

Cynnwys y Rhaglen

20150113 Rhaglen.pdf	2
20141216 Cofnodion y cyfarfod diwethaf.pdf	4
20141216 Minutes of previous meeting.pdf	8
Eitem 6 - Adroddiad - Dyfodol darpariaeth addysg yn Nalgylch Y Gader.pdf	12
Eitem 6 - Atodiad 2 - Dadansoddiad sylwadau ac ymateb Y Cyngor.pdf	32
Eitem 6 - Atodiad 3 - Adroddiad Ymgynghori Plant a Phobl Ifanc.pdf	90
Eitem 7 - Adroddiad - Dyfodol darpariaeth addysg anghenion arbennig ym Meirionnydd a Dwyfor.pdf	99
.....
Eitem 8 - Adroddiad - Cynllun Strategol Y Cyngor.pdf	103
Eitem 8 - Atodiad 1 - Cynllun Strategol Y Cyngor.pdf	106
Eitem 9 - Adroddiad - Cyllideb 2015-16 - Dygymod gyda'r bwlch ariannol.pdf	108
Item 6 - Report - Future of the provision of education in Y Gader catchment area.pdf	113
Item 6 - Appendix 2 - Comments analysis and Council response.pdf	134
Item 6 - Appendix 3 - Consultation with Children and Young People Report.pdf	192
Item 7 - Report - The future of special educational needs provision in Meirionnydd and Dwyfor.pdf	201
Item 8 - Report - The Council's Strategic Plan.pdf	205
Item 8 - Appendix 1 - The Council's Strategic Plan.pdf	208
Item 9 - Report - 2015-16 Budget - Dealing with the Financial Gap.pdf	210

CABINET

CYNGOR GWYNEDD

DYDDIAD/DATE	Dydd Mawrth, 13 Ionawr 2015 <i>Tuesday, 13 January 2015</i>
AMSER/TIME	1pm
LLEOLIAD/LOCATION	Siambr Hywel Dda Swyddfa'r Cyngor/ <i>Council Offices</i> Stryd y Jêl Gwynedd
PWYNT CYSWLLT/CONTACT POINT	Bethan Richardson 01286 679490 BethanRichardson@gwynedd.gov.uk

AELODAU CABINET CYNGOR GWYNEDD CABINET MEMBERS

Aelodau/ Members
Y Cyng./Coun. Dyfed Edwards (Arweinydd / <i>Leader</i>)
Y Cyng./Coun. Dyfrig Siencyn (Dirprwy Arweinydd / <i>Deputy Leader</i>)
Y Cyng./Coun. Peredur Jenkins
Y Cyng./Coun. John Wynn Jones
Y Cyng./Coun. Dafydd Meurig
Y Cyng./Coun. W Gareth Roberts
Y Cyng./Coun. Mair Rowlands
Y Cyng./Coun. Gareth Thomas
Y Cyng./Coun. Ioan Thomas
Y Cyng./Coun. Mandy Williams-Davies

RHAGLEN/PROGRAMME

	Eitem <i>Item</i>	Cyflwynir gan <i>Submitted by</i>	Swyddog <i>Officer</i>
1	Ymddiheuriadau <i>Apologies</i>		
2	Datgan Buddiant Personol <i>Declaration of Personal Interest</i>		
3	Materion Brys <i>Urgent Items</i>		
4	Materion yn codi o Bwyllgorau Craffu <i>Matters arising from Scrutiny Committees</i>		
5	Cofnodion y cyfarfod a gynhaliwyd Rhagfyr 16eg 2014 <i>Minutes of the meeting held December 16th 2014</i>		
6	Dyfodol darpariaeth addysg yn nalgylch Ysgol y Gader – penderfyniad ar gyhoeddi rhybudd statudol <i>The future of education provision in Ysgol Y Gader Catchment Area – permission on publication of statutory notice</i>	Cyng/Cllr. Gareth Thomas	Iwan Trefor Jones
7	Dyfodol darpariaeth addysg anghenion arbennig ym Meirionnydd a Dwyfor <i>The future of special educational needs provision in Meirionnydd and Dwyfor</i>	Cyng/Cllr. Gareth Thomas	Iwan Trefor Jones
8	Cynllun Strategol y Cyngor <i>Council Strategic Plan</i>	Cyng/Cllr. Dyfed Edwards	Arwel E Jones
9	Cyllideb 2015/16: Dygymod gyda'r bwlch ariannol <i>2015/16 Budget: Dealing with the financial gap</i>	Cyng/Cllr. Peredur Jenkins	Dafydd Edwards

**CABINET Y CYNGOR
COFNODION
Rhagfyr 16eg 2014**

Yn bresennol – Y Cynghorwyr : Dyfed Edwards (Arweinydd), Peredur Jenkins, John Wynn Jones, W Gareth Roberts, Mair Rowlands, Dyfrig Siencyn, Gareth Thomas, Ioan Thomas, R H Wyn Williams, John Wyn Williams.

Hefyd yn bresennol – Dilwyn Williams (Prif Weithredwr), Morwena Edwards (Cyfarwyddwr Corfforaethol), Iwan Trefor Jones (Cyfarwyddwr Corfforaethol), Dafydd Edwards (Pennaeth Cyllid), Iwan G D Evans (Rheolwr Gwasanaethau Cyfreithiol), Gareth Jones (Uwch Reolwr Cynllunio ac Amgylchedd), Nia Haf Davies (Rheolwr Cynllunio), Geraint George (Pennaeth Strategol a Gwella), Meinir Owen (Rheolwr Prosiectau Corfforaethol) Bethan Richardson (Arweinydd Tîm Cefnogi'r Cabinet).

1. CROESAWU/YMDDIHEURIADAU

Croesawyd aelodau Cabinet, y Cyng. Dafydd Meurig a Mandy Williams-Davies, a'r swyddogion i'r cyfarfod.

2. DATGAN BUDDIANT PERSONOL

Nid oedd unrhyw ddatganiad o fuddiant personol.

3. MATERION BRYD

Nid oedd unrhyw faterion brys.

4. MATERION YN CODI O BWYLLGORAU CRAFFU

Nid oedd unrhyw faterion yn codi o Bwyllgorau Craffu.

5. COFNODION Y CYFARFOD BLAENOROL

Llofnododd y Cadeirydd gofnodion cyfarfod y Cabinet a gynhaliwyd ar Dachwedd 25ain 2014.

6. BLAENRAGLEN CABINET CYNGOR GWYNEDD

Cyflwynwyd y Flaenraglen gan yr Arweinydd, gydag esboniad bod rhai diweddariadau ers cyhoeddi'r fersiwn hon.

PENDERFYNIAD

Cymeradwyo'r Blaenraglen.

7. CYNLLUN DATBLYGU LLEOL AR Y CYD – Y CYNLLUN ADNAU DRAFFT

Cyflwynwyd yr adroddiad gan y Cyng. John Wyn Williams, Aelod Cabinet Cynllunio.

PENDERFYNIAD

Mae'r Cabinet yn gytûn fod y drafft o'r Cynllun Adnau a gyflwynwyd yn symud i'r Pwyllgor Polisi Cynllunio ar y Cyd i'w ystyried cyn ei ryddhau ar gyfer ymgynghoriad cyhoeddus heb iddynt gynnig sylwadau penodol ar y cynnwys.

8. TREFNIADAU DIOGELU PLANT CYNGOR GWYNEDD – CANLYNIADAU ARCHWILIADAU

Cyflwynwyd yr adroddiad gan y Cyng. R H Wyn Williams, Aelod Cabinet Gofal.

PENDERFYNIAD

Cymeradwyo y rhaglen waith i gyfarch yr argymhellion yn adroddiadau Estyn, Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru a Swyddfa Archwilio Cymru.

9. Arbedion Effeithlonrwydd 2015/16 – 2017/18

Cyflwynwyd yr adroddiad gan y Cyng. Peredur Jenkins, Aelod Cabinet Adnoddau.

Penderfyniad

(a) Bod y cynigion canlynol ar gyfer arbedion effeithlonrwydd yn cael eu cyfeirio i'r Pwyllgor Craffu perthnasol am waith pellach cyn cyfeirio cynllun yn ôl i'r Cabinet am benderfyniad terfynol –

Cyf	Teitl y cynnig	Penderfyniad
DaCh4	Cwtogi cyllideb cyhoeddusrwydd Cofrestru Etholwyr	Pwyllgor Craffu Corfforaethol i graffu beth fyddai effaith y cynllun ar ein gallu i sicrhau dyletswydd statudol i gofrestru etholwyr.
SaG6	Ymchwil a Dadansoddeg	Dal y cynnig yn ôl am y tro hyd nes bydd sefyllfa toriadau yn glir.
C25	Rhoi'r gorau i ddarparu'r gwasanaeth cefnogi systemau tu allan i oriau	Pwyllgor Craffu Corfforaethol ym mis Ionawr i graffu beth fyddai effaith y cynllun ar allu'r gwasanaethau

Cyf	Teitl y cynnig	Penderfyniad
		perthnasol i gynnal gwasanaeth tu allan i oriau pe bai'r systemau yn methu.
Rh9	Rhoi'r gorau i swyddogaethau anstatudol – Gwasanaethau Rheoli Pla	Pwyllgor Craffu Cymunedau i gael eglurder ar wir effaith y prif opsiynau gan gyfarch y cwestiynau isod: - Petasai'r ffi yn codi er mwyn adfer y gost o ddarparu'r gwasanaeth, a fyddai dal yn gystadleuol gyda'r sector breifat? - Beth fyddai'r effaith o godi'r ffi ar adrannau eraill Cyngor Gwynedd?
Rh11, Rh12 a Rh27	Lleihad o 10% yng nghyllidebau Gwarchod y Cyhoedd (3 cam)	Pwyllgor Craffu Cymunedau i gael eglurder ar wir effaith cynnig Rh12 a Rh27 ar ôl dechrau gwireddu Rh11.
Rh16	Hysbysebu ceisiadau cynllunio yn y wasg	Pwyllgor Craffu Cymunedau i gael gwell eglurder am yr effaith potensial y gallai'r cynnig ei gael ar y broses ddemocrataidd.
PB1	Caffael	Pwyllgor Craffu Cymunedau i sicrhau bod cydbwysedd cywir rhwng arbed arian a chadw'r budd yn lleol.
PB24	Trefn Gwahanol o Newid Lampau	Pwyllgor Craffu Cymunedau i edrych a chymharu'r cynnig gyda'r drefn bresennol ("bulk change") er mwyn sicrhau ein bod yn gwneud y dewis cywir. Cyflwynwyd y drefn "bulk change" fel ffordd o arbed arian yn y lle cyntaf.
A5	Addysg Feithrin	Pwyllgor Craffu Gwasanaethau i graffu effaith posib y cynnig
P6	Dadgomisiynu cytundeb lefel gwasanaeth gyda Cymorth i Ferched De Gwynedd	Cyflwyno gwybodaeth ariannol am effaith ehangach y cynllun hwn ar gyllidebau'r cyrff dan sylw, yn cynnwys eu gallu i ddenu grantiau pellach i'r

Cyf	Teitl y cynnig	Penderfyniad
P7	Dadgomisiynu cytundeb lefel gwasanaeth gyda Cymorth i Ferched Bangor	Pwyllgor Craffu Gwasanaethau

OED13 – penderfynwyd cymeradwyo'r cynnig.

(b) Cymeradwyo'r holl gynigion arbedion effeithlonrwydd eraill a nodwyd yn Atodiad 2 yr adroddiad ond gan ofyn i'r achos busnes manwl ar gyfer y cynlluniau canlynol gael eu cyflwyno i'r Cabinet cyn eu gweithredu –

EaCH10 Cyfeiriad Strategol a Model darparu Newydd i'r Gwasanaeth Llyfrgelloedd

EaCH11c Dull darparu newydd i'r Gwasanaeth Ieuenctid

OED 8 Ail fodelu Gwasanaethau Cefnogol Anableddau Dysgu

OED 9 Ail fodelu Gwasanaethau Gofal Ysbaid Anableddau Dysgu

OED 10 Ail fodelu Gwasanaethau Llety Cefnogol Anableddau Dysgu

Dechreuodd y cyfarfod am 1 o'r gloch a daeth i ben am 2.50 pm.

CADEIRYDD

**COUNCIL CABINET
MINUTES
16 December 2014**

Present – Councillors: Dyfed Edwards (Leader), Peredur Jenkins, John Wynn Jones, W Gareth Roberts, Mair Rowlands, Dyfrig Siencyn, Gareth Thomas, Ioan Thomas, R H Wyn Williams, John Wyn Williams.

Also present – Dilwyn Williams (Chief Executive), Morwena Edwards (Corporate Director), Iwan Trefor Jones (Corporate Director), Dafydd Edwards (Head of Finance Department), Iwan G D Evans (Legal Services Manager), Gareth Jones (Senior Manager – Planning and the Environment), Nia Haf Davies (Planning Manager), Geraint George (Head of Strategic and Improvement Department), Meinir Owen (Corporate Projects Manager), Bethan Richardson (Cabinet Support Team Leader).

1. WELCOME/APOLOGIES

The Cabinet members, Councillors Dafydd Meurig and Mandy Williams-Davies, and their officers were welcomed to the meeting.

2. DECLARATION OF PERSONAL INTEREST

There were no declarations of personal interest.

3. URGENT ITEMS

There were no urgent items.

4. MATTERS ARISING FROM SCRUTINY COMMITTEES

There were no matters arising from scrutiny committees.

5. MINUTES OF THE PREVIOUS MEETING

The Chairman signed the minutes of the Council Cabinet meeting held on 25 November 2014.

6. GWYNEDD COUNCIL CABINET'S FORWARD PROGRAMME

The Forward Programme was submitted by the Leader, and he explained that there had been some updates since publishing this version.

DECISION

To approve the Forward Programme.

7. THE JOINT LOCAL DEVELOPMENT PLAN – THE DRAFT DEPOSIT PLAN

The report was submitted by Councillor John Wyn Williams, Cabinet Member for Planning.

DECISION

The Cabinet agreed that the draft Deposit Plan submitted should proceed to the Joint Planning Policy Committee for consideration before being released for public consultation without them offering specific observations on its contents.

8. GWYNEDD COUNCIL'S ARRANGEMENT FOR SAFEGUARDING CHILDREN – INSPECTION RESULTS

The report was submitted by Councillor R H Wyn Williams, Cabinet Member for Care.

DECISION

To approve the work programme to address the recommendations in the reports by Estyn, the Care and Social Services Inspectorate Wales and the Wales Audit Office.

9. Efficiency Savings 2015/16 – 2017/18

The report was submitted by Cllr Peredur Jenkins, Cabinet Member for Resources.

Decision

(a) That the following proposals for efficiency savings are referred to the relevant Scrutiny Committee for further work before referring a scheme back to the Cabinet for a final decision –

Ref	Title of proposal	Decision
Da Ch4	Reduce the publicity budget of Elector Registration	The Corporate Scrutiny Committee to scrutinise what would be the impact of the scheme on our ability to ensure the statutory duty to register electors.
Sa G6	Research and Analysis	Defer the proposal for the time being until the situation with the cuts is clear.
C25	Stop providing the out of hours systems support	The Corporate Scrutiny Committee in January to scrutinise what the impact

Ref	Title of proposal	Decision
	service	of the scheme would be on the relevant services' ability to maintain an out of hours service should the systems fail.
Rh9	Cessation of non-statutory functions – Pest Control Services	<p>The Communities Scrutiny Committee to obtain clarity on the true impact of the main options and address the following questions:</p> <ul style="list-style-type: none"> - If the fee was increased to cover service provision costs, would it still be competitive with the private sector? - What would be the effect of increasing the fee on other Gwynedd Council departments?
Rh1 1, Rh1 2 and Rh2 7	A 10% reduction in Public Protection budgets (3 stages)	The Communities Scrutiny Committee to obtain clarity on the true impact of the Rh12 and Rh27 proposals after beginning to implement Rh 11.
Rh1 6	Advertising planning applications in the press	The Communities Scrutiny Committee to obtain better clarity on the potential impact the proposal could have on the democratic process.
PB1	Procurement	The Communities Scrutiny Committee to ensure the right balance between saving money and keeping the benefit local.
PB2 4	A Different Procedure for Replacing Lamps	The Communities Scrutiny Committee to look at and compare the proposal with the current procedure (bulk change) in order to ensure that we are making the right decision. The bulk change procedure was introduced as a way of saving money in the first place.
A5	Nursery Education	The Services Scrutiny Committee to scrutinise the possible effect of the

Ref	Title of proposal	Decision
		proposal.
P6	Decommission a service level agreement with South Gwynedd Women's Aid	To submit financial information regarding the wider impact of this scheme on the budgets of the bodies in question, including their ability to attract further grants, to the Services Scrutiny Committee.
P7	Decommission a service level agreement with Bangor Women's Aid	

OED13 – resolved to approve the proposal.

(b) To approve all the other efficiency savings proposals noted in Appendix 2 of the report, but request that the detailed business case for the following schemes is submitted to the Cabinet before they are implemented –

EaCH10 A new Strategic Direction and a Delivery Model for the Libraries Service

EaCH11c A new method of provision for the Youth Service

OED 8 Re-model Learning Disabilities Support Services

OED 9 Re-model Learning Disabilities Respite Services

OED 10 Re-model Learning Disabilities Supported Accommodation Services

The meeting commenced at 1pm and concluded at 2.50pm.

CHAIR

ADRODDIAD I'R CABINET

Ionawr 13, 2015

Aelod Cabinet: Cyngorydd Gareth Thomas

Pwnc: Dyfodol Darpariaeth Addysg yn Nalgylch Y Gader

Swyddog Cyswllt: Iwan T Jones – Cyfarwyddwr Corfforaethol

Y penderfyniad a geisir/pwrpas yr adroddiad

Pwrpas yr adroddiad hwn yw adrodd i'r Cabinet yn dilyn cyfnod ymgynghori statudol ar y cynnig i gau ysgolion dalgylch Y Gader a sefydlu un ysgol ddalgylch ddilynol cymunedol cyfrwng Cymraeg ar safleoedd presennol ysgolion Y Gader, Cynradd Dolgellau, Ieuan Gwynedd, Dinas Mawddwy, Llanelltyd a Friog. Bydd yr ysgol yn gwasanaethu holl ddisgyblion 3-16 oed yn y dalgylch. Bydd angen i'r Cabinet ystyried y sylwadau a dderbyniwyd, a phenderfynu p'unai i barhau â'r cynnig a'i pheidio, h.y. cyhoeddi rhybuddion statudol a'i pheidio.

Barn yr aelodau lleol

Bydd unrhyw sylwadau gan yr Aelodau Lleol yn cael eu cyflwyno yn y cyfarfod.

1. CYFLWYNIAD

- 1.1 Pwrpas yr adroddiad hwn yw cael penderfyniad Cabinet y Cyngor i barhau neu beidio ar y cynnig i ad-drefnu darpariaeth addysg yn nalgylch Y Gader, Dolgellau. Gofynnir i'r Cabinet:
 - i. Ystyried y sylwadau a dderbyniwyd yn ystod y cyfnod ymgynghori statudol a'r ymateb i'r sylwadau hynny
 - ii. Penderfynu parhau â'r cynnig yn ei ffurf bresennol ai peidio
 - iii. Cymeradwyo cyhoeddi rhybuddion statudol pe bai'r penderfyniad i barhau
- 1.2 Mae'r Cyngor wedi bod yn gweithredu Strategaeth 'Addysg Gynradd o'r Ansawdd Gorau i Blant Gwynedd' ers ei mabwysiadu yn Ebrill 2009. Yn ei gyfarfod ar 9 Hydref 2012, penderfynodd y Cabinet ar 'Gynllun Blaenoriaethau – Maes Trefniadaeth Addysg' wedi ei sylfaenu ar y strategaeth hon.
- 1.3 Yn unol â Strategaeth Addysg Gynradd o'r Ansawdd Gorau i Blant Gwynedd cafwyd trafodaethau ynglŷn â darpariaeth addysg yn nalgylch Y Gader, Dolgellau ers 2010.
- 1.4 Cyflwynwyd adroddiad gerbron y Cyngor Llawn Gorffennaf 14, 2011 ynglŷn ag ad-drefnu ysgolion dalgylch Y Gader. Mae'r adroddiad yn gyd-destun pwysig i'r adroddiad yma a cheir copi, yn ogystal â chopiau adroddiadau a dogfennau perthnasol eraill ar wefan y Cyngor www.gwynedd.gov.uk/trefniadaethysgolion a www.gwynedd.gov.uk/ycabinet.
- 1.5 Cyflwynwyd adroddiad pellach gerbron y [Cabinet ar Orffennaf 16, 2013](#). Yn yr adroddiad hwnnw, adroddwyd ar rwystrau gwireddu cynllun yn un rhan o'r dalgylch oherwydd problemau technegol datblygu safle ym Mrithdir ac oblygiadau cost hynny. Yn wyneb y wybodaeth hon a'r angen i ail ystyried, mabwysiadwyd gweledigaeth amlinellol ar gyfer y dalgylch.
- 1.6 Hanfod y weledigaeth amlinellol fyddai anelu at sicrhau'r deilliannau canlynol;
 - Yr un cyfle a phrofiadau i holl ddisgyblion y dalgylch
 - Mwy o sefydlogrwydd ar draws yr holl ddalgylch
 - Gwell dilyniant ar draws yr ystod oedran

- Cyfleoedd i rannu arbenigedd staff a mwy o gyfleoedd o ran datblygiad proffesiynol
- Cyfleoedd ehangach i gydlynu gwasanaethau cyhoeddus, yn enwedig cefnogi teuluoedd
- Cryfhau'r ddarpariaeth addysg ar draws y dalgylch gan osod y sylfeini ar gyfer cydweithio, cydgyllunio a chyd-ddatblygu i'r dyfodol

Mae dyhead i sicrhau darpariaeth addysg gadarn a chynaliadwy yn y dalgylch cyfan, a hynny ar draws yr holl sectorau. Bydd hyn yn golygu ystyriaeth i resymoli nifer, natur a statws yr ysgolion mewn rhai rhannau o'r dalgylch. O wireddu'r weledigaeth yn llawn golyga hyn y bydd modd cryfhau'r ddarpariaeth addysg yn nalgylch Y Gader.

- 1.7. Yn [Rhagfyr 2013](#) cyflwynwyd adroddiad i'r Cabinet lle cymeradwywyd edrych ar y dalgylch yn ei gyfanrwydd, yn unol â'r argymhellion isod:
- Cadarnhau ehangu'r gwaith i alluogi llunio ystod o fodolau fyddai'n cyfarch y dalgylch yn ei gyfanrwydd, gyda'r bwriad o gyflwyno argymhellion penodol ar gyfer ymgynghori statudol yn unol â gofynion Adran 48 o Ddeddf Safonau a Threfniadaeth Ysgolion 2013 i'r Cabinet.*
 - Awdurdod i gynnal asesiad er adnabod a mesur yr angen yn y dalgylch ar gyfer darpariaeth addysg o gategori a dynodiad penodol fel rhan ac i gyfarch anghenion y broses o adnabod argymhellion yn unol ag i. uchod.*
 - I ystyried oblygiadau cyllidol posib a'r opsiynau i gyfarch yr oblygiadau hynny, ac yn sgil hynny gwarantu fod y Cabinet yn cynnwys unrhyw ofynion gweddilliol i wireddu'r cynllun fel rhan o adolygiad y cynllun rheoli asedau.*
 - Gan fod Ysgolion Gwirfoddol Eglwysig o fewn cwmpas y broses, dirprwyo'r hawl i'r Aelod Cabinet dros Addysg i benderfynu ar gynnal rhag ymgynghoriad yn unol â gofynion Cod Trefniadaeth Ysgolion 2013 gyda'r Eglwys petai hynny'n ofynnol cyn cyflwyno adroddiad pellach i'r Cabinet gyda'r opsiwn a ffefrir i ofyn caniatâd cynnal cyfnod o ymgynghoriad statudol arno*
- 1.8. Ym [Medi 2014](#) cyflwynwyd adroddiad i'r Cabinet lle cymeradwywyd yr argymhellion:
- I ymgymryd â phroses o ymgynghori statudol yn unol â gofynion Adran 48 o Ddeddf Safonau a Threfniadaeth Ysgolion 2013 i gau Ysgol Y Gader, Ysgol Gynradd Dolgellau, Ysgol Brithdir, Ysgol Machreth (Llanfachreth), Ysgol Ieuan Gwynedd (Rhydymain), Ysgol Dinas Mawddwy, Ysgol Llanelltyd, Ysgol Friog, Ysgol Clogau (Bontddu) ac Ysgol Ganllwyd ar 31 Awst 2017.*
 - I ymgymryd â phroses o ymgynghori statudol yn unol â gofynion Adran 48 o Ddeddf Safonau a Threfniadaeth Ysgolion 2013 ar yr opsiwn a ffafrir, sef i sefydlu Ysgol Dalgylch Dilydol 3-16 cymunedol ar safleoedd ysgolion presennol Ysgol Y Gader, Ysgol Gynradd Dolgellau, Ysgol Ieuan Gwynedd (Rhydymain), Ysgol Dinas Mawddwy, Ysgol Llanelltyd ac Ysgol Friog, ar 1 Medi 2017.*
- 1.9. Sefydlwyd Panel Adolygu Dalgylch (PAD) Y Gader yn ystod Ebrill 2010 a chynhaliwyd 7 cyfarfod. Roedd cynrychiolwyr o bob ysgol yno - pennaeth, cadeirydd llywodraethwyr a rhiant llywodraethwyr. Rhoddwyd gwahoddiad yn ogystal i'r Aelodau Lleol ac i gynrychiolaeth o'r Eglwys yng Nghymru (Esgobaeth Bangor) a chynrychiolydd o Goleg Llandrillo Menai.
- 1.10. Derbyniodd a thrafododd y panel ystod eang o dystiolaeth, gan gynnwys ystadegau ysgolion, cefndir ariannol, gwybodaeth am ddatblygiadau ar lefel genedlaethol (gan gynnwys canllawiau'r Llywodraeth ar ymdrin â chynigion ad-drefnu ysgolion) a rheoliadau newydd ar sefydlu patrymau cyd-weithio/ffederasiwn rhwng ysgolion.
- 1.11. Lluniwyd rhestr hir o opsiynau posib ar gyfer ad-drefnu ysgolion yn yr ardal - roedd yn cynnwys amrywiadau o'r canlynol:
- Datblygu modelau cydweithio
 - Modelau o ysgolion ardal wledig (un neu aml-safle)

- Ysgol Ddilynol (gelwir hefyd yn Gymuned Ddysgu neu Ysgol Gydol Oes)

1.12. Cynhaliwyd y cyfarfod PAD mwyaf diweddar ar yr 21^{ain} o Fai 2014 ac yno cyflwynwyd gwaith cefndirol yn seiliedig ar y dalgylch cyfan. Roedd hyn yn cynnwys rhestr hir o fodolau yn seiliedig ar y dalgylch, y ffordd ymlaen arfaethedig (y cyfeiriad ar hyn o bryd) ac eglurhad o'r prosesau statudol.

1.13. Cyd-destun pwysig arall yw'r buddsoddiad cyfalaf ar gael i'r dalgylch. Ers cychwyn trafodaethau yn y dalgylch, mae Llywodraeth Cymru wedi mabwysiadu rhaglen fuddsoddi cyfalaf o'r enw 'Raglen Ysgolion yr Unfed Ganrif ar Hugain'. Trwy'r rhaglen yma mae gan y Cyngor £3.6 miliwn ar gyfer dalgylch Y Gader wedi'i gymeradwyo mewn egwyddor. Bydd angen cyflwyno achosion busnes cynhwysfawr i ddenu'r arian. Mae angen ystyriaeth fanwl i'r defnydd gorau o'r buddsoddiad ac fel y trafodwyd yn adroddiad Cabinet Rhagfyr 2013, gan fod y dalgylch cyfan yn cael ei drafod bydd unrhyw anghenion ariannol ychwanegol yn cael eu cynnwys fel rhan o adolygiad y cynllun rheoli asedau.

2. CEFNDIR – DEWIS MODEL FFAFRIEDIG

2.1 Trafodwyd nifer fawr o fodolau cyn i'r rhestr hir gael ei greu. Roedd yr opsiynau hynny yn seiliedig ar y ffordd bosibl ymlaen gan ystyried pob un o'r 10 ysgol yn y dalgylch. Roedd hyn yn cwmpasu:

- Datblygu modelau o gydweithio/ffedereiddio rhwng rhai neu holl ysgolion presennol heb gau ysgolion
- Datblygu modelau o gydweithio/ffedereiddio rhwng rhai ysgolion presennol yn dilyn cau rhai ysgolion
- Cau rhai ysgolion cynradd gan drosglwyddo disgyblion i ysgolion cyfagos heb fuddsoddiad cyfalaf nac gydweithio rhwng yr ysgolion sy'n weddill
- Cau rhai ysgolion cynradd gan drosglwyddo disgyblion i ysgolion cyfagos heb fuddsoddiad cyfalaf, a sefydlu gydweithio rhwng yr ysgolion sy'n weddill
- Cau rhai ysgolion cynradd a sefydlu ysgolion ardal yn dilyn buddsoddiad cyfalaf
- Cau rhai ysgolion cynradd gwledig a sefydlu ysgolion ardal aml-safle yn dilyn buddsoddiad cyfalaf
- Uwchraddio Cynradd Dolgellau gyda buddsoddiad cyfalaf i greu canolbwynt addysgol i addysg gynradd yn y dalgylch
- Sefydlu un ysgol i ddisgyblion cynradd y dalgylch cyfan ar un safle, safle ysgol bresennol neu safle newydd
- Sefydlu un ysgol ddilynol 3-16 ar un safle i holl ddisgyblion y dalgylch
- Sefydlu ysgol ddilynol ar safleoedd presennol Y Gader a Chynradd Dolgellau
- Sefydlu ysgol ddilynol ar fwy nag un safle
- Sefydlu ysgol ddilynol i'r dalgylch cyfan ar nifer o safleoedd

Mae gan lawer o'r rhain nifer o amrywiadau gwahanol yn dibynnu ar ba ysgolion a safleoedd sydd yn cael eu dewis.

2.2 Gwnaethpwyd gwaith ymchwil cefndirol a darganfuwyd mai'r safleoedd dan ystyriaeth wrth greu'r rhestr hir oedd safleoedd presennol Ysgol Dinas Mawddwy, Ysgol Ieuan Gwynedd yn Rhydymain, Ysgol Gynradd Dolgellau, Ysgol Y Gader, Ysgol Llanelltyd, ac Ysgol Friog.

2.3 Yn seiliedig ar y safleoedd yma, crëwyd y rhestr hir o opsiynau. Er bod yr achos dros newid wedi ei sefydlu, roedd y model 'Gwneud Dim' yn cael ei gynnwys at ddiben cymharu:

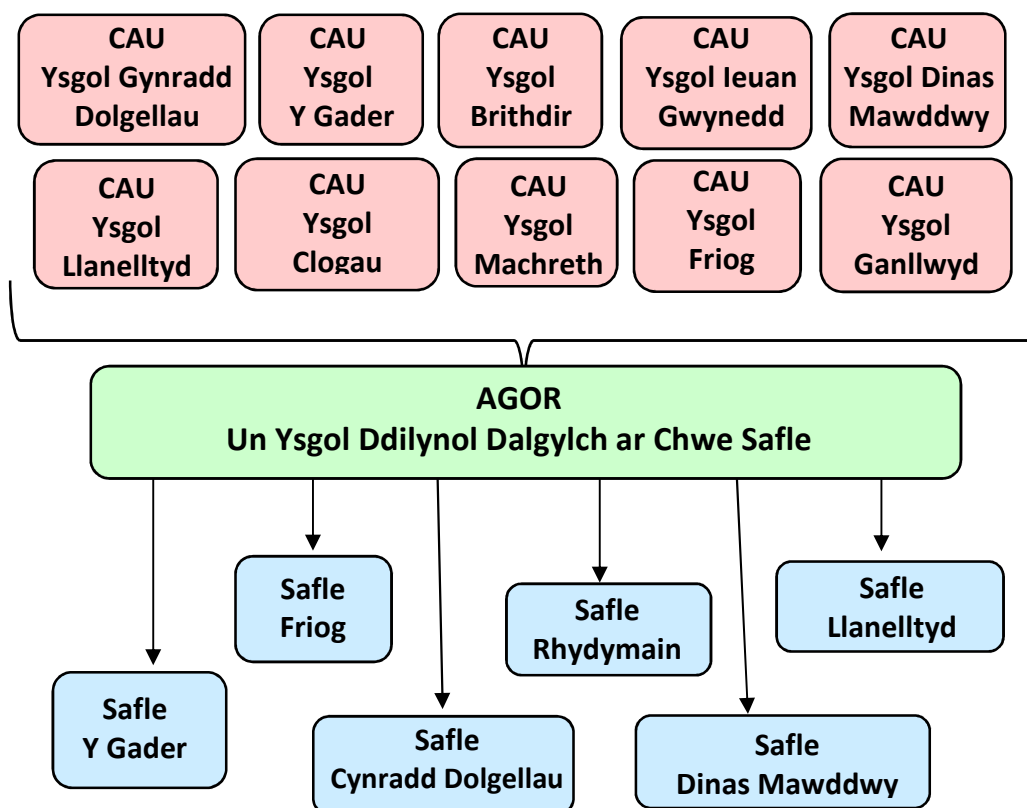
- **Model 1:** Gwneud dim - Parhau gyda'r '*status quo*' sef un Ysgol Uwchradd (Y Gader) a 9 Ysgol Gynradd. Dim newid i strwythur, lleoliad, dynodiad, rheolaeth nac dalgylchoedd yr ysgolion presennol.
- **Model 2:** "*Collaboration trust*" rhwng Ysgol Y Gader, Ysgol Gynradd Dolgellau, Ysgol Aml-safle yn Friog a Llanelltyd ac Ysgol Aml-safle yn Rhydymain a Dinas Mawddwy
- **Model 3:** Rhwydwaith Cydweithio rhwng ysgolion Clogau, Friog, Ganllwyd, Ieuan Gwynedd, Dinas Mawddwy, Cynradd Dolgellau ac Y Gader

- **Model 4:** Ysgol Ddilyinol yn Nhref Dolgellau, Ysgol Aml-safle yn Friog a Llanelltyd, Ysgol Aml-safle yn Rhydymain a Dinas Mawddwy
- **Model 5:** Ffedereiddio'r 3 Ysgol ym Model 4 (Ysgol Ddilyinol yn Nhref Dolgellau, Ysgol Aml-safle yn Friog a Llanelltyd, Ysgol Aml-safle yn Rhydymain a Dinas Mawddwy)
- **Model 6:** Ysgol Ddilyinol yn Nhref Dolgellau ac un Ysgol Aml-safle wledig ar safleoedd yn Friog, Llanelltyd, Rhydymain a Dinas Mawddwy – Ffedereiddio'r 2 Ysgol
- **Model 7:** Parhau gydag Ysgol Gynradd Dolgellau, a chreu Ysgol Ddilyinol 3-16 oed dalgylch (ar safleoedd presennol ysgolion y Gader, Friog, Llanelltyd, Rhydymain a Dinas Mawddwy gyda dewis i ddisgyblion Llanfachreth fynychu ysgol Gynradd Dolgellau neu'r Ysgol Ddilyinol)
- **Model 8:** Ysgol Ddilyinol Dalgylchol ar safleoedd presennol ysgolion Y Gader, Cynradd Dolgellau, Friog, Llanelltyd, Rhydymain a Dinas Mawddwy

- 2.4 Gwerthuswyd modelau'r rhestr hir wrth grynhai prif fanteision ac anfanteision yn erbyn ffactorau penodol. Defnyddiwyd ffactorau'r strategaeth 'Addysg Gynradd o'r Ansawdd Gorau i Blant Gwynedd', ffactorau yn y Cod Trefniadaeth, gweledigaeth dalgylch Y Gader a ffactorau perthnasol eraill.
- 2.5 Adroddwyd hyn i'r Cabinet ym Medi 2014 lle cymeradwywyd yr argymhellion i gynnal cyfnod o ymgynghori statudol ar fodel 8, sef i gau ysgolion y dalgylch a sefydlu Ysgol Ddalgylch Ddilyinol 3-16 cymunedol cyfrwng Cymraeg ar safleoedd ysgolion presennol Ysgol Y Gader, Ysgol Gynradd Dolgellau, Ysgol Ieuan Gwynedd (Rhydymain), Ysgol Dinas Mawddwy, Ysgol Llanelltyd ac Ysgol Friog, ar 1 Medi 2017.

3. Y CYNNIG

- 3.1 Mae'r cynnig hwn yn golygu y bydd deg ysgol yn cau gan ddatblygu un ysgol newydd i'r dalgylch.




- 3.2 Golyga hyn cau 10 Ysgol:

- Ysgol Y Gader
- Ysgol Gynradd Dolgellau
- Ysgol Clogau
- Ysgol Brithdir
- Ysgol Dinas Mawddwy
- Ysgol Ganllwyd
- Ysgol Llanelltyd
- Ysgol Ieuan Gwynedd
- Ysgol Friog
- Ysgol Machreth

- 3.3 Golyga hyn sefydlu un Ysgol Ddalgylch, ddilyinol 3-16 oed, cyfrwng Cymraeg cymunedol ar nifer o safleoedd

- 3.4 Byddai safleoedd ysgolion Llanelltyd, Friog, Ieuan Gwynedd (Rhydymain), Dinas Mawddwy, Gader a Cynradd Dolgellau yn ail agor fel safleoedd ar gyfer yr ysgol newydd.
- 3.5 Byddai safleoedd ysgolion Ganllwyd, Clogau (Bontddu), Machreth (Llanfachreth) a Brithdir yn cau, ni fyddai'r safleoedd hyn yn ail-agor.
- 3.6 Bydd y cynnig yn:
- Gwella safonau addysg ar draws y dalgylch wrth alluogi hyblygrwydd ar draws holl oedrannau fel bod rhannu adnoddau, staff a chyfleusterau yn dod yn arfer safonol
 - Cael effaith ar faint ac amrediad oedran o fewn dosbarthiadau
 - Yn gwella cyflwr a safon stad ysgolion y dalgylch wrth fuddsoddi £4.34 miliwn ar uwchraddio ac ymestyn tri safle, wrth wario ôl-gronid cynnal a chadw ar dri safle arall
 - Galluogi system uwch reoli modern newydd, bydd yn rhyddhau'r pennaeth o'r dosbarth, yn cynnig hyblygrwydd gyda'r strwythur staffio ar draws y sectorau, ac yn darparu cyfleoedd gyrfa newydd
 - Sicrhau bod safle addysg o fewn pellter rhesymol i holl ddisgyblion y dalgylch
 - Yn lleihau llefydd gweigion y dalgylch
 - Yn rhoi oddeutu £255,625 o arbedion refeniw, ac yn rhesymoli amrediad cost y disgybl yn y dalgylch
 - Yn rhoi'r cyfle gorau i geisio cyflawni'r polisi iaith, gan ddefnyddio'r adnoddau staffio dysgu mwy byddai gan un sefydliad i'r defnydd gorau ar draws gwahanol safleoedd y dalgylch

4. CYFNOD YMGYNGHORI STATUDOL

- 4.1 Yn unol â gofynion statudol y Cod Trefniadaeth Ysgolion (006/2013) a'r Ddeddf Safonau a Threfniadaeth Ysgolion 2013, cynhaliwyd cyfnod o ymgynghoriad statudol ar y cynnig gydag ymgynghorai perthnasol rhwng 10 Hydref a 13:00 o'r gloch ar 24 Dachwedd 2014.
- 4.2 Paratowyd dogfen ymgynghorol statudol (atodiad 1), yn unol â gofynion ac arweiniad y Cod Trefniadaeth Ysgolion (006/2013). Ar gychwyn y cyfnod ymgynghori dosbarthwyd y ddogfen i'r ymgynghorai perthnasol, gan sicrhau bod copïau caled yn cael eu hanfon i'r ysgolion at sylw'r rhieni, llywodraethwyr a'r staff. Mae'r ddogfen a holl ddogfennaeth y pecyn cefndirol ar gael ar wefan y Cyngor www.gwynedd.gov.uk/trefniadaethysgolion.
- 
- 4.3 Derbyniwyd 82 o ymatebion i'r ymgynghoriad statudol gan gynnwys ymatebion gan ddisgyblion, staff, llywodraethwyr a rhieni unigol, yn ogystal â'r cyrff canlynol:
- Grŵp Rhieni Brithdir
 - Eglwys Salem Dolgellau
 - Meithrinfa Seren Fach
 - UCAC
 - Estyn
 - Grŵp Llandrillo Menai
 - Staff Ysgol Brithdir
 - Penaethiaid Cynradd Dalgylch Y Gader
 - Pwyllgor Eglwys a Chymdeithas Henaduriaeth Gorllewin Gwynedd
 - Staff Ysgol Ieuan Gwynedd
 - Corff Llywodraethol Ysgol y Gader
 - Corff Llywodraethol Ysgol Brithdir
 - Corff Llywodraethol Ysgol Gynradd Dolgellau
 - Corff Llywodraethol Ysgol Ieuan Gwynedd
 - Corff Llywodraethol Ysgol Friog
 - Corff Llywodraethol Ysgol y Clogau

Mae'r ymatebion i gyd, yn dilyn dileu manylion personol a'r ymatebion na ddylid eu cyhoeddi yn unol â dymuniad yr ymatebwyr, i'w gweld yn llawn ar wefan y Cyngor yn www.gwynedd.gov.uk/trefniadaethysgolion. Mae manylion pellach yn gysylltiedig â'r ymatebion isod:

Nifer Yr Ymatebion						
Gohebiaeth			Holiadur Plant a Phobl Ifanc		Arall	Cyfanswm
Cymraeg	Saesneg	Dwyieithog	Cymraeg	Saesneg		
52	12	4	13	1	-	82

Nifer Yr Ymatebion Nodwyd Cysylltiad gydag Ysgol...										
Brithdir	Clogau	Cynradd Dolgellau	Dinas Mawddwy	Friog	Ganllwyd	Ieuan Gwynedd	Llanelltyd	Machreth	Y Gader	Arall
38	5	4	1	3	2	8	2	3	9	10
Cyfanswm = 85										
* <u>Un</u> ymatebydd wedi nodi <u>9</u> ysgol cysylltiedig, ** <u>Un</u> ymatebydd wedi nodi <u>7</u> ysgol cysylltiedig, ** <u>Tri</u> ymatebydd wedi nodi <u>2</u> ysgol cysylltiedig										

Nifer Yr Ymatebion <i>Plant a Phobl Ifanc</i> Nodwyd Cysylltiad gydag Ysgol...										
Brithdir	Clogau	Cynradd Dolgellau	Dinas Mawddwy	Friog	Ganllwyd	Ieuan Gwynedd	Llanelltyd	Machreth	Y Gader	Heb Nodi
7	0	0	0	0	0	0	0	2	1	4
Cyfanswm = 14										

- 4.4 Ar 5^{ed} a 6^{ed} Dachwedd 2014 cynhaliwyd diwrnodau agored yng Nghanolfan Hamdden Glan Wnion, Dolgellau. Yma roedd arddangosfa o'r wybodaeth yn y ddogfen ymgynghorol ac roedd swyddogion gwahanol o adrannau perthnasol (e.e. addysg, eiddo, personél ayb) ar gael i egluro ac ymateb i ymholiadau. Roedd hefyd cyfle i gael copi o unrhyw ddogfennaeth ac i gyflwyno sylwadau ysgrifenedig. Mynychodd dros 100 o bobl y diwrnodau agored.



- 4.5 Crëwyd dogfen ymgynghorol i blant cynradd a phlant uwchradd gyda holiaduron cysylltiedig. Trefnwyd bod hwylusydd arbenigol yn ymweld â'r ysgolion i gyd i gynnal sesiynau gyda'r disgyblion i ganfod eu barn. Mae dadansoddiad yr hwylusydd o'r sesiynau yma ar gael yn atodiad 3 yr adroddiad yma. Casgliad yr adroddiad ydy...

*“Beth ddaeth yn amlwg o'r broses ymgynghori oedd **bod plant yn fodlon addasu i sefyllfa newydd** er eu bod yn **poeni am fwlio, colli ffrindiau ac athrawon**, ond yn gyffredinol roedd yr adborth yn bositif yn rhan fwyaf o'r ysgolion.”*



5. SYLWADAU DERBYNIWYD YN YSTOD YR YMGYNGHORIAD STATUDOL

5.1 Pwrpas rhan yma yr adroddiad yw cyflwyno rhai o'r prif bwyntiau ddaeth i'r amlwg yn ystod y cyfnod ymgynghori statudol. Nid oes posibil rhoi sylw i bob sylwad yn fanwl yng nghorff yr adroddiad hwn, ond dadansoddwyd yr holl sylwadau gan nodi ymateb y Cyngor. Ceir y wybodaeth yma i gyd yn atodiad 2 o'r adroddiad yma.

5.1.1. O ran yr **ymateb yn gyffredinol yn ystod yr ymgynghoriad, gellir nodi bod cefnogaeth gyffredinol i newid y ddarpariaeth addysg**, a heblaw am ychydig o bryder ynglŷn â'r ffaith bod y model dilynol heb ei brofi eto, mynegwyd **cefnogaeth gyffredinol i'r model**.

5.1.2. Roedd yr ymatebion dderbyniwyd yn canolbwyntio'n gyffredinol ar:

- Addysg
- Statws/Materion Ieithyddol
- Materion staffio
- Statws Cyfreithiol (Cymunedol/Eglwysig)
- Datblygiad arfaethedig safle Rhydymain
- Safle Brithdir
- Materion Safleoedd Eraill
- Ymgynghori gyda plant a phobl ifanc
- Cludiant
- Materion Llywodraethu
- Y Broses Ymgynghori Statudol - Cyfredol a'r Broses yn 2011
- Opsiynau Amgen

5.2 Addysg

5.2.1. Nodwyd gan nifer fechan o ymatebwyr bod ansawdd addysg mewn ysgolion gwledig cynradd bychain yn llawer gwell o gymharu ag ysgolion mwy. Yn ychwanegol, crybwyllwyd heriau sydd wedi codi yn yr ysgol uwchradd yn ddiweddar a chwestiynwyd pam bod y newidiadau i'w gweld yn effeithio ar y sector cynradd fwyaf.

5.2.2. Eglurwyd yn y ddogfen ymgynghori bod cyfleoedd ar gael i holl ystod oedran disgyblion y dalgylch (3-16). Bydd yn cymedroli maint dosbarthiadau i ran fwyaf y safleoedd cynradd, ni fydd angen i benaethiaid ddysgu rhan helaeth o'i hamser fel bo modd i'r tîm rheoli allu canolbwyntio ar arwain a rheoli'n effeithlon, llai o ddyblygu gwaith dros y dalgylch, a chyfleoedd i rannu arbenigedd staff ac adnoddau dros y sectorau yn ogystal â rhannu arferion da. O ran ysgolion gwledig bychain, mae'r cynnig a ffeifrir yn cadw pedwar safle cynradd gwledig.

5.2.3. Nododd rhai ymatebwyr y dylid symud ymlaen gydag addysg ond nid drwy gymryd risg, gan ystyried bod y model ysgol ddilynol ddalgylchol heb ei brofi eto.

5.2.4. Mae'n wir bod y model yn un arloesol ond ni ddylai hyn fod yn rheswm i beidio â chymryd y cyfle i sefydlu trefn addysgol gadarn i'r dyfodol. Mae'r model ysgol ddilynol wedi ei sefydlu mewn 4 ysgol yng Nghymru ac mae ffederasiwn yn y De sydd yn cynnwys un ysgol uwchradd a phedair ysgol gynradd. Mae'r Cyngor wedi trafod mewn fforymau gyda rheolwyr y sefydliadau yma ac wedi addasu'r model i gwrdd â gofynion dalgylch Y Gader. Mae rhinweddau a risgiau'r model wedi cael eu hystyried yn llawn wrth werthuso'r modelau, ac ystyrir yr opsiwn arfaethedig yw'r ffordd orau ymlaen.

5.2.5. Derbyniwyd ymateb gan Estyn oedd yn nodi bod y cynnig yn *"debygol o gynnal ac o bosibl gwella safonau presennol y ddarpariaeth addysgol"* yn y dalgylch. Derbyniwyd hefyd ymateb gan Grŵp Llandrillo Menai oedd yn nodi bod y cynnig yn *"synhwyrol ac yn gynaliadwy"* ac yn rhoi cefnogaeth swyddogol i'r datblygiad. Mae'r Cyngor yn falch o'r adborth a'r gefnogaeth gan y sefydliadau addysgol yma.

5.3 Cymunedol

- 5.3.1. Nododd rhai ymatebwyr bod dileu presenoldeb addysgol o'u pentrefi am gael effaith negyddol ar y cymunedau hynny. Mae rhai yn sôn mai'r ysgol yw calon y gymuned a bod trigolion lleol wastad yn dangos eu cefnogaeth wrth fynychu digwyddiadau'r ysgol.
- 5.3.2. Mae'r Cyngor yn cydnabod bod cau safleoedd addysgol mewn pentrefi bychain yn cael effaith negyddol ar y cymunedau a bydd cynnal cyswllt cymunedol yn un o'r ystyriaethau wrth sefydlu'r ysgol newydd arfaethedig. Mae'r asesiad effaith cymunedol yn nodi rhai mesurau lliniaru gallai'r Cyngor a'r ysgol arfaethedig eu mabwysiadu pe bai'r cynnig yn cael ei weithredu.

5.4 Statws/Materion Ieithyddol

- 5.4.1. Mae statws ieithyddol arfaethedig yr ysgol wedi'i drafod gan rai ymatebwyr yn ystod yr ymgynghoriad gyda rhai yn nodi y byddai yn well ganddynt pe byddai'r ysgol yn un ddwyieithog yn hytrach na Chymraeg.
- 5.4.2. Mae statws ieithyddol yn derm technegol, sydd angen ei glustnodi wrth greu ysgol newydd yn unol â'r Cod Trefniadaeth Ysgolion (006/2013) a dogfen arweiniol y Llywodraeth, "*Diffinio ysgolion yn ôl y ddarpariaeth cyfrwng Gymraeg*" (023/2007).
- 5.4.3. Mater technegol yw'r statws yng Ngwynedd gan fod cynllun strategol y Gymraeg mewn addysg yn berthnasol i holl ysgolion y Sir, sydd yn golygu bod yr un disgwyliadau ieithyddol ar bob ysgol. Amcan y polisi yw:
"Nod y Polisi Iaith yw sicrhau bod holl ddisgyblion y sir yn meddu ar sgiliau ieithyddol priodol yn y Gymraeg a'r Saesneg. Yr un yw'r disgwyliad ar gyfer pob un o'r Ysgolion ... Er mai nod cyffredinol y Polisi yw dwyieithrwydd, fe bwysir y fantol o blaid y Gymraeg."
- 5.4.4. Gan ystyried bod yr ysgolion cynradd i gyd yn ysgolion Cymraeg byddai rhoi statws dwyieithog ar y sector cynradd yn cael effaith negyddol ar yr iaith Gymraeg. Yn unol â rhagamcanion ym Medi 2017 mae mwy o ddisgyblion cynradd nac uwchradd. Yn ymarferol ni fydd newid dydd i ddydd yn yr iaith gaiff ei ddarparu i'r disgyblion uwchradd gan y bydd angen darparu addysg trwy gyfrwng sydd yn ymateb i drawstoriad demograffig y dalgylch.
- 5.4.5. Nododd rhai ymatebwyr bod y Gymraeg ar ei chryfaf mewn ysgolion bychain gwledig a byddai'n drueni gwanhau'r iaith wrth gau ysgolion lle mae'r iaith yn gadarn.
- 5.4.6. Yng nghyd-destun dalgylch Y Gader, comisiynwyd asesiad ieithyddol annibynnol i asesu'r modelau. Roedd yr asesiad yma yn nodi'r anghysondeb o fewn y dalgylch o ran yr iaith Gymraeg, ond hefyd yn gweld cyfle wrth symud ymlaen gyda'r model a ffeirir trwy greu ysgol 3-16 cyfrwng Cymraeg:
"Model 8: Ysgol Ddilynol Dalgylchol ar safleoedd presennol ysgolion Y Gader, Cynradd Dolgellau, Friog, a Dinas Mawddwy a chau Ganllwyd, Clogau, Machreth a Brithdir. Un pennaeth, un corff llywodraethol. Dyfarniad o effaith cadarnhaol sy'n cynnig cyfle i sicrhau cysondeb ar draws y dalgylch cyfan. Tra nad oes modd gosod pob model mewn trefn sgorio effaith ar iaith, casglwn fod y model hwn yn cynnig manteision arbennig o ran cynllunio a darparu addysg statudol fydd yn gyson ac yn deillio o un weledigaeth gyflawn yn hytrach na chyfeiriad amrywiol nifer o sefydliadau fydd, yn anorfod, a safbwynt amrywiol o ran dyhead i gyflawni polisi iaith addysg y sir a chreu dinasyddion ifanc hyfedd ddwyieithog. Mewn dalgylch lle mae'r Gymraeg yn wyneb sawl her sylfaenol, efallai'n wir mae cynllunio'r ddarpariaeth ar sail un weledigaeth sefydliadol yw'r ffordd orau i geisio cyflawni'r polisi iaith, gan ddefnyddio'r adnoddau staffio a dysgu mwy fyddai gan un sefydliad i'r defnydd gorau ar draws gwahanol safleoedd y dalgylch."
- 5.4.7. Un o heriau sefydlu'r ysgol ddilynol dalgylchol fyddai sefydlu strwythur ieithyddol cywir, ar draws y sectorau oedran. Bydd ymateb i'r her a gweithrediad Polisi Iaith yr ysgol yng ngofal y Pennaeth a'r

Corff Llywodraethu, gyda chymorth gan y Sir. Bydd angen gweithredu Polisi Iaith y Sir yn briodol ac mewn modd sydd yn ymateb i'r her yn yr asesiad ieithyddol.

5.5 Materion Staffio

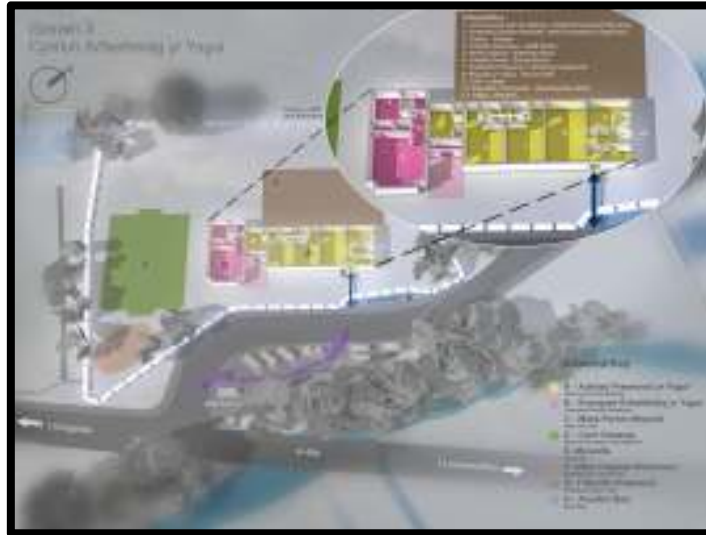
- 5.5.1. Mae rhai o'r ymatebion, gan gynnwys ymatebion gan staff, yn nodi pryderon oherwydd y cyfnod o ansicrwydd sydd yn y dyfodol pe bai'r cynnig yn cael ei weithredu. Nododd rhai bod straen ar staff y dalgylch ers cryn amser gan ystyried bod trafodaethau ad-drefnu wedi cael eu cynnal ers rhai blynyddoedd. Roedd rhai yn nodi nad oedd digon o wybodaeth ar gael ar y cam ymgynghori statudol, ac am gael gwybod beth fydd eu sefyllfa bersonol a nodi faint o swyddi byddai'n cael eu colli. Mae nifer wedi crybwyll pwysigrwydd penodi pennaeth addas i allu arwain yr ysgol newydd.
- 5.5.2. Cydnabuwyd bod trafodaethau trefniadaeth ysgolion yn creu ansicrwydd yn y dalgylch a bod y cyfnod i ddod am fod yn ansicr a gall arwain at ddiswyddiadau. Gan nad yw'r penderfyniad terfynol wedi'i wneud eto (ymgynghori'n unig yw'r cam yma) nid yw'n bosib rhoi gwybodaeth fanwl am sefyllfaoedd unigol. O ran nifer y swyddi bydd yn cael ei gollu, mae hefyd yn gynamserol nodi hyn oherwydd bod strwythur staffio'r ysgol newydd yn fater trafod i'r corff llywodraethol cysgodol. Pe bai'r penderfyniad terfynol i weithredu'r cynnig yn cael ei wneud, bydd ymgynghorwyr adran Adnoddau Dynol y Cyngor ar gael i roi cymorth gydol y broses. Mae nifer o gyfarfodydd a chymorth wedi cael eu rhoi i staff ysgolion yn gysylltiedig â datblygiad Ysgol Ardal Groeslon, Carmel a Bronyfoel yn y 6 mis diwethaf, a bydd y cymorth yma ar gael i staff ysgolion dalgylch Y Gader. Mae angen i'r Cabinet fod yn ymwybodol o'r galw am gefnogaeth gwasanaeth Ymgynghorwyr Adnoddau Dynol y Cyngor gan ystyried bydd staff 10 ysgol angen cymorth pe bai'r cynnig yn cael ei weithredu.
- 5.5.3. Daeth yn amlwg o'r broses ymgynghori bod penodi unigolyn addas i rôl y pennaeth yn greiddiol i lwyddiant y model. Nododd rhai ymatebwyr y gall bod her wrth geisio recriwtio unigolyn o'r calibr addas a byddai angen sicrhau eu bod yn cael cyfle teg i arwain a rheoli cynifer o safleoedd. Ar sail gwersi a ddysgwyd mewn siroedd eraill, dylai pennaeth gael ei benodi o leiaf blwyddyn cyn i'r ysgol ddilynol dalgylchol arfaethedig agor. Bydd hyn yn galluogi amser paratoi fel bod penodiadau a strwythur staffio yn gallu cael ei greu ynghyd â sicrhau amser digonol i greu polisiâu a threfniadau cadarn cyn i'r ysgol agor. Bydd angen i'r Cabinet ystyried hyn a sicrhau fod ymrwymiad adnoddau allan o arbedion y cynllun er mwyn penodi unigolyn cymwys ac addas, a hynny'n amserol.

5.6 Statws Cyfreithiol - Cymunedol/Eglwysig

- 5.6.1. Derbyniwyd rhai ymatebion o blaid y statws cymunedol. Nodwyd peth anfodlonrwydd bod yr Eglwys yng Nghymru wedi cael bod yn rhan o'r drafodaeth cyn yr ymgynghoriad statudol (e.e. rhoi cymorth i gynllunio holiadur yr asesiad o angen am wahanol fathau o ysgolion a'r rhag-ymgynghoriad). Roedd ambell ymgynghorai o dan y camargraff fod yr Eglwys Gatholig wedi bod yn rhan o'r trafodaethau yn ogystal.
- 5.6.2. Mae Esgobaeth Bangor, yr Eglwys yng Nghymru yn gyd-ddarparwyr addysgol yn dalgylch Y Gader gan fod Ysgol Gynradd Dolgellau ac Ysgol Machreth yn ysgolion gwirfoddol a Reolir (Eglwys yng Nghymru). Golyga hyn bod gofynion penodol ar y Cyngor, yn unol â'r Cod Trefniadaeth Ysgolion (006/2013) pan ystyrir ad-drefnu ysgolion ac un o'r rhain yw'r angen i gynnal cyfnod o rhag-ymgynghoriad. Yr unig sefydliad i roi mewnbwn cyn y cyfnod ymgynghori statudol oedd yr Eglwys yng Nghymru, yn unol â gofynion statudol.
- 5.6.3. Nododd un neu ddau o ymatebwyr anfodlonrwydd presenoldeb yr Eglwys yng Nghymru ar gorff llywodraethol yr ysgol newydd heb sicrhau chwarae teg i eglwysi anghydfurfiol yr ardal hefyd. Gan fod y cynnig arfaethedig wedi ffafrio statws cymunedol ar yr ysgol dalgylch dilynol ni fydd lle penodol ar y corff llywodraethol cysgodol i gynrychiolaeth yr Eglwys yng Nghymru.

5.7 Datblygiad Arfaethedig Rhydymain

- 5.7.1. Nodwyd bodlonrwydd fod safle Rhydymain yn cael ei ddatblygu a chrybwyllwyd nifer o argymhellion pellach yn dilyn gweld y cynllun arfaethedig (isod) e.e. cynnig rhoi'r estyniad ar ochr Llanuwchllyn yr adeilad. Nifer wedi nodi'r awydd i staff yr ysgol gael rhoi mewnbwn cyn i'r dyluniad terfynol gael ei gymeradwyo.



- 5.7.2. Er bod yr estyniad yn cael ei ddangos mewn un lleoliad ar y cynllun presennol, cynllun cysyniadol yn dangos un opsiwn posib yn unig yw hwn. Byddwn yn parhau i ystyried a oes modd rhoi'r estyniad mewn lleoliad arall (yn y cefn efallai) er mwyn ceisio amharu cyn lleied â phosib ar y safle ei hun. Bydd y trafodaethau yn parhau dros y misoedd nesaf.
- 5.7.3. Nid yw'n bosib newid ffigwr buddsoddiad sydd wedi ei glustnodi ar gyfer uwchraddio safle Rhydymain, sef £620,000. Dyluniadau cysyniadol sydd yn bodoli ar y pwynt yma, pe bai'r Cabinet yn penderfynu parhau â'r cynnig, bydd ymgynghori llawn gyda'r Pennaeth ac aelodau'r corff llywodraethu ar ddylunio pellach.
- 5.7.4. Nododd rhai bryderon ynghylch cynnal dau eisteddiad cinio, gan roi cais i ymestyn y neuadd ymhellach (syniad o efallai rhoi cyntedd gwydr fyddai'n gallu cael ei ddefnyddio fel rhan o'r neuadd). Bydd hyn yn golygu bod modd cynnal chwaraeon, gwasanaethau a chinio i holl ddisgyblion y safle ar yr un pryd. Roedd nifer wedi nodi'r gobaith o gael buddsoddiad uwch na'r buddsoddiad arfaethedig fel bod y datblygiad yn debycach i'r hyn wnaethpwyd yn Ysgol OM Edwards. Roedd ymatebwyr sydd yn nodi gwrthwynebiad i safle Rhydymain yn gweld y buddsoddiad yn annheg i ddisgyblion Dwyrain y dalgylch gan ystyried y buddsoddiad arfaethedig yn safleoedd Cynradd Dolgellau a Llanelltyd.
- 5.7.5. Bydd y neuadd o faint digonol i gynnal gwasanaethau, gweithgareddau ymarfer corff a gweithgareddau cerddoriaeth ayyb. Bydd angen dau eisteddiad cinio pe bai'r safle yn llawn. Nid yw cynnal dau eisteddiad cinio yn anarferol yn ysgolion Gwynedd. Mae'r Cyngor wedi ystyried gosod neuadd fwy, ond gan ystyried y cyllideb sydd ar gael, ni ellid cyfiawnhau costau uwch na'r hyn sydd dan sylw. Fel rhan o'r cynllun buddsoddiad £620,000 yn safle Rhydymain, sydd yn swm sylweddol gan y Cyngor. Canlyniad buddsoddiad arfaethedig y cynllun yw sicrhau bod gan bob safle addysgol y dalgylch neuadd bwrpasol fel nad oes angen i ddisgyblion barhau i fwyta yn eu dosbarth, fel sy'n digwydd ar hyn o bryd mewn rhai ysgolion.
- 5.7.6. Nodwyd nifer hefyd am gyfyngiad cyflymder y ffyrdd sy'n gysylltiedig â safle Rhydymain, hoffa rhai weld y briffordd (A494) yn cael ei gyfyngu i 50/40/30mya a'r ffordd yn y pentref i 20mya.

- 5.7.7. Yn ystod y broses ddylunio a chyflwyno cais cynllunio, bydd trafodaethau manwl ynglŷn â pha fesurau rheoli traffig sydd angen eu cyflwyno o amgylch y safle ei hun a'r ffyrdd cysylltiol. Byddwn yn asesu'r risgiau ac yn sicrhau fod mesurau lliniaru risg priodol yn cael eu hymgorffori yn rhan o'r gwaith.
- 5.7.8. Nodwyd gan nifer y byddai'n well cael estyniad i greu 4 dosbarth ar y safle yn hytrach na 3 dosbarth, gan nodi bod niferoedd cyfnod sylfaen yn mynd i fod yn uwch na 30 disgybl ym Medi 2017 ac amlygu bod dros 30 yn y cyfnod sylfaen yn anghyfreithlon.
- 5.7.9. Adroddwyd yn y ddogfen ymgynghori ar sail y rhagamcanion a grëwyd ym Medi 2013 gan benaethiaid, a chynigwyd un ffordd posib gall maint dosbarthiadau safle Rhydymain gael eu trefnu. Enghraifft yn unig yw hyn, mae'r tabl isod yn dangos tair gwahanol ffordd gall niferoedd disgyblion cael eu trefnu yn seiliedig ar ragamcanion darparwyd gan benaethiaid ym Medi 2014:

Safle	Meithrin	Derbyn	BI 1	BI 2	BI 3	BI 4	BI 5	BI 6	Cyf.	Nifer Dosb	Dosb Mwyaf	Dosb Lleiaf	Cyfartaledd Dosb		
Rhagamcanion Medi 2017 ar sail gwybodaeth gan Benaethiaid ym Medi 2013															
Rhydymain	8	8	7	8	9	8		12	7	67	3	23	21	22	
	4		4		23										
23			21			23									
Rhagamcanion Medi 2017 ar sail gwybodaeth gan Benaethiaid ym Medi 2014 – Posibilrwydd 1															
Rhydymain	8	7	6	9	8	8		13	7	66	3	24	21	22	
	4		4		24										
21			21			24									
Rhagamcanion Medi 2017 ar sail gwybodaeth gan Benaethiaid ym Medi 2014 – Posibilrwydd 2															
Rhydymain	YB	4	7	6	9	8	8	13	7	66	3	26	16	19	
	YP	4													
26			16			20									
Rhagamcanion Medi 2017 ar sail gwybodaeth gan Benaethiaid ym Medi 2014 - Posibilrwydd 3															
Rhydymain	YB	4	7	6	9		8	8	13	7	66	3	20	17	19
	YP	4			5	4									
17			20			20									

- 5.7.10. O'r enghreifftiau yn y tabl uchod, yn ddibynnol ar benderfyniad y pennaeth, mae modd creu strwythur dosbarthiadau fel nad yw cyfnodau allweddol yn cael eu croesi. Bydd strwythur y dosbarthiadau yn cael eu penderfynu gan y pennaeth a'r corff llywodraethol yn seiliedig ar wir nifer y plant a'r staff penodwyd i'r safle. Byddai creu pedwar dosbarth yn costio llawer mwy, yn creu llefydd gweigion ac yn golygu'r angen am fwy o staff. Ystyrir bod tri dosbarth ar y safle yma yn cynnig darpariaeth addysg wledig briodol i nifer y disgyblion dan sylw.
- 5.7.11. Crybwyllwyd nifer bryderon am gynaliadwyedd safle Rhydymain gan ystyried niferoedd disgyblion isel presennol, niferoedd uchel o lefydd gweigion, pellter y safle gan ystyried ei leoliad ar gyrion dalgylch Y Gader a'r peryg na fydd disgyblion all-dalgylch sy'n mynychu Brithdir ar hyn o bryd yn cael lle yn y safle nac ychwaith yn dewis mynychu'r safle yn y dyfodol.
- 5.7.12. Mae cynllunio llefydd mewn ysgolion yn anodd oherwydd bod dewis rhieni a teithio tu allan i dalgylch naturiol yn digwydd. Yn yr opsiwn ffafriedig arfaethedig mae digon o le yn safle Rhydymain i ddisgyblion presennol Brithdir, Rhydymain a Machreth. Rhagwelir bydd safle Rhydymain yn gallu dal oddeutu 70 o ddisgyblion ac yn seiliedig ar ragamcanion Medi 2014 bydd 66 o blant yno, gan gynnwys disgyblion all-dalgylch sydd eisoes yn mynychu'r tair ysgol. O ran pellter y safle, bydd cludiant di-dal yn cael ei gynnis yn unol â'r polisi cludiant, fel eglurir yn y ddogfen ymgynghorol statudol ac adran cludiant yr adroddiad yma.

5.8 Safle Brithdir

- 5.8.1. Roedd rhan fwyaf o ymatebion i'r ymgynghoriad statudol gan drigolion Brithdir sydd eisiau i'r Cyngor ail ystyried a defnyddio safle Ysgol Brithdir fel rhan o'r model arfaethedig. Mae cryn ddryswch am y penderfyniad i roi'r gorau i'r cynllun blaenorol (Ysgol Ardal Aml-Safle Brithdir a Dinas Mawddwy) ac oblygiadau presenoldeb y graig ar y safle ym Mrithdir.
- 5.8.2. Nodwyd gan nifer eu bod wedi deall mai'r prif reswm dros beidio parhau â'r cynnig yn y Brithdir oedd presenoldeb craig ar y safle gyfochr â'r ysgol. Nifer o ymatebwyr wedi synnu wrth ddeall gan yr adran Eiddo yn y diwrnodau agored bod problemau cynllunio yn her hefyd. Nododd rhai eu bod wedi cysylltu gyda Pharc Cenedlaethol Eryri ac nad oedd cais cynllunio wedi ei gyflwyno yn gysylltiedig â'r cynnig ac felly nad oeddynt wedi gwrthod unrhyw gais. Nododd rhai ymatebwyr mai cynlluniau cychwynnol yn unig dderbyniodd Parc Cenedlaethol Eryri fel yr Awdurdod Cynllunio. Cyflwynwyd cais gan rhai ymatebwyr i'r Cyngor gyflwyno cais cynllunio yn seiliedig ar ddatblygu safle Brithdir
- 5.8.3. Cynhaliwyd sawl trafodaeth agored gyda Swyddogion Cynllunio'r Parc. Crewyd model 3D o'r ysgol a chyflwynwyd cynlluniau. Cynigiwyd gwneud newidiadau. Roedd yr ymateb yn negyddol ac roeddent yn gallu cyflwyno dadleuon digon rhesymol dros wrthod cais cynllunio. Byddai parhau i wneud y gwaith angenrheidiol i gyflwyno cais llawn wedi costio rhai degau o filoedd a phenderfyniad y Cabinet, o ystyried yr holl ffactorau, oedd i beidio â bwrw 'mlaen gyda'r datblygiad.
- 5.8.4. Nodwyd pryder gan nifer ynglŷn â'r cyfarpar a ddefnyddiwyd i asesu daeareg y safle. Daeth yn amlwg bod rhai rhieni wedi bod ar y cae i wneud ymchwil eu hunain gyda pheiriant, a'u bod wedi methu darganfod y graig. Nodwyd gan nifer o ymatebwyr bod angen mwy o dystiolaeth ac eglurder clir a gonest pam bod y Cyngor wedi peidio â pharhau gyda datblygu safle Brithdir.
- 5.8.5. Cwmni breifat Betts Geoenvironmental comisiynwyd i gwblhau gwaith daear ar safle gyfagos i Ysgol Brithdir. Penderfyniad y cwmni arbenigol oedd i ddefnyddio bwced diddannedd i dylu'r cae. Y rheswm oedd bod y safle o fewn pellter penodol i olion archeolegol. Mae defnyddio bwced gyda dannedd yn debygol o chwalu unrhyw olion archeolegol ac mae hyn yn drosedd. Dyma'r offer a ddefnyddir gan bob cwmni arbenigol mewn sefyllfa o'r fath - cyrraedd lefel y graig yw pwrpas yr archwiliad nid ceisio tyllu drwyddi ac felly mae bwced heb ddannedd yn gwbl resymegol.
- 5.8.6. Mae'r adroddiad geotech yn cadarnhau fod craig wedi ei darganfod 1 metr o dan y ddaear – mae'r term "craig" yn cael ei ddefnyddio i ddisgrifio gwneuthuriad y deunydd o dan y ddaear – nid yw o reidrwydd yn un craig solet. Roedd y cynnydd mewn costau yn gyfuniad o fwy nag un ffactor wrth gwrs gan gynnwys tyllu'r deunydd o'r safle, y gost o roi gwasanaethau drwy'r deunydd, o gost o ddraenio drwy'r deunydd, y gofynion newydd gan y Llywodraeth (gan gynnwys cynnydd mewn arwynebedd, a'r linc cymhleth rhwng un lefel y safle i'r lefel arall (cynnwys lifft ayb).
- 5.8.7. Nid presenoldeb y graig yw'r unig reswm nac yn wir y prif reswm dros benderfyniad y Cabinet i ddirwyn y broses ddiwethaf i ben. Nodwyd yn adroddiad aeth i Gabinet y Cyngor yng Ngorffennaf 2013;

"1.4. Aethpwyd ymlaen i ymgynghori'n statudol ar y bwriad o wireddu'r cynllun yn ardal Brithdir a Dinas Mawddwy gan adrodd yn ôl i'r Cyngor Llawn yn Rhagfyr 2011. Oherwydd bod gwrthwynebiadau wedi eu derbyn trosglwyddwyd y mater i'r Gweinidog Addysg, Llywodraeth Cymru am benderfyniad terfynol. Ym mis Tachwedd 2012 cafwyd penderfyniad o blaid y cynnig.

1.5. Yn y cyfamser, gwnaethpwyd gwaith manwl ar safle Ysgol Brithdir a daethpwyd ar draws problemau a rhwystrau sylweddol o ran datblygu safle Brithdir o safbwynt materion cynllunio a chostau. Ers cyfnod yr ymgynghori ac wrth ddatblygu'r dyluniadau, daeth yn amlwg y byddai'n anodd iawn derbyn caniatâd cynllunio. Nodwyd y byddai'n rhaid gostwng lefel y tir yn sylweddol ar gyfer adeiladu a hynny mewn ardal ble mae craig, a byddai cost sylweddol ynghlwm â hyn. Yn ystod yr un cyfnod daeth yn amlwg fod gofynion technegol y Llywodraeth wedi newid ac y byddai angen mwy o

ofod yn yr estyniad. Canlyniad hyn ydyw fod yr hyn a ystyrir bellach yn wahanol i'r hyn dybiwyd adeg yr ymgynghori, a chynnydd yn y gost a risg sylweddol na fyddai caniatâd cynllunio yn cael ei roi. Y pryder ydyw y byddai'r arian ychwanegol yn cael ei wario er mwyn goresgyn problemau peirianyddol y safle yn hytrach nag ar adnoddau addysg i ddisgyblion yr ardal.

1.6. Yn sgîl hyn daethpwyd i gasgliad na fydd y cynnig gwreiddiol yn cael ei weithredu a bydd rhaid datblygu cynllun arall."

5.8.8. Y prif resymau dros beidio parhau a'r cynnig blaenorol i greu ysgol ardal aml-safle oedd:

- a) Y risg sylweddol o fethu cael caniatâd cynllunio doed a ddel. Yn ystod y cyfnod dylunio aeth barn y swyddogion cynllunio yn llawer mwy negyddol nag yr oedd adeg yr ymgynghori ac roeddent yn mynd yn fwy pryderus wrth i amser fynd heibio. Roeddem wedi cyrraedd pwynt lle'r oedd y siawns o fod yn llwyddiannus yn fychan os nad amhosib. Dyma'r prif reswm felly, mater na all arian ei oresgyn wrth gwrs.
- b) Yn ystod y cyfnod dylunio daeth gofynion y Llywodraeth yn gliriach. Er mwyn defnyddio arian grant roedd angen gwariant ychwanegol ar natur yr adeiladwaith er mwyn cyrraedd gofynion amgylcheddol uchel iawn. Hefyd roedd angen 70m² yn ychwanegol nag a dybiwyd yn wreiddiol er mwyn cyrraedd y safonau disgwylidig i sicrhau arian grant.
- c) Yn ystod y dylunio roedd y yn Parc mynnu y byddai'n rhaid gostwng lefel yr adeilad newydd yn sylweddol (hyd at 3m) er mwyn peidio effeithio ar yr ysgol bresennol a mwynderau'r tŷ yn y cefn. Eisoes mae safle'r ysgol bresennol fetr yn uwch na'r safle drws nesaf ac felly byddai angen cloddio 4 metr. Mae'r arolwg arbenigol yn dangos fod craig un fetr o dan y ddaear. Nid yw hyn ynddo'i hun yn golygu ei bod yn amhosib cyflawni'r datblygiad ond yn amlwg roedd yn ychwanegu at y gost. Byddai'r gwahaniaeth lefel hefyd yn golygu creu linc gymhleth a chostus rheng yr adeilad hen a newydd, gan gynnwys lifft ayb.

5.8.9. Nododd nifer o ymatebion mai Ysgol Brithdir yw'r safle fwyaf canolog, mae'n hwylus i rieni gan fod nifer yn cludo'u plant yno yn barod. Amlygwyd bod niferoedd uchel o blant yn Ysgol Brithdir a dim llefydd gweigion sydd yn cynnig ei hun fel y safle fwyaf hyfyw i'r dyfodol. Rhai ymatebwyr yn crybwyll bod meithrinfa breifat gerbron yn y Brithdir sydd yn hwyluso trefniadau i rieni a bod pellter teithio i Rydymain yn mynd i fod yn rwystr mawr. Bydd nifer uwch o ddisgyblion angen teithio i'r ysgol a nodwyd gan rhai ymatebwyr na fyddai rhieni'n cludo'u plant o Ddolgellau i Rydymain o ystyried y pellter. Gall hyn effeithio ar hyfywedd safle Rhydymain i'r dyfodol ym marn rhai o'r ymatebwyr. Ategwyd gan nifer mai safle Brithdir fyddai'r un hyfyw i'r dyfodol, a rhoddwyd nifer o geisiadau i ddatblygiad safle Brithdir gael ei ail-hystyried.

5.8.10. Mae'r Cyngor yn cydnabod bod rhinweddau da i safle Brithdir, yn wir, dyma rai o'r rhesymau pam penderfynwyd ei gynnwys fel safle yn yr ymgynghoriad blaenorol (2011) ac ni ellir dadlau yn erbyn hynny. Oherwydd problemau technegol cost gynyddol datblygu'r safle, a rhwystrau cynllunio bu yn rhaid i'r Cyngor gwneud y penderfyniad anodd ac ystyried opsiynau a safleoedd eraill.

5.9 Materion Safleoedd Eraill

5.9.1 Derbyniwyd ymateb yn croesawu ac yn falch iawn o'r buddsoddiad ar safle Cynradd Dolgellau. Rhoddwyd cais i ymgynghori gyda staff yr ysgol fel y defnyddiwr cyn datblygu'r cynllun terfynol. Fel sydd eisoes wedi'i nodi, nid yw'r gwaith dylunio go iawn wedi cychwyn, ystyried cysyniadau sydd yn digwydd ar y pwynt yma. Yn ddibynnol ar benderfyniad y Cabinet yn dilyn yr adroddiad yma bydd y dylunio pellach yn cael ei wneud. Mae dymuniad i ymgynghori'n llawn gyda'r Pennaeth a hefyd gyda'r Corff Llywodraethu wrth i'r broses hon gael ei dilyn. Bydd barn a mewnbwn rhai sy'n defnyddio'r ysgol yn hanfodol er mwyn cael cynllun llwyddiannus.

5.9.2 Roedd un ymateb yn pryderu ynghylch lefel buddsoddiad safle Friog, gan bryderu nad yw'n ddigonol i ddenu rhieni i'r safle a bydd yn colli disgyblion i'r safleoedd eraill. Mae adeilad Friog mewn cyflwr derbyniol ac nid oes gofynion gwario mwy ar ei gyflwr. Nid oes cyllideb ar gael i uwchraddio'r safle yn ei gyfanrwydd. Nododd rhai ymatebwyr bod nifer o ddiffygion adeiladol yn safle Ysgol Y Gader. Bydd holl anghenion ôl-groniad cynnal a chadw sydd ei hangen ar safleoedd Friog, Dinas Mawddwy a'r Gader yn cael ei wario erbyn Medi 2017. Yn wir mae Ysgol Friog wedi derbyn buddsoddiad dros Haf 2014 pryd cwblhawyd gwelliannau i'r gegin, rheiddiaduron newydd a ffenestri newydd. Bydd £15,000 arall yn cael ei wario. Mae £439,000 o ôl-groniad cynnal a chadw angen ei wario yn safle Y Gader, bydd hyn yn cael ei wneud maes o law.

5.10 Ymgynghori gyda plant a phobl ifanc

5.10.1. Nododd un neu ddau o rieni eu anfodlonrwydd bod sesiynau'n cael eu cynnal gyda disgyblion heb iddynt wybod o flaen llaw. Nid oeddent yn deall pam bod angen trafod gyda plant ac yn credu mai cyfrifoldeb rhieni yw penderfynu dewis rhannu gwybodaeth gyda'u plant neu beidio.

5.10.2. Yn unol â'r Cod Trefniadaeth Ysgolion (006/2013), mae'n hanfodol fel rhan o unrhyw ymgynghoriad statudol i ymgynghori gyda plant a phobl ifanc sy'n mynychu'r ysgolion sy'n destun yr ymgynghoriad. Nodwyd yn rhan 1 y ddogfen ymgynghorol statudol: *"Bydd trefniadau hefyd yn cael eu gwneud i dderbyn barn plant a phobl ifanc sy'n mynychu'r ysgolion dan ystyriaeth. Bydd hwylusydd arbenigol yn ymweld a phob ysgol i gynnal sesiynau penodol i alluogi plant gael rhoi eu barn. Mae yna ddogfen ymgynghori i blant a phobl ifanc ar wefan y Cyngor www.gwynedd.gov.uk/trefniadaethysgolion yn ogystal â ffurflen ymateb addas. Golyga hyn bod modd i blant a phobl ifanc unigol sydd ddim yn rhan o'r sesiynau ymateb i'r ymgynghoriad hefyd."* Dosbarthwyd copi caled o'r ddogfen ymgynghori statudol i bob riant/warchodwr yn gysylltiedig a'r 10 ysgol ac roedd penaethiaid ysgolion yn rhan o drefnu'r trefniadau ymweliad yr hwylusydd. Penderfynodd un neu ddau o rieni tynnu eu plant o'r sesiynau, ac mewn un ysgol penderfynodd aelodau'r corff llywodraethol eistedd i mewn ar y sesiwn. Mae adroddiad llawn yr hwylusydd i'w weld yn atodiad 3.

5.10.3. Derbyniwyd nifer o holiaduron cynradd ac un holiadur uwchradd fel rhan o ohebiaeth y cyfnod ymgynghori. Roedd yr ymatebion bron i gyd yn unfrydol mai ffrindiau da, athrawon da ac addysg dda yw'r pethau pwysicaf mewn ysgol. Nodwyd gan rai hefyd bod siarad Cymraeg yn y buarth yn bwysig a bod cyfleoedd i gystadlu mewn chwaraeon a chanu/llefaru/dawnsio'n bwysig iawn.

5.10.4. Roedd 10 o blant wedi ticio'r gwyneb trist mewn ymateb i'r cynnig a'r prif bryderon oedd teithio'n bell i safle newydd, cael eu gwahanu o ffrindiau, plant cas newydd, athrawon newydd, a methu deall y newid gan bod Brithdir yn fwy na leuan Gwynedd heddiw a bod Brithdir yn ysgol gymunedol Gymraeg gwledig hapus sydd yn cael ei chau.

5.10.5. Mae'r Cyngor yn gwerthfawrogi sylwadau plant a phobl ifanc yr ysgolion ac yn cymryd sylw o'r pryderon penodol nodwyd. Bydd bob ymdrech yn cael ei gwneud i leddfu'r pryderon pe bai'r cynnig yn cael ei weithredu e.e. trefnu amser cydweithio fel bod disgyblion gwahanol safleoedd fydd yn dod at ei gilydd yn dod i adnabod ei gilydd cyn Medi 2017 a chodi ymwybyddiaeth y disgyblion am bellteroedd/amseroedd teithio arfaethedig.

5.10.6. Roedd 2 o blant wedi ymateb wrth ticio'r gwyneb hapus gan nodi eu bod yn edrych ymlaen at ysgol fwy gyda dosbarth mwy a'r posibilrwydd o gwneud ffrindiau newydd mewn safle newydd. Mae'r Cyngor yn gwerthfawrogi'r sylwadau ac yn falch o weld y nodweddion penodol mae disgyblion yn edrych ymlaen atynt a'r materion ystyrir yn bwysig mewn ysgol.

5.11 Cludiant a Teithio

5.11.1. Roedd sylwadau am bellter teithio o Ddolgellau a Brithdir i Rydymain, wrth i rai nodi na fydd rhieni'n fodlon teithio mor bell dwywaith y dydd. Roedd rhai ymatebwyr yn cysylltu llwyddiant niferoedd Ysgol Brithdir gyda meithrinfa Seren fach o ran hwylustod gan nodi byddai cost ac amser teithio i Rydymain

rhy uchel iddynt gludo'u plant yno. Mae rhai o'r ymatebwyr wedi rhoi cais am warant o gludiant parhaol i'r disgyblion sydd yn yr ysgolion sydd yn cau.

- 5.11.2. Bydd cludiant am ddim yn cael ei ddarparu yn unol â'r polisi cludiant ysgolion sydd yn nodi bod y Sir yn darparu cludiant am ddim i ddisgyblion o dan yr amgylchiadau canlynol:

"Disgyblion Oed Cynradd - i ddisgyblion sy'n byw 2 filltir neu fwy oddi wrth yr ysgol yn eu dalgylch, neu'r ysgol agosaf.

Disgyblion Oed Uwchradd - ar gyfer disgyblion o dan 16 sy'n byw 3 milltir neu fwy o'r ysgol yn eu dalgylch neu'r ysgol agosaf."

- 5.11.3. Fel y nodwyd yn y ddogfen ymgynghorol statudol, bydd angen addasu'r polisi cludiant ychydig i gydnabod elfen aml-safle yr ysgol arfaethedig, felly bydd angen iddo ddarllen bod y Sir yn darparu cludiant am ddim i ddisgyblion o dan yr amgylchiadau canlynol:

*"Disgyblion Oed Cynradd - i ddisgyblion sy'n byw 2 filltir neu fwy o **safle'r ysgol** yn eu dalgylch, neu'r **safle'r ysgol agosaf**.*

*Disgyblion Oed Uwchradd - ar gyfer disgyblion dros 16 oed sy'n byw 3 milltir neu fwy o **safle'r ysgol** yn eu dalgylch neu **safle'r ysgol agosaf**."*

- 5.11.4. Yn ogystal â hyn, daeth yn amlwg yn ystod yr ymgynghoriad statudol bod rhai disgyblion sydd yn byw yn nalgylch presennol Ysgol Brithdir yn byw yn nes i safle Cynradd Dolgellau o gymharu â safle Rhydymain. Gan fod y Cyngor yn cynllunio llefydd i holl ddisgyblion ysgolion Brithdir, Machreth a Ieuan Gwynedd yn safle Rhydymain, argymhellir cyfeiriad penodol at hen ddalgylchoedd yr ysgolion fel bo disgyblion y dalgylchoedd hynny'n cael cludiant am ddim i Rydymain (os ydynt yn byw dros 2 filltir o'r safle). Y dalgylch dan sylw byddai'r map i'r dde:



- 5.11.5. Crybwyllwyd gan rhai o ymatebion bod y cynnig yn golygu: nifer mwy o ddisgyblion yn teithio'n bellach i'r ysgol (annheg yn eu barn nhw), costau cludiant uwch ac effaith negyddol ar ôl-troed carbon y Cyngor. Mae'r Cyngor yn cydnabod bydd mwy o ddisgyblion yn teithio'n bellach i'w safle addysgol, ond ni fydd unrhyw ddisgybl yn teithio tu hwnt i'r polisi Sirol/Cenedlaethol. Wrth gyfeirio at ôl-troed carbon a chostau cludiant, mae angen ystyried bydd 4 safle addysgol yn cael eu cau. Golyga hyn arbedion refeniw net o £255,625 (ar ôl tynnu costau cludiant), a fydd rhai o'r safleoedd bydd yn parhau yn cael ei uwchraddio i fod yn well yn amgylcheddol. Golyga hyn drefn fwy effeithiol i gymharu â'r drefn bresennol.

- 5.11.6. Nododd rhai bod cynllunio i gael plant yn teithio o safle i safle yn ddyddiol yn annerbyniol. Nid yw'n fwrriad i disgyblion teithio o un safle i'r llall yn ddyddiol. Yn achlysurol gwelid bod manteision addysgol i gwneud y defnydd o adnoddau ar safleoedd eraill e.e. disgyblion hynaf y sector gynradd yn mynychu gwersi gwyddoniaeth yn labordai safle uwchradd Y Gader.

5.12 Materion Llywodraethu, Mynediad a Cyllid

- 5.12.1. Roedd pryder na fyddai'r cymunedau i gyd yn cael eu cynrychioli'n deg ar y corff llywodraethol cysgodol. Nododd rhai nad oedd digon o wybodaeth ynglŷn â sut fyddai'r corff yn gweithio ar draws dalgylch gyfan. Nododd un ymatebydd bryder bod y cynnig yn dileu nifer sylweddol o lywodraethwyr ac yn gadael un corff, sef corff yr uwchradd i redeg addysg y dalgylch.

- 5.12.2. Nid corff llywodraethol yr ysgol uwchradd fydd yn rhedeg yr ysgol arfaethedig - bydd corff llywodraethol cysgodol newydd yn cael ei greu. Bydd y corff llywodraethol cysgodol yn cael ei greu allan o aelodau presennol llywodraethwyr yr ysgolion. Yn unol â chanllawiau, ragwelir bydd 19 o lywodraethwyr a'r pennaeth ar y corff llywodraethol cysgodol a byddai'r rhain yn gallu dod o holl ardaloedd y dalgylch.

- 5.12.3. Nododd un ymatebydd nad oedd yn glir yn y ddogfen ymgynghorol beth ddylai disgyblion all-dalgylch sydd eisiau mynychu'r safle uwchradd gwneud i gael mynediad i'r ysgol ddilynol dalgylchol ym mlwyddyn 7. Er eglurder, bydd angen i'r disgyblion yma wneud cais mynediad i'r Awdurdod yn unol â'r drefn bresennol.
- 5.12.4. Cyfeiriodd rhai o ymatebwyr at y rhwyd-diogelu staffio gan amlygu'r ffaith bod Ysgol Ieuan Gwynedd yn derbyn mwy o warchodaeth i gymharu ag Ysgol Brithdir. Wrth edrych ar ragamcanion gwahanol safleoedd cynradd yr ysgol ddilynol dalgylchol, mae rhai o ohebwyr yn rhagweld bydd 2 o'r safleoedd yn parhau yn y rhwyd-diogelu staffio.
- 5.12.5. Mae dyraniad Ysgol Ieuan Gwynedd cyfateb i £10,616 y disgybl. Mae hyn yn cynnwys gwarchodaeth lleiafswm staffio gwerth £45,201 a dyraniad o £29,750 ar gyfer disgyblion gydag Anghenion Dysgu Ychwanegol). Wrth sefydlu fformiwla dyrannu Ysgol Ddilynol byddwn yn ystyried yr angen i ddarparu dyraniad aml safle, i sicrhau darpariaeth addysg ar draws y dalgylch.

5.13 Y Broses Ymgynghori Statudol - Cyfredol a'r Broses yn 2011

- 5.13.1. Y brif neges o'r dalgylch yw bod ad-drefnu wedi bod yn cael ei gynnal ers cryn amser a bod trigolion yn siomedig bod y diffyg gweithrediad hyd yma yn golygu bod trafodaethau'n parhau. Cyfeiriodd nifer at yr ymgynghoriad statudol yn 2011 a bod yn bwysig i'r Cyngor sicrhau bod y dewis cywir yn cael ei wneud y tro hwn er budd y dalgylch ac enwedig y disgyblion. Cwestiynodd rhai'r broses o sut y gwneir penderfyniadau
- 5.13.2. Mynegodd rhai ymatebwyr eu bod yn falch o'r cyfle i rhoi eu barn a bod y ddogfen ymgynghorol statudol wedi bod yn gynhwysfawr.
- 5.13.3. Roedd rhai o'r farn mai camgymeriad oedd dangos gwybodaeth am ysgolion OM Edwards a Penybryn, Tywyn yn ystod y diwrnodau agored am eu bod yn ystyried y buddsoddiad yn nalgylch Y Gader yn sylweddol llai na'r hyn a wariwyd yn yr ysgolion hynny.
- 5.13.4. Heblaw am luniau sydd yn rhan o'r ddogfen ymgynghorol ac yn gysylltiedig â safleoedd arfaethedig yr ysgol ddilynol, yr unig luniau oedd yn y diwrnodau agored oedd yn gysylltiedig ag Ysgol OM Edwards ac Ysgol Penybryn, Tywyn. Derbyniodd Ysgol OM Edwards buddsoddiad o £1miliwn i'w huwchraddio. Bydd y datblygiad yma'n debyg iawn i'r hyn bydd yn cael ei wneud yn Llanelltyd (£1.02miliwn buddsoddiad) a dyma pam ystyrir o ddiddordeb yn y diwrnodau agored. Derbyniodd Ysgol Penybryn, Tywyn buddsoddiad o £1.47 miliwn i'w huwchraddio. Mae safle Cynradd Dolgellau yn derbyn buddsoddiad o £2.7miliwn a gall y gwelliannau ym Mhenybryn rhoi syniad o'r math o newidiadau bydd ar gynnig yno. Dyma pam ystyrir o ddiddordeb yn y diwrnodau agored.

5.14 Opsiynau Amgen

- 5.14.1. Prin oedd yr opsiynau amgen a gynigwyd. Nododd un ymatebydd eu bod yn ffafrio model 3 y rhestr hir, cynigodd ymatebydd arall y posibilrwydd o symud disgyblion blwyddyn 6 y dalgylch i Ysgol Y Gader. Y prif opsiwn amgen cynigwyd oedd yn gysylltiedig â'r safleoedd dewiswyd. Mae nifer o ymatebwyr yn cynnig Brithdir fel safle i'r ysgol ddilynol dalgylchol yn hytrach na safle Rhydymain.
- 5.14.2. Mae'r Cyngor wedi gwneud cryn waith ymchwil ar yr opsiwn o ehangu safle Brithdir, yn wir roedd y safle yn rhan o'r cynnig blaenorol i Ddwyrain dalgylch Y Gader. Yn anffodus oherwydd ffactorau drafodwyd uchod yn rhan 5.7 uchod nid yw'n bosib datblygu gerbron safle Ysgol Brithdir, felly nid yw'n opsiwn posib bellach.

6. I GRYNHOI

- 6.1 Argymhellir rhyddhau rhybuddion statudol ar y cynnig i gau ysgolion dalgylch Y Gader a sefydlu un ysgol ddalgylch ddilynol 3-16 cymunedol cyfrwng Cymraeg ar safleoedd presennol ysgolion Y Gader, Cynradd Dolgellau, Ieuan Gwynedd, Dinas Mawddwy, Llanelltyd a Friog.
- 6.2 Mae'r argymhelliad yma yn dilyn **ystyriaeth o ystod eang o fodolau posib**. Crynhowyd y cynigion yma i **restr hir o 8 model posib, a gwerthuswyd yr opsiynau yma'n llawn** wrth gymharu prif fanteision ac anfanteision yn erbyn **ffactorau penodol**. Defnyddiwyd ffactorau'r strategaeth '*Addysg Gynradd o'r Ansawdd Gorau i Blant Gwynedd*', ffactorau yn y Cod Trefniadaeth, gweledigaeth dalgylch Y Gader a ffactorau perthnasol eraill. Roedd y ffactorau yn cynnwys, ond ddim yn gyfyngedig i:
- Ansawdd yr Addysg
 - Maint dosbarthiadau ac amrediad oedran o fewn dosbarthiadau
 - Niferoedd disgyblion a llefydd gweigion
 - Amgylchedd Dysgu – ansawdd ac addasrwydd adeiladau
 - Statws / Categori Ysgol
 - Arweinyddiaeth a staffio
 - Y Gymuned
 - Yr Iaith Gymraeg
 - Ardrawiad Cydraddoldeb
 - Adnoddau Ariannol
 - Ffactorau Daearyddol
- Mae'r gwerthusiad opsiynau llawn yma eisoes wedi ei gyflwyno i'r Cabinet am ystyriaeth ym Medi 2014.
- 6.3 Fel rhan o'r gwerthusiad opsiynau yma, defnyddiwyd hefyd casgliadau **asesiadau effaith Cymunedol , leithyddol a Chydraddoldeb**. Mae'r asesiadau yma a holl dogfennaeth cefndirol y cynnig ar gael yn atodiad 1 yr adroddiad ar wefan y Cyngor www.gwynedd.gov.uk/trefniadaethysgolion. Yn unol â Deddf Cydraddoldeb 2010 cynhaliwyd asesiad ardrawiad cydraddoldeb ynglŷn â'r cynigion. Mae'r asesiad yn nodi'r sefyllfa bresennol ac yn dangos fod polisiâu a threfniadau mewn lle a fyddai yn sicrhau fod y cynnig yn ystyried ac yn cyd-fynd ag hawliau cyfartal. Wedi pwyso a mesur y ffactorau perthnasol deuir i'r casgliad bod sicrwydd yr hyrwyddir cyfleoedd cyfartal yn gadarnhaol yn sgil y cynnig a bod mesurau mewn lle i sicrhau na fydd camwahaniaethu anghyfreithlon ac aflonyddu. Mae trefniadau mewn lle yn ogystal fydd yn monitro ac yn adolygu'r sefyllfa. Ystyrir felly fod canfyddiadau yr asesiadau yn parhau yn gyfredol ac yn berthnasol i'r argymhelliad.
- 6.4 **Cwblhawyd rhag-ymgynghoriad gyda'r Eglwys yng Nghrymu** ac ystyriwyd eu sylwadau, ynghyd a'r gwerthusiad opsiynau a'r asesiadau effaith cyn penderfynu cymeradwyo cynnal cyfnod o ymgynghoriad statudol ar y cynnig.
- 6.5 Yn dilyn **ystyried holl sylwadau** derbyniwyd yn ystod y **cyfnod ymgynghori statudol, mae'r Cyngor dal o'r farn fod y cynnig ymgynghorwyd arno dal i gynnig yr opsiwn orau ar gyfer dyfodol addysg yn nalgylch Y Gader**. Mae dadansoddiad o'r sylwadau derbyniwyd yn cael sylw yn adran 5 ac atodiad 2 yr adroddiad yma, ac mae'r ymatebion ar gael yn llawn ar wefan y Cyngor www.gwynedd.gov.uk/trefniadaethysgolion.
- 6.6 Mae'r cynnig yn parhau fel yr opsiwn ffafriedig am nifer o resymau. Trwy sefydlu ysgol ddilynol dalgylchol 3-16, gellir **mynd i'r afael â nifer o'r heriau** a geir ar hyn o bryd yn nalgylch y Gader, creu **nifer o wahanol gyfleoedd i ddatblygu ar sylfaen ansawdd addysg a dysgu** presennol y dalgylch, yn ogystal â chynnig hyblygrwydd mewn nifer o ffyrdd i **greu darpariaeth addysgol gadarn a chynaliadwy i'r dyfodol**. Rhai o buddion y cynnig yw ei fod yn:
- **Gwella safonau addysg** ar draws y dalgylch wrth alluogi hyblygrwydd ar draws holl oedrannau fel bod rhannu adnoddau, staff a chyfleusterau yn dod yn arfer safonol
 - Cael **effaith ar faint ac amrediad oedran o fewn dosbarthiadau**
 - **Gwella cyflwr a safon stad ysgolion** y dalgylch wrth **fuddsoddi £4.34miliwn** ar uwchraddio ac ymestyn tri safle, wrth wario ôl-groniad cynnal a chadw ar dri safle arall

- Galluogi **system uwch reoli modern newydd**, bydd yn **rhyddhau'r pennaeth o'r dosbarth**, yn cynnig **hyblygrwydd gyda'r strwythur staffio** ar draws y sectorau, yn darparu cyfleoedd gyrfa newydd
- Sicrhau bod **safe addysg o fewn pellter rhesymol** i holl ddisgyblion y dalgylch
- **Lleihau llefydd gweigion** y dalgylch
- Rhoi oddeutu **£255,625 o arbedion refeniw**, ac yn rhesymoli amrediad cost y disgybl yn y dalgylch
- Rhoi'r **cyfle gorau** i geisio **cyflawni'r polisi iaith**, gan ddefnyddio'r adnoddau staffio dysgu mwy byddai gan un sefydliad i'r defnydd gorau ar draws gwahanol safleoedd y dalgylch

7. CAMAU NESAF

- 7.1 Os bydd y Cabinet yn penderfynu symud ymlaen â'r argymhellion yn yr adroddiad hwn - bydd angen cyhoeddi rhybuddion statudol yn unol â Deddf Safonau a Threfniadaeth Ysgolion 2013 ac arweiniad y Cod Trefniadaeth Ysgolion (006/2013).
- 7.2 Byddai'r rhybuddion statudol yn cael eu cyhoeddi ar ddiwrnod ysgol a bydd cyfnod gwrthwynebu o 28 diwrnod o pan gyhoeddir y rhybuddion. Gall unrhyw un wrthwynebu'r cynnig. Bydd rhybuddion yn cael eu cyhoeddi fel bo modd i'r Cyngor monitro'r ysgolion ac ymateb i unrhyw sefyllfa argyfyngus yn ystod y cyfnod trosiannol cyn y dyddiad gweithredu arfaethedig o Fedi 2017.
- 7.3 Yn dilyn y cyfnod gwrthwynebu bydd adroddiad yn cael ei gyflwyno i'r Cabinet am benderfyniad terfynol. Rhaid cofio bod rhai sefyllfaoedd lle bydd penderfyniad terfynol y Cyngor yn gallu cael ei gyfeirio at y Gweinidog Addysg a Sgiliau, Llywodraeth Cymru yn unol â'r Cod Trefniadaeth Ysgolion (006/2013).
- 7.4 Mae'r Cyngor yn parhau i fod yn ymwybodol o gais yr Eglwys yng Nghymru yn ystod y cyfnod rhagymgyngori a bydd ymdrech yn parhau i gael ei wneud i gyd-amserlennu prosiectau dalgylch Y Gader a'r Berwyn.
- 7.5 Yn ddarostyngedig ar benderfyniadau'r Cabinet, dyma gamau nesaf y broses gydag amserlen amlinellol:

Camau'r Daith	Amserlen Amlinellol
Adroddiad Cabinet yn dilyn ymgynghoriad statudol	Ionawr 2015
Cyhoeddi Rhybuddion Statudol a chyfle i ymgynghorai wrthwynebu	Chwefror – Ebrill 2015
Penderfyniad Terfynol gan Gabinet y Cyngor (posib i'r cynnig cael ei atgyfeirio i Weinidog Addysg a Sgiliau Llywodraeth Cymru ar ôl y penderfyniad yma)	Mai 2015
Gall y mater gael ei gyfeirio at Lywodraeth Cymru	7 mis gyda'r Llywodraeth
Cychwyn Gwaith Adeiladu	Ebrill 2016
Agor Yr Ysgol Ddilynol Dalgylchol	1 Medi 2017

8. ARGYMHELLION

8.1 Argymhellir felly:

- i. Cymeradwyo'r cynnig i gau Ysgol Y Gader, Ysgol Gynradd Dolgellau, Ysgol Brithdir, Ysgol Machreth (Llanfachreth), Ysgol Ieuan Gwynedd (Rhydymain), Ysgol Dinas Mawddwy, Ysgol Llanelltyd, Ysgol Friog, Ysgol Clogau (Bontddu) ac Ysgol Ganllwyd ar 31 Awst 2017 a sefydlu Ysgol Dalgylch Dilynol 3-16 cymunedol cyfrwng Cymraeg ar safleoedd ysgolion presennol Ysgol Y Gader, Ysgol Gynradd Dolgellau, Ysgol Ieuan Gwynedd (Rhydymain), Ysgol Dinas Mawddwy, Ysgol Llanelltyd ac Ysgol Friog, ar 1 Medi 2017.
- ii. Cymeradwyo cyhoeddi rhybuddion statudol ar y cynnig yn (i) uchod yn unol â gofynion Adran 48 o Ddeddf Safonau a Threfniadaeth Ysgolion 2013.
- iii. Yn dilyn ystyried sylwadau'r ymgynghoriad yn gysylltiedig â phwysigrwydd penodi pennaeth a'r angen iddynt gael eu penodi o flaen amser, cymeradwyo cyllido pennaeth yr ysgol ddilynol dalgylchol o arbedion y cynllun am o leiaf blwyddyn cyn agor yr ysgol ym Medi 2017.

BARN Y SWYDDOGION STATUDOL

Y Prif Weithredwr:

"Fel sy'n amlwg o'r adroddiad sydd gerbron, mae'r newid sydd dan sylw yma yn un sylweddol ac uchelgeisiol. O ganlyniad, mae amrywiaeth o ystyriaethau gwahanol yn y drafodaeth, pob un ohonynt o'r pwys mwyaf i'r sawl sydd yn teimlo'n gryf am yr elfen dan sylw. Rôl y Cabinet yn hyn y beth yw ceisio dal yr ystyriaethau hynny ynghyd a phwyso a mesur y cyfan ohonynt er mwyn gosod cyfeiriad ymlaen."

Credaf bod yr adroddiad, a'r argymhellion sydd wedi ei gynnwys ynddo, yn gwneud hynny ac yn cynnig llwybr sydd yn rhoi cyfle arbennig i wireddu deilliannau'r weledigaeth a nodir yn rhan 1.6 o'r adroddiad."

Y Swyddog Monitro:

"Mae datblygu'r cynnig yma wedi bod yn destun mewnbwn manwl gan y Gwasanaeth Cyfreithiol. Cynhaliwyd proses ymgynghori eang a manwl yn unol a'r Chod Trefniadaeth Ysgolion 2013. Mae'n ofynnol i'r Cabinet wrth ddod i benderfyniad ar y cynnig gloriannu canlyniadau yr ymgynghoriad yn erbyn y ffactorau perthnasol eraill a adroddir arnynt yn yr adroddiad a'r atodiadau."

Y Pennaeth Cyllid:

"Mae fy sylwadau ar yr achos busnes a gymeradwywyd gan y Cabinet ym Medi 2014 yn parhau'n ddilys. Roedd yr ymgynghoriad cyhoeddus yn seiliedig ar dystiolaeth a gwaith trylwyr wrth geisio symud ymlaen yn briodol gydag adolygu trefniadaeth ysgolion yn dalgylch Y Gader, ac rwyf yn parhau'n fodlon fod y ffigyrau ariannol sydd yn yr adroddiad unai yn wir gostau cywir, neu yn amcangyfrif teg, lle'n briodol. Hynny yw, byddai lleihau nifer y safleoedd wrth sefydlu ysgol ddilynol aml-safle yn arwain at arbediad refeniw blynyddol o leiaf £255,625. Roedd yr arbediad net yma wedi'i gyfrifo ar ôl neilltuo symiau darbodus o gyllideb ar gyfer ariannu ffactor aml-safle a chost cludiant."

O safbwynt ariannol, y prif newid o sylwedd yn yr adroddiad yma o'i gymharu â'r achos busnes yw'r cais i gyllido swydd pennaeth yr ysgol ddilynol dalgylchol am o leiaf blwyddyn cyn agor yr ysgol ym Medi 2017. Gan mai cost unwaith ac am byth fyddai hyn, yn y cyfnod cyn dechrau gwireddu'r arbedion, mae ffyrdd priodol ar gael i ddelio â'r mater heb effeithio ar gyflawniad y cynllun."

Hoffwn atgoffa'r Cabinet y bydd sicrhau arbediad o'r prosiect yma yn helpu i isafu unrhyw doriadau gyllidebol yn ysgolion Gwynedd yn yr hinsawdd ariannol ddigysail cyfredol, gan ei fod yn ymddangos yn gynyddol debygol na fydd amddiffyniad i'r gyllideb ysgolion yn y blynyddoedd nesaf."

ATODIADAU

Atodiad 1	<p>Mae holl ddogfennaeth y cyfnod ymgynghori, gan gynnwys y ddogfen ymgynghorol statudol, y pecyn cefndirol cysylltiedig, dogfennau ymgynghori a holiaduron plant a phobl ifanc, ar gael ar wefan y Cyngor yn www.gwynedd.gov.uk/trefniadaethysgolion. Mae'r pecyn cefndirol yn cynnwys:</p> <ul style="list-style-type: none"> • Cod Trefniadaeth Ysgolion 006/2013 • Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013 • Strategaeth Addysg Gynradd o'r Ansawdd Gorau i Blant Gwynedd • Cynllun Blaenoriaethau - Maes Trefniadaeth Darpariaeth Addysg • Dogfen Ffydd mewn Addysg Llywodraeth Cymru • Agenda a Chofnodion Cyfarfodydd Panel Adolygu Dalgylch Y Gader • Pecyn Ystadegol • Adroddiad Asesiad Effaith Ieithyddol • Adroddiad Asesiad Effaith Cymunedol • Asesiad Cydraddoldeb • Asesiad o'r Angen am Wahanol Fathau o Ysgolion • Adroddiad a Thaflen Benderfyniad Cabinet - 16 Gorffennaf 2013 • Adroddiad a Thaflen Benderfyniad Cabinet - 17 Rhagfyr 2013 • Adroddiad a Thaflen Benderfyniad Cabinet - 16 Medi 2014
Atodiad 2	Dadansoddiad ac ymateb y Cyngor i sylwadau derbyniwyd yn ystod y cyfnod ymgynghori statudol
Atodiad 3	Dadansoddiad yr ymgynghoriad plant a phobl ifanc gan hwylusydd arbenigol

DOGFEN GEFNDIROL

- Mae'r ohebiaeth a dderbyniwyd yn ystod y cyfnod ymgynghori statudol (gyda rhai wedi eu cyhoeddi'n llawn, rhai heb fanylion personol a rhai heb eu cyhoeddi yn unol â dymuniad yr ymatebwyr) ar gael ar wefan y Cyngor www.gwynedd.gov.uk/trefniadaethysgolion

**Ymatebion i'r Ymgynghoriad Statudol ar y Cynnig i Gau Ysgolion Dalgylch Y Gader a Sefydlu Ysgol Ddilynol Ddalgylchol
Cyfrwng Cymraeg Cymunedol ar Chwech Safle ym Medi 2017**

Derbyniwyd 82 o Ymatebion Ysgrifenedig

Cod Sylwad	Sylwadau	Nifer ymatebion yn cymwys y sylwad	Ymateb Cyngor Gwynedd
1	Addysg		
1.1	Newid yn anochel er mwyn buddion a'r gorau i plant, teuluoedd ac athrawon	3	Mae'r Cyngor yn gwerthfawrogi ac yn cytuno gyda'r sylwadau yma, a dyma pam bod consensws wedi'i gyrraedd nad yw parhau â'r drefn bresennol yn opsiwn mwyach a pham bod y Cyngor yn cyflwyno'r cynnig yma.
1.2	Angen cynllun arloesol a blaengar cael ei fabwysiadu, ar fyrder, mewn ardaloedd sydd bellach gwaetha'r modd mewn sefyllfa o argyfwng o ystyried y darnio a'r dryllio a ddigwydd yn economaidd, cymdeithasol, addysgol a diwylliannol, ni allwn ond rhagweld cynnydd yn y problemau a fyddai'n deillio o wneuthur dim / Yn cefnogi'r cynllun, ac yn gweld yr angen i symud ymlaen ar fyrder, a hynny ar sail yr hyn a argymhellir yn y ddogfen ymgynghorol / Cefnogi'r cynllun arfaethedig sy'n sôn am ddyfodol addysg y Dalgylch. Newidiadau yn angenrheidiol. Nifer o ysgolion y dalgylch â llyfdd gweigion ac eraill mewn cyflwr difrifol a'r plant yn cael eu haddysgu mewn adeiladau nad ýnt yn addas i'r pwrpas / Cefnogol i Fodel 8	4	
1.3	Cyngor Tref Dolgellau yn cefnogi'r cynigion yn y ddogfen ymgynghorol ac yn edrych ymlaen yn fawr i weld cyfnod lle bydd buddsoddiad ariannol sylweddol yn cymryd lle yn yr ardal i sicrhau addysg o'r safon orau i bobl ifanc i'r dyfodol	1	Cyngor yn falch bod Cyngor Tref Dolgellau yn cefnogi'r cynnig
1.4	Estyn o'r farn fod y cynnig hwn yn debygol o gynnal ac o bosibl gwella safonau presennol y ddarpariaeth addysgol yn yr ardal hon yng Ngwynedd.	1	Mae'r Cyngor o'r farn bydd y cynnig yn parhau os nad gwella ansawdd addysg y dalgylch ac yn falch iawn o wybod bod Estyn yn cytuno â'r farn hynny.
1.5	Diolch yn fawr am y cyfle i ymateb. Grŵp Llandrillo Menai yn falch iawn o'n cydweithrediad agos gyda Cyngor Sir Gwynedd yng nghydstun trefniadau addysg a datblygu busnes. Yn arbennig mae gwaith y Consortiwm Ôl-16 yn strategol bwysig i ni. Credwn fod y cynlluniau	1	Mae'r Cyngor yn falch iawn o'r sylwadau ac o'r berthynas cydweithio agos sydd yn bodoli gyda Grŵp Llandrillo Menai.

	ynglŷn a sefydlu un ysgol 3-16 o dan adain Ysgol Y Gader yn Dolgellau yn synhwyrol ac yn gynaliadwy. Rwyf felly yn cadarnhau ein cefnogaeth swyddogol i'r datblygiad sydd ar gynnig.																														
1.6	Nifer o blant yn mynychu Ysgol Clogau gan ei bod yn ysgol ddistaw heb fod yn orlawn	1	Fel y gwelwch o'r tabl isod, mae niferoedd wedi bod yn gostwng yn Ysgol Clogau ers rhai blynnyddoedd, ac ni ragwelir cynnydd mawr yn y rhagamcanion:																												
1.7	Byddai cau Ysgol Clogau yn cael effaith negyddol sylweddol ar nifer o blant	1	<table border="1"> <thead> <tr> <th>Ysgol Clogau</th> <th>Niferoedd</th> <th>Ysgol Clogau</th> <th>Rhagamcanion</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>39</td> <td>2015</td> <td>27</td> </tr> <tr> <td>2010</td> <td>36</td> <td>2016</td> <td>26</td> </tr> <tr> <td>2011</td> <td>33</td> <td>2017</td> <td>27</td> </tr> <tr> <td>2012</td> <td>32</td> <td>2018</td> <td>24</td> </tr> <tr> <td>2013</td> <td>25</td> <td></td> <td></td> </tr> <tr> <td>2014</td> <td>28</td> <td></td> <td></td> </tr> </tbody> </table> <p>Mae'r Cyngor yn cydnabod bydd y cynnig yn golygu newid safleoedd i rai disgyblion a'r gobaith yw bydd cyfnod trosiannol lle bydd gweithgareddau pontio yn cael eu cynnal i liniaru unrhyw effaith negyddol ar y disgyblion.</p>	Ysgol Clogau	Niferoedd	Ysgol Clogau	Rhagamcanion	2009	39	2015	27	2010	36	2016	26	2011	33	2017	27	2012	32	2018	24	2013	25			2014	28		
Ysgol Clogau	Niferoedd	Ysgol Clogau	Rhagamcanion																												
2009	39	2015	27																												
2010	36	2016	26																												
2011	33	2017	27																												
2012	32	2018	24																												
2013	25																														
2014	28																														
1.8	Adran 2.3, Tud 8 – awgrym mai 'rhesymoliad' yw'r weledigaeth a bod addysg plant a phobl ifanc yn ymddangos fel ystyriaeth eilaidd.	1	Gwella ansawdd addysg a phrofiadau plant yw un o brif amcanion strategaeth ad-drefnu ysgolion y Sir. Roedd gwella ansawdd addysg a ffactorau fel maint dosbarthiadau, arweinyddiaeth a rheolaeth, niferoedd disgyblion, ansawdd ac addasrwydd adeiladau sydd i gyd yn effeithio profiadau disgyblion yn rhai o'r ffactorau ystyriwyd wrth werthuso opsiynau.																												
1.9	Manteision nodir yn y grid ar ben dudalen 61 mewn gwirionedd yn fanteision disgwylidig gan addysg dda mewn unrhyw ysgol. Nid yw'r rhain yn fanteision penodol i'r math o ysgol ddalgylch sydd yn cael ei chynnig - mae yna ysgolion ar draws Cymru, cynradd ac uwchradd, yn cwrdd â'r nodau craidd Cynhadledd y Cenhedloedd Unedig yn llwyddiannus iawn ar hawliau'r plentyn.	1	Cytuno bod rhain yn fanteision disgwylidig mewn unrhyw ysgol a bydd yr un disgwyliadau o'r ysgol ddilynol ddalgylchol pe bai'r penderfyniad yn cael ei wneud i wireddu'r cynllun.																												
1.10	Sôn yn y ddogfen ymgynghori bydd athrawon uwchradd yn teithio i'r safleoedd cynradd i ddysgu pynciau arbenigol. Awgrym gan y Cyngor nad yw athrawon cynradd y dalgylch yn ddigon arbenigol yn eu meysydd? Llawer o athrawon cynradd wedi eu trwytho yn holl bynciau'r cwricwlwm ac mae ganddynt hwythau bynciau arbenigol. Onid yw'n bosib hefyd y gall athrawon cynradd gynnig arbenigedd yn y safle uwchradd? / Dogfen yn awgrymu yn gryf, pebai angen cwtogi staff i'r dyfodol, mai staff sy'n addysgu Cyfnodau Allweddol 2 a 3 y byddai'r wasgfa / Pam rhoi'r argraff fod athrawon uwchradd yn fwy abl i ddarparu ar gyfer rhai pynciau cynradd? Nid oes awgrym fod angen codi safonau yn y pynciau 'arbenigol' yn ôl adroddiadau Estyn / Tra'n croesawu unrhyw gydweithio, yn pwysleisio nad yw'n ymarferol	4	Mae creu hyblygrwydd o fewn strwythur staffio'r dalgylch o fantais i holl staff a disgyblion y dalgylch. Nid yw'r posibiladau staffio a grybwyllwyd yn y ddogfen yn adlewyrchu'n wael ar staff cyfredol y cynradd nac ychwaith yr uwchradd. Gall athrawon arbenigol cerddoriaeth fynd i'r safleoedd cynradd i ddysgu cerddoriaeth am gyfnodau penodol. Golyga hyn bydd holl disgyblion cynradd y dalgylch yn derbyn yr un gwersi cerddoriaeth fel eu bod ar yr un lefel yn trosglwyddo i'r safle uwchradd. Nid yw'n bosib i bob ysgol gynradd gyflogi athro/athrawes cynradd sydd yn gallu dysgu cerddoriaeth i'r un lefel ag y byddai arbenigwr yn y maes yn gallu gwneud. Mae rhai ysgolion cynradd yn prynu'r arbenigedd a byddai trefniant fel hyn yn dileu'r angen. Gall trefniant o'r fath olygu rhyddhau athrawon cynradd i roi eu hamser di-gswllt heb yr angen am athrawon llanw. Bydd yn fuddiol i'r sector uwchradd hefyd, gan byddai llai o angen i'r athro/athrawes gerdd																												

	<p>nag yn ddefnydd effeithiol o amser staff i fod yn teithio rhwng cymaint o safleoedd – angen cydnabod hynny yn ariannol, fyddai'n gosod costau ychwanegol ar gyllideb yr ysgol arfaethedig / Nodir y byddai'r 'disgyblion yn manteisio'n fawr o'r strwythur rheoli newydd ac ennill mynediad at adnoddau newydd a phrofiadau...Gallent hefyd deithio i safleoedd eraill ar rai achlysuron ar gyfer gwarsi'. Rhaid sicrhau buddsoddiad teg ar yr holl safleoedd er mwyn i hyn lwyddo/ Teimlir yn gryf bod angen gwariant cyson ar draws y dalgylch fel y byddai pob safle yn cael ei uwchraddio i'r un safon.</p>		<p>ddysgu ail (neu hyd yn oed trydedd pwnc). Mae'r Cyngor o'r farn y byddai trefniant o'r fath yn fuddiol ar sawl lefel.</p> <p>Mae'r Cyngor yn cytuno y byddai modd defnyddio arbenigedd cynradd yn yr uwchradd hefyd. Fel y nodir yn y ddogfen ymgynghorol, bydd yn fanteisiol <i>"defnyddio cyfuniad o ddulliau addysgu a dysgu mewn ysgolion cynradd ac uwchradd, er mwyn gwella dysgu'r disgyblion ar draws cyfnod pontio"</i> a bydd <i>"cyfle i fanteisio ar arbenigedd staff ar draws y grwpiau oedran"</i>. Gall hyn olygu athrawon cynradd yn rhoi cymorth i'r athrawon uwchradd i ddatblygu'r modd o ddysgu llythrennedd a rhifedd.</p> <p>Gall hyn olygu athrawon cynradd yn rhoi cymorth dysgu yn yr uwchradd. Y gwahaniaeth rhwng athrawon cynradd ac uwchradd yw lefel eu harbenigedd i ddysgu pwnc hyd at safon TGAU. Gan nad oes chweched dosbarth yn Y Gader, nid oes angen ystyried dulliau dysgu tu hwnt i TGAU.</p> <p>Yn y sector cynradd mae'r cwricwlwm craidd yn cael ei gynllunio a'i ddysgu naill ai fel pynciau penodol neu fel gweithgareddau sydd yn deillio o'r Fframweithiau Llythrennedd a Rhifedd. Mae tueddiad i bynciau all-graidd gael eu dysgu'n 'thematig' ac er mwyn atgyfnerthu sgiliau Llythrennedd a Rhifedd.</p> <p>Mae athrawon uwchradd yn dysgu oddi fewn i sesiynau pwnc penodol gyda sgiliau Llythrennedd a Rhifedd yn derbyn sylw cynyddol yn y pynciau all-graidd.</p> <p>O gofio prinder cynyddol athrawon arbenigol yn y sector Uwchradd ynghyd â lleihad yn nifer y disgyblion yn y sector mae gofyn i athrawon yn y ddau sector gydweithio ar bedagogiaeth, cynllunio mewn partneriaeth ac addasu'r dysgu a'r addysgu er mwyn gwneud defnydd priodol o unrhyw arbenigeddau pwnc yn y ddau sector wrth i'r Ysgol Ddilynol Dalgylchol gael ei sefydlu.</p> <p>Cydnabyddir gall trefniant o staff yn teithio o un safle i'r llall amharu ar eu hamser dysgu ond yr hyn sydd ei hangen yw amserlennu effeithiol sy'n golygu bod yr amser teithio'n cael ei gadw'n isel. Ni fydd hyn yn rhwystr mawr i gallu gwneud y defnydd gorau o adnoddau.</p> <p>Y gobaith yw bydd y model yn rhoi'r hyblygrwydd sydd ei angen i wneud y defnydd gorau o adnoddau ar draws y sectorau.</p>
1.11	Ar ba sail mae'r Cyngor yn ffyddiog bod model 8 yn mynd i weithio yn	1	Nid yw'r Cyngor yn ymwybodol bod unrhyw gorff llywodraethol yr ysgolion dan sylw yn

	nalgyrch y Gader? Onid oedd mwyafrif o gyrff llywodraethol y dalgyrch wedi gwrthod y cynnig am ysgol gydol oes / ysgol ddilynol? Nid yw model fel hyn yn bodoli yn unlle o gwbl ac felly sut bod y Cyngor mor sicr mai hwn fydd yn datrys pethau yn nalgyrch y Gader? Ysgolion yng Nghwm Afan wedi cadw eu hunaniaeth a chau yr ysgolion lleiaf o ran nifer a wnaethpwyd yno. Nid oes digon o dystiolaeth i brofi bod model fel hyn yn gallu llwyddo.		gwrthwynebu'r model. Yn wir, prin iawn yw'r ymateb yn ystod yr ymgynghoriad statudol yn erbyn y model arfaethedig. Mae rhan fwyaf yr ymatebion yn gysylltiedig â'r safleoedd a ddewiswyd. Mae'r Cyngor yn ymwybodol nad yw'r model wedi ei sefydlu yn y ffurf y cynigwyd yn flaenorol. Mae cryn ymchwil wedi ei wneud ar sefyllfaoedd a sefydliadau gwahanol ac addaswyd y rhain i ddatblygu'r model ystyrir i fod yn fwyaf addas yn nalgyrch Y Gader.
1.12	Model arfaethedig yn newydd a heb ei brofi. Ystyried bod ysgolion yn eich model mor bell oddi wrth ei gilydd (20 milltir), sut allwch chi fentro hyn, yn enwedig gydag un pennaeth dros y cwbl, ac o ystyried y problemau sydd wedi bod yn Ysgol Y Gader dros y ddwy flynedd ddiwethaf?/Os bydd y model yn chwalu, pwy fydd yn atebol?/ Dylid symud ymlaen gydag addysg, ond nid trwy gymryd risgiau	8	Nid yw'r Cyngor o'r farn bod y ffaith ei fod o'n fodel arloesol yn rheswm dros beidio â sefydlu'r ysgol ddilynol ddalgyrchol gan ystyried y manteision gwahanol gall ei gynnig. Nid yw'r Cyngor yn ystyried bod yr opsiwn yma yn cynnwys risgiau lefel uchel, mae'r cynnig yn un arloesol ond mae gwahanol ffactorau wedi'u hystyried cyn penderfynu ar yr opsiwn a ffafrir.
1.13	Llawer o rieni yn datgan pryderon am safon addysg Ysgol Y Gader ac ystyried trosglwyddo eu plant i Ysgol Uwchradd Tywyn yn dilyn cam argraff bod safonau am barhau i ddirywio. Gall y broses gadarnhau syniadau rhieni os yw y broses yn ymddangos nad yw yn syniad fod pob disgybl yn cael addysg gyfartal. Pryderu fod rhieni am symud eu plant i Ysgol Gynradd arall ac yna Ysgol Uwchradd Tywyn. Ddim eisiau rhieni benderfynu fod addysg gwell yn y dalgyrch nesaf / Plant Ysgol Y Gader yn ystod y flwyddyn academaidd yma prin wedi astudio hanner y maes llafur TGAU / Llawer o broblemau yn Ysgol Y Gader Blwyddyn diwethaf – wedi colli allan ar waith. Os yw'r newid yn digwydd bydd, bydd un pennaeth yn edrych ar ôl 6 safle – ddim eisiau problemau yn ystod cyfnod TGAU/ Sut allwch chi fentro'r model hwn, yn enwedig gydag un pennaeth dros y cwbl, ac o ystyried y problemau mawr yn Ysgol y Gader dros y ddwy flynedd ddiwethaf?/ Un o ddadleuon y Cyngor yw bod gormod o amser Penaethiaid yn cael ei dreulio ar addysgu yn hytrach na rheoli. Sut gall y Cyngor ddisgwyl i un Pennaeth dros ddalgyrch redeg ysgol aml-safle yn effeithiol, tros sectorau uwchradd a chynradd? Bydd y pennaeth (amheuaeth ynglŷn ag a ellir cael unigolyn o galibr digon da i redeg ysgol mor fawr) yn treulio gormod o'i amser yn teithio o un ysgol i'r llall. Gallai hyn weithio mewn ardaloedd mwy trefol ond nid yn yr ardal hon / O ystyried sefyllfa fregus Ysgol y Gader ar hyn o bryd, roedd y corff yn bryderus o	7	Mae'r Cyngor yn ymwybodol bod rhai rhieni wedi bod yn pryderu am addysg Ysgol Y Gader yn ddiweddar. Mae'r adran addysg wedi rhoi mesurau mewn lle i rhoi cymorth i'r ysgol Mae Ysgol Y Gader yn derbyn cefnogaeth a chynhaliadau ychwanegol er mwyn datblygu ymhellach yr arweinyddiaeth a'r rheolaeth sydd eisoes ar waith ac yn cael ei mesur wrth fonitro safonau cyflawniad y disgyblion. Yn 2014 mae tystiolaeth gadarn fod y cydweithrediad rhwng staff, llywodraethwyr a swyddogion wedi dwyn ffrwyth gyda'r canlyniadau a'r cymarebau lleol a chenedlaethol ar gael i rieni. Ar hyn o bryd mae Pennaeth Strategol yn cydweithio gyda Phennaeth Mewn Gofal dros dro a dau Bennaeth Cynorthwyl yn ymateb i gynllun gwella penodol sydd wedi ei lunio ar y cyd gyda swyddogion GWE ac sy'n cael ei fonitro'n rheolaidd gan is-banel o'r corff llywodraethol. Mae cyfle gyda'r model newydd arfaethedig i greu strwythur staffio arloesol. Mae'n wir mai 1 pennaeth fydd yn yr ysgol ond bydd hefyd uwch dîm rheoli fydd yn cydweithio â'r pennaeth i redeg yr ysgol.

	unrhyw ansicrwydd a godai wrth drafod a datblygu'r ysgol ddilynol. Mae'r sefyllfa yma yn un sydd angen cynhaliath a chefnogaeth adeiladol.		
1.14	Safonau Ysgol y Gader wastad yn uchel, ac y bydd yr ysgol Ddilynol yma yn cadarnhau a datblygu addysg o safon arbennig.	1	
1.15	Sut mae lleihau'r niferoedd staff a chynyddu maint dosbarthiadau am wella addysg?	1	Bydd y cynnig yn sicrhau'r lefel staff priodol, ac yn creu mwy o ddsbarthiadau o'r maint addas gyda disgyblion o'r un oed. Bydd hyn yn hwyluso dysgu ac addysgu i'r staff, gan bod llai o wahanol feysydd llafur (cwrwicwlwm) angen eu dysgu. Bydd disgyblion yn gallu dysgu gyda chyfoedion yr un oed.
1.16	Pam fod pwyslais ar gau ysgolion bach hapus a llwyddiannus ac nid ar yr ysgol uwchradd	1	Nid yw pwyslais y cynnig ar gau ysgolion bach ond ar ddatblygu cyfundrefn addysgol priodol gynaliadwy i'r dyfodol. I allu wireddu hyn mae angen lleihau nifer y safleoedd cynradd gan ystyried bod 9 safle i gwta 350 o ddisgyblion, mae hyn ar gyfartaledd yn creu safleoedd oddeutu 40 disgybl. O greu sefydliad addysgol gyda 5 safle cynradd, bydd y cyfartaledd oddeutu 70 disgybl.
1.17	Cynigiwr yn dangos bod manteision gwneud y newidiadau arfaethedig yn gorbwyso manteision cadw pethau fel ag y maent. Byddai'r cynnig yn bodloni'r chwech prif nod a nodwyd yn y strategaeth ad-drefnu ysgolion.	1	Dyma rai o'r rhesymau pam y ffafrir yr opsiwn arfaethedig ac mae'r Cyngor yn falch o dderbyn sylwadau yn atgyfnerthu'r pwyntiau yma.
1.18	Cynigiwr yn nodi'n briodol mewn nifer o adrannau beth yw manteision y cynllun o ran gwella'r cyfleoedd addysgol i blant.	1	Mae'r Cyngor yn gweld nifer o fanteision addysgol i holl ddisgyblion dalgylch Y Gader wrth sefydlu'r model arfaethedig.
1.19	Cynigiwr yn awgrymu'n briodol bod y cynnig yn debygol o gael effaith gadarnhaol ar wella darpariaeth a'r amgylchedd dysgu ar gyfer y disgyblion yn ysgolion y dalgylch.	1	Wrth fuddsoddi £4.34miliwn o arian cyfalaf i uwchraddio safleoedd mae'r Cyngor yn ymrwymo i sicrhau ansawdd amgylchedd ddysgu o'r radd flaenaf. Yn ogystal â'r gwaith yma mae safleoedd Friog, Gader a Dinas Mawddwy yn derbyn gwariant ôl-groniad cynnal a chadw i'w gwella. Mae cyfanswm y gwariant ôl-ddefnydd cynnal a chadw yn £491,000. Golyga hyn bod y Cyngor yn ymrwymo i fuddsoddi £4,831,000 erbyn Medi 2017 i sicrhau yr ansawdd dysgu gorau posib pe bai'r Ysgol Ddilynol Ddalgylchol yn cael ei sefydlu.
1.20	Cynigiwr yn datgan y gallai'r cynnig roi cyfle i wella addysg ar draws y dalgylch. Fodd bynnag, nid yw'r cynigiwr yn rhoi enghreifftiau o achosion yn yr awdurdod lleol neu'r tu hwnt lle mae trefniadau o'r	1	Mae ysgolion dilynol mewn gwahanol ffurf eisoes yn bodoli yng Nghymru, gweler wybodaeth amdanynt isod:

fath wedi arwain at ddarpariaeth a deilliannau gwell yn y Cyfnod Sylfaen ac ym mhob cyfnod allweddol.

Enw	Lleoliad	Oedran	Safleoedd	Dyddiad Agor	Nifer Disgyblion
Ysgol Bro Pedr	Llanbedr Pont Steffan	3-19 oed	2		1,086
Ysgol Bro Hyddgen	Machynlleth	3-19 oed	2	Medi 2014	539
Ysgol Llanhari	Llanhari	3-19 oed	2	Medi 2012	491
Cymuned Ddysgu Ebwy Fawr	Glyn Ebwy	3-16 oed	2	Medi 2012	1,488

Trefniant sydd yn rhannu rhai rhinweddau'r cynnig arfaethedig yw Ffederasiwn Ysgolion Cwm Afan Uchaf yn De Cymru. Mae'r ffederasiwn yn cynnwys un ysgol uwchradd a phedair ysgol gynradd, ac ers ei sefydlu, wedi gweld cynnydd yng nghyrhaeddiad a phresenoldeb disgyblion fel a ganlyn:

Presenoldeb - yn dangos gwelliant:

	2012/13	2013/14
Cynradd	92%	94.40%
Uwchradd	90.45%	91.02%

Cyrhaeddiad Cyfnod Allweddol 2 – yn dangos cynnydd:

	2012/13	2013/14
Saesneg	73%	77%
Mathemateg	71%	77%
Gwyddoniaeth	77%	77%
Cymdeithasol/Personol	67%	77%

Cyrhaeddiad Lefel 2 CA4 (5A* - C) – yn dangos cynnydd:

Blwyddyn	Cyrhaeddiad	Blwyddyn	Cyrhaeddiad
2010	41%	2013	63%
2011	48%	2014	88.50%
2012	57%		


Er bod cymeriad unigryw i bob ysgol, mae pob ysgol yn y ffederasiwn yn rhannu'r un ethos, agwedd, adnoddau, staff, ac arfer dda. Pa gamau a gymerwyd gan y Ffederasiwn i wella cynnydd y disgyblion?

			<ul style="list-style-type: none"> • Cynnal sesiynau craffu gwaith a rhannu syniadau gan athrawon y pedair ysgol gynradd ym mhob cyfnod allweddol. Llywodraethwyr hefyd yn mynychu'r sesiynau er mwyn derbyn y wybodaeth lawn. • Tracio oed Darllen, Sillafu a Mathemateg yn ystod y flwyddyn er mwyn asesu cynnydd parhaus disgyblion • Asesu disgyblion ym mhob ysgol yn yr un modd. Golyga hyn bod modd cymharu data a chlustnodi ac ymateb i broblemau yn gyflym. • Asesu manwl yn arwain at gynllunio gwaith yn effeithiol ar gyfer pob disgybl • Canllawiau marcio cyson a chlr i bob ysgol - disgyblion yn deall y drefn ac beth sydd angen iddynt ei wneud, er mwyn gwella eu gwaith. Deall y targedau penodol. • Parhâd o un cyfnod allweddol i'r nesaf gyda data perthnasol yn trosglwyddo. <p>O ran arolygu allanol, cynhaliodd Estyn arolwg yn ysgol Gynradd Cymer Afan ym mis Hydref 2011, ychydig cyn i'r ysgol ymuno â'r Ffederasiwn yn 2012. Ar y pryd, roedd perfformiad a rhagolygon gwella yr ysgol yn Ddigonol ond roedd angen gwaith er mwyn ateb y gofynion. Daeth Estyn yn ôl ar Ymweliad Monitro ym mis Ionawr 2013 ac erbyn hynny canfuwyd bod yr ysgol wedi rhannol ateb y gofynion. Erbyn yr ail ymweliad monitor ym mis Mawrth 2014, roedd perfformiad yr ysgol wedi gwella'n arw ac wedi un ai llwyddo gyflawni'r argymhellion yn llwyr neu bron yn llwyr. Penderfyniad Estyn oedd tynnu enw'r ysgol oddi ar rhestr ysgolion sydd angen gwella sylweddol.</p>
1.21	Dogfen ymgynghori statudol yn nodi'r posibilrwydd i alluogi hyblygrwydd ar draws pob oedran fel bod rhannu adnoddau, staff a chyfleusterau yn dod yn arfer safonol, gan gael effaith gadarnhaol ar gyflwyno'r cwricwlwm.	1	Mae hwn yn un o brif rinweddau y model arfaethedig ac mae'r Cyngor yn falch ei fod yn cael sylw ac yn cael ei gydnabod fel un o'r manteision gan ymgynghorai.
1.22	Cyfle am gysondeb a pharhad wrth gynllunio'r cwricwlwm ac mewn dulliau addysgu, dysgu ac asesu a ddefnyddir ar draws yr holl safleoedd a sectorau.	1	Mae'r Cyngor yn cydnabod bod rhai trefniadau cydweithio gwirfoddol yn bodoli yn y dalgylch eisoes. Wrth bod yr ysgolion yn sefydliadau addysgol ar wahân ar hyn o bryd, gyda chyrff llywodraethol unigol, nid yw'n rhwydd sicrhau cysondeb llwyr ar draws yr ysgolion i gyd. Gall er enghraifft un corff penderfynu beidio â chydweithio ac nid yw'n gyson ar draws yr ysgolion wedyn.
1.23	Nid yw'r ddogfen yn cydnabod cydweithio cadarn sydd eisoes yn digwydd o fewn y Dalgylch, yn arbennig rhwng ysgolion cynradd, a hynny yn aml yn wirfoddol. Mae'n destun siom i'n haelodau nad ydynt, yn wyneb y datblygiadau cyfredol, wedi elwa o arian sydd ar gael i ddalgylchoedd eraill i hyrwyddo cydweithio o'r fath.	1	Er bod yr un cwricwlwm yn cael ei ddilyn ar hyn o bryd, gall y cynnig newydd sicrhau bod yr un themâu yn cael eu haddysgu ar yr un adeg fel bod cydweithio yn ystod tymor penodol yn bosib. Mae'r Cyngor yn cydnabod bod yr ysgolion presennol yn gweithio o fewn yr un gweithdrefnau ond wrth sefydlu un ysgol o dan un drefn reolaethol (un corff llywodraethu,
1.24	Ddogfen yn tybio bod cael un ysgol yn mynd i warantu'r un profiadau a'r un cyfleoedd ar gael ar draws pob safle. Ar hyn o bryd, mae	1	

	ysgolion yn gweithio ar yr un Cwricwlwm Cenedlaethol, yn ymateb i'r Fframweithiau Llythrennedd, Rhifedd a Sgiliau ac yn gweithio dan arweiniad yr un Awdurdod a than lygad barcod yr un Consortia. A yw'n realistig tybio y gellir cael mwy o gysondeb na'r hyn sy'n bod yn barod?		un pennaeth ac un tîm rheoli) bydd yn cysoni'r profiadau ymhellach. Mae rhaid cydnabod ar adegau bod gwahanol gyrff llywodraethu a phenaethiaid yn rhoi pwyslais ar agweddau penodol ac o sefydlu un drefn reolaethol bydd hyn yn cael ei gysoni, nid yn unig o fewn y sector cynradd ond yn yr uwchradd hefyd.
1.25	Byddai hefyd yn galluogi safleoedd ysgolion bach i gydweithio'n effeithiol i rannu arbenigedd, ond cadw presenoldeb safleoedd ysgolion yn y cymunedau gwledig.	1	
1.26	Cynigiwr wedi datgan nad yw'r cynnig yn cael effaith negyddol ar grwpiau sy'n agored i niwed, gan gynnwys plant ag Anghenion Addysgol Arbennig - ymddangos bod hyn yn wir. Darpariaeth ddisgyblion ag anghenion arbennig penodol mewn dwy ddarpariaeth arbenigol ar hyn o bryd, sydd ynghlwm ag Ysgol Gynradd Dolgellau ac Ysgol Y Gader. Bydd rhain yn parhau. Ysgol Ieuan Gwynedd yw'r ysgol gynradd dalgylch sydd wedi ei dynodi i dderbyn disgyblion ag anableddau corfforol ar hyn o bryd, ond nid oes uned yn yr ysgol. Dogfen yn datgan byddai'r ysgol newydd yn gallu derbyn disgyblion ag anableddau corfforol / Sicrhau fod y cyfle yn parhau i fod yn ddynodedig ar gyfer mynediad i ddisgyblion ADY dwys a chymhleth – darpariaeth ac adnoddau i sicrhau cyfle cyfartal i ddisgyblion ag anghenion dwys fyddai'n dymuno addysg wledig yn ne Meirionnydd (cadw'r offer presennol sydd o safon uchel ac yn adnoddau diweddar – hoist, ystafell wlyb, cawod, gwely pwrpasol, toiled anabl)	2	Mae hyn yn wir fel rhan o'r cynnig yma, nid oes unrhyw newid i'r darpariaeth yn yr unedau Tŷ Aran a Thŷ Meirion a bydd safle Cynradd Dolgellau yn gallu derbyn disgyblion ag anableddau corfforol. Mae cynnig ar wahân yn edrych ar ddarpariaeth addysg anghenion arbennig Meirion/Dwyfor. Mae cyfnod gwrthwynebu rhybudd statudol i ail-leoli Tŷ Aran (sydd ar safle Cynradd Dolgellau ar hyn o bryd) ac Ysgol Hafod Lon yn Y Ffor i safle newydd ym Mhenrhyndeudraeth wedi dod i ben ar 19 Rhagfyr 2014. Bydd penderfyniad terfynol ar y cynnig yn cael ei wneud yn fuan yn 2015.
1.27	UCAC yn pwysu ar y Cyngor i wneud pob dim posibl i ddod i benderfyniadau terfynol ar ddyfodol ysgolion dalgylch y Gader cyn gynted â phosibl. UCAC yn derbyn bod cynnal yr un safonau yn heriol mewn amser o ad-drefnu ac mae hyn yn cael ei nodi fel 'risg'.	1	Mae Cyngor Gwynedd yn deall yr awydd i fynd â'r rhaglen ad-drefnu yn ei blaen yn ddi-oed yn nalgylch y Gader. Mae natur y prosesau statudol yn golygu fod cyfnodau penodol angen eu cynnal yn unol â Chod Trefniadaeth Ysgolion (006/2013). Bydd y Cabinet yn trafod ym mis Ionawr 2015, ac yn penderfynu cyhoeddi rhybudd statudol neu beidio. Deallir y pryder yn ogystal am y cyfnod o gyflwyno newid. O ran cynnal safonau mewn cyfnod o newid, fe wneir pob ymdrech i sicrhau na fydd ansawdd yr addysg a ddarperir i ddisgyblion y dalgylch yn cael ei heffeithio mewn modd negyddol yn ystod y cyfnod hwn.
1.28	Dogfen ddim yn cydnabod na dathlu safonau uchel yr ysgolion ar hyn o bryd, efo mwyafrif yn darparu addysg o ansawdd dda ac elfennau amlwg o ragoriaeth / Mae Brithdir wedi bod yn ysgol rhagorol am 35 mlynedd.	2	Mae'r ddogfen ymgynghorol statudol yn nodi safonau addysgol yr ysgolion presennol, gan gyfeirio'n benodol at adroddiadau mwyaf diweddar Estyn.
1.29	UCAC yn derbyn bod cyfnod trosiannol o'r cynradd i'r uwchradd yn holl bwysig ym mywyd plentyn a bod sawl astudiaeth genedlaethol yn	1	Mae Cyngor Gwynedd yn cydnabod pwysigrwydd y cyfnod trosiannol o'r cynradd i'r uwchradd. Y gobaith yw bydd y model arfaethedig yn hwyluso trefniadau ymhellach yn y

	<p>adnabod gwendidau yn y broses drosglwyddo. Mae'r ddogfen yn awgrymu nad oes dim cynlluniau lleol ar gyfer ymateb i'r her yma. Arfer da mewn sawl cyd-destun wedi lleihau effeithiau negyddol symud o un ysgol i'r llall o ran safonau addysgol a lles cymdeithasol mae fod sawl proses cyffelyb ar waith yn Nalgylch Dolgellau / Croesewir pwyslais ar gryfhau profiadau i ddisgyblion wrth drosglwyddo o Gyfnod Allweddol 2 i Gyfnod 3. Dylai darpariaeth addysgol ddilynol hyrwyddo newid a bod o gymorth i leihau'r gostyngiad mewn cyflawniad a welir ym mhrofiad nifer arwyddocaol o ddisgyblion pan fyddant yn symud o'r sector cynradd i'r uwchradd. Dylai leihau dyblygu profiadau dysgu rhwng Cyfnod Allweddol 2 a 3. O fewn un strwythur dilynol dylai bod mwy o gyfleoedd i sicrhau cysondeb mewn dulliau dysgu ac addysgu effeithiol, defnyddio systemau asesu a thracio cynnydd disgyblion ar draws cyfnodau addysgu cynradd ac uwchradd a chyfle i athrawon CA2 a 3 gydweithio'n llawer agosach dan amodau mwy cynhyrchiol a chynhaliol o fewn yr un sefydliad.</p>		dalgylch.
1.30	<p>Dylai prif ffocws unrhyw ad-drefniad addysgol fod ar allu'r strwythurau newydd a gynigir i wasanaethu plant yn well: eu haddysg, eu hanghenion, eu perthynas ag eraill, yn hytrach nag ar adeiladau a lleoliad. Hyderir felly mai un o brif ysgol ddalgylchol ddilynol yw sicrhau fod gan blant ym mhob un o'r chwe lleoliad fynediad i brofiadau addysgol o safon uchel yn cynnwys gofodau dysgu addas sy'n cyfarch gofynion sylfaenol addysg yn yr ugeinfed ganrif ar hugain e.e. ardaloedd priodol ar gyfer y Cyfnod Sylfaen a chyfleusterau addas ar gyfer addysg gorfforol.</p>	1	<p>Mae Cyngor Gwynedd yn cydnabod y pwynt pwysig hwn. Prif ddiben y cynnig dan sylw yw cynnig addysg o'r radd flaenaf posibl fydd yn rhoi'r profiadau, y sgiliau a'r hyder i blant y Sir a'r galluogi i ddatblygu i fod yn ddinasyddion dwyieithog, llwyddiannus a chyflawn. Mae sicrhau gofod addas ac adnoddau priodol yn hanfodol mewn unrhyw gyd-destun addysgol.</p> <p>Wrth fuddsoddi £4.34miliwn o arian cyfalaf i uwchraddio safleoedd mae'r Cyngor yn ymrwymo i sicrhau ansawdd amgylchedd ddysgu o'r radd flaenaf. Yn ogystal â'r gwaith yma mae safleoedd Friog, Gader a Dinas Mawddwy yn derbyn gwariant ôl-groniad cynnal a chadw i'w gwella. Mae cyfanswm y gwariant ôl-ddefnydd cynnal a chadw yn £491,000. Golyga hyn bod y Cyngor yn ymrwymo i fuddsoddi £4,831,000 erbyn Medi 2017 i sicrhau yr ansawdd dysgu gorau posib pe bai'r Ysgol Ddilynol Ddalgylchol yn cael ei sefydlu.</p>
1.31	<p>Siarad a rhyngweithio yn allweddol mewn datblygiad plant a dysgu. Datblygiad cymdeithasol yn effeithio patrymau rhyngweithio rhwng plant. Ymchwil meysydd cwricwlaidd amrywiol yn cynnwys y celfyddydau, gwyddoniaeth a mathemateg yn cefnogi'r farn y dylai gweithgareddau ar y cyd fod yn agwedd ganolog o fywyd dosbarth. Oherwydd niferoedd isel iawn yn rhai blynyddoedd ysgol mewn amryw o'r ysgolion, ni ellir creu'r amodau sylfaenol hyn i rai plant. O weithredu'r cynllun a ffafir, ceir cyfle i ddarparu profiadau tecach i</p>	1	<p>Falch o'r sylwadau yma sydd yn crynhoi rhai o'r manteision posib i sefydlu'r model arfaethedig.</p>

	<p>holl blant y dalgylch o ran profiadau dysgu, cyfleoedd cwricwlaidd adnoddau, gwariant y pen, a mynediad i ofodau dysgu pwrpasol. Creu ethos a disgwyliadau cyffredin i ddisgyblion, staff a rhieni/gofalwyr; rhoi mwy o hyblygrwydd wrth gynllunio a chymhwyso'r cwricwlwm; darparu addysg sy'n fwy priodol i anghenion gallu disgyblion unigol oherwydd gall staff gyfrannu at bolisiau ac arferion ym mhob maes ar draws yr ystod oedran a chreu polisiau cyson ar gyfer gofal bugeiliol sy'n addas i oedran a dealltwriaeth disgyblion.</p>		
1.32	<p>Mae'r lleihad rhag-weledig yn niferoedd disgyblion y dalgylch dros y tair blynedd nesaf yn frawychus. Rhaid derbyn fod ad-drefnu darpariaeth addysgol 3-16/19 yn newid trefniadol sy'n digwydd mewn ardaloedd gwledig a threfol, yng Nghymru, ym Mhrydain ac yn Ewrop. Oni symudir ymlaen yn gyflym iawn gyda'r ad-drefnu, pa fath o ddarpariaeth a dyfodol addysgol sy'n wynebu ein plant yn wyneb y crebachu niferoedd, y gwasgu cyllidebol, a'r heriau economaidd ehangach cenedlaethol a byd eang?</p>	1	<p>Mae'r Cyngor yn cydnabod bod angen symud ymlaen gyda'r ad-drefnu a dyna pam yr ymgynghorir ar y cynnig yma. Nid yw parhau gyda'r drefn bresennol yn bosib mwyach. Mae'r Cyngor yn croesawu'r sylwadau o blaid ysgol ddilynol.</p>
1.33	<p>Gwerthfawrogem pe byddai modd cyhoeddi'r ddogfen 'Gydol Oes' sydd ar y gweill yn y Sir – hyn ar gyfer cynnig arweiniad am opsiynau posibl o fewn y gyfundrefn newydd a syniadau ar gyfer gweithredu.</p>	1	<p>Nid oes dogfen 'Gydol Oes' ffurfiol, mae trafodaeth wedi bod yn datblygu'r cysyniad gydol oes/dilynol. Mae hyn wedi'i gynnal gydag Aelodau Lleol Meirionnydd ac wedi cael mewnbwn proffesiynol addysg gan Benaethiaid, a rhoddwyd cyflwyniadau mewn seminarau gan Benaethiaid sefydliadau 3-18.</p>
1.34	<p>Rydym yn bryderus iawn bod cynifer o ysgolion gwledig yr ardal yn cau dan y Model hwn. Nid ydym yn gefnogol i'r Model.</p>	1	<p>Derbyn y sylw yn gysylltiedig a barn ar y model. O ran nifer ysgolion cynradd gwledig yn cau, hoffai'r Cyngor amlygu bod pedair safle wledig cynradd addysgol yn cael eu parhau i warchod addysg wledig.</p>
1.35	<p>Prif bryder yr ysgol newydd yw ei bod wedi'i hamserlennu i agor ym mlwyddyn TGAU fy mab. Sut fydd yr holl newid i system newydd effeithio arno fo? Hoffwn weld mwy o esbonio ar hyn yn y dadansoddiad.</p>	1	<p>Os bydd penderfyniad i fwrw mlaen gyda'r cynnig, yna trwy gydol y cyfnod o newid, fe fydd pob ymdrech wrth reswm yn cael ei gwneud i sicrhau na fydd ansawdd yr addysg yn cael ei effeithio mewn modd negyddol.</p>
1.36	<p>Angen trafodaeth ar y term 'dalgylch' o ystyried nifer y disgyblion a ddaw o'r Bermo, nid ar sail diffiniad hanesyddol ond ar gychwyn newydd ym myd addysg yr ardal. Roedd y corff yn gweld anghysondeb yn enghraifft 3 (tud.64) o ystyried mai un ysgol ddilynol sydd yn y cwestiwn yma.</p>	1	<p>Mae'r Cyngor wedi sefydlu trefn benodol ynglŷn â dalgylchoedd, dyma fap dalgylch y Gader:</p>

			 <p>Nid yw'r Bermo yn rhan o ddalgylch Y Gader.</p> <p>O ran yr enghraifft cludiant yn gysylltiedig â disgybl cynradd o Bermo, pe bai'r disgybl yn mynychu ysgol gynradd yn nalgylch Y Gader heddiw, ni fyddai'n derbyn cludiant am ddim. Ni fydd newid i'r drefn yma.</p> <p>Wrth gwrs mae'n bosib i ddisgyblion all-ddalgylch fynychu'r ysgol ddilynol os oes lle, mae'n ddarostyngedig i ddewis rhieni.</p>
1.37	<p>Siomedig o'r bwriadu cau Ysgol Gynradd Brithdir. Roedd yn ysgol hynod hapus a llwyddiannus, ac er efallai ei bod hi yn fach o ran maint nid effeithiodd hyn o gwbl ar fy addysg. Ar yr ochr chwaraeon/ymarfer corff, doedd dim iard chwarae fawr yn Ysgol Brithdir ond nid effeithiodd hyn arnom gan i ni ddod i'r brig yn aml iawn yng nghystadlaethau pêl-rwyd a phêl-droedNi chawsom gam yn Ysgol Brithdir, cawsom yr holl gyfleon da-Llwyddiannus iawn yn yr eisteddfodau ac aethom drwodd i'r genedlaethol ar fwy nag un achlysur. Fel un teulu mawr hapus, a phlant o bob oedran yn cydchwarae â'i gilydd. Yn bendant mae Ysgol Brithdir wedi rhoi dechrau da a chadarn. Felly plis wnewch chi ystyried o ddifri eto cyn cau Ysgol Brithdir, camgymeriad enfawr fyddai hyn.</p>	1	<p>Mae'r Cyngor yn falch o glywed bod yr addysg a ddarperid yn Ysgol Brithdir o ansawdd uchel a bod yr ysgol yn un hapus a theuluol. Mae'r Cyngor hefyd yn deall nad peth hawdd yw wynebu unrhyw newid.</p> <p>Bwriad y cynnig hwn yw cynnal a pharhau ag elfennau gorau addysg ac ethos y dalgylch tra'n buddsoddi mewn adnoddau sy'n gydnaws â'r 21^{ain} ganrif er mwyn rhoi profiadau amrywiol a datblygu sgiliau a hyder holl disgyblion y dalgylch.</p>
1.38	<p>Mae'r nod o gael dosbarthiadau rhwng 12 a 25 mewn nifer yn gymeradwy ynghyd â'r manteision o gael llai o ystod oedran ym mhob dosbarth. Nid yw'n glir o'r Ddogfen i ba raddau mae'r grwpiau dysgu</p>	1	<p>Bydd strwythur dysgu'r uwchradd yn benderfyniad i'r pennaeth, corff llywodraethol a'r tîm staff pennod i'r ysgol ddilynol.</p>

	yn yr uwchradd yn mynd i fod yn hyfyw a pha fath o drefniadaeth a ragwelir ar gyfer Cyfnodau Allweddol 3 a 4. Nid oes sôn am yr angen i gysoni'r lwfansau presennol ar draws yr ysgolion ac mae i hynny oblygiadau ariannol.		Mae cyfle i greu strwythur staffio newydd a modern i weddu gyda gofynion disgyblion y dalgylch.
1.39	Yn sicr, ni roddir digon o sylw i'r strwythur staffio presennol o fewn yr ysgol uwchradd a'r bwriadau dan y strwythur a ffafrir. Bydd yr angen am arbenigedd pynciol yn yr uwchradd yn parhau. A yw'r dyraniad a'r strwythur staffio yn y safle uwchradd yn mynd i warantu digon o arweinwyr meysydd – gwyddoniaeth, ieithoedd, meysydd creadigol, dyniaethau ac ati i gynnal y cwricwlwm statudol yn CA3 a CA4? Sut fydd y meysydd cwricwlaidd hyn yn cael eu harwain ac ym mha ffordd y bydd yr ysgol newydd yn rhan o unrhyw gydweithio o fewn y sector uwchradd ym Meirionnydd? Nid ydym wedi ein hargyhoeddi gan sylwadau megis 'ysgwyddo cyfrifoldebau traws-sector', 'a lleihau'r defnydd a wneir o staff yn gweithio y tu allan i'w prif faes arbenigedd', 'penodi athrawon arbenigol i sicrhau cysondeb ar draws pob grŵp oedran'.	1	
2	Cymuned		
2.1	Mae nifer o gysylltiadau cymunedol wedi ei greu yn Y Friog, sut fydd rhain yn cael eu ail greu gyda'r staff newydd?	1	Bydd cyswllt cymunedol yn un o'r ystyriaethau wrth sefydlu'r ysgol newydd arfaethedig. Mae'r Cyngor yn cydnabod bod cau safleoedd addysgol mewn pentref yn cael effaith negyddol ar y cymunedau ond bod mesurau lliniaru yn gallu lleihau'r effaith negyddol. Mae'r adroddiad effaith cymunedol yn nodi: <i>"Mae effaith y Modelau ar y cymunedau, a pa mor bellgyrhaeddol yw'r ardrawiad yn ddibynnol ar y mesurau lliniaru sy'n cael eu mabwysiadu mewn ymateb i'r newid. Mae hyn yn wir ym mhob un o'r 8 Model.</i> <i>Ar gyfer y cymunedau ble bydd ysgol yn cau, awgrymir mabwysiadu rhai mesurau i liniaru'r effaith negyddol. Bydd y mesurau lliniaru hyn yn cael eu hystyried gan y Cyngor i'w hymgorffori pe penderfynir gweithredu ar yr argymhellion yn y dalgylch:</i>
2.2	Cau Ysgol Y Clogau yn cael effaith negyddol ar y pentref	1	<i>Er mwyn creu ysbryd cynhwysol a pherchnogaeth, dylid sicrhau ar gychwyn a thrwy gydol y broses drosiannol fod Llywodraethwyr pob ysgol yn rhan annatod o'r datblygiadau a'r penderfyniadau gyda gwybodaeth reolaidd yn cael ei raeadru i rieni,</i> <i>• Ymgynghori'n briodol gyda'r pentrefi a'r cymunedau lleol o ran cytuno ar ddefnydd pwrpasol o'r holl adeiladau i'r dyfodol</i> <i>• Dylid rhaglennu i sicrhau fod cyfran o weithgareddau cymdeithasol yr ysgolion newydd (cyngerdd, noson goffi, ayyb) yn cael eu cynnal yn y pentrefi lle mae ysgolion yn cau,</i>

			<p><i>yn ogystal â'r pentrefi lle bydd presenoldeb safle ysgol yn parhau</i></p> <ul style="list-style-type: none"> <i>Dylai'r Cyngor sicrhau fod cynlluniau cludiant ysgol yn bwrpasol"</i> <p>Pe bai'r model yn cael ei weithredu, gall y Cyngor rhoi ystyriaeth priodol i'r mesurau lliniaru nodwyd yma.</p>
2.3	<p>Yn erbyn cau ysgol bentref Brithdir - ysgol yw calon y gymuned, yn dod â phobl ifanc a hen at ei gilydd yn rheolaidd. Cyfeillgarwch ac awyrgylch glos yma / Pan fydd yr ysgol yn cynnal digwyddiad, mae'r gymuned yn ei cefnogi gyda nifer o bobl yn mynychu / Gofyn i'r Cyngor ail ystyried/ Mae'r pentrefwyr i gyd, yn Saeson a Chymry bob tro yn barod i gefnogi unrhyw weithgaredd y mae'r ysgol yn trefni. Bechod fyddai colli y cysylltiad yma / Mae ysgol yn gwreiddio plant yn eu bro ac mae'r trawsblaniad yma yn mynd i alltudio plant Y Brithdir o'u cynefin a thlodi ein hardal yn ddifrifol / Bwriad yw cau ysgol ffyniannus, ganolog sy'n argoeli'n ardderchog ar gyfer y dyfodol a symud plant ysgol Brithdir i safle ar y cyrion, sy'n groes i'ch polisi chi eich hun, ac sydd a niferoedd isel iawn yn barod ac yn argoeli'n wael iawn ar gyfer y dyfodol o ran niferoedd</p>	4	<p>Diben ysgol mewn unrhyw bentref yw darparu addysg o'r radd flaenaf i'r disgyblion. Er hynny, cydnabyddir bod unrhyw ysgol yn gallu bod yn rhan annatod o'r gymuned gyfagos a bod gan drigolion ysgolion deimladau cryfion ynghylch cynnal yr ysgol leol.</p> <p>Yr hyn y mae'r cynnig hwn yn ei wneud yw ceisio ymdrin â'r sefyllfa bresennol gan nad yw'r sefyllfa gyfredol yn gynaliadwy. Diben y cynnig yw sefydlu trefn addysgol o'r ansawdd uchaf posibl i ddisgyblion dalgyllch y Gader gan ddatblygu profiadau, sgiliau a hyder er mwyn eu galluogi i ddatblygu i'w llawn botensial.</p>
2.4	<p>Yn y gorffennol Ysgol Brithdir wedi cael cyn lleied ag 20 o blant ond roedd rhieni a'r gymuned yn hel arian i gadw'r ysgol i fynd – mae'r cysegriad yma yn sicrhau y gorau i plant. Un blwyddyn y rhieni beintiodd yr ysgol gan fod y Cyngor wedi gwrthod.</p>	1	<p>Cydnabyddir ymdrech rhieni Brithdir a phob pentref arall i gefnogi addysg eu plant. Partneriaeth ydy addysg rhwng rhieni, disgyblion a'r ysgol. Y newyddion da ydy na fydd angen i rieni wneud gwaith tebyg o hyn ymlaen fel rhan o'r cynnig arfaethedig.</p>
2.5	<p>Byddai colli'r ysgol (Brithdir) yn gallu amharu ar y feithrinfa, llai o swyddi yma ac efallai adeilad gwag. Llwyddiant y feithrinfa yn dangos nad oedd trigolion pentref Brithdir eisiau gweld adeilad gwag yn y pentref, ac maen dal fel pwyllgor yn weithgar iawn. Buasai ffeindio menter arall tebyg yn anodd iawn adeilad yr ysgol.</p>	1	<p>Mae Meithrinfa Saith Seren yn fenter breifat ym mhentref Brithdir. Mae unrhyw newidiadau o fewn trefi a phentrefi yn gallu effeithio ar fusnesau a chwmnïau yn yr ardaloedd hynny, rhai er gwell, eraill er gwaeth.</p>
2.6	<p>UCAC yn cytuno ei bod yn ddymunol cynnal addysg mewn cynifer o gymunedau â phosibl er budd y gymuned ehangach ac i leihau amser teithio disgyblion. Ni ellir mesur y golled pan fydd ysgol yn cau a bydd angen cynlluniau penodol ar gyfer y cymunedau hynny sydd yn colli eu hysgol leol. Sylwadau am ôl-ddefnydd adeiladau ysgolion yn rhy gyffredinol ac amwys.</p>	1	<p>Mae Cyngor Gwynedd yn ymwybodol o'r pryderon a fynegwyd o ran effaith posibl cau ysgolion ar gymunedau yn nalgylch y Gader ac yn effro i'r her o geisio lliniaru'r effeithiau posib hynny. Os bydd y cynnig hwn yn cael ei wireddu, mae'r Cyngor yn ymrwymo i weithio gyda'r cymunedau hynny er lles y gymuned.</p>
3	Materion Staffio		
3.1	<p>Hybu penodi staff lleol sy'n nabod yr ardal a teuluoedd lleol</p>	2	<p>Bydd modd i aelodau'r corff llywodraethol cysgodol, sef cynrychiolwyr yr ardal, roi mewnbwn i'r broses benodi.</p>

3.2	<p>Nid yw'r ddogfen ymgynghorol statudol yn rhoi unrhyw arwydd o nifer y diswyddiadau / adleoli posibl. Cyngor Tref Abermaw yn gwrthwynebu camau i wneud gweithwyr yn ddi-waith / Faint o swyddi fydd dros ben? Achos poeni a straen / Pwy fydd yn cael eu gadael allan? / Pryder mawr nad yw staff ysgol yn cael eu gwarchod / Nid ydym yn teimlo bod atebion gan y swyddogion ynghylch dyfodol swyddi / Pawb yn bryderus iawn am hyn/ Allech chi gadarnhau y nifer o staff fyddai'n cael eu effeithio gan y cynnig? Awgrymwyd gan aelod o'r gynulleidfa mewn cyfarfod yn Gorffennaf byddai 70 staff yn cael eu diswyddo. Adroddiad yn awgrymu "ansicrwydd a diswyddiadau" a dim ffordd ymlaen eglur.</p>	4	<p>Gan mai ymgynghori ar yr opsiwn a ffafrir yn unig sydd dan ystyriaeth ac nad yw'r penderfyniad terfynol wedi ei wneud, mae'n anodd iawn rhoi ffigur benodol ar nifer y swyddi fydd ar gael yn yr ysgol newydd. Yn ogystal â hyn, bydd penderfyniad y strwythur staffio yn nwylo'r corff llywodraethol cysgodol. Bydd Ymgynghorwyr adran Adnoddau Dynol y Cyngor ar gael i drafod gyda staff ysgolion y dalgylch ar holl gamau'r daith ac yn eu diweddarau fel bo'n briodol. Gan ystyried bod 4 safle addysgol yn cau bydd llai o swyddi o gymharu â'r nifer presennol ond nid oes modd ymhelaethu ymhellach.</p>
3.3	<p>UCAC yn cydnabod bod yr Awdurdod wedi ymateb yn gadarnhaol i nifer o bryderon godwyd gan yr Undeb yn sgil yr ad-drefnu ardaloedd eraill - pwyswn eto am benderfyniad buan ar faterion staffio, am sicrhau bod staff yn cael diweddariad cyson ar yr hyn sy'n digwydd, a phob cefnogaeth a chynhaliath wrth iddynt fynd drwy'r broses o lenwi swyddi. Cyfathrebu clir a chyson yn gallu bod yn gymorth mawr ar adegau o ad-drefnu sydd yn gallu creu llawer o ansicrwydd a gofid am swyddi.</p>	1	<p>Pe bai'r penderfyniad terfynol i weithredu'r cynnig yn cael ei wneud, bydd Ymgynghorwyr adran Adnoddau Dynol y Cyngor ar gael i roi cymorth gydol y broses. Mae nifer o gyfarfodydd a chymorth wedi cael ei rhoi i staff ysgolion yn gysylltiedig â datblygiad Ysgol Ardal Groeslon, Carmel a Bron y foel yn y 6 mis diwethaf, a bydd y cymorth yma ar gael i staff ysgolion dalgylch Y Gader. Mae angen i'r Cabinet fod yn ymwybodol o'r galw ar am gefnogaeth Ymgynghorwyr adran Adnoddau Dynol y Cyngor gan ystyried bydd staff 10 ysgol angen cymorth pe bai'r cynnig yn cael ei weithredu.</p>
3.4	<p>Brithdir wedi ceisio hwyluso'r broses wrth wahodd pennaeth Ysgol Ieuan Gwynedd i reoli Ysgol Brithdir –Sir ac Estyn yn nodi llwyddiant y trefniant yma – lle mae cydnabyddiaeth o hyn yn eich penderfyniad? / Yn ystod blynyddoedd ad-drefnu mae sawl pennaeth wedi rhedeg dwy ysgol ac athrawon yn yr ysgolion hynny o ganlyniad wedi gorfod ymgymryd â dyletswyddau ychwanegol fel Penaethiaid Cynorthwyol ar ben gofal dosbarth.</p>	2	<p>Mae'r Cyngor yn falch o weld y trefniant o rannu pennaeth yn llwyddo yn y dalgylch. Yn wir, mae arweinyddiaeth a rheolaeth yn un o'r ystyriaethau wrth gymharu modelau ac mae'n fwriad datblygu ar y math o sefyllfa sydd yn y Brithdir ac Ieuan Gwynedd gydag un pennaeth yn rheoli 6 safle. Mae trefniant o'r fath yn mynd i sicrhau cydweithio ffurfiol er mwyn rhannu arbenigedd ac adnoddau a chynllunio cwricwlwm ar draws y dalgylch cyfan. Fe fyddai hefyd yn golygu mwy o amser digyswllt i'r pennaeth arwain a rheoli ac fe fyddai cyfleoedd gwell ar gyfer datblygu gyrfaedd staff wrth fod yn rhan o dîm staff mwy.</p>
3.5	<p>Problem wrth geisio recriwtio penaethiaid ac athrawon uchel eu safon a phrofiadol ar gyfer ysgolion y dalgylch / Cynnig yn nodi'n glir yr anawsterau sy'n cael eu profi gan yr ysgolion presennol o ran arweinyddiaeth a rheolaeth, o ran recriwtio staff a galluogi digon o amser iddynt gyflawni eu rolau arwain. Mae'r cynnig yn cynnwys manylion am y gwelliant disgwylidig mewn amser arwain ac yn nodi nifer o gyfleoedd ar gyfer datblygu gyrfa staff yn y strwythur staffio newydd, gan gynnwys rolau arwain fel arweinwyr bugeiliol a chwricwlaidd / A gallai rhywun hefyd ddadlau ei bod dipyn yn haws denu pennaeth o'r calibr gofynnol i ardal drefol fwy poblog.</p>	3	<p>Mae recriwtio penaethiaid ym Meirionnydd yn her ar hyn o bryd, a gall bod hyn oherwydd poblogaeth a'r elfen wledig, ond gall bod am nifer o resymau eraill. Mae'r Cyngor yn cydnabod bod penodi pennaeth i'r ysgol arfaethedig am fod yn her ond yn cynllunio ar gyfer hyn.</p>

3.6	Croesawir eglurhad o drefn rheolaethol y cynllun	1	Fel y nodir yn y ddogfen ymgynghorol statudol nid yw'n bosib rhagweld beth fydd y strwythur staffio ar hyn o bryd. Os gweithredir y cynnig i greu ysgol ardal ddilynol ddalgylchol newydd, yna bydd angen sefydlu corff llywodraethol cysgodol a fyddai'n cynnwys cynrychiolwyr o bob rhan o'r dalgylch. Y corff llywodraethol hwnnw fyddai'n gyfrifol am benodi Pennaeth ac yna llunio strwythur staffio ar y cyd gyda'r Pennaeth.
3.7	Heb fodel staffio clir ni ellir gweld bod sylw megis 'timau rheoli a gweinyddol o faint hyfyw' yn realistig. Bydd yr ysgol newydd efo oddeutu 600 o ddisgyblion, llai na sawl ysgol uwchradd yn y Sir a gwyddom mor dynn yw'n ariannol ar yr ysgolion hynny. Fe fydd gofynion gweinyddol ar bob safle yn ogystal ag unrhyw leoliad a ystyrir yn brif safle / Wrth baratoi strwythur staffio a disgrifiadau swyddi penodol, mae'n allweddol ystyried y ddyletswydd sydd ar y corff llywodraethol i sicrhau bod unrhyw sefyllfa staffio yn rhoi ystyriaeth ofalus i lwyth gwaith holl athrawon yr ysgol gan gynnwys y pennaeth. Mae'n ddyletswydd statudol ar yr ysgol i sicrhau cydbwysedd bywyd a gwaith priodol dan ofynion y Ddogfen Cyflogau ac Amodau Athrawon ysgol.	1	Mae'r pwynt sy'n cael ei godi yma yn un dilys. Mae'n allweddol ac yn statudol i bob ysgol ofalu am aelodau staff o ran amodau gwaith a llwyth gwaith yn unol â gofynion y Ddogfen Cyflogau ac Amodau Athrawon.
3.8	Corff llywodraethol Cysgodol yn pennu'r strwythur staffio yn osgoi prif her sefydlu ysgol o'r math yma. O dderbyn byddai'r penderfyniad terfynol yn nwylo'r Corff, dal i ddisgwyl i'r Awdurdod fod yn cynnig arweiniad pendant ar hyn gan ei fod yn fater mor greiddiol i lwyddiant yr ysgol. Byddai'n annheg disgwyl i'r Corff gychwyn efo llechen lân.	1	Bydd y Corff Cysgodol yn derbyn arweiniad gan Swyddog o'r Adran Addysg o'i sefydlu hyd at drosglwyddo'r cyfrifoldeb i'r corff parhaol. Rhaid i'r corff parhaol fod yn ei le erbyn diwedd y tymor cyntaf yn dilyn yr agoriad (yn yr achos yma rhagwelir erbyn diwedd Rhagfyr 2017). Bydd y Swyddog Addysg yn arwain pob cyfarfod llywodraethol y Corff Cysgodol a bydd arweiniad pendant gan Uwch Swyddog Addysg i greu Strwythur Staffio gyda'r Pennaeth newydd ynghyd â'r Corff Cysgodol.
3.9	Cam cyntaf yw penodi pennaeth - UCAC am weld hyn yn digwydd o leiaf flwyddyn ymlaen llaw efo datblygiad mor gyffrous â hyn. Cytunwn y bydd angen person o galibr arbennig i gyflawni'r rôl heriol hon a rhaid gofyn a yw'n ymarferol bosibl i un person redeg Ysgol Ddilynol dros chwech safle. Yn ogystal ag arwain cwricwlwm 3-16 oed, bydd angen i'r person yma reoli tîm sylweddol o staff. O'r trafodaethau mae UCAC wedi'u cael efo penaethiaid mewn ysgolion aml-safle, mae rhieni, a'r cyhoedd yn gyffredinol, yn disgwyl bod presenoldeb y pennaeth yn amlwg, yn gyson ac yn lled gyfartal ar bob safle. Fe fydd cael un Corff llywodraethol yn fanteisiol o ran llwyth gwaith y Pennaeth. Ond bydd y gofynion er hynny yn drwm iawn o	1	Cytunir y bydd penodi'r unigolyn priodol i'r swydd Pennaeth ar gyfer yr ysgol ddilynol ddalgylchol yn allweddol. Bydd angen rhywun sy'n meddu ar weledigaeth bendant, presenoldeb wrth ymwneud â rhieni a rhan-ddeiliaid allweddol eraill a'r gallu i ennill parch, cydweithio a hygredded ymhlith staff a disgyblion pob safle'r ysgol. Fodd bynnag, credir yn ogystal y bydd penodi aelodau staff brwdfrydig, profiadol a phroffesiynol ar y 6 safle yn hynod o bwysig ac yn greiddiol i lwyddiant yr ysgol newydd. O ran pwysau gwaith ar y Pennaeth, fe fydd angen sicrhau bod y strwythur staffio a ddatblygir yn hwyluso'r gwaith o ddydd i ddydd a'r baich gwaith wedi'i rannu rhwng yr uwch dîm rheoli er mwyn sicrhau bod yr ysgol yn cael ei rhedeg yn y modd mwyaf effeithiol er budd y disgyblion.

	<p>dan y math yma o strwythur o ran gorfod:</p> <ul style="list-style-type: none"> • Dadansoddi Set Ddata Craidd sawl uned wahanol a'u dehongli • Darparu hunan arfarniad ar sail y data a hynny ar wahân, o bosibl, yn arbennig adeg arolwg • Llunio Cynllun Datblygu Ysgol sy'n ymateb i anghenion pob safle <p>Sut fydd Estyn neu'r Consortia yn ymateb tybed os yw eu canfyddiadau yn amrywio o safle i safle ac a oes sicrwydd mai un 'ymweliad' fydd yr ysgol yn derbyn bob tro?</p>		<p>Parthed y cwestiwn am arolygu, os bydd y cynllun yn mynd yn ei flaen, fe fydd yr Ysgol Ddilynol Ddalgylchol yn cael ei hystyried fel un endid ar gyfer dibenion arolygu gan mai un set o staff, un corff llywodraethol ac un set o ddata a pholisïau gyda'r addysgu yn digwydd ar 6 safle.</p> <p>Ar sail gwersi a ddysgwyd mewn siroedd eraill dylai pennaeth gael ei benodi o leiaf blwyddyn cyn i'r ysgol ddilynol ddalgylchol arfaethedig agor. Bydd hyn yn galluogi amser paratoi fel bod penodiadau a strwythur staffio yn gallu cael ei greu ynghyd â sicrhau amser digonol i greu polisïau a threfniadau cadarn cyn i'r ysgol agor. Bydd angen i'r Cabinet ystyried hyn a sicrhau fod ymrwymiad adnoddau allan o arbedion y cynllun er mwyn penodi unigolyn cymwys ac addas, a hynny'n amserol.</p>
3.10	<p>Mae rôl yr arweinyddion safle yn mynd i fod yn greiddiol i lwyddiant yr ysgol newydd. Mae gan UCAC bryderon nad yw amser digysyllt na chydabyddiaeth ariannol ddigonol yn cael eu sicrhau i ddeiliaid swyddi o'r fath. I bob pwrpas byddant yn cyflawni cyfran sylweddol o rôl y penaethiaid presennol ac mae'r Ddogfen yn adnabod bod ymrwymiad dysgu'r penaethiaid hyn yn destun pryder yn y sefyllfa bresennol. Profiad aelodau sydd yn dal swyddi o'r fath yng Ngwynedd – ac mewn awdurdodau eraill – ydy nad oes digon o amser yn cael ei neilltuo i gyflawni holl ofynion y swydd a bod yna amwysedd rhwng cyfrifoldeb pennaeth 'strategol' a phennaeth safle. Cyn penodi pobl i'r swyddi hyn, felly, fe ddylai'r Corff Llywodraethol Cysgodol fod yn glir ynghylch ymrwymiad dysgu'r sawl a benodir ac a fydd y disgwyliadau'n lled gyfartal rhwng pob safle fel ei gilydd. Cred UCAC y dylai'r broses recriwtio staff ar gyfer yr ysgol newydd ganolbwyntio ar hysbysebu mewnol ar draws yr ysgolion fydd yn cau. Dylid osgoi diswyddo gorfodol.</p>	1	<p>Unwaith y bydd y Pennaeth wedi'i benodi fe fydd Uwch Swyddog yn cynorthwyo'r Pennaeth newydd ynghyd â'r Corff Llywodraethol Cysgodol i greu Strwythur Staffio a fydd yn rhoi ystyriaeth fanwl i gyfrifoldebau penodol gwahanol rolau, bydd y rôl allweddol gan yr unigolion sydd yn rhedeg y safleoedd o ddydd i ddydd.</p>
3.11	<p>Staff dalgylch yn bryderus iawn am y dyfodol o ran gwaith - llawer gyda contractau parhaol. Pa fesur neu fwriad sydd gan y Cyngor i warchod y gweithlu hwn?</p>	1	<p>Cyngor Gwynedd wedi datblygu polisi staffio manwl, ar y cyd â'r Undebau Llafur a'r penaethiaid. Byddai'n benderfyniad i'r Corff Llywodraethu cysgodol i fabwysiadu, neu beidio â mabwysiadu'r polisi. Byddai'n ofynnol i unrhyw ddiswyddiadau o ganlyniad i'r cynnig gydymffurfio gyda'r gyfraith cyflogaeth perthnasol a chynllun Diswyddo Gwynedd. Bydd cyfathrebu clir ac agored gyda staff yn chwarae rhan greiddiol mewn gweithredu unrhyw gynnig.</p>
3.12	<p>Siom fawr oedd deall, yn ystod dyddiau'r ymgynghoriad, nad oedd gan Adran Personél y Cyngor unrhyw wybodaeth i ni i leddfu ein pryderon</p>	2	<p>Yn anffodus nid yw'n bosib gwybod manylion sefyllfa unigolion staff nes bydd y penderfyniad wedi'i wneud. Roedd Ymgynghorwyr adran Adnoddau Dynol ar gael i egluro'r</p>

	am golli swyddi hyd nes y byddai penderfyniad wedi ei wneud ynghylch y cynnig. Byddai cael cynrychiolwyr yr undebau yn bresennol yn y deuddydd hynny wedi bod o fudd i'r gweithlu / Trueni nad oedd cynrychiolwyr o'r Undebau yn ymwybodol ein bod mewn cyfnod ymgynghori statudol er mwyn gallu gwarchod buddiannau'r staff a'u cynghori yn effeithiol.		broes ac i egluro pa gymorth sydd ar gael ar hyd y daith. Roedd croeso i unrhyw un fynychu'r diwrnodau agored. Anfonwyd y ddogfen ymgynghori i gynrychiolwyr undebau oedd yn nodi bod y dyddiau agored yn cael eu cynnal.
3.13	Mae'r ddogfen a rannwyd i ddisgyblion yn nodi y bydd yr ysgol ddilynol yn rhoi cyfleoedd gyrfa i staff'. Eironi llwyr yw hyn gan mai'r bwriad yn amlwg yw cwtdogi ar staff er mwyn arbed arian. Pa yrfaoedd sydd gan y Cyngor i'w cynnig i staff fydd yn colli eu swyddi ym Meirionnydd? / Adroddiad Cabinet 16/09/14 yn dweud (4.6.6) bydd cyfleoedd cyffrous i staff gael datblygu gyrfa mewn sefydliad mwy – ysgol fwy ar bapur yn unig fydd hon, bydd nifer y safleoedd a thrwy hynny nifer y swyddi'n lleihau'n aruthrol heb sôn am bobl yn colli eu gwaith. Sut y gall y Cyngor gyfiawnhau dweud hyn? Honni bod cyfleon cyffrous i staff yn Model 8; nid yw colli eich swydd yn gyfle cyffrous	4	Ar hyn o bryd mae nifer o benaethiaid cynradd yn dysgu am ran helaeth o'u hamser a ddim yn cael eu rhyddhau'n ddigonol i arwain, rheoli a cynllunio. Wrth greu strwythur arwain a rheoli newydd yn yr ysgol arfaethedig ni fydd yn ofynnol i'r pennaeth ddysgu am ran fwyaf ei amser. Bydd y strwythur yn caniatáu datblygu rheolwr/arweinwyr safle bydd yn magu sgiliau angenrheidiol i fod yn arweinwyr llwyddiannus, gyda'r sicrwydd o gefnogaeth ac unigolion profiadol i allu troi atynt.
3.14	Mae'r ddogfen ymgynghori statudol yn amlinellu'r cyfleoedd posibl i staff weithio gyda'i gilydd, trafod a rhannu arfer orau, cynorthwyo ei gilydd a dysgu oddi wrth ei gilydd.	1	Mae'r Cyngor yn ystyried y pwyntiau yma fel rhai o fanteision y cynnig arfaethedig.
3.15	Arbed arian trwy leihau nifer staff yw bwriad y Cyngor, maint a difrifoldeb cwmwl sydd wedi bod yn hofran dros holl staff ers deng mlynedd.	2	Mae'r Cyngor yn cydnabod bod trafodaethau trefniadaeth ysgolion yn creu ansicrwydd yn y dalgylch a bod y cyfnod i ddod am fod yn ansicr a gall arwain at ddiswyddiadau. Gan fod penderfyniad terfynol heb ei wneud eto (ymgynghori'n unig yw'r cam yma) nid yw'n bosib rhoi gwybodaeth fanwl am sefyllfaoedd unigol. O ran nifer y swyddi bydd yn cael ei golli, mae hefyd yn gynamserol nodi hyn oherwydd bod y strwythur staffio'r ysgol newydd yn fater trafod i'r corff llywodraethol cysgodol. Pe bai'r penderfyniad terfynol i weithredu'r cynnig yn cael ei wneud, bydd ymgynghorwyr adran Adnoddau Dynol y Cyngor ar gael i roi cymorth gydol y broses. Mae nifer o gyfarfodydd a chymorth wedi cael ei rhoi i staff ysgolion yn gysylltiedig â datblygiad Ysgol Ardal Groeslon, Carmel a Bronyfoel yn y 6 mis diwethaf, a bydd y cymorth yma ar gael i staff ysgolion dalgylch Y Gader. Mae angen i'r Cabinet fod yn ymwybodol o'r galw ar am gefnogaeth gwasanaeth ymgynghorol Adnoddau Dynol y Cyngor gan ystyried bydd staff 10 ysgol angen cymorth pe bai'r cynnig yn cael ei weithredu.
3.16	Sefyllfa bresennol wedi rhoi straen eithriadol am 10 mlynedd ar staff, rhieni a llywodraethwyr, nid yw hyn wedi effeithio addysg y disgyblion oherwydd staff sydd wedi aros yn y Brithdir trwy bob dim – eu gwobr yw colli eu swyddi heb unrhyw sicrhad i'r dyfodol yn y trefniant newydd / Deall yr angen i ad-drefnu ond pwysleisiwn yr angen dybryd bellach i symud ymlaen er lles pawb. Staff yn gweithio dan bwysau sylweddol ychwanegol oherwydd y broses hirfaith yma. Angen mynd y filltir ychwanegol i gydweithio yn hynod effeithiol er mwyn sicrhau safonau uchel. Rhaid i'r Cyngor sicrhau fod y cynllun yn un llwyddiannus a bod buddsoddiad teilwng yn cael ei roi er mwyn cyflawni hyn. Teimlo bod yr ardal wedi ei thrin yn is-raddol ers blynyddoedd ac er gwaethaf unrhyw doriadau, mae dyfodol pob plentyn yn dibynnu ar lwyddiant y cynllun.	2	
3.17	Deall yr angen i ad-drefnu ond pwysleisiwn yr angen dybryd bellach i	1	

	symud ymlaen er lles pawb. Rydym yn gweithio dan bwysau sylweddol ychwanegol newydd oherwydd y broses hirfaith yma ac yn mynd y filltir ychwanegol i gydweithio yn hynod effeithiol er mwyn sicrhau safonau uchel. Rhaid i'r Cyngor sicrhau fod y cynllun yn un llwyddiannus a bod buddsoddiad teilwng yn cael ei roi er mwyn cyflawni hyn. Teimlwn yn gryf fod yr ardal hon wedi cael ei thrin yn israddol ers blynyddoedd ac er gwaethaf unrhyw doriadau, mae dyfodol pob plentyn yn dibynnu ar lwyddiant y cynllun.		
3.18	UCAC bryderon bod gormod o amwysedd ynghylch y drefniadaeth staffio o fewn ysgol aml-safle a gormod o ragdybiaethau. Dogfen Ymgynghori yn cydnabod, mae trefniadaeth o'r fath yn dal yn lled unigryw yng Nghymru ac mae nifer o'r sialensiau heb eu hadnabod, heb sôn am eu datrys, hyd yma. Fodd bynnag, mae'r Undeb yn disgwyl y bydd llawer mwy o wybodaeth ar gael am y materion a nodwyd uchod o fewn unrhyw gynnig terfynol.	1	Mae'r Cyngor yn derbyn y pwynt ynghylch y pryderon ac yn deall fod y cyfnod hwn o newid yn un dyrys. Unwaith y bydd penderfyniad wedi'i wneud ynghylch opsiwn, bydd modd edrych yn fanylach ar drefniadaeth staffio a bydd gwybodaeth yn cael ei rhaedru yn amserol i ran-ddeiliaid perthnasol. Mae 4 ysgol 3-16 (3-19) a ffederasiwn 5 ysgol eisoes yn bodoli yng Nghymru gall bod o gymorth wrth greu'r strwythur staffio.
3.19	Yn amlwg o fewn strwythur ysgol ddalgylchol bydd gwell cyfleoedd i athrawon fedru arbenigo ar feysydd cwricwlaidd penodol o fewn y cwricwlwm cynradd a lledaenu eu harbenigedd trwy'r lleoliadau cynradd. Drwy weithredu fel hyn gellid cynnig profiadau arbenigol cyffredin i holl ddisgyblion, rhoi cyfle i blant dderbyn profiadau addysg mwy arbenigol o oedran iau a thrwy hynny godi safonau ymhellach. Yn ogystal gellir datblygu rolau cydlynwyr pynciol, traws gyfnod a fydd hefyd yn cyfrannu at ddatblygu arbenigedd athrawon a chodi safon cyflawniad disgyblion. Bydd cyfleoedd amlwg i sicrhau bod staff o'r sectorau gwahanol yn rhannu arfer da ac yn manteisio ar brofiadau ac arbenigedd ei gilydd ac wrth dynnu ar ystod ehangach o arbenigedd a phrofiadau ar draws y sectorau er mwyn datblygu profiadau dysgu'r disgyblion.	1	Mae'r Cyngor yn ymwybodol bod hyn yn bwynt pwysig ac yn un o brif fanteision y cynnig arfaethedig. Nod yr holl gynllun yw darparu addysg o'r ansawdd gorau posibl a fydd yn rhoi profiadau eang ac yn datblygu sgiliau a hyder plant a phobl ifanc y dalgylch a all roi cyfle i athrawon dreulio mwy o amser yn canolbwyntio ar eu meysydd arbenigol, rhannu arfer da a dysgu'r naill oddi wrth y llall yn ychwanegu at gyfoeth yr hyn a gyflwynir i'r disgyblion.
3.20	Mynegir pryder gan rai rhieni parthed yr awgrym y gellid darparu rhai gwersi arbenigol i ddisgyblion hŷn yr ysgolion cynradd ar safle'r ysgol uwchradd. Arfer hwn eisoes yn digwydd i raddau gan fod sawl ysgol yn defnyddio cyfleusterau addysg gorfforol yr ysgol a chanolfannau hamdden mewn trefi sydd gryn bellter o'r ysgolion, ac ni fynegir gwrthwynebiad gan rieni i'r arfer.	1	Fel y nodwyd, mae trefniant o'r fath eisoes ar waith ac o ystyried y cyfnod trosiannol rhwng CA2, CA3 a'r uwchradd, mae'r cyfle i ddisgyblion blwyddyn 6 fynychu safle'r ysgol uwchradd ar gyfer rhai gwersi a gweithgareddau grŵp yn mynd i fod o fudd mawr i leddfu ofnau a chreu teimlad o barhad.

3.21	Cydnabyddo'r ddogfen fod risg parthed anallu i benodi digon o staff cymwys i gynnal yr ysgol ddilynol ddalgylchol newydd. Yn wyneb trafferthion recriwtio penaethiaid a thrafferthion rheolaethol eraill sydd yn bodoli yn rhai o'r ysgolion ar eu gwedd bresennol, a yw'r awdurdod addysg yn gwbl hyderus y gellir penodi arweinyddiaeth a fydd yn dyblygu'r ysgol newydd yn llwyddiannus, yn gwireddu gweledigaeth y Cyngor, ac y gall staff addysgu'r holl gyfnodau addysg, disgyblion a rhieni fod ag ymddiriedaeth ynddynt?	1	Mae'r Cyngor yn cydnabod bod hyn yn risg, a phe bai'r penderfyniad terfynol yn cael ei wneud bydd blaengynllunio er mwyn lliniaru'r risg. Ar sail gwersi a ddysgwyd mewn siroedd eraill dylai pennaeth gael ei benodi o leiaf blwyddyn cyn i'r ysgol ddilynol dalgylchol arfaethedig agor. Bydd hyn yn galluogi amser paratoi fel bod penodiadau a strwythur staffio yn gallu cael ei greu ynghyd â sicrhau amser digonol i greu polisiau a threfniadau cadarn cyn i'r ysgol agor. Bydd angen i'r Cabinet ystyried y cais yn gysylltiedig a hyn sydd yn yr adroddiad Cabinet.
3.22	Ddim yn edrych ar ôl staff yr ysgolion oherwydd nid oedd rhaid i staff Llanuwchllyn geisio am eu swyddi, hyn yn achosi drwg deimlad rhwng ysgolion lleol, staff a rhieni. Amlwg fod y penderfyniadau wedi eu gwneud yn barod	1	Nid oedd newid i statws Ysgol OM Edwards yn Llanuwchllyn, felly nid oedd angen i'r staff geisio am swyddi. Nid yw'r penderfyniad wedi ei wneud eto yn ardal y Gader, mae'r cyfnod ymgynghori statudol wedi ei gynnal i darganfod barn pobl lleol ar y cynnig a bydd cyfnod i bobl gwrthwynebu'r cynnig cyn i'r penderfyniad terfynol cael ei wneud.
4	Iaith Cymraeg		
4.1	O'r 39% o ddisgyblion sy'n mynychu Ysgol y Gader o tu allan i'r dalgylch, mae 80 yn dod o Abermaw (20% o boblogaeth yr ysgol) - Cyngor Tref Abermaw yn gwrthwynebu'r newid arfaethedig i newid yr ysgol o fod yn un ddwyieithog i Ysgol Gyfrwng Cymraeg / Tud. 39 – angen edrych ar y 'gwir rhesymau' pam mae disgyblion yn dewis Ysgol Y Gader – yn awgrymu am ei fod yn ddwyieithog.	1	Gall rhieni a disgyblion ddewis ysgol am nifer o resymau gwahanol, a gall y rheswm yma newid dros gyfnod o amser. Mae statws ieithyddol yn derm technegol, sydd angen ei glustnodi wrth greu ysgol newydd yn unol â'r Cod Trefniadaeth Ysgolion (006/2013) a dogfen arweiniol y Llywodraeth, "Diffinio ysgolion yn ôl y ddarpariaeth cyfrwng Gymraeg" (023/2007).
4.2	Hoffwn weld ysgol ddwyieithog	2	
4.3	Er lles y gymuned wledig a'r iaith Gymraeg mae'n hanfodol fod safle wledig yn Nyffryn Wnion yn gynaliadwy. Iaith ar ei chryfaf yma (93% a 94% rhugl). Mewn ysgolion gwledig mae'r dysgwyr yn cael eu boddi mewn Cymreictod naturiol ac yn fwy tebygol o fabwysiadu'r iaith yn llwyr. Sefyllfa'r iaith yn yr ardal yn fregus - Cymru Cymraeg yn gadael yr ardal er mwyn dod o hyd i waith / Mae unigrywiaeth daearyddol yr ardal yn cynnig ei hun i gyfle addysgol unigryw. Rydym yn gweld ein ysgolion cymuned bychain fel cyfrwng perffaith i ddwyieithrwydd ffynnu ac hefyd yn addas i ddarparu addysg i ardaloedd gwledig ar raddfa addas./ Mae'n hanfodol y bydd safle wledig dwyrain Dolgellau yn gynaliadwy er mwyn sicrhau dyfodol yr iaith Gymraeg. Mae 93% o ddisgyblion ysgol Brithdir yn rhugl yn y Gymraeg. Mae'r Gymraeg yn fyw ar iard yr ysgol ac yn cael ei siarad yn naturiol mewn gwaith a chwarae. Os bydd safle Rhydymain yn methu, ac mae ei niferoedd	7	Mae Polisi Iaith Addysg Cyngor Gwynedd (Cynllun Strategol Y Gymraeg mewn Addysg 2014-17) yn berthnasol i holl ysgolion y Sir ac yn golygu bod yr un disgwyliadau ieithyddol ar bob ysgol. Amcan y Polisi yw – "Nod y Polisi iaith yw sicrhau bod holl ddisgyblion y sir yn meddu ar sgiliau ieithyddol priodol yn y Gymraeg a'r Saesneg. Yr un yw'r disgwyliad ar gyfer pob ysgol...er mai nod cyffredinol y Polisi yw dwyieithrwydd, fe bwysir y fantol o blaid y Gymraeg yn y blynyddoedd cynnar er mwyn gosod sylfaeni cadarn ar gyfer datblygiad pellach. Yn y cyfnodau allweddol eraill disgwylir i ysgolion gynllunio'n fwriadus er mwyn datblygu gafael disgyblion ar y Gymraeg... disgwylir i holl sefydliadau addysg y Sir adlewyrchu ac atgyfnerthu'r Polisi iaith yn eu gweinyddiad, eu bywyd cymdeithasol a'u trefn fugeiliol yn ogystal ag yn eu darpariaeth gwricwlaidd...", felly mater technegol yw statws ieithyddol yng Ngwynedd. Gan ystyried bod yr ysgolion cynradd i gyd yn ysgolion Cymraeg byddai rhoi statws dwyieithog ar y sector cynradd yn cael effaith negyddol ar yr iaith Gymraeg. Yn unol â

	<p>presennol, ei safle ar gyrion y dalgylch yn yn awgrymu mai felly y bydd, yna bydd rhaid i'r disgyblion fynd i'r safle sydd yn y dref gan mai hon yw'r safle agosaf. 34% o ddisgyblion ysgol gynradd Dolgellau sydd yn rhugl yn y Gymraeg. Sut all y Cyngor gefnogi safle sydd ddim yn gynaliadwy gan wybod mai addysg wledig yw asgwrn cefn cynnal y Gymraeg yn yr ardal?/ Os byddwch yn bwrw ymlaen â'r Model arfaethedig bydd teuluoedd, fyddai fel arall yn dod â'u plant i'r Brithdir i gael addysg Gymraeg naturiol yn dewis yr opsiwn hawdd, gan fynd â nhw i Ysgol Gynradd Dolgellau (gan fod Safle Rhydymain mor bell) Beth fydd yr effaith ar y Gymraeg?/ Hefyd mae'n debygol iawn y bydd niferoedd disgyblion, yn dilyn ad-drefnu, yn parhau i leihau yn Ysgol Ieuan Gwynedd, ac felly fe fydd gan o leiaf 3 o'r 4 ysgol gynradd gwledig (IG, Dinas Mawddwy a Friog) lefydd gweigion. Sut all y Cyngor ddisgwyl i'r model newydd hwn lwyddo ar y sail yma a sut bydd hyn yn cael ei egluro i Lywodraeth Cymru ac o'r Gweinidog Addysg a Sgiliau/ Pwyslais dda ar Y Gymraeg yn Ysgol Brithdir fel iaith addysgol a chymdeithasol fydd yn cael ei golli mewn awyrgylch fwy a phrysur.</p>		<p>rhagamcanion ym Medi 2017 mae mwy o ddisgyblion cynradd nac uwchradd. Yn ymarferol ni fydd newid dydd i ddydd yn yr iaith gaiff ei darparu i'r disgyblion uwchradd gan y bydd angen darparu addysg trwy gyfrwng sydd yn ymateb i drawstoriad demograffig y dalgylch.</p> <p>Un o heriau sefydlu'r ysgol ddilynol dalgylchol fyddai sefydlu strwythur ieithyddol cywir, ar draws y sectorau oedran. Bydd ymateb i'r her a gweithrediad Polisi Iaith yr ysgol yng ngofal y Pennaeth a'r Corff Llywodraethu, gyda chymorth gan y Sir. Bydd angen gweithredu Polisi Iaith y Sir yn briodol ac mewn modd sydd yn ymateb i'r her yn yr asesiad ieithyddol.</p>
4.4	<p>Rwyf wedi pryderu wrth glywed mewn cyfarfodydd rhieni fod yna alw i 'fynnu bod plant yn siarad Cymraeg ar yr iard' a 'mynnu bod plant yn gofyn cwestiynau i athrawon yn y Gymraeg'. Fel Cymraes di-Gymraeg, rwyf yn meddwl mai gwahaniaethu ydy hyn. Dylai fy mhlentyn gael rhyddid a chael ei annog i ofyn cwestiwn yn ei famiaith a derbyn ateb yn ei famiaith. Os nad yw'n deall rhywbeth, dylai fod ganddo'r hawl i ofyn am esboniad heb orfod cyfieithu yn ei ben. Rwyf am i 'gyfartaledd ieithyddol' gael ei ystyried yn yr un modd ag y mae'r Gymraeg yn cael ei hystyried.</p>	1	
4.5	<p>Mae angen diffinio ystyr ac arwyddocâd y term 'Ysgol Gymraeg'.</p>	1	
4.6	<p>Anghytunir gydag ystadegau ieithyddol tudalen 11 y pecyn ystadegol a tudalen 58 y ddogfen ymgynghori – dadansoddiad anghywir o allu ieithyddol disgyblion Ysgol Gynradd Dolgellau - hyn yn adlewyrchu'n ddrwg ar safonau yr ysgol – dymuno cywiriad, i'r cywiriad cael ei gofnodi'n ganolog a'i dosbarthu i'r dalgylch</p>	1	<p>Crëwyd y ddogfen ystadegol wrth ddefnyddio data 2013/2014. Cynhaliwyd cyfarfodydd unigol gyda phenaethiaid y dalgylch fel bod modd iddynt herio a gwirio'r wybodaeth. Er hyn, yn anffodus ymddengys bod camgymeriad yn data ieithyddol Ysgol Gynradd Dolgellau. Er cywirdeb, y wybodaeth diweddaraf am ystadegau ieithyddol Ysgol Gynradd Dolgellau yw cyfrifiad PLASC Ionawr 2014. Mae'r data yma, ynghyd a data gweddill ysgolion cynradd y dalgylch isod er gwybodaeth:</p>

Ysgol	Siarad Cymraeg yn rhugl adref	Ddim yn siarad Cymraeg adref ond yn rhugl	Siarad Cymraeg adref ond ddim yn rhugl	Ddim yn siarad Cymraeg adref a ddim yn rhugl	Ddim yn siarad Cymraeg o gwbl	Cyfanswm
Brithdir	30	1	4	7	4	46
Clogau	3	0	3	9	9	24
Cynradd Dolgellau	54	37	12	26	22	151
Dinas Mawddwy	11	1	3	4	1	20
Friog	0	10	3	9	5	27
Ganllwyd	11	5	0	4	0	20
Ieuan Gwynedd	10	1	1	4	1	17
Llanelltyd	14	19	0	6	2	41
Machreth	7	5	1	0	1	14

4.7	Dychryn darllen yr asesiad iaith bod tabl 5 (tudalen 7) yn nodi gwybodaeth anghywir am Ysgol Ardudwy – mae'r ysgol yn cael ei phortreadu fel ysgol gwbl Seisnig. Nodir bod y clwb ar ôl ysgol yn amherthnasol – sicr nid yw hyn yn wir, mae yna raglen lluosog o glybiau ar ôl ysgol yn cael eu cynnal yn y Gymraeg. Gwarthus bod y ddogfen wedi ei chylchredeg i gynghorwyr, ysgolion eraill a'r cyhoedd. Pwy benderfynodd diffiniadau y Gymraeg?	1	<p>Roedd asesiad ieithyddol dalgylch Y Gader wedi'i gomisiynu gan gwmni allanol, Gweriniaith. Mae'r cwmni wedi nodi bod y data yn gysylltiedig ag Ysgol Ardudwy yn seiliedig ar asesiad ieithyddol cwblhawyd yn 2011. I gwblhau yr adroddiad yma gofynnwyd i bennaethiaid lenwi holiadur – llenwodd pennaeth Ysgol Ardudwy holiadur bryd hynny. Ymdengys bod y wybodaeth o'r adroddiad ieithyddol 2011 wedi ei throsglwyddo'n anghywir i adroddiad ieithyddol 2014 dalgylch Y Gader. Dylai'r wybodaeth fod wedi darllen:</p> <table border="1"> <thead> <tr> <th>Ysgolion uwchradd Gwynedd</th> <th>Clwb Brecwast</th> <th>Amser chwarae</th> <th>Yn adeiladau'r Ysgol</th> <th>Wrth y bwrdd amser cinio</th> <th>Yn y dosbarth</th> <th>Clwb ar ôl Ysgol</th> </tr> </thead> <tbody> <tr> <td>Ardudwy</td> <td>Amherthnasol</td> <td>Arall – heb ymhelaethu</td> <td>Arall – heb ymhelaethu</td> <td>Arall – heb ymhelaethu</td> <td>Cymraeg, gan amlaf</td> <td>Cymraeg, gan amlaf</td> </tr> </tbody> </table> <p>Mae dogfen gywiro wedi ei gyhoeddi ar wefan y Cyngor, yn fuan yn ystod y cyfnod ymgynghori statudol, sydd yn amlygu'r newidiadau yma fel bod unrhyw un edrychodd ar ddogfennaeth y cyfnod ymgynghori statudol yn ymwybodol ohono.</p>	Ysgolion uwchradd Gwynedd	Clwb Brecwast	Amser chwarae	Yn adeiladau'r Ysgol	Wrth y bwrdd amser cinio	Yn y dosbarth	Clwb ar ôl Ysgol	Ardudwy	Amherthnasol	Arall – heb ymhelaethu	Arall – heb ymhelaethu	Arall – heb ymhelaethu	Cymraeg, gan amlaf	Cymraeg, gan amlaf
Ysgolion uwchradd Gwynedd	Clwb Brecwast	Amser chwarae	Yn adeiladau'r Ysgol	Wrth y bwrdd amser cinio	Yn y dosbarth	Clwb ar ôl Ysgol											
Ardudwy	Amherthnasol	Arall – heb ymhelaethu	Arall – heb ymhelaethu	Arall – heb ymhelaethu	Cymraeg, gan amlaf	Cymraeg, gan amlaf											
4.8	Tueddiad yn y gorffennol i rai disgyblion Bl.6 drosglwyddo i Ysgol Uwchradd Tywyn yn hytrach na Ysgol Y Gader. Amryw o resymau e.e. safonau, ochr ieithyddol (llawer o ddisgyblion o gartrefi Saesneg). Yn sgil gwaith pontio a gweithgareddau, ffurfiwyd perthynas dda ag Ysgol Y Gader – disgyblion sy'n trosglwyddo i'r Gader yn cynyddu.	1	Gall rhieni a disgyblion ddewis ysgol am nifer o resymau gwahanol, a gall y rheswm yma newid dros gyfnod o amser.														
4.9	Sut all ddwyieithrwydd fod yn fwy llwyddiannus mewn ysgol ar raddfa fwy? Pa dystiolaeth sy'n bodoli i arddangos hyn	1	<p>Mae Polisi Iaith y Cyngor yn datgan mai'r "nod yw sicrhau bod holl ddisgyblion y Sir yn meddu ar ddwyieithrwydd cytbwys".</p> <p>Comisiynwyd asesiad ieithyddol gan gwmni allanol, Gweriniaith a casgliad yr adroddiad yn gysylltiedig a'r model arfaethedig oedd bod y cynnig yn "cynllunio'r ddarpariaeth ar sail un weledigaeth sefydliadol yw'r ffordd orau i geisio cyflawni'r polisi iaith, gan ddefnyddio'r</p>														

			<i>adnoddau staffio a dysgu mwy fyddai gan un sefydliad i'r defnydd gorau ar draws gwahanol safleoedd y dalgylch."</i>
4.10	Mae manteision disgwylid y cynnig presennol yn mynd i'r afael yn dda â nodau strategol Cyngor Gwynedd a Llywodraeth Cymru i gyflwyno darpariaeth addysgol ddwyieithog gynaliadwy. Mae'r cynnig yn nodi effaith negyddol bosibl yn briodol hefyd.	1	Mae'r Asesiad Iaith wedi ei gwblhau yn gwbl annibynnol o'r Cyngor ac yn adlewyrchu holl agweddau ieithyddol y dalgylch, boed yn gadarnhaol neu'n negyddol.
4.11	Cynigiwr wedi cynnwys canfyddiadau asesiad effaith iaith annibynnol ar bob un o'r wyth opsiwn posibl yn y ddogfen ymgynghori statudol, mae'r wybodaeth gefndir ar wefan y Cyngor yn darparu gwybodaeth gynhwysfawr am y deilliannau asesu. Adroddiad asesu annibynnol yn awgrymu bydd y cynnig yn cael effaith gadarnhaol ar y ddarpariaeth Gymraeg yn yr ardal. Sail yr honiad yn yr adroddiad yw mai cynllunio'r ddarpariaeth addysgol ar sail un weledigaeth sefydliadol yw'r ffordd orau o geisio cyflawni gofynion polisi iaith yr awdurdod lleol. Honiad rhesymol yng nghyd-destun y cynnig penodol hwn.	1	Mae cynnal asesiad ieithyddol yn ofniad statudol wrth ddilyn proses o ad-drefnu ysgolion ac mae'r Cyngor yn falch bod yr ymatebydd yn cytuno'r gyda chasgliadau'r asesiad annibynnol.
4.12	93% o ddisgyblion Brithdir yn rhugl yn y Gymraeg a gan fod y lleoliad yn hygyrch o'r dref, mae'n llwyddiannus ac orlawn. Yn wir mae Sgôr Iechyd Ieithyddol Ysgol Brithdir yn 23.	1	Yn unol â'r Polisi Iaith a'r asesiad iaith nid oes rheswm i ragdybio y bydd sefydlu ysgol ar safle Rhydymain yn cael effaith andwyol ar yr iaith. Nid oes unrhyw dystiolaeth yn awgrymu y bydd dod â phlant y tair ysgol ynghyd ar un safle, gyda'r safle honno wedi ei lleoli ymhellach oddi wrth y dref, yn cael effaith negyddol ar yr iaith.
4.13	Hawdd i gynghorwyr yng nghyffiniau Caernarfon deimlo'n hunanfodlon gan fod y Gymraeg mor gadarn yn eich ardal. Asesiad Ardrowiad Iaith yn dangos 'Gweddol' yw disgrifiad iechyd ieithyddol Ysgol y Gader a bod 'elfennau penodol o ddirywiad ieithyddol ar waith'. Ysgolion gwledig yn gwbl hanfodol i ddiogelu'r Gymraeg. A rhaid i'r ysgolion gwledig hynny fod yn ddewis realistig / Os ydych chi am i'r Gymraeg ffynnu rhaid sicrhau dyfodol ysgolion gwledig. Dim ond yno y mae'r Gymraeg i'w chlywed yn naturiol ar iard yr ysgol. Bydd effaith methiant y Model (oherwydd gwendid yr elfen wledig) yn un barhaol ar ddyfodol plant a'r Gymraeg am genedlaethau. Fel Cynghorwyr, mae gennych gyfrifoldeb i weithredu er lles cymunedau gwledig Cymreig.	2	Mae gwarchod a chynnal yr iaith Gymraeg yn elfen hanfodol o waith y Cyngor er mwyn sicrhau fod Gwynedd yn parhau yn un o gadarnleoedd y Gymraeg. Mae heriau parhaol ar yr iaith ond mae Polisi Iaith Addysg y Cyngor yn nodi " <i>yn ogystal â datblygu hyfedredd disgyblion yn y ddwy iaith, disgwylir i holl sefydliadau addysg y Sir adlewyrchu ac atgyfnerthu'r Polisi Iaith yn eu gweinyddiad, eu bywyd cymdeithasol a'u trefn fugeiliol yn ogystal ag yn eu darpariaeth gwricwlaidd...disgwylir i ysgolion gynllunio'n fwriadus er mwyn datblygu gafael disgyblion ar y Gymraeg</i> ".
4.14	UCAC yn croesawu'r canfyddiad y gallai'r datblygiad a ffafrir fod yn fanteisiol o ran y Gymraeg. Mae cynnal y Gymraeg yn sialens ym mhob rhan o Gymru. Bydd angen Pennaeth efo gweledigaeth ac ymrwymiad clir i sicrhau llwyddiant Addysg Gymraeg ac ethos Cymreig i'r ysgol newydd.	1	Mae heriau parhaol ar yr iaith ac mae'r asesiad iaith yn nodi bod dirywiad ieithyddol eisoes yn bodoli o fewn y dalgylch yma, ond hefyd yn nodi byddai datblygu'r model hwn yn cael effaith gadarnhaol ar yr iaith ac yn gyfle i sicrhau cysondeb ar draws y dalgylch gyfan.

4.15	<p>Gan fod hyrwyddo diogelu a hyrwyddo'r iaith Gymraeg a'r defnydd ohoni yn un o amcanion strategol Cyngor Gwynedd, wrth sefydlu polisïau cyffredin ar draws safleoedd yr ysgol ddilynol mae cyfle i gadarnhau a lledaenu arferion da'r ysgolion cynradd o ran hybu a datblygu sgiliau disgyblion yn y Gymraeg a hybu Cymreictod, a sicrhau dilyniant ieithyddol priodol gadarnach yn y sector uwchradd, ar draws y cwricwlwm. Mae cynnal dilyniant a pharhad ieithyddol rhwng Cyfnod Allweddol 2 a 3 yn her, ond mae gwell tebygolrwydd o gyflawni hynny drwy strwythur dilynol gyda pholisi iaith cadarn yn ei le. Dengys astudiaethau ymchwil (e.e. Gruffudd, 1996,2002; Gruffudd a Hallam, 1999; Hughes, 2013) mai'r ffactorau amlycaf sy'n dylanwadu fwyaf ar batrymau defnydd iaith disgyblion yw cefndir iaith teuluol ynghyd â natur ieithyddol a chynnwys ieithyddol y dosbarth addysgu y gosodir disgyblion ynddynt ac mae penderfyniadau ieithyddol a wneir gan athrawon ac mewn ystafelloedd dosbarth yn dylanwadu ar arferion ieithu disgyblion (Hughes, 2013).</p>	1	<p>Prif ddiben Siarter Iaith Gwynedd yw sicrhau bod y Gymraeg, a defnydd cymdeithasol ein plant a phobl ifanc ohoni yn ffynnu, h.y. cael plant i siarad Cymraeg yn eu bywyd bob dydd. Ond mae angen mwy na hynny wrth reswm fel sy'n cael ei nodi yma. Mae angen sicrhau cydweithio rhwng y rhieni a'r ysgol fel bod y Gymraeg yn cael ei siarad gan y plant ym mhob cyd-destun er mwyn sicrhau seiliau cadarn a sefydlu patrymau gydol oes.</p> <p>Un o heriau sefydlu'r ysgol ddilynol dalgylchol fyddai sefydlu strwythur ieithyddol cywir, ar draws y sectorau oedran. Bydd ymateb i'r her a gweithrediad Polisi Iaith yr ysgol yng ngofal y Pennaeth a'r Corff Llywodraethu, gyda chymorth gan y Sir. Bydd angen gweithredu Polisi Iaith y Sir yn briodol ac mewn modd sydd yn ymateb i'r her yn yr asesiad ieithyddol.</p>
4.16	<p>Bydd yr effaith ar gymunedau cefn gwlad, a'r iaith Gymraeg yn aruthrol.</p>	1	<p>Yn ôl yr ardrwiad iaith mae <i>"dirywiad ieithyddol amlwg"</i> yn y dalgylch ar hyn o bryd, serch hynny gyda <i>"dyhead, cymorth, adnoddau digonol ac arweiniad sirol a lleol, gall y dalgylch barhau i arfogi pobl ifanc gogledd Meirionnydd gyda sgiliau hyderus yn y Gymraeg a'r Saesneg, i'w gwneud yn ddinasyddion dwyieithog cyflawn"</i>. Yn unol â'r asesiad annibynnol mae...<i>"Model 8: Ysgol Ddilynol Dalgylchol ar safleoedd presennol ysgolion Y Gader, Cynradd Dolgellau, Friog, a Dinas Mawddwy a chau Ganllwyd, Clogau, Machreth a Brithdir. Un pennaeth, un corff llywodraethol. Dyfarniad o effaith cadarnhaol sy'n cynnig cyfle i sicrhau cysondeb ar draws y dalgylch cyfan. Tra nad oes modd gosod pob model mewn trefn sgorio effaith ar iaith, casglwn fod y model hwn yn cynnig manteision arbennig o ran cynllunio a darparu addysg statudol fydd yn gyson ac yn deillio o un weledigaeth gyflawn yn hytrach na chyfeiriad amrywiol nifer o sefydliadau fydd, yn anorfod, a safbwynt amrywiol o ran dyhead i gyflawni polisi iaith addysg y sir a chreu dinasyddion ifanc hyfedr ddwyieithog. Mewn dalgylch lle mae'r Gymraeg yn wyneb sawl her sylfaenol, efallai'n wir mae cynllunio'r ddarpariaeth ar sail un weledigaeth sefydliadol yw'r ffordd orau i geisio cyflawni'r polisi iaith, gan ddefnyddio'r adnoddau staffio a dysgu mwy fyddai gan un sefydliad i'r defnydd gorau ar draws gwahanol safleoedd y dalgylch."</i></p>
4.17	<p>Tra bum yn Ysgol Brithdir, bu dau deulu o ddwy wlad wahanol yno, a doedd dim gair o Gymraeg na Saesneg gan yr un o'r plant, ond o fewn dim, roeddent yn rhugl yn y Gymraeg. Hefyd, roedd dipyn o deuluoedd Saesneg yn yr ysgol, ond er hyn, Cymraeg a siaradwyd yn</p>	1	<p>Petai'r cynnig yma'n cael ei gymeradwyo y gobaith yw y bydd y cryfder yma'n parhau ac yn wir yn gwella wrth ddod â phlant o dair ysgol wledig ynghyd yn safleoedd Llanelltyd a Rhydymain. Mae'r Cyngor wedi ymrwmo i barhau gydag addysg wledig yn y dalgylch, wrth barhau â safleoedd Dinas Mawddwy, Llanelltyd, Rhydymain a Friog.</p>

	yr ysgol ac ar yr iard drwy'r adeg. Mae hyn yn dangos cryfder ysgol fach wledig ar yr iaith Gymraeg, ac os am gadw'r iaith mae'n rhaid cadw ysgolion bach fel Brithdir ar agor.		
5	Statws – Cymunedol / Eglwysig		
5.1	Dymunir bydd perthynas glos gyda holl enwadau Cristnogol y dref a'r ardal yn dilyn colli'r cysylltiad ffurfiol gyda'r Eglwys	1	Statws arfaethedig yr ysgol yn y cynnig yw cymunedol. Mae'n ofynnol i bob ysgol a gynhelir addysgu addysg grefyddol o'r cam sylfaen hyd at 19 oed, waeth a yw'n ysgol o natur grefyddol ai peidio. Er bod addysg grefyddol yn rhan o'r cwricwlwm sylfaenol, nid yw'n rhan o'r cwricwlwm cenedlaethol ac felly nid oes targedau penodol o ran cyrhaeddiad, rhaglenni astudio na threfniadau asesu wedi'u pennu ar gyfer y pwnc. Mae ysgolion nad ydyn nhw o natur grefyddol, ysgolion gwirfoddol a reoli ac ysgolion ffyrdd sefydledig yn defnyddio meysydd llafur addysg grefyddol y cytunir arnyn nhw'n lleol, gan gael cyngor gan CYSAG i helpu i sicrhau bod pob maes llafur addysg grefyddol yn adlewyrchu natur grefyddol yr ardal leol.
5.2	Hollol gefnogol i'r argymhelliad mai statws yr opsiwn a ffafirir yw cymunedol / 8 allan o 10 ysgol yn ysgol cymunedol ac yn ôl eich awgrym chi eich hunain yn eich datganiadau nid oes galw cryf am ddarpariaeth addysg fod yn addysg Eglwysig/ Hollol gefnogol i'r argymhelliad a geir yn yr Adroddiad: sef "yr opsiwn a ffafirir i ymgynghori arno o ran categori yw cymunedol". Credem y dylai pob enwad gael cyfle i chwarae rôl gyfartal o fewn cyfundrefn ysgol newydd.	5	O ganlyniad i ystyried y wybodaeth yma a ffactorau eraill, penderfynodd y Cyngor ymgynghori ar statws cymunedol fel y statws a ffafirir.
5.3	Siomedig bod yr Eglwys yng Nghymru wedi cael llais yn y trafodaethau categori cyfreithiol yr ysgol newydd arfaethedig – "cafwyd trafodaethau gyda cynrychiolwyr yr Eglwys yng Nghymru yn ystod cyfnod paratoi'r holiadur a chafwyd cyfarfod gyda phob parti i drafod natur a'r union gwestiynau i gynnwys yn yr holiadur" "Pob parti?" – na chafodd eglwysi anghydfurfiol eu cynnwys mewn trafodaethau nac ymgynghoriad. Gallai hyn arwain at yr Eglwys yng Nghymru yn cael gor-ddylanwad ar gynnwys yr holiadur a'r broses ymgynghorol statudol.	1	Gan ystyried bod yr Eglwys yng Nghymru yn gyd-ddarparwyr addysg yn nalgylch y Gader, roedd angen eu cynnwys mewn trafodaethau wrth ddatblygu'r opsiwn a ffafirir. Pan grëwyd yr holiadur fel rhan o'r asesiad o angen am wahanol fathau o ysgolion, cafwyd cyfarfod gyda'r ymgynghorydd annibynnol NFER, cynrychiolydd yr Eglwys yng Nghymru a swyddogion y Cyngor (bob parti). Cynhaliwyd rhag-ymgynghoriad gyda'r Eglwys yng Nghymru cyn cynnal y cyfnod ymgynghori statudol llawn yn unol â'r cod trefniadaeth ysgolion. Roedd hyn yn gam statudol.
5.4	Siomedig bod y Cyngor wedi cynnal rhag-ymgynghoriad gyda Esgobaeth Bangor ar sail hanesyddol a pherchnogaeth llain bychain o dir safle Babanod Cynradd Dolgellau. Gan fod yr Eglwys Gatholig hefyd wedi cael cyfle i ddatgan barn, anfodlonrwydd na chafodd enwadau anghydfurfiol y cyfle i fod yn rhan o drafodaethau dechreuol / Siom i mi, fel i nifer o anghydfurfwyr y cylch yw bod ein barn a'n mewnbn	2	Cyhoeddwyd y ddogfen ymgynghorol statudol ar wefan y Cyngor, ac anfonwyd copïau i ymgynghorai craidd ac i bob unigolyn/grŵp gysylltodd gyda'r swyddfa yn holi am y datblygiad yn nalgylch y Gader. Dyna oedd y cam cyntaf i bawb gael rhoi eu barn. Pe bai'r Cabinet yn penderfynu cyhoeddi rhybudd statudol, bydd pawb a dderbyniodd y ddogfen ymgynghori yn derbyn copi o'r rhybudd statudol.

	heb gael ei geisio na'i ystyried o bosib, ei anghofio pan fod na fater mor bwysig â dyfodol addysg plant y cylch yn y fantol.		
5.5	15 mlynedd nol roedd Ysgol Gynradd Dolgellau yn ysgol gymunedol, ildwyd y statws i gael perchnogaeth tir ar draws y ffordd i'r ysgol. Adeiladwyd Ysgol Machreth yn ystod oes Fictoria pan oedd y gyfundrefn addysg yn nwylo'r Sgweier lleol oedd yn Eglwyswr. Yng ngoleuni cysylltiadau tenau a'r Eglwys yng Nghymru, wrth i'r Cabinet benderfynu strwythur cyfansoddiad corff llywodraethol yr ysgol newydd, annoeth byddai rhoi lle i gynrychiolydd Esgobaethol heb sicrhau fod lle cytbwys a cyfartal i eglwysi anghydfurfiol yr ardal	4	Statws arfaethedig yr ysgol yn y cynnig yw cymunedol , golyga hyn na fyddai'r addysg yn cael ei chyd-ddarparu.
5.6	Dylai pob enwad o fewn y dalgylch gael yr un cyfle tryloyw a chyfartal i gyfrannu i fywyd ysbrydol, moesol a chrefyddol yr ysgol newydd.	1	
5.7	Byddai newid statws addysg y dalgylch i fod yn Eglwysig yn golygu newid sylweddol iawn yn yr adnoddau rheolaethol a pherchnogaeth safleoedd. Byddai trefn Eglwysig yn berthnasol i holl ysgolion a trosglwyddo tiroedd i berchnogaeth yr Eglwys – ffolineb fyddai hynny	2	Mae'n wir pe bai'r ysgol ddilynol ddalgylchol arfaethedig yn statws Eglwysig byddai'r safleoedd i gyd yn cael eu trosglwyddo i berchnogaeth yr Eglwys yng Nghymru. Statws cymunedol yw'r statws a ffafrir i'r ysgol ddilynol ddalgylchol arfaethedig.
5.8	Synhwyrol i gael perswâd Esgobaeth Bangor i drosglwyddo safle Babanod i berchnogaeth Cyngor Gwynedd.	2	Tydi hi ddim yn bosib bellach i ysgolion gael eu ffedereiddio os ydy'r ysgolion dan sylw yn perthyn i gategoriâu gwahanol a hynny oherwydd Rheoliadau Ffedereiddio Ysgolion a Gynhelir 2014. Felly nid yw'n opsiwn creu ffederasiwn dalgylchol fyddai'n parhau gydag addysg gynradd gymunedol ac eglwysig. Statws yr ysgol a ffafrir yn y cynnig hwn ydy cymunedol a byddai'n rhaid i'r Cyngor fod yn berchnogion adeilad babanod safle cynradd Dolgellau er mwyn gallu gwneud hyn.
5.9	Statws yn mater sensitif mewn ardal sydd â hanes gloyw o ymladd dros hawliau crefyddol, cymdeithasol a gwleidyddol. Dylai bod pob cyfarfod cyhoeddus a llywodraethwyr yr ardal fod o dan gadeiryddiaeth amhleidiol, annibynnol a thryloyw.	2	Mae'r Cyngor yn gwneud pob ymdrech i weithredu mewn modd tryloyw, democrataidd ac agored gan ymgynghori gyda'r holl ran-ddeiliaid yn amserol.
5.10	Henaduriaeth yn ymestyn o Ben Llyn hyd at Aberdyfi. Mae'r Pwyllgor yn trin a thrafod pob math o faterion a lles a buddiannau ysbrydol a bydol aelodau Eglwys Bresbyteraidd Cymru o fewn yr ardal, gan gynnwys Dalgylch y Gader. Fe fyddai'r newidiadau a argymhellir yn yr Adroddiad Ymgynghorol yn cael effaith pellgyrhaeddol, yn uniongyrchol ac yn anuniongyrchol, ar aelodau ein heglwysi o fewn Dalgylch Y Gader a thu hwnt.	1	Statws yr ysgol sydd yn rhan o'r cynnig hwn yw ysgol gymunedol sy'n golygu na fyddai unrhyw enwad na grŵp crefyddol yn gyd-ddarparwr addysg yn yr ysgol. Fe fyddai'r ysgol yn cyflogi staff, yn berchennog neu ddeiliad safle ac adeiladau'r ysgol, yn berchennog neu ddeiliad ar y meysydd chwarae ac yn awdurdod derbyn. Mae'n ofynnol i bob ysgol a gynhelir addysgu addysg grefyddol o'r cam sylfaen hyd at 19 oed, waeth a yw'n ysgol o natur grefyddol ai peidio. Er bod addysg grefyddol yn rhan o'r cwricwlwm sylfaenol, nid yw'n rhan o'r cwricwlwm cenedlaethol ac felly nid oes targedau penodol o ran cyrhaeddiad, rhaglenni astudio na threfniadau asesu wedi'u pennu ar gyfer y pwnc. Mae ysgolion nad ydyn nhw o natur grefyddol, ysgolion gwirfoddol a reolir ac

			ysgolion ffyrdd sefydledig yn defnyddio meysydd llafur addysg grefyddol y cytunir arny'n nhw'n lleol, gan gael cyngor gan CYSAG i helpu i sicrhau bod pob maes llafur addysg grefyddol yn adlewyrchu natur grefyddol yr ardal leol.
5.11	Byddem yn gwrthwynebu'n gryf unrhyw fwiad i ffafrio'r Eglwys yng Nghymru trwy roi statws ysgol eglwysig i'r ysgol newydd. Yn yr oes o gydraddoldeb, sicr y dylai pob ffydd ac enwad gael yr un statws a chwarae teg o fewn bywyd a gwaith ac ni ddylai unrhyw enwad gael mantais / Ni fyddwn yn fodlon efo Ysgol Eglwys	2	Statws arfaethedig yr ysgol sydd yn rhan o'r cynnig hwn yw Ysgol Gymunedol.
5.12	Cynnig yn effeithio ar ddynodi'r ysgolion yn y dalgylch. Nid yw'r ddogfen ymgynghori statudol yn nodi'n glir beth yw effaith y cynnig sy'n cael ei ffafrio ar yr ysgol newydd.	1	Yr opsiwn a ffafir i ymgynghori'n statudol arno o ran categori cyfreithiol oedd cymunedol. Byddai hyn yn golygu mai'r awdurdod lleol fyddai'n cyflogi staff, yn berchennog neu'n ddeiliaid ar safle ac adeiladau'r ysgol, yn berchennog neu'n ddeiliaid ar y meysydd chwarae ac yn gweithredu fel awdurdod derbyn. Er bod yr ysgolion hyn yn bodloni'r gofynion deddfwriaethol ar gyfer y weithred feunyddiol o gydaddoli ac yn darparu gwersi addysg grefyddol statudol, mae'n bosib na fyddan nhw o natur grefyddol benodol.
5.13	Yn dilyn cynnal asesiad o'r galw am addysg o wahanol gategorïau mae'n gwbl eglur nad yw mwyafrif rhieni'r dalgylch yn dymuno i'w plant fynychu ysgol sy'n cael ei chynnal mewn partneriaeth gyda'r Eglwys yng Nghymru, Onid yw barn mwyafrif llethol rhieni'r dalgylch yn ei gwneud yn eglur mai categori cymunedol yw eu dymuniad ac y dylai'r Eglwys yng Nghymru barchu hynny?	1	Yn yr Asesiad o'r angen am wahanol fathau o ysgolion yn nalgylch y Gader Dolgellau, ansawdd yr addysg yn anad dim yw'r ffactor sy'n bwysig i rieni ysgolion dalgylch y Gader.
6	Cludiant a Teithio		
6.1	Gorlenwad traffig wedi ei gynnwys i amseroedd teithio?	1	Mae cyfartaledd pellteroedd ac amseroedd teithio 3 gwahanol 'routeplanner' electronig wedi ei ddefnyddio. Ni ystyrir bod gorlenwad sylweddol yn effeithio'r amseroedd nodwyd ac ni fydd unrhyw disgybl yn teithio ymhellach na'r polisi cenedlaethol.
6.2	Nid yw'n dderbyniol i blant deithio yn nol ac ymlaen o safle i safle dragwyddol i dderbyn eu haddysg. Byddai rhai o ardal y Brithdir a Chwm Hafod Oer wedi teithio hen ddigon yn barod.	2	Nid yw'n ddisgwyliedig, fel rhan o'r model yma, bod disgyblion yn teithio o un safle i'r llall yn ddyddiol. Bydd disgyblion yn mynychu un safle yn ddyddiol ac yn achlysurol efallai yn mynychu safle'r uwchradd am wersi arbenigol. Rhagwelir byddai staff yn hytrach na disgyblion yn symud safleoedd.
6.3	Nid yw ffyrdd yr ardal hon yn caniatáu rhywun i deithio 9 milltir yn yr un amser a 8 milltir ar draffordd.	1	Mae'r Cyngor yn cydnabod ei bod yn bwysig rhoi sylw i amseroedd teithio yn ogystal â'r pellteroedd – yn wir mae amser teithio wedi ei ystyried fel rhan o'r asesiad opsiynau.
6.4	Bwriedir talu costau cludiant o £45,000 yn Rhydymain a £30,000 yn Llanelltyd. Am ba hyd y bydd y Cyngor yn talu am gludiant i blant y dyfodol lle mai ysgolion Brithdir a Machreth fyddai wedi bod eu hysgolion agosaf? Ac os na fydd yn talu am gludiant i blant yn y dyfodol, sut gall y Cyngor ddisgwyl denu'r niferoedd disgwyliedig (66) i	6	Nid oes terfyn amser penodol ar yr argaeledd cludiant, mae cludiant yn cael ei gynnig yn unol â'r polisi cludiant, fel sydd yn wir ledled y Sir. Fel y nodwyd yn y ddogfen ymgynghorol statudol, bydd angen addasu'r polisi cludiant ychydig i gydnabod elfen aml-safle yr ysgol arfaethedig, felly bydd angen iddo ddarllen bod

	Ysgol Rhydymain yn y dyfodol?/Cost uchel am gludiant / Angen sicrhau cludiant i bawb sy'n perthyn i ddalgyrch y safle ac fod hynny yn parhau i'r dyfodol er mwyn sicrhau hyfywdra safle Rhydymain./ Pwysleisir yr angen i unrhyw gynlluniau fod yn rhai tymor hir. Gofynnir am addewid i gynnal unrhyw gynlluniau e.e. i gynnig costau teithio yn ddiamedod ac nid ar gyfer tymor peilot yn unig, gan ddileu yn dilyn.		y Sir yn darparu cludiant am ddim i ddisgyblion o dan yr amgylchiadau canlynol: <i>"Disgyblion Oed Cynradd - i ddisgyblion sy'n byw 2 filltir neu fwy o safle'r ysgol yn eu dalgyrch, neu'r safle'r ysgol agosaf.</i> <i>Disgyblion Oed Uwchradd - ar gyfer disgyblion o dan 16 oed sy'n byw 3 milltir neu fwy o safle'r ysgol yn eu dalgyrch neu safle'r ysgol agosaf."</i> Amcangyfrif costau cludiant yw £75,000 yn seiliedig ar brofiad costau cludiant a rhagamcanion niferoedd disgyblion yr ysgolion presennol.
6.5	Dadansoddiad Ystadegol Mai 2011, 6 o blant y dalgyrch sy'n teithio mwy nag 20 munud (un ffordd) i'r ysgol. Ar sail 66 o blant yn Ysgol Rhydymain (tua 14 o blant rŵan) - hyd at 50 o blant yn gorfod teithio'n bellach i Ysgol IG. Sut gall y Cyngor gyfiawnhau'r amser teithio ychwanegol i'r ysgol a'r amser teithio y bydd y plant yn gorfod ei wynebu i fynychu gwersi neu weithgareddau y tu allan i safle'r ysgol?/Disgyblion pob safle yn gallu teithio i ddefnyddio adnoddau i'r safle canolog yn y dref e.e. gwersi gwyddoniaeth. Pam fod raid i'r plant yn safle Rhydymain deithio milltiroedd yn ôl ac ymlaen o hyd? Fydd dim gwelliant ar y sefyllfa sy'n bodoli yn barod. Safle Rhydymain yn y pen eithaf o ran pellter oni fydd y disgyblion hyn yn gorfod teithio digon yn barod i gyrraedd eu rhan hwy o'r ysgol ddilynol ?	9	Mae'r Cyngor yn cydnabod bydd mwy o ddisgyblion yn teithio'n bellach i'w safle addysgol, ond ni fydd unrhyw ddisgybl yn teithio tu hwnt i'r polisi Sirol/Cenedlaethol. Nid yw'n ddisgwyliedig fel rhan o'r model hyn bod disgyblion yn teithio o un safle i'r llall yn ddyddiol.
6.6	A yw rhieni'n fodlon gwneud y siwrnai i Rydymain ac yn ôl 2 waith y dydd? O holi'n anffurfiol, ni fydd rhieni ardal Brithdir/Machreth yn anfon eu plant i Ysgol Ieuan Gwynedd yn y pen draw, mae'n rhy bell ac ar gyrion y dalgyrch / Lleoliad anghyfleus i rieni /	8	Mae'r Cyngor wedi darparu digon o lefydd i holl ddisgyblion presennol ysgolion Brithdir, Machreth a Ieuan Gwynedd ar safle Rhydymain. Wrth gwrs mae dewis safle yn ddarostyngedig i ddewis rhieni a phenderfyniad y llywodraethwyr.
6.7	Wedi ceisio ein darbwylo drwy anfon Mr Mike Tate, pennaeth Ffederasiwn Ysgolion Cwm Afan Uchaf i'r diwrnodau agored i geisio dwyn perswâd arnom fod y model newydd hwn yn mynd i lwyddo. Mae pum safle y Ffederasiwn ysgolion hwn i gyd o fewn 5 cilomedr i'w gilydd. Mae 30 cilomedr rhwng y chwech safle o fewn y model sydd mewn golwg ar gyfer dalgyrch y Gader (Dinas i Rydymain - 19.8 cilomedr; Dinas i Friog 30.7 cilomedr. Sut ellir cymharu'r ddwy ardal? Un yn ardal drefol a'r llall yn ardal wledig, wasgarog gyda ffyrdd culion, troellog a dau fwch serth/ Model newydd heb ei brofi: Model 6 safle ac ni ellir ei gymharu gyda model arall fel Rhydaman yn y De - 4	10	Mae Ffederasiwn Ysgolion Cwm Afan Uchaf yn ffederasiwn ffurfiol o 4 ysgol gynradd ac un ysgol uwchradd. Pennaeth yr ysgol ydy Mike Tate ac gwahoddwyd i ddyddiau agored yr ymgynghoriad statudol yn Nolgellau ar y 5 ^{ed} a'r 6 ^{ed} o Dachwedd er mwyn rhannu ei brofiad. Wrth reswm, nid yw model sy'n gweithio mewn un ardal o reidrwydd yn mynd i weithio mewn ardal arall ond mae modd rhannu profiadau ac arfer dda a chymhwyso rhai elfennau i ardaloedd o fewn Gwynedd. Mae Ysgol Gyfun Cymer Afan ac Ysgol Gynradd Cymer Afan wedi'u lleoli ym mhentref y Cymer. Mae poblogaeth o tua 2,883 i'r pentref. Mae Ysgol Gynradd Pen Afan ym mhentref Blaengwynfi ac mae i'r pentref boblogaeth o tua 1,495. Mae Ysgol Gynradd Glyncorrwg ym

safle yno ac mae'r ysgolion i gyd o fewn 5 milltir i'w gilydd. 20 milltir rhwng yr ysgolion yn nalgylch y Gader, bwlch serth a ffyrdd culion a hynod droellog. Gall weithio mewn ardaloedd trefol lle lleol yr ysgolion yn agos at ei gilydd, ond nid yn yr ardal hon/ Mewn ardal wasgaredig y Gader, bydd yn amhosib ei weithredu - bron 20 milltir rhwng rhai safleoedd / Ysgolion yn eich model mor bell oddi wrth ei gilydd (20 milltir), sut ellir mentro hyn? Nid oedd yr ysgol debyg a soniwyd amdani wrthon ni gyda safleoedd mor bell oddi wrth ei gilydd. Nid yw'n deg ceisio dechrau cymharu'r ddau fodel. Mae addysg disgyblion 3 – 16oed yr ardal yn dibynnu ar lwyddiant y model hwn / Ni fydd rhieni'n anfon eu plant i Ysgol leuan Gwynedd: A fydd rhieni'n treulio hyd at 20+ munud pob ffordd a phob dydd yn cludo eu plant i ac o Ysgol IG yn y dyfodol? Os dewisir yr opsiwn a ffafir, mae llawer o rieni Ysgol Brithdir (o leiaf) yn rhagweld, ac o holi'n anffurfiol, y bydd rhieni o'r tu allan i ddalgylch Ysgol leuan Gwynedd (e.e. o Ysgolion Machreth / Brithdir), er yn gyndyn o wneud, naill ai'n anfon eu plant i ysgolion eraill yn syth a / neu'n dewis peidio ag anfon eu plant i'r ysgol mewn blynyddoedd i ddod. Os bydd Ysgol leuan Gwynedd yn methu, ac mae popeth yn argoeli y bydd, bydd eich model newydd yn chwalo a phwy fydd yn atebol? Bydd y Cynghorwyr a'r swyddogion wedi gadael eu swyddi o bosibl mewn 5-10 mlynedd, ond bydd yr effaith yn un barhaol ar ddyfodol ein plant am genedlaethau i ddod / Nid oes unrhyw fuddsoddiad wedi ei wneud i wybod faint o blant fydd yn mynd i Rydymain, na chwaith faint o ddisgyblion y dyfodol fydd yn mynd yno

6.8 Ymddangos bod y model yn bodloni nodau'r Cyngor, ac yn gweithio'n dda o ran bodloni anghenion ardal wledig iawn ble gallai fod pellterau teithio pell.

mhentref Glyncorrwg sydd â phoblogaeth o tua 5,544 ac mae Ysgol Gynradd Croeserw ym mhentref Croeserw sydd â phoblogaeth o tua 1,380.

Pellter rhwng pob ysgol gynradd a'r ysgol uwchradd:

O:	Ysgol Gynradd	Cilomedrau	Milltiroedd
Ysgol Gyfun Cymer Afan (yr ysgol uwchradd)	Penafan, Blaengwynfi	4.5 cilomedr	2.8 milltir
	Croeserw	1.9 cilomedr	1.2 milltir
	Glyncorrwg	4.2 cilomedr	2.6 milltir
	Cymer Afan, Cymer	0.3 cilomedr	0.2 milltir

Niferoedd y disgyblion yn yr ysgolion yn 2014/15:

Ysgol	Nifer Disgyblion
Ysgol Gynradd Penafan, Blaengwynfi	104
Ysgol Gynradd Croeserw	149
Ysgol Gynradd Glyncorrwg	95 (3-11 oed) 12 (2 oed - Dechrau'n Deg)
Ysgol Gynradd Cymer Afan, Cymer	70
Ysgol Gyfun Cymer Afan, Cymer	244

Mae dalgylch y Gader yn ardal wledig ac yn ddaearyddol eang, sydd yn golygu bod ystyriaeth i gludiant ac amseroedd teithio yn hanfodol. Mewn rhai achosion, er bod y pellteroedd yn fyr, mae cyflwr a natur y ffyrdd yn golygu bod y daith yn cymryd mwy o amser nag a ddisgwylir.

O ran pellter teithio, mae Cyngor Gwynedd yn rhagweld y gall disgyblion sydd yn mynychu Ysgol Ganllwyd ac Ysgol Clogau ar hyn o bryd deithio i safle Llanelltyd a gall disgyblion sydd yn mynychu Ysgol Brithdir ac Ysgol Machreth deithio i safle Rhydymain. Bydd yr Awdurdod yn rheoli mynediad i'r ysgol a bydd llywodraethwyr yn penderfynu ar fynediad safleoedd penodol. Er mwyn sicrhau na fydd gweithredu'r cynnig yn mynd tu hwnt i'r polisi amser teithio (dim mwy na 45 munud un ffordd), defnyddiwyd yr amseroedd teithio o'r manau pellaf yn y dalgylch i amcangyfrifo'r amser teithio (gweler y mapiau ar dudalen 53 yn Nogfen Ymgynghorol Statudol Ysgolion Dalgylch y Gader).

1 Mae'r Cyngor wedi ystyried pellteroedd ac amseroedd teithio fel rhan o werthusiad yr opsiynau fel bod yr opsiwn a ffafir yn diwallu anghenion gwledig y dalgylch.

6.9	Cynigiwr wedi cynnwys manylion y pellterau teithio presennol ar gyfer disgyblion yn ysgolion cynradd y dalgylch. Nid oes unrhyw ddisgyblion yn teithio ymhellach na'r amser a argymhellir yn genedlaethol, sef 45 munud. Gwybodaeth ddarparwyd yn awgrymu er y byddai'r newidiadau yn effeithio ar drefniadau teithio dysgwyr ac y byddai'n rhaid i rai disgyblion deithio ymhellach i'r ysgol, nad yw'r pellterau hyn yn sylweddol a'u bod o fewn canllawiau.	1	Mae hyn yn wir. Ni ragwelir unrhyw ddisgybl yn teithio ymhellach i'r ysgol na'r hyn a argymhellir yn y canllawiau Cenedlaethol.
6.10	Onid yw'n bolisi gan Gyngor Gwynedd annog ei staff/cynghorwyr i arbed ynni. Dod i'r gwaith ar feic? Rhannu ceir? Mae anfon y nifer uchod o blant ar siwrnai fwy oherwydd yr ad-drefnu yn mynd yn gwbl groes i'w polisi arbed ynni. Onid lleihau ein ôl-troed carbon ydy'r nod, nid ychwanegu ato?	4	Wrth gyfeirio at ôl-troed carbon, mae angen ystyried bydd 4 safle addysgol yn cael eu cau, bydd yn golygu llai o safleoedd i'w gwresogi ayyb. Mae'r Cyngor wastad yn annog rhannu ceir i'r gwaith a bydd yn bosib i rai staff wneud hyn os gwireddir y model.
6.11	Mae'n hanfodol bod y dewis o addysg wledig Gymraeg ar gael i bawb, ond mae Model 8 yn lleihau'r dewis oherwydd amser a chostau teithio.	2	Nid yw'r Cyngor yn cytuno â'r pwynt yma. Wrth werthuso'r opsiynau posib gwahanol roedd yr iaith Gymraeg ac amser/pellter teithio disgyblion yn ffactorau ystyriwyd. Bydd pedwar safle cynradd gwledig yn parhau yn y dalgylch fel bod modd i ddisgyblion dderbyn addysg wledig Gymraeg.
6.12	Credu bod cludiant yn mynd i fod yn fater mawr ac ni fyddwn i'n bersonol am weld plentyn pedair oed yn teithio ar wasanaeth bws i'r ysgol bob dydd gyda fy mhlentyn 12 oed. Iaith ac ymddygiad plant yn warthus - dim yn gwisgo gwregysau, yn sefyll a cerdded yn y bws. Ras wyllt a pherygl i gael mynd ar y bws yn Nolgellau, ond dwi'n deall fod hyn yn fater gwahanol.	1	Nid yw'n fwriad rhoi disgyblion oed cynradd (4-11) ac uwchradd (11-16) ar yr un bws â'i gilydd. Mae disgwyl i blant a phobl ifanc ymddwyn yn briodol wrth ddefnyddio cludiant i'r ysgol, mae mwy o wybodaeth ar gael yn canllawiau statudol ynghylch y cod ymddygiad wrth deithio (Rhagfyr 2009), Llywodraeth Cymru.
6.13	Llawer mwy o blant (84%) yn byw yn nes at ysgol Brithdir nag at ysgol Rhydymain – llai o deithio o lawer (plant a phellter) a lleihau ôl-troed carbon sydd i fod yn ffactor pwysig.	1	Mae'r Cyngor yn cydnabod bod mwy o blant yn byw yn nes i safle Brithdir, yn wir, roedd hyn yn rhan o'r rheswm pam y cynigwyd safle Brithdir fel rhan o'r cynnig blaenorol. Yn anffodus, nid yw datblygu safle Ysgol Brithdir yn opsiwn posib bellach.
7	Safle Rhydymain		
7.1	Hapus fod Ieuan Gwynedd, Rhydymain yn cael ei ddatblygu / Unfryd groesawu penderfyniad i ddewis safle Ysgol Ieuan Gwynedd fel un o safleoedd yr ysgol newydd/ Angen sicrhau buddsoddiad teg i gael adeilad o safon cystal a safleoedd eraill (e.e. Llanelltyd a Cynradd Dolgellau, OM Edwards, Craig y Deryn, Penybryn, Groeslon) / Os na fydd safle Rhydymain yn derbyn buddsoddiad teg a gyda'r adnoddau iawn sut ellir sicrhau bydd y safle yn denu plant ac felly'n gynaliadwy? Nifer plant yw'r peth pwysicaf i gynnal ysgol. Mae'n hanfodol bod safle wledig dwyrain Dolgellau yn gynaliadwy. Os na fydd y safle'n gynaliadwy a fydd safle Rhydymain yn cau ac felly yn dileu yr opsiwn o	19	Mae'r Cyngor yn croesawu sylwadau ar ddyluniad datblygiad safle Rhydymain. Dyluniadau cysyniadol sydd yn bodoli ar y pwynt yma ac yn dilyn penderfyniad y Cabinet, bydd ymgynghori llawn gyda'r Pennaeth ac aelodau'r corff llywodraethu ar ddylunio pellach. Ni fydd newid i'r ffigur buddsoddiad sydd wedi ei glustnodi ar gyfer uwchraddio safle Rhydymain, sef £620,000 – dyluniadau cysyniadol sydd yn bodoli ar y pwynt yma, pe bai'r Cabinet yn penderfynu parhau â'r cynnig, bydd ymgynghori llawn gyda'r Pennaeth ac aelodau'r corff llywodraethu ar ddylunio pellach.

	<p>addysg wledig i rieni yn nwyrain y dalgylch?/ Oes gan y Cyngor dystiolaeth faint o rieni sydd am anfon eu plant i safle Rhydymain? Mae safle Rhydymain gyda 60% o lefydd gweigion ar hyn o bryd ac yn codi i 71% erbyn 2017, ac oherwydd na all y Cyngor efallai ddenu plant o'r tu allan i'r dalgylch yn y dyfodol oherwydd pellter a fydd y safle'n gynaliadwy? Os bydd Ysgol Ieuan Gwynedd yn methu, ac mae popeth yn argoeli y bydd, bydd eich model newydd yn chwalu a phwy fydd yn atebol? Bydd yr effaith yn un barhaol ar ddyfodol ein plant ac ar y gymuned am genedlaethau i ddod / O ran ysgolion Llanfachreth, Brithdir a Ieuan Gwynedd does ond un ohonynt yn amlwg mewn cyflwr i fuddsoddi rhagor o arian ynddi sef Ieuan Gwynedd/</p>		<p>Mae'r Cyngor wedi ymrwymo i gadw addysg wledig yn opsiwn ac yn gwneud hyn wrth gynnwys safle Rhydymain yn rhan o'r model a ffafrir. Golyga hyn bod opsiwn addysg wledig i ardal Dwyrain y dalgylch. Bydd cynladwyedd safle Rhydymain yn fwy hyfyw yn dilyn y buddsoddiad hwn. Y neges sydd wedi ei derbyn yn ystod trafodaethau yw bod angen parhau i gynnig addysg wledig. Os oes dyhead yn lleol i gadw addysg wledig, y gobaith yw y bydd rhieni yn cefnogi safle addysgol Rhydymain. Drwy ddod â phlant yr ardaloedd lleol (Machreth, Brithdir a Rhydymain) at ei gilydd mewn un safle, y gobaith yw bydd yr ysgol yn un ffyniannus. Os yw rhieni'r dref yn parhau i ddewis addysg wledig i'w plant, serch y pellter, bydd hyn yn cyfrannu ymhellach tuag at gynladwyedd y safle.</p>
7.2	<p>Dylai bod cyfyngiad cyflymder y brif lon wrth ymyl Rhydymain cael ei ostwng i 50 milltir yr awr / Os yw'r cynlluniau'n dwyn ffrwyth, terfyn cyflymder ar y A494 angen ei gyfyngu i 40 neu 30 a'r ffordd i'r pentref yn 20 m.y.a.</p>	3	<p>Yn ystod y broses ddylunio a chyflwyno cais cynllunio, bydd trafodaethau manwl ynglŷn â pha fesurau rheoli traffig sydd angen eu cyflwyno o amgylch y safle ei hun a'r ffordd cysylltiol. Byddwn yn asesu'r risgiau ac yn sicrhau bod mesurau lliniaru risg priodol yn cael eu hymgorffori yn rhan o'r gwaith.</p>
7.3	<p>Dylai bod estyniad safle Rhydymain ar ochr Llanuwchllyn y safle. Os mai materion cynllunio sy'n rhwystro'r estyniad ar ochr Llanuwchllyn ddylai bod Parc Cenedlaethol Eryri'n cael ei herio /</p>	1	<p>Er bod yr estyniad yn cael ei ddangos mewn un lleoliad ar y cynllun presennol, cynllun cysyniadol yn dangos un opsiwn posib yn unig yw hwn. Byddwn yn parhau i ystyried a oes modd rhoi'r estyniad mewn lleoliad arall (yn y cefn efallai) er mwyn ceisio amharu cyn lleied â phosib ar y safle ei hun. Bydd y trafodaethau yn parhau dros y misoedd nesaf.</p>
7.4	<p>Mae dyluniad mewnol safle Rhydymain angen ei ail wampio'n llwyr fel nad oes unrhyw ymyrraeth ar ddisbarthiadau, gan ddarganfod dull rhwyddach a rhatach o ymestyn y neuadd, gan gofio am yr angen i gael mynediad i gadeiriau olwyn/ Byddai'n well – gadael y maes parcio at eto a defnyddio'r arian i adeiladu coridor allanol o'r neuadd i ystafelloedd y cyfnod sylfaen fel nad yw'r plant yn gorfod cerdded drwy'r dosbarthiadau eraill i fynd i'r neuadd.</p>	7	<p>Mae union ddyluniad safle Rhydymain (yn fewnol ac allanol) i'w gadarnhau yn dilyn trafodaethau pellach a dylunio manwl. Mae sut y defnyddir yr arian sydd wedi ei glustnodi yn ddibynnol ar y cynllun terfynol, yn dilyn mewnbwn gan ddefnyddwyr perthnasol.</p>
7.5	<p>Ystafell staff ar cynllun Rhydymain mewn lle gwallgof - rhy bell o'r swyddfa a'r brif fynedfa/ Mae gosod yr ystafell athrawon ym mhen pellaf yr adeilad yn anymarferol. Gellid ymestyn tu blaen yr ysgol a chreu ystafell yn ymyl y swyddfa.</p>	3	<p>Gellid ymestyn y drafodaeth hon ar ôl penderfyniad y Cabinet a chael mewnbwn defnyddwyr wrth ddylunio'r cynllun terfynol. Fodd bynnag mae'r cyllid sydd ar gael wedi ei gyfyngu.</p>
7.6	<p>Mae angen rhoi sylw manwl i'r nifer dosbarthiadau sy'n cael eu hargymell ar gyfer safle Rhydymain. Os am wella'r ddarpariaeth mae angen sicrhau bydd 4 dosbarth yn yr ysgol. Nid yw'n synhwyrol nac yn ymarferol cyfuno dosbarth o'r cyfnod sylfaen a CA2 gyda'i gilydd ac</p>	10	<p>Mae nifer dosbarthiadau yn cael eu penderfynu yn unol â'r dyraniad ariannol ar gyfer yr ysgol, sydd yn cael ei selio ar niferoedd yr ysgol. Mae rhagamcanion nifer y disgyblion yn gwarantu cyllideb ar gyfer 3 dosbarth. Bydd union ffurf dosbarthiadau yn cael ei benderfynu gan y Pennaeth a'r corff llywodraethu.</p>

	onid yw cael dros 30 mewn dosbarth yn anghyfreithlon? Nid yw'r ffaith fod y drefn yma'n bodoli mewn ysgolion eraill yn golygu fod y drefn yn iawn nac yn deg, addysg y plentyn yw'r flaenoriaeth.		
7.7	Angen ymestyn a gwella adnodd y neuadd fel bod modd cynnal pob gweithgaredd angenrheidiol ynddi (e.e. cinio i'r ysgol gyfan, gweithgareddau ymarfer corff, gwasanaeth boreol, cyngherddau) Teimlaf os y bydd y cynllun yn cael ei gefnogi byddai'n well buddsoddi'r arian sy'n cael ei neilltuo ar gyfer y MUGA (gan bod cae addas ar gyfer chwaraeon yna'n barod) i ymestyn y newydd ymhellach fel bo'r plant oll yn gallu bwyta'u cinio ar yr un ddesg.	7	Bydd y neuadd o faint digonol i gynnal gwasanaethau, gweithgareddau ymarfer corff a gweithgareddau cerddoriaeth ayyb. Bydd angen dau eisteddiad cinio pe bai'r safle yn llawn. Nid yw cynnal dau eisteddiad cinio yn anarferol yn ysgolion Gwynedd. Mae'r Cyngor wedi ystyried gosod neuadd fwy, ond gan ystyried y cyllideb sydd ar gael, ni ellid cyfiawnhau costau uwch na'r hyn sydd dan sylw, sef £620,00. Mae sut y defnyddir yr arian sydd wedi ei glustnodi yn ddibynnol ar y cynllun terfynol, yn dilyn mewnbwn gan bawb perthnasol.
7.8	Storfa ar gyfer offer ar y iard yn hen – angen edrych ar hwn	1	Byddwn yn edrych ar hyn wrth ddylunio'r gwaith – mae storfa yn rhan o'r cynllun cysyniadol.
7.9	Pam fod angen astro turf drud? Cae gwair yn ddigonol?/ Gwastraff hurt yw gwario ar y cwrt chwarae yn safle Rhydymain / Yn y sefyllfa gyllidol dynn sydd ohoni, gwastraff arian llwyr fyddai gosod cae aml-bwrpas yn lle'r cae presennol / Dim angen cwrt chwarae 'multi-use' – gwariant di-angen. Cae chwarae braf yn perthyn i'r ysgol a iard bwrpasol gyda digon o le arno.	4	Cytuno fod angen edrych eto ar hyn. Nid oes rheidrwydd i ddarparu hyn ac os bydd yr ymgynghori yn adnabod fod cae gwair yn cael ei ffafrio yna byddwn yn ymateb i hyn.
7.10	Hyderwn bydd cynrychiolaeth llywodraethwyr yr ysgol, ynghyd a chynrychiolwyr o'r dalgylch ysgol newydd yn cydweithio a'r Cyngor wrth baratoi'r cynllun terfynol	1	Bydd barn a mewnbwn rhai sy'n defnyddio'r ysgol yn hanfodol os am gael cynllun llwyddiannus.
7.11	Cynlluniau safle Rhydymain yn ymddangos na fydd fawr ddim gwelliannau yn digwydd yno. Bwriedir codi un ystafell ddosbarth a thoiledau, un cyntedd cotiau, ystafell ar gyfer staff a storfa allanol	2	Fel rhan o'r cynllun, buddsoddir £620,000 yn safle Rhydymain, sydd yn swm sylweddol gan y Cyngor. Canlyniad buddsoddiad arfaethedig y cynllun yw sicrhau adnodd priodol ar gyfer darparu addysg ac mae'r ychwanegiadau at yr adeilad presennol yn gwneud hyn.
7.12	Nid yw'r Cyngor yn fodlon cynnig rhywbeth gwell na'r hyn sydd gennym yn barod yn Ysgol Brithdir. Nid yw'r safle arfaethedig yn Rhydymain yn gwneud iawn am y blerwch a wnaeth y Cyngor yn y gorffennol wrth ymdrin â'r Brithdir.	1	Bydd y buddsoddiad yn Rhydymain yn sicrhau bod plant yr ardal yn derbyn eu haddysg mewn sefydliad addysgol addas i'r 21 ^{ain} Ganrif ac yn sicrhau na fydd disgyblion yn gorfod bwyta eu cinio yn y dosbarth.
7.13	Os bydd Ysgol Ieuan Gwynedd yn methu, ac mae popeth yn argoeli y bydd, bydd eich model newydd yn chwalu a phwy fydd yn atebol? Bydd yr effaith yn un barhaol ar ddyfodol ein plant ac ar y gymuned am genedlaethau i ddod / Yr ofn ydy y bydd Ysgol Rhydymain, os datblygir arni, yn fethiant, gan na fydd digon o blant yn mynd yno oherwydd y pellter. Beth wedyn? Wedi gwario ofer, bydd honno'n ca a bydd gan rieni ddim dewis ond mynd â'u plant i ysgol y dref. Oes gennych chi dystiolaeth o ymchwil i weld faint o rieni sydd am fynd	4	Mae cynllunio llefydd mewn ysgolion wastad yn anodd oherwydd bod dewis rhieni a theithio o du allan i ddalgylch naturiol yn digwydd. Pe byddai gwaith ymchwil wedi'i wneud, 'snapshot' yn unig fyddai gan bod tuedd dwewis rhieni'n gallu newid am nifer o resymau mewn amser sydyn iawn. Yn yr opsiwn a ffafrir arfaethedig mae digon o le yn safle Rhydymain i ddisgyblion presennol Brithdir, Rhydymain a Machreth ond croeso i rieni wneud cais mynediad i safle benodol arall. Rhagwelir bydd buddsoddi ac ymestyn safle Rhydymain i dderbyn disgyblion presennol tair ysgol yn gwneud y safle yn gynaliadwy i'r dyfodol.

	â'u plant i Rydymain?/ Dim pwrpas cael ysgol i'r dyfodol ar safle nifer plant isel, nac yn debygol o godi yno, "Dim plant, dim ysgol". Nifer plant yw'r peth pwysicaf i gynnal ysgol.																																																																																																																																																																	
7.14	Wal symudol bwrpasol yn nosbarth newydd y Cyfnod Sylfaen (fel yn Ysgol O M Edwards) er mwyn sicrhau fod cyfle i rannu'r dosbarth petai niferoedd yn uwch na 30 (anghyfreithlon i gael dosbarth uwch na 30 yn y Cyfnod Sylfaen) a sicrhau cyfle i rannu dosbarthiadau meithrin/derbyn ac 1 a 2 er mwyn sicrhau tegwch a chyfle gorau posibl i gynnal y safonau uchel	1	<p>Adroddwyd yn y ddogfen ymgynghorol ar sail y rhagamcanion a grëwyd ym Medi 2013 gan bennaethiaid, a chynigiwyd un ffordd posib gall maint dosbarthiadau safle Rhydymain gael eu trefnu. Enghraifft yn unig yw hyn, mae'r tabl isod yn dangos tair gwahanol ffordd gall niferoedd disgyblion gael eu trefnu yn seiliedig ar ragamcanion ddarparwyd gan bennaethiaid ym Medi 2014:</p> <table border="1"> <thead> <tr> <th>Safle</th> <th>Mekhen</th> <th>Dorbyn</th> <th>BI 1</th> <th>BI 2</th> <th>BI 3</th> <th>BI 4</th> <th>BI 5</th> <th>BI 6</th> <th>Cyf.</th> <th>Nifer Dosb</th> <th>Dosb Mwyaf</th> <th>Dosb Lleiaf</th> <th>Cyfartaledd Dosb</th> </tr> </thead> <tbody> <tr> <td colspan="14" style="text-align:center;">Rhagamcanion Medi 2017 ar sail gwybodaeth gan Bennaethiaid ym Medi 2013</td> </tr> <tr> <td rowspan="2">Rhydymain</td> <td>8</td> <td>8</td> <td>7</td> <td>8</td> <td>9</td> <td colspan="2">8</td> <td>12</td> <td>7</td> <td rowspan="2">67</td> <td rowspan="2">3</td> <td rowspan="2">23</td> <td rowspan="2">21</td> </tr> <tr> <td colspan="2">23</td> <td colspan="3">21</td> <td colspan="2">4</td> <td>4</td> <td>23</td> </tr> <tr> <td colspan="14" style="text-align:center;">Rhagamcanion Medi 2017 ar sail gwybodaeth gan Bennaethiaid ym Medi 2014 – Posibilrwydd 1</td> </tr> <tr> <td rowspan="2">Rhydymain</td> <td>8</td> <td>7</td> <td>6</td> <td>9</td> <td>8</td> <td colspan="2">8</td> <td>13</td> <td>7</td> <td rowspan="2">66</td> <td rowspan="2">3</td> <td rowspan="2">24</td> <td rowspan="2">21</td> </tr> <tr> <td colspan="2">21</td> <td colspan="3">21</td> <td colspan="2">4</td> <td>4</td> <td>24</td> </tr> <tr> <td colspan="14" style="text-align:center;">Rhagamcanion Medi 2017 ar sail gwybodaeth gan Bennaethiaid ym Medi 2014 – Posibilrwydd 2</td> </tr> <tr> <td rowspan="2">Rhydymain</td> <td>YB 4</td> <td rowspan="2">7</td> <td rowspan="2">6</td> <td rowspan="2">9</td> <td rowspan="2">8</td> <td rowspan="2">8</td> <td rowspan="2">13</td> <td rowspan="2">7</td> <td rowspan="2">66</td> <td rowspan="2">3</td> <td rowspan="2">26</td> <td rowspan="2">16</td> <td rowspan="2">19</td> </tr> <tr> <td>YP 4</td> <td colspan="2">26</td> <td colspan="2">16</td> <td colspan="2">20</td> </tr> <tr> <td colspan="14" style="text-align:center;">Rhagamcanion Medi 2017 ar sail gwybodaeth gan Bennaethiaid ym Medi 2014 – Posibilrwydd 3</td> </tr> <tr> <td rowspan="2">Rhydymain</td> <td>YB 4</td> <td rowspan="2">7</td> <td rowspan="2">6</td> <td colspan="2">9</td> <td rowspan="2">8</td> <td rowspan="2">8</td> <td rowspan="2">13</td> <td rowspan="2">7</td> <td rowspan="2">66</td> <td rowspan="2">3</td> <td rowspan="2">20</td> <td rowspan="2">17</td> </tr> <tr> <td>YP 4</td> <td colspan="2">5</td> <td>4</td> <td colspan="2">20</td> <td colspan="2">20</td> </tr> </tbody> </table> <p>O'r enghreifftiau yn y tabl uchod, yn ddiabynnol ar benderfyniad y pennaeth, mae modd creu strwythur dosbarthiadau fel bod y cyfnodau allweddol ddim yn cael eu croesi. Bydd strwythur y dosbarthiadau yn cael eu penderfynu gan y pennaeth a'r corff llywodraethol yn seiliedig ar wir nifer y plant a'r staff a benodwyd i'r safle.</p>	Safle	Mekhen	Dorbyn	BI 1	BI 2	BI 3	BI 4	BI 5	BI 6	Cyf.	Nifer Dosb	Dosb Mwyaf	Dosb Lleiaf	Cyfartaledd Dosb	Rhagamcanion Medi 2017 ar sail gwybodaeth gan Bennaethiaid ym Medi 2013														Rhydymain	8	8	7	8	9	8		12	7	67	3	23	21	23		21			4		4	23	Rhagamcanion Medi 2017 ar sail gwybodaeth gan Bennaethiaid ym Medi 2014 – Posibilrwydd 1														Rhydymain	8	7	6	9	8	8		13	7	66	3	24	21	21		21			4		4	24	Rhagamcanion Medi 2017 ar sail gwybodaeth gan Bennaethiaid ym Medi 2014 – Posibilrwydd 2														Rhydymain	YB 4	7	6	9	8	8	13	7	66	3	26	16	19	YP 4	26		16		20		Rhagamcanion Medi 2017 ar sail gwybodaeth gan Bennaethiaid ym Medi 2014 – Posibilrwydd 3														Rhydymain	YB 4	7	6	9		8	8	13	7	66	3	20	17	YP 4	5		4	20		20	
Safle	Mekhen	Dorbyn	BI 1	BI 2	BI 3	BI 4	BI 5	BI 6	Cyf.	Nifer Dosb	Dosb Mwyaf	Dosb Lleiaf	Cyfartaledd Dosb																																																																																																																																																					
Rhagamcanion Medi 2017 ar sail gwybodaeth gan Bennaethiaid ym Medi 2013																																																																																																																																																																		
Rhydymain	8	8	7	8	9	8		12	7	67	3	23	21																																																																																																																																																					
	23		21			4		4	23																																																																																																																																																									
Rhagamcanion Medi 2017 ar sail gwybodaeth gan Bennaethiaid ym Medi 2014 – Posibilrwydd 1																																																																																																																																																																		
Rhydymain	8	7	6	9	8	8		13	7	66	3	24	21																																																																																																																																																					
	21		21			4		4	24																																																																																																																																																									
Rhagamcanion Medi 2017 ar sail gwybodaeth gan Bennaethiaid ym Medi 2014 – Posibilrwydd 2																																																																																																																																																																		
Rhydymain	YB 4	7	6	9	8	8	13	7	66	3	26	16	19																																																																																																																																																					
	YP 4													26		16		20																																																																																																																																																
Rhagamcanion Medi 2017 ar sail gwybodaeth gan Bennaethiaid ym Medi 2014 – Posibilrwydd 3																																																																																																																																																																		
Rhydymain	YB 4	7	6	9		8	8	13	7	66	3	20	17																																																																																																																																																					
	YP 4			5										4	20		20																																																																																																																																																	
7.15	Angen uwchraddio system wresogi'r ysgol, lleihau costau gwresogi, osgoi gwastraffu ynni yn ddiangen, gwell rheolaeth dros y system wresogi sydd angen sylw parhaus yn ystod misoedd y gaeaf (costau ychwanegol cynnal a chadw ar hyn o bryd gan fod problemau parhaus gyda'r system wresogi)	1	Byddwn yn edrych ar hyn yn ystod y broses ddylunio.																																																																																																																																																															
7.16	Does dim angen gwariant mawr ar faes parcio. Wrth ostwng y pafin ar y llain tir gyferbyn â'r ysgol, byddai'n caniatáu parcio yn rhwydd. Mae'r gwariant mwyaf angen ei wneud ar yr adeilad a'r adnoddau tu mewn – er mwyn sicrhau fod y disgyblion sydd i fynychu'r safle yn gwneud hynny	1	Cytuno y dylid blaenoriaethu gwariant ar adnoddau i'r plant. Fodd bynnag, mae'n rhaid sicrhau fod iechyd a diogelwch yn cael sylw hefyd yn arbennig trefniadau parcio a thraffig ger y safle.																																																																																																																																																															

8. Safle Brithdir			
8.1	<p>Buasem yn hoffi gweld estyniad yn cael ei wneud ar ysgol Brithdir/ Gofyn am estyniad ydyn ni, nid ysgol newydd bellach. Mae gan rieni a chymuned Ysgol Brithdir gwmnïau tyllu a gwaith daear, peirianwyr sifil sydd wedi arfer a delio gyda chraig etc a fyddai'n barod iawn i baratoi'r cae gerllaw'r ysgol ymlaen llaw ar gyfer y datblygwyr.</p>	13	<p>Mae modd delio efo'r graig wrth gwrs ond mae'n ychwanegu at y costau. Fodd bynnag, nid oes modd goresgyn y problemau cynllunio mor rhwydd ac mae'r gost o wneud yr addasiadau i'r safle tu hwnt i'r gyllideb sydd ar gael.</p>
8.2	<p>Brithdir yn fwy canolog – nifer fwy yn mynychu'r ysgol ac mae'n gyfleus i rieni sydd am ddefnyddio Meithrinfa Seren Fach/ Mae'r lleoliad yn ganolog i'r ardal gyfan ac hefyd yn gyfleus i deuluoedd sydd a plant iau yn mynychu Meithrinfa Seren Fach / Mae Ysgol Ieuan Gwynedd Rhydymain yn bell iawn o safle Ysgol Dinas Mawddwy ac o'r safleoedd eraill i gyd – mae Brithdir yn llawer nes a chanolog. Mae agosatrwydd y safleoedd yn allweddol i sicrhau bod unrhyw fodel, yn enwedig un newydd, yn llwyddo / Ymgynghoriad gwreiddiol 2011 o blaid Brithdir oherwydd: Llauer mwy o blant (84%) yn byw yn nes at ysgol Brithdir nag at ysgol Rhydymain – llai o deithio o lawer (plant a phellter) a lleihau ôl-troed carbon sydd i fod yn ffactor pwysig / Mae ysgol Brithdir yn hwylus iawn i lawer o bobl yn yr ardal ac bysa'n bechod difetha'r gwaith da y mae'r staff yna yn ei wneud / Mae Ysgol Brithdir yn ganolog iawn ac yn hwylus i ni fel rhieni/ Mae'r ffaith bod bron 50 o blant yn dod i ysgol Brithdir bob dydd yn brawf o'r angen a'r galw am ysgol wledig hygyrch. Os ydych chi angen prawf pellach, mae 70 o blant hefyd yn cael eu cludo i'r Feithrinfa yn y Brithdir bob wythnos. Mae'r ysgol feithrin yn Rhydymain wedi cau hefyd oherwydd diffyg galw. Rydyn ni'n adnabod ein hardal. Ydych chi'n gyfarwydd â hi?</p>	14	<p>Mae'r Cyngor yn cydnabod bod safle Ysgol Brithdir yn nes at safle Ysgol Dinas Mawddwy ac yn wir, roedd hyn yn rheswm o blaid y safle pan penderfynwyd ei gynnwys fel rhan o'r cynnig blaenorol. Yn anffodus nid yw'n bosib bellach datblygu safle Brithdir.</p> <p>Rhwng safle Rhydymain a safle Dinas Mawddwy mae 12 milltir sydd yn cymryd oddeutu 20 munud i'w deithio.</p> <p>Mae'r Cyngor yn ymwybodol bod Seren Fach yn feithrinfa breifat sydd wedi'i lleoli yn y Brithdir, ond mae nifer o resymau wrth benderfynu ar ddewis safle.</p> <p>Wrth gyfeirio at ôl-troed carbon, mae angen ystyried bydd 4 safle addysgol yn cael eu cau, bydd yn golygu llai o safleoedd i'w gwresogi ayyb.</p>
8.3	<p>Cyngor wedi awgrymu nad craig y daeth yr asesiad peirianyddol ar ei thraws, dim ond na allai'r JCB fynd dim dyfnach – dim syndod o ystyried mai bwced heb ddannedd a ddefnyddiwyd. Rheswm am ddefnyddio bwced heb ddannedd, oedd archaeoleg gyfagos, o fewn 300m i Ysgol Brithdir (yn ôl swyddogion y Cyngor). Ysgol Brithdir pellach na hyn o'r olion Rhufeinig yn y Brithdir. JCB gyda bwced pwrpasol wedi gallu mynd llawer dyfnach, rhieni eu hunain wedi cadarnhau ar ôl tyllu'r cae. Camarwain / Datblygu'r cae wrth ymyl Ysgol Brithdir mor aruthrol bwysig i ddyfodol yr ysgol, pwy wnaeth y penderfyniad i ddefnyddio bwced di-ddannedd i dyllu'r cae, a pham? /</p>	14	<p>Cwmni preifat Betts Geo-environmental a gomisiynwyd i gwblhau gwaith daear ar safle cyfagos i Ysgol Brithdir. Penderfyniad y cwmni arbenigol oedd defnyddio bwced diddannedd i dyllu'r cae. Y rheswm oedd bod y safle o fewn pellter penodol i olion archaeolegol. Mae defnyddio bwced gyda ddannedd yn debygol o chwalu unrhyw olion archaeolegol ac mae hyn yn drosedd. Dyma'r offer a ddefnyddir gan bob cwmni arbenigol mewn sefyllfa o'r fath – cyrraedd lefel y graig yw pwrpas y rarchwiliad nid ceisio tyllu drwyddi ac felly mae bwced heb ddannedd yn gwbl rhesymegol.</p> <p>Mae adroddiad Geotech yn cadarnhau fod craig wedi ei darganfod 1 metr o dan y ddaear – mae'r term 'craig' yn cael ei ddefnyddio i ddisgrifio gwneuthuriad y deunydd o dan y</p>

<p>Soniwyd fod archeoleg yn y cae ger yr ysgol oedd yn rhwystro rhag adeiladu, beth yw hwn? Pan adeiladwyd nifer o dai yn Hengaer Brithdir, darganfuwyd ôl fathiau Rhufeinig ac adeiladwyd bungalo's ar y safle. Esgus arall dros beidio gwella safle Brithdir?/ Mae rhai o'r rhieni wedi bod yn tyllu wrth ymyl yr ysgol yn defnyddio bwced gyda dannedd ac, yn gwbl groes i'ch casgliad chi bod Betts Geoenvironmental Ltd wedi dod o hyd i graig yno, ni ddaethom ni ar draws UNRHYW graig o gwbl. Gwnaed un twll ar ben y boncyn wrth ymyl talcen yr ysgol lle byddech yn sicr o ddisgwyl dod ar draws craig. Yn enwedig gan mai dyma'r UNIG reswm pam y penderfynwyd ailfeddwl a chau Ysgol Brithdir, mae'r rhieni'n dechrau gofyn cwestiynau o ddirif a'r sefyllfa'n bygwth troi'n annifyr / Ystyried na ddaethom ni fel rhieni ar draws unrhyw graig yn y cael gerllaw Ysgol Brithdir, sut allwch chi gyfiawnhau'r gost ddiweddaraf o £2.72m i ddatblygu Ysgol Brithdir?/ Awgrymodd swyddogion y Cyngor yn gryf nad craig oedd yno, dim ond na allai JCB gyda bwced heb ddannedd fynd ddim dyfnach. Lle oedd yr ymdrech yn hyn? Yn enwedig o gofio nad oes unrhyw archaeoleg o fewn 300m i'r safle fel y credai swyddogion y Cyngor - olion Rhufeinig llawer pellach a thai eisoes wedi eu codi arnynt! Esgus tila iawn sydd eto wedi gwylltio rhieni a thrigolion Brithdir / Rhyfeddol bod Cyngor Gwynedd wedi newid eglurhad ar ôl i drigolion Brithdir brofi nad oedd craig 1 fedr dan y ddaear! Llwyddwyd i fynd lawr bron 2 fetr.</p>		<p>ddaear – nid yw o reidrwydd yn un craig solet. Roedd y cynnydd mewn costau yn gyfuniad o fwy nag un ffactor wrth gwrs gan gynnwys teyllu'r deunydd o'r safle, y gost o roi gwasanaethau drwy'r deunydd, y gost o ddraenio drwy'r deunydd, y gofynion newydd gan y Llywodraeth (gan gynnwys cynnydd mewn arwynebeddm a'r linc cymhleth rhwng un lefel y safle a'r lefel arall (gan gynnwys ayb).</p> <p>Mae adroddiad yn dilyn y gwaith yma wedi'i rannu gyda thrigolion Brithdir yn dilyn cais rhyddid gwybodaeth. .</p> <p>Nid presenoldeb y graig yw'r unig reswm nac yn wir y prif reswm dros benderfyniad y Cabinet i ddirwyn y broses ddiwethaf i ben.</p> <p>Gweler isod ddarn o'r adroddiad aeth i Gabinet y Cyngor ym mis Gorffennaf 2013:</p> <p><i>1.4. Aethpwyd ymlaen i ymgynghori'n statudol ar y bwriad i wireddu'r cynllun yn ardal Brithdir a Dinas Mawddwy gan adrodd yn ôl i'r Cyngor llawn yn Rhagfyr 2011. Oherwydd bod gwrthwynebiadau wedi eu derbyn trosglwyddwyd y mater i'r Gweinidog Addysg Llywodraeth Cymru am benderfyniad terfynol. Ym mis Tachwedd 2012 cafwyd penderfyniad o blaid y cynnig.</i></p> <p><i>1.5. Yn y cyfamser, gwnaethpwyd gwaith manwl ar safle Ysgol Brithdir a daethpwyd ar draws problemau a rhywstrau sylweddol o ran datblygu safle Brithdir o safbwynt materion cynllunio a chostau. Ers cyfnod yr ymgynghori ac wrth ddatblygu'r dyluniadau, daeth yn amlwg y byddai'n anodd iawn derbyn caniatâd cynllunio. Nodwyd y byddai'n rhaid gostwng lefel y tir yn sylweddol ar gyfer adeiladu a hynny mewn ardal ble mae craigm a byddai cost sylweddol ynghlwm â hyn. Yn ystod yr un cyfnod daeth yn amlwg fod gofynion technegol y Llywodraeth wedi newid ac y byddai angen mwy o ofod yn yr estyniad. Canlyniad hyn ydyw fod yr hyn a ystyrir bellach yn wahanol i'r hyn dybiwyd adeg yr ymgynghori, a chynnydd yn y gost a risg sylweddol na fyddai caniatâd cynllunio yn cael ei roi. Y pryder yw y byddai'r arian ychwanegol yn cael ei wario er mwyn groesgyn problemau peirianyddol yn hytrach nag ar adnoddau addysg i ddisgyblion yr ardal.</i></p> <p><i>1.6. Yn sgil hyn, daethpwyd i gasgliad na fydd y cynnig gwreiddiol yn cael ei weithredu a bydd rhaid datblygu cynllun arall.</i></p> <p>Mae tri rheswm felly:</p>
<p>8.4 Rhieni Brithdir yn gandryll a methu deall sut gallwch gau ysgol lwyddiannus a ffyniannus heb unrhyw lefydd gweigion a symud plant i ysgol lai sy'n methu'n barod ac ar gyrion y dalgylch. Honiadau bod craig yn y cae ger Ysgol Brithdir ac felly bod costau cloddio'n mynd i fod yn uchel - costau cloddio honedig yw'r unig sail dros beidio â bwrw ymlaen â misoedd lawer o broses ymgynghori, a cynnig cymeradwywyd gan y Gweinidog Addysg Llywodraeth Cymru / Anodd profi'r rhesymau (e.e. tir anaddas, problemau cynllunio) dros peidio dilyn y cynllun arferol erbyn hyn a debycach o bosib fod ystyried costau yn unig mae'r Cyngor/ Fel y mae eich Prif Weithredwr eich hun wedi dweud, rhaid cael ateb hyfyw i'r dyfodol. Nid yw Ysgol Ieuan Gwynedd Rhydymain yn ateb hyfyw, beth bynnag yw eich rhesymau dros gau Ysgol Brithdir. Ni allwch ddarbwylo rhieni a phlant Ysgol</p>	<p>6</p>	<p>Mae tri rheswm felly:</p>

	<p>Brithdir eu bod yn symud i rywle gwell. Efallai y bydd rhai rhieni'n anfon eu plant i Ysgol Rhydymain yn y tymor byr, hynny yw, i orffen eu haddysg gynradd, ond yn y tymor hir ni fydd rhieni'n anfon eu plant yno fel sy'n digwydd yn barod. Y broblem fawr gyda'r sector cyhoeddus yw diffyg atebolrwydd ac, yn yr achos hwn, pwy fydd yn atebol mewn 5-10 mlynedd? Mae'n bosibl iawn na fydd y swyddogion sy'n gyfrifol am ad-drefnu ysgolion yn eu swyddi, na'r Cynghorwyr sy'n gyfrifol am wneud y penderfyniadau mor bellgyrhaeddol hyn / Cael ysgol ar safle Brithdir fyddai'r un mwyaf cynaliadwy i'r dyfodol. Hollol gwastraff o arian gan y Cyngor fyddai buddsoddi yn safle Rhydymain, sydd ddim yn gynaliadwy, yn enwedig o ran niferoedd plant.</p>		<p>a) Y risg sylweddol o fethu cael caniatâd cynllunio doed a ddel. Yn ystod y cyfnod dylunio aeth barn y swyddogion cynllunio yn llawer mwy negyddol nag yr oedd adeg yr ymgynghori ac roeddent yn mynd yn fwy pryderus wrth i'r amser fynd heibio. Roeddem wedi cyrraedd pwynt lle'r oedd y siawns o fod yn llwyddiannus yn fychan os nad amhosib. Dyma'r prif reswm felly, mater na all arian ei oresgyn wrth gwrs.</p> <p>b) Yn ystod y cyfnod dylunio, daeth gofynion y Llywodraeth yn gliriach. Os oeddem am ddefnyddio arian grant yna roedd angen gwariant ychwanegol ar natur yr adeiladwaith er mwyn cyrraedd gofynion amgylcheddol uchel iawn. Hefyd roedd angen 70m2 yn ychwanegol nag y dybiwyd yn wreiddiol os am gyrraedd y safonau disgwylidig i sicrhau arian grant.</p> <p>c) Yn ystod y dylunio bu i'r Parc fynnu y byddai'n rhaid gostwng lefel yr adeilad newydd yn sylweddol (hyd at 3m) er mwyn peidio ag effeithio ar yr ysgol bresennol a mwynderau'r tŷ yn y cefn. Eisoed mae safle'r ysgol bresennol fetr yn uwch na'r safle drws nesaf ac felly byddai angen cloddio 4 metr. Mae'r arolwg arbenigol yn dangos fod craig fetr o dan y ddaear. Nid yw hyn yn do'i hun yn golygu ei bod yn amhosib cyflawni'r datblygiad ond yn amlwg roedd yn ychwanegu at y gost. Byddai'r gwahaniaeth lefel hefyd yn golygu creu linc gymhleth a chostus rhwng yr hen a'r newydd gan gynnwys ayb.</p>
8.5	<p>Rhieni'r Brithdir wedi siomi na roddwyd eglurhad boddhaol dros beidio a chadw'r Brithdir fel safle - ar wahân i ddiffyg cyllid / Dryswch a diffyg tryloywder gwybodaeth/sarhad a siom yw cau Ysgol y Brithdir / Onid yw cyrff cyhoeddus yn atebol, yn gorfod dangos llwybrau penderfynu'n glir? Nid yw'r eglurhad a gawsom yn gwneud hynny / Yn y Brithdir, teimlwn fod rhywrai'n ceisio taflu llwch i'n llygaid. Mae'r wybodaeth gamarweiniol, diffyg bwriad a gwrthddweud difrifol yn peri gwir bryder inni. Bydd rhaid i ni gael atebion cwbl tryloyw a gonest i'r mater hwn</p>	5	
8.6	<p>Nodir y ddogfen ymgynghorol bod 'asesiadau technegol helaeth' wedi eu cynnal ar safle Ysgol Brithdir ac y byddai unrhyw ddatblygiadau yn 'eithriadol o ddud'. Argraff bod craig a bod angen 'cloddio helaeth' ar y safle. Daeth i'r amlwg nad oes craig yno a bod y Cyngor wedi taflu'r bai ar broblemau caniatâd cynllunio gyda'r Parc Cenedlaethol. Defnyddiwyd y ffaith hon fel bwch dihangol. Diddorol iawn yw deall bod Parc Cenedlaethol wedi cynnig i'r Cyngor newid cynlluniau ar gyfer y Brithdir a chynnig dyluniad gwahanol ond nad oedd y Cyngor wedi hyd yn oed ystyried nac ymateb i'r gwahoddiad / Yn wananol i'r hyn a dybiwyd oedd yn rheswm dros beidio a datblygu Ysgol Brithdir, cawson wybod gan swyddogion Cyngor Gwynedd NAD y graig a'r gost yw'r brif broblem ond yn hytrach y byddai cael caniatâd cynllunio bron wedi bod yn amhosibl, a bod modd goresgyn problem y graig a'r gost, ond nid y broblem gynllunio. Swyddogion y Parc yn gwadu hyn ac yn dweud y byddent yn croesawu cais cynllunio ac na ddaeth y</p>	18	<p>Cynhaliwyd sawl trafodaeth agored gda Swyddogion Cynllunio'r Parc. Crëwyd model 3D o'r ysgol a chyflwynwyd cynlluniau. Cynigiwyd gwneud newidiadau. Roedd yr ymateb yn negyddol ac roeddent yn gallu cyflwyno dadleuon digon rhesymol dros wrthod cais cynllunio. Byddai parhau i wneud y gwaith angenrheidiol i gyflwyno cais llawn wedi costio rhai degau o filoedd a phenderfyniad y Cabinet, o ystyried yr holl ffactorau, oedd peidio â bwrw ymlaen gyda'r datblygiad.</p> <p>Nid oedd y sefyllfa yn Llanegryn yn gymharol. Yn yr achos hwnnw roedd y swyddogion cynllunio yn eithaf cefnogol o'r cychwyn – nid oedd y gwrthwynebiadau yn rhai oedd â sail cynllunio yn perthyn iddynt.</p>

	<p>Cyngor yn ôl atynt o gwbl i gytuno ar newidiadau / Awdurdod y Parc yn dweud un peth a swyddogion Cyngor Gwynedd yn dweud peth arall yn bendant. Sut allwch ddisgwyl i rieni, plant a chymuned Brithdir dderbyn hyn? Mynnwn felly fod Cyngor Gwynedd yn cyflwyno CAIS CYNLLUNIO ar gyfer rhoi estyniad ar Ysgol Brithdir rhag blaen, er tegwch i'r broses ymgynghori gyntaf o blaid cadw Ysgol Brithdir ar agor / Cam argraff yn y PAD a'r diwrnodau agored am wybodaeth cynllunio /Parc yn fodlon trafod cais cynllunio / Cyngor wedi penderfynu peidio datblygu safle Brithdir gan fod Y Parc Cenedlaethol yn gwrthod rhoi caniatâd cynllunio. Parc yn honni na gyflwynwyd cais cynllunio i'r Parc, dim ond trafodaethau/ Awgrymiadau swyddogion y Parc, ei bod bron yn amhosibl iddynt fod yn adeiladol a phositif ynghylch y dyluniadau fel yr oeddent. Nid y siawns fach o gael caniatâd cynllunio oedd y broblem, ond diffyg bwriad a phenderfyniad. Twyllo allan o ddatblygiad / Yn dilyn y noson agored, aeth rhieni i gysylltiad ag Awdurdod Parc Cenedlaethol Eryri - swyddogion y Parc yn gwadu y byddai wedi bod yn amhosibl cael caniatâd cynllunio. Cynlluniau mor sâl bod Swyddog Cynllunio wedi eu disgrifio fel 'the cheapest plans possible, mere sketches, only a box to consider') ac y byddent yn croesawu cais cynllunio. Roedd 350 wedi gwrthwynebu i'r cynlluniau ar gyfer yr ysgol yn Llanegryn, a'r Parc hefyd wedi gwrthwynebu, ond aethpwyd â'r maen i'r wal yn yr achos hwnnw yndo? Pam ddim yn y Brithdir? / Pam na wnewch chi fod yn onest o leiaf, a pheidio â beio Swyddogion Cynllunio er enghraifft, a chyfaddef mai arbed costau yw'r unig bwrpas i gau ein hysgolion?</p>		
8.7	<p>Hoffwn weld copi o'r ohebiaeth/e-bost rhwng yr adran Eiddo a'r Parc Cenedlaethol lle mae'r Parc yn dweud na fyddai adeilad traddodiadol drws nesaf i Ysgol Brithdir yn dderbyniol ganddynt, ac y byddai'n rhaid i'r ysgol fod i lawr yn isel o olwg tŷ'r ysgol.</p>	1	<p>Mae copïau o ohebiaeth sy'n bodoli eisoes wedi eu darparu i'r ymholydd. Eglurwyd hefyd mai mewn cyfres o gyfarfodydd a sgysiau rhwng penseiri a'r cynllunwyr oedd y wybodaeth yma yn cael ei rhannu.</p>

8.8	Dim ond rhan o adroddiad Betts Geoenvironmental Ltd derbyniodd Grŵp Rhieni Brithdir – ni chafodd cais cyntaf Ddeddf Rhyddid Gwybodaeth i gael gweld yr adroddiad llawn ei ateb yn gyflawn – hoffem weld yr adroddiad llawn, o dan y Ddeddf Rhyddid Gwybodaeth / Eisiau gweld lluniau o Trial Pits 1 – 5 o Adroddiad Geotechnical Cais gan Grwp Rhieni Brithdir cael gweld adroddiad y Penseiri Ainsley Gommon Architects, ac unrhyw adroddiad arall a ddefnyddiwyd yn sail i'r penderfyniad i roi'r gorau i ddatblygu Ysgol Brithdir	1	Ni dderbyniwyd unrhyw ymateb yn dilyn ateb y cais Rhyddid Gwybodaeth felly nid oedd y cyngor yn ymwybodol o'r dymuniad am wybodaeth bellach. Mae pob darn o'r adroddiad oedd yn cyfeirio at yr asesiad tirwedd wedi'i ddarparu yn yr ymateb gwreiddiol. Roedd hwn yn ddarn o adroddiad ehangach ar holl faterion amgylcheddol y safle e.e. ystlumod, dŵr, bioamrywiaeth ayb. Mae'r wybodaeth ychwanegol hon wedi'i darparu i'r ymholydd.
8.9	Cynrychiolaeth Grwp Rhieni Ysgol Brithdir am fynychu diwrnod agored lau 6ed Tachwedd tua 6pm - eisiau cael siarad gyda rhywun sy'n deall gwaith tyllu peirianyddol a'r rhesymau technegol pam na aethpwyd ymlaen â'r cynnig, efallai un o'r penseiri neu beiriannydd gwaith daear?	1	Gan mai ar 4 Tachwedd y derbyniwyd y cais hwn, nid oedd modd trefnu i benseiri na pheiriannydd fod yn bresennol. Roedd swyddogion yr Adran Eiddo yno a chynhaliwyd trafodaeth gyda chynrychiolwyr gan ymateb i ymholiadau technegol ar y safle.
8.10	Dim rhesymau technegol na chynllunio yn bodoli, pam na fyddai creu ysgol yn Brithdir yn bosib. Fe gadarnhawyd hyn gan yr Adran Eiddo yng Nghanolfan Glanwnion ar 6ed Tachwedd. Hollol groes i'r wybodaeth a gafodd rhieni Brithdir pan benderfynwyd rhoi stop ar y cynllun.	1	Mae rhwystrau i ddatblygu safle gyfochrog i ysgol Brithdir fel eglurwyd uchod. Eglurwyd hyn yn gyson mewn ymatebion gohebiaeth ac ar lafar yn y diwrnodau agored gan swyddogion yr adran Eiddo.
8.11	Gan rieni a chymuned Ysgol Brithdir gwmnïau tyllu a gwaith daear, peirianwyr sifil sydd wedi arfer a delio gyda chraig etc a fyddai'n barod iawn i baratoi'r cae gerllaw'r ysgol ymlaen llaw ar gyfer y datblygwyr	7	Nid rhwystrau tyllu'r cae yw'r unig reswm pam y penderfynwyd peidio â pharhau â'r datblygiad yn y Brithdir.
8.12	Rhieni a phlant Ysgol Brithdir efallai'n fodlon ystyried opsiwn symud i ysgol fwy ac ynddi'r holl adnoddau diweddaraf, fel Tywyn; neu Y Bala. Sut allwch chi ddisgwyl i ni dderbyn symud i Ysgol Ieuan Gwynedd sydd yn amhoblogaidd o ran lleoliad, niferoedd yn gostwng o hyd? Gwelliant i'n plant?...	2	Fel rhan o'r cynnig, ni fydd Ysgol Ieuan Gwynedd yn parhau yn ei ffurf bresennol. Bydd safle addysgol yn parhau yn Rhydymain a bydd buddsoddiad £620,000 i ymestyn ac uwchraddio'r adeiladau. Y gwaith bwriedir ei wneud yn safle Rhydymain yw creu dosbarth ychwanegol, stafell athrawon, gwelliannau i'r trefniadau parcio a gollwng/casglu plant, mwy o doiledau a gwella cyflwr yr adeilad presennol.
8.13	Pryderon trigolion ardal Brithdir a rhai o resymau dros gadw Ysgol Brithdir ar agor ar ôl y broses ymgynghori gyntaf yn 2011: <ul style="list-style-type: none"> • Ysgol Brithdir yw'r unig ysgol yn y dalgylch sydd heb lefydd gweigion- mae cynnydd o 114% wedi bod yn nifer y disgyblion rhwng 1975-2011. Mae'r ysgol yn orlawn. • Llawer mwy o blant (84%) yn byw yn nes at yr ysgol yn y Brithdir 	8	Mae nifer o wahanol ffactorau wedi eu hystyried wrth ddatblygu'r opsiwn arfaethedig a ffafrir. Yn wir mae nifer o'r rhesymau a restrwyd yn rhai o'r rhesymau dros ddewis safle Brithdir fel rhan o'r cynnig blaenorol. Yn anffodus, nid yw datblygu safle ysgol Brithdir yn opsiwn posib bellach am nifer o resymau a eglurwyd uchod. Mae'r Cyngor yn cydnabod bod safle Ysgol Brithdir yn nes at safle Ysgol Dinas Mawddwy,

	<p>nag at yr ysgol yn Rhydymain – llai o deithio o lawer (plant a phellter) gan gyd-fynd a pholisi Cyngor Gwynedd ar leihau teithio ac felly ein ôl-troed carbon. Bydd hwn yn ffactor hollbwysig i'r dyfodol.</p> <ul style="list-style-type: none"> • Mae Ysgol Brithdir yn ganolog iawn i hwyluso cydweithio/rhannu adnoddau rhwng safleoedd • Mae lleoliad Ysgol Brithdir, mor agos at Ddolgellau yn un o nifer o'i chryfderau – mae'n ddewis ymarferol (o ran pellter) i'r rhieni hynny sy'n dymuno rhoi addysg wledig i'w plant, lle mae'r Gymraeg i'w chlywed yn cael ei siarad yn naturiol ar iard yr ysgol. • Lleoliad daearyddol addas (hygyrch) • Cynnydd amlwg yn niferoedd y plant • Niferoedd cynaliadwy o ddisgyblion – dim llefydd gwag • Darpariaeth feithrin gerllaw (yn y Brithdir) • Yn nes i ysgol Dinas Mawddwy • Pellter teithio derbynol i ddisgyblion all-ddalgylch • Buddsoddiad doeth a chynaliadwy i ddiogelu addysg wledig dalgylch y Gader. 		<p>ac yn wir, roedd hyn yn rheswm o blaid y safle pan penderfynwyd ei gynnwys fel rhan o'r cynnig blaenorol. Yn anffodus nid yw'n bosib bellach datblygu safle Brithdir.</p> <p>Mae'r Cyngor o'r farn bod yr opsiwn arfaethedig yn cynnig y ffordd orau ymlaen i sicrhau hyfywedd darpariaeth addysgol dalgylch y Gader.</p> <p>Mae Cyngor Gwynedd yn awyddus i weld pob plentyn o fewn y Sir yn cael cynnig yr un ddarpariaeth o ran addysg a chyfleoedd. Oherwydd hynny, mae'r cynnig hwn i ddarparu addysg gynradd ar 5 safle yn hytrach na 9 safle yn mynd i olygu gwella adnoddau, lle storio adnoddau, llyfrgell, technegol gwybodaeth, neuadd a chae chwarae.</p> <p>Aelodau staff a disgyblion sy'n creu awyrgylch braf mewn ysgolion ac sy'n sicrhau ffyniant yr ysgol honno ac wrth gyfuno ysgolion mewn unrhyw gynllun, ni ddaw i hynny i ben.</p>
8.17	<p>Siom fod y Cyngor yn meddwl cau Ysgol Brithdir a pheidio â defnyddio'r safle. Amlwg dewis rhieni lleol ydy Ysgol Brithdir / Fel rhiant yn byw yn Brithdir, gwneud estyniad ar ysgol Brithdir yn well na Rhydymain. Ddim yn hoff o'r syniad o yrru plentyn ymhellach – mwy hwylus casglu plentyn o'r Brithdir yn y pnawn – dim yn gallu ei chasglu o Rydymain/ DIM llefydd gweigion yn y Brithdir na llefydd gweigion i'r dyfodol. Dyma'r safle a'r lleoliad sydd yn denu rhieni yn flynyddol ac yn parhau i ddenu er y cwmwl o gau. Mae llwyddiant meithrinfa Seren Fach yn y pentref yn profi bod y Brithdir yn safle sy'n hygyrch i rieni ac yn safle fydd yn sicrhau dyfodol llewyrchus i addysg wledig yn nwyrain Dolgellau</p>	11	
8.18	<p>Cyngor gwneud ymchwil annibynnol i ganfod i ble y byddai'r rhieni am yrru eu plant? Mae'n amlwg, gan nad oes llefydd gweigion yn Brithdir, mai dyma'r safle y maent yn ei ffafrio.</p>	2	<p>Mae cynllunio llefydd mewn ysgolion wastad yn anodd oherwydd bod dewis rhieni a theithio o du allan i ddalgylch naturiol yn digwydd. Pe byddai gwaith ymchwil wedi'i wneud, 'snapshot' yn unig fyddai gan bod tuedd dwewis rhieni'n gallu newid am nifer o resymau mewn amser sydyn iawn. Yn yr opsiwn a ffafrir arfaethedig mae digon o le yn safle Rhydymain i ddisgyblion presennol Brithdir, Rhydymain a Machreth ond croeso i rieni wneud cais mynediad i safle benodol arall.</p>

8.19	Ysgol Brithdir heb gae chwarae, heb ystafell fwyta, heb ystafell staff, a heb ddelwedd fodern, er hynny mae rhieni'n dymuno anfon eu plant i Ysgol Brithdir i dderbyn addysg o'r radd flaenaf gan staff ymroddedig	1	Mae'r Cyngor yn ymwybodol bod rhai diffygion yn safle Ysgol Brithdir a dyna pam byddai rhaid gwneud estyniad yn y cae gyfochr i alluogi'r safle dderbyn mwy o ddisgyblion ac i uwchraddio ansawdd ac addaswydd yr adeiladau. Mae'r Cyngor yn ymwybodol bod staff ymroddedig yn y dalgylch a'r gobraith yw bydd y staff yma'n gallu gweithio fel rhan o'r ysgol ddilynol ddalgylchol.
8.20	Nifer o ffactorau yn erbyn Brithdir – adeilad, anodd i fysis droi, dim tir addas	1	Mae datblygu safle Rhydymain yn rhwyddach ac yn rhatach na datblygu safle Brithdir.
9.	Materion Safle ac Adeiladu Eraill		
9.1	Croesawir buddsoddiad adeiladau Ysgol Gynradd Dolgellau	1	Bydd y buddsoddiad yn darparu adnodd priodol ar gyfer yr unfed ganrif ar hugain.
9.2	Disgwyl bydd ymgynghoriad llawn gyda staff Cynradd Dolgellau wrth gynllunio'r adeiladau newydd er mwyn cael mewnbwn proffesiynol fel y bydd yr adeilad newydd yn addas i bwrpas	1	Bydd llwyddiant y datblygiad yn ddibynnol ar allu ymgynghori'n llawn gyda phob carfan o ddefnyddwyr yr adeilad.
9.3	Pryderu bod safle Friog am fod heb cyfarpar i gymharu a'r safleoedd eraill gan ystyried mai £15,000 yn unig sy'n cael ei fuddsoddi yno. Pryder bydd rhieni yn mynd a'i plant i safleoedd sy'n derbyn mwy o fuddsoddiad.	1	Mae adeilad Friog mewn cyflwr derbyniol ac nid oes gofynion gwario mwy ar ei gyflwr. Nid oes cyllideb ar gael i uwchraddio'r safle yn ei chyfanrwydd.
9.4	Lluniau Ysgol Friog yn y ddogfen ymgynghori ddim yn cyfleu gwir cyflwr y safle gan bod y lluniau yn hen a gwaith wedi ei wneud ers i'r lluniau cael eu tynnu. Pryderu bod hyn yn cyfleu safle gwael i gymharu a'r safleoedd eraill.	1	Derbyn y sylw – mae'r adeilad mewn cyflwr da.
9.5	Gan fod ysgol y dalgylch nesaf yn ysgol newydd gyda'r adnoddau a'r offer gorau sydd ar gael heddiw – denu sylw rhieni. Eisiau parhau a'r nifer uchel dderbyniadau Meithrin yn y Friog – 7 yn Medi 2014. 18 disgybl yn nosbarth y CS. Ardal tu-allan safon uchel. Pryderu nad yw dosbarth CS yn ddigon mawr i alluogi'r CS weithredu'r i'r gallu gorau. 2 ddosbarth presennol sydd yn cael eu defnyddio fel dosbarthiadau i'r disgyblion. Defnyddir y trydydd dosbarth fel ardal Dylunio Tech. , Celf a Llyfrgell. Gobeithio gall gwariant ei roi ar yr ysgol i dorri wal er mwyn gwneud 2 ddosbarth yn 1.	1	Bydd pob opsiwn yn cael ystyriaeth yn ystod y cyfnod dylunio gyda'r nod o ddarparu'r adnodd gorau o fewn y gyllideb sydd ar gael.
9.6	Angen buddsoddiad yn Ysgol Y Gader / Nid yw Ysgol Y Gader yn cael cymaint o sylw a'r gweddill e.e. Ysgol OM Edwards / Anfodlonrwydd diffyg gwariant i wella cyfleusterau presennol Ysgol y Gader o fewn y ddogfen - gofyn i'r Cyngor ail-edrych ar hyn.	4	Mae £439,000 o ôl-groniad cynnal a chadw yn cael ei wario ar Ysgol Y Gader yn ystod y blynyddoedd nesaf.
9.7	Ffenestri yn y ddwy neuadd yn Ysgol Y Gader yn hen ac yn gadael	1	

	oerni i mewn		
9.8	Rhai ystafelloedd Ysgol Y Gader yn rhy fach i'w defnyddio fel dosbarth/ Ystafell Ddaearyddiaeth yn hyll – waliau brown a dwr yn gollwng ohono. Mae llwydni ar hyd y wal – effeithio ar iechyd plant / Angen newid mawr i'r dosbarthiadau, maent yn blaen ac yn hyll	2	
9.9	Un bloc Ysgol Y Gader sydd ddim yn cael llawer o ddefnydd, awgrymwyd gellid newid 1 swyddfa a storfa i fod yn ddosbarth	1	Nid oes gofyn am ddosbarth ychwanegol yn y Gader ar hyn o bryd.
9.10	Ysgol Y Gader gyda hen dechnoleg megis cyfrifiaduron yn cael effaith ar waith cwrs / Ystafell goginio - offer gwael a popeth yn fudr	1	Mae sut bydd cyllid yr ysgol yn cael ei ddyrannu/wario yn benderfyniad i'r pennaeth a'r corff llywodraethol newydd benderfynu, efallai bydd penderfyniad i uwchraddio rhai adnoddau penodol.
9.11	Hapus gyda rhai gwelliannau sydd wedi digwydd yn y Ysgol Y Gader eisoes e.e. carped ystafell Ffrangeg.	1	Croesawu'r sylw.
9.12	Ffordd A496 gyfochr safle Llanelltyd yn un brysur iawn a rhaid sicrhau fod pob un ymdrech yn cael ei wneud i arafu'r traffig a safleoedd pwrpasol i rieni i ollwng a chodi eu plant.	1	Cytuno. Mae'r cynllun arfaethedig yn rhoi sylw i drefniadau parcio a thraffig ger y safle.
9.13	Gwell gwario'r arian ar ddarparu gwell cyfleusterau a rennir ar gyfer y dalgylch yn hytrach nag estyniadau, gwell cyfleusterau parcio a gostyngiad mewn niferoedd staff, gyda arbedion cyflog yn ymddangos fel y prif yriad i'r cynnig.	1	Nod y Cyngor yw creu darpariaeth addysgol chadarn a cynaliadwy i'r dyfodol gan ystyried bod consensws wedi ei gyrraedd ers cryn amser bod y ddarpariaeth bresennol yn anghynaliadwy yn ei ffurf bresennol.
9.14	Eisiau ysgol o safon 21 ^{ain} ganrif fel yr enghreifftiau a geir ar y rhyngwrwyd nid plaster, system gwresogi a paent newydd/ Ble mae'r weledigaeth tymor hir ynglŷn a'r adeiladau a'r cyfleusterau? Mae'r cynnig yn dynodi estyniadau bach, gwell cyfleusterau parcio a gwelliannau trafniadaeth. A ellir cyfiawnhau'r gwariant ar newidiadau bach? Sut mae'r rhain yn gwella addysg?	2	Nid gwariant bach sydd yn digwydd, mae buddsoddiad sylweddol yn cael ei wneud yn y dalgylch. Bydd safleoedd Cynradd Dolgellau, Llanelltyd a Rhydymain yn derbyn buddsoddiad i'w uwchraddio fel bod plant yr ardal yn derbyn eu haddysg mewn sefydliad addysgol addas i'r 21ain ganrif. Bydd anghenion ôl-groniad cynnal a chadw safleoedd ysgolion Friog, Dinas Mawddwy ac Y Gader hefyd yn cael ei gwblhau.
9.15	Dogfen ymgynghori statudol yn cynnwys manylion am uwchraddio gwaith i adeiladau presennol, sy'n debygol o wella'r amgylchedd dysgu.	1	Mae'r Cyngor yn ymwybodol bod rhai adeiladu ysgolion y dalgylch ddim yn hollol addas i bwrpas. Dyma pam bod ymrwymiad i fuddsoddi £4,831,000 yn safleoedd addysgol y dalgylch erbyn Medi 2017 - i sicrhau yr ansawdd dysgu gorau posib pe bai'r Ysgol Ddilynol Ddalgyloch yn cael ei sefydlu.
9.16	Adeiladau ysgolion y dalgylch yn dyddio o oes Victoria, bellach yn anaddas ar gyfer gofynion addysg yr oes	1	
9.17	Os yw pob safle yn perthyn i'r un sefydliad yn nalgylch y Gader oni ddylai pob un felly gynnig yr un adnoddau a'r un cyfleoedd addysgu i'r disgyblion? Gorfod 'gwneud y tro' ers llawer iawn o flynyddoedd. Felly dyma gyfle i'r Cyngor fod yn arloesol a gwella yr holl safleoedd yn gyfartal er budd pob disgybl, nid dim ond rhai.	1	Gan ystyried yr hinsawdd economaidd mae buddsoddiad ariannol sylweddol yn cael ei wneud i ddatblygu safleoedd y dalgylch. Wrth fuddsoddi £4.34miliwn o arian cyfalaf i uwchraddio safleoedd mae'r Cyngor yn ymrwymo i sicrhau ansawdd amgylchedd ddysgu o'r radd flaenaf. Yn ogystal â'r gwaith yma mae safleoedd Friog, Gader a Dinas Mawddwy yn derbyn gwariant ôl-groniad cynnal a chadw i'w gwella. Mae cyfanswm y gwariant ôl-

			ddefnydd cynnal a chadw yn £491,000. Golyga hyn bod y Cyngor yn ymrwymo i fuddsoddi £4,831,000 erbyn Medi 2017 i sicrhau yr ansawdd dysgu gorau posib pe bai'r Ysgol Ddilynol Ddalgyllchol yn cael ei sefydlu.
9.18	Costau ar gyfer yr dosbarthiadau newydd yn chwerthinllyd a dros bris. Pwy sy'n gwneud y penderfyniadau?	1	Mae'r costau wedi eu cyfrifo gan Faint-fesurwyr Siartredig sy'n brofiadol iawn yn y maes yma ac yn seiliedig ar brisiau wedi eu derbyn drwy dendr yn yr ardal yn y flwyddyn ddiwethaf.
9.19	Undeb yn croesawu'r nod o gael adeiladau ac adnoddau 'addas i bwrpas' ar gyfer yr unfed ganrif ar hugain. Rydym yn cytuno bod cael yr amgylchedd dysgu gorau yn hanfodol i addysg disgyblion; byddem am ychwanegu bod hyn yn llesol i foral staff hefyd. I sicrhau hynny mae angen i'r gwaith cefndir manwl o ran addasrwydd ac argaeledd y tir ble mae adeiladau i'w codi ddiwydd yn ddi-oed. Ar hyn o bryd deil gormod o amwysedd neu ansicrwydd ar faterion o'r fath.	1	Os bydd y cynnig yn cael ei gymeradwyo gan y Cabinet bydd modd symud y gwaith manwl yn ei flaen.
10	Ymgynghori gyda Plant a Phobl Ifanc		
10.1	Wedi ymateb cwestiwn "Beth yw'r pethau pwysicaf i chi mewn ysgol?" gyda: Ffrindiau da, ffeind a chyfeillgar / Athrawon / Chwarae / Larwm tan a toiledau estyniad / Digon o le i chwarae / Maes parcio mwy / Gwersi diddorol / Ffrindiau da / Athrawon Fi / Ysgol agos i fy nghartref / Addysg wledig / Cymraeg yn cael ei siarad yn yr iard yn naturiol / Athrawon caredig a ffrindiau da a gallu cymryd rhan mewn cystadlaethau fel pêl-rwyd, pêl-droed a chwaraeon a hefyd gallu cymryd rhan mewn canu, llefaru, dawnsio / Ysgol bentrefol lleol gydag addysg dda a bod pawb yn cael tro i gwneud gweithgareddau gwahanol / Gwaith	12	Mae'r Cyngor yn gwerthfawrogi sylwadau plant a phobl ifanc yr ysgolion ac yn falch o weld y nodweddion penodol mae disgyblion yn edrych ymlaen atynt ac yn eu hystyried yn bwysig mewn ysgol.
10.2	Wedi ticio wyneb hapus yn yr holiadur plant - 😊	2	
10.3	Wedi ymateb cwestiwn "Beth ydych yn edrych ymlaen ato fwyaf?" gyda: Yr ysgol yn fwy er mwyn y dosbarth yn fwy / Os byddaf yn mynd i'r ysgol rhywle arall byddwn yn gwneud ffrindiau newydd /	2	
10.4	Mwy o ffrindiau a mwy o le / Mwy o offer yn y neuadd.	2	
10.5	Wedi ymateb cwestiwn "Beth sy'n eich poeni am hyn?" gyda: Dim Byd	1	
10.6	Wedi ticio wyneb trist yn yr holiadur plant - ☹️ Un plentyn wedi creu wynab trist yn crio / Teimlo'n drist iawn eich	12	Mae'r Cyngor yn gwerthfawrogi sylwadau plant a phobl ifanc yr ysgolion ac yn cymryd sylw o'r pryderon penodol nodwyd. Bydd bob ymdrech yn cael ei gwneud i leddfu'r

	bod yn gwneud newidiadau ac yn bwriadu cau fy ysgol / Trist a blin bod bwriad cau fy ysgol / Trist iawn a blin mae ysgol Brithdir yn ysgol hapus -mae yna llawer o blant yna mae pawb yn ffrindiau. Rydan i yn cystadlu yn yr urdd / Dydw i ddim yn hapus bod sôn bod ysgol Brithdir am gau oherwydd mae yr ysgol yn ysgol hapus a mae llawer o blant yno a felly does dim rheswm i symud ysgol gyda llawer o blant ynddo i ysgol gyda dim llawer o blant. Dydi o ddim yn gwneud synnwyr.		pryderon pe bai'r cynnig yn parhau e.e. trefnu amser cydweithio fel bod disgyblion gwahanol safleoedd fydd yn dod at ei gilydd yn dod i nabod ei gilydd cyn Medi 2017.
10.7	Wedi ymateb cwestiwn "Beth sy'n eich poeni am hyn?" gyda: Mae ysgol y Brithdir yn dda ac yn llawn pam raid iddi gau mae ysgol Rhydymain yn bell / Rydw i yn drist a pryderus pam raid inni fynd mor bell i ysgol ac ysgol y Brithdir mor dda / Rwyf yn hoff iawn o fy ysgol a dydw i ddim am iddo gau / Mwy o blant cas / Ofnus o athrawes newydd / Poeni byddai ddim gyda fy ffrindiau / Rydw i yn hapus iawn yn fy ysgol. Dydw i ddim yn hoffi y newid iddo, dydw i ddim eisiau teithio'n bell / Bydd rhaid i mi deithio yn bell i fy ysgol ac mae sôn bydd rhaid i mi deithio hefyd i safle ysgol y Gader am rai gwersi. Mae yn fy mhoeni eich bod wedi cau Ysgol Brithdir gan eu bod yn ysgol hapus llwyddiannus ac yn llawn o blant / Bod ffrindiau fi ddim yn mynd i fynd oherwydd mae o rhy bell i ffwrdd o Ysgol Brithdir. Os does na ddim plant am fynd i'r ysgol byddan ddim yn gallu cystadlu mewn chwaraeon na ddim byd / Athrawon yn colli jobiau nhw a y trafeilio yn bell bob bore. colli ffrindiau da / / Mae lot o ffrindiau yn deud bydd eu mam yn gyrru nhw i ysgol arall, achos bod o'n rhy bell o'r dre / Disgybl uwchradd yn poeni am addysg Y Gader	11	
10.8	Wedi ymateb cwestiwn "Beth ydych yn edrych ymlaen ato fwyaf?" gyda: Dim Byd / Dim yn edrych ymlaen / Dydw i ddim yn edrych ymlaen at y newid sy'n cau fy ysgol	8	Mae'r Cyngor yn derbyn y sylwadau, pe bai'r cynnig yn parhau, gobeithir bydd rhai agweddau o'r cynnig bydd y disgyblion yma'n mwynhau.
10.9	Roeddwn yn edrych ymlaen at yr ysgol newydd yn y Brithdir.	1	Mae'r Cyngor yn cymryd y sylw yma ac yn ymwybodol o'r rhwystredigaeth lleol bod y cynnig blaenorol heb ei wireddu.
10.10	Dwi'n hoffi'r ysgol	1	Mae'r Cyngor yn falch bod rhai disgyblion yn mwynhau'r ysgol ac yn gobeithio bydd hyn yn parhau yn yr ysgol arfaethedig newydd
10.11	Pam ymgynghori gyda phlant? Maent yn ifanc ac nid oes angen eu cynnwys.	1	Yn unol â'r Cod Trefniadaeth Ysgolion (006/2013) mae'n hanfodol fel rhan o unrhyw ymgynghoriad statudol i ymgynghori gyda phlant a phobl ifanc sy'n mynychu'r ysgolion sy'n destun yr ymgynghoriad.

10.12	Rydych wedi anfon taflen i'r plant yn egluro'r ymgynghori a pham fod angen y cynnig newydd hwn. Ynddi, o dan bwynt 1 - PWRPAS NEWID? – Rydych yn rhoi'r rhesymau hyn: <i>Gwella ansawdd addysg;</i> <i>Gwella ansawdd adeiladau e.e. paentio</i> <i>Gwneud gwell defnydd o adnoddau e.e. offer TG</i> <i>Sicrhau trefn addysgol dda i'r dyfodol</i> <i>Lleihau nifer llefydd gwag mewn ysgolion</i> <i>Darparu ysgolion sy'n bwysig i'r gymuned</i> <i>Cryfhau'r Iaith Gymraeg</i> <i>Cael dosbarthiadau o faint addas</i> Gan Ysgol Brithdir y pethau hyn yn barod – beth yw'r gwelliant i blant yr ysgol hon felly?	1	Mae'r ddogfen ymgynghorol statudol wedi ei grynhoi i ddisgyblion lled cynradd, nid yw'r holl ffactorau yn cael eu cynnwys. Mae rhai diffygion o ran adeilad yn Ysgol Brithdir Pe bai'r safle'n cael ei gadw, byddai angen ei uwchraddio a'i ymestyn i dderbyn mwy o ddisgyblion. Roedd hyn yn rhan o'r cynllun gwreiddiol ond yn anffodus nid yw'n opsiwn realistig posib bellach ac felly nid yw'n cael ei gynnwys fel un o safleoedd yr ysgol ddilynol ddalgylchol.
10.13	Pam na hysbyswyd rhieni y bydd aelod o staff y Cyngor yn mynychu'r ysgol. Cyfrifoldeb a phenderfyniad y rhieni yw pasio'r neges i'r plant, nid y Cyngor / Camgymeriad mawr ar ran y Cyngor oedd peidio â chynnwys manylion yn yr amserlen ar dudalen 74 o'r Ddogfen Ymgynghori Statudol yn nodi y byddai aelod annibynnol yn dod o amgylch pob ysgol yn y dalgylch i roi cyflwyniad ar yr ad-drefnu i'r disgyblion. Mae sawl rhiant wedi eu cythruddo yn fawr nad oeddent wedi derbyn gwybodaeth am hyn ymlaen llaw a bu i rai eithrio eu plant o'r cyfarfodydd.	2	Nodwyd yn rhan 1 y ddogfen ymgynghorol statudol: <i>“Bydd trefniadau hefyd yn cael eu gwneud i dderbyn barn plant a phobl ifanc sy'n mynychu'r ysgolion dan ystyriaeth. Bydd hwylusydd arbenigol yn ymweld â phob ysgol i gynnal sesiynau penodol i alluogi plant gael rhoi eu barn. Mae yna ddogfen ymgynghori i blant a phobl ifanc ar wefan y Cyngor www.gwynedd.gov.uk/trefniadaethysgolion yn ogystal â ffurflen ymateb addas. Golyga hyn bod modd i blant a phobl ifanc unigol sydd ddim yn rhan o'r sesiynau ymateb i'r ymgynghoriad hefyd.”</i> Dosbarthwyd copi caled o'r ddogfen ymgynghori statudol i bob rhiant/gwarchodwr yn gysylltiedig â'r 10 ysgol.
10.14	Cynigiwr wedi cynnwys gwybodaeth yn y ddogfen ymgynghori statudol am yr ymgynghoriad a gynhaliwyd gyda dysgwyr. Fe wnaeth hyn gynnwys hyrwyddwyr arbenigol yn ymweld â'r ysgol i gynnal sesiynau i ddysgwyr rannu eu barn. Roedd holiaduron ar gael ar wefan y Cyngor hefyd.	1	
11	Llywodraethu a Mynediad		
11.1	Pryder bydd Friog ddim yn cael ei gynrychioli digon ar y corff llywodraethol cysgodol gan ystyried y problemau wrth geisio recriwtio llywodraethwyr heddiw.	1	Fel y nodwyd yn y ddogfen ymgynghorol statudol, gallai'r corff llywodraethol cysgodol gynnwys cynrychiolwyr o bob rhan o'r dalgylch, gan gynnwys ardal Friog.
11.2	Cyfansoddiad corff cysgodol/corff llywodraethol yr ysgol arfaethedig – Teimlir yn gryf dros sicrhau cynrychiolaeth o'r 9 ysgol gynradd bresennol ar y corff dan sylw, hyn yn ogystal â chynrychiolaeth gyfartal rhwng y cynradd a'r uwchradd.	1	

11.3	Pryder am y diffyg wybodaeth parthed sut y bydd y Corff Llywodraethol ar draws yr ysgol newydd arfaethedig, cwricwlwm a'r gwahanol oedrannau yn gweithredu	1	Byddai'r corff llywodraethol yn rhedeg yn yr un modd â chyrrff llywodraethol yr ysgolion ar hyn o bryd, ond bydd ganddynt reolaeth ar nifer o safleoedd ac ar ystod oedran ehangach. Fel sydd yn digwydd gyda rheolaeth ysgolion uwchradd, bydd modd creu is-bwyllgorau llywodraethu i edrych ar feysydd penodol, pe bai dymuniad.
11.4	Sut mae dileu'r holl lywodraethwyr yr ysgolion, sydd yn aberthu oriau yn wirfoddol i gefnogi'r ysgolion, yn mynd i wella addysg yr ardal a chreu arbedion? Data a thystiolaeth plis? Yn enwedig yn ngoleuni'r digwyddiadau diweddar yn yr ysgol uwchradd ble mae Cadeirydd y Llywodraethwyr wedi ymddiheuro'n gyhoeddus am beidio a gweithredu er fod yr ysgol mewn argyfwng. Yn y cynllun a gynigir mae un Corff Llywodraethol ar gyfer y dalgylch, a hynny y corff Llywodraethol yn yr Ysgol Uwchradd / Dymunwn fod y Corff Llywodraethol cysgodol yn ei le cyn gynted ag y bo modd a'n bod yn gwybod yn fuan wedi'r penderfyniad beth yw strwythur staffio fel bod yr ansicrwydd sydd wedi bodoli ers blynnyddoedd maith yn dod i ben. Mae'r holl oedi sydd wedi digwydd eisoes, yn ogystal â'r newid meddwl ac ail-edrych wedi creu drwgdeimlad yn yr ardal.	2	<p>Nid corff llywodraethol presennol yr ysgol uwchradd fydd yn rhedeg yr ysgol arfaethedig. Bydd corff llywodraethol cysgodol newydd yn cael ei greu. Bydd y corff llywodraethol cysgodol yn cael ei greu allan o aelodau presennol llywodraethwyr yr ysgolion. Yn unol â chanllawiau, os yw'r ysgol dros 600 o ddisgyblion bydd 19 llywodraethwr a byddai'r rhain yn gallu dod o holl ardaloedd y dalgylch.</p> <p>Mae proses benodol o ddewis aelodau i'r Corff Cygosodol yn cynnwys gwahoddiad i fynegi diddordeb drwy ffurflen gais i lywodraethwyr yr holl ysgolion presennol.</p> <p>Petai'r cynnig yn cael ei weithredu, rhagwelir cychwyn y broses o sefydlu'r corff llywodraethol cysgodol mor fuan a phosib yn dilyn y penderfyniad terfynol.</p> <p>Gan bod y cynnig arfaethedig wedi ffafrio statws cymunedol ar yr ysgol ddalgylch ddilynol, ni fydd lle penodol ar y corff llywodraethol cysgodol i gynrychiolaeth yr Eglwys yng Nghymru</p>
11.5	Pwysleisiwn fod angen cynrychiolaeth o bob Corff Llywodraethol presennol ar y Corff Cysgodol / Hanfodol fod y Corff Llywodraethol a fydd yn cael ei ffurfio yn cynnwys cynrychiolaeth gytbwys o blith rhieni a chymunedau'r ardaloedd gwledig yn ogystal â'r dref ac yn cynnwys nifer arwyddocaol o aelodau sydd â dealltwriaeth gadarn o anghenion addysg yr unfed ganrif ar hugain, er mwyn sicrhau ei hygredded. Dylai proses dethol aelodau cymunedol y corff fod yn hollol dryloyw, a dylid ystyried gwahodd ceisiadau ar gyfer y cynrychiolwyr hyn fel y gwna amryw o gyrff llywodraethol mewn mannau eraill. Pe cynigir lle ar y Corff Llywodraethol i gynrychiolydd o blith aelodau'r Eglwys yng Nghymru fel rhan o unrhyw drafodaethau ynglŷn â symud ymlaen gyda chategori'r ysgol, a fydd lle yn cael ei gynnig hefyd i gynrychiolydd o blith cymuned anghydfurfiol y dalgylch? Nid yr Eglwys yng Nghymru yw unig gynrychiolwyr buddiannau Cristnogol cymunedau'r dalgylch hwn.	3	
11.6	Hoffai petai'r canllawiau cenedlaethol ynglŷn â sefydlu'r corff llywodraethu cysgodol wedi eu cynnwys yn y ddogfen.	1	Nid oedd yn bosib cynnwys yr holl wybodaeth ynglŷn â sefydlu corff llywodraethol cysgodol yn y ddogfen ymgynghori statudol. Mae'n bosib gweld rhagor o wybodaeth yn Etholiadau Ysgolion a Gynhelir Newydd (Cymru) 2005 (Rhif 2912 (Cy209) a Canllaw ar y Gyfraith i Lywodraethwyr Ysgolion (Pennod 20).

11.7	Ni wnaiff Adran 15:14, tudalen 62 gyfeirio at dderbyn myfyrwyr i Flwyddyn 7 o ysgolion y tu allan i'r dalgylch (39% o Ysgol y Gader yn bresennol), na pha drefniadau gellir eu rhoi ar waith i integreiddio'r disgyblion hynny.	1	Cydnabod nad oes cyfeiriad penodol i ddisgyblion blwyddyn 7 sy'n mynychu o tu allan dalgylch ysgol y Gader. Bydd angen i'r disgyblion yma wneud cais mynediad i'r Awdurdod yn unol â'r drefn bresennol.
11.8	Pe byddai'r cynnig yn cael ei dderbyn a'i bod wedyn yn agor ym Medi 2017 a fydd y disgyblion oll o safleoedd Ieuan Gwynedd, Llanfachreth a'r Brithdir yn symud i safle Rhydymain ble bynnag fo eu cartrefi ? Ynteu a fydd yn rhaid i ddisgyblion all dalgylch yr ysgolion hynny fynd i'r safle sydd agosaf at eu cartrefi ? Trueni a chreulondeb fyddai rhwygo uned o blant sydd wedi arfer bod gyda'i gilydd mewn un ysgol. Er mwyn i safle Rhydymain fod yn gynaliadwy byddai angen i holl ddisgyblion fynychu gan mai yn y Brithdir y mae'r niferoedd / Sefyllfa'n poeni plant hefyd – cael mynd i'r ysgol lle fydd eu ffrindiau'n mynychu? Yw hyn yn deg?	2	Mae'r Cyngor wedi cynllunio digon o lefydd yn safle Rhydymain fel bod disgyblion presennol ysgolion Brithdir, Ieuan Gwynedd a Machreth yn gallu mynychu (disgyblion dalgylch ac all-ddalgylch presennol). Mae'r cynnig yn golygu lle digonol yn Llanelltyd i dderbyn disgyblion presennol ysgolion Ganllwyd, Clogau a Llanelltyd (disgyblion dalgylch ac all-ddalgylch presennol). Mae safleoedd Rhydymain a Llanelltyd yn cael eu datblygu i dderbyn tua 70 o ddisgyblion (3 dosbarth ar bob safle). Yn seiliedig ar ragamcanion niferoedd Medi 2017 rhagwelir 74 yn Llanelltyd a 67 yn Rhydymain. Bydd dewis rhieni'n gallu effeithio ar hyn a bydd angen i gorff llywodraethol cysgodol yr ysgol ddilynol (pe bai'r cynnig yn cael ei weithredu) gydweithio'n agos gyda'r Sir i reoli mynediad safleoedd presennol.
11.9	Nid yw'r datblygu yn Ysgol Llanelltyd yn creu digon o gapasiti ar gyfer disgyblion Llanelltyd, Bont Ddu a Ganllwyd. Bydd yn gorfodi rhieni i anfon eu plant i'r ysgol dref. Allwch chi fynd â'r dewis hwn o ddwylo rhieni?	1	Bydd yna hefyd lefydd gweigion yn safleoedd cynradd Dolgellau, Friog a Dinas Mawddwy os bydd rhieni eisiau dewis amgen i'w plant.
11.10	Pryderir am y rhifau mynediad a nodir ar gyfer rhai o'r safleoedd. Ystyrir tybed a fydd y gwir nifer fydd angen mynediad i rai safleoedd ym Medi 2017 yn fwy na'r capasiti bwriadol ar gyfer y safleoedd dan sylw.	1	Rhagwelir bod lle digonol i blant y safleoedd sydd yn cau ar y safleoedd newydd heb i blant orfod gwahanu oddi wrth eu ffrindiau – mae hyn wrth gwrs yn ddarostyngedig i ddewis rhieni.
12	Proses Ymgynghori Statudol		
12.1	Pobl Friog yn ddiolchgar am y cyfle i cyflwyno sylwadau a rhoi eu syniadau	1	Mae'r Cyngor yn falch bod ymgynghorai lleol wedi cymryd y cyfle i gyflwyno sylwadau a chyfleu eu barn – derbyniwyd 82 ymateb i'r ymgynghoriad statudol a chroesawyd dros 100 o bobl i'r diwrnodau agored.
12.2	Dogfen ymgynghori'n un cynhwysfawr a manwl / Cydnabod gwaith manwl a thrylwyr wnaethpwyd gan swyddogion ar gyfer yr ymgynghoriad	2	Mae'r Cyngor yn falch bod y ddogfennaeth wedi cyfleu'r wybodaeth angenrheidiol fel bod modd i'r ymgynghoriad roi eu barn yn llawn ar y cynnig arfaethedig.
12.3	UCAC yn falch o gael y cyfle i ymateb i'r Ddogfen Ymgynghori Statudol. Mae UCAC yn gwerthfawrogi dyhead yr Awdurdod i 'sicrhau darpariaeth addysg gref a chynaliadwy o fewn y dalgylch cyfan' - sylweddoli bod Cyngor Gwynedd yn wynebu her sylweddol 'wrth	1	Croesewir y sylwadau yma sydd yn amlygu rhai o'r rhwystrau sydd wedi bod yn nalgylch Y Gader wrth geisio llunio cynigion addas ar gyfer sicrhau addysg gynaliadwy i'r dyfodol. Wrth i'r trafodaethau ddatblygu, mae'r consensws yma wedi datblygu. Yn wir, o'r ymateb i'r ymgynghoriad, nid oes unrhyw un wedi nodi eu bod yn gwrthwynebu newid. Prin yw'r

	geisio cynllunio ar gyfer sicrhau'r ddarpariaeth orau' mewn ardal mor wledig â Dalgylch y Gader. Cydnabyddir hefyd bod ad-drefnu ysgolion yn fater cymhleth a bod amrywiaeth barn a theimladau cryfion o du disgyblion, rhieni, staff ysgol a'r cymunedau eu hunain. Da deall felly bod 'consensws wedi'i gyrraedd bod angen newid darpariaeth addysgol bresennol y dalgylch'.		ymateb yn erbyn y model arfaethedig. Elfennau'r cynnig hoffai rhai ymgynghorai newid e.e. safleoedd a ddewiswyd ayyb.
12.4	UCAC yn falch nad oedd 'rhagdybio unrhyw gynlluniau penodol' wedi digwydd a bod ystyriaeth wedi ei roi i sawl opsiwn; cytunwn nad yw 'gwneud dim' yn ddewis realistig. Ein haelodau yn lleol, fodd bynnag, yn rhwystredig iawn bod cymaint o oedi dod i benderfyniad terfynol ar gyfer y dalgylch hwn. Mae'n destun pryder bod cymaint o amser ac egni wedi'i wario ar wyntyllu cynigion, heb sôn am y miloedd sydd wedi'i wario'n ofer ar hyn. Cyfan wedi creu diffyg ymddiriedaeth yng ngallu'r Cyngor i sicrhau bod unrhyw ddeilliannau i'r ymgynghoriad yn mynd i fod yn sail i weithredu. Wedi creu teimlad o ddiplastyd a rhwystredigaeth wrth i ddyfodol ysgolion a swyddi barhau yn y fantol cyhyd.	1	Mae cryn waith ymchwil wedi'i gynnal cyn i'r model arfaethedig gael ei ddewis. Datblygwyd gwahanol fodelau ac yna gwerthuswyd y modelau hynny yn erbyn gwahanol ffactorau. Roedd y ffactorau yma yn cynnwys elfennau o strategaeth trefniadaeth ysgolion y sir, gweledigaeth dalgylch Y Gader, elfennau o'r Cod Trefniadaeth Ysgolion (006/2013) a ffactorau perthnasol eraill. Roedd yn bwysig cynnwys manteision, anfanteision a risgiau'r cynnig arfaethedig yn y ddogfen ymgynghorol fel bod modd i'r ymgynghorai gael rhoi eu barn ar wybodaeth gyflawn a rhoi cyfle i unrhyw un holi am wybodaeth bellach. Mae'r broses statudol wedi'i dilyn wrth gynnal rhag-ymgynghoriad ac yna ymgynghoriad statudol. Bydd adroddiad yn cael ei gyflwyno i'r Cabinet yn dilyn yr ymgynghoriad statudol, gan gynnwys sylwadau'r tabl yma fel atodiad fel bod modd i'r Cabinet ystyried y sylwadau cyn gwneud penderfyniad i barhau â'r cynnig ai peidio. Pe bai'r penderfyniad i barhau yn cael ei wneud bydd rhybudd statudol yn cael ei gyhoeddi a bydd cyfle i unrhyw un wrthwynebu'r cynnig. Bydd angen adrodd i'r Cabinet unwaith eto yn dilyn hyn i wneud y penderfyniad terfynol.
12.5	Cynigiwr wedi nodi'n glir ac yn deg beth yw'r manteision a'r anfanteision disgwylidig o gymharu â'r sefyllfa bresennol.	1	
12.6	Cynigiwr wedi nodi'n briodol beth yw'r manteision posibl i ddisgyblion sy'n gysylltiedig â nodau craidd Cynhadledd y Cenhedloedd Unedig ar hawliau'r plentyn. Mae'r rhain yn cynnwys ethos ar y cyd a disgwyliadau tebyg, lleihau'r ansicrwydd rhwng y sectorau cynradd ac uwchradd a rhannu arfer dda ar draws pob sector a safle. Fodd bynnag, nid oes cyfeiriad yn y cynnig at y modd y byddai unrhyw aflonyddwch i ddysgwyr yn lleihau pe bai'r cynigion yn mynd yn eu blaen.	1	
12.7	Siom o'r mwyaf ydi bod trefniadaeth ysgolion yn yr ardal hon wedi parhau cyhyd a'n bod ni yn dal i fynd drwy'r felin. Cwmwl du ers degawd bellach ac mae gweithio dan y fath bwysau wedi bod yn gwbl annheg i staff o ystyried yr addewidion a wnaed yn y gorffennol a'r torri gair a ddigwyddodd wedyn. Mae'r dalgylch hwn wedi cael ei drin yn warthus, hen bryd cael datrysiad teg.	1	Mae'r Cyngor hefyd yn siomedig nad oes cynnig wedi ei weithredu yn nalgylch Y Gader hyd yma. Natur ad-drefnu ysgolion, datblygu modelau a'r broses ymgynghori yw bod posib i gynlluniau gael eu haddasu a newid y ffordd ymlaen wrth i amser fynd yn ei flaen. Mae'r Cyngor yn ymwybodol ac yn deall rhwystredigaeth pobl yn nalgylch Y Gader. Yn ddibynnol ar benderfyniadau Cabinet, anelir i weithredu'r cynnig arfaethedig erbyn Medi 2017.
12.8	Rheolaeth gwael yn arwain at benderfyniadau gwael/ Dim gweithrediad effeithiol hyd yma/ Dim ymddiriedaeth ym mhrosesau'r gorffennol a chyfredol yn seiliedig ar brofiad	3	

12.9	Dangoswyd cynlluniau o ysgol newydd ym Mrithdir i rieni a phlant a darganfuwyd trwy'r <i>Cambrian News</i> fod y cynlluniau hyn wedi eu gollwng o ganlyniad i broblemau cynllunio / Pam dweud wrth blant Brithdir fod ysgol newydd yn cael ei hadeiladu, ac yna, wythnosau yn ddiweddarach, cyhoeddi nad oes ysgol newydd / Mae Cyngor Gwynedd yn ddyledus i'r plant i gael pethau'n iawn y tro hwn.	2	Dangoswyd cynlluniau gan mai'r cynnig blaenorol (destun ymgynghoriad yn 2011) oedd i ddatblygu safle Ysgol Brithdir. Rhannwyd newyddlen yn Rhagfyr 2012 oedd yn nodi bod rhwystrau gyda'r cynllun gwreiddiol a bod amheuaeth am ei ddyfodol. Cyhoeddwyd newyddlen arall ym Mai 2013 yn datgan nad oedd yn bosib parhau gyda datblygiad safle Brithdir felly ni fyddai Ysgol Ardal Aml-Safle yn y Brithdir a Dinas Mawddwy yn cael ei weithredu. Mae'r cyngor yn gyrru copi e-bost o newyddlenni i aelodau PAD y Gader ac yn gyrru copïau caled i ysgolion i staff, llywodraethwyr a rhieni. Nid oedd unrhyw reswm i bobl gael gwybod trwy'r cyfryngau nad oedd y cynnig yn parhau.
12.10	Camgymeriad arddangos lluniau Ysgol OM Edwards ac Ysgol Penybryn lle gwnaed gwariant mawr. Twyllo rhieni dalgylch y Gader gan nad oes arian o'r fath ar gael i ni / Tachwedd 5 a 6 yng Nghanolfan Hamdden Glan Wnion arddangoswyd lluniau ysblennydd o ysgolion a godwyd neu y gwariwyd arnynt gan y Cyngor yn ddiweddar. Braidd yn ansensitif, yw defnyddio lluniau o'r fath i wneud i rieni a staff gredu y byddant hwythau yn derbyn adnoddau o'r fath. Nid oes cyllideb o'r fath yn bodoli bellach ac mae'r arian y bwriedir ei wario yma, yn sylweddol llai nag a dderbyniodd y safleoedd hynny. Twyllo pobl a rhoi camagraff yw hyn.	2	Heblaw am luniau sydd yn rhan o'r ddogfen ymgynghorol ac yn gysylltiedig â safleoedd arfaethedig yr ysgol ddilynol, yr unig luniau oedd yn y dyddiau agored oedd rhai oedd yn gysylltiedig ag Ysgol OM Edwards ac Ysgol Penybryn, Tywyn. Derbyniodd Ysgol OM Edwards fuddsoddiad o £1miliwn i'w huwchraddio. Bydd y datblygiad yma yn debyg iawn i'r hyn fydd yn cael ei wneud yn Llanelltyd (£1.02miliwn buddsoddiad) a dyna pam ystyrir eu bod o ddiddordeb yn y diwrnodiau agored. Derbyniodd Ysgol Penybryn, Tywyn fuddsoddiad o £1.47 miliwn i'w huwchraddio. Mae safle Cynradd Dolgellau yn derbyn buddsoddiad o £2.7miliwn a gall y gwelliannau ym Mhenybryn roi syniad o'r math o newidiadau fydd yn cael eu cynnig yno, dyna pam ystyrir eu bod o ddiddordeb yn y diwrnodiau agored.
12.11	Cais i gael gwybod cost i gynnal y 2 ddiwrnod ymgynghori yn Nolgellau ar 5-6 Tachwedd	1	Nid oes modd rhoi cost manwl ar gynnal y diwrnodau agored gan eu bod yn rhan o waith tîm y rhaglen ac wedi'i gynnal fel rhan o'r ymgynghoriad statudol. Petai'r Cyngor wedi cynnal 30 cyfarfod ar wahân (yn unol â'r hen drefn) byddai'r gost wedi bod yn sylweddol uwch. Roedd y Cyngor yn falch o groesawu dros 100 o bobl i'r diwrnodau agored.
12.12	Mae'r holl broses wedi ei threfnu'n sâl; achosi amheuaeth, celwyddau a dicter / Dim tryloywder drwy gydol y broses/ Siomedig gyda'r adborth	3	Cyngor yn cydnabod rhwystredigaeth ar lawr daear gan fod ymgynghoriad blaenorol heb ei wireddu. Dyma yw natur y broses ad-drefnu ysgolion, mae modd addasu ac ail-ymgyngori ar opsiynau gwahanol wrth ddatblygu'r cynnig. Dyma pam bod y Cyngor yn glir mai opsiwn a ffafrir yw'r cynnig ar hyn o bryd, nid yw'r penderfyniad terfynol wedi ei wneud eto.
12.13	Proses ymgynghori cyntaf Hydref-Tachwedd 2011 i'r casgliad dylied sefydlu Ysgol Gymuned Ardal Aml-Safle 3-11 oed ar safleoedd ysgolion Brithdir a Dinas Mawddwy oherwydd nifer o resymau / Ysgol Brithdir wedi ei brofi o'r blaen fel yr un sydd yn gwneud mwyaf o synnwyr. Opsiwn Brithdir cymeradwyodd y deilydd portffolio a'r Cynulliad, tydi'r rhesymau o blaid Ysgol y Brithdir yr adeg honno heb newid, ac mae'r tystiolaeth yna i brofi hyn.	2	Mae'n wir bod nifer o resymau o blaid datblygu safle'r Brithdir a phenderfynodd y cyngor ei gynnwys fel rhan o'r cynnig gwreiddiol. Yn anffodus, darganfuwyd cyfyngiadau a phroblemau sylweddol a olygai gynnydd sylweddol yng nghost datblygu'r safle a phenderfynwyd peidio â pharhau â'r cynnig i sefydlu Ysgol Ardal Aml-safle yn y Brithdir a Dinas Mawddwy.
12.14	Gwybodaeth Gamarweiniol, Diffyg Bwriad a Gwrthddweud Difrifol:	3	Mae'r hyn a nodwyd mewn e-byst yn ymateb i'r ymholiadau, yn ogystal â'r hyn nodwyd ar


	<p>Mae rhieni Ysgol Brithdir wedi cael gwybod gan swyddogion yn y noson agored 6^{ed} Tachwedd 2014 NAD y graig a'r gost yw'r brif broblem ond methu cael caniatâd cynllunio. Teimlwn y cawsom ein camarwain yn sylweddol o ran beth oedd y brif broblem gyda datblygu'r cae gerllaw'r ysgol ac y gallen ni fod wedi gofyn am fwy o wybodaeth am y broblem gynllunio a gwthio'r mater yn llawer cynt. Roeddem i gyd yn meddwl mai'r graig a chost cloddio'r graig oedd y brif broblem - dyma a ddywed Cyngor Gwynedd ar ei wefan yn yr Archif: <i>'Yn y cyfamser, gwnaethpwyd cryn waith cefndirol er mwyn datblygu'r cynllun, gan roi sylw manwl i ddaearog y safle a materion cynllunio. Yn anffodus, darganfuwyd cyfyngiadau a phroblemau sylweddol a olygai gynnydd sylweddol yng nghost datblygu'r safle a phenderfynwyd peidio parhau â'r cynnig i sefydlu Ysgol Ardal Aml-safle yn y Brithdir a Dinas Mawddwy.'</i></p> <p>E-bost gan Adran Eiddo ar 5ed Tachwedd 2014 yn dweud yn gwbl groes i hyn: <i>'Yn gyntaf oll dylwn bwysleisio un mater. Nid presenoldeb y graig yw'r unig reswm nac yn wir y prif reswm dros benderfyniad y Cabinet i ddirwyn y broses ddiwethaf i ben. [ac mae'n mynd ymlaen i esbonio] Y risg sylweddol o fethu cael caniatâd cynllunio doed a ddel. Yn ystod y cyfnod dylunio aeth barn y swyddogion cynllunio yn llawer mwy negyddol nag yr oedd adeg yr ymgynghori ac roeddent yn mynd yn fwy pryderus wrth i amser fynd heibio. Roeddem wedi cyrraedd pwynt lle'r oedd y siawns o fod yn llwyddiannus yn fychan os nad amhosib. Dyma'r prif reswm felly, mater na all arian ei oresgyn wrth gwrs' Adran Eiddo hefyd yn dweud yn yr e-bost bod modd goresgyn problem y graig a'r gost, ond nid y broblem gynllunio.</i></p>		<p>lafar yn ystod y diwrnodau agored. Mae'r e-bost yn nodi "Nid presenoldeb y graig yw'r unig reswm".</p> <p>Mae newyddlen Mai 2013 yn nodi... <i>"gwnaethpwyd gwaith manwl ar safle Ysgol Brithdir a daethpwyd ar draws problemau a rhwystrau sylweddol o safbwynt materion cynllunio a chostau.</i></p> <p>Sut a pham fod hyn wedi digwydd?</p> <ul style="list-style-type: none"> • <i>Ers cyfnod yr ymgynghori ac wrth ddatblygu'r dyluniadau, daeth yn amlwg y byddai'n anodd iawn derbyn caniatâd cynllunio.</i> • <i>Nodwyd byddai'n rhaid gostwng lefel y tir yn sylweddol ar gyfer adeiladu a hynny mewn ardal ble mae craig, a byddai cost sylweddol ynghlwm a hyn.</i> • <i>Yn ystod yr un cyfnod daeth yn amlwg fod gofynion technegol y Llywodraeth wedi newid ac y byddai angen mwy o ofod yn yr estyniad.</i> • <i>Canlyniad hyn ydyw fod yr hyn a ystyrir bellach yn wahanol i'r hyn dybiwyd adeg yr ymgynghori, a chynnydd yn y gost a risg sylweddol na fyddai caniatâd cynllunio yn cael ei roi.</i> • <i>Y pryder ydyw y byddai'r arian ychwanegol yn cael ei wario er mwyn goresgyn problemau peirianyddol y safle yn hytrach nag ar adnoddau addysg i ddisgyblion yr ardal.</i> <p><i>Yn sgil hyn daethpwyd i gasgliad na fydd y cynnig gwreiddiol yn cael ei weithredu a bydd rhaid datblygu cynllun arall."</i></p> <p>Mae rhai ymholiadau wedi eu derbyn yn dilyn y newyddlen ac ymatebwyd yn gyson gyda'r un wybodaeth gan ymhelaethu ar bwyntiau penodol a graffwyd.</p>
12.15	Rydym eisoes wedi cyflwyno'r cwestiynau hyn ond nid ydym wedi derbyn ymatebion adeiladol 'constructive' sydd yn ein galluogi i gael dealltwriaeth cywir o'r cynnig. Diffyg data sy'n cefnogi a phrofi fod y cynnig yn gallu darparu gwelliant i'r plant yn y dalgylch.	1	Mae'r Swyddfa Trefniadaeth Ysgolion yn ymateb i bob ymholiad yn unol â pholisï'r Cyngor. Mae pob un sylw a dderbyniwyd yn ystod yr ymgynghoriad cyhoeddus yn cael eu cyflwyno i'r Cabinet. Mae gwybodaeth lawn am y cynnig ar gael yn y Ddogfen Ymgynghori Statudol.
12.16	Pam nad ydy'r Cyngor wedi gofyn i rheini pa safle y byddent eisiau datblygu a mynd hefo dewis y mwyafrif?	1	Nid yw'n ofynnol i'r Cyngor wneud hyn. Byddai'r wybodaeth a gynhwysir o arferiad o'r math yn rhoi 'snapshot' o wybodaeth, gall dewis rhieni newid o un flwyddyn i'r llall, felly ni welir mantais sylweddol o wneud hyn.
12.17	Proses penderfynu sydd yn gadael i'r Cyngor a'r unigolion wneud y	3	Mae ad-drefnu addysg o fewn dalgylch y Gader wedi cychwyn ers peth amser. Yn sgil yr

	<p>penderfyniadau yn amheus iawn - gwybodaeth sy'n cael ei rannu yn anghyflawn a peth ohono yn ffug. Enghraifft glasurol arall o wiriondeb y Cyngor/ Cytuno bod rhaid gwneud rhywfaint o newidiadau, ddim yn credu bod y Cyngor a thrigolion eraill sydd yn ystyried y newid yn rhoi'r wybodaeth gyflawn a chywir a bod peth o'r wybodaeth a gyflwynir yn amlwg yn gelwydd. Pryder yw 'incompetency' y Cyngor a'r unigolion sydd yn gwneud y penderfyniad ar ein rhan / Pwy sydd yn lleisio barn a phryderon Brithdir yn y cyfarfodydd a'r Cabinet? Oherwydd sefyllfa ein cynghorwyr, nid oes gennym llais, boed i gefnogi neu wrthwynebu – lle mae'r tegwch yma?</p>		<p>holl drafodaethau, mae gweledigaeth ar gyfer y dalgylch wedi dod i'r amlwg. Mae'r weledigaeth yn nodi beth mae'r Cyngor yn anelu i'w gyflawni yn yr ardal.</p> <p>Mae arolygiad o'r cynlluniau ar gyfer y dalgylch wedi'i gynnal a chynhaliwyd cyfarfod o gynrychiolwyr lleol – aelodau etholedig lleol, penaethiaid, cadeiryddion llywodraethwyr a chynrychiolydd o'r Eglwys yng Nghymru – ar 9 Mai 2013 i egluro'r oedi ac i drafod y ffordd orau ymlaen.</p> <p>Mae'r Cyngor wedi gwneud pob ymdrech i wella a chynnal ansawdd addysg yn y dalgylch. Mae'r Cyngor yn gallu deall rhwystredigaeth am yr oedi cyn symud ymlaen gyda'r cynllun.</p> <p>Mae pob sylw a gyflwynwyd yn ystod cyfnod yr Ymgynghoriad Cyhoeddus yn cael eu cyflwyno i'r Cabinet.</p>
12.18	<p>Siomedig gyda diffyg ymateb y Cyngor i gwestiynau pobl a rhieni y Brithdir ac hefyd yn siomedig na ddaeth cynrychiolydd o'r Swyddfa Drefniadaeth i siarad gyda llywodraethwyr.</p> <p>Ni chafwyd unrhyw gyfle i drafod wyneb yn wyneb gyda neb o'r swyddfa trefniadaeth ond eto aethoch o gwmpas i drafod gyda'r disgyblion – syniad doeth?</p>	2	<p>Yn unol â'r Cod Trefniadaeth Ysgolion, mae'n rhaid cynnal ymgynghoriad ar gynigion trefniadaeth ysgolion cyn eu cyhoeddi. Penderfynwyd cynnal ymgynghoriad cyhoeddus dros gyfnod o ddeuddydd mewn man canolog a chyfleus i bawb gan sicrhau bod swyddogion perthnasol e.e. cludiant, mynediad ac ati ar gael i ateb cwestiynau yno. Roedd cyfle i aelodau'r cyhoedd, gan gynnwys staff, llywodraethwyr a rhieni'r ysgolion fynychu'r diwrnodau agored i drafod gydag unrhyw swyddog.</p> <p>Yn unol â'r Cod Trefniadaeth Ysgolion (006/2013) mae'n hanfodol, fel rhan o unrhyw ymgynghoriad statudol, i ymgynghori gyda phlant a phobl ifanc sy'n mynychu'r ysgolion sy'n destun yr ymgynghoriad, gan egluro unrhyw newidiadau posibl iddynt a chael eu hymateb. Penderfynwyd mai'r drefn orau er mwyn ymgynghori â hwy fyddai trefnu bod Hwylusydd Arbenigol yn ymweld â'u hysgol ac yn treulio amser gyda'r disgyblion.</p> <p>Nodwyd yn rhan 1 y ddogfen ymgynghorol statudol: “Bydd trefniadau hefyd yn cael eu gwneud i dderbyn barn plant a phobl ifanc sy'n mynychu'r ysgolion dan ystyriaeth. Bydd hwylusydd arbenigol yn ymweld â phob ysgol i gynnal sesiynau penodol i alluogi plant gael rhoi eu barn. Mae yna ddogfen ymgynghori i blant a phobl ifanc ar wefan y Cyngor www.gwynedd.gov.uk/trefniadaethysgolion yn ogystal â ffurflen ymateb addas. Golyga hyn bod modd i blant a phobl ifanc unigol sydd ddim yn rhan o'r sesiynau ymateb i'r ymgynghoriad hefyd.”</p> <p>Dosbarthwyd copi caled o'r ddogfen ymgynghori statudol i bob rhiant/gwarchodwr yn gysylltiedig â'r 10 ysgol.</p>

12.19	Roedd Seren Fach yn bater pwysig yn ystod yr ymgynghoriad cyntaf, pam bellach bod o ddim yn ystyriaeth?	1	Mae'r Cyngor yn ymwybodol bod Seren Fach yn feithrinfa breifat sydd wedi'i lleoli yn y Brithdir, ond mae nifer o resymau wrth benderfynu ar ddewis safle.
12.20	Cyngor wedi bod yn derbyn adroddiadau oddi wrth ein Cynghorwyr Gwynedd Lleol ar y gwaith yma felly nad oedd y cynnwys yn gyfan gwbl newydd i'r Cyngor Tref	1	Wrth reswm, mae gwybodaeth wedi cael ei chyflwyno i aelodau lleol ac Aelodau Cabinet wrth i'r broses fynd rhagddi. Mae'n amlwg fod yr aelodau hynny wedi bod yn cyfathrebu yn effeithiol ac wedi rhaedru gwybodaeth berthnasol ac amserol i chi yng Nghyngor Tref Dolgellau. Mawr hyderir y bydd y dull gweithio hyn yn parhau i'r dyfodol.
13	Opsiynau Amgen, Ystadegau a Cyllid		
13.1	Ffaffio opsiwn 3 sydd yn cadw Ysgol Clogau ac yn rhoi arbedion o £253,000	1	Mae opsiwn 3 yn golygu elfen gref o gydweithio anffurfiol, fe fyddai darpariaeth addysg ar gael o fewn pellter teithio rhesymol ac fe fyddai maint dosbarthiadau yn gwella o'i gymharu â'r sefyllfa bresennol. Fodd bynnag, ni fydd unrhyw drefniadau cydweithio ffurfiol, dim ond rhwydwaith anffurfiol ac nid oes sicrwydd y bydd hynny yn digwydd yn effeithiol. Ni fydd unrhyw fuddsoddi er mwyn uwchraddio safleoedd ac fe fydd y safleoedd yn parhau fel ag y maent. Yn ogystal, ni fyddai hyn yn lleddfu'r problemau o ran staffio gan y byddai'r angen am 7 corff llywodraethu a 7 pennaeth yn parhau.
13.2	Llywodraethwyr wedi creu tudalen 'Facebook' gyda'r cyflwyniad a gyflwynwyd i CG flynyddoedd yn ôl – mae'r egwyddorion yn parhau yr un fath sef gweledigaeth addysg glir yn arbennig ar gyfer yr ardal. Yn gryno, dylid (i) rhannu cyfleusterau rhagorol, (ii) Cadw beth sy'n rhagorol yn ein ysgolion bach (iii) Gweithredu cynnig sy'n ystyried ein ardal gwledig unigryw yng Nghymru.	1	Fel y gwelir yn y Ddogfen Ymgynghorol, rydych yn cyfeirio at Opsiwn 3 sef creu rhwydwaith cydweithio rhwng ysgolion Clogau, Friog, Ganllwyd, Ieuan Gwynedd, Dinas Mawddwy, Cynradd Dolgellau a'r Gader. Mae'r gwerthusiad opsiynau yn yr un ddogfen yn nodi bod yna nifer o resymau dros beidio â dewis Opsiwn 3 e.e. cydweithio anffurfiol ddim yn effeithiol, dim buddsoddiad refeniw yn digwydd yn yr ardal er mwyn gwella adnoddau ar y safleoedd, problemau wrth recriwtio penaethiaid a chorff llywodraethol i bob ysgol (tudalen 27-32 yn y ddogfen ymgynghorol).
13.3	Symud Bl6 i YYG neu y rhai a'r gallu i symud ymlaen. Bod yn hyblyg gyda hyn efallai?	1	Ystyriwyd nifer fawr o wahanol opsiynau yn ystod trafodaethau cychwynol, gan gynnwys lleoli holl disgyblion cynradd y dalgylch ar un safle (un ysgol gynradd fawr) neu lleoli rhai o disgyblion oed cynradd y dalgylch ar safle'r ysgol uwchradd. Penderfynir nad oedd yr opsiynau yma'n ymarferol. Fel rhan o'r cynnig arfaethedig, gall bod achosion lle bydd rhai o disgyblion cynradd (gan gynnwys blwyddyn 6) yn ymweld a'r safle uwchradd. Mae yna nifer fawr o opsiynau i'w gwyntyllu a'u trafod a mater i'r Corff Llywodraethol ei drafod ar y cyd â'r Pennaeth newydd.
13.4	Mae'r cynigiwr, yn adran 4 y ddogfen ymgynghori statudol, yn cynnwys manylion nifer o fodelau sy'n cael eu hystyried gan y Cyngor. Ddogfen yn amlinellu'n glir fanteision ac anfanteision y modelau. Mae'r ddogfen ymgynghori statudol yn cynnwys manylion am y 'gwerthusiad llawn o'r opsiynau' a gynhaliwyd gan y cynigiwr.	1	Mewn unrhyw drefn fel hon, mae'n allweddol ystyried pob opsiwn yn fanwl a phwyso a mesur manteision ac anfanteision unrhyw fodel a dyna a geir yn y Gwerthusiad Llawn o'r Opsiynau.

13.5	Defnyddio Brithdir fel safle – nid oedd Brithdir yn parhau mewn unrhyw un o'r 8 opsiwn, heblaw gwneud dim	1	Oherwydd bod safle'r Brithdir wedi cael ei ymchwilio yn helaeth yn flaenorol a bod penderfyniad wedi'i wneud i ddirwyn y broses honno i ben am nifer o resymau, roedd angen edrych o'r newydd ar y sefyllfa yn nalgylch y Gader ac ystyried opsiynau newydd. Dyna a wnaed wrth lunio'r rhestr hir ac yna'r rhestr fer o opsiynau.
13.6	Adran 5:3, tud. 37 dogfen Saesneg – ystadegau anghywir.	1	Nid yw'r ystadegau'n anghywir ond derbyn dylai llinell olaf y tabl ddarllen 'nifer disgyblion sy'n mynychu ysgolion yn y dalgylch' yn hytrach na 'cyfanswm y dalgylch' sydd yn rhoi'r argraff mai disgyblion sy'n byw yn nalgylch Y Gader sydd dan sylw.
13.7	Teimlwn yn gryf nad yw'r ysgol hon wedi cael ei thrin yn deg a bod y cynnig sydd gerbron gyda'r cyllid annigonol yn debygol o greu rhwystrau enbyd. Gan ystyried hyd y broses yn yr ardal hon, teimlwn fod angen dangos parch a chydabyddiaeth erbyn hyn, drwy fuddsoddi yn gadarn ar gyfer y dyfodol. Er mwyn i gynllun o'r math yma lwyddo, dylid sicrhau adnoddau teg a chyfartal i bob disgybl (nid dim ond rhai) a dylid osgoi cynllunio ar gyfer sefyllfa lle byddai'n her aruthrol i reolwyr yr ysgol newydd drefnu ar gyfer sicrhau ansawdd a chysondeb ar draws y dalgylch cyfan. Mae'n hanfodol fod y dewis o addysg wledig yn greiddiol yn y dalgylch	1	<p>Mae'r Cyngor yn ymwybodol ac yn deall rhwystredigaeth pobl yn nalgylch Y Gader gan ystyried nad oes cynnig wedi ei weithredu hyd yma a bod trafodaethau'n parhau. Natur ad-drefnu ysgolion, datblygu modelau a'r broses ymgynghori yw bod posib i gynlluniau gael eu haddasu a newid y ffordd ymlaen wrth i amser fynd yn ei flaen. Yn ddibynol ar benderfyniadau Cabinet, anelir i weithredu'r cynnig arfaethedig erbyn Medi 2017.</p> <p>Gan ystyried yr hinsawdd economaidd mae buddsoddiad ariannol sylweddol yn cael ei wneud i ddatblygu safleoedd y dalgylch. Nid yw'n bosib uwchraddio holl safleoedd i fod yr un peth.</p> <p>Wrth buddsoddi £4.34miliwn o arian cyfalaf i uwchraddio safleoedd mae'r Cyngor yn ymrwmo i sicrhau ansawdd amgylchedd ddysgu o'r radd flaenaf. Yn ogystal â'r gwaith yma mae safleoedd Friog, Gader a Dinas Mawddwy yn derbyn gwariant ôl-groniad cynnal a chadw i'w gwella. Mae cyfanswm y gwariant ôl-ddefnydd cynnal a chadw yn £491,000. Golyga hyn bod y cyngor yn ymrwmo i fuddsoddi £4,831,000 erbyn Medi 2017 i sicrhau yr ansawdd dysgu gorau posib pe bai'r Ysgol Ddilynol Ddalgylchol yn cael ei sefydlu.</p> <p>Nid gwariant bach sydd yn digwydd, mae buddsoddiad sylweddol yn cael ei wneud yn y dalgylch. Bydd safleoedd Cynradd Dolgellau, Llanelltyd a Rhydymain yn derbyn buddsoddiad i'w uwchraddio fel bod plant yr ardal yn derbyn eu haddysg mewn sefydliad addysgol addas i'r 21ain ganrif. Bydd anghenion ôl-groniad cynnal a chadw safleoedd ysgolion Friog, Dinas Mawddwy ac Y Gader hefyd yn cael ei gwblhau.</p> <p>Mae'r Cyngor yn ymwybodol bod ymgynghoriad 2011 wedi cynnwys safle Brithdir fel rhan o'r cynnig. Yn anffodus, nid yw datblygu safle Ysgol Brithdir yn opsiwn posib bellach. Roedd niferoedd disgyblion a llefydd gweigion yn rhai o'r ffactorau ystyriwyd fel rhan o'r gwerthusiad opsiynau y tro yma a mae'r Cyngor yn ymwybodol o niferoedd Ysgol Ieuan Gwynedd ar hyn o bryd.</p>
13.8	Ymgynghoriad gwreiddiol yn 2011 o blaid safle Brithdir, un rheswm yw mai Ysgol y Brithdir yw'r unig ysgol yn y dalgylch sydd heb lefydd gweigion – mae cynnydd o 114% wedi bod yn nifer y disgyblion rhwng 1975 – 2011. Mae'r ysgol yn orlawn. I'r gwrthwyneb, gan Ysgol Ieuan Gwynedd y mae'r ail nifer fwyaf o lefydd gweigion yn y dalgylch – mae'n 60% erbyn heddiw (capasiti'r ysgol 45, 15 ar y gofrestr yn 2013, a dim ond chwech yn 3-7 oed) gyda rhagolygon y bydd yn 71% erbyn 2017.	4	
13.9	Disgyblion yn mynychu ysgolion y tu allan i'w dalgylch: Un o bryderon y Cyngor yw bod 29% (cyfartalog, Mai 2011) o blant oed ysgol yn mynd i ysgolion y tu allan i'r dalgylch lle maent yn byw (e.e. Ysgol Brithdir (26) 40%; Ysgol Ieuan Gwynedd (7) 37%, 2012/13). O ystyried bod llawer mwy o blant (84%) yn byw yn nes at yr ysgol yn y Brithdir nag at yr ysgol yn Rhydymain, sut fydd cau Ysgol Brithdir a symud ei phlant i Ysgol IG yn llawer pellach o'u dalgylch naturiol yn datrys y broblem hon a sut felly y gall y Cyngor sicrhau bod yr ysgol yn Rhydymain yn gynaliadwy i'r dyfodol?	4	

<p>13.10</p>	<p>Nifer yr ysgolion yn y model gyda llefydd gweigion: Mae'n bosibl iawn y bydd nifer y plant, er gwaetha'r ad-drefnu, yn parhau i ostwng yn Ysgol IG, bydd o leiaf 3 allan o'r 4 ysgol gynradd wledig (Ysgolion IG, Dinas Mawddwy a Friog) wedyn gyda llefydd gweigion. Gyda model mor gyfyng, sut y gall y Cyngor ddisgwyl iddo lwyddo ar sail hyn a sut y bydd yn egluro hyn i Lywodraeth Cymru a'r Gweinidog Addysg a Sgiliau?/ Sut all y Cyngor ddisgwyl i rieni gael ffydd yn y model hwn ac Ysgol Ieuan Gwynedd, Rhydymain (Ysgol IG) yn cychwyn o sylfaen mor sigledig o ran niferoedd ac o ystyried bod dwy o'r ysgolion eraill yn y model newydd (Ysgol Dinas Mawddwy ac Ysgol Friog) hefyd gyda llefydd gweigion sylweddol a rhagolygon ansicr o ran niferoedd i'r dyfodol?/Sut y mae dewis ysgol sydd eisoes yn mynd â'i phen iddi gyda 18 o blant a hynny yn lle ysgol sy'n ffynnu (Brithdir – 45 o blant) ac yn argoeli'n ardderchog ar gyfer y dyfodol, yn ateb hyfyw? A sut y gall dewis ysgol fydd yn sicr o fod â mwy o lefydd gweigion yn y dyfodol, fod yn hyfyw o ran cost y ddarpariaeth?/ Mae'r Cyngor yn rhagweld (Pecyn Cefndirol 16/09/14) y bydd 127 yn llai o blant yn y dalgylch yn gyffredinol erbyn Medi 2016 – cyfanswm presennol 764 – rhagamcan 637 – gostyngiad pellach o tua 17%. Nid oes gan Ysgol Brithdir unrhyw lefydd gweigion (0%) ac mae cynnydd o 114% wedi bod yn nifer y disgyblion rhwng 1975 a 2011. Gan Ysgol IG y mae'r ail nifer fwyaf o lefydd gweigion yn y dalgylch – mae'n 60% erbyn heddiw (capasiti'r ysgol 45, 18 ar y gofrestr yn 2013, a dim ond chwech yn 3-7 oed) gyda rhagolygon y bydd yn 71% erbyn 2017. Yng ngoleuni hyn ac ofn na all y Cyngor ddenu plant o'r tu allan i'r dalgylch yn y dyfodol oherwydd pellter, sut all y Cyngor sicrhau bod Ysgol IG yn gynaliadwy i'r dyfodol?</p>	<p>3</p>	<p>Yn ystod trafodaethau ad-drefnu ysgolion mae'r dalgylch wedi bod yn glir o'r awydd i barhau ag addysg wledig. Yn sgil hyn mae'r Cyngor wedi ymrwymo i gadw addysg wledig yn opsiwn ac yn gwneud hyn wrth gynnwys safle Rhydymain yn rhan o'r model a ffafirir. Golyga hyn bod opsiwn addysg wledig i ardal Dwyrain y dalgylch. Bydd cynladwyedd safle Rhydymain yn fwy hyfyw yn dilyn y buddsoddiad i'w ymestyn. Os oes dyhead yn lleol i gadw addysg wledig, y gobaith yw y bydd rhieni yn cefnogi safle addysgol Rhydymain. Drwy ddod â phlant yr ardaloedd lleol (Machreth, Brithdir a Rhydymain) at ei gilydd mewn un safle, y gobaith yw bydd yr ysgol yn un ffyniannus. Os yw rhieni'r dref yn parhau i ddewis addysg wledig i'w plant, serch y pellter, bydd hyn yn cyfrannu ymhellach tuag at gynladwyedd y safle</p> <p>Gan bod y Cyngor wedi ymrwymo i gadw addysg wledig ac eisiau cyfyngu amseroedd teithio i gydfynd a polisi Sirol a Cenedlaethol mae ystyriaeth llawn wedi ei wneud yn gysylltiedig a pa safleoedd fydd yn cael eu cynnig fel rhan o'r ysgol ddilynol dalgylchol.</p> <p>O ran pellteroedd i safleoedd, bydd cludiant di-dal yn cael ei ddarparu yn unol a'r pholisi cludiant i alluogi disgyblion cyrraedd safle Rhydymain. Fel y nodwyd yn y ddogfen ymgynghorol statudol, bydd angen addasu'r polisi cludiant ychydig i gydnabod elfen aml-safle yr ysgol arfaethedig, felly bydd angen iddo ddarllen bod y Sir yn darparu cludiant am ddim i ddisgyblion o dan yr amgylchiadau canlynol: <i>"Disgyblion Oed Cynradd - i ddisgyblion sy'n byw 2 filltir neu fwy o safle'r ysgol yn eu dalgylch, neu'r safle'r ysgol agosaf.</i> <i>Disgyblion Oed Uwchradd - ar gyfer disgyblion o dan 16 oed sy'n byw 3 milltir neu fwy o safle'r ysgol yn eu dalgylch neu safle'r ysgol agosaf."</i></p> <p>Yn ogystal â hyn, mae wedi dod yn amlwg bod rhai disgyblion sydd yn byw yn nalgylch presennol Ysgol Brithdir yn byw yn nes i safle Cynradd Dolgellau o gymharu â safle Rhydymain. Gan fod y Cyngor yn cynllunio llefydd i holl ddisgyblion ysgolion Brithdir, Machreth a Ieuan Gwynedd yn safle Rhydymain, argymhellir cyfeiriad penodol at hen ddalgylchoedd yr ysgolion fel bod disgyblion y dalgylchoedd hynny'n cael cludiant am ddim i Rydymain (os ydynt yn byw dros 2 filltir o'r safle). Y dalgylch dan sylw byddai'r map ar y dde:</p>
--------------	---	----------	--

			
13.11	<p>Ydy £255,000 y flwyddyn yn arbedion sylweddol? O ystyried y bwriedir gwario £4.34 (heb ystyried costau cynnal a chadw) a bod yr arbedion disgwylidig o gwmpas £255,000 y flwyddyn, byddai'n cymryd 17 o flynyddoedd i adennill y buddsoddiad ar sail model sy'n anghynladwy a chibddall ym marn llawer. Ydy hyn yn ddefnydd doeth o arian cyhoeddus yn yr hinsawdd ariannol bresennol?</p>	3	<p>Mae'r Cyngor o'r farn bod yr arbedion disgwylidig o £255,625 yn sylweddol. Mae buddsoddiad cyfalaf (gwariant unwaith ac am byth) o £2.54miliwn yn cael ei wneud gan y Cyngor a £1.8miliwn gan Llywodraeth Cymru i uwchraddio safleoedd ysgolion y dalgylch a sicrhau trefn a model gynaliadwy i'r dyfodol. Mae ffactorau cyllidol yn un o'r ffactorau ystyrir wrth gymharu modelau yn ogystal a cyflwr ac addasrwydd adeiladau addysgol. Mae'r Cyngor wedi ymrwymo i'r buddsoddiad i sicrhau bod y safleoedd addysgol yn addas i bwrpas i'r dyfodol.</p> <p>Yn yr hinsawdd ariannol ddigynsail cyfredol, gyda phosibilrwydd na fydd amddiffyniad i'r gyllideb ysgolion yn y blynyddoedd nesaf, bydd sicrhau arbediad £255,625 yma yn helpu i isafu unrhyw doriadau cyllidebol yn ysgolion Gwynedd.</p>
13.12	<p>Gwarchodaeth staffio: Un o bryderon mwyaf y Cyngor yw'r costau Gwarchodaeth Staffio. Yn ôl ystadegau'r Cyngor (Pecyn Cefndirol i'r Cabinet 16/09/14), mae 6 allan o'r 9 ysgol gynradd yn derbyn gwarchodaeth lleiafswm staffio (bron i £200k yn 2013/14) i sicrhau lleiafswm staffio hyd yn oed mewn ysgolion bach. Mae gwarchodaeth staffio Brithdir yn £6,109, mae gwarchodaeth staffio Dinas Mawddwy, Ysgol Machreth ac Ysgol Ieuan Gwynedd yn £105, 507. Mae gwarchodaeth Ysgol Ieuan Gwynedd Rhydymain yn £39,908. O dan y model newydd, tybiwn y bydd o leiaf 2 allan o'r 5 ysgol gynradd yn parhau i dderbyn gwarchodaeth sylweddol. Ble mae'r arbedion parhaol yn hyn?/ Nid yw Brithdir yn derbyn gwarchodaeth staffio a mae cost y pen yn isel i gymharu a Rhydymain</p>	5	<p>Mae cyfrifiad yr arbediad £255,625 ar ôl ystyried cyllido holl safleoedd yr Ysgol Ddilynol yn llawn, i sicrhau darpariaeth addysg ar draws y dalgylch.</p> <p>Mae dyraniad Ysgol Ieuan Gwynedd cyfateb i £10,616 y disgybl. Mae hyn yn cynnwys gwarchodaeth lleiafswm staffio gwerth £45,201 a dyraniad o £29,750 ar gyfer disgyblion gydag Anghenion Dysgu Ychwanegol).</p> <p>Wrth sefydlu fformiwla dyrannu Ysgol Ddilynol byddwn yn ystyried yr angen i ddarparu dyraniad aml safle, i sicrhau darpariaeth addysg ar draws y dalgylch.</p>
13.13	<p>Sarhad a siom o'r mwyaf i Ysgol Brithdir ar ochr ddwyreiniol y dalgylch yw bod y Cyngor yn bwriadu cau ein hysgol ni sydd â chost y pen sylweddol llai na gweddill ysgolion gwledig y dalgylch a sydd heb rwyd ddiogelu</p>	1	<p>Mae'n wir bod gan Ysgol Brithdir y cost y pen isaf am yr ysgolion wledig ac ddim yn derbyn gwarchodaeth lleiafswm staffio. Mae cost y pen a'r gwarchodaeth staffio yn rhai o'r ystyriaethau cyllidol, a mae materion cyllidol yn un o nifer o ffactorau a ystyrir wrth gymharu modelau. Nid yw'r opsiwn a ffafrir yn cael ei ddewis yn seiliedig ar materion</p>

			cyllidol yn unig.
13.14	Faint mae'r broses Ad-drefnu Ysgolion wedi costio dros mwy na degawd? Pa 'arbedion' fydd yn cael eu gwneud o ystyried hyn?	1	<p>Mae'r Cyngor wedi ymrwymo i gyllido'r broses trefniadaeth ysgolion fel bo modd sicrhau gyfundrefn addysgol gynaliadwy i'r dyfodol yn unol ag amcanion y strategaeth ad-drefnu. Mae'n wir na fydd holl arbedion cynllunio ar gael yn syth gan bydd angen talu costau unwaith ac am byth gwireddu'r cynllun.</p> <p>Gan ystyried yr hinsawdd economaidd, mae'r arbedion sydd yn cael ei greu yn golygu bod y toriadau bydd yn effeithio gweddill ysgolion y Sir yn is i gymharu a'r toriadau byddai'n cael ei wneud pe bai ad-drefnu ysgolion heb ddiwydd o gwbl.</p>
13.15	Bron yn sicr bydd nifer plant, er gwaetha'r ad-drefnu, yn parhau i ostwng yn Ysgol Ieuan Gwynedd, ac y bydd o leiaf 3 allan o'r 4 ysgol gynradd wledig (Ysgolion Ieuan Gwynedd, Dinas Mawddwy a Friog) wedyn gyda llefydd gweigion. Gyda model mor gyfyng a gwasgarog, sut gall y Cyngor ddisgwyl iddo lwyddo ar sail hyn a sut y bydd yn egluro hyn i Lywodraeth Cymru a'r Gweinidog Addysg a Sgiliau maes o law? / Os bydd ei niferoedd yn parhau i ostwng ar ôl ad-drefnu, a fydd y Cyngor yna'n cau Ysgol IG ac yn cyfyngu'r dewis i rieni'n fwy fyth? / Os bydd Ysgol Ieuan Gwynedd yn methu, bydd y model newydd yn chwalo a phwy fydd yn atebol?	2	<p>Nid yw'r symudiadau all-dalgylch yn pryderu'r Cyngor ond mae'n un ffactor pwysig sydd angen cadw mewn cof wrth gynllunio llefydd addysgol yn y dalgylch i'r dyfodol. Yn ystod trafodaethau ad-drefnu ysgolion, mae nifer o bobol wedi cyfleu'r angen i barhau y ddarpariaeth addysg wledig a dyma mae'r Cyngor yn geisio ei wneud wrth parhau a 4 safle cynradd wledig.</p> <p>Mae digon o lefydd yn cael ei gynllunio yn Llanelltyd ar gyfer disgyblion presennol ysgolion Ganllwyd, Clogau a Llanelltyd a digon o lefydd yn cael ei gynllunio yn Rhydymain ar gyfer disgyblion presennol ysgolion Machreth, Brithdir a Ieuan Gwynedd. O ran niferoedd yn safle Rhydymain, bydd disgyblion cynradd sydd yn byw yn dalgylchoedd presennol ysgolion Machreth, Brithdir a Ieuan Gwynedd a dros 2 milltir o safle Rhydymain yn derbyn cludiant di-dal. O edrych ar niferoedd Medi 2013 roedd 48 o disgyblion yn byw yn y dalgylchoedd yma. Golyga hyn gall bod 48 o ddisgyblion yn y safle heb ystyried y rhai all-dalgylch sydd yn mynychu'r safleoedd ar hyn o bryd.</p>
13.16	Un o bryderon y Cyngor yw bod 29% (cyfartalog, Mai 2011) o blant oed ysgol yn mynd i ysgolion y tu allan i'r dalgylch lle maent yn byw (e.e. Ysgol Brithdir (26) 40%; Ysgol Ieuan Gwynedd (7) 37%, 2012/13). O ystyried bod llawer mwy o blant (84%) yn byw yn nes at yr ysgol yn Brithdir nag at yr ysgol yn Rhydymain, sut fydd cau Ysgol Brithdir a symud ei phlant i Ysgol IG yn llawer pellach o'u dalgylch naturiol yn datrys y broblem hon a sut felly y gall y Cyngor sicrhau bod yr ysgol yn Rhydymain yn gynaliadwy i'r dyfodol?	1	<p>Nid yw'n ofynnol i'r cynnig mynd at sylw'r Gweinidog Addysg a Sgiliau am benderfyniad terfynol. Mae'n bosib iddo fynd ond yn unol â'r Cod trefniadaeth Ysgolion (006/2013), mewn rhai achosion yn unig bydd yn cael ei gyfeirio. Nid yw derbyn gwrthwynebiadau i'r rhybudd statudol yn golygu bod y Gweinidog yn penderfynu, fel digwyddodd yn y cynnig blaenorol (2011).</p>
13.17	Mae Ysgol IG yn ddewis i deuluoedd Dolgellau eisoes, pam felly nad oes ond 18 o blant yno?	1	Y gobaith yw drwy buddsoddi ac uno plant o Machreth, Brithdir a Ieuan Gwynedd yn safle Rhydymain bydd yn creu sefydliad addysgol sy'n addas i'r 21 ^{ain} Ganrif.
13.18	Mae'r ddogfen yn datgan bod rhagamcaniadau yn dangos y bydd llai na 15 disgybl mewn tair o'r ysgolion cynradd yn y pum mlynedd nesaf. O ganlyniad, bydd gan yr ysgolion hyn bennaeth ac uwch gynorthwyydd ystafell ddogarth yn unig (yn hytrach na phennaeth ac athro). Mae'r adroddiad yn datgan y 'byddai hyn yn heriol iawn i'r	1	Mae Cyngor Gwynedd wedi ymrwymo i ddiogelu addysg yn yr ardal trwy sicrhau darpariaeth gynaliadwy a sicrhau bod adnoddau yn cael eu dosbarthu'n decach. Y bwriad yw sicrhau bod unrhyw newid yn y ddarpariaeth addysg ar gyfer yr ardal yn ddigon gwydn i gwrdd â newidiadau posib yn niferoedd disgyblion yn y dyfodol. Mae'r lleihad yn niferoedd disgyblion dros y blynyddoedd diwethaf wedi creu nifer sylweddol o leodd

	unigolion sy'n ceisio cynnal safonau addysgol yn yr ysgolion hyn'. Mae'r honiadau hyn yn rhesymol.		gweigion yn ysgolion dalgylch y Gader – cyfanswm o 41% (neu 248 mewn nifer). Mae hefyd nifer o leoedd gweigion yn yr adran uwchradd, 18% (86 o leoedd) sydd yn golygu bod nifer y lleoedd gweigion ar draws y dalgylch yn 31% (334 o leoedd ysgol). Mae'r rhagamcanion yn achosi pryder gan y bydd yr ysgolion yn dod yn rhai bregus iawn, fe fydd gormod o bwysau ar benaethiaid wrth iddynt geisio cynnal safonau a darparu profiadau a chyfleoedd o ansawdd i'r disgyblion. Mae angen gwir ystyried lles personol a chymdeithasol y disgyblion fyddai yn yr ysgol ar yr adeg hynny.
13.19	Mae'r cynigiwr wedi dangos yn effeithiol sut bydd nifer y lleoedd dros ben yn cael eu lleihau hefyd.	1	Y nod yma fyddai sefydlogi niferoedd y disgyblion yn y dalgylch cyfan gan gynnig hyblygrwydd er mwyn gallu gwrthsefyll newidiadau demograffig yn y dyfodol.
13.20	Gan bod y Cyngor yn nodi arbedion o £255,000 rhaid bod yna cryn waith manwl o ran arbedion staff	1	Mae ysgolion yn cael eu hariannu trwy Fformiwla Dyrannu wedi'i sefydlu gan ddilyn deddfwriaeth benodol gyda unrhyw effaith ariannol unrhyw addasiad yn nhrefniadaeth ysgolion yn deillio o'r fformiwla dyrannu.
13.21	O edrych ar ddata eang mae'r Cyngor wedi ei gynhyrchu, mae model 8 yn cau yr unig ysgol llawn sydd yn gweithredu o fewn ei gyllideb	1	Mae'r Cyngor o'r farn bod y model a ffafrir yn gyllidol gynaliadwy i'r dyfodol.
13.22	Rhaid sicrhau fod y model ariannu yn un fydd yn ystyried sawl safle a chostau teithio i staff. Bydd y blynyddoedd cyntaf yn rhai tyngedfennol i'r ysgol	1	Nid yw'r arbediad £255,625 wedi ystyried costau ychwanegol ar gyfer deithio o un safle i un arall i'r staff, y Tîm Rheoli a disgyblion. Bydd hyn yn fater i'w drafod ymhellach gyda'r pennaeth a'r corff llywodraethol cysgodol pe bai'r cynnig yn cael ei weithredu.
13.23	Nodi bod dull o bennu dyraniad yr ysgol newydd 'eisoes yn cael ei ddatblygu' yn rhy amwys a phenagored. Sut mae modd honni bod arbedion mor sylweddol os nad yw'r arian fydd yn cael ei ddyrannu i'r ysgol newydd wedi'i adnabod? Yn ogystal â manylu ar sut y byddai'r dyraniad i'r Ysgol Ddilynol Ddalgylch newydd yn cael ei bennu mae angen gwybod faint o hyblygrwydd fyddai gan y Corff o ran cyfeirio arian at wahanol safleoedd. Bydd angen rhywfaint o strwythur i sicrhau cydbwysedd gwariant priodol rhwng y gwahanol sectorau. A allai sefyllfa godi lle byddai'r Corff yn gallu dod i'r farn bod un neu fwy o'r safleoedd yn anghynnaladwy am eu bod yn dreth ar gyllideb yr 'ysgol'? / Derbyn bydd arbedion, ansicrwydd ynglŷn ag union maint yr arbedion, gan nad yw'r fformiwla ysgol ddilynol wedi'i ddatblygu yn gyflawn eto / Ansicrwydd ynglŷn ag union maint yr arbedion, gan nad yw'r fformiwla ysgol ddilynol wedi'i ddatblygu yn gyflawn eto. Pwysleisiwyd bod angen buddsoddiad hir dymor i sicrhau llwyddiant addysgol yr ardal.	2	Mae cyfrifiad yr arbediad o £255,625 ar ôl ystyried cyllido holl safleoedd yr Ysgol Ddilynol yn llawn. Mater i'r Pennaeth newydd a'r Corff Llywodraethol parhaol fydd materion cyllidol yr ysgol newydd - bydd Swyddogion yr Awdurdod yn rhoi arweiniad i'r Corff parthed y materion hyn. Mae'n wir fod posibilrwydd yn y dyfodol i niferoedd disgyblion ostwng. Byddai'n rhaid i'r Corff Llywodraethol ystyried y sefyllfa gyllidol yn ofalus gan gynnwys ystyried y broses Diswyddo oherwydd Gormodedd fel pob ysgol arall pe byddai hynny'n codi. Gallai'r Corff Llywodraethol parhaol benderfynu ei bod yn anghynnaladwy i gynnal safle ond mater i'r Corff Llywodraethol fyddai penderfynu ar hyn gan gymryd i ystyriaeth nifer o ffactorau perthnasol gan gynnwys pellter i safleoedd eraill. Byddai disgwyl i'r Corff Llywodraethol ymgynghori'n fanwl gyda'r Awdurdod pe byddai sefyllfa o'r fath yn codi. Cyfrifoldeb y Corff Llywodraethol parhaol fydd materion Cyllidol yr ysgol newydd.
13.24	Profiad UCAC wrth ddelio ag ad-drefnu ysgolion yw nad oes digon o sylw yn cael ei roi i gostau, mewn amser ac arian, o deithio o un safle i un arall. Mae hyn o safbwynt y staff, y Tîm Rheoli, ac o safbwynt y	1	Nid yw'r arbediad £255,000 wedi ystyried costau ychwanegol ar gyfer deithio o un safle i un arall i'r staff, y Tîm Rheoli a disgyblion. Bydd hyn yn fater i'w drafod ymhellach gyda'r pennaeth a'r corff llywodraethol cysgodol pe bai'r cynnig yn cael ei weithredu.

	disgyblion. A yw'r gost yma wedi'i gynnwys yn llawn yn y rhagamcanion cyllidol?		
13.25	Teimlir yn gryf am yr angen i fformiwla gyllido gydol oes adlewyrchu amrywiaeth yr heriau fydd gerbron ac i beidio â bod yn estyniad yn unig o'r fformiwla gyllido bresennol.	1	Mae'r fformiwla gyllido gydol oes wrthi'n cael ei ddatblygu ac mi fydd yn destun ymgynghoriad ffurfiol gyda holl ysgolion yn y flwyddyn newydd.
13.26	Niferoedd y disgyblion mewn rhai ysgolion bach yn anhyfyw o isel	1	Mae'r Cyngor yn ymwybodol o hyn, dyma un o'r rhesymau am yr achos dros newid.
13.27	Mewn cyfnod o doriadau anghymharus o fewn y Sir rhaid gofyn a fydd yr arian sydd ei angen i sicrhau bod y cynlluniau'n dwyn ffrwyth ar gael?	1	Mae'r cwestiwn ynghylch buddsoddiad cyfalaf yn un hynod o bwysig mewn cyfnod mor heriol yn gyllidol. Trwy'r 'Rhaglen Ysgolion 21 ^{ain} Ganrif', mae gan y Cyngor £3.6 miliwn ar gyfer dalgylch y Gader wedi'i gymeradwyo mewn egwyddor. Bydd angen cyflwyno achosion busnes cynhwysfawr i ddenu'r arian. Mae angen ystyriaeth fanwl o sut y dylid gwneud y defnydd gorau o'r buddsoddiad ac fel y trafodwyd yng nghyfarfod Cabinet y Cyngor ym mis Rhagfyr 2013, gan fod y dalgylch cyfan yn cael ei drafod, bydd unrhyw anghenion ariannol ychwanegol yn cael eu cynnwys fel rhan o adolygiad y cynllun rheoli asedau. Mae'r Cyngor wedi ymrwymo i'w cyfraniad ariannol.
14	Cyffredinol		
14.1	Wedi nodi ers rhai blynyddoedd byddai rhoi amser a cyllid sydd wedi ei wario ar yr ymgynghori i mewn i geisio denu teuluoedd byddai niferoedd ysgolion ddim wedi disgyn cymaint a byddai'r brys i ad-drefnu ddim yn bodoli cymaint.	1	Mae'r cynllun arfaethedig ym marn y Cyngor yn creu sefydliad addysgol cadarn all wrthsefyll newidiadau demograffig i'r dyfodol.
14.2	Dim ymddiriedaeth na synnwyr cyffredin ar ôl yng Nghyngor Gwynedd	1	Deall bod y sefyllfa yn anodd i drigolion dalgylch y Gader yn ogystal ag i aelodau staff yr ysgolion yn y dref ac yng nghefn gwlad a bod unrhyw sôn am gyflwyno newid yn destun pryder yn yr hinsawdd ariannol sydd ohoni. Hoffai'r Cyngor eich sicrhau bod yn rhaid dilyn prosesau statudol a bod y cyfnod ymgynghori bellach ar ben ers Tachwedd 24 ^{ain} . Yng nghyfarfod y Cabinet ym mis Ionawr, fe fydd yr Aelodau Cabinet yn trafod yr ymateb i'r ymgynghoriad ac yn penderfyni bwrw ymlaen gyda'r cynnig ai peidio. Gan ddibynnu beth fydd y penderfyniad hwnnw, fe fydd angen wedyn gosod allan amserlen ar gyfer gweithredu.
14.3	Wedi blino ac yn ddigalon fod trafodaethau ar gau ysgolion yn dal i barhau – mae'n llygredig i rieni a staff sy'n aberthu amser prin i fynychu cyfarfodydd / Mae'r drefn hyd yma wedi creu sefyllfa hynod anghyfforddus yn lleol, gan achosi straen cwbl ddiangen.	2	
14.4	Ddim yn gwrthwynebu newid	1	Mae'r Cyngor yn falch o'r sylw cadarnhaol yma.
14.5	Mae'r Cyngor wedi cael beth oedd y Cyngor eisiau ar hyd y blynyddoedd.	1	Mae'r Cyngor wedi cynnal trafodaethau gyda phobl leol ac wedi dilyn trefniadau ymgynghori yn unol â'r prosesau statudol. Nid yw'r penderfyniad terfynol wedi ei wneud eto. Bydd cyfle i bobl wrthwynebu pe bai'r Cabinet yn penderfynu cyhoeddi rhybudd statudol.
14.6	Rydym yn ystyried fel teulu i aros yn yr ardal - un rheswm am aros yw Ysgol Machreth	1	Rydym yn llwyr ddeall a dirnad ymlyniad teuluoedd gyda safleoedd ysgolion ac yn derbyn bod wynebu cyfnod o newid yn gallu bod yn anodd iawn gan beri pryder ac ansicrwydd. Fe fydd plant a phobl ifanc y dalgylch yn cael cynnig addysg o ansawdd uchel ym mha

			bynag safle y byddant yn dewis mynychu.
14.7	<p>Dyfynnu o Adroddiad 'State of the Nation – Social Mobility and Child Poverty' (2014) gan nodi bod angen cynllun wedi ei seilio ar dystiolaeth yn hytrach na gwleidyddiaeth. Mae elfen wleidyddol y broses wedi cyfyngu'r opsiynau posib ac o ganlyniad bydd yn paratoi plant at y gorffennol nid y presennol.</p> <p>"Dylai Llywodraeth Cymru wella ansawdd y dystiolaeth ar effaith y polisiau drwy gynllunio a gweithredu rhaglenni mewn ffordd sy'n galluogi gwerthusiad effaith mwy cynhwysfawr i gael ei feithrin o'r cychwyn. Mae cynnydd yn cael ei rwystro drwy ddiffyg mesur canfyddiadau, yn enwedig yn yr Alban a Chymru: nid yw rhieni na darparwyr gofal plant yn ___ ynghylch y cwestiwn a yw plant yn barod i gychwyn addysg gynradd ai peidio."</p>	1	Mae'r cynllun arfaethedig wedi ei selio ar dystiolaeth a gwerthusiad opsiynau llawn.
14.8	<p>Annhegwch ag addysg wledig yn ardal y Gader: Byddai rhieni a phlant Ysgol Brithdir yn fodlon ystyried opsiwn lle byddai'n rhaid iddynt symud i ysgol fwy ac ynddi'r holl adnoddau diweddaraf, fel a ddigwyddodd yn ardal Tywyn (lle bu'n rhaid i Ysgol Brynchrug, oedd hefyd bron yn llawn, gau) lle symudodd y plant i ysgol newydd yn Llanegryn; neu yn ardal y Bala lle bu'n rhaid cau ysgol y Parc, ond lle symudwyd ei phlant i'r ysgol fwy ac wedi'i hymestyn yn Llanuwchllyn. Ond sut allwch ddisgwyl i ni dderbyn bod symud i Ysgol Ieuan Gwynedd sydd eisoes yn amhoblogaidd o ran lleoliad, a'i niferoedd yn gostwng o hyd, yn welliant i'n plant ni. NID YW'N DEG.</p>	1	<p>Derbyniodd Ysgol OM Edwards buddsoddiad o £1miliwn i'w huwchraddio. Bydd y datblygiad yma yn debyg iawn i'r hyn fydd yn cael ei wneud yn Llanelltyd (£1.02miliwn buddsoddiad) a dyma pam ystyrir eu bod o ddiddordeb yn y diwrnodiau agored.</p> <p>Derbyniodd Ysgol Penybryn, Tywyn buddsoddiad o £1.47 miliwn i'w huwchraddio. Mae safle Cynradd Dolgellau yn derbyn buddsoddiad o £2.7miliwn a gall y gwelliannau ym Mhenybryn roi syniad o'r math o newidiadau fydd yn cael eu cynnig yno, dyma pam ystyrir eu bod o ddiddordeb yn y diwrnodiau agored.</p>
14.9	<p>Mae'n hanfodol bod unrhyw safle wledig yn Nyffryn yr Wnion yn gynaliadwy. Os na fydd y safle newydd yn llwyddo, ni fydd addysg wledig i'r Dwyrain o Ddolgellau. Mae cynaladwyedd safle Rhydymain yn gwbl ddbynnol ar niferoedd y Brithdir. Nid yw cynaladwyedd y Brithdir fel safle yn dibynnu ar neb arall gan nad oes llefydd gweigion yma, does dim angen rhwyd ddiogelu ac mae cost y pen yn sylweddol is nac ysgolion gwledig gweddill y dalgylch.</p>	1	<p>Fel y nodir yn y ddogfen ymgynghorol statudol, mae'r cynllun hwn yn fuddsoddiad tymor hir er mwyn sicrhau addysg o'r radd flaenaf yn y dalgylch i'r dyfodol, er gwaethaf unrhyw newidiadau demograffig allai wynebu'r ardal.</p> <p>Pe bai Brithdir yn cael ei ddatblygu byddai'n ddibynnol ar niferoedd Rhydymain a Llanfachreth i fod yn gynaliadwy.</p>
14.10	<p>Does neb i gwffio ein cornel ni yma yn y Brithdir oherwydd sefyllfaoedd unigryw ein Cynghorwyr. Pwy sy'n ymwybodol o'n pryderon ni yn y Brithdir er mwyn eu lleisio yn deg yn y Cabinet? Rydym yn teimlo'n ddilais, yn ynysig ac yn eilradd.</p>	1	Mae pob ymateb yn cael ei yrru i sylw Aelodau'r Cabinet, fel bod barn holl ymatebwyr yn cael ei dderbyn.
14.11	Gofynnir yn garedig i Ddalgylch y Gader, Dolgellau gael ei ystyried ar	1	Mae'r Cyngor yn falch o'r sylw cadarnhaol hwn. Mae'n allweddol edrych yn greadigol ac

	gyfer unrhyw gynlluniau strategol arbrofol gan y sir i'r dyfodol – hyn er mwyn caniatáu datblygu cyd-weithio ymhellach yn y dalgylch yn y cyfnod yn arwain at yr ad-drefnu, gyda hyn wedi'i gynllunio'n fwriadol a threfnus.		yn arloesol ar sefyllfa addysg yng Ngwynedd gyfan er budd plant a phobl ifanc y Sir.
14.12	Angen mwy o ymgynghori gyda rhieni'r plant sy'n dod o ysgolion tu allan i'r dalgylch ac sy'n mynychu ysgol y Gader. Ble fydd rhieni yn anfon eu plant yn y dyfodol, yn y tymor byr a'r tymor hir, os bydd y cynnig hwn yn mynd rhagddo? Dwi'n meddwl y byddan nhw'n dewis ysgol arall. Mae integreiddio plant o fewn y dalgylch ac all-ddalgylch yn fater y dylid ei ystyried gan fod y cyfnod trosiannol hwn yn anodd ac yn llawn straen o hyd. Y peryg ydy y bydd y plant all-ddalgylch dan anfantais.	1	Dosbarthwyd y ddogfen ymgynghori statudol i rieni bob disgybl yn y dalgylch. Ni ystyrir fod cynnal ymchwil i ddewisiadau rhieni'n ddefnyddiol gan mai 'snapshot' yn unig fyddai – gall dewis rhieni newid mewn amser byr am nifer o resymau. Bydd yr ysgol yn croesawu disgyblion all-dalgylch yn ddarostyngedig i ddewis rhieni.
14.13	Cryfder ysgol wledig ydy plant all-ddalgylch. I gael plant all-ddalgylch, rhaid i'r ysgol wledig fod o fewn pellter cyrraedd hawdd. Fe welwch fod Ysgol Llanelltyd yn ffynnu gyda bron 50 o blant, ysgol Brithdir sydd â bron 50 o blant ynddi. 2 ysgol o fewn pellter cyrraedd hawdd i dref Dolgellau (2 filltir o Ddolgellau yw Brithdir, nid 3 fel dywed y Ddogfen Ymgynghori). Ni all poblogaeth cefn gwlad gynnal ysgolion gwledig bellach, ac felly dyna paham mai'r unig rai sy'n dal i ffynnu ydy'r rheini sy'n ddigon agos i bobl sy'n dymuno rhoi addysg wledig i'w plant gludo eu plant yno – Llanelltyd a Brithdir yn yr achos hwn. Mae'r gwaith ymchwil hwn i gyd wedi'i wneud, sut ar y ddaear ydych chi felly'n diystyru safle Brithdir yn yr opsiwn hwn?	1	Mae niferoedd disgyblion ac amseroedd a pellteroedd teithio wedi ei ystyried fel rhan o'r ffactorau yn y gwerthusiad opsiynau. Mae'r Cyngor yn ymwybodol bod nifer o rinweddau o blaid safle Brithdir, yn wir, dyma pam cynigwyd y safle fel rhan o'r cynnig blaenorol yn 2011. Yn anffodus, roedd angen i'r Cyngor ystyried safleoedd eraill.
14.14	Er mwyn rhoi siawns i'r model hwn fod yn hyfyw rhaid dewis y lleoliadau iawn. Mae gan rieni hawl dewis mynd â'u plant i unrhyw ysgol boed honno'n ysgol eglwysig, drefol neu wledig. Er mwyn i'r agwedd wledig ar y model lwyddo, a sicrhau bod gan rieni ddewis ymarferol i ddewis ysgol wledig, rhaid dewis y lleoliad cywir.	1	Mae'r Cyngor wedi rhoi ystyriaeth lawn i leoliadau safleoedd yr ysgol dalgylch dilynol ac yn ystyried bod y safleoedd a ddewiswyd yw'r rhai mwyaf addas. Mae'r cynnig yn parhau gydag addysg wledig wrth gynnal pedwar safle gwledig.

Ymgynghori Plant a Phobl Ifanc Dalgylch y Gader 2014

Fel rhan o waith ad-drefnu ysgolion, roedd cyfnod ymgynghori statudol yn Nalgylch y Gader rhwng 10 Hydref a 24 Tachwedd 2014. Mae'n ofynnol fod y Cyngor yn ymgynghori hefo plant a phobl ifanc yr ardal ynglŷn â'r cynnig o sefydlu ysgol ddilynol ddalgylchol cymunedol, cyfrwng Cymraeg aml safle i ddisgyblion 3 - 16 oed.

Paratowyd dogfennau priodol ar gyfer plant Cyfnod Allweddol 2 a'r Cyngor Ysgol Uwchradd a rhoddwyd hwylusydd mewn lle i gwblhau'r gwaith o drafod yr opsiwn hefo'r plant a phobl ifanc (*Yn dilyn cais penodol gan Ysgol Brithdir fe gynhaliwyd sesiwn gyda'r Cyfnod Sylfaen yn ogystal*).

Roedd pob sesiwn yn cymryd hanner awr i awr i'w gwblhau. Roedd yn cynnwys esbonio'r cynnig a gofyn cwestiynau oedd yn gofyn iddynt gael trafodaeth a chofnodwyd yr ymatebion. Roeddynt hefyd yn cael cyfle i lenwi taflenni ar wahân oedd yn golygu eu bod yn gallu rhoi atebion personol.

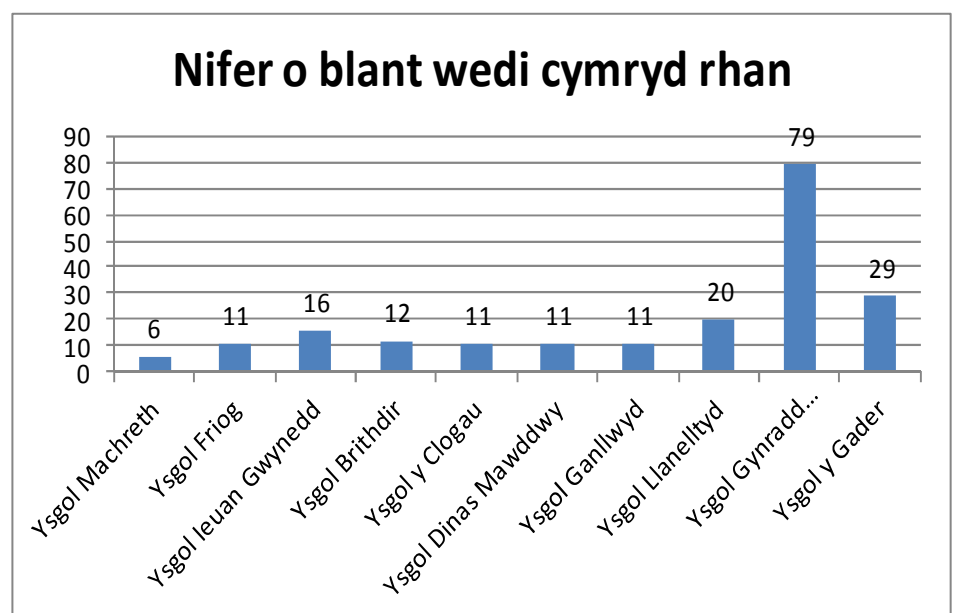
Roedd 10 ysgol yn gysylltiedig a 206 o blant a phobl ifanc wedi cymryd rhan

Gweler isod amserlen y sesiynau ymgynghori, rhestr yr ysgolion perthnasol a nifer yr ymatebwyr

Dydd Mercher 5 Tachwedd 2014	9.30am Ysgol Dinas Mawddwy	11.00am	1.30pm Ysgol Clogau
Dydd Iau 6 Tachwedd 2014	9.30am Ysgol Ieuan Gwynedd	11.00am	1.30pm Ysgol Brithdir
Dydd Iau 13 Tachwedd 2014	9.30am Ysgol Gynradd Dolgellau	11.00am Ysgol Ganllwyd	1.30pm Ysgol Llanelltyd
Dydd Mawrth 18 Tachwedd	9.30am	11.00am Ysgol Machreth	1.30pm Ysgol Brithdir
Dydd Gwener 21 Tachwedd	9.30am Ysgol Uwchradd Y Gader	11.00am Ysgol Friog	1.30pm

Ysgolion:

1. Ysgol Machreth
2. Ysgol Friog
3. Ysgol Ieuan Gwynedd
4. Ysgol Brithdir
5. Ysgol Clogau
6. Ysgol Dinas Mawddwy
7. Ysgol Ganllwyd
8. Ysgol Llanelltyd
9. Ysgol Gynradd Dolgellau
10. Ysgol Uwchradd y Gader



Fel rhan o'r cyflwyniad i'r gwaith ymgynghori roedd yr hwylusydd yn gofyn cwestiynau i'r plant mewn trafodaeth er mwyn creu perthynas ac i ddod i adnabod sut yr oeddent yn teimlo yn gyffredinol.

Beth yw pwrpas newid ysgolion?

Cwestiwn cyffredinol er mwyn darganfod os oedd y plant yn deall beth oedd bwriad y Cyngor

- Trio cael pawb mewn un lle
- Gormod o ysgolion ymhob man
- 'Expandio'r ysgol yma i gael mwy o blant
- Cau ysgolion a symud y plant i ysgolion eraill
- Gwella'r addysg
- Dim gormod o adeiladau o gwmpas
- I stopio gwario gymaint o bres
- Gormod o blant mewn un ysgol
- Symud achos bod yr ysgol arall rhy bell
- Llai o ysgolion bach.
- Mwy o le
- Gwella adeilad

Pam fod Cyngor Gwynedd eisiau barn plant?

Roedd yr hwylusydd yn awyddus i ddarganfod os oedd y plant yn deall y broses ymgynghori a pam fod rhaid gwneud hynny.




- Cael ein barn
- Gwneud yn siŵr fod y plant yn deallt y syniad
- Barn rhieni, gofalwyr, athrawon a chyfeillion

Dyma rai o'r cwestiynau a godwyd yn ystod y trafodaethau yma:

- Pam fod ysgol dda yn gorfod cau?
- Pam cau ysgol hefo lot o blant?
- Pam cau rhai bach ac agor rhai mawr?
- Pam symud ysgol sydd yn llawn i ysgol hefo llai?
- Sut da ni yn gwybod fod y plant yn hapus i symud?
- Pam ddim Rhydymain i Brithdir?

Dyma atebion y cwestiynau penodol a ofynnwyd i'r plant

NODER - Mae sylwadau gan y plant a'r bobl ifanc wedi eu dyfynnu yn uniongyrchol o'r dogfennau a gynhyrchwyd yn ystod yr ymgynghori

Cwestiwn 1 – Sut yr ydych yn teimlo am hyn?			
Ysgol			
Ysgol Machreth	3	2	1
Ysgol Friog	4	5	2
Ysgol Ieuan Gwynedd	8	5	2
Ysgol Brithdir	0	0	12
Ysgol Clogau	1	6	5
Ysgol Dinas Mawddwy	4	0	7
Ysgol Ganllwyd	1	2	9
Ysgol Llanelltyd	11	3	6
Ysgol Gynradd Dolgellau	40	1	38
Cyfanswm	72	24	82

Cwestiwn 2 - Beth sydd yn eich poeni am hyn?	
Ysgol Gynradd Dolgellau	<ul style="list-style-type: none"> Sut fydd gwaith yn effeithio arna ni (buildars)? Pam torri'r cantîn i lawr? Os mae yr ysgolion yn cau, fydd yr ysgolion eraill yn cael mwy o staff? Fydda ni yn cael car park newydd? Os fysa mwy o blant yn dod i'r ysgol yma, fysa na llawer o bwllis? Fysa i'n meddwl bod fysa ffrindiau arall yn dod, a bwllis? Faint o blant fysa yn bob dosbarth? Dwedodd mam bod mae dim ond 30 o blant mae un athro/athrawes yn cael dysgu ar y tro. Dwi'n teimlo yn hapus, trist a iawn am hwn achos ar y darn trist fydd rhai plant yn colli ffrindiau mae rhai plant yn bwllis a nhw sydd yn edrych yn wirion. Dwin hapus am hwn achos fydd safle newydd mawr yn well hefo lot o ffrindiau. Dwi ddim yn meddwl fydd yr athrawon yn hapus achos bod nhw yn colli ei jobiau.
Ysgol Llanelltyd	<ul style="list-style-type: none"> Bysa fi ddim yn gwbod lle dwyn mynd. Rydw i ddim yn hoffi newidiadau. Lle fyddwn ni yn mynd pan fydd yr ysgol yn ganol y newid? Faint o amser mae o'n gymryd i neud yr holl newidiadau? Achos byddwn i ddim yn hoffi cael pobl arall oedd yn yr ysgol arall. Rydw i'n hoffi'r ysgol sut mae o, a dwi ddim yn siŵr os byddwn i'n hoffi'r newidiadau i'r ysgol.
Ysgol Brithdir	<ul style="list-style-type: none"> Pam wyt ti eisiau cau ysgolion i lawr?

	<ul style="list-style-type: none"> • Pam ddim Rhydymain i Brithdir? • Pam yda ni yn goro symud? • Dwi ddim isio symud pam wyt ti wedi dewis Rhydymain i aros ar agor? • Y bydd yn cymryd yn hir iawn i do di Rhydymain o tŷ fi • Athrawon yn colli jobs • Mae Rhydymain yn bell o bob man, gadwch lonydd i Brithdir • Da chi yn sboilio'r gymuned • Bydd y cost yn ddrud a mae na bethau gwêl yw gwneud na cau ysgolion da • Da ni ddim eisiau ysgol arall, dwi ddim y licio'r syniad hwn
Ysgol Clogau	<ul style="list-style-type: none"> • Bwlio plant • Rydw i ddim eisiau ysgol yma i gau • Mae'r ysgol yn mynd i newid i rhywbeth gwahanol • Athrawon yn ysgol arall yn fod yn gas • Colli ein ffrindiau • Hanes o teulu fi yma
Ysgol Dinas Mawddwy	<ul style="list-style-type: none"> • Ddim byd yr run peth, na ffrindiau na athrawon. Oherwydd dwi yn gwybod sut mae o'n teimlo oherwydd dwi wedi symud tŷ ac ysgol. • Gormod o blant yn ysgol newydd • Colli ffrindiau • Os mae'r ysgol yn rhy fawr os rhy gormod o blant, rhy gormod o dacsis
Ysgol Ganllwyd	<ul style="list-style-type: none"> • People yn bod yn mean i ti • Dim yn arfer hefo plant newydd • Cymryd yn hir i arfer hefo ysgol newydd • Rydw i ddim isiau symud ysgol achos dwi ddim yn gallu gweld ffrindiau
Ysgol Ieuan Gwynedd	<ul style="list-style-type: none"> • Pam mae nhw yn newid ysgol • Athrawon yn mynd i ysgol arall • Rydw i ddim eisiau athrawon newydd • Pa gwisg ysgol fydda ni yn wisgo? • Pwy fydd yr athrawon? • Faint o blant fydd yn y dosbarthiadau?
Ysgol Friog	<ul style="list-style-type: none"> • Rydw i yn meddwl bod o'n rhywbeth da achos mae plant fwy yn gallu cael ffrindiau newydd a ddim just hyna fydd mwy o bobl yn codi pres i'r ysgol yma. • Dwin hapus i blant dod i'r ysgol achos dwi eisiau mwy o ffrindiau achos does 'na ddim lot o blant yma
Ysgol Machreth	<ul style="list-style-type: none"> • Trist oherwydd rhaid mynd yn bell • Trist oherwydd mae'r ysgol yma yn ysgol hapus iawn • Hapus oherwydd cael ffrindiau newydd

Cwestiwn 3 – Beth yr ydych yn edrych ymlaen ato fwyaf?

Ysgol Gynradd Dolgellau	<ul style="list-style-type: none">• Cantin yn sownd i'r ysgol• Mwy o Camolaieth• Offerynnau newydd• To newydd• Mwy o athrawon felly dyda ni ddim yn gorfod torri'r dosbarthiadau i fyny• Mwy o le, dwi wedi cael digon ar redeg dros yr un lle drosodd a drosodd• Safle parcio• Efallai cael y babanod yn sownd i'n ysgol ni• Cael llenni newydd• Dosbarth mwy• Gwneud y neuadd yn fwy posh• Dwin dymuno fydd mwy o blant yn yr ysgol i gael chwarae hefo nhw• Cael athrawon neis a ffeind.• Fyswn i yn hoffi bod na rhywle i ymlacio
Ysgol Llanelltyd	<ul style="list-style-type: none">• Athrawon iaith• Toiled i'r merched a'r bechgyn• Y we yn well• Byswn i yn hoffi cael ecstension a cael adeilad chwaraeon
Ysgol Brithdir	<ul style="list-style-type: none">• Cadw'r ysgol ar agor• Dim byd yn digwydd, paid a symud neb• Aros ar agor, gad llonydd neud ysgol wrth ysgol ni• Aros yma, gwneud ysgol arall yn Brithdir• Rhydymain symud i Brithdir
Ysgol Clogau	<ul style="list-style-type: none">• Ffrindiau yn dod hefo fi• Athrawon yn ysgol yn Clogau yn yr ysgol newydd
Ysgol Dinas Mawddwy	<ul style="list-style-type: none">• Safle ceir• Drysau newydd• Bwrdd gwyn newydd
Ysgol Ganllwyd	<ul style="list-style-type: none">• Ffrindiau newydd• Pethau newydd yn yr ysgol• Athrawes hen fi• Cloch newydd
Ysgol Ieuan Gwynedd	<ul style="list-style-type: none">• Pawb yn garedig• Cadw ieir• Bwrdd yr un

	<ul style="list-style-type: none"> • Bod ni yn cael gwaith hawdd • Cael gwersi beics
Ysgol Friog	<ul style="list-style-type: none"> • Mwy o anifeiliaid anwes • Mwy o glybiau
Ysgol Machreth	<ul style="list-style-type: none"> • Bwrdd gwyn mawr • Gols rygbi • Llyfrgell newydd

Cwestiwn 4 – Beth yw'r pethau pwysicaf i chi mewn ysgol?

Ysgol Gynradd Dolgellau	<ul style="list-style-type: none"> • Yr iard a'r cantin • Rwy'n hoffi yr athrawon yn fawr, fawr, fawr iawn • Diolch am y llyfrgell • Diolch am waith • Rydw i yn hoffi amser chwarae, rydw i yn hoffi gwersi ymarfer corff • Mae gen i ffrindiau ardderchog a da iawn. • Dwi'n hoffi ysgol yma am cael amser aur. Ac dwi'n hoffi siop ffrwythau, ac dwi'n hoffi gwneud gwaith ac ysgrifen dwbwl • Dwin hoffi'r bwyd amser cinio
Ysgol Llanelltyd	<ul style="list-style-type: none"> • Dwi'n hoffi gwyddoniaeth • Dwin hoffi trefn yn yr ysgol
Ysgol Brithdir	<ul style="list-style-type: none"> • Athrawon Rhagorol • Ffrindiau da, Addysg dda • Yr iard amser cinio • Mae pawb yn ffrindiau
Ysgol Clogau	<ul style="list-style-type: none"> • Gwaith Mathemateg • Tripiau ysgol • Gardd yn y cefn
Ysgol Dinas Mawddwy	<ul style="list-style-type: none"> • Trip ysgol • Dosbarthiadau • Mabolgampau • Celf • Lleoliad braf • Drysau newydd • Gweithgareddau Cymraeg a Saesneg
Ysgol Ganllwyd	<ul style="list-style-type: none"> • Gwaith – sort of • Rydw i yn hoffi athrawon

	<ul style="list-style-type: none"> • Dim lot o blant, mwy o sylw, dim lot o blant cas • Maint yr ysgol
Ysgol Ieuan Gwynedd	<ul style="list-style-type: none"> • Pawb yn ffrindiau da • Athrawon caredig • Lecio fod dim byd yn newid • Amser darllen
Ysgol Friog	<ul style="list-style-type: none"> • Hoffi anifeiliaid anwes • Mynd ar ras y trê • Athrawes fi • Mae'r gwaith a clybiau yn hwylus
Ysgol Machreth	<ul style="list-style-type: none"> • Cymraeg • Sioe Nadolig • Ffrindiau • Pêl Droed • Diolchgarwch • Urdd

Ysgol Uwchradd y Gader

Roedd yr hwylusydd yn cael sgwrs fer gyda aelodau'r Cyngor Ysgol i esbonio'r cynnig ac yna roedd yr unigolion yn cwblhau'r holiadur eu hunain. 29 aelod o'r Cyngor Ysgol a gwblhaodd yr holiadur.

Cwestiwn 1 –Sut yr ydych chi'n teimlo am yr hyn sy'n cael cynnig?

- I think a few people that speak English as a first language would find it difficult to speak Welsh all the time. Its quite a good idea with the schools, bringing them from ten to six in the catchment area.
- Fydd un pennaeth byth yn gallu rheoli ar ei ben ei hun
- Rydw i'n meddwl fod o yn iawn fel mae o, ysgol gynradd ac ysgol uwchradd. A dydi rhai plant ddim eisiau cael ysgol Gymraeg
- Rwy'n deall y syniad a'i bwrpas ond yn anffodus gallaf ddim gweld hyn yn bod yn llwyddiannus iawn yn y pen draw, yn bennaf oherwydd arian.
- Fasa hyn mond yn gwella ysgolion hefo arian a swyddi.
- Gall helpu'r ysgolion yn economaidd ond mae'n siomedig gorfod gweld cymaint o ysgolion yn cau.
- Dydw i ddim yn hapus o gwbl bod rhaid cau'r holl ysgolion bach, mae hi'n bell i blant bach deithio o un ysgol i'r llall. Ond mi rydw i'n hapus bod ysgol y Gader ac ysgol Dinas Mawddwy yn parhau. Os ydych am gael un pennaeth dewiswch rywun sy'n yn gwybod beth maen nhw yn neud.
- I think it's a good idea because there's a lot of schools in this area to run, so if we get rid of a few and join them together then it will be less cost, so more money can go to the other schools to have better education.
- I think it's a good idea re-organising the catchment area. The schools can have more finances for better education. Although some parents might be against it for example

	<p>issues with the travel.</p> <ul style="list-style-type: none"> • Oes yna rywbeth yn bod hefo'r system sy'n cael ei ddefnyddio? Sut bydd plant yn mynd o'i chartrefi i'r ysgol pryd fydd neb yn gallu mynd a nhw? Ella fydd y cyngor yn creu bws sydd yn mynd a'r plant i ysgol. Bws heb pobl ddieithr arni ac mae mond yn cael ei ddefnyddio gan ysgolion. Fydd athrawon yn colli swyddi neu fydd y syniad yn creu swyddi newydd? • Mae angen gwneud rhywbeth am yr holl lefoedd gwag mewn ysgolion cynradd. Os ydy'r cynllun yn mynd ymlaen dwi'n gobeithio bydd yn golygu fod gwell adnoddau ar gael i athrawon, yn enwedig athrawon cynradd. • Mae fwy o blant wedi bod yn Ysgol Brithdir nag yn Friog, Rhydymain ac yn bosib Llanelltyd. Yn fy marn i, rhaid cadw ysgol Brithdir ar agor. Prynwch y cae drws nesaf a creu 'extension'. Dwin cytuno hefo Llanelltyd, Cynradd Dolgellau i gad ar agor.
<p>Cwestiwn 2 - Oes unrhyw beth sy'n eich poeni am y cynnig?</p>	<ul style="list-style-type: none"> • Having to speak Welsh as a first language in school, I'd rather it stay bilingual • Un peth sydd yn fy mhoeni am y cynnig yw bod yr ysgolion bach gwledig yn cael eu cau. Hynny yw, rwyf fi wedi dod o ysgol bach iawn oedd gyda dim ond 16 disgybl yno pan gadawais i, ac mae tua 13 yno yn bresennol, ac rydw i'n teimlo fy mod wedi cael addysg cynradd da, ond hefyd roeddem yn teimlo'n glos iawn fel teulu i raddau a chredaf byddai'n siom i blant eraill golli hyn. • Wedi dod o ysgol gynradd fach wledig credaf nad yw'r plant am gael yr un cyfleon. Roedd pawb yn cael yr un chwarae teg a'r un cyfleon gan fod llai o athrawon, ac felly roedd yr athrawon yn gwneud eu gorau gyda phob disgybl – nid y rhan fwyaf. Yn yr ysgol gynradd roeddent yn gwneud yn siwr bod pawb yn cyrraedd eu llawn potensial, ond gyda ysgolion mwy a dim ond 1 prifathro dros y cwbl, medrant anghofio am rai disgyblion. Nid ydych yn cael yr un deimlad glos mewn ysgol fawr ag y byddech yn ei gael mewn ysgol fach. Yn aml iawn ysgolion bach yw calon y gymuned. • Cael un pennaeth i 6 ysgol, fydd hi'n anodd i siarad efo'r pennaeth oherwydd fydd rhaid symud o ysgol i ysgol drwy'r wythnos. • I hope this does not change Ysgol y Gader into a Welsh medium school as well. As I am foreign, Welsh is not my first language and half of the pupils are English. I do agree with strengthening the Welsh language but I'd like to see Ysgol y Gader opening as a bi-lingual. • Beth fydd yn digwydd i adeiladau'r ysgolion fydd yn cau? • Mae effaith bod un pennaeth yn rheoli'r ysgol enfawr yn fy mhoeni oherwydd os yw yn gwneud un camgymeriad bydd yr ardal i gyd yn dioddef, yn yr hen system byddai'r ysgolion eraill yn gallu cario mlaen heb gael ei effeithio.
<p>Cwestiwn 3 - Oes unrhyw beth yr ydych yn ei hoffi neu yn edrych ymlaen ato gyda'r cynnig hwn?</p>	<ul style="list-style-type: none"> • Rwy'n edrych ymlaen i weld mwy o arian yn cael ei wario. • Addysg well oherwydd mwy o athrawon • Bydd yr ysgolion yn gallu gweithio hefo'i gilydd a buasai'r plant yn gallu defnyddio'r ysgolion eraill i gymeryd rhan mewn gweithgaredd neu er mwyn dysgu fel yr ysgolion cynradd yn defnyddio'r gwefannau yn Ysgol y Gader ac y gampfa hefyd. Efallai byddai'r plant yn gallu symud o'r ysgolion cynradd i'r ysgol uwchradd yn well os ydyn nhw yn teimlo fel eu bod nhw yn gweithio hefo'r ysgol uwchradd. • Adeilad newydd a technoleg gwell. • It will be nice to see the school in a better condition and looking better. It would also be nice when the students have better resources to improve their education. • Rwyf yn edrych ymlaen am ysgol newydd ond dim yn meddwl bod o yn syniad iawn.

	<ul style="list-style-type: none"> Fydd hyn yn rhoi safonau addysg gwell i blant, ond nad fydd y newidiadau yma yn effeithio fi. Fydd yna cynnig profiadau i'r plant
Cwestiwn 4 – Yn gyffredinol, beth yw'r pethau pwysig i chi mewn ysgol?	<ul style="list-style-type: none"> Fydd mwy o help ar gael. Education! Y peth pwysicaf yw addysg y plant os maent yn hapus ac yn cael addysg da. Yn gyffredinol y pethau pwysicaf i mi mewn ysgol yw derbyn yr ansawdd addysg gorau, teimlo'n hapus yn yr ysgol, ac yn olaf, derbyn cyfleoedd bythgofriadwy e.e. trip sgïo - gan ei fod yn help i aeddfedu plentyn. Ceisio dysgu a derbyn addysg da mewn amgylchedd iach sy'n annog plant i 'express ourselves'. Annog nhw i geisio trio pethau newydd a chael profiad da o'r byd i weithio'n galed. Athrawon sydd yn gwybod be i neud. Athrawon da yn helpu drwy'r amser. Dim trafferth mynd am ginio. Chwarae rygbi neu bêl droed amser egwyl a chinio. Bod hefo ffrindiau Yr addysg orau posib. Pawb yn cael yr un cyfleon. Amgylchedd gartrefol. Teimlad o berthyn i rhywle rydych yn falch ohono. Cael eich paratoi yn drylwyr ar gyfer y dyfodol. In a school you need good education and proper teachers not just stand in ones all the time. A school also needs healthy food and drink. To have a good, not too easy but challenging enough education in the school, to enjoy yourself and learn new things. Rydw i'n credu bod rhoi sylw i bob plentyn a'i thrin yn deg yn peth pwysig iawn. Rydw i hefyd yn credu bod creu amgylchedd cyfforddus i weithio ynddo yn peth pwysig oherwydd o ganlyniad mae plant yn debygol o weithio'n well. Rydw i hefyd yn credu bod gadael i'r plant lleisio'i barn yn bwysig yn ysgol oherwydd mae'r plant wedyn yn teimlo fel bod yr ysgol yn cael ei redeg fel y bysa nhw yn dymuno a buasai unrhyw wendidau amlwg yn gallu cael eu codi gan y plant

Beth ddaeth yn amlwg o'r broses ymgynhori oedd fod plant yn fodlon addasu i sefyllfa newydd er eu bod yn poeni am fwlio, colli ffrindiau ac athrawon, ond yn gyffredinol roedd yr adborth yn bositif yn rhan fwyaf o'r ysgolion.

Prif bwyntiau'r ymgynhori:

Cynradd	Uwchradd
Sut y bydd trefniadau newydd yn sicrhau fod pawb yn cael chwarae teg.	laith yr ysgol
Plant yn poeni am fwlio	Bod Athrawon a Pennaeth cymwys i redeg y sefydliad
Plant yn poeni am laith yr ysgol	Safon yr addysg
Plant ddim eisiau colli ffrindiau	
Cludiant	

ADRODDIAD I'R CABINET

13 Ionawr 2015

Aelod Cabinet: Cyngorydd Gareth Thomas

Pwnc: Dyfodol darpariaeth addysg anghenion arbennig ym Meirionnydd a Dwyfor

Swyddog cyswllt: Iwan T Jones – Cyfarwyddwr Corfforaethol
Garem Jackson – Swyddog Gwella Ansawdd Addysg / Arweinydd Prosiect

Y penderfyniad a geisir/pwrpas yr adroddiad

- A) Fel mater o drefn ffurfiol, yn dilyn cyfnod Rhybudd Statudol, gofynnir i'r Cabinet gadarnhau yn derfynol y cynnig i ail-leoli Ysgol Hafod Lon ac Uned Tŷ Aran i'r safle newydd ym Mhenrhyndeudraeth ar 1 Medi 2016, cynyddu capasiti yr ysgol ac ychwanegu elfen breswyl i'r ddarpariaeth.
- B) Dyrannu cyfalaf ychwanegol i ymdopi gydag effaith chwyddiant ac felly osgoi gorfod torri ar rai o allbynnau creiddiol y cynllun.

Barn yr aelod lleol

Bydd unrhyw sylwadau gan yr Aelodau Lleol yn cael eu cyflwyno yn y cyfarfod.

A) Cadarnhau yn derfynol y cynnig i ail-leoli Ysgol Hafod Lon ac Uned Tŷ Aran i'r safle newydd ym Mhenrhyndeudraeth ar 1 Medi 2016, cynyddu capasiti yr ysgol ac ychwanegu elfen breswyl i'r ddarpariaeth.

1. Cyflwyniad

- 1.1 Yn dilyn y cyfnod ymgynghori statudol adroddwyd yn ôl i Cabinet ar 16 Medi 2014 gyda sylwadau budddeiliaid ac Estyn ac ymateb Cyngor Gwynedd iddynt.
- 1.2 Gofynnwyd i'r Cabinet ystyried yr adroddiad oedd yn cynnwys ymateb y Cyngor i sylwadau dderbyniwyd yn ystod y cyfnod ymgynghori statudol, yn unol â gofynion Adran 44 Deddf Safonau a Fframwaith Ysgolion (Cymru) 2013, a cymeradwyo cynnal cyfnod Rhybudd Statudol ar y cynnig i ail-leoli Ysgol Hafod Lon ac Uned Tŷ Aran i safle newydd ym Mhenrhyndeudraeth ar 1 Medi 2016, cynyddu capasiti yr ysgol ac ychwanegu elfen breswyl i'r ddarpariaeth.
- 1.3 Cymeradwyodd y Cabinet yr argymhelliad.

2. Rhybudd Statudol

- 2.1 Cyhoeddwyd y Rhybudd Statudol ar 21 Tachwedd 2014.
- 2.2 Gosodwyd y Rhybudd Statudol mewn manau amlwg yn Ysgol Hafod Lon, Y Ffor, Uned Tŷ Aran, Dolgellau ac wrth safle arfaethedig yr ysgol newydd ym Mharc Busnes Eryri, Penrhyndeudraeth.

- 2.3 Dosbarthwyd copïau caled o'r Rhybudd Statudol i lywodraethwyr, staff a rhieni perthnasol.
- 2.4 Rhoddwyd y Rhybudd ar wefan y Cyngor ac e-bostiwyd y Rhybudd i buddeiliaid perthnasol eraill, yn unol â gofynion Cod Trefniadaeth Ysgolion (006/2013) Llywodraeth Cymru.
- 2.5 Bu cyfnod o 28 diwrnod o ddyddiad cyhoeddi'r rhybudd statudol (21 Tachwedd – 19 Rhagfyr 2014) i unrhyw rai wrthwynebu'r cynnig.
- 2.6 Ni dderbyniwyd unrhyw wrthwynebiad yn ystod y cyfnod gwrthwynebu hwn.
- 2.7 Gan na dderbyniwyd unrhyw wrthwynebiad gofynnwn i'r Cabinet gymeradwyo yn derfynol yr argymhelliad i ail-leoli Ysgol Hafod Lon ac Uned Tŷ Aran i safle newydd ym Mhenrhyndeudraeth ar 1 Medi 2016, cynyddu capasiti yr ysgol ac ychwanegu elfen breswyl i'r ddarpariaeth.

3. Cyllid Llywodraeth Cymru

- 3.1 Yn dilyn cyflwyno achos fusnes i Llywodraeth Cymru rydym wedi derbyn cadarnhad fod eu Panel Buddsoddi Cyfalaf wedi cymeradwyo'r cais am gyfraniad o £6.2m o Rhaglen Ysgolion 21ain Ganrif tuag at gostau cyfalaf datblygu'r darpariaeth newydd.

B) Dyrannu cyfalaf ychwanegol i ymdopi gydag effaith chwyddiant ac felly osgoi gorfod torri ar rai o allbynnau creiddiol y cynllun

- 4.1 Cyflwynwyd adroddiad i Gabinet Anffurfiol ar 3ydd Rhagfyr 2014 yn nodi, yn dilyn proses dendro o dan reolau OJEU, fod y tendr a ddaeth i'r brig oddeutu £0.9m yn uwch na chyllideb wreiddiol y prosiect, sef £12.4m. Adroddwyd mai'r prif reswm am hyn oedd chwyddiant gan nodi fod chwyddiant sylweddol o 9.4% wedi digwydd dros y flwyddyn ddiwethaf yn y maes adeiladu yn yr ardal yma yn benodol.
- 4.2 Cyn y Nadolig, bu proses o negodi ffurfiol gyda'r cwmnïau gyflwynodd dendr er mwyn ceisio lleihau'r gost. Gwyddom na fyddai'n bosib cyrraedd ffigur sydd o fewn y gyllideb heb orfod torri nôl ar rai o brif allbynnau'r prosiect h.y. lleihau'r adnoddau arbenigol, lleihau'r niferoedd plant, hepgor y gofal ysbaid ayb, ac y byddai toriadau o'r natur yma yn debygol o gael effaith andwyol ar yr achos fusnes ac yn creu risg o orfod ail ymgynghori ac ail gyflwyno'r achos fusnes i Llywodraeth Cymru. Byddai hyn yn ychwanegu misoedd lawer i amserlen y prosiect.
- 4.3 Fodd bynnag, yn dilyn negodi, rydym wedi gallu lleihau'r bwlch o £0.95m i fwlch o £0.55m.
- 4.4 Yn yr un cyfnod cyflwynwyd cais i Llywodraeth Cymru i ariannu 50% o'r bwlch. Mae'r Llywodraeth wedi cadarnhau na fyddant mewn sefyllfa i wneud penderfyniad ar hyn tan ddiwedd Ionawr 2015.
- 4.5 Oherwydd na fyddwn yn gwybod os bydd Llywodraeth Cymru yn cyfranu cyllid ychwanegol tan ar ol cyfarfod y Cabinet, mae'r swm sydd angen i'r Cyngor glustnodi yn aneglur ar hyn o bryd. Gwyddom fod y swm wedi ei leihau i £0.55m a dyma fydd y sefyllfa ar ei gwaethaf. Os daw cyfraniad o 50% gan y Llywodraeth yna bydd y swm yn lleihau eto i £0.275m

5. CRYNODEB A CAMAU NESAF

- 5.1 Pe byddai'r Cabinet yn cymeradwyo'r argymhelliad i ail-leoli Ysgol Hafod Lon ac Uned Tŷ Aran i safle newydd ym Mhenrhyndeudraeth ar 1 Medi 2016, cynyddu capasiti yr ysgol ac ychwanegu elfen breswyl i'r ddarpariaeth, mi fyddwn yn hysbysu Llywodraeth Cymru a chyrrff perthnasol eraill o'r penderfyniad terfynol.
- 5.2 Bydd cyfnod trosiannol rhwng y penderfyniad terfynol a gweithredu'r cynnig ar 1 Medi 2016. Bydd cymorth i'r pennaeth, staff, llywodraethwyr, rhieni a plant sydd yn gysylltiedig a'r cynnig yn ystod y cyfnod trosiannol yma.

6. ARGYMHELLION

- 6.1 Yn dilyn derbyn dim gwrthwynebiad i'r Rhybudd Statudol, yn unol ag adran 49 o Ddeddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013, gofynnir i'r Cabinet gadarnhau yn derfynol i ail-leoli Ysgol Hafod Lon ac Uned Tŷ Aran i'r safle newydd ym Mhenrhyndeudraeth ar 1 Medi 2016, cynyddu capasiti yr ysgol ac ychwanegu elfen breswyl i'r ddarpariaeth.
- 6.2 Cymeradwyo i ddyrannu cyllid cyfalaf ychwanegol o rhwng £0.275m a £0.55m i ymdopi ag effaith chwyddiant ar gynllun Ysgol Arbennig Meirion Dwyfor.

BARN Y SWYDDOGION STATUDOL

Sylwadau'r Prif Weithredwr

Mae hwn yn gam pellach yn y broses o wella'r ddarpariaeth ar gyfer plant a phobl ifanc gydag anghenion addysgol arbennig ym Meirionydd a Dwyfor yn dilyn yr ymgynghoriad cyhoeddus. Rwy'n croesawu'r symudiad yn fawr iawn.

Swyddog Monitro

Mae'r adroddiad yma wedi bod yn destun arweiniad gan y Gwasnaeth Cyfreithiol ac felly nid oes gennyf sylwadau pellach i'w cynnig o safbwynt priodoldeb.

Pennaeth Cyllid

Nid yw'r model ariannol wedi newid o safbwynt costau ac arbedion refeniw ers yr adroddiad blaenorol i'r Cabinet ar 16 Medi 2014. Roedd yr adroddiad hwnnw yn amcangyfrif y byddai arbediad blynyddol "posib" o £101,574, ond nodais ar y pryd fod risg gan nad oes sicrwydd bydd modd denu'r incwm all-sirol perthnasol i'r Cyngor ac fy mod ar ddeall fod yr Adran Addysg a'r Adran Plant a Chefnogi Teuluoedd wedi ystyried y cynllun yn drylwyr o fewn eu strategaeth arbedion, a'u bod yn glir mai'r Adrannau hyn fydd yn gyfrifol am ganfod unrhyw ddiffyg yng nghostau rhedeg yr ysgol newydd. Felly, gan mai ffurfioli'r trefniadau sydd eisoes wedi derbyn sylw trylwyr yn flaenorol y mae Argymhelliad 'A', nid oes gennyf sylwadau pellach ar yr agwedd yma.

O safbwynt Argymhelliad 'B', bydd y Cabinet yn gweld o'r adroddiad fod Llywodraeth Cymru wedi cymeradwyo'r cais am gyfraniad o £6.2m tuag at y costau cyfalaf, ond ar ôl y broses tendro mae'r cyllideb gyfalaf yn fyr o £550,000. Ni fyddwn yn gwybod tan fis Ionawr os bydd ein cais am gymorth

pellach gan Lywodraeth Cymru yn llwyddiannus, ond yn y cyfamser os bydd y Cabinet yn cymeradwyo'r swm ychwanegol o hyd at £550,000 bydd yr angen ychwanegol yn cael ei ystyried yng nghyd-destun blaenoriaethau'r Cynllun Rheoli Asedau. Gwelir o'r adroddiad fod y bwlc h ariannu wreiddiol yn £950,000 a hoffwn nodi fy ngwerthfawrogiad i'r rhai fu'n negodi er mwyn dod â'r pris i lawr heb, mae'n ymddangos, effeithio ar ansawdd yr addysg i'r disgyblion.

ATODIADAU

(l'w gweld ar wefan y Cyngor drwy'r linciau penodol isod)

1) Adroddiad Cabinet 10^{fed} Mehefin 2014

https://www.gwynedd.gov.uk/cy/Cyngor/Cynghorwyr-a-phwyllgorau/Pwyllgorau,-cofnodion-ac-agendau/Pwyllgorau,-cofnodion-ac-agendau.aspx?pwylgor=/2014-15/Cabinet_Cabinet/2014-06-10

2) Adroddiad Cabinet 16^{eg} Medi 2014

https://www.gwynedd.gov.uk/cy/Cyngor/Cynghorwyr-a-phwyllgorau/Pwyllgorau,-cofnodion-ac-agendau/Pwyllgorau,-cofnodion-ac-agendau.aspx?pwylgor=/2014-15/Cabinet_Cabinet/2014-09-16

3) Y Rhybudd Statudol

<https://www.gwynedd.gov.uk/cy/Trigolion/Dogfennau-trigolion/Ysgolion-a-dysgu---dogfennau/Ad-drefnu/Ysgol-Arbennig-Meirion-Dwyfor/Rhybudd-Statudol.pdf>

ADRODDIAD I'R CABINET

13 Ionawr, 2015

Aelod Cabinet: Y Cyngorydd Dyfed Edwards

Pwnc: Cynllun Strategol y Cyngor

Swyddog cyswllt: Arwel E Jones

Y penderfyniad a geisir

Cymeradwyo rhyddhau £152,000 o adnoddau i ariannu gwariant o gronfeydd y Cynllun Strategol i drawsnewid y ffordd mae defnyddwyr canolfannau hamdden yn cael mynediad i logi cyfleusterau hamdden

Barn yr aelod lleol

Ddim yn fater lleol

Cyflwyniad

1. Mae gan y Cyngor gronfeydd ar gyfer ariannu gwariant sydd yn gysylltiedig â gwaith ar y Cynllun Strategol. Nid oes unrhyw adnoddau refeniw parhaol newydd ar gael ond mae'r gronfa bellach yn medru ariannu gwaith unwaith ac am byth sydd yn gysylltiedig â gwireddu addewidion yn y Cynllun Strategol.

2. Y drefn yw bod unrhyw geisiadau am adnoddau yn cael eu herio yn fewnol cyn dod i'r Cabinet i dderbyn cymeradwyaeth ffurfiol. Mae trafodaeth am amryw o geisiadau ar y gweill ar hyn o bryd ond mae un yn aeddfed i ddod gerbron y Cabinet er ystyriaeth. Yn dilyn asesiad y Medi 2014 gan yr Adran Gyllid, mae swm o £3,034,306 yn weddill yng nghonfeydd y Cynllun Strategol.

Rhesymau dros argymell y penderfyniad

3. Fel y gwelir o'r atodiad i'r adroddiad hwn, mae'r gwariant penodol dan sylw yn ymwneud â thrasnewid system technoleg gwybodaeth y Gwasanaeth Hamdden i alluogi gwelliannau i'r gwasanaeth, yn cynnwys y gallu i logi cyfleusterau ar-lein a gwireddu arbediad refeniw yn sgil hynny.

Ystyriaethau perthnasol

4. Mae'r achos busnes ar gyfer y buddsoddiad hwn wedi ei herio gan y Tim Rheoli ac mae'r Tim Rheoli wedi derbyn sicrwydd gan y Gwasanaeth y bydd y buddsoddiad hwn yn gwireddu'r arbediad refeniw parhaol y mae'r atodiad yn cyfeirio ato.

5. Gan mai cais "buddsoddi i arbed" yw hwn, yr unig bosibilrwydd arall ar gyfer y cais hwn fyddai ei drin fel achos "buddsoddi i arbed" go iawn, gan "fenthg" yr arian i'r Gwasanaeth a disgwyl iddynt ad-dalu'r benthychiad yn gyntaf cyn gwireddu'r arbediad y mae'r Gwasanaeth yn chwilio amdano.

6. Yn yr achos hwn, gan bod adnoddau unwaith ac am byth ar gael, ac oherwydd y pwysau sylweddol am arbedion refeniw, awgrymir rhyddhau'r adnoddau unwaith ac am byth yn awr fel bod modd gwireddu'r arbediad parhaol o £60,000 y flwyddyn ynghynt yn hytrach na'n hwyrach.

Camau nesaf ac amserlen

7. O gymeradwyo'r cais, bwriedir symud ymlaen ar unwaith gyda'r trefniadau i uwch-raddio'r system.

Barn y swyddogion statudol

Y Prif Weithredwr:

“Rwy’n cadarnhau bod y mater wedi cael sylw gan y Tim Rheoli. Mae’r Gwasanaeth yn hyderus iawn am eu gallu i wireddu’r arbediad yn sgil y buddsoddiad hwn. Rwy’n cymeradwyo’r cais.”

Y Swyddog Monitro:

“Dim sylwadau i’w hychwanegu o safbwynt priodoldeb”

Y Pennaeth Cyllid:

“Fel yr wyf yn nodi yn fy adroddiad ar ddygymod â’r bwlch ariannol yng nghyllideb 2015/16, sydd yn eitem ar wahân ar raglen y Cabinet, mae prysuro cynlluniau arbedion bellach yn flaenoriaeth. Rwyf yn fodlon fod tystiolaeth ddigonol wedi ei gyflwyno i ddangos y byddai’r cais yma yn hwyluso’r Adran Economi a Chymuned wrth iddynt gyflwyno eu rhaglen arbedion, ac o safbwynt priodoldeb ariannol, rwyf yn fodlon fod cronfeydd addas a digonol ar gael i ariannu’r cynllun. Rwyf yn cefnogi’r argymhelliad.”

Atodiadau

Papur yn manylu ar y cais am adnoddau ynghlwm fel Atodiad 1

ADRAN ECONOMI A CHYMUNED - GWASANAETH CYMUNEDAU IACH
CAIS AM ADNODDAU AR GYFER: CYFLAWNI ARBEDION EFFEITHLONRWYDD 2015-2018
CYFLWYNWYD GAN: IAN JONES, UWCH REOLWR

Cefndir

1. Fel rhan strategaeth ariannol y Cyngor rhwng 2015/2016 ac 2017/2018 mae gofyn ar yr Adran gyflawni £1,053k o arbedion effeithlonrwydd (eithrio cynlluniau allanoli) o fewn y Gwasanaeth Cymunedau Iach.
2. Mae'r Gwasanaeth wedi paratoi cynlluniau ar gyfer cwrdd gyda'r targed yma sydd bellach wedi eu cyflwyno i'r cyfundrefnau corfforaethol a gwleidyddol.
3. Un o'r cynlluniau hynny yw cynnig HAM4 (Rhedeg Cyfleusterau Hamdden yn fwy effeithiol). Mae'r cynnig hwn yn ymwneud â sicrhau arbedion effeithlonrwydd drwy gyfuniad o'r canlynol:
 - Gwneud addasiadau i'r cynnig presennol er mwyn denu incwm newydd,
 - Lleihau gwariant wrth adolygu trefniadau rheoli adnoddau a,
 - Trawsnewid y ffordd mae defnyddwyr y gwasanaeth yn cysylltu a chael mynediad i'r gwasanaeth.
4. Bwriad y cais yma ydi gofyn am arian cyfalaf er mwyn cyflawni un rhan o'r drydedd elfen sef :-
 - Trawsnewid y ffordd mae defnyddwyr yn cael mynediad i'r cyfleusterau wrth uwchraddio Systemau Technoleg y Gwasanaeth.

Yr Angen

5. Mae'r system TG presennol mewn lle ers y flwyddyn 2000 ac er bod rhaglen gyfyngedig o uwchraddio wedi cymryd lle yn ystod y cyfnod ers hynny nid yw'r system yn cwrdd gyda disgwyliadau'r Gwasanaeth o safbwynt darparu rhyngwyneb effeithiol gyda'r defnyddwyr erbyn hyn.
6. Mae'r Gwasanaeth wedi buddsoddi £17k o arian refeniw eleni er mwyn gwella perfformiad y system wrth allu i) archifo gwybodaeth hanesyddol ii) rhesymoli'r nifer o haenau adrodd a iii) gwaredu gwybodaeth anghywir/anghyflawn o'r system. Fodd bynnag, mae'r gwelliannau hynny yn gyfyngedig i wella perfformiad y system yn unig.
7. Mae gorddibyniaeth amlwg yn y system bresennol ar rhyngwynebau traddodiadol e.e. mae angen i pob cais am logiad o ganolfan gael ei wneud unai ar y ffôn neu drwy ymweliad personol gyda'r ganolfan.
8. Ar sail gwaith ymchwil diweddar, mae'r Gwasanaeth wedi adnabod bod o leiaf 33% o'r defnyddwyr yn debygol iawn o ddefnyddio ffurf electroneg o gyfathrebu / gysylltu gyda'r canolfannau. Golygai hynny bod modd rhyddhau arbedion effeithlonrwydd wrth leihau'r adnoddau cyswllt cwsmer presennol a chyfeirio'r defnyddwyr i ddefnyddio technoleg gwybodaeth. Byddai'r dechnoleg hwnnw yn cynnwys:
 - Peiriannau hunan wasanaeth mewn derbynfydd
 - Safle We sy'n cynnig ymaelodi, llogi a thalu dros y we
 - Porth ar y we ble fyddai rhieni yn gallu gweld cynnydd eu plant mewn gwersi a dewis pa amser o'r dydd byddai'n hwylus iddynt fynychu'r gwersi hynny i'r dyfodol.
9. Rydym yn ymwybodol bod anghenion a disgwyliadau ein defnyddwyr yn wahanol ac felly, mae angen bod yn ofalus wrth rhagdybio effaith unrhyw newid ar y defnyddwyr hynny. Felly, bydd y rhaglen

mewnosod yn cynnwys cyfnod o addysgu ac hyfforddi'r defnyddwyr sy'n debygol o ddefnyddio'r dechnoleg ar sut bydd modd ei ddefnyddio i'w lawn botensial.

10. Er mwyn cadarnhau'r asesiad cost/budd priodol mae'r Gwasanaeth wedi cwblhau dadansoddiad manwl o'r sefyllfa bresennol sy'n cynnwys asesiad o'r buddiannau o drawsnewid y ddarpariaeth bresennol. Mae'r dadansoddiad hwnnw wedi dangos bod modd gwireddu arbedion referniw parhaol o £60k yn flynyddol o 2017/2018 ymlaen pe gellid sicrhau buddsoddiad cyfalaf o £152k i gychwyn. (mae copi o'r dadansoddiad hwnnw ar gael os y dymunwch)

11. Gofynnir felly, i'r Cabinet am fuddsoddiad o £152k ar sail yr achos busnes a gyflwynir yma.

Cost: £152,000

ADRODDIAD I'R CABINET
13 IONAWR 2015

Aelod Cabinet: CYNGHORYDD PEREDUR JENKINS, AELOD CABINET ADNODDAU

Pwnc: **CYLLIDEB 2015/16: DYGYMOD GYDA'R BWLCH ARIANNOL**

Swyddog cyswllt: DAFYDD L EDWARDS, PENNAETH CYLLID

Y penderfyniad a geisir / Pwrpas yr adroddiad

1. Gofynnir i'r Cabinet ystyried cyfuniad o'r camau canlynol ar gyfer cau'r bwloch yng nghyllideb 2015/16:
 - Cynyddu'r Dreth Cyngor uwchben 3.5%
 - Gweithredu'r Adolygiad Strategol Priffyrdd a Bwrdeistrefol
 - Sicrhau Arbedion o gyllidebau datganoledig Ysgolion
 - Gofyn i'r Adrannau brysuero cynlluniau arbedion effeithiolrwydd
 - Pontio o'r Balansau am 2015/16
 - Gweithredu'r Strategaeth Toriadau yn amserol
-

Cyflwyniad / Cefndir

2. Yn ei gyfarfod ar 16 Medi, bu'r Cabinet yn ystyried y cyfeiriad ar gyfer ymdrin â'r bwloch ariannol y byddwn yn ei wynebu dros y blynyddoedd i ddod gan gytuno ar rai opsiynau allweddol ar gyfer dygymod gyda'r bwloch. Bwriad yr adroddiad yma yw nodi lle ydan ni arni ynglŷn â sefydlu cyllideb gytbwys yn 2015/16 (er gwaethaf yr her ariannol o'r setliad) ac i amlinellu'r dewisiadau sydd ar ôl i'w gwneud a'r camau nesaf yn y broses.
3. Yng nghyfarfod 16 Medi o'r Cabinet, nodwyd pe byddai'r grant gan Lywodraeth Cymru i lywodraeth leol yn gostwng 4.5% (yn lle'r ffigwr mynegol 1.5%), yna byddai'r bwloch ariannol i Gyngor Gwynedd ar gyfer 2015/16 yn cynyddu o £9.6m i £13.1m.
4. Wrth i bob wythnos fynd heibio, mae'r ffigyrau yn newid wrth i'r wybodaeth ddiweddaraf ddod i law, ond bellach credaf fod y rhan fwyaf o'r ffigyrau perthnasol ar gyfer 2015/16 gennym fel bod modd dod i gasgliad eithaf cadarn ar ba mor hyfyw yw ein cynllun ar gyfer y flwyddyn honno. Erys rhai elfennau lle nad yw'r wybodaeth yn ddigon cadarn i fod yn hollol sicr, ond at ddibenion sefydlu'r strategaeth, mae yna ddigon o sicrwydd i ddod at gasgliadau cynllunio fel a ganlyn.

Y Bwlch yng Nghyllideb 2015/16

5. Mae'r ffactorau canlynol wedi cyfrannu tuag at fwllch £13.7m a welir erbyn hyn:

Gwahaniaethau ers ein rhagdybiaethau am 2015/16 yn Chwefror 2014

Anffafriol:	£'000	£'000
Setliad anffafriol Llywodraeth Cymru	2,700	
Cost cyfalaf uwch na'r disgwyl	200	
Trosglwyddiadau i mewn	300	
Eraill (gostyngiad incwm, ayb)	200	
Is-Gyfanswm Ffactorau Negyddol:		3,400
Ffatriol:		
Chwyddiant Tâl is	900	
Chwyddiant Tâl Athrawon is, net o gost pensiwn uwch	200	
Chwyddiant Prisiau is	500	
Incrementau Cyflog net o Drosiant	300	
Praeseptau ddim yn codi	200	
Derbyniad llog uwch	200	
Cynnydd Demograffi is	100	
Cynllun Cymorth Treth Cyngor – cyfraniad is	200	
Strategaeth Gwastraff – gofyn llai	900	
Is-Gyfanswm Ffactorau Positif:		<u>3,500</u>
Gwahaniaeth Net:		100
Diffyg rhagwelwyd erbyn 2015/16 yn Chwefror:		<u>13,800</u>
Diffyg rhagwelir erbyn 2015/16 yn Rhagfyr:		<u>13,700</u>

(mae'r amcangyfrifon uchod i'r £100,000 agosaf, gan eu bod i bwrpasau cynllunio strategol)

Cau'r Bwlch

6. Ar sail ein polisiâu blaenorol a'r wybodaeth ddiweddaraf, gan gynnwys setliad terfynol -4.0%, nodir isod grynodedb o'r sefyllfa fel ymddengys ar hyn o bryd, ac mae angen rhai penderfyniadau anodd er mwyn cau'r bwlch.

	£'000
Diffyg a ragwelir	13,700
<u>Llai:</u> Arbedion effeithiolrwydd wedi'u cynllunio erbyn 2015/16	6,170
Cynnydd yn y Dreth Cyngor @ 3.5%	<u>1,930</u>
Balans i'w ddarganfod:	<u>5,600</u>

Strategaeth Hirdymor

7. Yn y tymor-canol, bydd angen parhau gyda'r strategaeth arbedion / toriadau 2014/15 – 2017/18, a gosod amserlen bendant ar ei gyfer. Er bod sawl symudiad o fewn y cyfanswm net, mae'r bwlch i'w ddarganfod dros y cyfnod rhwng eleni a 2017/18 yn parhau i fod tua £34m. Gall sawl mater, yn arbennig, setliad am grant 2016/17 a 2017/18, ddylanwadu eto ar hynny. Am y tro, awgrymaf dylid parhau i weithio gyda'r targedau a osodwyd eisoes.

Cynllun ar gyfer 2015/16

8. Fe welir felly ein bod angen cau bwlch o £5.6m yn 2015/16, a hynny os oes modd cyfyngu bidiau anorfod i £1m, er gwaetha'r pwysau sy'n dod drwodd o'r gwasanaethau. Hefyd, mae'r ffigwr arbedion effeithlonrwydd £6.17m yn cynnwys gwireddu'r cyfan a gyflwynir rŵan ar gyfer 2015/16. Gan gymryd fod y cynlluniau arbedion effeithlonrwydd cyfredol eisoes yn cynnwys ystyriaethau fel codi ffioedd, ayb, prin yw'r dewisiadau er mwyn cau'r bwlch o £5.6m ac ymddengys mai'r rhai mwyaf ymarferol i'w gweithredu yw –

- Cynyddu'r Dreth Cyngor yn uwch na 3.5%;
- Gweithredu'r adolygiad strategol o'r Adran Priffyrdd a Bwrdeistrefol;
- Cwtogi'r gyllideb ysgolion;
- Pysuro rhai cynlluniau arbedion effeithiolrwydd adrannol o 2016/17 i 2015/16;
- Gweithredu rhaglen o doriadau gwasanaeth;
- Defnyddio balansau i bontio i'r gyfundrefn toriadau.

Cynyddu'r Dreth Cyngor

9. Mae pob 0.1% o gynnydd yn y Dreth Cyngor yn cynhyrchu tua £56,000.

Adolygiad Strategol Priffyrdd

10. Nid yw materion dan sylw'r Adolygiad Strategol Priffyrdd wedi'u cynnwys gyda'r cynlluniau arbedion effeithiolrwydd eraill yn y cyfanswm (£6.17m) uchod.
11. Bydd yr adolygiad yn sicr o awgrymu y gellid lleihau elfen o'r gyllideb cynnal ffyrdd heb gael effaith andwyol yn syth ond hyd nes y bydd y Cabinet wedi gweld yr adroddiad a dod i benderfyniad ni ellir bod yn sicr beth yw'r maint y dylid ei gymryd i ystyriaeth.

Cwtogi'r gyllideb ysgolion

12. Mae'r Fforwm Cyllideb Ysgolion wedi comisiynu gwaith gan gynrychiolwyr penaethiaid, llywodraethwyr ac aelodau i adnabod sut gellid arbed £4.3m dros 2015/16 – 2017/18. Gellid disgwyl i'r Fforwm/Gweithgor adnabod cyfraniad o'r arbedion yn 2015/16. Mae Llywodraeth Cymru wedi rhagnodi "addewid" y bydd cyllidebau ysgolion yn cynyddu 0.6% yn 2015/16, ond bydd cynnydd am gyfraniadau pensiwn uwch a chwyddiant yn fwy na bodloni'r "addewid".

Prysuero Cynlluniau Arbedion

13. Mae trafodaethau ar droed gyda phenaethiaid sawl adran i adnabod cynlluniau arbedion effeithiolrwydd gellid gweithredu yn 2015/16 yn lle 2016/17.

Defnyddio Balansau

14. Adnodd un-tro yw'r balansau cyffredinol, felly nid wyf yn argymhell eu defnyddio'n barhaol yn lle arbedion / toriadau. Fodd bynnag, lle mae cynlluniau i dorri yna gellid defnyddio balansau un-tro er mwyn pontio a chaniatáu amser i flaenoriaethu yn gynhwysol.

Argymhelliad

15. **Gofynnir i'r Cabinet ystyried a chynnig cyfeiriad ar gyfuniad o gamau ar gyfer cau'r bwllch yng nghyllideb 2015/16 gan nodi'n benodol os oes unrhyw un o'r elfennau yn faterion na ddylid eu hystyried.**

Camau nesaf ac amserlen

16. Yn amlwg, yn dilyn sicrhau fod y cynllun ar gyfer 2015/16 yn hyfyw, bydd angen sicrhau fod y Cyngor yn derbyn strategaeth o'r fath a bwriedir adrodd yn fanwl i'r Cabinet ar y strategaeth i:
 - Cabinet ffurfiol 13 Ionawr 2015
 - Seminarau Aelodau:
 - Pwllheli** - Dydd Mercher 4 Chwefror 2015 2:00pm
 - Penrhyndeudraeth** - Dydd Iau 5 Chwefror 2015 10:00am
 - Dolgellau** - Dydd Gwener 6 Chwefror 2015 10:00am
 - Caernarfon** - Dydd Mercher 11 Chwefror 2015 10:00am
 - Pwyllgor Archwilio / Cabinet ar 17/19 Chwefror 2015 i drafod yr opsiynau terfynol
 - Cyngor llawn 5 Mawrth 2015

Barn yr aelod lleol

Dim yn fater lleol.

Barn y Swyddogion Statudol**Y Prif Weithredwr:**

Mae'r Cyngor hwn wedi derbyn cydnabyddiaeth allanol am ei gynllunio ariannol doeth tymor hwy. Fodd bynnag, mae'r newidiadau polisi o du Llywodraeth Cymru wedi gwneud y cynllunio ariannol hynny'n anoddach nag erioed o ran maint yr her, y rhybudd annigonol ar gyfer ymateb iddo a hefyd yr ansicrwydd o ran peth o'r wybodaeth yn y setliad.

Yng ngwyneb yr her o'n blaenau, mae'n rhaid i'r Cabinet, a'r Cyngor llawn maes o law, edrych ar amryw o opsiynau ar gyfer cyfarch y bwlch ariannol yn y flwyddyn ariannol nesaf ac mae'r adroddiad sydd gerbron yn amlinellu'r dewisiadau sydd ar gael. Yn amlwg, mae rhai ohonynt yn llai dymunol nag eraill ond mae'r her ariannol yn golygu bod yn rhaid wynebu penderfyniadau fel hyn gan gofio bod unrhyw fethiant i wneud penderfyniad anodd heddiw yn gwneud y penderfyniadau sydd i ddod hyd yn oed yn fwy anodd. Rhaid cofio hefyd y bydd y math o benderfyniadau y bydd yn rhaid eu hwynebu maes o law am dorri gwasanaethau rheng flaen yn fwy heriol eto.

Diau mai cyfuniad o'r materion a nodir yn yr adroddiad a fydd yn ganlyniad y drafodaeth. Yr hyn na all y Cyngor ei wneud yw peidio â wynebu'r penderfyniadau hyn.

Y Swyddog Monitro:

Dim sylwadau i'w hychwanegu o safbwynt priodoldeb.

Y Pennaeth Cyllid:

Rwyf wedi cydweithio gyda'r Aelod Cabinet i baratoi'r adroddiad yma ac yn cadarnhau'r cynnwys.

Atodiadau

Dim

CABINET REPORT

January 13, 2015

Cabinet Member: Councillor Gareth Thomas

Subject: Future of the Provision of Education in Y Gader Catchment Area

Contact Officer: Iwan T Jones – Corporate Director

The resolution required / purpose of the report

The purpose of this report is to inform the Cabinet in the wake of the statutory consultation period on the proposal for the closure of the schools in Y Gader catchment area and establish one Welsh medium all-through community school on the existing sites of Y Gader, Dolgellau Primary, Ieuan Gwynedd, Dinas Mawddwy, Llanelltyd and Friog schools. The school will serve all 3-16 year old pupils within the catchment area. The Cabinet will need to discuss the observations received and decide whether to continue with the proposal or not, i.e. whether or not to publish statutory notices.

Views of the local members

Any observations from the Local Members will be submitted at the meeting.

1. INTRODUCTION

- 1.1 The purpose of this report is to seek the Council Cabinet's decision to proceed with the proposal to re-organise education provision in Y Gader catchment in Dolgellau or not. We ask that the Cabinet:
 - i. Considers the comments received during the statutory consultation period and the responses to those comments
 - ii. Decides to continue with the proposal in its current form or not
 - iii. Approve publishing Statutory Notices should the decision be to proceed
- 1.2 The Council has been implementing the Strategy, *'Excellent Primary Education for Children in Gwynedd'* since it was adopted in April 2009. In its meeting on 9 October 2012, the Cabinet decided on the *'Priorities Plan Re-organisation of Education Provision'* which is based on this strategy.
- 1.3 In accordance with *'Excellent Primary Education for Children in Gwynedd'* discussions were held regarding education provision in the catchment area of Y Gader, Dolgellau since 2010.
- 1.4 A report was submitted to the Full Council on July 14, 2011 regarding the reorganisation of schools in the catchment area of Ysgol Y Gader. That report is an important context for this report and a copy is included in the background pack. Copies of other relevant papers can be viewed on the Council website www.gwynedd.gov.uk/trefniadaethysgolion and www.gwynedd.gov.uk/thecabinet.
- 1.5 A further report was submitted to the Cabinet on July 16, 2013 (available in the background pack). That report described the difficulties involved with implementing the plan in one part of the catchment area due to technical problems with developing the site at Brithdir and also the financial implications. In view of this information and the need for reconsideration, an outline vision was adopted for the catchment area.
- 1.6 The essence of the outline vision would be to aim at ensuring the following outcomes:
 - The same opportunities and experiences for all the pupils in the catchment area
 - More consistency across the entire catchment area
 - Better progression across the age range

- Opportunities for sharing staff expertise and more opportunities in terms of professional development
- Wider opportunities to co-ordinate public services, especially support for families
- Strengthen the education provision across the catchment area and establish the foundation for collaboration, joint planning and joint development into the future.

There is a desire to ensure strong and sustainable education provision throughout the entire catchment area across all sectors. This will involve looking at rationalising the number, nature and status of schools in some parts of the catchment area. If the vision is fully realised it will be possible to strengthen the education provision within Y Gader catchment area.

- 1.7. In December 2013 a report was presented to the Cabinet (available in the background pack) where looking at the catchment area in its entirety was approved, in accordance with the recommendations below:
- To confirm extending the work in order to create a range of models which will serve the catchment area in its entirety, with the aim of putting before the Cabinet specific recommendations for statutory consultation in accordance with Section 48 of the Schools Standards and Organisation Act 2013*
 - To give authority to undertake an assessment in order to identify and measure the need within the catchment area for education provision of a specific category and designation as part of, and to meet the requirements of, the Process of identifying recommendations in accordance with i. above.*
 - To consider the possible financial implications and the options for meeting those implications and thus guarantee that any further requirements for implementing this plan are included in the review of the asset management plan.*
 - Since the Church Voluntary Schools come within the remit of the process, delegate to the Education Cabinet Member the task of conducting a pre-consultation with the Church if necessary, in accordance with the Schools Organisation Code 2013 requirements, before submitting a further report to the Cabinet on the favoured option, requesting permission to undertake a statutory consultation period on this option.*
- 1.8. In September 2014 a report was presented to Cabinet where approval was given to the proposal to:
- To undertake a process of statutory consultation in accordance with the requirements of Section 48 of the Schools Standards and Organisation Act 2013 for the closure of Ysgol Y Gader, Ysgol Gynradd Dolgellau, Ysgol Brithdir, Ysgol Machreth (Llanfachreth), Ysgol Ieuan Gwynedd (Rhydymain), Ysgol Dinas Mawddwy, Ysgol Llanelltyd, Ysgol Friog, Ysgol Clogau (Bontddu) and Ysgol Ganllwyd on 31 August 2017.*
 - To undertake a process of statutory consultation in accordance with the requirements of Section 48 of the Schools Standards and Organisation Act 2013 on the favoured option, namely to establish a community Catchment Area All Through School for 3-16 year olds on the existing sites of Ysgol Y Gader, Ysgol Gynradd Dolgellau, Ysgol Ieuan Gwynedd (Rhydymain), Ysgol Dinas Mawddwy, Ysgol Llanelltyd and Ysgol Friog, on 1 September 2017.*
- 1.9. Y Gader Catchment Review Panel (CRP) was established during April 2010 and 7 meetings were held. Representatives from all schools were present – head teacher, chair of governors and parent governors. Invitations were also extended to Local Members, representation from the Church in Wales (Diocese of Bangor) and a representative from Coleg Llandrillo Menai.
- 1.10. A wide range of evidence was received and discussed by the panel, including school statistics, financial background, and information on developments at national level (including Government guidance on dealing with proposals for school reorganisation) and new regulations on establishing patterns of collaboration/federations between schools.
- 1.11. A long list of possible options for school re-organisation in the area was compiled, which included variations of the following:
- Developing collaboration models

- Models of rural area schools (single or multi-site)
- All through school (also known as a Learning Community or a Lifelong Learning School)

1.12. The most recent CRP meeting was held on 21st May 2014 where the background work, based on the entire catchment area was presented. This included an updated long list of catchment models, the proposed way forward (the current direction) and an explanation of the statutory processes.

1.13. Another important point is the capital investment available for the catchment. Since commencing discussions in the catchment, the Welsh Government has adopted the investment programme, the 'Twenty-first Century Schools Programme'. Through this programme the Council has an investment of £3.6m approved in principle for Y Gader catchment area. Comprehensive Business Cases will have to be presented to attract the money. Careful consideration will have to be given regarding the best use of the investment and as discussed in the December 2013 Cabinet Report, as the entire catchment area is being discussed any additional budget requirement will be included as a part of a review of the asset management plan.

2. BACKGROUND – CHOOSING A FAVOURED MODEL

2.1 A number of models were discussed prior to creating the long list. Those options were based on the possible way forward by considering all 10 schools in the catchment. This involved:

- Developing co-operation/federation models between some or all of the current schools without closing schools
- Developing co-operation/federation models between some of the current schools after closing some schools
- Close some primary schools by transferring pupils to nearby schools without capital investment or co-operation between the schools left over.
- Close some primary schools by transferring pupils to nearby schools without capital investments, and establish a collaboration between the schools left over
- Close some primary schools and establish area schools following capital investment
- Close some rural primary schools and establish multi-site area schools following capital investment
- Upgrade Dolgellau Primary with a capital investment to create an educational centre for primary education in the catchment area
- Establish one school for primary pupils in the entire catchment area on a single site, the current school site or a new site
- Establish one 3-16 although school on one site for the pupils of the entire catchment area
- Establish an all through school on the present sites of Y Gader and Dolgellau Primary
- Establish an all through school on more than one site
- Establish an all through school for the entire catchment on a number of sites

Many of these have a number of different variations depending on the chosen schools and sites.

2.2 Background research work was undertaken and it was discovered that the sites under consideration when creating the long list were the present sites of Ysgol Dinas Mawddwy, Ysgol Ieuan Gwynedd in Rhydymain, Ysgol Gynradd Dolgellau, Ysgol Y Gader, Ysgol Llanelltyd and Ysgol Friog.

2.3 A long list of options was created based on these sites. Even though the case for change has been established, the 'Do Nothing' model is included for comparison purposes:

- **Model 1:** Do nothing - Continue with the '*status quo*' namely one Secondary School (Y Gader) and 9 Primary Schools. No change to the structure, location, designation, management or catchment areas of the present schools.
- **Model 2:** "*Collaboration trust*" between Ysgol Y Gader, Ysgol Gynradd Dolgellau, Multi-Site School in Friog and Llanelltyd and a Multi-Site School in Rhydymain and Dinas Mawddwy
- **Model 3:** Collaboration Network between the following schools: Clogau, Friog, Ganllwyd, Ieuan Gwynedd, Dinas Mawddwy, Dolgellau Primary and Y Gader

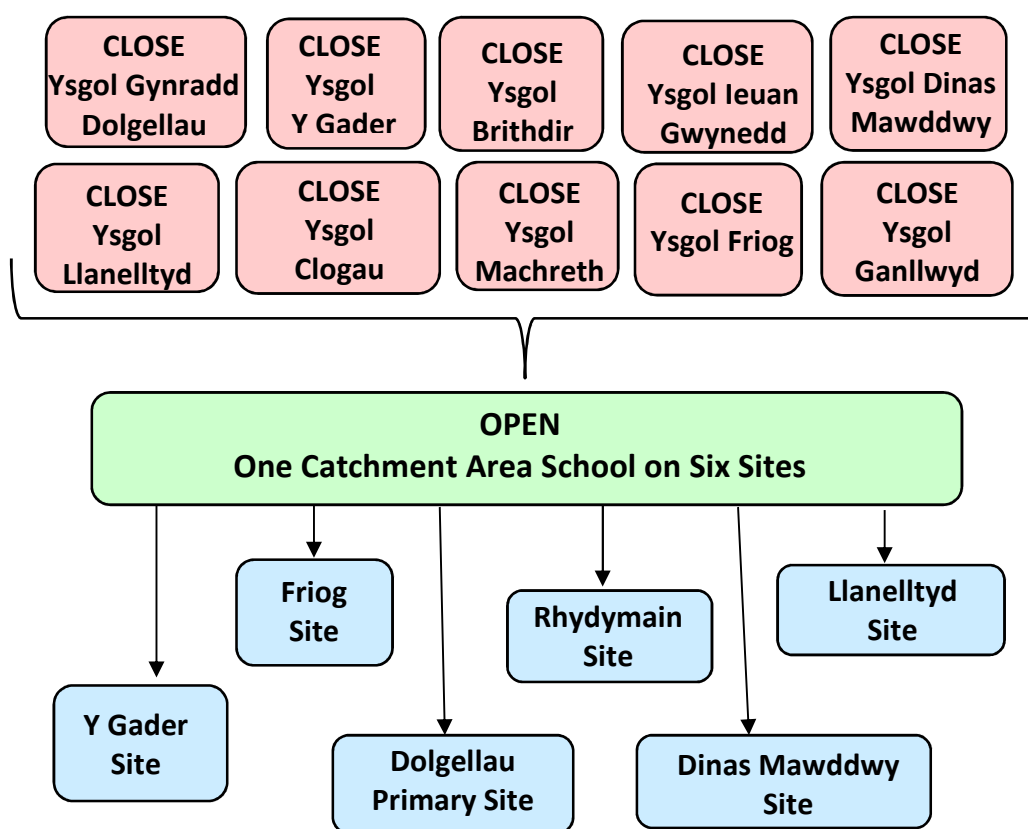
- **Model 4:** All-through school in Dolgellau town, Multi-site school in Friog and Llanelltyd, Multi-site school in Rhydymain and Dinas Mawddwy
- **Model 5:** Federation of the 3 schools in model 4 (All-through School in Dolgellau town, Multi-site School in Friog and Llanelltyd, Multi-site School in Rhydymain and Dinas Mawddwy)
- **Model 6:** All-through School in Dolgellau town and one rural Multi-site School on sites in Friog, Llanelltyd, Rhydymain and Dinas Mawddwy – Federate the 2 schools
- **Model 7:** Retain Ysgol Gynradd Dolgellau, and create a 3 – 16 year All-through catchment area School (on the existing sites of Y Gader, Friog, Llanelltyd, Rhydymain and Dinas Mawddwy schools with a choice for Llanfachreth pupils to attend Ysgol Gynradd Dolgellau or the All-through School) .
- **Model 8:** Catchment Area All-through School on the existing sites of Y Gader, Dolgellau Primary, Friog, Llanelltyd, Rhydymain and Dinas Mawddwy schools

2.4 The long list of models was appraised whilst summarising the main advantages and disadvantages against specific factors. Factors in the ‘Excellent Primary Education for Children in Gwynedd’ strategy, the School Organisation Code, and the vision for Y Gader catchment along with other relevant factors were used.

2.5 This was reported to Cabinet in September 2014 where it was approved to undertake a period of statutory consultation on Model 8, namely to close every school in the catchment and establish a community, Welsh medium Catchment Area All Through School for 3-16 year olds on the existing sites of Ysgol Y Gader, Ysgol Gynradd Dolgellau, Ysgol Ieuan Gwynedd (Rhydymain), Ysgol Dinas Mawddwy, Ysgol Llanelltyd and Ysgol Friog, on the 1 September 2017.

3 THE PROPOSAL

3.1 This proposal would mean that ten schools will close and one catchment area school would be developed.



3.2 This would mean **closing 10 schools:**

- Ysgol Y Gader
- Ysgol Gynradd Dolgellau
- Ysgol Clogau
- Ysgol Llanelltyd
- Ysgol Ieuan Gwynedd
- Ysgol Brithdir
- Ysgol Dinas Mawddwy
- Ysgol Ganllwyd

- Ysgol Friog
 - Ysgol Machreth
- 3.3 This would mean establishing one Welsh medium, community 3-16 all-through catchment area school on multiple sites
- 3.4 The Llanelltyd, Friog, Ieuan Gwynedd (Rhydymain), Dinas Mawddwy, Gader and Dolgellau Primary school sites would remain open as sites of the new school
- 3.5 The Ganllwyd, Clogau (Bontddu), Machreth and Brithdir schools would close and their sites not re-opened
- 3.6 The proposal will:
- Improve education standards across the catchment area by enabling flexibility across all the age groups so that sharing resources, staff and equipment will become a standard practice.
 - Impact the size and age range within classes
 - Improve the condition and standard of schools in the catchment area by investing £4.34million on upgrading and extending three sites, by spending maintenance accrual funds from three other sites.
 - Enable a new and modern senior management system which will release the head teacher from the class, offer flexibility within the staffing structure across the sectors and provide new career opportunities.
 - Ensure that there is an education site within reasonable distance for all the pupils in the catchment area.
 - Reduce the number of surplus places
 - Create around £255,625 of revenue savings, and rationalise the range of cost per pupil within the catchment area.
 - Allow the best opportunity to try and accomplish the language policy, by using the additional teaching resources that one establishment will have to best advantage across all the sites within the catchment area.

4. STATUTORY CONSULTATION PERIOD

4.1 In accordance with the statutory requirements of the Schools Organisation Code (006/2013) and the Schools Standards and Organisation Act 2013, a period of statutory consultation was held on the proposal with the relevant consultees between 10 October and 13:00 pm on 24 November 2014.

4.2

4.3 A statutory consultation document (appendix 1), was prepared in accordance with the requirements and the guidance of the Schools Organisation Code (006/2013). At the start of the consultation period the document was distributed to the relevant consultees and it was ensured that hard copies were sent to the schools for the attention of the parents, governors and staff. The document and all the background package documentation are available on the Council website www.gwynedd.gov.uk/trefniadaethysgolion.



4.4 82 responses to the statutory consultation were received, including responses from pupils, staff, governors and individual parents, as well as from the following organisations:

- | | |
|--|--|
| • Brithdir Parents Group | • Staff of Ysgol Ieuan Gwynedd |
| • Salem Church Dolgellau | • Ysgol y Gader Governing Body |
| • Seren Fach Nursery | • Ysgol Brithdir Governing Body |
| • UCAC | • Ysgol Gynradd Dolgellau Governing Body |
| • Estyn | • Ysgol Ieuan Gwynedd Governing Body |
| • Llandrillo Menai Group | • Ysgol Friog Governing Body |
| • Staff of Ysgol Brithdir | • Ysgol y Clogau Governing Body |
| • Primary head Teachers of Y Gader catchment area | |
| • West Gwynedd Church Committee and Presbyterian Society | |

All the responses, having deleted personal details and responses that could not be published, in keeping with the wishes of the respondents, can be viewed in full on the Council website at www.gwynedd.gov.uk/trefniadaethysgolion. Further details are available in connection with the following responses:

Number of responses						
Correspondence			Children & Young People Questionnaire		Other	Total
Welsh	English	Bi-lingual	Welsh	English		
52	12	4	13	1	-	82

Number of Responses which noted an association with a school										
Brithdir	Clogau	Cynradd Dolgellau	Dinas Mawddwy	Friog	Ganllwyd	Ieuan Gwynedd	Llanelltyd	Machreth	Y Gader	Arall
38	5	4	1	3	2	8	2	3	9	10
Total = 85										
<i>*one responder noted an association with 9 schools, **one responder noted an association with 7 schools, ***three responders note an association with 2 schools</i>										

Number of Responses from Children & Young People which noted an association with a school										
Brithdir	Clogau	Cynradd Dolgellau	Dinas Mawddwy	Friog	Ganllwyd	Ieuan Gwynedd	Llanelltyd	Machreth	Y Gader	Un-noted
7	0	0	0	0	0	0	0	2	1	4
Total = 14										

- 4.5 On 5 and 6 November 2014 an open day was held at Glan Wnion Leisure Centre. Here, all the information in the consultation document was exhibited and officers from the various relevant departments (e.g. education, property, personnel etc.) were at hand to explain and to respond to enquiries. There was also an opportunity to obtain a copy of any documentation and to present written views. Over 100 people attended the open days.



- 4.6 A consultation document which included a questionnaire was compiled for primary and secondary school pupils. It was arranged that a specialist facilitator visited all the schools to hold sessions with the pupils and to obtain their views. An analysis by the facilitator of the results of these sessions is available in Appendix 3 of this report. The report concluded:

“What became evident from the consultation process was that children adapt to new circumstances even though they might worry about bullying, losing friends and teachers, but generally the response was positive from most of the schools”.

5. COMMENTS RECEIVED DURING THE STATUTORY CONSULTATION

5.1 The purpose of this part of the report is to present some of the main points which were manifested during the statutory consultation period. It is not possible to deal with every comment in detail in the course of this report but all comments received were analysed and responded to. All this information can be found in appendix 2 of this report.

5.1.1. In terms of **the general response during the consultation, it can be noted that there was general support for changing the education provision**, and apart from some concern regarding the fact that the all-through model has not yet been proved, there was support **in general for the model as well**.

5.1.2. In general, the responses received concentrated on the following:

- Education
- Linguistic Status/Linguistic Matters
- Staffing matters
- Legal Status Matters (Community/Church)
- Proposed development of the Rhydymain site
- Brithdir site
- Matters relating to other sites
- Consultation with children and young people
- Transport
- Governing Matters
- The Statutory Consultation Process – Current Process and the Process in 2011
- Alternative Options

5.2 Education

5.2.1. A small number of responses noted that the quality of the education in small rural primary schools is much better in comparison with education in larger schools. Also mentioned was the challenges that have been encountered in the secondary school lately and it was questioned why the changes seem to be affecting the primary sector mainly.

5.2.2. It was explained in the consultation document that there are opportunities for the whole age range of pupils within the catchment area(3-16). It will moderate class sizes in most primary sites, head teachers will be released from teaching for a large proportion of their time so that the management team can concentrate on effective leadership and management, less duplication of work across the catchment area and opportunities for sharing staff expertise and resources across the sector as well as sharing good practices. In the case of small rural schools, the favoured proposal will retain four rural primary sites.

5.2.3. Some respondents stated that education should be moved forward but not by taking risks, in view of the fact that the all-through catchment area school model has not as yet been put to the test.

5.2.4. It is true that the model is an innovative one but this should not be a reason for not taking the opportunity to establish a strong educational system for the future. The all-through school model has been established in 4 schools in Wales and there is a federation in South Wales which includes one secondary school and four primary schools. The Council has held discussions in forums with the managers of these organisations and adapted the model so that it is suitable for Y Gader catchment area. The benefits and the risks associated with the model have been fully considered in the appraisal of the models and it is felt that the proposed option is the best way forward.

5.2.5. A response was obtained from Estyn which stated that the proposal is *“likely to support and possibly improve the existing standards of the educational provision”* within the catchment area. A response was also received from the Llandrillo Menai Group which stated that the proposal is *“sensible and*

sustainable” and which also officially supports the development. The Council appreciates the feedback and the support from these educational organisations.

5.3 Community

- 5.3.1. Some respondents noted that removing the school presence from the villages will have a negative impact on those communities. Some mention that the school is the heart of the community and that local residents always show their support by attending activities arranged by the school.
- 5.3.2. The Council acknowledges the fact that closure of schools in small villages will have a negative effect on the communities and maintaining community connections will be one of the matters considered when the proposed new school is established. The community impact assessment notes some alleviation measures that the Council and the proposed new school can adopt should the proposal be implemented.

5.4 Linguistic Matters/ Status

- 5.4.1. The proposed linguistic status of the school has been discussed by some respondents during the consultation and some stated that they would prefer the school to be bilingual rather than Welsh medium.
- 5.4.2. Linguistic status is a technical term, which has to be earmarked when a new school is established – in accordance with the Schools Organisation Code (006/2013) and the lead document from the Government , “*Defining schools according to Welsh medium provision*” (023/2007).
- 5.4.3. Linguistic status is a technical term in Gwynedd also since the language policy for the schools within the County is relevant to all schools and means that all schools are subject to the same expectations. The aim of the policy is as follows:
“The aim of the language policy is to ensure that all the pupils within the county have the appropriate linguistic skills in both Welsh and English. The expectation is the same for every one of the schools.....Although the general aim of the policy is bilingualism, the balance is weighed in favour of the Welsh language.”
- 5.4.4. Considering the fact that all primary schools are all Welsh medium, giving the primary sector a bilingual status would have a negative effect on the Welsh language. In accordance with the predictions for September 2017 there are more primary pupils than secondary pupils therefore in practice there will be no change in the everyday language provided for the secondary pupils since it will be necessary to provide education through the medium which serves the demographic cross section of the catchment area.
- 5.4.5. Some respondents noted that the Welsh language is at its strongest in small rural schools and that it would be a shame to weaken the language by closing schools where the language is strong.
- 5.4.6. In the context of Y Gader catchment area, an independent linguistic impact assessment was commissioned in order to assess the models. This assessment pointed out the inconsistencies within the catchment area in terms of the Welsh language, but also noted the benefits of moving ahead with the favoured model of creating a Welsh medium school for 3 – 16 year old pupils:
*“Model 8: Catchment area All-through School on the existing site of Y Gader, Cynradd Dolgellau, Friog, and Dinas Mawddwy schools and the closure of Ganllwyd, Clogau, Machreth and Brithdir schools. One Head Teacher, one governing body. Verdict of **positive impact** which offers an opportunity **to ensure consistency across the entire catchment area**. Whilst it is not possible to set every model in a score position according to impact on the language, we gather that this model offers **special opportunities in terms of the planning and the provision of statutory education**, which will be **consistent and the outcome of one complete vision** rather than various directions from a number of establishments which will be inevitable, and various standpoints in terms of attaining the County’s language policy with the*

*aim of creating bilingual, proficient young citizens. In a catchment area where the Welsh language is facing many basic challenges, it is indeed possible that **planning the provision according to one vision is the best method** of trying to achieve the aims of the language policy, utilising the additional staffing and teaching resources that one establishment would have for **best use across the various sites of the catchment area.**"*

- 5.4.7. One of the challenges of establishing the all-through catchment area school would be establishing the appropriate linguistic structure across the age sector. Responding to the challenge and implementation of the Language Policy will be the responsibility of the Head Teacher and the Governing Body, with assistance from the County. The County Language Policy will need to be implemented appropriately and in a way which will meet the challenge in the linguistic assessment.

5.5 Staffing Matters

- 5.5.1. Some of the responses, including staff responses, note concern over the period of uncertainty for the future if the proposal is implemented. Some pointed out the fact that staff in the catchment area have been under strain for some time, considering that discussions on reorganisation have been ongoing for some years. Some noted that insufficient information was available on the statutory consultation stage, and – noting the number of jobs which will be lost - they wished to be told what their personal situation will be. A number mentioned the importance of appointing a suitable Head Teacher as leader for the new school.
- 5.5.2. It was recognised that school reorganisation discussions did lead to uncertainty within the catchment area and that the immediate future could be uncertain and could also lead to redundancies. Since the final decision has not yet been taken (this stage is consultation only) it is not possible to give detailed information on individual situations. In terms of the numbers of jobs to be lost, it is also premature to give any figures because the staffing structure for the new school will be a discussion point for the shadow governing body. If a final decision is taken to implement the proposal, personnel officers from the Council will be at hand throughout the process to offer advice. A number of meetings have been held and support given in the last 6 months with regard to the development of an Area School for Groeslon, Carmel and Bronyfoel, and this support will be available for the staff of Y Gader catchment area schools. The Cabinet needs to be aware of the need for support from the Council personnel service, in view of the fact that the staff of 10 schools will need help if the proposal is implemented.
- 5.5.3. From the consultation process, it became evident that the appointment of a suitable individual for the role of head teacher is of core importance for the success of the model. Some respondents noted that recruiting an individual of the right calibre could be a challenge and it would have to be ensured that they are given every support on the task of leading and managing so many sites. Based on lessons learned from other counties, the head teacher should be appointed at least a year before the proposed catchment area all-through school opens. This will allow preparation time so that appointments can be made and the staffing structure established and time allowed for creating strong organisation and policies before the school opens. The Cabinet will need to consider this and to ensure that resources are committed from the savings derived in order to appoint an individual who is appropriately qualified, ensuring that this is carried out at an early stage.

5.6 Legal Status - Community/Church

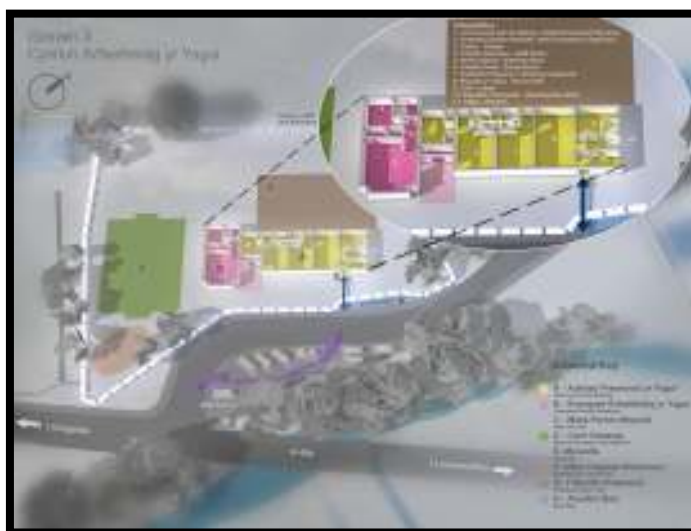
- 5.6.1. Some responses were received in support of community status. Some noted discontent with the fact that the Church in Wales has been included in the discussions prior to the statutory consultation. (e.g. assisting in the planning of the needs assessment questionnaire on different types of schools and the pre-consultation discussions). Discontent was expressed that nonconformist denominations were not invited to be part of the initial discussions since the Catholic Church had also been invited to voice its opinion.
- 5.6.2. Bangor Diocese is a joint education provider in Y Gader catchment area since Ysgol Gynradd Dolgellau and Ysgol Machreth are voluntary controlled schools (Church in Wales). This means that in the event of

school reorganisation, the Council has specific duties - in accordance with the School Organisation Code (006/2013) – and one of these duties is to arrange a period of pre- consultation discussions. The only denomination to give an input prior to the statutory consultation was the Church in Wales, in accordance with statutory requirements.

5.6.3. One or two of the respondents voiced discontent over the Church in Wales’s presence on the governing body of the new school with no fair play for the nonconformist churches of the area as well. Since the proposal has favoured community status for the all-through catchment area school, there will be no specific seat for a representative of the Church in Wales on the shadow governing body.

5.7 Proposed development at Rhydymain

5.7.1. The fact that the Rhydymain site will be developed was very welcome and a number of further suggestions were mentioned after the proposed plan (see below) was exhibited e.g. the location of the extension. It was noted that a number had pointed out the need for the school staff members to be allowed input before the final design is approved.



5.7.2. Even though the extension is shown in one location on the current plans, this is only a conceptual plan showing one option only. We will continue to consider whether it will be possible to put an extension at another location (at the back perhaps) in order to have the least impact on the site. Discussions will continue over the coming months.

5.7.3. It is not possible to change the investment figure of £620,000 which has been earmarked for improving the Rhydymain site. It is only conceptual plans that exist at this point, should the Cabinet decide to proceed with the proposal, there will be full consultation with the Head and members of the governing body to further develop the plans.

5.7.4. Some voiced concerns regarding two dinner sittings, and requested further extension of the hall (suggestion of installing a glass passage which could be used as part of the hall). This would also mean that games sessions, meetings and dinner for all the pupils on the site could be held in the hall. A number had voices their wish for a higher investment than the proposed figure so that the development would reflect more closely the work carried out at Ysgol OM Edwards. Respondents who voiced objection to the Rhydymain site regarded the investment as unfair to the pupils in the east of the catchment area, considering the proposed investment in Ysgol Gynradd Dolgellau and Ysgol Llanelltyd.

5.7.5. The school hall will be of sufficient size for holding services, physical training activities and musical activities etc. Two dinner sittings will be required if the site is at full capacity. Having two dinner sittings is not an unusual practice in Gwynedd schools. The Council has considered enlarging the hall

but in view of the budget available a higher cost than what has been allocated cannot be justified. As part of the plan, the Council will invest £620,000 in the Rhydymain site, which is a substantial sum. Under the plan, the aim of the proposed investment is to ensure that every educational site in the catchment area has a proper hall so that there will be no need for the pupils to continue to eat in their classrooms, as is the case in some schools at present.

- 5.7.6. A number also noted speed restriction on roads connecting to the Rhydymain site, some would like to see the main road (A494) restricted to 50/40/30 mph and the road through the village to 20 mph.
- 5.7.7. During the planning process and presenting planning application, in depth discussions will take place on what traffic controlling measures need to be implemented at the site and associated roads. Risk assessments will be undertaken in order to ensure that the appropriate risk alleviation measures are incorporated as part of the work.
- 5.7.8. Several of the consultees noted that it would be better to have an extension so that 4 classrooms could be accommodated on the site rather than 3, and noted that the numbers in the foundation phase would have risen above 30 pupils next September 2017 and pointed out that it is unlawful to have in excess of 30 pupils in the foundation phase.
- 5.7.9. The report in the consultation document is based on the predictions given in September 2013 by head teachers, and one possible way of arranging class sizes on the Rhydymain site was put forward. This is only an example, the table below shows three different ways by which pupil numbers could be arranged, based on the predictions received from head teachers in September 2014 .

Site	Nursery	Reception	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Total	Class no	Largest class	Smallest class	Classroom average		
September 2017 projections based on information received from Headteachers in September 2013															
Rhydymain	8	8	7	8	9	8 4 4		12	7	67	3	23	21	22	
	23			21			23								
September 2017 projections based on information received from Headteachers in September 2014 – Possibility 1															
Rhydymain	8	7	6	9	8	8 4 4		13	7	66	3	24	21	22	
	21			21			24								
September 2017 projections based on information received from Headteachers in September 2014 – Possibility 2															
Rhydymain	am	4	7	6	9	8	8	13	7	66	3	26	16	19	
	pm	4													
26			16			20									
September 2017 projections based on information received from Headteachers in September 2014 – Possibility 3															
Rhydymain	am	4	7	6	9 5 4		8	8	13	7	66	3	20	17	19
	pm	4													
17			20			20									

- 5.7.10. From the examples in the above table, dependent on the head teacher's decision, it is possible to create a class structure so that the key stages do not clash. A decision on class structure will be taken by the head teacher and the governing body, based on the true numbers of children and on the number of staff appointed to the site. Establishing four classes would cost much more, thus creating more surplus places and lead to the need for more staff. It is considered that three classes on this site will offer appropriate rural education provision for the number of pupils in view.
- 5.7.11. Mention was made of a number of responses voicing concern over the sustainability of the Rhydymain site in view of the present low pupil numbers, the high number of surplus places, the distance of the site, considering that it is located on the outskirts of Y Gader catchment area and the danger that the ex-catchment area pupils who attend Brithdir at present will not be able to attend the site, or indeed choose to attend the site in the future.

5.7.12. Planning places in schools is difficult because the parents can choose the school for their children and some travel outside the natural catchment area. In the proposed favoured option, there is sufficient room in the Rhydymain site for the existing pupils at Brithdir, Rhydymain and Machreth schools. It is predicted that the Rhydymain site can accommodate around 70 pupils and – based on the predicted figures of September Medi 2014 – there will be 66 children present, including the ex-catchment area pupils who attend the three schools at present. With regard to the distance of the site, free transport will be offered in accordance with the transport policy, as explained in the statutory consultation document and in the transport section of this report.

5.8 Brithdir Site

5.8.1. Most of the responses to the statutory consultation from Brithdir residents want the Council to reconsider and to use the site at Ysgol Brithdir as part of the proposed model. There has been much confusion over the decision to banish the former plan (Multi-Site Area School at Brithdir and Dinas Mawddwy) and the implications of the rock formation in front of the school.

5.8.2. A number noted that they had understood that the main reason for not continuing with the proposal at Brithdir was the presence of rocks on the site adjacent to the school. A number of respondents were surprised to learn from the Property Department during the open days that planning problems were also a challenge. Some stated that they had contacted Snowdonia National Park and that no planning application had been submitted with regard to the proposal, therefore no application had been refused. Some respondents stated that the National Park as the Planning Authority had only received initial plans. Some respondents made a request that the Council submit a planning application based on the development of the Brithdir site.

5.8.3. Several open discussions took place with Planning Officers from Snowdonia National Park. Plans were presented along with a 3D model. Changes were proposed. The response was negative and they presented fair arguments to decline the planning application. Continuing with the work required in order to present a full application would have cost tens of thousands and the Cabinet decided, in light of all the factors, to discontinue with the development.

5.8.4. A number of respondents expressed concern regarding the equipment used for assessing the geology of the site. It became evident that some parents had visited the field to undertake their own research with a machine and that they had failed to discover the rock. It was stated by a number of respondents that more evidence and more honesty and clarity on why the Council has not continued with the development of the Brithdir site.

5.8.5. A private company Betts Geoenvironmental were commissioned to complete the ground works at a site near Ysgol Brithdir. It was the company's decision to use a bucket without teeth to dig the field. The reason was that the site was within a specific distance to archaeological remains. A toothed bucket is likely to destroy any archeological remains and this is a crime. This is the equipment used by every specialised company in such a situation – the aim of the investigation is to reach the level of the rock and not to dig through it and therefore a bucket without teeth is perfectly reasonable.

5.8.6. The geotech report confirms that a rock was found 1 metre under ground – the term “rock” is used to describe the composition of the material under ground – it is not necessarily one solid rock. The increase in costs was a combination of more than one factor which included digging the material from the site, the cost of installing services through the material, the cost of installing drainage through the material, new requirements by the Government (including an increase in area, and the complex link between one level and another on the site (to include a lift a.s.o.).

5.8.7. It is not the presence of a rock which was the only reason for the Cabinet to decide to discontinue with the process. It was noted in the report presented to Cabinet in July 2013:

“1.4 Statutory consultation took place on the proposal to implement the plan in the Brithdir and Dinas Mawddwy area and a report was submitted to the Full Council in December 2011. Because objections had been received the matter was transferred to the Minister for Education at the Welsh Government for a final decision. In November 2012 a decision in favour of the proposal was announced.

1.5. In the meantime, detailed work was carried out on the site at Ysgol Brithdir and substantial problems and obstacles were encountered in terms of developing the Brithdir site - these involved matters appertaining to planning and funding. Since the consultation period and as the designs were being developed, it became obvious that planning permission would be almost impossible to obtain. It was noted that the land level would have to be substantially lowered before construction could commence and since the area was very rocky it involved considerable cost. During the same period it became apparent that the technical requirements imposed by the Government had changed and that the extension would have to provide more space. As a result, what is now being considered is different to what was discussed during the consultation, the cost would be higher and also there would be a strong risk that planning permission would not be obtained. The concern is that the additional money would be spent to overcome the mechanical problems on the site rather than on educational resources for the pupils of the area.

As a result the conclusion reached was that the original proposal will not be implemented and that another plan will have to be developed”.

- 5.8.8. The main reasons for not continuing with the previous proposal to create a multi site area school was:
- a) The significant risk of not being able to get planning permission come what may. During the design period the opinion of the planning officers became much more negative than during the consultation period and they became more concerned as time went on. We had reached a point where the chance of being successful was small if not impossible. This is therefore the main reason, a matter which money cannot overcome.
 - b) During the design period the Governments’ requirements became clearer. In order to use grant money, additional expenditure was required on the nature of the construction in order to meet very high environmental requirements. Also, an additional 70m² was required than originally presumed in order to meet the expected standards to ensure grant funding.
 - c) During the design the Park insisted that the level of the new building would have to be significantly lowered (up to 3m) so as not to infringe upon the present school and the amenities of the house at the back. The present school is already 1 metre higher than the site next door and therefore it would be necessary to excavate 4 metres. The specialist survey confirmed that a rock was found 1 metre under ground. This in itself did not mean that it was impossible to achieve the development but it obviously added to the costs. The difference in levels also meant that a complex and costly link would have to be created between the old and new buildings, including a lift a.s.o.
- 5.8.9. A number of responses stated that Ysgol Brithdir is the most central site, it is convenient for parents since a number already transport their children there. It was stated that the pupil numbers at Ysgol Brithdir are high with no surplus places and it offers itself as the most viable site into the future. Some respondents mention that there is a private nursery close by in Brithdir which facilitates matters for parents and also the travelling distance to Rhydymain will be a major inconvenience. A higher number of pupils will have to travel to school and some respondents stated that parents will not carry their children from Dolgellau to Rhydymain on account of the distance. In the opinion of some respondents, this could affect the viability of the Rhydymain site into the future. A number agreed that the Brithdir site would be the viable one for the future, and a number of requests were put forward for the development of the Brithdir site to be reconsidered.

5.8.10. The Council acknowledges the fact that the Brithdir site indeed has its virtues, and there are a number of reasons why it was decided to include it as a site in the previous consultation (2011) - this cannot be argued against. On account of technical problems, increasing cost of developing the site and planning restrictions, the Council was forced to make the difficult decision and consider other options and sites.

5.9 Matters relating to other sites

5.9.1. A response was received which welcomed with pride the investment in the site at Ysgol Gynradd Dolgellau. A request was made for consultation with the school staff as users before the final plan is developed. As has already been noted, the real design work has not yet begun, at present concepts only are being discussed. Subject to the decision by the Cabinet following this report, further design work will be undertaken. There is a wish for a full consultation with the Head Teacher and also with the Governing Body as this process evolves. The views of those who use the school and their input will be essential if the plan is to be a success.

5.9.2. One response voiced concern over the investment level in the Friog site, concerned that it is not sufficient to attract parents to the site and that it will lose pupils to other sites. The Friog site is in an adequate condition and there are no more expenditure requirements to its condition. There is no budget available to upgrade the site in its entirety. Some respondents stated that there are a number of construction defects in the site at Ysgol Y Gader. All the backlog maintenance required at Friog, Dinas Mawddwy and Y Gader will be spent by September 2017. Ysgol Friog has indeed received investment during Summer 2014 where improvements to the kitchen, new radiators and new windows were completed. An additional £15,000 will also be spent. A backlog maintenance of £439,000 is required at Y Gader and this will be done in due course.

5.10 Consultation with children and young people

5.10.1. One or two parents voiced their dissatisfaction that sessions were being held with pupils without their having prior notice of this. They did not understand the need for discussion with the children and believe that it is the parents' responsibility to decide whether to share information with the children or not.

5.10.2. In accordance with the Schools Organisation Code (006/2013) it is vital, as part of any statutory consultation to consult with children and young people who attend the schools which are the subject of the consultation. In part 1 of the statutory consultation document it states as follows: *"Arrangements will also be made to obtain the views of children and young people who attend the schools in question. A specialist facilitator will visit every school to hold specific sessions in order to enable the children to voice their opinions. There is a consultation document for children and young people on the Council website www.gwynedd.gov.uk/trefniadaethysgolion as well as an appropriate response form. This means that individual children and young people who are not part of the response sessions can also respond to the consultation."* A hard copy of the statutory consultation document was distributed to every parent/guardian associated with the 10 schools and the head teachers contributed to the arrangements made for the visit by the facilitator. One or two parents decided not to allow their children to attend the sessions, and in one school members of the governing body decided to observe the session. The full report by the facilitator can be seen in appendix 3.

5.10.3. A number of primary questionnaires and one secondary questionnaire were received as part of the correspondence during the consultation period. Almost all the responses unanimously agreed that the most important things in a school are good friends, good teachers and good education. Some also stated that speaking Welsh on the playground is important and that opportunities for competing in games/recitation/dancing is very important.

5.10.4. 10 children had ticked the sad face in response to the proposal and the main concerns were travelling a long distance to a new school, being separated from their friends, new, unfriendly children, new

teachers and failure to understand the need for change since Brithdir is bigger than Ieuan Gwynedd at present and it is Brithdir - a happy rural Welsh community school – is the one being closed.

5.10.5. The Council appreciates the views of the children and young people of the schools and take note of the specific concerns voiced. Every effort will be made to alleviate the concerns should the proposal be implemented. E.g. arrangements for joint working so that pupils coming together from different sites can meet and get to know each other before September 2017 and making the children aware of the proposed travelling distances/times.

5.10.6. Two of the children had responded by ticking the happy face and stating that they were looking forward to a larger school with bigger classes and the possibility of making new friends in a new site. The Council appreciates the observations and is pleased to see the specific features which pupils are looking forward to and the matters children regard as important in a school.

5.11 Transport and travel

5.11.1. There were observations regarding the distance to travel from Dolgellau and Brithdir to Rhydymain, as some made the point that parents would not be willing to travel so far twice a day. Some respondents associated the success in numbers at Ysgol Brithdir with the Seren Fach nursery in terms of convenience, stating that the cost and time for travel to Rhydymain would be too high for them to transport their children there. Some of the respondents have asked for a guarantee of permanent transport for the pupils of the schools under closure.

5.11.2. Free transport will be provided in accordance with the schools transport policy which states that the County will provide free transport for pupils under the following circumstances:

“Primary Age Pupils – for pupils living 2 miles or further from their catchment area school, or the nearest school.

Secondary Age Pupils – for pupils under 16 who live 3 miles or further from their catchment area school or the nearest school.”

5.11.3. As stated in the statutory consultation document, the transport policy will have to be slightly adapted in order to accommodate the multi-site element in the proposed school, therefore it will have to read that the County will provide free transport for pupils under the following circumstances:

*“Primary Age Pupils – for pupils living 2 miles or further from the **school site** in their catchment area, or **the nearest school site***

*Secondary Age Pupils – for pupils under 16 who live 3 miles or further from the **school site** in their catchment area or **the nearest school site.**”*

5.11.4. In addition to this, it became evident during the course of the statutory consultation that there are some pupils living in the existing catchment area of Ysgol Brithdir whose homes lie closer to Ysgol Gynradd Dolgellau than to Ysgol Rhydymain. Since the Council plans places for all the pupils from Brithdir, Machreth and Ieuan Gwynedd schools in the Rhydymain site, it is recommended that specific reference be made to the old catchment areas of these schools so that the pupils from those catchment areas obtain free transport to Rhydymain (provided they live over 2 miles from the site). The catchment area in question is shown on the map to the right.



5.11.5. Some responses mentioned that the proposal means that: more pupils travel further to school (unfair in their opinion); higher transport costs and a negative impact on the Council’s carbon footprint. The Council acknowledges the fact that more pupils will have to travel further to their education site, but no pupil will have to travel in excess of the distance stipulated in the County/National policy. In referring to the carbon footprint and transport costs, we need to consider the fact that 4 educational sites will close. This involves revenue net savings of £255,625 (after deducting transport costs), and

some of the remaining sites will be upgraded and environmentally improved. This will lead to a more effective system than the existing regime.

- 5.11.6. Some stated that planning to have children travelling from site to site on a daily basis is unacceptable. It is not intended that pupils should travel from site to site on a daily basis. Occasionally it would seem advantageous - in terms of the pupils' education – to make use of resources on other sites e.g. the older pupils in the primary sector attending science lessons in the laboratories of the secondary sector in Y Gader.

5.12 Governance, Entry and Finance

- 5.12.1. There was concern that all the communities would not be fairly represented on the shadow governing body. Some stated that there was insufficient information regarding the way that one governing body would work across a whole catchment area. One respondent was concerned that the proposal would do away with a substantial number of governors and leave one body, namely the secondary body, to govern education within the catchment area.
- 5.12.2. It will not be the secondary school governing body running the proposed school – a new shadow governing body will be established. The shadow governing body will be made up of existing members of the schools' governing bodies. In accordance with the guidelines, it is predicted that there will be 19 governors and the head teacher on the shadow governing body and these could come from any district within the catchment area.
- 5.12.3. One respondent stated that it was unclear in the consultation document as to what the ex-catchment area pupils who wish to attend the secondary site do to gain entry into the all-through catchment area school in Year 7. For clarity, these pupils will need to submit an application to the Authority – as is the procedure under the existing system.
- 5.12.4. Some respondents made reference to the staffing safety net and pointed out that Ysgol Ieuan Gwynedd receives more protection than Ysgol Brithdir. In looking at the predictions for the various primary sites of the catchment area all-through school, some respondents foresee that 2 of the sites will still come under the staffing safety net.
- 5.12.5. The allocation for Ysgol Ieuan Gwynedd equates to £10,616 per pupil. This includes a minimum staffing protection worth £45,201 and a further allocation of £29,750 for pupils with (Additional Learning Needs). When establishing an allocation formula for the All Through School we will take into consideration the need to provide a multi site allocation, in order to secure educational provision across the catchment.

5.13 The Statutory Consultation process – Current and the Process in 2011

- 5.13.1. The main message from the catchment area is that reorganisation has been under way for a considerable time and that residents are disappointed that the lack of action thus far has meant that discussions are still ongoing. A number referred to the statutory consultation in 2011 and how important it is for the Council to ensure that the right choice is made this time, for the benefit of the catchment area and especially for the benefit of the children. Some questioned the process of reaching decisions.
- 5.13.2. Some respondents stated that they were glad of the opportunity to voice their opinion and that the statutory consultation document had been very comprehensive.
- 5.13.3. Some were of the opinion that giving information about the Ysgol OM Edwards and Ysgol Penybryn, Tywyn during the open days was a mistake since they considered the investment made in Y Gader catchment area was substantially less than the money spent at those schools.

5.13.4. Pictures which were part of the consultation document and associated with proposed sites of the all-through school were the only pictures shown in the open days of Ysgol OM Edwards ac Ysgol Penybryn, Tywyn. Ysgol OM Edwards received an investment of £1 million to be upgraded. This development is very similar to the proposed work to be carried out in Llanelltyd (£1.02 million investment) and that is why it was considered of interest for the open days. Ysgol Penybryn, Tywyn received an investment of £1.47 million to be upgraded. The primary site at Dolgellau will receive an investment of £2.7 million and the improvements in Penybryn show the type of changes that will be introduced. That is why these matters were considered of interest for the open days..

5.14 Other options

5.14.1. Very few alternative options were put forward. One respondent stated that they favoured model 3 in the long list, another respondent offered the possibility of moving all catchment area year 6 pupils to Ysgol Y Gader. The main alternative option put forward was associated with the sites selected. A number of respondents favour Brithdir as the site for the catchment area all-through school rather than the Rhydymain site.

5.14.2. The Council has undertaken considerable research work on the option of extending the Brithdir site, indeed the site was part of the previous proposal for the eastern part of Y Gader catchment area. Unfortunately, due to factors discussed in 5.7 above, it is not possible to develop on the site at Ysgol Brithdir, therefore this is no longer a viable option.

6. SUMMARY

6.1 It is recommended to release statutory notices on the proposal to close all schools in the Gader catchment area and establish one 3-16 Welsh Medium, community all-through catchment area school on the present sites of Y Gader, Dolgellau Primary, Ieuan Gwynedd, Dinas Mawddwy, Llanelltyd and Friog schools.

6.2 This recommendation follows **consideration of a wide range of possible models**. These proposals were summarised into a **long list of 8 possible models**, and **these options were fully analysed** by comparing advantages and disadvantages against **specific factors**. Factors in the *'Excellent Primary Education for Children in Gwynedd'* strategy, the School Organisation Code, and the vision for Y Gader catchment along with other relevant factors were used. The factors included, but were not limited to:

- Educational Standard
- Class sizes and age ranges within classrooms
- Pupil numbers and surplus places
- Teaching Environment – Standard and suitability of buildings
- School Status / Category
- Management and Staffing
- Community
- The Welsh Language
- Impact on Equality
- Financial Resources
- Geographical Factors

This full options appraisal has already been presented to the Cabinet for consideration in September 2014.

6.3 As part of this options appraisal, the conclusions of **Community, Language and Equality impact assessments** were also used. All these assessments and all background information on this proposal are available in appendix 1 of the report on the Council's website www.gwynedd.gov.uk/schoolorganisation. In accordance with the Equality Act 2010 an equality impact assessment regarding the proposals was completed. The assessment notes the current situation and notes there are policies and procedures in place which would ensure that the proposal considers and is in line with equal rights. Having weighing the relevant factors, it was concluded that the proposal positively ensures equal opportunities and that

measures are in place to ensure there are no unlawful discrimination or harassment. There are also arrangements in place to monitor and revise the situation. It is therefore considered that the conclusions of the assessment continue to be current and relevant to the recommendation.

- 6.4 A **pre-consultation with the Church in Wales was completed** and their comments, in addition to the option appraisal and the impact assessments, were considered by the Cabinet before approving the statutory consultation period on the proposal.
- 6.5 Following **consideration of all the comments** received during the **statutory consultation period**, the **Council still believes that the proposal consulted upon remains the best option for the future of education in the Gader catchment area**. An analysis of the comments received is in section 5 and appendix 2 of this report, and the responses are available in full on the Council's website www.gwynedd.gov.uk/schoolorganisation.
- 6.6 The proposal continues to be the favoured option for many reasons. By establishing a 3-16 allthrough catchment school, it is possible to **address a number of challenges** currently found in the Gader catchment, **create a number of different opportunities to develop on the current educational standard**, in addition to provide the flexibility in a number of ways to **create a strong and sustainable educational provision into the future**. Some of the proposal's benefits are:
- **Improve education standards** across the catchment area by enabling flexibility across all the age groups so that sharing resources, staff and equipment will become a standard practice.
 - Have an **impact the size and age range within classes**
 - **Improve the condition and standard of schools** in the catchment area by **investing £4.34million** on upgrading and extending three sites, by spending maintenance accrual funds from three other sites.
 - Enable a **new and modern senior management system** which will **release the head teacher from the class**, offer **flexibility within the staffing structure** across the sectors and provide new career opportunities.
 - Ensure that there is an **education site within reasonable distance** for all the pupils in the catchment area.
 - **Reduce the number of surplus places** in the catchment
 - Create around **£255,625 of revenue savings**, and rationalise the range of cost per pupil within the catchment area.
 - Allow the **best opportunity** to try and **accomplish the language policy**, by using the additional teaching resources that one establishment will have to best advantage across all the sites within the catchment area.

7. Next Steps

- 7.1 If the Cabinet decides to proceed with the recommendations in this report – statutory notices will need to be published in accordance with School Standards and Organisation Act 2013 and the School Organisation Code (006/2013).
- 7.2 The statutory notices will be published on a school day and there is an objection period of 28 days from when the notices are published. Anyone can object to the proposal. Notices will be published so it is possible for the Council to monitor the schools and respond to any critical situation during the transition period before the proposed implementation date of September 2017.
- 7.3 Following the objection period a report will be presented to the Cabinet for a final decision. In some instances the Council's final decision can be referred to the Welsh Government in accordance with the School Organisation Code (006/2013).
- 7.4 The Council continues to be aware of the request made by the Church in Wales during the pre-consultation period and an effort to co-schedule the projects for Y Gader and Berwyn catchments will continue.
- 7.5 Subject to the Cabinet's decision, here are the next steps of the Process along with an outline timetable:

Stages of the Journey	Outline Timetable
Cabinet Report following statutory consultation	January 2015
Publish Statutory Notices and an opportunity for consultees to object	February – April 2015
Final Decision from Council Cabinet (it is possible for the proposal to be referred to the Welsh Government Minister for Education and skills after this decision)	May 2015
The matter could be referred to Welsh Government	7 months with the Government
Building Work Commences	April 2016
Open the All Through Catchment School	1 Medi 2017

8. RECOMMENDATIONS

- 8.1 It is therefore recommended:
 - i. To approve the proposal to close of Ysgol Y Gader, Ysgol Gynradd Dolgellau, Ysgol Brithdir, Ysgol Machreth (Llanfachreth), Ysgol Ieuan Gwynedd (Rhydymain), Ysgol Dinas Mawddwy, Ysgol Llanelltyd, Ysgol Friog, Ysgol Clogau (Bontddu) and Ysgol Ganllwyd on 31 August 2017 and establish a community Catchment Area All Through School for 3-16 year olds on the existing sites of Ysgol Y Gader, Ysgol Gynradd Dolgellau, Ysgol Ieuan Gwynedd (Rhydymain), Ysgol Dinas Mawddwy, Ysgol Llanelltyd and Ysgol Friog, on 1 September 2017.
 - ii. Approve publishing statutory notices on the above proposal (i) in accordance with Section 48 of the School Standards and Organisation Act 2013.
 - iii. Following consideration of comments received during the consultation regarding the importance of appointing a Headteacher and the need for the appointment to be made in good time, approve financing the Headteacher for the all through catchment school from the programme savings for at least a year before the school opens in September 2017.

VIEWS OF THE STATUTORY OFFICERS

Chief Executive:

“It is obvious from this report, the change under consideration here is significant and ambitious. As a result, there are a variety of different considerations relevant to the discussion, each one of which is of paramount importance for those who feel strongly about these specific elements. The Cabinet’s role, in this respect, is to ensure that all the elements have been considered in setting the forward direction.

I believe the report and the recommendations within it, does this, and offers a route which gives a particular opportunity to realise the outcomes of the vision noted in section 1.6 of this report.”

Monitoring Officer:

“The development of this proposal has been the subject of detailed input by the Legal Service. An extensive and detailed consultation process was undertaken in accordance with the School Organisation Code 2013. The Cabinet, in coming to a decision on the proposal needs to balance the outcome of the consultation against the other relevant factors which are reported on in the report and the Appendices.”

Chief Finance Officer:

“My comments on the business case that was approved by the Cabinet in September 2014 remain valid. The public consultation was based on thorough work and evidence while trying to move forward appropriately with reviewing school organisation in Y Gader catchment area, and I remain satisfied that the financial figures in the report are either true accurate costs, or a fair estimate, where appropriate. That is, reducing the number of sites by establishing a multi-site all through school would lead to annual revenue savings of at least £255,625. This net saving is calculated after allocating prudent amounts of the budget to finance the multi-site factor and also transport costs.

From a financial perspective, the main substantial change in this report when compared to the business case is the request to fund the post of the head of the catchment area all-through school for at least one year before the opening of the school in September 2017. Since this would be a one-off cost, during the period before the savings are realised, there are appropriate ways of dealing with this matter without affecting the achievement of the scheme.

I would remind the Cabinet that ensuring savings from this project will help minimise any financial cuts to Gwynedd schools in the current unprecedented financial climate, as it seems increasingly likely that the schools budget will not be protected in the years to come.”

APPENDICES

Appendix 1	<p>All statutory consultation documents, including the statutory consultation document, the associated background pack, consultation document and questionnaire for children & young people are available on the Council website www.gwynedd.gov.uk/schoolorganisation</p> <p>The background pack includes:</p> <ul style="list-style-type: none"> • School Organisation Code 006/2013 • School Standards and Organisation Act (Wales) 2013 • Excellent Primary Education for Children in Gwynedd • Priorities Plan Reorganisation of Education Provision • Welsh Government Ffaith in Education • Agenda and Minutes Y Gader Catchment Review Panel Meetings • Statistics Pack • Language Impact Assessment Report • Community Impac Assessment Reoprt • Equality Assessment • Assessment for the need for different types of schools • Cabinet Report and Decision Sheet – 16 July 2013 • Cabinet Report and Decision Sheet – 17 December 2013 • Cabinet Report and Decision Sheet – 16 September 2014
Appendix 2	Analysis and Council reponse to comments received during the statutory consultation period
Appendix 3	Analysis of consultation held with children and young people by specialist facilitator

BACKGROUND PACK

The correspondence received during the statutory consultation period (some published in full, some without personal details and some not published in accordance with the wishes of the respondent) are available on the Council's website www.gwynedd.gov.uk/schoolorganisation.

Responses to the Statutory Consultation on the Proposal to Close schools in the Gader Catchment Area and establish an All-through Welsh Medium, Community Catchment on Six Sites in September 2017

82 Written Responses Received

Comment Code	Comments	Responses that included the comment	Gwynedd Council's Response
1	Education		
1.1	Change is inevitable if we are to ensure the best benefits for the children, families and teachers.	3	The Council appreciates these comments and agrees with them, and that is why a consensus has been reached that continuing with the existing system is no longer an option and that for this reason the Council is putting forward this proposal.
1.2	A pioneering and innovative plan needs to be adopted, at short notice, in these areas - areas which are by now, more's the pity, in a state of emergency, considering the destruction and tearing apart that is taking place with regard to the economy, society, education and culture. We can only predict that if no action is taken these problems will increase / Support the plan, and see the need to move forward as soon as possible, on the basis of the recommendations in this the consultation document / As a parent and as a member of the public, I support the proposed plan which deals with the future of education in the catchment area. As we all know, changes are needed. A number of schools in the catchment area have surplus places and others are in a desperate condition with the children being educated in buildings that are not fit for purpose / Support Model 8	4	
1.3	Dolgellau Town Council supports the proposals in the consultation document and looks forward eagerly to a time when a substantial investment will be made in the area in order to ensure that the young people in the future receive education of the very best standard.	1	The Council is pleased that Dolgellau Town Council is in support of the proposal.
1.4	Estyn is of the opinion that this proposal is likely to maintain and possibly improve the present standards of the educational provision in this area of Gwynedd.	1	The Council is of the opinion that the proposal will maintain, if not improve, the quality of education in the catchment area and is very pleased to learn that Estyn agrees with that opinion.
1.5	Thank you for the opportunity to respond to the consultation. Llandrillo Menai Group are very proud of the collaboration between the Group	1	The Council welcomes the comments and also the close working relationship that exists between itself and the Llandrillo Menai Group.

	and Gwynedd County Council in the context of education and business development arrangements. In particular, the work of the post-16 Consortium is strategically important for us. We believe that the plans in terms of establishing one school for ages 3-16 under the wing of Ysgol Y Gader in Dolgellau is sensible and sustainable. Therefore, I confirm our official support to the proposal put forward.																														
1.6	A number of children attend Ysgol Clogau because it is a quiet school and is not too full.	1	As you can see from the table below, numbers have been falling in Ysgol Clogau for a number of years, and the predictions do not show any considerable increase in numbers:																												
1.7	The closure of Ysgol Clogau would have substantial negative effect on a number of children.	1	<table border="1"> <thead> <tr> <th>Year</th> <th>Number</th> <th>Year</th> <th>Predictions</th> </tr> </thead> <tbody> <tr> <td>2009</td> <td>39</td> <td>2015</td> <td>27</td> </tr> <tr> <td>2010</td> <td>36</td> <td>2016</td> <td>26</td> </tr> <tr> <td>2011</td> <td>33</td> <td>2017</td> <td>27</td> </tr> <tr> <td>2012</td> <td>32</td> <td>2018</td> <td>24</td> </tr> <tr> <td>2013</td> <td>25</td> <td></td> <td></td> </tr> <tr> <td>2014</td> <td>28</td> <td></td> <td></td> </tr> </tbody> </table> <p>The Council acknowledges the fact that the proposal will involve a change of sites for a number of pupils and the aim is to arrange a transition period involving bridging activities which will alleviate any negative effects for the pupils.</p>	Year	Number	Year	Predictions	2009	39	2015	27	2010	36	2016	26	2011	33	2017	27	2012	32	2018	24	2013	25			2014	28		
Year	Number	Year	Predictions																												
2009	39	2015	27																												
2010	36	2016	26																												
2011	33	2017	27																												
2012	32	2018	24																												
2013	25																														
2014	28																														
1.8	Section 2.3, Page 8 – suggestion that the vision is a ‘rationalisation’ and that the education of children and young people is a secondary consideration.	1	One of the aims of the school reorganisation strategy for the County is to improve the quality of the education and the experiences provided for the children; factors such as class sizes, leadership and management, pupil numbers, quality and fitness of buildings – all of which affect the experiences of pupils - are factors taken into consideration when the options were under appraisal.																												
1.9	The advantages noted in the grid at the top of page 61 are in truth the advantages expected for good education in any school. These are not specific advantages for the type of catchment area school that is offered – there are schools throughout Wales, primary and secondary – which reach the core aims of the League of Nations on children’s rights very successfully.	1	The Council agrees that these are advantages which are taken for granted at any school and the same will be expected of the all-through catchment area school if the decision is taken to implement the proposal.																												
1.10	The consultation document states that secondary school teachers will travel to the primary sites to teach specialist subjects. Suggestion by the Council that the primary teachers in the catchment area are not specialist enough in their own fields? Many primary teachers are steeped in all curriculum subjects and they also have their specialist subjects. Is it not possible that primary teachers can offer expertise to the secondary sector too? The document strongly suggests that if staff has to be cut in the future, it will be those staff members who teach Key Stages 2 and 3 who will suffer / Why give the impression that secondary teachers are more able to provide tuition on some primary subjects? According to Estyn reports, there is no need to raise	4	<p>Creating flexibility within the staffing structure in the catchment area is advantageous to all the staff and pupils within the catchment area. The staffing possibilities mentioned in the document do not reflect badly on the current primary or secondary school staff. These are examples of the advantages which the Council predicts:</p> <p>Teachers who specialise in music can visit primary sites for specific periods to teach music. This will mean that all the primary school pupils within the catchment area will receive the same music tuition so that they will all have reached the same level when they transfer to the secondary site. It is not possible for every primary school to employ a teacher who can teach music to the level that a specialist music teacher is able to. Some primary schools buy</p>																												

standards in the 'specialist' subjects / Whilst welcoming any collaboration, we emphasise that this is not practical, nor is it efficient use of staff time to be travelling between so many sites – this needs to be acknowledged financially and would put extra expense on the proposed school's budget./

We note that the 'pupils would benefit greatly from the new management structure and gain access to new resources and experiences.... They could also travel to other sites on some occasions for their lessons'. A fair investment would have to be made in each site for this to work successfully.

in the expertise but the above arrangement would do away with this need. Such an arrangement can release primary teachers to give their non-contact time without the need for supply teachers. It would be beneficial for the secondary sector also, since there would be less need for a music teacher to teach a second (or even a third) subject. The Council believes that such an arrangement would be beneficial on more than one level.

The Council agrees that it would be possible to utilise primary expertise in the secondary sector as well. As stated in the consultation document, it would be advantageous *"to use a combination of teaching and learning techniques in primary and secondary schools, in order to improve pupils' learning across the bridging period"*. This can involve primary teachers helping secondary teachers in the development of teaching methods for literacy and numeracy.

This can involve primary teachers giving teaching assistance in the secondary sector. The difference between primary teachers and secondary teachers is their level of expertise to teach a subject up to GCSE level. Since there is no sixth form in Y Gader, there is no need to consider teaching methods beyond GCSE level.

In the primary sector the curriculum is planned and taught either as specific subjects or as activities derived from the Literacy and Numeracy Frameworks. There is a tendency for ex-core subjects to be taught 'thematically' and with the aim of improving Literacy and Numeracy skills.

Secondary teachers teach within specific subject sessions and Literacy and Numeracy skills are given increasing attention in the ex-core subjects.

Bearing in mind the increasing shortage of specialist teachers in the secondary sector and also the reduction in pupil numbers in this sector, teachers in both sectors need to work together on pedagogy, joint planning and adapting both teaching and learning methods in order to make appropriate use of any subject expertise within the two sectors as the Lifelong School is established.

It is acknowledged that an arrangement whereby staff travel from site to site can affect their teaching time but this could be met by careful and effective timetabling which will result in travelling time being kept to a minimum. It will greatly assist in the effort to make best use of resources.

			The hope is that the model will allow the necessary flexibility to make best use of resources across the sectors.
1.11	On what grounds does the Council feel confident that model 8 is going to be successful in Y Gader catchment area? Did the majority of the governing bodies in the catchment area not refuse the proposal for a lifelong school / all-through catchment area school? This type of model does not exist anywhere at all therefore how can the Council be so certain that this will solve all problems in Y Gader catchment area? The schools in Cwm Afan have kept their identity and in that area, they closed the schools with the lowest number of pupils. There is not sufficient evidence to prove that this type of model can succeed	1	<p>The Council is not aware that any governing body in the schools in question is opposed to the model. Indeed, there has been very little negative response to the proposed model during the statutory consultation. Most of the responses express views on the choice of sites.</p> <p>The Council is aware that the model has not been established exactly as stated in the former proposal. Considerable research has been undertaken on different situations and establishments and these have been adapted in order to develop the model considered the most appropriate for Y Gader catchment area.</p>
1.12	The proposed model is new and unproven. Considering that the schools in your model are so far apart (20 miles), how can you take the risk, especially with one Head Teacher for all the sites, and considering the problems that have arisen in Ysgol Y Gader over the last two years? / If the model collapses, who will be accountable? / Developments should take place within education but not if this involves risks.	8	<p>The Council is not of the opinion that because this is an innovative model the catchment area all-through school should not be established, considering the various advantages that such a school can offer.</p> <p>The Council is not of the opinion that this option is a high risk level model, the proposal is an innovative one but different factors have been considered before a decision was reached on the favoured option.</p>
1.13	Many parents express concern regarding the standard of the education in Ysgol Y Gader and are considering moving their children to Ysgol Uwchradd Tywyn following a misconception that standards are going to continue to fall. The process can strengthen this feeling among parents if it gives the impression that all pupils receive the same education. Concern that parents are considering moving their children to another primary school and then to Ysgol Uwchradd Tywyn. There is no need for parents to decide that education is better in the next catchment area / During this academic year, the children at Ysgol Y Gader had hardly covered half their syllabus for GCSE / Many problems at Ysgol Y Gader during the last year – they have lost out on work. If the change does happen, yes, one head teacher will look after 6 sites – we do not need problems DURING the GCSE period / How can you risk this model, especially with one head teacher for all the sites, in view of all the problems at Ysgol y Gader over the last three years? / One of the Council's arguments is that too much of head teachers' time is spent on teaching rather than on management. How can the Council expect one Head Teacher for the whole catchment area run a multi-site school	7	<p>The Council is aware that some parents have been concerned over the standard of the education at Ysgol Y Gader recently. The education department has put measures in place to help the school on this score.</p> <p>Ysgol Y Gader is receiving additional support and help in order to develop further the leadership and management already in place and this is measured by monitoring the achievement standards of the pupils. In 2014 there is strong evidence that the co-operation between staff, governors and officers has improved matters, and the local and national results and comparisons are available to parents.</p> <p>At the moment, there is a Strategic Head Teacher working with a Temporary Acting Head Teacher and two Assistant Head Teachers in response to a specific improvement plan compiled jointly with GWE officers and monitored at regular intervals by a sub-panel of the governing body.</p> <p>The new proposed model offers an opportunity to create an innovative staffing structure. It is true that the school will have one head teacher but there will also be a senior</p>

	effectively? And both primary and secondary sectors? The Head Teacher (and it is doubtful if an individual of the right calibre can be found to run such a large school) will spend too much of his/her time travelling from one school to another. This model might work in more urban areas but not in this area / Considering the vulnerable state of Ysgol y Gader at the present time, the governing body was concerned about any uncertainty which would arise over discussions and plans regarding the all-through school. This situation needs to be maintained and supported in a constructive way.		management team working with the head teacher over the running of the school.
1.14	The standards at Ysgol y Gader have always been high and the All-through School will confirm this and develop education of exceptional standard.	1	
1.15	How is reducing the number of staff and increasing the size of classes going to improve education?	1	The proposal will ensure the appropriate staffing level and will create more classes of appropriate size with pupils of the same age. This will facilitate the teaching and the learning and will involve teaching fewer different syllabuses (curriculum). The pupils will be able to learn alongside children of their own age.
1.16	Why the emphasis on the closure of small, happy and successful schools and not on the secondary school?	1	The emphasis in the proposal is not on the closure of small schools but on the development of a sustainable, appropriate educational system for the future. In order to be able to achieve this, the number of primary sites needs to be reduced in view of the fact that there are 9 sites to serve fewer than 350 pupils; this on average means sites with approximately 40 pupils. In establishing a school with 5 primary sites the average would be around 70 pupils.
1.17	The proposer shows that there are benefits from making the proposed changes and that these outweigh the benefits of leaving things as they are. The proposal would fulfil six of the main aims stipulated in the schools reorganisation strategy.	1	These are some of the reasons why the proposed option is favoured and the Council is proud to have received comments in support of these points.
1.18	The proposer rightly notes that it illustrates in a number of sections what the benefits of the plan are in terms of improving educational opportunities for children.	1	The Council can see a number of educational advantages for all the pupils within Y Gader catchment area by establishing the proposed model.
1.19	The proposer rightly suggests that the proposal is likely to have a positive effect on improving the educational environment and provision for school pupils in the catchment area.	1	By investing £4.34 million of capital money to upgrade the sites, the Council is committed to ensure a learning environment of the highest quality. In addition to this work, the sites of Y Friog, Gader and Dinas Mawddwy are to receive accumulated maintenance funds for improvement purposes. The total post use maintenance expenditure is £491,000. This means that the Council is committed to invest £4,831,000 by September 2017 in order to ensure the best possible quality education if the Catchment Area all-through School is established.

1.20 The proposer states that the proposal could offer an opportunity to improve education across the catchment area. However, the proposal does not give examples of cases within the local authority or beyond where such arrangements have led to better provision and outcomes in the Foundation Phase or in any other key stage.

1 Different types of all-through schools already exist in Wales, see below some information about them:

Name	Location	Age group	Sites	Date opened	Number of pupils
Ysgol Bro Pedr	Llanbedr Pont Steffan	3-19 years	2	-	1,086
Ysgol Bro Hyddgen	Machynlleth	3-19 years	2	September 2014	539
Ysgol Llanhari	Llanhari	3-19 years	2	September 2012	491
Ebwy Fawr learning Community	Glyn Ebwy	3-16 years	2	September 2012	1,488

An arrangement which shares some of the virtues of the proposed model is the Federation of School in Cwm Afan Uchaf in South Wales. The federation includes one secondary school and four primary schools, and since its establishment it has seen an improvement in both the achievement and the attendance figures of pupils as seen below:

Attendance – showing an improvement:

	2012/13	2013/14
Primary	92%	94.40%
Secondary	90.45%	91.02%

Achievement in Key Stage 2 – showing an improvement:

	2012/13	2013/14
English	73%	77%
Mathematics	71%	77%
Science	77%	77%
Social/Personal	67%	77%

Achievement in Level 2 KS4 (5A* - C) – showing an improvement:

Year	Achievement	Year	Achievement
2010	41%	2013	63%
2011	48%	2014	88.50%
2012	57%		

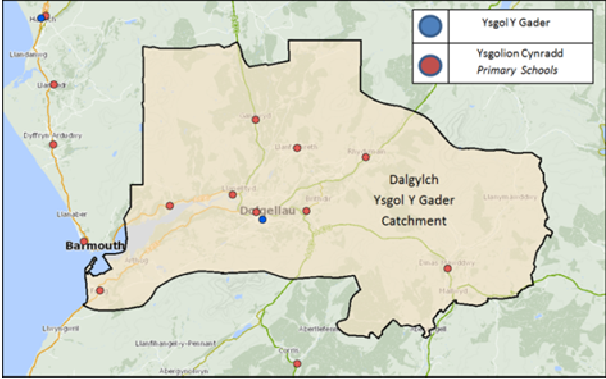
Although every school has its own unique character, every school within the federation shares the same ethos, attitudes, resources, staff and good practice. What steps were

			<p>taken by the Federation to improve progress among the pupils?</p> <ul style="list-style-type: none"> • work scrutiny sessions and idea sharing were held by teachers of the four primary schools in each Key Stage. The Governors also attended the sessions in order to obtain full information. • Tracking of Reading, Spelling and Maths age levels during the year in order to assess the continual progress of the pupils. • Assessing the pupils in every school by the same method. This means that data can be compared and problems can be quickly detected and responded to. • Detailed assessment leads to effective work plans for every pupil. • Consistent and clear marking guidelines for every school – pupils understand the system and what they need to do in order to improve their work. Understand the specific targets. • Progression from one key stage to the next and the relevant data also transferred. <p>In terms of external inspection, Estyn held an inspection at Ysgol Gynradd Cymer Afan in October 2011, shortly before the school joined the federation in 2012. At that time, the performance and improvement prospects for the school were 'Sufficient' but work was needed in order to respond to the recommendations. Estyn returned on a Monitoring Visit in January 2013 and by that time it was seen that the school had partly met the requirements. By the second monitoring visit in March 2014, the school's performance had greatly improved and it had succeeded in either fully achieving or almost achieving all of Estyn's recommendations. Estyn then decided to withdraw the school from the list of schools in need of substantial improvement.</p>
1.21	The statutory consultation document notes the possibility of ensuring flexibility across every age group so that sharing resources, staff and equipment would become a standard practice and have a positive effect on the implementation of the curriculum.	1	This is one of the main virtues of the proposed model and the Council is proud that the consultee points this out and acknowledges it as one of the advantages.
1.22	Opportunity for consistency and continuity in planning the curriculum and in methods of teaching, learning and assessment that are used across all the sites and sectors.	1	The Council acknowledges that some voluntary collaboration practices are already in place in the catchment area. Since the schools at present are separate educational establishments, with their own governing bodies, it is not easy to ensure complete consistency across all the schools. For example, one body could decide not to collaborate and this causes inconsistency across all the schools.
1.23	The document does not acknowledge the strong collaboration that already takes place within the catchment area, especially between the primary schools, and this very often on a voluntary basis. It is a matter of disappointment for our members, in the face of current developments, that they have not benefited from the money made available for other catchment areas to promote such collaboration.	1	Although the same curriculum is followed at the present time, the new proposal can ensure that the same themes are being taught at the same time so that collaboration is possible over a specific period of time. The Council acknowledges that the existing schools work within the same systems but by establishing one school under one management system
1.24	The document presumes that having one school will guarantee that the	1	

	same experiences and opportunities will be available across every site. At the moment, the schools are working on the same National Curriculum document, responding to the Literacy, Numeracy and Skills Framework and working under the guidance of one Authority and under the eagle eye of one Consortium. Is it realistic to assume that more consistency can be achieved than what already exists?		(one governing body, one head teacher and one management team) the experiences will be reconciled still further. It has to be acknowledged that at times different governing bodies and head teachers put emphasis on specific aspects and that by establishing one managerial system this will be reconciled, not only within the primary sector but within the secondary sector as well.
1.25	It would also enable small school sites to collaborate effectively and share expertise, whilst still retaining the presence of school sites in the rural communities.	1	
1.26	The proposal states that the plan would not have a negative impact on vulnerable groups, including children with Special Educational Needs – it seems that this is true. The provision for children with specific special needs is provided at two special centres at present, these are located at Ysgol Gynradd Dolgellau and Ysgol Y Gader. This arrangement will continue. Ysgol Ieuan Gwynedd is the catchment area primary school which at the moment has been designated to receive pupils with physical disabilities but there is no Unit at the school. The document states that the new school could receive pupils with physical disabilities / Ensure that the opportunity continues to be valid for pupils with severe and complex Additional Educational Needs – provision and resources which ensure equal opportunity for pupils with severe needs who would wish to receive rural education in south Meirionnydd (retain the existing equipment which is modern and of high standard – hoist, wet room, shower, specially designed bed, disabled toilet)	2	This is true - as part of this proposal, there is no change to the provision at Tŷ Aran and Tŷ Meirion units and Ysgol Gynradd Dolgellau site will be able to accept pupils with physical disabilities. The proposal on its own looks at special needs education provision in Meirion/Dwyfor. The objection period for the statutory notice to relocate Tŷ Aran (which is at the moment located on the Cynradd Dolgellau site) and Ysgol Hafod Lon in Y Ffor to a new site on Penrhyndeudraeth came to an end on 19 December 2014. A final decision on the proposal will be taken early in 2015.
1.27	UCAC is putting pressure on the Council to do everything possible to reach a final decision on the future of schools in Y Gader catchment area as soon as possible. UCAC accepts that maintaining the same standards is challenging at a time of reorganisation and this is seen as a 'risk'.	1	Gwynedd Council understands the desire to take the reorganisation programme forward without delay in accordance with the School Organisation Code (006/2013). The Cabinet will discuss the matter in January 2015, and decide whether to issue a statutory order or not. It also understands the concern regarding the period during which the changes are to be implemented. In terms of maintaining standards in a time of change, every effort will be made to ensure that the standard of the education provided for the children of the catchment area will not be negatively affected during this period.
1.28	The document does not acknowledge or celebrate the high standards in the schools at present, with most of them providing education of good quality with obvious elements of excellence / Ysgol Brithdir has been an excellent school for 35 years.	2	The statutory consultation document illustrates the educational standards of the existing schools and specifically refers to the latest reports by Estyn.

1.29	<p>UCAC accepts that the transitional stage from primary to secondary is all important in the life of a child and that several national studies have recognised weaknesses in the transition process. The document suggests that there are no local plans in place for responding to this challenge. Good practice has in several contexts reduced the negative effects of moving from one school to another. In terms of educational standards and social welfare there are several similar processes at work in the Dolgellau catchment area / The emphasis on strengthening experiences for pupils during the transition stage from Key Stage 2 to Key Stage 3 is welcomed. All-through educational provision should promote change and be of assistance to reduce the reduction in the attainment levels of a significant number of pupils when they move from the primary and into the secondary sector. It should reduce the duplicating of learning experiences between Key Stages 2 and 3. Within the same progressive structure, there should be more opportunities to ensure consistency in effective teaching and learning methods, use of assessment systems and tracking pupils' progress across the primary and secondary teaching stages and an opportunity for KS 2 and 3 teachers to collaborate much closer under more productive and supportive conditions within the same establishment.</p>	1	<p>Gwynedd Council acknowledges the importance of the transitional period from the primary to the secondary. We hope that the proposed model will make the transition an even smoother process within the catchment area.</p>
1.30	<p>The main focus of any educational reorganisation should be on the ability of the proposal to improve service for the children: their education, their relationship with others, rather than on buildings and locations. We therefore hope that one of the main aims of an area all-through school which will ensure that children in every one of the six sites will have access to educational experiences of high standard including suitable learning locations which meet the basic requirements for education in the twenty first century e.g. appropriate areas for each Key Stage, appropriate spaces for the Foundation Phase and suitable facilities for physical education.</p>	1	<p>Gwynedd Council acknowledges this important point. The main purpose of the proposal under discussion is to offer education of the best possible quality which will give the children of the County the best experiences and skills and also the confidence to develop into bilingual, successful and complete citizens. Ensuring suitable space and appropriate resources is essential within any educational context.</p> <p>By investing £4.34 million of capital money to upgrade the sites, the Council is committing to ensure a learning environment of the very best quality. As well as this work the sites at Y Friog, Gader and Dinas Mawddwy will receive maintenance accrued funding for improvements. The total maintenance post use expenditure is £491,000. This means that the Council is committing to invest £4,831,000 by September 2017 in order to ensure teaching of the best possible quality if the All-through Catchment Area School is established.</p>
1.31	<p>Talking and interaction is of key importance in child development and teaching. Social development influences the interaction patterns between children. Research in the various curricular fields including the arts, science and mathematics supports the view that joint activities</p>	1	<p>Pleased to receive these comments which summarise some of the possible advantages of establishing the proposed model.</p>


	<p>should be a central aspect of school life. Due to the very low numbers in some school years at several of the schools, these basic requirements cannot be conveyed to some children. If the favoured plan is implemented, there will be an opportunity to provide more fair play for all the children of the catchment area in terms of learning experiences, curricular opportunities, funding per pupil and access to suitable learning spaces. Creating a shared ethos and expectations for pupils, staff and parents / carers; include more flexibility in planning and applying the curriculum; providing education which is more suitable to the individual educational needs of the pupils because staff can contribute to policies and practices in every field across the age range and create suitable policies for pastoral care, consistent with the ages and understanding levels of the pupils.</p>		
1.32	<p>The predicted fall in pupil numbers in the catchment area over the next three years is frightening. It has to be accepted that the reorganisation of educational provision for ages 3-16/19 is an organisational change which is taking place in both rural and urban areas in Wales, in Britain and in Europe. Unless reorganisation moves forward very swiftly, what kind of educational provision and future is going to face our pupils in the face of dwindling numbers, the budgetary squeeze and the wider national and worldwide economic challenges?</p>	1	<p>The Council acknowledges the fact that it is necessary to move ahead with reorganisation, and that is the reason for this consultation. Continuing with the present system is no longer possible. The Council welcomes the comments in support of an all-through school.</p>
1.33	<p>It would be appreciated if the 'Lifelong' document which is being prepared by the County could be published – this would offer guidance in terms of possible options within the new organisation and suggestions for their implementation.</p>	1	<p>There is no formal 'Lifelong' document; discussions have been held on developing the lifelong/all-through concept. Discussions have been held with the Meirionnydd Local Members and professional educational input received from Head Teachers; presentations were given in seminars by Head Teachers of 3-18 establishments.</p>
1.34	<p>We are very concerned that so many rural schools in the area will close under this Model. We do not support the Model.</p>	1	<p>Accept the comment regarding opinion of the model. In terms of the number of rural primary schools facing closure, the Council would like to point out that four educational rural sites will be retained in order to protect rural education.</p>
1.35	<p>My main concern regarding the new school is that the school has been programmed to open in my son's GCSE year. How will all the change into the new system affect his education? I would like to see this matter explained more fully in the analysis.</p>	1	<p>If it is decided to move ahead with the proposal, then throughout the period of change every effort will of course be made to ensure that the quality of education will not be negatively affected.</p>

1.36	<p>The term ‘catchment area’ needs to be discussed, considering the number of pupils who will come from Barmouth, not on the grounds of historical definition but based on the beginning of a new era in the history of education in the area. The Body detects an inconsistency in example 3 (page 64) in view of the fact that it is one all-through school that is under discussion here.</p>	1	<p>The Council has established a specific system regarding catchment areas – this is a map of Y Gader catchment area :</p>  <p>Barmouth is not included in Y Gader catchment area.</p> <p>Regarding the transport example given of a primary pupil from Barmouth, if the pupil attended a primary school in Y Gader catchment area today, he/she would not receive free transport. This arrangement will not change.</p> <p>Of course, it is possible for ex-catchment area pupils to attend the all-through school if there is room, and subject to parents’ choice.</p>
1.37	<p>Disappointed in the proposal to close Ysgol Gynradd Brithdir. It was a very happy and successful school, and although it was small in size it did not affect my education at all. In sports / physical education - we did not have a large playground in Ysgol Brithdir and yet it did not hold us back at all since we very often won netball and football competitions. Obviously we did not suffer in Ysgol Brithdir, we had every opportunity there. We were also very successful in eisteddfodau and we went through tie the national on more than one occasion. We were like one big, happy family there, and children of all ages played together. Ysgol Brithdir has definitely given me a good, strong start. So please consider again, seriously, before closing Ysgol Brithdir, this would be an enormous mistake.</p>	1	<p>The Council is pleased to learn that the education provided at Ysgol Brithdir is of high quality and that the school is a happy one with a ‘family’ atmosphere. The Council also understands that it is not easy to face any change.</p> <p>The aim of this proposal is to maintain and to continue with the best elements of education and the ethos in the catchment area whilst investing in resources fit for the 21st century in order to offer varied experiences and develop skills and confidence in all the pupils of the catchment area.</p>
1.38	<p>The aim of having classes of between 12 and 25 in number is commendable as are the advantages of having a smaller age range in each class. It is not clear from the document to what extent the learning groups are going to be viable in the secondary sector and what</p>	1	<p>The secondary teaching structure will be decided upon by the head teacher, the governing body and the staff appointed to the all-through catchment school.</p> <p>There is an opportunity to create a new and modern staffing structure to purposefully</p>

	kind of system is predicted for Key Stages 3 and 4. There is no mention of the need to reconcile the present allowances across the schools and there are financial implications to this matter.		respond to the needs of pupils in the catchment.
1.39	Certainly, not enough attention is given to the present staffing structure in the secondary school and also the aims under the favoured structure. The need for subject expertise in the secondary sector will remain. Is the allocation and the staffing structure in the secondary sector going to guarantee sufficient leaders in the fields of science, languages, creative arts, humanities etc. to maintain the statutory curriculum in KS 3 and KS4? ? How will these curricular fields be led and how will the new school be part of any collaboration within the secondary sector in Meirionnydd? We have not been convinced by statements such as 'shouldering cross-sector responsibilities', 'reducing the use made of staff working outside their area of expertise', and 'appoint specialist staff in order to ensure consistency across every age group'.	1	
2	Community		
2.1	A number of community connections have been formed in Y Friog, how will these be recreated with the new staff?	1	Community contact will be one of the matters considered when establishing the proposed new school. The Council acknowledges the fact that closing educational establishments in villages has a negative impact on the communities but points out that alleviating methods can be used to reduce this negative impact. The community impact report notes as follows: <i>"The impact of the Models on the communities, and how far reaching the impact, depends on the alleviating measures adopted in response to the change. This is true of every one of the 8 models.</i>
2.2	Closure of Ysgol Y Clogau will have a negative impact on the village	1	<p><i>For the communities where the schools have to close, it is suggested that some alleviating measures are adopted in order to reduce this negative impact. These alleviating measures will be considered by the Council for inclusion if the decision is to implement the recommendations in the catchment area.</i></p> <p><i>In order to create an inclusive spirit and to promote ownership, it should be ensured at the start, and throughout the transition process, that the Governors of every school are an integral part of the developments and the decisions and that information is transmitted to parents on a regular basis.</i></p> <ul style="list-style-type: none"> <i>• Appropriate consultation with the villages and the local communities in terms of agreement on suitable use for all the building for the future.</i> <i>• Programming should be undertaken to ensure that some of the social activities</i>

			<p><i>arranged by the new school (concerts, coffee evenings etc.) are held in the villages where the school has been closed as well as in the villages where a school presence still exists.</i></p> <ul style="list-style-type: none"> <i>The Council should ensure that the school transport plans are suitable.”</i> <p>If the model is implemented, the Council can give appropriate consideration to the alleviating measures noted here.</p>
2.3	Against the closure of the village school in Brithdir – the school is the heart of the community, bringing young and old people together regularly. Friendship and close environment here/ When the school holds an event, the whole community always support it and many people attend / Asking the Council to reconsider / All the village people, Welsh and English, are always willing to support any event that the school is arranging. It would be a shame to lose this connection / A school anchors children to their home area and this transplantation will alienate Brithdir from their familiar setting and create an immense loss for our district.	4	<p>The purpose of a school in any village is to provide education of the best possible quality for the pupils. Even so, it is acknowledged that any school can be an essential part of the neighbouring community and that the residents have strong feelings in terms of retaining the local school.</p> <p>What this proposal does is attempt to deal with the present situation which - as it stands - is not sustainable. The purpose of this proposal is to establish an educational system of the highest possible quality for the pupils within Y Gader catchment area and developing experiences, skills and confidence which will allow them to develop to their full potential.</p>
2.4	In the past, there have been as few as 20 pupils in Ysgol Brithdir and parents and the community raised money to keep the school open. This dedication ensured the best for the children. One year, it was the parents who painted and decorated the school because the Council refused to undertake the work.	1	The effort by the parents at Brithdir and every other village to support the education of their children is acknowledged. Education is a partnership between parents, pupils and the school. The good news is that parents will not have to do such work from now on as part of the proposal put forward.
2.5	Losing the school (Brithdir) could affect the nursery, fewer jobs and possibly a vacant building. The success of the nursery demonstrates the fact that the residents of the village of Brithdir do not want to see a vacant building in the village, and the committee is very active. Finding an alternative venture would be very difficult.	1	Seren Fach Nursery is a private nursery in the village of Brithdir. Any changes within towns and villages can affect businesses and companies in those areas- some for the better, others for the worst.
2.6	UCAC agrees that maintaining education in as many communities as possible is desirable for the benefit of the wider community and in order to reduce travelling time for pupils. The loss when a school closes cannot be measured and specific plans will be needed for those communities who are losing their local school. The suggestions for after use are too general and ambiguous.	1	Gwynedd Council is aware of the concerns expressed regarding the effect of the possible closure of schools on the communities in the catchment area of Y Gader and is awake to the challenge of alleviating those possible impacts. If this proposal is implemented, the Council is committed to work with those communities and for their benefit.
3	Staffing Matters		
3.1	Support the appointment of local staff who know the area and local families.	2	It will be possible for members of the shadow governing body, namely representatives from the catchment area, to give input into the appointment process.

3.2	<p>The statutory consultation document does not give any indication of the number of redundancies / possible relocations. Barmouth Town Council opposes the steps to make workers redundant / How many surplus jobs will there be? Causing distress and worry / Who will be left out? / Great concern that school staff are not protected / We do not feel that officers have any answers regarding the future of jobs / Everyone is very concerned about this / Could you confirm the number of staff who will be affected by the proposal? / It has been suggested by a member of the audience at a meeting in July that 70 staff will be made redundant. The report suggests “uncertainty and redundancies” and no clear way ahead.</p>	4	<p>Since consultation on the favoured option is the only matter under discussion and since the final decision has not been taken, it is very difficult to put a definite figure on the number of jobs that will be available at the new school. Also, the decision regarding the staffing structure will be in the hands of the shadow governing body. Consultants from the Human Resources department of the Council will be available to discuss with school staff throughout the catchment area at every step in the process and will update them as required. Considering that 4 educational sites will close there will be fewer jobs compared with the present figures but it is not possible to give any further details.</p>
3.3	<p>UCAC acknowledges that the Authority has responded positively to a number of concerns raised by the Union in the wake of reorganisation in other areas. We press again for an early decision on staffing matters and for assurance that staff will receive regular updates on all the latest developments and every support and assistance as they go through the process of finding jobs. Clear and consistent communication can be of great help in times of reorganisation which can cause much uncertainty and concern in terms of employment.</p>	1	<p>If the final decision was taken to implement the proposal, consultants from the Human Resources department of the Council will be available to give assistance throughout the process. During the last 6 months, several meetings have been held with school staff and assistance offered with regard to the development of Groeslon, Carmel and Bronyfoel Area School and the same assistance will be available for the staff of the schools in Y Gader catchment area. The Cabinet needs to be aware of the need for support from consultants in the Council’s Human Resources department, in view of the fact that the staff of 10 schools will need help should the proposal be implemented.</p>
3.4	<p>Brithdir has attempted to ease the process by inviting the head teacher of Ysgol Ieuan Gwynedd to run Ysgol Brithdir – the County and Estyn note the success of this arrangement – is this recognised in your decision? / During the reorganisation years several head teachers have been running two schools and as a result the teachers in those schools have had to shoulder additional duties as assistant heads as well as their own class responsibilities.</p>	2	<p>The Council is pleased to see the practice of sharing a head teacher succeed in the catchment area. Indeed, leadership and management is one of the matters considered when comparing models and it is intended to develop the type of system used in Brithdir and Ieuan Gwynedd with one head teacher managing 6 sites. Such an arrangement will ensure formal collaboration in order to share expertise and resources and to plan a curriculum across the whole catchment area. It would also involve more non-contact time for the head teacher to dedicate for leadership and management purposes and there would also be more career development opportunities for staff if they were part of a larger staff team.</p>
3.5	<p>Problem in trying to recruit head teachers and teachers of high standard and with the experience to run the schools in the catchment area / The proposal clearly states the difficulties faced by the existing schools in terms of leadership and management and in terms of staff recruitment and allowing sufficient time for head teachers to fulfil their leadership roles. The proposal includes details of the expected improvement in terms of leadership time and notes a number of opportunities for developing staff within the new staffing structure, including leadership roles as pastoral and curricular leaders / And one</p>	3	<p>Recruiting head teachers is a challenge in Meirionnydd at the moment, and this could be due to sparse population and the rural element, but other factors could also be involved. The Council acknowledges that appointing a head teacher for the proposed school will be a challenge but it is taking action to meet this challenge.</p>

	could also argue that it is easier to attract a head teacher of the required calibre to a school in a more populous urban area.		
3.6	An explanation regarding the managerial procedure for the plan would be appreciated.	1	As stated in the consultation document, at the moment it is not possible to predict what the staffing structure will be. If the proposal is implemented and a new catchment area all-through school is established, then it will be necessary to establish a shadow governing body which will include representatives from every part of the catchment area. That governing body would be responsible for appointing a head teacher and then, jointly with the head teacher, establishing a staffing structure.
3.7	Without a clear staffing model it is difficult to see how realistic statements such as 'management teams of viable size' are. The new school will have around 600 pupils, fewer than several secondary schools within the County and we know how tight the financial situation is in those school. Every site will have administration requirements as well as whatever location is regarded as the headquarters / In preparing a staffing structure and specific job descriptions it is of key importance to take into consideration the responsibility placed upon the governing body to ensure that any staffing situation gives careful consideration to the workload of all the teachers at the school, including the head teacher. The school has a statutory duty to ensure an appropriate life and work balance under the requirements of the School Teachers Wages and Work Conditions document.	1	 <pre> graph TD Head[Head] --> SPL[Secondary Phase Leader] Head --> PPL[Primary Phase Leader] SPL --> LL[Learning Leader] SPL --> PL[Pastoral Leader] SPL --> HCS[Head of Core Subjects] PPL --> LSL[Learning Site Leader] PPL --> RSL[Religious Site Leader] PPL --> DASL[Drama / Assembly Site Leader] PPL --> PSL[Prep Site Leader] PPL --> SPSL[Specialist Primary Site Leader] </pre> <p>The point raised here is a valid one. It is of key importance and statutory for every school to look after members of staff in terms of working conditions and workload, in accordance with the Teachers' Wages and Conditions Document.</p>
3.8	The fact that setting the staffing structure will be the task of the Shadow Governing Body means that the Council avoids the main challenge of establishing a school of this type. It is accepted that the final decision lies with the Body, but the Council should offer definite guidance on this since it is of key importance for the success of the school. It would be unfair to expect the Body to start work with a clean sheet.	1	The Shadow Governing Body will receive guidance from an officer from the Education Department from the time of its establishment to the time when the responsibility is transferred to the permanent body. The permanent body will have to be in place before the end of the first term following the opening of the new school (in this instance, before the end of December 2017). The Education Officer will lead every meeting of the Shadow Governing Body and clear guidance from a Senior Education Officer will be available for the Shadow Body and the new Head Teacher with the task of compiling a Staffing Structure.
3.9	The first step is to appoint a head teacher - UCAC wants to see this happening at least a year beforehand in a development as exciting as this one. We agree that the work calls for a person of special calibre in order to fulfil this challenging role and the question has to be asked whether it is possible for one person to run an All-through School over six sites. As well as leading the 3-16 year old curriculum, this person will need to manage a fairly large team of staff. From the discussions that UCAC has held with head teachers in multi-site schools, the parents, and the public in general expect the presence of the head teacher to be prominent, consistent and fairly equal on each site. Having one Governing Body will be advantageous in terms of the head teacher's	1	<p>It is agreed that the appointment of a suitable individual to the post of Head Teacher for the catchment area all-through school is essential. The post calls for a person with a definite vision, a presence for dealing with parents and other key stakeholders and the ability to win respect, to collaborate and gain credibility among staff and pupils on every school site. However, we also believe that the appointment of enthusiastic, experienced and professional staff for the 6 sites will be essential and of key importance for the success of the new school.</p> <p>In terms of workload for the Head Teacher, it will have to be ensured that the staffing structure developed will ease the day to day work and that the workload will be shared between the senior management team in order to ensure that the school is run in the most</p>

	<p>workload. But even so the requirements will be very heavy under this type of structure in terms of having to:</p> <ul style="list-style-type: none"> • Analyse the Core Data Set of several different units and interpret them. • Provide a separate self-assessment based on that data, possibly, and without doubt when faced with an inspection • Create a School Development Plan which responds to the needs of each site. <p>How will Estyn or the Consortia respond, I wonder, if their findings are different from site to site and is there certainty that the school will only receive one “visit” each time?</p>		<p>efficient way for the benefit of the pupils.</p> <p>Regarding the question of inspection, if the plan goes ahead the Catchment Area All-through School will be regarded as one entity for inspection purposes since there will be one set of staff, one governing body and one set of data and policies whilst the education is conducted on 6 sites.</p> <p>Based on lessons learned from experiences in other counties, the head teacher should be appointed at least a year before the proposed catchment area all-through school opens. This will allow preparation time so that staffing structure and staff appointments can be dealt with and sufficient time allowed to create strong policies and procedures before the school opens. The Cabinet will need to discuss this and ensure that resources are earmarked out of the savings from the plan in order to appoint a suitably qualified individual in good time.</p>
3.10	<p>The role of the site leaders is going to be of key importance to the success of the new school. Concerned that insufficient non-contact time and financial recognition will be allocated to the site leaders. To all purposes, they will be accomplishing a major part of the present head teacher’s role and the Document acknowledges that the teaching commitment of these head teachers is a concern as things stand. Members who hold such jobs in Gwynedd – and in other authorities – feel that not enough time is set aside to accomplish all that is required of them and that there is ambiguity regarding the responsibilities of a ‘strategic’ head teacher and those of a site leader. Before appointing people to these positions, the Shadow Governing Body should be clear regarding the teaching commitment of the person appointed and will the expectations be fairly equal for every site. Staff recruitment procedure for the new school should concentrate on internal advertising across the schools due for closure. Compulsory redundancies should be avoided.</p>	1	<p>Once the Head Teacher has been appointed a Senior Officer will assist the new Head Teacher and the Shadow Governing Body to create a Staffing Structure, giving detailed consideration to the specific responsibilities of the various roles; the key roles will be those undertaken by the individuals who manage the sites from day to day.</p>
3.11	<p>In terms of work, the staff throughout the catchment area are very concerned for the future – many with permanent contracts. What measures or intentions does the Council have for protecting this workforce?</p>	1	<p>Gwynedd Council – in conjunction with the Trade Unions and the head teachers - has developed a detailed staffing policy. It would be the decision of the Shadow Governing Body whether to adopt the policy or not. It would be necessary for any redundancies that stem from the plan to conform with the relevant employment legislation and with Gwynedd’s Redundancy Plan. Transparent and open communication with staff will play a key part in implementing any proposal.</p>
3.12	<p>It was very disappointing to learn, during the consultation days, that</p>	2	<p>Unfortunately it is not possible to know what the exact situation of individual staff will be</p>

	the Personnel Department could not give us any information which would alleviate our concerns over job losses until a decision had been made on the proposal. Having representatives from the Union in attendance during those two days would have been beneficial for the workforce / A pity that the Union representatives were not aware of the statutory consultation period so they were unable to act in the interest of the staff and advise them effectively.		until the decision has been made. Throughout the process, consultants from the Human Resources department will be at hand to explain the process and explain what help is available. The open days were held for anyone to attend. The consultation document was sent to union representatives and the document noted the dates of the open days.
3.13	The document that was circulated to pupils states that the all-through school will 'offer career opportunities for staff'. This is total irony since the aim obviously is to cut down on staff in order to save money. What opportunities does the Council have to offer staff who lose their jobs in Meirionnydd? / The Cabinet Report of 16/09/14 states (4.6.6) that there will be exciting opportunities for staff to develop their careers in a larger establishment – the school will be larger on paper only; the number of sites – and as a consequence, the number of jobs – will be greatly reduced, not to mention the number of people who will lose their livelihood. How can the Council justify this promise? They claim that there will be exciting opportunities for staff under Model 8; losing your job is not an exciting opportunity.	4	At the moment, a number of primary head teachers are teaching for the major part of their time and are not released for sufficient time to attend to leadership, management and planning duties. By creating a new leadership and management structure in the proposed school, it will not be necessary for the head teacher to teach for the major part of his/her time. The structure will allow site managers/leaders to be developed and to gain the necessary skills to be successful leaders, with secure support from experienced individuals ready to offer advice.
3.14	The statutory consultation document outlines the possible opportunities for staff to work together, discuss and share best practice, help each other and learn from each other.	1	The Council considers these points as some of the advantages of the proposal under discussion.
3.15	The Council intends to save money by reducing the number of staff, consider the size and the seriousness of the cloud that has been hanging over all staff for ten years.	2	The Council acknowledges the fact that the school reorganisation discussions are creating uncertainty within the catchment area and that the near future will be an uncertain period which could lead to redundancies. Since the final decision has not yet been taken (this is a consultation period only) it is not possible to give detailed information on individual cases. Regarding the number of jobs which will be lost, it is premature to quote numbers on this point as well, because the staffing structure for the new school will be a matter for the shadow governing body to discuss. If a final decision is made to implement the proposal, consultants from the Human Resources department of the Council will be at hand to give support and assistance throughout the process. Over the last 6 months, a number of meetings have been held and help given to the staff of schools associated with the development of the Area School for Groeslon, Carmel and Bronyfoel, and that help will be available for the staff at the schools in Y Gader catchment area. The Cabinet needs to be aware of the need for support from the consultation service of the Council's Human Resources department if the proposal is implemented.
3.16	The present situation has put extreme strain on staff, parents and governors but it has not affected the pupils' education because the staff stayed at Brithdir school despite everything – and their reward is to be made redundant without any certainty about the future under the new arrangements / We understand the need for reorganisation but we emphasise the dire need now to move on, for everyone's sake. Staff are working under considerable additional strain because of this never-ending process. Need to go the extra mile and collaborate effectively and ensure high standards. The Council needs to make sure that the plan is successful and that worthy investment is being made in order to achieve this. We feel that even though the area has been treated badly for years and that despite the cuts, the future of every	2	

	child in the catchment area depends on the success of the plan.		
3.17	We understand the need for reorganisation but we emphasise the dire need now to move on for everyone's sake. Staff are working under considerable additional strain because of this never-ending process. Need to go the extra mile and collaborate effectively and ensure high standards. The Council needs to make sure that the plan is successful and that worthy investment is being made in order to achieve this. We feel that even though the area has been treated badly for years and that despite the cuts, the future of every child in the catchment area depends on the success of the plan.	1	
3.18	UCAC is concerned that there is too much ambiguity surrounding the staffing system within the multi-site school and too many presumptions. The consultation document acknowledges, such systems are still fairly unique in Wales and there are many challenges which have not yet been identified – not to mention being solved. However, the Union hopes that much more information will be available on the matters noted above within any final proposal.	1	The Council accepts the point regarding the concerns and understands that this period of change is very difficult. Once the decision has been made on an option, it will be possible to look more closely at the staffing system and information will be distributed in good time to the relevant stakeholders. Four 3-16 (3-19) schools already exist in Wales and these could be of assistance in establishing the new staffing system.
3.19	Obviously, within a catchment area school structure there will be better opportunities for teachers to specialise in specific curricular subjects within the primary sector and spread their expertise across the primary locations. By this type of arrangement, general specialist experiences could be offered to all the pupils, an opportunity for children to receive more specialised educational experiences from an early age and as a result, raise the achievement standards among pupils. As well as this, the roles of subject co-ordinators could be developed over a period of time, which will also contribute to developing teachers' expertise and improving pupils' achievement standards. There will be obvious opportunities for ensuring that staff from the different sectors share good practice and take advantage of each other's experience and expertise. By drawing upon a wider range of expertise and experiences across the sectors the pupils' learning experiences will be developed.	1	The Council is aware that this is an important point and one of the main advantages of the proposed plan. The aim of the whole plan is to provide education of the best possible quality which will offer a wide variety of experiences and develop skills and confidence in the children and young people of the catchment area and give teachers an opportunity to spend more time to concentrate on their specialist fields, sharing good practice and learning from one another, thus adding to the value of the education imparted to the pupils.
3.20	Some parents express concern regarding the suggestion that some specialist lessons could be provided for the older pupils in the primary sector on the secondary school site. But this practice already exists to a degree since several schools use the physical education facilities at the school and leisure centres in towns some distance from the schools, and parents do not voice any objection to this practice.	1	As stated, such an arrangement is already in place and in terms of the transitional phase between KS2, KS3 and the secondary sector. The opportunity for Year 6 pupils to attend the secondary school site for some lessons and also to be part of group activities will be of great advantage to alleviate fears and create a feeling of progression.

3.21	Document acknowledges the fact that there is a risk regarding the appointment of enough qualified staff to maintain the new catchment area all-through school. In view of the difficulties with the recruitment of head teachers and other managerial problems which exist in some schools as things stand, is the education authority totally confident that it is possible to appoint a Head Teacher who will manage the new school successfully, achieve the Council's vision, and be a person teaching staff of all the key stages, pupils and parents will have complete confidence?	1	The Council acknowledges that this is a risk, and once the final decision is taken, forward planning will take place in order to alleviate the risk. Based on the lessons learned from other counties, the head teacher should be appointed at least a year before the proposed new catchment area school opens. This will allow time for preparation so that appointments and a staffing structure can be attended to and sufficient time allowed for creating strong policies and procedures before the school opens. The Cabinet will need to consider this request which is included in the cabinet report.
3.22	Not looking after the staff at the schools because the staff at Llanuwchllyn did not have to apply for their posts, this causes bad feeling between local schools, staff and parents. It is obvious that the decisions have already been taken.	1	There has been no change to the status of Ysgol OM Edwards in Llanuwchllyn; therefore the staff did not need to re-apply for their jobs. The decision on education in Y Gader catchment area has not yet been taken – the statutory consultation period has been held in order to discover the opinion of the local people on the proposal and a period of time will be allowed for people to oppose the proposal before the final decision is taken.
4	The Welsh Language		
4.1	Of the 39% of pupils attending Ysgol y Gader from outside the catchment area, 80 come from Barmouth (20% of the school's population) – Barmouth Town Council opposes the proposal to change the school from being bilingual to a being a Welsh Medium school / Page 39 – need to look at the 'true reasons' why pupils choose Ysgol Y Gader – suggests that it is because it is a bilingual school.	1	Parents and pupils can choose schools for various reasons, and the reason can change over time. Language status is a technical term, which needs to be earmarked when creating a new school, in accordance with the School Organisation Code (006/2013) and the Governments lead document "Defining Schools according to Welsh Medium Provision" (023/2007).
4.2	I would like to see a bilingual school.	2	
4.3	For the benefit of the rural community and the Welsh language, it is essential that a rural site in the Wnion Valley is sustainable. The language is at its strongest here (93% and 94% fluent). In rural schools, learners are immersed in natural Welshness and are more likely to adopt the language fully. The state of the language in the area is vulnerable – Welsh speaking locals leaving the area to find work / The geographical uniqueness of the area offers itself to a unique educational opportunity. We see our small community schools as the perfect medium for bilingualism to flourish and also suitable for providing education in rural areas on a suitable scale / It is essential that the rural site to the east of the Dolgellau area is sustainable in order to ensure the future of the Welsh language. 93% of the pupils at Ysgol Brithdir are fluent in Welsh. The language is alive on the school playground and is the natural language at work and at play. If the site at Rhydymain fails, and its present numbers, together with its position on	7	Gwynedd Council's Education Language Policy (Welsh in Education Strategic Plan 2014-17) is relevant to all schools in the County and means that the linguistic expectation is the same for every school. The aim of the Language policy is to ensure that – " <i>pupils possess appropriate language skills in Welsh and English. The expectation is the same for all schools...although the Policy's overall objective is bilingualism, the balance is in favour of Welsh during the early years so as to establish firm foundations for further development. At other key stages, schools are expected to plan purposefully so as they develop pupils grasp of Welsh..all the County's educational establishments are expected to reflect and strengthen the Language Policy in their administration, their social life and pastoral arrangements as well as in their curricular provision</i> ", therefore language status is a technical issue in Gwynedd. When considering that every primary school is a Welsh school, putting bilingual status to the primary phase would have a negative effect on the Welsh Language. In accordance with projections for September 2017 there are more primary pupils than secondary. On a

	<p>the edge of the catchment area suggests that this will be the case, then the pupils will have to go to the site in the town as this will be the closest site. Only 34% of pupils in Ysgol Gynradd Dolgellau are fluent in Welsh. How can the Council support a site which is not sustainable, knowing that rural education is the back bone of the Welsh language in the area? / If you proceed with the proposed Model, families who would otherwise bring their children to Brithdir to receive natural Welsh education will choose the easy option of taking them to Ysgol Gynradd Dolgellau (since the Rhydymain site is much further). What will be the impact on the Welsh language? / Also, it is likely that pupil numbers, following the reorganisation, will continue to fall in Ysgol Ieuan Gwynedd, and therefore at least 3 of the 4 rural primary schools (IG, Dinas Mawddwy and Friog) will have surplus places. How can the Council expect this new model to succeed on this basis and how will this be explained to the Welsh Government and the Minister for Education and Skills / Strong emphasis on the Welsh language in Ysgol Brithdir as the language of education and the social medium, this would be lost in a larger and busier environment.</p>		<p>practical level there would be no change to the language provided to secondary pupils on a daily basis as it will be necessary to provide education through the medium which responds to the demographic cross section within the catchment.</p> <p>One of the challenges of establishing the all through school would be to establish the correct language structure across the age range. Responding to the challenge and implementing the Language Policy would be in the hands of the Headteacher and the Governing Body, with help from the County. The Language Policy will need to be implemented appropriately and in a way that responds to the challenge identified in the language assessment.</p>
4.4	<p>I am concerned after hearing in a parents' meeting that there is a call for 'insisting that children speak Welsh in the playground' and 'insisting that children ask their questions to teachers in Welsh'. As a non-Welsh speaking Welsh person, I believe that this is discrimination. My child should have the freedom to be encouraged to ask questions in his/her native language and receive an answer in his/her native language. If he/she does not understand anything, he/she should have the right to ask for an explanation without having to translate for himself/herself. I want 'linguistic equality' to be considered in the same way as the Welsh language is considered.</p>	1	
4.5	<p>The meaning and significance of the term 'Welsh School' need to be defined.</p>	1	
4.6	<p>I disagree with the statistics on page 11 of the statistical pack and page 58 of the consultation document – incorrect analysis of the linguistic ability of pupils in Ysgol Gynradd Dolgellau – this reflects badly on standards at the school – call for this to be corrected, the correction recorded at central level and distributed to the catchment area.</p>	1	<p>The statistical document was created using 2013/14 data. Individual meetings were held with catchment school headteachers to give them the opportunity to challenge and verify the information. Nevertheless, it seems there is a mistake in Dolgellau Primary School's linguistic data.</p> <p>For accuracy, the most recent information regarding Dolgellau Primary School's linguistic data is the January 2014 PLASC calculation. This data, along with the data of all the other</p>

			primary schools in the catchment are below for information:																																																																						
			<table border="1"> <thead> <tr> <th>School</th> <th>Speak Welsh fluently at home</th> <th>Do not speak Welsh at home but are fluent</th> <th>Speak Welsh at home but not fluent</th> <th>Do not speak Welsh at home and are not fluent</th> <th>Do not speak Welsh at all</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Brithdir</td> <td>30</td> <td>1</td> <td>4</td> <td>7</td> <td>4</td> <td>46</td> </tr> <tr> <td>Clogau</td> <td>3</td> <td>0</td> <td>3</td> <td>9</td> <td>9</td> <td>24</td> </tr> <tr> <td>Cynradd Dolgellau</td> <td>54</td> <td>37</td> <td>12</td> <td>26</td> <td>22</td> <td>151</td> </tr> <tr> <td>Dinas Mawddwy</td> <td>11</td> <td>1</td> <td>3</td> <td>4</td> <td>1</td> <td>20</td> </tr> <tr> <td>Friog</td> <td>0</td> <td>10</td> <td>3</td> <td>9</td> <td>5</td> <td>27</td> </tr> <tr> <td>Ganllwyd</td> <td>11</td> <td>5</td> <td>0</td> <td>4</td> <td>0</td> <td>20</td> </tr> <tr> <td>Ieuan Gwynedd</td> <td>10</td> <td>1</td> <td>1</td> <td>4</td> <td>1</td> <td>17</td> </tr> <tr> <td>Llanelltyd</td> <td>14</td> <td>19</td> <td>0</td> <td>6</td> <td>2</td> <td>41</td> </tr> <tr> <td>Machreth</td> <td>7</td> <td>5</td> <td>1</td> <td>0</td> <td>1</td> <td>14</td> </tr> </tbody> </table>	School	Speak Welsh fluently at home	Do not speak Welsh at home but are fluent	Speak Welsh at home but not fluent	Do not speak Welsh at home and are not fluent	Do not speak Welsh at all	Total	Brithdir	30	1	4	7	4	46	Clogau	3	0	3	9	9	24	Cynradd Dolgellau	54	37	12	26	22	151	Dinas Mawddwy	11	1	3	4	1	20	Friog	0	10	3	9	5	27	Ganllwyd	11	5	0	4	0	20	Ieuan Gwynedd	10	1	1	4	1	17	Llanelltyd	14	19	0	6	2	41	Machreth	7	5	1	0	1	14
School	Speak Welsh fluently at home	Do not speak Welsh at home but are fluent	Speak Welsh at home but not fluent	Do not speak Welsh at home and are not fluent	Do not speak Welsh at all	Total																																																																			
Brithdir	30	1	4	7	4	46																																																																			
Clogau	3	0	3	9	9	24																																																																			
Cynradd Dolgellau	54	37	12	26	22	151																																																																			
Dinas Mawddwy	11	1	3	4	1	20																																																																			
Friog	0	10	3	9	5	27																																																																			
Ganllwyd	11	5	0	4	0	20																																																																			
Ieuan Gwynedd	10	1	1	4	1	17																																																																			
Llanelltyd	14	19	0	6	2	41																																																																			
Machreth	7	5	1	0	1	14																																																																			
4.7	Surprised to read the language assessment and note that table 5 (page 7) records incorrect information about Ysgol Ardudwy – the school is portrayed as a totally English school. I note that the after school club is irrelevant – certainly this is not true, there is a varied programme of after school clubs being held through the medium of Welsh. It is disgusting that the document has been distributed to councillors, other schools and the public. Who decided on the definitions for Welsh?	1	<p>The language assessment was commissioned by an independent company, Gweriniaith. The company has noted that the data in connection with Ysgol Ardudwy was based on a language assessment undertaken in 2011. In order to complete the report Headteachers were asked to complete a questionnaire – and the Head ar Ysgol Ardudwy completed the questionnaire at the time. It appears that the information was incorrectly transferred from the 2011 assessment into the 2014 assessment. The information should read:</p> <table border="1"> <thead> <tr> <th>Gwynedd Secondary Schools</th> <th>Breakfast Club</th> <th>Play time</th> <th>In the School buildings</th> <th>By the lunch table</th> <th>In the classroom</th> <th>Afterschool club</th> </tr> </thead> <tbody> <tr> <td>Ardudwy</td> <td>Irrelevant</td> <td>Other – not specified</td> <td>Other – not specified</td> <td>Other – not specified</td> <td>Welsh mostly</td> <td>Welsh mostly</td> </tr> </tbody> </table> <p>A correction sheet on the Council’s website, published during the early stages of the consultation period, identifies these changes in order to ensure that anyone who looked at the statutory consultation documents was aware of the change.</p>	Gwynedd Secondary Schools	Breakfast Club	Play time	In the School buildings	By the lunch table	In the classroom	Afterschool club	Ardudwy	Irrelevant	Other – not specified	Other – not specified	Other – not specified	Welsh mostly	Welsh mostly																																																								
Gwynedd Secondary Schools	Breakfast Club	Play time	In the School buildings	By the lunch table	In the classroom	Afterschool club																																																																			
Ardudwy	Irrelevant	Other – not specified	Other – not specified	Other – not specified	Welsh mostly	Welsh mostly																																																																			
4.8	In the past, tendency for some Yr.6 pupils to transfer to Ysgol Uwchradd Tywyn rather than to Ysgol Y Gader. A number of reasons for this e.g. standards, linguistic element (many pupils from English homes). Following work on transition and activities, a good relationship was established with Ysgol Y Gader – number of pupils who transfer to Y Gader is on the increase.	1	Parents and pupils can choose schools for various reasons, and the reason can change over time.																																																																						
4.9	How can bilingualism be more successful in a much larger school? What evidence is there to support this?	1	The Council’s Language Policy states that “ <i>the objective is to ensure that all pupils in the County possess balanced bilingualism</i> ”.																																																																						

			A language assessment was commissioned by an independent company, Gweriniaith and the report's conclusion regarding the proposed model was that " planning the provision according to one vision is the best method of trying to achieve the aims of the language policy, utilising the additional staffing and teaching resources that one establishment would have for best use across the various sites of the catchment area "
4.10	The expected benefits of the existing proposal will help achieve the strategic aims of Gwynedd Council and the Welsh Government of introducing sustainable bilingual educational provision. The proposal appropriately states that there is possible negative impact as well.	1	The Language Assessment has been completed completely independent from the Council and reflects the linguistic aspects for the whole catchment, be it positive or negative.
4.11	In the statutory consultation document, the proposers have included the findings of an independent linguistic impact assessment on each of the eight possible options; the background information is posted on the Council website and provides comprehensive information regarding the assessment outcomes. The independent assessment report suggests that the proposal will have a positive impact on Welsh provision in the area. The claim in the report is based on the presumption that planning the provision on the basis on one organisational vision is the best way of trying to achieve the demands of the local authority. A reasonable claim in the context of this specific proposal.	1	A language assessment is a statutory requirement when undertaking a school re-organisation process and the Council is happy that the respondent agrees with the conclusions of this independent report.
4.12	93% of the pupils at Brithdir are fluent Welsh speakers and because it is accessible from the town it is successful and full. Indeed, the linguistic score for Ysgol Brithdir is 23.	1	In accordance with the Language assessment and Language Policy there is no reason to assume that establishing a school at the Rhydymain site will have detrimental effect on the language. There is no evidence to suggest that bringing the pupils of the three schools together at one site, with that site being located further from the town, will have a negative effect on the language.
4.13	It is easy for Councillors in the vicinity of Caernarfon to feel self-satisfied because the Welsh language is so strong in your area. The linguistic impact assessment describes the linguistic health at Ysgol y Gader as "fair" and that there are 'specific elements of deterioration at work'. Rural schools are totally essential for the protection of the Welsh language. And those schools have to be a realistic choice / If you want the Welsh language to flourish the future of rural schools has to be ensured. It is only in those areas that Welsh is heard as the natural language of the playground. If the Model fails, (due to the weakness of the rural element) the effect will be permanent and will impact the future of the children and the Welsh language for generations. As Councillors, you have a responsibility to act for the benefit of the Welsh rural communities.	2	Safeguarding and sustaining the Welsh Language is a critical element of the Council's work in order to ensure that Gwynedd remains as one of the strongholds of the Welsh language. There are constant challenges facing the Language, but the Council's Welsh Language Education Policy states " <i>as well as developing pupils competence in both languages, all the County's educational establishments are expected to reflect and strengthen the Language Policy in their administration, their social life and pastoral arrangements as well as in their curricular provision....schools are expected to plan purposefully so as to develop pupils grasp of Welsh</i> ".

4.14	UCAC welcomes the finding that the favoured development could be advantageous to the Welsh language. Maintaining the Welsh language is a challenge in every part of Wales. A Head Teacher with clear vision and commitment will be needed in order to ensure the success of Welsh Education and a Welsh ethos in the new school.	1	There are constant challenges to the Welsh Language and the language assessment notes that the language is already in decline within the catchment, however developing this model could have a positive impact on the language and an opportunity to ensure consistency across the catchment.
4.15	Because promoting and protecting the Welsh language and the use made of it is one of the strategic aims of Gwynedd Council, by establishing general policies across the all-through school sites there is an opportunity to strengthen and extend good practices in the primary schools in terms of promoting and developing the skills of pupils in the Welsh language and to promote Welshness, and also to ensure stronger appropriate linguistic progression in the secondary sector, across the curriculum. Maintaining progression and linguistic continuity between Key Stages 2 and 3 is challenging and this is more likely to be achieved through a progressive structure and a strong language policy in place. Research studies (e.g. Gruffudd, 1996,2002; Gruffudd and Hallam, 1999; Hughes, 2013) show that the most obvious factors that influence the language use patterns among pupils are the linguistic background of the family and also the linguistic nature and content of the teaching class in which the pupil is placed; also that linguistic resolutions made by teachers and in classrooms impact pupils' linguistic practices (Hughes, 2013).	1	The main purpose of the Language Charter is to ensure that the Welsh language, and the social use of the language by our children and young people flourishes, i.e. to get children to speak Welsh in their everyday life. But more than that is required as is stated here. Cooperation between parents has to be ensured so that the Welsh language is spoken by children in every context in order to ensure strong foundations and establish lifelong patterns. One of the challenges of establishing the all through school would be to establish the correct language structure across the age range. Responding to the challenge and implementing the Language Policy would be in the hands of the Headteacher and the Governing Body, with help from the County. The Language Policy will need to be implemented appropriately and in a way that responds to the challenge identified in the language assessment.
4.16	The impact on rural communities, and on the Welsh language will be immense.	1	According to the language assessment there is an <i>“obvious language decline”</i> currently in the catchment, even so <i>“with willpower, help, sufficient resources and local and county guidance, the catchment area can continue to arm the young people of North Meirionnydd with confident skills in both Welsh and English so that they develop to be wholesome and bilingual citizens”</i> . According to the independent assessment - <i>Model 8: Catchment Area All-through School on the existing sites of Y Gader, Dolgellau Primary, Friog, and Dinas Mawddwy schools and closure of Ganllwyd, Clogau, Machreth and Brithdir schools. One head teacher, one governing body. Conclusion of positive impact which offers an opportunity to ensure consistency across the entire catchment area. Whilst it is not possible to place every model in order according to linguistic impact, we gather that this model offers special advantages in terms of planning and providing statutory education which is consistent and stems from one holistic vision rather than from the direction of various establishments which will inevitably have different standpoints in terms of the desire to successfully achieve the county language policy and create bilingual, proficient young citizens. In a catchment area where Welsh is facing a number of basic challenges, it</i>

			<i>might be that planning the provision on the basis of one organisational vision is the best way to try and fulfil the requirements of the language policy, making best use of the larger staffing and teaching resources that a single establishment would possess across the various sites within the catchment area.</i>
4.17	During my time at Ysgol Brithdir, two families from two different countries came to live in the area and none of the children spoke a word of Welsh. In no time at all, they were fluent in both Welsh and English. Also, there were a number of English families with children at the school but despite this it was Welsh that was spoken in the playground at all times. This shows the strength of a small rural school in terms of the Welsh language and if the language is to be retained, small schools such as Brithdir have to be kept open.	1	Should this proposal be implemented the hope is that this strength continues and indeed improves by bringing children together at the Llanelltyd and Rhydymain sites. The Council has made a commitment to keep rural education in the catchment and by continuing with the sites in Dinas Mawddwy, Llanelltyd, Rhydymain and Friog.
5	Status – Community or Church		
5.1	The hope is that a close relationship will remain between all the religious denominations in the town and the area following the loss of formal connection with the Church.	1	The proposed status of the school is community status. All maintained schools are required to teach religious education from Foundation Phase to age 19, whether they have a religious character or not. While RE is part of the basic curriculum, it is not part of the National Curriculum and is therefore not subject to statutorily prescribed attainment targets, programmes of study or assessment arrangements. Schools without a religious character, voluntary controlled and foundation faith schools, make use of the locally agreed RE syllabus, taking advice from the SACREs to help ensure that each RE syllabus reflects the religious make-up of the local area.
5.2	Totally in favour of the recommendation that the favoured option is community / 8 out of the 10 schools are community schools and according to your own suggestion in your statements there is no strong call for the educational provision to be Church education / Wholly in favour of the recommendation in the Report, namely “in terms of category, the option favoured for consultation is community”. We believe that every denomination should have an opportunity to play an equal role within the new school organisation.	5	Following consideration of this information and other factors, the Council decided to consult on the community status as the favoured status.
5.3	Disappointed that the Church in Wales had a voice in the discussions regarding the legal category of the proposed new school – “discussions were held with representatives of the Church in Wales during the period of preparation for the questionnaire and meetings were held with every party to discuss the nature and exact questions to be included in the questionnaire” “Every party”/ - the nonconformists were not included in any discussions or consultation. This could lead to the Church in Wales having too much influence over the content of the	1	Due to the fact that the Church in Wales was a co-provider of education in the Gader catchment area, there was a requirement to include representatives from the Church in discussions regarding the development of the favoured option. When the questionnaire was created as part of the assessment of different schools, a meeting was held with an NFER independent consultant, a representative from the Church in Wales and officers from the Council. A pre-consultation was held with the Church in Wales before the full statutory consultation

	questionnaire and the statutory consultation process.		was held, in line with the Schools Organisation Code. This was a statutory requirement.
5.4	Disappointed that the Council held a pre consultation meeting with the Bangor Diocese on a historical issue and ownership of a small piece of land namely the site of the Babies class in Ysgol Gynradd Dolgellau. The Catholic Church was also invited to voice an opinion, disappointed that the nonconformist denominations were not given the opportunity to be part of the initial discussions / It is a disappointment for me, as for a number of nonconformists in the area that our opinion and input was not invited and possibly not considered – we were disregarded with such an important issue as the future of children’s education in the area at stake.	2	The statutory consultation document was published on the Council’s website, and copies were sent to core consultees and to each individual/group who had contacted the Office regarding the development in the Gader catchment area. This was the first step in the process of gaining the opinion of relevant parties. If the Cabinet decides to publish a statutory notice, everyone who received the consultation document would receive a copy of the statutory notice,
5.5	15 years ago, Ysgol Gynradd Dolgellau was a community school; the status was given up in order to gain ownership of land across the road from the school. Ysgol Machreth was built during Victorian times when the education system was in the hands of the local squire who was a Church man. In the light of the weak connections with the Church in Wales, as the Cabinet reaches a decision on the constitutional structure for the governing body of the new school, it would be very unwise to allocate a seat to a representative of the Diocese without ensuring that the nonconformist churches of the area are fairly and equally represented.	4	The proposed status of the school is community status, which would mean that the education would not be co-provided.
5.6	Every denomination within the catchment area should have the same clear and equal opportunity to contribute to the spiritual, moral and religious life of the new school.	1	
5.7	Changing the educational status within the catchment area to Church would involve substantial change in the managerial resources and ownership of the sites. The Church system would be relevant to all the schools and land would have to be transferred to Church ownership – that would be foolishness.	2	It is true that if the proposed all-through catchment school were to have Church status, then all the school sites would have to be transferred to the ownership of the Church in Wales. The favoured status for the proposed all-through catchment area school would be community status.
5.8	It would be sensible to persuade the Bangor Diocese to transfer the Babies site into the ownership of Gwynedd Council.	2	It is now not possible for schools to be federalised if those schools are from different categories according to The Federation of Maintained Schools (Wales) Regulations 2014. Therefore creating a catchment federation which would continue with community and church primary education would not be an option. The status of the proposed school in this proposal is community and the Council would have to be the owners of the Dolgellau primary school infants building in order to do this.
5.9	Status is a sensitive matter in an area with a clear history of fighting for religious, social and political right. Every public meeting and governors	2	The Council makes every effort to work in a transparent, democratic and open method while consulting with all stakeholders in a timely manner.

	meeting in the area should be under neutral, independent and transparent chairmanship.		
5.10	The Presbytery stretches from the Llein Peninsula to Aberdyfi. The Committee deals with all types of matters along with the spiritual and worldly interests of members of the Welsh Presbyterian Church in the area, including the catchment area of Y Gader. The changes recommended in the Consultation Report would have far reaching effects, directly and indirectly, on members of our churches within Y Gader catchment area and beyond.	1	<p>The school which is part of this proposal would have community status which means no religious group or denomination would be a co-provider of education in the school. The school would employ staff, be owner/holder of the school's site and building, be the owner/holder of the playing fields and act as the admissions authority.</p> <p>All maintained schools are required to teach RE from Foundation Phase to age 19, whether they have a religious character or not. While RE is part of the basic curriculum, it is not part of the National Curriculum and is therefore not subject to statutorily prescribed attainment targets, programmes of study or assessment arrangements. Schools without a religious character, voluntary controlled and foundation faith schools, make use of the locally agreed RE syllabus, taking advice from the SACREs to help ensure that each RE syllabus reflects the religious make-up of the local area.</p>
5.11	We would strongly oppose any intention to favour the Church in Wales by giving Church status to the new school. In this age of equality, every faith and denomination should be given the same status and fair play in everyday life and work and no denomination should be given any advantage / We would not be happy with a Church School.	2	The proposed status of the school which is part of this proposal is Community School.
5.12	The proposal affects the designation of the schools in the catchment area. The statutory consultation document does not clearly state what impact the favoured designation will have on the new school.	1	The favoured option to be statutory consulted upon with regard to legal category was community. This would mean that the local authority would employ the members of staff, would be the owner/holder of the school site and buildings, would be the owner/holder of the playing fields and act as the admission authority. While these schools meet the legislative requirements for a daily act of worship and the delivery of statutory religious education, they may not in themselves have a distinctive religious character.
5.13	Following an assessment of the need for different categories of education it is perfectly clear that the majority of parents in the catchment area do not wish their children to attend a school which is run in partnership with the Church in Wales. Does not the opinion of the vast majority of parents in the catchment area make it clear that community status is their wish and should not the Church in Wales respect that opinion?	1	In the Assessment of Need regarding the different kind of schools in the Gader catchment area, it was the quality of education that was the most important factor for the parents of pupils within the area.
6	Transport and Travel		
6.1	Have traffic hold-ups been included in the travelling times?	1	The average distances and travel times were calculated using 3 different electronic 'Route planners'. It is considered unlikely that congestion would significantly affect the times specified and no pupil will travel further than the national policy.
6.2	It is not acceptable for children to travel back and forth from site to site	2	As part of this model, it is not expected that pupils will travel from one site to another on a

	all the time for their education. Children from the Brithdir and Cwm Hafod Oer areas would have travelled more than enough already.		daily basis. Pupils will attend one site daily and occasionally may attend a secondary site for specialist lessons. It is anticipated that it will be staff rather than pupils who will move between sites.
6.3	The roads in this area do not allow anyone to travel 9 miles in the same time as 8 miles on the motorway.	1	The Council recognises that it is important to consider travel times as well as distances – indeed, travel time has been considered as part of the options assessment.
6.4	The Council intends to pay transport costs of £45,000 in Rhydymain and £30,000 in Llanelltyd. For how long in the future will the Council pay for transport for children when Brithdir and Machreth would have been their nearest schools? And if it does not pay for transport for children in the future, how can the Council attract the expected numbers (66) to Ysgol Rhydymain in the future? / High cost of transport / Need to ensure transport for everyone within the catchment area of the site and this should continue into the future in order to ensure the viability of the Rhydymain site./ We emphasise the need for any plans to be long term. We also ask for a promise that any plans will be sustained e.g. the promise of unconditional travelling costs - not for the length of the pilot scheme only and then nothing)	6	<p>There is no set time limit on the availability of transport; transport will be offered in accordance with the transport policy, as is the case throughout the County.</p> <p>As outlined in the statutory consultation document, there will be a need to modify the transport policy slightly in order to recognise the multi-component site nature of the proposed school, therefore it will need to state that the County provides free transport for pupils under the following circumstances:</p> <p>"Primary Aged Pupils - for pupils who live 2 miles or more from their catchment area school site, or nearest school site.</p> <p>Secondary Aged Pupils - for pupils aged up to 16 who live 3 miles or more from their catchment area school site, or nearest school site."</p> <p>Transport costs are estimated to be £75,000, based on previous experience of transport costs and pupil projections in the existing schools.</p>
6.5	Statistical analysis May 2011, 6 children in the catchment area travel for more than 20 minutes to school (one way). Based on the figure of 66 pupils in Ysgol Rhydymain (approximately 14 pupils at present) – up to 50 children will have to travel further to Ysgol IG. How can the Council justify the extra travelling time to reach school and the travelling time that the pupils will have to face to attend lessons or activities beyond the school site? / Pupils from all sites can travel to use facilities in the central site in the town e.g. science lessons. Why do the pupils in the Rhydymain site have to travel miles back and forth all the time? The situation will be no better than the situation as things stand. In terms of distance, the Rhydymain site is on the furthest edge of the area– won't these children be travelling enough already to reach their section of the all-through school?	9	<p>The Council recognises that more pupils will be required to travel further to their educational site; however no pupil will travel beyond the County / National policy.</p> <p>It is not expected that pupils will travel from one site to another on a daily basis as part of the model.</p>
6.6	Are parents willing to make the journey to Rhydymain and back twice a day? Having made informal enquiries, the parents in the Brithdir/Machreth area <u>will not</u> be sending their children to Ysgol Ieuan Gwynedd after all – it is too far and on the very edge of the catchment area / The location is inconvenient for parents.	8	The Council has provided sufficient places to all existing pupils attending Brithdir, Ieuan Gwynedd and Machreth Schools at the Rhydymain site. Of course, choosing a site is subject to parental choice and the decision of the governors.

6.7 Tried to convince us by sending Mr Mike Tate, head of the Cwm Afan Uchaf Federation of Schools to the open days to try and persuade us that this new model is going to succeed. The five sites within this Federation are all within 5 kilometres of each other. There are 30 kilometres between the six sites in the model under consideration for Y Gader catchment area (Dinas to Rhydymain - 19.8 Kilometres; Dinas to Friog 30.7 Kilometres. How can the two areas be compared? One is an urban area and the other rural and scattered with narrow, winding roads and two steep mountain passes / The new model has not been proven: a 6 site Model cannot be compared with a model such as the one in Rhydaman in South Wales – the establishment there has 4 sites and all the schools are within 5 miles of each other. 20 miles between the schools in Y Gader catchment area, a steep mountain pass and very narrow, winding roads. It might work in an urban area where schools are located close to each other, but not in this area / In a rural, scattered area such as Y Gader catchment area, it will be impossible to implement – there is almost 20 miles between some sites / The schools in your model are so far apart (20 miles), – how can this be ventured? The similar school mentioned to us did not have sites so far apart. It is not fair to try and compare the two models. The education of 3 – 16 year old pupils in the area depends on the success of this model / Parents will not send their children to Ysgol Ieuan Gwynedd. Will parents spend up to 20+ minutes each way every day to carry their children to and from Ysgol IG in the future? If the favoured option is chosen, many of the Ysgol Brithdir parents (at least), and from informal enquiries, other parents outside the Ysgol Ieuan Gwynedd catchment area (e.g. from Machreth / Brithdir schools), although reluctant to do so, will either send their children to other schools straight away and / or choose not to send their children to the school in years to come. If Ysgol Ieuan Gwynedd fails, and everything points that way, your new model will collapse and who will be accountable? The councillors and officers will possibly have left their posts in 5-10 years, but the impact will remain permanently on the future of our children for generations to come / No investment has been made to find out how many children will be going to Rhydymain, nor how many will attend that school in the future.

10 The Upper Afan Valley Federation of Schools is a formal federation of four primary schools and one secondary school. The Head of the school is Mike Tate and he was invited to the statutory consultation open days in Dolgellau on the 5th and 6th of November in order to share his experiences. Of course, a model that works in one area is not necessarily going to work in another area; however it is possible to share experiences and good practice and apply those elements to areas within Gwynedd.

Cymer Afan Comprehensive School and Cymer Afan Primary School are located in the village of Cymer. The village has a population of around 2,883. Pen Afan Primary School is located in the village of Blaengwynfi which has a population of about 1,495. Glyncoerwg Primary School is situated in the village of Glyncoerwg which has a population of around 5,544, and Croeserw Primary School is located in the village of Croeserw which has a population of around 1,380.

Distance between each primary school and the secondary school

From:	Primary School	Kilometres	Miles
Ysgol Gyfun Cymer Afan (the secondary school)	Penafan, Blaengwynfi	4.5 kilometre	2.8 miles
	Croeserw	1.9 kilometre	1.2 miles
	Glyncoerwg	4.2 kilometre	2.6 miles
	Cymer Afan, Cymer	0.3 kilometre	0.2 miles

Pupil numbers in the schools in 2014/5

School	Pupil Numbers
Ysgol Gynradd Penafan, Blaengwynfi	104
Ysgol Gynradd Croeserw	149
Ysgol Gynradd Glyncoerwg	95 (3-11 years) 12 (2 yrs. - Dechrau'n Deg)
Ysgol Gynradd Cymer Afan, Cymer	70
Ysgol Gyfun Cymer Afan, Cymer	244

The Gader catchment area is rural and geographically widespread and therefore it is essential to consider transport and travel times. In some cases, although the distances are short, the condition and the nature of the roads means that the journey can take longer than expected.

In terms of distance travelled, the Council anticipates that pupils who attend Ysgol

			Ganllwyd and Ysgol Clogau would be able to travel to the Llanelltyd site and pupils who attend Ysgol Brithdir and Ysgol Machreth would be able to travel to the Rhydymain site. The Authority will manage access to the school and governors will decide on access to specific sites. To ensure that the implementation of the proposal does not go beyond the policy travel time (no more than 45 minutes one way), the travel times were calculated through using the farthest places in the area when estimating the travel time (see maps on page 53 in the Statutory Consultation Document for schools in the Gader area).
6.8	It seems that the proposal satisfies the aims of the Council and works well in terms of meeting the needs of a very rural area where long travelling distances can arise.	1	The Council has considered the distances and travel times as part of the options appraisal to ensure that the preferred option meets the needs of a rural catchment.
6.9	The proposers has included details of the existing travelling distances for primary school pupils in the catchment area. None of the pupils travel further than the recommended time stipulated by the government, namely 45 minutes. The information provided suggests that, although changes will affect the travelling arrangements for pupils and that some will have to travel further to school, these distances are not substantial and are within the guidelines.	1	This is true. However, it is not expected that any pupil will travel further to school than is recommended in the National Guidelines.
6.10	Does Gwynedd Council not have a policy to encourage staff/councillors to save energy? Cycle to work? Sending the above number of children on a longer journey on account of reorganisation is totally contrary to the energy saving policy. Isn't the aim to reduce the carbon footprint, not to add to it?	4	Regarding the carbon footprint, consideration should be given that, as 4 educational sites will close, this will result in fewer sites to heat etc. The Council always encourages car sharing to work and some staff will be able to do this if the model is implemented.
6.11	It is essential that the choice of Welsh, rural education is available to everyone, but Model 8 limits the choice on account of travelling cost and time.	2	The Council does not agree with this point. The Welsh language, and time / distance travelled by pupils were factors considered during the options appraisal. Four rural primary sites will remain in the area and therefore pupils will be able to receive a Welsh rural education.
6.12	I believe that transport is going to be a major issue and personally I would not wish to see my four year old child travelling on a bus service every day with my 12 year old child. Children's language and behaviour is disgusting, they do not use the seatbelts, they stand and walk around the bus. A wild and dangerous rush to get on the bus in Dolgellau, but I understand that this is a different matter.	1	It is not the intention to have pupils of primary school age (4-11) and secondary (11-16) travelling on the same bus together. It is expected that children and young people will behave appropriately when using school transport, more information is available in the statutory guidance on the travel behaviour code (December 2009), Welsh Government.
6.13	Many more children (84%) live closer to Ysgol Brithdir than to Ysgol Rhydymain – much less travelling for the children and a reduction in the carbon footprint - which should be an important factor.	1	The Council recognises that more children live closer to the Brithdir site, indeed, this was part of the reason why the Brithdir site was put forward as part of the previous proposal. Unfortunately, developing the Ysgol Brithdir site is no longer an option.
7	Rhydymain Site		
7.1	I am happy that Ysgol Ieuan Gwynedd, Rhydymain is being developed /	19	The Council welcomes comments on the design and development of the Rhydymain site.

	<p>Wholeheartedly welcome the decision to choose Ysgol Ieuan Gwynedd site as one of the sites for the new school / Need to ensure a fair investment in order to get a building of similar standard to the other sites (e.g. Llanelltyd and Ysgol Gynradd Dolgellau, OM Edwards, Craig y Deryn, Penybryn, Groeslon) / If Rhydymain does not receive a fair investment and is not given the proper resources, how can it be ensured that the site will attract children and be sustainable? Pupil numbers is the most important factor for maintaining a school. It is vital that the rural area in the eastern part of the Dolgellau catchment area is sustainable. If the site is not sustainable, will Rhydymain close and the option of rural education be denied for the parents of the eastern part of the catchment area? / Does the Council have evidence of the number of parents who will send their children to the Rhydymain site? The Rhydymain site has 60% surplus places at the moment and this number will rise to 71% by 2017, and if the Council cannot attract children from outside the catchment area on account of distances in the future, will the site be sustainable? If Ysgol Ieuan Gwynedd fails, and it seems that this will be the case, your new model will crash and who will be accountable? The damage will be permanent and will affect the future of our children and the community for generations to come / Regarding the schools at Llanfachreth, Brithdir and Ieuan Gwynedd, only one of them obviously is in a condition to merit further investment, namely Ieuan Gwynedd.</p>		<p>At this point, conceptual plans exist, and following the Cabinet's decision there will be a full consultation with the Head teacher and members of the Governing Body on any further designs.</p> <p>The investment figure of £620,000 earmarked for improving the Rhydymain site will not change.</p> <p>The Council is committed to keeping rural education as an option and does so by including the Rhydymain site as part of the favoured model. This provides an option of rural education to the East of the catchment. The sustainability of the Rhydymain site will be more viable following this investment. The message received during discussions is that there is a need to continue rural education provision. If there is local desire to keep rural education, the hope is that parents will support the Rhydymain educational site. By bringing the local area's (Machreth, Brithdir and Rhydymain) children together on one site, it is hoped that the school will thrive. If parents from the town continue to choose rural education for their children, despite the distance, this will contribute further towards the sites' sustainability.</p>
7.2	<p>The speed restriction on the main road in the Rhydymain vicinity should be lowered to 50 miles per hour / If the plans materialise, the speed restriction on the A494 needs to be lowered to 40 or 30 miles per hour and the road to the village restricted to 20 m.p.h.</p>	3	<p>During the planning process and presenting planning application, in depth discussions will take place on what traffic controlling measures need to be implemented at the site and associated roads. Risk assessments will be undertaken in order to ensure that the appropriate risk alleviation measures are incorporated as part of the work.</p>
7.3	<p>The extension to the Rhydymain site should be on the Llanuwchllyn side of the site. If it is planning matters that are preventing the extension from being located on the Llanuwchllyn side, the Snowdonia National Park should be challenged.</p>	1	<p>Even though the extension is shown in one location on the current plans, this is only a conceptual design showing one option only. We will continue to consider whether it will be possible to put an extension at another location (at the back perhaps) in order to have the least impact on the site. Discussions will continue over the coming months.</p>
7.4	<p>The internal design of the Rhydymain site needs to be completely revamped so that there is no disturbance for classes, and an easier and cheaper way of extending the hall, bearing in mind the need for wheelchair access / It would be better to leave the car park for the time being and use the money to build an external corridor from the hall to the Foundation Phase rooms so that children do not have to walk</p>	7	<p>The exact design of the Rhydymain site (interior and exterior) will be confirmed following further discussions and in-depth designing. The way in which the earmarked funding is spent is dependent on the final design, following input from the relevant users.</p>

	through other classes to reach the hall.		
7.5	The staff room on the Rhydymain plan is inconveniently situated – too far from the office and the main entrance / Placing the staff room at the far end of the building is impractical. The front of the school could be extended and a room built beside the office.	3	This discussion can be re-opened after the Cabinet’s decision in order to receive input from the users before forming the final design. However, the funding available is limited.
7.6	The number of classes recommended for the Rhydymain site needs to be given careful consideration. If the provision is to be improved it needs to be ensured that there are 4 classrooms in the school. It is neither sensible nor practical to combine a class from the foundation phase with KS2, and is it not against the law to have more than 30 in a class? The fact that this happens in other schools does not mean that this is proper or fair practice. The child’s education should be the priority.	10	The number of classrooms will be decided in accordance with the schools financial allocation, which is based on the schools numbers. The projected pupil number warrant a budget for 3 classrooms. The Head teacher and Governing Body will decide on the exact form of the classrooms.
7.7	Need to extend and improve the hall resource so that every activity can be held there (e.g. serve dinner for the whole school, physical education activities, morning service, concerts). I feel that if the plan is implemented it would be better to invest the money reserved for the MUGA (since there is a field suitable for games on the site at present) to further extend the hall so that all the children can eat their dinner together.	7	The school hall will be of sufficient size for holding services, physical education activities and musical activities etc. Two dinner sittings will be required if the site is at full capacity. Having two dinner sittings is not an unusual practice in Gwynedd schools. The Council is considering enlarging the hall but in view of the budget available, a higher cost than what has been allocated (£620,000), cannot be justified. The way in which the allocated budget is spent is dependent on the final design, following input from all relevant individuals.
7.8	The store room on the yard, where equipment is kept, is old – need to look at it.	1	We will be looking into this when designing the work – a storage room is included in the conceptual plan.
7.9	Why the need for expensive astro turf? Would a grassed field not be sufficient? / Expense on the playground in Rhydymain is a mad waste / In this tight budgetary situation that we find ourselves in, it would be a total waste of money to create a multi-purpose field to replace the existing field / No need for a ‘multi-use’ playground – unnecessary expense. The school has a fine playing field and a good, spacious playground.	4	Agree that we would need to look at this again. It is not a necessity to provide this and if the consultation identifies that a grass field is favoured then we will respond to this.
7.10	We hope that representatives from the school governors, together with representatives from the new school’s catchment area will collaborate with the Council in the preparation of the final plan.	1	The opinion and input of those who use the school is essential if we are to have a successful design.
7.11	From the plans for the Rhydymain site, it seems that very few improvements will be made. The intention is to build one classroom and toilets, one cloakroom, a room for the staff and an external store room.	2	As part of the plan, the Council will invest £620,000 in the Rhydymain site, which is a substantial sum. Under the plan, the aim of the proposed investment is to ensure appropriate resources for providing education; the addition to the current building achieves this.
7.12	The Council is not willing to offer anything better than what we have	1	The Investment in Rhydymain will ensure that children in the area receive their education

	already in Ysgol Brithdir. The proposed site at Rhydymain does not compensate for the mistakes the Council has made in the past when dealing with Brithdir.		in an educational establishment suitable for the 21 st Century and will ensure that pupils do not have to eat their dinner in the classroom.
7.13	If Ysgol Ieuan Gwynedd fails, and everything points to this happening, your new model will crash and who will be accountable? The damage will be permanent and will affect the future of our children and of our community for generations to come / The fear is that Ysgol Rhydymain, if developed further, will be a failure, since there will be too few children attending on account of the distance. What then? After wasted expense, the site will close and parents will have no choice but to take their children to school in the town. Have you any evidence of research to show how many parents will take their children to Rhydymain? / There is no purpose having a school for the future on a site with low pupil numbers, and the numbers unlikely to rise. "No children, no school". Pupil numbers is the most important thing if a school is to survive.	4	Planning for spaces in schools is always difficult due to the fact that parents can choose schools for their children and travel outside their natural catchment area if they so wish. If research work had been done, this would only have been a 'snapshot' at the time because parents' reasons for deciding on schools can change in a short period of time for a variety of reasons. In the proposed favoured option, there is plenty of space on the Rhydymain site for current Brithdir, Rhydymain and Machreth pupils but parents are welcome to enquire about admission to other specific sites. It is foreseen that by investing and upgrading the Rhydymain site to receive pupils currently attending three schools it will make the site sustainable into the future.
7.14	A purpose built removable partition in the new classroom for the Foundation Phase (as in Ysgol O M Edwards) in order to ensure that the class can be split if numbers rise above 30 (unlawful to have more than 30 in a Foundation Phase class) and to ensure an opportunity to split the nursery/reception and ensure fairness and the best opportunity possible to maintain the high standards.	1	The findings in the statutory document were based on projections created by head teachers in September 2013, and one possible arrangement for the class sizes on the Rhydymain site was proposed. This is just an example, the table below shows three different ways pupil numbers can be arranged based on projections provided by the head teachers in September 2014:

Site	Nursery	Reception	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Total	Class no	Largest class	Smallest class	Classroom average
September 2017 projections based on information received from Headteachers in September 2013													
Rhydymain	8	8	7	8	9	8	12	7	67	3	23	21	22
		28		21		23							
September 2017 projections based on information received from Headteachers in September 2014 – Possibility 1													
Rhydymain	8	7	6	9	8	8	13	7	66	3	24	21	22
		21		21		24							
September 2017 projections based on information received from Headteachers in September 2014 – Possibility 2													
Rhydymain	am 4	7	6	9	8	8	13	7	66	3	26	16	19
	pm 4	26		16		20							
September 2017 projections based on information received from Headteachers in September 2014 – Possibility 3													
Rhydymain	am 4	7	6	9	8	8	13	7	66	3	20	17	19
	pm 4	17		20		20							

			From the examples in the above table, dependant on the head teacher's decision, it is possible to create a class structure so that the key stages do not clash. The decision on class structure will be taken by the Head Teacher and Governing Body based on the true numbers of children and on the number of staff appointed to the site.
7.15	Need to upgrade the school's heating system, reduce the cost of heating, avoid unnecessary waste of energy, better control over the heating system which is in need of constant attention during the winter months (additional maintenance costs at present due to constant problems with the heating system)	1	We will look at this during the design process.
7.16	There is no need for great expense on a car park. Lowering the pavement on the piece of land opposite the school would allow easy parking. The greatest expense needs to be made on the building and on the resources inside – in order to ensure that those who should be attending the site do so.	1	Agree that spending on resources for the children should be prioritised. However, health and safety should also be addressed, especially the parking arrangements and the traffic near the site.
8. Brithdir Site			
8.1	We would like to see an extension built on to Ysgol Brithdir/ We are now asking for an extension, not a new school. The parents and the community of Ysgol Brithdir own excavation and groundwork companies, civil engineers who are used to dealing with rock etc. and who would be very willing to prepare the field close to the school beforehand for the developers.	13	It is possible of course to deal with the rock but it would mean additional cost. Unfortunately, the planning problems aren't as simple to sort out and the cost of making all necessary amendments to the site would mean going over budget.
8.2	Brithdir is more central – a larger number of children attend the school and it is convenient for parents who want to use the Seren Fach nursery / The location is also convenient for parents with younger children attending Seren Fach Nursery / Ysgol Ieuan Gwynedd Rhydymain is very far from Ysgol Dinas Mawddwy site and from all other sites – Brithdir is much nearer and central. The proximity of the sites is of key importance in order to ensure that any model, especially a new model, is a success / The previous consultation in 2011 favoured Brithdir because: Many more children (84%) live closer to Ysgol Brithdir than to Ysgol Rhydymain – much less travelling (children and distance) thus reducing the carbon footprint which is supposed to be an important factor / Ysgol Brithdir is very convenient for many people in the area and it would be a shame to spoil the good work that the teachers do / Ysgol Brithdir is very central and convenient for us as parents / The fact that almost 50 children attend Ysgol Brithdir daily is proof of the need and the desire for an accessible rural school. If you need further proof, 70	14	<p>The Council agrees that the Ysgol Brithdir site is closer to the Ysgol Dinas Mawddwy site, and this is one of the reasons for developing the site at Brithdir when it was decided to include it as part of the original option. Unfortunately, it is now not possible to develop the Brithdir site.</p> <p>Between the Rhydymain site and the Dinas Mawddwy site there are 12 miles which means a journey of approximately 20 minutes.</p> <p>The Council is aware that Seren Fach is a private nursery located in Brithdir, but there are a number of reasons when selecting a site.</p> <p>Regarding the carbon footprint, consideration should be given that, as 4 educational sites will close, this will result in fewer sites to heat etc.</p>

	children are also transported to the Nursery in Brithdir every week. The nursery school in Rhydymain has closed due to lack of demand. We know our area – do you?		
8.3	<p>The Council has suggested that the mechanical assessment did not find rock, it was just that the JCB could not go any deeper – no wonder considering that a toothless bucket was used. The reason why a smooth bucket was used was the archaeological search close by, within 300m of Ysgol Brithdir (according to Council officers). Ysgol Brithdir is further than this from the Roman remains in Brithdir. A JCB with a suitable bucket would have been able to dig deeper, the parents themselves conformed this after digging in the field. Misleading / Developing the field adjacent to Ysgol Brithdir so vitally important for the future of the school; who made the decision to use a smooth bucket to bore holes in the field, and why? / It was mentioned that archaeological remains in the school field prevented the development from going ahead, but what is this? When a number of houses were built in Hengaer Brithdir, Roman remains were discovered but even so, bungalows were built on the site. Another excuse for not making improvements to the Brithdir site? / Some of the parents have been digging near the school using a bucket with teeth, and, in complete contrast to your conclusion that Betts Geoenvironmental Ltd had come across rock, we came across NO rock at all. One hole was bored on the top of the mound at the side of the school where you would be sure to find rock. Especially as this was the ONLY reason why it was decided to rethink and to close Ysgol Brithdir, parents are starting to ask serious questions and the situation threatens to turn nasty / In view of the fact that we as parents did not encounter any rock in the field beside Ysgol Brithdir, how can you justify the latest cost of £2.72m to develop Ysgol Brithdir?/ Council officers strongly suggested that it was not rock on the site, it was only that a toothless JCB could not dig any deeper. What effort was made? Especially in view of the fact that there were no archaeological remains within 300m of the site as the officers believed – the Roman remains are much further and houses have already been built on them! A very feeble excuse which has again violated parents and the residents of Brithdir / Strange that Gwynedd Council changed its explanation after Brithdir residents proved that there was no rock at a depth of 1 metre below ground. We managed to dig down to nearly 2 metres.</p>	14	<p>The Betts Geo-environmental private company was commissioned to complete ground works on the site near Ysgol Brithdir. The specialist company decided to use a toothless bucket to excavate the field due to the fact that the site is adjacent to archaeological remains. Using a toothed bucket can disperse any archaeological remains which is illegal. All specialist companies use this kind of machinery in this context – the aim of the excavation work is to reach but not penetrate the rock and therefore using a toothless bucket is totally logical.</p> <p>The report by Geotech confirms that rock was found 1 metre underground - the term 'rock' is used to describe the type of ground found – it does not necessarily mean a solid rock. The increase in cost was a combination of more than one factor of course including excavating the material from the site, the cost of installing Services through the material, the cost of drainage, the new Government requirements (including an increase in area, and the complicated link between one level of the site with another level (including a lift etc.).</p> <p>A report regarding this work has been circulated with the residents of Brithdir following a freedom of information application.</p> <p>The presence of the rock is not the only reason and not the main reason for the Cabinet's decision to draw the previous process to an end.</p> <p>Included below is part of the report presented to the Cabinet in July 2013:</p> <p><i>1.4. Statutory consultation took place on the proposal to implement the plan in the Brithdir and Dinas Mawddwy area and a report was submitted to the Full Council in December 2011. Because objections had been received the matter was transferred to the Minister for Education at the Welsh Government for a final decision. In November 2012 a decision in favour of the proposal was announced.</i></p> <p><i>1.5. In the meantime. Detailed work was carried out on the site at Ysgol Brithdir and substantial problems and obstacles were encountered in terms of developing the Brithdir site – these involved matters appertaining to planning and funding. Since the consultation period and as the designs were being developed, it became obvious that planning permission would be almost impossible to obtain. It was noted that the land level would</i></p>

8.4	<p>The parents at Brithdir are mad and cannot understand how you can close a successful and flourishing school with no surplus places, and move the children to a smaller school which is already failing and on the very edge of the catchment area. Claims that there is rock in the field by Ysgol Brithdir and that excavation costs would be high – the alleged excavation cost is the only basis for not proceeding with many months of consultation process, and a proposal approved by the Education Minister of the Welsh Government / By now, it is difficult to prove the reasons (e.g. unsuitable land, planning problems) for not following the usual procedure and it is possibly more likely that the Council is looking at cost alone / As your own Chief Executive has said, we need to have a viable answer for the future. Ysgol Ieuan Gwynedd Rhydymain is not a viable answer, whatever your reasons for closing Ysgol Brithdir. You cannot persuade the parents and children of Ysgol Brithdir that they are moving to a better place. Maybe some parents will send their children to Ysgol Rhydymain for the short term, that is to finish their primary education, but in the long term parents will not send their children there as is happening already. The major problem with the public sector is lack of accountability and, in this case, who will be accountable in 5-10 years' time? It is very possible that the officers responsible for the reorganisation of schools will not be in their jobs, neither will the councillors who are responsible for making these far reaching decisions / A school on the Brithdir site would be the most sustainable into the future. It would be a total waste of money for the Council to invest in the Rhydymain site, which is not sustainable, especially in terms of pupil numbers.</p>	6	<p><i>have to be substantially lowered before construction could commence and since the area was very rocky it would involve considerable cost. During the same period it became apparent that the technical requirements imposed by the Government had changed and that the extension would have to provide more space. As a result, what is now being considered is different to what was discussed during the consultation, the cost would be higher and also there would be a strong risk that planning permission would not be obtained. The concern is that the additional money would need to be spent to overcome the mechanical problems on the site rather than on educational resources for the pupils of the area.</i></p> <p><i>1.6. As a result, the conclusion reached was that the original proposal will not be implemented and that another plan will have to be developed.</i></p> <p>There are therefore three reasons:</p> <ul style="list-style-type: none"> a) The substantial risk of not gaining planning permission. During the design stage, the planning officers' opinion became much more negative and they became more concerned as time went by. We had reached a point where the chance of succeeding was small or even impossible. This was the main reason therefore, and a matter which could not be solved by spending more money. b) During the design stage, the Government requirements became known. If we were to use grant money, then additional spending would be required on the nature of the building work in order to fulfil the exceptionally high environmental requirements. Also an extra 70m² would be required if the required standards were to be met and the grant funding to be secured.
8.5	<p>Brithdir parents are disappointed that no satisfactory explanation was given for not retaining Brithdir as a site – apart from lack of funding / Confusion, lack of transparency and information / Closing Ysgol Brithdir is a shame and a disappointment / Aren't public bodies accountable and shouldn't they have to show clearly how decisions are reached? / Explanation given to us did not do that / Feeling that someone is trying to pull wool over our eyes. The misleading information, lack of intention and serious contradiction is a true cause for concern to us. We must obtain truly transparent and honest answers on this matter.</p>	5	<ul style="list-style-type: none"> c) During the design stage, the National Park insisted that the level of the new building would have to be lowered considerably (up to 3m) so as not to affect the current school and the amenities of the house at the back. The site of the current school is already one metre higher than the site next door and therefore an extra 4 metres would need to be excavated. The specialist survey shows that there is a rock one metre underground. This in itself did not mean that it would be impossible to complete the development but obviously it would mean additional cost. The different levels would also mean creating a complicated and expensive link between the old building and the new building including a lift etc.
8.6	<p>The consultation document states that 'widespread technical</p>	18	<p>Several open discussions were held with the National Park Planning Officers. A 3D model of</p>

assessments' were undertaken on the site at Ysgol Brithdir and that any developments would be 'exceptionally expensive'. The impression given was that there was rock presence and that 'widespread excavation' was needed on the site. It became evident that there was no rock presence and that the Council had been putting the blame on problems with planning permission from the National Park. This fact was used as a scapegoat. It is very interesting to learn that the National Park had offered the Council to change the plans for Brithdir but that the Council had not even considered the invitation nor responded to it / In contrast to what was thought to be a reason for not developing Ysgol Brithdir, we were informed by Gwynedd Council officers that it was NOT the rock and the cost that were the main problems but that obtaining planning permission was almost impossible, and that the problems over rock and cost could be overcome but not the planning problem. The Park officers deny this and state that they would welcome a planning application but that the Council did not come back to them at all to agree on changes / Without doubt, the Park Authority is saying one thing and Gwynedd Council officers saying another. How can you expect parents, children and the community in Brithdir to accept this? We therefore demand that Gwynedd Council submit a PLANNING APPLICATION for an extension to the building at Ysgol Brithdir forthwith, in fairness to the first consultation process which favoured keeping Ysgol Brithdir open. The wrong impression was given at the ARC and the open days regarding the planning information / Suggestions from Park officers that it was almost impossible for the plans as they stood to be constructive and positive. The problem was not the small chance of obtaining planning permission but lack of intention and determination. Cheated out of a development / Following the open evening, parents contacted the Snowdonia National Park Authority - Park officers denied that it would be impossible to obtain planning permission. The plans were so poor that a Planning officer described them as 'the cheapest plans possible, mere sketches, only a box to consider' and that they would welcome a planning application. 350 people had opposed the plans for the school in Llanegryn, and the Park had also opposed them and action was taken on that occasion, wasn't it? Why not in Brithdir? / Why don't you at least be honest and not blame Planning Officers for example, and admit that saving money

the school was created and designs presented. Their response was negative and they presented logical reasons for refusing the planning application. Continuing with the work required to present a full application would have cost tens of thousands of pounds and the Cabinet, following consideration of all factors, decided not to move ahead with the development.

The situation at Llanegryn was not comparable. In that case, the planning officers were relatively supportive from the outset – the objections weren't related to planning issues.

	is the only reason for closing our schools?		
8.7	I would like to see a copy of the communication / e-mail between the Property Department and the National Park where the Park states that a traditional building alongside Ysgol Brithdir would not be acceptable by them, and that the school would have to be on a lower level and out of sight from the school house	1	Copies of correspondence have been presented to the enquirer. It was also explained that this information was distributed in a series of meetings and discussions.
8.8	The Brithdir Parents Group only received part of the Betts Geoenvironmental Ltd report – the first application under the Freedom of Information Act to see the full report was not fully met – under the Freedom of Information Act we would like to see the full report / We want to see pictures of Trial Pits 1 – 5 of the Geotechnical report. A request by the Brithdir Parents Group to see the report by the architects of Ainsley Gommon Architects, and any other report used as a basis for the decision to put an end to developing Ysgol Brithdir	1	No feedback was received following the response to the Freedom of Information application and therefore the Council was not aware of the wish for further information. Each part of the report which referred to the landscape assessment has been provided in the original response. This was part of wider report on the all of the site’s environmental matters e.g. bats, water, biodiversity etc. This additional information has been presented to the enquirer.
8.9	Representatives of the Brithdir Parents Group attended an open day on Thursday 6th November – they wished to speak to a person who understands mechanical excavation work and wished to obtain the technical reasons for not proceeding with the proposal, perhaps one of the architects or a groundwork engineer?	1	Because this request was received on 4 November, it was not possible to arrange for an architect or engineer to be present. Officers from the Property Department were present and a discussion was held with representatives in order to address specific technical questions regarding the site.
8.10	No technical or planning reasons available as to why building on the Brithdir site would not be possible. This was confirmed by the Property Department in the Glanwnion Centre on 6th November. Totally different from the information given to the Brithdir parents when the decision was made to stop the plan.	1	There are barriers to developing the adjacent site to Ysgol Brithdir as explained above. These have been explained continually in correspondence and verbally by the Property Department officers during the open days.
8.11	Parents and the community in the Ysgol Brithdir area own excavation and groundwork companies, civil engineers who are used to dealing with rock etc. and who would be very willing to prepare the field near the school for the developers in advance.	7	The problems regarding excavating the field weren’t the only reasons why it was decided not to continue with the development at Brithdir.
8.12	The parents and children of Ysgol Brithdir might be willing to consider the option of moving to a larger school with all the latest resources, such as Tywyn or Y Bale. How can you expect us to move to Ysgol Ieuan Gwynedd which is unpopular in terms of location and with ever decreasing numbers? Better for our children....?	2	As part of the proposal, Ysgol Ieuan Gwynedd will not continue in its current state. An educational site will continue at Rhydymain and there will be a £620,000 investment in order to extend and improve the buildings. The work intended at the Rhydymain site includes creating a new classroom, a staffroom, improvements to the parking arrangements and drop off/collection point, more toilets and improving the current building.

8.13	<p>Concerns of the residents of the Brithdir area and some of the reasons for keeping Ysgol Brithdir open following the first consultation process in 2011:</p> <ul style="list-style-type: none"> ● Ysgol Brithdir is the only school in the catchment area with no surplus places – increase of 114% in the number of pupils between 1975-2011, school is over capacity. ● Many more children (84%) live closer to the school in Brithdir than is the case in Rhydymain – much less travelling (children and distance) which is in keeping with Gwynedd Council policy of reducing travel and thus reducing our carbon footprint. This will be an all important factor in the future. ● Ysgol Brithdir is very central for promoting collaboration/ sharing of resources between sites. ● The location of Ysgol Brithdir, so close to Dolgellau, is one of its strengths – it is a practical choice (in terms of distance) for those parents who want their children to receive rural education, where the Welsh language is heard and spoken as the natural language of the school playground. ● Suitable geographical location (accessible) ● Obvious increase in pupil numbers ● Sustainable pupil numbers – no surplus places ● Nursery provision close by (in Brithdir) ● Closer to Ysgol Dinas Mawddwy ● Acceptable travelling distances for ex-catchment area pupils ● Wise and sustainable investment in order to safeguard rural education in Y Gader catchment area. 	8	<p>Several different options have been considered while developing the proposal. Several of the reasons listed were originally listed as reasons for choosing the Brithdir site in the previous proposal. Unfortunately developing the site at Ysgol Brithdir is not an option by now for several reasons already explained above.</p> <p>The Council realises that the Ysgol Brithdir site is nearer to the Ysgol Dinas Mawddwy site, and that it was included as a reason for including the site in the original proposal. Unfortunately, it is now not possible to develop the Brithdir site.</p> <p>The Council believes that the proposed option offers the best way forward in order to ensure viable educational provision in the Gader catchment area.</p> <p>Cyngor Gwynedd is eager to see every child throughout the county being offered the same education and opportunities. Hence, this proposal to offer primary education on 5 sites instead of 9 will lead to better resources, better storage of resources, library, information technology, hall and playing fields.</p> <p>It is the members of staff and pupils who create the comfortable and happy ethos within a school and who ensure the success of any school. This ethos and success will not disappear when combining schools in any scheme.</p>
8.14	<p>Disappointed that the Council is thinking of closing Ysgol Brithdir and not using the site. Obvious that the choice of local parents is Ysgol Brithdir / As a parent living in Brithdir, I believe that building an extension on Ysgol Brithdir is better than developing Rhydymain. I do not like the idea of sending a child further away – more convenient to fetch a child from Brithdir in the afternoon – cannot fetch her from Rhydymain / NO surplus places in Brithdir and no surplus places predicted in the future. This is the site and the location which attracts parents each year and continues to attract despite the threat of closure. The success of the Seren Fach Nursery in the village proves that</p>	11	

	Brithdir is a site which is accessible for parents and a site which will ensure a successful future for rural education in the eastern part of the Dolgellau catchment area.		
8.15	Is the Council undertaking an independent research to find out where the parents would wish to send their children? This is obvious because there are no surplus places in Brithdir and this is the site they favour.	2	Planning for spaces in schools is always difficult due to the fact that parents can choose schools for their children and travel outside their natural catchment area if they so wish. If research work had been done, this would only have been a 'snapshot' at the time because parents' reasons for deciding on schools can change in a short period of time for a variety of reasons. In the proposed favoured option, there is plenty of space on the Rhydymain site for current Brithdir, Rhydymain and Machreth pupils but parents are welcome to enquire about admission to other specific sites.
8.16	Ysgol Brithdir has no playing field, no dining room, no staff room and no modern image, yet parents prefer to send their children to Ysgol Brithdir to receive education of the best quality from dedicated staff.	1	The Council is aware that the Ysgol Brithdir site has some faults and that is why an extension would have to be built in the field next to the current school in order to admit more pupils and improve the quality and suitability of the buildings. The Council is aware of the fact that there are dedicated members of staff in the catchment area and the hope is that these members of staff will continue to work for the all-through community school.
8.17	Number of factors against Brithdir – building, difficult for buses to turn around, no suitable land.	1	Developing the Rhydymain site is easier and less costly than developing the Brithdir site.
9	Matters relating to the Other Sites and Buildings		
9.1	The investment in buildings at Ysgol Gynradd Dolgellau is welcomed.	1	The investment will provide an appropriate resource for the twenty-first century.
9.2	Hope that a full consultation will take place with the staff of Ysgol Gynradd Dolgellau when the new buildings are being designed in order to receive professional input and to ensure that the new building will be fit for purpose.	1	The success of the development is dependent on the ability to consult fully with all factions of the buildings' users.
9.3	Concerned that Y Friog site will be without equipment compared with the other sites, considering that only £15,000 is being invested in that site. Concern that parents will take their children to other sites which are receiving more investment.	1	The Friog building is in an adequate condition and there are no more expenditure requirements to its condition. There is no budget available to upgrade the site in its entirety.
9.4	The photographs of Ysgol y Friog in the document do not convey the true condition of the site as the photographs are old and work has been undertaken since the pictures were taken. Concerned that this conveys a poor impression compared with the other sites.	1	Accept the comment – the building is in a good condition.
9.5	Since the school in the neighbouring catchment area is a new school with the best and most modern equipment and resources, it attracts the attention of parents. Need to continue with the high number of entries to the Nursery class in Y Friog – 7 in September 2014; there are 18 pupils in the Foundation Phase class. Outside area of high standard.	1	All options will be considered during the design phase with the goal of providing the best resource within the available budget.

	Concerned that the FPh classroom is not big enough to allow the FPh to operate to the best standard. At present, two classes are being used as teaching classrooms. The third classroom is used as an area for Technical Design, Art and Library. Hope that funding can be allocated to the school to demolish one wall and make 2 classrooms into 1.		
9.6	Investment needed in Ysgol Y Gader / Ysgol Y Gader does not receive as much attention as the others e.g. Ysgol OM Edwards / Discontent because of the lack of investment to improve the existing resources at Ysgol y Gader within the document – ask the Council to look again at this.	4	Backlog maintenance of £439,000 is required at Y Gader and this will be done in the next few years.
9.7	The windows in the 2 halls in Ysgol Y Gader are old and let cold in.	1	
9.8	Some rooms in Ysgol Y Gader are too small to be used as classrooms / the Geography room is ugly – brown walls and damp areas. There is mould on the walls - this affects the health of the children / major changes are needed to the classrooms, they are plain and ugly.	2	
9.9	One block in Ysgol Y Gader has not been used much – suggest that 1 store room and office could be converted to a classroom.	1	There is no need for additional classes in Y Gader currently.
9.10	The technology at Ysgol Y Gader – computers etc. – is old and affects course work / The cookery room has poor equipment and everything is dirty.	1	How to allocate/spend the school's finance will be the new headteacher and governing body's decision, they may decide to upgrade some specific resources.
9.11	Happy with some improvements that have already been carried out at Ysgol Y Gader e.g. carpet in the French room.	1	Welcome the comment.
9.12	The A496 road beside the Llanelltyd site is a very busy one and every effort must be made to slow the traffic down and create proper sites for parents to drop off and pick up their children.	1	Agree. The proposed plan will address the parking and traffic arrangements at the site.
9.13	It would be better to spend the money on better resources to be shared by all the catchment area than on extension and better parking facilities. The reduction in staff numbers, and the saving this entails, seems to be the main drive by the Council.	1	The Council's aim is to create a robust and sustainable educational provision for the future as there has been a consensus reached for some time that the current provision is unsustainable in its present form.
9.14	There is a need for a school fit for the 21 st century like the examples seen on the internet, not new plaster, heating system and paint / Where is the long term vision regarding buildings and facilities? The proposal denotes small extensions, better parking facilities and transport improvements. Can the expense on minor improvements be justified? How do these improve education?	2	This is not a small expenditure; a significant investment is being made in the area. The Dolgellau Primary, Llanelltyd and Rhydymain sites will receive an investment to upgrade them so that children receive their education in an educational establishment suitable for the 21 st century. Friog, Dinas Mawddwy and Y Gader school sites' backlog maintenance needs will also be completed.
9.15	The statutory consultation document includes details regarding work on upgrading existing buildings, which are likely to improve the learning	1	The Council is aware that some school buildings in the area are not fully fit for purpose. This is why there is a commitment to invest £4,831,000 in the catchment's educational

	environment.		sites by September 2017 – to ensure the best possible quality of learning if the catchment all-through school is established.
9.16	The school buildings in the catchment area date back to the Victorian age, and are unsuitable for the educational requirements of the present era.	1	
9.17	If every site in Y Gader catchment area is part of the same establishment, should every site not offer the same educational opportunities for the pupils? We have had to ‘make do’ for many years, therefore here is a chance for the Council to be innovative and improve all the sites equally for the benefit of every pupil, not just a few.	1	Given the economic climate a significant financial investment is being made to develop sites in the catchment. By investing £4.34 million of capital funding to upgrade sites the Council is committing to ensuring first class quality of learning environment. In addition to this work Friog, Gader and Dinas Mawddwy sites will receive backlog maintenance spend to improve them. The total expenditure of backlog maintenance is £491,000. This means that the Council is committed to investing £4,821,000 by September 2017 to ensure the best possible learning quality if the All-through school is established.
9.18	The cost for new classrooms is ridiculously overpriced. Who makes these decisions?	1	The costs have been calculated by Chartered Size-surveyors who are very experienced in this area and are based on prices received by tender in the area in the past year.
9.19	The Union welcomes the aim of getting new buildings and resources which are ‘fit for purpose’ in the 21st Century. We agree that having the best learning environment is essential for the education of the pupils; we would add that this is good for staff morale as well. In order to ensure this, detailed background work in terms of suitability and availability of land for building needs to be undertaken without delay. At present there is still too much ambiguity and uncertainty over such matters.	1	If the proposal is approved by the Cabinet we will be able to progress with the detailed work.
10	Consultation with Children and Young People		
10.1	The response to the question “What is the most important thing for you at school?” included: Good, kind and friendly friends / Teachers / Play / Fire alarm and toilets / Extension / Plenty of play area / Larger car park / Interesting lessons / Good friends / My teachers / School close to home / Rural education / Welsh being spoken naturally in the playground / Kind teachers and good friends and being able to take part in competitions such as netball, football and games and also taking part in singing, recitation, dancing / the local village school has good education and everyone in turn can take part in different activities / Work	12	The Council appreciates comments from children and young people and are pleased to see some specific features that pupils are looking forward to and consider important in a school.
10.2	Ticked the happy face in the children’s questionnaire - ☺	2	
10.3	Responded to the question “What do you look forward to most?” with: A bigger school so that the classroom is bigger / If I go to a school somewhere else, I will make new friends	2	
10.4	More friends and more room / More equipment in the hall.	2	

10.5	Responded to the question “What causes you worry over this?” with: Nothing	1	
10.6	Ticked the sad face in the children’s questionnaire - ☹️ One child had drawn a sad face crying / Feel very sad that you are making changes and intend to close my school / Sad and angry that my school is to be closed / Very sad and angry, Ysgol Brithdir is a happy school – there are many children there and everyone is friendly. We compete in the Urdd / I am not happy about the rumour that Ysgol Brithdir is going to close because it is a happy school with many children so there is no reason to move to a school with fewer children. It does not make sense.	12	The Council appreciates comments from children and young people and will take note of the specific concerns raised. Every effort will be made to mitigate the concerns should the proposal continue e.g. organise specific times for co-operation between pupils of different sites so they get together and know each other before September 2017.
10.7	Responded to the question “What causes you worry over this?” with: Ysgol y Brithdir is a good school and it is full, why does it have to close - Ysgol Rhydymain is far away / I am sad and worried that we have to go so far to school whilst Ysgol y Brithdir is such a good school / I am very fond of my school and I don’t want it to close / More unfriendly children / Fearful about a new teacher / Worried that I won’t be with my friends / I am very happy at my school / I don’t like change and I don’t want to travel far / I shall have to travel far to school and they say that I might have to travel to Ysgol y Gader site for some lessons. It worries me that you are going to close Ysgol Brithdir because it is a happy and successful school and full of children / My friends are not going to go because it is too far away from Ysgol Brithdir. If the children are not going to attend the school, we won’t be able to take part in competitions or anything else / The teachers will lose their jobs and will have to travel far every morning. Losing good friends / Many of my friends say that their mother is going to send them to another school because it is so far from the town / Secondary pupil worried about education in Y Gader	11	
10.8	Responded to the question “What do you look forward to most?” with: Nothing / Not looking forward / I am not looking forward to the changes that will close my school.	8	The Council accepts these comments, should the proposal continue, hopefully there will be some aspects of the proposal that these pupils enjoy.
10.9	I was looking forward to the new school in Brithdir.	1	The Council takes note of these comments and is aware of local frustration that the previous proposal was not implemented.
10.10	I like the school.	1	The council is pleased some pupils enjoy school and hope this would continue at the new proposed school.
10.11	Why consult with children/? They are young and there is no need to	1	In accordance with the School Organisation Code (006/2013) it is essential as part of any

	involve them.		statutory consultation period to consult with children and young people that attend the schools subject to the consultation.
10.12	<p>You have sent the children a leaflet explaining the consultation process and the need for this new proposal. In it, under point 1 – WHY THE CHANGE? – You have given the following reasons:</p> <p><i>Improve the quality of the education;</i> <i>Improve the quality of the buildings e.g. paintwork</i> <i>Make better use of resources e.g. IT equipment</i> <i>Ensure a good education system into the future</i> <i>Reduce the number of surplus places in the schools</i> <i>Providing schools which is important for the communities</i> <i>Strengthening the Welsh language</i> <i>Having classes of suitable size</i></p> <p>Ysgol Brithdir already has all of these – so what improvement will there be for the children of this school?</p>	1	<p>The statutory consultation document has been summarised for children and young people, all the factors considered were not included. The Council is aware that there are some shortcomings in relation to Ysgol Brithdir school buildings and site. Should the site be retained as part of any proposal, it would need to be upgraded and extended to receive more pupils. This was part of the original proposal in 2011 but unfortunately this is not a viable option any longer and therefore the site is not included as one of the all-through catchment area school sites.</p> <p>The hope is that investing in Rhydymain will ensure quality first class learning environment as the upgrading work will meet 21st century expectations.</p>
10.13	<p>Why were parents not informed that a member of Council staff will visit the school? It is the responsibility and the decision of the parents to inform the children, not the Council's / It was a great mistake on the part of the Council not to include details of the timetable on page 74 of the Statutory Consultation Document where it states that an independent member would come round every school in the catchment area to give a presentation on reorganisation to the pupils. Many of the parents are greatly disturbed because they were not given information about this in advance and some refused to allow their children to attend the meeting.</p>	2	<p>It is noted in section 1 of the statutory consultation document:</p> <p><i>“Arrangements will also be made to obtain the views of children and young people that attend all the schools under consideration. A specialist facilitator will visit each school to run sessions specifically so that the children can give their opinion. There is a consultation document for children and young people on the Council’s website www.gwynedd.gov.uk/schoolorganisation as well as a suitable response form/questionnaire. This means that individual children and young people that do not attend a session can respond to the consultation as well.”</i></p> <p>Hard copies of the statutory consultation document were distributed to every parent/guardian of pupils in all 10 of the schools.</p>
10.14	<p>The proposer had included information in the statutory consultation document regarding the consultation to be held with pupils. This involved specialist facilitators the schools to hold sessions in which pupils expressed their views. Questionnaires were also available on the Council website.</p>	1	
11	Governance and Admissions		
11.1	<p>Concern that Friog will not be sufficiently represented on the shadow governing body in view of the current problems with trying to recruit governors.</p>	1	<p>As referred to in the statutory consultation document, the shadow governing body could include representatives from all parts of the catchment area, including Friog.</p>
11.2	<p>Constitution of the proposed shadow governing body – Strong feelings that representation from the 9 existing primary schools should be included on the body in question, this in addition to equal</p>	1	

	representation between the primary and secondary.		
11.3	Concern over the lack of information on how the Governing Body will operate across all the sites, the curriculum and the different age groups in the proposed new school.	1	The governing body would run in the same way as the current schools' governing bodies, but they would be responsible for several sites and for a broader age range. As is the case with the management of secondary schools, it would be possible to create governance sub-committees to look at specific areas, if they so wish.
11.4	How will abolishing all the school governors who dedicate hours of their time voluntarily to support the schools improve education in the area and create savings? Data and evidence please? Especially in view of recent events in the secondary school where the Chairman of the Governors has apologised in public for not taking action although the school was in a state of crisis. According to the plan put forward there will be one Governing Body for the whole catchment area namely the Secondary School Governing Body / Want the Shadow Governing Body in place as soon as possible and to be told what the teaching structure will be straight after a decision is reached, so that the indecision which has existed for years will finally come to an end. All the delay which has already occurred, and changing minds and looking again has led to bad feeling in the area.	2	<p>The current governing body of the secondary school would not run the proposed school. A new shadow governing body would be created. The shadow governing body would be created out of the current membership of all schools' governing bodies. According to guidelines, if a school has more than 600 pupils, there should be 19 governors and they could represent all parts of the catchment area.</p> <p>There is a specific process for electing members for the Shadow Governing Body including distributing an expression of interest application form to all governors of the current schools.</p> <p>It is proposed that should the proposal be implemented, beginning the process of establishing the shadow governing body will begin as soon as possible following the final decision.</p>
11.5	Emphasise that representation from every existing governing body is needed on the Shadow Governing Body / Essential that the Governing Body which is formed will include balanced representation from parents and from rural area communities as well as from the town and contain a significant number of members with strong understanding of the educational requirements of the twenty first century, in order to ensure its credibility. The process of selecting community members for the governing body should be completely transparent and consideration should be given to inviting applications for seats on the board as is the case with several governing bodies in other areas. If a seat on the Governing Body was offered to a representative of the Church in Wales as part of any discussions regarding obtaining a category for the school, will a seat also be offered to a representative of the nonconformist community in the catchment area? The Church in Wales is not the only representative of Christian interests in this catchment area.	3	Because the proposed option favours community status for the all-through school, there will not be an official representative by the Church in Wales on the governing body.
11.6	Would have liked the national guidelines for establishing the shadow governing body to have been included in the document.	1	It was not possible to include the complete details regarding the setting up of a shadow governing body in the statutory consultation document. Further information can be seen in <i>The New Maintained Schools (Wales) Regulations (No 2912 (Cy.209)</i> and

			<i>Guidance on the Law for School Governors (Chapter 20)</i>
11.7	Section 15:14, page 62 does not refer to entry for Year 7 students from schools outside the catchment area (39% in Ysgol y Gader at present), or what other plans could be set in motion to integrate those pupils.	1	The Council accepts that there are no specific references to year 7 pupils who attend Ysgol y Gader from outside the catchment area. These pupils will have to request the right for admission in accordance with the current Process.
11.8	If the proposal is approved and the school opens in September 2017, will the pupils from Ieuan Gwynedd, Llanfachreth and Brithdir sites move to the Rhydymain site no matter where their homes are situated? Or will the ex-catchment area pupils at those schools have to attend the site closest to their homes? It would be a shame and cruel for a unit of children who have always been together in one school to be parted. In order that the Rhydymain site be sustainable, all the pupils would need to attend since the largest numbers attend the Brithdir site / The situation worries the children as well – they are used to attending school along with their friends/ Is this fair?	2	The Council has allocated enough spaces on the Rhydymain site so that the current pupils of Brithdir, Ieuan Gwynedd and Machreth schools can attend the school (current within the area and out of the area pupils). The proposal includes sufficient spaces at Llanelltyd to accept pupils currently at Ganllwyd, Clogau and Llanelltyd schools. The Rhydymain and Llanelltyd sites are being developed to accommodate approximately 70 pupils (3 classes on both sites). Based on the forecasts for September 2017, it is foreseen that there will be 74 pupils at Llanelltyd and 67 at Rhydymain. Parents' choice could affect these figures and (if the proposal is given the go-ahead) the shadow governing body of the all-through school will need to work closely with the County Council in order to manage admission to the current sites.
11.9	Developing Ysgol Llanelltyd will not create sufficient capacity for the pupils of Llanelltyd, Bontddu and Ganllwyd. It will force parents to send their children to the town school. Can you take this choice out of the parents' hands?	1	There will also be spaces at the Dolgellau Primary, Friog and Dinas Mawddwy sites if parents prefer other options.
11.10	Concern over the entry numbers quoted for some of the sites. Wondering whether the true number of children requiring entry to some sites in September 2017 will be in excess of the intended capacity for the sites in question.	1	It is foreseen that there will sufficient spaces for children from the sites that are closing at the new sites without the additional worry of separating from friends – this of course depends on the choice of parents.
12	The Statutory Consultation Process		
12.1	The people of Y Friog are grateful for the opportunity to present their views and their suggestions.	1	The Council is glad that local consultees have taken the opportunity to submit comments and express their opinion – 82 responses were received to the statutory consultation and over 100 people were welcomed to the open days.
12.2	The consultation document is comprehensive and detailed / We acknowledge the detailed and thorough work carried out by officers in preparation for the consultation.	2	The Council is glad the documentation has conveyed the necessary information so that the consultation can give people's views in full on the proposal.
12.3	UCAC is proud to have the opportunity to respond to the Statutory Consultation Document. UCAC also appreciates the desire of the Authority to 'ensure a strong and sustainable educational provision within the entire catchment area – also realise that Gwynedd Council is facing a substantial challenge 'in trying to plan for providing the best provision' in such a rural area as Y Gader catchment area. We also acknowledge the fact that school reorganisation is a complex matter	1	These comments are welcomed, highlighting some of the obstacles that have occurred in the Gader catchment area when trying to draw up suitable proposals to ensure sustainable education for the future. As the discussions develop, this consensus has developed. Indeed, from the response to the consultation, no one has noted that they oppose change. The response opposed to the proposed change has been scarce. Some consultees would wish to see elements of the proposal changed e.g. the sites selected etc.

	and those opinions and feelings strongly differ among pupils, parents, school staff and the communities themselves. Therefore it is good to learn that 'a consensus has been reached that the existing education provision in the catchment area needs to be changed'.		
12.4	UCAC is glad that no 'presumption of any specific plans' had taken place and that consideration had been given to several options; we agree that 'doing nothing' is not a realistic option. Our members in the area, however, are very concerned that so much delay has occurred before a final decision was reached for this catchment area. It is a cause for concern that so much time and energy has been spent on investigating proposals, not to mention the thousands of pounds spent on them and all in vain. It has all led to a lack of trust in the Council's ability to ensure that any outcomes from the consultation will be a foundation on which to operate. It has created a feeling of boredom and confusion as the future of schools and jobs remain in the balance for so long.	1	<p>Considerable research work has occurred before the proposed model was selected. Different models were developed and those models then evaluated against different factors. These factors included elements of the county's school organization strategy, the vision for the Gader catchment area, elements of the Schools Organization Code (006/2013) and other relevant factors.</p> <p>It was important to include the advantages, disadvantages and risks of the proposal in the consultation document so that the consultees could give their views based on complete information and give everyone the opportunity to ask for further information.</p> <p>The statutory process has been followed in holding a pre-consultation and then a statutory consultation. A report will be submitted to the Cabinet following the statutory consultation, including the comments from this table as an appendix in order that the Cabinet can consider the comments before coming to a decision whether to continue with the proposal or not. If it were decided to continue, a statutory notice would be published and there would be an opportunity for anyone to oppose the proposal. It will be necessary to report to Cabinet again after this, to make a final decision.</p>
12.5	The proposers have stated clearly and fairly the expected advantages and disadvantages in comparison with the present situation.	1	
12.6	The proposers have appropriately noted the possible advantages for pupils in terms of the core aims of the United Nations Conference regarding children's rights. These include joint ethos and similar expectations, reducing the uncertainty between the primary and secondary sectors and sharing good practice across every sector and across all sites. However, there is no reference in the proposal to the way any disturbance to pupils would be reduced if the proposal was implemented.	1	
12.7	It is a great disappointment that school reorganisation in this area has been under discussion for so long and that we are still in its midst. It has been a black cloud for a decade and working under such stress has been totally unfair to staff considering the promises made in the past and these being broken in due course. This catchment area has been treated disgustingly; it is high time that a fair solution is found.	1	The Council is also disappointed that a proposal has not been implemented in the Gader catchment area up to now. It's in the nature of schools reorganization, developing models and the consultation process that plans can be adapted and the way ahead changed as time goes on. The Council is aware and understands the frustration of people in the Gader catchment area. Depending on the Cabinet's decisions, the aim is to implement the proposal by September 2017.
12.8	Poor management has led to poor decisions / No effective action so far / No trust in the process, based on experience both past and present.	3	
12.9	Plans for the new school in Brithdir were shown to parents and children and it was revealed by the <i>Cambrian News</i> that these plans had been dropped on account of planning problems / Why tell the children that a new school was going to be built, and then – weeks later – announce	2	Plans were shown because the previous proposal (subject to consultation in 2011) was to develop the Ysgol Brithdir site. A newsletter was distributed in December 2012 noting there were obstacles with the original plan and there was doubt about its future. Another newsletter was published in May 2013 stating that it was not possible to move ahead with


	that there is no new school / Gwynedd Council needs to get things right this time, for the sake of the children.		the development of the Brithdir site and so a Multi-Site Area School in Brithdir and Dinas Mawddwy would not be implemented. The council sends an email copy of newsletters to the members of Gader Catchment Area Review Panel and sends hard copies to schools, for staff, governors and parents. There was no reason for people to discover only through the media that the proposal was not going ahead.
12.10	It was a mistake to exhibit pictures of Ysgol OM Edwards and Ysgol Penybryn where great expense had been made. Deceiving parents in Y Gader catchment area since there is no such money available for us / On November 5 a 6 in Glan Wnion Leisure Centre, splendid pictures were exhibited of schools constructed or renovated by the Council recently. Rather insensitive using such pictures to make parents and staff believe that they too would obtain such resources. Such funding is not available anymore and the money intended for this area is substantially less than the sums awarded for those areas. This is deceptive and gives the wrong impression.	2	<p>Apart from pictures that are part of the consultation document and associated with the proposed sites for the all-through school, the only pictures at the open days were those associated with Ysgol OM Edwards and Ysgol Penybryn, Tywyn.</p> <p>Ysgol OM Edwards received an investment of £1 million to upgrade it. This development is very similar to what will happen in Llanelltyd (an investment of £1.02million) and that's why it's considered to be of interest in the open days.</p> <p>Ysgol Penybryn, Tywyn received an investment of £1.47 million to upgrade it. The Dolgellau Primary site is receiving an investment of £2.7 million and the improvements in Penybryn can give an idea of the kind of changes to be proposed in the future, that's why they are considered to be of interest in the open days.</p>
12.11	Request to be told the cost of the 2 days of consultation in Dolgellau on 5-6 November.	1	It's not possible to give a detailed cost for holding the open days since they're part of the programme team's work and held as part of the statutory consultation. If the Council had held 30 separate meetings (in accordance with the former system) the cost would have been higher. The Council was glad to welcome over 100 people to the open days.
12.12	The whole process has been poorly planned and has led to suspicion, lies and anger / No clarity throughout the process / Disappointed with the feedback.	3	The Council recognizes there are frustrations at grass roots level because the previous consultation was not completed. That is the nature of the schools reorganization process, it's possible to adapt and re-consult on different options as the work goes on to develop the proposal. That's why the Council is clear that the proposal is the option favoured at present, the final decision has not yet been made.
12.13	The first consultation process in October -November 2011 came to the conclusion that a multi-site community catchment area school should be established for children of 3- 16 years of age on the sites of Brithdir and Dinas Mawddwy for a number of reasons / Ysgol Brithdir has already been proven to be the one that makes most sense. The portfolio holder and the Assembly both approved the Brithdir option, the reasons in favour of Ysgol y Brithdir at that time have not changed, and there is evidence to prove it.	2	<p>It's true there are a number of reasons for developing the Brithdir site and the council decided to include it as part of the original proposal. Unfortunately, substantial restrictions and problems were found which brought a substantial increase in the cost of developing the site and it was decided not to continue with the proposal to establish a Multi-Site Area School in Brithdir and Dinas Mawddwy.</p>
12.14	Misleading information, lack of intention and extreme contradiction: Ysgol Brithdir parents have been informed by officers in the open evening on 6th November 2014 that it is NOT the rock or the cost that is the main problem but failure to obtain planning permission. We feel that we have been badly misled in terms of what was the problem with	3	<p>What is noted in emails is a response to enquiries, in addition to what was noted verbally during the open days. The email notes that the presence of the rock is not the only reason.</p> <p>The newsletter in May 2013 notes that... <i>"detailed work was undertaken on the Brithdir school site and it became apparent that there were significant problems and obstacles as</i></p>

	<p>developing the field by the school; we could have asked for more information on the planning problem and pushed the matter forward much sooner. We were all under the impression that it was the rock and the cost of excavation in the rocky area that was the major problem – this is what the Council says on its website in the Archives: <i>'In the meantime substantial background work was undertaken in order to develop the plan, giving close attention to the geology of the site and planning matters. Unfortunately substantial restrictions and problems were revealed which would involve a <u>substantial increase in the cost of developing the site</u> and it was decided not to continue with the proposal to establish a Multi-Site Catchment Area School in Brithdir and Dinas Mawddwy.'</i></p> <p>An e-mail from the Property Department on 5th November 2014 states the exact opposite to this: <i>'Firstly I should emphasise one matter. The presence of the rock is not the only reason, not indeed the main reason for the decision of the Cabinet to end the latest process.</i></p> <p><i>[and it goes on the explain]</i></p> <p><i>The substantial risk of failing to obtain planning permission, come what may. During the design phase the opinion of the planning officers became much more negative than it had been during the consultation and they were becoming more concerned as time went by. We had reached a point where the chance of success was very slight, if not impossible. That therefore is the main reason, a matter which money cannot overcome of course.'</i></p> <p>The Property Department also states in the e-mail that the rock problem and the cost problem could be overcome but not the planning problem.</p>		<p><i>regards design and cost issues.</i></p> <p><i>How and why did this happen?</i></p> <ul style="list-style-type: none"> • <i>Since the consultation process and whilst developing the plans it became apparent that getting planning approval would prove difficult.</i> • <i>It was noted that the level of the land would have to be significantly lowered, which would take the level down to the underlying rock, significant costs would be associated with this.</i> • <i>During the same period it became apparent that the Government's technical requirements had changed and that more space would be required in the extension.</i> • <i>The result of this is what is possible is now different to what was considered during the consultation process, increasing costs and the risk that planning consent would not be given</i> • <i>The concern is that more money would be required to remedy the engineering works of the site rather than on educational provision for the area's pupils.</i> <p><i>In light of this it was concluded that the original proposal is no longer viable and that a new proposal will have to be developed."</i></p> <p>Some enquiries have been received following the newsletter and a consistent response was given, expanding on specific points that were scrutinized.</p>
12.15	<p>We have already presented these questions but we have not received constructive answers which will enable us to gain correct understanding of the proposal. Lack of any data which supports and proves that the proposal can provide better for the children of the catchment area.</p>	1	<p>The School Organisation Office responds to all enquiries in accordance with the Council's policy. Every comment received during the public consultation is submitted to the Cabinet. Full information about the proposal is available in the Statutory Consultation Document.</p>
12.16	<p>Why has the Council not asked parents which site they want to be developed and go with the choice of the majority?</p>	1	<p>The Council is not required to do this. The information contained in such an exercise would give a snapshot of information; parental choices can change from one year to the next, so no substantial advantage is seen in doing this.</p>
12.17	<p>The decision process which allows the Council and individuals to make the decisions is very suspicious – the information revealed is incomplete and in some instances untrue. Another classical example of</p>	3	<p>Reorganization of education within the Gader catchment area began some time ago. Following all the discussions, a vision for the catchment area has appeared. This vision states what the Council is aiming for in the area.</p>

	<p>the Council's stupidity / Agree that some changes have to be made, don't believe that the Council and others considering the change are giving out the full and correct information and that some of the information is obviously untrue. One concern is the 'incompetency' of the Council and the individuals who make the decision on our behalf / Who is relaying the views and the concerns of the people of Brithdir to the meetings and to the Cabinet? Because of the situation our councillors are in, we have no voice, be it to support or to object – where is the fair play in this?</p>		<p>A review of plans for the catchment area has happened and a meeting of local representatives was held – local elected members, headteachers, chair of governors and representatives of the Church in Wales – on 9 May 2013 to explain the delay and discuss the best way ahead.</p> <p>The Council makes every effort to to improve and maintain the quality of education in the catchment area. The Council can understand the frustration with the delay in moving ahead with the plan.</p> <p>Every comment submitted during the Public Consultation period is submitted to the Cabinet.</p>
12.18	<p>Disappointed with the lack of response from the Council to the questions of the residents and parents of Brithdir and also disappointed that a representative from the Organisation Office did not come and speak to the governors. No opportunity was given to speak face to face with anyone from the School Organisation Office and yet they came around to discuss with the children – sensible idea?</p>	2	<p>In accordance with the Schools Organization Code (006/2013) it's essential, as part of any statutory consultation, to consult children and young people attending the schools subject to the consultation, explaining any possible changes to them and getting their response. It was decided the best system for consulting them would be to arrange for a Specialist Facilitator to visit their schools and spend time with the pupils.</p> <p>It was noted in part 1 of the statutory consultation document: <i>"Arrangements will also be made to obtain the views of children and young people that attend all the schools under consideration. A specialist facilitator will visit each school to run sessions specifically so that the children can give their opinion. There is a consultation document for children and young people on the Council's website www.gwynedd.gov.uk/schoolorganization as well as a suitable response form/questionnaire. This means that individual children and young people that do not attend a session can respond to the consultation as well."</i></p> <p>A hard copy of the statutory consultation document was distributed to every parent/carer associated with the 10 schools.</p> <p>Members of the school organisation team were present at both open days.</p>
12.19	<p>Seren Fach was a major issue during the first consultation, why is it not considered anymore?</p>	1	<p>The Council is aware that Seren Fach is a private nursery located in Brithdir, but there are a number of reasons when selecting a site.</p>
12.20	<p>The Council has been receiving reports from our local Gwynedd Councillors on this work so the contents were not entirely new to the Town Council.</p>	1	<p>It stands to reason that information is presented to local members and Cabinet Members as the process moves on. It's obvious those members have been communicating effectively and have cascaded relevant and timely information to you in Dolgellau Town Council. It's greatly hoped this way of working will continue into the future.</p>

13 Alternative Options, Statistics and Finance			
13.1	Favour option 3 which would retain Ysgol Clogau and bring savings of £253,000	1	Option 3 involves a high degree of informal collaboration, education provision would be available within a reasonable travel distance and class sizes would improve compared to the current situation. However, there will be no formal collaborative arrangements, only an informal network and there is no guarantee that this will happen effectively. There will be no investment to upgrade sites and the sites will remain as they are. In addition, this would not alleviate the problems regarding staffing as the need for 7 governing bodies and 7 heads continues.
13.2	Governors have created a 'Facebook' page containing the presentation given to GC years ago – the principles are still the same, namely a clear vision for education and especially for the area. In short, you should: (i) Provide excellent resources, (ii) Retain the excellent qualities in our small schools (iii) Implement a proposal which takes into consideration our unique and Welsh rural area.	1	As is included in the Consultation Document, you refer to Option 3 of creating a network of collaboration between Clogau, Friog, Ganllwyd, Ieuan Gwynedd, Dinas Mawddwy, Dolgellau Primary and Gader schools. The options appraisal in the same document you would see that there are many reasons for not selecting Option 3 e.g. Informal collaboration is not effective, no investment revenue is happening in the area to improve resources at the sites, problems in recruiting head teachers and a governing body for each school (see page.27-32 in the Consultation Document).
13.3	Move Year 6 or those with the ability to move forward to Ysgol y Gader. Maybe be flexible with this?	1	Many different options were considered early on, including placing all primary pupils on one site in the catchment (one large primary school) or locating part of the primary age pupils from the catchment on the secondary school site. These were not deemed feasible. As part of the proposed option there could be occasions where some of the primary pupils (including year 6) visit the secondary site. There are many options for airing and discussing, and it is a matter for the Governing Body in conjunction with the new Head to discuss the details.
13.4	The proposer, in section 4 of the consultation document, has included details of several models under consideration by the Council. Statutory consultation document clearly outlines the advantages and disadvantages of the models. The statutory consultation document includes details of the 'full appraisal of the options' put forward by the proposer.	1	In any process such as this, it is essential to consider all options carefully and weigh the pros and cons of any model which is contained in the Full Evaluation of Options.
13.5	Use Brithdir as a site - Brithdir did not appear in any of the 8 options, apart from 'do nothing'.	1	Because Brithdir site has been extensively researched previously and that decision has been made to bring the process to an end for many reasons, it was necessary to take a fresh look at the situation in the Gader catchment area and consider options new. This is what was done by drawing up a long list and then a short list of options.
13.6	Section 5:3, page 37 English document – incorrect statistics.	1	The statistics are not incorrect but we accept that the last line of the table should read 'number of pupils attending schools in the catchment area' rather than 'total of the catchment area' which gives the impression that it is pupils who live in the Gader catchment area that are in question.

13.7	<p>We strongly feel that this school has not been treated fairly and that the proposal in hand, along with the insufficient funding, is likely to cause distressing obstacles. Considering the length of the process in this area, we feel that by now respect and recognition should be shown by investing strongly for the sake of future. In order for a plan of this type to work, fair and equal resources should be ensured for every pupil (not just a few) and you should avoid planning for a situation with the immense challenge for the governors of the new school of ensuring quality and consistency across the whole catchment area. It is essential that the choice of rural education is of core importance in the catchment area.</p>	1	<p>The Council is aware and understands the frustration of people in the Gader catchment area taking into account that no offer has been implemented so far and that negotiations continue. The nature of school reorganisation, developing models and the consultation process means that it is possible to modify and change plans during the way forward as time progresses. Depending on the Cabinet's decisions, the aim is to implement the proposed offer by September 2017.</p> <p>Given the economic climate there is significant financial investment being made to develop sites in the catchment area. However, it is not possible to upgrade all sites to be the same.</p> <p>By investing £ 4.34m of capital funding to upgrade sites the Council is committed to ensuring a learning environment of the highest quality. In addition to this work, Friog, Gader and Dinas Mawddwy sites receive backlog maintenance payments for improvement. The total after-use expenditure maintenance is £491,000. This means that the council is committed to investing £4,831,000 by September 2017 to ensure the best possible standard of learning if the All-through Catchment School is established.</p>
13.8	<p>The original consultation in 2011 favoured the Brithdir site, one reason for this is that Ysgol Brithdir is the only school within the catchment area with no surplus places – an increase of 114% in pupils has occurred between 1975 – 2011. The school is full to overflowing, and in contrast, Ysgol Ieuan Gwynedd has the second highest number of surplus places in the catchment area – it is as high as 60% now (the capacity of the school is 45, in 2013 the number on the register was 15, and only six between 3-7 years of age) with the prediction that the number will be 71% by 2017.</p>	4	<p>This is no small expenditure; a significant investment is being made in the area. Dolgellau Primary, Llanelltyd and Rhydymain sites will receive investment to upgrade so that children receive their education in an educational establishment appropriate for the 21st century. Maintenance backlog for Friog, Dinas Mawddwy and Y Gader school sites will also be completed.</p>
13.9	<p>Pupils attend schools outside their catchment area. One concern that the Council has is that 29% (average, May 2011) children of school age attend school outside the catchment area where they live (e.g. Ysgol Brithdir (26) 40%; Ysgol Ieuan Gwynedd (7) 37%, 2012/13). Considering that many more children (84%) live closer to the school in Brithdir than to the school in Rhydymain, how will closing Ysgol Brithdir and moving its pupils to Ysgol IG – which is much further from their natural catchment area – solve this problem and how can the Council ensure that the school in Rhydymain will be sustainable for the future?</p>	4	<p>The Council is aware that the 2011 proposal included the Brithdir site as part of the consultation. Unfortunately, developing the Brithdir School site is not a possible option now. The numbers of pupils and empty spaces are some of the factors considered as part of the evaluation options and the Council is aware of the numbers in Ysgol Ieuan Gwynedd at present.</p>
13.10	<p>Number of schools within the model which have surplus places: It is very possible that pupil numbers, despite the reorganisation, will continue to fall in Ysgol IG, at least 3 out of the 4 rural primary schools (IG, Dinas Mawddwy and Friog schools) will then have surplus places. With such a restrictive model, how can the Council expect it to work on this basis and how will it explain this to the Welsh Government and to the Education and Skills Minister?/ How can the Council expect parents to have faith in this model with Ysgol Ieuan Gwynedd, Rhydymain (Ysgol</p>	3	<p>During the schools reorganisation discussions the catchment has been clear on the desire to continue with rural education. As a result the Council is committed to keeping rural education as an option and doing so by including Rhydymain site as part of the preferred model. This means that there is a rural education option for the East of the catchment area. The sustainability of the Rhydymain site will become more viable following the investment to extend. If the local desire is to keep rural education, the hope is that parents will support the educational Rhydymain site. By bringing children of the local areas (Machreth, Brithdir and Rhydymain) together on one site, it is hoped that the school will be</p>

	<p>IG) starting on such a shaky foundation in terms of numbers, and considering that two other schools within the new model (Ysgol Dinas Mawddwy and Ysgol Friog) also have a substantial number of surplus places and uncertain forecasts in terms of numbers for the future? / How can choosing a school that is already facing ruin with only 18 pupils over a school which is flourishing (Brithdir – 45 pupils) and with excellent prospects for the future, be a viable answer? And how can choosing a school which will certainly have more surplus places in the future be viable in terms of the cost of the provision? / The Council predicts (background Information Pack 16/09/14) that there will be 127 fewer children in the catchment area in general by September 2016 – total at present is 764 – prediction 637 – a further reduction of around 17%. Ysgol Brithdir has no surplus places (0%) and an increase of 114% has occurred in pupil numbers between 1975 and 2011. Ysgol IG has the second highest number of surplus places in the catchment area – it has now reached 60% (capacity of the school is 45, in 2013 there were 18 pupils on the register, and only six pupils aged between 3 and 7 years) with predictions that it will reach 71% by 2017. In the light of this information, and the fear that the Council cannot attract pupils from outside the catchment area in the future due to distance, how can the Council ensure that Ysgol IG is sustainable for the future?</p>		<p>prosperous. If the parents of the town continue to choose rural education for their children, despite the distance, this will further contribute to the sustainability of the site.</p> <p>As the Council is committed to keeping rural education and want to limit travel times to match County and National policy, full consideration has been made linked to which sites will be offered as part of the subsequent school catchment area.</p> <p>In terms of distances to sites, free transport will be provided in accordance with the transport policy to enable pupils to reach Rhydymain. As stated in the statutory consultation document, there will be a need to modify the transport policy slightly to recognizing multi-site component of the proposed school, to read that the County provides free transport for pupils under the following circumstances: <i>"Primary Aged Pupils – for pupils who live 2 miles or more from their catchment area school site, or the nearest school site.</i> <i>Secondary Aged Pupils - for pupils under 16 who live 3 miles or more from their catchment area school site or nearest school site. "</i></p> <p>In addition, it has become clear that some pupils who live in the catchment area of the existing Brithdir School live closer to Dolgellau Primary site compared to the Rhydymain site. As the Council is planning places for all Brithdir, Ieuan Gwynedd and Machreth pupils in Rhydymain site, specific reference to old school catchment areas is recommended so that pupils of the catchment areas have free transport to Rhydymain (if they live more than 2 miles from the site). The area in question would map on the right:</p> 
13.11	<p>Is £255,000 per year a substantial saving? Considering the intention of spending £4.34m (not counting maintenance costs) and the fact that the expected savings will be around £255,000 per year, it would take 17 years to regain the investment made on a model which is unsustainable and foolhardy in the opinion of many people. Is this wise use of public money in the present financial climate?</p>	3	<p>The Council considers that the expected savings of £255,625 is significant. Capital investment (one-off expenditure) of £2.54m will be made by the Council and £1.8m from the Welsh Government to upgrade the catchment area schools sites thus ensuring process and sustainable model for the future. Financial factors are considered one of the factors when comparing models as well as educational and building condition and suitability. The Council is committed to investment to ensure that the sites are suitable for educational</p>

			<p>purposes in the future.</p> <p>In the current unprecedented financial climate, with the possibility that the schools budget will not be protected in the next few years, saving £255,625 will ensure this will help minimize any budgetary cuts in Gwynedd schools.</p>
13.12	<p>Staff protection: One of the major concerns that the Council has is the cost of Staffing Protection. According to Council statistics (Background Information Pack for the Cabinet 16/09/14), 6 out of the 9 primary schools receive minimum staffing protection (almost £200k in 2013/14) to ensure minimum staffing even in small schools. Staffing protection in Brithdir is £6,109, and for Dinas Mawddwy, Ysgol Machreth and Ysgol Ieuan Gwynedd it is £105, 507. Staffing protection for Ysgol Ieuan Gwynedd Rhydymain is £39,908. Under the new model, I would think that at least 2 out of the 5 primary schools will continue to receive substantial protection. Where are the permanent savings here? / Brithdir does not receive staffing protection and the cost per pupil is low compared to Rhydymain</p>	5	<p>A saving calculation of £255,625 after considering funding the All-through School sites in full ensures the provision of education across the catchment area.</p> <p>The allocation of Ysgol Ieuan Gwynedd equates to £10,616 per pupil. This includes minimum staffing protection of £45,201 and allocation of the value £29,750 for pupils with Additional Learning Needs).</p> <p>In establishing an All-through School allocation formula we will consider the need to provide multi-site provision, to ensure the provision of education across the catchment area.</p>
13.13	<p>It is an insult and a disappointment for Ysgol Brithdir on the eastern side of the catchment area that the Council intends to close our school with a cost per head which is substantially lower than the rest of the rural schools in the catchment area and which does not have a safety net.</p>	1	<p>It is true that Brithdir School has lower cost per head for the rural schools and does not receive minimum staffing protection. The cost per head and staff protection is part of the financial considerations, and a financial issue is one of several factors considered when comparing models. The preferred option is not selected based on fiscal matters only.</p>
13.14	<p>How much has the School Reorganisation process cost over more than a decade? Considering this, what 'savings' will be made?</p>	1	<p>The Council has committed to fund the organisation of schools so as to ensure a sustainable future for the educational system in line with the objectives of the restructuring strategy. It is true that not all savings will be realised immediately because there is the need to pay by one-off costs of realising the plan.</p> <p>Considering the economic climate, the savings created means that the cuts which will affect the rest of the County's schools is lower compared to the cuts that would have been made if the reorganisation of schools would not happen at all.</p>
13.15	<p>Almost certain that the pupil numbers, despite reorganisation, will continue to fall at Ysgol Ieuan Gwynedd, and that at least 3 of the 4 rural primary schools (Ieuan Gwynedd, Dinas Mawddwy and Friog schools) will then have surplus places. With such a restrictive and scattered model, how can the Council expect it to work and how will the Council explain this to the Welsh Government and to the Minister for Education and Skills when the time comes? / If numbers continue to</p>	2	<p>The 'out-of-catchment' movement is of no concern to the Council but it is one important factor that needs to be kept in mind when planning educational places in the area for the future. During discussions of school reorganisation, a number of people have communicated the need to continue the provision of rural education and this is what the Council is trying to do to by continuing with 4 rural primary sites.</p> <p>Plenty of places are being planned in Llanelltyd for existing pupils of Ganllwyd, Clogau and</p>

	fall after the reorganisation, will the Council then close Ysgol IG and restrict the choice for parents still further? / If Ysgol Ieuan Gwynedd fails the new model will collapse and who will be accountable?		Llanelltyd and plenty of places being planned in Rhydyman for existing pupils in Machreth, Brithdir and Ieuan Gwynedd. In terms of numbers on Rhydyman site, primary pupils who live in the catchment areas of existing schools Machreth, Brithdir and Ieuan Gwynedd and over 2 miles of the Rhydyman site get transport unpaid. Looking at the numbers in September 2013, 48 pupils were living in the catchment areas here. This means that there could be 48 pupils on the site without considering those 'out-of-catchment' pupils who attend the sites at this time.
13.16	One concern that the Council has is that 29% (average, May 2011) children of school age attend school outside the catchment area where they live (e.g. Ysgol Brithdir (26) 40%; Ysgol Ieuan Gwynedd (7) 37%, 2012/13). Considering more children (84%) live closer to Brithdir school than Rhydyman school, how will closing Ysgol Brithdir and moving its pupils to Ysgol IG – which is much further from their natural catchment area – solve this problem and how can the Council ensure that the school in Rhydyman will be sustainable for the future?	1	It is not a requirement for the proposal to go to the Minister for Education and Skills for a final decision. It is possible for it to go but according to the Schools Organization Code (006/2013), only a few cases will be referred. Receiving objections to the statutory notice does not mean that the Minister decides, as happened in the previous proposal (2011).
13.17	Ysgol IG is a choice for Dolgellau parents already, so why are there only 18 pupils there?	1	The hope is by investing and uniting children of Machreth, Brithdir and Ieuan Gwynedd in the Rhydyman site, this will create an educational establishment fit for the 21 st Century.
13.18	The document predicts that there will be fewer than 15 pupils in three of the primary schools in the coming five years. As a result, these schools will have a head teacher and a senior class assistant only (rather than a head teacher and teacher). The report states that 'this would be very challenging for those individuals trying to uphold educational standards in these schools'. These claims are reasonable.	1	Gwynedd Council is committed to protecting education in the area by ensuring sustainable provision and ensuring that resources are distributed more equitably. The intention is to ensure that any change in the provision of education for the area is resilient enough to meet potential changes in pupil numbers in the future. The reduction in pupil numbers over the last few years has created a significant number of surplus places in the Gader schools' catchment area - a total of 41% (or 248 in number). There are also a number of surplus places in the secondary department, 18% (86 places) which means that the number of vacancies across the catchment is 31% (334 of school places). The projections are a cause for concern as the schools will become very vulnerable; too much pressure will be on the heads as they try to maintain standards and provide quality experiences and opportunities to pupils. The pupils' that will be in the school at that time's personal and social well-being has to be taken into account.
13.19	The proposer has effectively shown how the surplus numbers will also be reduced.	1	The goal here would be to stabilise the numbers of pupils in the whole catchment area by offering flexibility to withstand future demographic changes.
13.20	Since the Council notes savings of £255,000, there must be savings in terms of staff numbers	1	Schools are funded through Allocation Formula established following specific legislation with any financial impact of any adjustment in the organization of schools from the allocation formula.
13.21	Looking at the extensive data produced by the Council, model 8 will close the only school which is full and which is operating within its budget	1	The Council considers that the preferred model is financially sustainable for the future.
13.22	It must be ensured that the funding system will take into consideration the number of sites and the travelling cost for teachers. The first years	1	The £255,625 saving has not considered additional costs for travel from one site to another for the staff, Management Team and the pupils. This is a matter for further discussion with

	will decide the fate of the school.		the head and the shadow governing body if the proposal is implemented.
13.23	I note that the statement that the funding allocation for the new school is 'already being developed' is too ambiguous and open-ended. How can it be claimed that such substantial savings will be made if the allocation for the new school has not been identified? As well as giving details of how the allocation for the new Catchment Area All-through School would be worked out, we need to know how much flexibility the Governing Body will have in terms of directing funds to the various sectors / Could a situation arise where the Body can decide that one or more of the sites is not sustainable and is a burden to the catchment area school budget? / Accept that there will be savings, uncertainty regarding the exact size of the savings, since the formula for the all-through school has not yet been fully developed. It has been emphasised that a long term investment is called for in order to ensure educational success within the area.	2	<p>A saving of £255,625 is calculated after considering funding in full all sites in the All-through School. Fiscal issues will be a matter for the new Head and the permanent Governing Body of the new school - Officers of the Authority will provide guidance to the organisation regarding these issues.</p> <p>It is true that future pupil numbers could decline. The Governing Body would need to consider the financial situation carefully including the Dismissal from Employment due to Surplus Requirements process as every other school if it was raised. The permanent Governing Body could decide that it is unsustainable to maintain a site but it is for the Governing Body to decide on this by taking into account a number of relevant factors including distance to other sites. The Governing Body would be expected to consult closely with the Authority if such a situation arises. Budgetary matters for the new school will be the responsibility of the new Governing Body.</p>
13.24	The experience of UCAC in dealing with the reorganisation of schools is that not enough attention is paid to the cost – in time and money – of travelling from one site to another. This is relevant in terms of staff, the Management Team and the pupils. Has this cost been fully recognised in the financial predictions?	1	The £255,625 saving has not considered additional costs for travel from one site to another for the staff, Management Team and the pupils. This is a matter for further discussion with the head and the shadow governing body if the proposal is implemented.
13.25	Strong feeling that there is a need for the lifelong funding formula to reflect the various challenges faced and not to be merely an extension of the existing funding formula.	1	The lifelong funding formula is in the process of being developed and will be subject to formal consultation with all schools in the new year.
13.26	The pupil numbers at some small schools are so low they are not viable.	1	The Council is aware of this and this is one of the reasons for the case for change.
13.27	In a time of unequalled cuts within the County, we have to ask if the funding needed for the plan to succeed is available?	1	The question of capital investment is extremely important in such financially challenging times. Through the '21 st Century Schools Programme', the Council has £3.6m for the Gader catchment area which has been approved in principle. Comprehensive business cases will have to be submitted to attract the money. Careful consideration is needed of how to make the best use of investment and as discussed at the meeting of the Cabinet Council in December 2013, as the whole catchment area is being discussed, any additional financial needs are included as part of a review of the asset management plan. The Council is committed to its financial contribution.
14	General		
14.1	We have noted years ago that if the time and money spent on consultation had been put into efforts to attract families, the numbers at the schools would not have fallen so much and the rush to reorganise would not have been so prominent.	1	The scheme proposed in the opinion of the Council creates a sound educational establishment which can withstand future demographic changes.

14.2	No trust or common sense left in Gwynedd Council.	1	Understand that the situation is difficult for the Gader catchment area residents as well as staff members of the schools in the town and in the countryside and that any talk of introducing change is a concern in the current financial climate. The Council would like to assure you that there is a statutory process and that the consultation period has now ended since November 24 th . At the Cabinet meeting in January, the Cabinet Members will discuss the response to the consultation and decide whether to proceed with the proposal. Depending what that decision is, it will be necessary then set out a timetable for action.
14.3	Tired and sad that discussions on schools closure is still ongoing – it is disastrous for parents and staff who dedicate precious time to attend meetings / The system so far has created a very uncomfortable situation locally, and led to totally unnecessary stress.	2	
14.4	Not opposed to change	1	The Council is pleased to note this positive comment.
14.5	The Council has got what the Council wanted all these years.	1	The Council has held discussions with local people and followed consultation arrangements in accordance with the statutory procedures. The final decision has not been made yet. There will be an opportunity for people to object if the Cabinet decides to issue a statutory notice.
14.6	As a family we are considering staying in the area – one reason for staying is Ysgol Machreth	1	We fully understand and comprehend the attachment that families have with schools and accept that a period of change can be very difficult and cause concern and uncertainty. Children and young people of the area will be offered high quality education in whichever site they choose to attend.
14.7	I quote from the Report ‘State of the Nation – Social Mobility and Child Poverty’ (2014) and note the need for a plan based on evidence rather than on politics. The political element in the process has restricted the possible options and as a result it will prepare the children for the past rather than for the future. “The Welsh government should improve the quality of evidence on the impact of policies by designing and implementing programmes in a way that enables more rigorous impact evaluation to be built in from the outset” “Progress is being hampered by a lack of outcome measurement, especially in Scotland and Wales: neither parents nor childcare providers are clear on whether children are well prepared to start primary school or not.”	1	The proposed scheme is based on evidence and a full options appraisal.
14.8	It is unfair to rural education in Y Gader catchment area : The parents and children of Ysgol Brithdir would be willing to consider an option where they would have to move to a bigger school with all the latest resources, as happened in the Tywyn area (where Ysgol Brynchrug, which was also almost full, had to close) where the children moved to a new school in Llanegryn; or in the Bala area where Ysgol y Parc had to close but where the children were moved to the more spacious and extended school in Llanuwchllyn. But how can you expect us to accept	1	OM Edwards School received an investment of £1m to upgrade. The development here is very similar to what will be done in Llanelltyd (£1.02m investment) and this is why it was considered they are of interest in the open days. Penybryn School, Tywyn received investment of £1.47 million to upgrade. Dolgellau Primary receive investment of £2.7million and the improvements at Penybryn give an idea of the kinds of changes that will be offered there, this is why they are considered of interest in the open days.

	that moving to Ysgol Ieuan Gwynedd – which is already unpopular in terms of location and with ever decreasing numbers – be better for our children? IT IS NOT FAIR.		
14.9	It is essential that any rural site in the Wnion Valley is sustainable. If the new site is not successful, there will be no rural education to the east of Dolgellau. The sustainability of the Rhydymain site is totally dependent on the numbers in Brithdir. The sustainability of Brithdir as a site is not dependent on anyone since there are no surplus places there. There is no need for a safety net and the cost per pupil is substantially lower than at the other rural schools in the catchment area.	1	As set out in the statutory consultation document, this plan is a long term investment to ensure high quality education in the area in the future, regardless of any demographic changes that the area could face. If Brithdir is being developed it would be dependent on numbers in Rhydymain and Llanfachreth to be sustainable.
14.10	There is no-one to fight our corner here in Brithdir because of the unique situation of our councillors. Who is aware of our concerns here in Brithdir and will voice our concerns to the Cabinet? We feel that we have no voice, we are isolated and of secondary importance.	1	All responses will be sent to the attention of Cabinet members so that the views of all respondents will be received.
14.11	We kindly ask that Y Gader catchment area be considered for any experimental strategic plans by the County in the future – this in order to enable the development of further collaboration within the catchment area during the period leading up to reorganisation, along with intentional and organised planning.	1	The Council was pleased to note this positive comment. It is key to look creatively and innovatively at education in the whole of Gwynedd for the benefit of children and young people of the County.
14.12	A need for more consultation with the parents of those children coming from outside the catchment area and who attend Ysgol y Gader. Where will parents send their children in the future, in the short term and in the long term, if this scheme goes ahead? I believe that they will choose another school. Integrating catchment area children with ex- catchment area children is a matter which should be considered since this transitional period is still difficult and stressful. The danger is for the ex-catchment area pupils to be at a disadvantage.	1	The document was sent to parents of all pupils in the statutory catchment area. Conducting research into parents' options was not considered to be useful as it would only be a snapshot - parental choice can change in a short time for a number of reasons. The school will welcome pupils from outside the catchment area and is subject to parental choice.
14.13	The strength of a rural school is ex-catchment area pupils. To win ex-catchment area pupils the rural school has to be within easy travelling distance. You will notice that Ysgol Llanelltyd is flourishing with almost 50 children, Ysgol Brithdir also with almost 50 pupils. Two schools within easy reach of the town of Dolgellau (Brithdir is 2 miles from Dolgellau, not 3 as stated in the Consultation Document). The population in rural areas cannot support rural schools any more, and that is why the only schools which still flourish are those close enough for parents who wish their children to receive rural education to transport their children there - Llanelltyd and Brithdir in this case. All	1	Pupil numbers, travel times and distances have been considered as part of the factors in evaluating the options. The Council is aware that a number of qualities favour the Brithdir site; in fact, this is why the site was proposed as part of the previous proposal in 2011. Unfortunately, the Council needed to consider other sites.

	this research work has been carried out – how do you therefore disregard a site such as Brithdir in this option?		
14.14	In order to give this model a chance to be viable, the right locations have to be selected. Parents have the right to choose sending their children to any school, be it a Church or community school, an urban or a rural school. In order that the rural aspect of the model will work, and to ensure that parents have the right to choose a rural school, the correct location has to be selected.	1	The Council has given full consideration to the all-through school catchment sites and considers that the chosen sites are the most suitable. The proposal ensures the continuation of rural education by maintaining four rural sites.

Consultation with Children and Young People

Gader Catchment Area 2014

As part of the work of school reorganization, there was a period of statutory consultation in the Gader Catchment Area from 10 October to 24 November 2014. The Council is required to consult the children and young people of the area on the proposal to establish a multi-site community Welsh medium all-through catchment area school for pupils aged 3-16.

Appropriate documents were prepared for Key Stage 2 children and the Secondary School Council, and a facilitator was put in place to complete the work of discussing the option with children and young people (*A session was also held with the Foundation Phase at Ysgol Brithdir following a request from the school*).

Each session took half an hour to an hour to complete. It included explaining the proposal and asking questions that required them to have a discussion, the answers were noted. They also had an opportunity to complete separate sheets, which meant they were able to give personal answers.

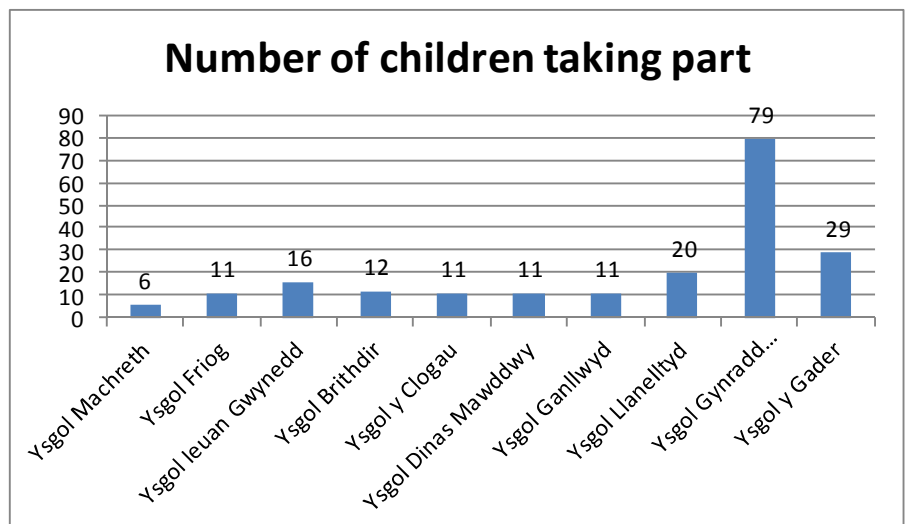
10 associated schools and 206 children and young people took part.

The consultation session timetable is shown below, along with a list of relevant schools and the number that responded.

Wednesday 5 November 2014	9.30am Ysgol Dinas Mawddwy	11.00am	1.30pm Ysgol Clogau
Thursday 6 November 2014	9.30am Ysgol Ieuan Gwynedd	11.00am	1.30pm Ysgol Brithdir
Thursday 13 November 2014	9.30am Ysgol Gynradd Dolgellau	11.00am Ysgol Ganllwyd	1.30pm Ysgol Llanelltyd
Thursday 18 November	9.30am	11.00am Ysgol Machreth	1.30pm Ysgol Brithdir
Friday 21 November	9.30am Ysgol Uwchradd Y Gader	11.00am Ysgol Friog	1.30pm

Schools:

1. Ysgol Machreth
2. Ysgol Friog
3. Ysgol Ieuan Gwynedd
4. Ysgol Brithdir
5. Ysgol Clogau
6. Ysgol Dinas Mawddwy
7. Ysgol Ganllwyd
8. Ysgol Llanelltyd
9. Ysgol Gynradd Dolgellau
10. Ysgol Uwchradd y Gader



As part of the introduction for the consultation work, the facilitator asked the children questions during a discussion, in order to create a relationship and to find out how they felt in general.

What is the purpose of changing schools?

A general question to find out whether the children understood what the Council intended doing

- **Trying to get everyone in the same place**
- **Too many schools everywhere**
- **Expanding this school to get more children**
- **Closing schools and moving children to other schools**
- **Improving the education**
- **Not having too many buildings around**
- **To stop spending so much money**
- **Too many children in one school**
- **Moving because the other school is too far**
- **Fewer small schools**
- **More space**
- **Improving a building**

Why does Gwynedd Council want children's opinions?

The facilitator was keen to find out whether the children understood the consultation process and why it needed to be done.




- **To get our opinion**
- **Make sure the children understand the idea**
- **The views of parents, carers, teachers and friends**

Here are some of the questions raised during these discussions:

- **Why does a good school have to close?**
- **Why close a school with a lot of children?**
- **Why close small ones and open large ones?**
- **Why move a school that's full to a school with fewer?**
- **How do we know the children are happy to move?**
- **Why not Rhydymain to Brithdir?**

Here are the answers to the specific questions the children were asked

NOTE – Children and young people’s comments are quoted directly from the documents produced during the consultation.

Question 1 – How do you feel about this?			
School			
Ysgol Machreth	3	2	1
Ysgol Friog	4	5	2
Ysgol Ieuan Gwynedd	8	5	2
Ysgol Brithdir	0	0	12
Ysgol y Clogau	1	6	5
Ysgol Dinas Mawddwy	4	0	7
Ysgol Ganllwyd	1	2	9
Ysgol Llanelltyd	11	3	6
Ysgol Gynradd Dolgellau	40	1	38
Total	72	24	82

Question 2 – What worries you about this?	
Ysgol Gynradd Dolgellau	<ul style="list-style-type: none"> • How will work affect us (builders)? • Why bring down the canteen? • If the schools close, will the other schools have more staff? • Will we get a new car park? • If more children came to this school, would there be many bullies? I would think other friends would come, and bullies? • How many children would be in each class? My mother said that one teacher can only teach 30 children at a time • I feel happy, sad and all right about this because the sad part is that some children would lose friends some children are bullies and they are the ones looking silly. I’m happy about this because the big new site will be better with lots of friends • I don’t think the teachers will be happy because they’ll lose their jobs
Ysgol Llanelltyd	<ul style="list-style-type: none"> • I wouldn’t know where I’m going. I don’t like changes • Where will we go when the school is in the middle of this change? • How much time will it take to make all the changes? • Because I wouldn’t like having other people who were in the other school. I like the school as it is, and I’m not sure I’d like the changes to the school
Ysgol Brithdir	<ul style="list-style-type: none"> • Why do you want to close schools down? • Why not Rhydymain to Brithdir?

	<ul style="list-style-type: none"> • Why do we have to move? • I don't want to move why have you chosen Rhydymain to stay open? • It would take a very long time to get to Rhydymain from my house • Teachers losing jobs • Rhydymain is far from everywhere, leave Brithdir alone • You're spoiling the community • It'll be expensive and there are better things to do than close good schools • We don't want another school, I don't like this idea
Ysgol Clogau	<ul style="list-style-type: none"> • Children being bullied • I don't want this school to close • The school is going to change into something different • Teachers at the other school will be nasty • Losing our friends • History of my family here
Ysgol Dinas Mawddwy	<ul style="list-style-type: none"> • Nothing will be the same, neither friends nor teachers. Because I know how it feels because I've moved house and school • Too many children in the new school • Losing friends • If the school is too big because of too many children, too many taxis
Ysgol Ganllwyd	<ul style="list-style-type: none"> • People being mean to you • Not used to new children • Taking a long time to get used to a new school • I don't want to move school because I can't see friends
Ysgol Ieuan Gwynedd	<ul style="list-style-type: none"> • Why are they changing school • Teachers going to another school • I don't want new teachers • What school uniform will we be wearing? • Who will the teachers be? • How many children will be in the classes?
Ysgol Friog	<ul style="list-style-type: none"> • I think it's a good thing because children can have new friends and not just that there will be more people to raise money for this school • I'm happy for children to come to the school because I want more friends because there aren't many children here
Ysgol Machreth	<ul style="list-style-type: none"> • Sad because of having to go far • Sad because this school is a very happy school • Happy because of getting new friends

Question 3 – What are you looking forward to most?

Ysgol Gynradd Dolgellau	<ul style="list-style-type: none">• A canteen attached to the school• More Praise• New instruments• New roof• More teachers so we don't have to break classes up• More space, I've had enough of running over the same place time after time• Parking site• Maybe having infants attached to our school• Getting new curtains• Bigger class• Making the hall more posh• I want more children in the school to be able to play with them• Nice and kind teachers• I would like it if there were somewhere to relax
Ysgol Llanelltyd	<ul style="list-style-type: none">• Language teachers• Toilet for the girls and the boys• Better internet• I would like to have an extension and have a sports building
Ysgol Brithdir	<ul style="list-style-type: none">• Keep the school open• Nothing happening, don't move anyone• Stay open, leave it alone make a school near our school• Stay here, make another school in Brithdir• Rhydymain to move to Brithdir
Ysgol Clogau	<ul style="list-style-type: none">• Friends to come with me• Teachers at the school in Clogau in the new school
Ysgol Dinas Mawddwy	<ul style="list-style-type: none">• Site for cars• New doors• New whiteboard
Ysgol Ganllwyd	<ul style="list-style-type: none">• New friends• New things in the school• My old teacher• New bell
Ysgol Ieuan Gwynedd	<ul style="list-style-type: none">• Everyone kind• Keeping hens• A table each

	<ul style="list-style-type: none"> • That we get easy work • Having bike lessons
Ysgol Friog	<ul style="list-style-type: none"> • More pet animals • More clubs
Ysgol Machreth	<ul style="list-style-type: none"> • Large whiteboard • Rugby goals • New library

Question 4 – What are the most important things for you in school?

Ysgol Gynradd Dolgellau	<ul style="list-style-type: none"> • The yard and canteen • I like the teachers very, very, very much • Thank you for the library • Thank you for work • I like playtime, I like P.E. lessons • I have excellent and very good friends • I like this school because of getting golden time. And I like the fruit shop, and I like doing work and double writing • I like the food at lunchtime
Ysgol Llanelltyd	<ul style="list-style-type: none"> • I like science • I like the setup at the school
Ysgol Brithdir	<ul style="list-style-type: none"> • Excellent teachers • Good friends, good Education • The yard at lunchtime • Everyone is friends
Ysgol Clogau	<ul style="list-style-type: none"> • Mathematics work • School trips • The garden at the back
Ysgol Dinas Mawddwy	<ul style="list-style-type: none"> • School trip • Classes • Sports • Art • Good location • New doors • Activities in English and Welsh
Ysgol Ganllwyd	<ul style="list-style-type: none"> • Work – sort of • I like teachers

	<ul style="list-style-type: none"> • Not many children, more attention, not a lot of nasty children • Size of the school
Ysgol Ieuan Gwynedd	<ul style="list-style-type: none"> • Everyone is good friends • Kind teachers • Like it if nothing changed • Reading time
Ysgol Friog	<ul style="list-style-type: none"> • I like pet animals • Going on the train race • My teacher • The work and clubs are convenient
Ysgol Machreth	<ul style="list-style-type: none"> • Welsh • Christmas show • Friends • Football • Thanksgiving • Urdd

Ysgol Uwchradd y Gader

The facilitator had a brief conversation with the members of the School Council to explain the proposal and then the young people completed the questionnaire by themselves. 29 members of the School Council completed the questionnaire.

Question 1 – How do you feel about what’s being offered?

- I think a few people that speak English as a first language would find it difficult to speak Welsh all the time. It’s quite a good idea with the schools, bringing them from ten to six in the catchment area.
- One head will never be able to manage by themselves
- I think it’s all right as it is, primary school and secondary school. And some children don’t want a Welsh language school
- I understand the idea and its purpose but unfortunately I can’t see this being very successful ultimately, mainly because of money.
- This would only improve schools with money and jobs.
- It can help the schools economically but it’s disappointing to see how many schools are closing.
- I’m not at all happy that all the small schools have to close, it’s a long way for small children to travel from one school to the other. But I’m happy that Ysgol y Gader and Ysgol Dinas Mawddwy are remaining. If you’re going to have one head choose someone who knows what they’re doing.
- I think it’s a good idea because there’s a lot of schools in this area to run, so if we get rid of a few and join them together then it will be less cost, so more money can go to the other schools to have better education.
- I think it’s a good idea re-organising the catchment area. The schools can have more

	<p>finances for better education. Although some parents might be against it for example issues with the travel.</p> <ul style="list-style-type: none"> • Is there anything wrong with the system that's being used? How will children go from their homes to the school when no one's able to take them? Maybe the council will create a bus that takes the children to a school. A bus without strangers on it and only used by schools. Will teachers lose jobs or will the idea create new jobs? • Something needs to be done about all the empty places in primary schools. If the plan is to go ahead I hope it'll mean that better resources are available for teachers, especially primary teachers. • There have been more children in Ysgol Brithdir than in Friog, Rhydymain and possibly Llanelltyd. In my opinion, Brithdir School must be kept open. Buy the field next door and create an extension. I agree with keeping Llanelltyd, Cynradd Dolgellau being kept open.
<p>Question 2 – Is there anything that worries you about the proposal?</p>	<ul style="list-style-type: none"> • Having to speak Welsh as a first language in school, I'd rather it stay bilingual • One thing that worries me about the proposal is that small rural schools are being closed. That is, I've come from a very small school that had only 19 pupils there when I left, and there are 13 now, and I feel I've had a good primary education, but also we felt very close like a family to some extent and I believe it would be a disappointment for other children to lose this. • Having come from a small rural school I feel the children won't have the same opportunities. Everyone got the same fair treatment and the same opportunities because there were fewer teachers, and so the teachers did their best with every pupil – not the majority. In the primary school they made sure everyone reached their full potential, but with bigger schools and only 1 head teacher on the whole lot, they can forget about some pupils. You don't get the same close feeling in a large school as you would get in a small school. Very often small schools are the heart of the community. • Having one head for 6 schools, it would be difficult to talk to the head because of having to move from school to school throughout the week. • I hope this does not change Ysgol y Gader into a Welsh medium school as well. As I am foreign, Welsh is not my first language and half of the pupils are English. I do agree with strengthening the Welsh language but I'd like to see Ysgol y Gader opening as a bi-lingual. • What will happen to the buildings of the schools that close? • The effect of having one head managing the massive school worries me because if that person makes one mistake the whole area will suffer, in the old system the other schools would be able to carry on without being affected.
<p>Question 3 – Is there anything you like or look forward to about this proposal?</p>	<ul style="list-style-type: none"> • I look forward to seeing more money being spent. • Better education because of more teachers • The schools can work with each other and the children could use the other schools to take part in activities or to learn like the primary schools using the Ysgol y Gader websites and the gym as well. The children might be able to move better from the primary schools to the secondary school if they feel they're working with the secondary school. • A new building and better technology. • It will be nice to see the school in a better condition and looking better. It would also

	<p>be nice when the students have better resources to improve their education.</p> <ul style="list-style-type: none"> • I'm looking forward to a new school but don't think it's the right idea. • This will give better education standards for children, but these changes won't affect me. It'll offer experiences to the children
Question 4 – In general, what are the important things for you in a school?	<ul style="list-style-type: none"> • There will be more help available. • Education! • The most important thing is the children's education and getting a good education. • In general the most important thing for me in a school is to get the best standard of education, feeling happy in school, and finally, having memorable experiences e.g. skiing trip – since it helps to mature a child. • Trying to learn and receiving a good education in a healthy environment that encourages children to express ourselves. Encourage them to try new things and get good experience of the world to work hard. • Teachers who know what to do. • Good teachers helping all the time. No problem with going for lunch. Playing rugby or football at break time and lunchtime. • Being with friends • The best possible education. People having the same opportunities. Homely atmosphere. A feeling of belonging to somewhere you're proud of. Getting thoroughly prepared for the future. • In a school you need good education and proper teachers not just stand in ones all the time. A school also needs healthy food and drink. • To have a good, not too easy but challenging enough education in the school, to enjoy yourself and learn new things. • I believe that giving every child attention and treating them fairly is a very important thing. I also believe that creating a comfortable environment to work in is an important thing because as a result children are likely to work better. I also believe that allowing children to express an opinion is important in school because the children then feel the school is run as they would wish and that any obvious weaknesses could be raised by the children.

What became obvious in the consultation process was that children were content to adapt to a new situation although they were concerned about bullying, losing friends and teachers, but generally the feedback was very positive in most of the schools.

Main points of the consultation:

Primary	Secondary
How the new arrangements would ensure that everyone was treated fairly.	The school's language
Children worried about bullying	Having competent Teachers and Head to run the establishment
Children worried about the language of the school	Standard of the education
Children not wanting to lose friends	
Transport	

REPORT TO THE CABINET

13 January 2015

Cabinet Member: Councillor Gareth Thomas

Subject: The future of special educational needs provision in Meirionnydd and Dwyfor

Contact officer: Iwan T Jones – Corporate Director
Garem Jackson – Education Quality Improvement Officer / Project Lead

The decision sought/purpose of the report

- A) As part of the formal procedures, following a Statutory Notice period, the Cabinet is asked to confirm the proposal to relocate Ysgol Hafod Lon and Uned Tŷ Aran to the new site in Penrhyndeudraeth on 1 September 2016, to increase the school's capacity and add a residential element to the provision.
- B) Allocate additional capital funds to cope with the effect of inflation and therefore avoid having to cut back on some of the essential outputs of the project.

Local member's views

Any observations by the Local Members will be presented at the meeting.

A) Confirm the proposal to relocate Ysgol Hafod Lon and Uned Tŷ Aran to the new site in Penrhyndeudraeth on 1 September 2016, to increase the school's capacity and add a residential element to the provision.

I. Introduction

- I.1 Following the statutory consultation period a report was submitted to the Cabinet on 16 September 2014 that included the comments of stakeholders and Estyn, and Gwynedd Council's response to them.
- I.2 The Cabinet was requested to consider the report that contained the Council's response to the comments received during the statutory consultation period, in accordance with the requirements of Section 44 of the Schools Standards and Framework Act (Wales) 2013, and to approve conducting a Statutory Notice period on the proposal to relocate Ysgol Hafod Lon and Uned Tŷ Aran to a new site in Penrhyndeudraeth on 1 September 2016, to increase the school's capacity and add a residential element to the provision.
- I.3 The Cabinet approved the recommendation.
- I.4 The Statutory Notice was published on 21 November 2014 and the objection period ended on 19 December 2014. During this period no objections to the proposal were received.

2. Statutory Notice

- 2.1 The Statutory Notice was published on 21 November 2014.
- 2.2 The Statutory Notice was placed in prominent locations at Ysgol Hafod Lon, Y Ffôr, Uned Tŷ Aran, Dolgellau and near the proposed site of the new school in Eryri Business Park, Penrhyndeudraeth.
- 2.3 Paper copies of the Statutory Notice were distributed to relevant governors, staff and parents.
- 2.4 The Notice was placed on the Council's website and e-mailed to other relevant stakeholders, in accordance with the requirements of the Welsh Government's School Organisation Code (006/2013).
- 2.5 A 28 day period for people to object to the proposal was held following the date of publishing the statutory notice (21 November – 19 December 2014).
- 2.6 No objections were received during this objection period.
- 2.7 As no objections were received, the Cabinet is asked to approve the recommendation to relocate Ysgol Hafod Lon and Uned Tŷ Aran to a new site in Penrhyndeudraeth on 1 September 2016, to increase the school's capacity and add a residential element to the provision.

3. Welsh Government Funding

- 3.1 Following presenting a business case to the Welsh Government we received confirmation that their Capital Investment Panel has approved the application for £6.2m from the 21st Century Schools Programme towards capital costs of developing the new provision.

B) Allocate additional capital funds to cope with the effect of inflation and therefore avoid having to cut back on some of the essential outputs of the project

- 4.1 A report was presented to the Informal Cabinet on 3rd December 2014 noting that, following the tender process under OJEU rules, the tender that came to the fore was around £0.9m above the original project budget of £12.4m. It was reported that inflation was the main reason for this, noting that a significant inflation of 9.4% had occurred over the last year in the field of building specifically in this area.
- 4.2 Before Christmas, a formal negotiation process to try and reduce the cost was conducted with the companies that had presented tenders. It was recognised that it would not be possible to reach a figure within the original budget without cutting back on some of the essential outputs of the project i.e reduction in the specialist resources, reduction in school places, discard the residential unit etc, and cuts of this nature would be likely to affect the business case and create a risk of having to re-conduct the consultation process and present a new business case to the Welsh Government. This would result in adding a number of months to the project timetable.
- 4.3 However, following negotiations, we have been able to reduce the gap from £0.95m to £0.55m.

- 4.4 During the same period an application was presented to the Welsh Government for 50% of the shortfall. The Welsh Government have informed us that they will not be in a position to make a decision on this until late January 2015.
- 4.5 Because we won't know if the Welsh Government will be contributing additional funding until after the Cabinet meeting, the amount the Council needs to allocate is unclear at this point. We know that the shortfall has decreased and, at worst, the amount will be £0.55m. If a contribution of 50% is received from the Welsh Government then the amount will decrease further to £0.275m.

5. SUMMARY AND NEXT STEPS

- 5.1 If the Cabinet approves the recommendation to relocate Ysgol Hafod Lon and Uned Tŷ Aran to a new site in Penrhyndeudraeth on 1 September 2016, to increase the school's capacity and add a residential element to the provision, we will notify the Welsh Government and other relevant bodies of the final decision.
- 5.2 There will be a transitional period between the final decision and the implementation of the proposal on 1 September 2016. During this transitional period there will be support available to the head teacher, staff, governors, parents and children who are affected by the proposal.

6. RECOMMENDATIONS

- 6.1 As no objections were received to the Statutory Notice, in accordance with section 49 of the School Standards and Organisation (Wales) Act 2013, the Cabinet is requested to approve the proposal to relocate Ysgol Hafod Lon and Uned Tŷ Aran to the new site in Penrhyndeudraeth on 1 September 2016, to increase the capacity of the school and add a residential element to the provision.
- 6.2 Approve the allocation of between £0.275m and £0.55m additional capital funding to cope with the effects of inflation on the Ysgol Arbennig Meirion Dwyfor project.

STATUTORY OFFICERS' VIEWS

Chief Executive's comments:

This is a further step in the process of improving the provision for children and young people with special educational needs in Meirionnydd and Dwyfor, following public consultation. I warmly welcome the development.

Monitoring Officer:

This report has been subject to guidance from the Legal Department and therefore I have no further comments to offer regarding its propriety.

Head of Finance Department:

The financial model has not changed from the perspective of costs and revenue savings since the previous report to the Cabinet on 16 September 2014. That report estimated “potential” annual savings of £101,574, but I noted at the time that there is a risk that there is no assurance that the relevant income can be attracted from outside the county and that I understood that the Education Department and the Children and Supporting Families Department have thoroughly considered the plan within their savings strategy, and are clear that those departments will be responsible for identifying any shortfall in the operating costs of the new school. Since the purpose of Recommendation 'A' is to formalise the arrangements that have already received thorough attention I have no further comments on this aspect.

With regard to Recommendation 'B', the Cabinet will see from the report that the Welsh Government has approved the request for a contribution of £6.2m towards the capital costs, but after the tender process, there is a shortfall of £550,000 in the capital budget. We will not know until January if our request for further assistance from the Welsh Government is successful, but in the meantime if the Cabinet approves the additional amount of up to £550,000 this additional requirement will be considered in the context of the priorities of the Asset Management Plan. It is seen from the report that there was originally a funding gap of £950,000 and I would like to record my appreciation to those who have been negotiating to bring the price down without, it appears, affecting the quality of education for the pupils.

APPENDICES

(Can be viewed on the Council's website by following the links below)

1) Cabinet Report 10 June 2014

https://www.gwynedd.gov.uk/en/Council/Councillors-and-committees/Meetings,-minutes-and-agendas/Meetings,-minutes-and-agendas.aspx?pwylgor=/2014-15/Cabinet_Cabinet/2014-06-10

2) Cabinet Report 16 September 2014

https://www.gwynedd.gov.uk/en/Council/Councillors-and-committees/Meetings,-minutes-and-agendas/Meetings,-minutes-and-agendas.aspx?pwylgor=/2014-15/Cabinet_Cabinet/2014-09-16

3) Statutory Notice

<https://www.gwynedd.gov.uk/en/Residents/Documents-Residents/Schools-and-learning-documents/Reorganisation/Ysgol-Arbennig-Meirion-Dwyfor/Statutory-Notice.pdf>

REPORT TO CABINET

13 January, 2015

Cabinet Member: Councillor Dyfed Edwards

Subject: The Council's Strategic Plan

Contact officer: Arwel E Jones

The decision sought

To approve the release of £152,000 of resources to fund expenditure from the Strategic Plan funds to transform the way in which leisure centre users to gain access to booking leisure facilities

Views of the local member

Not a local issue

Introduction

1. The Council has funds to support expenditure related to the work of the Strategic Plan. There are no new revenue resources available but there is still a fund that can support one-off work related to fulfilling promises in the Strategic Plan.
2. The procedure is for applications for resources to be challenged internally before coming to the Cabinet for formal approval. Following an assessment by the Finance Department in September, 2014, there is a sum of £3,034,306 remaining in the funds of the Strategic Plan.

Reasons for recommending the decision

3. As can be seen from the appendix to this report, the specific expenditure under consideration involves the transformation of the information technology system of the Leisure Service to enable improvements to the service, including the ability to book facilities on-line, realising revenue savings as a result.

Relevant considerations

4. The business case for this investment has been challenged by the Management Team and the Management Team has received an assurance from the Service that this investment will realise the permanent revenue saving referred to in the appendix.

5. Since this is an “invest to save” application, the only other possibility would be to deal with it as a pure “invest to save” bid and “lend” the money to the service expecting them to pay back the loan initially before realising the saving that the Service is looking for.

6. In this case, since the one-off resources are available, and because of the substantial pressure for revenue savings, it is suggested that the one-off moneys be released now so that it is possible to realise the permanent revenue savings of £60,000 per annum sooner rather than later.

Next steps and timetable

7. If the application is approved, it is intended to move ahead at once to upgrade the system.

Views of the statutory officers**The Chief Executive:**

“I can confirm that the matter has had the attention of the Management Team. The Service is very confident of their ability to realise the savings following this investment. I approve of the application.”

The Monitoring Officer:

“Nothing to add in terms of propriety”

The Head of Finance:

“As I note in my report on dealing with the financial gap in the budget for 2015/16, which is a separate item on the Cabinet’s agenda, the acceleration of savings plans is now a priority. I am satisfied that sufficient evidence has been presented to show that this request will facilitate the Economic and Community Department as they introduce their savings programme, and from a financial perspective, I am satisfied that suitable and sufficient funds are available to finance the scheme. I support the recommendation.”

Appendices

Paper detailing the application for resources is attached as Appendix 1

**ECONOMY AND COMMUNITY DEPARTMENT – HEALTHY COMMUNITIES SERVICE
APPLICATION FOR RESOURCES FOR: REALISING EFFICIENCY SAVINGS 2015-2018
SUBMITTED BY: IAN JONES, SENIOR MANAGER**

Background

1. As part of the Council's financial strategy between 2015/16 and 2017/18 the Department is required to deliver £1,053k of efficiency savings (with the exception of outsourcing schemes) within the Healthy Communities Service.
2. The Service has prepared schemes for meeting this target which have now been submitted to the corporate and political regimes.
3. One of those schemes is proposal HAM4 (Running Leisure Facilities more effectively). This proposal involves securing efficiency savings through a combination of the following:
 - Making adaptations to what is currently on offer in order to attract new income,
 - Reducing expenditure by reviewing resource management arrangements and,
 - Transforming the way service users contact and gain access to the service.
4. The intention of this application is to ask for capital funding in order to deliver one part of the third element, namely:-
 - Transforming the way users gain access to the facilities by upgrading the Service's Information Technology Systems.

The Need

5. The existing IT system has been in place since 2000 and although a limited upgrade programme has taken place during the ensuing period the system no longer meets the Service's expectations in relation to providing an effective interface with users.
6. This year, the Service has invested £17k revenue funding in order to improve the performance of the system when i) archiving historical information ii) rationalising the number of reporting layers and iii) deleting incorrect / incomplete information from the system. However, those improvements are limited to improving the performance of the system only.
7. There is a clear overdependence in the existing system on traditional interfaces e.g. every request to hire the centre must be done either by phone or by visiting the centre in person.
8. Based on recent research, the Service has identified that at least 33% of the users are very likely to use an electronic means of communicating with / contacting the centres. This means that it would be possible to realise efficiency savings by reducing the current customer contact resources and referring users to use information technology. The technology would include:
 - Self-service machines in reception areas
 - A website which will enable users to become members, hire facilities and pay on-line
 - An on-line portal which would enable parents to see the progress of their children in lessons and choose what time of day would be convenient for them to attend those lessons in future.
9. We are aware that the needs and expectations of our users are different and, therefore, we must be careful when anticipating the effect of any change on those users. Therefore, there will be a period of

educating and training the users likely to be using the technology on how to use it to its full potential.

10. In order to confirm the appropriate cost/benefit assessment the Service has completed a detailed analysis of the current situation which includes an assessment of the benefits of transforming the existing provision. That analysis has shown that it is possible to realise permanent revenue savings of £60k per annum from 2017/18 onwards should it be possible to secure a capital investment of £152k at the beginning. (a copy of this analysis is available should you wish to see it).

11. Therefore, the Cabinet are asked for an investment of £152k based on the business case submitted.

Cost: £152,000

REPORT TO THE CABINET

13 JANUARY 2015

Cabinet Member: COUNCILLOR PEREDUR JENKINS, RESOURCES CABINET MEMBER

Subject: 2015/16 BUDGET: DEALING WITH THE FINANCIAL GAP

Contact Officer: DAFYDD L EDWARDS, HEAD OF FINANCE

Decision sought / Purpose of the report

1. The Cabinet is asked to consider a combination of the following steps in order to close the gap in the 2015/16 budget:
 - Increase Council Tax above 3.5%
 - Implement the Highways and Municipal Strategic Review
 - Ensure Savings from Schools devolved budgets
 - Ask the Departments to accelerate their efficiency savings plans
 - Use of Balances for 2015/16
 - Timely implement the Cuts Strategy
-

Introduction/ Background

2. At its meeting on 16 September, the Cabinet considered the direction for addressing the funding gap we will be facing over the coming years and agreed on some key options for coping with the gap. The intention of this report is to identify where we are at regarding establishing a balanced budget in 2015/16 (despite the financial challenge from the settlement) and to set out the options that remain to be made and the next steps in the process.
3. At the Cabinet meeting of 16 September, it was noted that if the grant from the Welsh Government to local government decreased by 4.5% (instead of the 1.5% indicative figure), then the financial gap for Gwynedd Council for 2015/16 would increase from £9.6m to £13.1m.
4. As each week passes, the figures change as new information comes to light, but by now I believe that we have most of the relevant figures for 2015/16 so that we can come to quite a robust conclusion on the viability of our plan for that year. Some elements still remain where the information is not robust enough to be absolutely certain, but for the purposes of establishing the strategy, there is sufficient assurance to come to the following planning conclusions.

The 2015/16 Budget Gap

5. The following factors have contributed towards the £13.7m gap as seen by now:

Variations since our assumptions for 2015/16 in February 2014

	£'000	£'000
Unfavourable:		
The Welsh Government's unfavourable settlement	2,700	
Higher than expected capital cost	200	
Transfers in	300	
Other (reduction in income, etc)	200	
Negative Factors Sub-Total:		3,400
Favourable:		
Lower Pay Inflation	900	
Lower Teachers Pay Inflation, net of higher pension cost	200	
Lower Prices Inflation	500	
Salary Increment net of Turnover	300	
No increase in Precepts	200	
Higher Interest Received	200	
Lower increase in Demography	100	
Council Tax Assistance Scheme – lower contribution	200	
Waste Strategy – lower demand	900	
Positive Factors Sub-Total:		<u>3,500</u>
Net Difference:		100
Deficit anticipated by 2015/16 in February:		<u>13,800</u>
Deficit anticipated by 2015/16 in December:		<u>13,700</u>

(the above estimates are to the nearest £100,000, as they are for strategic planning purposes)

Closing the Gap

6. On the basis of our previous policies and latest information, including final settlement of -4.0%, a summary of the situation as it appears at the moment is noted below, and some difficult decisions are needed to close the gap.

	£'000
Deficit anticipated	13,700
<u>Less:</u> Efficiency savings planned by 2015/16	6,170
Increase in Council Tax @ 3.5%	<u>1,930</u>
Balance to be discovered:	<u>5,600</u>

Long-term Strategy

7. In the mid-term, the savings / cuts strategy will need to continue for 2014/15 - 2017/18, and a firm timetable to be set for it. Although there have been several variances within the net total, the gap to be found over the period between this year and 2017/18 continues to be around £34m. Several issues, in particular the 2016/17 and 2017/18 grant settlement, could influence that again. For now, I suggest we continue to work with the previously agreed targets.

Plan for 2015/16

8. It can be seen therefore that we need to close a gap of £5.6m in 2015/16, and that is if we can limit the unavoidable bids to £1m, despite the pressure that comes through from the services. Also, the efficiency savings figure of £6.17m includes realising the total presented now for 2015/16. Assuming that the current efficiency savings plans already include considerations such as charging fees, etc, there are few options to close the gap of £5.6m and it appears that the most feasible ones to implement are -

- Increase Council Tax above 3.5%;
- Implement the strategic review of the Highways and Municipal Department;
- Reduce the schools' budget;
- Accelerate some departmental efficiency savings plans from 2016/17 to 2015/16;
- Implement a programme of service cuts;
- Use balances to bridge the cuts regime.

Increasing Council Tax

9. Each 0.1% increase of Council Tax produces around £56,000.

Highways Strategic Review

10. The matters under the attention of the Highways Strategic Review have not been included with the other efficiency savings plans in the above total (£6.17m).
11. The review will be sure to suggest that an element of the road maintenance budget could be reduced without having an immediate adverse effect, but until the Cabinet has seen the report and made a decision, it cannot be sure what amount should be taken into consideration.

Reduce the schools' budget

12. The Schools Budget Forum has commissioned work by representatives of headteachers, governors and members to identify how £4.3m could be saved over 2015/16 - 2017/18. It could be expected that the Forum / Working Group identifies a contribution of savings in 2015/16. The Welsh Government has prescribed a "promise" that schools budgets will increase by 0.6% in 2015/16, but an increase for higher pension contributions and inflation will more than satisfy the "promise".

Accelerate Savings Plans

13. Discussions are underway with several department heads to identify efficiency savings plans that could be implemented in 2015/16 instead of 2016/17.

Use of Balances

14. General balances is a one-off resource, therefore I do not recommend their continued use instead of savings / cuts. However, where there are plans to cut, one-off balances could be used in order to bridge and allow time to prioritise inclusively.

Recommendation

15. **The Cabinet is asked to consider and offer direction on a combination of steps in order to close the gap in the 2015/16 budget, noting specifically if there are any elements that are matters which should not be considered.**

Next steps and timetable

16. Clearly, after ensuring that the plan is viable for 2015/16, it will need to be ensured that the Council accepts such a strategy, and it is intended to report in detail to the Cabinet on the strategy as follows:
 - Formal Cabinet 13 January 2015
 - Members Seminars:
 - Pwllheli** - Wednesday 4 February 2015 2:00pm
 - Penrhyndeudraeth** - Thursday 5 February 2015 10:00am
 - Dolgellau** - Friday 6 February 2015 10:00am
 - Caernarfon** - Wednesday 11 February 2015 10:00am
 - Audit Committee / Cabinet on 17/19 February 2015 to discuss the final options
 - Full Council 5 March 2015

Local member's views

Not a local matter.

Opinion of the Statutory Officers**Chief Executive:**

This Council has received external recognition for its prudent long term financial planning. However, the Welsh Government's policy changes has made that financial planning more difficult than ever in terms of the size of the challenge, the insufficient notice for responding to it and also the uncertainty of some of the information in the settlement.

In the face of the challenge ahead of us, the Cabinet, and the full Council in due course, must look at various options for addressing the financial gap in the next financial year and the report presented here outlines the options available. Obviously, some are less desirable than others, but the financial challenge means that such decisions must be faced, given that any failure to make a difficult decision today will make the decisions to come even more difficult. Bearing in mind the type of decisions that will have to be faced in due course regarding cutting frontline services will be even more challenging.

Doubtless it will be a combination of the issues identified in the report that will be the result of the discussion. What the Council cannot do is not confront these decisions.

Monitoring Officer:

No comments to add from a propriety perspective.

Head of Finance:

I have collaborated with the Cabinet Member in the preparation of this report and I confirm the content.

Appendices

None