

CYNGOR SIR CEREDIGION COUNTY COUNCIL

Report to: Cabinet

Date of meeting: 20 February 2024

Title: Consultation Report Document in relation to the proposal to amend the Language medium of the Foundation learning and admit 3 year old pupils on a part time basis at St Padarn's Catholic Primary School

Purpose of the report: The purpose is for Cabinet to consider the consultation report and approve the publication of the statutory notice

For: Decision

Cabinet Portfolio and Cabinet Member:
Councillor Wyn Thomas, Cabinet Member for Schools, Lifelong Learning and Skills

Introduction

A formal consultation was undertaken between the 15 September 2023 and the 17 November 2023 on the proposal to amend the language of the Foundation Learning and admit 3 year old pupils on a part time basis.

A total of 11 responses were received during the consultation of which 8 supported the proposal.

Following the publication of the statutory documents, a consultation report is attached which includes:

- A summary of the issues raised by consultees.
- Local Authority response by means of clarification of the concerns raised with supporting reasons.
- Estyn's response to the consultation.
- A response by the Local Authority to the Estyn report.

Appendix A

Consultation report including views by the School Council

Appendix B

Estyn's response to the proposal

Appendix C

Statutory Notice

If the proposal is approved by Cabinet, it must be published by way of a statutory notice.

The statutory notice must be published on a school day and the School Standards and Organisation (Wales) Act 2013 requires that anyone wishing to make an objection to a school organisation proposal has the opportunity to do so. To be considered as statutory objections, objections must be made in writing or by email and sent to the Local Authority before the end of 28 days beginning with the day on which the notice is published.

Appendix D

Responses received during the consultation period.

Wellbeing of Future Generations:

Has an Integrated Impact Assessment been completed? If not, please state why.

Community, Welsh Language and Equality impact Assessments completed as part of the statutory consultation [-statutory-impact-assessment-st-padarn.pdf](https://www.ceredigion.gov.uk/statutory-impact-assessment-st-padarn.pdf) ([ceredigion.gov.uk](https://www.ceredigion.gov.uk))

Summary of Integrated Impact Assessment:

Long term: Ensuring the long term sustainability of education in the community and ensuring a community of vibrant culture and thriving Welsh language. Giving pupils the opportunity to contribute towards the target set by Welsh Government to increase the number of Welsh speakers to a million by 2050.

Collaboration: Discussions with the Governing Body have taken place whilst developing the proposal. The final decision will be made by Cabinet. The consultation involves extensive engagement and involvement with pupils, staff, Governors and the community.

Involvement: The proposal was subject to a formal statutory consultation which included targeted stakeholder engagement.

Prevention: Concerns raised are responded to through continuous and clear engagement with stakeholders and partners throughout the planning and consultation period.

Integration: The Welsh language is central to the operation of Ceredigion County Council and its strategic objectives. Community integration is central to all schools, creating an environment that support culture, heritage and the Welsh language. It is anticipated that the proposal will have no negative impact.

Recommendation(s):

Members are requested to consider the following:

- 1. To note the contents of the consultation report.**
- 2. To approve the publication of the statutory notice.**

Reasons for decision:

To approve the consultation response document and the publication of the statutory notice in line with the requirements of the School Organisation Code – 011/2018

Overview and Scrutiny:

Presented to Learning Communities – Overview and Scrutiny Committee – 30 March 2023

Policy Framework:

The School Organisation Code – Welsh Government Statutory Code – 011/2018
Welsh in Education Strategic Plan – 2022 -2032

Corporate Well-being Objectives:

Providing the Best Start in Life and Enabling Learning at All Ages

Finance and Procurement implications:

0.5 FTE additional nursery teacher funding

Legal Implications:

n/a

Staffing implications:

Additional 0.5 FTE nursery teacher

Property / asset implications:

n/a

Risk(s):

Failure to deliver the outcomes of the WESP 2022-32 if the proposal is not approved.

Statutory Powers:

School Organisation Code – Welsh Government Statutory Code – 011/2018

Background Papers:

n/a

Appendices:

Appendix A – Consultation report including views by the School Council

Appendix B – Estyn’s response to the proposal

Appendix C – Statutory Notice

Appendix D – Responses received during the consultation period

Corporate Lead Officer:

Clive Williams, Corporate Lead Officer: Schools

Reporting Officer:

Clive Williams, Corporate Lead Officer: Schools

Date:

9 January 2024

Appendix A

Consultation report including views expressed by the School Council

Ceredigion County Council Response to Consultation at Ysgol Padarn Sant.

Comments of support

Comment Received	County Council Response
The proposal will increase pupil's bilingual skills thus ensuring greater opportunity in the future.	Comment of support noted
This will increase choice rather than diminish it which will allow pupils to contribute to a multi-lingual Wales.	It is agreed that being fully bilingual increases choice rather than lessens choice.
Immersion is the only way to achieve fluency and it will provide opportunities and skills.	Comment of support noted
This supports local culture and encourages learners to stay in the area.	Keeping young people in the locality is a county priority and aligns with Ceredigion Corporate Strategy 2022-27 and with the Ceredigion Local Well-being Plan 2023-2028.
This supports Welsh Language Goals.	Comment of support noted
Needs appropriate funding to be successful.	Funding in the form of the Welsh Language grant and assistance provided by the Welsh language Support Teachers will be allocated to support the proposal.
Help for parents.	The Welsh language lessons for parents will continue as part of collaboration with Y Ganolfan Dysgu Cymraeg Genedlaethol. Resources will continue to be shared with parents via social media platforms and within the school website.
Use of contemporary and broad teaching methods, e.g Creative and expressive arts.	Comment noted
Council should consider Welsh language learning pathway from pre-school to 6 th form with vocational learning.	Comment noted
Re-word to all nursery / three-year-olds.	Comment noted
I propose a Welsh language stream in Penglais with a late-comers immersion centre.	Suggestion noted
Support for these transitioning schools.	Support will be continuous and constant in line with development plans.
Full support for the plan.	Comment of support noted.
Employability figures from Aberystwyth University show that bilingual students and	Comments and statistics noted.

those students who have studied through the medium of Welsh are more likely to be in graduate positions or studying post graduate subjects within 6 months of graduating. This is in comparison with students who are able to speak Welsh but who have not studied through the medium of Welsh as well as those who are unable to speak Welsh.	
The proposal ensures linguistic equity.	Comment noted
This should be the first step towards moving the rest of the school along the continuum.	Linguistic progression will be a priority as pupils advance through the school.
The case for linguistic and educational support for future pupils is a sound one.	Comment of support noted.
The governors of Ysgol Gatholig Padarn Sant are supportive of the change of the language category for the Foundation learning and the introduction of nursery provision for three-year-olds. The nursery would be a great asset to have for our schools and it would allow our three-year-olds to start being immersed in Welsh at an early age, which would be of great benefit in developing the bilingualism of our pupils.	Comment of support noted

Comments against the proposal.

Comment received	County Council response
<p>Concerns over negative impact on the viability and sustainability of the childcare provision that is in place and serves the families and communities well.</p> <p>Playgroup will no longer be financially viable.</p> <p>Staffing ratios will need to be adjusted upwards should children need to transition between the full daycare but with no indication of who will meet the additional costs for this, our primary concern is that the very existence of the childcare setting is compromised by this proposal</p>	<p>We acknowledge that there are some challenges with the viability and sustainability of the current private childcare provision. We will undertake further feasibility work to identify the most effective options.</p>

<p>Placing wider childcare services under pressure to advantage the school's transition to T2 status could ultimately lead to the removal of any childcare due to an unsustainable business model.</p> <p>Impact on community – highly likely that playgroup will close, impacting directly on the available, affordable childcare provision from the age of 2 for the local community and causing the loss of jobs locally. Without three-year-old the playgroup is not financially viable.</p> <p>How will parents access alternative childcare? Many of our parents do not have transport and will be unable to access alternative childcare due to funding and travel implications.</p> <p>As a charity, St Padarn's is an affordable playgroup for children from 2 years of age, catering for the parents who may not be able to afford other business childcare provisions in the community.</p> <p>St Padarn's playgroup runs an after-school club at the school. This will likely close if the playgroup closes. Detrimental effect on the school.</p>	
<p>St Padarn's bilingual playgroup on the journey to receiving Silver award of the Welsh Promise which is endorsed by the Welsh Language Commissioner as a quality indicator for the use of Welsh throughout childcare services.</p>	<p>Comment has been acknowledged.</p>
<p>Ensuring bilingualism could be achieved in partnership with the bilingual playgroup remaining as the provider of the early education entitlement. Nor is this the only way the school can achieve T2 status.</p> <p>Suggest continuing to allow St Padarn's bilingual playgroup to offer early education entitlement and that with the support of Early Years Wales, the setting could be</p>	<p>Comment acknowledged.</p> <p>Categorisation has been fully endorsed by head teachers and governing body with immersion up to 7 years old being the preferred and most effective option.</p>

<p>developed to a full transition to Welsh services should this be a direction of travel the community and stakeholders in the setting desire. Support from EYW language team would be available and can be mirrored in other parts of the service such as out of school hours childcare. WE have evidence of this approach in partnership with Mudiad Meithrin in other local authority areas; helping settings transition from bilingual to immersive Welsh practice. This will limit pressures on the setting's sustainability, ensured continued availability of wraparound services to support the families with children in both early years, and in the primary school, and can still ensure that the school can achieve T2 status.</p>	
<p>Additional costs of 0.5 FTE teaching posts at a time when increased budgetary pressures on all local authority budgets – this cost does not seem to have been considered in fullness in the proposal.</p>	<p>Cost of 0.5 will be factored into delegated budget in line with all other schools providing nursery education.</p>
<p>Negative impact wraparound care and older childcare services, plus any expansion plans for flying start are all linked to having a sustainable and valued workforce and providers of childcare.</p>	<p>Funding for wrap around care would remain to be funded by the Welsh Government Childcare Offer. The setting could benefit from the extension of the Flying Start childcare offer for 2-year-olds depending on where they live.</p>
<p>Not in line with ECPLC principles but removes one additional transition in the daily experience of the child should all early education be provided within the school in the longer term.</p>	<p>Comment noted.</p>
<p>Limited space within the school grounds and we were under the impression that this would be a new building. The playgroup is not part of the school it is rented by the independent playgroup from a private landlord and would therefore not be appropriate to house the nursery. It appears that the County Council is under the impression that it is part of the school.</p>	<p>The playgroup shares the same site location as the school and it is acknowledged that it is an independent provider and part of the school.</p>
<p>The Statutory Impact assessment states that St Padarn's Playgroup is on the school site – this is factually incorrect as the</p>	<p>See above.</p>

<p>playgroup is adjacent to the school but not part of the building and has a tenancy agreement with a private landlord.</p> <p>Accessibility and function of school building and space.</p>	<p>We acknowledge that there are some challenges with the school building in relation to expanding to provide nursery provision. We will undertake further feasibility work to identify the most effective options.</p>
<p>The governors and I believe it is essential that adequate nursery accommodation is provided, and money allocated to the budget to employ a reasonable staffing level of a 0.5 teacher plus a 0.5 teaching assistant.</p>	<p>The delegated budget would include funding for 0.5 teacher and include WG funding for nursery pupils attending the setting in alignment with all other schools providing nursery education.</p>
<p>Provision of 0.5 part time nursery teacher will not be adequate to educate nursery pupils – with the staffing ratio a teaching assistant will also be required. This additional cost is not identified within the consultation document. This cost should not come from the school budget.</p>	<p>See above. In a mixed aged classroom funding an equivalent of 0.5 teacher post will add capacity and is identified within the proposal as delegated budget.</p>
<p>Staff personal linguistic skills – reception class teacher is fluent but the rest need confidence and support even the possibility of a sabbatical course of one term teaching staff may not be fluent enough to teach through the medium of Welsh.</p> <p>Support Staff not Welsh speaking and minimal Welsh language support offered in the form of underfunded half term lessons, 1 afternoon a week. Funding is never adequate to cover the cost of any Welsh language support offered. The current 2 hour a week for year 1/2 teacher only covers 2 hours HLTA. Sabbatical course with funding offered by Welsh Government does not cover the full cost of an experienced teacher, and definitely not a replacement for ALENCO/Assistant head</p>	<p>All school staff are required by the professional standards to develop their own linguistic skills. Support via the Sabbatical scheme and extra lessons by using available grant funding will continue to be given to ensure practitioners can develop confidence and competency in facilitating Welsh medium provision.</p> <p>See above.</p>

<p>teacher, meaning funding will have to come out of a very tight school budget.</p>	
<p>All resources are English medium so there will be a necessary financial outlay to purchase new resources such as reading schemes.</p>	<p>In line with categorisation, funding has been given through Welsh in Education Grant to buy resources. The Welsh language support team will support practitioners and provide high quality resources as has been successfully piloted and implemented in another setting within the authority.</p>
<p>Standard of education would drop as the majority of our parents would not be able to support their children in the acquisition of basic literacy and numeracy skills through the medium of Welsh</p>	<p>Parents/Guardians should not be concerned if they cannot speak Welsh with their children. They do not need to be able to speak Welsh in order to send their children to Welsh-medium immersion education/schools. Parents/Guardians can help their children speak and use the language. Schools will still be their first point of contact about their children's continuous learning.</p> <p>The school should be able to support or advise Parents/Guardians on the best way to support their children to maintain their Welsh language skills. If Parents/Guardians can encourage their children to use the Welsh language when speaking to friends, siblings or other family members that speak Welsh, that will help them maintain their skills. Parents/Guardians can also help their children by encouraging them to go to Welsh-medium activities and watch Welsh television programmes, listen to Welsh music, download Welsh apps, and older children can use social media such as Facebook and Twitter in the Welsh language. The important thing is that the children have contact with the language as often as possible. There is a range of information leaflets, videos and other resources to help pupils and parents. Y Parents/Guardians can get more information and links to organisations that provide activities for children and young people in the Welsh language on Hwb (Welsh Government) and on Ceredigion Council's website. Also, in Ceredigion there</p>

	<p>is a dedicated and specialist team of staff supporting school leaders, teachers and teaching assistants in their work in delivering first-class resources in both languages.</p>
<p>We are a Catholic School and would expect to always teach RE through the medium of English. Would this be acceptable?</p>	<p>Within the immersion model, the medium of instruction would be mostly Welsh. However, access to English medium assemblies and progression in KS2 would be appropriate through the medium of English.</p>
<p>Staff wellbeing – forcing Welsh learning (maybe there are staff who will be unable to learn and consequently deliver the curriculum in Welsh.) What are the plans for these members of staff – are they going to be made redundant at great cost? Staff would be advised to discuss this with their union.</p>	<p>Comments have been noted. Welsh language development is the responsibility of individuals as outlined in the professional standards. However, the authority is committed through a variety of schemes, to support staff on their bilingual journey.</p>
<p>Parental choice</p> <p>Taking away the options for them to be educated in their chosen language – UN Rights of the Child article 30- Minority Culture, Language and religion “Children have the right to use their own language, culture and religion – even if these are not shared by most people in the country where they live.”</p> <p>The rights of the child states that the children have the right to be educated in their preferred language – what if this is English?</p>	<p>The Human Rights Act 1998 gives direct legal effect in UK law to human rights protected by the European Convention on Human Rights (“ECHR”) The right to education in Article P1-2 does not include the right to be educated in a language of one’s choosing, not even if the preferred language is the child’s first language. The right to education only goes as far as to secure the right to be educated in “one of the national languages”, with the State having a broad discretion if there is arguably more than one “national language” from which to choose. As the only language with official status in Wales, Welsh is unquestionably a “national language” of Wales for this purpose. Therefore, where a country, such as Wales, makes provision for education, learners have the right to be educated in at least one of the national languages of that country, but there is no legal right to insist on being taught in a specific national language. Where there is arguably more than one national language, public authorities such as Ceredigion, have a broad discretion in deciding which of the national languages will be the medium of</p>

	<p>education in a particular region or area. Linguistic preferences, no matter how strongly held, are not “religious and philosophical convictions” for the purpose of Article P1-2. The right to respect for private and family life in Article 8 ECHR does not include a right to be educated in one’s first language.</p>
<p>Impact on local community and those parents who are on short term contracts with the hospital or university – this will affect PLASC figures, causing likely redundancies of staff.</p>	<p>We do not agree that any gradual movement towards being fully bilingual i.e., the ability to speak Welsh and English is a means of preventing anyone from moving to Ceredigion. There is no obligation for adults that come to live and work in Ceredigion to speak Welsh. We hope that people see the benefit and worth in both the Welsh and English language if they decide to come here to live. Speaking two languages (or more) is the norm in most of the countries of the world. No doubt, the vast majority of people would see the worth of the exceptional bilingual and multilingual society that exists in Ceredigion. We accept that the Welsh language is not an international language but that is true of most of the world’s languages. We do not see why that factor should be a barrier for pupils in Ceredigion and Wales to develop as bilingual citizens in both Welsh and English. The intention is not to create monoglot Welsh speakers or society. The aim is to ensure that all pupils have the opportunity to learn to speak Welsh and English.</p>
<p>Pupils with ALN</p>	<p>There is no basis to the claim that learning a language contributes to learning problems or to a future of limited opportunities. Extensive and international evidence shows that bilingualism and multilingualism increases the opportunities available to individuals. However, all learners will be supported in accordance with their abilities and needs. Ceredigion County Council will implement the principles of the ALN Code as noted below to ensure that specialist support is</p>

	<p>planned and provided appropriately, to support the child's needs.</p> <p>The fundamental principles of the ALN system are: (a) Acting on the basis of rights, with the viewpoints, wishes and feelings of the child, the child's parent, or young person being central to the planning and provision of support; and with the child, child's parent, or young person being enabled to contribute as much as possible to the decision-making processes, and having effective rights to challenge decisions about ALN, Additional Learning Provision (ALP) and associated matters. (b) Early identification, intervention and prevention when needs are identified and a provision put in place at the earliest opportunity, and whenever possible, when interventions are implemented to prevent ALN from developing or becoming worse. (c) Collaboration and integration when services work in partnership to ensure early identification of ALN, and that appropriate coordinated support is implemented to enable children and young people to fulfil their expectations and have positive experiences and outcomes. (d) Inclusive education with the majority of children and young people with ALN being supported to fully partake in mainstream education, and where whole-setting methods are used to meet the needs of ALN learners. (e) A bilingual system with all reasonable steps being taken to deliver ALP in Welsh to children and young people who need Welsh-medium support, allowing for an increase in Welsh-medium ALP over time.</p>
<p>Mixed aged classes and the schedule indicates that a year group at a time will come into this scheme. How will we teach year 1 pupils who are in the reception class? You have based your scheme on a school such as Plascrug and not considered the smaller schools (most in this T2 group) who have a mixed age range classes.</p>	<p>The additional 0.5 delegated funding is to give flexibility for schools to provide appropriate learning groups within mixed aged classrooms.</p>

<p>Diverse community</p> <p>Many of our families are already bilingual, but not with Welsh as a second language.</p>	<p>The county council believes that this will have a positive effect on diversity and multiculturalism. The language of teaching will have no negative effect on celebrating multiculturalism and diversity but will further strengthen the strong welcoming ethos of the school. This also aligns with the Four purposes of the Curriculum for Wales. It is acknowledged that learning two languages supports the learning of more languages. Within the Area of Learning for languages within the curriculum, there is a focus on languages and how they connect us. Being multilingual is of cognitive and social benefit.</p>
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Estyn Response

Comment Received	County Response
<p>Further clarification on the impact of the plan in areas such as teaching, pupil standards, leadership and management</p>	<p>The impact on the areas identified will be monitored as part of the school's self-evaluation and quality assurance processes. Further development of the school's Welsh language provision and standards has been identified as a priority within the school's development plan.</p>
<p>The council does not identify whether there are non-maintained settings in the local area and whether these settings could be affected by this proposal.</p>	<p>An addendum was added to the consultation which addressed this point and the consultation period extended by two weeks.</p>
<p>Staff training</p>	<p>Positive collaboration and a shared understanding of WESP priorities with the Welsh Sabbatical Scheme has led to the availability of more places on suitable / required courses. The use of WG funding grant trochi has also been utilised effectively to develop support staff's Welsh language skills.</p>
<p>How will potential extra support for pupils with ALN be provided when Welsh becomes an equal language of provision.</p>	<p>The county has committed to ensure that this will not be a problem through its ALN development plan.</p> <p>Person Centred Planning is in place and we will continue to plan to meet the needs of individual pupils. Implementing ALN from 0 to 25 years old ensures early recognition, pre school age. This gives an opportunity to</p>

	<p>plan provision and appropriate intervention before children start school.</p> <p>Suitable professional development and upskilling of staff will take place before pupils start school.</p> <p>All ALN support materials are available bilingually (Teachers Centre, training, intervention programmes, handbook, templates and communication resources). Therefore, all support materials are available bilingually.</p> <p>ALTE Level 3 or above is a requirement for all new appointments. When this is not possible a commitment to learn Welsh within the First two years of appointment is required.</p> <p>The County will provide Welsh language support and training for each member of staff following their appointment according to individual Needs.</p>
<p>The proposal has not shown consideration of the impact on the playgroup provision located at the school as children transfer to St Padarn's Catholic Primary School for their early education.</p>	<p>We acknowledge that there are some challenges with the site at Ysgol St Padarn's in relation to expanding to provide nursery provision. We will undertake further feasibility work to identify the most effective options.</p>
<p>Does not indicate how many nursery places will be accommodated at St Padarn's Catholic Primary School, whether there is space for these pupils and how this could impact the school in general.</p>	<p>See above.</p> <p>However, admitting nursery aged pupils will sustain education at the school and increase viability of pupil numbers. This is in line with the <i>Principles for Ensuring Sustainable Educational Infrastructure</i> document, (Cabinet May 2023) Core Principles 1.2.4 aim is to 'continue to develop education provision for 3-year-olds in schools as is appropriate'. This will, in line with the above document, help secure the future of primary school provision in the area.</p>
<p>There is no commitment to provide financial support for the school to release staff for sabbatical schemes and specific training.</p>	<p>Welsh in Education grant has been allocated to all T2 schools alongside the use of the 'Grant Trochi' to release staff and give appropriate training. Supply cover costs are covered by the WG Sabbatical scheme and follow up support provided by the Welsh Language Support Team.</p>

The proposal does not specify whether the school has sufficient outdoor space and provision to cater for the needs of 3-year-old pupils.

Comment noted. The school already time table the available outdoor space for play times and make the most of the area available to them to support younger pupil's outdoor learning.

School Council Ysgol Padarn Sant (7)

1. All understood the proposal. Asked about where the nursery would be - discussion regarding possible use of Playgroup, but explained playgroup was separate from the school. School leaders to agree on location.
2. Good to learn Welsh - use it later in life, e.g at GCSE level and for work. If you move to other countries, you need to learn the language, very important to learn the language where you live. Easier to learn language at a young age, then you can choose between Penglais and Penweddig, learning Welsh gives more choice.
3. Welsh lessons and 10 minute lessons daily. Pattern of the Week, Criw Cymraeg, Welsh Assembly, competing at the Urdd National Eisteddfod - national winners, celebrating Welshness with specific days, Diwrnod Shwmae Sumae, organising the fruit shop - using the Welsh language. Weekly Welsh certificate - then able to take Dewi'r Ddraig home for the week.
4. All agree that it is an advantage to speak Welsh e.g communicate with patient if working in hospitals in their first language, understanding the importance of starting the conversation in Welsh e.g. in the shops in town.
5. All agree it's a very good proposal and good to learn Welsh in order to have more choices. English, French Universal language, important to learn other languages such as Welsh. Teachers - what about teachers, courses for teachers to gain in confidence. Courses to support parents and staff learn Welsh.

Appendix B

Estyn's response to the proposal

Estyn's response on the proposal to amend language medium of the Foundation Learning and admit 3-year-old pupils on a part time basis at St Padarn's Catholic Primary School

This report has been prepared by His Majesty's Inspectors of Education and Training in Wales. Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However, Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore, as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals. Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer.

Summary/Conclusion

Estyn recognises the positive moves the local authority is proposing to develop the Welsh language in schools in the area. However, we do not have sufficient information to comment on the impact of the plan without further clarification in areas, such as the impact of the proposal on teaching, pupils' standards, leadership and management.

Description and benefits

The local authority has presented a suitable rationale for the consultation, outlining the reasons for the proposal to amend the language medium of foundation learning and to admit 3-year-olds to St Padarn's Catholic primary school on a part-time basis. They have also presented an appropriate rationale that is in line with the Welsh language in Education Strategic Plan (WESP).

The local authority has provided a suitably detailed description of the proposal and a projected timetable for implementation. The timetable allows the staff at St Padarn's Catholic Primary School to systematically build on learners' acquisition of the Welsh language over a period of four years.

The proposer has outlined appropriately a range of advantages and disadvantages of this proposal. The main advantage of this proposal is to ensure greater linguistic equity and consistency across the County. It also meets the aspirations of the Curriculum for Wales to produce pupils that are confident in both Welsh and English thereby creating bilingual citizens. St Padarn's Catholic Primary School Playgroup provision is on the school site provided by Early Years Wales. However, the council does not identify whether there are other non-maintained settings in the local area and whether these settings could be affected by this proposal.

The proposer has taken suitable note of the advantages and disadvantages of this proposal and how this will affect the current status quo. They have identified that the skill set of many staff who are currently able to teach through the medium of Welsh will be fully utilised.

The local authority has outlined risks around the implications of training members of staff to a standard that will enable them to support learners to develop their Welsh skills. They have expressed concern that the Welsh language sabbatical scheme may not meet the demand. The school currently supports staff Welsh language development well by ensuring that they have access to sabbatical courses and appropriate training. However, the proposer has not presented suitable mitigation procedures against this potential risks.

The proposer has acknowledged that these changes may be more challenging for pupils with additional learning needs (ALN). It identifies that it will try to ensure that every practical step will be taken to ensure as little disruption as possible. However, it does not address how the council are going to meet the extra support that pupils with ALN could potentially require when Welsh becomes an equal language of provision.

The proposer has not shown consideration of the impact on the playgroup provision located at the school as children transfer to St Padarn's Catholic Primary School for their early education.

The council identifies fairly that there will be no change to current travel arrangements as a consequence to this proposal.

The council has considered how admitting 3-year-olds on a part-time basis will impact on other schools in the area. The report states that there are 52 nursery places in Ysgol Gymraeg Aberystwyth. However, the proposal does not indicate how many nursery places will be accommodated at St Padarn's Catholic Primary School, whether there is space for these pupils and how this could impact the school in general. PLASC figures in January 2023 indicate that the number on roll was 138 with a capacity of 135 capacity. Allowing a further intake of 3-year-olds will greatly exceed capacity.

The local authority has undertaken impact assessment on the Welsh language and considers that this proposal will have a positive impact on pupils up to the age of seven. It has completed a Community Impact Assessment (CIA) prior to the consultation.

The council has considered suitably the financial implications of this proposal. The local authority will provide 0.5 FTE nursery teacher funding for the school. However, there is no commitment to provide financial support for the school to release staff for sabbatical schemes and specific training.

Educational aspect of the proposal

The local authority has considered the impact of the proposals on the quality and standards and provision. They have included statements on standards in the Welsh language from Estyn's recent inspection in June 2023. This section is detailed and outlines current standards of attainment in the Welsh language, however it makes little reference to the potential impact of the proposal on future standards.

The proposer has considered the likely impact of the proposal on the school's ability to deliver the full curriculum at foundation learning. It has noted that this proposal is not anticipated to have a negative impact on their ability to deliver the curriculum in an appropriate, differentiated, broad and varied way. However, it does not specify whether the school has sufficient outdoor space and provision to suitably cater for the needs of 3-year-old children.

The local authority has considered clearly the Well-being of Future Generations (Wales) Act 2015. It has outlined collaboration activities between partners and stakeholders and underlined the importance of involving people who have an interest in achieving the well-being goals.

Appendix C

Statutory Notice

Hysbysiad Statudol i wneud newid a reoleiddir i ysgol gymunedol a gynhelir, ysgol sefydledig, ysgol wirfoddol neu ysgol feithrin

Gan

**Gyngor Sir Ceredigion,
Gwasanaeth Ysgolion, Canolfan Rheidol, Rhodfa Padarn,
Aberystwyth, Ceredigion, SY23 3UE**

Hysbysir drwy hyn yn unol ag adran 42 o Ddeddf Safonau a Threfniadaeth Ysgolion 2013 a'r Cod Trefniadaeth Ysgolion fod Cyngor Sir Ceredigion, ar ôl ymgynghori â'r cyfryw bersonau ag sy'n ofynnol, yn cynnig newid **Ysgol Gynradd Gatholig Padarn Sant, Aberystwyth, SY23 1EZ** fel y bydd cyfrwng y cyfarwyddid yn y Dysgu Sylfaen yn Gymraeg a derbyn disgyblion 3 oed yn rhan amser. Cynhelir yr ysgol gan Gyngor Sir Ceredigion.

Cynhaliodd Cyngor Sir Ceredigion gyfnod ymgynghori cyn penderfynu cyhoeddi'r cynnig hwn. Mae adroddiad ar yr ymgynghoriad sy'n cynnwys crynodeb o'r materion a godwyd gan ymgynghoreion, ymatebion y cynigydd ac ymateb llawn Estyn ar gael ar wefan Cyngor Sir Ceredigion (www.ceredigion.gov.uk).

Cynigir gweithredu'r cynnig ar **1 Medi 2024**.

Statutory Notice to make a regulated alteration to a maintained community, foundation, voluntary or nursery school

By

**Ceredigion County Council,
Schools Service, Canolfan Rheidol, Rhodfa Padarn,
Aberystwyth, Ceredigion, SY23 3UE**

Notice is given in accordance with section 42 of the School Standards and Organisation Act 2013 and the School Organisation Code that Ceredigion County Council, having consulted such persons as required, proposes to alter **St Padarn's Catholic Primary School, Aberystwyth, SY23 1EZ** so that the language medium in the foundation learning is Welsh and to admit 3-year old pupils on a part time basis. The school is currently maintained by Ceredigion County Council.

Ceredigion County 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 proposer's responses and Estyn's full response is available on Ceredigion County Council website (www.Ceredigion.gov.uk).

It is proposed to implement the proposal on **1 September 2024**

There will be 9 nursery places from September 2024. Offering access to education at 3 years of age on a part-

Bydd 9 o leoedd meithrin o fis Medi 2024. Byddai cynnig mynediad rhan amser i addysg yn 3 oed yn ehangu cyfleoedd caffael iaith disgyblion ac yn cyflwyno ecwiti darpariaeth mwy cyson o fewn yr ysgolion hynny sydd wedi eu pennu yn y categori Trosiannol 2.*

Prif nod y cynnig yw adeiladu ar y dilyniant ieithyddol cyfredol. Mae'r datblygiad yn golygu, erbyn Medi 2024, y byddai polisi addysg cyfrwng Cymraeg ar waith ar draws y Dysgu Sylfaen yn Ysgol Gatholig Padarn Sant.

Dyma'r amserlen weithredu:

Start date	School Year
Medi 2024	Derbyn disgyblion Meithrin rhan amser am y tro cyntaf
Medi 2025	Derbyn
Medi 2026	Blwyddyn 1
Medi 2027	Blwyddyn 2

Erbyn Medi 2028, byddai'r disgyblion Blwyddyn 3 yr ysgol â sail gadarn yn arbennig ar lafar a byddant yn medru adeiladu ar y sgiliau hynny tra hefyd yn datblygu eu sgiliau a'u haddysg trwy gyfrwng y Saesneg.

Gall unrhyw un wrthwynebu'r cynigion cyn pen cyfnod o 28 diwrnod o ddyddiad cyhoeddi'r cynigion hyn, hynny yw erbyn **29 Mawrth 2024**.

Dylid anfon gwrthwynebiadau at Swyddog Arweiniol Corfforaethol ar gyfer Ysgolion, Cyngor Sir Ceredigion,

time basis expands pupils' language attainment opportunities and provides a more equal and consistent provision within schools that have been placed in the T2 category. *

The main aim of the proposal is to build on the current linguistic progression. The development means that, by September 2024, there would be a Welsh medium education policy in place across the Foundation Learning at St Padarn's Catholic School.

The implementation timetable will be as follows:

Start date	School Year
Sept 2024	Admitting part time Nursery pupils for the first time
Sept 2025	Reception
Sept 2026	Year 1
Sept 2027	Year 2

By September 2028, the school's Year 3 pupils will have a sound foundation, especially orally, and will be able to build on those skills whilst also developing their skills and education through the medium of English.

Within a period of one 28 days of the date on which the proposal was published, that is to say by **29 March 2024** any person may object to the proposals.

Objections should be sent to:
Corporate Lead Officer for Schools,
Ceredigion County Council, Schools Service, Canolfan Rheidol, Rhodfa Padarn, Aberystwyth, Ceredigion, SY23

Gwasanaeth Ysgolion, Canolfan
Rheidol, Rhodfa Padarn, Aberystwyth,
Ceredigion, SY23 3UE neu ebostio:
cysgapadarnsant@ceredigion.llyw.cymru
[u](#)

Llofnodwyd:

Clive Williams
Swyddog Arweiniol Corfforaethol ar
gyfer Ysgolion
Ar ran Cyngor Sir Ceredigion
Dyddiad: 1 Mawrth 2024

*<https://www.llyw.cymru/sites/default/files/publications/2021-12/canllawiau-ar-gategoreiddio-ysgolion-yn-ol-y-ddarpariaeth-cyfrwng-cymraeg.pdf>

3UE or email:
wesppadarnsant@ceredigion.gov.uk

Signed:

Clive Williams
Corporate Lead Officer for Schools
For Ceredigion County Council
Date: 1 March 2024

9*<https://www.gov.wales/sites/default/files/publications/2021-12/guidance-on-school-categories-according-to-welsh-medium-provision.pdf>

Appendix D

Responses received during the consultation period

[REDACTED]

From: [REDACTED]
Sent: 27 October 2023 13:13
To: Ceredigion language provision St Padarn
Subject: Consultation Response St Padarn's

[REDACTED]

Re: Consultation response for St Padarn's

[REDACTED] has read the consultation proposal to move early education into the school at St Padarn's Roman Catholic Primary School. We are concerned that this proposal will, over time if not immediately, have a negative impact on the viability and sustainability of the childcare provision that is in place and serves the families and communities well.

As noted in the consultation, and in the impact assessment, there is evidence to demonstrate that in addition to the Active Offer for Welsh language, St Padarn's bilingual playgroup are proactively engaged in developing increased use of Welsh. This is underpinned by the setting already achieving the Bronze Award in the Welsh Promise and embarking upon their journey towards achieving the Silver Award. The Welsh Promise has been endorsed by the Welsh Language Commissioner as a quality indicator for the use of Welsh throughout the childcare services.

Noting the current situation as outlined in section 5 of the consultation process, it is agreed that there is currently no nursery provision in the school. However, it is not agreed that creating this is the only way to teach Welsh language during early education, and 'ensuring bilingualism'. We believe this could be achieved in partnership with the bilingual playgroup remaining as the provider of the early education entitlement. Nor is it the only way the school can achieve T2 status.

The negative impact on the bilingual playgroup is already noted on page 5 of the supplementary information, where the sustainability of the setting is aligned to the funding received for early education. Given this point, and the point that staffing ratios will need to be adjusted upwards should children need to transition between the full daycare but with no indication of who will meet the additional costs for this, our primary concern is that the very existence of the childcare setting is compromised by this proposal.

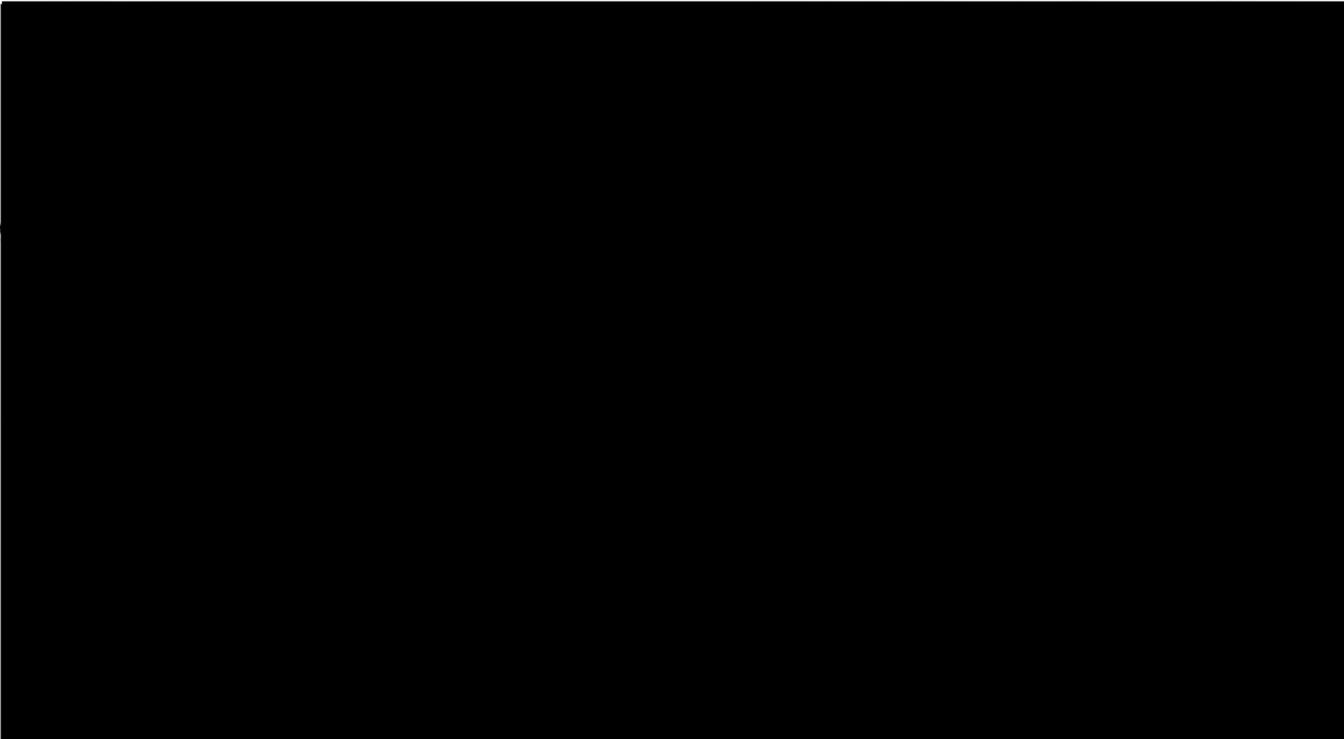
Additional costs for education will be incurred by the creation of a 0.5 FTE teaching post. At a time when there are increased budgetary pressures on all local authority budgets this cost does not seem to have been considered in fullness in the proposal. If the early education service is removed from St Padarn's Bilingual Playgroup, staffing levels will be reviewed, and this may ultimately mean there are no available staff to provide any transition from school to the setting to provide the wraparound care that families need. The option to run both services in parallel providing additional choice seems surplus to the needs of the community, based on the 19 places being deemed sufficient to meet the needs of the local community. Placing wider childcare services under pressure to advantage the school's transition to T2 status could ultimately lead to the removal of any childcare due to an unsustainable business model. This would negatively impact the wider family community in Ceredigion, as wraparound and older childcare services, plus any expansion plans for Flying Start are all linked to having a sustainable and valued workforce and providers of childcare.

In line with the Welsh Government's Early Childhood Play, Learning, and Care (ECPLC) principles, our alternative suggestion would be to continue to allow St Padarn's bilingual playgroup to offer the early education entitlement. Building on the good progress demonstrated in the use of Welsh (outlined above), and the engagement of the staff team to embed Welsh language skills in practice, we suggest that with the support of Early Years Wales, and wider partners, the setting has the potential to transition towards Welsh language for the early education session. This could be developed to a full transition to Welsh services should this be a direction of travel the community and stakeholders in the setting desire. This would be supported by Early Years Wales' Welsh language team and can be mirrored in other parts of the service such as out of school hours childcare. We have evidence of successfully

working with this approach in partnership with Mudiad Meithrin in other local authority areas; helping settings transition from bilingual to immersive Welsh practice.

This approach limits the pressures on the setting's sustainability, ensures the continued availability of wraparound services to support the families with children in both early years, and in the primary school, and can still ensure that the school can achieve T2 status. This is not only in line with ECPLC principles but removes one additional transition in the daily experience of the child should all early education be provided within the school in the longer term. It supports an existing workforce in their own development of Welsh and their individual contributions to the 1 million Welsh speakers in Wales and avoids double funding the early education phase that is outlined in the plan.

Finally, just for clarity, St Padarn's are members of Early Years Wales. As such, they have the full support of the organisation, and the access to all resources and support staff. Prior to 2020, this would have been by purchase of a membership. However, since 2020, no fee has been charged to the setting in support of the sustainability of a vulnerable sector during both Covid-19 and the 'cost of living' challenges that arose from 2023/24. The fee for 2023/24 has been covered by our internal reserves providing some sustainability support to all our members.



Any views expressed in this email are those of the sender and may not be those of [redacted]. If you are not the intended recipient of this message, please advise the sender and delete.

Mae unrhyw safbwyntiau a fynegir yn yr e-bost hwn yn dod gan yr anfonwr ac nid o reidrwydd gan [redacted]. Os nad chi yw derbynnydd bwriadedig y negis hon, yna rhwch wybod I'r anfonwr a'i dieu.



We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.



Cyngor Sir Ceredigion

ar y

Cynnig i ddiwygio cyfrwng iaith Dysgu Sylfaen y 5 ysgol a ganlyn; Ysgol Gynradd Cei Newydd, Ysgol Gynradd Comins Coch, Ysgol Gynradd Plascrug, Ysgol Gynradd Llwyn yr Eos ac Ysgol Gynradd Gatholig Padarn Sant a newid oed derbyn disgyblion i gynnwys disgyblion 3 oed rhan amser mewn 3 o'r ysgolion hynny, sef Ysgol Cei Newydd, Ysgol Comins Coch ac Ysgol Gatholig Padarn Sant.

15 Tachwedd 2023

1. Dymunaf [redacted] diolch am y cyfle i ymateb i'r ymgynghoriad hwn gan Gyngor Cyngor Sir Ceredigion.

Y mae cyfundrefn gynllunio addysg Gymraeg trwy'r Cynlluniau Strategol y Gymraeg mewn addysg yn gorfod bod yn rhan graidd o gynllunio darpariaeth addysg pob Awdurdod Lleol. Ers Medi 2022, mae Cyngor Sir Ceredigion wedi bod yn gweithredu cynllun newydd a gytunwyd gan Lywodraeth Cymru..

Cynyddu cyfleoedd i ddysgwyr fedru caffael y Gymraeg fel eu bod yn medru ei defnyddio'n rhwydd yw sail uchelgais Llywodraeth Cymru i gyrraedd miliwn o siaradwyr ac y mae dogfen gynllunio addysg Gymraeg y Llywodraeth ei hun yn nodi

"Mae Cymraeg 2050 yn glir mai trochi cyfrwng Cymraeg - sef lle mae cyfrwng yr addysgu a'r dysgu yn cael ei gyflwyno'n gyfan gwbl neu'n bennaf drwy gyfrwng y Gymraeg - yw'r model mwyaf dibynadwy ar gyfer creu siaradwyr Cymraeg gyda'r sgiliau a'r hyder i ddefnyddio'r iaith yn gyfforddus yn eu bywydau bob dydd."

(Tudalen 3:

<https://www.llyw.cymru/sites/default/files/publications/2021-02/canllawiau-gynlluniau-strategol-cymraeg-addysg.pdf>)

2. Sylweddolwn faint y gwaith a ddaw wrth aildrefnu ysgolion yn yr G21ain ac yn wir y mae Sir fel Ceredigion yn cynnig her ychwanegol gyda'i natur ddaearyddolfaith a gwledig. Y mae [redacted] wedi ein calonogi gan awydd y Sir i drawsnewid addysg yn y blynyddoedd cynnar i gael ei gyflwyno trwy gyfrwng y Gymraeg. Gyda gweithredu'r cynlluniau 10 mlynedd y mae cyfle gwirioneddol i wneud gwahaniaeth i hygyrchedd Addysg Gymraeg o fewn Sir Ceredigion i fwy o blant a da yw gweld bod y sir wedi cychwyn gweithredu yn

gynnar yn y cylch newydd er mwyn sicrhau gwreiddu'r uchelgais hon cyn gynted ag y bo modd.

3. Yn hytrach nag ymateb i ymgynghoriad pob ysgol yn unigol, cyfeirir ein hymateb at bob ysgol sydd yn rhan o'r ymgynghoriad hwn, gan fod pob un wedi eu nodi fel ysgolion Categori Trosiannol 2, gyda bwriad i gyfrwng dysgu bob un symud y dysgu Sylfaen i'r Gymraeg yn raddol fesul blwyddyn.
4. Mae sicrhau profiad trochi ieithyddol gyflawn i ddisgyblion yn hanfodol wrth iddynt gaffael iaith sydd nid o reidrwydd yn iaith y cartref. Mae bod mewn amgylchedd lle mae'r Gymraeg yn brif gyfrwng yr addysgu a'r hamdden, yn cynyddu'r cyfleoedd hynny'n sylweddol i sicrhau profiad trochi llawn a dwy iaith o leiaf o oedran cynnar iawn. Mae'r cynnig hwn felly'n gam allweddol i sicrhau gwell cyfleoedd i fwy o blant y sir gaffael y Gymraeg a'r Saesneg o oed cynnar.
5. Yn yr ysgolion hynny lle cynigir ychwanegiad o ddsbarth meithrin, gallwn ond canmol y cam hwn. Gwyddwn o brofiad ar draws Cymru bod cychwyn ein plant yn gynnar yn yr ysgol yn rhoi'r sail ieithyddol orau iddynt ac y mae taith at ddwyieithrwydd, ac i nifer, amlieithrwydd, tipyn yn haws yn ifanc iawn. Y mae ychwanegu dosbarth meithrin hefyd yn cynorthwyo hyfywedd y dosbarth derbyn ac yn ei sgil yr ysgol gyfan, gan fod y dosbarth meithrin yn bwydo'r derbyn yn naturiol. Yn ieithyddol, dyma yw cryfder mwyaf cychwyn yn y dosbarth meithrin, mae'r dilyniant yn naturiol i'r plentyn ac yn wir o fantais i rieni/gofalwyr i ymgartrefu mewn cymuned ysgol yn gynharach. Tybed a oes angen ffactora cynorthwydd dysgu i'r gyllideb ar gyfer yr ysgolion hyn ond ffactora hefyd yr un aelod o staff cynorthwyol i fuddion y cynlluniau hefyd?
6. Mae gan y weithred o ymgynghori'r cyfrifoldeb i fesur yr effaith ar nifer o wahanol agweddau yn cynnwys y Gymraeg a hyn ar gychwyn y broses o ymgynghori. Rhaid i Awdurdod Lleol ddangos eu bod yn llwyr ymwybodol o'r effeithiau o weithredu cynllun a fydd yn cael effaith ar gynlluniau addysg Gymraeg ac yn wir ar y gymuned ehangach. Yr ydym yn gweld bod y sir wedi creu astudiaethau effaith gofalus a thrwyadl. Tybed a fyddai cyfeiriad wedi gallu bod at fewnfudwyr a'r gefnogaeth ieithyddol ar eu cyfer hwy yn rhan o'r asesu effaith hwn fel bod cynllun clir ar sut y gellid cefnogi pawb a ddaw i fyw i'r cymunedau hyn yn y strwythurau newydd.
7. Rhaid i ni bwysleisio bod newid wedi bod yn ysbryd y CSCAU ers y weithdrefn newydd. Nid system o ymateb i'r galw am addysg Gymraeg dylai fod mwyach ond creu'r galw a symblu twf. Rhaid i hyn ddigwydd mewn modd rhagweithiol gyda chynllunio bwriadus yn amlwg. Yn achos Ceredigion, rydych yn gwneud gosodiad cadarn am gyfrwng iaith addysg y sir yn yr ysgolion hyn ac ar y daith i wireddu'ch dyhead i bob plentyn gael y cyfle gorau i gaffael dwy iaith o leiaf. Mae hyn i'w ganmol yn fawr.
8. Byddai wedi bod o fudd i weld pa ddarpariaethau gofal plant neu gylchoedd meithrin a'u cyfrwng sydd yn nalgylch pob ysgol. Gwyddwn fod darpariaeth gofal cyn ysgol a'r gallu i deuluoedd dderbyn gofal coffleidiol yn hanfodol i ddewis rhieni. Mae hygyrchedd darpariaeth Gymraeg di-dor, a'r llwybr yr un mor glir i addysg Gymraeg yn hanfodol.

9. Byddai wedi bod yn dda hefyd i weld y cyfleoedd sydd ar gael i blant drosglwyddo i ysgolion cyfrwng Cymraeg petai rhieni'n dymuno hynny. Pa ddarpariaeth sydd ar gael ar gyfer trochwyr hwyr neu fewnfudwyr?
10. Pa gefnogaeth a roddir i ddisgyblion Cymraeg fel iaith ychwanegol (WAL) sydd yn dod i'r gymuned heb y Gymraeg a'r Saesneg?
11. Nodir yn adran 2.1 Canllawiau ar gategoreiddio ysgolion yn ôl y ddarpariaeth cyfrwng Cymraeg Llywodraeth Cymru:

Yr egwyddor o beidio a symud yn ôl

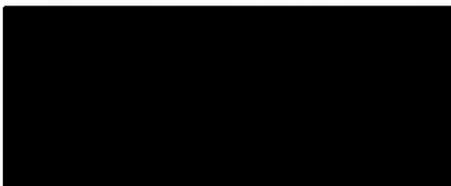
Un o'r egwyddorion craidd wrth gyflwyno'r trefniadau newydd yw na ddylai ysgolion gynnig llai o ddarpariaeth cyfrwng Cymraeg yn y dyfodol nag a wnaed yn y gorffennol. Rydym am sicrhau bod dysgwyr yn cael cymaint o gyfleoedd â phosibl i ddefnyddio eu Cymraeg mewn cymaint o gyd-destunau gwahanol â phosibl yn ystod y diwrnod ysgol. Bydd hyn yn golygu ein bod yn rhoi'r cyfle gorau i'n dysgwyr ddod yn siaradwyr Cymraeg hyderus, sy'n gallu defnyddio'r iaith ym mhob agwedd ar fywyd.

Pa gefnogaeth fydd ar gael i ysgolion i sicrhau hyn, i gynnal hyn ac yn fwy na hynny i gefnogi symud pellach ar hyn y continwwm i ysgolion petai corff llyworaethol yn dymuno hyn i'r ysgol? Wrth sefydlu sail ieithyddol gadarn i ysgol, y mae'r momentwm i ddysgu mwy yn debygol o ddatblygu'n naturiol. Pa gymorth ffurfiol fydd ar gael i'r ysgolion hyn fwrw ati felly?

Cytunwn felly gyda'r cynnig i'r newid hwn ym mhob un o'r ysgolion a ymgynghorir arnynt gan edrych ymlaen at sicrhau bod y daith drosiannol yn un sydd yn y pendraw yn sicrhau deilliannau ieithyddol cwbl ddwyieithog o leiaf i blant yr ysgolion hyn ac yn wir i holl blant Ceredigion yn y pendraw.

Byddwn yn barod i drafod ein hymateb gyda swyddogion a chynghorwyr Cyngor Sir Ceredigion ar unrhyw amser cyfleus fel arfer.

Yn ddiffuant,



[REDACTED]

From:

Sent:

17 November 2023 15:20

To:

Ceredigion language provision St Padarn

Subject:

Ymgynghoriad ar Ysgol Gynradd Gatholig Padarn Sant

[REDACTED] [ysgu pam bod hyn yn bwysig](#)

Annwyl Syr / Madam

Carwn i nodi fy mod i'n cefnogi'r cynlluniau i gynnig addysg Gymraeg i ddisgyblion 3-7 oed ac addysg feithrin yn Ysgol Gynradd Gatholig Padarn Sant. Mae'n ddatblygiad pwysig a fydd yn cefnogi polisi Llywodraeth Cymru o gynyddu nifer y siaradwyr Cymraeg i filiwn erbyn 2050. Drwy gydweithio â'r Coleg Cymraeg, mae Prifysgol Aberystwyth wedi ehangu ei darpariaeth Gymraeg yn helaeth dros y 10 mlynedd diwethaf. Mae'r ffigurau cyflogadwyedd yn dangos bod myfyrwyr sy'n medru'r Gymraeg ac wedi astudio yn Gymraeg yn fwy tebygol o fod mewn gwaith lefel raddedig neu astudiaethau ôl-raddedig 6 mis ar ôl graddio na myfyrwyr sy'n medru'r Gymraeg ond heb astudio drwy'r Gymraeg a myfyrwyr sydd ddim yn medru'r Gymraeg. Fodd bynnag, nid ydym ni wedi gweld datblygiadau tebyg mewn addysg Gymraeg yn y sector addysg orfodol yn lleol ac nid oes modd i ganran sylweddol o fyfyrwyr sy'n dod inni o ysgolion Ceredigion fanteisio ar y ddarpariaeth Gymraeg. Mae'r datblygiad hwn yn gam yn y cyfeiriad iawn wrth sicrhau bod bob person ifanc yng Ngheredigion yn gallu manteisio ar addysg cyfrwng Cymraeg o'r ysgol feithrin i'r brifysgol a thu hwnt.

Cofion gorau

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]



Ysgrifennwch ataf yn
Gymraeg neu Saesneg



Please write to me in
Welsh or English

[REDACTED]

Ymateb [REDACTED] i ymgynghoriad ar ddiwygió cyfrwng iaith y dysgu sylfaen a derbyn yn Ysgol Gynradd Padarn Sant

Mae [REDACTED] yn fudiad sy'n ymgyrchu'n ddi-drais dros y Gymraeg a holl gymunedau Cymru.

Mae [REDACTED] croesawu'r cynnig i newid cyfrwng iaith lefel 1 Ysgol Gynradd Gatholig Padarn Sant i'r Gymraeg. Mae hyn yn bwysig iawn am y rhesymau canlynol:

Mae [REDACTED] yn croesawu'r cynnig i newid cyfrwng iaith lefel 1 i'r Gymraeg. Mae hyn yn bwysig iawn am y rhesymau canlynol:

- Addysg Gymraeg yw'r unig ffordd o greu siaradwyr Cymraeg hyderus. Ar hyn o bryd mae plant yn Ysgol Gynradd gatholig Padarn Sant yn colli cyfleoedd o beidio derbyn addysg cyfrwng Cymraeg. Mater o degwch yw hyn.
- Yn ogystal, yn ôl polisïau Llywodraeth Cymru mae angen newid darpariaeth addysg i fod yn gyfrwng Cymraeg fel rhan o gyfraniad y sir at sicrhau miliwn o siaradwyr Cymraeg erbyn 2050.
- Er bod Ceredigion ymhlith y siroedd â'r ganran uchaf o siaradwyr Cymraeg mae'r tri Chyfrifiad diwethaf wedi dangos cwmp yn niferoedd a chanran siaradwyr y sir.
- Gan mai 3% o ddisgyblion Ysgol Gynradd Gatholig Padarn Sant sy'n siarad Cymraeg gartref, yr ysgol fydd unig gyswllt nifer o blant yr ardal a'u rhieni â'r Gymraeg. Mae addysg Gymraeg yn hanfodol yn yr ardal er mwyn creu siaradwyr Cymraeg.
- Byddai newid iaith y ddarpariaeth hyd at flwyddyn 2 yn gam cychwynnol pwysig tuag at hyn gyrraedd polisïau Llywodraeth Cymru a rhoi'r Gymraeg i holl blant y sir.
- Er hynny, mae'n bwysig nodi mai cam cychwynnol ddylai hyn fod a'n bod yn disgwyl symud gweddill yr ysgol ar hyd y continwwm hefyd.
- Addysg cyfrwng Cymraeg yw'r unig ffordd o sicrhau bod ein bod ifanc yn gadael yr ysgol yn siarad y Gymraeg yn hyderus. Bydd addysg cyfrwng Gymraeg hyd at flwyddyn 2 yn sail dda i adeiladu arno felly, ond er mwyn datblygu eu sgiliau Cymraeg mae angen i blant barhau i dderbyn addysg Gymraeg.
- Mae angen newid cyfrwng addysg yr holl ysgol er mwyn galluogi disgyblion i barhau ag addysg cyfrwng Cymraeg.

- Mae Ysgol Gynradd Padarn Sant yn un o dair ysgol Saesneg sy'n bwydo dwy ysgol uwchradd. Mae ardal Aberystwyth yn eithriad o fewn Ceredigion am fod cymaint o ddisgyblion yn cael eu hamddifadu o addysg cyfrwng Cymraeg.
- Nid yn unig y byddai newid iaith Ysgol Gynradd Padarn Sant ac ysgolion cynradd Saesneg eraill yn eu cyfanrwydd yn rhoi'r Gymraeg i ragor o blant y sir, byddai hefyd o fudd i'r ddarpariaeth cyfrwng Cymraeg yn nes ymlaen yn y system addysg. Mae cynnal dwy ysgol uwchradd yn yr un dref mewn sir sy'n lleihau mewn poblogaeth yn anghynaliadwy.
- Fel ag y mae, mae nifer y disgyblion yn creu her ariannol a gweithredol i Ysgol Penweddig ac yn golygu bod llai o ystod o bynciau ar gael i ddisgyblion Ysgol Penweddig nag sydd ar gael i ddisgyblion Ysgol Penglais.

Felly mae [REDACTED] yn cefnogi'r cynnigion yn gyf ac am weld polisiâu'n cael eu llunio'n fuan i gefnogi dilyniant a sicrhau bod disgyblion yn hyderus i barhau a'u haddysg trwy'r Gymraeg hyd at 18 oed. Yn benodol, dylid sicrhau bod blwyddyn 3-6 Ysgol Padarn Sant yn gyfrwng Cymraeg o fewn 3 blynedd o gyflwyno'r newidiadau a newid Ysgol Penglais yn gyfrwng Cymraeg, tra'n gwella'r cynnig Cymraeg yn Ysgol Penweddig, o fewn 7 mlynedd o gyflwyno'r newidiadau am y bydd pob ysgol sy'n eu bwydo yn ysgolion cyfrwng Cymraeg.

[REDACTED]
Tachwedd 2023

ymgyngoriad ynglŷn â chyfrwng iaith Plas Crug, Padarn Sant a Llwyn yr Eos

croesawu'r cynllun ar sail y canlynol:

- Trochi i blant dan 7 oed yw'r unig ffordd i sicrhau rhuglder, a bydd yn rhoi'r cyfleoedd, y sgiliau a'r hyder iddynt ddefnyddio'r Gymraeg.
- Bydd yn cefnogi'r diwylliant lleol
- Bydd yn rhoi'r cychwyn gorau i blant a bydd yn caniatáu iddynt aros yn yr ardal
- Bydd yn cefnogi nodau iaith Gymraeg Llywodraeth Cymru

Codwyd cwestiynau ynghylch darpariaeth fwy cyfyngedig y cynllun y tu hwnt i saith oed a gwnaed yr arsylwadau canlynol:

- Mae angen ariannu'r cynllun yn iawn i gefnogi athrawon ac ysgolion
- Dylai rhieni a disgyblion gael eu cefnogi trwy fentrau fel clybiau gwaith cartref ac ati
- Mae angen i'r addysgu fod yn gyfoes gan ddefnyddio pob cyfrwng gan gynnwys y celfyddydau creadigol.

Wrth i ni edrych i'r dyfodol mae'n hanfodol bod llwybr dysgu Cymraeg gwarantedig yn ymestyn o'r sylfaen i'r chweched dosbarth a dysgu galwedigaethol ar draws y sir.

Argymhellir bod Cyngor Sir Ceredigion yn gweithio'n agos gyda sefydliadau addysg uwch a hyfforddiant athrawon, megis Prifysgol Aberystwyth a PCYDDS i:

- **lobïo Llywodraeth Cymru i gymell astudio cyrsiau dysgu trwy gyfrwng y Gymraeg.**
- gweithio gyda phrifysgolion i gymell myfyrwyr i fyw ac addysgu yn y sir.

Canlyniad 1: cryfhau'r geiriad fel bod pob plentyn meithrin/tair oed ...

Canlyniad 2: cryfhau'r geiriad fel bod pob derbyniad ...

Response to the consultation regarding the language medium of Plas Crug, St Padarn and Llwyn yr Eos

comes the plan based on the following:

- Immersion for under 7s is the only way to achieve fluency, and it will provide them with the opportunities, skills and confidence to use Welsh.
- It will support the local culture
- It will give children the best start and will allow them to stay in the area
- It will support Welsh Government's Welsh language goals

Questions were raised about the plan's more limited provision beyond the age of seven and the following observations were made:

- The plan needs to be properly funded to support teachers and schools
- Parents and pupils should be supported via initiatives such as homework clubs etc
- Teaching needs to be contemporary using all mediums including the creative arts.

As we look to the future it is essential that there is a guaranteed Welsh language learning pathway extending from foundation through to sixth form and vocational learning across the county.

It is recommended that Ceredigion County Council work closely with higher education and teacher training institutions, such as Prifysgol Aberystwyth and UWTSO to:

- lobby the Welsh government to incentivise the study of teaching courses through the medium of Welsh.
- work with universities to incentivise students to live and teach in the county.

Outcome 1: strengthen the wording so that all nursery/three-year-old ...

Outcome 2: strengthen the wording so that all reception ...

	steps outlined above to achieving outcome 7.
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17. FFURFLEN YMATEB – YSGOL GYNRADD GATHOLIG PADARN SANT

Mae'r ffurflen ymateb ganlynol yn caniatáu i randdeiliaid roi sylwadau ar y prif gynnig h.y. diwygio'r Gymraeg yn y Dysgu Sylfaen ynghyd â chaniatau derbyn oedran meithrin rhan amser i'r ysgol.

SYLWADAU

Cytunaf yn gryf bod angen y datblygiadau ieithyddol a nodwyd er mwyn cynyddu medrau dwyieithog y disgyblion a sicrhau cyfleoedd ehangach iddynt yn y dyfodol.

Mae'n gyfle i gynnig mwy o ddewis iddynt a chyfrannu at fywyd mewn Cymru aml-ieithog.

Llofnod:	
Printiwch eich Enw:	
E-bost:	
Cyfeiriad:	
Dyddiad:	30/09/2023

Nodwch os hoffech chi gael gwybod pan fydd yr adroddiad ymgynghori'n cael ei gyhoeddi:

Sylwer, oni bai eich bod yn nodi i'r gwrthwyneb, bydd eich sylwadau ar gael i'r cyhoedd fel rhan o gofnodion ffurfiol yr ymgynghoriad.

Dychweler erbyn **Hydref 30 2023** fan bellaf at:

Ymgynghoriad CSGA, Gwasanaeth Ysgolion, 2^{il} Lawr, Canolfan Rheidol, Rhodfa Padarn, Llanbadarn Fawr, Aberystwyth, SY23 3UE

Neu e-bostiwch: cysgapadarnsant@ceredigion.llyw.cymru or wesppadarnsant@ceredigion.gov.uk

[REDACTED]
Sent: 02 November 2023 17:00

To: [REDACTED]

Subject: Ychydig o Sylwadau Ynglyn At Ysgolion a'r Ddatblygiad Addysg Yng Ngheredigion

You don't often get emails from [REDACTED] [this is important](#)

Annwyl [REDACTED]

Rydw i'n gobeithio mae'r ebost hon yn ffindio chi'n iawn. Diolch yn fawr am i gyd o'r gwaith yr ydych yn ei wneud yng Ngheredigion a gyda'r Cyngor Sir.

Yn gobeithiol, byddwch chi'n hapus i ddarllen ychydig o fy syniadau a sylwaday ynglyn at y sistem addysg yng Ngheredigion. Anfonais i mewn sylwadau yn ystod cyfnod ymgynghoriad y Cynllun Strategol Cymraeg Mewn Addysg rhyw dwy flynedd nol, ac dwi'n falch i gweld bod y Cyngor wedi neud mwy ne lai popeth nes i awgrymu!

Os mae'n addas, dwi'n moyn cynnig awgrymiadau hyd yn oed mwy eithriadol ar gyfer y ddyfodol - efallai mae nhw'n cael ei ystyried yn barod gan y Cyngor Sir.

Gyda'r amser yn dod ble mae pob plentyn yng Ngheredigion yn graddio o ysgol gynradd gyfrwng Cymraeg gyda Cymraeg rhygl, mae'n diddorol i meddwl am beth byddai'n digwydd ynglyn at addysg Saesneg yn sir.

Fel dwi'n deall, bydd na dim ond un ysgol sy'n addysgu drwy'r gyfrwng y Saesneg yn y sir, sef Ysgol Penglais. Er mwyn normaleiddio'r Cymraeg fel iaith y gymuned, dwi'n moyn awgrymu bod na ffrwd Saesneg yn cael ei sefydlu ynddo fe, a hefyd bod y ffrwd Saesneg yn dechrau yn blwyddyn 9, er mwyn plant sy'n symud i'r sir yn hwyr. Ar gyfer plant sy'n symud i Ceredigion ym mlwyddyn 7 neu 8, fasai'n bosib ddarparu Addysg Drochi Ar Gyfer Hwyrddyfodiaid, fel sy'n digwydd gyda'r Saesneg er mwyn hwyrddyfodiaid i'r sistem addysg y D.U.

Gall y sir gynnig addysg gyfrwng Saesneg er mwyn plant sy'n symud i Ceredigion am 13 oed neu'n hynach, a fyddai'n ffindio'n anodd addasu mor hwyr a ddysgu'r iaith.

Beth ydych chi'n meddwl am y syniad?

Diolch yn fawr iawn a chofion

[REDACTED]

From:

Sent:

[REDACTED]
16 November 2023 11:28

To:

Ceredigion language provision St Padarn

Subject:

Ymateb i'r Ymgynghoriad

[REDACTED]

Annwyl Gyfeillion,

Diolch am y cyfle i ymateb i'r ymgynghoriad. Carwn ddatgan fy mod yn aelod o Fforwm CSCA Ceredigion ac yn mynychu'r Fforwm fel cynrychiolydd o Brifysgol Aberystwyth. Nid yw'r ymateb hwn yn ddatganiad ar ran y Brifysgol.

Rwy'n gefnogol dros ben i'r cynnig.

Mae dogfennau'r ymgynghoriad wedi eu gosod allan yn glir ac maent yn delio'n dda gyda materion ymarferol sydd ynghlwm â newid o'r fath.

Mae'r achos o safbwynt cefnogi datblygiad ieithyddol ac addysgiadol disgyblion y dyfodol yn un hollol gadarn. Cadarn iawn hefyd yw'r rhesymeg o ran y cynnig fel rhan o amcanion CSCA Ceredigion sydd ei hun yn cefnogi nodau Llwyodaeth Cymru wrth gyflwyno'r Cwricwlwm newydd a Strategaeth Cymraeg 2050.

Yn gywir,

[REDACTED]

[REDACTED]

Y Brifysgol orau yn y DU am Ansawdd ei Dysgu a Phrofiad Myfyrwyr
Best University in the UK for Teaching Quality and Student Experience
(The Times and Sunday Times, Good University Guide 2021)

Rydym yn croesawu gohebiaeth yn Gymraeg a Saesneg. Cewch ateb Cymraeg i bob gohebiaeth Gymraeg ac ateb Saesneg i bob gohebiaeth Saesneg. Ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome correspondence in Welsh and English. Correspondence received in Welsh will be answered in Welsh and correspondence in English will be answered in English. Corresponding in Welsh will not involve any delay.

17. FEEDBACK FORM – ST PADARN'S CATHOLIC PRIMARY SCHOOL

The following feedback form allows stakeholders to comment on the proposal i.e., amend language medium of the Foundation Learning and to admit 3-year-old pupils on a part-time basis.

COMMENT: [REDACTED] I am supportive of the change of the language category for the Foundation Learning and the introduction of nursery provision for three-year-olds. The nursery would be a great asset to have for our school and it would allow our three-year-olds to start being immersed in Welsh at an early age, which would be of great benefit in developing the bilingualism of our pupils. The governors and I believe it is essential that adequate nursery accommodation is provided, and money allocated to the budget to employ a reasonable staffing level of a 0.5 teacher plus a 0.5 teaching assistant.

There is no leeway at present to take on board an extra teaching room for the nursery without considerable investment in our school's infrastructure. Converting the staffroom into a nursery classroom has been a consideration but there are some problems with this solution. The staffroom is a multi-functional space and used as a general meeting room for ALN meetings, multiagency meetings, teaching assistant meetings, local authority meetings, governor meetings and training. The staffroom is also used by intervention groups, as a study space for teacher PPA time and a meeting place for parent/ staff discussions. If the school community were to lose the staffroom for a nursery classroom, what space would then be available to ensure the school is able to be a workable functioning space that is suitable to meet **all** the needs of **all** its members?

The library could be seen as an alternative staffroom, but it is located upstairs so there could be accessibility issues for disabled parents, carers, or staff. The library is a very small space for twenty employees to have an adequate break and lunchtime. The loss of the original staffroom would impact negatively on staff well-being. The governors and senior leadership team have recently taken many actions to support staff wellbeing and we feel it is vital that we do not unravel all this hard work by providing insufficient staff rest facilities.

We do understand there is a financial crisis at present, but the change of language category needs to be funded sufficiently. We have reached a critical point with the building at Ysgol Gatholig Padarn Sant. The roofs are near to the end of their lives and in the next 10 years, considerable funding will be required to keep the school a safe space which meets all building, health and safety and fire regulations. The governors and I are still hopeful that our school will be put forward into the next bracket for the 'twenty-first century schools project' by March 2024 and a new school with a purpose-built nursery, that meets the needs of the three-year-old pupils and the delivery of the Curriculum for Wales, will become a joyful reality.

Our PAN number was recently reviewed, and the number remained at 19 pupils for each year with a total of 134 pupils at the start of each academic year. We must ensure that short-term fixes of creating a nursery, in a school with very little space, does not become a long-term problem for the school going forward. The development of changing the language category and a providing a nursery needs to go hand in hand with the future redevelopment of the school building. We are a thriving school, with a very good Estyn report under our belt, we are at near capacity for pupil numbers and are truly committed to developing the Welsh language within our school. The provision of a carefully planned nursery space and sufficient staff training are vital steps in ensuring the change in our language status in the Foundation Learning is a success.

Signature:	
Print your Name:	
Email:	
Address:	
Date:	16.11.2023
Please indicate if you would like to be notified when the consultation is published: <input type="checkbox"/>	

Please note, unless you state otherwise, that your comments will be available to the public as part of the formal records of the consultation.

Return by 17th November at the latest to:

WESP Consultation, Ceredigion County Council, Canolfan Rheidol, Rhodfa Padarn,

Llanbadarn Fawr, Aberystwyth, SY23 3UE

Or e-mail: cysgapadarnsant@ceredigion.llyw.cymru or wesppadarnsant@ceredigion.gov.uk

Response to WESP Consultation, ST Padarn's RC Primary School

With regard to the nursery and half day education of three year olds - where will the nursery be situated? There is limited space within the school grounds and we were under the impression that this would be a new building – the St Padarn's Playgroup is NOT part of the school - it is rented by the independent playgroup from a private landlord and would therefore not be appropriate to house the nursery . It appears County Council is under the impression that it is part of the school.

With regard to impact on the community - it is highly likely that St Padarn's Playgroup will close with the addition of nursery education at St Padarn's , therefore impacting directly on the available, affordable childcare provision from the age of 2 for the local community and causing the loss of jobs locally. The treasurer of the playgroup has indicated that without the three year olds the playgroup would not be financially viable. Where will you expect parents to find alternative child care? Many of our parents do not have transport and will be unable to access alternative childcare due to funding and travel implications.

The provision of a part time nursery teacher will not be adequate to educate nursery pupils - with the staffing ratio a teaching assistant will also be required. This additional cost is not identified within the consultation document. This cost should not come from the school budget.

The staff at St Padarn's are not fluent Welsh speakers except for the current reception class teacher. Teaching staff are committed to leaning Welsh – taking lessons in their own time weekly after school – but the confidence needed to prepare resources and teach a class is very different to the idea of speaking in front of colleagues in a Welsh class with a very sympathetic teacher. Even with the possibility of a sabbatical course for one term teaching staff may not be fluent enough to teach through the medium of Welsh. All the St Padarn's resources are English language so there will be a necessary financial outlay to purchase new resources such as reading schemes. I am very concerned that the standard of education would drop as the majority of our parents would not be able to support their children in the acquisition of basic literacy and numeracy skills through the medium of Welsh.

We are a Catholic school and would expect to always teach RE through the medium of English. Would this be acceptable?

The support staff are in the majority not Welsh Speaking. Of 9 support staff one is Welsh speaking and another Welsh speaker is on maternity leave. Some (4) of these staff have been offered minimal Welsh language support in the form of underfunded half term of lessons, 1 afternoon per week. These staff will not be able to support the Welsh teaching, nor support activities through the medium of Welsh if full immersion is required.

Funding is never adequate to cover the cost of any Welsh language support offered. The current 2 hours per week for Year 1/2 teacher - only 2 hours HLTA. It is proving extremely difficult to find an HLTA who is experienced so it is likely that school will have to fund a half day teacher.

Sabbatical course – the funding offered by Welsh Gov does not cover the full cost of an experienced teacher, and definitely not a replacement for ALNCO/Assistant headteacher, meaning funding will have to come out of a very tight school budget.

TA training – some additional sessions were offered but to be funded by the school.

Concern for the wellbeing of staff is high, with the forcing of Welsh learning (maybe there are staff who will be unable to learn and consequently deliver the curriculum in Welsh). What are the plans for these members of staff - are they going to be made redundant at great cost? Staff would be advised to discuss this with their union.

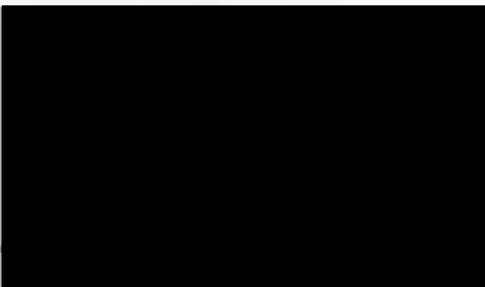
Choice of language to be educated through is being taken away from people who move into the area. You have not taken into account the international nature of St Padarn's school. We have many pupils who come to St Padarn's while their parents are on short term contracts at the hospital or the University. Have you considered the impact on the local community when those families do not come to Aberystwyth as their children will not be educated through the medium of English? This will not only have an effect on the local community but also on the PLAS figures at St Padarn's, causing likely redundancies of staff.

Pupils with ALN - their learning difficulties may be exacerbated when having to be taught through the medium of Welsh. Parents of pupils with ALN will not yet know their child may struggle to be taught through the medium of Welsh so are unlikely to respond to this document. We have pupils transfer to us because they are not coping with the Welsh in other local Welsh schools. You are taking away the options for them to be educated in their chosen language - UN Rights of the Child.

“30. Minority culture, language and religion

Children have the right to use their own language, culture and religion - even if these are not shared by most people in the country where they live.”

St Padarn's School has mixed age range classes and your schedule indicates that a year group at a time will come into this scheme. How will we teach the year 1 pupils who are in with the reception class? When those children move to the Year 1 and 2 class how will we teach the year 2 pupils who will be in with Welsh speaking year 1 pupils? You have based your scheme on a school such as Plascrug and not considered the smaller schools (most in this T2 group) who have mixed age range classes.



01.10.2023

I would like to be notified when the consultation report is published -
YES

14. FEEDBACK FORM – ST PADARN'S CATHOLIC PRIMARY SCHOOL

The following feedback form allows stakeholders to comment on the proposal i.e amend language medium of the Foundation Learning and to admit 3-year-old pupils on a part-time basis.

COMMENT:

On behalf of the [REDACTED]

Committee concerns:

- The Statutory Impact Assessment states that St Padarn's Playgroup is on the school site. This is factually incorrect as the playgroup is adjacent to the school but not part of the building and has a tenancy agreement with a private landlord.
- The lack of nursery age pupils will likely mean that St Padarn's Playgroup will no longer be financially viable. This has an effect on the current staff who will lose their job thus impacting on the local community.
- As a charity, St Padarn's is an affordable playgroup for children from 2 years of age, catering for the parents who may not be able to afford other 'business' childcare provisions in the community. This will have an impact on local families.
- The St Padarn's Playgroup runs an after-school club at St Padarn's School. This will likely close if the playgroup closes. This will have a detrimental effect on the school community.
- St Padarn's is a Flying Start playgroup which provides quality provision for the local community.
- St Padarn's is working towards providing Welsh provision, just having received the Welsh Promise Bronze Award. The staff are already actively improving their Welsh language skills.
- The 'Rights of the Child' states that the children have the right to be educated in their preferred language- what if this is English?
- We are very concerned about the well-being of the pupils who will not be able to adapt to the Welsh language, specifically those children with additional learning needs.
- We are concerned about the well-being of the families who may feel ostracised that their children are being educated through a language which family members do not feel able to support or understand.
- The local community will suffer without the choice of English language childcare for families moving into the area from abroad. These families work at the University and the hospital. Many of these families come to the 'English' playgroups for childcare and make our community diverse.
- Many of our families are already bilingual, but not with Welsh as a second language.

- The New Curriculum gives equal footing to English and Welsh and encourages another language which does not have to be either of the above.

Signature:	[REDACTED]
Print your Name:	[REDACTED]
E-mail:	[REDACTED]
Address:	[REDACTED]
Date:	28-09-2023
Please indicate if you would like to be notified when the consultation report is published:	
<input type="checkbox"/>	

Please note, unless you state otherwise, that your comments will be available to the public as part of the formal records of the consultation.

Return by 30 October 2023 at the latest to:

WESP Consultation, Ceredigion County Council, Canolfan Rheidol, Rhodfa Padarn, Llanbadarn Fawr, Aberystwyth, SY23 3UE

Or e-mail: cysgapadarnsant@ceredigion.llyw.cymru or wesppadarnsant@ceredigion.gov.uk

[REDACTED]

From: [REDACTED]
Sent: 30 November 2023 16:49
To: Ceredigion language provision Comins Coch; Ceredigion language provision Plascrug; Ceredigion language provision Llwyny-Yr-Eos; Ceredigion language provision St Padarn
Subject: WESP Consultation

[Some people who received this message don't often get [REDACTED] learn why this is important at <https://aka.ms/LearnAboutSenderIdentification>]

To whom it may concern,

Apologies for the lateness of this email in relation to the consultation on changing the language of teaching at Plascrug, St Padarn's, Comins Coch and Llwyn yr Eos primary schools. I hope you are still taking comments.

As a bilingual Welsh - English speaker who uses both languages daily in my work and social life, I truly appreciate the value of the Welsh language. I moved to the area at the age of 9 and attended a Welsh medium primary school and have been grateful for this opportunity since.

Within my work role, I visit all of the primary schools in the Aberystwyth area on a regular basis to support staff and children.

However, I do not agree with the change of all schools within the Aberystwyth area to Welsh medium in the Foundation Phase. My reasons for this are as follows :

- Many of the families who register their children at the above 4 schools (Plascrug and St Padarn in particular) have moved to the area from different countries across the world. Their home languages vary from Arabic, Polish, Ukrainian, Igbo, Turkish and many others. Often their parents work in the local hospital and are contributing significantly to our local economy. If they do not have the option for an English - medium school for their children, will they move to the area? Or will this put them off doing so? Alongside this, some of these parents do not have English-language skills which allow them to help their children with homework as it is. By changing this to Welsh, you would be adding an additional barrier to this.

- These 4 schools are already incorporating a good level of Welsh into their day to day routines within the classroom, more and more so over the past 2 or so years and many of the children have a good level of basic Welsh by the end of year 1/2 which they can use in basic social interactions and beyond.

-There are excellent, experienced teachers within all of these schools whose level of Welsh language may not be sufficient to teach through it day to day. It is unfair to take quality staff away from children in the earliest, and crucial years of their education because of the language they feel confident teaching in.

- For children with Additional Learning Needs (particularly in relation to language and literacy) whose home language is English / any other language other than Welsh, the priority should be developing of their home language, which they can then build additional language(s) upon, if needed. By adding Welsh into the mix, you do add a layer of complexity and issues arise about which language they should receive Additional Learning Provision through. For children whose home language is Welsh, their parents will send them to one of the many local Welsh-medium primary schools available in the area.

- Choice - the beauty of the current system is that parents have a choice. They can choose whether they want their children to receive their education through the medium of English or Welsh. This, I feel, is a real advantage in our area and families appreciate this.

I hope you can take these points into consideration and that the parents within these schools have had / will have ample opportunity to share their thoughts too, not just in writing but in well-advertised discussion forums, where accessibility is taken into consideration (easy-read information, interpreters etc.)

Yours Sincerely,



Clic 20/11/23

To whom it may concern,

I apologise if this is the incorrect method to respond to consultations, but there are no clear instructions on your website that I could find, so I hope this finds its way to the correct addressee.

In regards to the proposal to make 5 primary schools Welsh medium, I do not support this and strongly recommend the council reconsider. As an educator for over 10 years in both Welsh and English schools, and as a parent of a three year old who is soon to begin primary school on one of these schools, I am concerned this enforced Welsh language medium will ultimately lead to issues with literacy and oracy skills, which should really be the main educational focus post covid.

I am Welsh, I can speak decent Welsh, but English is my first language and the most widespread language in the world, and still the most broadly spoken language in Wales and Ceredigion specifically. There are more effective ways to encourage children to speak Welsh through second language classes, cultural classes, and bilingual streaming which don't potentially isolate a large population of the students and run the risk of them being left behind because they are being taught through a language they don't know and that will not be reinforced at home for many.

Furthermore there are very obvious logistical issues - teaching is in a recruitment crisis and to narrow the field of potential educators further has proved to be challenging on multiple schools already. I believe most parents would rather have their children taught by a trained professional who can speak conversational Welsh than an untrained teacher who can speak it fluently. Some jobs simply aren't being filled because there are no fluent Welsh applicants, and so the students are taught by non-specialist supply staff, which is obviously more detrimental to their education than having a bilingual teacher.

I support the need to embrace Welsh culture and encourage the learning of the language, but to enforce it from 3 when their cognitive abilities are still grasping the concepts of language will inevitably leave some students, particularly those with ALN, at a huge disadvantage, which doesn't seem to have been considered at all. I have seen this anecdotally already, with some students coming from English speaking households who are becoming isolated and deteriorating academically because they are unable to access the content in a lot of subjects - not because they are unintelligent, but because they can't understand. I fundamentally believe that all schools are responsible for ensuring that EVERY student has the chance to reach their potential, and yet the reports seem to spend a great deal of time considering political and financial aspects. Nowhere in the advantages/disadvantages tables does it reference pupils wellbeing or the potential impact on their literacy and oracy development.

I doubt my response will be awarded much consideration, but the need to plead this case is one of both personal and professional significance to me.

Please reconsider.

