

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 Amy Dredge
(Rhif Ffôn: 01443 863100 Ebst: dredga@caerphilly.gov.uk)

Dyddiad: Dydd Mercher, 3 Ionawr 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, 9fed Ionawr, 2018** am **5.30 pm** i ystyried materion a gynhwysir yn yr agenda canlynol. Mae croeso i chi ddefnyddio'r iaith Gymraeg yn y cyfarfod, a dylid rhoi cyfnod rhybudd o 3 diwrnod gwaith os ydych yn dymuno gwneud hynny. Bydd cyfieithu ar y pryd yn cael ei ddarparu ar gais.

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.

Atgoffi'r Cyngorwyr 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 Cyngorwyr a Swyddogion.

A greener place Man gwyrddach



I gymeradwyo a llofnodi'r cofnodion canlynol:-

- | | | |
|---|---|---------|
| 3 | Pwyllgor Craffu Addysg Gydol Oes a gynhaliwyd ar y 7fed Tachwedd 2017. | 1 - 10 |
| 4 | Pwyllgor Craffu Arbennig Addysg Gydol Oes a gynhaliwyd ar y 7fed Rhagfyr 2017. | 11 - 16 |
| 5 | Ystyried unrhyw fater a gyfeiriwyd at y Pwyllgor hwn yn unol â'r drefn galw i mewn. | |
| 6 | I dderbyn adroddiad llafar gan yr Aelod(au) Cabinet. | |
| 7 | Rhaglen Waith y Dyfodol Pwyllgor Craffu Addysg Gydol Oes. | 17 - 28 |
| 8 | I dderbyn ac ystyried yr adroddiadau* Cabinet canlynol:- | |

Cynllun 3 Blynedd Cynllun Strategol Cymraeg mewn Addysg 2017-2020

** Os oes aelod o'r Pwyllgor Craffu yn dymuno i unrhyw un o'r adroddiadau Cabinet uchod i gael eu dwyn ymlaen ar gyfer adolygiad yn y cyfarfod, cysylltwch â Amy Dredge, 01443 863100, erbyn 10.00 a.m. ar **ddydd Llun**, 8fed Ionawr 2018.*

I dderbyn ac ystyried yr adroddiadau Craffu canlynol:-

- | | | |
|----|--|---------|
| 9 | Blaenoriaethau'r Iau a'r Fforwm Ieuenctid. | 29 - 32 |
| 10 | Model Ymddygiad a Darpariaeth Caerffili. | 33 - 36 |
| 11 | Gwella Presenoldeb mewn Ysgolion. | 37 - 42 |
| 12 | Gwybodaeth am Ganllawiau Diwygiedig ar Gyfer Arolygu Gwasanaethau Addysg Llywodraeth Leol. | 43 - 48 |

Cylchrediad:

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

Gadewir y dudalen hon yn wag yn fwriadol



PWYLLGOR CRAFFU ADDYSG GYDOL OES

COFNODION Y CYFARFOD A GYNHALIWYD YN NHŶ PENALLTA, YSTRAD MYNACH
AR DDYDD MAWRTH, 7FED TACHWEDD 2017 AM 5.30PM.

YN BRESENNOL:

Y Cynghorydd W. David – Cadeirydd
Y Cynghorydd G. Oliver – Is-gadeirydd

Cynghorwyr:

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

Ar y cyd gyda:

P. Marsden (Aelod Cabinet dros Addysg a Chyflawniad), S. Mutch (Rheolwr y Blynyddoedd
Cynnar), P. Warren (Arweinydd Strategol ar gyfer Gwella Ysgolion), E. Pryce (Prif Cynghorydd
Her) ac E. Sullivan (Swyddog Craffu Dros Dro).

Hefyd yn Bresennol:

Aelodau Cyfetholedig: Mr D. Davies (Cymdeithas Llywodraethwyr Caerffili), Mr M. Barry a Mr
R. Morgan (Rhiant Lywodraethwyr), Mrs P.J. Ireland (Undeb Cenedlaethol yr Athrawon).

A:

Mr R. Pawar (Prifathro, Ysgol Gyfun Coed Duon)

CYHOEDDIAD GAN Y CADEIRYDD

Hysbysodd y Cadeirydd yr Aelodau fod Keri Cole (Prif Swyddog Addysg) a'r Cynghorydd
Teresa Parry wedi dioddef profedigaeth dros y penwythnos a gofynwyd iddynt anfon
negeseuon o gydymdeimlad atynt ar ran y pwyllgor. Safodd yr aelodau am funud a dawelwch
fel marc o barch.

Croesawodd y Cadeirydd Mr Paul Warren (Arweinydd Strategol ar gyfer Gwella Ysgolion) a
Mr Ravi Pawar (Pennaeth, Ysgol Gyfun Coed Duon) i'w cyfarfod pwyllgor craffu cyntaf.

1. YMDDIHEURIADAU DROS ABSENOLDEB

Derbyniwyd ymddiheuriadau am absenoldeb oddi wrth y Cynghorwyr A. Collis, D. Havard,
Mrs T. Parry a Mrs K. Cole (Prif Swyddog Addysg), Mrs S. Richards (Pennaeth Gwasanaeth
dros Addysg dros dro) a Mr M. Western (Cynrychiolydd Comisiwn Archegsobaethol Eglwys
Unionged Rwsia Caerdydd dros Addysg).

2. DATGANIADAU O DDIDDORDEB

Derbyniwyd datganiad o ddiddordeb gan y Cynghorydd A. Farina-Childs mewn perthynas â'r cyflwyniad gan Mr. R. Pawar (Pennaeth, Ysgol Gyfun Coed Duon) (Cofnod Rhif 9). Mae manylion wedi eu cofnodi gyda'r eitem berthnasol.

3. COFNODION - 26AIN MEDI 2017

Cadarnhaodd Mr R. Morgan (Rhiant-lywodraethwr), er ei fod yn cael ei nodi fel yn bresennol yn y cofnodion, yr oedd wedi ymddiheuro am golli'r cyfarfod. Yn amodol ar y newid uchod, cynigiwyd ac eiliwyd y dylid cymeradwyo cofnodion y 26ain o Fedi 2017 fel cofnod cywir, a thrwy godi dwylo, cytunwyd ar hyn yn unfrydol.

PENDERFYNWYD, yn amodol ar y newid uchod, y dylid cymeradwyo cofnodion y Pwyllgor Craffu Addysg am Oes a gynhaliwyd ar ddydd Mawrth 26ain Medi 2017 (cofnodion rhifau 1-12) fel cofnod cywir a'u llofnodi gan y Cadeirydd.

4. 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.

5. ADRODDIAD YR AELOD CABINET

Cyfeiriodd y Cynghorydd P. Marsden (Aelod Cabinet dros Addysg a Chyflawniad) at yr adroddiad a ddsbarthwyd yn flaenorol i'r Aelodau, a rhoddodd ddiweddariad llafar ar ei gweithgareddau portffolio dros y misoedd diwethaf.

Cydnabu'r Aelod Cabinet gais a dderbyniwyd gan y Cynghorydd R. Saralis am ragor o wybodaeth am y fenter Pontydd i Waith. Dywedodd, er nad oedd y manylion ganddi, y byddent yn cael eu hanfon ato ar ôl y cyfarfod.

O ran y Cynnig Gofal Plant, nodwyd bod, yn dilyn y peilot cychwynol yn ardal Dwyrain Canol y Cymoedd, y cynnig yn cael ei ehangu i ardaloedd Trinant, Rhisga a Chwm Aber, ardaloedd sy'n cwmpasu bron i ddwy ran o dair o'r fwrdeistref. Rhagwelwyd y byddai'r cynnig yn cael ei gynyddu ymhellach i ardal Caerffili i gyd o fis Ionawr 2018.

Darparwyd diweddariad am gyfarfod diweddar gyda Debbie Wilcox (CLILC) lle roedd trafodaethau wedi canolbwyntio ar y materion sy'n wynebu pob awdurdod lleol, gan gynnwys pwysau cyllidebol. Anfonir y safbwyntiau a fynegwyd yn ôl i Lywodraeth Cymru. Pwysleisiwyd defnyddioldeb cyfarfodydd o'r fath gan ei fod wedi caniatáu i Aelodau Gweithredol ddeall materion cyffredin a rhannu arferion da. Esboniwyd y datblygiadau a wneir o ran cydweithio, herio a chynllunio ymyrraeth a sut mae prosesau gwella yn cael eu symud ymlaen.

Cyfeiriodd yr Aelod Cabinet hefyd at ei phresenoldeb yn y Gynhadledd Genedlaethol 'From Poverty to Prosperity' a gefnogir gan y Fforwm Ieuencid ac agor Ysgol Uwch Islwyn. Dywedodd y Cynghorydd Marsden am ymweliad monitro Llywodraeth Cymru i ganfod faint o ymrwymiad sydd gan Gaerffili i gyfranogiad plant a phobl ifanc. Barnwyd bod hyn yn ardderchog, daeth yr adroddiad dilynol i'r casgliad bod tystiolaeth gref i ddangos bod Caerffili yn bodloni'r gofynion fel y nodwyd yn y canllawiau statudol.

Yn olaf, diweddarodd yr Aelod Cabinet y pwyllgor ar ei chyfarfod diweddar gyda'r

Comisiynydd Heddlu a Throseddu.

Gofynnodd Aelod am eglurhad ynghylch sut mae'r Cynnig Gofal Plant yn cael ei hysbysebu.

Cadarnhaodd Sarah Mutch (Rheolwr y Blynnyddoedd Cynnar) fod ymgyrch gyhoeddusrwydd enfawr wedi digwydd drwy ysgolion, cyfryngau cymdeithasol, gwefan a phost uniongyrchol.

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

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

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

7. RHAGLEN WAITH Y DYFODOL Y PWYLLGOR CRAFFU ADDYSG AM OES

Cyflwynodd y Swyddog Craffu Dros Dro yr adroddiad a oedd yn amlinellu Rhaglen Waith y Dyfodol y Pwyllgor Craffu Addysg am Oes drafft o fis Tachwedd 2017 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.

Gofynnodd y Cynghorydd P. Bevan am adroddiad pellach ar leoli targedu rhanbarthol i ddychwelyd i'r pwyllgor hwn i'w hystyried a chytunodd i anfon e-bost at y Swyddog Craffu Dros Dro gyda'r manylion er mwyn symud ymlaen â'r cais.

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.

8. ADRODDIADAU'R CABINET

Ni chafodd adroddiadau'r Cabinet a restrir ar yr agenda eu galw ymlaen i'w trafod yn y cyfarfod.

ADRODDIADAU'R SWYDDOGION

Rhodddwyd ystyriaeth i'r adroddiadau canlynol.

9. CYFLWYNIAD GAN RAVI PAWAR, PENNAETH, YSGOL GYFUN COED DUON

Datganodd y Cynghorydd A. Farina-Childs ddiddordeb personol fel Aelod o Lywodraethwyr Ysgol Gyfun Coed Duon, felly nid oedd yn ofynnol iddo adael y cyfarfod.

Croesawodd y Cadeirydd Mr Ravi Pawar (Pennaeth Ysgol Gyfun Coed Duon) i'r cyfarfod.

Cyflwynodd Mr Pawar ei gyflwyniad a oedd yn dangos sut mae Ysgol Gyfun Coed Duon yn gosod ei thargedau drwy safbwynt tri disgybl a allai fynychu'r ysgol.

Cyfeiriodd yr Aelodau at fwrdd canlyniadau Cyfnod Allweddol 4 ac eglurodd y rhesymeg y tu ôl i'r ffigyrau a nododd yr angen i wella canlyniadau o fewn y categori A*-G. Cadarnhaodd fod y dangosydd hwn yn nodweddiadol yng nghynllun datblygu'r ysgol.

Nodwyd bod yr ysgol wedi gosod targedau byd-eang ar ddiwedd CA3 a CA4 ar gyfer disgyblion yn seiliedig ar gyfuniad o wybodaeth gan gynnwys Technegau Asesu Dosbarth, Profion Cenedlaethol Darllen a Rhifedd ac asesiadau athrawon CA2. Cafodd y targedau hyn eu gwirio gan yr ysgolion cynradd partner a'u cyfathrebu i'r holl ddisgyblion a rhieni mewn cyfarfodydd unigol a gynhaliwyd o fewn y mis cyntaf. Cafodd y cynnydd a wnaed yn erbyn y targedau hynny ei wirio 3 gwaith yn CA3 a 6 gwaith yn CA4 gyda chanlyniadau yn cael eu bwydo'n ôl i'r plentyn a'r rhieni.

Amlinellwyd Disgybl Enghreifftiol 1 - Morgan - ar gyfer Aelodau a chafodd ei gyrhaeddiad disgwylidig yn asesiad athro CA2 ei fanylu. Nodwyd bod sgoriau darllen Morgan yn agos at gyfartaledd cenedlaethol ond nid yn sicr, sgiliau rhesymu eto yn gyfartal ond byddai angen cymorth pellach ar y rhifedd sylfaenol. Wedi cael ei nodi, byddai ymyriadau addas yn cael eu teilwra ar gyfer anghenion Morgan i'w helpu i gyflawni'r targedau a ragwelir. Yn y cyfnod hwn, yr arwyddion yw y byddai Morgan yn anelu at raddau C yn CA4 yn bennaf, ond gallai hyn newid i fod yn uwch gan ddibynnu ar gynnydd.

Roedd y darlun yn wahanol ar gyfer Disgybl Enghreifftiol 2 – Alex. Yn asesiad athro CA2, roedd sgoriau darllen yn gryf iawn ac yn llawer uwch na'r safon genedlaethol, roedd sgiliau rhifedd yn llawer uwch na'r cyfartaledd, ond byddai angen i sgiliau datrys problemau fod yn fwy sicr er mwyn cyrraedd y lefelau uchaf. Yn CA4, byddai Alex yn anelu at raddau A*/A yn bennaf, ond byddai angen monitro Mathemateg.

Byddai Disgybl Enghreifftiol 3 - Jamie - yn gofyn am ymyriadau gwahanol iawn fel disgybl AAA sydd angen cefnogaeth unigol i wella sgiliau sylfaenol. Byddai Jamie yn gwneud cynnydd arafach ac yn CA4 efallai y bydd angen cwricwlwm personol wedi'i gynllunio'n ofalus gyda chymysgedd o gymwysterau TGAU a'r rheini sydd ddim yn TGAU.

Crynhodd Mr Pawar y gwiriad cynnydd yn CA3 ar gyfer pob un o'r disgyblion enghreifftiol. Hysbyswyd yr Aelodau y byddai llawer o asesiadau wedi'u cynnal drwy gydol y broses hon. Yn achos Morgan, roedd gwiriad cynnydd CA3 yn dangos meysydd o gryfderau a gwendidau, graddau ymdrech ac ymddygiad da a bod lefel 6 o fewn cyrraedd a gall gyrraedd graddau B a C.

Dangosodd gwiriad cynnydd Alex ddisgybl sy'n cyrraedd y nod ar gyfer lefel 7 ond hefyd wedi nodi nad oedd celf a thechnoleg yn gryfder a bod mathemateg yn parhau i fod yn broblem. Felly, byddai athrawon yn monitro'r sefyllfa hon yn ofalus.

Dangosodd gwiriad cynnydd Jamie ei gyrhaeddiad rhagamcanedig fel lefel 4 ar ddiwedd CA4 a fyddai'n gweld y disgybl yn cyflawni graddau E. Cafwyd tystiolaeth o gryfderau mewn celf a gwyddoniaeth.

Wedyn byddai'r disgyblion hyn yn cael asesiadau eraill i gasglu mwy o ddata i fonitro cynnydd a phriodoldeb unrhyw ymyriadau a gyflwynir. Yn ystod y cam hwn, byddai targedau'n cael eu hanfon at Lywodraeth Cymru.

Yna, eglurwyd y set olaf o wiriadau cynnydd ar gyfer marciau FFIN disgyblion a nodwyd y byddai pob un yn cael eu rhannu'n dair rhan, byddai 1 yn golygu y byddai'r marc hwn yn sicr, a byddai 3 yn amlygu perygl na fyddai'r marc hwn efallai yn cael ei gyflawni heb waith ychwanegol. Felly, byddai marc D3 yn gofyn am ymyriadau cynlluniedig er mwyn cyrraedd y nod. Hysbyswyd yr aelodau ei fod yn werth cofio y byddai rhai o'r targedau a osodwyd yn uchelgeisiol.

Crynowyd gwiriad cynnydd marciau FFIN Morgan, Alex a Jamie a nodwyd ymyrraeth bosibl i sicrhau targedau. Nododd yr aelodau y cymysgedd o gymwysterau sydd ar gael ar gyfer Jamie a oedd yn fwy addas i'w ystod gallu, gan ganolbwyntio ar sgiliau bywyd a dewisiadau galwedigaethol.

Crynowyd y rhagfynegiadau terfynol ar gyfer pob un o'r disgyblion enghreifftiol yn erbyn eu marciau terfynol a nodwyd yn achos Alex, cyflawnodd B yn lle'r A sicr a ddisgwyliwyd. Byddai'r math hwn o ganlyniad yn sbarduno trafodaeth mewn perthynas â gosod targedau a gwerthuso gyda'r athro pwnc er mwyn darganfod yr hyn a ddigwyddodd.

Pwysleisiodd Mr Pawar effaith gadarnhaol o osod targedau ac asesu parhaus. Roedd hyn, ynghyd ag ymrwymiad staff, disgyblion a rhieni, yn sicrhau canlyniadau cadarnhaol o ran cyflawniad addysg.

I gloi, cyfeiriwyd yr Aelodau at ddatganiad cenhadaeth Ysgol Gyfun Coed Duon 'Ym mhob peth a wnawn, credwn fod pob disgybl yn bwysig. Rydym yn gwerthfawrogi pob disgybl am yr hyn y maent wedi ceisio'i gyflawni, yn ogystal ag am yr hyn y maent wedi'i gyflawni. Rydym yn gwerthfawrogi pawb yn gyfartal.'

Diolchodd y Cadeirydd i Mr Pawar am ei gyflwyniad a croesawyd cwestiynau'r Aelodau.

Holodd yr Aelodau am lefel y gefnogaeth a ddarparwyd i'r ysgol gan yr Awdurdod Lleol a dywedwyd wrthynt fod gan Goed Duon Gynghorydd Her da iawn a chanmolwyd gweithredu'r system GCA ar gyfer cofnodi data a oedd wedi cael effaith gadarnhaol.

Gofynnwyd am eglurhad hefyd ar lefel cyfranogiad rhieni ac os cynhelir hyn am y tymor hir. Pwysleisiodd Mr Pawar bwysigrwydd cael rhieni'n cymryd rhan yn gynnar iawn gan eu bod wedyn yn tueddu i aros yn ymroddedig. Cadarnhaodd fod y rhieni yn ymddangos i ffafrio cyylltiadau un i un yn hytrach na sesiynau noson riant gyffredinol.

Mynegodd Aelod bryder y byddai gan y broses ddwys iawn hon oblygiadau cost i'r ysgol a dywedwyd wrthynt fod hyn yn rhan o ymagwedd strategol ac ethos yr ysgol gyfan. Cadarnhaodd Mr Pawar fod y dull hwn yn cael ei ail-wneud mewn llawer o ysgolion ar draws y fwrdeistref.

Diolchodd y Cadeirydd i Mr Pawar am ateb cwestiynau'r Aelodau mor drylwyr ac am gyflwyniad hynod o addysgiadol a phleserus.

10. CONSORTIA DE DDWYRAIN CYMRU – STRATEGAETH GOSOD TARGEDAU RHANBARTHOL – WEDI'I DIWEDDARU MEDI 2017

Cyflwynodd Mr Ed Pryce (Prif Ymgynghorydd Her) yr adroddiad a hysbysodd yr Aelodau o'r Strategaeth Gosod Targedau Rhanbarthol a gytunwyd a fyddai'n sicrhau ymagwedd gyson tuag at y lleoliad a chytuno ar dargedau ar draws y rhanbarth.

Cyfeiriwyd yr aelodau at adran 4.1.1 o'r adroddiad a oedd yn manylu ar bwmpas a nodau'r strategaeth. O ran gosod targedau, cydnabuwyd bod targedau disgyblion unigol yn uchelgeisiol ac mae'n debygol na fydd pob disgybl yn cyflawni eu targedau, yn enwedig pan fo perfformiad yn seiliedig ar arholiadau allanol. Mae gan ysgolion, felly, y gallu i anwybyddu targedau cyfan a gyfrifir o dargedau disgyblion unigol. Mae hyn ar gael i bob ysgol ym mhob cyfnod allweddol.

Dangoswyd trosolwg o'r system gosod targedau GCA yn adran 4.1.5 a chadarnhaodd y Swyddog fod y system wedi derbyn llawer o adborth cadarnhaol o ran ei hwylustod.

Amlinellwyd gofynion Llywodraeth Cymru a chrynowyd y targedau ar gyfer pob un o'r cyfnodau allweddol yn adran 4.29 yr adroddiad. Gofynnwyd i'r Aelodau nodi'r amserlenni a ddechreuodd ym mis Gorffennaf 2017 ac a ddaeth i ben gyda'r targedau wedi'u cwblhau a'u cytuno â Chyfarwyddwyr ALI ym mis Hydref 2017.

O ran arfer gorau wrth osod targedau, nodwyd mai ysgolion sy'n gosod nodau ar gyfer pob disgybl unigol ym mhob grŵp blwyddyn yw'r rhai sy'n fwyaf tebygol o fod yn uchelgeisiol a llwyddiannus wrth sicrhau'r canlyniadau gorau posibl i bob plentyn.

Eglurwyd mai rôl y Cynghorydd Her yw cefnogi ysgolion wrth osod targedau heriol ond realistig. Byddai'r ystod o wybodaeth y byddent yn eu hystyried yn cynnwys hunan arfarniad yr ysgol, data hanesyddol, dilyniant a chymharol, sut y bydd yr ysgol yn monitro a yw disgyblion ar y trywydd iawn i gyrraedd y lefelau disgwylidig o gynnydd. Yna byddai'r Cynghorydd Her yn dod i farn am y targedau a'r blaenoriaethau gwella allweddol sydd eu hangen i'w cyflawni.

Yn olaf, cyfeiriodd Mr Pryce at adran 4.6 yr adroddiad a oedd yn manylu ar wybodaeth Cynnydd Tuag at y Targed a gyflwynir ar hyn o bryd i'r GCA yn dymhorol drwy'r system EASi.

Diolchodd y Cadeirydd i'r Swyddog am ei adroddiad a wedyn cafwyd trafodaeth lawn.

Gofynnwyd am eglurhad pam nad oedd data ar ddisgyblion sy'n gadael yr ysgol heb gymwysterau bellach yn cael eu casglu. Cadarnhaodd Mr Pryce fod Llywodraeth Cymru wedi newid y gofyniad hwn gan fod llai nag 1% o ddisgyblion yn gadael yr ysgol heb unrhyw gymwysterau, fodd bynnag, byddai'r awdurdod yn ymwybodol o'r plant hyn.

Gofynnodd yr Aelodau am gywirdeb y canlyniadau yn erbyn targedau a ragwelwyd, ac fe'u cynghorwyd y byddai nifer o'r targedau a osodir yn uchelgeisiol, felly byddai lefel o anghywirdeb, yn enwedig ar lefel ysgol uwchradd. Cydnabu Mr Pryce y byddai'r newidiadau diweddar i arholiadau yn arwain at lefel uwch o anghywirdeb, o bosibl rhwng 5 a 10%, ond byddai hyn yn duedd genedlaethol.

Mewn perthynas â gosod targedau, holodd yr Aelodau beth fyddai'n digwydd pe bai ysgol yn gwrthod newid targed os yw'n rhy isel neu os yw targed yn cael ei golli. Cadarnhaodd y Swyddog fod gan yr awdurdod y pŵer i osod targed ond byddai'r Cynghorydd Her yn gweithio'n agos gydag ysgol o amgylch hyn i geisio dod o hyd i ffordd ymlaen. Os bydd targed yn cael ei golli, byddai hyn yn cael ei reoli drwy'r broses Gostyngiadau Sydyn Annisgwyl a byddai gwaith yn cael ei wneud gyda'r ysgolion a'u llywodraethwyr i geisio canfod yr achos ac i gynllunio yn unol â hynny.

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 nodi cynnwys yr adroddiad.

10. ADDYSG DDEWISOL YN Y CARTREF (ADDC)

Cyflwynodd Mr Paul Warren (Arweinydd Strategol ar gyfer Gwella) yr adroddiad a roddodd wybod i'r Aelodau am y gwaith a wneir i fonitro a thracio disgyblion y mae eu rhieni'n dewis eu haddysgu yn y cartref.

Cadarnhaodd y Swyddog fod hwn yn faes heriol iawn gan fod cyfrifoldeb cyfreithiol i sicrhau bod gan rieni'r hawl i ddewis ond hefyd angen sicrhau darpariaeth addas ar gyfer y plentyn. Esboniwyd y gwahaniaeth rhwng ADdC a'r hyfforddiant cartref a ddarperir gan yr Awdurdod Lleol neu Addysg Heblaw yn yr Ysgol (AHY) a ddarperir gan yr Awdurdod Lleol. Nodwyd bod hawliau'r rhiant i ddewis addysg gartref yn cael eu gwarantu yn gyfreithiol dan Adran 7 Deddf Addysg 1996 a hefyd gan Erthygl 2 o Brotocol 1 y Confensiwn Ewropeaidd ar Hawliau Dynol. Felly, mae'n rhaid i'r Awdurdod Lleol weithio o fewn cyfyngiadau'r gyfraith.

Fodd bynnag, mae gan Awdurdodau Lleol ddyletswydd i sicrhau bod y ddarpariaeth yn addas, y diffiniad o 'ddarpariaeth addas' yw'r hyn sy'n darparu addysg amser llawn effeithlon sy'n

addas i oed, gallu a dawn i unrhyw anghenion addysgol arbennig. Nid oes sôn am gwricwlwm.

Sicrhawyd yr Aelodau bod gan Gaerffili brosesau cadarn ar waith i fonitro a herio penderfyniadau ADdC lle bo angen a bod polisi clir yn ei le sy'n darparu'r fframwaith y mae'r Awdurdod yn gweithredu ynddo.

Cafodd y rhesymau amrywiol dros dewis addysg yn y cartref eu crynhoi a nodwyd eu bod yn cynnwys rhesymau meddygol, ymddygiadol, bwlio ac, yn bennaf, gredoau athronyddol y rhieni.

Ar ôl derbyn hysbysiadau ysgrifenedig gan rieni, rhaid i ysgolion hysbysu'r Awdurdod Lleol ar unwaith. Anfonir yr hysbysiad hwn at Reolwr Gwasanaeth ar gyfer AHY, y Swyddog Lles Addysg, y Swyddog Cyswllt, y Tîm Derbyn, y Gwasanaethau Gwybodaeth, Cyngor a Chymorth a'r tîm AAA i wneud y gwiriadau perthnasol. Bydd y Swyddog Lles Addysg yn gweithio gyda theuluoedd ond mae gan deuluoedd yr hawl i wrthod ymyrraeth gan yr Awdurdod Lleol. Os canfyddir pryderon diogelu ehangach, gwneir atgyfeiriad uniongyrchol a bydd y Rheolwr Gwasanaeth yn penderfynu a yw'r penderfyniad ar gyfer ADdC i gael ei herio.

Os yw'r Awdurdod Lleol o'r farn nad yw addysg addas yn cael ei ddarparu yna bydd adroddiad ysgrifenedig ar y canfyddiadau yn cael ei wneud a rhoddir cyfle rhesymol i'r rhieni fynd i'r afael â'r pryderon a nodwyd. Os bydd hyn yn methu, yna gellir rhoi rhybudd ffurfiol neu Orchymyn Mynychu'r Ysgol (GMY) i rieni. Nodwyd nad oedd angen i Gaerffili ddefnyddio GMY hyd yn hyn. Esboniwyd y broses ymweld a phwysleisiwyd pwysigrwydd o'r rhieni'n rhwydweithio â'u gilydd. Hysbyswyd yr aelodau bod posibilrwydd na fyddai rhai plant byth wedi cofrestru yn yr ysgol, ac er mwyn ceisio dal y data hwn, byddai angen gwneud gwaith i gymharu'r gofrestr enedigaethau byw gyda rhifau cofrestru ysgol. Mae'r darn hwn o waith yn cael ei ystyried ar y cyd ag Awdurdodau eraill ond mae yng nghyfnod cynnar iawn.

Hysbyswyd yr aelodau bod 76 o ddisgyblion ADdC ar hyn o bryd, a 2 ohonynt gydag AAA. Mae'r nifer hwn wedi cynyddu dros amser ac mae hyn yn unol â ffigurau cenedlaethol.

Cadarnhaodd y Swyddog fod CBSC yn rhan o weithgor rhanddeiliaid yn edrych ar arweiniad pellach ar Addysg Ddewisol yn y Cartref.

Diolchodd y Cadeirydd i'r Swyddog am ei adroddiad ac aeth trafodaeth lawn ymlaen.

Cydnabu'r Aelodau yr anhawster sy'n wynebu Swyddogion o ran ymgysylltu â rhieni a ddewisodd addysg yn y cartref. Gofynnwyd am eglurhad ar unrhyw gymorth a roddir i rieni megis pecynnau gwaith neu gymhorthion addysgu. Cadarnhaodd y Swyddog fod yr Athro Arbenigol yn cwrdd â theuluoedd yn flynyddol, o leiaf, ond gallant ofyn am fwy o ymweliadau, a byddent yn awgrymu bod rhwydweithiau ac adnoddau ar gael.

Gofynnodd Aelod sut mae'r Awdurdod Lleol yn sicrhau diogelwch plant o ran tiwtoriaid a gyflogir gan rieni, ac am y mater hwnnw, a diogelwch tiwtoriaid sy'n mynd i mewn i gartrefi. Sicrhaodd Mr Warren yr Aelodau bod rhieni yn cael eu hargymell i wirio unrhyw diwtor gan y Gwasanaeth Datgelu a Gwahardd, ac fel arfer nodwyd unrhyw bryderon diogelu yn ymwneud â'r teulu yn gynnar, cyn i'r Athro Arbenigol fynd i'r cartref.

Gofynnwyd am eglurhad ar pam mae cynnydd yn niferoedd sy'n dewis addysgu yn y cartref. Cadarnhaodd Mr Warren fod hyn yn cael ei ystyried ar hyn o bryd gyda chymorth system 'STRIVE'. Mae proffiliau plant yn cael eu dadansoddi er mwyn helpu i ddadbennu pam mae rhieni'n dewis y llwybr hwn ond eto mae hyn yng nghyfnod cynnar iawn. Nodwyd bod y feddalwedd hon yn arwain y ffordd ac wedi ei sefydlu fel model o arfer da.

Gofynnodd yr Aelodau a yw rhieni'n gallu dewis i ddefnyddio'r system addysgol neu beidio yn ôl eu hewyllys. Cadarnhaodd y Swyddog y gallai hyn ddigwydd a gallai fod yn dibynnu'n fawr ar amgylchiadau ond byddai'n rhaid cadarnhau dewis rhieni.

Gofynnwyd am eglurhad a oedd unrhyw blant yn dychwelyd i addysg brif ffrwd a dywedwyd wrthynt fod hyn yn brin iawn ac fel arfer dim ond ar y lefel uwchradd.

Diolchodd yr Aelodau i'r Swyddog am yr adroddiad hwn a gofynnwyd i gopi o'r polisi gael ei ddsbarthu i'r pwyllgor.

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 nodi cynnwys yr adroddiad.

11. CYNLLUN STRATEGOL Y GYMRAEG MEWN ADDYSG 2017-2020

Cyflwynodd Ms Sarah Mutch (Rheolwr y Blynyddoedd Cynnar) yr adroddiad a gyflwynodd gynllun drafft Cynllun Strategol y Gymraeg mewn Addysg Caerffili (CSGA) 2017-2020 a gofynnodd am gymeradwyaeth yr Aelodau cyn ei argymhelliad i'r Cabinet.

Eglurwyd bod CSGA yn cyflawni dyletswydd yr Awdurdod Lleol i fonitro a gwella safonau'r Gymraeg, cyrhaeddiad addysgol ac yn cyfarwyddo'r defnydd briodol o arian Grant Addysg Gymraeg.

Mae'r CSGA yn dibynnu ar arian Llywodraeth Cymru i gyflwyno rhaglen y Prif Weinidog sy'n gweithio tuag at filiwn o bobl yn siarad yr Iaith Gymraeg erbyn 2050. Hysbyswyd yr aelodau Bod Llywodraeth Cymru wedi codi nifer o gwestiynau fel rhan o'r broses ymgynghori a rhoddwyd sylw iddynt o fewn y ddogfen ddrafft.

Cyfeiriwyd at y ddarpariaeth cyn ysgol a'r ffordd y gwnaeth y CSGA edrych yn benodol ar y blynyddoedd cynnar. Gwnaed gwelliannau mewn perthynas â gofal plant er mwyn dod â'r ddogfen yn unol â'r Cynnig Gofal Plant newydd sy'n cael ei ddatblygu ledled Cymru. Yr angen i sicrhau bod digon o ddarpariaeth cyfrwng Cymraeg i ddiwallu anghenion teuluoedd sy'n gweithio fyddai'r sialens yn y dyfodol.

Cafodd y cysylltiadau â chynigion Band B Rhaglen Ysgolion yr 21ain Ganrif eu crynhoi a'r heriau y byddai hyn yn eu cyflwyno yn y tymor hir. Rhan o'r cynigion hyn fyddai nodi'r galw ar draws y fwrdeistref a chysylltu datblygiadau yn y dyfodol yn gyfannol gyda chyllid gofal plant er mwyn sicrhau cadw cyfleusterau.

Roedd yr angen i wella cyfraddau trosglwyddo o feithrinfeydd cyfrwng Cymraeg i ysgolion cynradd hefyd yn rhan o'r CSGA diwygiedig ac mae'n un o'r meysydd allweddol i'w datblygu gan Grŵp Gorchwyl rhanbarthol y Blynyddoedd Cynnar. Amlygwyd hefyd gyfleoedd ôl-16 cyfrwng Cymraeg gan Lywodraeth Cymru a esboniodd y Swyddog y cysylltiadau cydweithredol rhwng Ysgol Gyfun Cwm Rhymni a Choleg y Cymoedd a bod gwybodaeth ychwanegol wedi'i ychwanegu o Goleg y Cymoedd ar gyfer y flwyddyn academaidd hon i ehangu'r ystod o fodiwlau a addysgir drwy gyfrwng y Gymraeg.

I gloi, cadarnhaodd Ms Mutch y byddai'r dull rhanbarthol o ddarpariaeth Dechrau'n Deg integredig CSGA, neu Gylchoedd Meithrin, gyda'u hysgolion cynradd lleol a clystyru darpariaeth ysgolion cynradd gyda'r ysgol uwchradd yn ogystal â chysylltu â'r sector gwirfoddol drwy Fudiad Meithrin, Menter yr Iaith ac Urdd Gobaith Cymru yn helpu i integreiddio'r ddarpariaeth a gwneud y mwyaf o'r adnoddau sydd ar gael.

Diolchodd y Cadeirydd i'r Swyddog am ei hadroddiad ac aeth trafodaeth lawn ymlaen.

Gofynnwyd am eglurhad mewn perthynas â'r Nodau Llesiant, yn benodol sut y byddai'r CSGA yn cyfrannu at Gymru fwy ffyniannus. Cadarnhaodd y Swyddog fod darpariaeth cyfrwng Cymraeg, yn enwedig yn yr amgylchedd gofal plant, yn faes twf, yn ogystal â darparu

cefnogaeth, cyfieithu a dealltwriaeth o'r Gymraeg. Felly byddai mwy o gyfleoedd gwaith a rhagolygon swyddi gwell a gynhyrchir drwy ddarparu CSGA yn arwain at Gymru fwy ffyniannus.

Gofynnodd Aelod am gynigion Band B Rhaglen Ysgolion yr 21ain Ganrif ac a fyddai arian ar gael mewn ardaloedd lle mae wir angen y ddarpariaeth cyfrwng Cymraeg. Cadarnhaodd y Swyddog fod rhestr hir o gynigion o dan raglen Ysgolion yr 21ain Ganrif y byddai'r Aelodau'n eu hystyried yn fuan, a byddai'r rhestr hon yn cynnwys nifer o flaenoriaethau gan gynnwys darpariaeth Gymraeg. O ran arian ychwanegol, nid oedd unrhyw fanylebau ar hyn o bryd, ond rhagwelir y byddai hyn yn ymwneud â ehangu manau sydd eisoes yn bodoli yn hytrach na darpariaeth newydd sbon.

Mynegwyd pryderon bod angen ail-ddychmygu'r weledigaeth ar gyfer yr iaith Gymraeg er mwyn creu meddylfryd gwell a rhaid iddi ganolbwyntio'n fwy ar ddefnydd ymarferol i sicrhau bod perchnogaeth yr iaith yn nhermau perthyn a gwerth yn hytrach na grantiau ac arian a rhaid iddi gymryd camau mwy cadarnhaol.

Cytunodd y Swyddog a nododd fod rhieni nad ydynt yn siarad Cymraeg yn aml yn lleisio amheuan am gofrestru plant mewn addysg cyfrwng Gymraeg oherwydd hyn. Yn aml, nid oedd y rhieni hyn yn ymwybodol o'r cyfleoedd a'r cymorth sydd ar gael i ddysgu Cymraeg. Crynhowyd yr ymdrechion a wnaethpwyd i annog pobl i gymryd rhan yn yr iaith a chytunwyd na all y cyfrifoldeb am gael un miliwn o siaradwyr ddisgyn ar addysg Gymraeg yn unig ond gyda chynnydd cyffredinol yn hyder yn yr iaith.

Gofynnwyd am eglurhad ar natur y Grŵp Gorchwyl Rhanbarthol. Hysbyswyd yr aelodau fod y Grŵp yn rhannu arferion da ac yn gweithio i gysylltu darpariaeth ar sail ranbarthol. Roedd y Grŵp hefyd yn cefnogi cyflwyno cymwysterau drwy gyfrwng y Gymraeg neu ddarpariaeth addysg arall yn y Gymraeg, er enghraifft AAA.

Diolchodd y Cadeirydd i'r Swyddog am ateb cwestiynau'r Aelodau mor drylwyr ac am ei hadroddiad.

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.

ARGYMHELLWYD bod: -

- (i) drafft terfynol y Cynllun Strategol Cymraeg mewn Addysg 2017-20 yn cael ei nodi:
- (ii) y Cabinet yn cymeradwyo'r Cynllun Strategol Cymraeg mewn Addysg 2017-20.

Terfynwyd y cyfarfod am 19.55 p.m.

Wedi'i gymeradwyo fel cofnod cywir ac yn ddarostyngedig i unrhyw ddiwygiadau neu gywiriadau a gytunwyd a'u cofnodi yng nghofnodion y cyfarfod a gynhaliwyd ar 9fed Ionawr 2018 fe'u llofnodwyd gan y Cadeirydd.

CADEIRYDD

Gadewir y dudalen hon yn wag yn fwriadol



PWYLLGOR CRAFFU ADDYSG GYDOL OES ARBENNIG

COFNODION Y CYFARFOD A GYNHALIWDYD YN NHŶ PENALLTA, YSTRAD MYNACH
AR DDYDD IAU, 7FED RHAGFYR 2017 AM 5.30PM

YN BRESENNOL:

Y Cyngorwydd W. David – Cadeirydd

Cynghorwyr:

A. Collis, S. Cook, A. Farina-Childs, D.T. Hardacre, D. Havard, M.P. James, Mrs B. Miles, Mrs T. Parry, R. Whiting

Aelod Cabinet:

P. Marsden (Aelod Cabinet dros Addysg a Chyflawniad).

Aelodau Cyfetholedig:

Mr D. Davies (Cymdeithas Llywodraethwyr Caerffili), Mrs J. Havard (NUT), Mr R. Morgan (Rhiant Lywodraethwr)

Ar y cyd gyda:

K. Cole (Prif Swyddog Addysg), S. Harris (Pennaeth Cyllid Corfforaethol Dros Dro), S. Richards (Pennaeth Cynllunio, Strategaeth ac Adnoddau Dros Dro), S. Ellis (Arweinydd ar gyfer Cynhwysiant ac ADY), G.H. Evans (Uwch Reolwr Llyfrgelloedd), J. Southcombe (Rheolwr Cyllid - Addysg a Dysgu Gydol Oes ac Ysgolion), L. Thomas (Uwch Reolwr Llyfrgelloedd Dros Dro), C. Forbes-Thompson (Pennaeth Gwasanaethau Democrataidd Dros Dro) a R. Barrett (Swyddog Gwasanaethau Pwyllgor)

1. YMDDIHEURIADAU DROS ABSENOLDEB

Derbyniwyd ymddiheuriadau am absenoldeb oddi wrth y Cynghorwyr Mrs C. Andrews, J. Bevan, PJ Bevan, Mrs GD Oliver, JE Roberts, a R. Saralis, ynghyd â Mr M. Barry (Rhiant Lywodraethwr) a Mr M. Western (Archesgobaeth ROC Caerdydd).

2. DATGANIADAU O DDIDDORDEB

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

ADRODDIADAU'R SWYDDOGION

Rhoddwyd ystyriaeth i'r adroddiadau canlynol.

3. CYNIGION CYLLIDEB DRAFFT AR GYFER 2018/19

Rhoddodd yr adroddiad fanylion y cynigion cyllideb drafft a chynigion arbedion drafft ar gyfer y flwyddyn ariannol 2018/19 i'r Cabinet ar 15fed Tachwedd 2017 er mwyn caniatáu am gyfnod o ymgynghori cyn gwneud penderfyniad terfynol ym mis Chwefror 2018.

Nododd yr Aelodau y prif faterion yn Setliad Ariannol Llywodraeth Leol LIC Dros Dro 2018/19 a manylion y cynigion cyllideb drafft ar gyfer 2018/19. Roedd yr adroddiad yn manylu ar Brisiau Cost yr Awdurdod Cyfan (£8.867m), ynghyd â Phwysau Gwasanaeth Anadferadwy ac Ymrwymadau Gwasanaeth Eraill (£2.310m) a gostyngiad o 1% yng Ngyllid Llywodraeth Cymru sy'n cyfateb i £2.965m ar gyfer 2018/19. Yn ogystal, amlinellodd yr adroddiad y Cynigion Arbedion Drafft ar gyfer 2018/19 (-£7.205m) a'r Ymgodiad mewn Treth y Cyngor o 4.52% (£2.999m -), a fydd yn sicrhau bod cyllideb gytbwys yn cael ei gyflawni ar gyfer 2018/19. Mae'r cynigion cyllideb drafft yn honni nad oes tyfiant ar gyfer ysgolion yn 2018/19. Nid oes unrhyw ofyniad yn y Setliad Dros Dro i amddiffyn Ysgolion ac felly bydd yn ofynnol iddynt reoli eu cynnydd chwyddiant cyflogau a di-dâl eu hunain yn 2018/19, ynghyd â phwysau costau eraill sy'n dod i'r amlwg.

Roedd yr adroddiad yn amlinellu'r pwysau ariannol a roddwyd ar feysydd gwasanaeth, yn enwedig y Gwasanaethau Cymdeithasol, yn codi o gynnydd mewn ffioedd ar gyfer darparwyr gofal allanol a galw pellach yn y Gwasanaethau Oedolion a Phlant. O ganlyniad, roedd yr adroddiad yn cynnig dyrannu £1.5 miliwn pellach yng nghyllideb 2018/19 i fodloni'r pwysau ariannol parhaus hyn. Cyfeiriwyd yr aelodau hefyd at atodiadau'r adroddiad a oedd yn crynhoi'r cynigion arbedion gan y Gyfarwyddiaeth/Maes Gwasanaeth, ynghyd â'r cynigion arbedion sy'n debygol o gael effaith ar y cyhoedd. Mae £4.682m o'r arbedion arfaethedig o £7.205m yn 'ddim effaith', yn cynnwys rheoli swyddi gwag, adlinio cyllideb a mân newidiadau i'r ddarpariaeth gwasanaeth.

Atgoffwyd yr Aelodau o'r Cynllun Ariannol Tymor Canolig a gyflwynwyd i'r Cyngor ym mis Chwefror 2017, a oedd yn dangos bod angen arbedion o £22.161m ar gyfer y cyfnod tair blynedd 2019/20 i 2021/22, a rhagdybio bod sefyllfa fflat yn arian o ran Setliad Ariannol Cymru ar gyfer pob un o'r blynyddoedd hyn. Bellach mae LIC wedi darparu gostyngiad dangosol ar gyfer Cymru gyfan yng Nghyllid Allanol Agregau o lai o 1.5% ar gyfer 2019/20, a fyddai'n cynyddu £3.984miliwn pellach ar ofyniad arbedion y Cyngor ar gyfer 2019/20 yn unig. Os fydd hyn yn cael ei ailadrodd yn 2020/21 a 2021/22 wedyn bydd angen arbedion pellach o £7.789m. Byddai hyn yn arwain at ofyniad arbedion o tua £34miliwn ar gyfer y cyfnod tair blynedd 2019/20 i 2021/22 ac yn cyflwyno heriau pellach yn symud ymlaen o ran Cynllun Ariannol Tymor Canolig yr Awdurdod.

Esboniwyd y byddai'r gostyngiad dangosol o 1.5% yn cael ei adolygu gan LIC yn dilyn Datganiad Cyllideb yr Hydref y Canghellor a'r Setliad Ariannol Llywodraeth Leol 2018/19 sydd i'w gyhoeddi ar 20fed Rhagfyr 2017, a all gynnwys ffigwr dangosol diwygiedig ar gyfer 2019/20. Cyflwynir Cynllun Ariannol Tymor Canolig wedi ei diweddarau ar gyfer y cyfnod 2018/19 i 2022/23 i'r Cabinet a'r Cyngor ym mis Chwefror 2018.

Gwahoddwyd y Pwyllgor Craffu i ystyried a chynnig sylwadau ar y Cynigion Arbedion Drafft ar gyfer 2018/19.

Cyfeiriodd Aelod at y cynnydd o 1.8% (£1.973miliwn) yn y Cyllid Allanol Agregedig fel y manylwyd yn yr adroddiad a holodd sut roedd hyn yn cyfateb i ostyngiad ariannol net o 1% (£2.965miliwn) o'i gymharu â 2017/18. Rhoddodd y Swyddogion esboniad pellach o sut y

mae'r trosglwyddo o ran grantiau penodol a chyfrifoldebau newydd a newidiadau i grantiau pasbort eraill wedi arwain at y gostyngiad ariannol cyffredinol hwn.

Mewn ymateb i drafodaeth ynglyn â'r Ymgodiad Treth y Cyngor arfaethedig o 4.52%, eglurodd y Swyddogion fod pob 1% yn gyfystyr â gwerth o thua £0.5miliwn ac os fyddai Aelodau o blaid lleihau lefel yr ymgodiad arfaethedig, byddai hyn yn arwain at yr Awdurdod yn gorfod dod o hyd i arbedion o £0.5miliwn ychwanegol mewn manau eraill am bob gostyngiad o 1%.

Gofynnwyd am eglurhad ar fanylion yr adolygiad Menter Cyllid Preifat (PFI) a gynhwyswyd yn ymrwymiadau/pwysau gwasanaeth annirweddoladwy2018/19 a'r diffyg disgwylidig o £22miliwn ar gyfer Cronfa Syrthio PFI Ysgolion. Esboniodd swyddogion fod yr adolygiad hwn yn parhau ac ar ei gasgliad bydd adroddiad manwl yn cael ei baratoi yn cadarnhau'r rhesymau penodol dros y diffyg a ragwelir. Mewn ymateb i ymholiad gan Aelod, eglurwyd bod y £22miliwn yn ffigur cronnus ar gyfer bywyd sy'n weddill y contractau PFI. Cafwyd ymholiad hefyd ynghylch y newidiadau yn y proffil taliadau ar gyfer Cronfa PFI Ysgolion sy'n Cwmpo , a arweiniodd at y diddordeb rhagamcanol ar falansau oedd oddeutu £7.1miliwn yn llai na'r hyn a ragwelwyd yn wreiddiol.Esboniodd swyddogion fod y newidiadau i'r proffil taliadau yn adlewyrchu taliadau gwirioneddol a wnaed hyd yn hyn yn erbyn y rhai a ragwelwyd ar y dechrau. Mae hyn wedi arwain at falansau sy'n is nag a ragwelir yn wreiddiol sydd wedi effeithio ar incwm buddsoddi.

Cadarnhawyd y byddai cofnodion cyfarfodydd y Pwyllgor Craffu Arbennig, gan ymgorffori barn a sylwadau'r Aelodau ar y cynigion cyllideb drafft, ynghlwm wrth adroddiad terfynol cyllideb 2018/19 yn cael ei gyflwyno i'r Cabinet a'r Cyngor ym mis Chwefror 2018. Hefyd, dywedwyd wrth yr Aelodau bod Seminar Aelodau yn y broses o gael eu trefnu ar gyfer Ionawr 2018 i alluogi'r holl Aelodau i gael eu briffio ar Setliad Ariannol Llywodraeth Leol Terfynol 2018/19 ac i roi cyfle pellach i fynegi barn a'i rannu ac i godi cwestiynau.

Ar ôl ystyried yr adroddiad yn llawn, cytunodd yr Aelodau yn unfrydol y dylid nodi manylion y cynigion cyllideb drafft ar gyfer 2018/19.

4. CYNLLUN ARIANNOL TYMOR CANOLIG - CYNIGION ARBEDION AR GYFER 2018/19

Rhodddwyd ystyriaeth i'r adroddiad, a roddodd fanylion am gynigion arbedion y Gyfarwyddiaeth Addysg ar gyfer 2018/19 i gefnogi Cynllun Ariannol Tymor Canolig yr Awdurdod, a gofynnodd am farn y Pwyllgor Craffu ar ystod y cynigion hyn. Gofynnwyd am gefnogaeth yr Aelodau hefyd ynghylch adroddiad i'r Cabinet yn y dyfodol, ar ddefnyddio £830mil balansau wrth gefn Rheolaeth Lleol Ysgolion (LMS) tuag at gynnal adeiladau ysgol am gyfnod o 3 blynedd.

Eglurwyd bod yr arbedion arfaethedig o £1.381miliwn wedi'u rhannu yn y rheini nad oedd ganddynt effaith uniongyrchol ar y cyhoedd a'r rheini sydd ag effaith gyhoeddus isel neu ganolig. Mae'r arbedion effaith dim ond (£802mil) yn cynnwys rheoli swyddi gwag, adlinio cyllideb yn bennaf a mân newidiadau i'r ddarpariaeth gwasanaeth, a bydd y cynigion arbedion sy'n weddill (£579mil) yn effeithio ar y cyhoedd i raddau amrywiol. Crynhodd swyddogion yr holl arbedion arfaethedig i'r cyhoedd fel a ganlyn, gyda manylion pellach yn yr adroddiad: -

1. Lwfans Cronfa Llyfrau Llyfrgell £25mil (Effaith Gyhoeddus: Isel);
2. Cynnal a Chadw Adeiladau Ysgol - Cyllid 50/50 gydag Ysgolion £333mil (Effaith Gyhoeddus: Canolig);
3. Tîm Athrawon SPLD (Anawsterau Dysgu Penodol) - Symud Swyddi Gwag - £66mil (Effaith Gyhoeddus: Canolig);
4. Mentrau Gwella Ysgolion - Lleihau'r Gyllideb - £120mil (Effaith Gyhoeddus: Canolig);
5. Llyfrgelloedd - Rhoi'r gorau i archebu papurau newydd a lleihau tanysgrifiadau ar-lein - £20mil (Effaith Gyhoeddus:Canolig)
6. Gwasanaeth Ieuenctid - Lleihau Cyfraniad i CMGG ar gyfer Cydlynnydd Cynllun Gwyliau - £15mil (Effaith Gyhoeddus: Canolig).

Cyfeiriwyd yr Aelodau hefyd at yr atodiadau adroddiad a oedd yn cynnwys asesiadau effaith cydraddoldeb ar gyfer pob un o gynigion arbedion 2018/19 y disgwylir iddynt gael effaith ar y cyhoedd.

O ystyried y cynigion mewn perthynas â Mentrau Gwella Ysgolion a Chynhaliath Cynnal a Chadw Adeiladau Ysgolion (Cyllid50/50), cymerodd drafodaethau le ynghylch cyflwr presennol adeiladau ysgol. Esboniodd swyddogion fod cyflwr cyffredinol adeiladau yn gymysg ond bod arolygon adeiladu ar y gweill ar hyn o bryd a fydd yn darparu trosolwg diweddar o'r sefyllfa pan fydd wedi'i gwblhau. Gofynnwyd am eglurhad ynghylch y math o sefyllfa oedd brys a allai ganiatáu mynediad at arian o'r cronfeydd wrth gefn. Esboniodd y swyddogion bod gan y Cyngor arian arall yn ychwanegol at y prosiect 50/50 i ddelio â gwaith brys fel atgyweiriadau/newidiadau boeler. Eglurwyd, er nad oes digon o gyllid i ddod ag adeiladau ysgol i fyny at safon Categori A neu B, mae'r Cyngor yn rheoli'n dda o ran gofynion cynnal a chadw a bydd yn parhau i flaenoriaethu meysydd megis risg tân a gwaith iechyd a diogelwch.

Codwyd pryderon ynglŷn â dileu'r gyllideb ar gyfer Cynnal a Chadw Adeiladau Ysgol (Cyllid 50/50), o gofio mai dim ond am gyfnod o 3 blynedd y bydd defnyddio £830mil balansau wrth gefn ar gyfer cynnal a chadw adeiladau ysgol yn unig. Efallai na fydd cyllid ychwanegol unwaith y bydd y cyfnod hwn wedi dod i ben. Mynegodd yr Aelodau yr angen am fuddsoddiad a gwelliant parhaus ar draws yr holl ysgolion presennol er mwyn darparu amgylchedd dysgu ac addysgu addas. Awgrymwyd hefyd y gallai fod wedi bod yn fuddiol ceisio cymeradwyaeth y Cabinet ar gyfer y cynnig hwn cyn iddo gael ei gyflwyno i'r Pwyllgor Craffu, er mwyn sicrhau Aelodau bod yr arian hwn wedi'i sicrhau. Esboniodd swyddogion y bydd y cynnig hwn yn ffurfio rhan o'r argymhellion yn adroddiad y Cynllun Ariannol Tymor Canolig a gyflwynir i'r Cabinet a'r Cyngor ym mis Chwefror 2018.

Gofynnodd Aelod hefyd a oedd digon o arian yn y balansau wrth gefn ar gyfer LMS er mwyn eu defnyddio tuag at gynnal a chadw adeiladau ysgol. Esboniodd y swyddogion fod y balansau hyn ar hyn o bryd oddeutu £2miliwn, sydd wedi cronni dros nifer o flynyddoedd, ac nad ydynt wedi'u cyrraedd yn rheolaidd hyd yn hyn. Felly byddai cydbwysedd sylweddol yn dal i aros pe bai cyfran o'r arian hwn yn cael ei ddefnyddio ar gyfer cynnal a chadw ysgolion, a bydd Swyddogion yn rhoi archwiliad pellach i'w ddefnyddio dros yr ychydig flynyddoedd nesaf.

Derbyniwyd ymholiadau ynghylch y cynnig i ddileu swyddi gwag oddi wrth y Tîm ADP. Gofynnodd Aelod am nifer y plant a gefnogir gan y tîm, ac eglurodd y Swyddogion nad oedd ganddynt y wybodaeth hon wrth law ond y gallant drefnu i ddsbarthu manylion i'r Aelodau yn dilyn y cyfarfod. Cadarnhawyd bod y Cyngor wedi gallu adeiladu tîm mawr o staff i ddarparu ymyrraeth gynnar mewn achosion o'r fath, a rhoddwyd sicrwydd bod gan y tîm lefelau staffio digonol ar waith i gwmpasu'r holl ofynion statudol.

Gofynnodd yr Aelod am yr amser aros i ymdrin ag achosion (o'r adeg y nodwyd gan yr ysgol gyntaf). Esboniodd swyddogion nad oes rhestr aros oherwydd y ffordd y mae'r rhain yn cael eu dyrannu, ond gall yr amserlenni amrywio yn dibynnu ar sut mae'r ysgol yn blaenoriaethu achosion o'r fath a bod cyfarfodydd rheolaidd yn cael eu cynnal rhwng ysgolion a'r awdurdod lleol i sicrhau eu bod yn derbyn y gefnogaeth angenrheidiol. Gofynnodd yr un Aelod hefyd am effaith ymddygiad plant (a gefnogir gan ADP) ar blant eraill yn yr ysgol. Esboniodd y swyddogion fod gwaith yn mynd rhagddo ar draws awdurdodau lleol mewn perthynas â sut mae ysgolion yn rheoli achosion o'r fath, a bod y Cyngor yn rhoi ffocws ar asesu'r effaith ar draws nifer o feysydd eraill, yn ogystal ag Anawsterau Dysgu Penodol. Cadarnhaodd y Swyddogion y byddent yn trefnu i ddsbarthu rhagor o wybodaeth i'r Pwyllgor Craffu mewn perthynas â'r ymholiadau a godwyd gan yr Aelod. Atgoffwyd yr Aelodau hefyd o'r angen i ddiogelu elfennau statudol Dysgu, Addysg a Chynhwysiant a chofnod ardderchog y Cyngor mewn perthynas ag ymyrraeth disgyblion. Eglurwyd y bydd fforwm yn cael ei drefnu rhwng ysgolion a'r Awdurdod i symud ymlaen i ddarparu rhwydwaith ar gyfer athrawon disgyblion ag Anghenion Dysgu Ychwanegol.

Holodd Aelod pam yr oedd y cynnig i ddileu swyddi ADP gwag wedi'i ddsbarthu fel effaith ganolig, o gofio nad oes unrhyw ganlyniadau a ragwelir ar gyfer plant/pobl ifanc â'r anghenion mwyaf cymhleth. Esboniodd swyddogion fod hyn oherwydd bod ysgolion wedi dod yn gyfarwydd â'r gefnogaeth a ddarperir gan elfen ddewisol y gwasanaeth a gallai gael effaith ar y gefnogaeth hon pe bai cynnydd sylweddol yn nifer yr atgyfeiriadau.

Cafwyd trafodaeth ynglŷn â'r cynigion arbedion mewn perthynas â llyfrgelloedd a chodwyd pryderon y gallai'r cynnig i leihau Cronfa'r Llyfr Llyfrgell gael effaith mewn perthynas â chynnal Safonau Iaith Gymraeg. Eglurodd y swyddogion fod gan y Cyngor fynediad at ystod eang o adnoddau drwy gyfrwng dulliau eraill megis y cynllun "Books4U" a rennir, ac nad oeddent yn rhagweld y byddai'r cynnig hwn yn cael effaith sylweddol ar ddarpariaeth deunyddiau Cymraeg. Hysbyswyd yr Aelodau hefyd bod Gwasanaethau Llyfrgell ar hyn o bryd yn prynu pob teitl llyfr a gynhyrchir yn yr Iaith Gymraeg. Yn ogystal, esboniodd Swyddogion y byddai'r Cyngor yn gallu mynd at sefydliadau megis Llyfrgell Genedlaethol Prydain ar gyfer llyfrau anodd eu canfod os na ellid dod o hyd i'r rhain drwy'r llwybrau arferol.

Mynegodd yr Aelodau eu siom ynghylch y bwriedir cael gwared â phapurau papur copi caled o lyfrgelloedd. Cydnabu'r swyddogion gryfder y teimlad yn erbyn y cynnig hwn, ond ailadroddodd yr angen i gynilion gael ei wneud, a phwysleisiodd fod y mwyafrif o gyhoeddiadau ar gael ar ffurf ar-lein a gellir cael mynediad atynt trwy'r cyfrifiaduron a leolir ym mhob llyfrgell y Cyngor. Cadarnhawyd y bydd staff llyfrgell wrth law i helpu defnyddwyr i ddefnyddio'r cynnwys ar-lein hwn a bydd cyfnod trosiannol o ddau fis cyn tynnu'r copïau caled yn ôl lle bydd defnyddwyr y llyfrgell yn cael eu hannog i ddefnyddio'r adnoddau ar-lein. Yn ogystal, mae'r Cyngor yn rhedeg nifer o gynlluniau ar draws ei lyfrgelloedd (megis Dydd Gwener Digidol) i helpu defnyddwyr i ddatblygu eu sgiliau cyfrifiadurol. Mae'r Cyngor hefyd mewn trafodaeth gyda phapur newydd dyddiol cenedlaethol am ddim i benderfynu a allant ddarparu copïau o'u cyhoeddiad i lyfrgelloedd.

Wrth gloi, cyfeiriodd yr Aelod Cabinet dros Addysg at y penderfyniadau anodd y mae angen eu gwneud ar hyn o bryd ac yn y dyfodol agos ynghylch y cynigion arbedion. Gofynnodd hefyd iddi ddiolch i'r Swyddogion cyflwyno gael eu cofnodi am y ffordd broffesiynol yr oeddent wedi paratoi'r cynigion.

Ar ôl ystyried y cynigion yn yr adroddiad, cytunwyd fod yr argymhelliad 10.1 hwnnw i gael ei ddiwygio, gan na ellir cefnogi symud swyddi gwag o fewn y tîm ADP a lleihau'r gyllideb ar gyfer Mentrau Gwella Ysgolion. Ni chafodd y cynnig hwn ei eilio.

Wrth gymryd y ddau argymhelliad ar wahân, o ran argymhelliad 10.1, cytunwyd bod y cynigion a fanylir yn yr adroddiad yn cael eu cefnogi. Trwy ddangos dwylo (ac wrth nodi bod 1 yn erbyn ac 1 yn ymatal), cytunwyd ar hyn gan y mwyafrif yn bresennol.

Holodd Aelod y posibilrwydd o gynyddu'r lefel ariannol arfaethedig ar gyfer balansau wrth gefn yr LMS (o £830mil i £999mil) a mynegodd y Swyddogion yr angen am rybudd yn yr ardal hon o ystyried yr ansicrwydd ariannol posibl yn y dyfodol. Ynacytunodd yr Aelod welliant i argymhelliad 10.2 yr adroddiad, gan fod y lefel arfaethedig o ariannu ar gyfer balansau wrth gefn yr LMS yn cael ei gynyddu o £830mil i £999mil. Ni chafodd y cynnig hwn ei eilio.

Fe'i cytunwyd ac eiliwyd bod argymhelliad 10.2 yr adroddiad (cefnogi'r defnydd o £830mil o falansau wrth gefn LMS tuag at gynnal a chadw adeiladau ysgol am gyfnod o 3 blynedd). Trwy ddangos dwylo (ac wrth nodi bod 2 ymataliad), cytunwyd ar hyn gan y mwyafrif yn bresennol.

PENDERFYNWYD am y rhesymau a gynhwysir yn adroddiad y Swyddog:-

(i) cefnogi'r cynigion arbed drafft ar gyfer y Gyfarwyddiaeth Addysg ar gyfer 2018/19;

- (ii) cefnogi'r cynigion ar gyfer defnyddio £830mil o falansau wrth gefn LMS tuag at gynnal a chadw adeiladau ysgol am gyfnod o 3 blynedd a chyflwyno adroddiad i'r Cabinet yn unol â hynny.

Terfynwyd y cyfarfod am 6.44 p.m.

Wedi'i gymeradwyo fel cofnod cywir ac yn ddarostyngedig i unrhyw ddiwygiadau neu gywiriadau a gytunwyd a'u cofnodi yng nghofnodion y cyfarfod a gynhaliwyd ar 9fed Ionawr 2018 fe'u llofnodwyd gan y Cadeirydd.

CADEIRYDD



EDUCATION FOR LIFE SCRUTINY COMMITTEE – TUESDAY 9TH JANUARY 2018

**SUBJECT: EDUCATION FOR LIFE SCRUTINY COMMITTEE FORWARD
WORK PROGRAMME**

**REPORT BY: ACTING DIRECTOR OF CORPORATE SERVICES & SECTION 151
OFFICER**

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 7th November 2017.

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: Gail Williams, Interim Head of Legal Services and Monitoring Officer
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 – January 2018- July 2018			
Meeting Date: 9th January 2018			
Subject	Purpose	Key Issues	Witnesses
Junior and Youth Forum Priorities	The Youth Forum will present their priorities following their conference. They will explain how they think Members can give support.		Representation from the Junior and Youth Forum
Behaviour Strategy	To provide an overview of the proposed new structure and rationale for managing behaviour more effectively across Caerphilly Schools		Keri Cole Sue Richards
Attendance	To update Members on the most recent statistical releases and outline current position in comparative terms		Keri Cole Sue Richards
LA Inspection Framework Update	To provide members with an update on the LA Inspection Framework		Keri Cole Sue Richards

Education for Life Scrutiny Committee Forward Work Programme – January 2018 - July 2018			
Meeting Date: 26th February 2018			
Subject	Purpose	Key Issues	Witnesses
Performance – Key Stage 4 and 5 – 2017	To outline the LA's performance in all key indicators at KS4 and 5 from 2017.		Invite Secondary Phase Head Teacher
Education Capital	Consider recommendations for the allocation of resources for the 2018/19 financial year. To be considered by Cabinet	Members to consider the school bids and recommendations for the allocation of funds against the different component parts of the 2018-19 Education capital programme.	
EAS Business Plan	To update Members on the progress within the EAS Business Plan.		Representatives from the EAS
21st Century Schools	To update Members on the outcomes from the cross-party working group in terms of the Band B proposals		Sue Richards

Education for Life Scrutiny Committee Forward Work Programme – January 2018 - July 2018			
Meeting Date: 24th April 2018			
Subject	Purpose	Key Issues	Witnesses
Youth Service Update			Youth Service User
Education Strategy			Keri Cole – Chief Education Officer
Support for Mental Health for Children and Young People			

Education for Life Scrutiny Committee Forward Work Programme – January 2018 - July 2018			
Meeting Date: 22nd May 2018			
Subject	Purpose	Key Issues	Witnesses
Attendance and Exclusions	To update Members on the most recent statistical releases and outline the current position in comparative terms.		Head Teacher Keri Cole – Chief Education Officer
Service Improvement Plan	To review 2017/18 and agree 2018/19 main SIP themes/priorities.		Keri Cole – Chief Education Officer
Childcare Offer for Wales Early Implementer Update			Keri Cole – Chief Education Officer

Education for Life Scrutiny Committee Forward Work Programme – January 2018 - July 2018			
Meeting Date: 3rd July 2018			
Subject	Purpose	Key Issues	Witnesses
Education Other than at Schools (EOTAS)			Representative from a Programme Provider
Additional Learning Needs Reform Update			

Meeting Date: to be confirmed			
Subject	Purpose	Key Issues	Witnesses

Cabinet Forward Work Programme

Appendix 2

31ST JANUARY 2018	Key Issues	Service Area
Annual Equalities Report 2016-2017		Public Protection
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.	Corporate Finance
Land at Plasturtwyn Terrace, Llanbradach	To seek members' instructions in relation to the disposal of the land, which has been declared surplus. The options are 1. To negotiate a disposal directly with the zoned Housing Association partner, in which case affordable housing could be up to 100% or 2. To put the site on the market with a view to achieving a capital receipt, with affordable housing limited to a maximum of 40%	Property Services
Fixed Penalty Notices for flytipping	To seek Cabinet approval for a fixed penalty amount for flytipping offences following the introduction of the Unauthorised Deposit of Waste (Fixed Penalties) (Wales) Regulations 2017.	Public Protection
Disposal of land at Bargoed Development Plateau to Marstons PLC	To seek approval in principle to the disposal of Council owned land at Bargoed Development Plateau to Marstons PLC to facilitate development of a pub/restaurant. To authorise the Interim Head of Property Services to negotiate with Marstons PLC to agree the detailed terms and conditions of the disposal and with WG in order to satisfy the conditions of the WG Land Reclamation Grant that part funded the construction costs of the Bargoed Development Plateau.	Economic Development
Housing Rent Increase		Housing
ERDF 4.4 Funding Opportunities – The Lawn Industrial Estate Rhymney and T.D. Nelson.	The report advocates identifying the Lawn Industrial Estate and Ty Du Nelson as the Council's primary focus for ERDF Programme measure 4.4 and seeks to identify the required levels of match funding to allow the projects to progress. It also advocates agreeing in principle entering into a Joint Working/Development Agreement with Welsh Government at Ty Du based on the received draft Heads of Terms.	Economic Development
Car Salary Sacrifice Scheme	To advise Cabinet of the implications of HMRC changes in relation to the treatment of tax and national insurance for the Car Salary Sacrifice Scheme and to make appropriate recommendations on the future of the Scheme.	Human Resources

Cabinet Forward Work Programme

Appendix 2

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
Amendments to Authorisation of Officers within the Public Protection Division	The report will inform Cabinet of the introduction of the Public Health (Wales) Act 2017 and ask for the authorisation of officers under the Act. The report will also seek a recommendation from Cabinet to Council that the Act be added to the Council's Constitution.	Public Protection

14TH FEBRUARY 2018	Key Issues	Service Area
Budget Proposals 2018/19 and Medium-Term Financial Strategy 2018/2023	To seek Cabinet endorsement of the 2018/19 budget proposals contained within this report prior to final determination at Council on the 20th February 2018.	Corporate Finance
Business Improvement Programme	To provide Cabinet with an overview of the Business Improvement Portfolio Board aims and objectives; the programmes/projects which sit within its remit and associated timelines for delivery, and the programme/project management arrangements in place and interfaces with existing governance requirements	Communities
Control of Hand Arm Vibration at Work Policy Polisi Rheoli Dirgryniad Llaw Braich yn y Gwaith	Cabinet approval is sought for the Policy which details the roles and responsibilities at all levels for the control of vibration.	Health and Safety
Electrical Safety Policy	The purpose of this report is to seek Committee Members approval for the draft policy for Electrical Safety prior to the report being referred to Cabinet for consideration.	Health and Safety

28TH FEBRUARY 2018	Key Issues	Service Area
CCBC Corporate Plan	The Corporate Plan sets out the Council's Priorities. The Local Government Measure 2009 requires all local authorities in Wales to set and publish a set of priorities as is 'practicably possible' in the new financial year. The introduction of	Public Protection

Cabinet Forward Work Programme

Appendix 2

	the Well-being of Future Generations (Wales) Act 2015 (WBFGA) also places a legal requirement for public bodies to set and publish 'Well-being Objectives' and publish by a specific date of no later than 31st March 2018.	
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28TH MARCH 2018	Key Issues	Service Area
The Gwent VAWDASV Strategy	To seek Cabinet approval for the Regional Gwent Violence Against Women, Sexual Violence, & Domestic Abuse Strategy 2017-22. The purpose of this strategy is to set out the regional integrated approach to stop violence against women, domestic abuse and sexual violence, to improve the health and well-being of individuals and families affected by abuse and hold to account those who perpetrate such abuse.	Public Protection
AS Business Plan		Education

30TH MAY 2018	Key Issues	Service Area
Sheltered Housing Schemes – Eastern Valleys Area Remodelling	To provide members with proposals for remodelling a small number of sheltered housing schemes in the eastern valley, in order for members to consider a number of options which may include improvements, remodelling, alternative use and possibly demolition.	Housing
Affordable Homes New Build Proposals	To confirm the new build Council Housing programme, including the preferred delivery option in order for the Council to utilise the Affordable Housing Grant funding that has been allocated to CCBC.	Housing

19TH JULY 2018	Key Issues	Service Area
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



Cabinet Forward Work Programme

Appendix 2



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 9TH JANUARY 2018

SUBJECT: JUNIOR AND YOUTH FORUM PRIORITIES

REPORT BY: CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

- 1.1 To inform Members of issues raised by Children & Young People via the Youth Service's Junior and Youth Fora. The report is seeking the views of Members prior to its presentation to Cabinet.

2. SUMMARY

- 2.1 Following the Youth Forum Conference in October 2017 and the Junior Forum meeting in November 2017, Children & Young People have identified issues important to them and have voted on Priority Issues for 2018.
- 2.2 The previously agreed process that follows the identification of issues has been as follows:
- Presentation of issues to SMT for information.
 - Young People present Junior Forum issues to Cabinet for information only and to request support in addressing the Youth Forum priority.
 - Young People to present issues to relevant scrutiny groups for information.
 - Young People to present issues to the Public Service Board for information.
 - Issues are presented directly by Young People.
 - Young People form a Project Group that meets weekly to address the Youth Forum priority issue, working directly with Officers and Members as appropriate on a range of initiatives intended to have a positive impact on the issue. This work continues until September 2018, with the process re-starting in October.

3. LINKS TO STRATEGY

- 3.1 The Local Participation Action Plan 2013.
- 3.2 The Caerphilly County Borough Single Integrated Plan 2013-2017(SIP) with particular reference to the LSB Citizen Engagement Strategy 2013.
- 3.3 The United Nations Convention on the Rights of the Child and Welsh Government Extending Entitlement Guidance.
- 3.4 Involvement of children and young people in decision making contributes to the Well-being Goals within the Well-being of Future Generations Act (Wales) 2016:

- *A prosperous Wales – Engaging young people in decision making and associated rights-based participative activity enables skills development and access to a variety of experiences which assists on a pathway to further education and employment.*
- *A more equal Wales – Involvement within the Fora aims to give all children and young people access to having a voice and being informed of their rights, regardless of background or circumstance.*
- *A Wales of cohesive communities – Much of the participative outreach related activity has been delivered in community based locations, aiming to connect communities of young people to local decision-making.*
- *A globally responsible Wales – Youth Forum related activity embraces the rights-based agenda with national and European activity, with links to the National Assembly for Wales, the UK Youth Parliament and the European Youth Parliament, enabling local young people to contribute to and influence global issues.*

3.5 The PSB Communication & Engagement Strategy, of which adheres to the National Principles of Engagement and the National Participation Standards for Children and Young People.

4. THE REPORT

4.1 Introduction

4.1.1 The Junior & Youth Fora are structured and organised around the five themes of the Single Integrated Plan: Prosperous Caerphilly; Safer Caerphilly; Learning Caerphilly; Healthier Caerphilly; Greener Caerphilly, enabling children and young people to have a voice on issues that affect them. Junior Forum Representatives are aged 7-11 years; Youth Forum Representatives are aged 11-25 years.

4.1.2 At the Annual Youth Forum Conference Young People are provided with the opportunity to explore issues previously raised via borough wide consultation. Young people attending the conference present their views on each of the themes and engage in a dialogue with relevant Officers and Cabinet members. From exploring all themes within the context of young people's lives, young people identify and agree on a priority issue for each theme.

Following the Conference, an overall priority is voted for by Young People representing the Youth Service, Schools and Youth Support Services. The issues, as voted for by 1491 young people in a post - conference consultation for 2018 are:

Youth Forum Issues:

54% Safer Caerphilly – **Overall Priority Issue**

Bullying – Increase peoples understanding of what is classed as bullying and help people to understand how to deal with bullying.

16% Learning Caerphilly

Life Skills – We need a curriculum to prepare us for life.

12% Healthier Caerphilly

Sexual Health – Improve young people's access to sexual health services.

12% Prosperous Caerphilly

Housing – Affordable housing for young people leaving home.

6% Greener Caerphilly

Adventurous Outdoor Play - Provide safe adventurous play areas suitable for young people to encourage them to use local outdoor spaces.

- 4.1.3 The Junior Forum representatives identified a priority within each Forum theme, raised via consultation and then voted for as the overall priority. The issues voted for by 98 children are:

Junior Forum Issues:

39% Prosperous Caerphilly – **Overall Priority Issue**

Homelessness - More support is needed for homeless people.

33% Safer Caerphilly

Drugs - Too many people use drugs, education needs to start at an earlier age.

18% Healthier Caerphilly

Smoking – People need to stop smoking and vaping around children.

8% Learning Caerphilly

Bullying – Bullying has a negative impact on children’s learning.

2% Greener Caerphilly

Green Spaces – Increase green spaces for outdoor play.

- 4.2 The Youth Forum will attend Education Scrutiny Committee on 9th January 2018. To present on the issues and outline the plans to address the Priority Issue, and wish to proceed with attendance at Cabinet to seek support in addressing the priority issue.

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 by working with children and young people (and supporting other service providers to work with children and young people) to impact on decision making for short term and long term needs. By listening to the voices of children and young people, service providers are better able to respond to needs, better able to identify and understand problems as experienced by our citizens and thus better able to shape services in the future in a more effective responsive way.
- 5.2 Involving children and young people in decision making at all levels fosters a culture of expectation and responsibility, strengthened by increasing their knowledge and understanding in Children’s Rights.

6. EQUALITIES IMPLICATIONS

- 6.1 This report is for information purposes only, so the council’s full Equalities Impact Assessment process does not need to be applied.
- 6.2 The participative activity that has taken place throughout 2017 has benefitted many different groups in the community with many children and young people having been recipients of engagement activity, rights-based education and informed service delivery.

7. FINANCIAL IMPLICATIONS

- 7.1 There are no financial implications in this report.

8. PERSONNEL IMPLICATIONS

- 8.1 There are no personnel implications in this report.

9. CONSULTATIONS

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

10. RECOMMENDATIONS

10.1 That the Education Scrutiny Committee supports the presentation of Junior & Youth Forum issues to Cabinet.

10.2 That Education Scrutiny Committee considers how to support the Youth Forum in addressing their Priority Issue of Bullying.

10.3 That Education Scrutiny Committee considers how to support the Junior Forum in addressing their Priority Issue in supporting homelessness.

10.4 Education Scrutiny Committee to have due regard to issues raised within this report by Children and Young People when making decisions which impact upon their lives.

11. REASONS FOR THE RECOMMENDATIONS

11.1 To ensure members are informed of priorities identified by Children & Young People.

12. STATUTORY POWER

12.1 'Shared Purpose: Shared Future, Statutory Guidance on the Well-Being of Future Generations (Wales) Act 2015', and in particular SPSF 3 – Annex B, which is issued in accordance with Section 17(3) of the Children and Families (Wales) Measure 2010 and applies to local authorities in respect of local well-being plans and whenever they take decisions which might affect children and young people.

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Consultees: Directorate Senior Management Team
Cllr Philippa Marsden, Cabinet Member, Education and Achievement
Cllr Wynne David, Chair of Education Scrutiny Committee
Cllr Gaynor Oliver, Vice Chair, Education Scrutiny Committee
Corporate Management Team
Paul O'Neill - Senior Youth Service Manager
Clare Ewings, Participation & Inclusion Manager
Ros Roberts, Corporate Performance Management
Anwen Cullinane, Senior Policy Officer – Equalities and Welsh Language
Richard Harris, Internal Audit Manager



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 9TH JANUARY 2018

SUBJECT: CAERPHILLY BEHAVIOUR MODEL AND PROVISION

REPORT BY: CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

- 1.1 The purpose of this report is to update and inform Members of the work that has been undertaken thus far to review the current provision and model across Caerphilly and the emerging outcomes.

2. SUMMARY

- 2.1 The report describes the actions taken to ensure Caerphilly has proposals informed by a range of stakeholders to provide a fit for purpose behaviour model / continuum of provision for Caerphilly learners.

3. LINKS TO STRATEGY

- 3.1 Exclusion from Schools and Pupil Referral Units Guidance 2015
- 3.2 SEN and Inclusion Strategy
- 3.3 SEN Code of Practice for Wales (2002)
- 3.4 The report contributes towards the Well-being Goals within the Future Generations Act (Wales) 2015, specifically:
- A prosperous Wales as this is centred on developing a skilled and well educated population;
 - a healthier Wales as this is concerned with maximising peoples physical and well-being;
 - a more equal Wales, this is focusing on enabling people to fulfil their potential no matter what their background or circumstances are.

4. THE REPORT

- 4.1 The Local Authority is committed to meeting the needs of all learners within an inclusive whole-school approach, including those learners who at some point may require a greater support than the majority of their peers.
- 4.2 All learners should have access to an appropriate education that affords them the opportunity to achieve their personal potential.

- 4.3 To ensure all learners have access to an appropriate education the Local Authority has engaged with a range of stakeholder to review the current behaviour provision. These include primary and secondary Head teachers, staff based in current behaviour provisions and Education Other Than At School (EOTAS) staff.
- 4.4 Pupil data has been used to inform the profile of learner needs across the whole age range and identify where there are current gaps in provision or a need to increase capacity to meet identified needs.
- 4.5 Current provision ranges from Nurture provision in Foundation phase to the Pupil Referral Unit (PRU) which manages the needs of learners until the end of Year 8.
- 4.6 Learners needs from primary to secondary may currently be met across a variety of Education Other Than at School (EOTAS) provisions. Some of these provisions are via a procured service and have high cost implications.
- 4.7 As part of the stakeholder group meetings the behaviour model proposed has considered the continuum of behaviour needs across Caerphilly, including those learners attending EOTAS provisions. It has been recognised that a graduated response across a range of cost effective in house provisions is a more sustainable and preferred option.
- 4.8 The main outcomes of the stakeholder group's meetings have identified several key recommendations.
- 4.9 These include:
- develop a hub and spoke model for the behaviour continuum of need;
 - provisions will be in line with a clear graduated response to learner need. Provisions will have clear entry and exit criteria which is shared with all schools to promote shared ownership;
 - the model will allow for a more consistent approach across behaviour with an opportunity to have a more flexible range of provisions and curriculum on offer;
 - provide an effective outreach service within the model design;
 - increase the current Pupil Referral Unit capacity and extend to the end of Key Stage 4;
 - increase the in house Innovate project to offer placements from Key Stage 2 to Key Stage 4;
 - increase the capacity to provide in-house EOTAS provision;
 - reduce the need for external providers to support Caerphilly learners on a full time basis;
 - consider the functions of the Behaviour Support Service and how this is aligned to support the model;
 - realign the budget for EOTAS and behaviour provision in line with the new model;
 - continue to and enhance joint working with the Youth Service providing a more holistic approach to managing learners with identified behavioural needs.

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 and more specifically for the principles noted below.
- Long term – The report considers the importance of balancing the short term needs to safeguard the ability to also meet long term needs. Continuing to support and work with schools to promote a common moral purpose in managing a spectrum of learners' behavioural needs. Promote early intervention and the use of appropriate strategies to support learner needs within their mainstream settings is crucial to the effective implementation of a sustainable behaviour model.

- Prevention – Implementing effective early intervention strategies and support working collaboratively with schools, and all other service providers will reduce the need for more intensive interventions later in learners’ educational pathways. This will be balanced against having effective identification systems and referral routes identified to support learners during their educational journey.
- Integration – The behaviour and wellbeing of all Caerphilly learners leads to a more prosperous and healthy adult population. Consideration has been made to the content of this update report to ensure there is no negative impact on the goals of another public body.
- Collaboration - Working collaboratively with other service providers such as health, social and youth services provides a more cohesive approach to managing the behavioural needs identified within the education system.
- Involvement – All stakeholders need to be full participants in this behavioural model development to support and challenge and enhance the development itself. This will be at a local, regional and national level. This approach will lead to increased outcomes for all learners as they progress into adult hood and become meaningful contributors to living and working Caerphilly

6. EQUALITIES IMPLICATIONS

- 6.1 Council’s full Equalities Impact Assessment (EIA) process is adhered to at all times.

7. FINANCIAL IMPLICATIONS

- 7.1 There are no direct financial consequences from this update report.

8. PERSONNEL IMPLICATIONS

- 8.1 There are no direct personnel implications from this update report.

9. CONSULTATIONS

- 9.1 The report reflects the views of consultees.

10. RECOMMENDATIONS

- 10.1 Scrutiny to note the recommendations Members are asked to note the content of the report. Members are asked to support this report progressing to Cabinet.

11. REASONS FOR THE RECOMMENDATIONS

- 11.1 Response to an identified need to have an effective behaviour model and provisions which is fit for purpose and value for money.

12. STATUTORY POWER

- 12.1 Well-being of Future Generations (Wales) Act 2015.
Education Act 1996.
Equality Act 2010.
United Nations Convention On The Rights Of The Child.
Inclusion and Pupil Support Guidance Welsh Government 2016.

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Cllr Gaynor Oliver, Vice Chair, Education Scrutiny Committee
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EDUCATION FOR LIFE SCRUTINY COMMITTEE – 9TH JANUARY 2018

SUBJECT: IMPROVING SCHOOL ATTENDANCE

REPORT BY: CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

- 1.1 To inform Members of the progress being made in improving attendance in schools within the borough.

2. SUMMARY

- 2.1 The information contained in the National Statistics First Release *Absenteeism from Secondary Schools in Wales, 2016/17*, published as SFR 97/2017 and *Absenteeism from Primary Schools in Wales, 2016/17*, published as SFR 183/2017, gives a national overview of school attendance and absence rates - (to view data please refer to www.statswales.gov.uk).
- 2.2 During the academic year 2016/17 there was an decrease of 0.1% in secondary school attendance in comparison with 2015/6; the primary school attendance data has stayed the same as the previous year.
- 2.3 There remains evidence of a strong correlation between poor attendance and those children and young people eligible for Free School Meals (FSM) as indicated in the Secondary School Statistical release.

3. LINKS TO STRATEGY

- 3.1 The new Caerphilly Attendance strategy will contribute to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016:
- *A prosperous Wales* – The Attendance Strategy aims to ensure that schools and education providers support children and young people to develop their level of attainment and skills through robust processes that relate to improving attendance rates. This contributes to reducing the number of young people that become NEET (not in education employment or training);
 - *A resilient Wales* – this is not specifically mentioned within the Attendance Strategy; however, schools will build eco schools into their curriculum;
 - *A healthier Wales* – The Attendance Strategy supports schools and education providers to embed good practice across the settings in relation to understanding factors that contribute to poor attendance and developing mental wellbeing. The Welsh Network of Healthy Schools Scheme is embedded into practice in primary and secondary schools;

- *A more equal Wales* – The Attendance Strategy supports schools and other education providers to embed good practice, ensuring that young people can fulfil their potential regardless of circumstances; this includes strategies to reduce the impact of poverty on children and young people through various closing the gap initiatives;
- *A Wales of cohesive communities* – The Attendance Strategy promotes positive attendance and wellbeing which links to the development of safe communities;
- *A Wales of vibrant culture and thriving Welsh language* – this is not specifically mentioned within the Attendance Strategy;
- *A globally responsible Wales* – The aim of the Attendance Strategy is to ensure there is a focus on wellbeing and that this is embedded in practice across schools and other education providers.

4. THE REPORT

- 4.1 The LA works with schools and other partners including South East Wales Consortium (SEWC) to ensure that a robust approach towards improving attendance is taken. Improving attendance remains a priority for the Local Authority (LA) and continues to be a focus in all key plans.
- 4.2 LA officers monitor attendance on a monthly basis and targeted interventions are agreed between the LA and the Education Achievement Service (EAS). The impact of this accelerated approach has been effective in reducing absenteeism in the schools targeted.
- 4.3 Comparative data and a summary of information in attendance in primary and secondary schools is provided below.
- 4.4 Attendance within primary schools in Caerphilly has stayed the same as the previous year, reporting an attendance percentage of 94.6% as indicated in figure 1 below.

Figure 1

	2014/15	2015/16	2016/17
LA	94.5	94.6	94.6
Wales	94.9	94.9	94.9
LA Target	94.9	95.1	95.3

- 4.4.1 Local comparisons confirm that of the 75 primary schools:
- 42 schools report improved attendance for 2016/17;
 - 21 schools met or exceeded their set target;
 - 14 schools met or exceeded the LA target of **95.3%**;
 - 29 report attendance of 95% or above;
 - 10 schools report improvements of 1% or more;
 - It should be noted that attendance rates do not reflect the robust processes in some schools. This is due to contagious illnesses such as chicken pox and other viral infections alongside issues related to mental health which impact significantly on attendance rates.
- 4.4.2 A persistent absentee is a pupil who missed at least 20% of half day sessions. The national data for 2016/17 is not due until the end of autumn term 2017, however the number of persistent absentees in Caerphilly primary schools have been steadily decreasing. The All Wales Core Data Set evidences the numbers have reduced from 369, (3.0% of the pupil population) in 2012/13 to 209 (1.6% of the pupil population) in 2015/16, a total reduction of 160 pupils.

4.4.3 Attendance within secondary schools in Caerphilly has decreased slightly on the previous academic year by 0.1%, reporting an attendance percentage of 93.3% as indicated in figure 2 below.

Figure 2

	2014/15	2015/16	2016/17
LA	92.7	93.4	93.3
Wales	93.8	94.2	94.1
LA Target	93.1	93.8	94.0

4.4.4 The secondary school statistical release reports that 7 out of the 22 Local Authorities in Wales are recorded as having improved or maintained secondary school attendance for 2016/17 compared with all 22 the previous year. The data also indicates that the LA was ranked 21st within Wales in comparison with the position of 19th in the previous year.

4.4.5 Local information indicates that:

- 6 secondary schools record improved attendance with only one school exceeding the school target and 3 schools exceeding the Local Authority target of 94.0%;
- The most improved secondary school is Cwmcarn High School recording a 1.2% increase;
- The secondary school recording the highest attendance in Caerphilly is Newbridge School at 94.7%.

4.4.6 The 2016/17 statistical release provides a national overview of codes schools used to report pupil absences. The information below provides a summary of the local data relating to the use of absence codes. This shows that:

- 57355 days were lost that relate to medical and illness absences, which is 6192 days less than the 63547 days lost in 2015/16.
- The total absences that relate to holidays equate to 7708.5 days, which is an increase of 1087.5 days from the 6621 days in 2015/16.
- The overall unauthorised absence figure for Caerphilly is reported as 2.2% which is an increase of 0.5% on the previous year.

4.4.7 The individual school data on persistent absentees in secondary schools shows that for the academic year 2016/17, 537 pupils, (5.4% of the pupil population) were reported as persistent absentees. This is an increase from the 466 pupils (4.6% of the pupil population) recorded in 2015/16. The Statistical Release highlights that the overall number of persistent absentees nationally has increased by 268 pupils from 6119 pupils in 2015/16 to 6387 in 2016/17.

4.5 In order to strengthen approaches to inclusion and safeguarding, The Fixed Penalty Notice Regulations (The Education (Penalty Notices) (Wales) Regulations 2013) came into force in September 2013. The scheme, introduced by the WG, made available to LAs an additional legal sanction in the form of Penalty Notice Fines.

4.5.1 Penalty Notices are one option amongst a wide range of interventions and support strategies available, to promote improved school attendance and children's educational prospects. Additionally, this strategy may help to avoid putting children and young people at risk of criminal or anti-social attendance. The measures will also support LAs and schools in ensuring parents and carers fulfil their legal responsibilities to ensure their children regularly attend school.

4.5.2 CCBC's Local Code of Conduct has been developed to ensure that powers are applied consistently and fairly across the LA and sets out the procedures and protocols for the administration of the scheme.

- 4.5.3 The Welsh Government commissioned an external survey to measure the overall impact of Fixed Penalty Notices across Wales. This information is yet to be published by Welsh Government.
- 4.5.4 The high majority of secondary schools engaged in the FPN scheme in 2016/17. Two primary schools introduced the FPN scheme in 2016/17: St Helens RC and Pontlottyn Primary. In total, 117 penalty notices were issued during the academic year 2017/16. Out of this figure, 48 were unpaid and were subsequently referred to Magistrates Court.
- 4.6 The following actions have been implemented to address the lower than expected attendance rates across primary and secondary schools:
- Improve engagement of all primary and secondary schools with Local Authority attendance priorities. Activities to include:
 - Increased challenge to all Headteachers and senior leaders through meetings with Senior Educational Welfare Officer. Dialogue includes rigorous discussion on progress against attendance targets and effectiveness of ongoing strategies;
 - More effective targeting and intervention through school improvement plans, self-reviews, audits, target setting etc;
 - Schools monitor and review impact of initiatives and best practice case studies through Head teacher regional meetings and cluster meetings etc;
 - Targeted intervention and support to schools below the median benchmark;
 - Educational Welfare Service to track and, where appropriate, intervene with particular focus on Year 11 pupils.
 - Review and reshape the allocation of Educational Welfare Officers to provide more effective intervention and support to schools.
 - Provide more effective support for clusters of schools providing practical advice including training for the 'Callio' system of tracking and monitoring attendance rates;
 - Improve effective working relationships between Educational Welfare Officers and Inclusion services identifying vulnerable pupils and strategies for additional support.
 - Collaborate alongside the SEWC School Improvement Officers to implement the newly created regional strategy for attendance. Ensure that regional strategy impacts on levels of attendance across Caerphilly schools.
 - Utilise data systems to support accurate and timely intervention to increase levels of attendance:
 - reduce persistent absenteeism;
 - support low performing schools;
 - identify and track vulnerable pupils by school, cluster and LA;
 - monitor and track attendance via benchmark quartile.

5. WELL-BEING OF FUTURE GENERATIONS

- 5.1 This attendance strategy 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:
- Long Term: The importance of balancing short-term issues of attendance in education settings alongside longer-term needs around the impact of attendance on educational attainment and economic wellbeing.
 - Prevention: A long term strategic attendance plan makes a contribution to public bodies meeting their wider objectives.
 - Integration: A purposeful, strategic attendance plan fully integrates into the Local Authority wellbeing objectives
 - Collaboration: The attendance strategy is reliant upon effective partnership with a range of stakeholders including schools, EOTAS settings, inclusion and medical specialists and safeguarding teams.

- Involvement: The attendance strategy relies on the involvement of pupils and other young people in achieving the identified objectives. This includes feedback on the impact of any proposed strategies to improve attendance.

6. EQUALITIES IMPLICATIONS

- 6.1 The LA is committed to ensuring that all children and young people gain maximum benefit from their education by regular attendance at school, regardless of the individual or family characteristics of those children and young people.

7. FINANCIAL IMPLICATIONS

- 7.1 There are no financial implications.

8. PERSONNEL IMPLICATIONS

- 8.1 There are no personnel implications.

9. CONSULTATIONS

- 9.1 All responses are reflected in the report.

10. RECOMMENDATIONS

- 10.1 Members are requested to note the content of the report.

11. REASONS FOR THE RECOMMENDATIONS

- 11.1 Improving attendance is a priority at both a national and local level.

12. STATUTORY POWER

- 12.1 Education Act 1996.

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Councillor Philippa Marsden, Cabinet Member, Education and Achievement
Chair of Education for Life Scrutiny Committee
Education Achievement Service

Gadewir y dudalen hon yn wag yn fwriadol



EDUCATION FOR LIFE SCRUTINY COMMITTEE – 9TH JANUARY 2018

**SUBJECT: REVISED GUIDANCE FOR THE INSPECTION OF LOCAL
GOVERNMENT EDUCATION SERVICES**

REPORT BY: CHIEF EDUCATION OFFICER

1. PURPOSE OF REPORT

- 1.1 To inform Members of the changes to the inspection of local government services from September 2017.

2. SUMMARY

- 2.1 This information identifies how the inspectorate will conduct pilot inspections of Local Government Education Services (LGES) from September 2017. The information will be reviewed by Welsh Government following the pilot inspections and will be used from September 2018. The draft document *Guidance for the inspection of local government education from September 2017* (Estyn, 2017) is used as the basis for this report.
- 2.2 This information sets out the inspection arrangements for local government education services and offers guidance to inspectors on making inspection judgements. This document also identifies how Estyn will follow up with local authorities causing significant concern.

3. LINKS TO STRATEGY

- 3.1 The content of this report contributes to the Wellbeing of Future Generations Act (Wales) 2015, specifically to maximise the contribution of Education towards national goals.
- *A prosperous Wales* – Developing a skilled and well educated workforce.
 - *A healthier Wales* – An education system that promotes health and wellbeing as central to its core purpose.
 - *A more equal Wales* – An education system that meets the needs of all learners including those from disadvantaged or vulnerable groups.
 - *A Wales of cohesive communities* – An education system that builds on strengthening communities at a local and national level with significant focus on enrichment experiences based on the heritage and language of Wales.
 - *A globally responsible Wales* – An education system that builds on strengthening global communities.

4. THE REPORT

4.1 Legal Basis And Policy

Inspections of LGES are carried out under Section 38 of the Education Act 1997 which states that Her Majesty's Chief Inspector of Education and Training in Wales (HMCI) 'may, and, if requested to do so by the Secretary of State, shall, arrange for any local authority to be inspected'. Such an inspection 'shall consist of a review of the way in which the authority are performing any function which relates to the provision of education for (a) persons of compulsory school age (whether at school or otherwise) or (b) for persons of any age above or below that age who are registered as pupils at schools maintained by the authority'.

Other aspects of local authority provision are subject to inspection under a range of legislation, including the functions conferred to them under sections 25 and 26 of the Learning and Skills Act 2000 relating to education, training or youth support services (within the meaning of section 123 of the Learning and Skills Act 2000).

The Children's Act 2004 introduces a duty on local authorities and their partners to co-operate to improve the wellbeing of children. As far as local authorities are concerned, the inspectorate is given the powers to review a local authority's functions relating to Section 51 of the Act, namely in co-operating to improve wellbeing and producing children and young people's plans where these functions relate to education, training or youth support services.

4.2 Principles of Inspection

Inspectors will:

- Ensure that inspection is of high quality and responsive to the needs of all learners;
- Ensure that judgements are secure, reliable, valid and based on first-hand evidence;
- Involve the local authority fully in the inspection process, including the use of nominees;
- Use the local authority's self-evaluation report as the starting point for the inspection and to form emerging questions to explore in order to make judgements on the validity of its findings;
- Include peer inspectors in the inspection process;
- Keep to a minimum any requirements for documentation and preparation by the local authority;
- Evaluate evidence about the perspective of children and young people and that of other stakeholders;
- Apply the principle of equality for Welsh and English to all inspection work, providing bilingual services whenever they are appropriate;
- Be constructive in identifying and supporting local authorities with important areas for improvement;
- Contribute to joint assessments and reports with other inspection, audit and regulatory bodies as required by Welsh Government legislation.

4.3 The Inspection Team

Inspection teams will be led by a reporting inspector. The reporting inspector will always be HMI, with other team members drawn from among HMI and additional inspectors. Additional inspectors may be on secondment or contract to the inspectorate. Each team will also have two peer inspectors. Peer inspectors will be senior leaders from a local authority or regional consortia from a different region of Wales. At least one of the Local Authority's Link Inspectors (LALIs) will normally be part of the team and will usually act as the deputy reporting inspector. Where possible, both LALIs will be team members.

The inspection team will always include an inspector from the Wales Audit Office (WAO). Depending on the nature of issues identified in pre-inspection evidence, the team may request an inspector from the Care and Social Services Inspectorate for Wales (CSSIW) or the Healthcare Inspectorate Wales (HIW) to join the Estyn inspection team. If appropriate the reporting inspector will contact CSSIW or HIW before the inspection to ascertain whether CSSIW or HIW are able to join the inspection team.

The local authority will be invited to select a senior member of staff to take on the role of nominee, to work with the inspection team.

4.4 Inspection Schedule

4.4.1 A programme of local authority inspections for LGES will be planned over a five-year cycle from September 2018. As far as possible, Estyn will schedule one inspection per region during each year of the cycle. Estyn will notify a local authority of its inspection eight weeks in advance. During the pilot phase, Estyn will informally notify the local authority ten weeks in advance. The purpose of this informal notification is simply to provide dates for the inspection. Estyn will formally notify the local authority eight weeks in advance.

4.4.2 Preliminary Visit

Around two or three weeks prior to the inspection, Estyn will carry out a preliminary visit to the local authority. This will provide an opportunity for inspectors to meet a range of stakeholders, to gather their views, discuss their experience of working with the authority or receiving support from the authority. It will be an opportunity to explore and refine emerging questions for the core inspection week.

4.4.3 Initial meeting with the local authority

At the start of the inspection, the inspection team will meet senior officers, including the chief executive and director of education, and senior elected members, including the leader, cabinet lead member and chair of scrutiny. The local authority will be given the opportunity give a presentation to the inspection team and should cover the main messages from the local authority's self-evaluation. The presentation should highlight important areas that the local authority regards as being good or excellent and the evidence that justifies this view, as well as aspects that are of concern to the local authority and how these are being addressed.

4.4.4 Gathering and reviewing inspection evidence

Inspections start by considering the local authority's own self-evaluation and plans for improvement. The team will ensure that they have enough time to review the key evidence that is needed to make judgements. The main forms of evidence are:

- the authority's self-evaluation;
- the Welsh Government's datasets on the local authority's performance;
- briefings from Estyn's link inspectors for the local authority and Estyn's regional link inspector;
- briefings from Wales Audit Office (WAO), CSSIW, and other inspectorates where relevant;
- documentary evidence, including scrutiny reports and local or regional data on learner and local authority performance and progress;
- the views of children, young people, parents and other stakeholders such as staff in LGES, schools and partner organisations (including the findings of perception surveys and questionnaires facilitated by Estyn);
- discussions with senior officers, elected members, in particular from cabinet and scrutiny and other stakeholders.

At the end of every day, the reporting inspector should, as far as practicable, offer to have a professional dialogue with the chief executive or another senior officer to discuss the progress of the inspection. This is an opportunity to share provisional strengths and possible important areas for improvement as well as the need for further evidence.

4.4.5 Formal Feedback

At the end of the on-site part of the inspection, the team will feedback verbally to senior leaders and managers. Usually those present at feedback should include the chief executive, education director and deputy directors, council leader, cabinet lead, and chair of scrutiny. The feedback should convey the main judgements and the reasons for them, for the three inspection areas. The feedback meeting provides the opportunity for leaders and managers to hear and to reflect on the judgements. The feedback should focus on the strengths and areas for improvement and the factors that contribute to them. All the judgements reported during an inspection are provisional and subject to moderation and validation by HMCI. The judgements are confidential to the local authority and its partners.

4.4.6 Follow-up activity

During all core inspections, the inspection team will consider whether local government education services are causing significant concern and require follow-up activity. The inspection team must report as they find, and be able to substantiate their judgements on the basis of sound evidence. If the evidence points to the conclusion that the authority is causing significant concern, inspectors must make that judgement.

Inspectors must give particular consideration to identifying the authority as causing significant concern if one or more inspection area is judged unsatisfactory. Inspectors should also consider whether or not an authority is causing significant concern where all the inspection areas are judged adequate. Inspectors must consider if the authority has the capacity to improve before coming to a judgement about whether it is causing significant concern.

4.4.7 The Inspection Report

The reporting inspector is responsible for producing a final inspection report that is clear to a lay audience and helpful to the local authority. The inspectorate will give the local authority a late draft of the report to help check the factual accuracy of the content. The local authority will have five working days in which to consider the draft report and to identify any factual errors.

Five working days prior to the publication of the final report, the inspectorate will send electronic copies of the final report to the chief executive of the local authority, the chief education officer, the council leader, the elected member with main responsibility for education, and the chair of education scrutiny.

Following the publication of the inspection report, the local authority should update its plans to address the recommendations and to take account of shortcomings identified through the inspection process. The local authority should publish a short statement in response to the inspection and provide links to its plans. The local authority should do this within three months of the inspection.

4.4.8 The Inspection Framework

The three inspection areas of the LGES inspection framework are set out below.

1 – Outcomes

- 1.1 Standards and progress overall
- 1.2 Standards and progress of specific groups
- 1.3 Wellbeing and attitudes to learning

2 – Quality of Education Services

- 2.1 Support for school improvement
- 2.2 Support for vulnerable learners
- 2.3 Other education support services

3 – Leadership and management

- 3.1 Quality and effectiveness of leaders and managers
- 3.2 Self-evaluation and improvement planning
- 3.3 Professional learning
- 3.4 Use of resources

The draft document *Guidance for the inspection of local government education from September 2017* identifies supplementary information on the three inspection areas that will support self-evaluation processes.

4.4.9 Judgement Descriptors

The inspection team will award a judgement for each inspection area using the four-point scale below.

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

5. WELL-BEING OF FUTURE GENERATIONS

5.1 This Attendance Strategy 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:

- Long Term: The importance of balancing short-term issues of attainment alongside longer-term needs around the impact of attainment on economic wellbeing and health and wellbeing.
- Prevention: A long term strategic plan that makes a contribution to public bodies meeting their wider objectives.
- Integration: A purposeful, strategic plan fully integrated into the Local Authority wellbeing objectives
- Collaboration: Improvements in standards of attainment and achievement reliant upon effective partnership with a range of stakeholders including schools, EOTAS settings, inclusion and medical specialists and safeguarding teams.
- Involvement: Improvements in standards reliant on the involvement of pupils and other young people in achieving the identified objectives. This includes stakeholder feedback on the impact of any proposed LA strategies to raise attainment.

6. EQUALITIES IMPLICATIONS

6.1 The LA is committed to ensuring that all children and young people gain maximum benefit from their education, regardless of the individual or family characteristics of those children and young people.

7. FINANCIAL IMPLICATIONS

7.1 There are no financial implications.

8. PERSONNEL IMPLICATIONS

8.1 There are no personnel implications.

9. CONSULTATIONS

9.1 All responses are reflected in the report.

10. RECOMMENDATIONS

10.1 Members are requested to note the content of the report.

11. REASONS FOR THE RECOMMENDATIONS

11.1 Improving attainment is a priority at both national and local level.

12. STATUTORY POWER

12.1 Education Act 1996.

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Consultees: Directorate Senior Management Team

Chris Burns, Interim Chief Executive

Councillor Philippa Marsden, Cabinet Member, Education and Achievement

Chair of Education for Life Scrutiny Committee

Julie Wood, Principal Challenge Advisor – EAS

Linda Perkins, Senior Education Welfare Officer

Paul O’Neil, Senior Youth Service Manager