Pecyn Dogfennau

Mark James LLM, DPA, DCA
Prif Weithredwr,
Chief Executive,
Neuadd y Sir, Caerfyrddin. SA31 1JP
County Hall, Carmarthen. SA31 1JP

DYDD IAU 9FED O FEHEFIN 2016

AT: HOLL AELODAU'R **PWYLLGOR CRAFFU ADDYSG A PHLANT**

YR WYF DRWY HYN YN EICH GALW I FYNYCHU CYFARFOD O'R **PWYLLGOR CRAFFU ADDYSG A PHLANT** SYDD I'W GYNNAL YN **Y SIAMBR, NEUADD Y SIR, CAERFYRDDIN** AM **10:00YB** AR **DDYDD GWENER 17EG O FEHEFIN 2016,** ER MWYN CYFLAWNI'R MATERION A AMLINELLIR AR YR AGENDA ATODEDIG.

Mark James

PRIF WEITHREDWR

AILGYLCHWCH OS GWELWCH YN DDA

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Cyf:	**AD016-001**

PWYLLGOR CRAFFU ADDYSG A PHLANT

13 AELOD O'R CYNGOR, 2 AELOD ANETHOLEDIG SYDD Â PHLEIDLAIS A 3 RHIANT-LYWODRAETHWYR ETHOLEDIG SYDD Â PHLEIDLAIS

GRŴP PLAID CYMRU – 6 AELOD

1.	Cynghorydd	C.A. Campbell
2.	Cynghorydd	J.M. Charles
3.	Cynghorydd	W.G. Hopkins
4.	Cynghorydd	P. Hughes Griffiths
5.	Cynghorydd	M.J.A. Lewis
6.	Cynghorydd	J.E. Williams (Cadeirydd)

GRŴP ANNIBYNNOL – 3 AELOD

1.	Cynghorydd	I.W. Davies
2.	Cynghorydd	D.W.H. Richards
3.	Cynghorydd	T. Theophilus

GRŴP LLAFUR – 4 AELOD

1.	Cynghorydd	D.J.R. Bartlett (Is-Gadeirydd)
2.	Cynghorydd	J.D. James
3.	Cynghorydd	P.E.M. Jones
4.	Cynghorydd	J. Williams

AELODAU ANETHOLEDIG SYDD Â PHLEIDLAIS (2)

1.	Mrs. V. Kenny	Cynrychiolydd yr Eglwys Gatholig Rufeinig
2.	Canon B. Witt	Cynrychiolydd yr Eglwys yng Nghymru

RHIANT LYWODRAETHWYR ETHOLEDIG SYDD Â PHLEIDLAIS (3)

Cyfnod yn y swydd yn dod i ben ar y 31/03/2018

1.	Mrs. E. Heyes	Ardal 3 – Llanelli
2.	Mrs. K. Hill	Ardal 1 – Dinefwr
3.	Mrs. A. Pickles	Ardal 2 – Caerfyrddin

AGENDA

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Mae’r dudalen hon yn wag yn fwriadol

EDUCATION & CHILDREN SCRUTINY COMMITTEE 17th JUNE 2016

Forthcoming items for next meeting – Thursday 22nd September 2016

Discussion Topic	Background
Youth Support Service Business Plan 2016/17	There is a statutory requirement for the Local Authority to submit a business plan to the Youth Justice Board on an annual basis outlining the delivery of the youth justice services. This item will provide the Committee with an opportunity to consider and comment on the business plan.
Budget Monitoring 2016/17	This is a standard quarterly item which enables members to undertake their monitoring role of revenue and capital budgets in relation to the Education & Children Department.
MEP Proposals for Age Categories – Pwll, Bynea , Pembrey & Betws	This report will outline the proposal to seek permission to implement the amendment of the age categories of Pwll, Pembrey, Bynea and Betws CP Schools, as part of the next stage of this process. The Committee received the post-consultation reports on these proposals at its meeting in March 2016.

MEP Proposal – Laugharne, Llanmiloe & Tremoilet	At its meeting on the 9th March 2016, the Committee agreed to recommend to the Executive Board that a formal consultation process on the proposal to discontinue Llanmiloe CP, Tremoilet VCP and Laugharne VCP Schools and to create a new area school, be initiated during the summer term of 2016. However, at its meeting on the 21st March 2016, the Executive Board decided to defer consideration of initiating formal consultation on the proposal, to allow further information to be gathered and evaluated, and for officers to bring a subsequent report to the Education & Children Scrutiny Committee and Executive Board as soon as practicable thereafter. At its forward work programme planning session in April 2016, the Committee also requested that it visit these schools, before considering the proposal to consult on the future of the schools once more. These visits are scheduled for June 2016. This item will provide the Committee with another opportunity to consider the proposal to consult on the future of the schools.
MEP Proposal – Bancffosfelen	At its meeting on the 9th March 2016, the Committee decided to defer making recommendations on this proposal until it had visited the school (scheduled for June 2016). This item will provide the Committee with another opportunity to consider the proposal to consult on the future of the school.
MEP Proposal – Llanedi	At its meeting on the 9th March 2016, the Committee decided to defer making recommendations on this proposal until it had visited the school (visit undertaken in May 2016). This item will provide the Committee with another opportunity to consider the proposal to consult on the future of the school.
E&C Scrutiny Committee Annual Report 2015/16	In accordance with Article 6.2 of the County Council's Constitution, each scrutiny committee must "prepare an annual report giving an account of its activities over the previous year." This report will provide members with an overview of the Committee's work during the 2015/16 municipal year.

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PWYLLGOR CRAFFU ADDYSG A PHLANT
17eg O FEHEFIN 2016

Y Diweddaraf am y Rhwydwaith Dysgu 11-19

Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

- Datblygiad cwricwlwm a rennir ar gyfer pobl ifanc 11-19 oed mewn ysgolion uwchradd Sir Gaerfyrddin, Coleg Sir Gâr a darparwyr hyfforddiant lleol;
- Gweithredu'r argymhellion sydd wedi eu cynnwys yn yr Adolygiad Cwricwlwm 11-19 .

Rhesymau:

- Er mwyn galluogi aelodau i ymarfer eu dyletswyddau craffu mewn perthynas â chyflwyno gwasanaethau addysg a chefnogi ieuenctid fel y nodir yn y Ddeddf Dysgu a Sgiliau 2000.
- I ddatblygu barn i'w gyflwyno i'r Bwrdd Gweithredol i'w ystyried.

Angen cyfeirio'r mater at y Bwrdd Gweithredol er mwyn gwneud penderfyniad: OES

Aelod y Bwrdd Gweithredol sy'n gyfrifol am y Portffolio:
Cyng. Gareth.O. Jones (Addysg a Phlant)

Y Gyfarwyddiaeth: Addysg a Phlant	**Swyddi:**	**Rhifau Ffôn / Cyfeiriadau E-bost:**
Enw Pennaeth y Gwasanaeth: J.Aeron Rees	Pennaeth Rhaglennu Dysgwyr	01267 246532 jarees@sirgar.gov.uk
Awdur yr adroddiad: Matt Morden	Rheolwr Trawsnewid Dysgu	01267 246648 msmorden@sirgar.gov.uk

EXECUTIVE SUMMARY

EDUCATION & CHILDREN SCRUTINY COMMITTEE 17th JUNE 2016

11-19 Learning Network Update

The Carmarthenshire 11-19 Review highlights how the 11-19 curriculum in Carmarthenshire has evolved since 2000 and how this provision has been affected by national, regional and local factors.

Informed by this contextual information, the 11-19 Review sets out 20 recommendations that will enable young people educated in secondary schools, Coleg Sir Gâr and training providers to gain the skills and experiences needed to progress to further learning and employment.

DETAILED REPORT ATTACHED?	**YES**

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IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report.

Signed: **J. Aeron Rees** **Head of Learner Programmes**

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
YES	**YES**	**YES**	**YES**	**NONE**	**YES**	**NONE**

1. Policy, Crime & Disorder and Equalities

Support services linked to 11-19 Curriculum and the Welsh Government's Youth Engagement and Progression Framework for young people aged 11-25 in Carmarthenshire play an important role in promoting social inclusion via Welsh and English medium provision including:

- The identification of young people at risk of not succeeding in formal education via a Vulnerability Assessment Profile (VAP) of all pupils on school roll;
- Tracking of young people when they leave school via the Careers Wales IO Database;
- The follow up and use of targeted interventions to engage with young people know to be not in employment, education or training after leaving school;
- A wide range of youth work projects in schools, FE colleges, youth settings and local communities;

2. Legal

All secondary schools are required to be compliant with the Education (Local Curriculum for Pupils in Key Stage 4) (Wales) Regulations 2009.

Secondary schools and further education colleges are required to be compliant with the Education (local Curriculum for Students 16 to 18) (Wales) Regulations.

These regulations set out the minimum curriculum offer requirements for young people in the 14-16 and 16-19 age cohorts. The details of these regulations are available in the documents accessible via the links below:

- Learning and Skills (Wales) Measure 2009:
http://www.opsi.gov.uk/legislation/wales/mwa2009/mwa_20090001_en_1

- Education (Local Curriculum for Pupils in Key Stage 4) (Wales) Regulations 2009:
https://www.opsi.gov.uk/legislation/wales/wsi2009/wsi_20093256_en_1

- Learning and Skills (Wales) Measure 2009: Local Curriculum for Pupils in Key Stage 4 Guidance:
http://wales.gov.uk/topics/educationandskills/publications/circulars/learningandskillsmeasure/?lang=en

3. Finance

The Welsh Government (WG) funds 11-16 education via allocations per pupil to each local authority which are then passed on to schools. Post 16 education in School Sixth Forms and Further Education colleges is funded via the Welsh Government's National Planning and Reporting System. The 2015-2016 allocation for Carmarthenshire Sixth Form provision and related planning systems is £6.18M.

Additionally, Carmarthenshire receives the Welsh Government's Education Improvement Grant (EIG) via the ERW consortium and approximately £220k of this funding is allocated to support collaborative learning activities linked to the 14-19 Network structures in the county.

4. ICT

Funding from the 14-19 Network grant is supporting implementation of the Welsh Government's *hwb* Information and Communication Technology initiative – see:

https://hwb.wales.gov.uk/Home/Pages/Home.aspx?lang=en

This ICT development has very significant implications for changing the way in which teaching and learning is delivered for young people in the County and across Wales.

6. Staffing Implications

The Post 16 grant and EIG allocation currently funds a number of posts hosted by partner organisations, related local authority central administration and the teaching of collaborative courses run by schools, Coleg Sir Gâr and private training providers.

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed: **J. Aeron Rees** **Head of Learner Programmes**

1. Local Member(s) – N/A

2. Community / Town Council – N/A

3. Relevant Partners – The 11-19 Review has been circulated for consultation to relevant partners including school and local authority staff, governors, Coleg Sir Gâr management and training providers.

4. Staff Side Representatives and other Organisations – N/A

Section 100D Local Government Act, 1972 – Access to Information
List of Background Papers used in the preparation of this report:

THESE ARE DETAILED BELOW

Title of Document	File Ref No. / Locations that the papers are available for public inspection
Learning Pathways II Guidance (2006)	http://wales.gov.uk/docs/dcells/publications/090302lpguidanceiien.pdf
WG Learning and Skills (Wales) Measure 16-19 (2009)	http://wales.gov.uk/docs/dcells/publications/140514-learning-and-skills-measure-2009-local-curriculum-for-students-16-18-en.pdf
WG Learning and Skills (Wales) Measure Key Stage 4 (2009)	http://wales.gov.uk/docs/dcells/publications/140507-learning-and-skills-measure-2009-local-curriculum-for-pupils-key-stage-4-en.pdf
Learning and Skills (Wales) Measure 2009: Learner Support Services and Learning Pathway Document Guidance	http://wales.gov.uk/docs/dcells/publications/110224learneren.pdf
Guide to the Post 16 Planning and Funding Framework (2015-2016)	http://gov.wales/topics/educationandskills/learningproviders/post-16-planning-and-funding/planning-and-funding-arrangements-2015-2016/?lang=en
Youth Engagement and Progression Framework Implementation Plan (2013)	http://wales.gov.uk/docs/dcells/publications/131007-ye-framework-implementation-plan-en.pdf

Mae’r dudalen hon yn wag yn fwriadol

Adolygiad Cwricwlwm 11-19 Sir Gaerfyrddin

Copi Ymgynghoriad - Mawrth 2016

Awdur yr Adroddiad: Matt Morden, Rheolwr Trawsnewid Dysgu, Cyngor Sir Caerfyrddin

“O ystyried yr heriau a wynebwn, y ffaith yw nad angen diwygio addysg sydd – mae angen ei thrawsnewid.

Yr allwedd i’r trawsnewid hwn yw peidio â safoni addysg, ond ei gwneud yn bersonol, adeiladu ar ddarganfod doniau unigol pob plentyn, rhoi myfyrwyr mewn amgylchedd lle maent eisiau dysgu a lle gallant ddarganfod yn naturiol yr hyn y mae ganddynt wir angerdd tuag ato.”

Ken Robinson, wedi’i gyfieithu o
The Element: How Finding Your Passion Changes Everything.

Adolygiad Cwricwlwm 11-19 Sir Gaerfyrddin

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1.0 Cyd-destun a Diben

Mae addysg yng Nghymru mewn cyfnod o drawsnewid mawr. Dros y pum mlynedd nesaf, bydd y cwricwlwm a gynigir i blant a phobl ifanc yn newid yn sylweddol. Caiff cymwysterau newydd eu gweithredu ynghyd ag argymhellion Adroddiad Donaldson, *Dyfodol Llwyddiannus*. Cred Llywodraeth Cymru y bydd y newidiadau hyn yn galluogi i bobl ifanc gael eu haddysgu'n dda mewn ysgolion a cholegau ac wedi'u paratoi'n dda at y gweithle modern. Ond bydd y newidiadau hyn yn digwydd mewn cyfnod o ostyngiadau yng nghyllid Llywodraeth Cymru ar gyfer addysg ar bob lefel a phan fo'r model ar gyfer llywodraeth leol yng Nghymru i'r dyfodol yn ansicr.

Mae Llywodraeth Cymru yn cynnig bod nifer yr awdurdodau lleol yng Nghymru yn gostwng yn sylweddol. Mae gwasanaethau awdurdodau lleol yn cael eu troi i fod yn rhanbarthol, gyda swyddogaethau gwella ysgolion eisoes yn cael eu cyflawni drwy bedwar consortiwm rhanbarthol. Caiff holl sefydliadau'r sector cyhoeddus eu herio i gydweithio mewn ffyrdd mwy arloesol, gyda'r disgwyl y bydd eu cyllidebau yn gostwng flwyddyn wrth flwyddyn hyd y gellir rhagweld.

I'r rhai sy'n gweithio ym myd addysg yn Sir Gaerfyrddin, nid peth newydd yw'r dulliau hyn o gydweithio. Bu'r Cyngor Sir (yr Awdurdod Lleol), yr ysgolion uwchradd a Choleg Sir Gâr (y Coleg) yn cydweithio mewn partneriaeth ers 2000 i ddatblygu a gweithredu amrywiaeth o fentrau addysgol strategol a fu'n diwallu gofynion polisïau olynol Llywodraeth Cymru, polisïau sydd yn aml yn gymhleth. Sicrhaodd y datblygiadau partneriaeth hyn fanteision sylweddol i bobl ifanc, drwy raglenni cyfalaf mawr a darpariaeth well o ansawdd uchel i ddysgwyr. Ceir cydnabyddiaeth eang i gryfder gwaith partneriaeth addysgol Sir Gaerfyrddin ac ystyrir bod y gwaith hwn yn arwain yn y sector, gan gyferbynnu'n fawr â'r gystadleuaeth agored am ddysgwyr ôl-16 sy'n bodoli yn rhai rhannau o Gymru a ledled Lloegr.

Bu cydweithio agos yn ganolog i'r newid addysgol strategol a welwyd dros y 15 mlynedd diwethaf. Mae'r cydweithio hwn wedi cynnwys Rhaglen Moderneiddio Addysg lwyddiannus yr awdurdod lleol a'r camau hanesyddol a dorrai dir newydd wrth uno Coleg Sir Gâr yn rhan o strwythur Grŵp Prifysgol Cymru y Drindod Dewi Sant. Mae'r ddau ddatblygiad yn enghreifftiau o'r newidiadau arloesol a wnaed i wella cyfleoedd i ddysgwyr ar bob lefel ar draws Sir Gaerfyrddin.

Bu'r gwaith o gydgynllunio a chydgomisiynu dulliau i gyflawni Llwybrau Dysgu 14-19 ledled Sir Gaerfyrddin yn weithredol ers 2005. Caiff y ddarpariaeth hon ei rheoli drwy bedwar clwstwr-bartneriaeth o ysgolion, y coleg, darparwyr hyfforddiant a sefydliadau cysylltiedig. Mae'r bartneriaeth yn cynnig cyrsiau ar y cyd yn Gymraeg, Saesneg a dwyieithog i ragor na 900 o ddisgyblion bob blwyddyn. Bu datblygu llwybrau hyfforddiant galwedigaethol yng Nghyfnod Allweddol 4 yn ffocws penodol yn y gwaith hwn.

Ond mae'r Awdurdod Lleol a'r Coleg yn cydnabod bod angen cynllun sydd â mwy o weledigaeth ar gyfer addysg a hyfforddiant er mwyn wynebu'r heriau ariannol, cymdeithasol ac economaidd sydd i ddod. Bydd y cynllun hwn yn nodi'r camau fydd angen eu cymryd i gyflenwi cwricwlwm arloesol a chynaliadwy i'r holl bobl ifanc 11-19 oed yn Sir Gaerfyrddin yn y cyfnod hyd at 2020 a thu hwnt. Caiff y cwricwlwm hwn ei gyfarwyddo gan ofynion Llywodraeth Cymru a'r economi rhanbarthol a lleol. Caiff hefyd ei gyfarwyddo gan anghenion pobl ifanc, p'un a ydynt yn dymuno gweithio'n lleol neu ddatblygu eu gyrfaoedd rywle arall ym Mhrydain neu dramor.

Yn dilyn trafodaethau rhwng Cyfarwyddwr Addysg a Phlant yr Awdurdod Lleol a Phrifathro Coleg Sir Gâr, ac yn unol ag Agenda Drawsnewid barhaus Llywodraeth Cymru, cytunwyd y dylid cynnal adolygiad strategol ar y cyd i ddatblygu ymhellach a chyflenwi addysg a hyfforddiant 11-19 yn Sir Gaerfyrddin.

Bydd yr adolygiad hwn yn cynnig tystiolaeth i gyfarwyddo gweledigaeth strategol o ddyfodol addysg yn y sir. Bydd yn nodi'r newidiadau sydd eu hangen i sicrhau y gall pob plentyn a pherson ifanc gael mynediad i gwricwlwm hygyrch a deniadol mewn cyfleusterau sy'n addas i'r 21ain. Bydd y gwaith hwn yn sylfaenol i gyflawni un o amcanion strategol allweddol strategaeth "Cymwys am Oes", Llywodraeth Cymru, sef sicrhau bod *"arweinwyr addysg yn cydweithio ar bob lefel o fewn system hunanwella, lle mae pawb yn helpu ac yn herio ei gilydd er mwyn codi safonau yn ein holl ysgolion (a cholegau)."*

Bydd canfyddiadau'r adolygiad yn:

- Darparu tystiolaeth i gyfarwyddo 'cydweddiad strategol' addysg a hyfforddiant i'r dyfodol;
- Nodi a gweithredu cwricwlwm Sir Gaerfyrddin a fydd yn gwella safonau addysgol;
- Sicrhau gwelliannau i ddysgwyr;
- Rhoi i bobl ifanc yr offer sydd eu hangen arnynt ar gyfer astudio pellach a gwaith;
- Cynorthwyo cyflogwyr a'r economi lleol.

Ym mis Mawrth 2014, cytunwyd y byddai Rheolwr Trawsnewid Gydol Oes y Cyngor Sir yn cynnal yr adolygiad. Mae'r gwaith hwn yn gysylltiedig yn agos ag adolygiad strategol perthnasol sy'n cael ei gynnal gan yr awdurdod lleol o gwricwlwm 3-19 yn Sir Gaerfyrddin, ac a chamau i weithredu argymhellion Adroddiad Donaldson.

2.0 Y Fethodoleg

Mae'r adolygiad hwn yn seiliedig ar bum elfen a ddatblygwyd i nodi sut ddylai'r cwricwlwm gael ei ddatblygu yn Sir Gaerfyrddin.

2.1 Gwaith Ymchwil Cefndirol

Cynhaliwyd y gwaith ymchwil i bolisïau perthnasol Llywodraeth Cymru sy'n gosod y cyd-destun ar gyfer gweledigaeth strategol i addysg 11-19 Sir Gaerfyrddin. Roedd y gwaith hwn yn cynnwys dadansoddi amrywiaeth o bolisïau a strategaethau sy'n effeithio ar addysg uwchradd a thrydyddol dros gyfnod 2000-2015, i ba raddau y gweithredwyd y datblygiadau hyn yn Sir Gaerfyrddin a chyd-destun cymdeithasol ac economaidd y sir gan gyfeirio'n benodol at y sectorau cyflogaeth allweddol yn awr ac yn y dyfodol.

2.2 Sefydlu Cydweithgor

Goruchwyliwyd yr Adolygiad gan Gydweithgor a sefydlwyf fel rhan o'r broses i lywio'r Adolygiad ac arwain ar ddatblygu'r canlyniadau. Roedd y Cydweithgor yn cynnwys Prif Swyddog Addysg a Phennaeth Rhaglenni Dysgwyr yr Awdurdod Lleol, y Prifathro Cynorthwyol o Goleg Sir Gâr a chynrychiolwyr ysgolion.

2.3 Y Broses Ymgynghori

Ymgysylltwyd ag amrywiaeth o randdeiliaid drwy gyfarfodydd un-i-un ac ymgynghoriadau grŵp. Ceisiwyd eu barn ar agweddau ar gryfderau a gwendidau presennol y system addysg a hyfforddiant 11-19 yn Sir Gaerfyrddin a gofynnwyd iddynt awgrymu sut gallai'r hyn sydd gan gwricwlwm Sir Gaerfyrddin i'w gynnig gael ei ddatblygu.

Drwy ymgysylltu â'r rhanddeiliaid allweddol, fe'n galluogwyd i gasglu eu barn a'u safbwyntiau, asesu anghenion dysgwyr, cyflogwyr a chymunedau i'r dyfodol, a sicrhau y rhoddir ystyriaeth i'r dewis ehangaf posibl ar gyfer addysg a hyfforddiant 11-19 yn Sir Gaerfyrddin.

2.4 Datblygu'r Weledigaeth

Yn dilyn gwaith ymchwil ac ymgynghori gyda rhanddeiliaid, tynnodd y Rheolwr Trawsnewid Gydol Oes yr amryw elfennau at ei gilydd, gan grynhoi'r safbwyntiau a darparu modelau o'r opsiynau posibl i ddatblygu'r cwricwlwm.

Cysylltodd y Rheolwr Trawsnewid Gydol Oes gydag aelodau'r Cydweithgor i ddiffinio'r weledigaeth i'r dyfodol, nodi'r blaenoriaethau strategol a'r anghenion i'r dyfodol i sicrhau y gall y newidiadau a nodwyd gael eu cyflawni'n lleol.

2.5 Argymhellion

Yn dilyn datblygu modelau'r cwricwlwm, nodwyd amrywiaeth o argymhellion cysylltiedig. Gwerthuswyd yr opsiynau hyn yn erbyn y meini prawf a osodwyd yn 'Trawsnewid y Ddarpariaeth Addysg a Hyfforddiant yng Nghymru: Darparu Sgiliau sy'n Gweithio i Gymru' (2008) a llythyr Blaenoriaethau Gweinidogol 2015-2016, i asesu i ba raddau y maent bellach yn ateb gofynion Llywodraeth Cymru ar gyfer newid. Bydd yr adroddiad drafft yn destun ymgynghoriad pellach yn y cyfnod Ionawr-Mawrth 2016 i sicrhau bod y newidiadau a'r argymhellion a nodwyd yn realistig ac yn diwallu anghenion pobl ifanc Sir Gaerfyrddin, yr economi a'r gymuned ehangach.

3.0 Crynodeb Gweithredol

Cydgomisiynwyd yr Adolygiad o Addysg a Hyfforddiant 11-19 yn Sir Gaerfyrddin gan yr Awdurdod Lleol a'r Coleg. Ystyria'r ddau sefydliad bod angen dull strategol cyffredin i gyflenwi addysg a hyfforddiant 11-19 yn Sir Gaerfyrddin yn y dyfodol. Y dull hwn sy'n cyfarwyddo'r cynllun i gyflawni'r cwricwlwm yn y sir yn y dyfodol.

Yng nghyd-destun Sir Gaerfyrddin, nid yw'r newidiadau sydd eu hangen yn awr yn ymwneud â 'brics a morter', boed hynny drwy leihau nifer yr ysgolion neu drwy adeiladu rhagor o gyfleusterau. Y newid sydd ei angen yw llunio a chyflawni cwricwlwm arloesol o ansawdd uchel yn Sir Gaerfyrddin i holl bobl ifanc y sir yn Gymraeg a Saesneg, lle bynnag y cânt eu haddysgu. Er y caiff y cwricwlwm hwn ei gyfarwyddo gan amrywiaeth o bolisïau Llywodraeth Cymru, bydd yn dwyn ynghyd yr anghenion cenedlaethol, rhanbarthol a lleol er mwyn gosod allan yr addysg a'r hyfforddiant sydd ar gael i bob person ifanc yn y sir. Bydd hyn yn galluogi pob dysgwr i wneud eu haddysg yn bersonol fel ei bod yn diwallu eu hanghenion eu hunain o ran datblygu gyrfa, ac wedi'i chyfarwyddo gan gefndir cymdeithasol ac economaidd y sir.

Mae'r cwricwlwm hefyd wedi'i gyfarwyddo gan anghenion yr economi lleol, gan flaenoriaethu llwybrau hyfforddiant galwedigaethol sy'n diwallu anghenion y sectorau twf allweddol ynghyd â chynorthwyo'r disgyblion mwyaf galluog i fynd ymlaen i brifysgol. Mae'r argymhellion yn yr adroddiad hwn yn nodi'r camau sydd angen eu cymryd er mwyn gweithredu'r cwricwlwm newydd a sicrhau y caiff pobl ifanc addysg dda a'u bod yn briodol o barod at y cyfnod nesaf yn eu bywydau.

4.0 Cefndir Adolygiad 11-19

Mae'r ysgolion uwchradd, Coleg Sir Gâr, yr awdurdod lleol, darparwyr hyfforddiant a Gyrfa Cymru eisoes yn cydweithio'n agos ar draws y sir drwy gyfrwng pedwar clwstwr, ac mae i bob un ei strwythur llywodraethu cyffredin i'w gynorthwyo. Mae'r clystyrau hyn yn goruchwylio'r gwaith o gynllunio a chyfenwi cyd-ddarpariaeth 14-19. Ond mae pob un sydd ynghlwm wrth hyn yn cydnabod bod angen dull mwy strategol o weithredu ar draws Sir Gaerfyrddin er mwyn cael effaith gadarnhaol ar ddysgwyr, cyflogwyr a chymunedau lleol. Bydd datblygu'r dull strategol hwn hefyd yn cynorthwyo i wneud defnydd effeithiol o adnoddau ar adeg pan fo'r cyllidebau sydd ar gael i ysgolion, colegau a'r awdurdod lleol yn lleihau.

Dros y blynyddoedd diwethaf, ceisiodd polisi Llywodraeth Cymru drawsnewid addysg ôl-16 drwy gyfrwng cydweithio. Nod hyn oedd sicrhau y caiff adnoddau eu canolbwyntio fwy ar y dysgwr yn ogystal â lleihau dyblygu gwaith a chystadleuaeth ddi-fudd rhwng darparwyr. Anogwyd awdurdodau lleol i fynd i'r afael â gostyngiad mewn niferoedd disgyblion drwy resymoli nifer y lleoedd ysgol sydd ar gael, yn aml drwy gau ysgolion bach.

Ers 2009, bu gofyn i ysgolion uwchradd a cholegau gydymffurfio â Mesur Dysgu a Sgiliau (Cymru) i sicrhau bod gan bob person ifanc yng Nghymru lefel sylfaenol o ddewis eang o bynciau academaidd a galwedigaethol yng Nghyfnod Allweddol 4 ac yn y cyfnod ôl-16. Cyflwynodd y cyfeiriadau polisi a'r bwriadau hyn gyfres unigryw o heriau i awdurdodau lleol a cholegau dros y degawd diwethaf. Hyd yma, ymatebodd y sefydliadau a'r ysgolion uwchradd yn rhagweithiol i'r newidiadau hyn a gellir dangos tystiolaeth o fanteision go iawn a ddaeth i ran dysgwyr yn sgil y gwaith hwn. Ond yn awr mae gofyn gweithredu ymhellach er mwyn i'r awdurdod lleol, ysgolion a Choleg Sir Gâr ymateb yn rhagweithiol i'r heriau presennol sy'n eu hwynebu yn sgil polisïau Llywodraeth Cymru, gostyngiadau cyllido, blaenoriaethau economaidd lleol ac anghenion pobl ifanc.

4.1 Yr Achos dros Newid

Mae angen adolygu system bresennol addysg a hyfforddiant 11-19 yn Sir Gaerfyrddin i sicrhau bod anghenion newidiol dysgwyr, cymunedau a chyflogwyr yn cael eu diwallu. Mae strategaethau datblygu economaidd lleol a chenedlaethol yn canolbwyntio ar yr angen i ddatblygu sgiliau lefel uwch er mwyn manteisio'n llawn ar gyfleodd swyddi. Caiff sefydliadau Addysg Bellach ac Addysg Uwch eu herio gan Lywodraeth Cymru i gynnig hyfforddiant a chymorth hyblyg sy'n diwallu anghenion cyflogwyr a'r sectorau twf allweddol yn yr economi lleol.

Ar hyn o bryd, mae'r 12 o ysgolion uwchradd yn cynnig cyrsiau galwedigaethol yng Nghyfnod Allweddol 4 mewn partneriaeth â Choleg Sir Gâr a darparwyr hyfforddiant. Mae chweched dosbarth mewn wyth o'r ysgolion uwchradd sy'n cynnig cyrsiau Safon Uwch a

chyrsiau galwedigaethol. Mae tair o'r ysgolion hyn yn cyflwyno'r cyrsiau yn bennaf drwy gyfrwng y Gymraeg, gyda rhywfaint o ddarpariaeth cyfrwng Cymraeg yn y pum ysgol arall. Ceir system drydyddol yn ardal Llanelli, gyda darpariaeth Safon Uwch cyfrwng Saesneg yn cael ei chyflenwi gan Goleg Sir Gâr ar Gampws y Graig. Mae'r coleg hefyd yn cynnig rhaglen eang o gyrsiau addysg bellach ac uwch ar gampysau yn Llanelli, Caerfyrddin, Rhydaman a Gelli Aur. Mae gan sectorau'r ysgolion uwchradd ac addysg bellach yn Sir Gaerfyrddin hanes llwyddiannus o baratoi pobl ifanc at symud ymlaen i brifysgol, er nad yw llawer o'r rhai sy'n symud ymlaen i addysg uwch y tu allan i Sir Gaerfyrddin yn dychwelyd i weithio.

Yn ychwanegol, mae daearyddiaeth a natur wasgar y boblogaeth mewn rhai ardaloedd o Sir Gaerfyrddin yn heriol i gyflenwi cwricwlwm teg yn llwyddiannus i bob person ifanc sydd mewn addysg 11-19 yn y sir. Er ei bod yn amlwg bod angen model cynaliadwy ar gyfer addysg 11-19 yn Sir Gaerfyrddin, bydd cyflawni hyn ar adeg o ostyngiad mewn adnoddau ariannol yn galw am fwy o ymddiriedaeth a gwaith partneriaeth arloesol rhwng pob un o'r partïon perthnasol.

5.0 Cyd-destun Strategol – Cyflwyniad

Mae adran y cyd-destun strategol yn nodi sut mae'r adolygiad yn cydweddu â pholisi cenedlaethol a rhanbarthol presennol. Mae'n rhoi trosolwg o Sir Gaerfyrddin a chyd-destunau lleol. Mae'n diffinio'r trefniadau presennol ar gyfer cyflenwi addysg 11-19 ac yn pwysleisio'r arferion gorau presennol a'r meysydd sydd i'w datblygu ymhellach.

6.0 Cyd-destun Polisi Cenedlaethol

Mae amrywiaeth eang o fentrau polisi Llywodraeth Cymru wedi ffurfio'r cwricwlwm lleol ac adnoddau cysylltiedig yn ymwneud â chyflenwi addysg yn ysgolion Sir Gaerfyrddin, Coleg Sir Gâr darparwyr hyfforddiant dros y deng mlynedd diwethaf. Mae'r mentrau hyn yn aml yn gymhleth, ac mewn rhai achosion heb fod yn ategu'i gilydd. Ond mae gan ddarparwyr addysg yn Sir Gaerfyrddin brofiad da o ymateb ac addasu i'r newidiadau sy'n ofynnol gan y polisïau hyn, ac mae hynny i'w weld yn y gwell cyfleoedd dysgu a ddatblygwyd yn y sir. Isod rhoddir y polisïau allweddol a luniodd y polisi presennol dros y deng mlynedd diwethaf ac sy'n cyfarwyddo datblygiadau i'r dyfodol.

6.1 Llwybr Dysgu 14-19 (2006)

Mae cryfder presennol gwaith partneriaeth addysgol yn Sir Gaerfyrddin yn seiliedig ar weithredu rhaglen Llwybrau Dysgu 14-19 Llywodraeth Cymru. Llwybrau Dysgu 14-19 oedd y dull nodedig a ddefnyddiwyd yng Nghymru i drawsnewid y ffordd y caiff pobl ifanc eu haddysgu**.** Hyrwyddwyd y dull arloesol hwn gan Jane Davidson, y Gweinidog Addysg ar y pryd. Canolbwyntiai ar anghenion dysgwyr unigol, eu profiad dysgu mewn addysg ffurfiol, heb fod yn ffurfiol ac anffurfiol, a datblygu sgiliau sy'n eu helpu i gyflawni eu potensial.

Chwe elfen sydd i fframwaith llwybrau dysgu, a'r rheiny mewn dau gategori penodol: darpariaeth i ddysgwyr a chymorth i ddysgwyr. Tair elfen darpariaeth i ddysgwyr yw:

- llwybr dysgu unigol – i ddiwallu anghenion pob unigolyn, gan gynnwys ffurfiol, heb fod yn ffurfiol ac anffurfiol;

- dewis ehangach o gyrsiau a'u hyblygrwydd – yn arwain at gymwysterau o gwricwlwm lleol;
- dysgu ehangach o'r craidd dysgu – gan gynnwys sgiliau, gwybodaeth, agweddau, gwerthoedd a phrofiadau y bydd eu hangen ar bob un 14-19 oed waeth beth fydd eu llwybr.

Tair elfen cymorth i ddysgwyr yw:

- mynediad at hyfforddwr dysgu – cymorth dysgu ar gael yn fwy dwys i'r rhai sydd â'r angen mwyaf;
- mynediad at gymorth personol – i helpu i oresgyn rhwystrau personol i ddysgu;
- cyngor ac arweiniad diduedd ar yrfaoedd.

Cafodd addysg a hyfforddiant ei drawsnewid yn Sir Gaerfyrddin yn sgil gweithredu rhaglen Llwybrau Dysgu 14-19. Roedd y trawsnewid hwn yn cynnwys mwy o ffocws ar lwybrau hyfforddi galwedigaethol yn gysylltiedig â blaenoriaethau economaidd lleol a gwell cymorth personol i ddysgwyr i'w helpu i lwyddo. Roedd yr arferion cydweithio rhwng ysgolion uwchradd, Coleg Sir Gâr a darparwyr hyfforddiant yn canolbwyntio ar wella'r dewisiadau galwedigaethol sydd ar gael i ddysgwyr, ynghyd ag asesu ansawdd cyflenwi'r ddarpariaeth ar y cyd. Yn sgil y gwaith hwn, sefydlwyd diwylliant cadarn o ymddiriedaeth rhwng darparwyr addysg nad yw'n bodoli unrhyw le arall yng Nghymru. Mae'r diwylliant hwn yn galluogi i anghenion y dysgwyr gael eu blaenoriaethu yn y broses o gynllunio'r cwricwlwm.

Er bod polisi Llywodraeth Cymru bellach wedi symud ymlaen o fodel Llwybrau Dysgu 14-19, y mae'n hanfodol bod Sir Gaerfyrddin yn cadw'r ethos o ganolbwyntio ar y dysgwr a'r llwybrau dysgu lleol sydd wedi ennill eu plwyf drwy'r ysgolion a Choleg Sir Gâr ac i mewn i'r sectorau cyflogaeth allweddol fel adeiladu a gofal. Mae'r egwyddorion hyn yn sylfaen i ddatblygu cwricwlwm Sir Gaerfyrddin i'r dyfodol.

6.2 Trawsnewid Addysg a Hyfforddiant yng Nghymru – Cyflenwi Sgiliau sy'n Gweithio i Gymru (2009)

Prif flaenoriaeth y strategaeth hon gan Lywodraeth Cymru oedd sicrhau gweithlu sydd â'r sgiliau angenrheidiol i fanteisio ar gyfleoedd swyddi lefel uchel yn y dyfodol. Nodai'r adroddiad yr angen i integreiddio gwaith ysgolion, sefydliadau addysg bellach, sefydliadau addysg uwch a darparwyr ôl-16 eraill er mwyn trawsnewid y ffyrdd y caiff addysg a hyfforddiant eu cyflenwi ledled y rhanbarth daearyddol.

O ganlyniad, roedd disgwyl i ddarparwyr addysg ffurfio partneriaethau dysgu sectorol. Byddai gofyn i'r partneriaethau hyn gynllunio a gweithredu'r gwelliannau a amlinellwyd ym mholisi Llywodraeth Cymru. Roedd gofyn trawsnewid y ddarpariaeth addysg a hyfforddiant er mwyn ehangu'r opsiynau sydd ar gael i rai 14-19 oed, lleihau achosion diangen o ddyblygu darpariaeth, a symud tuag at ragoriaeth ar draws rhwydweithiau o ddarparwyr. Roedd gofyn i bob awdurdod lleol gyflwyno Achos Deilliant Strategol i amlinellu sut byddai'r newidiadau angenrheidiol yn cael eu gweithredu.

Nododd yr adroddiad amrywiaeth o opsiynau posibl i ddarparwyr gydweithio. Byddai gofyn ystyried yr opsiynau hyn i sicrhau gwelliannau sylweddol o ran cyflenwi addysg a hyfforddiant i ddysgwyr ôl-16, a gallent gynnwys cydweithio anffurfiol, cydlywodraethu partneriaethau dysgu lleol, cyfuno'r hyn a gyflenwir gan ysgolion a cholegau, a gwaredu achosion o drosglwyddo darpariaeth bresennol am resymau dyblygu neu aneffeithlonrwydd ariannol.

Disgwyliad Llywodraeth Cymru oedd y byddai'r partneriaethau dysgu lleol yn canolbwyntio ar feysydd i'w datblygu lle mae'r angen mwyaf o welliant yn neilliannau'r dysgwyr.

Bwriad Llywodraeth Cymru oedd y dylai pawb sy'n ymwneud â darparu addysg a hyfforddiant ôl-14 gydweithio i fynd i'r afael â'r dangosyddion perfformiad allweddol canlynol:

- gwelliant mewn lefelau sgiliau sylfaenol;
- cynnydd yng nghyfradd y rhai 16-18 ac 19-24 sydd mewn addysg, hyfforddiant neu gyflogaeth;
- cynnydd yng nghyfraddau llwyddiant dysgwyr yn gyffredinol, gan adlewyrchu lefelau uwch o gwblhau ymhlith dysgwyr yn ogystal â chyrraedd nodau cymwysterau;
- cynnydd mewn cymwysterau Lefel 2, 3 a 4;
- cynnydd yn y gyfradd sy'n symud ymlaen i ddysgu lefel uwch neu gyflogaeth lefel uwch.

Disgwyliad Llywodraeth Cymru oedd y byddai cynigion i gydweithio yn rhoi ystyriaeth i achosion o aneffeithlonrwydd perthnasol mewn darpariaeth ôl-16. Credai Llywodraeth Cymru fod aneffeithlonrwydd yn fwy tebygol pan fo ysgol chweched dosbarth yn gweithredu â llai na 150 o fyfyrwyr (ar sail ymchwil y Comisiwn Archwilio) ond yr oedd hefyd yn cydnabod bod angen rhoi ystyriaeth i ardaloedd gwledig a darpariaeth cyfrwng Cymraeg.

Roedd ymateb Sir Gaerfyrddin i'r agenda drawsnewid yn seiliedig ar gryfderau presennol gwaith partneriaeth yn gysylltiedig â gweithredu rhaglen Llwybrau Dysgu 14-19. Ers 2009, gall y bartneriaeth gynnig tystiolaeth o amrywiaeth o ganlyniadau cadarnhaol yn gysylltiedig â'r rhaglen hon, gan gynnwys gwell perfformiad disgyblion yng Nghyfnod Allweddol 4, gwell cyfraddau aros ymlaen, a gostyngiad yn nifer y bobl ifanc nad ydynt mewn addysg, cyflogaeth na hyfforddiant (NEET). Mae'r gwaith hwn yn parhau yn Sir Gaerfyrddin a bydd yn parhau i fod yn egwyddor sylfaenol wrth ddatblygu cwricwlwm lleol a amlinellir yn argymhellion yr adroddiad hwn.

Fel ymateb i'r Agenda Drawsnewid ehangach, lansiodd Llywodraeth Cymru amrywiaeth o adolygiadau, strategaethau a pholisïau gan gynnwys:

- Strwythur Gwasanaethau Addysg yng Nghymru (Thomas 2011) a oedd yn argymell rhesymoli Sefydliadau Addysg Bellach o 19, i sefydlu rhwng 8 a 12 endid corfforaethol Addysg Bellach erbyn Awst 2013, a daethpwyd i'r casgliad mai'r farn oedd y byddai datblygu consortia rhanbarthol yn ffordd gadarnhaol ymlaen. Nodwyd bod angen cydweithio a gwaith partneriaeth pellach i sicrhau y caiff dysgwyr yn ystodau oedran 14-16 ac 16-19 gynnig cyfleoedd a dewis go iawn.
- Yn adolygiad Darparu Gwasanaethau Addysg yng Nghymru yn y Dyfodol (Hill 2013), pwysleisiwyd canfyddiad Estyn o ddiffygion yng ngwaith awdurdodau addysg lleol. Canolbwyntiai'r Adolygiad ar effeithiolrwydd dulliau cyflenwi presennol awdurdodau lleol ac ystyriai beth ddylid gwneud ar lefel leol, rhanbarthol a chenedlaethol.

Arweiniodd Adolygiad Hill at sefydlu pedwar consortia gwella ysgolion rhanbarthol gan ganolbwyntio ar:

- godi safonau a gwella deilliannau i ddysgwyr o bob oed;
- gwell cymorth a her i ysgolion i wella safonau;
- datblygu a chryfhau arweinyddiaeth ysgolion ac ansawdd y dysgu a'r addysgu;

- sicrhau gwerth am arian a defnydd effeithiol o adnoddau;
- sicrhau cydlyniad a chysylltiadau cryf rhwng holl feysydd y system addysg, gan gynnwys darpariaeth ôl-16 ac agenda ehangach gwasanaethau plant.

Mae manylion gwaith consortiwm gwella ysgolion rhanbarthol De-orllewin a Chanolbarth Cymru (*ERW*) wedi'u cynnwys yn adran ranbarthol yr adolygiad hwn.

6.3 Mesur Dysgu a Sgiliau (2009)

Roedd Mesur Dysgu a Sgiliau Llywodraeth (Cymru) 2009 yn sylfaen statudol i raglen Llwybrau Dysgu 14-19. Trawsnewidiwyd darpariaeth cwricwla a chymorth i ddysgwyr gan bolisi Llwybrau Dysgu 14-19, gan helpu i wella cyrhaeddiad a chyflawniad, a pharatoi pobl ifanc at gyflogaeth sgiliau uchel neu addysg uwch. Bwriad y polisi hwn oedd galluogi Cymru i gystadlu'n economaidd yn Ewrop yr 21ain Ganrif. Credai Llywodraeth Cymru y byddai cynnwys egwyddorion sylfaenol y polisi hwn mewn fframwaith cyfreithiol yn sicrhau y câi'r polisi ei weithredu mewn ffordd gyson er budd dysgwyr 14-19 oed ledled Cymru.

Mae'r Mesur yn rhoi dyletswydd ar holl awdurdodau lleol Cymru i ffurfio cwricwla lleol i ddysgwyr yng Nghyfnod Allweddol 4 ac mewn addysg a hyfforddiant ôl-16. Y mae hefyd yn darparu pwerau llunio rheoliadau i Weinidogion Cymru i bennu isafswm nifer y cyrsiau astudio i'w cynnwys mewn cwricwlwm lleol, ac isafswm nifer y cyrsiau astudio galwedigaethol i sicrhau bod cwricwla ardaloedd lleol yn cynnwys amrywiaeth eang o opsiynau astudio sy'n academaidd a galwedigaethol eu natur.

Roedd y Mesur yn cefnogi'r gwaith o weithredu Llwybrau Dysgu 14-19. Roedd yn sicrhau bod pob dysgwr yng Nghyfnod Allweddol 4 yng Nghymru yn gallu dewis o blith lleiafswm o 25 o gyrsiau a bod yn rhaid i dri ohonynt fod yn alwedigaethol, a bod 30 o opsiynau ar gael i ddysgwyr 16-18 oed, a bod yn rhaid i 5 ohonynt fod yn alwedigaethol. Mae pob ysgol uwchradd yn Sir Gaerfyrddin a Choleg Sir Gâr yn cyflawni gofynion y Mesur Dysgu a Sgiliau ar hyn o bryd. Ond gallai toriadau i'r gyllideb a llai o arian i gefnogi cydweithio ym maes addysg 14-19 olygu na fyddai'n bosibl cynnal y cwricwlwm a gynigir ar hyn o bryd, yn arbennig mewn ysgolion llai mewn ardaloedd gwledig.

6.4 Cwricwlwm i Bob Dysgwr (2010)

Darparai'r ddogfen hon ganllawiau i athrawon/ymarferwyr dysgwyr sydd ag amrywiaeth o anghenion dysgu ychwanegol mewn lleoliadau/ysgolion prif ffrwd ac arbennig. Mae'n cefnogi addysgu a dysgu yn erbyn cwricwlwm ysgol 2008. Mae'r canllawiau'n canolbwyntio'n benodol ar Gyfnod Allweddol 2 a 3, ond byddant yn ddefnyddiol i staff sy'n gweithio yn y Cyfnod Sylfaen a chyda dysgwyr 14-19 oed mewn amrywiaeth o leoliadau. Y mae'n seiliedig ar Gonfensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn ac mae iddo saith o nodau craidd sy'n ceisio sicrhau bod pob plentyn a pherson ifanc yn datblygu i'w botensial llawn. Mae'r ddogfen hon bellach wedi'i disodli gan y Cwricwlwm am Oes (2015) ac argymhellion Adroddiad Donaldson.

6.5 Rhaglen Gyfalaf Llywodraeth Cymru i Sicrhau Addysg ac Ysgolion ar gyfer yr 21ain Ganrif (2010-presennol)

Mae'r Rhaglen Gyfalaf i Sicrhau Addysg ac Ysgolion ar gyfer yr 21ain Ganrif yn rhaglen allweddol, strategol a hirdymor ar gyfer buddsoddi cyfalaf. Nod y rhaglen yw creu cymunedau addysgol sy'n addas ar gyfer yr 21ain Ganrif yng Nghymru sy'n darparu:

- Amgylcheddau dysgu a fydd yn ei gwneud yn haws gweithredu strategaethau gwella a gwell deilliannau addysgol
- Amgylcheddau dysgu sy'n ddarbodus ac effeithlon drwy ddefnyddio adnoddau yn well
- System addysg gynaliadwy sy'n cyrraedd safonau adeiladu cenedlaethol a lleihau costau rheolaidd ac ôl troed carbon adeiladu addysg.

Ym mis Rhagfyr 2011, cyhoeddodd y Gweinidog Addysg a Sgiliau fuddsoddiad o £1.4 biliwn ar gyfer y cyfnod cyntaf o brosiectau Addysg ac Ysgolion ar gyfer yr 21ain Ganrif. Caiff yr arian ei roi ar sail arian cyfatebol 50:50 gydag awdurdodau lleol ledled Cymru. Diben y cyllid hwn yw creu amgylcheddau ysgol sy'n diwallu anghenion y gymuned a chynnig y ddarpariaeth ddysgu orau i'r ardal.

Ar hyn o bryd, mae Llywodraeth Cymru yn cydweithio ag awdurdodau lleol i gyflawni'r cyfnod cyntaf o brosiectau Ysgolion yr 21ain Ganrif erbyn 2019. Ond awdurdodau lleol sy'n pennu ar ba gyflymder y caiff eu prosiectau unigol eu cyflawni. Cafwyd amserlen o 7 mlynedd ar gyfer y cyfnod cyntaf hwn o brosiectau. Mae gweithredu Menter Benthyca Llywodraeth Leol fel rhan o raglen yr 21ain Ganrif yn galluogi awdurdodau lleol i gyflymu gwariant ar eu rhaglenni a chyflawni eu prosiectau mewn 5 mlynedd yn hytrach na 7 mlynedd.

Mae Sir Gaerfyrddin ar flaen y gad yng Nghymru o ran datblygiadau ysgolion fel rhan o Raglen Moderneiddio Addysg. Mae cyllid y rhaglen hon wedi trawsnewid addysg yn ardal Dinefwr, gyda gwaith sylweddol wedi'i wneud i uwchraddio safleoedd Dyffryn Aman a Maes y Gwendraeth, ac adeilad ysgol newydd Sbon yn Ffairfach (Ysgol Bro Dinefwr). Galluogodd y datblygiadau hyn i nifer fawr o leoedd ysgol gwag i gael eu gwaredu, a chaniatáu i bobl ifanc gael eu haddysgu mewn cyfleusterau o'r radd flaenaf. Gwnaed gwaith adnewyddu sylweddol hefyd yn Ysgol y Strade, Coedcae a Bryngwyn, ac mewn amrywiaeth eang o leoliadau ysgolion cynradd ledled y sir.

6.6 Cynlluniau Strategol y Gymraeg mewn Addysg (2011 hyd y presennol)

Ar lefel awdurdod lleol, caiff deilliannau a thargedau Strategaeth Addysg Cyfrwng Cymraeg Llywodraeth Cymru eu cyflawni drwy Gynllun Strategol y Gymraeg mewn Addysg. Mae'r Strategaeth Addysg Cyfrwng Cymraeg yn nodi gweledigaeth Llywodraeth Cymru o system addysg a hyfforddiant sy'n ymateb mewn ffordd wedi'i chynllunio i'r galw cynyddol am addysg cyfrwng Cymraeg. Y nod yw hwyluso cynnydd yn nifer y bobl o bob oed sy'n gallu defnyddio'r Gymraeg gyda'u teuluoedd, yn eu cymunedau ac yn y gweithle. Mae Cynlluniau Strategol y Gymraeg mewn Addysg yn gyfrwng allweddol i greu gwell system gynllunio ar gyfer addysg cyfrwng Cymraeg.

Mae Cynlluniau Strategol y Gymraeg mewn Addysg, Sir Gaerfyrddin, yn rhoi'r modd i Lywodraeth Cymru fonitro'r ffordd y mae awdurdodau lleol yn ymateb ac yn cyfrannu at weithredu amcanion y Strategaeth Addysg Cyfrwng Cymraeg drwy:

- Sicrhau bod pob cam yn mhrosesau addysg awdurdod lleol yn cynnwys ystyriaeth lawn i addysg cyfrwng Cymraeg;
- Ymestyn y ddarpariaeth pan fo angen wedi'i nodi ar sail gwell cynllunio;
- Symud gwasanaethau cymorth cyfrwng Cymraeg yn raddol oddi wrth rolau traddodiadol *Athrawon Bro* a thuag at wasanaeth hyfforddiant a mentora newydd;
- Sicrhau cyflenwi gwasanaethau cymorth cyfrwng Cymraeg ar sail consortia yn y dyfodol agos;
- Gwella safonau a chynyddu'r defnydd o'r Gymraeg gan blant a phobl ifanc;

- Dangos cynnydd tuag at dargedau penodol yng Nghynlluniau Strategol y Gymraeg mewn Addysg.

Mae datblygu addysg cyfrwng Cymraeg yn y sir, gan gynnwys darpariaeth alwedigaethol, yn sylfaenol i'r adolygiad hwn. Mae manylion yr argymhellion hyn wedi'u cynnwys yn adran cwricwlwm yr adroddiad hwn.

6.7 Creu Cymunedau Cryf: Cynllun Gweithredu ar gyfer Trechu Tlodi (2013 hyd y presennol)

Mae'r fenter hon gan Lywodraeth Cymru yn gosod nifer o dargedau mewn perthynas â thlodi a chyrhaeddiad addysgol. Nod y targedau yw:

- Lleihau'r bwlch cyrhaeddiad ar ddiwedd y Cyfnod Sylfaen gan 10 y cant erbyn 2017.
- Gwella cyfradd y disgyblion 15 oed sy'n gymwys i dderbyn prydau ysgol am ddim sy'n cyrraedd Lefel 2 gan gynnwys Saesneg / Cymraeg Iaith Gyntaf a Mathemateg i 37 y cant erbyn 2017.
- Lleihau nifer y bobl ifanc 16 i 18 oed nad ydynt mewn cyflogaeth, addysg na hyfforddiant i 9 y cant erbyn 2017. Ar ddiwedd 2012, y ffigwr oedd 10.2.
- Lleihau cyfran y bobl ifanc 19-24 oed nad ydynt mewn cyflogaeth, addysg na hyfforddiant yng Nghymru o gymharu â'r Deyrnas Unedig gyfan erbyn 2017.

Mae ***Strategaeth Tlodi Plant*** Llywodraeth Cymru a dogfen gysylltiedig ***Ailysgrifennu'r Dyfodol*** (2015) yn pwysleisio pwysigrwydd tri amcan strategol:

- Lleihau nifer y teuluoedd sy'n byw mewn aelwydydd lle nad oes neb yn gweithio, gan fod plant sy'n byw mewn aelwydydd lle nad oes neb yn gweithio mewn risg penodol o fod yn byw mewn tlodi.
- Cynyddu sgiliau rhieni a phobl ifanc sy'n byw mewn aelwydydd incwm isel fel y gallant gael cyflogaeth sy'n talu cyflog da a symud ymlaen yn eu gwaith gan fod tlodi mewn gwaith yn fater sydd ar gynnydd.
- Lleihau'r anghydraddoldeb sy'n bodoli yng nghanlyniadau iechyd, addysg ac economaidd plant a theuluoedd drwy wella canlyniadau'r tlotaf.

Mae atal tlodi yn sylfaenol i weledigaeth Llywodraeth Cymru o gynorthwyo aelwydydd incwm isel. O'r herwydd, mae mentrau Llywodraeth Cymru i fynd i'r afael â thlodi wedi'u cysylltu'n agos â strategaethau'r llywodraeth i wella cyrhaeddiad addysgol ar lefel awdurdodau lleol a chonsortia rhanbarthol. Mae'r gwaith i fynd i'r afael â thlodi plant yn Sir Gaerfyrddin wedi'i gysylltu'n agos â'r adolygiad hwn o'r cwricwlwm. Mae gweithgareddau wedi'u targedu a ariennir gan grantiau Teuluoedd yn Gyntaf ac Amddifadedd Disgyblion yn chwarae rôl bwysig wrth gynorthwyo plant, pobl ifanc a theuluoedd sy'n dioddef o dlodi. Mae lleihau effeithiau tlodi hefyd yn nodwedd bwysig ar y cylch nesaf o arian Cronfa Gymdeithasol Ewrop, gan ganolbwyntio'n bennaf ar leihau nifer y bobl ifanc nad ydynt mewn addysg, cyflogaeth na hyfforddiant (NEET). Caiff y gweithgareddau hyn eu hymgorffori yn yr amrywiaeth o gymorth sy'n ategu datblygiadau Sir Gaerfyrddin mewn perthynas â'r cwricwlwm.

6.8 Teuluoedd yn Gyntaf (2012)

Yn 2012, lluniodd Llywodraeth Cymru ddull integredig, ar sail y teulu cyfan, i gynorthwyo teuluoedd yng Nghymru. Nod Teuluoedd yn Gyntaf yw gwella'r ffordd y mae

asiantaethau'n cydweithio, ac mae'n rhoi pwyslais clir ar ymyrraeth gynnar i deuluoedd, yn arbennig i'r rhai sy'n byw mewn tlodi, i helpu i atal problemau rhag datblygu i fod yn argyfwng. Fel rhan o Deuluoedd yn Gyntaf, Cymru yw'r unig wlad lle mae gofyn i bob awdurdod lleol weithredu model "tîm o amgylch y teulu", sy'n annog sefydliadau i gydweithio i gynorthwyo teuluoedd a'u helpu i fynd i'r afael â'r ystod eang o heriau y gallant wynebu.

Cred Llywodraeth Cymru bod y problemau y mae teuluoedd yn eu hwynebu yn gynyddol heriol ac mae gwasanaethau yn wynebu dewisiadau anodd wrth i ymwybyddiaeth o wasanaethau a'r galw amdanynt gynyddu. Yr egwyddor sy'n arwain drwy gydol y gwaith hwn yw gwasanaethau cyhoeddus yn cydweithio i ddiwallu anghenion pobl yn effeithiol, yn gynaliadwy ac ar y cyfle cyntaf posibl. Mae Teuluoedd yn Gyntaf yn dwyn sefydliadau ynghyd i gydweithio â'r teulu cyfan, nid â'r unigolyn yn unig. Golyga hyn fod asiantaethau yn addasu'r ffordd y maent yn gweithio er mwyn diwallu anghenion y teulu yn well. Mae'n golygu adeiladu ar gryfderau craidd yr uned deuluol ac adeiladu dull 'tîm o amgylch y teulu' sy'n dwyn asiantaethau a gwasanaethau ynghyd mewn ffordd gydlynol, gan ei gwneud yn llai cymhleth i deuluoedd gael gafael ar y cymorth sydd ei angen arnynt.

Yn Sir Gaerfyrddin, mae dull Teuluoedd yn Gyntaf wedi'i ymwreiddio yng ngwaith yr Adran Addysg a Phlant drwy gyfuniad o wasanaethau cymorth i deuluoedd wedi'u creu a'u comisiynu. Mae'r gwasanaethau hyn yn rhoi cymorth wedi'i dargedu i bobl ifanc sydd wedi'u nodi gan y Proffil Asesu Bregusrwydd yn rhai sydd mewn risg o beidio â llwyddo yn yr ysgol. Mae'r cymorth ychwanegol hwn yn hanfodol i sicrhau goresgyn amrywiaeth o rwystrau sy'n atal pobl ifanc rhag cyflawni'u llawn botensial, a'u bod yn cael eu cynnal fel rhan o fodel datblygol Cwricwlwm Sir Gaerfyrddin.

6.9 Fframwaith Cynllunio ac Ariannu Ôl-16 (2014)

Ym mis Medi 2014, rhoddodd Llywodraeth Cymru system gynllunio ac ariannu newydd yn ei lle ar gyfer addysg ôl-16 yn chweched dosbarth ysgolion gan ddisodli'r fethodoleg ariannu reolaidd a ddefnyddiwyd yn flaenorol. Mae'r system newydd yn dod â dyraniadau ariannu newydd i chweched dosbarth mewn ysgolion yn unol â'r trefniadau ar gyfer colegau addysg bellach a dysgu seiliedig ar waith.

Mae'r trefniadau cynllunio ac adrodd ôl-16 ar gyfer awdurdodau lleol yn ceisio:

- gwella pa mor effeithlon, effeithiol a thryloyw yw dulliau cynllunio ac ariannu ôl-16 er mwyn canolbwyntio ar well canlyniadau a dilyniant i ddysgwyr;
- safoni'r gwaith o gynllunio darpariaeth ar draws sectorau'r ysgolion a cholegau i wella gwybodaeth er mwyn gallu gwneud penderfyniadau gwell a chytbwys;
- canolbwyntio'r sylw ar y canlyniadau ehangach i ddysgwyr unigol.

O fis Medi 2016, mae Llywodraeth Cymru wedi cynnig y bydd cyllid yn seiliedig ar raglenni dysgu yn hytrach na chymwysterau, a bydd gan bob rhaglen ddiben wedi'i diffinio a chanlyniad er mwyn monitro yn ei erbyn.

Mae rôl gynllunio'r awdurdod lleol wedi'i chryfhau'n sylweddol yn y system newydd, gyda chyfrifoldeb ychwanegol am gydlynu'r gwaith o gyflenwi darpariaeth chweched dosbarth. Mae hyn yn cynnwys sicrhau bod achosion o ddyblygu darpariaeth yn cael eu hosgoi a bod y cyrsiau a gynigir yn cyflawni blaenoriaethau economaidd lleol a rhanbarthol. Mewn sefydliadau addysg bellach, mae'r system newydd wedi arwain at gwricwlwm sy'n cael ei arwain i raddau llawer mwy gan fyfyrwyr, a gwaredwyd y rhaglenni hynny a oedd yn cael eu cynnal yn bennaf i ddenu cyllid ychwanegol. Canlyniad hyn yw cwricwlwm sydd yn

seiliedig i raddau mwy ar gyflogadwyedd ac anghenion cyflogwyr, gyda'r agweddau cynllunio wedi'u cysylltu'n agos â gwybodaeth ac anghenion y farchnad lafur yn lleol.

Braenarwyd y tir er mwyn paratoi ysgolion uwchradd at y system ariannu ôl-16 newydd. Fel rhan o'r gwaith hwn, casglwyd data ynglŷn â nifer bresennol y disgyblion sydd yn astudio ar bob un o'r rhaglenni dysgu a ariennir fel rhan o'r fethodoleg ariannu newydd. Yn ystod y cyfnod pontio, mae'r awdurdod yn defnyddio model ariannu sy'n seiliedig ar nifer y disgyblion ac ymgodiadau cyllido ar gyfer darpariaeth cyfrwng Cymraeg, teneurwydd poblogaeth a natur wledig yr ardal, a gytunwyd gyda phenaethiaid yr ysgolion uwchradd.

Bydd gofyn i Gynllun Awdurdod Lleol Sir Gaerfyrddin gael ei gyflwyno i Lywodraeth Cymru ym mis Ebrill bob blwyddyn a bydd yn seiliedig ar yr egwyddorion canlynol:

- Darparu addysg o ansawdd uchel i bob dysgwr;
- Sicrhau ansawdd ac amrywiaeth;
- Sicrhau'r defnydd gorau o adnoddau drwy ddatblygu modelau cydweithio a rhannu;
- Sicrhau bod y ddarpariaeth yn fforddiadwy a chynaliadwy;
- Hyrwyddo'r arfer o gyflenwi a datblygu darpariaeth cyfrwng Cymraeg.

Yn gysylltiedig â'r ddarpariaeth uchod, y mae disgwyliad gan Lywodraeth Cymru bod gan yr awdurdod lleol lawer mwy o rôl i'w chwarae wrth roi arweiniad i gyflenwi darpariaeth ôl-16 mewn ysgolion. I gefnogi'r rôl hon yn Sir Gaerfyrddin, mae potensial sylweddol i ddatblygu model comisiynu ar gyfer ariannu chweched dosbarth. Gallai hyn fod yn gysylltiedig â strwythur llywodraethu presennol y clystyrau, a chynnwys arian yn cael ei ddyrannu i gyrsiau a gyflenwir gan ysgolion gyda'i gilydd a/neu gyda Choleg Sir Gâr mewn cydweithrediad. Byddai angen i fodel comisiynu newydd fod wedi'i gysylltu'n agos â blaenoriaethau'r economi a'r sectorau lleol a dylai gynnwys cyfleoedd i ehangu darpariaeth galwedigaethol cyfrwng Cymraeg.

6.10 Adolygiad Cymwysterau 14–19 (2012)

Lansiwyd Adolygiad Cymwysterau 14-19 oed yng Nghymru (Llywodraeth Cymru, Tachwedd 2012) ym mis Medi 2011, gan osod gweledigaeth o "gymwysterau gwerthfawr a dealladwy sy'n bodloni anghenion ein pobl ifanc ac economi Cymru." Argymhelliad yr adolygiad oedd bod angen datblygu system gymwysterau genedlaethol o ansawdd uchel sy'n gadarn a nodedig ar gyfer pobl ifanc 14 i 19 oed yng Nghymru. Ystyrir bod rhoi cydnabyddiaeth briodol i werth cymwysterau galwedigaethol yn golygu sicrhau bod dysgwyr yn meithrin y sgiliau sydd eu hangen ar gyflogwyr ac economi modern Cymru. Yn ogystal a'u gwerth cynhenid, ystyrir bod cymwysterau galwedigaethol yn ysgogol a deniadol i'r dysgwyr hynny a allai golli diddordeb mewn addysg fel arall.

Daeth yr adolygiad i'r casgliad y dylai cymwysterau galwedigaethol i rai 14-16 oed anelu at ddarparu cyflwyniad cyffredinol i sector o ddiwydiant yn hytrach nag arwain at gymhwysedd galwedigaethol, a ffurfio rhan o gwricwlwm cyffredinol eang a chytbwys. Dylai'r rhain fod yn gymwysterau Addysg a Hyfforddiant Galwedigaethol Cychwynnol (IVET), nad ydynt yn arwain at gymhwysedd galwedigaethol a dylent fod ar gael i ddysgwyr 14 oed yn unig; neu'n gymwysterau Addysg a Hyfforddiant Galwedigaethol Parhaus (CVET) lefel 2 sy'n arwain at gymhwysedd galwedigaethol. Dylai'r naill gategori neu'r llall fod ar gael i rai ôl-16. Dylai'r newid hwn wella cydlyniad llwybrau'r cwricwlwm.

Os yw cymwysterau yn canolbwyntio ar ddiwallu anghenion cyflogwyr a bod iddynt sail alwedigaethol, bydd galw cynyddol ar iddynt gael eu cyflenwi gan ymarferwyr

galwedigaethol sydd â phrofiad priodol, boed mewn ysgol, coleg neu leoliad darparwr hyfforddiant.

6.11 Fframwaith Ymgysylltu a Datblygu Ieuenctid (2013)

Mae Fframwaith Ymgysylltu a Datblygu Ieuenctid yn canolbwyntio ar leihau nifer y bobl ifanc 11 i 25 oed nad ydynt mewn addysg, cyflogaeth na hyfforddiant (NEET) yng Nghymru. Mae'r cynllun anstatudol hwn yn nodi cyfrifoldebau'r awdurdod lleol i ddwyn partneriaeth ynghyd i oruchwylio'r gwaith o gyflenwi'r fframwaith yn lleol.

Mae'r strategaeth yn nodi chwe elfen allweddol sy'n cyfuno i alluogi gostyngiad yn nifer y bobl ifanc sy'n datblygu i fod yn NEET mewn ardal leol:

- Nodi pobl ifanc sydd â'r risg mwyaf o ymddieithrio drwy gyfrwng Proffil Asesu Bregusrwydd;
- Broceru a chydlynu cymorth i bobl ifanc yn well;
- Dulliau cryfach ar gyfer dilyn trywydd pobl ifanc wrth iddynt bontio o un cam i'r nesaf drwy'r system;
- Sicrhau bod y ddarpariaeth yn diwallu anghenion pobl ifanc;
- Cryfhau sgiliau cyflogadwyedd a chyfleoedd i gael swydd;
- Mwy o atebolrwydd am well deilliannau i bobl ifanc.

Mae'r gwaith hwn yn gysylltiedig â gweithredu'r System Gynllunio ac Ariannu Ôl-16 yn 2014, argymhellion Adolygiad Cymwysterau 14-19 yng Nghymru 2012 yn ogystal â gwaith ehangach Llywodraeth Cymru i hybu cyflogaeth ieuenctid drwy Dwf Swyddi Cymru, hyfforddiaethau a phrentisiaethau.

Datblygodd Sir Gaerfyrddin ddull ar y cyd o weithredu'r Fframwaith hwn, gan gydweithio'n agos â Sir Benfro, gyda Grŵp Gweithredol ar y cyd rhwng y ddwy sir yn goruchwylio. Mae'r Proffil Asesu Bregusrwydd bellach yn weithredol ym mhob ysgol. Mae'r offeryn hwn yn nodi'r bobl ifanc hynny sydd arnynt angen cymorth ychwanegol, sydd wedyn yn cael ei ddarparu drwy gyfuniad o wasanaethau prif ffrwd ac ymyriadau Teuluoedd yn Gyntaf, dan oruchwyliaeth dull gweithredu Tîm o Amgylch y Teulu. Bydd y Proffil Asesu Bregusrwydd yn cael ei ddefnyddio i dargedu ymyriadau a ariennir gan gynnig rhanbarthol Cynnydd i Gronfa Gymdeithasol Ewrop. Mae arian o'r cynnig hwn yn debygol o fod ar gael yn gynnar yn 2016 a chaiff ei oruchwylio gan gyd-grŵp rheoli sy'n cynnwys staff o'r awdurdod lleol a Choleg Sir Gâr.

6.12 Y Fargen Newydd ar gyfer y Gweithlu Addysg (2014)

Dyma fargen newydd, a gyhoeddwyd gan y Gweinidog Addysg ym mis Mehefin 2014, i gynorthwyo athrawon, arweinwyr a staff cymorth gyda'i datblygiad proffesiynol drwy gydol eu gyrfaoedd, yn ogystal â chynyddu'r parch i'r proffesiwn. Mae'r fargen newydd yn rhoi cyfleoedd i ymarferwyr gael mynediad at ddysgu proffesiynol o ansawdd uchel ar bob cam yn eu gyrfa. Nod y datblygiad hwn yw gwella perfformiad cyffredinol yn yr ystafell ddosbarth a gwella lefelau cyrhaeddiad dysgwyr Cymru.

Caiff y fargen newydd ei chefnogi gan Fodel Dysgu Proffesiynol Cenedlaethol, a luniwyd i wella ansawdd ymarfer proffesiynol tra'n cynyddu'r parch sydd at y gweithlu. Yn gyfnewid am y gefnogaeth hon, bydd Llywodraeth Cymru yn disgwyl i athrawon, arweinwyr a staff cymorth gymryd cyfrifoldeb am eu dysgu proffesiynol eu hunain a rhannu eu gwybodaeth ac arferion da gydag eraill, sy'n nodwedd o unrhyw broffesiwn uchel ei statws.

Bydd y fenter hon hefyd yn golygu y bydd consortia gwella ysgolion rhanbarthol, drwy'r Model Cenedlaethol o Weithio Rhanbarthol, yn cydweithio i ddarparu rhaglen genedlaethol o gyfleoedd datblygu proffesiynol i staff byd addysg. Mae'r gwaith o lunio'r rhaglen hyfforddiant leol lawn sy'n gysylltiedig â'r Fargen Newydd yn tynnu at ei derfyn yn awr.

6.13 Cymwys am Oes (2014 hyd y presennol)

Cymwys am Oes yw cynllun Llywodraeth Cymru i wella addysg. Nod y cynllun 5 mlynedd (2015-2020) yw gwella cyrhaeddiad addysgol dysgwyr 3 i 19 oed. Mae gweithgareddau allweddol y cynllun wedi'u gosod o dan 4 amcan strategol:

- Datblygu gweithlu proffesiynol rhagorol ac iddo addysgeg gref sy'n seiliedig ar ddealltwriaeth o'r hyn sy'n gweithio yn ymarferol (gan gysylltu'n gryf â'r Fargen Newydd, fel a ddisgrifir uchod).
- Darparu cwricwlwm diddorol a deniadol i blant a phobl ifanc, sy'n meithrin eu gallu i fynd ati'n annibynnol i gymhwyso gwybodaeth a sgiliau.
- Sicrhau bod y cymwysterau mae pobl ifanc yn eu hennill yn cael eu parchu yn genedlaethol ac yn rhyngwladol, a'u bod yn basbort i ddysgu pellach a chyflogaeth yn y dyfodol.
- Sicrhau bod arweinwyr addysg yn cydweithio ar bob lefel o fewn system hunanwella, lle mae pawb yn helpu ac yn herio ei gilydd er mwyn codi safonau ein holl ysgolion.

Yn rhannol, ymateb Sir Gaerfyrddin i gynllun Cymwys am Oes yw Adolygiad 11-19 Sir Gaerfyrddin, o ystyried y ffocws a nodwyd ar ddatblygu staff, datblygu cwricwlwm, cymwysterau buddiol ac arweinwyr yn cydweithio ar draws sectorau mewn system o hunanwella. Bydd y camau a nodir yn yr adolygiad hwn yn mynd i'r afael â'r themâu hyn ac yn darparu amrywiaeth o strategaethau i sicrhau y caiff Cymwys am Oes ei weithredu'n effeithiol yn y sir.

6.14 Cynllun Gweithredu Sgiliau (2014)

Diben y cynllun hwn oedd pennu sut i weithredu blaenoriaethau lefel uchel yn natganiadau polisi Llywodraeth Cymru. Mae'r cynllun yn nodi camau polisi allweddol a gâi eu cymryd yn y cyfnod hyd at 2016-17. Mae'r camau hyn yn rhoi'r sylfaen ar gyfer ymyriadau polisi cyflogaeth a sgiliau dros y degawd nesaf.

Mae cwmpas y cynllun hwn yn cydweddu â'r datganiad polisi ar sgiliau ac yn canolbwyntio ar bolisi cyflogaeth a sgiliau ôl-19 yng Nghymru. Ond mae Llywodraeth Cymru yn pwysleisio'r angen am gysylltiadau agos â'r system addysg orfodol ac ôl-orfodol. Diben hyn yw sicrhau bod y gweithlu yn y dyfodol yn adlewyrchu uchelgeisiau'r llywodraeth i sicrhau cymdeithas fedrus iawn. Mae hyn yn cynnwys datblygu staff sydd â Lefel 3 yn y meysydd sgiliau hynny y mae cyflogwyr yn eu gwerthfawrogi ac sy'n bwysig yn rhanbarthol fel meincnod allweddol.

Caiff y targed hwn o gyrhaeddiad ei osod ochr yn ochr â'r angen i wella sgiliau llythrennedd, rhifedd a TGCh ymysg oedolion sy'n gweithio i o leiaf Lefel 2 lle bynnag y bo'n bosibl. Mae Llywodraeth Cymru hefyd yn ystyried yr angen i ddarparu sgiliau ôl-19 cyfrwng Cymraeg yn unol ag anghenion cyflogwyr. Yn sail i'r cynllun y mae cyfres o Fesurau Perfformiad Sgiliau i'w defnyddio fel pwynt cyfeirio parhaus wrth werthuso polisïau a rhaglenni i sicrhau eu bod yn parhau ar y trywydd cywir i gyflawni uchelgais Llywodraeth Cymru i'r dyfodol.

Maent yn canolbwyntio ar y pedwar maes allweddol canlynol:

- Swyddi a thwf – Gwelliannau mewn lefelau cyflogaeth a chynhyrchiant.
- Cynaliadwyedd ariannol – Sicrhau bod cydbwysedd priodol a chynaliadwy o arian ar gael i gynorthwyo'r system sgiliau drwy gyllid llywodraeth, cyflogaeth, unigolion a ffynonellau Ewropeaidd.
- Cydraddoldeb a thegwch – Darparu cyfleoedd cyfartal i unigolion wrth dderbyn cymorth cyflogaeth a sgiliau ôl-19.
- Meincnodi sgiliau yn rhyngwladol – gwella'r proffil sgiliau i sicrhau bod Cymru yn parhau'n gystadleuol fel cenedl.

Dyma'r pedwar maes sydd yn ganolbwynt i Lythyron Gweinidogol 2015-2016 i awdurdodau lleol a cholegau addysg bellach. O ystyried hyn, mae'r camau a nodir yn yr adolygiad hwn yn cysylltu'n agos â disgwyliadau Llywodraeth Cymru ar gyfer sefydliadau dysgu fel a nodwyd yn y llythyron hyn.

6.15 Bagloriaeth Cymru ddiwygiedig (2015)

Caiff Bagloriaeth Cymru ei chyflwyno gan ysgolion a cholegau ledled Cymru. Mae'r Fagloriaeth yn rhoi profiadau ehangach na rhaglenni dysgu traddodiadol, sy'n addas i anghenion amrywiol pobl ifanc. Yn adroddiad Estyn ar Fagloriaeth Cymru, 2012, barnwyd bod mwyafrif y myfyrwyr sy'n astudio craidd y Fagloriaeth yn cael eu cyflwyno i amrywiaeth eang o bynciau a chyfleoedd sy'n eu helpu i wella eu gwybodaeth, eu dealltwriaeth a'u sgiliau rhyngbersonol. Cred Llywodraeth Cymru bod myfyrwyr sy'n astudio'r Fagloriaeth yn datblygu i fod yn fwy hyderus, yn gwella eu sgiliau hanfodol a chymdeithasol ac yn meithrin gwell dealltwriaeth o amrywiaeth o bynciau, o fenter i wleidyddiaeth a materion cyfoes.

Ar bob lefel, caiff y craidd ei astudio yn ogystal ag amrywiaeth o gymwysterau dewisol academaidd a/neu alwedigaethol. Caiff Diploma Sylfaenol, Canolradd neu Uwch Bagloriaeth Cymru ei ddyfarnu, fel sy'n briodol, i'r ymgeiswyr hynny sy'n cyflawni gofynion y Craidd a'r Dewisiadau sy'n berthnasol i bob lefel o'r cymhwyster.

O fis Medi 2015, bydd y Fagloriaeth yn cychwyn ar gyfnod o gyflwyno'r cymhwyster dros gyfnod o 4 blynedd (2015-2020). Bwriad y cyflwyno fesul cam hwn yw galluogi ysgolion a cholegau i reoli'r newid, datblygu staff a sicrhau y caiff y cymhwyster ei gyflwyno ag ansawdd uchel. Mae Llywodraeth Cymru wedi gosod targedau fesul cam dros y cyfnod hwn, gyda'r bwriad bod y Fagloriaeth yn llwyr weithredol erbyn 2020.

Mae'r Fagloriaeth ddiwygiedig yn seiliedig ar Dystysgrif Her Sgiliau graddedig a chymwysterau ategol (gan gynnwys TGAU, Safon Uwch a dyfarniadau galwedigaethol). Y nod pennaf yw galluogi dysgwyr i ddatblygu a dangos dealltwriaeth o sgiliau hanfodol a chyflogadwyedd, a hyfedredd ynddynt; sef sgiliau cyfathrebu, rhifedd, llythrennedd digidol, cynllunio a threfnu, creadigrwydd ac arloesi, meddwl yn feirniadol a datrys problemau, ac effeithiolrwydd personol. Mae'r pwyslais ar ddysgu cymhwysol a phwrpasol ac ar ddarparu cyfleoedd asesu mewn amrywiaeth o gyd-destunau go iawn drwy dair her (Cymuned, Dinasyddiaeth Fyd-eang, Cyflogaeth ac Entrepreneuriaeth) a phrosiect unigol estynedig.

Mae goblygiadau staffio sylweddol i ysgolion Cymru yn sgil y Fagloriaeth ddiwygiedig, o gyfuno hynny â chyflwyno rhaglen 9 TGAU wedi'u capio erbyn mis Medi 2017. Bydd y cyfuniad hwn o newidiadau yn golygu y bydd staff addysgu mewn pynciau anstatudol ar

wahân i'r 9 pwnc wedi'u capio yn treulio llai o amser ar eu pwnc arbenigol o ddewis, a mwy o amser yn addysgu cwricwlwm yn gysylltiedig â'r Fagloriaeth. Mae'r newidiadau hyn eisoes yn effeithio ar ysgolion uwchradd Sir Gaerfyrddin a Choleg Sir Gâr a byddant yn effeithio ymhellach ar staff pwnc arbenigol dros y blynyddoedd sydd i ddod wrth i'r Fagloriaeth gael ei chyflwyno i'r holl ddisgyblion yng Nghyfnod Allweddol 4 ac Ôl-16.

Mae rhoi'r Fagloriaeth ddiwygiedig ar waith eisoes wedi bod yn heriol yn ystod blwyddyn academaidd 2015-2016. Mae'r ffaith i fanylebau diwygiedig y cyrsiau gyrraedd yn hwyr, a'r ffaith bod gofynion newydd yn gysylltiedig â'r e-bortffolio, yn golygu bod disgyblion, myfyrwyr a staff wedi'i chael yn anodd ymgymryd â'r cymhwyster yn gadarnhaol. Bydd Llywodraeth Cymru yn cynnal adolygiad pellach o'r materion sy'n gysylltiedig â Bagloriaeth Cymru yn gynnar yn 2016. Y gobaith yw y bydd yr adolygiad hwn yn mynd i'r afael â'r problemau presennol y mae ysgolion a cholegau yn eu hwynebu.

Yn cyd-redeg â'r newidiadau i Fagloriaeth Cymru, mae bellach gofyn i bob person ifanc mewn chweched dosbarth ac mewn addysg bellach nad ydynt wedi llwyddo i ennill cymhwyster TGAU Mathemateg a Saesneg ailsefyll y cymwysterau hyn fel rhan o'u rhaglen astudio ôl-16. Nid oes arian ychwanegol wedi'i ddyrannu i gyflawni hyn, gan roi pwysau ariannol a phwysau o ran amserlennu a staffio ar ysgolion a cholegau.

Ni fydd yn orfodol cyflwyno'r Fagloriaeth i bob disgybl mewn ysgolion a cholegau hyd at fis Medi 2020. Ond cred yr awdurdod lleol a Choleg Sir Gâr bod y Fagloriaeth yn rhan hanfodol o gwricwlwm datblygol Sir Gaerfyrddin gan fod y cymhwyster yn datblygu'r sgiliau sydd eu hangen ar bobl ifanc i lwyddo mewn bywyd, y sgiliau sydd eu hangen ar gyflogwyr, a'r sgiliau hynny sy'n eu galluogi i symud ymlaen yn effeithiol i addysg uwch.

6.16 System Genedlaethol ar gyfer Categoreiddio Ysgolion (2015)

Ym mis Medi 2014, cyhoeddodd Llywodraeth Cymru ganllawiau System Genedlaethol ar gyfer Categoreiddio Ysgolion i ysgolion, awdurdodau lleol a chonsortia rhanbarthol. Diben y system yw nodi'r ysgolion hynny sydd angen y cymorth mwyaf, a gwneud yn siŵr bod cymorth ac adnoddau yn cael eu cyfeirio yn y modd mwyaf effeithiol, er mwyn sicrhau'r gwelliannau sydd eu hangen yn y system ysgol.

Mae'r canllawiau hyn yn rhoi esboniad manwl o dri cham y System Genedlaethol ar gyfer Categoreiddio Ysgolion:

- Perfformiad a safonau
- Hunanwerthuso a'r gallu i hunanwella mewn perthynas ag arwain ac addysgu;
- Gwella ysgolion drwy gonsortia addysg rhanbarthol a chategoreiddio dysgu, a lefel o gymorth, her ac ymyrraeth.

Datblygodd Llywodraeth Cymru'r canllawiau hyn gyda'r consortia rhanbarthol cyn eu cyhoeddi ac roedd y wybodaeth hon ar gael i gynghorwyr her y consortia wrth gategoreiddio'r ysgolion ym mlwyddyn 2014-2015. Ym mis Chwefror 2015, roedd 4 o ysgolion uwchradd Sir Gaerfyrddin (33%) yn y categori Gwyrdd (rhagorol), 6 (50%) yn Felyn (da) a 2 (17%) yn Ambr (boddhaol). Ni chafodd yr un ysgol uwchradd yn Sir Gaerfyrddin ei rhoi yn y categori Coch (angen cymorth dwys). Dyma sefyllfa sy'n newid cadarnhaol o gymharu â blwyddyn 2014-2015, gydag 83% o'r ysgolion yng nghategorïau Gwyrdd neu Felyn, o gymharu â 65% ar draws rhanbarth ERW.

6.17 Dyfodol Llwyddiannus – Adolygiad Donaldson (2015 hyd y presennol)

Ym mis Chwefror 2015, cyhoeddodd Llywodraeth Cymru yr adolygiad o'r cwricwlwm a'r trefniadau asesu a gynhaliwyd gan yr Athro Graham Donaldson, ac yntau wedi gwneud gwaith tebyg yn yr Alban yn flaenorol. Nod yr adolygiad oedd darganfod cryfderau a gwendidau'r cwricwlwm presennol.

Dyma'r cryfderau a nodwyd:

- Tegwch a chynhwysiant;
- Cymorth i Anghenion Addysgol Arbennig drwy Ar Drywydd Dysgu;
- Y Cyfnod Sylfaen;
- Y pwyslais ar lythrennedd, rhifedd a sgiliau ehangach;
- Diwylliant Cymru a'r Gymraeg;
- Bagloriaeth Cymru ddiwygiedig.

Dyma'r gwendidau a nodwyd yn yr adolygiad:

- Gormodedd, afreidrwydd a chymhlethdod addasiadau olynol;
- Y cwricwlwm presennol heb fod yn galluogi pobl ifanc i gyrraedd safonau a nodir;
- Asesu ac atebolrwydd wedi'u cydblethu mewn ffordd ddi-fudd.

Hefyd, meddai athrawon wrth yr Athro Donaldson yr hoffent allu penderfynu beth byddent yn dysgu yn eu pynciau a sut. Meddai plant a phobl ifanc wrth yr arolwg eu bod eisiau mwy o ffocws ar sgiliau bywyd, hyder personol, sgiliau sylfaenol, sgiliau gwaith, cyngor ar yrfaoedd a lles.

O feddu ar yr adborth hwn, cynigodd Donaldson i gwricwlwm newydd gael ei ddatblygu, gyda phedwar diben clir o ddatblygu pobl ifanc i fod yn:

- Ddysgwyr uchelgeisiol, galluog, sy'n barod i ddysgu drwy gydol eu bywydau;
- Cyfranwyr mentrus, creadigol, sy'n barod i chwarae eu rhan yn llawn mewn bywyd a gwaith;
- Dinasyddion Cymru a'r byd sy'n foesegol a deallus;
- Unigolion iach a hyderus, sy'n barod i fyw bywydau boddhaol fel aelodau gwerthfawr o gymdeithas;

Yn ôl Donaldson, mae strwythur y cwricwlwm presennol yn rhy gymhleth ac mae angen ei symleiddio a'i wneud yn fwy cydlynol. Mae'r strwythur presennol yn rhwystro llif a dilyniant mewn dysgu ac yn atal y cwricwlwm rhag bod yn ymatebol i anghenion lleol. Cred Donaldson y dylid datblygu dull gweithredu mwy cyson sy'n cwmpasu'r cyfnodau Cynradd ac Uwchradd hyd at Gyfnod Allweddol 3 o leiaf. Pwysleisia'r angen am ddefnydd mwy dychmygus o amser, ac estyniad i ddull y Cyfnod Sylfaen o weithredu, lle caiff meysydd dysgu eu defnyddio yn hytrach na phynciau. Argymhellir hefyd bod pob athro yn gyfrifol am lythrennedd, rhifedd a chymhwysedd digidol.

Cynghora'r adolygiad bod angen i'r iaith Gymraeg gael ei chryfhau oddi mewn i'r cwricwlwm gan gynnig y dylai pob plentyn a pherson ifanc barhau i ddysgu'r Gymraeg hyd nes eu bod yn 16 oed. Nodir yr angen i wella ansawdd a pherthnasedd addysgu'r Gymraeg mewn ysgolion cyfrwng Saesneg.

Awgryma'r adolygiad fod ysgolion cyfrwng Cymraeg yn dod yn ganolfannau iaith Gymraeg i roi cymorth i ysgolion cyfrwng Saesneg.

Dylid defnyddio gwaith ymchwil ar ddilyniant dysgu plant wrth ddatblygu disgrifiadau o gyrhaeddiad disgwyliedig. Dylent fod yn heriol a hygyrch, a chynnig cyfleoedd i wyro fel eu bod yn addas i fyfyrwyr sy'n rhagori a rhai sy'n gwneud cynnydd yn arafach.

Awgryma'r adolygiad bod gweithdrefnau asesu yn cael eu symleiddio ac y dylai Llywodraeth Cymru ddatblygu fframwaith asesu a gwerthuso cyffredinol fel a argymhellir gan y Sefydliad ar gyfer Cydweithrediad a Datblygiad Economaidd. Awgryma'r adroddiad ddefnyddio asesiadau athro ynghyd â phrofion allanol i asesu.

Mae i'r argymhellion oblygiadau sylweddol i ddatblygiad proffesiynol athrawon ac ymarferwyr eraill ledled Cymru ac yn Sir Gaerfyrddin, gan gynnwys:

- yr angen i ymestyn gallu athrawon ym meysydd yr iaith Gymraeg, iechyd a lles;
- cymhwysedd digidol, cyfrifiadureg a chodio;
- cynllunio'r cwricwlwm ac asesu.

Ar ôl cyhoeddi Dyfodol Llwyddiannus, bu i Lywodraeth Cymru annog pawb sy'n ymwneud ag addysg i gymryd rhan yn "Y Ddadl Fawr" i ffurfio datblygiad y polisi hwn. Erbyn mis Rhagfyr 2015, nid yw goblygiadau llawn Adroddiad Donaldson i'r cwricwlwm yng Nghymru a Sir Gaerfyrddin eto'n glir, er bod yr ysgolion arloesi yn Sir Gaerfyrddin ar gyfer rhaglen Dyfodol Llwyddiannus bellach wedi'u nodi. Mae gweithredu diwygiadau Donaldson ar y cwricwlwm 3-19 yn destun adroddiad pwysig gan yr awdurdod lleol (*Palmantu'r Ffordd* / Paving the Way) sy'n ategu'r adolygiad hwn a'r argymhellion cysylltiedig.

6.18 Ysgolion Creadigol Arweiniol (2015)

Nod Ysgolion Creadigol Arweiniol Cyngor Celfyddydau Cymru yw hybu ffyrdd newydd i weithio, ac mae rhaglenni arloesol a phwrpasol wedi'u llunio i wella ansawdd y dysgu a'r addysgu. Lluniwyd Cynllun yr Ysgolion Creadigol Arweiniol i gydweithio ag ysgolion a darparu'r bobl, y sgiliau a'r adnodau creadigol sydd eu hangen i helpu ysgolion i fynd i'r afael â'r heriau hyn.

Bydd y cynllun yn datblygu technegau dysgu ac addysgu sydd wedi'u datblygu'n dda ac sydd wedi'u llunio'n benodol i fod yn ymarferol a pherthnasol i alwadau bywyd go iawn y cwricwlwm. Caiff y technegau hyn eu cyfarwyddo gan waith ymchwil helaeth o bob rhan o'r byd i'r hyn sy'n gwneud ysgolion sy'n perfformio ar lefel uchel. Nod yr Ysgolion Creadigol Arweiniol yw meithrin a datblygu creadigrwydd dysgwyr fel eu bod yn cyflawni'u potensial, yn tyfu i fod yn unigolion cyflawn ac wedi'u paratoi â sgiliau am oes.

Mae Cynllun yr Ysgolion Creadigol Arweiniol yn caniatáu i ysgolion fod yn rhan o raglen hirdymor sydd â'r nod o'u cynorthwyo i:

- weithio gydag Ymarferwyr Creadigol yn eu hystafelloedd dosbarth i drawsnewid y dysgu a'r addysgu;
- dyfeisio a gweithredu prosiect neu raglen o waith yn gysylltiedig â blaenoriaethau datblygu unigol yr ysgolion;
- darganfod dulliau creadigol i fynd i'r afael â llythrennedd, rhifedd a lleihau'r bwlch rhwng dysgwyr sy'n gymwys i dderbyn prydau ysgol am ddim a'u cyfoedion;
- ymwreiddio newidiadau yn yr arferion addysgu gan arwain at effaith gynaliadwy;
- rhoi lle canolog i'r celfyddydau a chreadigrwydd ym mywyd yr ysgol;

- derbyn cydnabyddiaeth am eu hymroddiad i wella drwy ddysgu ac addysgu creadigol a'r celfyddydau.

Daw'r arian ar gyfer yr Ysgolion Creadigol Arweiniol o gyllideb o £20 miliwn a ddyrannwyd i weithredu Dysgu Creadigol drwy'r Celfyddydau rhwng 2015 a 2020. Bydd yr ysgolion yn dechrau elwa o'r cynllun yn ystod blwyddyn academaidd 2015/16. Yn ystod oes y cynllun, rhagwelir y bydd traean yr ysgolion yng Nghymru wedi cael y cyfle i fod yn rhan o Gynllun yr Ysgolion Creadigol Arweiniol. Mae Ysgolion Creadigol Arweiniol Sir Gaerfyrddin bellach wedi'u nodi a bydd y gwaith i weithredu'r rhaglen hon yn cychwyn yn gynnar yn 2016.

6.19 Blaenoriaethau Gweinidogol Blynyddol ar gyfer Colegau Addysg Bellach ac Awdurdodau Lleol (2015)

Mae'r Gweinidog Addysg a Sgiliau yn nodi'r blaenoriaethau blynyddol ar gyfer sectorau Addysg Bellach ac ysgolion ôl-16 Awdurdodau Lleol ym mis Mai bob blwyddyn er mwyn paratoi at y flwyddyn academaidd sydd i ddod. Ar gyfer blwyddyn 2016-2017, y blaenoriaethau hyn yw:

- **Swyddi a thwf** gan gynnwys dulliau o gydweithio i ddatblygu prosiectau Cronfa Gymdeithasol Ewrop, mesurau perfformiad sgiliau, datblygiad y Partneriaethau Sgiliau Rhanbarthol ac ymgysylltu â chyflogwyr a mentergarwch;
- **Cynaliadwyedd ariannol** gan gynnwys cyd-fuddsoddi mewn sgiliau;
- **Cydraddoldeb a thegwch** gan gynnwys Strategaeth Tlodi Plant a Chynllun Gweithredu ar gyfer Trechu Tlodi, Fframwaith Ymgysylltu a Datblygu Ieuenctid, datblygu Rhwydwaith Seren i'r bobl ifanc mwyaf galluog, llythrennedd a rhifedd, yr iaith Gymraeg, safonau, dysgwyr sydd ag anawsterau dysgu a/neu anableddau:
- **Meincnodi sgiliau rhyngwladol** gan gynnwys ansawdd, safonau a dilyn trywydd cyrchfannau dysgwyr, fframweithiau prentisiaethau, Bagloriaeth Cymru, corff newydd Cymwysterau Cymru, cofrestru addysg gweithlu.

Roedd y Gweinidog hefyd yn gofyn i sefydliadau addysg bellach ac awdurdodau lleol barhau i ddarparu Dysgu Oedolion yn y Gymuned, datblygu ymhellach y defnydd o e-ddysgu, a chydweithio'n agos â'r consortia gwella ysgolion rhanbarthol wrth ddatblygu darpariaeth yn strategol. Roedd disgwyl hefyd y byddai pawb sy'n ymwneud ag addysg a hyfforddiant ôl-16 yn parhau i ddatblygu diwylliant o dryloywder a chydweithio, a sicrhau arbedion effeithlonrwydd a'r defnydd gorau o adnoddau drwy'r cydweithio hwn. Tra bo gwaith partneriaeth yn y sir yn mynd i'r afael â'r materion hyn a godwyd gan y Gweinidog, mae argymhellion yr adolygiad hwn yn dwyn ynghyd nifer o themâu pellach i fodloni'r blaenoriaethau a nodwyd.

6.20 Rhwydwaith Seren (2015)

Yn 2015, cyhoeddodd Llywodraeth Cymru adroddiad gan Paul Murphy AS a nodai'r ffactorau sy'n cyfrannu at y niferoedd isel o bobl ifanc o Gymru sy'n mynd ymlaen i brifysgolion Rhydychen a Chaergrawnt. Roedd yr adroddiad yn argymell sefydlu rhwydwaith o hybiau lleol i gynnig gweithgarwch cyfoethogi i ddisgyblion ysgol a choleg ym Mlwyddyn 12 a fyddai'n eu paratoi i ymgeisio am leoedd yn 30 prifysgol mwyaf cystadleuol Prydain, Ymddiriedolaeth Sutton. Yn dilyn gwaith datblygu yn 2015, lansiwyd Hwb Seren Sir Gaerfyrddin/Sir Benfro ym mis Chwefror 2016, gyda 330 o bobl ifanc galluog a dawnus o bob rhan o'r ddwy sir wedi'u nodi yn gyfranogwyr posibl. Mae rhaglen o weithgareddau cyfoethogi wedi'i chynllunio i'r grŵp hwn o bobl ifanc yn 2016-2017, gyda grŵp gweithredol

ar y cyd o staff ysgolion, colegau addysg bellach a staff awdurdod lleol yn goruchwylio'r gwaith.

6.21 Adroddiad Blynyddol Estyn 2015

Mae Adroddiad Blynyddol Estyn 2015 yn cyfeirio at nifer o themâu sy'n berthnasol iawn i'r adroddiad hwn. Caiff newidiadau i'r cwricwlwm yng Nghymru eu trafod yn fanwl. Nodir bod cryfderau'r cwricwlwm mewn ysgolion uwchradd da i'w gweld pan fo ysgolion yn gweithio mewn partneriaeth ag ysgolion eraill a cholegau i ehangu'r dewisiadau sydd ar gael i bobl ifanc yng Nghyfnod Allweddol 4. Mae ehangu'r cwricwlwm fel hyn yn cynnwys llwybrau galwedigaethol yn gysylltiedig â'r economi lleol a rôl Bagloriaeth Cymru wrth ehangu dealltwriaeth o fenter, dinasyddiaeth a byd gwaith. Pwysleisir ymrwymiad ysgolion sy'n perfformio ar lefel uchel i ddatblygu ymwybyddiaeth gymdeithasol a moesol ehangach y disgyblion a hybu ffyrdd iach o fyw. Caiff amrywiaeth eang o weithgareddau diwylliannol, artistig, cerddorol a chwaraeon hefyd eu nodi yn elfennau creiddiol i ddatblygu dysgwyr hyderus sydd wedi'u paratoi'n dda at astudio pellach a chyflogaeth.

Er mwyn cyflawni'r cwricwlwm eang a diddorol hwn, noda Estyn bwysigrwydd cynllunio dychmygus gan uwch reolwyr sy'n eu galluogi i arloesi a datblygu arferion dysgu ymreolus trawsgwricwlaidd. Pwysleisir rôl ysgolion, colegau ac awdurdodau lleol wrth gydweithio i ddatblygu cwricwlwm sy'n berthnasol i ddysgwyr a sectorau allweddol yr economi lleol, yn ogystal â rhannu gwybodaeth am bobl ifanc er mwyn gallu dilyn trywydd eu cynnydd yn well. Gan gysylltu'n agos â gweithredu pedwar diben craidd Dyfodol Llwyddiannus, noda Estyn y dylai ysgolion fod yn paratoi at weithredu'r cwricwlwm newydd drwy adeiladu ar yr arferion da presennol sydd wedi'u nodi yn y gwaith o ddylunio a datblygu cwricwlwm. Fel y bydd adrannau diweddarach yn yr adolygiad hwn yn nodi, mae llawer o'r ymarfer da hwn eisoes yn bodoli yn Sir Gaerfyrddin, sy'n golygu bod y sir mewn sefyllfa dda i ddatblygu dull arloesol o ddatblygu cwricwlwm lleol.

6.22 Strategaethau Cenedlaethol – Crynodeb

Yn ystod y 15 mlynedd diwethaf, cafwyd cyfres o geisiadau gan Lywodraeth Cymru i drawsnewid dulliau cyflenwi a darparu addysg a hyfforddiant 11-19 drwy bolisïau, strategaethau a deddfwriaeth newydd. Yn ystod y cyfnod hwn, ceisiodd mentrau Llywodraeth Cymru:

- gynorthwyo a herio ysgolion a cholegau i wella safonau a chanlyniadau dysgwyr;
- mynd i'r afael â ffactorau sy'n achosi tlodi a'i effaith ar blant a theuluoedd;
- datblygu a chryfhau arweinyddiaeth mewn ysgolion a cholegau;
- sicrhau gwerth am arian a defnydd effeithiol o adnoddau;
- sicrhau cydlyniant a chysylltiadau cryf rhwng holl feysydd y ddarpariaeth ôl-16;
- hwyluso proses o uno a chydweithio;
- cynyddu darpariaeth cyfrwng Cymraeg;
- mynd i'r afael â gostyngiadau yn nifer y disgyblion sydd mewn ysgolion drwy resymoli lleoedd ysgol;
- dwyn dulliau cyflenwi darpariaeth ôl-16 addysg bellach ac ysgolion ynghyd o dan yr un trefniant cyllido.

Tra bo'r nodau hyn i'w canmol, mae natur amrywiol ac weithiau datgysylltiedig polisi Llywodraeth Cymru yn cyflwyno heriau sylweddol i weithredu'r polisïau hyn yn

llwyddiannus ar lefel sir. Mae gweithredu'r newidiadau hyn yn rhanbarthol ac ar draws ffiniau awdurdodau lleol hyd yn oed yn fwy heriol.

Cafodd llawer o'r gwaith hwn ei ariannu gan grantiau unigol Llywodraeth Cymru yn gysylltiedig â meini prawf cyllido llym, ac yn parhau i gael ei ariannu felly. Yn y blynyddoedd diwethaf, gweinyddwyd rhai o'r grantiau hyn ar sail ranbarthol, gan alw am fiwrocratiaeth ychwanegol i reoli adnoddau yn effeithiol. Gall dulliau gwahanol o weithredu ar lefel awdurdod lleol hefyd olygu mai anodd yw datblygu dull cyson o fynd i'r afael â blaenoriaethau Llywodraeth Cymru ar lefel rhanbarth. Ond o ystyried yr arferion cydgysylltiedig o ddatblygu cwricwlwm 11-19 sydd eisoes yn eu lle yn Sir Gaerfyrddin, bydd yr adolygiad hwn yn nodi sut gall yr heriau hyn barhau i gael eu goresgyn er mwyn diwallu anghenion plant, pobl ifanc, teuluoedd, cymunedau a'r economi lleol yn Sir Gaerfyrddin.

7.0 Y Cyd-destun Rhanbarthol

Mae Cyngor Sir Caerfyrddin a Choleg Sir Gâr yn ymrwymedig i weithio'n rhanbarthol ac i ddatblygu strategaeth gydlynol er mwyn cyflwyno addysg a hyfforddiant yn well i bobl ifanc. Mae'r ffaith bod amser ac ymdrech sylweddol y staff yn cael ei ymroi i weithgarwch rhanbarthol, fel rhan o waith dydd i ddydd uwch staff y ddau sefydliad, yn tystio i'r ymrwymiad hwn. Mae tri phrif grŵp presennol yn hwyluso'r arfer o weithio'n rhanbarthol.

7.1 Y Bartneriaeth Dysgu Rhanbarthol

Mae'r Bartneriaeth Dysgu Rhanbarthol yn bartneriaeth strategol o bartneriaid addysg ac adfywio yn ne-orllewin a chanolbarth Cymru sy'n gweithio i gyflawni: sgiliau ar gyfer swyddi a thwf, sgiliau sy'n ymateb i anghenion lleol, sgiliau y mae cyflogwyr yn eu gwerthfawrogi, a sgiliau ar gyfer cyflogaeth. Y mae'n bartneriaeth o gynrychiolwyr allweddol llywodraeth leol, addysg uwch, addysg bellach, y trydydd sector a'r sector preifat ar draws Sir Gaerfyrddin, Ceredigion, Castell-nedd Port Talbot, Sir Benfro, Powys ac Abertawe.

7.1.1 Y Cynllun Cyflawni Lleol ar gyfer Cyflogaeth a Sgiliau yn Ne-orllewin a Chanolbarth Cymru

Mae Adran Addysg a Sgiliau Llywodraeth Cymru wedi datblygu dull strategol o ddarparu cymorth cyflogaeth a sgiliau i unigolion a busnesau, a fydd yn sylfaen i ddefnyddio Cronfeydd Strwythurol Ewropeaidd a ffynonellau arian eraill. Mewn ymateb i'r agenda gyflogaeth a sgiliau hon, mae'r Bartneriaeth Dysgu Rhanbarthol wedi helpu i ddatblygu Cynllun Cyflawni Lleol ar gyfer Cyflogaeth a Sgiliau yn Ne-orllewin a Chanolbarth Cymru sy'n cydweddu'n strategol â'r hyn sydd wedi'i amlinellu yn y Datganiad Polisi Cenedlaethol ar Sgiliau (a gyhoeddwyd ym mis Ionawr 2014) a'r Cynllun Gweithredu dilynol (a gyhoeddwyd ym mis Gorffennaf 2014).

Mae'r cynllun hefyd yn ceisio cydweddu â blaenoriaethau Dinas-Ranbarth Bae Abertawe a datblygiad Tyfu Canolbarth Cymru, er mwyn galluogi i ddarpariaeth sgiliau a dysgu ddiwallu anghenion economaidd y rhanbarth a'r farchnad lafur dros y degawd nesaf a thu hwnt.

Ym mis Hydref 2014, bu i'r Dirprwy Weinidog Sgiliau a Thechnoleg, Julie James AC, gyhoeddi'n ffurfiol strwythurau'r partneriaethau sgiliau rhanbarthol a fydd yn datblygu a chyhoeddi cynlluniau cyflogaeth a sgiliau rhanbarthol blynyddol. Bydd y rhain yn nodi blaenoriaethau buddsoddi yn ogystal â'r galw a'r cyfleoedd yn lleol. Cyflwynwyd pedwerydd fersiwn y cynllun i Lywodraeth Cymru ym mis Mawrth 2015, a bydd gofyn cyflwyno cynllun blynyddol diwygiedig erbyn mis Mawrth 2016.

Mae'r Bartneriaeth Dysgu Rhanbarthol yn datblygu ymyriadau rhanbarthol drwy bedwar grŵp fframwaith – Pobl Ifanc Rhanbarthol, Cyflogadwyedd Oedolion Rhanbarthol, Sgiliau ar gyfer Twf Rhanbarthol ac Entrepreneuriaeth Rhanbarthol. Mae'r ymyriadau yn seiliedig ar dystiolaeth anghenion sgiliau a chyflogaeth rhanbarthol, ac yn ategu'r cynlluniau cenedlaethol. Mae hyn yn cynnwys amrywiaeth o ddarpariaeth i uwchsgilio'r gweithlu, a chymorth i gael mynediad i'r gweithle a symud ymlaen oddi mewn i'r gweithle, ac ymateb i amodau a blaenoriaethau economaidd rhanbarthol penodol. Y mae hefyd yn cynnwys gweithgarwch ieuenctid sy'n canolbwyntio ar y rhanbarth.

Datblygwyd y fframweithiau gan y Bartneriaeth Dysgu Rhanbarthol i sefydlu dull cydlynol o weithredu, lleihau achosion o brosiectau'n dyblygu gwaith ei gilydd, a sefydlu gweithdrefnau atgyfeirio. Mae pob fframwaith yn ddull strategol i fynd i'r afael â thema benodol neu garfan benodol o gyfranogwyr, gyda nifer o brosiectau cenedlaethol, rhanbarthol a lleol wedi'u neilltuo i bob un.

Er mwyn osgoi achosion o ddyblygu gwaith a nodi bylchau mewn gweithgarwch, caiff prosiectau a weithredir gan sefydliadau cenedlaethol, e.e. Llywodraeth Cymru, eu cynnwys yn y fframweithiau. Wrth i geisiadau am gyllid allanol gael eu cymeradwyo yn y dyfodol, caiff y fframweithiau eu defnyddio yn offeryn i nodi'r galw sy'n codi, y ddarpariaeth bresennol a'r bylchau o ran sgiliau. Gofynnodd Llywodraeth Cymru i bob partneriaeth sgiliau rhanbarthol ddatblygu Asesiadau Galw a Chyflenwi i gynorthwyo'r gwaith o weithredu'r Cynllunio Cyflawni Rhanbarthol erbyn mis Medi 2015.

Mae Cynllun Gweithredu Sgiliau Llywodraeth Cymru yn nodi rôl allweddol i bartneriaethau sgiliau rhanbarthol drwy fod yn fodd i gynghori Llywodraeth Cymru ar flaenoriaethau rhanbarthol yn y dyfodol o ran ariannu sgiliau yn unol ag anghenion cyflogaeth a sgiliau. Yr Asesiad Galw a Chyflenwi ym mhob rhanbarth yw'r dull i bartneriaethau ddarparu'r sylfaen dystiolaeth hon i Lywodraeth Cymru. Y mae hefyd yn cynnig cyfle i ddylanwadu ar flaenoriaethu arian mewn meysydd allweddol.

Bydd yr Asesiadau Galw a Chyflenwi yn y flwyddyn gyntaf yn canolbwyntio ar Ddyraniadau Dysgu Seiliedig ar Waith gan gynnwys Prentisiaethau 2016-17 ac Adleoli Cyllid Addysg Bellach 2016 – 17 (ôl-16). Bydd yr Asesiadau yn canolbwyntio ar 3-4 blaenoriaeth allweddol i ddylanwadu ar ddyraniad Prentisiaethau ac adleoli cyllid addysg bellach. Bydd Llywodraeth Cymru wedyn yn adrodd yn ôl i'r partneriaethau sgiliau rhanbarthol erbyn mis Gorffennaf 2016 ar sut y dylanwadwyd ar ddyraniadau cyllid o ganlyniad i broses yr Asesiadau Galw a Chyflenwi yn ogystal â ffyrdd i wella'r broses sy'n cael ei pheilota ar gyfer dyraniadau 2016-17 yn y dyfodol.

Bydd grŵp gorchwyl a gorffen yn cael ei sefydlu, a bydd yn cynnwys cynrychiolaeth o sefydliadau addysg bellach a deiliaid contractau dysgu seiliedig ar waith. Caiff yr asesiad ei rannu'n ddwy i adlewyrchu ardaloedd daearyddol Tyfu Canolbarth Cymru a Bwrdd Dinas-Ranbarth Bae Abertawe.

7.2 Dinas-Ranbarth Bae Abertawe

Lansiwyd Dinas-Ranbarth Bae Abertawe ym mis Gorffennaf 2013 ac mae'n cwmpasu pedair ardal awdurdod lleol, sef Castell-nedd Port Talbot, Abertawe, Sir Gaerfyrddin a Sir Benfro. Mae cydweithio fel Dinas-Ranbarth yn rhoi cyfle i'r awdurdodau lleol hyn fynd i'r afael ag adfywio economaidd mewn ffyrdd newydd, gan gynnwys:

- Marchnadoedd llafur mwy o faint a mwy effeithlon ac felly gwell rhagolygon i greu swyddi;
- Cyfleoedd i gynllunio'n well ar gyfer tai, trafnidiaeth, cymorth i fusnesau a gwasanaethau eraill y tu hwnt i ffiniau gweinyddol presennol;
- Gwell rhagolygon i ddenu buddsoddiad, arloesedd a gweithgarwch economaidd gwerth ychwanegol.

Nod Dinas-Ranbarth Bae Abertawe yw i dde-orllewin Cymru fod yn Ddinas-Ranbarth Ewropeaidd erbyn 2013 sy'n hyderus, uchelgeisiol a chysylltiedig, ac sydd â chydnabyddiaeth ryngwladol am ei heconomi ddatblygol ym maes gwybodaeth ac arloesi. Targed allweddol lefel uchel y Strategaeth yw bod lefelau cynhyrchiant yn Ninas-Ranbarth Bae Abertawe erbyn 2030 unwaith eto ar 90% o lefelau cynhyrchiant y Deyrnas Unedig.

Mae'r strategaeth gysylltiedig, Strategaeth Adfywio Economaidd Dinas-Ranbarth Bae Abertawe 2013-2020, yn pwysleisio pryderon ynglŷn â lefelau sgiliau yn y rhanbarth, gan ddweud: "*Mae diffygion [sgiliau] sylweddol ar draws ein Dinas-Ranbarth. Mae gennym brinder pobl sydd â chymwysterau lefel uwch a gormod o bobl heb gymwysterau o gwbl".* Yn Sir Gaerfyrddin, mae gan 23.9% o'r boblogaeth gymwysterau lefel 4 ac uwch o gymharu â chyfartaledd o 30.3% yng Nghymru, ac mae 26.8% o'r boblogaeth heb gymhwyster o gwbl, o gymharu ag 11.4% yn genedlaethol (Cyfrifiad 2011, Y Swyddfa Ystadegau Gwladol).

Bydd y Cynllun Datblygu Rhanbarthol yn gweithredu Nod Strategol 2 (cynorthwyo i ddatblygu gweithlu medrus ac uchelgeisiol ar draws de-orllewin Cymru) Strategaeth Adfywio Economaidd Dinas-Ranbarth Bae Abertawe (t23). Blaenoriaethau allweddol y nod hwn yw:

- Adeiladu sgiliau mewn addysg;
- Symud i mewn i waith;
- Cynyddu'r galw a gwella sgiliau.

Mae strategaeth Dinas-Ranbarth Bae Abertawe yn nodi mai un o'r amcanion ddylai fod "sicrhau bod darpariaeth addysg bellach ac uwch yn y ddinas-ranbarth yn cynnig cymorth hyblyg sy'n cydweddu'n llwyr ag anghenion cyflogwyr a'r sectorau twf ym maes gwybodaeth yn yr economi lleol, a bod y ddarpariaeth yn cael ei ffurfio gan yr anghenion hynny."

Mae'r Strategaeth hefyd yn galw am ffocws ar "wella cyrhaeddiad ac uchelgais yn ein hysgolion sy'n perfformio isaf i sicrhau bod gan bobl ifanc, pan fyddant yn gadael y system addysg, y sgiliau a'r cymwysterau a fydd yn caniatáu iddynt symud ymlaen i swyddi o ansawdd uchel". Caiff sectorau uwch-weithgynhyrchu, creadigol, ynni a'r amgylchedd, bwyd (gan gynnwys amaethyddiaeth), TGCh, gwasanaethau ariannol a phroffesiynol, gwyddorau bywyd a thwristiaeth eu nodi yn allweddol i ffyniant y ddinas-ranbarth. Mae'r strategaeth hefyd yn cydweddu â blaenoriaethau strategaethau adfywio Ceredigion a Phowys sy'n ffinio â'r ddinas-ranbarth.

Mae datblygiadau cyfalaf posibl i'r dyfodol yng Ngholeg Sir Gâr eisoes wedi'u cydweddu â blaenoriaethau Dinas-Ranbarth Bae Abertawe. Rhaid i'r gwaith cyffredinol o ddatblygu addysg a hyfforddiant 11-19 yn Sir Gaerfyrddin gael ei ystyried yn y cyd-destun rhanbarthol ehangach hwn a chaiff ei gyfarwyddo gan waith Dinas-Ranbarth Bae Abertawe hyd yma ac yn y dyfodol.

7.3 Gwasanaeth Gwella Ysgolion Rhanbarthol Consortiwm ERW

Ym mis Chwefror 2014, cyhoeddodd Llywodraeth Cymru ei Fodel Cenedlaethol ar gyfer Gweithio'n Rhanbarthol. Roedd y model cenedlaethol hwn yn amlinellu'r weledigaeth o gonsortia gwella ysgolion rhanbarthol yn ogystal â pha rôl fyddai i bob haen (ysgolion, awdurdodau lleol, consortia rhanbarthol a Llywodraeth Cymru) yn y system addysg (Llywodraeth Cymru, 2014a).

Mae'r model cenedlaethol yn cwmpasu'r elfennau canlynol mewn pum adran allweddol:

1. cenhadaeth, gwerthoedd ac egwyddorion gwella ysgolion;
2. cwmpas consortia rhanbarthol;
3. cyflawni swyddogaethau consortia rhanbarthol ac awdurdodau lleol;
4. llywodraethu ac atebolrwydd;
5. trefniadaeth a gweithrediad y consortia.

Yn dilyn cyhoeddi'r Model Cenedlaethol ar gyfer Gwella Ysgolion, diwygiwyd Consortiwm ERW ym mis Ebrill 2014. Mae'r Consortiwm yn cynnwys chwe Awdurdod Lleol; Sir Gaerfyrddin, Ceredigion, Sir Benfro, Powys, Bwrdeistref Sirol Castell-nedd Port Talbot a Dinas a Sir Abertawe. Diben ERW yw cyflawni un gwasanaeth gwella ysgolion sy'n gyson, proffesiynol ac integredig, i blant a phobl ifanc mewn amrywiaeth o leoliadau yn y chwe awdurdod lleol. Blaenoriaethau ERW yn 2015-2018 yw Arwain Dysgu, Dysgu ac Addysgu a Chymorth i Ddysgu. Caiff y rhain eu cynorthwyo gan ffrydiau gwaith trawsbynciol i'w diwygio'n flynyddol yn dibynnu ar anghenion a newidiadau gweithredol.

Caiff gwasanaethau gwella ysgolion eu cyflawni drwy strwythur model 'hwb'. Yn lleol, mae awdurdodau lleol Sir Gaerfyrddin a Sir Benfro yn cydweithio i herio perfformiad ysgolion a gwella dysgu ac addysgu. Mae hwb y consortiwm yn darparu gwasanaeth gwella ysgolion i 192 o ysgolion, a chaiff y gwaith ei oruchwylio gan rôl Pennaeth Gwasanaeth ar y cyd. Mae timau'n cyflenwi her ac ymyrraeth cychwynnol oddi mewn i feysydd penodol ac yn gweithio gydag arbenigwyr amlddisgyblaethol. Mae gwella arweinyddiaeth ysgolion yn dasg allweddol ar draws yr hwb, ac felly hefyd waith y Cynghorwyr Herio wrth gyd-drefnu cymorth amrywiol a symud yr agenda ysgol-i-ysgol yn ei blaen. Mae cynghorwyr herio'r hwb hefyd yn gweithio ar draws y rhanbarth yn unol â chytundeb y Gwasanaeth Gwella Ysgolion Integredig Rhanbarthol y mae'r ddau awdurdod yn rhan ohono.

7.4 Cynnydd a Cham Nesa, Prosiectau Rhanbarthol Cronfa Gymdeithasol Ewrop

Ers i Ymgysylltu ddod i ben yn 2014 – prosiect Cronfa Gymdeithasol Ewrop i leihau nifer y rhai nad ydynt mewn addysg, cyflogaeth na hyfforddiant (NEET) – bu partneriaid ledled de-orllewin Cymru yn gweithio ar gais am brosiect olynol oddi mewn i raglen yr Undeb Ewropeaidd ar gyfer Gorllewin Cymru a'r Cymoedd 2016-2020. Cyngor Sir Penfro a fu'n arwain ar y broses o ymgeisio am y prosiect newydd (Cynnydd) sy'n cynnwys Sir Gaerfyrddin, Castell-nedd Port Talbot, Abertawe a Cheredigion, ynghyd â'r colegau addysg bellach ym mhob un o'r ardaloedd hyn, a Gyrfa Cymru. Er i'r oedi cyn cymeradwyo'r rhaglen olygu bod y dyddiad cychwyn a fwriadwyd yn 2015 bellach wedi

mynd heibio, bydd cais am £18M yn cael ei gyflwyno i Swyddfa Cyllid Ewropeaidd Cymru ym mis Mawrth 2016, gyda'r disgwyl y caiff y prosiect ei lansio ym mis Ebrill 2016. Yn Sir Gaerfyrddin, mae cais Cynnydd yn debygol o ddenu cyllid ychwanegol o £2M o Gronfa Gymdeithasol Ewrop i'w ddefnyddio ar gyfer systemau cymorth ieuenctid i atal pobl ifanc 11-19 yn yr ysgolion ac yng Ngholeg Sir Gâr rhag mynd ymlaen i fod yn NEET.

Yn ychwanegol at brosiect Cynnydd, mae cais rhanbarthol pellach (Cam Nesa) ar y gweill, sef cais am adnoddau ychwanegol gan Gronfa Gymdeithasol Ewrop i gefnogi pobl ifanc 16-25 oed sydd ar hyn o bryd yn NEET yn Sir Gaerfyrddin. Y disgwyl yw y caiff y cais hwn ei gyflwyno i Swyddfa Cyllid Ewropeaidd Cymru yn haf 2016.

7.5 Cyd-destun Rhanbarthol – Casgliadau

Mae gweithio ar lefel ranbarthol i wella addysg a datblygu economaidd yn dangos sut caiff blaenoriaethau cenedlaethol eu cyflawni, a hynny drwy amrywiaeth eang o drefniadau cydweithio. Mae'r trefniadau hyn yn ceisio gwella ansawdd, creu arbedion effeithlonrwydd, a chynnig un trywydd er mwyn rhoi ffocws i gyflawni'r gwaith. Yn cwmpasu'r agenda ranbarthol y mae Strategaeth Adfywio Economaidd Dinas-Ranbarth Bae Abertawe 2013-2030. Canolbwynt y strategaeth hon yw datblygu sgiliau, manteisio i'r eithaf ar gyfleodd swyddi a darparu continwwm dysgu o'r ysgolion ymlaen i addysg bellach ac uwch er mwyn hybu ymwybyddiaeth o werth uwchsgilio a'r cyfleoedd datblygu sydd ynghlwm wrth hyfforddiant pellach. Mae'r datblygiadau rhanbarthol hyn yn cysylltu'n agos â mentrau partneriaeth ar lefel awdurdod lleol sy'n ceisio gwella ansawdd bywyd a gwaith yn Sir Gaerfyrddin.

8.0 Y Cyd-destun Lleol: Trosolwg o Sir Gaerfyrddin

O ran arwynebedd, Sir Gaerfyrddin yw'r trydedd sir fwyaf yng Nghymru (2365 cilomedr sgwâr) a'r bedwaredd sir fwyaf o ran poblogaeth (184,681). Er mai sir wledig yw Sir Gaerfyrddin ar y cyfan, gyda dwysedd poblogaeth yn 2012 o 76.7 o bobl i bob cilomedr sgwâr (y 19eg yng Nghymru), Llanelli yw pumed ardal drefol fwyaf Cymru ac mae poblogaethau sylweddol wedi'u lleoli yn nhrefi Caerfyrddin, Rhydaman a Phorth Tywyn.

Mae gan Sir Gaerfyrddin dreftadaeth ddiwylliannol gyfoethog a'i hunaniaeth ei hun sy'n gwneud y sir yn nodedig. Dyma'r sir sydd â'r nifer fwyaf o siaradwyr Cymraeg yng Nghymru, a datblygodd ei Strategaeth Iaith Gymraeg ei hun mewn partneriaeth â llawer o sefydliadau er mwyn sicrhau dyfodol cynaliadwy i'r iaith. Mae rôl allweddol i'r Gymraeg ym mywyd Sir Gaerfyrddin, gyda 43.9% o'r boblogaeth dros 3 oed yn siarad yr iaith, a chan 58.1% o'r boblogaeth un neu ragor o sgiliau yn y Gymraeg.

Mae Ystadegau Cymru yn rhagweld y bydd nifer y bobl yn Sir Gaerfyrddin yn cynyddu tua 14,000 (7.7%) i 198,000 yn 2026, er bod llawer o'r cynnydd hwn yn ganlyniad i boblogaeth sy'n heneiddio. Ar hyn o bryd, pobl ifanc (0-18 oed) yw 21% o gyfanswm y boblogaeth, mae 57% o'r bobl rhwng 19 a 64 oed ac mae 22% dros 65 oed. Bu twf Gwerth Ychwanegol Gros (GVA) yn ne-orllewin Cymru yn gyson is na'r twf yn y Deyrnas Unedig ac yng Nghymru dros y ddau ddegawd diwethaf, ac ystyrir bod 38% o'r aelwydydd yn Sir Gaerfyrddin yn byw mewn tlodi. Ym mis Mawrth 2011 roedd 8,430 o unedau busnes wedi'u cofrestru yn Sir Gaerfyrddin. O'r rhain, roedd 76% yn fusnesau bach a chanddynt 4 neu lai o gyflogeion, sy'n uwch na chyfradd Cymru gyfan o 66.4%.

Yn ôl amcanestyniadau Llywodraeth Cymru, bydd gostyngiad bach (1.7%) yn y boblogaeth 0-15 oed rhwng 2008 (22,187) a 2023 (21,799). O ran y rhai 16-64 oed, mae gostyngiad o 1.5% rhwng 2008 (70,871) a 2023 (69,818). Rhagwelir y bydd poblogaeth yr ysgolion uwchradd yn cynyddu 337 o fis Ionawr 2015 (11,278) i fis Ionawr 2021 (11,615). Amcanestynnir y bydd poblogaeth chweched dosbarth yn gostwng gan 1716 o Ionawr 2014 hyd Ionawr 2020 (13,331 o ddisgyblion i 13187 o ddisgyblion).

Mae yn Sir Gaerfyrddin ardaloedd sydd â lefelau sylweddol o amddifadedd. Yn ôl Mynegai Amddifadedd Lluosog Cymru yn 2014, mae yn y sir 25 o ardaloedd sydd ymhlith y 30% o wardiau o amddifadedd mwyaf yng Nghymru. Mae'r rhan fwyaf o'r ardaloedd hyn (60%) wedi'u lleoli yn ardal Llanelli (15), gydag 20% yn ardal Rhydaman (5), 12% yn ardal Gwendraeth (3) ac 8% yn ardal Caerfyrddin (2). Oddi mewn i Sir Gaerfyrddin, mae 18% o'r disgyblion rhwng 5 a 15 oed yn gymwys i dderbyn prydau ysgol am ddim o gymharu â ffigwr Cymru gyfan o 19.7%.

Yn 2012, prif sectorau cyflogaeth yn Sir Gaerfyrddin yn ôl niferoedd staff amser llawn a rhan-amser oedd iechyd (12,500 o gyflogeion), manwerthu (8,500), amaethyddiaeth, coedwigaeth a physgota (7,391), addysg (6,400), gweithgynhyrchu (6,100) a gweinyddiaeth gyhoeddus (4,700).

Y prif sectorau busnes yn Sir Gaerfyrddin yn 2013 oedd amaethyddiaeth, coedwigaeth a physgota (2,140 o unedau busnes), manwerthu (850), adeiladu (770), proffesiynol, gwyddonol a thechnegol (525), a llety a gwasanaethau bwyd (520). Microfusnesau a busnesau bach a chanolig yw mwyafrif y busnesau yn Sir Gaerfyrddin. Felly hanfodol yw'r angen i hyrwyddo a chynorthwyo menter, arloesedd ac entrepreneuriaeth. Yn 2012, roedd 70% o gyflogaeth yn Sir Gaerfyrddin yn y sector preifat. Sector blaenoriaeth Llywodraeth Cymru sydd â'r nifer fwyaf o unedau yn lleol yn 2012 oedd bwyd a ffermio (2,170).

Amcanestynnir y bydd cyfanswm y nifer sy'n gyflogedig yn amrywio yn ystod cyfnod 2013 i 2030, gydag isafbwynt y cyfnod o 72,700 yn 2015, cyn cynyddu hyd at uchafbwynt o 78,400 yn 2030. Amcanestynnir cyfanswm o gynnydd o 5,600 mewn cyflogaeth rhwng 2013 a 2030. Y prif sectorau yr amcanestynnir twf swyddi ynddynt erbyn 2030 yw iechyd (8,900), masnach fanwerthu (8,600), addysg (7,100), adeiladu (6,700), a phreswyl a chymdeithasol (6,600). Mae cyfanswm nifer y bobl sy'n hawlio budd-daliadau allan o waith yn is na chyfartaledd Cymru: 1.6% yn Sir Gaerfyrddin yn erbyn 1.9% yng Nghymru. O'r rhai sy'n hawlio lwfans ceisio gwaith, mae 2.8% ohonynt yn y garfan 18-24 oed, o gymharu â chyfartaledd Cymru o 2.7%.

Yn ôl data 2014-2015, bu gostyngiad o *-9.6%* (-194) yn nifer hawlwyr lwfans ceisio gwaith, o 2,019 ym mis Tachwedd 2014 i 1,825 ym mis Tachwedd 2015. Mae ffigurau Cymru yn yr un cyfnod yn dangos gostyngiad o -22%. Sir Gaerfyrddin bellach yw'r 6^{ed} awdurdod isaf yng Nghymru o ran hawlwyr lwfans ceisio gwaith (ffigurau wedi'u cyfrifo ar sail y boblogaeth 16-64 oed).

Yn ôl amcanestyniadau Llywodraeth Cymru, bydd nifer yr aelwydydd yn y sir yn cynyddu o 81,102 yn 2015 i 85,408 erbyn 2023. Y mae'n debygol y bydd y cynnydd hwn yn y boblogaeth yn cael ei achosi'n bennaf gan gynnydd yn nifer y bobl o oedran pensiwn (65+ oed). Er y rhagwelir y bydd poblogaeth Sir Gaerfyrddin yn tyfu, pobl o oedran ymddeol a rhai sydd yn economaidd anweithgar yw llawer o'r twf hwn. Felly er mwyn sicrhau bod Sir Gaerfyrddin yn ffynnu yn y dyfodol, y mae rheidrwydd i addysgu a hyfforddi pobl ifanc i ddiwallu anghenion economaidd a chymdeithasol y dyfodol. Er gwaethaf y camau

presennol i gadw pobl ifanc yn y sir, mae nifer sylweddol yn gadael yr ardal i dderbyn addysg uwch a/neu i fanteisio ar gyfleodd swyddi. Mae anawsterau hefyd o ran y ffaith nad oes gan rai pobl ifanc y sgiliau neu'r diddordeb i ymgymryd â'r swyddi sydd ar gael mewn rhai sectorau allweddol yn lleol.

8.1 Bwrdd Gwasanaethau Lleol Sir Gaerfyrddin

Trefniant gwirfoddol yw'r **Bwrdd Gwasanaethau Lleol** sy'n dwyn ynghyd arweinwyr a phrif weithredwyr sefydliadau allweddol, cynrychiolwyr y sectorau gwirfoddol a chymunedol, ac uwch was sifil yn Llywodraeth Cymru. Ei ddiben yw cynllunio gwasanaethau i oresgyn rhwystrau er wyn sicrhau bod pob sefydliad sy'n darparu gwasanaethau yn Sir Gaerfyrddin yn gwneud hynny mewn ffordd sy'n rhoi'r cwsmer yn gyntaf. Mae cynrychiolwyr y sector gwirfoddol yn sicrhau bod gan gymunedau lleol lais, ac mae'r uwch was sifil yn Llywodraeth Cymru yn cynnig cyswllt rhwng buddiannau lleol, rhanbarthol a chenedlaethol.

Mae'r bwrdd yn cyfarfod bob 2 fis a chaiff ei gadeirio gan Barry Liles, Prifathro Coleg Sir Gâr. Mae'r Bwrdd Gwasanaethau Lleol yn rhan o rwydwaith ehangach o bartneriaethau sydd, gyda'i gilydd, yn cael eu galw'n Bartneriaeth Sir Gaerfyrddin. Mae'n goruchwylio'r gwaith o ddatblygu a chyflawni'r Strategaeth Gymunedol Integredig i Sir Gaerfyrddin 2011-2016 ac mae'n adrodd ar gynnydd i Fforwm Blynyddol. Mae Canlyniad 2 y Strategaeth Gymunedol Integredig yn pwysleisio'r angen hwn: "Mae pobl yn Sir Gaerfyrddin yn cyflawni eu potensial o ran dysgu". Mae partneriaid y Bwrdd Gwasanaethau Lleol yn bwriadu cyflawni'r deilliant hwn drwy:

- gwella sgiliau dysgwyr o bob oed ym meysydd llythrennedd, rhifedd, TG, dwyieithrwydd a chyfathrebu;
- sicrhau bod y modd yr asesir dysgwyr yn gyson ac yn drylwyr;
- datblygu arweinwyr ysgolion sydd â'r sgiliau i weithio'n gydweithredol;
- buddsoddi yn y Rhaglen Ysgolion ar gyfer yr 21ain Ganrif;
- codi lefel dyheadau pob plentyn, ac yn benodol plant sy'n derbyn gofal;
- cyflenwi cwricwlwm amrywiol, sy'n cynnwys opsiynau galwedigaethol;
- meithrin pobl ifanc sy'n siarad Cymraeg i ddod yn arweinwyr cymunedol;
- darparu addysg llythrennedd ariannol mewn ysgolion.

Caiff llawer o'r amcanion hyn eisoes eu cwmpasu gan waith partneriaeth a byddant hefyd yn rhan sylweddol o argymhellion yr adolygiad hwn. O fis Mawrth 2016, bydd Bwrdd Gwasanaethau Lleol Sir Gaerfyrddin yn cael ei ailstrwythuro, gyda 3 grŵp thematig diwygiedig (Cymunedau Ffyniannus a Chadarn, Cymunedau Iachach, Cymunedau Teg a Diogel) a'u cyfrifoldeb fydd cyflawni blaenoriaethau'r bwrdd. Bydd datblygu cwricwlwm 11-19 Sir Gaerfyrddin yn rhan greiddiol o elfen ffyniant economaidd yng ngwaith y Bwrdd Gwasanaethau Lleol yn y dyfodol.

8.2 Strategaeth Gorfforaethol Sir Gaerfyrddin 2015-2020

Mae'r Strategaeth Gorfforaethol yn nodi blaenoriaethau strategol y Cyngor a dyhead o weledigaeth o ddyfodol y sir. Mae'r blaenoriaethau strategol a'r dyheadau hyn yn cydweddu â'r canlyniadau amlasiantaethol ar gyfer y sir gyfan a nodwyd yn Strategaeth Gymunedol Integredig y Bwrdd Gwasanaethau Lleol, ac yn canolbwyntio ar wella lles economaidd, cymdeithasol ac amgylcheddol pobl Sir Gaerfyrddin.

Mae dwy o'r blaenoriaethau strategol yn y Strategaeth Gorfforaethol yn arbennig o berthnasol i'r adroddiad hwn. Maent yn cysylltu'n agos â'r ffactorau economaidd a demograffig y cyfeirir atynt uchod. Er mwyn sicrhau bod *pobl yn Sir Gaerfyrddin yn cyflawni eu potensial o ran dysgu*, bydd gofyn canolbwyntio ar:

- Gwelliannau parhaus mewn canlyniadau addysg i bob plentyn a pherson ifanc ar draws y cyfnodau dysgu;
- Llwyddo i gyflwyno a throsi'r cwricwlwm cenedlaethol newydd a'r cymwysterau i fod yn gwricwlwm lleol sy'n ddeniadol ac yn ysbrydoli;
- Datblygu system ysgol hunanwella ar draws y sir gan wneud pob ysgol yn ysgol dda sy'n gwella;
- Parhau i wella lefelau presenoldeb ysgol;
- Sicrhau amrywiaeth o wasanaethau cymorth i ieuenctid i feithrin yr arfer ymysg pobl ifanc o ymwneud ag addysg, gwaith a bywyd cymunedol;
- Parhau i wella cyflwr, addasrwydd a effeithlonrwydd adnoddau'r rhwydwaith o ysgolion drwy'r Cynllun Moderneiddio Addysg drwy fuddsoddi £170m yn ychwanegol i wella adeiladau ysgol drwy'r Rhaglen Ysgolion ar gyfer yr 12ain Ganrif;
- Datblygu gwasanaeth *Un Sir Gâr - Yr Hwb* drwy symleiddio mynediad at wasanaethau cymorth dysgu a chyflogaeth i bobl ifanc a phobl o oedran gweithio.

Mae'r ffocws ar sicrhau bod gan Sir Gaerfyrddin *economi cryfach a mwy ffyniannus* yn cynnwys:

- Creu swyddi a thwf ledled y sir;
- Datblygu cyfleoedd hyfforddiant a dysgu i bobl leol;
- Gwella'r seilwaith briffyrdd a'r rhwydwaith cyfathrebu i gynorthwyo datblygiad economaidd a chysylltedd pellach;
- Sicrhau manteision economaidd a chymdeithasol hirdymor i Sir Gaerfyrddin drwy Ddinas-Ranbarth Bae Abertawe a llwybrau cyllido Ewropeaidd ac allanol.

Mae'r datblygiadau cwricwlwm sy'n cael eu cynnig yn yr adolygiad hwn wedi'u cysylltu'n agos â'r canlyniadau hyn ac felly maent yn gamau allweddol i'r Adran Addysg a Phlant. Nodir y camau hyn yng Nghynllun Busnes yr Adran 2015-2016. Mae'r adran hefyd yn cydweithio'n agos ag adrannau Adfywio a Hamdden y Cyngor Sir, partneriaid y Bwrdd Gwasanaethau Lleol (gan gynnwys Coleg Sir Gâr, Prifysgol Cymru y Drindod Dewi Sant a Bwrdd Iechyd Hywel Dda) a Chyngor Sir Penfro i gyfrannu at gyrraedd y nodau hyn. Mae cryfder y gwaith partneriaeth presennol yn y sir yn sylfaen ragorol i'r gwaith hwn.

8.3 Strategaeth Gorfforaethol Coleg Sir Gâr 2014-2017

Mae'r ddogfen hon yn nodi blaenoriaethau strategol Coleg Sir Gâr yn ystod y cyfnod a nodir. Cenhadaeth gyffredinol y coleg yw "bod yn rhagorol – y coleg dewisol" ac mae'r weledigaeth strategol yn nodi pedwar maes allweddol o flaenoriaeth:

- Ein gwasanaeth: bod yn goleg sydd â'r safonau uchaf, cwricwlwm cynhwysol a phrofiad cyfoethog i'r myfyrwyr.
- Ein diwylliant: bod yn goleg dwyieithog, sydd wedi ymwreiddio yn ein cymuned, lle mae lles ein dysgwyr a'n staff yn ganolog i bopeth a wnawn.
- Ein cyflenwi: cyflenwi dysgu ac addysgu sy'n ysbrydoli, a chyflawni arloesedd a rhagoriaeth yn ein holl weithgareddau.

- Ein hadnoddau: darparu'r adnoddau gorau posibl i ddysgwyr a staff tra'n sicrhau perfformiad ariannol cynaliadwy a chryf.

Mae cydweithio'n agos mewn partneriaeth â'r awdurdod lleol yn sylfaenol i'r weledigaeth hon, a nodir mewn man arall yn yr adroddiad hwn bod ymrwymiad hirsefydlog y coleg i gydweithio yn allweddol i ddatblygu cwricwlwm Sir Gaerfyrddin sy'n diwallu anghenion dysgwyr, cymunedau a'r economi lleol.

Ym mis Ebrill 2013, ymunodd Coleg Sir Gâr â strwythur grŵp Prifysgol Cymru, y Drindod Dewi Sant, i sicrhau dyfodol cynaliadwy i'r coleg a rhagor o gyfleoedd i ddysgwyr Sir Gaerfyrddin. Nid yn unig y mae'r trefniant hwn yn sylfaen i waith partneriaeth 11-19 yn y sir, ond y mae hefyd yn agor y drws i botensial sylweddol i ehangu cyrsiau addysg uwch sy'n galluogi i bobl ifanc symud ymlaen i astudio at radd mewn sectorau allweddol tra'n parhau i fyw yn y sir.

8.4 Y Ddarpariaeth Addysgol a Gwaith Partneriaeth Presennol

Yn Sir Gaerfyrddin, caiff menter Llwybrau Dysgu 14-19 Llywodraeth Cymru ei chyflenwi drwy dri chlwstwr daearyddol lleol ac un grŵp thematig Cyfrwng Cymraeg.

Dyma'r strwythur o glystyrau:

- Clwstwr Taf Myrddin (Ysgol Dyffryn Taf, Ysgol Emlyn, Ysgol Uwchradd y Frenhines Elizabeth, Ysgol Bro Myrddin, Coleg Sir Gâr);
- Clwstwr Dinefwr (Ysgol Dyffryn Aman, Ysgol Bro Dinefwr, Ysgol Maes y Gwendraeth, Coleg Sir Gâr);
- Clwstwr Llanelli (Bryngwyn, Coedcae, Sant John Lloyd, Glan-y-môr, Ysgol y Strade, Coleg Sir Gâr);
- Y Bartneriaeth (Ysgol Maes yr Yrfa, Ysgol y Strade, Ysgol Bro Myrddin a Choleg Sir Gâr).

Mae Coleg Sir Gâr yn bartner allweddol ym mhob clwstwr, ynghyd â darparwyr hyfforddiant perthnasol a Gyrfa Cymru ym mhob ardal. Drwy weithio mewn clystyrau, gall y darparwyr weithredu cynlluniau strategol a gweithredol ar gyfer cydweithio, ac mae'r clystyrau yn cynnig cyfleoedd i rannu arferion da er budd dysgwyr. Mae'r clystyrau hyn yn gweithredu oddi mewn i strwythur llywodraethu sy'n unigryw yng Nghymru. Mae'r grwpiau cydlywodraethu yn cynnwys staff a llywodraethwyr yr ysgolion uwchradd a Choleg Sir Gâr, yn ogystal â chyflogwyr lleol.

Yn hanesyddol, mae gweithio ar draws ffiniau gydag awdurdodau cyfagos (yn arbennig gyda Cheredigion ym Mhartneriaeth BECA yn nyffryn Teifi isaf) wedi sicrhau hyfywedd rhywfaint o ddarpariaeth i bobl ifanc 14-19 mewn ardaloedd gwledig. Ond er mwyn datblygu'r bartneriaeth hon ymhellach, bydd gofyn am ymrwymiad strategol gan Gyngor Sir Ceredigion er mwyn bwrw ymlaen.

Mewn adroddiad gan Estyn ym mis Mawrth 2012 ar ansawdd gwasanaethau addysg awdurdod lleol Sir Gaerfyrddin i blant a phobl ifanc, pwysleisiwyd:

"*Mae gwaith partneriaeth rhwng yr awdurdod, sefydliadau addysg bellach ac uwch, cyflogwyr ac ysgolion uwchradd i ddatblygu gwaith y pedwar rhwydwaith 14-19 yn dda. Mae trefniadau cydlywodraethu'r rhwydweithiau hyn yn arwain y sector. Maent yn llwyddo i*

hybu cydweithredu a gwaredu cystadleuaeth anfuddiol rhwng darparwyr. Maent hefyd yn galluogi llywodraethwyr ysgol, y coleg, cyflogwyr a'r awdurdod i gynllunio, monitro a darparu adnoddau ar gyfer cwricwlwm 14-19 effeithiol sy'n diwallu anghenion dysgwyr yn eu clystyrau yn dda iawn. Mae cydweithio ar draws yr awdurdod yn sicrhau bod dysgwyr mewn ardaloedd trefol a gwledig yn manteisio ar ddewis cwricwlwm eang."

Ers 2013, bu'r Rhwydwaith yn gweithio yn is-ranbarthol gyda Sir Benfro. Mae'r gwaith hwn yn golygu rhannu adnoddau staff cydlynu a datblygu dull cyffredin o ddilyn trywydd a chynorthwyo pobl ifanc sydd mewn perygl o fod yn NEET mewn partneriaeth â Gyrfa Cymru. Caiff camau cydweithio eu harwain ar y cyd gan Grŵp Gweithredol 14-19 Sir Gaerfyrddin a Sir Benfro sy'n cynnwys cynrychiolwyr o'r ysgolion, y ddau goleg, darparwyr hyfforddiant, Gyrfa Cymru a staff yr awdurdodau lleol. Mae'r dull hwn o gydweithio hefyd yn unigryw yng Nghymru ac mae wedi galluogi i arferion da gael eu datblygu a'u rhannu yn y ddwy sir, gan gyd-fynd â datblygiadau gwella ysgolion ar draws hwb gorllewin *ERW*.

8.5 Gweithredu Mesur Dysgu a Sgiliau (Cymru) 2009 i Ddysgwyr 14-19 yn Sir Gaerfyrddin

Yn Sir Gaerfyrddin, mae'r Mesur Dysgu a Sgiliau wedi sicrhau canlyniadau cadarnhaol i ddysgwyr 14-19 drwy:

- Gynyddu'r amrywiaeth o gyrsiau sydd ar gael mewn pynciau academaidd a galwedigaethol, wedi'u cyflwyno yn y Gymraeg a'r Saesneg;
- Sicrhau bod gan unigolion fynediad cyfartal i gyrsiau ledled y sir;
- Datblygu cwricwlwm sy'n diwallu anghenion dysgwyr lleol yn well;
- Galluogi mynediad at hyfforddiant dysgu ac amrywiaeth eang o gymorth personol ychwanegol er mwyn goresgyn rhwystrau i lwyddo mewn addysg a hyfforddiant;
- Gwell "parch cydradd" rhwng cyrsiau galwedigaethol ac academaidd;
- Mwy o foddhad ac ysgogiad i ddysgwyr yn sgil cyfleoedd i ddilyn cwricwlwm mwy amrywiol sy'n adlewyrchu diddordebau dysgwyr yn well;
- Lleihau'n sylweddol nifer y bobl ifanc sy'n dod yn NEET yn 16 oed yn y cyfnod 2005-2011;

Mae'r cydweithio rhwng ysgolion, Coleg Sir Gâr a darparwyr hyfforddiant wedi galluogi i bobl ifanc:

- Astudio mewn lleoliadau dysgu eraill i ffwrdd o'u sefydliad arferol am ran o'u hamserlen;
- Dysgu mewn grwpiau mwy o faint gyda phobl ifanc o ysgolion a cholegau eraill;
- Dilyn cyrsiau mewn pynciau arbenigol na fyddai ar gael neu na fyddai'n hyfyw mewn sefydliadau unigol;
- Cael gwell dealltwriaeth o gynnwys cyrsiau mewn meysydd galwedigaethol, gan alluogi gwell dewis dysgu ôl-16 (a allai gynnwys newid o'r pwnc a ddewiswyd i gychwyn);
- Dangos mwy o ddiddordeb yn eu hastudiaethau drwy ddewis eang o gyrsiau sy'n adlewyrchu eu diddordebau, a hynny'n arwain at well perfformiad gan ddisgyblion sydd i'w weld mewn gwell canlyniadau yng Nghyfnod Allweddol 4;
- Symud ymlaen i ddysgu ymhellach yn eu dewis faes galwedigaethol wrth adael Blwyddyn 11.

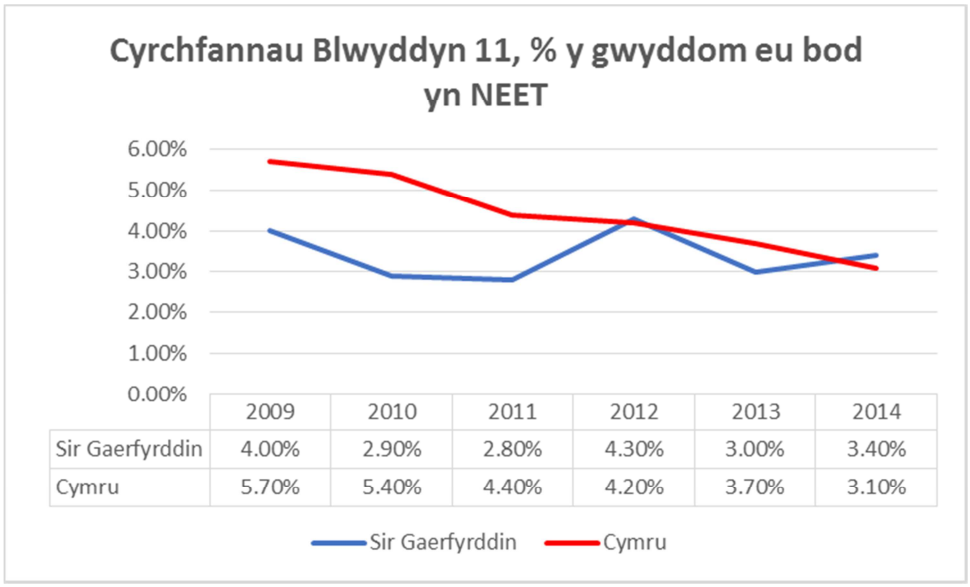
Yn ychwanegol, mae datblygu Llwybrau Dysgu 14-19 a'r Mesur Dysgu a Sgiliau wedi galluogi i ailadeiladu'r ymddiriedaeth rhwng darparwyr dysgu ôl-16 a oedd wedi crebachu wedi i golegau addysg bellach gael eu hymgorffori ym 1993. Bu'r ddarpariaeth ar y cyd, a

oruchwyliwyd gan y Rhwydweithiau 14-19, yn allweddol i greu gwir waith partneriaeth i bobl ifanc gan ysgolion, colegau addysg bellach, darparwyr hyfforddiant, Gyrfa Cymru a'r awdurdod addysg lleol. Mae'r gwaith hwn yn galw am oriau lawer o gyd-drafod a hwyluso gan staff yr awdurdod lleol sy'n ymwneud ag addysg 14-19, yr ysgolion a Choleg Sir Gâr. Yn sgil y gwaith hwn, mae'r cydgynllunio yn fwy effeithiol ac mae'r dull o gyflwyno amrywiaeth eang o fentrau Llywodraeth Cymru yn fwy integredig. Y mae hefyd wedi gwella'r gwasanaethau cymorth sydd ar gael i blant a phobl ifanc.

8.6 Data Cyrchfannau Disgyblion – Cyd-destun Sir Gaerfyrddin

Caiff data cyrchfannau ysgolion a data "ciplun" o rai nad ydynt mewn addysg, cyflogaeth na hyfforddiant (NEET) ei gasglu gan Gyrfa Cymru ar ddiwedd mis Hydref bob blwyddyn ar gyfer rhai sy'n gadael ym Mlwyddyn 11, 12 ac 13. Mae'r data hwn yn ddangosydd defnyddiol o sut gall pobl ifanc symud ymlaen drwy'r system addysg yn lleol. Mae'n cynnwys manylion disgyblion a fyddai'n elwa o gymorth ychwanegol wedi'i dargedu er mwyn symud ymlaen i addysg bellach, hyfforddiant a chyflogaeth. Caiff y data ei gyhoeddi'n flynyddol ym mis Ebrill gan Ystadegau Cymru, ac mae'n cyfeirio at y flwyddyn academaidd flaenorol.

Mae data Blwyddyn 11 Sir Gaerfyrddin yn adlewyrchu'r "economi cymysg" presennol o ran darpariaeth ôl-16, ac yn cynnwys chweched dosbarth yr ysgolion, darpariaeth addysg bellach Coleg Sir Gâr gan gynnwys system drydyddol yn ardal Llanelli, cyrsiau galwedigaethol a darpariaeth dysgu seiliedig ar waith. Mae data Blynyddoedd 12 a 13 yn seiliedig ar gofnodion chweched dosbarth ysgolion Sir Gaerfyrddin yn unig. Nid yw'n cynnwys data cyrchfannau coleg addysg bellach, gan fod Llywodraeth Cymru yn cofnodi hwn mewn ffordd wahanol gan olygu mai anodd yw cymharu canlyniadau.



	2009	2010	2011	2012	2013	2014
Sir Gaerfyrddin	4.00%	2.90%	2.80%	4.30%	3.00%	3.40%
Cymru	5.70%	5.40%	4.40%	4.20%	3.70%	3.10%

Yn 2014, cynyddodd nifer disgyblion Blwyddyn 11 nad oeddynt yn mynd ymlaen i addysg, cyflogaeth na hyfforddiant (NEET) o 3.0% (65 o bobl ifanc) yn 2013 i 3.4% (69 o bobl ifanc) o gymharu â chyfartaledd Cymru o 3.1%. Roedd Sir Gaerfyrddin yn y 14^{eg} safle o'r 22 o awdurdodau lleol yng Nghymru yn y dangosydd perfformiad allweddol hwn.

Roedd y cynnydd bach hwn yn 2014 yn ganlyniad i gyfuniad o'r ffactorau canlynol:

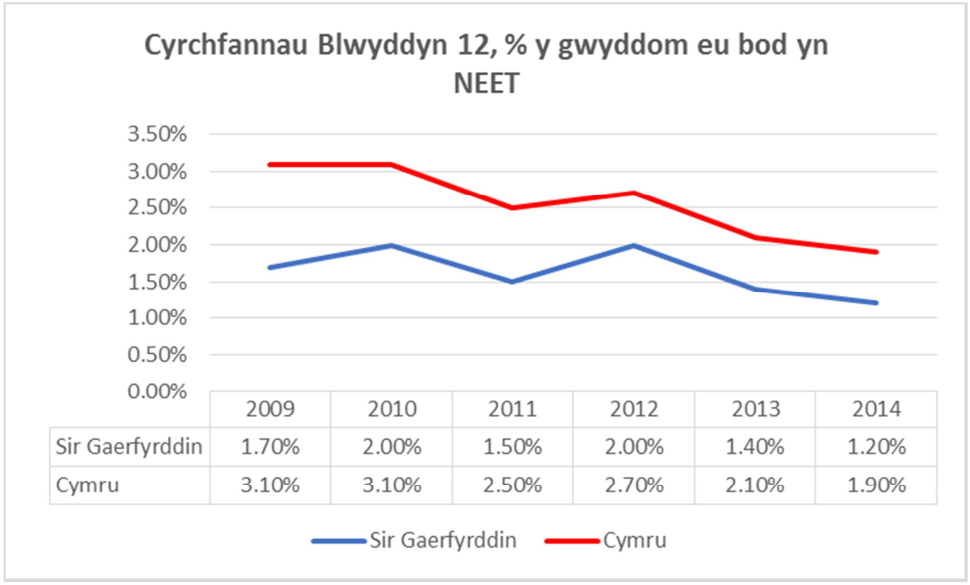
- Y lefel uchel o ddibyniaeth ar gyllid grant i gefnogi'r Gwasanaeth Ieuenctid a'r Fframwaith Ymgysylltu a Datblygu Ieuenctid yn golygu mai anodd yw cynllunio ar gyfer y tymor hir;

- Ailstrwythuro'r Gwasanaeth Ieuenctid yn gysylltiedig â'r arbedion cyllidebol adrannol a oedd yn ofynnol, a'r newidiadau i wasanaeth Teuluoedd yn Gyntaf;
- Mwy o ffocws ar bresenoldeb disgyblion yn arwain at ragor o bobl ifanc yn cael eu haddysgu yn y cartref (pan fo rhieni yn pryderu ynglŷn â dirwyon os nad yw plant yn mynychu'r ysgol ac felly'n tynnu'u plant allan o'r ysgol er mwyn osgoi hyn) a lle mae hyn yn digwydd ym Mlynyddoedd 10 ac 11 mae'r tebygrwydd bod y bobl ifanc hyn wedyn yn datblygu i fod yn NEET yn cynyddu'n sylweddol.
- Yr oedi wrth weithredu rhaglen Cronfa Gymdeithasol Ewrop 2015-2020 Llywodraeth Cymru a Swyddfa Cyllid Ewropeaidd Cymru sy'n cynnig cyfleoedd i gynnal gwaith prosiect wedi'i dargedu gyda'r garfan hon o bobl ifanc.

Mae cyfradd y bobl ifanc sy'n symud ymlaen o flwyddyn 11 i chweched dosbarth yn y sir wedi parhau'n weddol gyson dros gyfnod 2004-2015, gan amrywio rhwng 38 a 42% (40.3% ar gyfartaledd). Mae'r ganran sy'n symud ymlaen i addysg bellach wedi cynyddu o 39% yn 2004 i 47% yn 2015 (43% ar gyfartaledd). O ystyried bod y gyfradd sy'n symud ymlaen i chweched dosbarth yn parhau'n weddol gyson, mae'n ymddangos bod y gostyngiad yng nghanran y bobl ifanc sy'n datblygu i fod yn NEET wedi trosi i gynnydd yng nghanran y bobl ifanc sy'n dewis derbyn addysg bellach.

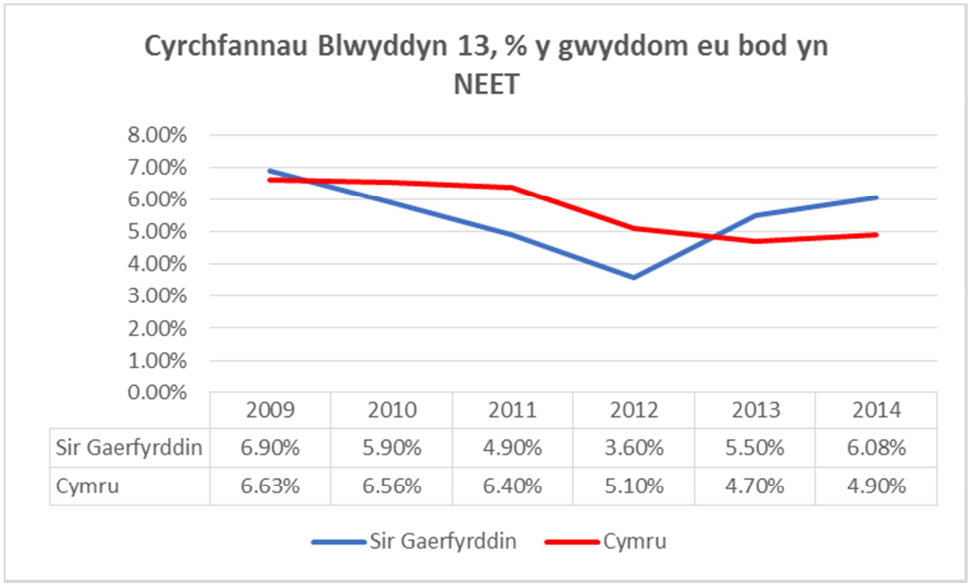
Mae'r tueddiadau hyn yn dangos cryfder gwaith partneriaeth addysgol yn lleol, sy'n cael ei gydnabod yn waith sy'n arwain yn y sector. O'r herwydd, ac yn wahanol i ardaloedd eraill yng Nghymru a Lloegr, nid oes llawer o gystadleuaeth yn lleol am ddisgyblion ôl-16. Mae hyn yn caniatáu i fwy o wybodaeth, cyngor a chanllawiau sy'n canolbwyntio ar y disgyblion gael eu darparu gan ysgolion a Choleg Sir Gâr. Mae hyn yn arwain at ddiwallu anghenion dysgwyr yn fwy effeithiol.

Mae effeithiau'r gwaith sy'n ymwneud â'r Fframwaith Ymgysylltu a Datblygu Ieuenctid i'w gweld yn y categori "ddim yn gwybod", gyda dim ond 1 person ifanc yn y statws hwn yn 2014, o gymharu â 94 o bobl ifanc yn 2004. Mae'r gostyngiad hwn yn dangos bod y wybodaeth gyfunol leol am ble mae'r bobl ifanc arni wedi gwella'n fawr. Mae hyn yn galluogi i wasanaethau (fel y rhai a ariennir gan Deuluoedd yn Gyntaf) gael eu targedu i helpu'r bobl ifanc hyn a'u teuluoedd.



	2009	2010	2011	2012	2013	2014
Sir Gaerfyrddin	1.70%	2.00%	1.50%	2.00%	1.40%	1.20%
Cymru	3.10%	3.10%	2.50%	2.70%	2.10%	1.90%

Yn 2014, bu i ysgolion Sir Gaerfyrddin gadw 84% o'r disgyblion a oedd yn cwblhau Blwyddyn 12, gan ddod yn y 6ed safle o'r 22 o'r Awdurdodau Lleol yng Nghymru yn y dangosydd perfformiad allweddol hwn (cyfartaledd Cymru oedd 82%). Awgryma hyn gyfradd uchel o foddhad ymysg disgyblion o ran profiad y chweched dosbarth a gynigir mewn ysgolion. Canran y bobl ifanc a oedd yn symud ymlaen i fod yn NEET ar ddiwedd Blwyddyn 12 oedd 1.2% (cyfartaledd Cymru oedd 1.9%), gan olygu bod Sir Gaerfyrddin yn y 6ed safle o'r 22 o Awdurdodau Lleol yng Nghymru yn y dangosydd perfformiad allweddol hwn. Roedd canran y bobl ifanc a oedd yn symud ymlaen i fod yn NEET yn amrywio o ysgol i ysgol, o 0% i 4%. Ond mae'r ffocws ar y garfan hon o bobl ifanc yn parhau i fod yn flaenoriaeth gan y gall lefelau'r disgyblion sy'n gadael ysgol ym Mlwyddyn 12 fod yn ddangosydd o anfodlonrwydd gyda'r cwricwlwm a gynigir, yn enwedig i'r disgyblion hynny sy'n dychwelyd i'r chweched dosbarth heb ffocws cryf wrth symud ymlaen a/neu rai sydd â graddau TGAU gwan.



	2009	2010	2011	2012	2013	2014
Sir Gaerfyrddin	6.90%	5.90%	4.90%	3.60%	5.50%	6.08%
Cymru	6.63%	6.56%	6.40%	5.10%	4.70%	4.90%

Cynyddodd canran disgyblion Blwyddyn 13 a symudodd ymlaen i fod yn NEET o 5.5% (40 o bobl ifanc) yn 2013 i 6.0% (46 o bobl ifanc) yn 2014. Mae Sir Gaerfyrddin yn yr 17eg safle o'r 22 o Awdurdodau Lleol yng Nghymru, a chyfartaledd Cymru yw 4.9%. Yn ôl y gwaith dadansoddi, mae awgrym bod y duedd hon yn gysylltiedig ag ysgolion penodol lle mae lefelau dilyniant o chweched dosbarth i brifysgol yn isel, ac mae amrywiaeth sylweddol yn y canlyniadau hyn ar lefel ysgolion unigol. Er enghraifft, y gyfradd uchaf o ddisgyblion yn symud ymlaen o un o ysgolion Sir Gaerfyrddin i addysg uwch yw 74.5%, a'r isaf yw 38%. A'r ysgol sydd â'r gyfradd isaf o ddisgyblion yn symud ymlaen i addysg uwch sydd hefyd â'r gyfradd uchaf o ddisgyblion Blwyddyn 13 yn symud ymlaen i addysg bellach (24%) a'r gyfradd uchaf o ddisgyblion Blwyddyn 13 yn symud ymlaen i fod yn NEET (16%), o gymharu â'r ysgol sydd â'r gyfradd isaf yn Sir Gaerfyrddin o 1.2% o ddisgyblion yn symud ymlaen i fod yn NEET yn y categori hwn.

Awgryma'r data hwn, yn 2014, fod rhai disgyblion nad oedd Safon Uwch yn arbennig o addas iddynt wedi aros yn yr ysgol er y byddai symud ymlaen i goleg addysg bellach neu hyfforddiant seiliedig ar waith wedi bod yn well iddynt. Ni chafodd y disgyblion hyn raddau Safon Uwch da yn yr ysgol ac felly naill ai aethant ymlaen i addysg bellach ôl-safon uwch (gan wastraffu dwy flynedd yn yr ysgol, mewn gwirionedd) a/neu ni wnaethant symud ymlaen, gan olygu eu bod yn NEET. Mewn trafodaethau gyda rheolwyr sector addysg bellach, pwysleisiwyd bod y sefyllfa hon hefyd yn berthnasol i fyfyrwyr coleg, gan fod cyfradd o fyfyrwyr yn gadael y coleg yn dilyn blwyddyn gyntaf Safon Uwch (Uwch Gyfrannol), a bod rhai o'r bobl ifanc hyn wedyn yn dewis dilyn cyrsiau galwedigaethol

amser llawn. Dyma faes sy'n destun sylw penodol i'r System Gynllunio a Chyllido Ôl-16 newydd.

Mae cyfradd trigolion Sir Gaerfyrddin sydd â chymwysterau Lefel 4 yn is na'r cyfartaledd yng Nghymru a'r Deyrnas Unedig. Mae angen mynd i'r afael â hyn drwy gwricwlwm ehangach a mwy deniadol, a llwybrau dilyniant clir i hyfforddiant ac addysg bellach ac uwch. Yn yr un modd, mae nifer yr unigolion sydd heb gymwysterau yn uwch na'r cyfartaledd cenedlaethol. Mae'r diffyg sgiliau hyn yn achos pryder i'r economi lleol, wrth i gyflogwyr nodi nad ydynt yn gallu dod o hyd i'r staff medrus sydd eu hangen arnynt i dyfu'u busnesau yn lleol. Un ffordd i gyflawni hyn yw llwybrau dilyniant lleol cryf i gyrsiau galwedigaethol, gan adeiladu ar y llwybrau presennol sydd rhwng ysgolion a'r coleg.

Er bod trefniadau presennol o ran partneriaethau a chlystyrau wedi cynyddu'r dewis i'r dysgwyr ac ansawdd y ddarpariaeth, mae'r gwaith hwn wedi'i gynorthwyo gan gyllid grant allanol gan Lywodraeth Cymru. Wrth i'r cyllid grant leihau, bydd yr ysgolion a'r coleg o dan bwysau cynyddol gan fod y System Gynllunio ac Ariannu Genedlaethol yn effeithio ar lefelau'r arian sydd ar gael ar gyfer addysg a hyfforddiant 11-19 yn Sir Gaerfyrddin.

Mae angen i bob dysgwr allu cael mynediad at brofiadau dysgu o ansawdd uchel sy'n addas iawn ar eu cyfer ac sydd â llwybrau dilyniant clir a dealladwy. Yn ôl data dilyniant, mae cyfradd fach o bobl ifanc ledled Sir Gaerfyrddin, ar adegau, yn gwneud y dewisiadau anghywir ar gamau pontio allweddol. Yn 2014, bu i 10% o ddisgyblion blwyddyn 12 (93) ac 8% o ddisgyblion Blwyddyn 13 adael ysgol a symud i golegau addysg bellach lleol. Mae hyn yn dangos yr angen am wybodaeth, cyngor ac arweiniad diduedd cyn i bobl ifanc symud ymlaen i addysg ôl-16, i wneud yn siŵr eu bod yn dewis cyrsiau sy'n adlewyrchu eu gyrfaoedd arfaethedig ac anghenion economaidd lleol.

9.0 Sail Resymegol ar gyfer Trawsnewid Cwricwlwm 11-19

Mae llawer o dystiolaeth bod addysg 11-19 yn Sir Gaerfyrddin wedi gwella canlyniadau i bobl ifanc ers gweithredu agenda Llwybrau Dysgu 14-19 Llywodraeth Cymru. Ond mae bellach angen gweledigaeth newydd a chwricwlwm lleol cysylltiedig er mwyn cyflawni'r amcanion canlynol i bobl ifanc mewn addysg 11-19. Caiff canlyniadau'r trawsnewid eu pwysleisio gan yr adolygiad hwn a'u cysylltu â'r themâu a nodwyd yn Llythyrau Blaenoriaethau Gweinidogol Llywodraeth Cymru i awdurdodau lleol a cholegau addysg bellach. Bydd y canlyniadau hyn yn canolbwyntio ar y blaenoriaethau canlynol:

Swyddi a Thwf:

- cydweithio ar geisiadau i Gronfa Gymdeithasol Ewrop;
- cysylltu hyfforddiant galwedigaethol a'r Cynllun Sgiliau Rhanbarthol;
- defnyddio gwybodaeth y farchnad lafur i gynllunio darpariaeth cyrsiau galwedigaethol.

Cydraddoldeb a Thegwch:

- cydweithio i leihau nifer y bobl ifanc sy'n datblygu i fod yn NEET;
- lleihau effeithiau tlodi ar blant, pobl ifanc a theuluoedd;
- gweithredu pob elfen ar y Fframwaith Ymgysylltu a Datblygu Ieuenctid;
- sicrhau bod pob person ifanc yn cyflawni TGAU Mathemateg a Saesneg;
- cynyddu darpariaeth cyfrwng Cymraeg;
- cynorthwyo disgyblion mwy galluog a dawnus drwy ddatblygiadau Hwb Seren;

- sicrhau bod cynllun pontio yn ei le ar gyfer dysgwyr sydd ag anawsterau neu anableddau dysgu.

Gan grynhoi, mae angen i ddarpariaeth addysg a hyfforddiant 11-19 yn Sir Gaerfyrddin newid a datblygu ymhellach i ddiwallu anghenion dysgwyr, cyflogwyr a chymunedau yn y dyfodol. Mae hefyd angen i'r ddarpariaeth ddatblygu i sicrhau bod y strwythurau cyflenwi yn gynaliadwy mewn cyfnod o leihad mewn arian cyhoeddus.

10.0 Ffactorau sy'n cyfarwyddo'r gwaith o ddatblygu Cwricwlwm Sir Gaerfyrddin

Caiff y gwaith o ddatblygu cwricwlwm i ddysgwyr Sir Gaerfyrddin ei gyfarwyddo gan bum ffactor: polisi Llywodraeth Cymru, dewisiadau sefydliadol ynglŷn â gweithgareddau allgyrsiol a dysgu anffurfiol a heb fod yn ffurfiol, anghenion y farchnad lafur leol a rhanbarthol, cymorth wedi'i dargedu, a barn pobl ifanc.

10.1 Polisi Cwricwlwm Llywodraeth Cymru

Mae Llywodraeth Cymru yn nodi'r hyn mae gofyn i bobl ifanc ddysgu mewn ysgolion uwchradd a sefydliadau addysg bellach. Yn ôl y gyfraith, mae'n rhaid i ysgolion uwchradd yng Nghymru addysgu'r Cwricwlwm Cenedlaethol i'w disgyblion. Mae'r cwricwlwm sylfaenol yn cwmpasu addysg grefyddol, addysg rhyw, ac addysg bersonol a chymdeithasol. Ac i rai 14-16 oed, addysg yn gysylltiedig â gwaith, a Bagloriaeth Cymru sydd bellach yn weithredol i ddisgyblion yng Nghyfnod Allweddol 4. Rhaid i'r ysgolion hefyd ddarparu addysg ac arweiniad ar yrfaoedd i bob un 13-16 oed sy'n diwallu anghenion fframwaith Gyrfaoedd a'r Byd Gwaith.

Yng Nghyfnod Allweddol 3, mae'r Cwricwlwm Cenedlaethol yn cynnwys 12 o bynciau, sef "pynciau craidd" Cymraeg a Saesneg, mathemateg a gwyddoniaeth, a'r "pynciau di-graidd" sef Cymraeg ail iaith, ieithoedd tramor modern, dylunio a thechnoleg, technoleg gwybodaeth, hanes, daearyddiaeth, celf, cerddoriaeth, addysg gorfforol ac addysg grefyddol. Yn ychwanegol, y mae fframwaith sgiliau anstatudol, addysg bersonol a chymdeithasol (ABCh), addysg rhyw, a fframwaith Gyrfaoedd a'r Byd Gwaith.

Yng Nghyfnod Allweddol 4, dim ond pum pwnc yn y Cwricwlwm Cenedlaethol sydd yn orfodol ar hyn o bryd (Saesneg, Cymraeg neu Gymraeg ail iaith, mathemateg, gwyddoniaeth, ac addysg gorfforol) ac mae gan ysgolion fwy o hyblygrwydd i ddarparu pynciau dewisol sy'n diwallu anghenion a diddordebau eu disgyblion. Mae mwyafrif y disgyblion yn y cyfnod allweddol hwn yn dilyn cyrsiau sy'n arwain at gymwysterau allanol, TGAU yn bennaf. O 2017 ymlaen, bydd cwricwlwm Cyfnod Allweddol 4 yn newid yn sylweddol, gan symud tuag at 9 TGAU wedi'u capio a gweithredu argymhellion Adolygiad Donaldson. Y pynciau sydd wedi'u cynnwys yn y 9 wedi'u capio o 2017 ymlaen yw TGAU Cymraeg Iaith Gyntaf neu Saesneg Iaith, TGAU Mathemateg, TGAU Rhifedd a 2 gymhwyster Gwyddoniaeth Lefel 2, ynghyd â 4 cymhwyster arall. O 2018 ymlaen, rhaid i'r pynciau gwyddoniaeth fod yn 2 gymhwyster TGAU. Yn ychwanegol at hyn, mae cyfleoedd i astudio cyrsiau galwedigaethol, fframwaith sgiliau anstatudol, addysg gorfforol, addysg grefyddol, addysg rhyw, fframwaith Gyrfaoedd a'r Byd Gwaith a Bagloriaeth Cymru.

Mewn addysg (anorfodol) ôl-16 yn chweched dosbarth ysgolion ac mewn colegau addysg bellach, mae pobl ifanc yn dilyn rhaglenni dysgu sydd fel arfer wedi'u strwythuro o amgylch Safon Uwch Gyfrannol / Safon Uwch neu gymwysterau Lefel 2 neu 3. Mae'r rhaglenni hyn

yn cynnwys TGAU Mathemateg neu Saesneg i'r bobl ifanc hynny nad ydynt eisoes wedi ennill y cymwysterau hyn. Ar hyn o bryd, mae'r ysgolion a'r colegau yn y cyfnod hwn o addysg yn cael eu hariannu ar sail nifer y bobl ifanc sy'n mynychu'r prif sefydliadau, ond mae Llywodraeth Cymru yn symud tuag at System Gynllunio ac Ariannu Genedlaethol yn seiliedig ar y rhaglenni eu hunain y mae'r myfyrwyr yn eu dilyn. Bydd y newid hwn yn debygol o effeithio'n sylweddol ar yr arian sydd ar gael i sefydliadau, yn arbennig chweched dosbarth mewn ysgolion. Mae colegau addysg bellach eisoes yn cael eu hariannu ar sail rhaglenni.

Mae gweithredu Llwybrau Dysgu 14-19 yn Sir Gaerfyrddin o 2005 ymlaen wedi arwain at fod cwricwlwm galwedigaethol llawer ehangach ar gael i ddysgwyr yng Nghyfnod Allweddol 4. Cynigwyd y cyrsiau hyn gan ysgolion mewn partneriaeth ac Choleg Sir Gâr a darparwyr hyfforddiant. Yn y rhan fwyaf o achosion, ariannwyd y cyrsiau hyn gan grantiau ychwanegol Llywodraeth Cymru (adnoddau Cynllun Datblygu Rhwydwaith Blynyddol 14-19 yn flaenorol, ac yn fwy diweddar arian a ddyrannwyd o Grant Gwella Addysg ERW). Mewn rhai achosion, dewisodd yr ysgolion barhau â'r ddarpariaeth hon gan ddefnyddio arian Unedau Disgyblion Cymru Gyfan wedi i gymorth grant ar gyfer y cyrsiau hyn gael ei leihau. Cyfarwyddwyd y cwricwlwm galwedigaethol hwn gan anghenion y farchnad lafur leol, gan ganolbwyntio'n gryf ar sectorau sy'n bwysig i'r economi lleol megis adeiladu, peirianneg, gofal plant ac amaethyddiaeth.

Mae meysydd eraill o gyd-ddarpariaeth (megis cyrsiau gwallt a harddwch) heb fod mor gydnaws â'r economi lleol, ac ni chafwyd cymaint o sylw i sectorau twf eraill (megis lletygarwch a thwristiaeth) mewn cyd-ddarpariaeth hyd yma.

Mae llawer o'r disgyblion a ddilynodd gyrsiau galwedigaethol yng Nghyfnod Allweddol 4 dros y cyfnod ers 2016 wedi dewis symud ymlaen i Goleg Sir Gâr i dderbyn eu haddysg ôl-16. Mae'r disgyblion hyn wedi symud ymlaen i addysg bellach yn eu dewis cychwynnol o bwnc galwedigaethol ac i amrywiaeth eang o gyrsiau eraill, gan gynnwys Safon Uwch. Awgryma hyn fod ymgysylltu â'r disgyblion hyn drwy gyrsiau galwedigaethol ychwanegol yng Nghyfnod Allweddol 4 wedi cael effaith gadarnhaol ar gyrhaeddiad disgyblion yng Nghyfnod Allweddol 4 (er enghraifft, cynyddu perfformiad TGAU) ac o ran eu cynorthwyo i symud ymlaen i addysg ôl-16, boed hynny mewn ysgol neu goleg. Wrth ddilyn trywydd y disgyblion hyn yng Ngholeg Sir Gâr, mae modd gweld bod nifer sylweddol wedi symud ymlaen o addysg bellach i raglenni addysg uwch yn y coleg ac wedyn ymlaen at swyddi mewn sectorau sy'n allweddol i'r economi lleol.

Er y cafwyd llai o gydweithio mewn lleoliadau ôl-16, ceir enghreifftiau da o ysgolion yn cydweithio i sicrhau bod cwricwlwm eang ar gael i bob disgybl. Bu'r Bartneriaeth, sef partneriaeth yr ysgolion uwchradd cyfrwng Cymraeg, yn rhagweithiol wrth gydweithio i rannu darpariaeth Safon Uwch a galwedigaethol cyfrwng Cymraeg rhyngddynt. Mae hyn wedi arwain at gydgyflenwi pynciau Safon Uwch llai poblogaidd (gan gynnwys Seicoleg a Sbaeneg) a darpariaeth alwedigaethol yn sector allweddol gofal plant cyfrwng Cymraeg.

Ond bydd toriadau pellach i gyllideb ôl-16 yr ysgolion yn gosod heriau sylweddol i allu chweched dosbarth i gynnig yr amrywiaeth o gyrsiau sy'n ofynnol ar hyn o bryd gan Fesur Dysgu a Sgiliau Llywodraeth Cymru. Er mwyn cynnig amrywiaeth briodol a pherthnasol o gyrsiau i bob disgybl chweched dosbarth, bydd gofyn i ysgolion a cholegau gydweithio ymhellach yng nghyfnod 2016-2020.

Mae'r cyrsiau presennol a gyflwynir ar y cyd wedi dibynnu i raddau helaeth ar gyllid allanol gan Lywodraeth Cymru er mwyn iddynt fod yn hyfyw. Defnyddiwyd rhan sylweddol o'r

cyllid hwn i gynorthwyo i gludo disgyblion o ysgol i ysgol neu i'r coleg. Byddai ffyrdd i oresgyn y costau hyn yn cynnwys defnyddio mwy o ddysgu cyfunol neu dechnolegau e-ddysgu er mwyn cyflwyno'r cyrsiau prif ffrwd. Byddai cyflwyno'r cyrsiau fel hyn yn cynnwys ffrydio darlithoedd byw ac wedi'u recordio dros y we, rhannu adnoddau dysgu drwy blatfform dysgu Hwb Llywodraeth Cymru, a symud staff addysgu i gynnig tiwtorialau wyneb yn wyneb a sesiynau cymorth dysgu. Dyma rai ffyrdd y gellid datblygu'r agenda gydweithio hon ymhellach.

Mae manylion llawn cymwysterau diwygiedig Bagloriaeth Cymru, argymhellion Adroddiad Donaldson a chamau lleol cysylltiedig wedi'u cynnwys yn nogfen baralel Cyngor Sir Ceredigion, 'Palmantu'r Ffordd – Golwg Strategol o Drefniadau 3-19 yn Sir Gaerfyrddin'. Disgwyliad Llywodraeth Cymru yw y caiff y cymwysterau a'r argymhellion hyn eu gweithredu'n llawn gan bob awdurdod lleol a choleg addysg bellach yng Nghymru. Caiff goblygiadau lleol argymhellion Adolygiad Donaldson eu nodi'n fanwl yn nogfen 'Adolygiad Strategol o Drefniadau Cwricwlwm ac Asesu 3-19 yn Sir Gaerfyrddin', a gaiff ei chyhoeddi ym mis Mawrth 2016.

10.2 Profiadau Ehangach

Yn ogystal â gofynion cwricwlwm gorfodol a osodir gan Lywodraeth Cymru, mae gan ysgolion a cholegau addysg bellach y cyfle i ddarparu amrywiaeth eang o weithgareddau allgyrsiol i bobl ifanc. Mae'r elfennau hyn i gyfoethogi'r cwricwlwm yn cynnwys profiadau celfyddydol a chreadigol gan gynnwys eisteddfodau a chynyrchiadau drama, timau chwaraeon a gweithgarwch corfforol anffurfiol, amrywiaeth eang o ymweliadau addysgiadol yng Nghymru, Prydain a thramor, a Gwobr Dug Caeredin a Gwobr John Muir. Mewn llawer o achosion, y profiadau hyn yw rhai o'r profiadau a fydd yn rhoi'r boddhad mwyaf a'r mwyaf cofiadwy i bobl ifanc yn ystod eu cyfnod mewn addysg ffurfiol. Mae'r profiadau hyn hefyd yn cyfrannu'n weithredol at ddatblygu sgiliau 'meddal' a rhyngbersonol y mae cyflogwyr yn chwilio amdanynt. Er yr heriau ariannol parhaus y mae ysgolion a cholegau yn eu hwynebu, y mae'n bwysig y caiff pob person ifanc y cyfle i gymryd rhan yn y profiadau hyn. O'r herwydd, dylent gael eu cadw yn ychwanegiad gwerthfawr i'r cwricwlwm ffurfiol, er mai cyfrifoldeb yr ysgol neu'r coleg dan sylw fydd gwneud penderfyniadau ynghylch beth sydd i'w gynnig ym mhob sefydliad.

10.3 Fframwaith Gyrfaoedd a'r Byd Gwaith

Ceisiodd Llywodraeth Cymru gryfhau'r cysylltiadau rhwng addysg a byd gwaith drwy amrywiaeth o fentrau polisi ers 1999. Mae'r enghreifftiau mwyaf diweddar yn cynnwys Cymwys am Oes, Dyfodol Llwyddiannus a pholisïau i liniaru effeithiau tlodi yng Nghymru. Mae'r System Gynllunio ac Ariannu Genedlaethol newydd a'r Blaenoriaethau Gweinidogol Blynyddol yn ceisio datblygu'r cyswllt hwn ymhellach, gan bwysleisio'r angen i awdurdodau lleol a cholegau sicrhau y caiff anghenion y farchnad lafur leol eu hadlewyrchu yn y cyrsiau a gynigir ganddynt. Mae datblygiad y Bartneriaeth Dysgu Rhanbarthol a Dinas-Ranbarth Bae Abertawe yn golygu bod gwybodaeth llawer gwell ar gael bellach ynglŷn â'r farchnad lafur yn y sectorau allweddol yn ne-orllewin Cymru. Caiff y wybodaeth hon ei defnyddio i nodi'r sectorau allweddol ar gyfer datblygiadau'n ymwneud â'r cwricwlwm yn Sir Gaerfyrddin.

Mae fframwaith Gyrfaoedd a'r Byd Gwaith yn ymwneud â'r berthynas rhwng pobl ifanc, eu haddysg a byd gwaith. Mae'n helpu'r dysgwyr i archwilio'r agweddau sydd eu hangen mewn perthynas â chyflogadwyedd a dysgu gydol oes, ac yn eu galluogi i gynllunio a rheoli eu llwybr drwy ddysgu a gwaith. Mae'r fframwaith yn cynnwys cymorth i bobl ifanc

wneud dewisiadau gyrfa effeithiol, datblygu i fod yn fwy entrepreneuraidd, bod â mwy o ysgogiad, gosod nodau hirdymor a goresgyn rhwystrau. Mae'n cynorthwyo pobl ifanc i weld sut mae eu hastudiaethau yn berthnasol i'w bywyd a'u gwaith ac yn caniatáu iddynt ddatblygu'r sgiliau y mae cyflogwyr yn chwilio amdanynt. Mewn datblygiadau yn y cwricwlwm sy'n gysylltiedig â hyn, mae Bagloriaeth Cymru ddiwygiedig 2015 (a Her Menter a Chyflogadwyedd yn benodol) yn cynnwys llawer o'r cymwyseddau sydd i'w datblygu drwy fframwaith Gyrfaoedd a'r Byd Gwaith.

Ond yn dilyn toriadau sylweddol iawn i gyllideb graidd Gyrfa Cymru, mae gallu'r sefydliad hwn i gynnig cymorth personol cyffredinol i bobl ifanc a chyflawni fframwaith Gyrfaoedd a'r Byd Gwaith wedi lleihau'n sylweddol. Yn 2015, trosglwyddodd Gyrfa Cymru y cyfrifoldeb am drefnu profiad gwaith a dysgu'n gysylltiedig â gwaith i ysgolion ac awdurdodau lleol. Nid oes gan ysgolion unigol yr adnoddau i neilltuo staff i ddarparu rhaglen gynhwysfawr o Yrfaoedd a Byd Gwaith, datblygu cysylltiadau effeithiol ag amrywiaeth eang o gyflogwyr lleol, a phwysleisio swyddi sy'n bodoli yn yr ardal leol. Mae angen i hyfforddiant galwedigaethol a phrentisiaethau gael eu hyrwyddo'n well, a hynny'n gysylltiedig a'r wybodaeth ddiweddaraf am y farchnad lafur a meysydd o brinder sgiliau yn y rhanbarth. O ystyried y lleihad yn yr hyn y mae modd i Yrfa Cymru wneud, mae rôl yr awdurdod lleol yn y gwaith hwn yn hollbwysig. Yn Sir Gaerfyrddin, y bwriad yw bod y Cyngor Sir (yr adrannau addysg ac adfywio ill dwy) yn ymgymryd â'r rôl hon i sicrhau y caiff pob person ifanc wybodaeth lawn a chytbwys am y farchnad lafur leol a pha gymwysterau sydd eu hangen er mwyn symud ymlaen i weithio yn y sectorau twf allweddol.

10.4 Cymorth wedi'i dargedu

Yn ychwanegol at y cwricwlwm prif ffrwd, mae amrywiaeth eang o wasanaethau wedi'u targedu ar gael i gynorthwyo pobl ifanc gyda'u hanghenion penodol. Mae'r gwasanaethau hyn yn cynnwys:

- Gwasanaethau cymorth Tîm o Amgylch y Teulu yn gysylltiedig â Theuluoedd yn Gyntaf, menter Llywodraeth Cymru i leihau tlodi;
- Darpariaeth a gyflenwir gan wasanaeth cynhwysiant yr awdurdod lleol, gan gynnwys cymorth i bobl ifanc sydd ag anghenion addysgol arbennig, seicoleg addysg, tîm cymorth ymddygiad, tîm pontio, cymorth ieithyddol i ddisgyblion o leiafrifoedd ethnig a Saesneg ar gyfer Siaradwyr Ieithoedd Eraill (ESOL), a chwnsela yn seiliedig yn yr ysgol;
- Ysgolion arbennig i bobl ifanc sydd ag anableddau, anghenion iechyd arbenigol, anawsterau ymddygiad, a rhai sydd wedi dadrithio ag addysg ffurfiol;
- Cymorth ychwanegol sy'n cael eu cynnig drwy raglenni Cronfa Gymdeithasol Ewrop megis prosiect rhanbarthol Cynnydd i leihau nifer y bobl ifanc sydd mewn perygl o beidio â bod mewn addysg, cyflogaeth na hyfforddiant (NEET);
- Gwaith cymdeithasol a chymorth iechyd a gynigir gan Wasanaethau Plant Cyngor Sir Caerfyrddin i grwpiau gan gynnwys pobl ifanc ag anableddau a rhai sy'n derbyn gofal gan y Cyngor Sir;
- Amrywiaeth eang o wasanaethau cymorth i ddysgwyr a ddarperir i fyfyrwyr sy'n astudio yn Ngholeg Sir Gâr.

10.5 Symud Ymlaen i Addysg Uwch a Chyflogaeth

Tra bo'r adolygiad hwn yn nodi'r datblygiadau sydd eu hangen i sicrhau y gall pobl gael mynediad at gwricwlwm 11-19 sy'n berthnasol ac yn addas, mae'n hanfodol sicrhau y gall

pobl ifanc symud ymlaen i addysg uwch a/neu waith wrth adael yr ysgol, y coleg neu ddysgu seiliedig ar waith yn 18 oed. Mae llwybrau dilyniant cryf eisoes yn eu lle i bobl ifanc yn y sectorau allweddol megis adeiladu a pheirianneg yn seiliedig ar drefniadau partneriaeth hirsefydlog sy'n cael eu cefnogi gan Goleg Sir Gâr. Gall y cysylltiadau hyn gael eu datblygu ymhellach drwy gydweithio'n agos â thîm Adfywio Cyngor Sir Caerfyrddin sydd â chysylltiadau â chwmnïau newydd a rhai sy'n ehangu yn y sir. Mae safle Coleg Sir Gâr oddi mewn i strwythur grŵp Prifysgol Cymru y Drindod Dewi Sant yn cynnig cyfle i ddatblygu llwybrau dilyniant ymhellach yn y sectorau allweddol, gan gynnwys addysg ac addysgu. Bydd cynnwys cyflogwyr mewn strwythurau partneriaeth presennol a Bwrdd Corfforaethol Coleg Sir Gâr yn parhau i fod yn hanfodol er mwyn sicrhau y gellir manteisio'n llawn ar gyfleoedd i ddatblygu ymhellach lwybrau dilyniant ymlaen o'r ysgol a'r coleg.

10.6 Cyfranogiad Pobl Ifanc

O dan Gonfensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn, mae gan bobl ifanc yr hawl i fod yn rhan o benderfyniadau sy'n effeithio arnynt a rhaid darparu addysg iddynt sy'n datblygu eu personoliaeth a'u doniau yn llawn.
Diffiniad Llywodraeth Cymru o gyfranogiad yw'r hawl i gael cyfle i chwarae rhan mewn penderfyniadau, a chynllunio ac adolygu gweithred a allai effeithio arnynt.

Felly tra bo Llywodraeth Cymru yn gosod y fframwaith cyfreithiol a pholisi sy'n effeithio ar ddarparu addysg ar bob lefel yng Nghymru, rhaid i bob datblygiad cwricwlwm lleol gael ei gyfarwyddo gan farn pobl ifanc am yr amrywiaeth o ddewisiadau sydd ar gael iddynt. Mae'r themâu sydd wedi'u cynnwys yn yr adolygiad hwn yn destun ymgynghoriad â phobl ifanc yn ystod Tymor y Gwanwyn 2016 drwy Arolwg Mawr Sir Gâr, sef holiadur ar-lein y Cyngor Sir sydd i'w lenwi gan ddisgyblion ysgol a myfyrwyr coleg.

11.0 Cwricwlwm Sir Gaerfyrddin ar gyfer 2020

Mae cwricwlwm cyffredinol arfaethedig i'w gynnig i bobl ifanc yng Nghyfnod Allweddol 3, Cyfnod Allweddol 4 ac mewn Dysgu Ôl-16 wedi'i nodi isod. Y mae wedi'i gyfarwyddo gan y ffactorau a ddisgrifiwyd uchod a dylai gael ei ddatblygu i sicrhau ei fod yn cydweddu'n agos ag anghenion yr economi lleol a rhanbarthol. Bydd hefyd yn pwysleisio'r amrywiaeth o gymorth wedi'i dargedu sydd ar gael i bobl ifanc sydd ag anghenion cymorth ychwanegol. Bydd cyfuniad o'r cwricwlwm cyffredinol, dewisiadau pwnc cysylltiedig a'r cymorth wedi'i dargedu a fydd ar gael, oll yn ffurfio hawl dysgwyr Sir Gaerfyrddin ym mhob un o'r tri chyfnod mewn addysg a hyfforddiant 11-19 mewn ysgolion, coleg addysg bellach a dysgu seiliedig ar waith.

Yng Nghyfnod Allweddol 3 (i bobl ifanc 11-14 oed), cynigir bod yr hawl hon yn cynnwys:

1. Cynnig Cyffredinol (yn Gymraeg a Saesneg):
    - Y cwricwlwm craidd (13 o bynciau gwahanol)
    - Addysg bersonol a chymdeithasol;
    - 4 canlyniad allweddol Egwyddorion Donaldson gan gynnwys datblygu llythrennedd digidol ymhellach;
    - Fframwaith Gyrfaoedd a'r Byd Gwaith gan gynnwys gwybodaeth am gyfleoedd cyflogaeth lleol a'r llwybrau astudio i symud ymlaen i'r swyddi hyn;
    - Mynediad at raglenni i roi cymorth i ddysgwyr mwy galluog a dawnus;

- Amrywiaeth o brofiadau ehangach sydd â'r nod o ddatblygu dysgwyr cyflawn.

2. Cymorth wedi'i dargedu i ddiwallu anghenion ychwanegol a nodwyd gan gynnwys:
    - Cymorth Tîm o Amgylch y Teulu;
    - Mynediad at amrywiaeth o wasanaethau cymorth Cynhwysiant;
    - Addysg arbenigol lle y bo'n briodol;
    - Cymorth personol ychwanegol wedi'i gynnig drwy brosiect Cynnydd, Cronfa Gymdeithasol Ewrop, i bobl ifanc sydd yn y perygl mwyaf o fod yn NEET;

3. Dilyniant i Gyfnod Allweddol 4 ar lwybr dysgu priodol.

(Gweler Atodiad 1)

Yng Nghyfnod Allweddol 4 (i bobl 14-16 oed), cynigir y bydd yr hawl hon yn cynnwys:

1. Cynnig Cyffredinol (yn Gymraeg a Saesneg):
    - Cymwysterau 9 TGAU wedi'u capio (Cymraeg Iaith 1af neu Saesneg Iaith 1af, Mathemateg, Rhifedd, 2 TGAU Gwyddoniaeth a 4 cymhwyster arall
    - Bagloriaeth Cymru – Canolradd (yn cynnwys heriau mewn Dinasyddiaeth Fyd-eang, Menter ac Entrepreneuriaeth, Cymuned, a phrosiect unigol)
    - Addysg bersonol a chymdeithasol;
    - Y 4 canlyniad allweddol yn seiliedig ar Egwyddorion Donaldson;
    - Fframwaith Gyrfaoedd a'r Byd Gwaith;
    - Dewisiadau cyrsiau galwedigaethol yn gysylltiedig â sectorau allweddol y farchnad lafur leol;
    - Mynediad at raglenni i gynorthwyo dysgwyr mwy galluog a dawnus;
    - Amrywiaeth o brofiadau ehangach sydd â'r nod o ddatblygu pobl ifanc cyflawn.

2. Cymorth wedi'i dargedu i ddiwallu anghenion ychwanegol a nodwyd gan gynnwys:
    - Cymorth Tîm o Amgylch y Teulu;
    - Mynediad at amrywiaeth o wasanaethau cymorth Cynhwysiant;
    - Addysg arbenigol lle y bo'n briodol;
    - Cymorth personol ychwanegol wedi'i gynnig drwy brosiect Cynnydd, Cronfa Gymdeithasol Ewrop, i bobl ifanc sydd yn y perygl mwyaf o fod yn NEET;
    - Cymorth Gwasanaethau Plant i grwpiau penodol (pobl ifanc sy'n derbyn gofal, pobl ifanc ag anableddau).

3. Dilyniant i addysg neu hyfforddiant ôl-16 ar lwybr dysgu priodol.

(Gweler Atodiad 2)

Mewn addysg ôl-16 (i bobl 16-19 oed) mewn chweched dosbarth ysgol, cynigir y bydd yr hawl hon yn cynnwys:

1. Cynnig Cyffredinol (yn Gymraeg a Saesneg):
    - Safon Uwch Gyfrannol / Safon Uwch neu gymhwyster galwedigaethol ar Lefel 2 neu 3;
    - Bagloriaeth Cymru – Uwch (yn cynnwys heriau Dinasyddiaeth Fyd-eang, Menter ac Entrepreneuriaeth, Cymuned a phrosiect unigol)

- Y 4 canlyniad allweddol yn seiliedig ar Egwyddorion Donaldson;
- Fframwaith Gyrfaoedd a'r Byd Gwaith;
- Mynediad at raglenni i gynorthwyo dysgwyr mwy galluog a dawnus gan gynnwys Hwb Seren;
- Amrywiaeth o brofiadau ehangach sydd â'r nod o ddatblygu pobl ifanc cyflawn.

2. Cymorth wedi'i dargedu i ddiwallu anghenion ychwanegol a nodwyd gan gynnwys:
- Cymorth i ailsefyll TGAU Mathemateg a Saesneg os nad ydynt eisoes wedi ennill gradd C neu uwch yn y cymwysterau hyn;
- Ymyriadau Tîm o Amgylch y Teulu i oresgyn rhwystrau i ddysgu'n effeithiol;
- Mynediad at amrywiaeth o wasanaethau cymorth Cynhwysiant (mewn chweched dosbarth ysgol);
- Addysg arbenigol lle y bo'n briodol;
- Cymorth personol ychwanegol wedi'i gynnig drwy brosiect Cynnydd, Cronfa Gymdeithasol Ewrop, i bobl ifanc sydd yn y perygl mwyaf o fod yn NEET;
- Cymorth Gwasanaethau Plant i grwpiau penodol (pobl ifanc sy'n derbyn gofal, pobl ifanc ag anableddau).

3. Dilyniant i addysg neu hyfforddiant ôl-18 neu gyflogaeth.

(Gweler Atodiad 3)

Mewn addysg bellach ôl-16 (i bobl ifanc 16-19 oed), cynigir y bydd yr hawl hon yn cynnwys:

1. Cynnig Cyffredinol (yn Gymraeg a Saesneg):
- Safon Uwch Gyfrannol / Safon Uwch neu gymhwyster galwedigaethol ar Lefel 2 neu 3;
- Bagloriaeth Cymru – Canolradd neu Uwch (yn cynnwys heriau Dinasyddiaeth Fyd-eang, Menter ac Entrepreneuriaeth, Cymuned a phrosiect unigol);
- Fframwaith Gyrfaoedd a'r Byd Gwaith;
- Mynediad at raglenni i gynorthwyo dysgwyr mwy galluog a dawnus gan gynnwys rhaglenni Hwb Seren ac ACE;
- Cymryd rhan yn rhaglen Sgiliau'r Byd i ddysgwyr galwedigaethol;
- Mynediad at gymorth academi chwaraeon a pherfformiad;
- Amrywiaeth o brofiadau ehangach sydd â'r nod o ddatblygu dysgwyr cyflawn.

2. Cymorth wedi'i dargedu i ddiwallu anghenion ychwanegol a nodwyd gan gynnwys:
- Cymorth i ailsefyll TGAU Mathemateg a Saesneg os nad ydynt eisoes wedi ennill gradd C neu uwch yn y cymwysterau hyn;
- Mynediad at amrywiaeth eang o wasanaethau cymorth i ddysgwyr;
- Cymorth personol ychwanegol wedi'i gynnig drwy brosiect Cynnydd, Cronfa Gymdeithasol Ewrop, i bobl ifanc sydd yn y perygl mwyaf o fod yn NEET;
- Gwasanaethau cymorth arbenigol i grwpiau penodol (pobl ifanc sy'n derbyn gofal, pobl ifanc ag anableddau).

3. Dilyniant i addysg neu hyfforddiant ôl-18 neu gyflogaeth, gan gynnwys rhaglen dysgu seiliedig ar waith a phrentisiaethau yn y coleg.

(Gweler Atodiad 4)

Mewn darpariaeth hyfforddiant pellach ôl-16 a phrentisiaethau (i bobl ifanc 16-19 oed), cynigir y bydd yr hawl hon yn cynnwys**:**

1. Cynnig Cyffredinol (yn Gymraeg a Saesneg):
    - Cymhwyster galwedigaethol ar Lefel 2 neu 3;
    - Cyngor ac arweiniad ar yrfaoedd;

2. Cymorth wedi'i dargedu i ddiwallu anghenion ychwanegol a nodwyd gan gynnwys:
    - Cymorth i ailsefyll TGAU Mathemateg a Saesneg os nad ydynt eisoes wedi ennill gradd C neu uwch yn y cymwysterau hyn;
    - Mynediad at amrywiaeth eang o wasanaethau cymorth i ddysgwyr;
    - Gwasanaethau cymorth arbenigol i grwpiau penodol (pobl ifanc sy'n derbyn gofal, pobl ifanc ag anableddau).

3. Dilyniant i addysg neu hyfforddiant ôl-19 neu gyflogaeth, gan gynnwys rhaglen dysgu seiliedig ar waith a phrentisiaethau yn y coleg.

(Gweler Atodiad 5)

12.0 Y Manteision i Ddysgwyr

Bydd datblygu cwricwlwm Sir Gaerfyrddin, wedi'i gyfarwyddo gan bolisi Llywodraeth Leol a'i ffurfio gan anghenion lleol, yn galluogi i'r mwyafrif helaeth o bobl ifanc yn Sir Gaerfyrddin gyflawni eu potensial yn llawn. Nod ffurfio'r cwricwlwm cyffredin hwn yw sicrhau bod pobl yn ymwybodol o'r ddarpariaeth sydd ar gael iddynt a sut gall llwybrau sy'n berthnasol i'w dewis yrfaoedd ddatblygu, yn gysylltiedig â chyfleoedd cyflogaeth rhanbarthol a chenedlaethol.

Cyfrifoldeb yr ysgolion uwchradd unigol, Coleg Sir Gâr a'r darparwyr hyfforddiant a gontractiwyd yn lleol fydd cyflawni'r cynnig. Yn achos darpariaeth ysgolion ac addysg bellach, rhagdybir y bydd Llywodraeth Cymru yn cadw gofynion y Mesur Dysgu a Sgiliau sy'n rhoi manylion nifer y cyrsiau i'w cynnig i bobl ifanc yng Nghyfnod Allweddol 4 ac ôl-16. Yn yr achos hwn, bydd yr awdurdod lleol yn parhau i fod â'r cyfrifoldeb o wirio bod yr ysgolion uwchradd yn bodloni'r Mesur. Yn achos darpariaeth addysg bellach ôl-16, Coleg Sir Gâr sy'n gyfrifol am hyn.

Fodd bynnag, bydd y tebygrwydd o ostyngiadau pellach i gyllid Llywodraeth Cymru yn golygu y bydd rhai sefydliadau unigol yn ei chael yn gynyddol anos cyflawni gofynion y Mesur, gan gynyddu'r angen am ddulliau o gydweithio ar sail clwstwr er mwyn cyflenwi'r cwricwlwm ar lefel leol. O ystyried bod angen datblygu cwricwlwm sy'n rhannol gysylltiedig â blaenoriaethau'r farchnad lafur leol, bydd datblygu ymhellach strwythurau partneriaeth Sir Gaerfyrddin, gan gynnwys y grwpiau cydlywodraethu a chysylltiadau cryf â Bwrdd Gwasanaethau Lleol, yn hanfodol er mwyn i botensial llawn datblygiadau'r cwricwlwm a amlinellir yma gael ei wireddu.

Dylid nodi y bydd rhai pobl ifanc yn methu â chyflawni popeth a allant yn ystod cyfnod addysg 11-19. Bydd hyn o ganlyniad i amgylchiadau unigol gan gynnwys problemau

iechyd corfforol a meddyliol, dadrithiad â'r system addysg ffurfiol, anawsterau ymddygiad, addysg ddewisol yn y cartref ac ymwneud â'r system cyfiawnder troseddol. O dan yr amgylchiadau hyn, byddai dull cydgysylltiedig wedi'i dargedu ac yn gysylltiedig â'r Fframwaith Ymgysylltu a Datblygu Ieuenctid i rai 16-19 oed yn cynnig y cyfle i dargedu cymorth arbenigol sy'n briodol i'w hanghenion. Mae'r ceisiadau rhanbarthol i Gronfa Gymdeithasol Ewrop (Cynnydd a Cham Nesa) yn cynnig y cyfle i roi cymorth i'r grŵp hwn o bobl ifanc yn ychwanegol at y gwasanaethau presennol sydd wedi'u targedu er mwyn diwallu eu hanghenion.

13.0 Y Manteision i'r Economi yn Sir Gaerfyrddin

Er bod cysylltiadau cryf eisoes yn bodoli rhwng addysg a chyflogwyr lleol, mae argymhellion yr arolygiad hwn yn cynnig cyfle defnyddiol i wella'r cysylltiadau rhwng yr ysgolion, Coleg Sir Gâr a'r awdurdod leol drwy'r Adran Addysg a Phlant a'r Adran Adfywio.

Mae'r cwricwlwm sydd wedi'i nodi yn cynnig y cyfle, drwy Fagloriaeth Cymru, fframwaith Gyrfaoedd a'r Byd Gwaith ac egwyddorion craidd Dyfodol Llwyddiannus i baratoi pobl ifanc yn well at gyflogaeth. Nid yn unig y bydd y cwricwlwm diwygiedig yn rhoi i bobl ifanc y sgiliau generig y mae cyflogwyr yn chwilio amdanynt, ond bydd hefyd yn dangos y llwybrau y bydd angen i bobl ifanc eu dilyn er mwyn symud ymlaen i weithio yn y sectorau cyflogaeth allweddol yn lleol. Bydd comisiynu ôl-16 yn gysylltiedig â'r sectorau allweddol yn sicrhau y caiff arian ei flaenoriaethu ar gyfer llwybrau hyfforddi sy'n cysylltu'n agos ag anghenion y farchnad lafur leol. Gyda'i gilydd, bydd y camau hyn yn golygu y bydd pobl ifanc wedi'u paratoi'n well i ymgymryd â'r gwaith sydd eisoes yn bodoli yn lleol a symud ymlaen i lefelau uwch o ddysgu, boed hyn yn y sir neu'r tu hwnt.

14.0 Casgliadau Adolygiad 11-19

Mae gwaith partneriaeth addysgol yn Sir Gaerfyrddin dros y 15 mlynedd diwethaf wedi gwella amrywiaeth ac ansawdd y cyrsiau sydd ar gael i bobl ifanc. Y mae wedi darparu'r cyfleoedd i ddisgyblion a myfyrwyr ddilyn cyrsiau ac ennill cymwysterau sy'n berthnasol i'r economi lleol a'u galluogi i symud ymlaen i brifysgolion yng Nghymru, yng ngweddill y Deyrnas Unedig a thu hwnt. Mae canlyniadau'r gwaith hwn i'w weld yn nifer y bobl ifanc sy'n symud ymlaen i addysg uwch a gwaith yng Nghymru a thu hwnt a'r gostyngiad yn nifer y bobl nad ydynt mewn addysg, cyflogaeth na hyfforddiant.

Fodd bynnag, o ystyried y newidiadau cwricwlwm sydd ar droed, newidiadau strwythurol posibl ac effaith gostyngiadau yng nghyllid Llywodraeth Cymru, mae angen i bob sefydliad sy'n ymwneud ag addysg a hyfforddiant yn Sir Gaerfyrddin gydweithio'n agosach i sicrhau y caiff anghenion addysgol a lles pobl ifanc eu diwallu.

Mae cyflawni modelau'r cwricwlwm a nodwyd yn rhoi ffocws clir i'r gwaith hwn, ac yn dangos ymrwymiad partneriaeth Sir Gaerfyrddin i gynnig profiadau addysgol sy'n diwallu anghenion pobl ifanc, cymunedau lleol a'r economi. Mae gweithredu modelau'r cwricwlwm i bob cyfnod o addysg 11-19 yn rhoi ffocws o'r newydd i weithio mewn partneriaeth ac yn cyfarwyddo'r gwaith o weithredu'r system gynllunio ac ariannu genedlaethol a datblygiadau cyfalaf posibl yn y sir. Bydd gweithredu'r argymhellion a nodir isod yn rhoi

ffocws clir i ddatblygu Partneriaeth Dysgu Sir Gaerfyrddin ymhellach a galluogi i'r ymarfer yn y sir sy'n arwain y sector ddiwallu anghenion newidiol pobl ifanc a chyflogwyr.

O ystyried yr achos strategol sydd wedi'i nodi uchod a thrafodaethau â rhanddeiliaid allweddol, y mae'n bwysig bod gweledigaeth gyffredin yn ei lle i ddatblygu cwricwlwm 11-19 dwyieithog i Sir Gaerfyrddin a fydd yn:

- Darparu addysg ar gyfer yr 21ain Ganrif sy'n greadigol, arloesol ac yn ymgeisio at ragoriaeth i bawb;
- Canolbwyntio ar anghenion pob dysgwr gydag ansawdd yn elfen allweddol mewn astudiaethau academaidd a galwedigaethol;
- Cynnig darpariaeth addysgol 11-19 sy'n adeiladu ar ddyheadau a hunan-barch i bob dysgwr ac yn sicrhau cyrhaeddiad ar draws ystod eang o allu;
- Sicrhau dewis a hyblygrwydd o ran cyfleoedd dysgu a dilyniant ystyrlon i'r cam nesaf o ddysgu neu gyflogaeth;
- Darparu sgiliau cyflogadwyedd a phrofiad gwaith i ddysgwyr fel sy'n briodol;
- Bod yn ymatebol i anghenion cyflogwyr a'r gymuned;
- Diwallu anghenion y dysgwyr hynny sydd ag anghenion addysgol arbennig;
- Sicrhau bod anghenion y dysgwyr hynny sydd ag anghenion dysgu ychwanegol yn cael eu diwallu;
- Cynyddu cyfleoedd dysgu cyfrwng Cymraeg a dwyieithog;
- Darparu cyfleoedd cyfartal i bawb;
- Cynnig gwerth am arian a manteisio'n llawn ar y defnydd a wneir o adnoddau cyfyngedig.

15.0 Argymhellion Adolygiad 11-19

I sicrhau y gall manteision llawn modelau'r cwricwlwm a nodwyd gael eu cyflawni i bobl ifanc yn Sir Gaerfyrddin, cynigir bod yr awdurdod lleol, Coleg Sir Gâr a'r bartneriaeth ddysgu ehangach yn:

1. Cytuno ar gydrannau allweddol cwricwlwm cyffredin 11-14, 14-16 ac 16-19 *(erbyn mis Medi 2016);*

2. Gweithredu model cwricwlwm cyffredin ar draws Ysgolion Uwchradd Sir Gaerfyrddin, Coleg Sir Gâr a darparwyr hyfforddiant sy'n seiliedig yn Sir Gaerfyrddin ac a gontractiwyd gan Lywodraeth Cymru *(erbyn mis Medi 2017);*

3. Cytuno ar strwythur diwygiedig ar gyfer cydlywodraethu a chomisiynu gan yr awdurdod lleol ar gyfer y cwricwlwm diwygiedig *(erbyn mis Medi 2016);*

4. Datblygu model comisiynu i fod yn sylfaen i weithredu'n llawn y System Gynllunio ac Adrodd Ôl-16 ar gyfer Darpariaeth Chweched Dosbarth *(erbyn mis Medi 2016);*

5. Nodi blaenoriaethau cyffredin ar gyfer datblygiadau cyfalaf pellach yn seiliedig ar fodelau'r cwricwlwm ac anghenion yr economi lleol yn gysylltiedig â blaenoriaethau Dinas-Ranbarth Bae Abertawe *(erbyn mis Medi 2016 ac yn barhaus wedi hynny);*

6. Defnyddio Cyllid Grant Gwella Addysg Sir Gaerfyrddin (neu unrhyw gyllid a ddaw yn ei le) i gynorthwyo i ddarparu cyrsiau galwedigaethol yn y sectorau twf sydd wedi'u nodi (gofal henoed a'r blynyddoedd cynnar; peirianneg; ynni a'r amgylchedd; adeiladu; twristiaeth a lletygarwch; bwyd ac amaethyddiaeth; y diwydiannau creadigol; diwydiannau gwyddoniaeth, technoleg, peirianneg a mathemateg (STEM); TGCh; a gwasanaethau proffesiynol) yng Ngholeg Sir Gâr a chyda darparwyr hyfforddiant i ddisgyblion ysgol yng Nghyfnodau Allweddol 4 a 5 *(o fis Medi 2016);*

7. Adeiladu ar bartneriaethau presennol â busnesau lleol er mwyn canolbwyntio ar y galw am sgiliau a chyflogadwyedd rhai sy'n cychwyn yn y farchnad lafur yn Sir Gaerfyrddin i sicrhau y caiff galw lleol ei ddiwallu *(erbyn mis Medi 2016 ac yn barhaus wedi hynny);*

8. Sicrhau cysylltiadau cryf â Strategaeth Adfywio Economaidd Dinas-Ranbarth Bae Abertawe 2013-2030 i alluogi cydweddiad â'r sectorau economaidd allweddol a dargedir a dilyniant lleol i addysg uwch yn y sectorau blaenoriaeth a nodir *(erbyn mis Medi 2016 ac yn barhaus wedi hynny);*

9. Gwneud defnydd o wybodaeth am y farchnad lafur wedi'i diweddaru'n rheolaidd er mwyn gwneud penderfyniadau cytbwys, ynghyd â data ar dueddiadau twf sectorau a'r sectorau twf ar gyfer cyflogaeth yn barhaus *(erbyn mis Medi 2016 ac yn barhaus wedi hynny);*

10. Gweithredu rhaglen o ddysgu cyfunol ac e-ddysgu i gyflenwi cwricwlwm 16-19 mewn pynciau Safon Uwch Gyfrannol a Safon Uwch llai poblogaidd yn y Gymraeg a'r Saesneg *(o fis Medi 2017);*

11. Gweithredu'r camau a nodwyd yng Nghynllun Ymgysylltu a Datblygu Ieuenctid Sir Gaerfyrddin i leihau nifer y bobl nad ydynt mewn addysg, cyflogaeth na hyfforddiant (NEET) *(mis Medi 2016 ac yn barhaus wedi hynny);*

12. Parhau i ddilyn trywydd cyrchfannau pobl ifanc er mwyn eu cynorthwyo i bontio'n effeithiol i gyfnodau ôl-16 ac ôl-19 drwy waith sy'n gysylltiedig â'r Fframwaith Ymgysylltu a Datblygu Ieuenctid *(mis Medi 2016 ac yn barhaus wedi hynny);*

13. Darparu cymorth wedi'i dargedu i bobl ifanc fregus gan gynnwys rhai sydd ag anableddau ac yn y perygl mwyaf o fod yn NEET gan ddefnyddio cyllid Cronfa Gymdeithasol Ewrop drwy brosiectau Cynnydd a Cham Nesa ar gyfer y gwaith hwn *(erbyn mis Ebrill 2016 ac yn barhaus wedi hynny);*

14. Cynorthwyo cynnydd y dysgwyr mwyaf galluog a dawnus drwy Hwb Seren Sir Benfro / Sir Gaerfyrddin *(o fis Chwefror 2016 ac yn barhaus wedi hynny);*

15. Cynorthwyo athrawon, darlithwyr ac ymarferwyr eraill i ddatblygu sut mae pobl ifanc yn dysgu am fyd gwaith drwy lunio dulliau ar lefel sir gyfan i gyflenwi Bagloriaeth Cymru ddiwygiedig *(yn barhaus);*

16. Cynnwys cyflogwyr, mewn ffordd ystyrlon, yn y gwaith o newid y cwricwlwm, gan gynnwys meithrin cysylltiadau cryf â chyflogwyr allweddol lleol ac adrannau adfywio'r Cyngor Sir *(erbyn mis Medi 2016 ac yn barhaus wedi hynny);*

17. Cyfnerthu cryfderau presennol gwaith partneriaeth gyda cholegau addysg bellach a darparwyr hyfforddiant drwy weithredu strwythurau partneriaeth diwygiedig *(erbyn mis Medi 2016 ac yn barhaus wedi hynny)*;

18. Sicrhau y caiff gofynion llawn Fframwaith Gyrfaoedd a'r Byd Gwaith eu cyflawni yn Sir Gaerfyrddin drwy:
    a. Weithredu fformat ar gyfer diwrnodau / wythnos gyrfaoedd ym Mlynyddoedd 7-9 gan gynnwys cyflogwyr lleol ac adrannau adfywio'r awdurdod lleol, ac yn gysylltiedig â gwybodaeth am y farchnad lafur leol a data'r Ganolfan Byd Gwaith;
    b. Cynnal cronfa ddata o leoliadau profiad gwaith (ar y cyd â Chyngor Sir Penfro);
    c. Fetio agweddau iechyd a diogelwch / diogelu ar gyfer pob lleoliad gwaith a gomisiynir gan awdurdodau lleol;
    d. Cynnal cynhadledd Gyrfaoedd flynyddol i ddisgyblion Blwyddyn 10/11 mewn partneriaeth â Gyrfa Cymru;
    e. Cynorthwyo i un wythnos o brofiad yn gysylltiedig â gwaith gael ei chynnwys ym Mlynyddoedd 10 a 12, yn gysylltiedig â 3 her Bagloriaeth Cymru, gwirfoddoli a Gwobr Dug Caeredin;
    f. Cryfhau cysylltiadau â rhieni a gofalwyr drwy gylchlythyr/gwefan, nosweithiau gwybodaeth, sesiynau gyda'r nos i rieni;
    g. Cymorth un-i-un i ddisgyblion ysgol / myfyrwyr gan diwtoriaid personol i bob person ifanc;
    h. Datblygu rolau broceru Tîm o Amgylch y Teulu a Gweithwyr Ieuenctid i gynorthwyo camau pontio i addysg a hyfforddiant ar gyfer pobl ifanc fregus;
    i. Camau dilynol cynnar ar gyfer pobl ifanc sy'n gadael ysgol a choleg yn nhymhorau'r hydref neu'r gaeaf ym Mlwyddyn 12.

19. Dadansoddi gwybodaeth y farchnad lafur yn flynyddol i gyfarwyddo'r gwaith o gyflenwi cyrsiau galwedigaethol ar y cyd a chynllunio ôl-16 yn y cyfnod hyd at 2020 *(erbyn mis Medi 2016 ac yn barhaus wedi hynny)*;

20. Atebolrwydd am gynnydd yn erbyn yr argymhellion hyn i gael ei oruchwylio drwy'r clystyrau cydlywodraethu, Bwrdd Corfforaethol Coleg Sir Gâr, y Bwrdd Gwasanaethau Lleol a Phwyllgorau Craffu Addysg a Phlant *(erbyn mis Medi 2016 ac yn barhaus wedi hynny)*.

16.0 Cyfeirnodau

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17.0 Rhestr o acronymau a ddefnyddiwyd yn yr adroddiad

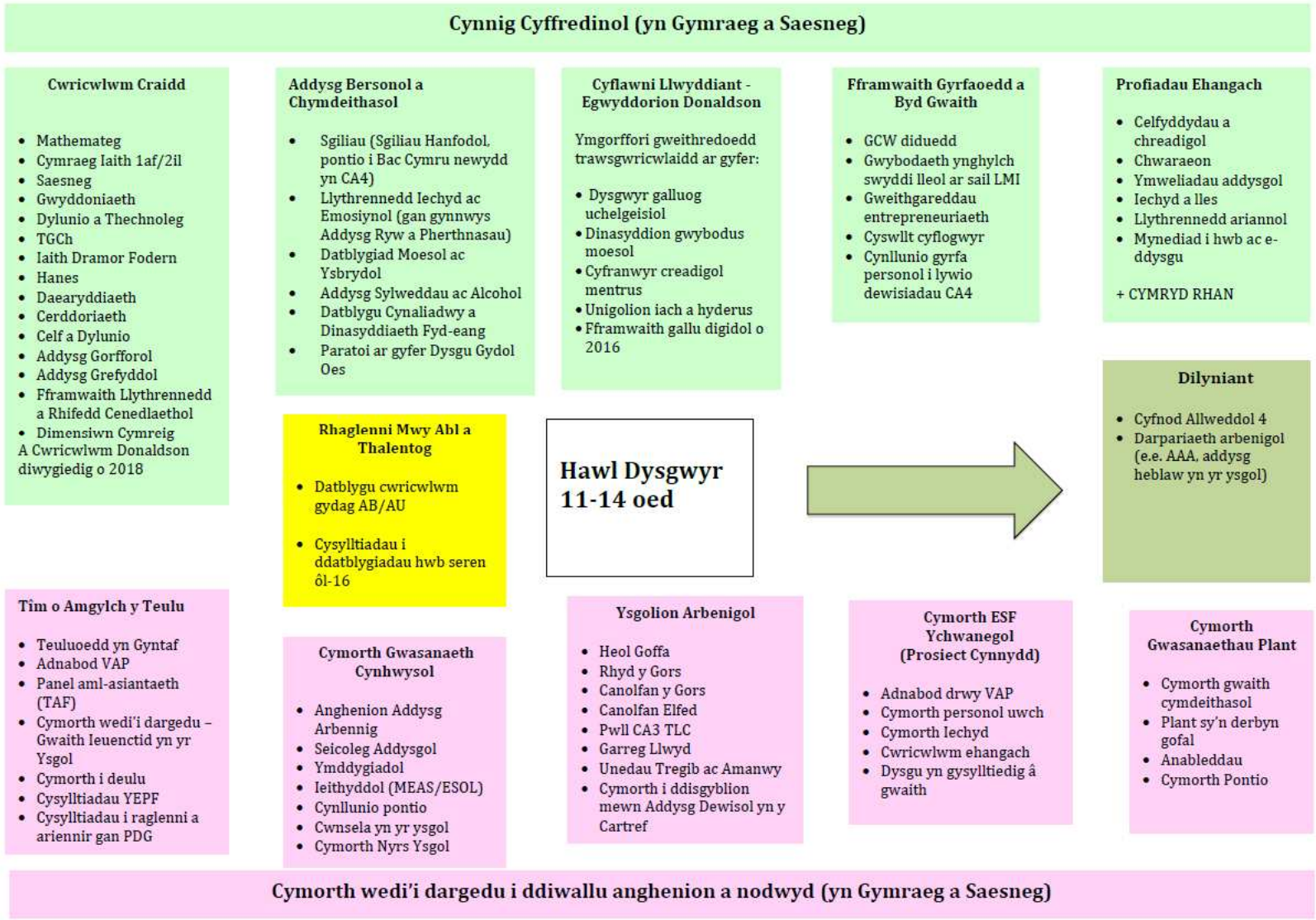
ABCh	Addysg Bersonol a Chymdeithasol
AC	Aelod o'r Cynulliad
AS	Aelod Seneddol
CVET	Continuing Vocational Education and Training
ESTYN	Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
ERW	Consortiwm gwella ysgolion rhanbarthol ar gyfer De Orllewin a Chanbolbarth Cymru
ESOL	English for Speakers of Other Languages
IVET	Intermediate Vocational Education and Training
NEET	Not in Employment, Education or Training
STEM	Science, Technology, Engineering and Maths
TG	Technoleg Gwybodaeth
TGCh	Technoleg Gwybodaeth a Chyfathrebu

Rhestr o acronymau Saesneg a ddefnyddiwyd yn yr adroddiad Saesneg

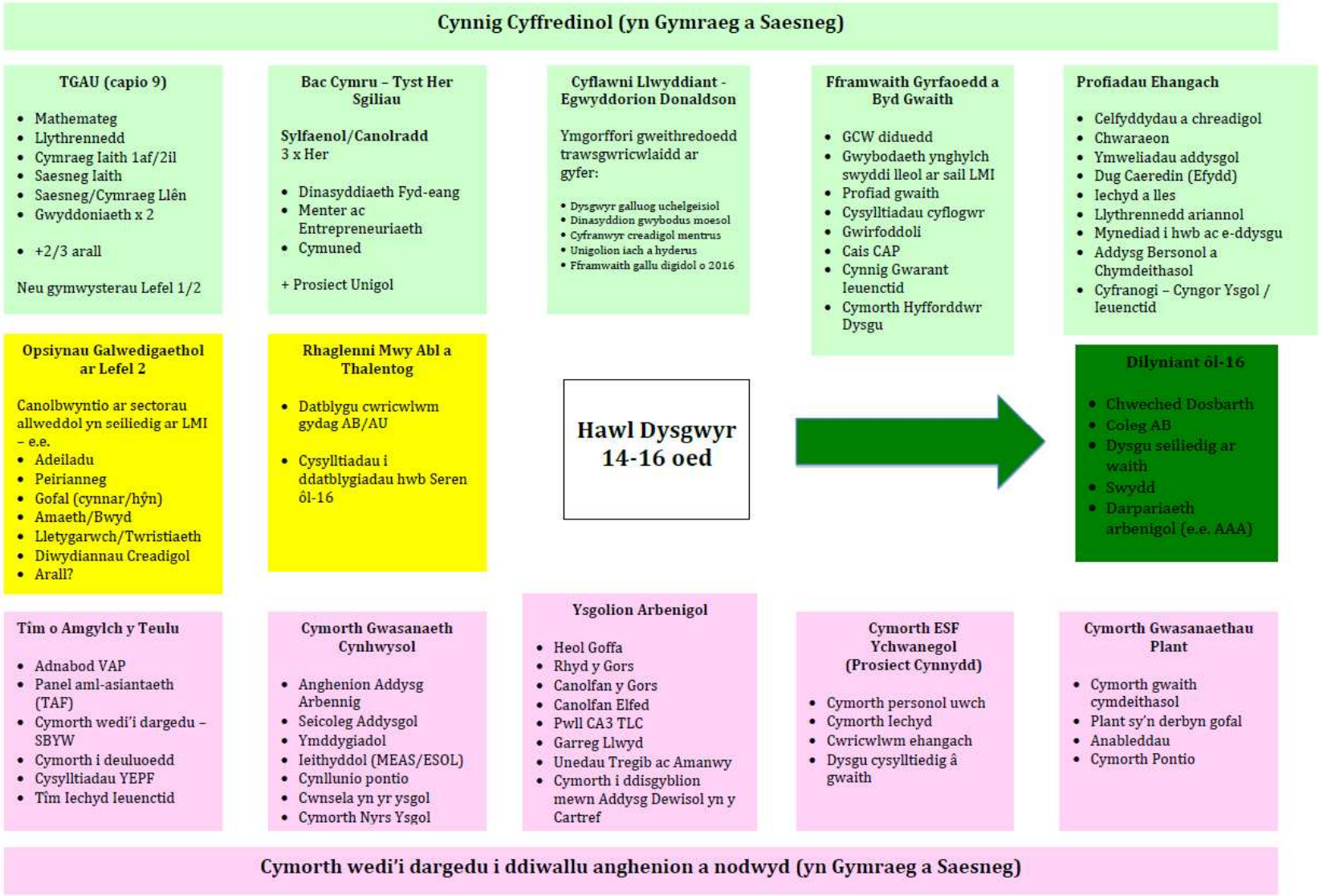
AM	*Assembly Member*
CCC	*Carmarthenshire County Council*
CSG	*Coleg Sir Gâr*
CW	*Careers Wales*
CWoW	*Careers and the World of Work*
DT	*Design Technology*
EET	*Employment Education and Training*
ESF	*European Social Fund*
DfES	*Department for Education and Skills (Welsh Government)*
EOTAS	*Educated Other Than At School*
eFSM	*eligible for Free School Meals*
ESOL	*English for Speakers of Other Languages*
ERW	*Regional school improvement consortium for south west and mid Wales*
FE	*Further Education*
FEI	*Further Education Institution*
GCSE	*General Certificate of Secondary Education*
HE	*Higher Education*
HEI	*Higher Education Institution*
ICT	*Information and Communication Technology*
IVET	*Intermediate Vocational Education and Training*
JWP	*Joint Working Party*
KS	*Key Stage*
LA	*Local Authority*
LLDD	*Learner with Learning Difficulties or Disabilities*

LMI	*Labour Market Information*
LTM	*Learning Transformation Manager*
LSB	*Local Service Board*
MEAS	*Minority Ethnic Achievement Service*
MEP	*Modernising Education Programme*
MFL	*Modern Foreign language*
NEET	*Not in Employment, Education or Training*
OECD	*Organisation for Economic Co-ordination and Development*
P16PR	*Post 16 Planning and Reporting*
PDG	*Pupil Deprivation Grant*
PRU	*Pupil Referral Unit*
PSE	*Personal and Social Education*
RLP	*Regional Learning Partnership*
RLSO	*Regional Learning and Skills Observatory*
SBCR	*Swansea Bay City Region*
SBYW	*School Based Youth Worker*
SEN	*Special Educational Needs*
SOC	*Strategic Outcome Case*
SSA	*Subject Sector Area*
STEM	*Science, Technology, Engineering and Maths*
SWW	*South West Wales*
TAF	*Team Around the Family*
TLC	*Teaching and Learning Centre*
WB	*Welsh Baccalaureate*
WG	*Welsh Government*
WEFO	*Wales European Funding Office*
WMES	*Welsh Medium Education Strategy*
WESP	*Welsh in Education Strategic Plan*
YEPF	*Youth Engagement and Progression Framework*

Atodiad 1 – Cynnig Cwricwlwm Sir Gaerfyrddin – Cyfnod Allweddol 3 (Blynyddoedd 7 i 9)



Sut gallai cynnig cwricwlwm ysgolion edrych yn 2017? – Cyfnod Allweddol 4 (Blynyddoedd 10 ac 11)



Atodiad 3 – Cynnig Cwricwlwm Sir Gaerfyrddin – ôl-16 oed Chweched Dosbarth (Blynyddoedd 12 a 13)

Cynnig Cyffredinol (yn Gymraeg a Saesneg)

Safon UG/Safon Uwch

- Lleiafswm o 25 dewis Safon UG/Safon Uwch
- Cynnig craidd o 15 o bynciau mewnol?
- Angen darpariaeth gyfunol ar gyfer pynciau â nifer isel yn eu cymryd?

Bac Cymru – Tyst Her Sgiliau Uwch

3 x Her

- Dinasyddiaeth Fyd-eang
- Menter ac Entrepreneuriaeth
- Cymuned

+ Prosiect Unigol

Cyflawni Llwyddiant – ymgorffori egwyddorion Donaldson
(er ddim yn gymwys ôl-16 ar hyn o bryd)

Ymgorffori gweithredoedd trawsgwricwlaidd ar gyfer:

- Dysgwyr galluog uchelgeisiol
- Dinasyddion gwybodus a moesegol
- Cyfranwyr creadigol a mentrus
- Unigolion iach a hyderus

Fframwaith Gyrfaoedd a Byd Gwaith

- GCW diduedd
- Gwybodaeth am swyddi lleol ar sail LMI
- Cais i AU/Swydd
- Profiad gwaith
- Gweithgaredd menter
- Cysylltiadau cyflogwyr
- Gwirfoddoli

Profiadau Ehangach

- Celfyddydau a chreadigol
- Chwaraeon
- Ymweliadau addysgol
- Dug Caeredin (Arian/Aur)
- ABCh gan gynnwys materion cyfredol
- Cyfranogiad
- Mynediad i hwb ac e-ddysgu
- Addysg Grefyddol

Cyrsiau Galwedigaethol ar Lefel 2/3

Isafswm o 5 dewis galwedigaethol
Canolbwyntio ar sectorau allweddol ar sail LMI – e.e.

- Gofal (cynnar/hŷn)
- Diwydiannau Creadigol
- Amaeth/Bwyd
- Lletygarwch/Twristiaeth

Rhaglenni Mwy Abl a Thalentog

- Cymorth Hwb Seren i'r rhai mwy galluog (gweler meini prawf mynediad)
- Cymorth arbenigol e.e. Medlink, Oxbridge
- Datblygiad cwricwlwm gydag AB/AU

Hawl Dysgwyr 16-19 oed

Dilyniant ôl-18

- Prifysgol
- Coleg AB
- Dysgu seiliedig ar waith
- Swydd
- Prentisiaeth
- Pontio arbenigol (e.e. AAA)
- Cymorth os yn NEET

TGAU Mathemateg a Saesneg

- Cymorth i ailsefyll i bawb nad ydynt wedi cael Gradd C yn Mathemateg neu Saesneg

Cymorth Gwasanaeth Cynhwysol

- Anghenion Addysg Arbennig
- Seicoleg Addysgol
- Ymddygiadol
- Ieithyddol (MEAS/ESOL)
- Cynllunio pontio
- Cwnsela yn yr ysgol
- Nyrs Ysgol

Cymorth YEPF

- Adnabod pobl ifanc sydd mewn perygl o roi'r gorau i Chweched Dosbarth
- Cymorth wedi'i dargedu i aros yn yr ysgol a/neu symud i addysg, cyflogaeth neu hyfforddiant arall
- Rhaglenni i helpu i bontio i AB a Hyfforddiant

Cymorth ESF Ychwanegol (Prosiectau Cynnydd a Cham Nesa)

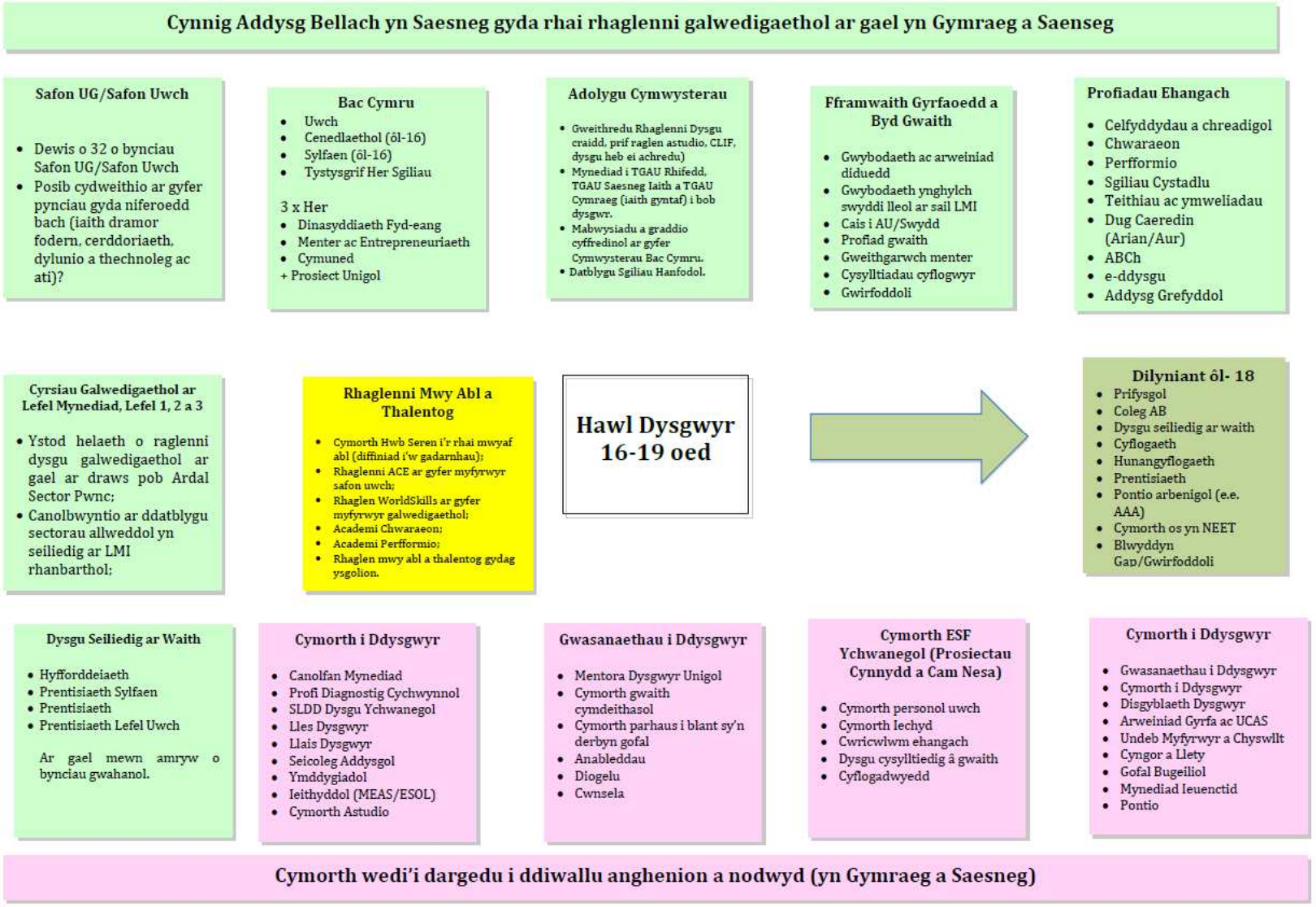
- Cymorth personol uwch
- Cymorth Iechyd
- Cwricwlwm ehangach
- Dysgu cysylltiedig â gwaith

Cymorth Gwasanaethau Plant

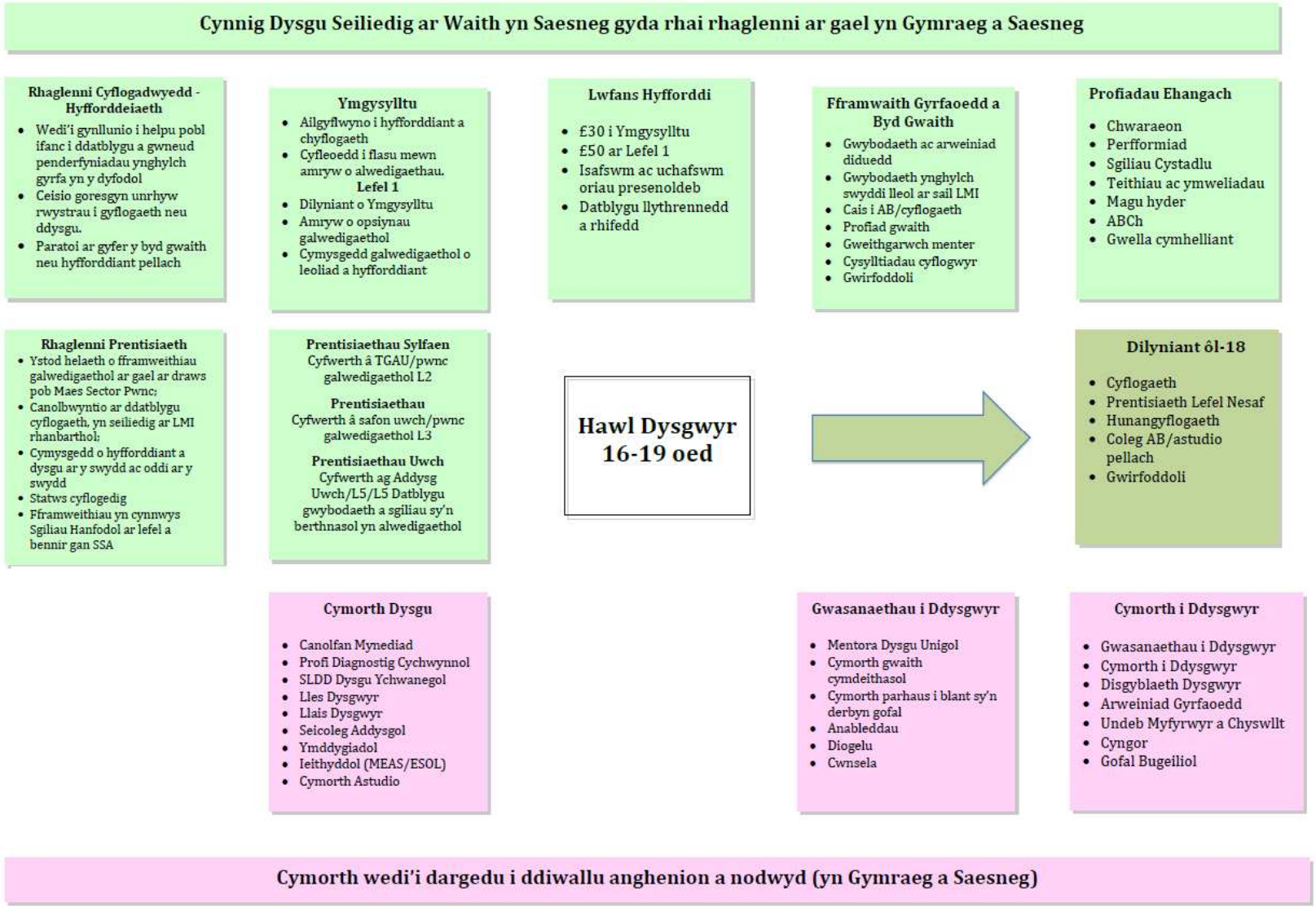
- Cymorth gwaith cymdeithasol
- Cymorth parhaus i blant sy'n derbyn gofal
- Anableddau
- Cymorth Pontio

Cymorth wedi'i dargedu i ddiwallu anghenion a nodwyd (yn Gymraeg a Saesneg)

Atodiad 4 – Cynnig Cwricwlwm Sir Gaerfyrddin – Coleg Addysg Bellach ôl-16



Atodiad 5 – Cynnig Cwricwlwm Sir Gaerfyrddin – Coleg Dysgu Seiliedig ar Waith ôl-16 a Darparwyr Hyfforddiant



PWYLLGOR CRAFFU ADDYSG A PHLANT
17eg o FEHEFIN 2016

Adroddiad Monitro Cyllideb Cyfalaf a Refeniw 2015/16

Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

- Bod y Pwyllgor Craffu yn derbyn yr Adroddiad Monitro Cyllideb ar gyfer yr Adran Addysg a Phlant.

Rhesymau:

- I ddatgan i'r Pwyllgor Craffu sefyllfa diweddaraf y cyllideb 'cyn terfynol', ynglyn â blwyddyn ariannol 2015/16.

Angen cyfeirio'r mater at y Bwrdd Gweithredol er mwyn gwneud penderfyniad:
NAC OES

Aelodau'r Bwrdd Gweithredol sy'n gyfrifol am y Portffolio:
- Cyng. David Jenkins (Adnoddau)
- Cyng. Gareth Jones (Addysg a Phlant)

Y Gyfarwyddiaeth: Gwasanaethau Corfforaethol **Enw Pennaeth y Gwasanaeth:** Owen Bowen **Awdur yr adroddiad:** Owen Bowen	**Swydd:** Pennaeth Dros-Dro Gwasanaethau Cyllidol	**Rhif Ffôn / Cyfeiriad E-bost:** 01267 224886 obowen@sirgar.gov.uk

EXECUTIVE SUMMARY

EDUCATION & CHILDREN SCRUTINY COMMITTEE 17th JUNE 2016

Revenue & Capital Budget Monitoring Report 2015/16

The closure of accounts 2015/16 is now substantially complete and therefore this report is based on the near actual figures which provides members with the latest expected out-turn position for 2015/16. The appendices provide the detail to the summary noted below.

Revenue Budgets (Appendices A-C)

The Education & Children's Services Department is projecting a net overspend of £735k at year end.

The main adverse budget variations relate to school based EVR and redundancy costs (+£793k); EOTAS (Education other than at School) (+£408k); Fostering services & support (+£160k); Adult & Community learning (+£137k); Corporate Parenting & Leaving Care (+£122k); Respite Units (+£119k); Out of Hours Service (+£60k) and Legal fees (+£53k).

These are partially offset by under-spends across the department in Staff vacancies, secondments and maximising use of grant funding (-£486k); Out of County educational placements (-£259k); Centrally managed schools budget (-£116k); School Meals (-£108k) and Children's Services management & support (-£69k).

There is £609k available in departmental reserves leaving a shortfall of £126k at year end.

Capital Budgets (Appendix D)

The main variances are on the following projects:

Disabled Discrimination Acts - +£219k Higher demand for pupil led adaptations, legal requirement.

MEP External Funding -£119k – Re-profiling required of 21st Century Schools grant from Welsh Government

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YOUR COUNCIL doitonline
www.carmarthenshire.gov.wales

Ysgol Ffwrnes -£1,164k Savings and re-profile required – Scheme physically complete

Dyffryn Amman -£619k Savings and re-profile required – Works to be completed in early 16/17

Ysgol Maes Y Gwendraeth -£466k Re-profile required due to delays in works – works progressing and to be completed in 16/17

Ysgol Bro Dinefwr -£756k Re-profile required - Final account and retention to be paid in 16/17

Seaside CP School -£1,533k delay in approving outline business case by Welsh Government. The full business case has now been approved.

Ysgol Carreg Hirfaen -£34k Final account and Retention due in 16/17

Cwm Tywi New Area School -£91k A number of options for the area are considered as part of the draft strategic review

Burry Port School -£123k Final costs lower than anticipated, savings on scheme

Ysgol Trimsaran -£630k Awaiting confirmation on statutory process on dual stream, flying start grant to be used in 2015/16

Ysgol Y Strade +£405k Higher level of spend during the year than anticipated, no impact to overall scheme cost

Llandeilo Primary -£37k Investigations ongoing and options currently being considered for site selection, and feasibility of using existing establishment.

Ammanford Primary -£73k Development costs lower than anticipated.

Ysgol Parc y Tywyn +£394k Re-profile required due to significantly more design development than originally intended during the year. Additional funding used to progress scheme to detailed design and submit planning application with a number of corporate sites in the Burry Port area.

Llanelli Vocational Village -£499k Ground condition issue – re-negotiated costs with contractor delayed scheme. Works to be completed in 16/17

Ysgol Coedcae -£1,006k delay in approving outline business case by Welsh Government has delayed the anticipated timeline of the scheme

St John Lloyd -£305k Land ownership issues – council in negotiations with regard to a land swap.

Band B Schemes +£113k Re-profile required due to design development commencing site selection exercises and initial design development on Band B projects

MEP-Other Projects +£151k Re-profile required **Completed Schemes +£16k** Retentions held and paid on contractors on various schemes in order to ensure they are completed as per contract.	
DETAILED REPORT ATTACHED?	**YES – *A list of the main variances is attached to this report***

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report.

Signed: **Owen Bowen** **Interim Head of Financial Services**

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
NONE	**NONE**	**YES**	**NONE**	**NONE**	**NONE**	**NONE**

3. Finance

Revenue – The Education & Children Department is currently forecasting a net overspend of £735k for the year.

Capital – The capital programme shows a variance of -£6,154k against the 2015/16 approved budget.

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed: **Owen Bowen** **Interim Head of Financial Services**

1. Local Member(s) – N/A
2. Community / Town Council – N/A
3. Relevant Partners – N/A
4. Staff Side Representatives and other Organisations – N/A

Section 100D Local Government Act, 1972 – Access to Information
List of Background Papers used in the preparation of this report:

THESE ARE DETAILED BELOW:

Title of Document	File Ref No. / Locations that the papers are available for public inspection
2015/16 Budget	Resources Department, County Hall, Carmarthen

Mae’r dudalen hon yn wag yn fwriadol

Appendix A

Education & Children's Services Scrutiny Report
Budget Monitoring as at 31st March 2016 - Summary

Division	Working Budget				Forecasted				Mar 2016 Forecasted Variance for Year £'000	Feb 2016 Forecasted Variance for Year £'000
	Expenditure £'000	Income £'000	Net non-controllable £'000	Net £'000	Expenditure £'000	Income £'000	Net non-controllable £'000	Net £'000		
Director & Strategic Management	762	0	-114	648	631	0	-114	517	-131	-119
Education Services Division	119,013	-1,871	17,508	134,651	141,690	-23,844	17,508	135,354	703	798
Strategic Development	8,970	-7,027	1,076	3,020	8,983	-7,201	1,076	2,857	-162	-100
School Improvement	15,711	-13,724	-1,037	950	15,708	-13,815	-1,037	856	-95	-38
Learner Programmes	10,451	-9,727	779	1,502	10,601	-9,687	779	1,692	190	287
Children's Services	22,660	-6,831	2,953	18,782	23,043	-6,985	2,953	19,011	229	-48
GRAND TOTAL	**177,566**	**-39,179**	**21,165**	**159,552**	**200,656**	**-61,534**	**21,165**	**160,287**	**735**	**780**

Education & Children's Services Scrutiny Report

Budget Monitoring as at 31st March 2016 - Main Variances

Division	Working Budget		Forecasted		Mar 2016	Notes	Feb 2016
	Expenditure £'000	Income £'000	Expenditure £'000	Income £'000	Forecasted Variance for Year £'000		Forecasted Variance for Year £'000
Director & Strategic Management							
Director & Management Team	762	0	631	0	-131	Utilisation of grant income ended March 2016 -£70k and underspend retained in light of departmental forecast -£61k	-119
Education Services Division							
School Expenditure not currently delegated	450	0	251	83	-116	WJEC reduced fee -£39k, fewer occasions where legal advice was required -£22k, cover for suspended teachers -£33k & supplies & services savings -£22. An efficiency saving of £30k is planned for 2016-17	-100
School Redundancy & EVR	1,602	0	2,395	0	793	Additional cost of School related EVR and redundancies, partially offset by School organisation reserve	1,042
Governor Support & Admissions	211	0	182	0	-29	Cost of updating school plans less than estimated.	-30
Early Years Non-Maintained Provision	500	0	482	0	-18	Fewer children attending pre-school settings than anticipated.	-18
Special Educational Needs	3,425	-1,433	3,261	-1,528	-259	Additional funding allocated to schools and specialist settings, new statements for pupils in small schools & SAPA(School Action Plus - Additional) funding £205k. SNAP Cymru SLA £15k offset by additional recoupment -£91k, less out of county placements -£247k, part year vacancy & additional EIG funding -£141k	-405
EOTAS & Behaviour Services	1,112	-304	1,445	-229	408	Increasing pressure on Education other than at school. Additional staff employed in PRU (Pupil Referral Unit) in response to a need highlighted by ESTYN for additional capacity to intervene in volatile situations.	361
Rhydygors Day Centre	706	-52	691	-117	-81	Vacant posts in the day centre being considered within the review of provision -£103k. Additional recoupment income -£64k offset by significant increase in supply costs £86k	-71
Sensory Impairment	321	-12	338	-16	12	Additional cost relating to Mobility Officer paid to Ceredigion	16
Strategic Development							
Information & Improvement	340	-35	414	-139	-29	Part time secondment reimbursed from ERW , post not back filled	-24
Business Support	509	0	510	-13	-12	Member of staff on long term sick -£8k Supplies and services etc -£4k	-11
School Meals & Primary Free Breakfast Services	7,757	-6,712	7,656	-6,720	-108	Early implementation of efficiency proposals contributed to current year savings -£23k and efficiencies in supplies and services -£85k	-59
School Improvement							
School Effectiveness Support Services	260	-57	222	-63	-44	Transfer of budget at year end ERW Regional Model -£38k, additional income Siarter Iaith -£3k and reduced costs relating to Griffith Jones Centre -£3k	5
National Model for School Improvement	1,371	-294	1,485	-449	-41	Staff vacancies and secondments to ERW. Recruitment in progress	-49

Appendix B

Education & Children's Services Scrutiny Report

Budget Monitoring as at 31st March 2016 - Main Variances

Division	Working Budget		Forecasted		Mar 2016	Notes	Feb 2016
	Expenditure £'000	Income £'000	Expenditure £'000	Income £'000	Forecasted Variance for Year £'000		Forecasted Variance for Year £'000
Welsh Language Support	902	-901	852	-861	-10	Additional income re staff recharge to Siarter Iaith and reduced transport cost	6
Learner Programmes							
Music Services for Schools	1,335	-1,434	1,348	-1,413	34	Reduction of SLA income from schools £13k reduced parental income £7k, staff related costs £10k & supplies and services £4k. Redundancy met from reserve	82
Youth Service	508	-85	534	-96	16	Delay in staffing reductions £27k, partially offset by additional income from activities/grants -£11k	16
Adult & Community Learning	524	-522	640	-501	137	Reduced Welsh Government funding and franchise income & lower uptake by learners. Service reduced from April 2016 following comprehensive review of service. Redundancy partially met from reserve.	185
Children's Services							
Commissioning and Social Work	5,659	-19	5,555	-96	-181	In year vacancies across the Social Care Teams.	-139
Corporate Parenting & Leaving Care	1,005	-280	1,159	-312	122	The number of Care Leavers has increased drastically over the last few years ranging from 36 in 2010-11 to an average of 106 this year, the budget has not changed and there was also the loss of Supporting People funding this year which was in excess of £100k. Since the Southwark judgement Childrens services have been responsible for young people presenting as homeless, rather than Housing departments. Also, since the change in the Social Services and Wellbeing Act Authorities are now liable for Care Leavers until they are 25 instead of 21. Every care leaver must have a personal adviser. In spite of these pressures there has been no budget growth in this area since 2010.	-0
Fostering Services & Support	3,507	0	3,697	-30	160	The taxi's budget faces ongoing pressure £67k due to the high number of placement moves, some away from school areas. The Fostering Support team variance is due to additional hours and maternity leave £77k, loss of Parent & Baby grant has resulted in an overspend £8k on Board & Lodge, Residence Orders controlled by Child Care Teams £18k. This is offset by a reduction in the number of Looked After Children and revised controls -£10k	97
Adoption Services	490	-55	553	-147	-29	Reduction in adoption allowances as fewer placements -£19k plus net savings in adoption services -£10k mainly due to additional interagency fees	-42
Out of County Placements (CS)	718	-52	741	-40	35	Increased Out of County Placement costs	-88
Residential and Respite Units	883	-150	852	0	119	Planned additional contribution from the LHB has not been achieved in 2015-16 £150k netted off by salary savings -£13k and supplies and services savings -£18k	124
Cartreglwyd Residential Accommodation	504	-155	572	-195	28	Additional staffing costs £71k offset by additional income recharge to Hywel Dda -£40k and supplies and services savings -£3k	30
Short Breaks and Domiciliary Care	497	-104	445	-97	-45	Underspend due to the maximsation of grant income.	-67

Appendix B

Education & Children's Services Scrutiny Report

Budget Monitoring as at 31st March 2016 - Main Variances

Division	Working Budget		Forecasted		Mar 2016	Notes	Feb 2016
	Expenditure	Income	Expenditure	Income	Forecasted Variance for Year		Forecasted Variance for Year
	£'000	£'000	£'000	£'000	£'000		£'000
Childcare	388	-118	374	-124	-21	Underspend due to the maximsation of grant income.	-20
Direct Payments	184	0	178	-5	-11	Fewer payments required in 2015/16	-7
Preventative incl Section 17 payments	222	0	213	-4	-12	Fewer payments required in 2015/16	-5
Family Aide Services	197	0	207	0	10	Additional staffing costs	6
Out of Hours Service	250	-64	310	-64	60	Increased number of referrals being handled	85
Children's Services Mgt & Support (incl Care First)	1,053	-108	1,023	-148	-69	Part year vacant posts in Policy -£57k, staff travelling & other efficiencies in management team -£12k	-79
Legal Fees	430	0	484	-0	53	Additional costs incurred from long standing adoption arrangements and out of county fees. The service is planned to have a budget reduction as an efficiency proposal in 2016-17	61
Other Variances					-7		-5
Grand Total					**735**		**780**

Appendix C

Education & Children's Services Scrutiny Report
Budget Monitoring as at 31st March 2016 - Detail Monitoring

Division	Working Budget				Forecasted				Mar 2016	Notes	Feb 2016
	Expenditure £'000	Income £'000	Net non-controllable £'000	Net £'000	Expenditure £'000	Income £'000	Net non-controllable £'000	Net £'000	Forecasted Variance for Year £'000		Forecasted Variance for Year £'000
Director & Strategic Management											
Director & Management Team	762	0	-114	**648**	631	0	-114	**517**	**-131**	Utilisation of grant income ended March 2016 -£70k and underspend retained in light of departmental forecast -£61k	**-119**
Director & Strategic Management Total	**762**	**0**	**-114**	**648**	**631**	**0**	**-114**	**517**	**-131**		**-119**
Education Services Division											
Schools Delegated Budget	109,708	0	0	**109,708**	131,583	-21,875	0	**109,708**	**0**		**0**
School Expenditure not currently delegated	450	0	18,881	**19,331**	251	83	18,881	**19,215**	**-116**	WJEC reduced fee -£39k, fewer occasions where legal advice was required -£22k, cover for suspended teachers -£33k & supplies & services savings -£22. An efficiency saving of £30k is planned for 2016-17	**-100**
School Redundancy & EVR	1,602	0	-1,770	**-168**	2,395	0	-1,770	**626**	**793**	Additional cost of School related EVR and redundancies, partially offset by School organisation reserve	**1,042**
School Modernisation	29	-5	52	**77**	26	-1	52	**77**	**0**		**0**
Governor Support & Admissions	211	0	71	**282**	182	0	71	**253**	**-29**	Cost of updating school plans less than estimated.	**-30**
Early Years Non-Maintained Provision	500	0	21	**520**	482	0	21	**503**	**-18**	Fewer children attending pre-school settings than anticipated.	**-18**
Special Educational Needs	3,425	-1,433	148	**2,140**	3,261	-1,528	148	**1,881**	**-259**	Additional funding allocated to schools and specialist settings, new statements for pupils in small schools & SAPA(School Action Plus - Additional) funding £205k. SNAP Cymru SLA £15k offset by additional recoupment -£91k, less out of county placements -£247k, part year vacancy & additional EIG funding -£141k	**-405**
EOTAS & Behaviour Services	1,112	-304	16	**825**	1,445	-229	16	**1,233**	**408**	Increasing pressure on Education other than at school. Additional staff employed in PRU (Pupil Referral Unit) in response to a need highlighted by ESTYN for additional capacity to intervene in volatile situations.	**361**
Rhydygors Day Centre	706	-52	7	**662**	691	-117	7	**581**	**-81**	Vacant posts in the day centre being considered within the review of provision -£103k. Additional recoupment income -£64k offset by significant increase in supply costs £86k	**-71**
Sensory Impairment	321	-12	11	**321**	338	-16	11	**333**	**12**	Additional cost relating to Mobility Officer paid to Ceredigion	**16**
Educational Psychology	949	-65	69	**953**	1,035	-161	69	**944**	**-9**		**1**
Education Services Division Total	**119,013**	**-1,871**	**17,508**	**134,651**	**141,690**	**-23,844**	**17,508**	**135,354**	**703**		**798**

Education & Children's Services Scrutiny Report

Budget Monitoring as at 31st March 2016 - Detail Monitoring

Division	Working Budget				Forecasted				Mar 2016	Notes	Feb 2016
	Expenditure £'000	Income £'000	Net non-controllable £'000	Net £'000	Expenditure £'000	Income £'000	Net non-controllable £'000	Net £'000	Forecasted Variance for Year £'000		Forecasted Variance for Year £'000
Strategic Development											
School Milk & Uniform Grants	280	-279	12	**13**	321	-326	12	**7**	**-6**		**0**
Information & Improvement	340	-35	102	**407**	414	-139	102	**378**	**-29**	Part time secondment reimbursed from ERW, post not back filled	**-24**
Business Support	509	0	170	**678**	510	-13	170	**666**	**-12**	Member of staff on long term sick -£8k Supplies and services etc -£4k	**-11**
Participation	85	0	4	**89**	82	-4	4	**83**	**-7**		**-7**
School Meals & Primary Free Breakfast Services	7,757	-6,712	788	**1,832**	7,656	-6,720	788	**1,724**	**-108**	Early implementation of efficiency proposals contributed to current year savings -£23k and efficiencies in supplies and services -£85k	**-59**
Strategic Development Total	**8,970**	**-7,027**	**1,076**	**3,020**	**8,983**	**-7,201**	**1,076**	**2,857**	**-162**		**-100**
School Improvement											
School Effectiveness Support Services	260	-57	260	**462**	222	-63	260	**419**	**-44**	Transfer of budget at year end ERW Regional Model -£38k, additional income Siarter Iaith -£3k and reduced costs relating to Griffith Jones Centre -£3k	**5**
National Model for School Improvement	1,371	-294	73	**1,150**	1,485	-449	73	**1,109**	**-41**	Staff vacancies and secondments to ERW. Recruitment in progress	**-49**
Welsh Language Support	902	-901	27	**28**	852	-861	27	**18**	**-10**	Additional income re staff recharge to Siarter Iaith and reduced transport cost	**6**
Education Improvement Grant	8,864	-8,159	0	**705**	8,872	-8,167	0	**705**	**0**		**0**
Other School Grants incl PDG	4,314	-4,312	-1,397	**-1,395**	4,276	-4,275	-1,397	**-1,395**	**0**		**-0**
School Improvement Total	**15,711**	**-13,724**	**-1,037**	**950**	**15,708**	**-13,815**	**-1,037**	**856**	**-95**		**-38**
Learner Programmes											
Post 16 Funding	6,192	-6,192	6	**6**	6,200	-6,200	6	**6**	**-0**		**0**
Music Services for Schools	1,335	-1,434	-35	**-134**	1,348	-1,413	-35	**-100**	**34**	Reduction of SLA income from schools £13k reduced parental income £7k, staff related costs £10k & supplies and services £4k. Redundancy met from reserve	**82**
Youth Service	508	-85	130	**552**	534	-96	130	**568**	**16**	Delay in staffing reductions £27k, partially offset by additional income from activities/grants -£11k	**16**
Youth Service short term grants	227	-227	20	**20**	225	-224	20	**20**	**0**		**-0**
Families First Grant (Youth)	786	-785	81	**82**	791	-787	81	**84**	**2**		**-0**
Youth Offending & Prevention Service	879	-482	276	**673**	864	-466	276	**673**	**1**		**4**
Adult & Community Learning	524	-522	301	**303**	640	-501	301	**440**	**137**	Reduced Welsh Government funding and franchise income & lower uptake by learners. Service reduced from April 2016 following comprehensive review of service. Redundancy partially met from reserve.	**185**
Learner Programmes Total	**10,451**	**-9,727**	**779**	**1,502**	**10,601**	**-9,687**	**779**	**1,692**	**190**		**287**

Appendix C

Education & Children's Services Scrutiny Report
Budget Monitoring as at 31st March 2016 - Detail Monitoring

Division	Working Budget				Forecasted				Mar 2016	Notes	Feb 2016
	Expenditure £'000	Income £'000	Net non-controllable £'000	Net £'000	Expenditure £'000	Income £'000	Net non-controllable £'000	Net £'000	Forecasted Variance for Year £'000		Forecasted Variance for Year £'000
Children's Services											
Commissioning and Social Work	5,659	-19	836	**6,477**	5,555	-96	836	**6,295**	**-181**	In year vacancies across the Social Care Teams.	**-139**
Corporate Parenting & Leaving Care	1,005	-280	74	**799**	1,159	-312	74	**920**	**122**	The number of Care Leavers has increased drastically over the last few years ranging from 36 in 2010-11 to an average of 106 this year, the budget has not changed and there was also the loss of Supporting People funding this year which was in excess of £100k. Since the Southwark judgement Childrens services have been responsible for young people presenting as homeless, rather than Housing departments. Also, since the change in the Social Services and Wellbeing Act Authorities are now liable for Care Leavers until they are 25 instead of 21. Every care leaver must have a personal adviser. In spite of these pressures there has been no budget growth in this area since 2010.	**-0**
Fostering Services & Support	3,507	0	172	**3,679**	3,697	-30	172	**3,839**	**160**	The taxi's budget faces ongoing pressure £67k due to the high number of placement moves, some away from school areas. The Fostering Support team variance is due to additional hours and maternity leave £77k, loss of Parent & Baby grant has resulted in an overspend £8k on Board & Lodge, Residence Orders controlled by Child Care Teams £18k. This is offset by a reduction in the number of Looked After Children and revised controls -£10k	**97**
Adoption Services	490	-55	47	**482**	553	-147	47	**454**	**-29**	Reduction in adoption allowances as fewer placements -£19k plus net savings in adoption services -£10k mainly due to additional interagency fees	**-42**
Out of County Placements (CS)	718	-52	3	**669**	741	-40	3	**703**	**35**	Increased Out of County Placement costs	**-88**
Residential and Respite Units	883	-150	112	**845**	852	0	112	**964**	**119**	Planned additional contribution from the LHB has not been achieved in 2015-16 £150k netted off by salary savings -£13k and supplies and services savings -£18k	**124**
Garreglwyd Residential Accomodation	504	-155	53	**402**	572	-195	53	**430**	**28**	Additional staffing costs £71k offset by additional income recharge to Hywel Dda -£-40k and supplies and services savings -£3k	**30**
Short Breaks and Domiciliary Care	497	-104	21	**414**	445	-97	21	**369**	**-45**	Underspend due to the maximsation of grant income.	**-67**
Childcare	388	-118	48	**318**	374	-124	48	**298**	**-21**	Underspend due to the maximsation of grant income.	**-20**
Direct Payments	184	0	1	**185**	178	-5	1	**174**	**-11**	Fewer payments required in 2015/16	**-7**
Children's/Family Centres and Playgroups	662	-440	99	**321**	659	-443	99	**315**	**-6**		**-6**

Education & Children's Services Scrutiny Report

Budget Monitoring as at 31st March 2016 - Detail Monitoring

Division	Working Budget				Forecasted				Mar 2016	Notes	Feb 2016
	Expenditure	Income	Net non-controllable	Net	Expenditure	Income	Net non-controllable	Net	Forecasted Variance for Year		Forecasted Variance for Year
	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000		£'000
Flying Start Grant	3,849	-3,847	126	**129**	3,793	-3,782	126	**137**	**8**		**-0**
Families First Grant	1,428	-1,311	64	**182**	1,456	-1,346	64	**174**	**-8**		**0**
Preventative incl Section 17 payments	222	0	36	**258**	213	-4	36	**246**	**-12**	Fewer payments required in 2015/16	**-5**
Aids & Adaptions	12	0	1	**13**	20	0	1	**21**	**8**		**-7**
Family Aide Services	197	0	37	**234**	207	0	37	**244**	**10**	Additional staffing costs	**6**
Other Family Services incl Young Carers and ASD	315	-129	16	**202**	303	-110	16	**208**	**7**		**3**
Out of Hours Service	250	-64	23	**209**	310	-64	23	**270**	**60**	Increased number of referrals being handled	**85**
Children's Services Mgt & Support (incl Care First)	1,053	-108	1,112	**2,057**	1,023	-148	1,112	**1,988**	**-69**	Part year vacant posts in Policy -£57k, staff travelling & other efficiencies in management team -£12k	**-79**
Legal Fees	430	0	5	**435**	484	-0	5	**488**	**53**	Additional costs incurred from long standing adoption arrangements and out of county fees. The service is planned to have a budget reduction as an efficiency proposal in 2016-17	**61**
Education Welfare	407	0	65	**472**	450	-41	65	**474**	**1**		**5**
Children's Services Total	**22,660**	**-6,831**	**2,953**	**18,782**	**23,043**	**-6,985**	**2,953**	**19,011**	**229**		**-48**
TOTAL FOR EDUCATION & CHILDREN'S SERVICES	**177,566**	**-39,179**	**21,165**	**159,552**	**200,656**	**-61,534**	**21,165**	**160,287**	**735**		**780**
Transfer from Reserves									**-609**		
Forecasted End of Year Variance									**126**		

Education & Children Services

Appendix D

Capital Budget Monitoring - Scrutiny Report for 2015/16 (Near Actual)

		Working Budget			Forecasted				
Scheme	**Target Date for Completion**	**Expenditure £'000**	**Income £'000**	**Net £'000**	**Expenditure £'000**	**Income £'000**	**Net £'000**	**Variance for Year**	**Comment**
Education DDA Act Works	**Ongoing**	**0**	**0**	**0**	**219**	**0**	**219**	**219**	No budget identified for DDA works, higher demand for pupil led adaptations than anticipated. DDA adaptations are a legal requirement.
Catering	**Mar-16**	**23**	**0**	**23**	**23**	**0**	**23**	**0**	
MEP External Funding Income	**Ongoing**	**0**	**-12,062**	**-12,062**	**0**	**-12,181**	**-12,181**	**-119**	Re-profiling required of 21st Century Schools grant from the Welsh Government.
MEP - Tranche 2 & 3		**22,048**	**0**	**22,048**	**19,043**	**0**	**19,043**	**-3,005**	
Ffwrnes - New Two Form Entry School	completed	1,295	0	1,295	131	0	131	-1,164	Savings and re-profile required - Scheme physically complete
Dinefwr Project - Dyffryn Aman	Sep-16	1,301	0	1,301	682	0	682	-619	Savings and re-profile required - Works to be completed in early 16/17
Dinefwr Project - Maes Y Gwendraeth	Sep-16	7,819	0	7,819	7,353	0	7,353	-466	Re-profile required due to delays in 2014/15 works carried forward to 15/16.
Dinefwr Project - Ysgol Bro Dinefwr	Mar-17	11,633	0	11,633	10,877	0	10,877	-756	Re-profile required-Final account 16/17
MEP - Band A Projects		**14,810**	**0**	**14,810**	**11,281**	**0**	**11,281**	**-3,529**	
Seaside CP School - New Two Form Entry	Sep-19	2,000	0	2,000	467	0	467	-1,533	delay in approving outline business case by Welsh Government. The full business case has now been approved.
Ysgol Carreg Hirfaen - Mobile & New School	Sep-17	3,829	0	3,829	3,795	0	3,795	-34	Final account and Retention due in 16/17
Cwm Tywi - New Area Primary School	Apr-18	100	0	100	9	0	9	-91	options still being considered.
Burry Port Schools Development	Ongoing	1,826	0	1,826	1,703	0	1,703	-123	Final costs lower than anticipated, savings on scheme
Ysgol Trimsaran - New School Building	Jan-19	950	0	950	320	0	320	-630	awaiting confirmation on statutory process on dual stream.
Ysgol Y Strade - Phase 1	Ongoing	986	0	986	1,391	0	1,391	405	Higher level of spend than anticipated within the year, no impact to overall scheme
Llandeilo Primary - Band A	Ongoing	100	0	100	63	0	63	-37	options still being considered.
Ammanford Primary Band A	Ongoing	100	0	100	27	0	27	-73	Lower development costs than anticipated.
Parc Y Tywyn Band A	Ongoing	100	0	100	494	0	494	394	Re-profile required owing to more design development than originally intended. Additional funding used to progress scheme to detailed design and submit planning application with a number of corporate sites in the Burry Port area.
Llanelli Vocational Village	Ongoing	1,169	0	1,169	670	0	670	-499	Ground condition issue
Laugharne - Transfer Double Mobile Classroom	Ongoing	0	0	0	3	0	3	3	
Ysgol Coedcae - Phase 1	Ongoing	3,300	0	3,300	2,294	0	2,294	-1,006	delay in approving outline business case by Welsh Government
St John Lloyd	Ongoing	350	0	350	45	0	45	-305	Land ownership issues
MEP - Band B Projects	**Ongoing**	**0**	**0**	**0**	**113**	**0**	**113**	**113**	Site selections and designs ahead of scheduled.
MEP - Other Projects	**Ongoing**	**300**	**0**	**300**	**451**	**0**	**451**	**151**	Re-profiled required
MEP - Completed / Practically Completed	**completed**	**0**	**0**	**0**	**16**	**0**	**16**	**16**	Retentions held and paid to contractors on various schemes in order to ensure they are completed as per contract.
Misc Education Projects (School Funded)	**completed**	**329**	**-83**	**246**	**329**	**-83**	**246**	**0**	
Childrens Services	**completed**	**5**	**0**	**5**	**5**	**0**	**5**	**0**	
Flying Start Capital Expansion Programme	**ongoing**	**1,316**	**-1,309**	**7**	**1,295**	**-1,288**	**7**	**0**	
Fostering Services Projects	**Mar-16**	**29**	**0**	**29**	**29**	**0**	**29**	**0**	adaptation to house used by foster family
NET BUDGET		**38,860**	**-13,454**	**25,406**	**32,804**	**-13,552**	**19,252**	**-6,154**	

Mae’r dudalen hon yn wag yn fwriadol

PWYLLGOR CRAFFU ADDYSG A PHLANT
17eg O FEHEFIN 2016

Cynllun Strategol y Gymraeg mewn Addysg – Ymateb ymgynghoriad 2016/17

Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

- Ystyried ymateb swyddogion i'r sylwadau a dderbyniwyd yn dilyn ymgynghoriad ar Adolygiad Cynllun Strategol y Gymraeg mewn Addysg Sir Gaerfyrddin.
- Ystyried yr addasiadau i'r Cynllun a cynigion pellach o ran y cynnwys.

Rhesymau:

- Mae gofyn i'r Awdurdod Lleol i adolygu a chyflwyno Cynllun Strategol diwygiedig i Lywodraeth Cymru yn flynyddol.
- I graffu ar yr addasiadau i'r Cynllun a'r targedau ar gyfer cyrhaeddiad yn y Gymraeg.
- I graffu ar ymatebion i'r ymgynghoriad ar Gynllun Strategol y Gymraeg mewn Addysg Sir Gaerfyrddin.
- Er mwyn llunio safbwyntiau i'w cyflwyno i'r Bwrdd Gweithredol eu hystyried.

Angen cyfeirio'r mater at y Bwrdd Gweithredol er mwyn gwneud penderfyniad: OES

Aelod y Bwrdd Gweithredol sy'n gyfrifol am y Portffolio:
Cyng. Gareth Jones (Addysg a Phlant)

Y Gyfarwyddiaeth: Addysg a Phlant **Enw Pennaeth y Gwasanaeth:** Gareth Morgans **Awdur yr adroddiad:** Gareth Morgans Catrin Griffiths	**Swyddi:** Prif Swyddog Addysg Prif Swyddog Addysg Ymgynghorydd Her gyda'r cyfrifoldeb am y Gymraeg	**Rhifau Ffôn / Cyfeiriadau E-bost:** 01267 246 450 edgmorgans@sirgar.gov.uk 01267 246641 csgriffiths@sirgar.gov.uk

EXECUTIVE SUMMARY

EDUCATION & CHILDREN SCRUTINY COMMITTEE 17th JUNE 2016

Carmarthenshire's Welsh in Education Strategy – 2016/17 Consultation Update

Background

Section 85 of the Schools Standards and Organisation (Wales) Act requires local authorities to prepare and submit a **Welsh in Education Strategic Plan** (WESP) for approval or modification by Welsh Ministers. These would be 3 year plans and reviewed on an annual basis.

WESPs detail how local authorities will aim to achieve the Welsh Government's outcomes and targets outlined in the **Welsh Medium Education Strategy** (WMES).

Policy context

The WMES sets out the Welsh Government's vision for an education and training system that responds in a planned way to the growing demand for Welsh-medium education. The aim is to facilitate an increase in the number of people of all ages able to use the Welsh language with their families, in their communities and in the workplace. The WESPs are a key vehicle for creating an improved planning system for Welsh-medium education.

The WESPs will provide the means for the Welsh Government to monitor the way in which local authorities respond and contribute to the implementation of the WMES objectives by:

- ensuring that every step of local authority education processes includes full consideration of Welsh-medium education;
- extending provision where a need is identified on the basis of improved planning;
- moving Welsh-language support services gradually away from the traditional roles of *athrawon bro* towards a new training and mentoring service;
- ensuring the delivery of Welsh-medium support services on the basis of consortia in the near future;
- improving standards and extending the use of Welsh by children and young people
- demonstrating progress against the specific targets in the WMES.

The intention of the WESPs is to:

- expect local authorities to be accountable to the Welsh Government for planning Welsh-medium and Welsh-language education provision;
- reflect the aims of the WMES;
- illustrate the current situation, outline appropriate activities and demonstrate improvement;
- be manageable and useful to you as a local authority; and
- demonstrate clear progress over 3-years in each local authority and consortium area towards achieving the WMES targets.

The WESPs focus on the targets in the WMES and LAs are asked to report annually on performance against these targets:

- *more 7 year-old children being taught through the medium of Welsh as a % of the*

Year 2 cohort;

- *more learners continuing to improve their language skills on transfer from primary school to secondary school;*
- *more learners studying for qualifications through the medium of Welsh;*
- *more learners aged 16-19 studying Welsh and subjects through the medium of Welsh; and*
- *more learners with improved skills in Welsh.*

Carmarthenshire's initial Welsh in Education Strategic Plan 2014-2017 was approved by the Welsh Ministers on the 24th of September, 2014. The WESP reflected the County Council's aspirations and the aspirations of the Welsh Government, as laid out in the Welsh Medium Education Strategy and The Welsh Language in Carmarthenshire report, March 2014. The Plan emphasised the commitment to work together to achieve the best outcomes for all Carmarthenshire's children and young people.

In October 2015 we received a letter reminding us that the *Welsh in Education Strategic Plans and Assessing Demand for Welsh-medium Education (Wales) Regulations 2013* require a local authority to review its Plan annually which, in effect, means a review of progress against the targets set out in the Plan. The review had to be completed and the amended Plan which emerged from that process had to be submitted to Welsh Ministers **no later than 20th December 2015.**

There was confusion in respect to the requirement to consult on the revised WESP. Officers were of the view, which had been confirmed by Welsh Government officials during the initial training on WESPS, that there was no requirement to consult on revised Welsh in Education Strategic Plans. Officers had considered the '*The Welsh in Education Strategic Plans and Assessing Demand for Welsh Medium Education (Wales) Regulations 2013'* which cited that- *'During the conduct of such a review the local authority must consult such persons as they consider appropriate'*. As there had been regular discussions in regard to the WESP with schools, the Council's Welsh Language Advisory Panel and the Welsh in Education Forum officers believed that was appropriate and sufficient.

However, Welsh Government officials subsequently advised us of Part 4 of the *School Standards and Organisation (Wales) Act 2013* which states that- '*In preparing a Welsh in education strategic plan or revised plan, a local authority must consult*.' The Act states the following are to be consulted:

a) its neighbouring local authorities;
b) the head teacher of each school maintained by it;
c) the governing body of each school maintained by it;
d) each institution within the further education sector in its area;
e) in relation to any foundation or voluntary school in its area—
   - *the person who appoints the foundation governors, and*
   - *if the school has a religious character, the appropriate religious body;*
f) other prescribed persons.

Once officers were aware of this requirement a consultation was undertaken and an extended timescale, as advised by Welsh Government, was agreed. The consultation

commenced on the 29th March and closed on the 12th May, 2016. A total of 16 responses were received- an analysis is included in the attached report.	
DETAILED REPORT ATTACHED?	**YES**

Cyngor Sir Gâr Carmarthenshire County Council
EICH CYNGOR arleinamdani
www.sirgar.llyw.cymru
YOUR COUNCIL doitonline
www.carmarthenshire.gov.wales

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report.

Signed: **Gareth Morgans** **Chief Education Officer**

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
YES	**NONE**	**YES**	**NONE**	**YES**	**YES**	**NONE**

1. Policy, Crime & Disorder and Equalities

The development of the Welsh Language in Education is an integral part of the 'Welsh Language in Carmarthenshire Report' prepared by the Welsh language Census Group in March 2014. The recommendations, as endorsed by full Council have been incorporated into Carmarthenshire's Welsh in Education Strategic Plan (WESP) which is our policy to meet the expectations of the Welsh Government's Welsh Medium Education Strategy (WMES) which sets out the Welsh Government's vision for an education and training system that responds in a planned way to the growing demand for Welsh-medium education. The aim is to facilitate an increase in the number of people of all ages able to use the Welsh language with their families, in their communities and in the workplace.

The WESPs are a key vehicle for creating an improved planning system for Welsh-medium education. Carmarthenshire's WESP details how the local authorities aims to achieve the Welsh Government's outcomes and targets outlined in the Welsh Medium Education Strategy.

3. Finance

Many of the actions included in Carmarthenshire's Welsh in Education Strategic Plan have associated costs (e.g. lead officer time, resources, language charter, training). Additional budget was secured to allow the Education Department to appoint a lead officer (part time) and develop the actions included in the plan. Using the Welsh in Education Grant and this additional funding has enabled us to realise many of the actions. To ensure further progress the additional funding is required.

5. Risk Management Issues

Without sufficient resource it will be difficult to deliver the agreed actions and improve standards of attainment and increase participation in Welsh medium education. This could lead to challenge from Members and external challenge from Welsh Government officials and ESTYN in respect to progress being achieved.

6. Staffing Implications

Due to additional central funding we have an officer (part-time) to lead the implementation of the WESP. Without this officer's time it would be challenging to implement the agreed actions. In addition the Welsh Support Teachers (Athrawon Gwella'r Gymraeg a Dwyieithrwydd) are employed utilising the Welsh in Education Grant issued to ERW by the Welsh Government. Any reduction in this grant would have an adverse effect on this team and our capacity to deliver the WESP.

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed: **Gareth Morgans** **Chief Education Officer**

1. Local Member(s) – N/A

2. Community / Town Council – N/A

3. Relevant Partners – In preparing a Welsh in Education Strategic Plan or revised plan, a local authority must consult:

a) its neighbouring local authorities;
b) the head teacher of each school maintained by it;
c) the governing body of each school maintained by it;
d) each institution within the further education sector in its area;
e) in relation to any foundation or voluntary school in its area-
   1.1. the person who appoints the foundation governors, and
   1.2. if the school has a religious character, the appropriate religious body;

f) other prescribed persons.

To meet the requirements of the consultation the Local Authority:

1. Wrote to all head teachers asking them to forward the consultation information to their Governing Body.
2. Wrote to all head teachers asking them to forward the consultation information to their parents and include information on their school's website.
3. Wrote to neighbouring authorities and the other bodies noted in ***d*** and ***e*** above
4. In respect to F (other prescribed persons) we arranged for information in relation to the consultation to be included in the County Council's website.

4. Staff Side Representatives and other Organisations – As above

Section 100D Local Government Act, 1972 – Access to Information **List of Background Papers used in the preparation of this report:** **THESE ARE DETAILED BELOW:**	
Title of Document	**File Ref No. / Locations that the papers are available for public inspection**
Revised Welsh in Education Strategic Plan	E&C Department, Parc Dewi Sant, Carmarthen

Mae’r dudalen hon yn wag yn fwriadol

Diogelu Plant a Gwella Safonau Addysg i Bawb
Safeguarding Children and Improving Education Standards for All

Cynllun Strategol y Gymraeg mewn Addysg

Sir Gaerfyrddin

2014 – 2017

Mae'r testun sydd wedi ei amlygu hefyd wedi ei newid/adolygu o fersiwn 2014 gwreiddiol o'r CSGA

taith at ddwy
IAITH SIRGÂR

Adran 1

Gweledigaeth a nôd Sir Gâr am Addysg cyfrwng Cymraeg

Dysgu yn Sir Gâr – ychwanegwyd hwn at y cynllun gwreiddiol er mwyn dangos ein gweledigaeth a'n blaenoriaethau

Ein gweledigaeth...

I ddarparu gwasanaeth a fydd yn sicrhau cyfleoedd dysgu o ansawdd uchel i'r holl blant, pobl ifanc ac oedolion, a thrwy hynny'n eu galluogi i gyflawni eu llawn botensial yng nghyd-destun natur ddwyieithog unigryw'r sir.

Ein polisi ar gyfer hyrwyddo dysgu…

Hyrwyddo'r dysgu yw ein prif ddiben. Yr ydym yn credu fod dysgwyr effeithiol:

- yn gwybod sut i ddysgu ar eu pennau eu hunain a chydag eraill
- yn medru mynd ati'n gynyddol i reoli eu dysgu
- yn mwynhau dysgu
- yn hyderus ac yn cael eu symbylu i barhau i ddysgu trwy gydol oes

Mae'r Awdurdod Lleol, ei ysgolion a darparwyr addysg eraill yn hyrwyddo diwylliant sy'n annog pobl i ymchwilio i safbwyntiau ynghylch dysgu ac yn annog pobl i ddatblygu cyd-ddealltwriaeth o beth yw dysgu.

Hwylusir y gwaith yma trwy:

- gysylltu â phobl a thrafod sut byddwn ni'n dysgu
- rhannu arferion da o ran annog pob disgybl i feddwl ac i siarad am eu dulliau dysgu
- crisialu a gwella rôl Asesu ar gyfer Dysgu

Ffrwyth y gwaith hwn fydd:

- dysgwyr effeithiol sy'n tueddu mwy at gyflawni
- darparwyr sy'n annog pawb i gyfrannu o ran hyrwyddo'r dysgu
- darparwyr sy'n cytuno ar bolisïau ar gyfer dysgu ac yn eu rhoi ar waith
- darparwyr sy'n cynnal ymchwil weithredol sydd yn canolbwyntio ar ddysgu

Ein blaenoriaethau…

- Cyfathrebu ar draws y cwricwlwm: llythrennedd, rhifedd, dwyieithrwydd, TGCh a lles
- Asesu ar gyfer Dysgu - codi disgwyliadau a chysondeb er mwyn cael gwared ar amrywiaeth
- Arweinyddiaeth System a chynyddu cydweithredu

Ein ffordd o weithio…

- Adeiladu ymddiriedaeth a chynnal deialog
- Gweithio gyda'n gilydd i gofleidio newid ac i gryfhau systemau, arfer a deilliannau
- Gweithio gyda'n gilydd i sicrhau bod pawb yn cyflawni

Y Gymraeg yn Sir Gâr – yn ychwanegol o ganlyniad i waith Y Grŵp Gorchwyl a Gorffen Iaith Gymraeg Sir Gâr

O edrych ar ganlyniadau Cyfrifiad 2011 yn Sir Gaerfyrddin y gwelwyd y pwynt canran yn disgyn fwyaf yng Nghymru– o 50.3% yn 2001 i 43.9% yn 2011, sy'n golygu mai llai na hanner y boblogaeth oedd yn gallu siarad Cymraeg erbyn 2011. Dyma'r tro cyntaf yn hanes y sir i'r ganran ddisgyn dan yr hanner.

Yn dilyn cyhoeddi Canlyniadau Cyfrifiad 2011 cytunodd y Cyngor i sefydlu Gweithgor Tasg a Gorffen i ymchwilio i'r ffactorau sydd wedi arwain at y dirywiad ac i lunio argymhellion er mwyn ymdrin â'r sefyllfa. Yn y cyfnod rhwng mis Ebrill 2013 a Mawrth 2014, cynhaliwyd cyfres o gyfarfodydd yn edrych ar y meysydd canlynol:

- Cynllunio
- Addysg
- Iaith ac Economi
- Gweithleoedd cyfrwng Cymraeg a gweinyddiaeth y Cyngor
- Effaith sefydliadau sy'n gweithio er budd y Gymraeg megis y Mentrau Iaith
- Cyfleoedd i ddefnyddio'r Gymraeg yng nghymunedau'r sir
- Trosglwyddiad Iaith yn y teulu
- Marchnata'r Iaith

Cytunodd yr Aelodau i wahodd ystod o sefydliadau ac unigolion i gyflwyno tystiolaeth i'r Gweithgor ac er mwyn adeiladu ar y wybodaeth leol ynghylch sefyllfa'r Gymraeg yn y sir. Cytunodd yr aelodau i wahodd sylwadau gan aelodau o'r cyhoedd gan ofyn iddynt gyflwyno tystiolaeth ynglŷn â'r meysydd blaenoriaeth ac i gynnig eu profiadau personol o ran y Gymraeg.

Penderfynodd y Grŵp i gomisiynu dau ddarn o waith ymchwil penodol. Comisiynwyd Dr Dylan Phillips i baratoi adroddiad ystadegol manwl ar sefyllfa'r Gymraeg yn Sir Gâr er mwyn cael dogfen a fyddai ar gael, nid yn unig at waith y Gweithgor ond fel sail tystiolaeth ar gyfer pob un o bartneriaid y Cyngor wrth gynllunio gwasanaethau a gweithgarwch hyrwyddo'r Gymraeg yn y sir. Cytunwyd hefyd i gomisiynu Prifysgol y Drindod Dewi Sant i wneud darn o waith ymchwil i edrych ar Gynllunio a'r iaith Gymraeg.

Addysg

Mae **Strategaeth Addysg Gymraeg Sir Gaerfyrddin** yn adlewyrchu dyheadau'r Cyngor a dyheadau Llywodraeth Cymru fel y maent wedi eu nodi yn y Strategaeth Addysg Cyfrwng Cymraeg, Y Fframwaith Effeithiolrwydd Ysgolion, Polisi Iaith Sir Gaerfyrddin a'r Strategaeth Gymunedol Integredig.

Mae'r Cynllun yn pwysleisio ymrwymiad i gydweithio i gyflawni'r canlyniadau gorau i holl blant a phobl ifanc Sir Gâr.

Bydd yr Awdurdod yn gweithio ar y cyd â gwasanaethau eraill i:

- Sicrhau bod addysg cyfrwng Cymraeg neu ddwyieithog ar gael i bob plentyn, a hynny o fewn pellter teithio rhesymol o gartref y plentyn. Golyga hyn blant o oedran cyn ysgol ymlaen;

- Sicrhau bod y Gymraeg yn parhau i gael ei haddysgu fel iaith gyntaf ac/neu ail iaith ar yr amserlen yn holl ysgolion y Sir, yn unol ag anghenion statudol y Strategaeth Addysg Cyfrwng Cymraeg, *'cael system a hyfforddiant sy'n ymateb mewn ffordd wedi'i chynllunio i'r galw cynyddol am addysg cyfrwng Cymraeg'* a hynny o gyfnod addysg cyn statudol ymlaen;

- Sicrhau bod pob disgybl mewn ysgolion Cyfrwng Cymraeg yn gallu siarad, darllen ac ysgrifennu'r Gymraeg yn rhugl erbyn diwedd CA2;

- Disgwylir bod dilyniant ieithyddol yn digwydd ym mhrofiadau cwricwlaidd y dysgwr wrth iddyn nhw drosglwyddo o Gyfnod Allweddol 2 i Gyfnod Allweddol 3;

- Disgwylir i bob disgybl sydd wedi dilyn y rhaglen Gymraeg iaith gyntaf yn y cyfnod cynradd i barhau gyda'r rhaglen hon wrth drosglwyddo i'r uwchradd;

- Sicrhau dilyniant datblygedig o ddarpariaeth cyn ysgol i addysg gynradd cyfrwng Cymraeg/dwyieithog i addysg uwchradd cyfrwng Cymraeg/dwyieithog. Hybir dilyniant ieithyddol o CA4 ymlaen hyd at yrfa dysgu gydol oes disgyblion a myfyrwyr y Sir;

- Gweithio mewn partneriaeth â'r holl ddarparwyr cyn ysgol, y Cyfnod Sylfaen, cynradd, uwchradd a llwybrau dysgu 14-19 er mwyn gwella safon y Gymraeg fel iaith gyntaf ac ail iaith. Bydd holl ysgolion y Sir yn derbyn cyngor a chefnogaeth gan yr

Arweinwyr System sy'n rhan o'r gwasanaethau gwella ysgolion. Cynigir cefnogaeth bellach gan Arweinwyr System Cysylltiol Llythrennedd a'r Gwasanaeth Athrawon Gwella'r Gymraeg a Dwyieithrwydd wrth iddynt ymweld â'r ysgolion, gan fonitro safonau ieithyddol disgyblion ar ran yr Awdurdod Lleol;

- Sicrhau bod plant a phobl ifanc sydd ag anghenion addysgol ychwanegol yn derbyn cyfle cyfartal ieithyddol o safbwynt addysg cyfrwng Cymraeg wrth ddilyn gofynion Cod Ymarfer diwygiedig ADY Cymru;

- Hyrwyddo a datblygu rhaglenni dysgu a hyfforddiant a fydd yn fodd i athrawon feithrin y gallu a'r hyder i gyflwyno'r Gymraeg yn iaith gyntaf ac/neu ail iaith;

- Hyrwyddo hyfforddiant codi ymwybyddiaeth iaith i lywodraethwyr, rhieni a staff addysgu;

- Rhoi sylw i faterion gallu ieithyddol o ran gweithwyr cymorth dysgu sy'n gallu cynorthwyo gyda chyflwyno'r ddarpariaeth iaith Gymraeg yn y Cyfnod Sylfaen, mewn lleoliadau Cymraeg eu cyfrwng a Chymraeg Ail iaith;

- Sicrhau bod disgyblion newydd i'r Sir sy'n fewnfudwyr di-gymraeg yn medru gwneud defnydd llawn o'r Gwasanaeth Athrawon Gwella'r Gymraeg a Dwyieithrwydd er mwyn iddynt, wrth dderbyn cwrs dwys yn y Gymraeg, allu integreiddio'n naturiol i'w hysgol leol a'u cymuned.

- Hyrwyddo datblygiad sgiliau dwyieithog disgyblion ym mhob sefyllfa ysgol fel y defnyddir rhagor o'r Gymraeg a hynny'n gymesur â dynodiad ysgolion unigol o ran cyfrwng dysgu.

Adran 2

Y Cynllun Gweithredu

Deilliant 1: Mwy o blant saith oed yn cael eu haddysgu drwy gyfrwng y Gymraeg

Argymhellion Gweithgor y Cyfrifiad- Y Gymraeg yn Sir Gâr- yn ychwanegol o ganlyniad i waith Grŵp Iaith Gymraeg Sir Gâr

NOD: Cynyddu darpariaeth addysg cyfrwng Cymraeg yn Sir Gâr a sicrhau dilyniant ieithyddol o'r sector meithrin ar hyd y cyfnodau allweddol i'r sector uwchradd fel y daw pob disgybl yn rhugl ac yn hyderus yn y Gymraeg a'r Saesneg.

1. Bod y Cyngor Sir yn cydweithio'n agos gyda'r Mudiad Meithrin a darparwyr preifat i sicrhau bod addysg cyn ysgol cyfrwng Cymraeg ar gael yn hwylus ym mhob rhan o Sir Gâr.

2. Bod y Cyngor Sir yn paratoi cynllun gwaith ac amserlen bendant, mewn cydweithrediad â chyrff llywodraethu ysgolion, er mwyn symud pob ysgol gynradd ar hyd continwwm iaith. Bydd angen datblygu strategaethau ar gyfer yr amrywiol gategorïau ac ardaloedd daearyddol;

3. Bod y Cyngor Sir yn cydweithio'n agos gyda staff a chyrff llywodraethol ysgolion trawsnewidiol Sir Gâr (sef ysgolion cyfrwng Cymraeg ond â defnydd sylweddol o'r Saesneg) er mwyn eu troi yn ysgolion Cymraeg;

4. Bod y Cyngor Sir yn cydweithio'n agos gyda staff a chyrff llywodraethol ysgolion dwy ffrwd Sir Gâr er mwyn eu troi yn ysgolion Cymraeg;

5. Bod y Cyngor Sir yn cytuno ar yr egwyddor y dylai pob ysgol gynradd Saesneg dros gyfnod o amser gyflwyno'r cwricwlwm yn y Cyfnod Sylfaen yn bennaf drwy gyfrwng y Gymraeg fel man cychwyn gan ystyried opsiynau gwahanol ar gyfer Cyfnod Allweddol 2 (CA2);

6. Bod y Cyngor Sir yn dechrau'r broses o adnabod ysgolion cyfrwng Saesneg fyddai'n barod i gyflwyno'r Cyfnod Sylfaen drwy gyfrwng y Gymraeg yn weddol o fuan gyda'r nod yn CA2 i gynnig dewis rhwng ffrwd Gymraeg neu ffrwd ddwyieithog (25-50% cyfrwng Cymraeg);

7. Bod y Cyngor Sir yn rhoi ystyriaeth fanwl i fodel presennol canolfannau iaith/hwyrddyfodiaid Sir Gâr yn y sector cynradd ac i ddatblygu'r ddarpariaeth ar sail model Cynghorau Gwynedd a Cheredigion;

8. Bod y Cyngor Sir yn mabwysiadu Siartr Iaith Gymraeg Cyngor Gwynedd (sy'n annog plant i siarad Cymraeg yn yr ysgol ac yn gymunedol) a'i addasu at ofynion Sir Gaerfyrddin;

10. Bod y Cyngor Sir yn cynnwys disgwyliadau o ran darpariaeth cyfrwng Cymraeg fel rhan o gytundeb gydag ysgolion, ochr yn ochr â disgwyliadau o ran disgyblaeth, cyrhaeddiad a phresenoldeb;

17. Bod y Cyngor Sir yn cynnal ymgyrch farchnata barhaus i hyrwyddo addysg Gymraeg gan esbonio manteision bod yn ddwyieithog i rieni a disgyblion;

18. Bod y Cyngor Sir yn darparu hyfforddiant i lywodraethwyr cynradd ac uwchradd ar fanteision addysg Gymraeg a'r rhesymau addysgiadol, economaidd a chymunedol pam y dylid ehangu'r ddarpariaeth ar draws y sir.

19. Bod y Cyngor Sir yn cynnal asesiad o'r galw am addysg Gymraeg mewn ardaloedd lle ystyrir bod angen;

NOD: I sicrhau cynnydd yn nifer y teuluoedd sy'n trosglwyddo'r iaith Gymraeg o fewn aelwydydd cyfrwng Cymraeg ac aelwydydd iaith gymysg ac i gynnig cefnogaeth i aelwydydd di-gymraeg i gyflwyno'r Gymraeg.

67. Bod y Cyngor Sir yn cyd-weithio gyda chyrff a phrosiectau megis Twf (mudiad sy'n hyrwyddo trosglwyddo iaith yn y teulu) a'r Mudiad Meithrin er mwyn hyrwyddo cyfleoedd dwyieithrwydd yn y sector cyn-ysgol trwy dargedu cymunedau penodol o fewn Sir Gâr yn ôl dadansoddiad ystadegol o'r defnydd o'r Gymraeg.

69. Bod Llywodraeth Cymru gyda chydweithrediad y Cyngor Sir yn sicrhau bod yr iaith Gymraeg yn ganolog i gynlluniau tebyg i Dechrau'n Deg.

A. Amcan	B. Perfformiad cyfredol	C. Targedau	Ch. Cynnydd
Cynyddu nifer y dysgwyr saith oed sy'n cael eu haddysgu drwy gyfrwng y Gymraeg.	Yn 2015 roedd **56.8%** o blant yn derbyn addysg trwy gyfrwng y Gymraeg**.** Bydd y nifer o ddysgwyr 7 oed sydd yn cael eu haddysg trwy gyfrwng y Gymraeg yn cynyddu wrth i ysgolion Dwy Ffrwd gynllunio ar gyfer addysg cyfrwng Cymraeg yn y Cyfnod Sylfaen ac wrth sicrhau dilyniant i Gyfnod Allweddol 2.	**2015 56%** **2017 58%** Parhau i gynyddu'r canran o ddysgwyr 7 oed sy'n derbyn addysg trwy gyfrwng y Gymraeg wrth i Athrawon Gwella'r Gymraeg a Dwyieithrwydd ac Arweinwyr System barhau i dargedu ysgolion Dwy Ffrwd. Targedu 3 ysgol i drosglwyddo erbyn 2016. Targedu 8 ysgol i symud ar hyd y continwwm iaith erbyn	Wedi cyrraedd targed 2015 o ran nifer y dysgwyr saith oed sy'n cael eu haddysgu drwy gyfrwng y Gymraeg. Argoeli'n dda o ran cynyddu ymhellach wrth i 6 ysgol dwy ffrwd symud ar hyd y continwwm ieithyddol . Wedi trafodaethau gyda LlC cychwyn ar ymgynghori'n ffurfiol 2016-17 er mwyn newid categori ysgol. Trafod y posibiliadau o greu ysgolion sydd yn darparu yn y Gymraeg yn y CS ac yna cynnig dewis dwy ffrwd ym mlwyddyn 3

		2016. Ymchwilio i ac ymgynghori ynghylch nifer o ysgolion Cyfrwng Saesneg sydd a'r ddarpariaeth i weithredu'r Cyfnod Sylfaen trwy gyfrwng y Gymraeg. Targedu'r ysgolion Cyfrwng Saesneg hynny i ddarparu'r Cyfnod Sylfaen trwy gyfrwng y Gymraeg- 2017.	ymlaen Cyflwyniad wedi ei greu ar gyfer yr ysgolion sydd yn addas ar gyfer rhannu gyda llywodraethwyr a rhieni. Wedi creu cynllun a chychwyn hyfforddiant ar fanteision dwyieithrwydd (yn seiliedig ar ymchwil academaidd). Creu Ysgol newydd dwy ffrwd yn ardal Llanelli- wedi ymgynghori'n ffurfiol - anelu at agor ysgol newydd ym Medi 2016. Mewn trafodaethau gyda LIC ar gyfer sicrhau cyllid ar gyfer ysgol newydd.
Mabwysiadu dulliau cadarn o fesur y galw am ddarpariaeth gofal plant ac addysg statudol cyfrwng Cymraeg. Gweithredu'n brydlon ar gasgliadau arolygon rhieni.	Mae polisi derbyn plant i ysgolion Sir Gaerfyrddin yn dibynnu ar ddarpariaeth leol : • ysgolion cynradd gyda dosbarthiadau meithrin- derbyn yn y tymor ar ôl trydydd pen-blwydd y plentyn, yn bennaf yn rhan amser. Derbynnir yn amser llawn cyn pedwerydd pen-blwydd y plentyn; • ysgolion cynradd heb ddosbarthiadau meithrin - derbyn amser llawn ar ddechrau'r tymor cyn pedwerydd pen-blwydd y plentyn Ceisir sicrhau dewis i rieni a chynnig cyfle cyfartal trwy ariannu lleoedd i blant o fewn darpariaethau'r mudiadau	Gweledigaeth yr ALl a'r LIC, fel y'i diffinnir yn *Strategaeth Addysg Cyfrwng Cymraeg NS1*, yw anelu at yr un targed, sef "*gwella'r broses o gynllunio darpariaeth cyfrwng Cymraeg yn y cyfnodau addysg cyn statudol a statudol*" Nod i gynyddu darpariaeth cyn ysgol cyfrwng Cymraeg yn nalgylchoedd ysgolion cyfrwng Saesneg mewn tair ysgol yn	Amserlen arfaethedig/ ysgolion ffocws wedi eu nodi ond anawsterau gyda'r angen am broses statudol i sicrhau unrhyw newid arwyddocaol. Cyd weithio gyda LIC i hwyluso'r daith

	gwirfoddol a phreifat, megis y Mudiad Meithrin, Cylch Ti a Fi neu'r WPPA, yn unol â'r canllawiau a osodir ar eu cyfer gan Bartneriaeth Plant Sir Gaerfyrddin. Caiff un ysgol feithrin a 31 o ddosbarthiadau meithrin eu cynnal gan yr Awdurdod Addysg. Bu'r Mudiad Meithrin yn aelod o Bartneriaeth Plant Sir Gaerfyrddin o'r cychwyn cyntaf. Cynhwysir hwy ym mhob trafodaeth a phenderfyniad wrth lunio a chytuno ar Gynllun Blynyddoedd Cynnar a Gofal Plant yr Awdurdod Gan fod rhwydwaith eang iawn o ysgolion CC, ysgolion DFf yn y Sir mae cyfle i bob disgybl barhau gydag addysg gynnar trwy gyfrwng y Gymraeg, a hynny o fewn pellter rhesymol i gartref y plentyn. Mae Sir Gâr wedi datblygu system drefnus o addysgu a hyfforddiant sy'n ymateb i'r galw am addysg cyfrwng Cymraeg. Mae safle unigryw'r sir, sy'n cael ei chyfri gennym yn ficrocosm o Gymru gyfan, yn golygu ein bod yn cynyddu'r nifer o bobl o bob oed a chefndir sydd yn rhugl yn y Gymraeg ac yn medru defnyddio'r iaith gyda'r teuluoedd, yn eu cymunedau ac yn y gweithle. Mae darparu addysg gynradd sydd â'r nod o sicrhau disgyblion rhugl dwyieithog yn ganolog i feddylfryd yr Awdurdod. Caiff pob disgybl y cyfle i dderbyn addysg o'r fath, a hynny o fewn pellter rhesymol i'w gartref. Addysgir mwyafrif helaeth disgyblion y Sir yn yr ysgol gymunedol leol. Mae rhai disgyblion, fodd bynnag, yn derbyn eu haddysg y tu allan i'w cymuned yn unol â dymuniad rhieni.	flynyddol. Targedu ysgolion gyda dosbarthiadau meithrin i sicrhau o leiaf 90% o blant i barhau gydag addysg Cyfrwng Cymraeg Gweithio gyda'r Mudiad Meithrin/darparwyr addysg cyn-ysgol i dracio dilyniant o Gylchoedd Meithrin i addysg cyfrwng Cymraeg yn ardal Dinefwr a Chaerfyrddin. Dau baragraff wedi eu dileu	Parhau i dargedu ysgolion gyda dosbarthiadau meithrin. ***Gwelir atodiad*** Cydlynydd Mudiad Meithrin yn aelod o'r Fforwm Addysg Gymraeg. Asesiad o angen wedi ei gwblhau mewn partneriaeth gyda swyddogion Gwasanaethau Plant. Cyd weithio gyda thîm y Cyfnod Sylfaen/ Blynyddoedd Cynnar er mwyn sicrhau gwasanaeth ymhob ardal.

Sicrhau bod cynigion Ysgolion yr 21ain Ganrif yn cynnig ystyriaeth lawn o ddarpariaeth cyfrwng Cymraeg.	Mae dull yr awdurdod lleol o ehangu'r ddarpariaeth yn un strategol ac o dan arweiniad y Cyngor Sir. Ar hyn o bryd, rydym yn canolbwyntio ar y modd y byddwn yn medru sicrhau lleoedd digonol ac addas i blant y rhieni a gofalwyr hynny sydd yn awyddus i gael addysg Cyfrwng Cymraeg i'w plant. Mae'r Rhaglen Amlinellol Strategol yn ceisio anelu at well canlyniadau addysgol a gwell flas ar fyw i blant a phobl ifanc beth bynnag fo'u cefndir economaidd cymdeithasol. Anelwn hefyd at leihau'r gwahaniaethau addysgiadol o fewn yr ystafell dosbarth, rhwng dosbarthiadau a rhwng ysgolion ac ar draws yr awdurdod. Mae'r Awdurdod yn dal yn gadarn at y cysyniad o'r continwwm iaith, gan wynebu'r her o sicrhau fod holl ysgolion y Sir yn symud yn gadarnhaol ar hyd y llinell ddatblygol. Golyga hyn fod pob ysgol i werthuso'n rheolaidd le'r Gymraeg fel pwnc, y defnydd o'r Gymraeg fel cyfrwng a safle'r Gymraeg fel cyd-destun i weithgareddau a threfniadaeth yr ysgolion. O gofio nod dwyieithog polisi iaith yr Awdurdod Lleol mae rhaid gwneud defnydd estynedig a helaeth o'r Gymraeg ar hyd Cyfnod Allweddol 2 mewn ysgolion Cyfrwng Cymraeg a Dwy Ffrwd fel bod disgyblion yn cyrraedd y nod o fod yn rhugl ddwyieithog erbyn trosglwyddo i'r sector uwchradd. Golyga hyn fod yn rhaid i o leiaf 70% o'r amser dysgu ac addysgu fod trwy gyfrwng y Gymraeg ym mhob blwyddyn yng Nghyfnod Allweddol 2 yn yr ysgolion yma: • Mae rhai ysgolion eisoes yn darparu'n uwch na 70% o'r amser dysgu ac addysgu trwy gyfrwng y Gymraeg; • codi safonau cyflawniad disgyblion yn y Gymraeg fel ail	Asesu cynaladwyedd addysg mewn ysgolion bach. Cwblhau'r cynnig i greu ysgol dwy ffrwd yn ardal Llanelli Targedi'r 11 ysgol Dwy Ffrwd gan yr AGGaD drwy gynllun datblygu iaith benodol. 8 ysgol DFf i fod yn Drawsnewidiol erbyn 2016 Ymestyn y canran addysgu drwy'r Gymraeg 70% ac uwch gyda chefnogaeth AGGaD drwy addysgu Mathemateg a Gwyddoniaeth trwy gyfrwng y Gymraeg. 100% o ysgolion Cyfrwng Cymraeg yn addysgu Mathemateg cyfrwng Cymraeg erbyn 2017. Ad-drefnu pump o ysgolion uwchradd 11-19 yn ardal Dinefwr i ffurfio tair canolfan dysgu a fydd yn gyd weithio 'n ffurfiol a Choleg Sir Gar a gyda darparwyr hyfforddiant i gyflawni addysg 14-19.	Ymateb yn strategol i ddiffyg cynaladwyedd ysgolion bach- dwy ysgol wedi cau yn 2015. Wedi trafodaethau gyda LIC i sicrhau dealltwriaeth o'r broses, dilyn rhaglen strategol y sir ar symud ysgolion dwy ffrwd. Dwy ysgol yn drawsnewidiol. 100% o ysgolion Cyfrwng Cymraeg yn addysgu Mathemateg cyfrwng Cymraeg erbyn 2015. O flaen y targed. Mae'r uned MEP yn ymwybodol o leoedd mewn ysgolion a'r rhaglen i gynllunio ar gyfer twf Cynllun buddsoddi i ail drefnu ysgolion uwchradd wedi cyflawni. Ysgol Dyffryn Aman wedi datblygu i fod yn ysgol 2B. Ysgolion Pantycelyn a Thregib wedi uno i greu

	iaith ar ddiwedd Cyfnod Allweddol 2 mewn ysgolion Cyfrwng Saesneg. Mewnbwn dwys gan Athrawon Gwella'r Gymraeg a Dwyieithrwydd i hyfforddi oedolion a disgyblion ar lawr y dosbarth er mwyn codi safonau ail iaith. Bydd cynlluniau'r awdurdod lleol ar gyfer ysgolion y 21ain ganrif yn cyflwyno'r canlyniadau arfaethedig y bwriedir gan Lywodraeth Cymru yn ad-drefnu Addysg a Darpariaeth Hyfforddiant yng Nghymru yn ogystal â dogfennau strategaeth addysg Cyfrwng Cymraeg.	Darpariaeth Cyfrwng Cymraeg yn cael ei fonitro a'i ddatblygu trwy gyfrwng gweithredu CSGA. Un paragraff wedi ei ddileu	Ysgol Bro Dinefwr- newid o 2C i 2B o ran darpariaeth. Ysgolion y Gwendraeth a Maes yr Yrfa wedi uno i greu ysgol 2A- Ysgol Maes y Gwendraeth Estyniad newydd ar gyfer Maes y Gwendraeth ac adeilad newydd ar gyfer Ysgol Bro Dinefwr- agor 2016
Gwella gweithio cydweithredol drwy gonsortia.	Bwriedir cefnogi elfennau o'r ddarpariaeth cyfrwng Cymraeg drwy drefn bartneriaeth a gweithio drwy gonsortiwm rhanbarthol ERW wrth: • gydweithio ar draws y rhanbarth ar y strategaeth Llythrennedd Gymraeg; • Monitro a gwerthuso ysgolion cynradd ac uwchradd ar y cyd gan ddefnyddio arbenigedd Arweinyddion System rhanbarthol; • Rhannu data ac arfer da ar draws y rhanbarth; • Mynychu a chefnogi cyfarfodydd a phrosesau Fforwm ar draws y rhanbarth; • Hyrwyddo datblygiadau cwricwlaidd Partneriaeth Beca (ysgolion Emlyn, Aberteifi a Choleg Ceredigion a phartneriaid ehangach rhwng Ceredigion a Phenfro); • Cyllido darpariaeth cyfrwng Cymraeg gyda chyllid rhwydwaith a Fforwm 14-19.	Gweinyddir Grant Cymraeg mewn Addysg yn rhanbarthol gan ERW.	Grant y Gymraeg wedi gorffen. Pwyllgor y Gymraeg mewn Addysg ERW yn cynnal cyfarfodydd cyson pob tymor sydd yn dilyn cynllun busnes ERW . Y pwyllgor yn rhaeadru i'r bwrdd gweithredol . Gweithgor Athrawon Bro ERW wedi creu helaeth o adnoddau ar gyfer gwefan ERW. Gweithgor Siarter Ail Iaith wedi creu adnodd Siarter Cymraeg Campus ERW sydd yn cael ei beilota Ionawr 2016 gan 20 o ysgolion ar draws ERW.

			Lansiad ffurfiol i ddigwydd ym mis Gorffennaf 2016. Gweithgor Uwchradd ar draws y consortiwm wedi creu adnoddau ar gyfer manyleb newydd TGAU Cymraeg Llen ac Iaith. Hyfforddiant ar gyfer defnydd da o'r adnoddau wedi eu cynnal yn yr Hybiau ac fel rhan o'r cyfarfodydd Rhwydweithio. Datblygu Siarter Iaith Uwchradd a Siarter Iaith Ail Iaith. Deunyddiau hyrwyddo manteision addysg ddwyieithog.
Cynyddu'r gallu i fanteisio ar ddarpariaeth cyfrwng Cymraeg drwy gynlluniau trochi a chanolfannau i hwyrddyfodiaid.	Mae gan yr Awdurdod chwe Chanolfan Iaith ac mae eu diffiniad a'u rôl yn cyfateb i'r hyn grybwyllir yn *y Strategaeth*. Gwasanaethant ddisgyblion sydd wedi symud i fyw i gymunedau dwyieithog Sir Gaerfyrddin. Lleolir hwy yn Llanymddyfri, Llandeilo, Dyffryn Aman, y Gwendraeth, Caerfyrddin a Hendy-gwyn. Lleolir y Canolfannau, gydag un eithriad, mewn ysgolion uwchradd. Trefnwyd rhaglen er sicrhau bod yr hwyrddyfodiaid, i fyny at ddeuddeg ohonynt ar unrhyw un adeg, yn mynychu'r Canolfannau am ddeuddydd yr wythnos, a hynny am o leiaf un tymor. Mae cydweithio agos gyda'r ysgolion wrth i athrawon y Canolfannau ymweld â hwy mewn patrwm o ôl ofalaeth, gyda'r athrawon dosbarth hwythau yn eu tro yn cael cyfle i ymweld â'r Canolfannau. Mae cynlluniau'r canolfannau fel a ganlyn:	Ar waith mae Cynllun "O Ysgol i Ysgol"- targedu disgyblion sy'n symud rhwng ysgolion o fewn i'r Awdurdod yw'r nod yma. Mae gan yr Athrawon Gwella'r Gymraeg a Dwyieithrwydd rôl bwysig wrth iddynt gadarnhau gwaith y Canolfannau yn yr ysgolion drwy gyd-weithio gyda'r athrawon dosbarth a'r disgyblion pob hanner tymor. Cadw hyblygrwydd o fewn y	Swyddogion a rheolwyr wedi ystyried modelau siroedd eraill gan addasu trefn Sir Gaerfyrddin i fod yn wasanaeth mwy hyblyg/parod i ymateb i heriau lleol. Penderfynwyd parhau gyda'r Canolfannau Iaith yn yr ysgolion oherwydd natur ddaearyddol y Sir a'r gost o gludo dysgwyr. Os mai penderfyniad Aelodau yw symud i drefn

	• Cynllun Cychwynnol Hwyrddyfodiaid (yn y canolfannau); • Croeso i Gymru (llyfryn a CD yn yr ysgolion); • Cynllun Canol-Hwyrddyfodiaid ; • Cymru am Byth; • Cynllun Croesi'r Bont; • Cynllun Caru Cymru; • 'Blas ar Gymru'. Pwynt bwled wedi ei ddileu	gwasanaeth i gyd ymffurfio gyda'r newidiadau yn y Strategaeth. Parhau gyda'r prosiectau gorsafoedd Iaith yn ôl y galw. **Medi 2014-** Sefydlu Canolfan Bro Dinefwr fel canolfan canolog i hwyrddyfodiaid y sir. Sefydlu gorsafoedd Iaith yn ôl y galw yn Rhydaman Gwendraeth a Chaerfyrddin a sgwad o dri AGGaD yn barod i ddiwallu ar gynllun cychwynnol hwyrddyfodiaid.	Ceredigion/ Gwynedd bydd angen buddsoddiad sylweddol. ***Gorsafoedd iaith*** : Gwaith yn seiliedig ar agweddau o hanes Cymru ac yn datblygu sgiliau ysgrifennu ymestynnol disgyblion Bl5. Wythnos o gwrs; disgyblion Bl5 o sawl Ysgol gyda'i gilydd; 3 gorsaf mewn teulu o ysgolion; 2 AGGaD yn cyd-gyflwyno Cynllun ***Pontio Cynradd/Uwchradd*** a dreialwyd yn ysgolion cynradd Bro Dinefwr Haf 2015. Cefnogaeth ddilynol gan AGGaD yn yr ysgol. Cwrs mewn Canolfan Iaith- 2/3 diwrnod yr wythnos, dros 10 wythnos, 2 AGGaD yn gyfrifol am yr addysgu a'r gofal. Ôl-ofal a chefnogaeth bellach gan AGGaD nôl yn yr ysgol Anelir at flwyddyn o gefnogaeth i gyd. Cwrs Dechrau Da sy'n cynnig cefnogaeth i rieni

			di-gymraeg plant sy'n dechrau yn y Cyfnod Sylfaen Cwrs Blas ar Gymru ar gyfer rhieni sy newydd ymgartrefu yn Sir Gâr
Sefydlu Fforwm Addysg Cyfrwng Cymraeg a sefydlu cyswllt â Chynllun Plant a Phobl Ifanc. Sicrhau ystyriaethau ar gyfer adnoddau ac ariannu darpariaeth cyfrwng Cymraeg o fewn blynyddoedd cynnar.	Mae'r Awdurdod yn dal yn gadarn at y cysyniad o'r continwwm iaith, gan wynebu'r her o sicrhau fod holl ysgolion y Sir yn symud yn gadarnhaol ar hyd y llinell ddatblygol. Golyga hyn fod pob ysgol i werthuso'n rheolaidd le'r Gymraeg fel pwnc, y defnydd o'r Gymraeg fel cyfrwng a safle'r Gymraeg fel cyd-destun i weithgareddau a threfniadaeth yr ysgolion. Gosodir targedau a thargedir ysgolion wrth ddefnyddio data ac yna monitro trwy'r Fframwaith Rhanbarthol Cefnogaeth, Her ac Ymyrraeth gan Arweinydd System. Mae'r cysylltiadau â'r Bartneriaeth Plant yn un ymarferol a gweithredol ac mae yna gyfarfodydd cyson. Bwriedir sicrhau bod cynlluniau a dogfennau addysg strategol yr awdurdod yn cynnwys cyfeiriad at Gynllun Strategol y Gymraeg mewn Addysg trwy gydweithio a chyfathrebu ar draws yr awdurdod. Mae'r Arweinydd System Cymraeg a Dwyieithrwydd yn aelod o banel Ymgynghorol yr Aelodau ar yr iaith Gymraeg ac yn codi ymwybyddiaeth o gynnwys y Cynllun Strategol y Gymraeg mewn Addysg a datblygiadau addysg Gymraeg ar draws yr awdurdod yn gyson. Bydd ymgynghoriadau gyda phrif randdeiliaid yn digwydd yn gyson yn ystod llunio'r cynllun hwn: • Cynhelir cyfarfodydd swyddogol yn gyson; • Cynhelir Pwyllgorau Craffu'n gyson;	Parhau i fonitro, herio a chefnogi ysgolion i symud ar hyd y continwwm ieithyddol. Targedi'r tair ysgol Drawsnewidiol i symud i fod yn gyfrwng Cymraeg erbyn 2017 Sefydlu Fforwm Addysg Cyfrwng Cymraeg erbyn Hydref 2014. Cynnal cynadleddau Addysg Gymraeg a hyfforddiant i athrawon CC ac ail laith yn flynyddol ar sgiliau a metholodegau dysgu iaith ar	Sefydlwyd Fforwm Addysg Cyfrwng Cymraeg – aelodau: Robert Sully- Cyfarwyddwr Gareth Morgans- Prif Swyddog Addysg Aeron Rees- Pennaeth Rhaglennu Dysgu Cyng. Cefin Campbell (Cad) Cyng. Ryan Bartlett Cyng. Thomas Theophilus Cyng. D W Hugh Richards Cyng. W Gwyn Hopkins Catrin Griffiths- Ymgyng. Her gyda'r cyfrifoldeb am y Gymraeg Julie Owen- AGGaD Eryl Roberts- Dyffryn Aman Ann Jones- Ysgol QEH Lee James- Ysgol Llandybie Heather Davies Rowlinson- Mudiad

	• Defnyddir gwefan y sir i wahodd rhieni a'r cyhoedd i gyflwyno sylwadau.	lawr dosbarth.	Meithrin Rhanddeiliaid eraill i fod yn rhan o'r fforwm ar wahoddiad
Darparu gwybodaeth i rieni/ofalwyr.	Codi'r ymwybyddiaeth o ddarpariaeth Gymraeg a darparu gwybodaeth i rieni trwy: • Codi ymwybyddiaeth manteision Dwyieithrwydd drwy weithio ar y cyd gyda'r Cyngor Sir i greu llyfryn ar fanteision dwyieithrwydd; • Cyhoeddir yn flynyddol lyfryn dwyieithog, "Ysgolion Sir Gaerfyrddin: Gwybodaeth i Rieni". Dosberthir copïau i ysgolion, swyddfeydd y Cyngor Sir a Llyfrgelloedd ac fe roir y ddogfen ar wefan y sir. Mae'r llyfryn yn cynnwys polisi iaith yr Awdurdod, y ffordd o wneud cais i gofrestru mewn ysgol a rhestr o holl ysgolion y Sir, gan gynnwys categori iaith pob ysgol; • Mae pob ysgol yn darparu prosbectws sy'n cofnodi'n glir ddehongliad manwl yr ysgol o bolisi iaith y Sir, gan gynnwys lle'r Gymraeg fel pwnc a'r defnydd a wneir ohoni, os yw'n berthnasol, fel cyfrwng dysgu ac addysgu yn yr ysgol; • Mae trefniadau pendant yn rhoi cyfle i ddisgyblion cynradd ymweld â'r ysgolion uwchradd; • Penaethiaid yr ysgolion cynradd ac uwchradd yw'r ffynhonnell orau ar gyfer cyflwyno gwybodaeth fanwl am yr hyn gynigir o fewn ysgol unigol. Mae taflenni gwybodaeth a ddosberthir gan Lywodraeth Cymru, TWF a'r Mudiad Meithrin yn egluro'n gryno	Cwblhau'r prosiect o godi ymwybyddiaeth a dealltwriaeth o fanteision addysg ddwyieithog- Hydref 2014 Creu pamffled a thudalen ar wefan y sir i godi ymwybyddiaeth a dealltwriaeth o fanteision addysg ddwyieithog.	Yn sgil Siarter Iaith crëwyd posteri a phamffledi gan gynnwys dyfyniadau wrth Alex Jones a Nigel Owens. Darperir DVD gan gynnwys Pŵerbwynt o fanteision addysg ddwyieithog, cyfweliadau gyda rhieni di Gymraeg a sylwadau gan ddisgyblion uwchradd. Annog ysgolion i drosglwyddo'r wybodaeth i'w gwefannau. Bydd yr hyfforddiant i lywodraethwyr cynradd ac uwchradd ar fanteision addysg ddwyieithog yn rhan o raglen hyfforddi 2015/16 i'w gyflwyno yn nhymor y Gwanwyn 2016.

	fanteision dwyieithrwydd ac addysg ddwyieithog, gan nodi sefydliadau neu asiantaethau all roi arweiniad, esboniad a chefnogaeth bellach. Ym mis Rhagfyr, ar gyfer dewis erbyn y Medi dilynol, anfonir pecyn trosglwyddo i bob disgybl Blwyddyn 6, gan gyflwyno iddynt enw'r ysgol sydd o fewn dalgylch y cartref, yn ogystal â'r ysgol ddwyieithog agosaf, a chopïau o brosbectysau'r ysgolion perthnasol. Cyflwynir ffurflen drosglwyddo ddwyieithog a gofynnir iddynt ei llenwi a'i dychwelyd i'r swyddfa ganolog erbyn diwedd Ionawr. Eglurir y gall rhieni fynegi dymuniad i'w plant dderbyn eu haddysg mewn ysgol maent yn ffafrio ond os yw rhieni'n dymuno i'w plant fynychu ysgol y tu allan i'r dalgylch caniateir y cais os oes lle ac adnoddau digonol yn yr ysgol ddewisedig. Bydd polisi cludiant y sir bob amser yn berthnasol. Mae gwybodaeth ysgolion hefyd ar gael yn electronig ar safwe'r Cyngor Sir. Mae'r paragraff hwn wedi ei olygu		

<u>Deilliant 2</u>: Mwy o ddysgwyr yn parhau i wella eu sgiliau iaith wrth drosglwyddo o'r ysgol gynradd i'r ysgol uwchradd - yn ychwanegol o ganlyniad i waith Y Grŵp Gorchwyl a Gorffen Iaith Gymraeg Sir Gâr

<u>Argymhellion Gweithgor y Cyfrifiad- Y Gymraeg yn Sir Gâr</u>

NOD: Cynyddu darpariaeth addysg cyfrwng Cymraeg yn Sir Gâr a sicrhau dilyniant ieithyddol o'r sector meithrin ar hyd y cyfnodau allweddol i'r sector uwchradd fel y daw pob disgybl yn rhugl ac yn hyderus yn y Gymraeg a'r Saesneg.

9. Bod y Cyngor Sir yn ailedrych a sicrhau bod ysgolion cynradd Cymraeg yn rhan o deulu ysgol uwchradd sy'n gallu darparu continwwm ieithyddol addas o'r sector cynradd ymlaen i CA3 a CA4 a chynnal gweithgareddau pontio sy'n adlewyrchu natur ieithyddol yr ysgolion cynradd sy'n eu bwydo;

12. Bod y Cyngor Sir yn disgwyl i ysgolion uwchradd adeiladu ar y sylfaen ieithyddol a osodwyd gan yr ysgolion cynradd Cymraeg drwy sicrhau bod pob disgybl yn parhau i astudio'r Gymraeg fel iaith gyntaf ac fel cyfrwng dysgu hyd at CA4;

13. Bod y Cyngor Sir yn mabwysiadu protocol dilyniant clir gyda phob ysgol gynradd ac uwchradd Gymraeg (neu ddwyieithog), gyda hyfforddiant priodol lle bo angen, er mwyn cynyddu'r nifer o ddisgyblion sy'n parhau i astudio drwy gyfrwng y Gymraeg ym mhob cyfnod allweddol:

14. Bod y Cyngor Sir yn ymchwilio i'r posibilrwydd o sefydlu cynllun ail-gyfle yn y cyfnod pontio rhwng y sector cynradd a'r uwchradd gan fabwysiadu'r Cynllun Trochi sydd wedi bod yn llwyddiannus iawn ledled Cymru;

15. Bod y Cyngor Sir yn cytuno ar amserlen a chynllun i gefnogi ysgolion 2A, 2B a 3 i symud ar hyd y continwwm iaith dros gyfnod o amser a rhoi arweiniad i sicrhau bod pob ysgol uwchradd arall yn symud ar hyd y continwwm iaith a chreu ethos sy'n annog parch tuag at y Gymraeg;

16. Bod y Cyngor Sir yn cynllunio ar gyfer twf mewn addysg cyfrwng Cymraeg yn y sector uwchradd.

17. Bod y Cyngor Sir yn cynnal ymgyrch farchnata barhaus i hyrwyddo addysg Gymraeg gan esbonio manteision bod yn ddwyieithog i rieni a disgyblion;

18. Bod y Cyngor Sir yn darparu hyfforddiant i lywodraethwyr cynradd ac uwchradd ar fanteision addysg Gymraeg a'r rhesymau addysgiadol, economaidd a chymunedol pam y dylid ehangu'r ddarpariaeth ar draws y sir.

19. Bod y Cyngor Sir yn cynnal asesiad o'r galw am addysg Gymraeg mewn ardaloedd lle ystyrir bod angen;

NOD: I gynyddu'r defnydd o'r Gymraeg o fewn y gweithle

33. Bod y Cyngor Sir yn cynnal adolygiad cynhwysfawr o swyddi'r Cyngor fesul adran er mwyn adnabod swyddi lle ddylai'r Gymraeg fod yn hanfodol. Dylid canolbwyntio yn y lle cyntaf ar swyddi sy'n darparu gwasanaeth uniongyrchol i'r cyhoedd.

39. Bod y Cyngor Sir yn sicrhau cefnogaeth a dilyniant priodol i staff o fewn y gweithle, er mwyn eu galluogi i symud ar hyd y continwwm gallu ieithyddol yn ôl y gofyn. Bydd hyn yn cynnwys y rheini sy'n dysgu am y tro cyntaf hyd at y rheini sydd eisiau gloywi eu hiaith. Dylai rheolwyr annog a chefnogi staff i ddatblygu eu sgiliau gan fonitro a chofnodi cynnydd a defnydd o'r Gymraeg yn y gweithle fel rhan o'r broses arfarnu staff.

<table>
<tr><th>A. Amcan</th><th>B. Perfformiad cyfredol</th><th>C. Targedau</th><th>Ch. Cynnydd</th></tr>
<tr>
<td>Cynyddu canran y disgyblion Blwyddyn 9 sy'n cael eu hasesu yn y Gymraeg (laith Gyntaf)</td>
<td>Y canran o ddisgyblion Blwyddyn 9 sy'n cael eu hasesu yn y Gymraeg laith Gyntaf:

<table>
<tr><th>Blwyddyn</th><th>% Bl9 wedi eu hasesu yn Gymraeg laith 1af</th></tr>
<tr><td>2010</td><td>36.0%</td></tr>
<tr><td>2011</td><td>36.0%</td></tr>
<tr><td>2012</td><td>36.5%</td></tr>
<tr><td>2013</td><td>35.6%</td></tr>
<tr><td>2014</td><td>38.4%</td></tr>
<tr><td>2015</td><td>43%</td></tr>
</table>

Esboniad o ysgolion uwchradd yn y Sir- Cyfanswm ysgolion Uwchradd Sir Gar yn ôl diffiniadau yn Nogfen Gwybodaeth Llywodraeth Cymru 023/2007:

<table>
<tr><td>2A (AB)</td><td>3 ysgol uwchradd</td></tr>
<tr><td colspan="2">Strade - Llanelli
Bro Myrddin - Caerfyrddin
Maes y Gwendraeth - Cefneithin/Gwendraeth</td></tr>
</table>

<table>
<tr><td>2B (BB)</td><td>2 ysgol uwchradd</td></tr>
<tr><td colspan="2">Dyffryn Aman - Rhydaman
Bro Dinefwr – Llandeilo/Llanymddyfri</td></tr>
</table>
</td>
<td>Codi'r canran o ddisgyblion Blwyddyn 9 sy'n cael eu hasesu yn y Gymraeg laith Gyntaf:

<table>
<tr><td>2012</td><td>37%</td></tr>
<tr><td>2015</td><td>40%</td></tr>
<tr><td>2017</td><td>45%</td></tr>
</table>
*Wedi diwygio'r targed yn dilyn cynnydd arwyddocaol yn 2015.

Sefydlu gorsaf ddwyieithog yn Llanelli.

Cynnal a chodi nifer o bynciau a chynigir yn ddwyieithog i ddisgyblion Blynyddoedd 7, 8 a 9 ysgolion EM er mwyn symud ar hyd continwwm iaith yr awdurdod lleol.

Cynnal hyfforddiant i deuluoedd ysgolion Coedcae, Bryngwyn Sant Ioan Llwyd, a Glan y Môr.

Dadansoddi'n fanylach a thracio</td>
<td>Wedi cyrraedd targed 2017- wedi addasu i 45%.

Mae'r uned MEP yn ymwybodol o leoedd mewn ysgolion a'r rhaglen i gynllunio ar gyfer twf.

Mae cynllun buddsoddi yn y Strade wedi ei gwblhau a buddsoddiad Maes y Gwendraeth ar waith.

Cefnogir ysgolion i ddarparu cwricwlwm eang yn y Gymraeg.</td>
</tr>
</table>

	3 (EW) | **2 ysgol uwchradd** Y Frenhines Elisabeth- Caerfyrddin Dyffryn Taf - Hendy-gwyn **4** (EM) | **5 ysgol uwchradd** *Bryngwyn*- Llanelli *Coedcae*- Llanelli *Glan-y-môr*- Porth Tywyn *Ysgol Gatholig Sant Ioan Llwyd*- Llanelli *Emlyn* - Castell Newydd Emlyn Adran wedi ei ddiweddaru Yn Coedcae, Bryngwyn, Glan-y-môr a Sant Ioan Llwyd, dysgir Cymraeg fel ail iaith yn unig. Mae ysgol Bryngwyn yn cynnig rhan o'r cwricwlwm yn ddwyieithog i ddisgyblion Blwyddyn 7. Mae hwn yn gynnydd diddorol a chanmoladwy ar hyd y continwwm. Mae'r canran o ddisgyblion Blwyddyn 9 sy'n cael eu hasesu yn y Gymraeg Iaith Gyntaf yn un cymharol isel ond yn codi wrth i'r ysgolion uwchradd Categorïau Dwyieithog 2B gynyddu o ganlyniad i drawsnewid addysg uwchradd yn Ninefwr. Hefyd yn sgil y Strategaeth bydd ysgolion yn gweithredu cynlluniau i sicrhau bod disgyblion yn parhau gyda rhaglenni iaith gyntaf ar ôl trosglwyddo i Gyfnod Allweddol 3.	dewisiadau/safonau Ysgolion 2B Hyrwyddo a hwyluso addysg ddwyieithog wrth gynnal disgyblion B7 a B8- Prosiect AGGaD. Sefydlu canolfan Beasley yn ysgol y Strade- haf 2014 Cydweithio mewn dwy ysgol 2A a 2B i dracio cynnydd plant o'r cynradd ym Ml. 7,8 a 9 Sefydlwyd dwy orsaf iaith yn ardal Cwm Gwendraeth i dargedu 75 disgybl i gysoni iaith trosglwyddo i GA3.	Cynllun ***Pontio Cynradd-Uwchradd*** a dreialwyd yn ysgolion cynradd Bro Dinefwr Haf 2015/2016 Parhau gyda'r ddarpariaeth Gorsafoedd Iaith yn ymateb i anghenion ardal
Hyrwyddo trosglwyddo mwy effeithiol rhwng y cyfnod cyn ysgol i ddarpariaeth statudol.	Bydd system tracio disgyblion y sir yn cynnwys y wybodaeth ar gyfer lleoliadau cyfrwng Cymraeg nas cynhelir a gyllidir ac ysgolion cyfrwng Cymraeg/dwyieithog a gynhelir yn arf targedu ardaloedd. Mae'r dilyniant ieithyddol rhwng y Cyfnod Sylfaen a Chyfnod Allweddol 2 ysgolion cyfrwng Cymraeg yn 100% ac yn codi mewn ysgolion Dwy Ffrwd. Mae nifer yr ysgolion Dwy Ffrwd mewn trafodaethau gyda'r Awdurdod Lleol i symud ar hyd y continwwm tuag at fod yn Ysgolion Trawsnewidiol oherwydd y nifer o ddisgyblion sydd yn dewis addysg cyfrwng Cymraeg ar ddiwedd y Cyfnod Sylfaen.	Sicrhau system tracio gadarn ar gyfer y lleoliadau- defnyddio'r data i dargedu ardaloedd Parhau i dargedu a chefnogi ysgolion i symud ar hyd y continwwm	Parhau i dargedu a chefnogi ysgolion i symud ar hyd y continwwm. Cyd weithio gyda LIC ar y posibiliadau o greu ysgolion CS Cyfrwng gydag adran Iau yn darparu dewis iaith.

Hyrwyddo cyfran uwch o ddarpariaeth cyfrwng Cymraeg o fewn ysgolion dwyieithog.	Defnyddir systemau tracio i fesur dilyniant ieithyddol rhwng darpariaeth cyfrwng Cymraeg a ariennir yn y sector cyn ysgol nas cynhelir a darpariaeth a gynhelir o fewn y Cyfnod Sylfaen Defnyddir data, Fframwaith Rhanbarthol ar gyfer Cefnogaeth, Her ac Ymyrraeth, hyfforddiant a chyrsiau ar lawr y dosbarth i hyrwyddo cyfran uwch o ddarpariaeth cyfrwng Cymraeg o fewn ysgolion dwyieithog . Yn y Cyfnod Sylfaen a Chyfnod Allweddol 2 mae'r AGGaD, AS a'r ASC yn monitro cynnydd. Rhwng Cyfnodau Allweddol 2/3 a 3/4 defnyddir data a systemau tracio, y Fframwaith Rhanbarthol Cefnogaeth, Her ac Ymyrraeth ac ymweliadau AS a ASC i fonitro cynnydd. Ar draws y cyfnodau Allweddol bydd arolygiadau Llythrennedd a chraffu ar waith yn cael ffocws penodol ar ddilyniant ieithyddol. Datblygu cyfleoedd pellach i ddysgwyr gynnal a gwella eu sgiliau iaith yn y Gymraeg mewn ysgolion dwyieithog wrth gyd weithio â phartneriaid yn y sir ac ar draws y rhanbarth i hyrwyddo manteision dysgu cyfrwng Cymraeg. Cyfran y cwricwlwm a gyflwynir drwy gyfrwng y Gymraeg mewn ysgolion CC a Dwy Ffrwd yw o leiaf **70%** o amser addysgu. Yn y sector uwchradd mae yna amrywiaeth ar draws y 12 ysgol. Mae monitro'r ysgolion unigol o ran darpariaeth cyfrwng Cymraeg yn digwydd yn gyson trwy- • Ymweliadau AS • Hyfforddiant gan ASC • Arolygon Llythrennedd • AGGaD • Fframwaith Rhanbarthol ar gyfer Cefnogaeth, Her ac Ymyrraeth O ran cynyddu darpariaeth cyfrwng Cymraeg mewn ysgolion penodol	Gwella dilyniant ieithyddol ym mhob cyfnod addysg. Parhau i gynnal arolygon llythrennedd rhanbarthol. Cyd weithio ar draws y rhanbarth i rannu data, rhannu arfer da, sicrhau cysondeb a defnyddio arbenigedd i godi safonau Cynyddu darpariaeth cyfrwng Cymraeg mewn ysgolion penodol Codi ymwybyddiaeth rhieni.	Cyd weithio gyda Chymraeg i Oedolion. Pecynnau hyfforddi gydag iaith addas wedi eu creu ar y cyd gyda'r AGGaD. Cyrsiau wedi eu darparu ar draws y sir. Defnydd o Rwyd a theclyn arsylwi gwersi a chraffu gwaith gan benaethiaid, athrawon a chynghorwyr her ar draws y rhanbarth i godi lefelau a sicrhau cysondeb O ran cynyddu darpariaeth cyfrwng Cymraeg mewn ysgolion penodol yn y Cyfnod Sylfaen a CA2 mae'r AGGaD yn targedu ysgolion ac athrawon ar gyfer hyfforddiant amrywiol megis- Modelu arfer da ar lawr y dosbarth Hyfforddi oedolion a disgyblion ar lawr y dosbarth. Targedu ar gyfer y cyrsiau Sabothol LlC

	yn y Cyfnod Sylfaen a CA2 mae'r AGGaD yn targedu ysgolion ac athrawon ar gyfer hyfforddiant amrywiol megis- • Modelu arfer da ar lawr y dosbarth • Hyfforddi oedolion a disgyblion ar lawr y dosbarth • Targedu ar gyfer y cyrsiau Sabothol LIC • Cynnal darpariaeth ôl ofalaeth yn y dosbarth Yn CA3 mae'r ddarpariaeth yn amrywio o ysgol i ysgol ond yn cynyddu wrth i'r ail strwythuro ymwreiddio. Yn sgil y Strategaeth bydd ysgolion yn gweithredu cynlluniau i sicrhau bod disgyblion yn parhau gyda rhaglenni iaith gyntaf ar ôl trosglwyddo i GA3.		Cynnal darpariaeth ôl ofalaeth yn y dosbarth

<u>Deilliant 3</u>: Mwy o fyfyrwyr 14-16 oed yn astudio ar gyfer cymwysterau drwy gyfrwng y Gymraeg.

<u>Deilliant 4:</u> Mwy o fyfyrwyr 16–19 oed yn astudio pynciau drwy gyfrwng y Gymraeg, mewn ysgolion, colegau a dysgu seiliedig ar waith

<u>Argymhellion Gweithgor y Cyfrifiad- Y Gymraeg yn Sir Gâr-</u> yn ychwanegol o ganlyniad i waith Grŵp Iaith Gymraeg Sir Gâr

NOD: Cynyddu darpariaeth addysg cyfrwng Cymraeg yn Sir Gâr a sicrhau dilyniant ieithyddol o'r sector meithrin ar hyd y cyfnodau allweddol i'r sector uwchradd fel y daw pob disgybl yn rhugl ac yn hyderus yn y Gymraeg a'r Saesneg.

NOD: I brif ffrydio datblygiad yr iaith Gymraeg fel rhan ganolog o unrhyw gynlluniau datblygu economaidd o fewn Sir Gaerfyrddin

NOD: I gynyddu'r defnydd o'r Gymraeg o fewn y gweithle

33. Bod y Cyngor Sir yn cynnal adolygiad cynhwysfawr o swyddi'r Cyngor fesul adran er mwyn adnabod swyddi lle ddylai'r Gymraeg fod yn hanfodol. Dylid canolbwyntio yn y lle cyntaf ar swyddi sy'n darparu gwasanaeth uniongyrchol i'r cyhoedd.

39. Bod y Cyngor Sir yn sicrhau cefnogaeth a dilyniant priodol i staff o fewn y gweithle, er mwyn eu galluogi i symud ar hyd y continwwm gallu ieithyddol yn ôl y gofyn. Bydd hyn yn cynnwys y rheini sy'n dysgu am y tro cyntaf hyd at y rheini sydd eisiau gloywi eu hiaith. Dylai rheolwyr annog a chefnogi staff i ddatblygu eu sgiliau gan fonitro a chofnodi cynnydd a defnydd o'r Gymraeg yn y gweithle fel rhan o'r broses arfarnu staff.

NOD: I gynyddu ystod y cyfleoedd i ddefnyddio'r Gymraeg yn ein cymunedau, yn enwedig ar gyfer plant a phobl ifanc er mwyn atgyfnerthu'r iaith y tu allan i furiau'r ysgol.

45. Bod y Cyngor Sir, trwy'r Rhwydwaith 14-19 yn datblygu cyfleoedd profiad gwaith a phrentisiaethau cyfrwng Cymraeg o fewn y gweithle i bobl ifanc gan gynyddu'r galw a'r gallu i'r sector breifat, gyhoeddus a gwirfoddol i weithredu yn ddwyieithog.

46. Bod y Cyngor Sir yn gweithio gyda Gyrfa Cymru trwy'r Rhwydwaith 14-19 i hyrwyddo anghenion y sector breifat o ran sgiliau dwyieithog.

NOD: I gynyddu ystod y cyfleoedd i ddefnyddio'r Gymraeg yn ein cymunedau, yn enwedig ar gyfer plant a phobl ifanc er mwyn atgyfnerthu'r iaith y tu allan i furiau'r ysgol.

55. Bod y Cyngor Sir yn cydlynu grŵp gweithredu strategol fyddai'n cynnwys ysgolion uwchradd, mudiadau ieuenctid y sir, y sector addysg bellach ac uwch a'r sector hamdden i gynllunio a chysylltu'r ddarpariaeth cyfrwng Cymraeg er mwyn sicrhau y gwneir y defnydd gorau posib o'r adnoddau sydd ar gael o fewn y Sir, i dargedu adnoddau yn ôl y gofyn ac i adnabod unrhyw fylchau yn y ddarpariaeth.

<table>
<tr><th>A. Amcan</th><th>B. Perfformiad cyfredol</th><th>C. Targedau</th><th>Ch. Cynnydd</th></tr>
<tr>
<td>Cynyddu canran y myfyrwyr 14-16 sy'n astudio ar gyfer cymwysterau drwy gyfrwng y Gymraeg.</td>
<td>Mae'r canran y myfyrwyr (a gofrestrwyd ar gyfer TGAU Cymraeg iaith gyntaf) sy'n astudio ar gyfer 5 neu fwy o gymwysterau diwedd Blwyddyn 11 drwy gyfrwng y Gymraeg fel a ganlyn:

<table>
<tr><td>2010</td><td>55.0%</td></tr>
<tr><td>2011</td><td>60.0%</td></tr>
<tr><td>2012</td><td>56.1.%</td></tr>
<tr><td>2013</td><td>60%</td></tr>
<tr><td>2014</td><td>60.2%</td></tr>
<tr><td>2015</td><td>61.5% I'w gadarnhau</td></tr>
</table>

Ar yr un pryd mae'r canran y myfyrwyr (a gofrestrwyd ar gyfer TGAU Cymraeg iaith gyntaf) sy'n astudio ar gyfer 2 neu fwy o gymwysterau diwedd Blwyddyn 11 drwy gyfrwng y Gymraeg fel a ganlyn-
<table>
<tr><td>2010</td><td>68%</td></tr>
<tr><td>2011</td><td>70%</td></tr>
<tr><td>2012</td><td>83.9%</td></tr>
<tr><td>2013</td><td>87.7%</td></tr>
<tr><td>2014</td><td>91.6%</td></tr>
<tr><td>2015</td><td>88.3% I'w gadarnhau</td></tr>
</table>

Mae'r deilliant hwn yn cael ei gyflawni gan yr ysgolion uwchradd sydd yn dysgu Cymraeg iaith gyntaf a phynciau trwy gyfrwng y Gymraeg yng Nghyfnod allweddol 4.

Mae'r deilliant 5 pwnc trwy gyfrwng y Gymraeg yn ddeilliant</td>
<td>Cynyddu'r canran i-

<table>
<tr><td>2015</td><td>65%</td></tr>
<tr><td>2017</td><td>65%</td></tr>
</table>
* Wedi diwygio'r targed yn dilyn dadansoddiad o ganlyniad 2015 a rhagolygon ar gyfer 2017.

Cynyddu'r canran i-

<table>
<tr><td>2015</td><td>89%</td></tr>
<tr><td>2017</td><td>90%</td></tr>
</table>

Cynyddu nifer y disgyblion sy'n dilyn cyrsiau Cymraeg iaith gyntaf yn ysgolion categori 2B, 2C a 2CH.</td>
<td>Gwelwyd cynnydd rhwng 2013 a 2015. Bydd effaith buddsoddiad ysgolion Bro Dinefwr a Maes y Gwendraeth yn eu hadlewyrchu yn y data yn y dyfodol.

Symud ysgolion ar hyd y continwwm iaith- Ysgol Bro Myrddin i symud o gategori 2A i gategori 1- ymgynghori'n ffurfiol ar hyn o bryd.

Cyd weithio ar draws y rhanbarth i greu a chydlynu adnoddau a gweithgareddau ar gyfer y fanyleb newydd. Eu rhannu ar wefan ERW.

Defnyddio adnoddau</td>
</tr>
</table>

	uchelgeisiol i'r patrwm o ysgolion uwchradd sydd gan y sir ar hyn o bryd. Wrth i nifer yr ysgolion Categori 2B gynyddu, megis yn Ninefwr, disgwylir i'r nifer o ddisgyblion sy'n astudio Cymraeg fel iaith gyntaf ac yn dilyn pynciau trwy gyfrwng y Gymraeg gynyddu yn yr ysgolion hynny gan gynyddu'r nifer a'r ganran fydd yn dilyn 2 neu fwy o gymwysterau trwy'r Gymraeg Paragraff wedi ei golygu		crëwyd ar gyfer Siarter Sir Gâr cynradd i godi ymwybyddiaeth o fanteision dwyieithrwydd.
Sicrhau bod darpariaeth i ddysgwyr 14-16 oed yn cydymffurfio â'r Mesur Dysgu a Sgiliau Cymru 2009.	Mae'r ddarpariaeth yn digwydd yn y tair ysgol Categori 2A yn bennaf ar hyn o bryd, gydag ychydig yn digwydd yn yr ysgolion Categori 2C a 2Ch. Fe ddarperir nifer o gyrsiau galwedigaethol 14-16 ar safleoedd Coleg Sir Gâr hefyd. Bydd y ddarpariaeth cyfrwng Cymraeg yn datblygu ac yn cynyddu mewn ysgolion trwy gydweithio a'i gilydd. Bydd strwythur rheolaeth addysg 14-19 yn y Sir, a ddisgrifir isod, yn goruchwylio'r cynnydd a'r ddarpariaeth cyfrwng Cymraeg. Bydd hyn yn sicrhau bod ysgolion yn cydymffurfio gyda gofynion y Mesur Dysgu a Sgiliau. Mae Rhwydwaith 14-19 Sir Gaerfyrddin wedi darparu prosbectws o gyrsiau ar gyfer disgyblion 14-19. Mae'n marchnata'r cyrsiau sydd ar gael gan gynnwys y rhai cyfrwng Cymraeg a dwyieithog. Hefyd dyrennir cyllid penodol, cyfran o'r grant 14-19, ar gyfer hyrwyddo sefydlu a datblygu cyrsiau cyfrwng Cymraeg a dwyieithog. Dylid nodi bod y Sir yn darparu cyllid ychwanegol i ysgolion trwy'r fformiwla cyllid yn ôl cyfran y pynciau a gynigir trwy'r Gymraeg ar draws yr ystod oedran. Mae hyn wedi hyrwyddo darparu dysgu cyfrwng Cymraeg yn yr ysgolion.	Parhau gyda'r ddarpariaeth yn ysgolion categori 2A. Cynyddu'r ddarpariaeth yn ysgolion 2B a 2C. Cwrdd â gofynion newydd addysg 14-19, 2014	Parhau gyda'r ddarpariaeth a chodi dealltwriaeth o fanteision dwyieithrwydd. Cychwyn ar Siarter Iaith Uwchradd ar y cyd gyda Gwynedd.
Cynyddu canran y myfyrwyr 16-19 oed sy'n astudio pynciau drwy	**Canran y myfyrwyr 16-19 sy'n astudio 2 neu fwy o bynciau drwy gyfrwng y Gymraeg/dwyieithog (e.e. elfennau o gymwysterau/modiwlau):**	Cynyddu canran y myfyrwyr 16-19 oed sy'n astudio pynciau drwy gyfrwng y Gymraeg mewn ysgolion 2A a 2B.	Cynnal arolwg defnydd iaith. Cyd weithio gyda Mentrau a Trywydd i

gyfrwng y Gymraeg mewn ysgolion.	<table><tr><td>**2010**</td><td>**29%**</td></tr><tr><td>**2011**</td><td>**38%**</td></tr><tr><td>**2012**</td><td>**30.9%**</td></tr><tr><td>**2013**</td><td>**31.3%**</td></tr><tr><td>**2014**</td><td>**33.8%**</td></tr><tr><td>**2015**</td><td>**30.34**</td></tr></table> Eto, fel gyda deilliannau sydd yn benodol i Gyfnod Allweddol 4, dyma elfen anodd ei datblygu a'i chynyddu y tu allan i'r 3 ysgol Categori 2A. Mae'r ysgolion naturiol dwyieithog yn cael eu hannog i gyflwyno elfennau neu holl agweddau'r Fagloriaeth Cymru trwy gyfrwng y Gymraeg i ddisgyblion nad ydynt yn dilyn eu pynciau dewis trwy gyfrwng y Gymraeg. Mae swyddogion y Sir, trwy'r strwythur o gyfarfodydd rheoli yn cyd-weithio gydag ysgolion a rheolwyr Coleg Sir Gâr a darparwyr eraill, megis y mentrau iaith, i gynyddu'r ddarpariaeth cyfrwng Cymraeg sydd ar gael ar gyfer myfyrwyr ôl 16. Mae ysgolion y Bartneriaeth Addysg Gymraeg, sef y tair ysgol Categori 2A, wedi arloesi trwy gyd-weithio i gynyddu'r ddarpariaeth o gyrsiau galwedigaethol a'r arlwy mwy traddodiadol. Mae'r Bartneriaeth yn darparu cyrsiau yn yr ystod oedran 16-19 yn bennaf. Mae swyddog o'r Awdurdod yn mynychu cyfarfodydd o'r Fforwm yn y de-orllewin. Mae penaethiaid ysgolion Categori 2A Sir Gaerfyrddin yn aelodau ffyddlon o'r Fforwm ac maent wedi arloesi trwy ddatblygu ar waith eu Partneriaeth hwy a Choleg Sir Gâr a chynnal partneriaethau traws-ffiniol i gynnal cyrsiau cyfrwng Cymraeg mwy traddodiadol a galwedigaethol. Bydd hyn yn cyfrannu at sicrhau bod yr ysgolion yn cyflawni gofynion y Mesur Addysg a Sgiliau ac yn sicrhau cyrsiau cynaliadwy.	<table><tr><td>**2017**</td><td>**35%**</td></tr></table> **** Wedi diwygio'r targed yn dilyn dadansoddiad o ganlyniad 2015 a rhagolygon ar gyfer 2017.*** Parhau i gynyddu'r elfennau o'r cwrs Bagloriaeth Cymru a gyflwynir trwy gyfrwng y Gymraeg i ddisgyblion nad ydynt yn dilyn eu pynciau dewis trwy gyfrwng y Gymraeg.	geisio codi ymwybyddiaeth a dealltwriaeth o bwysigrwydd parhau i astudio pynciau trwy gyfrwng y Gymraeg. Datblygu strwythur ffurfiol o gyd weithio ar draws y rhanbarth yn ymarferol ac yn rhwydweithiol

Gweithio drwy rwydweithiau ardal 14-19 a Fforymau 14-19 er mwyn cynnal a gwella darpariaeth cyfrwng Cymraeg.	Mae darnau perthnasol yn y sylwadau blaenorol ac isod yn berthnasol i'r cwestiwn hwn. Mae Grŵp Gweithredol 14-19 y rhwydwaith yn cynnwys cynrychiolwyr o'r Awdurdod, penaethiaid ysgol uwchradd ac uwch reolwyr Coleg Sir Gâr. Dyma'r grŵp sydd yn goruchwylio'r ddarpariaeth alwedigaethol, gan gynnwys y ddarpariaeth Gymraeg ar draws y Sir. Mae cynrychiolwyr yn mynychu cyfarfodydd o dri chlwstwr ardal a'r Bartneriaeth cyfrwng Cymraeg traws-glwstwr sydd yn cyfarfod yn rheolaidd i gynllunio a gweithredu'r ddarpariaeth. Mae cyd bwyllgor llywodraethwyr yn goruchwylio gwaith pob clwstwr a phartneriaeth. Dyma'r sianelau sydd yn hyrwyddo a chefnogi'r datblygiadau cyfrwng Cymraeg.	Parhau i gyd weithio drwy Fforymau 14-19 er mwyn cynnal a gwella darpariaeth cyfrwng Cymraeg.	Parhau i gyd weithio drwy Fforymau 14-19 er mwyn cynnal a gwella darpariaeth cyfrwng Cymraeg.
Casglu a defnyddio data ar ddarpariaeth cyfrwng Cymraeg 14-19 **Cynllunio ar gyfer darpariaeth ôl-16 o fewn partneriaethau.**	Mae'r strwythur rheoli a ddisgrifiwyd ar gyfer y cwestiwn blaenorol yn monitro'r ddarpariaeth cyfrwng Cymraeg yn yr ystod oedran 14-19. Hefyd mae'r grŵp sicrhau ansawdd yn casglu gwybodaeth, gan gynnwys barn disgyblion a thrwy arsylwi gwersi, er mwyn llunio adroddiad hunan-arfarnu blynyddol. Rhoddir sylw i'r ddarpariaeth cyfrwng Cymraeg yn y gweithgareddau hyn. Ar gyfer pob cyfarfod a ddisgrifiwyd yn y strwythur uchod mae penaethiaid a rheolwyr cwricwlwm yr ysgolion a'r Coleg yn cyd-drafod. Trwy hyn, fe ddarperir at ofynion disgyblion yr ysgolion o ran cyfrwng a llwybrau dysgu unigol. Fe ychwanegir at y ddarpariaeth yn flynyddol. Ychydig iawn o ddarpariaeth cyfrwng Cymraeg sydd ar gyfer disgyblion 14-19 oed yn y gweithle ac eithrio mewn maes addysg a datblygiad plentyn. Lluniwyd prosbectws papur ac electroneg o gyrsiau 14-19 a ddarperir yn ysgolion a choleg Sir Gâr. Swyddogion yr	Parhau i ymateb i ofynion disgyblion o ran cyfrwng a llwybrau dysgu unigol a'u monitro'n gyson.	Siarter Iaith Uwchradd i wneud arolwg darpariaeth ôl 16. Parhau i ymateb i ofynion disgyblion o ran cyfrwng a llwybrau dysgu unigol a'u monitro'n gyson. Wedi pennu swyddog cyd lynu gan ddefnyddio grant Bwrw Ymlaen. Gwaith y swyddog ydy i greu llwybrau llyfn rhwng ysgolion, y colegau a'r

	Awdurdod fu'n arwain a rheoli'r gwaith hwn. Mae cyfrwng yr addysgu yn cael ei nodi ar gyfer pob cwrs. Nid yw'r prosbectws yn cynnwys y ddarpariaeth yn y gweithle.		gweithle. Tynnu sylw'r gweithle o bwysigrwydd a'r manteision o gynnal cyfleoedd Cyfrwng Cymraeg

Deilliant 5: Mwy o fyfyrwyr ag uwch sgiliau iaith yn y Gymraeg

Argymhellion Gweithgor y Cyfrifiad- Y Gymraeg yn Sir Gâr- yn ychwanegol o ganlyniad i waith Grŵp Iaith Gymraeg Sir Gâr

NOD: I gynyddu'r defnydd o'r Gymraeg o fewn y gweithle

33. Bod y Cyngor Sir yn cynnal adolygiad cynhwysfawr o swyddi'r Cyngor fesul adran er mwyn adnabod swyddi lle ddylai'r Gymraeg fod yn hanfodol. Dylid canolbwyntio yn y lle cyntaf ar swyddi sy'n darparu gwasanaeth uniongyrchol i'r cyhoedd.

39. Bod y Cyngor Sir yn sicrhau cefnogaeth a dilyniant priodol i staff o fewn y gweithle, er mwyn eu galluogi i symud ar hyd y continwwm gallu ieithyddol yn ôl y gofyn. Bydd hyn yn cynnwys y rheini sy'n dysgu am y tro cyntaf hyd at y rheini sydd eisiau gloywi eu hiaith. Dylai rheolwyr annog a chefnogi staff i ddatblygu eu sgiliau gan fonitro a chofnodi cynnydd a defnydd o'r Gymraeg yn y gweithle fel rhan o'r broses arfarnu staff.

NOD: I brif ffrydio datblygiad yr iaith Gymraeg fel rhan ganolog o unrhyw gynlluniau datblygu economaidd o fewn Sir Gaerfyrddin.

45. Bod y Cyngor Sir, trwy'r Rhwydwaith 14-19 yn datblygu cyfleoedd profiad gwaith a phrentisiaethau cyfrwng Cymraeg o fewn y gweithle i bobl ifanc gan gynyddu'r galw a'r gallu i'r sector breifat, gyhoeddus a gwirfoddol i weithredu yn ddwyieithog.

46. Bod y Cyngor Sir yn gweithio gyda Gyrfa Cymru trwy'r Rhwydwaith 14-19 i hyrwyddo anghenion y sector breifat o ran sgiliau dwyieithog.

NOD: I gynyddu ystod y cyfleoedd i ddefnyddio'r Gymraeg yn ein cymunedau, yn enwedig ar gyfer plant a phobl ifanc er mwyn atgyfnerthu'r iaith y tu allan i furiau'r ysgol.

56. Bod y grŵp gweithredu strategol yn sicrhau ei fod yn datblygu cyfleoedd cymunedol cyfrwng Cymraeg a fydd yn cefnogi ac yn atgyfnerthu'r cwricwlwm addysgol.

57. Bod y Cyngor Sir yn cynyddu darpariaeth cyfrwng Cymraeg o fewn ei wasanaeth ieuenctid ac yn cefnogi staff o fewn y gwasanaeth i ddatblygu eu sgiliau i weithio trwy gyfrwng y Gymraeg.

58. Yn unol ag argymhellion y Grŵp Gorchwyl a Gorffen ar Glybiau Ieuenctid (Ionawr 2014) blaenoriaethu cynyddu darpariaeth trwy gyfrwng y Gymraeg fel rhan o'r ymagwedd strategol newydd drwy gomisiynu rhai sefydliadau sy'n darparu gwasanaeth ieuenctid agored trwy gyfrwng y Gymraeg.

65. Bod y Cyngor Sir yn cydweithio'n agosach gyda Theatr Genedlaethol Cymru er mwyn cynnig cyfleoedd cymunedol cyfrwng Cymraeg;

66. Bod y Cyngor Sir yn denu a hyrwyddo perfformiadau Cymraeg a dwyieithog o fewn eu theatrau sirol.

A. Amcan	B. Perfformiad cyfredol	C. Targedau	Ch. Cynnydd
Gwella gwaith sgiliau llythrennedd Cymraeg.	Cydymffurfio gyda Strategaeth Llythrennedd Sir Gaerfyrddin. **Bwriad 1**: ***Holl ysgolion Sir Gaerfyrddin yn parhau i godi cyraeddiadau pob disgybl er mwyn sicrhau eu bod i gyd yn cyflawni eu potensial.*** **Ein nod yw i:** • gefnogi a herio safon y dysgu ac addysgu er mwyn gwella ansawdd gwaith disgyblion unigol a holl ysgolion yr awdurdod lleol; • datblygu a chefnogi arweinyddion system llythrennedd Cymraeg; • hyrwyddo rhannu arfer da ar draws yr Awdurdod Lleol, ERW ac o fewn teuluoedd; • cynorthwyo wrth ddatblygu a chefnogi Cymunedau Dysgu Proffesiynol ar draws yr Awdurdod Lleol; • canolbwyntio ar ddatblygu sgiliau i bob dysgwr yn unol â'r Fframwaith Sgiliau 3-19 gan roi arweiniad ar addysg ddatblygiadol; • rhoi arweiniad a chymorth i ddatblygu dysgwyr annibynnol; • trefnu a chefnogi cyfarfodydd traws gyfnod o fewn ysgolion, ar draws teuluoedd i hybu dilyniant a chynnydd; • codi ymwybyddiaeth a hyfforddiant ar gyfer defnydd o Dechnoleg Gwybodaeth i wella safonau; • sicrhau bod systemau effeithiol wedi eu gosod er mwyn asesu, tracio, recordio a chymedroli a safonau. **Bwriad 2: *I gynorthwyo ysgolion Sir Gaerfyrddin ar y matrics Fframwaith Cymorth a Her sydd fwyaf angen codi safonau llythrennedd Cymraeg.*** **Ein nod yw i:**	Targedi ysgolion sydd fwyaf angen codi safonau llythrennedd Cymraeg.	Adroddiad data ar gael.

	• darparu hyfforddiant arbennig a chefnogaeth i'r ysgolion a enwir. **Bwriad 3: *I sicrhau fod disgyblion isel eu cyrhaeddiad yn llwyddo i symud ymlaen tuag at safon llythrennedd fydd yn eu galluogi i elwa ar gyfleodd addysgiadol a dod yn aelodau cyfrifol sy'n cyflawni eu potensial.*** **Ein nod yw i:** • estyn cyngor i ysgolion ar sut i gefnogi grwpiau bydd angen cymorth gyda llythrennedd Cymraeg; • cynnig cyngor ynglŷn ag hyfforddiant a pharatoi rhaglenni ymyrru'n gynnar; • cynnig arweiniad i ysgolion ar ffyrdd i gymell rhieni i gefnogi eu plant. **Bwriad 4: *I ddatblygu a meithrin agweddau hunan arfarnu beirniadol.*** **Ein nod yw i:** • cefnogi ysgolion yn y broses o hunan arfarnu i sicrhau datblygu arfer da mewn llythrennedd Cymraeg; • weithio gydag ysgolion/teuluoedd i adnabod, cefnogi a meithrin arweinwyr system; • weithio gydag ysgolion/teuluoedd i gefnogi a meithrin Cymunedau Dysgu Proffesiynol effeithiol. **Bwriad 5: *I weithio gydag ysgolion a darparwyr addysg i godi ymwybyddiaeth y teulu a'r gymuned eang i fynd i'r afael ag anfanteision economaidd cymdeithasol sydd yn rhwystro cynyddu safonau yn y Gymraeg.*** **Ein nod yw i:** • gydweithio gyda rhieni/gofalwyr i'w galluogi i helpu datblygiad llythrennedd Cymraeg eu plant yn y cartref a'r ysgol;	Parhau i gynnal hyfforddiant ar gyfer rhaglenni ymyrryd fel Llythrennau a Synau, Dyfal Donc. Datblygu a meithrin hunan arfarnu beirniadol. Parhau i weithio gydag ysgolion a darparwyr addysg i godi ymwybyddiaeth y teulu a'r gymuned eang i fynd i'r afael ag anfanteision economaidd cymdeithasol sydd yn rhwystro cynyddu safonau yn y Gymraeg.	

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gydweithio gyda'r Mentrau Iaith i helpu ysgolion i ddatblygu ysgolion fel canolfannau dysgu o fewn eu cymuned.

Bwriad 6- Pob dysgwr yn mwynhau profiadau creadigol newydd

Ein nod yw i:

annog pob ysgol/teulu i barhau i weithio'n agos gyda Llyfrgelloedd, Amgueddfeydd, Theatr Mewn Addysg.

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<tr>
<td>Gwella darpariaeth a safonau Cymraeg laith Gyntaf.</td>
<td>
Canran o ddisgyblion diwedd y Cyfnod Sylfaen sy'n cyrraedd Deilliant 5 mewn laith, Llythrennedd a Chyfathrebu mewn lleoliadau cyfrwng Cymraeg (ysgolion Cyfrwng Cymraeg, Trawsnewidiol a Dwy Ffrwd):

<table>
<tr><th>Blwyddyn</th><th>Cyfnod Sylfaen yn cyrraedd Deilliant 5 Cymraeg</th><th>Cyfartaledd rhanbarth</th><th>Cyfartaledd Cymru</th></tr>
<tr><td>2012</td><td>85.40%</td><td>84.50%</td><td>85.93%</td></tr>
<tr><td>2013</td><td>86.2%</td><td>86.6%</td><td>86.2%</td></tr>
<tr><td>2014</td><td>89.2%</td><td>90.2%</td><td>89.2%</td></tr>
<tr><td>2015</td><td>91.4%</td><td>92.2%</td><td>91.4%</td></tr>
</table>

Canran o ddisgyblion diwedd CA2 sy'n cyrraedd L4+ :

<table>
<tr><th>Blwyddyn</th><th>CA2 yn cyrraedd L4+ Cymraeg</th><th>Cyfartaledd rhanbarth</th><th>Cyfartaledd Cymru</th></tr>
<tr><td>2010</td><td>75.1%</td><td>80%</td><td>81%</td></tr>
<tr><td>2011</td><td>80.5%</td><td>82%</td><td>82%</td></tr>
<tr><td>2012</td><td>83%</td><td>87%</td><td>84%</td></tr>
<tr><td>2013</td><td>84.5%</td><td>85.8%</td><td>86.7%</td></tr>
</table>
</td>
<td>
Targed i godi'r canran:

<table>
<tr><td>2015</td><td>92%</td></tr>
<tr><td>2017</td><td>93%</td></tr>
</table>

Hyrwyddo dilyniant o raglen Llythrennau a Synau yn y Cyfnod Sylfaen fel rhan o brosiect codi safonau Sir Gâr

Codi'r canran:

<table>
<tr><td>2015</td><td>89%</td></tr>
<tr><td>2017</td><td>90%</td></tr>
</table>
</td>
<td>
0.6% o dan y targed
Parhau i hyrwyddo dilyniant o raglen Llythrennau a Synau yn y Cyfnod Sylfaen fel rhan o brosiect codi safonau Sir Gâr

Targedu ysgolion wedi ymweliadau Ymgynghorwyr her a chynnal hyfforddiant penodol ERW

Targed 2015 heb gyrraedd o 0.4%. Parhau i dargedu a lledu arfer da wrth weithio yn sgol Donaldson o ysgol i
</td>
</tr>
</table>

2014	**84.4%**	**87.3%**	**88.1%**
2015	**88.6%**	**89.5%**	**90.5%**

Canran y disgyblion diwedd CA3 sy'n cyrraedd Lefel 5 ar gyfer asesiadau athro mewn Cymraeg:

Blwyddyn	CA3 yn cyrraedd L5+ Cymraeg	Cyfartaledd rhanbarth	Cyfartaledd Cymru
2010	**72.70%**	**78%**	**77%**
2011	**82.30%**	**84%**	**81%**
2012	**83.00%**	**86%**	**84%**
2013	**83.6%**	**86.8%**	**87.6%**
2014	**88.7%**	**90%**	**90.1%**
2015	**86.5%**	**89.2%**	**90.9%**

Canran o ddisgyblion diwedd CA4 sy'n cyrraedd graddau A*-C TGAU Cymraeg.

2011	**74.4%**
2012	**73.0%**
2013	**72.9%**
2014	**69.1%**
2015	**72.3%**

Er mwyn ceisio gwella safonau cyrhaeddiad bwriedir parhau i :

- fonitro a thargedu ysgolion wrth ddefnyddio'r Gwasanaeth Athrawon Gwella'r Gymraeg a Dwyieithrwydd yn y sector cynradd yn ogystal ag Arweinyddion System ac Arweinyddion System Cysylltiol
- cynnal archwiliad o lefelau/oed darllen Cyfnod Allweddol 2

Codi'r canran:

2015	**86%**
2017	**88%**

Codi'r canran A* - C TGAU Cymraeg:

2015	***75%***

**** Wedi diwygio'r targed yn dilyn dadansoddiad o ganlyniad 2015 a rhagolygon ar gyfer 2017.***

Parhau i fonitro data a gosod targedau.
Ymateb i ganlyniadau'r arolwg llythrennedd gan ysgol

Targed wedi ei gyrraedd- parhau i dargedu a lledu arfer da wrth weithredu syniadau Donaldson o ran cefnogaeth ysgol i ysgol, cydweithio, rhannu arfer dda a chymedroli 'n rhanbarthol.

Dal o dan y targed. Parhau i fonitro a gosod targedau. Cyd weithio ar draws y rhanbarth i rannu arfer da

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monitro prosiectau ymyrryd yn gyson
sylweddoli newidiadau yn ystadegau Cyfnodau Allweddol 3 a 4 wedi sefydlu ysgol 2B ardal Dinefwr yn 2013.
dilyn amserlen ranbarthol safoni a chymedroli llythrennedd
targedu ysgolion sydd angen cymorth ychwanegol yn ôl y matrics Fframwaith Rhanbarthol.

</td>
<td>Arweinyddion System</td>
<td></td>
</tr>
<tr>
<td>Cynyddu cyfleoedd i ddysgwyr o bob oedran i ymarfer eu Cymraeg tu allan i’r ystafell ddosbarth.</td>
<td>Mae nifer o brosiectau gan ysgolion, Mentrau Iaith, Bwrdd yr Iaith, Mudiad Meithrin, Estyn Llaw, Urdd Gobaith Cymru, Pwyllgor Ieuenctid, Clybiau Ffermwyr Ifanc a Chymraeg i Oedolion yn datblygu cyfleoedd dysgu ac addysgu ffurfiol ac anffurfiol sy’n gynhwysfawr a chynaliadwy. Maent yn atgyfnerthu ac yn gwireddu’r nod o sicrhau disgyblion rhugl dwyieithog, yn ogystal â meithrin cydweithrediad rhwng partneriaid allweddol er mwyn sicrhau parhad a dilyniant mewn cyfleoedd dysgu.

Darperir cyrsiau preswyl yr Urdd a nifer helaeth o glybiau ar ôl ysgol yn y Cyfnod Sylfaen/Cyfnodau Allweddol 2/3/4</td>
<td>Codi ymwybyddiaeth ysgolion o’r cyfleoedd datblygu defnydd anffurfiol o’r Gymraeg yn dymhorol.</td>
<td>Cyd weithio gyda’r Mentrau Iaith ac AGGaD trwy’r Siarter Codi Caerau</td>
</tr>
<tr>
<td>Gwella darpariaeth a safonau Cymraeg Ail Iaith.</td>
<td>Canran y disgyblion diwedd CA2 sy’n cyrraedd o leiaf L4 mewn Cymraeg Ail Iaith:

<table>
<tr><td>2011</td><td>58.4%</td></tr>
<tr><td>2012</td><td>51.4%</td></tr>
<tr><td>2013</td><td>61.1%</td></tr>
<tr><td>2014</td><td>69.1%</td></tr>
<tr><td>2015</td><td>72.3%</td></tr>
</table>

Wrth gymedroli Clwstwr Cyfnod Allweddol 2/3 ar godi safonau Cymraeg Ail Iaith ar draws ysgolion nodir y pwyntiau yma:

Ail ystyriwyd y Cynlluniau Gwaith Ail Iaith er mwyn sicrhau bod y tasgau a osodwyd yn ddigon heriol i ganiatáu tystiolaeth ar lefelau 4/5;

</td>
<td>Parhau i godi’r canran o ddisgyblion sy’n cyrraedd o leiaf Lefel 4 mewn Cymraeg Ail Iaith ar ddiwedd CA2:

<table>
<tr><td>2015</td><td>64%</td></tr>
<tr><td>2017</td><td>75%</td></tr>
</table>

* Wedi cynyddu’r targed yn dilyn dadansoddiad o ganlyniad 2015 a rhagolygon ar gyfer 2017.</td>
<td>Targedau wedi cyflawni

Cymedroli ar draws y sir a chymedroli ar draws ERW. Lansio Siarter Ail Iaith i godi ymwybyddiaeth yn 2016</td>
</tr>
</table>

	• Dilyniant a pharhad drwy'r ysgol o ran y patrymau iaith a gyflwynir; • Angen disgwyliadau uchel o ran yr athrawon; • Angen gwell dealltwriaeth o'r disgrifiadau lefel Ail Iaith –Llafar, Darllen ac Ysgrifennu; • Codwyd statws y Gymraeg fel Ail Iaith yn yr ysgolion cyfrwng Saesneg; • Pwysigrwydd safoni a chymedroli ar draws ysgolion, teulu, Awdurdod Lleol ac ERW. **Canran y disgyblion diwedd Cyfnod Allweddol 3 sy'n cyrraedd Lefel 5 mewn Cymraeg Ail Iaith:** **2010 52.9%** **2011 61.8%** **2012 63.5%** **2013 70.6%** **2014 76.6%** **2015 80.9%** Cynnydd sylweddol dros gyfnod. **Canran y disgyblion diwedd Cyfnod Allweddol 4 sy'n cyrraedd graddau A*-C mewn TGAU Cymraeg Ail Iaith Cwrs Llawn**: **2010 67.7%** **2011 69.7%** **2012 67.0%** **2013 69.8%** **2014 78.2%** **2015 79.5%**	Parhau i godi'r canran o ddisgyblion sy'n cyrraedd o leiaf Lefel 5 mewn Cymraeg Ail Iaith ar ddiwedd CA3: **2015 72%** **2017 85%** **** Wedi cynyddu'r targed yn dilyn dadansoddiad o ganlyniad 2015 a rhagolygon ar gyfer 2017.*** Parhau i godi'r canran o ddisgyblion sy'n cyrraedd graddau A*-C mewn TGAU Cymraeg Ail Iaith Cwrs Llawn ar ddiwedd CA4:	Targed wedi cyflawni Adlewyrchiad o'r mewnbwn gan AGGAD a'r cyd weithio rhwng y Cynradd ac Uwchradd ar draws ERW O fewn cyrraedd y targed- sicrhau cynnal y safonau ail iaith gan sicrhau cynnydd ym mamiaith yn ogystal.

	Canran y disgyblion diwedd Cyfnod Allweddol 4 sy'n cyrraedd graddau A*-C mewn TGAU Cymraeg Ail Iaith Cwrs Byr – **2010 77%** **2011 69%** **2012 0%** **2013 0%** **2014 0%** **2015 0%**	**2015 80%** **2017 82%** **** Wedi cynyddu'r targed yn dilyn dadansoddiad o ganlyniad 2015 a rhagolygon ar gyfer 2017.*** Cynnal y canrannau Cymraeg Ail Iaith wrth sicrhau codi canrannau Cymraeg Iaith Gyntaf Parhau i sicrhau nad oes disgyblion yn sefyll Cymraeg Ail Iaith Cwrs Byr.	
Cynyddu cyfleoedd i ddysgwyr o bob oedran i ymarfer eu Cymraeg tu allan i'r ystafell ddosbarth.	Datblygir defnydd achlysurol o'r Gymraeg mewn ysgolion Cyfrwng Saesneg cynradd: • Targedir athrawon prin eu Cymraeg gan Athrawon Gwella'r Gymraeg a Dwyieithrwydd a'u hyfforddi ar lawr y dosbarth; • Dilyniant cyrsiau sabothol; • Hyfforddi i ddefnyddio pecynnau ar gyfer defnydd achlysurol o'r Gymraeg gan gynnwys gemau ac iaith y buarth; • Cyrsiau i oedolion yn seiliedig ar iaith achlysurol y dosbarth; • Rhaglenni gwobrwyo defnydd achlysurol ar lawr y dosbarth ac o gwmpas yr ysgol; • Cyd weithio gyda phwyllgorau Ieuenctid; • Cyd-greu posteri iaith ar gyfer defnydd achlysurol; • Eisteddfodau; • Cyngherddau; • Clybiau;	Yn flynyddol, cynyddu'r nifer o athrawon sy'n defnyddio'r iaith yn achlysurol naturiol yn yr ysgol. Creu awyrgylch ac ethos Cymraeg a Chymreig yn ddyddiol.	Siarter Iaith Sir Gar 'Codi Caerau' yn gerbyd i gynyddu cyfleoedd i ddisgyblion, staff a rhieni i ddefnyddio'r Gymraeg tu allan i'r ystafell ddosbarth. Adnabod a recriwtio athrawon a chynorthwywyr dysgu ar gyfer y Cyrsiau Sabothol lefelau Mynediad, Sylfaen ac Uwch.

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- Teithiau addysgol;

Mae yna nifer o brosiectau gan y Mentrau Iaith a Bwrdd yr Iaith mewn ysgolion cynradd ac uwchradd yr awdurdod lleol e.e. ‘Blas ar Gymru’ ar gyfer hwyrddyfodiaid a’u teuluoedd.

Ar gyfer disgyblion uwchradd disgwylir bod digwyddiadau ar lefel clwstwr neu yn draws sirol a drefnir gan yr Awdurdod ac ysgolion yn cael eu cynnal yn ddwyieithog lle mae cyfle i ddisgyblion di-gymraeg a dysgwyr i glywed y Gymraeg yn cael ei defnyddio. Bydd hyn yn cynnwys digwyddiadau yn ymwneud â’r fforwm ieuenctid, addysg iechyd, cyffuriau, gyrfau, ac ati. Yn yr un modd disgwylir bod ymwelwyr ag ysgolion yn defnyddio’r Gymraeg ar bob cyfle posibl ac yn hyrwyddo'r manteision o addysg ddwyieithog.
</td>
<td></td>
<td>AGGaD yn ***cyfrannu*** arbenigedd iaith a methodoleg yn ystod cyrsiau.

Cefnogi ymarferwyr nôl yn eu hysgolion

Cyflwyno sesiynau blynyddol ar fethodolegau cyflwyno Ail iaith i fyfyrwyr ail flwyddyn y cwrs BAdd</td>
</tr>
<tr>
<td>Cynyddu cofrestriadau Cymraeg Safon Uwch Cymraeg a Chymraeg Ail laith fel canran o gofrestriadau TGAU Cymraeg a Chymraeg Ail laith.</td>
<td>
Y canran o ymgeiswyr TGAU Cymraeg sy’n mynd ymlaen i astudio Safon Uwch:
<table>
<tr><td>2010</td><td>7.0%</td></tr>
<tr><td>2011</td><td>7.0%</td></tr>
<tr><td>2012</td><td>4.5%</td></tr>
<tr><td>2013</td><td>5.4%</td></tr>
<tr><td>2014</td><td>4.5%</td></tr>
<tr><td>2015</td><td>4.2%</td></tr>
</table>
Y canran o ymgeiswyr Cymraeg Ail laith sy’n mynd ymlaen i astudio Safon Uwch:
<table>
<tr><td>2010</td><td>4.00%</td></tr>
<tr><td>2011</td><td>3.00%</td></tr>
<tr><td>2012</td><td>3.60%</td></tr>
<tr><td>2013</td><td>2.5%</td></tr>
<tr><td>2014</td><td>3.2%</td></tr>
<tr><td>2015</td><td>2.55%</td></tr>
</table>
</td>
<td>Mae’r mater hwn yn creu consyrn i ni yn Sir Gar ond credwn ei fod yn adlewyrchu’r sefyllfa ar draws Cymru.
<table>
<tr><td>2015</td><td>6%</td></tr>
<tr><td>2017</td><td>6%</td></tr>
</table>
Er hynny ein nod yw cynyddu’r garfan o ymgeiswyr TGAU Cymraeg a Chymraeg Ail laith sy’n mynd ymlaen i astudio Safon Uwch.</td>
<td>Gwaith ymchwil yn digwydd i sicrhau cywirdeb data TGAU a throsglwyddo i ÔI 16- deall y rhesymau am leihad yn y nifer sy’n astudio Safon Uwch- natur y cwrs, dewis unigol...

Cyd weithio gyda choleg Sir Gâr i wella dealltwriaeth o ddata safon uwch ar draws y sir. Hyfforddiant y cyd ar draws y rhanbarth i rannu</td>
</tr>
</table>

	Byddai'n ddymunol iawn petai'r awdurdod ac ysgolion unigol yn medru cynyddu'r nifer o fyfyrwyr 16+ sydd yn dilyn Cymraeg fel pwnc arholiad iaith gyntaf neu ail iaith. Nid yw'n hawdd gwneud hyn ond ein gobaith yw y bydd hyn yn digwydd yn naturiol wrth i gynnydd yn y Gymraeg ddigwydd gyda gweithredu'r Strategaeth Cymraeg o'r Cyfnod Sylfaen hyd 19 oed dros gyfnod o amser. Yn rhannol dyma ffon fesur llwyddiant ein Strategaeth. Ar yr un pryd, yn unol â gofynion y Mesur Sgiliau a Dysgu, fe gynigir mwy o ddewis cyrsiau i blant y dyddiau hyn ac mae cystadleuaeth rhwng y pynciau i ddenu myfyrwyr yn yr oedran 16-19 yn milwrio yn erbyn y niferoedd sydd yn dilyn Cymraeg. Dylid nodi hefyd nad yw'r canran a ddangosir uchod yn ystyried y nifer o ddisgyblion sydd wedi gadael ysgolion uwchradd Sir Gaerfyrddin, gyda chymhwyster TGAU mewn Cymraeg iaith gyntaf neu ail iaith, i barhau gydag addysg ôl 16 mewn coleg. Nid yw'r wybodaeth am y rhai sydd yn dilyn Cymraeg safon uwch yn y colegau wedi ei ystyried yma.	**2015** **3%** **2017** **3%**	arferion o ysbrydoli myfyrwyr i barhau i astudio Safon Uwch.

Deilliant 6: Gwella Darpariaeth Anghenion Dysgu Ychwanegol cyfrwng Cymraeg

Argymhellion Gweithgor y Cyfrifiad- Y Gymraeg yn Sir Gâr- yn ychwanegol o ganlyniad i waith Grŵp laith Gymraeg Sir Gâr

NOD: Cynyddu darpariaeth addysg cyfrwng Cymraeg yn Sir Gâr a sicrhau dilyniant ieithyddol o'r sector meithrin ar hyd y cyfnodau allweddol i'r sector uwchradd fel y daw pob disgybl yn rhugl ac yn hyderus yn y Gymraeg a'r Saesneg.

17. Bod y Cyngor Sir yn cynnal ymgyrch farchnata barhaus i hyrwyddo addysg Gymraeg gan esbonio manteision bod yn ddwyieithog i rieni a disgyblion;

18. Bod y Cyngor Sir yn darparu hyfforddiant i lywodraethwyr cynradd ac uwchradd ar fanteision addysg Gymraeg a'r rhesymau addysgiadol, economaidd a chymunedol pam y dylid ehangu'r ddarpariaeth ar draws y sir.

A. Amcan	B. Perfformiad cyfredol	C. Targedau	Ch. Cynnydd
Gwella darpariaeth Anghenion Dysgu Ychwanegol Cyfrwng Cymraeg.	Mae'r Awdurdod Lleol wedi ymrwymo i ddarparu gwasanaeth dwyieithog i ddysgwyr Sir Gaerfyrddin. Wele ein gweledigaeth ar gyfer y gwasanaeth: *Byddwn yn gweithio gyda'n partneriaid i sicrhau bod pob plentyn a pherson ifanc yn cael y cyfle i gyflawni eu potensial, mewn amgylchedd dwyieithog, sy'n parchu ac yn gwerthfawrogi pob traddodiad diwylliant.* Byddwn yn gweithredu hyn drwy: • Cyflogi staff sy'n hyderus i weithio yn y Gymraeg a'r Saesneg; • Fe weithiwn i gefnogi datblygiad sgiliau ieithyddol y rhai sy'n llai hyderus i gyfathrebu ac ysgrifennu yn y Gymraeg. • Cefnogi athrawon a Chydlynwyr Anghenion Ychwanegol yn ein hysgolion Cyfrwng Cymraeg fel eu bod yn hyderus wrth gefnogi plant/pobl ifanc ag anghenion ychwanegol.	Erbyn Rhagfyr 2014, drwy adolygu Cytundeb Partneriaeth Ysgol/ALl pob ysgol i fabwysiadu'r egwyddor. Erbyn Rhagfyr 2014 drwy wefan yr ALl/Llawlyfrau ysgolion rhannu gwybodaeth gyda rhieni. O hyn ymlaen penodi staff gyda'r sgiliau angenrheidiol/ addas i'r lleoliad. O hyn ymlaen sicrhau staff sy'n gallu gweithio yn y Gymraeg neu'n ddwyieithog gan sicrhau bod adnoddau pwrpasol ar gael iddynt er	Ysgolion yn rhannu gwybodaeth gyda rhieni. Ysgolion wedi ymfalchïo yn y ddarpariaeth hyfforddiant a rhannu adnoddau ar draws ERW. Staff a gwasanaeth dwyieithog ar gael i ysgolion a disgyblion Sir Gar. Datblygu adnoddau dwyieithog wrth ymateb i'r newid deddfwriaeth ym ames ADY.

	• Bod addysg Gymraeg neu ddwyieithog ar gael ar gyfer yr holl ddisgyblion sydd yn yr unedau pwrpasol lle'r addysgir plant ag anawsterau dwys a bod cyfle cyfartal ar gyfer pob disgybl i dderbyn addysg a chefnogaeth yn ei iaith ddewisedig, beth bynnag fo ei anabledd. • Datblygu rhaglenni cefnogi/ymyrraeth ddwyieithog fel bod yr un adnoddau ar gyfer plant sy'n dewis mynychu ysgolion cyfrwng Cymraeg. • Gwneud arolwg o'r ddarpariaeth bresennol gan farnu'r galw am Anghenion Dysgu cyfrwng Cymraeg Gwneud arolwg o'r ddarpariaeth bresennol gan farnu'r galw am Anghenion Dysgu iaith Gymraeg drwy- • Ymgynghori gyda Phenaethiaid/ Cydlynwyr Anghenion Dysgu yn rheolaidd i fesur y galw am ddarpariaeth cyfrwng Cymraeg • Ymgynghori gyda swyddogion/staff yr adran e.e. Seicolegwyr Addysg, Swyddogion Cynnydd Disgyblion, Arweinwyr System ar feysydd i'w datblygu. • Ystyried data am ddisgyblion sydd yn y system a'r galw am ddarpariaeth arbenigol cyfrwng Cymraeg. • Ymgynghori gyda rhieni drwy'r broses Adolygiad Blynyddol/Asiantaeth SNAP. • Gweithredu cynlluniau datblygu darpariaeth Anghenion Dysgu yn Ardal Dinefwr mewn dwy ysgol Categori 2B ac un ysgol Categori 2A. • Parhau gyda'r gwaith ar lefel rhanbarthol i'r potensial o weithio ar y cyd i ddarparu gwasanaethau arbenigol lleol yn lle gorfod prynu lleoedd i blant mewn darpariaethau y tu allan i'r ardal. • Datblygu'r drefn newydd o gefnogi plant ag anghenion dysgu ychwanegol (Cynllunio Plentyn Canolog, Cynllun Datblygu Unigol, Hawl y Dysgwr) gan sicrhau fod y broses	mwyn medru darparu'r gwasanaeth. Ar bob achlysur cyflwyno/creu deunydd dwyieithog pwrpasol. Tymor yr Haf 2014- Llunio adroddiad hunan-arfarnu cynhwysfawr a fydd yn nodi sefyllfa bresennol y gwasanaeth a fydd yn cynnwys arolwg o'r ddarpariaeth bresennol e.e. gallu dwyieithog y staff Tymor yr Hydref 2014- llunio cynllun gweithredu i fynd i'r afael a'r canfyddiadau gan adeiladu unrhyw welliannau gwasanaeth i mewn i'r Cynllun Moderneiddio Ysgolion. Gweithredu'r cynlluniau a gytunwyd arnynt gan ehangu'r darpariaethau presennol a'r gallu i weithredu yn	Gweithio gyda LIC ar ddadansoddiad o'r gweithlu ADY. Darparu cyrsiau a gweithdai'n ddwyieithog i ddiwallu anghenion lleol.

	ar gael yn y Gymraeg a'r Saesneg. • Rhannu gwybodaeth gyda rhieni. • Cydweithio gyda'r amrywiol asiantaethau er cytuno ar yr egwyddor a'r darparu. • Cyflogi/hyfforddi darparwyr yn y sgiliau dwyieithog angenrheidiol. • Adeiladu i mewn i'r Cynllun Moderneiddio Ysgolion. • Parhau i weithio gydag Awdurdodau eraill ar ddatblygu gwasanaethau arbenigol ardal.	ddwyieithog.	

Deilliant 7: Cynllunio'r gweithlu a chefnogi datblygiad proffesiynol parhaus

Argymhellion Gweithgor y Cyfrifiad- Y Gymraeg yn Sir Gâr- yn ychwanegol o ganlyniad i waith Grŵp Iaith Gymraeg Sir Gâr

NOD: Cynyddu darpariaeth addysg cyfrwng Cymraeg yn Sir Gâr a sicrhau dilyniant ieithyddol o'r sector meithrin ar hyd y cyfnodau allweddol i'r sector uwchradd fel y daw pob disgybl yn rhugl ac yn hyderus yn y Gymraeg a'r Saesneg.

20. Bod y Cyngor Sir yn cydweithio gyda phob corff Llywodraethol i gynnal arolwg sgiliau iaith er mwyn ystyried anghenion ieithyddol y gweithlu ar gyfer gallu symud yr ysgol ar hyd y continwwm iaith.

NOD: I gynyddu'r defnydd o'r Gymraeg o fewn y gweithle

33. Bod y Cyngor Sir yn cynnal adolygiad cynhwysfawr o swyddi'r Cyngor fesul adran er mwyn adnabod swyddi lle ddylai'r Gymraeg fod yn hanfodol. Dylid canolbwyntio yn y lle cyntaf ar swyddi sy'n darparu gwasanaeth uniongyrchol i'r cyhoedd.

39. Bod y Cyngor Sir yn sicrhau cefnogaeth a dilyniant priodol i staff o fewn y gweithle, er mwyn eu galluogi i symud ar hyd y continwwm gallu ieithyddol yn ôl y gofyn. Bydd hyn yn cynnwys y rheini sy'n dysgu am y tro cyntaf hyd at y rheini sydd eisiau gloywi eu hiaith. Dylai rheolwyr annog a chefnogi staff i ddatblygu eu sgiliau gan fonitro a chofnodi cynnydd a defnydd o'r Gymraeg yn y gweithle fel rhan o'r broses arfarnu staff.

A. Amcan	B. Perfformiad cyfredol	C. Targedau	Ch. Cynnydd
Sicrhau cyflenwad digonol o ymarferwyr ar gyfer addysg cyfrwng Cymraeg.	Yr ydym yn cydweithio gyda chyrff llywodraethu ysgolion i geisio diwallu'r angen am ymarferwyr i ddysgu wrth sicrhau ymwybyddiaeth a dealltwriaeth o: • weledigaeth yr Awdurdod Lleol; • Cynllun Strategol Addysg Cymraeg Sir Gaerfyrddin; • Strategaeth Addysg Cyfrwng Cymraeg; • Trafodaethau gydag Arweinydd System; • Gweledigaeth y Pennaeth; • Hyfforddiant i Lywodraethwyr; • Cyflwyniadau o'r Papur Briffio Cymraeg a Dwyieithrwydd;	Does dim problemau o ran recriwtio staff sy'n siarad Cymraeg ond er mwyn sicrhau safonau uchel darperir cyrsiau gloywi iaith. Sefydlu bas data a'u diweddaru'n flynyddol.	Bas data'n fyw
Gwella sgiliau	Cynhelir archwiliadau o sgiliau ieithyddol y gweithlu yn gyson	Cydweithio i ddefnyddio	Casglu gwybodaeth sgiliau

Ieithyddol ymarferwyr. **Gwella sgiliau methodoleg ymarferwyr.**	drwy: • Holiadur Iaith am yn ail flwyddyn ar gyfer pob aelod o staff mewn ysgolion; • Arolwg i gasglu gwybodaeth am sgiliau iaith staff gan y Cyngor- Holiadur electronig E-ddysgu *Ymwybyddiaeth Iaith Gymraeg'* a ddatblygwyd i amlinellu cyfrifoldebau Deddf Iaith 1993 a Mesur y Gymraeg 2010. Fe welwch hefyd cyfeiriadau at anghenion dysgu trwy gyfrwng. Mae'r cyrsiau yn cael eu dosbarthu yn ôl yr angen ar lefel unigolyn, ysgol neu deulu o ysgolion. Adnabyddir anghenion ar gyfer hyfforddiant methodoleg ar gyfer y rhai sy'n dysgu yn y sector cyfrwng Cymraeg a dwyieithog trwy • Ymweliadau Arweinydd System; • Fframwaith Cymorth, Her ac Ymyrraeth Ranbarthol; • Gwasanaeth Athrawon Gwella'r Gymraeg a Dwyieithrwydd; • Cymunedau Dysgu Proffesiynol; • Arweinwyr System Cysylltiol; • Data; • Cynlluniau Datblygiad Proffesiynol Parhaus teulu o ddefnydd arian grantiau; • Holiaduron iaith. Darperir rhaglen Datblygiad Proffesiynol Parhaus mewn partneriaeth gydag asiantaethau megis y CBAC a'r cyrsiau Sabothol a hyn wedi selio ar anghenion a gofynion ymarferwyr wedi eu hadnabod trwy'r holiadur anghenion, cyfarfodydd rhwydwaith a chynlluniau teulu ar gyfer grant effeithiolrwydd	un holiadur i gasglu gwybodaeth sgiliau ieithyddol y gweithlu. Cynyddu'r cyd weithio rhwng cydlynwyr y Gymraeg er mwyn datblygu strategaethau a chysondeb ar draws ERW. Parhau i fonitro effaith y cyrsiau Sabothol ar lawr	ieithyddol yn flynyddol Cynnal sesiynau min nos ar gais ysgolion unigol ar *agwedd(au) o waith yr AGGaD* Sesiynau *dysgu Cymraeg*, *datblygu Dwyieithrwydd* neu *loywi iaith* ar ddiwrnodau hyfforddiant mewn swydd, yn ystod y diwrnod ysgol neu fel sesiynau min nos *Cefnogaeth iaith* i gynorthwywyr dysgu wrth eu gwaith ar lawr y dosbarth *Adnabod a recriwtio* athrawon a chynorthwywyr dysgu ar gyfer y Cyrsiau Sabothol lefelau Mynediad, Sylfaen ac Uwch AGGaD yn cyfrannu arbenigedd iaith a methodoleg yn ystod cyrsiau Cefnogi ymarferwyr nôl yn eu hysgolion Cyflwyno sesiynau blynyddol ar fethodolegau cyflwyno Ail iaith i fyfyrwyr ail flwyddyn y

	ysgolion. Bydd y cyrsiau Sabothol yn ogystal ag hyfforddiant ar lawr y dosbarth a mentora ar draws ysgolion yn hanfodol ar gyfer cynorthwyo ysgolion sy'n newid categori. Hefyd bydd cefnogaeth Cymunedau Dysgu Proffesiynol, Arweinwyr System ac ymweliadau Athrawon Gwella'r Gymraeg a Dwyieithrwydd yn allweddol. Mae'r cynllun Cymunedau Dysgu Proffesiynol ac Arweinwyr System yn hanfodol i sicrhau cynaladwyedd. Mae'r Arweinyddion System yn cael eu defnyddio'n strategol ar gyfer hyfforddiant a mentora ac yn ymateb i ofynion ac anghenion ysgolion/teulu. Defnyddir: • Data; • Fframwaith Rhanbarthol ar gyfer Cefnogaeth, Her ac Ymyrraeth a'r Matrics; • Cynllun Strategol y Gymraeg mewn Addysg; • Strategaeth Llythrennedd; • Fframwaith Arolygu Llythrennedd Rhanbarthol; • Cyfathrebu a chyd weithio. • Iaith fyw: iaith byw 2012-2017 -LlC Mae'r adroddiadau ymweliad a hyfforddiant yn sicrhau hyn. Prif nod Datblygiad Proffesiynol Parhaus ydy i godi safonau llythrennedd a llythrennedd deuol. Mae'r teuluoedd, trwy Grant Effeithiolrwydd Ysgolion yn blaenoriaethu rhaglenni ymyrryd fel Llythrennau a Synau. Gwelir hefyd nodau ac amcanion strategaeth Llythrennedd -Deilliant 5	y dosbarth. Cynlluniau ar gyfer effeithiolrwydd darpariaeth Cymraeg-targedu ardal Caerfyrddin a Llanelli. Targedir athrawon ac ysgolion Dwy Ffrwd/Cyfrwng Saesneg sydd yn symud ar hyd y continwwm gan Athrawon Gwella'r Gymraeg a Dwyieithrwydd. Parhau gyda'r cytundeb o gydweithio	cwrs BAdd

	Mae'r Awdurdod Lleol yn canfod athrawon ar gyfer Cynllun Sabothol Llywodraeth Cymru a chyrsiau iaith Gymraeg y Cynllun Sabothol. Darperir cyrsiau Cymraeg gan Athrawon Gwella'r Gymraeg a Dwyieithrwydd i adnewyddu sgiliau, rhaglenni ôl ofalaeth, cefnogi a mentora. Bydd monitro yn digwydd pan ydynt yn dychwelyd i'r dosbarth a disgwyliadau o ran codi safonau Cymraeg Ail Iaith Mae yna gytundeb rhwng Prifysgol Dewi Sant y Drindod a'r awdurdod lleol bod cynrychiolydd o'r Gwasanaeth Athrawon Gwella'r Gymraeg a Dwyieithrwydd yn rhan o dîm hyfforddi'r cyrsiau Sabothol.		
Integreiddio ystyriaethau cyfrwng Cymraeg ym mhob agwedd ar y Fframwaith Effeithiolrwydd Ysgolion.	Mae pob teulu ysgol ar draws yr awdurdod lleol yn ystyried gwella cyrhaeddiad mewn Cymraeg Iaith Gyntaf ac Ail Iaith ac mewn methodoleg cyfrwng Cymraeg/dwyieithog mewn Cymunedau Dysgu Proffesiynol. Darparwyd hyfforddiant safoni a chymedroli ar draws yr awdurdod lleol yn 2012/13. Cefnogir ysgolion trwy rannu data, rhannu arfer da a rhannu adnoddau. Ar lefel rhanbarthol ERW mae'r gwaith o gefnogi dysgu Cymraeg a Chymraeg Ail Iaith yn weithredol trwy: • Grŵp Ffocws Llythrennedd; • Hyfforddiant gan Arweinwyr System ac Arweinwyr System Cysylltiol; • Rhaglenni ymyrryd- Dyfal Donc, Llythrennau a Synau. Mae angen creu: • Diwylliant Perfformiad Uchel a chydraddoldeb; • Lleihau bwlch perfformiad mewn ysgolion a rhwng	Ehangu'r cyd weithio ac ystyried cyfnewid staff arbenigol	Mae pob teulu ysgol ar draws yr awdurdod lleol yn ystyried gwella cyrhaeddiad mewn Cymraeg Iaith Gyntaf ac Ail Iaith ac mewn methodoleg cyfrwng Cymraeg/dwyieithog mewn Cymunedau Dysgu Proffesiynol. Darparwyd hyfforddiant safoni a chymedroli ar draws yr awdurdod lleol a'r rhanbarth Bydd Y Siarter Iaith yn gyrru'r defnydd o'r Gymraeg Ffocws yn yr All ar- • Diwylliant Perfformiad Uchel a chydraddoldeb; • Lleihau bwlch perfformiad

	ysgolion; • Lleihau bwlch perfformiad rhwng bechgyn a merched; • Sicrhau y defnyddir adnoddau a Rhwydweithiau Ymarfer Proffesiynol yn effeithiol; Sefydlir Cymunedau Dysgu Proffesiynol i fynd i'r afael â: • dysgu Cymraeg a Chymraeg Ail Iaith; • gwella llythrennedd Cymraeg/llythrennedd deuol; • dysgu pynciau eraill drwy gyfrwng y Gymraeg/dwyieithog; • caffael sgiliau iaith Gymraeg yn y Cyfnod Sylfaen; • cynllunio ar gyfer defnydd anffurfiol o'r Gymraeg mewn ysgolion. Bydd Athrawon Gwella'r Gymraeg a Dwyieithrwydd yn cychwyn ar y gwaith ac yna er mwyn sicrhau cynaladwyedd bydd ôl ofalaeth ganddynt hefyd.		mewn ysgolion a rhwng ysgolion; • Lleihau bwlch perfformiad rhwng bechgyn a merched; • Sicrhau y defnyddir adnoddau a Rhwydweithiau Ymarfer Proffesiynol yn effeithiol; Sefydlir Cymunedau Dysgu Proffesiynol i fynd i'r afael â: • dysgu Cymraeg a Chymraeg Ail Iaith; • gwella llythrennedd Cymraeg/llythrennedd deuol; • dysgu pynciau eraill drwy gyfrwng y Gymraeg/dwyieithog; caffael sgiliau iaith Gymraeg yn y Cyfnod Sylfaen; • cynllunio ar gyfer defnydd anffurfiol o'r Gymraeg mewn ysgolion. Mae'r agweddau uchod wedi ymwreiddio'r ymweliadau craidd Ymgynghorwyr Her.

Adran 2: Grant y Gymraeg mewn Addysg, Datblygu'r Gweithlu a Datblygiad Proffesiynol Parhaus – ychwanegiad o ganlyniad lawnsiad ein Siarter Iaith Cyfrwng Cymraeg i Ysgolion Cynradd

Yn dilyn cytundeb y Grŵp Llywio Gwella Ysgolion sy'n cynnwys cynrychiolwyr penaethiaid a swyddogion yr Awdurdod Lleol, cytunwyd y dylai cyllid Grant y Gymraeg Mewn Addysg gael ei ddatganoli yn uniongyrchol i ysgolion uwchradd. Cytunwyd hefyd y byddai cyllid Grant y Gymraeg Mewn Addysg ar gyfer ysgolion cynradd gael ei gadw'n ganolog gan alluogi'r Gwasanaeth Athrawon Gwella'r Gymraeg a Dwyieithrwydd i arwain ar nifer o rwydweithiau arfer proffesiynol yn ogystal ag i ddarparu cymorth wedi'i dargedu ar gyfer ysgolion penodol a Datblygiad Proffesiynol Parhaus.

Darpariaeth Gwasanaeth Athrawon Gwella'r Gymraeg a Dwyieithrwydd ar gyfer codi safonau dwyieithrwydd

Codi Caerau- Siarter Iaith Sir Gâr

(Daw'r CAER o *Caer*fyrddin- enw'r sir a tharddiad y gair CAER yw'r Lladin *castrum* sy'n golygu castell neu gadarnle)

Un o amcanion y CSGA oedd datblygu siarter iaith i ysgolion Sir Gâr a oedd yn seiliedig ar siarter ysgolion Gwynedd a ariannwyd gan Lywodraeth Cymru. Nod siarter Codi Caerau Sir Gâr yw darparu fframwaith a ellir ei ddefnyddio i hyrwyddo a chynyddu'r defnydd o'r Gymraeg mewn cyd-destun cymdeithasol. Yn syml, prif fwriad Codi Caerau Sir Gâr yw annog plant a phobl ifanc Sir Gâr *i ddysgu a siarad y Gymraeg*

Dyfeisiwyd 'cymeriad' i helpu i gyflwyno'r neges i ddisgyblion cynradd. Dyma 'Celt' sy'n atgoffa plant am bwysigrwydd dysgu a siarad y Gymraeg. Byddwn yn llunio cyfres o weithgareddau yn seiliedig ar Celt - llyfrau darllen, drama, hanes lleol.

Marchnata Manteision

Deunyddiau marchnata dwyieithrwydd wedi creu– Posteri, Pamffledi, DVD Nod lyfrau, Bathodynnau, Bandiau, er mwyn:

- Hyrwyddo gwerth bod yn ddwyieithog yn Sir Gâr a Chymru.
- Cyflwyno ffeithiau sy'n seiliedig ar ymchwil.
- Cyflwyno mewn dull syml a chlir.
- Defnyddio sêr y Sir i gefnogi'r ymgyrch sef, Alex Jones a Nigel Owens.
- Cynnal sesiynau hyfforddiant ar weithredu'r Siarter.

Cwrs Cloncan- *Targedu disgyblion, athrawon a chynorthwywyr i godi safonau gyda gweithgareddau llafar, a syniadau am gemau ysgogol o'r*

Cyfnod Sylfaen hyd at ddarllen ac ymateb ac ysgrifennu 'n lled annibynnol ym Mlwyddyn 6.	
Cynllun "Medru Dweud Medru Gwneud"- *Cyfres o weithgareddau wedi eu targedu at Gyfnod Allweddol 2 yn cael eu cyflwyno yn null Pie Corbett i godi safon llafaredd a sgiliau cyfathrebu. Yn arwain at godi sgiliau gwrando, darllen a chan gynnwys y Chwe Phwrpas ysgrifennu.*	
Pecyn Drilio iaith drwy Gân- *Dysgu patrymau brawddegol a rhythm iaith drwy gân.*	
Syniadau ar sut i Fagu Hyder ac Agwedd Bositif wrth drosglwyddo o'r Cyfnod Sylfaen a Chyfnod Allweddol 2	
Cefnogi athrawon a chynorthwywyr yn y Cyfnod Sylfaen i godi safon dwyieithrwydd.	
Mathemateg drwy gyfrwng Cymraeg- *Cyfuno gwaith iaith a datblygu sgiliau ar draws y cwricwlwm drwy gyflwyno Mathemateg ar Ddatrys Problemau mewn ysgolion Cyfrwng Cymraeg.*	
Agweddau ar Wyddoniaeth- *Cyfuno gwaith iaith gan ddatblygu sgiliau ar draws y cwricwlwm drwy gyflwyno arbrofion gwyddonol mewn ysgolion Cyfrwng Cymraeg.*	
Hyfforddiant	• *Cynnal gweithdai/hyfforddiant gan enghreifftio gweithgareddau symbylus a dulliau dysgu ysgogol.* • *Gwersi Cymraeg i oedolion sy'n rhan o staff mewn ysgolion.*
Trefnu Cyrsiau Sabothol Datblygiad dwyieithrwydd ac ôl ofalaeth ar lawr y dosbarth.	
Sefydlu Clybiau Hwyl mewn ysgolion Cyfrwng Saesneg, gan adnabod sgwadiau o blant fel arweinyddion.	
Y Canolfannau Cymraeg	• *Cynllun Hwyrddyfodiaid;* *Cefnogaeth pontio Cyfnod Allweddol 3;* • *Cynllunio;* • *Cynllunio cyfleoedd asesu parhaus wrth addysgu;* • *Trafod ac arwain cynllunio sgiliau iaith yn ôl gofynion cwricwlwm.*
Gorsafoedd Iaith	• *Codi lefelau 4 a 5*
Dechrau Da a Blas ar Gymru- *Dau gynllun wedi eu targedu i godi ymwybyddiaeth rhieni o fanteision addysg ddwyieithog -cyn dechrau ysgol a wrth bontio Cyfnodau Allweddol 2/3.*	

Cynllun Datblygiadol Cyfundrefn AGGaD i ddiwallu Ysgolion Cyfrwng Saesneg ALl Sir Gâr – rhagor o wybodaeth am y cymorth a darparwyd i Ysgolion Cyfrwng Saesneg

Sefyllfa 2010-2012.

- Sefydlwyd Cynllun Cloncan;
- Targedwyd -Dechrau Cloncan (Cyfnod Sylfaen), Dal i Gloncan (Blynyddoedd 3 a 4) Mwy o Gloncan (Blynyddoedd 5 a 6);
- Crëwyd sawl pecyn arall yn ymwneud â dwyieithrwydd i'w gynnig mewn Catalog adnoddau i'r ysgolion;
- Diwallwyd pob ysgol Cyfrwng Saesneg a dwy Ffrwd yn ystod y ddwy flynedd;
- Cynhaliwyd hyfforddiant;
- Bu Arweinydd Tîm Dwyieithrwydd AGGaD yn gyfrifol am Gyrsiau Sabothol mewn cydweithrediad â Choleg Y Drindod Dewi Sant , i athrawon prin eu Cymraeg a chynorthwywyr dosbarth.

Mae Ysgolion Cyfrwng Saesneg a Dwy Ffrwd yr Awdurdod Lleol wedi eu clystyru i "Deuluoedd" ac mae'r awdurdod yn annog cydweithio yn y modd hwn. O fewn y Teuluoedd hyn, adnabu'r Athrawon Gwella'r Gymraeg a Dwyieithrwydd ysgolion sydd ymhell oddi wrth ei gilydd ar y continwwm ieithyddol a byddwn yn targedu yn benodol i godi safonau a symud ysgolion - nid o reidrwydd yn yr un Teulu, ond â'r un gofynion ieithyddol, i'w datblygu ymhellach mewn dwyieithrwydd. Dyma fydd y flaenoriaeth, ond bydd cefnogaeth yn parhau yn holl ysgolion Cyfrwng Saesneg yr Awdurdod Lleol.

Cynnal ***Gweithdai Cymraeg a Chymraeg Ail Iaith*** blynyddol er mwyn cyflwyno gwybodaeth am gynlluniau a datblygiadau newydd, modelu arfer dda a rhannu adnoddau gydag athrawon

Cynllun Tymor Byr 2 flynedd- targedu Ysgolion sydd ymhellach ymlaen ar y continwwm ieithyddol

1. Cyflwyno Datganiad Dwyieithrwydd i bob ysgol a'u hannog i adnabod eu lle ar y Continwwm Iaith;
2. Trafod gyda'r ysgolion targed ar sut i symud ymlaen drwy arweiniad;
3. Argymell Cynllun Iaith Hyfforddiant Athrawon Dosbarth sy'n clymu wrth…
4. Y Cwrs Sabothol
5. Cynllun Hyfforddiant gweinyddesau a chynorthwywyr fydd yn arwain at…
6. Modelu gwersi ar lawr dosbarth.

Drwy sianelu egni Athrawon Gwella'r Gymraeg a Dwyieithrwydd ar yr uchod medr yr ysgolion hyn gyflwyno Cynllun Cloncan yn annibynnol. Bydd y Cyflwyno, y Trafod a'r Argymell yn digwydd mewn grwpiau, clystyrau mewn un Canolfan.

Bwriedir trefnu Canolfan Symudol at weithio- stafell bwrpasol Dwyieithrwydd mewn ysgol ganolog i'r ysgolion targed ar y pryd , a bydd cyfres o Ddyddiau Agored a Nosweithiau Datblygu wedi eu clustnodi am gyfnod ymestynnol.

Bydd gwaith y Ganolfan yn ddatblygiadol:

- drwy gyd-weithio ag Adrannau Cymraeg a Dwyieithog Ysgolion Uwchradd y Teuluoedd bwriedir hwyluso Pontio Blwyddyn 6 a 7;
- drwy gydweithio bwriedir cyflymu datblygiad a chodi safonau yn gyson.

Bydd y grŵp hwn o ysgolion yn derbyn Cynllun Datblygiadol ar y defnydd o Iaith Achlysurol fydd yn rhoi i'r ysgolion batrymau iaith ddilyniannol a gweithredol.

Dechrau cyd-weithio gydag Adrannau Cymraeg Dwyieithog i sefydlu-

- Grwpiau trochi;
- Grwpiau pontio;
- Hyfforddiant parhaus athrawon a gweinyddesau.

Gorsafoedd iaith: eto'n seiliedig ar agweddau o hanes Cymru ac yn datblygu sgiliau ysgrifennu ymestynnol disgyblion Bl5. Wythnos o gwrs; disgyblion Bl5 o sawl ysgol-

- l gyda'i gilydd; 3 gorsaf mewn teulu o ysgolion; 2 AGGaD yn cyd-gyflwyno
- Cynllun ***Pontio Cynradd-Uwchradd*** a dreialwyd yn ysgolion Bro Dinefwr.

Atodiad 3: Niferoedd a chanrannau'r disgyblion sy'n mynychu lleoliadau cyfrwng Cymraeg nas cynhelir a gyllidir sy'n darparu'r cyfnod sylfaen sy'n trosglwyddo i ysgolion cyfrwng Cymraeg a dwyieithog- DATA DIWEDDARAF

Atodiad 4 : niferoedd a chanrannau'r disgyblion mewn ysgolion cynradd Cymraeg a dwyieithog sy'n trosglwyddo i ysgolion uwchradd Cymraeg

Cyfanswm y disgyblion mewn ysgolion cynradd Cymraeg a dwyieithog	Cyfanswm y disgyblion sy'n trosglwyddo i ysgolion uwchradd Cymraeg	Canran y disgyblion sy'n trosglwyddo i ysgolion uwchradd Cymraeg a dwyieithog
Carfan Bl6 2010 = **863**	**789**	**91.4%**
Carfan Bl6 2012 = **1035**	**952**	**92%**
Carfan Bl6 2013 =**1073**	**1005**	**93.7%**
Carfan Bl6 2014 = **1057**	**967**	**91.8%**
Carfan Bl6 2015 = 1127	***960***	***85.25%***

****Darn o waith dadansoddol yn cael ei wneud ar y lleihad yn nifer y plant sy'n trosglwyddo o addysg Gymraeg cynradd i addysg Gymraeg Uwchradd.***

Atodiad 4: Cyraeddiadau a pherfformiad mewn Cymraeg Ail laith

Cyfnod Allweddol 2 Asesiadau athro mewn Cymraeg Ail laith ar ddiwedd Cyfnod Allweddol 2	**Nifer y disgyblion**	**Canran y disgyblion**	**Canran sy'n cyrraedd Lefel 4**
2011	**1,877**	**49%**	**58.9%**
2012	**1,779**	**42%**	**51.4%**
2013	**1,862**	**49.2%**	**61.1%**
2014	**895 allan o 1868**	**47.9%**	**67.4%**
2015	**818 allan o 1767**	**46.3%**	**65.4%**

Cyfnod Allweddol 3 *Disgyblion Blwyddyn 9 sy'n cael asesiad athro mewn Cymraeg Ail laith ar ddiwedd Cyfnod Allweddol 3*	**Nifer y disgyblion**	**Canran y disgyblion**	**Canran sy'n cyrraedd Lefel 5**
2012	**1289 allan o 2021**	**63.7%**	**67%**
2013	**1257 allan o 1983**	**63.3%**	**71%**
2014	**1198 allan o 1959**	**61.2%**	**76.6%**
2015	**1081 allan o 1926**	**56.1%**	**80.9%**

Atodiad 5: Acronym

CS	Cyfnod Sylfaen
CA2	Cyfnod Allweddol 2
CA3	Cyfnod Allweddol 3
CA4	Cyfnod Allweddol 4
ADY	Anghenion Dysgu Ychwanegol
ALl	Awdurdod Lleol
AGGaD	Athrawon Gwella'r Gymraeg a Dwyieithrwydd
FEY	Fframwaith Effeithiolrwydd Ysgolion
LlC	Llywodraeth Cymru
ERW	Ein Rhanbarth ar Waith
TWF	Twf
AS	Arweinwyr System
ASC	Arweinwyr System Cysylltiol
CDP	Cymunedau Dysgu Proffesiynol
TG	Technoleg Gwybodaeth
DPP	Datblygiad Proffesiynol Parhaus
GEY	Grant Effeithiolrwydd Ysgolion
GyGMA	Grant y Gymraeg mewn Addysg

Atodiad 6: Categorïau Ysgolion Uwchradd – ychwanegol – er gwybodaeth ac eglurdeb

Categori	Cwricwlwm	Iaith yr Ysgol	Canlyniadau
Cyfrwng Cymraeg 1 **CC**	Addysgir pob pwnc heblaw Saesneg trwy gyfrwng yr iaith Gymraeg i bob disgybl. Gall rhai ysgolion gyflwyno terminoleg Saesneg mewn un neu ddau o bynciau.	Cymraeg yw iaith cyfathrebu gyda disgyblion a gwaith pob dydd yr ysgol. Mae'r ysgol yn cyfathrebu gyda rhieni yn y ddwy iaith.	Bydd yr asesu yn CA3 a CA4 trwy gyfrwng yr iaith Gymraeg ym mhob pwnc heblaw Saesneg neu ieithoedd eraill. Bydd disgyblion yn gallu mynd ymlaen i ddarpariaeth ôl-16 Cyfrwng Cymraeg.
Dwyieithog **2A** **2B** **2C** **2CH**	**Mae 4 o israniadau i'r categori hwn yn ôl y pynciau a addysgir trwy gyfrwng yr iaith Gymraeg ac a oes darpariaeth gyfochrog yn Saesneg.** Addysgir o leiaf 80% o'r pynciau (heblaw Saesneg a Chymraeg) trwy gyfrwng yr iaith Gymraeg yn unig i bob disgybl. Addysgir un neu ddau o bynciau i rai disgyblion yn Saesneg neu'r ddwy iaith. Addysgir o leiaf 80% o'r pynciau (heblaw Saesneg a Chymraeg) trwy gyfrwng yr iaith Gymraeg ond addysgir hwy hefyd trwy gyfrwng Saesneg. Addysgir 50-79% o'r pynciau (heblaw Saesneg a Chymraeg) trwy gyfrwng yr iaith Gymraeg ond addysgir hwy hefyd trwy gyfrwng Saesneg. Addysgir pob pwnc (heblaw Saesneg a Chymraeg) i bob disgybl yn y ddwy iaith.	Penderfynir iaith neu ieithoedd pob dydd yr ysgol trwy ei chyd-destun ieithyddol. Defnyddir y ddwy iaith i gyfathrebu gyda disgyblion a gweinyddu'r ysgol. Rhoddir blaenoriaeth fawr i greu ethos Cymraeg. Mae'r Ysgol yn cyfathrebu gyda rhieni yn y ddwy iaith.	Ar gyfer disgyblion yn 2A, 2B a 2C sy'n dilyn y nifer fwyaf o gyrsiau trwy gyfrwng yr iaith Gymraeg, byddai'r asesu yn CA3 a CA4 trwy gyfrwng yr iaith Gymraeg yn y pynciau hynny ac y byddent yn gallu symud ymlaen i ddarpariaeth ôl-16 trwy gyfrwng yr iaith Gymraeg mewn pynciau a ddewisir.

Categori	Cwricwlwm	Iaith yr Ysgol	Canlyniadau
Saesneg gyda defnydd sylweddol o Gymraeg **SC**	Addysgir yn y ddwy iaith gan addysgu 20-49% o'r pynciau trwy gyfrwng y Gymraeg. Byddai pob pwnc yn cael ei ddysgu fel arfer hefyd trwy gyfrwng y Saesneg.	Penderfynir iaith neu ieithoedd pob dydd yr ysgol trwy ei chyd-destun ieithyddol. Defnyddir y ddwy iaith i gyfathrebu gyda disgyblion a gweinyddu'r ysgol. Rhoddir blaenoriaeth fawr i greu ethos Cymraeg. Mae'r Ysgol yn cyfathrebu gyda rhieni un ai yn y ddwy iaith neu yn y Saesneg.	Gellid asesu disgyblion sy'n cymryd dewisiadau cyfrwng Cymraeg trwy gyfrwng yr iaith Gymraeg yn y pynciau hynny ar bob lefel a byddent yn gallu symud ymlaen i astudio ôl-16 trwy gyfrwng yr iaith Gymraeg yn y pynciau hynny.
Ysgol cyfrwng Saesneg **CS**	Addysgir disgyblion yn bennaf trwy gyfrwng Saesneg. Gellid addysgu Cymraeg a addysgir yn ail iaith hyd at CA4 (gallai gynnwys Cymraeg yn iaith gyntaf) trwy gyfrwng yr iaith Gymraeg neu drwy ddefnyddio'r ddwy iaith.	Saesneg yw iaith bob dydd yr ysgol, ond mae rhywfaint o gyfathrebu yn Gymraeg gyda'r disgyblion, gyda'r nod o wella eu gallu i ddefnyddio Cymraeg bob dydd. Mae'r ysgol yn cyfathrebu gyda rhieni un ai yn y ddwy iaith neu yn y Saesneg.	Gellid asesu unrhyw ddisgyblion sy'n cymryd dewisiadau cyfrwng Cymraeg trwy gyfrwng yr iaith Gymraeg yn y pynciau hynny ar bob lefel a byddent yn gallu symud ymlaen i astudio ôl-16 trwy gyfrwng yr iaith Gymraeg yn y pynciau hynny. Byddai'r rhan fwyaf o'r disgyblion yn cael eu hasesu yn Saesneg ac yn symud ymlaen i astudio ôl-16 trwy gyfrwng y Saesneg.

Mae’r dudalen hon yn wag yn fwriadol

taith at ddwy

IAITH

SIRGÂR

CONSULTATION REPORT

Carmarthenshire's Welsh in Education Strategic Plan

Appendix A

List of Respondents to the Consultation Document

Carmarthenshire's Welsh in Education Strategic Plan

Observation Received List

Number	Position/Category of Respondent
1.	Parent
2.	Parent
3.	County Councillor
4.	Parent
5.	Parent
6.	Parent
7.	County Councillor
8.	Welsh Language Organisation
9.	Unknown
10.	Parent
11.	Parent
12.	Parent
13a	Parents/ Members of Governing Body
13b	Parent/ Member of Governing Body
13c	Parent/ Members of Governing Body
13d	Parent/ Members of Governing Body

Appendix B

Observations/Themes and LA response

	Observation/Theme	Local Authority Response
	In opposition	
1	**Issue of parental choice/not compliant with legislation/ UNRC- the lack of choice is unacceptable**	The Local Authority has a responsibility to provide all pupils with the best education possible and the Local Authority believes that providing a bilingual education is best for all pupils. The aim of Carmarthenshire's Welsh in Education Strategic Plan 2014-2017 is to ensure "that every pupil who receives education in Welsh/bilingual medium schools can speak, read and write Welsh fluently by the end of KS2." The best way to create confident, bilingual individuals is through immersing pupils in the Welsh language. We do not agree with the response in respect to choice. We believe that we are compliant with the law and that the respondent has applied too broad an interpretation of "parental choice", as the law does not give parents, the absolute right to have their children educated through whatever linguistic medium they choose. The Local Authority is of the view that the availability of education in one of the national languages is sufficient to fulfil the duty under Article 2 of the UNRC.
2	**Issue of standards and learning through Welsh**	There is no evidence that standards of education through the medium of Welsh are not equivalent to the standards of education through the medium of English. It is challenging to compare schools as they have different cohort sizes, learners from different backgrounds and different levels of challenge. In respect to the Level 2 Inclusive indicator it could be argued that Welsh Medium secondary schools achieve better results than the other schools. **2015/16 Level 2i** Welsh Medium- 72.8%, Bilingual- 60.3%, English Medium- 57.4%
3	**How can parents support with homework, get involved in their education**	This is a fair point however there are examples of Welsh medium schools who work hard to successfully ensure that all parents understand their child's work and are able to support their learning. e.g. • Open door policy where teachers translate the work for parents and provide an explanation of what is required at that time e.g. either before or after school • Homework is provided bilingually when needed. • Welsh lessons are provided to parents • A homework club is held after school to provide support for pupils who require help with their homework. • After school activities are held bilingually. • Older pupils have skills which enables them to explain the homework to their parents.

		• Using online translation tools. • Asking a Welsh speaking friend/family member/neighbour for help. **ACTION- LA to work with schools to produce a 'Good Practice/guidance document for engaging all parents'.**
4	**Happy for children to be taught through Welsh in the primary level but not in secondary.**	The LA is of the view that in order to develop to be fully and competently bilingual a learner needs to continue with a Welsh/bilingual education into Key Stage 3 studying at least 5 subjects through the medium of Welsh until the end of Year 9.
5	**Lack of consultation initially and if interested parties have now been consulted.**	The LA was of the view that there was no requirement to consult on the revised Welsh in Education Strategic Plan. Officers considered '*The Welsh in Education Strategic Plans and Assessing Demand for Welsh Medium Education (Wales) Regulations 2013'* which cited that *'During the conduct of such a review the local authority must consult such persons as they consider appropriate'*. As there had been regular discussions in regard to the WESP with schools, the Council's Welsh Language Advisory Panel and the Welsh in Education Forum we believed that was appropriate. However, Part 4 of the *School Standards and Organisation (Wales) Act 2013* states that- *In preparing a Welsh in education strategic plan or revised plan, a local authority must consult*. Once officers were aware of this requirement a consultation was undertaken and an extended timescale, as advised by Welsh Government, was agreed.
6	**Issue of ALN and acquisition of two languages**	All pupils with additional learning needs have specific individual plans based on their needs and the agreed support is provided. In the majority of cases an additional learning need is not a barrier to learning two or more languages as there is much flexibility built into the delivery of the curriculum to enable pupils to succeed. It is our experience that the vast majority of pupils with a wide range of additional learning needs and abilities are successful in all of our schools irrespective of the language of instruction. We recognise the many benefits of bilingualism and are of the view that learning more than one language supports the development of cognitive skills e.g. cognitive control, phonological awareness, memory, comparison and non-verbal problem solving. Learning two languages also supports the gaining of understanding of differences in language structures, develops confidence in learning new languages and supports the gaining of learning skills early that are transferable across subject areas which support good

		learning. We are of the view that in the majority of cases an additional learning need is not a barrier to learning two languages but recognise that the expectations for level of proficiency in each language need to be approached realistically. In exceptional cases only will there be a recommendation for monolingual provision.
7	**Many ALN assessment tools are only available in English and how will LA ensure that children with 'protected characteristics' are not discriminated against.** **Ability of learners with ALN being able to receive services in the language which they are most comfortable.**	We are fortunate in Carmarthenshire in having a bilingual team of Additional Learning Needs Coordinators, Advisory Teachers and Education and Child Psychologists who can provide a bilingual service to learners and schools. We are confident that we can meet the needs of our learners and provide advice, guidance and assessments through the medium of Welsh and English. As part of the Welsh Government's ALN Reform agenda the case to further develop Welsh medium resources and tools has been made. The LA has many experienced Inclusion officers who are able to offer expertise, advice and guidance in either Welsh or English. These officers contributed to the development of the WESP and the ALN section. Additional| learning Needs Coordinators with the necessary skills are employed by schools to be able to support the leaners.
8	**How has demand for English Medium school places assessed**	Comments are noted and the Local Authority is of the view that they have complied with this duty. There is no requirement for the Local Authority to assess the demand for English Medium school places however as part of the WESP guidance there is an expectation on some LAs to assess the demand for Welsh medium provision. As more than 50% of Carmarthenshire's 7 year olds are in Welsh-medium education there is no requirement for us to undertake such an assessment. *'The powers in relation to Welsh-medium education assessments are set out in Regulation 3 and require any local authority to assess demand if there are fewer than 50% of seven year olds in Welsh-medium education and the local authority has not undertaken such a survey during the last three years provided that Welsh Ministers inform the local authority in writing that it must do so. Any such assessment must include the questions set out in Schedule 1 of the Regulations*. (WESP Guidance 2014)
9	**Will LA adhere to the 'Schools Organisational Code' in respect to this agenda- category, standards, progression,**	The Local Authority is obliged to ensure that any changes to a school will be in line with the *School Organisation Code* procedures. (http://gov.wales/docs/dcells/publications/130719-school-organisation-codes-en.pdf)

	travel time…	
10	**Impact on English Medium schools in respect to funding, intake etc.**	The WESP requires all schools to move along the language continuum and develop Welsh medium provision. We have some English medium secondary schools who have responded to this challenge and are providing some subject through the medium of Welsh at Key Stage 3. This has attracted learners and protected their roll and funding.
11	**Ability to speak Welsh must not become the over-riding factor when recruiting staff.**	Welsh as a 1st or 2nd language is a statutory element of the National Curriculum. All schools are required to provide a certain level of Welsh therefore Governing Bodies have a duty to employ staff who have the skills/ are able to deliver the Welsh requirements of the curriculum.
12	**Need to make it clear that there is an expectation that learners who follow Welsh medium primary education are expected to continue with Welsh 1st language programme of study at secondary school.**	The WESP clearly states the Local Authority's expectations in respect to Welsh/bilingual provision. All schools have defined themselves according to the Welsh Government's '*Defining schools according to Welsh medium provision*' and review this annually in their submission to Welsh Government via the PLASC (Pupil Level Annual School Census). Schools, in their prospectuses/Information for Parents will note the school's language category and policy in respect to linguistic character and progression.
	In support	
1	**Benefits of learning at least two languages and learners leaving school with fluency and confidence in Welsh**	The respondents support is noted and we welcome the observations. There are many advantages to being bilingual as confirmed by national and international research. Bilingualism has positive effects on children's linguistic and educational development as well as having social advantages. Some new studies also suggest that bilingualism may offer some protection against the decline of cognitive abilities in old age, both in normal and pathological ageing.
2	**Encouraged by increased update of Welsh 1st language at GCSE.**	The respondents support is noted and we welcome the observations.
3	**The MEP programme should be expedited to address the barriers to**	Carmarthenshire County Council's Modernising Education Provision programme is addressing this issue and increasing the number of Welsh medium education places across the county e.g. establishing a dual stream school in Llanelli to replace two English medium schools (Copperworks and Lakefield),

	accessing Welsh medium education	establishing a Category 1 school at Ysgol Bro Myrddin, supporting dual stream schools to become Welsh medium schools. The prioritisation of capital investment in the modernisation of school premises is founded upon consideration of a combination of criteria which includes- ***Welsh Language Development****: investment will be prioritised towards projects that promote the expansion of Welsh medium education or the development of bilingual education, in support of the objectives set out in the County Council's Welsh in Education Strategic Plan.*
4	**Happy to see increase in many indicators but concerned about reduction in transfer from primary to secondary sector.**	The respondent's comments are noted. The LA is also disappointed in the 2015 transfer rate from Welsh medium primary education to Welsh medium secondary education. We are confident that initiatives such as our marketing campaign and the launching of the Language Charters will support this aim and increase the number of learners who choose Welsh medium secondary education. However, we must recognise that there is parental choice at this transition stage and a range of options for leaners.
5	**Would like to see a plan for every primary and secondary school to move along the Welsh language continuum.**	The LA agrees with this suggestion. **ACTION- LA to draft a primary and secondary plan for discussion with school Governing Bodies.**
6	**Support but the goals are not ambitious enough and there is a need to look at the broader context of supporting rural Welsh communities.**	The respondent's support/comments are noted.
General comments		
1	**Need to ensure Welsh medium early years provision in all areas and that school early years staff are bilingual.**	The respondent's comments are noted. A review of early years provision has been undertaken and we are committed to work with schools and the non-maintained sector to ensure that all Carmarthenshire children can access quality Welsh-medium early years provision.

2	**Schools need to better support/ acknowledge parents who are not Welsh/learning Welsh.**	The respondent's comments are noted. There are examples of Welsh medium schools who successfully support who are not Welsh speakers. **ACTION- LA to work with schools to produce a 'Good Practice/guidance document for engaging all parents'.**
3	**Language is ambiguous and sometimes aggressive**	The respondent's comments are noted.
4	**The document needs to be more celebratory in nature and note the progress being made in particular schools**	The respondent's comments are noted. **ACTION- develop and share case studies of effective practice and celebrate the progress being achieved by schools.**
5	**Need to develop further Welsh medium educational support materials, resources and initiatives**	There has been substantial investment over the past few years in developing Welsh medium educational support materials and resources. Annually CBAC/WJEC invite practitioners to suggest ideas for new resources that are required to support curriculum delivery. http://resources.wjec.co.uk/Pages/SearchResources.aspx In addition the team of Welsh and Bilingual Support Teachers create many resources in response to requests from Carmarthenshire's schools.

Mae’r dudalen hon yn wag yn fwriadol

PWYLLGOR CRAFFU ADDYSG A PHLANT 17eg O FEHEFIN 2016

Y Rhaglen Moderneiddio Addysg – Bwriad i newid categori iaith Ysgol Bro Myrddin o Ddwyieithog (2A) i'r Gyfrwng Gymraeg (CC)

Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

- Y gwrthwynebiadau a dderbyniwyd yn ystod y cyfnod Hysbysiad Statudol.
- Ar ôl ystyried y gwrthwynebiadau, yn caniatau i symud ymlaen gyda'r cynnig o newid categori iaith Ysgol Gyfun Gymraeg Bro Myrddin o ddwyieithog 2A i gategori cyfrwng Cymraeg ac yn argymell i'r Bwrdd Gweithredol y gweithrediad o'r cynnig fel y nodwyd yn yr Hysbysiad Statudol o 1 Medi 2016.

Rhesymau:

- Er mwyn cydymffurfio â'r cyfarwyddyd a'r gweithdrefnau statudol ar gyfer ad-drefnu ysgolion.
- Er mwyn llunio safbwyntiau i'w cyflwyno i'r Bwrdd Gweithredol a'r Cyngor Sir eu hystyried.

Angen cyfeirio'r mater at y Bwrdd Gweithredol er mwyn gwneud penderfyniad: OES

- **Bwrdd Gweithredol – 20fed o Fehefin 2016**
- **Cyngor Sir– 13eg Gorffennaf 2016**

Aelod y Bwrdd Gweithredol sy'n gyfrifol am y Portffolio:
Cyng. Gareth Jones (Addysg a Phlant)

Y Gyfarwyddiaeth: Addysg a Phlant	**Swyddi:**	**Rhifau Ffôn / Cyfeiriadau E-bost:**
Enw Pennaeth y Gwasanaeth: Gareth Morgans	Prif Swyddog Addysg	01267 246450 edgmorgans@sirgar.gov.uk
Awdur yr adroddiad: Simon Davies	Rheolwr Moderneiddio Ysgolion	01267 246471 sidavies@sirgar.gov.uk

EXECUTIVE SUMMARY

EDUCATION & CHILDREN SCRUTINY COMMITTEE 17th JUNE 2016

Modernising Education Programme (MEP) – Proposal to change the language category of Ysgol Bro Myrddin from Bilingual (2A) to Welsh-Medium (WM)

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Background

Ysgol Gyfun Gymraeg Bro Myrddin is currently a Category 2A Bilingual school. The description in Carmarthenshire's Welsh in Education Strategic Plan of category 2A is *"At least 80% of subjects apart from English and Welsh are taught only through the medium of Welsh to all pupils. One or two subjects are taught to some pupils in English or in both languages."*

In recent years the school has moved along the language continuum naturally in accordance with Carmarthenshire's Welsh in Education Strategic Plan 2014-17. At present there are no pupils studying Mathematics in English in years 7 to 10 and only one group of pupils have chosen to study science in English in year 7. The change has occurred organically over a period of years and it offers an opportunity therefore, to proceed further by establishing the first WM category secondary school in Carmarthenshire.

The Department for Education and Children fully supports the schools desire to continue along the Welsh language continuum and to change the language category to Welsh Medium (WM). The description of a category WM school is *"All subjects apart from English are taught through the medium of Welsh to all pupils, although some schools may introduce English terminology in one or two subjects."*

An informal consultation with pupils, governors, staff and parents of existing and prospective was completed. However, under the 2013 School Organisation Code a regulated alteration such as a change in the language category of a school requires a proposal to be published to formalise arrangements. The Authority was therefore required to complete a statutory consultation process which was completed in the Autumn Term 2015.

In accordance with County Council's instructions, in October 2015 a consultation document (attached) was produced and distributed to identified interested parties with regard to the following proposal:

- To change the language category of Ysgol Bro Myrddin School to Welsh Medium (WM) (as laid out in the consultation document) from September 2016.

As part of the consultation process consultees were invited to forward their observations or any comments they wished to make in relation to the proposal to the Council.

Following the formal consultation period, a consultation report (attached) which summarised all of the observations received and the Local Authority's responses to these observations was presented to the ECS Scrutiny Committee, Executive Board and ultimately to the County Council for decision of whether or not to publish a statutory notice to implement the proposal.

In March 2016 approval was given by the County Council for the publication of the Statutory Notice. The Statutory Notice (attached) was published on 13th April 2016. The notice provided objectors with 28 days in which to forward their objections in writing to the Council. The Statutory Notice period ended on 10th May 2016. A total of 2 objections were received to the Statutory Notice.

The attached Objection Report which summarises the objections received by stakeholders, will be presented to the Executive Board and ultimately the County Council for their consideration.

This provides ECS Scrutiny Committee and Executive Board the opportunity to offer comment and a recommendation to County Council whether or not to implement the proposal as laid out in the Statutory Notice.

Should County Council agree to implement the proposal, the language category of Ysgol Gyfun Gymraeg Bro Myrddin will change from category Bilingual 2A to category Welsh medium from 1 September 2016.

Recommendation: That the Education & Children Scrutiny Committee recommend to the Executive Board the implementation of the proposal as laid out in the Statutory Notice.

DETAILED REPORT ATTACHED?	**YES** • **Consultation Document** • **Consultation Report** • **Statutory Notice** • **Objection Report**

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IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report.

Signed: **Gareth Morgans** **Chief Education Officer**

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
YES	**YES**	**YES**	**NONE**	**NONE**	**NONE**	**NONE**

1. Policy, Crime & Disorder and Equalities

Developments are consistent with the Authority's Welsh in Education Strategic Plan 2014-17, Corporate Strategy, Children and Young People's Plan and the Modernising Education Strategic Outline Programme.

2. Legal

Appropriate consultation will need to be initiated in accordance with the relevant statutory procedures.

3. Finance

Revenue implications will be catered for within the Local Management of Schools Fair Funding Scheme.

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed: **Gareth Morgans** **Chief Education Officer**

1. Local Member(s) – Local members were notified of the Statutory Notice Period

2. Community / Town Council – Community and Town councils were notified of the Statutory Notice Period.

3. Relevant Partners – Other relevant partners were notified of the Statutory Notice Period.

4. Staff Side Representatives and other Organisations – The following staff side representatives and other organisations were notified of the Statutory Notice Period.

Staff (Teaching and Ancillary) Ysgol Gyfun Gymraeg Bro Myrddin	Governors and Parents / Guardians Ysgol Gyfun Gymraeg Bro Myrddin
Staff (Teaching and Ancillary) feeder primary schools	Governors and Parents / Guardians feeder primary schools
Carmarthenshire Children's Partnership	Carmarthen Community Councillors
Local County Councillors	Welsh Language Commissioner
Assembly Member (AM) / Regional Assembly Member	National Association of Schoolmasters and Union of Women Teachers (NASUWT)
Undeb Cenedlaethol Athrawon Cymru (UCAC)	National Union of Teachers (NUT)
Association Of Teachers & Lecturers (ATL)	The Professional Association of Teachers (PAT)
National Association Of Head Teachers (ASCL)	GMB Union
UNISON	Neighbouring Primary and Secondary schools in Carmarthenshire
Transport and General Workers' Union (T&G)	LA Special Educational Needs Division
Director of Education – All Neighbouring Authorities	ERW – Education through Regional Working
Carmarthen Town Council	Coleg Sir Gâr
Local Service Board	Regional Transport Consortium
Local Police and Crime Commissioner	Welsh Ministers
Estyn	RHAG (rhieni dros addysg Gymraeg)

Section 100D Local Government Act, 1972 – Access to Information List of Background Papers used in the preparation of this report: THESE ARE DETAILED BELOW	
Title of Document	**File Ref No. / Locations that the papers are available for public inspection**
Planning School Places – Primary Schools – The Way Forward	www.carmarthenshire.gov.uk – the County Council Agenda 9 Pre 28/06/2004) – 11/04/2001
Modernising Education Provision Strategy and Draft Implementation Plan	www.carmarthenshire.gov.uk – Education and Learning – Useful Links
Modernising Education Provision Timeline/Rollout:	www.carmarthenshire.gov.uk – Executive Board Agenda – 31/05/2005
Modernising Education Provision Update / Revised Draft Timetable	www.carmarthenshire.gov.uk – Executive Board Agenda – 24/07/2006
Modernising Educational Provision Future Use/Disposal of Redundant Land and Buildings arising from the MEP programme	www.carmarthenshire.gov.uk Executive Board – 31/05/05
School Organisation Code	http://gov.wales/topics/educationandskills/publications/guidance/school-organisation-code/?lang=en
MEP Annual Report 2013/14 and Programme 2014/15	http://www.carmarthenshire.gov.uk/ County Council Agenda 14th January 2015
Strategic Outline Programme 21st Century Schools	Strategic Outline Programme 21st Century Schools
Carmarthenshire's Welsh in Education Strategic Plan 2014-2017	http://www.carmarthenshire.gov.uk/english/welsh/pages/trafodiaith.aspx
Consultation Document Consultation Report Statutory Notice	http://www.carmarthenshire.gov.wales/home/residents/education-schools/modernising-education-programme/secondary-schools/bro-myrddin/
Bro Myrddin – Proposal (Stage 2) Language Category Change – E&C Scrutiny Committee (21st January 2016)	**Agenda / Minutes:** http://democracy.carmarthenshire.gov.wales/ieListDocuments.aspx?CId=153&MId=255&Ver=4
Bro Myrddin – Proposal (Stage 2) Language Category Change – Executive Board (22nd February 2016)	**Agenda / Minutes:** http://democracy.carmarthenshire.gov.wales/ieListDocuments.aspx?CId=131&MId=346&Ver=4

Mae’r dudalen hon yn wag yn fwriadol

YR ADRAN ADDYSG A PHLANT

Ein Gweledigaeth ..... Mae Sir Gaerfyrddin yn gymuned lle mae plant yn ddiogel ac yn cael magwraeth dda a phob un o'n dysgwyr yn cael eu cefnogi i wireddu eu gallu addysgol

YSGOL GYFUN GYMRAEG BRO MYRDDIN

NEWID CATEGORI IAITH O GATEGORI 2A I GATEGORI CC

DOGFEN YMGYNGHORI

Robert Sully

Cyfarwyddwr Addysg a Gwasanaethau Plant

Cyngor Sir Gâr Carmarthenshire County Council

Diogelu Plant a Gwella Safonau Addysg i Bawb

Adran Moderneiddio Ysgolion
Simon Davies, Rheolwr Moderneiddio Ysgolion (ffôn. 01267 246471)
Statws y Ddogfen: Terfynol

Os oes angen yr wybodaeth hon arnoch ar ffurf print bras, Braille neu dâp sain, cysylltwch â'r Adran Addysg a Phlant. 01267 246471

Fersiwn	Sylwadau	Dyddiad
0.1	Drafft cychwynnol i ystyriaeth	03/03/15
0.2	Newidiadau ychwanegol i'r drafft gwreiddiol	05/05/15
0.3	Newidiadau ychwanegol i'r ail ddrafft yn dilyn y cyfarfodydd ymgynghori	15/06/15
0.4	Newidiadau ychwanegol i'r trydydd drafft yn dilyn y cyfarfodydd ymgynghori	18/06/15

Rhagair

Fel rhan o'i ddyletswydd statudol i gadw'r nifer a math o leoliad ysgolion o dan sylw, mae'r Cyngor Sir wedi mabwysiadau rhaglen eang a luniwyd i wella adeiladau ysgolion a chyfleoedd ar gyfer dysgu. Mae'r strategaeth yn adlewyrchu'r weledigaeth a'r polisïau a sefydlwyd gan y Cyngor Sir sy'n cofleidio y gofyniad i ddarparu gwasanaethau, i gadw safonau clir - o ran costau ac ansawdd - yn y modd mwyaf economaidd ac effeithiol. Yn ein hymgyrch i wella yn barhaus ar y gwasanaethau sydd ar gael i bob dysgwr, mae'n rhaid i ni wneud y gorau o'r adnoddau cyfyngedig sydd ar gael i'r Cyngor a pharhau i weithio mewn partneriaeth gyda phawb sydd â chyfraniad i'w wneud i'r broses o ddysgu a lles y disgyblion a'u teuluoedd. Bydd angen i ysgolion y dyfodol i wasanaethu anghenion y gymuned drwy gydweithio.

Mae Sir Gaerfyrddin wedi ei bendithio gyda llawer o arweinwyr addysg ac athrawon galluog iawn, ond mae'r newidiadau parhaus i'r cwricwlwm yn rhoi pwysau mawr ar eu sgiliau i gwrdd â gofynion amrywiol pob plentyn. Er bod y prosesau o ddysgu a sgiliau addysgu yn bwysig iawn, mae gwybodaeth bynciol ddofn ar ran yr athro/athrawes yn hanfodol i sicrhau bod y dysgwyr yn darganfod a datblygu eu talentau yn llawn.

Disgwylir i ysgolion gynllunio i ateb y galw i ddarparu cwricwlwm eang a chytbwys drwy ansawdd uchel ac addysgu ysbrydoledig. Wrth gynllunio darpariaeth newydd bydd yn bwysig sicrhau bod ein hysgolion yn cael eu paratoi yn iawn i wella cyfleoedd ar gyfer cynhwysiad cymdeithasol, datblygiad cynaladwy, cyfle cyfartal a dwyieithrwydd. Mewn termau ymarferol, mae angen i ni sicrhau bod y ddarpariaeth yn adlewyrchu patrymau newidiol y boblogaeth, gydag ysgolion wedi eu sefydlu yn y lleoliadau cywir gyda chyfleusterau addas i wasanaethu anghenion yr holl ddysgwyr yn yr unfed ganrif ar hugain.

Bydd yr ymgynghori yn dilyn y canllawiau a sefydlwyd gan Lywodraeth Cymru a bydd yn cynnwys partïon a nodir sydd â diddordeb. Bwriad yr wybodaeth a nodir yn y ddogfen hon yw egluro'r cynigion ar gyfer eich ysgol a chefnogi'r broses ymgynghori.

Robert A Sully
Cyfarwyddwr Addysg a Gwasanaethau Plant

Cynnwys

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1. Cyflwyniad

Mae'n fwriad gan Ysgol Gyfun Gymraeg Bro Myrddin i symud ymlaen yn naturiol i newid categori iaith yr ysgol o fis Medi 2016. I gyd-fynd â Chynllun Strategol y Gymraeg mewn addysg Sir Gaerfyrddin, dymuniad yr ysgol yw symud ar hyd y continiwwm iaith gan ymateb i ddymuniad y Cyngor i gynyddu darpariaeth addysg cyfrwng Cymraeg o fewn y Sir.

Nod y ddogfen hon yw hyrwyddo y broses ymgynghori drwy egluro'r dewis a ffafrir gan yr Awdurdod ar gyfer Ysgol Gyfun Gymraeg Bro Myrddin.

Bydd y broses ymgynghori ar y cynnig hwn yn dilyn y canllawiau a sefydlwyd gan Lywodraeth Cymru ac yn cynnwys yr holl randdeiliaid sydd â diddordeb, yn cynnwys llywodraethwyr, staff, disgyblion a rhieni fel y nodwyd yn Y Cod Trefniadaeth Ysgolion (2013).

Y bwriad yw rhoi'r newidiadau ffurfiol ar waith o ddechrau Tymor yr Hydref 2016.

Prif ddiben y ddogfen hon yw darparu gwybodaeth a chasglu sylwadau'r holl randdeiliaid sydd â diddordeb. Efallai y carech ddefnyddio'r Profforma ymateb a geir yn **Atodiad C** ar dudalen 24 y ddogfen hon i gyflwyno'ch ymateb.

2. Y Cefndir

Ysgol Categori 2A Dwyieithog yw Ysgol Gyfun Gymraeg Bro Myrddin ar hyn o bryd. Y disgrifiad o gategori 2A yn y ddogfen Cynllun Strategol y Gymraeg mewn Addysg Sir Gaerfyrddin yw *'Addysgir o leiaf 80% o'r pynciau (heblaw Saesneg a Chymraeg) trwy gyfrwng yr iaith Gymraeg yn unig i bob disgybl. Addysgir un neu ddau o bynciau i rai disgyblion yn Saesneg neu'r ddwy iaith.'* Dymuniad y Cyngor a'r ysgol yw newid y categori i gategori CC sef Cyfrwng Cymraeg. Disgrifiad o ysgol categori CC yw *'Addysgir pob pwnc heblaw Saesneg trwy gyfrwng yr iaith Gymraeg i bob disgybl. Gall rhai ysgolion gyflwyno terminoleg Saesneg mewn un neu ddau o bynciau.'*

Ers blynyddoedd bellach mae'r ysgol wedi symud yn naturiol i'r cyfeiriad hwn gan symud ar hyd y continiwwm iaith i gyd-fynd â Chynllun Strategol y Gymraeg mewn Addysg Sir Gaerfyrddin 2014-17 fel y'i diffinir gan Lywodraeth Cymru. Bellach nid oes unrhyw ddisgybl yn astudio Mathemateg trwy gyfrwng y Saesneg ym mlynyddoedd 7 i 10 a dim ond un grŵp o ddisgyblion sydd wedi dewis astudio Gwyddoniaeth trwy gyfrwng y Saesneg ym mlwyddyn 7. Mae'r newid wedi digwydd yn organig dros gyfnod o flynyddoedd ac mae'n synhwyrol, felly, i symud ymlaen ymhellach gan sefydlu'r ysgol gategori CC gyntaf yn Sir Gâr.

2.1 Niferoedd

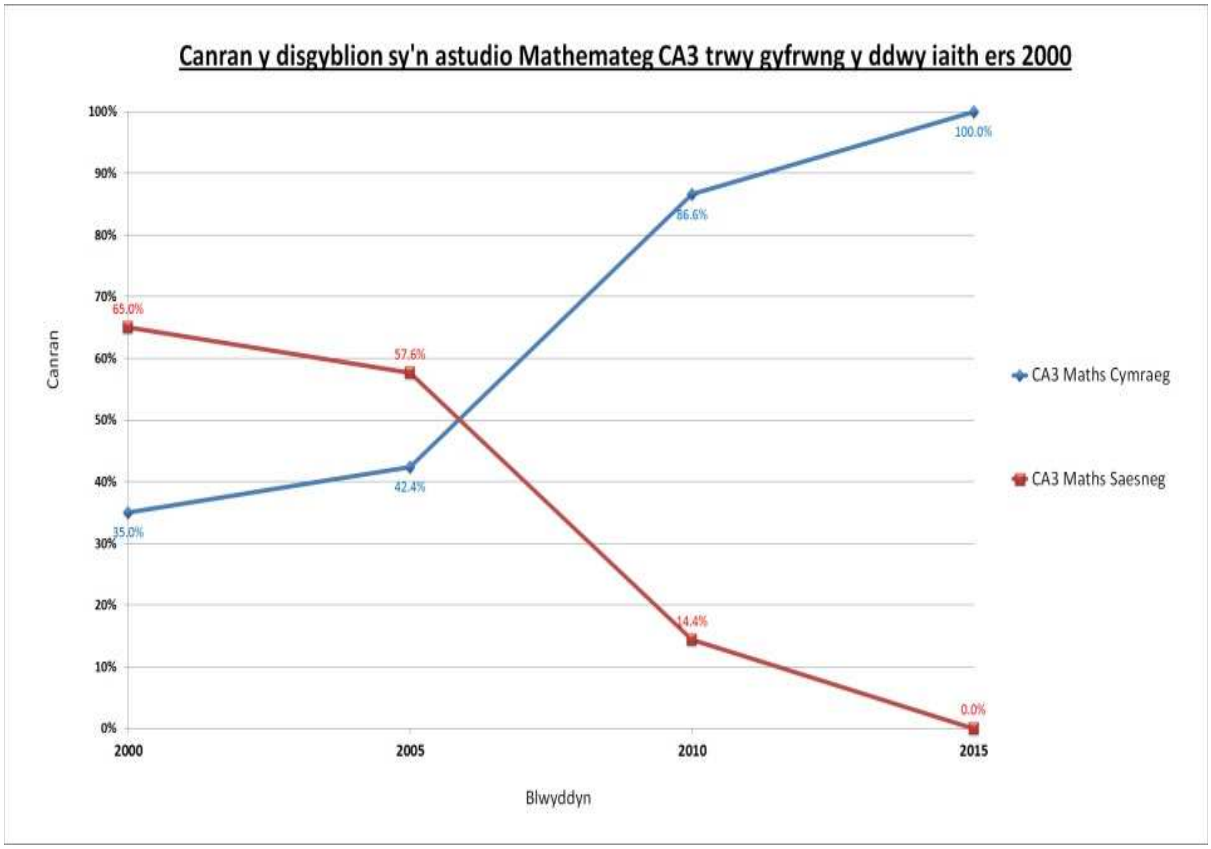
Yn y tabl isod nodir rhif y disgyblion sy'n astudio Mathemateg a Gwyddoniaeth trwy gyfrwng y Gymraeg a'r Saesneg ar hyn o bryd.

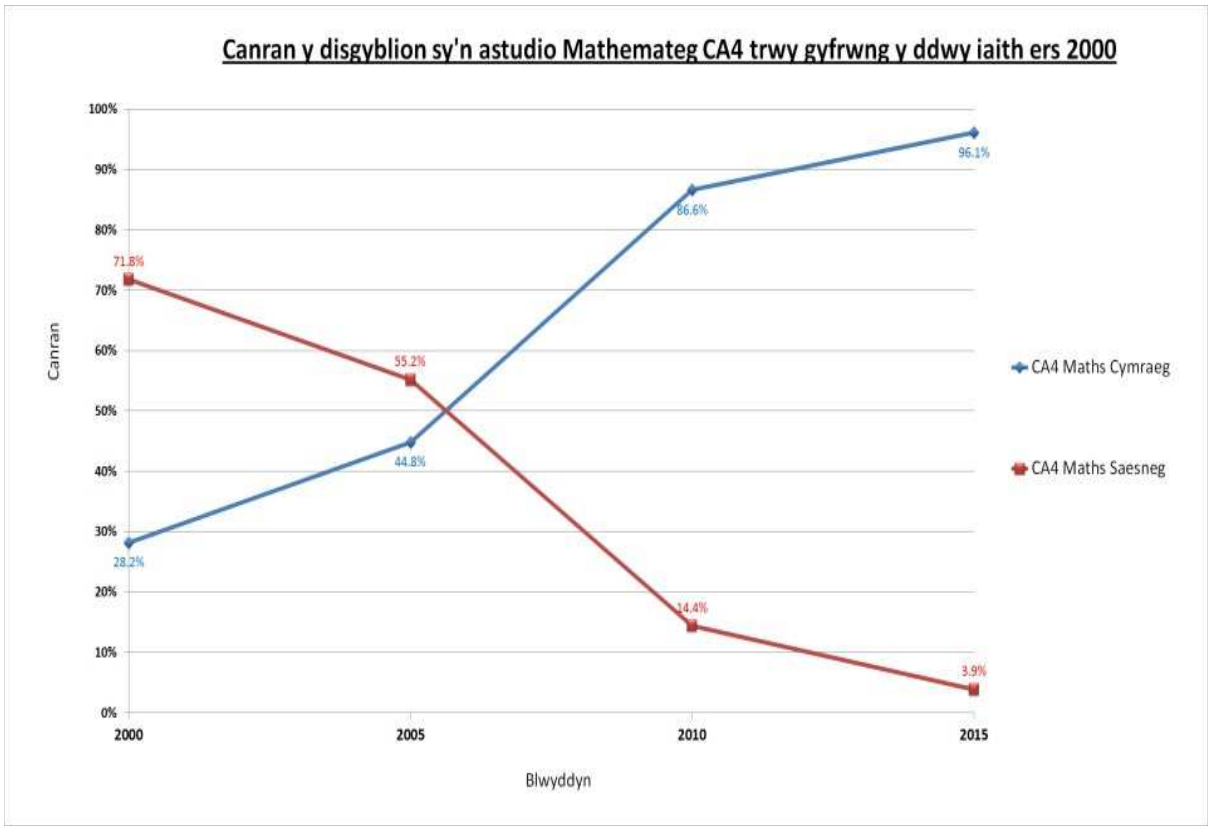
	Maths		Gwydd	
	Cym	Saes	Cym	Saes
7	137	0	107	30
8	159	0	105	54
9	128	0	88	40
10	132	0	84	48
11	121	10	77	44
12/13	46	33	48	58

Mae'r newid i'w weld yn amlwg uchod a hynny'n dyst bod y galw gan rieni am ddarparu'r pynciau trwy gyfrwng y Saesneg yn lleihau.

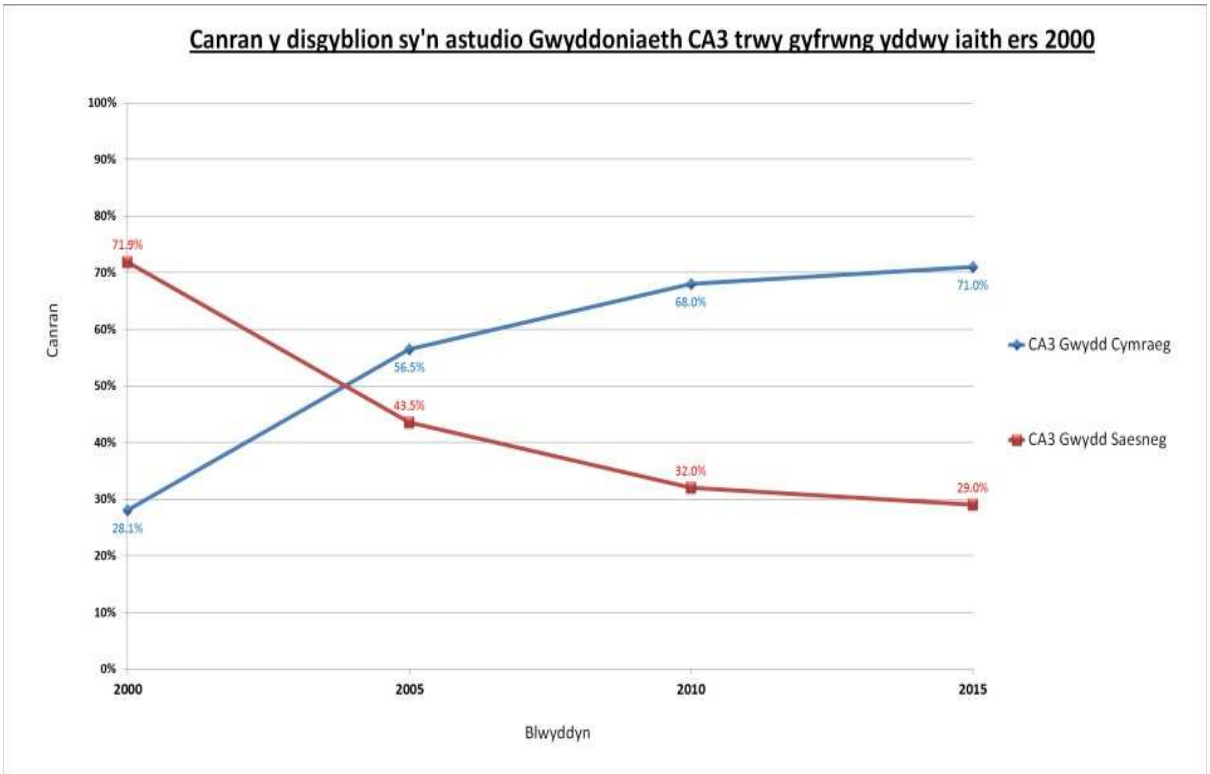
Mae'r graffiau ar y tudalennau canlynol yn dangos y newid dros y blynyddoedd ers y flwyddyn 2000 o ran y canran o ddisgyblion sy'n astudio Mathemateg a Gwyddoniaeth trwy gyfrwng y Gymraeg a'r Saesneg.

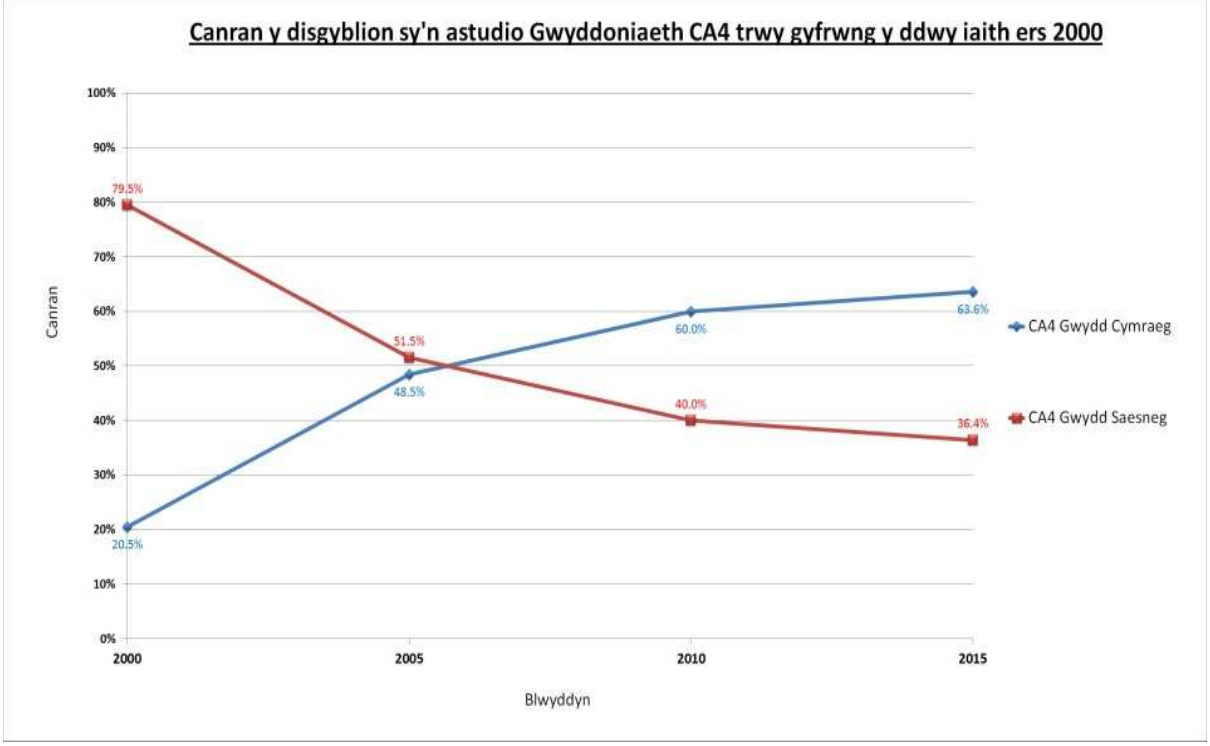
Mathemateg ers 2000





Gwyddoniaeth ers 2000





Dros draul 15 mlynedd, felly, mae'r canran sydd wedi dewis dilyn cyrsiau trwy gyfrwng y Saesneg wedi disgyn yn raddol yn hollol organig trwy ddewis rhieni a disgyblion.

2.2 Safonau

Dengys y tabl isod ganlyniadau diwedd CA4 y ddau bwnc yn y ddwy iaith dros y ddwy flynedd ddiwethaf.

	2014		2013		2012	
	Cym	Saes	Cym	Saes	Cym	Saes
Mathemateg CA4 – A*- C %	80.4	41.7	81	63	85.8	52.6
Gwyddoniaeth CA4 – A* - C %	78.9	78.7	81.1	77.2	89.5	81.9

Dengys y canrannau llwyddiant bod disgyblion Ysgol Gyfun Gymraeg Bro Myrddin yn cyflawni'n well wrth astudio'r pwnc trwy gyfrwng y Gymraeg na'r Saesneg. Mae hyn yn brawf pellach y byddai newid y categori yn sicrhau cadw'r safonau uchel sydd wedi eu hamlygu dros y blynyddoedd diwethaf. O ran canlyniadau TGAU Saesneg Iaith, nid oes angen pryderu chwaith gan bod canlyniadau'r ysgol yn uwch na'r ganran lleol a chenedlaethol.

2.3 Dewisiadau eraill a ystyriwyd.

Wrth benderfynu ar ddewis a ffafrir, ystyriwyd y dewisiadau canlynol:

2.3.1 Y sefyllfa bresennol – cadw'r ysgol ar ei ffurf bresennol.

Gan bod newid organig wedi ei amlygu yn yr ysgol yn ystod y pymtheg mlynedd diwethaf, mae'n ddyletswydd ar yr awdurdod i ystyried hynny ac i weithredu ar argymhellion Cynllun Strategol y Gymraeg mewn Addysg Sir Gaerfyrddin 2014-2017. Yr argymhellion a wneir yn y ddogfen yw y dylai y Cyngor Sir gefnogi unrhyw ysgol Uwchradd sy'n dymuno symud ar hyd y continiwwm iaith er mwyn sicrhau twf mewn addysg cyfrwng Cymraeg yn y Sir. Ni fyddai cadw'r sefyllfa bresennol yn Ysgol Gyfun Gymraeg Bro Myrddin yn cael ei ystyried yn ddewis addas felly o ystyried gweledigaeth y Cyngor Sir.

2.3.2 Newid categori iaith yr ysgol i gategori CC

O ystyried y dystiolaeth a'r data pynciol mae symud ymlaen i newid categori iaith yr ysgol i gategori CC yn synhwyrol a rhesymol.

2.4 Effaith y cynnig ar drefniadau llywodraethu a phwerau'r corff llywodraethu mewn perthynas â pholisïau a threfniadau derbyn.

Ni fyddai'r cynnig yn effeithio ar drefniadau llywodraethu.

2.5 Effaith y cynnig ar y staff

Ym Mro Myrddin mae yma athrawon Mathemateg a Gwyddoniaeth o'r radd flaenaf, sy'n sicrhau canlyniadau ardderchog cyson mewn arholiadau allanol. Maent yn llwyr

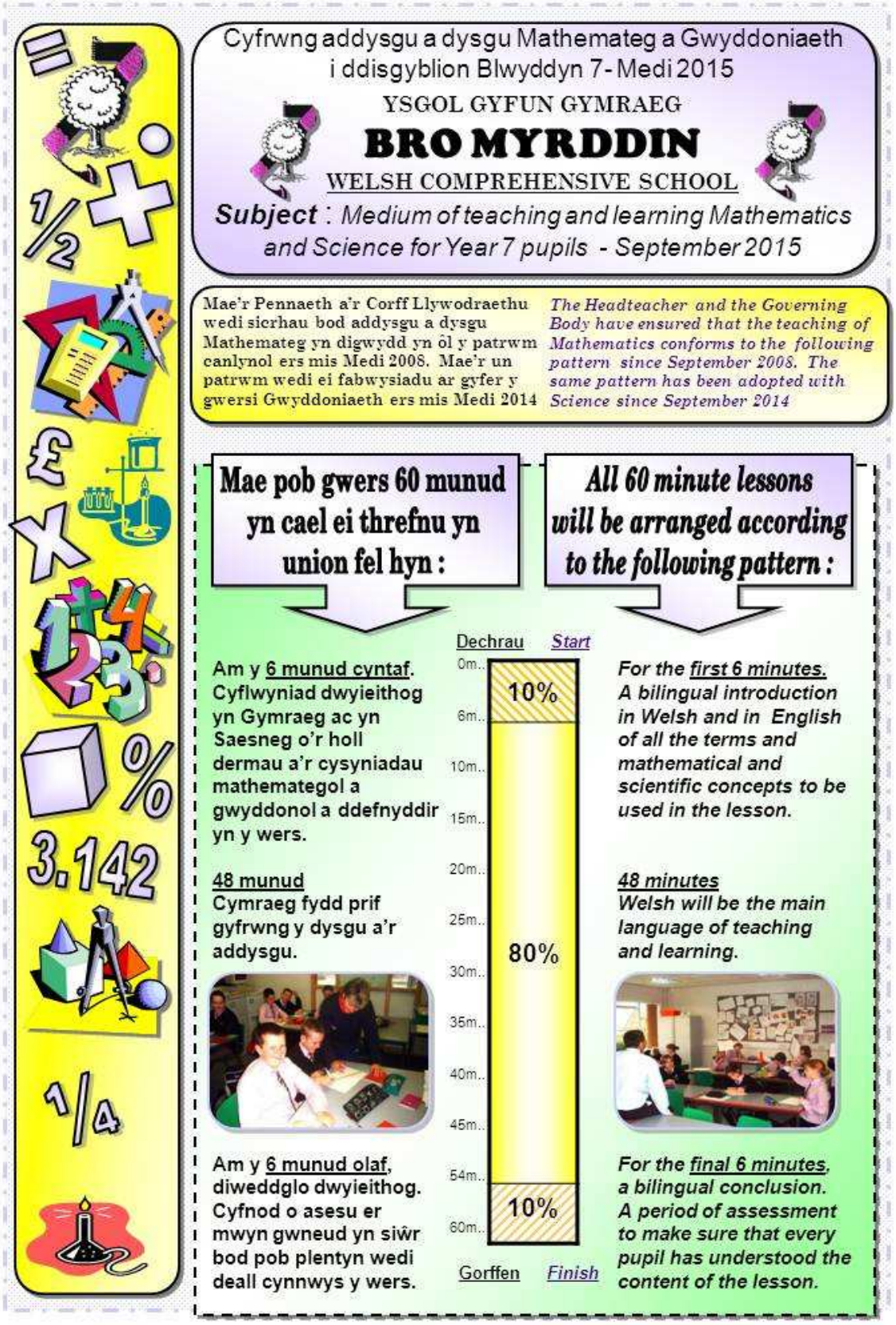
ymroddedig yn eu gwaith ac mae'r ddwy adran yn hyderus yn addysgu trwy gyfrwng y Gymraeg. Mae'r ddwy adran wedi eu llwyr argyhoeddi y dylid addysgu trwy gyfrwng y Gymraeg yn unig er mwyn cynnal a chodi safonau o fewn yr adrannau. Mae hyn bellach yn digwydd yn yr Adran Fathemateg a'r canlyniadau ardderchog sy'n uwch na chanlyniadau'r Sir, canlyniadau'r teulu a chanlyniadau Cymru yn dyst bod addysgu trwy un iaith yn unig yn sicr yn fanteisiol. Mae'r ddwy adran o'r farn bod cyflwyno'r pynciau trwy gyfrwng un iaith yn unig yn decach i'r disgyblion a'r adran. Yn ychwanegol, mewn cyfnod lle mae pryder am gydbwysedd gwaith a chartref i athrawon mae datblygu adnoddau dysgu yn y Gymraeg a Saesneg yn ychwanegu at y pwysau gwaith.

2.6 Y ddarpariaeth arfaethedig

Y cynnig yw, o'r 1af o Fedi 2016 y bydd pob un o'r disgyblion a fydd yn ymuno â chymuned Ysgol Gyfun Gymraeg Bro Myrddin yn cael eu haddysgu trwy gyfrwng y Gymraeg ymhob pwnc ac eithrio Saesneg. Ni fydd disgyblion presennol yr ysgol yn cael eu heffeithio o gwbl gan y newidiadau. Yn y blynyddoedd canlynol, hynny yw, 2017, 2018 ac yn y blaen bydd y cyfrwng dysgu drwy'r Gymraeg yn symud fesul blwyddyn i fyny'r ysgol.

O dan y drefn newydd y Gymraeg fydd cyfrwng y dysgu ym Mathemateg a Gwyddoniaeth ond darperir rhestrau termau a geirfa pwnc yn y Gymraeg a'r Saesneg. Yn ychwanegol fe ddefnyddir adnoddau, llyfrau a thechnoleg gwybodaeth cyfrwng Saesneg yn ogystal â'r Gymraeg yn rheolaidd i gyfoethogi datblygiad ieithyddol, mathemategol a gwyddonol y disgyblion. Mewn gwirionedd, model o ddysgu dwyieithog yw'r hyn a ddisgrifir.

Dengys y daflen, ar y dudalen ganlynol, y drefn sydd eisoes wedi ei fabwysiadu yn yr Adran Fathemateg ers 5 mlynedd ac yn yr Adran Wyddoniaeth ers blwyddyn. Bydd pob gwers 60 munud yn cael ei threfnu yr un fath yn y ddau bwnc. Am y 6 munud cyntaf fe fydd cyflwyniad yn y Gymraeg a'r Saesneg o'r holl dermau a'r cysyniadau Mathemategol a Gwyddonol a ddefnyddir yn y wers. I ddilyn am 48 munud, Cymraeg fydd prif gyfrwng y wers o ran y dysgu a'r addysgu. Yna am 6 munud, i gloi'r wers, bydd casgliad dwyieithog er mwyn sicrhau bod pob disgybl yn deall cynnwys y wers. Fe fyddwn ni, felly, yn sicrhau y bydd pob disgybl yn medru trafod y pwnc trwy gyfrwng y ddwy iaith. Bydd y model yma yn fodd i ddatblygu dwyieithrwydd cyflawn y disgyblion gan sicrhau eu bod yn hyderus yn y ddwy iaith. O ran y drefn hon, bydd elfen gref o drawsieithu'n digwydd lle bydd disgyblion yn ystyried y cynnwys pynciol yn y ddwy iaith, a bydd hyn yn fodd i atgyfnerthu eu deallusrwydd o gysyniadau mathemategol a gwyddonol.



2.7 Safonau'r ysgol

Fel rhan o raglen genedlaethol o arolygu ysgolion mae Estyn yn comisiynu adolygiad o bob ysgol. Cynhaliwyd yr arolygiad diweddaraf ym mis Rhagfyr 2009 a gall ymgyngorion weld y canfyddiadau naill ai ar wefan Estyn: www.estyn.gov.uk neu cewch ofyn am gopi gan yr Awdurdod Lleol (efallai y codir tâl am ei lungopïo).

Enghreifftiwyd yr ysgol ar sawl achlysur fel enghraifft o arfer dda gan Estyn mewn cyhoeddiadau diweddar. Yn 2013 defnyddiwyd astudiaeth achos o'r ysgol i ddangos arfer dda o ran dysgu Mathemateg yng Nghyfnod Allweddol 4. Yn dilyn hynny o dan *Arwyddbyst at arferion gorau* nodwyd cynllun arall gan yr Adran Fathemateg - *ymroddiad ac arloesedd ysgol gyfan = medrau ysgol gwell* fel enghraifft o arfer dda. Nodwyd arfer dda yr ysgol hefyd yn y ddogfen *Rhifedd ar gyfer dysgwyr 14-19 oed* (gweler copi o'r holl ddogfennau ar wefan Estyn).

Mae safonau'r ysgol yn gyson uchel yn y blynyddoedd diwethaf ac er mwyn cynnal a chodi'r safonau gwelwn taw symud yr ysgol i Gategori CC yw'r cam naturiol.

Dymuniad unfrydol y Corff Llywodraethol yw gyrru'r agenda yn ei blaen er mwyn codi safonau ymhellach.

2.8 System Categoreiddio Cenedlaethol Ysgolion

Cyhoeddodd y Gweinidog dros Addysg a Sgiliau y System Categoreiddio Cenedlaethol Ysgolion ym mis Medi 2014. Nid yw'r system yn cael ei gyrru gan ddata yn unig ond mae hefyd yn cymryd i ystyriaeth ansawdd yr arweinyddiaeth a'r addysgu a dysgu yn ein hysgolion. Ni fydd y system yn diorseddu adroddiadau Estyn, bydd Estyn yn parhau i arolygu ysgolion ac yn darparu gwiriad allanol ar y system gategoreiddio ysgolion wrth arolygu.

Mae'r system newydd yn gwerthuso ac yn asesu ysgolion ac yn eu rhoi mewn categori cefnogaeth gan ddefnyddio'r wybodaeth ganlynol:

- Amrywiaeth o fesurau perfformiad a ddarparwyd gan Lywodraeth Cymru
- Hunanwerthuso cadarn gan yr ysgol ar ei gallu i wella mewn perthynas ag arweinyddiaeth ac addysgu a dysgu
- Asesiad o hunanarfarnu'r ysgol gan ymgynghorwyr her yn y consortia rhanbarthol a gytunwyd gan yr awdurdod lleol.

Bydd y system gategoreiddio newydd yn rhoi darlun clir a theg o gynnydd yr ysgol. Mae proses dair cam wrth gynhyrchu categori i ysgol, yn gyntaf ar ôl i'r data perfformiad a hunan-arfarnu gael eu dadansoddi mae categori cefnogi drafft yn cael ei gynhyrchu ar gyfer pob ysgol. Mae'r categori hwn yn cael ei drafod gyda'r ysgol gan gonsortia rhanbarthol ac yna yn cael ei gytuno gyda'r awdurdod lleol.

Mae'r tabl isod yn crynhoi'r data ar gyfer Ysgol Gyfun Gymraeg Bro Myrddin.

System Gategoreiddio Cenedlaethol Ysgolion - Data 2014

Ysgol	Grŵp Safonau	Capasiti gwelliant	Categori Cefnogaeth
Ysgol Gyfun Gymraeg Bro Myrddin	2	B	Melyn

3. Y Cynnig

3.1 Y Rhesymeg dros Newid

Mae Ysgol Gyfun Gymraeg Bro Myrddin wedi gweld cynnydd aruthrol yn y disgyblion sy'n dewis astudio Mathemateg a Gwyddoniaeth trwy gyfrwng y Gymraeg yn unig. Fel y nodwyd eisoes, nid oes unrhyw ddisgybl o flwyddyn 7 i 10 yn astudio Mathemateg trwy gyfrwng y Saesneg a dim ond 10 disgybl sy'n astudio Mathemateg trwy gyfrwng y Saesneg ym mlwyddyn 11. O ran Gwyddoniaeth mae 75.2% o'r disgyblion wedi dewis astudio'r pwnc trwy gyfrwng y Gymraeg o flwyddyn 7 i 11. Mae'n gam naturiol, felly, i symud ymlaen i ddysgu pob pwnc trwy gyfrwng y Gymraeg ym Medi 2016 i flwyddyn 7 yn unig gan barhau i gynnig yr un opsiwn i ddisgyblion bl 7 Medi 2017, 2018 ac yn y blaen.

Byddai sefydlu grwpiau Cymraeg yn unig yn sicrhau bod y disgyblion yn cael eu gosod mewn grwpiau o'r un gallu ac, felly, yn academaidd fe fyddai hynny'n fanteisiol. Fe fyddai'r grwpiau yn adlewyrchu gallu'r disgybl ar draws y garfan gyfan yn hytrach na dim ond ar draws y cyfrwng. Mae setiau cyfrwng Saesneg yn fwy tebygol o gynnwys disgyblion o allu cymysg iawn ac felly gall disgybl fod o dan anfantais.

3.2 Manteision dwyieithrwydd

Fe wyddom bellach, o'r gwaith ymchwil a wnaed gan addysgwyr mewn sawl gwlad yn y byd, fod plant dwyieithog yn fwy galluog ac yn fwy hyblyg yn ieithyddol. Nid yw plant llai galluog yn dioddef mewn unrhyw ffordd trwy dderbyn eu haddysg yn y Gymraeg yn bennaf chwaith. Fe wyddom hefyd bod plant sydd yn meddu ar ddwy iaith yn medru dysgu ieithoedd eraill yn haws, yn medru manteisio'n llawn ar fyw mewn cymuned ddwyieithog ac yn meddu ar gymhwyster pendant yn y farchnad am swyddi. Yn ogystal, rhoddir pwyslais mawr ar ddwyieithrwydd yn y gystadleuaeth am swyddi a phrentisiaethau yn lleol yma yn Sir Gaerfyrddin.

Mae plant sydd â dwy iaith yn tueddu i wneud yn well yn y cwricwlwm ac mae eu perfformiad ychydig yn well mewn profion ac arholiadau - mae hyn i'w weld mewn ymchwil i systemau addysg ddwyieithog mewn gwledydd cyn belled oddi wrth ei gilydd â Chanada, Unol Daleithiau America, Gwlad y Basg, Catalonia a Chymru. Mae dadansoddi canlyniadau arholiadau Cymru yn dangos i ni bod perfformiad plant sy'n cael eu dysgu mewn ysgolion cyfrwng Cymraeg yn gyson uwch na pherfformiad eu cymheiriaid cyfrwng Saesneg.

3.3 Natur addysg Gymraeg mewn ysgolion uwchradd

Mae natur addysg Uwchradd Gymraeg yn wahanol i addysg yn yr ysgol gynradd lle mae plant yn cael eu trwytho yn y Gymraeg er mwyn gosod seiliau cadarn ar gyfer y dyfodol. Y mae Saesneg yn cael lle amlwg yn addysg a bywyd cymdeithasol plant oedran Uwchradd gan adeiladau ar y seiliau cadarn a roddwyd yn yr ysgol gynradd ac ymestyn ar y defnydd o'r ddwy iaith. Mae dysgu cyfrwng Cymraeg yn yr ysgol

Uwchradd yn gwneud llawer o ddefnydd o'r iaith Saesneg e.e. trwy gyflwyno termau, llyfrau, rhaglenni teledu a rhaglenni cyfrifiadurol, ac mae'r plant yn datblygu eu dealltwriaeth a'u dwyieithrwydd yr un pryd. Mewn arholiadau allanol mae byrddau arholi yn sicrhau bod copi Saesneg o bob papur arholiad ar gael ac mae cyfieithiadau yn cael eu rhoi o'r termau anarferol.

3.4 Addysg Uwch

Yn hanesyddol erys llawer o bryder bod astudio Gwyddoniaeth a Mathemateg trwy gyfrwng y Gymraeg yn rhwystro mynediad i addysg uwch, yn arbennig yn Lloegr. Nid oes unrhyw brawf o hynny'n bodoli. Mae llawer o gyn-ddisgyblion Ysgol Gyfun Gymraeg Bro Myrddin sy'n feddygon, yn fil-feddygon a deintyddion wedi astudio Gwyddoniaeth yn yr ysgol trwy gyfrwng y Gymraeg. Mae disgyblion ysgolion Cymraeg megis Glantaf, Plasmawr, Bro Morgannwg, Llanhari, Y Cymer, Morgan Llwyd, Rhydywaun a Gartholwg yn flynyddol yn mynd i brifysgolion yng Nghymru a Lloegr i astudio cyrsiau meddygol, ac nid oes unrhyw brawf bod y ffaith eu bod wedi derbyn eu haddysg trwy gyfrwng y Gymraeg yn unig wedi amharu ar eu cyfleoedd.

3.5 Costau

Nid yw'r Awdurdod yn darparu unrhyw gyllid ychwanegol i ganiatáu i'r ysgol gynnig pynciau trwy gyfrwng dwy iaith. Fe fyddai cynnig y cyrsiau yn y Gymraeg yn unig yn arbed arian o ran staffio'r Adran Wyddoniaeth yn benodol ac yn rhyddhau aelodau o'r adran honno i gynorthwyo gydag agweddau arall o'r cwricwlwm heb gostau ychwanegol i'r ysgol. Mae toriadau cyllid sylweddol ar y gorwel ac mae'r angen i ddarparu dosbarthiadau cyfrwng Cymraeg a Saesneg ddim yn gost-effeithiol.

3.6 Asesiad o'r effaith ar yr iaith Gymraeg

Cyfeiriwch at **Atodiad A** am ragor o wybodaeth ar yr asesiad o'r effaith ar yr iaith Gymraeg.

3.7 Asesiad o'r Effaith ar y Gymuned

Ni ragwelir unrhyw effaith ar y Gymuned gan bod Ysgol Gyfun Gymraeg Bro Myrddin eisoes yn chwarae rhan bwysig yn y Gymuned honno ac ni fyddai unrhyw newid yn y drefn.

3.8 Asesiad o'r Effaith ar Gydraddoldeb

Cyfeiriwch at **Atodiad B** am ragor o wybodaeth ar yr asesiad o'r effaith ar gydraddoldeb.

4. Ymgynghori a'r Broses Statudol

4.1 Y Broses Ymgynghori.

Bydd yr ymgynghoriad ar y cynnig hwn yn dilyn canllawiau a sefydlwyd gan Lywodraeth Cymru.

4.2 Gyda phwy y byddwn ni'n ymgynghori?

Bydd y ddogfen hon yn cael ei danfon at y rhanddeiliaid canlynol sydd â diddordeb, sef:

Staff (Athrawon a Staff Ategol) Ysgol Gyfun Gymraeg Bro Myrddin	Llywodraethwyr a Rhieni / Gwarcheidwaid Ysgol Gyfun Gymraeg Bro Myrddin
Staff (Athrawon a Staff Ategol) ysgolion cynradd y dalgylch	Llywodraethwyr a Rhieni / Gwarcheidwaid ysgolion cynradd y dalgylch
Partneriaeth Plant Sir Gaerfyrddin	Cynghorwyr Cymuned Caerfyrddin
Cynghorwyr Cyngor Sir Lleol	Comisiynydd y Gymraeg
Aelodau y cynulliad (ACau) ac Aelodau Seneddol (ASau) sy'n cynrychioli yr ardal	Cymdeithas Genedlaethol yr Ysgol Feistri ac Undeb yr Athrawesau (NASUWT)
Undeb Cenedlaethol Athrawon Cymru (UCAC)	Undeb Cenedlaethol yr Athrawon (NUT)
Cymdeithas yr Athrawon a'r Darlithwyr (ATL)	Cymdeithas Broffesiynol yr Athrawon (PAT)
Cymdeithas Genedlaethol y Prifathrawon (ASCL)	Undeb y GMB
UNSAIN	Yr ysgolion Uwchradd cyfagos yn Sir Gaerfyrddin
Cyfarwyddwr Addysg yr Esgobaeth	
Undeb y Gweithwyr Cludiant a Chyffredinol (T&G)	Is-adran Anghenion Addysgol Arbennig yr Awdurdod Lleol
Cyfarwyddwyr Addysg yr holl Awdurdodau Cyfagos	Y consortiwm addysg rhanbarthol - ERW
Cyngor tref Caerfyrddin	Coleg Sir Gâr
Bwrdd Gwasanaethau Lleol	Consortiwm Trafnidiaeth Rhanbarthol
Comisiynydd yr Heddlu a Throseddu	Gweinidogion Cymru
Estyn	RHAG (rhieni dros addysg Gymraeg)
Partneriaeth Pobl Ifanc Sir Gâr	

4.3 Y Cyfnod Ymgynghori

Bydd modd ichi fynegi barn rhwng Hydref yr 19eg, 2015 a Rhagfyr y 4ydd, 2015.

Gallwch fynegi barn trwy ysgrifennu llythyr neu trwy lenwi'r ffurflen ymateb a geir yn **Atodiad C**. Dylai'r Cyfarwyddwr Addysg a Gwasanaethau Plant (Mr R.A.Sully) eu derbyn erbyn canol dydd ar y 4ydd o Ragfyr, 2015 fan bellach, i'r cyfeiriad canlynol:

Mr R.A.Sully, Cyfarwyddwr Addysg a Gwasanaethau Plant, Adeilad 2, Parc Dewi Sant, Heol Ffynnon Job, Caerfyrddin, SA31 3HB neu drwy e-bost at: aaprma@sirgar.gov.uk

Gall ymgyngoreion gyflwyno'u sylwadau o blaid neu yn erbyn y cynnig. Ni fydd yr ymatebion a geir yn ystod y cyfnod ymgynghori yn cael eu hystyried yn wrthwynebiadau statudol. Os dymuna ymgyngoreion wrthwynebu, bydd angen iddynt wneud hynny'n ysgrifenedig yn ystod y cyfnod gwrthwynebu statudol y manylir arno isod.

4.4 Ymgynghori â disgyblion

Bydd cyfle i ddisgyblion Ysgol Gyfun Gymraeg Bro Myrddin i gymryd rhan yn y broses ymgynghori yn ystod sesiwn a gynhelir yn yr ysgol. Bydd yr wybodaeth a gesglir o'r sesiynau ymgynghori yn llunio rhan o'r adroddiad ymgynghori a gyflwynir i Fwrdd Gweithredol y Cyngor i'w ystyried yn dilyn y cyfnod ymgynghori.

4.5 Ystyried eich Sylwadau

O fewn 13 wythnos ar ôl y 4ydd o Ragfyr bydd adroddiad ymgynghori yn cael ei gyhoeddi ar wefan Cyngor Sir Caerfyrddin. Hefyd bydd copïau caled o'r adroddiad ar gael drwy wneud cais. Bydd yr adroddiad yn crynhoi'r materion a godwyd gan ymgyngoreion ac yn rhoi ymateb Cyngor Sir Caerfyrddin i'r materion hyn. Hefyd bydd yr adroddiad yn cynnwys barn Estyn am y cynnig.

Bydd y Cyngor Sir yn ystyried yr adroddiad ymgynghori ac yn penderfynu a ydynt am fynd ymlaen gyda'r cynnig ai peidio.

Os yw'r Cyngor Sir yn penderfynu mynd ymlaen gyda'r cynnig mae'n rhaid i Gyngor Sir Caerfyrddin gyhoeddi hysbysiad statudol.

4.6 Hysbysiad Statudol

Bydd yr hysbysiad statudol yn cael ei gyhoeddi ar wefan Cyngor Sir Caerfyrddin a'i arddangos yn yr ysgolion a enwyd a'r rhai cyfagos yn yr ardal. Bydd copïau o'r hysbysiad ar gael i'r ysgol eu dosbarthu i ddisgyblion, rhieni, gwarcheidwaid, ac aelodau staff (gall yr ysgol hefyd ddosbarthu'r hysbysiad drwy e-bost).

Bydd yr hysbysiad yn amlinellu manylion y cynnig ac yn gwahodd unrhyw un sy'n dymuno gwrthwynebu i wneud hynny'n ysgrifenedig o fewn cyfnod o 28 diwrnod.

4.7 Penderfynu ynghylch y Cynnig

Y Cyngor Sir fydd yn penderfynu ynghylch y cynnig. Gall y Cyngor Sir benderfynu i gymeradwyo'r cynnig, gwrthod y cynnig neu gymeradwyo'r cynnig gyda newidiadau. Wrth wneud hynny, bydd y Cyngor Sir yn rhoi ystyriaeth i unrhyw wrthwynebiadau statudol a ddaeth i law.

4.8 Rhoi gwybod am y penderfyniad

Ar ôl penderfynu ynghylch y cynnig rhoddir gwybod i'r holl bartïon sydd â diddordeb bod y penderfyniad ar gael a fydd yn cael ei gyhoeddi'n electronig ar wefan Cyngor Sir Caerfyrddin.

4.6 Amserlen y Broses Statudol

Bydd y broses statudol a'r amserlen fel a ganlyn:

Hydref 2015	Dosbarthu'r ddogfen ymgynghori hon i bartïon penodol a phartïon eraill sydd â diddordeb.
Rhagfyr 4ydd, 2015	Y dyddiad cau ar gyfer derbyn barn ar y cynnig i gael eu derbyn gan yr Adran Addysg a Phlant.
Ebrill 2016	O fewn 13 wythnos ar ôl y 4ydd o Ragfyr, 2015 bydd Adroddiad ymgynghori yn cael ei roi gerbron y Cyngor Sir a'i gyhoeddi ar wefan Cyngor Sir Caerfyrddin. Penderfynu mynd ymlaen i gyhoeddi'r hysbysiad statudol NEU fod y cynnig yn dod i ben. Os penderfynir mynd ymlaen yna bydd hysbysiad statudol yn cael ei gyhoeddi. Bydd yr hysbysiad yn amlinellu manylion y cynnig ac fe'i cyhoeddir ar wefan y Cyngor a'i arddangos ger mynedfa'r ysgol ac ysgolion cyfagos yr ardal. Bydd copïau o'r hysbysiad ar gael i'r ysgol eu dosbarthu i rieni, gwarchedwaid ac aelodau staff. Ar ôl cyhoeddi'r hysbysiad caniateir cyfnod o 28 diwrnod pryd y gwahoddir gwrthwynebiadau ysgrifenedig ffurfiol. Bydd yr hysbysiad statudol yn rhoi manylion ynghylch y modd y gallwch gofnodi eich gwrthwynebiadau i'r cynnig.
Mai 2016	Diwedd y cyfnod statudol o 28 diwrnod ar gyfer gwrthwynebiadau. Cyngor Sir Caerfyrddin fydd yn penderfynu ynghylch y cynnig. Gall y Cyngor Sir benderfynu i gymeradwyo'r cynnig, gwrthod y cynnig neu gymeradwyo'r cynnig gyda newidiadau, ac wrth ddod i benderfyniad bydd y Cyngor Sir yn rhoi ystyriaeth i unrhyw wrthwynebiadau a ddaeth i law.
Gorffennaf 2016	Y dyddiad cau ar gyfer hysbysu'r rhieni am y bwriad i weithredu'r cynnig. Ar ôl penderfynu ynghylch y cynnig rhoddir gwybod i'r holl bartïon sydd â diddordeb bod y penderfyniad ar gael a fydd yn cael ei gyhoeddi'n electronig ar wefan Cyngor Sir Caerfyrddin.

5. Y Casgliad

O ystyried yr holl bwyntiau a nodwyd yn y ddogfen hon, rhaid sylweddoli bod y newid eisoes yn digwydd. Mae llawer o'r disgyblion eisoes yn astudio Gwyddoniaeth trwy gyfrwng y Gymraeg yn yr ysgolion cynradd, cam naturiol yw parhau gyda'r addysg honno yn yr Uwchradd. Nid dysgu termau trwy un iaith yn unig fydd yn cael ei wneud ond bydd y 'model dwyieithog' yn cael ei datblygu ymhellach – model y bydd pob plentyn yn elwa'n aruthrol ohono.

Dyma gyfle, felly, i Sir Gâr i arwain y ffordd yng Ngorllewin Cymru ac i Fro Myrddin i greu hanes trwy sefydlu yr ysgol Gymraeg gyntaf yn Sir Gâr.

6. Atodiad A – Asesiad o'r Effaith ar yr Iaith Gymraeg

Categori iaith yr ysgol ar hyn o bryd, fel y nodwyd eisoes yw 2A. Serch hynny, mae disgrifiad 'Iaith yr Ysgol' fel y nodir ar dudalen 56 o Gynllun Strategol Addysg Gymraeg yr Awdurdod yn ddisgrifiad o ysgol categori CC – *'Cymraeg yw iaith cyfathrebu gyda disgyblion a gwaith pob dydd yr ysgol. Mae'r ysgol yn cyfathrebu gyda rhieni yn y ddwy iaith.*' Gwahanol iawn yw'r disgrifiad 'Iaith yr Ysgol' a nodir wrth ddisgrifio ysgol categori 2A sef: *'Penderfynir iaith neu ieithoedd pob dydd yr ysgol trwy ei chyd-destun ieithyddol. Defnyddir y ddwy iaith i gyfathrebu gyda disgyblion a gweinyddu'r ysgol.'* Yn sicr, mae Bro Myrddin eisoes yn ysgol gategori CC ar sail 'Iaith yr Ysgol.'

Mae gwersi cyfrwng Saesneg (Mathemateg, Gwyddoniaeth a Saesneg) yn cyfrannu 36% o gwricwlwm disgyblion yng Nghyfnod Allweddol 3, rhwng 44% a 54% yng Nghyfnod Allweddol 4 a hyd at 79% yng Nghyfnod Allweddol 5. Gall hyn danseilio gallu'r unigolyn i ddatblygu i fod yn siaradwr naturiol a hyderus ddwyieithog ar draws yr holl feysydd astudio yn ogystal â gosod cynsail ei fod yn rhy anodd ac yn anaddas astudio rhai pynciau trwy'r Gymraeg. Gellir dadlau bod hyn hefyd yn tanseilio ethos Gymreig yr ysgol.

Fe fydd symud yr ysgol ar y continiwwm iaith yn adlewyrchu dyheadau'r Cyngor a dyheadau Llywodraeth Cymru fel y maent wedi eu nodi yn y Strategaeth Addysg Cyfrwng Cymraeg, Y Fframwaith Effeithiolrwydd Ysgolion, Polisi Iaith Sir Gaerfyrddin a'r Strategaeth Gymunedol Integredig. Bwriad y Cyngor yn ôl Cynllun Strategol Addysg Gymraeg 2014-17 yw cynyddu y ddarpariaeth addysg cyfrwng Cymraeg yn Sir Gâr. Fe fyddai newid categori iaith yr ysgol yn sicrhau hynny.

7. Atodiad B – Asesiad o'r Effaith ar Gydraddoldeb

Cyngor Sir Caerfyrddin

Asesu Effaith

Deddf Cydraddoldeb 2010

Mae Deddf Cydraddoldeb 2010 (y Ddeddf) yn dwyn ynghyd y deddfau camwahaniaethu blaenorol ac yn rhoi un Ddeddf sengl yn eu lle. Mae'n symleiddio ac yn cryfhau'r gyfraith, yn dileu anghysonderau ac mae'n haws i bobl ei deall a chydymffurfio â hi. Daeth y rhan fwyaf o'r Ddeddf i rym ar 1 Hydref 2010.

Mae'r Ddeddf yn cynnwys dyletswydd cydraddoldeb newydd y sector cyhoeddus (y 'ddyletswydd gyffredinol'), sy'n cymryd lle'r dyletswyddau unigol yn ymwneud â chydraddoldeb hil, anabledd a rhywedd. Daeth hon i rym ar 5 Ebrill 2011.

Beth yw'r ddyletswydd gyffredinol?

Nod y ddyletswydd gyffredinol yw sicrhau bod awdurdodau cyhoeddus a'r rhai sy'n cyflawni swyddogaeth gyhoeddus yn ystyried sut gallant gyfrannu'n gadarnhaol at gymdeithas decach drwy wella cydraddoldeb a chysylltiadau da yn eu gweithgareddau o ddydd i ddydd. Mae'r ddyletswydd yn sicrhau bod ystyriaethau cydraddoldeb yn cael eu cynnwys fel rhan annatod o ddylunio polisïau a chyflwyno gwasanaethau a'u bod yn cael eu hadolygu'n barhaus. Bydd hyn yn sicrhau gwell canlyniadau ar gyfer pawb.

Mae'r dyletswyddau yn rhwymedigaethau cyfreithiol. Os na chyflawnir y dyletswyddau yna gall arwain at her gyfreithiol yn erbyn awdurdodau.

O dan ddeddfwriaeth cydraddoldeb, mae dyletswyddau cyfreithiol gan awdurdodau lleol i roi 'sylw priodol' i'r angen am ddileu camwahaniaethu a hybu cydraddoldeb ynghylch hil, anabledd a rhywedd, gan gynnwys ailbennu rhywedd, yn ogystal â hybu

cysylltiadau hiliol da. Mae Deddf Cydraddoldeb 2010 yn cyflwyno dyletswydd newydd y sector cyhoeddus sy'n ymestyn ei chwmpas i oedran, cyfeiriadedd rhywiol, beichiogrwydd a mamolaeth a chrefydd neu gred. Mae'r gyfraith yn mynnu bod y ddyletswydd hon i roi 'sylw priodol' yn cael ei dangos yn y broses gwneud penderfyniadau. Mae'n bwysig hefyd nodi fod awdurdodau cyhoeddus sy'n ddarostyngedig i'r dyletswyddau cydraddoldeb yn debygol hefyd o fod yn ddarostyngedig i'r rhwymedigaethau o dan y Ddeddf Hawliau Dynol ac felly mae'n ddoeth ystyried fel rhan o'r un broses yr effaith bosibl y gallai penderfyniadau eu cael ar hawliau dynol.

Dull Sir Gaerfyrddin o Weithredu Effaith ar Gydraddoldeb

Er mwyn sicrhau bod y cyngor yn ystyried effaith bosibl ei bolisïau a'i arferion arfaethedig ar gydraddoldeb, ac er mwyn dangos tystiolaeth ein bod wedi gwneud hynny, bydd angen ategu pob cynnig gyda'r Asesiad o Effaith amgaeedig. Os yw'r asesiad hwn yn clustnodi effaith sylweddol yna mae'n bosibl y bydd angen rhagor o fanylion.

Adrodd ar asesiadau

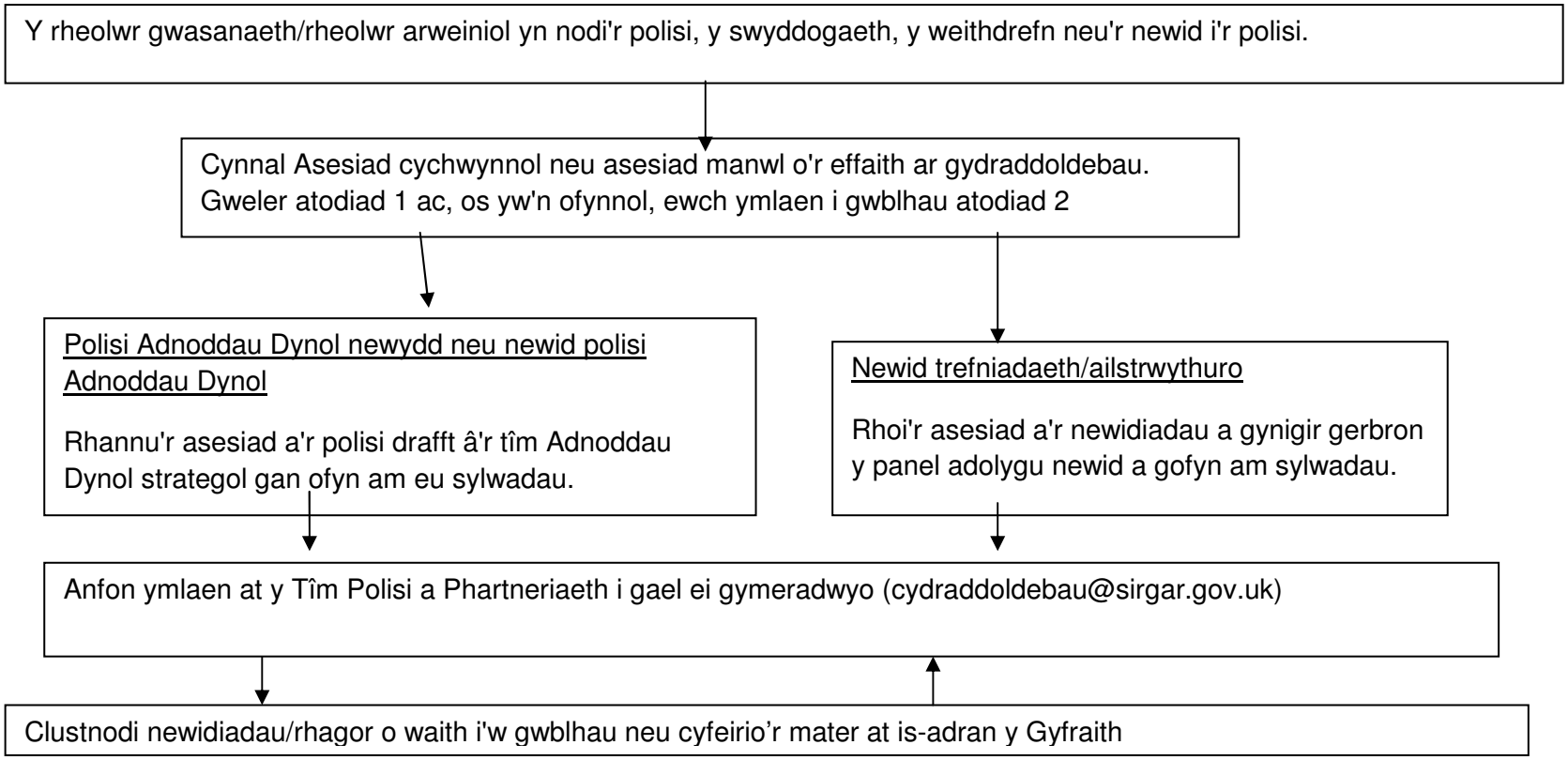
Os yw'n amlwg o'r asesiad bod yr effaith debygol ar allu'r awdurdod i gyflawni'r ddyletswydd gyffredinol yn un sylweddol, yna bydd rhaid iddo gyhoeddi adroddiad.

Asesiad Cychwynnol ac Asesiad Manwl o'r Effaith ar Gydraddoldebau

Mae'r asesiad cychwynnol (atodiad 1) yn ddull syml a chyflym o asesu effaith polisi, swyddogaeth, gweithdrefn, penderfyniad, gan gynnwys toriadau ariannol, ar un neu ragor o'r nodweddion gwarchodedig.

Mae'n rhaid i'r Rheolwr Gwasanaeth sy'n gyfrifol am y polisïau, swyddogaethau, gweithdrefnau a phenderfyniadau ariannol newydd neu ddiwygiedig, gynnal asesiad o'r effaith ar gydraddoldebau, ar lefel gychwynnol o leiaf, a chwblhau asesiad manwl o'r effaith ar gydraddoldebau lle bo hynny'n berthnasol (atodiad 2); mae'n rhaid atodi'r asesiad gyda'r papurau cefndir a'r adroddiadau ar gyfer y Bwrdd Gweithredol a'r Pwyllgorau Craffu.

Asesiad o'r Effaith ar Gydraddoldeb - Y broses sydd i'w dilyn lle nodwyd goblygiadau o ran Adnoddau Dynol



Templed ar gyfer Asesiad Cychwynnol o'r Effaith ar Gydraddoldebau **Atodiad 1**

Adran: Addysg a Phlant	**Wedi'i gwblhau gan (arweinydd):** Sharon James	**Dyddiad yr asesiad cychwynnol: Mawrth 2015** **Dyddiadau adolygu: N/A**
Y maes a asesir: (h.y. enw'r *polisi, swyddogaeth, gweithdrefn, arfer neu benderfyniad ariannol)*	YSGOL GYFUN GYMRAEG BRO MYRDDIN NEWID MEWN CATEGORI IAITH O GATEGORI 2A I GATEGORI CC	
Ydy'r swyddogaeth/polisi, gweithdrefn, arfer neu benderfyniad dan sylw yn bodoli'n barod neu a ydy'n un newydd?	Cynnig i newid categori iaith – Rhaglen Moderneiddio Addysg	
Pa dystiolaeth a ddefnyddiwyd i ddarparu gwybodaeth wrth lunio'r asesiad a'r polisi? (rhestr yn unig)		
• Rhaglen ysgolion yr 21ain ganrif • Rhaglen Moderneiddio Addysg • Canllawiau Llywodraeth Cymru – Cod Trefniadaeth Ysgolion 2013 • Data CYBLD		

1. Disgrifiwch nodau, amcanion neu ddibenion y swyddogaeth/polisi, arfer, gweithdrefn neu benderfyniad a phwy fydd yn cael budd ohonynt.	Cynnig yr Awdurdod Addysg yw newid categori iaith Ysgol Gyfun Gymraeg Bro Myrddin o gategori 2A i gategori CC		
Mae'n ofynnol fod y Cyngor yn rhoi "sylw dyledus" i'r canlynol yn unol â Dyletswydd Cydraddoldeb y Sector Cyhoeddus:-	**2. Beth fydd yr effaith ar bob grŵp/nodwedd warchodedig o ran tri nod y ddyletswydd?** **Nodwch uchel (U) canolig (C), isel (I),**	**3. Clustnodwch y risg neu'r effaith gadarnhaol bosibl ar gyfer pob un o'r grwpiau/nodweddion gwarchodedig?**	**4. Os oes effaith negyddol anghymesur pa ffactorau lliniarol ydych chi wedi'u hystyried?**

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(1) dileu camwahaniaethu, aflonyddu ac ymddigaeth anghyfreithlon; **(2)** hybu cyfle cyfartal rhwng gwahanol grwpiau ; a **(3)** meithrin perthynas dda rhwng gwahanol grwpiau (gweler y canllawiau)		**dim effaith (D) ar gyfer pob un.**	**Risgiau**	**Effeithiau cadarnhaol**	
Nodweddion gwarchodedig	**Oed**	C	Risg niwtral		
	Anabledd	C	Risg niwtral	Ar hyn o bryd mae 16.4% o ddisgyblion yr ysgol ac anghenion dysgu ychwanegol, fe fydd cefnogaeth ddigonol ar gael i'r disgyblion hyn trwy gyfrwng y Gymraeg.	
	Ailbennu rhywedd	D	Risg niwtral		
	Hil	D	Risg niwtral		
	Crefydd neu Gred	D	Risg niwtral		
	Beichiogrwydd a mamolaeth	D	Risg niwtral		
	Cyfeiriadedd Rhywiol	D	Risg niwtral		
	Rhyw	D	Risg niwtral		
	Yr Iaith Gymraeg	C	Risg niwtral	Fel rhan o'r cynnig fe fydd categori iaith yr ysgol yn cael ei newid i CC a fydd yn cefnogi gweledigaeth a nod y Cyngor ar gyfer Addysg Cyfrwng Cymraeg fel y'i nodir yn Cynllun Strategol yr Iaith Gymraeg Sir Gaerfyrddin 2014-2017	

	Unrhyw faes arall	D	Risg niwtral		

5. A oes unrhyw ymgynghori/cysylltu wedi digwydd o ran y nodweddion gwarchodedig priodol ?	**OES x☐** **NAC OES ☐** Fe fydd ymgynghoriad anffurfiol a ffurfiol yn cael ei gynnal fel y nodir yng Nghanllawiau Llywodraeth Cynulliad Cymru, Cod Trefniadaeth Ysgolion (2013)
6. Pa gam/gamau a gymerir i leihau'r effaith negyddol anghymesur, os bydd rhai? Sicrhau bod rhieni, staff a llywodraethwyr yn derbyn gwybodaeth lawn o bob cam o'r ymgynghoriad.	
7. Caffael **Ar ôl coladu'r dystiolaeth ar gyfer yr asesiad hwn, a oes unrhyw oblygiadau caffael i'r gweithgaredd, y cynnig neu'r gwasanaeth.** **Gofynnir i chi gynnwys canfyddiadau'r asesiad hwn yn eich cynllun caffael. Cysylltwch â'r Uned Caffael Corfforaethol i gael cyngor pellach.** N/A	
8. Adnoddau Dynol **Ar ôl coladu'r dystiolaeth ar gyfer yr asesiad hwn, a oes unrhyw oblygiadau Adnoddau Dynol i'r gweithgaredd, y cynnig neu'r gwasanaeth?** Dim goblygiadau staffio	

9. Ar sail y wybodaeth yn adran 2 a 6 a oes angen cynnal asesiad manwl o effaith y swyddogaeth/polisi/gweithdrefn/arfer neu benderfyniad? (argymhellir bod hyn yn digwydd os oes mwy nag un elfen uchel wedi'i nodi yn adran 2)	**OES ☐**	**NAC OES x☐**

Cymeradwywyd gan: Pennaeth y Gwasanaeth	**Gareth Morgans**	**Dyddiad: Mehefin 2015**

Templed ar gyfer Asesiad Manwl o'r Effaith ar Gydraddoldebau Atodiad 2

Adran:	Gweler yr asesiad cychwynnol o'r effaith
Wedi'i gwblhau gan (arweinydd):	
Dyddiad yr asesiad manwl:	
Y maes a asesir: (*Polisi, swyddogaeth, gweithdrefn, arfer neu benderfyniad ariannol)*	Gweler yr asesiad cychwynnol o'r effaith
Ydy'r swyddogaeth/polisi, gweithdrefn, arfer neu benderfyniad yma yn bodoli'n barod neu a ydy'n un newydd	Gweler yr asesiad cychwynnol o'r effaith

1. Disgrifiwch nodau, amcanion neu ddibenion y swyddogaeth/polisi, arfer, neu weithdrefn a phwy fydd yn cael budd ohonynt.	Gweler yr asesiad cychwynnol o'r effaith

2. Rhestrwch unrhyw ddogfennau, tystiolaeth, ymchwil a ddefnyddiwyd i ddarparu gwybodaeth yn rhan o'r asesiad manwl o'r effaith ar gydraddoldeb. (Mae'n rhaid i hyn gynnwys y data perthnasol a ddefnyddiwyd yn yr asesiad hwn**)**				
3. A oes unrhyw ymgynghori/cysylltu wedi digwydd o ran y nodweddion gwarchodedig er mwyn darparu gwybodaeth ar gyfer yr asesiad hwn? (rhowch fanylion ynghylch y dull ymgynghori a'r rhai yr ymgynghorwyd â nhw)				
4. Beth yw'r union effaith/effaith debygol?				
5. Pa gamau y bwriedir eu cymryd i ddelio â'r effaith? ***(Mae angen i'r camau gweithredu fod yn benodol, yn fesuradwy ac yn seiliedig ar ganlyniadau)***	**Beth rydym yn mynd i'w wneud**	**Pwy fydd yn gyfrifol**	**Pryd fydd y gwaith yn cael ei gwblhau**	**Sut y byddwn ni'n gwybod bod ein hamcan wedi'i gyflawni**
6. Sut y caiff y camau gweithredu eu monitro?				

Cymeradwywyd gan: Pennaeth y Gwasanaeth		**Dyddiad:**

Diolch ichi am gwblhau'r asesiad hwn.

I gael rhagor o wybodaeth ynghylch Asesu Effaith, cysylltwch â'r canlynol -

Y Tîm Polisi a Phartneriaeth

Adran y Prif Weithredwr

01267 22(4914) / (4676)

cydraddoldeb@sirgar.gov.uk

Ar ôl cwblhau'r asesiad a fyddech cystal â'i anfon i'r cyfeiriad e-bost uchod.

8. Atodiad C - Pro-fforma Ymateb

Darparwch eich sylwadau ar y cynnig ynghylch categori iaith y dyfodol i Ysgol Gyfun Gymraeg Bro Myrddin.

Eich sylwadau:

A oes gennych unrhyw faterion eraill yr hoffech eu dwyn i'n sylw?

☐ Ticiwch y blwch os hoffech gael gwybod am gyhoeddiad yr adroddiad ymgynghori.

Llofnod: _____

Cyfeiriad: _____

_____

_____

Dyddiad: _____

Enw: _____

Safle / Categori yr ymatebydd (e.e. rhiant) _____

Cod post: _____

Sylwch, oni bai eich bod yn nodi fel arall, bydd eich sylwadau yn agored i'r cyhoedd fel rhan o gofnodion ffurfiol yr ymgynghoriad.
Os wnewch chi ddadgysylltu y ffurflen hon a'i dychwelyd i: Mr. R. A. Sully, Cyfarwyddwr – Adran Addysg a Phlant, Adeilad 2, Parc Dewi Sant, Heol Job, Caerfyrddin, SA31 3HB neu E-bostiwch i **aaprma@sirgar.gov.uk** erbyn **4ydd o Ragfyr 2015.**

Mae’r dudalen hon yn wag yn fwriadol

ADRODDIAD YMGYNGHORI

Ysgol Gyfun Gymraeg Bro Myrddin

Atodiad A

Rhestr o'r ymatebion i'r Ddogfen Ymgynghori

Rhestr sylwadau Bro Myrddin a dderbyniwd

Rhif	Enw	Safle/Categori yr ymatebydd
1.1	Eleri MacRae	Aelod Staff
1.2	Tim Hayes	Aelod Staff
1.3	Cllr. Jeff Thomas	Cynghorydd
1.4	Beti-Wyn James	Rhiant/Llywodraethwr
1.5	M E Madoc-Jones	Rhiant
1.6	Cllr Peter H. Griffiths	Llywodraethwr
1.7	Meinir McLellan	Llywodraethwr
1.8	Gary Evans	Darpar Rhiant
1.9	Helen Evans	Darpar Rhiant
1.10	Robert Alun Charles	Llywodraethwr
1.11	L. Davies	Aelod Staff
1.12	Adrian Williams	Aelod Staff
1.13	Steffan Davies	Aelod Staff
1.14	Morwen Hughes	Aelod Staff
1.15	Hywel Gwyn Jones	Aelod Staff/Rhiant
1.16	James Henshaw	Aelod Staff
1.17	M. Davies	Aelod Staff
1.18	A E Roberts	Rhiant
1.19	Luned Davies	Aelod Staff
1.20	Bethan Jenkins	Aelod Staff
1.21	Judith Roberts	Aelod Staff
1.22	Meleri Llwyd-O'Leary	Rhiant
1.23	Lynwen Roberts	Rhiant
1.24	Iona Llyr	Rhiant
1.25	Cefin & Mari Campbell	Rhiant
1.26	Catrin Griffiths	Gweithiwr Ieuenctic
1.27	C S Jones	Bursor
1.28	Glesni Davies	Derbynnydd
1.29	Glenys Thomas	Llywodraethwr

1.30	Iola Wyn	Rhiant
1.31	Elaine Edwards	Dirprwy Bennaeth, Y Dderwen
1.32	Dylan Evans	Pennaeth, Y Dderwen
1.33	B. Morgan	Ysgol Y Dderwen
1.34	Sian Evans	
1.35	I R Evans	Cynorthwy-ydd Cwricwlwm
1.36	Mererid Hopwood	Hen Rhiant
1.37	Eleri Beynon	Rhiant
1.38	John Beynon	Rhiant
1.39	Ffion Page	Aelod Staff
1.40	Meinir Jones	Pennaeth, Llanddarog
1.41	W. Huw Davies	
1.42	Nia Lewis	Goruchwyliwr gwers
1.43	Angharad Lewis	Doctor
1.44	Gwenan Morgans-Free	Aelod Staff
1.45	Gwennan Jones	Darpar Rhiant
1.46	A. Baggott	
1.47	Ann Loughran	Llywodraethwr
1.48	Catrin Pritchard	Aelod Staff
1.49	Zelda Williams	Aelod Staff
1.50	Owen Rhys	
1.51	Cllr. Gareth Jones	Llywodraethwr
1.52	Llio Dyfri Jones	Rhiant
1.53	Gwlym Dyfri Jones	Rhiant
1.54	Rhiannon Mathias	Cyngor Cymunedol Abernant
1.55	Marlene Jones	Rhiant
1.56	Geraint Roberts	Hen Rhiant
1.57	Rhiannon Roberts	Hen Rhiant
1.58	Esyllt Davies	Hen Ddisgybl
1.59	Lynda Davies	Hen Rhiant
1.60	D. Elfed Davies	Hen Rhiant
1.61	Gethin Page	Hen Ddisgybl

1.62	Alwen Haf Owen	Aelod Staff
2.1	Joanna D. E. Rees	
3	Helen Proctor	Rhiant
4	Bethan Williams	Rhiant
5	Rhian Carruthers	Aelod Staff
5.1	Lonwen Bowen	Aelod Staff
5.2	Sian Thomas	Aelod Staff
5.3	Dr. Llinos Jones	Aelod Staff
5.4	Meinir Richards	Aelod Staff
5.5	Gethin Evans	Aelod Staff
5.6	Hannah McAvoy	Aelod Staff
5.7	L Griffiths	Rhiant
5.8	Tracy Jenkins	Aelod Staff
5.9	John Norgrove	Aelod Staff
6.1	Rhian Williams	Aelod Staff
7.1	Betsan & Timothy Bowen	Rhiant
7.2	Abi Thomas	Rhiant
7.3	Anonymous	
8.1	John Greville	Hen Rhiant

Atodiad B

Crynodeb o'r sylwadau a dderbyniwyd yn dilyn cyhoeddi'r Ddogfen Ymgynghori ac ymatebion yn ymwneud â'r Awdurdod Lleol

YMGYNGHORAI	SYLWADAU	YMATEB
Rhif. 1	**1.1 Newid yng nghategori iaith arfaethedig yr ysgol** Hollol gefnogol i newid categori iaith i CC	**Newid yng nghategori iaith arfaethedig yr ysgol** Mae'r Awdurdod Lleol yn croesawu'r nifer fawr o ymatebion cadarnhaol i'r newid arfaethedig i gategori iaith yr ysgol sy'n galonogol iawn.
	1.2 Croesawaf gynnir yr Awdurdod i newid categori iaith Ysgol Gyfun Gymraeg Bro Myrddin. Fel atrho yn yr Adran Wyddoniaeth ers yn agos i 20 mlynedd mae'r twf naturiol yn nifer y plant sy'n dilyn y Gwyddorau trwy gyfrwng yr iaith Gymraeg wedi bod yn amlwg ac erbyn hyn mae'r mwyafrif llethol yn astudio trwy gyfrwng y Gymraeg beth bynnag. Wedi dysgu sawl cenhedlaeth o wyddonwyr Cyfrwng Cymraeg gyda nifer ohonynt wedi mynd ymlaen i astudio'r Gwyddorau gan gynnwys meddygaeth a deintyddiaeth ym mhrifysgolion Cymru a gweddill y Deyrnas Unedig, rwy'n gwbl argyhoeddedig nad oes unrhyw anfantais i astudio trwy gyfrwng y Gymraeg.	Mae llawer o'r sylwadau'n canolbwyntio ar y newid naturiol sydd eisoes wedi digwydd yn raddol dros y blynyddoedd. Mae'r Awdurdod Lleol yn croesawu'r sylwadau sy'n pwysleisio bod newid yn ysgol uwchradd Iaith Gymraeg Categori 1 gyntaf Sir Gaerfyrddin yn gam pwysig a hanesyddol. Mae'r cynigion wedi cael eu llunio mewn ymateb i Gynllun Strategol y Gymraeg mewn Addysg Cyngor Sir Caerfyrddin a Strategaeth Addysg Cyfrwng Cymraeg Llywodraeth Cymru. Hefyd mae'r Awdurdod wedi cynnal Asesiad o'r Effaith ar y Gymraeg wrth ddrafftio'r cynigion hyn.
	1.3 Rwyf wedi darllen y ddogfen ymgynghori ac yn cefnogi'n llwyr dymuniad yr ysgol i fod yr ysgol gyntaf Gyfrwng Gymraeg yn Sir Gâr. Mae'n hen bryd i'r cynnig gael ei dderbyn gan ddilyn esiampl Dwyrain Cymru. Mae'r lleihad yn y siaradwyr Cymraeg yn Sir Gâr yn gwneud y cynnig yn amserol.	Nodwyd y sylw. Gweler yr ymated uchod.
	1.4 Rwy'n cefnogi'n llwyr ddymuniad Ysgol Gyfun Gymraeg Bro Myrddin i newid categori iaith yr ysgol er mwyn bod yn ysgol gyfan gwbl Gymraeg.	Nodwyd y sylw. Gweler yr ymateb uchod.

	1.5 Rydym fel teulu yn cefnogi'r cynnig i newid categori iaith yr ysgol.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.6 Rwy'n cefnogi'n llwyr y cynnig i newid categori iaith yr ysgol. Dylai hyn fod wedi digwydd flynyddoedd yn ôl. Rwy'n cefnogi'n llwyr yr amserlen ar gyfer gwneud y newidiadau.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.7 Rwyf yn credu bod newid categori iaith Ysgol Gyfun Gymraeg Bro Myrddin yn gam naturiol i'r ysgol gan mai ychydig iawn o bynciau sydd erbyn hyn yn cael eu dysgu trwy y Saesneg.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.8 Rwy'n cefnogi'r newid. O'r hyn rwy'n deall mae'r mwyafrif o rieni sy'n danfon eu plant i Fro Myrddin yn dymuno i'w plant gael eu dysgu yn y Gymraeg ar gyfer Mathemateg a Gwyddoniaeth. Felly, mae'n gam nauriol i newid categori iaith yr ysgol yn swyddogol.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.9 Dyma gyfnod hynod gyffrous i Ysgol Bro Myrddin. Fel darpar riant rwy'n llwyr gefnogi'r newid pwysig hwn. Byddai newid yr ysgol yn ysgol benodedig Gymraeg yn gam gwbl naturiol. Dyma ysgol lwyddiannus dros ben gydag ethos gwbl Gymreig. Dymunaf pob llwyddiant i'r ysgol. Gobeithiaf yn fawr mai Ysgol Bro Myrddin fydd yr ysgol benodedig Gymraeg gyntaf yn Sir Gâr.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.10 Rwy'n llwyr gefnogol i'r cynnig i newid categori iaith Ysgol Bro Myrddin o 2A i ysgol CC.	Nodwyd y sylw. Gweler yr ymateb uchod.

	1.11 Rwy'n cefnogi'r newid hwn yn llwyr i gynnig newid categori iaith Ysgol Bro Myrddin. Fel rhiant ac athrawes yn yr ysgol mae'n gam naturiol i fod yn ysgol gwbl Gymraeg.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.12 Rwy'n cytuno â'r newidiadau hyn.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.13 Dyma gyfle gwych i'r ysgol ddatblygu i fod yn ysgol CC. Rwy'n llwyr gefnogol.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.14 Cefnogi'r newid yn llwyr.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.15 Fel rhiant i ddau ddisgybl yn yr ysgol hoffwn gadarnhau fy mod yn cefnogi'r cynnig i newid categori iaith yr ysgol.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.16 Cefnogi'r newid yn llwyr.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.17 Mae hwn yn newyddion gwych. Cefnogi'n llwyr.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.18 Rwy'n gefnogol iawn i'r syniad o newid categori iaith Bro Myrddin fel ei bod yn Ysgol Gyfun Gymraeg. Byddai'n hybu Cymreictod ac yn rhoi statws i'r iaith. Rwy'n awyddus i'm plant fynychu ysgol o'r fath.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.19 Rwy'n cefnogi'r cynnig yn llwyr i newid categori iaith Bro Myrddin.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.20 Fel teulu rydym yn hapus iawn gyda'r cynnig i newid categori iaith yr ysgol.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.21 Mae hwn yn gyfle perffaith i wneud y	Nodwyd y sylw. Gweler yr ymateb uchod.

	newidiadau hyn.	
	1.22 Rwy'n cefnogi'r newidiadau hyn yn llwyr.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.23 Mae hwn yn gam naturiol ymlaen i'r ysgol. Rwy'n cefnogi'r newidiadau hyn yn llwyr.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.24 Mae cynyddu'r ddarpariaeth Gymraeg yn yr ysgol yn gam cwbl naturiol ymlaen. Mae Bro Myrddin yn ysgol lwyddiannus sy'n dymuno datblygu a symud ar hyd y continiwm iaith. Yn fy marn i nid oes anfanteision i'r cynnig hwn.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.25 Rydym yn llwyr gefnogol i'r cynnig o newid categori iaith yr ysgol. Mae hwn yn gam naturiol i'r ysgol lle mai nifer fach o ddisgyblion yn dewis astudio Mathemateg a Gwyddoniaeth trwy gyfrwng y Saesneg. Bydd y newid hwn yn profi nad oes angen i chi astudio Mathemateg a Gwyddoniaeth trwy gyfrwng y Saesneg er mwyn llwyddo yn academaidd. Hoffwn longyfarch llywodraethwyr yr ysgol ar wneud y penderfyniad i newid categori iaith yr ysgol ac i'r Cyngor Sir am eu cefnogaeth.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.26 Rwy'n llwyr gefnogi'r cynnig i newid y categori iaith.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.27 Cefnogi'n llwyr.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.28 Cefnogi'n llwyr.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.29 Rwy'n llwyr gefnogi'r ysgol wrth newid categori iaith yr ysgol. Bydd yn gam naturiol ac yn arbed arian i'r ysgol.	Nodwyd y sylw. Gweler yr ymateb uchod.

	1.30 Rydym yn cefnogi'r cynnig yn llwyr. Credwn bod ysgol iaith Gymraeg yn ddewis doethach gan ei fod yn arbed amser ar gyfer gweinyddu ac adnoddau yn yr ysgol. Dyma rywbeth sydd angen ar yr ysgol ers blynyddoedd. Efallai mai cam bach yw hwn ond cam pwysig iawn.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.31 Rwy'n cefnogi'r cynnig i newid categori iaith yr ysgol sydd yn fy marn i yn gam naturiol i'r ysgol.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.32 Mae newid categori iaith yr ysgol yn gam naturiol. Bydd hwn yn cadarnhau statws yr iaith o fewn yr ysgol ac rwy'n llwyr gefnogol i'r newid.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.33 Bydd hwn yn datblygu sgiliau iaith y disgyblion hyd yn oed ymhellach ac rwy'n cefnogi'r newid yn llwyr.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.34 Fel darpar riant, rwy'n cefnogi'r newid yn llwyr.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.35 Cefnogi'n llwyr	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.36 Mae'n bleser i weld y staff yn cefnogi'r newid hwn. Dyma'r fath o arweiniad sydd ei angen i gefnogi ac annog ein disgyblion er mwyn parhau â'r addysg o'r safon uchaf. Mae'r polisi hwn yn dangos y gwir botensial i'r ddwy iaith. Rwy'n llwyr gefnogi'r cynnig hwn.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.37 Mae'r dystiolaeth a gyflwynwyd yn ystod y cyfnod ymgynghori yn dangos yr angen i newid categori iaith yr ysgol.	Nodwyd y sylw. Gweler yr ymateb uchod.

	1.38 Rwy'n cefnogi cais yr ysgol i newid ei chategori iaith.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.39 Rwy'n cefnogi newid iaith yr ysgol yn llwyr ble caiff holl bynciau'r ysgol eu dysgu trwy gyfrwng y Gymraeg. Bydd hwn yn annog y disgyblion i ddefnyddio mwy o Gymraeg y tu-allan i'r ystafell ddosbarth. Mae hwn yn gam cywir ymlaen i'r ysgol, heb amheuaeth.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.40 Hoffwn gefnogi'r cais hwn i newid categori iaith yr ysgol. Fel cyn ddisgybl, teimlaf bod hwn yn rhywbeth ddylai fod wedi digwydd yn barod gan fod digon o ddewis yn y dref o ran addysg cyfrwng Saesneg os oes angen.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.41 Mae delwedd addysg ddwyieithog wedi datblygu dros y blynyddoedd ac yn fy marn i, nawr yw'r amser i'r newid o ran iaith ddigwydd yn yr ysgol.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.42 Dyma gyfle i roi Sir Gâr a Bro Myrddin ar y map. Os bydd y newid hyn yn digwydd, fe fydd y disgyblion sy'n mynychu ysgol Bro Myrddin yn gwneud hynny am y rhesymau cywir.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.43 Cefnogi'n llwyr.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.44 Rwy'n cefnogi'r newid yn llwyr. Fe fydd yn annog Cymreictod disgyblion y tu-allan i'r ystafell ddosbarth a bydd y disgyblion yn mynychu'r ysgol am y rhesymau cywir.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.45 Rwy'n credu taw dyma'r cam cywir i'r ysgol.	Nodwyd y sylw. Gweler yr ymateb uchod.

	Fe fydd yn cryfhau defnydd o ddydd i ddydd yr iaith.	
	1.46 Rwy'n credu bod hwn yn gam ymlaen i'r ysgol ac rwy'n ei gefnogi'n llwyr.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.47 Rwyf yn gwbl gefnogol i'r cynnig ynghlych categori iaith Ysgol Gyfun Bro Myrddin. Credaf ei fod yn hynod o bwysig fod y pynciau i gyd (arwahan i'r Saesneg) yn cael eu haddysgu trwy gyfrwng y Gymraeg yn unig yn yr ysgol. Mae hyn yn rhoi'r cyfle gorau i'r disgyblion i ddatblygu'n gwbl ddwyieithog ar draws pob maes. Fel athrawes fathemateg a ffiseg brofiadol (ond nid ym Mro Myrddin) credaf ei fod yn fantais bendant i ddisgyblion allu trin a thrafod y gwyddorau trwy gyfrwng y Gymraeg gan fod hyn yn datblygu eu gallu i ddatblygu cysyniadau gwyddonol a mathemategol cadarn.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.48 Gan fy mod yn wreiddiol o ardal ddi-Gymraeg yng nghymoedd De Cymru, rwy'n ei gweld yn fraint o'r mwyaf i dderbyn addysg trwy gyfrwng y Gymraeg. Derbyniais addysg hollol gymraeg yn y gwyddorau trwy gydol fy amser fel disgybl a ni wnaeth hwn fy atal rhag astudio cwrs gwyddonol y tu allan i Gymru.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.49 Cefnogaf yn llwyr y newid oherwydd mae data yn dangos bod dymuniad y mwyafrif o rieni a disgyblion i astudio gwyddoniaeth a mathemateg trwy'r Gymraeg yn ei wneud yn benderfyniad naturiol. Fe fydd astudio holl bynciau'r cwricwlwm trwy'r Gymraeg yn atgyfnerthu sgiliau ieithyddol y dysgwyr yn	Nodwyd y sylw. Gweler yr ymateb uchod.

	ogystal a defnydd yr iaith yn yr ysgol. Mae mwy o bwyslais yn cael ei roi ar ddatblygu siaradwyr Cymraeg ym mhob agwedd o'r gweithlu a byddai datblygu siaradwyr sy'n hyderus wrth drafod pob pwnc yn cyfrannu at hwn.	
	1.50 Rwy'n credu y dylai pob pwnc arwahan i'r Saesneg a Ieithoedd Tramor Modern cael eu dysgu trwy gyfrwng y Gymraeg.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.51 Hoffem gadarnhau fy mod yn cefnogi'r newid hwn yn llwyr.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.52 Rwy'n credu bod hwn yn gam naturiol i'r ysgol.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.53 Rwy'n cytuno'n gryf gyda'r cynnig i newid categori iaith yr ysgol. Dyma gam naturiol ymlaen i'r ysgol.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.54 Ar ôl ystyriaeth ofalus i'r ddogfen ymgynghori mewn cyfarfod diweddar o'r cyngor, penderfynwyd bod Cyngor Cymuned Abernant yn cefnogi sefydlu ysgol Gyfun Gymraeg ym Mro Myrddin.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.55 Mae'n hen bryd ein bod yn cael ysgol Gymraeg yn y sir. Mae'r plant yn gallu ymdopi'n iawn, y broblem sydd gyda'r rhieni.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.56 Rwy'n cefnogi'n llwyr y cynnig i newid categori iaith yr ysgol.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.57 Rwy'n cefnogi y cynnig i newid categori iaith yr ysgol.	Nodwyd y sylw. Gweler yr ymateb uchod.

	1.58 Fel cyn-ddisgybl o'r ysgol rwy'n cefnogi'n llwyr y cynnig i newid y categori iaith. Mae gormod o rieni yn y gorffennol wedi danfon eu plant di-Gymraeg i'r ysgol oherwydd yr 'adeilad newydd.' Rwy'n credu y dylai plant cael eu hanfon i'r ysgol yn seiliedig ar y ffaith eu bod yn medru'r Gymraeg yn ddi-ffwdan ar lafar ac yn ysgrifenedig. Credaf ei bod hi'n well cael ysgol sydd chwarter ei maint, nac ysgol gyda thros fil o blant ynddi a thri chwarter ohonynt ddim yn siarad Cymraeg yn naturiol. Cyfrifoldeb yr ysgolion cynradd yw sicrhau bod y plant cywir yn cael eu danfon i Fro Myrddin.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.59 Rwy'n gobeithio y bydd y newid hwn yn digwydd a bod Bro Myrddin yn dod yn ysgol gategori Gymraeg.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.60 Rwy'n cadarnhau fy mod yn llwyr gefnogol i newid categori iaith yr ysgol.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.61 Cefnogaf yn llwyr y cynnig i newid categori iaith yr ysgol.	Nodwyd y sylw. Gweler yr ymateb uchod.
	1.62 Mae hwn yn gam naturiol i'r ysgol a bydd yn annog Cymreictod y tu-allan i'r ystafell dosbarth.	Nodwyd y sylw. Gweler yr ymateb uchod.
Rhif. 2	**2 Dylai fod gan y disgybl ddewis** 2.1 Rwyf wedi addysgu yn ddwyieithog ers 2005 a hynny yw yn llwyddiannus. Mae'r disgyblion galluog yn ymdopi gyda newid iaith wrth drafod, ysgrifennu – ond mae'r mwyafrif yn ei gweld yn anodd. Yn bersonol rwy'n teimlo dyle'r cynnig	**Dylai fod gan y disgybl ddewis** Nid yw'r canlyniadau arholiadau sy'n gyson uchel mewn Gwyddoniaeth drwy gyfrwng y Gymraeg yn cadarnhau'r farn hon yn ôl pob golwg.

	darpariaeth dwyieithog yn TGAU a Lefel UG/A. Mae deall yr iaith yn gallu meddwl 'gradd' o wahaniaeth. Dyler disgybl cael dewis iaith.	
Rhif. 3	**3 Ystyried danfon eich plentyn i ysgol arall os yw'r newid yn mynd i ddigwydd** 3.1 Rydym wastad wedi cynllunio bod ein mab yn mynd i Fro Myrddin. Ar hyn o bryd mae'n ddisgybl blwyddyn 6 yn Ysgol Nantgaredig. Fodd bynnag, rydym yn dwys ystyried ysgolion eraill gan nad ydym yn dymuno iddo astudio Gwyddoniaeth trwy gyfrwng y Gymraeg. Yn sicr, os nad yw'r cynnig yn mynd yn ei flaen byddwn yn danfon ein mab i Fro Myrddin. Rydym wedi trafod gyda nifer o bobl ac mae'r mwyafrif ddim yn credu bod hyn yn beth da. Mae'r drafodaeth wedi cynnwys athrawon a ffrindiau/cydweithwyr yn y maes meddygol / gwyddorol. Rwy'n mawr obeithio na fydd hyn yn mynd yn ei flaen oherwydd ein bod yn awyddus i'n mab i fynd i Fro Myrddin.	**Ystyried anfon ein plentyn i ysgol arall os yw'r newid yn mynd i ddigwydd** Os caiff y cynnig ei roi ar waith, bydd rhieni'n gallu dewis naill ai ysgol Cyfrwng Cymraeg neu Ysgol Uwchradd Cyfrwng Saesneg yn bennaf â defnydd sylweddol o'r Gymraeg yn ardal Caerfyrddin.
Rhif. 4	**4 Annhegwch y broses** Rhaid i mi dynnu eich sylw i annhegwch y rhifau ystadegol mae'r ysgol yn dangos. Mae'r rhifau yn dangos bod llai o blant yn dewis astudio Gwyddoniaeth yn Saesneg bob blwyddyn ac maent yn dod i'r casgliad bod hyn yn golygu bod llai o rieni yn dymuno i'w plant astudio Gwyddonaieth yn Saesneg. Y gwir yw, serch hynny, mae llai o rieni yn cael y dewis (e.e. nid oes gan rieni Ysgol y Dderwen ddewis o gwbl). Mae'r un peth yn wir am Fathemateg, nid oes	**Annhegwch y broses** Mae'r ddogfen ymgynghori'n nodi'n glir fod 35% o'r disgyblion CA3 yn 2000 wedi astudio Mathemateg yn Gymraeg o gymharu â 65% yn Saesneg. Yn 2015 mae 100% bellach yn astudio'r pwnc yn Gymraeg. O ran CA4 bu 28.2% yn astudio Mathemateg yn Gymraeg o gymharu â 71.8% yn Saesneg. Yn 2015 mae 96.2% yn astudio'r pwnc yn Gymraeg. Yn 2000 bu 28.1% o'r disgyblion CA3 yn astudio Gwyddoniaeth yn Gymraeg o gymharu â 71.9% yn Saesneg. Yn 2015 mae 71% yn astudio'r pwnc yn Gymraeg. O ran CA4

	dewis ei astudio yn Saesneg. Hoffem wybod sut mae'r ysgol wedi dod i'r casgliad ei bod yn 'symud yn naturiol ar hyd y continiwm iaith.' Nid yw'r rhifau yn adlewyrchu galw y rhieni o gwbl. Saesneg yw iaith y byd gwyddorol, lle bynnag yn y byd yr ydym yn byw. Pam bod yr ysgol yn ceisio gwneud pethau'n anoddach i'r disgyblion trwy astudio Gwyddoniaeth yn y Gymraeg. Oni ddylem fod yn annog y disgyblion i anelu am brifysgolion o'r safon uchaf sydd efallai yn Lloegr, yn hytrach na'u gorfodi i astudio Gwyddoniaeth yn y Gymraeg sy'n rwystr pellach iddynt. Ymhellach nid yw'r ddogfen yn dangos faint o blant sy'n cael eu colli'n flynyddol i orffen eu cyrsiau TGAU trwy gyfrwng y Saesneg. A oes ystyriaeth wedi ei roi i'r nifer o ddisgyblion a fydd yn troi at ein hysgolion Saesneg os bydd y newid yn digwydd?	bu 20.5% yn astudio Gwyddoniaeth yn Gymraeg o gymharu â 79.5% yn Saesneg. Yn 2015 mae 63.6% yn astudio'r pwnc yn Gymraeg. Er 2000 mae polisi iaith yr ysgol yn nodi'n glir fod unrhyw blentyn sydd wedi astudio Mathemateg a Gwyddoniaeth drwy gyfrwng y Gymraeg yn yr ysgol gynradd hefyd yn astudio drwy gyfrwng y Gymraeg yn yr ysgol uwchradd. Mae hefyd yn nodi na chaniateir iddynt newid cyfrwng yr iaith addysgu yn ystod cyfnod allweddol ond bod modd gwneud hynny ar ddiwedd unrhyw gyfnod allweddol. Yr un yw'r polisi erioed, ond mae canran y plant sy'n penderfynu astudio Gwyddoniaeth a Mathemateg drwy gyfrwng y Saesneg wedi gostwng. Mae'r rhifau, felly, yn adlewyrchu gofynion y rhieni. Mae'r Awdurdod Lleol yn fodlon fod y canlyniadau arholiadau yn profi fod addysgu Gwyddoniaeth drwy gyfrwng y Gymraeg wedi gwella safonau. Mae'r ysgol yn paratoi disgyblion i fynd i brifysgolion ym mhob rhan o'r byd ac nid yw'n fwriad gan yr Awdurdod Lleol orfodi unrhyw iaith ar blentyn. Os caiff y cynnig ei roi ar waith, bydd rhieni'n gallu dewis naill ai Ysgol Cyfrwng Cymraeg neu Ysgol Uwchradd Cyfrwng Saesneg yn bennaf â defnydd sylweddol o Gymraeg yn ardal Caerfyrddin. Yn y ddwy flynedd diwethaf mae 0.7% o ddisgyblion CA3 a CA4 wedi symud o'r ysgol yn ystod y flwyddyn academaidd. Nid oes unrhyw dystiolaeth ar gael sy'n awgrymu fod y disgyblion hyn wedi gadael er mwyn cwblhau eu harholiadau TGAU drwy gyfrwng y Saesneg.
Rhif. 5	**5.1 Manteision y newid** Fel Pennaeth yr Adran Fathemateg ers nifer o	**Manteision y newid** Nodwyd y sylw. Mae manteision y newid wedi eu nodi yn y

	flynyddoedd erbyn hyn dyma'r manteision i astudio'r pwnc yn uniaith Gymraeg (mae hyn yn wir wrth gwrs, ar gyfer Gwyddoniaeth): Mae'r disgyblion yn gallu defnyddio termau Cymraeg yn y pynciau eraill sydd wastad wedi eu haddysgu trwy gyfrwng y Gymraeg yn unig, mae hyn wedyn yn atgyfnerthu'r dealltwriaeth ar draws y cwrciwlwm. Gan ein bod yn darparu'r holl dermau'n ddwyieithog mae hyn yn cyfoethogi sgiliau iaith y disgyblion. Mae nifer o dermau mathemategol yn haws ac yn gwneud mwy o synnwyr yn y Gymraeg. Oherwydd bydd pawb yn astudio yn yr un iaith bydd hi'n haws i'r adrannau setio a bydd y grwpiau, felly, yn decach i'r disgyblion a bydd yn bosibl creu grwpiau llai o faint yn ôl y galw sydd yn beth da. Wrth ddadansoddi'r data dros nifer o flynyddoedd erbyn hyn mae'n ymddangos bod cyfrwng y pwnc ddim yn amharu ar ddealltwriaeth, ac os unrhyw beth, mae'r grwpiau Cymraeg yn gwneud yn well. Mae nifer sylweddol o ddisgyblion yn dewis astudio'r pwnc i Lefel A ac mae'r mwyafrif erbyn hyn yn penderfynu gwneud hyn trwy gyfrwng y Gymraeg. Mae nifer helaeth hefyd wedi mynd ymlaen i astudio Mathemateg yn y brifysgol, rhai wedi aros yng Nghymru ond eraill wedi mynd i Loegr. Yr adborth rydym ni wedi ei dderbyn yw bod astudio'r pwnc trwy gyfrwng y Gymraeg yn yr ysgol wedi bod o fantais iddynt ac nid yn anfantais. Bydd astudio pob pwnc ar y cwriciwlwm drwy gyfrwng y Gymraeg yn atgyfnerthu Cymreictod y disgyblion sydd yn beth da hefyd i'r gymuned leol.	ddogfen ymgynghori.

	5.2 Rwyf wedi bod yn gweithio ym Mro Myrddin ers dros 25 mlynedd yn yr adran Wyddoniaeth ac mae'r cynnydd yn y disgyblion sydd nawr yn gwneud y pwnc trwy'r Gymraeg wedi bod yn fawr. Fel cyn rhiant ac aelod o staff yr ysgol rwy'n gweld hwn yn siawns rhy dda i'w golli. Fe fydd Cyngor Sir Gâr o flaen y gad a Bro Myrddin fydd yr ysgol benodedig Gymraeg gyntaf yn y Sir ac yng nghorllewin Cymru. Bydd hwn yn hybu Cymreictod yn yr ysgol tu-allan i wersi ac yn yr ardal leol. Fe fydd dysgu trwy gyfrwng y Gymraeg yn unig yn lleihau llwyth gwaith i'r athrawon sydd ar hyn o bryd yn gorfod paratoi adnoddau'n ddwyieithog.	Nodwyd y sylw. Fel y nodwyd yn y ddogfen ymgynghori, mae'r holl athrawon Gwyddoniaeth presennol yn ysgol Bro Myrddin yn hyderus bod symud tuag at addysgu Gwyddoniaeth drwy gyfrwng y Gymraeg yn unig yn cynnig llawer o fanteision.
	5.3 Fel cyn ddisgybl a bellach yn aelod o staff yn yr ysgol fe fydd hi'n braf i Fro Myrddin fod ar flaen y gad gan gael ei chydnabod fel ysgol Gymraeg gyntaf Gorllewin Cymru. Fe fydd y cynnig hwn yn cryfhau Cymreictod yr ysgol ac yn sicrhau bod disgyblion o oedran babanod yn medru datblygu eu sgiliau yn y Gymraeg – sgiliau sy'n holl bwysig yn eu bywydau bob dydd. Mae cyfathrebu trwy gyfrwng y Gymraeg yn mynd i agor drysau iddynt.	Nodwyd y sylw. Fel y nodwyd yng nghasgliad y ddogfen ymgynghori 'mae hwn yn gyfle i arwain y ffordd yn y sir ac yng ngorllewin Cymru ac yn wir i Fro Myrddin greu hanes trwy sefydlu'r ysgol Gymraeg gyntaf yn Sir Gaerfyrddin.'
	5.4 Mae'n gyfnod cyffrous iawn yn hanes Ysgol Bro Myrddin a Sir Gâr. Rydym ar drothwy cael yr ysgol benodedig Gymraeg gyntaf yn y Sir. Byddai hyn yn rhoi Sir Gâr ar y map. Mae Bro Myrddin wedi ymateb i gynllun strategol yr iaith Sir Gâr gan geisio symud ar hyd y continiwwm iaith. Mae'r ffaith bod cyn lleied o blant yn gwneud pynciau trwy gyfrwng y Saesneg yn brawf bod y rhieni eisoes wedi gwneud y dewis.	Nodwyd y sylw. Mae manteision y cynnig wedi eu nodi'n glir yn y ddogfen ymgynghori.

	Cynhaliwyd cyfarfodydd cychwynnol eisoes. Ers hynny mae rhai rhieni wedi cysylltu gyda'r ysgol i drafod eu pryderon ac wedi gofyn am ragor o esboniad ond mae pawb wedi bod yn fonheddig ac yn bositif iawn. Mae'n braf nodi bod pob aelod o staff yn gefnogol i'r cynllun. Maent o'r farn bod y newid yn mynd i fod yn gam pwysig ymlaen i'r ysgol wrth ddatblygu Cymreictod y tu-allan i'r ystafell ddosbarth a lleihau eu baich gwaith. Mewn cyfnod o doriadau cyllid, mae newid categori iaith yr ysgol yn gwneud synnwyr.	
	5.5 Fe fydd y newidiadau hyn yn annog Cymreictod y tu allan i'r ystafell ddosbarth. Fe fydd dysgu trwy gyfrwng y Gymraeg yn unig yn lleihau llwyth gwaith yr athrawon sydd ar hyn o bryd yn gorfod paratoi adnoddau'n ddwyieithog. Fe fydd yn rhoi Sir Gâr ar y map.	Nodwyd y sylw.
	5.6 Fe fydd dysgu trwy gyfrwng y Gymraeg yn unig yn lleihau llwyth gwaith yr athrawon ac yn gwella Cymreictod.	Nodwyd y sylw.
	5.7 Fe fydd disgyblion yn dod i'r ysgol am y rhesymau cywir a bydd yn arbed arian i'r ysgol a'r Cyngor Sir.	Nodwyd y sylw.
	5.8 Fe fydd dysgu trwy gyfrwng y Gymraeg yn unig yn lleihau llwyth gwaith i ni fel athrawon sydd ar hyn o bryd yn gorfod paratoi adnoddau'n ddwyieithog. Fe fydd yn annog Cymreictod y tu-allan i'r ystafell ddosbarth ac yn arbed arian.	Nodwyd y sylw.
	5.9 Fel pennaeth yr Adran Addysg Gorfforol mae	Nodwyd y sylw.

	hwn yn gam cadarnhaol iawn i'r ysgol. Fe fydd yn annog Cymreictod o gwmpas yr ysgol ac yn sicrhau bod disgyblion yn dod i'r ysgol am y rhesymau cywir. Fe fydd hefyd yn sicrhau ethos Gymreig.	
Rhif. 6	**6. Dealltwriaeth o'r pynciau** **6.1** Wedi dysgu Cemeg trwy gyfrwng y Gymraeg a'r Saesneg ers 15 mlynedd, teimlaf mai dealltwriaeth o'r pwnc a chysyniadau gwyddonol yn y pwnc sy'n bwysig. Os yw disgybl yn gallu siarad Cymraeg a Saesneg, gall esbonio'r pwnc yn y ddwy iaith.	**Dealltwriaeth o'r Pynciau** Nodwyd y sylw. Mae manteision dwyieithrwydd wedi eu nodi yn y ddogfen ymgynghori.
Rhif. 7	**7. Yn erbyn y newidiadau** **7.1** Rydym ni yn rhieni i dri o blant sy'n mynychu Ysgol Glanyfferi. Ein dewis cyntaf o ysgol Uwchradd yw Bro Myrddin. Rydym yn pryderu am y newid arfaethedig ac yn ei wrthwynebu. Rydym yn deall bod y disgyblion sy'n dymuno parhau gyda'u hastudiaethau trwy gyfrwng y Gymraeg yn medru gwneud hynny. Fodd bynnag, gyda'r disgyblion hynny sy'n penderfynu, am ba bynnag reswm, i barhau gyda'u haddysg drwy gyfrwng y Saesneg ni fydd dewis bellach. Rydym yn gwrthwynebu yn gryf ein bod yn colli y dewis hwn.	**Yn erbyn y newidiadau** Os caiff y cynnig ei roi ar waith, bydd rhieni'n gallu dewis naill ai Ysgol Cyfrwng Cymraeg neu Ysgol Uwchradd Cyfrwng Saesneg yn bennaf â defnydd sylweddol o Gymraeg yn ardal Caerfyrddin.
	7.2 Ar ôl mynychu'r noson ymgynghori i rieni, roeddwn yn disgwyl y byddai cyfle i gael trafodaeth o ran hyn gyda'r rhieni. Nid oedd hyn yn wir. Y gwirionedd yw bod Bro Myrddin yn	Roedd yr ymgynghori anffurfiol yn rhoi cyfle i rieni/gwarcheidwaid gyflwyno unrhyw gwestiynau. Gwahoddwyd rhieni i siarad ag amrywiaeth o bobl - swyddogion Cyngor Sir Caerfyrddin, y Pennaeth, Tîm yr

	dweud eu bwriad wrth y rhieni. Ni ofynnwyd i ni fel rhieni am ein barn ar p'un ai oeddem yn hapus i hyn i ddigwydd. Roedd y noson ymgynghori yn fygythiol iawn i'r rhieni. Mae angen i Fro Myrddin a'r Awdurdod lleol edrych ar sut maent yn cysylltu â rhieni. Mae gennyf bryderon dwys o ran addysg cyfrwng Cymraeg ar rieni di-Gymraeg. Dylai pob disgybl gael eu trin yr un peth. Mae gennyf bryderon bod y llywodraethwyr, aelodau o staff a phlant sy'n siarad Cymraeg iaith gyntaf yn cael mwy o gyfleoedd na phlant eraill. Mae angen i'r ysgol gydnabod yr hyn sydd orau i'r plentyn ac nad yw'n golygu ei fod orau i'r ysgol. Mae'r ystadegau a ddangosir yn y ddogfen ymgynghori yn gamarweiniol. Maent yn dangos bod y galw am addysg trwy gyfrwng y Saesneg wedi lleihau ond efallai eu bod yn cuddio'r ffaith bod ceisiadau rhai rhieni sydd eisiau i'w plant astudio'r pynciau hyn wedi cael eu gwrthod ac nid oedd cyfle yn yr ysgol i wneud hyn.	Uwch-reolwyr a staff addysgu. Yn ysgol Bro Myrddin mae pob plentyn yn cael ei drin yn deg ac mae gan bob plentyn yr un cyfleoedd. Er 2000 mae polisi iaith yr ysgol yn nodi'n glir fod unrhyw blentyn sydd wedi astudio Mathemateg a Gwyddoniaeth drwy gyfrwng y Gymraeg yn yr ysgol gynradd hefyd yn astudio drwy gyfrwng y Gymraeg yn yr ysgol uwchradd. Mae hefyd yn nodi na chaniateir iddynt newid cyfrwng yr iaith addysgu yn ystod cyfnod allweddol ond bod modd gwneud hynny ar ddiwedd unrhyw gyfnod allweddol. Yr un yw'r polisi erioed, ond mae canran y plant sy'n penderfynu astudio Gwyddoniaeth a Mathemateg drwy gyfrwng y Saesneg wedi gostwng. Mae'r rhifau, felly, yn adlewyrchu gofynion y rhieni. Capasiti presennol (Mesur Capasiti Ysgolion yng Nghymru) yr ysgol yw 923 o ddisgyblion. Ar hyn o bryd mae 870 o ddisgyblion ar y gofrestr. Felly mae'r ysgol o dan gapasiti ac nid yw'n orlawn.
	7.3 Hoffwn gymryd y cyfle hwn i ddatgan fy siomedigaeth o fwriad yr ysgol i newid ei chategori iaith. O dan y system bresennol mae'r ysgol hon wedi bod yn llwyddiannus iawn yn academaidd sy'n cael ei arddangos yn y canlyniadau arholiad gwych. Mae'r ysgol wedi bod yr un mor llwyddiannus wrth gynghyrchu dinasyddion sy'n hyderus wrth siarad y ddwy iaith. Yn gyffredinol nid yw'r ymadrodd "os nad yw wedi torri nid oes angen ei drwsio" yn un gwael o gwbl. Ydy'r "*dewis sy'n cael ei ffafrio*	Ers 2000 mae polisi iaith yr ysgol yn nodi'n glir fod unrhyw blentyn sydd wedi astudio Mathemateg a Gwyddoniaeth drwy gyfrwng y Gymraeg yn yr ysgol gynradd hefyd yn astudio drwy gyfrwng y Gymraeg yn yr ysgol uwchradd. Mae hefyd yn nodi na chaniateir iddynt newid cyfrwng yr iaith addysgu yn ystod cyfnod allweddol ond bod modd gwneud hynny ar ddiwedd unrhyw gyfnod allweddol. Yr un yw'r polisi erioed, ond mae canran y plant sy'n penderfynu astudio Gwyddoniaeth a Mathemateg drwy gyfrwng y Saesneg wedi gostwng. Mae'r rhifau, felly, yn adlewyrchu gofynion y rhieni.

	gan yr Awdurdod" yn ddyfais er mwyn lleihau nifer y disgyblion sy'n gadael yr ysgolion cynradd ac yn dymuno astudio ym Mro Myrddin? Ar hyn o bryd credaf bod yr ysgol wedi gor-dderbyn disgyblion a bod hwn yn ffordd o reoli niferoedd. Ydych chi'n gallu cadarnhau bod pob rhiant wedi cael y cyfle i roi dewis i'w plant i astudio Mathemateg a Gwyddoniaeth yn Saesneg? Mae si ar led nid oes hawl gan y disgyblion fu'n astudio mewn ysgolion cynradd cyfrwng Cymraeg wneud hynny ym Mro Myrddin neu eu bod yn cael eu perswadio i beidio â dewis opsiwn. Os yw hyn yn wir, ni fyddai'n syndod felly "bod y galw wrth rieni am ddarpariaeth o bynciau yn Saesneg wedi gostwng".	
Rhif. 8	**8. A yw'r newid hwn yn ddoeth?** **8.1** A ydyw'n synhwyrol i wneud newid sylfaenol i ysgol mor lwyddiannus a Bro Myrddin? Rwyf yn ystyried bod fy mhlant wedi cael addysg rhagorol yno yn astudio rhai pynciau yn Gymraeg ac eraill yn Saesneg, a hynny mewn awyrgylch Gymreig. Y cydbwysedd perffaith! Mi es i ysgol lle Saesneg oedd yr unig gyfrwng addysgu, heb law y pwnc Cymraeg wrth gwrs. Roedd hynny ddim yn agos i fod yn ddelfrydol. Rwyf o'r farn fod y gwrthwyneb hefyd yn drychineb i blant o ardal a theuluoedd Cymraeg eu hiaith.	**A yw'r newid hwn yn ddoeth?** Mae ysgol Bro Myrddin yn ysgol lwyddiannus ac mae'r canlyniadau rhagorol drwy gyfrwng y Gymraeg yn sail i'r llwyddiant. Mae'r ddogfen ymgynghori'n nodi'n glir pam y mae newid categori iaith yr ysgol yn fanteisiol.

Atodiad C

YMATEB ESTYN I'R DDOGFEN YMGYNGHORI

Ymateb Estyn i'r cynnig i newid categori iaith Ysgol Gyfun Gymraeg Bro Myrddin o gategori 2A i gategori CC (Cyfrwng Cymraeg) o fis Medi 2016.

Paratowyd yr adroddiad hwn gan Arolygwyr Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru.

O dan delerau Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013 a'i Chod cysylltiedig, mae'n ofynnol i gynigwyr anfon dogfennau ymgynghori i Estyn. Fodd bynnag, nid yw Estyn yn gorff y mae'n ofynnol iddo weithredu yn unol â'r Cod ac nid yw'r Ddeddf yn gosod unrhyw ofynion statudol ar Estyn o ran materion trefniadaeth ysgolion. Felly, fel corff yr ymgynghorir ag ef, bydd Estyn yn rhoi eu barn ar rinweddau cyffredinol cynigion trefniadaeth ysgolion yn unig.

Mae Estyn wedi ystyried yr agweddau addysgol ar y cynnig ac mae wedi llunio'r ymateb canlynol i'r wybodaeth a ddarparwyd gan y cynigiwr, a gwybodaeth ychwanegol arall fel data gan Lywodraeth Cymru a barnau'r Consortia Rhanbarthol sy'n darparu gwasanaethau gwella ysgolion i'r ysgolion yn y cynnig.

Cyflwyniad

Mae'r cynnig gan Gyngor Sir Gaerfyrddin. Y cynnig yw newid categori iaith Ysgol Gyfun Bro Myrddin o gategori 2A i gategori o Dymor yr Hydref 2016.

Diffiniad categori 2A yw ' *Addysgir o leiaf 80% o'r pynciau (heblaw Saesneg a Chymraeg) trwy gyfrwng yr iaith Gymraeg yn unig i bob disgybl. Addysgir un neu ddau o bynciau i rai disgyblion yn Saesneg neu'r ddwy iaith.'*

Diffiniad categori CC yw *'Addysgir pob pwnc heblaw Saesneg trwy gyfrwng yr iaith Gymraeg i bob disgybl. Gall rhai ysgolion gyflwyno terminoleg Saesneg mewn un neu ddau o bynciau.'*

Crynodeb/Casgliad

Mae'r cynnig yn cyd-fynd â Chynllun Strategol y Gymraeg mewn addysg Sir Gaerfyrddin i gynyddu darpariaeth addysg cyfrwng Cymraeg o fewn y sir.
Ym marn Estyn mae'r cynnig hwn o leiaf yn debygol o gynnal y safonau addysg presennol.

Disgrifiad a Manteision

Mae'r cynigiwr yn darparu rhesymwaith clir ar gyfer y rhesymeg y tu ôl i'r cynnig. Mae wedi rhoi amlinelliad da o'r rhesymau dros newid categori iaith yr ysgol o gategori 2a i gategori CC (Cyfrwng Cymraeg) gan edrych ar symudiad yr ysgol i'r cyfeiriad hwn dros y blynyddoedd. Mae'n nodi'n rhesymol bod dyletswydd ar yr awdurdod i ystyried a gweithredu yn unol ag argymhellion Cynllun Strategol y Gymraeg mewn Addysg Sir Gaerfyrddin 2014-17, sef sicrhau cynnydd mewn darpariaeth addysg Gymraeg.

Mae'r cynigiwr wedi rhoi ystyriaeth briodol i ddewisiadau eraill gan gynnwys cadw'r ysgol ar ei ffurf bresennol ond yn nodi'n gytbwys na fyddai'r opsiwn yn gydnaws gyda gweledigaeth y Cyngor Sir.
Mae'r cynigiwr yn amlinellu'n glir y gwahaniaeth rhwng y categorïau a'r goblygiadau i addysg y disgyblion. Mae'r cynigiwr hefyd yn nodi'n rhesymol bod yr ysgol eisoes yn fwy tebyg i gategori CC yn ôl diffiniad yr awdurdod lleol na diffiniad categori 2a, sef ei chategori presennol.

Mae'n nodi'n effeithiol bod rhieni a disgyblion yn cefnogi'r fath newid drwy dynnu sylw at y ffaith bod nifer gynyddol o ddisgyblion yn dewis dilyn pynciau gan gynnwys mathemateg a gwyddoniaeth trwy gyfrwng y Gymraeg.

Mae hefyd yn rhestru'r manteision yn glir. Mae'r rhain yn ymddangos yn rhesymol ac yn cynnwys arbedion ariannol, defnydd mwy effeithiol o amser athrawon wrth baratoi adnoddau, yn ogystal â pharatoi disgyblion yn well ar gyfer byd gwaith cynyddol ddwyieithog, marchnad lafur leol sy'n rhoi pwyslais mawr ar fedrau iaith Gymraeg a chymuned ddwyieithog.

Mae'r cynigiwr yn ystyried yr anfanteision yn gytbwys ac yn datgan na fydd disgyblion presennol yr ysgol yn cael eu heffeithio gan y newidiadau. Bydd y cyfrwng dysgu drwy'r Gymraeg yn symud fesul blwyddyn i fyny'r ysgol.
Mae'n datgan yn rhesymol na fydd medrau Saesneg y disgyblion yn dioddef oherwydd y model arfaethedig o ddysgu dwyieithog sydd wedi profi'n llwyddiannus dros gyfnod o flynyddoedd. Mae'n cefnogi ei ddadl dros y newid yn gadarn trwy egluro buddiannau gwybyddol datblygu medrau trawsieithu i gyflwyno gwybodaeth newydd yn effeithiol.

Agweddau addysgol ar y cynnig

Mae'r cynigiwr yn rhoi ystyriaeth drwyadl i effaith y cynigion ar ansawdd y deilliannau, y ddarpariaeth a'r arweinyddiaeth yn yr ysgol.

Mae'r cynigiwr yn amlygu'n glir fod yr adran fathemateg sy'n dilyn y newidiadau hyn eisoes yn cyflawni'n uwch na chanlyniadau'r awdurdod lleol, canlyniadau'r teulu a chanlyniadau Cymru gyfan. Fodd bynnag, nid yw'r cynigiwr yn ystyried yn ddigonol ganlyniadau'r ysgol o'u cymharu ag ysgolion tebyg o ran prydau ysgol am ddim.

Mae'r cynigiwr wedi ystyried goblygiadau'r newid arfaethedig ar y disgyblion yn drwyadl ac yn cynnig model o ddysgu dwyieithog sy'n cael ei weithredu yn effeithiol gan ddwy adran yn barod. Mae'r cynigiwr yn amlinellu'n briodol y bydd modd gosod disgyblion o'r un gallu mewn grwpiau. Mae'n honni y byddai'r grwpiau'n fwy effeithiol yn addysgol oherwydd y byddent yn adlewyrchu gallu'r disgybl ar draws y garfan yn hytrach nag ar draws cyfrwng y dysgu'n unig. Mae'r cynigiwr wedi cynnal asesiad o effaith y newid ar gydraddoldeb ac yn datgan na ddylai'r cynnig gael effaith andwyol ar unrhyw grwpiau penodol. Mae'n haeru'n rhesymol y bydd darpariaeth cyfrwng Cymraeg ddigonol ar gyfer disgyblion ag anghenion arbennig.

Atodiad D

Ymgynghoriad gyda'r Disgyblion

Ymgynghoriad a gynhaliwyd ar y 9fed Tachwedd 2015

gan

Mrs Mari Owen

Ymgynghorydd Her Cyswllt

Cyngor Sir Gâr

Llais y Dysgwr, Ysgol Gyfun Gymraeg Bro Myrddin

Trefnwyd cyfarfod gydag ystod o ddysgwyr Ysgol Gyfun Gymraeg Bro Myrddin ar Dachwedd 9fed 2015. Roedd saith dysgwr o flynyddoedd 7-12 yn bresennol; Elain Owen (Bl 7), Catrin Owen (Bl 8), Mabon Evans (Bl 9), Mabli Davies (Bl 10), Catrin Lewis (Bl 10), Alice Morris (Bl 10), Carwyn Bebb (Bl 12) a Greta Llŷr (Bl 12).

Trafodwyd bwriad yr Ysgol i symud ymlaen yn naturiol i newid categori iaith yr Ysgol o fis Medi 2016. Nodwyd mai dymuniad y Cyngor a'r Ysgol yw newid i gategori CC, sef Cyfrwng Cymraeg. Eglurwyd mai disgrifiad o Ysgol categori CC yw 'Addysgir pob pwnc heblaw Saesneg trwy gyfrwng yr iaith Gymraeg i bob dysgwr. Gall rhai ysgolion gyflwyno terminoleg Saesneg mewn un neu ddau o bynciau.' (Dyfyniad o'r Ddogfen Ymgynghori)

Roedd y dysgwyr yn ymwybodol mai, heblaw am y gwersi Saesneg, dim ond gwersi Mathemateg a Gwyddoniaeth oedd yn cael eu cynnig trwy gyfrwng y Saesneg ar hyn o bryd a bod y niferoedd a oedd yn dewis gwneud hynny wrth ymuno â'r Ysgol yn lleihau'n flynyddol.

Nododd un dysgwr ei fod ef ei hun wedi dilyn y cwrs Gwyddoniaeth a Mathemateg trwy gyfrwng y Saesneg oherwydd roedd wedi derbyn ei addysg Gynradd drwy gyfrwng y Saesneg yn Ysgol Llanymddyfri cyn ymuno â Bro Myrddin. Serch hynny, nid oedd yn erbyn y syniad o wersi cyfrwng Cymraeg yn unig o Fedi 2016, oherwydd byddai'r dysgwyr newydd a'u rhieni yn ymwybodol o'r sefyllfa ymlaen llaw wrth gynllunio a dewis eu haddysg Uwchradd, ac ni fyddai unrhyw newidiaeth i'r dysgwyr sydd eisoes yn ddisgyblion yn yr Ysgol. Nododd sawl un mai er mwyn cael addysg cyfrwng Cymraeg yr oeddent wedi ymuno ag Ysgol Gyfun Gymraeg Bro Myrddin.

Cytunodd y dysgwyr yn llwyr mai newid cyfrwng i CC oedd y ffordd ymlaen i'r Ysgol hon. Nodwyd nifer o fanteision: byddai'n hwyluso'r broses o gadw at y rheol mai Cymraeg yw iaith yr Ysgol; gallai arbed arian i'r Ysgol o ran staffio ac adnoddau; byddai'n golygu bod safonau iaith Gymraeg y dysgwyr yn gwella a bod eu geirfa yn ehangu; byddai'n sicrhau parhad yn addysg Gymraeg yr holl ddysgwyr ac yn annog eu defnydd o'r Gymraeg i'r dyfodol ac ar hyd eu bywydau. Cyfeiriwyd at ambell sefyllfa yn y gorffennol lle bu dysgwyr hyderus yn y Gymraeg yn dewis dilyn y cyrsiau Gwyddoniaeth a / neu Mathemateg trwy gyfrwng y Saesneg am fod eu ffrindiau yn gwneud hynny. Ni fyddai hynny'n digwydd yn sgil newid categori'r Ysgol i CC.

Ystyriwyd anfanteision i'r newid categori. Y prif bryder a nodwyd oedd astudio mewn Prifysgolion lle mae'r hyfforddiant Gwyddoniaeth a Mathemateg drwy gyfrwng y Saesneg ar ôl dilyn cwrs Lefel A cyfrwng Cymraeg. Er hynny cydnabuwyd os ydynt yn deall y cysyniadau a'r egwyddorion sydd ynghlwm â'r pwnc, wedi derbyn yr eirfa pwnc penodol yn y Gymraeg a'r Saesneg yn yr Ysgol ac wedi llwyddo cael lefel A, ystyriwyd y byddai dysgwyr Bro Myrddin yn gallu ymdopi â'r sefyllfa. Nodwyd bod prinder gwerslyfrau cyfrwng Cymraeg o gymharu â'r Saesneg yn anfantais. Cyfeiriwyd at y ffaith bod rhieni yn teimlo na fyddent yn gallu helpu eu plant gyda'u Gwaith Cartref, ond ychwanegwyd mai Gwaith Cartref y dysgwyr oedd e beth bynnag, ac nid oedd y mwyafrif o rieni yn gallu helpu gyda'r gwaith yn y pynciau eraill chwaith, yn enwedig ar frig yr Ysgol. Mewn rhai ysgolion o bosib, ni fyddai athrawon

yn hyderus i addysgu'r pynciau trwy gyfrwng y Gymraeg, ond nodwyd nad oedd hynny'n berthnasol ym Mro Myrddin.

Wrth ystyried sut allai'r Ysgol gefnogi a chynorthwyo'r dysgwyr a'u teuluoedd wrth iddynt baratoi i ymuno ag Ysgol CC, nodwyd byddai hyfforddi / rhoi arweiniad i athrawon ysgolion Cynradd ar ddysgu'r pynciau trwy gyfrwng y Gymraeg yn enwedig yn nosbarthiadau lau'r ysgolion Cynradd yn paratoi'r dysgwyr yn dda. Rhestrwyd rhai ysgolion lle mae'r arfer dda o ddysgu Gwyddoniaeth a Mathemateg trwy gyfrwng y Gymraeg yn llwyr eisoes ar waith. Byddai parhau â'r drefn o gyflwyno'r termau technegol / pynciol yn Saesneg, law yn llaw â'r rhai Cymraeg e.e. rhestrau geirfa, yn gymorth mawr. Awgrym arall i gefnogi'r dysgwyr yn gynnar yn y flwyddyn academaidd oedd trefnu Ffair Lyfrau i ddangos a gwerthu'r gwerslyfrau cyfrwng Cymraeg priodol. Nodwyd bod angen annog y Gweisg Cymraeg a'r Llywodraeth i ddatblygu a chyhoeddi mwy o lyfrau cyfrwng Cymraeg i gyfateb â'r ystod eang o adnoddau cyfrwng Saesneg sydd ar gael er mwyn cynorthwyo'r dysgwyr cyfrwng Cymraeg yn yr holl bynciau.

Holwyd am gadarnhad y byddai'r llythyron at rieni yn parhau'n ddwyieithog, ac ni fyddai newidiadau i weithdrefnau'r Ysgol tu hwnt i addysgu 'pob pwnc heblaw Saesneg trwy gyfrwng yr iaith Gymraeg i bob dysgwr'.

Ar ddiwedd y cyfarfod nododd bob un eu bônt o blaid y newid categori i CC o Fedi 2016 ymlaen.

Mae’r dudalen hon yn wag yn fwriadol

Cyngor Sir Gâr
Carmarthenshire
County Council

EICH CYNGOR arleinamdani
www.sirgar.llyw.cymru

YOUR COUNCIL doitonline
www.carmarthenshire.gov.wales

CYNGOR SIR CAERFYRDDIN

Neuadd y Sir, Caerfyrddin, SA31 1JP

Hysbysir trwy hyn yn unol ag Adran 42 o Ddeddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013 (y Ddeddf) a'r Côd Trefniadaeth Ysgolion fod Cyngor Sir Caerfyrddin (y Cyngor) ar ôl ymgynghori â'r cyfryw bersonau ag sy'n ofynnol, yn cynnig newid categori iaith Ysgol Gyfun Gymraeg Bro Myrddin o Dwyieithog (categori 2A) i Cyfrwng Cymraeg (categori CC) o 1 Medi 2016.

Cynhaliodd y Cyngor gyfnod ymgynghori cyn penderfynu cyhoeddi'r cynnig hwn. Mae adroddiad ar yr ymgynghoriad sy'n cynnwys crynodeb o'r materion a godwyd gan ymgyngoreion, ymatebion y cynigwyr a barn Estyn ar gael ar www.sirgar.llyw.cymru

Cyn pen 28 diwrnod ar ôl dyddiad cyhoeddi'r cynnig hwn, hynny yw erbyn 10 Mai 2016, gall unrhyw berson wrthwynebu'r cynnig hwn. Dylid anfon gwrthwynebiadau at Mr Robert Sully, Y Cyfarwyddwr Addysg a Gwasanaethau Plant, Cyngor Sir Caerfyrddin, Adeilad 2, Parc Dewi Sant, Heol Ffynnon Job, Caerfyrddin, SA31 3HB neu gellir anfon neges e-bost at aaprma@sirgar.gov.uk

Llofnod: Mr Robert Sully
Y Cyfarwyddwr Addysg a Gwasanaethau Plant
Ar ran Cyngor Sir Caerfyrddin

Dyddiedig: 13eg Ebrill 2016

NODYN ESBONIADOL

(Nid yw'r Nodyn Esboniadol hwn yn rhan o'r Hysbysiad – yn hytrach fe'i cynigir er mwyn cynyddu eglurder)

1. Bwriad yr Awdurdod yw newid categori iaith Ysgol Gyfun Gymraeg Bro Myrddin o Dwyieithog (categori 2A) i Cyfrwng Cymraeg (categori CC).

Mae diffen wybodaeth Llywodraeth Cymru "Diffinio Ysgolion yn ôl y ddarpariaeth cyfrwng Cymraeg" yn nodi disgrifiadau a chategorïau o ysgolion yn ôl faint o Gymraeg a ddefnyddir wrth addysgu a dysgu. Mae'r ddogfen ar gael ar wefan Llywodraeth Cymru yn y cyfeiriad canlynol:

http://gov.wales/topics/educationandskills/publications/guidance/defining-schools-welsh-medium/?lang=cym

Bydd y newid arfaethedig yn digwydd o 1 Medi 2016.

Tudalen 235

CARMARTHENSHIRE COUNTY COUNCIL

County Hall, Carmarthen, SA31 1JP

Notice is hereby given in accordance with Section 42 of the School Standards and Organisation (Wales) Act 2013 (the Act) and the School Organisation Code that Carmarthenshire County Council (the Council) having consulted such persons as required, propose to change the language category of Ysgol Gyfun Gymraeg Bro Myrddin from Bilingual (category 2A) to Welsh Medium (category WM) from 1 September 2016.

The Council undertook a period of consultation before deciding to publish this proposal. A consultation report containing a summary of the issues raised by consultees, the proposers responses and the views of Estyn is available on www.carmarthenshire.gov.wales

Within a period of 28 days after the date of publication of this proposal, that is to say by 10 May 2016, any person may object to this proposal. Objections should be sent to Mr Robert Sully, Director of Education and Children's Services, Carmarthenshire County Council, Building 2, St David's Park, Job's Well Road, Carmarthen, SA31 3HB or e-mail to DECMEP@carmarthenshire.gov.uk

Signed: Mr Robert Sully
Director of Education and Children's Services
For Carmarthenshire County Council

Dated: 13th of April 2016

EXPLANATORY NOTE

(This Explanatory Note does not form part of the Notice but is offered by way of clarification)

1. It is the Authority's intention to change the language category of Ysgol Gyfun Gymraeg Bro Myrddin from Bilingual (category 2A) to Welsh Medium (category WM).

The Welsh Government information document "Defining schools according to Welsh medium" sets out descriptions and categories of schools according to the amount of Welsh used in teaching and learning. The document is available on the Welsh Government website at the following address:

http://gov.wales/topics/educationandskills/publications/guidance/defining-schools-welsh-medium/?lang=en

The proposed change will take place from 1 September 2016.

Mae’r dudalen hon yn wag yn fwriadol

ADRODDIAD YNGHYLCH Y GWRTHWYNEBIADAU

Ysgol Gyfun Gymraeg Bro Myrddin

Atodiad A

Rhestr o'r gwrthwynebiadau i'r Hysbysiad Statudol

Rhestr o'r gwrthwynebiadau a dderbyniwyd

Rhif	Enw	Safle/Categori yr ymatebydd
1.	Llinos Thomas	
2.	Rhiannon Edwards	Darpar Riant

Atodiad B

Crynodeb o'r gwrthwynebiadau statudol a dderbyniwyd yn dilyn cyhoeddi'r Hysbysiad Stadudol ac ymatebion yn ymwneud â'r Awdurdod Lleol

Rhif	Gwrthwynebiad	Ymateb
1.	Mae'r ymgynghorai yn gwrthwynebu newid y categori iaith o ddwyieithog 2A i Gyfrwng Cymraeg.	Mae'r gwrthwynebiad wedi cael ei nodi. Mae'r cynnig wedi cael ei baratoi i ymateb i Gynllun Strategol Cymraeg mewn Addysg Cyngor Sir Caerfyrddin a'r Strategaeth Addysg Cyfrwng Cymraeg. Mae cyfrifoldeb ar yr awdurdod lleol i "***gynyddu darpariaeth addysg cyfrwng Cymraeg yn Sir Gâr a sicrhau dilyniant ieithyddol o'r sector meithrin ymlaen drwy bob cyfnod allweddol hyd at y sector uwchradd fel y daw pob disgybl yn rhugl ac yn hyderus yn y Gymraeg a'r Saesneg."*** Er mwyn gallu cynyddu'r ddarpariaeth addysg cyfrwng Cymraeg argymhellwyd bod y Cyngor Sir yn ***"cynllunio ar gyfer twf mewn addysg cyfrwng Cymraeg yn y sector uwchradd"*** ac yn "***cytuno ar amserlen a chynllun i gefnogi ysgolion 2A, 2B a 3 i symud ar hyd y continwwm iaith dros gyfnod o amser ac arwain at sicrhau bod pob ysgol uwchradd arall yn symud ar hyd y continwwm iaith a chreu ethos sy'n annog parch tuag at yr iaith Gymraeg."***
2.	Mae'r ymgynghorai yn gwrthwynebu newid y categori iaith o ddwyieithog 2A i Gyfrwng Cymraeg. Nid yw'r ymgynghorai yn teimlo y byddai disgyblion Cymraeg ail iaith yn cyrraedd eu potensial llawn drwy ddysgu Mathemateg a Gwyddoniaeth drwy gyfrwng y Gymraeg. Ni fyddai marciau'r disgyblion yn	Mae'r gwrthwynebiad wedi cael ei nodi. Mae'r cynnig wedi cael ei baratoi i ymateb i Gynllun Strategol Cymraeg mewn Addysg Cyngor Sir Caerfyrddin a'r Strategaeth Addysg Cyfrwng Cymraeg. Mae cyfrifoldeb ar yr awdurdod lleol i "***gynyddu darpariaeth addysg cyfrwng Cymraeg yn Sir Gâr a sicrhau dilyniant ieithyddol o'r sector meithrin***

	adlewyrchu eu gwir allu ac mi fyddai hyn yn effeithio ar safon gyffredinol yr ysgol. Yn ogystal, byddai'r disgyblion sy'n dymuno astudio'r pynciau yma mewn prif ysgolion drwy gyfrwng y Saesneg o dan anfantais oherwydd eu bod wedi dysgu'r pynciau drwy gyfrwng y Gymraeg yn yr ysgol. Mae'r ymgynghorai yn poeni y bydd y newid yma yn effeithio ar y nifer o ddisgyblion Cymraeg ail iaith sy'n gallu mynychu'r ysgol ac y bydd llai o ddisgyblion eisiau mynychu'r ysgol. Bydd rhai teuluoedd nawr yn ystyried danfon eu plant i ysgolion uwchradd eraill er mwyn i'r disgyblion gael dewis o ba iaith y maent yn dymuno dysgu drwyddo.	***ymlaen drwy bob cyfnod allweddol hyd at y sector uwchradd fel y daw pob disgybl yn rhugl ac yn hyderus yn y Gymraeg a'r Saesneg."*** Er mwyn gallu cynyddu'r ddarpariaeth addysg cyfrwng Cymraeg argymhellwyd bod y Cyngor Sir yn ***"cynllunio ar gyfer twf mewn addysg cyfrwng Cymraeg yn y sector uwchradd"*** ac yn "***cytuno ar amserlen a chynllun i gefnogi ysgolion 2A, 2B a 3 i symud ar hyd y continwwm iaith dros gyfnod o amser ac arwain at sicrhau bod pob ysgol uwchradd arall yn symud ar hyd y continwwm iaith a chreu ethos sy'n annog parch tuag at yr iaith Gymraeg."*** Mae canlyniadau'r arholiadau mewn Gwyddoniaeth a Mathemateg drwy gyfrwng y Gymraeg yn gyson uchel ac yn profi nad yw dysgu drwy gyfrwng y Gymraeg yn rhwystr i'r disgyblion. Mae'r holl athrawon Gwyddoniaeth a Mathemateg bresennol yn ysgol Bro Myrddin yn hyderus bod symud tuag at addysgu drwy gyfrwng y Gymraeg yn unig yn cynnig llawer o fanteision. Mae'r ysgol yn paratoi disgyblion i fynd i brifysgolion ym mhob rhan o'r byd ac ni ddylid ystyried bod dysgu drwy gyfrwng y Gymraeg yn anfantais i'r disgyblion. Bwriad yr Awdurdod Lleol yw i'r holl ddisgyblion presennol aros yn yr ysgol ac y bydd darpar ddisgyblion yn y dyfodol yn parhau i fynd i'r ysgol. Os caiff y cynnig ei roi ar waith, bydd rhieni'n gallu dewis naill ai ysgol Cyfrwng Cymraeg neu Ysgol Uwchradd Cyfrwng Saesneg yn bennaf â defnydd sylweddol o'r Gymraeg yn ardal Caerfyrddin.

PWYLLGOR CRAFFU ADDYSG A PHLANT 17eg O FEHEFIN 2016

Adroddiad Blynyddol (2015/16) a Chynllun Gwella (2016/17) – Drafft

- Adroddiad cynnydd cyfan y Flwyddyn 1af y Strategaeth Gorfforaethol 2015-20 (gan gynnwys Crynodeb o'r Adroddiad Blynyddol (2015/16) a Chynllun Gwella (2016/17))

- Dyfyniadau perthnasol ar gyfer y Pwyllgor Craffu hwn o'r – Adroddiad Blynyddol Llawn (2015/16) a'r Cynllun Gwella (2016/17) - (ARIP)

Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

- Bod y Pwyllgor yn ystyried Adroddiad Blynyddol 2015/16 a Chynllun Gwella 2016/17 drafft Cyngor Sir Caerfyrddin, ac yn cyflwyno sylwadau arno.

Rhesymau:

1. O dan y Mesur Llywodraeth Leol (Cymru) rhaid i ni:

    - *Gyhoeddi Cynllun Gwella cyn gynted ag y bo'n rhesymol ar ôl dechrau'r flwyddyn ariannol h.y. 1af Ebrill (mae'r Archwilydd Cyffredinol yn dehongli hyn fel erbyn diwedd mis Mehefin) a*
    - *Chyhoeddi Adroddiad Blynyddol ar berfformiad y gorffennol erbyn diwedd mis Hydref bob blwyddyn*

2. *Rydym yn cyhoeddi Adroddiad Blynyddol a Chynllun Gwella cyfun gan ein galluogi i werthuso canlyniadau'r flwyddyn* flaenorol a chytuno ar ganlyniadau yn y dyfodol.

3. Mae'r ddogfen hon yn cael ei diweddaru wrth i ddata diwedd y flwyddyn ddod ar gael.

Angen cyfeirio'r mater at y Bwrdd Gweithredol / Cyngor er mwyn gwneud penderfyniad: OES

Aelod y Bwrdd Gweithredol sy'n gyfrifol am y Portffolio:
Cyng. Gareth Jones (Addysg a Phlant)

Y Gyfarwyddiaeth: Addysg a Phlant	**Swyddi:**	**Rhifau Ffôn / Cyfeiriadau E-Bost:**
Enw'r Cyfarwyddwr: Robert Sully	Cyfarwyddwr Addysg a Gwasanaethau Plant	01267 246470 rasully@sirgar.gov.uk
Awdur yr Adroddiad: David Astins	Rheolwr Datblygu Strategol	01267 246426 dastins@sirgar.gov.uk

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EXECUTIVE SUMMARY

EDUCATION & CHILDREN SCRUTINY COMMITTEE 17th JUNE 2016

Draft Annual Report (2015/16) and Improvement Plan (2016/17)

- 1st Year's progress report on the Corporate Strategy 2015-20 (including our Summary Annual Report (2015/16) and Improvement Plan (2016/17)). **This Scrutiny Committee should focus on Pages 9, 10, 11 and 13 only**.

- Full Annual Report (2015/16) and Improvement Plan (2016/17) – (ARIP)

  Extracts relevant to the Education & Children Scrutiny Committee:
  - Introduction
  - Ensuring each child has the best start in life
  - People in Carmarthenshire fulfil their learning potential
  - Safeguarding children from abuse, victimisation, neglect and exploitation
  - Appendices

1st Year's progress report on the Corporate Strategy 2015-20 (Including our Summary Annual Report (2015/16) and Improvement Plan (2016/17))

- When we published the Corporate Strategy 2015-20 we promised to conduct an annual progress report and we set out a set 24 Outcome measures to judge our progress against
- By law we also have to publish a summary and full ARIP
- It makes sense to combine the Corporate Strategy progress and summary ARIP into one document to avoid duplication and align plans and reports
- In the recent WAO Annual Improvement Report they found the combination of a short summary and a full version – gave all the information needed.

Full Annual Report (2015/16) and Improvement Plan (2016/17) – (ARIP)

- By law we have to publish an Annual Report and an Improvement Plan – we combine the both in a single document in Carmarthenshire and this is seen as good practice by our regulators.

• On 20th April, we consulted with elected members on the Key Improvement Objective Priorities that are incorporated into this document • WAO Corporate Assessment Proposals for Improvement are incorporated into the document.

DETAILED REPORT ATTACHED?	**YES**

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report.

Signed: David Astins Strategic Development Manager

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
YES	**YES**	**YES**	**NONE**	**NONE**	**NONE**	**NONE**

1. Policy, Crime & Disorder and Equalities – The Annual Report and Improvement Plan is aligned to our Integrated Community Strategy (ICS) Outcomes and Goals. The document will help inform our ICS Annual Report.
2. Legal – Our combination of Annual Reporting and Improvement Planning into a single document meets the Local Government Measure requirements and has satisfied our regulators. Other Councils in Wales have adopted this combined approach.
3. Finance – See the Making Better use of Resources theme

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed: David Astins Strategic Development Manager

1. Local Member(s) – N/A

2. Community / Town Council – N/A

3. Relevant Partners – N/A

4. Staff Side Representatives and other Organisations – N/A

Section 100D Local Government Act, 1972 – Access to Information

List of Background Papers used in the preparation of this report:

THESE ARE DETAILED BELOW:

Title of Document	File Ref No. / Locations that the papers are available for public inspection
The Local Government Measure (Wales) 2009	Welsh Government\Final part 1 guidance
Corporate Strategy 2015 -2020	Corporate Strategy 2015-2020

Mae’r dudalen hon yn wag yn fwriadol

CARMARTHENSHIRE COUNTY COUNCIL

I[st] year progress report on the Corporate Strategy for 2015/16

Including our Summary Annual Report 2015/16

and Improvement Plan for 2016/17

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Introduction

When we signed up with our partners to the Integrated Community Strategy for Carmarthenshire, the Council aligned its internal plans to maximize its contribution to the agreement. The vision is for a Carmarthenshire that enables people to live healthy and fulfilled lives by working together to build strong, bilingual and sustainable communities.

In September 2015, we renewed our Corporate Strategy which set out the Council's strategic priorities and aspirations in support of the vision for Carmarthenshire. This Strategy identified key areas of focus and set out the key outcome measures by which the Council would judge its success. This document provides an annual report on progress made.

For the last five years the Council has published a combined Annual Report and Improvement Plan (ARIP), that details our progress against all of the outcomes and goals set out in the Integrated Community Strategy. The full ARIP is a detailed and lengthy document, however this document provides a summary.

Carmarthenshire County Council's Corporate Strategy 2015 - 2020

Annual Report 2015/16 and Improvement Plan 2016/17

Progress at a Glance

When we published the Corporate Strategy 2015-20 we set out the following outcome measures to judge our progress:-

Outcome	Outcome Measures	Progress
Making Better Use of Resources	Improved public satisfaction levels with the services provided by the Council	✓
	Reduction in organisational 'running costs'	✓
	Increased on line activity to address public queries and transactions	✓
Building a Better Council	Increasing public communication, consultation and engagement	✓
	Improved staff satisfaction levels	✓
	Reduced staff sickness absence levels	✗
Healthier	Reduction in referrals to adult and children's social services *(Feedback from E&CS DMT that this is not the best measure of Safeguarding - may require an alternative for the future)*	✓
	Increased availability of rented and affordable homes	✓
	Increased use of leisure facilities	✗
Learning	Improved educational attainment	✓
	Improved school attendance rates	✓
	Reduced number of young people Not in Education, Employment or Training	**Year 11** ✗ **Year 13** ✓
	Improved condition of schools	✓
Safe	Appropriate support provided to children, young people and families as required	✓
	Reduction in road casualties	**Awaiting results**
	Reduction in total recorded crime	✗
	Reduction in anti-social behaviour	✓
Environment	Increased rates of recycling	✓
	Improved digital access	✓
	Improved transport links	✓
	Increased use of renewable energy	✓
Economy	Increased employment	✓
	Reduction in working age population in receipt of out of work benefits	✓
	Increased economic activity and productivity	✓

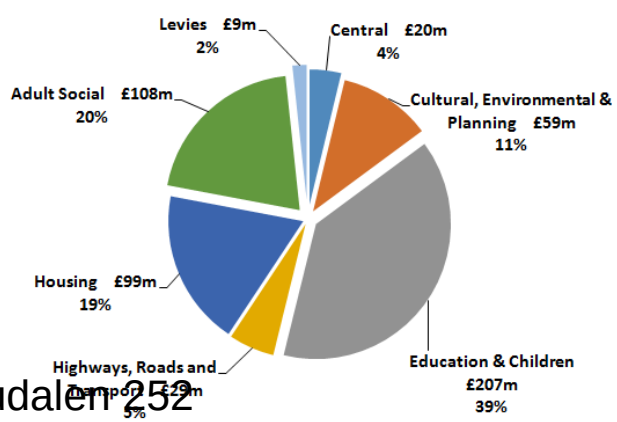
Outcome A: Making Better Use of Resources…

The Council is facing a period of significant and continued budget cuts and it is more important than ever to ensure that we are making the best use of resources. We will ensure that the organisation is working as efficiently as possible in order to protect and maintain front line services where possible. However, it may not be possible for us to continue doing some of the things we have done in the past and we will work with our communities and stakeholders to find new ways of addressing need where appropriate.

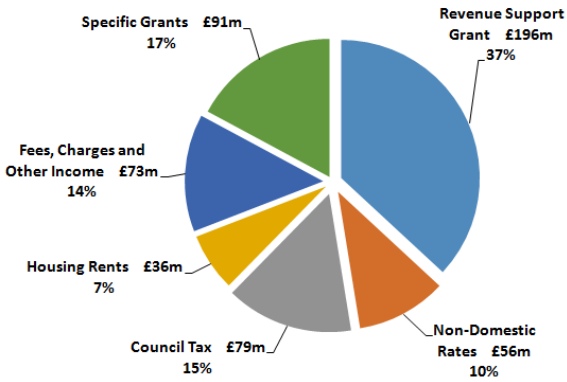
IT Technology has arrived at school kitchens……

As part of the Transform, Innovate and Change (TIC) programme, electronic submissions make the ordering of food and kitchen supplies, timesheets, e-banking, staff newsletters, e-learning courses & on-line payments for school meals easier and accurate for kitchen staff, with significant time and efficiency savings and with better utilisation of resources for value added work.

Services Provided



Sources of Funding



Progress during 2015/16

We set ourselves a Key Improvement Priority for 2015/16 to *'deliver value for money in providing council services and directing our resources to the top priority front line services on which many local people depend'*. In its March 2016, Annual Improvement Report on the Council, the Wales Audit Office found:

'Despite increasing pressure on budgets, performance is continuing to improve across the Council's priority areas and public satisfaction with Council Services is growing'.....frontline services have been protected, as a result of budget decisions and more efficient ways of working'

WALES AUDIT OFFICE
SWYDDFA ARCHWILIO CYMRU

- We have a programme of office rationalisation facilitated by adapting the way we use the buildings to suit the needs of those providing services and to engender a new more agile way of working. This has further reduced the number of buildings and costs of accommodation required to deliver the Councils services.

Expected Outcomes (as identified in Corporate Strategy)

60% of our national measure results are in the top half of results for all Councils in Wales.

59% of our National measures improved last year

58% of citizens agree we provide **high quality services**

We have continued to reduce the organisational 'running costs'

2013/14	£16.7M
2014/15	£11.9M
2015/16	£12.6M

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i-Local aims to keep residents better informed of changes to refuse collection arrangements, bad weather and other emergencies, news updates and information on events .

882,669
visitors to our website

13.5%
increase of on-line payments

165,730
visitors to iLocal

The Key Improvement Objective Priority for 2016/17

Deliver value for money in providing council services and directing our resources to the top priority front-line services on which many local people depend - taking account of central government budget cuts and their impact

More ⓘ - Annual Report 2015/16 and Improvement Plan 2016/17

Outcome B: Building a Better Council…

The Council has always worked towards building a better Carmarthenshire and has a proven track record of delivery. However, the way that public services are provided is changing and as a Council we need to respond and adapt to these changes in order to ensure we can support the needs of our residents in the future.

Shwmae!

More than 100 people started their conversation with 'Shwmae' during their visit to Llanelli Market

As part of the national *Shwmae Sumae* Day on October 15, shoppers were urged to start their conversation with *'Shwmae'* to be entered into a free raffle to win a grand hamper donated by traders.

Llanelli Market traders Wendy Lewis & Liz Thomas of AJ Meats supporting Shwmae Sumae Day

We have made further improvements in *Building a Better Council* and this progress has been independently verified by the Auditor General for Wales in his Corporate Assessment of January 2016.

"Carmarthenshire County Council is demonstrating ambition in its vision, with collective leadership and more robust and transparent governance, it is delivering improved outcomes for its citizens...."

WALES AUDIT OFFICE
SWYDDFA ARCHWILIO CYMRU

Progress during 2015/16

- We continue to promote local democracy and transparency with increased use of social media. For example the budget Consultation with the citizen's of Carmarthenshire involved an online survey, road show events and the use of 'question of the week' through social media.

- It is the duty of the Council to facilitate and increase the use of the Welsh language. This is a new opportunity for us to look at the Language in our workplace and in the services that we provide.

- We received 1000+ responses to our survey on rural poverty and this was brought together in a report for Grwp Cefn Gwlad. In response the LEADER programme is supporting pilot projects that aim to increase digital exploitation, access to information and advice services, as well as affordable childcare.

Expected Outcomes (as identified in Corporate Strategy)

Increased public communication, consultation and engagement

4000+

respondents to consultation on rural poverty, affordable homes, budget, tourism. Citizens Panel and 50+ Forum members

i-Local has an area dedicated to Consultation with the heading *"We want to hear what you have to say on any and all matters of interest."*

Staff Sickness Up

Unfortunately our staff sickness absence levels have increased to **10.1 days** from 9.6 days the previous year.

Improved Staff Satisfaction Levels

BUDDSODDWYR MEWN POBL | INVESTORS IN PEOPLE

The Council has been an Investor in People since 2009, and this financial year the Council has been reviewed and its accreditation maintained.
During the review, staff interviews showed **higher levels of satisfaction** than the previously.

We were the first local authority to achieve the Welsh Government's Platinum health standard; we have now held the accreditation for 6 years.

The Key Improvement Objective Priority for 2016/17

We will continue to improve governance, decision making, openness & transparency and keep under review by the Constitutional Review Working Group

More ⓘ - Annual Report 2015/16 and Improvement Plan 2016/17

Outcome C: People in Carmarthenshire are healthier …

Our way of life is changing. People are living longer with a higher quality of life but our care needs are becoming more complex. The challenge now facing us is to prevent ill-health in the first place.

A Helping Hand

Yvonne lives with her husband who has chronic heart failure and hearing problems and she is her husband's main carer. Yvonne fell on a shop escalator and was taken to A & E but after assessment was discharged into the care of a *Rapid Response Team* by the Out of Hours Domiciliary Care Manager, thus avoiding hospital admission.

Yvonne wanted to regain her independence as soon as possible. The Rapid Response Team provided the necessary support until *Re enablement Team* support was arranged. Within three to four weeks visits were decreased and then stopped as they were no longer necessary.

Progress during 2015/16

- The Council has worked in close partnership with the Health Board to address **health inequality** issues such as obesity, diabetes, smoking and alcohol use, dementia and other chronic conditions. The Council also works closely with the 3rd Sector to develop more resilient communities, thereby improving the health and well-being of the residents of these communities.

- The expanded Flying Start programme enabled 1,832 children to benefit from this **early intervention service**; Team Around the Family (TAF) training and support programme is being implemented across Carmarthenshire. All Families First (FF) commissioned projects are using the Joint Assessment Families Framework (JAFF) to measure whether involvement has been effective. The resource panel is helping ensure **preventative services** are being fully utilised.

- There is also a strong relationship between the **quality of housing** and ill health. We have invested over £200m in improving and modernising our tenants homes through the Carmarthenshire Homes Standard.

- We have also focused on **improving the numbers of affordable homes** for rent and to buy across the county as well as increasing the number of empty properties that have been brought back into use. We have developed an Affordable Housing Delivery Plan 2015-20 after extensive consultation with the public.

Expected Outcomes (as identified in Corporate Strategy)

Reduction in referrals to adults and children's social services

Down 26% & 14%

Increased availability of rented and affordable homes

+185

Additional Affordable homes during 2015/16

Use of leisure facilities

Down1.6%

attendances were down by 20,000, although there are **still over 1¼M**

The Key Improvement Objective Priorities for 2016/17

Promoting Independence and Well Being for Older People

Increasing the availability of rented and affordable homes to support the needs of local people by implementing our affordable homes delivery plan

More ⓘ - Annual Report 2015/16 and Improvement Plan 2016/17

Outcome D: People in Carmarthenshire fulfil their learning potential…

We all want our children and young people to have the best possible start in life by supporting them to gain the skills and knowledge they need to lead happy, healthy, fulfilling lives. We want to improve outcomes for all ages through lifelong learning.

Best Ever Results for Carmarthenshire schools

Ysgol Glan-y-Mor School Achieves the Highest Possible Standards

Results of the Key Level 2 inclusive Indicator the most important performance measure has **doubled** over three years, from 30% (2012) to 60% (2015) at the Ysgol Glan-y-Mor School.

I am so pleased with my results. Thanks to all the staff in the school for their support. They were fantastic" ***Robbie Williams***

"I am extremely happy with my achievements. Thanks to Glan-y-Môr I can now continue with my chosen career path!" ***Tane Davies***

"The school was brilliant. I am really happy. Thanks to everyone at the school I achieved everything I wanted." ***Rebecca Roberts***

For the second year in succession our school pupils in Carmarthenshire achieved their ***best ever examination*** results at GCSE, achieving 61.1% against the key Level 2 Inclusive indicator (at least 5 number GCSE passes at grade A* to C including mathematics and language) with teacher assessments at all other key stages of education improving and comparing favorably with other authorities.

Progress during 2015/16

- We have established a Carmarthenshire **Youth Support Service** bringing together the Youth Service and Youth Offending Services.

- Within our **Modernising Education Programme** major school development projects were completed at Ysgol Bro Dinefwr ,Ysgol Dyffryn Aman, Burry Port Primary School and Ysgol Carreg Hirfaen, with thousands of children benefiting.

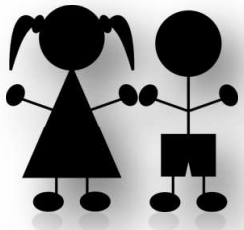
- The number of 7 year old pupils receiving **Welsh medium education** has increased. The % of learners achieving expected levels at Key Stages 2, 3 and 4 have improved.

Expected Outcomes (as identified in Corporate Strategy)

61.1%

of pupils **achieving 5 GCSE at grade A* to C** including English or Welsh first language and Mathematics

Now ranked 7th in Wales



95.2%

Attendance at **Primary Schools**

94.2%

Attendance at **Secondary Schools**

Ranked 5th and 9th in Wales

3.5% year 11 pupils

&

2.8% year 13 pupils

Not in Education, Employment or Training (NEET)

55% of **schools condition** is graded **'good'** or **'satisfactory'**

The Key Improvement Objective Priorities for 2016/17

Improving learner attainment

To further reduce young people NOT in Education, Employment or Training

More ⓘ - Annual Report 2015/16 and Improvement Plan 2016/17

Outcome E: People who live, work and visit Carmarthenshire are safe and feel safer…

Carmarthenshire remains one of the safest areas in the UK. However, we must not become complacent and we need to continue to work together with partners to address problems identified by local communities.

Bang to Rights!

Speeding motorists had red faces having to explain their behaviour to the pupils outside their school

One driver was so embarrassed he dodged the ordeal by accepting a fixed penalty notice. The Speeding Initiative outside schools throughout the county is being promoted as part of Carmarthenshire's Community Safety Partnership.

Carmarthenshire continues to be one of the safest areas in the UK

Crime rates continue to be significantly lower in Carmarthenshire compared to the average for England and Wales

Progress during 2015/16

- ***Safeguarding*** children and adults remains our first priority as a Council and this year a Corporate Policy has been developed to ensure all our services have a raised awareness and better understanding of procedures in relation to safeguarding.

- Our *Team Around the Family* (TAF) approach enables us to **work together with families and other agencies** to deliver a plan of support at times when a family is facing challenging circumstances. This support also helps to build the families resilience and to cope in the future.

- We continue to work with the Community Safety Partnership (CSP) to **reduce *anti-social behaviour***. Some development improvements have included:-
  - sharing of information between systems used by Gwalia and the Police
  - links between all the partners of the CSP

- There has been a focus on ***road safety*** in the `Carmarthenshire News' and on the CSP website. We have continued with various initiatives such as `Dragon Rider Cymru` training for motorcyclists and encouraging young drivers to take part in `Pass Plus Cymru` training.

- Work to ***reduce drug and alcohol misuse*** continues and we undertook a pilot with the Integrated Family Support Team looking at cases where parents had substance misuse problems.

Expected Outcomes (as identified in Corporate Strategy)

The Family Information Service (FIS) offers free impartial advice and guidance, enabling children, young people and their families, to have access to a broad range of information about what services and support is available.

Gwasanaeth Gwybodaeth i Deuluoedd Sir Gaerfyrddin
Family Information Service Carmarthenshire

Reduction in road casualties
XX

Data available end of June

While there has been an increase of 10.8% in recorded crime during the year, it is difficult to compare figures with14/15. Changes made in recording data by the police have resulted in an increase in the accuracy of recording crime.

2014/15	2015/16
7,334	8,128

Incidents
down
15.5%

Our priorities for 2016/17

- We will continue to work in partnership and engage with local communities to reduce crime and disorder.
- We will continue to target speeding including use of Community Speed Watch Schemes.
- We will continue to make the Safeguarding of children and adults one of our main priorities.
- By providing targeted prevention, early interventions and effective treatment to minimise the harm caused by drugs and alcohol.

More ⓘ - Annual Report 2015/16 and Improvement Plan 2016/17

Outcome F: Carmarthenshire's communities and environment are sustainable…

Carmarthenshire is known for its diverse communities and wonderful natural environment and we want to ensure that we develop sustainably, so that everyone in the county is able to enjoy a better quality of life now and for generations to come.

Home Composting

GREEN-FINGERED tenants at Nant-Y-Glo in Pontyberem have been discovering the benefits of home composting. Grass cuttings along with kitchen scraps such as vegetable peelings and teabags are now being composted instead of just being thrown away. The rich soil conditioner it makes is being used in their flower pots to brighten up the council-run sheltered housing complex.

Progress during 2015/16

- We have continued to receive and determine applications for renewable energy projects, largely in the form of single wind turbines but also that of Brechfa West wind farm. The majority of such applications are granted. Those that have not been granted have been refused primarily on landscape implications particularly where cumulative impacts on the landscape are apparent.

- Our positive approach to determining planning applications ensures that further opportunities have been provided through the granting of planning applications to meet the housing needs, economic needs and indeed community needs (schools etc) of the County.
- We have supported 250 residents by giving them digital inclusion skills through key events across Communities First areas, allowing them to return to, or enter employment or training. We won a two year £90,000 rural grant for the exploitation of digital technology in rural Carmarthenshire.
- We have improved digital access in Carmarthenshire during 2015/16 by completing WiFi access for all schools and beginning public access to WiFi in the markets at Llanelli and Carmarthen. To date 46 out of the 54 BT Exchanges have been enabled for superfast broadband.
- We have continued to improve transport links that support economic development and sustainability.
  - During 2015/16, construction of the Carmarthen west link road commenced and Phase 1B of the Cross Hands Economic Link Road, which will improve access at the Strategic Employment site, was completed.
  - We resurfaced 27.97 kilometres of highway during 2015/16.
  - Overall, the percentage of roads in poor condition has reduced from 11.9% to 10.7%.
  - ! However, there is a decline in the condition of A&B class roads.
  - 3,166 metres of new cycleway was completed in 2015/16.

Expected Outcomes (as identified in Corporate Strategy)

Increased rates of recycling

63%

Well above the **national statutory target** of **58%** for 2015-16

Improved digital access

supported residents with digital skills

+ 250

Improved transport links

Resurfaced

28

kilometres

of highway

2.5%+

Increased use of renewable energy

The Key Improvement Objective Priority for 2016/17

Improving the highway infrastructure network to support further economic development and connectivity

More ⓘ - Annual Report 2015/16 and Improvement Plan 2016/17

Outcome G: Carmarthenshire has a stronger and more prosperous economy..

Providing secure well paid jobs and training opportunities for local people is central to everything we are seeking to achieve. In the past, too many young people have been forcedto leave Carmarthenshire to get jobs. Working across all sectors – public, voluntary and private – we want to increase prosperity for everyone in the county.

Vibrant & Viable Places – Tackling Poverty: Opportunity Street, Llanelli

Three properties have been bought as part of a £1.5m *Opportunity Street* project to further regenerate Llanelli town centre. The vacant premises were acquired with assistance from the Welsh Government Vibrant and Viable Places funding. Llanelli was allocated **£1million** under the programme over three years 2014-17.

The main aim of the fund is to tackle poverty by creating jobs, encouraging skills development, improving housing, providing facilities to attract new retail interests and helping people into work. This is a *Key Improvement Objective Priority* for us.

A number of strategic regeneration projects have delivered positive outcomes and improved employment opportunities
(WAO Annual Improvement Report March 2016)

Progress during 2015/16

- Our regeneration activity is shaped by effective collaborative working with neighbouring councils to form the **Swansea Bay City Region** (*SBCR*). To support this, **the Strategic Regeneration Plan for Carmarthenshire 2015-2030 – Transformations** was launched. The regeneration of Carmarthenshire for current and future developments is both ambitious and challenging, and the Strategic Regeneration Plan for the next 15 years, promotes new opportunities for business growth, skills development and job creation, whilst developing our knowledge, economy and tourism.

- Our **Learner Programmes** are intrinsically involved with curriculum reform and development and are working with schools and local Further Education, to provide meaningful and relevant high quality learning opportunities for children and the young people of Carmarthenshire.

- The *SBCR* has submitted a ground-breaking '**Internet Coast**' City Deal bid, in excess of £500m over 20 years. By harnessing the transformational power of digital networks, it provides a real opportunity to push forward growth in the region and importantly the rural economy of West Wales.

- The emerging Wellness and Life Science Village, Delta Lakes, will potentially create 1,000 jobs and see an investment of £100M in Llanelli.

Expected Outcomes (as identified in Corporate Strategy)

180 Jobs created
109 Jobs safeguarded
149 people into Jobs

1,220 Jobs accommodated
2,648 people into training

11.8% of Working age population in Carmarthenshire are in receipt on out of work benefits
(down from 12.5% in 2014)

69% Employment in Carmarthenshire
(an increase on 68.6% for the previous year)

Nearly £29M Private Sector investment /External funding secured
12 enterprises created
13.13ha land developed/ improved
+162,000sq ft floor space developed

The Key Improvement Objective Priorities for 2016/17

Creating jobs and growth throughout the County

Tackling Poverty

More ⓘ - Annual Report 2015/16 and Improvement Plan 2016/17

YOU SAID, WE DID

We have provided some examples of the positive changes we have made after hearing from citizen feedback in our **'You Said…..We Did….' Campaign**

	You said...	We did...
Making Better Use of Resources	That you would like to be able to make card payments at The Hub in Llanelli.	Self service payment kiosks will be installed in The Hub during 2016/17, enabling customers to make card (and cash) payments.
Building a Better Council	That, although very helpful, members of staff within the Contact Centre and Customer Service Centers could build on their wide knowledge base and increase their expertise in some areas.	Staff receive regular ongoing training and awareness sessions to remain up to date and knowledgeable on council services.
Healthier	You weren't always aware of the acceptable standards we expect Tenants to keep their properties in.	As part of the repairs review we undertook a pilot to establish the frequency and nature of regular visits to all Council tenant's homes
Healthier	That there was a need for smaller type homes, mainly for rent and for local people. You wanted us to maximise use of existing homes, especially bringing empty homes back into use.	We have developed an affordable homes plan which addresses these issues and sets out how we will deliver over 1,000 additional affordable homes over the next 5 years with a total investment exceeding £60m.
Education	Parents wanted to be able to express a preference when applying for a school place for their child.	We are implementing a change to the school admissions process to allow parents to express a 1st, 2nd, and 3rd choice when applying for a school place.
Environment	You wanted more reassurances when sending your children to school with Passenger Assistants.	The Passenger Transport section has reminded all transport contractors of the need to inform parents or guardians of any changes to travel arrangements and reminded all Passenger Assistants that personal identification must be worn at all times and shown upon request.
Economy	It was sometimes difficult to get through to the Housing Benefit team by telephone.	Supervisors have been reminded of the importance of monitoring call volumes regularly and will adjust call team staffing levels as required. Additional lines are also opened at peak times.

For further information contact:

Regeneration and Policy
Chief Executive's Department
County Hall
Carmarthen
Carmarthenshire SA31 1JP

Tel: **01267 224486**
Email: **performance@carmarthenshire.gov.uk**

Visit the Council's website
http://www.carmarthenshire.gov.wales/home/council-democracy/consultation-performance/performance-management/

Follow us and add your comments on the **Council's Facebook** page

Follow this plan and add your Tweets on our **Twitter** page - **#CarmsReport**

Carmarthenshire County Council's Corporate Strategy 2015 - 2020

Our Annual Report 2015/16 and Improvement Plan 2016/17

Mae’r dudalen hon yn wag yn fwriadol

Cyngor Sir Gâr Carmarthenshire County Council

July 2016

Annual Report 15/16 & Improvement Plan 16/17

If you would like this document in an alternative format, e.g. large print, audio tape or Braille, then please contact Performance Management on 01267 224486

For a 'Quick start' short summary to this document see our **Summary**

To monitor the delivery of this plan - **www.carmarthenshire.gov.uk/performance**

Cyngor Sir Gâr Carmarthenshire County Council

EICH CYNGOR **arleinamdani**
www.sirgar.llyw.cymru
YOUR COUNCIL **doitonline**
www.carmarthenshire.gov.wales

BUDDSODDWYR MEWN POBL | INVESTORS IN PEOPLE

Welcome from the Leader of the Council

I can scarcely believe that a year has gone by since my election as Leader of Carmarthenshire County Council in May 2015. Becoming the Leader of such a successful Council was undoubtedly a great honour.

It's very important that we self assess and evaluate our performance and governance as a Council before we set out our plans for the year ahead and we are very fortunate that we can include an independent source to sum up our performance.

In January of this year the Wales Audit Office undertook a Corporate Assessment of the Council and highly praised us for having:

> *".....a well established vision that is driven forward by a strong collective leadership from both Executive and Corporate Management Teams"*

The report stated that a clear framework of well-aligned plans and strategies has translated priorities into action.

This combined Annual Report and Improvement Plan is directly aligned to the *Integrated Community Strategy* that we have agreed with our partners. It's very important that we deliver our side of the agreement. For the five *outcomes* and 30 *goals* we signed up to, it outlines the Council's progress last year and its aims for the coming year.

The Wales Audit Office has consistently found that our public reporting of performance is *"fair and balanced"* and you will see that along with the good news, inconvenient news is also reported, although there is not much of it. *We are going to make the Council the most open and transparent Council in Wales to enable us to make continuous improvement*. The Constitutional Review Working Group's action plan to develop and improve the Council's governance and accountability arrangements will continue to be delivered.

Regenerating the local economy, creating jobs and keeping young people here to fulfil their potential is my main priority. We have strengthened the *Outcome - Carmarthenshire has a stronger and more prosperous economy*.

With severe budget reductions we have achieved much and plan to achieve more, despite less funding. We will continue to consult widely on budget reduction proposals and make sure we listen to the people of Carmarthenshire who we serve. We will make better use of resources, build a better council and make sure we embed the Council's core values in everything we do.

These are challenging and uncertain times, but with uncertainty come opportunities and we will face the challenges and deliver the best outcomes for social, economic, environmental and cultural well-being of the people of Carmarthenshire.

We welcome constructive comments on our strategies and services. Feedback from customers and service users is essential in identifying opportunities for improvement and we hope that if you have any comments or suggestions that you believe would help that you will share them with us. Please contact us at:

Listening to You, Carmarthenshire County Council, County Hall,
Carmarthen SA31 1JP or email at **ListeningToYou@carmarthenshire.gov.uk**

Cllr Emlyn Dole
Leader

Mark James CBE
Chief Executive

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This plan will look at all the promises made above, in turn, and, try to judge where we are, look at the available evidence in customer satisfaction, regulatory findings or performance data, outline progress made in the past year, identify if anyone is better off and set out the improvements for the year ahead.

Introduction

Purpose:

This Annual Report and Improvement Plan (ARIP) is produced by the Council because we believe we should provide comprehensive and balanced information to the public about our services, so that they can see how we are performing and the challenges we are facing. The Council has set an ambition to be recognised as the most open and transparent Council in Wales.

Previous Annual Report and Improvement Plans have been recognised by our external regulators as providing comprehensive information in a fair and balanced way. In March 2016 the Wales Audit Office concluded:-

'Public reporting of performance is fair and balanced. The ARIP is clearly laid out and presents a comprehensive picture of what the Council is aiming to achieve, the progress it is making and how its performance compares with other councils in Wales.'

Wales Audit Office – Annual Improvement Report March 2016

Legal Duty:

By law under the Local Government (Wales) Measure we must:

- Publish an Improvement Plan as soon as it is *reasonably* practicable after the start of the financial year i.e. April 1st and
- Publish an Annual Report on past performance by the end of October[1] each year.
- This document is a combined Annual Report and Improvement Plan.
- Combining these documents means that we can review what we did last year before deciding what we will do in the year ahead. We report our own results for 2015/16 and reflect on our year on year performance and assess any improvements needed.
- However, we will not be able, with the timing of this publication, to compare our 15/16 results to every other Council in Wales, until the All Wales results are published in September 2016.

Duty to Improve:

Local Government, throughout the UK, is currently experiencing severe budgetary constraints. There is increasing demand and expectation, yet less resources are available. Under these conditions, we need to work even more efficiently and effectively, to maintain services and improve where we can, delivering 'more (or even the same) for less'.

Working with Partners:

As a Council we are not alone in working to improve the lives of Carmarthenshire's citizens. We agreed a single Integrated Community Strategy (ICS) with our partners in Carmarthenshire in July 2011. Previously there had been separate partnership plans in Regeneration, Children and Young People, Health & Community Safety.

In its Corporate Assessment of the Council, January 2016, the Wales Audit Office concluded that *'The Council has a well established and effective approach to partnership* working'.

Corporate Strategy

Our Corporate Strategy 2015 - 2020 sets out the Council's strategic priorities and aspirations and how we will support the delivery of the Integrated Community Strategy outcomes and goals for the next five years.

[1] The report deadline in October is set to enable Councils to compare their performance to all other Welsh Councils results that are not available and audited until September.

Equality and Diversity

Strategic Equality Plans (SEPs) are important documents that set out how public bodies will consider the needs of groups with 'protected characteristics', as outlined in the Equality Act 2010. This is intended to ensure that all individuals receive just and equitable treatment in respect of service delivery and strategy/policy formulation. SEPs generally contain a set of equality objectives, together with an action plan, which aim to promote equality and fairness.

Consultation is an intrinsic part of developing a new Strategic Equality Plan and, as such, public opinion was sought to strengthen the Plan. During the year, we have worked closely with our partners across Dyfed Powys and with Equality Carmarthenshire to undertake detailed consultation. A mixed methods approach was employed to seek the views and experiences of stakeholders across Dyfed Powys.

It was agreed to produce one master survey (and sister versions) and hold local stakeholder events in each of the four regions. This approach increased the robustness of collected data and facilitated comparability of results. Furthermore, the consultation survey formed part of the September 2015 mail out to Citizens' Panel (c. 600) and 50+ Forum (c. 2400) members.

Feedback from the consultation was used to prepare the Strategic Equality Objectives and will also be key in preparing the action plan for the next period of implementation.

Welsh Language

During 2015/16 the focus has been on the preparatory work of introducing the Welsh Language Standards within the Council. We have prepared a detailed action plan for the initial phase of implementation and this will be the basis of our Annual Report for this year.

The period of preparation has been a busy one and communication has been a key element in raising awareness of the changes amongst staff. Consequently, we have received a number of enquiries from departments. This has provided a good opportunity for us to look at our current situation with regard to compliance and in setting priorities for the future.

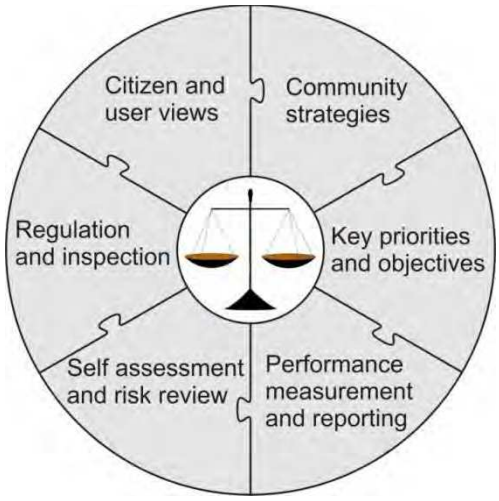
During the preparation work, it became clear that there would be increased pressure on the Translation Unit. In order to meet our responsibilities and support a bilingual workplace, there was additional investment in the Unit's budget in order to appoint more staff and invest in systems that will support their work. The Unit has a key role to play in facilitating the Standards and in supporting departments to increase the use of the Welsh language in our workplace as we build internal capacity.

Self Assessment and Prioritising Improvement

To assess performance and to identify improvement priorities, we draw on evidence from a reasonable, balanced and rounded range of sources:

Through bringing together this broad range of information and viewpoints, we are able to examine evidence to decide what matters most and where our effort needs to be concentrated.

We identified the following Key Improvement Objective Priorities (KIOP) for 2016/17:-



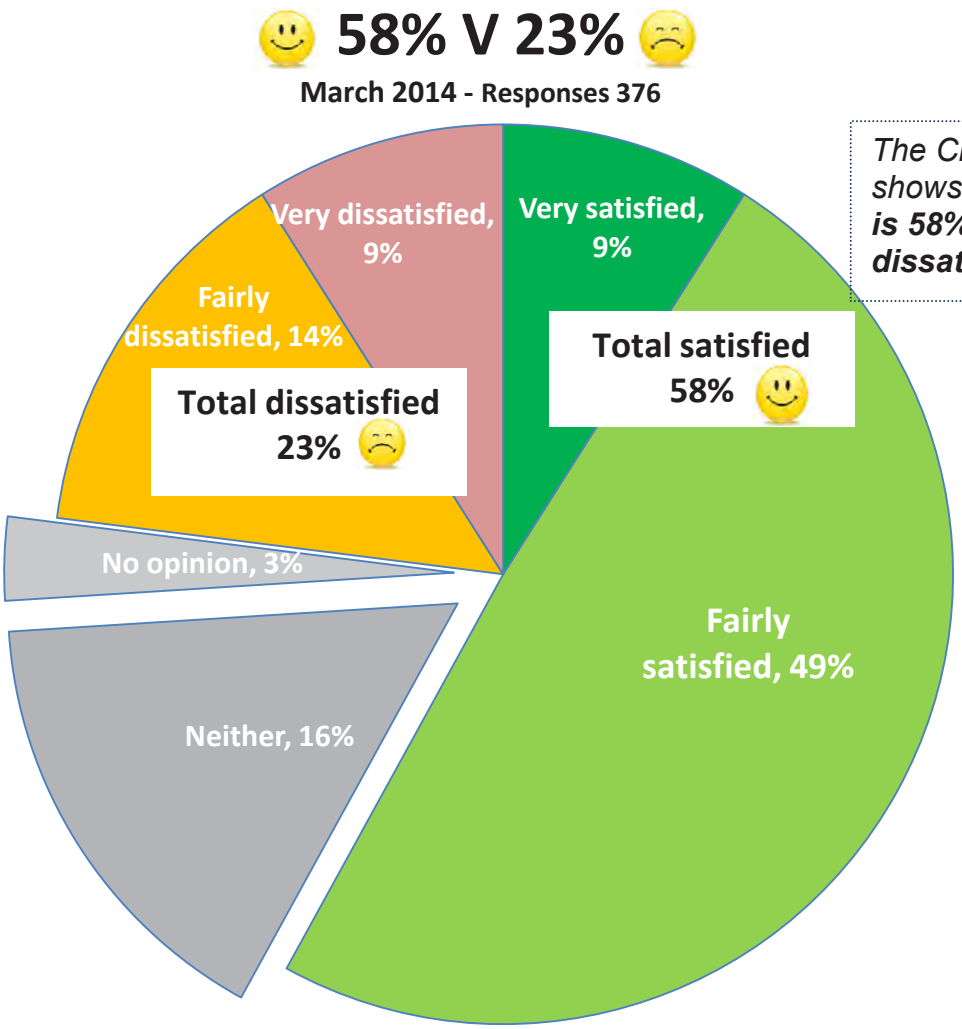
Outcome	Our 2015/16 KIOP	KIOP for 2016/17
Making Better Use of Resources	*Deliver value for money in providing council services and directing our resources to the top priority front-line services on which many local people depend*	*Deliver value for money in providing council services and directing our resources to the top priority front-line services on which many local people depend - taking account of central government budget cuts and their impact*
Building a Better Council	*Improve Governance, decision making, openness and transparency*	*Continue to improve Governance, decision making, openness and transparency and keep under review by the Constitutional Review Working Group*
Health	*Support the growing numbers of older people to maintain dignity and independence in their later years*	*Promoting Independence and Well Being for Older People*
	Improve the Council housing stock and assist local people to gain access to rented and affordable homes	*Increase the availability of rented and affordable homes to support the needs of local people by implementing our affordable homes delivery plan*
Learning	*Improve School Attainment*	*Improve Learner Attainment*
		***New** - To further reduce young people Not in Education, Employment or Training*
Environment		***New** - Improving the highway infrastructure network to support further economic development and connectivity*
Economy	*Tackle Poverty*	*Tackle Poverty*
		***New** - Creating jobs and growth throughout the County*

Key overall performance news

Citizens' Verdict

In March 2014 the Citizens Panel was sent a questionnaire with the following question:-

'Taking everything into account, how satisfied or dissatisfied are you with the services provided by Carmarthenshire County Council overall?'



*The Citizens Panel Survey shows that **total satisfaction is 58%** and **total dissatisfaction is 23%***

✓ **The Citizens' panel have been asked the same question previously and net satisfaction has improved this year compared to two years ago**

	a	b	c	d	e	f	g	h	c-h
Citizens Panel	Very satisfied	Fairly satisfied	Total satisfied	Neither	No opinion	Fairly dissatisfied	Very dissatisfied	Total dissatisfied	Net Satisfaction#2
March 2014 376 responses	9%	49%	58%	16%	3%	14%	9%	23%	35%
April 2012 461 responses	7%	45%	52%	25%	4%	16%	3%	19%	33%
May 2010 538 responses	6%	52%	58%	19%	4%	14%	4%	18%	40%

#1 The Carmarthenshire Citizens' Panel was established in 2001 and is a joint initiative between Dyfed-Powys Police and the Council. As usual the Survey Data is analysed with the courtesy of Dyfed-Powys Police

#2 The use of net satisfaction is in line with normal market research practice and the National Survey of Wales approach

#43Citizens Panel results may be more critical than Resident Survey results. The 2010 Residents Survey showed that 82% of residents were satisfied – the 2010 Citizens Panel results were 58% satisfied, a 24% difference.

Regulators Verdict

Regulators provide an important independent assessment of Councils and their stewardship of public funds

Wales Audit Office - Corporate Assessment - January 2016

In 2013-14 the Wales Audit Office began a four-year cycle of corporate assessments of improvement authorities in Wales. This means that, in addition to an annual programme of improvement studies and audits of councils' approaches to improvement planning and reporting, each authority receives an in-depth corporate assessment once during a four-year period. In the autumn of 2015 Carmarthenshire was examined and in January 2016 the Wales Audit Office Report was received.

The Auditor General concluded that:

Carmarthenshire County Council, demonstrating ambition in its vision, with collective leadership and more robust and transparent governance, is delivering improved outcomes for its citizens although some out-dated approaches may limit the speed of progress.

Overall the report was very favourable and made no recommendations for improvement. It did make six proposals for improvement and these are addressed in the *Making Better Use of Resources* and *Being a Better Council* sections of this plan.

Wales Audit Office - Annual Improvement Report - March 2016

The Annual Improvement Report largely repeated the Corporate Assessment findings and added further comments on our Annual Report and Improvement Plan approach:

The combined review of past performance with the actions the Council plans to take next within a single document allows the reader to form a balanced picture of how well the Council is performing. The ARIP is lengthy and detailed and there is also a useful summary, together they provide all the information the reader could need. The ARIP and summary are published in Welsh and English, with appropriate arrangements for publicity. The report is easy to find on the Council's website.

Given this endorsement of our approach, we have decided to repeat the process for 2016/17 with some further improvements.

How we Measure up

When we published the Corporate Strategy 2015 - 2020 we set out the following outcome measures to judge our progress:-

Theme	Outcome Measures	Progress
Making Better Use of Resources	Improved public satisfaction levels with the services provided by the Council	✓
	Reduction in organisational 'running costs'	✓
	Increased on line activity to address public queries and transactions	✓
Building a Better Council	Increasing public communication, consultation and engagement	✓
	Improved staff satisfaction levels	✓
	Reduced staff sickness absence levels	✗
Healthier	Reduction in referrals to adult and children's social services	✓
	Increased availability of rented and affordable homes	✓
	Increased use of leisure facilities	✗
Learning	Improved educational attainment	✓
	Improved school attendance rates	✓
	Reduced number of young people Not in Education, Employment or Training	Year 11 ✗ Year 13 ✓
	Improved condition of schools	✓
Safe	Appropriate support provided to children, young people and families	✓
	Reduction in road casualties	Awaiting result
	Reduction in total recorded crime	✗
	Reduction in anti-social behaviour	✓
Environment	Increased rates of recycling	✓
	Improved digital access	✓
	Improved transport links	✓
	Increased use of renewable energy	✓
Economy	Increased employment	✓
	Reduction in working age population in receipt of out of work benefits	✓
	Increased economic activity and productivity	✓

There is also a **National suite of measures**[#] that all councils in Wales have to collect.

There are two main ways of measuring improvement:-

- Year on year improvement
- How we compare with other Authorities in Wales

Year on year improvement

During 2015/16, **56%** of our measures improved while **24%** have declined and **17%** remained the same; this builds on the improvement achieved in 2014/15 and still remains encouraging in the current climate of reduced budgets. The table below shows year on year results:

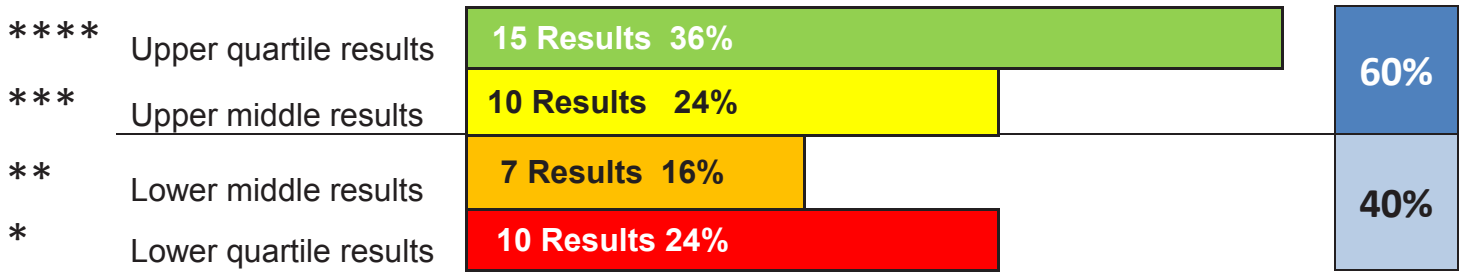
Year	Improved	Constant	Declined	Net Improvement (Improved - Declined)
2015/16[#]	**56% (23 measures)**	**17% (7 measures)**	**24% (10 measures)**	**32%**[#]
2014/15	56% (24 measures)	14% (6 measures)	30% (13 measures)	26%
2013/14	59% (26 measures)	11% (5 measures)	30% (13 measures)	29%

[#] Please note that there is 1 result still outstanding therefore these figures will require updating

How we compare with other Authorities in Wales

An established way of comparing results is to look at the proportion of indicators that an authority has in the upper quarter of results, the lower quarter and above and below the median result.

The table below shows how our results compare with other Councils in Wales in **2014/15**



For 2014/15 **60%** of our measures are in the upper two quartiles with **40%** in the lower two quartiles compared to approximately 50:50 split for 2013/14, an excellent achievement.

[#] Please see a **list of all measures** in the above tables showing the results and how they have improved, declined or whether they have remained the same in **Appendix A.** This also shows how we compare with other Authorities in Wales but mainly for 2014/15 since the 2015/16 results for all Welsh Authorities will be published by the Local Government Data Unit in September 2016.

Appendix B gives detailed information on each measure with an explanation of performance.

New Legislation

The Well-being of Future Generations (Wales) Act 2015

The Welsh Government has put in place the *Well-being of Future Generations (Wales) Act* as the latest step in the journey to embed sustainable development in the public sector in Wales. The United Nations has highlighted the Act as a groundbreaking piece of legislation and noted its potential in relation to the recently agreed sustainable development global goals.

The Well-being of Future Generations Act requires most public bodies in Wales to carry out sustainable development with the objective of improving the social, economic, environmental and cultural well-being of their area. It places a well-being duty on those public bodies to set and publish objectives designed to maximise their contribution to the seven national well-being goals. They are also required to take all reasonable steps to meet those objectives. This is intended to strengthen sustainable development in these bodies through effective governance. The Act identifies five ways of working which can support the well-being of future generations – integration, collaboration, long term, involvement and prevention.

Public Services Board

The Well-being of Future Generations Act was passed with the intention of improving the well-being of the people of Wales. The Act outlines how public bodies must work, and work together, to achieve this.

A new Carmarthenshire Public Services Board (PSB) has been set up, (as is required in all the other counties in Wales), and its role is to effectively involve citizens and the local community in making decisions.

The aim is to make a difference to improving social, economic, environmental and cultural well-being in the county.

The new Public Services Board is made up of four statutory organisations:

- Carmarthenshire County Council
- Hywel Dda University Health Board
- Mid and West Wales Fire and Rescue Service
- Natural Resources Wales

There are also several invited participants including:

- Welsh Government
- Dyfed Powys Police
- Dyfed Powys Police and Crime Commissioner
- CAVS
- Department for Work and Pensions
- Coleg Sir Gâr
- University of Wales Trinity Saint David
- National Probation Service
- Community Rehabilitation Company
- Brecon Beacons National Park Authority
- Arts Council of Wales

ⓘ Carmarthenshire Public Services Board newsletter

Publication of the Council's Well-being Objectives

As required in the Well-being of Future Generations (Wales) Act, by March 2017 the Council will publish its *Well-being Objectives* for the year ahead.

The Social Services and Well-being (Wales) Act

The Social Services and Well-being (Wales) Act comes into force from April 2016 and creates a new legal framework for social services. The Act imposes duties on local authorities, health boards and Welsh Ministers that require them to work to promote the well-being of those who need care and support (including carers). In addition to supporting well-being, the Act seeks to put people, partnership and prevention at the centre of service development. Local authorities, health boards and NHS trusts must work more closely together to integrate health and social care. Local authorities will be expected to use assessments of need, undertaken in partnership with health boards, to arrange appropriate preventative services that reduce the need for more formal support in their area.

Outcome C: People in Carmarthenshire are healthier …

Our way of life is changing. People are living longer with a higher quality of life but our care needs are becoming more complex. The challenge now facing us is to prevent ill-health in the first place.

Goals: (as agreed in the Integrated Community Strategy with partners)

C1 - Ensuring each child has the best start in life
C2 - Preventing ill health and encourage healthy and active living
C3 - Improving the Emotional, Mental Health and Well-being of all people in the County
C4 - Reducing inequities in health
C5 - Improving housing conditions and reduce homelessness
C6 - Increasing access to health and social care for all people including vulnerable groups
C7 - Reducing drug and alcohol misuse

Our Key Improvement Objective Priorities (KIOPs) are:

- Promoting Independence and Well Being for Older People
- We shall increase the availability of rented and affordable homes to support the needs of local people by implementing our affordable homes delivery plan

Progress at a glance:

Outcome Measures (as set out in Corporate Strategy)	Progress
Reduction in referrals to adult and children's social services	✓
Increased availability of rented and affordable homes	✓
Increased use of leisure facilities	✗

Our Performance & Results for 15/16 / Improvement Planned for 16/17:

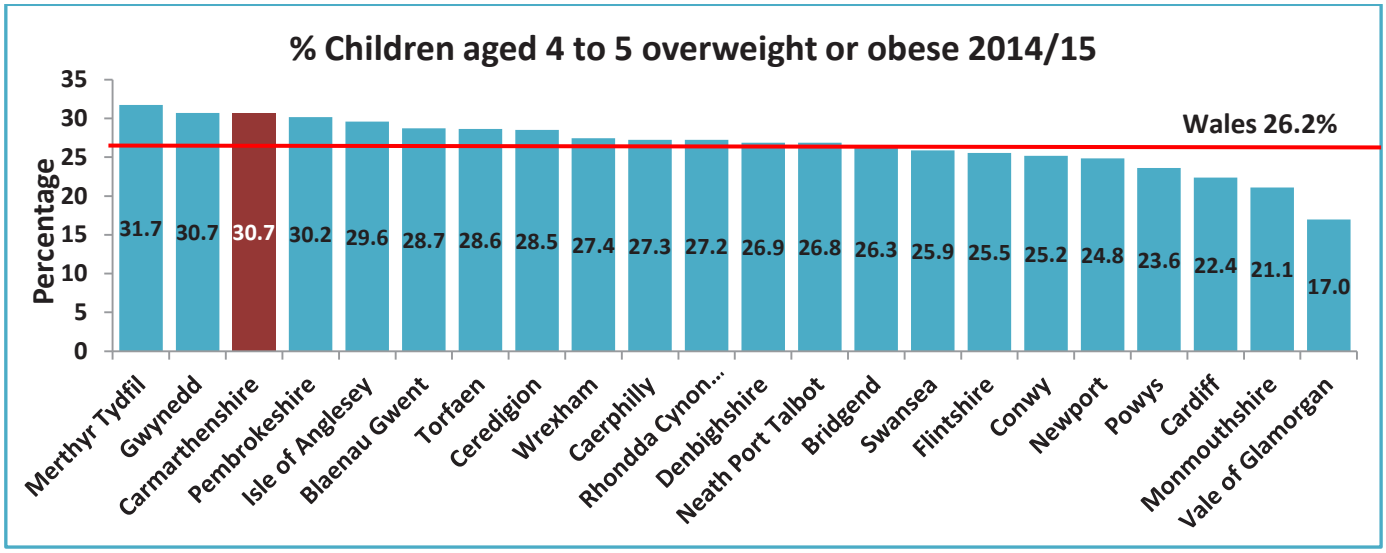
Goal: C1 Ensuring each child has the best start in life:

Our Review and Evaluation for 2015/16

Giving every child the best start in life is crucial to reducing health inequalities across the life course. The foundations for virtually every aspect of human development – physical, intellectual and emotional – are laid in early childhood. What happens during these early years (starting in the womb) has lifelong effects on many aspects of health and well-being– from obesity, heart disease and mental health, to educational achievement and economic status. To have an impact on health inequalities we need to address the social gradient in children's access to positive early experiences. Later interventions, although important, are considerably less effective where good early foundations are lacking.

Public Health Wales (PHW) NHS Trust recently published its fourth release of the Child Measurement Programme (CMP) for Wales which contains findings of the programme of child measurements carried out with children attending reception class in schools in Wales in 2014/15.

- **Participation** in the programme has increased by more than 10% in three years, from 84.3% of all children in 2012/13 to 94.5% in 2014/15. The participation rate in Carmarthenshire has increase from 88% to 92%.
- Obesity in childhood often persists into adult life, leading to related health problems like type 2 diabetes, liver disease, higher rates of heart disease, and some cancers
- The % overweight or obese in Carmarthenshire has increased from **26.2%** in 2013/14 to **30.7%** in 2014/15 moving from 9th lowest and below the Welsh average (26.5%) to **3rd highest** and well above the Welsh average which has reduced to 26.2%.
- The proportion of children who are obese continues to increase from **10.9%** in 2012/13 to 11.6% in 2013/14 and **13.6%** in 2014/15



Childcare provision in Carmarthenshire is delivered in partnership with private, voluntary and statutory sectors, and has continued to develop. We currently have:

- **107** registered child minders (with **553** places)
- **36** registered full day nurseries (with **1,288** places)
- **43** registered out of school clubs (with **1,294** places)
- **63** registered sessional care placements (with **1,171** places) includes Flying Start settings
- **249 Total providers,** with **4,306** registered places.

How did we perform during 2015/16?

The **Flying Start early years programme** (a key component of the Welsh Government's *Tackling Poverty* agenda) aims to support families with children aged 0-3 who live in some of the most disadvantaged areas in the country providing a range of intensive prevention services to improve children's language, cognitive, social and emotional development and physical health, which we are able to provide through:

- An enhanced health visiting service
- Free part-time high quality childcare for 2-3 year olds
- Parenting support (including parenting programmes and basic skills)
- Support for Speech, Language and communication

ⓘ *Also see goal **G5 Tackling poverty and its impact on the local economy***

	Flying Start Key Measures	2014/15 Result	2015/16 Target	2015/16 Result	Comment
!	The % of children registered to take up the free Flying Start child care placement *(9.1.8.0)*	79.8%	80.0%	**70.4%**	**Off target** but **Improved** #See comment below
✓	The % of attendance at the free Flying Start Child Care placement *(9.1.8.1)*	77%	75%	**79%**	**On target** and **improved**
✘	The number of children living outside of the Flying Start area who are able to access the Flying Start service through referral for outreach. *(9.1.8.2)*	18	23	**17**	**Off target** and **Declined** #See comment below
✓	The % of high need families living in a Flying Start area receiving at least a monthly contact from the Flying Start Health Visiting Service *(9.1.8.3)*	90%	90%	**96%**	**On target** and **improved**
✓	The % of children living in a Flying Start area that have had a needs assessment carried out using the Family Assessment Tool within a month of entry to service. *(9.1.8.4)*	100%	100%	**100%**	**On target** and continues to be **at maximum result**
✓	The % of families with additional social welfare needs linked to poverty, living in a Flying Start area receiving time specified interventions from the wider Flying Start Team *(9.1.8.6)*	95%	93%	**96%**	**On target** and **improved**
✘	The number of children aged 0-4 in Carmarthenshire benefitting from the intensive Flying Start service provision *(9.1.8.7)*	1671	1800	**1570**	**Off target** and **Declined** #See comment below

#The childcare coordinator has been working closely with the childcare settings and health visitors to ensure children registered are attending regularly. This term we have found a significant drop in numbers eligible to register but this is mainly due to low birth rate numbers and therefore out of our control. *(9.1.8.0)*

#The number of children living outside of the Flying Start area who are able to access the Flying Start service through referral for outreach is set at 23 by WG with a 10% variance. Unfortunately due to difficulties in recruiting qualified health visitors (which is a national issue), meant we were unable to accept further outreach referrals, and were also unable to increase the capacity number. We will be shortly holding a recruitment event to try and attract interest. *(9.1.8.2 & 9.1.8.7)*

✓ Over the last year there have been 9,486 visits to the **Family Information Service** website and 40,620 page views with 67% being new visits.

A thought-provoking and inspirational storytelling event attended by more than 50 families and their children took place in February. The '*Once upon a time...why start early*' event was organised by Family Information Service, Flying Start and Childcare & Play Team. The purpose to encourage family learning as shared and enjoyable activity, raise aspirations and readiness to learn.

- ✓ We have provided a full school holidays programme and family workshops at Oriel Myrddin, including a regular 'free' book club, and cross-disciplinary talks on a broad range of themes e.g. architecture, farming, poetry and archaeology

- ✓ All of our 14 secondary schools plus 2 special schools are delivering the 5x60 extra-curricular physical activity scheme and **100%** of primary schools are on board for Dragon Multi-skills / Sport extra-curricular activity scheme, linking in with a number of community sports clubs. 60% of our school pupils are members of a sports club

- ✓ We have provided free swimming for children (u16) at all CCC swimming pools on weekends and in school holidays, with the programme linked to the Welsh Learn to Swim pathway, Aqua passport

- ✓ Young Ambassadors' for sport are now in place in all secondary schools and 80% of primary schools, becoming leaders of the future by inspiring their fellow pupils to get active. Carmarthenshire has engaged in a sector-leading development of this by introducing 'Bronze Plus' Ambassadors at Yr 7 to retain Bronze YA's and develop their leadership skills as they move from primary to secondary schools.

- ✓ We have provided swimming lessons to over 4,100 children during school time and over 2,000 children outside of school hours.

- ✓ 83 primary schools visited our Pendine Outdoor Education Centre to learn about outdoor adventurous activities and the environment

- × Unfortunately we did not meet our target of 270,000 attendances at sporting opportunities facilitated by Sport & Leisure Officers and only achieved **197,899**. Reason for the decline and shortfall is due to having two vacant posts for a period of time, which have since been filled and our Hockey development officer has been absent from work for 5 months which has resulted in a downturn in hockey activity. Also the Rugby development partnership was ceased by Welsh Rugby Union (WRU) in October 2015. *(3.4.2.8)*

How do we know we made a difference? / Is anyone better off?

Increased partnership working with Public Health Wales has assisted in promoting the health and well being benefits of play i.e. reducing the risk of obesity in children, smoke-free playgrounds.
Therefore it has been a season of summer fun at our Integrated Children's Centres with a focus on promoting '**healthy living'** through exercise and sport to promote fitness and wellbeing.

Working with CrossFit, Llanelli, and the Swans Football Community Trust.

CSSIW commented positively on our Flying Start provision in Carmarthenshire

(Annual Performance Report 2014-15)

> *"The visit to the Flying Start service demonstrated that this is a well-run service with managers providing a sound strategic lead on service delivery with a clear focus on ensuring effective multi-disciplinary working. The service has expanded during the past twelve months with nine new areas, with a total of 17 Flying Start communities. This has significantly strengthened the preventative services available to families in line with the Welsh Government's child poverty strategy".*
>
> *CSSIW Performance Evaluation Report 2014/15*

The 14 newly commissioned Families First projects have supported a total of **8,626** individuals of which **6,829** were new to service individuals. All are using a Team Around the Family approach to evidence whether the family are **'better off'** as a result of the intervention. **Results of a survey** was positive with **99%** reporting **they would recommend the service** to others. Unfortunately the Families First grant is being cut by 12% next year, and although all 14 commissioned projects will remain, service delivery will reduce across the board.

We have used the evaluation of the **Child and Family Unit (CFU) '**reclaim social work' pilot to restructure within our long-term children's social work teams. Dinefwr Childcare Team (DCCT) began operating within a **POD** framework from September 2015. The PODs hold weekly meetings to discuss cases, with input from the Educational Psychologist, and have refined elements of the model in line with the needs of the team. Workers have received training to use the 'Outcomes Star' which will assist service users and staff to evaluate the effectiveness of input. Implementation of the model across all long-term child care teams will be completed by the end of March 2017.

Improvements for 2016/17

1. Despite an increase number of places purchased due to expansion, we shall aim for at least 77% attendance at the free Flying Start Child Care placement *(9.1.8.1)*
2. We shall aim to reduce the % of unauthorised absence at the free Flying Start Child Care placement from 6.38% to 6% *(9.1.8.8)*
3. We will aim to increase the number of children living outside of the Flying Start area who are able to access the Flying Start service through referral for outreach from 17 to 23 *(9.1.8.2)*
4. We will ensure that at least 93% of high need families living in a Flying Start area receive least a monthly contact from the Flying Start Health Visiting Service *(9.1.8.3)*
5. Of families with additional social welfare needs linked to poverty living in a Flying Start area, we will ensure that at least 95% receive time specified interventions from the wider Flying Start Team e.g. Social Worker or Family Support Officer or Domestic Abuse Project Worker or Midwife *(9.1.8.6)*
6. We will aim for at least 85% of children in Flying Start areas reaching, exceeding or within one age band of their development milestone at age 2 years, (assessed within 23-25 month) *(9.1.8.9)*
7. We will aim for at least 90% of children in Flying Start areas reaching, exceeding or within one age band of their development milestone at age 3 years, (assessed within 35-37 month) *(9.1.9.0)*
8. We will implement the Child and Family Unit (CFU) systemic model of working across children's services teams *(12044)*
9. We aim to increase the number of attendances per year at sporting opportunities facilitated by Sport & Leisure Officers from 197,899 to 208,000 (a 5% increase) *(3.4.2.8)*
10. We shall increase the % of children who can swim 25m aged 11 from TBC to TBC *(3.4.2.1)*
11. We shall increase the number of young people (0-16) accessing free swim sessions from TBC to TBC *(3.4.2.2)*

ⓘ **For further Actions please also see goal G5 *Tackling poverty and its impact on the local economy* and *E5 Safeguarding all people from abuse, victimisation, neglect & exploitation***

Outcome D - People in Carmarthenshire fulfil their learning potential...

We all want our children and young people to have the best possible start in life by supporting them to gain the skills and knowledge they need to lead happy, healthy, fulfilling lives. We want to improve outcomes for all ages through lifelong learning

Goals: (as agreed in the Integrated Community Strategy with partners)

D1 - Providing the best opportunities for lifelong learning & development for all
D2 - Improving skills and training to increase employment opportunities for all
D3 - Supporting parents & families to develop their children's learning
D4 - Developing an Inclusive Society
D5 - Increasing the provision of childcare, education and training through the medium of Welsh

Our Key Improvement Objective Priorities (KIOPs) are:

- Improving Learner Attainment
- To further reduce young people Not in Education, Employment or Training

Progress at a glance:

Outcome Measures (as set out in Corporate Strategy)	Progress
Improved educational attainment	✓
Improved school attendance rates	✓
Reduced number of young people Not in Education, Employment or Training	Year 11 × Year 13 ✓
Improved condition of schools	✓

Our Performance & Results for 15/16 / Improvement Planned for 16/17:

Goal: D1 Providing the best opportunities for lifelong learning & development for all

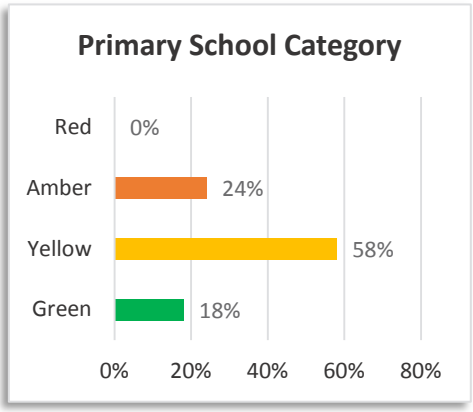
Our Review and Evaluation

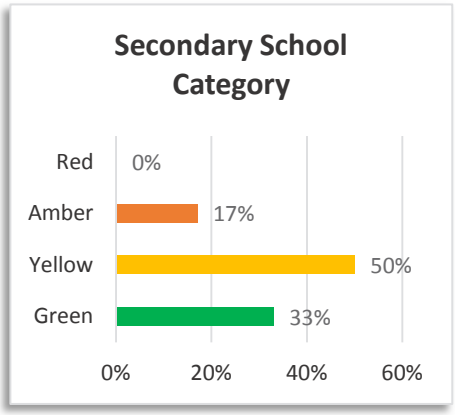
For the second year in succession our school pupils achieved their best ever examination results at GCSE, achieving 61.1% against the key Level 2 Inclusive indicator (at least 5 number GCSE passes at grade A* to C including mathematics and language) with teacher assessments at all other key stages of education improving and comparing favourably with other authorities.

Children's services received another very good evaluation from the CSSIW. It was particularly pleasing to receive CSSIW's comments that *"for children's services performance of the Council continues to be amongst the best in Wales".*

Within our Modernising Education Programme major school development projects were completed at Ysgol Bro Dinefwr and Ysgol Dyffryn Aman, part of the major transformation of secondary education in the Dinefwr region, and at Burry Port Primary School and Ysgol Carreg Hirfaen, with thousands of children benefiting.

Welsh Government School Categorisation:





- ✓ At 77%, well over three quarters of our schools are now in a **Green or Yellow category**, 8% higher than 2014-15.
- ✓ The proportion of **Green schools** in Carmarthenshire has increased by 2% as compared to 2014-2015. *(11661)*

School inspections by **Estyn** were increasingly positive, with Brynaman Primary School being the first school in Carmarthenshire to be awarded the 'Excellent' judgement in both overall judgements, all three key questions and all ten quality indicators.

How did we perform during 2015/16?

The Council still sees improving learner attainment as a KIOP for the year ahead, as it is crucial to the development of education within the county. At a recent Members seminar in April 2016, Members identified this as a top priority closely linked to regeneration. Members wanted to ensure that investment continued to further develop our educational needs.

KEY IMPROVEMENT OBJECTIVE PRIORITY (KIOP)
We will improve Learner Attainment

Authority achieves best ever learner attainment

Best ever leaner attainment

Education continues to be one of the highest priorities for the Council, equipping our young people with the skills and qualifications which will enable them to secure well paid jobs for their

future. We want Carmarthenshire to be a community where children are safe and nurtured and learners are able to achieve their full educational potential. We continue to achieve improvement in the measures below.

Key Measure of Success	Academic Year 2012/13	Academic Year 2013/14	Academic Year 2014/15			Academic Year 2015/16
	Results	Result	Target	Result	Progress	Target
% of pupils age 15 achieving Level 2 threshold including GCSE A*-C in English or Welsh and mathematics (L2i) *(EDU/017)*	53.9%	58.7%	61.1%	61.1%	Improved	61.6%

- ✓ Our result for 2014/15 (academic year) is a 4% improvement on the previous year's result and demonstrates our greatest success to date with this key indicator. Breaking through the '60% barrier' is an excellent achievement. It clearly represents the combined and focused efforts of our schools and officers on raising standards.
- ✓ This result is above the Welsh average and was the 7th highest in Wales.

Why this is important

% of pupils age 15 achieving Level 2 threshold including GCSE A*-C in English or Welsh and Mathematics is currently regarded as the key measure of achievement at the end of compulsory education. However, L2i will cease to be considered as the key achievement indicator as of 2017 when the revised 'Capped 9 Measure' comes into force.

In addition to this key measure we also need to improve the following attainment measures...

Performance Indicators (PI's)	Academic Year 11/12	Academic Year 12/13	Academic Year 13/14	Academic Year 14/15	2014/15 Welsh Average	Comments	Academic Year 15/16
% of pupils achieving the Foundation Phase Indicator (Year 2 achieving language, maths and personal development) *(5.0.2.9)*	80.0	81.6	84.1	**86.8**	86.8	Improved result compared to previous academic year, result equal to the Welsh Average.	87.3
% KS2 pupils achieving Core Subject Indicator (Year 6 pupils expected performance in English or Welsh first language, maths and science) *(EDU/003)(OAG)*	83.9	85.4	87.4	**88.2**	87.7	Improved result compared to the previous academic year. The core subject indicator at KS2 continues to improve and is at its highest ever level.	88.7
% KS3 pupils achieving Core Subject Indicator (Year 9 pupils expected performance in English or Welsh first language, maths and science) *(EDU/004)(OAG)*	74.3	77.1	84.5	**85.1**	83.9	Improved result compared to the previous academic year. Results at KS3 continue to improve and are at their highest point.	85.6
% of pupils achieving 5 or more GCSE's grade A*-C or vocational equivalent (L2) *(5.0.2.2)(OAG)*	69.5	78.0	84.7	**87.0**	84.1	Improved result compared to previous academic year, and above the Welsh Average and is our best ever result.	87.5
Eligible for Free School Meals							
% of pupils **eligible for Free School Meals** who achieved the Level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics *(5.0.3.1)*	n/a	29.3	28.9	**33.7**	31.6	Improved result compared to previous academic year, result and above the Welsh Average.	34.2

ⓘ See **School Performance and Achievement Report Academic Year 2014/15**

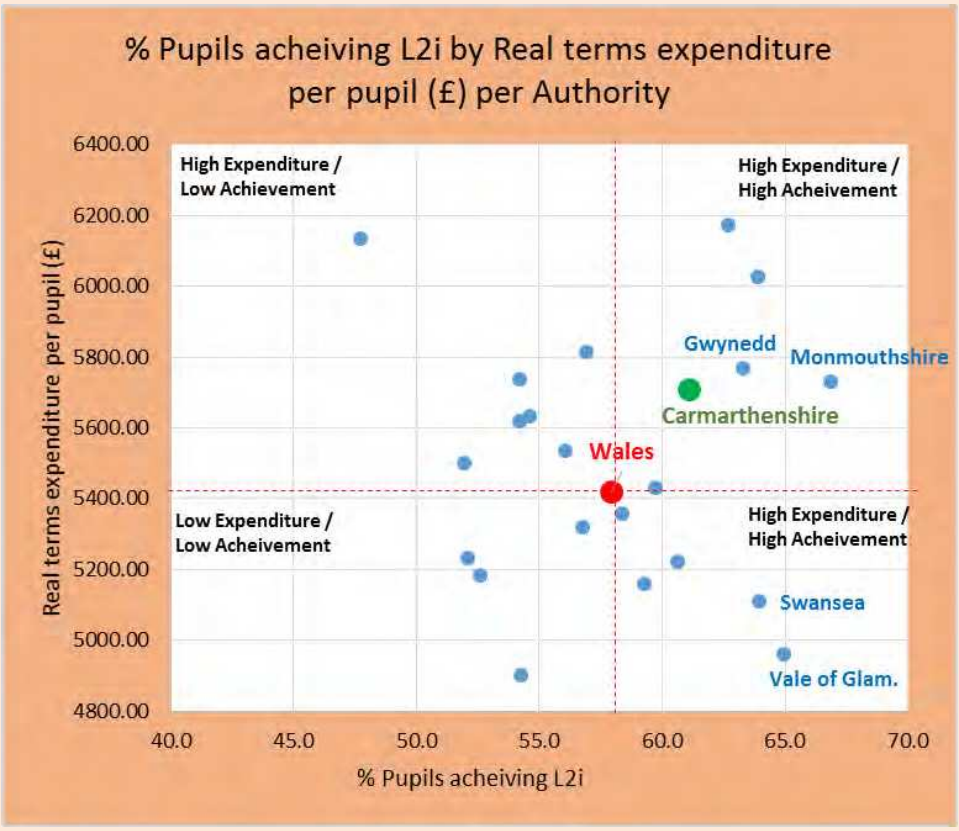
✓ Successfully improved the performance of pupils **eligible for Free School Meals (eFSM)** across nearly all Key Stages. This success reflects the impact of work undertaken in partnership focusing directly on higher achievement for this vulnerable group. Effective use of PDG funding encompassing a range of specific strategies and interventions underpins this success. *(Action 11699, measure 5.0.3.1)*

How do we compare with others

There are 22 Councils in Wales and Carmarthenshire's progress can be compared as follows:-

Table to compare results against key measures

Measures	Our 2014/15 result and change		How our results rank compared to 21 authorities in Wales and our change in position
			22nd 21st 20th 19th 18th 17th 16th 15th 14th 13th 12th 11th 10th 9th 8th 7th 6th 5th 4th 3rd 2nd 1st
			Worst results ... Best Results
			Arrows start from our Academic Year 2013/14 position to our 2014/15 position
% Achieved the Level 2 inclusive threshold (EDU/017)	61.1	↑ 2.4	
% of pupils achieving the Foundation Phase Indicator (Year 2 achieving language, maths and personal development) (5.0.2.9)	86.8	↑ 2.7	
% Pupils achieving Key Stage2 Teacher Assessment (EDU/003)	88.2	↑ 0.8	
% Pupils achieving Key Stage3 Teacher Assessment (EDU/004)	85.1	↑ 0.6	
% of pupils achieving 5 or more GCSE's grade A*-C or vocational equivalent (5.0.2.2)	87.0	↑ 2.3	



Our relative Welsh ranking has improved for the L2, L2i and Foundation Phase Indicator. Despite continuing our upward trend in results for the KS2 and KS3 Indicators, our relevant Welsh ranking has declined. The upward 'jump' for each of these indicators was not as pronounced as in previous years.

How we compare in Wales for results and cost per pupil

Two Authorities achieved better results with a similar budget, Gwynedd and Monmouthshire, two very rural counties with fewer pupils, no urban centres, and lower efsm cohorts. Two Authorities achieved better results on a lower budget; Swansea and Vale of Glamorgan, two counties that are geographically small and urban with lesser transport issues.

We delivered 20 out of our 28 KIOP commitments last year

Last Year's Commitments		Progress Comment
Continue to deliver our Modernising Education Programme / 21st Century Schools Plan		
We will increase the number of **surplus places** removed as result of Carmarthenshire's 21st Century Schools reorganisation from 46 to 394 *(4.3.1.7)*	✓	394 school places were removed overall as follows; 1120 places were removed, Llanfynnydd, 41, Llansawel, 60, Burry Port Primary, 98, Maes Y Gwendraeth, 464, Bro Dinefwr, 313, Dyffryn Aman, 144, however capacity increased by 726, Ffwrnes, 329, Strade, 397.
We will increase the % of **schools graded** as **"Good"** (*Category A*) or "**Satisfactory**" (*Category B*) for school building condition from 53% to 55% *(4.3.1.8)*	✓	The % has **improved** to 55% from 53% the previous year. This is a slow moving measure due to the time scales in improving and building new schools. New schools will not be opened each year, so results will be 'stepped' as each building project is due to be completed.
We will complete construction on the new Burry Port Community Primary School *(11622)*	✓	Construction was **completed** and pupils have occupied the new school building as per statutory notice from 01/09/15.
We will complete construction on Carreg Hirfaen Primary School *(11623)*	✓	Construction was **completed** on and the new school opened to pupils on 23rd February 2016.
We will continue construction and refurbishment on Ysgol Maes Y Gwendraeth site *(11620)*	✓	Construction work is **progressing well** and remains on target for completion and full occupation by September 2018.
We will continue and complete construction of the new Ysgol Bro Dinefwr Secondary School (Completion Date January 2016) *(11621)*	✓	The Authority took ownership of the New school Building on Monday 22nd February 2016.
We will complete construction of Ysgol Y Strade *(11624)*	✓	Refurbishment **completed** on target and was ready for occupation to staff and pupils at the start of the new 2015 academic term.
We will continue and complete construction of Ysgol Dyffryn Aman *(11625)*	✓	Construction Programme **completed** and the Official Opening took place on Monday 7th December 2015.
We will commence construction on Coedcae Project, subject to business case approval by Welsh Government *(11626)*	✓	A £6.7million investment is being made in Coedcae School to include a new science block and refurbishment of the existing building. Phase 1 is **progressing well** on site with an existing building demolished and construction of the new science block underway.
We will commence construction on the Seaside Project, subject to business case approval by Welsh Government *(11627)*	✓	The Business case has been approved and Statutory consultation has been completed. Contractor **started** on site 22nd February 2016.
We shall complete the provision of a vocational construction skills block at Bryngwyn School *(11745)*	✓	Construction works programme is **progressing well** and the completion date remains as August 2016.
We will aim commence work to construct new premises for Ysgol Trimsaran, a project with a value of £6.8 million subject to business case approval by Welsh Government. *(11733)*	✓	The Full Business Case was approved by WG on 29/01/16. Construction works are programmed **to start** on site in May 2016.
Improving School Attendance - Making every day count		
We will increase the % of **pupil attendance** in primary schools from 95% - 95.2% *(EDU/016a)*	✓	Result has **improved** from 95.0% to 95.2% compared to the previous year. This is the Local Authority's best ever result and is the 5th best in Wales.
We will reduce the % of **authorised absence** in primary schools 4.3% to 4.1% *(4.1.2.3)*	✓	Result **improved** compared to previous academic year, 4.0% compared to 4.3%, due to an improved focus on attendance.
We will increase the % of **pupil attendance** in secondary schools from 93.9% to 94.2% *(EDU/016b)*	✓	Result has **improved** from 93.9% to 94.2% compared to the previous year. This is the Local Authority's best ever result, is above the Welsh average being the 9th best in Wales.
We will reduce the % of **authorised absence** in secondary schools from 5.6% to 5.3% *(4.1.2.2)*	✓	Result **improved** compared to previous academic year, 5.1% compared to 5.6%, due to an improved focus on attendance.
Teacher Assessments and Examinations		
We will increase the % of pupils age 15 achieving **Level 2 threshold** including GCSE A*-C in English or Welsh and mathematics from 58.7% to 61.1% *(EDU/017)*	✓	Result has **improved** from 95.0% to 95.2% compared to the previous year. This is the Local Authority's best ever result and is the 5th best in Wales.

We will increase the % of pupils achieving the **Foundation Phase** Indicator (Year 2 achieving language, maths and personal development) from 84.1 to 88.7% *(5.0.2.9)*	!	Result of 86.8% is slightly **off target**, however the performance achieved represents an **improvement** of 2.7 percentage points on the previous year's performance and is the Local Authority's **best result to date**.
We will increase the % **KS2** pupils achieving Core Subject Indicator (Year 6 pupils expected performance in English or Welsh first language, maths and science) from 87.4% to 88.7% *(EDU/003)*	!	Result of 88.2% is **off target** however continues to **improve**, is above the Welsh average and is at its **highest ever level.**
We will increase the % **KS3** pupils achieving Core Subject Indicator (Year 9 pupils expected performance in English or Welsh first language, maths and science) from 84.5% to 86.5% *(EDU/004)*	!	Result of 85.1% is **off target** however results continue to improve, is above the Welsh average and is at its **highest point.**
We will increase the % of pupils achieving 5 or more **GCSE's** grade A*-C or vocational equivalent from 84.7% to 87.4% *(5.0.2.2)*	!	Result of 87.0% is slightly **off target**, however has improved by 2.3 percentage points, is above the Welsh average and is our **best ever result**.
Implementing a consistent regional support, challenge and intervention framework		
We will accelerate the development of Education through Regional Working (ERW) regional school improvement service, including our participation in the West Hub, with a view to helping schools raise standards *(11640)*	✓	The initial development of `Western Hub Working` has matured greatly as a model across a range of key activities and provision areas in support of regional working. Collaboration between the Carmarthenshire and Pembrokeshire School Improvement Teams has strengthened with both Teams contributing to each other's provision and performance in valuable ways.
We will increase the number of Primary and Secondary schools in green and yellow support National School Categorisation System categories. (2014/15 had 69 Primary schools and 9 Secondary schools in the green and yellow support categories) *(11661)*	✓	The proportion of Green schools (National School Categorisation System) in Carmarthenshire has **increased** by 2% as compared to 2014-2015
Improving outcomes of Estyn School Inspections		
We will ensure that fewer schools are placed in ESTYN Local Authority Monitoring, Monitoring by ESTYN and statutory categories by ensuring early identification and intervention from school improvement professionals *(11641)*	✓	**Reduced** the number of schools placed in Estyn Local Authority Monitoring (15% from 16%)
Reducing fixed term exclusions		
We will minimise the % of school days lost due to **fixed-term exclusions** in Primary Schools from 0.008% to 0.007% *(EDU/010a)*	✘	Result has **declined** to 0.015%, unfortunately this year four schools had significant difficulties with a small number of pupils leading to an increased exclusion rate.
We will minimise the % of school days lost due to **fixed-term exclusions** in Secondary Schools from 0.039% to 0.037% *(EDU/010b)*	✘	Result has **remained constant** compared to the previous year. This is at a very low level of exclusion with results being in the top three in Wales for several years.
Developing values and skills for lifelong learning		
We will increase the % of 17 year olds who enter a volume equivalent to 2 **A Levels** and who achieve the Level 3 threshold (2 A levels grade A-E) from 98.6% to 99% *(5.0.2.3)*	✘	Result declined to 98.1% from 98.6% the previous year. However the Welsh average also declined and the LA's relative ranking in Wales actually **improved** two places to 4th.
We will increase the % of pupils in Welsh-medium and bilingual primary schools transferring to Welsh-medium secondary schools (2014 result 91.8%) See the Welsh in Education Strategic Plan (WESP) for further information. *(11628)*	✘	Disappointingly, 2015 saw a **reduction**, from 91.8% to 85.25%, however we have no direct control over pupil/parent preferences.

Is anyone better off?

A child and young person's education attainment, including their ability to gain good qualifications, provides them with a solid foundation in which to pursue education and employment opportunities.

Everyone deserves to have the best chance in life. A good, high quality education forms part of that expectation. It not only allows young people to gain new knowledge and skills but it also extends their future life opportunities, enabling them to take a full and active part in community life, widen future education opportunities and preparing them for working life in the 21st century.

For the second year running, all Carmarthenshire school pupils who left education had an approved external qualification.

Statistics from Stats Wales shows that 33.6% of working age adults in Carmarthenshire have qualifications at NQF level 4+ in 2015 (32.6% in 2014). This shows a steady improvement on our 2005 figure of 22.8% but we continue to be lower than the Welsh average of 36.1%.

The percentage of working age adults with no qualifications in Carmarthenshire has reduced slightly again to 11.1% in 2015 from 11.2% in 2014.

How we plan to achieve the KIOP this Year

In particular this year we especially aim to improve the results of those pupils who are entitled to free school meals (eFSM)

What we will improve & how we will measure success	2016/17 (academic year 2015/16) Targets
Continue to deliver our Modernising Education Programme / 21st Century Schools Plan	
We will conclude the Dinefwr Secondary Schools Transformation Strategy by completing school modernisation investment at Ysgol Maes y Gwendraeth, to complement the significant investments at Ysgol Bro Dinefwr and Ysgol Dyffryn Aman which were completed in 2015, bringing to a conclusion the major reorganisation of secondary school provision in the region and an investment totalling £69 million in value. *(12069)*	**March 17**
We will invest around £19 million in major school construction and modernisation projects at Coedcae, Seaside, Trimsaran, Llangadog and Parc y Tywyn. *(12070)*	**March 17**
We will increase the number of surplus places removed as the result of Carmarthenshire's Modernising Education Programme *(4.1.1.7)* (2015/16 – 394)	**141**
We will increase the % of **schools graded** as **"Good"** (*Category A*) or "**Satisfactory**" (*Category B*) for school building condition.*(4.3.1.8)* This is a self evaluation based on a survey completed in 2010 by WG on behalf of the Authority. Definition of categories A – D: A - good (no deterioration) B - satisfactory (minor deterioration) C - poor (major deterioration) D - bad (life expired) (2015/16 – 55%)	**56%**
Improving School Attendance - Making every day count	
We will increase the % of **pupil attendance** in primary schools *(EDU/016a)* (Academic Year 2014/15 – 95.2%)	**95.4%**
We will reduce the % of **authorised absence** in primary schools *(4.1.2.3)* (Academic Year 2014/15 – 4.0%)	**3.9%**
We will increase the % of **pupil attendance** in secondary schools *(EDU/016b)* (Academic Year 2014/15 – 94.2%)	**94.4%**
We will reduce the % of **authorised absence** in secondary schools *(4.1.2.2)* (Academic Year 2014/15 – 5.1%)	**5.0%**
Teacher Assessments and Examinations	
We will increase the % of pupils age 15 achieving **Level 2 threshold** including GCSE A*-C in English or Welsh and mathematics *(EDU/017)* (Academic Year 2014/15 – 61.1%)	**61.6%**
We will increase the % of pupils achieving the **Foundation Phase** Indicator (Year 2 achieving language, maths and personal development) *(5.0.2.9)* (Academic Year 2014/15 – 86.8%)	**87.3%**

We will take forward the recommendations of the Foundation Phase report *(12071)*	**31/03/17**
We will increase the % **KS2** pupils achieving Core Subject Indicator (Year 6 pupils expected performance in English or Welsh first language, maths and science) *(EDU/003)* (Academic Year 2014/15 – 88.2%)	**88.7%**
We will increase the % **KS3** pupils achieving Core Subject Indicator (Year 9 pupils expected performance in English or Welsh first language, maths and science) *(EDU/004)* (Academic Year 2014/15 – 85.1%)	**85.6%**
We will increase the % of pupils achieving 5 or more **GCSE's** grade A*-C or vocational equivalent *(5.0.2.2)* (Academic Year 2014/15 – 87.0%)	**87.5%**
% of pupils eligible for **Free School Meals** who achieved the Level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics *(5.0.3.1)* (Academic Year 2014/15 – 33.7%)	**34.2%**
We will enhance outcomes for More Able and Talented pupils.*(12072)*	**31/12/16**
We will increase the % of pupils achieving the Level 3 threshold (2 **A Levels** grade A-E) *(5.0.2.3)* (Academic Year 2014/15 – 98.1%)	**98.6%**
Implementing a consistent regional support, challenge and intervention framework	
We will work to improve the quality of leadership and its impact on improving outcomes across the consortium *(12073)*	**March 17**
We will improve the proportion of schools with a Green or Yellow categorisation in the National School Categorisation System *(12074)*	**March 17**
Improving outcomes of Estyn School Inspections	
We will increase the % of Good or Better Outcomes in Estyn Judgments *(12075)*	**March 17**
Reducing fixed term exclusions	
We will minimise the % of school days lost due to **fixed-term exclusions** in Primary Schools *(EDU/010a)* (Academic Year 2014/15 – 0.015%)	**0.013%**
We will minimise the % of school days lost due to **fixed-term exclusions** in Secondary Schools *(EDU/010b)* (Academic Year 2014/15 – 0.039%)	**0.037%**
Developing values and skills for lifelong learning	
We will deliver literacy, numeracy and English for speakers of other languages (ESOL) courses for Carmarthenshire residents and in-comers to the County *(12076)*	**March 17**

Other key work for this goal

- ✓ **Numeracy and literacy standards** at Foundation Phase. Key Stage 2 and Key Stage 3 improved as measured by Teacher Assessment. Key Stage 4 and 5 key indicators also witnessed success. We have maintained a robust focus on promoting high quality teaching and learning through leadership seminars, development programmes and enhanced collaboration between schools and the LA/ERW. *(11679)*

- ✓ **Regional School Improvement Service:** We have continued to develop our partnership with ERW in support of raised standards across all of our schools. Such activity, in the main through the implementation of ERW Core Visits (support and challenge), has impacted well on the attainment and outcomes achieved by our learners. *(11640)*

- ✓ **National Curriculum** Commenced implementing the recommendations of the Donaldson review of the national curriculum into a vibrant and engaging local curriculum *(11732)*

School Attendance and exclusions: See Goal *D3 - Supporting parents and families to develop their children's learning*

How do we know we made a difference? / Is anyone better off?

2015 has seen Glan-y-Môr pupils achieve outstanding success.

- ✓ It has been a truly exceptional year of results across GCSE, Key / Essential Skills and Welsh Baccalaureate Qualifications
- ✓ The top fifteen pupils achieved a staggering 100 A* and A grades.
- ✓ The improvement of the Key Level 2 inclusive Indicator over the last few years is a remarkable achievement. The school has doubled the most important performance measure over three years from 30% in 2012 to 60%.

What the pupils said……

"I am so pleased with my results. Thanks to all the staff in the school for their support.
They were fantastic" ***Robbie Williams***
"I am extremely happy with my achievements. Thanks to Glan-y-Môr I can now continue with my chosen career path!" ***Tane Davies***
"The school was brilliant. I am really happy. Thanks to everyone at the school I achieved everything I wanted." ***Rebecca Roberts***

! For the **National Survey of Wales** question *'what they thought about the state of education in Wales?'* Carmarthenshire had a score of 6.6 out of ten (the average score in Wales). 600 residents were asked in each Council in Wales.

Improvement for 2016/17

1. We will increase the % of 15/16 year olds achieving the `core` subject indicator. Those pupils achieving at least grade C in GCSE English or Welsh, Mathematics and Science in combination from 58.22% to 58.7% *(5.0.2.6)*
2. We will increase the average point score for pupils aged 15 at the preceding 31 August from 580.3 to 581.0 *(EDU/011)*
3. We will increase the number of people using Public Library Services during the year per 1,000 population from 6,806 to 7,274 *(LCL/001b)*
4. We will continue to hold all schools and ERW to account for further improving standards and outcomes for learners, intervening in schools where performance is not satisfactory *(12077)*
5. We will support schools, in tandem with ERW, to further improve outcomes for all pupils but with a particular emphasis on raising the achievements of pupils entitled to free school meals and looked after children. *(12078)*
6. We will continue with the design of the Carmarthenshire Curriculum in partnership with schools and other providers; to incorporate national policy developments as they emerge; achieve key milestones in line with the development strategy Palmantu'r Ffordd/Paving the Way and including publishing a Carmarthenshire Curriculum Declaration as an interim developmental step. *(12079)*
7. We will implement the actions detailed in the **Modernising Education Programme** for 2016/17 in relation to
    - Construction Projects , School Organisation Proposals, Business Cases, Data returns, School Capacity, Catchment areas and Estate management *(12080)*

Goal: D2 Improving skills and training to increase employment opportunities for all

In December 2013 the Council adopted the Swansea Bay City Region Economic Development Strategy 2013–2030. In the strategy, **improving skills and training to increase employment opportunities for all** is seen as essential to develop a thriving and sustainable knowledge economy with high value-added employment will necessitate substantial improvements in our skills levels, such that local people can offer the skills and expertise that knowledge-intensive businesses require.

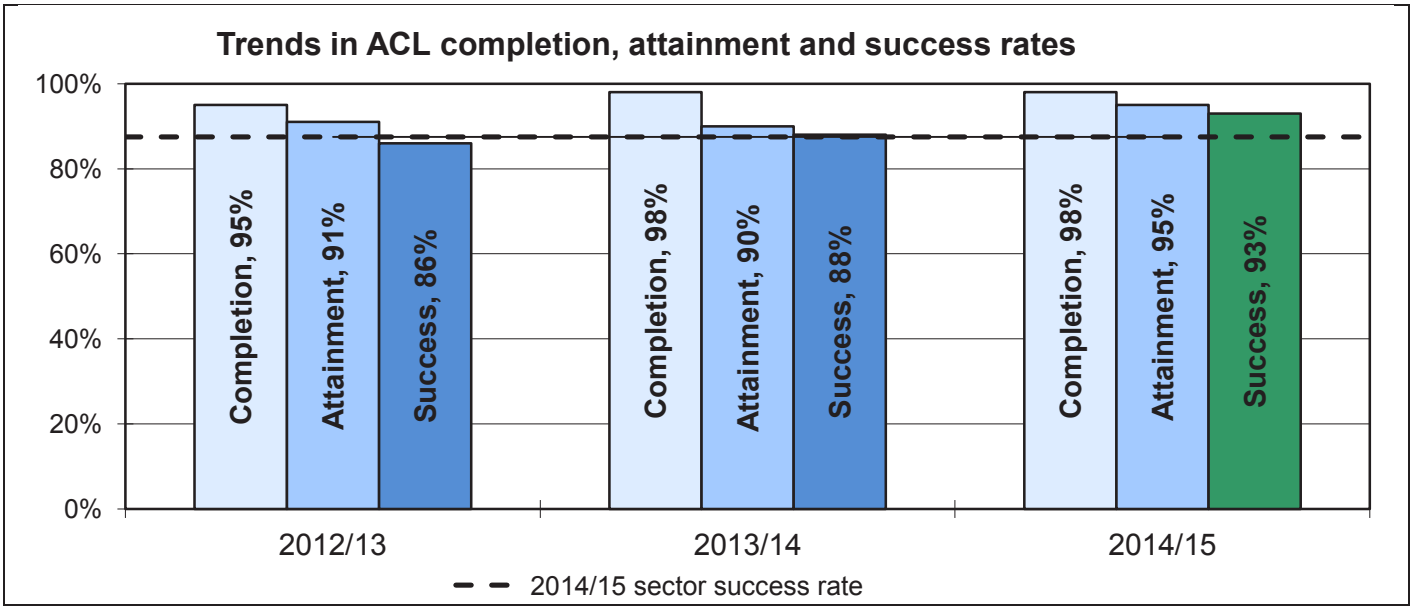
Adult Community Learning (ACL)
The emphasis of Local Authority course provision continues to be the long-term personal development of learners to enable them to progress to further education, training or employment. This includes support for literacy, numeracy and English for Speakers of Other Languages. The Adult Community Learning Service has 218 active enrolments on approximately 19 courses. 281 learners completed on 27 courses at the end of the Autumn term;

The Welsh for Adults provision currently has 292 individual learners enrolled on 31 courses. Welsh for Adults provision across Wales will be subject to major change in the 2016-2017 year, with a new all Wales entity established to oversee provision, replacing the existing four regional centres;

Our Review and Evaluation for 2015/16

We have achieved our best ever Adult Community Learning (ACL) Results. There has been continuous improvement for the last 5 years:-

Adult Community Learning (ACL)



- *Completion*: of all the learning activities which started, how many were completed (the learner was still there at the end of the course)?
- *Attainment*: of the learning activities which were completed, how many resulted in the learner achieving the qualification they were aiming for?
- *Success*: this combines completion and attainment into a single overall measure: of all learning activities that were started, how many were successfully completed and achieved?

How did we perform during 2015/16?

- ✓ Secured an allocation from the Education **Improvement Grant** for 14-19 related activity including collaborative courses to meet the requirements of the Welsh Governments Learning and Skills Measure. *(11876)*

- ✓ Acted on the Recommendations of the Welsh Governments *Young People NEET Findings from a review of Councils in Wales* report:

It's very important to improve skills and training in order to increase the employment opportunities for young people. This has been identified as a Key Improvement Objective Priority for 2016/17.

KEY IMPROVEMENT OBJECTIVE PRIORITY (KIOP)
We will further reduce young people Not in Education, Employment or Training

There is an imperative for the County to renew efforts to reduce the number of young people who become NEET. This work will be supported by curriculum review initiatives currently being developed by the Department for Education and Children and a range of work-related education programmes being delivered by the Regeneration Team. Additionally, activities delivered via the regional Cynnydd European Social Fund project will assist young people in progressing to further education, training and employment during the Post 16 education phase.

Key Measure of Success	Academic Year 2012/13	Academic Year 2013/14	Academic Year 2014/15			Academic Year 2015/16
	Results	Result	Target	Result	Progress	Target
% of Year 11 leavers Not in Education, Employment or Training (NEET's) *(5.1.0.1)*	**3.0% (65 / 2198)**	**3.4% (69 / 2016)**	3.0%	**3.5% (69 / 1962)**	**Declined**	3.0%
% of Year 13 leavers Not in Education, Employment or Training (NEET's) *(5.1.0.2)*	**5.5% (40 / 727)**	**6.0% (46 / 767)**	None set	**2.8% (21 / 761)**	**Improved**	2.6%

There has been a slight increase (0.1%) in the percentage of year 11 pupils becoming NEET, though the actual number of pupils remains the same as 2014 (69 pupils became NEET).

There has been a very positive result (2.8%) for the percentage of year 13 pupils becoming NEET compared to the previous year (6.1%).

Why this is important

The Welsh Government's Youth Engagement and Progression Framework focuses on reducing the number of young people aged 11 to 25 who are not engaged in education, employment or training (NEET) in Wales.

Reducing the number of young people becoming NEET on leaving year 11 is thus essential to maximise the life opportunities for this cohort. Ensuring that as many young people as possible are able to progress to school 6th forms, FE Colleges, training provision or work helps ensure that learners at statutory school leaving age do not experience the effects of poverty and can contribute to their communities and the wider economy. Ensuring participation in employment, education and training post 16 also reduces the wider costs to society caused by reliance on benefits and the personal and public costs of offending.

How do we compare with others

- **Year 11 -** Carmarthenshire now ranks 18/22 LA's in Wales and above the All-Wales average of 2.8%. While there are a range of local circumstances that have contributed to our own performance, we will need to look into why many of the other LA's are showing very significant decreases in the numbers for this KPI and ask WG colleagues for assistance. (link to Action re. new Vulnerable Young people panel below)
- **Year 13 -** On completion of Year 13, our performance ranks 3rd of 22 LA's and is above the Wales average of 3.7% and an improvement on our 2014 performance of 4% of cohort.

Is anyone better off?

Case study

The young person was identified by a School-based youth worker who was working with his sister. He had not attended school for two years after being removed by his mother to be elected home educated. However, no education took place and as a result he had become cut off from the outside world. He lives at home with his mother and two sisters and has had quite a chaotic upbringing which has led to the issues around social exclusion. Due to the chaotic upbringing he finds it hard to trust people and would not engage with anyone outside the family. He was receiving support from CAMHS for mental health issues.

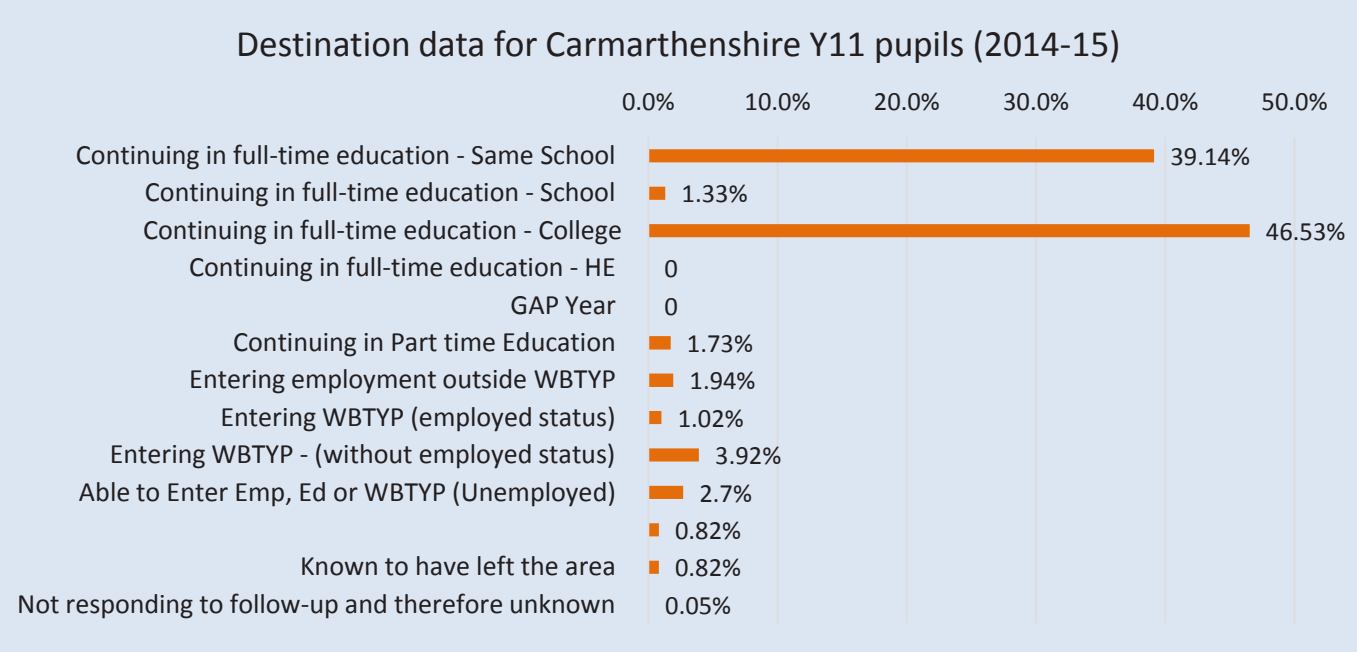
Following one-to-one support and recreational sessions he has managed to over-come many of his fears around social inclusion. He has managed to develop many life skills like having his own bank account for him to be able to save and spend his own money; making appointments and seeing them through, e.g. having an eye-test and glasses; socialising with new young people and re-engagement into education by starting on a traineeship with LRC training.

How we plan to achieve the KIOP this Year

What we will improve & how we will measure success	2015/16 (academic year) Targets
We will reduce the % of Year 11 leavers Not in Education, Employment or Training (NEETs) *(5.1.0.1)*	3.0%
We will reduce the % of Year 13 leavers Not in Education, Employment or Training (NEETs) *(5.1.0.2)*	2.6%
We will fully implement the Vulnerability Assessment Profile in all Secondary Schools for Years 7-11 to ensure early identification of all young people who may become NEET. *(12081)*	Sept 2016
We will update and expand the Carmarthenshire Provision map and hosting of a web-based resource highlighting this information via the Un Sir Gar hub. *(120821)*	Oct 2016
We will implement the Carmarthenshire Cynnydd European Social Fund (ESF) Project elements to reduce the number of young people who become NEET.*(12083)*	March 2017
We will support the development of the regional Cam Nesa European Social Fund (ESF) project to deliver employability skills for 16-25's who are currently NEET. *(12084)*	March 2017
We shall support care leavers where possible to ensure that they are in education, training or employment at 12 months after leaving care *(SCC/34a)*	New Measure
We shall support care leavers where possible to ensure that they are in education, training or employment at 24 months after leaving care *(SCC/34b)*	New Measure
We will ensure a new Vulnerable Young Peoples panel be put in place to co-ordinate support for vulnerable young people in Key Stage 4. *(12085)*	March 2017

How do we know we made a difference? / Is anyone better off?

What happened to school leavers from 2014/15?
96.5% of year 11 pupils (from Academic Year 2014-15) went on to further education, employment or work based training.



Improvement for 2016/17

1. We shall implement the actions identified in the Carmarthenshire Youth Engagement and Progression Framework Plan for the period 2016-2017, including full take up of the Vulnerability Assessment Profile. *(12086)*
2. We shall support partnership working with the other providers of adult community learning through the continuing management of the Carmarthenshire Adult Community Learning Group. *(12087)*
3. We will complete a review of the 11-19 Curriculum in Carmarthenshire. *(12088)*
4. We shall deliver a programme of activities for the Carmarthenshire Seren Hub. *(12089)*

Goal: D3 Supporting parents & families to develop their children's learning

The Authority remains committed to **supporting family life** where children and young people continue to reside within their own families and communities whenever it is safe to do so, through providing a range of early intervention and preventative services, thus minimising the need for statutory intervention.

Our Review and Evaluation for 2015/16

We have supported families through a range of **targeted interventions** though the Flying Start, Families First, Integrated Family Support Services and other programmes, sustaining families and reducing the potential impact of disadvantage on public services.

Please see Goal: C1 Ensuring each child has the best start in life & Health Theme

Childcare provision in Carmarthenshire is delivered in partnership with private, voluntary and statutory sectors, and has continued to develop. As at March 2016 we have:

- **107** registered child minders (with **553** places)
- **36** registered full day nurseries (with **1,288** places)
- **43** registered out of school clubs (with **1,294** places)
- **63** registered sessional care placements (with **1,171** places) includes Flying Start settings
- **249 Total providers,** with **4,306** registered places

How did we perform during 2015/16?

✓ Our **Education Welfare Service (EWS)** was remodelled just over two years ago and continues to develop, providing support to 116 schools in Carmarthenshire on attendance issues (total of over 27,109 pupils).
  - EWS works in partnership with children, families, schools, communities, statutory and other agencies to try and reduce persistent non-attendance and ensure educational entitlement.

✓ All parents are provided, by schools, an annual report to parents that informs them of their child attendance, outcome of teacher assessments (Years 2,6 & 9), examination results and other information

✓ Primary **School attendance** has improved to 95.2% ranked 5th in Wales whilst Secondary attendance is at 94.2% ranked 9th in Wales. The percentage of primary schools in the 1st and 2nd benchmarking quartiles have improved considerably with 56% in these quartiles as compared to 40% in 2012/13. For 2014-15 8 out of 12 secondary schools performed at or above their expected benchmark with 6 schools in the 1st or 2nd quartile as compared to 1 in 2012-13. *(EDU/016a, EDU/016b, 4.1.2.3, 4.1.2.2)*

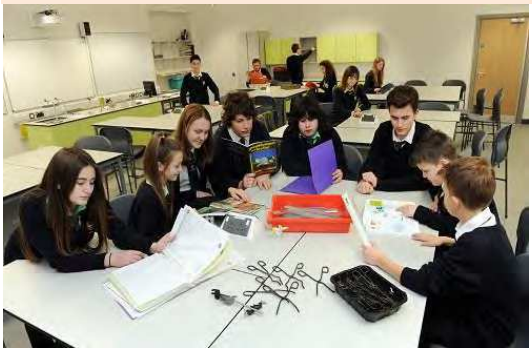
✓ Primary **School attendance** has improved to 95.2% ranked 5th in Wales whilst Secondary attendance is at 94.2% ranked 9th in Wales. The percentage of primary schools in the 1st and 2nd benchmarking quartiles have improved considerably with 56% in these quartiles as compared to 40% in 2012/13. For 2014-15 8 out of 12 secondary schools performed at or above their expected benchmark with 6 schools in the 1st or 2nd quartile as compared to 1 in 2012-13. *(EDU/016a, EDU/016b, 4.1.2.3, 4.1.2.2)*

✓ Area 43 commissioned to provide a professionally accredited **school based counselling service** to young people from 10 to 18 years of age.

You said	We did
You wanted to be able to express a preference when applying for a school place for their child.	We are implementing a change to the school admissions process to allow parents to express a 1st, 2nd, and 3rd choice when applying for a school place

✓ Over the last year there have been 9,486 visits to the **Family Information Service (FIS)** website and 40,620 page views with 67% being new visits.

ATTENDANCE IMPROVES AT CARMARTHENSHIRE SCHOOLS



Attendance figures across Carmarthenshire have improved with schools reporting an all-time high of 94.1%. Parents and carers are being thanked for their co-operation in helping the county achieve the figures, which are well above the Welsh average of 93.8%.
It comes as new Welsh Government data shows that the number of pupils being absent from secondary schools across Wales is at the lowest level ever recorded.
Education Minister Huw Lewis has welcomed the falling rate as excellent news.
Carmarthenshire's education executive board member Cllr Gareth Jones said: *"Improving attendance has been a key priority for Carmarthenshire and further improvement in attendance rates has been realised with our schools achieving an all-time high of 94.1%which is well above the Welsh average of 93.8%.*
"Authorised absence has improved and our unauthorised absence rate is still one of the best in Wales.
"This is primarily due to co-operation from parents and carers, the diligence of schools and input from the local authority's Education Welfare Service and school data team.
"I would like to personally thank all those involved in helping schools achieve these attendance rates."
The main responsibility of the Education Welfare Service (EWS) is to promote regular attendance at school.
Officers give support and advice on regulations regarding non-attendance, child employment, performance, and chaperones.
To secure regular school attendance, they work in partnership with pupils and their families, schools, community support services and other professionals such as social workers, youth services, and educational psychologists.
A school may refer a family to the EWS if a child's school attendance is of concern.

Improvement for 2016/17

1. We shall continue to promote regular school attendance to maximise educational opportunities and child welfare, robustly challenging poor attendance and persistent absenteeism. *(12090)*

Please also see Goal: ***C1*** *Ensuring each child has the best start in life* ***(EDU/16a, 4.1.2.3, EDU/016b & 4.1.2.2)***

2. We shall pilot the 'Holiday Hunger' programme, supporting families and children during school vacations to cook healthy meals, particularly aimed at eFSM. *(12091)*
3. We shall further develop the family engagement programme to support families to engage in education. *(12092)*
4. We shall conduct a Behaviour Review to consider how children and families can be better supported. *(12093)*

Goal: D4 Developing an Inclusive Society

The Authority ensures that all children of compulsory school age receive education that is appropriate to their age, abilities and any additional educational needs, and promotes high standards in the provision of education and the welfare of children.

Our Review and Evaluation for 2015/16

Garreglwyd is a **specialist education facility** for up to 24 children and young people age 11+ on the Autistic Spectrum. As well as attending as day pupils, the facility also provides accommodation on site for up to six pupils with complex needs who have been assessed as requiring 24 hour care. It provides a nurturing environment where all pupils /residents are valued, supported, challenged, and where they can gain the foundation of skills, knowledge and

values essential to progress in and out of school, and the opportunity to reach their maximum potential.

The specialist education facility at Garreglwyd has moved from Maes Y Gwendraeth to the new Bro Dinefwr campus and is called 'Canolfan Cothi', and following a transition period children commenced at the new facility on 24th February 2016.

The Catering Services installed a **cashless school meal system** in Ysgol Gyfun Emlyn in October 2015, ensuring that cashless catering is available in all Secondary schools. The uptake of free school meals has improved as a result of this non stigmatising system.

In March 2016, Carmarthenshire had 918 learners with **Statements of Special Education Needs (SEN)** out of a total school population of 27,109. This figure has decreased since March 2015 when we had 1,007 statements. Approximately half of these statements are amended every year.

How did we perform during 2015/16?

Disabled Young people

✓ We continued to develop a partnership approach with key stakeholders including Coleg Sir Gar, Careers Wales and Hywel Dda health board to implement the 'Unlocking the Potential' report this year. We have regular meetings to try and address many of the practical issues presented within the Unlocking the Potential report.

Sensory Impairment Service

✓ The **Sensory Impairment Service** continues to work effectively with colleagues within children's services, education and health, supporting children from 0-19 yrs who have a visual or hearing impairment, or a combined hearing and vision loss (MSI). The service provides specialist teaching and support services to ensure children with hearing or visual impairment have access to high quality, teaching and learning experiences and are enabled to reach their full potential as young adults leading healthy and fulfilling lives.

Additional Learning Needs

✓ The **% of final statements of special educational need issued within 26 weeks (including exceptions)** exceeded our target of 25.0% during 2015/16 at 34.8% compared to 22.9% in 2014/15. However, results again reflect the difficulties experienced by Health in recruitment and retention of doctors working in paediatrics and administrative staff in this locale. Pupils wait a long time for medical assessments and there are also long delays in typing up reports even after a medical is completed *(EDU/015a)*

× The **% of final statements of special educational need issued within 26 weeks (excluding exceptions)** did not meet our target of 90.0% but has improved during 2015/16 at 80.0% compared to 75.0% in 2014/15. There has been a number of delay's receiving information from professionals *(EDU/015a)*

Free School Meals

✓ During the year we have been looking into the cost/benefit of introducing **online payments for school meals**, which we believe is an essential step in modernising the service, making it easier and more convenient for parents to pay, and delivering other back office improvements including income reconciliation and debt management. We will develop a business case during 2016-17.

Children & Young People's Participation

✓ We have further developed our strategic approach to engaging with children and young people in decisions that affect them. The **Children & Young People's Participation Strategy** was developed and approved at full Council, spelling out what our priorities are and how we will deliver on them. A **Children's Rights Promise** was also agreed by the Council and work to put this into action will take place in 2016-17.

Alisha at UK Youth Parliament

Alisha Gibbons 14 from Tycroes and a member of Carmarthenshire Youth Council represented Carmarthenshire and Wales at the UK Youth Parliament debate and vote to decide which two issues should become the UKYP's priority campaigns for 2015, on Friday 13th November.
Alisha joined 300 Members of the UK Youth Parliament aged 11-18 who took part in a debate in the House of Commons.
Even though Alisha was one of twenty four young people to from Wales to be elected, she was the only young person from Wales to be elected as a debate lead at the Commons Chamber meaning she spoke at the dispatch box where the Prime Minister, the cabinet and the shadow cabinet speak from.

Respite

✓ Our two respite centres **Llys Caradog and Blaenau** have continued to provide planned, overnight respite for disabled children aged 5-18 years living in Carmarthenshire. The centres are continuing to build valuable links with the local community.

The Minority Ethnic and Traveller Achievement Service

✓ In Carmarthenshire there are over 1,105 pupils on the English as an Additional Language (EAL) register. 324 primary school pupils and 165 secondary aged pupils are in receipt of support in 45 Primary schools and 10 Secondary schools.

✓ There are currently 166 Gypsy/Traveller children on roll in schools across the county. The service works with 6 secondary schools and 8 primary schools to raise the attendance and achievement of eligible Gypsy and Traveller children and young people. Close working with families and other agencies helps to support with these key areas.

Behaviour Support

✓ The Behaviour Support Community Team (BSCT) works with schools to support them in changing the behaviour of individual pupils by working with the pupil, their parents/carers and school staff. The Team provide advice and support on group/whole class management techniques and whole-school policy development. The Team provides training and professional development opportunities. It works with individual schools to devise bespoke training in response to need.

✓ During the 2014/15 Academic Year 68 cases were worked with either directly or in an advisory capacity with 99 referrals in total (80 referrals from primary schools and 19 from secondary schools)..

Women's Worker

! A **Women's Worker** is employed by Action for Children and commissioned by Carmarthenshire County Council to work with, and provide support to women referred, who have had –

- more than one child removed from their care, or
- are currently in court proceedings, or
- are at risk of losing their children.

Disabled young people

! **Disability support** – includes specialist parenting support in the home (Tim Camau Bach). To facilitate communication, bonding, attachment and interaction between parents and children 0-12 yrs, strategies to manage behaviours, programmes to promote child development; one to one support for disabled children to access their local mainstream pre-school settings, specialist groups for after-school / holiday schemes; Giant Steps – for young people aged 11-19 years with high functioning autism, Aspergers, ADHD, social communication difficulties or at risk of being NEET, group based and individual support, bespoke interventions.

Families First programme and Youth Service developments

! This year we have established and consolidated new services for children and young people with learning difficulties as part of the Families First programme.
The Giant Steps project works with disabled Children and Young people who do not require statutory services but would benefit from some positive activities and support on both a one to one and group basis.
In addition, we continue to work with our Youth Service who have a responsibility around NEET prevention for all children and young people, including those who are disabled.
We have developed proposals as part of the regional Cynnydd programme which will build upon this work in the future.

Improvement for 2016/17

1. We shall ensure that **all pupils** aged 15 who leave compulsory education, training or work based learning with an **approved external qualification** *(EDU/002i)*
2. We shall ensure that all Looked After Children, educated by the LA, age 15 leave compulsory education, training or work based learning without an approved qualification *(EDU/002ii)*
3. We will aim to ensure that every **permanently excluded pupil** receives an offer of full time appropriate education provision within the required timescale *(EDU/009a)*
4. We will increase the % of final statements of special educational need issued within 26 weeks including exceptions from *34.8 to 40.0% *(EDU/015a)*
5. We will increase the % of final statements of special educational need issued within 26 weeks excluding exceptions from 80.0% to 90.0% *(EDU/015b)*
6. We shall increase the % of children receiving care and support achieving the core subject indicator at key stage 2 *(SCC/29a)*
7. We shall increase the % of children receiving care and support achieving the core subject indicator at key stage 4 *(SCC/29b)*
8. We shall enhance programmes for safeguarding in schools and other settings to fully embed safe recruitment practices and strategies to meet the Prevent duty to protect children and young people from the risks of radicalisation. *(12094)*
9. We will complete a review of behaviour management services and present proposals to reform provision. *(12095)*

Goal: D5 Increasing the provision of childcare, education and training through the medium of Welsh

Our Review and Evaluation for 2015/16

We are increasing the provision of:

- **Childcare** as we continue to improve year on year on the number of Welsh speaking childminders, full day care, seasonal care and out of school care that is provided within the County.
- **Education** we have seen a continuous improvement in Welsh first language at KS3 over the past 4 years. There is also an improvement in Welsh first language at KS2.
- **Training** is continuing to be provided through the medium of Welsh. The Welsh for Adults provision currently has 292 individual learners enrolled on 31 courses.

The **Welsh in Education Plan 2014-2017** has been reviewed during the last 12 months:-

- ✓ The Welsh medium primary schools language charter '***Codi Caerau'*** was launched and both the secondary school and 2nd language Welsh charters have been drafted.
- ✓ A comprehensive pack of materials have been drafted to promote the value of a bilingual education.
- ✓ The number of 7 year old pupils receiving Welsh medium education has increased.
- ✓ High performance has been maintained in Welsh 1st and 2nd language.
- ✓ The % of learners following 1st language Welsh at Key Stage 3 has increased to 43%.
- ✓ The % of learners studying 5 GCSE's through the medium of Welsh has increased to 61.5%
- ✓ The % of learners achieving expected levels at Key Stages 2, 3 and 4 have improved.
- ✓ Issues identified in the monitoring report will be the focus of the Department's work in 2016/17. This will be coordinated through our Welsh in Education Forum.

How did we perform during 2015/16

Childcare

In the main, we have increased the number of **Welsh** childcare services which are provided within the County (last year's figures shown in brackets):-

- ✓ 107 registered childminders with **53** (43) of these registered as Welsh speaking **childminders** with **283** (256) Welsh medium child care places out of a total of 532
- ✓ 35 registered full day care with **16** (13) of these registered as Welsh speaking **full day care** with 547 (524) Welsh medium child care places out of a total of 1,288
- ✓ **83%** (82%) (52 Welsh / 63 in total) of **sessional care** is registered as Welsh speaking with **981** (1,076) Welsh medium child care places out of a total of 1,168
- × **53%** (56%) (23 Welsh / 43 in total) of **out of school care** is registered as Welsh speaking with **636** (625) Welsh medium places out of a total of 1,294

Care and Social Services Inspectorate Wales (CSSIW) noted:
It is pleasing to report that there has been growth (in Carmarthenshire) in both the number of registered childcare providers and places since 2014-15. Given the current economic climate, this is hugely encouraging.

Education

Welsh is taught as a subject to every pupil up to the end of Year 11 in accordance with the requirements of the National Curriculum. . The table below provides an overview of the language categories within both primary and secondary schools within the County.

School Language Category	Number of Primary schools	Number of Secondary schools
Bilingual (2A)	-	3
Bilingual (2B)	-	2
Welsh Medium (WM)	57	-
English medium with significant use of Welsh (EW)	5	3
English Medium (EM)	25	4
Dual Stream (DS)	10	-
Transitional School (TS)	4	-

✓ Completed construction of the new **2B bilingual** category school (80% of subjects are taught through the medium of Welsh but are also taught through the medium of English) Ysgol Bro Dinefwr which is located in the village of Ffairfach.

✓ Children in the Cwmann area have moved into their new £5.7million **Welsh Medium** primary school. Ysgol Carreg Hirfaen was delivered through Carmarthenshire County Council's Modernising Education Programme.

✓ Commenced procedures to process statutory proposals to amalgamate the infants and junior schools in Llangennech into a new **Welsh medium** primary school.

× Disappointingly, 2015 saw a reduction in pupils in Welsh-medium and bilingual primary schools **transferring to Welsh-medium** secondary schools, from 91.8% to 85.25%, however we have no direct control over pupil/parent preferences.

Training

✓ The Welsh for Adults provision currently has 292 individual learners enrolled on 31 courses.

! Welsh for Adults provision across Wales will be subject to major change in 2016-2017, with a new all Wales entity established to oversee provision, replacing the existing four regional centres.

Improvement for 2016/17

1. We shall increase the percentage of pupils to receive a **teacher assessment in Welsh** (first language) at the end of **Key Stage 2** from 51.9% to 52.4% *(EDU/006i)*
2. We shall increase the percentage of pupils to receive a **teacher assessment in Welsh** (first language) at the end of **Key Stage 3** from 43.2% to 43.7% *(EDU/0006ii)*
3. We will publish the drafted **Welsh Medium Secondary school and Welsh 2nd Language Charters.** *(12096)*
4. We will complete statutory procedures to **change the language category of Ysgol Bro Myrddin** from bilingual (2A) to Welsh medium (WM). *(12097)*
5. We will continue to advance the objectives of the Welsh in Education Strategic Plan. *(12098)*

Outcome E: People who live, work and visit Carmarthenshire are safe and feel safer…

Carmarthenshire remains one of the safest areas in the UK. However, we must not become complacent and we need to continue to work together with partners to address problems identified by local communities.

Goals: (as agreed in the Integrated Community Strategy with partners)

E1 - Maintaining and striving to reduce further the levels of crime that are amongst the lowest in England and Wales
E2 - Improving the confidence of local communities that we are tackling the issues that matter most to them and impacting on crime levels
E3 - Reducing anti-social behaviour by working in partnership to tackle local problems
E4 - Reduce the incidences of alcohol-related violence
E5 - Safeguarding all people from abuse, victimisation, neglect & exploitation
E6 - Reducing speeding and the number of road traffic accidents

Progress at a glance:

Outcome Measures (as set out in Corporate Strategy)	Progress
Appropriate support provided to children, young people and families as required	✓
Reduction in road casualties	Awaiting results
Reduction in total recorded crime	✗
Reduction in anti-social behaviour	✓

Outcome: People who live, work and visit Carmarthenshire are safe and feel safer…

Goal: E5 Safeguarding all people from abuse, victimisation, neglect & exploitation

Corporate Safeguarding

Safeguarding people from harm, abuse and neglect is our highest priority as a Council

We operate an 'everyone's business' approach and this year we have developed a new Corporate Safeguarding Policy to ensure all departments develop a greater understanding of the policies and procedures in relation to safeguarding in respect of both children and adults

Safeguarding Children

In June 2014 Local Safeguarding Children Boards in Wales were regionalised in order to co-ordinate safeguarding on a regional basis. In Carmarthenshire we are part of the Mid and West Wales region known as CYSUR. The structure has been reviewed in line with the development of the Adult Safeguarding Board to consider how best to work with cross-over safguarding issues e.g. domestic abuse and violence. CYSUR has also devised a regional policy in relation to child sexual exploitation (CSE) and the first regional conference took place in March 2016.

The number of children on the Child Protection Register (still living with their family but with a safeguarding plan in place) has decreased to **88** this year from 104 last year. As at 31st March 2016 we were looking after **215** children/young people a significant reduction from 239 in 2015 and 247 in 2014 and our rate of children who become looked after continues to be better than the Wales Average since 2012. The Social Services and Well-being Act 2014 places a strong emphasis on early intervention and prevention, and we feel our continued focus in this area is beginning to succeed through programmes provided via Flying Start and Families First. CSSIW recognised our commitment to preventative services in their Annual Evaluation Report 2014-15:

"The council continues to build and develop its preventative strategies and visits to these services have confirmed that there are effective and innovative arrangements in place, with a key focus on developing services that are sustainable".

"The council is ensuring growth and development in its preventative services to ensure statutory intervention is only taken when necessary".

During 2015/16 our key focus has been on:

- Developing the Multi-Agency Safeguarding Children Hub (MASH), Central Referral Team (CRT), and Regional Adoption Service
- Improving the quality of care plans and placement stability

The Multi-Agency Safeguarding children Hub (**MASH**) and Central Referral Team (**CRT**) have continued to work well as a means of improving information and decision-making at the point of referral, providing a single point of contact making it easier for families to access, and anyone who has concerns over a child's welfare ensuring a consistent approach. Regular threshold meetings take place to ensure our preventative services are being fully utilised and as a result we have seen the number of referrals for statutory social work services decrease during the year.

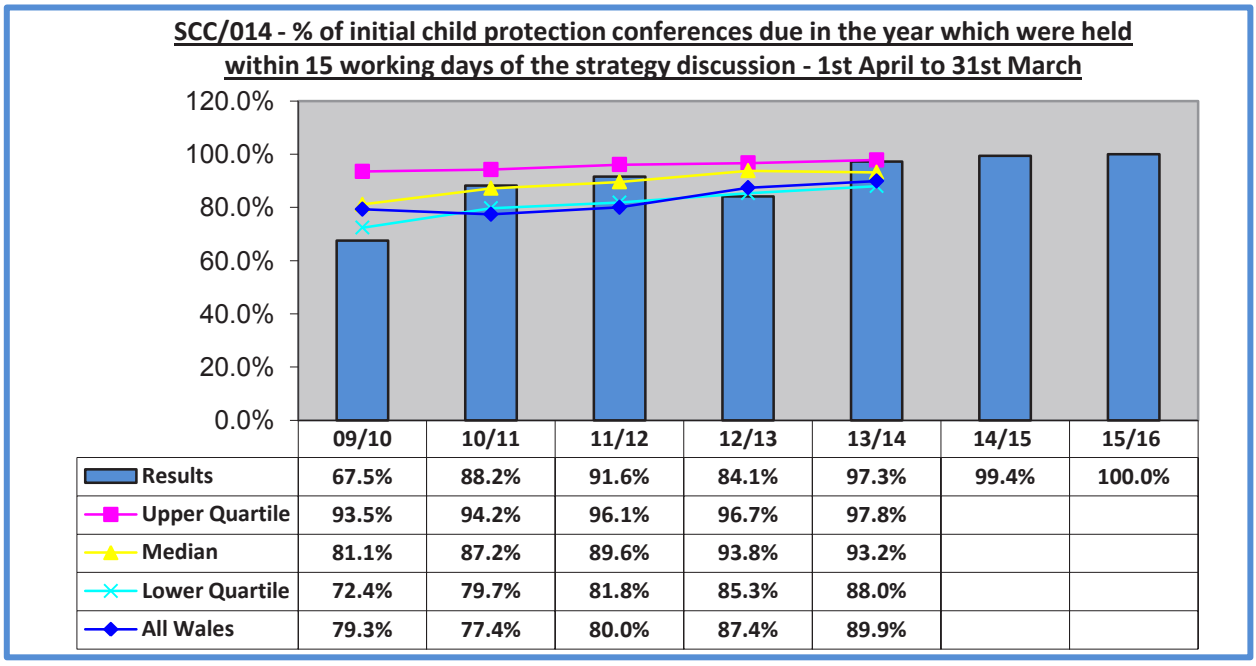
Referrals	2011-12	2012-13	2013-14	2014-15	2015-16
	1,063	1,090	1,144	1,572	1,354

Unfortunately commitment by other agencies to base staff within MASH hasn`t yet materialised and this is now being taken forward by CYSUR on a regional basis.

We are continually improving the **quality of care plans**, to focus on outcomes, and engagement of children and families. Development sessions have taken place with all childcare, assessment and Independent Reviewing officer (IRO) teams. Our Permanency Panel maintains oversight of of care plans ensuring standards are maintained.
Safeguarding in education remains a key priority. Basic awareness training on child protection continues to be delivered to all staff within schools (32 schools received the training this year). All governors are expected to attend safeguarding training.

The Mid and West Wales **regional adoption service**, has been operational since April 2014. As from June 2015, the Adoption Panel sitting in Carmarthen became paperless, with all information being shared electronically, which has led to more effective use of administrative time and reduced costs.

	Safeguarding Children Key Measures	14/15	15/16	Comment
✓	% Initial Child Protection Conferences during the year were held within 15 working days of a strategy meeting *(SCC/014)*	99.4%	**100%**	**Improvement** *(see chart below)*
✓	% of reviews carried out in accordance with the statutory timetable *(SCC/045)*	89.4%	**89.4%**	**Constant**
✗	% of Initial Assessments where the child had been seen by a social worker *(SCC/011a)*	83.1%	**80.7%**	**Decline** # see comment below
✗	% of Initial Assessments where the child had been seen alone by a social worker *(SCC/011b)*	47.3%	**46.5%**	**Decline** # see comment below
✗	% of statutory visits to looked after children due in the year that took place in accordance with regulations *(SCC/025)*	98.5%	**98.2%**	**Slight decline**
✓	% first placements of children looked after during the year began with a care plan in place *(SCC/001a)*	100%	**100%**	**Constant**
✓	% of eligible, relevant and former relevant children that have pathway plans as required *(SCC/041a)*	100%	**100%**	**Constant**
✗	% of looked after children with three or more placement moves *(SCC/004)*	11.7%	**14.9%**	**Decline#**
✓	% of eligible, relevant and former relevant children that have pathway plans as required *(SCC/002)*	5.4%	**3.9%**	**Improvement**



	09/10	10/11	11/12	12/13	13/14	14/15	15/16
Results	67.5%	88.2%	91.6%	84.1%	97.3%	99.4%	100.0%
Upper Quartile	93.5%	94.2%	96.1%	96.7%	97.8%		
Median	81.1%	87.2%	89.6%	93.8%	93.2%		
Lower Quartile	72.4%	79.7%	81.8%	85.3%	88.0%		
All Wales	79.3%	77.4%	80.0%	87.4%	89.9%		

- #Even though we have not met our targets of children seen or seen alone by a qualified social worker during Initial Assessments, we are performing above the All Wales 2014/15 figure of 78% and 44.8% respectively. Assessments are allocated to the appropriate workers and are dependent on the nature of the assessment. We have multi-disciplinary teams where it may be deemed more appropriate for another professional within the team who is the child's 'key worker' to see the child as part of an Assessment who isn't a qualified social worker e.g. health worker in respect of a child with a disability. Not every case will require the child to be seen alone due to age whilst others refuse to be seen alone. ***(SCC/011a) (SCC/011b)***

- #The percentage of looked after children with three or more placement moves has Increased during 2015/16. We have seen a rise in challenging teenage placements during the year which places an added pressure on services and placement stability. This along with a decrease in the number of Looked After Children has impacted on the end result. Many young people do not wish to be in the care system despite this being in their best interests and as a result placements subsequently become fragile and break down despite our best efforts. An Accommodation Panel has been set up to assist the matching process and resource allocation and the Resource Panel will ensure appropriate resources are put in place to support placements to avoid placement breakdown. The department are focussed on recruiting foster carers for older children ***(SCC/004).***

As lead agency for child protection it is important that our staff and the systems in place serve to safeguard the welfare of children. We continue to monitor caseloads monthly to ensure they are appropriate and manageable. Our children's social services workforce remains stable with vacancy levels low at just 2.7% (as at 31/3/16). Keeping vacancies to a minimum is crucial in ensuring all our children in need, children in need of protection, and looked after children are being safeguarded.

Improvements for 2016/17 – Safeguarding Children

1. We shall increase the % of assessments completed for children within statutory timescales ***(SCC/24)***
2. We will review our assessments in light of the implementation of the Social Services and Well-being Act 2014 ***(12105)***
3. We will ensure Sexual Exploitation Risk Assessments (SERAF's) and Missing Persons Risk Assessments are completed as required. ***(12106)***
4. We shall ensure that supported children remain living within their family wherever possible ***(SCC/25)***
5. We shall ensure that looked after children are returned home from care as quickly and safely as possible ***(SCC/26)***
6. We will continue to improve the quality of Care Plans ensuring a multi-agency assessment, with a focus on outcomes, and engagement of children and families. ***(12107)***
7. We shall ensure that all councillors are equipped to act as corporate parents to looked after children. ***(12108)***
8. We shall aim to reduce the % of re-registrations of children on local authority Child Protection Registers (CPR) ***(SCC/27)***
9. We shall reduce the average length of time for all children who were on the Child Protection Register during the year ***(SCC/28)***
10. We shall increase the % of children seen by a registered dentist within 3 months of becoming looked after ***(SCC/30)***
11. We shall increase the % of looked after children registered with a GP within 10 working days of the start of their placement ***(SCC/31)***
12. We will work to reduce the % of children who are looked after, from having 3 or more placement moves during the year to 13.5% ***(was SCC/004 now SCC/33)***
13. We shall keep the % of looked after children who experience one or more change of school to 5.0% or below ***(was SCC/002 now SCC/32)***
14. We will undertake Reviews of foster carers on an annual basis in accordance with regulations to achieve 100% target. ***(12109)***
15. We will implement the plan for improving placement stability. ***(12110)***
16. We will implement the 'Signs of Safety' model within Carmarthenshire and incorporate into practice. ***(12111)***
17. We will ensure the Independent Reviewing Service (IRO) becomes more outcome focused in line with recommendations and reflect on the outcomes of Welsh Government Review. ***(12112)***

18. We will consolidate the regional Adoption service and develop Adoption Support in line with national and regional priorities. *(12113)*.
19. We will continue to work with partners to improve appropriate accommodation options, and housing support for all vulnerable young people (aged 16-25) to ensure no children/young people end up in Bed and Breakfast. *(12114)*
20. We will implement new arrangements in respect of our leaving care services in accordance with the Social Services and Well-being Act 2014 and 'When I am Ready' guidance. *(12115)*

Appendix A

This report only shows the measures relevant to **Education & Children Services Scrutiny**

There is a suite of **National measures** for all council's in Wales, where we are required to collect them, to set performance targets and publish both our target and performance in our Annual Report/Improvement Plan

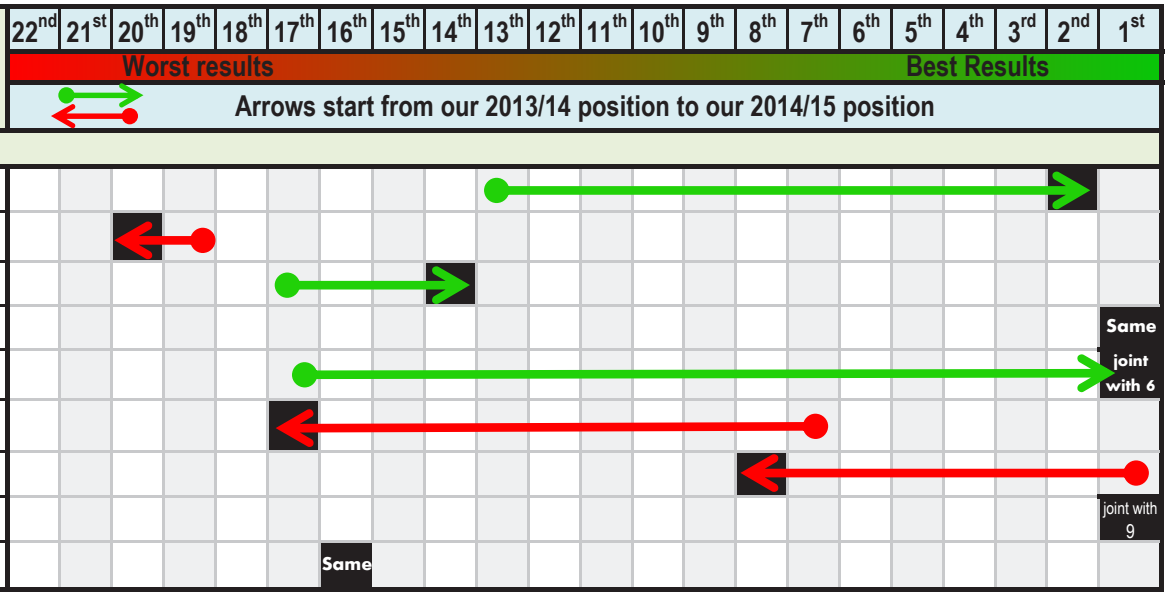
There are two main ways of measuring improvement:-

- Year on year improvement – shown under 'A' in the table below
- How we compare with other Authorities in Wales – shown under 'B' in the table below – the majority of the comparative data is for 2014/15 other than some of the Education data which is for 2015/16 and marked with #. All 2015/16 results for all Welsh Authorities, will be published by the Local Government Data Unit in September 2016.

	A			B																			
	The 41 measures published by all councils in Wales and our results for 2015/16 and whether they have improved on 2014/15			How our results rank compared to 21 authorities in Wales and our change in position																			
		Our 2015/16 result and change		22nd	21st	20th	19th	18th	17th	16th	15th	14th	13th	12th	11th	10th	9th	8th	7th	6th	5th	4th	3rd	2nd	1st
				Worst results																		Best Results			
				Arrows start from our 2013/14 position to our 2014/15 position																					
	People in Carmarthenshire fulfil their learning potential																								
12	% Pupils achieving Key Stage2 Teacher Assessment (EDU/003)	88.2	↑	#																					
13	% Pupils achieving Key Stage3 Teacher Assessment (EDU/004)	85.1	↑	#																					
14	Average point score in external qualifications (EDU/011)	580.3	↑	#																					
15	%Achieved the Level 2 threshold (EDU/017)	61.1	↑	#																					
17	Average qualifications score-looked after children(SCC/037)	334	↑																						
18	% Pupils leaving with no qualification (EDU/002i)	0.0	↔																						joint with 4
				22nd	21st	20th	19th	18th	17th	16th	15th	14th	13th	12th	11th	10th	9th	8th	7th	6th	5th	4th	3rd	2nd	1st
	People in Carmarthenshire fulfil their learning potential - continued																								
19	% Pupils in care leaving with no qualification (EDU/002ii)	0.0	↔																						joint with
20	Percentage of pupil attendance in primary schools (EDU/016a)	95.2	↑	#																					
21	% Pupil attendance in secondary schools (EDU/016b)	94.2	↑	#																					
22	% Of statements submitted < 26 weeks incl exceptions (EDU/015a)	34.8	↑																						
23	% Of statements submitted < 26 weeks excl exceptions (EDU/015b)	80.0	↑																						
24	% Achieving Welsh (first language) Key Stage 3 (EDU/006ii)	43.2	↑																			Same			

Appendix A

		Our 2015/16 result and change	
	People who live, work and visit Carmarthenshire are safe and feel safer		
26	% Looked-after children changing school (SCC/002)	3.9	↑
27	% Children in care with 3 or more placements in a year (SCC/004)	14.9	↓
28	% Initial assessments - been seen alone by SW (SCC/011b)	46.5	↓
29	% Statutory visits to looked after children (SCC/025)	98.2	↓
30	% 19yr olds formerly looked after- LA in contact (SCC/033d)	100.0	↔
31	% 19yr olds once looked after, non-emergency accom (SCC/033e)	94.7	↑
32	% 19yr olds in education, training, employment (SCC/033f)	73.7	↑
33	% Children that have pathway plans as required (SCC/041a)	100.0	↔
34	% Of children's reviews carried out on time (SCC/045)	89.4	↔



Appendix B

The following tables provide detailed measure by measure profiles for performance measures that are measured by all Councils in Wales

Reference Number:
3 letters = Nationally set measure (e.g. SCA/001)
Definition: What we are measuring?
A brief description of the performance measure

How did we perform during 2014/15?

Our final result for 2015/16

A comparison between our 2014/15 result, and our 2015/16 performance. Did we improve?
▲**(Yes)** or ▼**(No)**

The minimum performance level required to be amongst the top 5 Welsh councils

How does our result compare with other Local Authorities?
* Worst Quartile to
**** Best Quartile

Is the 2016/17 performance target set to improve on the 2015/16 result?
✓ **(Yes)** or × **(No)**

Our Key Measures of success – 2015/16 results and targets for 2016/17

	How well have we done?	How well are we doing?							Improvement	
		See explanation of performance				All Wales Comparative Info.				
	2014/15	2015/16							2016/17	
Definition / Measure Reference	**Our Result**	**Target**	**Final Result**	**Target Met ☺ or ☹**	**Did we improve ▲ or ▼**	Welsh Best Quartile	Welsh Median	How we compare in Wales * to ****	**Target Set**	**Target Set to improve against Actual Result ✓ or ×**
Key measure(s)										
SCA/001 The rate of delayed transfers of care for social care reasons per 1,000 population aged 75 or over	6.18	5.77	**4.69**	☺	▲	TBC	TBC	TB C	**4.51**	✓
An explanation of performance is provided here when off target, poor comparative performance and/or future target has not been set to improve.										

Our target set for 2015/16

Did we meet our 2015/16 Target?
☺ **(Yes)** or ☹ **(No)**

The mid range performance within Wales (only applies to National measures) **these will be available in September 2016**

Our 2016/17 performance target

Performance measures that are measured by all Councils in Wales for 2015/16

2015/16 results and targets for 2016/17

		How well have we done?	How well are we doing?						Improvement		
			See explanation of performance			All Wales Comparative Info.					
	Definition / Measure Reference	2014/15	2015/16						2016/17		
		Our Result	Target	Final Result	Target Met ☺ or ☹	Did we improve ▲ or ▼	Welsh Best Quartile	Welsh Median	How we compare in Wales * to ****	Target Set	Target Set to improve against Actual Result ✓ or ×	Improvement Plan Theme
12	**EDU/003 (NSI) & (PAM)** % of pupils assessed at the end of Key Stage 2, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment	**87.4%**	88.7%	**88.2%**	☹	▲	TBC	TBC	TBC	**88.7%**	✓	People in Carmarthenshire fulfil their learning potential
		Despite being off target the result has improved by 0.8 percentage points compared to the previous year from 87.4% to 88.2%. The performance achieved represents the Local Authority's best result to date and continues our ongoing upward trend. The School Improvement Team will continue to support and challenge all schools with regard to increased outcomes at the end of the Key Stage 2. National arrangements to support accuracy of Teacher Assessment have been implemented and will continue to support work in our schools.										
13	**EDU/004 (PAM)** % of pupils assessed at the end of Key Stage 3, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment	**84.5%**	86.5%	**85.1%**	☹	▲	TBC	TBC	TBC	**85.6%**	✓	People in Carmarthenshire fulfil their learning potential
		Despite the 2015/16 result being slightly off target, it shows an increase of 0.6 percentage points on last year's performance. The result is also the highest recorded by the Local Authority, continuing our upward trend since 2011 (68.4%), an increase of 16.7 percentage points. The School Improvement Team will continue to support and challenge all schools with regard to increased outcomes at the end of the Key Stage 3. National arrangements to support accuracy of Teacher Assessment have been implemented and will continue to support work in our schools.										
14	**EDU/011 (NSI) & (PAM)** The average point score for pupils aged 15 at the preceding 31 August, in schools maintained by the local authority	**579.8**	599.0	**580.3**	☹	▲	TBC	TBC	TBC	**581.0**	✓	People in Carmarthenshire fulfil their learning potential
		The 2015/16 result is off target but has improved, this is the best ever result for the Local Authority and is due to an increase in rigour of tracking and challege from the Local Authority and ERW Consortium (Education through Regional Working). The School Improvement team will continue to challenge and support schools' and monitor performance throughout the academic year in order to meet pupil, school and Local Authority targets.										
15	**EDU/017 (NSI) & (PAM) %** of pupils aged 15 at the preceding 31 August, in schools maintained by the local authority who achieved the Level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics.	**58.7%**	61.1%	**61.1%**	☺	▲	TBC	TBC	TBC	**61.6%**	✓	People in Carmarthenshire fulfil their learning potential
		The 2015/16 result (2014/15 Academic Year) represents a strong improvement of over 4% from the previous year and for the first time the Authority's schools have passed through the 60% barrier. Numerous challenge, support and intervention strategies implemented by the School Improvement Team working in partnership with senior leaders in schools (including targeting specific departmental performance) have contributed greatly to this success. Two schools need to further improve their performance. Intervention from the School Improvement Team is in place and the current outlook for Acadmeic Year 2015/16 is good.										

APPENDIX B

	Definition / Measure Reference	2014/15	2015/16							2016/17		Improvement Plan Theme
		Our Result	Target	Final Result	Target Met ☺ or ☹	Did we improve ▲ or ▼	Welsh Best Quartile	Welsh Median	How we compare in Wales * to ****	Target Set	Target Set to improve against Actual Result ✓ or ×	
17	**SCC/037 (NSI)** The average external qualifications point score for 16 year old looked after children, in any local authority maintained learning setting	**315**	318	**334**	☺	▲	TBC	TBC	TBC	**This measure has been deleted for 2016/17**		People in Carmarthenshire fulfil their learning potential
18	**EDU/002i (NSI) & (PAM) %** of All pupils (including those in local authority care) in any local authority maintained school, aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification.	**0.0%**	0.0%	**0.0%**	☺	**At maximum result**	TBC	TBC	TBC	**0.0%**	**At maximum result**	People in Carmarthenshire fulfil their learning potential
19	**EDU/002ii (NSI)** % of pupils in local authority care, in any local authority maintained school, aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification.	**0.0%**	0.0%	**0.0%**	☺	**At maximum result**	TBC	TBC	TBC	**0.0%**	**At maximum result**	People in Carmarthenshire fulfil their learning potential
20	**EDU/016a (PAM)** % of pupil attendance in primary schools	**95.0%**	95.2%	**95.2%**	☺	▲	TBC	TBC	TBC	**95.4%**	✓	People in Carmarthenshire fulfil their learning potential
		There has been a slight improvement again during 2015/16 (2014/15 Academic Year) and we now rank 5th in Wales (6th the previious year), a significant improvement from 15th two years ago. The Education Welfare Service has improved engagement from parents, and Head teachers are now supported with more accurate and regular data monitoring and sharing both of which have contributed to improving attendance. Continued improvements wil be sought through increased support and challenge of schools.										
21	**EDU/016b (PAM)** % of pupil attendance in secondary schools	**93.9%**	94.2%	**94.2%**	☺	▲	TBC	TBC	TBC	**94.4%**	✓	People in Carmarthenshire fulfil their learning potential
		The 2015/16 (2014/15 Academic Year) result has improved and our provisional comparative ranking is 8th, which is consistent with the previous year after rising from 20th in 2013/14. Based on the % of Eligible Free School Meal pupils per Local Authority, our expected ranking was10th, which we have exceeded with this result. Restructuring of the Education Welfare Service has improved engagement from Headteachers coupled with more accurate and regular data monitoring and sharing which assisted in improving attendance. Continued improvements are expected through increased support and challenge of schools.										

APPENDIX B

	Definition / Measure Reference	2014/15	2015/16						2016/17		Improvement Plan Theme
		Our Result	Target	Final Result	Target Met ☺ or ☹	Did we improve ▲ or ▼	Welsh Best Quartile	Welsh Median	How we compare in Wales * to ****	Target Set	Target Set to improve against Actual Result ✓ or ×	
22	**EDU/015a (NSI)** % of final statements of special educational need issued within 26 weeks including exceptions	**22.9%**	25.0%	**34.8%**	☺	▲	TBC	TBC	TBC	**40.0%**	✓	People in Carmarthenshire fulfil their learning potential
		The number of Statements issued has reduced as expected following the devolvement of Additional Needs funding to schools, despite this the percentage issues within 26 weeks continues to be low but has improved slighty on last year. Hywel Dda Health Board continue to have problems recruiting and are running clinics ad hoc when they can employ a locum. This is leading to continued delays in receiving medical assessments. We have addressed concerns with senior managers in the Local Health Board and we shall continue to 1) Track assessments to pre-empt delays where possible 2) Continue to request info on why reports are late from external agencies; 3) Inform parents when the assessment is being delayed by the Local Health Board; Send reminders of the Authority's statutory obligation to external agencies; 4) Ask the Local Health Board to alert us when a child does not attend a medical so that we can offer to assist parents to make arrangements to take the child to appointments to avoid a 'Did Not Attend'.									
23	**EDU/015b (NSI)** % of final statements of special education need issued within 26 weeks excluding exceptions	**75.0%**	90.0%	**80.0%**	☹	▲	TBC	TBC	TBC	**90.0%**	✓	People in Carmarthenshire fulfil their learning potential
		Despite being off target, this measure does show an improvement on the previous year. With four assessments not issued within 26 weeks due to delay's receiving information from professionals from within the department. A reminder has been sent to all Inclusion staff of the need to comply to statutory timescales.										
24	**EDU/006ii (NSI) %** of pupils assessed, in schools maintained by the local authority, receiving a Teacher Assessment in Welsh (first language) at the end of Key Stage 3	**39.0%**	40.0%	**43.2%**	☺	▲	TBC	TBC	TBC	**43.7%**	✓	People in Carmarthenshire fulfil their learning potential
26	**SCC/002 (NSI)** % of children looked after at 31 March who have experienced one or more change of school, during a period or periods of being looked after, which were not due to transitional arrangements, in the 12 months to 31 March	**5.4%**	10.0%	**3.9%**	☺	▲	TBC	TBC	TBC	**5.0%**	×	People who live, work and visit Carmarthenshire are safe and feel safer
		The department has performed exceptionally well during 2015/16 with only 6 children experiencing one or more change of school. It is envisaged that the good work will continue but this performance indicator is dependent on the number of compulsory school aged children looked after at 31st March which is always prone to change and subsequently influences the end result therefore 5% is a realistic target for 2016/17 based on past performance.										

APPENDIX B

	Definition / Measure Reference	2014/15	2015/16							2016/17		Improvement Plan Theme
		Our Result	Target	Final Result	Target Met ☺ or ☹	Did we improve ▲ or ▼	Welsh Best Quartile	Welsh Median	How we compare in Wales * to ****	Target Set	Target Set to improve against Actual Result ✓ or ×	
27	**SCC/004 (NSI) & (PAM)** % of children looked after on 31 March who have had three or more placements during the year.	**11.7%**	11.3%	**14.9%**	☹	▼	TBC	TBC	TBC	**13.5%**	✓	People who live, work and visit Carmarthenshire are safe and feel safer
		This is a provisional result and will be confirmed by the Welsh Government in due course. We have seen an increase in challenging teenage placements during the year which places an added pressure on placement stability. This, along with a decrease in the number of Looked After Children, has impacted on the end result. Many young people do not wish to be in the care system despite this being in their best interests. Placements subsequently become fragile and break down despite the department's best efforts. On a positive note, some children have returned to live with parent/relative carer. An Accommodation Panel has been set up to assist the matching process and resource allocation, in addition to a Resource Panel to ensure appropriate resources are put in place to support placements to avoid placement breakdown. The department are focussed on recruiting foster carers for older children.										
28	**SCC/011b (NSI)** % of initial assessments that were completed during the year where there is evidence that the child has been seen alone by the Social Worker	**47.3%**	48.3%	**46.5%**	☹	▼	TBC	TBC	TBC	**This measure has been deleted for 2016/17**		People who live, work and visit Carmarthenshire are safe and feel safer
		Even though we have not met our target, the department is performing above the All Wales 2014/15 figure of 44.8%. Many children are not seen alone due to age whilst others refuse. Not every case will require a child to be seen alone, but we will ensure they do wherever possible, however, this is dependent on the nature of the assessment.										
29	**SCC/025 (PAM)** % of statutory visits to looked after children due in the year that took place in accordance with regulations	**98.5%**	98.0%	**98.2%**	☺	▼	TBC	TBC	TBC	**This measure has been deleted for 2016/17**		People who live, work and visit Carmarthenshire are safe and feel safer
30	**SCC/033d (NSI)** % of young people formerly looked after with whom the authority is in contact at the age of 19.	**100.0%**	95.0%	**100.0%**	☺	▲	TBC	TBC	TBC	**This measure has been deleted for 2016/17**		People who live, work and visit Carmarthenshire are safe and feel safer

APPENDIX B

	Definition / Measure Reference	2014/15	2015/16							2016/17		Improvement Plan Theme
		Our Result	Target	Final Result	Target Met ☺ or ☹	Did we improve ▲ or ▼	Welsh Best Quartile	Welsh Median	How we compare in Wales * to ****	Target Set	Target Set to improve against Actual Result ✓ or ×	
31	**SCC/033e (NSI)** % of young people formerly looked after with whom the authority is in contact, who are known to be in suitable, non-emergency accommodation at the age of 19.	**88.2%**	89.5%	**94.7%**	☺	▲	TBC	TBC	TBC	**This measure has been deleted for 2016/17**		People who live, work and visit Carmarthenshire are safe and feel safer
32	**SCC/033f (NSI)** % of young people formerly looked after with whom the authority is in contact, who are known to be engaged in education, training or employment at the age of 19.	**64.7%**	73.7%	**73.7%**	☺	▲	TBC	TBC	TBC	**This measure has been deleted for 2016/17**		People who live, work and visit Carmarthenshire are safe and feel safer
33	**SCC/041a (NSI)** % of eligible, relevant and former relevant children that have pathway plans as required.	**100.0%**	100.0%	**100.0%**	☺	At maximum result	TBC	TBC	TBC	**This measure has been deleted for 2016/17**		People who live, work and visit Carmarthenshire are safe and feel safer
34	**SCC/045 (PAM)** % of reviews of looked after children, children on the Child Protection register and children in need carried out in line with the statutory timetable	**89.4%**	90.0%	**89.4%**	☹	▼	TBC	TBC	TBC	**This measure has been deleted for 2016/17**		People who live, work and visit Carmarthenshire are safe and feel safer
		Even though we have not met our target, we are performing above the All Wales 2014/15 figure of 88.9% and remain constant with our 2014/15 result. Completion of Children in Need (CIN) reviews within timescales has again been an issue showing a decline in performance with staff sickness being a contributory factor, this has impacted on the overall result. Looked After Children and Child Protection reviews have both improved during this year, 96.2% and 99.4% respectively. the Team Manager will continue to monitor Children in Need reviews, however, sickness of staff has been an issue in some teams. Social Workers will ensure that all Care Assess (electronic record) review forms are entered onto the system as and when required										

Mae’r dudalen hon yn wag yn fwriadol

PWYLLGOR CRAFFU ADDYSG A PHLANT
17eg O FEHEFIN 2016

Adroddiad Diwedd Blwyddyn ar Reoli Perfformiad – 1af o Ebrill 2015 hyd at 31ain o Fawrth 2016

Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

Bod y Pwyllgor yn craffu ar y sefyllfa diwedd blwyddyn mewn perthynas â monitro perfformiad, neu'r wybodaeth ddiweddaraf sydd ar gael, ar gyfer blwyddyn ariannol 2015/16. Mae'r adroddiad yn cynnwys:

- Golwg ar Berfformiad gan y Penaethiaid Gwasanaeth
- Monitro'r Cynllun Gwella – Dangosyddion Perfformiad a Gweithredoedd
- Monitro Cwynion a Chanmoliaeth

Rhesymau:

- Sicrhau bod meysydd sy'n peri pryder yn cael eu nodi a bod camau perthnasol yn cael eu cymryd.

- Er mwyn i'r aelodau allu gweithredu eu swyddogaeth craffu mewn perthynas â monitro perfformiad.

Angen cyfeirio'r mater at y Bwrdd Gweithredol er mwyn gwneud penderfyniad:
NAC OES

Aelod y Bwrdd Gweithredol sy'n gyfrifol am y Portffolio:
Cyng. Gareth Jones (Addysg a Phlant)

Y Gyfarwyddiaeth: Addysg a Phlant	**Swyddi:**	**Rhifau Ffôn / Cyfeiriadau E-Bost:**
Enw'r Cyfarwyddwr: Robert Sully	Cyfarwyddwr Addysg a Gwasanaethau Plant	01267 246470 rasully@sirgar.gov.uk
Awdur yr Adroddiad: David Astins	Rheolwr Datblygu Strategol	01267 246426 dastins@sirgar.gov.uk

EXECUTIVE SUMMARY

EDUCATION & CHILDREN SCRUTINY COMMITTEE 17th JUNE 2016

End of Year Performance Management Report – 1st April 2015 to 31st March 2016

The attached report provides members with an overview of how the services within the Committee's remit are performing:

1. Heads of Service Overview of Performance (Report A)

2. Improvement Plan Monitoring – Combined Actions and Measures Report (Report B)

3. Compliments and Complaints Monitoring (Report D)

DETAILED REPORT ATTACHED?	**YES**

Cyngor Sir Gâr Carmarthenshire County Council
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YOUR COUNCIL doitonline
www.carmarthenshire.gov.wales

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report.

Signed: David Astins Strategic Development Manager

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
YES	**YES**	**YES**	**NONE**	**YES**	**NONE**	**NONE**

1. Policy, Crime & Disorder and Equalities – Performance Indicators are set to monitor the performance of services and targets set. If the Authority is to deliver its promises to citizens and stakeholders, then indicators underachieving need to be addressed.

2. Legal – Performance Indicators are set to monitor the performance of services and targets set. If the Authority is to deliver its promises to citizens and stakeholders, then indicators underachieving need to be addressed.

5. Risk Management Issues – This report refers to actions and measures in the 2014/15 Annual Report and 2015/16 Improvement Plan relevant to the Education & Children Scrutiny Committee. Potential risks addressed are:

- addressing regulatory report recommendations
- comments on not meeting our own goals – actions and measures
- meeting statutory targets (i.e. Safeguarding Children and delivering Modernising Education Provision Plan)
- improvement and comparative data for national measures

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed: David Astins Strategic Development Manager

1. Local Member(s) – N/A

2. Community / Town Councils – N/A

3. Relevant Partners – N/A

4. Staff Side Representatives and other Organisations – All departments have been consulted and have had the opportunity to provide comments on their performance and progress.

Section 100D Local Government Act, 1972 – Access to Information
List of Background Papers used in the preparation of this report:

THESE ARE DETAILED BELOW:

Title of Document	File Ref No. / Locations that the papers are available for public inspection
Carmarthenshire Integrated Community Strategy 2011-16	www.thecarmarthenshirepartnership.org.uk
CCC Corporate Strategy 2015-20	http://www.carmarthenshire.gov.wales/media/998105/corporate-strategy.pdf
CCC Annual Report 2014/15 & Improvement Plan 2015/16	http://www.carmarthenshire.gov.wales/media/846036/Full_ARIP_Report_15-16.pdf
Departmental Business Plans 2015/16	Performance Management Unit, Regeneration & Policy
Performance Measurement Records	Performance Management Unit, Regeneration & Policy
Budget Monitoring Reports	Corporate Services Department

REPORT A

Department for Education and Children

Heads of Service Overview

This is a brief overview of performance from each Head of Service who report data to this Scrutiny Committee

Gareth Morgans - Chief Education Officer
Andi Morgan - Head of School Effectiveness
Aeron Rees - Head of Learner Programmes

School Improvement/Education through Regional Working (ERW):

All aspects of school-based 'Regional Working' continue to be centrally coordinated through the ERW Delivery Board and Heads of School Effectiveness. Our Chief Education Officer, Head of School Effectiveness (Western Hub- Carmarthenshire & Pembrokeshire) and Principal Challenge Adviser have full representation on the ERW Delivery Board which ensures the opportunity to guide and influence key priorities for Carmarthenshire.

The 2014-15 academic year witnessed success with both Welsh Government and Estyn Autumn reviews acknowledging the progress and impact of our work. The role of Challenge Advisers in brokering appropriate support and challenge for schools has developed well. This key role continues to gain momentum, producing effective results and outcomes within a range of schools and circumstances. In particular, we have undertaken the following defined activities to further support and challenge standards, provision and leadership across all of our schools:

ERW Core Visits- the Head of School Effectiveness, with the support of the Challenge Adviser Team and Inclusion Officers, ensured the effective implementation of the two scheduled ERW Core Visits:

ERW Autumn Core Visit One: this visit focuses on analyses of school performance data and brokered support, challenge and intervention for future school performance targets and improvement priorities. In addition, the visits enable discussion at individual school level on the implementation of the National Categorisation model. All schools are now categorised within one of four categories of varying levels of support*. This is based on analyses and discussion of both their performance data and capacity to improve (as evidenced through their leadership and provision). Processes for reporting all findings from the visit have recently been updated (September 2015) via the provision of a valuable electronic resource. This welcome resource enhances the process of reaching and recording a collaborative, agreed view of the school's performance and support category. Core Visit One also continues to support the Headteacher Performance Management programme in partnership with school governors.

*National Category Levels of Support:

GREEN SUPPORT CATEGORY

A highly effective school which is well run, has strong leadership and is clear about its priorities for improvement. These schools have a track record in raising the standards that pupils achieve and have the capacity to support other schools to do better.

YELLOW SUPPORT CATEGORY

An effective school which is already doing well and knows the areas it needs to improve. By identifying the right support and taking action, it has the potential to do even better.

AMBER SUPPORT CATEGORY

A school in need of improvement which needs help to identify the steps to improve or to make change happen more quickly. Through discussions with the regional school improvement service and local authority, the school will receive a tailored package of support.

RED SUPPORT CATEGORY

A school in need of greatest improvement and will receive immediate, intensive support. Progress will be closely monitored to make sure that the necessary improvements take place as quickly as possible.

ERW Spring/Summer Core Visit Two: the 2016 visits have maintained a clear focus on standards via the scrutiny of provision and leadership within our schools. Challenge Advisers and school-based leaders have collaborated on bespoke analyses of standards, provision and leadership through detailed scrutiny of school self-evaluation and improving quality processes. Collaborative scrutiny of this nature enhances each school's practice and in particular, enables all partners to take stock of its performance within an individual setting and context. All key strengths and improvement recommendation (including the sharing of good practice as agreed during these visits) are then shared with governors via the Headteacher's Report to the Governing Body.

The Head of School Effectiveness and Western Hub Team continue to facilitate further levels of 'School-to-School Support.' We have emphasised the development of the national agenda for a 'self-improving school system' with our work has including:

a) the commissioning of experienced, effective Headteachers and senior practitioners (leading specific interventions, ERW core visits etc) in support of both individual school needs and those of particular clusters
b) enhancing school collaboration through 'Triad Working' (clusters of schools collaborating together on an agreed set of improvement issues and benefiting from recognised 'good practice' within the system)

Ensuring quality and consistency across Hub working:

Challenge Advisers continue to participate in national and regional training activities to ensure high levels of quality and consistency across their work. The revised National Standards for Challenge Advisers form an integral part of each adviser's professional development programme and have been used as a common theme within all new appointment processes. Quality Assurance activities across both the Hub and Region have continued to support 'best practice' providing useful systems and materials for the benefit of officers and therefore our schools. The Western Hub QA process includes valuable input and scrutiny from the Chief Education Officer, Head of Learner Programmes, ERW Managing Director, Head of School Effectiveness and Principal Challenge Adviser.

Inclusion/SEN/ALN Section

The terms 'additional learning needs' (ALN) or 'special educational needs' (SEN) refer to children who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age. Many children will have ALN of some kind at some time during their education.

The Inclusion Service is an integral part of the school improvement service and contributes to raising standards in our schools and supporting them to ensure that learners with additional needs succeed. The team of experienced ALN officers provide bespoke advice and guidance to schools and work with teachers, learners and their parents.

Based on the 2016 PLASC data there were 7,630 learners on the SEN Register. In March 2016, Carmarthenshire had 918 learners with Statements of Special Education Needs (SEN). This figure has decreased since March 2015 when we had 1,007 statements. Approximately half of these statements are amended every year.

The Inclusion Panel considers requests for statutory assessments of special educational needs and requests for amendments to existing statements. In the last 6 months up until March 2016, the Inclusion Panel considered 119 cases, 38 of which were requests for statutory assessments.

The Minority Ethnic and Traveller Achievement Service

In Carmarthenshire there are over 1,105 pupils on the English as an Additional Language (EAL) register. 324 primary school pupils and 165 secondary aged pupils are in receipt of support in 45 Primary schools and 10 Secondary schools.

There are currently 166 Gypsy/Traveller children on roll in schools across the county. The service works with 6 secondary schools and 8 primary schools to raise the attendance and achievement of eligible Gypsy and Traveller children and young people. Close working with families and other agencies helps to support with these key areas.

Behaviour Support:

The Behaviour Support Community Team (BSCT) works with schools to support them in changing the behaviour of individual pupils by working with the pupil, their parents/carers and school staff. The Team provide advice and support on group/whole class management techniques and whole-school policy development. The Team provides training and professional development opportunities. It works with individual schools to devise bespoke training in response to need.

During the 2014/15 Academic Year 68 cases were worked with either directly or in an advisory capacity with 99 referrals in total (80 referrals from primary schools and 19 from secondary schools).

In addition to supporting schools currently using the interventions, members of the BSCT have undertaken-

- Training in 13 schools for Thinking Detectives
- Three schools are using Thinking Detectives strategies rather than the whole package
- 18 schools have had an introduction to Positive Play
- Another 15 schools have been supported with setting up the location.

Education Otherwise than at School (EOTAS):

During Academic Year 2015/16 there were 6 new referrals to the KS3 Centre at Pwll, 9 new referrals to the KS4 Centre at Llwynhendy and 25 new referrals for the Home Tuition Service. The provision for pupils with emotional difficulties at Canolfan y Gors had 6 new referrals and now caters for 24 pupils.

The EOTAS Service monitors the education of children whose parents choose to educate them at home (Elective Home Education). In March 2016 there were 246 children being educated by their parents. The geographical spread is fairly even across the county.

<u>Curriculum Reform & Learning Transformation</u>

The '*Palmantu'r Ffordd / Paving the Way*' report went through the corporate process last year and is the County Council's response to impending curriculum and assessment reform, guided primarily by national developments, namely the *Successful Futures* Report (2015) and the *New Deal* (2015) for The Teaching Profession. The ensuing curriculum developments in Carmarthenshire have entered the operational phase, with local initiatives being mindful, where pertinent, of ongoing developments at Consortium and Welsh Government levels. A parallel and complementary 11-19 review is currently undergoing internal consultation. Cross-border and cross-sector partnership activity has been ongoing. Leadership and change management of curriculum reform is being developed as the strategic vision is rolled out.

Youth Engagement and Progression Framework

The Department for Education and Children continues to lead on the local implementation of the six elements of the Welsh Government's Youth Engagement and Progression framework, the flagship programme to reduce the number of young people who become NEET on leaving school. For the 2016-2017 year, the major focus of this work will be the full embedding of use of the Vulnerability Assessment Profile (VAP) in schools that enables the identification of young people likely to become NEET. Linked to this work, the Carmarthenshire elements of the Regional Cynnydd ESF bid overseen by the authority and Coleg Sir Gar will bring £2.21M of additional ESF funding to support up to 1008 young people aged 11-24's. This delivery will additional educational programmes, work experience, personal support and transition arrangements to ensure that as many young people as possible can progress to further education, training or work on leaving school and college.

Adult Community Learning (ACL)

The emphasis of the Authority course provision continues to be the long-term personal development of learners to enable them to progress to further education, training or employment. Due to budgetary constraints the service has been remodelled however we will concentrate on support for literacy, numeracy and English for Speakers of Other Languages.

- As of February 2016 the **Adult Community Learning Service** has 218 active enrolments enrolled on approximately 19 courses. 281 learners completed on 27 courses at the end of the Autumn term
- The Welsh for Adults provision currently has 292 individual learners enrolled on 31 courses. Welsh for Adults provision across Wales will be subject to major change in the 2016-2017 year, with a new all Wales entity established to oversee provision, replacing the existing four regional centres.
- The changes in enrolments match a decreasing trend in learner numbers across Wales in this sector. Local factors affecting enrolment include the current economic climate and the provision of free courses by some providers particularly for IT provision.

Curriculum Systems Development

Over the past year we have developed and implemented several innovative Curriculum Systems within the Department. These have ensured consistency of approach by all users of the systems e.g. During Lesson Observations by School Improvement and Reporting on Pupil progress by the Music Service. We now have in place electronic systems that allow users to gain valuable feedback from their stakeholders and provide a baseline for improvement in certain areas e.g. Pupil voice questionnaire for schools and the "Codi Caerau" Welsh Charter questionnaire. We have also developed a secure 'cloud' based document store that allows all users access to the most current policies and guidance, and facilitates collaborative working on documents from any location. These new systems will facilitate the measurement of the impact of initiatives and training across the Authority as they provide statistical as well as visual feedback to managers.

Carmarthenshire Music Service 2015-2016

Carmarthenshire Music Service has provided peripatetic music support to 95 schools across the county of Carmarthenshire (approximately 83%). Currently over 6,000 pupils receive tuition on a weekly basis across a range of instrumental and vocal tuition as well as curriculum support at Key Stage 2. Schools are offered a range of support via an annual Service Level Agreement (SLA) for a wide range of disciplines: Upper Strings, Lower Strings, Brass, Woodwind, Guitar, Drums, Harp, Keyboard, Recorder (including PPA cover), Curriculum Support (including PPA

cover), Vocal and Piano Accompaniment. Due to the current financial climate, and despite the range of provision outlined, the service is reducing its staffing in accordance with SLA requirements for the 2016-2017 academic year.

The service also currently offers 24 extra-curricular activities to learners across all Key Stages (*Junior* – Key Stage 2, *Intermediate* – Key Stage 3 and *Senior* – Key Stages 4 & 5). There have been a number of excellent performances during the academic year, most notably from the County Orchestra and the Secondary Schools' Girls Choir. Both groups have reached the finals of the *Festival of Music for Youth* and will be performing at *Symphony Hall* in Birmingham in July. All staff and pupils are encouraged to support and develop community music-making across the County of Carmarthenshire.

Pupils have represented their schools and county at a number of regional and national activities including *ERW - 6 Counties* and the ensembles of the National Youth Arts Wales (NYAW). Last year, Carmarthenshire had the second highest number of pupils in Wales performing with groups such as the National Youth Brass Band of Wales and the National Youth Orchestra of Wales.

Youth Support Service

From April 2015, the Youth Justice and the Youth Service were accountable to a single Service Manager who created an integrated management structure to promote an ethos of working together to deliver targeted youth support to those young people who are in greatest need and who present the highest likelihood of engaging in anti social behaviour and youth offending. Since this time a phased re-structure has taken place to establish the Carmarthenshire Youth Support Service:

Phase 1: achieved the appointment of a Principle Youth Support Service Manager to oversee the Carmarthenshire Youth Support Service from 1/01/16.

Phase 2: achieved the appointment of 4 Youth Support Managers responsible for the management of 4 teams from 28/1/16, and have been in post from 01/02/16.

- By March 2016, the Youth Service had provided support services for 19% (4102 individual young people) of Carmarthenshire young people aged 11-19 and 14% (4397 individual young people) of the 11-25 population, a more targeted approach towards one to one and family support.
- Young people gained 610 Duke of Edinburgh Awards (DofE) in 2015/16 with approximately 4.0% of all eligible young people taking part in the Award.
- There is on-going development of partnership working to increase the number of young people in employment, education and training linked to a shared action plan with Pembrokeshire to implement the Welsh Government's Youth Engagement and Progression Framework.

The Crime and Disorder Act 1998 established Youth Offending Teams by creating a duty for local authority Chief Executives to secure the cooperation of statutory partners, Police, Probation Service and Health, to contribute resources to create a multi-disciplinary team with the primary aim of preventing offending by children and young people.

In Carmarthenshire we have seen a trend develop over a number of years which confirms that fewer children and young people are committing less crime, year on year. This reflects the investment and focus on prevention of youth crime and the YOPS has developed strong partnerships with a wide range of stakeholders who all recognise the contribution they can make to preventing youth offending. The consequences of this trend are wide-ranging and

include, a falling number of young people, entering the youth justice system, attending the youth court and being sentenced to custody, and importantly fewer victims.

When children and young people first come to the attention of the police for an offence, the response in Carmarthenshire is now a multi agency one, which allows the YOPS to assess young people, engage with all victims and parents/carers, in order to put in place interventions and support that will prevent further offending.

This continued investment in prevention and effective early intervention is critical to ensure that young people experience their adolescence without drifting into crime and antisocial behaviour and thereby sabotaging their own futures and creating misery for victims and parents alike.

School Governance Services

- Ensures Governing Bodies are constituted, and governors appointed/ elected correctly.
- Supports the Federation process and prepares revised Articles and Instruments of Government.
- Provides advice and guidance to Governing Bodies across a broad range of areas.
- Consult with Governors to develop a focussed training package

School Organisation and Modernisation

Dinefwr Transformation:

Work in **Ysgol Dyffryn Amman** was completed in readiness for September 2015.

Construction at **Ysgol Maes Y Gwendraeth** has progressed well with the new sports hall, science block and bus bays completed. The scheme continues at pace in readiness for full occupation by the school in September 2016.

Construction at **Ysgol Bro Dinefwr** has been completed in readiness for occupation by the Pantycelyn campus and Garreglwyd pupils. Tregib campus pupils currently will transfer in September 2016.

21st Century Schools/MEP:

The Authority's Modernising Education Programme (MEP) is making good progress. The biennial review of the MEP has been completed. A draft version of the updated programme has been discussed with Officers, a consultative group of Headteachers and a Member's seminar was held in October 2015. The revised MEP is currently being presented for approval via the democratic process.

Carmarthenshire's Band A Programme continues at pace with development progressing well. Four business cases have been approved by the Welsh Government enabling construction to commence on the **Coedcae, Llanelli Vocational Village, Seaside** and **Trimsaran** schemes.

The programme for the construction of an extension at **Ysgol Y Strade** as a central part of the County Council's Strategy to meet increasing demand for Welsh medium education in Llanelli was completed on time during the year.

Construction has been completed on the **Burry Port** and **Carreg Hirfaen** construction scheme and the new buildings handed over to the schools on time.

The MEP capital plan invested around **£34 million** across school infrastructure improvement projects in 2015/16, in varying stages of project development or delivery.

Additional temporary accommodation to address immediate space pressures was installed at two schools and another one is in planning for installation in the summer 2016.

School Rationalisation:

The County Council determined to discontinue **Llanfynydd Voluntary Aided School** and completed statutory procedures under the New School Organisation Code to legally discontinue

Llansawel CP School. The County Council formally approved a proposal to reorganise **Copperworks** and **Lakefield** Schools in Llanelli to facilitate the construction of a new dual stream primary school in South Llanelli.

School Capacity Calculations and Estate Management:

The school reorganisation activities referred to above were supported through modelling revised capacity/admission numbers. An exercise on the wholesale revision of 3-11 capacity calculations was completed during the year and a number of capacities have been re-calculated on an ad-hoc basis in instances where schools were experiencing specific difficulties. The production of new updated block plans for all secondary schools were commissioned during the year.

Pupil Forecasting:

An annual exercise to predict the number of pupils expected to attend each of the County Council's maintained schools in the coming years has been in place since 2002. Since then the forecast numbers for the primary sector as a whole compared to actual numbers have varied between +0.05% and –0.4%, a very reliable statistical outcome. The actual FTE number of primary pupils for January 2015 exceeded estimated numbers by 0.73% (110.5 pupils). In the secondary sector the forecast pupil population for January 2014 exceeded actual numbers by 0.9% (101 pupils). Pupil forecasting methods are continually monitored and reviewed with comparisons made between different methods and actual numbers. The 2016 exercise is currently on going.

Stefan Smith - Head of Children Services

Children in Need and Prevention:

We have been implementing the Child and Family Unit (CFU) systemic model of working. Dinefwr Childcare Team (DCCT) has been operating a systemic '**Pod**' approach since September 2015. Each pod is led by a senior practitioner/assistant team manager and consists of 2 social workers, a family support worker and 0.5 admin assistant. The pods hold weekly meetings to discuss cases with input from the Educational Psychologist. This system of working appears to be going well with West Child Care Team (WCCT) commencing a Pod approach from April 2016 and roll-out to other child care teams in a phased approach during the year..

The Family Information Service (**FIS**) has built excellent relationships with schools. Through the successful Schools Award scheme, schools have helped to promote FIS to families and professionals to ensure families know there is one point of contact if they require information. This is in line with the Social Services and Well-being Act (SSWBA) which focuses on prevention reducing the need for statutory services to become involved.

The expansion of **Flying Start** has continued in Carmarthenshire with 1832 children now being able to benefit from this early intervention service. The planning and redefining for extending existing boundaries is continuing and data has been gathered in respect of potential new areas. Challenges continue throughout Wales in the availability and recruitment of sufficient Health Visitors to the posts. 95% of families with additional social welfare needs linked to poverty, living in a Flying Start area are receiving time specified interventions from the wider Flying Start Team

There is an on-going training and support programme in respect of Team Around the Family (**TAF**) approach, and including Police, schools, primary healthcare teams, voluntary sector in order to promote the model and how to access TAF support. All Families First (FF) commissioned projects are using the Joint Assessment Families Framework (JAFF) as an early assessment tool to help identify families strengths and needs and plan the most appropriate ways to meet them. 476 requests for support have been received from April to March (2015/16) resulting in 285 TAF cases. To date FF commissioned projects supported a total of 5,299 individuals (5,203 new to the service).

Our three Integrated children's centres (**ICC's**) have been busy during the year delivering Fun days, Free Play Clubs, Open Access Play, Disability Clubs, Parent/carer and toddler sessions, parenting courses with a focus on children's behaviour and emotional needs, midwife clinics, language and play, number and play, and children's sport development programmes.

We are continuing to raise awareness of young carers. A National **Young Carers** Awareness day took place on 28th January 2016. An e-learning package has been developed in collaboration with Hywel Dda Health Board, Powys Teaching & Health Board and 4 local authorities including Carmarthenshire, Ceredigion, Pembrokeshire and Powys. It is aimed at all staff in all departments across the authority as well as staff in the independent sector to help improve understanding and access to information and services for carers.

Assessment and Safeguarding:

The Central referral Team (**CRT**) has been operating for 2 years ensuring one central point for referrals and a consistent approach delivered. Regular quarterly meetings take place to monitor thresholds for intervention to ensure preventative services are utilised wherever possible. Alongside this our Multi Agency Safeguarding children Hub (**MASH**) was set up at the same time enabling improved information sharing and decision-making at the point of referral.

Unfortunately commitment by other agencies to base staff within MASH hasn't yet materialised and this is now being taken forward by CYSUR on a regional basis. A 3 day Continuous Improvement workshop was held in October to look at how processes can be improved between agencies and these actions are being taken forward.

CYSUR (Mid and West Wales Region) continues to be embedded as part of the regionalisation of Local safeguarding Children Boards in Wales. CYSUR has devised a regional policy in relation to Child Sexual exploitation (CSE) and the first regional conference took place on 18th March 2016 which was very successful and well attended.

We are continually working on improving the quality of care plans, to focus more on outcomes, and engagement of children and families in line with the new Social Services and Well-being Act. From April we are piloting the **'Signs of Safety'** outcome measurement framework as part of our child protection conferencing. It is a strengths-based and safety-focused approach to child protection work grounded in partnership and collaboration.

We are continuing our work with housing partners to improve accommodation options and housing support for all vulnerable young people. We do not have any young vulnerable people in Bed and Breakfast and have developed services alongside Supporting People to ensure that this is sustainable. This work will continue as part of the supporting people working group.

Safeguarding in Education remains a key priority with a rolling programme of training in place, along with structured audits.

Looked After Children (LAC) and Care Leavers:

Following agreement with WG, the Pupil Deprivation Grant (PDG) to schools has been taken back centrally (PDG LAC pilot for 18 months). As part of this our PDG LAC team are providing support for LAC in schools to help improve attendance and attainment. Referrals are coming into the team, which has seen some success with children slowly returning to school. Training is taking place within the school setting, and schools are contacting the LACE team when they have any concerns about a child's attendance.

Our Emotional Health team (which is made up on a psychologist, therapeutic social worker and a direct worker) has continued to provide consultation, training and therapeutic services for our looked after children, foster carers, and other professionals. Foster carers have been attending PACE training (attachment informed practice with looked after children). We have seen an increase in challenging teenage placements during the year which places an added pressure on services and placement stability. We are continuing to struggle in recruiting foster carers for older children despite our robust marketing strategies to help try and address this.

A new placement panel was set up in September 2015 to gate-keep and consider all requests for children to become looked after to ensure preventative resources are being utilised to maintain children at home with family wherever possible, and also ensure placement stability is monitored more closely with foster placements to prevent disruption of children in our care. The panel provides more robust process of matching placements to children's needs and identifying additional support required to achieve better outcomes for children.

The Mid and West Wales Adoption region continues to progress and regular meetings are held to develop work across the regions. The adoption panel meeting in Carmarthen is now paperless, with all the necessary documentation shared with panel members electronically. This has resulted in more effective use of admin. time and reduced costs.

On Friday 23rd October 2015 Children's Services held their sixth annual corporate parenting event celebrating the successes of our looked after children and care leavers. Over 200 people including 87 of our children attended Ffos Las to join in with the celebrations

Children and young people with Disabilities:

We have been reviewing the eligibility criteria for both the Children's Disability, and Transition Teams in order to simplify and make them easier to understand. A Senior practitioner in the Children's Disability Team focuses on children aged 14-16 to ensure we have effective plans in place for their transition to adulthood.

The Real Opportunities Project is not proceeding as an independent project but will be brought into the 'Cynydd' project, a regional project led by the Youth Service. We have developed pathways to ensure the service meets the needs of disabled young people to reduce the number who are at risk of becoming NEET.

The PINS service (Peripatetic Intervention Service) is now being undertaken in-house as Tim Camau Bach which is part of the Families First programme, providing an early intervention preventative service for 0-12 year old children with disabilities and their families to help overcome challenges and achieve their potential.

Garreglwyd is now a registered children's home. The specialist education facility at Garreglwyd has moved from Maes Y Gwendraeth to the new Bro Dinefwr campus and is called 'Canolfan Cothi', and following a transition period children commenced at the new facility from 24th February 2016.

Our continued focus on prevention and early intervention has seen the number of looked after children reduce significantly this year to 215 (as at 31/3/16) from 239 last year. The number of children on the child protection register has also seen a reduction from 104 to 88 (as at 31/3/16). In addition we were supporting 809 children in need and their families (as at 31/3/16) compared to 987 at the same time last year.

Dave Astins - Strategic Development Manager

April 2015 saw a further increase in the price of **school meals** (from £2.20 to £2.30), and take-up has declined slightly which we are keeping a close eye on. The price is increasing again in April 2016 to £2.40 and we will be closely monitoring the impact this has on take-up. New **Service Level Agreements** have been agreed with all 11 secondary schools, with positive feedback from Headteachers on the service they receive. **Cashless tills** are now installed in all secondary schools, with installation at Ysgol Gyfun Emlyn completed in October 2015.

We have been looking into the cost/benefit of introducing **online payments for school meals**, which we believe is an essential step in modernising the service, making it easier and more convenient for parents to pay, and delivering other back office improvements including income reconciliation and debt management. We have been piloting **mobile working** with the support of the Transform, Innovate & Change (TIC) team, introducing laptops to 6 school kitchens and trialling electronic operational returns and electronic timesheets. Further processes will become paperless and laptops rolled out to all kitchens during 2016-17.

The **Children & Young People's Participation Strategy** was approved at full Council, spelling out what our priorities are and how we will deliver them. A **Children's Rights Promise** was also agreed by the Council and we will now put this into action. A comprehensive **survey of young people's views** has been developed, running to late May 2016. The annual **Youth Conference** was held at Parc y Scarlets in November, focussing on bullying, and was a fantastic day delivered by the Carmarthenshire Youth Council, supported by the Participation & Children's Rights team.

The bi-ennial **School Survey** was co-ordinated by the Division with all but 3 schools completing it. The feedback has been analysed and discussed at Headteacher meetings, and officers have used the feedback to inform their service planning.

We have continued to support schools in the use of *Teacher Centre* and *SIMS* **School Management Information Systems**, which were rolled out during 2014-15, working with Ceredigion County Council on improvements to *Teacher Centre* identified by schools.

In January the Division took on the responsibility for **school admissions**, placing some 8,000 pupils in 115 schools (primary, secondary and mid-year transfers). All School Admission Appeals were held within the statutory timescales. A decision has been taken, following consultation, to introduce a prioritised choice system from the 2017-18 academic year. This will make it clearer for parents and Headteachers alike, and hopefully reduce the number of appeals.

We have been heavily involved in the **TIC Back Office review**, and in particular have undertaken detailed work looking afresh at **creditor payment processes**, especially in catering. This has been very fruitful with a number of simpler processes being implemented, helping address a drop in staff resource as a result of severance.

Our electronic **Free School Meals** application process has now been in place for over 2 years and paper applications have virtually been removed. Following the introduction of Teacher Centre to primary schools we will review the process again during 2016-17.

As part of our efficiency drive we have promoted the use of **pool cars** at St. David's Park, and have been working with corporate colleagues, to look at a corporate managed pool car system. We reviewed the format of the Information for Parents school admissions booklet and reduced the cost by 50%. As a Division we have co-ordinated the Departmental input to the TIC review of **3rd sector spend**, and the TIC **Procurement Review**, helping drive out further efficiencies.

ACRONYMS

ACL	Adult Community Learning
CEP	Complimentary Education Programme
CFU	Child and Family Unity
CYSUR	Children and Youth, Safeguarding and Unifying the Region
DofE	Department of Education
EAL	English as an Additional (Second) Language
Estyn	Inspection body overseeing compliance to WG learning policy and delivery requirements
EOTAS	Educated Otherwise Than At School
ERW	Education through Regional Working
EWS	Education Welfare Service
FBC	Full Business Case
FIS	Family Information Service
FTE	Full Time Equivalent
IFST	Integrated Family Support Team
JAFF	Joint Assessment Family Framework
KS2 / KS3 / KS4	Key Stage 2 / Key Stage 3 / Key Stage 4 (National Curriculum Stages)
LA	Local Authority
LAC	Looked After Children
LSCB	Local Safeguarding Children's Board
MASH	Multi-Agency Safeguarding Hub
MEP	Modernising Education Programme
MIS	Management Information Systems
NEET	Not in Education, Employment or Training
PLASC	Pupil Level Annual School Census
RAG	Red, Amber, Green Status
SEN	Special Education Needs
SNUG	Safeguarding Network Uniting Generations
TAF	Team Around the Family
TIC	Transformation Innovation Change (programme team)
YOPS	Youth Offending and Prevention Service
WG	Welsh Government

Mae’r dudalen hon yn wag yn fwriadol

Report B

Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

Filtered by:
Organisation - Carmarthenshire County Council
Department - Education & Children
Source document - Improvement Plan 2015/16

The table below provides a summary progress against target for the Actions and Measures contained within the selected document

		Total	On target	Off target	Not reported	Not available	Annual / Not started	% on target	Overall % on target
C. People in Carmarthenshire are healthier	Actions	13	13	0	0	N/A	0	100%	**82%**
	Measures	9	5	3	0	1	0	56%	
D. People in Carmarthenshire fulfil their learning potential	Actions	34	33	1	0	N/A	0	97%	**80%**
	Measures	27	16	11	0	0	0	59%	

Performance against Target

E. People who live, work and visit Carmarthenshire are safe and feel safer	Actions	12	12	0	0	N/A	0	100%	**83%**
	Measures	12	8	4	0	0	0	67%	
G. Carmarthenshire has a stronger and more prosperous economy	Actions	1	1	0	0	N/A	0	100%	**67%**
	Measures	2	1	1	0	0	0	50%	
Overall Performance	**Actions and Measures**	**110**	**89**	**20**	**0**	**1**	**0**	**81%**	

On target **Off target** **Not available**

Report B

Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

Theme: C. People in Carmarthenshire are healthier
Sub-theme: C1 Ensuring each child has the best start in life

Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
The % of children registered to take up the free Flying Start Child Care placement 9.1.8.0	Not applicable		End Of Year: **79.8**	Target: **80.0** Result: **Not available**	Target: **80.0** Result: **73.8**	Target: **80.0** Result: **73.6**	Target: **80.0** Result: **70.4** Calculation: **(331÷470) × 100**
Comment	Children have to be registerd on a termly basis, therefore may have registered in the previous term but on this time. This result is based on data as at the end of Jan – March term and unfortunately it remains off target. We have seen a significant drop in numbers eligible to register but this is mainly due to low birth rate numbers and therefore out of our control.						
Remedial Action	The childcare coordinator continues to work closely with the childcare settings to ensure children registered are attending regularly. They are also work closely with health visitors to ensure that eligible children are registered to take up the free childcare.						

Service Head: Stefan Smith			**Performance status:** Off target			
Measure Description	**2014/15 Comparative Data**			**2015/16 Target and Results**		
	Best Quartile	**Welsh Median**	**Our Actual**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**End of Year**
The % of attendance at the free Flying Start Child Care placement 9.1.8.1	Not applicable		End Of Year: **77**	Target: **75** Result: **Not available**	Target: **75** Result: **75**	Target: **75** Result: **79**	Target: **75** Result: **79** Calculation: **(12803÷16199) × 100**
Comment	The end of year result has exceeded the anticipated target.						
Remedial Action	We are implementing a new attendance policy and working alongside childcare providers to monitor and maintain attendance rates in the future.						

Service Head: Stefan Smith			**Performance status:** On target			
Measure Description	**2014/15 Comparative Data**			**2015/16 Target and Results**		
	Best Quartile	**Welsh Median**	**Our Actual**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**End of Year**
The number of children living outside of the Flying Start area who are able to access the Flying Start service through referral for outreach 9.1.8.2	Not applicable		End Of Year: **18**	Target: **23** Result: **Not available**	Target: **23** Result: **18**	Target: **23** Result: **18**	Target: **23** Result: **17**
	The number of children living outside of the Flying Start areas who are able to access the Flying Start service through referral for outreach is set by Welsh Government. For 2015/16 it was set at a maximum of						

Comment	23 due to the continued expansion (with a 10% allowable variance). Unfortunately staff shortages due to sickness, maternity and difficulties in recruiting qualified health visitors (a national issue) meant we were unable to accept further outreach referrals.
Remedial Action	The health visitors try to work on a maximum ratio of 110 children to 1 health visitor and therefore due to current staffing levels we are unable to accept further outreach referrals. Unfortunately a couple more health staff are due to leave soon which means it may get worse before improving. Despite the current National shortage of health visitors we are trying to appoint new staff and will be shortly holding a recruitment event to try and attract interest. Welsh Government are being kept informed of the situation.

Service Head: Stefan Smith	**Performance status:** Off target	

Measure Description	**2014/15 Comparative Data**			**2015/16 Target and Results**			
	Best Quartile	**Welsh Median**	**Our Actual**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**End of Year**
The % of high need families living in a Flying Start area receiving at least a monthly contact from the Flying Start Health Visiting Service 9.1.8.3	Not applicable		End Of Year: **90**	Target: **90** Result: **Not available**	Target: **90** Result: **97**	Target: **90** Result: **97**	Target: **90** Result: **96** Calculation: **(75÷78) × 100**

Comment	An excellent result and better than we had anticipated.
Remedial Action	We will continue to visit and access these families deemed as high need with a social services involvement to achieve at least one monthly contact from the Flying Start Health Visiting service.

Service Head: Stefan Smith	**Performance status:** On target

Measure Description	**2014/15 Comparative Data**			**2015/16 Target and Results**			
	Best Quartile	**Welsh Median**	**Our Actual**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**End of Year**

The % of children living in a Flying Start area that have had a needs assessment carried out using the Family Assessment Tool within a month of entry to service. 9.1.8.4	Not applicable	End Of Year: **100**	Target: **100** Result: **Not available**	Target: **100** Result: **100**	Target: **100** Result: **100**	Target: **100** Result: **100** Calculation: **(2132÷2132) × 100**
Comment	We are pleased to have maintained this target for the third quarter.					
Remedial Action	On registration of the children into Flying Start a health visitor will complete a Family Assessment and enter the information on the child's registration form.					

Service Head: Stefan Smith	**Performance status:** On target

Measure Description	**2014/15 Comparative Data**			**2015/16 Target and Results**			
	Best Quartile	**Welsh Median**	**Our Actual**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**End of Year**
% of Flying Start children fully immunised at 47 months 9.1.8.5	Not applicable		End Of Year: **82**	--	--	--	Target: **78** Result: **Not available**
Comment	Will be available when Statistical Release is published in July 2016						
Remedial Action	Will be available when Statistical Release is published in July 2016						

Service Head: Stefan Smith	**Performance status:** Result not available

Measure Description	**2014/15 Comparative Data**			**2015/16 Target and Results**			
	Best Quartile	**Welsh Median**	**Our Actual**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**End of Year**
The % of families with additional social	Not applicable		End Of Year:	Target:	Target:	Target:	Target:

welfare needs linked to poverty, living in a Flying Start area receiving time specified interventions from the wider Flying Start Team 9.1.8.6		**95**	**93** Result: **Not available**	**93** Result: **96**	**93** Result: **96**	**93** Result: **96** Calculation: **(338÷351) × 100**
Comment	We are pleased to have exceeded the target especially with a 25% increase in referrals.					
Remedial Action	We will continue to try and maintain working with the referrals received for specified interventions by the wider Flying Start team.					

Service Head: Stefan Smith	**Performance status:** On target

Measure Description	**2014/15 Comparative Data**			**2015/16 Target and Results**			
	Best Quartile	**Welsh Median**	**Our Actual**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**End of Year**
The number of children aged 0-4 in Carmarthenshire benefitting from the intensive Flying Start service provision 9.1.8.7	Not applicable		End Of Year: **1671**	Target: **1800** Result: **Not available**	Target: **1800** Result: **1635**	Target: **1800** Result: **1602**	Target: **1800** Result: **1570**
Comment	We have had staff shortages due to sickness, maternity and difficulties in recruiting qualified health visitors which is a national issue. We have therefore been unable to uplift any further caseloads to increase the capacity number. We are currently liaising with Flying Start Management Board & Welsh Government to resolve this issue.						
Remedial Action	We currently do not have the capacity for further caseloads as the health visitors work on a ratio of 110:1 and a further two health staff who have handed their notice are due to leave soon which means it may get worse before improving. Despite a National shortage of health visitors, we are trying to appoint new staff and will be shortly holding a recruitment event to try and attract interest. Welsh Government are being kept informed of this situation.						

Service Head: Stefan Smith	**Performance status:** Off target	

Report B

Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

ACTIONS - Theme: C. People in Carmarthenshire are healthier **Sub-theme: C1 Ensuring each child has the best start in life**			
Action	11702	**Target date**	31/03/2016
Action promised	We will continue to implement the newly expanded Flying Start programme.		
Comment	Flying Start had a remit this year (2015/16) to further expand the service to provide services to a further 178 children on top of the 'Capacity' target of 1654, bringing the total to 1832 children, able to benefit from the early intervention services. The mapping of expansion areas has been undertaken (there was an expectation that no new areas are expanded into, but rather refining boundaries of existing areas). The redefining and planning for extending boundaries work is continuing with analysis being undertaken on LSOA (Lower Super Output areas) to support the Income Benefit data supplied by Welsh Government. Analysis and data has been gathered in respect of potential new areas, research undertaken and a number of postcode areas identified at the preliminary stages. Further detailed work is required to effectively plan the handover of Health Visitor caseloads from our partners, Hywel Dda Health Board and Welsh Government, before formal handover of caseloads can be progressed. To date posts that have been filled include the Childcare Leader Pwll Little Acorns Childcare facility, 3 Childcare Workers, 3 Language and Play facilitators. A Data Performance Officer was appointed in the Autumn. The final management tier of Parenting Coordinator was advertised in March with interview in April. A Childcare Support Officer has been appointed and due to start in post in April. The Capital programme is progressing. A new childcare facility within the newly refurbished Burry Port Community Primary School, is complete. A new portacabin modular unit in Dafen primary School has also been built. For both of these venues, a competitive tender procurement exercise was undertaken on Sell2Wales, panel assessments took place during November, and two contracts have been awarded to two nurseries who will run the facilities. CSSIW (Care and Social Services Inspectorate for Wales) registration has been		

	submitted and is waiting formal sign-off to ensure all compliance criteria is met. It is planned that both venues will be open to children from July to enable them to settle in and a full cohort of children will take up services from September 2016. In addition to these two completed schemes, we were successful in receiving additional capital funding to further enhance 3 of the original childcare capital schemes, by installing external canopies to the play areas, which allows children access to outdoor play provision all year round. These were completed during the summer 2015. A further small scheme allocation of funding was awarded during the Autumn 2015 for further minor improvements to the outdoor play areas of Argel Family Centre and the Integrated Childrens Centre in Llwynhendy which was completed before the end of March. The newly expanded service continues to offer it's early intervention programme to the existing 1,654 target number of children, which includes an enhanced health visitor service, early ante-natal provision, support through domestic abuse situations, dietetic advice and support, speech therapy intervention and prevention services, along with the centrepiece element of the programme, to provide free childcare for 2-3 year olds, from 27 different nursery venues across the county. We offer a range of parenting groups and courses, promoting bonding, positive parenting techniques and advice and early language opportunities/ stimulation to encourage early vocabulary in babies and toddlers. Unfortunately one Cylch Meithrin has closed during this period due to financial challenges.

Service Head: Stefan Smith		**Performance status:** On target	
Action	11703	**Target date**	31/03/2016
Action promised	We will use the evaluation of the Child and Family Unit (CFU) – Restructure long-term children's social work teams to apply lessons learned from the Reclaiming Social Work pilot to consider changes for future practice within Children's Services		
Comment	Dinefwr Child Care Team (DCCT) has been operating a systemic "Pod" approach since Sept 2015, West Child Care Team (WCCT) will begin to implement it in April 2016. Carmarthen Child Care Team (CCCT) and East Child Care Team (ECCT) are scheduled to follow suit in a phased approach during the year so that it is in operation in all 4 childcare teams by the end of 2016. Lessons learnt from the approach in DCCT are informing arrangements for WCCT. DCCT found that the approach works best if caseloads for each Pod are a manageable size. To this end DCCT has added a 5th Pod for Next Step (leaving care). The other 3 childcare teams are looking at their caseloads to identify any cases that should be "stepped down" to TAF or other preventative services. Alongside the practical changes in terms of grouping staff into Pods and bringing Family Support Workers (FSWs) into each team the role of the admin workers has also been adapted with them playing a much more proactive role in each Pod and undertaking tasks such as arranging meetings and setting up arrangements for contact to allow practitioners to focus on practice. Whilst some admin staff have found this challenging nevertheless they are making a valuable contribution to the Pods. The approach also requires staff to use systemic techniques. Therefore the team managers and seniors have begun a 2 year programme of training consultations in systemic principles and practice with tutors from the Family Institute, University of Wales Pontypridd. The		

	sessions take place in Carmarthen. There will be 6 this year and another 6 next year. The systemic approach is strengths based and person centred so fits well with the Social Services and Well-being (Wales) Act (SSWB Act) and the `Signs of Safety` model that is being used by the assessment teams and the conferencing service. To assist families to identify and articulate their desired outcomes DCCT is using the Outcome Star. This tool will be used by each childcare team as it adopts the systemic approach. The Outcome Star together with the scaling of strengths and risks in each case that is undertaken in the weekly discussion will provide a way of identifying movement and change.

Service Head: Stefan Smith		**Performance status:** On target	
Action	11704	**Target date**	31/03/2016
Action promised	We will develop Phase 5 of the Team Around the Family (TAF) approach across the county for 0-25 year olds		
Comment	Progress has been made in developing the TAF model in Carmarthenshire. A Central TAF Support Team consisting of a TAF Manager and 3 TAF System Co-ordinators (2 x Birth to 16 years and 1 x 16 to 25 years) has been in place since April 2015 charged with facilitating the implementation and roll-out of the TAF Model across Carmarthenshire. TAF System Co-ordinators have allocated schools, agencies and operational areas with whom they liaise to provide support, advice, guidance and training in TAF systems and processes. An on-going training and support programme continues to be implemented, including TAF Key Worker Training and sessions on effective engagement, assessment and planning. Extensive TAF Awareness Training has been undertaken by TAF System Co-ordinators with a diverse range of practitioners including Police, Schools, Primary Healthcare Teams, Voluntary Sector, in order to promote the Model and how to access TAF support. All requests from external agencies come via the TAF@carmarthenshire.gov.uk inbox and allocated to an appropriate practitioner to complete the JAFF (Joint Assessment Family Framework) and this has seen an increase in cases being identified by increasingly diverse professionals as awareness of the TAF model becomes more widespread across Carmarthenshire. All Families First (FF) funded practitioners complete the JAFF and undertake the Key Worker role as appropriate. TAF System Co-ordinators are supporting external/universal services' staff with completion of the JAFF with a long-term vision of a 'business as usual' TAF approach. 476 requests for support were received from April to March 2015/16 resulting in 285 TAF cases. There has been a significant increase in requests directly from parents/carers and Health Visitors and other Primary Health Care professionals such as GPs and Paediatricians. Interface protocols between TAF and Children's Social Services, Flying Start and Youth Offending are being piloted. TAF 16 to 25 systems continue to be developed by a Development Group and correlation between TAF, the Youth Engagement and Progression Framework and SEET (supporting young people into education, employment and training) is being explored to improve joint working and identification of vulnerable young people who may benefit from additional support. TAF cases in the 16 to 25 age group have increased. The TAF Launch successfully took place on 17th November at Parc y Scarlets and was officially opened by Councillor Gareth Jones our Executive Board Member for Education & Children's Services. The event was well attended by over 300 professionals from a wide range of backgrounds. FF commissioned projects and external family support agencies showcased their services and this was very positively received with		

	requests from professionals for similar networking opportunities in the future. The TAF website, incorporating pages for parents and carers, children and young people, and professionals was also launched. Roll-out operations will continue until 30 September 2016. By this time it is hoped that the future direction of Preventative and Early Intervention initiatives/programmes in Wales will be known and an appropriate exit strategy/transition strategy will be identified and implemented to March 2017 and beyond.

Service Head: Stefan Smith		**Performance status:** On target	
Action	11705	**Target date**	31/03/2016
Action promised	We will continue to implement the re-commissioned Families First programme, promoting early intervention for disadvantaged families		
Comment	The 14 newly commissioned projects have been in operation for one year, providing support to children, young people and families across Carmarthenshire. The projects are utilising the new processes and systems (Joint Assessment Family Framework (JAFF) and Team Around the Family (TAF)). Families are asked to complete the distance travelled tool within the JAFF to help identify their needs at initial assessment and to evidence whether the family is 'better off' as a result of the intervention i.e. the distance travelled at the end of intervention. Approximately 75% of families showed a positive forward movement following intervention. The most frequently scored domains at initial assessment were: - Family history - Social & Community - Income - Mental Health - Behaviour - Emotional and social - Setting routines The Families First SNAP survey results were very positive, 99% said that they would recommend the service to others. A Training Needs Assessment was carried out and a training programme was developed and delivered by the Educational Psychologists. Courses included - Awareness of Common Developmental Difficulties in children and young people, Awareness of Autistic Spectrum Disorder and Difficulties, and Building Resilience in children, young people and families. The Families First grant will be cut by 12% next financial year. A Families First Extraordinary Management Board meeting was held to discuss how the cuts will be implemented. The suite of 14 commissioned projects will remain, however, the service delivery will reduce across the board. Projects have been informed of their allocation for next financial year and new Contracts and Service Level Agreements		

	have been drawn up. This was a challenging exercise due to the late notification from Welsh Government and the level of the cut. The Welsh Government have introduced guidance allowing the four poverty programmes (Families First, Flying Start, Community First and Supporting People) to vire up to 5% funding between each programme in October 2016.
Service Head: Stefan Smith	**Performance status:** On target

Report B

Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

Theme: C. People in Carmarthenshire are healthier
Sub-theme: C2 Preventing ill health and encourage healthy living

Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
Percentage of schools achieving Phase 4 of the Healthy Schools Initiative 8.3.1.5	Not applicable		End Of Year: **53**	--	--	--	Target: **54** Result: **59** Calculation: **(68÷116) × 100**
Comment	This PI is on Target and has improved compared to the previous year. 116 schools out of 117 schools in Carmarthenshire have joined the Welsh Healthy Schools scheme. For the remaining school (Maes Y Morfa) they need to submit their evidence for assessment. As at the end of September 2015, 116 schools have achieved phase 1, 112 schools have achieved phase 2, 103 schools have achieved phase 3, 68 schools have achieved phase 4, 28 schools have achieved phase 5 and 1 school acheived phase 6. Note; the denominator has changed to 116 this year compared to 120 last year, as 2 schools, Llanfynydd and Llansawel, have closed, while Bro Dinefwr and Maes Y Gwendraeth have been treated as singular schools this year compared to 4 sites/kitchins (Tregib, Pantycelyn, Maesyryrfa, Gwendraeth sites) the previous year.						

Remedial Action	Continue to encourage all schools to improve within the scheme. Overall the percentage of schools achieving each phase has increased compared to last year.
Service Head: Gareth Morgans	**Performance status:** On target

Report B

Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

ACTIONS - Theme: C. People in Carmarthenshire are healthier Sub-theme: C2 Preventing ill health and encourage healthy living			
Action	11708	**Target date**	31/03/2016 (original target 31/07/2015)
Action promised	We shall review the Catering Service structure, continue to reduce staffing and develop plans to deliver the efficiencies agreed for 2015/16 and following years		
Comment	Post removed through severance and reporting lines changed. Ongoing management of staffing levels in kitchens to implement a 10% reduction in the labour table through natural wastage.		
Service Head: David Astins		**Performance status:** On target	

Report B

Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

ACTIONS - Theme: C. People in Carmarthenshire are healthier **Sub-theme: C3 Improving the Emotional, Mental Health and Well-being of all people in the County**			
Action	11709	**Target date**	31/03/2016
Action promised	We will reflect on how we (Children`s Services) provide information, advice and access to our services in light of the forthcoming `Social Services and Wellbeing Act 2014`		
Comment	As part of the Mid and West Wales Collaborative Children's Services Programme Board (in light of the Social Services and Well-being Wales Act (SSWBA)) we have taken forward a review of how we provide Information, Advice, Assistance and access to our services for children and families. Children Services Task and Finish Group amalgamated with Adult Services in order to achieve the tasks in relation to all Social Care Services. The Institute of Public Care (IPC) were appointed as a result of the tender through procurement for an agency to undertake the following: • To scope what is currently being offered regionally and consider how these services relate to the requirements of the Act • Consider what is being offered locally and explore collaboration links for a regional service • Consider national initiatives and potential impact on regional services • Consider any outstanding areas for development and how these gaps can be managed • Establish what resources may be required to progress the project, considering opportunities for regional collaboration A Focus Group involving parents of young children to fed in to the consultation process. IPC completed the evaluation report in January 2016. The report identified gaps in local arrangements and proposed areas for strategic focus across Mid and West Wales. It also provided a basis for developing a delivery plan for the region as phase 3 of the project that was to be discussed at the Regional Programme Board. The evaluation report states that Councils (in the region) are broadly meeting minimum requirements set out in the code of practice,		

	and are therefore compliant with the SSWBA. The next stage is to develop a delivery plan with a focus on: Workforce Performance Public Engagement Citizens Data Quality

Service Head: Stefan Smith		**Performance status:** On target	
Action	11710	**Target date**	31/03/2016
Action promised	We will work with partners to improve the accommodation options, and housing support for all vulnerable young people (aged 16-25)		
Comment	We continue to work with our housing partners. We do not have any young, vulnerable people in bed and breakfast and have developed services alongside supporting people to ensure that this is sustainable. This work will continue as part of the supporting people working group. Time out has been taken to reconsider wider needs in relation to vulnerable people and to reconsider service delivery models.		

Service Head: Stefan Smith		**Performance status:** On target	
Action	11711	**Target date**	31/03/2016
Action promised	We will improve transition between Children's Services and Adult Services to include Education, Careers and Health, ensuring that young people and their families are at the centre of plans for the future		
Comment	We have undertaken a restructure within the Transition Team. We have created the Social Work Assistant post to replace the outdated key worker roles within the team. This ensures the post is aligned to Children's Services. We have also consolidated the management structure to retain an Assistant Team Manager and Team Manager to oversee the team. The team are in the process of transferring a number of young people now aged 24 and 25 to the adult long term teams. This will help create the additional capacity needed to meet the demand of the young people coming into the service. This year, the team will also focus on developing the information they give to young people and their families. A working group has been re-established to work with Coleg Sir Gar and Careers Wales to consider the recommendations of the Unlocking the Potential Report. Wherever possible disabled young people will stay in Carmarthenshire to receive their further education.		

	The Real Opportunities Project will not be proceeding as an independent project but will be brought into the 'Cynydd' project, a regional project led by the Youth Service. We will be developing pathways to ensure that the service meets the needs of disabled young people.
Service Head: Stefan Smith	**Performance status:** On target

Report B

Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

ACTIONS - Theme: C. People in Carmarthenshire are healthier **Sub-theme: C6 Improve access to health and social care for all people including vulnerable groups**			
Action	11715	**Target date**	31/03/2016
Action promised	We will consider opportunities for European funding to develop services for vulnerable children and young people		
Comment	There are currently no new European funding opportunities available. The "LEADER" Programme has been launched and opportunities are currently being explored to further develop affordable childcare within Carmarthenshire, in line with the gaps identified in Carmarthenshire's Childcare Sufficiency Assessment. LEADER is funded through the Rural Development Plan for Wales (2014-2020), and is designed to get local people, businesses and communities involved in delivering sustainable, yet innovative solutions to address some of the economic, social and environmental challenges facing rural areas. A number of childcare related Expression Of Interests were submitted in January 2016 by external organisations/ charities and are currently pending. If successful these will continue onto the second stage – business planning.		
Service Head: Stefan Smith		**Performance status:** On target	
Action	11716	**Target date**	31/03/2016
Action promised	We will review the way we allocate services to disabled children and their families to ensure that our processes are aligned with adult social care for continuity of provision and we are making the best use of our available resources by providing a service based upon need		
	We have undertaken a review of our activity with the Institute of Public Care. This has determined whether our systems and processes		

Comment	support us to make the best use of our available resources for disabled children and their families. This will inform our business planning for the coming years to ensure that children and families get what they need, when they need it. We will consult with families and other stakeholders as part of this process.

Service Head: Stefan Smith		**Performance status:** On target	
Action	11718	**Target date**	31/03/2016
Action promised	We will develop a multi agency action plan to implement the recommendations of the Autistic Spectrum Disorder (ASD) Position Statement developed by the People and Work Unit		
Comment	The ASD steering and stakeholder groups have continued to meet throughout 2015/16. An interim action plan has been developed and we have been implementing this. Welsh Government have launched their refreshed all Wales strategy which is out for consultation. Once the document is finalised we will develop a local action plan to implement Welsh Government strategic priorities. Whilst awaiting the Welsh Government strategy a great deal of work has continued in Carmarthenshire to raise awareness, offer information and support and develop services. Carmarthenshire continues to be a member of the all Wales ASD Lead's forum and has had a key role in helping to develop initiatives and drive the agenda forward both locally and nationally.		

Service Head: Stefan Smith		**Performance status:** On target	
Action	11719	**Target date**	01/06/2016 (original target 31/03/2016)
Action promised	We will develop and publish information for disabled young people and their families about our services		
Comment	Leaflets, pop ups and information booklets have been produced for Camau Bach, Giant Steps and there is a range of Autistic Spectrum Disorder (ASD) information available. The short break statement has been produced and is currently being updated. A series of parents workshops have been developed and delivered on a range of topics includiing social stories, ASD awareness, managing behaviour. A quarterly newsletter is produced for parents.		

Service Head: Stefan Smith	**Performance status:** On target

Report B

Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

ACTIONS - Theme: C. People in Carmarthenshire are healthier **Sub-theme: C7 Reducing drug and alcohol misuse**			
Action	11308	**Target date**	31/03/2016 (original target 31/03/2015)
Action promised	We will review our Substance Misuse Service alongside Integrated Family Support Team (IFST) to ensure they are effective		
Comment	We have undertaken a pilot with the Integrated Family Support Team (IFST) this year. A senior practitioner from IFST worked across both teams, holding cases of parents with substance misuse problems. This approach has seen many benefits, the teams are now jointly screening all cases to avoid duplication and ensure that cases are managed by the appropriate service. The co-location and sharing of practice between teams was seen as positive by the staff and options for arrangements between the teams will be considered in the future. Within Adult Social care a review is underway which includes a management realignment. This will give us the opportunity to consider whether further collaboration across departments and teams would be beneficial.		
Service Head: Stefan Smith		**Performance status:** On target	

Report B

Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

Theme: D. People in Carmarthenshire fulfil their learning potential
Sub-theme: D1 Providing the best opportunities for lifelong learning and development for all

Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
Surplus places removed as a result of Modernising Education Programme 4.3.1.7	Not applicable		End Of Year: **46**	Target: **101** Result: **101**	Target: **394** Result: **394**	Target: **394** Result: **394**	Target: **394** Result: **394**
Comment	Targets were established as follows: Q1 = 101 places removed (Llanfynnydd, 41, Llansawel, 60); Q2 = 293 ([1019 places removed; Burry Port Primary, 98, Maes Y Gwendraeth, 464, Bro Dinefwr, 313, Dyffryn Aman, 144], however capacity increased by 726 [Ffwrnes, 329, Strade, 397]); Q3 = 0, no school closures, Q4 = 0, no school closures. All school closures and capacity changes were completed as planned in Qtr 2 above, with no further closures in Qtr 4.						
Remedial Action	None required at this time.						

Service Head: Gareth Morgans	**Performance status:** On target

Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year

Percentage of schools graded as "Good" or "Satisfactory" for school building condition 4.3.1.8	Not applicable	End Of Year: **53**	--	--	--	Target: **55** Result: **55** Calculation: **(64÷116) × 100**
Comment	This PI is on target and has improved compared to the previous year's result. Three Secondary school building's grades have improved; Dyffryn Aman and Bro Dinefwr due to construction projects being completed and Strade due to completion of a refurbishment project.					
Remedial Action	Continue to work to improve the condition of school buildings.					
Service Head: Gareth Morgans		**Performance status:** On target				

Measure Description	**2014/15 Comparative Data**			**2015/16 Target and Results**			
	Best Quartile	**Welsh Median**	**Our Actual**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**End of Year**
Percentage of pupils in schools maintained by the Authority in the previous summer achieving 5 or more GCSE`s at grades A*-C or the vocational equivalent 5.0.2.2	Not applicable		End Of Year: **84.7**	--	--	--	Target: **87.4** Result: **87.0** Calculation: **(1715÷1972) × 100**
Comment	This PI is off target but has improved by 2.3 percentage points compared to the previous year. Increased challenge and monitoring of performance in schools resulted in the best results ever for the Local Authority.						
Remedial Action	The School Improvement team will continue to challenge and support schools' and monitor performance throughout the academic year in order to meet pupil, school and LA targets.						
Service Head: Gareth Morgans			**Performance status:** Off target				

Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
The percentage of 17 year olds who enter a volume equivalent to 2 A Levels and who achieve the Level 3 threshold (2 A levels grade A-E). 5.0.2.3	Not applicable		End Of Year: **98.6**	--	--	--	Target: **99.0** Result: **98.1** Calculation: **(666÷679) × 100**
Comment	This PI is off target and has slightly declined compared to the previous year. The Welsh average also declined this year and the LA's relative ranking in Wales actually improved two places to 4th. Additional challenge and support to schools continues to impact effectively on performance in general with each cohort's individual profile taken into context.						
Remedial Action	The School Improvement team will continue to challenge and support schools' and monitor performance throughout the academic year in order to meet pupil, school and LA targets.						
Service Head: Gareth Morgans			**Performance status:** Off target				

Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
Percentage of 15/16 year olds achieving the `core` subject indicator. Those pupils achieving at least grade C in GCSE English or Welsh, Mathematics and Science in combination 5.0.2.6	Not applicable		End Of Year: **56.14**	--	--	--	Target: **60.00** Result: **58.22** Calculation: **(1148÷1972) × 100**
Comment	Although significantly improved from previous years, we did not meet our target. Two schools failed to achieve expected targets set by the authority.						

Remedial Action	Local Authority Intervention Boards implemented with increased support and challenge now in place in both schools failing to achieve their expected targets.

Service Head: Gareth Morgans	**Performance status:** Off target	◙

Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
The percentage of pupils eligible for assessment at the end of Foundation Phase, in schools maintained by the local authority, achieving the Foundation Phase Indicator, as determined by Teacher Assessment. 5.0.2.9	Not applicable		End Of Year: **84.1**	--	--	--	Target: **88.7** Result: **86.8** Calculation: **(1811÷2087) × 100**

Comment	This PI is slightly off target, however the performance achieved represents an increase of 2.7 percentage points on the previous year's performance and the Local Authority's best result to date.
Remedial Action	The School Improvement Team will continue to support and challenge all schools with regard to increased outcomes at the end of the Foundation Phase. National arrangements to support accuracy of Teacher Assessment have been implemented and will continue to support work in our schools.

Service Head: Gareth Morgans	**Performance status:** Off target	◙

Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
Percentage of pupils assessed at the end of Key Stage 2, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment EDU/003	88.2	86.2	End Of Year: **87.4**	--	--	--	Target: **88.7** Result: **88.2** Calculation:

							(1637÷1855) × 100
Comment	The result is off target but has improved by 0.8 percentage points compared to the previous year from 87.4% to 88.2%. The performance achieved represents the Local Authority's best result to date and continues our ongoing upward trend.						
Remedial Action	The School Improvement Team will continue to support and challenge all schools with regard to increased outcomes at the end of the Key Stage 2. National arrangements to support accuracy of Teacher Assessment have been implemented and will continue to support work in our schools.						

Service Head: Gareth Morgans	**Performance status:** Off target	

Measure Description	**2014/15 Comparative Data**			**2015/16 Target and Results**			
	Best Quartile	**Welsh Median**	**Our Actual**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**End of Year**
Percentage of pupils assessed at the end of Key Stage 3, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment EDU/004	84.1	82.0	End Of Year: **84.5**	--	--	--	Target: **86.5** Result: **85.1** Calculation: **(1668÷1960) × 100**
Comment	This PI is slightly off target, however, the result achieved represents an increase of 0.6 percentage points on last year's performance. The result is also the highest recorded by the Local Authority, continuing our upward trend since 2011 (68.4%), an increase of 16.7 percentage points.						
Remedial Action	The School Improvement Team will continue to support and challenge all schools with regard to increased outcomes at the end of the Key Stage 3. National arrangements to support accuracy of Teacher Assessment have been implemented and will continue to support work in our schools.						

Service Head: Gareth Morgans	**Performance status:** Off target	

Measure Description	**2014/15 Comparative Data**			**2015/16 Target and Results**			
	Best Quartile	**Welsh Median**	**Our Actual**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**End of Year**

Percentage of school days lost due to fixed-term exclusions during the academic year, in: a) Primary Schools EDU/010a	Not applicable	End Of Year: **0.008**	--	--	--	Target: **0.007** Result: **0.015** Calculation: **(334÷2217870)** × **100**
Comment	This PI is off target and has declined compared to the previous Academic year. Disappointingly there has been a large increase in the total number of days pupils were excluded from Primary Schools during Academic year 2014/15; 334 days compared to 174.5 days the previous year. The number of schools utilising the exclusion process is no greater than last year but four schools have recorded about 50% of the total. When this is taken into account the county picture is neutral compared to last year. During 2013/14 no primary school recorded more that six incidents. Unfortunatelly this year four schools had significant difficulties with a small number of pupils leading to an increased exclusion rate.					
Remedial Action	The Behaviour Services Manager will work closely with schools to identify potential areas of concern.					

Service Head: Gareth Morgans	**Performance status:** Off target	◙

Measure Description	**2014/15 Comparative Data**			**2015/16 Target and Results**			
	Best Quartile	**Welsh Median**	**Our Actual**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**End of Year**
Percentage of school days lost due to fixed-term exclusions during the academic year, in: b) Secondary Schools EDU/010b	Not applicable		End Of Year: **0.039**	--	--	--	Target: **0.037** Result: **0.039** Calculation: **(722÷1849080)** × **100**
	This PI is off target but has remained constant compared to the previous Academic year. There has been a						

Comment	decline of 10.5 days in the total number of days pupils were excluded from Secondary Schools during Academic year 2014/15; 722 compared to 730.5 days the previous year. However, there was also a drop of 114 in Secondary School pupil numbers compared to the previous year and hence the lower denominator, which accounts for the calculation and result remaining constant. Whilst the total number of days lost to exclusions this year is very similar to last year the overall pattern has changed considerably. Glan Y Mor has consistently recorded one of the highest figures over the last five years. However, this year the school is the third lowest in the county. Only five other schools have been able to maintain lower or similar figures to last year whilst a further five schools have posted significant increases, and the Headteacher at Bro Myrddin has not excluded a single child.
Remedial Action	The Behaviour Services Manager will work closely with schools to identify potential areas of concern.

Service Head: Gareth Morgans	**Performance status:** Off target	◙

Measure Description	**2014/15 Comparative Data**			**2015/16 Target and Results**			
	Best Quartile	**Welsh Median**	**Our Actual**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**End of Year**
Average point score for pupils aged 15 at the preceding 31 August, in schools maintained by the local authority EDU/011	558.2	533.8	End Of Year: **579.8**	--	--	--	Target: **599.0** Result: **580.3** Calculation: **1144296.5÷1972**

Comment	This Pi is off target but has improved on the previous years result. This result is the best ever result for the Local Authority and is due to an increase in rigour of tracking and challege from the Local Authority and ERW Consortium (Education through Regional Working).
Remedial Action	The School Improvement team will continue to challenge and support schools' and monitor performance throughout the academic year in order to meet pupil, school and LA targets.

Service Head: Gareth Morgans	**Performance status:** Off target	◙

Measure Description	**2014/15 Comparative Data**			**2015/16 Target and Results**			

	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
Percentage of pupils aged 15 at the preceding 31 August, in schools maintained by the local authority who achieved the Level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics EDU/017	59.5	55.1	End Of Year: **58.7**	--	--	--	Target: **61.1** Result: **61.1** Calculation: **(1205÷1972) × 100**
Comment	This PI is on target and has improved compared to the previous year. This represents a strong improvement of over 4% from the previous year and for the first time the Authority's schools have passed through the 60% barrier. Numerous challenge, support and intervention strategies implemented by the School Improvement Team working in partnership with senior leaders in schools (including targeting specific departmental performance) have contributed greatly to this success.						
Remedial Action	Two schools need to further improve their performance. Intervention from the School Improvement Team is in place and the current outlook for Acadmeic Year 2015/16 is good.						
Service Head: Gareth Morgans			**Performance status:** On target				

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Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

ACTIONS - Theme: D. People in Carmarthenshire fulfil their learning potential Sub-theme: D1 Providing the best opportunities for lifelong learning and development for all			
Action	11620	**Target date**	31/03/2016
Action promised	We will continue construction and refurbishment on Ysgol Maes Y Gwendraeth site (Completion Date July 2016)		
Comment	Construction work progressing well and remains on target for completion and full occupation by September 2018.		
Service Head: Gareth Morgans		**Performance status:** On target	
Action	11621	**Target date**	31/01/2016
Action promised	We will continue and complete construction of the new Ysgol Bro Dinefwr Secondary School (Completion Date January 2016)		
Comment	The Authority took ownership of the New school Building on Monday 22nd February 2016		
Service Head: Gareth Morgans		**Performance status:** On target	
Action	11622	**Target date**	31/08/2015
Action promised	We will complete construction on the new Burry Port Community Primary School		
Comment	Construction complete and pupils have occupied the new school building as per statutory notice from 01/09/15.		

Service Head: Gareth Morgans		**Performance status:** On target	
Action	11623	**Target date**	31/01/2016
Action promised	We will complete construction on Carreg Hirfaen Primary School		
Comment	Scheme completed and on target. School open to pupils on 23 February 2016. http://newsroom.carmarthenshire.gov.uk/news-archive/2016/03/carreg-hirfaen/#.Vw31ussUXcs		
Service Head: Gareth Morgans		**Performance status:** On target	
Action	11624	**Target date**	31/08/2015
Action promised	We will complete construction of Ysgol Y Strade		
Comment	Refurbishment completed on target and was ready for occupation to staff and pupils at the start of the new 2015 academic term.		
Service Head: Gareth Morgans		**Performance status:** On target	
Action	11625	**Target date**	31/10/2015
Action promised	We will continue and complete construction of Ysgol Dyffryn Aman		
Comment	Construction Programme Complete Official Opening took place on Monday 7th December 2015		
Service Head: Gareth Morgans		**Performance status:** On target	
Action	11626	**Target date**	31/03/2016
Action promised	We will commence construction on Coedcae Project, subject to business case approval by Welsh Government		
Comment	Construction progressing well on site for phase 1 works on the new science block extension.		
Service Head: Gareth Morgans		**Performance status:** On target	

Action	11627	**Target date**	31/03/2016
Action promised	We will commence construction on the Seaside Project, subject to business case approval by Welsh Government		
Comment	Business case has been approved and Statutory consultation has been completed. Contractor started on site 22nd February 2016. Anticipated completion date: August 2017. Anticipated Occupation date: September 2017 or April 2018 TBC		
Service Head: Gareth Morgans		**Performance status:** On target	
Action	11628	**Target date**	28/02/2016 (original target 31/03/2016)
Action promised	We will increase the % of pupils in Welsh-medium and bilingual primary schools transferring to Welsh-medium secondary schools (2014 result 91.8%) See the Welsh in Education Strategic Plan (WESP) for further information.		
Comment	This target has not been achieved. 2015 saw a reduction, from 91.8% to 85.25%, in the % of learners who transferred from Welsh-medium and bilingual primary schools to Welsh-medium secondary schools. This was disappointing however we have no direct control over pupil/parent preferences.		
Remedial Action	1. Promote the value of a bilingual education. 2. Launch of Codi Caerau- our social use of the Welsh language charter. 3. Develop resources to support conversations between schools and parents- FAQs, posters, promotional materials 4. Review our WESP and consider this aspect of performance in greater depth. 5. Work with partners on improving this outcome- schools. Forum, voluntary sector.		
Service Head: Gareth Morgans		**Performance status:** On target	
Action	11640	**Target date**	31/03/2016
Action promised	Accelerate the development of Education through Regional Working (ERW) regional school improvement service, including our participation in the West Hub, with a view to helping schools raise standards		
	Progress within this target area has been highly effective and successful. The initial development of `Western Hub Working` has matured greatly as a model across a range of key activities and provision areas in support of regional working. Collaboration between the Carmarthenshire and Pembrokeshire School Improvement Teams has strengthened with both Teams contributing to each others provision and performance in valuable ways e.g. sharing of Challenge Adviser expertise to support specific needs, sharing of good practice via school-to-school and officer activities, strengthening regional working and practice through both Hub Strategic and		

Comment	Training Meetings etc. Our involvement within ERW to support standards and learning opportunities for all Carmarthenshire learners has moved at a pace. Numerous officers are linked directly to key aspects of its work. Such activity has provided us with the opportunity to ensure an influence and positive outcome on ERW`s work across the LA. The scene is now set to take this model on further as we face new challenges within a range of areas e.g. curriculum change, focus on specific groups of learners etc.		
Service Head: Gareth Morgans		**Performance status:** On target	
Action	11641	**Target date**	31/03/2016
Action promised	Ensure that fewer schools are placed in ESTYN Local Authority Monitoring, Monitoring by ESTYN and statutory categories by ensuring early identification and intervention from school improvement professionals		
Comment	Progress against this target has fluctuated throughout the year with the percentage of schools within each Estyn Follow-up Category as follows (based on the 20 schools inspected): Local Authority Monitoring: 1% improvement (16% to 15%) Estyn Monitoring - 7% improvement (47% to 40%) Schools in need of Significant Improvement - 10% (2 schools)of our schools were placed in this category but have now been successfully removed. It is most pleasing to record that the percentage of schools recognised as `Sector Leading` has increased from 5% to 15% in comparision with the 2013-14 Academic Year.		
Service Head: Gareth Morgans		**Performance status:** On target	
Action	11661	**Target date**	31/03/2016
Action promised	We will increase the number of Primary and Secondary schools in green and yellow support National School Categorisation System categories. (2014/15 had 69 Primary schools and 9 Secondary schools in the green and yellow support categories)		
Comment	Overall, the proportion of schools placed in a Green or Yellow category across Carmarthenshire is 8% higher as compared to 2014-2015. At 77%, well over three quarters of our schools are now in a Green or Yellow category. The proportion of Green schools in Carmarthenshire has increased by 2% as compared to 2014-2015. The greatest improvement in 2015-2016 has been in the number of schools moving from Amber to Yellow. There are 77 green/yellow primary schools and 10 green/yellow secondary schools.		
Service Head: Gareth Morgans		**Performance status:** On target	
Action	11667	**Target date**	31/03/2016 (original target

			31/12/2015)
Action promised	Consider the response to the consultation document and implement the second phase of the Early Years Review by undertaking more detailed work on the preferred option to include: Financial, staffing and learning environment implications; Provision of wrap around care; Demographic projections for the child population; Linkage with other initiatives		
Comment	Having reviewed evidence earlier in the year and considered the current financial position it was inevitable that the preferred model of delivery i.e. an early years provision in every school is not possible. In addition implementing this approach would endanger current provision and have an adverse impact on 2-3 year old provision and childcare. It was therefore agreed to develop a `position statement` to be shared with all stakeholders outlining Carmarthenshire`s policy. We will consider school early years provision on an individual basis when we are remodelling or providing the school with a new building. The Position Statement has been agreed and will be shared with schools.		
Service Head: Gareth Morgans		**Performance status:** On target	
Action	11668	**Target date**	31/03/2016
Action promised	Contribute to the process of developing the admissions system within the new Teacher Centre Management Information System and to review operational processes and procedures to improve effectiveness and reduce costs		
Comment	Carmarthenshire are working closely with Ceredigion to further develop and enhance the Admissions system on Teacher Centre. Carmarthenshire aims to adopt this system during 16/17.		
Service Head: Gareth Morgans		**Performance status:** On target	
Action	11669	**Target date**	31/03/2016
Action promised	Identify and resolve the conflicts in the online catchment area maps within the admissions system		
Comment	No further progress at this point in time. Other actions within the section have taken priority and resources.		
Remedial Action	This will form a new Action to be progressed during 2016/17.		
Service Head: Gareth Morgans		**Performance status:** Off target	
Action	11670	**Target date**	31/10/2015
Action			

promised	Raise standards as measured by teacher assessments at the end of the Foundation Phase, Key Stage 2 and Key Stage 3		
Comment	All Key Stages have successfully achieved their targets which has resulted in a raise in standards across all end of Key Stage Indicators (FPOI / CSI KS 2 and 3)		
Service Head: Gareth Morgans		**Performance status:** On target	
Action	11678	**Target date**	31/10/2015
Action promised	Improve GCSE outcomes particularly the Level 2 Threshold (including English or Welsh & Maths)		
Comment	The 2015 L2i result witnessed a most pleasing increase to 60.9%. This is the first time the LA has broken the 60% barrier. Further analyses are currently inhand to ensure further improvement in 2016.		
Service Head: Gareth Morgans		**Performance status:** On target	
Action	11679	**Target date**	31/03/2016
Action promised	Improve the quality of learning and teaching in schools with a focus on improving standards in numeracy and literacy		
Comment	Progress against this target has evolved successfully throughout the year. Its implementation has been ongoing via school ERW Core Visits 1 and 2 (ERW Challenge Advisers), discussion/presentations at Headteacher meetings and Seminars, examples of sharing `Good Practice` and increasing elements of `school-to-school` collaboration and intervention. Specific numeracy and literacy provision has been effectively provided by our team of Associate Challenge Advisers. This activity and its bespoke element of support has impacted beneficially on our provision and leadership of these key areas within our schools. Teacher assessment for reading and numeracy Results for Academic Year 2014/15 across Key Stages demonstrated the highest level of outcomes to date which undoubtedly reflects improvement in the quality of teaching and learning across our schools. Key Stage outcomes and indicators for 2015-16 will provide us with a further measure of the impact of this crucial area of our work.		
Service Head: Gareth Morgans		**Performance status:** On target	
Action	11732	**Target date**	31/03/2016
Action promised	We will work enthusiastically to begin to transpose the recommendations of the Donaldson review of the national curriculum into a new, vibrant and engaging local curriculum that inspires our children and young people to gain maximum benefit from their education, ensuring that all school leavers are both well qualified and well educated		

Comment	The strategic document has journeyed successfully through the corporate process, so it is fair to say that the initial planning/visioning stages are 100% complete. That said, recommendations in the strategic report will develop over the next few years, leading up to 2021 and beyond. Implementation has now started in earnest. The reference group has met and a number of initiatives relating to the strategy have been instigated. As regards the local curriculum, the idea is now being disseminated to a number of audiences. Parallel and complementary work with the 11-19 review will be dovetailed into the endeavours of a Task and Finish group, to specifically look at working up the local curriculum. We aim to report to DMT, initially in the early Autumn, with a view to producing a Carmarthenshire Curriculum Declaration. This will be shared widely within the LA and CCC.

Service Head: Aeron Rees		**Performance status:** On target	
Action	11733	**Target date**	31/03/2016
Action promised	We will aim commence work to construct new premises for Ysgol Trimsaran, a project with a value of £6.8 million subject to business case approval by Welsh Government.		
Comment	Full Business Case approved 29/01/16. Construction works are programmed to start on site in May 2016.		
Service Head: Gareth Morgans		**Performance status:** On target	
Action	11745	**Target date**	31/03/2016
Action promised	We shall complete the provision of a vocational construction skills block at Bryngwyn School		
Comment	Construction works programme is progressing well and the completion date remains as August 2016. Further discussions will shortly take place regarding the Phased move of equipment from the TAD site in Furnace, Handover and full occupation to minimise the disruption to pupils and staff.		
Service Head: Gareth Morgans		**Performance status:** On target	

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Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

ACTIONS - Theme: D. People in Carmarthenshire fulfil their learning potential Sub-theme: D2 Improving skills and training to increase employment opportunities for all			
Action	11686	**Target date**	31/03/2016 (original target 31/12/2015)
Action promised	Develop a shared management structure for the Youth Offending & Prevention Service (YOPS) & the Youth Service		
Comment	The Principal Youth Support Services Manager has been in post since 1st January 2016. The new service brings together the Youth Service and the Youth Offending and Prevention Service under a single principle manager. The management team, of fourth tier managers, has been identified at the end of January. From 1st February 2016 they have been directly reporting to the Principal YSS Manager.		
Service Head: Aeron Rees		**Performance status:** On target	
Action	11687	**Target date**	31/03/2016
Action promised	We will improve the Home Tuition service by:- ensuring requests for tuition for children who are too sick to attend school are agreed by Inclusion Panel; ensuring that all recommendations are made on evidence received from a medical consultant; improving delivery of tuition in the home through the use of school led e-learning		
Comment	Home Tuition Guidance completed and circulated to Headteachers and all requests agreed at Inclusion Panel evidenced by medical reports or information on hard to place pupils		
Service Head: Gareth Morgans		**Performance status:** On target	
Action	11688	**Target date**	31/03/2016

Action promised	We will develop a partnership approach with key stakeholders, including Coleg Sir Gar, Careers Wales and Hywel Dda Health Board to implement the `Unlocking the Potential` report
Comment	We have continued to build upon our relationships between Coleg Sir Gar, Education, Children and Adult Social Care Services this year. We have regular meetings to try and address many of the practical issues presented within the Unlocking the Potential report. We try to develop creative solutions which prevent the need for young people to be educated outside of Carmarthenshire. Consequently we have low numbers of disabled young people in residential colleges. The continued success of this approach is vital as we aim to ensure that disabled young people are afforded the same opportunities as any young person and are able to maximise their independence.

Service Head: Stefan Smith	**Performance status:** On target

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Corporate scrutiny - at End of Year 2015/16

Theme: D. People in Carmarthenshire fulfil their learning potential
Sub-theme: D3 Supporting parents & families to develop their children's learning

Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
Percentage of authorised absence in Secondary schools. 4.1.2.2	Not applicable		End Of Year: **5.6**	--	--	--	Target: **5.3** Result: **5.1** Calculation: **(154402÷3020005) × 100**
Comment	This PI is on Target and the result has improved compared to the previous year, 5.1% compared to 5.6%. This is due to an improved focus on attendance; the Education through Regional Working (ERW) decision to no longer authorise pupil holidays during term and the introduction of penalty fines for lateness and term time holidays.						
Remedial Action	The Welsh average is 4.9% therefore focus will be kept on improving attendance, especially for vulnerable groups.						

Service Head: Gareth Morgans			**Performance status:** On target			
Measure Description	**2014/15 Comparative Data**			**2015/16 Target and Results**		
	Best Quartile	**Welsh Median**	**Our Actual**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**End of Year**
The percentage of authorised absence in Primary schools for the Academic Year. 4.1.2.3	Not applicable		End Of Year: **4.3**	--	--	--	Target: **4.1** Result: **4.0** Calculation: **(176262÷4431257) × 100**
Comment	This PI is on Target and the result has improved compared to the previous year, 4.0% compared to 4.3%. This is due to an improved focus on attendance; the Education through Regional Working (ERU) decision to no longer authorise pupil holidays during term and the introduction of penalty fines for lateness and term time holidays.						
Remedial Action	The Welsh average for 2014/15 Academic year is 4.1% and focus will be kept on improving attendance, especially for vulnerable groups.						

Service Head: Gareth Morgans			**Performance status:** On target			
Measure Description	**2014/15 Comparative Data**			**2015/16 Target and Results**		
	Best Quartile	**Welsh Median**	**Our Actual**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**End of Year**
Percentage of pupil attendance in Primary Schools EDU/016a	95.0	94.8	End Of Year: **95.0**	--	--	--	Target: **95.2** Result: **95.2**

							Calculation: **(4217047÷4431257) × 100**
Comment	This measure is on target and the result has improved compared to the previous year, 95.2% compared to 95.0%. Our Welsh comparative ranking has improved to 5th from 6th and is a significant improvement from 15th two years ago. The Education Welfare Service has improved engagement from parents. Head teachers are now supported with more accurate and regular data monitoring and sharing. All of which has contributed to improving attendance.						
Remedial Action	Continued improvements wil be sought through increased support and challenge of schools.						

Service Head: Gareth Morgans	**Performance status:** On target

Measure Description	**2014/15 Comparative Data**			**2015/16 Target and Results**			
	Best Quartile	**Welsh Median**	**Our Actual**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**End of Year**
Percentage of pupil attendance in Secondary Schools EDU/016b	93.9	93.6	End Of Year: **93.9**	--	--	--	Target: **94.2** Result: **94.2** Calculation: **(2843350÷3020005) × 100**
Comment	This PI is on target and the result has improved compared to the previous year, 94.2% compared to 93.9%. Our provisional comparative ranking is 9th which is down one place from last year after rising from 20th in 2013/14. Our expected ranking, based on the % of Eligible Free School Meal pupils per LA is 10th, something we have exceeded with this result. Restructuring of the Education Welfare Service has improved engagement from Headteachers coupled with more accurate and regular data monitoring and sharing which assisted in improving attendance.						
Remedial Action	Continued improvements are expected, through increased support and challenge of schools.						

Service Head: Gareth Morgans	**Performance status:** On target

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ACTIONS - Theme: D. People in Carmarthenshire fulfil their learning potential Sub-theme: D3 Supporting parents & families to develop their children's learning			
Action	11693	**Target date**	31/03/2016
Action promised	We will continue to develop our work through the education welfare service to support families and learners to improve school attendance, as good school attendance is critical to improving the chances of educational success.		
Comment	School attendance across Primary and Secondary schools has significantly improved. Attendance at our primary schools having increased to 95.2% which is above the Wales average of 94.9% (our comparative ranking compared to the rest of Wales has seen a significant improvement to 5thfrom 15th 2 years ago). Attendance at our secondary schools has risen to 94.2% (up from 93.9% last year, and above the Wales average of 93.8% (our comparative ranking of 9th has risen, again a significant improvement from 20th during 2012/13). Authorised absence has improved and unauthorised absence rate is still one of the best in Wales. The work and support provided by the EWS has been central to this success, and their working in partnership with pupils and their families, supporting families and addressing school attendance issues. The EWS takes a Family Engagement model of intervention. It works intensively with the family to overcome their difficulties in order to engage more fully in the parenting and education of their children, working in partnership with schools, community support and other professionals.		
Service Head: Gareth Morgans		**Performance status:** On target	

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Corporate scrutiny - at End of Year 2015/16

Theme: D. People in Carmarthenshire fulfil their learning potential
Sub-theme: D4 Developing an Inclusive Society

Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
Percentage of All pupils (including those in local authority care) in any local authority maintained school, aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification EDU/002i	0.1	0.1	End Of Year: **0.0**	--	--	--	Target: **0.0** Result: **0.0** Calculation: **(0÷1972) × 100**
Comment	This PI is on target and has reamined constant compared to the previous year.						
Remedial Action	The aim is to always ensure that pupils leave full time education with appropriate qualifications. This is achieved by targeting those pupils at risk for the next three years cohorts.						
Service Head: Gareth Morgans			**Performance status:** On target				

Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year

The percentage of Pupils in local authority care, in any local authority maintained school, aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification. EDU/002ii	0.0	0.0	End Of Year: **0.0**	--	--	--	Target: **0.0** Result: **0.0** Calculation: **(0÷39) × 100**
Comment	An excellent result with all leavers once again having acheived an approved external qualification. Corporate Parenting Team support and the role of the LAC Education Co-ordinator continues to support schools in ensuring children leave with an approved qualification.						
Remedial Action	None required at this time. We will continue to work to ensure that all pupils, including LAC, achieve a recognised qualification before leaving education.						

Service Head: Stefan Smith	**Performance status:** On target

Measure Description	**2014/15 Comparative Data**			**2015/16 Target and Results**			
	Best Quartile	**Welsh Median**	**Our Actual**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**End of Year**
Average number of school days that permanently excluded pupils did not receive an offer of full time appropriate education provision during the academic year EDU/009a	Not applicable		End Of Year: **0.0**	--	--	--	Target: **0.0** Result: **0.0** Calculation: **0÷1**
Comment	This PI is on target and has remained constant when compared to the previous Academic year. There were no permanent exclusions from a Secondary school maintained by the local Authority in Academic Year 2014/15 and therefore no offer necessary.						
Remedial Action	Continue to ensure that permanently excluded pupils are offered full time appropriate education provision within 16 school days after the Head Teachers decision to exclude.						

Service Head: Gareth Morgans			**Performance status:** On target				
Measure Description	**2014/15 Comparative Data**			**2015/16 Target and Results**			
	Best Quartile	**Welsh Median**	**Our Actual**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**End of Year**
Percentage of final statements of special educational need issued within 26 weeks: a) including exceptions EDU/015a	96.4	82.4	End Of Year: **22.9**	Target: **25.0** Result: **23.1**	Target: **25.0** Result: **19.0**	Target: **25.0** Result: **35.1**	Target: **25.0** Result: **34.8** Calculation: **(16÷46) × 100**
Comment	This PI is on target and has improved compared to the same period last year. The Qtr 3 and 4 results are a significant improvement on previous Qtrs. Despite the expected reduction in the number of Statements, results again reflect the difficulties experienced by Health. The Hywel Dda Health Board have continuing problems with recruiting and are running clinics ad hoc when they can employ a locum. This is leading to continued delays in receiving medical assessments. Two assessments were delayed by the Educational and Child Psychologist and one by the Sensory Impairment Service due to staff absence.						
Remedial Action	We have addressed concerns with senior managers in the Local Health Board. We continue to 1) Track assessments to pre-empt delays where possible 2) Continue to request info on why reports are late from external agencies; 3) Inform parents when the assessment is being delayed by the LHB; Send reminders of the Authority's statutory obligation to external agencies; 4) Ask the LHB to alert us when a child does not attend a medical so that we can offer to assist parents to make arrangements to take the child to appointments to avoid a 'Did Not Attend'.						

Service Head: Gareth Morgans			**Performance status:** On target				
Measure Description	**2014/15 Comparative Data**			**2015/16 Target and Results**			
	Best Quartile	**Welsh Median**	**Our Actual**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**End of Year**
Percentage of final statements of special	100.0	100.0	End Of Year:	Target:	Target:	Target:	Target:

education need issued within 26 weeks: b) excluding exceptions EDU/015b			**75.0**	**90.0** Result: **100.0**	**90.0** Result: **57.1**	**90.0** Result: **76.5**	**90.0** Result: **80.0** Calculation: **(16÷20) × 100**
Comment	This PI is off Target but has improved compared to the previous year. There has been a number of delay's receiving information from professionals from within the department. Two assessments were delayed by the Educational and Child Psychologist and one by the Sensory Impairment Service due to staff absence.						
Remedial Action	Chief Education Officer to send a reminder to all Inclusion staff of the need to comply to statutory timescales.						

Service Head: Gareth Morgans	**Performance status:** Off target	

Measure Description	**2014/15 Comparative Data**			**2015/16 Target and Results**			
	Best Quartile	**Welsh Median**	**Our Actual**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**End of Year**
The percentage attendance of looked after pupils in primary schools SCC/022a	Not applicable		End Of Year: **96.6**	--	--	--	Target: **96.0** Result: **96.2** Calculation: **(23818÷24747) × 100**

Service Head: Stefan Smith	**Performance status:** On target

Measure Description	**2014/15 Comparative Data**			**2015/16 Target and Results**			
	Best Quartile	**Welsh Median**	**Our Actual**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**End of Year**
The percentage attendance of looked	Not applicable		End Of Year:	--	--	--	Target:

after pupils in secondary schools SCC/022b		**94.2**				**94.5** Result: **95.1** Calculation: **(26668÷28034) × 100**

Service Head: Stefan Smith	**Performance status:** On target

Measure Description	**2014/15 Comparative Data**			**2015/16 Target and Results**			
	Best Quartile	**Welsh Median**	**Our Actual**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**End of Year**
Percentage of children looked after during the year with a Personal Education Plan within 20 school days of entering care or joining a new school in the year SCC/024	Not applicable		End Of Year: **85.7**	--	--	--	Target: **87.8** Result: **77.8** Calculation: **(35÷45) × 100**
Comment	There is a slight decline in performance for 2015/16 but continues to be a good result compared to how low it was only a few years ago (i.e. 43.5 in 2011/12). There were 10 pupils who didn't receive their PEP within timescales (compared with 7 last year). The numbers in this cohort are so small that any fluctuation can have a significant effect on the end result. Some of the reasons the PEP was late had been due to the department waiting for information from schools.						
Remedial Action	Social Workers to ensure Looked After children (LAC) movement forms are completed as required. Businesses support will ensure notifications are sent in a timely manner, and electronic records are timely updated.						

Service Head: Stefan Smith	**Performance status:** Off target	◙

Measure Description	**2014/15 Comparative Data**			**2015/16 Target and Results**			

	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
The average external qualifications point score for 16 year old looked after children, in any local authority maintained learning setting SCC/037	317	291	End Of Year: **315**	--	--	--	Target: **318** Result: **334** Calculation: **5683.4÷17**
Service Head: Stefan Smith			**Performance status:** On target				

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Corporate scrutiny - at End of Year 2015/16

ACTIONS - Theme: D. People in Carmarthenshire fulfil their learning potential **Sub-theme: D4 Developing an Inclusive Society**			
Action	11694	**Target date**	31/03/2016
Action promised	We will finalise and promote the Participation Strategy and Action Plan		
Comment	Strategy adopted by County Council along with a Children`s Rights Promise. A `Super Survey` of young people aged 11-25 is underway, and a successful Youth Conference was held in November 2015.		
Service Head: David Astins		**Performance status:** On target	
Action	11695	**Target date**	31/03/2016
Action promised	We shall support schools in further building capacity to administer, analyse and implement early identification, intervention and approaches for additional learning needs		
Comment	Training, SENCO Fora and school visits by Inclusion Officers all focus on supporting schools to raise capacity to meet the needs of all their learners. Delegation of funding to schools has enabled schools to be more innovative in how they deploy staff and resources to support learners. Analysis of outcomes of learners with SEN (internal and ERW reports) show that Carmarthenshire learners progress well.		
Service Head: Gareth Morgans		**Performance status:** On target	
Action	11696	**Target date**	31/03/2016

Action promised	We shall develop the monitoring of ALN pupils and to work with the School Improvement Team and schools to target specific groups and individual learners in order to raise standards and attainment		
Comment	Joint working with ERW through the ALN Reform group has resulted in the production of an ALN Self-Evaluation Document which has been adopted across ERW and can be used to work with the SI Team and the LA`s schools to raise standards and attainment.		
Service Head: Gareth Morgans		**Performance status:** On target	
Action	11697	**Target date**	31/03/2016
Action promised	We shall give Person Centred Planning (PCP) a clear priority and support schools to embed PCP approaches into whole school practice		
Comment	A successful Person Centred Conference was held on the 11th of March for Council officers, Headteachers and partners from Children`s Services and Health. This was funded by a grant from Welsh Government. Our team of advisory teachers and Education and Child Psychologists are modelling and coaching PCP approaches in schools- this is partly funded by the Education Improvement Grant contribution. School SEN/ALN Coordinators have been trained in PCP approaches and are beginning to work in this way.		
Service Head: Gareth Morgans		**Performance status:** On target	
Action	11698	**Target date**	31/03/2016
Action promised	We shall develop a model to replace Real Opportunities aligned to other local developments, including the Families First programme and youth service developments		
Comment	This year we have established and consolidated new services for children and young people with learning difficulties as part of the Families First programme. The Giant Steps project works with disabled Children and Young people who do not require statutory services but would benefit from some positive activities and support on both a one to one and group basis. In addition, we continue to work with our Youth Service who have a responsibility around NEET prevention for all children and young people, including those who are disabled. We have developed proposals as part of the regional Cynnydd programme which will build upon this work in the future.		

Service Head: Stefan Smith		**Performance status:** On target	
Action	11699	**Target date**	31/12/2015 (original target 31/10/2015)
Action promised	We shall improve the performance of pupils in receipt of free school meals		
Comment	The performance of pupils in receipt of eFSM has been successfully improved across nearly all Key Stages. This success reflects the impact of work undertaken by schools and officers focusing directly on higher achievement for this vulnerable group. Effective use of PDG funding encompassing a range of specific strategies and interventions underpins this success.		
Service Head: Gareth Morgans		**Performance status:** On target	

Report B

Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

Theme: D. People in Carmarthenshire fulfil their learning potential **Sub-theme: D5 Increasing the provision of childcare, education and training through the medium of Welsh**							
Measure Description	**2014/15 Comparative Data**			**2015/16 Target and Results**			
	Best Quartile	**Welsh Median**	**Our Actual**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**End of Year**
Percentage of pupils assessed, in schools maintained by the local authority, receiving a Teacher Assessment in Welsh (first language): i) At the end of Key Stage 2 EDU/006i	Not applicable		End Of Year: **50.3**	--	--	--	Target: **51.7** Result: **51.9** Calculation: **(963÷1855) × 100**
Comment	This PI is on target and has improved compared to the previous year. Further support and challenge for Teacher Asssessment has been carried out locally in partnership with national arrangements via the Consortia. The Local Authority continues to support schools in these processes through workshops and leadership seminars.						
Remedial Action	In order to ensure further progress in this indicator, further discussion with these schools will take place before May.						
Service Head: Gareth Morgans			**Performance status:** On target				

Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
Percentage of pupils assessed, in schools maintained by the local authority, receiving a Teacher Assessment in Welsh (first language): ii) At the end of Key Stage 3 EDU/006ii	18.5	10.9	End Of Year: **39.0**	--	--	--	Target: **40.0** Result: **43.2** Calculation: **(847÷1960) × 100**
Comment	This PI is on target and has improved compared to the previous year. Ongoing percentage improvements (4.2 percentage points this year) are most encouraging and result from increased challenge, support and guidance for teacher assessment in all schools.						
Remedial Action	Continue to challenge and support all schools in order to improve performance, utilising national Teacher Assessment processes for 2016 in partnership with Education through Regional Working (ERW) Consortium.						
Service Head: Gareth Morgans			**Performance status:** On target				

Report B

Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

ACTIONS - Theme: D. People in Carmarthenshire fulfil their learning potential Sub-theme: D5 Increasing the provision of childcare, education and training through the medium of Welsh			
Action	11700	**Target date**	31/03/2016
Action promised	We shall implement the recommendations of the Welsh in Education Strategic Plan and the recommendations of the Welsh in Carmarthenshire Report by publishing a Language Charter for schools in Carmarthenshire ensuring that all learners have opportunities to develop their Welsh language skills.		
Comment	Successful Launch of Language Charter 4/12/15		
Service Head: Gareth Morgans		**Performance status:** On target	
Action	11701	**Target date**	31/03/2016
Action promised	To reinforce our commitment to expand Welsh medium and bilingual education, we will commence statutory procedures to change the language category of Ysgol Bro Myrddin from bilingual (2A) to Welsh medium (WM)		
Comment	Statutory notice commenced on April 13th and will finish on the 10th May 2016.		
Service Head: Simon Davies		**Performance status:** On target	
Action	11753	**Target date**	31/03/2016
Action promised	We shall commence the process of publishing statutory proposals to amalgamate the infants and junior schools in Llangennech into a new Welsh medium primary school		
	Consultation period finished on March 18th. Report being prepared for consideration by PEB, Scrutiny Committee and		

Comment	Executive Board.
Service Head: Gareth Morgans	**Performance status:** On target

Report B

Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

Theme: E. People who live, work and visit Carmarthenshire are safe and feel safer
Sub-theme: E5 Safeguarding all people from abuse, victimisation, neglect and exploitation

Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
The percentage of first placements of looked after children during the year that began with a care plan in place SCC/001a	Not applicable		End Of Year: **100.0**	Target: **100.0** Result: **100.0**	Target: **100.0** Result: **100.0**	Target: **100.0** Result: **100.0**	Target: **100.0** Result: **100.0** Calculation: **(128÷128) × 100**
Service Head: Stefan Smith			**Performance status:** On target				

Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
The percentage of children looked after at 31 March who have experienced one or more change of school, during a period or periods of being looked after,	9.3	14.0	End Of Year: **5.4**	Target: **10.0** Result:	Target: **10.0** Result:	Target: **10.0** Result:	Target: **10.0** Result:

which were not due to transitional arrangements, in the 12 months to 31 March SCC/002				**0.6**	**2.5**	**3.2**	**3.9** Calculation: **(6÷155) × 100**

Service Head: Stefan Smith	**Performance status:** On target

Measure Description	**2014/15 Comparative Data**			**2015/16 Target and Results**			
	Best Quartile	**Welsh Median**	**Our Actual**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**End of Year**
The percentage of children looked after on 31 March who have had three or more placements during the year. SCC/004	7.0	8.7	End Of Year: **11.7**	Target: **11.3** Result: **3.0**	Target: **11.3** Result: **6.9**	Target: **11.3** Result: **10.1**	Target: **11.3** Result: **14.9** Calculation: **(32÷215) × 100**
Comment	Provisional result as this measure is post populated by Welsh Government and will be confirmed in due course. We have seen an increase in challenging teenage placements during the year which places an added pressure on placement stability. This, along with a decrease in the number of Looked After Children, has impacted on the end result. Many young people do not wish to be in the care system despite this being in their best interests. Placements subsequently become fragile and break down despite the department's best efforts. On a positive note, some children have returned to live with parent/relative carer						
Remedial Action	An Accommodation Panel has been set up to assist the matching process and resource allocation, in addition to a Resource Panel to ensure appropriate resources are put in place to support placements to avoid placement breakdown. The department are focussed on recruiting foster carers for older children						

Service Head: Stefan Smith	**Performance status:** Off target	▪

Measure Description	**2014/15 Comparative Data**			**2015/16 Target and Results**			
	Best Quartile	**Welsh Median**	**Our Actual**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**End of Year**

Percentage of initial assessments that were completed during the year where there is evidence that: a) The child has been seen by the Social Worker SCC/011a	89.2	81.6	End Of Year: **83.1**	Target: **84.0** Result: **79.7**	Target: **84.0** Result: **83.9**	Target: **84.0** Result: **81.4**	Target: **84.0** Result: **80.7** Calculation: **(1086÷1346) × 100**
Comment	Even though we have not met our target, the department is performing above the All Wales 2014/15 figure of 78%. The department has also seen a decrease in referrals which has impacted on the number of initial assessments being carried out during the year. Assessments are allocated to the appropriate workers by senior staff and allocations are dependent on the nature of the assessment. For the purpose of this PI, non social work staff include social worker assistants, student social workers and health professionals in our multi disciplinary Children's Disability Team. A total of 1185 children were seen by social workers (1086) and non social work staff (99). 161 children were not seen. Reasons for a child not being seen include - sole agency investigations by police, professional abuse meetings, missing persons active to other authorities. Some parents also refuse to give consent						
Remedial Action	Every effort is made to see a child but each case is different with the relevant course of action being taken. Senior staff to ensure that assessments are allocated to appropriate workers but this is also dependent on the resources available at the time and the nature of the assessment						

Service Head: Stefan Smith	**Performance status:** Off target	◙

Measure Description	**2014/15 Comparative Data**			**2015/16 Target and Results**			
	Best Quartile	**Welsh Median**	**Our Actual**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**End of Year**
Percentage of initial assessments that were completed during the year where there is evidence that: b) The child has been seen alone by the Social Worker. SCC/011b	56.1	49.6	End Of Year: **47.3**	Target: **48.3** Result: **50.0**	Target: **48.3** Result: **44.6**	Target: **48.3** Result: **45.0**	Target: **48.3** Result: **46.5** Calculation: **(626÷1346) × 100**

Comment	Even though we have not met our target, the department is performing above the All Wales 2014/15 figure of 44.8% The department has also seen a decrease in referrals which has impacted on the number of initial assessments carried out during the year. This performance indicator relies on the relevance of the initial assessment. Many children are not seen alone due to age whilst others refuse to be seen alone. Not every case will require a child to be seen alone
Remedial Action	Workers to ensure the child is seen alone wherever possible. However, this is dependent on the nature of the assessment

Service Head: Stefan Smith	**Performance status:** Off target	

Measure Description	**2014/15 Comparative Data**			**2015/16 Target and Results**			
	Best Quartile	**Welsh Median**	**Our Actual**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**End of Year**
The percentage of initial child protection conferences during the year which were held within 15 working days of the strategy discussion SCC/014	Not applicable		End Of Year: **99.4**	Target: **99.0** Result: **100.0**	Target: **99.0** Result: **100.0**	Target: **99.0** Result: **100.0**	Target: **99.0** Result: **100.0** Calculation: **(107÷107) × 100**

Service Head: Stefan Smith	**Performance status:** On target	

Measure Description	**2014/15 Comparative Data**			**2015/16 Target and Results**			
	Best Quartile	**Welsh Median**	**Our Actual**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**End of Year**
The percentage of statutory visits to looked after children due in the year that took place in accordance with regulations. SCC/025	92.7	90.0	End Of Year: **98.5**	Target: **98.0** Result: **100.0**	Target: **98.0** Result: **99.3**	Target: **98.0** Result: **98.1**	Target: **98.0** Result: **98.2** Calculation: **(1114÷1134) × 100**

Service Head: Stefan Smith			**Performance status:** On target				
Measure Description	**2014/15 Comparative Data**			**2015/16 Target and Results**			
	Best Quartile	**Welsh Median**	**Our Actual**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**End of Year**
Percentage of young people formerly looked after with whom the authority is in contact at the age of 19. SCC/033d	100.0	92.9	End Of Year: **100.0**	--	--	--	Target: **95.0** Result: **100.0** Calculation: **(19÷19) × 100**

Service Head: Stefan Smith			**Performance status:** On target				
Measure Description	**2014/15 Comparative Data**			**2015/16 Target and Results**			
	Best Quartile	**Welsh Median**	**Our Actual**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**End of Year**
Percentage of young people formerly looked after with whom the authority is in contact, who are known to be in suitable, non-emergency accommodation at the age of 19. SCC/033e	95.1	91.1	End Of Year: **88.2**	--	--	--	Target: **89.5** Result: **94.7** Calculation: **(18÷19) × 100**

Service Head: Stefan Smith			**Performance status:** On target				
Measure Description	**2014/15 Comparative Data**			**2015/16 Target and Results**			
	Best Quartile	**Welsh Median**	**Our Actual**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**End of Year**
Percentage of young people formerly looked after with whom the authority is in contact, who are known to be engaged	67.6	60.6	End Of Year: **64.7**	--	--	--	Target: **73.7**

in education, training or employment at the age of 19. SCC/033f							Result: **73.7** Calculation: **(14÷19) × 100**
Service Head: Stefan Smith			**Performance status:** On target				
Measure Description	**2014/15 Comparative Data**			**2015/16 Target and Results**			
	Best Quartile	**Welsh Median**	**Our Actual**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**End of Year**
The percentage of eligible, relevant and former relevant children that a) Have pathway plans as required SCC/041a	100.0	98.6	End Of Year: **100.0**	Target: **100.0** Result: **100.0**	Target: **100.0** Result: **100.0**	Target: **100.0** Result: **100.0**	Target: **100.0** Result: **100.0** Calculation: **(89÷89) × 100**
Service Head: Stefan Smith			**Performance status:** On target				
Measure Description	**2014/15 Comparative Data**			**2015/16 Target and Results**			
	Best Quartile	**Welsh Median**	**Our Actual**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**End of Year**
The percentage of reviews of looked after children, children on the Child Protection Register and children in need carried out in line with the statutory timetable SCC/045	95.3	93.8	End Of Year: **89.4**	Target: **90.0** Result: **86.9**	Target: **90.0** Result: **88.5**	Target: **90.0** Result: **89.1**	Target: **90.0** Result: **89.4** Calculation: **(1692÷1893) × 100**
	Even though we have not met our target, we are performing above the All Wales 2014/15 figure of 88.9% and remain constant with our 2014/15 result. Completion of Children in Need (CIN) reviews within						

Comment	timescales has again been an issue, showing a decline in performance with staff sickness being a contributory factor, this has impacted on the overall result. Looked After Children and Child Protection reviews have both improved during this year, 96.2% and 99.4% respectively.
Remedial Action	Team Manager to continue to monitor Children in Need reviews, however, sickness of staff has been an issue in some teams. Social Workers to ensure that all Care Assess (electronic record) review forms are entered onto the system as and when required

Service Head: Stefan Smith	**Performance status:** Off target	⊠

Report B

Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

ACTIONS - Theme: E. People who live, work and visit Carmarthenshire are safe and feel safer Sub-theme: E5 Safeguarding all people from abuse, victimisation, neglect and exploitation			
Action	11219	**Target date**	31/03/2016
Action promised	We will continue to develop and review our Multi Agency Safeguarding Children Hub (MASH) pilot in partnership with the Police and other agencies as a means of improving information sharing		
Comment	Our Multi Agency Safeguarding children Hub (MASH) has now been up and running for 2 years (since March 2014) having been set up as a means of improving information sharing and decision-making at the point of referral. At the same time, we restructured our front of house services and now have one single duty team (Central Referral Team) for the county. This is easier for families and other agencies to access, and ensures that we maintain a consistency of response. One duty officer continues to be based within the MASH in Police Headquarters. There has been a reduction in bureaucracy, and information sharing/decision making has greatly improved both in quality and timeliness. All Duty Workers now have access to an education database which provides relevant information to assist in the decision making process. Unfortunately commitment by other agencies to base staff within MASH hasn`t yet materialised and this is now being taken forward by CYSUR on a regional basis. A 3 day Continuous Improvement Workshop was held in October 2015 to look at how processes can be improved between agencies and these actions are being taken forward. Domestic Abuse Conference Calls (DACC) commenced on the 1st July 2015, a Protocol has been agreed and key agencies`dial in` to a conference call 3 days per week whereby all relevant domestic incidents attended by Police will be discussed and information shared immediately and appropriate action plans agreed in a timely manner with the aim of reducing any future risk. The initial review of DACC		

	has proved positive in relation to the sharing of information at an early stage and appropriate actions being taken, however, the additional pressure this puts on workers` time from all agencies is proving to be difficult so this will be kept under review. An evaluation of the pilot will be undertaken in April 2016.

Service Head: Stefan Smith		**Performance status:** On target	
Action	11734	**Target date**	31/03/2016
Action promised	We will improve the quality of Care Plans ensuring a multi-agency assessment, with a focus on outcomes, improved recording of risk assessments, and engagement of children and families.		
Comment	Development sessions have taken place with all childcare, assessment and Independent Reviewing officer (IRO) teams. In these sessions participants focused on developing their skill and confidence in understanding what is an outcome and how to express outcomes in a way that a parent and child could understand. This sounds easy but does demand the confidence to narrow issues down to what is important for and to that particular child rather than trying to eliminate all possible risks. The next stage is another series of developmental sessions where each team will bring plans and will share the task of writing these "live" plans in an outcome focused way.		

Service Head: Stefan Smith		**Performance status:** On target	
Action	11735	**Target date**	31/03/2016
Action promised	We will further develop the regional Adoption service, including the use of technology and electronic devices		
Comment	Mid and West Wales Adoption Service (MWWAS) has adoption panels in Carmarthen and Breckon. The adoption panel sitting in Carmarthen has been paperless using iPads and a "portal" to share all the relevant documents for panel for many months. This has resulted in savings in photocopying and admin time. Once panel members got used to the process it has worked well. There have been occasional IT problems and it is hoped that IT in Carmarthen will take over the support role, which at present is fulfilled by a member of the Legal dept that set up the "portal". There is also a possibility of using a Fostering and Adoption portal run by CCC instead as the Fostering Panel is planning to become paperless too. Grant funding was obtained in March 2016 to purchase iPads for the adoption panel that meets in Brecon. Therefore in the next few		

	months the same paperless approach will be implemented in that panel.

Service Head: Stefan Smith		**Performance status:** On target	
Action	11736	**Target date**	31/03/2016
Action promised	We will monitor and Review the Duty and referral process		
Comment	The Central Referral Team (CRT) has now been in place for over 24 months. There has been positive feedback from the teams and other agencies in that all referrals to the Department now go through one central point and a consistent approach is delivered. Service Managers, Assessment Team Managers and the Duty Manager meet regularly to review the process and highlight any concerns. A group of Managers now meet quarterly to monitor thresholds for intervention to ensure that preventative services are utilised wherever possible and that Section 47 joint investigations are not undertaken unnecessarily. We continue to build links with the preventative services and will signpost these services to families to ensure they get the level of intervention they need thus avoiding unnecessary statutory involvement.		

Service Head: Stefan Smith		**Performance status:** On target	
Action	11737	**Target date**	31/03/2016
Action promised	We will explore options for improving placement stability, through reviewing arrangements for funding, recruitment, training, improved matching and support for foster carers /placements		
Comment	A new placement/accommodation panel was set up in September 2015. It has provided a gate keeping service and reviewing process to ensure all children who are referred as requiring a resource (including requests for accommodating children) have the most appropriate support and care plan, looking at any unmet needs for planning resources. This is seen as a prevention measure to maintain children at home with family and also ensure placement stability is monitored more closely with foster placements to prevent disruption of children in our care. The panel has provided more robust process of matching placements to children's needs and identifying additional support required to achieve better outcomes for children. There has also been a reduction in the looked after children (LAC) population. The department have seen an increase in challenging teenage placements being required and this group have placed pressure on services and placement stability. Extra resources have been put in through placement support and option planning meetings to support placements that are fragile and at risk of breaking down. There will be a new senior social work post within the fostering service to provide extra support to the more challenging teenagers and complex placements which is hoped will help improve placement stability, assist with more appropriate matching and develop skills of foster carers in-house by maintaining them within our own service. The service is focused on recruiting carers for older children which is promoted through robust marketing processes. Extra support and ongoing training continues to be available for foster carers as well as attachment focused work with carers in groups and on an individual basis. This will be supported by the projects being undertaken by the 'confidence in care' training for foster carers and PACE (playfulness, acceptance, curiosity and empathy) model of parenting. Foster carer mentors also provide additional support as well as the out of hours support service to foster		

	carers on a 24 hour basis.

Service Head: Stefan Smith		**Performance status:** On target	
Action	11738	**Target date**	31/03/2016
Action promised	We will review multi-agency oversight of changes/updates to Care Plans as part of Permanency Panel and escalate cases of concern to Head of Service		
Comment	During the year we have continued to monitor care plans through our multi agency permanency panel that meets every 4 months. This has provided a robust process for ensuring standards are maintained care plans are up to date and that permanent planning for young people in our care does not drift. Cases that highlight concern and increasing risk factors around our vulnerable young people are escalated to the head of service through this process.		
Service Head: Stefan Smith		**Performance status:** On target	
Action	11739	**Target date**	31/03/2016
Action promised	We will review our arrangements in respect of our leaving care services		
Comment	The Department has successfully increased capacity to meet the growth in numbers and the requirements of the Social Services and Wellbeing Act within the service through reorganisation and reprioritisation within the existing budget. Consultation has been completed and new guidance to the roles and responsibilities within leaving care have been agreed.		
Service Head: Stefan Smith		**Performance status:** On target	
Action	11740	**Target date**	31/03/2016
Action promised	We will undertake a review of the Out of Hours service		
Comment	The out of hours (standby) review has been completed. It compared different options for delivering the service; comparing costs and staffing. The review proved that the current system is working effectively and therefore at this juncture there are no plans to make any changes to these arrangements.		
Service Head: Stefan Smith		**Performance status:** On target	
Action	11741	**Target date**	31/03/2016

Action promised	We will further reduce the number of young people entering the youth justice system for the first time
Comment	Within Carmarthenshire, First Time Entrants have fallen from 410 (April 2006/7) to 49 (April 2014/ March 2015). There has been a 50.6% decrease in First Time Entrants when comparing July to June 2013/14 against July to June 2014/15. This is in comparison with a 52.0% decrease in Dyfed Powys and a 25.1% decrease across Wales. To further assist in reductions in first time entrants in Carmarthenshire during 2015-16 the following actions were taken: • The Service Manager for the Youth Offending and Prevention Service assuming responsibility for bringing together the managers from the Youth Service and the Youth Offending and Prevention Service from April 2015. This allowed for the development of a more integrated response to working with young people outside the Youth Justice System through the provision of targeted prevention interventions. • Performance data now being analysed about the scale of the contribution to Team around the Family assessments and plans. Leading a development group for advancing arrangements for TAF for 16-25 year olds. • Using “The Bureau” as a mechanism for actively diverting young people out of the youth justice system; • Using the Live Reoffending Tracker to profile current reoffending. This gives us an insight into demographics of young people identified as having re-offended. Information gathered is shared with Case Managers and interventions can be adjusted and formulated in order to address further risk. A full analysis of performance against Youth Justice Board performance indicators for 2015/16 will be available in May 2016.

Service Head: Aeron Rees		**Performance status:** On target	
Action	11742	**Target date**	31/03/2016
Action promised	We will reduce the rate of proven reoffending amongst children and young people		
Comment	We have sought to work towards a reduction in the rate of proven reoffending amongst children and young people by a range of actions including: • The Youth Support Service continuing to use the Live Reoffending Tracker to profile current reoffending. This gives us an insight into demographics of young people identified as having re-offended. Information gathered is shared with Case Managers and interventions can be adjusted and formulated in order to address further risk. • Trained staff within the Youth Justice Service have continued to access clinical supervision via specialist S-CAMHS / TISSHB during 2015-16. This has helped inform intervention planning with children and young people at risk of HSB. The Youth Support Services continue to invest management, supervision and staff resourcing into this complex area of work. • Since January 2016 targeted prevention staff have been able to access advice and support from Education Psychology under Families First funding. • Compliance Panel remains in place should the need arise.		

	• Creative supervision planning continues. Work is being undertaken currently to examine more effective ways of engaging younger children through the use of a Person Cantered Planning approach. • Childview version 2 now implemented. Asset plus implementation took place in March 2016 and is routinely used to assess all children and young people who come to the attention of the prevention workers, Bureau and Youth Justice Team.

Service Head: Aeron Rees		**Performance status:** On target	
Action	11743	**Target date**	31/03/2016
Action promised	We will undertake Reviews of foster carers on an annual basis		
Comment	At the end of the year the percentage of reviews for all categories of short breaks mainstream and family and friends carers completed is as follows: Short Breaks 100% Mainstream Foster carers 90% Family and Friends Carers 93% There are 3 short break carers, 122 mainstream carers and 26 family and friends carers. There has been a big improvement this year and we will continue to improve on these figures for the next year particularly around both mainstream and Family and Friends reviews and there will be more robust monitoring processes by senior management to ensure all reviews are completed in a timely manner and in line with fostering standards and regulations to achieve 100%.		

Service Head: Stefan Smith		**Performance status:** On target	
Action	11744	**Target date**	31/03/2016
Action promised	We shall further develop the role of all councillors as corporate parents to looked after children.		
Comment	The annual report has been submitted to scrutiny and a training programme for councillors has been developed in line with Welsh Government guidance.		

Service Head: Stefan Smith	**Performance status:** On target

Report B

Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

Theme: G. Carmarthenshire has a stronger and more prosperous economy
Sub-theme: G5 Tackling poverty and its impact on the local economy

Measure Description	2014/15 Comparative Data			2015/16 Target and Results			
	Best Quartile	Welsh Median	Our Actual	Quarter 1	Quarter 2	Quarter 3	End of Year
Percentage of pupils aged 15 at the preceding 31 August, in schools maintained by the local authority who are eligible for Free School Meals at the time of PLASC who achieved the Level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics 5.0.3.1	Not applicable		End Of Year: **28.85**	--	--	--	Target: **31.60** Result: **33.69** Calculation: **(94÷279) × 100**
Comment	The result is on target and improved when compared to the previous year. The performance of pupils in receipt of eligible Free School Meals (FSM) has been successfully improved across nearly all Key Stages. This success reflects the impact of work undertaken by schools and officers focusing directly on higher achievement for this vulnerable group. Effective use of PDG funding encompassing a range of specific strategies and interventions underpins this success.						
	Tracking of FSM pupils is now a clear focus for secondary schools and forms a basis for discussion during Autumn core visits when performance is challenged by Challenge Advisors. All schools are expected to						

Remedial Action	monitor the progress of these pupils with the outcome having a significant impact on the categorisation process for schools.						
Service Head: Gareth Morgans			**Performance status:** On target				
Measure Description	**2014/15 Comparative Data**			**2015/16 Target and Results**			
	Best Quartile	**Welsh Median**	**Our Actual**	**Quarter 1**	**Quarter 2**	**Quarter 3**	**End of Year**
The percentage of Year 11 Leavers not in education, employment or training (NEETS) 5.1.0.1	Not applicable		End Of Year: **3.4**	--	--	--	Target: **3.0** Result: **3.5** Calculation: **(69÷1962) × 100**
Comment	The strategic lead for this work is undertaken by the Youth Service, which has been subject to considerable financial and staffing uncertainty over the past year. This uncertainty has affected the capacity of staff to support young people effectively. Other factors contributing to this small rise include an increase in parents withdrawing their children from school in years 10 and 11 to educate them at home and better tracking systems which results in more young people being known to be NEET.						
Remedial Action	Restructuring of the Youth Service has now been completed, with staff identified to support young people in all secondary schools and in Post 16 community outreach settings. It is hope that approval will finally be gained for the Cynnydd project in Q1 2016, bringing an additional £2.2M of ESF funding to support young people at risk of becoming NEET in the period 2016-2018.						
Service Head: Gareth Morgans			**Performance status:** Off target				

Report B

Scrutiny measures & actions full monitoring report

Corporate scrutiny - at End of Year 2015/16

ACTIONS - Theme: G. Carmarthenshire has a stronger and more prosperous economy Sub-theme: G5 Tackling poverty and its impact on the local economy			
Action	11827	**Target date**	31/03/2016
Action promised	We will continue to work to support interventions which address the issue of NEETs (16-25)		
Comment	The actions identified in previous updates have continued to be delivered during the last quarter. However, delays at the Wales European Funding Office (WEFO) have meant that the regional Cynydd ESF bid is still yet to be approved as is now subject to the Welsh Government`s pre election "purdah" period		
Service Head: Aeron Rees		**Performance status:** On target	

Mae’r dudalen hon yn wag yn fwriadol

REPORT C

EDUCATION & CHILDREN'S SERVICES SCRUTINY COMMITTEE

Complaints and Compliments Report
End of Year
April 2015 – March 2016

Report D

Contents:

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3. Summary of findings 3

4. Complaints investigated and responded to within 2015/16 4

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1. Principles

Carmarthenshire County Council's Corporate Complaints Procedure, which was adopted in May 2011, emphasises the following principles:

- To ensure that as many complaints as possible are **resolved at stage 1** local resolution;
- To ensure that investigations follow the **'Investigate Once, Investigate Well'** principle;
- To adopt a stronger emphasis on **learning from complaints** and utilising them where possible to reform service design.

2. Definition

A **definition of a complaint** is:

- an expression of dissatisfaction or concern
- about a public service provider's action or lack of action
- or about the standard of service provided
- which requires a response
- whether about the public service provider itself, a person acting on its behalf, or a public service provider partnership.

<u>The complaints referred to within this report are the ones where the investigation has been completed during the period of this report. This report does not reflect any complaints which are currently open and under investigation.</u>

3. Summary of findings

<u>Compliments:</u>

- The Department for Education & Children received **29** compliments during April 2015 - March 2016 compared to 21 compliments in the same period last year.

<u>Complaints:</u>

- The Department for Education & Children investigated and responded to **23** complaints during April 2015 - March 2016, compared to 36 complaints in the same period last year;
- There has been a decrease in the amount of complaints received for Children's Services, 30 complaints were received last year, decreasing to **15** for the same period this year;
- Education Services have received **5** complaints this year, which has remained constant compared to the same period last year;
- Strategic Development have received **3** complaints this year, increasing from 1 in the same period last year;
- There have been no Cross Division complaints received this year.

Report D

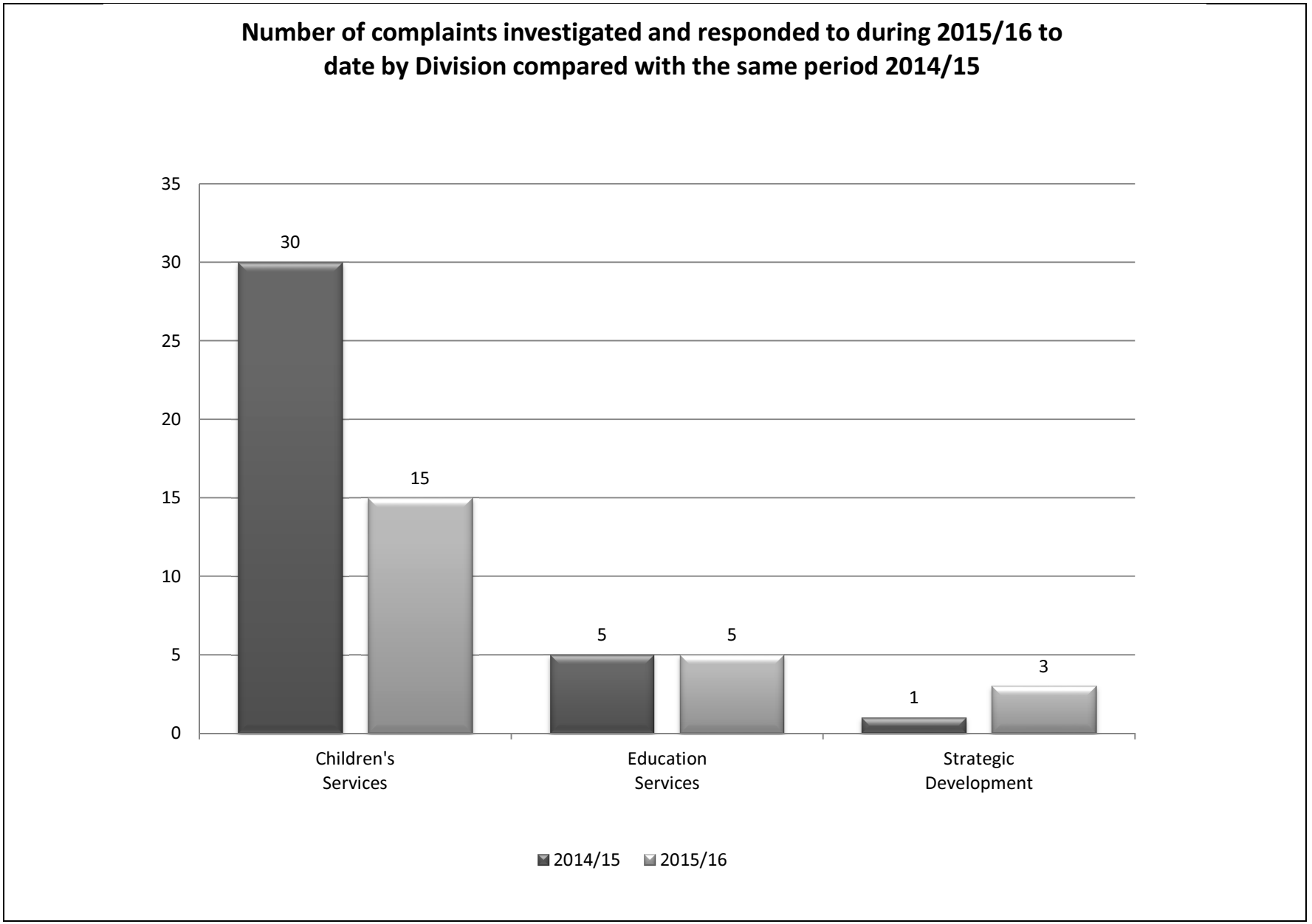
4. Complaints investigated and responded to within April 2015 - March 2016

The Department for Education & Children investigated and responded to **23** complaints during April 2015 - March 2016.

	Stage 1			Stage 2			Stage 3
	No. of Complaints responded to[1]	No. receiving a full response within allocated time period[2]	No. receiving a response after allocated time period[3]	No. of Complaints responded to	No. receiving a response within allocated time period[4]	No. receiving a response after allocated time period	No. Of Social Care Statutory Complaints investigated at Stage 3[5]
CHILDREN'S SERVICES							
Child Protection	2	2		1		1	
Children in Need & Looked After Children	7	4	3				
Children with Disabilities	2		2				
Support Services (Family, Childcare & Play)	1	1					
Other	2	2					
EDUCATION SERVICES							
Additional Learning Needs	1	1					
Adult Community Learning & Basic Skills	1		1				
Governance & Inclusion	2	2					
School Modernisation	1	1					
STRATEGIC DEVLOPMENT							
Business Support	1	1		1	1		
Pupil Admissions	1	1					
TOTAL	**21**	**15**	**6**	**2**	**1**	**1**	

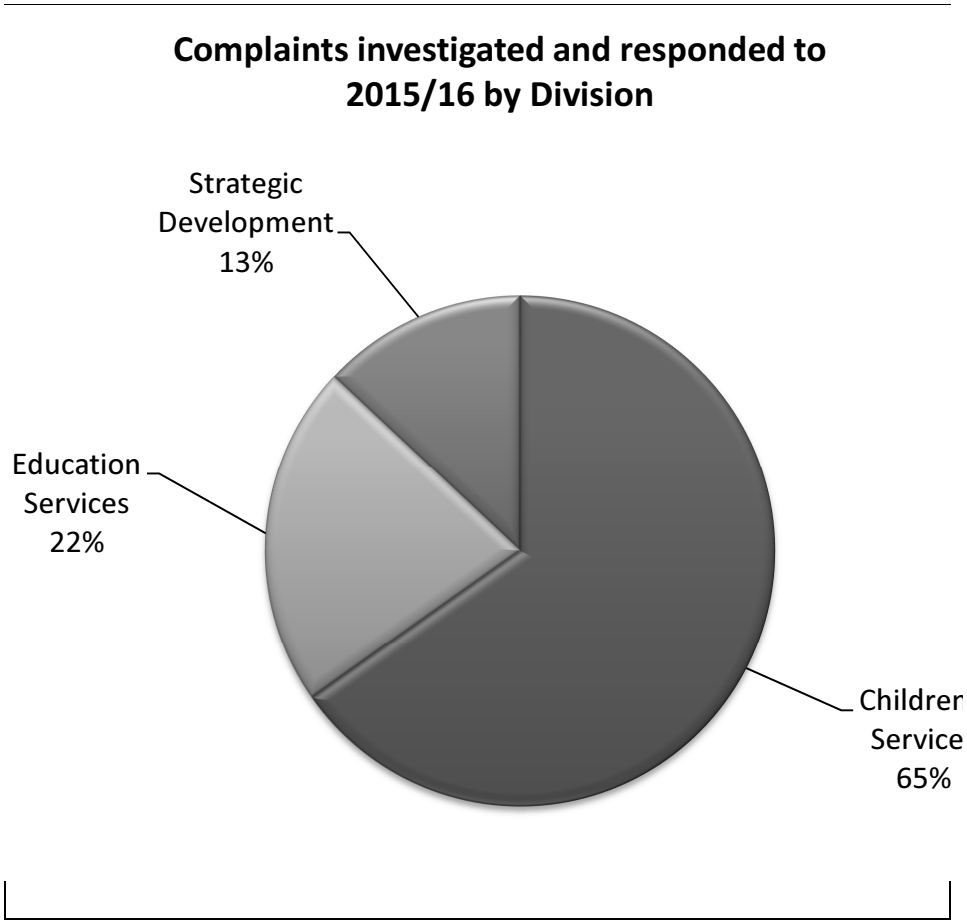
[1] This is the cumulative figure of complaints investigated and responded to this financial year
[2] Any corporate complaint which has been investigated and responded to within 10 working days
[3] Any complaints which have been investigated and responded to outside the allocated time period
[4] Any corporate complaint which has been investigated and responded to within 10 working days
[5] Stage 3 procedure is only relevant to the Statutory Social Services Complaints Procedure, which covers adult social care, children services and mental health and learning disabilities (MHLD)

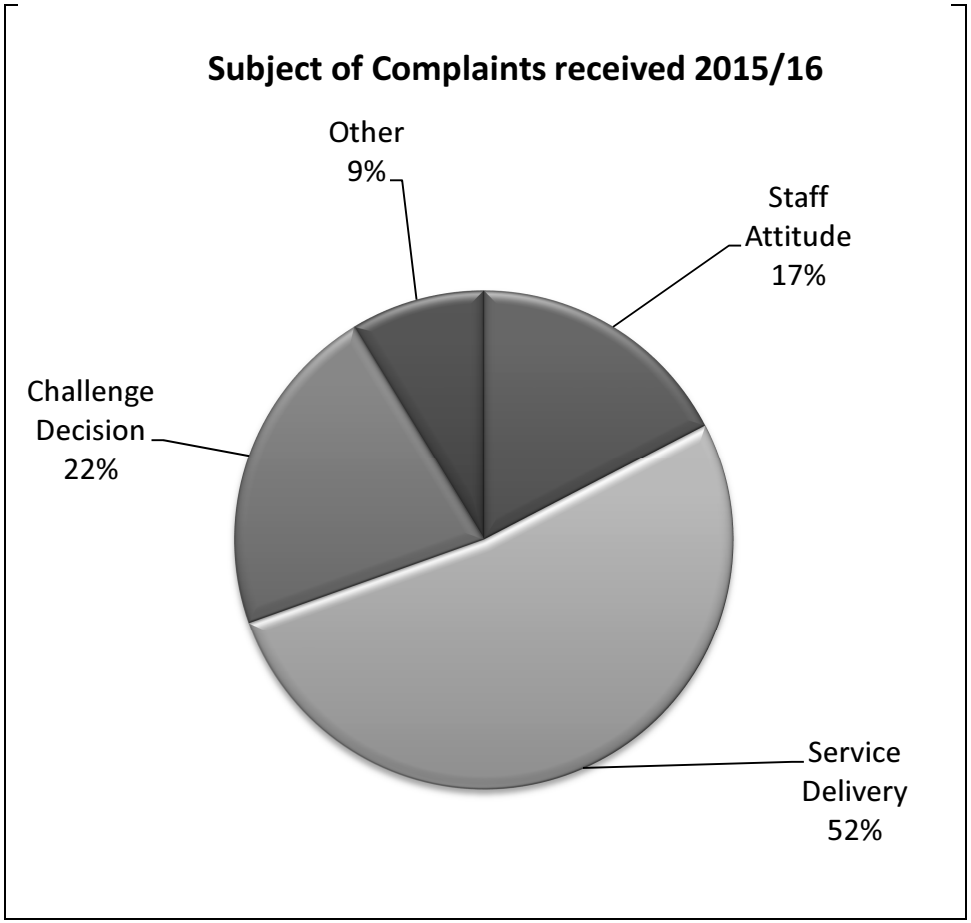
Report D



Cyngor Sir Gâr Carmarthenshire County Council	Year	2015/16	Quarter	End of Year	5 of 12

Report D


Complaints investigated and responded to 2015/16 by Division
Strategic Development 13%
Education Services 22%
Childrer Service 65%


Subject of Complaints received 2015/16
Other 9%
Staff Attitude 17%
Challenge Decision 22%
Service Delivery 52%

Report D

5. Complaints referred to the Ombudsman

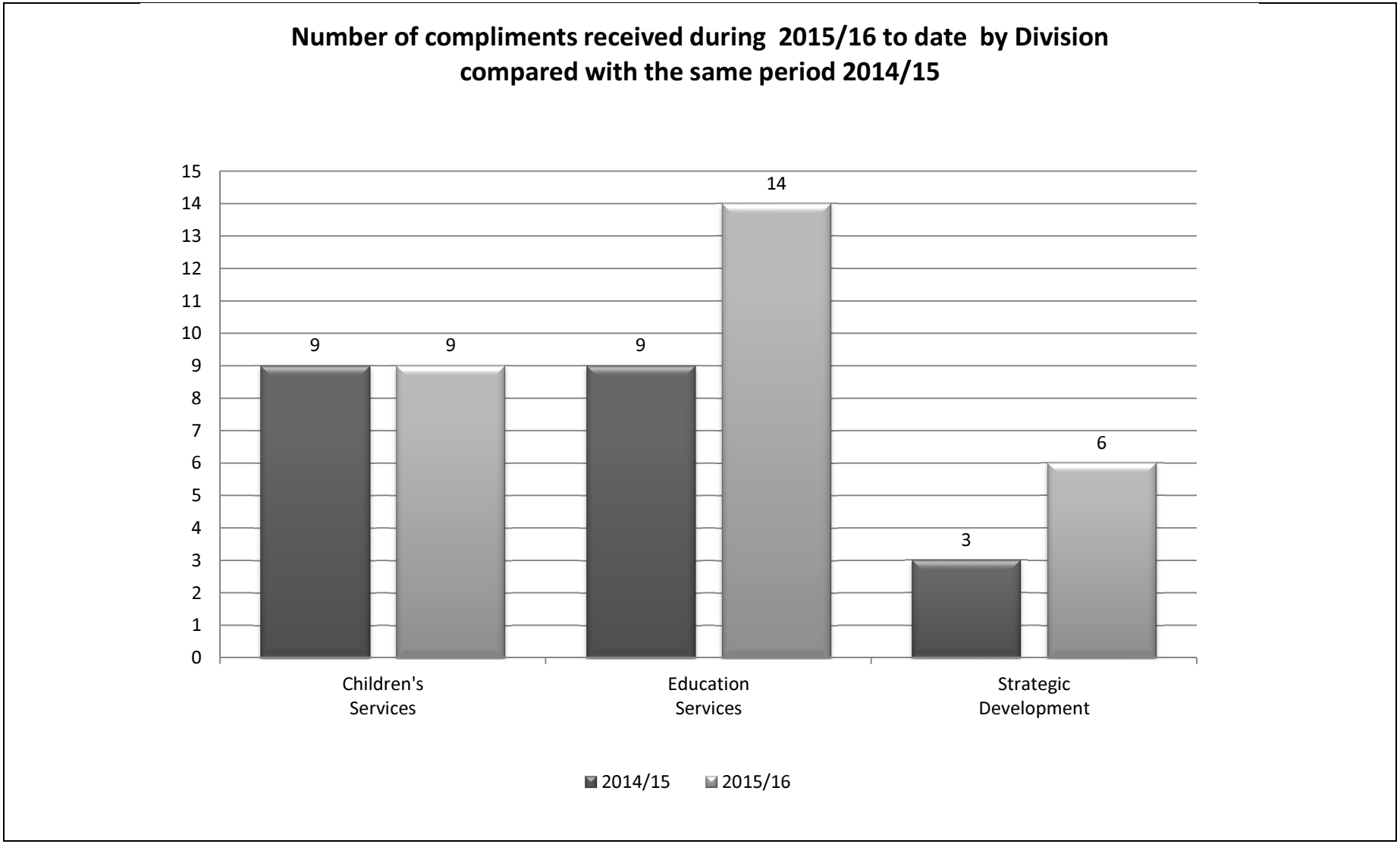
		Ombudsman Conclusion					
	Concluded by Ombudsman 2015-16	**Settled**	**Not Upheld**	**Discontinued**	**Out of jurisdiction**	**Referred back to Authority**	**Upheld**
Education & Children's Services	5	0	0	1	1	3	0

6. Compliments

The Department for Education & Children received **29** compliments during April 2015- March 2016.

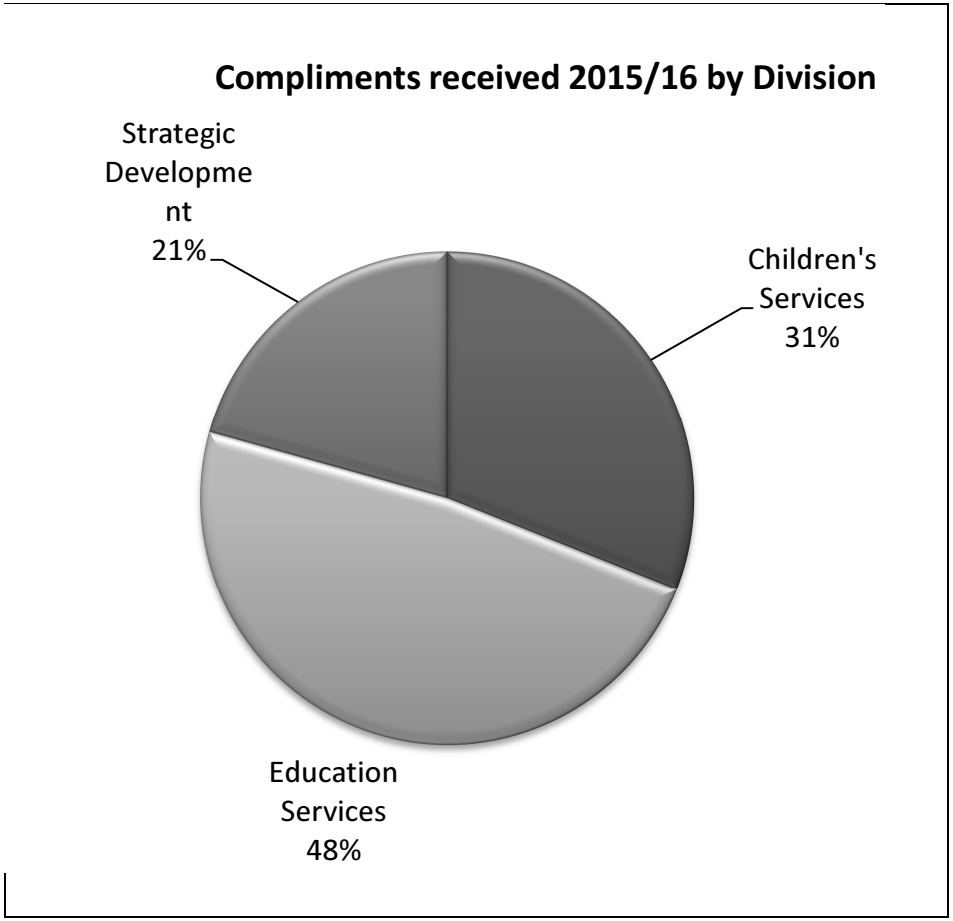
	No of Compliments	
	Service Delivery	Staff Attitude
CHILDREN'S SERVICES		
Adoption	6	
Children in NEED and Looked After Children	2	
Children with Disabilities	1	
EDUCATION SERVICES		
Education Systems	3	
School Improvement	11	
STRATEGIC DEVELOPMENT		
Catering	1	
Information & Improvement	5	
TOTAL	**29**	

Report D



Cyngor Sir Gâr Carmarthenshire County Council	Year	2015/16	Quarter	End of Year	9 of 12

Report D


Compliments received 2015/16 by Division
Strategic Development 21%
Children's Services 31%
Education Services 48%

Subject of Compliments received 2015/16
Service Delivery 100%

Report D

7. Education and Children Services including Statutory Complaints Procedure (Covering Children Services)

	Children Services		Education Services		Strategic Development	
Stage 1 Complaints Investigated	14		5		2	
Upheld	2	14%			1	50%
Partially Upheld	1	7%	1	17%		
Not Upheld	11	79%	4	83%	1	50%
Stage 2 Complaints Investigated	1				1	
Upheld						
Partially Upheld						
Not Upheld	1	100%			1	100%

Analysis of the nature of complaints and the trends

- There has been a decrease in complaints for Education & Children Services in comparison to last year year's 2014/15 total, down from the previous 36 complaints to this year's figure of 23. Of these 15 (65%) were for Children's Services.
- 15 Children's Services complaints have been recorded, half of last year's total of 30.
- There has been a slight decrease in Education complaints, up to this year's total of 5, compared to 6 last year.
- There was an increase in Strategic Development complaints, 3 compared to 1 last year.
- 4 complaints received for Children's Services were in relation to concerns and involvement with individual social workers. One was partially upheld.
- 12 complaints were not upheld. The 2 which were found to be upheld, pinpointed evidence of separate teams lack of support towards families.
- All 5 of the Education Division's complaints were recorded at Stage 1.
- One was partially upheld. It was found that there had been a lack of acknowledgement or response to an enquiry made to the Additional Learning Needs team The remaining 4 Stage 1 complaints were all not upheld.
- Of the Strategic Development complaints 2 were recorded as Stage 1 and 1 was investigated at Stage 2.
- The stage 2 complaint focused on the advice given by the Student Finance team. The case was reviewed and it was found that the team were not aware of the individuals change in circumstances. Therefore the complaint was upheld.
- One Stage 1 complaint was upheld. It was found that a member of staff had been rude during a telephone conversation. An apology was necessary. The remaining complaint was not upheld.

Report D

Compliments	Children Services	Education Services	Strategic Development
Compliments received per division	9	14	6

Analysis of the trends

- There has been an increase in the amount of Compliments recorded this year. Up from last year's total of 21 to this year's 29.

- Compliments for Children Services related to the following areas :

  Adoption Team – 'Thank you for all you have done for us in building our family'

  Children with disabilities – '*You have been my rock in my darkest hour. With your dedication & right intervention she has strived……'*

- Compliments for Education Services related to the following:

  'On behalf of the school, may I offer a massive thank you for the clear leadership which was clearly effective.' Following a school's Estyn report.

  Writing workshops held at Trinity College – *'Thank you very much for allowing our pupils to attend the fantastic workshops.'*

  Welsh Language Classes – *'exam went better than expected, this is entirely due to your intervention and running a good class.'*

- Compliments for Strategic Development related to the following:

  '*Thank you'* to the team who supported the roll out of the new Secondary Management Information System in Schools.

  'Thanks for helping us out with the SIMS retrieval of data this week'

PWYLLGOR CRAFFU ADDYSG A PHLANT
17eg O FEHEFIN 2016

Diweddaraf am Weithrediadau ac Atgyfeiriadau'r Pwyllgor Craffu Addysg a Phlant

Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

- Hoelio sylw ar y cynnydd sy'n cael ei wneud mewn perthynas â'r camau, y ceisiadau neu'r atgyfeiriadau a gofnodwyd yng nghyfarfodydd blaenorol y Pwyllgor.

Rhesymau:

- Er mwyn i'r aelodau gyflawni eu dyletswyddau craffu mewn perthynas â monitro perfformiad.

Angen cyfeirio'r mater at y Bwrdd Gweithredol / Cyngor er mwyn gwneud penderfyniad: NAC OES

Aelod y Bwrdd Gweithredol sy'n gyfrifol am y Portffolio: *DDIM YN BERTHNASOL*

Y Gyfarwyddiaeth: Prif Weithredwr	**Swyddi:**	**Rhifau Ffôn / Cyfeiriadau E-bost:**
Enw Pennaeth y Gwasanaeth: Linda Rees-Jones	Pennaeth Gweinyddiaeth a'r Gyfraith	01267 224010 lrjones@sirgar.gov.uk
Awdur yr adroddiad: Matthew Hughes	Ymgynghorydd Cynorthwyol	01267 224029 mahughes@sirgar.gov.uk

EXECUTIVE SUMMARY

EDUCATION & CHILDREN SCRUTINY COMMITTEE 17th JUNE 2016

Education & Children Scrutiny Committee Actions and Referrals Update

During the course of a municipal year, several requests for additional information are made by the Committee in order to assist it in discharging its scrutiny role.

The attached report provides members of the Committee with an update on the progress made in relation to these requests.

DETAILED REPORT ATTACHED?	**YES**

Cyngor Sir Gâr Carmarthenshire County Council
EICH CYNGOR arleinamdani
www.sirgar.llyw.cymru
YOUR COUNCIL doitonline
www.carmarthenshire.gov.wales

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report.

Signed: Linda Rees-Jones Head of Administration & Law

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
NONE	**NONE**	**NONE**	**NONE**	**NONE**	**NONE**	**NONE**

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed: Linda Rees-Jones Head of Administration & Law

1. Local Member(s) – N/A

2. Community / Town Council – N/A

3. Relevant Partners – N/A

4. Staff Side Representatives and other Organisations – N/A

Section 100D Local Government Act, 1972 – Access to Information
List of Background Papers used in the preparation of this report:

THESE ARE DETAILED BELOW:

Title of Document	**File Ref No. / Locations that the papers are available for public inspection**
E&C Scrutiny Committee Reports and Minutes	**Meetings held up to July 2015:** http://www.carmarthenshire.gov.wales/home/council-democracy/committees-meetings/agendas-minutes-(archive)/ **Meetings from September 2015 onwards:** http://democracy.carmarthenshire.gov.wales/ieListMeetings.aspx?CommitteeId=153

Mae’r dudalen hon yn wag yn fwriadol

Pwyllgor Craffu Addysg a Phlant - Diweddaraf am Weithrediadau ac Atgyfeiriadau
Education and Children Scrutiny Committee - Actions and Referrals Update

Meeting Date	Minuted Action / Referral / Request	Progress Update	Officer	Target / Completion Date	Completed / On-going
21st January 2016	**MEP proposal to change the language category of Ysgol Bro Myrddin from Bilingual (2A) to Welsh-Medium (WM) -** Unanimously resolved that the proposal to change the language category of Ysgol Bro Myrddin from Bilingual (2A) to Welsh-medium (WM) be endorsed and that the Executive Board and County Council be urged to proceed with the publication of the statutory notice.	At its meeting on the 22nd February 2016, the Executive Board unanimously resolved to recommend to County Council that the proposal change the language category of Ysgol Bro Myrddin from Bilingual (2A) to Welsh Medium (WM), be proceeded with and a Statutory Notice be published to implement the proposal. At its meeting on the 10th March 2016, County Council unanimously resolved to adopt the Executive Board's recommendation.	Rob Sully / Simon Davies	10th March 2016	Completed
9th March 2016	**Modernising Education Programme (MEP) proposal to discontinue Llanedi Primary School -** Unanimously resolved that prior to making any recommendations to the Executive Board regarding the future of the school, the Committee considers a further report clarifying the data presented by officers and the claims made by Friends of Llanedi School during their public questions.	At its meeting on the 21st March 2016, the Executive Board unanimously resolved that (i) consideration of initiating formal consultation on the proposal to discontinue Llanedi Primary School be deferred to allow further time for officers to clarify information given to the Education & Children Scrutiny Committee by means of public questions and for officers to review and evaluate such information and (ii), that a period of three months, until the end of June 2016, be allowed for this process to take place and that officers subsequently report further to the Education & Children Scrutiny Committee and Executive Board as soon as practicable thereafter.	Rob Sully / Simon Davies	21st March 2016	Completed
	Unanimously resolved that prior to making any recommendations to the Executive Board regarding the future of the school, the Committee undertakes visits to both Llanedi and Hendy CP Schools.	The Committee visited Llanedi and Hendy CP Schools on the 24th May 2016.	Matthew Hughes	24th May 2016	Completed

Pwyllgor Craffu Addysg a Phlant - Diweddaraf am Weithrediadau ac Atgyfeiriadau
Education and Children Scrutiny Committee - Actions and Referrals Update

	Modernising Education Programme (MEP) proposal to discontinue Bancffosfelen Primary School - Unanimously resolved that prior to making any recommendations to the Executive Board regarding the future of the school, the Committee receives a presentation from Bancffosfelen School's Governing Body on its proposal to establish a community charitable trust and re-categorise Bancffosfelen as a voluntary aided school.	At its meeting on the 21st March 2016, the Executive Board unanimously resolved that (i) consideration of initiating formal consultation on the proposal to discontinue Ysgol Bancffosfelen be deferred to allow further time for the Governing Body of the school to present a full business case to the County Council for the continuation of the school, as proposed in its submission and (ii), a period of three months, until the end of June 2016, be allowed for the business case to be submitted to the Council, following which officers would be required to evaluate the feasibility of the business case and subsequently report further to the Education & Children Scrutiny Committee and Executive Board as soon as practicable thereafter.	Rob Sully / Simon Davies	21st March 2016	Completed
	Unanimously resolved that prior to making any recommendations to the Executive Board regarding the future of the school, the Committee undertakes visits to Bancffosfelen, Pontyberem, Y Fro and Llanddarog schools.	Visits to Bancffosfelen, Pontyberem, Y Fro and Llanddarog schools have been arranged for the 14th June 2016.	Matthew Hughes	14th June 2016	Completed
	Modernising Education Programme (MEP) proposal to discontinue Llanmiloe Primary, Tremoilet Voluntary Controlled and Laugharne Voluntary Controlled Primary Schools and create a new area school - Unanimously resolved that it be recommended to the Executive Board that officers initiate a formal consultation process on the proposal during the Summer Term 2016.	At its meeting on the 21st March 2016, the Executive Board unanimously resolved that consideration of initiating formal consultation on the proposal to discontinue Llanmiloe CP, Tremoilet Voluntary Controlled and Laugharne Voluntary Controlled Primary Schools and to create a new area school be deferred for a period of three months, until the end of June 2016, to allow further information to be gathered and evaluated, and for officers to bring a subsequent report to the Education & Children Scrutiny Committee and Executive Board as soon as practicable thereafter. The Education & Children Scrutiny Committee is also scheduled to visit Tremoilet, Llanmiloe and Laugharne schools on the 24th June 2016.	Rob Sully / Simon Davies	21st March 2016	Completed

	Unanimously resolved that a report be submitted to the Education & Children Scrutiny Committee and the Executive Board at the end of the statutory consultation period.	*As above*			
	Modernising Education Programme (MEP) proposal to change the age range of Betws Primary School from 4-11 to 3-11 - Unanimously resolved that it be recommended to the Executive Board that it approve the publication of a statutory notice to implement the proposal to change the age range of Betws Primary School from 4-11 to 3-11.	At its meeting on the 21st March 2016, the Executive Board unanimously resolved that the observations received following the statutory consultation period be received and that a Statutory Notice to implement the proposal be published.	Rob Sully / Simon Davies	21st March 2016	Completed
	Modernising Education Programme (MEP) proposal to change the age range of Pembrey Primary School from 4-11 to 3-11 - Unanimously resolved that it be recommended to the Executive Board that it approve the publication of a statutory notice to implement the proposal to change the age range of Pembrey Primary School from 4-11 to 3-11.	At its meeting on the 21st March 2016, the Executive Board unanimously resolved that the observations received following the statutory consultation period be received and that a Statutory Notice to implement the proposal be published.	Rob Sully / Simon Davies	21st March 2016	Completed
	Modernising Education Programme (MEP) proposal to change the age range of Pwll Primary School from 4-11 to 3-11 - It be recommended to the Executive Board that it approve the publication of a statutory notice to implement the proposal to change the age range of Pwll Primary School from 4-11 to 3-11.	At its meeting on the 21st March 2016, the Executive Board unanimously resolved that the observations received following the statutory consultation period be received and that a Statutory Notice to implement the proposal be published.	Rob Sully / Simon Davies	21st March 2016	Completed
	Modernising Education Programme (MEP) proposal to change the age range of Bynea Primary School from 4-11 to 3-11 - It be recommended to the Executive Board that it approve the publication of a statutory notice to implement the proposal to change the age range of Bynea Primary School from 4-11 to 3-11.	At its meeting on the 21st March 2016, the Executive Board unanimously resolved that the observations received following the statutory consultation period be received and that a Statutory Notice to implement the proposal be published.	Rob Sully / Simon Davies	21st March 2016	Completed
14th April 2016	**Youth Services Update Report -** Resolved that officers make concerted efforts to strengthen the links between the Authority and the YFC network in the county.	The Committee's suggestion has been noted by officers.	Aeron Rees / Gill Adams	14th April 2016	Completed

Pwyllgor Craffu Addysg a Phlant - Diweddaraf am Weithrediadau ac Atgyfeiriadau
Education and Children Scrutiny Committee - Actions and Referrals Update

23rd May 2016	**Modernising Education Programme (MEP) proposal to discontinue Llangennech Infant School and Llangennech Junior School and establish Llangennech Community Primary School -** Resolved that the proposal to publish a Statutory Notice be endorsed for consideration by the Executive Board.	This proposal and consultation report will be considered by the Executive Board at its meeting on the 20th June 2016.	Rob Sully / Simon Davies	20th June 2016	On-going
	Resolved that the public questions submitted by members of the Dual Stream Committee be included in the report to the Executive Board and that detailed answers be provided to these questions as part of this report.	The questions will be included as part of the report presented to the Executive Board at its meeting on the 20th June 2016.	Rob Sully / Simon Davies	20th June 2016	On-going
	Play Sufficiency Assessment and Action Plan 2016 - Unanimously resolved that the Plan Sufficiency Assessment and accompanying Action Plan be endorsed for consideration by the Executive Board.	The assessment and action plan will be considered by the Executive Board at its meeting on the 20th June 2016.	Stefan Smith / Lisa Grice / Caryl Alban	20th June 2016	On-going
	Modernising Education Programme (MEP) Biennial Review - Unanimously resolved that the updated Modernising Education Programme and capital programme be endorsed for consideration by the Executive Board.	This report will be considered by the Executive Board at its meeting on the 20th June 2016.	Rob Sully / Simon Davies	20th June 2016	On-going