

ADMISSION FORUM RESPONSE TO THE CARDIFF COUNCIL SCHOOL ADMISSIONS POLICY 2019-20 CONSULTATION

Following discussion the Cardiff Admissions Forum have an agreed position regarding each set of over subscription criteria. These are set out below along with the rationale for each.

Nursery – proposed criteria agreed without alteration.

Primary – proposed criteria partial agreement with recommendation.

The forum recommended changes to the proposed primary criteria in order to ensure that Cardiff Council's criteria sufficiently take account of the needs of families appropriately and equitably given the changing pattern of education provision now and in the future.

Concerns regarding the proposed criteria for primary were predominantly concentrated on the proposal to remove the current 3a 'directed sibling' criteria. Admissions forum members expressed these concerns were owing to the high number of catchment area changes and/or school organisation proposals and that the frequency of changes meant that families accessing education for their children in areas subject to change were more likely to be disadvantaged and split. This was felt to be particularly relevant at primary age when the logistical challenge of transporting siblings to different schools would present the most difficulties.

Members recognised that the national policy to increase the number of Welsh-speakers (particularly the ambition to increase the number of pupils accessing Welsh-medium education) could result in further change and that this sector may be more affected as a whole with future changes (in the form of catchment area change and enlarged/new schools) expected which would be in addition to the growth anticipated as a result of the new homes planned through the LDP.

It is suggested that each criterion included in the proposed primary over subscription criteria remains, and that a variation of the existing 'directed sibling' criteria also be included immediately above the 'residence in catchment area' only criteria.

This criterion would assist those impacted by organisational changes brought about by the Council, i.e. those affected by catchment area change and/or SOP projects.

It was agreed that the other directed criteria (current criteria 3b) be removed as proposed.

Secondary criteria – Option A agreed without alteration.

The decision on this aspect of the proposed criteria was debated at length by those present. There were advantages and disadvantages to both options. Several liked the benefit of transition with peers, others felt this would put families that had been keen to educate their children through the medium of Welsh (and found that they did

not feel it suit their child) at a disadvantage should they wish to change to their first language.

Furthermore, many children attending faith primary schools do not succeed in securing a place at a faith secondary schools as they cannot meet the higher criteria. Children meeting high the criteria but significantly further distance (including out of county) succeed ahead of them and Option B would work against them securing a local place.

Members also discussed how there are areas of the city where mobility can be significant, for example in the central part of the city (Cathays, Adamsdown, Grangetown, Riverside etc). Children that may have to move through no fault of the family, many of which would be vulnerable already would be further disadvantaged.

This was put to a vote and the majority was in favour of option A.

General

Other aspects proposed for change regarding the simplification of the criteria to make them easier for families to understand was welcome and supported by members.

WELSH EDUCATION FORUM RESPONSE TO THE CARDIFF COUNCIL SCHOOL ADMISSIONS POLICY 2019-20 CONSULTATION

Following discussion the Welsh Education Forum have an agreed position regarding each set of over subscription criteria. These are set out below along with the rationale for each.

Nursery – proposed criteria agreed without alteration.

Sufficiency of Welsh-medium nursery education places continues to cause concern in some parts of the city but in terms of oversubscription criteria the members present were in agreement with the proposed criteria.

Primary – proposed criteria partial agreement with recommendation.

The forum is firmly of the view that the issues affecting the Welsh-medium sector and admissions to it are different to those issues presenting in and affecting families expressing preference to access English-medium schools. Whilst it is broadly accepted that there is no appetite for separate criteria for the different language mediums, the WEF recommended changes to the proposed primary criteria in order to ensure that Cardiff Council's criteria sufficiently take account of both sectors needs appropriately and equitably.

Concerns predominantly concentrate on the proposal to remove the 'directed sibling' criteria. WEF members expressed these concerns were owing to the high number of catchment area changes and/or school organisation proposals that have affected the Welsh-medium sector and that the frequency of changes meant that families accessing Welsh-medium education for their children were more likely to be disadvantaged and split. This is particularly relevant at primary age when the logistical challenge of transporting siblings to different schools would present the most difficulties.

Furthermore if the national policy to increase the number of Welsh-speakers (particularly the ambition to increase the number of pupils accessing Welsh-medium education) were to be realised there would be further changes (in the form of catchment area change and enlarged/new schools) expected, in addition to the growth anticipated as a result of the new homes planned through the LDP.

WEF members acknowledged the number of variables that impact on the planning of places, particularly if there is a policy drive to move away from a traditional demand-led model to one which aims to stimulate demand. Furthermore there is no desire for an admission policy which would benefit a few individual families in the short term but would undermine the overall longer term position. The overriding aim is to support the growth and uptake of places in the sector and contribute toward the quality of provision and smooth transition.

It is suggested that each criterion included in the proposed primary over subscription criteria remains, and that a variation of the existing 'directed sibling' criteria also be included immediately above the 'residence in catchment area' only criteria.

This criterion would assist those impacted by organisational changes brought about by the Council, i.e. those affected by catchment area change and/or SOP projects. The recommended criterion and definition are as set out below:

'Prioritised sibling post catchment area change'

a) Where an older sibling was admitted to and continues to attend a school that was previously the catchment area school, if the parent desires, the Council will admit younger siblings to the former catchment school.

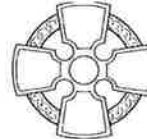
b) Where an older sibling was admitted to and continues to attend a newly established community school without a determined catchment area, if the parent desires, the Council will admit younger siblings to this school.

Secondary criteria – Option B agreed without alteration.

The WEF members are in broad agreement with the proposed criteria as set out in both options A and B.

The WEF stated a preference for Option B over A because the transfer of pupils with their primary school peer group was felt to be of importance.. Members agreed that there were disadvantages to some as set out in the supporting documentation but, on balance, feel the advantages were greater when considering the impact on children and families accessing Welsh-medium education in the Cardiff context. These included the planning for an effective, efficient curriculum delivery and high quality transition which are felt to be better supported by a criterion which enables peers moving together where possible.

The WEF agreed that the removal of the 'directed sibling' criteria would be appropriate at this phase and would support both the planning and provision of places more efficiently particularly given the potential range of changes that could impact on the sector in coming years. The protection of siblings was felt to be less important in the secondary context as children are more independent at this phase and therefore the logistics concerns were less relevant and, on balance, the advantages would not outweigh the potential disadvantages at this phase.



Diocese of Llandaff response to draft School Admission Policy 2019/20

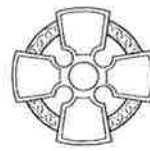
The Diocese of Llandaff is committed to the education of all children within the community and, in line with guidance of the Church in Wales, to provide an inclusive education. We therefore submit this response to the draft Admission Policy for 2019/20 with particular reference to the proposed changes to the oversubscription criteria for admission to secondary schools.

The draft Admission Policy 2019/20 sets out the proposed changes to the oversubscription criteria for admission to secondary schools as Option A or Option B. Option A makes no reference to feeder schools as one of the criteria but does refer to residence in a defined catchment area. However, Option B refers to children resident in the school's defined catchment area, either with or without a brother or sister already in attendance at the secondary, and in attendance at a **linked** feeder school. However, Appendix 2 consists of a list of secondary schools with their respective feeder schools. No Church in Wales schools are included in that list and there is no recognition that in fact there already exists strong and meaningful links, often more than the informal partnerships that define what a feeder school is, with local secondary schools. Section 7.7 of the draft Admission Policy is explicit that those attending feeder schools have priority over those in the catchment area not attending a feeder school. Using the Authority's own definition of a feeder school as one where there are informal links, these should include Church in Wales schools.

The Consultation Document includes a definition of what constitutes a feeder primary school. It says that a feeder school is one of a group of primary schools working in an **informal partnership** with a local secondary school. We strongly maintain that the Church in Wales primary schools have close and mutually beneficial relationships with their local secondary schools that often go beyond informal links. In many cases Church primary schools are working closely with secondary schools sharing resources and teaching. For example, St Pauls in Grangetown works with its local secondary who provide expertise in teaching Welsh language.

So, Church in Wales schools fulfil the Authority's definition of a feeder school. However, there is no recognition that they will be included under this definition should Option B be accepted. The introduction of Option B for the basis for oversubscription would significantly disadvantage children from Church in Wales primary schools who either do not wish to transfer to one of the Church in Wales high schools or who were not given a place at one of the Church in Wales high schools. This is particularly relevant as there are not enough places at the Church in Wales high schools to meet demand. These children would be seriously disadvantaged if Option B were chosen. Similarly, children from an ethnic minority background, especially those whose parents may have poor English or literacy skills, would be at a disadvantage as they are less likely to be able to afford the travel to and from a Church in Wales high school. Using feeder schools as criteria for admission would be divisive because parents' perceptions would further divide Church schools from community schools at a time when all schools are working hard to welcome all children regardless of background.

Mr Andrew Rickett, Cyfarwyddwr Addysg Esgobaeth Llandaf / Llandaff Diocesan Director of Education
Y Llys, Llangrallo, Pen-y-bont CF35 5EH / The Court, Coychurch, Bridgend CF35 5EH
☎ 07741 146825 ✉ llandaffdde@churcheinwales.org.uk 📠 01656 868 857



The current Cardiff City Admission Policy is compliant with the Equality Act 2010 and the Welsh Government's School Admissions Code E.3. This has been subject to the authority's equality impact statement which states that an admission authority **must not** discriminate on grounds of disability, gender assignment, race and, amongst others, **religion or belief**. Whether Option B would still fulfil this requirement or be in breach of it is not clear.

The Diocese of Llandaff is a major and long-term provider of education. It seeks close and purposeful relationships with all its partners to secure the best outcomes for all children. We feel strongly that Option B as a set of criteria as oversubscription for admission to secondary schools would significantly disadvantage children from Church in Wales primary schools. Church in Wales primary schools have had purposeful links with local secondary schools for many years and fulfil the authority's definition of a feeder school. Should Option B be accepted then we strongly maintain that, to ensure equality of opportunity, Church in Wales primary schools are recognised as feeder schools in any future Admission Policy. The Diocese recommends that Option A be accepted.

Andrew Rickett

19 January 2018

Llandaff Diocesan Director of Education



Monmouth Diocesan Trust

Diocesan Office, 64 Caerau Road, Newport. NP20 4HJ
01633 267490 • monmouth.churchinwales.org.uk

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Proposed changes to the School Admission Arrangements 2019/20 – response from Diocese of Monmouth, Church in Wales (CinW)

Dear Mr Nick Batchelar and colleagues,

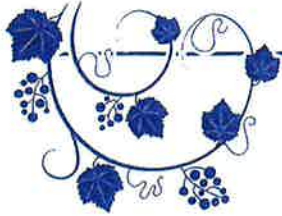
I write with some concern, on behalf of the Diocese of Monmouth, in response to your proposed changes for School Admission Arrangements in 2019/20. This concern is particularly around your proposed changes for admission to secondary level education within Cardiff. We understand that admissions processes can be very complicated and, at times, controversial and we appreciate your desire to consider alternative processes that might better serve communities in Cardiff. However, any alternatives need to ensure that they are inclusive and representative of the communities they serve and this is where we encounter serious concerns with what you are proposing.

For admission to secondary level education, you are proposing two alternatives – Option A and Option B. The key particular difference between these options is to do with the inclusion (within Option B) of the “feeder school” criterion. You define feeder schools as “one of a group of primary schools working in an informal partnership with a local secondary school”. [There doesn’t appear to be any clarification of what constitutes “an informal partnership” or what might be deemed to be the minimum number of participants within this partnership for it to be deemed a valid.] You helpfully identify feeder school links in Appendix 2, so that there is no confusion about the specific details of your intentions. However, there is a major issue with this, in that, within your lists in Appendix 2 (Draft policy document), you have completely omitted all the church schools – Church in Wales and Roman Catholic. [This is discrepant with the fact that you have listed all these church schools within Appendix A.] Therefore, the explanation (pages 11-13 of consultation document) of your data explorations comparing the impact of Options A and B are flawed due to incomplete data sets which exclude the significant impact of children from feeder church schools.

Furthermore, in your equality impact assessment, you state that “The City of Cardiff Council is committed to equality of opportunity and to eliminating unlawful discrimination. In respect of admissions to community schools, all pupils and prospective pupils are treated equitably, regardless of gender, race, ethnicity, culture, nationality, language, ability/disability or religious belief” and in the consultation documents there is mention of the “council’s commitment to equality of opportunity”. Yet, section 3.7 states that you deem the new admissions proposals to have no differential impact on people with different religions, beliefs or non-beliefs. This is something we challenge strongly. By putting forward a proposal with a feeder school criterion which ignores all church schools, there is a very clear negative differential impact being outlined.

The commentary below this erroneous assessment claims that the proposal has 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*



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*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."*

and goes on to mention "There are a number of maintained voluntary aided faith schools in Cardiff which are either Roman Catholic or Church in Wales which deal with their own admissions and admit children of those faiths...as a result there may be a lower number of pupils of these faiths within community schools."

However, as you are already aware, there are not sufficient places in CinW high schools within Cardiff to accommodate all those leaving CinW primary schools. The fact is that many of these maintained voluntary aided faith schools (and St Mellons CinW Primary School which is voluntary controlled, but manages its own admissions) are established and significant feeder schools to (and have strong partnerships with) community secondary schools. Regardless of whether the numbers of these pupils might be smaller than those coming from other schools (see above "as a result there may be a lower number of pupils of these faiths within community schools"), this constitutes discriminatory practice. Therefore, your claim - that "the Council's admission arrangements do not differentiate between applicants of differing belief systems who apply to attend Community Schools" - is very much unfounded.

We are aware that the Diocese of Llandaff have also expressed their concerns to you and we add our comments to theirs and urge serious reconsideration of the terms of this proposal, since, as it stands, Option B clearly discriminates against our Church in Wales schools, as co-providers of education, and is seriously flawed, making it an unviable option for consideration. Therefore, by process of elimination, Option A is the only viable way forward. The Diocese of Monmouth recommends that, as the proposal document stands, Option A be accepted.

We very much value our partnership with Cardiff Council, as co-providers of education. However, we are very alarmed by this serious omission and trust that you will address it as a matter of urgency before considering any further possible changes.

We look forward to hearing from you in this regard.

Yours sincerely,

Annette Daly (Dr)
Director of Education
Diocese of Monmouth, Church in Wales

Liberal Democrat Council Group Consultation Response

Do you support the proposed 2019/20 school admission arrangements?

Nursery Admissions - Yes

Primary Admissions – Yes

We recognise that the council is attempting to clarify the admissions criteria in order to ensure parents and guardians are better informed and better able to use the admissions criteria, reducing the number of children refused a place at their local primary school.

We are concerned, however, at the impact of the proposed changes to the sibling rule on the provision of and access to Welsh medium education. Given that Welsh medium school catchments are far larger than those of English medium schools, this poses additional difficulties for parents facing the possibility of having siblings in different schools, particularly where provision is limited. There is a real danger that these proposals may have an adverse effect on families seeking Welsh medium education.

Secondary Admissions

Cardiff Lib Dems believe that the use of proximity alone in prioritising the allocation of places in over-subscribed schools means relying on one arbitrary measure, which 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.

We therefore welcome the attempt to deal with this unfairness but feel the council has missed an opportunity. There is a risk that amending admissions criteria in order to address one element of unfairness in the system will disadvantage some children even while it benefits others. The introduction of a feeder system could create an unfairness of its own. Those who miss out on a place in a feeder primary school, through no fault of their own, will be less likely to secure a place at their local secondary school as a result of the criteria outlined by Option B. We know of families who live within the catchment area of a high school and also within the catchment area of one of its proposed feeder schools who have missed out on a place at that feeder school. In some instances, this was because they moved into an area just months after the cut-off point for applying for a primary school place. In other instances, children have missed out on a place at a feeder primary school due to over-subscription. They have been required, as a result, to accept a place in a non-feeder primary school. Under the proposals in Option B, this would lead to a double-whammy of missing out on both their local primary and then their local secondary school. We find this unacceptable.

That is why, a year ago, we argued that the council could introduce a points-based tie-breaker, based on a system of both proximity to a high school and length of residence in that school's catchment area. Mathematically, this is not complicated. In crude terms, it would 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.

In response to these comments, the Director of Education wrote:

'Thank you for these detailed points....

'I will ensure that they are included in the further consideration of admission arrangements which will be undertaken in time to inform the admission arrangements which are consulted on for 2019/20.'

We are disappointed they have not been given any consideration in what has emerged in this current consultation.

However, when faced by a choice between the two options presented, we feel that the status quo (albeit modified by a few superficial tweaks) offered in Option A does nothing to address the sense of unfairness felt by many families. Option B, despite its flaws, is the better of the two. Tying both catchment and the sibling rule to each criterion above that of a pure feeder-criterion will mitigate against some of the unintended unfairness of a feeder system.

Better than both, however, would have been Option C, as suggested by us a year ago: a points-based tie-breaker, based on a co-efficient of both proximity to the school and length of residence in its catchment area.

Further comments

In the WISERD report commissioned by Cardiff Council to consider its school admissions arrangements, the report noted a high level of social segregation in Cardiff's secondary schools. Whilst recognising that it is difficult to address this within the scope of the criteria permitted by the Schools Organisation Code, it is our

view that Cardiff Council should work with Welsh Government to update the Schools Organisation Code to permit the use of Pupil Development Grant eligibility as a criterion for school admissions. Despite the additional complexity this may bring to parents' understanding of the admissions code, a points-based system, as described in our core response to this consultation, would address a degree of this complexity.

It was also concerning that the paving report, noted above, made very little reference to Welsh medium provision in the city. We also note that in the consultation's Equality Impact Report, in relation to the Welsh language, the council makes reference to statutory obligations, rather than to any further assessment conducted by the council of the impact of the proposed changes on Welsh medium education and those seeking a Welsh medium education. It is also our understanding that the Welsh Education Forum was not formally engaged in this process. It would be disappointing if the council did not make use of a stakeholder such as this in understanding the impact of the proposed changes on a sector which has experienced significant growth in recent years and will also grow further in the years ahead.

Jenny Rathbone

Aelod Cynulliad dros
Ganol Caerdydd

Assembly Member for
Cardiff Central



Cynulliad National
Cenedlaethol Assembly for
Cymru Wales

Sarah Merry
Cabinet Member for Education

Sent by e mail

January 30th 2018

Dear Sarah

Re: Consultation on School Admissions

I have submitted some comments through the online form but wanted to add that I think you should make it mandatory for all schools in receipt of Council funding to be part of a unified admissions process. Unacceptable that Bishop of Llandaff and others have refused to cooperate.

There remains a fundamental problem that catchment areas are themselves unfair and cause considerable financial hardship to families in Llanedeyrn/Pentwyn where there is no longer a non religious school. Special consideration needs to be given to

- a) Changing the catchment areas to achieve a more balanced, comprehensive intake in all schools
- b) Using PDG more intensively to target resources to poorer pupils who are also more likely to have lower attainment based on EPPE evidence
- c) Providing safe walking/biking routes to all schools to reduce the unlawful levels of air pollution. This needs to start in primary schools with cycling proficiency training and loan schemes for purchasing bikes.

Yours sincerely

Jenny Rathbone AM

Croesewir gohebiaeth yn y Gymraeg a'r Saesneg/We welcome correspondence in both English and Welsh

Cynulliad Cenedlaethol Cymru
165 Albany Road, Caerdydd,
CF24 3NT
Jenny.Rathbone@cynulliad.cymru
www.cynulliad.cymru
T +44 (0)29 2049 0352

National Assembly for Wales
165 Albany Road, Cardiff,
CF24 3NT
Jenny.Rathbone@assembly.wales
www.assembly.wales
T +44 (0)29 2049 0352

Birchgrove Primary School response

As Chair of Birchgrove Primary School, I would like to submit a response on behalf of the Governing Body, having considered the matter at our meeting last week. I apologise for our submission being late in the day but would point out the tight window given to Governing Bodies to consider this matter.

The school considers "Option A" to be the fairest proposal for pupils and parents. We feel that "Option B" proposal to add a criteria for attending a feeder primary to be unfair. Many schools in Cardiff are oversubscribed and may result in children who live very close to a high school that they wish to attend, based on the fact they may have moved into Cardiff and not been able to attend the local primary and had to settle for a school outside their expected area.

We are aware that Option B could prove difficult for families with children currently on roll at the school.

We would be happy to discuss this face to face if that is helpful to the Council. We are aware that consultation sessions were held but we did not feel able to make any of the suggested sessions held due to the sessions being overwhelming scheduled in school time.

I am copying Mrs Morgan as headteacher.

Kind regards,

Dan Walsh
Chair of Governors, Birchgrove Primary School



GOVERNING BODY
HOWARDIAN PRIMARY SCHOOL
HAMMOND WAY
PENYLAN
CARDIFF
CF23 9NB

29/01/2018

RE: PROPOSED CHANGES TO THE SCHOOL ADMISSION ARRANGEMENTS 2019/20

Dear School Admissions,

We are writing to you on behalf of the Howardian Primary School Parents and Governing Body regarding the consultation on the proposed changes to the school admissions policy.

We believe that option B coupled with the proposal to increase capacity at Cardiff High School (CHS) in 2020 offer the best chance for our children to be able to move to their local catchment secondary school with their peer group.

We support Option B which has the feeder school oversubscription criteria, for the following reasons:

- We fully understand the criterion proposing attendance at a feeder school.
- The proposed feeder schools are clear and transparent and made on reasonable grounds:
 - a) It includes the Primary Schools that the children of our community attend that are located within the high school's catchment, so Option B would help the local secondary to maintain close partnerships with the local primary schools.
 - b) For the purpose of our local catchment secondary school, Cardiff High school (CHS), the feeder primaries are listed as Howardian, Marlborough, Roath Park Lakeside and Rhydypenau.
 - c) The intake numbers at the Primaries broadly equate to the current CHS intake and the proposed expansion of CHS by two additional forms will provide capacity for 2 form cohorts from Howardian from 2022.
- The independent report commissioned by Cardiff Council to look at options for admissions arrangements recommends it - "consider adding designated feeder schools as an oversubscription criterion (after sibling and catchment criteria)."

- If the Option B feeder school criteria had been included in the admissions for Cardiff schools for the last academic year (2017/18), we understand that 73 children attending the proposed feeder schools and living in catchment would have proceeded with their peer group to their catchment high school.
- They offer the benefit of continuity of education for pupils and enables most children in the feeder schools to move as a cohesive peer group to their local catchment secondary school. This reinforces and continues community ties and peer support and promotes positive pupil wellbeing, which is at the heart of the Welsh Government's curriculum reforms. It also supports other national agendas such as Together for Children and Young People and the Well-being of Future Generations Act.
- Creating greater certainty for our children in Year 6, reduces added stress caused by removing them from their established peer groups and improves pupil wellbeing and in turn their academic outcomes.
- Transition from KS2 to KS3 would be enhanced and collaboration across the Key Stages would be more impactful. In Howardian's case the school is part of the Cardiff High School, School Improvement Group (SIG).
- Feeder school criterion would ensure a more diverse pupil intake and base – in terms of socio- economic factors, community and ethnicity, as opposed to distance from an affluent suburb being a more significant determining factor.
- Facilitates greater opportunities for sustainable transport options.

Finally at Howardian our current Year 2 students have been disadvantaged by a 3 year delay waiting for their new school to be built. During this time our children have not had access to the high quality foundation phase learning environments that their peers in other local schools have benefited from. This will be resolved as they progress into Key Stage 2, but we are keen to ensure that our students are not further disadvantaged as they progress into Key Stage 3.

We trust that you take our views into consideration.

Yours sincerely

Dr James Cording (Educational Psychologist/ Parent Governor)

Mrs Stephanie Reid (Teacher/ Parent Governor)

On behalf of the Parents and Governing Body of Howardian Primary School.

Dear Sir,

I write on behalf of the Full Governing Body in response to the council's consultation on proposed school admission arrangements for 2019/20. Specifically the section on admissions to secondary schools.

Following a recent meeting with parents and our response last year to the consultation on proposed school admission arrangements for 2018/19 (sent to you on 21st January 2017), we remain concerned that the current oversubscription criteria unfairly penalises families resident in the Marlborough Primary School catchment area 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.

Last year we proposed that in advance of proximity from home to the secondary school that family longevity of residence (or other similar criteria that removes the unfairness of proximity) should take precedence to proximity.

We are heartened that the consultation provides two options and we as a Full Governing body at our meeting on 24th January 2018 were **unanimously in favour of admission to secondary education option B** on page 10 of your consultation document.

We feel that Option B provides a better more fair option for our community as it helps to remove the current unfair oversubscription criteria of the geographical distance to the catchment secondary school. In recent years this has caused significant concern for families and a lot of uncertainty and angst for the young people that we have responsibilities for in our school. This is of concern to us. Option B will better enable friendship groups that the pupils form in primary school to remain together in the transition to secondary school and assist in significantly reducing the level of worry and concern that currently exists.

I have also been alerted to a potential issue with the on-line feedback form for this consultation at www.cardiff.gov.uk/admissionarrangements whereby consultees are invited to leave their address should they wish to participate in further consultations. However, it has been suggested to me that unless this section is completed then their response to the consultation on School Admission Arrangements 2019-2020 is not considered by the Local Authority.

On this last point I would specifically ask for your response by return and if it is true, how any responses to this consultation made without this section being completed are to be considered?

Yours faithfully,
Andrew Skinner

Chair of Governors
Marlborough Primary School





Roath Park Primary School
Pen-y-Wain Road
Roath Park
Cardiff
CF24 4BB

Telephone 029 20499549

Fax 029 20485762

E-mail : cskinner@cardiff.gov.uk

Headteacher C J Skinner (B.ED HONS)
26th January, 2018.

To the School Organisation Planning Team,

Re: Secondary School Admission consultation 2019-2020.

In response to the current consultation, the Governing Body of Roath Park Primary School wishes to make the following points:

The Governing Body are unanimous in opting for Secondary Admissions: Option B. We feel that this is the best option that will ensure that the parents of children at our school will have the optimal chance of being able to attend Cardiff High School if the family reside within the catchment area of Roath Park primary school. Transition to high school is recognised as being vitally important to children's wellbeing therefore it is essential that children experience transition with their cohort/peers. It is crucially important to preserve and protect the diversity that Roath Park Primary brings to Cardiff High School.

- We feel that all Church and Foundation Secondary schools should be compelled to inform the parents of all future Year 7 children **on the same day that the local authority release the admissions for children who will be attending Community Secondary schools.**
- We are concerned that parents who opt for Welsh medium or private education for their children in the primary school will be given a place at Cardiff High School when they want their children to switch to English medium or the state system. This should not be allowed to happen at the expense of children who reside within our catchment area and who attend their local catchment school.
- We feel that the Council need to be really strategic and proactive in announcing as soon as possible their plans for secondary education across the city – will there be a new secondary school built in Pontprennau? Which high school will the pupils of Howardian Primary School be expected to attend in four years' time?

We would welcome a member of the SOP team coming to our next Governing Body meeting on the 14th February to advise Governors on the plans that Cardiff have for the next phase of admissions that may or may not adversely affect the admission of our children into secondary education.

Yours sincerely,
Sue Lent - Councillor Sue Lent,

(Chair of Governors)

Headteacher, St Monica's CiW Primary School (online response)

Do you support the proposed 2019/20 school admission arrangements to nursery

Yes

Simpler criteria

Do you support the proposed 2019/20 school admission arrangements to primary

Yes.

On the whole this seems to be simpler and proximity seems to be fairest system. Keeping siblings together at primary age should always be a priority - removal of 'directed sibling' seems unfair if the council have made changes to the catchment area whilst the family have been attending the school.

Do you support the proposed 2019/20 school admission arrangements to secondary

No

If you support the proposed arrangements, which secondary options do you prefer

Option A

Needs to be simpler for all to understand - info to parents also needs significant simplification for those with English as an additional language

The introduction of a feeder school system would significantly disadvantage children from Church in Wales primary schools. There are not enough Church in Wales high school places to meet demand. Children who are from an ethnic minority background (particularly those with parents who have very poor English and/or poor literacy skills) would be significantly disadvantaged as they are less likely to be able to afford to travel to and from a CiW high school. Church schools are chosen by many parents because a faith based education is seen as being an essential component of any well rounded education, this choice is not on offer for many. Where would children in primary CiW schools go to? A feeder school system is even more divisive in terms of parent perception and will further divide schools into 'haves' and 'have nots'. This narrows the choice of schools for all. School places based on proximity seems to be the fairest way. How long someone has been at an address should not be taken into account. Some of our most vulnerable learners have lived in many different addresses and have been to many different schools. They should not be disadvantaged because of this, they have very frequently had to move due to the high cost of rented accommodation and are already vulnerable to underachievement due to deprivation.

Ysgol Hamadryad,
Stryd Virgil,
Grangetown,
Caerdydd,
CF11 8TF



Ysgol Hamadryad,
Virgil Street,
Grangetown,
Cardiff,
CF11 8TF

Pennaeth / Headteacher: Mrs Rh. Carbis

30ain Ionawr 2018

Annwyl Sarah

Ymateb Llywodraethwyr Hamadryad i'r Ymgynghoriad ar Bolisi Derbyn Cyngor Caerdydd

Mae'n dda iawn gennyf gyflwyno ymateb ar ran Llywodraethwyr Ysgol Hamadryad i'r cynigion i newid polisi derbyn y Cyngor.

Mae'r materion yma yn gwbl allweddol yng nghyd-destun Ysgol Hamadryad – ysgol sydd ar hyn o bryd heb dalgylch – er y bydd yr ymgynghoriad ar hynny yn cychwyn yn ystod 2018. Mae'r Cyngor hefyd wedi ymrwymo i dwf Addysg Gymraeg yn y ddinas ac felly mae'n dra phosib y gallai newidiadau pellach cael eu cyflwyno i dalgylch Ysgol Hamadryad ac ysgolion cyfagos yn y blynyddoedd i ddod.


Mae'r ddogfen sy'n sail i'r ymgynghoriad yn trafod yn fanwl yr heriau sy'n gwynebu'r sector cyfrwng Saesneg, ac yn benodol ysgolion Cyfun cyfrwng Saesneg; ond mae'r dadansoddiad o sefyllfa addysg cyfrwng Cymraeg yn nodedig am ei absenoldeb. Mae newid polisi derbyn – yn enwedig y rheol brawd/chwaer (*sibling rule*) yn debygol o gael effaith sylweddol ar ysgolion cyfrwng Cymraeg; a hynny am ddau rheswm. Yn y man cyntaf mae sawl ysgol cyfrwng Cymraeg eisoes yn llawn; ac yn ail mae'r ysgolion cynradd cyfrwng Cymraeg dipyn yn bellach oddi wrth ei gilydd na'r ysgolion cyffelyb cyfrwng Saesneg. Fe fyddai, er enghraifft, yn anymarferol yn ôl pob tebyg i riant sy'n gweithio i dywys un plentyn i Ysgol Hamadryad ac wedyn mynd ag ail blentyn i Ysgol Pwll Coch.

Mae'r sefyllfa yn waeth yn achos Ysgol Hamadryad gan nad oes gennym dalgylch ar hyn o bryd. Pe tai'r newid yma yn cael ei gyflwyno byddai'n rhaid i riant, i fwy nag un plentyn, sy'n byw ar Virgil St dyweder, neu ar Cornwall St ddyfalu ym mha dalgylch y bydd eu cyfeiriad maes o law – er mwyn sicrhau fod y plant yn gallu mynychu'r un ysgol.

Credwn felly yn gryf na ddylid cael gwared ar y rheol brawd/chwaer a hynny yn benodol oherwydd yr effaith ar addysg Cyfrwng Cymraeg. Fan lleiaf pe tai'r Cyngor yn benderfynol o gael gwared ar y rheol, dylid rhag blaen sicrhau fod rhieni yn Grangetown a Butetown yn cael eu trin yn deg os ydynt yn dewis danfon eu plant i Ysgol Hamadryad (neu o ran hynny i Ysgolion Pwll Coch neu Ysgol Mynydd Bychan).

Yn gywir iawn

Dr Dafydd Trystan
Cadeirydd Llywodraethwyr

 07980 727677

 ysgolhamadryad@cardiff.gov.uk

 @ysgolhamadryad

Ymateb Corff Llywodraethol Ysgol Pwll Coch i'r Ymgynghoriad ar y Drefn Derbyniadau, Ionawr 2017

- 1 Hoffai Corff Llywodraethol Ysgol Pwll Coch [YPC] ddiolch am y cyfle i ymateb i'r ymgynghoriad pwysig hwn. (<https://www.cardiff.gov.uk/CYM/preswlyydd/Ysgolion-a-dysgu/Ysgolion/Gwneud-cais-am-le-mewn-ysgol/Ymgynghoriad-ar-broses-ddyrannu-ysgolion/Pages/default.aspx>)
- 2 Mae'r ysgol wedi profi newidiadau dalgylch yn ddiweddar yn sgil agor yr Ysgol Treganna newydd mewn rhan o'n dalgylch blaenorol. Bydd newidiadau pellach yn digwydd yn y dyfodol agos oherwydd creu dalgylch ar gyfer Ysgol Hamadryad. Felly, mae gan yr ysgol a'r gymuned y mae'n ei gwasanaethu brofiad ymarferol sylweddol o'r materion sy'n ymwneud â derbyniadau a'u heffaith ar blant a'u teuluoedd.

Sylwadau cyffredinol ar yr adroddiad 'Cardiff Council: Admissions Criteria' (Taylor 2017) a'r ymgynghoriad cysylltiedig

- 3 Mae YPC yn croesawu'r ymchwil a wnaed gan yr Athro Chris Taylor ar feini prawf derbyn ac mae'n gryf o blaid cynllunio sydd wedi ei seilio ar ymchwil.
- 4 Serch hynny, yn ei gyfanrwydd, mae cynnwys yr adroddiad yn codi pryderon. Y mwyaf amlwg yw'r diffyg sylw i'r sector cyfrwng Cymraeg [CC]. (Nid yw YPC wedi gweld y briff ar gyfer yr adroddiad, ac felly nid yw'r feirniadaeth a'r pryderon a fynegir yn yr ymateb hwn o reidrwydd yn feirniadaeth ar yr adroddiad ei hun ond yn hytrach ar ei ddefnydd i lywio proses ymgynghori heb ymchwil gyfatebol ar y sector CC.)
- 5 Fel y nodir mewn mwy nag un man, mae'r ymchwil yn canolbwyntio ar addysg uwchradd: 'secondary schools [are] the main focus of this research' (Taylor 2017, t. 1), '[g]enerally the review has largely focussed on secondary school admissions' (Taylor 2017, t. 16). Fodd bynnag, mae'r ymgynghoriad cyfredol yn ymwneud â derbyniadau i ysgolion cymunedol o bob math. Mae YPC yn pryderu mai ymchwil sy'n canolbwyntio ar un sector yn unig, sef ysgolion uwchradd cyfrwng Saesneg [CS], sy'n sail ar gyfer newidiadau arfaethedig ym mhob sector.
- 6 Nid yw'r ymchwil ond yn ymwneud yn arwynebol iawn ag addysg CC. Mae'n nodi'r ddyletswydd statudol ar awdurdodau lleol i asesu'r galw am addysg CC trwy eu Cynlluniau Strategol Cymraeg mewn Addysg [CSCA] a bod yn rhaid bodloni dewis rheini oni bai fod hynny'n ddefnydd aneffeithlon o adnoddau (Taylor 2017, t. 3). Mae hefyd yn nodi bod gweledigaeth *Caerdydd 2020* yn datgan y bydd yr awdurdod lleol [ALL] yn 'continue to provide more Welsh medium school places in line with the Welsh in Education Strategic Plan for Cardiff' (Taylor 2017, t. 44; *Caerdydd 2020*, t. 15). Fodd bynnag, nid oes trafodaeth yn yr ymchwil ar y berthynas rhwng dalgylchoedd, meini prawf derbyn a'r nod o gynyddu'r nifer sy'n derbyn addysg CC, er enghraifft. Mewn meysydd eraill, fodd bynnag, mae'r adroddiad yn gwneud awgrymiadau eang iawn, megis annog Llywodraeth Cymru i ystyried newid ei pholisïau mewn amryw o ffyrdd,

gan gynnwys ystyried bandio a newid natur yr ysgolion eu hunain. Yn y cyd-destun hwn, mae'r diffyg trafodaeth neu argymhellion gyda'r bwriad o ddatblygu addysg CC yn arbennig o amlwg.

- 7 Nid yw'r adran 'Schools admissions research' (Taylor 2017, tt. 21–5) yn cyfeirio at unrhyw ymchwil ar addysg CC, ac nid oes dim yn yr adroddiad sy'n ystyried oblygiadau y diffyg hwnnw.
- 8 O ystyried y diffyg ymchwil sy'n berthnasol i'r sector CC, dylai gwybodaeth o ffynonellau eraill fod wedi ei hystyried fel rhan o'r paratoi ar gyfer yr ymgynghoriad hwn. Yn benodol, mae gan y Cyngor ei Fforwm Addysg Gymraeg y mae ei aelodau'n cynnwys gweithwyr proffesiynol o amrywiaeth o feysydd yn y sector CC. Mae'n anffodus nad yw'r adroddiad na'r broses cyn yr ymgynghori wedi ymgysylltu â'r corff hwn.
- 9 Mae'r adroddiad yn rhoi cryn sylw i ddisgyblion sy'n gymwys i gael prydau ysgol am ddi, disgyblion ag anghenion dysgu ychwanegol, disgyblion o gefndir ethnig lleiafrifol, a disgyblion sydd heb y Gymraeg na'r Saenseg yn brif iaith y cartref. Mae YPC yn croesawu'r ffocws hwn, ond mae'n siomedig am y diffyg trafodaeth o fewn cyd-destun CC.
- 10 Mae un o'r ychydig sylwadau penodol am addysg CC yn nodi, 'In the main, Welsh-medium secondary school intakes are heavily polarised, particularly in relation to the low number of BAME students on roll. They are also considerably less likely to admit pupils eligible for free school meals' (Taylor 2017, t. 8). Mae'r rhain yn bwyntiau pwysig, ond nid yw'r adroddiad yn eu trafod mewn modd ystyrion. Mae ysgolion uwchradd CC wedi eu 'polareiddio' ond dim ond o'u cymharu ag ysgolion uwchradd CS. Mae'r polareiddio hwn yn llawer llai pan gaiff eu hystyried mewn perthynas â'i gilydd a chyda'u hysgolion cynradd. Mewn geiriau eraill, mae 'polareiddio' ysgolion uwchradd CC yn gynnyrch demograffeg sector cynradd CC yng Nghaerdydd yn hytrach na sut y gweinyddir derbyniadau. Ond nid yw'r adroddiad yn ystyried y sector cynradd CC a'r ffyrdd y gellid lleihau unrhyw 'bolareiddio' cymdeithasol.
- 11 Byddai YPC yn croesawu ymchwil a fyddai'n helpu i leihau'r polareiddio hwn mewn ysgolion cynradd CC. Byddai'n rhesymol tybio bod y sefyllfa bresennol yn seiliedig ar nifer o ffactorau, gan gynnwys lleoliadau ysgolion cynradd CC a'u dalgylchoedd, canfyddiadau a lefelau ymwybyddiaeth o addysg CC mewn gwahanol gymunedau, yr wybodaeth am addysg CC a roddir i rieni gan yr ALL, ymhlith eraill. Mae'r adroddiad yn ymwneud â dalgylchoedd a'r wybodaeth a roddir i rieni mewn rhai cyd-destunau, ond nid yw'n gwneud unrhyw sylwadau neu awgrymiadau cyfatebol yn achos addysg CC.
- 12 Mae'r adolygiad o drefniadau derbyn awdurdodau lleol eraill yn seiliedig ar bymtheg ALL, a dim ond dau ohonynt (Casnewydd ac Abertawe) yng Nghymru. Mae'r adroddiad yn nodi bod y sefyllfa yn Lloegr yn wahanol gyda 'proliferation of Academies and Free Schools' (Taylor 2017, t. 16), ond nid yw'n trafod yn fanwl pam na sut mae'r ALLau yn Lloegr yn debyg i Gaerdydd, o ystyried y ffaith amlwg nad oes addysg CC yn Lloegr. Yn

yr un modd, ni chaiff y mae modd y mae Casnewydd ac Abertawe yn ymdrin ag addysg CC ei drafod o gwbl.

- 13 Nid yw'r ffaith fod dalgylchoedd CC fel rheol yn sylweddol fwy na dalgylchoedd CS wedi ei hystyried yn yr adroddiad wrth werthuso'r system gyfredol (Taylor 2017, t. 28).
- 14 Yn yr un modd, nid yw'r drafodaeth am brisiau tai (Taylor 2017, tt. 23 a 31) yn gwneud y pwynt sylfaenol nad oes unrhyw dystiolaeth (yr ydym yn ymwybodol ohoni) fod dalgylchoedd CC yn cael unrhyw effaith ar brisiau tai.
- 15 Un pwynt sylfaenol arall nad yw'n cael ei ystyried yw bod addysg CC yn profi newidiadau mwy cyson o ran dalgylchoedd nag addysg CS. Er enghraifft, yn 1979 dim ond un ysgol gynradd CC oedd yng Nghaerdydd. Ers hynny mae tair ar ddeg wedi agor ac mae'r un wreiddiol wedi cau. Mae hyn wedi achosi llawer o newidiadau i ddalgylchoedd (gydag ysgol newydd yn agor ar gyfartaledd bob tair blynedd, yn fras) a bydd yn parhau i wneud hynny yn y dyfodol, gyda chreu dalgylch Ysgol Hamadryad maes o law. Er bod newid dalgylchoedd yn achosi rhai anawsterau, fel y nodir yn yr adroddiad (Taylor 2017, t. 26), mae YPC yn derbyn bod hynny'n ganlyniad anochel i sector CC sydd ar gynydd. Mae angen ystyried yn fanwl yr effaith ar deuluoedd â phlant sydd eisoes mewn ysgol benodol, fodd bynnag, sef rhywbeth nad yw'r adroddiad yn ei wneud yn ddigon manwl.
- 16 Mae YPC yn cytuno'n gryf â'r pwynt pwysig a wneir am effeithiau negyddol cael brodyr a chworydd mewn ysgolion gwahanol:

There are also very compelling reasons for why siblings should attend the same school – for logistic reasons (e.g. travel to/from school, particularly for younger children), for financial reasons (e.g. recycling of school uniforms) and for educational reasons (e.g. familiarity with the organisation, curriculum and pedagogy of a school). (Taylor 2017, t. 27)

Er bod yr adroddiad yn canolbwyntio ar ysgolion uwchradd, byddem yn nodi bod y problemau hyn yn waeth, ar y cyfan, i blant ysgol gynradd. Fe fyddem hefyd yn nodi bod cael plant mewn ysgolion cynradd gwahanol yn anos i deuluoedd sy'n dewis addysg CC yn hytrach na CS, gan fod dalgylchoedd CC yn gyffredinol yn llawer mwy (er nad ystyrir y pwynt hwn yn yr ymchwil, fel y nodir uchod §13). Fe fyddem hefyd yn nodi ein bod yn ymwybodol o achosion lle mae plant hŷn wedi eu cymryd allan o addysg CC oherwydd bod plant iau yn methu â sicrhau lle yn yr un ysgol.

- 17 O gofio bod yr adroddiad yn tynnu sylw at effaith negyddol rhannu brodyr neu chworydd — am resymau logistaidd, ariannol ac addysgol — mae'n syndod canfod bod y meini prawf a gynlluniwyd i atal hyn rhag digwydd (yn arbennig 2a a 2b [sef 3a a 3b mewn ysgolion cynradd]) yn cael eu diystyru heb fawr o drafodaeth:

Cardiff contains a number of relatively 'unique' admissions criteria. Most notably criteria 2a, 2b, 7 and 8. The first two of these appear to relate to historic decisions to change catchment areas and the Council's attempt to try to 'mitigate' the impact of these changes. It is not clear how necessary this

really is or what it achieves. (Taylor 2017, t. 28)

Nid yw'n glir beth yw ystyr 'relatively "unique"'— a oes gan ALLau eraill y meini prawf hyn? Yn yr un modd, nid yw arwyddocâd y cyfeiriad at 'historic decisions' yn amlwg. Mae'r polisi derbyn cyfredol ar ei hyd yn adlewyrchu cyfres o benderfyniadau hanesyddol i fabwysiadu gwahanol feini prawf. Mae'r defnydd o ddyfnodau o gwmpas 'mitigate' yn anodd i'w ddeall, yn enwedig o ystyried sylwadau'r adroddiad ar bwysigrwydd peidio â gwahanu brodyr a chwiorydd (gweler §16 uchod). Yna dywed yr adroddiad nad yw'n glir 'how necessary this really is or what it achieves'. O ystyried y diffyg sicrwydd a gwybodaeth am effaith y rheolau hyn (2a a 2b), a'r ffaith nad oes ystyriaeth i'w heffaith yn y sector cynradd CC (rheolau 3 a 3b ydynt yno), mae YPC yn teimlo nad oes unrhyw achos ar hyn o bryd i'w newid, yn enwedig o ystyried y ffaith y byddai eu newid yn cael effaith anghymesur ar addysg CC (oherwydd newidiadau dalgylch mwy rheolaidd a hefyd maint dalgylchoedd). Nodir yn yr adroddiad fod geiriad y meini prawf hyn yn gymhleth ac felly'n broblemus. Ond nid yw'r datrysiad amlwg, sef symleiddio'r geiriad hwnnw, wedi ei ystyried.

- 18 Mae YPC yn derbyn y gall y drefn bresennol ar gyfer lliniaru effaith newidiadau dalgylch arwain at blant yn y dalgylch yn methu sicrhau lleoedd. Ond rydym yn teimlo nad yw methu sicrhau lle mewn ysgol dalgylch, er mor siomedig yw hynny, mor broblematic â chael dau blentyn mewn ysgolion gwahanol (nid yw'r problemau ariannol ac addysgol a nodir yn yr adroddiad yn berthnasol yn yr achos cyntaf). Teimlwn y dylai'r meini prawf gael eu cynllunio yn y lle cyntaf i atal teuluoedd rhag cael eu rhoi yn y sefyllfa honno oherwydd penderfyniadau y tu hwnt i'w rheolaeth (e.e. newidiadau dalgylch gan y Cyngor). Wedi dweud hynny, mae'r awgrym y dylai'r Cyngor ei gwneud yn glir nad yw byw mewn dalgylch yn gwarantu lle yn gwbl resymol, a gellid ei weithredu heb yr angen am ymgynghori.
19. Mae Cyngor Caerdydd wedi dewis ymgynghori ar awgrym yr adroddiad i ddileu meini prawf 2a a 2b (neu 3a a 3b yn y sector cynradd). Ond nid yw'r sail dros hynny yn glir. Ar y naill law, mae Atodiad 3 (p.4) yn dweud mai prin oedd y defnydd o'r meini prawf hyn yn 2017. Ond ar y llaw arall, dywedir bod eu bodolaeth yn achosi 'resource planning issues for some schools, and there is a cumulative effect for those in-catchment pupils who in turn are unable to attend their catchment area school'. Mae'r senario olaf yn awgrymu eu bod yn cael eu defnyddio'n rheolaidd. Os felly, byddai hynny'n golygu y bydd llawer o deuluoedd yn y dyfodol yn dioddef y sgîl- effeithiau logistaidd, ariannol ac addysgol a grybwyllwyd uchod. Ond os nad ydynt mewn gwirionedd yn cael eu defnyddio'n rheolaidd, yna mae'n annhebygol y bydd effaith sylweddol. Nid ydym yn dilyn y rhesymu yma.
- 20 Mae YPC yn teimlo, fodd bynnag, na ddylai amllder defnydd maen prawf fod yn ystyriaeth sylfaenol. Mewn byd delfrydol, ni fyddai unrhyw un o'r meini prawf yn cael ei ddefnyddio, ac felly mae'r ffaith nad oes defnydd helaeth ar faen prawf yn beth da, yn hytrach nag yn rheswm dros ei ddileu. Dylai mesur gwerth meini prawf ymwneud â'u defnydd mewn sefyllfaoedd llai cyffredin a llai na delfrydol.
- 21 Hyd yn oed pan na chânt eu ddefnyddio, gall meini prawf ddal i hwyluso dewis addysg CC. Gallai dileu meini prawf 2a a 2b (neu 3a a 3b) gael effaith negyddol ar

rieni sy'n ystyried addysg CC, yn enwedig mewn ardaloedd lle mae cynllunio am ysgol newydd a/neu addasu dalgylchoedd.

Materion o berthnasedd arbennig i Ysgol Pwll Coch

- 22 Pe byddai'r cynigion hyn yn cael eu derbyn, byddent yn cael effaith sylweddol pan grëir dalgylch Ysgol Hamadryad. Mae'n debygol y bydd y dalgylch newydd yn cynnwys y rhan fwyaf o Grangetown a rhan sylweddol o Butetown. Ar hyn o bryd, mae'r ardal hon yn nalgylch YPC. Pe bai rheol 2a (3a cynradd) yn cael ei dileu byddai hyn yn golygu y byddai pob teulu yn yr ardal hon gyda phlant yn YPC yn cael eu cael eu hunain y tu allan i'r dalgylch ar gyfer brodyr a chwiorydd iau heb fod dim ar waith i liniaru'r sefyllfa honno. Ar y gorau, gallai newid o'r fath greu ansicrwydd a straen diangen i lawer o'n teuluoedd.
- 23 Pe derbynnid y cynigion, byddai'n rhaid i deuluoedd sy'n meddwl am addysg CC yn Grangetown ac ardaloedd cyfagos yn ystod y ddwy flynedd nesaf (o leiaf) ddyfalu beth fyddai eu hysgol dalgylch, YPC ynteu Ysgol Hamadryad, ar ôl aildrefnu dalgylchoedd. Gan fod y ddwy ysgol yn 2.5 milltir ar wahân, prin bod gyrru plant i'r ddwy yn opsiwn. Wrth gwrs, mae'n ddigon posibl y bydd lle yn y ddwy ysgol, ond mae ysgolion a'r ALL yn gwybod na allant warantu hyn i rieni o flaen llaw. Mae hyn yn creu ansicrwydd ac yn gwneud dewis addysg CC yn fwy o risg. Mae hefyd yn tansilio ymdrechion i leihau polareiddio, gan fod grwpiau sydd heb gynrychiolaeth ddigonol ar hyn o bryd yn llai tebygol o gael mynediad i'r wybodaeth sydd ei hangen i ddeall goblygiadau'r newidiadau hyn.

Casgliadau

- 24 Yn anffodus, ni all YPC fod yn hyderus bod y cynigion presennol wedi eu seilio ar ddealltwriaeth drylwyr o'u heffeithiau ar addysg CC. Mewn rhai achosion, teimlwn y byddai'r newidiadau arfaethedig yn cael effaith negyddol ar addysg CC.
- 25 Nid yw'r adroddiad y mae'r cynigion hyn wedi ei seilio arno yn ystyried addysg CC mewn modd ystyrion, nac yn ystyried o gwbl sut y gellid defnyddio gweithdrefnau derbyn i annog twf yn y sector CC.
- 26 Rydym yn nodi bod Asesiad Effaith Cydraddoldeb wedi ei baratoi (Atodiad 5). O ran yr iaith Gymraeg, mae'n dweud: 'The Council will continue to implement its Welsh in Education Strategic Plan and will ensure that there are schools to meet the demand for Welsh medium education'. Mae'r rhain yn rhwymedigaethau statudol ac maent yn amherthnasol i'r newidiadau arfaethedig. Ar sail yr wybodaeth a ddarparwyd, a'r ffaith na ddaethpwyd â'r cynigion gerbron y Fforwm Addysg Gymraeg, rydym yn pryderu nad yw effaith y cynigion ar yr iaith Gymraeg wedi cael ei hystyried mewn modd ystyrion.
- 27 Nid ydym felly yn gallu cefnogi'r cynigion yn yr ymgynghoriad. Byddem yn dymuno gweld ymchwil berthnasol sy'n ystyried addysg CC cyn newid y drefn bresennol.

Corff Llywodraethol Ysgol Pwll Coch

Bore da

Hoffwn ymateb yn fyr fel Pennaeth i'r ymgynghoriad hwn – trosglwyddo o'r Cynradd i'r Uwchradd.

Yn dilyn y ffaith fod y Sir wedi newid talgylch Ysgol Pnecae i fod yn bwydo Ysgol Glantaf yn hytrach nag Ysgol Plasmawr (Medi 2017), roedd amod yn y trefniadau Derbyn oedd yn gwarantu mynediad i frodyr a chwiorydd ieuengach Ysgol Pnecae i fynychu Ysgol Plasmawr fel eu bodyn gallu dilyn aelodau o'u teulu 'r ysgol honno yn hytrach nag Ysgol Glantaf. Mae'r addewid yma yn cael ei thorri yn y drefn newydd felly rwyf i fel Pennaeth yn gwrthwynebu'r rhan hon o'r ymgynghoriad. Nid yw hyn yn deg gan fod yr addewid wedi cael ei phwysleisio yn ystod y cyfnod trosi hwn. Bydd hyn yn achosi llawer iawn o drafferthion i deuluoedd ac yn fwy na dim yn adlewyrchu'n wael ar y Sir am newid trefniadau unwaith yn rhagor!

Gyda diolch,



Richard Thomas

Pennaeth / Head Teacher

Cyngor Caerdydd / Cardiff Council

Ysgol Pnecae, Highfields, Llandaf, Caerdydd, CF5 2QA

E-bost / Email: richthomas@cardiff.gov.uk

Ffôn / Phone: 02920 563851

www.ysgolpencae.cymru



28th January 2018

School Organisation Planning Team
Room 422
County Hall
Atlantic Wharf
Cardiff
CF10 4UW
Dear Sir

Response to draft Admissions Policy 2019-2020

I am writing on behalf of the governing body of Whitchurch High School regarding the authority's draft Admissions Policy 2019-2020. The governors' comments are as follows:

1. The Admissions Criteria Research Report (WISERD) commissioned by Cardiff Council makes several suggestions about making the existing criteria easier to understand and less complex whilst still meeting the necessary statutory requirements. However, the current proposals for primary and secondary schools are more complex and difficult to understand. Even though we are experienced in dealing with admissions criteria it took us some time to understand the meaning of the proposals.

Why hasn't the authority taken this opportunity to refine the criteria for admissions as suggested in their research report to make them easier to understand and more equitable and accessible as a result?

2. The Admissions Criteria Research Report recommends removing compelling medical or social grounds as a criterion. It indicates that only a 'very small number of places' are allocated as a result of this criterion yet it is hard to judge what is compelling medical or social grounds or who is best placed to give objective 'expert' advice on this matter.

This suggestion seemed a way to provide fewer and fairer criteria and as a result the governors of Whitchurch High School have now removed this criterion from their draft Admissions Policy 2019/20. It is not clear why Cardiff County Council continues to use 'compelling medical or social grounds' as a criterion. The governors do not support the continued use of this criterion.

3. The governors support the re-introduction of 'attendance of pupil at a feeder school' as a criterion. Whitchurch High (Foundation) School has always had this as a criterion recognising that it helps provide continuity within the local community particularly for more vulnerable students and families. With our transition programme, which operates throughout the year with Year 6 pupils, it also provides curriculum continuity through shared curriculum experiences.

Although there is some concern that this criteria could disadvantage families moving into the area; in oversubscribed secondary schools all places are likely to have been allocated prior to any move. In Whitchurch High we also find that some families move out of the

area after they have been awarded a place at the school; it is worth noting, therefore that in areas of greater mobility there is some possibility of places becoming available to families who move into the area.

4. It's not clear why FIHPs are being used as an admission criterion for secondary schools. The consultation document states 'FIHPs are assigned to children allocated nursery funding by the Early Years Assessment Panel or Case Advisory Panel'. Young children are usually assessed in nursery and early primary years and if appropriate in receipt of a Statement of Special Educational Needs during their primary years.

The governors do not support this admission criterion. It is to the benefit of pupils if they are in receipt of a Statement of Special Educational Needs when appropriate to enable them to have the most appropriate placement and levels of support.

Thank you for your consideration of our comments.

Yours sincerely

A handwritten signature in cursive script, appearing to read "Slack", with a horizontal line underneath.

Joyce Slack
Chair

Ysgol Gyfun Gymraeg Plasmawr – Headteacher response

Mae Llywodraethwyr Ysgol Plasmawr yn falch o weld cydnabyddiaeth i 'ysgolion bwydo' yn dychwelyd i'r meini prawf ar gyfer derbyn i addysg uwchradd. Teimlir er hynny nad oes digon o sylw wedi ei roi yn y ddogfen ymgynghori i'r sefyllfa unigryw sydd wedi wynebu addysg Gymraeg yn ddiweddar lle mae ysgolion newydd yn cael eu sefydlu a lle nad oes dalgylchoedd clir yn cael eu diffinio ar eu cyfer am gyfnod estynedig neu lle bo dalgylchoedd ysgolion yn cael eu addasu.

Credir y dylid cynnwys ystyriaeth ar wahân i ysgolion newydd yn y ddogfen fyddai'n cynnwys y cymal am 'brawd / chwaer' fel bo cefnogaeth i deuluoedd sydd yn awyddus i gefnogi ysgolion newydd ond am sicrhau bod eu plant yn cael mynychu'r ru'n ysgol yn enwedig yn y Sector Cynradd.

John Hayes

Albany Solicitors Response

School Admission Arrangements 2019-20

We understand that the Council are currently giving consideration to amending the schools admissions arrangements for the academic year 2019/2020, with specific consideration to be given to a feeder school system for admission to Secondary education. We believe that this is to address over subscription in some particular schools in the Local Authority area.

We write as the largest legal firm representing asylum seekers, refugees and members of the BME communities across Cardiff. We wish to raise concerns about this proposal as we do not believe that it addresses the issue of over subscription and is in fact detrimental to particular communities. It is acknowledged that oversubscription in the Local Authority area is an issue, and has indeed been an issue for a number of years. It is noted that the Local Authority previously maintained a feeder school system but that this was changed over 15 years ago to the current system, in line with many local authorities across Wales and the rest of the UK. It is submitted that the re-introduction of the feeder system in Cardiff actively discriminates against sections of the community which are more mobile and hence are less likely to be on the school roll throughout the primary phase or move into catchment later in the primary phase. This may include BME communities, children of asylum seekers and refugees, and the traveller community.

The Local Authority may not be aware that children of Asylum Seekers are accommodated by the National Asylum Support Service (NASS) and as such have no choice in their accommodation location. Families are given little notice of a change of accommodation and that accommodation could be located in any catchment area in the city. There is no consideration by NASS as to the impact this would have on a child in accessing education in a Local Authority where a feeder school system has been implemented.

The proposed system prejudices vulnerable, low income families who do not maintain permanent, secure accommodation and as such yet seems to benefit wealthier parents who are able to move into a permanent home in a "desirable" catchment area whilst their children are pre-primary age. The feeder system clearly places BME communities, children of asylum seekers and refugees, and the traveller community at a significant disadvantage when seeking admission.

Given the fact that the above groups are more "mobile" then this is likely to lead to significant transport issues in both congestion on the city network, and the Local Authority having to fund the transportation of these pupils across the city to the specified Secondary School. The Local Authority encourages children to walk or cycle to school or use sustainable transport for the purposes of healthy living and mind-set but this would not be encouraged by the suggested proposals.

It is acknowledged that the oversubscription of some schools is problematic in the Local Authority area but it seems illogical to seek to introduce a feeder school system at this stage, without giving more detailed consideration to the implications of the size and locations of catchment boundaries. It would unreasonable to implement

a policy which appears to benefit a small section of the Local Authority area, and place other groups, in particular those from a less fortunate socio-economic background across the Local Authority area at significant disadvantage.

In addition, given the significant implications of the admissions policy change, should the local Authority seek to implement the proposed feeder school system it is submitted that children currently in the primary school system are not prejudiced by the change.

Finally, we confirm that we are happy to contribute any further information as might be needed by the Local Authority on the impact of admissions arrangements changes on Asylum Seeker, Refugee and Immigrant families if required.

Yours sincerely

Sara Chang Kee
Partner



Bristol
Park House Business Centre
10 Park Street
Bristol
BS1 5HX

T: (0117) 9154541
F: (0117) 9154542

Cardiff
16 Park Grove
Cardiff

CF10 3BN

(02920) 472728
(02920) 495096

sc@albanysolicitors.co.uk

www.albanysolicitors.co.uk | www.facebook.com/albanysolicitors

Marlborough Children's Action Group Response

Proposed Changes to the Community School Admission Arrangements 2019-20 – Consultation Response

We, as a parent campaign and support group, support the Council's proposed 2019/2020 Secondary school admissions arrangements with the Option B feeder school oversubscription criteria.

We refer to our letter dated 4/9/2017 to the Cabinet Member for Education & Skills and the Director of Education and Life Long Learning in which we set out our arguments regarding the unsuitability of the current school admissions arrangements and the need to change the oversubscription criteria to achieve a fairer system. We do not propose to repeat those arguments - that letter should be read in conjunction with this consultation response please.

In its consultation document, the Council acknowledges " a need for a fairer, more equitable system of allocating school places in Cardiff without impacting adversely on the community", and that with regard to social segregation the current arrangements have " done little to mitigate disadvantage". Whilst Option A does remove some criteria, only 7 out of 8618 applicants were allocated places under these criteria in 2017. With respect, Option A is a slightly revised regurgitated version of the current criteria. It therefore follows that Option A is neither suitable nor desirable. It does not have reasonable prospects of addressing the difficulties faced by pupils and their families embarking upon the application process in catchments for oversubscribed high schools. The mounting pressures upon secondary high school places in Cardiff for the next few years will further limit the options for those pupils who are unable to secure a place at their in catchment high school with their peers if a feeder school oversubscription criterion is not introduced.

Our reasons for supporting Option B which has the feeder school oversubscription criteria are as follows :

- Attendance at a feeder school criterion is clear and easily understood
- The proposed feeder schools are clear and transparent and made on reasonable grounds:
 - a) They consist of the primary schools nested in the high school's catchment, so Option B would help maintain close relationships between local primaries and their partner secondary
 - b) For the purpose of our local catchment secondary school, Cardiff High school (CHS), the feeder primaries are listed as Marlborough, Roath Park Lakeside, Rhydypennau and Howardian.
 - c) The intake numbers at the Primaries broadly equate to the current CHS intake. Howardian will not be producing an intake for approx. four years by which time the proposed expansion of CHS by an additional two form intake using Plan B funding will have occurred.
- If oversubscription criteria had included the Option B feeder school one last year then the following numbers of children attending the proposed feeder schools and living in catchment who were refused places at their partner catchment high school in 2017, and would have got them are:

Cardiff High School – 33
Fitzalan High School – 17
Llanishen High School – 23

A staggering 73 children would have been able to proceed with their peer group to their catchment high school if a feeder over subscription criteria had applied.

- The independent report commissioned by Cardiff Council to look at options for admissions arrangements **recommends it** - "consider adding designated feeder schools as an oversubscription criterion (after sibling and catchment criteria)."
- They offer the benefit of continuity of education for pupils and enables most children in the feeder schools to move as a cohesive peer group to their local catchment secondary school. This reinforces and continues community ties and peer support.
- They minimise issues of transition and encourage close cooperation between the primary and secondary school sectors. In Marlborough's case examples of this include:
 - A longstanding partnership with CHS – pupil visits, staff visits, regular meetings between key subject leaders and Heads to ensure continuity of education and standards and strategies, support to ensure smooth transition, compatible and shared resources, links between Primary School Councils and CHS School Parliament, shared governors, shared community ties.
 - Buying IT and software equipment compatible with CHS.
- The Equality Impact Assessment conducted on option B shows that overall there is no significant impact on protected characteristics such as disability or religion, with the exception of race. The assessment states that whilst there is not a significant difference between different ethnic groups, there could be a small disadvantage for Black / African / Caribbean / Black British pupils, and Traveller families. The ethnic group most likely to benefit from option B would be Asian/ Asian British pupils, followed by White British pupils. The difference is down to how likely pupils of different ethnicities are to stay at the same primary school until they move to secondary school. So, for example 92% of Asian / British Asian pupils are likely to stay at the same school, compared to 75% Black / African / Caribbean / Black British pupils.
- However, there is no Equality Impact Assessment for the proposed Option A so it is not possible to compare what impact the current proximity criteria has on different ethnic groups. Given the diverse makeup of Marlborough and Roath Park compared to areas closer to CHS, the current criteria are likely to adversely affect ethnic minority pupils more than the proposed option B. Approx 33% of Marlborough's children are from ethnic minorities. Currently Marlborough has 172 pupils on its roll from 33 ethnic minority groups, of which 22 are Black / African/Caribbean/Black British.
- In addition to this the Council accepts that the current criteria "have done little to mitigate disadvantage" and address segregation.
- CHS is based within one of the most affluent and expensive parts of Cardiff. The current criteria and Option A benefits those living in the more affluent

area closer to the school, and disadvantages those from the more diverse and less affluent parts of the catchment area as we have seen in recent years.

- Feeder school criterion would ensure a more diverse pupil intake and base – in terms of socio- economic factors, community and ethnicity.
- The admissions report confirms that the opportunity to ‘choose’ a school “privileges 2 key groups- high household income families and church goers” and that is what we are beginning to see at the 3-main oversubscribed secondary schools.
- It has no significant impact upon the Welsh language and faith who continue to have the benefit of multiple application options which most English medium pupils in reality do not have. There are no current issues with place availability in the Welsh Medium High Schools. Pupils attending Welsh medium and faith primary schools can continue to ‘feed’ into their Welsh Medium/ Faith High school. They are not prevented from applying to an English medium school, simply that in the event of oversubscription, those children at the English medium feeder schools will have priority.
- Enables better use of green sustainable transport options and encourages good habits and health.e.g. lift shares, pupils walking/ cycling together. The increased certainty should assist the Council in planning cycling routes with children in mind.

Yours faithfully

Marlborough Children's Action Group



Trefniadau Derbyn Ysgolion 2019- 2020

Dogfen ymgynghori

Cyngor Caerdydd

Cyswllt:

Ceri McEvoy

Rhieni dros Addysg Gymraeg

Tŷ Cymru

Greenwood Close

Parc Busnes Porth Caerdydd

Caerdydd

CF23 8RD

ceri@rhag.net

07912175403

Ionawr 2018

RHAG

- 1 Mudiad yw Rhieni dros Addysg Gymraeg sy'n cynrychioli rhieni sydd â phlant mewn ysgolion Cymraeg.
Nod RhAG fel mudiad yw cefnogi datblygiad addysg Gymraeg ledled Cymru.
- 2 Mae RhAG yn gwerthfawrogi'r cyfle i ymateb i'r ymgynghoriad dan sylw. Hyderwn y rhowch sylw dyladwy i'r ymateb canlynol. Bydd y sylwadau hyn yn ymdrin ag addysg Gymraeg, sef ein prif diddordeb fel mudiad.

Sylwadau cyffredinol

- 3 Rydym yn croesawu'r ymchwil a gynhaliwyd gan yr Athro Chris Taylor ac yn gwbl gefnogol o benderfyniadau a wneir ar sail tystiolaeth.
- 4 Serch hynny, roedd yn gryn siom i ddarllen yr adroddiad dan sylw, sy'n cynnig newidiadau pellgyrhaeddol i drefniadau Derbyn i Ysgolion yn 2019/10, a hynny ar sail dogfen sy'n ddiffygiol iawn.
- 5 Yn ei gyfanrwydd, mae'r diffyg ystyriaeth i'r Gymraeg yn yr adroddiad a'r argymhellion yn dorcalonnus, yn wir, arwynebol ar y gorau yw'r ymdriniaeth o'r sector cyfrwng Cymraeg, mewn unrhyw ystyr.
- 6 Mewn adroddiad sy'n ymdrin ag ystod eang o argymhellion ac awgrymiadau, byddai'n rhesymol disgwyl iddo osod y cyd-destun o safbwynt addysg cyfrwng Cymraeg, gan gynnwys polisiâu a strategaethau cenedlaethol a lleol, ymchwil perthnasol ayb. Mae methiant yr adroddiad i wneud hynny yn drawiadol.
- 7 Prin yw'r gyfeiriadaeth at bolisi cenedlaethol sydd bellach yn gosod disgwyliad bod ALL yn ysgogi a chreu'r twf yn hytrach na dim ond diwallu'r galw. Nid oes unrhyw drafodaeth yn yr adroddiad o'r berthynas rhwng dalgyloedd, polisi Derbyn Ysgolion a'r angen i gynyddu'r niferoedd sy'n derbyn addysg Gymraeg. Nid oes ychwaith unrhyw gyfeiriad at Gynllun Strategol y Gymraeg mewn Addysg 2017-20 Cyngor Caerdydd, sef y prif offeryn statudol o ran cynllunio ac ehangu darpariaeth cyfrwng Cymraeg yn y ddinas.
- 8 Dyma enghraifft o'r perygl sy'n codi wrth hepgor ystyriaethau o'r Gymraeg mewn perthynas ag adroddiadau o'r fath. Daw'n amlwg bod prif bwyslais yr adroddiad ar addysg uwchradd, ond yn naturiol byddai gweithredu'r argymhellion yn effeithio ar addysg trwyddi draw. Mae llunio adroddiad sydd i bob pwrpas yn rhoi blaenoriaeth amlwg i anghenion ysgolion uwchradd Saesneg, yn gogwyddo'r holl adroddiad mewn ffordd sy'n diystyru ac yn methu amgyffred yr anghenion gwahanol sydd gan addysg gynradd Gymraeg yn arbennig, ond hefyd o safbwynt addysg gynradd cyfrwng Saesneg.
- 9 Ymhellach at hynny, nodwn bod holl ogwydd yr adroddiad wedi ei ysgrifennu o safbwynt a chyd-destun Seisnig, sy'n rhoi'r camagraff nad yw addysg wedi ei ddatganoli yng Nghymru. Mae ystyriaethau megis ysgolion bonedd, ysgolion gramadeg, ysgolion 'rhydd' (free schools), academiâu ayb yn gwbl

- amherthnasol. Collwyd cyfle i osod y cyd-destun Cymreig ac i wneud cymhariaethau ystyrion gyda pholisi Derbyn i Ysgolion ALI eraill yng Nghymru.
- 10 Yn wir, nid ydym yn ymwybodol bod y dogfennau hyn wedi mynd gerbron y Fforwm Addysg Gymraeg, sy'n gyfrifol am fonitro a gwerthuso cynnydd mewn perthynas â'r gwaith hwnnw. Mae hynny'n fethiant sylfaenol ac yn tanseilio swyddogaeth a chyfraniad y grŵp ymgynghorol hwn. Pe bai'r Fforwm wedi cael bod yn rhan o'r broses o bennu briff yr adroddiad yn y lle cyntaf, yna mae'n bosib iawn y byddem wedi llwyddo i osgoi'r sefyllfa hon.
 - 11 Mae tirwedd y sector cyfrwng Cymraeg yng Nghaerdydd wedi ei drawsnewid yn y blynyddoedd diwethaf, a hynny wedi arwain at newidiadau llawer mwy o ran dalgylchoedd na welwyd o safbwynt addysg cyfrwng Saesneg. Agorwyd 13 o ysgolion cyfrwng Cymraeg newydd ers 1979. Mae hyn wedi achosi llawer o newidiadau i ddalgylchoedd (gydag ysgol newydd yn agor ar gyfartaledd bob tair blynedd neu fwy). Er bod dalgylchoedd newidiol yn achosi aflonyddwch, fel y nodwyd yn yr adroddiad, rydym yn derbyn bod hynny'n rhan anorfod o ehangu'r sector cyfrwng Cymraeg. Mae angen ystyried yr effaith ar deuluoedd sydd â phlant sydd eisoes mewn ysgol, fodd bynnag, sy'n rhywbeth nad yw'r adroddiad yn llwyddo i'w wneud yn ddigon manwl.
 - 12 Rydym yn cytuno'n llwyr gyda'r pwynt a wneir yn yr adroddiad, sef yr effaith negyddol a geir wrth wahanu brodyr a chwiorydd (t.27) ar sail ymarferol, addysgol ac ariannol. Nodwn mai cyfeirio'n benodol at y sector uwchradd a wneir yma, ond byddem yn dadlau bod hynny hyd yn oed yn fwy perthnasol o ran y sector cynradd, lle mae dalgylchoedd yr ysgolion cyfrwng Cymraeg ar gyfartaledd yn fwy. Er nad yw'r adroddiad yn cyfeirio o gwbl at hynny.
 13. O ystyried hyn, mae'n ein taro'n rhyfedd bod yr union feini prawf a luniwyd i osgoi hynny - sef maen prawf 2a, 2b, 7 a 8 – yn cael eu diystyru heb fawr o drafodaeth.
 - 14 Mae'r adroddiad yn cyfeirio at y ffaith bod gan Gyngor Caerdydd feini prawf derbyn i ysgolion sy'n 'gymharol unigryw'. Yn wir, mae RhAG wedi cyfeirio yn gyson at bolisi presennol Caerdydd fel un sy'n oleuedig mewn apeliadau derbyn ysgolion mewn siroedd eraill. Byddai'n siom gweld y Sir yn troi cefn ar agwedd flaengar y dylai bod siroedd eraill yn eu mabwysiadu.
 - 15 Pryderwn fod bwriad yma i wneud newidiadau pellgyrhaeddol ar sail cwbl adweithiol ac y bydd rheidwydd yn fuan iawn i gyflwyno newidiadau pellach wrth agor mwy o ysgolion. Mewn cyfnod newidiol o safbwynt addysg Gymraeg, lle mae polisi cenedlaethol yn pennu'r disgwyliad y bydd newidiadau sylweddol pellach dros y blynyddoedd nesaf, rhaid osgoi ymateb o'r fath.
 - 16 Byddai gweithredu ar y cynnig hwn yn cael effaith afresymol ar addysg Gymraeg oherwydd newidiadau cyson i ddalgylchoedd. Mae dalgylchoedd ysgolion cyfrwng Cymraeg ar gyfartaledd yn fwy, a'r pellter ac amseroedd teithio yn uwch, felly byddai'n arwain at fabwysiadu polisi sy'n debygol o gael

effaith anghymesur ar deuluoedd sydd wedi neu'n bwriadu dewis addysg Gymraeg.

- 17 Rhaid tynnu sylw arbennig at y goblygiadau, o ran newid rheolau, i deuluoedd mewn dalgyloedd Cymraeg mawr, fel Grangetown. Mae'r argymhelliad i hepgor y maen prawf sy'n blaenoriaethu brodyr a chwiorydd yn rhwym o greu problemau enbyd i rai teuluoedd, lle bydd gofyn mynd a phlant i wahanol ysgolion Cymraeg. Mae'r syniad o orfod teithio o ganol Grangetown i Dre-biwt i hebrwng un plentyn i'r ysgol, cyn dychwelyd i Ysgol Pwll Coch gyda phlentyn arall yn frawychus.
- 18 Awgrymwn felly nad yw'n ddoeth amcanu i greu polisi cyffredinol wrth geisio ateb anghenion un sector sydd ag anghenion cwbl wahanol i'r sector cyfrwng Cymraeg.
- 19 Nid yw amcanu i drin pawb yr un fath gyfystyr â thrin pawb yn deg. Mae llawer mwy o her (yn ddaearyddol ac ymarferol) i ddisgyblion i gael mynediad i ddarpariaeth cyfrwng Cymraeg, felly dylai polisiâu a strategaethau'r Cyngor adlewyrchu hyn.
- 20 Mae'n glir i ni y byddai gweithredu ar y newidiadau arfaethedig, yn benodol i waredu'r maen prawf brodyr a chwiorydd, yn arwain at y canlyniadau anfwriadol canlynol:
 - Creu rhwystrau ychwanegol at addysg Gymraeg i lawer o deuluoedd, ac yn arbennig o ran grwpiau sydd heb gynrychiolaeth ddigonol ar hyn o bryd, gan gynnwys teuluoedd o gefndiroedd llai breintiedig ac o gymunedau lleiafrifoedd ethnig;
 - Sefydlu polisi sy'n mynd yn groes i'r dyletswydd i hyrwyddo mynediad at addysg Gymraeg;
 - Creu sefyllfa lle na fydd cynnig rhagweithiol o Addysg Gymraeg i bob teulu;
 - Gwneud y dewis o addysg Gymraeg yn fwy o risg a chynyddu ansicrwydd a phoen meddwl i deuluoedd;
 - Rhieni ddim yn ystyried addysg Gymraeg o gwbl, yn arbennig mewn ardal lle mae ysgol newydd yn cael ei sefydlu a/neu gynnig i newid dalgyloedd yn yr arfaeth;
 - Colli plant o'r sector, h.y. brodyr neu chwiorydd hyn yn cael eu tynnu allan o ysgolion cyfrwng Cymraeg oherwydd bod plant iau yn methu a chael lle yn yr un ysgol. Noder mai traffig un ffordd yw hyn. Pe bai plentyn yn methu cael lle mewn ysgol cyfrwng Saesneg, yna mae llawer mwy o opsiynau gan rieni a'r cyfan ohonynt trwy gyfrwng y Saesneg.
 - Colli ewyllys da tuag at addysg Gymraeg
- 21 Rhaid osgoi creu strwythurau sy'n atal neu lesteirio twf addysg Gymraeg yn y ddinas. Rhaid osgoi hefyd gosbi rhieni am sefyllfa sy'n ganlyniad uniongyrchol o ddiffyg cynllunio rhagweithiol a digonol i'r galw am addysg Gymraeg yn y ddinas. Nid oes modd dadlau fod teuluoedd wedi gorfod teithio allan o'u

cymuned leol i gael mynediad at addysg Gymraeg oherwydd diffyg darpariaeth mewn cymaint o ardaloedd.

- 22 O safbwynt addysg Gymraeg, ac yn wir o safbwynt unrhyw fath o addysg, sicrhau bod digon o ysgolion lleol, o fewn pellter rhesymol ac o ansawdd dda yw'r ffordd orau o osgoi sefyllfa lle mae rhieni a disgyblion yn teithio allan o'u dalgylch naturiol neu 'swyddogol'.
- 23 Nid yw'n glir inni pam fod y Cyngor yn bwriadu ymgynghori i gael gwared ar feini prawf 2a a 2b. Ar un llaw mae'r papurau ymgynghori yn nodi na ddefnyddwyd y rheolau hyn yn aml yn 2017 ond ar y llaw arall yn crybwyll fod eu bodolaeth yn 'achosi heriau o ran cynllunio adnoddau ar gyfer rhai ysgolion, ac mae effaith gronol ar y disgyblion hynny sy'n byw o fewn y dalgylch ac sydd, yn eu tro, yn methu â mynychu ysgol eu dalgylch'. Os felly, mae'r awgrym eu bod yn cael eu defnyddio yn gyson yn golygu y byddai nifer llawer uwch o deuluoedd yn y dyfodol yn gorfod wynebu'r canlyniadau negyddol ymarferol, ariannol ac addysgol y nodwyd uchod. Os nad ydynt yn cael eu defnyddio'n aml, yna mae'n anhebygol y caiff y plant sy'n byw o fewn y dalgylch eu heffeithio. Byddai'n dda cael eglurder ar yr amwysedd o ran ysgogiad yr ymgynghoriad i waredu'r meini prawf hyn.
- 24 Mewn byd delfrydol wrth gwrs, ni fyddai angen defnyddio'r meini prawf o gwbl, ac mae eu pwysigrwydd yn fwy, er mwyn diogelu teuluoedd sy'n canfod eu hunain mewn sefyllfa llai na delfrydol ac sydd y tu hwnt i'w rheolaeth. Mae'n holl bwysig cynnal y rhwyd diogelwch i deuluoedd sydd am ddewis addysg Gymraeg.
- 25 Mae hyn yn tanlinellu'r angen i sicrhau bod y polisi cynradd yn gywir er mwyn sicrhau bod y polisi uwchradd yn llifo'n iawn.

Sylwadau i gloi

- 26 Am y rhesymau a amlinellir uchod, nid yw RhAG yn hyderus bod yr argymhellion yn seiliedig ar ddealltwriaeth ddigonol o'u heffaith ar addysg Gymraeg. Oherwydd hynny, gofynnwn i chi oedi cyn gweithredu ar y cynigion dan sylw.
- 27 Yn ein barn ni, yr unig ymateb synhwyrol yw mynd ati i lunio adroddiad arall, ar sail ffeithiol gadarn, sy'n ystyried mynediad i ysgolion a dalgylchoedd o safbwynt Addysg Gymraeg, a hynny mewn ymgynghoriad llawn â chyrrff llywodraethol, Fforwm Addysg Gymraeg Caerdydd a rhanddeiliaid allweddol eraill, er mwyn sicrhau bod yr argymhellion a gaiff eu gweithredu yn y pen draw yn rhesymol a chymesur, ac yn gweithio er lles holl ysgolion y ddinas.
- 28 Byddai RhAG yn croesawu ymrwymiad gan y Cyngor i gynnal ymchwil o safbwynt yr heriau sy'n wynebu addysg Gymraeg, gan roi ystyriaeth lawn i faterion megis; lleoliadau'r ysgolion presennol, hygyrchedd y ddarpariaeth, maint dalgylchoedd, ymwybyddiaeth, gwybodaeth a chanfyddiadau cyffredinol am addysg Gymraeg ayb

- 29 Byddwch yn ymwybodol fod RhAG eisoes wedi bod yn galw am adolygu ac aildrefnu'r dalgylchoedd cyfrwng Cymraeg ledled y ddinas, ac mae'r angen i wneud hynny yn Ne'r Ddinas yn fater o frys. Dylai hynny fod yn flaenoriaeth.
- 30 Mae'r papurau ymgynghori yn cynnwys Asesiad Effaith Cydraddoldeb, ac mewn perthynas a'r Gymraeg, yn nodi, 'Bydd y Cyngor yn parhau i weithredu ei Gynllun Strategol Cymraeg mewn Addysg a bydd yn sicrhau bod ysgolion yn cwrdd â'r galw am addysg cyfrwng Cymraeg'. Mae'r rhain yn ddyletswyddau statudol ac yn amherthnasol i'r cynigion arfaethedig. Ar sail y dystiolaeth a gyflwynwyd yn yr adroddiad, neu yn hytrach yng ngwyneb diffyg tystiolaeth, yn ogystal â'r ffaith na chyflwynwyd y briff gwreiddiol na'r cynigion gerbron y Fforwm Addysg Gymraeg, ofnwn nad ydym wedi ein bodloni fod unrhyw ystyriaeth ystyrion wedi ei roi i effaith gweithredu'r newidiadau hyn ar yr iaith Gymraeg. Dylai bod asesiad mesur effaith penodol wedi ei gynnal o ran y Gymraeg a hynny wedi ei gynnwys fel rhan o'r ymgynghoriad.
- 31 Mae dyletswydd ar Gyngor Caerdydd i weithredu mewn modd sy'n ysgogi twf mewn addysg Gymraeg ac yn cyfrannu mewn modd ystyrion at darged Llywodraeth Lafur Cymru i gyrraedd miliwn o siaradwyr Cymraeg erbyn 2050. Byddai gweithredu'r argymhellion dan sylw yn tansellio unrhyw ymdrechion i gyflawni hyn.

