

Pecyn Dogfennau Cyhoeddus

Penallta House,
Tredomen Park,
Ystrad Mynach,
Hengoed CF82 7PG

Ty Penallta,
Parc Tredomen,
Ystrad Mynach,
Hengoed CF82 7PG



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Am unrhyw ymholiad yn ymwneud â'r agenda hwn cysylltwch â Kim Houghton
(Rhif Ffôn: 01443 864267 Ebst: houghk@caerphilly.gov.uk)

Dyddiad: Dydd Mercher, 27 Mehefin 2018

Annwyl Syr/Fadam,

Bydd cyfarfod **Pwyllgor Craffu Addysg Gydol Oes** yn cael ei gynnal yn **Ystafell Sirhywi, Tŷ Penallta, Tredomen, Ystrad Mynach** ar **Dydd Mawrth, 3ydd Gorffennaf, 2018** am **5.30 pm** i ystyried materion a gynhwysir yn yr agenda canlynol. Gall cynghorwyr a'r cyhoedd sy'n dymuno siarad am unrhyw eitem wneud hynny drwy wneud cais i'r Cadeirydd. Mae croeso i chi hefyd ddefnyddio'r Gymraeg yn y cyfarfod. Mae'r ddau gais hyn yn gofyn am gyfnod rhybudd o 3 diwrnod gwaith, a bydd cyfieithu ar y pryd yn cael ei ddarparu os gofynnir amdano.

Mae pob cyfarfod Pwyllgor yn agored i'r Wasg a'r Cyhoedd. Gofynnir i arsylwyr a chyfranogwyr ymddwyn gyda pharch ac ystyriaeth at eraill. Sylwer y bydd methu â gwneud hynny yn golygu y gofynnir i chi adael y cyfarfodydd ac efallai y cewch eich hebrwng o'r safle.

Yr eiddoch yn gywir,

Christina Harrhy
PRIF WEITHREDWR DROS DRO

A G E N D A

Tudalennau

- 1 I dderbyn ymddiheuriadau am absenoldeb
- 2 Datganiadau o Ddiddordeb.

A greener place Man gwyrddach

Correspondence may be in any language or format | Gallwch ohebu mewn unrhyw iaith neu fformat



Atgoffi'r Cynghorwyr a Swyddogion o'u cyfrifoldeb personol i ddatgan unrhyw fuddiannau personol a/neu niweidiol mewn perthynas ag unrhyw eitem o fusnes ar yr agenda hwn yn unol â Deddf Llywodraeth Leol 2000, Cyfansoddiad y Cyngor a'r Cod Ymddygiad ar gyfer Cynghorwyr a Swyddogion.

I gymeradwyo a llofnodi'r cofnodion canlynol:-

- | | | |
|---|---|--------|
| 3 | Pwyllgor Craffu Addysg Arbennig ar gyfer Bywyd a gynhaliwyd ar 22ain Mai 2018. | 1 - 8 |
| 4 | Ystyried unrhyw fater a gyfeiriwyd at y Pwyllgor hwn yn unol â'r drefn galw i mewn. | |
| 5 | I dderbyn adroddiad llafar gan yr Aelod(au) Cabinet. | |
| 6 | Rhaglen Waith y Dyfodol Pwyllgor Craffu Addysg Gydol Oes. | 9 - 22 |

I dderbyn ac ystyried yr adroddiadau Craffu canlynol:-

- | | | |
|---|---|---------|
| 7 | Crynodeb o Arolygiad Estyn o dan y Fframwaith Arolygu Cyffredin newydd (CIF) - Medi 2017 i Mai 2018 | 23 - 30 |
| 8 | Amcan Llesiant 2017-18 | 31 - 50 |

Cylchrediad:

Cynghorwyr C. Andrews (Is Gadeirydd), P.J. Bevan, A. Collis, S. Cook, W. David, A. Farina-Childs, D.T. Hardacre, D. Havard (Cadeirydd), M.P. James, B. Miles, Mrs G.D. Oliver, Mrs T. Parry, J.E. Roberts, R. Saralis, J. Simmonds a R. Whiting

Aelodau Cyfetholedig:

Cynrychiolwyr Archesgobaeth ROC Caerdydd dros Addysg (gyda hawliau pleidleisio ar faterion addysgol)
Mr M. Western

Cynrychiolwyr Rhiant Lywodraethwyr (gyda hawliau pleidleisio ar faterion addysgol) Mr M Barry a Mr R Morgan

Cynrychiolwyr Cyrff Allanol (heb hawliau pleidleisio)
Mrs J. Havard (NUT) a Mrs P. Ireland (NUT)

Asiantaeth Llywodraethwyr Caerffili (heb hawliau pleidleisio)
Mr D Davies

A Swyddogion Priodol



PWYLLGOR CRAFFU ADDYSG GYDOL OES

COFNODION Y CYFARFOD A GYNHALIWYD YN NHŶ PENALLTA, YSTRAD MYNACH
AR DDYDD MAWRTH, 22AIN MAI 2018 AM 5.30PM

YN BRESENNOL:

Cynghorydd D.Havard - Cadeirydd
Cynghorydd C. Andrews - Is-gadeirydd

Cynghorwyr:

C. Andrews, P.J. Bevan, A. Collis, S. Cook, A. Farina-Childs, W. David, D.T. Hardacre,
B. Miles, J.E. Roberts, R. Saralis, J. Simmonds a R. Whiting

Ar y cyd gyda:

K. Cole (Prif Swyddog Addysg), S. Richards (Pennaeth Gwasanaeth Addysg, Cynllunio a
Strategaeth) T. Rawson (Cyfreithiwr) ac E. Sullivan (Uwch Swyddog Gwasanaethau
Pwyllgor).

Hefyd yn Bresennol:

Aelodau Cyfetholedig: Mr D. Davies (Cymdeithas Llywodraethwyr Caerffili), Mr M. Barry a
Mr R. Morgan (Rhiant Lywodraethwyr) Mrs J. Havard a Mrs P.J. Ireland (UCA) a
Mr M. Western (Cynrychiolydd dros Addysg Comisiwn Archdiocesaidd Eglwys Unionged
Rwsia Caerdydd)

Ms. N. Dargie (Pennaeth Ysgol Gynradd Sant Iago), E. Pryce (GCA), G. Wellington (GCA) a
Ms J. Wood (GCA)

1. YMDDIHEURIADAU DROS ABSENOLDEB

Derbyniwyd ymddiheuriadau dros absenoldeb gan Gynghorwyr M.P James, Mrs G. Oliver a
Mrs T. Parry.

2. DATGANIADAU O DDIDDORDEB

Ni chafwyd datganiadau o ddiddordeb ar ddechrau nac yn ystod y cyfarfod.

3. COFNODION - PWYLLGOR CRAFFU ADDYSG GYDOL OES ARBENNIG - 19EG EBRILL 2018

PENDERFYNWYD cymeradwyo cofnodion cyfarfod y Pwyllgor Craffu Addysg Gydol
Oes a gynhaliwyd ar 19eg Ebrill 2018 fel cofnod cywir a'u llofnodi gan y Cadeirydd.

4. COFNODION- PWYLLGOR CRAFFU ADDYSG GYDOL OES - 24AIN EBRILL 2018

PENDERFYNWYD cymeradwyo cofnodion cyfarfod y Pwyllgor Craffu Addysg Gydol Oes a gynhaliwyd ar 24ain Ebrill 2018 fel cofnod cywir a'u llofnodi gan y Cadeirydd.

5. YSTYRIED UNRHYW FATER A GYFEIRIWD AT Y PWYLLGOR CRAFFU YN UNOL Â'R WEITHDREFN GALW I MEWN

Ni chyfeiriwyd unrhyw faterion i'r Pwyllgor Craffu yn unol â'r weithdrefn galw i mewn.

6. ADRODDIAD YR AELOD CABINET

Cyflwynodd y Cynghorydd P. Marsden (Aelod Cabinet dros Addysg a Chyflawniad) ei Datganiad Aelod Cabinet gwanwyn 2018 a dynnodd sylw'r Aelodau at y data sy'n ymwneud ag diarddeliad disgyblion a'i duedd i fyny dros y blynyddoedd diwethaf fel ffordd o amlygu'r rôl y mae angen i CBSC chwarae mewn ysgolion heriol trwy gyrrff llywodraethu a mecanweithiau eraill. Cyfeiriodd Aelod y Cabinet hefyd at y cynnydd a wnaed mewn perthynas â cheisiadau am y Grant Cyfalaf Cyfrwng Cymraeg.

Diolchodd y Cadeirydd i'r Aelod Cabinet am ei hadroddiad.

7. YSTYRIED UNRHYW FATER A GYFEIRIWD AT Y PWYLLGOR CRAFFU YN UNOL Â'R WEITHDREFN GALW I MEWN

Ni chyfeiriwyd unrhyw faterion i'r Pwyllgor Craffu yn unol â'r weithdrefn galw i mewn.

8. BLAENRAGLEN WAITH Y DYFODOL PWYLLGOR CRAFFU ADDYSG GYDOL OES

Cyflwynodd y Swyddog Craffu Dros Dro'r adroddiad a oedd yn amlinellu Blaenraglen Waith y Dyfodol Pwyllgor Craffu Addysg am Oes drafft o fis Mai 2018 hyd at fis Gorffennaf 2018.

Gofynnwyd i'r Aelodau ystyried y rhaglen waith a gwneud unrhyw newidiadau neu gynnig unrhyw eitemau ychwanegol i'w cynnwys ar gyfer cyfarfodydd yn y dyfodol.

Gofynnwyd am eglurhad mewn perthynas â chynigion Band B Ysgolion yr 21ain Ganrif a threfnu'r adroddiad nesaf yn dilyn cau'r broses ymgynghori. Cadarnhaodd y Swyddog y byddai hyn yn un o'r cynigion i'w trafod yng ngweithdy blaenraglen waith y pwyllgor ym mis Gorffennaf. Gofynnodd y Swyddog hefyd i'r Aelodau ystyried unrhyw ychwanegiadau y byddent yn hoffi eu gwneud a'u cyflwyno i'r gweithdy i'w hystyried.

Yn dilyn ystyriaeth a thrafodaeth, cynigiwyd ac eiliwyd bod yr argymhelliad yn yr adroddiad yn cael ei gymeradwyo. Cytunwyd ar hyn yn unfrydol drwy godi dwylo.

PENDERFYNWYD cymeradwyo'r rhaglen waith a atodir i'r adroddiad.

9. ADRODDIADAU'R CABINET

Ni chafodd adroddiad y Cabinet a restrir ar yr agenda ei alw ymlaen i'w trafod yn y cyfarfod.

ADRODDIADAU'R SWYDDOGION

Rhoddwyd ystyriaeth i'r adroddiadau canlynol.

10. CYFLWYNIAD GAN YSGOL GYNRADD SANT IAGO - YSGOLION SY'N ACHOSI PRYDER

Gyda chytundeb y Cadeirydd a chymeradwyaeth y Pwyllgor, cytunwyd i ddwyn yr eitem hon ymlaen ar yr agenda.

Rhoddodd Ms Nikki Dargie, Pennaeth Ysgol Gynradd Sant Iago gyflwyniad yn amlinellu'r ymyriadau a'r broses y bu'n ei hyrwyddo ers ei phenodi er mwyn sicrhau cynnydd a gwelliant cynaliadwy yn yr ysgol.

Manylodd Ms Dargie y meysydd blaenoriaeth ar gyfer gwelliannau a oedd yn cynnwys codi safonau darllen ac ysgrifennu yng Nghyfnod Allweddol 2, gwella presenoldeb a phrydlondeb, datblygu cynllunio'r cwricwlwm, mireinio hunanwerthuso a gwella'r broses gynllunio a datblygu rôl y Llywodraethwr wrth ddarparu her i'r ysgol. Amlinellodd y systemau a roddwyd yn eu lle a nododd y gwelliant a gyflawnwyd a'r ymyriadau a ddefnyddiwyd. Pwysleisiwyd pwysigrwydd gosod targedau cywir fel yr oedd y cymorth a ddarparwyd gan ddyraniad Cynghorydd Her y GCA. Nodwyd bod cyfarfodydd cynllunio ymyriadau misol, ymyrraeth ychwanegol gan Gymorth Ymddygiad a lleoliad SLLA hefyd wedi cyfrannu at lwyddiannau'r ysgolion.

O ran cyfranogiad rhieni, dywedwyd wrth yr Aelodau bod yr ysgol yn hyrwyddo'r rhaglen 'Y gorau allaf fod i mi' ac yn dyfarnu Talebau Argos i rieni fel gwobr i deuluoedd â phlant ble mae eu cyfradd presenoldeb yn 98% neu'n uwch, fel gwobr. Cydnabuwyd cefnogaeth gan Gadeirydd y Llywodraethwyr a nodwyd eu rôl wrth yrru'r newid. Rhoddodd Ms Dargie ar gofnod ei diolch i'r staff a oedd wedi rhoi cryn dipyn o waith i mewn ac roedd yn teimlo bod gosod y cerrig milltir a mesurau clir ac amserau ymateb o ran y camau gweithredu wedi bod yn amhrisiadwy. Roedd cyfathrebu clir a bod yn agored ac yn dryloyw gyda'r holl randdeiliaid wedi bod yn allweddol i'r llwyddiant.

Wrth gloi ei chyflwyniad nodwyd bod Ysgol Gynradd Sant Iago wedi symud allan o Adolygiad ESTYN ddydd lau diwethaf a llongyfarchodd pawb a oedd yn bresennol Ms Dargie am y cyflawniad hwn.

Diolchodd y Cadeirydd i Ms Dargie am ei chyflwyniad a chroesawyd cwestiynau'r Aelodau.

Gofynnwyd am eglurhad ynghylch Ymgynghorwyr Her y GCA a'u perthynas â'r Ysgol. Cadarnhaodd Ms Dargie fod gan yr ysgol 3 ymgynghorydd her wahanol ond nid oedd hyn wedi effeithio ar y cynnydd a wnaed a dywedodd ei bod wedi derbyn mwy na digon o gymorth gan y GCA.

Gofynnwyd am eglurhad pellach o ran y system tracio a ddefnyddiwyd a nodwyd nad oedd y system wreiddiol yn addas ar gyfer y pwrpas ond ers symud i'r model SIMS roedd data cyson wedi'i gynhyrchu ac roedd y fethodoleg hon yn cael ei rannu fel model o arfer da.

Diolchodd y Pwyllgor Craffu Addysg Gydol Oes i Ms Dargie am ei phresenoldeb a dymuno pob llwyddiant iddi ac Ysgol Gynradd Sant Iago yn y dyfodol.

11. GWERTH AM ARIAN 2017/2018 GWASANAETH CYFLAWNI ADDYSG (GCA)

Cyflwynodd Mr Geraint Wellington, Ysgrifennydd Cwmni'r GCA yr adroddiad a gyflwynodd y sefyllfa gwerth rhanbarthol ar gyfer arian GCA a gomisiynwyd yn allanol ar gyfer 2017/2018.

Hysbyswyd yr aelodau nad oedd yr adroddiad yn dadansoddi'r wybodaeth i Fwrdeistref Sirol Caerffili yn fanwl, ond yn hytrach yn canolbwyntio'n gyfan gwbl ar y gwasanaeth rhanbarthol a osodwyd yn erbyn nifer o ganlyniadau mesuradwy.

Nodwyd bod gwerth am arian wedi'i fesur trwy ystyried tri maes penodol: Economi, Effeithlonrwydd ac Effeithiolrwydd ac yn achos dau ddimensiwn arall y GCA wedi eu hymgorffori yn y dadansoddiad sef Ecwiti a Chynaliadwyedd. Cyfeiriwyd yr aelodau at adran 4.3.1 o'r adroddiad a oedd yn manylu ar gasgliadau'r ymgynghorydd allanol. Roedd wedi canfod bod y GCA yn darparu gwerth da am arian oherwydd bod y canlyniadau cyffredinol yn gwella o lefel is o wariant o ganlyniad i adnoddau sy'n cael eu defnyddio'n effeithlon, yn deg ac mewn ffordd gynaliadwy, gyda manteision canlyniadol i ysgolion a disgyblion ar draws y rhanbarth. Roedd Adran 4.3.2 yr adroddiad yn manylu ar y ffordd y lluniwyd y casgliad hwn ac yna cyfeiriwyd yr Aelodau at Atodiad 1 yr adroddiad a oedd yn cynnwys y dystiolaeth a oedd yn sail i'r datganiad hwnnw.

Manylwyd ar sefyllfa ariannol y GCA a nodwyd y gostyngiad yn yr arian craidd a'r cyllid grant. O ganlyniad, roedd cyfanswm yr adnoddau sydd ar gael i'w wario yn 2017-18 yn 7% yn llai nag yn 2016-17 a rhagwelir y byddai 2018-19 yn 12% yn llai nag yn 2016-17. Cyfeiriwyd at y cynnydd yn y gyfradd dirprwyo i ysgolion a'r effaith a gafodd hyn ar incwm gweddilliol. Cyfeiriodd Mr Wellington at dudalennau 37 a 38 yr adroddiad a'r tablau a gynhwyswyd ynddi a oedd yn dangos gwell categoreddio ysgolion ar lefelau ysgolion cynradd ac uwchradd ynghyd â chanlyniadau arolygu ESTYN. Amlinellir effaith tlodi ar berfformiad a nodwyd bod y bwlch rhwng disgyblion CYRH a Dim-CYRH wedi lleihau ar bob lefel er bod CA4 wedi aros yn weddol sefydlog.

O ran gwariant ar gyfer y tymor hir, cadarnhaodd Mr Wellington fod y rhagamcanion yma wedi cael eu rhwystro gan gapasiti a phrydlondeb cyllid grant Llywodraeth Cymru na chafodd ei dderbyn tan ddiwedd y flwyddyn ariannol.

I gloi, dywedwyd wrth yr Aelodau bod gwelliannau mewn cyrhaeddiad nid yn unig yn gyfrifoldeb y GCA, mae Arweinwyr Ysgolion a Chyrff Llywodraethol hefyd â rôl hanfodol i'w chwarae a rhaid iddynt ymgysylltu'n llawn er mwyn i'r rhaglen wella symud yn gyflym. Mae gwerth am arian yn broses barhaus sy'n canolbwyntio ar strategaeth ariannol gadarn ac roedd yr GCA yn gweithio'n dda gyda chonsortia eraill yn hyn o beth.

Diolchodd y Cadeirydd i Mr Wellington am ei adroddiad a chroesawyd cwestiynau'r Aelodau.

Mynegodd yr Aelodau bryder bod y cynnydd ar lefel uwchradd yn dal yn rhy araf ac yn rhy amrywiol. Cadarnhaodd Mr E. Pryce fod y GCA yn cydnabod yr amrywiaeth yn y cyfnod allweddol hwn a'r gwaith sydd i'w wneud er mwyn sicrhau gwydnwch ysgolion ar lefel TGAU. Mynegwyd pryderon pellach mewn perthynas â'r gostyngiad mewn perfformiad o Gynradd i Uwchradd o ystyried y perfformiad rhagorol yn y cyfnod sylfaen a CA2.

Eglurwyd y ffactorau lluosog sy'n effeithio ar welliant a nodwyd eu bod yn anodd eu rhagfynegi ond roedd yr Aelodau o'r farn nad oedd gwelliant ar gyflymder ddigon cyflym a lle roedd cyflawniadau, nid oedd yn ymddangos yn gynaliadwy.

Gofynnwyd am eglurhad mewn perthynas â lefelau staffio llai a pha effaith y cafodd hyn ar ddarpariaeth gwasanaethau, yn bennaf o ran ymygynhorwyr her. Mynegodd yr Aelodau eu rhwystredigaeth nad oedd data penodol Caerffili wedi'i gynnwys yn yr adroddiad.

O ran lefelau staff, eglurwyd natur swyddi cywerthedd amser llawn a chynghorwyd yr Aelodau, gan fod y GCA yn sefydliad rhanbarthol, bod ei sefyllfa gwerth am arian wedi'i werthuso yn rhanbarthol ac felly fe'i cyflwynwyd fel portread rhanbarth i Aelodau ystyried.

Gofynnodd yr Aelodau a oedd unrhyw ysgolion wedi penderfynu peidio â chymryd cymorth y GCA a pha gefnogaeth y gallent ei ddisgwyl pe na bai trwy'r GCA. Cadarnhaodd y Prif

Swyddog Addysg lle roedd hyn wedi digwydd y byddai cyfarfodydd yn digwydd gyda'r ysgol er mwyn darganfod manylion y penderfyniad a byddai'r Corff Llywodraethol yn cael ei gynghori.

Mynegodd yr Aelodau bryder na allent wneud dyfarniad penodol o ran gwerth am arian gan nad oedd gan y GCA gystadleuydd yn y farchnad y gellid tynnu cymhariaeth ohoni a mynegi pryder unwaith eto am ddiffyg data penodol Caerffili.

Eglurwyd y byddai dadansoddiad gwasanaeth yn dasg anodd ei chwblhau wrth i'r GCA weithredu ar ôl troed rhanbarthol ac felly dadansoddodd ei ganlyniadau yn rhanbarthol. Cyfeiriodd Mr Wellington at y diffyg ymateb gan Aelodau mewn perthynas â'r Cynllun Busnes ac atgoffodd y pwyllgor eu bod yn gweithio mewn partneriaeth â'r awdurdod lleol.

Yn dilyn ystyriaeth a thrafodaeth, cynigiwyd ac eiliwyd bod yr argymhelliad yn yr adroddiad yn cael ei gymeradwyo yn amodol ar gynnwys pryderon Aelodau ynghylch diffyg cynnydd ar lefel uwchradd.

Yna, symudwyd ac eiliwyd gwelliant, heb ddata penodol Caerffili, na all yr Aelodau benderfynu bod y gwerth am arian wedi'i gyflawni ac y dylid cynnwys y data hwn o fewn adroddiadau yn y dyfodol. Trwy ddangos dwylo ac wrth nodi bod 1 yn erbyn ac 1 yn ymatal, cytunwyd ar hyn gan y mwyafrif yn bresennol a chafodd y newid ei ddatgan i symud ymlaen.

PENDERFYNWYD na allai'r Pwyllgor Craffu Addysg Gydol; Oes benderfynu a oedd GAA wedi'i gyflawni heb ddata penodol Caerffili a gofynnodd i hyn gael ei gynnwys mewn unrhyw adroddiadau GAA yn y dyfodol.

12. PROTOCOL GWASANAETHAU CYFLAWNI ADDYSG CYTUN YSGOLION ANAFWYD(GCA) A RHEOLI PERTHYNAS RISG

Cyflwynodd Mr Ed Pryce'r adroddiad a roddodd wybod i'r Aelodau am y Protocol Cytûn Ysgolion Anafwyd gan Ganolfan De-ddwyrain Cymru ar gyfer Addysg a Hyfforddiant Athrawon a Phroses y Gofrestr Risg ategol.

Mae'r Protocol Canolfan De-ddwyrain Cymru ar gyfer Addysg a Hyfforddiant Athrawon, Ysgolion Sy'n Achos Pryder yn seiliedig ar arweiniad ac mae'n adlewyrchu'r Model Cenedlaethol ar gyfer Gwella Ysgolion. Mae'n darparu dull cyson o sicrhau bod cefnogaeth a her briodol wedi cael ei darparu i sicrhau'r gwelliant angenrheidiol. Amlinellwyd y fethodoleg ar gyfer sefydlu a chynnal cofrestr risg ac esboniwyd y broses ffurfiol ar gyfer y protocol. Nodwyd pe bai ysgol yn cael ei roi ar y gofrestr, hysbysir y Pennaeth a'r Corff Llywodraethol yn ysgrifenedig, mae'r llythyr hwn yn nodi'r rhesymau dros gynhwysiad a'r cynllun cefnogi ac ymyrraeth a gychwynnir er mwyn gyrru perfformiad ymlaen. Yna bydd yr awdurdod lleol mewn partneriaeth â'r GCA yn gweithio gyda'i gilydd i bennu amserlen ar gyfer yr adolygiad a'r gwerthusiad, a'r gweithgaredd ysgol ddilynol sy'n ofynnol mewn ymgynghoriad llawn gyda'r ysgol.

Yna caiff y gofrestr ei adolygu bob tymor gan Uwch Swyddogion a byddai'r cynnydd hefyd yn cael ei drafod mewn cyfarfodydd gyda'r Aelod Cabinet dros Fwrdd Addysg a Gwella Addysg. Pwysleisiodd Mr Pryce na ellir priodoli'r cynnydd a wneir gan ysgolion yn unig i waith partneriaid eraill y GCA sy'n chwarae rhan bwysig, yn enwedig arweinwyr yr ysgol a chyrrff llywodraethu sy'n ffactor allweddol wrth sicrhau gwelliant ysgol.

Cyfeiriwyd yr aelodau at y tabl yn adran 4.10 yr adroddiad a oedd yn manylu ar y gofrestr risgiau fel y'i cyflwynwyd i'r cyfarfod diwethaf o Uwch Swyddogion ALI a'r GCA. Nodwyd bod yr ysgol Idris Davies newydd wedi'i osod yn y categori Amber yn syml i sicrhau bod digon o gymorth mewn lle yn ystod y broses drosglwyddo. Yna cyfeiriwyd yr aelodau at y tablau yn Nhudalen 50 y pecyn a oedd yn dangos sefyllfa ysgolion cynradd ac uwchradd mewn perthynas ag un pennawd penodol allweddol ar berfformiad ar un ar bresenoldeb ar gyfer pob un o'r 3 blynedd diwethaf.

Diolchodd y Cadeirydd i Mr Pryce am ei adroddiad a chroesawyd cwestiynau'r Aelodau.

Cyfeiriodd yr Aelodau at gynnwys Ysgol Idris Davies o fewn y gofrestr risgiau a gofynnodd am eglurhad a ellid defnyddio dangosydd ar wahân ar gyfer ysgolion newydd yn hytrach na'u rhoi o fewn dangosydd oren. Esboniodd Ms Julie Wood, Prif Ymgynghorydd Her Caerffili mai system gategoreiddio genedlaethol oedd hon ac nid oedd yn label o lwyddiant neu fethiant, ond yn hytrach dynodwr lefel y gefnogaeth sydd ei angen a bod stori unigol y tu ôl i'r dangosyddion data. Cadarnhaodd y byddai'r GCA, yr ALL a'r ysgol wedi cytuno ar y lefel o gefnogaeth sydd ei angen er mwyn gwneud cynnydd.

Sicrhaodd Mr Price'r Aelodau mai dim ond i sicrhau bod gan yr ysgol newydd gefnogaeth ddigonol i'w gymryd trwy'r broses drosglwyddo, pecyn ôl-ofal o fathau yn ystod cyfnodau cynnar datblygiad ac integreiddio ysgol newydd. Byddai Ymgynghorwyr Her a Mentoriaid yn rhan o'r pecyn cymorth a roddir o amgylch ysgolion newydd.

Gofynnodd yr Aelodau a fyddai'n bosibl sicrhau rhyw fath o adborth gan ysgolion newydd o ran gwersi a ddysgwyd o Gwm Rhymini, Ysgol Uwchradd Islwyn ac Idris Davies.

Anogodd y Prif Swyddog Addysg yr Aelodau i gadw ymdeimlad o gymesuredd o gwmpas y dangosyddion a phwysleisiodd mai dim ond 2 ysgol oedd mewn categoreiddio coch ond cytunodd nad oedd cynnydd ar lefel uwchradd yn symud ar gyflymder ddigon cyflym. O fewn y dangosyddion hyn roedd arwyddion da o sut y gellir cyflawni gwelliant pan oedd pawb yn gweithio gyda'i gilydd.

Mynegwyd pryderon ynghylch recriwtio Penaethiaid yn enwedig pan oedd arweinyddiaeth yn chwarae rhan mor bwysig o wella a chynnal cynnydd.

Cadarnhawyd bod cyfleoedd Datblygu Arweinwyr yn cael eu harchwilio a bod model dysgu proffesiynol yn cael ei ystyried er mwyn datblygu a chynnal potensial arweinyddiaeth yn y dyfodol. Cyfeiriwyd hefyd at Gymhwyster Cenedl ar gyfer Prifathrawiaeth a derbyniwyd pwysigrwydd cynllunio wrth gefn.

Ar ôl ystyried yr adroddiad yn llawn, fe'i symudwyd ac eiliwyd bod yr argymhellion yn adroddiad y Swyddog yn cael eu cymeradwyo a thrwy godi dwylo cytunwyd yn unfrydol.

PENDERFYNWYD ;

- (i) nodi'r adroddiad a sylwadau'r Aelodau ar yr adroddiad;
- (ii) Nododd yr Aelodau'r prif gryfderau a'r meysydd i'w datblygu yn ysgolion Caerffili.

13. BLAENORIAETHAU'R GYFADRAN ADDYSG A DYSGU GYDOL OES AR GYFER 2018 I 2023

Cyflwynodd Mrs S. Richards, Pennaeth Gwasanaeth, Cynllunio a Strategaeth Addysg yr adroddiad a oedd yn manylu ar flaenoriaethau'r Gyfadrn Addysg ar gyfer 2018 i 2023.

Nodwyd bod y gyfadrn wedi nodi 6 blaenoriaeth a amlinellwyd yn adran 4.3 yr adroddiad, nodwyd y rhain i gynnwys: codi safonau, cyflwyno'r rhaglen Ysgolion 21ain Ganrif, EOTAS, codi presenoldeb, cynhwysiad ac anghenion dysgu ychwanegol a lleihau'r effaith o dlodi. O'r rhain, cynigiwyd 8 blaenoriaeth gwasanaeth a chyfeiriwyd yr Aelodau at adran 4.5 yr adroddiad a'r siart yn Atodiad B. Nodwyd y blaenoriaethau craidd a fydd yn sail i waith llwyddiannus y Gyfadrn fel diogelu, cynllunio ariannol tymor canolig a gweithlu'n dda, a bod yn ddatblygiad proffesiynol parhaus.

Diolchodd y Cadeirydd i'r Swyddog am yr adroddiad a chroesawyd cwestiynau'r Aelodau.

Cyfeiriodd Aelod y posibilrwydd o gysylltiadau rhwng cludiant a phresenoldeb ac a fyddai polisi cludiant yn cynorthwyo yn y maes hwn. Cytunodd y swyddogion i fynd â hyn ymlaen at Reolwr Peirianeg Priffyrdd mewn perthynas â chysylltiadau cludiant cyhoeddus. Nodwyd nad oedd ESTYN yn derbyn cludiant fel esgus am lefelau presenoldeb gwael. Tybir yr aelodau, o ran gwella presenoldeb, ymchwiliwyd pob dull gan bob ysgol gan gynnwys gweithio gyda theuluoedd a phlant. Er enghraifft, gweithio gyda phlant i gael gwared ar ofn o gyrraedd yn hwyr a chytunwyd y byddai yna rywbeth newydd i'w geisio bob tro.

Yn dilyn ystyriaeth a thrafodaeth, cynigiwyd ac eiliwyd bod yr argymhelliad yn yr adroddiad yn cael ei gymeradwyo. Cytunwyd ar hyn yn unfrydol drwy godi dwylo.

PENDERFYNWYD cytuno ar Flaenoriaethau'r Cyfarwyddwr Addysg a Dysgu Gydol Oes ar gyfer 2018 i 2023.

Terfynwyd y cyfarfod am 7.40pm.

Wedi'i gymeradwyo fel cofnod cywir ac yn ddarostyngedig i unrhyw ddiwygiadau neu gywiriadau a gytunwyd a'u cofnodwyd yng nghofnodion y cyfarfod a gynhaliwyd ar 3ydd Gorffennaf 2018 fe'u llofnodwyd gan y Cadeirydd.

CADEIRYDD

Gadewir y dudalen hon yn wag yn fwriadol



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 3RD JULY 2018

SUBJECT: EDUCATION FOR LIFE SCRUTINY COMMITTEE FORWARD WORK PROGRAMME

REPORT BY: CORPORATE DIRECTOR - SOCIAL SERVICES AND HOUSING

1. PURPOSE OF REPORT

1.1 To report the Education for Life Scrutiny Committee Forward Work Programme.

2. SUMMARY

2.1 Forward Work Programmes are essential to ensure that Scrutiny Committee agendas reflect the strategic issues facing the Council and other priorities raised by Members, the public or stakeholders.

3. LINKS TO STRATEGY

3.1 The operation of scrutiny is required by the Local Government Act 2000 and subsequent Assembly legislation. The Forward Work Programmes contribute to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016 by ensuring there is an effective scrutiny function and that council policies are scrutinised against the following goals:

- A prosperous Wales
- A resilient Wales
- A healthier Wales
- A more equal Wales
- A Wales of cohesive communities
- A Wales of vibrant culture and thriving Welsh language
- A globally responsible Wales

4. THE REPORT

4.1 The Education for Life Scrutiny Committee forward work programme includes all reports that were identified at the scrutiny committee meeting on 22nd May 2018 and workshop held on 18th June 2018. The work programme outlines the reports planned for the period July to April 2019.

4.2 The forward work programme is made up of reports identified by officers and members and has been prioritised into three priority areas, priority 1, 2 or 3. Members are asked to consider the work programme alongside the cabinet work programme and suggest any changes before it is published on the council website. Scrutiny committee will review this work programme at every meeting going forward alongside any changes to the cabinet work programme or report requests.

4.3 The Education for Life Scrutiny Committee Forward Work Programme is attached at Appendix 1. The Cabinet Forward Work Programme is attached at Appendix 2.

5. WELL-BEING OF FUTURE GENERATIONS

5.1 This report contributes to the well-being goals as set out in links to strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in that by ensuring the scrutiny function is effective when reviewing services and policies and ensure it considers the wellbeing goals.

6. EQUALITIES IMPLICATIONS

6.1 There are no specific equalities implications arising as a result of this report.

7. FINANCIAL IMPLICATIONS

7.1 There are no specific financial implications arising as a result of this report.

8. PERSONNEL IMPLICATIONS

8.1 There are no specific personnel implications arising as a result of this report.

9. CONSULTATIONS

9.1 There are no consultation responses that have not been included in this report.

10. RECOMMENDATIONS

10.1 That Members consider any changes and agree the final forward work programme prior to publication.

11. REASONS FOR THE RECOMMENDATIONS

11.1 To improve the operation of scrutiny.

12. STATUTORY POWER

12.1 The Local Government Act 2000.

Author: Catherine Forbes-Thompson Interim Head of Democratic Services
Consultees: Keri Cole, Chief Education Officer

Appendices:
Appendix 1 Education for Life Scrutiny Committee Forward Work Programme
Appendix 2 Cabinet Work Programme

Education for Life Scrutiny Committee Forward Work Programme – May 2018 – April 2019			
Meeting Date: 3rd July 2018			
Subject	Purpose	Key Issues	Witnesses
Wellbeing Objectives 2017-18 Review	To consult with Members in reviewing the impact of the Wellbeing Objective	<ul style="list-style-type: none"> • Impact of actions taken • Ways forward • Updated Safeguarding Position 	<ul style="list-style-type: none"> • Sarah Mutch • Parent Network Representative
Estyn School Inspections			

Education for Life Scrutiny Committee Forward Work Programme – May 2018 – April 2019			
Meeting Date: 25th September 2018			
Subject	Purpose	Key Issues	Witnesses
Education Strategy	To consult with Members on the draft Education Strategy produced by Caerphilly Learning Partnership.	<ul style="list-style-type: none"> • Ownership • Audience • Stakeholder report 	John Kendall, Headteacher, Risca Comprehensive
Self Evaluation	Update members on the LA self evaluation process in line with revised Estyn Inspections.	<ul style="list-style-type: none"> • How has the self evaluation process changed? • What is the timetable for monitoring and evaluation through the year? • How have all stakeholders engaged with the self evaluation process? • Areas for improvement and link to Service Improvement Plans 	Paul Warren
Foundation Phase – Key Stage 3			Caerphilly Learners Partnership Representative

Education for Life Scrutiny Committee Forward Work Programme – May 2018 – April 2019			
Meeting Date: 6th November 2018			
Subject	Purpose	Key Issues	Witnesses
21 st Century Schools Programme			
Pontllanfraith Primary SRB			
Federation of Schools			Headteacher from affected School.

Education for Life Scrutiny Committee Forward Work Programme – May 2018 – April 2019			
Meeting Date: 8th January 2019			
Subject	Purpose	Key Issues	Witnesses
Youth Forum Priorities			Youth Forum Representatives
Performance Key Stage 4 and 5			
Flexibility Funding			Sarah Mutch

Education for Life Scrutiny Committee Forward Work Programme – May 2018 – April 2019			
Meeting Date: 19th February 2019			
Subject	Purpose	Key Issues	Witnesses
EAS Business Plan			EAS
WESP			
Capital Programme			

Education for Life Scrutiny Committee Forward Work Programme – May 2018 – April 2019			
Meeting Date: 2nd April 2019			
Subject	Purpose	Key Issues	Witnesses
Performance Management			
Wellbeing Objectives			
Progress Towards Targets - EAS			EAS

Meeting Date: to be confirmed			
Subject	Purpose	Key Issues	Witnesses
Review of Provision for Most Vulnerable Learners	To consult with Members on the outcome of the recent review and the options.	<ul style="list-style-type: none"> • Quality provision • Value for money • Exclusions • Outcomes 	Head Teacher Keri Cole – Chief Education Officer
Youth Review		<ul style="list-style-type: none"> • 	
Additional Support Delegation		<ul style="list-style-type: none"> • 	
SRB Funding		<ul style="list-style-type: none"> • 	
Safeguarding – Member Request		<ul style="list-style-type: none"> • 	

Education for Life Scrutiny Committee Forward Work Programme
APPENDIX 1

Attendance and Exclusions		•	
Performance Measures 2019 onwards		•	
Notice of Motion – Sanitary Products- Period Poverty		•	
Regional Groups – Request by Chair		•	

Cabinet Forward Work Programme (Scrutiny)

APPENDIX 2

27TH JUNE 2018	Key Issues	Service Area
Draft Sport and Active Recreation Strategy 2019-29	To Seek Cabinet approval to go out to Consultation.	R. Hartshorn
Provisional Outturn for 2017/18.	The report will provide Cabinet with details of the provisional revenue budget outturn for the 2017/18 financial year prior to the annual audit by the Authority's External Auditors Grant Thornton.	S. Harris

11TH JULY 2018	Key Issues	Service Area
Federation of Schools	To seek cabinet approval to move to formal consultation, in partnership with each Governing Body, for the federation of the following groups of school: Park Primary School and Gilfach Fargoed Primary School. Fleur de Lys Primary School and Pengam Primary School Bedwas Junior School and Rhydri primary School Ynysddu Primary School and Cwmfelinfach Primary School	S. Richards
Band A 21st Century Schools Underspend – Allocation of Funding		S. Richards,
Corporate Risk Register.	To provide an update of the Corporate Risk Register in accordance with the Council's Risk Management Strategy. The updated Corporate Risk Register (CRR) is presented to Audit Committee so there is opportunity for the Committee to satisfy itself that appropriate arrangements are in place for the council's risk management processes to be regularly and robustly monitored and scrutinised.	Public Protection
Decriminalisation of Parking Proposals (Stage 2).	To confirm the full scope for CPE implementation, timescale, how any related issues are to be addressed, further delegations required and what level of public engagement is appropriate.	M. Lloyd
Home Loans Report		S. Couzens

25TH JULY 2018	Key Issues	Service Area
Draft Caerphilly Home Asset Management Strategy		Housing
Hackney Carriage Fare	To consider the Tariff of fares for Hackney Carriages recommended by the Taxi and	Public Protection

Cabinet Forward Work Programme (Scrutiny)

APPENDIX 2

Increase/Amendment	General Licensing Committee, approve publication and give delegated powers to the Taxi and General Committee to consider any objections and set the tariff.	
19TH SEPTEMBER 2018	Key Issues	Service Area
Air Quality Options Appraisal.		Public Protection
Strategic Equality Plan – Annual Monitoring and Improvement Report 2017-2018.	To update Members on the progress made during the financial year 2017/18 against targets in the Council's current Strategic Equality Plan and seek Cabinet approval for submission of the annual monitoring and improvement reports to the relevant commissions before the deadline dates.	Policy
Future Lighting and Energy Saving Proposals	To consider options available to achieve street lighting energy savings that could contribute to the Medium Term Financial Plan and mitigate energy cost increases	M. Lloyd
3RD OCTOBER 2018	Key Issues	Service Area
Council's Annual Report for 2017/18	To present to Cabinet the Authority's Annual Self-Assessment for 2017/18 to seek the views and approval prior to publication by 30th October 2018.	Policy
Strategy for the disposal of selected Land with Residential Development potential	The report seeks Cabinet approval for the strategy for the disposal of five key medium to large parcels of land all of which are suitable for residential re-development.	Property Services
14TH NOVEMBER 2018	Key Issues	Service Area
Draft Sport and Active Recreation Strategy 2019-29	To seek Cabinet's endorsement of the Draft Sport and Leisure Strategy.	Public Protection
Town Centre Events Programme.	To seek Cabinet approval for revision of the Council's current Town Centre Management model.	R. Kyte
Draft Budget Proposals for 2019/20	This report will seek Cabinet endorsement of draft budget proposals for the 2019/20 financial year based on the Provisional Local Government Financial Settlement. This will then allow for a period of consultation prior to consideration of final 2019/20 budget proposals by Cabinet and Council in February 2019.	N. Scammell

Cabinet Forward Work Programme (Scrutiny)

APPENDIX 2

28TH NOVEMBER 2018	Key Issues	Service Area
Whole Authority Mid-Year Revenue Budget Monitoring Report 2018/19	The report will provide details of projected Whole-Authority revenue expenditure for the 2018/19 financial year along with details of any significant issues arising. The report will also update Cabinet on progress in delivering the approved savings for 2018/19.	N. Scammell
12TH DECEMBER 2018	Key Issues	Service Area
Council Tax Base 2019/20	The report provides details of the Council Tax base for 2019/20 for tax setting purposes and the collection percentage to be applied.	N. Scammell
30TH JANUARY 2019	Key Issues	Service Area
Update on Reserves	To present details of the usable reserves held by the Authority and to outline proposals for the use of reserves in some areas.	N. Scammell

Cabinet Forward Work Programme (Scrutiny)

APPENDIX 2

30TH JANUARY 2019	Key Issues	Service Area
Update on Reserves	To present details of the usable reserves held by the Authority and to outline proposals for the use of reserves in some areas.	N. Scammell
Housing Revenue Account Charges 2019/20	To present details of proposed increases in rent charges for the 2019/20 financial year.	N. Scammell

13TH FEBRUARY 2019	Key Issues	Service Area
Budget Proposals 2019/20 and Medium-Term Financial Strategy 2019/2024	This report will seek Cabinet endorsement of final budget proposals for the 2019/20 financial year prior to them being presented to Council on the 21 st February 2019.	N. Scammell



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 3RD JULY 2018

SUBJECT: SUMMARY OF ESTYN INSPECTION OUTCOMES UNDER THE NEW COMMON INSPECTION FRAMEWORK (CIF) – SEPT 2017 TO MAY 2018

REPORT BY: SERVICE STRATEGIC AND POLICY LEAD, EDUCATION ACHIEVEMENT SERVICE (EAS) AND CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

- 1.1 To inform Members of the judgements made by Estyn inspection teams of Caerphilly schools for the academic year 2017-2018 (where published) and provide a summary of Caerphilly schools' inspection judgements since the introduction of the new Common inspection Framework in September 2017.
- 1.2 To seek Members' views on the Estyn outcomes and make appropriate comments and recommendations.

2. SUMMARY

- 2.1 The schools included in this report were inspected during the Autumn and Spring Terms, 2017-18. Each of them was inspected under the arrangements for inspections that came into effect on 1 September 2017.
- 2.2 The report identifies the schools and the dates on which the inspections took place, together with the outcomes where available.

3. LINKS TO STRATEGY

- 3.1 The recommended course of action contributes to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016:
 - A prosperous Wales
 - A resilient Wales
 - A more equal Wales
 - A Wales of vibrant culture and thriving Welsh language
 - A globally responsible Wales.

4. THE REPORT

BACKGROUND

Estyn Inspection Framework (Sept 2010 to August 2017)

4.1 From September 2010 to July 2017 all schools in Wales were inspected under a Common Inspection Framework (CIF). This judged schools under 3 Key Questions, comprising 10 Quality Indicators. The framework asked the reporting inspector leading a team to provide judgements on the following:

4.2 Summary:

- overall judgement on the school's current performance
- overall judgement on the school's prospects for improvement

4.3 Main findings: for the 3 Key Questions (KQ) and 10 Quality Indicators (QI):

KQ 1: How good are outcomes?

QI 1.1: standards

QI 1.2: wellbeing

KQ 2: How good is provision?

QI 2.1: learning experiences

QI 2.2: teaching

QI 2.3: care, support and guidance

QI 2.4: learning environment

KQ 3: How good are leadership and management?

QI 3.1: leadership

QI 3.2: improving quality

QI 3.3: partnership working

QI 3.4: resource management

4.4 Each of these were then judged on the following scale:

- Excellent
- Good
- Adequate
- Unsatisfactory

4.5 If a school received any judgement which was "Unsatisfactory" or "Adequate" there were 4 categories of follow up activity:

- Local Authority follow up
- Estyn follow up
- Requiring significant improvement (SI)
- Requiring special measures (SM)

New Estyn Common Inspection Framework (Sept 2017 onwards)

4.6 From September 2017 schools in Wales are inspected under a new Common Inspection Framework (CIF). This judges schools under 5 Inspection Areas (IA):

1. Standards
2. Wellbeing and attitudes to learning
3. Teaching and learning experiences
4. Care, support and guidance
5. Leadership and management.

4.7 There is no separate judgement on current performance and prospects for improvement. The previous 4-point judgement scale remains, but its wording has been amended to focus on actions to be taken to support improvement:

- Excellent – Very strong, sustained performance and practice
- Good – Strong features, although minor aspects may require improvement
- Adequate **and needs improvement** – Strengths outweigh weaknesses, but important aspects require improvement
- Unsatisfactory and needs urgent improvement – Important weaknesses outweigh strengths

4.8 There are now 3 follow-up categories of support, as Local Authority monitoring has ceased as an Estyn category. The last two remain as statutory categories:

- Estyn Review
- Significant Improvement
- Special Measures

Estyn Inspection Framework (Sept 2010 to August 2017) – Schools Removed from monitoring

4.9 The following schools that were placed in a monitoring category as under the old Estyn framework were removed from Estyn monitoring e/ Significant Improvement either in the final year of the ‘old’ framework’ or the first year of the new framework.

School	Inspection follow-up category	Date of inspection	Date removed
Risca Comprehensive	Estyn monitoring	Mar-14	Nov-16
St Martin's Comprehensive	Significant Improvement	Apr-14	Sep-16
Hengoed Primary	Estyn monitoring	Oct-14	Nov-16
Lewis Girls Comprehensive	Estyn monitoring	Nov-14	May-18
Upper Rhymney Primary	Estyn monitoring	Nov-14	Dec-16
Rhymney Comprehensive	Estyn monitoring	Apr-15	Nov-16
Park Primary	Significant Improvement	Apr-15	Oct-17
Tir y Berth Primary	Estyn monitoring	Sep-15	Dec-16
Ty Sign Primary School	Estyn monitoring	Nov-15	Feb-17
Blackwood Comprehensive	Estyn monitoring	Nov-15	Nov-17
Pantside Primary	Estyn monitoring	Feb-16	May-17
St James Primary	Estyn monitoring	May-16	May-18

4.10 The following school, inspected in May 2017, remains in a monitoring category:

School	Inspection follow-up category	Date of inspection
Bedwas High	Special Measures	May-17

Evaluation of Judgements from September 2017 – March 2018 (where published)

4.11 Comparisons over time with the previous framework are not possible, given that there is no overall judgement and there are 5 Inspection Areas, instead of 3 Key Questions. It is also to be noted that a relatively small sample of judgements are available at the time of writing (8 in total, comprising 7 primary and 1 Secondary, with a further 3 schools who are awaiting publication of reports). Across the region a total of 26 schools have had inspection reports published (19 primary, 6 secondary and 1 PRU). Estyn have not yet published any national summary information.

4.12 The following Caerphilly schools have been inspected since September 2017, under the New Framework.

School	National Categorisation (at time of inspection)	Date of Inspection	IA1	IA2	IA3	IA4	IA5	Follow-up Category
Ysgol Penalltau	Yellow	Oct-17	Good	Good	Good	Good	Good	PIAP
Abercarn Primary	Green	Nov-17	Good	Good	Good	Good	Good	Good
Hendre Junior	Green	Nov-17	Good	Good	Good	Good	Good	PIAP
Llanfabon Infants	Yellow	Nov-17	Adequate	Adequate	Adequate	Adequate	Unsatisfactory	SI
Lewis School Pengam	Amber	Jan-18	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn
Penllwyn Primary	Yellow	Jan-18	Good	Good	Good	Good	Good	PIAP
Greenhill Primary	Yellow	Feb-18	Good	Good	Good	Good	Good	PIAP
Ysgol Gymraeg Trelyn	Green	Mar-18	Good	Good	Good	Good	Good	PIAP
Maesycwmmmer Primary	Green	Apr-18	Inspection has taken place, however the report has not yet been published.					
White Rose Primary	Yellow	Apr-18						
Ty Isaf Infants	Yellow	Apr-18						
Heolddu Comprehensive	Amber	May-18						

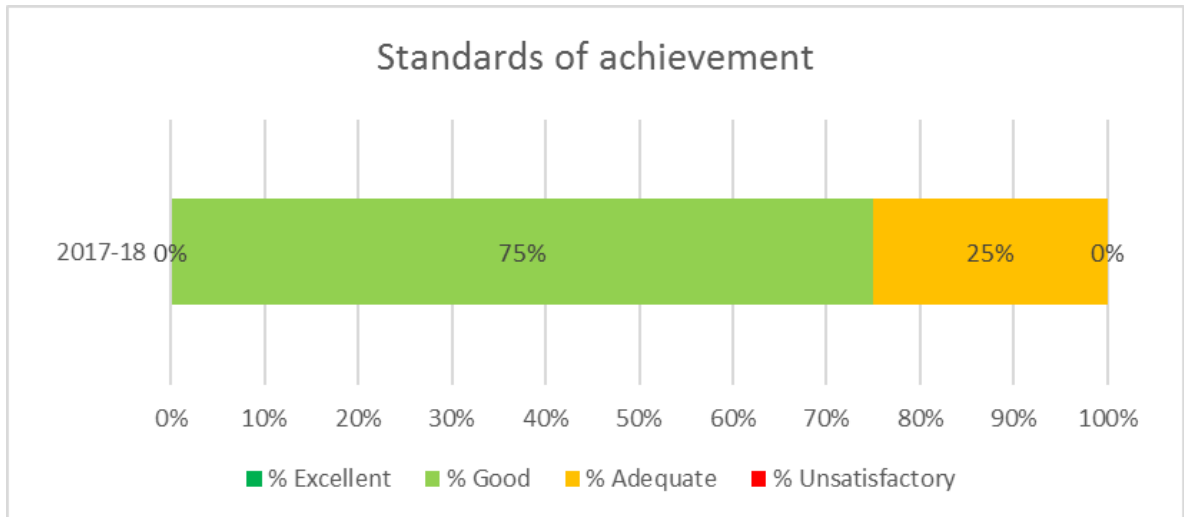
4.13 Key: Please note the following colour coding used in the columns related to each Inspection Area.

Excellent
Good
Adequate and needs improvement
Unsatisfactory and needs urgent improvement

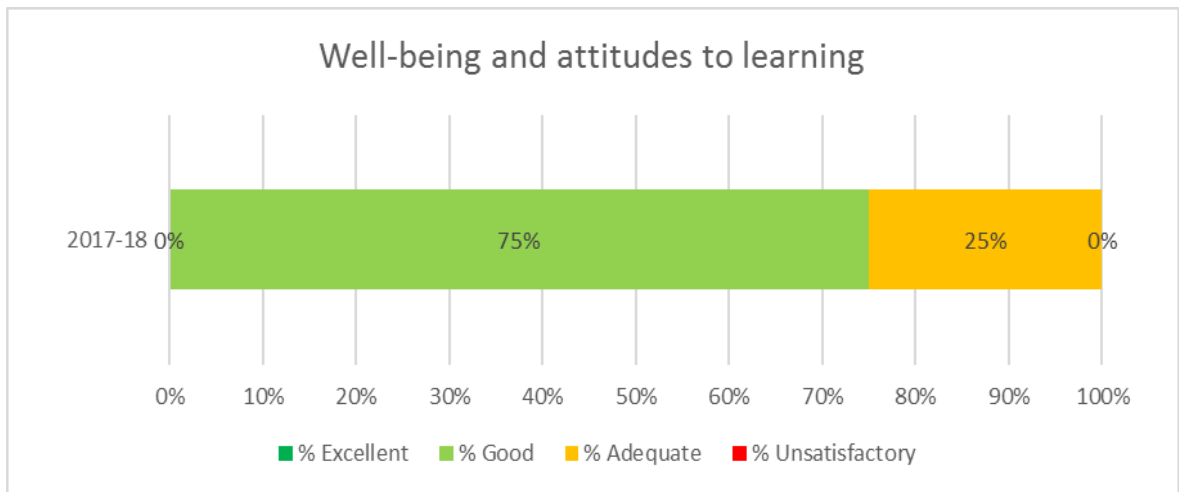
4.14 The following charts give a summary of judgements for each of the 5 Inspection Areas in Caerphilly. Please note that for each Caerphilly chart approximately 12.5% is the equivalent of one school. Not all charts will add up to 100% due to rounding to 0 decimal places.

4.15 The charts below are for all schools combined, given that only 1 secondary school has had a report published. Given the very small number of published reports, comparison with the region is not statistically valid, and comparison with Wales as a whole is not possible, as the data has not yet been published in summary form

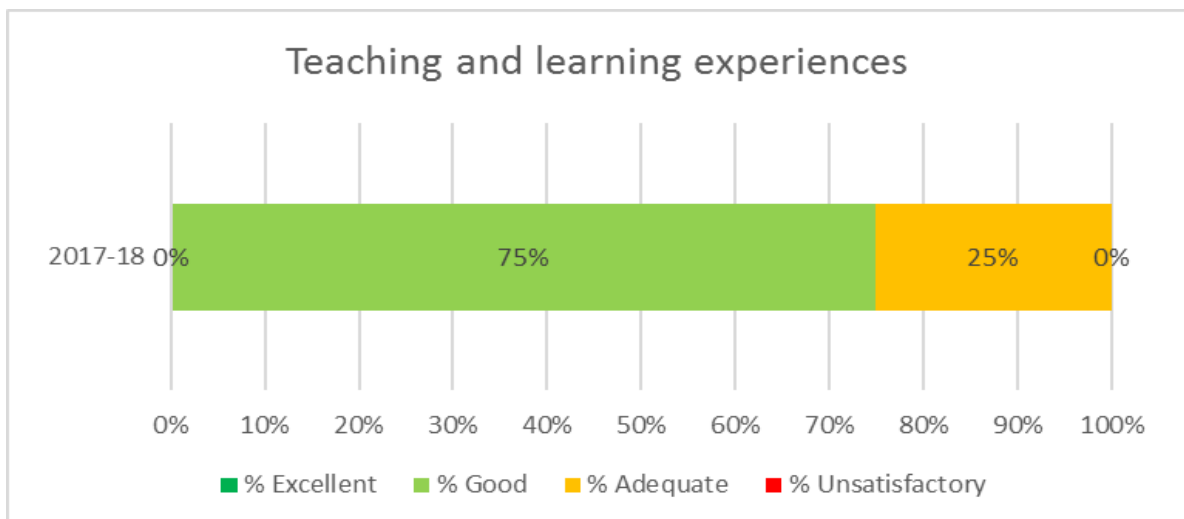
4.16 Inspection Area 1



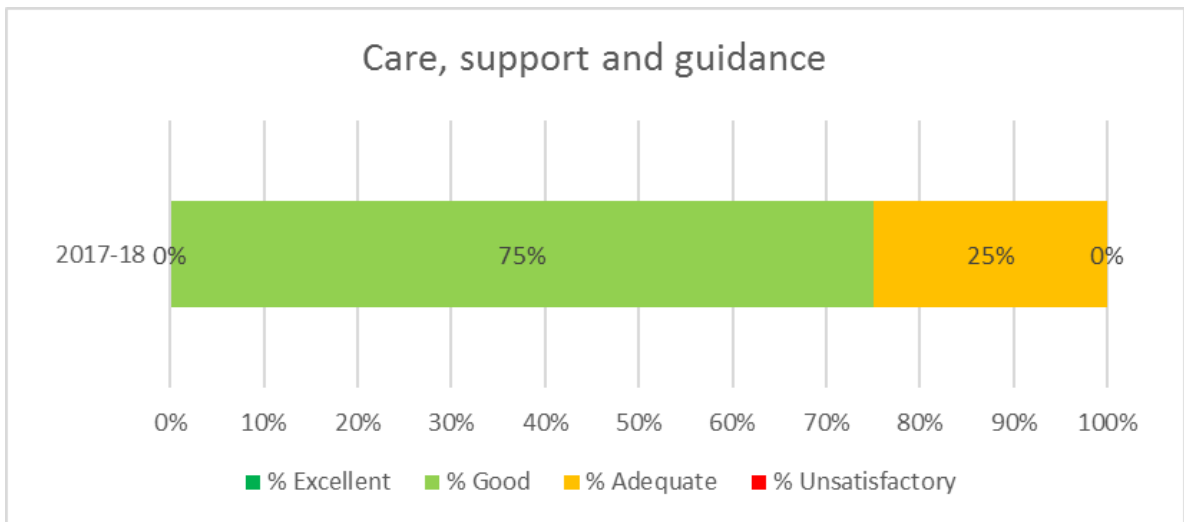
4.17 Inspection Area 2



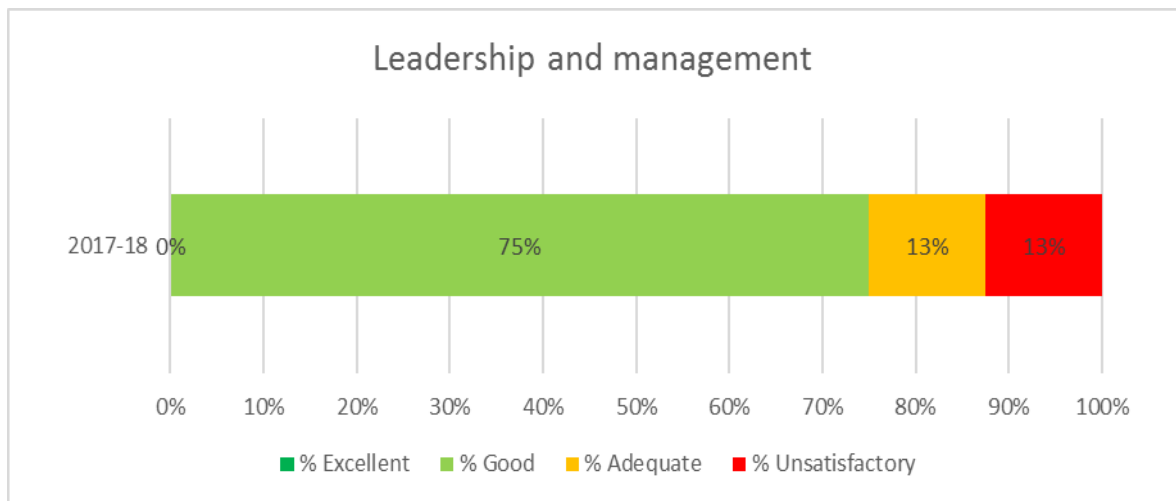
4.18 Inspection Area 3



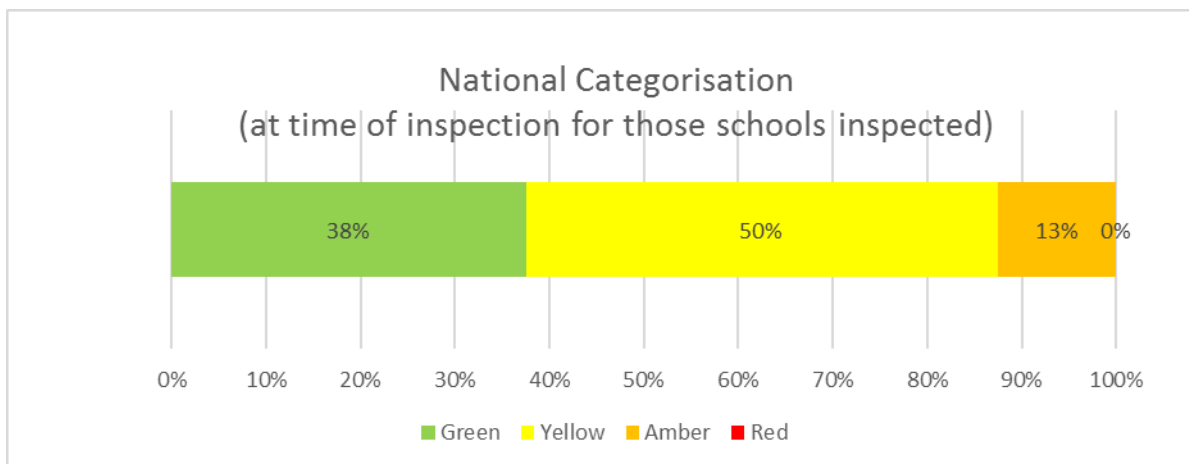
4.19 Inspection Area 4



4.20 Inspection Area 5



4.21 National Categorisation



- 4.22 When Estyn Inspection Judgements for IA5 are compared with National Categorisation, there is one school out of alignment (Llanfabon Infants, which was Yellow for support, but Unsatisfactory for Leadership and Management). Of the other schools that were categorised as either Yellow or Green for support all were judged to be Good for IA5. The remaining school was Amber for National Categorisation and judged to be Adequate for Leadership.
- 4.23 Estyn inspections of schools are informative for the LA and the EAS in a number of ways. Although they report on a school in a specified period of time, they can be helpful in confirming that the school is receiving appropriate support and challenge and triangulate judgements which have been made prior to the inspection. Where schools are a cause for concern, recommendations made by Estyn will be the focus for intervention and the tracking of progress made. If the school is placed in a statutory category, then the LA can invoke powers of intervention immediately. Where excellent practice is identified, case studies can be shared with other schools.
- 4.24 The school inspection profile for primary phase provision for this academic year continues, in the main, to underline many strengths and complements the performance and categorisation information of these schools.
- 4.25 In regard to the secondary phase, whilst it is encouraging to see that Lewis Girls school has been removed from the category of Estyn review, some schools continue to be vulnerable in terms of their inclusion in follow up activity of some description. This further demonstrates the need for a continued focus of targeted interventions towards KS3 and 4.

5. WELL-BEING OF FUTURE GENERATIONS

- 5.1 The schools causing concern protocol and risk register contributes to the Well-being Goals as set out in Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act. The long term strategy is to improve the standards in our schools and therefore improve attainment outcomes for our children and young people. The schools causing concern protocol and risk register aim to highlight concerns and risks at the earliest opportunity thereby enabling early intervention through an integrated and collaborative partnership approach and preventing the escalation to use of statutory powers.

6. EQUALITIES IMPLICATIONS

- 6.1 The EAS have their own Equalities and Welsh Language plans in place. CCBC has therefore not undertaken any specific impact assessment on this regionally agreed protocol.

7. FINANCIAL IMPLICATIONS

- 7.1 There are no specific financial implications for maintaining the Schools Causing Concern Risk Register.

8. PERSONNEL IMPLICATIONS

- 8.1 There are no personnel implications.

9. CONSULTATIONS

- 9.1 There are no consultations that have not been included in the report

10. RECOMMENDATIONS

- 10.1 That Members scrutinise the information provided and consider the main strengths and areas for development within Caerphilly schools.

11. REASONS FOR THE RECOMMENDATIONS

- 11.1 For members to have the opportunity to comment on the process and progress of Caerphilly schools included on the Risk Register.

12. STATUTORY POWER

- 12.1 Local Government Acts 1972 and 2000.
Children's Act 2004.
Standards and Framework Act 1998.

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EDUCATION FOR LIFE SCRUTINY COMMITTEE – 3RD JULY 2018

SUBJECT: WELLBEING OBJECTIVE 2017-18

REPORT BY: CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

1.1 This report is for members to scrutinise the full year implementation of the Wellbeing Objective 2017-18.

2. SUMMARY

2.1 Wellbeing Objective 2 aims to improve outcomes for all learners, particularly those vulnerable to underachievement. This report highlights the progress at the full year stage and makes a judgement of partially successful.

2.2 As a local authority our aim is that “every child should have the best start in life, and the opportunity to achieve success as a young person and as an adult”. Our data identifies that there remains a performance gap between those within vulnerable groups and that of the overall population. Improving the educational outcomes for all learners particularly those most vulnerable will remain a key priority.

2.3 In appendix 1 the Wellbeing scorecard shows that four of the five priorities have been met with robust systems being established, although the data shows there continues to be work needed to close the attainment gap and raise educational outcomes for all learners. The fifth priority and ongoing work remains in the 2018-2023 corporate wellbeing plan to ensure a continued focus on improving outcomes for learners. This is the reason for choosing partially successful as a judgement.

3. LINKS TO STRATEGY

3.1 The Wellbeing Objective 2 aims to maximise our contribution towards the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2015:

- *A prosperous Wales* – this Wellbeing Objective aims to improve the educational attainment of children and young people which will enable them to access skills or further education and employment.
- *A healthier Wales* – this Wellbeing Objective recognises the need to support the mental health and wellbeing of children, young people and their families.
- *A more equal Wales* – the Wellbeing Objective is aimed particularly to support the children and young people who are most vulnerable to under achievement to close the attainment gap. In addition parents are improving their literacy skills and confidence in order to support their own and their child’s learning journey, inspiring the next generation.
- *A globally responsible Wales* – wellbeing of children, young people and families will be supported as part of the Wellbeing Objective to reduce the gap in attainment and make positive contributions to society.

4. THE REPORT

- 4.1 Wellbeing Objective 2 aims to improve outcomes for all learners, particularly those vulnerable to underachievement.
- 4.2 As a local authority our aim is that “every child should have the best start in life, and the opportunity to achieve success as a young person and as an adult”. In achieving this we recognise that small groups of children and young people can face more challenges than others. We aim to identify groups of learners that are vulnerable to underachievement academically, and work proactively to remove the barriers to learning to raise their aspirations and increase their opportunities to succeed. Vulnerability in education can be determined by a number of different factors including deprivation. It can also be determined by whether the child or young person has an additional learning need, or is a looked after child. Our data identifies that there is performance gap between those within these groups and that of the overall population. Some of the Key Stage 4 core indicators have been changed nationally to enable more robust reporting to complement the change in qualifications. This change has resulted in a decrease in KS4 results, although the ranking position against other Local Authorities for KS4 has improved. The rest of the indicators remain static or have shown improvement. This is the reason for choosing partially successful as a judgement.
- 4.3 The local authority has worked collaboratively with schools, governing bodies and the Education Achievement Service to develop a strategic approach to supporting our most vulnerable learners. This has included appropriate challenge regarding targets, targeted interventions, as well as working in partnership with wider agencies to identify suitable support to meet the needs for the family as a whole e.g. linking with projects under the Families First, Communities First, Supporting People and Flying Start programmes.
- 4.4 The Joint Assessment Family Framework (JAFF) has been implemented enabling a single referral system for children, young people and family support services. Alongside this collaborative work, the antipoverty programmes have worked to jointly commission services widening the reach to vulnerable families. An example is The Parent Network who have established the PETRA (Parents Engaging To Raise Aspirations) as a social enterprise and have worked with families across Caerphilly and beyond to develop over 40 children’s books. The books tackle a variety of themes and have been created to address issues the parents have identified. However, the books have achieved more than the product, raising aspirations, inspiring new readers, improving literacy skills, confidence and now recently promoted and sold at the Hay Festival.
- 4.5 Each parent forum has received training prior to developing their book including understanding the structure of a story, storytelling skills, and specific training relevant to the theme, for example, dementia friendly, transgender, speech language and communication skills. Each group works alongside an author to develop their story and then an illustrator to bring the story to life. PETRA is now working with the University to develop young illustrators and support their portfolio enabling them to promote their work and gain employment following graduation. Parents have identified their increased confidence in reading and sharing books with their children, which has in turn increased the children’s confidence in reading. The books have also helped children in schools where they have been launched to discuss challenging topics, for example, bullying, transgender, and dementia, as well as support parents to support their child’s development through increased understanding of speech, language and communication development.
- 4.6 Future books being developed will explore trauma informed communities and how we support families where there are or have been Adverse Childhood Experiences, as well as use the books in training of professionals who are working with families. Public Health Wales are also looking to work with us throughout this development to research and evaluate the impact for both parental and child. PETRA is now working with the Welsh Book Council to translate four books which will be published and disseminated widely across Wales.

- 4.7 This collaborative way of working across both grant funded programmes and statutory services, will be fundamental to the implementation of the Children First initiative which aims to co-produce solutions to community identified needs and then change systems to better meet the needs of our most vulnerable communities.
- 4.8 Improving the educational outcomes for all learners particularly those most vulnerable will remain a key priority. The overall level of progress is deemed to be partially met due to many actions being completed but requiring ongoing implementation. Children First initiative continues to remain in Public Service Board and CCBC Wellbeing Objectives in 2018-2023. The corporate Wellbeing Objective 1 remains a focus on wider determinants of educational attainment and is ambitious for delivery over a five year period.

5. WELL-BEING OF FUTURE GENERATIONS

- 5.1 This report contributes to the Well-being Goals as set out in Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act. The long term strategy is to reduce the attainment gap, develop a well skilled well educated workforce able to contribute positively to society.
- 5.2 Integration and collaboration through partnership working supports a coordinated approach for children, young people and their families aiming towards a long term prevention of poverty.

6. EQUALITIES IMPLICATIONS

- 6.1 The improvement of attainment outcomes are for all children and young people although particularly those most vulnerable to underachievement. This may positively discriminate through specific targeted interventions.

7. FINANCIAL IMPLICATIONS

- 7.1 There are no additional financial implications of this Wellbeing Objective although there may be better use of both core and grant funding through collaborative partnerships developed.

8. PERSONNEL IMPLICATIONS

- 8.1 There are no personnel implications within this report.

9. CONSULTATIONS

- 9.1 All responses from consultations have been incorporated in the report.

10. RECOMMENDATIONS

- 10.1 Members are requested to scrutinise the content of the report and to agree or challenge the judgement of partially successful at the full year stage in respect of the Well-being Objective assessment.

11. REASONS FOR THE RECOMMENDATIONS

- 11.1 Members are requested to scrutinise the content of the report and to agree or challenge the judgement of partially successful at the full year stage in respect of the Well-being Objective assessment.

12. STATUTORY POWER

- 12.1 Wales Programme for Improvement 2010
- Local Government Measure 2009
- Well-being of Future Generations Act 2015
- Schools Standards and Organisation (Wales) Act 2013
- Government of Wales Act 2006 (Section 78)
- National Welsh Medium Education Strategy 2010

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Stephen Harris, Deputy Section 151
Lisa Lane, Interim Monitoring Officer
Nicole Scammell, Head of Corporate Finance

Appendices:

- Appendix 1 - 2017/18 Wellbeing Objective full year score card
- Appendix 2 - Presentation
- Appendix 3 - Petra Books (Parents Engaging To Raise Aspirations)

2017/18 Wellbeing Objective

APPENDIX 1

WO2 - Improve outcomes for all learners, particularly those vulnerable to underachievement

Why we chose this

This objective aims to address the gap in attainment between vulnerable young people and children and those who are to receive the best education in trying to promote more equal opportunities by removing barriers specific to this group of our citizens.

As a local authority our aim is that “every child should have the best start in life, and the opportunity to achieve success as a young person and as an adult”. In achieving this we recognise that small groups of children and young people can face more challenges than others. We aim to identify groups of learners that are vulnerable to underachievement academically, and work proactively to remove the barriers to learning to raise their aspirations and increase their opportunities to succeed.

Vulnerability in education can be determined by a number of different factors including deprivation. It can also be determined by whether the child or young person has an additional learning need, or is a looked after child. Our data identifies that there is performance gap between those within these groups and that of the overall population.

We have chosen to undertake some intensive work in this area to try and reduce that gap, and ensure that all young people are provided with appropriate opportunities to help them achieve success, both in the classroom and beyond.

We have set this in accordance with the 5 sustainable development principles because we know that **long term** education improvements and its wide range of support initiatives helps young people towards a better quality of life and this starts at an early age. Initiatives can take time to embed, however we are often judged on yearly results and it is important that improved performance is viewed in the understanding of better life chances for young people if this is to be understood in the longer term.

We take an **integrated approach** with schools and governors and the Education Achievement Service (EAS), we also have an extensive Youth Forum with which to **involve** and **collaborate**, who are themselves part of education system as well as systems for school involvement. The EAS and our schools are key partners in working towards improved outcomes for our pupils. However, when we look at causes of underachievement, we know that aspirations are often linked to family background and that there are links between poverty, deprivation and lower achievement. Therefore in order to **prevent** underachievement we must work with communities and key agencies who work with families such as Flying Start, Families First, Communities First and other key partners.

2017/18 Wellbeing Objective

WO2 - Improve outcomes for all learners, particularly those vulnerable to underachievement

For the year 2017/18 the overall level of progress at 6 months on this objective is deemed to be **partly successful**.

All actions are longer term and require summer 2018 data as well as subsequent academic years' data to identify the ongoing impact of work undertaken.

What have we done well over the last 6 months

During 2017-18 all schools have established targets for Summer 2018, and undertaken intervention work with support from both the local authority and Education Achievement Service staff. The EAS have monitored the implementation of the Pupil Development Grant and will evaluate the impact at the end of each academic year in line with reporting required. The EAS is currently promoting the Professional Learning Offer available to school staff as well as developing the implementation of the ACE awareness toolkit for schools from the autumn term 2018.

The JAFF (Joint Assessment Family Framework) has been evaluated and is now being widely used by schools for referrals to preventative services. The anti-poverty programmes are working with the wider grant programmes in preparation for the Flexibilities Funding project proposed for April 2018. The current local work has focussed on joint commissioning of projects across grant funding streams to enable wider access to support, and joint funded posts to widen the access to families and offer continuity for the most vulnerable families. One example of joint commissioning which has improved parental and child literacy is the Parent Network PETRA project, which has shown significant outcomes for families to date.

Children First project to date has been working with the two communities to hear the voices of the community to identify the needs and co-produce the solutions to make the impact for outcomes for children and young people. The initial engagement and mapping phase is concluding and moving towards community planning and implementation, which is why this is partly completed and remains an action in the CCBC Wellbeing 5 year plan. The family support worker has had some initial success in delivery of parenting programmes across the age range with positive feedback for increased confidence of both parents and children. This work will progress in more detail as we move into the jointly funded post in 2018/19.

What areas do we need improve on, and how are we going to do it?






The outcomes for Summer 2018 are still being awaited to demonstrate impact of interventions in academic year 2017/18.

Continuation of jointly commissioned delivery projects and posts will be monitored and evaluated for impact during 2018/19 prior to renewal of contracts by April 2019. The focus on St James Primary School area with the Coalition for Change Board and Children First will establish the theory of change framework with the outcomes and measures to be evaluated to identify the impact of the system changes being made in 2017-2020.




Key: The following Action RAG status, shows delivery to date as	
	Unsuccessful
	Partly successful
	Fully successful

WO2 - Improve outcomes for all learners, particularly those vulnerable to underachievement

Actions






Title	Comment	RAG	Overall Status	% Complete
1. Work in partnership with the EAS to ensure that challenging targets are set for all learners, particularly those vulnerable to underachievement	The EAS and local authority work closely with schools to create a culture of challenge in setting targets for pupils with particular focus on the most vulnerable learners, establishing sufficiently high targets for all individual pupils and aiming to close the gap in attainment.		Completed although ongoing work	100
2. Work with schools to maximise the benefits of the Pupil Deprivation Grant, to ensure that pupils in receipt of Free School Meals have full access to appropriate learning opportunities	The EAS provides appropriate challenge along with support and guidance to ensure that the schools' planned use of Pupil Development grant meets criteria and aims to impact on the most vulnerable learners. The impact is monitored over the academic year and awaits outcomes in Summer 2018 data.		Completed although ongoing work	100
3. Implement strategies to work towards closing the gap in performance between those in receipt of Free School Meals, and those who are not	The EAS is focussed on closing the gap in performance of the most vulnerable learners, through the implementation of the Equity and Wellbeing Strategy, subsequent professionals learning offer as well as the school ACE awareness self evaluation toolkit to be implemented in Autumn 2018.		Completed although ongoing work	100
4. Monitor and evaluate the newly introduced assessment for pupils educated in Trinity Fields and LA resource bases (PIVATS)	Trinity Fields School and specialist resource bases have embedded PIVATS assessments for the majority of individual pupils, with moderation sessions ensuring consistency of application and implementation.		Completed although ongoing work	100
5. Monitor and evaluate the multi agency strategy to provide improved learning opportunities in the St James area	St James and Fochriw are Children First areas. The Coalition for Change Board has established the Children First steering group for the local development of measures and outcome framework. Initial engagement work has built on the joint commissioned projects, mapping of current provision across the anti poverty programmes and statutory services as well as hear the voice of the community in identifying their needs. The next steps include promoting the outcomes from collaborative projects, developing the theory of change framework of measures, and considering the need for system change locally to maximise outcomes for children young people and families.		Partially completed	75

WO2 - Improve outcomes for all learners, particularly those vulnerable to underachievement**How much did we do?**




Title	Actual	Target	Intervention	RAG	Result 12 months ago	Comment
1. EDU003 (PAM/004) The percentage of pupils assessed at the end of Key Stage 2, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment Copy	90.10	90.40	85.00		90.40	Academic Year 2016 / 2017
2. EDU004 (PAM/005) % of pupils assessed at the end of Key Stage 3, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment	84.10	86.10	80.00		82.00	Academic Year 2016/17
3. % pupils aged 15 who achieved level 2 threshold incl GCSE pass at L2 English or Welsh 1st language and Maths	49.90	56.00	42.00		53.00	Academic Year 2016/17. Please Note: This indicator has changed and we no longer collect this information for at age 15. The new data is collected for year 11 cohort.

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How well did we do it?

Title	Actual	Target	Intervention	RAG	Result 12 months ago	Comment
1. % in receipt of free school meals achieving the Core Subject Indicator (CSI) at Key Stage 2	78.90	78.50	70.00		80.80	Academic Year 2016/17
2. % in receipt of free school meals achieving the Core Subject Indicator (CSI) at Key Stage 3	68.50	69.50	55.00		65.10	Academic Year 2016/17
3. The percentage in receipt of free school meals achieving the Level 2 threshold including GCSE pass at Level 2 in English or Welsh first language and mathematics	25.30	38.40	25.00		30.10	Academic Year 2016/17 - This indicator has changed and we no longer collect this information for at age 15. The new data is collected for year 11 cohort.
4. EDU016a Percentage of pupil attendance in primary schools	94.70	95.30	92.00		94.65	Academic Year 2016/17
5. EDU016b Percentage of pupil attendance in secondary schools	93.30	94.00	90.10		93.40	Academic Year 2016/17

WO2 - Improve outcomes for all learners, particularly those vulnerable to underachievement**Is anyone better off?**

Title	Actual	Target	Intervention	RAG	Result 12 months ago	Comment
1. EDU002i The percentage of pupils (including those in local authority care) in any local authority maintained school, aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification	1.20	0.30	0.40		1.10	Academic Year 2016 / 2017
2. EDU002ii The percentage of pupils in local authority care, in any local authority maintained school, aged 15 as at the preceding 31 August who leave compulsory education, training or work based learning without an approved external qualification.	8.00	0.00	10.00		18.18	2/25 pupils left without a recognised qualification during Academic year 2016/17
3. % of 16 year olds who are not in education, employment or training (NEET) in October (Yr 11)	1.90	1.30	2.00		2.60	Final result for Academic year 2017/18 which is an increase on the previous academic year 2016/17 from 2.10

Gadewir y dudalen hon yn wag yn fwiadol

Wellbeing Objective 2017-18 at the full year stage

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Wellbeing objectives 2018-19

1. Work in partnership with the EAS to ensure that challenging targets are set for all learners, particularly those vulnerable to underachievement
2. Work with schools to maximise the benefits of the Pupil Deprivation Grant, to ensure that pupils in receipt of Free School Meals have full access to appropriate learning opportunities
3. Implement strategies to work towards closing the gap in performance between those in receipt of Free School Meals, and those who are not
4. Monitor and evaluate the newly introduced assessment for pupils educated in Trinity Fields and LA resource bases (PIVATS)
5. Monitor and evaluate the multi agency strategy to provide improved learning opportunities in the St James area – focus Petra project

Position at full year for 2017-18

- All objectives except Objective 5 have been completed and robust monitoring and challenge systems are in place
- Objective 5 has continued to be a focus for community co-construction to achieve the outcomes for children and young people – Public Service Board Wellbeing Plan 2018-2023
- Improvement of education outcomes and the wider determinants of education continue to be a focus in the Corporate Wellbeing Plan Objective 1 2018-2023 with ambitious targets over a five year implementation
- The judgement of partially successful has been made due not all objectives being completed and some education indicators at Key Stage 4 decreasing although the ranked position against other local authorities has improved

Joint funded project

- Collaboration of funding through Communities First, Families First and Flying Start to commission The Parent Network
- The Parent Network have developed a social enterprise of Petra which is funded through many partners for specific books including in other local authority areas
- Developing young illustrators in University who can use their portfolio to gain employment when they graduate
- Developing an appreciation of reading and enjoyment of books across communities

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Petra (Parents Engaging To Raise Aspirations)

- Small groups of parents working with author and illustrator
- Training on storytelling, construction of stories, and any specific topic area, e.g. dementia friendly, loan sharks, speech, language and communication, transgender
- Develop aspirations, skills and confidence to bring books into their homes, communities, schools and libraries and in so doing, change the future for our children
- Welsh and English books
- Welsh Book Council has commissioned four books to be sympathetically translated and will distribute across Wales

Lots of books to see

- Fun in the dungeon
- Stinky the Skunk
- The Tale of a Tail
- The Unhappy Lion
- Grace, the Hippo and the Cackling Cauldron
- The Owl who lived in the Dark
- Won't you come to my house for tea?
- Those Courting Days
- Y Corrach Olaf
- The Last Gnome
- The boy who rode a sheep to school
- The wrong story
- It's a jungle out there
- Daisy's colourful adventure
- The gorilla and the mouse
- The T-Rex with no teeth
- The Whale who wanted to learn Welsh
- Clive the cuttlefish
- Petra saves the world
- Petra'r Pengwin
- Petra the Penguin
- The Magic chair
- A fistful of feathers
- The girl who couldn't pretend
- Grandma's suitcase
- The strange goings on at pantalot farm
- The incredible journey of Gladys the hedgehog
- Dream upon a rainbow
- The awesome adventures of Alfie the ant
- The girl with no voice
- The mouse and the coal mine
- The light at the end of the tunnel
- Mighty small and the OG monster
- The elephant who forgot
- Scaredy cat

Tackling lots of themes

- Friendship
- Importance of play
- Family routines
- Language development
- Feeling yourself in your own body – transgender
- Aspirations, dreams and imagination
- Understanding the old times and developing intergenerational understanding
- Dementia friendly
- Sense of belonging
- Libraries and the world of stories
- Overcoming fears
- Bullying
- Recognising your own strengths
- Climate change and rubbish in the oceans
- Loan sharks and how community helps each other
- Environment
- Managing anger and emotions
- Cultural heritage
- Mental health
- Families and looking out for each other

Case study

- Tracey was a parent in Flying Start in the first Petra book creation
- Developed skills and confidence as well as friendships in the community and personal skills
- Volunteered to support other parent groups to develop their own books which developed her professional skills
- Now Tracey is employed by the Parent Network to coordinate the Petra projects
- Tracey is an Ambassador for Petra
- Ffion, her daughter has also benefitted from Tracey's involvement in the project and has significantly improved her reading by being a volunteer reader to proof the draft books
- Ffion's clip reading the books - then and now

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Petra Books (Parents Engaging To Raise Aspirations)

- Fun in the dungeon
- Stinky the Skunk
- The Tale of a Tail
- The Unhappy Lion
- Grace, the Hippo and the Cackling Cauldron
- The Owl who lived in the Dark
- Won't you come to my house for tea?
- Those Courting Days
- Y Corrach Olaf
- The Last Gnome
- The boy who rode a sheep to school
- The wrong story
- It's a jungle out there
- Daisy's colourful adventure
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- The Whale who wanted to learn Welsh
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- The girl with no voice
- The mouse and the coal mine
- The light at the end of the tunnel
- Mighty small and the OG monster
- The elephant who forgot
- Scaredy cat

Themes include

- Friendship
- Importance of play
- Family routines
- Language development
- Feeling yourself in your own body – transgender
- Aspirations, dreams and imagination
- Understanding the old times and developing intergenerational understanding
- Dementia friendly
- Sense of belonging
- Libraries and the world of stories

- Overcoming fears
- Bullying
- Recognising your own strengths
- Climate change and rubbish in the oceans
- Loan sharks and how community helps each other
- Environment
- Managing anger and emotions
- Cultural heritage
- Mental health
- Families and looking out for each other