

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 E-bost: dredge@caerphilly.gov.uk)

Dyddiad: Dydd Mercher, 26 Mehefin 2019

Annwyl Syr/Fadam,

Bydd cyfarfod **Pwyllgor Craffu Addysg** yn cael ei gynnal yn **Ystafell Sirhywi - Tŷ Penallta, Tredomen, Ystrad Mynach** ar **Dydd Mawrth, 2ail Gorffennaf, 2019** am **5.30 pm** i ystyried materion a gynhwysir yn yr agenda canlynol. Gall cynghorwyr a'r cyhoedd sy'n dymuno siarad am unrhyw eitem wneud hynny drwy wneud cais i'r Cadeirydd. Mae croeso i chi hefyd ddefnyddio'r Gymraeg yn y cyfarfod. Mae'r ddau gais hyn yn gofyn am gyfnod rhybudd o 3 diwrnod gwaith, a bydd cyfieithu ar y pryd yn cael ei ddarparu os gofynnir amdano.

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

Yr eiddoch yn gywir,

Christina Harrhy
PRIF WEITHREDWR DROS DRO

A G E N D A

Tudalennau

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

A greener place Man gwyrddach



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

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

I gymeradwyo a llofnodi'r cofnodion canlynol:-

| | | |
|--|---|---------|
| 3 | Pwyllgor Craffu Addysg a gynhaliwyd ar 21 Mai 2019. | 1 - 6 |
| 4 | Ystyried unrhyw fater a gyfeiriwyd at y Pwyllgor hwn yn unol â'r drefn galw i mewn. | |
| 5 | Rhaglen Waith y Dyfodol Pwyllgor Craffu Addysg. | 7 - 36 |
| I dderbyn ac ystyried yr adroddiadau Craffu canlynol:- | | |
| 6 | Ffedereiddio Ysgolion - Adroddiad Ymateb i'r Ymgynghoriad. | 37 - 52 |
| 7 | Trefniadau Cyllido Fformiwla ar gyfer Ysgol Gyfun Cwm Rhymini (Safle wedi'i Rannu). | 53 - 66 |
| 8 | Diweddariad Rhaglen Ysgolion Ac Addysg Band B Yr 21ain Ganrif. | 67 - 74 |
| 9 | Adolygiad o Gyllid y Ganolfan Adnoddau Arbenigol. | 75 - 88 |

Cylchrediad:

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

Aelodau Cyfetholedig:

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

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

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

Asiantaeth Llywodraethwyr Caerffili (heb hawliau pleidleisio)
Mr D Davies

A Swyddogion Priodol

SUT FYDDWN YN DEFNYDDIO EICH GWYBODAETH

Bydd yr unigolion hynny sy'n mynychu cyfarfodydd pwyllgor i siarad/roi tystiolaeth yn cael eu henwi yng nghofnodion y cyfarfod hynny, weithiau bydd hyn yn cynnwys eu man gweithio neu fusnes a'r barnau a fynegir. Bydd cofnodion o'r cyfarfod gan gynnwys manylion y siaradwyr ar gael i'r cyhoedd ar wefan y Cyngor ar www.caerffili.gov.uk. ac eithrio am drafodaethau sy'n ymwneud ag eitemau cyfrinachol neu eithriedig.

Mae gennych nifer o hawliau mewn perthynas â'r wybodaeth, gan gynnwys yr hawl i gael mynediad at wybodaeth sydd gennym amdanoch a'r hawl i gwyno os ydych yn anhapus gyda'r modd y mae eich gwybodaeth yn cael ei brosesu.

Am wybodaeth bellach ar sut rydym yn prosesu eich gwybodaeth a'ch hawliau, ewch i'r Hysbysiad Preifatrwydd Cyfarfodydd Pwyllgor Llawn ar ein gwefan <http://www.caerffili.gov.uk/Pwyllgor/Preifatrwydd> neu cysylltwch â Gwasanaethau Cyfreithiol drwy e-bostio griffd2@caerffili.gov.uk neu ffoniwch 01443 863028.

Gadewir y dudalen hon yn wag yn fwriadol



PWYLLGOR CRAFFU ADDYSG

COFNODION Y CYFARFOD A GYNHALIWYD YN NHŶ PENALLTA, YSTRAD MYNACH
DDYDD MAWRTH, 21 MAI 2019 AM 5.30PM

YN BRESENNOL:

Y Cynghorydd T. Parry - Cadeirydd
Y Cynghorydd C. Andrews - Is-Gadeirydd

Cynghorwyr:

P.J. Bevan, A. Collis, S. Cook, A. Farina-Childs, D.T. Hardacre, D. Havard, M.P. James, B. Miles, J.E. Roberts, R. Saralis, J. Simmonds ac R. Whiting.

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

Ynghyd ag:

R. Edmunds (Cyfarwyddwr Corfforaethol dros Addysg a Gwasanaethau Corfforaethol), K. Cole (Prif Swyddog Addysg), S. Ellis (Arweinydd ar gyfer Cynhwysiant ac Anghenion Dysgu Ychwanegol), C. Jones (Cydlunydd Fforwm Ieuenctid), S. Mutch (Rheolwr y Blynnyddoedd Cynnar), R. Roberts (Rheolwr Perfformiad), J. Southcombe (Rheolwr Cyllid), P. Warren (Arweinydd Strategol ar gyfer Gwella Ysgolion), A. West (Ysgolion yr 21ain Ganrif, Rheolwr Derbyniadau a Gwaharddiadau), M. Jacques (Swyddog Craffu) a C. Evans (Swyddog Gwasanaethau Pwyllgor)

Hefyd yn bresennol:

Aelodau Cyfetholedig: M. Barry (Rhiant-lywodraethwr), Mr R. Morgan (Rhiant-lywodraethwr), Mrs P.J. Ireland a Mr M. Western (Cynrychiolydd Comisiwn Archesgobaeth ROC Caerdydd dros Addysg).

Cynrychiolwyr y Fforwm Ieuenctid: Imogen Jones (Cadeirydd), Luke Parker (Is-gadeirydd), Ewan Kinsman (Cynrychiolydd Dysgu), y Cynghorydd M. Evans (Hyrwyddwr Ieuenctid).

1. CYHOEDDIADAU'R CADEIRYDD

Agorodd y Cadeirydd y cyfarfod a diolchodd i'r Cynghorydd D. Havard am ei waith fel Cadeirydd y Pwyllgor Craffu Addysg am Oes ar gyfer y flwyddyn flaenorol. Croesawodd y Cadeirydd y rhai a oedd yn bresennol i gyfarfod y Pwyllgor Craffu Addysg.

2. YMDDIHEURIADAU AM ABSENOLDEB

Cafwyd ymddiheuriadau am absenoldeb gan y Cynghorwyr W. David, J. Simmonds, Mr D.

Davies (Cymdeithas Llywodraethwyr Caerffili) ac S. Richards (Pennaeth Addysg, Cynllunio a Strategaeth).

2. DATGANIADAU O FUDDIANT

Ni chafwyd unrhyw ddatganiadau o fuddiant ar ddechrau nac yn ystod y cyfarfod.

3. COFNODION - 2 EBRILL 2019

PENDERFYNWYD y dylai cofnodion cyfarfod y Pwyllgor Craffu Addysg am Oes a gynhaliwyd ddydd Mawrth 2 Ebrill 2019 (rhifau cofnodion 1-10) gael eu cymeradwyo fel cofnod cywir a'u llofnodi gan y Cadeirydd.

Dymunai'r Cadeirydd nodi o dan Eitem 8 ar yr Agenda – Cylch gorchwyl Ôl-16/Un Rhyw a Lleoedd Gwag – mai'r ail gynrychiolydd a enwebwyd ar gyfer Grŵp Plaid Cymru yw'r Cynghorydd T. Parry.

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

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

5. BLAENRAGLEN WAITH Y PWYLLGOR CRAFFU ADDYSG AM OES

Cyflwynodd y Swyddog Craffu yr adroddiad a oedd yn amlinellu Blaenraglen Waith ddrafft y Pwyllgor Craffu Addysg rhwng mis Mai 2019 a mis Mai 2020.

Gofynnwyd i'r Pwyllgor nodi bod Swyddogion wedi gofyn, ers y cyfarfod diwethaf, am gael symud yr Adroddiad Cyfalaf Ysgolion a'r Adroddiad Safonau Llyfrgelloedd o 31 Mawrth 2020 i 24 Chwefror 2020. Yn ogystal, nodwyd bod y Diben a'r Prif Faterion ar gyfer y ddau adroddiad bellach wedi'u diweddarau.

Gofynnodd un o'r Aelodau am ragor o wybodaeth am yr Adroddiad Adolygu Cymorth Dysgu Ychwanegol, sydd wedi'i drefnu ar gyfer mis Mai 2020, a'r rheswm dros gyflwyno'r adroddiad mor hwyr yn y rhaglen. Esboniodd y swyddogion fod adolygiad yn cael ei gynnal o'r Ddarpariaeth Cymorth Dysgu Ychwanegol, sydd wedi dechrau gydag ymgynghoriad â Chynorthwywyr Addysgu. Oherwydd y ffordd y mae rhai o'r staff yn cael eu lleoli, cytunwyd, mewn ymgynghoriad ag Undebau Llafur a Phenaeithaid, y bydd adolygiad llai yn cael ei gynnal gyda Chynorthwywyr Addysgu o Ganolfannau Adnoddau Arbennig. Yn dilyn hyn, byddai'r canlyniadau'n cael eu hadrodd drwy'r Pwyllgor Craffu a'r Cabinet, a phe bai'r broses yn effeithiol ac yn llwyddiannus, byddai'r un dull yn cael ei ddefnyddio ar gyfer y grŵp mwy o Gynorthwywyr Addysgu. Fodd bynnag, nodwyd bod gwaith yn mynd rhagddo i adeiladu ar Addysg Heblaw yn yr Ysgol (EOTAS), a bod swydd yn cael ei hysbysebu gyda'r gobaith o benodi'n fuan.

Ar ôl cael ei ystyried, cynigiwyd ac eiliwyd y dylid cymeradwyo'r argymhelliad yn yr adroddiad a'r newidiadau a gynigiwyd gan y Swyddog.

PENDERYNWDYD, yn amodol ar y newidiadau uchod, y dylai'r Flaenraglen Waith sydd wedi'i hatodi i'r adroddiad gael ei chymeradwyo.

6. ADRODDIADAU'R CABINET

Nid oedd yr un o'r adroddiadau Cabinet a restrwyd ar yr agenda wedi cael eu galw ymlaen i'w trafod yn y cyfarfod.

ADRODDIADAU'R SWYDDOGION

Rhodddwyd ystyriaeth i'r adroddiadau canlynol.

7. ADRODDIAD BLYNYDDOL 2018-19 AR AMCAN LLESIANT 1 YNG NGHYNLLUN CORFFORAETHOL 2018-23

Roedd yr adroddiad yn cynnwys diweddariad i'r Aelodau ar y cynnydd tuag at gyflawni Amcan Llesiant 1 - gwella cyfleoedd addysg i bawb - yng Nghynllun Llesiant Corfforaethol 2018-23.

Nodwyd bod Amcan Llesiant 1 yn anelu i wella cyfleoedd addysg i bawb. Roedd yr adroddiad a'r atodiad yn amlinellu'r cynnydd yn y flwyddyn gyntaf o'i weithredu.

Yn ystod 2018-19, gwnaed cynnydd tuag at gyflawni'r Amcan Llesiant i wella cyfleoedd addysg i bawb. Cwblhawyd nifer o gamau gweithredu ac mae nifer o feysydd gweithredu yn ystod y flwyddyn gyntaf hon o weithredu'r Cynllun, lle y gwnaed gwaith paratoadol sylweddol gyda rhanddeiliaid, er mwyn sicrhau y caiff modelau cydweithredol eu datblygu i wella cyfleoedd addysg i bawb.

Mae'r effaith fesuradwy wedi bod yn gyfyngedig hyd yma, er bod enghraifft o'r dull cydweithredol o gynnwys rhanddeiliaid wrth ddatblygu modelau cyflwyno tymor hir wedi arwain at lwyddiant sylweddol o ran sicrhau cyllid cyfalaf ar gyfer y seilwaith, er enghraifft, £5,458,495 ar gyfer datblygu lleoedd mewn ysgolion cyfrwng Cymraeg ac £850,000 ar gyfer ehangu lleoedd mewn lleoliadau gofal plant cyfrwng Cymraeg; £5,110,989 ar gyfer datblygu lleoliadau gofal plant ar draws y fwrdeistref; a £194,750 ar gyfer gwaith cynnal a chadw Dechrau'n Deg ar gyfer nifer o safleoedd.

Nodwyd y bydd y buddsoddiad sylweddol yma gan Lywodraeth Cymru dros y blynyddoedd nesaf yn ei gwneud hi'n bosib cynyddu'r ddarpariaeth cyfrwng Cymraeg a Saesneg, i wella hygyrchedd ar gyfer teuluoedd a phlant yn ogystal â chynnig darpariaeth bwrpasol i ddiwallu anghenion ein holl blant a phobl ifanc gan gefnogi cyfleoedd addysg gwell i bawb.

Mae'r cynnydd hyd yma'n dangos bod gwasanaethau ar y trywydd cywir i gyflawni'r camau gweithredu er mwyn ateb yr amcan Llesiant. Mae'r amcan cyffredinol yn parhau i ateb y gofyn, er bod angen newidiadau i rai o'r camau a gwblhawyd.

Diolchodd y Pwyllgor Craffu i'r Swyddog am yr adroddiad a chafwyd trafodaeth.

Diolchodd Aelod i'r Swyddog am yr adroddiad ac am waith Dechrau'n Deg a gofynnodd am ragor o wybodaeth am gynlluniau ychwanegol i ehangu'r gwasanaeth. Esboniodd y Swyddogion fod y cyllid ychwanegol a dderbyniwyd wedi'i ddyrannu ar gyfer gwaith cyfalaf i wella a datblygu'r safleoedd Dechrau'n Deg presennol yn y fwrdeistref sydd angen buddsoddiad ac atgyweirio.

Cynhaliwyd trafodaethau ynghylch y cyllid cyfalaf ychwanegol ar gyfer datblygu lleoedd mewn ysgolion cyfrwng Cymraeg ac ehangu lleoliadau gofal plant cyfrwng Cymraeg. Eglurodd swyddogion fod dwy gronfa ariannu ar gael, un yn benodol i ehangu gwasanaethau i gynnig mwy o leoedd i siaradwyr Cymraeg a chyrraedd targedau Llywodraeth Cymru ac un arall i wella'r cyfleusterau lle y cynigir darpariaeth.

Trafododd y Pwyllgor Craffu'r Atodiad i'r adroddiad a chododd nifer o bryderon ynghylch y gydberthynas rhwng yr adroddiad eglurhaol a'r atodiad o ran targedau a pherfformiad, geiriad,

byrfoddau, acronymau a chynllun, a themlai fod y ddogfen yn anodd ei darllen a'i deall. Ystyriodd y Swyddogion y pwyntiau a chytuno i ail-anfon Geirfa'r Acronymau a defnyddio llai o acronymau lle bo modd mewn dogfennau yn y dyfodol.

Yn olaf, wrth nodi llwyddiant y Digwyddiadau Swyddi Gwag Byw, roedd y Pwyllgor Craffu am ddiolch i'r Swyddog Arwain a'i gydweithwyr am ddigwyddiad trawiadol a llwyddiannus.

Ar ôl ystyried a thrafod, cynigiwyd ac eiliwyd y dylid cymeradwyo'r argymhelliad. Cytunwyd ar hyn yn unfrydol drwy godi dwylo.

PENDERFYNWYD, am y rhesymau sydd wedi'u cynnwys yn adroddiad y Swyddogion, y dylai cynnwys yr adroddiad gael ei nodi ac y dylai'r cynnydd a wnaed yn y flwyddyn gyntaf o ran Amcan Llesiant 1, sef gwella cyfleoedd addysg i bawb, gael ei gymeradwyo.

8. FFORWM IEUENCTID – Y DIWEDDARAF AM FLAENORIAETHAU BLAENOROL

Mae'r adroddiad, a gyflwynwyd i'r Cabinet ar 24 Ebrill 2019 ac a gyflwynwyd yn flaenorol i'r Pwyllgor Craffu Addysg am Oes ar 2 Ebrill 2019, yn hysbysu'r Aelodau am y materion a godwyd gan Blant a Phobl Ifanc drwy Fforymau Iau a Ieuentid y Gwasanaeth Ieuentid. Nododd y Pwyllgor Craffu nad oedd Cynrychiolwyr y Fforwm Ieuentid yn gallu bod yn bresennol a chyflwyno yn y cyfarfod diwethaf, ond eu bod wedi'u gwahodd yn ôl i gyflwyno'r adroddiad ar flaenoriaethau blaenorol a blaenoriaethau ar gyfer y dyfodol.

Croesawodd y Cadeirydd gynrychiolwyr o'r Fforwm Ieuentid a rannodd y materion a godwyd gan Blant a Phobl Ifanc drwy Fforymau Iau ac Ieuentid y Gwasanaethau Ieuentid gyda'r Aelodau.

Cafodd y gwaith craffu ei wneud gyda fideo a chyflwyniad, a oedd yn amlinellu'r cynnydd a wnaed yn ystod y 12 mis diwethaf gan y Fforymau Iau ac Ieuentid yn erbyn blaenoriaethau a nodwyd y llynedd. Yn ogystal, nododd yr adroddiad y blaenoriaethau y pleidleisiwyd arnynt a nodwyd ym mharagraff 5.2 a 5.3 yn yr adroddiad. Cadarnhawyd mai 'Iechyd Meddwl' yw'r flaenoriaeth gyffredinol i'r Fforwm Ieuentid – dylid gwella gwasanaethau gyda chymorth pobl ifanc a dylai pobl ifanc dderbyn addysg cymorth cyntaf iechyd meddwl. Blaenoriaeth gyffredinol y Fforwm Iau yw 'mwy o ymwybyddiaeth o gymorth ar gyfer cyffuriau ac alcohol'. Nodwyd y broses sy'n dilyn ar ôl nodi materion ym mharagraff 2.2 yr adroddiad.

Diolchodd y Pwyllgor Craffu i'r Fforwm Ieuentid am ddod i'r cyfarfod ac am rannu eu cyflwyniad proffesiynol a chynhwysfawr.

Trafododd yr Aelodau'r blaenoriaethau ac roeddent yn drist iawn i nodi bod Iechyd Meddwl wedi'i ddewis fel blaenoriaeth gan y Fforwm Ieuentid am flwyddyn arall a bod angen gwneud rhagor o waith yn y maes yma. Fodd bynnag, nodwyd bod gwelliannau sylweddol wedi'u gwneud ar gyfer darpariaethau cymorth i oedolion a phobl ifanc sydd â phroblemau iechyd meddwl, ond bod llawer o bwysau ar wasanaethau cymorth a cheisiwyd awgrymiadau ynghylch sut y gellir gwella hyn. Nodwyd y gellir gwella'r gwasanaeth drwy roi'r wybodaeth ddiweddaraf i bobl ifanc am eu lle ar restr aros am wasanaethau, sy'n rhywbeth y bydd y Fforwm Ieuentid yn ymchwilio iddo.

Cynhaliwyd trafodaethau ynghylch y gwaith a oedd yn cael ei wneud i fynd i'r afael â Thlodi Misglwyf a gofynnwyd i'r Pwyllgor nodi bod Grŵp Gorchwyl a Gorffen wedi'i sefydlu i fynd i'r afael â'r mater yma, ac o ganlyniad eu bod wedi lansio ymgyrch mewn ysgolion a grwpiau ieuentid i ddarparu cynnyrch mewn Ysgolion Cynradd, Ysgolion Uwchradd, Lleoliadau Ieuentid a Llyfrgelloedd ac mae ffilm hefyd wedi cael ei chynhyrchu i'w defnyddio mewn ysgolion a grwpiau ieuentid i addysgu am urddas misglwyf.

Trafododd yr Aelodau'r dull cyfannol o weithredu a'r gwaith a wneir i fynd i'r afael â bwlio a chodi ymwybyddiaeth a chefnogaeth i'r bwli yn ogystal â'r dioddefwr. Gofynnodd Aelod am ragor o wybodaeth am adnoddau a strategaethau i leihau bwlio. Nodwyd bod seiberfwlio yn broblem gynyddol i bobl ifanc a strategaeth a argymhellir yw "dadwenwyno digidol" lle nad yw'r unigolyn yn defnyddio'r cyfryngau cymdeithasol am gyfnod penodol o amser, sydd hefyd yn gallu gwella llesiant. Yn ogystal, mae'r Fforymau Iau ac Ieuenctid wedi lansio ymgyrch i annog pobl i beidio ag anwybyddu bwlio ac i roi gwybod am achosion.

Cymeradwyodd y Pwyllgor Craffu waith y Fforymau Iau ac Ieuenctid a gofynnodd am i rai o'r adnoddau a gafodd eu datblygu gael eu hanfon at yr Aelodau i'w defnyddio mewn grwpiau yn eu wardiau. Cytunodd y Swyddogion i anfon y wybodaeth a oedd ar gael a gofynnwyd i'r Aelodau nodi bod llawer o'r adnoddau ar gael ar eu tudalennau cyfryngau cymdeithasol.

Cynigiwyd ac eiliwyd y dylid nodi'r adroddiad. Cytunwyd ar hyn yn unfrydol drwy godi dwylo.

PENDERFYNWYD y dylid nodi cynnwys yr adroddiad.

Daeth y cyfarfod i ben am 6.58pm

Wedi'u cymeradwyo fel cofnod cywir, ac yn amodol ar unrhyw ddiwygiadau neu gywiriadau i'w cytuno a'u cofnodi yng nghofnodion y cyfarfod sydd i'w gynnal ar 2 Gorffennaf 2019, fe'u llofnodwyd gan y Cadeirydd.

CADEIRYDD

Gadewir y dudalen hon yn wag yn fwriadol



EDUCATION SCRUTINY COMMITTEE – 2ND JULY 2019

SUBJECT: EDUCATION SCRUTINY COMMITTEE FORWARD WORK PROGRAMME

REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES

1. PURPOSE OF REPORT

1.1 To report the Education 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. RECOMMENDATIONS

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

4. REASONS FOR THE RECOMMENDATIONS

4.1 To improve the operation of scrutiny.

5. THE REPORT

5.1 The Education Scrutiny Committee forward work programme includes all reports that were identified at the scrutiny committee work meeting on 21st May 2019. The work programme outlines the reports planned for the period July 2019 to May 2020.

5.2 The forward work programme is made up of reports identified by officers and members. 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.

5.3 The Education Scrutiny Committee Forward Work Programme is attached at Appendix 1. The Cabinet Work Programme is attached at Appendix 2. A copy of the prioritisation flowchart is attached at appendix 3 to assist the scrutiny committee to determine what items should be added to the forward work programme.

5.4 **Conclusion**

The work programme is for consideration and amendment by the scrutiny committee prior to publication on the council website.

6. **ASSUMPTIONS**

6.1 No assumptions are necessary.

7. **LINKS TO RELEVANT COUNCIL POLICIES**

7.1 The operation of scrutiny is required by the Local Government Act 2000. The Local Government Wales Measure 2011 and subsequent Statutory Guidance include requirements to publicise the work of scrutiny committees. The operation of scrutiny committee forward work programmes was agreed following decisions by Council in October 2013 and October 2015.

7.2 **Corporate Plan 2018-2023.**

Scrutiny Committee forward work programmes contributes towards and impacts upon the Corporate Well-being Objectives by ensuring that the Executive is held to account for its Corporate Objectives, which are:

Objective 1 - Improve education opportunities for all

Objective 2 - Enabling employment

Objective 3 - Address the availability, condition and sustainability of homes throughout the county borough and provide advice, assistance or support to help improve people's well-being

Objective 4 - Promote a modern, integrated and sustainable transport system that increases opportunity, promotes prosperity and minimises the adverse impacts on the environment

Objective 5 - Creating a county borough that supports a healthy lifestyle in accordance with the sustainable Development Principle within the Wellbeing of Future Generations (Wales) Act 2015

Objective 6 - Support citizens to remain independent and improve their well-being

8. **WELL-BEING OF FUTURE GENERATIONS**

8.1 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

9. EQUALITIES IMPLICATIONS

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

10. FINANCIAL IMPLICATIONS

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

11. PERSONNEL IMPLICATIONS

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

12. CONSULTATIONS

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

13. STATUTORY POWER

13.1 The Local Government Act 2000.

Author: Amy Dredge, Committee Services Officer, dredga@caerphilly.gov.uk
Consultees: Catherine Forbes-Thompson, Interim Head of Democratic Services
Richard Edmunds, Corporate Director for Education and Corporate Services
Keri Cole, Chief Education Officer
Robert Tranter, Head of Legal Services/ Monitoring Officer

Appendices:
Appendix 1 Education Scrutiny Committee Forward Work Programme
Appendix 2 Cabinet Forward Work Programme
Appendix 3 Forward Work Programme Prioritisation Flowchart

Gadewir y dudalen hon yn wag yn fwriadol

Appendix 1

| Education Scrutiny Committee Forward Work Programme - May 2019 - May 2020 | | | |
|--|---|--|---|
| Meeting Date: 2nd July 2019 | | | |
| Subject | Purpose | Key Issues | Witnesses |
| Schools' Federation | To provide members with details of the responses to the formal consultation process to formally federate 4 groups of schools. | Scrutiny members to consider the responses received as part of the formal consultation process prior to determination by Cabinet | Sue Richards Head of Education Planning and Strategy Andrea West 21 st Century Schools Manager |
| Formula Funding Changes for Ysgol Gyfun Cwm Rhymni | To provide Members with details of the current split site funding arrangements for YG Cwm Rhymni. To advise Members of consultation to date. | Scrutiny Members to consider the issues with the current funding arrangement, options for change and feedback from consultation prior to determination by Cabinet. | Jane Southcombe Finance Manager (Education and Lifelong Learning and Schools) |
| Progress Report on 21 st Century Schools | To provide members with an update on the 21 st Century Schools Programme | <ul style="list-style-type: none"> • Band A <ul style="list-style-type: none"> ○ Project Delivery Update ○ Financial Update • Band B <ul style="list-style-type: none"> ○ Changes to Intervention rates ○ Financial update ○ Business Cases ○ School Organisation Code ○ Consultation requirements. | Sue Richards, Head of Education Planning & Strategy Andrea West 21 st century Schools Manager |
| SRB Review Funding | To provide Members with the outcome of the comprehensive consultation regarding the review of the funding of Specialist Resource Bases hosted by schools. | <ul style="list-style-type: none"> • Current position • Proposed review • Outcome of consultation | Sarah Ellis, Lead for Inclusion and ALN |

| Education Scrutiny Committee Forward Work Programme - May 2019 - May 2020 | | | |
|--|---|--|---|
| Meeting Date: 24th September 2019 | | | |
| Subject | Purpose | Key Issues | Witnesses |
| Foundation Phase to KS3 Performance | Identify attainment and achievement of pupils at end of Foundation Phase, end of Key Stage 2 and end of Key Stage 3 | <ul style="list-style-type: none"> • Identify attainment and achievement of FSM pupils at end of Foundation Phase, end of Key Stage 2 and end of Key Stage 3 • Identify attainment and achievement of boys at end of Foundation Phase, end of Key Stage 2 and end of Key Stage 3 | Keri Cole, Chief Education Officer +EAS |
| 21 st Century Schools Update | To provide members with an update on the 21 st Century Schools Programme | <ul style="list-style-type: none"> • Band A and Band B 21st Century Schools and Education update to include <ul style="list-style-type: none"> ○ Project Delivery ○ Financial Update | Sue Richards, Head of Education, Planning & Strategy Andrea West, 21 st Century Schools Manager |
| Self-Evaluation | Provide an update on the LA self evaluation process. | <ul style="list-style-type: none"> • Identify strengths across the education directorate and specify the areas for improvement | Keri Cole, Chief Education Officer |
| Safeguarding | To provide an annual report to update members regarding developments | <ul style="list-style-type: none"> • Key national and local developments | Sarah Ellis, Lead for Inclusion and ALN |

| Education Scrutiny Committee Forward Work Programme - May 2019 - May 2020 | | | |
|--|--|--|--|
| Meeting Date: 5th November 2019 | | | |
| Subject | Purpose | Key Issues | Witnesses |
| Youth Service Pilot | To report on the outcomes of the Youth Service's pilot work in the Caerphilly East area. Cabinet has determined that this work will be fully evaluated in the Autumn term. | The pilot seeks to demonstrate the worth of conducting general youth work in a more flexible and inclusive way. If successfully demonstrated, a determination will be made as to whether this approach can be rolled out to all sections of the Borough. | Paul O'Neill, Senior Youth Service Manager |
| Period Dignity Update | Identify progress against the period dignity action plan. | <ul style="list-style-type: none"> Identify how the period dignity grant has been utilised and consider the impact on pupils' wellbeing across Caerphilly. Identify how the grant funding has been spent in support of the action plan | Keri Cole, Chief Education Officer |
| Schools Causing Concern | To report on the progress of schools currently listed on the Schools Causing Concern register. | <ul style="list-style-type: none"> Ascertain the number of schools currently listed on the SCC register. Consider the number of schools removed from the SCC register over the last twelve months Consider additional schools placed on the SCC register over the last twelve months. Consider the range of evidence to determine inclusion on the SCC register. <p>Identify the strategies to support schools that are listed on the SCC register</p> | Keri Cole, Chief Education Officer |

| Education Scrutiny Committee Forward Work Programme - May 2019 - May 2020 | | | |
|--|---|--|---|
| MTFP Special Meeting Date: 9th December 2019 | | | |
| Subject | Purpose | Key Issues | Witnesses |
| Medium-Term Financial Plan. Draft Savings Proposals | To update Members with regards to the Directorates draft budget savings proposals for 2020-21 | To consult with Members as part of the Authority's budget process. | Jane Southcombe Finance Manager (Education and Lifelong Learning and Schools) |
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| Education Scrutiny Committee Forward Work Programme - May 2019 - May 2020 | | | |
|---|--|--|---|
| Meeting Date: 13 th January 2020 | | | |
| Subject | Purpose | Key Issues | Witnesses |
| Performance Management | | | Richard Edmunds, Corporate Director for Education & Corporate Services Steve Harris, Interim Head of Business Improvement Services |
| EAS Business Plan | | | Ed Pryce, Interim Strategic Service and Policy Lead at EAS |
| 'Shared Ambitions' Update | This could be training? | | Keri Cole, Chief Education Officer Sue Richards, Head of Education, Planning & Strategy |
| Key Stage 4 & 5 Performance | Identify attainment and achievement of pupils at end of Key Stage 4 and end of Key Stage 5 | <ul style="list-style-type: none"> Identify attainment and achievement of FSM pupils at end of Key Stage 4 and end of Key Stage 5 Identify attainment and achievement of boys at end of Key Stage 4 and end of Key Stage 5 | Keri Cole, Chief Education Officer + EAS |

| Education Scrutiny Committee Forward Work Programme - May 2019 - May 2020 | | | |
|--|---|--|---|
| Meeting Date: 24th February 2020 | | | |
| Subject | Purpose | Key Issues | Witnesses |
| Schools Capital Programme | To consider recommendations for the allocation of resources for 2020/21 financial year prior to being presented to Cabinet | Members to consider the school bids and recommendations for the allocation of funds against the different component parts of the 2020/21 Education Capital Programme. | Sue Richards, Head of Education Planning & Strategy Andrea West 21 st Century Schools Manager |
| Library Standards | To provide Scrutiny members with details of the Welsh Governments annual standards assessment of Caerphilly Library Service 2018/19 | The Welsh Government Public Library Standards 2017/2020 includes a range of 12 core entitlements, 16 quality indicators, 10 of which have targets assigned to them. This includes qualitative data in addition to traditional input and output information, and a number of case studies | Sue Richards, Head of Education Planning & Strategy |
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| Education Scrutiny Committee Forward Work Programme - May 2019 - May 2020 | | | |
|--|---|---|--|
| Meeting Date: 31st March 2020 | | | |
| Subject | Purpose | Key Issues | Witnesses |
| Youth Forum Priorities | To advise Scrutiny on the outcomes of the Youth Forum conference in determining young people's key priority issues to be worked against in the coming year. | To seek acceptance and approval from Scrutiny to support the youth Service's/young people's efforts in relation to addressing the priority issues and support the elevation of this request to Cabinet. | Paul O'Neill, Senior Youth Service Manager |
| Faith Schools | To update Members on the current Faith provision available for CCBC pupils. | <ul style="list-style-type: none"> • Capacity • Demand • Admission Numbers • Transport | Sue Richards, Head of Education, Planning & Strategy Andrea West 21 st Century Schools Manager |
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| Education Scrutiny Committee Forward Work Programme - May 2019 - May 2020 | | | |
|---|---|--|---|
| Meeting Date: 18 th May 2020 | | | |
| Subject | Purpose | Key Issues | Witnesses |
| Additional Support Review | To provide members with information regarding the outcome of the review | <ul style="list-style-type: none"> • Delegation of additional support • Responsibilities of schools and LAS in relation to meeting ALN | Sarah Ellis, Lead for Inclusion and ALN |
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| Education Scrutiny Committee Forward Work Programme - May 2019 - May 2020 | | | |
|---|---------|------------|--|
| Date to be Confirmed | | | |
| Subject | Purpose | Key Issues | Witnesses |
| EAS VFM | | | Richard Edmunds, Corporate Director for Education & Corporate Services |
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Appendix 1a

| Education Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020 | | | |
|---|---|--|--|
| Meeting Date: 2nd July 2019 | | | |
| Subject | Purpose | Key Issues | Witnesses |
| Healthy Schools | Identify how schools are engaging in the Healthy Schools Programme. Consider indicators to measure the effectiveness of the initiative. | Identify how the Healthy Schools team provide support to members What are the current indicators that health and well being provision and outcomes across the Caerphilly region is good? What are the current indicators that health and well being provision and outcomes across the Caerphilly region compare favourably against other authorities in Wales? | Keri Cole, Chief Education Officer |
| Grants Report 2019-20 | To provide Members with an overview of the value and purpose of grant funding anticipated to be received into the Directorate in 2019-20. | For information | Jane Southcombe Finance Manager (Education and Lifelong Learning and Schools) |
| Financial Plan Report 2019-20 | To provide Members with details of the Directorates budget / spending plan for 2019-20. | For information | Jane Southcombe Finance Manager (Education and Lifelong Learning and Schools) |
| Attendance / Exclusions | To update Members with the most recent information regarding the provision and outcomes in these indicators. | <ul style="list-style-type: none"> • Attendance rates • Education Welfare Service restructure • Exclusion rates • Recent development in managing exclusions. | Paul Warren, Strategic Lead for Schools Improvement Sarah Ellis, Lead for Inclusion and ALN |

| Education Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020 | | | |
|---|---|---|---|
| Meeting Date: 24th September 2019 | | | |
| Subject | Purpose | Key Issues | Witnesses |
| Budget Monitoring | First budget monitoring report of the year, to provide Members with an update on the forecast outturn position for 2019-20. | To ensure Members are updated with regards to any projected variances to the 2019-20 budget plan | Jane Southcombe Finance Manager (Education and Lifelong Learning and Schools) |
| Elective Home Education Update | To provide information for members regarding the situation in CCBC | <ul style="list-style-type: none"> • National and local developments • Numbers of pupils • Processes | Sarah Ellis, Lead for Inclusion and ALN |
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| Education Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020 | | | |
|---|----------------|-------------------|------------------|
| Meeting Date: 5th November 2019 | | | |
| Subject | Purpose | Key Issues | Witnesses |
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| Education Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020 | | | |
|---|----------------|-------------------|------------------|
| Meeting Date: 9th December 2019 | | | |
| Subject | Purpose | Key Issues | Witnesses |
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| Education Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020 | | | |
|---|---|---|---|
| Meeting Date: 13th January 2020 | | | |
| Subject | Purpose | Key Issues | Witnesses |
| Budget Monitoring | Second budget monitoring report of the year, to provide Members with an update on the forecast outturn position for 2019-20. | To ensure Members are updated with regards to any projected variances to the 2019-20 budget plan. | Jane Southcombe Finance Manager (Education and Lifelong Learning and Schools) |
| ALN Act Update. (Or covered by training workshops for Members instead)? | To provide members with an update regarding readiness for the Act and new Code | <ul style="list-style-type: none"> • Requirements of the Act and Code • Readiness • Developments to date • Next steps | Sarah Ellis, Lead for Inclusion and ALN |
| School Admission Arrangements 2021-22 | To consult scrutiny members on the proposed Council's admission arrangements for the 2021/22 prior to consideration by Cabinet. | Members invited to offer comments on the proposed admission arrangements for the 2021/22 academic year as part of the annual consultative process. | Sue Richards, Head of Education Planning and Strategy |
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| Education Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020 | | | |
|--|---------|------------|-----------|
| Meeting Date: 24 th February 2020 | | | |
| Subject | Purpose | Key Issues | Witnesses |
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| Education Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020 | | | |
|---|---|---|--|
| Meeting Date: 31st March 2020 | | | |
| Subject | Purpose | Key Issues | Witnesses |
| WESP Update on new guidelines | To provide members with an update of the changes to regulations and requirements in the new plan and update on progress to date | Report to include: <ul style="list-style-type: none"> • Highlight changes in requirements for the WESP • Highlight achievements of the current plan during 2019 | Sarah Mutch,, Early Years Manager |
| Categorisation | Inform Scrutiny Members of the national school categorisation system and Caerphilly school categorisations. | <ul style="list-style-type: none"> • Process of categorisation • Schools in inspection follow-up or in an Estyn category • Self evaluation and the capacity to improve • Regional standardisation and moderation processes • National verification processes | Sue Richards, Head of Education, Planning & Strategy |
| Inspections Profile | Inform members of the judgements made by Estyn inspection teams of Caerphilly schools for the academic year 2018-2019 and 2019-20 to date (where published) and provide a summary of Caerphilly schools' inspection judgements since the introduction of the new Common inspection Framework in September 2017. | <ul style="list-style-type: none"> • Overview of the Estyn Inspection Framework • Evaluation of judgements | Sue Richards, Head of Education, Planning & Strategy |

Education Scrutiny Committee Forward Work Programme

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|---|---|---|--|
| <p>21st Century Schools Update</p> | <p>To provide members with an update on the 21st Century Schools Programme</p> | <ul style="list-style-type: none"> • Band A and Band B 21st Century Schools and Education update to include <ul style="list-style-type: none"> ○ Project Delivery ○ Financial Update | <p>Sue Richards, Head of Education, Planning & Strategy</p> <p>Andrea West, 21st Century School Manager</p> |
|---|---|---|--|

| Education Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020 | | | |
|---|--|---|--------------------------------------|
| Meeting Date: 18th May 2020 | | | |
| Subject | Purpose | Key Issues | Witnesses |
| Childcare Offer Update | To provide members with an update on the Childcare Offer to date | Report to include: <ul style="list-style-type: none"> • Take up of places / applications • Any demographic data available • Any changes to future implementation / delivery proposed by Welsh Government | Sarah Mutch Manager, Early Years. |
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| Education Scrutiny Committee Information Reports Forward Work Programme: May 2019 – May 2020 | | | |
|--|---------|------------|------------------------------------|
| Meeting Date: TBC | | | |
| Subject | Purpose | Key Issues | Witnesses |
| EOTAS Update (Keri asked if we could re-schedule in light of waiting for new information?) New date TBC | | | Keri Cole, Chief Education Officer |

Appendix 2

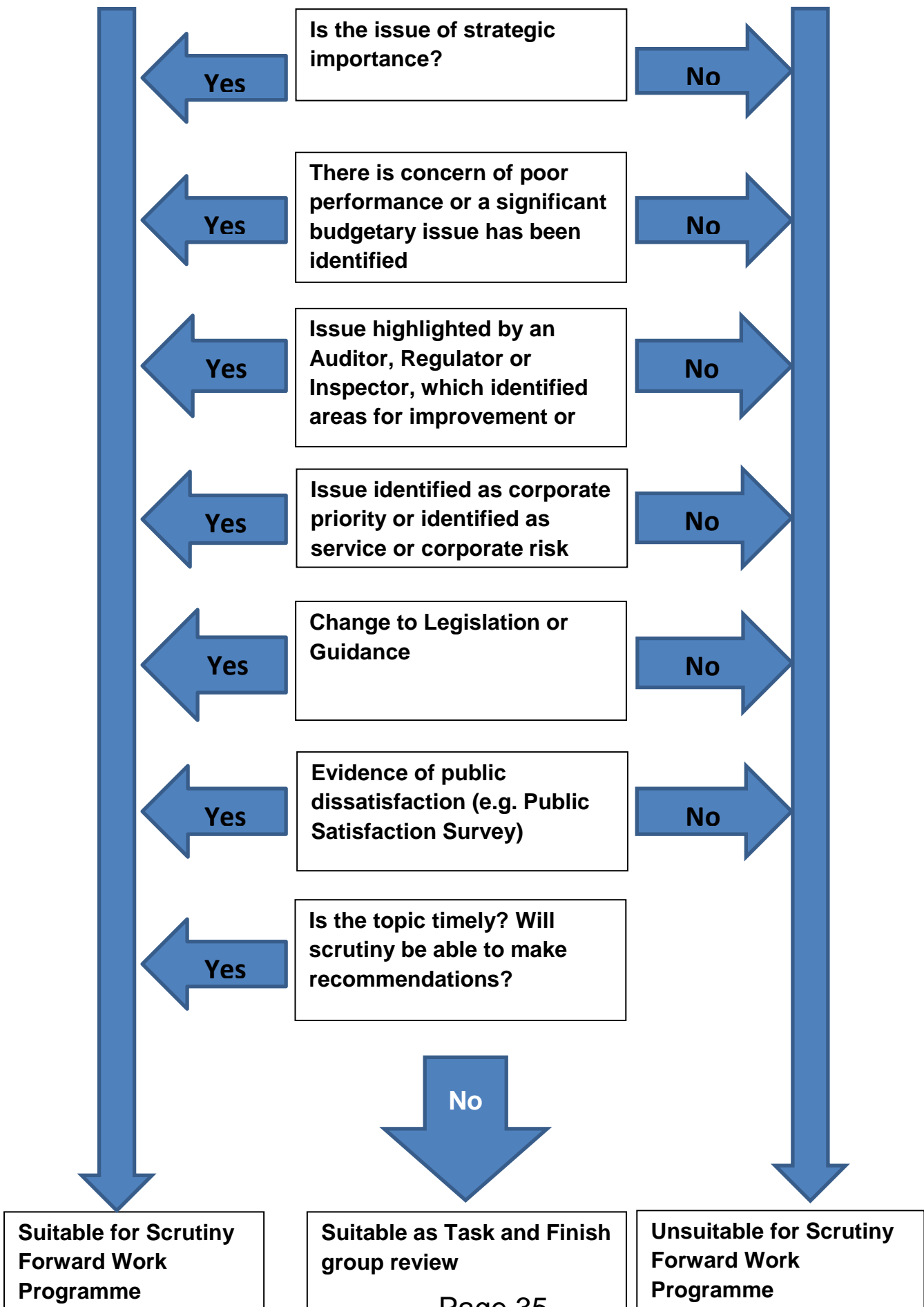
| Cabinet - Forward Work Programme | | | |
|---|--|-----------------|-----------------------|
| Title | Key Issues | Author | Cabinet Member |
| Wednesday - 26/06/2019 Cabinet & PDM | | | |
| Hafodyrynys Air Quality Feasibility Study | To present for approval for public consultation the draft Final Plan prepared in response to the Air Quality Direction issued by Welsh Government in respect of compliance with the EU Air Quality Directive at Hafodyrynys | Rob Hartshorn | Cllr. Eluned Stenner |
| Page 31 Review of CCBC Regeneration Grants | To make recommendations to Cabinet following a review undertaken on the revenue and capital grant schemes currently administered by the Council's Regeneration Division. The report outlines proposals to amalgamate the grants into a combined "Caerphilly Enterprise Fund" and to focus their delivery to areas where they will have the biggest impact. | R. Kyte | Cllr. Sean Morgan |
| Annual Welsh Language Standards Report 2018-19 | To present to Cabinet the report which include a progress update on the Welsh Language Strategy | Anwen Cullinane | |
| Energy Generation and Savings Options | To outline work undertaken by the authority on energy conservation and carbon reduction, and to outline further opportunities resulting from energy Management / Generation. | Allan Dalimore | Cllr. Sean Morgan |
| Wednesday - 10/07/2019 Cabinet & PDM | | | |

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|---|---|----------------|------------------------|
| Consultation Response Report - Federation of Schools | Cabinet to consider the responses received as part of the formal consultation process and determine whether to proceed to formal federation for the 4 groups of schools included within the report. | Sue Richards | Cllr. Philippa Marsden |
| Corporate Plan 2018 - 2023 | To provide an update on progress | Ros Roberts | Cllr. Barbara Jones |
| Page 32 Fees and Charges | | Stephen Harris | Cllr. Barbara Jones |
| Page 32 Infrastructure Development - Commuted Sums | To develop a consistent approach to commuted sums for Highways, drainage, Leisure and Green Space Infrastructure and to develop some consistency in accounting processes. | Marcus Lloyd | Cllr. Sean Morgan |
| Armed Forces: Guaranteed Interview Scheme | To consider a guaranteed interview scheme for former Armed Forces service leavers, reservists, veterans and spouses if they meet the vacancy essential criteria. | Lisa Rawlings | Cllr. Barbara Jones |

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|--|---|-----------------|------------------------|
| Regeneration Board Projects - Tranche 3 Projects | | Allan Dallimore | Cllr. Sean Morgan |
| 21st Century Schools Band B Update | To consider the current and future position in relation to Band B of the 21st Century Schools Programme | | Cllr. Philippa Marsden |
| Specialist Resource Base (SRB) | | Keri Cole | Cllr. Philippa Marsden |
| Cabinet Forward Work Programme | For discussion and update | | |
| Wednesday - 24/07/2019 Cabinet & PDM | | | |
| Page 8 Cabinet - Cancelled | | | |
| Wednesday - 04/09/2019 Cabinet & PDM | | | |
| Harold Finch Memorial Park | To provide an update | Mike Headington | Cllr. Nigel George |
| Wednesday - 18/09/2019 Cabinet & PDM | | | |
| Annual Performance Report 2018 | To discuss and present the Annual performance Report | Ros Roberts | Cllr. Barbara Jones |

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Scrutiny Committee Forward Work Programme Prioritisation



Gadewir y dudalen hon yn wag yn fwriadol



EDUCATION FOR LIFE SCRUTINY COMMITTEE - 2ND JULY 2019

SUBJECT: FEDERATION OF SCHOOLS – CONSULTATION RESPONSE REPORT

REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES

1. PURPOSE OF REPORT

- 1.1 To provide details to Scrutiny Members of the outcome of the formal consultation process for the federation of the following schools.

Gilfach Fargoed Primary School and Park Primary School
Fleur de Lys Primary School and Pengam Primary School
Bedwas Junior School and Rhydri Primary School
Cwmfelinfach Primary School and Ynysddu Primary School.

- 1.2 To seek Scrutiny Members views on the responses prior to a decision being considered by Cabinet on 10th July 2019 on whether to move to formal federation for all four groups of schools from 1st September 2019.

2. SUMMARY

- 2.1 The Governing Bodies of the above schools have already been working on a collaborative basis for a number of years and requested that the Authority support them in the process to move to formal federation.
- 2.2 Cabinet, at its meeting of 11th July 2018, agreed to the request to proceed to formal consultation in partnership with the Governing Body of each school.
- 2.3 The formal consultation period for each school ran between 22nd October 2018 and 10th December 2018.
- 2.4 On 6th November 2018 Scrutiny Members were consulted on the proposal to formally federate the 4 groups of schools and were unanimously in support.
- 2.5 A summary of the responses, which are detailed in the main body of this report, have been discussed in detail with each Governing Body who have all unanimously confirmed their agreement to proceed with the proposal to federate.
- 2.6 If Cabinet approve the proposal on 10th July 2019 the new Instrument of Governance for each federated Governing body will be drafted and the separate Governing Bodies will be dissolved and the new Governing Bodies will be established in readiness for the start of the new school year.

3. RECOMMENDATIONS

- 3.1 To consider and comment on the consultation responses in relation to the Federation proposals.
- 3.2 To support a recommendation to Cabinet to proceed to formally federate the groups of schools identified in 1.1 above.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 To work in partnership and support the groups of schools identified in 1.1 in federating which will formalise the successful collaborations that have been in place for a number of years.

5. THE REPORT

- 5.1 The term “Federation” describes a formal and legal agreement by which a number of schools share Governance arrangements.
- 5.2 The Welsh Government's Federation policy objective is to promote collaboration between all parts of the education system to improve outcomes. School federation is a more formal way of extending collaboration and promoting closer working relationships and is the principle initiative for achieving formal partnership working amongst schools to improve performance and narrow the attainment gap for deprived pupils.
- 5.3 The Governing Bodies of each of the 4 groups of schools are already working collaboratively and have done so for a number of years.
- 5.4 Composition of the Federated Governing Body:

| | Recommended |
|--|--------------------|
| LA appointed | 4 |
| Headteacher | 1 |
| Teacher | 2 |
| Staff | 2 |
| Parent Governor | 4 |
| Community Governor | 4 |
| If Schools are situated within a Community Council area the Governing Body must include one additional Community Governor in addition to this listed above. This would then increase the Governing Body numbers to 18. | 1 |
| TOTAL | <u>17</u> |

If once all the categories in the above composition are filled, any remaining Governors can become Observer Governors. This will allow the Governing Body to maintain the knowledge and expertise those Governors can bring.

- 5.5 Cabinet, at its meeting on 11th July 2018, agreed to the request to proceed to formal consultation in partnership with the Governing Body of each school.

- 5.6 The formal consultation period for each school ran between 22nd October 2018 and 10th December 2018.
- 5.7 A full list of consultees is outlined below:
- Pupils, staff, governors and parents/guardians of both schools
 - Teaching and support staff associations
 - Local ward members for each school
 - School Councils
 - ESTYN
 - Catholic Diocesan Board of Education
 - Education for Life Scrutiny Committee
 - Education Achievement Service.
- 5.8 The responses received from Gilfach Fargoed Primary School and Park Primary School consultation are:
- Parent Governor – Fully in support of the proposal and feels “it will benefit the children of the Community immensely.”
 - Summary/Conclusion of Estyn response – “Estyn believes that the proposal to establish a school federation incorporating Gilfach Fargoed and Park Primary Schools is likely to at least maintain standard of educational provision and outcomes for pupils and leadership and management.” The full response is included as Appendix 1.
- 5.9 The responses received from Fleur De Lys Primary School and Pengam Primary School consultation are:
- Parent Governor – Fully in support of the proposal and feels “it will cement the successful partnership and assist in providing a more formal framework for the long term benefit of pupils and staff.”
 - Governor – Fully in support of the proposal and feels “it will formalise a successful and proven structure that has been established for over 20 years.”
 - Summary/Conclusion of Estyn response – “Estyn believes that the proposal to establish a school federation incorporating Fleur De Lys and Pengam Primary Schools is likely to at least maintain standard of educational provision and outcomes for pupils and leadership and management.” The full response is included as Appendix 2.
- 5.10 The responses received from Bedwas Junior School and Rhydri Primary School consultation are:
- Parent Governor – Fully in support of the proposal and feels that “the collaborative arrangements seem to be working well and I feel positive about the future. It would be good to ensure appropriate representation from Bedwas Juniors and Rhydri Primary Governing Body.”
 - Summary/Conclusion of Estyn response – “Estyn believes that the proposal to establish a school federation incorporating Bedwas Junior and Rhydri Primary Schools is likely to at least maintain standard of educational provision and outcomes for pupils and leadership and management.” The full response is included as Appendix 3.
- 5.11 The response from Cwmfelinfach Primary School and Ynysddu Primary School consultation is:
- Summary/Conclusion of Estyn response – “Estyn believes that the proposal to establish a school federation incorporating Cwmfelinfach Primary and Ynysddu Primary Schools is likely to at least maintain standard of educational provision and outcomes for pupils and leadership and management.” The full response is included as Appendix 4.

- 5.12 The above responses have been presented to each Governing Body who have all unanimously confirmed their agreement to proceed with the proposal to federate.
- 5.13 If Cabinet approve the proposal on 10th July 2019 the new Instrument of Governance for each federated Governing Body will be drafted and the separate Governing Bodies will be dissolved and the new Governing Bodies will be established in readiness for the start of the new school year.

6. ASSUMPTIONS

- 6.1 There are no assumptions made in this report.

7. LINKS TO RELEVANT COUNCIL POLICIES

- 7.1 Caerphilly's Attainment Strategy: To raise standards and ensure our learners are healthy, confident, proud and ambitious and can access high quality educational opportunities, settings and experience.
- 7.2 Caerphilly's Wellbeing Objectives 2018 to 2023. This proposal will assist the Authority in meeting these objectives in particular the following:

Well-being Objective 1 – Improve Education Opportunities For All
Well-being Objective 2 – Enabling Employment.

8. WELL-BEING OF FUTURE GENERATIONS

- 8.1 The Well-being of Future Generation (Wales) Act 2015 is about improving the social, economic, environmental and cultural wellbeing of Wales. It requires public bodies to think more about the long-term, working with people and communities, looking to prevent problems and take a more joined up approach. This will create a Wales that we all want to live in, now and in the future. The Act puts in place seven well-being 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.

The Act sets out the sustainable development principle against which all public bodies in Wales should assess their decision-making. The aim of the legislation is to ensure the well-being of future generations through maximising the contribution public bodies make towards the well-being goals. In using the sustainable development principle it is incumbent that the authority considers the whole of the population it serves and considers the effect of its actions on future generations. The principle, also known as the five ways of working, is assessed below:

- **Long Term** - The Federation principle will allow schools to formally work together effectively to raise standards, improve service and increase opportunities. This will allow for the sharing of expertise, resources and facilities.
- **Prevention** - Improving the use of Education resources across the schools will support pupils in their long term education and skills outcome in that they are more likely to succeed if their educational experience is positive.

- **Integration** - An aligned and coherent curriculum increasing the opportunities to fulfil individual pupil needs, extending curriculum entitlement and giving the potential to share resources. This will allow for better continuity of provision from early years to the end of Primary schooling.
- **Collaboration** - A single development plan, single school policies, reducing duplication and also providing the opportunity to share resources but at the same time allowing each school to retain its own individual character within a strong overarching partnership where each school will be able to learn from each other.
- **Involvement** - Through the consultation process the Council will ensure that there is full engagement with all relevant stakeholders, e.g. parents, pupils and the local community.

9. EQUALITIES IMPLICATIONS

- 9.1 The Equality Impact Assessment is not needed because the report is formalising a partnership that is already in existence, therefore the Council's full EIA process does not need to be applied.

10. FINANCIAL IMPLICATIONS

- 10.1 The Federation process does not bring any savings to the Local Authority as each schools formula funding allocation remains the same. However it may ease financial pressures within schools by sharing resources which can be deployed across the federation.

11. PERSONNEL IMPLICATIONS

- 11.1 Due to collaboration arrangements already being in place, in all 4 groups of schools, for a number of years there are no personnel implications anticipated directly resulting from this proposal.
- 11.2 Governing Bodies have the responsibility for the management of staffing within schools.

12. CONSULTATIONS

- 12.1 The draft report was distributed as detailed below. All comments received have been reflected in this version of the report.

13. STATUTORY POWER

- 13.1 Federation of Maintained Schools (Wales) Regulations 2014
School Organisation Code 2018 (Welsh Government)
School Standards & Organisation (Wales) Act 2013.

Author: Sue Richards, Head of Education Planning and Strategy
Email: richase@caerphilly.gov.uk

Consultees: Christina Harray, Interim Chief Executive
Keri Cole, Chief Education Officer
Richard Edmunds, Corporate Director of Education and Corporate Services
Dave Street, Corporate Director, Social Services
Mark S. Williams, Corporate Director Communities
Councillor Philippa Marsden, Cabinet Member, Education and Achievement
Councillor Teresa Parry, Chair of Education Scrutiny Committee
Councillor Carol Andrews, Vice Chair of Education Scrutiny Committee

Steve Harris, Interim Head of Business Improvement and Acting Section 151 Officer
Lynne Donovan, Head of People Services
Anwen Cullinane, Senior Policy Officer (Equalities and Welsh Language)
Rob Tranter, Head of Legal Service and Monitoring Officer
Ros Roberts, Performance Manager
Jane Southcombe, Education Finance Manager
Cath Rees, Headteacher, Gilfach and Park Primary Schools
Sue Witchell, Headteacher, Fleur De Lys and Pengam Primary Schools
Richard Cook, Headteacher, Bedwas Junior and Rhydri Primary Schools
Dave Witchell, Headteacher, Cwmfelinfach and Ynysddu Primary Schools
Clare Coff, Head of Governor Support, Education Achievement Service

Background Papers:

Welsh Government Federation Process of Maintained Schools in Wales May 2014

Cabinet report – Federation of Schools 11/07/18

Scrutiny report – Consultation – Proposal to Federate 06/11/18.

Appendices:

Appendix 1 – Estyn response Gilfach and Park Primary Schools

Appendix 2 – Estyn response Fleur De Lys and Pengam Primary Schools

Appendix 3 – Estyn response Bedwas Junior and Rhydri Primary Schools

Appendix 4 – Estyn response Cwmfelinfach and Ynysddu Primary Schools.



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

Estyn's response to the proposal to establish a School Federation incorporating Gilfach Fargoed and Park Primary schools

Introduction

This report has been prepared by Her Majesty's Inspectors for Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer and other additional information such as data from Welsh Government and the views of the Regional Consortia which deliver school improvement services to the schools within the proposal.

Summary/ Conclusion

Estyn believes that the proposal to establish a school federation incorporating Gilfach Fargoed and Park Primary schools is likely to at least maintain the standard of educational provision and outcomes for pupils and leadership and management.

Description and benefits

In the September 2018 'Consultation Document: Proposal to establish a school federation incorporating Gilfach Fargoed and Park Primary schools', the proposer has identified the underlying principles and rationale for federating schools in a well laid out and accessible format. This includes useful details about the principles of federation such as key facts, a timeline, explanation of the process, the general benefits and keys to successful federation arrangements, and 'frequently asked questions'. The proposal also sets out basic information about each school's most recent attainment data and pupil teacher ratio.

The proposal clearly states the two schools have worked collaborative over the previous two years to improve outcomes for pupils. Under the proposal this will

Estyn, Llys Angor/Anchor Court, Heol Keen/Keen Road, Caerdydd/Cardiff, CF24 5JW
Ffôn/Telephone 02920 446446
ymholiadau@estyn.llyw.cymru • enquiries@estyn.gov.wales
www.estyn.llyw.cymru • www.estyn.gov.wales

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continue, and should strengthen through the shared leadership from a single governing body. Each school will retain its own identity and staff, however new staff may be appointed to work across the schools.

The proposal highlights the expected benefits arising from school federations in general, for example the potential for greater cross site collaboration, leadership models and deployment of resources to utilise current strengths and the strategic use of a single governing body. The potential challenges to federating schools are also clearly communicated. However, the proposal does not provide sufficient detail to illustrate clearly the expected benefits for each of the named schools arising from the formalisation of these current working arrangements.

Both schools' governing bodies have begun working collaboratively over the last two years, which has impacted positively on both schools. The proposal states a benefit of federating the schools would be a transition to one governing body. This has the potential to develop further a climate of trust, openness and a willingness to work strategically together to enhance pupil standards and use of resources between the schools.

It is likely there will be little impact on travel arrangement of pupils in accessing provision with the two schools being 0.5 miles in distance from each other.

The proposal provides clear information regarding the pupil numbers in terms of capacity in each school for 2017, the admission number and the pupils on roll at both Gilfach Fargoed and Park Primary schools. A clear statement is provided relating to current and future admission arrangements.

Educational aspects of the proposal

The Governing Bodies for Gilfach Fargoed and Park Primary schools in partnership with Caerphilly County Borough Council (Education and Lifelong Learning) have not provided enough evidence for the current quality of outcomes, provision and leadership and management at the two schools to properly support the proposal.

The proposal includes some evidence such as the concise information about the school data from 2017. However, performance data for the previous two years would help provide some indication of the degree of progress made by each school. Without this more in depth analysis it is difficult to evaluate whether this arrangement is likely to lead to improvement.

The proposal also makes reference to the National Categorisation School Reports 2016/17 where Gilfach Fargoed School is categorised as requiring a 'green' level of support, and Park Primary school requiring 'amber'. However, the proposal does not make reference to Estyn's inspection reports for the two schools.

In 2015 Estyn inspected Park Primary and the school was placed into the category 'requires significant improvement', as the school's performance was judged to be adequate, and its prospects for improvement to also be adequate. Estyn subsequently monitored the school until 2017, when it judged that the school had made sufficient progress to be removed from the list of schools requiring significant improvement.

In 2016 Estyn inspected Gilfach Fargoed School, and judged the school's performance to be good, and its prospects for improvement to be excellent.

It is likely minimal disruption will be experienced by learners in both Gilfach Fargoed and Park Primary schools as outlined in the proposal's 'keys to a successful federation' with evidence of planning and understanding from both schools and the local authority in implementing potential changes. Some additional workload for governors and sufficient time to allay feelings of concern for governors, parents and staff are noted and acknowledged.



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Estyn's response to the proposal to establish a School Federation incorporating Fleur-De-Lis and Pengam Primary Schools

This report has been prepared by Her Majesty's Inspectors for Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer and other additional information such as data from Welsh Government and the views of the Regional Consortia which deliver school improvement services to the schools within the proposal.

Summary/ Conclusion

Estyn believes that the proposal to establish a School Federation incorporating Fleur-De-Lis and Pengam Primary Schools is likely to at least maintain the standard of educational provision and outcomes for pupils and leadership and management.

Description and benefits

In the September 2018 'Consultation Document: Proposal to establish a school federation incorporating Fleur-De-Lis and Pengam Primary Schools', the proposer has identified a clear rationale in a well laid out and accessible format. Inclusions such as key facts, a timeline, explanation of the process, benefits and keys to successful federation arrangements, the useful presentation of school attainment data and 'frequently asked questions' are beneficial facets of the proposal.

The proposal clearly states the long standing history the two schools have of working together in a collaborative nature to maximise outcomes for pupils including a shared Senior Management Team, monitoring procedure, professional development structure and INSET programme.

Estyn, Llys Angor/Anchor Court, Heol Keen/Keen Road, Caerdydd/Cardiff, CF24 5JW
Ffôn/Telephone 02920 446446
ymholiadau@estyn.llyw.cymru • enquiries@estyn.gov.wales
www.estyn.llyw.cymru • www.estyn.gov.wales

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Compared to the status quo, the proposal highlights the benefits of greater cross site collaboration, leadership models and deployment of resources to utilise current strengths and the strategic use of potentially one governing body. Potential challenges are also clearly communicated.

Both schools' governing bodies have begun working collaboratively over the last few years which has impacted positively on both schools. The proposal states a benefit of federating the schools would be a transition to one governing body. This has potential to develop further a climate of trust, openness and a willingness to work strategically together to enhance pupil standards and use of resources between the schools.

The shared senior management team have begun working closely together since the appointment of the 'shared' head teacher in 2013. The proposal states reasonably that a federation of the schools will help bring into line both school structures to share good practice and increase professional learning opportunities for pupils and staff. Additional likely benefits to the leadership practices are further developments of common goals and standardising reflective approaches to teaching and learning in order to positively impact on pupil outcomes.

It is likely there will be little impact on travel arrangement of pupils in accessing provision with the two schools being 0.9 miles in distance from each other. The proposal takes consideration of other off site and extra-curricular transport such as swimming and other trips with the suggestion that further financial benefits of a joint approach can be potentially passed onto parents and carers.

The proposal further provides clear information regarding the pupil numbers in terms of capacity in each school for 2017, the admission number and the pupils on roll at both Pengam Primary School and Fleur-De-Lis Primary School. A clear statement is provided relating to admission arrangements.

Educational aspects of the proposal

The Governing Body, Fleur-De-Lis Primary School together with the Governing Body, Pengam Primary School in partnership with Caerphilly County Borough Council (Education and Lifelong Learning) has given reasonable consideration to the current quality of outcomes, provision and leadership and management at the two schools. They have included concise and fair school data from 2017, reference to the National Categorisation School Reports 2016/17 with both schools being categorised as requiring a 'green' level of support, and outcomes of 2013 Estyn Inspections reports returning 'good' judgements.

The proposal concludes that there will be no likely negative impact on the quality of outcomes, provision and leadership and management as result of the proposal to establish a federation of the two schools.

It is likely minimal disruption will be experienced by learners in both Pengam Primary School and Fleur-De-Lis Primary school as outlined in the proposal's 'keys to a successful federation' with evidence of planning and understanding from both schools and the local authority in implementing potential changes. Some additional workload for governors and sufficient time to allay feelings of concern for governors, parents and staff are noted and acknowledged.



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Her Majesty's Inspectorate for Education and Training in Wales

Estyn's response to the proposal to establish a School Federation incorporating Bedwas Junior and Rhydri Primary Schools

This report has been prepared by Her Majesty's Inspectors for Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer and other additional information such as data from Welsh Government and the views of the Regional Consortia which deliver school improvement services to the schools within the proposal.

Summary/ Conclusion

It is Estyn's view that the proposal to establish a School Federation incorporating Bedwas Junior and Rhydri Primary Schools is likely to at least maintain the standard of educational provision and outcomes for pupils.

Description and benefits

The governing bodies of Bedwas Junior and Rhydri Primary schools, together with Caerphilly County Borough Council propose to establish the Federation of Bedwas Junior and Rhydri Primary schools. Both schools have worked on a collaborative basis since February 2014. The Federation of Bedwas Junior and Rhydri Primary Schools will come into being on 1 September 2019.

The aim of the Federation is for the schools to work in partnership to:

- develop excellent shared practice and outstanding experiences for pupils and staff
- develop common goals and approaches to teaching and learning to ensure significant positive outcomes and standards for all.

Estyn, Llys Angor/Anchor Court, Heol Keen/Keen Road, Caerdydd/Cardiff, CF24 5JW
Ffôn/Telephone 02920 446446
ymholiadau@estyn.llyw.cymru • enquiries@estyn.gov.wales
www.estyn.llyw.cymru • www.estyn.gov.wales

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The proposer has clearly identified the rationale in a well laid out and accessible format document. The proposer has taken appropriate account of the consultation process and consulted with a wide range of stakeholders. The proposal includes key facts, timelines, reference to a successful federation, characteristics of both schools, including capacity, admission numbers, and pupils on roll, free school meals and useful frequently asked questions.

The proposal clearly states that both schools have successfully worked together for a number of years. The collaborative approach will continue and appears to impact positively on both schools. The proposal makes suitable reference to the importance of the benefits the federation would bring to the children and young people including enhancing the education provision.

The proposal clearly states the advantages of the Federation and that the schools that federate will remain in their communities and keep their individual identity. It states how important it is to remain committed to working as a group of schools and be willing to do things differently to meet the needs of pupils' well-being and achievements.

The proposal states that the existing governing bodies will be dissolved and a new, single governing body established. The membership of the new governing body will include a number of stakeholders (minimum of 15 maximum of 27). The governing body of the federation can use budget, resources and staff across the federation to improve the outcomes for pupils.

The proposer clearly states the benefits of the federation. These include, consistency in teaching and learning, streamline policies and procedures, sharing good practice and resources, enhanced opportunities for staff professional development and support for schools in difficulty.

The proposer clearly states the challenges the federation may face. These include, increased workload for governors in the first year and concerns from parents and staff as the federation settles down.

Educational aspects of the proposal

The proposer has given a reasonable, albeit brief reference to the current quality of outcomes, provision and leadership and management and concludes there will be no likely impact as a result of the proposal to establish a federation of the two schools.



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

Estyn's response to the proposal to establish a School Federation incorporating Cwmfelinfach and Ynysddu Primary schools

Introduction

This report has been prepared by Her Majesty's Inspectors for Education and Training in Wales.

Under the terms of the School Standards and Organisation (Wales) Act 2013 and its associated Code, proposers are required to send consultation documents to Estyn. However Estyn is not a body which is required to act in accordance with the Code and the Act places no statutory requirements on Estyn in respect of school organisation matters. Therefore as a body being consulted, Estyn will provide their opinion only on the overall merits of school organisation proposals.

Estyn has considered the educational aspects of the proposal and has produced the following response to the information provided by the proposer and other additional information such as data from Welsh Government and the views of the Regional Consortia which deliver school improvement services to the schools within the proposal.

Summary/ Conclusion

It is Estyn's view that the proposal to establish a School Federation incorporating Cwmfelinfach and Ynysddu Primary Schools is likely to at least maintain the standard of educational provision and outcomes for pupils and leadership and management.

Description and benefits

In the September 2018 'Consultation Document: Proposal to establish a school federation incorporating Cwmfelinfach and Ynysddu Primary Schools', the proposer has identified a clear rationale in a well laid out and accessible format. Inclusions such as key facts, a timeline, explanation of the process, benefits and keys to successful federation arrangements, the useful presentation of school attainment data and 'frequently asked questions' are beneficial facets of the proposal.

The proposal clearly states the long standing history of over 5 years the two schools have of working together in a collaborative nature to maximise outcomes for pupils

Estyn, Llys Angor/Anchor Court, Heol Keen/Keen Road, Caerdydd/Cardiff, CF24 5JW

Ffôn/Telephone 02920 446446

ymholiadau@estyn.llyw.cymru • enquiries@estyn.gov.wales

www.estyn.llyw.cymru • www.estyn.gov.wales

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including a shared Senior Management Team, monitoring procedure, professional development structure and INSET programme.

Compared to the status quo, the proposal highlights the benefits of greater cross site collaboration, leadership models and deployment of resources to utilise current strengths and the strategic use of potentially one governing body. Potential challenges to federating schools are also clearly communicated.

Both schools' governing bodies have begun working collaboratively over the last few years which has impacted positively on both schools. The proposal states a benefit of federating the schools would be a transition to one governing body. This has the potential to develop further a climate of trust, openness and a willingness to work strategically together to enhance pupil standards and use of resources between the schools.

The shared senior management team have begun working closely together under the 'joint' head teacher. The proposal states reasonably that a federation of the schools will help bring into line both school structures to share good practice and increase professional learning opportunities for pupils and staff. Additional likely benefits to the leadership practices are further developments of common goals and standardising reflective approaches to teaching and learning in order to positively impact on pupil outcomes.

It is likely there will be little impact on travel arrangement of pupils in accessing provision with the two schools being 0.5 miles in distance from each other. The proposal takes consideration of other off site and extra-curricular transport such as swimming and other trips with the suggestion that further financial benefits of a joint approach can be potentially passed onto parents and carers.

The proposal further provides clear information regarding the pupil numbers in terms of capacity in each school for 2017, the admission number and the pupils on roll at both Cwmfelinfach Primary School and Ynysddu Primary School. A clear statement is provided relating to current and future admission arrangements.

Educational aspects of the proposal

The Governing Body, Cwmfelinfach Primary School together with the Governing Body, Ynysddu Primary School in partnership with Caerphilly County Borough Council (Education and Lifelong Learning) has given reasonable consideration to the current quality of outcomes, provision and leadership and management at the two schools. They have included concise and fair school data from 2017, reference to the National Categorisation School Reports 2016/17 with both schools being categorised as requiring a 'green' level of support, and outcomes of respective 2016 and 2015 Estyn Inspections reports returning 'excellent' and 'good' judgements.

The proposal concludes that there will be no likely negative impact on the quality of outcomes, provision and leadership and management as result of the proposal to establish a federation of the two schools.

It is likely minimal disruption will be experienced by learners in both Cwmfelinfach Primary School and Ynysddu Primary school as outlined in the proposal's 'keys to a successful federation' with evidence of planning and understanding from both schools and the local authority in implementing potential changes. Some additional workload for governors and sufficient time to allay feelings of concern for governors, parents and staff are noted and acknowledged.



ADRODDIAD I'R PWYLLGOR CRAFFU ADDYSG AM OES – 02/07/2019

PWNC: TREFNIADAU CYLLIDO FFORMIWLA AR GYFER YSGOL GYFUN CWM RHYMNI (DAU SAFLE)

ADRODDIAD GAN: Y CYFARWYDDWR CORFFORAETHOL DROS ADDYSG A GWASANAETHAU CORFFORAETHOL

1. DIBEN YR ADRODDIAD

- 1.1 Amlinellu ac ystyried trefniadau cyllido fformiwla Ysgol Gyfun Cwm Rhymni, sy'n uniongyrchol gysylltiedig â threfniant dau safle presennol yr ysgol (gyda phellter o saith milltir rhwng y ddau safle).
- 1.2 Ers mis Medi 2017, mae pob grŵp oedran o flwyddyn 7 i flwyddyn 11 yn cael eu dysgu ar y ddau safle. Y flwyddyn academaidd 2017-18 oedd y flwyddyn academaidd gyntaf i'r trefniant yma fod ar waith. Mae dau ddalgylch clir ganddynt, gydag ysgolion penodol yn bwydo safle Gelli Haf (Coed Duon) a safle Gwyndy (Caerffili).
- 1.3 Mae'r adroddiad hwn i'r Pwyllgor Craffu yn dilyn adroddiad i'r Fforwm Cyllideb Ysgolion (27 Medi 2018) a gylochredwyd wedyn i'r Holl Benaethiaid (Atodiad 1). Cylchredwyd yr adroddiad ar 30 Tachwedd 2018 gyda chais am adborth erbyn 11 Ionawr 2019.
- 1.4 Gofynnir am safbwyntiau'r Aelodau Craffu mewn perthynas â threfniadau cyllido dau safle Ysgol Gyfun Cwm Rhymni, yng nghyd-destun maint y ddau safle.

2. CRYNODEB

- 2.1 Yn gryno, mae'r adroddiad yn adolygu safbwynt cyllido presennol Ysgol Gyfun Cwm Rhymni, ac yn ystyried hyn mewn perthynas ag ysgolion sy'n cydweithio ar hyn o bryd neu'r rhai sy'n cynnig ffederasiwn mwy ffurfiol gan rannu Pennaeth yn y Fwrdeistref.
- 2.2 Ysgol Gyfun Cwm Rhymni yw'r unig ysgol uwchradd cyfrwng Cymraeg yn y Fwrdeistref. Ym mis Mai 2018, cytunodd y Bwrdd Strategaeth Ysgolion y dylid cynnal ymgynghoriad mewn perthynas â threfniant cyllido dau safle presennol yr ysgol.

3. ARGYMHELLION

- 3.1 Gofynnir i'r aelodau ystyried y canlynol:
 - P'un a ddylid diweddarau trefniadau cyllido dau safle Ysgol Gyfun Cwm Rhymni ar ôl ystyried y materion a gyflwynir yng nghorff yr adroddiad hwn.
 - Os yw'r Aelodau'n cefnogi newid yn y trefniant cyllido dau safle, ystyried sut dylid cyllido hyn o 2020/21 ymlaen.
 - Os yw'r Aelodau'n cefnogi newid yn y trefniadau cyllido o hyn ymlaen, a ddylid ystyried y flwyddyn ariannol bresennol a'r flwyddyn ariannol flaenorol o ran ôl-gyllido? Os felly, sut dylid cyllido'r gost hon?
 - Yn amodol ar adborth gan yr Aelodau Craffu, cyflwynir Adroddiad pellach i'r Cabinet ar

gyfer penderfyniad ar y fethodoleg gyllido a ffynonellau cyllid.

4. RHESYMAU DROS YR ARGYMHELLION

- 4.1 Mae'r argymhellion yn cydnabod capasiti pob safle, dau ddalgylch amlwg, gyda phob grŵp blwyddyn o flwyddyn 7 i 11 yn cael eu haddysgu ar y ddau safle ar hyn o bryd. Ysgol Gyfun Cwm Rhymni yw Ysgol Uwchradd fwyaf y Fwrdeistref o bell ffordd, ac mae'n parhau i dyfu.

5. YR ADRODDIAD

- 5.1 Mae'r adroddiad hwn yn dilyn trafodaethau gydag Ysgol Gyfun Cwm Rhymni mewn perthynas â'r trefniadau cyllido fformiwla presennol fel ysgol â dau safle. Hyd yma, mae'r ysgol wedi cael ei hariannu fel un ysgol, gyda chyfandaliad dau safle ychwanegol. Mae'r dyraniad cyllido fformiwla dau safle yn cydnabod y baich ariannol ychwanegol sydd ar ysgol o ganlyniad uniongyrchol i ddarpariaeth ar ddau safle. Mae amseru'r adroddiad hwn yn uniongyrchol gysylltiedig â'r ffaith bod dau ddalgylch clir gyda grwpiau blwyddyn 7 i 11 ar y ddau safle ym mis Medi 2017. Mae hyn wedi effeithio ar drefniadau a chostau ar gyfer gweithrediadau dydd i ddydd (Technegwyr / Swyddfa a Derbynfa) a rheoli safle, ynghyd â threfniadau dysgu a chyfrifoldebau rheoli (trefniadau Dirprwy Bennaeth / Pennaeth Cynorthwyol).
- 5.2 Mae adolygiad o niferoedd y disgyblion ar draws ysgolion uwchradd yr Awdurdod (gan gynnwys 3 i 18, 11 i 16 ac 11 i 19) yn cefnogi'r angen am drafodaeth bellach ar y mater hwn. Mae manylion niferoedd capasiti a niferoedd derbyn ein hysgolion uwchradd (Atodiad 2) yn dangos maint yr ysgol (gan gynnwys manylion y ddau safle) mewn perthynas ag ysgolion uwchradd eraill y Fwrdeistref.
- 5.3 Yng Nghaerffili ar hyn o bryd, mae gennym nifer o ysgolion cynradd sy'n cydweithio'n llwyddiannus drwy rannu Pennaeth. O safbwynt ariannol yn unig, mae'r dull hwn wedi creu arbedion mewn perthynas â chostau Uwch Reolwyr, sy'n hanfodol i gynaliadwyedd ariannol rhai o'n hysgolion lleiaf. Mewn sefyllfa lle mae dwy ysgol yn cydweithio drwy rannu Pennaeth, caiff y ddwy ysgol eu hariannu ar wahân drwy'r dyraniad cyllido fformiwla, ac felly maent yn derbyn unrhyw gyfandaliadau yn benodol i bob ysgol a nodwyd.
- 5.4 Yn sefyllfa Ysgol Gyfun Cwm Rhymni, sef ysgol uwchradd fwyaf y Fwrdeistref o bell ffordd, mae manteision Pennaeth ar draws yr "holl" ysgol eisoes ar waith. Fodd bynnag, mae capasiti'r safleoedd unigol, y ffaith bod dau ddalgylch a bod yr holl grwpiau blwyddyn o flwyddyn 7 i 11 yn cael eu haddysgu ar y ddau safle, yn cefnogi'r angen i adolygu'r fethodoleg gyllido sy'n gysylltiedig â'r lwfans cyfandaliadau.
- 5.5 Yn ystod blwyddyn ariannol 2019/20, mae pob Ysgol yn derbyn nifer o gyfandaliadau yn eu fformiwla. Mae tri chyfandaliad sy'n benodol gysylltiedig â'r safle (mae cyfandaliadau bach hefyd sy'n gysylltiedig â rhai o'r dyraniadau SLA):
1. Cyllid sy'n talu am ran o gyflog Pennaeth i ganiatáu am amser digyswllt ar gyfer tasgau rheoli a chostau arwain yn yr ysgol.
 2. Cyllid yn ymwneud â chynnal a chadw'r adeilad (gwerth isel).
 3. Cyllid ychwanegol - yn gysylltiedig â llwyth gwaith, arweinyddiaeth a rheoli yn bennaf.
- 5.6 Ar hyn o bryd, mae Ysgol Gyfun Cwm Rhymni yn derbyn un cyfandaliad ar gyfer pob un o'r tri maes a nodwyd ym mharagraff 5.5, ac mae'r Ysgol hefyd yn derbyn 50% ychwanegol o'r cyllid sy'n gysylltiedig ag un o'r cyfandaliadau. Cynigir y dylid ystyried tynnu'r dyraniad dau safle, a darparu'r tri chyfandaliad ar gyfer pob safle, oherwydd y rhesymau a nodwyd yng nghorff yr adroddiad hwn.
- 5.7 Yn seiliedig ar sefyllfa gyllido fformiwla 2019/20, byddai goblygiadau'r newid yn nhrefniadau cyllido Ysgol Gyfun Cwm Rhymni yn arwain at oddeutu £114,000 o arian ychwanegol.

6. RHAGDYBIAETHAU

- 6.1 Mae'r effaith a ragdybir ar gyllid i Ysgol Gyfun Cwm Rhymni yn seiliedig ar ddyraniadau cyllid 2019/20 ar gyfer "cyfandaliadau" i Ysgolion.

7. CYSYLLTIADAU Â PHOLISIÂU PERTHNASOL Y CYNGOR

- 7.1 Mae'r adroddiad yn ystyried defnydd o adnoddau'r Gyfarwyddiaeth er mwyn sicrhau y caiff strategaethau allweddol eu cyflawni.

- 7.2 Mae cynllunio ariannol a mesurau rheoli ariannol effeithiol yn cyfrannu at Amcanion Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015. Yn benodol:

Cymru lewyrchus, sydd â'r nod o wella cyrhaeddiad plant a phobl ifanc ac a fydd yn eu galluogi i ennill sgiliau neu addysg bellach a chyflogaeth.

Cymru iachach; gall cefnogi dysgwyr sy'n agored i niwed wella eu llesiant a'u cyrhaeddiad addysgol.

Cymru fwy cyfartal; cymdeithas sy'n galluogi pobl i gyflawni eu potensial waeth beth fo'u cefndir; a

Cymru o gymunedau cydlynus; gwella ansawdd bywyd gyda chymunedau atyniadol, hyfyw a diogel sydd â chysylltiadau da.

8. LLESIANT CENEDLAETHAU'R DYFODOL

- 8.1 Mae rheoli ariannol effeithiol yn elfen allweddol wrth sicrhau y cyflawnir y Nodau Llesiant yn Neddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015.

9. GOBLYGIADAU CYDRADDOLDEB

- 9.1 Er nad oes materion cydraddoldeb penodol wedi'u cysylltu â'r adroddiad hwn, gallai newid mewn trefniadau cyllido gynorthwyo o ran gallu'r ysgol i gynnal y cwricwlwm ehangach ar draws y ddau safle. Yn amlwg, byddai'r Ysgol yn adolygu ac yn ystyried llawer o ffactorau wrth wneud penderfyniadau, ac nid cyllid yn unig.

10. GOBLYGIADAU ARIANNOL

- 10.1 Bydd y goblygiadau ariannol yn dibynnu ar y safbwynt a gefnogir.

- Byddai dim newid yn y trefniadau cyllido dau safle yn golygu na fydd canlyniadau ariannol i'r Awdurdod, er y gallai hyn effeithio ar allu'r Ysgol i ddarparu'r cwricwlwm ehangach ar draws y ddau safle.
- Byddai cefnogaeth i ddiweddarau'r trefniadau cyllido dau safle yn dod i gyfanswm o tua £114,000. Yn 2020/21, gellid ariannu hyn o gyllideb ysgolion unigol, ac felly byddai effaith fach ar draws pob ysgol gan y byddai hyn yn "bwysau" y byddai angen ei ariannu; neu gellir ariannu hyn fel eitem dwf, yn amodol ar gynnig a blaenoriaethau cyllideb yr Awdurdod yn 2020/21.
- Os gwneir penderfyniad i ôl-gyllido'r gost, cynigir y dylid ystyried defnyddio cronfeydd wrth gefn Rheoli Ysgolion yn Lleol fel defnydd un tro.

11. GOBLYGIADAU PERSONÉL

- 11.1 Does dim goblygiadau personél yn uniongyrchol gysylltiedig â'r cynnig hwn.

12. YMGYNGHORIADAU

- 12.1 Daw'r dyfyniad canlynol o gofnodion cyfarfod y Fforwm Cyllideb Ysgolion ar 27 Medi 2018.

Adroddiad i ymgynghori ar y trefniadau cyllido fformiwla dau safle presennol ar gyfer Ysgol Gyfun Cwm Rhymni

"Cyflwynodd JS adroddiad i ystyried y trefniadau cyllido fformiwla ar gyfer Ysgol Gyfun Cwm Rhymni sy'n gysylltiedig â threfniant dau safle'r ysgol. Mae amseru'r adroddiad yn gysylltiedig â'r ffaith bod pob grŵp oedran rhwng blwyddyn 7 ac 11 yn cael eu dysgu ar y ddau safle ers mis Medi 2017. Mae hyn wedi effeithio ar drefniadau a chostau gweithrediadau dydd i ddydd a gwaith rheoli safle, ynghyd â threfniadau dysgu a chyfrifoldebau rheoli. Mae'r adroddiad yn ei ystyried mewn perthynas ag ysgolion sy'n cydweithio ar o hyn o bryd drwy rannu Pennaeth yn y Fwrdeistref. Hyd yma, mae'r ysgol wedi cael ei hariannu fel un ysgol, gyda chyfandaliad dau safle ychwanegol. I gydnabod darpariaeth ar draws dau safle, ac adolygiad o niferoedd disgyblion, cynigir ystyried tynnu'r dyraniad dau safle'n ôl, a darparu'r cyfandaliadau i bob safle. Byddai hyn yn golygu tua £120,000 o gyllid ychwanegol. Gofynnodd y fforwm a fyddai cyllid ychwanegol ar gyfer hyn. Ni fydd arian ychwanegol, byddai'n dod o'r pot fformiwla sydd wedi'i rannu ar draws y ddau sector. Argymhellodd y fforwm y dylid ystyried sefyllfaoedd amgen, ynghyd â'r cynnig, ac y byddai materion yn cael eu codi mewn ymgynghoriadau gyda phenaethiaid mewn fforymau Penaethiaid Cynradd ac Uwchradd.

- 12.2 Roedd un ymateb a dderbyniwyd i'r e-bost a gylchredwyd i'r Holl Benaethiaid (caiff Penaethiaid eu cynrychioli ar Fforwm Cyllideb Ysgolion) yn cynghori "does dim pryderon ynghylch yr adroddiad ar hyn o bryd" (roedd yr ymholiad a wnaed am fater ar wahân sy'n gysylltiedig â'r tâl cydnabyddiaeth pan fo Pennaeth yn gyfrifol am fwy nag un ysgol).

13. PŴER STATUDOL

- 13.1 Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013.

Awdur: Jane Southcombe, Rheolwr Cyllid (Addysg, Dysgu Gydol Oes ac Ysgolion)
E-bost: southj@caerffili.gov.uk
Ymgynghoreion: Richard Edmunds, Cyfarwyddwr Corfforaethol, Addysg a Gwasanaethau Corfforaethol
Keri Cole, Prif Swyddog Addysg
Sue Richards, Pennaeth Gwasanaeth – Addysg, Cynllunio a Strategaeth
Sarah Ellis, Arweinydd Cynhwysiant ac Anghenion Dysgu Ychwanegol
Sarah Mutch, Rheolwr Blynyddoedd Cynnar
Paul Warren, Arweinydd Strategol ar gyfer Gwella Ysgolion
Y Cynghorydd Philippa Marsden, Aelod Cabinet dros Addysg a Chyflawniad
Steve Harris, Pennaeth Dros Dro Gwasanaethau Gwella Busnes ac Adran 151
Rob Tranter, Pennaeth Gwasanaethau Cyfreithiol
Y Cynghorydd Barbara Jones, Dirprwy Bennaeth ac Aelod Cabinet Cyllid, Perfformiad a Llywodraethu
Anwen Cullinane, Uwch Swyddog Polisi (Cydraddoldeb a'r Gymraeg)
Julie Baker, Prif Swyddog Cyllid (Ysgolion)
Lynne Donovan, Pennaeth Gwasanaethau Pobl

Atodiad 1: Adroddiad Fforwm Cyllideb Ysgolion 27 Medi 2018, cylchredwyd i'r Holl

Benaethiaid 30 Tachwedd 2018.

Atodiad 2: Crynodeb o Niferoedd Disgyblion – yn unol â Llyfryn Dechrau Ysgol 2019-20

Gadewir y dudalen hon yn wag yn fwriadol



FFORWM CYLLIDEB – 27 Medi 2018

PWNC: YMGYNGHORI AR DREFNIADAU CYLLIDO FFORMIWLA DAU SAFLE PRESENNOL YSGOL GYFUN CWM RHYMNI

ADRODDIAD GAN: JANE SOUTHCOMBE

1. DIBEN YR ADRODDIAD

- 1.1 Amlinellu ac ystyried trefniadau cyllido fformiwla Ysgol Gyfun Cwm Rhymni, sy'n uniongyrchol gysylltiedig â threfniant dau safle presennol yr ysgol (pellter o saith milltir rhwng y ddau safle).
- 1.2 Mae amseru'r adroddiad hwn yn uniongyrchol gysylltiedig â'r ffaith bod pob grŵp oedran rhwng blwyddyn 7 ac 11 yn cael eu dysgu ar y ddau safle ers mis Medi 2017. Dyma'r flwyddyn academaidd gyntaf i'r trefniant yma fod ar waith. Mae dau ddalgylch clir ganddynt, gydag ysgolion penodol yn bwydo safle Gelli Haf a safle Gwyndy.

2. CRYNODEB

- 2.1 Yn gryno, mae'r adroddiad yn adolygu safbwynt cyllido presennol Ysgol Gyfun Cwm Rhymni, ac yn ystyried hyn mewn perthynas ag ysgolion sy'n cydweithio ar hyn o bryd drwy rannu Pennaeth yn y Fwrdeistref.
- 2.2 Ysgol Gyfun Cwm Rhymni yw'r unig ysgol uwchradd cyfrwng Cymraeg yn y Fwrdeistref. Ym mis Mai 2018, cytunodd y Bwrdd Strategaeth Ysgolion y dylid cynnal ymgynghoriad mewn perthynas â threfniant cyllido dau safle presennol yr ysgol.

3. CYSYLLTIADAU Â STRATEGAETH

- 3.1 Mae'r adroddiad yn ystyried defnydd o adnoddau'r Gyfarwyddiaeth er mwyn sicrhau y caiff strategaethau allweddol eu cyflawni.
- 3.2 Mae cynllunio ariannol a mesurau rheoli ariannol effeithiol yn cyfrannu at Nodau Llesiant Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015. Yn benodol:

Cymru lewyrchus, sydd â'r nod o wella cyrhaeddiad plant a phobl ifanc ac a fydd yn eu galluogi i ennill sgiliau neu gael mynediad at addysg bellach a chyflogaeth.

Cymru iachach; gall cefnogi dysgwyr sy'n agored i niwed wella eu llesiant a'u cyflawniad addysgol.

Cymru fwy cyfartal; cymdeithas sy'n galluogi pobl i gyflawni eu potensial waeth beth fo'u cefndir; a

Cymru o gymunedau cydlynus; gwella ansawdd bywyd gyda chymunedau atyniadol, hyfyw a diogel sydd â chysylltiadau da.

4. YR ADRODDIAD

- 4.1 Mae'r adroddiad hwn yn dilyn trafodaethau gydag Ysgol Gyfun Cwm Rhymni mewn perthynas â'r trefniadau cyllido fformiwla presennol fel ysgol â dau safle. Hyd yma, mae'r ysgol wedi cael ei hariannu fel un ysgol, gyda chyfandaliad dau safle ychwanegol. Mae'r dyraniad cyllido fformiwla dau safle yn cydnabod y baich ariannol ychwanegol sydd ar ysgol o ganlyniad uniongyrchol i ddarpariaeth ar ddau safle. Mae amseru'r adroddiad hwn yn uniongyrchol gysylltiedig â'r ffaith bod dau ddalgylch clir ym mis Medi 2017 gyda grwpiau blwyddyn 7 i 11 ar y ddau safle. Mae hyn wedi effeithio ar drefniadau a chostau ar gyfer gweithrediadau dydd i ddydd (Technegwyr / Swyddfa a Derbynfa) a rheoli safle, ynghyd â threfniadau dysgu a chyfrifoldebau rheoli (trefniadau Dirprwy Bennaeth / Pennaeth Cynorthwyol).
- 4.2 Mae adolygiad o niferoedd y disgyblion ar draws ysgolion uwchradd yr Awdurdod (gan gynnwys 3 i 18, 11 i 16 ac 11 i 19) yn cefnogi'r angen am drafodaeth bellach ar y mater hwn. Mae manylion niferoedd capasiti a niferoedd derbyn ein hysgolion uwchradd (Atodiad 1) yn dangos maint yr ysgol (gan gynnwys manylion y ddau safle) mewn perthynas ag ysgolion uwchradd eraill y Fwrdeistref.
- 4.3 Yng Nghaerffili ar hyn o bryd, mae gennym nifer o ysgolion cynradd sy'n cydweithio'n llwyddiannus drwy rannu Pennaeth. O safbwynt ariannol yn unig, mae'r dull hwn wedi creu arbedion mewn perthynas â chostau Uwch Reolwyr, sy'n hanfodol i gynaliadwyedd ariannol rhai o'n hysgolion lleiaf. Mewn sefyllfa lle mae dwy ysgol yn cydweithio drwy rannu Pennaeth, caiff y ddwy ysgol eu hariannu ar wahân drwy'r dyraniad cyllido fformiwla, ac felly maent yn derbyn unrhyw gyfandaliadau yn benodol i bob ysgol a nodwyd.
- 4.4 Yn sefyllfa Ysgol Gyfun Cwm Rhymni, sef ysgol uwchradd fwyaf y Fwrdeistref o bell ffordd, mae manteision Pennaeth ar draws yr "holl" ysgol eisoes ar waith. Fodd bynnag, mae capasiti'r safleoedd unigol, y ffaith bod dau ddalgylch a bod yr holl grwpiau blwyddyn o flwyddyn 7 i 11 yn cael eu haddysgu ar y ddau safle, yn cefnogi'r angen i adolygu'r fethodoleg gyllido sy'n gysylltiedig â'r lwfans cyfandaliadau.
- 4.5 Yn ystod blwyddyn ariannol 2018/19, mae pob Ysgol yn derbyn nifer o gyfandaliadau yn eu fformiwlâu. Mae tri chyfandaliad sy'n benodol gysylltiedig â'r safle (mae cyfandaliadau bach hefyd sy'n gysylltiedig â rhai o'r dyraniadau SLA):
1. Cyllid sy'n talu am ran o gyflog Pennaeth i ganiatáu am amser digyswllt ar gyfer tasgau rheoli a chostau arwain yn yr ysgol.
 2. Cyllid yn ymwneud â chynnal a chadw'r adeilad (gwerth isel).
 3. Cyllid ychwanegol – yn gysylltiedig â llwyth gwaith, arweinyddiaeth a rheoli yn bennaf.
- 4.6 Yn fformiwla 2018/19, parhaodd Ysgol Gyfun Cwm Rhymni i dderbyn un cyfandaliad ar gyfer pob un o'r elfennau hyn, ac yna lwfans dau safle ar gyfer y cyfandaliad sy'n gysylltiedig â'r Pennaeth/amser rheoli (50%). Gan ystyried capasiti'r ysgol gyfan a chapasiti'r safleoedd unigol, mae costau wedi cynyddu'n sylweddol wrth i'r ysgol weithio i gyflwyno'r cwricwlwm dros ddau safle sydd saith milltir oddi wrth ei gilydd. Mae angen ystyried cynaliadwyedd ariannol y trefniant hwn. Gan fod yr ymrwymiad i sicrhau darpariaeth i ddisgyblion ar safle Gwyndy yr un peth â safle Gelli Haf, mae rhai dosbarthiadau bach wedi'u cadw ar y ddau safle, ac mae dosbarthiadau ychwanegol wedi'u cynnig ar gyfer rhai pynciau, er na fyddai nifer y disgyblion wedi awgrymu bod angen dosbarth ychwanegol o dan amgylchiadau arferol. Y dewis arall fyddai teithio'n rheolaidd rhwng y ddau safle, sydd â chost ynddo'i hun, ac ni themlir y byddai hyn o fudd i'r disgyblion.
- 4.7 Ar hyn o bryd mae Ysgol Gyfun Cwm Rhymni yn derbyn un cyfandaliad ar gyfer pob un o'r tri maes a nodwyd ym mharagraff 4.5, ac mae'r Ysgol hefyd yn derbyn 50% ychwanegol o'r cyllid sy'n gysylltiedig ag un o'r cyfandaliadau. Cynigir y dylid ystyried tynnu'r dyraniad dau safle, a darparu'r tri chyfandaliad ar gyfer pob safle, oherwydd y rhesymau a nodwyd yng nghorff yr adroddiad hwn.

4.8 Yn seiliedig ar sefyllfa gyllido fformiwla 2018/19, byddai goblygiadau'r newid yn nhrefniadau cyllido Ysgol Gyfun Cwm Rhymni yn arwain at oddeutu £120,000 o arian ychwanegol.

5. LLESIANT CENEDLAETHAU'R DYFODOL

5.1 Mae rheoli ariannol effeithiol yn elfen allweddol wrth sicrhau y cyflawnir y Nodau Llesiant yn Neddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015.

6. GOBLYGIADAU CYDRADDOLDEB

6.1 Nid oes unrhyw faterion cydraddoldeb penodol yn gysylltiedig â'r ddogfen drafodaeth hon. Fodd bynnag, gallai newid mewn trefniadau cyllido gynorthwyo o ran gallu'r Ysgol i gynnal y cwricwlwm ehangach ar draws y ddau safle. Yn amlwg, byddai'r Ysgol yn adolygu ac yn ystyried llawer o ffactorau wrth wneud penderfyniadau, ac nid cyllid yn unig.

7. GOBLYGIADAU ARIANNOL

7.1 Ar yr adeg yma, pe cai'r cynnig hwn ei gefnogi byddai angen talu costau'r cyfandaliad ychwanegol o'r gronfa dyraniad fformiwla Ysgolion bresennol. Ni fyddai cyllid ychwanegol i ysgolion o ganlyniad i hyn.

8. GOBLYGIADAU PERSONÉL

8.1 Does dim goblygiadau personél yn uniongyrchol gysylltiedig â'r cynnig hwn.

9. YMGYNGHORIADAU

9.1 Ymgynghoriad cychwynnol gyda'r Fforwm Cyllideb Ysgolion.

10. ARGYMHELLION

10.1 Bod y Fforwm Cyllideb Ysgolion yn cefnogi'r cynnig i newid y trefniant cyllido dau safle ar gyfer Ysgol Gyfun Cwm Rhymni o'r flwyddyn ariannol 2018/19, ac yn ymgynghori â phob Ysgol, gydag amserlen y cytunir arni.

Awdur: Jane Southcombe, Rheolwr Cyllid (Addysg, Dysgu Gydol Oes ac Ysgolion)
E-bost: southj@caerffili.gov.uk

Ymgynghoreion: Sue Richards, Pennaeth Gwasanaeth – Addysg, Cynllunio a Strategaeth
Julie Baker, Prif Swyddog Cyllid (Ysgolion)
Cheryl Adams, Uwch Swyddog Cyllid (Ysgolion)

Gadewir y dudalen hon yn wag yn fwriadol

Crynodeb o Niferoedd Disgyblion - yn ôl Llyfryn Dechrau Ysgol 2019-20

| | Ysgol Uwchradd | Capasiti | Ystod Oedran | Nifer Derbyn | Nifer y Ceisiadau a dderbyniwyd ar gyfer Blwyddyn 7 2018 | Nifer y Llefydd a Gynigiwyd | Canran y Capasiti | Canran Cyfran Niferoedd Derbyn |
|----|----------------------|--------------|----------------|--------------|--|-----------------------------|-------------------|--------------------------------|
| 1 | Bedwas | 929 | 11 i 19 | 157 | 108 | 108 | 7.01% | 6.58% |
| 2 | Coed Duon | 1,002 | 11 i 16 | 200 | 206 | 200 | 7.56% | 8.38% |
| 3 | Heolddu | 934 | 11 i 19 | 148 | 116 | 116 | 7.05% | 6.20% |
| 4 | Lewis Pengam | 1,140 | 11 i 19 | 191 | 131 | 131 | 8.60% | 8.00% |
| 5 | Lewis i Ferched | 1,103 | 11 i 19 | 180 | 109 | 109 | 8.32% | 7.54% |
| 6 | Trecelyn | 1,017 | 11 i 16 | 203 | 200 | 200 | 7.67% | 8.50% |
| 7 | Ysgol Gyfun Islwyn | 1,000 | 3 i 18 | 200 | 211 | 200 | 7.55% | 8.38% |
| 8 | Idris Davies 3 i 18 | 1,185 | 3 i 18 | 243 | 135 | 135 | 8.94% | 10.18% |
| 9 | Rhisga | 650 | 11 i 16 | 130 | 134 | 133 | 4.90% | 5.45% |
| 10 | Cenydd Sant | 1,085 | 11 i 19 | 195 | 179 | 179 | 8.19% | 8.17% |
| 11 | Martin Sant | 1,060 | 11 i 19 | 182 | 191 | 182 | 8.00% | 7.62% |
| 12 | YG Cwm Rhymni | 2,148 | 11 i 19 | 358 | 352 | 352 | 16.21% | 15.00% |
| | | 13,253 | | 2,387 | | | 100.00% | 100.00% |

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| | | |
|---------------|-----------|--------------|
| YG Cwm Rhymni | Gelli Haf | 1,293 |
| | Y Gwyndy | 855 |
| | | 2,148 |

Gadewir y dudalen hon yn wag yn fwiadrol

Summary of Pupil Numbers - as per Starting Schools Booklet 2019-20

Appendix 2B

| | High School | Capacity | Age Range | Admission Number | Number of Applications received for Year 7 2018 | Number of Places Offered | Percentage of Capacity | Percentage Share of Admission Nos. |
|-----------|----------------------|--------------|-----------------|------------------|---|--------------------------|------------------------|------------------------------------|
| 1 | Bedwas | 929 | 11 to 19 | 157 | 108 | 108 | 7.01% | 6.58% |
| 2 | Blackwood | 1,002 | 11 to 16 | 200 | 206 | 200 | 7.56% | 8.38% |
| 3 | Heolddu | 934 | 11 to 19 | 148 | 116 | 116 | 7.05% | 6.20% |
| 4 | Lewis Pengam | 1,140 | 11 to 19 | 191 | 131 | 131 | 8.60% | 8.00% |
| 5 | Lewis Girls | 1,103 | 11 to 19 | 180 | 109 | 109 | 8.32% | 7.54% |
| 6 | Newbridge | 1,017 | 11 to 16 | 203 | 200 | 200 | 7.67% | 8.50% |
| 7 | Islwyn High | 1,000 | 3 to 18 | 200 | 211 | 200 | 7.55% | 8.38% |
| 8 | Idris Davies 3 to 18 | 1,185 | 3 to 18 | 243 | 135 | 135 | 8.94% | 10.18% |
| 9 | Risca | 650 | 11 to 16 | 130 | 134 | 133 | 4.90% | 5.45% |
| 10 | St Cenydd | 1,085 | 11 to 19 | 195 | 179 | 179 | 8.19% | 8.17% |
| 11 | St Martins | 1,060 | 11 to 19 | 182 | 191 | 182 | 8.00% | 7.62% |
| 12 | YG Cwm Rhymni | 2,148 | 11 to 19 | 358 | 352 | 352 | 16.21% | 15.00% |
| | | 13,253 | | 2,387 | | | 100.00% | 100.00% |

| | | |
|---------------|-----------|--------------|
| YG Cwm Rhymni | Gelli Haf | 1,293 |
| | Y Gwyndy | 855 |
| | | 2,148 |

Gadewir y dudalen hon yn wag yn fwiadol



PWYLLGOR CRAFFU ADDYSG GYDOL OES 2 GORFFENAF 2019

PWNC: DIWEDDARIAD RHAGLEN YSGOLION AC ADDYSG
BAND B YR 21^{AIN} GANRIF

ADRODDIAD GAN: CYFARWYDDWR CORFFORAETHOL ADDYSG A
GWASANAETHAU CORFFORAETHOL

1. PWRPAS YR ADRODDIAD

1.1 Diben yr adroddiad yw rhoi'r wybodaeth ddiweddaraf i'r Aelodau am y cynnydd a wnaed hyd yma ar Raglen Ysgolion ac Addysg Band B yr 21^{ain} Ganrif sy'n rhedeg rhwng 2019 a 2026.

2. CRYNODEB

2.1 Cytunodd y Cabinet ar y cynigion ar gyfer Rhaglen Ysgolion ac Addysg Band B yr 21ain Ganrif ar 25^{ain} Ebrill 2018.

2.2 Cytunodd y Cyngor ar 21ain Chwefror 2019 i ddyrannu £5.475 miliwn i arian cyfatebol Rhaglen Ysgolion ac Addysg yr 21ain Ganrif.

2.3 Mae'r cynlluniau blaenoriaeth a nodwyd ar gyfer Cam 1 y rhaglen yn ehangu'r ddarpariaeth yn Ysgol Cae'r Drindod ac adleoli ac ehangu Ysgol Gymraeg Cwm Gwyddon ar hen safle Ysgol Uwch Cwmcarn.

2.4 Mae'r cyfraddau ymyrryd ar gyfer y rhaglen wedi newid, fel yr amlinellir yng nghorff yr adroddiad. Mae hyn wedi arwain at leihad yng nghyfraniad y Cyngor i'r rhaglen gyffredinol o £39.15 miliwn i £26.8 miliwn.

2.5 Mae manyleb gychwynnol yr ehangiad a gynigir ar gyfer Ysgol Cae'r Drindod wedi arwain at argymhelliad i gynyddu'r dyraniad ar gyfer y prosiect hwn o £5 miliwn i £10 miliwn. Byddai'r arian hwn yn cael ei drosglwyddo o'r rhaglen adnewyddu ac yn cydfynd â disgwyliad Llywodraeth Cymru i brosiectau fod yn arloesol ac i gael ei ystyried yn "gyfle unwaith mewn oes". Er mwyn cyflawni hyn a diogelu'r ysgol yn y dyfodol, mae'r cynnydd mewn buddsoddiad i £10 miliwn yn hanfodol.

2.6 Mae'r ddau brosiect a amlinellir yn 2.3 uchod yn y cam datblygu cynnar a bydd swyddogion yn sicrhau bod Aelodau'n cael eu diweddarau'n rheolaidd mewn perthynas â phob agwedd ar y cynnig e.e. ariannol, achos busnes, proses ymgynghori ac ati.

- 2.7 Ar hyn o bryd, amcangyfrifir mai £5.1 miliwn yw cyfraniad arian cyfatebol arfaethedig y Cyngor ar gyfer darparu'r ddau gynllun. Os cytunir ar y cynnydd ar gyfer Ysgol Cae'r Drindod byddai hyn yn lleihau cyfraniad cyffredinol y Cyngor o £26.8 miliwn i £26.3 miliwn.
- 2.8 Mae Bwrdd wedi cael ei sefydlu i gynnal adolygiad o ddarpariaeth chweched dosbarth/un rhyw/gwarged.

3. ARGYMHELLION

- 3.1 Gofynnir i Aelodau Craffu nodi'r wybodaeth sydd yn yr adroddiad a rhoi eu barn ar yr argymhelliad i gynyddu'r cyfraniad ar gyfer Ysgol Cae'r Drindod o £5 miliwn i £10 miliwn cyn ei ystyried gan y Cabinet.

4. RHESYMAU DROS YR ARGYMHELLION

- 4.1 I sicrhau bod Aelodau Craffu yn cael eu diweddarau ar y Rhaglen Ysgolion ac Addysg yr 21^{ain} Ganrif.

5. YR ADRODDIAD

- 5.1 Mae'r Rhaglen Ysgolion ac Addysg yr 21^{ain} Ganrif yn cael ei hystyried fel rhaglen buddsoddi cyfalaf sylweddol, tymor hir a strategol sy'n cefnogi prosiectau adeiladu cyfalaf ar raddfa fawr ledled Cymru gyda'r nod o wella adeiladau ysgolion er mwyn bodloni anghenion Addysgol a Chymunedol yr 21^{ain} Ganrif.
- 5.2 Mae'r rhaglen yn canolbwyntio adnoddau ar yr ysgol iawn, yn y lle iawn, o'r blynyddoedd cynnar hyd at ôl-16, gyda chyllid yn cael ei ddarparu ar y cyd gan Lywodraeth Cymru ac Awdurdodau Lleol.
- 5.3 Prif amcanion y Rhaglen Buddsoddi mewn Ysgolion ac Addysg Band B yr 21ain Ganrif, fel yr amlinellwyd gan Lywodraeth Cymru, yw:
- Lleihau nifer yr ysgolion â chyflwr gwael.
 - Sicrhau bod gennym yr ysgolion maint cywir yn y lleoliad iawn, gan ddarparu digon o leoedd i ddarparu addysg cyfrwng Cymraeg a Saesneg.
 - Sicrhau defnydd effeithiol ac effeithlon o'r ystâd addysgol i'w defnyddio gan Ysgolion a'r Gymuned ehangach.
- 5.4 Cytunwyd ar argymhellion y Gweithgor Trawsbleidiol, o ran y cynigion a gynhwyswyd yn y rhaglen, gan y Cabinet ar 25ain Ebrill 2018 yn amodol ar gadarnhau cyllid ar gyfer prosiectau unigol, achosion busnes yn cael eu cymeradwyo gan Lywodraeth Cymru a'r canlyniad o ymgynghoriadau unigol.
- 5.5 Ystyriodd y Cabinet yr adroddiad Defnyddio Cronfeydd Wrth Gefn a gyflwynwyd gan y Pennaeth Cyllid a'r Swyddog S151 ar 30ain Ionawr 2019. Ar ôl ystyried yr adroddiad hwnnw, cynigiodd y Cabinet y gellid rhyddhau cronfeydd wrth gefn oedd heb eu dyrannu gwerth £16 miliwn a'u defnyddio ar gyfer gwariant cyfalaf. O'r £16 miliwn, cynigiwyd gan y Cabinet y dylid dyrannu £5 miliwn tuag at y Rhaglen Ysgolion ac Addysg Band B yr 21ain Ganrif.

- 5.6 Cafodd y cynnig ei ystyried a'i gytuno gan y Cyngor ar 21ain Chwefror 2019 i ddyrannu £5 miliwn i arian cyfatebol y Rhaglen Ysgolion ac Addysg Band B yr 21ain Ganrif.
- 5.7 Cytunodd y Cyngor hefyd ar y cynnig i ddyrannu £475,000 o arbedion ymlaen llaw i'r rhaglen.
- 5.8 Felly, mae cyfanswm o £5,475,000 wedi'i ddyrannu i'r Rhaglen Ysgolion ac Addysg Band B yr 21ain Ganrif.
- 5.9 Ym mis Rhagfyr 2018 cyhoeddodd Ysgrifennydd Addysg y Cabinet y byddai cyfradd ymyrraeth grant Llywodraeth Cymru ar gyfer cynlluniau cyfalaf Band B yn cynyddu i 65%, gyda'r partneriaid cyflawni yn cwrdd â'r 35% o'r costau sy'n weddill. Yn ogystal, bydd y gyfradd ymyrraeth ar gyfer ysgolion arbennig ac unedau cyfeirio disgyblion a ariennir gan gyfalaf yn 75%, gyda'r partneriaid cyflawni yn talu'r 25% o'r costau sy'n weddill. Mae'r gyfradd ymyrryd ar gyfer cynlluniau a gynorthwyir yn wirfoddol yn parhau ar 85%.
- 5.10 Cyfanswm yr amlen Gyfalaf (ac eithrio'r Model Buddsoddi Trefol) y cytunwyd arni mewn egwyddor gan Lywodraeth Cymru yw £78.3 miliwn. Mae'r newidiadau i'r cyfraddau ymyrraeth o 5.9 (yn seiliedig ar y cynigion gwreiddiol a gyflwynwyd i Lywodraeth Cymru) wedi lleihau cyfraniad y Cyngor o £39.15 miliwn i £26.8 miliwn.
- 5.11 Er mwyn sicrhau bod y rhaglen yn cael ei chyflwyno'n amserol ac yn effeithiol, mae wedi bod yn hanfodol nodi'r cynlluniau i'w darparu o'r dyraniad 1^{af} o £5.475 miliwn i fod y rhai sydd â'r flaenoriaeth uchaf o angen addysgol h.y. dim digon o leoedd os na chyflawnir y gwaith ehangu.
- 5.12 Y ddau gynllun cyntaf a nodwyd fel rhai blaenoriaeth ar gyfer cam 1 y rhaglen yw ehangu Ysgol Arbennig Cae'r Drindod ac adleoli ac ehangu Ysgol Gymraeg Cwm Gwyddon.
- 5.13 Ysgol Arbennig Cae'r Drindod yw'r unig ysgol arbennig yn yr Awdurdod sy'n darparu Addysg a Chyfleusterau arbenigol ar gyfer ein disgyblion. Mae'n darparu ar gyfer disgyblion o 3 – 19 oed. Ar hyn o bryd, mae gan yr ysgol 158 o ddisgyblion ar y gofrestr. Mae hyn yn cynyddu i 173 o fis Medi 2019, a rhagwelir mwy o dderbyniadau. Nod y Cyngor, lle bynnag y bo modd, yw ceisio addysgu pob disgybl o fewn y Fwrdeistref. Mae hyn yn atal yr angen am ddarpariaeth y tu allan i'r sir sydd nid yn unig yn gostus ond a all hefyd gael effaith sylweddol ar deuluoedd unigol
- 5.14 Adeiladwyd y safle presennol yn bwrpasol ym 1998 ac mae'n cynnig llawer o nodweddion unigryw ac arloesol i'n disgyblion er mwyn iddynt ddatblygu eu sgiliau. Mae'n darparu ar gyfer disgyblion ag ystod eang o Anghenion a Gofynion Addysgol Arbennig. Mae'r rhain yn amrywio o anawsterau corfforol a meddygol, anawsterau dysgu dwys lluosog ac anawsterau dysgu difrifol.
- 5.15 Mae'r Awdurdod eisoes wedi buddsoddi £1.3 miliwn, yn ystod y 6 blynedd diwethaf, mewn prosiectau cyfalaf yn yr ysgolion, sydd wedi cynnwys cynlluniau cynnal a chadw mawr a newid defnydd ardaloedd er mwyn cynyddu capasiti. Yn ogystal, mae'r Cyngor wrthi'n gwneud gwaith gwella yn yr ysgol gan ddefnyddio tanwariant yn y Rhaglen Ysgolion ac Addysg Band A yr 21^{ain} Ganrif. Adroddwyd y rhaglen hon yn fanwl i'r Cabinet ar 10^{fed} Ebrill 2019.

- 5.16 Mae'r Cyngor yn cydnabod bod gan Ysgol a Chanolfan Adnoddau Cae'r Drindod rôl ganolog yn y gwaith o ddatblygu darpariaeth ADY yn awr ac yn y dyfodol ar draws yr awdurdod. Mae'r rôl hon wedi'i gosod yn erbyn cefndir o ddatblygiadau lleol a chenedlaethol parhaus o ran ymestyn a gwella rôl a swyddogaethau presennol ysgolion arbennig ledled Cymru a thu hwnt fel eu bod yn cynnig ystod ehangach o gymorth a gwasanaethau ar ran yr ALI i ysgolion eraill, canolfannau arbenigol yn ogystal ag i staff o fewn Gwasanaeth Addysg y Cyngor. Adlewyrchir hyn yn Adroddiad Donaldson *Dyfodol Llwyddiannus* (Chwefror 2015) sy'n nodi **'Mae llawer o'r hyn a gynigir o ran parhad a chynnydd eisoes yn nodwedd o addysgu a dysgu mewn ysgolion sy'n gwasanaethu plant a phobl ifanc ag anghenion addysgol arbennig' (t.107)**
- 5.17 Fel y gwelwyd uchod, mae'r Cyngor eisoes wedi buddsoddi'n sylweddol yn yr ysgol o safbwynt ehangu a gwella. Fodd bynnag, mae'n amlwg bod y galw am le yn yr ysgol o ran y niferoedd disgyblion rhagamcanol, anghenion mwy cymhleth a newidiol y disgyblion ynghyd â gofynion y Bil Diwygio ADY wedi arwain at **sefyllfa brys** o ran ehangu'r ddarpariaeth ymhellach yn yr ysgol hon.
- 5.18 Mae'r Cynllun Amlinellol Strategol gwreiddiol ar gyfer y buddsoddiad Ysgolion ac Addysg Band B yr 21^{ain} Ganrif wedi'i gyflwyno i Lywodraeth Cymru ym mis Gorffennaf 2017. Roedd y cynllun hwn yn cynnwys dyraniad amcangyfrifedig o £5 miliwn ar gyfer Cae'r Drindod. Fodd bynnag ers y cyflwyniad hwn mae'r Cyngor wedi cynnal dadansoddiad manylach, mewn partneriaeth â'r ysgol, sydd wedi arwain at ofyniad cyllideb tebygol o £10 miliwn ar gyfer y prosiect. Mae'r broses o lunio'r fanyleb ar gam cynnar iawn ac mae Bwrdd wedi'i sefydlu sy'n cynnwys cydweithwyr o'r Gwasanaethau Cymdeithasol, Addysg a Bwrdd Iechyd Aneurin Bevan er mwyn sicrhau y gall pob partner fanteisio ar y cyfle hwn i ddatblygu'r Ysgol i ddarparu ar gyfer ein teuluoedd mwyaf agored i niwed a'r Gymuned ehangach.
- 5.19 Ar ôl cytuno ar y manylion am y gwaith, bydd angen cyflwyno achos busnes manwl er mwyn i Lywodraeth Cymru ei gymeradwyo. Mae Llywodraeth Cymru wedi nodi mai'r disgwyliad yw i brosiectau fod yn arloesol ac i gael eu hystyried yn "gyfle unwaith mewn oes". Er mwyn cyflawni hyn a diogelu'r ysgol yn y dyfodol, mae'r cynnydd mewn buddsoddiad i £10 miliwn yn hanfodol.
- 5.20 Er mwyn sicrhau'r cynnydd o £5 miliwn, cynigir bod y swm hwn yn cael ei drosglwyddo o'r £33,000,000 yn y rhaglen adnewyddu o fewn y Cynllun Amlinellol Strategol. Nid yw'r ysgolion wedi'u hadnabod eto o'r swm buddsoddiad hwn ond byddent yn debygol o fod wedi cynnwys Ysgol Cae'r Drindod. Fel y nodwyd yn 5.9 uchod, mae'r gyfradd ymyrraeth ar gyfer ysgolion arbennig wedi gostwng o gyfraniad 50% i 25% ar gyfer y Cyngor. Felly mae'r cynnydd hwn i £10 miliwn yn dal i gadw cyfraniad y Cyngor fel £2.5 miliwn ar gyfer Ysgol Cae'r Drindod ac yn lleihau'r cyfraniad cyffredinol i £26.3 miliwn o £26.8 miliwn.
- 5.21 Mae'r galw am addysg cyfrwng Cymraeg wedi bod ar gynnydd ers sefydlu CBSC ac yn arbennig felly yn y blynyddoedd diwethaf. Mae canran y disgyblion mewn ysgolion cyfrwng Cymraeg fel a ganlyn: Sector Cynradd: 1997 (8.9%), 2007 (12.1%), 2010 (14.4%), 2016 (16.8%). Sector Uwchradd: 1997 (6.9%), 2007 (9.0%), 2010 (10.6%), 2016 (12.3%).
- 5.22 Mae'r rhaglen Band B yn agwedd allweddol ar y Cynllun Strategol y Gymraeg mewn Addysg corfforaethol o ran sicrhau bod digon o leoedd mewn ysgolion cyfrwng Cymraeg i gefnogi'r targed heriol o 1 miliwn o siaradwyr Cymraeg yng Nghymru erbyn 2050. Mae rheoliadau'r Cynllun Strategol y Gymraeg mewn Addysg yn cael eu

cynnal ar gyfer ymgynghoriad ar hyn o bryd, ac os cânt eu cymeradwyo bydd angen i ni gyrraedd targedau heriol ar gyfer lleoedd ysgol dros y 5 i 10 mlynedd nesaf.

- 5.23 Bydd yn parhau i gefnogi darpariaeth Gymraeg lewyrchus o fewn Caerffili drwy sicrhau datblygu digon o leoedd cyfrwng Cymraeg mewn ardaloedd lle maent yn dod o dan bwysau, fel y nodwyd yng Nghynllun Strategol y Gymraeg mewn Addysg 2017-2020 yr Awdurdod, Dwyrain Caerffili a Bedwas/Tretomos/Machen.
- 5.24 Ar hyn o bryd mae Ysgol Gymraeg Cwm Gwyddon yn cwmpasu dalgylch ardal Dwyrain Caerffili yn y fwrdeistref. Mae'r ysgol wedi cyrraedd ei capasiti heb gyfle i ehangu ar y safle presennol. Mae gan yr ardal hon y cyfraddau dilyniant isaf yn y Cyngor o ran symud o ofal plant cyfrwng Cymraeg i ysgolion cyfrwng Cymraeg.
- 5.25 Er mwyn sicrhau bod y Cyngor yn cwrdd â'r targedau heriol ar gyfer cynyddu'r ddarpariaeth cyfrwng Cymraeg mae'n hanfodol creu lleoedd cyfrwng Cymraeg ychwanegol yn yr ardal hon o'r fwrdeistref fel mater o frys.
- 5.26 Y cynnig, y cytunwyd arno gan yr Aelodau, ac sydd wedi'i gynnwys yn y Cynllun Amlinellol Strategol yw adeiladu ysgol a darpariaeth gofal plant newydd (wedi'i hariannu o'r grant Ehangu Gofal Plant) ar safle Ysgol Uwch Cwmcarn gan gynyddu'r capasiti i 420 o ddisgyblion ar gost ragamcanol o £7.4 miliwn. Cyfraniad y Cyngor i'r swm hwn yw £2.6 miliwn.
- 5.27 Mae cyllid ysgolion a Band B addysg y 21ain ar gyfer prosiectau unigol bellach yn cael ei gyfrifo gan LIC gan ddefnyddio maint argymelledig ysgol, a gynhwysir o fewn bwletin adeiladu BB98/99, a chyfradd gytûn y metr sgwâr/disgybl ar y gost ddisgwyliedig o 2019. Nid yw'r cyfrifiad yn rhoi ystyriaeth i unrhyw gostau "annormal", h.y. halogiad, graddiant a pherygl o lifogydd. Byddai angen darparu tystiolaeth o unrhyw gostau ychwanegol a'u hystyried ar wahân yn ystod cam achos busnes Llywodraeth Cymru.
- 5.28 Mae gwaith dymchwel yn mynd rhagddo ar hyn o bryd ar safle Ysgol Uwch Cwmcarn a byddai datblygu'r cynnig yn dibynnu ar gymeradwyaeth yr achos busnes gan Lywodraeth Cymru ac ymarfer ymgynghori llawn.
- 5.29 Mae gwaith yn cael ei wneud ar hyn o bryd i sicrhau y bydd yr holl wybodaeth berthnasol a manyleb fanwl y gwaith ar gael i gefnogi cyflwyno achosion busnes i Lywodraeth Cymru ar gyfer y prosiectau uchod.
- 5.30 Os bydd Llywodraeth Cymru yn cymeradwyo'r achosion busnes ar gyfer y prosiectau, bydd ymarfer ymgynghori llawn yn cael ei gynnal wedyn yn unol â'r Cod Trefniadaeth Ysgolion 2018.
- 5.31 Mae Bwrdd wedi cael ei sefydlu i gynnal adolygiad o ddarpariaeth Chweched Dosbarth/Un Rhyw/Lleoedd Gwag sy'n cynnwys Aelodau Craffu, Undebau, Cynrychiolwyr Llywodraethwyr, Colegau, Penaethiaid, y GCA, Swyddogion Addysg a'r Aelod Cabinet. Mae'r ddau gyfarfod cyntaf wedi'u trefnu ar gyfer y 10^{fed} Mehefin 2019 a'r 15^{fed} Gorffennaf 2019.
- 5.32 Mae'r holl brosiectau a amlinellwyd uchod yn y cam datblygu cynnar a bydd swyddogion yn sicrhau bod aelodau'n cael eu diweddarau'n rheolaidd mewn perthynas â phob agwedd ar y cynnig e.e. ariannol, achos busnes, proses ymgynghori ac ati.

6. TYBIAETHAU:

6.1 Ni wneir unrhyw ragdybiaethau yn yr adroddiad hwn

7. CYSYLLTIADAU Â PHOLISIÂU PERTHNASOL Y CYNGOR

7.1 Strategaeth Cyrhaeddiad Caerffili: Er mwyn codi safonau a sicrhau bod ein dysgwyr yn iach, yn hyderus, yn falch ac yn uchelgeisiol a'u bod yn gallu cael gafael ar gyfleoedd, lleoliadau a phrofiad addysgol o ansawdd uchel.

7.2 Amcanion Llesiant Caerffili 2018 i 2023. Bydd y cynnig hwn yn helpu'r Awdurdod i fodloni'r amcanion hyn, yn enwedig y canlynol:

Amcan Lles 1 - Gwella cyfleoedd addysg i bawb

Amcan Lles 2 - Galluogi cyflogaeth

8. LLESIANT CENEDLAETHAU'R DYFODOL

8.1 Mae Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015 yn ymwneud â gwella lles cymdeithasol, economaidd, amgylcheddol a diwylliannol Cymru. Mae'n ei gwneud yn ofynnol i gyrff cyhoeddus feddwl mwy am yr hirdymor, gan weithio gyda phobl a chymunedau, i geisio atal problemau a mabwysiadu ymagwedd fwy cydgysylltiedig. Bydd hyn yn creu Cymru yr ydym i gyd eisiau byw ynddi, yn awr ac yn y dyfodol. Mae'r Ddeddf yn rhoi saith nod llesiant ar waith:

- Cymru ffyniannus.
- Cymru wydn.
- Cymru iachach.
- Cymru sy'n fwy cyfartal.
- Cymru sydd â chymunedau cydlynol.
- Cymru â diwylliant bywiog lle mae'r Gymraeg yn ffynnu.
- Cymru sy'n gyfrifol yn fyd-eang.

8.2 Mae'r Ddeddf yn nodi'r egwyddor datblygu cynaliadwy lle dylai pob corff cyhoeddus yng Nghymru asesu'r broses o wneud penderfyniadau yn eu herbyn. Nod y ddeddfwriaeth yw sicrhau llesiant cenedlaethau'r dyfodol drwy sicrhau bod cyrff cyhoeddus yn cyfrannu cymaint â phosibl at y nodau llesiant. Wrth ddefnyddio'r egwyddor datblygu cynaliadwy mae'n ddyletswydd ar yr awdurdod i ystyried y boblogaeth gyfan y mae'n ei gwasanaethu ac ystyried effaith ei weithredoedd ar genedlaethau'r dyfodol. Mae'r egwyddor, a adwaenir hefyd fel y pum ffordd o weithio, yn cael ei hasesu isod:

- **Hir-dymor** - Mae'r rhagamcan o niferoedd disgyblion wedi'i ddefnyddio i nodi'r galw am leoedd mewn ysgolion er mwyn sicrhau bod digon o leoedd addysgol ar gael yn ein hysgolion. Defnyddiwyd y wybodaeth hon i flaenoriaethu ysgolion o fewn y Cynllun Amlinellol Strategol.
- **Atal** - Bydd gwella ansawdd yr ystâd addysg yn gyffredinol yn cefnogi'r disgyblion yn eu haddysg a'u sgiliau yn yr hirdymor, gan eu bod yn fwy tebygol o lwyddo os yw eu profiad addysgol yn gadarnhaol.
- **Integreiddio** - Mae'r Rhaglen Ysgolion ac Addysg yr 21^{ain} Ganrif yn amodol ar ymrwymadau BREEAM a Buddion Cymunedol y cynigion unigol ac yn cael eu hasesu a'u monitro o ran eu heffaith ar economi Cymru. Mae'r cynigion hefyd yn

- rhan o strategaeth i hyrwyddo'r iaith Gymraeg a diwylliant Cymru.
- **Cydweithio** - Mae'r Rhaglen Ysgolion ac Addysg yr 21^{ain} Garrif yn gydweithrediad rhwng y Cyngor a Llywodraeth Cymru i wella ansawdd yr ystâd Addysg.
- **Ymglymiad** - Drwy'r broses ymgynghori bydd y Cyngor yn sicrhau yr ymgysylltir yn llawn â'r holl randdeiliaid perthnasol, e.e. rhieni, disgyblion a'r gymuned leol. Gweithio mewn partneriaeth gydweithredol rhwng Ysgolion ac Addysg yr 21^{ain} Garrif a'r Is-adran Blynnyddoedd Cynnar sy'n gweithio gyda'r sector gwirfoddol.

9. GOBLYGIADAU CYDRADDOLDEB

- 9.1 Bydd yr holl Aseidiadau Effaith Cydraddoldeb perthnasol ar gyfer prosiectau unigol yn cael eu gwneud cyn symud i'r cyfnod ymgynghori a byddant ar gael i unrhyw bersonau sy'n dymuno cael copïau. Mae'r cynigion hyn yn cysylltu â'r Cynllun Strategol Cymraeg mewn Addysg a'r Strategaeth Iaith Gymraeg bum mlynedd 2017-2022 ac felly byddant yn cael effaith gadarnhaol ar Addysg Cyfrwng Cymraeg. Bydd y cynnig mewn perthynas ag Ysgol a Chanolfan Adnoddau Cae'r Drindod hefyd yn cael effaith gadarnhaol ar y plant a'r bobl ifanc ag anghenion dysgu ychwanegol sy'n mynychu'r Ysgol ac ar y rhai a fydd yn ei mynychu.

10. GOBLYGIADAU ARIANNOL

- 10.1 Cytunodd y Cyngor ar 21ain Chwefror 2019 i ddyrannu £5.475 miliwn i'r arian cyfatebol o Raglen Ysgolion ac Addysg yr 21ain Garrif.
- 10.2 Mae'r newidiadau yn y cyfraddau ymyrraeth, sydd wedi'u hamlinellu ym mhrif gorff yr adroddiad, wedi lleihau cyfraniad y Cyngor o £39.15 miliwn i £26.8 miliwn.
- 10.3 Mae cam 1 y rhaglen, ehangu Ysgol Cae'r Drindod ac adleoli ac ehangu Ysgol Gymraeg Cwm Gwyddon ar gyfanswm o £5.1 miliwn. Byddai hyn yn arwain at swm heb ei neilltuo o £375 mil o'r swm a ddangosir yn 10.1 uchod.
- 10.4 Os cytunir ar gynnig Ysgol Cae'r Drindod, bydd hyn yn lleihau'r cyfraniad ymhellach i £26.3 miliwn.

11. GOBLYGIADAU PERSONÉL

- 11.1 Bydd hyn yn dibynnu ar gynigion penodol a bydd yn cael ei ystyried fel rhan o'r broses ymgynghori.

12. YMGYNGHORIADAU

- 12.1 Dosbarthwyd yr adroddiad drafft yn unol â'r manylion isod. Mae'r holl sylwadau a dderbyniwyd wedi'u hadlewyrchu yn y fersiwn hwn o'r adroddiad.

13. PWERAU STATUDOL

- 13.1 Cod Trefniadaeth Ysgolion 2018 (Llywodraeth Cymru)
Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013

Awdur: Sue Richards, Pennaeth Cynllunio a Strategaeth Addysg

Ymgynghorwyr: Christina Harrhy, Prif Weithredwraig Dros Dro
Keri Cole, Prif Swyddog Addysg
Richard Edmunds – Cyfarwyddwr Corfforaethol Addysg a Gwasanaethau
Corfforaethol
Dave Street, Cyfarwyddwr Corfforaethol Gwasanaethau Cymdeithasol
Mark S. Williams, Cyfarwyddwr Corfforaethol Cymunedau
Y Cynghorydd Philippa Marsden, Aelod Cabinet dros Addysg a
Chyflawniad
Y Cynghorydd Teresa Parry, Cadeirydd y Pwyllgor Craffu Addysg
Y Cynghorydd Carol Andrews, Is-gadeirydd y Pwyllgor Craffu Addysg
Steve Harris, Pennaeth Gwella Busnes a Swyddog Adran 151 Dros Dro
Lynne Donovan, Pennaeth Gwasanaethau Pobl
Anwen Cullinane, Uwch Swyddog Polisi (Cydraddoldeb a'r Gymraeg)
Rob Tranter, Pennaeth Gwasanaethau Cyfreithiol a'r Swyddog Monitro
Ros Roberts, Rheolwr Perfformiad
Jane Southcombe, Rheolwr Cyllid Addysg
Mark Williams, Pennaeth Gwasanaethau Eiddo Dros Dro
Steve Pugh, Rheolwr Cyfathrebu Corfforaethol
Ian Elliott, Pennaeth, Ysgol a Chanolfan Adnoddau Cae'r Drindod
Anita Tucknutt, Pennaeth, Ysgol Gynradd Gymraeg Cwm Gwyddon

Papurau Cefndir

Adroddiad Cabinet – Cynigion Ysgolion ac Addysg Band B yr 21^{ain} Ganrif – 25/04/19
Adroddiad y Cyngor – Cynigion Cyllideb ar gyfer 2019/20 a'r Cynllun Ariannol Tymor Canolig
2019/20 i 2023/2024 – 21/02/19



EDUCATION FOR LIFE SCRUTINY COMMITTEE - 2ND JULY 2019

SUBJECT: SPECIALIST RESOURCE BASE (SRB) FUNDING REVIEW

REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES

1. PURPOSE OF REPORT

- 1.1 The purpose of this report is to seek the views of Scrutiny Committee on proposals to adjust the way the Councils Specialist Resource Bases (SRBs) are resourced.
- 1.2 The report includes the outcome of the consultations undertaken with Head Teachers on the proposals along with identified implications and timeline for implementation.
- 1.3 The report will thereafter go to Cabinet in July for a decision.

2. SUMMARY

- 2.1 The majority of pupils have their needs met in mainstream education; however, there are a range of provisions for children with differing complex needs across the Local Authority (LA) (see Appendix 1).
- 2.2 Existing staffing levels in SRBs are such that the majority of classes have required a level of additional resourcing in order to meet the increasing complex needs of the children placed by the LA.
- 2.3 The needs of the children in SRBs have become more complex over time and therefore a robust analysis of those needs has been undertaken in order to identify a model that will ensure equity across the provisions or for provisions of similar designations.
- 2.4 Recommendations for a model of staffing and resourcing are contained in the report along with any associated implications.

3. RECOMMENDATIONS

- 3.1 It is recommended that the Scrutiny Committee provide views on the proposed staffing model, resourcing and timeline for implementation for the Council's SRBs.

4. REASONS FOR THE RECOMMENDATIONS

- 4.1 The existing model of resourcing for the SRB's is not fit for purpose. The revised staffing model and associated resourcing takes into account the increasing complexity of the learners whose needs are met within SRBs and will build in a three year review to ensure equity across provisions.

5. THE REPORT

5.1 Background Information

- 5.2 Whilst the majority of pupils in Caerphilly are educated in their local mainstream school (in accordance with the ALN Act 2018), children and young people who have very significant needs may require more specialist placements (see Appendix 1).
- 5.3 Existing staffing arrangements within the SRBs have reflected historical need and existing staffing required enhancing to ensure that the increasingly complex needs of the learners were met appropriately. Therefore a review was undertaken in order to identify an appropriate model.
- 5.4 The report sets out the consultations undertaken with Head Teachers and Chairs of Governors to establish a set of proposals and agreement for these.
- 5.5 Proposals will ensure that staffing across provisions is equitable and based on a current analysis and future prediction regarding needs.
- 5.6 Staffing within SRBs will be reviewed every three years to ensure that the adjustment remains appropriate to meet needs. Implementing the new staffing model will have financial implications as outlined in section 10.
- 5.7 Staffing implications for schools, LA and for agency employed staff are also outlined in the report.
- 5.8 Changes to staffing in primary phase will be implemented from January 2020 or earlier (from September 2019) where consultation with staff allows. Secondary schools will implement changes from September 2020 or where this can be managed sooner in line with the timescale for primaries.
- ### **5.9 Consultation activity**
- 5.10 Head teachers were involved in the review process through a series of stakeholder group meetings and a set of proposals drafted regarding staffing.
- 5.11 Further consultation was then undertaken with individual head teachers of schools hosting SRBs. All head teachers were visited to discuss the proposals. All Head Teachers were in agreement with the proposals regarding the need for consistent staffing (teaching and teaching assistants) reflecting need, and equity across types of provision with similar need. There was also discussion in relation to the level / range of qualifications required.
- 5.12 Finally, meetings were held with the Head Teachers and Chairs of Governors and Human Resources from December 2018 to May 2019 in order to share the proposals and identify any outstanding issues.
- 5.13 Finally, meetings were held with the Head Teachers and Chairs of Governors and Human Resources from December 2018 to May 2019 in order to share the proposals and identify any outstanding issues.

5.14 Model of staffing

5.15 Current staffing and level of additionality is outlined in the table below:

| Name of school | Type of need | Current Number of classes | Historical level of staffing per class | Additional staffing |
|------------------|-------------------------------------|---------------------------|--|---------------------|
| Cefn Forest | Complex | 2 | 1 teacher 1L3 TA | 55 hrs |
| Cwmcarn | Complex | 1 | 1 teacher 1 L3 TA | 35 hrs* |
| Deri | Complex | 1 | 1 Teacher 1L3 TA | 57.5 hrs |
| St James | Complex | 2 | 1 teacher 1L3 TA | 86.25 hr* |
| Ty Isaf | Complex | 1 | 1 teacher 1L3 TA | 0 hrs |
| Cwm Derwen | Complex | 2 | 1 teacher 1L3 TA | 25 hrs |
| Coed y Brain | Speech and Language | 2 | 1 teacher 1L3 TA | 10 hrs |
| Tir Y Berth | Speech and Language | 2 | 1 teacher 1L3 TA | 30 hrs |
| Greenhill | ASD / Social communication | 2 | 1teacher 2 L3 TA | 40 hrs* |
| Pantside | ASD / Social communication | 2 | teacher 1.5 L3 TA | 137.5 hrs* |
| Pontllanfraith | ASD | 2 | Teacher 2 L3 TA | 25 hrs |
| Ty Sign | Behaviour | 1 | Teacher TA | 90 hrs* |
| Islwyn High (50) | Complex | 5 | 1 non teaching Head of SRB, 5 L3 | 295 hrs* |
| Risca (16) | Autistic Spectrum Disorder (ASD) | 1 | 2 teachers 4.75 L3 TA | 100 hrs* |
| St Cenydd (50) | Complex (physical medical, sensory) | 5 | 5 Teachers, 5 level 3 TAs | 141.5 hrs |

*Indicates where support includes that linked to learner(s) with a Statement of Special Educational Needs (SEN).

5.16 Based on the consultation it is proposed that all SRB classes will be supported by a fully qualified teacher and teaching assistants (TA) with a range of roles and responsibilities as follows:

Primary phase:

- Complex needs (capacity 8 learners per class) – 1 teacher, 1 level 3 TA, 1 level 1 TA per class
- ASD (capacity 8 learners per class) - 1 teacher, 2 level 3 TAs, per class plus 1 level 1 TA between two classes

- Behaviour (capacity 8 – 10 learners) – 1 teacher, 1 level 3 TA, 2 level 2 TA (with an additional level 2 TA if capacity increases to 10)
- Speech and Language (capacity 8 learners per class) – 1 teacher , 1.6 level 3 TA per class

Secondary phase:

- Complex needs (capacity 50) – 1 head of centre with 2 day teaching commitment, 1 teacher, 1 level 3 TA, 1 level 1 TA in 3 classes, 1 teacher 1 level 3 TA, 2 level 1TA in 2 classes (greater complexity and ASD) 1 level 1 TA shared across classes
- ASD (capacity 16-20 learners) – 1 teacher, 1Higher Level TA, 3 level 3 TA, 4 level 1 TA
- Physical medical, sensory, complex(4 classes with capacity for 32 learners) – 1 teacher, 1 level 3 TA per class of 8 learners

- 5.17 There will be no additionality provided except where learners have additional support written into a Statement of Special Educational Needs (SEN). Going forward this will be linked to the delegation of additional support and future agreements regarding the thresholds for LA managed individual development plans (IDPs) in line with the regional work underway to prepare for the implementation of the Additional Learning Needs and Tribunal Act (2018).
- 5.18 The staffing implications linked to the above changes in staffing are outlined in Appendix 2 and 3.
- 5.19 **Timescale for implementation**
- 5.20 Primary schools will implement changes from January 2020 or as early as September 2019 where consultation with staff allows. Secondary schools will implement changes from September 2020 or sooner where possible.

6. ASSUMPTIONS

- 6.1 In considering the recommendations the following assumptions have been made:
- The majority of children will have their needs met in mainstream schools in accordance with the ALN Act 2018
 - The population of children and young people who will require access to SRBs will be those with the most complex needs
 - Current and future predictions indicate that the needs of children are increasingly complex
 - The needs can be met within the proposed staffing ratios
 - A review of staffing will be undertaken every three years
 - Funding is an accurate representation based on current and future predictions over a three year period.
 - In accordance with the ongoing consultation regarding the delegation of additional support, schools will have the flexibility to plan any additional staffing requirements across the schools
 - Where provision includes individual support for learners as identified in statutory documents this will continue to be provided until the outcome of the consultation regarding delegation of additional support.

7. LINKS TO RELEVANT COUNCIL POLICIES

7.1 Corporate Plan 2018-2023

The report content contributes or impacts the Corporate Well-being Objectives as follows:

Objective 1 - Improve education opportunities for all through offering appropriate provision for the most complex learners.

Objective 2 - Enabling employment through the creation of positions within specialist provision.

Objective 6 – providing support at an early stage thus reducing the long term need for statutory services. Focusing on person centred approaches and partnership working.

The report also contributes to the Caerphilly Attainment Strategy as linked to Well Being Objective 1.

8. WELL-BEING OF FUTURE GENERATIONS

8.1 This proposal 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.

- **Collaboration** – Securing appropriate staffing levels can support collaborative practice within and between resources bases ensuring children’s needs are met.
- **Long-term** - The proposal recognises the importance of securing appropriately resourced and equitable provision to meet needs.

9. EQUALITIES IMPLICATIONS

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

10. FINANCIAL IMPLICATIONS

10.1 Funding for the Authority’s SRB’s is part of the Individual Schools Budget line (ISB). In 2019-20 the ISB includes £3.2m of funding to support the current but historic staffing structures. In addition to the £3.2m there is also funding of circa £350k held within the Central Education budget, this follows the closure of 2 bases in previous years. Recently the £350k has been utilised to support the increasing costs of the Directorates EOTAS (Education Other Than At School) provision, supporting pupils whose needs cannot be met in our mainstream schools and SRB’s.

10.2 Current funding through the formula for SRB’s, ensures that actual costs are funded for each staff member as per the currently agreed structure. However if there is a cost saving for whatever reason against the structure this money is clawed back into the Education budget. This clawback of funding is utilised towards offsetting any costs associated with sickness absence in the SRB’s. Host schools are currently not responsible for costs associated with sickness absences in the bases, this responsibility is with Education.

10.3 Current staffing structures in the SRB’s are inconsistent for similar needs and the level of additional support at class level (provided by support staff allocated by Central Education or funding to the school to engage staff), is also quite different between schools. From a financial perspective the proposed models of staffing as detailed in para 5.3, ensures a consistent and transparent method of funding to a school based on the needs of the class. In the new model it is also proposed that schools are fully responsible for the SRB staff within the bases, this includes coverage for sickness absence, as they would with their staff in the mainstream setting. The new funding model includes an allocation that can be used towards a sickness insurance scheme. At this point in time additional support linked to an individual pupils needs, as detailed in a Statement of SEN is excluded from this proposed model.

10.4 The financial implications of the proposal, as illustrated in Appendix 4 are as follows:

- The current level of formula funding to schools with an SRB will need to increase from £3.218m to £3.598m, an increase of £380k.
- To fund this gap it is proposed that the £355k currently held centrally, following the prior year closure of 2 SRB's is transferred back into the individual schools budget (ISB) line for the same purpose [The Directorate will need to be mindful of the potential impact on the EOTAS budget]. It is proposed that the balance of £25k is funded from the additional support budget, subject to the appropriate approval.
- Reviewing the variance in formula funding between the current and proposed models, it can be seen that all schools hosting an SRB, with the exception of St Cenydd Comprehensive, will receive additional formula funding. This funding will come with a much greater level of certainty and flexibility for schools. The reduction in funding to St Cenydd Comprehensive is linked to a reduced capacity requirement, evidenced by recent trends. In a financial year, formula funding for the SRB based at St Cenydd Comprehensive would reduce by circa £110k and since this reduction is funding an increase in costs in other SRB's, the timelines for change need to be carefully considered. A significant differential in the timelines for change could create an additional financial pressure for the Education Directorate.
- The increase in the formula funding requirement has also been reviewed against the current levels of additional support funding (either by staff allocated or funding for schools to recruit) into the SRB's. In total the proposed model would see an increase of £380k in formula funding, whilst class led additional support currently totals £366k. Whilst the differential is small a change in the formula provides greater certainty and hence opportunity for planning. In this analysis it is noticeable that 3 schools would see a reduction in support (financial and or staff), Deri Primary (£11k), Panside Primary (£7k) and St Cenydd Comprehensive (182k). However as stated previously the reduction in funding to St Cenydd Comprehensive is directly linked to a reduced capacity requirement (5 classes to 4). The model assumes that all "class" led additional support will cease when the new formula funded model is introduced. Again any delays will also impact on the additional support spend.

11. PERSONNEL IMPLICATIONS

- 11.1 Primary phase – current staffing complement in SRB's includes a mix of school employed staff, centrally employed staff and some agency staff.
- 11.2 The removal of additionality from these structures will have immediate implications for the centrally employed staff who have provided this additionality. These staff will be offered first refusal of any additional permanent posts that are created from this proposal. In all but one establishment where the staffing complement remains the same, the number of permanent post increases in primary phase will provide a ring-fenced opportunity for these staff. Staff that do not secure appointment to the Schools SRB structure will return to the LEI Service to be placed in an alternative school as per their terms and conditions of employment (see Appendix 2).
- 11.3 Secondary phase (as above) - the complement of permanent staff is also increasing across all secondary provisions with the exception of one, where this is linked to the restructuring of the provision (see Appendix 3).
- 11.4 Where vacancies remain in the proposed SRB staffing structures following the placement of school and centrally employed permanent staff, consideration for appointment will be given to agency staff where appropriate.
- 11.5 All staff affected will be fully consulted along with trade union representatives and supported through HR processes.

12. CONSULTATIONS

12.1 The report reflects the views of the consultees based on consultations undertaken to date.

13. STATUTORY POWER

13.1 Well-being of Future Generations (Wales) Act 2015
Education (Wales) Act 2014
Education Act 1996 - Equality Act 2010

Author: Sarah Ellis, Lead for Inclusion and ALN
Consultees: Christina Harry, Interim Chief Executive
Dave Street, Corporate Director Social Services
Richard Edmunds, Corporate Director of Education and Corporate Services,
Keri Cole, Chief Education Officer
Councillor Philippa Marsden, Cabinet Member, Education and Achievement
Councillor Teresa Parry, Chair of Education Scrutiny Committee
Councillor Carol Andrews, Vice Chair of Education Scrutiny Committee
Jane Southcombe, Finance Manager -Education, Lifelong Learning & Schools
Sue Richards, Head of Education Planning and Strategy
Paul Warren, Strategic Lead for School Improvement
Sarah Mutch, Early Years Manager
Lisa Downey, Personnel Manager
Lynne Donovan, Head of People Services
Steve Harris, Interim Head of Business Improvement and Acting Section 151 Officer
Anwen Cullinane, Senior Policy Officer (Equalities and Welsh Language)
Rob Tranter, Head of Legal Service and Monitoring Officer
Ros Roberts, Performance Manager

Consultees as part of the process:

Tim Williams (Head Teacher Islwyn High)
Jane Watts (Teacher in charge SRB)
John Kendall (Head Teacher Risca Comprehensive)
Jamie Oliver (Deputy Head Teacher Risca Comprehensive)
Deb Howells (Teacher SRB)
Rebecca Collins (Head Teacher St Cenydd)
Julie Farmer (Head Teacher Cefn Fforest)
Nick Saunders (Head Teacher Cwmcarn Primary)
Helen Robbins (Deputy Head Teacher Cwmcarn Primary)
Paul Hammer (Head Teacher Deri Primary)
Nicky Dargie (Head Teacher St James Primary)
Liz Bain (Head Teacher Ty Isaf)
Kath Matthews (Head Teacher Cwm Derwen)
Jo Smith (Head Teacher Coed Y Brain)
Sian Clements (Head Teacher Tir Y Berth)
Lisa Jones (Head Teacher Greenhill)
Kate Bennett (Head Teacher Pantside)
Angela Taylor (Head Teacher Pontllanfraith Primary)
Anthea Probert (Principal HR Officer)
Chairs of Governors / Vice chairs of the above-named schools
Unions via JCC

Appendices:

Appendix 1 List of specialist provisions
Appendix 2 Staffing implications at primary
Appendix 3 Staffing implications at secondary
Appendix 4 SRB funding

Appendix 1 – LA SRBs

| Name of setting - PRIMARY | Type of Provision | Current Capacity |
|---|---|-------------------------|
| Cefn Fforest Primary (KS2) | Complex Learning Difficulties | 8 |
| Cefn Fforest Primary (Foundation Phase) | Complex Learning Difficulties | 8 |
| Coed y Brain Primary (KS1 &2) | Speech and Language | 16 |
| Cwm lfor Primary (satellite provision) | Complex Learning Difficulties | 8 (Trinity Fields) |
| Cwmcarn Primary(KS2) | Complex Learning Difficulties | 8 |
| Deri Primary (KS1) | Complex Learning Difficulties | 8 |
| Glan Y Nant (PRU) | Behavioural, Emotional & Social Difficulties | 24 |
| Greenhill Primary (KS1&2) | ASD / Social and Communication | 16 |
| Pantside Primary (KS1&2) | ASD / Social and Communication | 16 |
| Pontllanfraith Primary (KS1&2) | Autistic Spectrum Disorder (ASD) | 16 |
| St James Primary (KS1 &2) | Complex Learning Difficulties | 16 |
| Tir y Berth Primary (KS1&2) | Speech and Language | 16 |
| Ty Isaf Infants (KS1) | Complex Learning Difficulties | 8 |
| Tyn y Wern (Yr 3 and 4) | Social Inclusion | 8 |
| Tyn y Wern (Rec/ Yr1) | Nurture Class | 8 |
| Ty Sign Primary (KS2) | Behavioural, Emotional & Social Difficulties | 8 |
| Ynysddu Primary School (Rec/ Yr1) | Nurture Class | 8 |
| Ynysddu Primary School (Yr 3 and 4) | Social Inclusion | 8 |
| Ysgol Ganolfan Cwm Derwen (KS1&2) | Complex Learning Difficulties | 6 |
| | | |
| Name of Setting- SECONDARY | Type of Provision | |
| | | |
| Islwyn High (KS3 &4) | Complex Learning Difficulties | 50 |
| Risca Comprehensive (KS3 & 4) | Autistic Spectrum Disorder (ASD) | 14 |
| St Cenydd Community Comprehensive (KS3 & 4) | Speech & Language, Sensory and Physical Difficulties | 50 |
| Ysgol Gyfun Cwm Rhymney | Resourced to meet the needs of children and young people with complex needs | |
| | | |

Appendix 2 – staffing implication at the primary phase

| School | Current staffing position per class | Total additional staffing currently in place (not continued in the new model) | Proposed permanent staffing position (total increase / decrease) | Numbers of staff affected (Permanent (p) or fixed term (ft)) | Employment status of additional staffing |
|---------------|--|--|--|--|---|
| Cefn Fforest | 1 teachers 1 level 3 TAs | 2 additional TAs | Increase by 2 level 1 TAs | 1 employed by school (p) (level3) 1 agency (ft) equivalent to level 2 | <ul style="list-style-type: none"> Centrally employed (0) School employed LA devolved money to school (1) LA sourced Agency (1) |
| *Cwmcarn | 1 teacher 1 level 3 TA | 2 additional TAs | Increase by 1 level 1 TA (overall reduction by 0.8 TA agency) | 2 agency (ft) - 0.2 is linked to a statement of SEN | <ul style="list-style-type: none"> Centrally employed (0) School employed LA devolved money to school (2) LA sourced Agency |
| Deri | 1 teacher 1 level 3 TA | 2 additional TAs | Increase by 1 level 1 TA (overall reduction by 1 TA agency) | 2 agency (ft) | <ul style="list-style-type: none"> Centrally employed School employed LA devolved money to school LA sourced Agency (2) |
| *St James | One teacher One level 3 TA | 3 additional TAs (one linked to a statement of SEN) | Increase by 2 level 1 TA | 1 employee of the school (p) linked to a child with a statement which remains (level 3) 1 linked to agency 1 centrally employed (level 3). | <ul style="list-style-type: none"> Centrally employed (1) School employed LA devolved money to school (2) LA sourced Agency |

| | | | | | |
|--------------|----------------------------------|---|--|--|---|
| Ty Isaf | One teacher One level 3 TA | | Currently no staff employed these will be employed by Trinity Fields going forward | | |
| Cwm Derwen | One teacher One level 3 TA | 2 TAs | Increase by 2 level 1 TAs | 1 centrally employed (p) level 3 1 agency level 2 equivalent (ft). | <ul style="list-style-type: none"> Centrally employed (1) School employed LA devolved money to school (1) LA sourced Agency |
| Coed y Brain | One teacher One level 3 TA | Additional 0.4 TA to cease end of July | Increased by additional 0.6 level 3 TA per class to account for outreach service (already established) | No change in staffing compliment 0.4 post (ft) agency to cease end of July | <ul style="list-style-type: none"> Centrally employed (0) School employed LA devolved money to school LA sourced Agency (0.4) |
| Tir Y Berth | One teacher One level 3 TA | Additional 1 fte TA (2 staff) | Increased by additional 0.6 level 3 TA per class to account for outreach service (already established) | No change in staffing compliment 0.4 post (ft) agency to cease end of July 1 centrally employed (p) 0.6 fte level 3 to be relocated | <ul style="list-style-type: none"> Centrally employed (0.6) School employed LA devolved money to school LA sourced Agency (0.4) |
| *Greenhill | 1 teacher 2 level 3 TA | 2 TAs | Increase by 1 level 1 TA to be shared across 2 classes | 1 TA equivalent to level 2 (ft) linked to a statement of SEN to remain in place 1 employed by school (p) level 1 | <ul style="list-style-type: none"> Centrally employed School employed LA devolved money to school (1) LA sourced Agency (1) |

| | | | | | |
|----------------|-------------------------|---|--|--|---|
| *Pantside | 1 teacher 1.5 L3 LSA | 5 TAs | Increase by 0.5 level 3 TA per class and 1 level 1 TA to be shared across 2 classes | 3 ft agency linked to statements of SEN to remain in place 1 centrally employed (p) 1 ft agency | <ul style="list-style-type: none"> Centrally employed (1) School employed LA devolved money to school LA sourced Agency (4) |
| Pontllanfraith | Teacher 2 L3 TA | 1 TA | Increase by 1 level 1 TA to be shared across 2 classes | 1 ft agency | <ul style="list-style-type: none"> Centrally employed (0) School employed LA devolved money to school LA sourced Agency (1) |
| *Ty Sign | Teacher 1 level 3TA | 3 TAs (1 level 3 and 2 equivalent to level 2) | Increase by 3 level 2 TAs | 1 agency (ft) ceasing end July linked to transition statement of SEN 1 centrally employed (p) level 3 1 agency (ft) | <ul style="list-style-type: none"> Centrally employed (1) School employed LA devolved money to school LA sourced Agency (2) |

* where support includes that linked to learner(s) with a Statement of Special Educational Needs (SEN) this remains in place pending the outcome of the delegation of additional support consultation.

Appendix 3 - Staffing implications secondary phase

| School | Current staffing position per class | Total additional staffing currently in place (not continued in the new model) | Proposed permanent staffing position (total increase) | Numbers of staff affected | Employment status of additional staffing |
|--------------|--|---|--|---|---|
| *Islwyn High | 1 non teaching Head of SRB, 5 teachers, 5 L3 TAs | 11 (8.6 fte) | Increase by 7 level 1 TAs | 2 linked to statements of SEN (1 centrally employed (p) 1 agency (ft)) to remain 2 linked to agency (ft job share signer) to remain 4.6 centrally employed (p) (1 level 1, 1 level 2, 3 level 3) | <ul style="list-style-type: none"> Centrally employed (5.6) School employed LA devolved money to school LA sourced Agency (3) |
| *Risca | 2 teachers 4.75 L3 TA | 5 TAs | Increase by 1 HLTA, 4 level 1 TAs Decrease by 1 teacher (post not filled) Decrease by 1.75 TA level 3 (school employed)(p) | 1 centrally employed (p) level 3 4 agency (ft) linked to statements of SEN – support to remain in place | <ul style="list-style-type: none"> Centrally employed (1) School employed LA devolved money to school LA sourced Agency (4) |
| St Cenydd | 5 Teachers, 5 level 3 TAs | 5 TAs | Decrease by 1 teacher and 1 TA (school) | 1 teacher 1 TA (school) 4 centrally employed (p) 1 agency (ft) | <ul style="list-style-type: none"> Centrally employed (3.8 fte) School employed LA devolved money to school LA sourced Agency (1) |

* where support includes that linked to learner(s) with a Statement of Special Educational Needs (SEN) this remains in place pending the outcome of the delegation of additional support consultation.

| School | Type of Class | A | | B | | C = B - A | D | E | F = D + E | G = C - D | |
|--|---|---|---------------------------|--|----------|---------------------------------------|------------------------------------|--|------------------------------|------------------------------------|--|
| | | Financial Implications of the Current Model | | Financial Implications of the Proposed Model | | Funding Variance between the 2 Models | Funding Ends in the Proposed Model | Retained Funding in the Proposed Model | | | |
| | | Number of Classes | Formula Funding 2019-20 £ | Number of Classes | Capacity | Proposed Formula Funding £ | Variance in Formula Funding £ | Current Additional Support £ | Current Additional Support £ | Total Current Additional Support £ | Variance in Formula funding with no Addn Support Class Led Funding £ |
| PRIMARY SECTOR | | | | | | | | | | | |
| Cefn Fforest Primary | Complex Learning Difficulties (FP & KS2) | 2 | 154,211 | 2 | 16 | 196,725 | 42,514 | 25,253 | | 25,253 | 17,261 |
| Coed Y Brian Primary | Speech & Language (KS1 & KS2) | 2 | 154,211 | 2 | 16 | 184,216 | 30,004 | | - | - | 30,004 |
| Cwmcarn Primary | Complex Learning Difficulties (KS2) | 1 | 77,234 | 1 | 8 | 98,362 | 21,129 | 9,750 | 4,200 | 13,950 | 11,379 |
| Deri Primary | Complex Learning Difficulties (KS1) | 1 | 78,187 | 1 | 8 | 97,463 | 19,276 | 31,171 | | 31,171 | (11,895) |
| Greenhill Primary | ASD / Social & Communication (KS1 & KS2) | 2 | 205,707 | 2 | 16 | 223,248 | 17,541 | 5,850 | 13,553 | 19,403 | 11,691 |
| Pantside Primary | ASD / Social & Communication (KS1 & KS2) | 2 | 182,894 | 2 | 16 | 223,248 | 40,354 | 47,392 | 27,106 | 74,498 | (7,038) |
| Pontllanfraith Primary | Autistic Spectrum Disorder (KS1 & KS2) | 2 | 206,214 | 2 | 16 | 223,248 | 17,035 | 13,553 | | 13,553 | 3,482 |
| St James Primary | Complex Learning Difficulties (KS1 & KS2) | 2 | 155,165 | 2 | 16 | 196,725 | 41,560 | 27,538 | 15,612 | 43,150 | 14,022 |
| Tir Y Berth Primary | Speech & Language (KS1 & KS2) | 2 | 154,211 | 2 | 16 | 184,216 | 30,004 | 16,279 | | 16,279 | 13,725 |
| Ty Isaf Infants | Complex Learning Difficulties (KS1) | 1 | 78,187 | 1 | 8 | 98,362 | 20,175 | | | - | 20,175 |
| Ty Sign Primary | Behavioural, Emotional & Social Difficulties | 1 | 82,625 | 1 | 8 | 104,912 | 22,287 | 16,275 | 32,526 | 48,801 | 6,012 |
| Tyn Y Wern Primary | Nurture Class (Reception & Year 1) Social Inclusion (Years 3 & 4) | 2 | 152,730 | 2 | 16 | 154,312 | 1,581 | | 4,337 | 4,337 | 1,581 |
| YGG Cwm Derwyn | Complex Learning Difficulties (KS1 & KS2) | 2 | 156,119 | 2 | 16 | 195,046 | 38,927 | 8,927 | | 8,927 | 30,000 |
| Ynysddu Primary | Nurture Class (Reception & Year 1) Social Inclusion (Years 3 & 4) | 2 | 152,730 | 2 | 16 | 154,312 | 1,581 | | | - | 1,581 |
| Total Primary | | | 1,990,427 | | | 2,334,395 | 343,969 | 201,988 | 97,334 | 299,322 | 141,981 |
| SECONDARY SECTOR | | | | | | | | | | | |
| Islwyn High | Complex Learning Difficulties (KS3 & KS4) | 5 | 470,722 | 5 | 50 | 612,141 | 141,419 | 92,352 | 54,364 | 146,716 | 49,067 |
| Risca Comprehensive | Autistic Spectrum Disorder | 2 | 238,380 | 2 | 14 | 242,066 | 3,686 | | 54,212 | 54,212 | 3,686 |
| St Cenydd Comprehensive | Speech & Language, Sensory & Physical Difficulties | 5 | 435,873 | 4 | 32 | 326,069 | (109,803) | 71,786 | | 71,786 | (181,589) |
| YGG Cwm Rhymni | Complex Needs | 1 | 82,473 | 1 | 8 | 82,970 | 496 | | 5,838 | 5,838 | 496 |
| Total Secondary | | | 1,227,448 | | | 1,263,246 | 35,798 | 164,138 | 114,414 | 278,552 | (128,340) |
| TOTAL FORMULA FUNDING (with ISB) | | | 3,217,875 | | | 3,597,641 | 379,766 | 366,126 | 211,748 | 577,874 | 13,640 |
| CENTRALLY HELD FUNDING (2 x closures) | | | 354,487 | | | - | (354,487) | | | | |
| TOTAL FUNDING SRB'S | | | 3,572,362 | | | 3,597,641 | 25,279 | 366,126 | 211,748 | 577,874 | 13,640 |

Gadewir y dudalen hon yn wag yn fwriadol