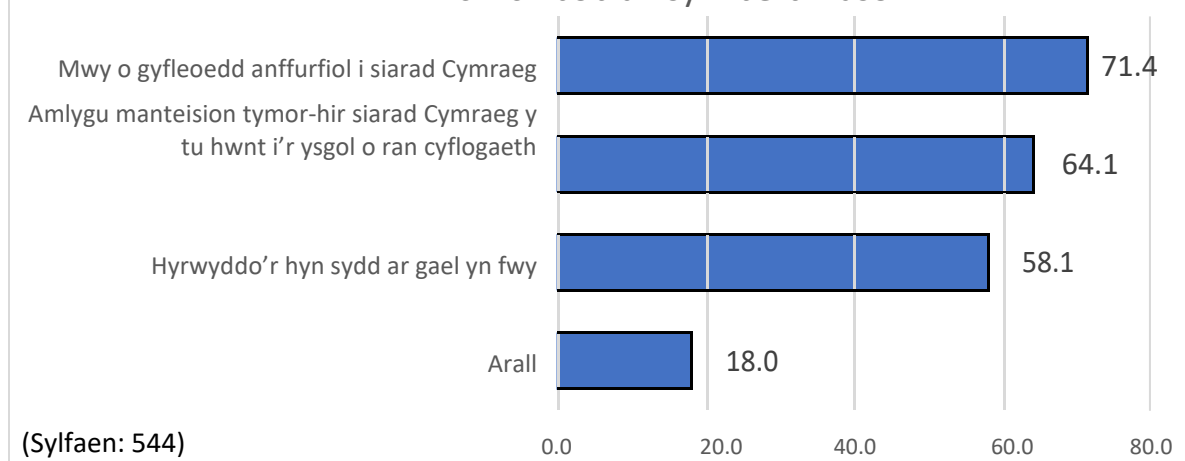
(Sylfaen: 486)

Beth mwy allwn ni wneud i annog pobl ifanc i ddefnyddio'r Gymraeg yng Nghaerdydd?

Teimlai ymatebwyr mai'r ffordd orau i annog pobl ifanc i ddefnyddio'r Gymraeg yng Nghaerdydd fyddai '**Mwy o gyfleoedd anffurfiol i siarad Cymraeg**' (71.4%); dilynwyd hyn gan '**Amlygu manteision tymor-hir siarad Cymraeg y tu hwnt i'r ysgol o ran cyflogaeth**' (64.1%).

Beth mwy allwn ni wneud i annog pobl ifanc i ddefnyddio'r Gymraeg yng Nghaerdydd?

Ticiwch bob un sy'n berthnasol



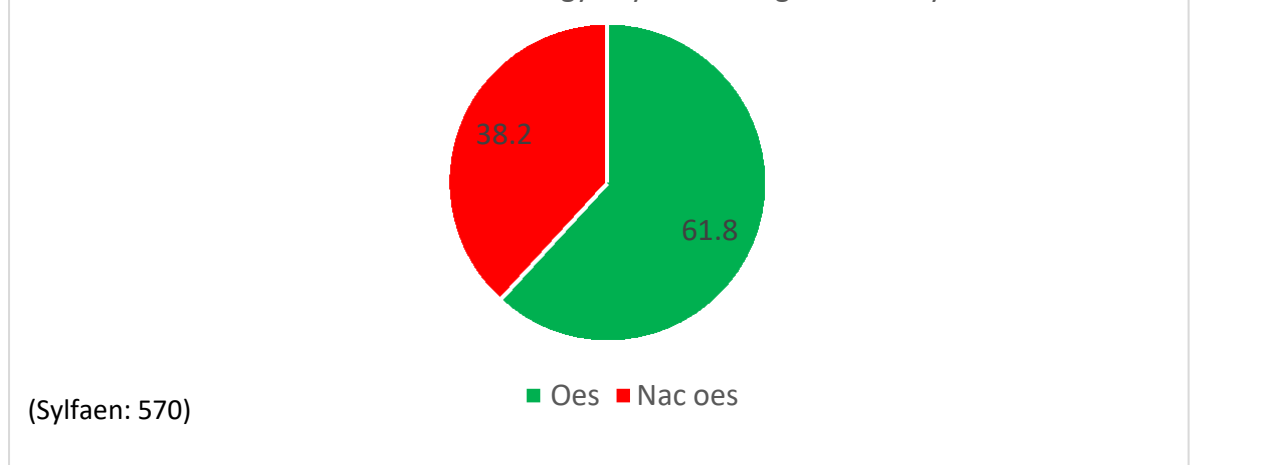
DS. Nid yw canrannau yn dod i 100% oherwydd y gallai ymatebwyr ddewis mwy nag un ateb

*Bydd parhau i ddatblygu'r gweithlu addysg yn allweddol i gael Caerdydd i gyrraedd ei uchelgais am addysg cyfrwng Cymraeg yn y brifddinas.*

Oes gyda chi bryderon am gael digon o staff dysgu Cymraeg/Saesneg hollol ddwyieithog o ansawdd uchel i gyflwyno'r uchelgais a osodir allan?

Yr oed gan ryw dri o bob pump (61.8%) o ymatebwyr bryderon am gael digon o staff dysgu Cymraeg/Saesneg hollol ddwyieithog o ansawdd uchel i gyflwyno'r uchelgais a osodir allan

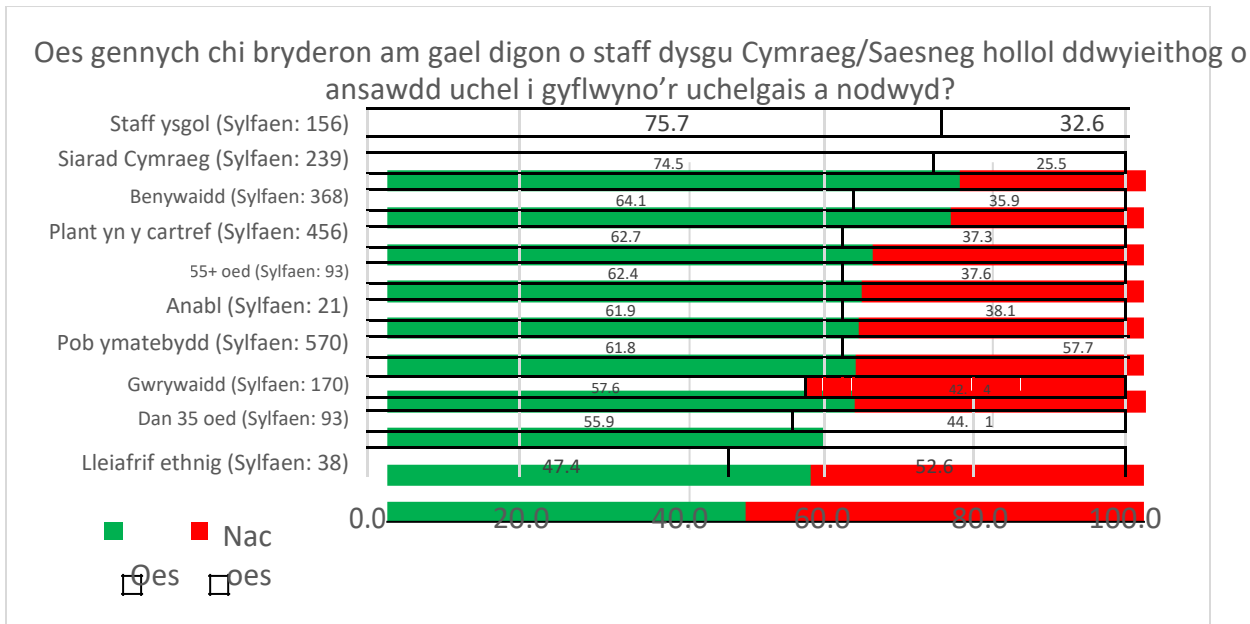
Oes gennych chi bryderon am gael digon o staff dysgu Cymraeg/Saesneg hollol ddwyieithog o ansawdd uchel i gyflwyno'r uchelgais a nodwyd?



Cynyddu wnaeth y pryderon hynny o'u hystyried gan 'Staff ysgolion' a 'Siaradwyr Cymraeg' (75.7% a 74.5%).

Pobl o leiafrifoedd ethnig a rhai dan 35 oed oedd leiaf tebygol o fod â phryderon (47.4% a 55.9%).





DS: - Dylid bod yn ofalus wrth ystyried meintiau sylfaen isel.

Beth yn eich barn chi sy'n rhaid newid?

Gofynnwyd i ymatebwyr a nododd eu bod yn pryderu 'Beth yn eich barn chi sy'n rhaid newid?' – derbyniwyd 238 sylw, ac o'u dadansoddi, cafwyd 17 thema. Mae manylion o'r tair prif thema ac enghreifftiau o sylwadau isod: - (Mae rhestr lawn o themâu gydag enghreifftiau o sylwadau yn Atodiad C).

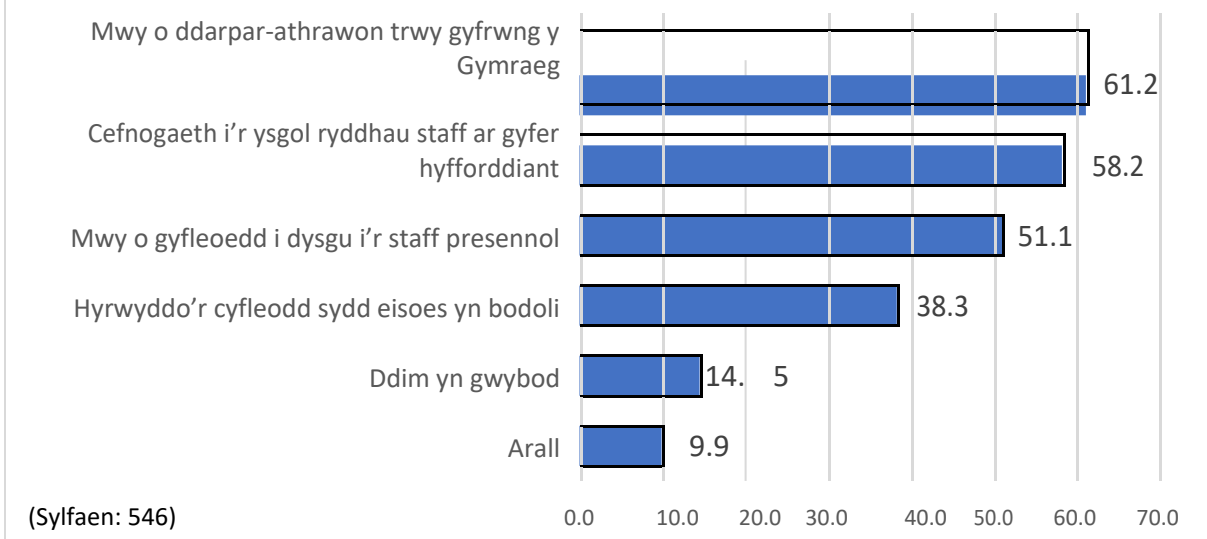
Thema	Nifer	%	Enghraifft o sylwadau
<b>Gwell hyfforddiant a DPP/Targeddu myfyrwyr</b>	<b>75</b>	<b>31.5</b>	<ul style="list-style-type: none"> <li>"Mae angen i'r staff gael mynediad rhwydd at ddysgu ac ymarfer cyson."</li> <li>"Mwy o hyfforddiant o ansawdd dda i staff ysgolion, nid dim ond gwranddo ar-lein."</li> <li>"Hyfforddi'r sawl nad ydynt yn siarad Cymraeg i siarad Cymraeg."</li> <li>"Mae angen staff ychwanegol, llwybrau amgen (a'r rhai presennol yn agored i bynciau pellach) i ddysgu. Dylai staff gyda chymwysterau llawn gael cyfleoedd yn yr ysgolion i ddatblygu eu hunain ymhellach trwy rolau secondio."</li> <li>"Annog mwy o ddisgyblion Lefel A i barhau i astudio trwy gyfrwng y Gymraeg mewn Addysg Uwch."</li> <li>"Targeddu myfyrwyr addysg all siarad Cymraeg a chynnig hyfforddiant iddynt i'w codi i'r safon angenrheidiol."</li> </ul>
<b>Recriwtio siaradwyr Cymraeg</b>	<b>54</b>	<b>22.7</b>	<ul style="list-style-type: none"> <li>"Annog mwy o siaradwyr Cymraeg i ddod yn athrawon."</li> <li>"Angen mwy o athrawon sy'n siarad Cymraeg ac mae hyn yn cychwyn o sicrhau fod llinell yn mynd i'r proffesiwn hon a'r ysgol uwchradd ymlaen."</li> </ul>

			<ul style="list-style-type: none"> <li>• "Rwy'n meddwl y dylid cael isafswm nifer o staff dysgu dwyieithog ym mhob ysgol."</li> <li>• "Mae angen dybryd am fwy o athrawon Cymraeg fel ail iaith. Heb hyn, bydd ysgolion yn cael eu gorfodi i leihau nifer yr oriau o ddarpariaeth Cymraeg."</li> <li>• "Mwy o staff sy'n siarad Cymraeg."</li> <li>• "Mwy o athrawon cyfrwng Cymraeg mewn pynciau Gwyddoniaeth."</li> </ul>
<b>Mwy o Staff / Prinder athrawon</b>	<b>52</b>	<b>21.8</b>	<ul style="list-style-type: none"> <li>• "Mae prinder athrawon eisoes yn y cyfrwng Cymraeg a Saesneg ledled Cymru. Mae hyn yn arbennig o ddifrifol yn y cyfrwng Cymraeg - yn enwedig mewn pynciau STEM ac ieithoedd modern tramor. Buaswn i'n awgrymu gwell tâl ac amodau i'r holl athrawon ond buaswn yn gwrthwynebu unrhyw gymhellion arbennig i siaradwyr Cymraeg gan na fyddai hyn yn deg."</li> <li>• "Dwyf i ddim yn meddwl bod digon o staff ar hyn o bryd i wneud hyn."</li> <li>• "Dim digon o staff dysgu."</li> <li>• "Mae angen mwy o staff yn enwedig mewn ysgolion cyfrwng Cymraeg yn y grwpiau oedran iau lle nad yw'r plant oll yn ddwyieithog."</li> <li>• "Angen mwy o athrawon a rhai o well ansawdd."</li> </ul>

Beth sydd ei angen i gynyddu nifer y staff mewn ysgolion sy'n siarad Cymraeg?

Hoffai tri o bob pump (61.2%) o ymatebwyr weld 'Mwy o ddarpar-athrawon trwy gyfrwng y Gymraeg'; ac yna 'Cefnogaeth i'r ysgol ryddhau staff ar gyfer hyfforddiant' (58.2%) a 'Mwy o gyfleoedd dysgu i'r staff presennol' (51.1%).

## Beth sydd ei angen i gynyddu nifer y staff mewn ysgolion sy'n siarad Cymraeg?



*DS. Nid yw canrannau yn dod i 100% oherwydd y gallai ymatebwyr ddewis mwy nag un ateb*

Oes gennych chi sylwadau pellach am y Cynllun Strategol Cymraeg mewn Addysg?

Gofynnwyd i ymatebwyr wedyn a oedd unrhyw sylwadau pellach am y cynllun strategol - derbyniwyd 183 o sylwadau, ac o'u dadansoddi, cafwyd 24 thema. Mae manylion o'r tair prif thema ac enghreifftiau o sylwadau isod:- (Gellir cael rhestr lawn o themâu ac enghreifftiau o sylwadau yn Atodiad D).

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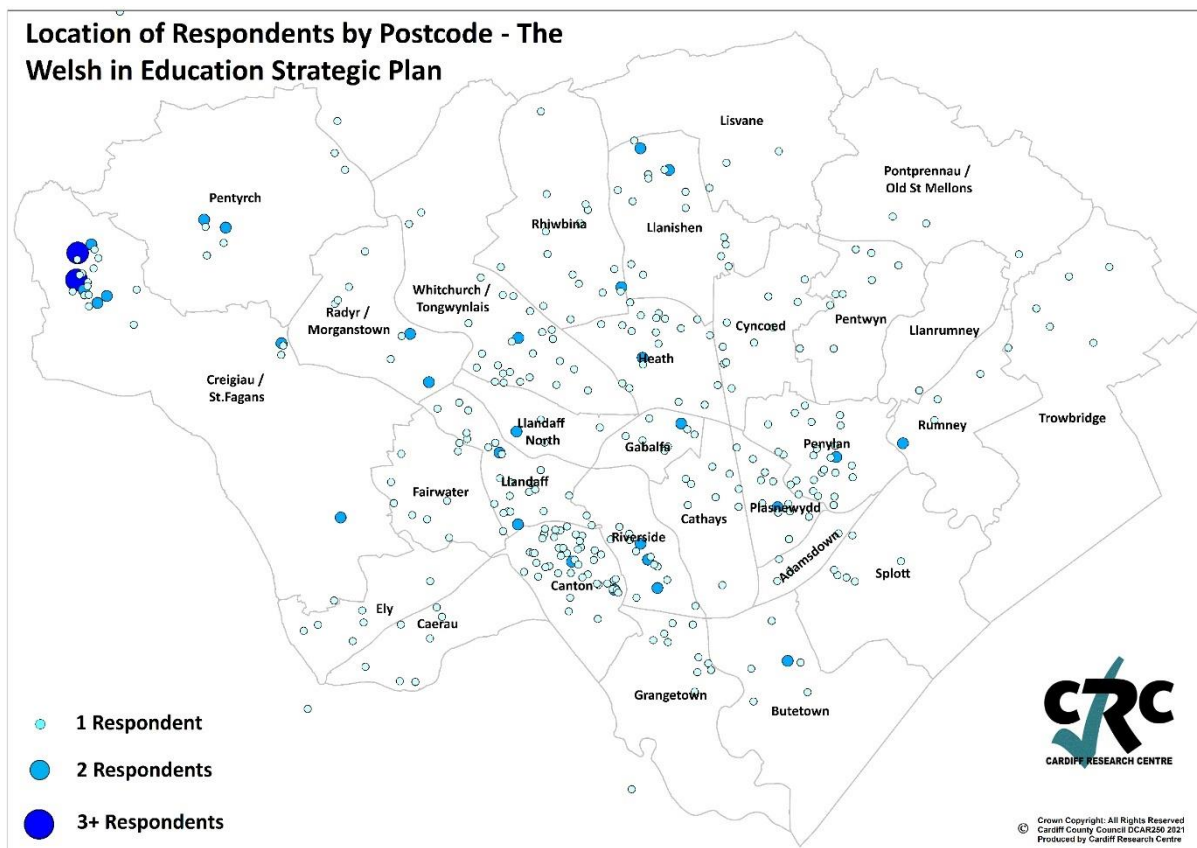
## WESP Consultation

Thema	Nifer	%	Enghraifft o sylwadau
Dewis Personol	44	24.0	<ul style="list-style-type: none"> <li>"Mae dewis yn allweddol. Peidiwch â'i orfodi am y byddwch yn troi pobl ymaith."</li> <li>"Peidiwch â'i orfodi. Gwych i rai gael y dewis ond peidiwch â mynd ag ef oddi wrth y rhai sydd ddim ei eisiau."</li> <li>"Er fy mod wedi dewis addysg cyfrwng Cymraeg i'm plant, nid yw'n iawn i bawb. Dylid cynyddu'r ddarpariaeth yn unig os oes galw amdano."</li> <li>"Rwy'n teimlo na ddylid gorfodi ein plant ifanc i ddysgu Cymraeg. Os ydynt am ei ddysgu, dylent ddewis hynny. Yn union fel Ffrangeg/Sbaeneg neu unrhyw iaith arall. Yr ydym yn byw yn y DU ac felly Saesneg ddylai fod yn iaith gyntaf."</li> <li>"Ie, tydw i ddim yn meddwl mai'r agwedd iawn yw gorfodi plant i ddysgu cyfrwng Cymraeg os na all y rhieni eu cefnogi. Mae y tu ôl ymlaen. Dylai pob plentyn ddysgu Cymraeg ochr yn ochr â Saesneg, ond dylai'r llywodraeth fod yn cyllido dysgu Cymraeg i oedolion (mae'n rhy ddrud o lawer ar hyn o bryd) a hefyd rhoi cymhellion i oedolion ddysgu - rhyw fath o wobr os yw o leiaf un oedolyn ar aelwyd yn gallu siarad Cymraeg neu ei ddysgu. Mae plant yn dysgu rhoi gwerth ar iaith trwy ei siarad gyda rhiant. Os nad yw'r rhieni yn ei siarad gartref, neu yn waeth byth yn ei sarhau, bydd y plentyn yn ei gweld fel rhywbeth diangen, ac amherir ar eu dysgu academaidd."</li> <li>"Oherwydd bod Cymraeg yn orfodol, yn yr ysgolion, mae'r disgyblion yn ei gasáu. Erbyn Blwyddyn 9 maent yn gwybod beth maent yn hoffi neu beidio. Os nad yw myfyriwr yn dda iawn yn academaidd, bydd yn cael trafferth, a bydd y trafferthion hynny yn parhau ym myd gwaith. Mae angen i chi roi dewis i ddisgyblion i fod eisiau dysgu'r iaith. Felly byddant yn ei mwynhau ac yn elwa yn hytrach na chael eu gorfodi arnynt ac yna byddant yn cymryd yn ei herbyn."</li> </ul>
Sylwadau negyddol	32	17.5	<ul style="list-style-type: none"> <li>"Leihau dysgu Cymraeg a gwneud gwell defnydd o'r amser yn yr ysgol."</li> <li>"Rhowch y gorau i'r cynllun camwahaniaethol hwn. Mae pawb yn siarad Saesneg ac y mae cosbi'r rhai nad ydynt yn siarad Cymraeg yn ein gwneud yn ddieithr yn ein gwlad ein hunan. Ataliwch hyn."</li> <li>"Gwastraff arian pan fo addysg yng nghymru y tu ôl i wledydd eraill."</li> <li>"Ymarferiad sy'n eliffant gwyn, i dicio bocsys ar waethaf ei effaith andwyol ar addysg."</li> <li>"Rhowch y gorau i dreisio meddyliau'r ifanc. Os na ellwch ennill gyda'r rhai hyn a doethach, felly pam troi at yr ifanc? Gadewch i'r iaith fyw ar ei haeddiannau ac nid am fod rhai delfrydwyr yn tybio y dylid ei hachub. Rydych yn gwastraffu ein harian."</li> <li>"Mae'r arian sy'n cael ei daflu at hyn yn wirion! Mae disgyblion yn cael trafferthion gyda'r sylfeini yn Saesneg, cyllidebau ysgol yn lleihau, ond eto mae arian yn cael ei daflu at addysg Gymraeg. Petai'r ysgolion cynradd Cymraeg yn llawn, digon teg, ond tydyn nhw ddim."</li> </ul>

Agwedd yn rhannu	30	16.4	<ul style="list-style-type: none"> <li>• "Rwy'n rhiant gwyn dosbarth canol. Fy mhrif gŵyn gydag addysg cyfrwng Cymraeg fy mab yw bod demograffeg y disgyblion bron 100% yn wyn. Rwy'n teimlo bod hyn yn drychineb mewn dinas amrywiol sydd wedi integreiddio'n dda. Mae hyn yn cael ei anwybyddu, hyd y gwelaf, gan bawb sy'n hyrwyddo'r Gymraeg."</li> <li>• "Nid yw'r cynllun hwn yn cynnwys pobl hŷn fyddai'n ei chael yn anodd dysgu iaith newydd. Nid yw gwneud y Gymraeg yn ofyniad mewn swyddi/addysg yn syniad da. Mae'n hawdd dweud 'wel, fe allech ddysgu' neu 'mae gennym gyrsiau am ddim', ond dyw hi ddim yn bosib i rai gan nad oes ganddynt naill ai mo'r amser neu'r gallu meddyliol i ddysgu."</li> <li>• "Peidiwch â chau ysgolion cynradd Saesneg. Hyfforddych a thalu am yr ysgolion sy'n bod eisoes. Mae Caerdydd yn ddinas amrywiol a byddwch yn cau allan cymaint o deuluoedd. Mae'n dda eich bod wedi crybwyll yr agwedd ADY, ond rhaid ymdrin hefyd a'r agwedd SIA. Mae symudedd rhai diwylliannau yn golygu bod ysgol Gymraeg lawn yn debyg o apelio llai."</li> <li>• "Mae'n symudiad hwn yn ymddangos yn wleidyddol iawn ac yn edrych fel petai'n gorfodi plant a phobl ifanc. Mae Caerdydd yn amlddiwylliannol, a daeth llawer o deuluoedd o orllewin Lloegr, heb fod yn siaradwyr Cymraeg naturiol, felly mae perygl i hyn greu rhaniad."</li> <li>• "Mae'n ymrannol iawn. Does dim ymgynghori a dim trafodaeth. Os ydych yn gwrthwynebu cewch eich bwlio arlein ac ar y stryd. Cerbyd cenedlaetholgar ydyw sy'n mynd yn ei flaen, ac y mae'r mwyafrif tawel wedi rhoi'r gorau i ofyn pam? Brad y Llyfrau Gleision o chwith yw hyn. Mae'r iaith yn cael ei gorfodi ar bobl ac unrhyw obaith o fwynhad yn cael ei lethu. Trist iawn. Mae'r cwestiwn ydych chi'n ystyried eich hun yn Gymro/Cymraes yn crynhoi hyn."</li> </ul>
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*Amdanoch chi*

Darparwch eich cod post isod i adael i ni ganfod barn ac anghenion ymatebwyr fesul ardal: -



Faint oedd eich oed ar eich pen-blwydd diwethaf?

	Nifer	%
Dan 16	4	0.7
16-24	8	1.4
25-34	83	14.2
35-44	210	36.0
45-54	168	28.8
55-64	66	11.3
65-74	22	3.8
75+	6	1.0
Well gen i beidio â dweud	16	2.7
<b>Cyfanswm Ymatebwyr</b>	<b>583</b>	<b>100.0</b>

Ydych chi ...?

	Nifer	%
Gwryw	173	29.7
Benyw	381	65.5
Arall	2	0.3
Well gen i beidio â dweud	26	4.5
Cyfanswm Ymatebwyr	582	100.0

Ydych chi yno yn disgrifio eich hun fel Traws?

	Nifer	%
Ydw	3	0.5
Na	532	93.3
Well gen i hunan-ddisgrifio	4	0.7
Well gen i beidio â dweud	31	5.4
Cyfanswm Ymatebwyr	570	100.0

Oes unrhyw blant yn byw ar eich aelwyd?

	Nifer	%
Dim plant	158	27.7
Oes, dan 5 oed (cyn-ysgol)	107	18.7
Oes 5 - 11 oed (ysgol gynradd)	229	40.1
Oes, 11 - 16 oed (ysgol uwchradd)	185	32.4
Oes, 16 - 18 oed, mewn addysg amser llawn, neu'n gweithio	61	10.7
Oes, 16 - 18 oed ond nid mewn addysg amser llawn nac yn gweithio	11	1.9
Cyfanswm Ymatebwyr	571	100.0

Ydych chi'n berson anabl?

	Nifer	%
Ydw	22	3.8
Na	532	91.9
Well gen i beidio â dweud	25	4.3
Cyfanswm Ymatebwyr	579	100.0

Ticiwch unrhyw rai o'r canlynol sy'n berthnasol i chi:

	Nifer	%
Salwch neu gyflwr iechyd tymor-hir (e.e., cancer, diabetes, neu asthma)	52	43.7
Anawsterau iechyd meddwl	18	15.1
Nam symud	11	9.2
Byddar/Wedi mynd yn fyddar/Trwm fy nghlyw	14	11.8
Nam gweledol	4	3.4
Nam/anawsterau dysgu	6	5.0
Defnyddiwr cadair olwyn	1	0.8
Well gen i beidio â dweud	28	23.5
Arall	3	2.5
Cyfanswm Ymatebwyr	119	-

Ydych chi'n synied amdanoch eich hun fel yn perthyn i unrhyw grefydd benodol?

	Nifer	%
Na, dim crefydd	372	64.8
Cristion (gan gynnwys yr Eglwys yng Nghymru, Catholig, Protestant a phob enwad Cristnogol arall)	179	31.2
Mwslim	8	1.4
Bwdist	0	0.0
Iddewig	2	0.3
Hindŵ	1	0.2
Sic	0	0.0
Well gen i beidio ag ateb	9	1.6
Arall	3	0.5
Cyfanswm Ymatebwyr	574	100.0

Sut buasech chi'n disgrifio eich sgiliau iaith Gymraeg?

	Nifer	%
Rhugl	199	34.2
Cymedrol	56	9.6
Sylfaenol	122	21.0
Dysgwr	88	15.1
Dim	117	20.1
Cyfanswm Ymatebwyr	582	100.0



Ydych chi'n ystyried eich hun yn Gymro/Cymraes?

	Nifer	%
Ydw	480	82.6
Na	101	17.4
Cyfanswm Ymatebwyr	581	100.0

Beth yw eich grŵp ethnig?

*Lle defnyddir y term 'Prydeinig', mae hyn yn cyfeirio at unrhyw un o bedair cenedl Cymru, Lloegr, Gogledd Iwerddon a'r Alban, neu unrhyw gyfuniad o'r rhain.*

	Nifer	%
Gwyn - Cymraeg/Sais/Saesnes/Albanaidd/Gogledd Iwerddon/Prydeinig	517	89.4
Well gen i beidio â dweud	21	3.6
Gwyn –Unrhyw gefndir gwyn arall	10	1.7
Grwpiau Ethnig Cymysg/Lluosog – Unrhyw rai eraill	5	0.9
Gwyn - Gwyddelig	4	0.7
Asiaidd/Asiaidd Cymreig/Prydeinig - Pacistanaidd	4	0.7
Grwpiau Ethnig Cymysg/Lluosog - Gwyn ac Asiaidd	3	0.5
Du/Affricanaidd/Caribiaidd/Du Cymreig/Prydeinig - Caribiaidd	3	0.5
Unrhyw grŵp ethnig arall (nodwch)	3	0.5
Asiaidd/Asiaidd Cymreig/Prydeinig - Indiaidd	2	0.3
Grwpiau Ethnig Cymysg/Lluosog - Gwyn a Du Caribiaidd	2	0.3
Arabaid	1	0.2
Asiaidd/Asiaidd Cymreig/Prydeinig - Bangladeshaid	1	0.2
Du/Affricanaidd/Caribiaidd/Du Cymreig/Prydeinig - Affricanaidd	1	0.2
Grwpiau Ethnig Cymysg/Lluosog - Gwyn a Du Affricanaidd	1	0.2
Asiaidd/Asiaidd Cymreig/Prydeinig – Unrhyw un arall	0	0.0
Cyfanswm Ymatebwyr	578	100.0

## Atodiad A

	Under 35	55+	Female	Male	Minority ethnicity	Identify as disabled	Welsh speaker	Children in household	All respondents	School Staff
More nursery children/ three-year olds receive their education through the medium of Welsh.	4.4	4.7	4.4	5.1	4.7	4.2	4.9	4.6	4.6	4.2
More reception class children/ five-year olds receive their education through the medium of Welsh.	4.1	4.4	4.0	4.7	4.4	4.3	4.5	4.3	4.2	4.0
More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another.	4.0	4.3	4.2	3.9	4.3	4.4	3.8	4.2	4.2	4.0
More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh.	3.0	2.8	2.7	2.9	2.9	2.9	2.8	2.7	2.8	2.9
More opportunities for learners to use Welsh in different contexts in school.	4.6	4.4	4.4	4.0	4.0	4.5	4.0	4.2	4.3	4.3
An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN)	3.3	2.6	3.4	3.1	3.3	3.4	3.1	3.4	3.3	3.5
Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh	4.8	5.0	5.1	4.5	4.8	4.9	5.1	5.0	4.9	5.3

## Atodiad B

Thema	Nifer	%	Enghraifft o sylwadau
<b>Hyrwyddo'r iaith yn well</b>	<b>12</b>	<b>13.3</b>	<ul style="list-style-type: none"> <li>"Hyrwyddo manteision, gwell swyddi i ieithwyr, mwy o gyfleoedd."</li> <li>" Pwysleisio fod that Cymraeg yn rhoi manteision i bobl yn y gweithle, mewn busnes a'r byd y tu hwnt i addysg."</li> </ul>

Mwy o wersi/cyrsiau Cymraeg	12	13.3	<ul style="list-style-type: none"> <li>"Mwy o hyfforddiant a chefnogaeth o ansawdd i athrawon ddysgu Cymraeg. Cyrsiau Cymraeg am ddim i'r holl athrawon."</li> <li>"Coleg Cymraeg yng Nghaerdydd."</li> </ul>
Agwedd fwy cynhwysol	11	12.2	<ul style="list-style-type: none"> <li>"Mae angen gwneud mwy i ddwyn poblogaethau C2DE a BAME i mewn, mae'n cael ei weld fel dewis Gwyn/DC."</li> <li>"Cymuned Gymraeg fwy cynhwysol sy'n croesawu integreiddio, yn hytrach na hyrwyddo arwahanrwydd."</li> </ul>
Mwy o gefnogaeth	10	11.1	<ul style="list-style-type: none"> <li>"Efallai cynnig cyrsiau Cymraeg am ddim i rieni sy'n dewis ysgol cyfrwng Cymraeg?"</li> <li>"Pecynnau dysgu y gellir eu hanfon gartref, gyda deunyddiau hawdd eu cyrchu i rieni a phlant."</li> </ul>
Mwy o gyfleoedd i ddefnyddio'r iaith	10	11.1	<ul style="list-style-type: none"> <li>"Mwy o weithgareddau hamdden am ddim trwy gyfrwng y Gymraeg y tu allan i'r ysgol."</li> <li>"Mwy o gyfle i ddefnyddio ac astudio'r Gymraeg a thrwy gyfrwng y Gymraeg yn ysgolion cyfrwng Saesneg Caerdydd."</li> </ul>
Mwy o lefydd meithrin	9	10.0	<ul style="list-style-type: none"> <li>"Darparu mwy o feithrinfeydd cyn-ysgol Cymraeg."</li> </ul>
Gwneud pob ysgol yn ddwyieithog	9	10.0	<ul style="list-style-type: none"> <li>"Pam na fedr ysgolion yng Nghymru fod yn wirioneddol ddwyieithog? e.e., Saesneg yn y bore, Cymraeg yn y prynhawn."</li> </ul>
Mwy o staff / hyfforddiant i staff	8	8.9	<ul style="list-style-type: none"> <li>"Cyflogi staff amlieithog i gefnogi plant gyda chefnidiroedd ieithyddol eraill."</li> </ul>
Gwnewch hi'n orfodol / Agor ysgolion Cymraeg yn unig	7	7.8	<ul style="list-style-type: none"> <li>"Agor ysgolion cyfrwng Cymraeg yn unig o hyn allan; sicrhau addysg cyfrwng Cymraeg yn ddiodyn."</li> </ul>
Dewis personol	4	4.4	<ul style="list-style-type: none"> <li>"Peidio â gorfodi'r iaith ar bobl. Mae dewis gwneud rhywbeth yn llawer gwell na gorfod gwneud."</li> </ul>
Agwedd yn ymrannol	4	4.4	<ul style="list-style-type: none"> <li>"Dim ysgolion Cymraeg. Dim ysgolion Saesneg. Ysgolion gwirioneddol ddwyieithog. Mae'r drefn bresennol yn ymrannol."</li> </ul>
Lleoliad	3	3.3	<ul style="list-style-type: none"> <li>"Lleoli ysgolion Cymraeg yn nes at adref. Mae'n rhaid i ni deithio yn sylweddol ymhellach i ysgol Gymraeg na'r un Saesneg."</li> </ul>
Rhannu adnoddau rhwng ysgolion Cymraeg / Saesneg	2	2.2	<ul style="list-style-type: none"> <li>"Hyfforddi athrawon mewn ysgolion CS ar sut i ddysgu Cymraeg er mwyn annog siaradwyr Cymraeg mewn ysgolion CS."</li> </ul>
Arwyddion	1	1.1	<ul style="list-style-type: none"> <li>"Llai, nid yw Cymraeg yn cael ei defnyddio'n gyffredin ym mhrifddinas Cymru, ac y mae arwyddion dwyieithog yn drysu ymwelwyr."</li> </ul>
Amrywiol	9	10.0	<ul style="list-style-type: none"> <li>"Ysgolion ffydd Cymraeg?"</li> </ul>

DS: Nid yw'r canrannau cyffredinol yn dod i 100% gan y gall sylwadau'r ymatebwyr ddod dan fwy nag un thema.

## Atodiad C

Thema	Nifer	%	Enghraifft o sylwadau
Gwell hyfforddiant a DPP / Targeddu myfyrwyr	75	31.5	<ul style="list-style-type: none"> <li>"Mae angen i'r staff gael mynediad rhwydd at ddysgu ac ymarfer cyson."</li> <li>"Mwy o hyfforddiant o ansawdd dda i staff ysgolion, nid dim ond gwranddo arlein."</li> <li>"Hyfforddi'r sawl nad ydynt yn siarad Cymraeg i siarad Cymraeg."</li> <li>"Mae angen staff ychwanegol, llwybrau amgen (a'r rhai presennol yn agored i bynciau pellach) i ddysgu. Dylai staff gyda chymwysterau llawn gael cyfleoedd yn yr ysgolion i ddatblygu eu hunain ymhellach trwy rolau secondio."</li> <li>"Annog mwy o ddisgyblion Lefel A i barhau i astudio trwy gyfrwng y Gymraeg mewn Addysg Uwch."</li> <li>"Targeddu myfyrwyr addysg all siarad Cymraeg a chynnig hyfforddiant iddynt i'w codi i'r safon angenrheidiol."</li> </ul>
Recriwtio siaradwyr Cymraeg	54	22.7	<ul style="list-style-type: none"> <li>"Annog mwy o siaradwyr Cymraeg i ddod yn athrawon."</li> <li>"Angen mwy o athrawon sy'n siarad Cymraeg ac mae hyn yn cychwyn o sicrhau fod llinell yn mynd i'r proffesiwn hon a'r ysgol uwchradd ymlaen."</li> <li>"Rwy'n meddwl y dylid cael isafswm nifer o staff dysgu dwyieithog ym mhob ysgol."</li> <li>"Mae angen dybryd am fwy o athrawon Cymraeg fel ail iaith. Heb hyn, bydd ysgolion yn cael eu gorfodi i leihau nifer yr oriau o ddarpariaeth Cymraeg."</li> <li>"Mwy o staff sy'n siarad Cymraeg."</li> <li>"Mwy o athrawon cyfrwng Cymraeg mewn pynciau Gwyddoniaeth."</li> </ul>
Mwy o Staff / Prinder athrawon	52	21.8	<ul style="list-style-type: none"> <li>"Mae prinder athrawon eisoes yn y cyfrwng Cymraeg a Saesneg ledled Cymru. Mae hyn yn arbennig o ddifrifol yn y cyfrwng Cymraeg - yn enwedig mewn pynciau STEM ac ieithoedd modern tramor. Buaswn i'n awgrymu gwell tâl ac amodau i'r holl athrawon ond buaswn yn gwrthwynebu unrhyw gymhellion arbennig i siaradwyr Cymraeg gan na fyddai hyn yn deg."</li> <li>"Dwyf i ddim yn meddwl bod digon o staff ar hyn o bryd i wneud hyn."</li> <li>"Dim digon o staff dysgu."</li> <li>"Mae angen mwy o staff yn enwedig mewn ysgolion cyfrwng Cymraeg yn y grwpiau oedran iau lle nad yw'r plant oll yn ddwyieithog."</li> </ul>

			<ul style="list-style-type: none"> <li>"Angen mwy o athrawon a rhai o well ansawdd."</li> </ul>
<b>Magu hyder i ddefnyddio'r iaith/rhoi mwy o gyfleoedd i'w defnyddio bob dydd</b>	<b>32</b>	<b>13.4</b>	<ul style="list-style-type: none"> <li>"Mwy o gefnogaeth i bawb, ond yn enwedig y sawl sydd â sgiliau iaith Gymraeg ond heb yr hyder na'r ymarfer i ddefnyddio'r sgiliau hynny yn y dosbarth."</li> <li>"Mwy o hyfforddiant i'r sawl sy'n siarad Cymraeg ond heb fod yn hyderus i'w defnyddio yn y gwaith."</li> <li>"Annog y staff fedr siarad a darparu sgiliau i ddefnyddio'r iaith y tu allan i'r man gwaith."</li> </ul>
<b>Hyrwyddo gwell ar ddysgu fel gyrfa</b>	<b>30</b>	<b>12.6</b>	<ul style="list-style-type: none"> <li>"Rhaid hyrwyddo gyrfaedd dysgu trwy gyfrwng y Gymraeg a chynnig cefnogaeth i'r sawl sydd am fanteisio ar gyfleoedd o'r fath."</li> <li>"Annog mwy o ddisgyblion i ystyried addysg fel gyrfa lwyddiannus."</li> <li>"Gofalu bod y proffesiwn dysgu yn ddeniadol, a'r amodau gwaith yn ffafriol fel nad yw staff â sgiliau yn gadael y proffesiwn."</li> </ul>
<b>Gwell amodau gwaith</b>	<b>24</b>	<b>10.1</b>	<ul style="list-style-type: none"> <li>"Mae prinder athrawon eisoes yn y cyfrwng Cymraeg a Saesneg ledled Cymru. Mae hyn yn arbennig o ddifrifol yn y cyfrwng Cymraeg - yn enwedig mewn pynciau STEM ac ieithoedd modern tramor. Buaswn i'n awgrymu gwell tâl ac amodau i'r holl athrawon ond buaswn yn gwrthwynebu unrhyw gymhellion arbennig i siaradwyr Cymraeg gan na fyddai hyn yn deg."</li> <li>"Rhaid gwneud y proffesiwn yn fwy deniadol i ddenu a chadw staff. Nid mater o dâl yn unig yw hyn, ond amodau gwaith hefyd – mae pwysau gwaith a phrosesau atebolrwydd yr haen ganol yn ormod."</li> <li>"Mwy o dâl i ddenu athrawon newydd."</li> </ul>
<b>Mwy o gefnogaeth</b>	<b>23</b>	<b>9.7</b>	<ul style="list-style-type: none"> <li>"Mwy o gefnogaeth mewn ysgolion uwchradd. Mwy o waith trochi i wella safon Cymraeg plant hŷn."</li> <li>"Mwy o hyfforddi athrawon a chefnogaeth i ysgolion ryddhau staff i gael hyfforddiant dwys / tymor-hir"</li> <li>"Cefnogi athrawon er mwyn gwneud yn sicr y bydd llai yn gadael y proffesiwn."</li> </ul>
<b>Cymhelliant i hyfforddi athrawon</b>	<b>22</b>	<b>9.2</b>	<ul style="list-style-type: none"> <li>"Cymhellion i unigolion sydd â diddordeb mewn dysgu i ddilyn eu cymhwyster dysgu a'u cyflogaeth trwy gyfrwng y Gymraeg."</li> <li>"Cymhellion ariannol i fyfyrwyr sy'n ystyried mynd yn athrawon."</li> <li>"Mwy o gymhellion ariannol i bobl hyfforddi fel addysgwyr"</li> </ul>
<b>Gostwng disgwyliadau / recriwtio / targedau</b>	<b>16</b>	<b>6.7</b>	<ul style="list-style-type: none"> <li>"Rhaid cael llai o dargedau diystyr a mwy o ddealltwriaeth o'r hyn mae ar rieni a phlant ei angen."</li> <li>"Gostwng y disgwyliad ynghylch beth yw athro/athrawes llwyr ddwyieithog. Peidio â dysgu mathemateg a gwyddoniaeth yn Gymraeg. Cael mwy o gymysgedd o Saesneg a Chymraeg a dysgwyr ym mhob ysgol."</li> </ul>
<b>Gwell athrawon</b>	<b>12</b>	<b>5.0</b>	<ul style="list-style-type: none"> <li>"Gwell athrawon."</li> <li>"Angen mwy o athrawon ac o safon well."</li> </ul>

Mwy o wersi Cymraeg	11	4.6	<ul style="list-style-type: none"> <li>"Mwy o wersi penodol Gymraeg o'r cyfnod cynnar ym mhob ysgol."</li> <li>"Gwersi Cymraeg am ddim i oedolion /athrawon."</li> </ul>
Sylwadau negyddol	7	2.9	<ul style="list-style-type: none"> <li>"Mwy o dryloywder o'r cychwyn. Mae'r agenda yn swnio'n fwy cyfan gwbl Gymraeg ac nid yn ddwyieithog."</li> </ul>
Newid y cwricwlwm	5	2.1	<ul style="list-style-type: none"> <li>"Rwy'n meddwl y dylai'r pwyslais fod ar ddatblygu sgiliau llythrennedd ac nid ar yr iaith Gymraeg."</li> </ul>
Mwy o ysgolion cyfrwng Cymraeg	5	2.1	<ul style="list-style-type: none"> <li>"Dal i gynyddu darpariaeth ac ehangu'r ddarpariaeth uwchradd yn ne'r ddinas."</li> </ul>
Mwy o adnoddau i ysgolion cyfrwng-Saesneg	4	1.7	<ul style="list-style-type: none"> <li>"Rhaid rhoi arian i ysgolion cynradd Saesneg yn hytrach na dim ond adeiladu ysgolion Cymraeg schools!"</li> </ul>
Pryderon ADY	4	1.7	<ul style="list-style-type: none"> <li>"Mwy o hyfforddiant, mae'n debyg. Mae'n od iawn clywed athrawes Gymraeg yn cwyno am dreigliadau pan nad yw hi ei hun yn wastad yn gywir a phan glywn gymaint o gamgymeriadau gan athrawon eraill ("o golau" "mae nhw."). Mae angen i bobl sy'n helpu plant ag anghenion ychwanegol wybod beth sydd ei angen er mwyn helpu."</li> </ul>
Amrywiol	30	12.6	<ul style="list-style-type: none"> <li>"Mater o gyflenwad a galw yw hyn, does bosib?"</li> <li>"Fel athro nad yw'n siarad Cymraeg, lle'r ydw i yn ffitio i mewn?"</li> <li>"Mae angen mynd i'r afael â'r argyfwng recriwtio athrawon, yn enwedig yn y pynciau llai poblogaidd. Rhaid i hyn ddigwydd ar lefel uchaf Llywodraeth Cymru. Mae angen strategaeth gadarn."</li> </ul>

DS. Nid yw canrannau yn dod i 100% oherwydd y gallai ymatebwyr ddewis mwy nag un ateb.

## Atodiad D

Thema	Nifer	%	Enghraifft o sylwadau
Dewis personol	44	24.0	<ul style="list-style-type: none"> <li>"Mae dewis yn allweddol. Peidiwch â'i orfodi am y byddwch yn troi pobl ymaith."</li> <li>"Peidiwch â'i orfodi. Gwych i rai gael y dewis ond peidiwch â mynd ag ef oddi wrth y rhai sydd ddim ei eisiau."</li> <li>"Er fy mod wedi dewis addysg cyfrwng Cymraeg i'm plant, nid yw'n iawn i bawb. Dylid cynyddu'r ddarpariaeth yn unig os oes galw amdano."</li> <li>"Rwy'n teimlo na ddylid gorfodi ein plant ifanc i ddysgu Cymraeg. Os ydynt am ei ddysgu, dylent ddewis hynny. Yn union fel Ffrangeg/Sbaeneg neu unrhyw iaith arall. Yr ydym yn byw yn y DU ac felly Saesneg ddylai fod yn iaith gyntaf."</li> </ul>

			<ul style="list-style-type: none"> <li>"Ie, tydw i ddim yn meddwl mai'r agwedd iawn yw gorfodi plant i ddysgu cyfrwng Cymraeg os na all y rhieni eu cefnogi. Mae y tu ôl ymlaen. Dylai pob plentyn ddysgu Cymraeg ochr yn ochr â Saesneg, ond dylai'r llywodraeth fod yn cyllido dysgu Cymraeg i oedolion (mae'n rhy ddruod o lawer ar hyn o bryd) a hefyd rhoi cymhellion i oedolion ddysgu - rhyw fath o wobr os yw o leiaf un oedolyn ar aelwyd yn gallu siarad Cymraeg neu ei ddysgu. Mae plant yn dysgu rhoi gwerth ar iaith trwy ei siarad gyda rhiant. Os nad yw'r rhieni yn ei siarad gartref, neu yn waeth byth yn ei sarhau, bydd y plentyn yn ei gweld fel rhywbeth diangen, ac amherir ar eu dysgu academaidd."</li> <li>" Oherwydd bod Cymraeg yn orfodol, yn yr ysgolion, mae'r disgyblion yn ei gasáu. Erbyn Blwyddyn 9 maent yn gwybod beth maent yn hoffi neu beidio. Os nad yw myfyriwr yn dda iawn yn academaidd, bydd yn cael trafferth, a bydd y trafferthion hynny yn parhau ym myd gwaith. Mae angen i chi roi dewis i ddisgyblion i fod eisiau dysgu'r iaith. Felly byddant yn ei mwynhau ac yn elwa yn hytrach na chael eu gorfodi arnynt ac yna byddant yn cymryd yn ei herbyn."</li> </ul>
<b>Negative comments</b>	<b>32</b>	<b>17.5</b>	<ul style="list-style-type: none"> <li>"Leihau dysgu Cymraeg a gwneud gwell defnydd o'r amser yn yr ysgol."</li> <li>"Rhowch y gorau i'r cynllun camwahaniaethol hwn. Mae pawb yn siarad Saesneg ac y mae cosbi'r rhai nad ydynt yn siarad Cymraeg yn ein gwneud yn ddieithr yn ein gwlad ein hunan. Ataliwch hyn."</li> <li>"Gwastraff arian pan fo addysg yng nghymru y tu ôl i wledydd eraill."</li> <li>"Ymarferiad sy'n elfiant gwyn, i dicio bocsys ar waethaf ei effaith andwyol ar addysg."</li> <li>"Rhowch y gorau i dreisio meddyliau'r ifanc. Os na ellwch ennill gyda'r rhai hyn a doethach, felly pam troi at yr ifanc? Gadewch i'r iaith fyw ar ei haeddiannau ac nid am fod rhai delfrydwyr yn tybio y dylid ei hachub. Rydych yn gwastraffu ein harian."</li> <li>"Mae'r arian sy'n cael ei daflu at hyn yn wirion! Mae disgyblion yn cael trafferthion gyda'r sylfeini yn Saesneg, cyllidebau ysgol yn lleihau, ond eto mae arian yn cael ei daflu at addysg Gymraeg. Petai'r ysgolion cynradd Cymraeg yn llawn, digon teg, ond tydyn nhw ddim."</li> </ul>
<b>Agwedd yn ymrannol</b>	<b>30</b>	<b>16.4</b>	<ul style="list-style-type: none"> <li>"Peidiwch â chau ysgolion cynradd Saesneg. Hyfforddwch a thalu am yr ysgolion sy'n bod eisoes. Mae Caerdydd yn ddinas amrywiol a byddwch yn cau allan cymaint o deuluoedd. Mae'n dda eich bod wedi crybwyll yr agwedd ADY, ond rhaid ymdrin hefyd a'r agwedd SIA. Mae symudedd rhai diwylliannau yn golygu bod ysgol Gymraeg iawn yn debyg o apelio llai."</li> <li>"Mae'n symudiad hwn yn ymddangos yn wleidyddol iawn ac yn edrych fel petai'n gorfodi plant a phobl ifanc. Mae Caerdydd yn amlddiwylliannol, a daeth llawer o deuluoedd o orllewin Lloegr, heb fod yn siaradwyr Cymraeg naturiol, felly mae perygl i hyn greu rhaniad."</li> </ul>

			<ul style="list-style-type: none"> <li>"Mae'n ymrannol iawn. Does dim ymgynghori a dim trafodaeth. Os ydych yn gwrthwynebu cewch eich bwlio arlein ac ar y stryd. Cerbyd cenedlaetholgar ydyw sy'n mynd yn ei flaen, ac y mae'r mwyafrif tawel wedi rhoi'r gorau i ofyn pam? Brad y Llyfrau Gleision o chwith yw hyn. Mae'r iaith yn cael ei gorfodi ar bobl ac unrhyw obaith o fwynhad yn cael ei lethu. Trist iawn. Mae'r cwestiwn ydych chi'n ystyried eich hun yn Gymro/Cymraes yn crynhoi hyn."</li> <li>"Peidiwch â chau ysgolion cynradd Saesneg. Hyfforddwch a thalu am yr ysgolion sy'n bod eisoes. Mae Caerdydd yn ddinas amrywiol a byddwch yn cau allan cymaint o deuluoedd. Mae'n dda eich bod wedi crybwyll yr agwedd ADY, ond rhaid ymdrin hefyd a'r agwedd SIA. Mae symudedd rhai diwylliannau yn golygu bod ysgol Gymraeg iawn yn debyg o apelio llai."</li> <li>"Mae'n symudiad hwn yn ymddangos yn wleidyddol iawn ac yn edrych fel petai'n gorfodi plant a phobl ifanc. Mae Caerdydd yn amlddiwylliannol, a daeth llawer o deuluoedd o orllewin Lloegr, heb fod yn siaradwyr Cymraeg naturiol, felly mae perygl i hyn greu rhaniad."</li> </ul>
<b>Gwastraff adnoddau</b>	<b>29</b>	<b>15.8</b>	<ul style="list-style-type: none"> <li>"Am wastraff arian. Nid yw Cymraeg yn iaith fasnachol y tu allan i Gymru nac yng Nghymru."</li> <li>"Mae gormod o bwyslais yn cael ei roi ar addysg Gymraeg. Byddai modd ail-ddefnyddio'r amser a'r adnoddau a werir ar hyn gyda sgiliau allweddol fel Mathemateg, Gwyddoniaeth a Saesneg."</li> <li>"Rwy'n pryderu fod arian yn cael ei wastraffu ar rywbeth nad oes mo'i angen."</li> </ul>
<b>Blaenoriaethau pwysicach</b>	<b>24</b>	<b>13.1</b>	<ul style="list-style-type: none"> <li>"Defnyddiwch yr arian i brosiectau blaenoriaeth. Ar hyn o bryd, nid yw hyn yn flaenoriaeth."</li> <li>"Ar hyn o bryd, rydym yn gweld mewn ysgolion fod llawer o blant islaw eu lefelau darllen cyfartalog mewn Saesneg. Rwy'n meddwl bod angen i ddatblygu hyn fod yn flaenoriaeth, yna gweithio ar ddatblygu niferoedd y siaradwyr Cymraeg."</li> <li>"Pan fo plant yng Nghymru y tu ôl i blant cenhedloedd eraill, mae'n ymddangos yn chwerthinllyd gwario arian fel hyn yn lle cael y sylfeini'n iawn."</li> </ul>
<b>Pryderon am ragolygon gyrfa</b>	<b>23</b>	<b>12.6</b>	<ul style="list-style-type: none"> <li>"Rwy'n credu bod astudio Cymraeg y tu hwnt i ddewisiadau TGAU yn anghywir! Ychydig iawn o'r plant sy'n mynd ymlaen i fod yn siaradwyr Cymraeg ac felly rwy'n teimlo nad yw'n llawer o fantais iddynt. Byddai'n well rhyddhau dewis fel y gallant astudio pwnc sy'n eu symbylu neu yn rhoi mantais iddynt ar eu llwybr gyrfa neu astudio."</li> <li>"Oherwydd bod Cymraeg yn orfodol, yn yr ysgolion, mae'r disgyblion yn ei gasáu. Erbyn Blwyddyn 9 maent yn gwybod beth maent yn hoffi neu beidio. Os nad yw myfyriwr yn dda iawn yn academaidd, bydd yn cael trafferth, a bydd y trafferthion hynny yn parhau ym myd gwaith. Mae angen i chi roi dewis i ddisgyblion i fod eisiau dysgu'r iaith. Felly byddant yn ei mwynhau ac yn elwa yn hytrach na chael eu gorfodi arnynt ac yna byddant yn</li> </ul>



			<p>cymryd yn ei herbyn."</p> <ul style="list-style-type: none"> <li>"Rwy'n pryderu y bydd yn lleihau cyfleoedd i bobl ifanc petaent yn dewis astudio neu weithio y tu allan i Gymru. Rwy'n falch iawn fod fy merch wedi gadael cyn i ddim o hyn gael ei weithredu. Mae llawer o'm pryderon yn codi o'r ffaith i mi gael myfyrwraig ar brofiad gwaith oedd ond wedi cael addysg cyfrwng Cymraeg hyd at 16 oed ac wedyn wedi cychwyn ar gwrs astudiaethau iechyd cyfrwng Saesneg mewn coleg yng Nghaerdydd. Doedd hi ddim wedi arfer ysgrifennu'n ffurfiol yn Saesneg ac yr oedd yn ysgrifennu traethodau yn Gymraeg ac yna'n eu cyfieithu. Yn rhyfedd iawn, roedd yn rhaid iddi fynychu dosbarthiadau Cymraeg wythnosol lle'r oedden nhw'n gwneud cyfarchion sylfaenol, lliwiau ac ati - yn amlwg, roedd hi'n gwybod hyn i gyd, ond pam oedd yn rhaid i'r myfyrwyr eraill ddysgu stwff mor sylfaenol a hwythau oll wedi gorfod cymryd TGAU Cymraeg y flwyddyn flaenorol? Mae angen mwy o onestrwydd am y strategaeth hon a llai o dicio bocsys."</li> </ul>
<b>Angen Mwy</b>	<b>22</b>	<b>12.0</b>	<ul style="list-style-type: none"> <li>"Angen mynd ymhellach fel na fydd cenedlaethau'r dyfodol yn colli allan ar eu hiaith a'u treftadaeth ddiwylliannol fel y gwnes i."</li> <li>"Gwnewch fwy i helpu oedolion fel fi sydd â rhyw sylfaen mewn Cymraeg ac yn gweithio mewn ysgolion, ond sydd heb gyfle i wella na dod yn rhugl. Mae'n drueni fod y cyfan wedi ei anelu at fyfyrwyr a bod ganddynt hwy gyn lleied o bobl i fod yn esiamplau iddynt."</li> <li>"Mae angen mwy o uchelgais. Rhaid i'r targed am ddisgyblion sy'n astudio yn Gymraeg fod yn uwch. Mae angen mwy o athrawon needed. Mae angen mwy o ysgolion cyfrwng- Cymraeg. Ddylai hyn ddim cael ei yrru gan ganfyddiad o alw – fe fydd yn creu'r galw. "Codwch hwy, ac fe fyddant yn dod."</li> </ul>
<b>Safle cyfartal i'r ddwy iaith/ysgolion</b>	<b>21</b>	<b>11.5</b>	<ul style="list-style-type: none"> <li>"Dylai pawn gael y cyfle i astudio Cymraeg os ydynt eisiau, ond rwy'n meddwl y dylid dyrannu cyllid yn decach i bob ysgol waeth beth yw'r iaith."</li> <li>"Mae angen cydbwysedd o ran cefnogi ysgolion cyfrwng Cymraeg y ddinas, ac ysgolion uwchradd yn arbennig, trwy wella'r adnoddau adeiledig. Cafodd llawer o ysgolion uwchradd cyfrwng- Saesneg y ddinas adeiladau newydd, ac y mae hynny'n beth da, trwy raglen ysgolion yr 21ain ganrif. Ond petawn i'n rhiant nad oedd yn siŵr am ddewis addysg uwchradd Gymraeg neu Saesneg i 'mhlant, buaswn yn ystyried yr adnoddau a'r adeiladau sydd gan wahanol ysgolion wrth benderfynu, ac ar hyn o bryd, mae'r ysgolion cyfrwng- Saesneg yn ddewis mwy deniadol o lawer. Mae rhieni eisiau eu plant i gael profiad addysgol gwerthfawr a chadarnhaol, ac y mae adeiladau, cyfarpar ac adnoddau yn rhan allweddol o hynny."</li> </ul>

			<ul style="list-style-type: none"> <li>"Dylid rhoi blaenoriaeth i gefnogi sgiliau llythrennedd a rhifedd waeth beth yw cyfrwng yr addysg."</li> </ul>
<b>Prinder athrawon/gwell ansawdd</b>	<b>21</b>	<b>11.5</b>	<ul style="list-style-type: none"> <li>"Mae arnom angen athrawon all gyflwyno'r Gymraeg fel ail iaith."</li> <li>"Hyrwyddo/marchnata'r colegau hyfforddi a chodi proffil yr argyfwng staffio sy'n datblygu yng ngwahanol gyfnodau'r cyfrwng Cymraeg."</li> <li>"Mae'n gynllun rhagorol, ond does dim modd ei gyflwyno heb athrawon Cymraeg eu hiaith."</li> </ul>
<b>Mwy o ddefnydd bob dydd/cyfleoedd i ddysgu</b>	<b>20</b>	<b>10.9</b>	<ul style="list-style-type: none"> <li>"Hyfforddi siaradwyr di-Gymraeg i ddysgu. Yn hytrach na dim ond cyflogi siaradwyr Cymraeg. Caniatáu i staff ddysgu trwy hyfforddiant sydd eisiau dysgu Cymraeg."</li> <li>"Diffyg clybiau ôl-ysgol neu grwpiau/gweithgareddau FFORDDIADWY yn GYFFREDINOL, heb sôn am y cyfrwng Cymraeg/dwyieithog. Adferwch fwy o ddarpariaeth wedi'r ysgol - yn enwedig mewn ardaloedd lle cynhelir clybiau ieuencid, canolfannau cymuned ac unrhyw ddosbarthiadau - e.e., Pentwyn."</li> <li>"Agorwch fwy o ganolfannau preswyl i bobl ddysgu Cymraeg a'u gwneud yn fforddiadwy. Mae ar blant angen mwy nag un daith i Langrannog yn eu haddysg uwchradd i gyfoethogi eu dysgu. Dylai teithiau preswyl fod yn flynyddol ac ar gost isel."</li> </ul>
<b>Targed yn ymddangos yn ymestynnol/amheus</b>	<b>19</b>	<b>10.4</b>	<ul style="list-style-type: none"> <li>"Amcanion amheus gyda fawr ddim o ran manteision amlwg wedi eu hyrwyddo gan fuddiannau sefydledig."</li> <li>"Mae dogfen y taflwybr (Atodiad 2) yn fuddiol, trylwyr a gwerthfawr. Nid yw hynny'n cael ei adlewyrchu yn strategaeth y CSCA. Cyfeirir at gynlluniau hysbys megis Plasdŵr, ond fawr ddim awgrymiadau fel arall, e.e., awgrym y gall ysgol uwchradd newydd ddod yn sgil y Cynllun Datblygu Lleol newydd, ond dim manylion am ba ysgolion fyddai'n bwydo'r ysgol honno. Rhoddir blaenoriaeth i fodel ysgol ddeuol Plasdŵr heb esbonio pam, tra dywed canllawiau CSCA y llywodraeth mai'r model trochi sydd orau o ran creu siaradwyr Cymraeg! Ni fydd llwyddiant arbrawf Plasdŵr (creu siaradwyr newydd o'r ffrwd Saesneg) yn hysbys tan ddiwedd cyfnod y CSCA hwn - felly mae'n od mentro cymaint ar hynny. Does dim trafodaeth o gwbl ar ddatblygu'r sector Saesneg (ar wahân i'r Cwricwlwm newydd). Lle mae'r cynigion i symud ysgolion ar hyd y continwmm? Awgryma'r ddemograffeg y bydd y llyfnydd gwag mewn ysgolion yn y sector cyfrwng Saesneg dros y blynyddoedd nesaf, ac o bosib bydd hynny yn galw am ad-drefnu - ac eto, does dim trafodaeth nac awgrym yn y CSCA o'r posibiladau a'r cyfleoedd allai ddeillio o hynny. Mae cymdogaethau 15-munud yn uchelgais - ond mae rhai ardaloedd o Gaerdydd ymhell o gael addysg cyfrwng Cymraeg o fewn pellter cerdded 15 munud - yn enwedig ardaloedd difreintiedig lle gall addysg cyfrwng Cymraeg helpu i wrthweithio'r tlodi hwnnw. Gan rai o'r ardaloedd hyn y mae'r dwysedd poblogaeth uchaf, ond y niferoedd isaf o siaradwyr Cymraeg- yma y mae'r manau lle mae potensial mawr i dyfu'r iaith, ond dim trafodaeth yn y CSCA. Fel y saif, mae'r CSCA ( ..?)."</li> </ul>

<b>Siaredir ieithoedd eraill yng Nghaerdydd</b>	<b>11</b>	<b>6.0</b>	<ul style="list-style-type: none"> <li>"Nid wyf yn cytuno ag ef. Mae'n dymor-byr ac annemocrataidd pan feddylwch am ddadansoddiad yr ieithoedd eraill a siaredir yng Nghaerdydd."</li> <li>"Rhowch y gorau i'r cynllun. Llawer gwell hyrwyddo ieithoedd rhyngwladol eraill sy'n cael eu defnyddio megis Ffrangeg, Almaeneg, a Sbaeneg. Mae'r strategaeth yn hollol anghywir."</li> </ul>
<b>Ieithoedd eraill yn fwy llesol</b>	<b>10</b>	<b>5.5</b>	<ul style="list-style-type: none"> <li>"Rwy'n meddwl ei bod yn wastraff arian gorfodi hyn. Dylai fod yn ddewis i'r rhieni pan fydd y plentyn yn dechrau yn yr ysgol. Dylid dysgu iaith y gellir ei defnyddio yn Ewrop a thu hwnt, fel Sbaeneg, o lefel mynediad a meithrin."</li> <li>"Byddai'n well gen i gael mwy o gyfleoedd yn yr ysgol sydd am ddim i rieni (h.y., gwersi cerddoriaeth) a gwersi sgiliau bywyd yn hytrach na gwthio'r iaith Gymraeg ar blant/rhieni mewn ysgolion cyfrwng Saesneg. Petaem eisiau i'n plentyn gael mwy o wybodaeth o'r Gymraeg, buasem wedi dewis addysg cyfrwng Cymraeg. Byddai pob iaith ryngwladol arall fel Ffrangeg, Sbaeneg ac Almaeneg o fwy o ddiddordeb i addysg ein plentyn. Defnyddir y Gymraeg yng Nghymru yn unig!"</li> </ul>
<b>Mwy o gefnogaeth/hyfforddiant i athrawon cyfrwng Saesneg</b>	<b>9</b>	<b>4.9</b>	<ul style="list-style-type: none"> <li>"Os ydych wir eisiau Caerdydd ddwyieithog, rhaid cael y Gymraeg yn cael ei siarad a'i defnyddio fel cyfrwng dysgu yn yr ysgol. Mae myfyrwyr yn dueddol o rannu a rhestru pynciau, ac i fod yn onest, mewn ysgolion cyfrwng Saesneg, mae'r Gymraeg yn dod yn eithaf isel! Rwy'n cefnogi'r Gymraeg ac annibyniaeth i Gymru, ond mae angen i ni wella'r defnydd o Gymraeg mewn ysgolion cyfrwng Saesneg. Dewch ag athrawon sy'n siarad Cymraeg i'r ysgolion cyfrwng Saesneg fel bod dysgwyr oedran ysgol uwchradd yn dechrau gweld y Gymraeg yn cael ei defnyddio y tu allan i wersi Cymraeg."</li> </ul>
<b>Dylai fod yn broses organig</b>	<b>8</b>	<b>4.4</b>	<ul style="list-style-type: none"> <li>"Dwyf i ddim yn meddwl y dylid gorfodi'r Gymraeg. Bydd naill ai yn cynyddu'n naturiol, neu ddim. Dwyf i ddim eisiau dysgu Cymraeg."</li> </ul>
<b>Dim rhagfarn yn erbyn y rhain nad ydynt yn ddwyieithog</b>	<b>8</b>	<b>4.4</b>	<ul style="list-style-type: none"> <li>"Er bod amddiffyn yr iaith yn glodwiw, ni ddylai dysgu trwy gyfrwng y Gymraeg fod yn brif flaenoriaeth ar hyn o bryd. Mae darpariaeth iaith Saesneg dan anfantais ac nid yw'r Gymraeg yn iaith ryngwladol, sy'n golygu anfantais posib i'r rhai a addysgwyd trwy gyfrwng y Gymraeg."</li> </ul>
<b>Pryderon am y defnydd tymor-hir o'r iaith</b>	<b>8</b>	<b>4.4</b>	<ul style="list-style-type: none"> <li>"Wedi gadael yr ysgol, does gan y mwyafrif o ddisgyblion o gartrefi di-Gymraeg fawr o gyfle i ddefnyddio'r iaith. Gall y disgyblion o gartrefi Cymraeg ddefnyddio'r iaith gartref. Mae angen rhywbeth i wneud y pontio o ysgol i goleg a phrifysgol trwy gyfrwng y Gymraeg yn bosib; nid yw hyn yn bodoli ar hyn o bryd, ac y mae cyfleoedd yn cael eu colli. Mae pobl ifanc yn symud allan o Gymru oherwydd bod addysg uwch trwy gyfrwng y Gymraeg yn brin. Dylai pob prifysgol yng Nghymru gynnig pob cwrs trwy gyfrwng y Gymraeg."</li> </ul>
<b>Sylwadau cadarnhaol</b>	<b>8</b>	<b>4.4</b>	<ul style="list-style-type: none"> <li>"Mae'n hanfodol bwysig cael Cymru lle mae pobl yn gweld y Gymraeg yn hollol normal."</li> </ul>

<b>Cymraeg heb fod mor gyffredin yn y byd â Saesneg</b>	<b>7</b>	<b>3.8</b>	<ul style="list-style-type: none"> <li>"Mae'r targedau yn ymddangos yn ymestynnol iawn ac fe fuaswn yn casáu gweld y Saesneg dan anfantais oherwydd cynyddu'r Gymraeg. Petae'r Gymraeg yn cael ei siarad ledled y byd mor aml â'r Saesneg, ac yn ychwanegu gwerth y tu allan i Gymru, buaswn yn fwy cefnogol."</li> </ul>
<b>Dylai fod yn orfodol</b>	<b>7</b>	<b>3.8</b>	<ul style="list-style-type: none"> <li>"Mewn egwyddor, mae'n syniad gwych. Rwy'n credu y dylai pob ysgol gynradd newydd fod yn gyfrwng Cymraeg. Dyw hyn ddim yn anodd, ond y mae'n galw am ymrwymiad ariannol gan Gaerdydd a LIC. Mae llawer o fanteision amrywiol i ddwyieithrwydd, ond yr wyf hefyd yn credu ei fod yn ymestyn meddwl plentyn yn gynnar ac yn annog datblygiad yr ymennydd yn ogystal â gadael iddynt rannu yn niwylliant y wlad lle maent yn byw."</li> </ul>
<b>Digon ar gael eisoes</b>	<b>6</b>	<b>3.3</b>	<ul style="list-style-type: none"> <li>"Mae gormod o lefydd cyfrwng Cymraeg ac y mae'r cyfrwng Cymraeg eisoes yn derbyn mwy o arian. Bydd cynyddu fwyfwy yn rhoi plant eraill dan anfantais."</li> </ul>
<b>Effeithio ar fuddsoddi/y gymuned fusnes</b>	<b>5</b>	<b>2.7</b>	<ul style="list-style-type: none"> <li>"DA CHI ail-ystyriwch yr holl strategaeth hon gan y bydd yn troi mewnffuddsoddi i ffwrdd o Gymru a thrwytho plant mewn cenedlaetholdeb Cymreig cul. Bydd agwedd fwy rhyngwladol yn well o lawer o Gaerdydd a Chymru."</li> </ul>
<b>Dylid dysgu rhai pynciau yn Saesneg</b>	<b>2</b>	<b>1.1</b>	<ul style="list-style-type: none"> <li>"Addysg uwchradd - dwyf i ddim yn cytuno â dysgu mathemateg a gwyddoniaeth trwy gyfrwng y Gymraeg. Pynciau technegol, cymhelth yw'r rhain sy'n cael eu gwneud yn fwy anodd i rai plant o gartrefi di-Gymraeg. Dylai plant sy'n mynd i ysgolion uwchradd Cymraeg gael y dewis o wneud y pynciau hyn yn Saesneg, a fyddai, rwy'n meddwl, yn annog mwy o rieni i anfon eu plant i ysgolion uwchradd Cymraeg."</li> </ul>
<b>Amrywiol</b>	<b>19</b>	<b>10.4</b>	<ul style="list-style-type: none"> <li>"Mae'n sefyllfa anodd, gan fod agwedd a safbwynt tiwtoriaid Cymraeg yn amrywio: yn anffodus, ymddengys bod Ni a Nhw yn eithaf amlwg. Gall tiwtoriaid fod yn hyfryd iawn, neu holi pam eich bod eisieu dysgu fy iaith. Gobeithio yr aiff y cynllun rhagddo a llwyddo'n wych, gan ddod â mwy a mwy o bobl ynghyd i sgwrsio yn yr iaith ryfeddol hon."</li> <li>"Mae'r ysgolion cyfun cyfrwng Cymraeg yng Nghaerdydd mewn cyflwr gwael iawn, gyda rhai o'r cyfleusterau gwaethaf o'r holl ysgolion cyfun yng Nghaerdydd."</li> </ul>

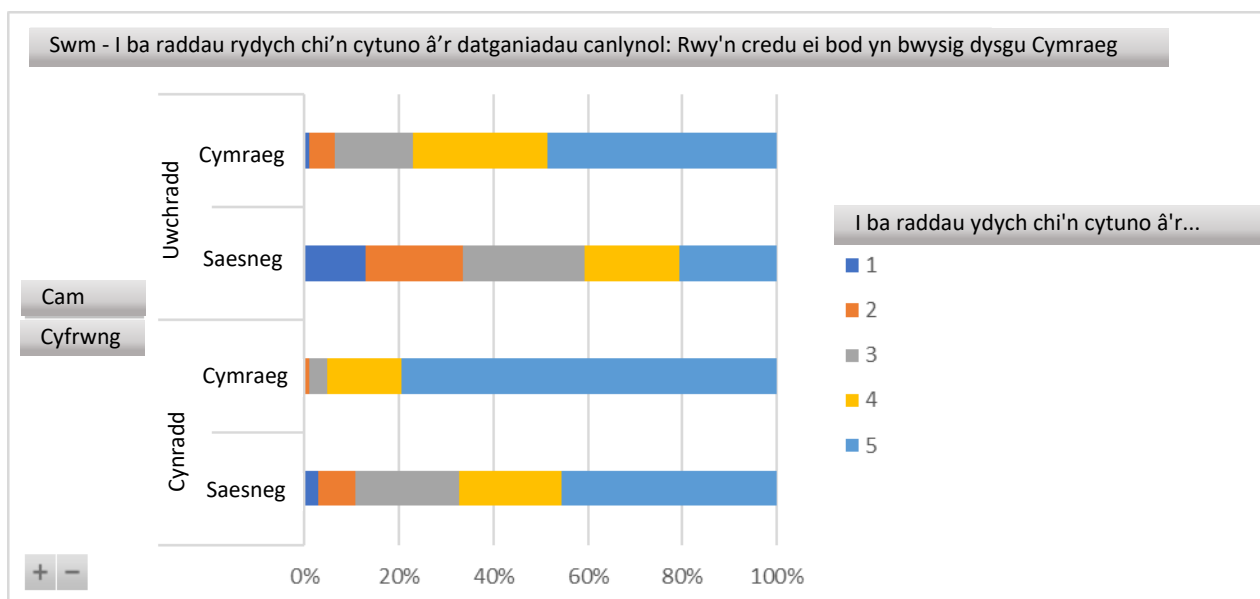
*DS: Nid yw'r canrannau cyffredinol yn dod i 100% gan y gall sylwadau'r ymatebwyr ddod dan fwy nag un thema.*

## **CSCA Caerdydd - Ymgynghoriad Plant a Phobl Ifanc 'Sgwrs Fawr y Gymraeg' Crynodeb**

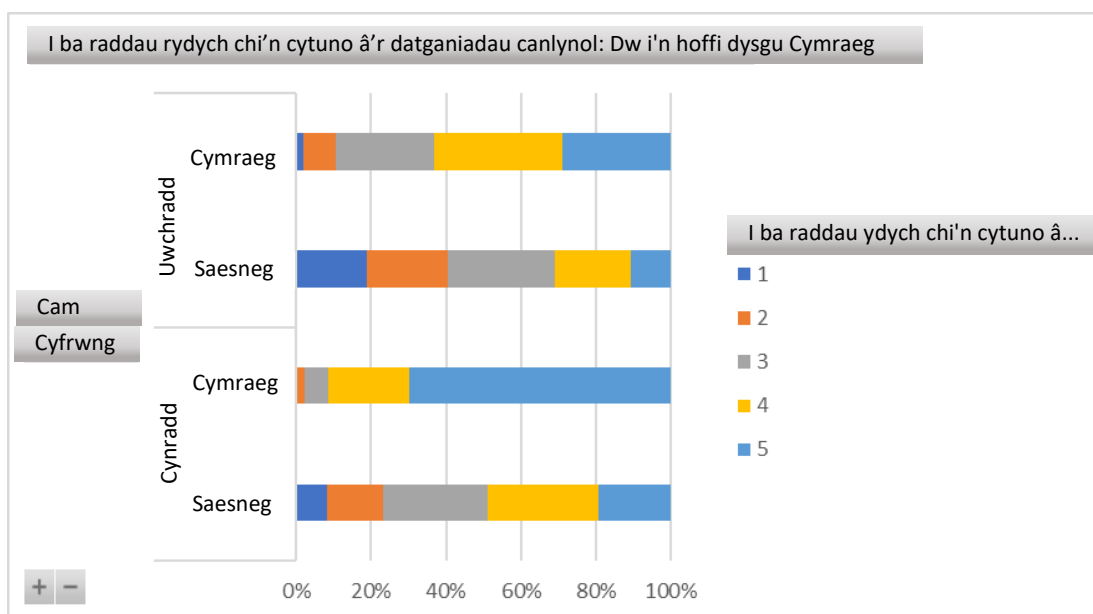
Ar ddydd Mercher 8 Rhagfyr Cynhaliodd Cyngor Caerdydd 'Sgwrs Fawr y Gymraeg' i ennyn diddordeb disgyblion ysgolion Caerdydd yn yr ymgynghoriad presennol ar gyfer y Cynllun Strategol Cymraeg mewn Addysg. Gwahoddwyd pob ysgol ar draws y ddinas i gymryd rhan yn y sgwrs drwy ateb cwestiynau drwy gyfrwng llwyfan o'r enw Mentimeter. Roedd y dull hwn yn caniatáu adborth ar unwaith lle mae'r canlyniadau'n cael eu diweddarau'n fyw gyda disgyblion yn gallu gweld y trosolwg o atebion gan yr holl ysgolion a oedd yn cymryd rhan. Cynhaliwyd sesiynau byw yn Gymraeg a Saesneg ar gyfer ysgolion cynradd drwy gydol y dydd tra bod disgyblion uwchradd yn cael arolwg y gallent ei gwblhau yn eu hamser eu hunain gydol y dydd. Yn gyfan gwbl, derbyniwyd 2656 o ymatebion gan 28 o ysgolion ledled y ddinas gan gynnwys 8 ysgol Gymraeg, 18 ysgol Saesneg ac 1 ysgol ddwy ffrwd. Rhoddodd mwyafrif (80%) o ysgolion uwchradd y ddinas gyda disgyblion o 16 ysgol eu barn ar y Gymraeg o fewn yr addysg a gânt. Hoffem ddiolch i'r staff a wnaeth y gorchwyl hwn yn bosibl a hwyluso cyfranogiad y disgyblion yn eu hysgolion.

Ymatebodd y disgyblion yn dda i'r arolwg ac roeddent yn awyddus i rannu eu barn ar y Gymraeg a sut i gyrraedd targed Cymraeg 2050 sef miliwn o siaradwyr Cymraeg. Mae'r amrywiaeth eang o ymatebion a gafwyd yn adlewyrchu'r gwahaniaethau sydd ym mhrofiadau cyfranogwyr o ran bywyd a brofwyd. Wrth flaenoriaethu pwysigrwydd rhesymau dros siarad Cymraeg, roedd disgyblion ysgolion uwchradd yn llawer mwy tebygol o nodi cyfleoedd cyflogaeth fel prif flaenoriaeth. Roedd y rhai a atebodd yr arolwg yn Saesneg yn fwy tebygol o flaenoriaethu cyfleoedd i ddefnyddio'r Gymraeg y tu allan i'r ysgol fel y ffordd fwyaf defnyddiol o dyfu'r Gymraeg yng Nghaerdydd tra bod y rhai mewn sesiynau Cymraeg yn fwy tebygol o nodi mai mynychu ysgolion Cymraeg oedd y cyfleoedd mwyaf defnyddiol.

Gofynnwyd i'r disgyblion am eu hagweddau tuag at y Gymraeg. Gofynnwyd i'r disgyblion ar raddfa 5 pwynt (1 – anghytuno'n gryf, 5 - cytuno'n gryf) a oeddent yn cytuno â datganiadau am y Gymraeg. Er bod y disgyblion yn cytuno eu bod yn credu ei bod yn bwysig dysgu Cymraeg, i bob grŵp roedd gostyngiad yn y nifer a oedd yn cytuno'n gryf eu bod yn hoffi dysgu'r iaith.



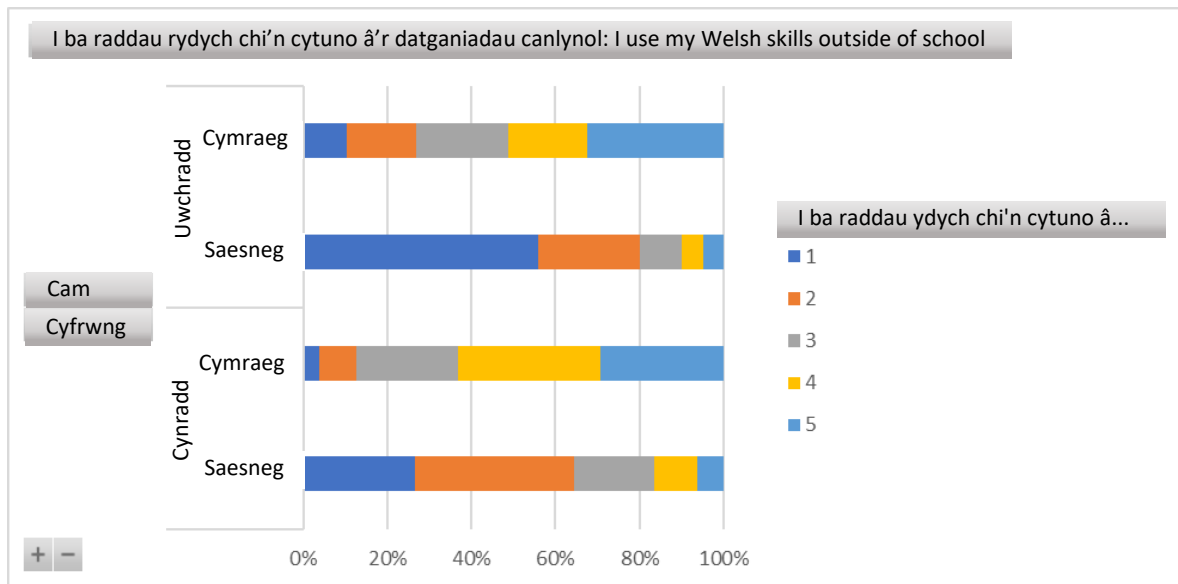
Allwedd (1 – Anghytuno'n gryf, 2- Anghytuno, 3-Y Naill Na'r Llall, 4-Cytuno, 5- Cytuno'n gryf)



Allwedd (1 – Anghytuno'n gryf, 2- Anghytuno, 3-Y Naill Na'r Llall 4-Cytuno, 5- Cytuno'n Gryf)

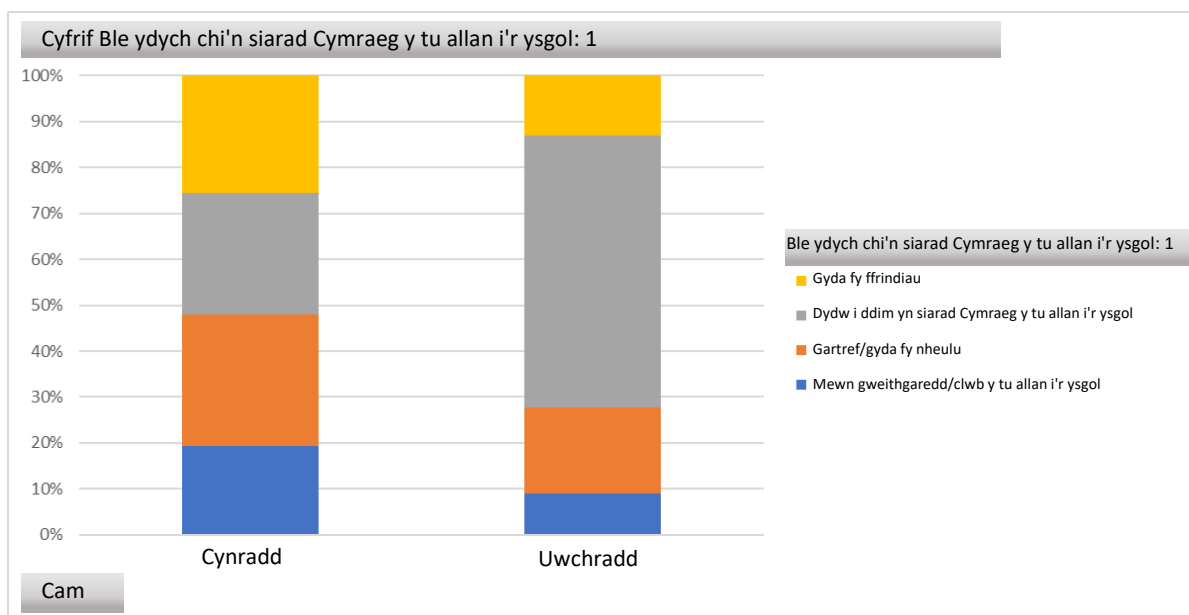
O ran mwynhad dysgu Cymraeg, nododd disgyblion ysgol uwchradd fod heriau asesu ffurfiol yn cael effaith sylweddol ar yr hyn roeddent yn ei gysylltu â'r iaith. Ategwyd hyn ymhellach mewn sylwadau'n ymwneud ag ofn gwneud camgymeriadau.

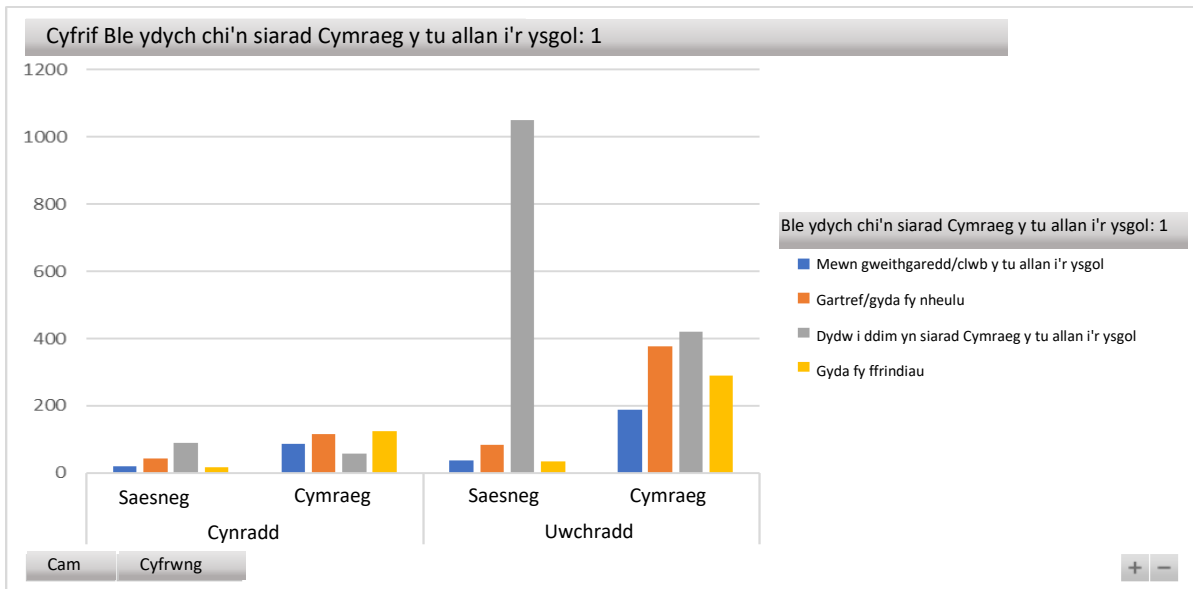
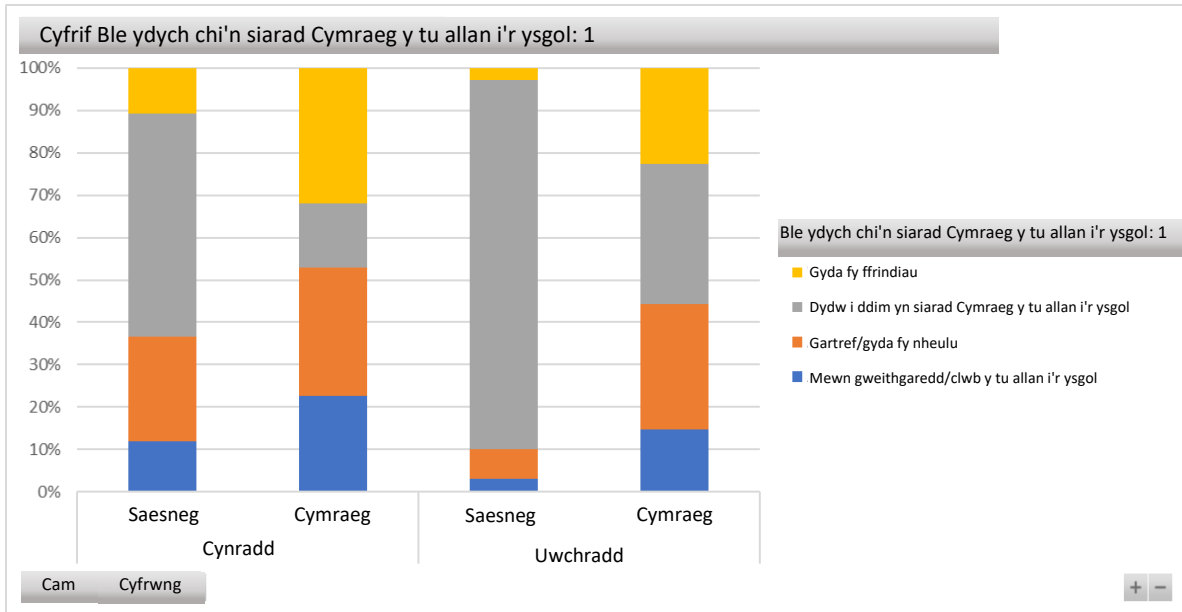
Gofynnwyd i ddisgyblion hefyd ymateb i drydydd datganiad 'Rwy'n defnyddio fy sgiliau Cymraeg y tu allan i'r ysgol'. Roedd mwy o duedd i anghytuno â'r datganiad hwn ar draws pob grŵp, yn enwedig gan y rhai a atebodd yr arolwg yn Saesneg.



Allwedd (1 – Anghytuno'n gryf, 2- Anghytuno, 3-Y Naill Na'r Llall 4-Cytuno, 5- Cytuno'n Gryf)

Er mwyn archwilio'r datganiad hwn ymhellach gofynnwyd i'r disgyblion am eu defnydd presennol o'r Gymraeg y tu hwnt i ysgolion. Fel y disgwyliid, roedd amrywiant sylweddol yn ymatebion y disgyblion yn dibynnu ar gyfnod addysg ac iaith y sesiwn yr oeddent yn ei mynychu. Ymatebodd nifer sylweddol o bobl ifanc nad ydynt yn siarad Cymraeg y tu allan i gyd-destun ysgol. I'r rhai a oedd yn siarad Cymraeg y tu allan i'r ysgol, nodwyd siarad â theulu a ffrindiau cyn clybiau neu weithgareddau ffurfiol.



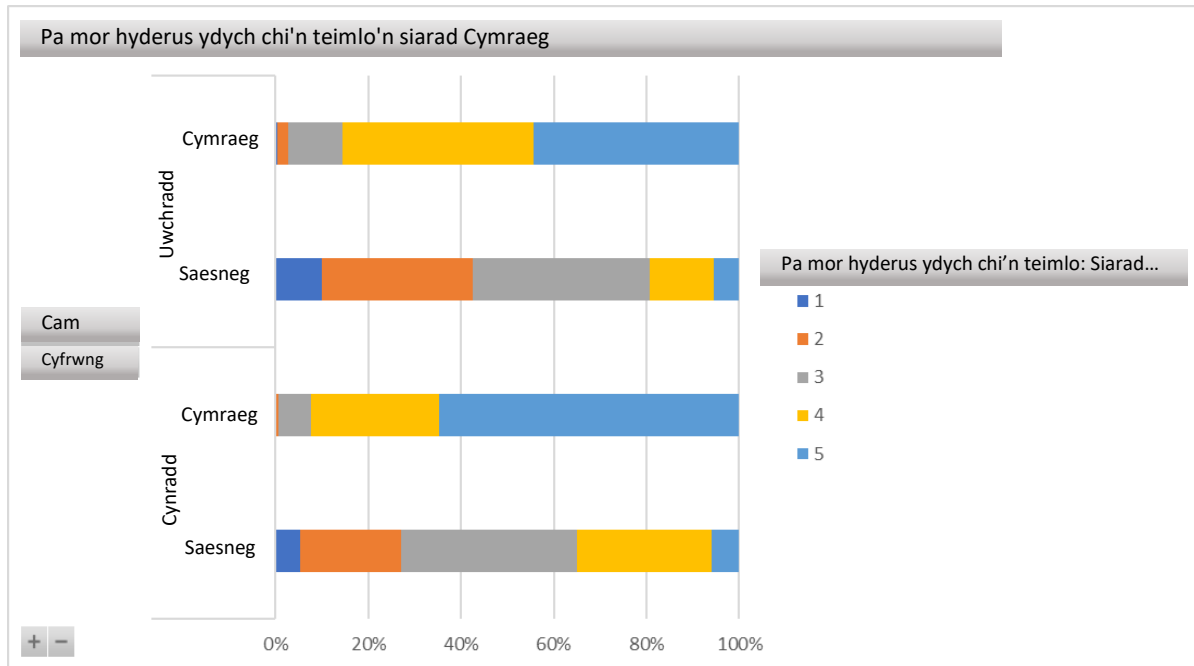


Mewn llawer o'r ymatebion yn nodi pa gyfleoedd fyddai'n eu hannog i ddefnyddio eu sgiliau Cymraeg, tynnodd disgyblion sylw at gyfleoedd cymdeithasol gan gynnwys clybiau drwy gyfrwng y Gymraeg. Roedd cefnogaeth sylweddol hefyd i gemau ac atgyfnerthu'r defnydd o iaith yn gadarnhaol a 'hwyllog' ar draws pob sesiwn. Er bod themâu cyffredin o ran gweithgarwch cymdeithasol wedi'u trefnu, roedd rhai awgrymiadau'n benodol i gyd-destun y disgybl penodol (e.e. treulio amser gyda neiniau a theidiau). Roedd awgrymiadau'r clwb yn amrywio o chwaraeon penodol (Rygbi a pêl-droed), i'r rhai a oedd yn canolbwyntio ar sgiliau yn y Gymraeg (clwb darllen, clwb Cymraeg), Grwpiau'n paratoi ar gyfer Eisteddfod yn ogystal â chyfleoedd i brofi diwylliant Cymru (ffilmiau a cherddoriaeth).

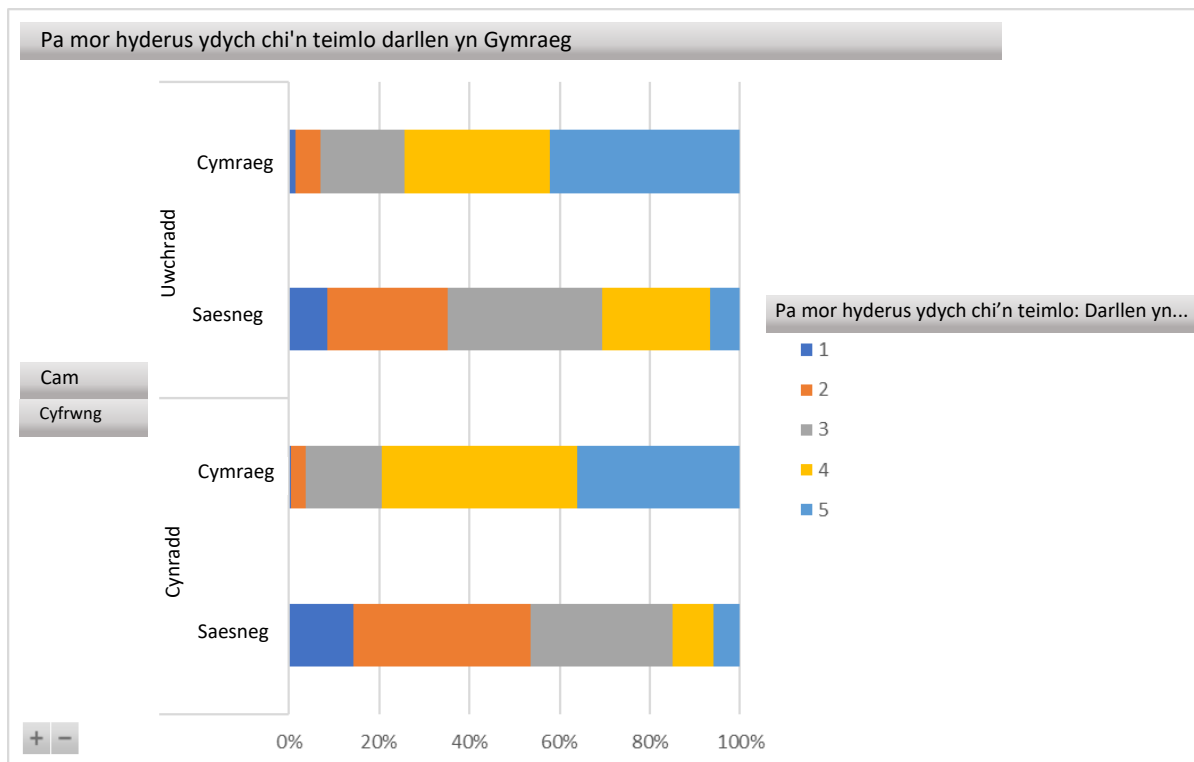
Gofynnwyd i ddisgyblion nodi ar raddfa 5 pwynt pa mor hyderus yr oeddent yn teimlo o ran sgiliau Cymraeg amrywiol (1 ddim yn hyderus o gwbl, 5 yn hyderus iawn). Roedd y rhai a atebodd yr arolwg



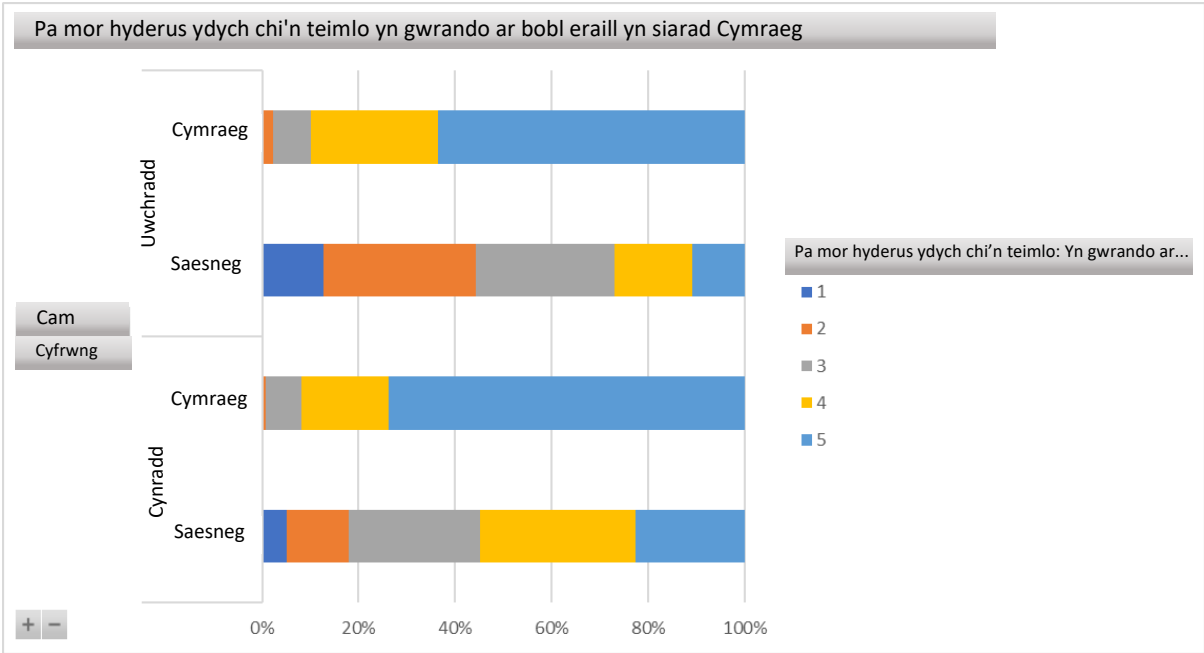
drwy gyfrwng y Gymraeg yn fwy tebygol o nodi eu bod yn hyderus iawn ar draws yr holl sgiliau sy'n adlewyrchu eu profiad personol a'u hamlygiad i'r iaith. Roedd disgyblion ysgolion cynradd yn debygol o fod â hunanhyder mwy cadarnhaol o ran eu sgiliau ar draws y ddwy iaith a allai adlewyrchu eu profiadau gyda'r Gymraeg. Mae'r graffiau isod yn amlinellu ystod y canlyniadau ar draws y llwyfan a'r iaith yr ymatebodd y disgyblion ynddi.



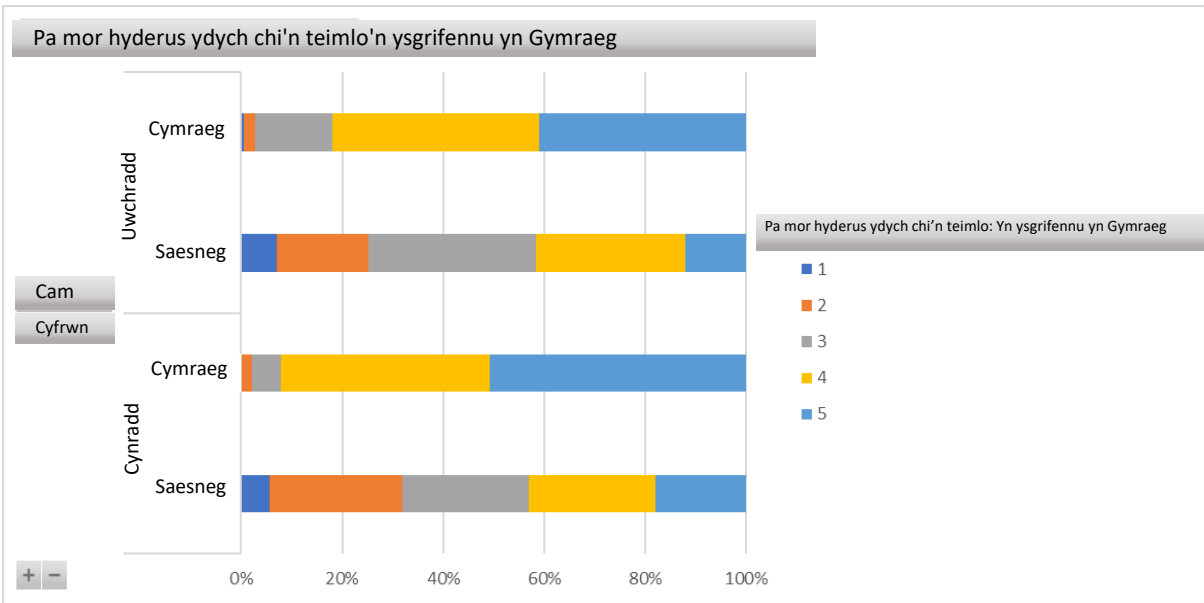
Allwedd (1 - Ddim yn hyderus o gwbl, 2 Ddim yn hyderus, 3 Y Naill Na'r Llall, 4 Hyderus, 5 - Hyderus iawn)



Allwedd (1 - Ddim yn hyderus o gwbl, 2 Ddim yn hyderus, 3 Y Naill Na'r Llall, 4 Hyderus, 5 - Hyderus iawn)



Allwedd (1 - Ddim yn hyderus o gwbl, 2 Ddim yn hyderus, 3 Y Nail! Na'r Llall, 4 Hyderus, 5 - Hyderus iawn)



Allwedd (1 - Ddim yn hyderus o gwbl, 2 Ddim yn hyderus, 3 Y Nail! Na'r Llall, 4 Hyderus, 5 - Hyderus iawn)

**Asesiad o'r Effaith ar Gydraddoldeb  
Templed Asesu Corfforaethol**



**Teitl y Strategaeth: Cynllun Strategol Cymraeg mewn Addysg 2022-32**

**Diweddarau: Cynllun Strategol Cymraeg mewn Addysg 2017-20**

**Pwy sy'n gyfrifol am ddatblygu a gweithredu'r**

**Polisi/Strategaeth/Prosiect/Gweithdrefn/Gwasanaeth/Swyddogaeth?**

Enw: Catherine Canning

Teitl y Swydd: Swyddog Polisi

Tîm Gwasanaeth: Cynllunio  
Trefniadaeth Ysgolion

Gwasanaeth: Addysg

Dyddiad Asesu:

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

Diben y CSCA yw gwella cyfleoedd i awdurdodau lleol gynllunio darpariaeth addysg Gymraeg er mwyn cefnogi'r disgygliad presennol ac yn y dyfodol ar gyfer twf mewn addysg Gymraeg.

Mae gwella'r gwaith o gynllunio addysg Gymraeg hefyd yn cefnogi cyfraniad Cyngor Caerdydd at uchelgais genedlaethol hirdymor Llywodraeth Cymru ar gyfer y Gymraeg fel y nodir yn y strategaeth Cymraeg 2050: Miliwn o siaradwyr Cymraeg, Llywodraeth Cymru.

**2. 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, AEGau tebyg a wnaed ac ati).**

Mae'n ofynnol i bob Awdurdod Lleol yng Nghymru i baratoi Cynllun Strategol Cymraeg mewn Addysg o dan Adran 84 Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013.

Mae Rheoliadau Cynlluniau Strategol Cymraeg mewn Addysg (Cymru) 2019 yn gwneud darpariaeth i awdurdod lleol baratoi Cynllun deng mlynedd, i ddod i rym gyntaf o 1 Medi 2022, yn amodol ar gymeradwyaeth Gweinidogion Cymru.

## CYNGOR CAERDYDD

### Asesiad o'r Effaith ar Gydraddoldeb Templed Asesu Corfforaethol

Wrth baratoi'r cynllun hwn, cafwyd cyfres o ymarferion ymgysylltu gyda phartneriaid a rhanddeiliaid lleol i lywio'r gwaith o ddatblygu strategaeth ar gyfer Caerdydd. Ar hyn o bryd yn paratoi i fynd â'r cynllun drafft i ymgynghori ag ystod eang o randdeiliaid lleol gan gynnwys pobl ifanc, rhieni ac ysgolion ynghyd ag Aelodau Fforwm Addysg Gymraeg Caerdydd.

### 3 Asesu'r Effaith ar y Nodweddion Gwarchoddedig

#### 3.1 Oedran

A fydd y Polisi/Strategaeth/Prosiect/Gweithdrefn/Gwasanaeth/Swyddogaeth dan sylw yn cael **effaith wahaniaethol [gadarnhaol/negyddol]** ar bobl iau/hŷn?

	Bydd	Na fydd	Dd/B
Hyd at 18 oed	x		
18 - 65 oed			x
Dros 65 oed			x

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

Gan fod y cynllun yn canolbwyntio ar addysg statudol, mae'n debygol o gael effaith ar y rhai o dan 18 oed sydd ac a fydd mewn addysg statudol dros y 10 mlynedd nesaf. Mae'n bosibl y gallai hyn gael effaith gadarnhaol wahaniaethol gyda mwy o gyfleoedd i brofi a defnyddio'r Gymraeg. Ni ragwelir y bydd hyn yn cael effaith negyddol wahaniaethol ar unrhyw un o'r grwpiau uchod.

#### Pa gam(au) gweithredu y gallwch chi eu cymryd i fynd i'r afael â'r effaith wahaniaethol?

#### 3.2 Anabledd

4.C.400	Cyhoeddiad	Tach 11	Perchennog y Broses: Rachel Jones	Awdurdodwyd: Rachel Jones	Tudalen 1
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## CYNGOR CAERDYDD

### Asesiad o'r Effaith ar Gydraddoldeb Templed Asesu Corfforaethol

A fydd y Polisi/Strategaeth/Prosiect/Gweithdrefn/Gwasanaeth/Swyddogaeth dan sylw yn cael **effaith wahaniaethol** [gadarnhaol/negyddol] ar bobl anabl?

	Bydd	Na fydd	Dd/B
Nam ar y Clyw		x	
Nam Corfforol	x		
Nam ar y Golwg		x	
Anabledd Dysgu	x		
Salwch neu Gyflwr Iechyd Hirdymor	x		
Iechyd Meddwl		x	
Camddefnyddio Sylweddau		x	
Arall		x	

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

Mae Deilliant 6 y cynllun yn ymwneud yn benodol â datblygu darpariaeth cyfrwng Cymraeg ymhellach ar gyfer disgyblion ag ADY yn unol â Deddf Anghenion Dysgu Ychwanegol a Thriwlynys Addysg (Cymru) 2018 (ADYTA) Disgwylir y bydd creu lleoedd arbenigol newydd ar gyfer disgyblion ag ADY yn cefnogi mynediad pellach at ddarpariaeth yn y Gymraeg.

At hynny, bydd gwaith i sicrhau bod disgyblion ag ADY yn teimlo eu bod yn cael eu cefnogi i barhau â'u haddysg cyfrwng Cymraeg ac yn teimlo'n llwyddiannus yn eu dysgu yn cael effaith gadarnhaol ar sicrhau dilyniant a sefydlogrwydd o fewn eu taith addysgol.

#### Pa gam(au) gweithredu y gallwch chi eu cymryd i fynd i'r afael â'r effaith wahaniaethol?

### 3.3 Ailbennu Rhywedd

A fydd y Polisi/Strategaeth/Prosiect/Gweithdrefn/Gwasanaeth/Swyddogaeth dan sylw yn cael **effaith wahaniaethol** [gadarnhaol/negyddol] ar bobl drawsryweddol?

	Bydd	Na fydd	Dd/B
<b>Pobl Drawsryweddol</b> (Pobl sy'n bwriadu ymgymryd, sydd yn ymgymryd neu sydd wedi ymgymryd â phroses [neu ran o broses] i ailbennu eu rhyw trwy newid priodoleddau ffisiolegol neu briodoleddau eraill rhywedd).		x	

## CYNGOR CAERDYDD

### Asesiad o'r Effaith ar Gydraddoldeb Templed Asesu Corfforaethol

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

Ni ragwelir y byddai unrhyw effaith wahaniaethol na negyddol ar bobl drawsryweddol.

**Pa gam(au) gweithredu y gallwch chi eu cymryd i fynd i'r afael â'r effaith wahaniaethol?**

Dd/B

#### 3.4 Priodas a Phartneriaeth Sifil

A fydd y Polisi/Strategaeth/Prosiect/Gweithdrefn/Gwasanaeth/Swyddogaeth dan sylw yn cael **effaith wahaniaethol** [gadarnhaol/negyddol] ar briodas a phartneriaeth sifil?

	Byd d	Na fydd	Dd/ B
Priodas		x	
Partneriaeth Sifil		x	

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

Ni ragwelir y byddai'r polisi hwn yn cael effaith wahaniaethol ar y rhai mewn priodas neu bartneriaeth sifil

**Pa gam(au) gweithredu y gallwch chi eu cymryd i fynd i'r afael â'r effaith wahaniaethol?**

Dd/B

## CYNGOR CAERDYDD

### Asesiad o'r Effaith ar Gydraddoldeb Templed Asesu Corfforaethol

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#### 3.5 Beichiogrwydd a Mamolaeth

A fydd y Polisi/Strategaeth/Prosiect/Gweithdrefn/Gwasanaeth/Swyddogaeth dan sylw yn cael **effaith wahaniaethol** [gadarnhaol/negyddol] ar feichiogrwydd a mamolaeth?

	Byd d	Na fydd	Dd/ B
Beichiogrwydd		x	
Mamolaeth		x	

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

Ni ragwelir y byddai hyn yn cael unrhyw effaith negyddol ar feichiogrwydd a mamolaeth. Mae potensial y gallai camau a gymerir i gefnogi'r gwaith o hyrwyddo addysg Gymraeg gan gynnwys y peilot Cynllun Adnabod Cynnar gael effaith gadarnhaol ar rieni newydd gan y bydd hyn yn rhannu gwybodaeth am gael mynediad at addysg ac yn llywio darpariaeth yn y dyfodol.

#### Pa gam(au) gweithredu y gallwch chi eu cymryd i fynd i'r afael â'r effaith wahaniaethol?

Dd/B

#### 3.6 Hil

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

	Byd d	Na fydd	Dd/ B
Gwyn	x		
Grwpiau Cymysg/Aml-ethnig	x		
Asiaidd/Asiaidd Prydeinig	x		
Du/Affricanaidd/Caribiaidd/Du Prydeinig	x		
Grwpiau Ethnig Eraill	x		

## CYNGOR CAERDYDD

### Asesiad o'r Effaith ar Gydraddoldeb Templed Asesu Corfforaethol

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

Bydd y strategaeth yn berthnasol i bob ysgol gymunedol a bydd yn ceisio cynyddu ymwybyddiaeth ac ymgysylltiad â'r Gymraeg ar gyfer pob disgybl. Mae'n bosibl y bydd ein cynllun i ymgynghori â rhieni o gefndiroedd lleiafrifol am eu barn ar ddarpariaeth a dewisiadau addysg yn cefnogi cynllunio yn y dyfodol sy'n diwallu anghenion y gymuned yn briodol. O fewn y cynllun nodir bod angen mwy o hyrwyddo ar addysg Gymraeg i bob teulu, yn enwedig y rhai y nodir eu bod yn cael eu tangynrychioli o fewn y sector. Mae'n bosibl y bydd hyn yn cael effaith gadarnhaol gan y bydd yn ceisio mynd i'r afael â mythau a chamsyniadau niweidiol a chaniatáu i deuluoedd deimlo bod ganddynt fwy o ddewis o ysgolion ar gyfer eu plant.

**Pa gam(au) gweithredu y gallwch chi eu cymryd i fynd i'r afael â'r effaith wahaniaethol?**

Parhau i fonitro'r carfannau o ddisgyblion sy'n cael addysg Gymraeg, parhau i weithio gyda sefydliadau partner i hyrwyddo ystod amrywiol o siaradwyr Cymraeg a modelau rôl, gweithio gyda theuluoedd i sicrhau eu bod yn ymwybodol o'r cyfleoedd addysgol sydd ar gael i'w plentyn

### 3.7 Crefydd, Cred neu Ddiffyg Cred

A fydd y Polisi/Strategaeth/Prosiect/Gweithdrefn/Gwasanaeth/Swyddogaeth dan sylw yn cael **effaith wahaniaethol [gadarnhaol/negyddol]** ar bobl sydd â gwahanol grefyddau, credoau neu ddiffyg cred?

	Bydd	Na fydd	Dd/B
Bwdhydd		X	
Cristion		X	
Hindŵ		X	
Dyneiddiwr		X	
Iddew		X	
Mwslim		X	
Sikh		X	
Arall		X	



## CYNGOR CAERDYDD

### Asesiad o'r Effaith ar Gydraddoldeb Templed Asesu Corfforaethol

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

Ni ragwelir y bydd hyn yn cael effaith wahaniaethol ar bobl â ffydd neu ddim ffydd gan mai ysgolion cymunedol lle gall pobl ifanc o bob cefndir ddysgu gyda'i gilydd yw ffocws y strategaeth hon.

**Pa gam(au) gweithredu y gallwch chi eu cymryd i fynd i'r afael â'r effaith wahaniaethol?**

Dd/B

#### 3.8 Rhywedd

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

	Byd d	Na fydd	Dd/ B
Dynion		x	
Menywod		x	

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

Ni ragwelir y byddai hyn yn cael unrhyw effaith wahaniaethol ar sail rhyw.

**Pa gam(au) gweithredu y gallwch chi eu cymryd i fynd i'r afael â'r effaith wahaniaethol?**

Dd/B

## CYNGOR CAERDYDD

### Asesiad o'r Effaith ar Gydraddoldeb Templed Asesu Corfforaethol

#### 3.9 Cyfeiriadedd Rhywiol

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

	Bydd	Na fydd	Dd/B
Deurywiol		x	
Dynion Hoyw		x	
Menywod Hoyw/Lesbiaid		x	
Heterorywiol/Syth		x	

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

Ni ragwelir y byddai hyn yn cael effaith wahaniaethol ar bobl o wahanol gyfeiriadedd rhywiol

**Pa gam(au) gweithredu y gallwch chi eu cymryd i fynd i'r afael â'r effaith wahaniaethol?**

Dd/B

#### 3.10 Dyletswydd Economaidd-gymdeithasol

A fydd y Polisi/Strategaeth/Prosiect/Gweithdrefn/Gwasanaeth/Swyddogaeth dan sylw yn cael **effaith wahaniaethol** [gadarnhaol/negyddol] ar y ddyletswydd economaidd-gymdeithasol?

	Bydd	Na fydd	Dd/B
	x		

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

Bydd y cynllun yn berthnasol i bob ysgol gymunedol yng Nghaerdydd. Rydym yn gobeithio ymgynghori'n gynhwysfawr â chymunedau a grwpiau sy'n cael eu tangynrychioli mewn addysg Gymraeg er mwyn deall eu barn yn well ar eu dewisiadau

## CYNGOR CAERDYDD

### Asesiad o'r Effaith ar Gydraddoldeb Templed Asesu Corfforaethol

ar gyfer addysg i'w plant. Ledled Caerdydd, mae gwahaniaeth nodedig rhwng nifer y plant sy'n cael prydau ysgol am ddim mewn ysgolion cyfrwng Cymraeg o'u cyferbynnu â phroffil y dalgylchoedd y maent yn eu gwasanaethu. Drwy ymgysylltu â theuluoedd a chymunedau, bydd yn ein galluogi i gynllunio'n fwy priodol i fodloni eu dewisiadau a chefnogi mynediad at ac i ystyried amrywiaeth ehangach o ysgolion lleol.

#### Pa gam(au) gweithredu y gallwch chi eu cymryd i fynd i'r afael â'r effaith wahaniaethol?

Parhau i fonitro'r carfannau o ddisgyblion sy'n cael addysg Gymraeg, parhau i weithio gyda sefydliadau partner i hyrwyddo ystod amrywiol o siaradwyr Cymraeg a modelau rôl, gweithio gyda theuluoedd i sicrhau eu bod yn ymwybodol o'r cyfleoedd addysgol sydd ar gael i'w plentyn

#### 3.11 Y Gymraeg

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

	Bydd	Na fydd	Dd/B
	x		

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

Bydd y strategaeth hon yn ceisio cael effaith gadarnhaol ar y Gymraeg drwy annog cynnydd yn ei amlygrwydd ym mhob ysgol yng Nghaerdydd. Mae'r canlyniadau yn y strategaeth yn ceisio cynyddu nifer y plant sy'n cyrchu eu haddysg drwy gyfrwng y Gymraeg, gan gefnogi'r bobl ifanc hynny i ddatblygu sgiliau lefel uwch yn y Gymraeg, datblygu lefelau uwch o gymorth o fewn y sector Cymraeg i ddisgyblion ag ADY a chynyddu cyfleoedd y gweithlu i gynyddu'r Gymraeg mewn ysgolion. Bydd y Cynllun yn eistedd ochr yn ochr â strategaeth y Gymraeg, gan gefnogi nodau cyffredin tuag at dargedau cenedlaethol Cymraeg 2050.

## CYNGOR CAERDYDD

### Asesiad o'r Effaith ar Gydraddoldeb Templed Asesu Corfforaethol

**Pa gam(au) gweithredu y gallwch chi eu cymryd i fynd i'r afael â'r effaith wahaniaethol?**

Gweithredu'r cynllun a sicrhau bod camau gweithredu i gefnogi'r Gymraeg yn cael yr effaith gadarnhaol a fwriedir

#### 4. Ymgynghori ac Ymgysylltu

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

Cynhaliwyd sesiynau ymgysylltu â rhanddeiliaid gyda phartneriaid a grwpiau â diddordeb ym mis Gorffennaf 2021  
Cynhaliwyd ymgynghoriad cyhoeddus llawn 8 wythnos rhwng mis Hydref a mis Rhagfyr 2021 gydag ymatebion yn bwydo i'r cyflwyniad terfynol i Lywodraeth Cymru ym mis Ionawr 2022.  
Gwnaed ymdrech i sicrhau bod ystod eang o safbwyntiau'n cael eu casglu gan gynnwys hyrwyddo drwy'r cyfryngau cymdeithasol, grwpiau cymunedol, rhwydweithiau ysgolion a sefydliadau partner.

Cynhaliwyd y Sgwrs Fawr Gymraeg gyda phobl ifanc ym mis Rhagfyr 2021 gyda 2656 o ymatebion yn dod i law. Cymerodd disgyblion o 80% (16/20) o'r ysgol uwchradd ran yn ogystal â 12 ysgol gynradd. Roedd yr ysgolion hyn yn cynnwys ysgolion Cymraeg a Saesneg yn ogystal ag ysgolion ffydd.

#### 5. Crynodeb o Gamau Gweithredu [a restrir yn yr Adrannau uchod]

Grwpiau	Camau Gweithredu
Oedran	
Anabledd	
Ailbennu Rhywedd	
Priodas a Phartneriaeth Sifil	
Beichiogrwydd a Mamolaeth	
Hil	Parhau i fonitro'r carfannau o ddisgyblion sy'n cael addysg

## CYNGOR CAERDYDD

### Asesiad o'r Effaith ar Gydraddoldeb Templed Asesu Corfforaethol

	Gymraeg, parhau i weithio gyda sefydliadau partner i hyrwyddo ystod amrywiol o siaradwyr Cymraeg a modelau rôl, gweithio gyda theuluoedd i sicrhau eu bod yn ymwybodol o'r cyfleoedd addysgol sydd ar gael i'w plentyn
Crefydd/Cred	
Rhywedd	
Cyfeiriadedd Rhywiol	
Dyletswydd Economaid- gymdeithasol	Parhau i fonitro'r carfannau o ddisgyblion sy'n cael addysg Gymraeg, parhau i weithio gyda sefydliadau partner i hyrwyddo ystod amrywiol o siaradwyr Cymraeg a modelau rôl, gweithio gyda theuluoedd i sicrhau eu bod yn ymwybodol o'r cyfleoedd addysgol sydd ar gael i'w plentyn
Y Gymraeg	Gweithredu'r cynllun a sicrhau bod camau gweithredu i gefnogi'r Gymraeg yn cael yr effaith gadarnhaol a fwriedir
Cyffredinol Generig [yn berthnasol i'r holl grwpiau uchod]	

#### 6. Rhagor o Gamau Gweithredu

Dylid cynnwys unrhyw argymhellion ar gyfer camau gweithredu yr ydych yn bwriadu eu cymryd o ganlyniad i'r Asesiad o'r Effaith ar Gydraddoldeb hwn (a restrir yn y Crynodeb o Gamau Gweithredu) fel rhan o Gynllun Busnes eich Gwasanaeth i'w monitro'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: Catherine Canning	Dyddiad: 15/1/2022
Swydd: Cynllunio Trefniadaeth Ysgolion	
Cymeradwywyd gan:	
Swydd: Cynllunio Trefniadaeth Ysgolion	
Gwasanaeth: Addysg 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 ymgwymerir â nhw yn y Cyngor.

I gael rhagor o wybodaeth neu gymorth, cysylltwch â'r Tîm Canolbwytio ar Ddinasyddion drwy ffonio 029 2087 2536 / 3262 neu e-bostio [tîmcydraddoldeb@caerdydd.gov.uk](mailto:tîmcydraddoldeb@caerdydd.gov.uk)

4.C.400	Cyhoeddiad	Tach 11	Perchennog y Broses: Rachel Jones	Awdurdodwyd: Rachel Jones	Tudalen 1
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Mae'r dudalen hon yn wag yn fwriadol