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

AGENDA

Pwyllgor PWYLLGOR CRAFFU PLANT A PHOBL IFANC

Dyddiad ac amser y cyfarfod DYDD MAWRTH, 7 MAWRTH 2017, 4.30 PM

Lleoliad YSTAFELL BWYLLGORA 4 - NEUADD Y SIR

Aelodaeth Cynghorydd Richard Cook (Cadeirydd)
Cynghorywr Boyle, Chaundy, Gordon, Joyce, Murphy, Dianne Rees a/ac
Lynda Thorne

Patricia Arlotte (Cynrychiolydd Gatholig Rufeinig), Carol Cobert
(Cynrychiolydd yr Eglwys yng Nghymru), Karen Dell'Armi (Cynrychiolydd
Rhiant-Lywodraethwr) a/ac Hayley Smith (Cynrychiolydd Rhiant-
Lywodraethwr)

*Tua
Amser.*

1 Ymddiheuriadau am absenoldeb

4.30 pm

Derbyn ymddiheuriadau am absenoldeb

2 Datgan Buddiannau

I gael eu gwneud ar ddechrau'r eitem agenda dan sylw, yn unol â
Chod Ymddygiad Aelodau.

3 Cofnodion

Cymeradwyo, fel cofnod cywir gofnodion y cyfarfod blaenorol ar 10
Ionawr 2017, ac 14 Chwefror, 2017.

4 Cymraeg yn y Strategaeth Addysg (Tudalennau 1 - 88)

4.35 pm

Mae'r adroddiad hwn yn rhoi i'r Pwyllgor gyfle i adolygu'r Adroddiad
drafft y Cabinet yn nodi'r Gymraeg yn Strategaeth Addysg ar gyfer
Caerdydd 2017-2020.

(a) Y Cynghorydd Sarah Merry (Aelod Cabinet dros Addysg) fod yn
bresennol, ac efallai yn dymuno gwneud datganiad;

(b) Nick Batchelar (Cyfarwyddwr, Addysg a Dysgu Gydol Oes) a
Swyddogion o'r Gyfarwyddiaeth Addysg a fydd yn cyflwyno'r

adroddiad a bod ar gael i ateb unrhyw gwestiynau a allai fod gan yr aelodau; ac

(c) Cwestiynau gan Aelodau'r Pwyllgor

Bydd y ffordd ymlaen ar gyfer yr eitem hon yn cael ei ystyried ar ddiwedd y cyfarfod.

5 Polisi Derbyniadau Ysgolion (*Tudalennau 89 - 202*) 5.05 pm

Mae'r adroddiad hwn yn rhoi i'r Pwyllgor y cyfle i adolygu'r Polisi Derbyn Cyngor ddiwygio ynghyd â manylion y derbyniadau peilot cydlynu gydag ysgolion ffydd.

(a) Y Cynghorydd Sarah Merry (Aelod Cabinet dros Addysg) fod yn bresennol, ac efallai yn dymuno gwneud datganiad;

(b) Nick Batchelar (Cyfarwyddwr, Addysg a Dysgu Gydol Oes) a Swyddogion o'r Gyfarwyddiaeth Addysg a fydd yn cyflwyno'r adroddiad a bod ar gael i ateb unrhyw gwestiynau a allai fod gan yr aelodau; ac

(c) Cwestiynau gan Aelodau'r Pwyllgor

Bydd y ffordd ymlaen ar gyfer yr eitem hon yn cael ei ystyried ar ddiwedd y cyfarfod.

6 Chwarter addysg 3 Perfformiad a Chaerdydd 2020 - 'Anelu at Ragoriaeth' (*Tudalennau 203 - 256*) 5.35 pm

Mae'r adroddiad hwn yn rhoi i'r Pwyllgor y wybodaeth ddiweddaraf am y dangosyddion perfformiad corfforaethol ar gyfer yr Adran Addysg, ynghyd â'r Caerdydd 2020 - 'Anelu at Gynllun Ragoriaeth'.

(a) Y Cynghorydd Sarah Merry (Aelod Cabinet dros Addysg) fod yn bresennol, ac efallai yn dymuno gwneud datganiad;

(b) Nick Batchelar (Cyfarwyddwr, Addysg a Dysgu Gydol Oes) a Swyddogion o'r Gyfarwyddiaeth Addysg a fydd yn cyflwyno'r adroddiad a bod ar gael i ateb unrhyw gwestiynau a allai fod gan yr aelodau; ac

(c) Cwestiynau gan Aelodau'r Pwyllgor

Bydd y ffordd ymlaen ar gyfer yr eitem hon yn cael ei ystyried ar ddiwedd y cyfarfod.

7 Plant Addysg Rhywiol - Adroddiad Cynnydd (*Tudalennau 257 - 266*) 6.05 pm

Mae'r adroddiad hwn yn galluogi'r pwyllgor i adolygu'r cynnydd a wneir i weithredu'r argymhellion Pwyllgor ar ôl y Gorchwyl a gorffen

Ymchwiliad.

- (a) Y Cyngorydd Sue Lent (Aelod Cabinet ar gyfer y Blynnyddoedd Cynnar, Plant a Theuluoedd a Dirprwy Arweinydd) fod yn bresennol, ac efallai yn dymuno;
- (b) Tony Young (Cyfarwyddwr, Gwasanaethau Cymdeithasol) a Swyddogion o'r Gyfarwyddiaeth Gwasanaethau Cymdeithasol yn cyflwyno'r adroddiad a bod ar gael i ateb unrhyw gwestiynau a allai fod gan yr aelodau; ac
- (c) Cwestiynau gan Aelodau'r Pwyllgor

Bydd y ffordd ymlaen ar gyfer yr eitem hon yn cael ei ystyried ar ddiwedd y cyfarfod.

8 Gwasanaethau Plant Chwarter 3 Adroddiad Perfformiad 6.35 pm
(*Tudalennau 267 - 296*)

Mae'r adroddiad hwn yn galluogi'r Bwyllgor i adolygu ac asesu perfformiad Gwasanaethau Plant ar draws nifer o ddangosyddion perfformiad allweddol.

- (a) Y Cyngorydd Sue Lent (Aelod Cabinet ar gyfer y Blynnyddoedd Cynnar, Plant a Theuluoedd a Dirprwy Arweinydd) fod yn bresennol, ac efallai yn dymuno gwneud datganiad;
- (b) Tony Young (Cyfarwyddwr, Gwasanaethau Cymdeithasol) a Swyddogion o'r Gyfarwyddiaeth Gwasanaethau Cymdeithasol yn cyflwyno'r briffio ar gael i ateb unrhyw gwestiynau a allai fod gan yr aelodau; ac
- (c) Cwestiynau gan Aelodau'r Pwyllgor

Bydd y ffordd ymlaen ar gyfer yr eitem hon yn cael ei ystyried ar ddiwedd y.

9 Adroddiad y Grŵp Gorchwyl FGM (*Tudalennau 297 - 342*) 7.05 pm

I roi i'r Pwyllgor yr adroddiad gan y Grŵp Gorchwyl FGM diweddar i'w gymeradwyo i'w gyflwyno i'r Cabinet.

- (a) Martyn Hutchings – Prif Swyddog Craffu, yn cyflwyno adroddiad yn fyr; ac
- (b) Cwestiynau gan Aelodau'r Pwyllgor.

Bydd y ffordd ymlaen ar gyfer yr eitem hon yn cael ei ystyried ar ddiwedd y.

10 Adroddiad y Grŵp Tasg Amser Tymor yr Ysgol (*Tudalennau 343 - 362*) 7.15 pm

Darparu'r pwyllgor gyda'r adroddiad gan y Grŵp Tymor yr Ysgol yn ddiweddar Tasg i'w gymeradwyo i'w gyflwyno i'r Cabinet.

(a) Martyn Hutchings – Prif Swyddog Craffu, yn cyflwyno adroddiad yn fyr; ac

(b) Cwestiynau gan Aelodau'r Pwyllgor.

Bydd y ffordd ymlaen ar gyfer yr eitem hon yn cael ei ystyried ar ddiwedd y.

11 Adroddiad Blynyddol (Tudalennau 363 - 396) 7.30 pm

I roi i'r Pwyllgor gyda chopi o'r Adroddiad Blynyddol drafft y Pwyllgor i'w gymeradwyo a chytundeb i'w gyflwyno i'r Cyngor.

(c) Martyn Hutchings – Prif Swyddog Craffu, yn cyflwyno adroddiad yn fyr; ac

(d) Cwestiynau gan Aelodau'r Pwyllgor.

Bydd y ffordd ymlaen ar gyfer yr eitem hon yn cael ei ystyried ar ddiwedd y.

12 Adroddiad gohebiaeth (Tudalennau 397 - 404) 7.40 pm

I ddarparu copïau i'r Pwyllgor o'r Gohebiaeth a anfonwyd ac ymatebion a dderbyniwyd ers mis Tachwedd 2016.

(a) Swyddog Sgriwtini i gyflwyno'r adroddiad yn fyr; ac

(b) Cwestiynau gan Aelodau'r Pwyllgor.

13 Y Ffordd Ymlaen 7.50 pm

Davina Fiore

Cyfarwyddwr, Llywodraethu a Gwasanaethau Cyfreithiol

Dyddiad: Dydd Mercher, 1 Mawrth 2017

Cyswllt: Mandy Farnham, 029 2087 2618, Mandy.Farnham@caerdydd.gov.uk

CYNGOR DINAS CAERDYDD

CYFARFOD Y CABINET: MAWRTH 2017

ADDYSG: CYNLLUN STRATEGOL CYMRAEG MEWN ADDYSG 2017-2020

ADRODDIAD Y CYFARWYDDWR ADDYSG A DYSGU GYDOL OES

EITEM AGENDA:

PORTFFOLIO: ADDYSG (Y CYNGHORYDD SARAH MERRY)

Rhesymau dros yr Adroddiad hwn

1. Nod yr adroddiad hwn yw cymeradwyo'r Cynllun Strategol Cymraeg mewn Addysg 2017 – 2020 ac mae'n cynnwys crynodeb o'r ymatebion a gafwyd i'r ymgynghoriad.

Cefndir

2. Bob tair blynedd mae gofyn i bob awdurdod lleol gyflwyno Cynllun Strategol Cymraeg mewn Addysg am dair blynedd. Cynllun sy'n manylu'r cyfeiriad strategol ar gyfer cynllunio a gweithredu addysg cyfrwng Cymraeg ac addysg Gymraeg yn yr awdurdod yw'r Cynllun Strategol Cymraeg mewn Addysg.
3. Roedd CSCA cyntaf Caerdydd ar gyfer 2014-2017. Yn ystod y cyfnod hwn cafwyd buddsoddiad sylweddol a chynnydd mewn addysg Gymraeg yn y ddinas gan gynnwys:
 - 2012 - agor trydedd ysgol gyfun Gymraeg yng Nghaerdydd, Bro Edern, ym Mhen-y-lan.
 - 2013 - ysgol gynradd Gymraeg 3DM yn Nhreganna, Ysgol Treganna.
 - 2015 - cynnydd o 0.5dM (15 lle) yn Ysgol-y-Wern.
 - 2016 - ysgol gynradd Gymraeg 2DM newydd i Butetown, Ysgol Hamadryad, a meithrinfa newydd â 48 lle sy'n gyfatebol â rhai rhan amser yn Ysgol Glan Ceubal.
4. Bydd CSCA newydd Caerdydd ar gyfer 2017-2020. Ategir a llywir y cynllun gan Strategaeth Addysg Gymraeg gyfredol Llywodraeth Cymru (Ebrill 2010) a datganiad polisi 2016-17 (Mawrth 2016) ynghyd â strategaeth ddrafft Llywodraeth Cymru: Miliwn o Siaradwyr Cymraeg erbyn 2050. Mae hefyd yn rhan graidd o Strategaeth Caerdydd Ddwieithog pum mlynedd Caerdydd (202017-2022).
5. Mae dyheadau CSAC Caerdydd yn unol â strategaeth pum mlynedd Caerdydd Ddwieithog ac adlewyrchir hyn drwy ddatganiadau cenhadaeth a gweledigaethau ategol. Gweledigaeth CSCA Caerdydd yw:

Bydd system addysgol Caerdydd yn brif gymhellydd er mwyn sicrhau bod plant yn gallu datblygu eu sgiliau Cymraeg a chreu siaradwyr newydd er mwyn cynorthwyo gweledigaeth Llywodraeth Cymru o sicrhau miliwn o siaradwyr Cymraeg erbyn 2050.

6. Cyflwynwyd canllaw Llywodraeth Cymru ar gynhyrchu Cynllun Strategol Cymraeg Mewn Addysg 2017-2020 i Adran Addysg Caerdydd ym mis Awst 2016 ar sail canllaw a gyflwynodd Gweinidogion Cymru dan adran 87 Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013. Mae'r canllaw yn cynnig templed ar gyfer y cynlluniau ac mae'r mesurau safonol wedi eu manylu.
7. Mae Llywodraeth Cymru yn nodi bod angen cynnwys saith canlyniad (mae pump ohonynt yn parhau i ganolbwyntio ar bum canlyniad y Strategaeth Addysg 2010), sef:
 - **Canlyniad 1**
Mwy o blant 7 oed yn cael eu haddysgu'n Gymraeg.
 - **Canlyniad 2**
Mae rhagor o ddysgwyr yn parhau i wella eu sgiliau iaith wrth bontio o ysgol gynradd i ysgol uwchradd.
 - **Canlyniad 3**
Rhagor o ddysgwyr o 14-16 oed yn astudio ar gyfer cymwysterau trwy gyfrwng Cymraeg.
 - **Canlyniad 4**
Rhagor o ddysgwyr o 16-19 oed yn astudio ar gyfer cymwysterau trwy gyfrwng y Gymraeg.
 - **Canlyniad 5**
Rhagor o ddysgwyr gyda sgiliau gwell yn y Gymraeg.
 - **Canlyniad 6**
Gwasanaeth cyfrwng Cymraeg ar gyfer dysgwyr gydag anghenion dysgu ychwanegol (AAA).
 - **Canlyniad 7**
Cynllunio'r gweithlu a datblygiad proffesiynol parhaus (DPP).

Proses Ymgynghori

8. Cafwyd cyfnod ymgynghori strategol o 8 wythnos rhwng 2 Rhagfyr 2016 a 27 Ionawr 2017.
9. Mae gan Lywodraeth Cymru restr o ymgynghoreion y mae'n rhaid i bob awdurdod lleol ymgynghori â nhw, awdurdodau lleol cyfagos, penaethiaid a chyrrff llywodraethu pob ysgol a gynhelir, a'r corff crefyddol priodol os yw'r ysgol yn un grefyddol.
10. Ymhlith y rhanddeiliaid gwahoddwyd Cadeiryddion cyrff llywodraethu ysgolion, penaethiaid ysgolion, Mudiad Meithrin, Meter Caerdydd, RhAG, awdurdodau lleol cyfagos, Consortiwm Canolbarth Y De, Colegau Addysg Bellach, yr Esgobaeth ac eraill i ymateb i'r ymgynghoriad. Gallai rhanddeiliaid eraill weld y ddogfen ar-lein.
11. Roedd y broses ymgynghori'n cynnwys:

- Cyhoeddwyd strategaeth ddrafft ar wefan y Cyngor
 - Dosbarthwyd y CSCA drwy e-byst i amryw randdeiliaid
 - Cafwyd cyfarfodydd â phenaethiaid Cymru
 - Cafwyd cyfarfodydd â Fforwm y Gymraeg mewn Addysg Caerdydd
 - Anfonwyd dolen we i'r strategaeth drwy sianeli cyfryngau cymdeithasol y Cyngor
12. Cynrychiolwyd y farn a fynegwyd drwy'r sianeli priodol ac o fewn cyfnod yr ymgynghoriad isod ac yn Atodiad 2.
13. Cafwyd 28 ymateb. Yn eu plith roedd ymatebion gan:
- Y Cyhoedd
 - Cyrff Llywodraethu a Phenaethiaid ysgolion cynradd ac uwchradd Cymraeg ledled Caerdydd
 - RhAG
 - Mudiad Meithrin
 - Menter Caerdydd
 - Comisiynydd y Gymraeg
 - Cymdeithas yr Iaith
 - Ymgyrch TAG
 - Prifysgol Caerdydd
14. Mynegwyd ystod o farn. Crynhowyd yr ymatebion i nodi themâu cyffredin, a oedd yn cynnwys y canlynol:

Canlyniad 1 – Mwy o blant 7 oed yn cael eu haddysgu'n Gymraeg

- Rhagor o addysg Gymraeg ar lefel cyn ysgol, y cylchoedd, ysgolion cynradd ac uwchradd gan gynnwys niferoedd derbyn a chapasiti a gyhoeddwyd
- Darpariaeth bresennol ac adnoddau ariannol.
- Goblygiadau'r Cynllun Datblygu Lleol (CDLI) a'r galw am addysg Gymraeg
- Hyrwyddo
- Data a Rhagfynegiadau
- Hyfforddiant i staff rheng flaen
- Dalgylchoedd
- Cymunedau lleiafrifoedd ethnig ac addysg Gymraeg
- Trafnidiaeth Dysgwyr

Canlyniad 2 – Mwy o ddysgwyr yn parhau i wella eu sgiliau iaith o symud i'r ysgol gynradd i'r ysgol uwchradd

- Cyfraddau trosglwyddo
- Trosglwyddiadau yn ystod y flwyddyn
- Canolfan Drochi yn y Gymraeg

Canlyniad 3 a 4 – Rhagor o fyfyrwyr 14-16 oed yn astudio am gymwysterau yn Gymraeg a mwy o fyfyrwyr 14-19 oed yn astudio pynciau yn Gymraeg mewn ysgolion, colegau a dysgu yn y gweithle

- Cymwysterau TGAU
- Cymraeg Ail Iaith

Canlyniad 5 – Mwy o fyfyrwyr â sgiliau datblygedig yn y Gymraeg

- Darpariaeth Lefel A
- Darpariaeth allgyrsiol
- Sector Addysg Uwch

Canlyniad 6 – Darpariaeth Gymraeg i ddysgwyr ag ADY

- Angen mwy o ddarpariaeth ADY yn enwedig o ran plant ag anghenion ymddygiadol

Canlyniad 7 – Cynllunio'r gweithlu a datblygu proffesiynol parhaus

- Rolau Arwain
- Ymarferwyr Addysgu
- Cynnwys Myfyrwyr

Materion yn codi o'r ymgynghoriad

15. Croesawodd mwyafrif yr ymatebion gynigion y Cyngor i ddatblygu, ehangu, a hyrwyddo addysg Gymraeg.
16. Ond roedd rhai ymatebwyr o'r farn nad oedd y ddogfen yn mynd i'r afael yn ddigonol â'r angen i:
 - ddarparu digon o lefydd cyfrwng Gymraeg ledled y ddinas ar bob cam, yn benodol o ran y CDLI
 - gwella argaeledd darpariaeth Anghenion Dysgu Ychwanegol (ADY) yn y sector Gymraeg (yn benodol ynghylch darpariaeth ymddygiadol ADY)
 - ymrwymo ymhellach i sicrhau bod digon o lefydd ar gael mewn ysgolion uwchradd erbyn y bydd plant ysgolion cynradd Gymraeg yn symud i ysgolion uwchradd
 - sicrhau bod gweledigaeth gref yn nodi'r hyn y mae'r Cyngor am ei gyflawni mewn partneriaeth i gynyddu nifer y siaradwyr Gymraeg yn y brifddinas fel rhan o'r targed cenedlaethol ehangach
 - sicrhau ffocws cryfach ar gamau gwella yn hytrach na datblygiadau diweddar
17. I gael crynodeb llawn o'r holl ymatebion a gafwyd yn ystod yr ymgynghoriad ac arfarniad y Cyngor o bob mater a godwyd, gweler Atodiad 2. Mae'r Cynllun Strategol Gymraeg mewn Addysg wedi cynnwys newidiadau o ganlyniad i'r broses ymgynghori.
18. O ganlyniad i'r ymgynghoriad ychwanegwyd Datganiad Cenhadaeth i'r strategaeth i nodi dyhead y Cyngor i ddatblygu'r Gymraeg yn y ddinas a newidiwyd y Weledigaeth i atgyfnerthu gweledigaeth Llywodraeth Cymru o 1m o siaradwyr erbyn 2050. Diwygiwyd rhagfynegiadau a thargedau hefyd ar ôl cael adborth.
19. I gael rhestr lawn o'r holl newidiadau a wnaed i'r CSCA ar ôl ymgynghori, gweler Atodiad 3.

Gweithredu a Monitro

20. Mae gan y Gweinidog y pwerau canlynol i gymeradwyo'r cynllun fel y'i cyflwynwyd, ei gymeradwyo ag addasiadau neu ei wrthod a pharatoi un arall. Cyflwynwyd drafft o'r CSCA eisoes i Lywodraeth Cymru a chaiff y ddogfen derfynol ei chyflwyno ddiwedd Mawrth.
21. Yn dilyn cymeradwyaeth Llywodraeth Cymru i'r strategaeth, byddai angen ei rhoi ar waith o 1 Ebrill 2017. Ar ôl hynny rhaid i'r Cyngor gyhoeddi'r cynllun (neu gynllun diwygiedig) erbyn 1 Mehefin 2017 drwy ei osod ar wefan yr awdurdod

lleol, rhyddhau copïau o'r cynllun i'r cyhoedd allu eu gweld yn swyddfeydd yr awdurdod lleol, ac unrhyw leoedd eraill sy'n briodol.

22. Rhaid i'r awdurdod lleol ddiwygio'r CSCA bob blwyddyn i gyfleu cynnydd a chynnwys unrhyw newidiadau angenrheidiol i fwrw targedau yn ystod cyfnod gweithredu tair blynedd y Cynllun. Dylai cynlluniau diwygiedig gael eu cyflwyno i Lywodraeth Cymru erbyn 20 Rhagfyr bob blwyddyn.
23. Mae'r Gweinidog wedi awgrymu bod bwriad i adolygu'r CSCAau fel rhan o adolygiad ehangach i'r fframwaith deddfwriaethol i'r Gymraeg fel y nodir yn 'Pwyllgor Diwylliant, y Gymraeg a Chyfathrebu / 18/01/2014 Rhif 244'.

Rheswm dros yr Argymhellion

24. Mae drafftio a chyhoeddi'r CSCA yn ofyniad statudol a dilynwyd holl ganllawiau a rheoliadau Llywodraeth Cymru.
25. Gan ystyried holl ymatebion yr ymgynghoriad a'r canllawiau a roddodd Llywodraeth Cymru, mae'r CSCA bellach yn ddogfen rhanddeiliaid gyflawn ac o ganlyniad argymhellir i Gabinet y Cyngor gymeradwyo Cynllun Strategol Cymraeg mewn Addysg Caerdydd 2017-2020.

Goblygiadau Ariannol

26. Nid oes goblygiadau ariannol yn deillio'n uniongyrchol o gymeradwyo'r cynllun. Bydd unrhyw gamau gweithredu a gyflawnir o ran y cynllun sy'n arwain at gostau i ysgolion unigol neu'r gyfarwyddiaeth Addysg yn gorfod cael eu talu o ddyraniadau adnoddau presennol.

Goblygiadau Cyfreithiol (yn cynnwys Asesiad o'r Effaith ar Gydraddoldeb)

27. Dan Ddeddf Addysg 1996, mae gan y Cyngor rwymedigaeth statudol gyffredinol i hyrwyddo safonau uwch mewn addysg ac i ystyried dewis rhieni sy'n cynnwys dewis am addysg Gymraeg.
28. Mae Adran 84 ac 85 Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013 a Rheoliadau Cynllun Strategol Cymraeg mewn Addysg ac Asesu'r Galw am Addysg Gymraeg (Cymru) 2013 yn nodi'r rhwymedigaethau statudol i'r holl awdurdodau lleol baratoi, cyflwyno, cyhoeddi ac adolygu Cynlluniau Strategol Cymraeg mewn Addysg (CSCA).
29. Rhaid i'r Cyngor hefyd fodloni dyletswyddau sector preifat dan Ddeddf Cydraddoldeb 2010 (gan gynnwys dyletswyddau penodol sector cyhoeddus Cymru). Yn unol â'r dyletswyddau cyfreithiol hyn, wrth wneud penderfyniadau rhai i Gynghorau roi sylw dyledus i'r angen i (1) gwaredu gwahaniaethu anghyfreithlon, (2) datblygu cyfle cyfartal a (3) meithrin perthnasau da ar sail y nodweddion a ddiogelir. Y nodweddion a ddiogelir yw:
 - Oedran
 - Ailbennu rhywedd
 - Rhyw
 - Hil – gan gynnwys tarddiad ethnig neu genedlaethol, lliw neu genedligrwydd
 - Anabledd
 - Beichiogrwydd a mamolaeth
 - Priodas a Phartneriaeth Sifil
 - Cyfeiriadedd rhywiol
 - Crefydd neu gred - gan gynnwys diffyg cred

30. Diben yr Asesiad O'r Effaith Ar Gydraddoldeb yw sicrhau bod y Cyngor wedi deall effeithiau posibl y cynnig o ran cydraddoldeb fel y gall sicrhau ei fod yn gwneud penderfyniadau cymesur a rhesymegol o ran ystyried ei ddyletswydd cydraddoldeb sector cyhoeddus. Rhaid i'r Cyngor fod yn ystyriol o Fesur y Gymraeg (Cymru) 2011 a Safonau'r Gymraeg wrth wneud unrhyw benderfyniadau ar bolisi ac ystyried yr effaith ar y Gymraeg, yr adroddiad a deliau Asesiad O'r Effaith Ar Gydraddoldeb gyda'r holl rwymedigaethau hyn.
31. I weld yr Asesiad O'r Effaith Ar Gydraddoldeb ar gyfer y CSCA gweler Atodiad 4.

Goblygiadau Adnoddau Dynol

32. Er nad oes goblygiadau uniongyrchol Adnoddau Dynol yn deillio o'r adroddiad hwn, bydd Gwasanaethau Pobl Ad yn dal i gefnogi Penaethiaid a Chyrff Llywodraethu ysgolion Cymraeg i fynd i'r afael ag unrhyw heriau recriwtio y gallent ddod ar eu traws. Bydd cyngor hefyd yn dal ar gael o ran cynllunio'r gweithlu a strwythurau staffio ysgol gyfan.

Asesiad o Effaith ar Gydraddoldeb

33. Cwblhawyd Asesiad O'r Effaith Ar Gydraddoldeb a daw'r i'r casgliad y câi CSCA 2017 – 2020 effaith gadarnhaol ar ddatblygiad y Gymraeg.

ARGYMHELLION

34. Argymhellir bod y Cabinet yn gwneud y canlynol:
- Cymeradwyo CSCA Cyngor Caerdydd 2017-2020 i'w roi ar waith o 1 Ebrill 2017.

Nick Batchelar Y Cyfarwyddwr Addysg a Dysgu Gydol Oes

Mawrth 2017

Mae'r adroddiad hwn yn cynnwys yr atodiadau canlynol:

Atodiad 1 - CSCA 2017-2020

Atodiad 2 – Crynodeb o Ymatebion Ymgynghori CSCA

Atodiad 3 – Rhestr o newidiadau a wnaed i'r CSCA

Atodiad 4 – Adnodd Sgrinio Statudol / Asesiad o'r Effaith ar Gydraddoldeb

Ystyriwyd y dogfennau cefndirol canlynol:

- Strategaeth Iaith Gymraeg Llywodraeth Cymru 2012-17 a'r strategaeth ddrafft: Miliwn o siaradwyr Cymraeg erbyn 2050 (2016).

- Cynllun Strategol Cymraeg mewn Addysg ac Asesu'r Galw am Addysg Gymraeg (Cymru) 2013.
- Strategaeth Addysg Gymraeg gyfredol Llywodraeth Cymru (Ebrill 2010) a datganiad polisi ar gyfer 2016-17 (Mawrth 2016)
- Ailysgrifennu'r Dyfodol: codi uchelgais a chyrhaeddiad yn ysgolion Cymru, 2014.
- Dyfodol Llwyddiannus: Adolygiad Annibynnol o'r Cwricwlwm a'r Trefniadau Asesu Yng Nghymru, yr Athro Donaldson, Chwefror 2015
- Cynllun Corfforaethol Cyngor Dinas Caerdydd 2016-18 a Strategaeth Partneriaeth Integredig Beth Sy'n Bwysig
- Caerdydd 2020: gweledigaeth newydd i addysg yng Nghaerdydd.
- Caerdydd Ddwieithog: Strategaeth 5 mlynedd i'r Gymraeg, 2017 – 2022.

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Addysg
2017 - 2020

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1.0 Cyflwyniad

Mae'r Cynllun Strategol Cymraeg mewn Addysg (CSCA) hwn ar gyfer y cyfnod 2017-2020, ac mae'n adeiladu ar y momentwm a'r ymrwymïadau gan y CSCA cynharach o 2014. Tra'i fod yn seiliedig ar y saith canlyniad allweddol, bydd yn datblygu gweledigaeth y Cyngor ymhellach, ac yn gwella cyflenwi twf a darpariaeth addysg cyfrwng Cymraeg ar draws y ddinas.

Mae Cyngor Dinas Caerdydd wedi ymrwmo i ddatblygu Caerdydd Ddwieithog. Bydd y Cynllun Strategol Cymraeg mewn Addysg (CSCA) 2017-2020 yn helpu Caerdydd i gefnogi gweledigaeth Llywodraeth Cymru i weld miliwn o siaradwyr Cymraeg ar draws Cymru erbyn 2050.

Er mwyn i Gaerdydd chwarae ei rhan wrth gyflawni gweledigaeth Llywodraeth Cymru, byddai angen i ni gynyddu nifer y siaradwyr Cymraeg (oed 3+) yng Nghaerdydd gan 15.9%, o 36,735 (Cyfrifiad 2011) i 42,584 (Cyfrifiad 2021). Eisoes mae sector addysg Caerdydd wedi cyfrannu at gyflawni 58% o'r targed hwn hyd yma trwy gynyddu nifer y plant sy'n cael mynediad i addysg cyfrwng Cymraeg ar y pwynt mynediad cyntaf ar lefel gynradd.

Mae'r CSCA hwn yn rhan annatod o Strategaeth 5 Mlynedd Caerdydd Ddwieithog y Cyngor. Seilir maes mwyaf amlwg y gyd-ddibyniaeth rhwng ddwy strategaeth ar faes strategol 1: Teuluoedd, Plant a Phobl Ifanc. Mae'r blaenoriaethau yn y maes hwn yn seiliedig ar hyrwyddo, darpariaeth a chynnydd. Mae'r agweddau hyn yn gyflenwadau craidd o fewn canlyniadau 1 a 2 yn y CSCA hwn.

Amcana'r Strategaeth Caerdydd Ddwieithog at gynyddu nifer y siaradwyr a dysgwyr Cymraeg yng Nghaerdydd yn ogystal â chynyddu'r defnydd o'r iaith Gymraeg yn y ddinas. Mae Cyngor Dinas Caerdydd yn cydnabod bod y system addysg yn elfen allweddol o ran sicrhau bod plant yn gallu datblygu eu sgiliau Cymraeg, a chreu siaradwyr newydd.

Hefyd bydd y CSCA yn cyfrannu at y saith nod lles cenedlaethol sydd yn Neddf Llesiant Cenedlaethau'r Dyfodol, yn arbennig o ran Cymru ffyniannus sy'n darparu addysg a hyfforddiant o safon uchel i blant a phobl ifanc, gyda'r bwriad o hybu cyfleoedd cyflogaeth, hyfforddiant ac addysg bellach/uwch yn yr iaith o'u dewis.

Hefyd datblygwyd y strategaeth hon o fewn y cyd-destun polisi strategol a ddarperir gan:

- Strategaeth yr Iaith Gymraeg 2012-17 a drafft strategaeth Llywodraeth Cymru: Miliwn o siaradwyr Cymraeg erbyn 2050 (2016).
- Cynlluniau Strategol Cymraeg mewn Addysg a Rheoliadau Asesu'r Galw am Addysg Cyfrwng Cymraeg (Cymru) 2013.
- Ailysgrifennu'r Dyfodol: codi uchelgais a chyrhaeddiad yn ysgolion Cymru, 2014.
- Dyfodol Llwyddiannus: Adolygiad Annibynnol o Drefniadau Cwricwlwm ac Asesu yng Nghymru, yr Athro Donaldson, Chwefror 2015.
- Cynllun Corfforaethol 2016-18 Cyngor Dinas Caerdydd a Strategaeth Partneriaeth Integredig Beth sy'n Bwysig
- Caerdydd 2020: gweledigaeth newydd ar gyfer addysg yng Nghaerdydd.
- Caerdydd Ddwieithog: Strategaeth Iaith Gymraeg 5 Mlynedd, 2017-2022.

Bydd y CSCA hwn yn canolbwyntio ar sicrhau bod yr holl ddysgwyr, beth bynnag fo'u cefndir economaidd-gymdeithasol, yn cael cyfle cyfartal i gyflawni eu disgwyliadau

drwy gyflwyno addysg cyfrwng Cymraeg o'r ansawdd uchaf. Mae'r Cyngor hefyd yn cydnabod pwysigrwydd hanfodol datblygu partneriaethau cryf a throsglwyddiad di-dor ym mhob cyfnod allweddol i ddatblygu dinas wirioneddol ddwyieithog gyda system addysg ffyniannus yng Nghymru.

Datganiad Cenhadaeth

Mae bob plentyn yn ein dinas yn teimlo'n hyderus yn y Gymraeg erbyn 2050, i gyfrannu tuag at greu Gaerdydd wirioneddol ddwyieithog lle mae'r iaith Gymraeg yn cael ei diogelu a'i meithrin fel y gall cenedlaethau'r dyfodol ei defnyddio a'i mwynhau.

Gweledigaeth

Bydd system addysg Caerdydd yn gweithredu fel sbardun allweddol i sicrhau bod plant yn gallu datblygu eu sgiliau Cymraeg, a chreu siaradwyr newydd, i gefnogi gweledigaeth Llywodraeth Cymru o gael miliwn o siaradwyr Cymraeg erbyn 2050.

Gwerthoedd

Dros y tair blynedd nesaf, 2017-2020, nodau strategol y Cynllun Strategol Cymraeg mewn Addysg yw sicrhau darpariaeth addysg lle:

- Mae addysg cyfrwng Cymraeg **ar gael** i bawb, gyda throsglwyddiad effeithiol rhwng oedrannau a chyfnodau;
- Mae disgyblion â **gwell rhuglder** ac yn defnyddio'r iaith Gymraeg ar draws yr holl ysgolion cymunedol, ffydd a sylfaen yng Nghaerdydd;
- Mae darpariaeth yn **gynhwysol**, gan oresgyn rhwystrau, a darparu cyfleoedd i unrhyw berson ifanc gael addysg dda trwy gyfrwng y Gymraeg;
- Rydym yn **dathlu** a hyrwyddo'r iaith Gymraeg, drwy addysgu o ansawdd uchel a herio galluoedd dysgu plant;
- Rydym yn **hyrwyddo** defnydd ehangach o'r Gymraeg y tu allan i'r ystafell ddosbarth trwy gyfleoedd chwarae, hamdden a gofal gwyliau, ac ieuencid yn ogystal â thu hwnt i'r ysgol mewn Addysg Bellach ac Uwch, hyfforddiant a chyflogaeth.

Cyd-destun

Mae cyd-destun dinas Caerdydd yn newid. Mae ei phoblogaeth yn cynyddu'n gyflym a disgwylir iddi gynyddu 26% erbyn 2036, oddeutu 91,500 o drigolion newydd. Bydd cynnwys y twf hwn yn golygu adeiladu 41,000 o gartrefi newydd a chreu 40,000 o swyddi newydd. Bydd hyn hefyd yn ei gwneud yn ofynnol cael niferoedd sylweddol o sefydliadau ysgol newydd ar draws y ddinas, gan gynnwys darpariaeth cyfrwng Cymraeg yn y sectorau cynradd, uwchradd ac arbennig.

Bydd addasu i'r demograffig newidiol hwn yn heriol. Fodd bynnag, mae'r Cyngor wedi ymrwymo i fanteisio ar y cyfleoedd a ddaw yn ei sgil i gefnogi'r weledigaeth ar gyfer Caerdydd Ddwyieithog trwy ei darpariaeth addysg.

Rhwng 2011/12 a 2015/16, bu cynnydd o 985 o ddisgyblion mewn addysg cyfrwng Cymraeg ar draws y ddinas. Erbyn 2020, disgwylir i hyn godi o 798 o ddisgyblion pellach, sef cynnydd

rhagamcanedig o gyfanswm y disgyblion a addysgir drwy gyfrwng y Gymraeg i 15% (a ddangosir yn nhabl 1).

Digwyddodd hyn yn rhannol o ganlyniad i gynnydd yn y boblogaeth ac o ganlyniad i ehangu'r ddarpariaeth o fewn y sector cyfrwng Cymraeg a sefydlu ysgolion newydd. Yn nodedig, cynhwysa hyn agor y drydedd Ysgol Uwchradd Cyfrwng Cymraeg yng Nghaerdydd, Bro Edern ym Mhen-y-lan yn 2012, ac yna yn 2013, adeiladu'r ysgol gynradd cyfrwng Cymraeg newydd 3DM yn Nhreganna, a arweiniodd at uno Ysgol Tan yr Eos a Threganna a chynnydd o un dosbarth y flwyddyn (1DM).

Yn ogystal â hyn, cynyddodd Ysgol Gynradd Ysgol-y-Wern yn Llanisien o ran capasiti o 0.5 dosbarth y flwyddyn (15 lle) ym mis Medi 2015. Ategwyd hyn ymhellach gyda sefydlu ysgol gynradd gychwynnol cyfrwng Cymraeg 2DM newydd ar gyfer Butetown, Ysgol Hamadryad, a agorwyd ym mis Medi 2016 ac a fydd yn symud i ysgol newydd yng ngwanwyn 2018.

Mae cynlluniau eraill i gynyddu'r capasiti o fewn y sector cynradd yn cynnwys estyniad 1DM i Ysgol Glan Morfa yn Sblot i fod yn weithredol o fis Medi 2017 gyda'r ysgol yn symud i adeilad newydd yng ngwanwyn 2018. Hefyd gwelir cynnydd yn yr ystod oedran o 4 - 11 oed i 3 -11 oed yn Ysgol Glan Ceubal yn Ystum Taf, drwy ddarparu meithrinfa newydd gyda 48 o leoedd Cyfwerth Rhan-amser (CARh) o fis Medi 2016. Cymeradwywyd adeilad newydd i Gabalfa/ Ysgol Glan Ceubal gan Bwyllgor Cynllunio'r Cyngor ym mis Chwefror.

Gweler isod y twf hwn yn y sector yn Nhabl 1.

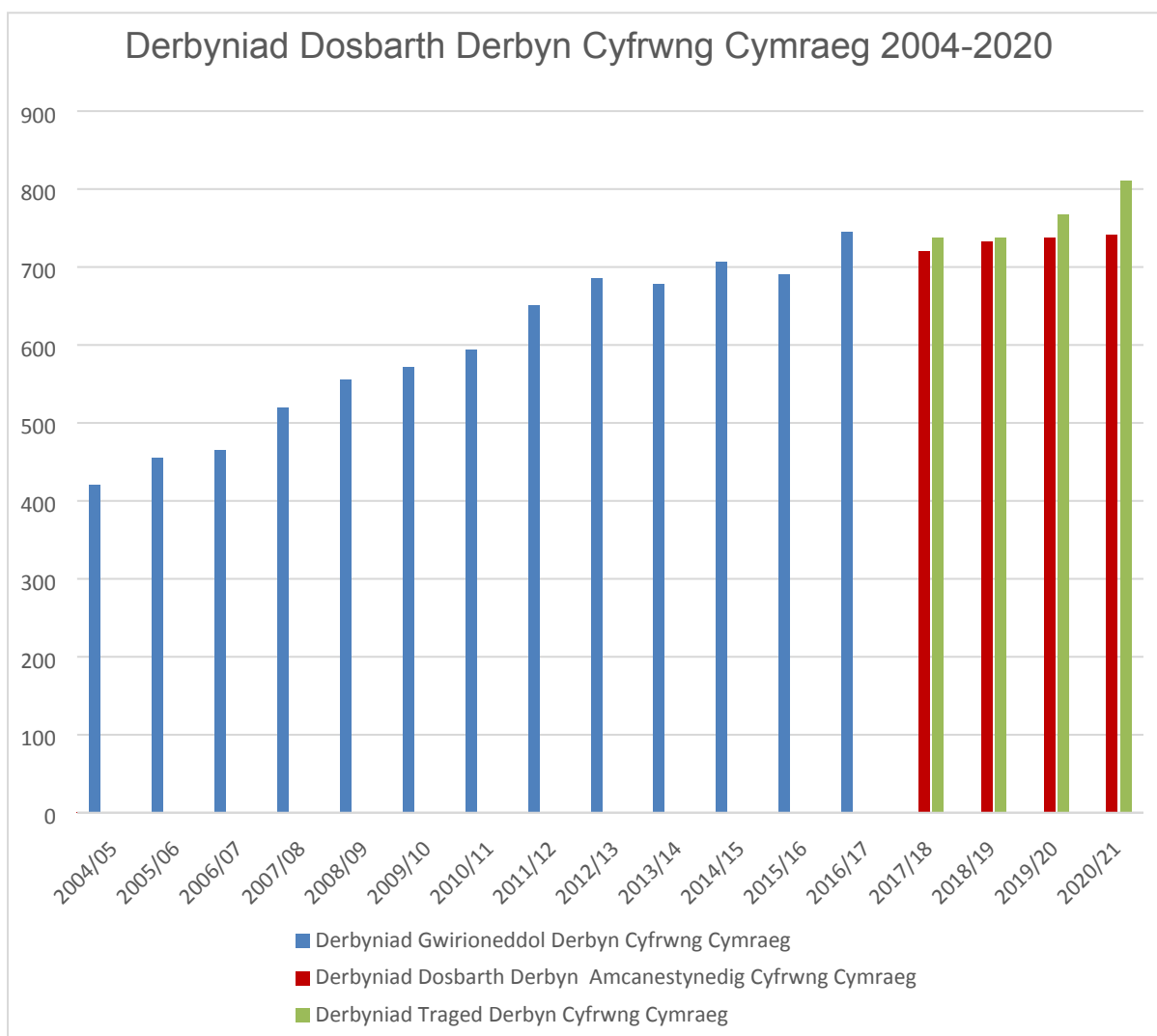
Tabl 1: Plant a phobl ifanc 4-18 oed mewn addysg cyfrwng Cymraeg llawn-amser

Blwyddyn Ysgol	Disgyblion wedi'u cofrestru mewn addysg cyfrwng Cymraeg 4-18 oed.	% 4-18 oed mewn addysg cyfrwng Cymraeg fel % o gyfanswm y garfan
2011/12	6,025	13.0%
2012/13	6,241	13.3%
2013/14	6,541	13.7%
2014/15	6,867	14.2%
2015/16	7,010	14.3%
2016/17 (amcanestyniad)	7,222	14.4%
2017/18 (amcanestyniad)	7,429	14.7%
2018/19 (amcanestyniad)	7,628	14.9%
2019/20 (amcanestyniad)	7,808	15.0%
2020/21 (amcanestyniad)	7,967	15.1%
2021/22 (amcanestyniad)	8,107	15.2%

Ffynonellau: Data CYBLD 2011/ 12 i 2015/16 a gyflenwyd gan ysgolion (lonawr); amcanestyniadau 2016/17 i 2019/20 seiliedig ar ddata CYBLD 2016 a data GIG.

Mae'r twf cyffredinol o addysg cyfrwng Cymraeg llawn amser ar gyfer disgyblion rhwng 4-18 oed yn dangos cynnydd o 985 o ddisgyblion o 2011/12 i 2015/16. Rhwng 2016/17 a 2021/22, rhagwelir y bydd nifer y disgyblion 4-18 oed a addysgir mewn ysgolion cyfrwng Cymraeg yn cynyddu o 12.3% (o 7,222 i 8,107), gan wneud cyfraniad sylweddol i gwrdd â'r targedau a osodwyd yn Strategaeth Caerdydd Ddwyieithog 5 Mlynedd y Cyngor.

Darperir darlun o dwf addysg cyfrwng Cymraeg trwy edrych ar nifer y disgyblion sy'n cael mynediad i'r dosbarth Derbyn. Rhwng 2004/5 a 2016/17 bu cynnydd o 77.0% yn nifer y disgyblion sy'n mynd i mewn i addysg cyfrwng Cymraeg, mewn cyfnod pan gynyddodd nifer gyffredinol y disgyblion sy'n dechrau addysg gynradd o 28.9%.



Yn 2015/16, derbyniwyd 15.9% o ddisgyblion oed derbyn i addysg cyfrwng Cymraeg, o'i gymharu â 12.6% yn 2004/55.

Tabl 2: Derbyniad Dosbarth Derbyn 2004 - 2016

Blwyddyn Ysgol	Derbyniad Gwirioneddol (CC)	Derbyniad Gwirioneddol (CC, CS a Ffydd)	% Derbyniad Gwirioneddol (CC)
2004/05	421	3333	12.6%
2005/06	455	3402	13.4%
2006/07	465	3257	14.3%
2007/08	519	3463	15.0%
2008/09	555	3474	16.0%
2009/10	572	3683	15.5%
2010/11	594	3859	15.4%
2011/12	651	4019	16.2%
2012/13	686	4221	16.3%
2013/14	678	4256	15.9%
2014/15	706	4246	16.6%
2015/16	690	4335	15.9%
2016/17	745	4297	17.3%

Ffynhonnell: CYBLD 2004 – 2015 a NOR – Hydref 2016

Dengys y data ar gyfer y flwyddyn ysgol 2016/17 bod 17.3% o ddisgyblion wedi eu derbyn i addysg cyfrwng Cymraeg. Mae hyn yn cynrychioli cynnydd sylweddol o'i gymharu â 2015/16. Gwelir isod amcanestyniadau a thargedau, fodd bynnag; bydd angen dadansoddi data cyfrifiad ysgolion 2017 yn ddiweddarach yn y flwyddyn i ystyried yn llawn beth fydd yr effaith ar yr amcanestyniadau i'r dyfodol.

Tabl 3: Derbyniad Dosbarth Derbyn amcanestynedig a tharged 2017 - 2020

Blwyddyn Ysgol	Derbyniad amcanestynedig (CC)	Derbyniad amcanestynedig (CC, CS a Ffydd)	% Derbyniad amcanestynedig (CC)	Derbyniad targed (CC)	% Derbyniad targed (CC)
2017/18	720	4343	16.6%	720	16.6%
2018/19	733	4139	17.7%	738	17.8%
2019/20	737	4189	17.6%	767	18.3%
2020/21	741	4220	17.6%	811	19.2%

Ffynhonnell: Data Cofrestriadau â Meddygon Teulu GIG 2016 ac amcanestyniadau seiliedig ar CYBLD

Bydd y Cyngor yn sicrhau bod disgyblion ysgolion cynradd cyfrwng Cymraeg yn trosglwyddo i dair ysgol uwchradd cyfrwng Cymraeg o fewn y ddinas. Cydnabyddir bod sicrhau twf parhaus yn y sector cynradd cyfrwng Cymraeg yn golygu bod angen cynnydd yn y ddarpariaeth sector uwchradd; fodd bynnag, ni ragwelir y bydd hyn yn ofynnol tan ar ôl 2022, sydd y tu allan i amserlen y CSCA hwn. Mae 16% o leoedd gwag net o fewn y sector uwchradd ar hyn o bryd. Bydd y Cyngor yn parhau i fonitro amcanestyniadau ysgolion cynradd, gan gynnal astudiaethau dichonolrwydd ac ymgymryd â gwaith cynllunio datblygu dros gyfnod y cynllun hwn er mwyn sicrhau y bydd mewn sefyllfa i sicrhau digonolrwydd lleoedd uwchradd Cymraeg pan fo angen darpariaeth uwchradd bellach.

Yr hyn sy'n rhaid ei gydnabod hefyd yw'r effaith a gaiff y ddau safle tai mawr yn y Cynllun Datblygu Lleol (CDLI) ar y ddarpariaeth addysg ar draws y ddinas. Mae dau safle tai wedi'u cynnwys yn y CDLI ac mae'r rhain i'w cael yng Ngogledd-ddwyrain y ddinas rhwng ardaloedd Llys-faen a Phontpennau ac yng Ngorllewin y ddinas, yn yr ardal rhwng Radur a'r Tyllgoed. Rhagwelir y bydd y ddwy ardal hyn yn golygu hyd at 12,000 o gartrefi newydd rhwng nawr a 2026. Fel rhan o'r gwaith o ddatblygu'r ardaloedd hyn, bydd yn ofynnol cael tua 22 dosbarth y flwyddyn yn y sector cynradd i wasanaethu'r cymunedau newydd, ynghyd â dwy ysgol uwchradd newydd fawr.

Ymgynghorwyd yn eang â rhanddeiliaid ar y strategaeth hon yn ystod ei datblygiad ac fel strategaeth dinas-eang, bydd gweithredu a chyflwyno'r CSCA yn cael ei rannu gyda nifer o rhanddeiliaid. Bydd y rhanddeiliaid hyn yn cynnwys penaethiaid a chyrrff llywodraethu ysgolion cyfrwng Cymraeg, y Mudiad Meithrin, Menter Caerdydd, y Gwasanaeth Gwybodaeth i Deuluoedd, Consortiwm Canolbarth y De a'r Fforwm Addysg Gymraeg gan gynnwys RhAG, sy'n rhannu'r cyfrifoldeb am hyrwyddo a hwyluso'r defnydd o'r Gymraeg ar draws y ddinas.

Mae Fforwm y Gymraeg mewn Addysg (FfGA) yn cyfarfod yn dymhorol ac mae wedi dod yn rhan annatod o'r Cynllun Trefniadaeth Ysgolion, yn ogystal â chyfarfod yn chwarterol gyda nifer o Benaethiaid Cymraeg i helpu i arwain a llywio datblygiad addysg cyfrwng Cymraeg ar draws y ddinas. Nododd ymatebwyr i'r ymgynghoriad nifer o rhanddeiliaid eraill y gellid eu cynnwys ar aelodaeth y Fforwm Addysg Gymraeg gan gynnwys Prifysgol Caerdydd, llywodraethwyr ysgolion, y Bwrdd Iechyd, yr Amgueddfa Genedlaethol a'r Coleg Cymraeg Cenedlaethol.

Cyfrifoldeb y Cyngor yw sicrhau bod addysg cyfrwng Cymraeg ar gael i bawb ac i ddatblygu'r ddarpariaeth. Nid yw'r FfGA yn gorff gwneud penderfyniadau ond mae'n gwneud cyfraniad pwysig i gynllunio lleoedd ysgol yn y ddinas. Yn destun i gymeradwyaeth, prif amcanion y FfGA yw:

- I gyfrannu at ddatblygiad a gweithrediad y Cynllun Strategol Cymraeg mewn Addysg ar gyfer Dinas Caerdydd mewn cydymffurfiaeth â'r Ddeddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013).
- I sicrhau cyfranogiad rhanddeiliaid wrth baratoi, cyflwyno ac adolygu'r Cynllun Strategol Cymraeg mewn Addysg ar gyfer Caerdydd.
- I fynd ati'n weithredol i lywio'r gwaith o gynllunio lleoedd cyfrwng Cymraeg trwy gyfrannu at dynnu sylw at feysydd sydd angen eu datblygu, monitro'r niferoedd derbyn, yn ogystal â chyfraddau trosglwyddo rhwng cyfnodau o fewn addysg cyfrwng Cymraeg.
- I gyfrannu at ddatblygu a hyrwyddo addysg a gweithgareddau cyfrwng Cymraeg i gefnogi rôl ehangach y Gymraeg tu allan i'r dosbarth trwy ddathlu canlyniadau cadarnhaol a nodi/rhannu arferion gorau a chynorthwyo i ddatblygu strategaethau gwella.
- I gyfrannu at y dyheadau y bydd addysg cyfrwng Cymraeg yn cael eu hintegreiddio'n llawn yn y Strategaeth Caerdydd Ddwieithog (2017-2022).

DRAFT

Trafnidiaeth i Ddysgwyr

Mae Cyngor Caerdydd yn darparu trafndiaeth am ddim o'r cartref i'r ysgol i ddisgyblion cyfrwng Cymraeg sydd o oedran ysgol statudol (5 i 16) ac sy'n byw 2 filltir neu fwy, (i ddisgyblion cynradd), neu 3 milltir neu fwy, (i ddisgyblion uwchradd) (a fesurir trwy'r pellter cerdded byrraf sydd ar gael) o'u hysgol dalgylch sydd agosaf i'w cyfeiriad cartref.

Noda polisi trafndiaeth cartref i'r ysgol presennol Cyngor Caerdydd fod 4 categori/math o ysgol briodol agosaf, sef:-

1. Yr Ysgol Gymunedol cyfrwng Saesneg agosaf
2. Yr Ysgol Gymunedol cyfrwng Cymraeg agosaf
3. Yr Ysgol Eglwys yng Nghymru agosaf
4. Yr Ysgol Gatholig agosaf

Yn unol â pholisi presennol y Cyngor, darperir trafndiaeth am ddim i ddisgyblion sy'n byw fwy na'r pellter cerdded statudol o'u hysgol cyfrwng Cymraeg dalgylch agosaf, p'un a oes ysgol cyfrwng Saesneg neu Ffydd yn nes neu beidio.

Pan agorir ysgolion newydd ac y dynodir dalgylchoedd ar gyfer pob math/categori o ysgol, mae Caerdydd yn defnyddio'r un egwyddor i bob ysgol, yn yr ystyr bod y dalgylch newydd yn berthnasol i'r holl ddisgyblion sy'n dechrau mewn ysgol o'r mis Medi pryd y daw'r newid yn effeithiol. Mae'r dalgylch newydd hefyd yn berthnasol i unrhyw ddisgyblion sy'n dechrau yn yr ysgol ym mhob blwyddyn ddilynol ar ôl hynny.

Bydd Ysgol Hamadryad, yr ysgol gynradd cyfrwng Cymraeg 2DM newydd yn Butetown, yn treialu dulliau newydd o deithio cynaliadwy. Y nod yw sicrhau bod 70% o boblogaeth yr ysgol yn defnyddio dulliau cynaliadwy o deithio i'r ysgol, yn bennaf ar ffurf cerdded. Mae timau'r Cyngor ac aelodau'r grŵp Teithio Byw i'r Ysgol yn gweithio'n agos gyda'r Pennaeth a'r Corff Llywodraethu i gynllunio mentrau priodol.

2.0 Canlyniadau Strategol

Mae'r Cynllun Strategol Cymraeg mewn Addysg wedi datblygu a monitro saith canlyniad strategol allweddol. Defnyddir y rhain fel sail ar gyfer cynllunio a darparu addysg cyfrwng Cymraeg ar draws y ddinas.

Nodir y rhain isod yn yr adrannau canlynol ac maent yn sefydlu dyheadau'r ddinas ar gyfer addysg cyfrwng Cymraeg hyd at y flwyddyn 2020.

Canlyniad 1:

Mwy o blant 7 oed yn cael eu haddysgu trwy gyfrwng y Gymraeg

Canlyniad strategol cyntaf y CSCA yw cael mwy o blant saith oed yn cael eu haddysgu drwy gyfrwng y Gymraeg mewn ysgol gynradd. Uchelgais Canlyniad 1 yw cynyddu hyn o 1.2% erbyn 2019/20, drwy amrywiaeth o gamau gweithredu gan gynnwys cynyddu darpariaeth gynradd a blynyddoedd cynnar, a thrwy weithio mewn partneriaeth a hyrwyddo wedi'i dargedu.

Dengys Tabl 4 isod fanylion am y Derbyniad dosbarth Derbyn diweddar i ysgolion cynradd cyfrwng Cymraeg a dosbarthiadau cyfrwng Cymraeg mewn ysgolion cynradd dwy ffrwd, sy'n symud i flwyddyn 2 a sut y bydd y ffigwr hwnnw'n symud ymlaen gyda dyrchafiad oedran hyd at 2023. Amlinella Colofnau 7 ac 8 ddyheadau'r Cyngor i gynyddu'r targedau ar gyfer plant ym mlwyddyn 2, yn ychwanegol at ddyrchafiad oedran.

Dylid nodi na fydd y cynnydd o blant mewn dosbarthiadau Derbyn cyfrwng Cymraeg ym mlwyddyn academaidd 2018/19, o ganlyniad i weithgareddau hyrwyddo a/neu ddarpariaeth blynyddoedd cynnar ychwanegol, yn cael ei ddangos fel cynnydd ym mhlant blwyddyn 2 (7 oed) tan y flwyddyn academaidd 2020/21.

Tabl 4: Amcanestyniadau a thargedau Blwyddyn 2 cyfrwng Cymraeg hyd at 2022/23.

Dyddiad targed	Cyfanswm poblogaeth Blwyddyn 2 (CC, CS a Ffydd)	Disgyblion amcanestynedig Blwyddyn 2 CC	% CC amcanestynedig	Targed disgyblion CC	% Targed CC
2015/16 Cyfredol	4,303	658	15.2%	-	-
2016/17	4,304	683	15.9%	-	-
2017/18	4,390	670	15.3%	-	-
2018/19	4,457	724	16.2%	-	-
2019/20	4,187	687	16.4%	687	16.4%
2020/21	4,238	699	16.5%	704	16.6%
2021/22	4,232	703	16.6%	732	17.3%
2022/23	4,232	707	16.7%	774	18.3%

Ffynonellau: Data Cofrestrïadau â Meddygon Teulu GIG 2016, CYBLD 2013 – 2016, NOR Hydref 2016, Amcanestyniadau CYBLD Ionawr 2016.

Mae mesur cyflawni Canlyniad 1 fel a ganlyn: -

Mesur 1.1: Cynyddu'r nifer o blant saith oed sy'n cael eu haddysgu trwy gyfrwng y Gymraeg o 1.2%, o 15.2% yn Ionawr 2016 i 16.4% erbyn 2020.

Ni welir effaith y gweithgareddau hyrwyddo ac eraill i gynyddu nifer y plant mewn addysg cyfrwng Cymraeg i mewn i'r dosbarth Derbyn ar niferoedd disgyblion Blwyddyn 2 tan ar ôl oes y CSCA cyfredol. Gellir gweld hyn yn Nhabl 4 uchod, lle y rhagwelir erbyn 2022/23, y gallai gweithgareddau ychwanegol, ynghyd â chynnydd mewn capasiti, uwchben ac uwchlaw dyrchafiad oedran, arwain at gynydd yn nifer y plant ym mlwyddyn 2 o hyd at 3.1%, i 18.3% yn gyffredinol.

Camau gweithredu i ymdrin â Chanlyniad 1:

- 1. Cynyddu darpariaeth** – I gynyddu darpariaeth lleoedd ysgol gynradd gymunedol cyfrwng Cymraeg o 60 erbyn mis Medi 2017 trwy gynyddu capasiti Ysgol Hamadryad ac Ysgol Glan Morfa, a chyflenwi adeiladau ysgol newydd yn ystod y flwyddyn academaidd 2017/18. I ddechrau uwchgynllunio ysgolion Cymraeg newydd a sefydlir yn sgil safleoedd tai mawr y Cynllun Datblygu Lleol yng Ngogledd a Gorllewin Caerdydd erbyn 2020, er mwyn cynyddu nifer y plant saith oed a addysgir trwy gyfrwng y Gymraeg mewn blynyddoedd diweddarach
- 2. Creu Partneriaethau Cryfach** - I greu dull partneriaeth cryfach i gynllunio a hyrwyddo cyfleoedd cyfrwng Cymraeg. Cyflawnir hyn drwy ragor o weithio mewn partneriaeth rhwng y Gwasanaeth Gwybodaeth i Deuluoedd, Ymwelwyr Iechyd, Mudiad Meithrin ac ysgolion i greu cyfleoedd partneriaeth, gwella cyfathrebu a nodi blaenoriaethau cyn-ysgol. Drwy weithio gyda'i gilydd i yrru galw o'r gwaelod i fyny a rhoi cyhoeddusrwydd i wybodaeth fel y gall rhieni wneud dewis gwybodus cyn i'w plant gyrraedd yr oedran ysgol statudol.
- 3. Cryfhau Darpariaeth y Blynyddoedd Cynnar** – Mae Cyngor Dinas Caerdydd yn cydnabod bod darparu Cylch Meithrin sy'n bartner i ysgol gynradd cyfrwng Cymraeg yn darparu dilyniant naturiol ar gyfer dyrchafiad oedran addysg statudol. Bydd hyn hefyd yn annog datblygu sgiliau a gweithio mewn partneriaeth agosach yn y blynyddoedd cynnar er mwyn sicrhau trosglwyddiad llwyddiannus. Bydd Cyngor Dinas Caerdydd a'r Mudiad Meithrin yn gweithio gyda'i gilydd i gipio gofynion gweithredol a dichonoldeb y trefniadau hyn, a byddant yn cael eu hystyried wrth gynllunio lleoedd cyfrwng Cymraeg ar draws y ddinas yn y dyfodol.
- 4. Cynyddu Gweithgaredd Hyrwyddo** - I gynyddu hyrwyddo darpariaeth addysg ysgol Gymraeg drwy'r ddinas er mwyn galluogi rhieni i wneud penderfyniadau gwybodus yn gynnar ynglŷn â mantais addysg cyfrwng Cymraeg. Bydd hyn yn cael ei gyflawni trwy i ysgolion cynradd cyfrwng Cymraeg hyrwyddo a chynnal diwrnodau agored yn eu hysgolion cyn bod rhaid i rieni wneud cais am le Derbyn, i ddarparu cyfleoedd ar gyfer hyrwyddo'r iaith Gymraeg, i dorri i lawr y canfyddiadau sy'n bodoli ynglŷn ag addysg cyfrwng Cymraeg ac i gynyddu ymwybyddiaeth a dealltwriaeth o'r hyn y gall addysg cyfrwng Cymraeg ei gynnig. Bydd staff yr ysgolion cyfrwng Cymraeg yn gallu egluro'r cysyniad o addysg cyfrwng Cymraeg yn gynnar a holi pam fod rhieni/ gofalwyr plant oed Derbyn wedi dewis addysg cyfrwng Cymraeg ar gyfer eu plant, a bwydo hyn yn ôl i'r awdurdod lleol i helpu gyda chynllunio yn y dyfodol. Hefyd cynyddir hyrwyddo drwy roi gwybodaeth i rieni am opsiynau iaith a'r cysyniad o addysg cyfrwng Cymraeg yn gynnar, a thynnu sylw at gyfleoedd i ddisgyblion drosglwyddo i addysg cyfrwng Cymraeg yn y Llyfryn Derbyn i Ysgolion 2018/19.

Gweler gwybodaeth ychwanegol i gefnogi'r camau gweithredu ar gyfer Canlyniad Un, gan gynnwys rhestr o ysgolion cynradd ac uwchradd cyfrwng Cymraeg yng Nghaerdydd, yn Atodiad A ar dudalen 33.

Canlyniad 2:

Mwy o ddysgwyr yn parhau i wella eu sgiliau iaith ar drosglwyddiad o ysgolion cynradd i ysgolion uwchradd.

Ail ganlyniad strategol y CSCA yw sicrhau bod dysgwyr yn parhau i wella eu sgiliau iaith pan fyddant yn trosglwyddo o addysg gynradd i addysg uwchradd. Mesurir hyn mewn dwy ffordd wahanol. Yn gyntaf, drwy fesur nifer y disgyblion sy'n cael eu hasesu ym mlwyddyn 9 drwy gyfrwng y Gymraeg a cheisio cynyddu'r ffigwr hwn hyd at 2020, a fyddai'n dangos twf yn y sector. Yn ail, drwy olrhain y cyfraddau trosglwyddo rhwng y cyfnodau allweddol a'r Uned Drochi Gymraeg i sicrhau bod dysgwyr yn parhau mewn addysg cyfrwng Cymraeg.

Dengys Tabl 5 isod nifer y disgyblion sydd ar hyn o bryd ar y gofrestr ym mlwyddyn 9 a sut y bydd y ffigwr hwnnw yn symud ymlaen gyda dyrchafiad oedran. Dengys y canrannau y disgyblion blwyddyn 9 sydd mewn addysg cyfrwng Cymraeg fel canran o'r garfan gyffredinol ym mlwyddyn 9 mewn addysg cyfrwng Saesneg, cyfrwng Cymraeg a Ffydd.

Yr hyn sy'n rhaid ei gydnabod, fodd bynnag, yw na welir effaith y gweithgareddau i gynyddu nifer y plant mewn addysg cyfrwng Cymraeg yn achos carfanau blwyddyn 9 tan ar ôl 2020. Mae hyn oni bai fod y ddinas yn gweld nifer sylweddol o ddisgyblion yn trosglwyddo i addysg cyfrwng Cymraeg yn hytrach na symud ymlaen trwy'r grwpiau oedran, a/neu effaith Canlyniad 1, a bod cyflawniad y targed uchelgeisiol yn cyflenwi cynnydd yn y nifer o blant 7 oed sydd mewn cyfrwng Cymraeg yn gynharach.

Tabl 5: Dysgwyr ym mlwyddyn naw a asesir mewn Cymraeg (laith Gyntaf) mewn ysgolion cyfrwng Cymraeg neu ffrydiau cyfrwng Cymraeg

NOR/ dyddiad targed (Ionawr)	NOR ym Mlwyddyn 9 ledled y ddinas	Disgyblion cyfrwng Cymraeg at Flwyddyn 9	% o ddisgyblion mewn CC
2015/16 Cyfredol (Ion 2016)	3,268	422	12.9%
2016/17 (Ion 2017 - targed)	3,389	456	13.5%
2017/18 (Ion 2018 - targed)	3,346	470	14.0%
2018/19 (Ion 2019 – targed)	3,616	479	13.2%
2019/20 (Ion 2020 - targed)	3,711	534	14.4%

Ffynhonnell: Ffurflen CYBLD Ionawr 2016 ac Amcanestyniadau CYBLD

Felly, y mesurau a ddefnyddir i gyflawni Canlyniad 2 yw fel a ganlyn: -

Mesur 2.1: Cynyddu'r nifer o ddysgwyr blwyddyn naw a asesir mewn Cymraeg (laith Gyntaf) o 1.5% i 14.4% erbyn 2020.

Mesur 2.2: Cynnal neu wella'r raddfa drosglwyddo gyfartalog ledled y ddinas rhwng Cyfnod Sylfaen i CA2, CA2 i CA3 a CA3 i CA4 o 95% erbyn 2020.

Mesur 2.3: Cynnal trosglwyddiad o 100% o'r Uned Drochi Gymraeg i ysgolion cyfrwng Cymraeg erbyn 2020.

Camau gweithredu i ymdrin â Chanlyniad 2:

- 1. Cynnal Graddfeydd Trosglwyddo** – Ar hyn o bryd mae'r cyfraddau trosglwyddo cyfartalog rhwng Cyfnod Sylfaen i CA2, CA2 i CA3 a CA3 i CA4 mewn cyfrwng Cymraeg yng Nghaerdydd yn uchel iawn, gyda chyfradd gyfartalog o 95%. Gwelir y graddfeydd trosglwyddo isaf rhwng CA2 (Blwyddyn 3) i CA3 (Blwyddyn 7) tra bo'r graddfeydd trosglwyddo uchaf rhwng CA3 (Blwyddyn 7) a CA4 (Blwyddyn 10) (gweler Atodiad D am fanylion).

Mae poblogaeth Caerdydd yn tyfu'n gyflym; fodd bynnag, cydnabyddir bod lefel uchel o symudedd o fewn y ddinas ac o fewn y ddinas-ranbarth ehangach. Felly, efallai na fydd cyflawni cynnydd o 100% drwy'r camau hyn yn bosibl. Fodd bynnag, bydd tîm cynllunio Addysg Cyngor Caerdydd yn ymchwilio i'r tueddiadau sy'n weladwy o fewn y data, ac yn arbennig y Cyfraddau Trosglwyddo rhwng:

- dechrau'r Cyfnod Sylfaen (Derbyn) a dechrau CA2 (Blwyddyn 3)
- dechrau'r Cyfnod Sylfaen (Derbyn) a diwedd CA2 (Blwyddyn 6)
- diwedd CA2 (Blwyddyn 6) a dechrau CA3 (Blwyddyn 7)
- dechrau CA3 (Blwyddyn 7) a dechrau CA4 (Blwyddyn 10)
- diwedd CA3 (Blwyddyn 9) a diwedd CA4 Blwyddyn 11

Awgryma'r data cychwynnol a gynhwyswyd yn Atodiad D bod angen gwella'r gyfradd drosglwyddo rhwng CA2 a CA3 fel blaenoriaeth; fodd bynnag, bydd y Cyngor yn adolygu pob cyfnod allweddol gyda'r nod o sicrhau bod mwy o unigolion yn cwblhau taith gyfan o ddarpariaeth cyfrwng Cymraeg yn ystod eu haddysg. Bydd y Cyngor yn gweithio'n agos gydag ysgolion Cymraeg i liniaru colled rhai o'r disgyblion hynny a allai adael y sector o ganlyniad i beidio â chyflawni eu canlyniadau disgwyliedig.

- 2. Annog Trefniadau Trosglwyddiad Cynnar** - Cydnabyddir bod rhai plant yn ymuno â'r sector cyfrwng Cymraeg yn ystod blynyddoedd olaf yr ysgol gynradd. Mae Cyngor Dinas Caerdydd yn cefnogi hyn trwy ddarparu Uned Drochi Gymraeg dinas-eang. Yn y blynyddoedd diwethaf, ehangwyd y ddarpariaeth drochi hon i gynnwys plant o flwyddyn 6 (a lleoliadau y tu allan i'r sir) sy'n trosglwyddo i ysgolion uwchradd cyfrwng Cymraeg. Cydnabyddir bod yr uned hon wedi bod yn llwyddiannus wrth integreiddio plant i mewn i'r sector cyfrwng Cymraeg ar gam diweddarach; fodd bynnag, mae dyhead am i'r rhai sy'n dymuno derbyn addysg cyfrwng Cymraeg drosglwyddo ar y cyfle cyntaf posibl. Bydd Cyngor Dinas Caerdydd yn cefnogi'r rhai sy'n dymuno newid cyfrwng iaith trwy gydweithio'n agos ag ysgolion a chyrrff llywodraethu i ddal dewisiadau rhieni yn gynnar. Yn ogystal â hynny, cefnogir hyn gan sefydliad parhaol o ddarpariaeth drochi cyfrwng Cymraeg.
- 3. Ymgysylltu â Rhanddeiliaid i Hysbysu Cynllunio Lleoedd Ysgol Cyfrwng Cymraeg** – Mae poblogaeth Caerdydd yn tyfu'n gyflym. Agwedd bwysig ar y boblogaeth gynyddol yw sicrhau, o fewn Caerdydd Ddwyeithog, bod cynllunio lleoedd ysgol yn ystyried y galw cynyddol am ddarpariaeth cyfrwng Cymraeg yn y sectorau cynradd ac uwchradd. Mae hon yn ddyletswydd statudol ar y Cyngor i sicrhau digonolrwydd o leoedd ysgol. Rhan bwysig o gynllunio lleoedd ysgol yw ymgysylltu'n llawn â rhanddeiliaid, gan gynnwys ysgolion, cyrrff llywodraethu, rhieni, darparwyr blynyddoedd cynnar, ymwelwyr iechyd, y Mudiad Meithrin, y Gwasanaeth Gwybodaeth i Deuluoedd, Menter Caerdydd a'r ystod estynedig o fudiadau iaith Gymraeg, er mwyn sicrhau bod y galw yn cael ei ddal yn effeithiol.

Gweler gwybodaeth ychwanegol i gefnogi'r camau gweithredu ar gyfer Canlyniad Dau yn Atodiad B ar dudalen 38.

Canlyniad 3:

Mwy o fyfyrwyr 14-16 oed yn astudio am gymwysterau trwy gyfrwng y Gymraeg.

Trydydd canlyniad strategol y CSCA yw cynyddu nifer y disgyblion 14-16 oed sy'n astudio ar gyfer cymwysterau drwy gyfrwng y Gymraeg. Mesurir hyn mewn dwy ffordd. Yn gyntaf, drwy fesur canran y dysgwyr a gofrestrwyd ar gyfer TGAU Cymraeg (iaith gyntaf) sy'n astudio am o leiaf dau gymhwyster lefel 1 neu lefel 2 pellach drwy gyfrwng y Gymraeg, ac yn ail canran y dysgwyr a gofrestrwyd ar gyfer TGAU Cymraeg (iaith gyntaf) sy'n astudio o leiaf bum cymhwyster lefel 1 neu lefel 2 pellach drwy gyfrwng y Gymraeg.

Dengys Tabl 6 isod nifer a chanran y dysgwyr ym mlwyddyn 11 a gofrestrwyd ar gyfer TGAU Cymraeg (iaith gyntaf) sy'n astudio am o leiaf ddau gymhwyster lefel 1 neu lefel 2 pellach trwy gyfrwng y Gymraeg. Ar hyn o bryd mae tua 99.7% o ddisgyblion mewn Ysgolion Uwchradd Cyfrwng Cymraeg yn ennill o leiaf 2+ o gymwysterau ar Lefel 1 neu 2 mewn Cymraeg iaith gyntaf. Mae'r targed ar gyfer 2020 wedi ei osod ar 100%, fodd bynnag, cydnabyddir na fydd hyn yn cynnwys y plant hynny sydd â datganiadau penodol o angen addysgol arbennig.

Tabl 6: Cyfanswm y garfan ym mlwyddyn 11 gyda nifer y cofrestrïadau ar gyfer 2+ o gymwysterau lefel 1 neu lefel 2 pellach mewn Cymraeg (iaith Gyntaf)

Blwyddyn	Niferoedd ym Mlwyddyn 11 mewn CC	Wedi cofrestru fel CIG	Nifer yn astudio	% yn astudio
			2+ o gymwysterau L1 neu L2 CC pellach	
2015/16 Cyfredol	365	361	360	99.7%
2016/17 (lon 17 - targed)	382	382	382	100%
2017/18 (lon 18 - targed)	417	417	417	100%
2018/19 (lon 19 – targed)	451	451	451	100%
2019/20 (lon 20 - targed)	464	464	464	100%

Ffynhonnell: CCyD - Cyflenwad data dros dro CA4 2016 (cymwysterau iaith Gymraeg a llenyddiaeth Gymraeg wedi'u heithrio o'r cyfrifiadau).

Dengys Tabl 7 isod nifer a chanran y dysgwyr ym mlwyddyn 11 a gofrestrwyd ar gyfer TGAU Cymraeg (iaith Gyntaf) sy'n astudio o leiaf bum cymhwyster lefel 1 neu lefel 2 pellach trwy gyfrwng y Gymraeg. Ar hyn o bryd mae tua 92% o ddisgyblion mewn Ysgolion Uwchradd cyfrwng Cymraeg yn cyflawni 5+ o gymwysterau ar Lefel 1 neu 2 mewn Cymraeg iaith gyntaf. Mae'r targed i fod i gynyddu o 1% o'r naill flwyddyn i'r llall i gyrraedd 95% erbyn 2020. Fodd bynnag, cydnabyddir na fydd hyn yn cynnwys y plant hynny sydd â datganiadau penodol o angen addysgol arbennig.

Tabl 7: Cyfanswm y garfan ym mlwyddyn 11 gyda nifer y cofrestrïadau ar gyfer 5+ o gymwysterau lefel 1 neu lefel 2 pellach mewn Cymraeg (laith Gyntaf)

Blwyddyn	Niferoedd ym Mlwyddyn 11 mewn CC	Cofrestru ar fel CIG	Nifer yn astudio 5+ o gymwysterau L1 neu L2 CC pellach	% yn astudio
2015/16 Cyfredol	365	361	332	92%
2016/17 (lon 17 - targed)	382	382	355	93%
2017/18 (lon 18 - targed)	417	417	392	94%
2018/19 (lon 19 – targed)	451	451	428	95%
2019/20 (lon 20 - targed)	464	464	441	95%

Ffynhonnell: CCyD - Cyflenwad data dros dro CA4 2016 (cymwysterau laith Gymraeg a llenyddiaeth Gymraeg wedi'u heithrio o'r cyfrifiadau).

Felly, y mesurau a ddefnyddir i gyflawni Canlyniad 3 yw fel a ganlyn: -

Mesur 3.1: Cynnal y ganran o ddysgwyr a gofrestrwyd ar gyfer TGAU Cymraeg (laith Gyntaf) sy'n astudio am o leiaf ddau gymhwyster lefel 1 neu lefel 2 pellach trwy gyfrwng y Gymraeg ar 100% erbyn 2020 (Noder nad yw hyn yn cynnwys y plant hynny sydd â datganiad AAA).

Mesur 3.2: Cynyddu'r ganran o ddysgwyr a gofrestrwyd ar gyfer TGAU Cymraeg (laith Gyntaf) o leiaf bum cymhwyster lefel 1 neu lefel 2 pellach trwy gyfrwng y Gymraeg o 3% i 95% erbyn 2020 (Noder nad yw hyn yn cynnwys y plant sydd â datganiadau AAA).

Mae'n bwysig cydnabod y bydd yr holl ysgolion uwchradd cyfrwng Cymraeg yn anelu at gynhyrchu 100% o ddysgwyr â dau gymhwyster Cymraeg ar o leiaf Lefel 1. Tanategir y mesur hwn a'i yrru gan fesurau perfformiad ysgol gan gynnwys:

- Trothwy Lefel 1
- Trothwy Lefel 2
- Lefel 2 + gan gynnwys Saesneg/Cymraeg a Mathemateg
- Perfformiad yn y 9 Gorau.

Mae hefyd yn bwysig nodi, er bod targed 100% ar lefel 1 yn gyraeddadwy ar y cyfan mewn ysgolion uwchradd cyfrwng Cymraeg, nid yw'n darged perthnasol ar gyfer myfyrwyr mewn Canolfannau Adnoddau Arbenigol a'r rhai sydd â datganiadau penodol o AAA. Felly hyd nes y bydd y disgyblion hyn wedi cael eu gwahanu, ni fydd yn darged cyraeddadwy. Bydd ysgolion uwchradd Cymraeg yn parhau i osod targedau ar gyfer gwelliannau, ac i godi safonau.

Camau gweithredu i ymdrin â Chanlyniad 3:

- 1. Annog Ehangder a Dewis Cwricwlwm i bobl ifanc 14-16 oed** – Dengys Mesur Dysgu a Sgiliau 2009 bod gan ddisgyblion yn CA4 yr hawl i roi cynnig ar ugain pwnc Lefel 2, y mae rhaid i bump ohonynt fod yn Lefel 2 Galwedigaethol. Er mwyn cynnal a darparu cwricwlwm amrywiol sy'n addas i ddi-ddordebau, galluoedd ac anghenion disgyblion, mae'r ysgolion uwchradd Cymraeg yng Nghaerdydd yn parhau i weithio gyda'i gilydd mewn partneriaeth 14-19 i ddiwallu a chyflenwi'r Mesur. Anogir ysgolion i ddefnyddio eu Grant Gwella Addysg i'r diben hwn gan y Consortiwm a'r Awdurdod Lleol ac anogir disgyblion o bob un o'r tair ysgol uwchradd cyfrwng Cymraeg i fanteisio ar bynciau na chynigir gan eu hysgol cyfrwng Cymraeg gartref mewn ysgol cyfrwng Cymraeg letyol, neu Sefydliad Addysg bellach lle bo'n berthnasol ac yn briodol.

- 2. Hyrwyddo Cyfleoedd Drochi Cymraeg** – Fel y nodwyd yng Nghanlyniad 2, cydnabyddir bod y gyfradd drosglwyddo rhwng ysgolion cynradd cyfrwng Cymraeg ac ysgolion uwchradd cyfrwng Cymraeg yn uchel iawn ar hyn o bryd. Er mwyn sicrhau bod trosglwyddo cyfrwng Saesneg i gyfrwng Cymraeg rhwng ysgolion cynradd ac uwchradd ar gael, bydd yr Awdurdod Lleol yn edrych i barhau i gefnogi'r Uned Drochi Gymraeg.

Ar hyn o bryd, nifer cyfyngedig sy'n manteisio ar y ddarpariaeth hon ar lefel uwchradd, gan adlewyrchu'r manteision i ddysgwyr o gael mynediad neu drosglwyddo i addysg cyfrwng Cymraeg ar y pwynt derbyn cynharaf. Fodd bynnag, bydd rieni/gofalwyr yn dal i dderbyn cyhoeddusrwydd am yr opsiwn hwn ar gyfer y rhai sy'n dymuno trosglwyddo o gyfrwng Saesneg i gyfrwng Cymraeg.

- 3. Codi Safonau** - Mae'r Awdurdod Lleol a Chonsortium Canolbarth y De ill dau'n herio'r tair ysgol uwchradd cyfrwng Cymraeg yng Nghaerdydd er mwyn gwella'n barhaus eu safonau yn erbyn dangosyddion perfformiad. Ar ben hynny, mae'r tair ysgol uwchradd cyfrwng Cymraeg yn parhau i gefnogi ei gilydd yn eu datblygiad cwricwlwm trwy'r bartneriaeth 14-19, yn ogystal â thrwy rwydweithiau allanol a fforymau fel CYDAG. Mae'r gefnogaeth, her ac ymyrraeth hon yn darparu cyfleoedd datblygiad proffesiynol a datblygiadau yn y cwricwlwm, sy'n cefnogi gwella ysgolion yn y sector cyfrwng Cymraeg.
- 4. Dathlu'n Weithredol Lwyddiannau Ysgolion Uwchradd Cyfrwng Cymraeg** – Bydd y Cyngor yn cysylltu ag Ysgolion Uwchradd Cyfrwng Cymraeg i hyrwyddo llwyddiannau carfanau er mwyn ysgogi ymwybyddiaeth a diddordeb yn y sector addysg cyfrwng Cymraeg.

DRAFT

Canlyniad 4:

Mwy o fyfyrwyr 14-19 oed yn astudio pynciau drwy gyfrwng y Gymraeg mewn ysgolion, colegau ac yn y gweithle

Pedwerydd canlyniad strategol y CSCA yw cynyddu nifer y dysgwyr 14-19 oed sy'n astudio pynciau drwy gyfrwng y Gymraeg, mewn ysgolion, colegau ac yn y gweithle. Mesurir hyn yn ôl canran y dysgwyr 16-19 oed sy'n astudio 2 neu fwy o bynciau trwy gyfrwng y Gymraeg, fel y dangosir yn y tabl isod.

Tabl 8: Nifer a chanran y dysgwyr sy'n astudio 2 neu fwy o bynciau drwy gyfrwng y Gymraeg ar Safon Uwch:

Blwyddyn	Carfan 17 oed mewn CC yng Nghaerdydd	Nifer yn astudio yng Nghaerdydd	% yn astudio
		2+ o gymwysterau trwy CC	
2015/16 Cyfredol (lon 2016)	252	229	90.9%
2016/17 – (lon 2017 targed)	258	239	92.0%
2017/18 – (lon 2018 targed)	270	252	93.3%
2018/19 – (lon 2019 targed)	294	277	94.2%
2019/20 – (lon 2020 targed)	318	302	95.0%

Ffynhonnell: CCC - Cyflenwad data dros dro CA4 2016.

Ar hyn o bryd, o garfan o tua 252, mae tua 229 neu 90% o bobl ifanc 17 oed yn astudio 2 neu fwy o bynciau trwy gyfrwng y Gymraeg ar lefel uwch mewn ysgolion, colegau, ac yn y gweithle yn Ninas Caerdydd. Y targed yw cynyddu'r nifer o ddisgyblion yn flynyddol i gyrraedd targed o 95% erbyn 2020.

Felly, y mesur a ddefnyddir i gyflawni Canlyniad 4 yw fel a ganlyn: -

Mesur 4.1: Cynyddu'r ganran o ddysgwyr 17 oed sy'n astudio 2 neu fwy pynciau drwy gyfrwng y Gymraeg o 4% erbyn 2020.

Camau gweithredu i ymdrin â Chanlyniad 4:

- 1. Annog Ehangder a Dewis Cwricwlwm i bobl ifanc 16-19 oed** – Dengys Mesur Dysgu a Sgiliau 2009 bod gan ddisgyblion 16-19 oed yr hawl i roi cynnig ar ddeg ar hugain o bynciau Lefel 3, y mae rhaid i bump ohonynt fod yn Lefel 3 Galwedigaethol. Er mwyn cynnal a darparu cwricwlwm amrywiol sy'n addas i ddiddordebau, galluoedd ac anghenion disgyblion, mae'r ysgolion uwchradd Cymraeg yng Nghaerdydd yn parhau i weithio gyda'i gilydd mewn partneriaeth 14-19 i ddiwallu a chyflenwi'r Mesur. Anogir disgyblion o bob un o'r tair ysgol uwchradd cyfrwng Cymraeg i fanteisio ar bynciau na chynigir gan eu hysgol cyfrwng Cymraeg gartref mewn ysgol cyfrwng Cymraeg letyol, neu Ganolfan Dysgu yn y Gwaith neu Addysg Bellach, lle bo'n berthnasol ac yn briodol. Dylai ysgolion ddefnyddio Gwybodaeth am y Farchnad Lafur gan Arsyllfa Dysgu a Sgiliau Cymru i lywio cynllunio'r cwricwlwm 16-19 i adlewyrchu'r farchnad lafur, gan gyfeirio'n benodol at y Diwydiannau Siarad Cymraeg.

Mynegwyd pryderon ynghylch rhai pynciau, er enghraifft, Gofal Plant a Safon Uwch Cymraeg laith Gyntaf. Mae hyn oherwydd bod y data ALPs 2012-2015 yn dangos y bu gostyngiad cyson yn nifer y bobl sy'n manteisio ar Gymraeg laith Gyntaf yn genedlaethol. Rhaid nodi, fodd bynnag, fod y nifer sy'n manteisio ar hyn yng Nghaerdydd wedi tyfu ychydig yn y flwyddyn ddiwethaf a dengys y data bod 13 wedi cofrestru yn 2014, 12 yn 2015 a 18 yn 2016. Fodd bynnag, mae'r niferoedd hyn yn parhau i fod yn gyfyngedig er gwaethaf cyflawniad mewn TGAU Cymraeg laith Gyntaf. Gallai peth o effaith hyn, ond nid y cyfan ohono, yn y tymor hir yng Nghymru fod yn

brinder staff a all ddysgu Cymraeg iaith Gyntaf ac anhawster recriwtio ar gyfer gwasanaethau cyfieithu, ac felly mae angen ymdrin â hyn ar lefel genedlaethol.

2. **Codi Safonau** - Bydd yr Awdurdod Lleol a Chonsortium Canolbarth y De ill dau'n herio'r tair ysgol uwchradd cyfrwng Cymraeg yng Nghaerdydd er mwyn gwella'n barhaus eu safonau yn erbyn dangosyddion perfformiad. Bydd data ALPS yn parhau i lywio a chefnogi gwelliant parhaus yn ansawdd y ddarpariaeth chweched dosbarth yn y sector uwchradd cyfrwng Cymraeg gan gymryd i ystyriaeth y wybodaeth gwerth ychwanegol wrth benderfynu ar ei gynnydd cymharol. Ar ben hynny, mae'r tair ysgol uwchradd cyfrwng Cymraeg yn parhau i gefnogi ei gilydd yn eu datblygiad cwricwlwm trwy'r bartneriaeth 14-19, yn ogystal â thrwy rwydweithiau allanol a fforymau fel CYDAG (sy'n hyrwyddo addysg cyfrwng Cymraeg a dwyieithog) a bydd yn adolygu'r cyfleoedd i ddatblygu cysylltiadau pellach yn y gweithle.
3. **Gwella Cyngor ac Arweiniad Diduedd** - Mae ymwybyddiaeth y disgyblion, staff, rhieni / gofawyr o Wybodaeth am y Farchnad Lafur a'r Economi a swydd y farchnad leol yn cael ei godi er mwyn i ddisgyblion wneud dewisiadau gwybodus yn eu cwricwlwm 16-19. Bydd cyngor gyrfaoedd a ddarperir gan Gyrfa Cymru fod yn gyfredol, yn gywir ac yn adlewyrchu'r economi sy'n siarad Cymraeg. Bydd addysg a Chymraeg Alumni Siarad Uwch yn cael ei ddefnyddio i amlygu a chodi ymwybyddiaeth o broffesiynau sy'n defnyddio Cymru er mwyn codi dyheadau pobl ifanc sydd am ddilyn llwybr gyrfa yr iaith Gymraeg. Bydd yr ysgolion uwchradd tair cyfrwng Cymraeg codi ymwybyddiaeth o bobl broffesiynol sy'n defnyddio'r iaith Gymraeg yn ddyddiol yn eu gyrfaoedd proffesiynol i godi dyheadau dysgwyr i ddilyn llwybr gyrfa iaith Gymraeg.

Canlyniad 5:

Mwy o fyfyrwyr â sgiliau uwch yn y Gymraeg

Mae pumed canlyniad strategol y CSCA yn canolbwyntio ar gynyddu nifer y myfyrwyr sydd â sgiliau uwch yn y Gymraeg. Rhennir y canlyniad i dri phrif faes:

- *Gwella darpariaeth a safonau mewn Cymraeg iaith gyntaf* – Cynyddu'r ganran o ddysgwyr Cyfnod Sylfaen, Cyfnod Allweddol 2, Cyfnod Allweddol 3 a Chyfnod Allweddol 4 sy'n cyflawni'r canlyniadau disgwylidig mewn Cymraeg (Iaith Gyntaf)
- *Gwella darpariaeth a safonau mewn Cymraeg Ail Iaith* - Cynyddu'r ganran o ddysgwyr Cyfnod Sylfaen, Cyfnod Allweddol 2, Cyfnod Allweddol 3 a Chyfnod Allweddol 4 sy'n cyflawni'r canlyniadau disgwylidig mewn Cymraeg (Ail Iaith).
- *Mwy o ddysgwyr â sgiliau iaith Gymraeg lefel uwch* - Codi safonau a gwella cyrhaeddiad mewn Cymraeg a Chymraeg Ail Iaith ar lefel Safon Uwch.

Felly, rhennir y mesurau a ddefnyddir i gyflawni Canlyniad 5 i'r tri maes uchod fel a ganlyn: -

Gwella darpariaeth a safonau mewn Cymraeg iaith gyntaf

Cyfnod Sylfaen

Mae'n amlwg dros y pedair blynedd diwethaf y bu cynnydd yn y canlyniadau cyrhaeddiad mewn Cymraeg iaith gyntaf ar ddiwedd pob cyfnod allweddol. Ar ddiwedd y Cyfnod Sylfaen, mae tua 93% o'r disgyblion yn cyflawni canlyniad 5 mewn ysgolion cyfrwng Cymraeg ar hyn o bryd. Mae hyn yn gynydd o 3% yn y pedair blynedd diwethaf ac yn dangos bod y rhan fwyaf o'r disgyblion yn cyflawni'n dda yn y Cyfnod Sylfaen. Felly, y targed ar gyfer 2020 yw cynyddu'r ganran hon i 95%.

Mesur 5.1: Cynyddu'r ganran o ddysgwyr ar ddiwedd y Cyfnod Sylfaen sy'n cyrraedd o leiaf Canlyniad 5 yn y Cyfnod Sylfaen mewn Sgiliau Iaith, Llythrennedd a Chyfathrebu mewn ysgolion cyfrwng Cymraeg i 95% erbyn 2020.

Dengys Tabl 9 isod bod Caerdydd yn perfformio uwchlaw cyfartaledd Cymru.

Tabl 9: Cyfnod Sylfaen – L5

CS L5	2013	2014	2015	2016	2020
Caerdydd	86.9%	90.5%	92.8%	93.1%	95%
Cymru	86.7%	89.8%	91.3%	90.7%	i'w gadarnhau

Cyfnod Allweddol 2

Ar ddiwedd Cyfnod Allweddol 2 mewn Cymraeg iaith gyntaf, mae tua 96.1% o ddysgwyr ar hyn o bryd yn cyrraedd lefel 4 mewn asesiad athro yn y Gymraeg. Mae hyn wedi cynyddu'n sylweddol dros y pedair blynedd diwethaf o 10.4%, o ffigwr o 85.7% yn 2013. Er bod hwn yn dangos gwelliant cyffredinol, cydnabyddir bod cyfradd cyrhaeddiad o 96% yn darged realistig i'w gynnal yn y dyfodol.

Mesur 5.2: Cynnal y ganran o ddysgwyr ar ddiwedd Cyfnod Allweddol 2 sy'n cyrraedd o leiaf Lefel 4 mewn asesiad athro yn y Gymraeg ar 96% erbyn 2020.

Dengys Tabl 10 isod bod Caerdydd yn perfformio uwchlaw cyfartaledd Cymru.

Tabl 10: Cyfnod Allweddol 2 – Lefel 4+

CA2 L4+	2013	2014	2015	2016	2020
Caerdydd	89.5%	90.1%	93.7%	96.1%	96%
Cymru	86.7%	88.1%	90.5%	90.8%	i'w gadarnhau

Fodd bynnag, byddai Cyngor Dinas Caerdydd yn hoffi gweld cynnydd yn nifer y disgyblion sy'n cyrraedd lefel 5+ ar ddiwedd Cyfnod Allweddol 2. Yn 2015/16, perfformiodd y ddinas yn well na'r cyfartaledd o ran disgyblion yn cyrraedd yn L5 + o'i gymharu â'r cyfartaledd ar gyfer Cymru.

Tabl 11: Cyfnod Allweddol 2 – Lefel 5+, 2015/16

CA2 L5+	2016
Caerdydd	47.6%
Cymru	38.0%

Cyfnod Allweddol 3

Ar ddiwedd Cyfnod Allweddol 3, mae tua 93.1% o ddysgwyr ar hyn o bryd yn cyrraedd lefel 5 mewn asesiadau athro yn y Gymraeg. Mae hyn eto wedi cynyddu dros y pedair blynedd diwethaf o 4.6%, o ffigur o 88.5% yn 2013. Er bod hwn yn dangos gwelliant cyffredinol, y targed ar gyfer 2020 yw cynyddu'r ganran hon ymhellach i 95%, gan gydnabod na fydd y nifer fechan o ddisgyblion sydd â datganiadau o anghenion addysgol arbennig yn cyrraedd y canlyniad hwn.

Mesur 5.3: Cynyddu'r ganran o ddysgwyr ar ddiwedd Cyfnod Allweddol 3 sy'n cyrraedd o leiaf Lefel 5 mewn asesiad athro yn Gymraeg i 95% erbyn 2020.

Dengys Tabl 12 isod bod Caerdydd yn perfformio uwchlaw cyfartaledd Cymru.

Tabl 12: Cyfnod Allweddol 3 – Lefel 5+

CA3 L5	2013	2014	2015	2016	2020
Caerdydd	88.5%	94.0%	92.8%	93.1%	95%
Cymru	87.6%	90.1%	90.9%	92.4%	i'w gadarnhau

Byddai Cyngor Dinas Caerdydd yn hoffi gweld cynnydd yn y disgyblion sy'n cyrraedd L6 ac L7 yng Nghyfnod Allweddol 3 i helpu i gefnogi targedau uwch yng Nghyfnod Allweddol 4.

Cyfnod Allweddol 4

Ar hyn o bryd, mae tua 79% o ddysgwyr yn 2016 yn cyflawni A*-C mewn TGAU Cymraeg iaith gyntaf. Cynyddodd hyn dros y pedair blynedd ddiwethaf o 75% yn 2012; fodd bynnag, nid yw'r duedd yn gyson. Yn 2014 a 2015, y ganran oedd 83% a 84% yn y drefn honno, felly, mewn cymhariaeth â'r llynedd, gwelwyd gostyngiad mewn cyflawniad o 5%. O ystyried hyn, y targed ar gyfer 2020 yw cynyddu'r ganran o ddysgwyr sy'n cyflawni A*-C mewn TGAU Cymraeg iaith gyntaf i 85%. Bydd hyn wedyn yn rhagori ar y safle a gyflawnwyd yn 2015.

Mesur 5.4: Cynyddu'r ganran o ddysgwyr ar ddiwedd Cyfnod Allweddol 4 sydd yn cyflawni graddau A*-C mewn TGAU Cymraeg iaith gyntaf i 85% erbyn 2020.

Dengys Tabl 13 isod bod Caerdydd yn perfformio uwchlaw cyfartaledd Cymru.

Tabl 13: Cyfnod Allweddol 4 – A* - C GCSE

CA4 A*-C	2013	2014	2015	2016	2020
Caerdydd	81.6%	83.0%	84.1%	79.8%	85%
Cymru	73.6%	73.7%	75.2%	75.1%	i'w gadarnhau

Gwella darpariaeth a safonau mewn Cymraeg Ail iaith

Mae safonau Cymraeg Ail iaith ar ddiwedd Cyfnod Allweddol 2 a 3 yn 77% a 80% yn y drefn honno, a'r uchelgais yw gwella'r ffigyrau hyn erbyn 2020. Ar hyn o bryd mae canran y dysgwyr ar ddiwedd Cyfnod Allweddol 4 sy'n ennill graddau A*-C mewn TGAU Cwrs Llawn Cymraeg Ail iaith yn 83.2%. Dim ond 49% yw'r ganran gyfredol o ddisgyblion sy'n cyrraedd graddau A*-C mewn TGAU Cymraeg ail iaith cwrs byr

Mae Llywodraeth Cymru yn newid y ffordd y caffaelir cymwysterau Cymraeg ail iaith. Asesir cymwysterau presennol Cymraeg ail iaith, y cwrs llawn a'r cwrs byr, am y tro olaf yn yr haf 2018, a dim ond un cymhwyster mewn Cymraeg ail iaith fydd ar gael o fis Medi 2018.

Bydd y cymhwyster cwrs byr Cymraeg ail iaith yn cydreddeg â'r cwrs llawn Cymraeg ail iaith newydd o fis Medi 2017, a dim ond un cymhwyster Cymraeg ail iaith fydd ar gael o fis Medi 2018.

O ran addysgu Cymraeg yn y cwricwlwm, mae disgwyliad statudol ar ysgolion i addysgu Cymraeg i bob disgybl hyd at ddiwedd CA4. Fodd bynnag, nid yw canllawiau Llywodraeth Cymru yn datgan y bydd yr arholiad ar gyfer y cwrs llawn newydd yn statudol. O ran cymwysterau, byddai Llywodraeth Cymru yn hoffi i bob ysgol uwchradd cyfrwng Saesneg gyflwyno'r cwrs llawn iaith Gymraeg newydd.

Ar hyn o bryd mae disgyblion mewn ysgolion uwchradd cyfrwng Saesneg yn gallu cwblhau cyrsiau Cymraeg Ail iaith ym mlwyddyn 10 neu rannu'r cyrsiau 50/50 ar draws blwyddyn 10 a blwyddyn 11. Noda canllawiau newydd Llywodraeth Cymru mai dim ond 25% o'r cwrs llawn newydd y gall disgyblion ei gwblhau ym mlwyddyn 10 gyda 75% ym mlwyddyn 11, gan ddileu'r opsiwn i gwblhau cymhwyster Cymraeg ail iaith yn gynnar. Gan fod y cwrs llawn newydd yn gofyn am 120 awr i gyflenwi'r cymhwyster, gallai hyn ostwng y dewis o opsiynau gan ysgogi ymateb negyddol posibl gan ddisgyblion. Gall hyn effeithio ar gyflawni targedau cymhwyster Cymraeg ail iaith yn y strategaeth.

Er mwyn lliniaru unrhyw effeithiau negyddol y newidiadau hyn, bydd y tri Hwb Cymraeg Ail iaith o fewn Consortiwm Canolbarth y De (Ysgol Uwchradd Caerdydd, Treorci a'r Bont-faen) yn ogystal â chynrychiolwyr o Gonsortiwm Canolbarth y De (CCyD) a Gwasanaeth Cyflawniad Addysg ar gyfer De Ddwyrain Cymru (EAS) yn cyfarfod ym mis Chwefror 2017 i drafod y ffordd orau ymlaen. Yn dilyn hyn, bydd Cyngor Dinas Caerdydd yn gweithio mewn partneriaeth ag ysgolion uwchradd cyfrwng Saesneg a Chonsortiwm Canolbarth y De er mwyn monitro effaith y newidiadau ar y cwricwlwm a'r nifer sy'n sefyll TGAU Cymraeg ail iaith a cheir diweddariad cynnydd blynyddol trwy gyfrwng y CSCA. Gellir cael mwy o wybodaeth ar y ddolen ganlynol: [http://](http://http://qualificationswales.org/development/changes-to-gcse-welsh-second-language/?lang=cy&)

Mesur 5.5: Cynyddu'r ganran o ddysgwyr ar ddiwedd Cyfnod Allweddol 2 sy'n cyrraedd o leiaf Lefel 4 mewn asesiad athro o Gymraeg Ail iaith i 80% erbyn 2020.

Mesur 5.6: Cynyddu'r ganran o ddysgwyr ar ddiwedd Cyfnod Allweddol 3 sy'n cyrraedd o leiaf Lefel 5 mewn asesiad athro o Gymraeg Ail iaith i 83% erbyn 2020.

Mesur 5.7: Cynyddu'r ganran o ddysgwyr ar ddiwedd Cyfnod Allweddol 4 sydd yn cyflawni graddau A*-C mewn TGAU Cymraeg Ail iaith Cwrs Llawn i 85% erbyn 2020.

Mesur 5.8: Cynyddu'r ganran o ddysgwyr ar ddiwedd Cyfnod Allweddol 4 sydd yn cyflawni graddau A*-C mewn TGAU Cymraeg Ail Iaith Cwrs Byr i 50% erbyn 2018.

Mwy o ddysgwyr â sgiliau iaith Gymraeg lefel uwch

Ar hyn o bryd mae canran y disgyblion sy'n astudio ar gyfer Safon Uwch Cymraeg Iaith Gyntaf fel canran o'r rhai a oedd yn ei hastudio ar lefel TGAU yn sefyll ar 4.8%. Mae hyn yn dangos cynnydd ymylol yn ystod y tair blynedd ddiwethaf o lai na 1%, a gall hyn adlewyrchu'r ffaith mai dim ond 15% o ddisgyblion mewn addysg cyfrwng Cymraeg sy'n dod o gartrefi Cymraeg eu hiaith. Er bod nifer a chanrannau'r disgyblion yn isel, mae'r data serch hynny yn dangos cynnydd yn y nifer sy'n manteisio ar Safon Uwch Cymraeg (Iaith Gyntaf). Mae'r Cyngor wedi ymrwymo i weithio mewn partneriaeth ag ysgolion i sicrhau bod nifer y rhai sy'n manteisio ar y cymhwyster safon uwch hwn yn aros yn gyson, gyda tharged i gynyddu'r nifer i 5.5% o'r garfan erbyn 2020.

Yn ogystal, mae canran y disgyblion sy'n astudio ar gyfer Safon Uwch Cymraeg Ail Iaith fel canran o'r rhai a oedd yn ei hastudio ar lefel TGAU yn sefyll ar ddim ond 1.2%. Cydnabyddir nad yw'r cymhwyster hwn yn ddewis amlwg ymhlith oedolion ifanc ac efallai mai un o'r rhesymau dros y nifer isel iawn yw'r ffaith nad ydynt mor hyderus wrth ddefnyddio'r iaith i ennill cymhwyster safon uwch ar hyn o bryd. Serch hynny, mae'n uchelgais a rennir gan y cyngor a'r ysgolion i geisio gwella hyn, gyda tharged o 2% erbyn 2020.

Mesur 5.9: Cynyddu cyfanswm y rhai sy'n cofrestru ar gyfer Safon Uwch Cymraeg iaith gyntaf (fel canran o gofrestriadau TGAU Cymraeg iaith gyntaf ddwy flynedd ynghynt) i 5.5% erbyn 2020.

Mesur 5.10: Cynyddu cyfanswm y rhai sy'n cofrestru ar gyfer Safon Uwch Cymraeg Ail Iaith (fel canran o gofrestriadau Cwrs Llawn TGAU Cymraeg Ail Iaith ddwy flynedd ynghynt) i 1% erbyn 2020.

Camau gweithredu i ymdrin â Chanlyniad 5:

1. Gwella Llythrennedd Gymraeg – Mae codi safonau mewn llythrennedd Gymraeg/iaith Gymraeg yn flaenoriaeth gwelliant benodol yng nghynllun busnes Consortiwm Canolbarth y De. Golyga hyn bod cyflawni gwelliant mewn canlyniadau dysgwyr yn y Gymraeg yn ffactor allweddol pan fydd y consortiwm yn cynllunio darpariaeth hyfforddiant ysgol hwb a phob agwedd arall ar ei weithgarwch gwella ysgolion. Mae'r canlyniadau ar gyfer y Gymraeg wedi gwella'n ddramatig ar draws y rhanbarth ers 2012, gyda chynnydd arbennig o arwyddocaol mewn canlyniadau sydd uwchlaw'r lefelau disgwylidig yn y Cyfnod Sylfaen i CA3. Cynyddodd canran y disgyblion sy'n cyflawni gradd A-C mewn TGAU Cymraeg ar draws y consortiwm o bron i 9 pwynt canran ers 2012/13, i 85.9%. Ceir gwelliannau pellach drwy, er enghraifft, barhau i ddatblygu rhaglenni dysgu proffesiynol ar gyfer ymarferwyr a ddyluniwyd:

- I wella sgiliau ieithyddol yr ymarferwyr eu hunain
- I wella addysgu trwy e.e. darparu hyfforddiant ar y cynllun NAiD (asesu ar gyfer dysgu, cinio cynnydd, datblygu dysgu rhyngddibynnol, dysgu seiliedig ar ymholi, datblygu gweithgareddau)
- I wella arweinyddiaeth drwy ddarparu rhaglenni arweinyddiaeth drwy gyfrwng y Gymraeg i benaethiaid newydd ac arweinwyr canol.
- I ymgorffori arfer addysgu Cymraeg llwyddiannus mewn ysgolion cyfrwng Saesneg ar draws y rhanbarth (rhaglenni a gynigir gan ysgolion y mae eu darpariaeth Cymraeg Ail Iaith gyfredol yn dda).

- 2. Ystyried yr iaith Gymraeg o fewn Datblygiad Ehangach y Ddinas** - Mae mewnffudo ac allffudo yn cael effaith fawr ar ardaloedd ar draws Caerdydd. Symudodd llawer o bobl ifanc, rhai ohonynt yn siarad Cymraeg a rhai'n ddi-Gymraeg, o'u cymunedau i chwilio am waith yn y ddinas. Mae angen i Gaerdydd allu cynnig cyfleoedd i'r holl siaradwyr Cymraeg ddefnyddio'r iaith ym mhob agwedd ar fywyd a'u hannog i wneud hynny, beth bynnag fo lefel eu rhuglder.

Mae Caerdydd yn ddinas amlddiwylliannol ac mae ganddi uchelgais i fod y brifddinas orau i fyw ynddi yn Ewrop. Dros yr ychydig flynyddoedd diwethaf, denwyd cryn dipyn o fewnffuddsoddiad i Gaerdydd, i sectorau megis Gwasanaethau Ariannol, Proffesiynol a Busnes; Sectorau Creadigol a Digidol; Gweithgynhyrchu Uwch a Gwyddorau Bywyd. Mae'r rhan fwyaf o'r cwmnïau hyn yn gwasanaethu marchnadoedd cenedlaethol a rhyngwladol a'u blaenoriaeth recriwtio yw sicrhau sylfaen o weithwyr gyda'r sgiliau cywir a'r wybodaeth dechnegol ar gyfer eu sector, a all gynnwys capasiti ieithyddol. Ystyriaeth bwysig i gwmnïau sy'n gwasanaethu marchnadoedd lleol o fewn ac ar draws Cymru yw cyflogi gweithwyr sydd â sgiliau iaith Gymraeg lefel uwch. Mae'r sectorau sydd â rhyngwyneb uwch yng Nghaerdydd gyda marchnadoedd lleol yn cynnwys: Hamdden a Lletygarwch, Adrannau'r Llywodraeth a Phrosiectau Adfywio Lleol. Mae Cyngor Dinas Caerdydd yn rhagweld lefel uchel barhaus o fuddsoddi ac adfywio yn y ddinas. Ar gyfer y cwmnïau hynny a allai fod â diddordeb mewn gwasanaethu Cymru neu rannau o Gymru, bydd y cyngor yn parhau i hyrwyddo galluoedd iaith amrywiol, gan gynnwys yr iaith Gymraeg, i ddenu cyfleoedd mewnffuddsoddi.

Hefyd bu'r Cyngor yn paratoi adroddiadau sector ar economi Caerdydd i helpu ysgolion ddeall newidiadau yn y farchnad lafur leol ac i nodi cyfleoedd gyrfa newydd. Rhennir y rhain gydag ysgolion fel y rhoddir mwy o bwyslais ar gynllunio a sgiliau'r gweithlu, gan fod y Cyngor yn cydnabod dyhead Llywodraeth Cymru yn ei Strategaeth Dyfodol Llwyddiannus i weld anghenion cyflogwyr a'r gweithle fel elfennau hanfodol os yw pobl ifanc i symud ymlaen yn esmwyth ac yn llwyddiannus i gyflogaeth.

- 3. Mwy o amlygiad i'r iaith Gymraeg tu allan i oriau ysgol** – Yn dilyn cyfnod gwyliau'r haf o'r ysgol, awgryma adborth anecdotaidd gan ymarferwyr ysgolion cyfrwng Cymraeg bod nifer o ddisgyblion nad ydynt yn siarad Cymraeg yn ystod y cyfnod hwn angen amlygiad dwys tymor byr i'r iaith. Er mwyn sicrhau bod y Gymraeg yn dod yn iaith fyw yng Nghaerdydd, bydd y Cyngor yn parhau i ddarparu cyfleoedd i ddysgwyr ddefnyddio ac ymarfer eu sgiliau iaith Gymraeg mewn sefyllfaoedd ffurfiol ac anffurfiol trwy, er enghraifft, hyrwyddo darpariaeth gofal plant cyfrwng Cymraeg tu allan i'r ysgol drwy'r Gwasanaeth Gwybodaeth i Deuluoedd. Mae angen i bob darparwr fabwysiadu dull amlasiantaeth o hyrwyddo beth sydd ar gael a phryd, gan y dylai hyn ganiatáu i gynulleidfa fwy gael mynediad i'r gwasanaethau.

Trwy dîm cyfathrebu corfforaethol y Cyngor ac ysgolion unigol, byddwn yn hyrwyddo cyfleusterau sydd ar gael ar draws y ddinas lle ceir cyfleoedd i ddefnyddio'r iaith Gymraeg, megis Yr Hen Lyfrgell yn cynnig clybiau fel gweithdai animeiddio a dawns a Bwrlwm, Sesiynau Chwarae Mynediad Agored cyfrwng Cymraeg, a drefnir mewn partneriaeth rhwng Menter Caerdydd, Adran Chwaraeon Urdd Gobaiith Cymru a Chyngor Caerdydd.

Mae'n bwysig ac arwyddocaol fod Dinas Caerdydd yn cynnal Eisteddfod Genedlaethol Cymru yn 2018 ac Eisteddfod yr Urdd yn 2019, gan roi nifer o gyfleoedd i deuluoedd a phobl ifanc ddefnyddio eu sgiliau iaith Gymraeg y tu allan i oriau ysgol mewn amgylchedd ddiwylliannol ysgogol ac amrywiol.

Os yw disgyblion sy'n mynychu ysgol cyfrwng Cymraeg yn dod o deuluoedd di-Gymraeg, maent yn tueddu i droi'n ôl at y Saesneg ar ôl iddynt adael yr ysgol am y dydd, a bydd yn bwysig i ysgolion gynyddu eu gwaith ac ymgysylltu gyda Menter Caerdydd ac Urdd i gynyddu defnydd cymdeithasol o'r Gymraeg.

4. Meithrin partneriaethau rhwng ysgolion cyfrwng Saesneg a chyfrwng Cymraeg

– Yn ogystal â darparu lleoedd mewn ysgolion cynradd cyfrwng Cymraeg newydd, mae'r Cyngor hefyd yn rhoi cyfleoedd pellach i ddisgyblion mewn ysgolion cynradd cyfrwng Saesneg dderbyn mwy o amlygiad i'r iaith Gymraeg. Gellid cyflawni hyn drwy gyflwyno cynlluniau peilot i ddatblygu ymhellach bartneriaethau ysgol gynradd cyfrwng Cymraeg gydag ysgol gynradd cyfrwng Saesneg, er mwyn cynyddu'r rhyngweithio rhwng disgyblion ac athrawon trwy gyfrwng y Gymraeg.

DRAFT

Canlyniad 6:

Darpariaeth cyfrwng Cymraeg i ddysgwyr gydag Anghenion Dysgu Ychwanegol (ADY)

Chweched canlyniad strategol y CSCA yw sicrhau darpariaeth cyfrwng Cymraeg ar gyfer dysgwyr ag anghenion dysgu ychwanegol (ADY). Bydd Cyngor Dinas Caerdydd yn mesur y canlyniad hwn trwy nifer y lleoedd sydd ar gael mewn CAA cyfrwng Cymraeg. Cydnabyddir gyda chynnydd yn y boblogaeth amrywiol o fewn y ddinas y bydd angen am leoedd CAA ychwanegol mewn ysgolion uwchradd cyfrwng Cymraeg.

Dengys Tabl 14 isod nifer y lleoedd sydd ar gael, neu ar y gweill, mewn Dosbarthiadau Ymyrryd yn Gynnar (DYG) CAA cynradd ac uwchradd cyfrwng Cymraeg).

Tabl 14: Nifer o leoedd mewn CAAau cyfrwng Cymraeg a'r cynnydd capasiti cynlluniedig

Blwyddyn	Nifer o leoedd CAA & DYG Cynradd	Nifer o leoedd CAA Uwchradd	Nifer o leoedd CA2 EIC	Nifer o leoedd BESD Uwchradd	Cyfanswm lleoedd
2015/16 Cyfredol	8	10	-	-	18
2016/17 – (lon 2017)	8	12	8	-	28
2017/18 – (lon 2018)	8	16	8	2	34
2018/19 – (lon 2019)	8	20	8	4	40
2019/20 – (lon 2020)	8	20	8	6	42

Ffynhonnell: CCC – Uwch Arweinydd Cyflawniad - Cynhwysiant

Felly, y mesurau a ddefnyddir i gyflawni Canlyniad 6 yw fel a ganlyn: -

Mesur 6.1: Cynyddu nifer y lleoedd sydd ar gael mewn CAAau cynradd ac uwchradd cyfrwng Cymraeg o 18 o leoedd i 42 erbyn Medi 2020.

Camau gweithredu i ymdrin â Chanlyniad 6:

- 1. Adolygu'r CAA Cynradd a chynyddu nifer sy'n manteisio ar leoedd o 50% i 100%**
- Yn 2016-17 mae nifer y disgyblion sy'n mynychu'r CAA wedi gostwng i 4. Ceir disgyblion yn y sector a fyddai'n bodloni'r meini prawf i fynychu, ond mae eu rhieni wedi dewis cefnogaeth yn y brif ffrwd fel eu darpariaeth ddewisol. Bydd yr awdurdod lleol yn gweithio gydag ysgolion a'r gwasanaeth partneriaeth â rhieni (SNAP) i nodi'r rhesymau dros y dewis hwn, a nodi sut i wneud y defnydd mwyaf posibl o'r lleoedd CAA. Yn dibynnu ar ganfyddiadau'r adolygiad, gallai'r dewisiadau ar gyfer datblygu yn y dyfodol gynnwys:
 - a. Codi proffil y CAA i ddenu mwy o rieni; neu
 - b. Newid y dull o weithredu i CAA allgymorth Cymraeg, gan ddarparu cymorth arbenigol i ddisgyblion CAA yn eu hysgol leol eu hunain, os mai dyma ddewis y rhieni.
- 2. Sefydlu lleoliad tymor hir ar gyfer y Dosbarth Ymyrraeth Gynnar Cynradd a chynyddu nifer sy'n manteisio ar leoedd o 60% i 100%** - Agorwyd y dosbarth hwn yn nhymor yr haf 2016, i ddarparu lleoedd cyfyngedig o ran amser i 8 o ddisgyblion CA2 sy'n profi anawsterau ymddygiad cymdeithasol ac emosiynol. Mae'r dosbarth wedi ei leoli dros dro ar safle uwchradd ond bydd angen ei drosglwyddo i leoliad ysgol gynradd parhaol yn 2017. Nid yw'r dosbarth yn llawn ar hyn o bryd, gyda 5 allan o 8 lle a ariennir wedi eu llenwi, gan roi cyfle i ateb y galw wrth i hyn gynyddu.

3. Ymestyn capasiti yn y CAA Uwchradd (yn Ysgol Glantaf) o 12 lle i 20, gyda lle i ehangu ymhellach ar ôl 2020 - Er bod mwyafrif y disgyblion ag anghenion dysgu cymhleth yn mynychu eu hysgol gynradd cyfrwng Cymraeg leol, drwy ddewis y rhieni, mae'r rhan fwyaf o'r teuluoedd yn dewis lle CAA yn y cyfnod uwchradd. Mae'r lleoedd a ariennir wedi cynyddu o 7 yn 2012, i 12 yn 2016. Rhagamcanir y bydd y galw yn cyrraedd 20 erbyn 2018-19. Mae'r llety wrthi'n cael ei adolygu ar hyn o bryd, gyda golwg ar ymestyn y lleoedd, gan gynnwys hyblygrwydd ar gyfer twf pellach yn y blynyddoedd dilynol.

4. Sefydlu lleoedd uwchradd ar gyfer disgyblion ag anghenion ymddygiad emosiynol cymdeithasol (BESD) gyda nifer derbyn o 1-3 o leoedd bob blwyddyn

—
Mae CAA Glantaf yn arbenigo mewn cymorth ar gyfer anawsterau dysgu cymhleth ond mae hefyd angen cynyddol am leoedd arbenigol ar gyfer disgyblion sy'n cyflwyno gyda BESD tymor hir, difrifol.

Mae gweithgor o Benaethiaid cyfrwng Cymraeg, CAAA a staff arbenigol wedi cael ei sefydlu i adolygu'r ddarpariaeth ADY bresennol, a bydd yn cynnwys ystyried data disgyblion. Gweithredir y broses hon gyda golwg ar gytuno ar lefelau priodol o ddarpariaeth ar gyfer plant ag ADY yn y sector cyfrwng Cymraeg yn y dyfodol. Fel rhan o hyn, mae angen gwneud ymarferiad mapio a fydd yn llywio'r cynlluniau ar gyfer darpariaeth arbenigol yn y dyfodol, i BESD ac ASD. Datblygir ffyrdd priodol o weithredu'r lefelau cytunedig o ddarpariaeth y tu allan i'r gweithgor hwn, gyda mewnbwn gan randdeiliaid.

DRAFT

Canlyniad 7:

Cynllunio'r gweithlu a datblygu proffesiynol parhaus

Mae seithfed canlyniad strategol y CSCA yn ffocysu ar dri maes:

- Datblygu sgiliau iaith Gymraeg a'r gallu i addysgu drwy gyfrwng y Gymraeg y gweithlu addysgu.
- Adnabod a datblygu arweinwyr ysgolion i'r dyfodol i ysgolion cyfrwng Cymraeg.
- Datblygu'r cymorth ysgol i ysgol ymhellach drwy strwythurau ysgol hwb ac arloesi

Bydd Consortiwm Canolbarth y De (CCyD) yn chwarae rôl allweddol o ran cyflwyno archwiliadau sgiliau iaith Gymraeg a chynllunio a chyflenwi cynllunio'r gweithlu a datblygiad proffesiynol parhaus yn y sector cyfrwng Cymraeg.

Camau gweithredu i ymdrin â Chanlyniad 7

- 1. Datblygu'r gweithlu addysgu** - Nid yw nifer yr athrawon/ lefel y sgiliau sydd eu hangen i weithredu'r cwricwlwm newydd ar gyfer y Gymraeg eto'n glir. Fodd bynnag, bydd y consortiwm yn defnyddio data gweithlu i barhau i gynllunio rhaglenni dysgu proffesiynol sy'n adlewyrchu anghenion y gweithlu rhanbarthol. Mae'r Consortiwm hefyd yn gweithio'n agos gyda darparwyr Hyfforddiant ac Addysg Gychwynnol Athrawon i ddatblygu a chyflenwi ar y cyd raglenni i athrawon sydd newydd gymhwyso (gan ysgolion a SAUau). Mae'r rhain yn cael eu cynllunio i adlewyrchu gofynion y cwricwlwm newydd a byddant yn cynnwys datblygu gweithlu â chymwysterau addas i gyflwyno'r continwwm Cymraeg.

Yn y tymor byrrach, mae recriwtio i swyddi addysgu penodol mewn ysgolion cyfrwng Cymraeg yn parhau i fod yn her. Mae Mathemateg, Gwyddorau a Saesneg yn arbennig o heriol. Ymdrinnir â hyn drwy ddarpariaeth 'hwb' sy'n cynnig hyfforddiant i'r rhai nad ydynt yn arbenigwyr er mwyn eu galluogi i addysgu pynciau heblaw eu prif arbenigedd yn effeithiol. Nid yw nifer y cynorthwywyr addysgu/ lefel y sgiliau iaith sydd eu hangen i weithredu'r cwricwlwm newydd ar gyfer y Gymraeg yn effeithiol eto'n glir. Fodd bynnag, bydd y consortiwm yn defnyddio data gweithlu i barhau i gynllunio rhaglenni dysgu proffesiynol sy'n adlewyrchu anghenion y gweithlu rhanbarthol. Mae cyrff llywodraethu ysgolion a Phenaethiaid yn gweithio gyda swyddogion yn adrannau Addysg ac Adnoddau Dynol yr ALI er mwyn cydymffurfio â Chynllun Iaith Gymraeg y Cyngor a'r polisi recriwtio wrth hysbysebu swyddi ar gyfer ymarferwyr i gefnogi addysgu drwy gyfrwng y Gymraeg.

Hefyd bydd yr Awdurdod Lleol a'r CCyD yn gweithio gydag ysgolion er mwyn datblygu'r gweithlu:

- Penaethiaid i sicrhau bod nifer ddigonol o ymarferwyr i gyflwyno addysg cyfrwng Cymraeg.
- Cyrff llywodraethu i sicrhau eu bod yn cydymffurfio â pholisi cynllun iaith Gymraeg a recriwtio'r Cyngor wrth hysbysebu ar gyfer ymarferwyr i gefnogi addysgu drwy gyfrwng y Gymraeg.
- Consortiwm Canolbarth y De i hyrwyddo rhaglenni arweinyddiaeth lefel ganol ledled y sector cyfrwng Cymraeg.
- Consortiwm Canolbarth y De i hyrwyddo'r rhaglenni darpar arweinwyr gydag arweinwyr lefel ganol a Dirprwy Benaethiaid mewn ysgolion cyfrwng Cymraeg.
- Ysgolion Caerdydd i sicrhau bod capasiti yn cael ei adeiladu i mewn i uwchsgilio arweinwyr posibl yn y dyfodol.

- Ysgolion i sicrhau bod yr holl gynorthwyr addysgu sydd newydd eu penodi yn ymarferwyr ieithyddol medrus.
- Ysgolion i gefnogi cyfleoedd hyfforddiant i ddatblygu sgiliau ieithyddol cynorthwyr dosbarth.
- Consortiwm Canolbarth y De i ddadansoddi anghenion datblygu'r gweithlu er mwyn cynllunio rhaglenni arweinyddiaeth a datblygu addysgu yn y dyfodol.

2. Sicrhau Arweinyddiaeth Cyfrwng Cymraeg Effeithiol - Mae recriwtio i swyddi penaethiaid ysgolion cyfrwng Cymraeg yn heriol. Mae nodi, datblygu a chefnogi arweinwyr ysgolion hefyd yn flaenoriaeth strategol i'r rhanbarth ehangach. Cynhwysa'r cymorth, datblygu a strategaeth recriwtio gynyddu nifer y rhaglenni hyfforddi sydd ar gael i arweinwyr ysgolion yn y sector cyfrwng Cymraeg. Mae hefyd wedi cynnig gwneud y rhaglenni ar gael i ranbarthau eraill. Mae'r rhain yn cynnwys:

- Rhaglen achrededig 'Newydd i Brifathrawiaeth' i gael ei chyflenwi drwy gyfrwng y Gymraeg yn ystod y flwyddyn academaidd 2016/17;
- Mae'r rhaglen 'Prifathrawiaeth Nawr' (i arweinwyr canol sydd eisiau dilyn gyrfaf fel penaethiaid) yn cael ei threialu ar hyn o bryd.
- Bydd yr ysgolion 'hwb' uwchradd cyfrwng Cymraeg yn cyflenwi rhaglen 'arweinyddiaeth ganol' yn ystod y flwyddyn academaidd hon.

Mae mentrau eraill yn cynnwys: -

- Uwch Arweinydd mewn Addysg yn cael ei recriwtio ar hyn o bryd i ddatblygu a chefnogi arweinyddiaeth mewn ysgolion sy'n wynebu her.
- Cyllidir yr ysgolion cynradd cyfrwng Cymraeg i weithio mewn Grŵp Gwella Ysgolion ar arweinyddiaeth: datblygu arweinwyr canol, rhannu arfer da, a nodi arweinwyr y dyfodol.
- Ceir ymgyrch recriwtio sy'n anelu at ddenu arweinwyr i weithio fel penaethiaid yng Nghymru, gan gynnwys penaethiaid cyfredol sy'n ymarferwyr Cymraeg eu hiaith, sy'n gweithio rywle arall ar hyn o bryd.
- Mae'r consortiwm yn cyflwyno rhaglen cymorth ar gyfer ysgolion sy'n dymuno ffedereiddio. Mae hon yn agored i bob ysgol. Bydd yn ofynnol i ysgolion a ddewisir ar gyfer y rhaglen gymorth ddangos y bydd ffedereiddio yn:
 - Cael effaith gadarnhaol ar ddysgwyr
 - Cynyddu capasiti arweinyddiaeth yn yr ysgolion

Noder: Mae gwerthuso effaith ar ymarferwyr a dysgwyr y rhaglenni, hybiau a gweithgarwch y Grŵp Gwella Ysgolion yn rhan o raglen ymchwil barhaus y consortiwm ar y cyd â Phrifysgol Caerdydd.

3. Datblygu gwaith Hwb/Arloesi - Mae ysgolion yn symud yn gynyddol i fodel lle maent yn nodi eu hanghenion cymorth, ac yn comisiynu'r cymorth hwnnw gan ddarparu'r effeithiol o fewn y sector. Mae ysgolion uwchradd cyfrwng Cymraeg yng Nghaerdydd (Ysgol Glantaf, Ysgol Bro Edern ac Ysgol Plasmawr) yn darparu rhaglenni cwricwlwm a dysgu proffesiynol i ysgolion ar draws y rhanbarth. Mae hyn yn rhan o fodel 'hwb' newydd lle mae'r ysgolion yn dadansoddi eu hanghenion datblygu a chael gafael ar/cynnig y cymorth sydd ei angen yn seiliedig ar werthusiad o arfer gorau.

Hefyd mae ysgolion cynradd cyfrwng Cymraeg ar draws y rhanbarth wedi ffurfio ffederasiwn y maent i gyd yn perthyn iddo. Bydd y ffederasiwn, a gefnogir gan CCyD, yn gyrru'n gynyddol gynnig cefnogaeth y rhanbarth drwy adnabod anghenion cefnogaeth y sector. Mae'r ysgolion cynradd cyfrwng Cymraeg yng Nghaerdydd yn weithgar iawn mewn gwaith grŵp gwella ysgol, sydd wedi'i ddylunio'n benodol i ymateb

i angen y sector. Er enghraifft, arweinir y gwaith ar ddatblygu arweinyddiaeth ysgolion gan Ysgol Treganna.

Mae gan y Consortiwm bedwar Ymgynghorydd Her sydd wedi'u halinio i ysgolion cyfrwng Cymraeg, i sicrhau bod ysgolion yn cael eu paratoi i ysgogi a chynnal gwelliannau o ran codi safonau a darparu darpariaeth addysgol o ansawdd uchel.

Paratôdd Hwb Uwchradd Cymru gyfres o raglenni ar gyfer ymarferwyr Cymraeg Ail Iaith yn Ysgol Uwchradd Caerdydd. Maent hefyd yn cynnig cymorth pwrpasol am ddim i ysgolion sydd yn y categorïau coch neu oren. Bydd gwella sgiliau iaith staff, yn enwedig mewn ysgolion cyfrwng Saesneg yng Nghaerdydd, yn hanfodol wrth weithredu'r weledigaeth Dyfodol Llwyddiannus. Mae gan ysgolion cynradd cyfrwng Saesneg fynediad at raglen eang ac amrywiol o DPP trwy raglen y Gwasanaeth Cyflawni Addysg o hyfforddiant iaith a methodoleg.

Bydd y consortiwm hefyd yn:

- Parhau i gefnogi rhwydweithiau ysgolion cyfrwng Cymraeg i rannu a datblygu arfer da.
- Gweithio gyda'r rhwydwaith hwb/arloesi i ddatblygu'r continwmm Cymraeg a sicrhau bod rhaglen ddysgu broffesiynol y consortiwm wedi ei chynllunio i ymateb i anghenion datblygu'r gweithlu mewn perthynas â'r cwricwlwm newydd.

Mae Consortiwm Canolbarth y De wedi penodi swyddog safonau a pholisi Cymraeg i gefnogi'r Siarter Iaith Gymraeg a phroject Cefnogi Arferion Pobl Ifanc.

DRAFT

3.0 Symud Ymlaen

Mae Cynllun Strategol Cymraeg mewn Addysg Caerdydd yn cwmpasu cyfnod o dair blynedd yn dechrau Ebrill 2017 - Mawrth 2020. Mae'r Cyngor yn cydnabod bod y system addysg yn elfen allweddol i sicrhau bod plant yn gallu datblygu eu sgiliau Cymraeg, ac i greu siaradwyr Cymraeg newydd.

Mae gan Gaerdydd, fel prifddinas Cymru, rôl allweddol i sicrhau bod y Gymraeg yn parhau i fod yn iaith fyw a bywiog a bod dwyieithrwydd yn cael ei ddathlu drwy'r cyfan o addysg ein plant a phobl ifanc yn ein dinas ddeinamig.

Mae Cyngor Dinas Caerdydd yn cydnabod pwysigrwydd y CSCA o ran cyfrannu at gyflawni gweledigaeth Llywodraeth Cymru o filiwn o siaradwyr Cymraeg erbyn 2050, yn ogystal ag un o amcanion Deddf Cenedlaethau'r Dyfodol 2015 lle mae "gan Gymru iaith Gymraeg fywiog a ffyniannus".

Mae CSCA Caerdydd 2017-2020 hefyd yn rhan annatod o strategaeth 5 Mlynedd Caerdydd Ddwyieithog gyda'r ddwy ddogfen yn rhannu uchelgais i greu Gaerdydd ddwyieithog lle mae'r iaith Gymraeg yn cael ei diogelu a'i meithrin i genedlaethau'r dyfodol ei ddefnyddio a'i mwynhau. Blwyddyn gyntaf gweithredu Strategaeth Caerdydd Ddwyieithog fydd 2017. Fel y cyfryw, bydd cynnydd blynyddol y CSCA hefyd yn cael ei gefnogi gan yr ymyriadau a chamau gweithredu a ddarperir yn y strategaeth ledled y ddinas.

Mae'r CSCA tair blynedd hwn yn nodi targedau clir sy'n cyfrannu at y gweledigaethau uchod ac mae'n cynnwys 19 o fesurau i olrhain a monitro'n effeithiol sut mae Caerdydd yn cyflenwi ei hymrwymiad i sicrhau mynediad at addysg cyfrwng Cymraeg o'r ansawdd orau i bawb. Amlinellir y rhain trwy'r ddogfen ac fe'u crynhoir yn Atodiad D.

Mae'r CSCA hwn yn cydnabod y gwelliannau a wnaed yn y blynyddoedd diwethaf, ond mae'n nodi bod angen gwneud mwy, a gellir gwneud mwy. Mae awydd cryf o fewn y system a sefydliadau ysgolion ar draws Caerdydd i sicrhau bod plant a phobl ifanc yn gallu datblygu eu sgiliau Cymraeg ac i greu siaradwyr newydd. Golyga hyn bod rhaid i gyfleoedd ar gyfer siarad a defnyddio'r Gymraeg fod yn eang ac amrywiol drwy gydol eu plentynod ac i mewn i fywyd fel oedolion er mwyn cyflawni hyn.

Mae'n bwysig cydnabod bod adnoddau yn gyfyngedig, felly mae ffocws gwirioneddol ar sicrhau defnydd effeithiol ac effeithlon o adnoddau, ac i ddatblygu partneriaethau cryf sy'n ein galluogi i gyflwyno canlyniadau gwell o sylfaen adnoddau sy'n lleihau.

Atodiad A – Gwybodaeth atodol i Ganlyniad 1:

Mwy o blant 7 oed yn cael eu haddysgu trwy gyfrwng y Gymraeg

Darparu addysg cyfrwng Cymraeg

Mae mwyafrif yr ysgolion Cymraeg yn y ddinas yn darparu addysg drwy gyfrwng y Gymraeg (ffrydiau cyfrwng Cymraeg yn unig). Golyga hyn bod pob disgybl sy'n mynychu'r ysgolion hyn yn derbyn eu holl wersi yn y Gymraeg. Mae dwy ysgol yn y ddinas, Gwaelod y Garth a Chreigiau, sy'n cynnig mynediad dwy ffrwd. Nid oes gan Gaerdydd unrhyw ysgolion dwyieithog.

Dengys Tabl 15 isod yr ysgolion cyfrwng Cymraeg ar draws y ddinas, y Nifer Derbyn Cyhoeddedig ar gyfer pob ysgol, niferoedd y disgyblion sydd wedi cofrestru, a capasiti cyflawn yr ysgolion..

Tabl 15: Ysgolion sy'n cyflenwi addysg cyfrwng Cymraeg ar draws Caerdydd:

Enw'r Ysgol	Ward	PAN Medi 2016	Disgyblion y dosbarth Derbyn (Hyd 16)	Capasiti Cyflawn	NOR (Hydref 2016)
Ysgol Gynradd Creigiau (Ffrwd CC)	Creigiau & Sain Ffagan	29	26	210	182
Ysgol Bro Eirwg	Llanrhymni	60	60	411	397
Ysgol Coed-Y-Gof	Tyllgoed	60	59	389	355
Ysgol Glan Ceubal	Ystum Taf	30	23	147	95
Ysgol Glan Morfa	Sblot	30	29	210	181
Ysgol Gwaelod Y Garth (Ffrwd CC)	Pentyrch	26	30	184	194
Ysgol Hamadryad	Grangetown / Butetown	30	17	30	17
Ysgol Melin Gruffydd	Yr Eglwys Newydd & Thongwynlais	60	59	420	412
Ysgol Mynydd Bychan	Gabalfa	30	29	192	204
Ysgol Nant Caerau	Caerau	30	31	210	200
Ysgol Pwll Coch	Treganna	60	59	510	440
Ysgol Pen y Groes	Pentwyn	30	27	169	96
Ysgol Pen Y Pil	Trowbridge	30	31	210	170
Ysgol Pencae	Llandaf	30	30	186	210
Ysgol Y Berllan Deg	Pentwyn	60	61	420	393
Ysgol Treganna	Treganna	90	90	540	528
Ysgol Y Wern	Llanisien	75	84	525	493
Lleoedd/disgyblion cynradd cyfrwng Cymraeg (Derbyn)		760	745		
Disgyblion cynradd cyfrwng Cymraeg (4-11 oed)					4,567
Ysgol Bro Ederm	Pen-y-lan	180	133	900	513
Ysgol Glantaf	Ystum Taf	240	193	1,500	850
Ysgol Plasmawr	Tyllgoed	180	176	1,140	885
Lleoedd/disgyblion uwchradd cyfrwng Cymraeg (Blwyddyn 7)		600	502		
Disgyblion uwchradd cyfrwng Cymraeg (11-16 oed)					2,248
Disgyblion cyfrwng Cymraeg (4 -16 oed)					6,815

*Ffynhonnell: NOR Hydref 2016 (PAN – Nifer Derbyn Cyhoeddedig; NOR = Nifer ar y Gofrestr)

Ar hyn o bryd mae 2% o leoedd gwag net ar fynediad i'r Sector Cynradd Cymraeg, gyda 31 o leoedd ar gael o hyd ar fynediad i'r Dosbarth Derbyn mewn 9 o ysgolion ar draws y ddinas. Fodd bynnag, roedd y lleoedd gwag ar draws y sector cynradd cyfrwng Cymraeg yn 8% ym Medi 2016. Mae hyn yn cymharu â 5% o leoedd gwag yn y sector cynradd cyfrwng Saesneg. Hefyd mae tua 16% o leoedd gwag net ar fynediad i'r sector uwchradd gyda 98 o leoedd ar gael ym mlwyddyn 7 ar draws y tair ysgol uwchradd cyfrwng Cymraeg.

Trefniadaeth ysgolion

Cynyddwyd y Nifer Derbyn Cyhoeddedig yn Ysgol y Wern i 75 (2.5DM) a chafodd ei sefydlu'n barhaol ym Medi 2015. Cwblhawyd y gwaith adeiladu i ddarparu ar gyfer y cynnydd ffisegol hwn ym mis Awst 2016.

Fel y nodir yn Nghod Trefniadaeth Ysgolion Llywodraeth Cymru, gellir caniatáu ehangu eiddo ysgol, a fyddai'n cynyddu capasiti, hyd at gynnydd o 25% o gapasiti ychwanegol, neu 200 o ddisgyblion ychwanegol o'i gymharu â'r capasiti ysgol ar ddyddiad priodol. Roedd ehangu dros dro Ysgol y Wern yn bodloni'r gofyniad hwn.

Aeth y Nifer Derbyn Cyhoeddedig yn Ysgol y Wern yn uwch na'r ffigur a ganiateir dros dro i ganiatáu hyd at 15 o leoedd ychwanegol mewn mynediad i'r dosbarth Derbyn ar gyfer Derbyniad 2016/17. Mae hyn oherwydd bod amcanestyniadau ar gyfer yr ardal leol wedi dangos y byddai cynnydd sylweddol yn y galw am fynediad yn y sector cyfrwng Cymraeg a chyfrwng Saesneg o'i gymharu â'r tri Derbyniad blaenorol. Dangosodd data poblogaeth cyn-ysgol ar draws y ddinas a gafwyd gan y GIG ers 2014 bod y garfan a dderbyniwyd i ysgolion cynradd yn 2016 yn flwyddyn boblogaeth 'pinac' yn ardal Llanisien/Thornhill, yn hytrach na bod cynnydd parhaus yn y boblogaeth. Felly cedwir y galw cymesur ar gyfer lleoedd mewn ysgolion cynradd cyfrwng Cymraeg yn nalgylch Ysgol y Wern dan adolygiad, gan ddod â chynigion newydd i gydbwysu'r cyflenwad a'r galw am leoedd ymlaen lle bo angen.

Cymeradwyodd y Cabinet sefydlu ysgol newydd cyfrwng Cymraeg 2DM yn Butetown, a enwyd yn Ysgol Hamadryad. Agorodd dosbarth dechreuol yr ysgol hon ym Medi 2016 ar y safle blaenorol a ddefnyddiwyd gan Ysgol Tan yr Eos. Nifer y disgyblion oed Derbyn a gafodd fynediad ym mis Medi 2016 oedd 17. Cychwynnodd pennaeth parhaol newydd yn ei swydd o fis Medi 2016 er mwyn darparu parhad tra bod yr ysgol newydd ym Mharc Hamadryad yn cael ei datblygu. Roedd y pennaeth a benodwyd yn dod o ysgol gynradd cyfrwng Cymraeg a oedd eisoes wedi sefydlu yn y ddinas. Bydd Ysgol Hamadryad yn trosglwyddo o'i safle dros dro i'w safle parhaol yng Ngwanwyn 2018. Cynyddir y Nifer Derbyn Cyhoeddedig i 60 o fis Medi 2017, ynghyd â darpariaeth feithrin newydd.

Hefyd, cymeradwyodd y Cabinet gynllun i atgyfnerthu Ysgol Glan Ceubal ar 1DM i wasanaethu ardal Ystum Taf y ddinas ac i gynyddu'r ystod oed drwy ddarparu meithrinfa newydd gydag 48 o leoedd Cyfwerth Rhan Amser (CRhA) yng Nglan Ceubal o fis Medi 2016. Eisoes cafodd pedwar deg-chwech o'r pedwar deg wyth o leoedd meithrin llawn amser eu llenwi. Cymeradwywyd cynlluniau ar gyfer adeilad newydd gefn yn gefn i Ysgol Glan Ceubal ac Ysgol Gynradd Gabalfa ym Mhwyllgor Cynllunio'r Cyngor ym mis Chwefror (2017). Yn ogystal ag ehangu Ysgol Glan Ceubal, bydd Ysgol Glan Morfa yn cynyddu o 1DM, gyda 30 o blant ychwanegol yn cael eu derbyn bob blwyddyn yn y Dosbarth Derbyn, mewn ysgol newydd sbon ar safle yn Sblot. Mae'r cynlluniau adeiladu hyn yn amodol ar dderbyn cymeradwyaeth Achos Busnes Llawn gan Lywodraeth Cymru ar ddechrau 2017.

Yn y tair ysgol cyfrwng Cymraeg gynradd gymunedol adeiladu newydd (Ysgol Hamadryad, Ysgol Glan Morfa, Ysgol Glan Ceubal), bydd uned feithrin yn gysylltiedig â phob ysgol (yn dibynnu ar gyfyngiadau'r safle). Bydd hyn yn helpu disgyblion iau i ddatblygu eu sgiliau iaith ar ddechrau eu haddysg statudol, gan fod Cyngor Caerdydd yn cydnabod pwysigrwydd hanfodol datblygu partneriaethau cryf gydag addysg cyn ac ôl-orfodol, sy'n anelu at ddarparu trosglwyddiad di-dor (Ailysgrifennu'r Dyfodol, Mehefin 2014).

Erbyn Medi 2017, bydd 60 lle ychwanegol ar gael ar fynediad i'r Dosbarth derbyn (yn Ysgol Hamadryad ac Ysgol Glan Morfa) a fydd yn cynyddu'r cyfanswm o leoedd ar fynediad i ddsbarth Derbyn mewn addysg cyfrwng Cymraeg o 760 i 820 o leoedd.

Band B yw'r gyfran nesaf o gyllid ar gyfer buddsoddi mewn ysgolion a bydd yn rhedeg o 2019-2024. Mae Caerdydd yn dechrau ymchwilio i flaenoriaethau ar gyfer Rhaglen Band B yr Awdurdod Lleol. Bydd y dadansoddiad anghenion a'r broses gynllunio ar gyfer Rhaglen Band B yn tynnu sylw at y blaenoriaethau a phwysau ar draws y ddinas.

Newidiadau Ardaloedd Dalgylch

Ymgynghorwyd ar y newid i ddalgylchoedd ysgolion uwchradd cyfrwng Cymraeg o Ysgol Plasmawr ac Ysgol Glan Taf drwy drosglwyddo dalgylch Ysgol Pencae o Ysgol Plasmawr i ddalgylch Ysgol Glan Taf a chytunodd Cabinet y Cyngor ar ei weithredu er mwyn cael gwell cyfatebiaeth rhwng y cyflenwad a'r galw, ac i sicrhau safonau cyson uchel o ddarpariaeth addysg. Daw'r newid hwn i rym o fis Medi 2017.

Mae'r Cyngor yn cydnabod bod angen gosod dalgylch i Ysgol Hamadryad sydd newydd ei sefydlu cyn gynted ag y bo modd. Awgryma dadansoddiad cychwynnol y byddai'r Cyngor yn ymgynghori ar ddalgylch i gynnwys Butetown a rhannau o Grangetown. Fodd bynnag, er mwyn gwneud hyn yn gywir, bydd angen adolygu data o dderbyniadau cynradd ar gyfer Derbyniad 2017/18 i weld a oes unrhyw effaith ar ysgolion o amgylch, yn ogystal â dadansoddi ffiniau dalgylchoedd cyfagos i Ysgol Hamadryad. Bydd hyn yn sicrhau bod y berthynas rhwng y sefydliad ysgolion sy'n bodoli eisoes a dalgylchoedd yn cael ei hystyried yn llawn cyn i unrhyw gynigion gael eu hystyried. Yn y cyd-destun hwn, byddai'n ddoeth i'r Cyngor beidio ag ymgynghori ar newidiadau i ddalgylchoedd yn ystod y cyfnod ymgynghori presennol ar gyfer trefniadau derbyn (o 1^{af} Medi 2016 i 1^{af} Mawrth 2017). Bydd unrhyw gynigion yn destun i drafodaeth a chytundeb.

Nid oes unrhyw gynigion presennol i newid dalgylchoedd ysgolion cynradd cyfrwng Cymraeg eraill ond byddai newidiadau yn cael eu hystyried wrth i ddarpariaeth ychwanegol gael ei dwyn ymlaen.

Hyrwyddo Addysg cyfrwng Cymraeg

Er mwyn targedu twf addysg cyfrwng Cymraeg mae Cyngor Caerdydd yn anelu i yrru'r galw o'r gwaelod i fyny. Golyga hyn cyn i'r plant gyrraedd oedran ysgol statudol, y bydd eu rhieni wedi cael digon o wybodaeth iddynt wneud dewis gwybodus am y cyfrwng iaith y byddai'n well ganddynt i'w plentyn ei dderbyn. Os yw hyn i fod yn llwyddiannus, byddai angen i'r AALl weithio gyda chydweithwyr yn y sector iechyd i sicrhau bod gwybodaeth gywir ar gael i friffio ymwelwyr iechyd er mwyn caniatáu iddynt drafod opsiynau addysg gyda chleientiaid cyn geni ac ar ôl geni.

Hefyd bydd Cyngor Dinas Caerdydd yn archwilio'r cyfle i ddatblygu partneriaethau gyda Chyrff Iechyd i ddatblygu cyfleoedd ar gyfer cydweithredu a gweithio ar y cyd pellach. Gallai hyn gynnwys rhoi cyhoeddusrwydd i wybodaeth am beth yw addysg cyfrwng Cymraeg a'r manteision o gael addysg i blant drwy gyfrwng arall, mewn papurau newydd Cymraeg, staff ar wardiau mamolaeth, a thrwy ymwelwyr iechyd.

Caiff cyfraddau trosglwyddo Cylchoedd Meithrin eu monitro, ac maent yn dangos gostyngiad yng nghanran y plant sy'n trosglwyddo i ddarpariaeth cyfrwng Cymraeg rhwng 2014/15 a 2015/16, o 85% i 84%. O'r 14 lleoliad Cylch, dengys 8 niferoedd is yn mynychu'r lleoliadau o'u cymharu â'r flwyddyn flaenorol gyda 5 lleoliad yn dangos cynnydd yn y nifer o fynychwyr. Gweler Atodiad C am ddata Cyfradd Drosglwyddo'r Mudiad Meithrin.

Mae addysg cyfrwng Cymraeg yn cael ei hyrwyddo i rieni/gofalwyr drwy Wasanaeth Gwybodaeth i Deuluoedd Caerdydd. Mae'r tîm hwn yn cynnal cronfa ddata o'r holl ddarpariaeth gofal plant cofrestredig gan gynnwys darparwyr cyfrwng Cymraeg. Yn ogystal, mae'n cynnwys manylion y darparwyr nad oes rhaid iddynt gofrestru gydag Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru (AGGCC), am eu bod yn gweithredu am lai na dwy awr, os ydynt wedi rhoi eu manylion i'r Gwasanaeth Gwybodaeth i Deuluoedd. Mae'r rhain yn cynnwys clybiau ar ôl ysgol, brecwast, cinio a gwyliau. Mae gwefan Gwasanaeth Gwybodaeth i Deuluoedd yn darparu gwybodaeth am yr hawl i addysg feithrin am ddim i blant 3 a 4 oed, yn ogystal ag amrywiaeth o wybodaeth ar y Gwasanaethau Cymorth i Deuluoedd a Gweithgareddau trwy gyfeiriaduron ar-lein ar www.ggd-caerdydd.info. Yn ogystal, gall y Gwasanaeth Gwybodaeth i Deuluoedd gyfeirio rhieni'n effeithiol at raglen Dechrau'n Deg Caerdydd lle y bo'n briodol. Mae llenyddiaeth hyrwyddo, yn cynnwys posteri a thafenni gwybodaeth a gynhyrchir gan y Gwasanaeth Gwybodaeth i Deuluoedd yn ddwyieithog, fel y mae'r wefan Gwasanaeth Gwybodaeth i Deuluoedd a chyfeiriaduron ar-lein Gofal Plant, Gwasanaethau Cymorth i Deuluoedd a gweithgareddau.

Mae Gwasanaethau Cymorth Busnes Gofal Plant yn helpu i gynnal y ddarpariaeth bresennol ac yn gwella ansawdd gofal plant yng Nghaerdydd. Gall y gwasanaethau gynnwys: - helpu gyda pholisïau a gweithdrefnau, ceisiadau AGGCC, marchnata, recriwtio staff, cynhyrchu incwm a cheisiadau cyllid grant. Mae Gwasanaethau Cymorth Busnes Gofal Plant ar gael i ddarparwyr gofal plant presennol a newydd; mae swyddogion ar gael i weithio gydag ysgolion, grwpiau chwarae, meithrinfeydd dydd, clybiau ar ôl ysgol a gwyliau, Cylchoedd Meithrin, Crèches a Gwarchodwyr Plant. Mae'r holl wasanaethau cymorth ar gael drwy gyfrwng y Gymraeg a'r Saesneg.

Asesu'r Galw am Addysg Cyfrwng Cymraeg

O dan Ddeddf Gofal Plant 2006, mae gan bob un o'r 22 Awdurdod Lleol yng Nghymru ddyletswydd statudol i sicrhau gofal plant digonol ar gyfer anghenion rhieni/gofalwyr yn eu hardal i blant hyd at 14 oed, neu hyd nes eu bod yn cyrraedd 18 oed yn achos plant ag anabledd. Cynhaliodd y Cyngor arolwg asesiad digonolrwydd gofal plant yn 2013/14 i gynorthwyo i ddatblygu darpariaeth gofal plant ac asesu'r galw am addysg cyfrwng Saesneg, cyfrwng Cymraeg, ac addysg mewn ysgolion ffydd. Cafwyd cyfradd ymateb isel o 268 o ymatebion, ac roedd y rhaniad canran o rieni/gofalwyr yr oedd yn well ganddynt i'w plentyn/ plant gael eu haddysgu mewn ysgolion cyfrwng Saesneg a chyfrwng Cymraeg yn 60% Saesneg a 40% Cymraeg.

Fel rhan o'r Asesiad o Ddigonolrwydd Gofal Plant 2016/17, gweinyddwyd holiadur rhieni/gofalwyr newydd ym Medi/Hydrif 2016 er mwyn adnabod lefelau'r galw a'r bylchau o ran digonolrwydd. Cafwyd 482 o ymatebion, cynnydd sylweddol ar y nifer o ymatebwyr yn yr arolwg blaenorol. Pan ofynnwyd ym mha iaith yr oedd yr ymatebwyr eisiau darpariaeth gofal plant yn y dyfodol, atebodd 22% yn Gymraeg, 21% yn ddwyieithog a 57% yn Saesneg.

Dengys Tabl 16 isod ddadansoddiad o'r iaith mae ymatebwyr yn ei defnyddio ac eisiau ar gyfer darpariaeth gofal plant ar hyn o bryd ac yn y dyfodol:

Tabl 16: Ymatebwyr sy'n defnyddio ac eisiau darpariaeth iaith wahanol i'r ddarpariaeth gofal plant bresennol ac yn y dyfodol:

	Cymraeg	Dwyieithog	Saesneg
Defnydd ar gyfer gofal plant presennol	57 14%	54 13%	291 72%
Defnydd ar gyfer gofal plant yn y dyfodol	91 22%	89 21%	235 57%

Ffynhonnell: Tablau data amrwd AoDdGP 2016.

Roedd gan yr arolwg AoDdGP adran benodol yn ymwneud â'r iaith Gymraeg. Pan ofynnwyd i ymatebwyr a oeddent yn bwriadu anfon eu plentyn/ plant i leoliad addysg cyfrwng Cymraeg dywedodd 34% ie, dywedodd 57% na, ac nid oedd 9% yn sicr.

Y fethodoleg a ffeirir gan y Cyngor ar gyfer rhagamcanu'r galw am leoedd yw defnyddio data poblogaeth gwasanaeth iechyd cyn-ysgol unigol i ragamcanu ar lefel dalgylch ysgolion unigol, gan ddefnyddio model goroesi carfanau safonol ac ystyried y nifer cymesur diweddar sy'n manteisio ar leoedd a gyflenwir gan ysgolion. Mae'r Gwasanaeth Addysg hefyd yn gweithio mewn partneriaeth agos â swyddogion Cynllunio Strategol i sicrhau bod ei methodoleg yn gwneud rhagamcan digonol o'r cynnyrch disgyblion o ddatblygiadau tai newydd, a bod y cyflenwad o leoedd mewn ysgolion cyfrwng Cymraeg ychwanegol i wasanaethu cymunedau newydd (ar gyfran o 20% trwy gyfrwng y Gymraeg/ 80% o leoedd cyfrwng Saesneg) yn uwch na'r galw presennol mewn ardaloedd cyfagos.

O dan Reoliadau Cynlluniau Strategol Cymraeg mewn Addysg (Cymru) 2013, mae gan weinidogion Cymru'r pŵer i hysbysu'r awdurdod lleol bod angen cynnal asesiad addysg cyfrwng Cymraeg fel modd o asesu'r galw am addysg cyfrwng Cymraeg os na wnaed asesiad yn y 3 blynedd union cyn y flwyddyn asesu. Gan nad yw Caerdydd wedi cynnal asesiad addysg cyfrwng Cymraeg ers o leiaf bum mlynedd, bydd y tîm Cynllunio Ysgolion yn gweithio gyda'r Gwasanaeth Gwybodaeth i Deuluoedd a'r Mudiad Meithrin i gynnal asesiad addysg cyfrwng Cymraeg yn ystod oes y cynllun hwn.

DRAFT

Atodiad B: Gwybodaeth atodol i Ganlyniad 2:

Mwy o ddysgwyr yn parhau i wella eu sgiliau iaith ar drosglwyddiad o ysgol gynradd i ysgol uwchradd

Yr Uned Drochi Gymraeg

Mae'r Awdurdod Lleol yn croesawu hwyrddyfodiaid i'r Uned Drochi Gymraeg, a sefydlwyd ym mis Gorffennaf 2010 ac sydd wedi ei lleoli yn Gabalfa. Mae Caerdydd wedi parhau â'r ymrwymiad i gefnogi a chynnal cynllun hwn ledled y ddinas.

Mae'r disgyblion sy'n mynychu'r uned yn hwyrddyfodiaid i addysg cyfrwng Cymraeg ac maent yn cynnwys disgyblion sydd wedi byw y tu allan i Gymru, yn trosglwyddo o addysg cyfrwng Saesneg, neu yn cael eu maethu neu eu mabwysiadu. Mae'r uned yn derbyn disgyblion pan fyddant wedi cael eu cofrestru mewn ysgol gynradd neu uwchradd cyfrwng Cymraeg.

Treulia'r disgyblion dymor yn yr Uned Drochi Gymraeg (h.y. pan fyddant yn dod yn siaradwyr Cymraeg rhugl) ac maent yn derbyn cymorth yn eu hysgol gofrestrdig am gyfnod ar ôl gadael. Mae mwyafrif y disgyblion o oedran Cyfnod Sylfaen, ond mae llawer o ddisgyblion CA2 wedi mynychu, rhai yn ystod eu tymor olaf yn yr ysgol gynradd ac wedi integreiddio'n llwyddiannus i addysg uwchradd cyfrwng Cymraeg. Ar ddiwedd blwyddyn academaidd 2015/16, roedd 7 disgybl a drosglwyddodd i mewn i'r Uned Drochi Gymraeg o ysgolion cynradd cyfrwng Saesneg ac roedd 1 disgybl yn dod o Gasnewydd.

Mae disgyblion CA3 wedi cael cymorth mewn ysgolion uwchradd mewn amgylchiadau penodol lle mae disgyblion wedi dychwelyd i addysg cyfrwng Cymraeg.

Bu cyfradd drosglwyddo'r Uned Drochi Gymraeg yn barhaus o uchel dros y pedair blynedd diwethaf ac mae'r Cyngor yn anelu ati sicrhau bod y gyfradd drosglwyddo uchel yn parhau.

Tabl 17: Derbyniadau disgyblion i'r uned a'r raddfa drosglwyddo:

	2012/13	2013/14	2014/15	2015/16	2019/20
Disgyblion yn y Cyfnod Sylfaen	17	14	10	11	I'w gadarnhau
Disgyblion yng Nghyfnod Allweddol 2	5	4	11	12	I'w gadarnhau
Disgyblion yng Nghyfnod Allweddol 3	1	3	1	1	I'w gadarnhau
Cyfanswm disgyblion	23	21	22	24	I'w gadarnhau
Disgyblion a drosglwyddwyd i addysg cyfrwng Cymraeg	23	21	21	20	I'w gadarnhau
% o ddisgyblion a drosglwyddwyd i addysg cyfrwng Cymraeg	100%	100%	95%	83%	Targed 100%

Ffynhonnell: Yr Uned Drochi Gymraeg

Atodiad C: Mudiad Meithrin 2015-16 Data Caerdydd

Enw'r Cylch Meithrin / Cylch Ti a Fi /lleoliad gofal plant cyfrwng Cymraeg nas cynhelir	Nifer sy'n mynychu'r Cylch	Nifer y plant a drosglwyddodd i ysgolion cyfrwng Cymraeg	% o ddisgyblion a drosglwyddodd i ysgolion cyfrwng Cymraeg	Nifer sy'n mynychu'r Cylch	Nifer y plant a drosglwyddodd i ysgolion cyfrwng Cymraeg	% o ddisgyblion a drosglwyddodd i ysgolion cyfrwng Cymraeg
	2014/15			2015/16		
Creigiau	39	32	82.1%	20	20	100.0%
Caerau (Trelái Yr Ail Gynt)	11	9	81.8%	22	16	72.7%
Dechrau'n Deg Blodau Bychain	2	2	100.0%	6	6	100.0%
Glan Morfa	19	19	100.0%	17	14	82.4%
Grangetown a'r Bae	12	6	50.0%	26	19	73.1%
Nant Lleucu	27	16	59.3%	26	16	61.5%
Parc-y-baen	15	15	100.0%	15	13	86.7%
Pala	60	50	83.3%	41	36	87.8%
Rhiwbeina	45	42	93.3%	39	34	87.2%
Trelai	25	13	52.0%	39	24	61.5%
Tŷ'r Cymry	12	9	75.0%	4	3	75.0%
Y Coed	11	11	100.0%	20	17	85.0%
Y Parc	38	36	94.7%	32	30	93.8%
Eglwys Newydd	60	59	98.3%	58	58	100.0%
Y Raddfa Drosglwyddo ar Draws y Ddinas	376	319	84.8%	365	306	83.8%
Y Raddfa Drosglwyddo Genedlaethol	I'w gadarnhau	I'w gadarnhau	85.2%	I'w gadarnhau	I'w gadarnhau	86.4%

Atodiad D: Crynodeb o Fesuriadau CSCA

Canlyniad 1: Mwy o blant 7 oed yn cael eu haddysgu trwy gyfrwng y Gymraeg					
Ymestyn darpariaeth	Cyfredol 2015/16	2016-17	2017-18	2018-19	2019-20
Mesur 1.1: Cynyddu'r nifer o blant saith oed sy'n cael eu haddysgu trwy gyfrwng y Gymraeg o 1.2% i 16.4% erbyn 2020.	15.2%	15.9%	15.3%	16.2%	16.4%
Mesur 1.2: Cynyddu nifer y plant sy'n mynd i mewn i addysg cyfrwng Cymraeg bob blwyddyn	690	745 *	720	738	767

Ffynhonnell: Data cofrestru gan Feddygon Teulu GIG 2016, CYBLD 2013 – 2016, NOR Hydref 2016, Amcanestyniadau CYBLD Ionawr 2016

** Roedd 2016 yn flwyddyn frig o ran disgyblion yn mynd i ddisbarthiadau derbyn ar draws y ddinas. Dengys yr amcanestyniadau ar gyfer y dyfodol bod llai o blant yn cael eu derbyn i addysg gynradd o 2017-2019 ac mae'r duedd hon yn cael ei hadlewyrchu yn yr amcanestyniadau uchod. Nid yw'r amcanestyniadau yn cymryd i ystyriaeth y safleoedd tai strategol a gynigir yn y CDLI.*

Canlyniad 2: Mwy o ddysgwyr yn parhau i wella eu sgiliau iaith ar drosglwyddiad o ysgol gynradd i ysgol uwchradd					
	Cyfredol 2015-16	2016-17	2017-18	2018-19	2019-20
Nifer o ddisgyblion Blwyddyn 9 CC	422	456	470	479	534
Mesur 2.1: I gynyddu'r nifer o ddysgwyr blwyddyn naw a asesir mewn Cymraeg (iaith Gyntaf) o 1.5% i 14.4% erbyn 2020.	12.9%	13.5%	14.0%	13.3%	14.4%

Ffynhonnell: CYBLD Data – Ionawr 2016 & Amcanestyniadau CYBLD

Trosglwyddo effeithiol a dilyniant ieithyddol					
	Cyfredol 2015-16	2016-17	2017-18	2018-19	2019-20
Addysg feithrin Cylch Meithrin i addysg feithrin gymunedol Gymraeg a ariennir	84%	I'w gadarnhau	I'w gadarnhau	I'w gadarnhau	I'w gadarnhau
Cyfnod Sylfaen (4/5 oed - Derbyn) i Gyfnod Allweddol 2 (7/8 – Blwyddyn 3)	96%	96%	95%	96%	97%
Cyfnod Allweddol 2 (7/8 oed – Blwyddyn 3) i Gyfnod Allweddol 3 (11/12 oed – Blwyddyn 7)	91%	89%	94%	88%	94%
Cyfnod Allweddol 3 (11/12 oed – Blwyddyn 7) i Gyfnod Allweddol 4 (14/15 oed – Blwyddyn 10)	97%	99%	98%	97%	98%
Mesur 2.2: I gynnal neu wella'r raddfa drosglwyddo gyfartalog ledled y ddinas rhwng Cyfnod Sylfaen i CA2, CA2 i CA3 a CA3 i CA4 o 95% erbyn 2020.	95%	95%	96%	94%	96%
Mesur 2.3: I gynnal trosglwyddiad o 100% o'r Uned Drochi Gymraeg i ysgolion cyfrwng Cymraeg erbyn 2020.	83%	100%	100%	100%	100%

Ffynhonnell: Data 2016 y Mudiad Meithrin, CYBLD NOR & Uned Drochi Gymraeg

Canlyniad 3: Mwy o ddysgwyr 14-16 oed yn astudio am gymwysterau trwy gyfrwng y Gymraeg

	Cyfredol 2015-16	2016-17	2017-18	2018-19	2019-20
Mesur 3.1: Cynnal y ganran o ddysgwyr a gofrestrwyd ar gyfer TGAU Cymraeg (laith Gyntaf) sy'n astudio am o leiaf ddau gymhwyster lefel 1 neu lefel 2 pellach trwy gyfrwng y Gymraeg ar 100% erbyn 2020 (Noder nad yw hyn yn cynnwys y plant hynny sydd â datganiadau penodol o AAA).	99.7%	100%	100%	100%	100%
Mesur 3.2: Cynyddu'r ganran o ddysgwyr a gofrestrwyd ar gyfer TGAU Cymraeg (laith Gyntaf) o leiaf bum cymhwyster lefel 1 neu lefel 2 pellach trwy gyfrwng y Gymraeg o 3% i 95% erbyn 2020 (Noder nad yw hyn yn cynnwys y plant hynny sydd â datganiadau penodol o AAA).	92%	93%	94%	95%	95%

Ffynhonnell: CCyD - Cyflenwad data dros dro CA4 2016 (cymwysterau laith Gymraeg a llenyddiaeth Gymraeg wedi'u heithrio o'r cyfrifiadau)

Canlyniad 4: Mwy o ddysgwyr 16-19 yn astudio pynciau drwy gyfrwng y Gymraeg mewn ysgolion

	Cyfredol 2015-16	2016-17	2017-18	2018-19	2019-20
Mesur 4.1: Cynyddu'r ganran o ddysgwyr 17 oed sy'n astudio 2 neu fwy pynciau drwy gyfrwng y Gymraeg o 4% erbyn 2020.	90.9%	92.6%	93.3%	94.2%	95.0%

Ffynhonnell: CCC - Cyflenwad data dros dro CA4 2016

Canlyniad 5: Mwy o fyfyrwyr â sgiliau uwch yn y Gymraeg

Gwella darpariaeth a safonau Cymraeg laith Gyntaf

	Cyfredol 2015-16	2019-20
Mesur 5.1: Cynyddu'r ganran o ddysgwyr ar ddiwedd y Cyfnod Sylfaen sy'n cyrraedd o leiaf Canlyniad y Cyfnod Sylfaen mewn Sgiliau laith, Llythrennedd a Chyfathrebu mewn ysgolion cyfrwng Cymraeg i 95% erbyn 2020.	93.1%	95%
Mesur 5.2: Cynnal y ganran o ddysgwyr ar ddiwedd Cyfnod Allweddol 2 sy'n cyrraedd o leiaf Lefel 4 mewn asesiad athro yn y Gymraeg ar 96% erbyn 2020.	96.1%	96%
Mesur 5.3: Cynyddu'r ganran o ddysgwyr ar ddiwedd Cyfnod Allweddol 3 sy'n cyrraedd o leiaf Lefel 5 mewn asesiad athro yn Gymraeg i 95% erbyn 2020.	93.1%	95%
Mesur 5.4: Cynyddu'r ganran o ddysgwyr ar ddiwedd Cyfnod Allweddol 4 sydd yn cyflawni graddau A*-C mewn TGAU Cymraeg iaith gyntaf i 85% erbyn 2020.	79.8%	85%

Ffynhonnell: Cronfa Ddata Graidd Cymru Gyfan Llywodraeth Cymru Ion 2016

Gwella darpariaeth a safonau Cymraeg Ail iaith		
	Cyfredol 2015-16	2019-20
Mesur 5.5: Cynyddu'r ganran o ddysgwyr ar ddiwedd Cyfnod Allweddol 2 sy'n cyrraedd o leiaf Lefel 4 mewn asesiad athro o Gymraeg Ail iaith i 80% erbyn 2020.	77%	80%
Mesur 5.6: Cynyddu'r ganran o ddysgwyr ar ddiwedd Cyfnod Allweddol 3 sy'n cyrraedd o leiaf Lefel 5 mewn asesiad athro o Gymraeg Ail iaith i 83% erbyn 2020.	80%	83%
Mesur 5.7: Cynyddu'r ganran o ddysgwyr ar ddiwedd Cyfnod Allweddol 4 sydd yn cyflawni graddau A*-C mewn TGAU Cymraeg Ail iaith Cwrs Llawn i 85% erbyn 2020.	83.2%	85%
	2015/16	2017/18
Mesur 5.8: Cynyddu'r ganran o ddysgwyr ar ddiwedd Cyfnod Allweddol 4 sydd yn cyflawni graddau A*-C mewn TGAU Cymraeg Ail iaith Cwrs Byr i 55% erbyn 2017/18.	49.3%	50%

Ffynhonnell: Data dros dro CCyD 2016

Yn Sefyll Cymraeg Ail iaith	Cyfredol 2015-16
Canran y garfan yn sefyll TGAU Cymraeg ail iaith Cwrs Llawn	37.89%
Canran y garfan yn sefyll TGAU Cymraeg ail iaith cwrs byr	43.77%
Canran y garfan nad oedd yn sefyll am naill ai CAI cwrs llawn na chwrs byr	18.38%

Ffynhonnell: Cyflenwad Data CA4 Dros Dro CCyD 2016

Mwy o ddysgwyr â sgiliau Cymraeg lefel uwch		
	2015-16	2019-20
Mesur 5.9: Cynyddu cyfanswm y rhai sy'n cofrestru ar gyfer Safon Uwch Cymraeg iaith gyntaf (fel canran o gofrestrïadau TGAU Cymraeg iaith gyntaf ddwy flynedd ynghynt) i 5.5% erbyn 2020.	4.8%	5.5%
Mesur 5.10: Cynyddu cyfanswm y rhai sy'n cofrestru ar gyfer Safon Uwch Cymraeg Ail iaith (fel canran o'r Cwrs Llawn TGAU Cymraeg Ail iaith ddwy flynedd ynghynt) i 2% erbyn 2020.	0.44%	1%

Ffynhonnell: Data dros dro CCyD

Canlyniad 6: Darpariaeth cyfrwng Cymraeg ar gyfer dysgwyr ag anghenion dysgu ychwanegol (ADY)					
	Cyfredol 2015-16	2016-17	2017-18	2018-19	2019-20
Mesur 6.1: Cynyddu nifer y lleoedd sydd ar gael mewn CAAau cynradd ac uwchradd cyfrwng Cymraeg o 18 o leoedd i 42 erbyn Medi 2020	18	28	34	40	42

Ffynhonnell: Uwch Arweinydd Cyflawniad - Cynhwysiant

Atodiad 2 – Ymatebion o Ymgynghoriad WESP wedi'u crynhoi

Arfarniad o'r safbwyntiau a fynegwyd

Roedd y consensws cyffredin ar draws yr ymgynghoriad yn croesawu bwriad ac ymrwymiad y Cyngor i gefnogi'r gwaith o ddatblygu, ehangu, a hyrwyddo darpariaeth ar gyfer addysg Gymraeg yn y ddinas.

Roedd y mwyafrif o ymatebion yn ymwneud â sicrhau darpariaeth cyfrwng Cymraeg digonol ledled y ddinas ar bob cam, yn enwedig mewn perthynas â'r CDLI yn ogystal â sicrhau bod cynlluniau wedi'u creu ar gyfer darpariaeth uwchradd o fewn hyd oes y WESP a gwella'r ddarpariaeth ADY yn y sector cyfrwng Cymraeg. Crybwyllwyd nifer o ddiffygion o'r adroddiad gan gynnwys pwyslais y cynllun ar gamau gwella yn hytrach na disgrifio datblygiadau diweddar.

O ganlyniad i'r ymgynghoriad mae datganiad o fwriad wedi'i ychwanegu a'r weledigaeth wedi'i chryfhau i ddarlunio uchelgais y Cyngor i ddatblygu'r iaith Gymraeg yn y ddinas.

(Mae'r ymatebion a dderbyniwyd wedi'u crynhoi isod mewn italig).

Canlyniad 1: Mwy o blant 7 oed yn cael eu haddysgu trwy gyfrwng y Gymraeg

1.1 Darpariaeth Ychwanegol o Addysg Cyfrwng Cymraeg

Ymatebion o'r Ymgynghoriad

Nododd nifer sylweddol o randdeiliaid yr angen i sicrhau bod capasiti addas yn y sectorau cyn ysgol, cynradd ac uwchradd. Amlygodd ymatebwyr yr angen i gynnwys cynlluniau ar gyfer darpariaeth ychwanegol, yn ogystal â'r cynlluniau cymeradwy ar gyfer Ysgol Hamadryad ac Ysgol Glan Morfa, yn WESP 2017-2020. Fe wnaeth ymatebwyr hefyd gynnwys awgrymiadau penodol ar gyfer cynlluniau yn cynnwys ysgolion unigol.

Arfarniad o Safbwyntiau

Bydd angen i unrhyw fuddsoddiad cyfalaf, ar gyfer ehangu neu greu ysgolion newydd, gael ei fodloni o fewn y cyllid ar gyfer rhaglen Ysgolion yr 21ain ganrif Llywodraeth Cymru. Mae Caerdydd wrthi'n darparu cynlluniau a nodwyd fel blaenoriaethau i'w cynnwys o fewn Rhaglen Band A Ysgolion yr 21ain Ganrif. Mae Caerdydd wedi ymrwmo'r holl gyllid cyfalaf yn llawn o fewn Band A.

Band B yw'r cam cyllid nesaf ar gyfer buddsoddiad ysgolion a bydd yn rhedeg o 2019 - 2024. Mae Caerdydd yn dechrau ymchwilio blaenoriaethau ar gyfer Rhaglen Band B yr Awdurdod Lleol. Bydd y broses dadansoddi anghenion a chynllunio ar gyfer Rhaglen Band B yn amlygu blaenoriaethau a phwysau ledled y ddinas.

Bydd yr holl dystiolaeth ansoddol a meintiol, gan gynnwys awgrymiadau penodol trwy'r broses hon, yn sail i'r dadansoddiad anghenion parhaus ar gyfer Band B. Mae'r Grŵp Atgyfeirio Rhanddeiliaid wedi'i greu i sicrhau bod safbwyntiau rhanddeiliaid yn cael eu hystyried yn ystod proses dadansoddi anghenion Band B.

1.1.1 Darpariaeth Cyn Ysgol

Ymatebion o'r Ymgynghoriad

Roedd ymatebion yn nodi bod darpariaeth ar gyfer blynyddoedd cynnar yn hanfodol a bod angen cynyddu gofal plant a darpariaeth feithrin Cymraeg, a fydd yn cael effaith gadarnhaol ar nifer y plant sy'n cyrchu addysg gynradd cyfrwng Cymraeg. Yn ogystal

â chynnyddu nifer y lleoedd Dechrau'n Deg Cymraeg i sicrhau mynediad i leoedd Cymraeg mewn ardaloedd difreintiedig.

Arfarniad o Safbwyntiau

Mae Cyngor Dinas Caerdydd yn cydnabod bod ymgysylltu ar y cyfle cynharaf gyda phlant y blynyddoedd cynnar yn hanfodol i dyfu'r sector addysg Gymraeg. Trwy weithio mewn partneriaeth gyda Mudiad Meithrin mae'r Cyngor yn ceisio rhoi'r cyfle i bob plentyn yng Nghymru elwa o wasanaethau a phrofiadau blynyddoedd cynnar trwy gyfrwng y Gymraeg. Mae Mudiad Meithrin yn arbenigo mewn darpariaethau blynyddoedd cynnar cyfrwng Cymraeg. Penododd Llywodraeth Cymru Mudiad Meithrin i ddarparu'r project Cymraeg i Blant. Diben y Rhaglen Cymraeg i Blant yw cynyddu nifer y siaradwyr Cymraeg ymysg plant ifanc. Mae'r rhaglen Cymraeg i Blant yn atgyfnerthu gwaith Mudiad Meithrin i sicrhau bod llwybr clir o enedigaeth i oed ysgol ar gael yn Gymraeg. Mae Cymraeg i Blant a Mudiad Meithrin yn defnyddio Twitter, Facebook a gwefannau i gynyddu ymgysylltiad â rhieni ifanc trwy'r cyfryngau cymdeithasol. Un o'r argymhellion o'r ymgynghoriad oedd adolygu ffynonellau gwybodaeth sydd ar gael i gynorthwyo â chynnydd o ran marchnata targedig i rieni newydd (a darpar-rieni).

Mae gan staff ar draws Dechrau'n Deg ddull rhagweithiol iawn i annog teuluoedd i dderbyn darpariaeth Dechrau'n Deg Cymraeg. Mae bob aelod o staff yn derbyn DPP ar ddatblygiad iaith plant ac mae hyn yn cynnwys cyngor ar y manteision i ddatblygiad plant â dwyieithrwydd ac amlieithrwydd. Caiff staff eu hannog i hyrwyddo mynediad i wasanaethau cyfrwng Cymraeg.

Bydd Ymwelydd Iechyd yn gofyn i'r holl deuluoedd Dechrau'n Deg, ar gam cynnar ac yna cyn derbyn gofal plant, os hoffent i'w plentyn fynychu gofal plant cyfrwng Cymraeg. Mae'r Ymwelwyr Iechyd hefyd yn annog cyfranogiad rhieni mewn clybiau Ti a Fi, i helpu rhieni i wneud eu dewisiadau ynghylch gofal plant, hefyd, mae grwpiau rhianta Dechrau'n Deg megis Aros a Chwarae a chyrsgiau megis Chwarae Plant a Iaith a Chwarae, oll yn hyrwyddo dwyieithrwydd ac yn darparu adnoddau Cymraeg fel rhan o'r gwasanaeth.

Mae Dechrau'n Deg ar hyn o bryd yn prynu 108 o leoedd Cymraeg allan o gyfanswm o 1029. Mae hyn yn gyfwerth â 10% o'r holl leoedd gofal plant a gynigir i blant 2-3 oed cymwys. Mae 108 o leoedd sydd ar gael yn ateb galw rhieni Dechrau'n Deg sy'n dewis gofal plant cyfrwng Cymraeg. Lle bo bwch mewn darpariaeth o fewn ardal benodol, mae Dechrau'n Deg a Thîm Cymorth Busnes Gofal Plant Cyngor Caerdydd yn rhagweithiol wrth gefnogi datblygiadau newydd.

1.1.1.2 Cylch Meithrin ac Addysg Statudol

Ymatebion o'r Ymgynghoriad

Ceir hefyd sylwadau mewn perthynas â darparu Cylchoedd Meithrin mewn adeiladau addysg ac yn enwedig yr adeiladau Ysgol Hamadryad ac Ysgol Glan Morfa newydd.

Arfarniad o Safbwyntiau

Fel y nodwyd ar dudalen 14 o WESP, bydd Cyngor Dinas Caerdydd a Mudiad Meithrin yn gweithio ynghyd i geisio'r gofynion gweithredol ac ymarferoldeb y trefniadau hyn a byddant yn cael eu hystyried yn y gwaith o gynllunio lleoedd cyfrwng Cymraeg ledled y ddinas ar gyfer y dyfodol.

Cynhaliwyd yr ymgynghoriad ar gyfer cynyddu ac adleoli Ysgol Glan Morfa rhwng 12 Hydref 2015 a 23 Tachwedd 2015, gan nodi bod y gynulleidfa ar gyfer lleoedd cynradd Cymraeg yn ardal Adamsdown a Sblot yn cynnwys darparwyr gofal plant lleol. Fel y nodwyd, mae Cylch Meithrin (Cylch Meithrin Glan Morfa) yn gweithredu o Ysgol Glan Morfa ar hyn o bryd gan gynnig lleoedd meithrin nas cynhelir, gofal plant Dechrau'n Deg a gofal cofleidiol yn y

cyfleuster meithrin yn ystod y prynhawn. Bwriedir i'r ysgol newydd ganiatáu i wasanaethau Cylch Meithrin barhau i weithredu o safle'r ysgol ar ôl trosglwyddo i'r safle newydd, a arweinir gan y Corff Llywodraethu.

Cynhaliwyd yr ymgynghoriad ar gyfer sefydlu Ysgol Hamadryad rhwng 7 Medi 2015 a 19 Hydref, gan nodi bod y gynulleidfa ar gyfer lleoedd cynradd Cymraeg yn ardal Grangetown a Butetown yn cynnwys darparwyr gofal plant lleol. Yn dilyn hynny sefydlwyd Ysgol Hamadryad ym Medi 2016 ac mae wedi'i leoli dros dro yn safle Ysgol Gynradd Parc Ninian gan nodi bod gan y Corff Llywodraethu Ysgol gyfrifoldeb am y datblygiad pellach ac unrhyw ymholiadau dilynol. Wrth ddatblygu'r elfen adeilad ysgol newydd caiff unrhyw arferion da gan gynnwys gofal cofleidiol eu hystyried fel sy'n briodol.

Mae'r cynllun wedi'i gyflwyno i'r adran gynllunio, lle gellir gweld y dyluniad ar y ddolen ganlynlol http://planning.cardiff.gov.uk/online-applications/applicationDetails.do?activeTab=summary&keyVal= CARDIFF_DCAPR_11851_5 a chroesewir adborth trwy'r porthol hwn.

1.1.2 Darpariaeth Gynradd

Ymatebion o'r Ymgynghoriad

Roedd ymatebion mewn perthynas â darpariaeth gynradd ychwanegol yn ymwneud yn bennaf â:

De-orllewin y ddinas a gorllewin y ddinas.

Arweiniodd yr ymateb gan Gymdeithas yr Iaith at greu deg ysgol gynradd Gymraeg newydd ledled y ddinas o fewn y pum mlynedd nesaf a chafwyd eu barn am yr addysg cyfrwng Cymraeg sydd ar gael ledled y ddinas.

Arfarniad o Safbwyntiau

Mae'r Cyngor yn cydnabod bod mwy o alw na chyflenwad ar gyfer ysgolion Cymraeg yng ngorllewin y ddinas. Mae hyn yn cael ei fonitro ynghyd ag effaith darpariaeth ychwanegol o fis Medi 2017 yn yr Ysgol Hamadryad newydd ac ehangu Ysgol Glan Morfa. Mae'r holl faterion sy'n ymwneud â phatrymau cyflenwad a galw ar draws pob sector yn cael eu hystyried fel rhan o raglen cyfalaf Band B Ysgolion yr 21ain Ganrif a byddant yn cynnwys mewnbwn gan gynrychiolwyr o'r sector Cymraeg (ysgolion a WEF) fel rhan o hyn.

1.1.2.1 Niferoedd Derbyn Cyhoeddedig

Ymatebion o'r Ymgynghoriad

Nodwyd nad yw ehangiad "brys" Ysgol y Wern gan 15 lle ychwanegol i gynyddu'r nifer derbyn i 90 wedi bod trwy weithdrefn statudol llawn ond er gwaetha hyn ... mae'n dangos y cynnydd o ran y galw am lleoedd Cymraeg yng ngogledd Caerdydd.

Arfarniad o Safbwyntiau

Fel y nodwyd yng Nghod Sefydliad Ysgol Llywodraeth Cymru, mae ehangu safle ysgol, a fyddai'n cynyddu'r capasiti, yn bosibl ar gyfer cynyddu'r capasiti gan 25%, neu 200 o ddisgyblion ychwanegol o gymharu â chapasiti'r ysgol ar y dyddiad priodol. Roedd ehangu Ysgol y Wern dros dro yn bodloni'r gofyniad hwn.

Aethpwyd dros y Nifer Derbyn Cyhoeddedig yn Ysgol y Wern dros dro i ganiatáu hyd at 15 lle ychwanegol yn y dosbarth derbyn ar gyfer 2016/17. Mae'r data poblogaeth cyn ysgol dinas eang o'r GIG ers 2014 yn awgrymu bod y niferoedd a oedd yn dechrau yn yr ysgol gynradd yn 2016 yn digwydd bod yn flwyddyn â phoblogaeth uchel yn ardal Llanisien / Thornhill, yn hytrach na'n dangos cynnydd parhaus o ran poblogaeth. Cynyddwyd y lleoedd Cymraeg a

Saesneg i fodloni'r nifer cynyddol o blant yn yr ardal leol. Felly bydd y galw cyfatebol am leoedd cynradd Cymraeg yn nalgylch Ysgol y Wern yn cael ei adolygu, a bydd cynigion newydd i gydbwysu'r cyflenwad a'r galw am leoedd yn cael eu cyflwyno lle bo angen.

1.1.2.2 Capasiti

Ymatebion o'r Ymgynghoriad

Nododd ymatebwyr bod y ganran capasiti dros ben o 2% ar gyfer y sector cynradd Cymraeg ledled y ddinas yn ganran fach, sy'n dangos nad yw llawer o rieni bob amser yn cael mynediad i addysg Gymraeg o fewn eu cymunedau. Byddai'n ddefnyddiol pe bai'r Cynllun yn canolbwyntio ar ysgolion Cymraeg lle mae nifer y lleoedd gwag yn llai na 10%. Bydd twf y sector Cymraeg yn fwy cywir drwy edrych ar fynediad i'r dosbarth derbyn yn hytrach na phlant a phobl ifanc 4-18 oed. Er bod capasiti dros ben, yng Nghaerdydd, nid yw'n amlwg a yw'r lleoedd dros ben wedi'u lleoli yn yr ardaloedd cywir a dylai darpariaeth leol fod ar gael i blant lleol.

Arfarniad o Safbwyntiau

Er eglurder, roedd y ganran o leoedd dros ben ar fynediad i'r ysgol gynradd (derbyn) yn 2016 yn 2%, gyda 31 o leoedd ar gael ar fynediad i'r dosbarth derbyn mewn 9 ysgol ledled y ddinas (Hydref 2016). Fodd bynnag, roedd y ganran dros ben yn y sector cynradd Cymraeg yn 8% ym mis Medi 2016. Mae hyn yn cymharu â chapasiti dros ben o 5% yn y sector cynradd Saesneg. Bydd dau ddsbarth mynediad pellach ar gael ar fynediad i'r dosbarth derbyn yn y sector cynradd Cymraeg o fis Medi 2017. Mae'r Cyngor yn derbyn y byddai'r niferoedd derbyn ar gyfer y dosbarth derbyn yn cynnig dull arall i ddangos y twf yn y sector Cymraeg. O'r herwydd, caiff y data ei ychwanegu i'r ddogfen WESP.

Mae'r cyfeiriad o 10% dros ben yn un a gymerwyd o'r Cod Adrefnu Ysgolion: "Ni ddylai fel arfer fod angen darparu lleoedd ychwanegol mewn ysgolion pan fo eraill o'r un math â lleoedd dros ben o fewn pellter rhesymol. Fodd bynnag, gallai cynigion i gynyddu nifer y lleoedd mewn ymateb i'r galw am fath penodol o ddarpariaeth e.e. Cyfrwng Cymraeg, dal fod yn briodol; yn enwedig os yw darpariaeth effeithiol o leoedd ysgol wedi'i chynllunio ar gyfer ardal yr awdurdod lleol."

Nid oes targed Llywodraeth Leol i gyflenwi o leiaf 10% dros ben mewn unrhyw ddarpariaeth ysgol, ar lefel ysgol unigol nac ar sail ardal. Mae'n gyfeiriad at bwynt y dylai'r Awdurdod Lleol gymryd camau i leihau lleoedd dros ben.

Mae polisi Derbyn i Ysgolion y Cyngor a'r meini prawf pan fo mwy o alw na lleoedd yn cael ei briodoli ar sail daearyddol gan roi blaenoriaeth i'r rheiny sy'n byw o fewn dalgylch ysgol ac hefyd yn ystyried pellter o'r cyfeiriad ysgol i'r cartref. Mae hyn yn ceisio cynnal, lle y bo'n bosibl, plant yn mynychu ysgol leol.

1.1.3 Darpariaeth Uwchradd

Ymatebion o'r Ymgynghoriad

Mynegwyd barn gyffredin gan ymgynghoreion ac er eu bod yn cydnabod na fyddai angen darpariaeth uwchradd ychwanegol o fewn cyfnod y cynllun hwn, mae angen sicrhau bod proses gynllunio effeithiol ar gyfer ehangu darpariaeth uwchradd yn cael ei chynnal mewn modd amserol (cyn 2020). Awgrymwyd hefyd model 3-18 y gellid ei ystyried.

Arfarniad o Safbwyntiau

Mae'r Cyngor wedi nodi na fydd angen darpariaeth uwchradd ychwanegol tan ar ôl 2022. Mae hyn yn seiliedig ar 21DM angen addysg uwchradd Cymraeg yn 2020 a 2021, sydd dros y

20DM sydd ar gael ar hyn o bryd. Ni ddylai hyn greu problem, gan fod capasiti ar gael trwy gynllunio cwricwlwm priodol yn unol â'r niferoedd yn yr ysgolion uwchradd Cymraeg yn y tymor byr.

Mae'r Cyngor yn ystyried y safbwyntiau i baratoi cynlluniau trylwyr ar gyfer darpariaeth uwchradd Cymraeg ar y cyfle cynharaf posibl a bydd yn sicrhau bod gwaith cynllunio Band B yn ystyried anghenion y sector Cymraeg. Bydd angen i Gaerdydd fabwysiadu dull creadigol yn gysylltiedig â buddsoddiad ysgolion wrth fynd ymlaen gan fod y Cyngor angen cyflawni'r gwerth gorau o'i adnoddau ariannol cyfyngedig, a fydd angen cynnwys ffyrdd newydd o weithio a datrysiadau arloesol.

1.2 Darpariaeth Bresennol ac Adnoddau Ariannol

Ymatebion o'r Ymgynghoriad

Mae'r cynllun yn crybwyll adeiladau a datblygiadau newydd yng Nghaerdydd ond dylai fod ffocws cadarn ar gyfleusterau presennol mewn ysgolion sefydledig i sicrhau bod cyfleusterau a darpariaeth bresennol yn addas i'r diben.

Gofynnodd un Corff Llywodraethu Ysgol a fyddai mwy o adnoddau ariannol ar gyfer ysgolion Cymraeg ac roedd dau ymateb yn bryderus ynghylch yr arian yn cael ei ddyrannu'n gyfartal ac yn gynaliadwy rhwng ysgolion Cymraeg a Saesneg.

Arfarniad o Safbwyntiau

Mae gan addysg gyllideb cyfalaf cynnal a chadw asedau blynyddol y gellir ei dyrannu i ymdrin â materion o fewn yr ystâd bresennol. Fel y nodwyd yng Nghynllun Rheoli Asedau Corfforaethol y Cyngor 2016/17, roedd gan ysgolion Caerdydd ôl-groniad cynnal a chadw o tua £71.5m (Ebrill 2016). Cyllideb cynnal a chadw blynyddol ar gyfer sefydliadau addysgol sy'n dod i gyfanswm o £18.760m dros y cyfnod pum mlynedd rhwng y blynyddoedd ariannol 2017/18 a 2021/22, yn unol â chymeradwyaeth o gyllideb 2017/18 y Cyngor. Mae'r dyraniad hwn ar gyfer gwaith adnewyddu ac addaswydd asedau. Felly, mae angen blaenoriaethu gwaith mewn ysgolion presennol ledled y ddinas. Mae tîm Arlwygo Addysg Dinas Caerdydd hefyd yn asesu ceginau ysgolion ar raglen adnewyddu treigl trwy gynigion cyfalaf gyda gwariant cyfyngedig ar gael.

Bydd angen i unrhyw ddarpariaeth ychwanegol, ailsiapio darpariaeth ar raddfa fwy gael ei gynnwys yn rhaglen buddsoddi cyfalaf Band B; fodd bynnag, ni fydd y cyllid hwn yn cynnwys materion sy'n ymwneud â digonolrwydd ac amodau sy'n bodoli. I nodi, mae Cyllid Cyfalaf Cyffredinol Llywodraeth Leol a ddyrannwyd i'r Cyngor wedi lleihau gan 35% ers 2010/11. Mae'r Cyngor yn gweithio mewn partneriaeth â Llywodraeth Cymru ac wedi dyrannu adnoddau sylweddol i ariannu cynlluniau Band A yr 21ain Ganrif fel rhan o raglen fuddsoddi £164m. Bydd hefyd angen penderfynu ar fodel ariannol ymarferol ar gyfer unrhyw gynigion Band B a gyflwynir gan y Cyngor ar gyfer cymeradwyaeth Llywodraeth Cymru o 2019/20.

Mae ysgolion presennol yn derbyn cyllid ar gyfer atgyweiriadau a chynnal a chadw o fewn eu cyllideb refeniw fformwla blynyddol a, gan bod hwn yn gyllid dirprwyedig, mae penderfyniadau o ran sut maen nhw'n gwario'r dyraniad hwn yn cael eu gwneud ar ddisgresiwn Corff Llywodraethu a Phennaeth bob ysgol. Mae'r Cyngor yn cydnabod bod blaenoriaeth i nodi cyfrifoldebau clir mewn perthynas â rheoli ystâd eiddo ysgolion Caerdydd. Gall buddsoddiad Cyngor ychwanegol yn yr ysgolion presennol a holl flaenoriaethau eraill y Cyngor ond ddod o elw gwerthu tir neu o fenthyciad ychwanegol. Mae gan fenthycia oblygiadau o ran cyllidebau refeniw, ac mae angen iddo fod yn fforddiadwy, nawr yn ogystal ag yn y dyfodol.

Felly, bydd angen i uchelgeisiau a nodau o fewn y WESP gael eu rhannu gyda'r holl bartneriaid a rhanddeiliaid i weithredu a chyflawni sy'n golygu dull partneriaeth o ran datblygu'r iaith Gymraeg ledled y ddinas.

Caiff cyllid refeniw a ddarperir i ysgolion ei ddsbarthu ar sail fformwla, a arweinir yn bennaf gan niferoedd disgyblion. Caiff unrhyw gynnydd o ran y swm cyffredinol o gyllid sydd ar gael i ysgolion dirprwyedig ei ddsbarthu rhwng ysgolion Cymraeg a Saesneg yn gyfartal. O'r herwydd, ni wneir unrhyw ddyraniadau ar wahân mewn perthynas â'r fenter hon; fodd bynnag, bydd ysgolion Cymraeg yn derbyn cyfran briodol o'r cynnydd cyffredinol o ran y cyllid sydd ar gael ar gyfer ysgolion dirprwyedig ar sail blynyddol.

1.3 Goblygiadau'r Cynllun Datblygu Lleol (CDLI) a'r Galw Cymraeg

Ymatebion o'r Ymgynghoriad

Mynegodd ystod o randdeiliaid pa mor bwysig yw'r angen i'r ddarpariaeth Gymraeg gael ei chynllunio o fewn y 22 dosbarth mynediad ychwanegol a fydd yn ofynnol o ganlyniad i'r ardaloedd CDLI. Nid yw mabwysiadu'r dull o ymateb i'r galw yn unig yn ddigon a dylid mabwysiadu'r cyfle i gymryd dull uchelgeisiol drwy gynnig dewis iaith teg ym mhob cymuned. Derbyniwyd cwestiynau a oedd yn gofyn sut oedd y 22 dosbarth mynediad ychwanegol wedi'u cyfrifo, pa ganran o'r ddarpariaeth fydd yn ddarpariaeth Gymraeg neu Saesneg, graddfeydd amser cysylltedig a ph'un a all y CDLI newid, gan effeithio ar y nifer o ddsbarthiadau mynediad ychwanegol sydd eu hangen.

Mynegwyd pryderon hefyd o ran na fydd ymateb i'r galw yn unig yn gwireddu gweledigaeth Llywodraeth Cymru o greu 1m o siaradwyr erbyn 2050 a bod angen dull mwy rhagweithiol nid yn unig i ddiwallu'r galw ond hefyd i greu galw. Awgrymwyd bod angen ymchwil ac arolygon i ddarparu sylfaen gadarn ar gyfer cynllunio'r galw. I gefnogi hyn, nododd nifer o ymatebwyr y byddai gallu olrhain disgyblion trwy'r system addysg sy'n cael gwrthod lle mewn addysg Gymraeg yn y lle cyntaf yn ddefnyddiol.

Arfarniad o Safbwyntiau

Nid yw'n bosibl cwblhau'r prosesau statudol a fyddai'n ofynnol i sefydlu darpariaeth ysgol newydd o fewn oes y WESP (2017 - 2020). Yn ystod oes y WESP, 2017-2020, ni ddisgwylir i'r cyfanswm o ddisgyblion sy'n dechrau addysg (un ai cyfrwng Saesneg neu Gymraeg) o ddatblygiadau tai newydd, gan gynnwys Melin Trelái a Phlasdŵr, fod yn fwy na'r gostyngiad o ran y boblogaeth cyn ysgol o gymharu â niferoedd derbyn diweddar. Ceisir cyfraniadau datblygwyr lle na ellir bodloni'r galw am leoedd ysgol ychwanegol o fewn darpariaeth ysgol bresennol a bydd darpariaeth ychwanegol yn cael ei gyflwyno fel sy'n briodol. Bydd CTY yn parhau i fonitro dyddiadau a rhagamcaniadau datblygiadau tai a bydd yn rhoi ystyriaeth strategol ddyledus i'r rhain.

Mae'r fethodoleg a ffefrir gan y Cyngor ar gyfer rhagdybio'r galw am leoedd yn defnyddio data poblogaeth gwasanaeth iechyd cyn ysgol unigol i ragfynegi ar lefel dalgylch pob ysgol unigol gan ddefnyddio model goroesi safonol carfan ac ystyried y lleoedd a gymerwyd mewn ysgolion yn ddiweddar yn gymesur â hyn. Mae'r Gwasanaeth Addysg hefyd yn gweithio mewn partneriaeth agos â swyddogion Cynllunio Strategol i sicrhau bod ei fethodolegau ar gyfer rhagfynegi niferoedd disgyblion o ddatblygiadau tai newydd yn cael eu diwallu'n ddigonol.

Fodd bynnag, mae pob lle ysgol cymunedol, beth bynnag fo'r cyfrwng iaith ar agor i holl breswylwyr Caerdydd. Mae dewis rhieni yn cadarnhau'r ysgol a ffefrir, yn ogystal â'r cyfrwng iaith; lle bydd eu plant yn derbyn eu haddysg.

Mae'n rhaid i'r Cyngor ddangos y galw i sicrhau llwyddiant gydag unrhyw geisiadau cyllid (e.e. a106 neu fuddsoddiad cyfalaf ysgolion Llywodraeth Cymru).

Bydd Cyngor Dinas Caerdydd yn ogystal â'r Gwasanaeth Gwybodaeth i Deuluoedd yn trafod gweithredu asesiad galw cyfrwng Cymraeg ymhellach gyda Llywodraeth Cymru. Mae Prifysgol Caerdydd hefyd wedi amlygu yr hoffent wneud ymchwil o ran galw, a'r achosion a'r rhesymau dros ddewis ac argaeledd cyfrwng Cymraeg felly mae posibilid o ymuno â hwy i

ymchwilio ymhellach yn ogystal â defnyddio panel Holi Caerdydd a weinyddir gan Ganolfan Ymchwil Caerdydd i gynorthwyo â chynllunio'r continwm cyfrwng Cymraeg.

Bydd y Cyngor yn gweithio gyda phartneriaid i ddyfeisio cynllun gweithredu a fydd yn darparu myraethau i gyflawni'r uchelgeisiau a nodir yn y strategaeth.

1.4 Hyrwyddo Cyfrwng Cymraeg

Ymatebion o'r Ymgynghoriad

Mynegodd nifer o ymatebwyr gredoau cryf bod angen mwy o ymdrech i wella gwybodaeth o ran yr hyn y mae addysg cyfrwng Cymraeg yn ei gynnig a chynyddu'r gwaith o hyrwyddo'r iaith Gymraeg a darpariaeth addysg cyfrwng Cymraeg sydd ar gael; yn enwedig ar y cyfle cynharaf ac o fewn ardaloedd Dechrau'n Deg. Mae angen mwy o wybodaeth yn y llyfryn 'Derbyn i Ysgolion', sydd â 114 o dudalennau a llai na hanner tudalen ar addysg cyfrwng Cymraeg (ac eithrio ar gyfer y rhestr o ysgolion ar ddiwedd y ddogfen). Nododd ymatebwyr fod gan nifer sylweddol o ddarpar-rieni gamsyniadau ynghylch addysg cyfrwng Cymraeg.

Arfarniad o Safbwyntiau

Mae'r Cyngor eisoes yn gweithio gyda nifer o bartneriaid i hyrwyddo addysg cyfrwng Cymraeg a gofal plant cyn ysgol cyfrwng Cymraeg. Cafodd darpariaeth ymdrochi Cymraeg ei chynnwys am y tro cyntaf yn llyfryn derbyn i ysgolion 2017/18. Mae'r tîm addysg yn cydnabod y gall y Llyfryn Gwybodaeth i Ysgolion elwa o gael adran cyfrwng Cymraeg estynedig a chynigir y dylid sefydlu grŵp gorchwyl a gorffen i ystyried y ffordd orau o gael gwared ar fythau am gyrchu addysg cyfrwng Cymraeg a chynnwys mwy o wybodaeth am y prosesau sy'n gysylltiedig â chyrchu darpariaeth y Ganolfan Ymdrochi Cymraeg yn llyfryn Derbyn i Ysgolion 2018/19. Bydd Fforwm Addysg Gymraeg Caerdydd, dan eu cylch gwaith i gyfrannu at y gwaith o ddatblygu a hyrwyddo addysg cyfrwng Cymraeg, yn adolygu drafft o'r testun cyn ei gynnwys yn y ddogfen derfynol.

1.5 Data a Rhagfynegiadau

Ymatebion o'r Ymgynghoriad

Fe wnaeth nifer o ymatebwyr gwestiynu'r fethodoleg ar gyfer y rhagfynegiadau, y sail ar gyfer yr ystadegau a pham bod rhai rhagfynegiadau yn ymddangos fel petaent yn rhy isel. Yn benodol, mynegwyd pryder mewn y nifer o ymatebion mewn perthynas â'r targed ar gyfer mwy o blant saith oed. Dywedodd nifer o ymatebwyr nad oedd y targedau yn ddigon uchelgeisiol neu heriol, eu bod yn siomedig ac yn amcangyfrif rhy isel o lawer. Mae angen i'r rhagfynegiadau a wneir gan y Cyngor adlewyrchu'r darlun cywir.

Arfarniad o Safbwyntiau

Mae rhagfynegiadau seiliedig ar ardal yn dilyn model goroesi carfan safonol sy'n ystyried data poblogaeth (a gyflenwir yn flynyddol gan y GIG) a data PLASC sy'n cael ei ddarparu a'i wirio gan ysgolion yn flynyddol. Mae'r set data PLASC a wiriwyd yn fwyaf diweddar ar gael i'w ddadansoddi o Ionawr 2016 pan gafodd 690 o ddisgyblion eu cofrestru mewn dosbarthiadau derbyn Cymraeg.

Yn y blynyddoedd diweddar, mae nifer y disgyblion sy'n dechrau addysg cyfrwng Cymraeg ledled y ddinas wedi cynyddu'n gyson ac yn gymesur â'r twf mewn poblogaeth. Mae data GIG yn nodi y bydd llai o blant yn cael eu derbyn i addysg gynradd o 2017 i 2019, o gymharu â'r brig yn 2016, ac felly mae rhagfynegiadau sy'n dangos twf o ran canran (ond gostyngiad mewn niferoedd) yn adlewyrchu'r tuedd hwn o ran poblogaeth.

Mae WESP Caerdydd yn nodi gwaelodlin o ran sut, pe bai tueddiadau a'r nifer cyfatebol sy'n derbyn lleoedd yn dilyn patrymau diweddar, y byddai'r nifer sy'n derbyn lleoedd ym mlwyddyn 2, h.y. rhagfynegiadau, yn cynyddu i 16.4% erbyn 2019/20 ac i 16.7% erbyn 2022/23. Fodd bynnag, mae colofn ychwanegol wedi'i hychwanegu sy'n adlewyrchu targedau ar gyfer disgyblion blwyddyn 2.

Mae'r targedau ar gyfer disgyblion a asesir yn saith oed fel arfer wedi'u cyfyngu gan fformat y WESP i'r cyfnod tair blynedd 2017-2020. Yn amlwg, ni all y Cyngor ddylanwadu llawer ar rieni i addysgu plant trwy gyfrwng y Gymraeg pan fo disgyblion eisoes wedi dechrau ar addysg llawn amser statudol, ac eithrio targedu disgyblion sydd wedi cyflwyno cais trosglwyddo ysgol a gweithio'n agos gydag ysgolion i leihau nifer y disgyblion sy'n dewis trosglwyddo.

Byddai disgyblion a aseswyd yn saith oed yn 2017-2018 a 2018-19 wedi dechrau addysg gynradd ym mis Medi 2015 a 2016 yn y drefn honno; mae disgyblion a aseswyd yn 7 oed yn 2019-2020 wedi cyflwyno ffurflenni cais i ddechrau addysg gynradd ym mis Medi 2017. Byddai prosesau statudol a allai fod wedi'u cymryd i gynyddu nifer y lleoedd sydd ar gael ar gyfer y garfan o blant 7 oed yn 2019/20, megis yr ymgynghoriad ar drefniadau derbyn a'r penderfyniad arnynt, wedi'u cwblhau. Felly mae'r WESP yn gallu rhoi manylion mesurau a gymerwyd eisoes i gynyddu nifer y plant saith oed sydd wedi dechrau addysg yn ddiweddar, a'r rheiny a fyddai'n cofrestru ym mis Medi 2017 a 2018.

Mae WESP Caerdydd yn gosod targedau uchelgeisiol sy'n sylweddol fwy na'r nifer a ragfynegwyd, gan 5 disgybl yn 2020/21, gan 29 disgybl yn 2021/22 a chan 67 disgybl yn 2022/23.

1.6 Hyfforddiant i Staff Rheng Flaen

Ymatebion o'r Ymgynghoriad

Staff rheng flaen e.e. Dylai Ymwelwyr lechyd, bydwragedd, Gwybodaeth i Deuluoedd gael y cyfle i gael eu hyfforddi o ran manteision addysg cyfrwng Gymraeg a manteision dwyieithrwydd.

Arfarniad o Safbwyntiau

Gwneir llawer o waith trwy weithio â'r sector gofal plant i annog y gweithlu i ddewis CPD iaith Gymraeg a chysiau cyfreithiol a rheoliadol i annog y farchnad. Yn y cyd-destun fodd bynnag, mae tîm Canolfan Achrededig a Gweithlu Gofal Plant y Cyngor wedi cael problemau yn llenwi'r cysiau Cymraeg sydd wedi cael eu cynnig i'r sector.

Yn ystod 2016/17 cynigiodd y tîm 4 sesiwn blas ar y Gymraeg trwy Campiaith, roedd rhaid canslo 2 gan nad oedd digon wedi archebu. O'r 2 gwrs a gynhaliwyd, dim ond 19 o'r 40 lle oedd ar gael a lenwyd. Roedd y tîm hefyd yn cynnig cwrs iaith Gymraeg Pellach 1 diwrnod, gan fod yr adborth gan ddarparwyr gofal plant yn nodi eu bod eisiau mwy na sesiwn ragarweiniol. Fodd bynnag, roedd rhaid canslo'r cwrs gan mai dim ond 3 lle a gafodd eu harchebu.

Trefnodd y tîm ddau gwrs Cyfreithiol a Rheoliadol (2 x Hylendid Bwyd a 2 x Deall Amddiffyn Plant) trwy gyfrwng y Gymraeg, fodd bynnag cafodd bob un o'r cysiau hyn eu canslo gan mai dim ond 1 lle a archebwyd.

Ymddengys er bod yr ymgynghoriad anghenion hyfforddiant blynyddol ar gyfer y sector yn dangos bod galw am gyrsiau iaith Gymraeg neu gyrsiau a ddarperir trwy gyfrwng y Gymraeg, pan ddaw'r adeg i archebu a thalu am le ar gwrs o'r fath, nid yw'r galw yno. Anfonir yr ymgynghoriad i'r gweithlu gofal plant yng Nghaerdydd ac eleni, mae'r ymateb a dderbyniwyd yn dangos mai dim ond 13% o ymatebwyr a nododd y byddent yn mynychu hyfforddiant trwy gyfrwng y Gymraeg.

O ganlyniad i'r wybodaeth hon, mae'r Cyngor yn cynnig nodi rhesymau posibl dros y diffyg diddordeb a rhoi camau mwy penodol ar waith.

Bydd Llywodraeth Cymru yn buddsoddi £3m ychwanegol yn y Ganolfan Genedlaethol ar gyfer Dysgu Cymraeg i wella a chynyddu'r defnydd o'r Gymraeg yn y gweithle. Mae'r Ganolfan Genedlaethol ar gyfer Dysgu Cymraeg yn gyfrifol am ddarparu arweiniad strategol i'r sector Cymraeg i Oedolion. Mae'r rôl hon yn cynnwys datblygu a darparu cyrsiau Cymraeg i Oedolion yn y gweithle, yn enwedig i gyrff sy'n dod dan y gyfundrefn safonau iaith. Mae Llywodraeth Cymru wedi gweithio'n agos â'r Ganolfan Genedlaethol i ddatblygu cynllun ar gyfer yr arian ychwanegol a glustnodwyd yng nghytundeb cyllideb 2017-18 gyda Plaid Cymru. Mae'r Cynllun yn cynnwys pump llinyn ac mae un llinyn yn ymwneud yn benodol â chysiau ar gyfer gweithle'r blynyddoedd cynnar 'Cymraeg Cynnar/Early Welsh'. Bydd y tîm Cyrhaeddiad, gan gynnwys y Gwasanaethau Gofal Plant, yn cynyddu'r llinyn ar gyfer cyrsiau gweithlu'r blynyddoedd cynnar ar ran y Cyngor drwy gyfeirio a hyrwyddo cyfleoedd Cymraeg Cynnar sydd ar gael trwy'r cynllun 'Cymraeg Gwaith'.

1.7 Dalgylchoedd

Ymatebion o'r Ymgynghoriad

Cafwyd ystod o ymatebion a oedd yn pwysleisio'r angen am ddalgylch ar gyfer Ysgol Hamadryad a'r angen am ymgynghoriad cynnar gyda rhanddeiliaid os bydd unrhyw newidiadau i drefniadau dalgylchoedd yn y ddinas.

Arfarniad o Safbwyntiau

Er mwyn sefydlu pob dalgylch ysgol unigol mae'n rhaid i'r Cyngor gynnal ymgynghoriad ffurfiol. Mae'r Cyngor, yn ei rôl fel awdurdod derbyn, yn ymgynghori ag ysgolion yn flynyddol mewn perthynas â threfniadau derbyn i ysgolion, gan gynnwys dalgylchoedd ysgolion.

Ni all unrhyw newidiadau i drefniadau derbyn i ysgolion megis diwygio dalgylchoedd gael eu rhoi ar waith tan fis Medi 2019 ar y cynharaf, yn unol â gofynion Cod Derbyn i Ysgolion Llywodraeth Cymru. Disgwylir, yn dilyn dadansoddiad pellach o'r lleoedd derbyn a lenwyd ym Medi 2016 a 2017, y byddai unrhyw newidiadau arfaethedig i ddalgylchoedd ysgolion yn cael eu hymgyngori arnynt yn gynnar yn 2018 neu 2019, i drefniadau gael eu rhoi ar waith ym Medi 2019 neu Medi 2020.

1.8 Cymunedau Amlddiwylliannol ac Addysg Cyfrwng Cymraeg

Ymatebion o'r Ymgynghoriad

Roedd ymatebwyr yn annog y Cyngor i gyfeirio at nifer y plant o gefndiroedd lleiafrifoedd ethnig sy'n cyrchu addysg cyfrwng Cymraeg gan nodi bod cyfranogiad mewn addysg cyfrwng Cymraeg yn is mewn cymuneau ethnig.

Arfarniad o Safbwyntiau

Mae datganiad o fwriad y Cyngor a gwerthoedd o fewn y Cynllun Strategol Cymraeg mewn Addysg (2017-2020) yn ymwneud â bod pob plentyn yn teimlo'n hyderus yn y Gymraeg gydag addysg a gofal plant cyfrwng Cymraeg ar gael i bawb a bod addysg Gymraeg yn gynhwysol. Mae rhieni ledled y ddinas yn gallu ymgeisio am leoedd ysgol cymunedol p'un a ydynt yn lleoedd Cymraeg neu Saesneg, a waeth beth fo'u cefndir ethnig.

Mae trosolwg o ystadegau yn dangos bod canran is o blant o gefndiroedd lleiafrifoedd sy'n manteisio ar addysg Gymraeg fodd bynnag i roi darlun llawnach, byddai'n rhaid gwneud ymchwil penodol i ddeall y darlun dinas-eang a'r nifer sy'n dewis addysg Gymraeg o gefndiroedd lleiafrifoedd ethnig.

Mae'r Cyngor yn gweithio gyda RhAG, partneriaid Cymraeg gan gynnwys Menter Caerdydd, Mudiad Meithrin, Cyngor Ffoaduriaid Cymru ac aelodau eraill o'r gymuned ar broject a gefnogir gan gyllid Llywodraeth Cymru i ledaenu'r neges o addysg Gymraeg mewn cymunedau amlddiwylliannol, yn enwedig Butetown, i sefydlu Ysgol Hamadryad. Mae Gwasanaeth Ethnig a Theithwyr y Cyngor yn gweithredu fel cyswllt rhwng y project a theuluoedd a disgyblion. Yn dilyn trafodaethau gyda rhanddeiliaid, bydd y project yn cynhyrchu ffilm fer i hyrwyddo addysg cyfrwng Cymraeg. Wrth i boblogaeth y ddinas ddod yn fwy amrywiol, gallai'r ffilm hon ddod yn adnodd gwerthfawr ar gyfer cefnogi datblygiad addysg cyfrwng Cymraeg mewn cymunedau amlddiwylliannol.

Mae'r Cyngor wedi gweithio'n agos â Chorff Llywodraethu Ysgol Hamadryad i sicrhau bod yr ysgol yn cael ei gweld fel dewis ystyrlon i'r cymunedau lleol. Mynychodd pennaeth a llywodraethwyr yr ysgol nifer o ddiwyddiadau cymunedol hefyd gyda'r nod o gyrraedd cymunedau amrywiol Butetown a Grangetown.

Mae Caerdydd hefyd yn gallu cynnig darpariaeth wych i newydd ddyfodiaid i'r ddinas ar ffurf uned drochi Gymraeg. Mae'r Uned Drochi Gymraeg yn darparu addysg iaith Gymraeg ddws i alluogi plant i ddod yn ddigon rhugl i drosglwyddo i addysg mewn Ysgol Gymraeg.

1.9 Trafnidiaeth Dysgwyr

Ymatebion o'r Ymgynghoriad

Mynegodd ymatebwyr yr angen i sicrhau bod bob rhiant a bob plentyn yn cael dewis teg rhwng ysgolion Cymraeg a Saesneg. Roedd ymatebion eraill yn nodi angen i wahaniaethu rhwng ysgolion cymunedol Cymraeg ac ysgolion ffydd, oherwydd bod rhai rhieni dan yr argraff bod y meini prawf derbyn sy'n cynnwys y gallu i siarad Cymraeg yn cael eu hystyried wrth dderbyn plant i ysgolion Cymraeg yn yr un ffordd ag y mae amodau crefyddol yn berthnasol i brosesau derbyn mewn ysgolion ffydd.

Cafwyd sylwadau ynghylch yr angen am fysis ar gyfer disgyblion cyfrwng Cymraeg i deithio i'w hysgolion uwchradd Cymraeg ac anghytundeb gyda'r geiriad yn yr adran Trafnidiaeth Dysgwyr "[...] Nid oes gofyniad statudol i Gyngor Caerdydd ddarparu trafnidiaeth am ddim i unrhyw ysgol Gymraeg...."

Arfarniad o Safbwyntiau

Mae polisi trafnidiaeth o'r cartref i'r ysgol presennol Cyngor Caerdydd yn nodi bod 4 categori / math o'r ysgol briodol agosaf, sef:-

1. Yr Ysgol Gymunedol Saesneg agosaf
2. Yr Ysgol Gymunedol Gymraeg agosaf
3. Yr Ysgol yr Eglwys yng Nghymru agosaf
4. Yr Ysgol Gatholig agosaf

Darnau o'r Cod Canllaw Trafnidiaeth Teithwyr a gyhoeddwyd ym Mehefin 2014, datganiad cwestiynau cyffredin:-

12. Ydyw'n ofyniad cyfreithiol i awdurdodau lleol ddarparu trafnidiaeth am ddim i ysgolion cynradd ac uwchradd Cymraeg?

Dan y ddeddfwriaeth trafnidiaeth ysgol bresennol, mae dysgwr yn gymwys i drafnidiaeth am ddim i ysgol Gymraeg os yw'r ysgol honno yn cael ei hystyried gan yr awdurdod lleol fel ysgol addas agosaf y dysgwr a bod y dysgwr yn diwallu'r meini prawf pellter sy'n benodol i'w hoedran. Mae disgyblion cynradd yn gymwys i drafnidiaeth am ddim os ydynt yn byw 2 filltir neu fwy o'r ysgol addas agosaf tra bo disgyblion uwchradd yn gymwys i drafnidiaeth am ddim os ydynt yn byw 3 milltir neu fwy o'r ysgol addas agosaf.

Mae Adran 1 – 1.40 yn nodi: gall rhieni a dysgwyr fynegi dewis am ysgol benodol, math penodol o ddarpariaeth iaith neu ysgol ffydd, ond nid yw'r Mesur yn rhoi hawliau i rieni a

dysgwyr i drafnidiaeth am ddim i'w ysgol a neu leoliad o ddewis, oni bai bod yr awdurdod lleol yn ystyried taw'r ysgol honno yw ysgol addas agosaf y dysgwr a bod y dysgwr yn diwallu'r meini prawf pellter.

DRAFFET

Canlyniad 2: Mwy o ddysgwyr yn parhau i wella eu sgiliau iaith o symud i'r ysgol gynradd i'r ysgol uwchradd

2.0 Cyfraddau trosglwyddo

Ymatebion o'r Ymgynghoriad

Dylai Caerdydd fod yn uchelgeisiol a cheisio sicrhau cyfraddau trosglwyddo o 100% ar draws pob cyfnod a chynnyddu cyfraddau trosglwyddo o Gylchoedd Meithrin lle ceir cyfraddau trosglwyddo isel. Pa gamau penodol fydd yr Awdurdod Lleol yn eu cymryd i wella'r gyfradd drosglwyddo rhwng CA2 a CA3?

Arfarniad o Safbwyntiau

Bydd yr Awdurdod Lleol yn gweithio gydag ysgolion i nodi grwpiau o ddisgyblion sy'n dewis trosglwyddo allan yn ystod addysg gynradd Cymraeg ac wrth bontio o ysgol gynradd i uwchradd. Bydd y Cyngor yn sicrhau bod mwy o gyfathrebu rheolaidd yn digwydd gyda phenaethiaid i nodi trosglwyddiadau a'r rhesymau drostynt. Mae'r gyfradd trosglwyddo dinas-eang cyfartalog wedi cynyddu o 95% i 96%. Mae hyn oherwydd bod y Cyngor eisiau dangos uchelgais tra'n cydnabod bod gan boblogaeth y ddinas lefel uchel o symudedd a bod dewis rhieni yn agwedd bwysig o addysg disgybl, felly'n gosod targed uchelgeisiol, ond realistig fel y gofynnwyd gan Lywodraeth Cymru.

Roedd Cyfraddau trosglwyddo o'r Cylchoedd yn 86% yn 2013, 85% yn 2014 a 84% yn 2015. Mae'r cyfraddau trosglwyddo o Cylch Meithrin Grangetown a'r Bae wedi bod fel a ganlyn:

2013-14	19%
2014-15	50%
2015-16	73%

Mae'r data uchod yn dangos bod y gyfradd trosglwyddo o Cylch Meithrin Grangetown a'r Bae wedi cynyddu'n sylweddol dros y 3 blynedd diwethaf. Fodd bynnag, bydd Mudiad Meithrin yn adolygu'r cyfraddau trosglwyddo mewn mwy o fanylder i ddeall pam bod y cyfraddau yn gostwng a byddant yn gweithio gyda'r Tîm Cymorth Busnes Gofal Plant i barhau i wella'r cyfraddau trosglwyddo o Grangetown a'r Bae i gyd-fynd â chyrhaeddiad Ysgol Hamadryad. Gallai Mudiad Meithrin hefyd edrych ar Gylchoedd gyda chyfraddau trosglwyddo uwch a chreu partneriaeth gyda Chylchoedd sydd â chyfraddau is i weld os gellir dysgu gwersi i adeiladu llwyddiannau a chynnaladwyedd tra'n sicrhau bod pob cylch yn ddewis ystyrlon i gymunedau.

Bydd Cyngor Dinas Caerdydd yn ymchwilio i dueddiadau mewn cyfraddau trosglwyddo rhwng gwahanol oedrannau a chyfnodau'r continwm iaith Gymraeg. Bydd canlyniadau'r gwaith hwn yn arwain at gamau pellach fodd bynnag; mae'n rhy gynnar i ddweud beth gellid ei wneud, oherwydd bydd hyn yn dibynnu ar ganlyniadau'r ymchwiliadau. Mae'r Comisiynydd Iaith wedi rhoi gwybod bod tystiolaeth yn dangos y bydd canolbwyntio ar gryfhau addysg Gymraeg mewn un cyfnod allweddol yn aflwyddiannus o ran creu nifer sylweddol o siaradwyr Cymraeg newydd a rhugl. Yn hytrach, rhaid cryfhau darpariaeth Gymraeg o'r cychwyn cyntaf ac ym mhob un o'r cyfnodau allweddol dilynol er mwyn sicrhau bod nifer uwch o unigolion yn cwblhau siwrne gyfan o ddarpariaeth Gymraeg yn ystod eu gofal ac addysg. Caiff hyn ei ystyried wrth gynllunio camau pellach.

2.1 Trosglwyddiadau yn ystod y flwyddyn

Ymatebion o'r Ymgynghoriad

Crybwyllwyd p'un a oedd y Cyngor yn rhagweithiol o ran cynnig darpariaeth Gymraeg gyda throsglwyddiadau yn ystod y flwyddyn.

Arfarniad o Safbwyntiau

O ran trosglwyddiadau yn ystod y flwyddyn, bydd pob un sy'n cael gwrthod lle yn derbyn rhestr gyffredinol o leoedd sydd ar gael ym mhob ysgol Gymraeg a Saesneg sydd ag ond ychydig o leoedd ar gael a dywedir wrth ymgeiswyr y gallant ymgeisio am eu dewisiadau o'r rhestr. Ar gyfer ceisiadau yn ystod y flwyddyn, os bydd rhieni yn nodi eu bod yn ffafrio darpariaeth Gymraeg neu Saesneg bydd y tîm yn helpu gyda gwybodaeth ar ysgolion mewn perthynas â'r cyfrwng y maent wedi gofyn amdano. Os bydd rhieni yn dweud eu bod yn symud i Gaerdydd, bydd pob ysgol yn yr ardal leol sydd â lleoedd gwag yn cael eu hamlygu, beth bynnag fo'r cyfrwng iaith.

2.2. Canolfan Trochi Gymraeg (CTG)

Ymatebion o'r Ymgynghoriad

Dylai Cyngor Dinas Caerdydd gael eu canmol am sicrhau bod y ddarpariaeth hon yn bodoli a dylid croesawu'r pwyslais ar drochi cynnar, fodd bynnag, mae angen mwy o gyhoeddusrwydd am ei fodolaeth a sut i gael lle. Mae'r gyfradd drosglwyddo o 100% yn uchelgeisiol iawn.

Arfarniad o Safbwyntiau

I gynorthwyo â chynllunio lleoedd ledled y ddinas, bydd y tîm derbyn i ysgolion yn gwella'r broses o rannu gwybodaeth gyda'r Ganolfan Drochi Gymraeg. Gall disgyblion o ledled y ddinas fynychu'r uned lle maent yn mynychu am dymor neu'n hirach roi sgiliau Cymraeg iddynt.

Ym mis Medi 2016, roedd gofyniad i ddsbarth trochi uwchradd gael ei sefydlu i ddisgyblion sy'n mynychu Ysgol Bro Edern ond ddim o gefndir addysg gynradd Cymraeg. Cafodd ei sefydlu i gyd-fynd â'r dosbarth cynradd, i alluogi rhannu adnoddau. Mae'r Cyngor yn bwriadu sefydlu darpariaeth drochi Gymraeg barhaol.

Bydd y gyfradd trosglwyddo targed ar gyfer y Ganolfan Drochi Gymraeg yn parhau ar 100% fodd bynnag; mae angen targedu disgyblion a allai ystyried y ddarpariaeth hon fel opsiwn ar gam cynharach, er enghraifft, cyn dechrau blwyddyn 6, yn lle ei adael tan y gwneir penderfyniad ar ysgol uwchradd. Cynigir rhaglenni trochi yng ngogledd-ddwyrain Cymru i ddisgyblion ym mlwyddyn 3 fel "cyfle euraidd" neu "cyfle olaf" i ddod yn ddwyieithog, a rhennir holl fanteision dwyieithrwydd ac addysg cyfrwng Cymraeg gyda hwy. Bydd y Cyngor yn ymdrechu i sicrhau cyfradd trosglwyddo 100% ac yn olrhain llwyddiant y grŵp blwyddyn 7 presennol.

Canlyniad 3 a 4: Mwy o fyfyrwyr rhwng 14 a 16 oed yn astudio am gymwysterau yn Gymraeg a mwy o fyfyrwyr 14-19 oed yn astudio pynciau yn Gymraeg mewn ysgolion, colegau a dysgu yn y gweithle

3.1 Cymwysterau TGAU

Ymatebion o'r Ymgynghoriad

Cafwyd sylwadau na all Glantaf gyflawni 100% ar gyfer Cymraeg Iaith Gyntaf oherwydd bod ganddi uned arbennig i blant ag anabledau difrifol na all wneud TGAU.

Arfarniad o Safbwyntiau

Mae'r targed ar gyfer 2020 wedi'i osod ar 100%, fodd bynnag, cydnabyddir na fydd yn cynnwys y plant hynny â datganiadau penodol o angen addysgol arbennig. Mae hyn wedi'i nodi ar dudalen 17.

3.2 Cymraeg Ail iaith

Ymatebion o'r Ymgynghoriad

Nododd un ymatebwr fod y cwricwlwm Cymraeg ail iaith yn newid a bod angen i'r targed Cymraeg ail iaith ar gyfer 2020 gael ei adolygu. Amlygodd un arall nad oedd y strategaeth yn cynnwys unrhyw ddata am gyraeddiadau Saesneg disgyblion mewn ysgolion Cymraeg.

Arfarniad o Safbwyntiau

Mae Llywodraeth Cymru yn newid y ffordd y caiff cymwysterau Cymraeg ail iaith eu cyrchu. Caiff y cymwysterau Cymraeg ail iaith presennol, cwrs llawn a chwrs byr, eu hasesu am y tro olaf yn yr haf 2018. Bydd cymhwyster cwrs byr Cymraeg ail iaith yn cael ei gydredeg gyda'r cwrs llawn Cymraeg ail iaith o fis Medi 2017 a dim ond un cymhwyster Cymraeg ail iaith fydd ar gael o fis Medi 2018.

Ceir rhagor o wybodaeth am y newidiadau ar y ddolen ganlynol: <http://qualificationswales.org/development/changes-to-gcse-welsh-second-language/?lang=en&>. Mae'r strategaeth wedi'i diweddarau i adlewyrchu'r newidiadau hyn.

Mewn ysgolion Cymraeg, cyflwynir yr iaith Saesneg ym mlwyddyn 3 a chaiff ei asesu gydol Cyfnod Allweddol 2. Mae hyn yn parhau i'r cyfnod uwchradd lle caiff cynnydd a chanlyniadau disgyblion yn Saesneg eu holrhain a'u gwerthuso ynghyd â phynciau craidd eraill - Mathemateg a Gwyddoniaeth. Mae'r WESP yn strategaeth ar gyfer yr iaith Gymraeg.

Canlyniad 5: Mwy o fyfyrwyr â sgiliau datblygedig yn y Gymraeg

Ymatebion o'r Ymgynghoriad

5.1 Darpariaeth Lefel A

Ymatebion o'r Ymgynghoriad

Nododd ymatebwyr duedd cenedlaethol o ostyngiad yn y nifer sy'n gwneud Lefel A ac o'r herwydd mynegwyd safbwyntiau bod y nod o gynyddu'r niferoedd sy'n gwneud Lefel A Cymraeg iaith gyntaf (fel canran o niferoedd TGAU Cymraeg iaith gyntaf ddwy flynedd yn gynharach) i 6% erbyn 2020 yn rhy uchelgeisiol oherwydd y niferoedd gostyngol sy'n dewis dilyn Lefel A Cymraeg iaith gyntaf. Cafodd rôl darparwyr Addysg Bellach ei chwestiynu mewn perthynas â helpu'r ddinas i gyflawni targedau Lefel A gan amlygu'r angen i hyrwyddo cyfleoedd i ddysgu trwy gyfrwng y Gymraeg ymysg disgyblion sy'n dewis gyrfaoedd.

Arfarniad o Safbwyntiau

Mae'r Cyngor yn cydnabod bod y gostyngiad o ran myfyrwyr lefel A Cymraeg iaith gyntaf yn ffenomen cenedlaethol a bydd yn gweithio gyda Consortiwm Canol y De a Llywodraeth Cymru ar strategaethau i wrthdroi'r tuedd hwn. Yn dilyn adborth o'r ymgynghoriad mae'r targed lefel A yn 2020 wedi'i leihau o 6% i 5.5% (gweler Atodiad D).

Bydd yr ysgolion uwchradd yn ymchwilio pam nad yw lefel A Cymraeg iaith gyntaf yn ddewis deniadol ymysg eu myfyrwyr ac yn darparu canlyniadau'r ymchwil hwn i'r Cyngor i helpu gyda nodi camau pellach y gellid eu cymryd i gynyddu'r garfan sy'n dewis Cymraeg iaith gyntaf yn Lefel A.

Mae Consortiwm Canol y De yn darparu data i fesur canlyniad 3 a 4 i'r holl awdurdodau lleol. Mae'r data hwn yn ymwneud ag ysgolion sydd â blwyddyn 13, i ddarparu cysondeb rhanbarthol, wedi'i ddefnyddio i gyfrifo'r mesurau hyn.

5.2 Darpariaeth allgyrsiol

Ymatebion o'r Ymgynghoriad

Mae'r mwyafrif o ddisgyblion mewn addysg Gymraeg yn dod o gartrefi nad ydynt yn siarad Cymraeg felly mae'n hanfodol bod y gwasanaethau allgyrsiol yn rhan allweddol o Strategaeth Addysg Gymraeg Caerdydd. Dylid rhoi mwy o gyfleoedd i ddisgyblion o bob oed i ymarfer siarad Cymraeg y tu allan i'r ystafell ddosbarth mewn ysgolion Cymraeg a Saesneg, yn ogystal â chynyddu darpariaeth ffurfiol ac anffurfiol mewn ysgolion Cymraeg a Saesneg.

Arfarniad o Safbwyntiau

Mae'r Cyngor eisoes yn gweithio mewn partneriaeth gyda nifer o sefydliadau gan gynnwys Menter Caerdydd i hyrwyddo ac ehangu'r defnydd o'r iaith Gymraeg drwy gynyddu cyfleoedd i gymunedau gyrchu gweithgareddau allgyrsiol, clybiau gwyliau a gofal ar ôl ysgol trwy gyfrwng y Gymraeg. Mae'r gwasanaethau a ddarperir mewn partneriaeth â'r sefydliadau hyn yn benodol i sicrhau bod plant a phobl ifanc yn cael y cyfle i ymarfer defnyddio'r Gymraeg y tu allan i'r ystafell ddosbarth / gweithle mewn ystod o leoliadau ledled y ddinas. Fodd bynnag, mae pob ysgol yn arwain ar weithgareddau allgyrsiol a bydd angen cysylltu â'u partneriaid i sicrhau y gellir darparu ystod eang o weithgareddau allgyrsiol.

Fodd bynnag, y nod yw datblygu hyn i ddarparu strategaeth ehangach sy'n fwy perthynol i'r 'Siarter Iaith Gymraeg' a ddatblygwyd gan Gwynedd yn 2014. Mae gan y Siarter Iaith Gymraeg amcan cyffredinol o ddarparu fframwaith y gellir ei ddefnyddio i hyrwyddo a

chynyddu'r defnydd o'r Gymraeg mewn cyd-destun cymdeithasol gan blant mewn ysgolion Cymraeg. Drwy ddathlu'r defnydd o'r Gymraeg ar iard yr ysgol, gyda rhieni ac yn cyd-destun ehangach o'r gymuned ysgol, y nod yw datblygu nifer y plant sy'n siarad Cymraeg yn ddyddiol. Mae'r Siarter yn seiliedig ar yr egwyddor y gall pob ysgol unigol osod ei gweledigaeth heriol a chyraeddadwy ei hun mewn cysylltiad â hyrwyddo'r defnydd o'r iaith Gymraeg. Mae hyn yn cydnabod y gall amgylchiadau amrywio o ysgol i ysgol ac mae'n rhoi cyfle i bob ysgol weithredu ei rhaglen ei hun a chyflawni ei gweledigaeth ei hun.

Mae fersiwn Ail iaith ar gyfer ysgolion Saesneg sy'n dilyn yr un canllawiau ac wedi'i dylunio gan ERW a elwir Cymraeg Campus, ond ar hyn o bryd nid yw'n cael ei chefnogi gan Llywodraeth Cymru. Bydd Consortiwm Canol y De yn gweithio gyda rhanddeiliaid i ymchwilio p'un a yw hwn yn broiect y gellid ei ailadrodd gydag ardal Consortiwm Canol y De oherwydd bydd angen i rhanddeiliaid gefnogi ei ddatblygiad.

Mae Cyngor Dinas Caerdydd yn ymwybodol bod Prifysgol Caerdydd yn cynnig darpariaeth Cymraeg i Oedolion Caerdydd (<https://welshforadults.cardiff.ac.uk/cy>) sy'n cynnwys cyrsiau 'Cymraeg i'r Teulu' ac mae Prifysgol Caerdydd wedi mynegi diddordeb i ddatblygu partneriaethau ysgolion ymhellach.

5.3 Sector Addysg Uwch

Gwnaed ceisiadau i ddatblygu cyfleoedd gyda'r sector Addysg Uwch, yn enwedig gyda Prifysgol Caerdydd a'r Coleg Cymraeg Cenedlaethol, i hyrwyddo llwybrau dysgu yn y sector Addysg Uwch.

Arfarniad o Safbwyntiau

Mae Prifysgol Caerdydd wedi amlygu yr hoffent ffurfio partneriaethau pellach gyda'r Ysgolion, y Cyngor a Chonsortiwm Canol y De i ddatblygu cynlluniau i gynyddu niferoedd ymhellach, gan gynnwys cynnig gweithdai mewn ysgolion a chynadleddau / diwrnodau astudio ar gampws y Brifysgol. Wrth i'r boblogaeth gynyddol barhau drwy'r continwm iaith Gymraeg, bydd partneriaid yn adolygu eu rôl o ran datblygu darpariaeth addas.

Canlyniad 6: Darpariaeth Gymraeg i ddysgwyr ag ADY

Ymatebion o'r Ymgynghoriad

Codwyd ystod o faterion yn gysylltiedig â darpariaeth ADY a ddarperir trwy gyfrwng y Gymraeg gan gynnwys BESD, Anogaeth ac ASD. Roedd y themâu cyffredin a nodwyd yn cynnwys niferoedd uwch o fyfyrwyr ag anghenion BESD yn y sector cyfrwng Cymraeg, bod angen darpariaeth BESD yn ychwanegol i'r ddarpariaeth drws troi, bod angen darpariaeth BESD ar lefel uwchradd, bod angen dosbarthiadau anogaeth ar gyfer disgyblion, lleoliad parhaol ar gyfer darpariaeth BESD yn ogystal â darpariaeth ASD a darpariaeth SRB ar gyfer anghenion dysgu.

Gofynnwyd cwestiynau ynghylch tegwch a pharedd ADY yn y sector cyfrwng Cymraeg o gymharu â'r sector Saesneg a nifer y disgyblion sy'n gadael addysg Gymraeg oherwydd ADY. Fe wnaeth safbwynt cyffredin amlygu'r angen i gynnwys rhanddeiliaid mewn trafodaethau a chynlluniau cyn gwneud penderfyniadau. Cafwyd sylwadau hefyd a nododd yr angen am fwy o athrawon arbenigol a'r angen am adolygiad o'r sector i gael darlun cyflawn ac opsiynau ar gyfer ymyraethau priodol.

Arfarniad o Safbwyntiau

Yn y sectorau Cymraeg a Saesneg, mae'r awdurdod lleol yn cymryd camau i ddatblygu darpariaeth mewn ymateb i anghenion sy'n dod i'r amlwg. Mae'r lefel AAA mewn ysgolion Cymraeg yn llawer is na mewn ysgolion Saesneg ac mae hyn yn atebol am y patrwm darpariaeth gwahanol. Wrth i'r sector dyfu, mae'n amlwg bod y lefel AAA yn codi, a bod hyn yn cyfiawnhau datblygu lleoedd arbenigol ychwanegol. Mae lleoedd wedi cynyddu dros y ddwy flynedd ddiwethaf ac mae ymrwymiad i dyfiant pellach dros y 3-4 blynedd nesaf.

Bydd yr Awdurdod Lleol yn cymryd camau i nodi p'un a yw disgyblion ag AAA yn trosglwyddo o addysg Gymraeg i addysg Saesneg ac yn ceisio gwybodaeth gan rieni o ran eu rhesymau. Bydd unrhyw faterion a nodir yn sail i gynllunio a chefnogaeth yn y dyfodol i ddisgyblion yn y sector Cymraeg.

Bydd yr awdurdod lleol yn cynnal adolygiad o ddarpariaeth SRB cynradd ar gyfer anghenion dysgu mewn partneriaeth â'r ysgolion Cymraeg ac yn ceisio safbwyntiau rhieni fel sail i unrhyw newidiadau a allai fod eu hangen i gynyddu nifer y lleoedd a lenwir. Mae'r awdurdod lleol yn gweithio'n agos gydag Ysgol Glantaf i ddatblygu lleoliad SRB uwchradd ar gyfer anghenion dysgu ac i sicrhau y bydd hyn yn ddigonol ar gyfer twf yn y dyfodol.

Mae gweithgor o benaethiaid Cymraeg, Cydlynwyr AAA a staff arbenigol wedi'i sefydlu i adolygu darpariaeth ADY cyfredol yn ogystal â data disgyblion gyda golwg ar ddatblygu cynllun datblygu darpariaeth cytunedig ar gyfer y sector Cymraeg. Mae ymarfer mapio anghenion yn cael ei gynnal a fydd yn sail i gynllunio ar gyfer darpariaeth arbenigol yn y dyfodol, ar gyfer BESD ac ASD. Caiff Cynllun Gweithredu ADY ei ddatblygu allan o'r gweithgor hwn, gyda mewnbwn gan randdeiliaid.

Mae capasiti siarad Cymraeg yn y mwyafrif o dimau arbenigol ac mae hyn yn gymesur â'r lefel o angen yn y sector Cymraeg. Lle bo bylchau, mae hyn oherwydd eu bod wedi colli staff sy'n siarad Cymraeg trwy ymddeoliadau ac ati. Lle bo diffyg athrawon sy'n siarad Cymraeg gyda chymwysterau arbenigol, caiff swyddi eu hysbysebu fel cyfleoedd hyfforddi i athrawon sy'n siarad Cymraeg sy'n dymuno datblygu eu gyrfaoedd fel arbenigwyr. Gwneir gwaith pellach i archwilio anghenion cyfredol ac arfaethedig, yn ogystal â sgiliau staff ac athrawon, i gynllunio ar gyfer datblygu'r gweithlu yn y dyfodol mewn partneriaeth â'r ysgolion.

Caiff partneriaethau rhanbarthol eu hadeiladu er mwyn rhannu arfer da ac arbenigaeth ac i ymchwilio i gyfleoedd ar gyfer cydweithredu.

Canlyniad 7: Cynllunio'r gweithlu a datblygu proffesiynol parhaus

7.1 Rolau Arwain

Ymatebion o'r Ymgynghoriad

Fe wnaeth ymatebwyr gydnabod er mwyn cynyddu addysg Gymraeg mae'n arbennig o bwysig bod Consortiwm Canol y De yn hyrwyddo'r "rhaglenni arweinwyr ysbrydoledig ag arweinwyr lefel canol a Dirprwy Athrawon mewn ysgolion Cymraeg" ac yn datblygu potensial sgiliau arweinwyr y dyfodol. Mae sicrhau cyflenwad o benaethiaid ar gyfer y dyfodol yn flaenoriaeth allweddol.

Arfarniad o Safbwyntiau

Mae Cyngor Dinas Caerdydd yn derbyn bod datblygu arweinyddiaeth yn flaenoriaeth allweddol ar gyfer y dyfodol sydd wedi arwain at gynnwys arweinyddiaeth Gymraeg yng Nghanlyniad 7. Hefyd, mae Melin Gruffydd yn cynnal cwrs arweinwyr canol ar gyfer Ysgolion Cynradd Cymraeg. Mae holl Benaethiaid Ysgolion Uwchradd wedi dod ynghyd i greu 'Gyda'n Gilydd', fel rhan o'r rhaglen gefnogaeth maen nhw wedi creu cwrs arweinwyr canol ar gyfer arweinwyr adran a Darpar Uwch Arweinwyr. Mae'r ddau uchod yn rhai Cymraeg.

O fewn y Consortiwm mae peilot arweinyddiaeth newydd yn cael ei gynnal ar gyfer Dirprwy Benaethiaid, 'Gwella Sgiliau Arweinyddiaeth ar gyfer Dirprwy Athrawon'. Nid yw hwn trwy gyfrwng y Gymraeg ond bydd ar agor i'r holl ysgolion ar ôl llwyddiant y peilot. Mae'r rhaglen NPQH yn cael ei gynnal ac rydym yn ymwybodol o'r angen i ddatblygu capasiti arweinyddiaeth ymhellach mewn lleoliadau cyfrwng Cymraeg.

7.2 Ymarferwyr Addysgu

Ymatebion o'r Ymgynghoriad

Mae angen datblygu cyrsiau cyfrwng Cymraeg i athrawon, tynnwyd sylw arbennig i'r Cynllun Sabothol Cenedlaethol ar gyfer Hyfforddiant Iaith Gymraeg. Ariennir y cynllun hwn gan Lywodraeth Cymru i gynyddu nifer yr ymarferwyr all addysgu trwy gyfrwng y Gymraeg neu'n ddwyieithog ac i gynnig cyfleoedd datblygu proffesiynol parhaus arbenigol mewn addysg. Mae'n cynnig cyfle i ymarferwyr presennol mewn addysg i ddysgu Cymraeg drwy fanteisio ar gyrsiau sabothol sydd ar gael yn ogystal â chynnig cyrsiau gloywi dwys i'r athrawon hynny sy'n fodlon trosglwyddo i addysg Gymraeg.

Dylai'r holl gyd-ymarferwyr newydd i'r gweithlu allu addysgu trwy gyfrwng y Gymraeg – pa bynnag sefydliad addysgol y byddant yn gweithio ynddo – i sicrhau defnydd ehangach o'r Gymraeg fel ffordd o gyfathrebu mewn ysgolion Saesneg.

Arfarniad o Safbwyntiau

Mae Consortiwm Canol y De yn creu Cwrs Mentora ITE a Chwrs GTP gyda gwahanol Brifysgolion ac mae gan y ddau ffocws Cymraeg.

Cynhelir y cynllun Sabothol gan Brifysgol Caerdydd a bydd y cyrsiau Sabothol yn cefnogi ymarferwyr sydd eisoes mewn ysgolion megis Cynorthwywyr Addysgu ac Athrawon. Mae'r cyrsiau am ddim ac mae Llywodraeth Cymru yn talu am gostau cyflenwi yn ogystal â chostau teithio. Darperir yr hyfforddiant yng Nghaerdydd: <http://www.cardiff.ac.uk/cy/welsh/courses/professional-courses-and-welsh-for-adults/sabbatical-scheme>. Mae'r Brifysgol wedi croesawu nifer o ymarferwyr ar y cyrsiau ac

maen nhw'n awyddus i weithio gyda'r Cyngor a Chonsortiw m Canol y De i hyrwyddo'r cynllun cyffrous hwn ymhellach.

7.3 Cynnwys Myfyrwyr

Ymatebion o'r Ymgynghoriad

Mae Prifysgol Caerdydd yn datblygu darpariaeth israddedigion newydd wrth gaffael ac addysgu Cymraeg, a fydd yn rhoi'r cyfle i fyfyrwyr dreulio cyfnod ar leoliad yn yr ysgol (cynradd neu uwchradd). Nid bwriad y modiwl yw darparu hyfforddiant ffurfiol fel athrawon, ond i edrych ar y system addysg Gymraeg o bersbectif academaidd a'r nod yw eu hannog i ddatblygu syniadau gwreiddiol yn yr ysgolion. Hoffai Prifysgol Caerdydd gydweithredu ag ysgolion Cymraeg ac athrawon Cymraeg yn y sector Saesneg.

Arfarniad o Safbwyntiau

Mae Cyngor Dinas Caerdydd yn cydnabod y ddarpariaeth hon a byddai'r Awdurdod Lleol yn fodlon cydlynu trafodaethau rhwng y Brifysgol a'r Consortiw m i ddatblygu'r cynllun, os ystyrir bod hyn yn briodol.

Mae'r dudalen hon yn wag yn fwriadol

Atodiad 3

Newidiadau a wnaed i Gynllun Strategol Cymraeg mewn Addysg (WESP) Caerdydd yn dilyn ymgynghoriad

Mae'r newidiadau sydd wedi'u gwneud i'r WESP drafft a gymeradwywyd yn flaenorol o ganlyniad i'r ymgynghoriad wedi'u nodi isod:

- Mae niferoedd derbyn ar gyfer pob blwyddyn wedi'u hychwanegu i ddangos twf yn y sector cyfrwng Cymraeg.
- Mae cyfeiriad at estyniad dros dro i PAN Ysgol y Wern wedi'i ychwanegu i wneud pethau'n gliriach.
- Mae paragraff am gyllid buddsoddi cyfalaf Band B wedi'i ychwanegu i ddangos cylch buddsoddi cyfalaf yr ysgol.
- Ychwanegwyd Datganiad Cenhadaeth i'r strategaeth i nodi dyhead y Cyngor, a newidiwyd y Weledigaeth i atgyfnerthu gweledigaeth Llywodraeth Cymru o 1m o siaradwyr erbyn 2050.
- Ychwanegwyd cyfeiriadau at ofal plant a gofal gwyliau i'r adran Gwerthoedd.
- Ychwanegwyd cyfeiriadau ac ystadegau i'r WESP o ran cynnydd Caerdydd yn cyflawni gweledigaeth Llywodraeth Cymru, .
- Mae amcanestyniadau 4-18 mlynedd wedi'u hestyn i 2021/22 i alinio ag amserlenni Strategaeth Caerdydd Ddwyieithog.
- Ychwanegwyd graff i ddangos nifer y plant sy'n mynd i addysg Gymraeg i adlewyrchu'r twf yn y sector cyfrwng Cymraeg.
- Diweddarwyd darpariaeth feithrin newydd yn Ysgol Glan Ceubal.
- Diweddarwyd y Cylch Gorchwyl arfaethedig ar gyfer y Fforwm Addysg Gymraeg.
- Diweddarwyd yr adran Trafnidiaeth Dysgwyd.
- Ychwanegwyd y bydd y Cyngor yn ymchwilio i dueddiadau cyfraddau trosglwyddo rhwng:
 - dechrau'r Cyfnod Sylfaen (Derbyn) a dechrau CA2 (blwyddyn 3), dechrau CA3 (blwyddyn 7) a dechrau CA4 (blwyddyn 10) a diwedd CA3 (blwyddyn 9) a diwedd CA4 (blwyddyn 11).
- Cynyddu cyfraddau trosglwyddo cyfartalog ledled y ddinas i adlewyrchu dyheadau.
- Ychwanegwyd ffigurau cyrhaeddiad Cymru gyfan ar gyfer Cymraeg iaith gyntaf i'r data yng Nghanlyniad 5 i ddangos sefyllfa Caerdydd yn erbyn y sefyllfa genedlaethol.
- Mae targed y cwrs byr Cymraeg ail iaith wedi'i newid i 2018 oherwydd newidiadau i'r cwricwlwm, ac mae testun wedi'i ychwanegu i egluro'r newidiadau Cymraeg ail iaith.
- Targed Safon Uwch is, o 6% i 5.5%.
- Ychwanegwyd uchelgais y Cyngor i gyrraedd lefelau uwch ym mhob cyfnod allweddol mewn Cymraeg iaith gyntaf.
- Nodwyd capasiti dros ben ledled y sector addysg cyfrwng Cymraeg yn ogystal â chapasiti dros ben mewn Dosbarthiadau Derbyn mewn ysgolion cynradd cyfrwng Cymraeg.
- Eglurwyd capasiti ychwanegol darpariaeth ADY drwy dorri niferoedd i lawr yn y tabl i ddarpariaethau penodol.
- Newidiwyd darpariaeth ASA ychwanegol i ddarpariaeth AYECh.
- Diweddarwyd Canlyniad saith – Cynllunio'r Gweithlu a DPP
- Diwygiwyd y casgliad i alinio'n agosach ag uchelgeisiau Caerdydd 2020.
- Ychwanegwyd cyfraddau trosglwyddo cenedlaethol ar gyfer y Cylchoedd Meithrin.
- Mae cyfanswm capasiti pob ysgol wedi'i ychwanegu at Dabl 15.
- Ychwanegwyd mesuriad ychwanegol i Ganlyniad 1 i fonitro nifer y plant sy'n mynd i addysg Gymraeg bob blwyddyn.

Mae'r dudalen hon yn wag yn fwriadol

Atodiad 4

Cynllun Strategol Cymraeg mewn Addysg



Cyngor Caerdydd

Canllaw Teclyn Sgrinio Statudol

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

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

Bydd cwblhau'r Teclyn Sgrinio Statudol yn sicrhau bod holl strategaethau, polisiâu a gweithgareddau Cyngor Caerdydd yn cydymffurfio â'r gofynion a'r cyfrifoldebau statudol perthnasol. Os oes angen ystyried mater mewn mwy o fanylder, bydd y Teclyn Sgrinio yn adnabod a oes unrhyw angen am asesiad effaith llawn, fel bo angen.

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



- **Deddf Cydraddoldeb 2010 - Asesiad Effaith Cydraddoldeb**
- **Bil Datblygu Cynaliadwy Llywodraeth Cymru**
- **Canllaw Statudol Llywodraeth Cymru - Diben Cyffredin, Gweithredu ar y Cyd**
- **Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn**
- **Egwyddorion y Cenhedloedd Unedig ar gyfer Pobl Hŷn**
<http://www.olderpeoplewales.com/wl/about/UN-principles.aspx>
- **Mesur y Gymraeg 2011**
- **Asesiad o Effaith ar Iechyd**
- **Asesiad o Reoliadau Cynefinoedd**
<http://www.legislation.gov.uk/cy/uksi/2007/1843/introduction/made>
- **Asesiad Amgylcheddol Strategol**

Mae'r Teclyn Sgrinio Statudol yn rhoi'r gallu i ni ateb gofynion yr holl ddeddfwriaethau hyn fel rhan o ddull sgrinio cyfannol nad yw fel arfer yn cymryd hwy nag awr.

Gellir cwblhau'r Adnodd Sgrinio fel hunan asesiad neu fel rhan o sesiwn gyda hwylusydd petai angen rhagor o gymorth arnoch. Am ragor o wybodaeth neu os oes angen sesiwn gyda hwylusydd arnoch, cysylltwch â'r Tîm Polisi, Partneriaethau a Chanolbwyntio ar Ddinasyddion ar 2078 8563 neu e-bostiwrch: siadavies@caerdydd.gov.uk
Sylwch:

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

Adnodd Sgrinio Statudol

Enw'r Strategaeth / Polisi / Gweithgaredd: Cynllun Strategol Cymraeg mewn Addysg	Dyddiad Sgrinio: Ionawr 2017
Gwasanaeth / Isadran: Addysg a Dysgu Gydol Oes	Swyddog Arweiniol: Janine Nightingale
Yn bresennol: Hunanasesu	

Beth yw amcanion y Polisi/Strategaeth/Project/Gweithdrefn/Gwasanaeth/Swyddogaeth	Rhowch wybodaeth gefndirol am y Polisi/Strategaeth/Gweithdrefn/Gwasanaeth/Swyddogaeth ac unrhyw waith ymchwil sydd wedi'i wneud [e.e. data defnyddwyr gwasanaeth yn erbyn ystadegau demograffig, AEGau tebyg wedi'u gwneud ayyb.]
<p>Cynllun sy'n manylu'r cyfeiriad strategol ar gyfer cynllunio a gweithredu addysg cyfrwng Cymraeg ac addysg Gymraeg yn yr awdurdod yw'r Cynllun Strategol Cymraeg mewn Addysg.</p>	<p>Mae'r Cynllun Strategol Cymraeg mewn Addysg hwn ar gyfer y cyfnod o 2017 i 2020 ac mae'n adeiladu ar y momentwm a greodd y Cynllun blaenorol ers 2014 a'r ymrwymadau ynddo.</p> <p>Mae Cyngor Dinas Caerdydd yn ymrwmo i ddatblygu Caerdydd ddwyieithog. Bydd Cynllun Strategol Cymraeg mewn Addysg 2017-2020 yn helpu Caerdydd i gynorthwyo gweledigaeth Llywodraeth Cymru i sicrhau miliwn o siaradwyr Cymraeg yng Nghymru erbyn 2050.</p> <p>Mae'r Cynllun yn rhan hanfodol o Strategaeth Pum Mlynedd Caerdydd Ddwyieithog y Cyngor. Mae'r Cyngor yn cydnabod bod sicrhau sector addysg cyfrwng Cymraeg cryf a chynhwysol yn hanfodol er mwyn i Gaerdydd ddatblygu fel dinas sy'n wir ddwyieithog lle mae'r Gymraeg yn iaith fyw lewyrchus.</p> <p>Nod Strategaeth Caerdydd Ddwyieithog yw cynyddu nifer siaradwyr Cymraeg Caerdydd a hyrwyddo defnyddio'r iaith ledled y ddinas. Mae Cyngor Caerdydd yn cydnabod bod y system addysg yn elfen allweddol o sicrhau bod plant yn gallu datblygu eu sgiliau yn y Gymraeg, ac o greu siaradwyr newydd.</p> <p>Bydd Cynllun Strategol Cymraeg Mewn Addysg hefyd yn cyfrannu at y saith targed lles cenedlaethol sydd yn Neddf Llesiant Cenedlaethau'r Dyfodol, yn benodol at Gymru lewyrchus sy'n cynnig addysg a hyfforddiant o safon uchel</p>

i blant a phobl ifanc gyda'r nod o greu cyfleoedd cyflogaeth, hyfforddiant ac addysg bellach/uwch yn yr iaith ddewis yn ogystal â chyfrannu tuag at ddiwylliant byw i Gymru a Chymraeg sy'n ffynnu.

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

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

P Page 75	A ystyriwyd sut y bydd y Strategaeth/Polisi/Gweithgaredd yn effeithio ar un neu ragor o'r 7 Canlyniad sy'n Canolbwyntio ar Ddinasyddion Caerdydd?	Ticiwch				Tystiolaeth neu awgrym ar gyfer gwella/lliniaru
		+	-	Ntrl	Ansicr	
	<p>Mae pobl yng Nghaerdydd yn iach; Ystyriwch yr effaith posibl ar:</p> <ul style="list-style-type: none"> hybu iechyd da, atal ymddygiad niweidiol, hyrwyddo bwyta'n dda/bywyd actif a.y.b. dinasyddion sy'n agored i niwed ac ardaloedd gydag amddifadedd lluosog Mynd i'r afael ag achosion o anghydraddoldeb iechyd 	X				<p>Bydd Cynllun Strategol Cymraeg Mewn Addysg 2017-2020 yn canolbwyntio ar sicrhau y bydd pob dysgwr, o bob cefndir economaidd-gymdeithasol, yn cael cyfle cydradd i gyrraedd eu disgwyliadau trwy ddarpariaeth addysg gyfrwng Cymraeg o'r safon orau.</p> <p>Mae Cynllun Strategol Cymraeg Mewn Addysg 2017-2020 yn cyfeirio ar ardaloedd Dechrau'n Deg, ardaloedd difreintiedig ac mae'n edrych yn benodol ar nifer y llefydd sydd ar gael mewn darpariaeth blyneddol cynnar trwy gyfrwng Cymraeg. Gofynnir i bob teulu Dechrau'n Deg a hoffent i'w plant gael lle mewn lleoliad gofal plant cyfrwng Cymraeg. Mae nifer y llefydd sydd ar gael yn ateb galw rhieni Dechrau'n Deg sy'n dewis gofal plant cyfrwng Cymraeg.</p>
1.2	<p>Amgylchedd glân, deniadol a chynaliadwy i bobl yng Nghaerdydd ; Ystyriwch yr effaith posibl ar:</p> <ul style="list-style-type: none"> achosion a chanlyniadau Newid yn yr Hinsawdd a chreu 			X		dd/b

	A ystyriwyd sut y bydd y Strategaeth/Polisi/Gweithgaredd yn effeithio ar un neu ragor o'r 7 Canlyniad sy'n Canolbwyntio ar Ddinasyddion Caerdydd?	Ticiwch				Tystiolaeth neu awgrym ar gyfer gwella/lliniaru
		+	-	Ntrl	Ansic r	
	<i>dinas carbon isel</i>					
	<ul style="list-style-type: none"> • <i>annog cerdded, beicio a defnyddio trafndiaeth gyhoeddus a gwella mynediad i'r wlad a manau agored</i> 			X		dd/b
	<ul style="list-style-type: none"> • <i>gostwng llygredd amgylcheddol (tir, aer, sŵn a dŵr)</i> 			X		dd/b
	<ul style="list-style-type: none"> • <i>gostwng defnydd o ynni ac annog gostwng gwastraff, aildefnyddio ac adfer</i> 			X		dd/b
	<ul style="list-style-type: none"> • <i>annog bioamrywiaeth</i> 			X		dd/b
1.3	Pobl Caerdydd yn Ddiogel ac yn Teimlo'n Ddiogel; <i>Ystyriwch yr effaith posibl ar:</i> <ul style="list-style-type: none"> • <i>gostwng trosedd, ofn trosedd a gwella diogelwch unigolion</i> • <i>mynd i'r afael ag ymddygiad gwrthgymdeithasol</i> • <i>diogelu oedolion a phlant sy'n agored i niwed yng Nghaerdydd rhag niwed neu gamdriniaeth</i> 			X		dd/b
Page 76	Economi sy'n ffynnu ac yn llewyrchu yng Nghaerdydd; <i>Ystyriwch yr effaith posibl ar:</i> <ul style="list-style-type: none"> • <i>ysbryd cystadlu economaidd (gweithgarwch menter, mentrau cymdeithasol, enillion cyfartalog, gwella cynhyrchedd)</i> • <i>Helpu'r rhai nad ydynt mewn Addysg, Cyflogaeth na Hyfforddiant</i> • <i>atynnu a chadw gweithwyr (swyddi a chyfleoedd hyfforddi newydd, cynyddu gwerth cyflogaeth)</i> • <i>hybu cyfleoedd caffael lleol neu wella gallu cwmnïau lleol i gystadlu</i> 	X				<p>Pedwerydd canlyniad strategol y Cynllun Strategol Cymraeg mewn Addysg yw cynyddu nifer y dysgwyr 14-19 oed sy'n astudio pynciau trwy gyfrwng y Gymraeg mewn ysgolion, colegau ac sy'n dysgu yn y gweithle.</p> <p>Mae'r pumed canlyniad yn cyfeirio at economi sy'n ffynnu ac mae'r strategaeth yn sôn bod y Cyngor wedi bod yn paratoui adroddiadau sector ar economi Caerdydd er mwyn helpu i ysgolion newydd ddeall y newidiadau yn y farchnad lafur leol ac adnabod cyfleoedd gwaith newydd. Rhennir y rhain gydag ysgolion er mwyn rhoi rhagor o bwysau ar gynllunio'r gweithlu a sgiliau oherwydd bod y Cyngor yn cydnabod uchelgais Llywodraeth Cymru yn y Strategaeth Dyfodol Llwyddiannus o ystyried anghenion cyflogwyr a'r gweithle fel hanfodol er mwyn i bobl ifanc fynd i gyflogaeth yn ddiffwdan ac yn llwyddiannus.</p>
1.5	Pobl Caerdydd yn Cyflawni eu Llawn Botensial; <i>Ystyriwch yr effaith posibl ar:</i> <ul style="list-style-type: none"> • <i>hyrwyddo a gwella mynediad i ddysgu gydol oes yng Nghaerdydd</i> 	X				<p>Mae'r pedwerydd canlyniad yn y strategaeth yn berthnasol i godi cyrhaeddiad pobl 14-16 oed ac mae'r pumed canlyniad yn berthnasol i godi cyrhaeddiad o'r Cyfnod Sylfaen hyd at Lefel A.</p>

	A ystyriwyd sut y bydd y Strategaeth/Polisi/Gweithgaredd yn effeithio ar un neu ragor o'r 7 Canlyniad sy'n Canolbwyntio ar Ddinasyddion Caerdydd?	Ticiwch				Tystiolaeth neu awgrym ar gyfer gwella/lliniaru
		+	-	Ntrl	Ansic r	
	<ul style="list-style-type: none"> • <i>codi lefelau sgiliau a chymwysterau</i> • <i>rhoi'r dechrau gorau i blant</i> • <i>gwella'r ddealltwriaeth o gynaliadwyedd</i> • <i>mynd i'r afael â thlodi plant (tlodi ariannol, diffyg mynediad a diffyg cyfranogi)</i> • <i>Confensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn ac Egwyddorion ar gyfer Pobl Hŷn</i> 					
1.6	<p>Mae Caerdydd yn Lle Gwych i Fyw, Gweithio a Chwarae ynddo</p> <p><i>Ystyriwch yr effaith posibl ar:</i></p> <ul style="list-style-type: none"> • <i>hybu amrywiaeth ddiwylliannol Caerdydd</i> • <i>hybu cyfranogiad a mynediad i weithgarwch corfforol, hamdden a diwylliant i bawb</i> • <i>cyfleoedd chwarae ar gyfer plant a phobl ifanc</i> • <i>diogelu a gwella'r dirwedd a threftadaeth hanesyddol Caerdydd</i> • <i>hyrwyddo cysylltiadau rhyngwladol y ddinas</i> 	X				Holl ethos y Cynllun Strategol Cymraeg Mewn Addysg yw cyfrannu at hyrwyddo amrywiaeth diwylliannol y ddinas ac mae weledigaeth ganlynol ganddo: Bydd system addysgol Caerdydd yn brif gymhellydd er mwyn sicrhau bod plant yn gallu datblygu eu sgiliau Cymraeg a chreu siaradwyr newydd er mwyn cynorthwyo gweledigaeth Llywodraeth Cymru o sicrhau miliwn o siaradwyr Cymraeg erbyn 2050.
Page 77	<p>Mae Caerdydd yn gymdeithas deg, gyfiawn a chynhwysol.</p> <p><i>Ystyriwch yr effaith posibl ar:</i></p> <ul style="list-style-type: none"> • <i>gwaredu gwahaniaethu, aflonyddu neu erlid ar gyfer grwpiau cydraddoldeb</i> 	X				Gweler yr Asesiad O'r Effaith Ar Gydraddoldeb isod ac wedi ei atodi
	<ul style="list-style-type: none"> • <i>A yw'r gymuned neu'r rhanddeiliaid wedi ymwneud â datblygu'r strategaeth/polisi/gweithgarwch?</i> • <i>sut yr anogir cyfranogiad dinasyddion (ac annog gweithredoedd a fydd yn ystyried gwahanol ffurfiau ar ymgynghori trwy ymgysylltu mwy trylwyr i gyfranogiad llawn o ran datblygu a darparu gwasanaeth)?</i> 	X				<p>Fel strategaeth dinas gyfan, bydd rhanddeiliaid sy'n gyfrifol am hyrwyddo a hwyluso defnyddio'r Gymraeg ledled y ddinas yn rhannu'r cyfrifoldeb o weithredu strategaeth addysg Gymraeg trawsbynciol.</p> <p>Mae'r Fforwm Addysg Gymraeg yn cyfarfod bob tymor ac mae aelodau sy'n cynrychioli datblygu'r Gymraeg ar draws y ddinas yn cynnwys Mudiad Meithrin, Menter Caerdydd, Caerdydd Ddwieithog, RhAG, Consortiwm Canolbarth y De a phenaethiaid ysgolion Cymraeg. Cynhaliwyd cyfarfodydd a gweithdai gyda</p>

	A ystyriwyd sut y bydd y Strategaeth/Polisi/Gweithgaredd yn effeithio ar un neu ragor o'r 7 Canlyniad sy'n Canolbwyntio ar Ddinasyddion Caerdydd?	Ticiwch				Tystiolaeth neu awgrym ar gyfer gwella/lliniaru
		+	-	Ntrl	Ansic r	
						<p>phenaethiaid ysgolion Cymraeg ar hyd y ddinas. Roedd y ddau fforwm hyn yn gysylltiedig â datblygu'r Cynllun Strategol Cymraeg Mewn Addysg ac yn cyfrannu ato. Bydd y fforymau hefyd yn monitro gweithredu'r Cynllun.</p> <p>Bu'r cyfnod ymgynghori ar y Cynllun Strategol Cymraeg Mewn Addysg am gyfnod statudol o 8 wythnos rhwng 2 Rhagfyr 2016 a 27 Ionawr 2017.</p>
	ASESIAD O'R EFFAITH AR GYDRADDOLDEB (Mae hwn yn atodol, ar dudalen XX)					
1.8 Page 78	<p>Mae'r Cyngor yn sicrhau canlyniadau cadarnhaol ar gyfer y ddinas a'r dinasyddion trwy bartneriaethau cryf</p> <p><i>Ystyriwch yr effaith posibl ar:</i></p> <ul style="list-style-type: none"> atgyfnerthu partneriaethau gyda'r sectorau busnes a gwirfoddol yr agenda gydweithio a'r potensial ar gyfer gwasanaethau a rennir, gweithio trawsffiniol ac arbedion effeithlonrwydd 	X				<p>Fel strategaeth ddinas gyfan, rhennir gweithredu a gwireddu'r Cynllun Strategol Cymraeg Mewn Addysg gyda nifer o randdeiliaid yn cynnwys Cyrff Llywodraethu a Phenaeithiaid ysgolion cyfrwng Cymraeg, Mudiad Meithrin, Menter Caerdydd, Gwasanaeth Gwybodaeth i Deuluoedd, Consortiwm Canolbarth y De a'r Fforwm Addysg Gymraeg, sy'n rhannu'r cyfrifoldeb dros hybu a hwyluso defnyddio'r Gymraeg trwy'r ddinas. O'r herwydd, ymgynghorwyd ar y strategaeth hon yn eang gyda rhanddeiliaid yn ystod y cyfnod datblygu.</p>

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

Cynllun sy'n manylu ar y cyfeiriad strategol ar gyfer cynllunio a gweithredu addysg cyfrwng Cymraeg ac addysg Gymraeg yn yr awdurdod yw'r Cynllun Strategol Cymraeg mewn Addysg. Mae'r Gymraeg yn un o drysorau Cymru. Nod Strategaeth Llywodraeth Cymru yw dyblu bron nifer y siaradwyr Cymraeg erbyn canol y ganrif. Mae'r syniad bod y system addysg yn elfen allweddol o sicrhau bod plant yn gallu datblygu eu sgiliau yn y Gymraeg, ac o greu siaradwyr newydd, yn un a dderbynnir yn gyffredinol.

Economaidd

Bydd canlyniadau'r strategaeth yn effeithio'n gadarnhaol ar nifer y plant sy'n mynd i ddarpariaeth cyfrwng Cymraeg yn ogystal â gwella ymwybyddiaeth plant

uwchradd o'r gyrfaoedd sydd ar gael trwy'r Gymraeg. Dylai hyn ysgogi cynnydd yn y nifer sy'n cymryd lefel TGAU a Lefel A trwy gyfrwng y Gymraeg ac yn cyfrannu at ddatblygu economi sy'n ffynnu a llewyrchu.

Cymdeithasol

Cydnabyddir mai trwy sicrhau bod digon o wasanaeth ar gael ar gyfer plant y blynyddoedd cynnar a thrwy sicrhau rhagor o hyrwyddo, a hyrwyddo'r iaith a'r sector addysg cyfrwng Cymraeg yn eglur, y sicrheir y caiff plant y cyfle cynharaf bosibl i ddatblygu eu sgiliau yn y Gymraeg. Bydd y strategaeth hon yn cyfrannu tuag at gyfoethogi diwylliant ein dinas a gwneud Caerdydd yn lle gwych i fyw, gweithio a chwarae ynddi.

PA GAMAU GWEITHREDU SYDD WEDI EU NODI NEU PA NEWIDIADAU SYDD WEDI EU GWNEUD I'R POLISI/CYNLLUN/PROJECT O GANLYNIAD I'R GWERTHUSIAD:

Dd/B

DRAFT

Rhan 2: Sgrinio Asesiad Amgylcheddol Strategol

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

Oes angen Sgrinio Asesiad Amgylcheddol Strategol Llawn?	Oes	Nac oes
<ul style="list-style-type: none"> ▪ Os yw atebion cwestiynau 2.1 a 2.2 ill dau yn gadarnhaol, yr ateb yw 'oes' ▪ Os oes angen Sgrinio AAS Llawn, cysylltwch â'r Uned Datblygu Cynaliadwy er mwyn trefnu (manylion isod) 		X

Os oes gennych unrhyw amheuaeth o ran eich atebion i'r cwestiynau uchod o ran yr AAS, cysylltwch â'r Uned Datblygu Cynaliadwy ar 2087 3228 datblygucynaliadwy@caerdydd.gov.uk

Rhan 3: Asesiad Rheoleiddio Cynefinoedd (ARHC)

		Oes	Nac oes	Ddim yn siŵr
3.1	Fydd y cynllun, project neu raglen yn arwain at weithgaredd y gwyddys sy'n effeithio ar safle Ewropeaidd, megis Aber Afon Hafren neu Goedwigoedd Ffawydd Caerdydd?		X	
3.2	Fydd y cynllun, project neu raglen, sy'n arwain y datblygiad tuag at ardal sy'n cynnwys safle Ewropeaidd, megis Aber Afon Hafren neu Goedwigoedd Ffawydd Caerdydd yn effeithio'n anuniongyrchol ar safle Ewropeaidd?		X	
3.3	Oes angen Asesiad Rheoliadau Cynefinoedd Llawn?		X	

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

Cyngor Caerdydd

Asesiad o Effaith ar Gydraddoldeb

Templed Corfforaethol

Polisi/Strategaeth/Project/Gweithdrefn/Gwasanaeth/Swyddogaeth:

Cynllun Strategol Cymraeg mewn Addysg

Newydd

Pwy sy'n gyfrifol am lunio a gweithredu'r Polisi/Strategaeth/Project/Gweithdrefn/Gwasanaeth/Swyddogaeth?

Enw: Janine Nightingale	Teitl y Swydd: Pennaeth Trefniadaeth Ysgolion, Mynediad a Chynllunio
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Tîm Gwasanaeth: Pennaeth Trefniadaeth Ysgolion, Mynediad a Chynllunio	Gwasanaeth: Addysg a Dysgu Gydol Oes
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Dyddiad Asesu: 08/02/17

1. Beth yw amcanion y Polisi/Strategaeth/Project/Gweithdrefn/Gwasanaeth/Swyddogaeth?

Mae Cynllun Strategol Cymraeg mewn Addysg yn manylu ar y cyfeiriad strategol ar gyfer cynllunio a gweithredu addysg cyfrwng Cymraeg ac addysg Gymraeg yn yr awdurdod hyd at 2020.

2. Rhowch wybodaeth gefndirol am y Polisi/Strategaeth/Gweithdrefn/Gwasanaeth/Swyddogaeth ac unrhyw waith ymchwil sydd wedi'i wneud [e.e. data defnyddwyr gwasanaeth yn erbyn ystadegau demograffig, AEGau tebyg wedi'u gwneud ayyb.]

Bob tair blynedd mae gofyn i bob awdurdod lleol gyflwyno Cynllun Strategol Cymraeg mewn Addysg am dair blynedd. Cynhyrwyd Cynllun Strategol Cymraeg Mewn Addysg cyntaf Caerdydd yn 2014 ac roedd yn berthnasol ar gyfer y cyfnod 2014-2017.

Mae gan Gaerdydd Gynllun Strategol Cymraeg mewn Addysg wedi ei ddiweddararu ar gyfer 2017-2020. Mae Strategaeth Addysg Cyfrwng Cymraeg Llywodraeth Cymru (Ebrill 2010) a'r datganiad polisi ar gyfer 2015-16 (Mawrth 2016) yn sail ac yn ffynhonnell gwybodaeth i'r Cynllun ac mae'r Cynllun hefyd yn rhan annatod o Strategaeth Pum Mlynedd Caerdydd Ddwieithog (2017-2022).

Cyflwynwyd canllaw Llywodraeth Cymru ar gynhyrchu Cynllun Strategol Cymraeg Mewn Addysg 2017-2020 i Adran Addysg Caerdydd ym mis Awst 2016 ar sail canllaw a gyflwynodd Gweinidogion Cymru dan adran 87 Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013. Mae'r canllaw yn cynnig templed ar gyfer y cynlluniau ac mae'r mesurau safonol wedi eu manylu.

Mae Llywodraeth Cymru yn nodi bod angen cynnwys saith canlyniad (mae pump ohonynt yn parhau i ganolbwyntio ar bum canlyniad y Strategaeth Addysg 2010):

Canlyniad 1

Rhagor o blant saith oed yn derbyn addysg trwy gyfrwng Cymraeg.

Canlyniad 2

Mae rhagor o ddysgwyr yn parhau i wella eu sgiliau iaith wrth bontio o ysgol gynradd i ysgol uwchradd.

Canlyniad 3

Rhagor o ddysgwyr o 14-16 oed yn astudio ar gyfer cymwysterau trwy gyfrwng Cymraeg.

Canlyniad 4

Rhagor o ddysgwyr o 16-19 oed yn astudio ar gyfer cymwysterau trwy gyfrwng y Gymraeg.

Canlyniad 5

Rhagor o ddysgwyr gyda sgiliau gwell yn y Gymraeg.

Canlyniad 6

Gwasanaeth cyfrwng Cymraeg ar gyfer dysgwyr gydag anghenion dysgu ychwanegol (AAA).

Canlyniad 7

Cynllunio'r gweithlu a datblygiad proffesiynol parhaus (DPP).

Mae'r dyheadau yng Nghynllun Strategol Cymraeg Mewn Addysg Caerdydd yn unol â Strategaeth Pum Mlynedd Caerdydd Ddwylieithog.

3 Asesu Effaith ar y Nodweddion a Ddiogelir

3.1 Oedran

A fydd y Polisi/Strategaeth/Project/Gweithdrefn/Gwasanaeth/Swyddogaeth dan sylw yn cael **effaith wahaniaethol [cadarnhaol/negyddol]** ar bobl iau/hŷn?

	Bydd	Na fydd	Dd/B
3 i 11 oed	X		
11 i 18 oed	X		
18 – 65 mlwydd oed	X		
Dros 65 mlwydd oed			X

Rhowch fanylion/canlyniadau'r effaith wahaniaethol, a rhowch dystiolaeth ategol, os yw ar gael.

Mae'r Cynllun Strategol Cymraeg Mewn Addysg yn bennaf ar gyfer plant 2-18 oed. Canlyniad cyntaf y Cynllun yw cynyddu nifer y plant saith oed sy'n derbyn addysg trwy gyfrwng Cymraeg.

Mae Canlyniad 2 yn canolbwyntio ar gynnal a chynyddu cyfraddau pontio o ysgolion cynradd cyfrwng Cymraeg i ysgolion uwchradd cyfrwng Cymraeg (disgyblion 11 oed).

Mae Canlyniad 3 a 4 yn trafod cyrhaeddiad a chymwysterau Cymraeg a Chymraeg ail iaith ar gyfer disgyblion 14-19 oed.

Mae'r Cynllun yn sôn am gyrsiau Cymraeg i Oedolion sydd ar gael ar gyfer grwpiau hŷn, fodd bynnag; mae'r Cynllun yn rhan annatod o strategaeth Caerdydd Ddwylieithog 2017-2022 sy'n trafod datblygu'r Gymraeg ymhlith pob grŵp oedran.

Pa gam(au) gallwch chi eu cymryd i fynd i'r afael â'r effaith wahaniaethol?

Dd/B

Os na fydd effaith wahaniaethol, eglurwch y rheswm/rhesymau dros yr asesiad hwn:

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3.2 Anabledd a Mynediad

A fydd y Polisi/Strategaeth/Project/Gweithdrefn/Gwasanaeth/Swyddogaeth dan sylw yn cael **effaith wahaniaethol [cadarnhaol/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 tymor hir			X
Iechyd Meddwl			X
Camddefnyddio Sylweddau			X
Arall	X		X

Rhowch fanylion/canlyniadau'r effaith wahaniaethol, a rhowch dystiolaeth ategol, os yw ar gael.
Mae'r strategaeth yn cynnig rhagor o wasanaeth ADY yn y sector addysg cyfrwng Cymraeg yn ystod cyfnod y cynllun.
Pa gam(au) gallwch chi eu cymryd i fynd i'r afael â'r effaith wahaniaethol?
Os na fydd effaith wahaniaethol, eglurwch y rheswm/rhesymau dros yr asesiad hwn:

3.3 Ailbennu Rhywedd

A fydd y Polisi/Strategaeth/Project/Gweithdrefn/Gwasanaeth/Swyddogaeth yma yn cael **effaith wahaniaethol [cadarnhaol/negyddol]** ar bobl drawsryweddol?

	Bydd	Na fydd	Dd/B
Pobl Drawsryweddol (Pobl sy'n bwriadu mynd trwy, yn mynd trwy neu sydd wedi mynd trwy broses [neu ran o broses] i ailbennu eu rhyw trwy newid nodweddion ffisiolegol neu nodweddion eraill rhyw)			X

Rhowch fanylion/canlyniadau'r effaith wahaniaethol, a rhowch dystiolaeth ategol, os yw ar gael.
Pa gam(au) gallwch chi eu cymryd i fynd i'r afael â'r effaith wahaniaethol?
Os na fydd effaith wahaniaethol, eglurwch y rheswm/rhesymau dros yr asesiad hwn:
dd/b

3.4. Priodas a Phartneriaeth Sifil

A fydd y Polisi/Strategaeth/Project/Gweithdrefn/Gwasanaeth/Swyddogaeth yma yn cael **effaith wahaniaethol [cadarnhaol/negyddol]** ar briodas a phartneriaeth sifil?

	Bydd	Na fydd	Dd/B
Priodas			X
Partneriaeth Sifil			X

Rhowch fanylion/canlyniadau'r effaith wahaniaethol, a rhowch dystiolaeth ategol, os yw ar gael.
Pa gam(au) gallwch chi eu cymryd i fynd i'r afael â'r effaith wahaniaethol?

Os na fydd effaith wahaniaethol, eglurwch y rheswm/rhesymau dros yr asesiad hwn:
dd/b

3.5 Beichiogrwydd a mamolaeth

A fydd y Polisi/Strategaeth/Project/Gweithdrefn/Gwasanaeth/Swyddogaeth yma yn cael **effaith wahaniaethol [cadarnhaol/negyddol]** ar feichiogrwydd a mamolaeth?

	Bydd	Na fydd	Dd/B
Beichiogrwydd			X
Mamolaeth			X

Rhowch fanylion/canlyniadau'r effaith wahaniaethol, a rhowch dystiolaeth ategol, os yw ar gael.
Pa gam(au) gallwch chi eu cymryd i fynd i'r afael â'r effaith wahaniaethol?
Os na fydd effaith wahaniaethol, eglurwch y rheswm/rhesymau dros yr asesiad hwn:
dd/b

3.6 Hil

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

	Bydd	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	

Rhowch fanylion/canlyniadau'r effaith wahaniaethol, a rhowch dystiolaeth ategol, os yw ar gael.
Pa gam(au) gallwch chi eu cymryd i fynd i'r afael â'r effaith wahaniaethol?
Os na fydd effaith wahaniaethol, eglurwch y rheswm/rhesymau dros yr asesiad hwn:
Ni fyddai'r cynnig yn cael effaith wahaniaethol ar unrhyw grŵp ethnig penodol oherwydd y byddai'r gwasanaeth ar gael i bawb. Fodd bynnag, mae trosolwg ar yr ystadegau'n dangos bod canran is o blant o gefndir lleiafrifol yn manteisio ar addysg cyfrwng Cymraeg a chydabyddir bod disgyblion o gefndir Cymraeg yn gallu cael mynediad i ystod fwy o wasanaethau trwy gyfrwng y Gymraeg, a fyddai'n fuddiol. Mae'r Cyngor yn sicrhau bod Canolfan Drochi yn y Gymraeg ar gyfer disgyblion y mae angen gwella eu sgiliau Cymraeg arnynt cyn mynd i ysgol cyfrwng Cymraeg, ac felly yn sicrhau mynediad teg i bawb.

3.7 Crefydd, Cred neu Ddi-gred

A fydd y Polisi/Strategaeth/Project/Gweithdrefn/Gwasanaeth/Swyddogaeth dan sylw yn cael **effaith wahaniaethol [cadarnhaol/negyddol]** ar bobl gyda gwahanol grefyddau, credoau neu ddiffyg cred?

	Bydd	Na fydd	Dd/B
Bwdiaidd		X	
Cristnogion		X	
Hindŵiaid		X	
Dyneiddwyr		X	

Iddewon		X	
Mwslemaid		X	
Siciaid		X	
Arall		X	

Rhowch fanylion/canlyniadau'r effaith wahaniaethol, a rhowch dystiolaeth ategol, os yw ar gael.
Pa gam(au) gallwch chi eu cymryd i fynd i'r afael â'r effaith wahaniaethol?
Os na fydd effaith wahaniaethol, eglurwch y rheswm/rhesymau dros yr asesiad hwn:
Ni fyddai'r cynnig yn cael effaith wahaniaethol ar ffydd oherwydd y byddai'r gwasanaeth ar gael i bawb. Nid oes cynigion i gyflwyno ysgolion ffydd cyfrwng Cymraeg oherwydd y byddai'r rhain yn ysgolion gwirfoddol a gynorthwyr na fyddai'r Cyngor yn eu cynnig. Byddai'n rhaid i'r Awdurdod Esgobaethol perthnasol eu cynnig.

3.8 Rhyw

A fydd y Polisi/Strategaeth/Project/Gweithdrefn/Gwasanaeth/Swyddogaeth yma yn cael **effaith wahaniaethol [cadarnhaol/negyddol]** ar ddynion a/neu ferched?

	Bydd	Na fydd	Dd/B
Dynion		X	
Menywod		X	

Rhowch fanylion/canlyniadau'r effaith wahaniaethol, a rhowch dystiolaeth ategol, os yw ar gael.
Pa gam(au) gallwch chi eu cymryd i fynd i'r afael â'r effaith wahaniaethol?
Os na fydd effaith wahaniaethol, eglurwch y rheswm/rhesymau dros yr asesiad hwn:
Ni fyddai'r cynnig yn cael effaith wahaniaethol ar ryw oherwydd y byddai'r gwasanaeth ar gael i bawb.

3.9 Cyfeiriadedd rhywiol

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

	Bydd	Na fydd	Dd/B
Deurywiol			X
Dynion hoyw			X
Menywod Hoyw			X
Heterorywiol			X

Rhowch fanylion/canlyniadau'r effaith wahaniaethol, a rhowch dystiolaeth ategol, os yw ar gael.
Pa gam(au) gallwch chi eu cymryd i fynd i'r afael â'r effaith wahaniaethol?
Os na fydd effaith wahaniaethol, eglurwch y rheswm/rhesymau dros yr asesiad hwn:
dd/b

3.10 Iaith

A fydd y Polisi/Strategaeth/Project/Gweithdrefn/Gwasanaeth/Swyddogaeth dan sylw yn cael **effaith wahaniaethol [cadarnhaol/negyddol]** ar y Gymraeg?

	Bydd	Na fydd	Dd/B
Y Gymraeg	X		
leithoedd eraill	X		

Rhowch fanylion/canlyniadau'r effaith wahaniaethol, a rhowch dystiolaeth ategol, os yw ar gael.

Mae'r strategaeth yn rhoi cyfeiriad strategol ar gyfer cynllunio a darparu addysg cyfrwng Cymraeg ac addysg Gymraeg yn yr awdurdod hyd at y flwyddyn 2020. Bu cynnydd yn y ddarpariaeth addysg Gymraeg o ganlyniad i'r cynigion yn ystod cyfnod y Cynllun cyntaf (2014-17). Mae targedau wedi eu cynnwys yng Nghynllun Strategol Cymraeg Mewn Addysg 2017-2020 er mwyn gwella cyrhaeddiad mewn cymwysterau Cymraeg ac o'r herwydd, bydd Cynllun 2017-2020 yn cael effaith gadarnhaol ar ddatblygiad y Gymraeg.

Pa gam(au) gallwch chi eu cymryd i fynd i'r afael â'r effaith wahaniaethol?

Os na fydd effaith wahaniaethol, eglurwch y rheswm/rhesymau dros yr asesiad hwn:

4. Ymgynghori a Chysylltu

Pa drefniadau sydd wedi eu gwneud i ymgynghori/cysylltu â'r amryw Grwpiau Cydraddoldeb?

Cynhaliwyd cyfarfodydd a gweithdai gyda phenaethiaid ysgolion Cymraeg rhwng mis Mai 2016 a mis Ionawr 2017 a bu cyfarfodydd gyda'r Fforwm Addysg Gymraeg rhwng mis Mehefin 2016 a mis Ionawr 2017 gyda chyfleoedd i drafod a datblygu Cynllun Strategol Cymraeg Mewn Addysg yn brif eitem ar yr agenda.

Cynhaliwyd cyfarfodydd unigol hefyd gyda Dechrau'n Deg, Gwasanaeth Gwybodaeth i Deuluoedd, Cymorth Busnes Gofal Plant, adrannau mewnol y Cyngor megis Addysg a Datblygu Economaidd, Mudiad Meithrin, Caerdydd Ddwieithog a Chymdeithas yr Iaith.

Anfonwyd drafft o'r strategaeth at y Tîm Cydraddoldeb i'w anfon at gadeiryddion yr holl rwydweithiau cydraddoldeb.

5. Crynodeb y Camau Gweithredu [Rhestrir yn yr Adrannau uchod]

Grwpiau	Camau Gweithredu
Oedran	
Anabledd	
Ailbennu rhywedd	
Priodas a Phartneriaeth Sifil	
Beichiogrwydd a Mamolaeth	
Hil	
Crefydd/Cred	
Rhyw	
Cyfeiriadedd rhywiol	
Iaith	
Cyffredinol [perthnasol i'r holl grwpiau uchod]	

6. Camau Gweithredu Pellach

Dylech gynnwys unrhyw argymhellion ar gyfer camu gweithredu yr ydych yn bwriadu eu cymryd o ganlyniad i'r Asesiad o'r Effaith ar Gydraddoldeb (a restrir yn y Gynodeb o Gamau Gweithredu) fel rhan o Gynllun Busnes eich gwasanaeth i'w fonitro'n rheolaidd.

7. Awdurdodi

Dylai Prif Swyddog y Polisi/Strategaeth/Project/Swyddogaeth gwblhau'r Templed a dylai Rheolwr pob Gwasanaeth ei gymeradwyo.

Llenwyd gan: Angela Withey	Dyddiad: Chwefror 2017
Swydd: Rheolwr Projectau Strategol, Trefniadaeth Ysgolion, Mynediad a Chynllunio	
Cymeradwywyd gan: Janine Nightingale	
Swydd: Pennaeth Trefniadaeth Ysgolion, Mynediad a Chynllunio	
Gwasanaeth: Addysg a Dysgu Gydol Oes	

DRAFT

Mae'r dudalen hon yn wag yn fwriadol

**CITY AND COUNTY OF CARDIFF
DINAS A SIR CAERDYDD**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

7 March 2017

**SCHOOL ADMISSION ARRANGEMENTS 2018/2019 AND CO-ORDINATED
SECONDARY SCHOOL ADMISSION ARRANGEMENTS 2018-2020 –
DRAFT CABINET REPORT**

Purpose of Report

1. To provide Members with the opportunity to consider and review the Draft Cabinet Report for School Admission Arrangements 2018/19 and co-ordinated secondary schools admission arrangements 2018 - 2020 (copy attached at **Appendix A**).

2. This report is to inform the Cabinet of responses received following consultations on:
 - the Council's School Admission Arrangements 2018/18
 - the proposed implementation of Co-ordinated Secondary School Admission Arrangements for the period 2018-2020

Background

School Admission Arrangements 2018/19

3. The Council is required to annually review its School's Admission Policy, to ensure that the Council meets its statutory responsibilities. In order to comply with the legislation, the School Admission Arrangements for implementation in the 18/19 academic year (ie. From September 2018) must be determined on or before 15 April 2017.

4. The Council's draft School Admissions Policy 2018/19, (see Appendix 1), was issued for consultation on 5 December 2016 and closed on 23 January 2017. There was minimal change to the policy for 2018/19. The change made was as follows:

- Clarification of the proximity measurement of pupils living in the same building i.e. flats/apartments. In such instances, the route assessment will be determined from the front entrance of each dwelling.

Coordinated Admission Arrangements Pilot

5. In conjunction with the consultation on the School Admission Arrangements 2018/19, a public consultation on the proposed introduction of co-ordinated admission arrangements for the Year 7 age group for intakes in September 2018, September 2019 and September 2020 was undertaken. This change does not constitute a change to policy but proposes a revised system for administering the admissions process in conjunction with other admission authorities operating in Cardiff.
6. There are currently no formal co-ordinated admission arrangements in Wales despite the Welsh Government recognising Cardiff has 30 Admissions Authorities (far more than any other Local Authority in Wales) of which 23 are Primary School Governing Bodies, 6 are Secondary School Governing Bodies and 1 is the Council.
7. At present parents, apply for secondary education places by submitting a school admission form to the Admission Authority of their preferred school. Any request for admission to a Faith or Foundation school must be made directly to the Governing Body of that school. Requests for admission to any Community school must be made to the Council.
8. Whilst parents may apply for multiple schools and inform the Council of which community schools are their preferred option(s), they are not required to confirm whether they have made applications to other admission authorities nor which non-community school is their higher or lower preference. As a result, parents could be offered more than one school place for their child with some parents choosing to 'hold' offers for more than one school, preventing other children being offered these places.
9. As a result of this, whilst some parents receive offers for their child at multiple schools, other parents have been unsuccessful in securing a place at any of their school preferences. Consequently, there is uncertainty

as to which pupils will start at which schools as the order of parental school preferences is unclear at the time of application and some pupils remain unallocated after the first round of allocations.

10. The aim of this proposal is to create a fairer, more equitable system of allocating school places in Cardiff.

Previous Scrutiny

11. The Committee was previously informed of the idea of a co-ordinated school admissions plan at its meeting on 15 March 2016. The Members agreed to write to the Diocesan Officers to gauge their views on the possibility of having an informal co-ordinated admissions process. The Committee subsequently received positive responses from all three letters.

Draft Cabinet Report

12. The draft Cabinet report sets out details of the consultation, which was been undertaken between 5 December 2016 and 23 January 2017. A total of 47 responses were received, however the views largely related to Marlborough Primary School and Cardiff High School.

13. The draft Cabinet report recommends that :

- note that the attached Council's draft School Admission Arrangements 2018/19 have been determined and to agree the Admission Policy 2018/19.
- authorise officers to consider further the Council's school admission oversubscription criteria including wider research to be undertaken into alternative options and the impact of each, in advance of consultation on the Council's School Admissions Policy 2019/20.
- note that prior to consultation on the Council's School Admissions Policy 2019/20, a further report will be provided to the Cabinet providing details of any proposed changes to the Council's school admission oversubscription criteria.

- agree the implementation of Co-ordinated Secondary School Admission Arrangements for the Year 7 age group intakes in September 2018, September 2019 and September 2020.

Scope of Scrutiny

14. The scope of this scrutiny is for Members to:

- To provide the Committee with the opportunity to review and assess the school admission arrangements, together with the pilot co-ordinated admissions arrangements with Faith or Foundations schools for a period of three years;
- Pass on any observations, comments or recommendations to the Cabinet Member for Education prior to the consideration of the Draft report by Cabinet.

Way Forward

15. Councillor Sarah Merry (Cabinet Member for Education), and Nick Batchelar (Director of Education and Lifelong Learning), will present the report to the Committee, and will be available to answer any questions Members may have.

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

Legal Implications

17. 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

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

RECOMMENDATIONS

The Committee is recommended to:

Review the information contained in the draft Cabinet Report, attached at **Appendix A**, together with information provided at the meeting and 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 and Monitoring Officer

1 March 2017

Mae'r dudalen hon yn wag yn fwriadol

**THIS REPORT MUST BE ACCOMPANIED BY THE
REPORT AUTHORISATION FORM 4.C.214**

**CITY OF CARDIFF COUNCIL
CYNGOR DINAS CAERDYDD**

CABINET MEETING: 16 March 2017

**SCHOOL ADMISSION ARRANGEMENTS 2018/2019 AND CO-
ORDINATED SECONDARY SCHOOL ADMISSION
ARRANGEMENTS 2018-2020**

REPORT OF DIRECTOR OF EDUCATION

AGENDA ITEM: 11

PORTFOLIO: EDUCATION (COUNCILLOR SARAH MERRY)

Reason for this Report

1. In accordance with Section 89 of the School Standards and Framework Act 1998 and the Education (Determination of Admission Arrangements) (Wales) Regulations 2006, Admission Authorities are required to review their School Admission Arrangements annually.
2. This report is to inform the Cabinet of responses received following consultations on:
 - the Council's School Admission Arrangements 2018/19
 - the proposed implementation of Co-ordinated Secondary School Admission Arrangements for the period 2018-2020

Background

School Admission Arrangements 2018/19

3. In order to comply with the legislation above, School Admission Arrangements for implementation in the 18/19 academic year (i.e. From September 2018) must be determined on or before 15 April 2017.
4. The Education (Determination of Admission Arrangements) (Wales) Regulations 2006 and the School Admissions Code set out the procedure which admission authorities should follow when determining their admission arrangements, including that proper consultation must be carried out and that the arrangements should be determined by 15th April in the school year beginning two years before the school year which the arrangements will be for. The reason for this is to give all stakeholders

the opportunity to comment fully in the consultation and then for parents to have certainty from the 15th April in making their arrangements for their child's education. If the Council does not carry out appropriate consultation and/or delays the determination of the admission arrangements there is a possibility that a legal challenge by way of judicial review could be brought. The Council also has to show that the admissions arrangements are lawful, in that they comply with all relevant legislation and School Admissions Code, in response to each appeal brought before the Independent School Admissions Appeal Panel. If the Council cannot show that the arrangements are lawful and that a pupil has been affected by the failing, then an appeal will be successful, meaning that the pupil has to be admitted to an already full school. As the Council has approximately 500 appeals per year, if a large number are successful because the admission arrangements are considered to be unlawful and a large number of pupils are affected by this, then there is substantial risk of overcrowding in many of the schools across Cardiff, which would be contrary to the Council's main statutory duty to promote high standards of education.

5. The Council's draft School Admissions Policy 2018/19 (see Appendix 1) was issued for consultation on 05 December 2016 and closed on 23 January 2017.
6. There was minimal change to the policy for 2018/19. The change made was as follows:
 - Clarification of the proximity measurement of pupils living in the same building i.e. flats/apartments. In such instances, the route assessment will be determined from the front entrance of each dwelling.

Coordinated Admission Arrangements Pilot

7. In conjunction with the consultation on the School Admission Arrangements 2018/19, a public consultation on the proposed introduction of co-ordinated admission arrangements for the Year 7 age group for intakes in September 2018, September 2019 and September 2020 was undertaken (a copy of the consultation document can be seen at Appendix 2). This change does not constitute a change to policy but proposes a revised system for administering the admissions process in conjunction with other admission authorities operating in Cardiff.
8. Co-ordinated admission arrangements were introduced in England under the terms of the School Admissions (Co-ordination of Admission Arrangements) (England) Regulations 2007.
9. There are currently no formal co-ordinated admission arrangements in Wales despite the Welsh Government recognising Cardiff has 30 Admissions Authorities (far more than any other Local Authority in Wales) of which 23 are Primary School Governing Bodies, 6 are Secondary School Governing Bodies and 1 is the Council.

10. At present parents apply for secondary education places by submitting a school admission form to the Admission Authority of their preferred school. Any request for admission to a Faith or Foundation school must be made directly to the Governing Body of that school. Requests for admission to any Community school must be made to the Council.
11. Whilst parents may apply for multiple schools and inform the Council of which community schools are their preferred option(s), they are not required to confirm whether they have made applications to other admission authorities nor which non-community school is their higher or lower preference. As a result, parents could be offered more than one school place for their child with some parents choosing to 'hold' offers for more than one school, preventing other children being offered these places.
12. As a result of this, whilst some parents receive offers for their child at multiple schools, other parents have been unsuccessful in securing a place at any of their school preferences.
13. Consequently, there is uncertainty as to which pupils will start at which schools as the order of parental school preferences is unclear at the time of application and some pupils remain unallocated after the first round of allocations.
14. The aim of this proposal is to create a fairer, more equitable system of allocating school places in Cardiff.

Issues

Summary of the Council's School Admission Arrangements 2018/19 Consultation

15. The Council's draft School Admissions Policy 2018/19 was issued for consultation on 05 December 2016 to all those the Council are required to consult with as set out in the Welsh Government's School Admissions Code (Headteachers, Governing Bodies, Diocesan Directors, neighbouring Local Education Authorities).
16. Additionally the Policy was published on the Council website which provided the opportunity for parents and other interested parties to comment. Responses were requested to be returned by 23 January 2017.

Responses received regarding the policy during the consultation period

17. In total 47 responses were received, including a response from the Governing Body of Marlborough Primary School and a joint response from the Local Members for Penylan.
18. The views expressed were largely related to the Marlborough Primary School catchment area and demand for places/ oversubscription at Cardiff High School.

19. The points of view received as part of the consultation are set out in *italics* below and have been grouped according to the issues raised where appropriate. The Council's response to each point can be seen underneath, under the heading "*Appraisal of views expressed.*"

Marlborough Primary School Governing Body response

20. A response from the Marlborough Primary School Governing Body included the following points (a copy of the full response can be seen at Appendix 3):
21. *Following a meeting with parents, the Governing Body are concerned that the current oversubscription criteria unfairly penalises families resident in the primary school catchment area by virtue of their geographic distance to Cardiff High School when compared with the other three primary schools.*
22. *The Governing Body have proposed family longevity of residence (or other similar criteria that removes unfairness of proximity) should take precedence over proximity.*
23. *The Governing Body also expressed concern that whilst parents attention was drawn to the consultation on Co-ordinated Secondary School Admission, they were not equally advised of the consultation on proposed school admission arrangements for 2018/19.*

Appraisal of views expressed

24. As with any admissions criteria, where a school is oversubscribed, some applicants will be admitted while others will not.
25. The criterion of residence within a school catchment area is one applied only in the instance of oversubscription, not as a qualifying criterion for eligibility. It is not permissible within the relevant legislation to guarantee the admission of all pupils within any catchment area to their catchment area school.
26. The introduction of a "length of catchment area residence" criterion would not be recognised as best practice. This point is referenced as per the Welsh Government's School Admissions Code 2.63, which refers to feeder primary schools and states that if Admission Authorities use this criterion, to do so with caution, as such arrangements can unduly disadvantage children who move into an area at a late stage and should consider the impact that such arrangements have on the ability of a school to serve its local area. The same caution and potential disadvantage would apply to a "length of catchment area residence" criterion.
27. Under Section 19 of The Equality Act 2010, indirect discrimination is prohibited and under Section 85 discrimination in relation to School Admissions is also prohibited. The Council is also bound by the Public Sector Equality Duty in all of its decisions. A "length of catchment area

residence” criterion is an example of a potentially indirect discrimination as those who would be disadvantaged by this criterion are more likely to come from vulnerable social groups with protected characteristics; for example, Gypsy and Traveller children, Asylum Seekers/Refugees and some other Foreign pupils.

28. The Welsh Government’s School Admissions Code regarding prohibition of undesirable oversubscription criteria, 2.29 states: “In setting oversubscription criteria admission authorities must not: Expressly exclude applicants from a particular social or religious group.” In relation to Gypsy and Traveller children, the Welsh Government’s School Admissions Code 3.26 states that “Arrangements must be in place for Gypsy and Traveller children to be registered quickly at a school whether residing permanently or temporarily in the area. Guidance on best practice in relation to access to education for this group of learners can be found in Welsh Assembly Government Circular 003/2008 ‘Moving Forward - Gypsy Traveller Education”.
29. The proposed change to oversubscription criteria being proposed by some parents of children attending Marlborough Primary School is clearly in response to oversubscription at Cardiff High School. The Council, as the Admissions Authority for all community schools within Cardiff, must consider the entire Cardiff area and impact on the population therein. The use of distance between home and school is as set out in the Welsh Government School Admissions Code (2.48) “a clear and objective oversubscription criterion and is useful as a tie-breaker”.
30. An analysis of in-catchment area pupils (234 as at 25 January 2017) whose parents have applied after the annual round of applications has been undertaken, i.e. ‘In-Year’ applicants for the 2016-17 academic year, thus far, illustrates the cohorts which the Council believes would have been potentially discriminated against by the implementation of a “length of catchment area residence” criterion:
- 12% of **(29)** pupils are recent arrivals into the UK i.e. children who have resided in the UK for no longer than two years;
 - 1% **(3)** are Asylum Seekers (not included above);
 - 15% of **(34)** pupils are recent arrivals into Cardiff from other areas of the UK;
 - 26% of **(61)** pupils have moved address within the Cardiff county boundary.
31. Therefore, potentially, **(127)** 54% of all In-Year in-catchment area applicants for the 2016-17 academic year thus far, would have been adversely affected by the implementation of this criterion. In terms of which of these applicants may claim to have been indirectly discriminated in relation to a protected characteristic (as per the Equality Act 2010), please see information below:
- Religion - the cohort most differentially impacted would have been those of the Islamic faith (35%) **[39 pupils]**.

- Race - the cohort most differentially impacted would have been White British (35%) **[39 pupils]**. While the second most differentially impacted cohort would have been Arabic (13%) **[14 pupils]**.
32. Given the potential for indirect discrimination under a “length of catchment area residence” criterion, it is not recommended for inclusion within the Council’s School Admissions Policy.
 33. Inclusion of such a criterion would require a ‘cut-off’ point to be established i.e. satisfactory evidence of residency over a set period, would be required. This would impose upon applicants a requirement to retain and present original documentation over an extended period such as the entirety of a child’s primary phase education in order to prove longevity of residence, which many parents may have difficulty with. Such a criterion would disadvantage parents that have lived within the catchment area for the specified period of time but are unable to produce appropriate documentation.
 34. If the Council were minded to consider a change to its draft School Admissions Policy 2018/19, to include such a criterion as “length of catchment area residence”, this would constitute a significant change and would require further consultation, which would not be possible within the timeframe for consideration of the 2018-19 school admission arrangements.
 35. The Council’s draft School Admissions Policy 2018/19 was consulted on in accordance with the requirements of the Welsh Government’s School Admissions Code (section 2.5).
 36. As set out at paragraph 5 there were minimal changes to the Council’s draft School Admissions Policy 2018/19. There is no requirement within the Code for parents to be consulted with on proposed school admission arrangements, however the policy was published on the Council website which provided the opportunity for parents and other interested parties to comment. Additionally schools were asked to notify parents of the consultation via their normal means of communication e.g. e-mail, newsletter, social media etc.
 37. The proposed introduction of co-ordinated admission arrangements is a significant change and parents were advised of the consultation in order to ensure awareness of the proposed change.

Local Members’ response

38. A joint response from the Penylan Councillors (Cllr Joe Boyle, Cllr Tricia Burfoot and Cllr Bill Kelloway), included the following points (a copy of the full response can be seen at Appendix 3):
39. *The current system of allocation of places on the basis of proximity as a tie-breaker in the case of over-subscription is unfair. The use of proximity relies on one arbitrary measure, enshrines unfairness and is open to abuse.*

40. *The consultation on co-ordinated admissions makes reference to the need for a fairer, more equitable system of allocating school places in Cardiff without impacting on the community. This is an acknowledgement the Council needs to deal with broader problems within the current process, with the proximity criteria being the most glaring example of how unfairness is built into the system.*
41. *As set out in the WG Admission Code, admissions must not be based on criteria that are 'arbitrary in nature'. We would argue that distance (proximity to school) is an arbitrary measure and certainly not more or less arbitrary than another fundamental measure, namely time (length of residence). Para 2.29 of the Code makes no mention of time nor for that matter distance. To give preference to one over the other is therefore an arbitrary decision. Paras 2.48 - 2.5 of the code could easily be rewritten as 'length of residence in a catchment area is a clear and objective oversubscription criteria and is useful as a tie-breaker' as opposed to 'distance between home and school' as at present.*
42. *We suggest the council rewrites the policy and include either a length of residence in a catchment area criteria or a points based tie breaker (see response for full details). The policy is not fit for purpose and does not meet the council's own stated aims of a fair admissions policy. We believe we have presented two options that could help remove unfairness from the admission process.*

Appraisal of views expressed

43. As set out in the Welsh Government School Admissions Code (2.48) the use of distance between home and school is "a clear and objective oversubscription criterion and is useful as a tie-breaker".
44. The suggestion regarding the inclusion of 'length of residence' as an oversubscription criteria is addressed at paragraphs 24 – 34.

Other responses received

Length of residency criteria

45. Of the 47 responses received, the majority asked for length of residency within the high school catchment area criterion ahead of 'proximity' to be included in the policy albeit that several recognised that this may not be possible for 2018/19.
46. The views expressed included the following.
47. *The current use of proximity as a criteria has resulted in a number of families taking up temporary residence ("parachuting into") in the Cardiff High School catchment area in order to secure a place at the school. This is to the detriment of those children living within the Marlborough Primary School catchment area who have been resident within the high school catchment area over a longer period.*

48. *Evidence from the Council EMS One Live Database (07 December 2016 Pupils in Each Year Group at CHS who are resident in CHS catchment area), provides evidence that on the basis that the Cardiff High intake was 240, 10 families moved out before their child started at CHS and during the Year 7 a further 31 left the catchment area giving a total of 41.*

Year	Pupils in Catchment Area
7	230
8	199
9	192
10	200

49. *The numbers are significant and clearly correlate to parachuting in and out practice to close proximity to Cardiff High School by those with means from outside the Cardiff High School catchment area. The data for years 8,9,10 also helpfully show typical natural movement in and out of catchment are due to life events etc. The numbers in each year show the actual numbers at Cardiff High School are dramatically lower than the published intake (and max offers) that the school can accommodate.*
50. *The present admissions system is not fit for purpose and disadvantages children living in Penylan as they live further from Cardiff High School than those who attend the other catchment primary schools. The introduction of a length of residency within the high school catchment criteria above proximity would be an effective solution.*
51. *The introduction of a length of residence criteria above proximity but below criteria 1-5 would not discriminate against any of the groups cited in the Equality Act and does not impact upon those deemed most vulnerable.*
52. *Proximity systematically and arbitrarily disadvantages pupils who are resident in those part of the Cardiff High School catchment that are further away from the school. Marlborough children are disadvantaged by virtue of living further from Cardiff High and should be on an equal footing to those who attend the other catchment primary schools.*
53. *The inclusion of a longevity clause would not disadvantage those moving into a catchment area. In the event of a family moving into an area where the school is oversubscribed, they would have some choices. If viable, they could remain at their original school; they could go on the waiting list for their catchment school and wait to be offered a place. The proposed longevity criteria would actually serve this family better as the current policy would mean that this family may be living in the area and on the waiting list for longer while another family could move in closer and be offered a place sooner.*
54. *It has been suggested that the introduction of a longevity criteria would impact on families moving in however the number of such families are small in number ('miniscule') when compared to the huge number of families who are now in limbo wondering whether their child will securing a place at the catchment high school.*

55. *There is likely to be a positive impact on other communities beyond Marlborough/CHS catchment areas by employing length of residence criteria.*

Appraisal of views expressed

56. The number of pupils in the current Year 7 age group at Cardiff High School that have been resident in the Cardiff High School catchment for 3 years and over is 86% and 77% for 5 years and over.
57. This compares with an average for all Cardiff Community English-Medium Secondary (CEMS) Schools of pupils that have been resident in their respective catchments for 3 years and over of 85% and 76% for 5 years and over.
58. Therefore, this does not suggest that the Cardiff High School catchment area has school admission residency characteristics significantly different from that of any other CEMS Schools in Cardiff.
59. It also suggests that whilst length of residency is not an admission criterion, a significant number of pupils are already long-term residents in their respective CEMS school catchment areas.
60. Furthermore, the number of pupils in Year 7 who have been resident in the Cardiff High School catchment area for less than 1 year is 1.36% against an average in all CEMS Schools of 2.17%.
61. Of the ten children identified as out of catchment in the EMS One Live Data (07 December 2016), 7 were admitted to Cardiff High School as part of the normal allocation rounds for Year 7 meeting the oversubscription criteria of being Looked After/Previously Looked After or the school being named on a Statement of Special Educational Needs. Legislation requires that these pupils are admitted and given the highest preference wherever they live.
62. The notion that pupils are 'parachuting' into the Cardiff High School catchment area in order to gain a place at the school is unfounded.
63. As regards to the numbers of pupils in older curriculum years, it is misleading to interpret the differential between numbers on roll (NOR) and the number of pupils attending Cardiff High School from within catchment, as an indication of adoption of transient addresses of convenience.
64. Historically, Cardiff High School has been able to accommodate all of the demand for places from within its catchment area and additionally provide places (based on the published admission criteria), for some out-of-catchment area pupils.
65. The number of pupils admitted to Cardiff High School based on the catchment area criterion who are currently on roll at Cardiff High School

for curriculum Years 7-11 who are no longer living within the school catchment area averages 10 per year.

66. With reference to the recent oversubscription from within the Cardiff High School catchment area, it should be noted that being resident within a catchment area is neither an eligibility requirement, or a guarantee of a place at any school. There are sufficient places available within the secondary school sector in Cardiff with some pupils who were refused admission into Year 7 at Cardiff High School from September 2016, who were resident in the catchment areas of Cardiff High School and Marlborough Primary School, residing in closer proximity to Cathays High School and/or Willows High School.
67. The EMS One Live Database information from 07 December 2016 referred to relates to the number of pupils from within the Cardiff High catchment area attending the school and not the total number of pupils in each individual group.
68. The suggestion regarding the inclusion of 'length of residence' as an oversubscription criteria is addressed at paragraphs 24 – 34.

Timescales

69. *If changes to the policy such as 'length of residency' cannot be implemented for the 18/19 school year, these could be considered for 19/20.*

Appraisal of view expressed

70. As set out at paragraph 33, the inclusion of such a criterion as 'length of catchment area residence', in the draft School Admissions Policy 2018/18 would constitute a significant change and would require further consultation, which would not be possible within the timeframe for consideration of the 2018-19 school admission arrangements.
71. Further consideration including wider research into the oversubscription criteria used in regard to admission to community schools in other authorities will be undertaken prior to consultation specific to the 2019/20 policy.

Cardiff High School

72. *The Council was aware of increased demand for Cardiff High School and committed to addressing this but have failed to do so. Increased intakes at three of the four partner primary schools will impact further on pupils ability to access a place at the school.*
73. *Over time the pupils from community primary schools closer to Cardiff High School than Marlborough Primary School will start to find themselves locked out of places there.*

Appraisal of views expressed

74. The Council has been aware of the increased numbers of pupils from within the Cardiff High School catchment area primary schools', however it is the case that there are sufficient school places within the secondary school sector in Cardiff. Those pupils who were refused admission to Cardiff High School from September 2016, who are resident in the catchment areas of Cardiff High School and Marlborough Primary School, reside in closer proximity to Cathays High School and / or Willows High School.
75. As part of the process for the planning of school places, the Council continually reviews secondary school capacity and the evolving need for places. Proposals will be brought forward to ensure there is sufficient capacity to meet the demand for English-medium secondary school places from within the Cardiff High School catchment area. However, the current demand for English-medium places can be met within existing school provision, as sufficient places are available in neighbouring, and in some cases more local schools.
76. As set out in the resolution at the Council meeting on 24 March 2016, the issue of school places across the city will be addressed (via appropriate consultation) by expanding existing provision, the building of new schools and the redrawing of school catchment areas as necessary.

Impact on pupils and the Penylan Community

77. *This current uncertainty around whether children resident in the Marlborough Primary School catchment area is causing a detrimental impact on children which is emotionally harmful. At present, children from the Marlborough Primary School catchment are going to end up in several different schools, which will break up peer groups. There is significant evidence that sustaining peer groups is an important source of social, emotional and therefore academic development (NFER 2006, Young Minds, and Nuffield Foundation 2005, Pratt and George 2005).*
78. *The current use of the proximity criteria not only disadvantages Marlborough children in terms of admissions to Cardiff High School but also places them at a disadvantage when applying for a non-catchment school. There is a real risk children will be allocated whatever is left after everyone else has been accommodated, potentially at some considerable distance from their home and community.*
79. *This uncertainty is impacting on community cohesion. Children who have lived their whole lives within the local community are being denied places at Cardiff High School which is neither fair nor consistent with the goal of creating sustainable communities as per Local Development Plans.*
80. *Families will not want to live in Penylan and the reputation of Marlborough Primary School will suffer.*

Appraisal of views expressed

81. It is acknowledged that there is research such as the study of 30 children conducted by Pratt and George (2005) which highlights the impact of social networks in supporting transition. There is also a wide and varied wealth of research including other reports cited by the respondent, which show that there are a number of factors that have equal or greater importance in terms of supporting effective transition from primary to secondary education.
82. Other research (Weller, S. 2006), suggests that acquaintances from the peer group can also provide the required familiarity when starting in secondary education and could function well as transitional support helping children to settle in during the initial transition even if they did not develop into enduring friendships. In the case of Marlborough Primary School, it is not expected that children would need to transfer to an alternate secondary school alone and would therefore benefit from moving on with known acquaintances. Primary Schools are encouraged/expected to ensure that smooth transition arrangements are made with the secondary school that their pupils will promote to.
83. Furthermore it does not follow that children who attend the same secondary school will have '*enduring friendships.*' particularly as schools frequently mix the pupil intake and children are not in the same form group or subject groupings, with '*enduring primary school friendships found to be more frequent amongst those in a different secondary school than children in the same school but in a different class.*'
84. The majority of participants in the Families and Social Capital ESRC research discussed by Weller, settled into their new secondary school and established new friendships. Several of the reports identified that for a minority of children there was greater benefit of transferring with friends for particularly vulnerable children who struggle with transitions. Similarly, for many familiar faces (including acquaintances) could help to build confidence and establish a sense of belonging. However, '*Most children are resilient, able to adapt and develop friendships in new circumstances*' and the range of transition measures put in place by schools supports effective relationship building with their peers so as to reduce anxiety and fully support the integration of all pupils into their new surroundings.
85. The admissions criteria is predicated on a geographical basis giving priority to those living within a school catchment area and also considering proximity of school to home address. This seeks to maintain where possible children attending a local school.

Travel arrangements

86. *The practice of families moving in to the Cardiff High catchment area on a temporary basis in order to secure a place at the school results in children travelling across the city to get to schools outside their catchment areas.*

Appraisal of views expressed

87. The suggestion that families are moving into the Cardiff High Catchment area on a temporary basis in order to secure a place at the school is addressed at paragraphs 56 - 67.
88. The number of pupils admitted to Cardiff High School based on catchment criteria who are currently on roll at Cardiff High School for curriculum years 7-11, who are no longer living within the school catchment area averages 10 per year. It is not expected that the number of out-of-catchment pupils attending the school are likely to have a significant impact on the transport network.

Three Year Pilot

89. *As with the co-ordinated admissions proposal, a three year pilot of a 'length of residency' criteria could be considered to enable a review.*

Appraisal of views expressed

90. The suggested introduction of a 'length of residency' is addressed at paragraphs 24 - 34.

Sibling Criteria

91. *The sibling link should be extended to include sixth form as at Bishop of Llandaff and Whitchurch High School.*

Appraisal of views expressed

92. At present sixth form provision is available at 12 of the 19 secondary schools in Cardiff, as well as at Cardiff and Vale College and St David's Catholic Sixth Form College.
93. The Council has agreed to delegate to the Governing Bodies of Community High Schools the responsibility for the determination of admission arrangements for sixth form provision, including the administrative processes under which admissions to sixth form are considered. Sixth form is non-statutory and admission authorities can set arrangements based upon aptitude. The Council believes sixth forms are best placed to manage the planning for and delivery of the range of subject options available at Further Education level.
94. If the Council were minded to consider a change to its draft School Admissions Policy 2018/19, to include a 'sixth form sibling' criterion, this would constitute a significant change which would require further consultation, which would not be possible within the timeframe for consideration of the 2018-19 school admission arrangements.

Residency within catchment

95. *There are insufficient checks to ensure residency within catchment. The admissions criteria should be amended to state that documentary evidence must be provided.*

Appraisal of views expressed

96. Documentary evidence of residency is not routinely sought i.e. in respect of preferences for schools which are undersubscribed (where the number of applications is fewer than the number of places available).
97. Where parental preferences for a school exceed the number of places available, address verification processes are undertaken.
98. The Council examines information held by schools (including a pupil's address history) and Council Tax and Electoral Roll information (held by the Council), to match pupils and parents to addresses submitted during the application process.
99. Additional information is sought where there is a discrepancy and/ or where there is a concern around the validity of information. If there is a discrepancy between the information held by the Council and information submitted by the applicant or any concern around the validity of this information, then further investigations will be carried out and additional information requested, such as:
- Credit information
 - Bank statements
 - Child benefit information
 - Driving licence
100. This list is not exhaustive. Officer visits will be carried out if necessary.
101. As set out in the Welsh Government's School Admissions Code (3.40) "Once an admission authority has made an offer of a school place, it may only lawfully withdraw that offer in very limited circumstances. These may include when the admission authority offered the place on the basis of a fraudulent or intentionally misleading application from a parent or young person (for example, a false claim to residence in a catchment area) which effectively denied a place to a child with a stronger claim."
102. Every effort is made to determine residency within the catchment area for oversubscribed schools prior to offers being made. However should the Council receive evidence of fraudulent information having been provided to gain a place at a school to which the pupil would not have been entitled, the place will be withdrawn. This was the case during the second round of allocations to Cardiff High School for admission to the Year 7 age group in September 2016, when a place was withdrawn and reallocated to a child who would have been allocated the place in the first round of allocations.

Prioritising pupils from English-medium community primary schools for places at Cardiff High School

103. *A number of parents who chose Welsh-medium or Faith primary school education are choosing to switch to English-medium community secondary which makes it very difficult for the Council to plan places for the four English-medium community primary schools within the Cardiff High catchment. An alternative to a length criteria would be to prioritise continuity of education for those who have chosen English-medium community primary school with the same being true for those who chose Welsh-medium or Faith based education.*
104. *There are no other catchment options available to Marlborough pupils as they don't speak Welsh. The policy is potentially discriminating white, non-religious pupils i.e. if a pupil has attended primary religious or Welsh schools, these should be offered as their first choice in the event of oversubscription at schools such as Cardiff High.*

Appraisal of views expressed

105. Within the maintained education sector in Cardiff, types of school include English-medium Community; Foundation; Roman Catholic; Church-in-Wales and Welsh-medium Community. At any point during a child's education parents may express a preference for the type of education they desire for their child. For those wishing to transfer into Welsh-medium education at a later stage, the Council operate both primary and secondary phase Welsh Language Immersion units to facilitate transfer.
106. As per the Welsh Government's *Iaith Pawb: A National Action Plan for a Bilingual Wales* policy, which relates to creating a bilingual Wales, that is, a country where 'people may choose to live their lives through the medium of either or both Welsh or English and where the presence of the two languages is a source of pride and strength to us all,' parents of all backgrounds have been afforded the opportunity to elect for their child to attend an English-medium or Welsh-medium school.
107. Over the last five intakes into Year 7 in September, only 9% of all children from Cardiff's Church-in-Wales or Roman Catholic primary schools have been admitted into a non-religious secondary school in Cardiff. Similarly, over the last five intakes into Year 7 in September, less than 9% of all children from Cardiff's Welsh-medium primary schools have been admitted into an English-medium secondary school in Cardiff.
108. As set out in the Welsh Government's School Admissions Code (E.10), 'the Human Rights Act 1998 confers a right of access to education. This does not extend to securing a place at a particular school. Admission Authorities, however, do need to consider parents reasons for expressing a preference when they make decisions about the allocation of school places, to take account of the rights of parents under the Act, though this may not necessarily result in the allocation of a place'.

109. The Council cannot implement priority based criteria with respect to an applicant's religious or non-religious background or preference for medium of education as to do so would introduce an unlawful discrimination against those with the opposing characteristics (as per the Equality Act 2010). While this applies to the determining of admissions criteria for English-Medium and Welsh-Medium Community Schools, an exception applies under Welsh Government's School Admissions Code 2.29 which states: "In setting oversubscription criteria admission authorities must not: Give priority to children based on religious faith except where the school has been designated as having a religious character (Equality Act 2010)." Thus, it is only the Admission Authorities of faith-based schools, which may choose to prioritise the admission of children on religious faith.

Consideration should be given to proximity of a central point

110. *Consideration should be given to proximity to a central point in the catchment area and/or length of attendance at one of the four primary schools in the Cardiff High School catchment.*

Appraisal of views expressed

111. Applying a proximity based oversubscription criterion that is measured to and from an address point other than a school (such as from a central point of a catchment area) would not be reasonable. Those pupils living in closest proximity to a school would be ranked as a lower priority than those living in closer proximity to an arbitrary point but who live further from the school.
112. The Welsh Government's School Admissions Code 2.48 states that "distance between home and school is a clear and objective oversubscription criterion."

Appeals Process

113. *Lack of transparency around the appeals process. No 'success criteria' for an appeal so parents do not know what they must demonstrate at the appeal and those judging the appeal do not know whether to deem the appeal successful or not resulting in the appeal being unsuccessful.*

Appraisal of views expressed

114. The school appeals process is independent of the Council's process for admissions to schools.
115. The Appeals process in Cardiff is transparent and complies with the Welsh Government's School Admissions Appeals Code, which sets out the legal tests which the Independent School Admissions Appeals Panel applies when considering appeals. The process itself involves 3 independent panel members hearing directly from parents about their family's personal circumstances for each appeal and a legal adviser (Clerk to the Panel) is always present throughout. The Panel recently

updated its FAQs which are sent to every appellant to try to assist parents with the process; this included details of common grounds put forward by other parents, however as each appeal is individual it is not possible to give a “success criteria.”

116. The City of Cardiff Council is fortunate to have almost 20 independent panel members who receive regular training about the legal tests they have to apply and they are very experienced in determining whether an appeal is successful or not. They also provide a view entirely independent of the Council and use their own judgement in applying the principles of natural justice when considering appeals. Parents have the right to complain to the Public Services Ombudsman if they are unhappy with the Appeals process and despite the City of Cardiff Council facilitating almost 1500 appeals in the last three full school years (2013/14 to 2015/16), no complaints were upheld by the Public Services Ombudsman regarding the Appeals process.

Clearer guidance on medical and social compelling grounds

117. *There needs to be clearer guidance as to what would constitute medical and social compelling grounds.*

Appraisal of views expressed

118. All applications including supporting information are assessed on an individual basis. Children can only be prioritised for admission under the criterion “Pupils in respect of whom the Council judges that there are compelling medical grounds or compelling social grounds for their admission to a specific school” where there is a clear written recommendation from a medical consultant or a social worker or similar professional, explaining that the child should be admitted to a particular school”. This guidance is found in all of the Council’s school admission application forms and application-related documentation.

Feeder School System

119. *The Council is creating a property bubble which can be averted by de-prioritising proximity to school and replacing it with a ‘feeder school’ system whereby those living in the catchment area and attending a partner primary school will be given priority over others living in the catchment area or a test of the child’s length of residency in the catchment area.*

Appraisal of views expressed

120. The suggestion introduction of a ‘feeder school’ system/‘length of residency’ is addressed at paragraphs 24-34.

Sixth Form Provision

121. *Is there a possibility of bringing sixth form applications into the Council so that numbers can be capped, tracked, managed in a similar way to that*

that is being proposed under co-ordinated admission arrangement to help with post 16 education planning city wide.

Appraisal of views expressed

122. The suggestion relating to sixth form provision is addressed at paragraphs 92 – 94.

Alternative Options

123. *It does not follow that a reasonable alternative would be to change the Marlborough Primary School catchment secondary school as some council members have suggested. Any such review would surely need to consider the alternative secondary schools for all areas in the current Cardiff High School catchment: Roath Park's catchment is, for example, relatively close to Cathays High School.*
124. *Given the pressure on places, consideration should be given to establishing an all through 3-16 school on the Howardian site subject to appropriate site sizes being available.*

Appraisal of views expressed

125. As set out at paragraph 76 the issue of school place planning across the city will be addressed (via appropriate consultation) by expanding existing provision, the building of new schools and the redrawing of school catchment areas as necessary.
126. The Local Authority is currently looking at needs across the city relating to availability and sufficiency as part of the 21st Century Schools Programme Band B planning process, which includes considering the provision of English-medium and Welsh-medium primary school provision.
127. Any new proposals brought forward would be subject to full public consultation.

Catchment area arrangements

128. *Consideration should be given to removing areas of dual catchments which seem to benefit those living in those particular areas above others.*

Appraisal of views expressed

129. All secondary school-aged pupils resident in Cardiff live in the catchment area of one English-medium secondary school and one Welsh-medium secondary school.
130. The majority of primary school-aged pupils resident in Cardiff live in the catchment area of one English-medium primary school and one Welsh-medium secondary school, with the following exceptions:

- Shared English-medium primary catchment area arrangements were implemented in Llanishen, Lisvane and Thornhill, as part of a reorganisation of provision, to alleviate localised concerns raised by stakeholders including Schools, Governors and Parents within the area.
- A longstanding shared English-medium primary catchment area arrangement exists in Canton. Consultation on changes to catchment areas, including removing the shared arrangement, took place in 2016 but in response to concerns raised by stakeholders including Schools, Governors and Parents within the area, the existing arrangements were retained.
- Dual stream schools serve parts of north west Cardiff, where some addresses are served by a single school for both English-medium and Welsh-Medium provision.

131. There are no current proposals to amend these catchment areas. Any proposed changes to catchment areas would be subject to full public consultation.

Support for schools

132. *Consideration should be given to allocating additional resources to support schools that receive fewer applications or at least increase the promotion of what schools can offer so parents can make informed choices rather than relying on perceptions.*

Appraisal of views expressed

133. The Council works closely with the governing bodies of schools to ensure that standards in schools are high, that teaching is good and that leadership and governance is strong.

134. As set out in *Cardiff 2020: a renewed vision for education and learning in Cardiff*, the Council is committed to ensuring all children and young people in Cardiff attend a great school and develop the knowledge, skills and characteristics that lead them to become personally successful, economically productive and actively engaged citizens.

Wellbeing of Future Generations (Wales) Act 2015

135. *The Wellbeing for Future Generations (Wales) Act 2015 requires the Council to take into account the interests of children and young people. The current policy is at odds with this.*

Appraisal of views expressed

136. The Wellbeing of Future Generations (Wales) Act 2015 requires public bodies to make sure their decisions take into account the impact they could have on people living in Wales in the future. The Council has done so in relation to its proposed school admission arrangements. All

Admission Authorities in Wales are legally bound to Section 84 of the School Standards and Framework Act (1998) (the Welsh Government's School Admissions Code) and the Council has also complied with that legislation. Account is also taken of the Council responsibility to provide and promote high standards of Education under the Education act 1996.

Waiting Lists

137. *In the event of parents accepting a lower preference school, will pupils stay on the waiting list for their higher ranked school?*

Appraisal of views expressed

138. In circumstances where an applicant's higher preference has been offered, lower preferences will be automatically withdrawn. Where a second or lower preference has been offered, the applicant will automatically be placed on the waiting list(s) for their higher school preference(s). Unless a parent chooses to withdraw their child from a waiting list or a waiting list has reached its expiry date (no earlier than 30 September in relation to the normal admissions round, as per the Welsh Government's School Admissions Code 3.27), the applicant can only be withdrawn from a waiting list if allocated a place at the school.

Summary of the Consultation specific to proposed Co-ordinated Secondary School Admission Arrangements for the period 2018-2020

139. As set out at paragraph 6, a consultation specific to the proposed introduction of co-ordinated admission arrangements for the Year 7 age group for intakes in September 2018, September 2019 and September 2020 was undertaken.

140. The consultation ran from 05 December 2016 to 23 January 2017.

141. The consultation process involved:

- Publication of a Consultation Document on the Council website (a copy of the Consultation Document can be seen at Appendix 2);
- Distribution of a letter via schools to parents of all pupils in maintained nursery and primary schools outlining the proposal and giving details of how to access the Consultation Document online (a copy of the letter can be seen at Appendix 4);
- Six public drop-in sessions where officers were available to answer questions;
- A consultation response slip for return by post or e-mail, attached to the Consultation Document;
- An online response form at www.cardiff.gov.uk/admissionarrangements

142. The views expressed at Council organised drop-in sessions and received on paper or electronically through the appropriate channels, have been recorded.

Responses received regarding the proposed introduction of co-ordinated admission arrangements during the consultation period

143. In total 149 responses were received. The majority view expressed at drop-in sessions and in written correspondence was one of support for the proposed implementation of a co-ordinated secondary school admissions process for the Year 7 age group intakes.
144. Formal responses were received from the six Admission Authorities with responsibility for admissions to secondary provision within Cardiff: St Teilo's CW High School, Bishop of Llandaff CW, St Illtyd's Catholic High School, Corpus Christi RC High School, Mary Immaculate High School, Whitchurch High School,
145. Responses were also received from a number of community schools for whom the Local Authority is the Admission Authority. These included: Radyr Comprehensive School, Cathays High School, Fitzalan High School, Ysgol Gyfun Gymraeg Plasmawr and Springwood Primary School.
146. A joint response was submitted by the Local Members for Penylan.
147. The points of view received as part of the consultation are set out in *italics* below and have been grouped according to the issues raised where appropriate. The Council's response to each point can be seen underneath, under the heading "*Appraisal of views expressed.*"

Admission Authorities Responses

St Teilo's CW High School

148. A response from St Teilo's CW High School included the following points (a copy of the full response can be seen at Appendix 4):
149. *In principle, the Governing Body supports the process that you are consulting upon. Representatives of the Governing Body and school attended your recent meeting and conveyed this view.*

Appraisal of views expressed

150. The Council acknowledges the view expressed.

Bishop of Llandaff CW High School

151. A response from the Bishop of Llandaff High School included the following points (a copy of the full response can be seen at Appendix 4).
152. *It is the governors' view that the proposed admissions process will add another level to a process that is unnecessary for the school. There are processes in place for the admissions to the school that are effectively managed. The governors understand the complications around the*

admissions process but at present do not feel the new format would be beneficial.

153. *On page 5 it states that the local authority already has an online system for applications but you will be aware that The Bishop of Llandaff High School does not. Consequently, it is a bigger step for the school than it would be for many others to change to the co-ordinated online system. Would there be a shared online system? Who would maintain the system and who would pick up the cost?*
154. *It is difficult to follow the logic on page 7 that more pupils would be offered their preferred school as a consequence of the co-ordinated system. The school is limited in the number of Foundation and Community places it can offer which cannot be affected by the application system. Similarly, knowing which children will be admitted does not assist the school to plan its budget, class organisation or staffing arrangements.*
155. *As for resources, ranking all applicants would significantly increase the workload of the admissions staff. It is also not clear why this proposal would result in fewer appeals as there will still be significant numbers of unsuccessful applicants due to the limit on places, not the system of application, as acknowledged in the section on Transport which recognises there is no change in the supply of school places.*
156. *The Governors do not wish to be part of a pilot for such an important process, given the disruption and uncertainty of making the change in a live admissions environment. The preference is for the pilot to be conducted and the school would consider the situation again once the problems of a new county-wide system have been ironed out.*

Appraisal of views expressed

157. *The Council acknowledges the views expressed. The pilot (subject to implementation) will be kept under review and the school will be updated on progress.*

St Illtyd's Catholic High School

158. *A response from St Illtyd's Catholic High School included the following points (a copy of the full response can be seen at Appendix 4).*
159. *St Illtyd's would like to be part of this admission pilot scheme.*

Appraisal of views expressed

160. *The Council acknowledges the view expressed.*

Corpus Christi RC High School

161. *A response from Corpus Christi High School included the following points (a copy of the full response can be seen at Appendix 4).*

162. *In the interests of trying to make the whole system fairer for everybody concerned, the decision has been made to support the pilot. It was also agreed, however, that if the new system does not work well, Governors will reassess the situation when discussing the school's Admissions Policy before the end of the pilot.*

Appraisal of views expressed

163. The Council acknowledges the views expressed.

Mary Immaculate High School

164. A response from Mary Immaculate High School included the following points (a copy of the full response can be seen at Appendix 4).

165. *The current window to comment on this proposal is too narrow and has therefore not allowed a full discussion at Governors. Most Governors meet every half term, meaning, depending on the deadlines set, Governors should be able to meet to discuss. The narrow window of opportunity has meant this is not possible and is a discouraging beginning to the situation;*

166. *A three year trial period is much too long; pilot programmes are rarely of such length because of the need to supply a more immediate assessment of progress. We would suggest a more limited geographical and time-limited approach;*

167. *We would like to know what the proposed monies are set aside for additional staffing or technical demands, given the expansion of the existing system.*

168. Notes from Admissions Proposal document:

- a. *P.6 – where you say that ‘192 parents are holding 205 places’; we felt this phrase needed further explanation – for example could this be resolved by having a stricter approach to accepting places as apportioned within a narrower time window?*
- b. *P.7 – what evidence can you cite to support the comment ‘Children would have a better experience and more effective start to school’? If parents are unhappy with the current system, can you please outline the number and type of complaints you have received?*
- c. *What would happen if a pupil were noted as a category 1 entrant in multiple schools – who would define where they would go? When and how would the successful school be notified? We feel it would be necessary to have a transparent approach so that schools could see where they were ranked by parents.*
- d. *Where is parental choice if they are only offered one option? (p.8) How could you be sure that they would be offered their preferred school – what data can you use to support this assumption?*

- e. *What would happen if a parent only expressed a choice for one school and no other? What would then happen if they did not gain admission to that school?*
 - f. *You say that continuing the current system would lead to an increase in inequality; at our school the number of appeals has reduced (even though the number of unsuccessful applications has remained the same) as our systems have become more efficient in supporting parents.*
 - g. *What would happen if parents filled in the common form but did not fill in the school form? What does the common form look like (we should have sight of this prior to any decision), how does it operate and is the ICT system sufficiently robust to cope with this demand. Can parents only choose a VA school?*
 - h. *If you say 'there is little or no effect on the numbers on roll' (p.8), what do you presume the effect would be – what is your evidence?*
 - i. *How would the system be affected if we accepted pupils from another borough?*
169. *These are key points that would need to be addressed prior to the Governors allowing Mary Immaculate to participate in any new system. We do feel that there are too many unknowns and too many un-evidenced assumptions to make a definitive decision. We certainly feel there needs to be a narrower trial to ensure these assumptions could be tested.*
170. *The points raised have been responded to and currently waiting on a final decision from the Governing Body.*

Appraisal of views expressed

Whitchurch High School

171. *A response from Whitchurch High School included the following points (a copy of the full response can be seen at Appendix 4)*
172. *The proposal removes the rights of parents to apply to more than one admission authority and thereby affects the rights of children. The consultation document does not make this clear and whilst the majority of parents already know which school they wish to apply to, there are parents and children who do not know in the Autumn Term which school their child is going to want/need in the following autumn. In particular families who may wish to change the nature of the school involve e.g currently in a Welsh-medium school but the family and child need to decide whether this is still the best option for secondary school; move to faith education in the secondary sector, etc. Such families are not catered for in a system asking them to list three school choices.*
173. *The governors concern is that the proposal seem to have lost sight of the needs of certain children and is focused upon making the admission process easier for admission authorities.*

174. *The on-line consultation response form lack relevance. It would have been useful to have targeted parents of Years 3, 4 & 5 in primary schools, those who would take part in the pilot scheme as there is no way of knowing whether any of the respondents have children in these year groups and likely to be affected.*
175. *Many of the authority's challenges around admission appeals are due to planning of school places issues (there are insufficient places for pupils in the right areas of Cardiff). Coming together as a shared admission service will not solve this and although the authority has indicated its strategic plans to enhance secondary school places in the East and West of the City these are unlikely to be in place for 2018 so that appeal are likely to be at current levels, if not greater.*
176. *The governors would have liked to consult with their parents and particularly parents in feeder schools but the timescale does not allow for this.*
177. *The governors are concerned that the consultation document indicates that the governing body would be required to sign up for a three year period. As the school is an Admission Authority it is felt that the local authority cannot remove this statutory right by any written contract nor would the governing body required the approval of Officers of the authority to carry out such functions. The governors would be happy to sign an agreement, in the right circumstances, but this seem heavy-handed and lacks the respect we would like to see in partnership working.*
178. *It is unclear from the consultation document whether the co-ordinated school admission arrangements will proceed if some of the secondary admission authorities do not sign up to the co-ordinated admission arrangements.*

Appraisal of views expressed

179. *The points raised have been responded to and currently waiting on a final decision from the Governing Body. *MDH meeting with school on 28 February.*

Community Schools' responses

180. *The responses received from community schools indicated support for the proposal and included the following points:*
181. *The proposal would make things a lot easier for schools and remove the fears that some parents have with other children holding more than one place.*
182. *For Cathays High School who admit pupils from all over the city and from a large number of primary schools we currently suffer from the situation where parents apply to us for places and to other secondary schools, therefore our admission number in March is never the same as the pupils*

that turn up in September. The new arrangements will mean that we can use the list that is supplied in March and can plan accordingly.

183. *Fitzalan High School have struggled for many years to seek a coordinated approach and so this new proposal would go a long way to achieving this. At present we have to request from parents via our close links with primary schools as to which school they wish to take up and even then this often turns out not to be the case in September.*
184. *Fitzalan High School does however still have a concern across different authorities as the number of our cluster pupils who hold places in the Vale will still continue. The major concern that we still have is that our cluster is still too large. Even with increasing our pupil numbers to 300 (which we do not have space for) there are still over 600 pupils in our 9 cluster schools – this still will pose a very large problem for our parents.*
185. *Fitzalan High School also believe that more needs to be done to accommodate the high numbers of families that we have who do not speak English and do not have an email address let alone access to the internet at home. The new Hub/online system has proved particular challenging this year and so any future changes would need to be mindful off this.*
186. *We (Fitzalan High School) have met with Admissions Officers this year to address these concerns and have offered to pilot or consult on the impact of any proposed changes.*
187. *The Governing Body of Ysgol Plasmawr approve the proposal to co-ordinate secondary school admissions for the Year 7 age group.*
188. *Members of the Ysgol Plasmawr Governing Body are pleased to know that officers are monitoring birth rates; the yield from proposed housing and the patterns of take up in Welsh medium provision at primary and secondary age with a view to bringing forward appropriate plans to meet the increased demand. The Governing Body would wish to be consulted with at an early stage of any proposal that would have an impact on the admission number or existing catchment of Ysgol Gyfun Gymraeg Plasmawr.*
189. *The Headteacher of Springwood Primary indicated support for the proposal.*

Appraisal of views expressed

190. The Council acknowledges the views expressed.

Local Members' response

191. A joint response from the Penylan Councillors (Cllr Joe Boyle, Cllr Bill Kelloway and Cllr Tricia Burfoot) included the following points (a copy of the full response can be seen at Appendix 4).

192. *We are writing as elected members for Penylan, to support the council's proposal for co-ordinated secondary admissions. They may reduce some of the pressure being faced by many residents in our ward in their efforts to secure a place for their children at their catchment school, Cardiff High*
193. *We are confident the proposals will not have an adverse impact on any one particular group and therefore do not fall foul of any equality requirements.*
194. *Many children in Penylan still look likely to miss out on a place at their catchment school and Penylan residents need a longer term solution particularly as greater numbers come through the system.*

Appraisal of views expressed

195. The Council acknowledges the view expressed.
196. The points raised around demand for places at Cardiff High School please see paragraphs 7 – 76.

Other responses received

197. Concerns surrounding changing the current admission process to pilot a co-ordinated secondary school admissions system
198. *The current system is fairer and offers parents more choice.*
199. *I don't have the confidence that the new system will be an improvement on the existing approach and have seen no information about how weightings might be applied if there are particular preferences for voluntary aided schools.*
200. *Confusing and will have no effect on voluntary aided school. I fail to see the benefit. The issue is that there are not enough English medium schools, with the majority of funding going to Welsh medium schools.*
201. *The school might not accept our admission as it's the only choice.*

Appraisal of views expressed

202. As set out in the Consultation Document (pages 6 & 7), the Council believes the current system is inefficient as some parents applying for their child's admission to secondary education have been offered places at multiple schools, whilst other parents have been unsuccessful in securing their child a place at any one of their school preferences.
203. Based on the initial allocation for transfer into Year 7 from September 2016, a total of 192 children were holding a total of 397 places. That means 192 families were holding 205 places they were not planning to take up and preventing their allocation to others. At the same time 360 other children received no school place offer.

204. Therefore, many families missed out on their higher school preference(s) or received no school place offer at all for their child.
205. Some parents choose to 'hold' offers for more than one school, preventing other children being offered these places, which causes undue stress upon families but also difficulties for both primary and secondary schools planning for the children's transition.
206. A co-ordinated secondary school admission arrangements process would provide more parents with a single school place offer for their child, which would be a fairer, more equitable system of allocating school places in Cardiff. Children would have a better transitional experience and more effective start to their secondary school education.
207. As referred to in the Consultation Document (page 7), the Council aims to offer a co-ordinated admissions process with the voluntary aided and foundation sectors, which provides parents with a clearer picture of the school place choices available to them and the likelihood of securing first preferences. This proposal would contribute towards this aim.
208. The following benefits would be expected to result from this proposal:
- More pupils would secure a higher school preference;
 - More pupils would have peace of mind having secured a secondary school place;
 - More parents would be able to plan work and childcare commitments much earlier;
 - Fewer parents would need to worry about their child being on multiple school waiting lists.
 - Fewer families would need to submit further admission applications or undertake the Independent Appeal process.
 - Children going into Secondary School for their first time will have a better experience as a result of the staff being able to maximise on the efficiencies of the admissions process to provide a more effective start for children to allow them to realise their maximum potential earlier rather than later.
209. As referred to in the Consultation Document (page 9), Voluntary Aided schools and the Foundation school would determine which applicants qualify for their admissions criteria by ranking all applicants in accordance with their admissions criteria, confirming their decisions having prioritised their list of applicants and detailing each pupil's grounds for admission.
210. It is acknowledged that under the present system, parents have the option of applying for a number of school places over and above three community school places. In recognition of this, subject to implementation, parents will have the opportunity to apply for up to five places and will be encouraged to do so.
211. It is acknowledged that the terminology used can be confusing and in response to this a number of drop-in sessions where officers were

available to explain the proposal and answer queries were held. Additionally contact details were provided for further clarification as required.

212. The suggestion that there are not enough English medium schools, with the majority of funding going to Welsh medium schools is addressed at paragraph 74 - 76.
213. All Local Authority maintained schools (including English-Medium and Welsh-Medium) are funded within the requirements of the School Standards and Framework Act 1998. Under this legislation, the Individual School Budget (an amount directly delegated to schools) is achieved through a funding formula of which at least 70% is based on the number of pupils enrolled at the school and is assessed through the Age Weighted Pupil Unit (AWPU). The remainder of the funding is assessed to cover factors such as:
- The size of the premises;
 - The extent of special needs in the school;
 - Support services needed (legal, financial, personnel, ICT, governor support etc);
 - Ongoing implementation of the school workload agreement.

Impact of proposals on Welsh-medium provision

214. *'I don't agree with your assessment of the possible effect on Welsh language education. It seems that there will be a greater chance of a child who wants to be educated in Welsh being rejected from one of only three Welsh language secondary schools in the city'.*
215. *'I'm not confident that you'll be able to provide enough secondary spaces for Welsh-medium education. You need to build and open a fourth Welsh secondary school urgently. I believe that your changes will treat Welsh differently to English'.*

Appraisal of views expressed

216. The planning of and take-up of places in schools is a separate consideration to the determination of admission arrangements.
217. The Council is committed to ensuring that any child wishing to be educated through the medium of Welsh would be offered a place in a Welsh-medium school.
218. There are, at present, c15% surplus places in the Welsh-Medium secondary sector. As the pupil population is growing, the level of surplus will reduce in future years.
219. Officers are monitoring birth rates, the yield from proposed new housing and the patterns of take-up in English-medium community schools, Welsh-medium community schools, Whitchurch High (Foundation) School and Faith schools at primary and secondary school-age, with a

view to bringing forward appropriate plans to meet any increased demand. Proposals will be brought forward in good time to ensure that there are sufficient places to meet the demand for English-medium and Welsh-medium school places within each catchment area.

School Places

220. *If none of the high schools are oversubscribed, a unified application system should not disadvantage anyone. In the event of oversubscription, this system creates and perpetuates unfairness to certain groups of persons (i.e. those who have attended an English-medium community primary school) by limiting their catchment options to as few as zero.*
221. *A child could end up without a school place in any of their preferred schools; this is just a ploy to get the numbers up in Cardiff's less popular schools.*
222. *Concern for popular school places and for the future of High School options and space limitations in North Cardiff.*
223. *Concerns around children attending schools who do not live in the local catchment area, and of some children (local and integrated within the community) who have not been able to access places at their preferred school.*
224. *Certain schools are oversubscribed and some children are disadvantaged by the use of the proximity to school in prioritising applications even though they may have lived in the catchment area for some time. In order to ensure a fairer system the Council should consider the inclusion of longevity of residence within catchment area as a support for oversubscribed places.*
225. *Children coming into the area outside of catchment who speak Welsh are disadvantaging children who have lived in catchment and attended a 'feeder' school as they do not speak Welsh and cannot go to a Welsh language school.*

Appraisal of view expressed

226. The Council is committed to meeting the parental demand for both English-medium and Welsh-medium school places across the city. As such, school capacities and local demand for places are reviewed regularly to ensure the best possible match with every effort made to ensure school places are available within a reasonable distance of the pupil's home as set out in the Council's Welsh-Education Strategic Plan.
227. The Local Authority is currently looking at needs across the city relating to availability and sufficiency as part of the 21st Century Schools Programme Band B planning process, which includes considering the provision of English-medium and Welsh-medium primary school provision.

228. Catchment areas are operated as one of the oversubscription criteria within the Council's School Admissions Policy. This policy meets the requirements of the Welsh Government's School Admissions Code.
229. Parents are entitled to state a preference for any school. In the event of a school being oversubscribed, applications are assessed against the oversubscription criteria. Whilst children who are resident in the catchment area of a school have priority for admission to that school over those who are not, children outside the catchment area cannot be denied a place if there are sufficient places available.
230. The suggestion to include 'longevity of residence within catchment area' as an oversubscription criterion is addressed in paragraphs 21-32.
231. The concern around children who do not speak Welsh being disadvantaged is addressed paragraphs 105-110.

Allocation of places

232. *It is not clear exactly how places will be allocated after the first choice has been exhausted.*

Appraisal of views expressed

233. The preferences of applicants are treated equally. For example, if applying for Faith, Foundation and Community school places, the Admissions Authorities i.e. the Governing Bodies of the Faith and Foundation schools and the Council (the Admissions Authority for Community Schools) would firstly rank order each preference received by the closing date, in accordance with the admissions criteria for the schools.
234. The Central Admissions Database (having received each Admissions Authority's prioritised list of applicants) would then allocate a single school place at the highest preference to which the child qualifies for admission. All preferences received by the closing date are considered simultaneously.
235. Notification of the result of the application is made available from the Welsh Government's Secondary Offer Day, 1st March or the next working day.
236. It is therefore crucial parents are entirely satisfied with the order in which they rank their school preferences upon submission of their common application form, as while each preference is treated equally, the parents' school preference order will determine, subject to qualifying for admission, which school the child will be allocated.

Extending the period for acceptance of a school place

237. *The time period in which school places must be accepted should be extended to allow parents more time in which to respond to the offer of a school place for their child.*

Appraisal of view expressed

238. The request to extend the acceptance period from 2 weeks to allow parents additional time to respond to offers was made a number of times during the consultation period. This request has been noted. Subject to implementation, the time allowed for acceptance/refusal will be extended to 3 weeks.

Summary

239. Three of the six Admission Authorities (St Teilo's CW High School, St Illtyd's Catholic High School and Corpus Christi RC High School) have indicated their willingness to partake in the proposed implementation of co-ordinated admission arrangements 2018 – 2020. (To be updated once WHS and Mary Immaculate position confirmed).
240. It is recommended that the pilot is implemented even without all eligible schools taking part, as the advantages outlined at paragraph 208 are still expected to accrue.
241. It is not expected that there would be any detrimental impact on those schools who do not participate nor pupils wishing to attend those schools, as the process for applying to these schools will remain unchanged and information regarding admissions to these schools will continue to be included in the Council's Admissions to Schools booklet and available to view on the Council's website.

***To be updated once the position of Mary Immaculate RC High School and Whitchurch High School are confirmed.**

Local Member Consultation

242. All Members have been consulted as part of the consultation process.

Reason for Recommendations

243. The Council is required to review its school admission arrangements annually and to agree the arrangements following appropriate consultation.

Financial Implications

244. There are no financial implications arising directly from this report. Potentially subject to change following confirmation of licencing arrangements.

Legal Implications (including Equality Impact Assessment where appropriate)

245. The Council has a statutory obligation under the Education Act 1996 to promote high standards of education for primary and secondary schools in its local authority area. Section 89 of the School Standards and Framework Act 1998 as amended by the Education Act 2002 determines that the Admission Authorities must carry out consultation before determining the admission arrangements which are to apply.
246. The Education (Determination of Admission Arrangements) (Wales) Regulations 2006 set out the procedure which the Admission Authorities should follow when determining their admission arrangements, including the consultation and notification process as well as timescales. In particular, the Admission Authority must determine arrangements in the school year beginning two years before the school year which the arrangements will be for, take all steps necessary to ensure that they will have completed the consultation required by section 89(2) before 1 March and determine the admission arrangements by 15 April. The arrangements must then be published within 14 days of the determination and appropriate bodies must be notified.
247. The Welsh Government has issued a guidance circular 'Measuring the Capacity of Schools in Wales', which sets out the methodology for Local Authorities to follow when determining their admission arrangements. There is also a requirement to consider the guidelines contained in the Welsh Government School Admissions Code. This report reflects these requirements.
248. The Council also has to satisfy its public sector duties and obligations under the Equality Act 2010 (including the specific Welsh public sector duties). Pursuant to these legal duties, Councils must in making decisions have due regard to the need to (1) eliminate unlawful discrimination, (2) advance equality of opportunity and (3) foster good relations on the basis of protected characteristics. The Council must also not directly or indirectly discriminate against any pupil in its admission arrangements, this means that no pupil or group of pupils may be treated less favourably based on a protected characteristic. Protected characteristics are:
- Age
 - Gender reassignment
 - Sex
 - Race – including ethnic or national origin, colour or nationality
 - Disability
 - Pregnancy and maternity
 - Marriage and civil partnership
 - Sexual orientation
 - Religion or belief – including lack of belief

249. The Equality Impact Assessment (see Appendix 5) specifically considers how the proposals may affect pupils with protected characteristics. The purpose of the Equality Impact Assessment is to ensure that the Council has understood the potential impacts of the proposal in terms of equality so that it can ensure that it is making proportionate and rational decisions having due regard to its public sector equality duty.
250. In accordance with the Welsh Language (Wales) Measure 2011 and the Welsh Language standards, the Council also has to consider the impact upon the Welsh language any decision that it makes and in accordance with the Well-being of Future Generations (Wales) Act 2015, the Council must consider the impact upon future generations of its decisions. This report reflects those requirements.

HR Implications

251. As a consequence of the pilot admission arrangements, the workload impact on school admissions posts will need to be considered. This applies to school admissions staff within the Council's Education Directorate as well as any school based officers who have a role in school admissions. If changes in roles and/or team structures are required these will need to be dealt with in accordance with the Council's agreed arrangements for restructures, and the grades of roles determined in line with Single Status.

Equality Impact Assessment

252. An Equality Impact Assessment on this proposal has been carried out. The assessment concluded that this proposal would not adversely affect a particular group in society (details of the Equality Impact Assessment can be seen at Appendix 5).

Sustainability Assessment

253. A Strategic Environmental Assessment (SEA) of the proposal has been carried out in accordance with European Legislation. The assessment confirms that the proposal is compatible with the environmental objective identified by Cardiff's 21st Century: A Strategic Framework for a School Building Improvement Programme. (Details of the Sustainability Assessment can be seen at Appendix 5)

Transport Matters

254. Under these proposals there are no plans to change the Council's policy on the transport of children to and from schools. The Council's transport policy for school children can be viewed on the Council's website (www.cardiff.gov.uk).

Community Impact

255. There is a need for a fairer, more equitable system of allocating school places in Cardiff without impacting adversely on the community. It is the

Council's view that this proposal is unlikely to negatively impact on any community in Cardiff. Officers would work with any community group to ensure that the proposal avoids negative impacts wherever possible. The schools subject to the proposal are existing schools which offer a range of after school activities and may have community organisations offering services from the school facilities. It is not anticipated that there would be a negative impact on any of these activities.

RECOMMENDATIONS

The Cabinet is requested to:

1. determine the attached Council's draft School Admission Arrangements 2018/19 and to agree the Admission Policy 2018/19.
2. authorise officers to consider further the Council's school admission arrangements including wider research into alternative options and the impact of each, in advance of consultation on the Council's School Admissions Policy 2019/20.
3. agree the implementation of Co-ordinated Secondary School Admission Arrangements for the Year 7 age group intakes in September 2018, September 2019 and September 2020.

Nick Batchelar
Director
March 2017

The following appendices are attached:

- Appendix 1 – Draft School Admissions Policy
- Appendix 2 – Co-ordinated Admission Arrangements consultation document
- Appendix 3 – Formal Responses – Admissions Policy
- Appendix 4 – Formal Responses – Co-ordinated Admission Arrangements
- Appendix 5 – Statutory Screening Tool

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



DRAFT
SCHOOL
ADMISSIONS
POLICY
2018/2019

THE CITY OF CARDIFF COUNCIL
EDUCATION & LIFELONG
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**THE CITY OF CARDIFF COUNCIL
EDUCATION & LIFELONG LEARNING**

SCHOOL ADMISSIONS

The City of Cardiff Council is committed to equality of opportunity and to eliminating unlawful discrimination. In respect of admissions to schools, all pupils and prospective pupils are treated equitably, regardless of gender, race, ethnicity, culture, nationality, language, ability/disability or religious belief. Steps are taken to ensure that admission procedures do not unfairly advantage or disadvantage any groups through the application of rules or conditions that cannot be complied with equally by all.

RELEVANT AREA FOR CONSULTATION

In accordance with the Education (Relevant Areas for Consultation on Admission Arrangements) Regulations 1999, the relevant area for community schools in Cardiff is the administrative area of the County Council for the City and County of Cardiff (the County Council). The relevant area for voluntary aided and voluntary controlled primary schools in Cardiff is the radius of 3 miles from the school, and for voluntary aided secondary schools in Cardiff, the relevant area is the administrative area of the County Council for the City and County of Cardiff (the County Council).

Admission Number

All maintained schools must admit pupils up to their published admission number. An admission may not be refused to any school until the admission number has been reached. The published admission number has been calculated in accordance with the Welsh Government's school capacity calculation methodology "Measuring the Capacity of Schools in Wales". As this number is based on the physical capacity of the school to accommodate pupils it should not be exceeded in normal circumstances.

**THE CITY OF CARDIFF COUNCIL
EDUCATION & LIFELONG LEARNING**

SCHOOL ADMISSIONS POLICY: 2018/2019

ADMISSIONS TO NURSERY SCHOOLS AND CLASSES

The Council is the Admissions Authority for all maintained Community Nursery Schools and for Nursery Classes in Community Schools.

Children are entitled to a part-time nursery place from the start of the term following their third birthday and must attend for five half days. There is a facility on the Cardiff Council website for parents to provide their child's details in order to receive information on how to apply for a nursery place at the appropriate time in accordance with the Council's admissions timetable.

In the case of children looked after by the Local Authority (as defined by Section 22 of the Children Act 1989) or previously looked after children (as defined by the Welsh Government School Admissions Code document no. 005/2-13) following consultation on the appropriateness of the named school in light of the child's background and needs, the Council has a duty to admit the child to the school.

PUBLISHED DATE: Reference to the published date means the date set out in this Policy, in the Notes for the Guidance of Parents and in the Information for Parents Booklet 2018/2019.

The Council will consider each individual application received by the published closing date for a child who must be three years old on its merits, applying the criteria in the following order of priority up to the approved capacity:

1. For applications received by the published closing date of 19 February 2018 for children born between 1 September 2014 and 31 August 2015:
 - (a) Children who are looked after by the Local Authority (as defined by Section 22 of the Children Act 1989) or previously looked after children (as defined by the Welsh Government School Admissions Code document no. 005/2-13)
 - (b) children allocated nursery funding by the Early Years Assessment Panel, or the Case Advisory Panel. These multi agency panels allocate funding to an Early Years child with identified significant and/or complex needs, through an Individual Development Plan in order that the child may access their nursery entitlement in a maintained setting.

- (c) children who have a brother and/or sister who will be on register at the school at which the nursery class is based when they are admitted. Any sibling connection must be clearly stated in the application. Where preferences exceed places available, criteria d, e and f will then be applied to decide which other pupils are admitted. For admission purposes a sibling is a child permanently resident at the same address as the pupil applying for a place who is the brother/sister, half brother/sister (children who share one common parent), step brother/step sister where two children are related by virtue of their parents being married, co-habiting or in a civil partnership. This definition also includes adopted or fostered children living at the same address.
- (d) children in respect of whom the Council judges that there are compelling medical grounds or compelling social grounds for their admission to a specified nursery school/class. Written recommendations from a medical consultant, a social worker or similar professional will be required giving detailed reasons for the child's admission to a particular nursery school/class. Where preferences exceed places available, priority will be given to multiple birth siblings.
- (e) other children with priority to children living nearest the nursery school/class, as measured by the shortest practicable walking route. The Council uses a Geographical Information System (GIS) to calculate home to school distances in miles to the nearest 2 decimal places. The shortest walking route is calculated using Ordnance Survey (OS) customised route data from an applicant's home address to the nearest open school gate. The co-ordinates of an applicant's home address are determined using the Local Land and Property Gazetteer (LLPG) AND OS Address Point Data. The starting point for a route assessment is determined as the nearest point on the walking route network to the main front entrance of a property. Private driveways and paths are not included in the distance measurement. All routes within the walking network must be publicly accessible and available 24 hours. Cardiff Council has developed a computerised walking route network based on the Welsh Learner Travel Measure Statutory Provision and Operational Guidance June 2014 and this is used to ensure that every pupil is assessed as consistently as possible. Where there is no safe walking route available, the Council will calculate the shortest driving distance from the home address to the nearest open school gate by use of the same Geographical Information System (GIS) used to measure the shortest practicable walking route.

(f) In determining applications for admission in respect of other pupils the Council gives priority to children living furthest away from the alternative school offered by the Council as measured by the shortest practicable walking route as a tie break. The Council uses a Geographical Information System (GIS) to calculate home to school distances in miles to the nearest 2 decimal places. The shortest walking route is calculated using Ordnance Survey (OS) customised route data from an applicant's home address to the nearest open school gate. The co-ordinates of an applicant's home address are determined using the Local Land and Property Gazetteer (LLPG) AND OS Address Point Data. The starting point for a route assessment is determined as the nearest point on the walking route network to the main front entrance of a property. Private driveways and paths are not included in the distance measurement. All routes within the walking network must be publicly accessible and available 24 hours. Cardiff Council has developed a computerised walking route network based on the Welsh Learner Travel Measure Statutory Provision and Operational Guidance June 2014 and this is used to ensure that every pupil is assessed as consistently as possible. Where there is no safe walking route available, the Council will calculate the shortest driving distance from the home address to the nearest open school gate by use of the same Geographical Information System (GIS) used to measure the shortest practicable walking route.

In the case of flats the route assessment is determined from the front entrance to each flat.

2. For applications received by the published closing date of 2 July 2018 for children born between 1 September 2015 and 31 December 2015: (a) to (f) as above

3. For applications received by the published closing date of 3 July 2017 for children born between 1 January 2016 and 31 March 2016: (a) to (f) as above

In all cases evidence of permanent residence of the pupil at time of application must be supplied if required. Any place approved on the basis of residence will be withdrawn if the pupil is no longer permanently resident at the address at the beginning of the school term to which the application relates (term dates as published in the Admission to Schools Booklet). The home address is considered to be the child's along with their parent's main and genuine principal place of residence on the relevant published closing date i.e. where they are normally and regularly living. If a child is resident with friends or relatives (for reasons other than guardianship) the friends or relative's address will not be considered for allocation purposes.

Following the first round of allocations, late applications will be considered in accordance with the Council's published admissions criteria.

Applications from the first round of allocations and any subsequent late applications will be considered together for any subsequent available places that may arise.

The processing of late applications will normally be done on a monthly basis.

The address of UK service personnel will be accepted if their application form is accompanied by an official Ministry of Defence (MOD) letter declaring a definite return date and confirmation of the new address.

Where parents have shared responsibility for a child, and the child lives with both parents for part of the school week then the home address will be determined as the address where the child lives for the majority of the school week (i.e. 3 out of 5 days available). Parents will be required to provide documentary evidence to support the address they wish to be considered for allocation purposes.

No account is taken of the particular infant or primary school the child is likely to attend subsequently or to the length of time the school has been aware of the parental intention to apply for a place at the school.

Only applications received by the relevant published closing date for receipt of preference forms will be considered in the initial round of allocation of places. Other preference forms received will be considered as late applications.

As nursery education is non-statutory provision, parents have no statutory right of appeal under the School Standards and Framework Act if they are unsuccessful in gaining a nursery place.

Early Years Funding

Where places are unavailable in local community nursery schools or nursery classes within two miles of a child's place of residence, parents may apply for nursery education place funding with a recognised provider designated by the Cardiff Early Childhood Group.

Where places are available in local community nursery schools or nursery classes within two miles of a child's place of residence, the Council will only approve applications for nursery education place funding with a recognised provider designated by the Cardiff Early Childhood Group, where there are compelling medical or compelling social grounds which make it inappropriate for the child to attend the nursery provision offered by the Council. Written recommendations from a medical practitioner or social worker or similar professional will be required.

Applications for Early Years Funding should be made in the Term prior to when the child becomes eligible for funding or in the case where a child starts in a nursery with a recognised provider at a later date, applications should be submitted in the term when the admission takes place. The Council will not accept retrospective claims for funding where a place within a Community Nursery would have been available within 2 miles of the child's home address but is no longer available because the parent has delayed in making a claim.

In addition the Council will not approve applications for Early Years Funding where a place in a Community Nursery School or Class was previously offered by the Council at the time of application but refused by a parent.

Attendance at a Nursery Class does not automatically entitle a child to a reception class place in the same school. A new application must be made for Reception Class Places.

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**THE CITY OF CARDIFF COUNCIL
EDUCATION & LIFELONG LEARNING**

SCHOOL ADMISSIONS POLICY: 2018/2019

ADMISSIONS TO PRIMARY SCHOOLS

The Council is the Admissions Authority for all maintained Community Infant, Junior and Primary Schools and the Council is committed to providing local schools for local children where possible.

All admissions are approved by the Director of Education & Lifelong Learning.

Children are admitted to reception classes in the September following their fourth birthday. There is a facility on the Cardiff Council website for parents to provide their child's details in order to receive information on how to apply for a nursery place at the appropriate time in accordance with the Council's admissions timetable. Parents who have registered their child's details with the Council will be advised to apply for a place in their preferred schools during the Autumn Term by using the Council's On- Line Application Service or by completing a preference form. Parents who submitted an application by the published closing date of Monday 8th January 2018 will be notified of the result of their application on Monday 16th April 2018.

Attendance at a Nursery Class does not automatically entitle a child to a reception class place in the same school. A new application must be made for Reception Class Places.

Parents have the right to express a preference for their preferred schools which will be considered individually and complied with wherever possible. Some schools have more requests for places than there are places available. Where a school is oversubscribed preferences will still be considered but the priorities set by the Council will be applied. In deciding which children to admit to a school, the Council applies the criteria set out below in the order of priority shown (1. being the highest priority) and examines the merits of each case by considering any reasons put forward supporting any expressed preference. The Council will not normally exceed the school's Admission Number or breach the limitations imposed by statutory maximum class size (30) where this applies.

Where a school is named in a statement of special educational needs, where the Council is the admissions authority the Council has a duty to admit the child to the school.

In the case of children looked after by the Local Authority (as defined by Section 22 of the Children Act 1989) or previously looked after children (as defined by the Welsh Government School Admissions Code document no. 005/2-13) following consultation on the appropriateness of the named school in light of the child's background and needs, the Council has a duty to admit the child to the school.

PUBLISHED DATE: Reference to the published date means the date set out in this Policy, in the Notes for the Guidance of Parents and in the Information for Parents Booklet 2018/2019.

1. Children who are looked after by the Local Authority (as defined by Section 22 of the Children Act 1989) or previously looked after children (as defined by the Welsh Government School Admissions Code document no. 005/2-13)
2. Children allocated nursery funding by the Early Years Assessment Panel, or the Case Advisory Panel. These multi agency panels allocate funding to an Early Years child with identified significant and/or complex needs, through an Individual Development Plan in order that the child may access their nursery entitlement in a maintained setting.
3. (a) Where an older sibling was directed by the Council to an alternative school because the alternative school was previously the catchment area school, if the parent desires, the Council will admit younger siblings to the alternative school. This applies only where the older sibling is in attendance at the alternative school during the academic year to which the application relates. In addition the younger sibling must be residing in the same address (or an address within the catchment area that was the subject of the change before it was implemented) that the older sibling was living at the time of the original application.

(b) Where an older sibling was directed by the Council to an alternative school because no places were available at the catchment area school, if the parent desires, the Council will admit younger siblings to the alternative school. This applies only where the older sibling is in attendance at the alternative school during the academic year to which the application relates
- 4 Pupils who are permanently resident within the defined catchment area* of the school on the published closing date of 8th January 2018 for receipt of preference forms. Evidence of permanent residence of the pupil must be supplied if required. Where preferences exceed places available, priority will be given to multiple birth siblings resident within the defined catchment area. Criteria 5, 6, 7, 8 and 9 will then be applied to decide which other pupils are admitted.
- 5 Pupils in respect of whom the Council judges that there are compelling medical grounds or compelling social grounds for their admission to a specified school. Written recommendations from a medical consultant or a social worker or similar professional will be required giving detailed reasons for the pupil's admission to a particular school. Where preferences exceed places available, Criteria 6, 7, 8 and 9 will then be applied to decide which other pupils are admitted.
- 6 Pupils who have a brother and/or sister of statutory school age who will be on register at the school when they are admitted. In considering siblings first priority will be given to applications from multiple birth

siblings. Where preferences exceed places available, Criteria 7, 8 and 9 will then be applied to decide which other pupils are admitted. For admission purposes a sibling is a child permanently resident at the same address as the pupil applying for a place who is the brother/sister, half brother/sister (children who share one common parent), step brother/step sister where two children are related by virtue of their parents being married, co-habiting or in a civil partnership. This definition also includes adopted or fostered children living at the same address.

7 In determining applications for admission in respect of other pupils the Council gives priority to children living nearest the school as measured by the shortest practicable walking route. The Council uses a Geographical Information System (GIS) to calculate home to school distances in miles to the nearest 2 decimal places. The shortest walking route is calculated using Ordnance Survey (OS) customised route data from an applicant's home address to the nearest open school gate. The co-ordinates of an applicant's home address are determined using the Local Land and Property Gazetteer (LLPG) AND OS Address Point Data. The starting point for a route assessment is determined as the nearest point on the walking route network to the main front entrance of a property. Private driveways and paths are not included in the distance measurement. All routes within the walking network must be publicly accessible and available 24 hours. Where preferences exceed places available, Criteria 8 will then be applied to decide which other pupils are admitted. Cardiff Council has developed a computerised walking route network based on the Welsh Learner Travel Measure Statutory Provision and Operational Guidance June 2014 and this is used to ensure that every pupil is assessed as consistently as possible. Where there is no safe walking route available, the Council will calculate the shortest driving distance from the home address to the nearest open school gate by use of the same Geographical Information System (GIS) used to measure the shortest practicable walking route.

8 In determining applications for admission in respect of other pupils the Council gives priority to children living furthest away from the alternative school offered by the Council as measured by the shortest practicable walking route as a tie break. The Council uses a Geographical Information System (GIS) to calculate home to school distances in miles to the nearest 2 decimal places. The shortest walking route is calculated using Ordnance Survey (OS) customised route data from an applicant's home address to the nearest open school gate. The co-ordinates of an applicant's home address are determined using the Local Land and Property Gazetteer (LLPG) AND OS Address Point Data. The starting point for a route assessment is determined as the nearest point on the walking route network to the main front entrance of a property. Private driveways and paths are not included in the distance measurement. All routes within the walking network must be publicly accessible and available 24 hours. Cardiff Council has developed a computerised walking route network based on the Welsh Learner Travel Measure Statutory Provision and Operational Guidance June 2014 and this is used to ensure that every pupil is assessed as consistently as possible.

Where there is no safe walking route available, the Council will calculate the shortest driving distance from the home address to the nearest open school gate by use of the same Geographical Information System (GIS) used to measure the shortest practicable walking route.

In the case of flats the route assessment is determined from the front entrance to each flat.

- 9 Pupils whose premature admission to the school has been approved by the Council.

Only applications received by the published closing date of 9 January 2017 for receipt of preference forms will be considered in the initial round of allocation of places. Other preference forms received will be considered as late applications.

Any place approved on the basis of residence will be withdrawn if the pupil is no longer permanently resident at the address at the beginning of the school term to which the application relates (term dates as published in the Admission to Schools Booklet). The home address is considered to be the child's along with their parent's main and genuine principal place of residence on the published date of 8th January 2018 i.e. where they are normally and regularly living. If a child is resident with friends or relatives (for reasons other than guardianship) the friends or relative's address will not be considered for allocation purposes.

Where parents have shared responsibility for a child, and the child lives with both parents for part of the school week then the home address will be determined as the address where the child lives for the majority of the school week (i.e. 3 out of 5 days available). Parents will be required to provide documentary evidence to support the address they wish to be considered for allocation purposes.

Children of UK service personnel will be treated as in catchment if their application form is accompanied by an official Ministry of Defence (MOD) letter declaring a definite return date and confirmation of the new address.

A child is not required to start school until the start of the term following the child's fifth birthday. Where a parent is offered a place in a reception class before their child is of compulsory school age, the parents have the option of deferring their child's entry until later in the same school year. The effect is that the place is held for that child and is not available to be offered to another child. The parent would not however be able to defer entry beyond the beginning of the term after the child's fifth birthday, nor beyond the academic year for which the original application was accepted. It is recommended that any deferment of a place is discussed with the relevant Headteacher.

Waiting Lists

Where a place has been refused, the application will be placed on a waiting list. Applications received in the annual allocation of places will remain on the waiting list until the end of the Autumn Term 2018. Applications received outside of the annual allocation of places for in year admissions will remain on the waiting list until the end of the term in the academic year to which the

application relates. After this time parents will be expected to make a further application for admission.

Late Applications

Following the first round of allocations, late applications will be considered in accordance with the Council's published admissions criteria.

Applications from the first round of allocations and any subsequent late applications will be considered together for any subsequent available places that may arise.

The processing of late applications will normally be done on a monthly basis.

In Year Applications

In the event of the Council receiving more applications for an age group than the number of places available, places will be filled by using the Admissions criteria above. (Deadline dates refer to the annual allocation of places to the Reception age group in September 2018).

Statutory Appeals

If parents are dissatisfied with the result of an application for a particular Community primary school, an appeal may be submitted to the independent Statutory Appeal Panel, any decision made by the Panel being binding on the Council. If the appeal is not successful, further applications for a place at the same school will not be considered for the same academic year unless the Director of Education & Lifelong Learning determines there are significant and material changes in the circumstances of pupil/parents or school.

Voluntary Controlled Primary School

In the case of St Mellons Voluntary Controlled Church in Wales Primary School, the Council has agreed to delegate responsibility for admissions to the Governing Body. Application should be made therefore directly to the school.

* Catchment area information is available on the Council website.

**THE CITY OF CARDIFF COUNCIL
EDUCATION & LIFELONG LEARNING**

SCHOOL ADMISSIONS POLICY: 2018/2019

ADMISSIONS TO SECONDARY SCHOOLS

The Council is the Admissions Authority for all maintained Community Secondary Schools. All admissions are approved by the Director of Education & Lifelong Learning.

Children transfer to secondary education in the September following their eleventh birthday.

In the Autumn Term parents of Year 6 pupils in Community Primary Schools are invited to nominate their preferred Secondary Schools either by using the Council's On Line application Service or by completing a preference form. Parents are also informed of their catchment area school. Parents who submitted an application by the published closing date of Monday 4 December 2017 will be notified of the result of their application on Thursday 1 March 2018.

Parents have the right to express a preference for their preferred schools which will be considered individually and complied with wherever possible. Some schools have more requests for places than there are places available. Where a school is oversubscribed preferences will still be considered but the priorities set by the Council will be applied. In deciding which children to admit to a school, the Council applies the criteria set out below in the order of priority shown (1. being the highest priority) and examines the merits of each case by considering any reasons put forward supporting any expressed preference. The Council will not normally exceed the school's Admission Number.

Where a school is named in a statement of special educational needs, where the Council is the admissions authority the Council has a duty to admit the child to the school.

In the case of children looked after by the Local Authority (as defined by Section 22 of the Children Act 1989) or previously looked after children (as defined by the Welsh Government School Admissions Code document no. 005/2-13) following consultation on the appropriateness of the named school in light of the child's background and needs, the Council has a duty to admit the child to the school.

PUBLISHED DATE: Reference to the published date means the date set out in this Policy, in the Notes for the Guidance of Parents and in the Information for Parents Booklet 2018/2019

1. Children who are looked after by the Local Authority (as defined by Section 22 of the Children Act 1989) or previously looked after children (as defined by the Welsh Government School Admissions Code document no. 005/2-13)
2. (a) Where an older sibling was directed by the Council to an alternative school because the alternative school was previously the catchment area school, if the parent desires, the Council will admit younger siblings to the alternative school. This applies only where the older sibling is in attendance at the alternative school during the academic year to which the application relates. In addition the younger sibling must be residing in the same address (or an address within the catchment area that was the subject of the change before it was implemented) that the older sibling was living at the time of the original application.

(b) Where an older sibling was directed by the Council to an alternative school because no places were available at the catchment area school, if the parent desires, the Council will admit younger siblings to the alternative school. This applies only where the older sibling is in attendance at the alternative school during the academic year to which the application relates
3. Pupils who are permanently resident within the defined catchment area* of the school on the published closing date of 4 December 2017 for receipt of preference forms. Evidence of permanent residence of the pupil must be supplied if required. Where preferences exceed places available, priority will be given to multiple birth siblings resident within the defined catchment area. Criteria 4, 5, 6, 7 and 8 will then be applied to decide which other pupils are admitted.
4. Pupils in respect of whom the Council judges that there are compelling medical grounds or compelling social grounds for their admission to a specified school. Written recommendations from a medical consultant or a social worker or similar professional will be required giving detailed reasons for the pupil's admission to a particular school. Where preferences exceed places available, Criteria 5, 6, 7 and 8 will then be applied to decide which other pupils are admitted.
5. Pupils who have a brother and/or sister who will be on register at the school, in Years 8 to 11, when they are admitted. In considering siblings first priority will be given to applications from multiple birth siblings. Any sibling connection must be clearly stated in the application. Where preferences exceed places available, Criteria 6, 7 and 8 will then be applied to decide which other pupils are admitted. For admission purposes a sibling is a child permanently resident at the same address as the pupil applying for a place who is the brother/sister, half brother/sister (children who share one common parent), step brother/step sister where two children are related by virtue of their parents being married, co-habiting or in a civil partnership. This definition also includes adopted or fostered children living at the same address.

6. In determining applications for admission in respect of other pupils the Council gives priority to children living nearest the school as measured by the shortest practicable walking route. The Council uses a Geographical Information System (GIS) to calculate home to school distances in miles to the nearest 2 decimal places. The shortest walking route is calculated using Ordnance Survey (OS) customised route data from an applicant's home address to the nearest open school gate. The co-ordinates of an applicant's home address are determined using the Local Land and Property Gazetteer (LLPG) AND OS Address Point Data. The starting point for a route assessment is determined as the nearest point on the walking route network to the main front entrance of a property. Private driveways and paths are not included in the distance measurement. All routes within the walking network must be publicly accessible and available 24 hours. Where preferences exceed places available, Criteria 7 will then be applied to decide which other pupils are admitted. Cardiff Council has developed a computerised walking route network based on the Welsh Learner Travel Measure Statutory Provision and Operational Guidance June 2014 and this is used to ensure that every pupil is assessed as consistently as possible. Where there is no safe walking route available, the Council will calculate the shortest driving distance from the home address to the nearest open school gate by use of the same Geographical Information System (GIS) used to measure the shortest practicable walking route.

In the case of flats the route assessment is determined from the front entrance to each flat.

7. In determining applications for admission in respect of other pupils the Council gives priority to children living furthest away from the alternative school offered by the Council as measured by the shortest practicable walking route as a tie break. The Council uses a Geographical Information System (GIS) to calculate home to school distances in miles to the nearest 2 decimal places. The shortest walking route is calculated using Ordnance Survey (OS) customised route data from an applicant's home address to the nearest open school gate. The co-ordinates of an applicant's home address are determined using the Local Land and Property Gazetteer (LLPG) AND OS Address Point Data. The starting point for a route assessment is determined as the nearest point on the walking route network to the main front entrance of a property. Private driveways and paths are not included in the distance measurement. All routes within the walking network must be publicly accessible and available 24 hours. Cardiff Council has developed a computerised walking route network based on the Welsh Learner Travel Measure Statutory Provision and Operational Guidance June 2014 and this is used to ensure that every pupil is assessed as consistently as possible. Where there is no safe walking route available, the Council will calculate the shortest driving distance from the home address to the nearest open school gate by use of the same Geographical Information System (GIS) used to measure the shortest practicable walking route.

In the case of flats the route assessment is determined from the front entrance to each flat.

8. Pupils whose premature admission to the school has been approved by the Council

Only applications received by the published closing date of 4 December 2017 for receipt of preference forms will be considered in the initial round of allocation of places. Other preference forms received will be considered as late applications.

Any place approved on the basis of residence will be withdrawn if the pupil is no longer permanently resident at the address at the beginning of the school term to which the application relates (term dates as published in the Admission to Schools Booklet). The home address is considered to be the child's along with their parent's main and genuine principal place of residence on the published date of 4 December 2017 i.e. where they are normally and regularly living. If a child is resident with friends or relatives (for reasons other than guardianship) the friends or relative's address will not be considered for allocation purposes.

Where parents have shared responsibility for a child, and the child lives with both parents for part of the school week then the home address will be determined as the address where the child lives for the majority of the school week (i.e 3 out of 5 days available). Parents will be required to provide documentary evidence to support the address they wish to be considered for allocation purposes.

Children of UK service personnel will be treated as in catchment if their application form is accompanied by an official Ministry of Defence (MOD) letter declaring a definite return date and confirmation of the new address.

Waiting Lists

Where a place has been refused, the application will be placed on a waiting list. Applications received in the annual allocation of places will remain on the waiting list until the end of the Autumn Term 2018 Applications received outside of the annual allocation of places for in year admissions will remain on the waiting list until the end of the term in the academic year to which the application relates. After this time parents will be expected to make a further application for admission.

Late Applications

Following the first round of allocations, late applications will be considered in accordance with the Council's published admissions criteria.

Applications from the first round of allocations and any subsequent late applications will be considered together for any subsequent available places that may arise.

The processing of late applications will normally be done on a monthly basis.

In Year Applications

In the event of the Council receiving more applications for an age group than the number of places available, places will be filled by using the Admissions criteria above. (Deadline dates refer to the annual allocation of places to the Year 7 age group in September 2018).

Statutory Appeals

If parents are dissatisfied with the result of an application for a particular Community secondary school, an appeal may be submitted to the independent Statutory Appeal Panel, any decision made by the Panel being binding on the Council. If the appeal is not successful, further applications for a place at the same school will not be considered for the same academic year unless the Director of Education & Lifelong Learning determines there are significant and material changes in the circumstances of pupil/parents or school.

ADMISSIONS TO SIXTH FORMS

The Council has agreed to delegate to the Governing Body of Community Schools responsibility for the determination of admission arrangements for sixth forms. Application should therefore be made directly to the school.

- Catchment area information is available on the Council website. The catchment areas for schools providing primary education are grouped together to form the catchment areas of maintained secondary schools in Cardiff.

The Council is also consulting on the co-ordination of secondary school admission arrangements which will apply to Community Schools and Own Admission Authority Schools (Faith/Foundation Schools) in Cardiff whose Governing Bodies adopt the scheme from October 2017 for admission to Secondary education in September 2018.

The regulations require consultation to be completed by 1 March 2017 and arrangements determined by Admission Authorities by 15 April 2017.

The consultation document can be accessed at
www.cardiff.gov.uk/admissionarrangementsconsultation

Admission Numbers, September 2018 (Red font proposed / potential change)

Community Primary Schools	Admission Number
Adamsdown Primary School	60
Albany Primary School	60
Allensbank Primary School	45
Baden Powell Primary School	60
Birchgrove Primary School	58
Bryn Celyn Primary School	30
Bryn Deri Primary School	30 ⁽¹⁾
Bryn Hafod Primary School	60
Coed Glas Primary School	75
Coryton Primary School	30 ⁽¹⁾
Creigiau Primary School	29
Danescourt Primary School	60
Fairwater Primary School	40
Gabalfa Primary School	30
Gladstone Primary School	30
Glan Yr Afon Primary School	41
Glyncoed Primary School	60
Grangetown Primary School	60
Greenway Primary School	30
Gwaelod-y-Garth Primary School	7
Hawthorn Primary School	30
Herbert Thompson Primary School	60
Howardian Primary School	60
Hywel Dda Primary School	60
Kitchener Primary School	60
Lakeside Primary School	60
Lansdowne Primary School	60
Llanedeyrn Primary School	55
Llanishen Fach Primary School	60
Llysfaen Primary School	60
Marlborough Primary School	60
Meadowlane Primary School	45
Millbank Primary School	30
Moorland Primary School	90 ⁽²⁾
Community Primary Schools	Admission Number

Mount Stuart Primary School	60
Ninian Park Primary School	90
Oakfield Primary School	60
Pencaerau Primary School	30
Pentrebane Primary School	30
Pentyrch Primary School	20
Pen-y-Bryn Primary School	30
Peter Lea Primary School	45
Pontprennau Primary School	60
Radnor Primary School	45
Radyr Primary School	60 ⁽³⁾
Rhiwbeina Primary School	75
Rhydypenau Primary School	60
Roath Park Primary School	58
Rumney Primary School	60
Severn Primary School	60
Springwood Primary School	60
Stacey Primary School	30 ⁽¹⁾
Thornhill Primary School	60
Tongwynlais Primary School	28
Ton-yr-Ywen Primary School	60
Trelai Primary School	60
Trowbridge Primary School	30
Whitchurch Primary School	90
Willowbrook Primary School	60
Windsor Clive Primary School	60
Ysgol Bro Eirwg	60 ⁽¹⁾
Ysgol Coed-y-Gof	60
Ysgol Creigiau	29
Ysgol Glan Ceubal	30
Ysgol Glan Morfa	60
Ysgol Gwaelod-y-Garth	26
Ysgol Hamadryad	60
Ysgol Melin Gruffydd	60
Ysgol Mynydd Bychan	30 ⁽¹⁾
Ysgol Pencae	30 ⁽¹⁾
Ysgol Pen Y Groes	30

Ysgol Pwll Coch	60
Ysgol Treganna	90
Ysgol y Berllan Deg	60 ⁽¹⁾
Ysgol Y Wern	75
Ysgol Nant Caerau	30
Ysgol Pen Y Pil.	30
Voluntary Controlled Primary Schools	Admission Number
St Mellons C.W. Primary School	15
Voluntary Aided Primary Schools	Admission Number
All Saints C.W. Primary School	30
Bishop Childs C.W. Primary School	30 ⁽¹⁾
Christ The King R.C. Primary School	30
Holy Family R.C. Primary School	35
Llandaff C.W. Primary School	60
St Alban's R.C. Primary School	30
St Bernadette's R.C. Primary School	30
St Cadoc's R.C. Primary School	45
St Cuthbert's R.C. Primary School	22
St David's C.W. Primary School	30
St Fagans C.W. Primary School	30
St Francis R.C. Primary School	55
St John Lloyd R.C. Primary School	45
St Joseph's R.C. Primary School	30
St Mary The Virgin C.W. Primary School	60
St Mary's R.C. Primary School	37
St Monica's C.W. Primary School	20
St Patrick's R.C. Primary School	45
St Paul's C.W. Primary School	30 ⁽¹⁾
St Peter's R.C. Primary School	75
St Philip Evans R.C. Primary School	52
Tredegaville C.W. Primary School	30
Community Secondary Schools	Admission Number
Cantonian High School	181
Cardiff High School	240
Cardiff West Community High School	240
Cathays High School	165

Eastern High	240
Fitzalan High School	300
Llanishen High School	300
Radyr Comprehensive School	210
Willows High School	224
Ysgol Gyfun Gymraeg Glantaf	240
Ysgol Gyfun Gymraeg Plasmawr	180
Ysgol Bro Edern	180
Foundation Secondary Schools	Admission Number
Whitchurch High School	390
Voluntary Aided Secondary Schools	Admission Number
Bishop of Llandaff C.W. High School	180
Corpus Christi R.C. High School	186
Mary Immaculate R.C. High School	159
St Illtyd's R.C. High School	176
St Teilo's C.W. High School	240

It should be noted that in progressing school reorganisation proposals, some admission numbers may need to change.

(1) It is proposed to maintain the current admission number for **2018** as allowed by WG regulations, pending extensive discussions with Head and Governors to agree an appropriate way forward within the context of demand for places and the capacity of the premises.

(2) Approved proposal to enlarge the school to 630 places deferred from September 2017 to September 2018.

(3) Subject to publishing of statutory notice and approval by the Council's Cabinet of the proposal to enlarge Radyr Primary School from September 2017.

NB. It should be noted that some of the above proposals are subject to receiving the relevant planning consent.

348	St. John's High School
349	St. John's High School
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380	St. John's High School

It should be noted that the above information is for informational purposes only and should not be used for any other purpose. The information is subject to change without notice.

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Co-ordinated Secondary School Admission Arrangements 2018-2020

Consultation Document 2016

A fairer, more equitable system of allocating school places in Cardiff

Consultation Period:
5 December 2016 – 23 January 2017

This document can be made available in Braille.
Information can also be made available in other community languages if needed.
Please contact us on 029 2087 2720 to arrange this.

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Introduction:

This consultation is an opportunity for people to learn about the proposed introduction of co-ordinated secondary school admission arrangements for Cardiff. It is your chance to ask questions and make comments that will be considered when the Council decides how to proceed.

What is the Proposal?

The proposal is to:

- Pilot the implementation of a co-ordinated secondary school admissions process for the Year 7 age group for intakes in September 2018, September 2019 and September 2020.

The proposal to pilot a coordinated admissions system would not remove the rights of Admission Authorities to control their own admissions and therefore which children would be offered places at their schools. It would not have any impact upon the admissions policies currently being operated by the various Admission Authorities, nor impose any change to schools' governance.

Co-ordinated secondary school admission arrangements are to be kept under review. Subject to a decision to make the arrangements permanent, a further consultation would be undertaken. In the event a decision is made not to make co-ordinated secondary school admission arrangements permanent, existing arrangements would continue.

Your Views Matter:

Your views matter and we want you to tell us what you think about the proposal. You can do this by:

- attending one of the drop in sessions:

Date/Time	Venue
Tuesday, 13th December 2016 9:00am – 11:00am	Llanishen Leisure Centre
Tuesday, 10th January 2017 4:00pm – 6:00pm	Grangetown Hub
Wednesday, 11th January 2017 4:00pm – 6:00pm	Llanrumney Hub
Thursday, 12th January 2017 4:00pm – 6:00pm	Fairwater Hub
Tuesday, 17th January 2017 4:00pm – 6:00pm	Central Library Hub

- completing the online response form at www.cardiff.gov.uk/admissionarrangements or
- contacting the School Organisation Planning Team on (029) 2087 2720, by e-mail to schoolresponses@cardiff.gov.uk or by post to Room 422, County Hall, Atlantic Wharf, Cardiff, CF10 4UW.

The closing date for responses to this consultation is **23 January 2017**. Unfortunately responses received after this date will not be considered by the Council.

Explanation of Acronyms & Terms used:

Admission Authority – The body responsible for setting and applying a school's admission arrangements.

Admission Forum – A statutory local body charged with co-ordinating the effectiveness and equity of local admission arrangements. The Forum comprises representatives of admission authorities and schools, dioceses, the local community and parent governors.

Governing Bodies – The body corporately responsible for conducting schools with a view to promoting high standards of educational achievement; through setting strategic direction, ensuring accountability, monitoring and evaluation.

Community Schools – a maintained primary or secondary school for which a Local Authority has staffing, premises, and admissions responsibilities.

Foundation & Voluntary Aided Schools – a maintained primary or secondary school for which the school's Governing Body has staffing, premises and admissions responsibilities.

Equality Impact Assessment (EIA) – a process designed to ensure that a policy, project or scheme does not discriminate against any disadvantaged or vulnerable people.

CW – Church in Wales

EAL - English as an Additional Language

HS – High School

RC – Roman Catholic

SEN - Special Educational Needs

Background to the Proposal:

Co-ordinated admission arrangements were introduced in England under the terms of the School Admissions (Co-ordination of Admission Arrangements) (England) Regulations 2007.

There are currently no formal co-ordinated admission arrangements in Wales despite there being recognition of the challenges of implementing effective arrangements for admissions in Cardiff which has 30 Admission Authorities.

School Admissions:

Admission Authorities in Cardiff are committed to equality of opportunity and to eliminating unlawful discrimination. In respect of admissions to schools, all pupils and prospective pupils are treated equitably, regardless of gender, race, ethnicity, culture, nationality, language, ability/disability or religious belief. However, there are various exceptions for schools of a religious nature. Steps are taken to ensure that admission procedures do not unfairly advantage or disadvantage any groups through the application of rules or conditions that cannot be complied with equally by all.

What are the Current Arrangements & Issues with the Current Allocations System?

At present, parents apply for their child to transfer from primary to secondary education by submitting a school admission form to the Admission Authorities of their preferred schools. Parents applying for a community school can complete and submit their application online, while parents applying to other schools complete and submit a paper application form.

Following consideration by the Admission Authorities for each preference school, parents receive the result of their application from each Admissions Authority.

Whilst parents inform the Council of which community schools are their preferred option(s), they are not required to confirm which community; voluntary aided or foundation school is their higher preference. As a result, parents could be offered more than one school place for their child.

Consequently, there is uncertainty as to which pupils will start at which schools as the order of parental school preferences is unclear at the time of application:

- Foundation and Voluntary Aided schools provide the Council with their admission decisions by a date agreed by the Cardiff Admissions Forum, but the Council is unable to use the information to reallocate places at community schools before offer date as Admissions Authorities do not know the order of parents' preferences.
- The Council cannot provide reciprocal information to Governing Bodies regarding the allocation of community school places under the current arrangements due to Data Protection Act constraints. Furthermore, allocation lists for every school would have to be sent, which is impractical.

Admission Authorities continue to administer statutory waiting lists and arrange statutory appeal hearings, many of which are time consuming, costly and unnecessary for parents.

Table 1 below indicates the number of Year 7 appeals that proceeded to an Independent School Admission Appeal Hearing for the September 2016 intake. Based on calculations for cases against the Local Authority, it is estimated that each appeal costs approx. £650 and 9 hours of officer time.

Table 1: Number of Appeal Hearings for Admission into Year 7 from September 2016

School	No. of Year 7 Appeals
Community Schools	100
St Teilo's CW HS	42
Bishop of Llandaff CW HS	32
St Illtyd's RC HS	18
Corpus Christi RC HS	16
Whitchurch HS	15
Mary Immaculate RC HS	11
Total	234

Why is the Change Proposed?

Some parents applying for their child's admission to secondary education have been offered places at multiple schools, whilst other parents have been unsuccessful in securing their child a place at any one of their school preferences.

Based on the initial allocation for transfer into Year 7 from September 2016, a total of 192 children were holding a total of 397 places. That means 192 families were holding 205 places they were not planning to take up and preventing their allocation to others. At the same time 360 other children received no offer.

Many families therefore missed out on their higher preferences or received no place at all.

Table 2 below indicates the number of successful applicants per school, who were also offered an additional one or more school places elsewhere:

Table 2: Number of Successful Year 7 Applicants Issued at least 2 School Place Offers (1 per Admissions Authority)

Admissions Authority	Governing Body	Bishop of Llandaff CW HS	52
		Corpus Christi RC HS	53
		Mary Immaculate RC HS	27
		St Illtyd's RC HS	35
		St Teilo's CW HS	22
		Whitchurch HS	47
	Local Authority	Community Schools	161
Total Number of Offers:			397

Some parents choose to 'hold' offers for more than one school, preventing other children being offered these places, which causes undue stress upon families but also difficulties for both primary and secondary schools planning for the children's transition.

A co-ordinated secondary school admission arrangements process would provide more parents with a single school place offer for their child, which would be a fairer, more equitable system of allocating school places in Cardiff. Children would have a better experience and more effective start to their secondary school education.

What are the Benefits of the Proposal?

The Council aims to offer a co-ordinated admissions process with the voluntary aided and foundation sectors, which provides parents/carers with a clear picture of the school place choices available to them and the likelihood of securing first preferences. This proposal would contribute towards this aim.

The following benefits would be expected to result from this proposal:

- More pupils would secure a higher school preference;
- More pupils would have peace of mind having secured a secondary school place;
- More parents would be able to plan work and childcare commitments much earlier;
- Fewer would need to worry about their child being on multiple school waiting lists;
- Fewer families would need to submit further admission applications or undertake the Independent Appeal process and
- Children going into Secondary School for their first time will have a better experience as a result of the staff being able to maximise on the efficiencies of the admissions process to provide a more effective start for children to allow them to realise their maximum potential earlier rather than later.

What are the Disadvantages of the Proposal?

The current system allows for parents to apply to multiple Admission Authorities with the potential for their child to be offered multiple school places. This system provides those families that apply to and secure offers for more than one school, with a further decision stage at which they can choose which school offer to accept.

Implementing a co-ordinated secondary school admission arrangements system between all Community; Foundation and Voluntary Aided schools would reduce the number of school offers to one; the advantage being that more pupils would be offered their preferred school as a consequence. A minority of parents may feel disadvantaged as a result, albeit they still would retain the right to parental preference and the opportunity to rank order their school preferences.

If nothing changes, what happens?

Retaining existing arrangements would further increase the inefficiencies within the current pupil allocation system. Many pupils would receive multiple offers of places whilst others may receive lower preference offers or none at all.

Continuing this would mean Admission Authorities are unable to allocate more places to children in the initial allocation round.

If the proposal is implemented, how would schools be affected?

The proposal, which allows for parents to express their community/voluntary aided/foundation school preference on a Common Application Form, does not have any impact upon a school's admissions policy nor impose any change to its governance.

It is therefore anticipated that the proposed co-ordinated secondary school admission arrangements would have little or no effect on the number of pupils that will be on roll at English-medium community/voluntary aided/foundation schools or Welsh-medium community schools in the city.

It is the Council's view that this proposal will assist schools to plan their budgets; class organisation and staffing arrangements, as all schools will have a clearer idea of which pupils they will be admitting.

What are the Proposed Arrangements and how would they work?

Co-ordinated secondary school admissions for the Year 7 age group would follow the timetable as outlined below (for the September 2018 intake):

October 2017 – Monday, 4 December 2017

- ▶ Parents would complete a Common Application Form and would express up to three preferences for Community and/or Voluntary Aided and/or Foundation Schools.
- ▶ Parents applying for a Voluntary Aided or Foundation school would also complete a supplementary application form for the individual school, which is returned direct to the school's Governing Body along with references; documentary evidence and any other information required.

Monday, 4 December 2017

- ▶ Closing date for submission of the Common Application Form.

December 2017 – February 2018

- ▶ Voluntary Aided schools and the Foundation school would determine which applicants qualify for their admissions criteria by ranking **all** applicants accordingly, confirming their decisions having prioritised their list of applicants and detailing each pupil's grounds for admission.
- ▶ The Central Admissions Database would then allocate a single school place at the highest preference to which the child qualifies for admission.

Thursday, 1 March 2018

- ▶ A single offer or notification refusing all preferences, is communicated from the Council on behalf of Admissions Authorities to the parents.
- ▶ Decisions are made available online and posted (if required) 1st class on Thursday, 1 March 2018.

Friday, 16 March 2018

- ▶ Parents respond to the Council regarding the offer of a school place or decision to refuse all preferences; these responses being accessible to the schools.
- ▶ Parents who have not responded to an offer of a school place by this date, will have the offer withdrawn for reallocation to another pupil.

Further Information

Quality and Standards:

The Council has in place policies to support school improvement e.g. 'High Achievement for All' and 'Achievement for Inclusion.' It is working to respond to the key principles of the 'School Effectiveness Framework' to secure better learning outcomes and well-being for all children.

It is not anticipated that there will be any negative impact on the quality of standards of education or the delivery of Key Stage 3 and above curriculums as a result of this proposal.

The Council would continue to work with the leaderships of all schools to continue to ensure a rigorous whole school approach to improvement planning and secure good relationships with parents and other partners in order to ensure pupils receive a high quality education.

It is anticipated that there will be little to no risk of distraction or disruption to leadership and governance that could impact on educational outcomes.

How would SEN and EAL provision be affected?

A child has Special Educational Needs (SEN) if he or she has a learning difficulty which requires special educational provision. A learning difficulty means the child has significantly greater difficulty in learning than most children of the same age or that the child has a disability that needs different educational facilities for those that the school generally provides for children.

Schools in Cardiff receive delegated funding to enable them to provide extra support and focussed interventions for pupils who have SEN.

There is no information available that suggests that the proposals would have a negative effect on SEN provision at the schools and the schools would continue to provide SEN support for pupils appropriate to the level of need.

There is also no information available that suggests that the proposals would have a negative effect on provision for any group including those who are from minority Ethnic groups or in receipt of Free School Meals and the schools would continue to provide support appropriate to the individual needs of each pupil.

Admissions and Catchment Area Arrangements:

There are no proposed changes to catchment areas as part of this proposal.

There are no plans to change any Admission Authority's policy (over-subscription criteria) on the admission of children to schools as a result of this proposal.

Detailed information regarding admission arrangements is contained in the Council's Admission to Schools booklet, which can be downloaded from the Council's website (www.cardiff.gov.uk).

Financial Matters:

It is the Council's view that schools will be better able to plan their school budgets for forthcoming academic years as they will have a clearer idea of which pupils they will be admitting. It is also the Local Authority's view that as a result of implementing this proposal, there would be fewer Independent School Admission Appeal Hearings than if the arrangements were not implemented, saving approx. £650 per case.

Human Resources Matters:

It is the Council's view that this proposal is unlikely to impact on school staffing. Working practises would change, not reduce.

Transport Matters:

It is the Council's view that this proposal is unlikely to impact on traffic as it does not relate to any change with respect to supply of school places nor any change to school catchment areas.

Learner Travel Arrangements:

Under these proposals there are no plans to change the Council's policy on the transport of children to and from schools. The Council's transport policy for school children can be viewed on the Council's website (www.cardiff.gov.uk).

Impact of the Proposal on the Welsh Language:

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

The teaching of Welsh within an English-medium setting is subject to the requirements of the National Curriculum. This would not change.

This proposal does not seek to change the number of Welsh-medium school places available in the city.

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

Equality Matters:

An initial Equality Impact Assessment has been carried out. The assessment concluded that this proposal would not adversely affect a particular group in society. The assessment will be reviewed following consultation.

The proposal will have a positive impact on children in Cardiff achieving their full potential by promoting and improving access to learning in the city; giving children the best start by providing a better experience for children going into Secondary School for their first time. This will be as a result of school staff being able to maximise on the efficiencies of the admissions process to provide a more effective start for children to allow them to realise their maximum potential earlier than later.

The Council (Admissions Authority for Community Schools) and Governing Bodies (Admissions Authority for Voluntary Aided and Foundation Schools) will continue to strengthen its partnership in delivering positive outcomes for the city and its citizens; working collaboratively with a shared agenda to achieve significant cost and efficiency savings.

The consultation process is compliant with the Welsh Government's School Admissions Code intended to engage stakeholders with the views put forward as part of the decision making specific to the proposed change.

Considering Community Impact:

There is a need for a fairer, more equitable system of allocating school places in Cardiff without impacting adversely on the community. It is the Council's view that this proposal is unlikely to negatively impact on any community in Cardiff. Officers would work with any community group to ensure that the proposal avoids negative impacts wherever possible.

The schools subject to the proposal are existing schools which offer a range of after school activities and may have community organisations offering services from the school facilities. It is not anticipated that there would be a negative impact on any of these activities.

What Happens Next?

Consultation Period – 5 December 2016 to 23 January 2017:

Please see page 3 for further details of how to respond and make your views known.

The feedback from consultees will be collated, with issues summarised and the Council's responses. This will form part of the Admission Arrangements Consultation Report that will be published on the City of Cardiff Council website for all persons to view prior to consideration by the Council's Cabinet. Hard copies of the report can be obtained on request by using the contact details in this document.

Determination of the Proposal & Decision Notification:

The City of Cardiff Council Cabinet will consider the Admission Arrangements Consultation Report at its March 2017 meeting and decide whether or not to proceed with the proposal. Following determination of the proposal all interested parties will be informed of the decision, which will be published electronically on the City of Cardiff Council's website.

CONSULTATION RESPONSE FORM
(Proposed Co-ordinated Secondary School Admission Arrangements)

Your views matter, please tell us what you think about the proposal by:

- Completing and returning this questionnaire to the address given at the bottom of the form or;
- Completing the online response form, which can be found at www.cardiff.gov.uk/admissionarrangements or;
- E-mail your views to: schoolresponses@cardiff.gov.uk

Please note that all comments sent in writing or by e-mail must contain the full name and full postal address of the person making the comments.

The closing date for responses to this consultation is 23 January 2017. Unfortunately responses received after this date are unable to be considered by the Council.

Responses received from consultees will be considered as part of the Admission Arrangements Consultation Report.

Any responses received can be requested under the Freedom of Information Act and may have to be made public, however any information that would identify an individual such as an e-mail address, name or postal address would be removed.

Do you support the proposal to co-ordinate secondary school admissions for the Year 7 age group?

Yes

No

If you do not support the proposal, please give your reasons together with any changes or alternatives that you would like to suggest.

Do you wish to make any other comments?

Name:

Address:

.....

Postcode:

E-mail Address:

Date:

Your status: Governor

Parent

Pupil

Staff

Other (please specify)

If Pupil/Parent: What year group are you/is your child in currently?

Thank you for your comments.

Please tick the box below if you wish to be notified of publication of the consultation report:

Please return this form to arrive by 23 January 2017 to:

School Organisation Planning Team

Room 422

County Hall

Atlantic Wharf

Cardiff

CF10 4UW

AP
18-19/14**Phillips, Rosalie**

From: Andrew Skinner [REDACTED]
Sent: 21 January 2017 13:52
To: School Responses
Subject: Response to the Council's proposed schools' admission arrangements for 2018/19

Importance: High

Dear Sir,

I write on behalf of the Governing Body in response to the council's consultation on proposed school admission arrangements for 2018/19. Specifically the section on admissions to secondary schools.

Following a meeting with parents, we are concerned that the current oversubscription criteria unfairly penalises families resident in the partner secondary school catchment area who live in the primary school catchment area around the school by virtue of their geographic distance to the secondary school when compared with the other three partner primary schools who are closer to the secondary school.

We would propose that in advance of proximity from home to the secondary school (proposed oversubscription criteria 6) that family longevity of residence (or other similar criteria that removes the unfairness of proximity) should take precedence to proximity.

Further we are also concerned that whilst parents attention was drawn to the consultation on Co-ordinated Secondary School Admission, they were not equally advised by the Local Authority of the consultation on proposed school admission arrangements for 2018/19.

I would welcome your feedback on this e-mail.

Regards,
Andrew Skinner

Chair of Governors
Marlborough Primary School
Blenheim Road
Roath
Cardiff _____
CF23 5BU
Tel: 029 20492564
Fax: 029 20470072

website: marlboroughprimary.com
twitter: @marlboroughpri
email: marlboroughprm@cardiff.gov.uk



13/11/18

Letter to...

Dear Sir,
I am writing to you regarding the...
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Yours faithfully,
[Signature]
[Name]
[Title]
[Address]
[Postcode]
[Phone number]
[Email address]

Phillips, Rosalie

From: Boyle, Joe (Cllr)
Sent: 23 January 2017 16:07
To: School Responses
Cc: Kelloway, Bill (Cllr); Burfoot, Patricia (Cllr)
Subject: Admissions policy 2018/19 consultation

Re. Response to the School Admissions Policy 2017/18

We are writing, as elected members for Penylan, to request an amendment to the School Admission Policy 2017/18.

We believe that the current system of allocating places on the basis of proximity as a tie-breaker in the case of over-subscription is unfair.

Our opinion is shaped by the current over-subscription problem faced by many Penylan residents as they seek a place for their children at Cardiff High School. However, this is not a unique problem and is one faced elsewhere in the city.

The use of proximity alone means relying on one arbitrary measure, enshrines unfairness and is open to abuse. There is enough evidence to show that parents play the school admissions system by moving into the catchment area of a popular school late in their child's time at primary school. Although this may not break any current rules, it is unfair on families who have lived in a community all their lives and who have an expectation that their child will be able to attend their local community school.

In the current consultation regarding a co-ordinated secondary school admissions process, the council makes the following, valid point in justifying those proposals:

Considering Community Impact:

There is a need for a fairer, more equitable system of allocating school places in Cardiff without impacting adversely on the community.

We agree with this. However, this is an acknowledgement that the council needs to deal with broader problems within the current admissions process, with the proximity criteria being the most glaring example of how unfairness is built into the system.

In addition, one of the guiding principles of the Welsh Government's School Admissions Code is that admissions must not be based on criteria that are 'arbitrary in nature'. We would argue that distance (proximity to school) is an arbitrary measure and certainly no more nor less arbitrary than another fundamental measure, namely time (length of residence). There is nothing inherent in the concept of 'distance' that makes it more or less arbitrary than 'time'.

For those who would argue that distance is a better measure than time, paragraph 2.29 of the Code, relating to undesirable over-subscription criteria, makes no mention of time or, for that matter, distance. To give preference to one or the other is, therefore, an arbitrary decision. The Code, it could be argued, presents a skewed argument by giving added weight to distance in paragraphs 2.48 – 2.50. The claim that 'distance between home and school is a clear and objective oversubscription criterion and is useful as a tie-breaker' could easily be rewritten as 'length of residence in a catchment area is a clear and objective oversubscription criterion and is useful as a tie-breaker'.

If this argument is accepted, then it is surely right to reconsider the use of distance as the tie-breaker in cases of over-subscription. Returning to the council's own words, the key factor should be the matter of fairness. The point is a

familiar one: is it fair that families who have lived in a catchment area all their lives should be 'gazumped' by a family that moves in a week before the cut-off point for submitting an admission? We believe it is not fair.

Therefore, we suggest the council rewrites the admissions policy ahead of its ratification by the council's cabinet. We believe there are two options:

1. Length of residence in a catchment area becomes the tie-breaker in the case of over-subscription.
2. Recognising that, on the basis of the argument above, time is as arbitrary a measure as distance, the council could introduce a points-based tie-breaker, based on an aggregate of both proximity to the school and length of residence. Mathematically, this is not complicated. In crude terms, it might look something like this (the gradations would, of course, have to be a great deal finer):

		Distance from school (metres)							
		500m	1000m	1500m	2000m	2500m	3000m	3500m	4000m
Length of residence (years)	0	93	92	91	90	89	88	87	86
	1	94	93	92	91	90	89	88	87
	2	95	94	93	92	91	90	89	88
	3	96	95	94	93	92	91	90	89
	4	97	96	95	94	93	92	91	90
	5	98	97	96	95	94	93	92	91
	6	99	98	97	96	95	94	93	92
	7	100	99	98	97	96	95	94	93

So, for example, Family A lives 1000m away and has been there for 5 years. They would accrue 97 points. Family B lives 500m away and has lived there for two years. They would accrue 95 points. In the situation of a tie-break, the place would be given to Family A. [This is purely illustrative.]

A system such as this could deter families from parachuting into a catchment area, while avoiding the trap of replacing one arbitrary measure with another.

In conclusion, we believe the policy as currently stated is not fit for purpose. We believe it does not meet the council's own stated aims of a fair admissions policy. We are therefore asking for amendments to be made to the policy before it is presented to cabinet for approval, removing the reliance on proximity alone as a tie-breaker in cases of over-subscription. We believe we have presented two options that could help remove unfairness from the admissions process.

Regards,

Joe Boyle, Bill Kelloway, Tricia Burfoot
Councillors for Penylan

CA16 / 146

St Teilo's CIW High School

1. In principle the Governing Body supports the process that you are consulting upon. Representatives of the Governing Body and school attended your recent meeting and conveyed this view.
2. With regard to comments upon individual school Admissions Policies, the Full Governing Body is currently reviewing the St. Teilo's Admission Policy for 2018 Year 7 Entry and may make minor adjustments as it seeks fit, but will be unable to do so before the prescribed 27th January date. We would hope to be in a position to confirm this by the end of February.

On behalf of the Chair of Governors of St. Teilo's CIW High School

Kind regards

Andy Lewis

Clerk to the Governing Body



Mr Denton-Smith
School Organisation Team Project Officer
School Organisational Planning
City of Cardiff Council
County Hall
CF10 4UW

6th February 2017

Dear Mr Denton-Smith,

Re: Response to the consultation on Co-ordinated Secondary School Admission Arrangements

I refer to your correspondence with the Clerk to the Governors on this matter. The Governors of The Bishop of Llandaff CiW High School have discussed this at a Full Governing Body meeting and again at the most recent Admissions Committee meeting on 11th January. It is the governors' view that the proposed admissions process will add another level to a process that is unnecessary for the school. There are processes in place for the admissions to the school that are effectively managed. The governors understand the complications around the admissions process but at present do not feel the new format would be beneficial.

On page 5 it states that the local authority already has an online system for applications but you will be aware that The Bishop of Llandaff High School does not. Consequently, it is a bigger step for the school than it would be for many others to change to the co-ordinated online system. Would there be a shared online system? Who would maintain the system and who would pick up the cost?

It is difficult to follow the logic on page 7 that more pupils would be offered their preferred school as a consequence of the co-ordinated system. The school is limited in the number of Foundation and Community places it can offer which cannot be affected by the application system. Similarly, knowing which children will be admitted does not assist the school to plan its budget, class organisation or staffing arrangements.

As for resources, ranking all applicants would significantly increase the workload of the admissions staff. It is also not clear why this proposal would result in fewer appeals as there will still be significant numbers of unsuccessful applicants due to the limit on places, not the system of application, as acknowledged in the section on Transport which recognises there is no change in the supply of school places.

The Governors do not wish to be part of a pilot for such an important process, given the disruption and uncertainty of making the change in a live admissions environment. The preference is for the pilot to be conducted and the school would consider the situation again once the problems of a new county-wide system have been ironed out.

Yours sincerely,

Ian Phillips
Chair of Admissions Committee/Vice Chair of Governors

CA16/145

From: Brian Gray [<mailto:brigcardiff@aol.com>]

Sent: 17 January 2017 15:50

To: Services, Governor <G.Services@cardiff.gov.uk>

Subject: Re: REMINDER: Co-ordinated Secondary School Admission Arrangements Consultation

Dear Michell,

Just to inform you that S Illtyd's would like to be part of this admission pilot scheme.

If you need any further details, please let me know.

Many thanks

Fr Brian Gray

Chair of Governors

St Illtyd's Catholic High School

Sent from my iPad

CA16/147

From: Mullins, Barbara
Sent: 17 January 2017 14:40
To: Sambell, Julie <J.Sambell@cardiff.gov.uk>
Cc: Kath Brown <SAK41@hotmail.co.uk>
Subject: Co-ordinated Admission Arrangements

Dear Julie

Further to our telephone conversation, I write to confirm that the matter of Co-ordinated Admission Arrangements was discussed at our Governors' Meeting on 10 January 2017.

In the interests of trying to make the whole system fairer for everybody concerned, the decision has been made to support the pilot. It was also agreed, however, that if the new system does not work well, Governors will reassess the situation when discussing the school's Admissions Policy before the end of the pilot.

Hopefully, everything will go well. We look forward to learning of further training in the new system.

Yours sincerely

Angela Thomas
Headteacher

CORPUS CHRISTI HIGH SCHOOL
Ty Draw Road
Lisvane
CARDIFF CF23 6XL
Tel : 029 20761893
Email : bmullins@cardiff.gov.uk
www.corpuschristihs.co.uk

YSGOL UWCHRADD CORPUS CHRISTI
Heol Ty Draw
Llysfen
CAERDYDD CF23 6XL
Tel : 029 20761893
Epost : bmullins@cardiff.gov.uk
www.corpuschristihs.co.uk

Mary Immaculate RC High School

Notes for Admissions Consultation

The Governors Admissions Committee met **Wednesday January 11th at 10am**. Members had had sight of the proposals prior to the meeting.

General Points

1. We felt that the current window to comment on this proposal is too narrow and has therefore not allowed a full discussion at Governors. Most Governors meet every half term, meaning, depending on the deadlines set, Governors should be able to meet to discuss. The narrow window of opportunity has meant this is not possible and is a discouraging beginning to the situation;
2. We feel that a three year trial period is much too long; pilot programmes are rarely of such length because of the need to supply a more immediate assessment of progress. We would suggest a more limited geographical and time-limited approach;
3. We would like to know what the proposed monies are set aside for additional staffing or technical demands, given the expansion of the existing system.

Notes from Admissions Proposal document

- a. P.6 – where you say that ‘192 parents are holding 205 places’; we felt this phrase needed further explanation – for example could this be resolved by having a stricter approach to accepting places as apportioned within a narrower time window?
- b. P.7 – what evidence can you cite to support the comment ‘Children would have a better experience and more effective start to school’? If parents are unhappy with the current system, can you please outline the number and type of complaints you have received?
- c. What would happen if a pupil were noted as a category 1 entrant in multiple schools – who would define where they would go? When and how would the successful school be notified? We feel it would be necessary to have a transparent approach so that schools could see where they were ranked by parents.
- d. Where is parental choice if they are only offered one option? (p.8) How could you be sure that they would be offered their preferred school – what data can you use to support this assumption?
- e. What would happen if a parent only expressed a choice for one school and no other? What would then happen if they did not gain admission to that school?

- f. You say that continuing the current system would lead to an increase in inequality; at our school the number of appeals has reduced (even though the number of unsuccessful applications has remained the same) as our systems have become more efficient in supporting parents.
- g. What would happen if parents filled in the common form but did not fill in the school form? What does the common form look like (we should have sight of this prior to any decision), how does it operate and is the ICT system sufficiently robust to cope with this demand. Can parents only choose a VA school?
- h. If you say '*there is little or no effect on the numbers on roll*' (p.8), what do you presume the effect would be – what is your evidence?
- i. How would the system be affected if we accepted pupils from another borough?

These are key points that would need to be addressed prior to the Governors allowing Mary Immaculate to participate in any new system. We do feel that there are too many unknowns and too many un-evidenced assumptions to make a definitive decision. We certainly feel there needs to be a narrower trial to ensure these assumptions could be tested.

We look forward to your consideration of these points

H.J.Powell

Headteacher

On behalf of the Governors Admissions Panel

Whitchurch High School
Penline Road
Whitchurch
Cardiff

23rd January 2017

Dear Mr Batchelar

CO-ORDINATED SCHOOL ADMISSIONS ARRANGEMENTS

I am responding on behalf of the governing body of Whitchurch High School to the local authority's consultation regarding the proposed co-ordinated secondary school admissions with effect from 2018.

The governing body wishes to give full consideration to this proposal but there are some concerns and queries arising from the consultation. These will also need to be discussed before a final decision is made.

1. The proposal removes the right of parents to apply to more than one admission authority and thereby affects the rights of children. The consultation document does not make this clear and whilst the majority of parents already know which school they wish to apply to, there are parents and children who do not know in the Autumn Term which school their child is going to want/need in the following Autumn. I am thinking particularly of families who may wish to change the nature of the school involved eg currently in a Welsh-medium school but the family and child need to decide whether this is still the best option for secondary school; move to faith education in the secondary sector, etc. Such families are not catered for in a system asking them to list three school choices.

'The process of starting school or transferring between schools can be a time of uncertainty and anxiety therefore it is essential that the principles of fairness and openness are applied to all aspects of school admissions.'
(School Admissions Code)

The governors concern is that the proposal seems to have lost sight of the needs of certain children and is focused upon making the admission process easier for admission authorities.

2. The on-line consultation response form lacks relevance. It would have been useful to have targeted parents of Years 3, 4 & 5 in primary schools, those who would take part in the pilot scheme. As far as I can see there is no way of knowing whether any of the respondents have children in these year groups and likely to be affected.

3. Many of the authority's challenges around admission appeals are due to planning of school places issues (there are insufficient places for pupils in the right areas of Cardiff). Coming together as a shared admission service will not solve this and although the authority has indicated its strategic plans to

enhance secondary school places in the East and West of the City these are unlikely to be in place for 2018 so that appeals are likely to be a current levels, if not greater.

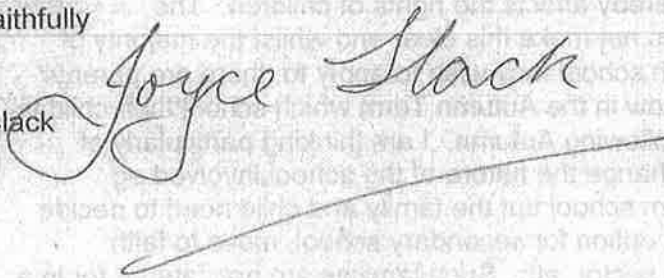
4. The governors would have liked to consult with their parents and particularly parents in feeder schools but the timescale does not allow for this.

5. The governors are concerned that the consultation documents indicates that the governing body would be required to sign up for a three year period. As the school is an Admission Authority it is felt that the local authority cannot remove this statutory right by any written contract nor would the governing body require the approval of Officers of the authority to carry out such functions. The governors would be happy to sign an agreement, in the right circumstances, but this seems heavy-handed and lacks the respect we would like to see in partnership working.

6. It is unclear from the consultation document whether the co-ordinated school admission arrangements will proceed if some of the secondary admission authorities do not sign up to the co-ordinated school admission arrangements.

Yours faithfully

Joyce Slack
Chair

A handwritten signature in cursive script that reads "Joyce Slack". The signature is written in black ink and is positioned to the right of the typed name and title.

CA16/62

Radyr Comprehensive School

The proposal would make things a lot easier for schools and remove the fears that some parents have with other children holding more than one place.

Andrew Williams
Headteacher
Radyr Comprehensive

Phillips, Rosalie

From: TStephens <TStephens@cathays.cardiff.sch.uk>
Sent: 06 December 2016 08:50
To: School Responses
Subject: Admissions arrangements

I agree with the proposal for the admissions arrangements to change from 2018/19. For Cathays High School who admit pupils from all over the city and from a large number of primary schools we currently suffer from the situation where parents apply to us and to other secondary schools, therefore our admission number in March is never the same as the pupils that turn up in September. The new arrangements will mean we can plan using the list that is supplied in March and plan accordingly.

Tracey Stephens - Headteacher
Cathays High School
Address: Crown Way, Cardiff, CF14 3XG
Tel: 029 2054 4400; Fax: 029 2054 4401
Web: www.cathays.cardiff.sch.uk; Twitter: @CathaysHigh



Fitzalan High School

We have struggled for many years to seek a coordinated approach and so this new proposal would go a long way to achieving this. At present we have to request from parents via our close links with primary schools as to which school they wish to take up and even then this often turns out not to be the case in September. We do however still have a concern across different authorities as the number of our cluster pupils who hold places in the Vale will still continue. The major concern that we still have is that our cluster is still too large. Even with increasing our pupil numbers to 300 (which we do not have space for) there are still over 600 pupils in our 9 cluster schools – this still will pose a very large problem for our parents. We also believe that more needs to be done to accommodate the high numbers of families that we have who do not speak English and do not have an email address let alone access to the internet at home. The new Hub/online system has proved particular challenging this year and so any future changes would need to be mindful of this. We have met with Julie Samball this year to address these concerns and have offered to pilot or consult on the impact of any proposed changes.

Best wishes

Yvonne Roberts-Ablett
Head of KS2 (transition) and KS3
Fitzalan High School, Cardiff.
Ysgol Uwchradd Fitzalan, Caerdydd.

From: John Hayes <JDH@plasmawr.cardiff.sch.uk>
Sent: 15 January 2017 17:14
To: School Responses
Cc: Catrin Redknapp
Subject: Consultation response re Secondary School Admission Arrangements

Response by: John Hayes, Headteacher, Ysgol Gyfun Gymraeg Plasmawr on behalf of the school's governing body.

Ysgol Gyfun Gymraeg Plasmawr
Pentrebane Rd
Fairwater
Cardiff
CF5 3PZ

The Governing Body approve the proposal to co-ordinate secondary school admissions for the Year 7 age group.

Other comments: Members of the Governing Body are pleased to know that officers are monitoring birth rates; the yield from proposed housing and the patterns of take up in Welsh medium provision at primary and secondary age with a view to bringing forward appropriate plans to meet the increased demand. The Governing Body would wish to be consulted with at an early stage of any proposal that would have an impact on the admission number or existing catchment of Ysgol Gyfun Gymraeg Plasmawr.

Phillips, Rosalie

From: Boyle, Joe (Cllr)
Sent: 23 January 2017 15:40
To: School Responses
Cc: Kelloway, Bill (Cllr); Burfoot, Patricia (Cllr)
Subject: Coordinated secondary school admissions proposals

Re. Coordinated secondary school admissions arrangements, 2018-20

We are writing, as elected members for Penylan, to support the council's proposals for co-ordinated secondary school admissions. We believe these are sensible proposals. They may reduce some of the pressure being faced by many residents in our ward in their efforts to secure a place for their children at their catchment school, Cardiff High.

We are confident the proposals will not have an adverse impact on any one particular group and therefore do not fall foul of any equality requirements.

Finally, we note that many children in Penylan still look likely to miss out on a place at their catchment area, irrespective of these proposals. There is no guarantee that a co-ordinated admissions policy will have any impact on that pressure, as many families may simply choose to list Cardiff High School as their preferred choice and opt out of the non-community route altogether.

Penylan residents need a longer term solution. With additional year groups in three of Cardiff High's partner primary schools beginning to rise through the system, that solution is needed in short order.

Regards,

Joe Boyle, Bill Kelloway, Tricia Burfoot
Councillors for Penylan

School Admission Arrangements 2018/2019 and Co-ordinated Secondary School Arrangements 2018-2020



Statutory Screening Tool Guidance

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

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

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

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

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

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

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

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



Statutory Screening Tool

Name of Strategy / Policy / Activity:	Date of Screening: February 2017
Service Area/Section: Education & Lifelong Learning	Lead Officer: Michele Duddridge Hossain
Attendees: Self assessment	Page 183

What are the objectives of the Policy/Strategy/Project/Procedure/Service/Function	Please provide background information on the Policy/Strategy/Project/Procedure/Service/Function and any research done [e.g. service users data against demographic statistics, similar EIAs done etc.]
<p>This EQIA is regarding the City of Cardiff Council School Admission Arrangement's 2017/2018 and Co-ordinated Secondary School Admission Arrangements 2018-2020.</p> <p>The aim of both these proposals is to create a fairer, more equitable system of allocating school places in Cardiff.</p>	<p>The School Admission Arrangements must be determined for implementation in September 2018. The draft School Admissions Policy 2018/19 was issued for consultation on 05 December 2016.</p> <p>There were minimal changes for 2018/19, and these were regarding clarification of the proximity measurement of pupils living in the same building i.e. flats/apartments. In such instances, the route assessment will be determined from the front entrance of each dwelling.</p> <p>In conjunction with this, a public consultation on the proposed introduction of co-ordinated admission arrangements for the Year 7 age group for intakes in September 2018, September 2019 and September 2020 was undertaken.</p>

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

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

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Nt rl	U n- Cr tn	
1.1	<p>People in Cardiff are healthy; Consider the potential impact on</p> <ul style="list-style-type: none"> the promotion of good health, prevention of damaging behaviour, promote healthy eating/active lifestyles etc, vulnerable citizens and areas of multiple deprivation Addressing instances of inequality in health 					n/a
1.2	<p>People in Cardiff have a clean, attractive and sustainable environment; Consider the potential impact on</p> <ul style="list-style-type: none"> the causes and consequences of Climate Change and creating a carbon lite city 					n/a
	<ul style="list-style-type: none"> encouraging walking, cycling, and use of public transport and improving access to countryside and open space 					n/a
	<ul style="list-style-type: none"> reducing environmental pollution (land, air, noise and water) 					n/a
	<ul style="list-style-type: none"> reducing consumption and encouraging waste reduction, reuse, recycling and recovery 					n/a
	<ul style="list-style-type: none"> encouraging biodiversity 					n/a
1.3	<p>People in Cardiff are safe and feel safe; Consider the potential impact on</p> <ul style="list-style-type: none"> reducing crime, fear of crime and increasing safety of individuals addressing anti-social behaviour protecting vulnerable adults and children in Cardiff from harm or abuse 					n/a
1.4	<p>Cardiff has a thriving and prosperous economy; Consider the potential impact on</p> <ul style="list-style-type: none"> economic competitiveness (enterprise 					n/a

	Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
		+	-	Nt rl	U n- Cr tn	
	<p><i>activity, social enterprises, average earnings, improve productivity)</i></p> <ul style="list-style-type: none"> • <i>Assisting those Not in Education, Employment or Training</i> • <i>attracting and retaining workers (new employment and training opportunities, increase the value of employment,)</i> • <i>promoting local procurement opportunities or enhancing the capacity of local companies to compete</i> 					
1.5	<p>People in Cardiff achieve their full potential; <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> • <i>promoting and improving access to life-long learning in Cardiff</i> • <i>raising levels of skills and qualifications</i> • <i>giving children the best start</i> • <i>improving the understanding of sustainability</i> • <i>addressing child poverty (financial poverty, access poverty, participation poverty)</i> • <i>the United Nations Convention on the Rights of a Child and Principles for Older persons</i> 	x				The draft School Admissions Policy and the co-ordinated admissions arrangements proposal seek to ensure fair, more equitable system of allocating school places in Cardiff.
1.6	<p>Cardiff is a Great Place to Live, Work and Play <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> • <i>promoting the cultural diversity of Cardiff</i> • <i>encouraging participation and access for all to physical activity, leisure & culture</i> • <i>play opportunities for Children and Young People</i> • <i>protecting and enhancing the landscape and historic heritage of Cardiff</i> • <i>promoting the City's international links</i> 					Please see 1.5
1.7	<p>Cardiff is a fair, just and inclusive society. <i>Consider the potential impact on</i></p> <ul style="list-style-type: none"> • <i>the elimination of discrimination, harassment or victimisation for equality groups</i> 	x				Please see 1.5

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
	+	-	Nt rl	U n- Cr tn	
<ul style="list-style-type: none"> <i>has the community or stakeholders been engaged in developing the strategy/policy/activity?</i> <i>how will citizen participation be encouraged (encouraging actions that consider different forms of consultation, through more in depth engagement to full participation in service development and delivery)?</i> 			X		<p>The draft School Admissions Policy was issued for consultation on 05 December 2016 to all those the Council are required to consult with as set out in the Welsh Government School admissions code (headteachers, governing bodies, diocesan directors, neighbouring local education authorities).</p> <p>Additionally the Policy was published on the Council website which provided the opportunity for parents and other interested parties to comment. Responses were requested to be returned by 23 January 2017.</p> <p>The Co-ordinated Admission Arrangements consultation process ran from 05 December 2016 to 23 January 2017 and involved:</p> <ul style="list-style-type: none"> • Publication of a Consultation Document on the Council website (a copy of the consultation document can be see Appendix 2). • Distribution of a letter via schools to parents of all pupils in maintained nursery and primary schools outlining the proposal and giving details of how to access the Consultation Document online. (a copy of the letter can be seen at Appendix 3); • Six public drop in sessions where officers were available to answer questions; • A consultation response slip for return by post or e-mail, attached to the consultation document; • An online response form at www.cardiff.gov.uk/21st Century Schools <p>The views expressed at Council organised drop in sessions and on paper or electronically through the appropriate channels, have been recorded.</p>
EQUALITY IMPACT ASSESSMENT (This is attached on page 12)					
1.8 The Council delivers positive outcomes for the city and its citizens through strong partnerships <i>Consider the potential impact on</i> <ul style="list-style-type: none"> <i>strengthening partnerships with business and voluntary sectors</i> <i>the collaboration agenda and the potential for shared services, cross-boundary working and efficiency</i> 					N/A

Has the Strategy/Policy/Activity considered how it will impact one or more of Cardiff's 7 Citizen focused Outcomes?	Please Tick				Evidence or suggestion for improvement/mitigation
	+	-	Nt rl	U n- Cr tn	
<i>savings</i>					

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

School Admission Arrangement's 2017/2018 -

To equitably administer the admission of eligible children to nursery, primary and secondary classes/schools based in accordance with the admissions criteria detailed in the City of Cardiff Council's School Admissions Policy.

Co-ordinated Secondary School Admission Arrangements 2018-2020-

There are currently no formal co-ordinated admission arrangements in Wales despite there being recognition of the arrangements for admissions in Cardiff, which has 30 Admission Authorities.

A co-ordinated secondary school admission arrangements process would provide more parents with a single school fairer, more equitable system of allocating school places in Cardiff.

WHAT ACTIONS HAVE BEEN IDENTIFIED OR CHANGES BEEN MADE TO THE POLICY / PLAN / PROJECT APPRAISAL:

None.

Part 2: Strategic Environmental Assessment Screening

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

<p>Is a Full Strategic Environmental Assessment Screening Needed?</p> <ul style="list-style-type: none"> ▪ If yes has been ticked to both questions 2.1 and 2.2 then the answer is yes ▪ If a full SEA Screening is required then please contact the Sustainable Development Unit to arrange (details below) 	Yes	<p>No X An SEA has been undertaken (attached)</p>
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If you have any doubt on your answers to the above questions regarding SEA then please consult with the Sustainable Development Unit on 2087 3228 sustainabledevelopment@cardiff.gov.uk

Part 3: Habitat Regulation Assessment (HRA)

		Yes	No	Unsure
3.1	Will the plan, project or programme results in an activity which is known to affect a European site, such as the Severn		x	

	Estuary or the Cardiff Beech Woods?			
3.2	Will the plan, project or programme which steers development towards an area that includes a European site, such as the Severn Estuary or the Cardiff Beech Woods or may indirectly affect a European site?		x	
3.3	Is a full HRA needed?		x	

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

Appendix 1 – Statutory Requirements

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

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

Equality Impact Assessment

Corporate Template



Policy/Strategy/Project/Procedure/Service/Function Title: School Admission Arrangements 2017/2018 and Co-ordinated Secondary School Arrangements 2018-2020
New

Who is responsible for developing and implementing the Policy/Strategy/Project/Procedure/Service/Function?	
Name: Michele Duddridge Hossain	Job Title: Operational Manager, Planning & Provision
Service Team: Schools Organisation, Planning (SOAP)	Service Area: Education
Assessment Date: February 2017	

1. What are the objectives of the Policy/Strategy/Project/ Procedure/ Service/Function?

The aim of both these proposals is to ensure there is a fair, more equitable system of allocating school places in Cardiff.

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

Admission Authorities in Cardiff are committed to equality of opportunity and to eliminating unlawful discrimination. In respect of admissions to schools, all pupils and prospective pupils are treated equitably, regardless of gender, race, ethnicity, culture, nationality, language, ability, disability or religious belief.

However, there are various exceptions for schools of a religious nature. Steps are taken to ensure that admission procedures do not unfairly advantage or disadvantage any groups through the application of rules or conditions that cannot be complied with equally by all.

3 Assess Impact on the Protected Characteristics

3.1 Age

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

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

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

The nature of the policy is such that it will inherently apply to the up-to-18 years age group as it targets school and nursery aged children and young adults.

Whilst implementation of this policy would therefore have a differential impact, it would not be regarded as prejudicial Page 104 groups as they are not part of this

educational place provision process.

A co-ordinated secondary school admission arrangements process would provide more parents with a single school place offer for their child, which would be a fairer, more equitable system of allocating school places in Cardiff, and therefore be unbiased across the protected characteristic groups to which it applies.

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

A clear communication strategy would be developed to ensure that parents fully understood the process and the need to use all available preferences.

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

N/A

3.2 Disability and Access

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

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

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

The Admissions Policy and the co-ordinated admissions arrangements proposal have been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government's School Admissions Code E.3 which states:

"An admission authority **must not** discriminate on the grounds of **disability**; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil."

Differential impact could occur as the implementation of the School Admissions Policy would allow for priority to be given to applicants for whom compelling medical and/or compelling social grounds could be evidenced indicating particular needs. This would be a positive impact if the degree of need was such that preferential placement were to apply.

No differential impact would occur as the implementation of co-ordinated secondary school admissions arrangements would not affect this protected characteristic. The Education Act 1996 already gives preferential admission to pupils who have a statement of Special Educational Needs (SEN) and the Council's admission arrangements which give a priority within the oversubscription criteria for pupils with compelling medical grounds would remain unchanged by this proposal. All schools have a statutory duty under the Equality Act 2010 to make provisions for pupils with both physical, mental and learning disabilities within their SEN provision. The Council devolves funding to schools to enable them to comply with this obligation

and provides additional county-wide provision in other areas.

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

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

N/A

3.3 Gender Reassignment

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

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

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

The Admissions Policy and the co-ordinated admissions arrangements proposal have been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government’s School Admissions Code E.3 which states:

“An admission authority **must not** discriminate on the grounds of disability; **gender reassignment**; pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”

No differential impact would occur as the implementation of the Schools Admissions Policy or co-ordinated secondary school admission arrangements would not affect this protected characteristic.

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

N/A

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

N/A

3.4 Marriage and Civil Partnership

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

	Yes	No	N/A
Marriage			X
Civil Partnership			X

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

No differential impact would occur as the implementation of the Schools Admissions Policy or co-ordinated secondary school admission arrangements would not affect this protected characteristic.

What action(s) can you take to address the differential impact?
N/A
If no differential impact, explain the reason(s) for this assessment:
N/A

3.5 Pregnancy and Maternity

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

	Yes	No	N/A
Pregnancy		x	
Maternity		X	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
The Admissions Policy and the co-ordinated admissions arrangements proposal have been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government's School Admissions Code E.3 which states: "An admission authority must not discriminate on the grounds of disability; gender reassignment; pregnancy and maternity ; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil."
No differential impact would occur as the implementation of the Schools Admission Policy or co-ordinated secondary school admission arrangements would not affect this protected characteristic.
What action(s) can you take to address the differential impact?
N/A
If no differential impact, explain the reason(s) for this assessment:
N/A

3.6 Race

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

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

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
The Admissions Policy and the co-ordinated admissions arrangements proposal have been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government's School Admissions Code E.3 which states: "An admission authority must not discriminate on the grounds of disability; gender

reassignment; pregnancy and maternity; **race**; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”

No differential impact would occur as the implementation of the Schools Admission Policy or co-ordinated secondary school admission arrangements would not affect this protected characteristic.

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

N/A

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

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

3.7 Religion, Belief or Non-Belief

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

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

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

The Admissions Policy and the co-ordinated admissions arrangements proposal have been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government’s School Admissions Code E.3 which states:

“An admission authority **must not** discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; **religion or belief**; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”

Church Schools are their own admissions authority and will not be impacted by implementation of the Local Authority’s Schools Admission Policy.

The Schools Admission Policy does not differentiate between applicants of differing belief systems who apply to attend Community funded Schools and hence no differential impact would occur.

The current system allows for parents to apply to multiple Admission Authorities with the potential of their child to be offered multiple school places. Within the Cardiff county area there are two secondary school Admission Authorities which are Church in Wales Schools and three secondary school Admission Authorities which are Roman Catholic Schools, these are all Voluntary Aided Schools.

Applicants who meet the higher admissions criterion for Voluntary Aided Schools i.e. baptised and/or dedicated/contributor to the life and work of either the Church in Wales or Roman Catholic Church are allocated above other applicants within their oversubscription criteria in accordance with the School Admissions Code. Pupils of

these faiths are therefore more likely to be currently offered a place at more than one school, only one of which they could take up from the beginning of term.

Where a child has received a multi school offer consequently this means another child has not been allocated the school place. Where this multi school offer relates to a Voluntary Aided School, unsuccessful applicants for this school are disadvantaged and where this relates to a Community School, unsuccessful applicants for this school are also disadvantaged.

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

The Council will remain sensitive to the needs of religious communities seeking faith place provision.

The communication strategy would be emphasised in Church in Wales and Roman Catholic Primary Schools to ensure that applicants to Church in Wales and Roman Catholic Secondary Schools are not disadvantaged.

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

N/A

3.8 Sex

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

	Yes	No	N/A
Men		x	
Women		x	

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

The Admissions Policy and the co-ordinated admissions arrangements proposal have been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government's School Admissions Code E.3 which states:

"An admission authority **must not** discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; religion or belief; **sex**; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil."

All schools to which the Admissions Policy applies are non-gender specific in relation to their admissions criteria.

All schools to which their Admissions Authority is proposing to co-ordinate secondary school admission arrangements are non-sex specific in relation to the admissions criteria.

No differential impact would occur as implementation of the Schools Admissions Policy or co-ordinated secondary school admission arrangements would not affect this protected characteristic.

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

N/A

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

N/A

3.9 Sexual Orientation

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

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

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
<p>The Admissions Policy and the co-ordinated admissions arrangements proposal have been developed in accordance with the requirements of the Equality Act 2010 throughout and in compliance with the Welsh Government’s School Admissions Code E.3 which states:</p> <p>“An admission authority must not discriminate on the grounds of disability; gender reassignment; pregnancy and maternity; race; religion or belief; sex; or sexual orientation, against a person in the arrangements and decisions it makes as to who is offered admission as a pupil.”</p> <p>No differential impact would occur as the implementation of the Schools Admission Policy or co-ordinated secondary school admission arrangements would not affect this protected characteristic.</p>
What action(s) can you take to address the differential impact?
N/A
If no differential impact, explain the reason(s) for this assessment:
N/A

3.10 Language

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

	Yes	No	N/A
Welsh Language		X	
Other languages		X	

Please give details/consequences of the differential impact, and provide supporting evidence, if any.
<p>Currently Welsh-medium (WM) provision across Cardiff is proportionate to the city wide demand. Implementation of the Schools Admission Policy does not discriminate against applicants requiring WM provision.</p> <p>As a consequence of the current demand being lower for WM than that for English-medium (EM) provision, there are less WM schools than EM schools. The result of this is that more of the population inevitably live closer to an EM school than a WM school.</p> <p>This is not a differential impact as a consequence of discrimination against or different treatment of WM education, but the effect of a fewer number of WM schools distributed across the city than EM. The Local Authority’s transport</p>

policy by providing free transport for primary pupils living over 2 miles, and secondary pupils living over 3 miles from their respective schools of attendance, treats both EM and WM equally.

Details of the transport policy can be found at:

<https://www.cardiff.gov.uk/ENG/resident/Schools-andlearning/Schools/School-transport>

The current system allows for parents to apply to multiple Admission Authorities with the potential of their child to be offered multiple school places. Where a child has received a multi school offer, this consequently means another child has not been allocated the school place. Where this multi school offer relates to a Community Welsh-Medium School, unsuccessful applicants for this school are disadvantaged and where this relates to an English-Medium School, unsuccessful applicants for this school are disadvantaged.

As all of the alternative Admission Authorities, that is all Voluntary Aided and Foundation Schools, operate through the medium of English, the impact of this proposal is unlikely to have a substantial impact upon the Welsh-medium sector. As implementing a co-ordinated secondary school admission arrangements system between all English-Medium and Welsh-Medium schools would reduce the number of school offers to one per pupil, applicants of any language preference would be equally impacted by this proposal.

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

N/A

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

N/A

4. Consultation and Engagement

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

The draft School Admissions Policy was issued for consultation on 05 December 2016 to all those the Council are required to consult with as set out in the Welsh Government School admissions code (headteachers, governing bodies, diocesan directors, neighbouring local education authorities).

Additionally the Policy was published on the Council website which provided the opportunity for parents and other interested parties to comment. Responses were requested to be returned by 23 January 2017.

The Co-ordinated Admission Arrangements consultation process ran from 05 December 2016 to 23 January 2017 and involved:

- Publication of a Consultation Document on the Council website (a copy of the consultation document can be see Appendix 2).
- Distribution of a letter via schools to parents of all pupils in maintained nursery and primary schools outlining the proposal and giving details of how to access the Consultation Document online. (a copy of the letter can be seen at Appendix 3);
- Six public drop in sessions where officers were available to answer questions;
- A consultation response slip for return by post or e-mail, attached to the consultation document;
- An online response form at www.cardiff.gov.uk/21st Century Schools

The views expressed at Council organised drop in sessions and on paper or electronically through the appropriate channels, have been recorded.

5. Summary of Actions [Listed in the Sections above]

Groups	Actions
Age	Communications strategy to support applicants
Disability	None
Gender Reassignment	None
Marriage & Civil Partnership	None
Pregnancy & Maternity	None
Race	None
Religion/Belief	The Council will remain sensitive to the needs of religious communities seeking faith place provision Communication strategy to include focus on Voluntary Aided primary schools
Sex	None
Sexual Orientation	None
Welsh Language	None
Generic Over-Arching (applicable to all the above groups)	None

6. Further Action

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

7. Authorisation

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

Completed By: Rachel Willis	Date: February 2017
Designation: : School Organisation, Access & Planning	
Approved By: Michele Duddridge Hossain	
Designation: School Organisation, Access & Planning	
Service Area: Education	

Environmental Report: Sustainability Appraisal (SA) Incorporating Strategic Environmental Assessment (SEA) of the School Organisation Planning proposal to provide additional English-medium primary school places in the Radyr and Morganstown area of the city.

Background

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

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

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

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

Proposals:

School Admission Arrangements 2017/2018 and Co-ordinated Secondary School Arrangements 2018-2020

An SEA is not applicable for the above proposals as involves neither the building or adaptation of accommodation.

Key:

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

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

SEA objective	Proposal		Meet demand by directing pupils to area or neighbouring schools and/or areas	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation with SEA objective
1. Promote a greener economy by delivering a sustainable pattern of schools across Cardiff	✓		x	
2. Reduce greenhouse gas emissions through: a) Energy efficient building design and disposing of poor quality surplus accommodation b) Promoting sustainable modes of transport and integrated transport systems	0 x Mitigation			N/A (See comments n above)

SEA objective	Proposal		Meet demand by directing pupils to area or neighbouring schools and/or areas	
	Rating	Commentary/ explanation of compatibility with SEA objective	Rating	Commentary/ explanation with SEA objective
3. <i>Promote health and wellbeing</i> by protecting and enhancing Public Open Space (POS) and improving access to POS	0	n/a	N/A	N/A (See comments n above)
4. <i>Minimise</i> air, light and noise pollution associated with building development and traffic congestion	0 x Mitigation	n/a	N/A	N/A (See comments n above)
5. <i>Protect</i> and enhance biodiversity, flora and fauna	? Mitigation required?	n/a	N/A	N/A (See comments n above)
6. <i>Protect</i> and enhance the landscape (habitats/visual amenities)	? Mitigation required?	n/a	N/A	N/A (See comments n above)
7. Conserve water resources and increase water efficiency in new developments and promote sustainable urban drainage systems	✓	n/a	N/A	N/A (See comments n above)
8. <i>Promote</i> regeneration by delivering inclusive schools that will improve equality of opportunity and access for all	0	n/a	N/A	N/A (See comments n above)
9. <i>Protect and enhance</i> designated historic assets	0	n/a	N/A	N/A (See comments n above)

**CITY AND COUNTY OF CARDIFF
DINAS A SIR CAERDYDD**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

7 March 2017

**QUARTER 3 CORPORATE PERFORMANCE REPORT AND CARDIFF 2020:
PERFORMANCE BASELINE UPDATE**

Reasons for the Report

1. The first part of this report provides the Committee with the Education and Lifelong Directorate's Corporate Performance report for Quarter 3 2016/17, following its consideration by the Cabinet on 16 February 2017. The Corporate Performance Report Quarter 3, is attached at **Appendix A**.
2. The report also provides this Committee with an updated performance position against the desired outcomes attached at **Appendix B** and key goals with the final published 2015/16 examination results at **Appendix C**.
3. The report also outlines how performance against the strategy is being governed and monitored.

Revised Corporate Performance Reports

4. In light of recommendations made in the WAO's latest report, the Framework element of the Performance Management Strategy has been updated to include guidance around timelines that support current processes. A significant aspect of this refresh will be embedding it into the organisation's culture. Ensuring that the Council's Performance Management Strategy is acknowledged, understood and used will require the Central Performance Team to engage and work proactively with service managers and performance leads.
5. The Council's Performance Management Framework includes the regular reporting of Quarterly Performance by Directorate. The Quarter 3 Education Performance report, attached at **Appendix A**, and covers:

- Council Overview Score Card
 - Directorate Performance report
 - Priority 1 Better Education and Skills for all (Every Cardiff School is a good school)
 - Priority 3 Creating more jobs and Better paid jobs (All young people make a successful transition into employment, education or training)
 - Priority 2 Supporting Vulnerable People (People at risk in Cardiff are safeguarded)
 - Summary of Corporate Plan PI results
 - Summary of progress – Commitments and Actions
 - Other Challenges and Achievements.
6. The report provides the Committee with information on the Directorate commitments as set out in the Delivery Plan together with the progress, issues and mitigating actions that the Directorate has undertaken to ensure that the Quarter 3 commitments are achieved. Overall progress is highlighted through the use of the red/amber/green status format.

Cardiff 2020 Strategy

Background

7. The Cardiff 2020 strategy was launched with partners on 29th June 2016, including head teachers, school governors, young people, business leaders, representatives of creative, cultural and sporting organisations, community leaders, regulators and more. Cardiff 2020 is a partnership strategy and its success will be dependant upon a shared commitment to action.
8. Our vision is that all children and young people in Cardiff attend a great school and develop the knowledge, skills and characteristics that lead them to become personally successful, economically productive and actively engaged citizens.
9. Our desired outcomes for children and young people are that:

- All children and young people will be able to access an appropriate, high quality education place that meets their individual needs.
- Educational attainment at the end of each key stage will be the best in Wales and in line with top quartile performance in the core cities of the UK.
- Every child will leave primary school literate and numerate in line with age related expectations.
- Pupils from low-income families will achieve at the same level as their peers – we will close the attainment gap.
- Children and young people with additional learning needs will be able to access an improved system designed to ensure that their needs are assessed, and the provision necessary to meet those needs is planned for in a more collaborative, consistent and equitable way.
- All young people will have achieved a recognised qualification at the end of statutory schooling.
- All young people will complete statutory schooling equipped with a menu of skills for life and make a successful transition to education, employment or training.
- All young people are safe and their emotional well-being is high.
- Children and young people will be aware of their right to participate and for their opinion to be heard, and will be involved in decision-making about education policies and services which affect their lives.

10. To deliver these outcomes are key goals are:

- Excellent outcomes for learners
- A high quality workforce
- 21st Century learning environments
- A self- improving school system
- Schools and Cardiff in partnership

11. In December 2016, the Children and Young People's Scrutiny Committee considered the baseline position against the 'Desired Outcome' statements and the five 'Key Goals' of the Cardiff 2020 Strategy. The performance indicators selected aim to provide a measure of our performance in each of these areas, using the most recent, available information.

Performance Management

12. **Appendix B** to this report provides a performance update against the 'Desired Outcome' statements and the success measures stated against the five 'Key Goals' of the Cardiff 2020 Strategy copy attached at **Appendix C**.
13. The actions to deliver the ambitions of Cardiff 2020 are integral to the Council's Corporate Plan, Education and Lifelong Learning Directorate Delivery Plan, the Consortium Business Plan, School Improvement Plans and partner agencies plans as appropriate. Performance against the Corporate Plan and Directorate Delivery Plan is reported quarterly as part of the Council's quarterly reporting process.
14. The Education Development Board is maintaining an overview of progress against the stated outcomes and goals of Cardiff 2020 and are receiving regular updates on performance throughout each year. An important aspect of this is the Director's Annual Performance of Schools report, which was presented to the committee in January 2017. The Terms Of Reference and Work Programme of The Education Development Board is attached to **Appendix D** for information.

Previous Scrutiny

15. The Committee last reviewed the report "Cardiff 2020 - Aiming for Excellence" Strategy at its meeting in December 2016. The Committee understood that the achievement of the five key goals was dependent on the actions of a number of agencies working in partnership, however they expressed some concern that there was not a partnership coordinating body in place to ensure that everyone was working towards the achievement of the five key goals. The Committee therefore recommended that the Council, through something like, the Public Services Board, organise a partnership monitoring body for the implementation of the Cardiff 2020 actions, thereby ensuring that all partners work effectively to achieve the five key goals and desired outcomes identified in the strategy.

16. The Cabinet Member subsequently informed the Committee that the Education Development Board will providing the required governance of progress against Cardiff 2020.

Scope of Scrutiny

17. The scope of the scrutiny of this report is to enable Committee to review, assess and challenge the implementation of actions to improve education for Cardiff's pupils through the Quarter 3 Corporate Performance Report and 2020 baseline position report, and to provide any comments, concerns or recommendations to the Cabinet Member or the Director of Education and Lifelong Learning.

18. At this meeting Committee can review and question:

- (i) the progress being made in achieving the Performance Indicator targets for 2016/17;
- (ii) the resources available to deliver the Corporate Plan priorities and Directorate priorities;
- (iii) any identified project risks (red status) and the appropriateness of the proposed countermeasure;
- (iv) the quality and analysis of the performance framework in addressing the implementation and monitoring of the Cardiff 2020 strategy.
- (v) the Terms of Reference and future work programme of the Education Development Board.

Way Forward

19. At the meeting Councillor Sarah Merry (Cabinet Member for Education), Nick Batchelar (Director of Education and Lifelong Learning) and Suzanne Scarlett, (Performance Manager), will be in attendance to present the information and answer any questions Members may wish to ask.

20. Members are invited to consider the information set out in the report and attached **Appendices A, B, C and D** and identify any issues which require more detailed scrutiny.

Financial Implications

21. There are no direct financial implications arising from this report. However, financial implications may arise if and when the matters under review are implemented with or without any modifications. These financial implications will need to be considered before any changes are implemented.

Legal Implications

22. 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.

RECOMMENDATION

The Committee is recommended to:

- Review the information provided in the Education Quarter 2 Performance report, copy at **Appendix A** and provide any comments, concerns or recommendations to the Cabinet Member and Director of Education and Lifelong Learning.

- Review and assess the information provided in the Cardiff 2020 baseline, copy attached at **Appendix B, C & D** and provide any comments, concerns or recommendations to the Cabinet Member and Director of Education and Lifelong Learning.

DAVINA FIORE

Director Governance and Legal Services

NICK BATCHELAR

**Director of Education and
Lifelong Learning**

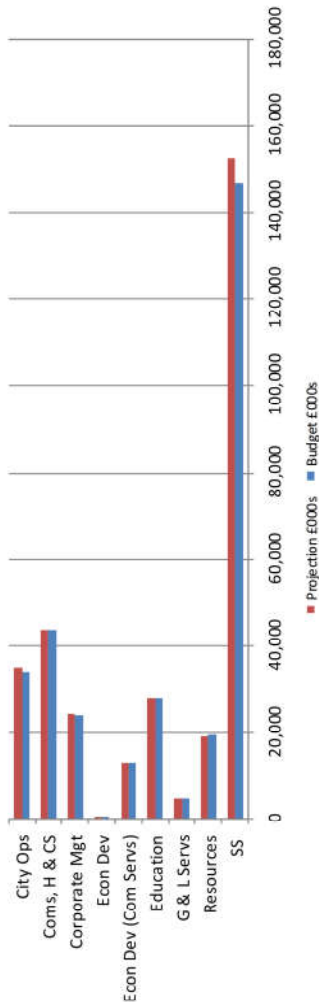
1 March 2017

Mae'r dudalen hon yn wag yn fwriadol

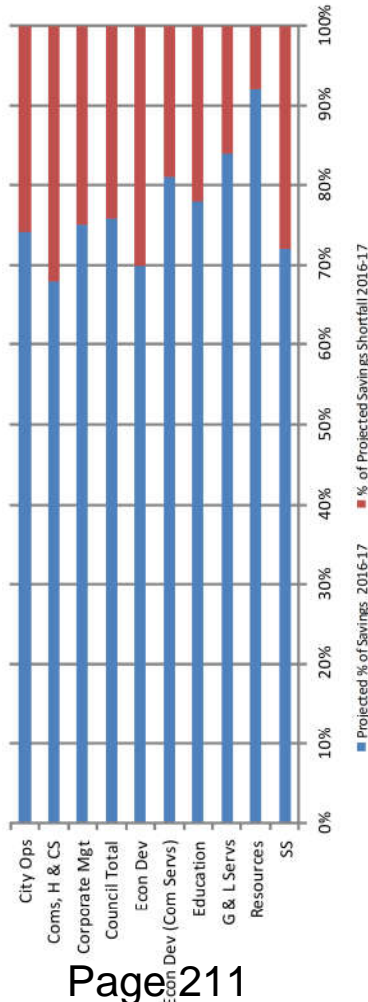
Council Overview Scorecard Quarter 3 2016-17

Financial - tracking financial success and value

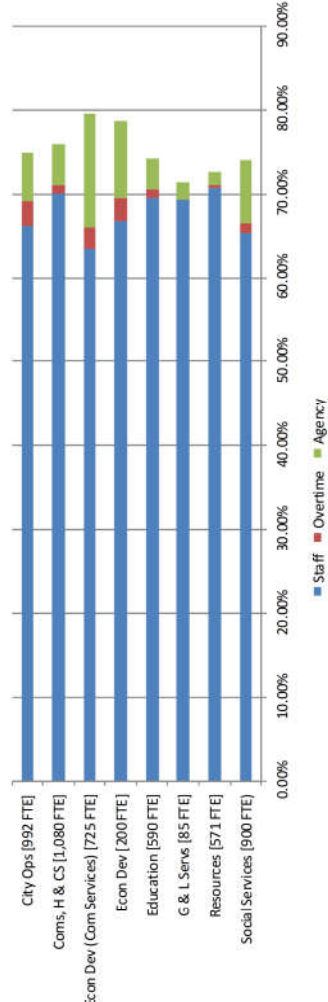
Projected Budget Outturn 2016-17



Percentage of Projected Savings 2016-17



Staff Budgets, Overtime & Agency



The table above represents the percentage spend for Quarter 3

Customer - clarifying and adding value to the customer

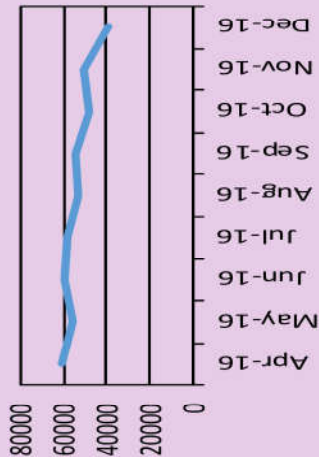
Social Media

Twitter
 68,055 followers @cardiffcouncil
 2,178 followers @cyngorcaerdydd
 8,269 Facebook Likes

Customer Satisfaction Levels Q2

Visitors to Hubs : **99%**
 Callers to C2C : English - **96%** Welsh - **97%**
 Repair Reporting Line : **89%**

Calls to Connect to Cardiff



Customer Languages

Welsh calls to C2C account for **0.68%** of the total calls.
Chinese, Polish, Hungarian and Portuguese are the most popular languages in which to view the **Council's website**
 Other than English, **Arabic** (5.2%) and then **Portuguese** (1.1%) are the most popular language requirements for clients to the **City Centre Advice Hub**.
 Of the 93,660 accounts set up with **Rent Smart 2%** have been in **Welsh**

During the 1st half of the year there were **1,839,464** visits to Library & Hubs across the City.
 This is up from 1,101,367 (40%) for the same period last year.

77.5% of **Parking permit applications** now made online
 74.3% of **requests for caddies / extra bags** made online
 Over 60% of visits to the website made through **Mobile / Tablet Devices**

Complaints

527 complaints were received during Quarter 3. This is a 23% increase in complaints from Quarter 2, with 94% being responded to within 20 days

Information Requests

Compliance with Freedom of Information Requests was 92.17%. Compliance with multi-function requests increased from 81% in quarter 1 to 97% in quarter 3.

Council Overview Scorecard Quarter 3 2016-17

Internal Processes - transforming the way that we do things

Learning & Growth - inspired, competent, engaged & aligned workforce

Enabling & Commissioning Services

This portfolio will establish Council-wide measures to support effective delivery and cost reduction across all directorates.

↑ 14 Green

↓ 6 Amber/Green

→ 7 Red/Amber

→ 0 Red

Reshaping Services

Reshaping Services will exploit enabling technologies and develop working practices to facilitate the reshaping of key services across the Council.

The aim is to better understand and manage customer demand, re-align services and functions that are currently delivered across a number of service silos, and deliver services at a reduced cost in order that they are sustainable within the tough financial climate.

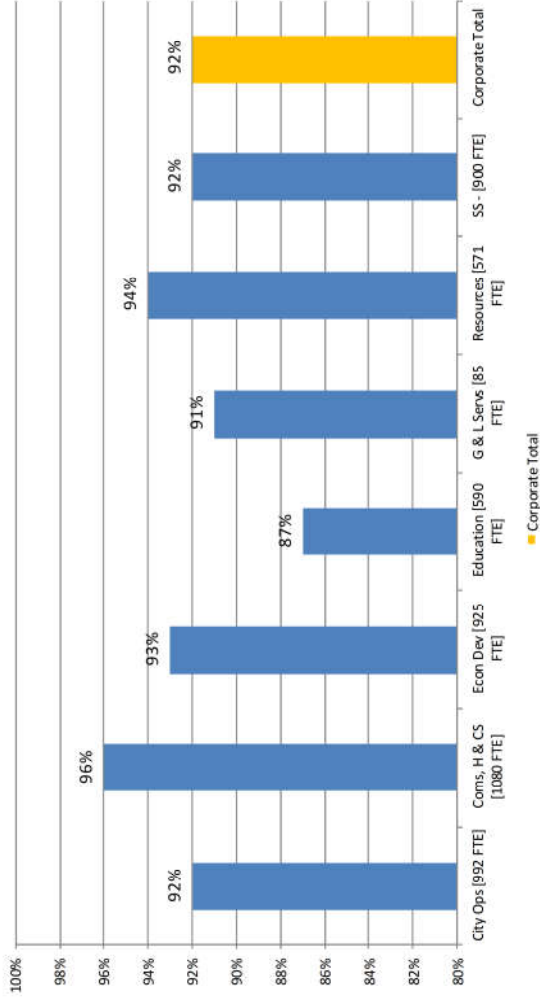
↑ 15 Green

↓ 7 Amber/Green

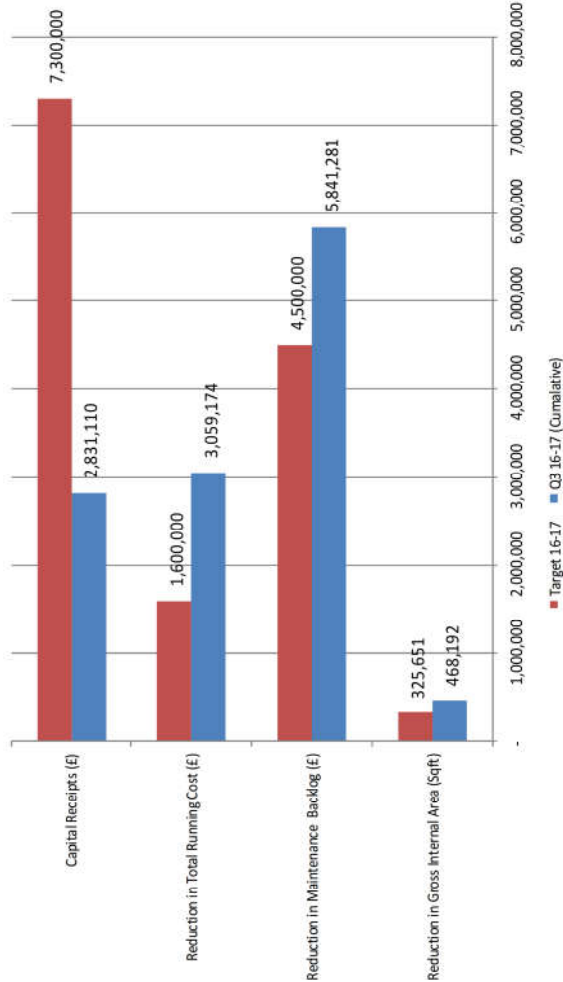
↑ 4 Red/Amber

→ 0 Red

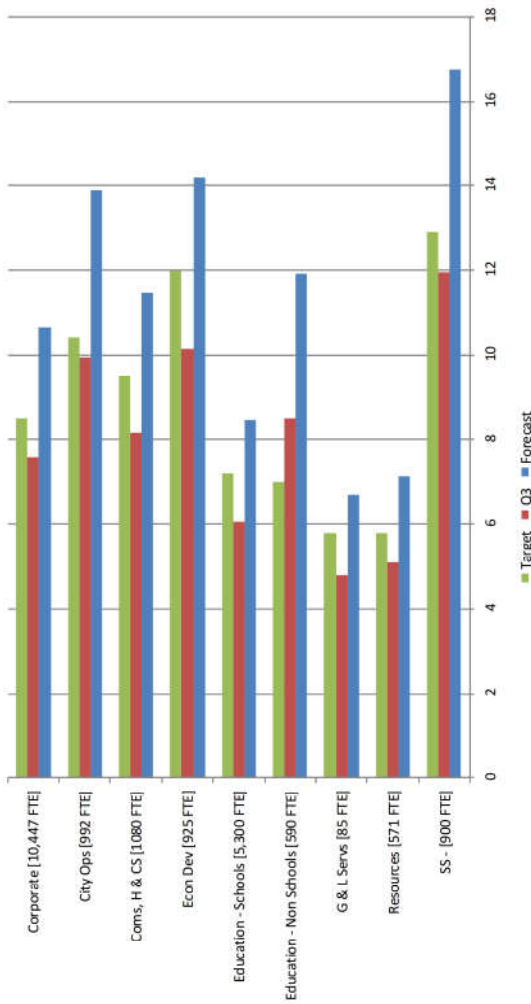
PPDR - Half Year Review Compliance



Corporate Asset Management 2016-17



Sickness Absence - FTE Days Lost Per Person



92% of Return to Work Interviews have been completed across the organisation

Q3 Delivery and Performance Report 2016-17

Performance against Commitments in the Corporate Plan 2016-17

Q3 2016-17 – (60)



Performance against Performance Indicators included in this report

Q3 2016-17 – (44)



Quarter 3 2016-17 Directorate Performance Report

Directorate: Education and Lifelong Learning	Director: Nick Batchelar	Number Employees (FTE): 590	Cabinet Members: Cllr Sarah Merry
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Priority 1: Better Education and Skills for All

• Improvement Objective 1.1: Every Cardiff School is a Good School

1. Performance Indicators

Performance Indicator	Result 15-16	Target 16-17	Actual Q1	Actual Q2	Actual Q3	Target 17-18	Q4 Position	Source	R A G	Commentary
	Academic Year 2014-15	Academic Year 2015-16	Academic Year 2015-16 (June 2016)	Academic Year 2015-16 (Sept 2016)	Academic Year 2015-16 (Dec 2016)	Academic Year 2016-17	Academic Year 2016-17 (March 2017)	CP		
<p>The % of pupils achieving Level 2+ threshold (5 GCSEs at A*-C, including a GCSE grade A*-C in English or Welsh first language and Mathematics) at Key Stage 4 (CP & 2020)</p> <p>CP = Corporate Plan Indicator 2020 = Cardiff 2020 Indicator CS = Currently secure school figures (in year) P = Provisional result for academic year F = Final Result for academic year R = Real time figures</p>	59.30%	65.00%	61.40% CS	62% P	62.5% F	67.88%	CS	CP	A	Although the target was not met, Cardiff's performance rose by 3.2ppt and is above the Welsh average of 60%.
<p>The % of eFSM pupils achieving the Level 2+ threshold at Key Stage 4 (CP & 2020)</p>	32.23%	45.45%	35.95% CS	35.4% P	39.3% F	50%	CS	CP	R	There was a 7ppt improvement in performance of eFSM pupils for 2015-16.
<p>The % of pupils achieving Level 2 threshold (5 GCSEs at A*-C) at Key Stage 4 (CP)</p>	81.06%	87.08%	83.79% CS	84% P	84.3% F	Targets delayed due to WG guidance on new quals. framework not being available	CS	CP	A	Improvement in attainment at Level 2 is still lower than target but performance is in line with the national average of 84%.
<p>The % of pupils achieving Level 1 threshold (5 GCSEs at Grade A- G) at Key Stage 4 (CP)</p>	92.15%	97.81%	95.10% CS	94% P	94.40% F		CS	CP	A	Improvement in attainment at Level 1 is still below the national average and remains a priority area.
<p>The % of pupils achieving the Core Subject Indicator at the end of Key Stage 3 (CP)</p>	83.40%	85.00%	86.60% P	86.6% F	86.6% F	88%	F 2015-16	CP	G	At KS3 performance in the CSI is still improving and the rate of improvement has increased this year.
<p>The % of pupils achieving outcome 5 in the Foundation Phase Outcome Indicator (2020)</p>	86.73%	86.00%	88.58% P	88.9% F	88.9% F	88.63%	F 2015-16	DDP	G	In the Foundation Phase the rate of improvement over the last four years in Cardiff is greater than across Wales.

Quarter 3 2016-17 Directorate Performance Report

Directorate: Education and Lifelong Learning Director: Nick Batchelar Number Employees (FTE): 590 Cabinet Members: Cllr Sarah Merry

Performance Indicator	Result 15-16	Target 16-17	Actual Q1	Actual Q2	Actual Q3	Target 17-18	Q4 Position	Source	R A G	Commentary
	Academic Year 2014-15	Academic Year 2015-16	Academic Year 2015-16 (June 2016)	Academic Year 2015-16 (Sept 2016)	Academic Year 2015-16 (Dec 2016)	Academic Year 2016-17	Academic Year 2016-17 (March 2017)	CP		
The % of pupils achieving the Core Subject Indicator at the end of Key Stage 2 (CP & 2020) CP = Corporate Plan Indicator 2020 = Cardiff 2020 Indicator CS = Currently secure school figures (in year) P = Provisional result for academic year F = Final Result for academic year R = Real time figures	87.76%	89.62%	89.53% P	89.5% F	89.5% F	93.09%	CS	CP	A	In KS2 the rate of improvement over the last four years in Cardiff is greater than across Wales.
The % of FSM pupils achieving the Core Subject Indicator at the end of Key Stage 2 (CP & 2020)	76.74%	81.14%	79.16% P	86.90% P	78.8% F	85%	CS	CP	A	There was a 1.74ppt improvement in this indicator this year. The gap in performance is 13.61ppt in Cardiff compared to 14.30ppt nationally.
% Attendance at primary school (CP & 2020)	95.1%	95.4%	95.08% P	95% P	95.4% R 2016-17	95.5%	R	CP	G	Real time provisional attendance for 2016-17 shows further improvement.
% Attendance at secondary school (CP & 2020)	93.86%	95%	94.18% P	94.5% F	94.3% R 2016-17	95.5%	R	CP	G	Real time provisional attendance for 2016-17 shows further improvement.

2. Summary of progress

Corporate Plan Priorities

Priority 1. Better Education and Skills for all

Improvement Objectives Summary of progress (encapsulating Commitment Outcomes)

1.1 Every Cardiff school is a good school

School Performance – Summary of progress

Final 2015-16 school results build on improvements in 2014-15 with the city performing above the national averages in a wide range of performance indicators from the Foundation Phase to Key Stage 4.

The performance of eligible for Free School Meals (eFSM) pupils has improved and the gap in attainment is smaller in Cardiff across all of the key stages when compared to Wales.

At Key Stage 4 in the Level 2+ threshold (5 GCSEs A*-C including English/Welsh and Maths), final 2015-16 results show that eFSM pupils' performance

Quarter 3 2016-17 Directorate Performance Report

Directorate: Education and Lifelong Learning

Director: Nick Batchelar

Number Employees (FTE): 590

Cabinet Members: Cllr Sarah Merry

improved by 7.1ppt, reducing the gap in performance compared to non-FSM pupils to below 30ppt for the first time.

School leadership overall across Cardiff schools is stronger, as evidenced by pupil performance, National Categorisation (Final Categorisation of schools for 2016-17 will be available at the end of January) and Estyn inspection outcomes.

The secondary attendance figure for the 2016-17 academic year so far is 94.3%. For 2015-16, the year end result was 94.5% and Cardiff was placed 9th out of the 22 local authorities in Wales and performed above the national average. Real Time Figures are likely to improve in both sectors as the data is analysed by the Education Welfare team.

The primary attendance figure for the academic year so far is 95.4% which is an improvement on the 2015-16 figure and above the national average for last year.

There are currently 52 learners engaged with the Junior Apprenticeships programme and referrals for the next intake will be screened at the end of the next quarter.

A secondary Heads of Mathematics programme has been developed by one of the curriculum hubs. This is in addition to the programmes focusing on teaching in English and mathematics from the eight curriculum hub schools for these subjects. Working in partnership with the three other consortia, a national programme of recruitment is being developed. The Central South Consortium has agreed the recruitment of 50 graduates over the next two years with Teach First for deployment to secondary schools.

School Performance – Issues/Mitigating Actions/Next Steps

There is still further improvement needed in the Level 2, Level 1 and capped points score. The areas for improvement are documented in the Annual Report on the Performance of Cardiff Schools which goes to Cabinet in January.

Teams are aware of the need to focus on the performance of eFSM pupils in their area of work and are planning accordingly. Progress reviews have been established in the Looked After Children's Education (LACE) team to ensure close monitoring of progress. Underachieving minority ethnic groups have been identified for focused input via a virtual tracker. Pupils in need of intervention have been identified and adjustments to provision made.

The lowest three performing secondary schools are now in 'Special Measures' following the inspection of Michaelston and Glyn Derw in October 2016. The schools in a formal Estyn monitoring category have local authority statements of action which document the intensive support that is in place by the LA and Consortium.

The LA is working closely with schools to ensure they are clear on the referral criteria to maximise uptake and retention.

There are ongoing recruitment difficulties in terms of quality and quantity of mathematics teachers at secondary level.

School Organisation, Access and Planning – Summary of progress

The Band A investment programme is progressing well. The construction of Eastern High is progressing well and the three new Primary Schools and Gabalfa/Glan Ceubal are designed and have been submitted for planning approval.

The new schools being completed as part of Band A will increase primary places in English medium schools by 60 and in Welsh medium by 90.

A statutory consultation is being undertaken to implement Co-ordinated admissions with the Faith/ Foundation Sector for 2018-19 Admissions to High Schools.

School Organisation, Access and Planning – Issues/Mitigating Actions/Next Steps

The priority for the next 12 months is to undertake detailed needs analysis of sufficiency and condition of the education estate in order to agree the priorities for any Band B submission of 21st Century school funding. A stakeholder reference group is being established to contribute to this work.

Performance, Resources and Services – Summary of progress

Improving resource management continues to be a priority for the directorate. A significant amount of work has taken place with internal service providers and by Easter 2017 an online portal for each of the Services it offers to schools should be in place, enabling schools to purchase services and training online. The Organisational Development Team has also completed a review of the School Catering Operation.

Performance, Resources and Services – Issues/Mitigating Actions/Next Steps

The directorate is continuing to improve the range of services provided to schools, and the efficiency and effectiveness of those it offers. Further work is planned to offer improved value for money to schools.

Inclusion Services in Cardiff – Summary of progress

The Additional Learning Needs (ALN) and Education Tribunal Bill was presented to the Assembly in December 2016 and the LA is preparing a response. The LAs of the Central South Consortium have made a successful bid under the ALN Innovation Grant 2016-18 to prepare for implementation in collaboration with schools, health and other partners.

Inclusion Services in Cardiff – Issues/Mitigating Actions/Next Steps

The ALN Innovation Grant will be used to support four collaborative projects:

- Working with Special Educational Needs (SEN)/ALN Co-ordinators to develop individual development planning
- Reviewing multi-agency transition processes for young people 14-25
- Developing special school outreach and specialist services to support schools
- Processes for disagreement resolution/avoiding conflict

Quarter 3 2016-17 Directorate Performance Report

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3. Commitments

Commitments (Part 1 in Delivery Plans)	Q1	Q2	Q3	Q4
Deliver the Schools Organisation Programme including the completion of Band A investment projects by 31 March 2019	G	G	G	
Contribute to the development of a regional 'Central South Wales networked learning community', run by schools for September 2017, focused on improvements in the quality of leadership, teaching and learning	G	G	G	
Implement the requirements of the new curriculum for Wales - 'Successful Futures' - by September 2021, commencing with the introduction of the Digital Competence Framework in all Cardiff schools by September 2016	A/G	G	A/G	
Implement the new strategy framework for supporting children and young people with additional learning needs, in accordance with the legislative framework, by 2021	G	G	G	
Turn around the performance of the minority of Secondary Schools that are causing concern by July 2018	R/A	R/A	R/A	
Improve and sustain the expertise of Cardiff schools in mathematics and English, increasing capacity in teaching and learning at all levels	R/A	R/A	R/A	
Address the persistent impact of poverty on attainment and the marked variations between schools in the attainment of eFSM pupils	A/G	R/A	R/A	

Priority 3: Creating More Jobs and Better Paid Jobs

- Improvement Objective 3.3: All young people make a successful transition into employment, education or training

4. Performance Indicators

Performance Indicator CP = Corporate Plan Indicator 2020 = Cardiff 2020 Indicator CS = Currently secure school figures (in year) P = Provisional result for academic year F= Final Result for academic year R = Real time figures	Result 15-16	Target 16-17	Q1 Position	Q2 Position	Q3 Position	Target 17-18	Q4 Position	Source	RAG	Commentary
	The % of Year 11 leavers making a successful transition from compulsory schooling to education, employment or training. (CP & 2020)	Academic year 2014-15 October 2015 count 95.5% (4.5% NEET)	Academic Year 2015-16 96.5% (3.5% NEET)	Academic Year 2015-16 (June 2016) /	Academic Year 2015-16 (Sept 2016) /	Academic Year 2015-16 October 2016 count /	Academic Year 2016-17 97% (3% NEET)	Academic Year 2016-17 (March 2017) P		A

Quarter 3 2016-17 Directorate Performance Report

Directorate: Education and Lifelong Learning	Director: Nick Batchelar	Number Employees (FTE): 590	Cabinet Members: Cllr Sarah Merry
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The % of Year 13 leavers making a successful transition from compulsory schooling to education, employment or training. (CP & 2020)	97.04% (2.96% NEET)	/	97% (3% NEET)	/	97% (3% NEET)	P	G
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5. Summary of progress

Corporate Plan Priorities

Priority 3. Creating More Jobs and Better Paid Jobs

Improvement Objectives

3.3 All young people make a successful transition into employment, education or training

An improved co-ordinated approach to targeting and supporting at risk Year 11 leavers to progress into education, employment or training post 16 has been implemented. The existing lead worker model has been strengthened and extended. Cardiff now has 23 youth mentors and 6 senior youth officers across the city.

750 Year 11 leavers were contacted during the last academic year, with a home visit, phone call and letter with follow up support where applicable. This cohort consisted of pupils identified on the VAP (Vulnerability Assessment Profile) and pupils identified by Schools, Careers Wales or the LA as at risk of becoming NEET. Early Indicative figures for Year 11 leavers for the 2015-16 academic year show a positive reduction in the number of young people who are NEET. Actual results will be available in Quarter 4.

Positive progress continues to be made in securing multi-agency commitment to young people's progression, via 'The Cardiff Commitment'. During the last quarter, we have shared our ambitions and identified opportunities to innovate and improve outcomes for young people, via input at Cardiff Business Week in November and a Council-led workshop with major employers in December.

Within the Council, work is underway to explore options to extend a broader range of opportunities to young people to develop skills and secure routes to employment via traineeships and apprenticeships within Council services.

Issues/Mitigating Actions/Next Steps

There are no issues at this stage.

There is a clear appetite and willingness between all partners to work together to deliver 'The Cardiff Commitment'.

During the next quarter, we will be consolidating progress to date and setting out a clear governance and delivery model to drive forward the priorities for action identified during consultation and engagement sessions with partners.

Final NEET figures for 2015-16 will be available in Quarter 4 – at which point a more detailed overview of performance will be provided.

Quarter 3 2016-17 Directorate Performance Report

Directorate: Education and Lifelong Learning	Director: Nick Batchelar	Number Employees (FTE): 590	Cabinet Members: Cllr Sarah Merry
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6. Commitments

Commitments (Part 1 in Delivery Plans)	Q1	Q2	Q3	Q4
<p>Improve multi agency arrangements:</p> <ul style="list-style-type: none"> To ensure the early identification of children and young people at risk of not progressing to ongoing education, training or employment after leaving school, and to ensure that identified children and young people receive early and appropriate support 	A/G	R/A	G	
Strengthen and extend the existing lead worker model to directly support the transition of young people into employment, utilising European Social Fund resources to extend capacity for the next 3 years.	A/G	G	G	
Improve information sharing and tracking systems between partners for young people pre- and post-16 by September 2016	R/A	G	A/G	
Implement the Welsh Government Youth Guarantee and Cardiff Commitment to ensure appropriate progression routes for all learners by September 2016.	A/G	R/A	R/A	
Enhance the range of opportunities for young people to develop employability skills and secure employment in Cardiff	A/G	R/A	R/A	

Priority 2: Supporting Vulnerable People

- Improvement Objective 2.1: People at risk in Cardiff are safeguarded

7. Performance Indicators

Corporate Plan Priorities

Priority 2. Supporting vulnerable people

Improvement Objectives | Improvement Objective summary of progress (encapsulating commitment outcomes)

Quarter 3 2016-17 Directorate Performance Report

Directorate: Education and Lifelong Learning	Director: Nick Batchelar	Number Employees (FTE): 590	Cabinet Members: Cllr Sarah Merry				
<p>2.1 People at risk in Cardiff are safeguarded</p> <p>A working group was convened in November to progress a Child Friendly Vision and develop the UNICEF application from Cardiff. Children and young people were also involved.</p> <p>The four key issues Cardiff is aiming to address through the programme are:</p> <ul style="list-style-type: none"> - Creating Liveable, Child Friendly Streets - CRA Approach to Commissioning and Procuring Services - Social Infrastructure Strategy - Outcomes for Looked After Children <p>The UNICEF Child Rights application was submitted in December.</p> <p>Issues/Mitigating Actions/Next Steps</p> <p>A decision from UNICEF is expected at the end of January.</p>							
Commitments (Part 1 in Delivery Plans)							
- Deliver a Child Friendly City				Q1	Q2	Q3	Q4
				R/A	A/G	A/G	

89 Summary of Corporate Plan PI Results

RAG	Red % (No.)	Amber % (No.)	Green % (No.)	Notes
Q1	0%	40% (4)	60% (6)	
Q2	8% (1)	67% (8)	25% (3)	
Q3	10% (1)	50% (5)	40% (4)	
Q4				

9. Summary of Progress – Commitments and Actions

Progress against Corporate Plan Commitments (Part 1) total: 13				Progress against Directorate Core Business Actions (Part 2) total: 18					
RAG	Red	Red/Amber	Amber/Green	Green	RAG	Red	Red/Amber	Amber/Green	Green
Q1	0%	23% (3)	54% (7)	23% (3)	Q1	-	-	-	-
Q2	0%	46% (6)	8% (1)	46% (6)	Q2	0%	66.66% (12)	0%	33.33% (6)
Q3	0%	38.46% (5)	23.07% (3)	38.46% (5)	Q3	5.5% (1)	38.88% (7)	11.11% (2)	44.44% (8)
Q4					Q4				

Quarter 3 2016-17 Directorate Performance Report

Directorate: Education and Lifelong Learning	Director: Nick Batchelar	Number Employees (FTE): 590	Cabinet Members: Cllr Sarah Merry
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10. Other Challenges and Achievements

Key Challenges for Directorate – other than noted above (Max. five)		RAG			
Challenge	Mitigating Actions	Q1	Q2	Q3	Q4
Out of county placements – A savings target of £900k was set in relation to the Out of County Budget (children requiring education outside of Cardiff, e.g. SEN). The projected overspend is now approximately £612,000.00, reflecting the fact that the savings target has only been partially met.	Education and Children Services Directorates have established a joint project group. Risk cases are identified early and discussed regularly at Risk Management Meeting, with an emphasis on strengthening current placements wherever possible. Where out of county placement arises from a lack of in county provision, a sufficiency audit is underway which will inform scoping exercise for the Band B 21 st Century Schools programme.	R	R	R	
Sickness absence - The sickness absence for the year so far show 11.5 days lost per employee for the directorate. The target for the year was 7 days lost per employee.	Both central and school based staff absent rates continue to be higher in 2016-17 than in 2015-16 and the initial annual projection is significantly above 2015-16 levels and targets. Staff sickness is reviewed by Education Management Team on a monthly basis and action is being taken to address long term absence and to ensure consistent application of the Council's policies.			R	
Key Achievements (Good News and Successes) (Max. five)					
2015-16 performance					
There have been improvements in 2015-16 in a number of areas:					
<ul style="list-style-type: none"> Overall pupil outcomes in the main performance indicators at the expected and higher levels and at every Key Stage are above the national averages - Across the primary phase, there has been an increase in the number of schools in the highest benchmarking quarter and a corresponding decrease in the number of schools in the lowest benchmarking quarter - The Secondary schools where less than 50% of pupils achieve 5 GCSEs grades A*-C including English or Welsh and mathematics has decreased from 8 to 4 this year. - The proportion of SEN pupils at School Action and School Action Plus achieving headline measures has improved at every Key Stage - Outcomes for vulnerable learners, such as pupils with English as an additional language and overall performance of minority ethnic pupils, have improved 					
Budget					
Despite the overspend in Out of County placements, the overall budget monitoring position is balanced for the directorate at month 7 due to significant management actions to restrict spending in other areas this financial year.					
School Holiday Enrichment Programme					
The School Holiday Enrichment Programme (SHEP) is a multi-agency pilot working in partnership with Food Cardiff, City of Cardiff Council Education Catering, Sport Cardiff, and Cardiff and Vale UHB that, through working with schools, provides good quality meals, sport and nutrition skills, education and activities to children living in areas of social deprivation in Cardiff during the school holidays. An extended pilot was delivered in 2015-16 and was accessed by an average of 238 children each day (and provided 3500 hours of employment). The partnership worked with the WLGA and supported four other Welsh LAs to run their own pilots. The pilot has been included in the SHEP Wales 2016 evaluation report and will be presented at the WLGA's SHEP Wales event on 8 th February 2017.					

CARDIFF 2020 DESIRED OUTCOMES - PERFORMANCE POSITION FEBRUARY 2017

OUTCOME	KEY MEASURES	Cardiff Position September 2016
<p>1. All children and young people will be able to access an appropriate, high quality education place that meets their individual needs.</p>	The percentage of children securing their first choice for school placement:	
	Primary	86%
	Secondary	76%
	The percentage of children securing one of their 3 choices for school placement:	
	Primary	93%
	Secondary	88%
The number of schools from within catchment oversubscribed (over 10%)		
Primary	6 schools	
Secondary	3 schools	

CARDIFF 2020 DESIRED OUTCOMES - PERFORMANCE POSITION FEBRUARY 2017

OUTCOME	KEY MEASURES	Cardiff Position Academic year 2015/16	Cardiff Ranking	Wales Average 2015/16
<p>2. Educational attainment at the end of each key stage will be the best in Wales and in line with top quartile performance in the core cities of the UK.</p> <p><i>Core Cities data is not easily accessible or comparable.</i></p>	The percentage of pupils achieving the Foundation Phase Outcome Indicator , at the end of year 2	88.9%	7	87%
	The percentage of pupils achieving the Core Subject Indicator , at the end of Key Stage 2	89.5%	8	88.6%
	The percentage of pupils achieving the Core Subject Indicator , at the end of Key Stage 3	86.6%	11	85.9%
	The percentage of pupils achieving the Level 2+ threshold at the end of Key Stage 4 (5 GCSEs A* - C inc. Maths & Eng/Welsh)	62.5%	8	60%
	The percentage of pupils achieving the Level 2 threshold at the end of Key Stage 4 (5 GCSEs A* - C)	84.3%	13	84%
	The percentage of pupils achieving the Level 1 threshold at the end of Key Stage 4 (5 GCSE'S A* - G)	94.4%	17	95.3%

CARDIFF 2020 DESIRED OUTCOMES - PERFORMANCE POSITION FEBRUARY 2017

OUTCOME	KEY MEASURES	Cardiff Position Academic year 2015/16	Wales Average 2015/16
3. <u>Every</u> child will leave primary school literate and numerate in line with age related expectations.	The percentage of pupils achieving the expected outcomes (level 4) at the end of Key Stage 2 in:		
	English	91%	90.3%
	Welsh (as a first language)	96.1%	90.8%
	Mathematics	91.4%	91%
	The percentage of pupils achieving <u>above</u> the expected outcomes (level 5) at the end of Key Stage 2 in:		
	English	44.7%	42%
Welsh (as a first language)	47.6%	38%	
Mathematics	45.3%	43.2%	

OUTCOME	KEY MEASURES	Cardiff Position Academic year 2015/16	Wales Average 2015/16
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CARDIFF 2020 DESIRED OUTCOMES - PERFORMANCE POSITION FEBRUARY 2017

OUTCOME	KEY MEASURES	Cardiff Position Academic year 2015/16	Wales Average 2015/16
<p>4. Children and young people with additional learning needs will be able to access an improved system designed to ensure their needs are assessed, and the provision necessary to meet those needs is planned for in a more collaborative, consistent and equitable way.</p> <p><i>Enhanced progress measures are under consideration for this group of children and young people</i></p>	<p>Categorisation of LA Maintained Special Schools (January 2016):</p> <ul style="list-style-type: none"> - Green - Yellow - Amber - Red 	<p>January 2017</p> <p>4 2 0 1</p>	<p>Not available</p>
	<p>The percentage of SEN pupils achieving the Foundation Phase Indicator, at the end of year 2:</p> <ul style="list-style-type: none"> - Statemented - School Action Plus - School Action 	<p>16.7% 45.3% 73%</p>	<p>Not yet available</p>
	<p>The percentage of SEN pupils achieving the Core Subject Indicator, at the end of Key Stage 2:</p> <ul style="list-style-type: none"> - Statemented - School Action Plus - School Action 	<p>16.7% 45.3% 73%</p>	<p>20.6% 55.5% 74.8%</p>
	<p>The percentage of SEN pupils achieving the Core Subject Indicator, at the end of Key Stage 3:</p> <ul style="list-style-type: none"> - Statemented - School Action Plus - School Action 	<p>25.6% 50.9% 70.3%</p>	<p>21.7% 54.2% 70.6%</p>

CARDIFF 2020 DESIRED OUTCOMES - PERFORMANCE POSITION FEBRUARY 2017

OUTCOME	KEY MEASURES	Cardiff Position Academic year 2015/16	Wales Average 2015/16
	The percentage of SEN pupils achieving the Level 2+ threshold at the end of Key Stage 4 (5 GCSEs A* - C including Maths & English/Welsh) <ul style="list-style-type: none"> - Statemented - School Action Plus - School Action 	16% 17.8% 29.8%	14.1% 23.6% 30.3%
	The percentage of SEN pupils achieving the Level 2 threshold at the end of Key Stage 4 (5 GCSEs A* - C) <ul style="list-style-type: none"> - Statemented - School Action Plus - School Action 	44.3% 56% 70.2%	41.1% 64% 75.1%
	The percentage of SEN pupils achieving the Level 1 threshold at the end of Key Stage 4 (5 GCSEs A* - C) <ul style="list-style-type: none"> - Statemented - School Action Plus - School Action 	63.2% 82.7% 92.7%	65.2% 90.6% 97.2%

CARDIFF 2020 DESIRED OUTCOMES - PERFORMANCE POSITION FEBRUARY 2017

OUTCOME	KEY MEASURES	Cardiff Position Academic year 2015/16	Wales Average 2015/16
<p>5. Pupils from low-income families will achieve at the same level as their peers- we will close the attainment gap.</p>	<p>The percentage of eFSM pupils achieving the Foundation Phase Outcome Indicator, at the end of year 2</p>	<p>80.2%</p>	<p>75.7%</p>
	<p>Difference in achievement between pupils eligible for free school meals vs those not eligible</p>	<p>11.7</p>	<p>14.3</p>
	<p>The percentage of eFSM pupils achieving the Core Subject Indicator, at the end of Key Stage 2</p>	<p>78.8%</p>	<p>77.1%</p>
	<p>Difference in achievement between pupils eligible for free school meals vs those not eligible</p>	<p>13.6</p>	<p>14.3</p>
	<p>The percentage of eFSM pupils achieving the Core Subject Indicator, at the end of Key Stage 3</p>	<p>70.8%</p>	<p>69.4%</p>
	<p>Difference in achievement between pupils eligible for free school meals vs those not eligible</p>	<p>20.0</p>	<p>22.4</p>

CARDIFF 2020 DESIRED OUTCOMES - PERFORMANCE POSITION FEBRUARY 2017

OUTCOME	KEY MEASURES	Cardiff Position Academic year 2015/16	Wales Average 2015/16
	The percentage eFSM pupils achieving the Level 2+ threshold at the end of Key Stage 4 (5 GCSEs A* - C including Maths & English/Welsh)	39.3%	35.6%
	Difference in achievement between pupils eligible for free school meals vs those not eligible	29.8	31.3
	The percentage eFSM pupils achieving the Level 2 threshold at the end of Key Stage 4 (5 GCSEs A* - C)	71.9%	71.6%
	Difference in achievement between pupils eligible for free school meals vs those not eligible	17.1	17.5
	The percentage of eFSM pupils achieving the Level 1 threshold at the end of Key Stage 4 (5 GCSE'S A* - G)	87.6%	92.0%
	Difference in achievement between pupils eligible for free school meals vs those not eligible	10.3	6.2

CARDIFF 2020 DESIRED OUTCOMES - PERFORMANCE POSITION FEBRUARY 2017

OUTCOME	KEY MEASURES	Cardiff Position Academic year 2015/16	Wales Average 2015/16
6. All young people will achieve a recognised qualification at the end of statutory schooling.	The percentage young people acquiring a recognised qualification by the end of Year 11.	99% (33 pupils out of 3331 achieved no quals)	99.1%
OUTCOME	KEY MEASURES	Cardiff Position Academic year 2015/16	Cardiff ranking
7. All young people will complete statutory schooling equipped with a menu of skills for life and make a successful transition to education, employment, or training.	The percentage of Year 11 leavers making a successful transition from compulsory schooling to education, employment or training.	(2014/15 Cardiff) 95.5% (4.5% NEET)	(2014/15 Ranking) 22 out of 22
	The percentage of Year 13 leavers making a successful transition from compulsory schooling to education, employment or training.	(2014/15 Cardiff) 97.04% (2.96% NEET)	(2014/15 Ranking) 7 out of 22

OUTCOME	KEY MEASURES	Cardiff Position	Wales Average
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CARDIFF 2020 DESIRED OUTCOMES - PERFORMANCE POSITION FEBRUARY 2017

		Academic year 2015/16	2015/16
<p>8. All young people are safe and their emotional well-being is high</p> <p><i>Other measures are being explored to enable more comprehensive/ rounded measurement of emotional health and wellbeing.</i></p>	Fixed term exclusions per 1000 pupils in primary (5 days or fewer)	9.38	(Wales Average 2014/15) 8
	Fixed term exclusions per 1000 pupils in primary (6 days or more)	0.2	(Wales Average 2014/15) 0.5
	Fixed term exclusions per 1000 pupils in secondary (5 days or fewer)	55.3	(Wales Average 2014/15) 55
	Fixed term exclusions per 1000 pupils in secondary (6 days or more)	0.91	(Wales Average 2014/15) 3.4
	Attendance in primary schools	95%	94.9%
	Attendance in secondary schools	95%	94%

CARDIFF 2020 DESIRED OUTCOMES - PERFORMANCE POSITION FEBRUARY 2017

OUTCOME	KEY MEASURES	Baseline 2016
<p>9. Children and young people will be aware of their right to participate, for their opinion to be heard, and will be involved in decision-making about education policies and services which affect their lives.</p>	<p><i>Measures to be determined</i></p>	<p>Cardiff Council has been accepted onto the Child Rights Partners programme with UNICEF UK from April 2017. The areas Cardiff is focused upon, in partnership with children and young people, are:</p> <ul style="list-style-type: none"> - Creating Liveable, Child Friendly Streets - CRA Approach to Commissioning and Procuring Services - Social Infrastructure Strategy - Outcomes for Looked After Children <p>There will also be programmes of members training development and workforce development.</p>

CARDIFF 2020 KEY GOALS & SUCCESS MEASURES - PERFORMANCE POSITION FEBRUARY 2017

Success Measure	Key Performance Indicator	Cardiff Position	Wales Average	
Success Measure In 2020 strategy	Key Performance Indicator	Cardiff Position Academic year 2015/16	Wales Average Academic year 2015/16	Cardiff Target Academic year 2016/17
Increase the percentage of pupils achieving the expected outcomes in the mandatory areas of learning in the Foundation Phase at the end of year 2 <i>See also Desired Outcome 2</i>	The percentage of pupils achieving the Foundation Phase Outcome Indicator , at the end of year 2	88.9%	87%	89%
Increase the percentage of pupils achieving the expected outcomes in the core subjects of Mathematics, English/Welsh and Science in Key Stage 2 at the end of year 6 <i>See also Desired Outcome 2</i>	The percentage of pupils achieving the Core Subject Indicator , at the end of Key Stage 2	89.5%	88.6%	93%
Increase the percentage of pupils achieving the Level 2+ Threshold (5 GCSE's at A*-C) including English/ Welsh and Mathematics) at the end of Key Stage 4 (year 11) <i>See also Desired Outcome 2</i>	The percentage of pupils achieving the Level 2+ Threshold (5 GCSE's at A*-C) including English/ Welsh and Mathematics) at the end of Key Stage 4 (year 11)	63%	60%	65%

CARDIFF 2020 KEY GOALS & SUCCESS MEASURES - PERFORMANCE POSITION FEBRUARY 2017

In 2020 strategy		Academic year 2015/16	Academic year 2015/16
<p>Improve the levels of achievement of vulnerable learners in line with their individual requirements, needs and aspirations. In particular:</p> <p><u>Pupils with additional learning needs</u></p> <p><i>See also Desired Outcome 4</i></p> <p><i>Wales averages are from June 2015 National Assembly for Wales Research paper, SEN/ALN in Wales</i></p>	<p>The percentage of SEN pupils achieving the Foundation Phase Indicator, at the end of year 2:</p> <ul style="list-style-type: none"> - Statemented - School Action Plus - School Action 	<p>16.7%</p> <p>45.3%</p> <p>73%</p>	<p>14.8%</p> <p>47.2%</p> <p>67.7%</p>
	<p>The percentage of SEN pupils achieving the Core Subject Indicator, at the end of Key Stage 2:</p> <ul style="list-style-type: none"> - Statemented - School Action Plus - School Action 	<p>16.7%</p> <p>50.0%</p> <p>79.2%</p>	<p>20.6%</p> <p>55.5%</p> <p>74.8%</p>
	<p>The percentage of SEN pupils achieving the Core Subject Indicator, at the end of Key Stage 3:</p> <ul style="list-style-type: none"> - Statemented - School Action Plus - School Action 	<p>25.6%</p> <p>50.9%</p> <p>70.3%</p>	<p>21.7%</p> <p>54.2%</p> <p>70.6%</p>
	<p>Key Performance Indicator</p>	<p>Cardiff Position Academic year 2015/16</p>	<p>Wales Average Academic year 2015/16</p>

	The percentage of SEN pupils achieving the Level 2+ threshold at the end of Key Stage 4 (5 GCSEs A* - C including Maths & English/Welsh)		
	- Statemented	16.0%	14.1%
	- School Action Plus	17.8%	23.6%
	- School Action	29.8%	30.3%
	The percentage of SEN pupils achieving the Level 2 threshold at the end of Key Stage 4 (5 GCSEs A* - C)		
	- Statemented	44.3%	41.1%
	- School Action Plus	56.0%	64%
	- School Action	70.2%	75.1%
The percentage of SEN pupils achieving the Level 1 threshold at the end of Key Stage 4 (5 GCSEs A* - C)			
- Statemented	63.2%	65.2%	
- School Action Plus	82.7%	90.6%	
- School Action	92.7%	97.2%	
	Key Performance Indicator	Cardiff Position Academic year 2015/16	Cardiff Target Academic year 2016/17
<u>Pupils educated other than at school (EOTAS)</u>			

CARDIFF 2020 KEY GOALS & SUCCESS MEASURES - PERFORMANCE POSITION FEBRUARY 2017

	Key Performance Indicator	Cardiff Position Academic year 2015/16	Wales Average Academic year 2015/16	Cardiff Target Academic year 2016/17
<p><i>Education provision recorded on the EOTAS annual census as at 12th January 2016 (NB some of these pupils will also be registered on a school roll but attending alternative provision)</i></p> <p>(75 pupils)</p>	Level 1		17.3%	To be confirmed once EOTAS PLASC is finalised
	Level 2		4.0%	
	Level 2+		4.0%	
	Those leaving with no qualifications.		12.0%	
<p><u>Pupils educated other than at school (EOTAS) – not on a Cardiff school roll</u></p> <p><i>All pupils who were receiving EOTAS provision but not on a school or PRU roll as at the school and EOTAS annual census date 12th January 2016</i></p> <p>(24 pupils)</p>	The percentage of Key Stage 4 EOTAS pupils, <u>not on a Cardiff school roll</u> , achieving the expected levels at:			To be confirmed once EOTAS PLASC is finalised
	Level 1		13%	
	Level 2		0%	
	Level 2+		0%	
	Those leaving with no qualifications.		25%	

CARDIFF 2020 KEY GOALS & SUCCESS MEASURES - PERFORMANCE POSITION FEBRUARY 2017

<p><u>Children who are looked after by any local authority and attend a Cardiff mainstream secondary school or PRU</u></p> <p><i>(all children on the roll of a Cardiff school or the PRU as at 12th January 2016 which is the annual pupil census date who were looked after either by Cardiff or any other local authority)</i></p>	<p>The percentage of Children who are Looked After achieving the expected levels at:</p>		(Wales Average Academic year 2014/15)	
	<p>Foundation Phase Foundation Phase Outcome Indicator</p>	88.9% (16 out of 18 pupils)	64%	To be confirmed once PLASC is finalised
	<p>Key Stage 2 Core Subject Indicator</p>	68.2% (15 out of 22 pupils)	64%	To be confirmed once PLASC is finalised
	<p>Key Stage 4 Level 1</p>	71.4% (20 out of 28 pupils)	Not available	To be confirmed once PLASC is finalised
	<p>Key Stage 4 Level 2</p>	46.4% (13 out of 28 pupils)	Not available	To be confirmed once PLASC is finalised
	<p>Key Stage 4 Level 2 +</p>	17.9% (5 out of 28 pupils)	18%	To be confirmed once PLASC is finalised
<p><u>Children who are looked after by Cardiff Council</u></p> <p><i>(all children looked after as at 12th January 2016 which is the annual pupil census date for whom Cardiff Council is the Corporate Parent)</i></p>	<p>The percentage of Children who are Looked After achieving the expected levels at:</p>			
	<p>Foundation Phase Foundation Phase Outcome Indicator</p>	71.4% (15 out of 21 pupils)	Not available	Not yet available
	<p>Key Stage 2 Core Subject Indicator</p>	70.4% (19 out of 27 pupils)		73.3%

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	Key Stage 4 Level 1	54% (25 out of 46 pupils)		57%
	Key Stage 4 Level 2	33% (15 out of 46 pupils)		33%
	Key Stage 4 Level 2+	15.2% (7 out of 46 pupils)		7%
	Key Performance Indicator	Cardiff Position Academic year 2015/16	Wales Average Academic year 2015/16	Cardiff Target Academic year 2016/17
<u>Pupils entering Cardiff schools with English as a second language</u>	The percentage of EAL pupils achieving the expected levels at: Foundation Phase Foundation Phase Outcome Indicator	86.6%	Not available	To be confirmed once PLASC is finalised
	Key Stage 2 Core Subject Indicator	88.4%		
	Key Stage 3 Core Subject Indicator	82.8%		
	Key Stage 4 Level 1	99.0%		
	Key Stage 4 Level 2	90.9%		
	Key Stage 4 Level 2+	63.9%		
	Key Goal: A High Quality Workforce			

CARDIFF 2020 KEY GOALS & SUCCESS MEASURES - PERFORMANCE POSITION FEBRUARY 2017

Success Measure In 2020 strategy	February 2017
Increase the population of 'Outstanding' teachers and practitioners in Cardiff, particularly in those areas of the curriculum where the need to improve learner outcomes is greatest.	The proportion of schools, inspected by Estyn, judged to have good or excellent teaching on a three year rolling basis as at the end of the academic year 2015/16 is 71.4% (30 out of 42) for Primary schools, 33% (3 out of 9) for Secondary schools and 75% (3 out of 4) for Special schools.
Increase school leadership capacity in Cardiff, to respond to the diverse and changing needs of education in the city region.	The proportion of schools where Leadership is judged by Estyn to be good or excellent on a three year rolling basis is as at the end of the academic year 2015/16 is 74.4% (32 out of 43) for Primary schools, 33.3% (3 out of 9) for Secondary schools and 25% (1 out of 4) for Special schools.
Implement new school leadership models that enable experienced Heads and Senior Leaders to oversee and support those appointed to a role as Head of School, either as part of a federation or by agreement with the governing bodies of the schools involved.	The LA is currently consulting with head teachers and governors on federations. A full update regarding formal arrangements will be provided to the Education Development Board on 11 th May 2017.
Create a network of Executive Leaders across the city that is able to support other schools and lead federations and school improvement groups.	The consortium have commissioned an Executive Training programme for primary schools and will be developing learning about the variety of models for achieving economies of scale between schools.
Engage all teachers in enquiry led learning related to the improvement priorities for their school and/or partnership/federation.	The regional professional learning offer, commissioned by the consortium in partnership with schools, is supporting schools as a recognition for the need for professional development to align with their own improvement priorities. A significant amount of development is currently going into the programmes with practitioners researching practice within their areas of focus and working in joint practice with others to shape the materials for the sessions. Increasingly, schools are collaborating to plan, develop and deliver against the regional needs.

More effectively evaluate the contribution of the non-teaching workforce to school improvement and harness this capacity to enhance teaching and learning outcomes.	The consortium are commissioning and developing a programme of training.
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Key Goal: 21st Century Learning Environments

Success Measure In 2020 strategy	February 2017	
Significantly improve the learning environments of the existing school estate through the implementation of the annual Asset management plan, ensuring best value for financial resources.	The Asset renewal programme for 2017/18 is being renewed with priorities being determined according to a needs based criteria. Conditions reports are being undertaken for a number of schools to determine priorities and programme in improvement works.	
	Key Performance Indicator	February 2017
	The number of schools re-built or significantly re-furbished in the last year	3 Primaries – Ysgol Y Wern, Adamsdown, Coed Glas 1 Secondary- Fitzalan
Success Measure In 2020 strategy	Key Performance Indicator	Cardiff Position Academic year 2015/16
Increase the number of pupils securing a school place that meets individual needs, where appropriate in accordance with their first preference.	The percentage of children securing their first choice for school placement:	
	Primary	86.0%
	Secondary	76.0%

CARDIFF 2020 KEY GOALS & SUCCESS MEASURES - PERFORMANCE POSITION FEBRUARY 2017

	The percentage of children securing one of their 3 choices for school placement:	
	Primary	93.0%
	Secondary	88.0%
	The number of schools from within catchment oversubscribed (over 10%)	
	Primary	6 schools
	Secondary	3 schools

Success Measure In 2020 strategy	February 2017
Complete the planning of the next set of priorities for the 21st century school programme, including a focus on Special Educational Needs provision across the City, by the 31st March 2017.	Welsh government are in the early stages of formulating funding models for the Band B investment programme. The LA will submit their plans in September 2017.
Offer a co-ordinated Admissions process, with the voluntary aided sector, which provides parents/carers with a clear picture of the school place choices available to them and the likelihood of securing first preferences.	The co-ordinated admissions arrangements are due to go to Cabinet on 16 th March 2017, following the closure of the consultation process.
Embed a new Community Focused Schools approach, across all Cardiff Schools, providing a range of activities and opportunities to enrich the lives of children, families and the wider community; and contributing to community objectives including local cohesion, sustainability and regeneration.	There are a significant number of schools who are already interacting positively with their communities. The aspiration is to ensure that all schools practice a Community Focused Approach and work is ongoing in this respect.
Develop approaches to learning in the context of the whole city which	A city offer for the Creative Education Partnership in Cardiff has

CARDIFF 2020 KEY GOALS & SUCCESS MEASURES - PERFORMANCE POSITION FEBRUARY 2017

ensures the full participation of every young person in the life of Cardiff, through business, sporting and cultural links.	been released to schools to provide real-world learning opportunities in the creative and cultural sector. There is a specific action plan for the new High School in the West.
Complete the construction of a new High School in the East of the city, in partnership with Cardiff & Vale College by autumn 2017.	Construction has commenced and the school is on track to open in the autumn term 2017.
Complete the construction of three new two form of entry primary schools, by spring 2018.	Planning consent has been gained for Howardian and is in the process of being gained for Ysgol Glan Morfa and Hamadryad.
Complete the construction of a new High School in the West of the city by September 2018.	The contract for the new Cardiff West Community High School has been awarded and the design is being taken to planning stage.

Key Goal: A Self- Improving School system

Success Measure In 2020 strategy	Key Performance Indicator	Cardiff Position February 2017	List of schools in a category February 2017
Have no schools in an Estyn category.	The number of schools in an Estyn follow up category: -Estyn monitoring (EM) -Significant improvement (SI) -Special measures (SM)	EM- 5 SI- 1 SM- 5	EM- Riverbank Special School, Bryn Hafod Primary, Whitchurch High, Radyr Comp, All Saints CIW Primary, SI- Cantonian High SM- Woodlands Special School, Eastern High, Trelai Primary, Michaelston Community College, Glyn Derw High School
Success Measure In 2020 strategy	Key Performance Indicator	Cardiff Position January 2017	Number of green schools
Increase the proportion of schools categorised as green by Welsh Government in the annual national categorisation process. <i>WG categorisation outcomes are published annually in January.</i>	The percentage of Cardiff schools categorised as 'Green' in the annual Welsh Government School Categorisation process	Primary- 36% (Wales average 27%) Secondary- 26% (Wales average 26%) Special-57% (Wales average 41%)	Primary- 35 out of 98 Secondary- 5 out of 19 Special- 4 out of 7
Success Measure	Key Performance Indicator	Inspection Report Analysis-	Inspection Report Analysis-

CARDIFF 2020 KEY GOALS & SUCCESS MEASURES - PERFORMANCE POSITION FEBRUARY 2017

In 2020 strategy		Outcomes from September 2011- August 2016 for Key Question 1 (reports graded excellent for outcomes)	Outcomes from September 2011- August 2016 for Key Question 1 (reports graded good for outcomes)
<p>Increase the proportion of schools where Standards are judged by Estyn to be good or excellent.</p> <p><i>Between 2011-2016</i></p>	<p>The proportion of schools judged to be excellent or good for Key Question 1: How good are outcomes over the past 5 years.</p>	<p>Excellent</p> <p>Primary- 9.78% (Wales 3.63%) Secondary- 4.76% (Wales 11.79%) Special- 12.50% (Wales 16.22%)</p>	<p>Good</p> <p>Primary- 68.48% (Wales 67.75%) Secondary- 38.10% (Wales 34.91%) Special- 75% (56.76%)</p>

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Success Measure In 2020 strategy	Key Performance Indicator	Academic Year 2014/15	Academic Year 2015/16
<p>Secure improved learner outcomes at the designated Challenge Cymru Secondary schools that are at least in line with the welsh average.</p> <p><i>Note that the Challenge Cymru Programme is ending 31st March 2017. Beyond this date we will continue to ensure improved Key Stage 4 outcomes in our lowest performing schools.</i></p>	<p>The percentage of pupils achieving the expected levels at the end of Key Stage 4 in:</p> <p>Willows High School – L1, L2 and L2+</p>	<p>Willows High School L1 83.6%, L2 78.9%, L2+ 46.9%</p>	<p>Willows High School L1 95%, L2 93%, L2+ 53%</p>
	<p>St Illtyd’s High School– L1, L2 and L2+</p>	<p>St Illtyd’s High School L1 97%, L2 85.6%, L2+ 46.1%</p>	<p>St Illtyd’s High School L1 98%, L2 98%, L2+ 55%</p>
	<p>Michaelston Community College– L1, L2 and L2+</p>	<p>Michaelston Community College L1 89.3%, L2 68%, L2+ 25.2%</p>	<p>Michaelston Community College L1 82%, L2 61%, L2+ 25%</p>

CARDIFF 2020 KEY GOALS & SUCCESS MEASURES - PERFORMANCE POSITION FEBRUARY 2017

	Glyn Derw High School– L1, L2 and L2+	Glyn Derw High School L1 79.5%, L2 63.6%, L2+ 23.9%	Glyn Derw High School L1 86%, L2 67%, L2+ 29%
	Eastern High School– L1, L2 and L2+	Eastern High L1 64.7%, L2 43.8%, L2+ 14.9%	Eastern High L1 72%, L2 35%, L2+ 22%
	Cantonian High School– L1, L2 and L2+	Cantonian High School L1 92.5%, L2 87.5%, L2+ 45%	Cantonian High School L1 97%, L2 92%, L2+ 51%

Success Measure In 2020 strategy	February 2017
Have no schools running recurrent deficit budgets.	There are 12 schools currently running deficit budgets. At the end of 2014-15 there were 21 schools running deficit budgets.
Have all secondary schools paired with another school, either within the consortium or the city to support leadership of teaching and learning.	All schools in Cardiff continue to be part of an accredited school improvement group or network. Lead schools are implementing their professional learning programmes and the lead practitioners have been deployed across the region.
Have an agreed peer to peer model operating across the city, based on the shared use of data and performance measures.	The majority of schools are involved in a formal peer enquiry or have senior leaders undertaking leadership development.

Key Goal: Schools and Cardiff in Partnership			
School Governance			
Success measure in 2020 strategy	Key Performance Indicator	Cardiff position 2014/15	Cardiff position 2015/16
Further strengthen school governance, increasing the number of school governors and the range of skills that they are able to offer to help drive school improvement.	The percentage of local authority governing body vacancies	7.95% (31 positions)	6.91% (27 positions)
	The percentage of governing body vacancies	8.78% (179 positions)	8.13% (166 positions)

Schools Partnerships (Business/Public/Voluntary sector and Communities/Families)	
Success measure in 2020 strategy	February 2017
Improve the broad range of skills of children starting school as measured by the new foundation phase profile, in partnership with families, communities, health and the early year's sector.	<p>Data not yet analysed. The baseline for the new Foundation Phase profile which assesses the abilities of children on entry to school was collected for the first time this Summer.</p> <p>Cardiff is also commencing work to evaluate the impact of Flying Start programmes across the city over the last 8 - 10 years.</p>
Ensure that all schools have a clear business partner, with purposeful shared objectives.	<p>Eight secondary schools were partnered with a business under the Business in the Community 'Business Class' programme as at February 2017.</p> <p>Many schools/business partnerships also exist across the city which have evolved through local arrangements.</p>

Youth Engagement and Progression			
Success measure in 2020 strategy	Key Performance Indicator	Cardiff position 2015/16	Cardiff ranking
<p>Increase the numbers of young people that make a successful transition to the world of work.</p> <p><i>See also Desired Outcome 7</i></p> <p><i>Other measures are being gathered to extend these annual measures from Careers Wales</i></p>	<p>The percentage of Year 11 leavers making a successful transition from compulsory schooling to education, employment or training.</p>	<p>(2014/15 Cardiff)</p> <p>95.5% (4.5% NEET)</p>	<p>(2014/15 ranking)</p> <p>22 out of 22</p>
	<p>The percentage of Year 13 leavers making a successful transition from compulsory schooling to education, employment or training.</p>	<p>(2014/15 Cardiff)</p> <p>97.04% (2.96% NEET)</p>	<p>(2014/15 ranking)</p> <p>7 out of 22</p>
<p>Ensure that all young people have access to careers advice, guidance and work experience opportunities.</p>	<p>Working in partnership with young people, parents, schools, youth services, communities, training providers, further and higher education, businesses large and small, the public sector, and voluntary sector, the Council is seeking to create a coalition for change that commits to making a real difference to young people's lives and in turn, the prosperity of Cardiff. A report on the implementation of the Cardiff Commitment will be provided to Education Development Board in April 2017.</p>		

Vulnerable learners / Alternative curriculum			
Success measure in 2020 strategy	Refer to the EOTAS performance measures within the 'Excellent Outcomes' goal which provide details of outcomes achieved by pupils that access Education Other Than at School.		
Provide a broader range of alternative curriculum options that respond effectively to the needs of vulnerable learners that may have difficulties learning in a classroom environment. See also Desired Outcome 5 and 8 P=provisional	The performance of pupils with additional learning needs should also be considered in the context of this success measure. Work is ongoing to add to the educational attainment measures listed within 'Excellent Outcomes' which needs to take account of provision and access to services. Available measures for other vulnerable groups, and measures of engagement in school such as attendance and exclusions are presented together below.		
	Key Performance Indicator	Cardiff position 2015/15	Wales Average Academic year 2015/16
	The percentage of eFSM pupils achieving the Foundation Phase Outcome Indicator , at the end of year 2	80.2%	75.7%
	Difference in achievement between pupils eligible for free school meals vs those not eligible	11.7	14.3
	The percentage of eFSM pupils achieving the Core Subject Indicator , at the end of Key Stage 2	78.8%	77.1%
Difference in achievement between pupils eligible for free school meals vs those not eligible	13.6	14.3	

CARDIFF 2020 KEY GOALS & SUCCESS MEASURES - PERFORMANCE POSITION FEBRUARY 2017

	Key Performance Indicator	Cardiff position 2015/15	Wales Average Academic year 2015/16
	<p>The percentage of eFSM pupils achieving the Core Subject Indicator, at the end of Key Stage 3</p> <p>Difference in achievement between pupils eligible for free school meals vs those not eligible</p>	<p>70.8%</p> <p>20.0</p>	<p>69.4%</p> <p>22.4</p>
	<p>The percentage eFSM pupils achieving the Level 2+ threshold at the end of Key Stage 4 (5 GCSEs A* - C including Maths & English/Welsh)</p> <p>Difference in achievement between pupils eligible for free school meals vs those not eligible</p>	<p>39.3%</p> <p>29.8</p>	<p>35.6%</p> <p>31.3</p>
	<p>The percentage eFSM pupils achieving the Level 2 threshold at the end of Key Stage 4 (5 GCSEs A* - C)</p> <p>Difference in achievement between pupils eligible for free school meals vs those not eligible</p>	<p>71.9%</p> <p>17.1</p>	<p>71.6%</p> <p>17.5</p>

CARDIFF 2020 KEY GOALS & SUCCESS MEASURES - PERFORMANCE POSITION FEBRUARY 2017

	Key Performance Indicator	Cardiff position 2015/16	Wales Average Academic year 2015/16
	The percentage of eFSM pupils achieving the Level 1 threshold at the end of Key Stage 4 (5 GCSE'S A* - G)	87.6%	92.0%
	Difference in achievement between pupils eligible for free school meals vs those not eligible	10.3	6.2
	Attendance in primary schools	95%	94.9%
	Attendance in secondary schools	94.5%	94.2%
	Fixed term exclusions per 1000 pupils in primary (5 days or fewer)	9.38	(Wales average 2014/15) 8.0
	Fixed term exclusions per 1000 pupils in primary (6 days or more)	0.2	(Wales average 2014/15) 0.3
	Fixed term exclusions per 1000 pupils in secondary (5 days or fewer)	55.3	(Wales average 2014/15) 55.3
	Fixed term exclusions per 1000 pupils in secondary (6 days or more)	0.91	(Wales average 2014/15) 3.4
Success Measure	Key Performance Indicator	Cardiff Position Academic year	Wales Average Academic

CARDIFF 2020 KEY GOALS & SUCCESS MEASURES - PERFORMANCE POSITION FEBRUARY 2017

In 2020 strategy		2015/16	year 2015/16
<p><u>Children who are looked after by any local authority and attend a Cardiff mainstream secondary school or PRU</u></p> <p><i>(all children on the roll of a Cardiff school or the PRU as at 12th January 2016 which is the annual pupil census date who were looked after either by Cardiff or any other local authority)</i></p>	<p>The percentage of Children who are Looked After achieving the expected levels at:</p>		
	Foundation Phase	88.9% (16 out of 18 pupils)	64%
	Key Stage 2	68.2% (15 out of 22 pupils)	64%
	Key Stage 4 Level 1	71.4% (20 out of 28 pupils)	Not yet available
	Key Stage 4 Level 2	46.4% (13 out of 28 pupils)	Not yet available
	Key Stage 4 Level 2 +	17.9% (5 out of 28 pupils)	18%
<p><u>Children who are looked after by Cardiff Council</u></p> <p><i>(all children looked after as at 12th January 2016 which is the annual pupil census date for whom Cardiff Council is the Corporate Parent)</i></p>	Key Performance Indicator	Cardiff Position Academic year 2015/16	Wales Average Academic year 2015/16
	<p>The percentage of Children who are Looked After achieving the expected levels at:</p>		Not available
	Foundation Phase	71.4% (15 out of 21 pupils)	
	Key Stage 2	70.4% (19 out of 27 pupils)	
	Key Stage 4 Level 1	54% (25 out of 46 pupils)	
	Key Stage 4 Level 2	33% (15 out of 46 pupils)	
	Key Stage 4 Level 2 +	15.2% (7 out of 46 pupils)	

Mae'r dudalen hon yn wag yn fwriadol

Education Development Board

Terms of Reference

October 2016

Background

The Education Development Board (EDB) and the Vulnerable Children and Families Board sit beneath the Cardiff Public Services Board and have a specific focus on the education and well-being of children and young people in Cardiff.

Purpose of the EDB

EDB is a Partnership Board

- Maintain an overview of progress against the desired outcomes and goals of Cardiff 2020:
 - Excellent outcomes for learners
 - High quality workforce
 - Self-Improving school system
 - 21st century schools
 - Schools & Cardiff in partnership
(*Performance framework being developed*)

- Focus upon 'unlocking' and driving up performance in those areas where partners can add most value.
 - Cardiff 2020 Goal - 'Schools & Cardiff in Partnership'
 - Youth engagement and progression
 - Employability / schools & business partnerships
 - School governors' recruitment
 - Early help / Community and family engagement
 - Vulnerable learners and alternative learning opportunities

- Link up with Vulnerable Children and Families Board

- Providing a point of strategic reference for significant programmes or projects running under the other 4 goals – for example: The Band B 21st Century Schools Submission

Board Membership

Name	Organisation
Rod Alcott	Chair
Nick Batchelar	Cardiff Council
Cllr Sarah Merry	Cardiff Council
Jackie Turner	Cardiff Council
Angela Kent	Cardiff Council
Ken Poole	Cardiff Council
Hannah Woodhouse	Central South Consortium
Ceri Assiratti	Admiral Group plc
Ashley Kindred	Panasonic UK
Mike James	Cardiff and Vale College
Professor Dan Davies	Cardiff Metropolitan University
Professor Amanda Coffey	Cardiff University
Louise Harris	Big Learning Company
Mark Owen	Careers Wales
Jane Morris	Governors Wales
Edwin Counsell	Diocesan Director C/W Schools
Andrew Williams	Radyr Comprehensive School
Jan Comrie	Grangetown Nursery
Sarah Coombes	Llanishen Fach
Kath Keeley	The Hollies
Suzanne Scarlett	Cardiff Council
Natalie Stork (Facilitator of meeting)	Cardiff Council

Meeting Frequency

The Board will meet half termly.

6th October 2016
3rd November 2016
2nd February 2017
6th April 2017
11th May 2017
6th July 2017

The board will be provided with an overview document of progress against the Cardiff 2020 Goals and Success measures at every meeting, with a focus on the Cardiff Commitment (Goal 5- Schools and Cardiff in Partnership)

The Education Development Board Work Programme 2016/17

6 th October	3 rd November	2 nd February	6 th April	11 th May	6 th July
STANDING ITEMS					
Minutes of last meeting and matters arising	Minutes of last meeting and matters arising	Minutes of last meeting and matters arising Monitoring of progress Cardiff 2020	Minutes of last meeting and matters arising Monitoring of progress Cardiff 2020	Minutes of last meeting and matters arising Monitoring of progress Cardiff 2020	Minutes of last meeting and matters arising Monitoring of progress Cardiff 2020
SPECIFIC					
School Performance 2015/16 Review of EDB work programme 2015/16 Terms of Reference 2016/17 Cardiff 2020 and work programme 2016/17	Work programme 2016/17 Schools/Business Partnerships model Cardiff 2020 baseline	Cardiff 2020 goal – ‘Excellent Outcomes for Learners’ School Performance summary (final results) 2015/16 School Performance January 2017 categorisation School Performance 2016/17 ‘currently secures’ Cardiff 2020 goal- A High Quality Workforce	Cardiff 2020 goal- ‘21st Century learning environments’ (Band B investment programme) ALN/SEN	Cardiff 2020 goal ‘A Self-Improving School System (Governance, Federations)	Cardiff 2020 Goal - Schools and Cardiff in Partnership

**CITY AND COUNTY OF CARDIFF
DINAS A SIR CAERDYDD**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

7 MARCH 2017

CHILD SEXUAL EXPLOITATION (CSE) – PROGRESS BRIEFING

Reason for the Report

1. To provide the Committee with an updated progress report on the implementation by Cabinet of Committee's 2016 CSE inquiry report recommendations (**Appendix A**). The report sets out an operational update against each of the recommendations as at February 2017.

Background

2. The Committee agreed its report following its investigation into CSE in July 2016 and Cabinet approved a response to the Committee's inquiry report at its meeting on 13 October 2016. The response report noted that the inquiry took place and provided feedback on the drafting of the CSE Prevention Strategy, which was approved by Cabinet in May 2016. A copy of the Prevention Strategy was attached to the response.
3. The CSE Prevention Strategy and implementation plan not only addressed all 13 of the Committee's recommendations but also identified actions and timescales under five clear aims, namely:
 - a. Understand
 - b. Raise awareness
 - c. Identify
 - d. Support
 - e. Disrupt and prosecute.

4. The Committee noted that a Financial Pressures bid within the Council's 2017/18 Budget allocated additional funding of £151,000 for a Child Sexual Exploitation (CSE) Prevention Team – a temporary (three years) Multi Agency CSE Prevention Team to be established to continue to implement the CSE Strategy and address the need that has been evidenced.

Scope of Scrutiny

5. The scope of this scrutiny is to consider the response to each of the inquiry's recommendations, and to pass on any observations, comments or recommendations to the Director of Social Services. Members may wish to consider:
 - a. the progress being made to undertake the actions identified to address each recommendation;
 - b. the impact of the actions to improve the effectiveness of the protection and support for those affected by CSE and tackle perpetrators.

Way Forward

6. Councillor Sue Lent (Cabinet Member for Early Years, Children & Families) has been invited to attend, and may make a statement. Tony Young (Director of Social Services) has been invited to present the progress report and to answer any questions Members may have.
7. Members are invited to consider the information set out in the attached report and to identify any issues on which they would wish to receive further information.

Legal Implications

8. 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 the 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

9. The Scrutiny Committee is empowered to enquire, 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 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

Committee is recommended to consider the contents of the report attached at **Appendices A** and provide the Cabinet Member and Director with any comments, concerns or recommendations.

Davina Fiore

Director of Governance and Legal Services

1 March 2017

**Progress to Children and Young People's Scrutiny Committee
Child Sexual Exploitation Prevention
February 2017**

**R1. A CSE Referral Pathway be developed, which will set out clear and concise route of end-to-end care for those referred into the Council. This Pathway could also be used as a tool across a range of activities to promote a clear, consistent message across all practitioners, partners and the wider community.
(Supported by Key Finding KF3)**

The Cabinet Response to Scrutiny Committee reported on the then new arrangements in place to deal with CSE concerns. These arrangements are now embedded in Children's Services practice and is ensuring the effective, multi-agency management of CSE cases.

**R2. An Officer at Operational Manager or above be made responsible for CSE, and their job description to include a range of responsibilities including raising awareness of CSE across the Council, playing a role in making strategic linkages, pooling resources, linking with the LSCB on strategic issues, reporting to Cabinet and Scrutiny Committees and ensuring that systems for referral, support and rehabilitation within the Council are fit for purpose.
(Supported by Key Finding KF2)**

As part of the Council's overall budget proposals for 2017/18, the Directorate's CSE-related financial pressure bid has now been agreed by full Council. This enables a CSE prevention team to be established under the leadership of a CSE Lead Manager (at Operational Manager 2). The Directorate will begin immediately to recruit to these posts.

**R.3 After 12 months of operation, a survey be carried out amongst all partners and practitioners to gauge the effectiveness of the Multi Agency Safeguarding Hub (MASH) in Cardiff and also improvements in partnership working and information sharing.
(Supported by Key Findings KF8 – KF11)**

**R4. Members would like to commend the work carried out to date by the CSE Lead Manager and CSE Coordinator and that our thanks and the thanks of the many witnesses who took part in the Inquiry be passed on to them. It is also recommended that these posts be made permanent.
(Supported by Key Findings KF12, KF13)**

See above

**R5. That Children’s Services review the way that it deals with incoming CSE referrals as detailed in KF15. This is to meet the commitment required by the National Action Plan to “support the identification of CSE and enable a timely range of appropriate responses”.
(Supported by Key Findings KF14, KF15)]**

As reported by Cabinet to Scrutiny Committee the management of cases where there is a CSE concern have been reviewed and new arrangements put in place. These arrangements are now embedded within Children’s Services practice. The service continues to take a proactive, preventive approach to abuse through sexual exploitation in recognition of the profound and lasting effect it has on children and their families. The management of all referrals where there is a CSE concern continues to be overseen by the CSE Lead Manager ensuring consistency across the service.

The CSE Multi Agency Strategy Meeting process has been embedded in practice. Staff within Children’s Services and our partner agencies are aware of their distinct roles and the expectation to work proactive as a cohesive team to prevent abuse and support recovery.

**R6. Ongoing training be given to social workers to ensure that consistent, professional, timely advice is given to everyone who makes a referral to Children’s Services. Linked to this, wider training outside of the organisation (particularly to schools) should form part of the wider training programme to empower individuals and organisations to intervene at lower levels and therefore assist in reducing the number of referrals being made via the CAP Desk.
(Supported by Key Findings KF16, KF17)**

A list of agencies who have received training from the CSE lead Manager and/or CSE Coordinator is attached at Appendix one. A similarly diverse training schedule is planned for the coming year. The team remain responsive to requests from any agency to provide training.

The CSE Professional Interest Group (PING) is very well established. It meets quarterly with around 60 professionals working across the City in organisations like Police, Education, Schools, Health, Youth Offending Service, Mental Health, Housing, Probation and Third Sector in attendance. The group continues to spread good practice, share expertise and promote a strong sense that everyone is working together to tackle CSE in Cardiff.

R7. A strategic, coordinated awareness raising and training programme be developed with input from all partners. Whilst it is acknowledged that the CSE Lead Manager and CSE Coordinator are currently engaged in CSE training with social workers and practitioners, further work needs to be planned, developed and implemented. This should include the coordination of current materials that could be used as part of the programme. The programme should include mechanisms for delivering a large scale campaign across the City, and also more targeted awareness raising and training to include vulnerable groups,

community groups, schools' training, those engaged in the night-time economy, foster carers, staff in children's homes and those engaged in providing council services via the commissioning and procurement process.

(Supported by Key Findings KF17, KF28-30, KF31-34)

Work has taken place with schools, youth service and third sector organisations to deliver CSE awareness raising sessions in schools, youth work settings, supported accommodation and residential children's homes. This work is ongoing. For example the CSE Prevention Team is currently working with St Teilo's school to develop a group work programme for boys. The aim of the group is to:

- Raise awareness around healthy relationships, rights and responsibilities
- Promote safe social media use
- Educate around consent, peer pressure and power
- Educate around sex, pornography and healthy relationships
- Challenge myths around boundaries in relationships
- Help keep boys safe and empower them to seek help

This programme will begin with students in St Teilos' next term. Subject to evaluation and review, it is hoped that the programme will be rolled out across schools in the coming year.

The booklet '*CSE – a Guide for Parents*' is presently being translated and will be printed for circulation to agencies across Cardiff working with vulnerable families.

The resource pack for professionals '*CSE – a practitioner's toolkit*' has been written and circulated widely within Children's Services and via the CSE PING. It is being used across agencies to support direct work with children to raise their awareness of CSE and reduce risks.

A targeted campaign to raise awareness of parents, carers, professionals and communities is being planned and will begin in with the public in Summer 2017. This will include the use of published materials, social media and pop up road shows under the banner '*Not in our City, Not to our Children*'.

The CSE Prevention team is working with the Families First team to ensure that the forthcoming round of funding will include CSE awareness work with families as a standard expectation.

R8. It is also recommended that a programme of campaigns for children and young people is developed by young people, to included PSHE teaching materials, social media, development of apps, etc. The wording of all material should be very carefully considered not to stereotype victims, and materials should also pay particular attention to boys and young men who were identified as a particular "hidden" group.

(Supported by Key Findings KF17, KF28-30, KF31-34)

The resource pack for professionals makes good use of materials already designed by children and young people including comic strip leaflets, videos and apps.

Work is underway to strengthen the voice of children in the response to CSE in Cardiff. An example of this is the Young People's Conference, hosted by Children's Services, which will be taking place on 16th March 2017.

Each school has been invited to nominate up to three children to attend the conference and throughout the day participants will take part in activities and workshops which will raise their awareness around child sexual exploitation including how children can look out for dangerous adults, spot when their peers may be in danger, call for help and keep themselves and their friends safe.

The conference will be delivered in partnership with voluntary sector organisations like Barnardo's, NSPCC, Safer Wales and YMCA who are key providers of CSE prevention services in the City and experts in their fields.

By the end of the day participants will be trained as CSE Prevention Ambassadors for their schools. Following the conference the CSE Prevention team will work with the Ambassadors and schools to hold events in each school/ cluster of schools where the Ambassadors will educate their peers.

This event aims to promote the idea that empowering children and raising their awareness to prevent CSE is how we keep children safe. It will also demonstrate how statutory and voluntary sector agencies are working closely together to this end.

R9. That the LEA (Local Education Authority) conduct a risk assessment of those not in mainstream education, and that the results of this risk assessment be reported to the C&V LSCB and to the Children & Young People Scrutiny Committee. Members were particularly concerned about the potential risks inherent in children undertaking alternative curriculum and home schooling. Whilst it is recognised that the LEA does not have statutory responsibility to account for those children and young people, an idea of the scale of the issue and potential "risks" should be assessed.

(Supported by Key Findings KF18-19)

The CSE Team is working closely with the newly appointed Education Safeguarding Officer both to deliver training to education staff and to meet the needs of individual children in specific circumstances. This work will continue to develop.

R10. It is also recommended that the Education Department play an active role in the awareness raising and training programme for schools. The proactive and positive work undertaken by Willows High School and St. Teilo's High School should be included within the programme.

(Supported by Key Findings KF20-22)

Please see R.7, R.8 and R.9 above.

R11. It is recommended that a report on the restructure of the CAMHS service be factored into the work programme of the Children & Young People Scrutiny Committee for consideration at a future date.

(Supported by Key Findings KF24-25)

R12. Whilst it is recognised that the LSCB is not accountable to the Council, it is recommended that the Cabinet requests that C&V LSCB make a commitment to report to Cabinet and the Children & Young People Scrutiny Committee on progress towards achieving the All Wales National Action Plan, and commit to submitting, for information annually, progress against the Multi Agency CSE Strategy.

(Supported by Key Findings KF 5 – KF7)

Cardiff and Vale LSCB has re-established the CSE Strategic Group. The CSE Lead Manager is a member of that group which meets quarterly. The group will receive reports on the implementation of the All Wales National Plan and CSE Prevention Strategy.

R13. It is also recommended that the LSCB should review whether the current governance structure enabled robust scrutiny of the organisation and consider the need for an independent Chair.

(Supported by Key Finding KF7)

This was responded to in Cabinet Member correspondence CM33619

Mae'r dudalen hon yn wag yn fwriadol

**CITY OF CARDIFF COUNCIL
GYNGOR DINAS CAERDYDD**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE

7 MARCH 2017

CHILDREN'S SERVICES PERFORMANCE MANAGEMENT INFORMATION

REASON FOR THE REPORT

1. The Children and Young People Scrutiny Committee is responsible for scrutinising the performance of Children's (social) Services. This report sets out performance data outlining progress against the objectives aligned to the social theme for the quarter ending 31st December 2016.

BACKGROUND

2. The ongoing development of the Cardiff Performance Management Framework has brought into line the monitoring and evaluation of progress against the key objectives as set out in the Corporate Plan and the performance indicators set to assist in the understanding of the overall performance position of the Council. This range of performance data relating to Children's Services is contained in **Appendix B** to this report.
3. The Cabinet have identified that the delivery of their key priorities and the Council's performance against key indicators should be the focus of future quarterly reports. Quarterly reports are prepared on that basis, allowing for trend analysis to be undertaken on an appropriate basket of indicators and the effective delivery of the Administration's key priorities as attached at **Appendix A**.
4. The performance report attached at **Appendix B** has been constructed to highlight the progress made in delivering the key objectives, associated performance indicators, and commentaries that help to identify progress, issues and actions planned where the trend in performance is falling. To make the information in the performance report clearer, each indicator is accompanied by an arrow, and in some cases, a happy, indifferent or sad face.
5. For your information, these symbols represent the following:
 - The face symbol shows whether performance is likely, unlikely to, or may meet the target set for the year.
 - The arrow direction shows whether performance has declined, has been sustained or improved when compared with an appropriate previous period.
6. At the meeting officers will be present to explain the performance information to the Committee, to highlight performance issues, and to answer questions that Members might have.

PERFORMANCE DURING QUARTER 3: OCTOBER TO DECEMBER 2016

7. Performance is being reported against the following corporate improvement objectives:

Looked after children in Cardiff achieve their potential
People at risk in Cardiff are safeguarded
People in Cardiff are supported to live independently

8. The Service has three main functions:

- a. Promoting the welfare of children in need
- b. Safeguarding children
- c. Improving outcomes for looked after children

OVERVIEW OF QUARTER 3 PERFORMANCE

9. Performance during Quarter 3 is mixed with improvements in some key areas, but some declines in other areas. A brief overview of these is provided below, with more detailed information available in paragraphs 16 – 41 below.
10. Performance in relation to timeliness of statutory visits to looked after children increased again from 95% to 96%. This is a notable improvement on the 2015-16 annual outturn figure of 87%. The percentage of social worker vacancies reduced slightly from 25% to 23%.
11. Performance in relation to timeliness of initial and review child protection conferences remains good despite the decline from 97% to 89% and 100% to 97% respectively. All late conferences that can be held, have since been held. For further information, please see paragraphs 23 and 24.
12. Work to progress the Directorate's commitments in the Corporate Plan has continued and key areas of progress include:
- a. **Child Sexual Exploitation (CSE) Strategy** – has enabled significant progress to be achieved in ensuring that children and young people are protected from CSE. The strategy has impacted as follows:
 - Drawn all key partners together with a common objective and action plan.
 - Enabled an audit and analysis of service effectiveness.
 - Drawn more effectively on the voices of children and their families.
 - Promoted city wide awareness raising in the night economy.
 - b. **Multi Agency Safeguarding Hub (MASH)** - Threshold meetings are held weekly to quality assure referrals and decision making. Remedial actions are identified and addressed by the relevant agency as appropriate.
 - c. **Corporate Parenting Strategy** –
 - During the quarter, 2 young people attended the Corporate Parenting Advisory Committee for the first time and made a positive contribution to the meeting. Further consideration is being given to how the Committee can formally engage young people on an ongoing basis.

- Between March and December 2016, 47 families have been supported and family breakdown has been prevented for 93 children by the Safe Families for Children initiative; just one child has been accommodated. This is a new prevention service that works with Children's Services to link families in need with local volunteers who can offer them help and support through a crisis.
- Between April and December 2016, 57 children from 26 families have received services from the preventative Family Group Conferences initiative. Accommodation as a result of family breakdown has been avoided for 9 of these children with an estimated cost saving of £72k. Family Group Conferencing utilises the strengths of family / friends to make their own plan to support and safeguard the children.
- The number of children supported by the Looked After Children traineeship scheme is currently 5 (with a further 2 working with the tutor), and an additional 7 apprentices within the Council.

- d. **Specialist training regarding the Social Services and Wellbeing (Wales) Act 2014** – From April to September a total of 1,071 attendees across Cardiff and the Vale have received Social Services & Wellbeing (Wales) Act 2014 training at an appropriate level. Changes in practice due to the implementation of the Act are becoming evident across teams in the region, however it is a long process and it is too soon to measure the impact of these changes.

13. There has been some slippage in progress against some of the milestones in the Corporate Plan relating to:

- a. **Recruitment and retention of children's social workers** - The percentage of social worker vacancies in Children's Services has reduced slightly during the quarter to 23.3% (from 24.8% in Quarter 2) and recruitment initiatives are ongoing. Vacancies rates have not reduced further due to internal promotions and transfers. Job creation has commenced in relation to the pool of additional social workers and it is anticipated that 6 social work posts will be filled in Quarter 1 2017-18. As a result of work to improve recruitment and retention, a more stable workforce across the service is emerging and, except where essential maternity cover is required, there is less reliability on agency staff. There are some good examples of staff achieving promotional appointments, thereby supporting career development and staff retention.
- b. **Effectiveness of Transition** - A successful £2.54 million Intermediate Care Fund (ICF) bid is now supporting the new "Disability Futures Programme" to transform services for disabled children and learning disabled adults with complex needs. This has included the creation of two transition worker posts in the Adult Learning Disabilities team to work within the complex needs service supporting young adults from the age of 16.

14. In relation to the Directorate Plan, there has been progress in relation to:

- a. **Early Help Strategy** – The Joint Assessment Family Framework (JAFF) pilot is ongoing and subject to regular monitoring and review. The first supervision session for staff involved in the pilot was held and was led by a senior practitioner within the Team Around the Family (TAF) team. Supervision takes the form of a practice exchange, providing an opportunity for practitioners who

are using the JAFF to discuss their experience and raise any issues that they are encountering. Further advice and guidance is given in response to issues raised.

- b. **New model for the delivery of children's social services** - Progress with Signs of Safety Project Plan continues – training is ongoing; engagement with Team Managers, Principal Social Workers and lead officers from partner agencies has been successfully undertaken and engagement sessions with front line staff will commence in Quarter 4.
- c. **When I Am Ready Scheme** - Training sessions continue to be held and the rolling programme of awareness has been completed. Recruitment of a When I Am Ready Support Worker is underway and it is anticipated that the Support Worker will be in post in Quarter 4.
- d. **Remodelling of services for disabled children, young people and young adults** – Progress includes:
 - Work to review and monitor the pilot services continues.
 - Cardiff Disability Index continues to deliver alongside the Vale Disability Index to create a regional approach. The number registered since the Index became active in September 2016 is 90. The Index will be formally launched on 17th March 2017.
 - New service specification for integrated respite has been drafted - consultation with families and providers will take place in Quarter 4.
 - Funding secured towards the development of a regional Integrated Autism Service.
- e. **Regional Workforce Development Partnership** – Website demonstration took place at the Regional Workforce Board and was endorsed.
- f. **Health and wellbeing of the Social Services workforce** – Flexitime was rolled out across the Directorate from the 1st September in line with the Council's 'Work Life Balance' Policy. The Chief Executive together with Director of Social Services and other senior managers met with staff to update them on key areas of progress at a corporate level.
- g. **Agile / Mobile Working Strategy** – Approximately 550 Social Services staff have been mobilised through the Agile Mobile Working project. Positive feedback from a survey undertaken of Phase 1 staff included: *“More time to complete recordings and paperwork = less stress”* and *“This has definitely had an effect on people's health and wellbeing which in turn increases productivity and performance”*.
- h. **Strategic Approach to Commissioning** - Cardiff and Vale of Glamorgan Regional Partnership Board established to meet the Social Services & Wellbeing (Wales) Act 2014 requirements. This includes a project to develop key joint commissioning strategies with the University Health Board and Vale of Glamorgan Council. Data collation across the region is continuing to inform a Cardiff and Vale of Glamorgan Integrated Market Position Statement. This will also be informed by the Population Needs Assessment which is due for completion in Quarter 4.

- i. **Collaborative working** – Cabinet paper completed seeking agreement to progress the development of a detailed operational model for a Regional Social Care Workforce Development Training Unit with Cardiff taking the lead on progressing the developments.
 - j. **Benchmarking** - Available all Wales performance indicators for 2015-16 were identified and included in relevant target setting exercises for 2017-18.
15. There has also been some slippage in progress against some of the milestones in the Directorate Plan relating to:
- a. **Adolescent Resource Centre (ARC)** – Staff started taking up post during the quarter and recruitment to remaining positions is ongoing. The site has been secured, the final plan for the building has been agreed and a planning application is in development.
 - b. **Joint working protocol between Health Service and Children’s Services** – A psychologist continues to be available to social workers with consultations being held on a ‘surgery’ basis. This continues to have a positive impact but as it is limited to advice and guidance, it means that costs for alternative therapy continue to rise.
 - c. **Social Services Workforce Strategy** – work has commenced on the development of a Social Worker Traineeship Scheme within the Directorate.
 - d. **Bilingual Services** - The Directorate continues to work towards increasing capacity to deliver bilingual services as there is a current lack of capacity in the teams that is reflected in the small number of Welsh speakers Council wide. Staff are encouraged to enrol on Welsh language lessons and use any existing Welsh that they have. Increasing the number of Welsh speakers is proving difficult under the current recruitment process and it is hoped that Linguistic Assessments will be integrated into the Human Resources recruitment process in order to begin making a difference. To date only one post has been advertised as Welsh essential and, unfortunately, no applications were received.
 - e. **Budget and savings proposals** – The Month 8 (November) monitoring position for Social Services shows an overspend of £5.741m against a budget of £146.352m. This is an increase of £160,000 compared to the position for October 2016. The overspend of £3.056m reflects a savings shortfall of £1.507m plus significant projected cost growth (£1.3m) in relation to external fostering. Fostering placements increased by 30 in the first 8 months of 2016-17, a reflection of the overall growth in the number of looked after children (+51) in the same period. There has also been cost growth in relation to new residential placements (after offsetting savings in relation to the return of children in out of county placements is taken into account). The position also reflects overspends in support costs for care leavers and external legal costs, reflecting the ongoing high level of expenditure in these areas. The ongoing use of agency staff is also impacting on staffing budgets in certain areas such as Safeguarding and Looked After Children 14+, though the position should improve if agency numbers reduce, as anticipated, in the remainder of the year.

- f. **Quality Assurance Framework (QAF)** – funding has been identified for a full-time Quality Assurance Officer post across the Directorate. The recruitment process is underway in anticipation of the post being taken up in Quarter 1 2017-18. Case management audits continue to be undertaken (although numbers are low). An analysis of the audits and identification of emerging themes is considered by the Children’s Management Team on a quarterly basis. Themes emerging from complaints are also considered on a quarterly basis and presented to the Corporate Parenting Advisory Committee.

DETAILED COMMENTARY

A) PROMOTING THE WELFARE OF CHILDREN WITH CARE & SUPPORT NEEDS

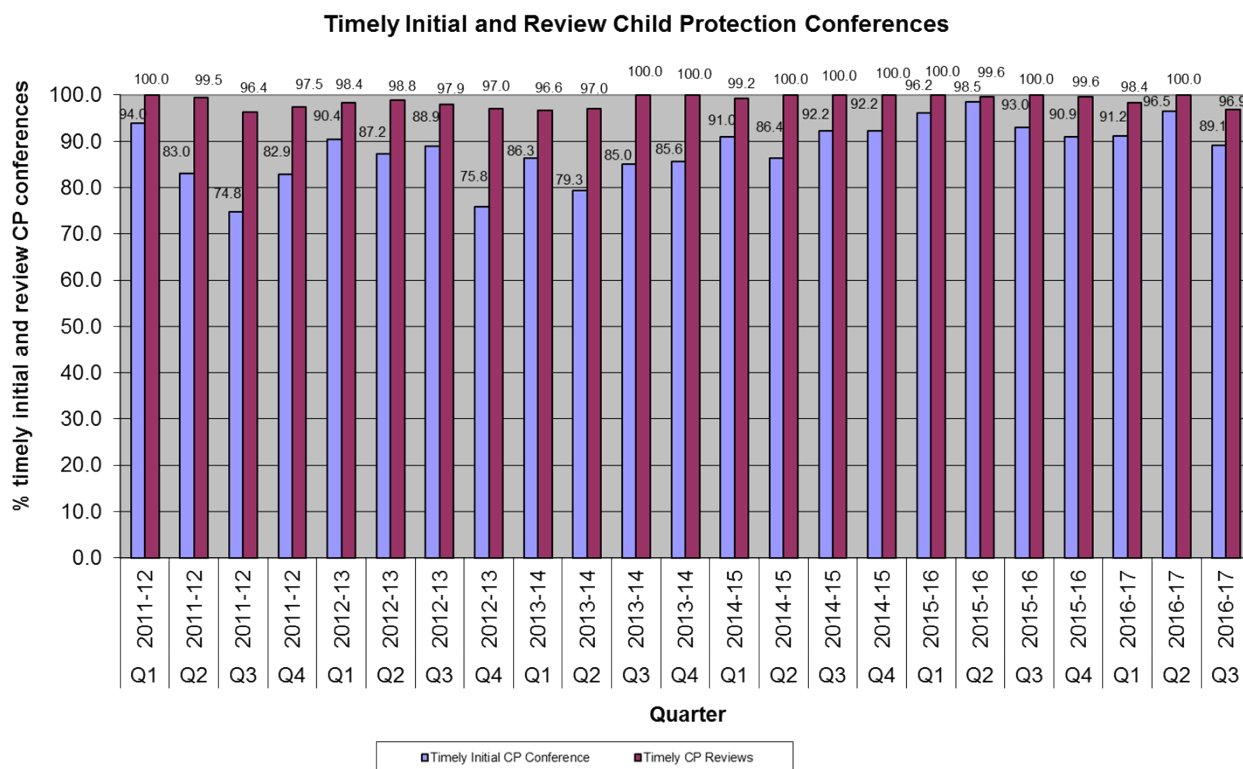
16. Performance indicators relating to referrals (prior to April 2016), and initial and core assessments is no longer available as these have been replaced with Wellbeing Contacts / Referrals and Wellbeing Assessments.
17. Children’s Services received 6,927 Wellbeing Contacts / Referrals in Quarter 3 (Contacts 1) a decrease of 13% from 7,950 in Quarter 2. Contact / Referral numbers must be treated with caution because we do not yet understand the implications of the Act on the figures, and we only have two quarters of new data, so it is too soon for new trends to be identified. A detailed breakdown of Wellbeing Contacts / Referrals is provided at **Appendix C** for the Committee’s information. This report shows the source and outcome of the 6,927 Wellbeing Contacts / Referrals received by Children’s Services during Quarter 3.
18. Performance in relation to the timeliness of assessments (SSWB 24) was 88.3% (445 / 504) compared with 86.3% (527 / 611) in Quarter 2. **Appendix C** details the source and outcome of the 350 Wellbeing Assessments that were completed during the quarter. Please note that the figures for numbers of assessments does not match because the PI requires us to include provision of Advice and Assistance.
19. The percentage of children supported to remain living within their family (SSWB 25) was 56.6% (899 / 1,589) compared with 57.3% (942 / 1,643) in Quarter 2. Of the 1,589 children with a Care and Support Plan at 31st December 2016, 899 were being supported to live at home (i.e. were not being looked after).
20. The percentage of looked after children returned home from care during the year (SSWB 26) was 9.9% compared with 6.2% in Quarter 2. Of the 893 children who have been looked after during the year to date, 88 have returned home. This PI is cumulative, and performance will improve as we progress throughout the year.
21. The latter two PIs are a welcome measure of the effectiveness of the service in supporting children and young people within their families.

B) SAFEGUARDING CHILDREN

22. The number of children on the child protection register at the end of Quarter 3 was 196 (from 279 at the end of Quarter 2) (CS CPR 4).
23. 89.1% (57 / 64) of initial child protection conferences took place within the 15 working day timescale in Quarter 3 – reducing from 96.5% (111 / 115) in Quarter 2

(SCC/014). 7 conferences for 3 sibling groups were late in December. 2 were rescheduled to enable the parents / children to attend and the other was due to a delay in requesting the conference. Performance was 100% for October and November. All late conferences have since been held.

24. Timeliness of review child protection conferences was 96.9% (217 / 224) in Quarter 3 compared with 100.0% (296 / 296) in Quarter 2. 3 conferences were late during the quarter for a sibling group for whom the Court has instructed that no further conferences should be held. A further conference in relation to a sibling group of 4 was late in November as it had to be rescheduled. All late conferences that can be held, have since been held.

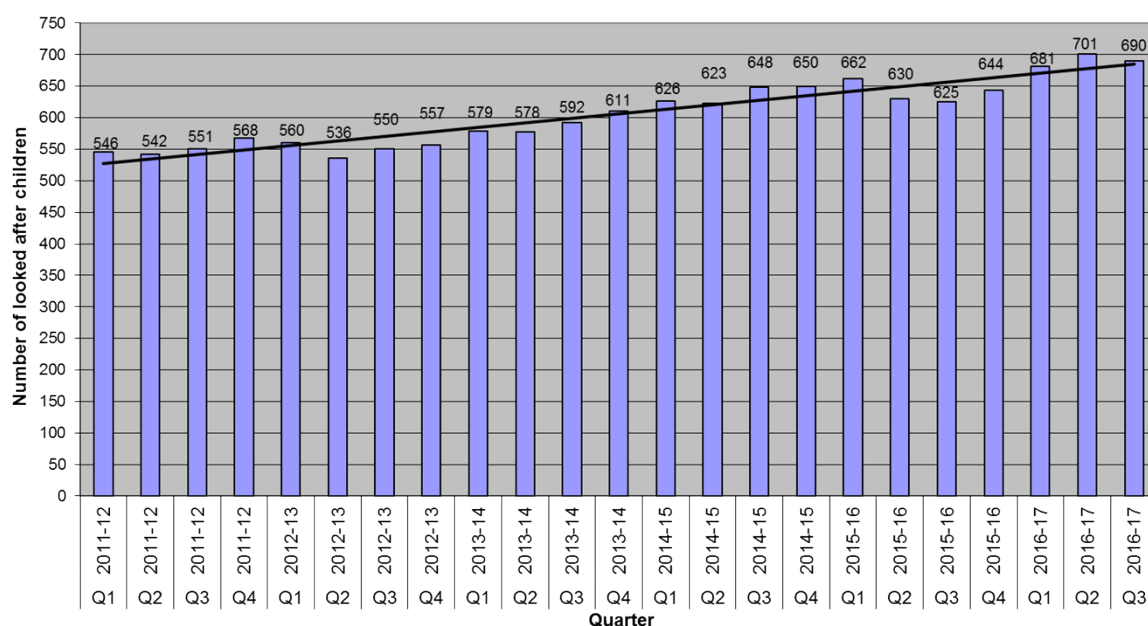


25. 100% (196 / 196) of children on the child protection register had an allocated social worker at 31st December 2016.
26. The percentage of re-registrations of children on the child protection register (SSWB 27) reduced to 2.0% (1 / 51) compared with 5.6% (5 / 89) in Quarter 2.
27. The average length of time for children who were on the CPR during the year (SSWB 28) was 271 days (36,015 / 133) compared with 198 days (29,105 / 147) in Quarter 2. This is based on children who were de-registered during Quarter 3.

C) IMPROVING OUTCOMES FOR LOOKED AFTER CHILDREN

28. The number of children who were looked after at 31st December 2016 (not including those children being looked after as part of a respite care arrangement) was 690 compared with 701 at 30th September 2016 (CS LAC 3e). This represents a rate of 9.4 children per 1,000 in Cardiff, which is above the all Wales rate of 8.8 per 1,000 as at 31st March 2015. The recent fluctuation in the number of looked after children is displayed in the graph below.

Number of Looked After Children



29. 73.8% (386 / 523) of looked after children were placed with agency providers at the end of Quarter 3 (CS LAC 44), stable from 74.0% (388 / 524) in Quarter 2. The number of children placed in agency placements has reduced to 47 from 50 at the end of Quarter 2.

30. 61.6% (322 / 523) of children in regulated placements were placed in Cardiff at the end of Quarter 3 compared with 60.9% (319 / 524) at the end of Quarter 2 (CS LAC 58). A further 85 children placed outside Cardiff were within 20 miles of their home address. 8 of the children not placed in Cardiff are placed with relative carers. For some children placement outside the authority is in their best interests, examples include children placed with family members who live outside Cardiff, children placed in specialist placements and children who are placed in areas that are closer to their home address than some parts of the city.

31. 94.6% (454 / 480) of statutory reviews for looked after children were held within prescribed timescales in Quarter 3, an improvement from 93.8% (499 / 532) in Quarter 2 (SCC/021). Of the 26 reviews that were not held on time, 14 were held within a week, 5 within 2 weeks, 6 within 4 weeks and 1 at 5 weeks. All late reviews have since been held. 96.3% (462 / 480) of statutory visits were held in accordance with regulations in Quarter 3 showing a continued increase from 95.3% (507 / 532) in Quarter 2 (SCC/025).

32. All looked after children were allocated to a social worker at 31st December 2016.

YOUTH OFFENDING SERVICE

33. The numbers of First Time Entrants (FTEs) to the Youth Offending Service (YOS) has increased slightly during Quarter 3 to 25 (from 24 in Quarter 2). The 25 young people committed 50 offences, averaging 2 offences per young person. During Quarter 3, a total of 119 offences were committed by 56 young people (of whom 25 are the FTEs),

giving an average of 2.13 offences each.

34. The YOS Annual Plan for 2016-17 has been agreed with the YOS Management Board and will be submitted to the Youth Justice Board (YJB) for approval. It is hoped that the Annual Plan for 2017-18 will be completed by 1st April 2017.
35. An interim YOS Manager has been appointed and will be in post early Quarter 4 - some hand-over sessions have taken place recognising that it will take time for the new manager to develop a full understanding of the service.
36. Work to finalise the YOS restructure exercise continues and re-location is scheduled for Quarter 4.
37. Work on finalising the re-offending toolkit results for 2015-16 is ongoing following the recent appointment to the YOS Information Officer post.
38. YOS have not yet made any referrals to the Emotional and Wellbeing Service (a Health initiative) as resource issues have delayed it becoming operational. Referrals to the service will be for children and young people in contact with YOS.

STAFFING

39. The percentage of social worker vacancies in Quarter 3 was 23.3% compared with 24.8% in Quarter 2 (Staff 1). The percentage of social worker vacancies in Children's Services has reduced slightly during the quarter to 23.3% (from 24.8% in Quarter 2) and recruitment initiatives are ongoing. Vacancies rates have not reduced further due to internal promotions and transfers. Job creation has commenced in relation to the pool of additional social workers and it is anticipated that 6 social work posts will be filled in Quarter 1 2017-18. As a result of work to improve recruitment and retention, a more stable workforce across the service is emerging and except where essential maternity cover is required, there is less reliability on agency staff. There are some good examples of staff achieving promotional appointments, thereby supporting career development and staff retention.
40. The average number of days of sickness absence for staff in Children's Services in Quarter 3 2016-17 was 9.7, compared with 11.1 in Quarter 3 2015-16. The Assistant Director, Children's Services reviewed sickness in the categories where there was the most growth in Quarter 2 (back problems, genito-urinary and neurological) and determined that all appeared to be inescapable absences.
41. 88% compliance with 6 monthly reviews had been achieved at the time of writing. All PPDRs that could be reviewed, were reviewed one exception.

WAY FORWARD

42. Members are invited to consider the information set out in the report and to identify any issues which require more detailed scrutiny.

LEGAL 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 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 Executive / Council will set out any legal implications arising from those recommendations. All decisions taken by or on behalf 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 of 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

44. 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 Executive / Council will set out any financial implications arising from those recommendations.

RECOMMENDATION

The Committee is recommended to:

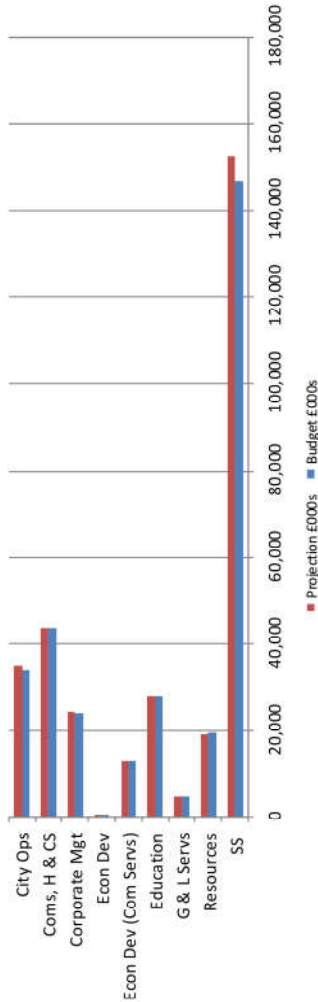
Consider the contents of the report and report any comments to the Cabinet Member.

Tony Young
Director of Social Services
24th February 2017

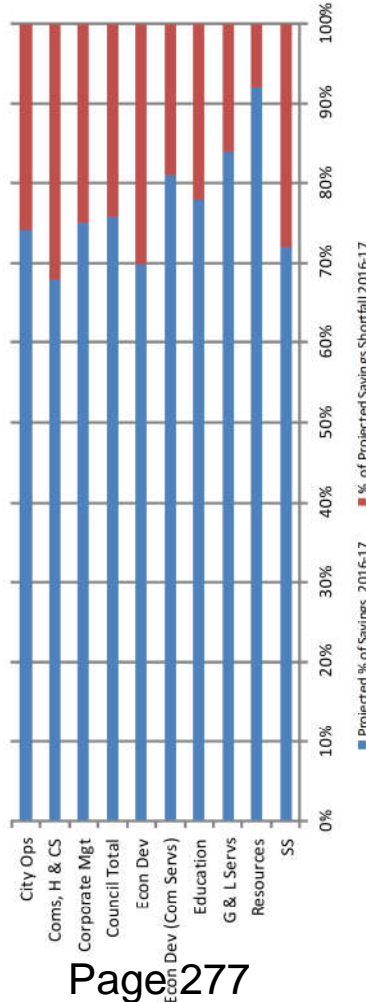
Council Overview Scorecard Quarter 3 2016-17

Financial - tracking financial success and value

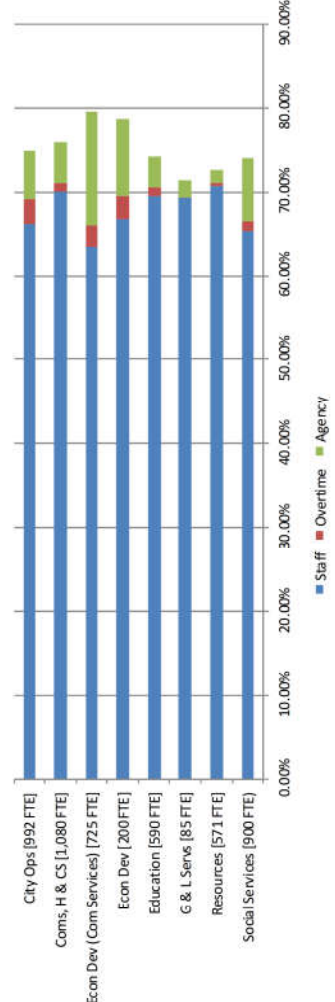
Projected Budget Outturn 2016-17



Percentage of Projected Savings 2016-17



Staff Budgets, Overtime & Agency



The table above represents the percentage spend for Quarter 3

Customer - clarifying and adding value to the customer

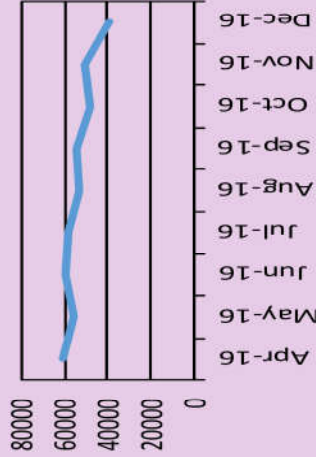
Social Media

Twitter
 68,055 followers @cardiffcouncil
 2,178 followers @cyngorcaerdydd
 8,269 Facebook Likes

Customer Satisfaction Levels Q2

Visitors to Hubs : **99%**
 Callers to C2C : English - **96%** Welsh - **97%**
 Repair Reporting Line : **89%**

Calls to Connect to Cardiff



Customer Languages

Welsh calls to C2C account for **0.68%** of the total calls.

Chinese, Polish, Hungarian and Portuguese are the most popular languages in which to view the **Council's website**

Other than English, **Arabic** (5.2%) and then **Portuguese** (1.1%) are the most popular language requirements for clients to the **City Centre Advice Hub**.

Of the 93,660 accounts set up with **Rent Smart 2%** have been in **Welsh**

During the 1st half of the year there were **1,839,464** visits to Library & Hubs across the City.
 This is up from 1,101,367 (40%) for the same period last year.

77.5% of **Parking permit applications** now made online
 74.3% of **requests for caddies / extra bags** made online
 Over 60% of visits to the website made through **Mobile / Tablet Devices**

Complaints

527 complaints were received during Quarter 3. This is a 23% increase in complaints from Quarter 2, with 94% being responded to within 20 days

Information Requests

Compliance with Freedom of Information Requests was 92.17%. Compliance with multi-function requests increased from 81% in quarter 1 to 97% in quarter 3.

Council Overview Scorecard Quarter 3 2016-17

Internal Processes - transforming the way that we do things

Learning & Growth - inspired, competent, engaged & aligned workforce

Enabling & Commissioning Services

This portfolio will establish Council-wide measures to support effective delivery and cost reduction across all directorates.

↑ 14 Green

↓ 6 Amber/Green

→ 7 Red/Amber

→ 0 Red

Reshaping Services

Reshaping Services will exploit enabling technologies and develop working practices to facilitate the reshaping of key services across the Council.

The aim is to better understand and manage customer demand, re-align services and functions that are currently delivered across a number of service silos, and deliver services at a reduced cost in order that they are sustainable within the tough financial climate.

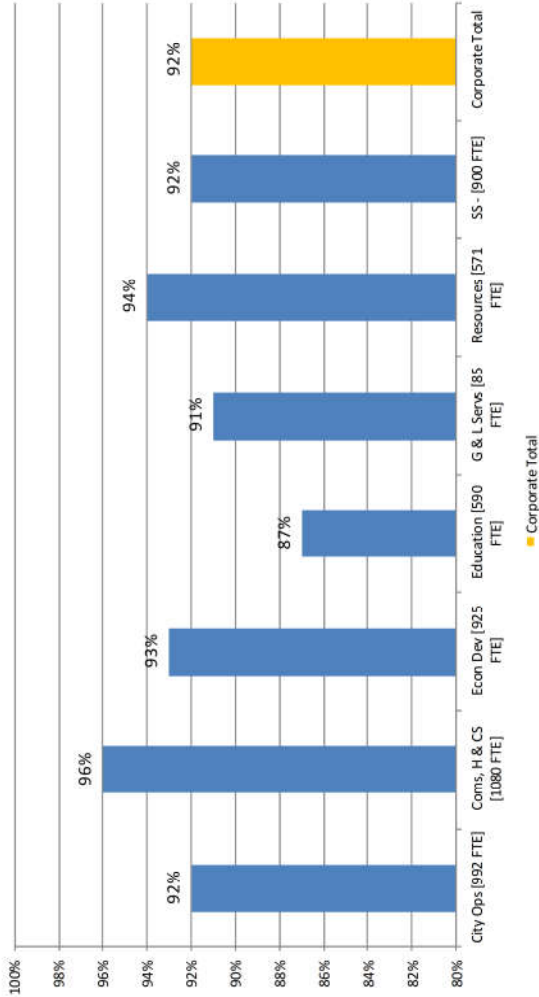
↑ 15 Green

↓ 7 Amber/Green

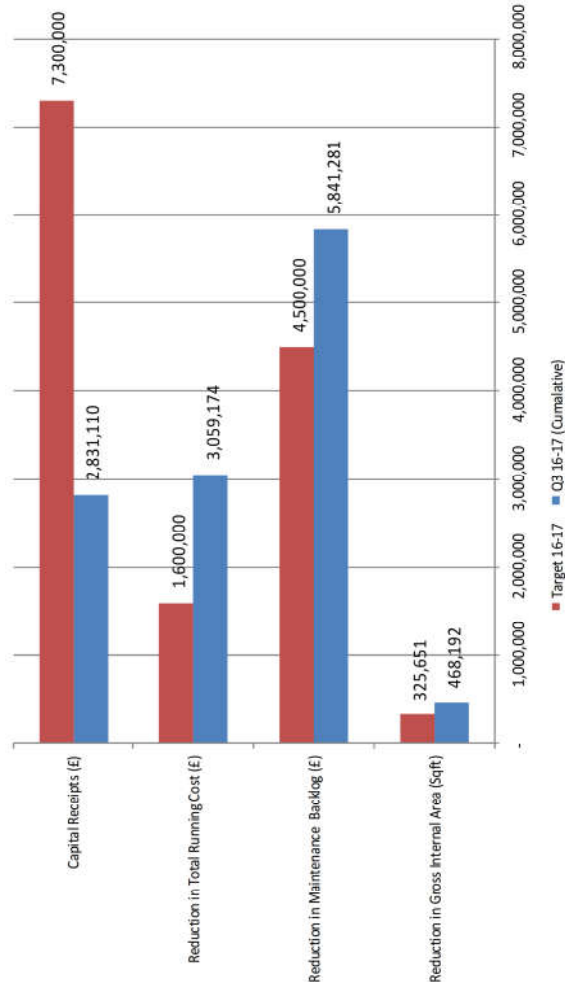
↑ 4 Red/Amber

→ 0 Red

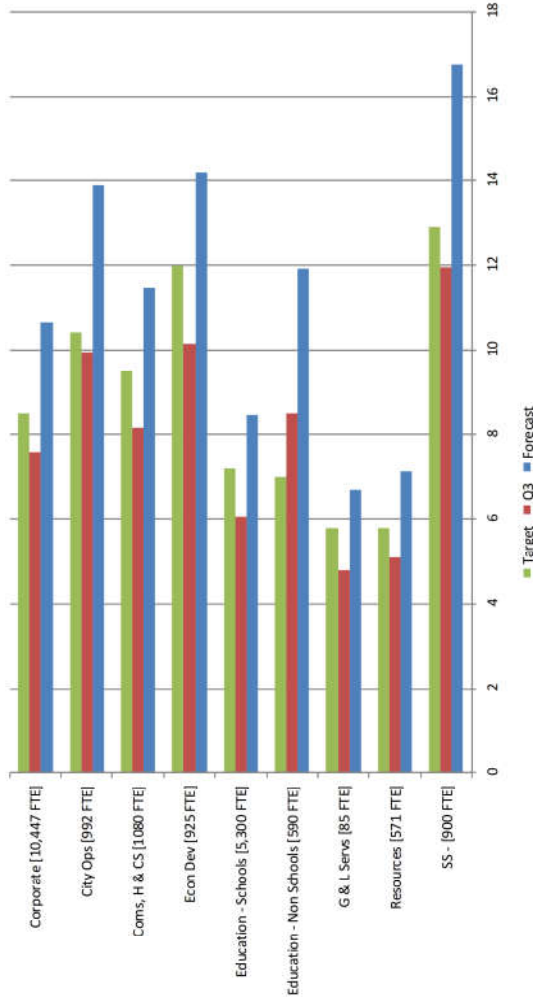
PPDR - Half Year Review Compliance



Corporate Asset Management 2016-17



Sickness Absence - FTE Days Lost Per Person



92% of Return to Work Interviews have been completed across the organisation

Q3 Delivery and Performance Report 2016-17

Performance against Commitments in the Corporate Plan 2016-17

Q3 2016-17 – (60)



Performance against Performance Indicators included in this report

Q3 2016-17 – (44)



Quarter 3 2016-17 Directorate Performance Report

Directorate: Social Services

Director: Tony Young

Number Employees (FTE): 900

Cabinet Members: Cllrs Lent & Elsmore

Priority 1: Better Education and Skills for All

- **Improvement Objective 1.2: Looked after children achieve their potential**

1. Performance Indicators

Performance Indicator	Q3 Result 16-17	Annual Target 16-17	Q3 Result 15-16	Q2 Result 16-17	Annual Outturn 2015-16	R A G	Source	Commentary (for Red, Amber & Green)
Measure 26 - Percentage of looked after children returned home from care during the year	9.9%	Baseline	N/A	6.2%	N/A		CP	Of the 893 children who have been looked after during the year to date, 88 have returned home. No RAG rating has been applied as 2016-17 is the first year this PI has been reported. A baseline will be established during the year to inform target setting for 2017-18.

2. Summary of progress

Corporate Plan Priorities

Priority 1. Better education and skills for all

Improvement Objectives Summary of progress (encapsulating Commitment Outcomes)

1.2 Looked after children in Cardiff achieve their potential

Progress:

Good progress has been made in delivering our priorities around prevention, and this has mitigated the potential rise in the looked after children population. Between March and December 2016, 47 families have been supported and family breakdown has been prevented for 93 children by the Safe Families for Children initiative; just one child has been accommodated. This is a new prevention service that works with Children's Services to link families in need with local volunteers who can offer them help and support through a crisis. Between April and December 2016, 57 children from 26 families have received services from the preventative Family Group Conferences initiative. Accommodation as a result of family breakdown has been avoided for nine of these children, with an estimated cost saving of £72k. Family Group Conferencing utilises the strengths of family / friends to make their own plan to support and safeguard the children. The number of children supported by the Looked After Children traineeship scheme is currently five (with a further two working with the tutor), and an additional seven apprentices within the Council.

Quarter 3 2016-17 Directorate Performance Report

Directorate: Social Services

Director: Tony Young

Number Employees (FTE): 900

Cabinet Members: Cllrs Lent & Elsmore

During the quarter, two young people attended the Corporate Parenting Advisory Committee for the first time and made a positive contribution to the meeting. Further consideration is being given to how the Committee can formally engage young people on an ongoing basis. Two social workers are now in post on a temporary basis to undertake Connected Persons assessments. These assessments consider whether a child can be placed with family members or not.

The annual Bright Sparks Awards were held, where young care leavers and looked after children celebrate the achievements they have made in 2016. Young people and care leavers were recognised and praised for their accomplishments and given a certificate and medal in recognition of their achievements.

Issues:

Timely and appropriate referrals to Safe Families for Children.

Appropriate and timely use of Family Group Conferences.

Temporary appointments to Connected Persons posts.

Mitigating actions:

Close monitoring of referrals to Safe Families for Children.

Family Group Conferences information-sharing and awareness-raising sessions happen as a matter of routine.

Recruitment process for Connected Persons.

Next key steps:

Permanent staff recruited to Connected Persons posts.

Improved referral processes to Safe Families for Children.

3.1 Commitments

Commitments (Part 1 in Delivery Plans)

Embed key elements of the Corporate Parenting Strategy in collaboration with partners by March 2017

Q1	Q2	Q3	Q4
G	G	G	G

Priority 2: Supporting Vulnerable People

- **Improvement Objective 2.1: People at risk in Cardiff are safeguarded**

Quarter 3 2016-17 Directorate Performance Report

Directorate: Social Services

Director: Tony Young

Number Employees (FTE): 900

Cabinet Members: Cllrs Lent & Elsmore

4. Performance Indicators

Performance Indicator	Q3 Result 16-17	Annual Target 16-17	Q3 Result 15-16	Q2 Result 16-17	Annual Outturn 2015-16	R A G	Source	Commentary (for Red, Amber & Green)
Staff 1 - Percentage of social work vacancies in all teams	23.3%	18%	21.6%	24.8%	22.2%	R	CP	For actions and updates please see section 2.1 People at risk in Cardiff are safeguarded.
Measure 25 - Percentage of children supported to remain living within their family	56.5%	Baseline	N/A	57.3%	N/A		CP	Of the 1,588 children with a Care and Support Plan at 31.12.16, 898 were being supported to live at home (i.e. they were not being looked after). No RAG rating has been applied as 2016-17 is the first year that this PI has been reported. A baseline will be established during the year to inform target setting for 2017-18.
Measure 18 - Percentage of adult protection enquiries completed within 7 working days	98.2%	Baseline	N/A	97.6%	N/A		CP	Result for 2016-17: Quarter 1 97%, Quarter 2 97.6%. Of the 271 enquiries during Quarter 3, 266 were completed within 7 working days. No RAG rating has been applied as 2016-17 is the first year that this PI has been reported. A baseline will be established during the year to inform target setting for 2017-18.

5. Summary of progress

Priority 2. Supporting vulnerable people

Improvement Objectives Summary of progress (encapsulating Commitment Outcomes)

2.1. People at risk in Cardiff are safeguarded

Progress:

During the first six months of the financial year a total of 1,071 attendees across Cardiff and the Vale have received **Social Services & Wellbeing (Wales) Act 2014 training** at an appropriate level. Changes in practice due to the implementation of the Act are becoming evident across teams in the region, however it is a long process and it is too soon to measure the impact of these changes. Training and follow-up support on outcome-focused practice have been offered to Adults' Services Contact & Assessment team. Threshold meetings held weekly at the **Multi Agency Safeguarding Hub (MASH)** to quality assure referrals and decision-making. Remedial actions are identified and addressed by the relevant agency where appropriate.

Quarter 3 2016-17 Directorate Performance Report

Directorate: Social Services

Director: Tony Young

Number Employees (FTE): 900

Cabinet Members: Cllrs Lent & Elsmore

The **percentage of social worker vacancies in Children's Services** has reduced slightly during the quarter to 23.3% (from 24.8% in Quarter 2) and recruitment initiatives are ongoing. Vacancies rates have not reduced further due to internal promotions and transfers. Job creation has commenced in relation to the pool of additional social workers and it is anticipated that six social work posts will be filled in Quarter 1 2017-18. As a result of work to improve recruitment and retention, a more stable workforce across the service is emerging and, except where essential maternity cover is required, there is less reliability on agency staff. There are some good examples of staff achieving promotional appointments, thereby supporting career development and staff retention.

The **Child Sexual Exploitation (CSE) Strategy** has enabled significant progress to be achieved in ensuring that children and young people are protected from CSE. The strategy has impacted as follows:

- Drawn all key partners together with a common objective and action plan
- Enabled an audit and analysis of service effectiveness
- Drawn more effectively on the voices of children and their families
- Promoted city-wide awareness-raising in the night time economy

A Cardiff city-wide action plan in relation to **Dementia Friendly status** has been developed and agreed internally. It is currently being shared with partners as part of a consultation exercise.

Issues:

Monitoring impact of outcome-focussed training and implementation of learning.

MASH capacity to deal with volume of contacts and quality of referrals made to MASH from other professionals, e.g. Education, Health.

Further reducing Children's Services Social Worker vacancies.

Difficulties accessing a specialist service to respond urgently to support victims of CSE to break away from CSE and recover from their experiences.

Existence of six individual district plans on dementia which would be more effective if merged into one overarching plan for Cardiff as a whole.

Mitigating actions:

Ongoing support to be offered to Social Workers to implement learning from outcome-based practice training as part of the pilot.

Regular presentations to all MASH agencies to raise awareness and monitoring for improvement in appropriateness and quality of referrals to MASH.

Agency social workers continue to be used to cover Social Worker vacancies as appropriate.

Growth bid submitted to establish a permanent specialist team to sustain the CSE Strategy.

Consultation and discussions with the districts and Alzheimer's Disease Society to agree one overarching plan for the whole of Cardiff.

Next key steps:

As classroom training has been poorly attended, new Social Workers will be introduced to the online e-learning modules on the SSWB Act.

Implementation of outcome-focused training pilot.

Briefing paper on notice period of Social Workers and managers to be presented to Service Area Joint Committee in Quarter 4, aiming to reduce the amount of time between staff leaving and new starters being in post.

Work on the remodelling of services and the implementation of the Workforce Strategy.

Implement changes to CSE Multi Agency Strategic Meetings process to ensure the voice of children and their families is further enhanced.

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Locality Based Working project bid to Intermediate Care Fund for funding for a fifth workstream – Dementia Friendly North Cardiff.

6. Commitments

Commitments (Part 1 in Delivery Plans)	Q1	Q2	Q3	Q4
Improve the system for protecting children from significant harm by implementing new Multi Agency Safeguarding Hub (MASH) arrangements for managing referrals by June 2016.	G	G	G	
Improve the recruitment and retention of children's social workers, ensuring the Council achieves and maintains a vacancy rate for children's social workers below 18% by March 2017.	A/G	R/A	R/A	
Implement key elements of the Cardiff Child Sexual Exploitation Strategy in collaboration with partners by March 2017.	G	G	G	
Work to make Cardiff a recognised Dementia Friendly City by March 2018.	G	G	G	
Complete roll out of the second phase of a specialist training programme regarding the Social Services and Well-being (Wales) Act 2014.	G	G	G	

Priority 2: Supporting Vulnerable People

- Improvement Objective 2.3: People in Cardiff are supported to live independently

7. Performance Indicators

Performance Indicator	Q3 Result 16-17	Annual Target 16-17	Q3 Result 15-16	Q2 Result 16-17	Annual Outturn 2015-16	R A G	Source	Commentary (for Red, Amber & Green)
Measure 19 - The rate of delayed transfers of care for social care reasons per 1,000 population aged 75 or over	4.16 *	7.56 (Q3 target)	7.95	3.10	11.18	G	CP	Cumulative indicator. * Partial result for October and November; December will be published end of January by Welsh Government. For actions / update please see section 2.3 People in Cardiff supported to live independently.

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Performance Indicator	Q3 Result 16-17	Annual Target 16-17	Q3 Result 15-16	Q2 Result 16-17	Annual Outturn 2015-16	R A G	Source	Commentary (for Red, Amber & Green)
SCAL25 - The total number of adults in need of care and support using the Direct Payment Scheme	707	716 (Q3 target)	N/A	679	N/A	A	CP	Cumulative indicator. Quarter 3 result 651 (with 45 people working towards the scheme) – year to date 707. For actions / update please see section 2.3 People in Cardiff supported to live independently.
SCA018a - Percentage of eligible adults who are caring for adults that were offered a Carers Assessment during the year	61.70	67.50 (Q3 target)	62.50	47.4	76.8	A	CP	Number of offers – 2,054 out of 3,329 carers. Total number of completed Carers Assessments year to date is 517. For actions / update please see section 2.3 People in Cardiff supported to live independently.

8. Summary of progress

Priority 2. Supporting vulnerable people	Summary of progress (encapsulating Commitment Outcomes)
<p>Improvement Objectives</p> <p>2.1 People in Cardiff are supported to live independently</p>	<p>Progress:</p> <p>A successful £2.54 million Intermediate Care Fund (ICF) bid is now supporting the new “Disability Futures Programme” to transform services for disabled children and learning disabled adults with complex needs. This has included the creation of two transition worker posts in the Adult Learning Disabilities team to work within the complex needs service supporting young adults from the age of 16.</p> <p>In relation to integrated management and delivery of health and social care services in adult social care, ongoing implementation of the Intermediate Care Fund (ICF) is continuing to support integration across the whole system. This includes supporting early intervention and prevention, accommodation solutions, First Point of Contact, integrated discharge teams, discharge to assess residential models, integrated autism service and a joint service for learning disabilities and complex needs.</p> <p>In relation to Delayed Transfers of Care (DToc), the Cardiff and Vale Winter Plan 2016-17 was completed. Social Services Directorate worked with partners including Health and the Vale of Glamorgan Council to implement the recommendations from the review of winter 2015-16, contributing to the proposed actions for 2016-17. A Wales Audit Office review of DToc performance in Cardiff and the Vale of Glamorgan concluded that partnership working between Cardiff Council and Health had significantly improved, providing a positive platform for sustaining performance in relation to DToc in the current year and in the future. The total number of DTocs for December 2016 as reported by the Integrated Health & Social Care Partnership Board is 61, compared to 78 for November 2016, with an overall decrease in the month of 22%. This number is 13% lower than the 70 delays in the same period last year. The total number of DTocs aged 75+ for December 2016 is 41, compared to 49 for November 2016; a decrease in a month of 16%. The number of bed days lost for December 2016 is 1,960, compared to 2,063 for November 2016, a decrease in a month of 5%. Therefore, the</p>

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Partnership has achieved both internal DToC targets in December 2016. The DToC Performance Indicator was ragged green for Quarter 2 and also ragged green for a part result for Quarter 3 (December results are due in January). A recent Adults' Services benchmarking report has identified a 29% reduction in Delayed Transfers of Care for Social Care Reasons when comparing October and November 2015-16 (35 delays) to October and November 2016-17 (25 delays).

There were 651 service users on the **Direct Payment** scheme during Quarter 3 (707 year to date), with 45 people working towards the scheme. During Quarter 3, 20 service users started Direct Payments and 30 ceased (of which, the main reasons were deceased and care home / respite admission). A Project Group has been established to consider all Direct Payment models for the future service and procure a new model for 2017-18. During Quarter 3 61.7% of **carers** were offered an assessment (2,054 offers for 3,329 carers), compared to 62.5% for the same period last year (2,054 offers for 3,289 carers). The number of completed Carers Assessments during Quarter 3 is 154 (517 year to date) compared to 139 for the same period last year and is therefore on course to exceed target. Recruitment to the outstanding Carers Assessment Workers (CAWs) posts started in November and is ongoing.

Issues:

Difficulty in recruiting to transition worker posts in Adult Learning Disabilities and impact on capacity to undertake additional development work. Funding for pilot transition service ceases at the end of March 2017.

Domiciliary care and residential / nursing home capacity.

Carer offers have reduced which has had an impact on the referrals received by the Carers Team and subsequently completion of Carers Assessments.

Mitigating actions:

It is anticipated that appointments to transition worker posts will be made following recent interviews.

Identified resource for transition pilot within ICF.

Business Analyst identified to progress joint transitions document work.

Health and Social Services partners to develop capacity to care for older persons in the winter period. This relates to both in-hospital capability as well as pre- and post-hospital services.

Those carers who have not received Carers Assessments offers in the last 12 months will be contacted directly by the Carers Team.

Next key steps:

Support to Child Health & Disability to identify next steps in developing transition services.

Evaluate transition pilot services within the ICF programme to inform and design future delivery.

Address potential funding shortfall in relation to transition for 2017-18.

Review collated transition protocols and agree way forward.

Complete Cardiff and Vale of Glamorgan Integrated Market Position Statement and agreement of ICF funded schemes for 2017-18.

Commence Discharge Support Team that will incorporate the discharge lounge alongside a team of staff to support the wards with the transfer of patients to their transport or to the discharge lounge, prepare the bed space for the next patient and then collect the new patient.

The Directorate will be seeking authorisation of the new Direct Payment model and service from Cabinet on 19th January 2017.

Recruit, induct and train CAWs in permanent posts.

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9. Commitments

Commitments (Part 1 in Delivery Plans)	Q1	Q2	Q3	Q4
Improve the effectiveness of transitional support for disabled and vulnerable children approaching adulthood	G	A/G	R/A	
Explore with the University Health Board (UHB) the feasibility of an integrated model for the management and delivery of health and social care services in adult social care	G	G	G	
Work with our health partners to reduce the total number of Cardiff residents who experience a Delayed Transfer of Care (DToC) from hospital by 2017	R/A	G	G	
Continue to increase the uptake of Direct Payments as an alternative to direct provision of care for Cardiff adult residents with care and support needs in line with the Social Services and Well-being (Wales) Act by 2017	R/A	A/G	A/G	
Offer Carers Assessments to all eligible adult carers who are caring for adults	G	G	A/G	

10. Summary of Corporate Plan PI Results

RAG	Red % (No)	Amber % (No)	Green % (No)	Notes
Q1	14.3% (1)	14.3% (1)	28.6% (2)	RAG not included for 3 PIs (42.8%) which are in a baseline year
Q2	14.3% (1)	14.3% (1)	28.6% (2)	RAG not included for 3 PIs (42.8%) which are in a baseline year
Q3	14.3% (1)	28.6% (2)	14.3% (1)	RAG not included for 3 PIs (42.8%) which are in a baseline year
Q4				

11. Summary of Progress – Commitments and Actions

Progress against Corporate Plan Commitments (Part 1) total:

Total: 11 – Joint 2, Children's 4 , Adults' 5

RAG	Red	Red/Amber	Amber/Green	Green
Q1	0% (0)	18% (2)	9% (1)	73% (8)
Q2	0% (0)	9% (1)	18% (2)	73% (8)
Q3	0% (0)	18% (2)	18% (2)	64% (7)
Q4				

Progress against Directorate Core Business Actions (Part 2) total:

Total: 25 – Joint 13, Children's 6, Adults' 6

RAG	Red	Red/Amber	Amber/Green	Green
Q1	4% (1)	0% (0)	8% (2)	88% (22)
Q2	4% (1)	0% (0)	28% (7)	68% (17)
Q3	4% (1)	4% (1)	32% (8)	60% (15)
Q4				

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Director: Tony Young

Number Employees (FTE): 900

Cabinet Members: Cllrs Lent & Elsmore

12. Other Challenges and Achievements

Key Challenge for Directorate – other than noted above (Max. five)		RAG			
Challenge	Mitigating Actions	Q1	Q2	Q3	Q4
<p>Directorate Budget</p> <p>The November 2016 (Month 8) monitoring position for Social Services shows an overspend of £5.741m against a budget of £146.352m. This is an increase of £160,000 compared to the position for October 2016. The increase in overspend is equally split between Children's and Adults' Services. On Children's budgets, there are additional costs (+£80,000) relating to new external residential placements plus an increase in fostering placements in October. The Adults' position (+£80,000) reflects continuing growth in the number of older people's domiciliary care hours delivered plus ongoing increases in nursing bed prices. In terms of the overall position, the overspend reflects anticipated savings shortfalls of £2.601m against the combined £7.553m target for 2016-17 and 2015-16 for Children's and Adults' Services</p>	<p>Pressure bids submitted by the Director have been included in the proposed council budget for 2017-18. The Director has made the first of three presentations to Cabinet Members setting out strategic direction and thinking in support of a proposed 5-10 year Integrated Social Services and Financial Plan; this included specific financial modelling of the impact of the current and planned preventative service offer in respect of Children's Services up to 2021 and 2027. An integrated analysis of the cost of providing Adults' Services over the next 5-10 years was considered by Cabinet in December and focused on specific financial modelling of the impact of the current and planned preventative service offer in respect of Adults' Services up to 2021 and 2027. A final iteration is planned for February when a Whole-Directorate Integrated Social Services and Financial Plan will be finalised for discussion with Cabinet.</p>	R	R	R	R
<p>Fragility of the domiciliary and nursing care home market</p> <p>There continue to be general care capacity issues across Cardiff. The Project Plan and Communication & Media Activity Programme Plan for the 'Be A Social Care Worker Campaign' are currently ongoing and aim to encourage more people to apply for carer roles in the private and public sector.</p>	<p>Posters to be distributed to Council buildings where there are high footfalls of the public and/or members of staff, and to service providers.</p> <p>Advertising on local transport and other advertising initiatives.</p> <p>The social media activity started on Monday 14th November and will continue with a steady stream of messages until late March 2017. This consists of Facebook-boosted adverts and a tie-in with Twitter.</p> <p>The target audience includes local residents, Third Sector, youth workers, community first groups, students and universities and the local press.</p>	R	R	R	R
<p>Improvement in Carers Assessments</p> <p>Recruitment to the outstanding permanent posts started in November and the service continues on the basis of only two Carers Assessment Workers (CAWs) pending the appointment of permanent staff. This has had an impact on Carers Assessments.</p>	<p>Carers Policy Officer to attend team meetings to speak to all teams about the Council's duty to carers and to identify barriers to offering Carers Assessments.</p> <p>Telephone offers of assessments will commence in Quarter 4.</p>	G	G	A/G	

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Directorate: Social Services	Director: Tony Young	Number Employees (FTE): 900	Cabinet Members: Cllrs Lent & Elsmore
<p>Increasing complexity of Children's Services cases</p> <p>The total of cases managed by the service in December 2016 was at 2,406. Whilst the overall average caseload for social workers was 16.3 (ranging from 14.4 in the Child in Need Service to 18.2 in the Looked After Children Service), these figures must be treated with caution as they are not indicative of individual social worker caseloads nor the complexity of cases within the service.</p> <p>To give a brief illustration of some caseloads in December, there were 2 social workers with 30+ cases, 4 social workers with 25-29 cases and 22 social workers with 20-24 cases.</p> <p>The number of children being looked after was 690 at 31.12.16 compared with 701 at 30.09.16 – the first time that the figure has reduced since December 2015. The number of children on the Child Protection Register was 196 at 31.12.16 compared with 279 at 30.09.16.</p> <p>The complexity of cases is recognised by the judiciary and is reflected in the high number of cases that are in care proceedings before senior judges.</p>	<p>The management team closely monitors cases and there are processes in place to support social workers reduce caseloads as and when appropriate. The volume and complexity of work cannot be understated and it is testament to the social workers for managing highly complex and challenging caseloads.</p>		<p>R/A</p>
<p>Key Achievements (Good News and Successes) (Max. five)</p>			
<p>The First Point of Contact (FPoC) social work team was set up on 26th September 2016; the team consists of two Grade 8 and three Grade 7 social workers. The team has been working jointly with contact officers and visiting officers to ensure a preventative approach is taken and individuals are supported to regain and maintain independent living within a community setting. The social workers work jointly with contact officers on a daily basis to advise and guide on telephone contacts requesting Information, Advice and Assistance, prior to social services involvement.</p> <p>Cardiff and Vale Winter Plan 2016-17 (including action plan) completed for the Winter Planning Forum Event on 21st September 2016. Social Services Directorate worked with partners including Health and the Vale to implement the recommendations from the review of Winter 2015-16, contributing to the proposed actions contained in the 2016-17 plan. This has resulted in the overall total number of DTocCs for December 2016, as reported by the Integrated Health & Social Care Partnership Board, reducing to 61, compared to 78 for November 2016, with an overall decrease in the month of 22%. The Directorate led the establishment of a senior executive "Virtual Team" to enhance partnership grip on the challenges associated with hospital flow and DToc, and this was recognised as good practice in the Wales Audit Office report.</p> <p>The Options Appraisal Paper for Direct Payments was finalised for Pre-Decision Scrutiny on 7th December 2016. The Directorate will be seeking authorisation of the new Direct Payment model and service to Cabinet on 19th January 2017.</p>			
<p>Approximately 550 Social Services staff were mobilised through the Agile Mobile Working project. Positive feedback from a survey undertaken of Phase 1 staff included: "More time to complete recordings and paperwork = less stress" and "This has definitely had an effect on people's health & wellbeing which in turn increases productivity and performance".</p>			
<p>Reduction in the number of children being looked after from 701 at 30.09.16 to 690 at 31.12.16 – the first time that the figure has reduced since December 2015. The number of children on the Child Protection Register has also reduced from 279 at 30.09.16 to 196 at 31.12.16, although this is reflected in an increase in the number of care proceedings.</p>			

Mae'r dudalen hon yn wag yn fwriadol

Quarter 3

Indicator Ref	Indicator Title	PI Type	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Q1 2015-16	Q2 2015-16	Q3 2015-16	Q4 2015-16	2015-16	Q1 2016-17	Q2 2016-17	Q3 2016-17	2016-17	Current Progress	Status	2016-17 Target	Level Triggering Mgt Action	Comments
Children are protected from significant harm and are empowered to protect themselves																								
Contacts 1 Local PI	Number of Contacts / Referrals Received	Local	New for 2016-17	New for 2016-17	New for 2016-17	New for 2016-17	New for 2016-17	New for 2016-17	New for 2016-17	New for 2016-17	New for 2016-17	New for 2016-17	New for 2016-17	New for 2016-17	New for 2016-17	7,558	7,950	6,927		Target setting not appropriate	N/A	Target setting not appropriate	Target setting not appropriate	New indicator introduced for 2016-17 in response to changes implemented as a result of the Social Services & Wellbeing (Wales) Act 2014. Contacts and referrals are no longer recorded separately - since 6th April 2016 they have been recorded on a single "Contact & Referral" form.
CS CPR 4 Local PI	CPR caseload	Local	207	213	283	272	255	372	314	255	300	322	311	342	342	336	279	196		Target setting not appropriate	N/A	Target setting not appropriate	Target setting not appropriate	Figure does not include 10 temporary registrations where case management responsibility for the children is retained by their home authority.
SSWB 27 National PI	The percentage of re-registrations of children on local authority Child Protection Registers	CP- 2.1 DDP														3.2%	5.6%	2.0%		Baseline year	▲	Baseline year	Baseline year	1 / 51 1 of the children registered during the quarter had been on the CPR within the previous 12 months. No RAG rating has been applied as 2016-17 is the first year that this PI has been reported. A baseline will be established during the year to inform target setting for 2017-18.
SSWB 28 National PI	Average length of time for all children who were on the CPR during the year	CP - Appendix DDP														206	198	271		Baseline year	▼	Baseline year	Baseline year	36,015 / 133 The average length of time on the CPR for the 133 children who we de-registered during Quarter 3 was 271 days. No RAG rating has been applied as 2016-17 is the first year that this PI has been reported. A baseline will be established during the year to inform target setting for 2017-18.
SCC/034 Local PI	The percentage of initial child protection conferences due in the year which were held within 15 working days of the strategy	Local	48.9%	73.5%	72.7%	86.3%	82.6%	84.6%	83.8%	90.7%	96.4%	98.5%	93.0%	90.9%	94.4%	91.2%	96.5%	89.1%		☺	▼	90.0%	81.0%	57 / 64 7 conferences for 3 sibling groups were late in December. 2 were rescheduled to enable the parents / children to attend and the other was due to a delay in requesting the conference. Performance was 100% for October and November. All late conferences have since been held. All Wales average 2014-15 = 92.6%
SCC/034 Local PI	The percentage of child protection reviews carried out within statutory timescales during the year	Local	98.9%	99.2%	99.5%	99.2%	98.5%	98.0%	98.5%	99.8%	100.0%	99.6%	100.0%	99.6%	99.8%	98.4%	100.0%	96.9%		☺	▼	100.0%	70.0%	217 / 224 Three conferences were late during the quarter for a sibling group for whom the Court has instructed that no further conferences should be held. A further conference in relation to a sibling group of 4 was late in November as it had to be rescheduled. All late conferences that could be held, have since been held. All Wales average 2015-16 = 98.0%
Children and young people are supported to live safely within their families with the lowest appropriate level of intervention																								

Quarter 3

Indicator Ref	Indicator Title	PI Type	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Q1 2015-16	Q2 2015-16	Q3 2015-16	Q4 2015-16	2015-16	Q1 2016-17	Q2 2016-17	Q3 2016-17	2016-17	Current Progress	Status	2016-17 Target	Level Triggering Mgt Action	Comments
SSWB 24 National PI	The percentage of assessments completed for children within statutory timescales	CP - Appendix DDP														99.2%	86.3%	88.3%		Baseline year	▲	Baseline year	Baseline year	445 / 504 No RAG rating has been applied as 2016-17 is the first year that this PI has been reported. A baseline will be established during the year to inform target setting for 2017-18.
SSWB 25 National PI	The percentage of children supported to remain living within their family	CP- 2.1 DDP														59.0%	57.3%	56.6%		Baseline year	▼	Baseline year	Baseline year	899 / 1,589 Of the 1,589 children with a Care & Support Plan at 31.12.16; 899 were being supported to live at home (i.e. were not being looked after). No RAG rating has been applied as 2016-17 is the first year that this PI has been reported. A baseline will be established during the year to inform target setting for 2017-18.
SSWB 26 National PI	The percentage of looked after children returned home from care during the year	CP - 1.2 DDP														3.2%	6.2%	9.9%		Baseline year	▲	Baseline year	Baseline year	88 / 893 Of the 893 children who have been looked after during the year to date, 88 have returned home. This PI is cumulative, and performance will improve as we progress throughout the year. No RAG rating has been applied as 2016-17 is the first year that this PI has been reported. A baseline will be established during the year to inform target setting for 2017-18.
Looked after children experience the best care and support to help them recognise their abilities, have aspirations and achieve their full potential																								
CS LAC 3e Local PI	LAC caseload (not including respite care arrangements for disabled children)	Local	521	520	530	521	568	557	611	650	662	630	625	644	644	678	701	690		Target setting not appropriate	N/A	Target setting not appropriate	Target setting not appropriate	Cardiff rate at 30.06.16 = 9.4 per 000 Wales rate at 31.03.15 = 8.9 per 000
CS LAC 58 Local PI	Percentage of children in regulated placements who are placed in Cardiff	Local	New for 2008-09	61.4%	64.8%	67.0%	65.6%	62.2%	62.0%	60.7%	60.4%	61.6%	60.9%	62.5%	62.5%	61.2%	60.9%	61.6%		☺	▲	65.0%	58.5%	322 / 523 The PI counts only children placed within the LA boundaries and excludes children placed in neighbouring authorities close to their home area and attending Cardiff schools. 17.4% (35) of children not placed in Cardiff are placed within 10 miles of their home address. 8 of the children not placed in Cardiff are placed with a relative carer. Planning always takes account of placement location for children. Some children need a specialist placement that is not available in the city or need to live away from families, communities or individuals that could present risks for them.
SCC/021 Local PI	The percentage of looked after children reviews carried out within statutory timescales during the year	Local	92.3%	95.9%	96.2%	96.4%	95.2%	95.2%	92.4%	88.3%	93.2%	96.0%	95.9%	92.7%	94.5%	96.1%	93.8%	94.6%		☺	▲	100%	70.0%	454 / 480 Of the 26 reviews that were not held on time, 14 were held within a week, 5 within 2 weeks, 6 within 4 weeks and 1 at 5 weeks. All late reviews have since been held. All Wales average 2014-15 = 95.5%

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Quarter 3

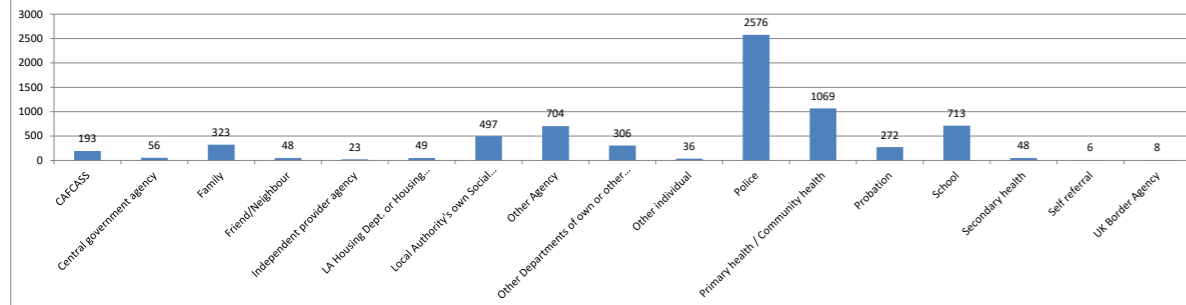
Indicator Ref	Indicator Title	PI Type	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Q1 2015-16	Q2 2015-16	Q3 2015-16	Q4 2015-16	2015-16	Q1 2016-17	Q2 2016-17	Q3 2016-17	2016-17	Current Progress	Status	2016-17 Target	Level Triggering Mgt Action	Comments
SCC/025 Local PI	The percentage of statutory visits to looked after children due in the year that took place in accordance with regulations	Local	69.3%	79.5%	88.2%	83.9%	85.1%	89.5%	87.7%	88.9%	85.1%	85.3%	85.3%	91.1%	86.6%	94.1%	95.3%	96.3%		😊	▲	90.0%	81.0%	462 / 480 All Wales average 2015-16 = 88.1%
Cardiff is the destination of choice for committed social work professionals																								
Staff 1 Local PI	Percentage of social work vacancies in all teams	CP- 2.1	22.1%	26.1%	15.2%	14.7%	15.9%	14.5%	20.8%	27.2%	23.5%	21.4%	21.6%	22.2%	22.2%	22.9%	24.8%	23.3%		😞	▲	18.0%	19.8%	107.4 / 461.1 MASH 27.8% I&A = 30.5% CIN = 25.5% LAC = 14.7% The percentage of social worker vacancies in Children's Services has reduced slightly during the quarter to 23.3% (from 24.8% in Quarter 2) and recruitment initiatives are ongoing. Vacancies rates have not reduced further due to internal promotions and transfers. Job creation has commenced in relation to the pool of additional social workers and it is anticipated that 6 social work posts will be filled in Quarter 1 2017-18. As a result of work to improve recruitment and retention, a more stable workforce across the service is emerging and except where essential maternity cover is required, there is less reliability on agency staff. There are some good examples of staff achieving promotional appointments, thereby supporting career development and staff retention.
Children's Services are provided on the basis of the most efficient and effective use of resources																								
CS LAC 44 Local PI	Percentage of LAC placements with independent sector providers	Local	56.4%	56.6%	58.9%	62.0%	64.2%	68.6%	67.4%	71.8%	70.3%	70.3%	70.0%	72.0%	72.0%	73.6%	74.0%	73.8%		😊	➡	70.0%	77.0%	386 / 523 Of the 386 placements with agency providers, 172 started within the last 12 months.

Mae'r dudalen hon yn wag yn fwriadol

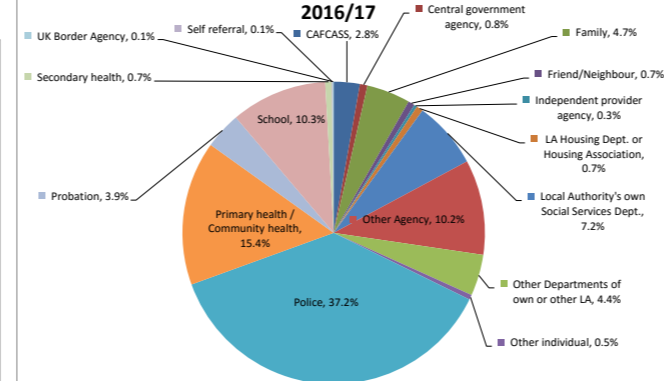
Summary of Wellbeing Contact / Referrals Quarter 3 2016/17

Source / Outcome	CS - Contact to MHub	CS - Information Received on Open Case	CS - JAF Required	CS - Manager's Authorisation Required	CS - Move to Strategy Discussion/Meeting	CS - No Further Action	CS - Signpost to Early Intervention	CS - Wellbeing Assessment	NULL	Grand Total	Total %
CAFCASS		10		6		172			5	193	2.8%
Central government agency				1	1	33		21		56	0.8%
Family	3	7		1	1	274	4	32	1	323	4.7%
Friend/Neighbour		1			2	36	2		7	48	0.7%
Independent provider agency		16			1	5		1		23	0.3%
LA Housing Dept. or Housing Association		5		1		36		7		49	0.7%
Local Authority's own Social Services Dept.	14	31	1		44	346	1	52	8	497	7.2%
Other Agency	2	111		2	2	487	1	91	8	704	10.2%
Other Departments of own or other LA	6	24			13	211	2	46	4	306	4.4%
Other individual	3	11		2		17		3		36	0.5%
Police	55	709	1	3	27	1659	5	83	34	2576	37.2%
Primary health / Community health	21	122	17	8	29	749	12	107	4	1069	15.4%
Probation		22			1	219		29	1	272	3.9%
School		35		1	38	455	6	80	4	713	10.3%
Secondary health			3			17		2		48	0.7%
Self referral						4		1		6	0.1%
UK Border Agency						7		1		8	0.1%
Grand Total	139	1190	22	25	159	4727	33	556	76	6927	
Total %	2.0%	17.2%	0.3%	0.4%	2.3%	68.2%	0.5%	8.0%	1.1%		

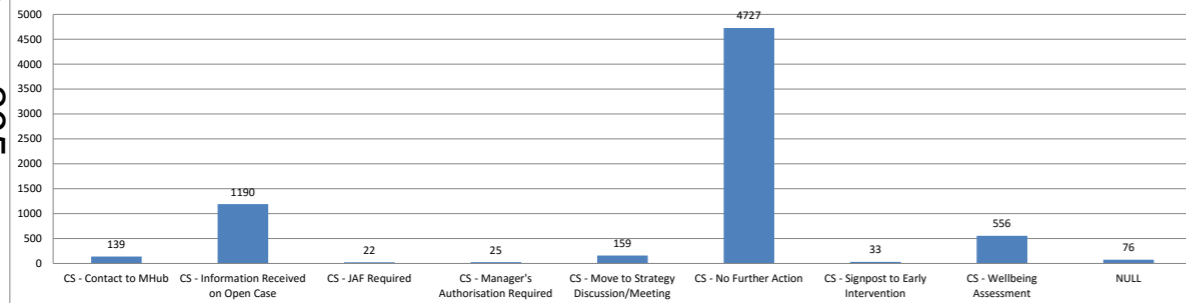
Source of Wellbeing Contact / Referral Quarter 3 2016/17



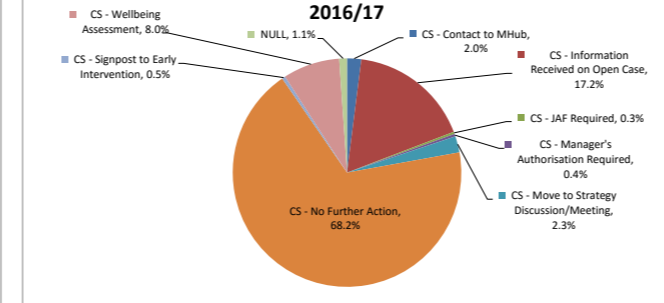
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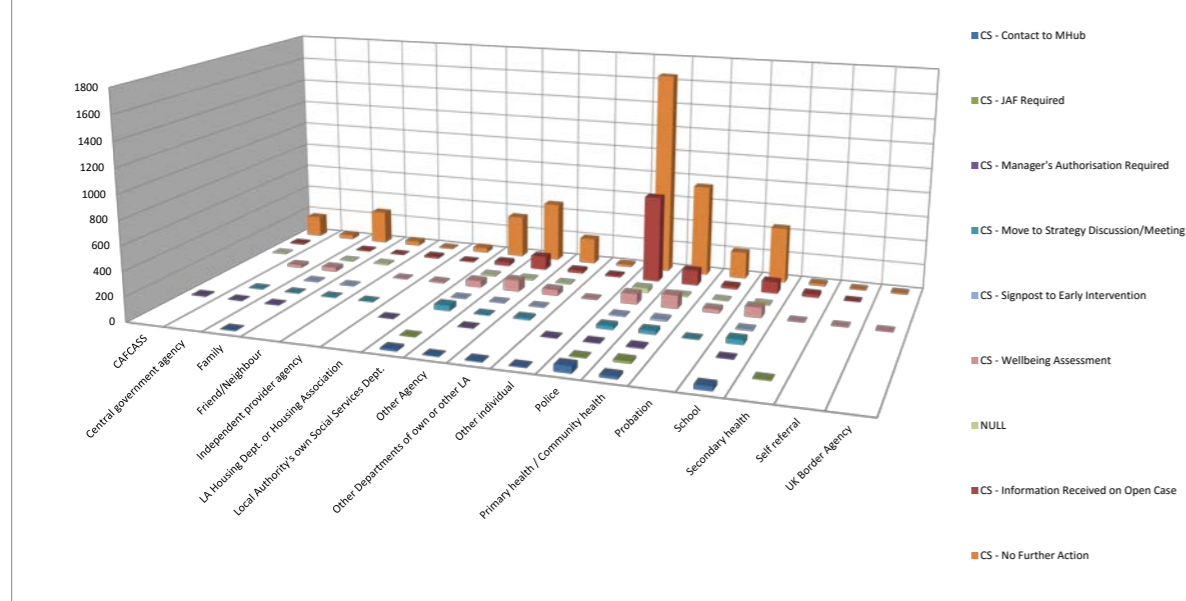
Outcome of Wellbeing Contact / Referral Quarter 3 2016/17



% of Outcome of Wellbeing Contact/Referral Quarter 3 2016/17

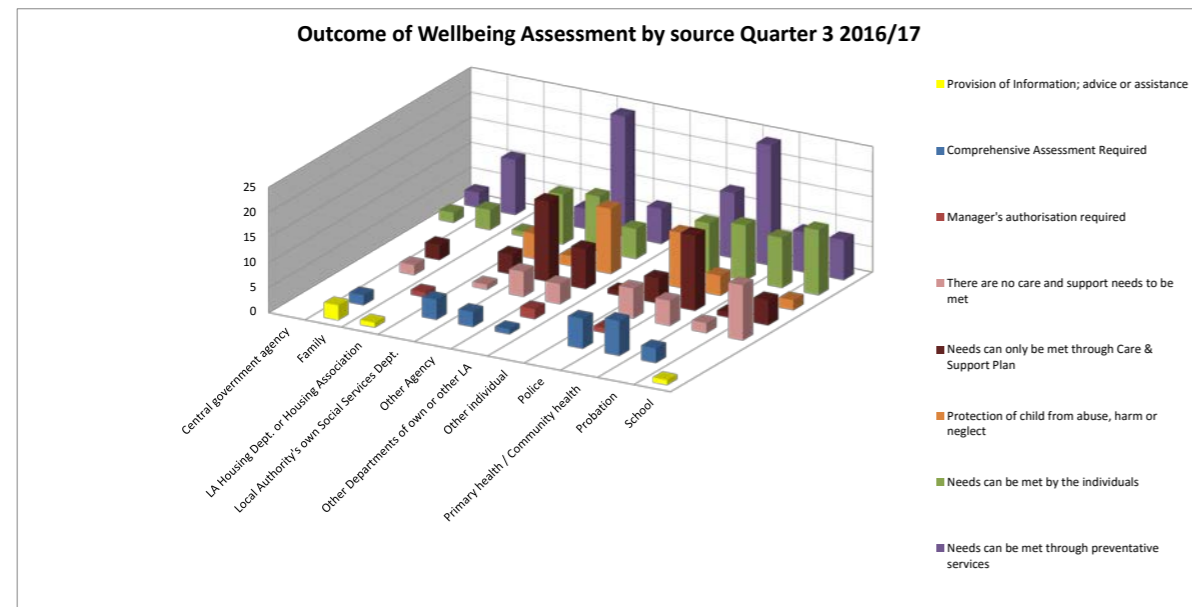
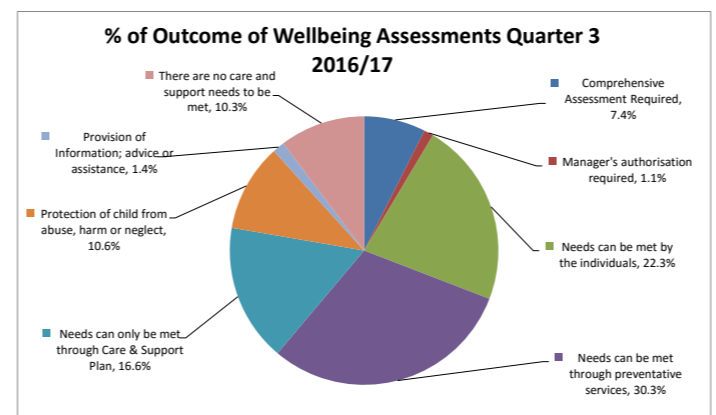
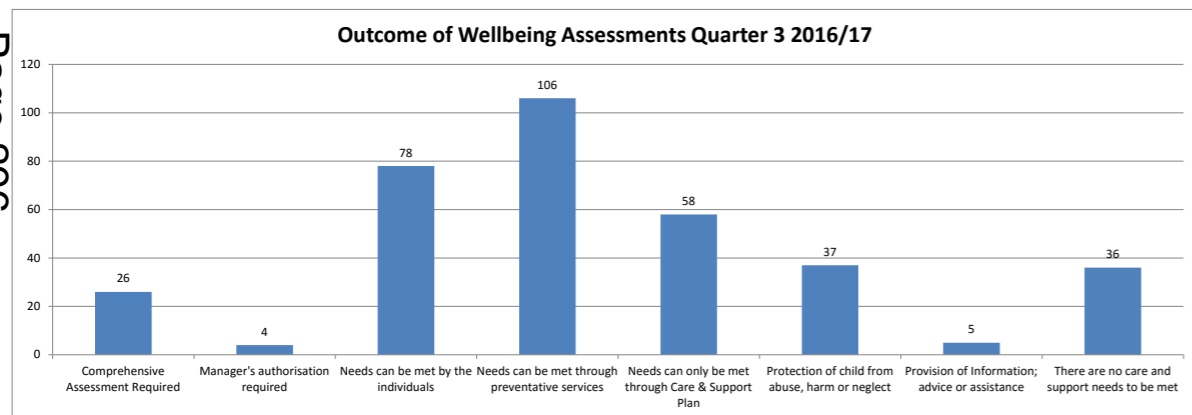
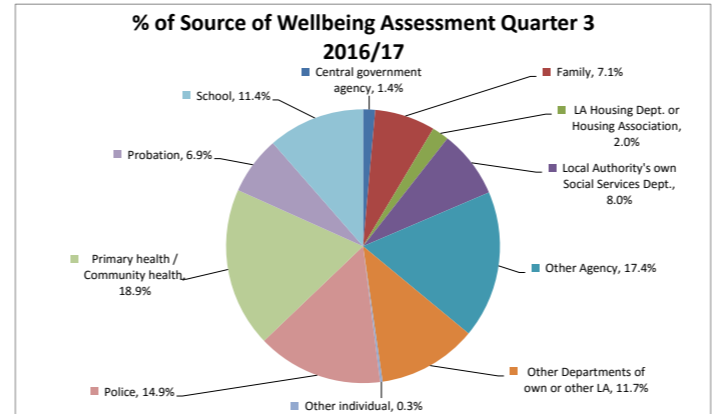
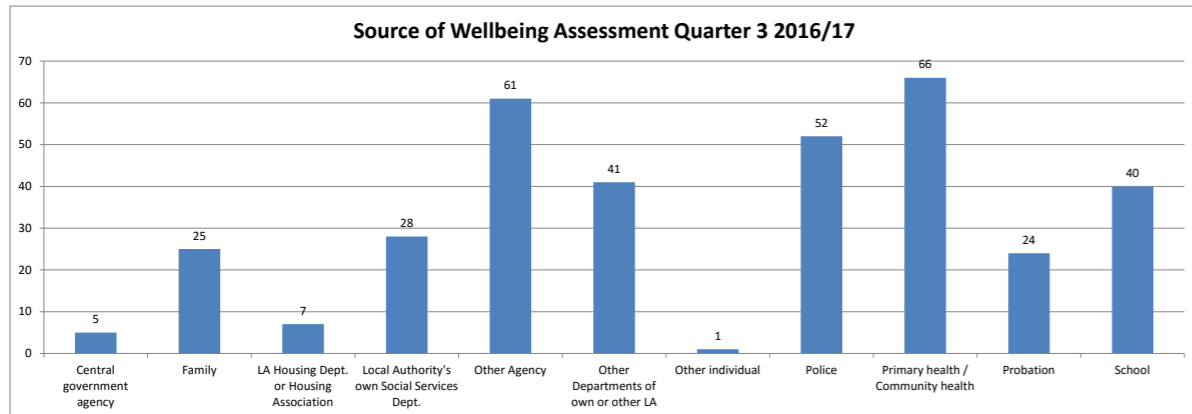


Source of Wellbeing Contact / Referral by Outcome Quarter 3 2016/17



Summary of Wellbeing Assessments Quarter 3 2016/17

Source / Outcome	Comprehensive Assessment Required	Manager's authorisation required	Needs can be met by the individuals	Needs can be met through preventative services	Needs can only be met through Care & Support Plan	Protection of child from abuse, harm or neglect	Provision of Information; advice or assistance	There are no care and support needs to be met	Grand Total	Total %
Central government agency			2	3					5	1.4%
Family	2		4	11	3		3	2	25	7.1%
LA Housing Dept. or Housing Association		1	1	4			1		7	2.0%
Local Authority's own Social Services Dept.	4		10	4	4	5		1	28	8.0%
Other Agency	3		11	24	16	2		5	61	17.4%
Other Departments of own or other LA	1	2	6	7	8	13		4	41	11.7%
Other individual					1				1	0.3%
Police	6	1	10	13	5	11		6	52	14.9%
Primary health / Community health	7		11	24	15	4		5	66	18.9%
Probation	3		10	8	1			2	24	6.9%
School			13	8	5	2	1	11	40	11.4%
Grand Total	26	4	78	106	58	37	5	36	350	
Total %	7.4%	1.1%	22.3%	30.3%	16.6%	10.6%	1.4%	10.3%		



**CITY AND COUNTY OF CARDIFF
DINAS A SIR CAERDYDD**

CHILDREN and YOUNG PEOPLE SCRUTINY COMMITTEE

7 March 2017

Female Genital Mutilation (FGM) - Report of the Committee's Task & Finish Group

Reason for the Report

1. . This report enables the Committee to approve the draft report of this Committee's Task & Finish Group, copy attached at **Appendix A**.

Background

2. At its meeting in September 2016 the Committee considered its work programme for the year and agreed to undertake an inquiry into FGM in Cardiff. The Terms of Reference for the task group:

- Identify the scale of the problem in Cardiff.
- Identify options to improve awareness of FGM across professional and ethnic minority groups.
- Improve the training of professionals who may come into contact with FGM.
- Ascertain what work is being undertaken in the wider community and schools.
- Identify ways to improve the operation of the FGM clinical pathway including proposals for an all wales FGM clinic.
- Improve the collection and robustness of FGM data across Cardiff.

3. It was agreed that a Task & Finish Group be established to undertake this inquiry. Members of the Task & Finish Group were:

- Councillor Dianne Rees (Chair)

- Councillor Lynda Thorne
 - Councillor Heather Joyce
 - Karen Dell'Armi (Parent/Governor Co-optee)
 - Patricia Arlotte (Roman Catholic Co-optee).
4. The Inquiry took place during January and February 2017. The following report sets out the key findings and conclusions arising from this Inquiry, as well as a number of recommendations arising from the evidence gathered.
 5. The task group members, to identify appropriate findings for the Inquiry and its recommendations, used evidence received throughout the inquiry.

Way Forward

6. The draft report of the Task & Finish Group, is attached at **Appendix A**. Members' attention is particularly drawn to the Recommendations section.
7. Members may wish to consider the report, make any amendments and agree whether to approve the report to be considered by the Cabinet.

Legal Implications

8. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not making 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

9. The Scrutiny Committee is empowered to enquire, consider, review and recommend but not making 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.

RECOMMENDATIONS

The Committee is recommended to:

- Consider the draft report of the Task and Finish Group, copy attached at **Appendix A.**
- Endorse the report, subject to any comments the Committee wish to make, for submission to the Cabinet.

Davina Fiore

Director of Governance and Legal Services and Monitoring Officer

1 March 2017

Mae'r dudalen hon yn wag yn fwriadol

scrutiny



A Report of the Children & Young People Scrutiny Committee

FEMALE GENITAL MUTILATION (FGM) February 2017



County Council of The City and County of Cardiff

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CHAIR'S FOREWORD

I was very pleased to take part in the FGM Task and Finish Group of the Children and Young People Scrutiny Committee as this issue has long been a concern of committee members.

FGM has been illegal in the UK since 1985 with recent legislation in the Female Genital Mutilation Act 2003. Yet while there has been much good work undertaken to tackle FGM, the Task and Finish short scrutiny inquiry set out to ascertain the scale of the problem in Cardiff and to identify how the issue is being addressed. Our findings concluded that there is much work still to be done, not least in data collection and in intelligence sharing. We hope that that our report will highlight the need to provide ongoing support to the agencies involved in tackling this matter.

I should like to thank Alison Jones, Principal Scrutiny Support Officer for her invaluable support in this important inquiry and my fellow committee members for their commitment to this scrutiny.



Councillor Dianne Rees
Chair, FGM Task & Finish Group

INTRODUCTION

1. Female Genital Mutilation (FGM) is illegal in the UK. In England, Wales and Northern Ireland, civil and criminal legislation on FGM is contained in the Female Genital Mutilation Act 2003 (the act). In Scotland, FGM legislation is contained in the Prohibition of Female Genital Mutilation (Scotland) Act 2005. The Female Genital Mutilation Act 2003 was amended by sections 70-75 of the Serious Crime Act 2015.

2. The World Health Organisation (WHO) defines FGM as *all procedures (not operations) which involve partial or total removal of the external female genitalia or injury to the female genital organs whether for cultural or other non-therapeutic reasons* (WHO, 1996). Details of the practice are set out in the Evidence Section on page 14 below.

3. During the development of its 2016/17 work programme, the Children & Young People Scrutiny Committee agreed to undertake a short scrutiny inquiry into Female Genital Mutilation (FGM). The aim of the Inquiry was to:
 - Identify the scale of the problem in Cardiff.
 - Identify options to improve awareness of FGM across professional and ethnic minority groups.
 - Improve the training of professionals who may come into contact with FGM.
 - Ascertain what work is being undertaken in the wider community and schools.
 - Identify ways to improve the operation of the FGM clinical pathway including proposals for an all wales FGM clinic.
 - Improve the collection and robustness of FGM data across Cardiff.

4. It was agreed that a Task & Finish Group be established to undertake this inquiry. Members of the Task & Finish Group were:
 - Councillor Dianne Rees (Chair)
 - Councillor Lynda Thorne
 - Councillor Heather Joyce
 - Karen Dell'Armi (Parent/Governor Co-optee)
 - Patricia Arlotte (Roman Catholic Co-optee).

5. The Inquiry took place during January and February 2017. The following report sets out the key findings and conclusions arising from this Inquiry, as well as a number of recommendations arising from the evidence gathered.

KEY FINDINGS

Overall, the Inquiry concluded that there had been a lot of work undertaken at operation level in relation to tackling FGM in Cardiff. However, there were a number of key issues that Members agreed needed to be addressed. These are as follows:

Strategic, Joined-Up Working

KF1. Members were satisfied that systems, processes and procedures were in place to deal with any FGM disclosures. However, it was not apparent during the Inquiry that partners were working together strategically. There did not appear to be a lead agency responsible for FGM, and whilst Members agreed there were many pockets of proactive, effective working practices, individually and across some partner organisations, there appeared to be a lack of coordinated working across all partners.

For example, whilst there was evidence of training, education and awareness raising within Health, Crown Prosecution Service, BAWSO, Cardiff Council and South Wales Police, there did not appear to be a coordinated package that could be used across all these organisations, delivering a consistent message. In addition, there was no evidence of a partnership group covering the Cardiff area, to synchronise work, pool resources, develop strategies and action plans etc.

Data/information in relation to FGM

KF2. During the Inquiry, one of the main issues of concern was the availability of intelligence. Whilst it was acknowledged that good reporting mechanisms are in place, lack of data was an issue.

Members were unable to ascertain a consistent, coordinated data set on the numbers of FGM cases, including the type of FGM and an age breakdown. Members felt that this data was critical in identifying the scale of the problem within Cardiff, and presented the Task Group with significant difficulties during their deliberations. In addition, Members were unable to identify whether numbers reported were duplications or whether they were old or new cases. This had also been an issue for community members who had voiced their concerns about the reality of the problem within Cardiff.

Health provided the Inquiry with the number of FGM cases that had been referred to the Welsh Government between October and December 2016. Within Cardiff, 20 cases had been identified, and these had come via the safeguarding MASH and the All Wales Clinical Pathway. No further details were available at the time.

The Crown Prosecution Service reported that there was one potential case of FGM (Type 2) being investigated in Cardiff. No prosecutions had taken place.

- KF3. Another issue of concern arising from the Inquiry was that of the transient population in the area, and the lack of data on population profiles. Members and witnesses all agreed that there had been issues with statistics, including census data. It was agreed that local statistics were needed.
- KF4. The Crown Prosecution Service (CPS) informed the Inquiry that an FGM task Group is being set up with the Police and Health to look at data sets and look at how the agencies can work together to improve data collection and avoid duplication. The CPS stated that Bristol already have good systems in place in collecting and reporting FGM cases and they would be looking at this as part of the Task Group work.

Challenging Cultural/Belief Conventions

KF5. The Inquiry heard how FGM was very complex and linked intrinsically with a community's belief system and culture. Members heard case studies and anecdotal evidence from professionals and via community meetings held in Grangetown, which highlighted the difficulties faced by women and girls within their communities.

The Inquiry identified that currently, The Black Association of Women Step Out (BAWSO) is a key organisation in working within communities. BAWSO stated that the focus of their work in this area was under the wider umbrella of positive parenting, challenging the paradigms within the community, but not just focusing on FGM. BAWSO stated that newly arrived community members may not be aware that it is illegal, and those established communities view it as a manifestation of their wider culture.

KF6. In addition, BAWSO reported that they had encountered different levels of desire to engage with them. For example, they reported that the Sudanese community were very open to engaging with them; but they had encountered difficulties with those from Sierra Leone and the Gambia.

KF7. The Inquiry acknowledged the need to avoid stigmatisation or victimisation within communities. BAWSO stated that what was most important was that women did not want to be defined by FGM. It was imperative that a trusting environment is established and a sensitive approach. It agreed that communities need to be involved and updated regularly on legislation relating to FGM, especially those communities that are relatively "new" within Cardiff, and that community work needs to be bottom up, community led. Currently, it was agreed that it was more top down.

BAWSO informed the Inquiry that they had been engaged with 788 families in the past three years. This work ranged from awareness raising to 1-1 support.

Training

KF8. Members were informed of a wide range of training that had been undertaken with a range of professionals in Cardiff and Wales. This included:

- Crown Prosecution Service (CPS) delivering training to Dyfed Powys Police; CPS lawyers all provided with aide memoirs linking behaviour and legislation;
- All South Wales Police Officers trained in recognising signs of FGM;
- FGM training within maternity services were in place;
- A wider ranging training programme in Health planned for DOSH (Integrated Sexual Health); SARC (Sexual Assault Referral Centre); Gynaecology; Maternity; and safeguarding. Once this had been delivered, “train the trainer” sessions would be established.
- Social Services Staff in assessment and safeguarding.

KF9. In addition to other Health training programmes, the Inquiry identified the need for training for GPs. Whilst it was acknowledged that training would be rolled out based on areas of higher levels of Black and Minority Ethnic (BME) communities, it was also imperative to identify and work with GPs in areas where there were emerging new arrivals in communities (for example, Llanrumney), to ensure that the message is with GPs within the earliest timeframe possible.

KF10. Members also highlighted the need for training within schools at both primary and secondary level. Members felt that FGM training across all those connected with the school, including attendance officers, youth workers and at teacher training level should be implemented.

Awareness Raising/Education

KF11. The Inquiry agreed that there had been a proactive, sustained training and awareness-raising programme in place over a number of years and this should be commended. This included:

- Awareness raising within the Somali community, where it was reported that approximately 90% of this community had engaged in some form of education. The awareness-raising programme included details on how to report and who to report to.
- BAWSO and the NSPCC youth projects in Mary Immaculate and Fitzalan Schools.
- Posters within every GPs surgery in Wales (with NSPCC, Welsh Government and BAWSO);
- “Voices” DVD – used in schools etc;
- Work with airports at key times of the year;
- Work with Cardiff University medical students to make FGM part of their studies;
- Work with trainee social workers to make FGM part of their studies.

Upcoming work will include:

- From 1 April 2017, BAWSO increasing awareness raising work within schools;
- CPS recommending that FGM and other forms of honour-based violence be included on the national curriculum, which was currently being reviewed and implemented in 2020.

In addition, BAWSO and the CPS also stated that they would like to have FGM community champions in place, who would be available to undertake peer-to-peer work with communities and bring together harder to reach individuals and groups.

Reporting FGM Cases

KF12. The Inquiry identified the obligations and routes into reporting FGM (via the Section 47 pathway), and Members were satisfied that effective processes and procedures were in place to deal with FGM cases.

The Inquiry concluded that there are systems in place for the reporting / monitoring of “at risk” families and girls, and should a family (for instance) take a long “family holiday”, this would be followed up. However, the Task Group would like to see a further move towards developing a more proactive, preventative approach to those at risk from FGM.

In addition, Health reported that, within maternity services, a mandatory question on FGM is asked across all ethnicities.

Protocols/Procedures/Policies

KF13. Much of the work governing FGM was already in place via legislation and national policy and practice, and Members were satisfied that locally, any cases of FGM would be dealt with effectively and sympathetically. However, Members were concerned about ongoing budget / financial pressures that may affect this. For example, the FGM Pilot Clinic had yet to receive funding, and BAWSO reported a reduction in charitable funding that would have a significant impact in relation to the work they do.

KF14. The Inquiry Team were informed by the CPS that the protocol in relation to FGM was being updated, and the new protocol will have more detailed requirements, particularly regarding notification; decision-making; and reporting.

KF15. The Inquiry concluded that there was a need for a clear pathway to be put in place that could be used to reach out to all professionals, and used widely as part of the education and awareness raising activities, as well as

ensuring that the community know where to go to get help, advice or support.

KF16. The Inquiry Team were also informed that the CPS, as part of its FGM Task Group work would be to develop a Five Year Strategy covering FGM, and that an Action Plan would be part of this.

KF17. The Inquiry was also informed of work currently being undertaken between Swansea Council and BAWSO in addressing FGM. Swansea Council had supported BAWSO both in terms of partnership working and funding.

All Wales FGM Clinic

KF18. The Inquiry were informed that a dedicated FGM clinic had been approved to run within the CHAP (Cardiff Health Access Practice) at Cardiff Royal Infirmary. The Clinic would run once a week on a 12 month trial period, but, as yet, is not funded. £60,000 was needed for the pilot. The service would provide physical and psychological help. Members agreed that they would support the bid and that this will be one of the key recommendations arising from this Inquiry.

Funding Issues

KF19. Funding for the FGM Clinic had been highlighted as a particular concern during the Inquiry.

KF20. In addition, funding was an issue for BAWSO. Some of its charitable funding had come to an end and currently, nobody is funding some of the proactive work they have undertaken. A lot of what they currently do is based on the goodwill of volunteers. Lack of funding has affected the amount of work they are currently able to undertake. Members were

particularly concerned about how this would affect the work required in new and emerging communities within Cardiff.

RECOMMENDATIONS

It is recommended that the following recommendations are commended to the Cabinet and other key partners for consideration. The recommendations should be reported back to this Scrutiny Committee within 6 months, unless otherwise stated.

Recommendations to the Cabinet:

R1. It is recommended that the Council take a lead role in establishing a local partnership group to address FGM in Cardiff (**supported by KF1**). This group should be responsible for the strategic and operational overview of FGM. This will include:

- Data collection and intelligence gathering (**KFs 2-4**).
- Linking with partners and communities to play a more proactive role in:
 - Community engagement (**KFs 5-7**).
 - A coordinated training package across all professionals (**KFs 8-9**).
 - Coordinated Awareness Raising and Education Programme. approach to professionals; communities affected by FGM; wider community generally (**KF 11**).
 - Training and awareness raising/ education in all schools, including teacher training, attendance officers etc. (**KFs 10-11**).
 - Development of Protocols and Pathways (**KFs 14-15**).
 - Development of an FGM Strategy and Action Plan (**KF 16**).
 - Support for the FGM Clinic Trial (**KF 18**).
 - Work with partners to explore funding streams for delivering the above (**KFs 19-20**).

- Explore spreading the work amongst partners and other third sector organisations, to relieve the pressure on BAWSO, both in terms of financial and time constraints they currently find themselves with **(KF19)**.

R2. It is recommended that the Council play a key role in the Crown Prosecution Service / BAWSO led FGM Task & Finish Group to address improved data collection/reporting and local intelligence **(KFs 2-4)**; and the FGM Strategy and Action Plan **(KF16)**.

Recommendation to the Crown Prosecution Service and BAWSO:

R3. The FGM Task & Finish Group report back to this Scrutiny Committee within 12 months on its findings in relation to the following:

- Identifying, developing and implementing a system for the collection of FGM data that can be used and shared across all partners. This should include breaking down the data into type of FGM procedure, age profiles, ethnic origin, number of re-referrals etc.
- Work across all partners to develop statistics in relation to the local population, to identify the range of communities in Cardiff.
- Evaluate the approach used in Bristol as a potential benchmark for kick starting this process.
- Development of an FGM Strategy and Action Plan.

Supported by KFs 2-4; 16

Recommendation to the Children & Young People Scrutiny Committee:

- R4. It is recommended that this Scrutiny Committee write a letter of support for the FGM Clinic Pilot, based on the findings from this Inquiry *(KF18)*.

EVIDENCE

Definition Of FGM

The World Health Organisation (WHO) defines FGM as *all procedures (not operations) which involve partial or total removal of the external female genitalia or injury to the female genital organs whether for cultural or other non-therapeutic reasons* (WHO, 1996).

Types of FGM

FGM (sometimes called Female Circumcision) is a traditional practice, which takes three main forms:

Type 1 – Circumcision (Sunna)

This is the least severe form of FGM and involves the removal of the hood of the clitoris preserving the clitoris itself. This type of operation is also known as Sunna, which means 'tradition' in Arabic.

Type 2 – Excision (Clitoridectomy)

It involves the partial or total removal of the clitoris together with parts of the whole of the labia minora (small lips which cover and protect the opening of the vagina and the urinary opening). After the healing process has taken place, a large scar tissue forms to cover the upper part of the vulva region.

Type 3 – Infibulation (also called Pharaonic Circumcision)

This is the severest form of FGM. The term 'infibulation' is derived from the name given to the Roman practice of fastening a 'fibular' or 'clasp' through the large lips of their wives genitalia in order to prevent them from having illicit sexual intercourse.

In infibulation, the clitoris, the whole of the labia minora and the internal parts of the labia majora (the outer lips of the genitals, which lubricate the inside of the skin folds to prevent soreness) are removed. The two sides of the Vulva are then sown together with silk, catgut sutures, or thorns leaving only a very small opening to allow for the passage of urine and menstrual flow.

Type 4 – Unclassified

This includes all other operations on the female genitalia including pricking, piercing, and stretching of the vulva region, incision of the clitoris and/ or labia, cauterisation by burning the clitoris and surrounding tissues, incisions to the vaginal wall, scraping (anqurya cuts) or cutting (gishiri cuts) of the vagina and surrounding tissues.

Legislation Governing FGM

FGM is illegal in the UK. In England, Wales and Northern Ireland, civil and criminal legislation on FGM is contained in the Female Genital Mutilation Act 2003 (the act). In Scotland, FGM legislation is contained in the Prohibition of Female Genital Mutilation (Scotland) Act 2005. The Female Genital Mutilation Act 2003 was amended by sections 70-75 of the Serious Crime Act 2015.

UN Convention of the Rights of Child

Articles 6, 19, 36 and 39 all are relevant to the protection of Children from FGM.

Children Act 2004

Section 11 of the Children Act 2004 places a duty on all professionals “to safeguard and promote the welfare of children”. This includes councils, schools, the police and health professionals. All have a role in ensuring that women and girls are protected.

The Social Services and Well-being (Wales) Act

This helps all services work together to make sure that children and young people enjoy healthy, happy lives and from April 2016 it places a duty on everyone to report when they have concerns that a child might be at risk or experiencing abuse or neglect.

Criminal law in England and Wales

Under section 1 of the Female Genital Mutilation Act 2003, a person is guilty of an FGM offence if they excise, infibulate or otherwise mutilate the whole or any part of a girl's or woman's labia majora, labia minora or clitoris. To excise is to remove part or all of the clitoris and the inner labia (lips that surround the vagina), with or without removal of the

labia majora (larger outer lips). To infibulate is to narrow the vaginal opening by creating a seal, formed by cutting and repositioning the labia.

Offences of FGM

It is an offence for any person (regardless of their nationality or residence status) to:

- Perform FGM in England and Wales (section 1 of the act).
- Assist a girl to carry out FGM on herself in England and Wales (section 2 of the act).
- Assist (from England or Wales) a non-UK person to carry out FGM outside the UK on a UK national or UK resident (section 3 of the act).

If the mutilation takes place in England or Wales, the nationality or residence status of the victim is irrelevant.

Failing to protect a girl from risk of FGM

If an offence under sections 1, 2 or 3 of the act is committed against a girl under the age of 16, each person who is responsible for the girl at the time the FGM occurred could be guilty of an offence under Section 3A of the act.

FGM taking place abroad

It is an offence for a UK national or UK resident (even in countries where FGM is not an offence) to:

- perform FGM abroad (sections 4 and 1 of the act)
- assist a girl to carry out FGM on herself outside the UK (sections 4 and 2 of the act)
- assist (from outside the UK) a non-UK person to carry out FGM outside the UK on a UK national or UK resident (sections 4 and 3 of the act)

An offence of failing to protect a girl from risk of FGM can be committed wholly or partly outside the UK by a person who is a UK national or UK resident. The extra-territorial offences of FGM are intended to cover taking a girl abroad to be subjected to FGM.

Any person found guilty of an offence under sections 1, 2, 3 of the act faces up to 14 years' imprisonment, a fine or both. Any person found guilty of an offence under section 3A of the act, faces up to 7 years' imprisonment, a fine or both.

Under provisions of the law which apply generally to criminal offences, it is also an offence to:

- Aid, abet, counsel or procure a person to commit an FGM offence.
- Encourage or assist a person to commit an FGM offence.
- Attempt to commit an FGM offence.
- Conspire to commit an FGM offence.

Any person found guilty of such an offence faces the same maximum penalty for these offences under the act.

Civil law in England and Wales

Under section 5A and schedule 2 of the act provision is made for FGM protection orders. An FGM protection order is a civil law measure which provides a means of protecting actual or potential victims from FGM.

Applications for an FGM protection order can be made to the High Court or family court in England and Wales with the purpose of protecting a girl or woman against the commission of a genital mutilation offence or protecting a girl or woman where such an offence has been committed.

Other legislative aspects

The act also:

- Guarantees lifelong anonymity for victims of FGM (section 4A of the act).
- Places a mandatory duty on health and social care professionals and teachers to notify the police where they discover FGM has been carried out on a girl under 18 years of age during the course of their work (section 5A of the act).
- Provides for statutory guidance on FGM (section 5C of the act).

FGM Protection Orders

Female Genital Mutilation (FGM) Protection Orders under the Female Genital Mutilation Act 2003 as amended by section 73, Serious Crime Act 2015 commence on 17 July 2015. FGM Protection Orders protect girls under 18 years but also vulnerable female adults over 18 years too.

Examples of the types of orders the court might make are:

- to protect a victim or potential victim from FGM from being taken abroad;
- to order the surrender of passports or any other travel documents, including the passport/travel documentation of the girl to be protected;
- to prohibit specified persons from entering into any arrangements in the UK or abroad for FGM to be performed on the person to be protected;
- to include terms in the order which relate to the conduct of the respondent(s) both inside and outside of England and Wales; and
- to include terms which cover respondents who are, or may become involved in other respects (or instead of the original respondents) and who may commit or attempt to commit FGM against a girl.

Orders may also be made against other people, not named as respondents in the application, recognising the complexity of the issues and the numbers of people who might be involved in the wider community.

Breach of an order is a criminal offence, and the respondent may be arrested if the police believe there is reasonable cause to suspect there is a breach of the order. The offence of breach of an FGM Protection is subject to a maximum penalty of five years' imprisonment. As an alternative to prosecution, a breach of an FGM Protection Order can be dealt with through the civil route as a contempt of court, which is punishable by up to two years' imprisonment.

Under the act, the following three categories of person can make an application for a FGM Protection Order:

- the person to be protected, without leave of the court;

- a relevant third party, who can make an application on behalf of a victim or potential victim, without the leave of the court; and
- any other person on behalf of the person to be protected, as long as they obtain the court's permission to make an application.

A court can also make an FGM Protection Order, without application being made to it, in certain family proceedings. In addition, a criminal court can also make an FGM Protection Order, without application, in criminal proceedings for a genital mutilation offence, where the person who would be a respondent to any proceedings for an FGM protection order is a defendant in the criminal proceedings. An FGM Order can also be made in such criminal proceedings to protect a girl at risk, whether or not they are the victim of the offence in relation to the criminal proceedings. For example, the younger sister of the victim of a genital mutilation offence could also be protected by the court in criminal proceedings.

The Female Genital Mutilation Protection Orders (Relevant Third Party) Regulations 2015 gives effect to this, enabling local authorities to act as relevant third parties from 17 July 2015. This enables Local Authorities to make an application without first needing to apply for the leave of the court to do so. This is similar to Forced Marriage Protection Orders.

All Wales Child Protection Procedures - ALL WALES PROTOCOL 2011

The All Wales Child Protection Procedures are an essential part of safeguarding children and promoting their welfare. The common standards they provide guide and inform child protection practice in each of the Local and Regional Safeguarding Children Boards across Wales. They outline the framework for determining how individual child protection referrals, actions and plans are made and carried out.

They are based on the principle that the protection of children from harm is the responsibility of all individuals and agencies working with children and families, and with adults who may pose a risk to children. Partnership working and communication between agencies is identified as key in order to identify vulnerable children and to help keep them safe from harm and abuse.

The All-Wales Child Protection Procedures are kept up-to-date by the All-Wales Child Protection Review Group (AWCPPRG). The group has a mandate and representation from, all of Wales' Local and Regional Safeguarding Children Boards and partner agencies. The group also produces supplementary protocols and practice guides, on an All-Wales basis, and provides a platform for sharing good practice across Wales.

In addition to the main All Wales Child Protection Procedures a number of additional procedures and protocols have been produced giving advice about procedures to be undertaken in specific circumstances. These include protocols issued at an all-Wales level and regional Child Protection Forum protocols. Protocols that have been produced on an All-Wales basis and include the All Wales protocol Female Genital Mutilation.

The Protocol sets out the procedures and practice guidelines to be used by all professional in dealing with suspected cases of FGM, in particular that:

- All agencies should work with the practicing communities to develop appropriate education and preventive programmes with a view to eradicating the practice of FGM.
- All staff that have responsibility for child protection work must be acquainted with the All Wales Child Protection procedures and with any local preventative programmes, which exist.
- Any information or concern that a child is at risk of, or has undergone FGM must result in a child protection referral to social services and/or the police.
- FGM places a child at risk of significant harm and will therefore be investigated (initially) under Section 47 of the Children Act (1989) by Social Services and the police child protection team.

FGM In Wales

FGM is a traditional practice native to certain regions in Africa – including Somalia, where 98% of women are affected – the Middle East and South-east Asia. Cardiff houses one of the highest numbers of people with Somali heritage in the UK. Dr

Mwenya Chimba, co-chair of the Wales FGM Forum, said more than 600 women are living with fully or partially removed genitals in Wales.

What Policy And Guidance Is Available

WALES

FGM Safeguarding Protocol – Developed the All Wales Protocol on FGM 2011
Multi-Agency FGM Strategic Leadership Group - the Strategic FGM Leadership Group which provides oversight and direction to this work in Wales and covers trafficking and FGM. It is chaired by KimAnn Williamson (CPS). The Group comprises individuals from the statutory and third sectors, who lead on specific tasks. The Group has developed a number of publications, leaflets and initiatives to raise awareness of FGM. The Group has developed a future work plan, which includes training and awareness raising.

All Wales FGM Training Panel – this panel is chaired by Dr Heather Payne (Senior Medical Officer, Welsh Government) and includes Linda Davies (Designated Nurse Safeguarding Children, Public Health Wales NHS Trust).

CPS / NSPCC Protocol - All police forces in England and Wales have signed up to a protocol with the Crown Prosecution Service in relation to the investigation and prosecution of FGM, and joint training on FGM for police officers and CPS investigators, supported by the College of Policing. The protocol states: “Our priority is creating systems for tackling FGM and forced marriage which put the victim at the heart of investigations, empowering them so they feel confident to come forward and supporting them so they can pursue their complaint fully. We are also continuing with our programme of working with communities to raise awareness and educate them about the harm of FGM and forced marriage and will be focusing on early investigations and the building of good-quality evidence with the CPS, so that all those concerned in the practices of FGM and forced marriage will know that they can no longer carry out or aid these shameful practices with impunity”.

Government statement opposing FGM - This outlines what FGM is, the legislation and penalties involved, and the help and support available. The statement is often referred to as a 'health passport'.

College of Policing APP – National police guidance on FGM has been published by the College of Policing. The Authorised Professional Practice (APP) is designed to raise awareness of and demystify the practice of FGM for officers and those they work with so that it can be more proactively prevented and prosecuted. APP includes guidance on how officers can spot the signs of FGM; the reasons why it is practised; how it is carried out; talking to potential victims; using interpreters and the role of the police in tackling FGM. It gives officers and police staff a scenario to work through which includes FGM taking place in the UK and examples involving acts taking place outside the UK, carried out by a UK person.

FGM Safeguarding Pathway and All Wales FGM Clinical Pathway – see attached appendix 1 & 2.

NATIONAL

Mandatory reporting of female genital mutilation procedural information - This gives health and social care professionals, teachers and the police information on their responsibilities under the female genital mutilation (FGM) mandatory reporting duty which came into force 31 October 2015. It covers: when and how to make a report; next steps following a report; and failure to comply with the duty.

Ending violence against women and girls (VAWG) strategy - The Home Office published a strategy for tackling violence against women and girls in November 2010. Action plans updating the government's work towards this goal are published annually in March. The latest action plan was published in March 2014 and sets out cross-government progress.

A call to end violence against women and girls: action plan - (HM Government, 2014).

Declaration to end FGM - On 6 February 2014 the government published an anti-FGM declaration setting out practical steps including:

- hospitals to provide information on patients who have been subjected to FGM;
- the launch of a community engagement initiative which will involve the voluntary sector; and
- the appointment of a consortium of leading FGM campaigners to deliver a global awareness campaign.

Multi-agency practice guidelines: Female Genital Mutilation - Guidance to help frontline professionals in England and Wales to work together to better identify and protect children and adults at risk of female genital mutilation (FGM). It outlines the issues and presents good practice when dealing with victims, and sets out the required information and multi-agency actions to be taken in all cases. It gives job-specific guidance for: health, education, police, and children's services, and presents step-by-step actions, advice on what not to do, a list of points to consider and guidance on the legal position. Also outlines initiatives to reduce the prevalence of FGM and lists specialist health services and organisations working on issues around FGM.

Practical toolkit for frontline practitioners - providing information on children experiencing domestic violence and aiming to help practitioners understand what legislation and guidance means for them and their work.

Recognising and preventing FGM - (Home Office, 2014)

Black Association Of Women Step Out (BAWSO)

One of the main charities which delivers services around FGM is BAWSO. Established in 1995, BAWSO is an all Wales, Welsh Government Accredited Support Provider, delivering specialist services to people from Black and Ethnic Minority (BME) backgrounds who are affected by domestic abuse and other forms of abuse, including Female Genital Mutilation, Forced Marriage, Human Trafficking & Prostitution.

BAWSO is at the forefront in the fight to eradicate FGM. It established the FGM Health and Safeguarding project in 2010 (the Tackling Female Genital Mutilation Initiative [TFGMI]) which aims to develop and strengthen community-based preventive work to

safeguard those at risk. Since the start of the project they have worked with over 2500 families to raise awareness about the issues in order to protect women and girls at risk and provide support to survivors. The community-based approach has been a success because the community are the key drivers of change to make Wales an FGM-free nation. They are involved in the design and delivery of activities.

As part of ongoing work to prevent FGM, they engage with young people and empower them to raise their voices to spark conversation about FGM related issues. The young people have developed scripts and performed in plays which condemn the practice, with support from National Theatre Wales. More recently they produced a leaflet and film for use to raise awareness in schools through a partnership of NSPCC, BAWSO, Welsh Government and Burning Red.

The eradication of FGM remains a priority despite funding challenges. More work needs to be done to safeguard girls at risk, as well as supporting survivors of FGM. Training was provided to professionals through a funded project, but the funding has now ended and any further training has to be paid for.

There is an increasing realisation that ending FGM has to be community-led working, together with a statutory-led response. Community-based organisations working with local authorities, safeguarding leads and statutory professional should be part of a comprehensive local response to implement strategies to end FGM. This includes:

- Awareness raising and prevention work
- Supporting engagement and relationships
- Providing advice and consultation
- Meeting the mental health needs of women and girls
- Support in accessing specialist support services
- Training professionals
- Developing resources.

Present Process

The maternity services and Sexual Health clinics provided by the health service in Wales use the All Wales FGM Clinical Pathway form to capture all the relevant details regarding FGM, and provide three separate pathways depending on the patient's circumstances:

- Pregnancy Pathway
- Paediatric Pathway
- Adult Pathway.

There are approximately 60 cases a year identified through the Clinical Pathway.

Referrals through the Multi-Agency Safeguarding Hub (MASH) for children who are at risk of FGM are captured by the system. The data collected shows that during the past year 33 children have been referred where there was a suspicion of FGM, with the following outcome:

- One was already a live case
- Four had a strategy discussion / meeting held
- 22 had a wellbeing assessment / initial assessment undertaken
- 6 had no further action taken.

The Department of Health has also developed a FGM Safeguarding pathway (see Appendix 1).

All referrals should be made to the 101 service who have been provided with the necessary processes to capture the information and refer the case to the MASH.

The NSPCC also has a dedicated help line for FGM (**0800 028 3550**).

Training

National Training Framework on violence against women, domestic abuse and sexual violence - The aim of the National Training Framework is to create a consistent

and quality assured approach to training on these issues. In order to meet this aim, the framework incorporates central and localised delivery, which offers national standards of delivery alongside a flexible approach to local implementation.

A local training needs analysis should be compiled immediately prior to drafting the training plan. The training needs analysis should consider the training requirements as outlined within each group of this Framework and map these against any existing training on offer locally. The training needs assessment should also outline the numbers of professionals who require training.

Where existing training fulfils only some of the learning outcomes for each group these courses should be developed to meet the requirements fully. Where existing training is identified which fully meets the requirements, the training needs assessment should specify the reach of that training and use this information when developing the training plan.

The Home Office provides a free e-learning package for professionals who need to find out more about identifying and responding to FGM.

The Female Genital Mutilation programme (e-FGM) is made up of five 20 to 30 minute e-learning sessions, which are designed to improve the knowledge and awareness amongst healthcare professionals of some of the issues which FGM has on women and children. The programme covers the following topics:

- An Introduction to FGM
- Communication Skills for FGM consultations
- Legal and Safeguarding Issues regarding FGM in the UK
- FGM: Issues, presentation and management in children and young women
- FGM: Issues, presentation and management in women and around pregnancy.

The project is supported by a number of key stakeholder organisations. They are: Health Education England (HEE), Department of Health (DH), Community Practitioners and health Visitors Association (CPHVA), School and Public Health Nurses Association (SAPHNA), Royal College of General Practitioners (RCGP), The Royal College of Midwives (RCM), Royal College of Obstetricians and Gynaecologists (RCOG), Royal College of Paediatrics and Child Health (RCPCH).

Awareness Raising

Passengers travelling through Cardiff Airport are being given information about FGM, as part of an awareness campaign organised by the multi-agency Wales FGM Strategic Leadership Group. The start of the summer holidays is recognised as being a particularly important time of year for detecting and preventing FGM, as children can be taken out of the country in order for FGM to be carried out abroad. KimAnn Williamson of the Crown Prosecution Service, who chairs the Wales FGM Strategic Leadership Group, said: "FGM can devastate the lives of victims, but too often this is a practice that is carried out in a secretive environment that makes it difficult to monitor and prevent. In Wales, all children identified as being at risk of FGM are reported to social services, so that safeguarding procedures can be put in place".

The NSPCC in Wales partnered with Welsh Government and the FGM Strategic Leadership Group to produce advice posters for schools to display ahead of the summer break.

Statement opposing female genital mutilation - This outlines what FGM is, the legislation and penalties involved and the help and support available. The statement is often referred to as a health passport.

Communities Tackling Female Genital Mutilation in the UK – Best practice Guide

The Tackling Female Genital Mutilation Initiative (TFGMI) has supported community based organisations for six years to actively develop models to tackle and prevent FGM. Throughout this time, models of best practice have emerged, new approaches have been developed and key principals for community engagement have been strengthened. The Best Practice Guide distils the learning of the TFGMI and highlights the importance of community engagement and outlines ways that organisations and local authorities can begin to undertake engagement and contribute to changing attitudes and ending the practice of FGM

Evidence Gathering Session 1 – 31 January 2017

Discussions at this meeting were undertaken in an informal, semi-structured format. The notes below highlight some of the key items discussed at the meeting, and have been set out under some key headings.

Data/information in relation to FGM

1. Following introductions, LJ informed the Group that currently, there was one potential case of FGM (Type 2) being investigated by the CPS. Following an initial assessment and a peer review which came back with an inconclusive result, the case was being assessed by the only two experts in the UK on FGM.
2. The Group asked whether LJ was aware of any other cases with the CPS in Wales – to which she responded that there was one other case in Swansea.
3. The Group agreed that the main issue they have in relation to FGM is the availability of intelligence. Whilst it was acknowledged that good reporting mechanisms are in place, lack of data is still an issue.
4. The Group said that, within the area, a very conservative estimate of 600 females have been affected by FGM.
5. 0 - 14 is the average age range for girls to be “cut”.
6. Another issue of concern to Members and the Group more widely was that of the transient population in the area, and the lack of data and population profiles, as current census data will only drill down to “Black African” and no further.
7. MH drew the Group’s attention to a quote in the Paving Report considered by the Children & Young People Scrutiny Committee on the 27 September 2016, where it was reported that:

There are approximately 60 cases a year identified through the Clinical Pathway.

Referrals through the MASH for children who are at risk of FGM are captured by the system, the data collected shows that during the past year 33 children have been referred where there was a suspicion of FGM, with the following outcome:

- One was already a live case
- Four had a strategy discussion / meeting held
- 22 had a wellbeing assessment / initial assessment undertaken
- 6 had no further action taken.

Protocols / Procedures / Policies

8. LJ stated that the protocol in relation to FGM was being updated, and the new protocol will have more detailed requirements, particularly regarding notification; decision-making; and reporting.
9. South Wales Police stated that they were contacted via intelligence; cases reported direct to SWP; or reports via children's services, education etc.

Training

10. LJ also updated the Group that the CPS had delivered training to Dyfed Powys Police; lawyers had been given aide memoirs linking behaviour and legislation; and took the Group through the changes in legislation since 2004.
11. All South Wales Police Officers are trained in recognising signs of FGM.
12. EB reported that, within health, every service would receive training and awareness raising in relation to FGM. Her colleague, Linda Hughes-Jones would be in a better position to report on this. Linda also reported quarterly to Welsh Government, so would have some data for the Group on this issue.

Reporting FGM Cases

13. Children's Services informed the Group that, if a potential case of FGM is brought to their attention, a Section 47 would be initiated. NJ also updated the Group on the training and awareness raising that is ongoing, particularly in the areas of assessment and safeguarding.
14. The Group talked through the obligations and routes into reporting FGM, highlighting the Section 47 pathway and Members were satisfied that effective processes and procedures were in place to deal with FGM cases.
15. The Group agreed that there are systems in place for the reporting/monitoring of "at risk" families and girls, and should a family take (say) a long "family holiday", this would be followed up. GPs also have a duty to report any suspicions.
16. EB reported that, within maternity services, a mandatory question on FGM is asked across all ethnicities.

Ongoing Issues in relation to FGM

17. NJ reported that a particular problem is that women (rather than girls) are having reversal procedures, then finding that they are having it re-done.
18. Cllr Thorne stated that she had chaired a community meeting (with two more planned) where she had met with five women. She informed the group that she was surprised to find out that women were primarily responsible for "pushing" FGM within the community. She was also told, anecdotally, that some GPs are still performing the procedure.
19. The Group talked around the issue of the very strong cultural (and sometimes religious) beliefs around FGM – TG told the group about contact she had had with a woman, who had shown her letters from her mother, highlighting the kinds of pressure she felt under not to "let the family down". The Group also agreed that there were a wide range of cultural reasons why FGM was prevalent in their society.

20. A major problem in relation to FGM is getting women to come forward, and therefore the authorities being made aware of the issue.

Awareness Raising/Education

21. The Group discussed the awareness raising and training that had taken place. They agreed that there had been a proactive, sustained training and awareness-raising programme, particularly within the Somali community, where it was reported that approximately 90% of this community had engaged in some form of education. The awareness-raising programme included details on how to report and who to report to.

22. The aim of the programme is to encourage and promote preventative measures, but at present, there was no measurable outcome to this work.

23. The Group highlighted the role of BAWSO and the NSPCC in undertaking the training, education and awareness raising programmes, and highlighted youth projects in Mary Immaculate and Fitzalan Schools.

24. KDA enquired to whether these education and awareness raising would be available to primary school staff, and was informed that attendance officers for these schools had been trained in FGM.

Positive Message

25. A key message that Members wanted to pass to the Group was that they wanted to praise the work that had been done to date and to support this ongoing work.

All Wales FGM Clinic

26. EB took the Group through the latest position in relation to the bid for an All Wales FGM Clinic. EB stated that, to date, the Health Board had not accepted the bid for 2017/18 and therefore, the bid was still awaiting funding. EB stressed that the need for such a facility was critical in high prevalent areas in Cardiff. The Group and Members of the Task Group all agreed that they would support the bid and that this will be one of the key recommendations arising from this Inquiry.

Evidence Gathering Session 2 – 16 February 2017

Discussions at this meeting were undertaken in an informal, semi-structured format. The notes below highlight some of the key items discussed at the meeting, and have been set out under some key headings.

Data/information in relation to FGM

The Group discussed the data provided by Linda Hughes-Jones (UHB) on the number of FGM cases that had been referred to the Welsh Government between October and December 2016, which was 40 (of which, half were from Swansea). It was explained that these cases would have come via the safeguarding MASH and the All Wales Clinical Pathway.

KAW outlined her role in relation to FGM. As her colleague had stated at the last meeting, there was very little case work, but this is also the picture nationally. KAW stated that an FGM task Group is being set up with the Police and Health to look at data sets and look at how the agencies can work together to improve data collection and avoid duplication. KAW stated that Bristol already have good systems in place in collecting and reporting FGM cases and they would be looking at this as part of the Task Group work.

BAWSO also reported that disclosures are increasing, but this is due to the increased prominence and profile of FGM.

In relation to data and information, all agreed that there had been issues with statistics, including census data. It was agreed that local statistics were needed.

Protocols/Procedures/Policies

The Group discussed the Referral Pathway, and the need for a clear pathway to be put in place, that could be used to reach out to all professionals, and used widely as part of the education and awareness raising activities, as well as ensuring that the community know where to go to get help, advice or support.

KAW stated that another aim for the Violence Against Women T&F group would be to develop a 5 Year Strategy, and that an Action Plan would be part of this.

PA asked whether there was a pathway/flowchart that shows the “journey” from reporting an FGM case, and JC responded by stating that FGM was a child protection/safeguarding issue, and therefore is treated as such.

MC and LE highlighted the work BAWSO are doing in Swansea and that the Council is actively engaged with BAWSO in terms of partnership working and funding.

Training

EB stated that FGM training within maternity services were in place, and they are currently planning “train the trainer” sessions.

It was agreed that, currently, there is a gap in health in relation to this issue and awareness raising and training, but the pathway will greatly assist in this issue. EB stated that training in the following were being planned – DOSH; SARC; Gynaecology; Maternity; and Safeguarding. Once this had been delivered, the train the trainer sessions would be established.

HJ raised the issue of training for GPs. The Group talked around concentrating efforts in areas of high numbers of BME residents, but it was generally agreed that it was important to identify and work with more new arrivals in communities, to ensure that the message is with GPs at the earliest timeframe.

Reporting FGM Cases

In addition, JC reminded the Group that in relation to FGM, everyone is duty bound to report.

Ongoing Issues in relation to FGM

LT updated the Group on the latest round of Community meetings that she had arranged. She told the group that she had met with a group of older Somali women, who stated that many of them had been subject to the procedure, but it was not done anymore. LT said that the women were concerned about potential duplicate reporting of numbers of FGM cases and wanted to know whether the cases reported to Welsh Government were current or past cases.

MC stated that there were still some parts of the community that still practice FGM and that BAWSO's role was to offer support. There was no one approach to this, and the picture is varied across each community. She said that the Sudanese community were very open to engaging with them; but they had encountered difficulties with those from Sierra Leone and the Gambia.

The Group enquired whether there was much interaction between the communities, and MC responded that, at ground level, they did.

The Group went on to explore the issue raised by HJ about the feeling of stigmatisation or victimisation within communities. MC stated that communities need to be involved and updated regularly on legislation relating to FGM, especially those communities that are relatively "new" within Cardiff. MC stated that community work needs to be bottom up, community led. Currently, it was more top down.

Members asked BAWSO about their work with Swansea, and it was discovered that the work had originally started in Cardiff in 2010 and replicated in Swansea. BAWSO stated that the focus of their work in this area was under the wider umbrella of positive parenting, challenging the paradigms within the community, but not just focusing on FGM. BAWSO stated that newly arrived community members may not be aware that it is illegal, and those established communities view it as a manifestation of their wider culture. What was most important was that women have stated that they do not want to be defined by FGM.

LE explained that FGM was very complex and linked intrinsically with a community's belief system and culture. It was imperative that a trusting environment is established and a sensitive approach.

Awareness Raising/Education

KAW and MC highlighted some work she had been involved in – posters within every GPs surgery in Wales (with NSPCC, Welsh Government and BAWSO); the “Voices” DVD and showing this in school assemblies etc; working with airports at key times of the year; working with Cardiff University medical students to make FGM part of their studies; working with school liaison officers; and working with trainee social workers on this issue.

Both agreed that they would like to have FGM community champions in place, who would be available to undertake peer-to-peer work with communities and bring together harder to reach individuals and groups. BAWSO stated that they think the visibility of the FGM Clinic will also go some way to address this.

MC took the Group through the work they had done in schools. This had included a lot of awareness raising activities, using a range of approaches. It is the intention of BAWSO to undertake this work again from 1 April 2017.

KAW stated that the CPS had recommended that FGM and other forms of honour based violence be included on the national curriculum, which was currently being reviewed and implemented in 2020.

BAWSO informed the Group that they had been engaged with 788 families in the past three years. This work ranged from awareness raising to 1-1 support. It was agreed that a breakdown of this work would be shared with Members of the T&F Group.

All Wales FGM Clinic

The Group discussed the FGM Clinic, and EB updated the Group that the clinic was proposed to run once a week on a 12 months trial period, but, as yet, not funded. £60,000 was needed for the pilot, and the service would provide physical and psychological help.

Funding Issues

Funding was an issue for BAWSO. Funding had come to an end and currently, nobody is funding some of the proactive work they have undertaken. A lot of what they currently do is based on the goodwill of volunteers. Lack of funding has affected the amount of work they are currently able to undertake.

INQUIRY METHODOLOGY

M1. The Children & Young People Scrutiny Committee applies a project management approach to its inquiries; including mechanisms to consistently prioritise topics suggested for scrutiny, scoping reports and project plans. The aim of these is to ensure there is a dialogue with the services involved in the scrutiny process with the ultimate aim of improving overall service delivery and enabling effective scrutiny.

M2. The process for the Inquiry was agreed via a Scoping Report agreed by Members. The key milestones were as follows:

Meeting 1	<p>Context briefing</p> <ul style="list-style-type: none"> • Agree the scope of Inquiry, research and witnesses. • Review Paving Report considered by C&YP Scrutiny Committee which provides background context to the main issues.
Meeting 2	<p>Evidence Gathering Session – meeting with witnesses:</p> <ul style="list-style-type: none"> • DI Cath Cooke (SWP); • DS Tessa Gould (SWP); • Leanne Jonathan (CPS); Emily Brace (FGM Clinical Lead, Maternity); • Natasha James (CCC, Safeguarding).
Meeting 3	<p>Evidence Gathering Session – meeting with witnesses:</p> <ul style="list-style-type: none"> • Emily Brace (FGM Clinical Lead, Maternity); • Jan Coles (CCC, CSE Lead Manager); • Mwenya Chimba (BAWSO); • Loyce Eades (BAWSO); • KimAnn Williamson (CPS).
Meeting 4 Review Meeting	<ul style="list-style-type: none"> • To review evidence received to date and any written evidence. • Consider content, findings, conclusions & recommendations for the draft report.
Meeting 5 Draft report	<p>Key findings and Recommendations</p> <p>Members to consider draft report, including agreeing key findings and recommendations.</p> <p>Sign Off.</p>

LEGAL IMPLICATIONS

1. 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 modification. 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 power 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. standing orders and financial regulations; (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

2. 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.

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE
TERMS OF REFERENCE

The role of the Committee is to scrutinise, measure and actively promote improvement in the Council's performance in the provision of services and compliance with Council policies, aims and objectives in the area of children and young people, including:

- School Improvement
- Schools Organisation
- School Support Services
- Education Welfare & Inclusion
- Early Years Development
- Special Educational Needs
- Governor Services
- Children's Social Services
- Children & Young Peoples Partnership
- Youth Services and Justice
- Play Services.

To assess the impact of partnerships with, and resources and services provided by, external organisations including the Welsh Government, Welsh Government Sponsored Public Bodies, joint local government services and quasi-departmental non-government bodies on the effectiveness of Council service delivery.

To report to an appropriate Cabinet or Council meeting on its findings and to make recommendations on measures, which may enhance Council performance and service delivery in this area.

**CITY AND COUNTY OF CARDIFF
DINAS A SIR CAERDYDD**

CHILDREN and YOUNG PEOPLE SCRUTINY COMMITTEE

7 March 2017

School Term Time - Report of Committee's Task & Finish Group

Reason for the Report

1. . This report enables the Committee to approve the draft report of this Committee's Task & Finish Group, copy attached at **Appendix A**.

Background

2. At its meeting in September 2016 the Committee agreed to request from Council on 28th July 2016 to undertake a Task & Finish group to investigate 'School Terms Times. The Committee agreed the Motion as agreed at Council on 28 July as the Terms of Reference for the task group:

- To undertake an inquiry into amending school term times with a view to shortening the summer break in order to create an additional week's holiday elsewhere during the school calendar.

3. Members of the Task & Finish group were:

- Councillor Richard Cook (Chair)
- Councillor Jim Murphy
- Councillor Lynda Thorne
- Councillor Jo Boyle
- Councillor Paul Chaundy
- Councillor Iona Gordon
- Mss Carol Cobert, Church in Wales Co-optee member.

- 4 The members considered that they were unable to provide any advice or recommendations to Cabinet without seeking the gauging the views of Cardiff's Schools Chair's of Governors and Head Teachers on the potential change of term times.
- 5 The task group members, to identify appropriate findings for the Inquiry and its recommendations, used evidence received throughout the inquiry and from the Questionnaire sent to all Cardiff's Maintained School's Chair of Governors and Head Teachers.

Way Forward

- 6 The draft report of the Task & Finish Group, is attached at **Appendix A**. Members' attention is particularly drawn to the Recommendations section (page 16).
- 7 Members may wish to consider the report, make any amendments and agree whether to approve the report to be considered by the Cabinet.

Legal Implications

- 8 The Scrutiny Committee is empowered to enquire, consider, review and recommend but not making 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

- 9 The Scrutiny Committee is empowered to enquire, consider, review and recommend but not making 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.

RECOMMENDATIONS

The Committee is recommended to:

- Consider the draft report of the Task and Finish Group, copy attached at **Appendix A.**
- Endorse the report, subject to any comments the Committee wish to make, for submission to the Cabinet.

Davina Fiore

Director of Governance and Legal Services and Monitoring Officer

28 February 2017

Mae'r dudalen hon yn wag yn fwriadol

scrutiny



**A Report of the:
Children & Young People Scrutiny Committee**

School Term Times

March 2017



The City and County of Cardiff

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Background information - Survey responses

CHAIR'S FOREWORD



Councillor Richard Cook
Chair, Children & Young People Scrutiny Committee

Draft Report

TERMS OF REFERENCE

The Council at its meeting on 28 July 2016 debated a motion, proposed by Cllr Ed Bridges and seconded by Bill Kelloway, on School Holidays. Following the debate Council approved the Motion following an amendment, proposed by Cllr Weaver and seconded by Cllr Mitchell. Motion 1 as amended was carried as follows:

The Council notes:

- The disproportionately expensive cost of holidays during the traditional school holiday period, and the impact these costs have on families in our city.
- That families want to observe designated school holiday periods, but that the excessive cost of taking breaks during these periods can prove prohibitive – meaning families often have to choose between taking no holiday at all, or taking pupils out of school during term time.
- Moves by other councils in the UK to examine existing school term arrangements with a view to shortening the summer break in order to create an additional week's holiday elsewhere during the school calendar when families can take holidays at a cheaper rate.
- The Council resolves to ask the Members of the Children & Young People Scrutiny Committee to consider, as part of their future work planning, whether they wish to undertake a detailed analysis of the issue.

The Children & Young People Scrutiny Committee agreed at its meeting on 27th September to undertake an inquiry into amending school term times in line with the request by Council on 28th July. The first meeting of the task group was held on 14th November 2016.

Members of the Task Group agreed that prior to providing any response to the Cabinet, it would be prudent to seek the views of Head Teachers, Teachers, and School Governing Bodies, firstly on whether or not to investigate the possibility of

amending school term dates and then to provide a robust evidence base on which to consider their decision.

Members of the Task & Finish Group were:

- Councillor Richard Cook
- Councillor Jim Murphy
- Councillor Lynda Thorne (Chair)
- Councillor Joe Boyle
- Councillor Paul Chaundy
- Councillor Iona Gordon
- Ms. Carol Cobert, Church in Wales Co-Optee.

Draft Report

CONTEXT

1. Section 42 of the Education (Wales) Act 2014 (the 2014 Act) made changes to term date setting for maintained schools in Wales by inserting new sections 32A – 32c into the 2002 Act. As a result, local authorities retain the right to set term dates for community, voluntary controlled, and community special and maintained nursery schools. Also relevant governing bodies retain the right to set term dates for their schools. A local Authority is under a duty to co-operate and co-ordinate with each relevant governing body in its area and every other local authority in Wales when setting term dates so that those dates are the same or as similar as can be. Similarly a relevant governing body is under a duty to co-ordinate and co-operate with every other relevant governing body in its local authority area and the local authority in whose area it is situated when setting term dates so that those dates are the same or similar as can be.
2. If despite efforts, term dates are not agreed the section 32B(1) of the 2002 Act gives Welsh Ministers the power to direct local authorities and relevant governing bodies on what their term dates must be.
3. Local authorities are required to inform the Welsh Minister of the term dates set for all maintained schools within their respective areas by the final working day of August. Notification of their 2017/18 term dates was submitted by all 22 local authorities by 28 August 2015.
4. The term dates notified by local authorities fell into two groups. Group A comprised of dates agreed by 16 Local Authorities and Group B comprised of the other six Local Authorities, which included five Authorities in North Wales and Powys. As a result the Welsh Ministers found it necessary to consider using their powers to direct Local Authorities and relevant governing bodies what term dates must be so that term dates are harmonised across Wales.

WELSH GOVERNMENT CONSULTATION

5. The Welsh Ministers carried out a 12 week consultation from the 9 November 2015 to 1 February 2016 in respect of the harmonising school term dates for all maintained schools in Wales for the school year 2017/18. Seeking views on the term dates that Welsh Ministers proposed to set for all maintained

schools in Wales for 2017/18 and draft Direction. The dates consulted on were:

First day of the year	Monday 4 September 2017
Autumn half term holiday	Monday 30 October 2017 to Friday 3 November 2017
Christmas Holiday	Monday 25 December 2017 to Friday 5 January 2018
Spring half Term	Monday 19 February 2018 to Friday 23 February 2018
Easter Holiday	Friday 30 March 2018 to Friday 13 April 2018
Summer half term	Monday 28 May 2018 to Friday 1 June 2018
Final day of school	Tuesday 24 July 2018

6. A total of 55 responses were received, only nine of which were from local authorities, although it can be assumed that had all 22 local authorities responded their responses would be in line with the notification they originally submitted. Cardiff Council did not respond to the consultation.
7. However, it should be noted that Anglesey local authority responded that the authority neither agreed nor disagreed with the proposed dates, even though the authority previously notified the Welsh Government that it proposed to set term dates in Group A, suggesting that the local authority had changed its position.
8. In deciding whether to direct what term dates must be for 2017/18, The Minister has taken into account the notifications submitted by all 22 local authorities and information from 127 Voluntary Aided (VA) and Foundation schools. They retain responsibility for setting term dates and the Minister is satisfied they have undertaken significant work to ensure dates are as similar as possible.

9. The Minister was also mindful that due to their hard work in co-operating they were able to ensure that three sets of school holidays are the same across Wales, and has noted that apart from Anglesey - the two sets of term dates selected by local authorities and VA and foundation schools fall into a clear geographical spread between the South Wales authorities, and the North Wales authorities and Powys, and as such considered that this would reduce any impact on parents in terms of childcare.

10. There were however some differences across the two groupings, which can be seen in the tables below:

- Group A - Blaenau Gwent, Bridgend, Caerphilly, Cardiff, Carmarthenshire, Ceredigion, Monmouthshire, Neath Port Talbot, Merthyr Tydfil, Newport, Pembrokeshire, Rhondda Cynon Taff, Swansea, Torfaen, Vale of Glamorgan and Isle of Anglesey along with 90 voluntary aided and foundation schools which aligned with their respective local authorities within Group A.

First day of school year: Monday 4 September 2017.

Autumn half term: Monday 30 October 2017 - Friday 3 November 2017.

Christmas holiday: Monday 25 December 2017 - Friday 5 January 2018.

Spring half term: Monday 19 February 2018 - Friday 23 February 2018.

Easter holiday: Friday 30 March 2018 - Friday 13 April 2018.

Summer half term: Monday 28 May 2018 - Friday 1 June 2018.

Last day of school: Tuesday 24 July 2018.

- Group B – Conwy, Denbighshire, Flintshire, Gwynedd, Powys, Wrexham and 35 VA and foundation schools which aligned with their respective local authority.

First day of school year: Friday 1 September 2017.

Autumn half term: Monday 30 October 2017 – Friday 3 November 2017.

Christmas holiday: Monday 25 December 2017 - Friday 5 January 2018.

Spring half term: Monday 12 February 2018 - Friday 16 February 2018.

Easter holiday: Monday 26 March 2018 - Friday 6 April 2018.

Summer half term: Monday 28 May 2018 - Friday 1 June 2018.

Last day of school: Friday 20 July 2018.

11. The Minister decided not to use powers to direct local authorities and the governing bodies of Voluntary Aided and Foundation schools what term dates must be.

12. The Minister's expectation was that local authorities and VA and foundation schools set their term dates for 2017/18 in line with those they originally

notified to the Welsh Government. The Minister therefore expected Anglesey to review their dates in view of their consultation response and with a view to aligning with its neighboring authorities in Group B.

13. The Minister's decision not to issue a direction on term dates for 2017/18 will not impact on future term date setting arrangements. Local Authorities and relevant schools remain under a statutory duty to co-ordinate and co-operate with each other to ensure that term dates are the same or as similar as possible for 2018/19. The Minister wrote to Local Authorities and schools reminding them to submit notifications of the term dates they propose to set for 2018/19 to the Welsh Government by the last working day of August 2016.

ENGLISH LOCAL AUTHORITIES

14. Section 32 of the Education Act 2002, states that, a Council has a duty to set school terms and holiday dates for community, voluntary controlled, community special schools and maintained nurseries, in its area. Governing Bodies set the dates for voluntary aided schools and Academy trusts for academies and free schools.
15. In previous years, the Local Government Association has coordinated the preparation of a standard school year draft for each year. However, the LGA has decided to stop coordinating the development of draft models for standard school year.
16. English Local Authorities now have to co-ordinate their term dates across their schools and with neighbouring local authorities. A number have proposed changing the length of the summer break, including

Barnsley Metropolitan Borough Council - Barnsley Metropolitan Borough Council agreed that the Borough's term times and holiday dates for 2017 to 2018, will see a shorter summer break and a two-week break at October half-term. This follows consultation with neighbouring South Yorkshire authorities, and trade union/teacher associations as well as further feedback and comments received from head teachers. Following the Call-in period questions were raised about the consultation exercise. Due to the different views of stakeholders, the Council decided to conduct a wider public consultation during 2017/18 on proposals for any future changes. In the meantime the Council will maintain the standard pattern of school holidays.

Brighton & Hove Council - The term dates for schools will include an extended autumn half term in the academic year 2017/ 18. The first extended

autumn half term will run from 16 October to 27 October 2017. The same holiday pattern is planned for the 2018 to 2019 school year. The pilot arrangements and changes will be reviewed.

Kent County Council – to undertake further consultation on elongating the half term breaks and shorten the summer breaks for 2018/19 and 2019/20.

Lincolnshire – Tall Oaks Academy Trust – Two schools have altered the structure of their year to create additional weeks of holiday in term time. In 2015 they adopted a four-week summer holiday which allowed them to add extra weeks holidays to the school's terms in September and November and also two weeks in May.

NEWPORT CITY COUNCIL – INSET DAYS

17. Eveswell Primary School's Governing Body has agreed to coordinate all 5 inset days into one week in June (adding an extra week to the Whitsun half term break). This allows parents to book cheaper holidays and therefore holidays will not affect attendance at other times in the year.

GENERAL NUT COMMENTS

18. Some MPs and commentators have suggested that the school summer break (usually of five-six weeks) is too long. Yet children need time to re-charge their batteries, play and spend time with their families. The summer break is also essential for the completion of larger building and maintenance projects, including removal of asbestos, which for health and safety reasons cannot take place during term time.
19. In fact schools in Britain have shorter summer holidays than many other countries. The summer breaks is eight weeks long in Belgium, France and Norway; nine weeks in Canada; ten weeks in Finland, Hong Kong, Ireland, Poland and Sweden; 11 weeks in Iceland and 12 weeks in the USA. The summer break in Finland is four weeks' longer than that in England and Wales, yet the country's education system is considered to be among the best in the world. Behind Mexico the UK has the least number of public holidays of any nation in the world.

20. Private schools in the UK have longer summer holidays yet, there is no suggestion that this is disadvantageous for their pupils.
21. Some have argued that a six-week summer break is inconvenient for parents, but the solution is not longer time spent in school but better holiday provision for children.
22. Compressing the summer break into four weeks, as some have suggested, would cause problems for millions of families scrambling to book holidays. There would be even higher prices at peak periods and a greater likelihood that parents would simply take their children out of school during term time.
23. In Wales, responsibility for the setting of school holidays will, as a result of the Education (Wales) Bill, be devolved to the Welsh Government. The Education Minister in Wales has stated that there are no plans to change the existing structure.

EVIDENCE REVIEW

24. The Committee agreed at its meeting on 27 September to undertake an inquiry into amending School term Times in line with the request by Council on 28 July. The first meeting of the task group was held on 14 November 2016, and in attendance were Richard Cook, Joe Boyle, Lynda Thorne, Heather Joyce, Jim Murphy and Carol Cobert.
25. The Members agreed that Cllr Lynda Thorne would be Chair for this Task & Finish group inquiry. Members considered that the key issue for Members to agree at this meeting was whether the group can clearly work towards whether they wish to undertake a detailed analysis of the issue.
26. A representative from the Education and Lifelong Learning Directorate stated that any change to Cardiff's Schools term time dates will require significant consultation across the whole of Cardiff, and any decision would have to have agreement across all school, other bordering local authorities and Consortium Local Authorities. Finally, should Cardiff Council wish to implement their own term time dates then this would have to be approved by the Welsh Government.
27. Members reflected on the information provided, and felt that they were unable to provide a full and detailed response to Cabinet. Members commented that prior to providing any response to the Cabinet, it would be prudent to seek the

views of Head Teachers, Teachers, and School Governor Bodies on whether or not to investigate the possibility of amending school term dates to provide a robust evidence base for their consideration.

28. The Members agreed to undertake a survey of head teachers, teachers, and school governor bodies to canvas their views on the potential for a change in the school term dates. The output of these views could then be used by the Task Group to, agree a way forward for this investigation and form a basis of the Committee's recommendations to Cabinet.
29. Members identified a number of questions, which they felt would provide them with sufficient evidence to form an opinion on their way forward with the investigation.

The questions that were agreed were:

- 1) Do you wish for the Council's Cabinet to seek Welsh Government approval to change the School Term time dates to shorten the summer break in order to create an additional week's holiday elsewhere during the school calendar..... YES / NO.
 - 2) Which of these options do you consider would best achieve a change in term dates to reduce the summer term holiday to 5 weeks, choose all that you feel apply.
 - a) Move one weeks summer holiday to the Christmas Holiday.....YES/NO
 - b) Move one weeks summer holiday to Autumn Half term.....YES/NO
 - c) Move one weeks summer holiday to Spring Half term.....YES/NO
 - d) Move one weeks summer holiday to summer half term.....YES/NO
 - 3) Do you wish for the Council's Cabinet to agree to consider reorganising Schools Inset Days so that pupils do not have to attend school on Eid al-Adha and Diwali YES / NO
30. The questionnaire was sent to all to head teachers, and the school governor body to respond, Welsh versions of the letter and survey form were also sent to all schools.

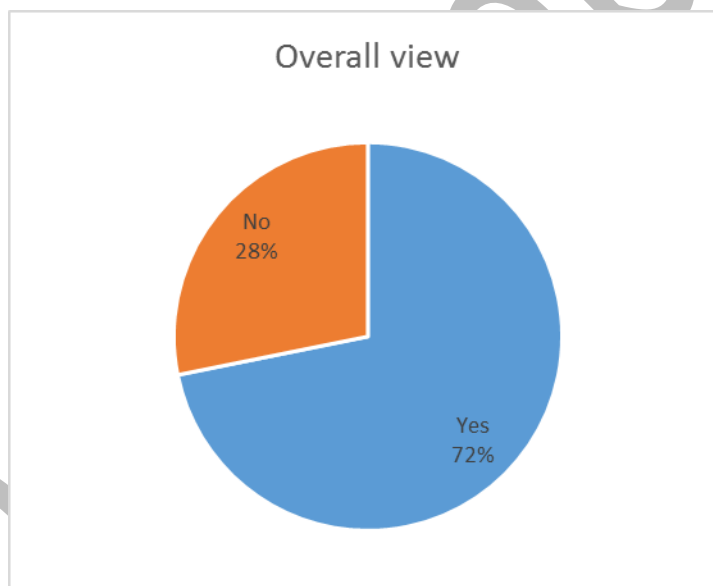
SURVEY OUTCOME

31. The survey was open for responses from the 13 January 2017 to the 20 February 2017. A total of 72 responses were received and the resultant analysis of all returned survey forms was:

- 1) Do you wish for the Council's Cabinet to seek Welsh Government approval to change the School Term time dates to shorten the summer break in order to create an additional week's holiday elsewhere during the school calendar.

YES

NO.



- 2) Which of these options do you consider would best achieve a change in term dates to reduce the summer term holiday to 5 weeks, choose all that you feel apply.

- a) Move one weeks summer holiday to the Christmas Holiday

YES

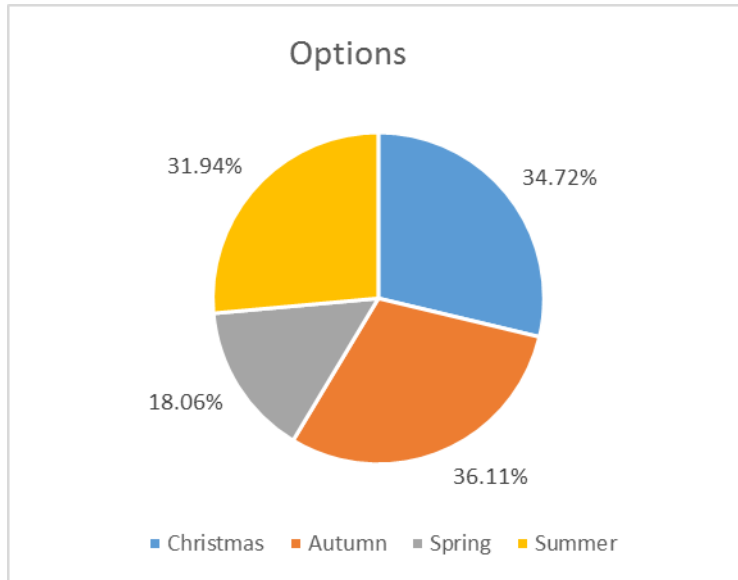
NO

- b) Move one weeks summer holiday to Autumn Half term

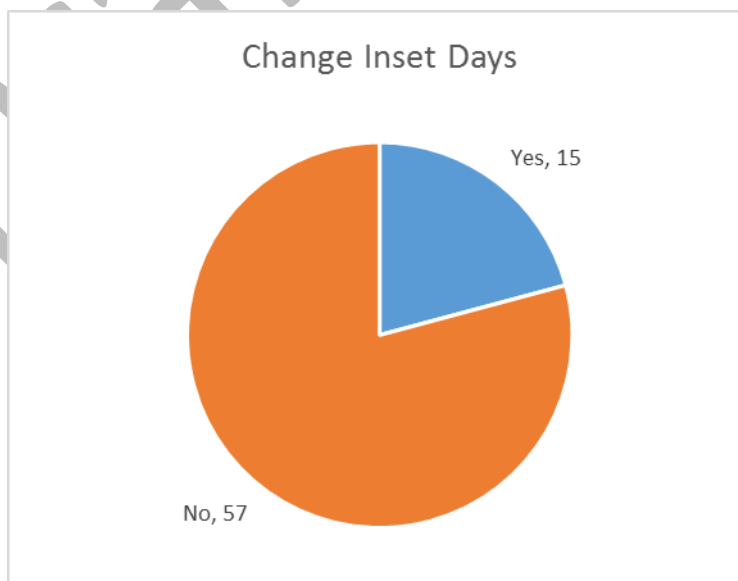
YES

NO

- c) Move one weeks Summer holiday to Spring Half term
YES
NO
- d) Move one weeks Summer holiday to summer half term
YES
NO



- 2) Do you wish for the Council's Cabinet to agree to consider reorganising Schools Inset Days so that pupils do not have to attend school on Eid al-Adha and Diwali
YES
NO



FINANCIAL IMPLICATIONS

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.

LEGAL IMPLICATIONS

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 modification. 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 power 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. standing orders and financial regulations; (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.

RECOMMENDATION TO CABINET

RECOMMENDATION TO CABINET

The Committee recommends:

That Cabinet considers the overall results from the responses received from Cardiff's Schools and :

- Decides whether it should undertake formal consultation with the view to seeking the Welsh Government's approval to change the School Term Dates for Cardiff's Schools .
- Inform Schools Governing Bodies that they may wish to amend their Inset days to link with Eid al-Adha and Diwali.

**CITY AND COUNTY OF CARDIFF
DINAS A SIR CAERDYDD**

CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE:

7 March 2017

**CHILDREN & YOUNG PEOPLE SCRUTINY COMMITTEE:
ANNUAL REPORT 2016 - 17**

Background

1. The Council's Constitution requires all Scrutiny Committees to 'report annually to the Council on their workings and make recommendations for future work programmes and amended working methods if appropriate'.
2. A copy of the Scrutiny Committee's draft Annual Report 2016-17 is attached at **Appendix A**. This report outlines the Committee's main activities from June 2016 to March 2017. Wherever possible the report identifies the impact that the Committee has had, in terms of the Cabinet's responses to the Committee's comments and recommendations. Where responses on specific topics have not yet been received, these will be added to the Report prior to it being laid before Council if possible.

Way Forward

3. The Committee's Principal Scrutiny Officer will present the draft report at the meeting, and Members will discuss and agree any changes that Members feel need to be made. The Scrutiny Officer will then make any required amendments, and send the agreed Annual Report for presentation by the Committee Chair at March 2017's Full Council meeting..

Legal Implications

4. 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

5. There are no financial implications arising directly from this report.

RECOMMENDATION

The Committee is recommended to
consider, if necessary amend, and approve the attached draft Annual Report
2016-17 to be laid before Council.

DAVINA FIORE

Director of Governance and Legal Services and Monitoring Officer

1 March 2017

scrutiny



**A Report of:
Children & Young People Scrutiny
Committee**

Annual Report 2016 – 2017

March 2017



The City and County of Cardiff

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE MEMBERSHIP



Councillor Richard Cook
(Chairperson)



Councillor Paul Chaundy



Councillor Joe Boyle



Councillor Iona Gordon



Councillor Heather Joyce



Councillor Jim Murphy



Councillor Dianne Rees



Councillor Lynda Thorne

Co-opted Members:



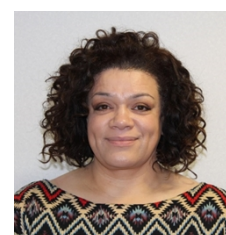
Mrs Patricia Arlotte
Roman Catholic
Representative



Carol Cobert
Church in Wales
Representative



Karen Dell'Armi
Parent Governor
Representative



Mrs Hayley Smith
Parent Governor
Representative

CHAIR'S FOREWORD

.



Councillor Richard Cook

Chairperson of the Children & Young People Scrutiny Committee

March 2017

INTRODUCTION

The Children and Young People Scrutiny Committee plays an important role in assessing service performance and informing service and policy development across a range of Council services, including all aspects of Education, Social Care for Children, Children's Play and the Youth Service.

This report presents the Committee's main activities during 2016-17 and uses where ever possible the National Welsh Characteristics of Good Scrutiny to ensure that there are:

- Better outcomes - Democratic accountability drives improvement in public service.
- Better decisions - Democratic decision making is accountable, inclusive and robust.
- Better engagement – The public is engaged in democratic debate about current and future delivery of public services.

Between May 2016 and February 2017 the Committee Members have undertaken training in performance information and budgeting, and visited front line services. The Committee has scrutinised a wide range of topics contributing to the development and improvement of services for children and young people, a list of which is set out below under the following headings:

- **Inquiries** – Where the Committee has undertaken an examination of a topic over a period of time, resulting in a formal report to the Cabinet. The Committee has also undertaken a number of short one day investigations.
- **Policy Development** – Where the Committee has contributed to the Council's policy development processes by considering draft policy documents.
- **Pre-decision** - Where the Committee has evaluated and commented on policy proposals before they go to the Cabinet, giving the Cabinet the opportunity to know Scrutiny Members' views prior to making their decision.

- **Monitoring** - Where the Committee has undertaken monitoring of the Council's performance and progress in implementing actions previously agreed. The Committee has also set up two Monitoring Panels, one for Budget monitoring and the other for Performance monitoring
- **Call-In** - Where a Member has invoked the Call-in procedure under the Council's constitution, to review a Cabinet decision prior to its implementation.

Inquiries

- ❖ Child Health and Disability – Progress Report
- ❖ Child Sexual Exploitation - Cabinet Response
- ❖ Effectiveness of School Governors – Progress Report
- ❖ School Term Times - Inquiry
- ❖ Female Genital Mutilation - Inquiry

Committee Panels

- ❖ Budget Monitoring

Policy Development

- ❖ Social Services and Well-being (Wales) Act 2014
- ❖ Scrutiny of Central South Education Consortium – Joint working
- ❖ Schools Admission Policy
- ❖ Welsh in Education Strategy

Pre-decision Scrutiny

- ❖ 2017-18 Budget Proposals
- ❖ Corporate Plan 2017- 2019
- ❖ Cardiff 2020 Strategy – Aiming for Excellence
- ❖ Specialist Provision for Primary Aged Pupils
- ❖ Families First transitions arrangements
- ❖ Direct Payments

Performance Monitoring

- ❖ ESTYN Inspection monitoring
- ❖ Children's Services – Quarterly Performance Monitoring
- ❖ Education and Lifelong Learning – Schools Annual Report 2015/16 and quarterly performance reports
- ❖ Central South Education Consortium – Estyn Report update & Consortium's contribution to raising standards in Cardiff's Schools
- ❖ Safeguarding Board Annual report - Primary Aged Pupils with Speech and Language Difficulties and with Behavioural, Emotional and Social Difficulties

Member Briefings

- ❖ Child & Adolescent Mental Health Service (CAMHS)
- ❖ Youth Service
- ❖ Maintenance issues at Cardiff's Schools

Call-in

- ❖ School Catchment Area Consultation – Cabinet Decision CAB/15/84

Public Voice

- ❖ Specialist Provision for Primary Aged Pupils with Speech and Language Difficulties and with behavioural Emotional and Social Difficulties

The Children and Young People Scrutiny Committee has held 10 full Committee meetings, and one joint meeting with Community and Adult Services Scrutiny Committee since May 2016. As a result of the consideration of over 46 reports, covering policy development, pre-decision scrutiny, monitoring progress and service area performance, the Scrutiny Committee Chairperson sent 35 letters to the Cabinet and officers, which included requests for additional information, comments, and observations on items considered at the Committee Meetings.

Also as a result of these meetings the Committee agreed to write to the relevant Cabinet Member identifying 11 recommendations for the Cabinet and officers to consider. The Committee received timely responses from the Cabinet to all letters that requested a response. In addition officers have provided information where

requested and agreed to amend future reports in response to the Committee's requests.

Summary for this Administration 2012 - 2017

During the last 5 years, this Committee has held 58 full Committee meetings, including joint meeting with Community and Adult Services Scrutiny Committee. As a result of the consideration of over 190 reports, covering policy development, pre-decision scrutiny, monitoring progress and service area performance, the Scrutiny Committee Chairperson sent 134 letters to the Cabinet and officers, which included requests for additional information, comments, and observations.

Also resulting from the consideration of these issues at meetings of the Committee, Members agreed to write to the relevant Cabinet Member identifying 53 specific recommendations for the Cabinet and officers to consider. The Committee received timely responses from the Cabinet to all letters that requested a response. In addition, officers have provided information where requested and agreed to amend future reports in response to the Committee's requests. The Committee also undertook up to 18 separate inquiries and held five special call-in Committee meetings.

PUBLIC QUESTIONS TO SCRUTINY – BETTER ENGAGEMENT

The Council's five scrutiny committees regularly invite citizens and representatives of community and third sector organisations to provide evidence at committee meetings and Task & Finish inquiries. During 2016/17, this Committee has received advice, comments and concerns from numerous people who have either been invited or requested attendance at Committee.

In May 2016, the Chair of the Committee received correspondence from a number of citizens, who requested the opportunity to address the Committee. They wish to present their views, comments and advice to Committee on proposals to review the provision of Specialist Provision for Primary Aged Pupils with Speech and Language Difficulties, and with Behavioural, Emotional and Social Difficulties. In addition they wanted the Members to be aware of the impact they feel the closure of Meadowbank would have on the lives of children with a Speech and Language Impairment in Cardiff who receive at first hand the experience of the staff, pupils and the environment in which they work in.

The Chair agreed to invite these members of the public to address the Committee. A copy of the documentation, which some citizens had sent to Scrutiny Services for Member's consideration, was also circulated prior to the meeting.

The Committee heard some very passionate comments about the education and support provided by the school, and how these proposals could impact on the future outcome of pupils with speech and language difficulties and with behavioural emotional and social difficulties. The Committee was fully aware that the consultation period had ended, however having read and considered the information in the Cabinet report and reflected on the information provided by the parents, staff and governors the Members agreed to provide the Cabinet with its comments, concern and recommendations in respect of the policy and service development proposed in the Cabinet report.

The Cabinet subsequently resolved that the Director of Education and Lifelong Learning, in consultation with the Cabinet Member for Education be authorised to:

- Carry out a further review of speech and language support in Cardiff with the aim of bringing forward revised proposals;
- Undertake further engagement with schools and other stakeholders in relation to early intervention for children with behavioural emotional and social needs;
- Work with the governing bodies of Meadowbank and Allensbank Schools to ensure the needs of children with speech and language needs placed at the schools can continue to be met effectively, pending any revised proposals.

The Cabinet subsequently considered a report on School Organisation Planning: Specialist provision for primary aged pupils with Speech and Language Difficulties and with Behavioural Emotional and Social Difficulties at its meeting on 14 July 2016 and RESOLVED; that the Director of Education and Lifelong Learning, in consultation with the Cabinet Member for Education be authorised to;

- Carry out a further review of speech and language support in Cardiff with the aim of bringing forward revised proposals;
- Undertake further engagement with schools and other stakeholders in relation to early intervention for children with behavioural emotional and social needs;
- Work with the governing bodies of Meadowbank and Allensbank Schools to ensure the needs of children with speech and language needs placed at the schools can continue to be met effectively, pending any revised proposals.

Scrutiny Review – Better Decisions

Wales Audit Office (WAO)'s February 2016 inspection report included the following recommendations, which impacted on Scrutiny in Cardiff:

- Develop an approach to cross-cutting scrutiny (given the increasing nature of collaborative service delivery and governance, and the Wellbeing of Future Generations agenda).
- Consider scrutiny's role in addressing the strategic challenges facing the Council at this point in time.
- Ensure that any vacancies on scrutiny committees are filled quickly.
- Consider webcasting scrutiny committees.

In response to the recommendations in WAO's previous 2014 Corporate Assessment report, the scrutiny committee chairs had already jointly commissioned the Council's Improving Scrutiny report, which had reported in September 2015, proposing a range of improvement actions that were currently being implemented.

In response to WAO's further recommendations, the Cabinet at its meeting on 21 March agreed a statement of actions. These included a Review of Scrutiny, which has been undertaken, with recommendations to be implemented from the start of the next political term. The Review engaged Members, officers and external stakeholders, and the resultant report was reported to Constitution Committee on 2 March 2017.

Arrangements to scrutinise cross-cutting issues have been developed by the Council, including:

- Joint meetings to scrutinise cross-cutting issues including: Social Services Reporting Framework; Community Hubs; Alternative Delivery Mechanisms; and Human Trafficking.

- Joint task and finish groups, for example to consider Community Infrastructure Levy.
- Joint scrutiny with neighbouring authorities on issues including Regulatory Services and the Central South Consortium Joint Education Service.
- In September 2015 it was agreed that the Policy Review and Performance Scrutiny Committee would take lead overview role for scrutinising the work of Cardiff Partnership Board, with the other four Committees undertaking detailed scrutiny of Partnership Board work streams. The Policy Review and Performance Scrutiny Committee undertook a review of the What Matters strategy in January 2016.

Vacancies are allocated to political groups under political proportionality rules, and are discussed on a monthly basis with Party Group Whips. Vacancies that have been unable to be filled by a particular political group have been offered to other political groups and independent councillors. Appointments to vacancies on committees have been considered as a standing item on all Full Council meeting agendas. As a short-term measure, Full Council in July 2016 decided to reduce the number of members on scrutiny committees down to eight for the remainder of this Administration. The 2016 Member Survey also explored the challenges that Members faced in filling vacant Committee places. It found a range of challenges, including other Council duties, family and work pressures to be key factors.

Webcasting facilities are in place in County Hall and in the City Hall Chamber, allowing some Scrutiny committee meetings and Full Council meetings to be webcast. The Management Statement of Action directed the introduction of webcasting of committee meetings to include one scrutiny committee meeting per month from December 2016. Committees piloted webcasting between November and December, and Economy & Culture scrutiny committee held the first live scrutiny webcast in December 2016.

Committee Member Development – Better Decisions

Scrutiny is a Member-led function whose success is closely linked to the capacity and development of the Members who sit on Scrutiny Committees. The Scrutiny Team therefore worked closely with colleagues across the Council to provide a continuous range of opportunities for Members to build or refresh their Scrutiny skills, and to extend their knowledge and insight into a range of issues relevant to their Scrutiny role.

The Members hold pre-Committee meetings to discuss, analyse and understand the issues being considered, and where necessary ask for further clarification of information. From this, the Members established a number of lines of inquiry for the meeting.

The Members continued with the operation of a Budget Monitoring Panel to better focus the work of the Members on monitoring Directorate spend and implementation of savings proposals, and to reduce the number of items considered at Committee meetings. Members received briefings and guidance on various aspects of expenditure, performance and operation.

Highlights from the Committee's work during 2016/17

This section of the Annual Report presents highlights of the Committee's activities during 2016-17. The report identifies what the scrutiny committee was trying to achieve in each piece of scrutiny, and what it actually achieved.

Task & Finish Group Inquiries – Better outcomes

A key part of the Committee's work is the identification and investigation of key areas of concern, to enable better outcomes for public services and drive improvement in service provision. These can often be areas which a Directorate is not actively working on, or which are cross cutting in nature, involving several Directorate and partner organisations. The outputs from these investigations are reported back to the lead Cabinet Member for consideration, and – where appropriate – the implementation of the Committee's recommendations.

School Term Times

A request to look into the timing of school holidays was agreed by a Full Council meeting of Cardiff Council on 28 July 2016, at which the following motion was agreed:

- The disproportionately expensive cost of holidays during the traditional school holiday period, and the impact these costs have on families in our city;
- That families want to observe designated school holiday periods, but that the excessive cost of taking breaks during these periods can prove prohibitive – meaning families often have to choose between taking no holiday at all, or taking pupils out of school during term time;
- Moves by other councils in the UK to examine existing school term arrangements with a view to shortening the summer break in order to

create an additional week's holiday elsewhere during the school calendar when families can take holidays at a cheaper rate.

- The Council resolves to ask the Members of the Children & Young People Scrutiny Committee to consider, as part of their future work planning, whether they wish to undertake a detailed analysis of the issue.

The Children & Young People Scrutiny Committee agreed at its meeting on 27 September to undertake an inquiry into amending school term times in line with the request by Council on 28 July. The first meeting of the task group was held on 14 November 2016.

Members of the committee initially agreed that prior to providing any response to the Cabinet, it would be prudent to seek the views of Head Teachers, Teachers, and School Governing Bodies, firstly on whether or not to investigate the possibility of amending school term dates, and then to provide a robust evidence base on which to consider their decision.

The results of this survey were subsequently reviewed by the Task Group and indicated that a majority of schools responding to the inquiry wish to have the summer holiday shortened by one week. The survey did not, however, clearly indicate which other holiday the week should move to. The outcome of the survey was reported to Cabinet in March 2017 for Cabinet to consider.

Female Genital Mutilation (FGM)

This item was raised as part of the discussions around issues for consideration in the Committee's work programme in July 2016 and was subsequently approved at Committee on 27 September 2016. The Members identified a number of concerns particularly around:

- Is it happening in Cardiff?
- How are community leaders responding to the practice?
- What work is being undertaken in schools and communities?

- Have there been any prosecutions?

At the first meeting of the Task Group the members considered a paving report on FGM which included:

- A definition of FGM, covering the four Types of FGM
- The legislation relating to FGM, in particular the Children's Act 2004, The Social Services and Well-being (Wales) Act, Female Genital Mutilation Act 2003, section 73, Serious Crime Act 2015.
- All Wales Child Protection Procedures - ALL WALES PROTOCOL 2011.
- The level of FGM in Wales.
- FGM Policies and Guidance.
- Third Sector support (BAWSO).
- The present process in place in Cardiff for FGM.
- Training for professionals.
- Awareness raising in communities.

The Task group also held two round table discussions with numerous stakeholders involved in FGM. These discussion identified a number of key issues which the task group reported to Committee for consideration by Cabinet, the Cardiff and Vale University Health Board and other partners.

The findings of the Inquiry will be reported to Cabinet in March 2017.

The Appointment and Effectiveness of Local Authority School Governors

Committee undertook this Inquiry as part of their 2015/16 work programme. The resultant report capturing the key findings and recommendations was published in July 2015 and reported to Cabinet.

The Cabinet Member for Education responded to the Committee's inquiry report letter on 19 October 2015. The response letter reported that the Cabinet Member

was pleased to note that the report's overall findings and recommendations reflected her own views, and that strengthening school governance is a priority for Education. The response report stated that all 10 of the Committee's recommendations had been accepted.

The Education and Lifelong Learning Directorate also developed an action plan, dated June 2015, for the implementation of the recommendations, which provided a detailed explanation of how each recommendation was being addressed, together with an anticipated implementation date.

In December 2016 the Committee requested and received a progress report. The progress report gave a detailed explanation of the work undertaken since the receipt of the Committee's inquiry report letter, as well as the work in further developing the effectiveness of school governors in improving the educational attainment of their pupils. The report demonstrated the progress across the 10 recommendations as well as explaining the next steps in the continuous improvement of school governing bodies.

The Committee was very pleased to see that all the inquiry report's recommendations had been addressed. Members did, however, feel that although the progress report explained in some detail what was being done, some of the comments in the report didn't reflect the reality of what was happening in individual school governing bodies.

Schools Causing Concern

The Committee agreed to refocus the second phase of the inquiry to visit schools which had experienced unexpected recent dips in pupil performance. They visited three schools and were particularly interested to find out what had cause the dip in performance, what actions had been put in place, and what support and advice the schools had received.

Following consideration of a visit outcome report to Committee in May 2016 the Members agreed to write to the Cabinet Member with the observations that they

had made during their visits. These visits had been arranged to enable the Members to explore the factors challenging the performance of schools which had shown an unexpected drop in pupil performance last year.

Child Sexual Exploitation (CSE)

The Committee agreed to undertake a Task & Finish Inquiry into Child Sexual Exploitation in Cardiff, as concerns had been raised during last year's inquiry into Human Trafficking. The Director of Social Services also highlighted it as an issue of concern. The Members organised the inquiry to assess the robustness of the CSE strategy, the preventative measures in place and the level of the Council's and partner organisations response to incidents of CSE. It agreed to explore partnership working and resource allocation associated with managing CSE in Cardiff. Members were also interested in assessing the scale of CSE in some communities.

The Task Group heard from third sector organisations, the Police, Cardiff & Vale University Health Board, Probation, Youth Offending Service, Education, Welsh Government and the Local Safeguarding Children's Board. The Members have also considered the All Wales Protocol and best practice examples from other local authorities.

The report was presented to Cabinet on 27 July 2016, and Cabinet agreed a full response on 13 October 2016. The Cabinet response confirmed that all of the report's 13 recommendations had been accepted. In addition as well as detailing the Cabinet's response to each of the recommendations, the response contained a copy of Cardiff's newly developed Child Sexual Exploitation Prevention Strategy. This sets out the commitment of partners in Cardiff to do everything possible to prevent child sexual exploitation, protect and support those affected by CSE and tackle perpetrators. It is important to note that for now, this is a Cardiff only strategy. The Council is continuing to work with colleagues in the Vale of Glamorgan with an aim to develop a regional strategy.

A coordinated, proactive, multi-agency approach is essential to fulfil the overarching outcomes of the strategy and those of the National Plan, namely:

- Prepare children, families, communities and professionals to spot children at risk.
- Prevent harm.
- Protect victims.
- Pursue, disrupt and prosecute perpetrators.

The strategy and implementation plan demonstrates how partners in Cardiff are determined to do all they can to work together to find CSE wherever it takes place and limit the impact on children and families.

Additional funding for a CSE team was also included in the budget for 2017/18.

Policy Development & Pre-Decision Scrutiny – Better Decisions

A key part of the Committee's work is the review and assessment of effectiveness of the Council's policies which will impact of the lives of Children & Young People in Cardiff. The Committee always ensures that its work programme enables the scrutiny of any policy development and the pre-decision of any Cabinet report seeking approval for a strategy or policy affecting Children & Young People.

The Committee has during the past year undertaken pre-decision scrutiny of the following key policies:

- ❖ Cardiff 2020 Strategy – Aiming for Excellence
- ❖ Specialist Provision for Primary Aged Pupils
- ❖ Families First transitions arrangements
- ❖ Direct Payments
- ❖ Welsh in Education Strategic Plan
- ❖ Schools Admissions Policy

Cardiff 2020 Strategy – Aiming for Excellence

The Committee received the strategy at its June 2016 meeting. The report set out the long term improvement strategy for education and learning in Cardiff that secures the commitment of all key stakeholders to a clear set of goals and desired outcomes. The report also details the following aspects of the strategy's vision that "All children and young people in Cardiff attend a great school and develop the knowledge, skills and characteristics that lead them to become personally successful, economically productive and actively engaged citizens".

The Committee noted that this is a very high level strategic document which focusses on the key aspirations for education over the next five years. Members were informed that there were operational plans which will deliver the success

measures along with actions, performance measures and milestones. The Members understood that at this stage these operational plans were not fully drafted and asked that the strategy with operational plans, be presented to the Committee at its December 2016 meeting, which was duly provided.

Members expressed some concern around the governance arrangements for the implementation and assessment of the Cardiff 2020 – Aiming for Excellence Strategy, which will be undertaken by the Council’s Education Development Board. The Committee was subsequently informed of the Strategies governance arrangements..

The Committee agreed to include the review and monitoring of the implementation of the strategy in its future work programme.

Families First Transition Arrangements

The Committee considered the Families First Annual Review report for 2015/2016 at its meeting on 18 October 2016. Members heard that Cardiff had not yet set any transitional arrangements for the end of the contract in March 2017. Members expressed concern that there may be a risk that Families First will not be in a position to continue to help families in need in light of the underspend on staff and the number of staff leaving. Members agreed that they wished to consider the draft Cabinet report as soon as it was available to ensure that it is considered by Cabinet in a timely manner.

The Committee received the draft Cabinet report at its December 2016 meeting. The report set out the proposed interim arrangements for the transition period, which includes varying some existing contracts in order to extend their initial contract terms, decommissioning some of the services and potentially commissioning pilot/alternative arrangements during the transition period.

The report also set out a timetable for the governance arrangements to ensure a smooth progression to new arrangements for service users together with equality

impact assessments which were used to inform the proposals for the interim arrangements.

The Committee subsequently wrote to indicate that it was pleased with the draft Cabinet report and considered it to be a positive response to the concerns raised around the transitions arrangements by Committee in October. The Members reviewed the plans for the interim arrangements and the next Families First programme.

The Committee recommended that all appropriate providers must be considered as part of the tendering process, both large and small organisations, and that the draft Cabinet report should be brought back to this Committee prior to its consideration by Cabinet.

Direct Payments

In 2005 the Council appointed the Cardiff & Vale Coalition for Disabled People (CVCDP) (now Diverse Cymru) to provide a service which was responsible for supporting the service user to recruit a Personal Care Assistant (P.A.) or to establish a contract with an Agency.

Diverse Cymru has continued to provide the Direct Payment Support Service. The value of the service equates to annual payments of circa £700,000. During the last 11 years service user numbers have increased, and currently 621 adults and 151 children are in receipt of a Direct Payment, with 40 adults and 16 children 'working towards' a Direct Payment with Diverse Cymru (figures as of November 2016).

There was a need to recommission the Direct Payments support service to comply with procurement requirements, and also to ensure that the service integrates effectively with current models of social care prevention and support. In addition, Full Council on 25 February 2016 included a saving of £200,000 from a review of the administrative arrangements for Direct Payments, including 'the current contract with a support provider. Consideration to be given to alternative service

delivery focussing on quality and best use of resources whilst continuing to maintain existing service user support to those receiving a direct payment'.

The draft Cabinet report set out the proposals to recommission the service. The report indicated that the preferred model would be one organisation delivering the Support and Managed Accounts Service across the City. It was proposed that the contract for Direct Payments will be delivered as a whole package by tendering to the market for providers to deliver services which meet the outcomes of individuals as set out in their support plans, offering individuals more choice, control and independence in their lives.

The Committee wrote expressing some concern around the governance and dispute resolution processes within the current system and recommended that the new contract must set out clearly the governance and responsibility arrangements for all parties as well as including a comprehensive dispute resolution process. The Committee also expressed concern that the current contract currently offered two separate hourly rates, which did not meet the current Foundation living wage. The Committee therefore recommended that the Cabinet must be provided with the option to ensure that all people employed through the Direct Payments system received the Foundation living wage of £8.45 per hour, as set out in Council Policy. Finally, the Committee requested that a progress report on the implementation of the contract and operation of the new Direct Payments support service for children and young people be provided to the committee one year after the contract had been signed.

2017-18 Budget Proposals

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. The Committee considered the Council's draft Corporate Plan and draft budgetary proposals for 2017 -18, including their detailed savings proposals and Capital Programme at its meeting in February 2017. It reviewed the draft

Corporate Plan and budget savings proposals, and tested their impact on the outcomes for children and young people.

The Committee identified a number of issues across the Corporate Plan, Corporate Budget and Directorate Budget reports. These concerns were included in a letter, sent to the Policy Review and Performance Scrutiny Committee for it to take into consideration when it reviewed the overall Corporate Plan, Consultation and Budget proposals on 15 February 2017 and to the Cabinet for consideration at its meeting on 16 February 2017.

The Committee's letter was considered by Cabinet and Council during their deliberations on the proposals. The Cabinet Member for Corporate Services and Performance also responded to the letter providing a full explanation on the specific budget savings points raised by the Committee.

School Admission Arrangements and Welsh in Education Strategy

The Committee is due to consider the pre-decision scrutiny of the School Admission Arrangements and Welsh in Education Strategy at its final meeting in March 2017. The outcome of this will be sent to the Cabinet in time for its meeting on 17 March 2017.

Performance Monitoring – Better Outcomes

The Committee has a clearly defined role in the Council's improvement and governance arrangements, and its work programme includes a high level of the monitoring and review of Directorate performance, resource management, target setting and improvement management.

This year the Committee reviewed the level of Member involvement in monitoring performance and budget, particularly at Committee. The Committee agreed to set up a Budget Monitoring Panel to free up some time at Committee and better focus the Members' analysis of information through an ongoing informal panel that reports back to the Full Committee.

Budget Monitoring Panel

The Committee agreed to create a Budget Monitoring Panel to more effectively investigate each Directorate's progress in achieving the Council's agreed savings proposals, and in managing any potential expenditure overspends during the year.

The Panel agreed a programme of meetings to review the Cabinet Budget Monitoring reports as and when they are published. The Panel has met twice this year and has reviewed the Month 4 and Month 6 Cabinet budget monitoring reports. The outcome of each panel meeting was reported (where appropriate) to Committee and letters sent to Directors (if required), seeking clarification on savings programme, details of funding calculations and a commitment to undertake a detailed investigation.

All requests for information were responded to promptly, and reported to Members at their next Panel meeting.

Quarterly Performance Reports – Children’s Services

During 2016/17 the Committee noted generally improving performance across many indicators; however they expressed their concern at a few indicators showing reduction in performance. The Committee has reviewed each quarterly corporate performance report together with a catalogue of local indicators which the Members have requested to regularly monitor.

The Committee has reviewed all of the local performance indicator reports in detail, following which the Committee has written if they had concern about areas where performance was either reducing slowly, or which had experienced a sudden dip in performance. Members have also written passing on their appreciation of the work officers had made in those areas where performance has improved.

Performance Reports – Education and Lifelong Learning

The Committee continued its new approach to the scrutiny of educational performance by scheduling throughout the year examination of particular aspects of performance, in addition to an overview of annual performance in January. The meetings have focused on the development and implementation of the Cardiff 2020 strategy together with the Education Corporate Performance reports.

The performance monitoring reports enable Committee to review, assess and challenge the implementation of all actions and thereby the delivery of high quality education and improved outcomes for children and young people in Cardiff’s Schools.

The Committee has regularly written to the Cabinet Member seeking clarification on actions and recommended improvements in performance.

Central South Consortium – Annual Performance Report

The Committee considered the Consortium's business plan as part of its consideration of the Education Business Plan. The Committee's key task was to ensure that the two business plans fitted together in ensuring the improvement of outcomes of Cardiff's pupils.

The Committee also reviewed the monitoring and assessment of the work of the Consortium in Cardiff together with a briefing paper setting out how the Consortium contributed to raising standards in Cardiff's schools. The Members also discussed how the scrutiny committees of the five local authorities participating in the Consortium could best scrutinise the strategic direction and output of the Consortium. They agreed that the chairpersons and scrutiny officers from all five scrutiny committees would meet as a collaborative scrutiny panel to undertake a more strategic overview.

Committee Briefing Reports – Better Outcomes

The Committee agreed to receive briefing papers outside the normal Committee agenda so that they could be more effectively reviewed. The Committee agreed to receive these briefings as and when they were available.

Subjects covered included:

- ❖ Child & Adolescent Mental Health Service
- ❖ Youth Service
- ❖ Maintenance issues at three of Cardiff's Secondary Schools.

The outcome from the Members' review of the briefings has been reported to Committee and appropriate letters sent to Directors. All requests for information have been responded to promptly and reported to Members..

Call-in of Cabinet Decision 15/CAB/84 (Welsh Medium Schools Catchment Areas) – Better Decisions

The Council's Call-In Procedure provides that any non-Executive Member may request to call-in a decision of which notice has been given in writing to the Operational Manager (Scrutiny Services). The Committee received a request for a call in on Cabinet Decision CAB/15/84 on Welsh Medium Schools Catchment Areas. The Call-in was held on 17 May and the outcome of the meeting was to not to refer the decision back to Cabinet.

Suggested Items for 2017/18 Work Programme

The Committee receives regular work programme updates at which Members have the opportunity to consider items suggested by members of the public, young people, organisations, Council Members and other scrutiny committees, for inclusion on the work programme. Committee Members can also suggest any new issues which may be of interest to the Committee.

Following the May 2017 Council elections the new Administration may agree at Council to continue with a Children & Young People Scrutiny Committee. Should the Committee consider a new work programme for 2017/18 municipal year, this Committee would like to recommend the following items to be considered for inclusion in its work programme:

- ❖ Youth Service inquiry
- ❖ The monitoring and reduction of young people who are not in education, employment or training
- ❖ Cardiff 2020 Strategy
- ❖ Consortium performance
- ❖ Social Services and Wellbeing (Wales) Act 2014
- ❖ Play Service

The Council is responsible for co-ordinating the production of the main strategies and plans covering service development and provision across a range of services and agencies. The Committee's future work programme could include:

- ❖ Children's Services Improvement Plan
- ❖ Corporate Plan and Budget
- ❖ Integrated Family Support Team

The Committee has undertaken a number of task group inquiries during the year and will be identifying further issues for consideration during June/July 2017.

It is suggested that the Committee continues to receive the regular progress and performance reports on:

- ❖ Children's Services performance
- ❖ School performance
- ❖ Budget proposals and monitoring

Mae'r dudalen hon yn wag yn fwriadol

**CITY AND COUNTY OF CARDIFF
DINAS A SIR CAERDYDD**

CHILDREN AND YOUNG PEOPLE SCRUTINY COMMITTEE

7 March 2017

CORRESPONDENCE UPDATE – INFORMATION REPORT

Background

1. Following most Committee meetings, the Chair writes a letter to the relevant Cabinet Member or officer, summing up the Committee's comments and recommendations regarding the issues considered during that meeting.
2. Committee letters and their responses are now included with the Committee papers on the internet, to ensure that all documents relating to the Committee meeting are accessible and public.

Issues

3. Committee letters are sent following discussions around the key points raised in the Committee during the Way Forward section of the meeting, and are linked to the formal minutes of the meetings. Responses received from Cabinet Members and external witness, where appropriate, are also copied to the papers for the relevant meeting Children and Young People Scrutiny Committee papers and are evidenced in future reports or copied to Members if requested. A summary of the letters sent and responses received is attached at **Appendix A**.

Legal Implications

4. 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.

Financial Implications

5. 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.

RECOMMENDATIONS

The Committee is recommended to note and review the summary of the responses received to the recent letters sent by the Committee, and refer any questions or concerns to the relevant Cabinet Member or Director.

Davina Fiore
Director of Governance and Legal Services
1 March 2017

Children and Young People Scrutiny Committee Correspondence Report summary 2016 - 17

Committee date	Recipient	Subject	Response Required	Response date	Response received	Future Action
14 June 2016	Cllr Hinchey	Corporate safeguarding Board's Annual Report	Requested an updated report later in the year Amendments to the report suggested A copy of the training video be provided for Members to view	10 October 2016	Copy of latest report attached to letter Recommendations have been agreed and incorporated into the report A copy of the training video has been made available to Members	
Follow up letter on 24 October 2016	Cllr Hinchey	Response to letter	Members considered the letter to be brief and did not highlight the changes made. The annual report still did not contain sufficient information to provide assurance. Further report providing information on Performance reporting.	24 January 2017	Explanation of the brief reply to the previous letter Further response on reassurance Officers are not able to provide this report in time	To include in future work programme

Committee date	Recipient	Subject	Response Required	Response date	Response received	Future Action
8 November 2016	Rosemarie Whittle Head of Operations and Delivery Community Child Health Directorate	Child & Adolescent Mental Health Service.	Members highlighted that further investigations were needed about: <ul style="list-style-type: none"> • A potential gap in the referrals process, assessment and support for early years, children under the age of 6. • The level of capacity to meet the expected increasing demand for services. • Of a more specific phone number for “out of hours referrals” 		No response required	Further monitoring required
8 November 2016	Councillor Lent	CHAD improvement plan Child Sexual Exploitation	Members recommended more formal meetings with parent. Savings proposals would not impact on this respite service Request for summary information on cases identified Awareness raising in hotels	25 November 2016	The disability futures programme will continue to arrange formal meeting and the team will attend coffee mornings and events. Proposal will not impact on the respite service. Information will be provided in the near future Hotels will be included in awareness raising plans.	Continue to monitor

Committee date	Recipient	Subject	Response Required	Response date	Response received	Future Action
6 December 2016	Cllr Lent	Families First draft Cabinet report	All providers must be considered for tendering		No response required	Bring back report
6 December 2016	Cllr Lent	Quarter two children's services performance	Requested targets and performance trends to be included in quarter 3 report if available Requested a list of vacant social worker posts and agency staff	30 January 2017	Awaiting response	Check quarter three report
6 December 2016	Hannah Woodhouse	Consortium actions to address Estyn Inspection Pisa results	Committee requests briefing on Pisa results	30 January 2017	Briefing on the Pisa results provided	Continue monitoring
6 December 2016	Cllr Merry	Effectiveness of school governors update Quarter two performance Cardiff 2020	Number of school governors who have resigned Analysis of sickness rates by section Out of county remodelling Recommend a board monitor the 2020 partnership work	30 January 2017	Details of resignations provided. Analysis of sickness rates provided Joint project group is addressing this issue The Education development board, is a partnership board and will undertake the monitoring	Continue monitoring

Committee date	Recipient	Subject	Response Required	Response date	Response received	Future Action
10 January 2017	Cllr Merry	Schools Annual report	<p>Details of actions to improve secondary schools</p> <p>Update on 21st Century Schools for special schools</p> <p>Action plan to address gap between nFSM and eFSM</p> <p>Update on implementation of new Curriculum Amendments to future reports</p>	9 February 2017	Information requested by Committee was attached to the letter	Future briefing on Commissioning 6 th Form courses.
10 January 2017	Cllr Lent	Direct Payments	<p>Governance and responsibility arrangements must be clear</p> <p>Consider ensuring people are paid the Foundation living wage</p> <p>Future progress report</p>	16 January 2017	<p>Monitoring arrangements are built into the specification</p> <p>Monthly meetings to resolve issues and review performance</p> <p>Council cannot mandate this payment</p> <p>Will provide future updates</p>	

Committee date	Recipient	Subject	Response Required	Response date	Response received	Future Action
13 February 2017	Hannah Woodhouse – Education Consortium	Consortium support in raising standards	To work with the education Directorate to provide information		N/A	Continue monitoring the work of the Consortium
13 February 2017	Cllr Hinchey	Corporate Plan & 2017/16 Budget proposals	Level of contingency Detailed concerns on various proposals	16 February 2017	Full response received	Monitoring of budgets by the Panel.
13 February 2017	Cllr Merry	Maintenance issues at 3 high school	Further report setting out maintenance responsibilities Details of costs		Awaiting response	Include report in future work programme.

Mae'r dudalen hon yn wag yn fwriadol