

# Pecyn Dogfennau Cyhoeddus

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

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



[www.caerphilly.gov.uk](http://www.caerphilly.gov.uk)  
[www.caerffili.gov.uk](http://www.caerffili.gov.uk)

Am unrhyw ymholiad yn ymwneud â'r agenda hwn cysylltwch â Amy Dredge  
(Rhif Ffôn: 01443 863100 E-bost: [dredga@caerphilly.gov.uk](mailto:dredga@caerphilly.gov.uk))

**Dyddiad: Dydd Mawrth, 18 Chwefror 2020**

Annwyl Syr/Fadam,

Bydd cyfarfod **Pwyllgor Craffu Addysg** yn cael ei gynnal yn **Ystafell Sirhywi, Tŷ Penallta, Tredomen, Ystrad Mynach** ar **Dydd Llun, 24ain Chwefror, 2020** 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

## AGENDA

Tudalennau

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

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.

A greener place Man gwyrddach



I gymeradwyo a llofnodi'r cofnodion canlynol:-

3	Education Scrutiny Committee held on the 5th November 2019.	1 - 8
4	Special Education Scrutiny Committee held on the 9th December 2019.	9 - 12
5	Education Scrutiny Committee held on the 13th January 2020.	13 - 16
6	Ystyried unrhyw fater a gyfeiriwyd at y Pwyllgor hwn yn unol â'r drefn galw i mewn.	
7	Rhaglen Waith y Dyfodol Pwyllgor Craffu Addysg.	17 - 26

I dderbyn ac ystyried yr adroddiadau Craffu canlynol:-

8	Cynllun Busnes y Gwasanaeth Cyflawni Addysg (2020-2021) ac Atodiad yr Awdurdod Lleol 2020-2021.	27 - 72
9	Rhaglen Cyfalaf Ysgolion 2020/21.	73 - 80
10	Strategaeth Addysg Heblaw yn yr Ysgol	81 - 108
11	Adroddiad Swyddfa Archwilio Cymru o Raglen Dechrau'n Deg.	109 - 158

### **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](http://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](mailto: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  
NOS FAWRTH, 5 TACHWEDD 2019 AM 5.30PM**

---

YN BRESENNOL:

Y Cyngorydd C. Andrews – Is-gadeirydd (yn Llywyddu)

Cynghorwyr:

A. Collis, S. Cook, W. David, A. Farina-Childs, D. Hardacre, M. James, J.E. Roberts, R. Saralis, J. Simmonds ac R. Whiting.

P. Marsden – Aelod y Cabinet dros Addysg a Chyflawniad

Ynghyd â:

R. Edmunds (Cyfarwyddwr Corfforaethol – Addysg a Gwasanaethau Corfforaethol), K. Cole (Prif Swyddog Addysg), S. Richards (Pennaeth Addysg, Cynllunio a Strategaeth), P. Warren (Arweinydd Strategol ar gyfer Gwella Ysgolion), S. Evans (Ymarferydd Ysgolion Iach), P. O'Neil (Uwch-reolwr y Gwasanaeth Ieuencid), M. Jacques (Swyddog Craffu) a C. Evans (Swyddog Gwasanaethau Pwyllgor)

Hefyd yn Bresennol:

Aelodau Cyfetholedig: Mr M. Barry (Rhiant-lywodraethwr), Mr D. Davies (Cymdeithas Llywodraethwyr Caerffili) a Mr R. Morgan (Rhiant-lywodraethwr).

E. Pryce (Gwasanaeth Cyflawni Addysg) ac R. Simms (Gwasanaeth Cyflawni Addysg).

### **1. YMDDIHEURIADAU AM ABSENOLDEB**

Cafwyd ymddiheuriadau am absenoldeb gan y Cynghorwyr P. J. Bevan, D. Havard, Mrs G. Oliver a Mrs T. Parry a Mr M. Western (Cynrychiolydd Comisiwn Addysg Archegobaeth Gatholig Caerdydd), Mrs J. Havard (NEU) a Mrs P. Ireland (NEU).

### **2. DATGAN BUDDIANNAU**

Datganodd y Cynghorwyr canlynol fuddiannau personol yn yr eitemau canlynol:

Datganodd y Cyngorydd C. Andrews fuddiant yn Eitem 8 (Protocol Rhanbarthol ar gyfer Ysgolion sy'n Peri Pryder a'r Gofrestr Risgiau) am mai ef yw Is-gadeirydd Llywodraethwyr Ysgol Gyfun Heolddu.

Datganodd y Cynghorydd R. Saralis fuddiant yn Eitem 8 (Protocol Rhanbarthol ar gyfer Ysgolion sy'n Peri a'r Gofrestr Risgiau) am ei fod yn Llywodraethwr Awdurdod Lleol yn Ysgol Uwchradd Islwyn.

Datganodd y Cynghorydd A. Farina-Childs fuddiant yn Eitem 8 (Protocol Rhanbarthol ar gyfer Ysgolion sy'n Peri Pryder a'r Gofrestr Risgiau) am mai ef yw Cadeirydd Llywodraethwyr Ysgol Gyfun Coed Duon.

Gan fod y rhain yn fuddiannau personol yn hytrach na rhagfarnus, nid oedd yn rhaid i'r Aelodau adael y cyfarfod, ac ni allent gymryd rhan yn y drafodaeth na'r bleidlais.

### **3. COFNODION – 24 MEDI 2019**

PENDERFYNWYD y dylid cymeradwyo cofnodion cyfarfod y Pwyllgor Craffu Addysg a gynhaliwyd ar 24 Medi 2019 (cofnodion rhif 1 i 10) fel cofnod cywir ac y dylai'r Cadeirydd eu llofnodi.

### **4. YSTYRIED UNRHYW FATER A GYFEIRIWD 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 amlinellodd Flaenraglen Waith Ddrafft y Pwyllgor Craffu Addysg o fis Tachwedd 2019 i fis Mai 2020.

Gofynnwyd i'r Pwyllgor nodi, ers i'r adroddiad gael ei gyhoeddi, y gofynnwyd iddo ychwanegu adroddiad ar Falansau Ysgolion at y Flaenraglen Waith ar gyfer 13 Ionawr 2020, ac ychwanegu Adroddiad Dechrau'n Deg Swyddfa Archwilio Cymru at y Flaenraglen Waith ar 24 Chwefror 2020.

Trafododd yr Aelodau y Flaenraglen Waith ac awgrymwyd, o ran diweddariad ar Uchelgeisiau a Rennir a Pherfformiad Cyfnodau Allweddol 4 a 5, y dylid ystyried yr eitemau hyn fel un adroddiad ar 13 Ionawr 2020.

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

PENDERFYNWYD, yn amodol ar y newidiadau a nodir uchod, y dylid cymeradwyo'r Flaenraglen Waith a atodwyd i'r adroddiad.

### **ADRODDIADAU SWYDDOGION**

Ystyriwyd yr adroddiadau canlynol.

### **6. CYFLAWNI PROSIECT PEILOT Y GWASANAETH IEUENCTID – ARDDANGOS Y MODEL GWAITH IEUENCTID A FFEFRIR**

Darparodd yr adroddiad ddiweddariad i'r Aelodau ar y ffordd y mae'r Gwasanaeth Ieuencid wedi cyflawni model peilot o fethodoleg gwaith ieuencid, a ddechreuodd ym mis Tachwedd 2018, gan geisio barn yr Aelodau ar ganfyddiadau'r hyn a gyflawnwyd hyd yn hyn.

Nodwyd bod y Gwasanaeth Ieuencid, fel rhan o'i broses adolygu barhaus, wedi darparu model a ffefrir o ffordd gyffredinol o gyflawni gwaith ieuencid yn seiliedig ar fabwysiadu strwythur model tri chlwstwr yn 2018, gan gynnwys diwygiadau i'w bortffolio o glybiau ieuencid a phroffil y gweithwyr ieuencid rhan-amser a oedd yn cael eu cyflogi.

Yn dilyn hynny, dechreuodd y Gwasanaeth Ieuencid gyflwyno prosiect peilot cyfyngedig (o ran amser a'r ardal a oedd yn cael ei chwmpasu) er mwyn dangos yr anafteision i bobl ifanc a fyddai'n deillio o fabwysiadu model gwaith ieuencid diwygiedig mwy hollgynhwysol.

Mae'r prosiect peilot, a ddechreuodd ym mis Tachwedd 2018, yn parhau ar hyn o bryd – yn seiliedig ar y canlyniadau hyd yn hyn, mae ei gyfnod cyflawni gwreiddiol arfaethedig, hyd at fis Medi 2019, wedi cael ei ymestyn hyd at Nadolig 2019 a gellir gofyn am estyniad arall (er mwyn casglu rhagor o dystiolaeth) hyd at 31 Mawrth at yr un diben. Amcangyfrifir mai'r gost ychwanegol o gael estyniad hyd at 31 Mawrth fydd £15,000.

Mae'r prosiect peilot yng Nghanolfan Ieuencid Crosskeys, y cyfleuster ieuencid sef yr 'hyb' yn ardal Dwyrain Caerffili.

Nodwyd bod nod a gweithgareddau'r prosiect yn gyson â'r cyfarwyddyd proffesiynol yn y Strategaeth Genedlaethol newydd ar gyfer y Gwasanaeth Ieuencid yng Nghymru i alluogi pobl ifanc i ... 'gael mynediad at gyfleoedd sy'n gwella dysgu anffurfiol, ac yn eu helpu i ymgymryd â phrofiadau dysgu cymdeithasol, heb fod yn ffurfiol a mwy strwythuredig ... a thrwy'r rhain byddant yn meithrin cydberthnasau iach, osgoi arwahanrwydd ac unigrwydd, datblygu gallu cymdeithasol ac emosiynol, annibyniaeth, hunanreolaeth, hyder a gwytnwch.'

Gwahoddodd y Pwyllgor Craffu y Swyddog i ddarparu gwybodaeth ychwanegol, a nodwyd bod rhai o ganlyniadau llwyddiannus y prosiect peilot yn cynnwys cyfranogiad pobl ifanc o ardaloedd nas cyrhaeddwyd yn flaenorol, mwy o ymgysylltiad â disgyblion yn Ysgol Gyfun Rhisga, rhoi mwy o gyfleoedd ar gyfer achredu ar waith a chyrraedd pobl ifanc ag anghenion sy'n dod i'r amlwg, na fyddent wedi cael cymorth fel arall.

Cyflwynwyd astudiaeth achos fideo i'r Pwyllgor Craffu, a oedd yn cynnwys cyfweiliadau â phobl ifanc sy'n cymryd rhan yn y prosiect peilot, yn mynegi eu barn ac yn sôn am yr effaith y mae'r prosiect wedi ei chael arnynt. Roedd y Pwyllgor Craffu yn falch o nodi'r sylwadau cadarnhaol a fynegwyd yn y fideo.

Diolchodd y Pwyllgor i'r Swyddog am yr adroddiad manwl a'r cyflwyniad fideo ac yna cafwyd trafodaeth.

Gofynnodd un Aelod am eglurhad ar ystod oedran darged y cynllun yn ogystal â'r gwasanaeth cyfan. Esboniodd y Swyddogion bod y Gwasanaeth Ieuencid, gan gynnwys y prosiect peilot, ar gyfer pobl ifanc rhwng 11 a 25 oed. Gofynnwyd am ragor o wybodaeth hefyd am y gwaith a gynhelir ym mhob rhan o'r gwasanaeth gyda phobl ôl-16 oed sy'n agored i niwed. Esboniodd y Swyddogion fod arbenigwyr yn gweithio yn y gwasanaeth gyda'r nod o dargedu'r unigolion hyn a darparu'r cymorth angenrheidiol, ac yn ogystal, fod tîm Ôl-16 ar waith i gefnogi pobl ifanc sy'n gadael yr amgylchedd gofal a rhoi cymorth o ran addysg bellach, tai, cyflogaeth a chymorth cyffredinol o ran byw.

Wrth nodi'r canlyniadau llwyddiannus yn rhan 5.8 o'r adroddiad, gofynnodd un o Aelodau'r Pwyllgor am ragor o wybodaeth ynghylch y rhestr o asiantaethau yn 5.8.6. Esboniodd y Swyddogion fod y rhestr hon yn amlinellu nifer o'r asiantaethau yn y Gwasanaeth Ieuencid ac yn ardal leol Crosskeys y mae cydberthnasau gwell wedi cael eu meithrin rhyngddynt a'r gwasanaeth, a nodwyd nad oedd hon yn rhestr gyflawn ar gyfer y gwasanaeth cyfan, a'i bod ond yn benodol i'r prosiect peilot arbennig hwn. Roedd yr Aelodau hefyd yn awyddus i nodi bod y peilot wedi rhoi cyfle i feithrin cydberthnasau gwaith gwell ag ysgolion, gan wella'r cymorth a ddarperir i bobl ifanc ym mhob rhan o'r fwrdeistref, yn ogystal â'r rhai sy'n rhan o'r cynllun peilot.

Gofynnodd Aelod am wybodaeth ychwanegol mewn perthynas â'r ystadegau a'r data cymharol ym mhob rhan o'r fwrdeistref. Cytunodd y Swyddogion i gynnwys hyn a rhagor o ddata cymharol mewn adroddiadau yn y dyfodol.

Cafwyd trafodaethau ynghylch y staff ychwanegol sydd wedi'u cyflogi i gefnogi'r prosiect. Esboniodd y Swyddogion fod 2 aelod ychwanegol o staff yn cael eu cyflogi at ddiben y prosiect peilot ac, yn ogystal, roedd staff â sgiliau penodol o gynlluniau eraill yn cael eu defnyddio er mwyn staffio'r cynllun peilot yn briodol a gweithredu dull mwy cyfannol.

Roedd y Pwyllgor Craffu yn falch o nodi'r datblygiadau a oedd yn deillio o'r prosiect ac yn gofyn a oedd unrhyw fwiad i gyflwyno'r cynllun ym mhob rhan o'r fwrdeistref. Esboniodd y swyddogion fod y cynllun wrthi'n cael ei ddatblygu a'i adolygu, ac y caiff rhagor o waith ei wneud hyd ddiwedd y prosiect peilot i benderfynu a yw'n effeithiol ac a fyddai'n werth cyflwyno'r cynllun ymhellach. Byddai hyn hefyd yn destun rhagor o drafodaethau gan yr Aelodau a ffrydiau ariannu.

Cafwyd trafodaethau ynghylch Diogelu a'r defnydd o'r Gymraeg yn y prosiect hwn a phrosiectau ieuenctid eraill. Oherwydd natur newidiol gwaith ieuenctid, nodwyd bod llawer o aelodau o staff wedi cwblhau hyfforddiant ychwanegol ar Ymwybyddiaeth o lechyd Meddwl a Diogelu a bod Cyngor Caerffili ar flaen y gad o ran Profiadau Niweidiol yn ystod Plentyndod. Nododd y Pwyllgor hefyd fod cryn waith wedi cael ei wneud i gefnogi'r Gymraeg ym mhob lleoliad ieuenctid, ond mae hyn wedi profi'n anodd, hyd yn oed gyda chymorth gan asiantaethau allanol. Rhoddwyd sicrwydd i'r Aelodau fod y gwaith yn parhau yn y Gwasanaeth Ieuenctid a gydag asiantaethau partner i ddarparu gwasanaeth dwyieithog.

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

PENDERFYNWYD, oherwydd y rhesymau a nodwyd yn Adroddiad y Swyddogion, y dylai'r Pwyllgor Craffu Addysg nodi'r adroddiad.

## **7. DIWEDDARIAD AR URDDAS MISLIF**

Darparodd yr adroddiad ddiweddariad i'r Pwyllgor Craffu ar gynnydd yn erbyn y cynllun gweithredu ar urddas mislif.

Darparodd yr adroddiad wybodaeth i'r Pwyllgor am y ffordd y defnyddiodd y gweithgor ar urddas mislif grant refeniw gwerth £13,206 gan Lywodraeth Cymru yn 2018/19 i roi cynhyrchion mislif am ddim i fenywod ifanc ym mhob rhan o'r fwrdeistref. Cyfeirir at y blaenoriaethau a nodwyd yn y Cynllun Gwella Gwasanaeth hefyd yn yr adroddiad. Roedd yr adran derfynol yn cyfeirio at achrediadau diweddar Gwobr Ansawdd Genedlaethol Ysgolion Iach.

Tynnodd Aelod y Cabinet sylw at y ffaith bod enw'r gweithgor wedi cael ei newid o 'Dlodi Mislif' i 'Urddas Mislif' ym mis Gorffennaf 2018 er mwyn lleihau stigma tlodi, a nodwyd bod pob disgybl uwchradd wedi cael ei wahodd i ddylunio logo urddas mislif Caerffili a bod sticer wedi cael ei greu o'r cynnig buddugol ac wedi cael ei roi ar bob blwch coch a ddsberthir.

Nododd y Pwyllgor fod Adfywio Cymunedol wedi cael gafael ar grant Treftadaeth ac wedi cyflogi gwneuthurwr ffilmiau proffesiynol o Gaerdydd i greu dwy ffilm fer am wybodaeth am urddas mislif, gan ddefnyddio disgyblion o Ysgol Lewis i Ferched ac Ysgol Gyfun Sant Cennydd. Cafodd y ffilmiau dwyieithog eu dangos am y tro cyntaf ar 20 Mehefin yn Nhŷ Penallta. Roedd y Prif Weithredwr dros dro ac Arweinydd y Cyngor yn bresennol. Yn ystod y digwyddiad, gwnaeth y Cynghorydd Philippa Marsden (Aelod y Cabinet dros Addysg a Chyflawniad) ymrwymiad i wario grant 2019/20 ar gynhyrchion ecogyfeillgar, cynaliadwy ac amlbro – yr Awdurdod Lleol cyntaf yng Nghymru a'r DU i wneud hyn.



Darparodd Aelod y Cabinet wybodaeth i'r Pwyllgor ynghylch y gwaith a wnaed i gynnig cynhyrchion ecogyfeillgar ac amldro. Nodwyd bod gwaith wedi cael ei wneud ar y cyd ag ymgyrchydd amgylcheddol i gefnogi disgyblion blwyddyn 9 i ddeall cynhyrchion amldro, megis cwpanau mislif ac effaith plastigion mewn cynhyrchion presennol, yn well.

Nodwyd bod Awdurdodau Lleol cyfagos a'r BBC wedi defnyddio model Caerffili i ddangos arferion gorau, a bod y Gwasanaeth Cyflawni Addysg wedi cynnwys gwaith mislif Ysgolion Iach yn y Pecyn Cymorth y mae newydd ei greu i ysgolion ar Addysg Cydberthynas a Rhywioldeb.

Defnyddiodd y gweithgor ar urddas mislif y grant refeniw gan Lywodraeth Cymru erbyn 31 Mawrth 2019 a darparodd gyfanswm o 134 o flychau o gynhyrchion mislif i leoliadau. Gwariwyd y swm llawn o £13,206 ar gynhyrchion. Yn ogystal, datblygodd y grŵp doiled urddas mislif Caerffili a chafodd dwy ffilm wybodaeth fer eu creu i fynd i fynd i'r afael â materion tlodi ac urddas.

Diolchodd y Pwyllgor Craffu i'r Swyddog ac Aelod y Cabinet am yr adroddiad ac yna cafwyd trafodaeth.

Wrth nodi 5.1.4 o'r adroddiad a'r defnydd darbodus o adnoddau a sicrhodd fod cynhyrchion yn cael eu darparu i leoliadau Addysg Heblaw yn yr Ysgol, canolfannau ieuencid, canolfannau cymunedol a llyfrgelloedd, gofynnwyd a allai sefydliadau ychwanegol fel y YMCA hefyd gael cynhyrchion. Esboniodd y Swyddogion fod telerau ac amodau penodol y grant wedi cyfyngu ar y sefydliadau a allai gael cynhyrchion, ond bod cysylltiadau cryf wedi cael eu meithrin ag ysgolion, colegau, llyfrgelloedd a chanolfannau cymunedol, ac y byddai sefydliadau ychwanegol yn cael eu hystyried pe bai cyfle yn y dyfodol.

Trafododd yr Aelodau y dyraniad grantiau a gwnaethant godi pryderon na fyddai'r dyraniad grantiau presennol yn ddigon i gynnal y gwasanaeth yn y dyfodol, a gofyn a ellid ystyried arian cyfatebol er mwyn gwneud y gwasanaeth yn gynaliadwy. Esboniodd y Swyddogion fod y cyllid a oedd wedi cael ei sicrhau ar gyfer 2020/21, sef tua £150,000, wedi cynyddu'n sylweddol, ond pe bai'r Aelodau am ystyried opsiynau ariannu ychwanegol, y gellid ystyried hyn, yn amodol ar y gyllideb sydd ar gael.

Gofynnodd un Aelod a oedd yr Hysbysiad o Gynnig gwreiddiol wedi arwain at wneud hyn yn Bolisi. Ar ôl trafodaeth hir, cytunwyd y dylid adolygu geiriad yr Hysbysiad o Gynnig gwreiddiol.

Yn olaf, gofynnodd y Pwyllgor Craffu am i'r fideos fod ar gael i'r Pwyllgor. Esboniodd y Swyddogion fod y rhain yn awr ar gael eto ar-lein, ers i'r cynllun gael ei lansio.

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

PENDERFYNWYD, am y rhesymau a nodwyd yn Adroddiad y Swyddogion, y dylai'r Pwyllgor Craffu nodi cynnwys yr adroddiad.

## **8. PROTOCOL RHANBARTHOL AR GYFER YSGOLION SY'N PERI PRYDER A'R GOFRESTR RISGIAU**

Datganodd y Cynghorydd C. Andrews fuddiant personol yn yr eitem hon gan mai ef yw Is-gadeirydd Llywodraethwyr Ysgol Gyfun Heolddu.

Datganodd y Cynghorydd R. Saralis fuddiant personol yn yr eitem hon gan ei fod yn Llywodraethwr Awdurdod Lleol yn Ysgol Uwchradd Islwyn.

Datganodd y Cynghorydd A. Farina-Childs fuddiant personol yn yr eitem hon gan mai ef yw Cadeirydd Llywodraethwyr Ysgol Gyfun Coed Duon.

Gan fod y rhain yn fuddiannau personol yn hytrach na rhagfarnus, nid oedd yn rhaid i'r Aelodau adael y cyfarfod, ac ni allent gymryd rhan yn y drafodaeth na'r bleidlais.

Darparodd yr adroddiad wybodaeth i'r Aelodau am Brotocol Rhanbarthol Consortia De-ddwyrain Cymru ar gyfer Ysgolion sy'n Peri Pryder a'r broses Cofrestr Risgiau ategol, yn ogystal â diweddariad ar Ysgolion yn ardal Caerffili sydd wedi bod ar y Gofrestr Risgiau ers mis Ionawr 2019.

Mae Protocol Consortia De-ddwyrain Cymru ar gyfer Ysgolion sy'n Peri Pryder a'r Atodiad ychwanegol Ysgolion sy'n Peri Pryder – Gweithredu ar gyfer cyfarfodydd (Atodiad 1 yr adroddiad) yn rhan o'r model Cenedlaethol ar gyfer Gwella Ysgolion ac yn gyson ag ef. Darparodd yr adroddiad grynodedb o'r prosesau hyn ar gyfer cyfarfodydd mewn ysgolion a'r gofrestr risgiau atodol ar gyfer Ysgolion sy'n Peri Pryder. Hefyd, darparodd ragor o wybodaeth am yr ysgolion yn ardal Caerffili a oedd ar y gofrestr.

Croesawodd y Pwyllgor E. Pryce a B. Simms o'r Gwasanaeth Cyflawni Addysg i'r cyfarfod a chawsant eu gwahodd i gyflwyno unrhyw sylwadau ychwanegol am yr adroddiad.

Darparodd y Pwyllgor grynodedb manwl o'r adroddiad a'r Ysgolion yn ardal Caerffili a oedd ar y Gofrestr Risgiau ar 3 Hydref 2019, ynghyd â chrynodeb o'r cynnydd, gan gynnwys a oes unrhyw ysgolion sy'n destun Hysbysiad Rhybudd cyfredol gan yr Awdurdod Lleol, sydd wedi bod yn y System Categoriaddio Cenedlaethol am fwy na thair blynedd neu sydd â statws camau dilynol Arolygiad Estyn.

Nododd y Pwyllgor Craffu yr ysgolion sydd wedi cael eu tynnu oddi ar y Gofrestr Risgiau ac y caiff cyfarfod nesaf y grŵp Cofrestr Risgiau – Ysgolion sy'n Peri Pryder ei gynnal ar 12 Rhagfyr 2019, a fydd yn adolygu'r cynnydd yn erbyn y camau gweithredu y cytunwyd arnynt gan yr Awdurdod Lleol a'r Gwasanaeth Cyflawni Addysg i gefnogi'r ysgolion a chytuno ar gamau gweithredu gofynnol yn y dyfodol. Yn ogystal, nodwyd y caiff ysgolion eu hychwanegu at y gofrestr risgiau a'u tynnu oddi arni, fel y bo'n briodol.

Diolchodd y Pwyllgor Craffu i'r Swyddogion am yr adroddiad ac yna cafwyd trafodaeth.

Mynegodd un Aelod nifer o bryderon am rai ysgolion a roddwyd ar y Gofrestr Risgiau ac sydd wedi bod yno am gyfnod hir a lefel yr ymyriadau a ddarparwyd i gefnogi'r ysgolion hyn. Yn ogystal, mynegwyd pryderon am gyrhaeddiad y disgyblion sy'n mynychu'r ysgol a roddwyd ar y gofrestr. Rhoddodd y Swyddogion sicrwydd i'r Aelodau fod cyrhaeddiad wedi gwella yn ystod y flwyddyn academaidd ddiwethaf a bod y canlyniadau yn y chwarter uchaf ar gyfer y rhanbarth. Yn ogystal, nodwyd bod nifer o resymau dros roi ysgol ar y Gofrestr Risgiau, gan gynnwys deilliannau Arolygiadau gan Estyn ac achosion o uno ysgolion uwchradd. Fodd bynnag, esboniwyd y gwneir cryn waith gyda'r ysgolion hyn ac y darperir cymorth drwy'r Awdurdod Lleol, y Cynghorwyr Herio a rhannu arferion gorau.

Wrth nodi adran 5.5 o adroddiad y Swyddogion a'r defnydd o dystiolaeth feintiol ac ansoddol ynghylch perfformiad ysgolion, mynegwyd pryderon am y newidiadau i adroddiadau am berfformiad a'r ffordd y gellir adnabod ysgolion sy'n peri pryder heb wybodaeth rifyddol. Esboniodd y Swyddogion y cesglir data perfformiad fel yn y gorffennol, ond na ddefnyddir y wybodaeth hon i lywio adroddiadau i rieni ac ati mwyach. Fodd bynnag, bydd yr ysgolion, yr awdurdod lleol a'r Llywodraethwyr yn ei defnyddio i fonitro perfformiad ysgolion. Ychwanegodd y Swyddogion y pennir targedau ansoddol a rhifyddol fel rhan o'r Cynllun Datblygu Ysgol, a fydd ar gael i'r rhieni ac a fydd yn darparu gwybodaeth ychwanegol am berfformiad. Prif nod y newid o ran cyflwyno adroddiadau am ddata fydd darparu ffocws cliriach ar gynnydd y disgyblion yn yr ysgolion.

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

PENDERFYNWYD, oherwydd y rhesymau a nodwyd yn Adroddiad y Swyddogion, y dylai'r Pwyllgor Craffu Addysg nodi cynnwys yr adroddiad.

Daeth y cyfarfod i ben am 7.25pm.

Cymeradwywyd y cofnodion fel cofnod cywir, ac yn amodol ar unrhyw ddiwygiadau neu gywiriadau y cytunir arnynt ac a gofnodir yng nghofnodion y cyfarfod a gynhelir ar 13 Ionawr 2020, cawsant eu llofnodi gan y Cadeirydd.

---

CADEIRYDD

Gadewir y dudalen hon yn wag yn fwriadol



## PWYLLGOR CRAFFU ADDYSG ARBENNIG

COFNODION Y CYFARFOD A GYNHALIWDYD YN NHŶ PENALLTA, YSTRAD MYNACH  
DDYDD LLUN, 9 RHAGFYR 2019 AM 5.30PM.

---

YN BRESENNOL:

Y Cynghorydd T. Parry – Cadeirydd  
Cynghorydd C. Andrews - Is-gadeirydd

Cynghorwyr:

A. Collis, W. David, A. Farina-Childs, Mrs B. Miles, J.E. Roberts, J. Simmonds a R. Whiting.

P. Marsden - Arweinydd ac Aelod Cabinet dros Addysg a Chyflawniad

Ynghyd â:

R. Edmunds (Cyfarwyddwr Corfforaethol - Addysg a Gwasanaethau Corfforaethol), K. Cole (Prif Swyddog Addysg), S. Richards (Pennaeth Cynllunio a Strategaeth Addysg), S.Harris (Pennaeth Dros Dro Gwasanaethau Gwella Busnes a Swyddog Dros Dro S151), P.O'Neil (Uwch Reolwr Gwasanaethau Ieuencid), J. Southcombe (Rheolwr Cyllid), C. Forbes-Thompson (Pennaeth Gwasanaethau Caffael) a C. Evans (Swyddog Gwasanaethau Pwyllgor)

Hefyd yn Bresennol:

Aelodau Cyfetholedig: Mr D. Davies (Cymdeithas Llywodraethwyr Caerffili), J. Havard (NEU) a Mr R. Morgan (Rhiant-Lywodraethwyr).

### 1. YMDDIHEURIADAU AM ABSENOLDEB

Derbyniwyd ymddiheuriadau am absenoldeb gan y Cynghorwyr P. J. Bevan, D. Hardacre, D. Havard, M.P. James, Mrs G.D. Oliver, R. a Mr M. Western (Cynrychiolydd Comisiwn Archesgobaethol Eglwys Uniongred Rwsia Caerdydd dros Addysg), M. Barry (Cynrychiolydd Rhiant-Lywodraethwr) a P. Ireland (NEU).

### 2. DATGANIADAU O FUDDIANT

Ni chafwyd datganiadau o fuddiant ar ddechrau'r cyfarfod, nac yn ystod y cyfarfod.

### 3. CYNIGION CYLLIDEB DRAFFT 2020/21

Croesawodd y Pwyllgor Mr S. Harris, Pennaeth Dros Dro Gwasanaethau Gwella Busnes a Swyddog Dros Dro S151, a roddodd drosolwg i'r Pwyllgor o adroddiad cynigion Cyllideb Ddrafft 2020/21, a gyflwynwyd i'r Cabinet ar 13 Tachwedd 2019, a rhoddodd rywfaint o gyd-

destun i'r heriau ariannol y mae'r Awdurdod yn parhau i'w hwynebu oherwydd y rhaglen galedi barhaus.

Nodwyd bod manylion y Setliad Ariannol Llywodraeth Leol Dros Dro fel arfer yn cael eu cyhoeddi gan Lywodraeth Cymru ddechrau mis Hydref bob blwyddyn. Fodd bynnag, oherwydd cyfuniad o'r ansicrwydd parhaus ynghylch Brexit, yr oedi o ran cynnal adolygiad gwariant Llywodraeth y DU, a'r Etholiad Cyffredinol sydd ar ddod; gohiriwyd cyhoeddiad Setliad Ariannol Llywodraeth Leol Dros Dro ar gyfer 2020/21.

Esboniodd y Swyddog, ar adeg ysgrifennu'r Adroddiad Cynigion Cyllideb Drafft, y rhagwelwyd y byddai'r Setliad Dros Dro yn cael ei gyhoeddi ar 26 Tachwedd 2019. Fodd bynnag, cadarnhawyd ers hynny gan Lywodraeth Cymru na fydd manylion y Setliad Dros Dro bellach yn cael eu rhyddhau tan 16 Rhagfyr 2019.

Er mwyn sicrhau bod digon o amser yn cael ei ddyrannu i ymgynghori ar gynigion cyllideb drafft y Cyngor ar gyfer 2020/21, mae'r Cabinet wedi cymeradwyo'r gyllideb ddrafft a'r cynigion arbedion cysylltiedig cyn cyhoeddi'r Setliad Ariannol Llywodraeth Leol Dros Dro.

Defnyddiwyd y cynigion cyllideb drafft fel man cychwyn ar y Cynllun Ariannol Tymor Canolig a gyflwynwyd i'r Cyngor ar 21 Chwefror 2019. Dangosodd hyn ofyniad arbedion amcanol ar gyfer 2020/21 o £15.658miliwn yn seiliedig ar wybodaeth a oedd ar gael ar yr adeg honno. Ers hynny mae'r sefyllfa a ragwelir ar gyfer 2020/21 wedi'i hadolygu ac yn seiliedig ar wybodaeth wedi'i diweddarau, ac mae cyfres ddiwygiedig o dybiaethau wedi arwain at ofyniad arbedion rhagamcanol wedi'i ddiweddarau o £8.485miliwn, sy'n ostyngiad o £7.173miliwn ar y sefyllfa yr adroddwyd arni yn Chwefror 2019. Y prif resymau dros y gostyngiad sylweddol hwn yn y gofyniad cynilo yw:

- Sefyllfa arian gwastad dybiedig mewn perthynas â'r cyllid craidd a gawn gan Lywodraeth Cymru.
- Rhagdybiaeth y bydd pwysau costau mewn perthynas â Phensiynau Athrawon yn cael eu hariannu'n llawn ;ac
- Cynnydd arfaethedig yn Nhreth y Cyngor 2017/18

Nodwyd bod manylion yr arbedion arfaethedig gwerth cyfanswm o £8.845miliwn wedi'u darparu yn Atodiad 2 o adroddiad y Cabinet. Er mwyn cyfyngu ar yr effaith ar wasanaethau rheng flaen lle bynnag y bo modd, sicrhawyd yr aelodau bod y ffocws wedi bod ar ddarparu effeithlonrwydd a thrwy wneud pethau'n wahanol. Fodd bynnag, ni fydd yn bosibl cyflawni cyllideb gytbwys heb orfod gwneud rhai penderfyniadau anodd ac yn anffodus mae'r Cynigion Cyllideb Ddrafft yn cynnwys gostyngiadau gwasanaeth arfaethedig a thoriadau gwerth cyfanswm o£3.708miliwn.

Esboniodd y swyddogion o ran yr amcangyfrif ariannol ar gyfer y blynyddoedd i ddod, roedd y Cynllun Ariannol Tymor Canolig a gyflwynwyd i'r Cyngor ym mis Chwefror 2019 yn dangos gofyniad arbedion posibl o £44miliwn am y cyfnod pedair blynedd 2020/21 i 2023/24. Mae cryn ansicrwydd ynghylch y sefyllfa ariannol wrth symud ymlaen. Mae Llywodraeth y DU wedi cwblhau adolygiad gwariant ar gyfer 2020/21 yn unig ar hyn o bryd, felly nid oes unrhyw arwydd o lefelau cyllido tebygol yn y tymor canolig i hirdymor. Gyda hyn mewn golwg, diweddarwyd y CATC yn seiliedig ar wybodaeth gyfredol a set ddiwygiedig o dybiaethau, sy'n arwain at ofyniad arbedion disgwylidiedig o £27miliwn ar gyfer y cyfnod pedair blynedd 2021/22 i 2023/24. Amlinellwyd manylion pellach ar eu cyfer yn Atodiad 3 o adroddiad y Cabinet.

Diolchodd y Pwyllgor Craffu i'r Swyddogion am yr adroddiad ac aeth y drafodaeth ymlaen.

Wrth nodi'r pwysau cyllidebol sy'n wynebu gwasanaethau, canmolodd Aelod y Gyfadran Addysg am gyhwyn ail gam cynigion Band B Ysgolio yr 21ain Ganrif.

Gofynnodd Aelod am wybodaeth bellach ynghylch tynnu safleoedd patrôl Croesfannau Ysgolion nad ydynt bellach yn cwrdd â'r meini prawf safonau cenedlaethol, fel yr amlinellwyd ar dudalen 18 yr adroddiad. Esboniodd swyddogion y byddai'r eitem yn cael ei thrafod ym Mhwylgor Craffu'r Amgylchedd a Chynaliadwyedd yfory, ond fe wnaethant egluro bod cynnig i dynnu'r gwasanaeth o safleoedd lle nad yw'r safonau'n cael eu bodloni a lle bu swyddi gwag hirdymor, ond bydd pryderon yn cael eu bwydo yn ôl at y Swyddog arweiniol cyn y cyfarfod.

Codwyd ymholiad pellach mewn perthynas ag a gafodd gwerthusiad ei chynnal ar gyfer ysgolion y cafodd y gwasanaeth ei dynnu yn ôl wrthynt. Nid oedd swyddogion yn gallu darparu'r wybodaeth yn y cyfarfod, ond byddai'r wybodaeth yn cael ei chylchredeg yn dilyn y cyfarfod.

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

PENDERFYNWYD y dylid nodi cynnwys yr adroddiad a chynnwys sylwadau'r Pwyllgor Craffu Addysg fel rhan o'r broses ymgynghori ffurfiol.

#### **4. CYNLLUN ARIANNOL TYMOR CANOLIG - CYNIGION ARBEDION AR GYFER 2020/21**

Rhoddodd yr adroddiad fanylion i Aelodau'r Pwyllgor Craffu Addysg am gynigion arbedion y Gyfadran ar gyfer 2020/21 sy'n ofynnol i gefnogi Cynllun Ariannol Tymor Canolig yr Awdurdod.

Roedd yr adroddiad yn darparu manylion cynigion arbedion ar gyfer 2020/21 yn ymwneud ag Addysg, Dysgu Gydol Oes ac Ysgolion yn unig. Nododd yr aelodau fod y cynigion drafft wedi'u cyflwyno i'r Cabinet ar 13 Tachwedd 2019, gan ganiatáu ar gyfer cyfnod ymgynghori cyn penderfyniad terfynol gan y Cyngor ar 20 Chwefror 2020.

Cyfeiriwyd y Pwyllgor at gynigion arbedion y Gyfadran ar gyfer 2020/21, a oedd yn cynnwys ysgolion, a'r cyfanswm oedd £2.716miliwn a gafodd eu crynhoi'n themâu; Bod yn fwy effeithlon - darparu arbediad arfaethedig o £0.471miliwn, Gwneud Pethau'n Wahanol - darparu arbediad arfaethedig o £0.112miliwn a Gostyngiadau/Toriadau i Wasanaethau - gan ddarparu arbediad arfaethedig o £2.133miliwn. Darparwyd dadansoddiadau manwl pellach yn adroddiad y Swyddog.

Diolchodd y Pwyllgor Craffu i'r Swyddogion am yr adroddiad ac aeth y drafodaeth ymlaen.

Wrth ystyried Templed Cynnig Arbedion Cynllun Ariannol Tymor Canolig yn Atodiad 3 yr adroddiad, gofynnodd Aelod am wybodaeth bellach am yr Egwyddorion Gunning. Cytunodd swyddogion i anfon rhagor o wybodaeth i'r Pwyllgor yn dilyn y cyfarfod.

Cafwyd trafodaethau ynghylch y Gwasanaeth Ieuentid gan nodi fod adroddiad wedi'i gyflwyno yn ystod y cyfarfod blaenorol i gymeradwyo parhad y cynllun peilot ar gyfer y Gwasanaeth Ieuentid. Codwyd pryderon ynghylch goblygiadau'r toriadau a'r effaith ar y model peilot. Esboniodd y swyddog y bydd y peilot yn parhau i redeg, yn unol â'r trafodaethau'r cyfarfod diwethaf, fodd bynnag, mae'n bwysig dod i benderfyniad mewn perthynas â ffordd ymlaen ar gyfer y Gwasanaeth Ieuentid gan nad yw'r trefniadau presennol yn gynaliadwy yn y tymor hir. Sicrhawyd yr aelodau bod cyflwyno'r cynllun peilot ar draws y fwrdeistref yn fforddiadwy, ynghyd â pharhad yr arfer gyfredol, fodd bynnag, bydd angen penderfyniad maes o law ynghylch y fformat a ffefrir ar gyfer y gwasanaeth gan nad yw'n gynaliadwy i redeg y gwasanaeth Ieuentid a'r cynllun peilot ar yr un pryd yn yr hir dymor.

Trafododd y Pwyllgor y cynnig i gymhwyso toriad o 2% i gyllideb Ysgolion a gofynnwyd am eglurhad ar y goblygiadau i ysgolion. Nodwyd y byddai'r gostyngiad o 2% yn cael ei gymhwyso i'r gyllideb gyffredinol o £2,060mil, cyn defnyddio'r fformiwla, sy'n seiliedig ar faint yr ysgol a nifer y disgyblion ac ati, i bennu'r gyllideb gyffredinol fesul ysgol. Cafwyd

trafodaethau pellach ynghylch dyraniadau cyllideb a goblygiadau i ysgolion unigol, sydd eisoes dan bwysau i gynnal cyllideb gytbwys, ond sicrhaodd Swyddogion yr Aelodau fod gwaith wedi bod ar y gweill gyda Phrifathrawon dros y misoedd diwethaf i gynorthwyo a chefnogi ysgolion.

Cododd Aelod bryderon am les staff addysgu a staff nad ydynt yn dysgu, gyda phwysau ychwanegol oherwydd lleihau cyllidebau a staff yn colli eu swyddi. Esboniodd y swyddogion mai'r ysgol sy'n rheoli hyn, fodd bynnag, mae nifer o fentrau'n cael eu mabwysiadu a'u rhannu ar draws ysgolion fel gorffen am 4pm ar ddyddiau Gwener a diwrnodau Lles, er mwyn sicrhau bod staff yn cael cefnogaeth a'u bod yn hapus.

Codwyd pryderon ynghylch y gostyngiad yn nifer y swyddi yn y Gwasanaeth Cerdd, a'r goblygiadau y bydd hyn yn eu cael ar wasanaeth gwerthfawr. Esboniodd swyddogion, er nad yw hwn yn wasanaeth statudol, ei fod yn wasanaeth gwerthfawr ac mae'r Cyngor wedi ymrwymo i barhau i gefnogi'r gwasanaeth lle bo hynny'n bosibl. O ran y cynigion cyllidebol ar gyfer y gwasanaeth, mae'r gostyngiadau o ganlyniad i ymddeoliad a dywedwyd wrth yr Aelodau y bu gostyngiad yn y galw am ddysgu offerynnau cerdd traddodiadol. Mae hyn yn rhoi cyfle i ad-drefnu'r mathau o addysgu a gynigir i ateb y galw cynyddol ar y gwasanaeth am gerddoriaeth boblogaidd fodern.

Wrth drafod y cynigion ynghylch y Gwasanaeth Llyfrgelloedd, codwyd pryderon ynghylch diogelwch a gweithio'n unigol ar draws y safleoedd arfaethedig. Esboniodd swyddogion fod y cynnig hwn wedi'i dreialu mewn lleoliadau eraill yn llwyddiannus ac felly teimlwyd ei fod yn briodol. Ychwanegodd swyddogion y rhoddwyd ystyriaeth i amseroedd agor a lleoliad safle ar gyfer y cynnig a chynhaliwyd asesiadau lechyd a Diogelwch, yn ogystal â bod archwiliadau safle llawn a botymau panig wedi'u gosod lle bo angen. Sicrhawyd yr aelodau bod y cynnig wedi cael ei ystyried er mwyn cynnal y gwasanaeth a'r amseroedd agor cyfredol gymaint â phosibl.

Trafododd yr aelodau y setliad terfynol arfaethedig ac awgrymwyd pe bai'r Cyngor yn derbyn unrhyw gyllid ychwanegol y dylai'r gostyngiad cyllid arfaethedig o 2% ar gyfer Ysgolion, naill ai gael ei leihau neu ei dynnu'n ôl er mwyn lleihau'r pwysau cyllidebol.

Yn dilyn ystyriaeth a thrafodaeth ac yn amodol ar argymhelliad yn cael ei wneud i'r Cabinet a'r Cyngor, pe derbynnir unrhyw arian ychwanegol, rhoddir blaenoriaeth i gyllidebau'r Ysgolion i leihau neu ddileu'r gostyngiad arfaethedig o 2% yn y gyllideb. Cytunwyd ar hyn yn unfrydol drwy godi dwylo.

ARGYMHELLWYD i'r Cabinet a'r Cyngor y dylid dyrannu unrhyw Gyllid ychwanegol gan Lywodraeth Cymru i'r Gyfadrannau Addysg i leihau neu ddileu'r gostyngiad arfaethedig o 2% yn y gyllideb ar gyfer ysgolion a nodi sylwadau'r Pwyllgor Craffu Addysg fel rhan o'r broses ymgynghori ffurfiol.

Daeth y cyfarfod i ben am 6.26pm

Wedi'i gymeradwyo fel cofnod cywir ac yn amodol ar unrhyw ddiwygiadau neu gywiriadau y cytunir arnynt ac a gofnodir yng nghofnodion y cyfarfod a gynhelir ar 13 Ionawr 2020, cawsant eu llofnodi gan y Cadeirydd.

---

CADEIRYDD



## PWYLLGOR CRAFFU ADDYSG

COFNODION Y CYFARFOD A GYNHALIWDYD YN NHŶ PENALLTA, YSTRAD MYNACH  
AR DDYDD LLUN, 13 IONAWR 2020 AM 5.30PM.

---

YN BRESENNOL:

Y Cynghorydd T. Parry - Cadeirydd

Cynghorwyr:

A. Collis, W. David, A. Farina-Childs, B. Miles, J.E. Roberts, R. Saralis, J. Simmonds ac R. Whiting.

Cynghorydd B. Jones (Dirprwy Arweinydd ac Aelod Cabinet dros Addysg a Chyflawniad).

Ynghyd â:

R. Edmunds (Cyfarwyddwr Corfforaethol Addysg a Gwasanaethau Corfforaethol), C. Cole (Prif Swyddog Addysg), S. Richards (Pennaeth Cynllunio a Strategaeth Addysg), P. Warren (Arweinydd Strategol ar gyfer Gwella Ysgolion), J. Southcombe (Rheolwr Cyllid - Addysg, Dysgu Gydol Oes ac Ysgolion), S. Mutch (Rheolwr Blynyddoedd Cynnar), P. O'Neil (Uwch Reolwr Gwasanaeth Ieuenctid), M. Jacques (Swyddog Craffu) ac A. Dredge (Swyddog Gwasanaethau Pwyllgor).

Hefyd yn bresennol:

Aelodau Cyfetholedig: Mr D. Davies (Cymdeithas Llywodraethwyr Caerffili), Mr M. Barry a Mr R. Morgan (Rhieni-lywodraethwyr) a Mr M. Western (Cynrychiolydd Comisiwn Archesgobaeth ROC Caerdydd dros Addysg).

E. Pryce - Y Gwasanaeth Cyflawni Addysg (GCA)

### 1. YMDDIHEURIADAU DROS ABSENOLDEB

Derbyniwyd ymddiheuriadau am absenoldeb oddi wrth y Cynghorwyr C. Andrews (Is-gadeirydd), P.J. Bevan, S. Cook, D.T Hardacre, D. Havard, A.S. James, Mrs G.D. Oliver a Mrs P.J. Ireland a Ms J. Havard (NUT).

### 2. DATGANIADAU O FUDDIANT

Datganodd y Cynghorydd W. David fuddiant ar ddechrau'r cyfarfod mewn perthynas ag Eitem 8 ar yr agenda - Rheoli Perfformiad, caiff y manylion eu cofnodi gyda'r eitem briodol.

### 3. COFNODION - 5 Tachwedd 2019 a 9 Rhagfyr 2019

**ROEDD COFNODION Y DDAU GYFARFOD WEDI'U HEPGOR O'R PECYN AGENDA A BYDDANT YN CAEL EU CYNNWYS YN Y CYFARFOD NESAF A DREFNWDYD AR GYFER 24 CHWEFOR 2020, I'R PWYLLGOR EU CYMERADWYO.**

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

Ni fu unrhyw fater a gyfeiriwyd at y Pwyllgor Craffu yn unol â'r weithdrefn galw i mewn.

5. BLAENRAGLEN WAITH Y PWYLLGOR CRAFFU DYSGU GYDOL OES

Cyflwynodd y Swyddog Craffu'r adroddiad a oedd yn amlinellu Blaenraglen Waith y Pwyllgor Craffu Addysg Gydol Oes drafft o fis Ionawr 2019 i fis Mehefin 2020. Gofynnwyd i Aelodau ystyried y rhaglen waith a gwneud unrhyw ddiwygiadau neu i gynnig unrhyw eitemau ychwanegol i'w cynnwys ar gyfer cyfarfodydd yn y dyfodol. Awgrymwyd y dylai'r strategaeth Addysg Heblaw yn yr Ysgol) gael ei threfnu ar gyfer y cyfarfod ar 24 Chwefror 2020, ac y dylai'r adroddiad ar Safonau Llyfrgelloedd sydd wedi'i amserlennu ar gyfer y cyfarfod hwnnw gael ei symud i'r cyfarfod ar 31 Mawrth 2020. Yn ogystal, bydd Cyfnod Allweddol 5 yn cael ei ychwanegu at y cyfarfod ar 31 Mawrth 2020. Gofynnodd un aelod am adroddiad mewn perthynas â Chytundebau Lefel Gwasanaeth (CLG) a fydd yn amlinellu'r ystod lawn o CLG sydd ag addysg a'r costau sy'n gysylltiedig â hynny i ysgolion. Awgrymwyd y dylai'r adroddiad hwn ddod gerbron y Pwyllgor fel eitem wybodaeth ar ddyddiad i'w gadarnhau.

Ar ôl ystyried a thrafod, cytunodd yr Aelodau'n unfrydol y dylai'r Flaenraglen Waith a atodir i'r adroddiad gael ei gyhoeddi ar wefan y Cyngor.

6. ADRODDIADAU CABINET

Ni chafodd unrhyw adroddiad Cabinet a restrwyd ar yr agenda eu galw ymlaen i'w trafod yn y cyfarfod.

ADRODDIADAU GAN SWYDDOGION

Ystyriwyd yr adroddiadau canlynol.

7. **PERFFORMIAD CYFNOD ALLWEDDOL 4 - RHAGFYR 2019**

Rhoddodd y Cadeirydd ganiatâd i'r eitem hon gael ei dwyn ymlaen ar yr agenda.

Cyflwynodd Mr E. Pryce o'r GCA yr adroddiad a oedd yn rhoi'r data terfynol a gyhoeddwyd ar 2019 i Aelodau mewn perthynas â Chyfnod Allweddol 4. Dywedodd fod Llywodraeth Cymru wedi bod yn datblygu trefniadau gwerthuso a gwella newydd i ddisodli rhannau o'r system atebolrwydd bresennol. Mae'r trefniadau hyn wedi'u llunio ar y cyd â chydweithwyr mewn ysgolion, Estyn, Llywodraeth Leol, consortia rhanbarthol, ac maent wedi ystyried ymchwil ryngwladol. Fe'u datblygwyd yn ofalus i sicrhau eu bod yn cyd-fynd â gwireddu'r cwricwlwm newydd a'r diwygiadau cysylltiedig ac yn eu cefnogi. Bydd y trefniadau newydd yn cefnogi'r nod o godi safonau, lleihau'r bwlch cyrhaeddiad a chyflwyno system addysg sy'n destun balchder cenedlaethol a hyder y cyhoedd.

Seilir y trefniadau ar bedair egwyddor allweddol sef, teg, cydlynol, cymesur a thryloyw a thros y tair blynedd nesaf, bydd rhaglen esblygol o ddatblygiadau yn y dyfodol, gan bontio rhwng y system bresennol a'r cynlluniau ar gyfer y dyfodol. Nododd yr Aelodau'r mesurau newydd, yn seiliedig ar sgoriau pwyntiau a gynlluniwyd i ddileu'r pwyslais hanesyddol ar fesur trothwy lefel 2 a'r ffocws cul ar ddysgwyr gradd C/D ar y ffin. Yn lle hynny, maent yn adlewyrchu cyfartaledd yr ysgol o sgoriau pwyntiau pob dysgwr unigol, yn hytrach na chanran sy'n cyrraedd lefel trothwy isaf. Cynhyrchwyd dogfen ganllaw ar gyfer adrodd yn erbyn y Trefniant Perfformiad Ysgol Cyfnod Allweddol 4 dros dro a ddechreuodd ym mis Medi 2019. Esboniwyd bod disgwyl i awdurdodau lleol a chonsortia rhanbarthol gefnogi ysgolion i wneud penderfyniadau priodol am eu cwricwlwm er mwyn osgoi culhau'r dewis i ddysgwyr.

Cyfeiriwyd yr Aelodau at baragraff 5.15 yn yr adroddiad sy'n nodi'r mesurau perfformiad dros dro sydd i gyd yn seiliedig ar sgoriau pwyntiau. O ran y Mesur 9 sydd wedi'i gapio, mae 3 maes/slot newydd wedi'u pennu, sef llythrennedd, rhifedd a gwyddoniaeth. Trafodwyd rhai enghreifftiau o'r math o gwestiynau y dylai ysgolion eu gofyn, wrth edrych ar y data a ddarparwyd. Bu'r Aelodau'n trafod y cymariaethau rhwng y dangosyddion allweddol ar gyfer Cymru gyfan a throsolwg rhanbarthol o berfformiad ar gyfer y mesurau interim newydd. Hefyd, trafodwyd gorolwg rhanbarthol o berfformiad ar gyfer Mesur 9 sydd wedi'i gapio yn unig, wedi'i rannu yn ôl Prydau Ysgol am Ddim ac fel arall. Nodwyd y bydd gwerthusiad ystyrion o'r canlyniadau ar lefel ysgolion unigol yn digwydd ar draws tymor yr Hydref mewn deialog rhwng awdurdodau lleol, GCA ac arweinwyr ysgolion. Bydd cymorth i ysgolion unigol hefyd yn parhau i gael ei ddarparu yn unol â'r system gategoreiddio genedlaethol.

Dyweddodd un aelod fod y tablau a nodir yn yr adroddiad yn ddefnyddiol iawn, ond roeddent yn mynegi pryderon ynglŷn â'r clwstwr ar waelod y tabl ym mharagraff 5.33. Cynghorodd swyddogion fod cyd-destun cyffredinol y tabl yn bwysig ac yn nodi a bod gan Ysgol Uwch Islwyn ac Ysgol Gyfun Sant Cenydd yn arbennig ganolfannau Anghenion Dysgu Ychwanegol yn eu hysgolion sy'n cwmpasu'r awdurdod cyfan.

Diolchodd y Cadeirydd i Mr Pryce am gyflwyno ei adroddiad ac am ymateb i gwestiynau a godwyd yn ystod y drafodaeth.

Yn dilyn ystyriaeth a thrafodaeth, cynigiwyd ac eiliwyd i gymeradwyo'r argymhelliad yn yr adroddiad. Drwy ddangos dwylo cytunwyd hyn yn unfrydol.

PENDERFYNWYD nodi cynnwys yr adroddiad.

## **8. RHEOLI PERFFORMIAD**

Datganwyd buddiant gan y Cynghorydd W. David mewn perthynas â'r eitem hon gan fod ei ferch yn hawlio'r Cynnig Gofal Plant Teulu sy'n Gweithio. Cynghorodd y Swyddog Monitro fod hyn yn fuddiant personol nad yw'n rhagfarnllyd ac, oherwydd hynny, nid oedd yn ofynnol i'r Cynghorydd adael yr ystafell pan gyflwynwyd yr adroddiad, a gallai gymryd rhan yn y drafodaeth a'r bleidlais.

Cyflwynodd swyddogion o'r Adran Addysg yr adroddiad a chyflwyno cyflwyniad sy'n rhoi ffocws ar reoli perfformiad o fewn y Gyfadran Addysg. Mae'r proffil hwn yn cynnwys perfformiad canol-blwyddyn o 6 mis o ran Amcan Lles 1: Gwella Cyfleoedd Addysg i Bawb ar gyfer 2019-20 yn y Cynllun Lles Corfforaethol 5 mlynedd 2018-2023; cynnydd terfynol y Cynllun Gwella Gwasanaeth Addysg Ionawr - Rhagfyr 2019 a diweddariad hyd yma i'r Strategaeth Uchelgeisiau a Rennir.

Rhoddydwyd gwybod i'r Pwyllgor bod 8 maes gweithredu, sef 29 o gamau gweithredu o dan Amcan Lles 1, gyda 4 wedi'u cwblhau a'r lleill yn gwneud cynnydd da. Ceir aliniad clir rhwng camau gweithredu'r Amcan Lles a'r camau gweithredu hynny yn y Cynllun Gwella Gwasanaeth a'r Strategaeth Uchelgeisiau a Rennir.

Trafododd yr Aelodau Faes Gweithredu 1 - y nod i leihau effaith tlodi yn y blynyddoedd cynnar a'r cynnig gofal plant ar gyfer rhieni sy'n gweithio i blant 3-4 oed sydd rhan amser yn y Cyfnod Sylfaen. Nodwyd bod hyn wedi cynyddu mewn poblogrwydd, gyda chyfradd ymgeisio gyson uchel a niferoedd uchel o leoliadau yn arbed y rhieni yng Nghaerffili ar y cyfan cyfartaledd o £250,000 y mis. Eglurwyd o ran nifer y lleoliadau cynnig gofal plant, bod y ffigwr o 1096 yn cynrychioli cyfanswm nifer y lleoedd y tymor. Tua 85% yw cyfanswm y nifer sy'n bodloni'r galw presennol. Cyfeiriodd Aelod at Faes Gweithredu 5 - cefnogi dysgu sy'n galluogi cyfleoedd cyflogaeth i'r ifanc ac i oedolion a holodd pa mor ddibynnol yw'r awdurdod lleol ar gyllid Ewropeaidd. Dywedodd y swyddog fod risgiau'n gysylltiedig, ond mae'r cyllid presennol wedi'i warantu tan 2022. Mae cyflogadwyedd wedi bod mor llwyddiannus oherwydd y ffrydiau ariannu a dderbyniwyd a gobeithir y byddai Llywodraeth Cymru yn darparu cyllid ar gyfer

rhaglenni yn y dyfodol. Rhoddwyd eglurhad hefyd am nad oes terfyn oedran uchaf ar gyfer pobl sy'n cael eu cefnogi i gael gwaith gan y Rhaglen Pontydd i Waith.

Diolchodd y Cadeirydd i'r swyddogion am gyflwyno'r adroddiad a'r cyflwyniad ac am ymateb i gwestiynau a godwyd yn ystod y drafodaeth.

Yn dilyn ystyriaeth a thrafodaeth, cynigiwyd ac eiliwyd i gymeradwyo'r argymhelliad yn yr adroddiad.

PENDERFYNWYD nodi cynnwys yr adroddiad a'r cynnydd a wnaed.

## 9. BALANSAU YSGOLION - TROSOLWG

Cyflwynodd y Rheolwr Cyllid dros Addysg, Dysgu Gydol Oes ac Ysgolion yr adroddiad a roddodd drosolwg i Aelodau o sefyllfa balansau (cronfeydd wrth gefn) ysgolion ledled Cymru a diweddariad manylach ar sefyllfa ysgolion Caerffili. Bu newid sylweddol yn lefel balansau ysgolion dros y 5 mlynedd ariannol ddiwethaf (2014-15 i 2018-19). Mae yna hefyd ddarlun gwahanol iawn rhwng y sector cynradd ac uwchradd. Nodwyd bod y data a gynhwyswyd yn yr adroddiad yn ymwneud â blynyddoedd ariannol blaenorol yn unig.

Dywedwyd wrth y Pwyllgor fod Llywodraeth Cymru yn cyhoeddi data blynyddol (Hydref) ar gronfeydd yr ysgol a bod y wybodaeth ar gael ar eu gwefan - "Stats Cymru". Mae'r wybodaeth ddiweddaraf a gyhoeddwyd ar gyfer blwyddyn ariannol 2018-19 ac mae'r data hwn yn darparu ciplun o gronfeydd wrth gefn ysgolion ar 31ain Mawrth 2019 a nodir y manylion ym mharagraff 5.1.2 yn yr adroddiad a cheir crynodeb ohonynt yn Atodiad 1. Eglurwyd bod y sefyllfa ar gyfer Caerffili wedi'i gwyrddroi ychydig dros y cyfnod a nodwyd oherwydd yr anhawster a brofir gan Ysgol Uwchradd Cwmcarn a'r penderfyniad dilynol gan gorff llywodraethu'r ysgolion (27ain Mehefin 2016) i edrych i gau'r ysgol. Nodir manylion pellach ym mharagraff 5.2.1. yn yr adroddiad. Mae rhestr lawn o gronfeydd wrth gefn ysgolion Caerffili, ar 31ain Mawrth 2019, wedi'i gynnwys yn Atodiad 5 (mae hyn yn cynnwys manylion o'r 1af Ebrill 2017).

Trafododd yr Aelodau'r adroddiad ac roeddent yn falch o nodi bod cymaint o ysgolion yng Nghaerffili wedi gorffen gyda chyllideb gytbwys ar 31 Mawrth 2019. Dywedodd y swyddogion fod hyn yn ganlyniad i nifer o resymau, gan gynnwys lefelau cyllid grant, materion yn ymwneud â chynnal a chadw adeiladau, a bod amgylchiadau gwahanol i'r gwahanol ysgolion. Ychwanegodd fod y cydweithio a ffedereiddio ysgolion wedi bod o fudd i nifer o ysgolion yn ariannol ac mae angen parhau i fod yn rhagweithiol yn hyn o beth wrth symud ymlaen. O ran cyllid chweched dosbarth, esboniwyd mai Llywodraeth Cymru sy'n ei derbyn ac yn ei dyrannu.

Diolchodd y Cadeirydd i'r swyddog am gyflwyno'r adroddiad ac am ymateb i'r cwestiynau a godwyd yn ystod y ddadl.

Yn dilyn ystyriaeth a thrafodaeth, cynigiwyd ac eiliwyd i gymeradwyo'r argymhelliad yn yr adroddiad. Drwy ddangos dwylo cytunwyd hyn yn unfrydol.

PENDERFYNWYD nodi cynnwys yr adroddiad.

Daeth y cyfarfod i ben am 7.20pm.

Wedi'i gymeradwyo fel cofnod cywir, ac yn amodol ar unrhyw ddiwygiadau neu gywiriadau y cytunwyd arnynt a'u cofnodi yng nghofnodion y cyfarfod a gynhaliwyd ar 24ain Chwefror 2020, fe'u llofnodwyd gan y Cadeirydd.

---

CADEIRYDD



## EDUCATION SCRUTINY COMMITTEE – 24TH FEBRUARY 2020

**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 Monday 13<sup>th</sup> January, 2020. The work programme outlines the reports planned for the period February 2020 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: Mark Jacques, Scrutiny Officer

Consultees: Richard Edmunds, Corporate Director for Education and Corporate Services  
Keri Cole, Chief Education Officer  
Robert Tranter, Head of Legal Services/ Monitoring Officer  
Lisa Lane, Head of Democratic Services and Deputy Monitoring Officer, Legal Services  
Councillor Teresa Parry Chair Education Scrutiny Committee  
Councillor Carol Andrews, Vice Chair Education Scrutiny Committee

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 - Forward Work Programme - Education

Date	Title	Key Issues	Author	Cabinet Member
24/02/20 17:30	EAS Business Plan			Cllr. Jones, Barbara;
24/02/20 17:30	Schools Capital Programme	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.	West, Andrea;	Cllr. Jones, Barbara;
24/02/20 17:30	WAO Flying Start Report		Mutch, Sarah;	Cllr. Jones, Barbara;
24/02/20 17:30	EOTAS Strategy	The EOTAS Strategy sets out the background and rationale for change in order to meet the needs of an increasingly complex group of vulnerable learners. The Local Authority has a high level of ambition in regard to the provision to be offered to these learners and the Strategy sets out these plans in more detail.	Cole, Keri;	Cllr. Jones, Barbara;
24/02/20 17:30	Information Item - Post 16 Collaboration Arrangement toward Post 16 Education.	To update members on the progress made to date in relation to the post-16 aspects of the Post-16, Single Sex and Surplus Places Review underway within the County Borough and to seek Cabinet approval to procure and implement the required IT packages that will enhance and support students as they progress	Richards, Sue;#25	Cllr. Jones, Barbara;#210
31/03/20 17:30	Library Standards	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	Richards, Sue;#25	Cllr. Jones, Barbara;#210
31/03/20 17:30	Youth Forum Priorities	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.	O'Neill, Paul;	Cllr. Jones, Barbara;
31/03/20 17:30	Faith Schools	Capacity/ Demand/ Admission Numbers /Transport	West, Andrea;	Cllr. Jones, Barbara;
31/03/20 17:30	Information Item - Welsh Education Strategic Plan: up during 2019	Report to include: Highlight changes in requirements for the WESP/ Highlight achievements of the current plan	Mutch, Sarah;	Cllr. Jones, Barbara;

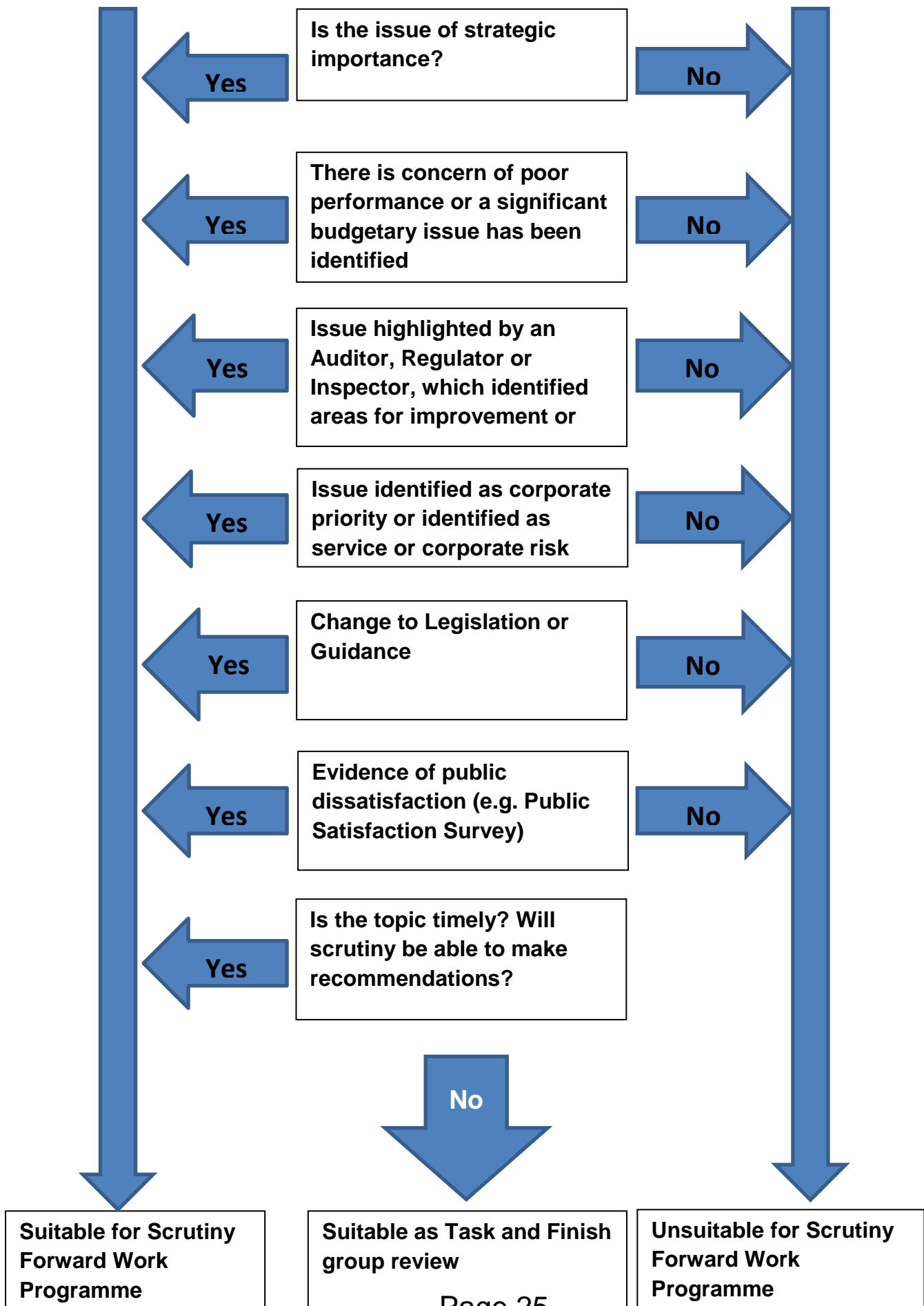
31/03/20 17:30 Information Item - Categorisation	Process of categorisation/ Schools in inspection follow-up or in an Estyn category/ Self evaluation and the capacity to improve/ Regional standardisation and moderation processes/ National verification processes	Richards, Sue;	Cllr. Jones, Barbara;
31/03/20 17:30 Information Item - Inspections Profile	Overview of the Estyn Inspection Framework/ Evaluation of judgements	Richards, Sue;	Cllr. Jones, Barbara;
31/03/20 17:30 Information Item - 21st Century Schools Update	Band A and Band B 21st Century Schools and Education update to include: Project Delivery & Financial Update	West, Andrea;	Cllr. Jones, Barbara;
31/03/20 17:30 Key Stage 5 Performance Report		Cole, Keri;	Cllr. Jones, Barbara;
18/05/20 17:30 Additional Support Review	Delegation of additional support. Responsibilities of schools and LAS in relation to meeting ALN	Ellis, Sarah;	Cllr. Jones, Barbara;
18/05/20 17:30 Information Item - Childcare Offer Update	Report to include: Take up of places / applications/ Any demographic data available/ Any changes to future implementation / delivery proposed by the Welsh Government	Mutch, Sarah;	Cllr. Jones, Barbara;
18/05/20 17:30 Foundation Phase to KS3 Performance	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	Cole, Keri;	Cllr. Jones, Barbara;

## Appendix 2 - Forward Work Programme - Cabinet

Date	Title	Key Issues	Author	Cabinet Member
26/02/20 10:30	Gateway to Employment - Caerphilly Skills and Apprenticeship Academy	To develop a model to deliver a sustainable and framework compliant programme that provides holistic skills, training and apprenticeship provision that includes work experience, placements and apprenticeships.	Kyte, Rhian	Cllr. Morgan, Sean
26/02/20 10:30	Caerphilly LA FSM Strategy	Consider a coordinated approach to accelerating the progress of this group of learners	Warren, Paul;	Cllr. Jones, Barbara
26/02/20 10:30	Directorate Performance Assessments	To discuss and approve the new Directorate Performance Assessments and service planning framework.	Roberts, Ros	Cllr. Stenner, Eluned
26/02/20 10:30	(17) Consultation & Engagement Framework	Part of #TeamCaerphilly Action Plan	Lancaster, Hayley	Cllr. Gordon, Colin J
26/02/20 10:30	Post 16 Collaboration Arrangements	Update on the progress of the post 16 aspects of the Post 16, Single sex and Surplus Places Review Seek approval from Cabinet to procure I.T. Packages and additional funding to resource the review	Richards, Sue	Cllr. Jones, Barbara
11/03/20 10:30	EAS Business Plan	To approve the EAS Business Plan for 20-21	Cole, Keri	Cllr. Jones, Barbara
11/03/20 10:30	Caerphilly County Borough Council's Strategic Equality Plan 2020-2024	To seek approval of the Strategic Equality Plan 2020-2024 to be formally adopted as Council Policy.	Cullinane, Anwen	Cllr. Stenner, Eluned
11/03/20 10:30	Integrated Transport Unit with RCT CBC/ CCBC	Consideration of a collaborative approach to the delivery of Integrated Transport Unit services.	Lloyd, Marcus	Cllr. Morgan, Sean
11/03/20 10:30	Gender Pay Gap	For CMT and Cabinet to agree the Gender Pay Gap report which has to be published by 31st March 2020	Donovan, Lynne	Cllr. Gordon, Colin J
11/03/20 10:30	Appointment of Public Analyst	Changes to CCBC authorised Public Analysts due to changes in personnel in one of the statutory appointed labs	Hartshorn, Robert	Cllr. George, Nigel
11/03/20 10:30	Authorisation of Officers in Public Protection for Minimum Unit Price		Hartshorn, Robert	Cllr. George, Nigel

25/03/20 10:30	(16) Community Asset Transfer Policy to be finalised and approved by Cabinet	Strategic Plan - Development of a policy and options to deliver a framework for Community Asset Transfer	Peters, Kathryn; Broadhurst, Timothy	Cllr.Phipps, Lisa
25/03/20 10:30	Public Spaces Protection Order: Dogs on sport pitches	To seek Cabinet approval to undertake a consultation on a draft Public Spaces Protection Order to ban dogs from Council sports pitches.	Hartshorn, Robert	Cllr. George, Nigel
22/04/20 10:30	EOTAS Strategy	The EOTAS Strategy sets out the background and rationale for change in order to meet the needs of an increasingly complex group of vulnerable learners. The Local Authority has a high level of ambition in regard to the provision to be offered to these learners and the Strategy sets out these plans in more detail.	Cole, Keri	Cllr. Jones, Barbara
10/06/20 10:30	#Team Caerphilly -Transformation Strategy - 6 Monthly Update		Peters, Kathryn	Cllr. Stenner, Eluned
10/06/20 10:30	Community Safety Warden Service		Hartshorn, Robert	Cllr. George, Nigel
10/06/20 10:30	CCBC Net Zero Carbon Plan		Kyte, Rhian	Cllr. Morgan, Sean
08/07/20 10:30	School Crossing Patrols		Lloyd, Marcus	Cllr. Morgan, Sean
07/10/20 10:30	Ystrad Mynach to Blackwood Bus Link		Lloyd, Marcus	Cllr. Morgan, Sean
07/10/20 10:30	Review of Charging for Services (Bulkies & Pest Control)		Hartshorn, Robert	Cllr. George, Nigel
07/10/20 10:30	Community Centres Service Review		Williams, Mark S; Reynolds, Jeff	Cllr. George, Nigel

**Scrutiny Committee Forward Work Programme Prioritisation**



Gadewir y dudalen hon yn wag yn fwriadol



## **EDUCATION FOR LIFE SCRUTINY COMMITTEE 24TH FEBRUARY 2020**

**SUBJECT: EDUCATION ACHIEVEMENT SERVICE (EAS) BUSINESS PLAN  
(2020-2021) and LOCAL AUTHORITY ANNEX 2020-2021**

**REPORT BY: DEBBIE HARTEVELD, MANAGING DIRECTOR, EAS.  
TO BE DELIVERED BY EDWARD PRYCE  
ASSISTANT DIRECTOR – POLICY AND STRATEGY**

---

### **1. PURPOSE OF REPORT**

- 1.1 This report asks Members to consider the full contents of the draft EAS Business Plan 2020-2021 and the Local Authority Annex 2020-2021, as part of the regional consultation process. Through this activity Members will ensure that the plan enables appropriate support for schools to improve and that all pupils reach their potential across Caerphilly. Members' views are sought prior to its presentation to Cabinet on 11<sup>th</sup> March, 2020..

### **2. SUMMARY**

- 2.1 The EAS is required to submit an annual overarching regional Business Plan with accompanying annexes for each of the five Local Authorities (LAs). This report asks for members to consider the full contents of the draft EAS Business Plan and Caerphilly LA Annex as part of the regional consultation process. Through this activity members will ensure that the plan enables appropriate support for schools to improve and that all pupils reach their potential across Caerphilly.

### **3. RECOMMENDATIONS**

- 3.1 Members are asked to take the opportunity to comment on the contents of the Business Plan as part of the consultation process, and provide a written response as appropriate.
- 3.2 Members are asked to consider the main strengths and areas for development within Caerphilly, as detailed in LA Annex and to consider how LA services can be aligned to meet the ambitious targets within the Business Plan, therefore ensuring all pupils meet their full potential.

#### **4. REASONS FOR THE RECOMMENDATIONS**

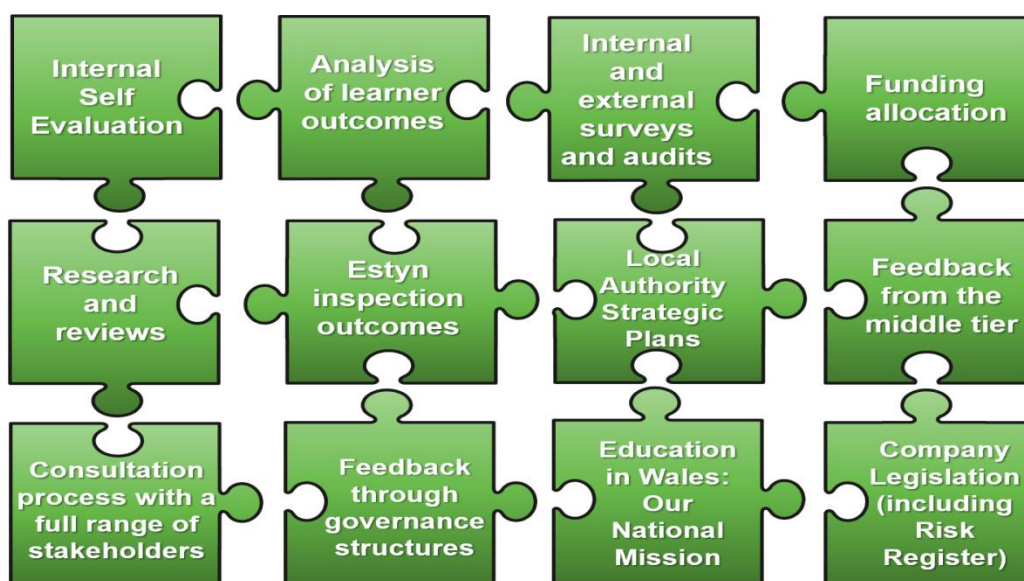
- 4.1 EAS are required to submit their Business Plan to Welsh Government and the Scrutiny committee asked for feedback before Cabinet are scheduled to approve it.

#### **5. THE REPORT**

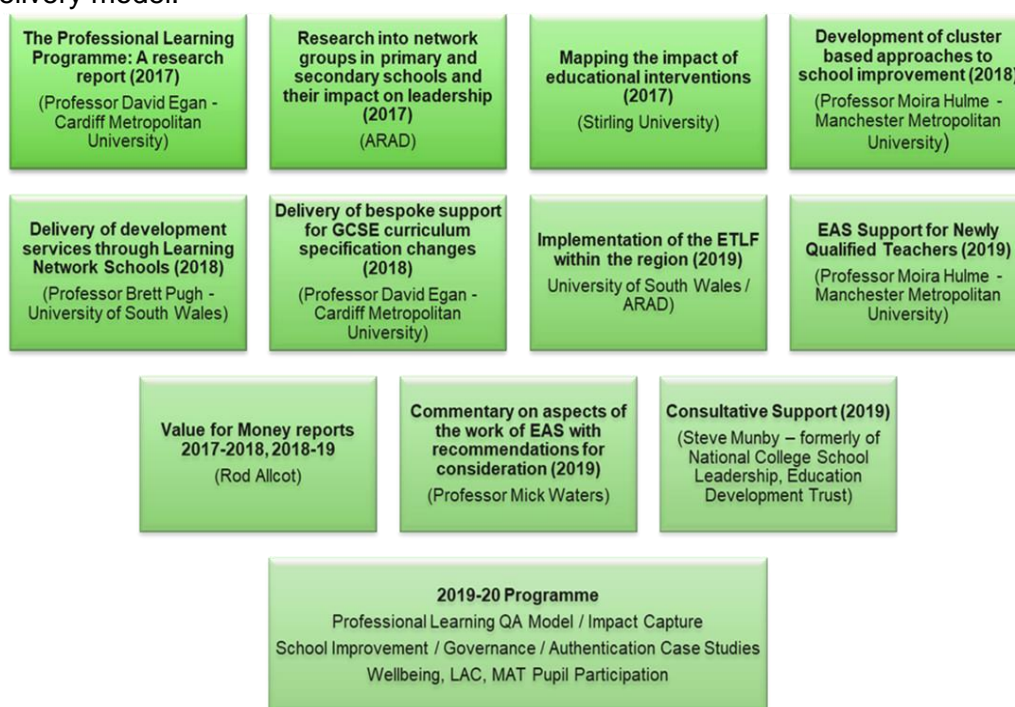
- 5.1 This report asks for members to consider the full contents of the draft EAS Business Plan 2020-2021 and the Local Authority Annex 2020-2021, as part of the regional consultation process. Through this activity members will ensure that the plan enables appropriate support for schools to improve and that all pupils reach their potential across Caerphilly. The EAS is a not for profit limited company that is owned by the five LAs in South East Wales. The EAS delivers, through an agreed Business Plan, a wide range of school improvement services to all schools (all key stages, including all through schools and special schools), pupil referral units and funded non-maintained nursery settings on behalf of each LA. This plan supports the role LAs have in delivering their statutory function, addressing their individual improvement priorities and promoting improved pupil outcomes.
- 5.2 The EAS is required to submit an annual overarching regional Business Plan with accompanying annexes for each of the five Local Authorities (LAs). This Business Plan (2020–2021) outlines the programme of work that is required to continue to improve outcomes and provision for children and young people in settings and schools in South East Wales. The plan focuses on the need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership, support schools to realise the national reform agenda and to continue to build upon the self-improving system within and across schools and settings.
- 5.3 Priorities for the Business Plan have been derived from Local Authority Strategic Plans, the progress that has been made towards the previous Business Plan, areas that have been identified as requiring improvements through internal self-evaluation processes and external research.
- 5.4 Members are asked to take the opportunity to comment on the contents of the Business Plan as part of the consultation process and provide a written response as appropriate.
- 5.5 Members are asked to consider the main strengths and areas for development within Caerphilly, as detailed in LA Annex and to consider how LA services can be aligned to meet the ambitious targets within the Business Plan, therefore ensuring all pupils meet their full potential.
- 5.6 Please note that a mid-year evaluation of the current business plan (2019/20) has been submitted to each of the EAS governance groups and has been available for local authorities to share as appropriate within their own democratic processes (created in November 2019). Within the context of evolving accountability arrangements school and where appropriate under Welsh Government guidance aggregate LA performance data has been presented to this committee in previous reports and this business plan has been informed by that data analysis.



- 5.7 The delivery model for the Business Plan is on a regional basis, the needs of each school and trends within Caerphilly are met through bespoke work with each school. Regional investment in building the capacity of schools and educational settings over the last five years have enabled more collaborative ways of working. This approach is enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region there are now a variety of ways in which the EAS supports and challenges school improvement.
- 5.8 The EAS offers a comprehensive Professional Learning Offer (PLO) to all schools and settings across the region. For the past three years the region has funded schools to deliver a large proportion of the professional learning activity much of which is offered on a cluster basis. Each cluster has an assigned lead for professional learning who organises and co-ordinates support for, and access to professional learning across each of the clusters. In addition, each school has a regionally funded professional learning lead who co-ordinates this work at school level.
- 5.9 All schools are provided with a bespoke support package that compliments the priorities identified within their own School Development Plans (SDPs) in line with the levels of support they require. The support levels are informed by the national categorisation process, Estyn inspection outcomes or local intelligence. There is a degree of flexibility within the deployment model to allow for in-year changes in circumstances. The progress schools are making towards their priorities within their SDPs and against their local targets are captured on a termly basis are reported to local authorities
- 5.10 For sustained school improvement to happen it is essential that the culture for change is embedded and that all partners work together recognising that each partner (school, LA and EAS) has its role to play in securing improvements.
- 5.11 Priorities for the Business Plan have been derived from LA Strategic Plans, the progress that has been made towards the previous Business Plan (as noted in the regional self-evaluation document), and areas that have been identified as requiring improvements. A wide range of information has been reviewed to formulate the priorities within this Business Plan:



5.12 A wide range of research has also been undertaken to assist with refining the regional delivery model:



5.13 The Business Plan is in the consultation process. The Consultees are noted below:

- EAS staff
- Directors of Education (within South East Wales) and Diocesan Directors
- Regional Joint Executive Group (JEG)
- EAS Company Board
- EAS Audit and Risk Assurance Committee
- Individual local authority education scrutiny committees
- Regional headteachers strategy group
- Regional governor strategy group
- Sample of teachers from within the region
- Sample of school councils from within the region.

5.14 The final version of the Business Plan will be supported by a range of supporting documents:

- Local Authority Annex documents 2020 – 2021
- Detailed Business Plan 2020–2021
- Regional Grant Mapping Overview 2020–2021
- Regional Self-Evaluation Report (Executive Summary)
- EAS Risk Register (Executive Summary)
- Regional Professional Learning Offer 2020–2021
- Local Authority Strategic Education Plans

5.15 This Business Plan addresses each local authority strategic priority that are indicated with \*. These priorities fall within the remit of the work of the EAS. Additionally, the EAS will work in partnership with Caerphilly LA to support additional local authority priorities, as appropriate.

5.16 The EAS will support the LA in their statutory responsibility of securing that their education and training functions are exercised with a view to promoting high standards and promoting the fulfilment of learning potential.

5.17 Caerphilly Strategic Priorities 2020/21 (as provided by the LA):

<b>Strategic priorities for 2020/2021</b>	<b>Main link (s) to the improvement strands within the Business Plan</b>
Improve outcomes at Key Stage 4 with particular focus on standards in the English language and Capped 9 measures. *	Improvement Strand: 1,2 and 3
Further improve the quality of leadership across all phases of education. *	Improvement Strand: 1 and 2
Increase the number of pupils achieving 3 A-A* at Key Stage 5.*	Improvement Strand: 1, 2 and 3
Improve attainment and progress of all learners in receipt of free school meals across all phases of education, with particular focus on the more able.*	Improvement Strand: 1, 2 and 3
Further improve pupils' acquisition digital competency skills. *	Improvement Strand: 1 and 2

5.18 EAS Improvement Strands:

<b>Improvement Strand</b>	<b>Description</b>
1	i) Developing a high-quality education profession ii) Inspirational leaders working collaboratively to raise standards
2	Strong and inclusive schools committed to excellence, equity and wellbeing
3	Robust assessment, evaluation and accountability mechanisms, supporting a self-improvement system
4	EAS Business Development

Each improvement strand within this plan has a specific emphasis on the work of the EAS in promoting improved outcomes for vulnerable learners, in particular those in receipt of FSM and specific actions that are undertaken to improve secondary schools. These strategies are based on a wide range of research evidence. It will be important that all other stakeholders, including Caerphilly LA and schools, have their own specific strategies to support vulnerable learners.

5.19 The actions contained within the plan align with the Welsh Government strategic document Education in Wales: Our National Mission (Action Plan 2017-2021), are based upon findings from educational research and best practice and address the priorities in each local authority strategic plan.

5.20 As a result of internal self-evaluation we still need to work with local authorities to:

- Ensure that schools that require the highest levels of support and / or in Statutory Categories secure improvement within an acceptable timescale (within 2 years) to reduce their support level and / or be removed from a statutory category.
- Consider a more strategic approach to identifying the next group of headteachers in the region. Further develop the executive headship role so that the very best leaders can make an impact in more than one school.
- Provide effective intervention, challenge, support and capacity-building. Continue to be clear about the bottom lines for intervention and continue to refuse to compromise when children are losing out on a good education. In most cases the focus should be on capacity-building.
- Develop a talent management and leadership framework that focuses on middle leadership development on individual schools and clusters rather than mixed cohorts
- Retain a high bar for the identification of those who can provide support for other schools, continuing to focus on quality and ensuring due diligence and brokering the best from within and outside the region.
- Continue to build the capacity of governing bodies within the region by revising the delivery model for governor training, aligned to the cluster model and provide bespoke professional learning to secondary governing bodies to enable them to undertake their roles effectively.
- Further strengthen the governance arrangements by appointing high quality non-executive directors who can provide additional expertise and independent external challenge.
- Improve the quality of teaching and learning, to include skills development, in identified secondary schools in order to secure improved learner progress, outcomes and engagement in learning, particularly for vulnerable learners.
- Retain a high bar for the identification of those who can provide support for other schools, continuing to focus on quality and ensuring due diligence and brokering the best from within and outside the region.

5.21 As a result of internal self-evaluation, we still need to work with local authorities and schools to:

- Continue to develop bespoke and school led peer review models focussing on improving the quality of teaching and learning that build mutual and reciprocal peer support and challenge.
- Continue to be clear about what the role of EAS is around the wellbeing and equity agenda. Continue to champion and to integrate the work and to stay focused on EAS priorities.
- Develop a boarder range of evaluation strategies that identifies that does not focus solely on end of key stage outcomes but looks at a range of teaching and leadership behaviours that would be a result of a support or intervention strategy.
- Further strengthen the governance arrangements by appointing high quality non-executive directors who can provide additional expertise and independent external challenge.

- Continue to promote succession planning within EAS and to empower the broader leadership team, especially when it comes to exposure to governance and to the production of strategic reports.

5.22 As a result of internal self-evaluation, we still need to work with local authorities and schools to:

- Secure the effective implementation of curriculum for Wales in all schools and settings. Engage in consultations that support the reform agenda.
- Engage in two pilot programmes for schools causing concern and the implementation of the National Resource for School Improvement.
- Design and deliver national professional learning.
- Ensure that elected members are fully apprised of changes to accountability arrangements.
- To secure an indicative 3-year grant funding model.

### **LA Annex Documents**

5.23 Each LA Annex contains an overview of national categorisation for the LA, a summary of the schools in any Estyn follow-up category, aggregate pupil progress information, attendance / exclusion information and a summary of key performance areas. The improvements that are required at regional and local authority level require a strong commitment of partnership-working to be successful. Where local authorities and the EAS work in close partnership, there is evidence, particularly with regards to schools causing concern, that rapid and sustainable school improvement can be achieved.

### **How does the EAS support schools to identify and address their school improvement priorities?**

5.24 Regional investment in building the capacity of schools and educational settings over the last five years have enabled more collaborative ways of working. This approach is enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region there are now a variety of ways in which the EAS supports and challenges school improvement. The impact and effectiveness of the strategies are reviewed regularly through both internal and external processes. A summary of these supporting strategies are below:

- The role of the challenge adviser in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- The role of EAS officers (including subject specific support, support for governors, wellbeing and equity) in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- Access to funded school networks that support all aspects of professional development and school improvement focused on improving the quality of leadership and teaching and learning;
- Access to a wide range of professional learning, some with accreditation options, for teaching assistants, teachers, school leaders and governors;
- Peer working and peer reviews;
- The use of trained and accredited coaches and mentors for teachers and leaders, sourced from within and beyond; and
- Access to eLearning materials and high-quality resources.

## **Working in partnership with local authorities, schools and setting the ambitions for 2020/21 and beyond are:**

5.25

- Overall the number of schools requiring the highest levels of support continues to decrease and when a school is placed within a statutory category it will be removed within an acceptable timeframe agreed with the LA.
- All schools and settings engaged in the pilot programme will have developed a bespoke teaching and learning strategy for their schools.
- Nearly all secondary schools have engaged with a PL programme for cross curriculum skills development and have improved their provision as a result.
- Nearly all schools have wellbeing and equity as a key area within their SDPs and will poverty proof the cost of the school day.
- The quality of SDPs within the secondary phase continue to improve with many being at least good
- Nearly all schools maximise their capped 9 performance through a focus on breadth and quality of provision for all learners.
- All school leadership teams and the majority of middle leaders and teachers will have engaged with the PL programme to support the implementation of the curriculum for Wales.
- Nearly all schools will develop as effective learning organisations.
- Nearly all schools are demonstrating progress against the national language charter framework objectives.
- A regional professional learning programme and talent management framework will be implemented to identify and track aspirational leaders.
- The region has a comprehensive leadership development pathway for aspiring and existing leaders.
- All secondary schools causing concern will be held to account by each LA for the pace of progress and where this is too slow appropriate action will be taken.
- The model for delivery of governor training will be reviewed and revised.
- Worked collaboratively with middle tier partners to support the realisation of the national mission.
- A majority of Chairs and Vice Chairs of governors within the secondary phase will be better equipped to support and challenge the pace of improvement within their schools.
- The revised learning network schools model will be implemented focusing on quality and ensuring due diligence and brokering the best from within and outside the region.
- Bespoke and school led peer review models demonstrate impact on improving the quality of teaching and learning in identified schools.
- An online resource to support teaching and learning will be developed to exemplify and share best practice across the region.
- A LA based online resource for Health and Wellbeing will be created for schools to signpost to a range of provision and partners.
- A boarder range of evaluation strategies will be developed and used that does not focus solely on end of key stage outcomes but looks at a range of teaching and leadership behaviours that would be seen as a result of a support or intervention strategy
- The delegation rate to schools is maintained at 94%.
- Governance arrangements will be strengthened, and additional non-executive directors will be appointed to the company board.
- Succession planning within the broader leadership team of the EAS is improved with team members having more exposure to governance meetings and to the production of strategic reports.

## **Risks**

### 5.26 Caerphilly LA Risks:

- Not a high enough percentage of learners make the expected rate of progress and achieve appropriate outcomes at Key Stage 4, particularly in the English language and Capped 9 measures.
- The pace of improvement in the quality of leadership across all phases of education is insufficient.
- The number of pupils achieving 3 A-A\* at Key Stage 5 remains too low.
- Pupils' do not acquire sufficient digital competency skills

These risks are mitigated through the identification of priorities as seen in the priority areas above and within the detailed within the EAS Business Plan, Caerphilly LA Service Improvement Plan and the Education Strategic Plan.

### 5.27 Regional Risks: As part of the internal EAS risk management process several aspects have been identified as potential barriers to the successful implementation of this Business Plan. These clearly set out the elements that will be important to ensuring optimum impact of the work of the EAS in partnership with LAs. These are:

- Full use is not made of consultation events to help shape the direction of the Business Plan to ensure collective regional ownership of priorities and actions for improvement;
- The work of the EAS in improving outcomes for learners (particularly vulnerable learners) will not be optimised unless there is engagement with all key partners across LAs to ensure effective joint targeting of resources;
- Schools / settings that require improvement are not: identified at an earlier enough stage, accessing /engaging / receiving the most appropriate or effective support, are not held to account in a timely manner using the most appropriate strategies;
- Agreed actions are not carried out in a timely manner by identified parties;
- LA statutory powers are not utilised in a consistent, appropriate and timely way; and
- Uncertain financial projections to enable more effective long-term planning.

## **6. ASSUMPTIONS**

6.1 There are no specific assumptions.

## **7. LINKS TO RELEVANT COUNCIL POLICIES**

7.1 The recommended course of action contributes to the following Well-being Goals within the Well-being of Future Generations Act (Wales) 2016:

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

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

- 8.1 This report content (Education attainment) contributes to the Well being Goals. This report is for consultation only and so does not analyse the 5 ways of working in terms of decision making but it does recognise that going forward support is put in place to improve attainment. This must take a long term view as part of its impact on life chances, employment and quality of life. Causes within attainment are complex although one of the main ones is deprivation. The measure that is commonly used to measure deprivation is a pupil's eligibility to receive Free School Meals. One of the Council's Well-being Objectives is to 'Improve outcomes for all learners but we want to particularly focus on those vulnerable to underachievement.

## **9. EQUALITIES IMPLICATIONS**

- 9.1 The EAS have their own Equalities and Welsh Language plans in place. CCBC has therefore not undertaken any specific impact assessment on the EAS Business Plan.

## **10. FINANCIAL IMPLICATIONS**

- 10.1 The EAS is subject to a robust governance model that is underpinned by a Collaboration and Members agreement (CAMA) and Articles of Association. Ensuring that the EAS provides value for money is of utmost importance. As recipients of public funding it is important that budgets are allocated wisely. We will endeavour to deliver even better value for money through achieving financial balance and delivering services within the constraints of our budget, making further efficiency savings wherever possible and ensuring delegation rates to schools are maximised.
- 10.2 The EAS is funded on an annual basis from three sources: Local authority core contributions, regional school improvement grants and a service level agreement for governor support services. A spending plan accompanies the Business Plan which is intrinsically linked to all actions contained within it. A detailed overview of the regional distribution of all grants is available for all schools to view and compare allocations and rates of delegation through the regional grant monitoring too.
- 10.3 Delegation rates to schools has increased to 94% whilst the EAS staff profile by 48% since 2012. An element of the EAS was originally set a trading income target of £1.25m from schools to enable balanced year end account position. This has now been totally eradicated from income dependency and schools are no longer charged for any training or services provided in line with the business plan.
- 10.4 Local authority funding for consortium working is underpinned by the National Model for Regional Working, published by the Welsh Government in 2014. The model recommended a core funding allocation of £3.6m for the EAS. The current LA core contribution is based on these figures less year on year efficiencies of £1.17m since 2012 agreed in collaboration with the 5 local authorities. The local authorities' indicative figures for 2020/21 are as follows: Caerphilly LA's contribution for 2020/21 is £1,005,705 compared with £1,021,020 in 2019/20.
- 10.5 The Collaboration and Members Agreement (CAMA) details the procedure that needs to be followed for all school improvement grants received into the region. All grants are approved by local authority Chief Education Officers / Directors of Education with a follow up ratification from JEG members. Historically there were two main grants received into the region from Welsh Government. Pupil Development Grant (PDG) and Education



Improvement Grant (EIG). The latter has been re-designated as the Regional Consortia School Improvement Grant (RCSIG) and includes specific initiatives to support the objectives within the 'Education in Wales: Our National Mission'. In addition to the two main grants, two small regional indicative grants were received for SEREN learners.

## **11. PERSONNEL IMPLICATIONS**

11.1 There are no personnel implications.

## **12. CONSULTATIONS**

- Education Achievement Service Staff
- SEWC Directors and Diocesan Directors
- Regional Joint Executive Group
- Education Achievement Service Company Board
- Education Achievement Service Audit and Risk Assurance Committee
- Individual Local Authority Education Scrutiny Committees
- Regional Headteacher Strategy Group
- Regional Governor Strategy Group
- Pupil Consultation.

## **13. STATUTORY POWER**

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

Appendix 1: The South-East Wales Regional Mission: Business Plan (2020-2021) (First Draft for Consultation)

Appendix 2: Draft LA Annex Document 2020/2021

Author: Debbie Hartevelde, Managing Director, Education Achievement Service

Consultees: Education Achievement Service Staff  
SEWC Directors and Diocesan Directors  
Regional Joint Executive Group  
Education Achievement Service Company Board  
Education Achievement Service Audit and Risk Assurance Committee  
Individual Local Authority Education Scrutiny Committees  
Regional Headteacher Strategy Group  
Pupil Consultation  
Richard Edmunds, Corporate Director, Education and Corporate Services  
Keri Cole, Chief Education Officer  
Sue Richards, Head of Education Planning & Strategy  
Christina Harry, Interim Chief Executive  
Dave Street, Corporate Director, Social Services & Housing  
Mark S. Williams, Corporate Director Communities  
Councillor Barbara Jones, Cabinet Member for Education & Achievement  
Councillor Teresa Parry, Chair, Education for Life Scrutiny Committee  
Councillor Carol Andrews, Vice Chair, Education for Life Scrutiny Committee

Lynne Donovan, Head of People Services  
Jane Southcombe, Financial Services Manager  
Rob Tranter, Head of Legal Services and Monitoring Officer  
Steve Harris, Interim Head of Business Improvement Services  
Anwen Cullinane, Senior Policy Officer, Equalities, Welsh Language &  
Consultation  
Ros Roberts, Business Improvement Manager.



**Education Achievement Service**  
for South East Wales  
**Gwasanaeth Cyflawni Addysg**  
i Dde Ddwyrain Cymru

# The South East Wales Regional Mission: Business Plan (2020-2021)

“Transforming pupil outcomes, creating capacity through networks, enabling excellence in teaching and leadership”

The final version of the Business Plan and all accompanying documents will be available in both Welsh and English. There will be a detailed delivery plan and a regional professional learning offer that supports the actions contained within this plan.

The Education Achievement Service (EAS) Business Plan will go through a thorough consultation process prior to the publication of the final version. The consultees are listed below:

- EAS staff
- Directors of Education (within South East Wales) and Diocesan Directors
- Regional Joint Executive Group (JEG)
- EAS Company Board
- EAS Audit and Risk Assurance Committee
- Individual local authority education scrutiny committees
- Regional headteachers strategy group
- Regional governor strategy group
- Sample of teachers from within the region
- Sample of school councils from within the region

The final version of the Business Plan will be formally agreed by each local authority Director of Education / Chief Education Officer, the Joint Executive Group and the Company Board:

<p><b>Cllr K Preston</b></p> <p>Chair of Education Achievement Service Company Board</p>	
<p><b>Cllr D Yeowell</b></p> <p>Chair of Joint Executive Group</p>	
<p><b>Ms D Harteveld</b></p> <p>Managing Director, Education Achievement Service</p>	
<p><b>Mr Will McClean</b></p> <p>Lead Director on behalf of South East Wales Directors Group</p>	

## Contents

Section	Focus	Page
1	<b>Regional Context</b>	4
2	<b>Overview</b> <ul style="list-style-type: none"> <li>• What does the EAS do on behalf of, and in partnership with local authorities and other organisations?</li> <li>• How does the EAS support schools and settings to identify and address their improvement priorities?</li> <li>• Regional Delivery Model</li> </ul>	5-6
3	<b>The South East Wales Regional Mission Business Plan (2020/2021)</b> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Local Authority Education Strategic Priorities 2020/2021</li> <li>• Summary of Progress 2019/2020</li> <li>• Regional Priorities for 2020/2021</li> <li>• The South East Wales Regional Mission Business Plan (2020/2021): Improvement Strands 1-4</li> <li>• Ambitions for 2020/2021 and beyond</li> </ul>	7-20
4	<b>Delivery arrangements</b> <ul style="list-style-type: none"> <li>• Governance and funding</li> <li>• Monitoring and evaluation</li> <li>• Risks associated with the delivery of the Business Plan</li> </ul>	21-23
5	<b>Additional supporting documents</b>	24

## Section 1: Regional context

The EAS is the school improvement service for the five local authorities (LAs) in South East Wales (Blaenau Gwent, Caerphilly, Monmouthshire, Newport and Torfaen). The number of pupils of compulsory school age in 2019 was 72,698. This represents 19% of all pupils in Wales. There are 234 maintained schools in the region, 16% of all maintained schools in Wales (EAS figure correct from September 2019, Wales figure from PLASC, 2019). The percentage of pupils of compulsory school age who are eligible for free school meals (FSM) is 19.2%, which is higher than the national figure of 18.3%. This level of eligibility is the joint highest of the four regional consortia with Central South Consortium (PLASC, 2019). In the region, 10% of people aged three and over say that they can speak Welsh compared to the Wales average of 19% (2011 Census, ONS). The percentage of pupils aged 5 or over from an ethnic minority background is 10.8%, an increase from 10.3% in 2018. This is a similar rate of increase to that nationally (11.4% from 11.0%). Based on local authority reported numbers (Summer 2019), 1024 children in the region are looked after (LAC) by an LA and attend a school in the region. From 2019, looked after children are no longer being recorded in the PLASC return so there can be no comparison against Wales, however this is an increase regionally from 983 children in 2018.

### Schools

Blaenau Gwent (22.7% FSM)	
2	Non-maintained Nursery Settings
19	Primary
2	Secondary
2	Special
2	3-16

Monmouthshire (11.3% FSM)	
27	Non-maintained Nursery Settings
30	Primary
4	Secondary
1	Special
1	Pupil Referral Service

Caerphilly (19.7% FSM)	
14	Non-maintained Nursery Settings
63	Primary
6	Infant
4	Junior
11	Secondary
1	Special
1	Pupil Referral Unit
1	3-18

Newport (19.4% FSM)	
24	Non-maintained Nursery Settings
2	Nursery
43	Primary
9	Secondary
2	Special
1	Pupil Referral Unit

Torfaen (22.0% FSM)	
15	Non-maintained Nursery Settings
25	Primary
6	Secondary
1	Special
1	Pupil Referral Service

Overview of regional school staffing		
Local Authority	Number of Teaching Staff	Number of Support Staff
Blaenau Gwent	511	575
Caerphilly	1,519	1,366
Monmouthshire	679	642
Newport	1,427	1,283
Torfaen	773	751
EAS	4,909	4,617

## Section 2: Overview

### What does the EAS do on behalf of, and in partnership with, LAs and other organisations?

The EAS is a not for profit limited company that is owned by the five LAs in South East Wales. The EAS delivers, through an agreed Business Plan, a wide range of school improvement services to all schools (all key stages, including all through schools and special schools), pupil referral units and funded non-maintained nursery settings on behalf of each LA. This plan supports the role LAs have in delivering their statutory function, addressing their individual improvement priorities and promoting improved pupil outcomes. This Business Plan encompasses delivery across the following aspects:

- Monitor, challenge, support and intervention
- Curriculum, assessment and accountability reform
- Data collation, analysis and support (school, LA, region)
- Professional Learning: Teaching and Leadership
- Professional Learning: Teaching Assistants / Higher Level Teaching Assistants
- Equity and wellbeing
- Literacy, numeracy and digital
- Welsh language development
- Core and non-core subjects
- Support for governing bodies including professional learning
- National strategies, to include: Lead Creative Schools, Global Futures
- Specialist HR support
- Initial Teacher Education / Graduate Teacher Programme

### How does the EAS support schools and settings to identify and address their improvement priorities?

Regional investment in building the capacity of schools and educational settings over the last five years have enabled more collaborative ways of working. This approach is enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region there are now a variety of ways in which the EAS supports and challenges school improvement. The impact and effectiveness of the strategies are reviewed regularly through both internal and external processes.

A summary of these supporting strategies is:

- The role of the challenge adviser in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- The role of EAS officers (including subject specific support, support for governors, wellbeing and equity) in supporting, brokering and challenging the pace of progress schools make in addressing their identified school priorities;
- Access to funded school networks that support all aspects of professional development and school improvement focused on improving the quality of leadership and teaching and learning;
- Access to a wide range of professional learning, some with accreditation options, for teaching assistants, teachers, school leaders and governors;
- Peer working and peer reviews;
- The use of trained and accredited coaches and mentors for teachers and leaders, sourced from within and beyond; and
- Access to eLearning materials and high-quality resources.

## Regional delivery model

Regional investment in building the capacity of schools and educational settings over the last five years have enabled more collaborative ways of working and a move towards the creation of a self-improving school system. This approach is enabling teachers and leaders to learn from each other, to try out new approaches and to engage with educational research as the backdrop for improvement. Across the region the ways in which the EAS supports and challenges school improvement has developed over the past 6 years. The impact, effectiveness and value for money of regional strategies are reviewed regularly through both internal and external processes. The region has commissioned several external reviews over the past 3 years that have helped to shape future direction based upon effective principles of a self-improving system.

The EAS offers a comprehensive Professional Learning Offer (PLO) to all schools and settings across the region. For the past three years the region has funded schools to deliver a large proportion of the professional learning activity much of which is offered on a cluster basis. Each cluster has an assigned lead for professional learning who organises and co-ordinates support for, and access to professional learning across each of the clusters. In addition, each school has a partially funded professional learning lead who co-ordinates this work at school level. Support via the numerous funded learning network schools is also organised on a geographical basis to support this delivery model.

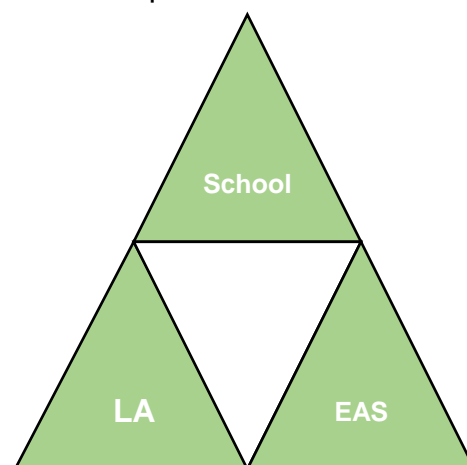
The cluster-based professional learning lead also provides schools within the cluster with updates and development materials to support all key priorities within the National Mission, to include: Schools as Learning Organisations and the Professional standards for teaching and leadership. This work is disseminated to all schools / practitioners through their nominated professional learning leads.

Each cluster also has a linked curriculum pioneer school, that supports regional delivery of key information and latest drafts/key messaging with regards to the new Curriculum for Wales. EAS organises regular briefing sessions with professional learning leads, headteachers, chairs of governors and local authority partners to ensure consistency of messaging, understanding and respective roles and responsibilities in key areas of work.

All schools are provided with a bespoke support package that compliments the priorities identified within their own School Development Plans (SDPs) in line with the levels of support they require. The support levels are informed by the national categorisation process, Estyn inspection outcomes or local intelligence. There is a degree of flexibility within the deployment model to allow for in-year changes in circumstances. The progress schools are making towards their priorities within their SDPs and against their local targets are captured on a termly basis are reported to local authorities.

The EAS can offer advice, support and guidance that promote improved outcomes in schools and settings, whilst LAs retain the statutory responsibility for schools and school improvement.

For sustained school improvement to happen it is essential that the culture for change is embedded and that all partners work together recognising that each partner (school, LA and EAS) has its role to play in securing improvements.

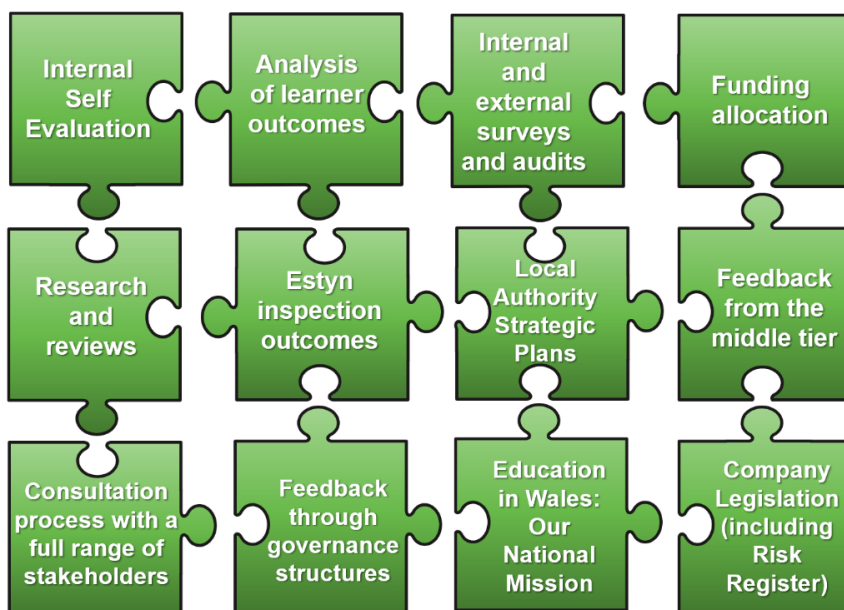




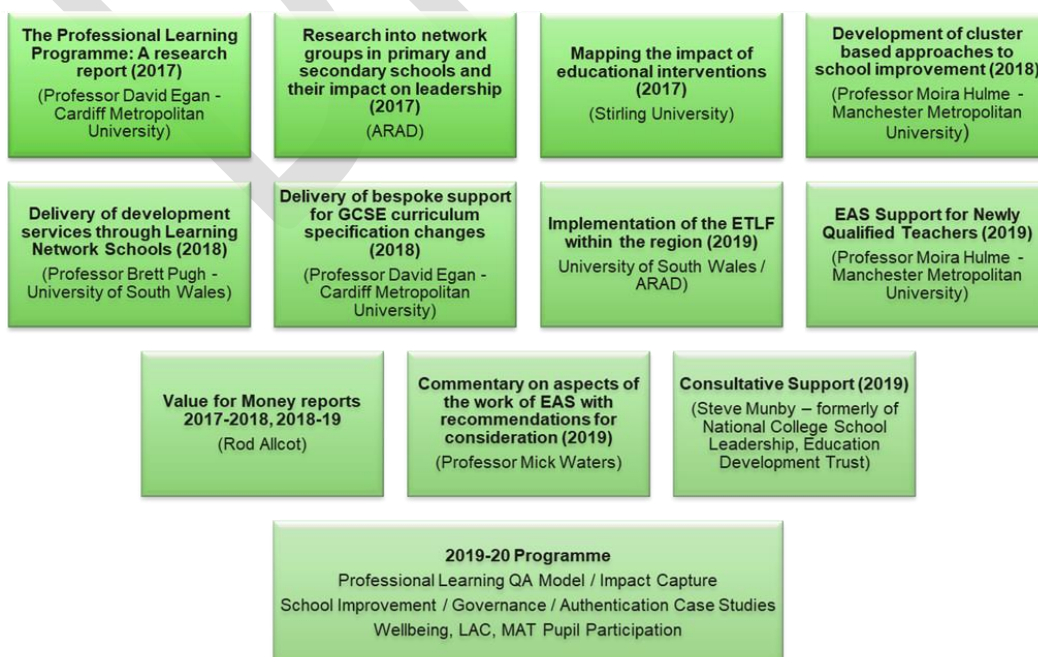
### Section 3: Business Plan 2019/2020: Introduction

This Business Plan (2019/2020) outlines the programme of work that is required to continue to accelerate outcomes and provision for children and young people in settings and schools in South East Wales. The plan focuses on the need to raise aspiration and accelerate improvement in pupil outcomes, improve the quality of teaching and leadership, support schools to realise the national reform agenda and to continue to build upon the self-improving system within and across schools and settings.

Priorities for the Business Plan have been derived from LA Strategic Plans, the progress that has been made towards the previous Business Plan (as noted in the regional self-evaluation document), and areas that have been identified as requiring improvements. A wide range of information has been reviewed to formulate the priorities within this Business Plan:



The EAS Business Plan priorities continues to be shaped using the outcomes of external reviews and research:



*“Systems and processes, these are excellent. The Business Planning processes are consultative and transparent. The Hwb system enables data and information to be held in one place and is significantly reducing bureaucracy and workload, whilst enabling a clear record to be kept of actions and impact. Grant planning is transparent and clear.”*


*“EAS welcomes external challenge and is not resting on its success. It is keen to bring in external expertise to review its progress and to learn from elsewhere. External reviews from Manchester Metropolitan University, Cardiff Metropolitan University, Professor Mick Waters and others have helped to keep EAS on the front foot and to be thinking strategically about further improvement.”*




(Dr. Steve Munby: Review of EAS current practice and direction of travel (October 2019)).

### Local authority education strategic priorities 2020/21 (provided by each local authority)


This Business Plan addresses each local authority strategic priority that are indicated with \*. These priorities fall within the remit of the work of the EAS. Additionally, the EAS will work in partnership with LAs to support additional local priorities, as appropriate.

The improvements that are required at regional and local authority level require a strong commitment of partnership-working to be successful. Where local authorities and the EAS work in close partnership, there is evidence, particularly with regards to schools causing concern, that rapid and sustainable school improvement can be achieved.

LA	Strategic priorities for 2020/2021	Main link(s) to improvement strands within the Business Plan
<b>Blaenau Gwent</b> 	Accelerating early language acquisition skills between the ages of 3 to 7.*	1, 2 and 3
	To increase value-added progress in English and maths between key stage 2 and 3 and particularly between key stage 3 and key stage 4.*	1, 2 and 3
	To increase attainment in English and maths in key stage 3 at Level 6+.*	1, 2 and 3
	To improve attainment in English and maths (maths in particular) at level 2 in key stage 4*	1, 2 and 3
	To improve value-added progress for our most vulnerable learners, particularly between key stage 3 and key stage 4.*	1, 2 and 3

LA	Strategic priorities for 2020/2021	Main link(s) to improvement strands within the Business Plan
<b>Caerphilly</b> 	Improve outcomes at Key Stage 4 with particular focus on standards in the English language and Capped 9 measures. *	1, 2 and 3
	Further improve the quality of leadership across all phases of education. *	1 and 3
	Increase the number of pupils achieving 3 A-A* at Key Stage 5. *	1 and 3
	Improve attainment and progress of all learners in receipt of free school meals across all phases of education, with particular focus on the more able. *	2
	Further improve pupils' acquisition digital competency skills *	1 and 3
<b>Monmouthshire</b> 	Strengthen leadership and teaching and learning capacity in identified schools to ensure that all pupils make appropriate progress from their starting points. *	1, 2 and 3
	Improve the outcomes for all vulnerable learners, particularly those eFSM, at the secondary stages (key stages 3 and 4) and at the higher levels. *	1, 2 and 3
	Reduce variance in outcomes between schools and departments particularly at key stage 4. *	1, 2 and 3
	Work with all stakeholders to develop effective mechanisms to help reduce the amount of exclusions.	2
<b>Newport</b> 	Improve provision and outcomes for FSM learners in all key stages.*	1, 2 and 3
	Reduce variance in outcomes, teaching, and leadership, particularly at key stage 4. *	1, 2 and 3
	Ensure a consistent approach to ALN provision, in line with the requirements of the Additional Learning Needs and Education Tribunal (Wales) Act 2018 through the implementation of a Leadership/ALN Review framework in collaboration with Local Authority inclusion services.	2
	Reduce persistent absenteeism, particularly in secondary schools, and so improve secondary attendance.*	2

LA	Strategic priorities for 2020/2021	Main link(s) to improvement strands within the Business Plan
----	------------------------------------	--

<p><b>Torfaen</b></p>  <p>TORFAEN COUNTY BOROUGH BWRDEISTREF SIROL TORFAEN</p>	<p>Improve the progress that FSM pupils make across all key stages, particularly key stage 4 by ensuring LA services compliment and support regional provision. *</p>	<p>1, 2 and 3</p>
	<p>Ensure all of Torfaen schools have a clear strategy for improving the quality of teaching and learning particularly in secondary schools to reduce within school variation so all pupils, including boys and vulnerable learners, make appropriate progress over time. *</p>	<p>1, 2 and 3</p>
	<p>Reduce the level of variability in the quality and impact of leadership at all levels in secondary schools in the authority to secure good and sustained pupil outcomes. *</p>	<p>1, 2 and 3</p>

Each improvement strand within this plan has a specific emphasis on the work of the EAS in promoting improved outcomes for vulnerable learners, in particular those in receipt of FSM and specific actions that are undertaken to improve secondary schools.

These strategies are based on a wide range of research evidence. It will be important that all other stakeholders, including schools and LAs, have their own specific strategies to support and promote improved outcomes for learners. The EAS will endeavour, as appropriate, and within available resources to support LA strategic plans to maximise the impact on learner outcomes.

# Summary of progress 2019/20

**90%** of schools felt that the role of EAS is clear and there is a clear vision for school improvement



Designed and developed a grant planning toolkit with **100%** engagement from schools

**6,035** twitter followers



**52** current serving headteachers undertaking the role of Challenge Advisers

**94%** delegation rate to schools = £45.92M

**87%** of Seren learners went to Oxbridge or Sutton Trust universities

**55** HLTAs have achieved the qualification

**52** schools engaged in the more able and talented network meetings



**69** schools within the region are providing support to other schools across the region

**All** secondary schools have a partially funded lead for vulnerable learners and professional learning

**208** NQTs have successfully completed induction across the region

Peer working models continue to be developed

**All** schools engaged in the regional offer to support curriculum for Wales

**1111** professional learning opportunities have been offered to support the teaching and leadership standards



**92%** of schools and settings received ACE awareness training with 1707 teachers noting that the training informed their provision within the classroom



**All** school clusters engaged in Wellbeing Network meetings

Between 2017/2018 and 2018/2019 there have been increases in the % of schools judged to be good or excellent in each of the 5 inspection areas by at least **11%**

**29** NPQH candidates successfully gained the qualification

**194** schools have engaged with the SLO portal

Overall the number of schools requiring the highest levels of support continue to **decrease**



**35** schools received the Seren Foundation Grant

**221** learners completed the Seren Programme in 2018 with an increase in 2019 of 285 learners engaged



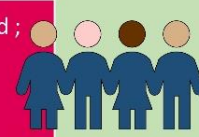
Over the past 3 years the number of acting headteachers has **decreased**

**All** secondary schools PDG plans have been agreed through professional panels

**156** self chosen networks of schools

**All** PDG grant plans are linked to Sutton trust toolkit

**1588** governing body meetings clerked ; **615** governors attended professional learning and an additional 114 online induction sessions.



\*further detail is contained within the mid and end of year review of the 2019/2020 Business Plan

**As a result of internal self-evaluation, we still need to work with local authorities and schools to:**

Continue to develop bespoke and school led peer review models focussing on improving the quality of teaching and learning that build mutual and reciprocal peer support and challenge.



Continue to be clear about what the role of EAS is around the wellbeing and equity agenda. Continue to champion and to integrate the work and to stay focused on EAS priorities.



Develop a boarder range of evaluation strategies that identifies that does not focus solely on end of key stage outcomes but looks at a range of teaching and leadership behaviours that would be a result of a support or intervention strategy.



Further strengthen the governance arrangements by appointing high quality non-executive directors who can provide additional expertise and independent external challenge.



Continue to promote succession planning within EAS and to empower the broader leadership team, especially when it comes to exposure to governance and to the production of strategic reports.

**As a result of internal self-evaluation we still need to work with other regions, Welsh Government and middle tier partners to:**

Secure the effective implementation of curriculum for Wales in all schools and settings. Engage in consultations that support the reform agenda.



Engage in two pilot programmes for schools causing concern and the implementation of the National Resource for School Improvement.

Design and deliver national professional learning.

Ensure that elected members are fully apprised of changes to accountability arrangements.

To secure an indicative 3-year grant funding model.

**As a result of internal self-evaluation, we still need to work with local authorities and schools to:**

**Ensure that schools that require the highest levels of support and / or in Statutory Categories secure improvement within an acceptable timescale (within 2 years) to reduce their support level and / or be removed from a statutory category**



**Consider a more strategic approach to identifying the next group of headteachers in the region. Further develop the executive headship role so that the very best leaders can make an impact in more than one school.**



**Provide effective intervention, challenge, support and capacity-building. Continue to be clear about the bottom lines for intervention and continue to refuse to compromise when children are losing out on a good education. . In most cases the focus should be on capacity-building**



**Develop a talent management and leadership framework that focuses on middle leadership development on individual schools and clusters rather than mixed cohorts.**



**Retain a high bar for the identification of those who can provide support for other schools, continuing to focus on quality and ensuring due diligence and brokering the best from within and outside the region.**



**Continue to build the capacity of governing bodies within the region by revising the delivery model for governor training, aligned to the cluster model and provide bespoke professional learning to secondary governing bodies to enable them to undertake their roles effectively.**



**Further strengthen the governance arrangements by appointing high quality non-executive directors who can provide additional expertise and independent external challenge.**



**Improve the quality of teaching and learning, to include skills development, in identified secondary schools in order to secure improved learner progress, outcomes and engagement in learning, particularly for vulnerable learners.**



**Retain a high bar for the identification of those who can provide support for other schools, continuing to focus on quality and ensuring due diligence and brokering the best from within and outside the region**



## Business Plan 2020/2021

The actions below have been developed in collaboration with our partners, linked to each local authority strategic priorities. They represent the key priorities for the region to deliver in 2020/21. However, they are not exhaustive, and we recognise the importance of continuing to deliver our core business to a high standard.

<b>Improvement Strand 1</b>	<p><b>i) Developing a high-quality education profession</b></p> <p><b>ii) Inspirational leaders working collaboratively to raise standards</b></p> <ul style="list-style-type: none"> <li>• Developing all staff and leaders to have the right knowledge and skills to do their job effectively so that pupils make good progress over time.</li> <li>• Developing leaders and providing them with the opportunity to learn with and from others.</li> </ul>
<b>What will the EAS do?</b>	
<p><b>Quality assurance and impact of all professional learning</b></p> <ul style="list-style-type: none"> <li>• Continue to provide schools with guidance to complete, publish and evaluate the impact of their Professional Learning Plan.</li> <li>• Pilot the regional model for quality assuring all professional learning to capture impact.</li> </ul> <p><b>Curriculum Reform</b></p> <ul style="list-style-type: none"> <li>• Provide all schools with access to the national professional learning programmes, for all staff, to support the implementation of the curriculum for Wales. This will be jointly delivered with regional Innovation schools and Professional Learning schools.</li> <li>• Provide schools with examples of effective school development actions for curriculum reform and support schools to implement these.</li> <li>• Encourage all schools to be research informed by creating a network of lead enquirers from Professional Learning schools to develop the capacity for professional enquiry in all schools.</li> <li>• Use the outcomes of the engagement visits completed by Estyn to support the development of a set of common expectations around the implementation of the curriculum for Wales.</li> </ul> <p><b>Schools as Learning Organisations</b></p> <ul style="list-style-type: none"> <li>• Design and facilitate professional learning that encourages schools to develop as effective learning organisations. This will include a range of approaches such as e-learning, school to school working and research.</li> <li>• Provide a coordinated programme of support to ensure all schools develop as effective learning organisations e.g. how to use the survey to inform school development priorities.</li> <li>• Support the remaining schools who have yet to engage the schools as learning organisation (SLO) survey.</li> <li>• Share case studies where schools and clusters are effectively developing as learning organisations.</li> <li>• Provide support and guidance to schools about how to use the SLO survey to inform school development priorities</li> </ul> <p><b>Teaching and Learning</b></p> <ul style="list-style-type: none"> <li>• Identify and share effective whole school strategies for teaching and learning from within and beyond the region.</li> <li>• Support schools to use a range of first-hand evidence to improve the quality of teaching and learning through a modelled, shared and guided approach.</li> <li>• Identify and work with effective leaders, teachers and teaching assistants across the region from all phases to share best practice that captures the progress of learners. This will include</li> </ul>	



the development of a regional online resource that will include pupils work, portfolios, film clips of teachers, learners and leaders.

- Provide a range of delivery models and access to a wider range of professional learning across all areas of learning to support schools to improve the quality of teaching and learning within and beyond the region.
- Identify and share through planned professional learning, successful examples of provision, teaching and application of skills that evidences pupil progression across all phases from within and beyond the region.

#### **Professional learning teaching assistants**

- Provide a professional learning offer that supports teaching assistants whether new to the role, a practicing teaching assistant or as an experienced higher-level teaching assistant.

#### **Professional Learning for statutory induction**

- Continue to refine and develop the induction support for Newly Qualified teachers, including the role of the school-based induction mentor, the role of the external verifier and the support provided beyond the statutory induction period. Strengthen partnership working with HEI institutions to offer joint induction support for early career entry.

#### **Initial Teacher Education**

- Continue to work with higher education partners, cross regional partners and schools in developing and delivery of all routes into initial teacher education.

#### **Inspirational leaders working collaboratively to raise standards**

##### **National professional learning offer for leaders**

- Provide a professional learning offer in partnership with higher education institutions and other regions to support leaders at all levels in all schools and settings through a nationally endorsed range of programmes: Middle leadership, senior leadership, aspiring headteacher / preparation for NPQH, NPQH, New and Acting headteachers, experienced headteachers.

##### **Identifying, recruiting and retaining effective leaders**

- Identify aspirational leaders and provide them with bespoke professional learning and a range of leadership experiences that supports them to develop an individual professional learning journey, particularly within the Welsh medium and secondary sectors.
- Work with local authorities and governing bodies to explore a range of leadership models e.g. Executive headship
- Regional specialist HR will work with local authorities to review and revise senior leadership recruitment processes to include using evaluations from a range of stakeholders and professional learning for appointment panel members.
- In partnership with other regions and higher education institutions, provide a mentoring and coaching programme to develop and support school leaders and governors.

##### **Governors as leaders**

- Review and refine the Governor Support Clerking Service Level Agreement, to ensure that it supports effective governance.
- Review and refine the delivery model for professional learning (not including the mandatory training) for governors using the cluster-based 'train the trainer' approach.
- Further develop online resources for governors, including tools to assist with self-evaluation.
- Provide opportunities for collaborative professional learning for school leaders and governors.

- Identify governors who can undertake a range of roles within and beyond their own school, providing bespoke professional learning to strengthen and build capacity within the region.
- Explore and encourage peer support arrangements for governing bodies to secure improvement.

### **Specialist HR**

- Work with local authorities to complement existing services.
- Provide specialist HR professional learning for school leaders to include the implementation of the Professional Standards for Teaching and Leadership and managing performance.

### **Targeted support for the secondary phase (in addition to above)**

- Review and refine the current model for the development of teaching and learning strategies in identified schools, use the outcomes to engage a further cohort of secondary schools.
- Continue to provide a range of strategies to support leadership of teaching and learning e.g. school to school, research informed approaches
- Continue to provide professional learning for Chairs and Vice Chairs of governors in secondary schools focussing on improving the quality of leadership and teaching and learning.
- Support schools to explore a range of models to help them prepare for the implementation of curriculum for Wales.
- Review and refine co-ordinated Challenge Adviser and subject specific support and delivery in identified schools e.g. intensive block time, challenge adviser and school to school model
- Supporting schools to ensure that curriculum pathways provide an appropriate choice for all learners.

### **Specific focus on improving the outcomes of Vulnerable Learners**

- Design and facilitate professional learning for specialist teaching assistants in partnership with local authorities and settings.
- Review and refine the secondary Vulnerable Learner Lead programme, sharing effective practice across selected clusters and primary schools.
- Design and facilitate national online resources to complement the middle leadership programme for more able and Seren school leads.
- Evaluate the current range of enhanced curriculum opportunities funded via the pupil development grant and share best practice across the secondary phase.
- Capture best practice of a range of curriculum offers that are provided in PRU provisions.

<b>Improvement Strand 2</b>	<p><b>Strong and inclusive schools committed to excellence, equity and wellbeing</b></p> <ul style="list-style-type: none"> <li>• Providing schools with support, guidance and professional learning to ensure all learners (including all known groups of vulnerable learners) attend school every day, engage well in their learning, receive the correct support and challenge in supportive and inclusive learning environments.</li> </ul>
-----------------------------	---

**What will the EAS do?**

- To provide a programme of professional learning through a ‘Train the Trainer’ approach that provides the foundations of universal provision across all schools and settings. This will include strategy development and professional learning for: FSM learners, LAC learners, Known Adopted learners, Young Carers, More and Most Able Learners and those who have English as an additional language.
- Embed the regional Equity and Wellbeing Strategy (which encompasses strategies for all vulnerable learners) to further develop multi-agency working, to build on the universal provision for all schools and settings.
- To create an online interactive curriculum tool that captures the resources available to support schools in shaping their provision for Health and Wellbeing at a local and regional level.
- To co-construct a professional learning programme in partnership with local authorities on ‘Improving pupil engagement and behaviours in learning’ based upon the principles of adverse childhood experiences agenda.
- Review and extend the network of schools engaged with the ‘Raising the achievement of disadvantaged youngsters’ programme.
- To improve pupil voice and pupil participation across the region in partnership with the School and Super Ambassador Programme to influence school and regional priorities.
- To introduce a revised regional approach to improve the monitoring and impact of the pupil development grant that includes a professional panel attended by local authority officers.
- Work with local authorities to ensure that local authority strategic plans for vulnerable learners are complimented by the regional strategy.
- Attendance and exclusions
- To support the Regional Transformation Officer to update stakeholders on ALN Reform and support the shaping of a professional learning programme to meet the changing requirements of ALN Reform.
- To continue to support schools and settings with the planning, monitoring and evaluating of grant plan expenditure. Continue to provide schools with guidance to complete, publish and evaluate the impact of the Pupil Development Grant.

**Targeted support for the secondary phase (in addition to above)**

- Design and facilitate a pilot programme to enhance the use of Form Group time in Secondary Schools.
- To engage with Career Wales to design a programme that offers learners career advice from year seven onwards in order to map their flightpaths to their desired destinations.

<b>Improvement Strand 3</b>	<p><b>Robust assessment, evaluation and accountability mechanisms, supporting a self-improvement system</b></p> <ul style="list-style-type: none"> <li>• Providing support for schools to use a wide range of evidence to accurately assess where they are, where they want to be and how they will get there through continuous self-improvement.</li> </ul>
-----------------------------	---

**What will the EAS do?**

- Provide schools with a range of targeted support focussed on school development priorities in line with their current support level.
- Focus support will be brokered between the EAS, LA and school leaders.
- Implement the regional approach to schools causing concern in partnership with LAs that includes regular schools causing concern meetings and regional schools causing concern register to monitor the progress that schools make.
- Where concerns arise in any school or setting the EAS will share relevant information with LAs and Diocesan Directors to inform next steps and where appropriate this may include the use of LA statutory powers to accelerate progress.
- Working alongside key partners including Estyn, Welsh Government, Local Authorities and school leaders, pilot an approach to supporting schools causing concern to identify appropriate and timely support and intervention in order to accelerate progress.
- Embed the regional strategy for target setting with a key focus on the school's context at a local level, and further develop the use of pupil progress data at school level in line with the national guidance.
- Provide professional learning opportunities for schools, governing bodies and LAs to understand the changing assessment and accountability arrangements within the reform agenda.
- Support the piloting of the national evaluation and improvement resource (NEIR) in identified regional schools and ensure key learning is shared with all schools and settings.
- Provide professional learning to all schools and settings to promote effective self-evaluation and improvement planning processes.
- Formally monitor and evaluate the quality and impact of self-evaluation and development planning for all schools and settings to secure improvement in progress and attitudes of learners, the quality of teaching and learning and the quality of leadership.
- Further develop the regional approach of 'School on a page' so that a broader range of information is used for accountability purposes focussed on pupils' wellbeing and attitudes to learning, the standards achieved and progress made by all pupils including those in vulnerable groups, the quality of teaching and learning in schools and settings as well as the quality of leadership.
- Provide ongoing professional learning for elected members on how they can use this broader range of school information to hold schools to account more effectively, promoting cultural and behavioural change.
- Support and advise LAs in the delivery of their statutory functions for SACRE and the development of individual Welsh and education strategic plans.

**Supporting a self-improvement system**

- Refine the Learning Network Schools approach to reflect new and emerging service priorities.
- Refine and extend the peer working models for school leaders with a focus on improving the quality of teaching and learning.
- Provide further opportunities for schools to develop self-chosen networks of professional practice, based upon common improvement needs.
- Commission a range of evaluative research reports in priority areas to provide recommendations to further develop key areas of service delivery.

### **Targeted support for the secondary phase (in addition to above)**

- Refine and extend the peer working programme to include middle leaders, to support a broad range of subjects across the curriculum in the secondary phase.
- Explore external systems that will support schools to set targets, track pupil progress, measure value added performance and engagement in learning.
- Provide guidance and support for schools to set appropriate local targets in line with school development priorities whilst retaining the focus on individual pupil level target setting.
- Support schools' engagement with consultations regarding reforms to key stage 4 qualifications.
- Collaborate with schools and other sectors to share and analyse outcome and destination data at key stage 5.

### **Specific focus on improving the outcomes of Vulnerable Learners**

- Continue to refine the grant planning system and the processes in place to support the planning, reviewing and evaluating of impact of expenditure in line with the EEF
- Refine the role of the Wellbeing and Equity LNS to become more focused on an area of work
- To continue grant discussion meetings with LA partners to focus on provision and progress of vulnerable learners.
- To support all secondary schools to have a Wellbeing Equity Section on their SDP.

<b>Improvement Strand 4</b>	<b>EAS Business Development</b> <ul style="list-style-type: none"><li>• Developing systems and processes that enable the company to effectively and efficiently support schools and settings promoting improved pupil outcomes.</li><li>• Develop a workforce that embodies the core values and mission of the EAS.</li><li>• Ensure the EAS adheres to legislative requirements.</li></ul>
-----------------------------	---

### **What will the EAS do?**

- Continue to refine the business model for the EAS to ensure that it aligns to the regional priorities for national reform.
- Work with key partners to deliver a more sustainable funding model that aligns with the workforce plan and secures an updated Collaboration and Members Agreement.
- Maintain a high-quality, well informed, flexible and motivated workforce that represent our values and vision.
- Ensure the effectiveness of the company board and the audit and risk assurance committee, through appropriate professional learning.
- Continue to develop the regional grant mapping tool to enable more efficient and effective interrogation of data, impact capture and value for money at school, LA and regional level.
- To continue to publish the regional grant allocations and maximise delegation rates to schools.
- Ensure that systems and processes are in place to enable the effective delivery of the Governor Support Service Level Agreement.
- Refine the value for money model, further exploring access to comparative data.
- Enhance the use of self-evaluation processes to ensure our work has impact on improving outcomes, provision and leadership.
- Ensure the efficient delivery of accurate performance data and wider intelligence to support effective self-evaluation and service delivery.
- Refine and enhance the communication and marketing strategy to ensure appropriate stakeholder engagement.
- Continue to engage with other consortia and middle-tier organisations, such as Estyn, to realise efficiencies in programme development and delivery.

**Working in partnership with local authorities, schools and setting the ambitions for 2020/21 and beyond are:**

# Ambitions for 2020/21

Overall the number of schools requiring the highest levels of support continues to decrease and when a school is placed within a statutory category it will be removed within an acceptable timeframe agreed with the LA 

All schools and settings engaged in the pilot programme will have developed a bespoke teaching and learning strategy for their schools

Nearly all secondary schools have engaged with a PL programme for cross curriculum skills development and have improved their provision as a result 

The quality of SDPs within the secondary phase continue to improve with many being at least good

Bespoke and school led peer review models demonstrate impact on improving the quality of teaching and learning in identified schools.

Nearly all schools have wellbeing and equity as a key area within their SDPs and will poverty proof the cost of the school day

All school leadership teams and the majority of middle leaders and teachers will have engaged with the PL programme to support the implementation of the curriculum for Wales

Nearly all schools will develop as effective learning organisations

Nearly all schools maximise their capped 9 performance through a focus on breadth and quality of provision for all learners

Governance arrangements will be strengthened, and additional non-executive directors will be appointed to the company board

The model for delivery of governor training will be reviewed and revised 

A regional professional learning programme and talent management framework will be implemented to identify and track aspirational leaders 

The region has a comprehensive leadership development pathway for aspiring and existing leaders

Nearly all schools are demonstrating progress against the national language charter framework objectives.

All secondary schools causing concern will be held to account by each LA for the pace of progress and where this is too slow appropriate action will be taken

Worked collaboratively with middle tier partners to support the realisation of the national mission

A broader range of evaluation strategies will be developed and used that does not focus solely on end of key stage outcomes but looks at a range of teaching and leadership behaviours that would be seen as a result of a support or intervention strategy

A majority of Chairs and Vice Chairs of governors within the secondary phase will be better equipped to support and challenge the pace of improvement within their schools 

Succession planning within the broader leadership team of the EAS is improved with team members having more exposure to governance meetings and to the production of strategic reports

An online resource to support teaching and learning will be developed to exemplify and share best practice across the region

A LA based online resource for Health and Wellbeing will be created for schools to signpost to a range of provision and partners

The revised learning network schools model will be implemented focusing on quality and ensuring due diligence and brokering the best from within and outside the region.

The delegation rate to schools is maintained at 94%

## Section 4: Governance and funding

The EAS is subject to a robust governance model that is underpinned by a Collaboration and Members agreement (CAMA) and Articles of Association. Ensuring that the EAS provides value for money is of utmost importance. As recipients of public funding it is important that budgets are allocated wisely. We will endeavour to deliver even better value for money through achieving financial balance and delivering services within the constraints of our budget, making further efficiency savings wherever possible and ensuring delegation rates to schools are maximised.

### Consortium funding

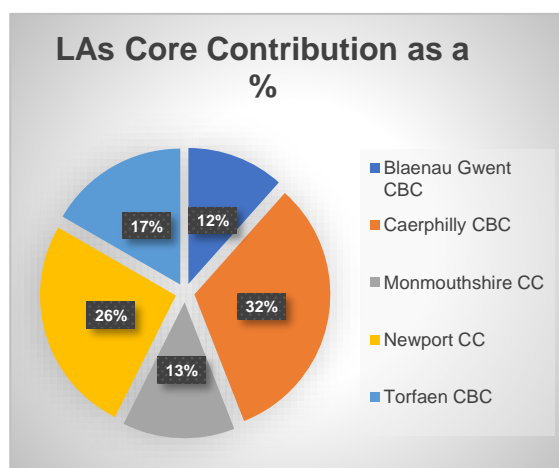
The EAS is funded on an annual basis from three sources: Local authority core contributions, regional school improvement grants and a service level agreement for governor support services. A spending plan accompanies the Business Plan which is intrinsically linked to all actions contained within it. A detailed overview of the regional distribution of all grants is available for all schools to view and compare allocations and rates of delegation through the regional grant monitoring tool.

Delegation rates to schools has increased to 94% whilst the EAS staff profile by 48% since 2012. An element of the EAS was originally set a trading income target of £1.25m from schools to enable balanced year end account position. This has now been totally eradicated from income dependency and schools are no longer charged for any training or services provided in line with the business plan.

### Local authority contributions

Local authority funding for consortium working is underpinned by the National Model for Regional Working, published by the Welsh Government in 2014. The model recommended a core funding allocation of £3.6m for the EAS. The current LA core contribution is based on these figures less year on year efficiencies of £1.17m since 2012 agreed in collaboration with the 5 local authorities. The local authorities' indicative figures for 2020/21 are as follows:

Local Authority	£
Blaenau Gwent CBC	358,985
Caerphilly CBC	1,005,705
Monmouthshire CC	414,127
Newport CC	803,293
Torfaen CBC	516,355
<b>Total</b>	<b>3,098,465</b>



In terms of the above £0.357m of this figure is used to secure capacity within the Challenge Adviser team from current serving headteachers and £0.2m of this figure is used to secure service level agreements and venue costs sourced through local authorities.

## Regional school improvement grants

The Collaboration and Members Agreement (CAMA) details the procedure that needs to be followed for all school improvement grants received into the region. All grants are approved by local authority Chief Education Officers / Directors of Education with a follow up ratification from JEG members.

Historically there were two main grants received into the region from Welsh Government. Pupil Development Grant (PDG) and Education Improvement Grant (EIG). The latter has been re-designated as the Regional Consortia School Improvement Grant (RCSIG) and includes specific initiatives to support the objectives within the 'Education in Wales: Our National Mission'. In addition to the two main grants, two small regional indicative grants were received for SEREN learners.

Included in the Regional Consortia School Improvement Grant are two historic grants that require match funding\* from the LAs to facilitate the grant offer. These figures are included in the following table alongside the delegation\*\* rate per key area of grant.

Grant Name	Grant Total	Amount delegated* to schools	Delegation* Rate	Regionally Retained
	Indicative Calculation 2020/21			
	£	£		£
Regional Consortia School Improvement Grant (RCSIG)				
- Education Improvement Grant	24,930,697	23,133,194	93%	1,797,503
- Professional Learning for Teachers	2,231,515	2,231,515	100%	0
- Other grant initiatives	3,527,764	2,658,940	75%	868,824
Pupil Development Grant (PDG)	18,064,750	18,064,750	100%	0
PDG (Lead Regional PDG Adviser)	100,000	0	0%	100,000
Seren Pre 16	98,400	98,400	100%	0
Seren Post 16	55,000	55,000	100%	0
<b>Total</b>	<b>49,008,126</b>	<b>46,241,799</b>	<b>94.4%</b>	<b>2,766,327</b>

\*\*Delegation: This refers to funding which gives freedom of choice to a school in how it is used. It must however be spent in accordance with, and in the spirit of, the core purpose of the grant and the individual school development plan.

The following circumstances will not be classed as delegated:

- Staff seconded from the LA or the consortium to a school(s) or a cluster(s).
- Staff working wholly or partly in schools and paid for from a local authority or consortium retained budget.
- Staff or services that form part of an SLA – this type of activity will be classed as non-delegated.
- Monies delegated from the consortium to a local authority.

Several factors including funding, delivery of the business plan, workload, and the expectation placed by LAs, EAS, WG on the benefit of the grants has led to an enhanced live common school and cluster grant planning tool being proposed for 2020/21. This school planning tool delivers on



each of these factors. WG Hwb will be used as the host and accessible to key staff within the individual school, LA and the EAS.

The tool has been designed to capture all grant costs associated with the national mission, provide transparency on school and regional spend, report on intended impact and outcome of the grant including direct reference to the Sutton Toolkit. The tool also can cross reference to the school development plan and the one plan approach will be piloted with several schools in 2020/21. To further strengthen the transparency every school across the region will have live access to the individual grants delegated to each and every school.

### **Governor Support Service Level Agreement**

The EAS has responsibility for providing a Governor Support service to all schools in the region. The service provides support to school governing bodies, headteachers, and individual governors. This includes advice, guidance, training, and an optional clerking service in order to support governing bodies to deliver their responsibilities.

The optional clerking service is provided through an annual service level agreement with an option to buy into a clerking service and then additionally a statutory committee clerking service. Only one school opted not to buy into the clerking service in 2019/20. The indicative funding for 2020/21 is £0.388m.

### **Monitoring and evaluation**

The annual reporting activity through each of the governance groups is agreed in advance. Progress on the implementation and impact of the Business Plan will be reported formally at a mid-year basis to the Joint Executive Group and Company Board; this will include an evaluation of the regional plan and of each individual local authority annex document. These reports, as in previous years, will be suitable for scrutiny activity at local authority and national level.

Throughout the year there will be many interim impact reports associated with the implementation streams within the Business Plan which will be reported through each of the governance groups, though individual LA committees (as requested) and through evaluation and improvement events with Welsh Government officials, These include: reports on pupil outcomes and progress, progress on schools causing concern, regular updates on outcomes/impact from regional / local authority self-evaluation activity and regional strategies, feedback from external reviews, annual regional value for money report, Managing Director's Annual Report, outcomes from regional school and governor surveys.

The financial accounts are reported to both the company board on a quarterly basis and through the Audit and Risk Assurance Committee on a termly basis. The final year end accounts are externally audited and reported in line with the 2016 UK Corporate Governance Code. In compliance with the Companies Act these accounts are reported and approved at the Annual General Meeting by the Joint Executive Members who are shareholders of the EAS.

## **Additional supporting documents**

### **This Business Plan is supported by the following documents:**

- Local Authority Annex documents 2020 – 2021
- Detailed Business Plan 2020–2021
- Long term overview 2021-2023
- Regional Grant Mapping Overview 2020–2021
- Regional Self-Evaluation Report (Executive Summary)
- EAS Risk Register (Executive Summary)
- Regional Professional Learning Offer 2020–2021
- Local Authority Strategic Education Plans
- Mid-year and final year review of Business Plan 2019/2020

DRAFT

Appendix 2

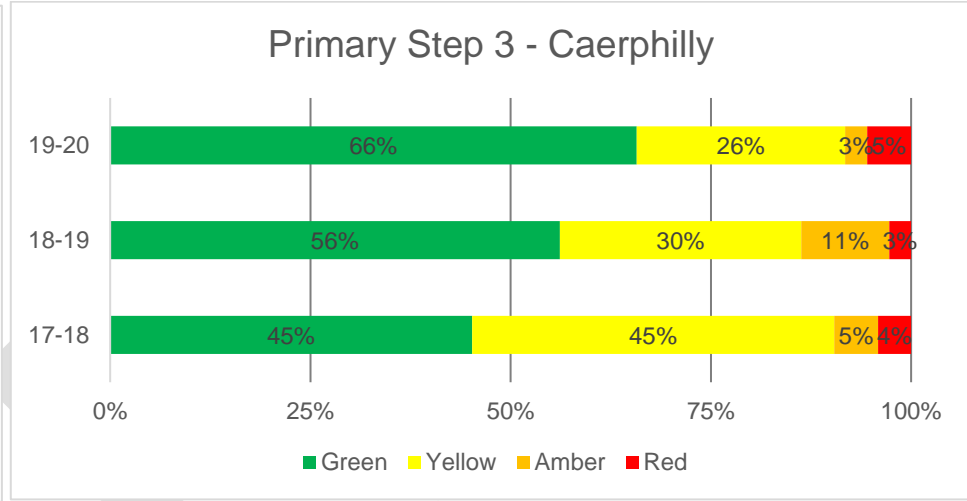
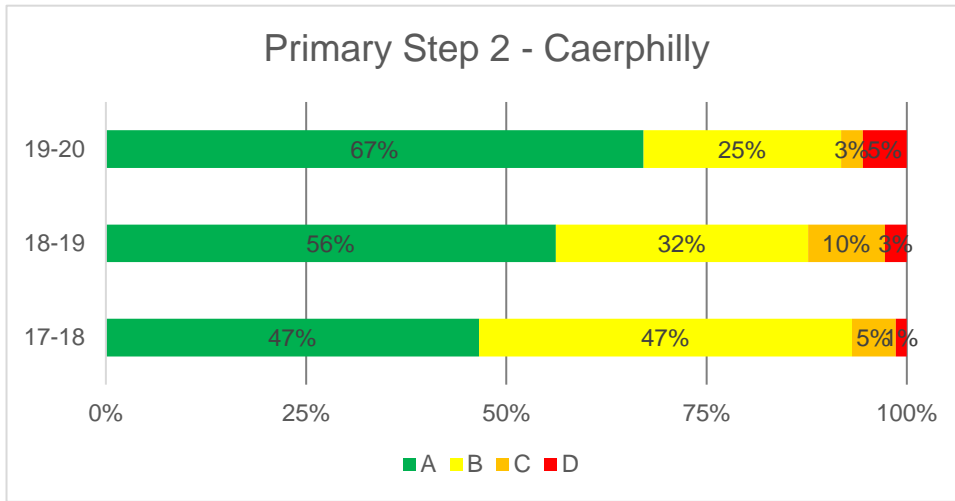
**Local Authority Specific Annex 2020-2021**

**Local Authority: Caerphilly**

**Summary of National Categorisation of schools in the Local Authority in 2017-2018, 2018-2019 and 2019-2020**

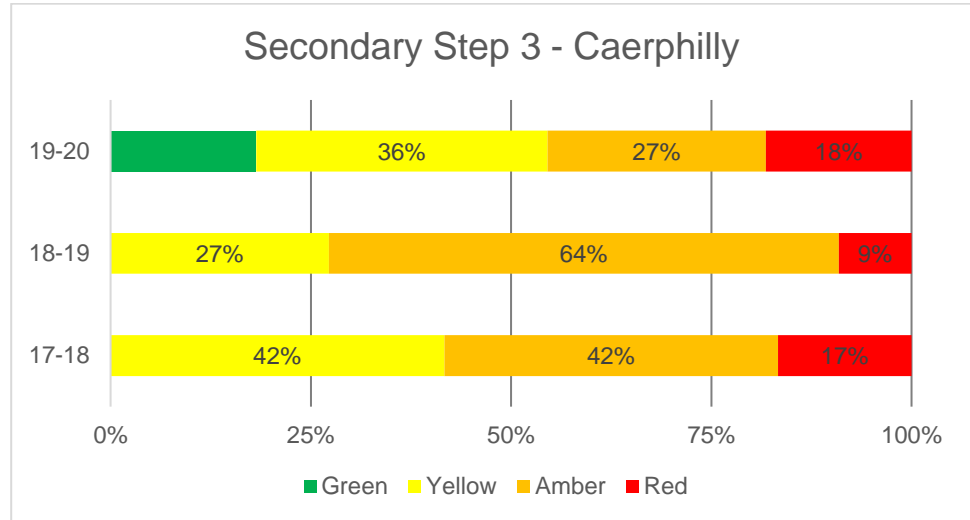
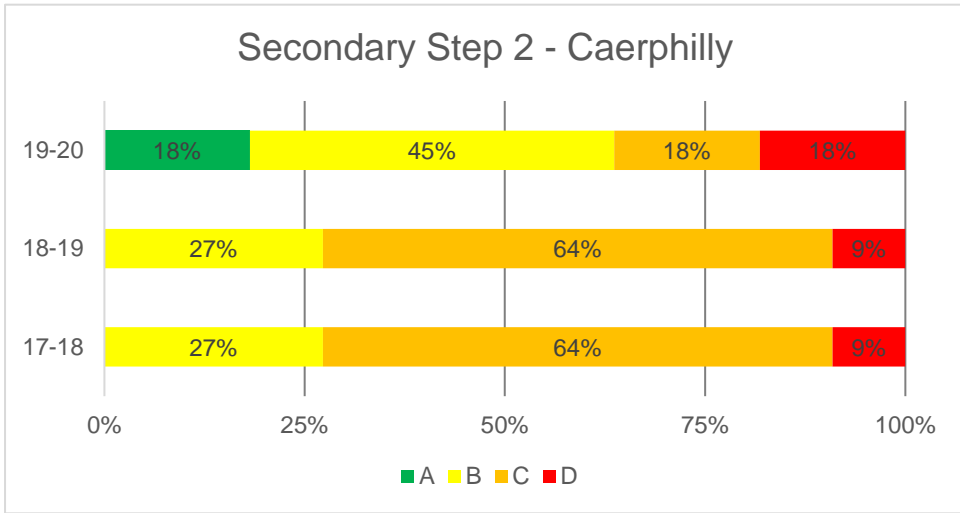
Step 2 - Primary		Numbers of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Caerphilly	17-18	1	4	34	34	1%	5%	47%	47%
	18-19	2	7	23	41	3%	10%	32%	56%
	19-20	4	2	18	49	5%	3%	25%	67%
South East Wales	17-18	2	17	83	88	1%	9%	44%	46%
	18-19	5	16	63	105	3%	8%	33%	56%
	19-20	6	11	55	117	3%	6%	29%	62%

Step 3 - Primary		Numbers of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Caerphilly	17-18	3	4	33	33	4%	5%	45%	45%
	18-19	2	8	22	41	3%	11%	30%	56%
	19-20	4	2	19	48	5%	3%	26%	66%
South East Wales	17-18	8	14	81	87	4%	7%	43%	46%
	18-19	5	18	62	104	3%	10%	33%	55%
	19-20	6	13	54	116	3%	7%	29%	61%



Step 2 – Secondary		Numbers of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Caerphilly	17-18	1	7	3	0	9%	64%	27%	0%
	18-19	1	7	3	0	9%	64%	27%	0%
	19-20	2	2	5	2	18%	18%	45%	18%
South East Wales	17-18	6	14	7	6	18%	42%	21%	18%
	18-19	5	14	7	6	16%	44%	22%	19%
	19-20	7	8	10	7	22%	25%	31%	22%

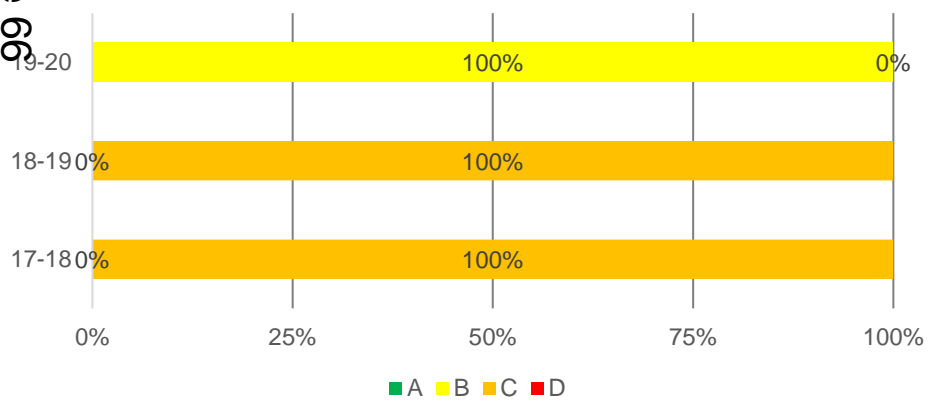
		Numbers of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Caerphilly	17-18	2	5	5	0	17%	42%	42%	0%
	18-19	1	7	3	0	9%	64%	27%	0%
	19-20	2	3	4	2	18%	27%	36%	18%
South East Wales	17-18	9	9	12	3	27%	27%	36%	9%
	18-19	6	14	6	6	19%	44%	19%	19%
	19-20	9	8	8	7	28%	25%	25%	22%



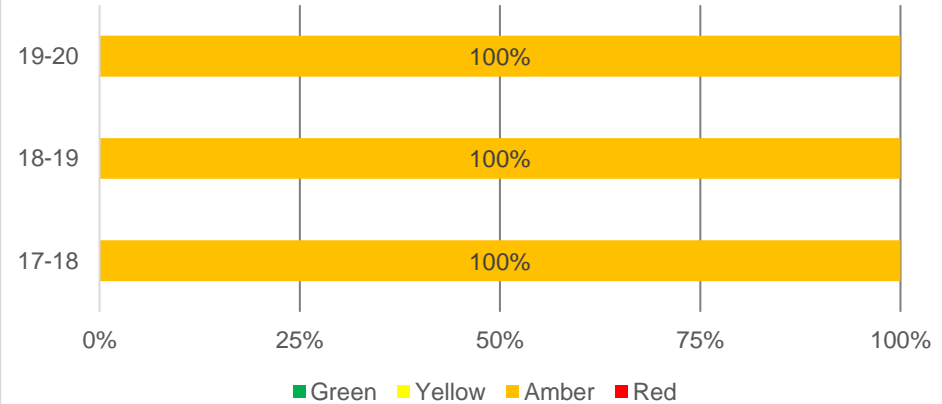
Step 2 – All through schools		Numbers of Schools				Percentage of Schools			
		D	C	B	A	D	C	B	A
Caerphilly	17-18	0	1	0	0	0%	100%	0%	0%
	18-19	0	1	0	0	0%	100%	0%	0%
	19-20	0	0	1	0	0%	0%	100%	0%
South East Wales	17-18	1	1	1	0	33%	33%	33%	0%
	18-19	1	1	1	0	33%	33%	33%	0%
	19-20	1	0	2	0	33%	0%	67%	0%

Step 3 – All through schools		Numbers of Schools				Percentage of Schools			
		Red	Amber	Yellow	Green	Red	Amber	Yellow	Green
Caerphilly	17-18	0	1	0	0	0%	100%	0%	0%
	18-19	0	1	0	0	0%	100%	0%	0%
	19-20	0	1	0	0	0%	100%	0%	0%
South East Wales	17-18	1	2	0	0	33%	67%	0%	0%
	18-19	1	1	1	0	33%	33%	33%	0%
	19-20	1	1	1	0	33%	33%	33%	0%

All Through (3-16/18) Step 2 - Caerphilly



All Through (3-16/18) Step 3 - Caerphilly



LA schools currently in any Estyn follow-up category

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Primary	Pentwynmawr Primary	Jul-18	Sep-18	Estyn Review
Primary	Phillipstown Primary	Nov-18	Jan-19	Estyn Review
Primary	Ynysddu Primary	Jul-19	Sep-19	Estyn Review
Primary	Ysgol Bro Sannan	Oct-19	Dec-19	Significant Improvement
Primary	Ysgol Gymraeg Gilfach Fargoed	Oct-19	Dec-19	Significant Improvement

Phase	School	Date of last inspection	Date report published	Follow-up status of last inspection
Secondary	Ysgol Gyfun Cwm Rhymni	Apr-16	Jul-16	Significant Improvement (after monitoring visit Feb 19)
Secondary	Islwyn High	Oct-18	Dec-18	Estyn Review

DRAFT

# High Level Pupil Progress Analysis - 2019 - FP to KS2 / KS2 to KS3

LA/Region: Caerphilly

## Progress of pupils between FP and KS2

Subject	Matched Cohort	2+ levels of progress	1 level of progress
LLC - Welsh	328	93.6	6.1
LLC - English	1731	90.2	9.1
Mathematics	2077	90.7	8.8

## Matching

2015 FP cohort	2019 KS2 cohort	%age of FP cohort matched	%age of KS2 cohort matched
357	335	91.9	97.9
1825	2169	94.8	79.8
2182	2169	95.2	95.8

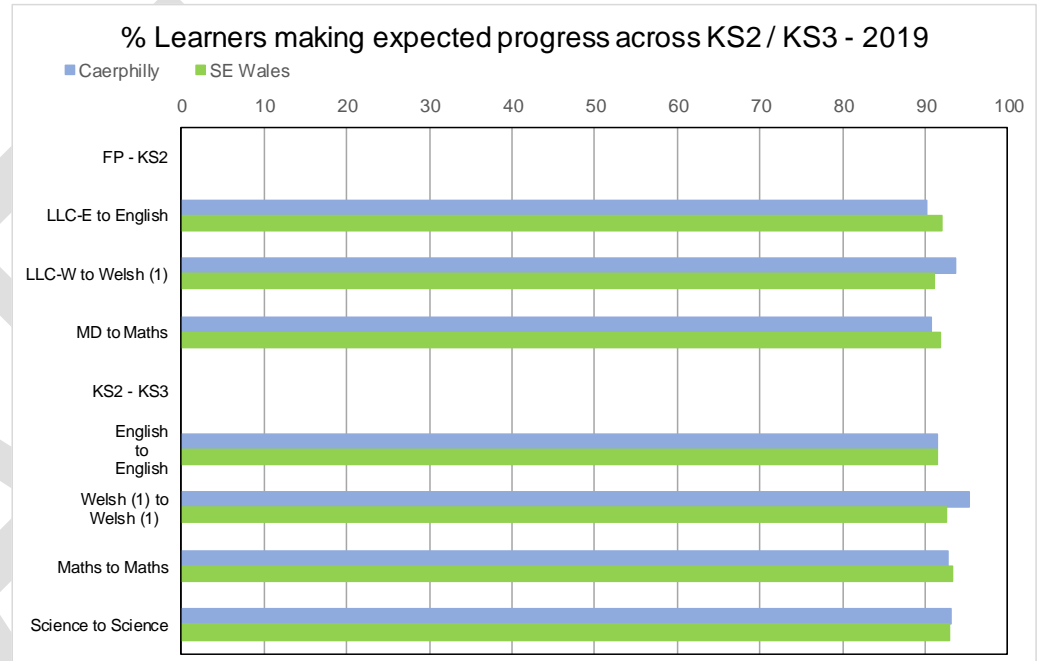
\* 2019 KS2 English cohort excludes Welsh Medium pupils to more accurately match the FP English cohort.

## Progress of pupils between KS2 and KS3

Subject	Matched Cohort	2+ levels of progress	1 level of progress	1+ levels of progress
Welsh 1st Lang.	282	53.9	41.5	95.4
English	1873	37.4	54.1	91.5
Mathematics	1873	48.3	44.5	92.7
Science	1873	47.3	45.9	93.1

## Matching

2016 KS2 cohort	2019 KS3 cohort	%age of KS2 cohort matched	%age of KS3 cohort matched
305	286	92.5	98.6
1990	1959	94.1	95.6
1990	1959	94.1	95.6
1990	1959	94.1	95.6



## Summary

FP to KS2 Expected Progress (2 'Levels')	LLC-E to English	LLC-W to Welsh (1)	MD to Maths	
	90.2	93.6	90.7	
KS2 to KS3 Expected Progress (1 Level)	English to English	Welsh (1) to Welsh (1)	Maths to Maths	Science to Science
	91.5	95.4	92.7	93.1



## LA Summary and issues

- Improve outcomes at Key Stage 4 with particular focus on standards in the English language and Capped 9 measures.
- Further improve the quality of leadership across all phases of education.
- Increase the number of pupils achieving 3 A-A\* at Key Stage 5.
- Improve attainment and progress of all learners in receipt of free school meals across all phases of education, with particular focus on the more able.
- Further improve pupils' acquisition digital competency skills

## Attendance/Exclusions

- Over the past 4 years, attendance at primary schools remained stable at 95.0%, and is in line with the Wales average.
- Attendance at secondary schools has increased overall since 2015, and is now above the Wales average.
- Unauthorised absence in primary schools has increased to 1.2%, although it is below the Wales average.
- At secondary schools, unauthorised absence has increased since 2015 from 1.7% to 2.0%. The Wales figure has increased from 1.3% to 1.7% in this time.

Page 69

### Exclusion figures are reported by LA

- Exclusions of 5 days or fewer has increased significantly at primary level, but reduced significantly at secondary level from 2018. At secondary level the figure is above levels from 2015 and 2016.
- Since 2015/16 there has been a significant increase at primary level for exclusions of 6 days or more, although it decreased from 2018 to 2019. At secondary level, the number has substantially decreased since 2018.
- There have been 2 permanent exclusions from primary schools in 2019. There had been none since 2015.
- Secondary permanent exclusions: 2015/16 – 15; 2016/17 – 28; 2017/18 – 25; 2018/19 – 28.

## Inspection/Categorisation

- The percentage of schools judged at least Good for Standards of achievement was 75%. 79% of schools were judged Good or better for Well-being and attitudes to learning.
- The percentage of primary schools categorised Green has continued to increase in 2019/20, but the percentage of schools in the amber / red categories has decreased. There are two secondary schools categorised as red from amber in 2018/19, however one school moved from red to amber. Overall, 50% of secondary schools are categorised as either red or amber and 17% are categorised as green.

## Schools requiring Improvement 20-2020 (Amber and Red Overall Categories of support)

The information below indicates the schools in the overall category of Amber or Red in the Local Authority in the academic year 2019-2020, that will require additional support. The support is in line with the guidance within the National Categorisation System and within the SEWC Intervention Framework 2019-2020. Each of these schools have a detailed Intervention or Support Plan, the progress each school makes over the next academic year will be captured through regular Education Improvement Boards (EIBs) or Intervention Meetings.

Schools requiring Amber levels of support	Schools requiring Red levels of support
Bedwas High School	Crumlin High Level
Blackwood Comprehensive	Cwmcarn Primary
Idris Davies 3-18	Islwyn High School
Llanfabon Infants	Risca Comprehensive
Phillipstown Primary	Ysgol Bro Sannan
Ysgol Cwm Rhymini	Ysgol Gymraeg Gilfach Fargoed

The content of this LA Annex has been agreed by:

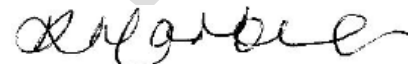
**LA Director / Chief Education Officer:**

\_\_\_\_\_  
Mrs. Keri Cole

**Cabinet Member for Education:**

\_\_\_\_\_  
Cllr. Barbara Jones

**EAS Managing Director**



\_\_\_\_\_  
Ms. Debbie Hartevelde

DRAFT

Gadewir y dudalen hon yn wag yn fwiadol



## PWYLLGOR CRAFFU ADDYSG GYDOL OES 24 CHWEFROR 2020

**PWNC:** CYFALAF ADDYSG 2020/21

### **ADRODDIAD**

**GAN:** Y CYFARWYDDWR CORFFORAETHOL AR GYFER ADDYSG A  
GWASANAETHAU CORFFORAETHOL

---

#### **1. DIBEN YR ADRODDIAD**

- 1.1 Hysbysu'r Aelodau ar y cynigion ar gyfer Rhaglen Cyfalaf Addysg 2020/21, cyn iddynt gael eu hystyried gan y Cabinet.

#### **2. CRYNODEB**

- 2.1 Mae'r adroddiad yn cyflwyno'r cynigion ar gyfer dyrannu Cyllidebau Cyfalaf Addysg ar gyfer y flwyddyn ariannol 2020/21 yng nghyd-destun Rhaglen Gyfalaf 3 blynedd 2019/20-2021/22. Mae hyn yn amodol ar y Cyngor Arbennig yn cymeradwyo'r gyllideb yn eu cyfarfod ar 21 Chwefror 2019.

#### **3. ARGYMHELLION**

- 3.1 Gafynnir i'r Aelodau nodi cynnwys yr adroddiad hwn.

#### **4. RHESYMAU DROS YR ARGYMHELLION**

- 4.1 Sicrhau bod yr Aelodau'n derbyn gwybodaeth am yr ysgolion unigol sydd wedi'u hadnabod fel rhan o Raglen Cyfalaf Addysg 2020/21.

#### **5. YR ADRODDIAD**

- 5.1 Bydd y Cyngor Arbennig yn ystyried strategaeth ariannol tymor canolig 2020/21 – 2022/23 yn eu cyfarfod ar 20 Chwefror 2020. Mae hyn yn cynnwys rhaglen gyfalaf 3 blynedd ar gyfer Addysg, fel a ganlyn:

<b>Cynllun</b>	<b>2019/20 £'00</b>	<b>2020/21 £'000</b>	<b>2021/22 £'000</b>
Ystafelloedd Ychwanegol	221	221	221
Rheoli Asedau	591	590	590
Iechyd a Diogelwch	296	296	296
Diogelwch Ysgolion	62	62	62
Gosod Boeleri newydd	253	253	253
	<b>1,423</b>	<b>1,422</b>	<b>1,422</b>

5.2 Mae'r cynigion ar gyfer cyllideb 2020/21 wedi'u nodi isod. Mae cydweithwyr yn yr adran Addysg wedi gweithio'n agos gyda thimau Iechyd a Diogelwch ac Ymgynghoriaeth Adeiladu'r Cyngor wrth benderfynu ar y prosiectau blaenoriaeth. Cynhaliwyd arolygon cyflwr wedi'u diweddarau ar gyfer pob lleoliad ysgol, sydd wedi cynorthwyo'r tîm i nodi meysydd i'w blaenoriaethu.

### 5.3 Ystafelloedd Ychwanegol £221k

5.3.1 Mae'r dyraniad cyfalaf blyneddol o £221k yn cyfateb i tua 1 ystafell ddosbarth ychwanegol y flwyddyn.

5.3.2 Mae angen sicrhau cytundeb y Cabinet i gynyddu'r capasiti presennol yn Uned Cyfeirio Disgyblion Glan y Nant gydag estyniad ystafell ddosbarth ddwbl ac ardal chwarae oherwydd y galw presennol a chynyddol ar gyfer darpariaeth arbenigol. Byddai hyn yn galw am gyllideb o'r flwyddyn academaidd 2021 a 2022 ar gyfer buddsoddiad dwy flynedd.

### 5.4 Rheoli Asedau £590k

5.4.1 Mae'r cynlluniau canlynol wedi'u nodi drwy ymgynghoriad gyda'r adran Iechyd a Diogelwch, y Gwasanaethau Eiddo a'r ysgolion perthnasol:

<b>Enw'r Ysgol</b>	<b>Disgrifiad o'r Cynnig</b>	<b>Cyfanswm Cost £'000</b>	<b>Cost i'r ALI £'000</b>
<b>Cynradd</b>			
Coed-y-Brain	Gwaith Trydanol	42	42
Uned Cyfeirio Disgyblion Glan-y-Nant	Maes parcio	60	60
Pantside	Gwaith gwrth-ddŵr	30	30
Penllwyn	Gwaith Trydanol	12	12
Tyn-y-Wern	Gwaith Trydanol	16	16
Ysgol Ifor Bach	Gwaith atal lleithder	53	53
<b>Uwchradd</b>			
Coed Duon	Ffenestri	30	30
Heolddu	Atgyweirio'r to	60	60
Heolddu	Gwaith Trydanol	56	56
Heolddu	Rheoli Traffig	20	20
Idris Davies	Ffenestri	30	30
Ysgol Lewis i Ferched	Toeon terapin newydd	40	40
Trecelyn	Rheoli traffig	35	35
Rhisga	Gwresogi	33	33
Sant Cennydd	Toeon	40	40
Sant Martin	Gwaith Trydanol	33	33
<b>Cyfanswm</b>		<b>590</b>	<b>590</b>

## 5.5 Iechyd a Diogelwch £296k

5.5.1 Mae'r cynlluniau canlynol wedi'u nodi drwy ymgynghoriad gyda'r adran Iechyd a Diogelwch, y Gwasanaethau Eiddo a'r ysgolion perthnasol:

<u>Enw'r Ysgol</u>	<u>Disgrifiad o'r Cynnig</u>	<u>Cyfanswm Cost £'000</u>	<u>Cost i'r ALI £'000</u>	<u>Cost i'r Ysgol £'000</u>	<u>Rheoli Risg £'000</u>
<i>Cynlluniau 50/50</i>					
<b><u>Cynradd</u></b>					
Bryn	Arwyneb newydd	15	5	5	5
Ysgol Fabanod Cwmaber	Lloriau	20	10	10	0
Cwmfelinfach	Arwyneb newydd	20	6.7	6.7	6.7
Glyn Gaer	Lloriau	10	5	5	0
Glyn Gaer	Walïau Rhwystro Tân	10	5	5	0
Llanfabon	Toiledau	20	10	10	0
Machen	Arwyneb newydd	20	6.7	6.7	6.7
Pantside	Toiledau	12	6	6	0
Pengam	Arwyneb newydd	12	4	4	4
Penllwyn	Toiledau	10	5	5	0
Pontllanfraith	Arwyneb newydd	22	7.3	7.3	7.3
Tyn-y-wern	Toiledau	10	5	5	0
Waunfawr	Toiledau	30	15	15	0
<b><u>Uwchradd</u></b>					
Idris Davies	Arwyneb newydd	30	10	10	10
Rhisga	Drysau Tân	30	15	15	0
Sant Cennydd	Toiledau	30	15	15	0
Sant Cennydd	Gwresogi	40	20	20	0
Sant Martin	Toiledau	100	50	50	0
Sant Martin	Arwyneb newydd	15	5	5	5
Sant Martin	Arwyneb newydd ar y llwybrau cerdded	15	7.5	7.5	0
<i>Wedi'i ariannu 100% gan yr ALI</i>					
Ysgol Uwchradd Bedwas	Asbestos / Lloriau	30	30	0	0
Coed Duon	Asbestos / Lloriau	10	10	0	0
<b>Cyfanswm</b>		<b>511</b>	<b>253.2</b>	<b>213.2</b>	<b>44.7</b>

Y ffigurau a ddangosir yw costau gros y cynllun.

## 5.6 Diogelwch Ysgolion £62k

5.6.1 Mae'r cynlluniau canlynol wedi'u nodi drwy ymgynghoriad gyda'r adran Iechyd a Diogelwch, y Gwasanaethau Eiddo a'r ysgolion perthnasol:

<u>Enw'r Ysgol</u>	<u>Disgrifiad o'r Cynnig</u>	<u>Cyfanswm Cost £'000</u>	<u>Cost i'r ALI £'000</u>	<u>Cost i'r Ysgol £'000</u>	<u>Rheoli Risg £'000</u>
<i>Cynlluniau 50/50</i>					
<b>Cynradd</b>					
Cefn Fforest	Diogelwch y Safle	20	6.7	6.7	6.7
Trinant	Teledu cylch cyfyng	10	3.3	3.3	3.3
Trinant	Drysau à Larwm / Diogelwch	15	5	5	5
Ysgol Penalltau	Diogelwch y Safle	15	15		
YG Trelyn	Diogelwch y Safle	20	6.7	6.7	6.7
YGG Y Castell	Diogelwch y Swyddfa	15	5	5	5
<b>Uwchradd</b>					
Sant Cennydd	Teledu cylch cyfyng	10	3.3	3.3	3.3
Sant Martin	Drysau diogelwch	30	10	10	10
<b>Cyfanswm</b>		<b>135</b>	<b>55</b>	<b>40</b>	<b>40</b>

Y ffigurau a ddangosir yw costau gros y cynllun.

## 5.7 Gosod Boeleri newydd mewn Ysgolion £253k

5.7.1 Mae tri gynllun blaenoriaeth wedi'u nodi fel a ganlynol:

<u>Enw'r Ysgol</u>	<u>Disgrifiad o'r Cynnig</u>	<u>Cyfanswm Cost £'000</u>	<u>Cost i'r ALI £'000</u>
<b>Cynradd</b>			
Rhiw Syr Dafydd	Boeler Newydd	75	75
Ysgol Gatholig Sant Helen	Boeler Newydd	80	80
<b>Uwchradd</b>			
Sant Martin	Boeler Newydd	50	50
<b>Cyfanswm</b>		<b>205</b>	<b>205</b>

## 5.8 Refeniw/Cyfalaf – i'w ariannu o'r balansau

5.8.1 Roedd Cynigion Cyllideb 2018/19 yn dileu cyllideb y cynllun 50/50 a chytunwyd i ddefnyddio balansau wrth gefn o £830,000 Rheoli Ysgolion yn Lleol (LMS) i gefnogi'r prosiectau ar gyfer y tair blynedd nesaf.



5.8.2 Mae'r cynlluniau canlynol wedi'u nodi drwy ymgynghoriad gyda'r adran Iechyd a Diogelwch, y Gwasanaethau Eiddo a'r ysgolion perthnasol:

<u>Enw'r Ysgol</u>	<u>Disgrifiad o'r Cynnig</u>	<u>Cyfanswm Cost £'000</u>	<u>Cost i'r ALI £'000</u>	<u>Cost i'r Ysgol £'000</u>	<u>Rheoli Risg £'000</u>
<i>Cynlluniau 50/50</i>					
<b>Cynradd</b>					
Aberbargod	Ardaloedd Dysgu Awyr Agored	14	7	7	0
Bedwas	Soffitiau a Wynebgyrddau	15	7.5	7.5	0
Coed y Brain	Toeon	25	12.5	12.5	0
Fleur de Lys	Gwaith atal lleithder	10	5	5	0
Ysgol Babanod Hendre	Toeon	30	15	15	0
Libanus	Wal Allanol	20	10	10	0
Markham	Ffenestri	30	15	15	0
Nant-y-Parc	Adnewyddu'r Ardal Wlyb	15	7.5	7.5	0
Pantside	Ffens Derfyn	15	7.5	7.5	0
Penllwyn	Toeon	15	7.5	7.5	0
Pontllanfraith	Ffenestri	12	6	6	0
Sant Gwladys Bargoed	Toeon	20	10	10	0
Tir-y-Berth	Ffenestri	10	5	5	0
Twyn	Ffenestri	10	5	5	0
Waunfawr	Draeniau	10	5	5	0
Whiterose	Ardal Ddysgu Awyr Agored	14	7	7	0
YG Trelyn	Ffenestri	10	5	5	0
Ysgol y Lawnt	Ffenestri	12	6	6	0
Ystrad Mynach	Nenfwd Mewnol	20	10	10	0
<b>Uwchradd</b>					
Bedwas	Uwchraddio'r Gegin Technoleg	30	15	15	0
Idris Davies	Uwchraddio'r Labordy Gwyddoniaeth	14	7	7	0
Rhisga	Uwchraddio'r Labordy Gwyddoniaeth	100	50	50	0
Sant Martin	Gwaith Trydanol	20	10	10	0
<b>Cyfanswm</b>		<b>471</b>	<b>235.5</b>	<b>235.5</b>	<b>0</b>

Y ffigurau a ddangosir yw costau gros y cynllun.

5.8.3 Mae'r cynigion uchod yn cynrychioli symiau heb eu hymrwymo o £42.8k yn erbyn y gyllideb Iechyd a Diogelwch, £7k, yn erbyn y gyllideb Diogelwch Ysgolion a £48k yn erbyn y gyllideb Boeleri Ysgol. Bydd hyn yn caniatáu ar gyfer unrhyw amrywiadau prosiectau bach ac unrhyw wariant brys yn y meysydd hyn ar gyfer gweddill y flwyddyn academaidd.

## 6. RHAGDYBIAETHAU

- 6.1 Mae'r ffigurau uchod yn gostau dangosol sy'n seiliedig ar fewnbwn gan y tîm Ymgynghoriaeth Adeiladu ac Iechyd a Diogelwch. Rhagdybir y bydd costau gwirioneddol y gwaith yn cyfateb â'r amcangyfrifon. Mae cyllid wrth gefn wedi'i ystyried fel rhan o'r symiau heb eu hymrwymo sydd wedi'u crynhoi yn 5.8.3 ar gyfer unrhyw ffactorau anrhagweladwy.

## 7. CYSYLLTIADAU I BOLISI'AU PERTHNASOL Y CYNGOR

- 7.1 Mae'r adroddiad yn ystyried defnyddio adnodau cyfalaf ym maes Addysg er mwyn sicrhau bod strategaethau allweddol y Cyngor yn cael eu cyflawni orau.
- 7.2 Mae'r adroddiad yn cysylltu'n uniongyrchol â'r Strategaethau Addysg Gydol Oes, Cynaliadwyedd, Adfywio a Chydraddoldeb. Mae'r adroddiad yn cysylltu hefyd â thema Dysgu Caerffili yn Cyflawni, Cynllun Integredig Sengl y Bwrdd Gwasanaeth Lleol.
- 7.3 Mae'r adroddiad yn cynyddu ein cyfraniad i Nodau Llesiant Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015, a restrir isod :
- Cymru iachach, gall cefnogi dysgwyr agored i niwed wella eu llesiant ac ychwanegu cyflawniad addysgol.
  - Cymru fwy cyfartal, cymdeithas sy'n galluogi pobl i gyflawni eu potensial, waeth beth yw eu cefndir; a
  - Cymru o gymunedau cydlynus (yng nghyd-destun gwella ansawdd bywyd gyda chymunedau deniadol, hyfyw, diogel a chysylltiedig).

## 8. LLESIANT CENEDLAETHAU'R DYFODOL

- 8.1 Bwriad Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015 yw gwella llesiant cymdeithasol, economaidd, amgylcheddol a diwylliannol Cymru. Mae'n ei gwneud yn ofynnol i gyrrff cyhoeddus feddwl mwy am yr hirdymor, gan weithio gyda phobl a chymunedau, ceisio atal problemau a mabwysiadu dull mwy cydlynus. Bydd hyn yn creu Cymru y bydd pob un ohonom eisiau byw ynddi, heddiw ac yn y dyfodol. Mae'r Ddeddf yn gweithredu saith nod llesiant.

- Cymru lewyrchus.
- Cymru gydnerth.
- Cymru iachach.
- Cymru sy'n fwy cyfartal.
- Cymru o gymunedau cydlynus.
- Cymru â diwylliant bywiog lle mae'r Gymraeg yn ffynnu.
- Cymru sy'n gyfrifol ar lefel fyd-eang.

- 8.2 Mae'r Ddeddf yn cyflwyno'r egwyddor datblygu cynaliadwy y dylai pob corff cyhoeddus yng Nghymru ei defnyddio i asesu eu penderfyniadau. Nod y ddeddfwriaeth yw sicrhau llesiant cenedlaethau'r dyfodol drwy gynyddu cyfraniad cyrff cyhoeddus i'r nodau llesiant. Wrth ddefnyddio'r egwyddor datblygu cynaliadwy, mae gan yr awdurdod ddyletswydd i ystyried y boblogaeth gyfan mae'n ei gwasanaethu ac ystyried effaith ei weithredoedd ar genedlaethau'r dyfodol. Mae'r egwyddor, a elwir hefyd yn bum ffordd o weithio, wedi'i hasesu isod:

- **Tymor Hir** - Mae'r broses o ragweld niferoedd disgyblion wedi'i defnyddio i nodi'r galw am leoedd mewn ysgolion er mwyn sicrhau lleoedd Addysgol digonol yn ein hysgolion. Defnyddiwyd y wybodaeth hon i flaenoriaethu ysgolion yn y Cynllun Trefniadaeth Ysgolion.
- **Atal** - Bydd gwella ansawdd yr ystâd Addysg yn gyffredinol yn cefnogi disgyblion gyda'u canlyniad addysg a sgiliau yn y tymor hir, hynny yw byddant yn fwy tebygol o lwyddo os bydd eu profiad Addysgol yn gadarnhaol.
- **Integreiddio** – Mae Rhaglen Ysgolion y 21<sup>ain</sup> Ganrif yn ddarostyngedig i BREEAM ac mae cynigion Buddiannau Cymunedol unigol yn cael eu hasesu a'u monitro ar gyfer eu heffaith ar economi Cymru. Mae'r cynigion hefyd yn rhan o strategaeth i hyrwyddo'r Iaith Gymraeg a'i Diwylliant.
- **Cydweithrediad** – Mae Rhaglen Ysgolion y 21<sup>ain</sup> Ganrif yn rhaglen gydweithredol rhwng y Cyngor a Llywodraeth Cymru er mwyn gwella ansawdd yr ystâd Addysg.
- **Cyfranogiad** – Drwy'r broses ymgynghori, bydd y Cyngor yn sicrhau bod ymgysylltiad llawn gyda'r holl randdeiliaid perthnasol, e.e. rhieni, disgyblion a'r gymuned leol. Gwaith partneriaeth cydweithredol rhwng Ysgolion yr 21<sup>ain</sup> Ganrif ac Isadran y Blynyddoedd Cynnar sy'n gweithio gyda'r sector gwirfoddol.

## 9. GOBLYGIADAU CYDRADDOLDEB

- 9.1 Mae llawer o'r mentrau sydd wedi'u cynnwys yn y gyllideb Cyfalaf Addysg yn ceisio mynd i'r afael â materion anghydraddoldeb.
- 9.2 Mae gan yr ALI rwymedigaeth o dan adran 88 ac Atodlen 10 Deddf Cydraddoldeb 2010 i baratoi strategaeth hygyrchedd. Strategaeth yw hon ar gyfer cynyddu'r graddau y gall disgyblion anabl gyfranogi yng nghwricwlwm yr ysgolion; gwella amgylchedd ffisegol yr ysgolion ar gyfer cynyddu'r graddau y gall disgyblion anabl fanteisio ar addysg a buddiannau, cyfleusterau neu wasanaethau sy'n cael eu darparu neu eu cynnig gan yr ysgolion sy'n gwella'r ddarpariaeth wybodaeth i bobl anabl, gwybodaeth sydd ar gael yn rhwydd i ddisgyblion nad ydynt yn anabl.
- 9.3 Y cynigion penodol ar gyfer 2020/21, pan fyddant yn berthnasol, sy'n cydymffurfio â'r strategaeth.

## 10. GOBLYGIADAU ARIANNOL

- 10.1 Mae'r rhain wedi'u hamlinellu yn yr adroddiad.
- 10.2 Mae'r adroddiad yn nodi'r cynigion presennol ar gyfer y flwyddyn ariannol 2020/21.

## 11. GOBLYGIADAU I BERSONÉL

- 11.1 Dim goblygiadau i bersonél.

## 12. YMGYNGHORIADAU

- 12.1 Dosbarthwyd yr adroddiad drafft fel y nodir isod. Mae pob sylw wedi'u hadlewyrchu yn y fersiwn hwn o'r adroddiad.

### 13. PŴER STATUDOL

- 13.1 Deddf Safonau a Fframwaith Ysgolion 1998.  
Deddf Dysgu a Sgiliau 2000.  
Deddf Cydraddoldeb 2010.

Awdur: Andrea West, Rheolwr Ysgolion yr 21<sup>ain</sup> Ganrif

Ymgynghoreion: Sue Richards, Pennaeth Addysg, Cynllunio a Strategaeth  
Christina Harrhy, Prif Weithredwr Dros Dro  
Dave Street, Cyfarwyddwr Corfforaethol, Gwasanaethau Cymdeithasol a Thai  
Keri Cole, Prif Swyddog Addysg  
Steven Harris, Pennaeth Dros Dro Gwasanaethau Gwella Busnes  
Cynghorydd Barbara Jones, Dirprwy Arweinydd ac Aelod Cabinet, Addysg a  
Chyflawni  
Cynghorydd Teresa Parry, Cadeirydd y Pwyllgor Craffu Addysg Gydol Oes  
Cynghorydd Carol Andrews, Dirprwy Gadeirydd y Pwyllgor Craffu Addysg Gydol  
Oes  
Robert Tranter, Pennaeth Gwasanaethau Cyfreithiol a Swyddog Monitro  
Lynne Donovan, Pennaeth Gwasanaethau Pobl  
Jane Southcombe, Rheolwr Gwasanaethau Ariannol  
Mark Williams, Pennaeth Dros Dro y Gwasanaethau Eiddo  
Andrew Young, Rheolwr Cleient, Gwasanaethau Ymgynghoriaeth Adeiladu  
Emma Townsend, Rheolwr Iechyd a Diogelwch  
Ros Roberts, Rheolwr Gwella Busnes



## **EDUCATION FOR LIFE SCRUTINY COMMITTEE – 24TH FEBRUARY 2020**

**SUBJECT: EDUCATION OTHER THAN AT SCHOOL (EOTAS)  
STRATEGY**

**REPORT BY: RICHARD EDMUNDS, CORPORATE DIRECTOR FOR  
EDUCATION AND CORPORATE SERVICES**

---

### **1. PURPOSE OF REPORT**

- 1.1 To consult with Members on the Education Other Than At School (EOTAS) Strategy and to seek their views prior to consideration of Cabinet.

### **2. SUMMARY**

- 2.1 This report introduces the EOTAS Strategy which is attached as Appendix 1. The Strategy has been developed in consultation with schools and will be considered by Cabinet in April.

### **3. RECOMMENDATIONS**

- 3.1 That Members note the content of this report and provide their views prior to its presentation to Cabinet on the 22nd April 2020.

### **4. REASONS FOR THE RECOMMENDATIONS**

- 4.1 To consult Members on the EOTAS Strategy so their views can be represented in the coming Cabinet report.

### **5. THE REPORT**

- 5.1 The EOTAS Strategy sets out the background and rationale for change in order to meet the needs of an increasingly complex group of vulnerable learners.
- 5.2 The Local Authority (LA) has a high level of ambition in regard to the provision to be offered to these learners and the Strategy sets out these plans in more detail.

## 6. **ASSUMPTIONS**

6.1 No related assumptions have been felt to be necessary in relation to this report.

## 7. **LINKS TO RELEVANT COUNCIL POLICIES**

7.1 Corporate Plan –

Wellbeing Objective 1 – Improve Education Opportunities for all

Shared Ambitions Strategy –

To raise standards and ensure our learners are healthy, confident, proud and ambitious and can benefit from high quality educational opportunities, settings and experiences.

7.2 As well as the above links to Council Policies, the report can also be linked to:

SEN Code of Practice for Wales (2002)

Exclusion from Schools and Pupil Referral Units Guidance (2015)

SEN and Inclusion Strategy

Education in Wales: Our National Mission

EOTAS: Framework for Action (2017)

Equality and Equity in Education (2017)

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

8.1 This report contributes to the Well-being Goals as set out in Links to Strategy above. It is consistent with the five ways of working as defined within the sustainable development principle in the Act and more specifically for the principles noted below.

- Long term – The report considers the importance of balancing the short term needs to safeguard the ability to also meet long term needs. Continuing to support and work with schools to promote a common moral purpose in managing a spectrum of learners' behavioural needs. Promote early intervention and the use of appropriate strategies to support learner needs within their mainstream settings is crucial to the effective implementation of a sustainable behaviour model.
- Prevention – Implementing effective early intervention strategies and support working collaboratively with schools, and all other service providers will reduce the need for more intensive interventions later in learner's educational pathways. This will be balanced against having effective identification systems and referral routes identified to support learners during their educational journey.
- Integration – The behaviour and wellbeing of all Caerphilly learners leads to a more prosperous and healthy adult population

- Collaboration - . Working collaboratively with other service providers such as health, social and youth services provides a more cohesive approach to managing the behavioural needs identified within the education system.
- Involvement – All stakeholders need to be full participants in this behavioural model development to support and challenge and enhance the development itself. This will be at a local, regional and national level. This approach will lead to increased outcomes for all learners as they progress into adult hood and become meaningful contributors to living and working Caerphilly

## **9. EQUALITIES IMPLICATIONS**

- 9.1 Council’s full Equalities Impact Assessment (EIA) process is adhered to at all times. In writing the strategy the LA has focused on the philosophy that all learners will have equality of opportunity and the right to receive a high quality education. Specifically this strategy outlines how this will be achieved for the most vulnerable learners in the LA. The Equalities Impact Assessment (attached as Appendix 2) indicates there is no potential for discrimination.

## **10. FINANCIAL IMPLICATIONS**

- 10.1 Rising numbers of young people accessing educational provision outside of mainstream schools continues to put an increasing strain on the Authority’s budget. It is recognised that this financial pressure, which is an on-going overspend, needs to be resolved. The EOTAS Strategy will have implications from both a capital and revenue perspective which will require further consideration. Proposals to develop a Centre for pupils age 12 through to 18 are currently being developed under 21<sup>st</sup> Century Band B proposals, whilst the revenue implications will need to be reviewed as the “working” details of the model develop.
- 10.2 The purpose of this report is to consider the Strategy for this area of provision. From a financial perspective a further report will need to follow and consider funding linked to a change in the delivery model.”

## **11. PERSONNEL IMPLICATIONS**

- 11.1 The purpose of this report is to consider the Strategy for this area of provision. From a personnel perspective a further report will need to follow and consider change in staffing of delivery model.”

## **12. CONSULTATIONS**

- 12.1 The strategy has been developed in consultation with schools.

## **13. STATUTORY POWER**

- 13.1 Education Act 1996  
 Equality Act 2010  
 United Nations Convention On The Rights Of The Child  
 Inclusion and Pupil Support Guidance Welsh Government 2016

Author: Keri Cole, Chief Education Officer

E-mail: colek@caerphilly.gov.uk

Consultees:

Christina Harray, Interim Chief Executive  
Dave Street, Corporate Director Social Services  
Richard Edmunds, Corporate Director, Education and Corporate Services  
Sue Richards, Head of Education Planning & Strategy  
Sarah Ellis, Lead for Inclusion & ALN  
Sarah Mutch, Early Years Manager  
Jane Southcombe, Finance Manager  
Paul Warren, Lead for School Improvement  
Councillor Teresa Parry, Chair Education for Life Scrutiny Committee  
Councillor Carol Andrews, Vice Chair Education for Life Scrutiny Committee  
Councillor Barbara Jones, Cabinet Member for Education & Achievement  
Anwen Cullinane, Senior Policy Officer (Equalities & Welsh Language)  
Ros Roberts, Performance Management  
Rob Tranter, Legal Services  
Steve Harris, Interim Head of Business Improvement Services

Background Papers:

Appendices:

Appendix 1	The EOTAS Strategy
Appendix 2	EOTAS Presentation
Appendix 2	Equalities Impact Assessment



**Cyfarwyddwr Addysg a Gwasanaethau Corfforaethol**

**Directorate of Education and Corporate Services**

# EOTAS Strategy



## Background

The Local Authority (LA) is committed to ensuring that all learners have equality of opportunity and recognise the right of all children and young people to receive high quality education, no matter where that education may be delivered (as set out in the United Nations Convention on the Rights of the Child (Article 28)).

Caerphilly County Borough Council recognises that children and young people who may require provision outside of school at a given time, that is Education Other Than At School (EOTAS) provision, are some of our most vulnerable learners. These children and young people often come from chaotic and challenging backgrounds. They can frequently experience family breakdown and mental health issues, and are often exposed to substance misuse and domestic violence. It is no surprise, therefore, that these children and young people often have less positive learning outcomes than their peers.

Section 19(1) of the Education Act 1996 gives local education authorities the power to make 'arrangements for the provision of suitable education at school or otherwise than at school for those children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them,' (Great Britain, 1996).

In realising our commitment towards this vulnerable group of learners, we must focus upon what is important for the individual, and what will work best for them. In this regard the pupil voice is vital. The principles here are consistent with the Welsh Government approach to reshaping the Additional Learning Needs (ALN) agenda in terms of person centred practice.

Underpinning this is the undertaking to ensure:

- a core entitlement for all learners
- a high quality workforce who have access to appropriate professional learning
- a high quality bespoke curriculum and progression pathway for learners
- a focus on reintegration into mainstream education
- collaboration and partnership working is a priority

- a focus on preventative strategies to:
  - make sure that any additional support needs that children have are recognised as early as possible
  - appropriate intervention is in place as early as possible
  - reduce the number of children and young people requiring alternative provision as far as possible, linked to appropriate early intervention
  - suitable arrangements are made to avoid exclusion
  - reduce the numbers of young people who are becoming Not in Education, Employment or Training (NEET)
- clear processes and procedures
- rigorous monitoring and evaluation
- excellent leadership and management

## **Current Context**

The LA has rigorous and robust established processes for identification and provision for those who require education other than at school (EOTAS). Both nationally and locally the number of those pupils in need of this provision have increased. Currently, there is provision within Caerphilly as well as access to procured external providers. This provision can vary considerably in terms of cost and quality. Through our self-evaluation, we have concluded that current provision could be further developed and enhanced in order to improve pupils' outcomes and value for money. It is the Council's priority to provide the best possible education for all pupils, particularly those most vulnerable to under-achievement. There is a commitment and determination to develop a centre of excellence through a portfolio Pupil Referral Unit (PRU) approach to ensure an enhanced offer which will meet the needs of all pupils and provide a bespoke pathway appropriate to their needs. Following consultation with schools, providers and pupils, it is clear that we are in a position to proceed to significant change in how this service will work.

A new centre for vulnerable learners will be aspirational and will be established to deliver the best in terms of learning experiences and support for wellbeing.

An expanded Pupil Referral Unit (PRU) will be the hub and, as part of its portfolio, there will be a primary phase PRU (The Learning Centre), youth education settings (Innovate), as well as strong links with schools through Learning Pathways Centres (LPCs) and the delivery of tuition. Bespoke packages will continue to include links with outdoor education and the colleges.

Pupils will be assessed to identify appropriate pathways and interventions required. These interventions will be monitored for impact. There will be access to an appropriate behaviour curriculum and relevant therapies, as well as continued involvement in enrichment activities. As often as possible, pupils will be reintegrated into mainstream provision. It will be important to forge strong working relationships with all partners and to extend support to families.

## The Vision

Schools across the authority share the same commitment to Inclusion. In accordance with this, the development of Wellbeing is prominent in all improvement plans and professional learning opportunities. In nearly all cases, disengagement with learning, individual needs and challenging behaviour are addressed and resolved in mainstream school. In a very few instances however, it is evident that individual needs cannot be met at a mainstream school and, under such circumstances, the local authority is developing Cwmpawd.

**Cwmpawd / *Compass*** is based on the following principles:

- We are all committed to equity and excellence
- Every young person deserves the best start in life
- No successful journey was ever made without a passport and a guide book
- We all need to stop now and again to check we are travelling in the right direction
- The future prosperity of our communities and nation depend on what we do today.

Cwmpawd will be the LA's EOTAS provision with its budget managed by the Headteacher.

Students at Cwmpawd will continue their educational journey in order to grow as lifelong learners. They will develop as ambitious, enterprising, ethically informed and healthy citizens of Wales.

Students will be referred to Cwmpawd via the half-termly panel. Aligned with the principles of collaboration and integration, and with student-voice at the forefront of all decisions made, multi-agency working will ensure effective placement initially within Cwmpawd and then subsequently to the most appropriate satellite provision.

Referrals will be received at set times throughout the school year. They will be scrutinised by members of the Behaviour Support Service, Educational Psychology team and other senior members of the Inclusion Service. When it is clear that the graduated response policy has been followed and that the appropriate professionals have been involved with the young person, the referral to panel will be authorised.

At panel the discussion will centre around individual learning and wellbeing need. Staff from all provisions will attend along with representatives for the Behaviour Support, Educational Psychology and Statutory teams. Once decisions are made, there will be appropriate timescales to ensure clear communication and seamless transition.

**Cefnogaeth (Support)** meetings are the hallmark of the work we will undertake to ensure that from an emotionally and physically perspective, our students are able to learn and make progress in our environment. Following the initial meeting set as part of the transition phase, regular dates will be set to discuss bespoke curriculum and intervention needs, review progress and re-integration plans. These will also ensure that all statutory duties are undertaken correctly where additional learning needs have been identified. Ensuring the appropriate people are round the table, including

representatives from mainstream schools, increase the probability of progress and potential re-integration. Appropriate partners will work together to maximise opportunities for success.

Learning and ambition will be at the heart of what we do. All students within Cwmpawd will develop their own **targets** that run alongside agreed targets developed by staff and parents. As part of our self-evaluation and quality assurance calendar, progress towards targets meetings will be held on a termly basis at Cwmpawd and all satellite provisions.

The hub of Cwmpawd will be our Centre for Vulnerable Learners (CVL). Within this building there will be a combination of classrooms, working spaces, intervention and calm rooms. Facilities will include dedicated staff areas for both relaxation and professional learning, a library for students and facilities for both families and the community to share the work the young people are doing. We will have specialist expressive arts and digital media suites alongside the partnering health facilities.

Students will be transported to and from Cwmpawd.

Alongside the CVL we will have a discrete KS2 / 3 provision at **The Learning Centre, Glanynant**, providing education for pupils experiencing social emotional and behavioural difficulties.

As with all of our provisions, students will be supported here to help them learn to understand and manage their emotions and improve their behaviour before a possible return to mainstream.

Further satellite provisions will include the current **Innovate** project which is run in conjunction with the Youth Service. This Project based on two sites allows young people to grow in confidence, self-esteem and independence by learning new skills. Bespoke learning plans are utilised on each site with the focus on self-regulation and behavioural needs.

The **HIVE** is a small group setting with a high ratio of adult support for pupils that have reported high levels of anxiety who may be supported by Caerphilly My Support Team (CMyST), Child and Adolescent Mental Health Services (CAMHS) or open to Social Services. It is underpinned by Emotional Literacy Support Assistants (ELSA), Thrive and Mindfulness. Pupils have a Pathway Plan which identifies transition need and support. Programmes support pupils and include GCSE & Entry Pathways and Youth Work qualifications.

In addition to the above, Cwmpawd work with school current Learning Progress Centres (**LPC**) provisions to support young people as they transition back towards mainstream education. Our centre at Lewis Pengam focuses specifically on intervention to facilitate a short turnaround whilst the centre at Heolddu caters for high functioning Autistic Spectrum Disorder (ASD) students.

All students will receive a broad and balanced **curriculum** as part of their entitlement. This will allow them to focus appropriately on all Areas of Learning, to address individual learning needs and relevant therapies. The bespoke interventions at each centre will help distinguish Cwmpawd from other mainstream schools.

Where this is not possible within Cwmpawd, partnerships will be developed so that resources within mainstream schools are used.

Collaboration with the authority's Caerphilly Adventures Group and Positive Futures will allow us to expand our curriculum offer further, whilst utilisation of Coleg Gwent and independent providers will ensure specialisms can be followed where appropriate.

As part of our extra-curricular programme students will conduct visits to areas of significant local and national interest, have the opportunity to go to the theatre, spectate at live sporting events, represent Cwmpawd at various competitions and attend places of worship.

We recognise that all our young people require a passport (in the form of formal qualifications) and a guide book (in the form of emotional and wellbeing support) in order to allow them to successfully navigate adult life and make a positive contribution to society.

Our curriculum will deliver a blend of both.

Skills are fundamental to progress. Whilst Literacy, Numeracy and the Digital Competence Framework (DCF) form the basics, these are intertwined with the development of thinking skills, resilience, creativity, collaboration and innovation as we instil in the young people the skills necessary to exist and thrive in adult life.

Staff at each centre will deliver lessons on site, in the community and will work as part of our outreach service within mainstream schools.

Interventions will focus on Adverse Childhood Experiences (ACE) and trauma informed practice to support students. We will also follow a Human Givens approach with Thrive - (an approach to develop healthy, happy and confident children) and ELSA being at the heart of training and work. Whilst the majority of our time will be spent working directly with young people, staff will also allocate intervention and educational work with friends and family members of the young people at Cwmpawd.

Within Cwmpawd there will be a clear leadership structure to ensure vision and aims are realised. The Headteacher is joined by a Professional Learning lead, Additional Learning Needs Co-ordinator (ALNCO) and Designated Safeguarding Officer to ensure both staff and students are supported, challenged and make the progress expected.

As an organisation we are committed to the principles underlying **Schools as Learning Organisations**. All staff are committed to professional growth and an extensive menu will be available to commit to action based research and aspire to be a better teacher are all underpinned by the Professional Standards for Teaching and Leadership.

The development of Cwmpawd will allow us to refine the work of the Behaviour Support Service. The team will deliver professional development sessions, interventions at student and adult level, both within Cwmpawd and in mainstream schools.

## **Therapeutic approaches**

It is well recognised that experiences in childhood can affect us throughout our life and can lead to long term harm. In the context of education this may impact on engagement in education, academic performance and outcomes. Supporting children's wellbeing is therefore essential.

In order to ensure that all children can access the educational opportunities available the Council works in partnership with the consortia, Health Services and Social Care to provide a range of services that support the development of wellbeing (physical and emotional).

People who know young people well are best placed to identify wellbeing concerns, build resilience and deliver low-level therapeutic input.

Relationships between pupils, young people in EOTAS settings, teachers, youth workers and parents are key to developing safe and healthy schools where young people are able to achieve and there should be clear mechanisms and structures which support positive relationships.

In order to support the most vulnerable learners services such as educational psychology and school based counselling are continuing to develop the range of interventions and training to ensure that schools build capacity to address emerging needs (see Wellbeing Strategy 2020).

In relation to children who may require provision outside of school the Council is committed to developing the support to the portfolio of provisions and enhancing this in line with Welsh Government vision.

A person centred approach, robust assessment of need, and early identification are underpinning principles of the strategy. Services will continue to develop in order to ensure that children's needs are clearly understood on the basis of a comprehensive set of information and that interventions are targeted appropriately whether from school based or more specialist services.

## **Monitoring and Evaluation**

Key Performance Indicators for this service exist at individual, satellite provision and Cwmpawd level. Standards in relation to qualifications gained, average points score, and attendance and exclusions will be tracked in detail. Progress towards targets meetings ensure starting points are also taken into consideration when measuring performance.

Bespoke wellbeing measures are fundamental in the progress of Cwmpawd to ensure interventions are appropriate and re-integration a realistic outcome.

Rates of re-integration and progression pathway planning which impact on NEET figures will contribute significantly to the range of performance measures we use.

The Headteacher for Cwmpawd will develop and implement an extensive self-evaluation calendar which ensures all areas are scrutinised and actions within the Improvement Plans will be monitored. Progress towards targets meetings will be supplemented by observations, learning walks, stakeholder engagement events and work scrutiny. Responding to the Pupil Voice will be a priority and Cwmpawd will engage in support and challenge activity provided by the Education Achievement Service (EAS).

The development of the Management Committee will ensure progress is challenged and celebrated each term and attendance of senior members of the LA within this committee will provide further rigour.

At local authority, reports will be generated at all levels from Senior Management Team through to Cabinet to ensure the work carried out on a daily basis is aligned with the corporate aims and vision.

The impact of this strategy will be reviewed annually and pupil outcomes will be reported at Senior Management Team and Scrutiny Committee meetings.

### **Links to other strategies / key documents**

Welsh Government - Inclusion and Pupil Support 203/2016

Public Health Wales – Report 1 Aces

Estyn – Happy and Healthy (2019)

Estyn – Education other than at school (2016)

Public Policy Institute for Wales: Promoting Emotional Health, Well-being, and Resilience in Primary Schools 2016

National Behaviour and attendance review (2008)

Wellbeing of Future Generations Act

Additional Learning Needs Act (2018)

Shared Ambitions (2019)

Behaviour Strategy (2020)

Wellbeing strategy (2020)

Inclusion and ALN Strategy (2020)

Managed Moves Policy

Elective Home Education Protocol

Safeguarding Policy



# Every Child's Entitlement

## (EOTAS Strategy)

Appendix 2

### Education for Life Scrutiny

24<sup>th</sup> February 2020

Page 93

A greener place    Man gwyrddach



# Context

A greener place    Man gwyrddach



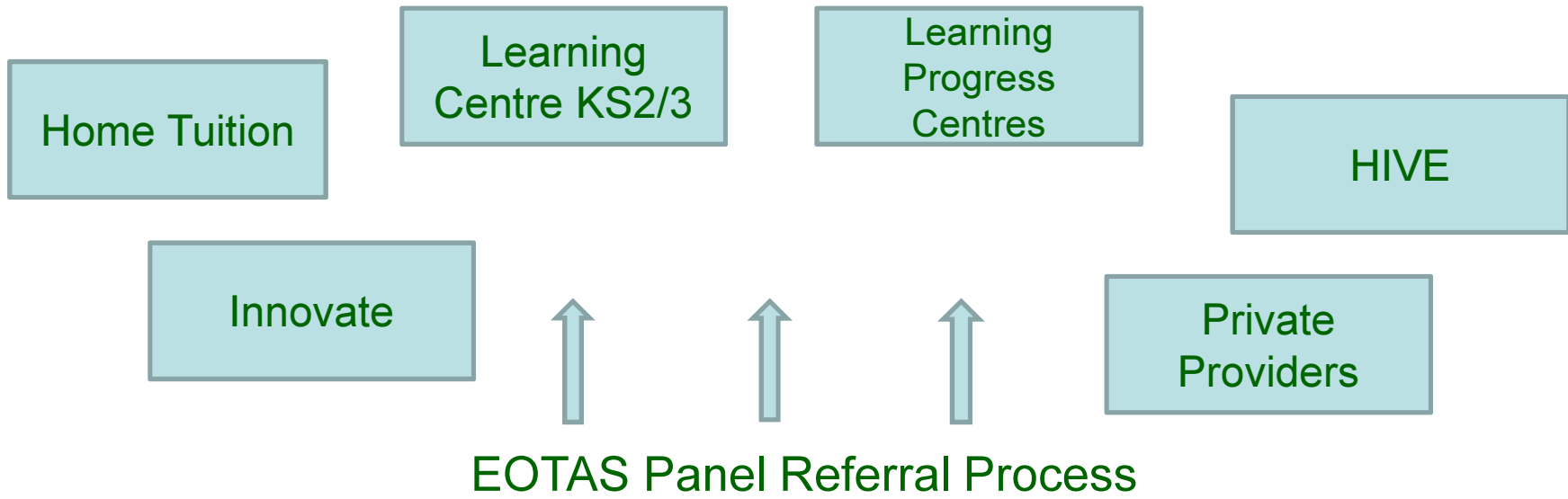
# Ambition

Page 95



A greener place    Man gwyrdach

# Currently



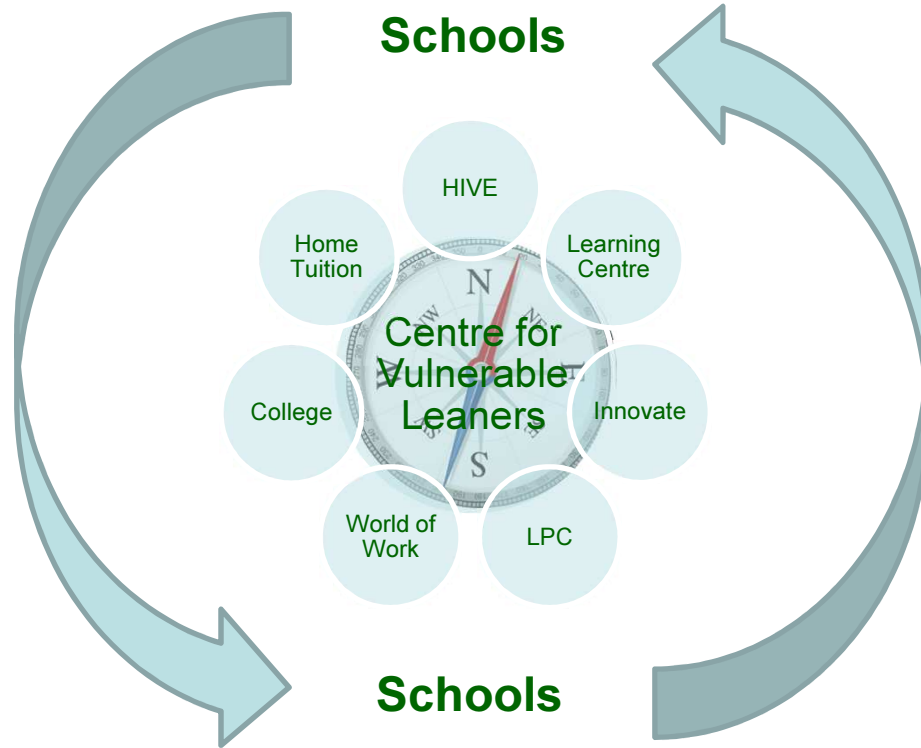
Page 96

Schools

A greener place Man gwyrdach

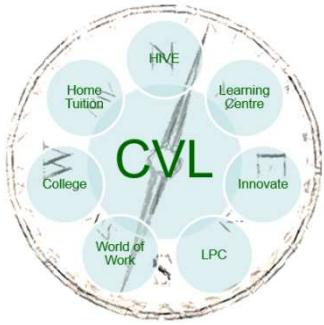


# Proposed



Page 97

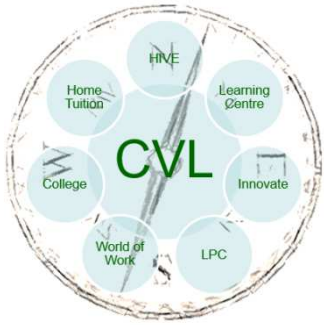
A greener place Man gwyrdach



# What next?

A greener place    Man gwyrdach





# Questions

Gadewir y dudalen hon yn wag yn fwiadol



# EQUALITY IMPACT ASSESSMENT FORM

July 2019

## THE COUNCIL'S EQUALITIES STATEMENT

This Council recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within and between our communities, residents, elected members, job applicants and workforce.

We will also work to create equal access for everyone to our services, irrespective of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, use of Welsh language, BSL or other languages, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

EIAs are a legal requirement under equalities legislation (Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011) where the potential for a significant negative impact has been identified. This legislation has been in place since 2000. We also have a legislative duty to:

- eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
- advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- foster good relations between people who share a protected characteristic and those who do not.

The Act explains that having due regard for advancing equality involves:

- removing or minimising disadvantages experienced by people due to their protected characteristics
- taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- encouraging people with protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

The protected characteristics are:

- |                                  |                                  |
|----------------------------------|----------------------------------|
| • Age                            | • Race                           |
| • Disability                     | • Religion, Belief or Non-Belief |
| • Gender Re-assignment           | • Sex                            |
| • Marriage and Civil Partnership | • Sexual Orientation             |
| • Pregnancy and Maternity        | • Welsh Language*                |

\* The Welsh language is not identified as a protected characteristic under the Equality Act 2010, however in Wales we also have to treat Welsh and English on an equal basis as well as promoting and facilitating the use of the Welsh language.

## THE EQUALITY IMPACT ASSESSMENT

<b>NAME OF NEW OR REVISED PROPOSAL*</b>	EOTAS strategy
<b>DIRECTORATE</b>	Education & Lifelong Learning
<b>SERVICE AREA</b>	LEI
<b>CONTACT OFFICER</b>	Sarah Ellis Rhys Evans
<b>DATE FOR NEXT REVIEW OR REVISION</b>	July 2020

**\*Throughout this Equalities Impact Assessment Form, ‘proposal’ is used to refer to what is being assessed, and therefore includes policies, strategies, functions, procedures, practices, initiatives, projects and savings proposals.**

The aim of an Equality Impact Assessment (EIA) is to ensure that Equalities and Welsh Language issues have been proactively considered throughout the decision making processes governing work undertaken by every service area in the Council as well as work done at a corporate level.

The Council’s work across Equalities, Welsh Language and Human Rights is covered in more detail through the **Equalities and Welsh Language Objectives and Action Plan 2016-2020**.

When carrying out an EIA you should consider both the positive and negative consequences of your proposals. If a project is designed for a specific group e.g. disabled people, you also need to think about what potential effects it could have on other areas e.g. young people with a disability, BME people with a disability.

There are a number of supporting guidance documents available on the **Corporate Policy Unit Portal** and the Council’s Equalities and Welsh Language team can provide advice as the EIA is being developed. Please note that the team does not write EIAs on behalf of service areas, the support offered is in the form of advice, suggestions and in effect, quality control.

Contact [equalities@caerphilly.gov.uk](mailto:equalities@caerphilly.gov.uk) for assistance.

## PURPOSE OF THE PROPOSAL

<b>1</b>	<p><b>What is the proposal intended to achieve?</b> <i>(Please give a brief description and outline the purpose of the new or updated proposal by way of introduction.)</i></p> <p>The EOTAS strategy outlines the ambition of the LA to meet the needs of all vulnerable learners and how this will be achieved.</p> <p>The LA aims to ensure that there is</p> <ul style="list-style-type: none"><li>• a core entitlement for all learners</li><li>• a high quality workforce who have access to appropriate professional learning</li><li>• a high quality bespoke curriculum and progression pathway for learners</li><li>• a focus on reintegration into mainstream education</li><li>• a focus on collaboration and partnership working</li><li>• a focus on preventative strategies to:<ul style="list-style-type: none"><li>• make sure that any additional support needs that children have are recognised as early as possible</li><li>• appropriate intervention is in place as early as possible</li><li>• reduce the number of children and young people requiring alternative provision as far as possible, linked to appropriate early intervention</li><li>• suitable arrangements are made to avoid exclusion</li><li>• reduce the numbers of young people who are becoming Not in Education, Employment or Training (NEET)</li></ul></li><li>• clear processes and procedures</li><li>• rigorous monitoring and evaluation</li><li>• excellent leadership and management</li></ul>
<b>2</b>	<p><b>Who are the service users affected by the proposal?</b> <i>(Who will be affected by the delivery of this proposal? e.g. staff members, the public generally, or specific sections of the public i.e. youth groups, carers, road users, people using country parks, people on benefits etc. Are there any data gaps?)</i></p> <ul style="list-style-type: none"><li>• Young people who at a given point in time are assessed as being unable to access education through mainstream opportunities and are therefore at risk of exclusion from mainstream provision and of becoming NEET</li><li>• Head Teachers and school staff</li><li>• LA staff</li><li>• Parents / cares</li><li>• Community</li><li>• Alternative providers</li></ul>

## IMPACT ON THE PUBLIC AND STAFF

<b>3</b>	<p><b>Does the proposal ensure that everyone has an equal access to all the services available or proposed, or benefits equally from the proposed changes, or does not lose out in greater or more severe ways due to the proposals?</b></p> <p><i>(What has been done to examine whether or not these groups have equal access to the service, or whether they need to receive the service in a different way from other people?)</i></p> <p>;</p> <p>The Local Authority (LA) is committed to ensuring that all learners have equality of opportunity and recognise the right of all children and young people to receive high quality education. The proposal will ensure that for all learners whose educational opportunity may not be accessed through mainstream settings there is equality of access to appropriate pathways and relevant interventions.</p>
----------	--

<b>4</b>	<p><b>Is your proposal going to affect any people or groups of people with protected characteristics?</b></p> <p><i>(Has the service delivery been examined to assess if there is any indirect effect on any groups? Could the consequences of the policy or savings proposal differ dependent upon people's protected characteristics?)</i></p> <p>There are no negative consequences. The positive consequences for young people are greater support to remain in education and training. The service will be delivered to vulnerable young people regardless of race, gender, sexuality, language or religious belief.</p>
----------	---

Protected Characteristic	Positive, Negative, Neutral	What will the impact be? If the impact is negative how can it be mitigated?
<b>Age</b>	<b>positive</b>	All children will be supported to remain in school wherever possible. Where it has been identified that a school placement cannot be maintained based on identified need, children will be provided with appropriate support regardless of protected characteristics.
<b>Disability</b>	<b>positive</b>	All children will be supported to remain in school wherever possible. Where it has been identified that a school placement cannot be maintained based on identified need, children will be provided with appropriate support regardless of protected characteristics.
<b>Gender Reassignment</b>	<b>positive</b>	All children will be supported to remain in school wherever possible. Where it has been identified that a school placement cannot be maintained based on identified need, children will be provided with appropriate support regardless of protected characteristics.
<b>Marriage &amp; Civil Partnership</b>	<b>NA</b>	
<b>Pregnancy and Maternity</b>	<b>positive</b>	All children will be supported to remain in school wherever possible. Where it has been identified that a

		school placement cannot be maintained based on identified need, children will be provided with appropriate support regardless of protected characteristics.
<b>Race</b>	<b>positive</b>	All children will be supported to remain in school wherever possible. Where it has been identified that a school placement cannot be maintained based on identified need, children will be provided with appropriate support regardless of protected characteristics.
<b>Religion &amp; Belief</b>	<b>positive</b>	All children will be supported to remain in school wherever possible. Where it has been identified that a school placement cannot be maintained based on identified need, children will be provided with appropriate support regardless of protected characteristics.
<b>Sex</b>	<b>positive</b>	All children will be supported to remain in school wherever possible. Where it has been identified that a school placement cannot be maintained based on identified need, children will be provided with appropriate support regardless of protected characteristics.
<b>Sexual Orientation</b>	<b>positive</b>	All children will be supported to remain in school wherever possible. Where it has been identified that a school placement cannot be maintained based on identified need, children will be provided with appropriate support regardless of protected characteristics.

<b>5</b>	<p><b>In line with the requirements of the Welsh Language Standards. (No.1) Regulations 2015, please note below what effects, if any (whether positive or adverse), the proposal would have on opportunities for persons to use the Welsh language, and treating the Welsh language no less favourably than the English language.</b></p> <p><i>(The specific Policy Making Standards requirements are Standard numbers 88, 89, 90, 91, 92 and 93. The full detail of each Standard is available on the Corporate Policy Unit Portal. Although it is important that what is outlined in the proposal is available in Welsh and English, please consider wider impacts on Welsh speakers.)</i></p> <p>The proposed strategy could have a positive effect on the opportunity for persons to use the Welsh language. The LA is committed to developing opportunities for provision to be delivered through the medium of Welsh where possible. As part of any recruitment process the ability to speak Welsh would be considered to be desirable</p>
----------	---

## INFORMATION COLLECTION

<b>6</b>	<p><b>Please outline any evidence and / or research you have collected which supports the proposal? This can include an analysis of service users.</b> <i>(Is this service effectively engaging with all its potential users or is there higher or lower participation of uptake by one or more protected characteristic groups? If so, what has been done to address any difference in take up of the service? Does any savings proposal include an analysis of those affected?)</i></p> <p>Welsh Government and Estyn have historically reviewed practices in relation to pupil placement and EOTAS. This information as outlined below has been used as the context for developing the LA Strategy in terms of effective practice and legislation whilst developing this strategy. We have also considered self-evaluation findings from our current practice whilst looking to develop this strategy.</p> <p>Estyn:– Effective use of managed moves(2018) Healthy and Happy (2019) Pupil registration practices(2019) Eotas (2016)</p> <p>Welsh Government: Framework for action (2017) Statistical release (EOTAS)</p> <p>Welsh Government are currently reviewing processes and procedures in relation to PRUs and reviewing EOTAS guidance for delivering and commissioning services. Caerphilly officers are part of the advisory group for Welsh Government linked to this work and therefore can keep up to date with any relevant changes.</p>
----------	---

## CONSULTATION


<b>7</b>	<p><b>Please outline the consultation / engagement process and outline any key findings.</b> <i>(Include method of consultation, objectives and target audience. What steps have been taken to ensure that people from various groups have been consulted during the development of this proposal? Have you referred to the Equalities Consultation and Monitoring Guidance?)</i></p> <p>There is an ongoing audit of current provision including stakeholder feedback (student voice). This will be ongoing.</p> <p>The strategy has been circulated to all headteachers within Caerphilly. It has also been shared with senior members of the local authority for consultation. All of the initial responses at this point have been positive.</p>
----------	--

## MONITORING AND REVIEW

<b>8</b>	<p><b>How will the proposal be monitored?</b> <i>(What monitoring process has been set up to assess the extent that the service is being used by all sections of the community, or that the savings proposals are achieving the intended outcomes with no adverse impact? Are comments or complaints systems set up to record issues by Equalities category to be able analyse responses from particular groups?)</i></p> <p>This development is a priority in the Service improvement plan and will be monitored through the Directorates self evaluation processes.</p> <p>Rigorous monitoring and evaluation process will be developed as part of the strategy itself including improvement actions, target setting, progress towards targets, and stakeholder engagement activities.</p> <p>There will also be engagement with EAS in their role to support and challenge schools.</p> <p>Provision will be subject to Estyn Inspection.</p>
<b>9</b>	<p><b>How will the monitoring be evaluated?</b> <i>(What methods will be used to ensure that the needs of all sections of the community are being met?)</i></p> <p>Progress will be monitored through Education SMT, the management committee and Education Scrutiny Committee.</p>
<b>10</b>	<p><b>Have any support / guidance / training requirements been identified?</b> <i>(Has the EIA or consultation process shown a need for awareness raising amongst staff, or identified the need for Equalities or Welsh Language training of some sort?)</i></p> <p>Training needs will be continually evaluated in light of National developments and Service developments and linked through the PDR process.</p>
<b>11</b>	<p><b>If any adverse impact has been identified, please outline any mitigation action.</b></p> <p>None identified.</p>
<b>12</b>	<p><b>What wider use will you make of this Equality Impact Assessment?</b> <i>(What use will you make of this document i.e. as a consultation response, appendix to approval reports, publicity etc. in addition to the mandatory action shown below?)</i></p> <p>The assessment will form part of the appendices of the report to cabinet.</p>

<b>13</b>	<p><b>An equality impact assessment may have four possible outcomes, through more than one may apply to a single proposal. Please indicate the relevant outcome(s) of the impact assessment below.</b></p> <p style="text-align: right;"><b>Please tick as appropriate:</b></p> <p><b>No major change</b> – the impact assessment demonstrated that the proposal was robust; there was no potential for discrimination or adverse impact. All opportunities to promote equality have been taken. <input checked="" type="checkbox"/></p> <p><b>Adjust the proposal</b> – the impact assessment identified potential problems or missed opportunities. The proposal was adjusted to remove barriers or better promote equality. <input type="checkbox"/></p> <p><b>Continue the proposal</b> – the impact assessment identified the potential problems or missed opportunities to promote equality. The justification(s) for continuing with it have been clearly set out. (The justification must be included in the impact assessment and must be in line with the duty to have due regard. Compelling reasons will be needed for the most important relevant proposals.) <input type="checkbox"/></p> <p><b>Stop and remove the proposal</b> – the impact assessment identified actual or potential unlawful discrimination. The proposal was stopped and removed, or changed. <input type="checkbox"/></p>
-----------	---

Form completed by:	
<b>Name:</b>	Sarah Ellis / Rhys Evans
<b>Job Title:</b>	Lead for Inclusion and ALN / Head of provision for vulnerable learners
<b>Date:</b>	10.2.2020

Head of Service Approval	
<b>Name:</b>	Keri Cole
<b>Job Title:</b>	Chief Education Officer
<b>Signature:</b>	
<b>Date:</b>	10.2.2020





## EDUCATION SCRUTINY COMMITTEE 24TH FEBRUARY 2020

**SUBJECT: WALES AUDIT OFFICE REPORT OF THE FLYING START PROGRAMME**

**REPORT BY: CORPORATE DIRECTOR FOR EDUCATION AND CORPORATE SERVICES**

---

### **1. PURPOSE OF REPORT**

- 1.1 Members note and discuss the content of the report and the Wales Audit Office presentation as well as the progress made since the WAO report.

### **2. SUMMARY**

- 2.1 During Spring 2019 Wales Audit Office conducted an examination of the step in Objective 1 of the Caerphilly CBC Wellbeing Plan. The conclusion demonstrated many positive examples and areas for improvement which were incorporated into the Education Service Improvement Plan under the Early Years Operational Plan 2019.

### **3. RECOMMENDATIONS**

- 3.1 That Members note and discuss the content of the report and presentation by Wales Audit Office as well as the progress made since the WAO report.

### **4. REASONS FOR THE RECOMMENDATIONS**

- 4.1 Compliance with the Wellbeing of Future Generations (Wales) Act 2015.

### **5. THE REPORT**

- 5.1 The Wales Audit Office (WAO) conducted an examination of how the Caerphilly CBC Wellbeing Plan acted in accordance with the sustainable development principles (five ways of working), which was developed in response to the Future Generations and Wellbeing Act. Wellbeing Objective 1 is to Improve Education Opportunities for All, of which Increase the access, take up and attendance of the Flying Start Programme was the first step.
- 5.2 The WAO conducted field work interviewing strategic and operational delivery partners as well as conducting workshops with professionals and parents involved in delivery of the programme.
- 5.3 The WAO concluded that:

- 5.4 The Council can identify longer term benefits for individual families who engage with the Flying Start Programme, but the Council could consider ways to track and evidence longer-term impacts for all families eligible for the Programme.
- 5.5 Prevention is an inherent part of the Flying Start Programme and the Council has tailored its approach to the local population, but it should consider different ways to maximise the preventative ways the programme could bring.
- 5.6 The Council demonstrates a good understanding of integration and is making progress towards a more integrated approach to delivering its Flying Start Programme.
- 5.7 Collaboration is an inherent part of the Flying Start Programme and the Flying Start team are collaborating well internally and externally.
- 5.8 The Flying Start team has a well-developed approach to using views of parents to inform the design of services and has established a positive working relationship with the local Parent Network.
- 5.9 A workshop held to present the findings resulted in an action plan which was incorporated into the Early Years Operational Action Plan as part of the Education Service Improvement Plan.
- 5.10 The recent update from the action plan shows progress to date Appendix 1.
- There are greater links between Flying Start parenting and employability programmes.
  - St James parents have formed their own constituted group who delivered their own community Christmas party for 100 children and are now starting from January to run reception in the Integrated Children Centre.
  - Parent Champions' feedback is shaping future delivery development.
  - Early Years Transformation programme has developed a regional approach and delivery model of integrated working for implementation in spring 2020. The model aims to support families in need across a community of both Flying Start and non-Flying Start postcodes. It aims to ensure those in need have appropriate support through an integrated collaborative model based on family feedback case stories and case files and professional feedback on barriers to support and complexity of the system currently.

#### 5.11 **Conclusion**

The examination found that: in taking this step and acting in accordance with the Flying Start Programme, the Council has a number of positive examples of how it has taken account of the sustainable development principle, particularly in collaboration and prevention. However, the Council recognises that there is more to do to consistently embed all five ways of working and could strengthen its involvement to secure increased take up and attendance and ensure that it is working in a fully integrated way.

### 6. **ASSUMPTIONS**

- 6.1 There are no assumptions to be made within this report.

### 7. **LINKS TO RELEVANT COUNCIL POLICIES**

#### 7.1 **Corporate Plan 2018-2023.**

The Wales Audit Office examined how the sustainable development principles are applied in one of the steps in the Corporate Well-being Objectives:

Objective 1 - Improve education opportunities for all

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

8.1 The report contributes to the Well-being Goals:-

- A prosperous Wales\*
- A resilient Wales\*
- A healthier Wales\*
- A more equal Wales\*

8.2 The report demonstrates action taken in regard to the sustainable development principles:

- Long Term – The importance of balancing short-term needs with the need to safeguard the ability of future generations to meet their long-term needs
- Prevention - How acting to prevent problems occurring, or getting worse, may help public bodies meet their objectives
- Integration – Considering how the public body’s well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies
- Collaboration – Acting in collaboration with any other person (or different parts of the body itself) that could help the body to meet its well-being objectives
- Involvement – The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves.

## **9. EQUALITIES IMPLICATIONS**

9.1 The Flying Start Programme targets those living in the most disadvantaged communities enabling positive discrimination for those children living in poverty. The Flying Start childcare placements actively promote Welsh medium to enable positive engagement with the Welsh language.

## **10. FINANCIAL IMPLICATIONS**

10.1 There are no financial implications of this report as any resources required have been incorporated into existing resources.

## **11. PERSONNEL IMPLICATIONS**

11.1 There are no personnel implications of this report.

## **12. CONSULTATIONS**

12.1 All views in the consultation are contained within this report.

## **13. STATUTORY POWER**

13.1 Wellbeing of Future Generations (Wales) Act 2015

Author: Sarah Mutch, Early Years Manager  
[mutchs@caerphilly.gov.uk](mailto:mutchs@caerphilly.gov.uk)

Consultees: Richard Edmunds, Corporate Director, Education and Corporate Services  
Keri Cole, Chief Education Officer  
Sue Richards, Head of Education Planning & Strategy  
Christina Harrhy, Interim Chief Executive  
Dave Street, Corporate Director, Social Services & Housing  
Councillor Barbara Jones, Cabinet Member for Education & Achievement  
Councillor Teresa Parry, Chair, Education for Life Scrutiny Committee  
Councillor Carol Andrews, Vice Chair, Education for Life Scrutiny Committee  
Lynne Donovan, Head of People Services  
Jane Southcombe, Financial Services Manager  
Rob Tranter, Head of Legal Services and Monitoring Officer  
Steve Harris, Interim Head of Business Improvement Services  
Anwen Cullinane, Senior Policy Officer, Equalities, Welsh Language & Consultation  
Ros Roberts, Business Improvement Manager.

Background Papers: Chronology of development of the Flying Start Programme.

Appendices:

- Appendix 1 Action Plan update.
- Appendix 2 Presentation by Wales Audit Office of the content of the report.
- Appendix 3 Wellbeing of Future Generations: An examination of improving the take up of the Flying Start Programme – Caerphilly County Borough Council, March 2019.
- Appendix 4 Briefing paper of the Flying Start Programme for WAO.

Appendix 1 - Number and reference of action	Name of Report	Appendix 1 - Regulator Proposal	Action	PREVIOUS UPDATE	Service Officer Responsible	When will be completed by	CURRENT UPDATE - JANUARY 2020	Status	Percentage completed
WAO Ref 1073A2019	Well-being of Future Generations - An examination of improving take up of the Flying Start Programme	Areas for Improvement - <b>Long term:</b> Council has started to track data on outcomes for children and consideration is needed for tracking parental outcomes	1. Develop a system to link to the employability / legacy programmes to track parental outcomes in tackling poverty. 2. Deliver training on and explore the use of the family resilience tool by frontline staff to track outcomes	1. A joint meeting was held between Family Support, Legacy and Employability leads to plan implementation of how to track parental transition to employability programmes 2. Resilience training has been delivered across different target groups. Evaluations were very positive and next steps identified.	Sarah Mutch	1. March 2020 2. July 2020	Parents from FS signing up to employability programmes or legacy projects are reported back to parenting team monthly and recorded. However, the best method for capturing and reporting the data over time is being developed. There is very good transition now between programmes. The parents from Lansbury have set up their own constituted group called Bridging the Gap and are now running their own events. at Christmas they ran their own Christmas grotto and party in St James ICC for the community for 100 children. They are now starting a pilot to run reception in St James ICC taking over responsibility for booking rooms and organising parent / community engagement and designing the new look cafe and children's area. They are supported by Parent Network who are also supporting a work placement for parents who wish to have work experience prior to applying for jobs or to improve their		75%
		Area for Improvement - <b>Prevention</b> * Consideration of the approach to engaging those parents who are not currently taking up or attending Flying Start. * Consideration of the approach to re-engaging parents who are unable to attend regularly	Explore the initial data form Parent Champions to identify parental issues during 2018/19 and consider how this data could be used to shape future delivery	We have collated the data but this is yet to be analysed.	Sarah Mutch	Mar-20	The needs have been analysed and are shaping future commissioning and delivery. Please see example above regarding increased feeling of community ownership of buildings.	<b>In progress</b>	50%

<p>Area for Improvement - <b>Integration</b></p> <p>* Consideration of how increasing take up and attendance could impact positively and negatively on the demand for, and capacity of, other Council and non-Council services (both public bodies and voluntary sector)</p> <p>* Consideration as to whether all step leads are fully conversant with the definition of Integration as set out in the Act</p>	<ol style="list-style-type: none"> <li>1. Explore use of the resilience framework to identify barriers to attendance</li> <li>2. Explore development of 'My Journey booklet' into an electronic all for families</li> <li>3. Develop case studies to show added value of integration of early intervention preventative services with statutory provision</li> <li>4. There are 4 actions relating to corporate learning for staff and members to embed the 5 ways of working</li> </ol>	<p>This is in the early stages of development and planning prior to implementation.</p>	<p>Sarah Mutch &amp; Ros Roberts</p>	<p>Action 1-3 - March 2020 Action 4. May 19-March 2020</p>	<p>The resilience framework is being used within the current existing assessments and will be used in the new ways of working to empower families to support themselves in their communities. Early Years Transformation programme has developed a model for implementation of phase 1 pilots being planned in detail for implementation in the Spring term. This will consider how to develop the My Journey booklet into an Early Years regional booklet / electronic booklet / app once the evaluation work is completed. Case studies are being developed to show the impact of parenting and employment joint working.</p>	<p><b>in progress</b></p>	<p>50%</p>
<p>Area for Improvement - <b>Collaboration:</b></p> <p>Consideration of how collaborating in different ways may help to engage parents who are not taking up the Flying Start offer, for example, health visitors, Parent Champions.</p>	<ol style="list-style-type: none"> <li>1. Implement use of the 'My Journey booklet' antenatal to ensure families understand the programme and to all delivery partners.</li> <li>2. Continue development of wider collaboration work through Children First task group</li> </ol>	<ol style="list-style-type: none"> <li>1. The My Journey booklet has been finalised and is at print run stage.</li> <li>2. Following our initial research we believe there is more added value to a regionalised approach to collaboration under early years integration and Children First.</li> </ol>	<p>Sarah Mutch</p>	<p>Mar-20</p>	<p>Early Years Transformation programme has developed a model for implementation of phase 1 pilots, being planned in detail for implementation in the Spring term. This is a more regionalised and collaborative approach across Blaenau Gwent, Caerphilly, Newport, ABUHB and Public Health Wales.</p>	<p><b>In progress</b></p>	<p>50%</p>
<p>Area for Improvement - <b>Involvement</b></p> <p>Development of innovative ways of reaching and engaging families who do not take up entitlement or do not consistently attend sessions</p> <p>Consider impact of the 'parent champions'; Consistent provision of feedback across all Council services to people who engage in consultations</p> <p>Further exploration of how digital technologies could increase take up &amp; attendance</p>	<ol style="list-style-type: none"> <li>1. Explore text remind systems for feasibility</li> <li>2. Closer working between childcare and parenting teams for families who are struggling with attendance</li> <li>3. Evaluate the impact of Parent Champions in the community.</li> </ol>	<ol style="list-style-type: none"> <li>1. Initial research is showing the text system is more complex to comply with unsolicited marketing rules so this may take longer to achieve.</li> <li>2. There has been increased connection between childcare settings and parenting teams both informally as well as formally through the joint cluster meetings.</li> <li>3. Plans to start evaluation of Parent Champions in the autumn term.</li> </ol>	<p>Sarah Mutch</p>	<ol style="list-style-type: none"> <li>1. August 2019</li> <li>2. August 2019</li> <li>3. March 2020</li> </ol>	<p>Family Support Workers have greater connection with both childcare, health and SLC teams to promote support available for families. Evaluation of the Parent Champion role is ongoing. However, the biggest game changer may be through the Early Years transformation programme work which is looking to support all families universally in a geographical areas of both Flying Start and non-Flying Start under an Early Years team of people from both LA and ABUHB with a wider team of more specialist people around the core team from across all agencies including voluntary sector. we are aiming to do this through the adapted Privacy Notice to work with all families under the Early Years system to prevent the most vulnerable families not knowing what support is available to them for early intervention and prevention.</p>	<p><b>In progress</b></p>	<p>50%</p>



## **Feedback and Response Workshop**

**January 2019**

**Caerphilly County Borough Council**

**WFG examination of continuing to deliver the Flying Start programme to help improve access, take up and attendance**

**Gareth Jones and Ian Phillips**



# The Auditor General's responsibilities under the Act

The Auditor General must...

1. Examine public bodies to assess the extent to which they have acted in accordance with the Sustainable Development Principle when:
  - setting well-being objectives
  - taking steps to meet them

## **Overall question for this Examination:**

To what extent has Caerphilly County Borough Council acted in accordance with the sustainable development principle when continuing to deliver the Flying Start programme to help improve access, take up and attendance towards meeting its well-being objectives?



# Our Examination approach

Our approach included:

- a fieldwork scoping workshop in September 2018

**Then we:**

- reviewed documents
- undertook 8 interviews with senior officers, partner organisations and the Cabinet member for Education
- held a focus group with parents at a group run by the Parent Network, a voluntary sector organisation that supports parents across the County Borough to have their say on decisions that affect them and their families
- we propose to feedback the findings through this Feedback and Response Workshop

## Brief overview of the step being reviewed

- The Step is '**Continued delivery of the Flying Start programme to help improve access, take up and attendance**'. It sits under the well-being objective of 'Improved education opportunities for all'
- The Council has decided to take a more holistic view of education including understanding issues in children's early years, the impact of poverty and how those issues may affect attainment
- The Council expects that by increasing the reach, take up and attendance at Flying Start childcare and parenting sessions will have a positive impact on children's outcomes as they enter school and also on parental resilience

## Brief overview of the step being reviewed

- Between 2016-17 and 2017-18, the percentage of children in Caerphilly taking up the full or reduced offer of childcare increased from 92 to 94% compared to the Welsh mean decreasing from 88 to 87%
- In 2017-18, the percentage of places on formal structured parenting courses taken up in Caerphilly was 67% compared to the Welsh mean of 70%. The percentage of places on informal structured parenting courses taken up in Caerphilly was 73% compared to the Welsh mean of 54%

## Overall conclusion

**To what extent has Caerphilly County Borough Council acted in accordance with the sustainable development principle when continuing to deliver the Flying Start programme to help improve access, take up and attendance towards meeting its well-being objectives?**

- In taking this step and acting in accordance with the Flying Start Programme, the Council has a number of positive examples of how it has taken account of the sustainable development principle, particularly in collaboration and prevention
- However, the Council recognises that there is more to do to consistently embed all five ways of working and could strengthen its involvement to secure increased take up and attendance and ensure that it is working in a fully integrated way

# Positive indicators for Long-Term

What would show a body is fully applying the long-term way of working?

- Clear understanding of 'long term' in the context of the Act
- Step designed to deliver well-being objective/s and contribute to long-term vision
- Step designed to deliver short or medium term benefits, balanced with long-term impact
- Step design based on deep understanding of current and future need, trends and pressures
- Comprehensive understanding of current and future risks and opportunities.
- Resources allocated to ensure long term as well as short term benefits
- Focus on delivering outcomes – and where this is long-term, milestones steps identified
- Open to new ways of doing things which could help deliver benefits over the longer term
- Value intelligence and pursue evidence-based approaches

# Overall conclusions

## Long-term

**The Council can identify longer-term benefits for individual families who engage with the Flying Start programme, but the Council could consider ways to track and evidence longer-term impacts for all families eligible for the programme**

### Strengths

- The step is clearly designed to help contribute to the Council's objective of improving educational opportunities for all in the longer term
- The Welsh Government's Flying Start programme is based on research and designed to deliver a range of long-term impacts through positive parental engagement on children's outcomes and parenting
- The Flying Start programme can lead to early identification of support needs for children and families
- The Flying Start team can identify individual families who have benefited from engaging with the programme
- The Flying Start team show strong commitment to the long-term benefits of the programme and have recently taken some innovative approaches to engaging families, through the 'Golden Ticket' events

## Overall conclusions Long-term

**The Council can identify longer-term benefits for individual families who engage with the Flying Start programme, but the Council could consider ways to track and evidence longer-term impacts for all families eligible for the programme**

### Areas for Development

- The Council is not tracking data to show how the step contributes over the longer-term to the well-being objective
- The Council has recently started to analyse attendance data to understand any barriers to access and develop alternative approaches to securing access, take up and attendance

# Positive indicators for Integration

What would show a body is taking an 'integrated' approach?

- Everyone understands their contribution to delivering vision and well-being objectives
- Everyone understands what different parts of the organisation do and seeks opportunities to work across organisational and public sector boundaries
- Everyone recognises that achieving the vision and objectives depends on working together
- There is an open culture where information is shared
- There is a well-developed understanding of how the well-being objectives and steps to meet them impact on other public sector bodies.
- Individuals proactively work across organisational boundaries to maximise their contribution across the well-being goals and minimise negative impacts
- Governance, structures and processes support this, as do behaviours



## Overall conclusions Integration

**The Council demonstrates a good understanding of integration and is making progress towards a more integrated approach to delivering its Flying Start Programme**

### Strengths

- The Council's Wellbeing Objective of 'Improve Education Opportunities for All' aligns clearly with Health Board and PSB objectives around early years
- The Flying Start team demonstrate a clear understanding of how the Flying Start Programme will contribute clearly to the national Well-being Goals

## Overall conclusions Integration

**The Council demonstrates a good understanding of integration and is making progress towards a more integrated approach to delivering its Flying Start Programme**

### Areas for Development

- Consideration of how increasing take up and attendance could impact on the demand for and capacity of other Council and non-Council services
- Consideration of the contribution that the Flying Start programme and this step can make to other Council well-being objectives and partners' well-being objectives

# Positive indicators for Involvement

What would show a body is involving people effectively?

- Understands who needs to be involved and why
- Reflects on how well the needs and challenges facing those people are currently understood
- Works co-productively with stakeholders to design and deliver
- Sees views of stakeholders as vital information to help deliver better outcomes
- Ensures full diversity of stakeholders is represented and they are able to take part
- Mature and trusting relationships with its stakeholders
- Information is shared with stakeholders in an open and transparent way
- Ensures stakeholders understand the impact of their contribution
- Seeks feedback from key stakeholders which is used to help learn and improve

## Overall conclusions Involvement

**The Flying Start team has a well-developed approach to using views of parents to inform the design of services and has established a positive working relationship with the local Parent Network**

### Strengths

- Parents are involved, including by providing feedback during programme sessions, the Flying Start Facebook page and being involved in interview panels for staff appointments
- Subject to the requirements of the Welsh Government's Flying Start guidance, the Flying Start team has responded to parents' views by changing session times, providing weekend and evening parenting sessions to increase take up and attendance and increasing the number of day nursery places for working parents
- The Council has recently developed the volunteer 'Parent Champion' role to engage parents in the communities through a peer advocacy model

## Overall conclusions Involvement

**The Flying Start team has a well-developed approach to using views of parents to inform the design of services and has established a positive working relationship with the local Parent Network**

### Areas for Development

- Development of innovative ways of reaching and engaging those families who do not take up their entitlement or do not consistently attend sessions to secure long-term benefits
- Consideration of the impact of the 'parent champions'
- Consistent provision of feedback to people who engage in consultations so they are made aware of the impact of their contributions
- Exploration of how digital technologies could increase take up and attendance (e.g. text reminders)

## Positive indicators for Collaboration

What would show a body is collaborating effectively?

- Focus on place, community and outcomes not organisational boundaries
- Understands partners' objectives and their responsibilities, which helps to drive collaborative activity
- Has positive and mature relationships with stakeholders, where information is shared in an open and transparent way.
- Recognises and values the contributions that all partners can make.
- Seeks to establish shared processes and ways of working, where appropriate.

# Overall conclusions

## Collaboration

**Collaboration is an inherent part of the Flying Start programme and the Flying Start team are collaborating well internally and externally.**

### Strengths

- **Positive collaboration with**
  - other services in the Council, including Families First and Supporting People, that ensures alignment of programmes and funding and prevents duplication of service provision
  - the Local Health Board both strategically and operationally
  - the Parent Network
- **Joint Assessment Form helps to drive collaboration within the Council**
- **Health Visitors hold weigh in sessions at Flying Start (Tiny Talkers) sessions to increase attendance and the Flying Start Family Support team attend those sessions**

## Overall conclusions Collaboration

**Collaboration is an inherent part of the Flying Start programme and the Flying Start team are collaborating well internally and externally.**

### Areas for Development

- **Consideration of how collaborating in different ways may help to engage those parents who are not taking up the Flying Start offer, for example, health visitors, Parent Champions.**



## Positive indicators for Prevention

What would show a body is fully applying the preventative way of working?

- Seeks to understand root causes of problems so that negative cycles and intergenerational challenges can be tackled
- Sees challenges from a system-wide perspective, recognising and valuing long term benefits they can deliver for people and places
- Allocates resources to preventative action likely to contribute to better outcomes and use of resources even where this may limit ability to meet some short term needs
- Decision-making and accountability arrangements recognise the value of preventative action and accept short term reductions in performance and resources in the pursuit of improved outcomes and use of resources

## Overall conclusions Prevention

**Whilst prevention is an inherent part of the Flying Start Programme, the Council has tailored its approach to the local population, but it should consider different ways to maximise the preventative benefits the programme could bring**

### Strengths

- Enhanced ante-natal parent engagement programme
- Parenting programmes now offered to all families not just those families identified in need
- Specific tailored programme to support vulnerable teenagers with clear preventative impacts
- Changes to session timings have removed barriers to take up and attendance for some parents
- Strong emphasis on early language development
- Health visitors deliver their services at Flying Start sessions

## Overall conclusions Prevention

**Whilst prevention is an inherent part of the Flying Start Programme, the Council has tailored its approach to the local population, but it should consider different ways to maximise the preventative benefits the programme could bring**

### Areas for Development

- Consideration of the approach to engaging those parents who are not currently taking up or attending Flying Start
- Consideration of the approach to re-engaging parents who are unable to attend regularly

## Workshop Focus

- Discuss and develop actions in response to the areas for development
- Actions will be included in the final published report alongside the strengths and areas for development



WALES AUDIT OFFICE  
SWYDDFA ARCHWILIO CYMRU

Archwilydd Cyffredinol Cymru  
Auditor General for Wales

Appendix 3 (W)

# Llesiant Cenedlaethau'r Dyfodol: Archwiliad o wella'r cyfranogi yn y Rhaglen Dechrau'n Deg – **Cyngor Bwrdeistref Sirol Caerffili**

Blwyddyn archwilio: 2018-19

Dyddiad cyhoeddi: Mawrth 2019

Cyfeirnod y ddogfen: 1073A2019-20

Mae'r ddogfen hon wedi'i pharatoi ar gyfer defnydd mewnol Cyngor Bwrdeistref Sirol Caerffili fel rhan o waith a gyflawnwyd yn unol â Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015.

Nid yw'r Archwilydd Cyffredinol na staff Swyddfa Archwilio Cymru yn cymryd unrhyw gyfrifoldeb o ran unrhyw aelod, cyfarwyddwr, swyddog neu gyflogai arall yn rhinwedd eu swyddi unigol, neu o ran unrhyw drydydd parti.

Os derbynir cais am wybodaeth y gallai'r ddogfen hon fod yn berthnasol iddi, tynnir sylw at y Cod Ymarfer a gyhoeddwyd o dan Adran 45 Deddf Rhyddid Gwybodaeth 2000.

Mae Cod Adran 45 yn cyflwyno'r arfer o ran ymdrin â cheisiadau sy'n ddisgwyliedig gan awdurdodau cyhoeddus, gan gynnwys ymgynghori â thrydydd partiön perthnasol. O ran y ddogfen hon, mae Archwilydd Cyffredinol Cymru a Swyddfa Archwilio Cymru yn drydydd partiön perthnasol. Dylid anfon unrhyw ymholiadau yn ymwneud â datgelu neu aildefnyddio'r ddogfen hon i Swyddfa Archwilio Cymru at [swyddog.gwybodaeth@archwilio.cymru](mailto:swyddog.gwybodaeth@archwilio.cymru).

Rydym yn croesawu gohebiaeth a galwadau ffôn yn Gymraeg a Saesneg. Ni fydd gohebu yn Gymraeg yn arwain at oedi. We welcome correspondence and telephone calls in Welsh and English. Corresponding in Welsh will not lead to delay.

This document is also available in English. Mae'r ddogfen hon hefyd ar gael yn Saesneg.

Roedd y tîm a gyflawnodd y gwaith yn cynnwys Gareth Jones ac Ian Phillips o dan arweiniad Non Jenkins.

# Cynnwys

Wrth gymryd y cam hwn a gweithredu yn unol â'r Rhaglen Dechrau'n Deg, mae gan y Cyngor sawl enghraifft gadarnhaol o'r ffordd y mae wedi ystyried yr egwyddor datblygu cynaliadwy, yn enwedig o ran cydweithredu ac atal. Fodd bynnag, mae'r Cyngor yn cydnabod bod mwy i'w wneud i wreiddio pob un o'r pum ffordd o weithio'n gyson a gallai wella ei gyfranogiad i sicrhau bod mwy yn cymryd rhan ac yn mynychu ac i wneud yn siŵr ei fod yn gweithio mewn ffordd gwbl integredig

## Adroddiad cryno

Crynodeb	4
Pam y gwnaethpwyd yr archwiliad	4
Yr hyn a archwiliwyd	5

## Adroddiad manwl

Rhan Un: Canfyddiadau'r archwiliad	7
Gall y Cyngor nodi manteision tymor hwy i deuluoedd unigol sy'n ymwneud â'r rhaglen Dechrau'n Deg, ond gallai'r Cyngor ystyried ffyrdd o olrhain effeithiau tymor hwy ar gyfer yr holl deuluoedd sy'n gymwys ar gyfer y rhaglen a dangos tystiolaeth ohonynt	7
Mae atal yn rhan hanfodol o'r rhaglen Dechrau'n Deg, ac mae'r Cyngor wedi teilwra ei ddull gweithredu o ran y boblogaeth leol, ond dylai ystyried gwahanol ffyrdd o gynyddu manteision atal posib y rhaglen i'r eithaf	8
Mae'r Cyngor yn dangos dealltwriaeth dda o integreiddio ac yn gwneud cynnydd tuag at ddull mwy integredig o gyflawni ei raglen Dechrau'n Deg	9
Mae cyfathrebu'n rhan hanfodol o'r rhaglen Dechrau'n Deg ac mae'r tîm Dechrau'n Deg yn cydweithio'n dda yn fewnol ac yn allanol.	10
Mae'r tîm Dechrau'n Deg wedi datblygu dull da o ddefnyddio barn rhieni i lywio'r broses o ddylunio'r gwasanaethau ac wedi creu perthynas weithio gadarnhaol â rhwydwaith lleol y rhieni	11
Rhan Dau: Ymateb Cyngor Bwrdeistref Sirol Caerffili	12

## Atodiadau

Atodiad 1 – Dangosyddion cadarnhaol o'r pum ffordd o weithio	15
--	----

# Adroddiad cryno

## Crynodeb

### Pam y gwnaethpwyd yr archwiliad

- 1 Yn unol â Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015 (y Ddeddf), mae gan Archwilydd Cyffredinol Cymru ddyletswydd statudol i archwilio cyrff cyhoeddus i asesu i ba raddau y maent wedi gweithredu yn unol â'r egwyddor datblygu cynaliadwy wrth
  - a. bennu eu hamcanion llesiant; a
  - b. chymryd camau i'w bodloni.Diffiniad y Ddeddf o'r egwyddor datblygu cynaliadwy yw gweithredu mewn modd: '...sy'n ceisio sicrhau bod anghenion y presennol yn cael eu diwallu heb beryglu gallu cenedlaethau'r dyfodol i ddiwallu eu hanghenion hwythau'
- 2 Rhaid i'r Archwilydd Cyffredinol ddarparu adroddiad ar ei archwiliadau i Gynulliad Cenedlaethol Cymru o leiaf flwyddyn cyn pob etholiad y Cynulliad. Rhaid cyflwyno'r adroddiad cyntaf o'r fath erbyn 2020, cyn etholiad y Cynulliad yn 2021.
- 3 Yn ystod 2018-19, mae'r Archwilydd Cyffredinol yn ymgymryd ag archwiliadau ar draws y 44 o gyrff a gwmpesir gan y Ddeddf, i lywio ei adroddiad i'r Cynulliad Cenedlaethol.
- 4 Ym Mai 2018, cyhoeddodd yr Archwilydd Cyffredinol ei adroddiad 'Myfyrion ar Flwyddyn Un – Sut mae cyrff cyhoeddus wedi ymateb i Ddeddf Llesiant Cenedlaethau'r Dyfodol (2015)'. Daeth i'r casgliad bod cyrff cyhoeddus yn cefnogi egwyddorion y Ddeddf ac yn cymryd camau i newid eu ffordd o weithio.
- 5 Wrth ddatblygu ein dull o gynnal yr archwiliadau yn ystod 2018-19, gwnaethom ymgysylltu ag amrywiaeth o randdeiliaid gan gynnwys trwy ein gwaith peilot yn ystod 2017-18. Gwnaethom weithio'n agos hefyd â Chomisiynydd Cenedlaethau'r Dyfodol.
- 6 Fel rhan o'r gwaith rhagarweiniol yn y flwyddyn gyntaf ystyriwyd sut y bu i gyrff cyhoeddus osod eu hamcanion llesiant, felly prif ganolbwynt y gwaith hwn yw'r ffordd y mae cyrff cyhoeddus yn cymryd camau i gyflawni eu hamcanion llesiant.
- 7 Mae'r canfyddiadau yn yr adroddiad hwn yn seiliedig ar waith maes a wnaed gennym yn ystod mis Medi 2018 a mis Rhagfyr 2018. Cynhaliom weithdy cwmpasu gwaith maes cychwynnol ym Medi 2018 gyda swyddogion y Cyngor a chynrychiolwyr y Bwrdd Iechyd Lleol a Chymdeithas Mudiadau Gwirfoddol Gwent. Yn y gweithdy hwnnw, ystyriom sut y gweithredwyd y pum ffordd o weithio.
- 8 Yna, adolygom y dogfennau a chynhaliom wyth cyfweiliad gydag uwch swyddogion, sefydliadau partner ac aelod y Cabinet dros Addysg. Hefyd, cynhaliom grŵp ffocws gyda rhieni mewn grŵp a gynhaliwyd gan Rwydwaith y Rhieni, sef sefydliad yn y sector gwirfoddol sy'n helpu rhieni ledled y fwrdeistref sirol i roi eu barn ar benderfyniadau sy'n effeithio arnyn nhw a'u teuluoedd.



- 9 Mae'r adroddiad hwn yn gosod canfyddiadau ein harchwiliad o wella'r cyfranogi yn y rhaglen Dechrau'n Deg, sef cam mae'r Cyngor yn ei gymryd i gyflawni ei amcanion llesiant.
- 10 Mae'n nodi ymateb cychwynnol y Cyngor i'n canfyddiadau hefyd.

## Yr hyn a archwiliwyd

- 11 Archwiliom i ba raddau mae'r Cyngor yn gweithredu yn unol â'r egwyddor datblygu cynaliadwy wrth barhau i gynnal y rhaglen Dechrau'n Deg i helpu i wella mynediad, cyfranogiad a phresenoldeb er mwyn cyflawni ei amcanion llesiant.
- 12 Yn ystod yr ychydig flynyddoedd diwethaf, mae'r Cyngor wedi canolbwyntio ar wella canlyniadau a chymwysterau an-alwedigaethol pobl ifanc i ddarparu mwy o gyfleoedd am addysg bellach neu gyflogaeth. Mae hwn yn parhau'n ganlyniad blaenoriaeth i'r Cyngor ond mae bellach wedi penderfynu bod mwy o angen i ystyried addysg yn fwy cyfannol. Mae safbwynt o'r fath yn cynnwys deall problemau plant yn eu blynyddoedd cynnar a sut y gall problemau megis tldi effeithio ar gyrhaeddiad. Mae llawer o waith wedi'i wneud i ddatblygu dull aml-asiantaeth a dysgu o ymchwil berthnasol, megis gwaith ar brofiadau niweidiol yn ystod plentyndod.
- 13 Mae'r rhaglen Dechrau'n Deg, a ariennir gan grant Llywodraeth Cymru, yn seiliedig ar dystiolaeth ymchwil o amrywiaeth o ymyriadau ledled y DU ac ar lefel ryngwladol. Mae'n darparu cymorth i'r blynyddoedd cynnar (0-3 oed) ac yn bwriadu ennyn ymddygiad cadarnhaol ymysg plant a theuluoedd, trwy ffyrdd iach o fyw, magu plant yn gadarnhaol, presenoldeb, datblygiad plant a gwella dyheadau. Mae'r rhaglen wedi'i hanelu at deuluoedd sy'n byw mewn ardaloedd sydd dan anfantais. Mae'r rhaglen yn darparu'r gwasanaethau canlynol i deuluoedd:
- hawl i ymweliad iechyd cyffredinol
  - darpariaeth lleferydd ac iaith
  - rhaglenni magu plant i wella sgiliau rhieni
  - gofal plant
- 14 Yn ôl ymchwil, mae cymwysterau a phrofiad gwaith rhieni'n debygol o arwain at well presenoldeb/cyrhaeddiad i'w plant a dyna pam mae rhywfaint o'r rhaglen Dechrau'n Deg yn helpu i fagu hyder rhieni a rhoi hwb i'w dyheadau.
- 15 Dechreuodd rhaglen Dechrau'n Deg y Cyngor yn 2008 ac roedd yn seiliedig ar ddalgylchoedd ysgol. Roedd yn gweithio gyda 1269 o blant rhwng 0-3 oed ac o blith y rheiny, cofrestrodd 12 o deuluoedd ar gyfer rhaglenni a chymorth i rieni. Mae'r rhaglen bellach wedi tyfu ac mae teuluoedd o 26 o ardaloedd daearyddol (a ddiffinnir gan Ardaloedd Cynnyrch Ehangach Is) yn elwa ar y rhaglen. Mae'r achosion yn ymwneud ag oddeutu 2600 o blant, ac mae 333 o deuluoedd yn cymryd rhan bob blwyddyn mewn rhaglenni a chymorth i rieni. Yn 2017-18, cafodd y Cyngor grant gwerth £5.2 million gan Lywodraeth Cymru i gyflawni'r rhaglen Dechrau'n Deg, ond lleihawyd y cyllid hwnnw 1.8% yn 2018-19.

- 16 Fel rhan o'i waith i gyflawni ei amcan llesiant, 'gwella cyfleoedd addysg i bawb', mae'r Cyngor wedi nodi'r angen i wella cyrhaeddiad, cyfranogiad yn ogystal â phresenoldeb mewn grwpiau gofal plant, magu plant a lleferydd ac iaith. Mae'n ceisio gwella canlyniadau'r plant wrth iddynt ddechrau yn yr ysgol a gwella gwytnwch y rheini wrth i'w plant dyfu.
- 17 Er mwyn gweithredu'n unol â'r egwyddor datblygu cynaliadwy, mae'n rhaid i gyrrff cyhoeddus ystyried y 'ffyrdd canlynol o weithio':

### Arddangosyn 1: y 'pum ffordd o weithio'

Mae'r tabl isod yn gosod y 'pum ffordd o weithio' fel y'u diffinnir yn nogfen 'Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015 Yr hanfodion'<sup>1</sup> gan Lywodraeth Cymru.

Y pum ffordd o weithio
<p><b>Hirdymor</b> Pwysigrwydd sicrhau cydbwysedd rhwng anghenion byrdymor a'r angen am ddiogelu'r gallu i ddiwallu anghenion hirdymor hefyd.</p>
<p><b>Atal</b> Sut gall gweithredu i atal problemau rhag digwydd neu waethygu helpu cyrrff cyhoeddus i gyflawni eu hamcanion.</p>
<p><b>Integreiddio</b> Ystyried sut gall amcanion llesiant y corff cyhoeddus effeithio ar bob un o'r nodau llesiant, ar bob un o'u hamcanion eraill, neu ar amcanion cyrrff cyhoeddus eraill.</p>
<p><b>Cydweithio</b> Gallai cydweithredu ag unrhyw berson arall (neu wahanol adrannau yn y corff ei hun) helpu'r corff i fodloni ei amcanion llesiant.</p>
<p><b>Cyfranogiad</b> Pwysigrwydd cynnwys pobl sydd â diddordeb mewn cyflawni'r nodau llesiant, a sicrhau bod y bobl hynny'n adlewyrchu amrywiaeth yr ardal maent yn ei gwasanaethu.</p>

- 18 Canfu ein harchwiliad y canlynol: **Wrth gymryd y cam hwn a gweithredu'n unol â'r Rhaglen Dechrau'n Deg, mae gan y Cyngor sawl enghraifft gadarnhaol o'r ffordd y mae wedi ystyried yr egwyddor datblygu cynaliadwy, yn enwedig o ran cydweithredu ac atal. Fodd bynnag, mae'r Cyngor yn cydnabod bod mwy i'w wneud i wreiddio pob un o'r pum ffordd o weithio'n gyson a gallai wella ei gyfranogiad i sicrhau bod mwy yn cymryd rhan ac yn mynychu ac i sicrhau ei fod yn gweithio mewn ffordd gwbl integredig.**

<sup>1</sup> Deddf Llesiant Cenedlaethau'r Dyfodol (Cymru) 2015 Yr hanfodion, Llywodraeth Cymru (2015)

# Adroddiad manwl

## Rhan Un: Canfyddiadau'r archwiliad

Gall y Cyngor nodi manteision tymor hwy i deuluoedd unigol sy'n ymwneud â'r rhaglen Dechrau'n Deg, ond gallai'r Cyngor ystyried ffyrdd o olrhain effeithiau tymor hwy ar gyfer yr holl deuluoedd sy'n gymwys ar gyfer y rhaglen a dangos tystiolaeth ohonynt

### Yr hyn yr edrychom amdano

- 20 Edrychom am dystiolaeth o'r canlynol:
- dealltwriaeth drylwyr o'r anghenion presennol a hirdymor a'r heriau a'r cyfleoedd cysylltiedig;
  - cynllunio amserlen briodol;
  - adnoddau a ddyrannwyd i sicrhau manteision hirdymor; A
  - monitro ac adolygu priodol.
- 21 Hefyd, cafodd ein harchwiliad ei lywio gan y dangosyddion cadarnhaol ar gyfer yr 'hirdymor' yr ydym wedi'u nodi a'u defnyddio fel rhan o'r archwiliad hwn.<sup>2</sup>

### Beth a ganfuwyd

- 22 Nodwyd y cryfderau canlynol:
- Diben amlwg y cam yw helpu i gyfrannu at amcan y Cyngor o wella'r cyfleoedd addysgol i bawb yn yr hirdymor
  - Mae rhaglen Dechrau'n Deg Llywodraeth Cymru yn seiliedig ar ymchwil a'i bwriad yw cyflawni amrywiaeth o effeithiau hirdymor trwy ymgysylltu cadarnhaol â rhieni ar ganlyniadau plant a magu plant
  - Gall y rhaglen Dechrau'n Deg arwain at nodi anghenion cymorth plant a theuluoedd yn gynnar
  - Gall y tîm Dechrau'n Deg nodi teuluoedd sydd wedi elwa ar ymwneud â'r rhaglen
  - Gall y tîm Dechrau'n Deg ddangos ymrwymiad cryf i fanteision hirdymor y rhaglen ac yn ddiweddar maent wedi ymgysylltu â theuluoedd mewn ffyrdd arloesol, trwy ddigwyddiadau'r 'Tocyn Aur'.
- 23 Nodwyd y meysydd canlynol i'w datblygu:
- Er bod y Cyngor wedi dechrau olrhain data ar ganlyniadau plant o fewn addysg, mae angen ystyried olrhain canlyniadau rhieni

<sup>2</sup> Gweler Atodiad 1

- Yn ddiweddar, mae'r Cyngor wedi dechrau dadansoddi data presenoldeb i ddeall unrhyw rwystrau rhag mynediad ac wedi datblygu dulliau amgen o weithio i sicrhau mynediad, cyfranogiad a phresenoldeb

**Mae atal yn rhan hanfodol o'r rhaglen Dechrau'n Deg, ac mae'r Cyngor wedi teilwra ei ddull gweithredu o ran y boblogaeth leol, ond dylai ystyried gwahanol ffyrdd o gynyddu manteision atal posib y rhaglen i'r eithaf**

#### Yr hyn yr edrychom amdano

- 24 Edrychom am dystiolaeth o'r canlynol:
- dealltwriaeth drylwyr o natur a'r math o broblem y gallai'r cam helpu i'w hatal rhag digwydd neu waethygu;
  - adnoddau a ddyrannwyd i sicrhau y cyflawnir manteision ataliol; A
  - monitro ac adolygu pa mor effeithiol mae'r cam yn atal problemau rhag digwydd neu waethygu.
- 25 Hefyd, cafodd ein harchwiliad ei lywio gan y dangosyddion cadarnhaol ar gyfer 'atal' yr ydym wedi'u nodi a'u defnyddio fel rhan o'r archwiliad hwn.<sup>3</sup>

#### Beth a ganfuwyd

- 26 Nodwyd y cryfderau canlynol:
- Gwell rhaglen ymgysylltu â rhieni cyn genedigaeth
  - Cynigir rhaglenni magu plant bellach i bob teulu ac nid dim ond i deuluoedd y nodwyd eu bod mewn angen
  - Rhaglen bwrpasol a phenodol i roi cymorth i blant yn eu harddegau sy'n agored i niwed, gydag effeithiau ataliol clir
  - Mae newidiadau yn amseroedd y sesiynau wedi dileu rhwystrau rhag cyfranogi a phresenoldeb i rywfaint o rieni
  - Pwyslais cryf ar ddatblygiad iaith cynnar
  - Ymwelwyr iechyd yn darparu eu gwasanaethau mewn sesiynau Dechrau'n Deg
- 27 Nodwyd y meysydd canlynol i'w datblygu:
- Ystyried y dull o ymgysylltu â rhieni nad ydynt yn cyfranogi yn Dechrau'n Deg nac yn ei mynychu ar hyn o bryd
  - Ystyried y dull o ail-ymgysylltu â rheini sy'n methu â mynychu'n rheolaidd

<sup>3</sup> Gweler Atodiad 1

## Mae'r Cyngor yn dangos dealltwriaeth dda o integreiddio ac yn gwneud cynnydd tuag at ddull mwy integredig o gyflawni ei raglen Dechrau'n Deg

### Yr hyn yr edrychom amdano

28 Edrychom am dystiolaeth o ystyried y canlynol:

- sut y gallai'r cam hwn gyfrannu at y saith nod llesiant cenedlaethol;
- sut y bydd cyflawni'r cam hwn yn effeithio ar amcanion llesiant a blaenoriaethau ehangach y Cyngor; a
- sut y bydd cyflawni'r cam hwn yn effeithio ar amcanion llesiant cyrff cyhoeddus eraill.

29 Hefyd, cafodd ein harchwiliad ei lywio gan y dangosyddion cadarnhaol ar gyfer 'integreiddio' yr ydym wedi'u nodi a'u defnyddio fel rhan o'r archwiliad hwn.<sup>4</sup>

### Beth a ganfuwyd

30 Nodwyd y cryfderau canlynol:

- Mae amcan llesiant 'gwella cyfleoedd addysg i bawb' y Cyngor yn cyd-fynd yn glir ag amcanion byrddau iechyd a byrddau gwasanaethau cyhoeddus ynghylch y blynyddoedd cynnar
- Mae'r tîm Dechrau'n Deg yn dangos dealltwriaeth glir o'r ffordd y bydd y rhaglen Dechrau'n Deg yn cyfrannu'n glir at y nodau llesiant cenedlaethol

31 Nodwyd y meysydd canlynol i'w datblygu:

- Ystyried sut y gallai gwella'r cyfranogi a phresenoldeb effeithio'n gadarnhaol ac yn negyddol ar y galw am wasanaethau eraill y Cyngor a'r rheiny nad ydynt yn gysylltiedig â'r Cyngor (cyrff cyhoeddus a'r sector gwirfoddol) yn ogystal â gallu'r gwasanaethau hynny
- Ystyried a yw holl arweinwyr y cam yn gwbl gyfarwydd â'r diffiniad o integreiddio a nodir yn y Ddeddf

<sup>4</sup> Gweler Atodiad 1

## Mae cydweithio'n rhan hanfodol o'r rhaglen Dechrau'n Deg ac mae'r tîm Dechrau'n Deg yn cydweithio'n dda yn fewnol ac yn allanol

### Yr hyn yr edrychom amdano

- 32 Edrychom am dystiolaeth bod y Cyngor:
- wedi ystyried sut y gallai weithio gydag eraill i gyflawni'r cam (i gyflawni ei amcanion llesiant, neu i helpu corff arall i gyflawni ei amcanion llesiant);
  - yn cydweithio'n effeithiol i gyflawni'r cam; ac
  - yn monitro ac yn adolygu a yw'r cydweithio'n helpu ef neu ei randdeiliaid i gyflawni eu hamcanion llesiant.
- 33 Hefyd, cafodd ein harchwiliad ei lywio gan y dangosyddion cadarnhaol ar gyfer 'cydweithio' yr ydym wedi'u nodi a'u defnyddio fel rhan o'r archwiliad hwn.<sup>5</sup>

### Beth a ganfuwyd

- 34 Nodwyd y cryfderau canlynol:
- Cydweithio cadarnhaol gyda:
    - gwasanaethau eraill yn y Cyngor, gan gynnwys Teuluoedd yn Gyntaf a Chefnogi Pobl, sy'n sicrhau bod y rhaglenni a'r cyllid yn cyd-fynd ac yn atal unrhyw ddyblygu o ran y gwasanaethau a ddarperir
    - y bwrdd iechyd lleol yn strategol ac yn weithredol
    - Rhwydwaith y Rhieni
  - Mae ffurflenni asesu ar y cyd yn helpu i sbarduno cydweithio o fewn y Cyngor
  - Mae'r ymwelwyr iechyd yn cynnal sesiynau pwysu yn ystod sesiynau Dechrau'n Deg (Siaradwyr Bach) i wella presenoldeb ac mae tîm cymorth i deuluoedd Dechrau'n Deg yn mynychu'r sesiynau hynny
- 35 Nodwyd y maes canlynol i'w ddatblygu:
- Ystyried y ffordd y gallai cydweithio mewn gwahanol ffyrdd helpu i ymgysylltu â'r rheini hynny nad ydynt yn manteisio ar gynnig Dechrau'n Deg, er enghraifft, ymwelwyr iechyd, hyrwyddwyr rhieni.

<sup>5</sup> Gweler Atodiad 1

## Mae'r tîm Dechrau'n Deg wedi datblygu dull da o ddefnyddio barn rhieni i lywio'r broses o ddylunio'r gwasanaethau ac wedi creu perthynas weithio gadarnhaol â rhwydwaith lleol y rhieni

### Yr hyn yr edrychom amdano

36 Edrychom am dystiolaeth bod y Cyngor wedi:

- nodi pwy y mae angen iddo ei gynnwys yn y broses o ddylunio a chyflawni'r cam;
- cynnwys y rhanddeiliaid allweddol yn effeithiol yn y broses o ddylunio a chyflawni'r cam;
- defnyddio canlyniadau'r cyfranogiad i lywio'r ffordd y caiff y cam hwn ei ddatblygu a'i gyflawni; a
- cheisio dysgu gwersi a gwella ei ddull cyfranogi.

37 Hefyd, cafodd ein harchwiliad ei lywio gan y dangosyddion cadarnhaol ar gyfer 'cyfranogiad' yr ydym wedi'u nodi a'u defnyddio fel rhan o'r archwiliad hwn.<sup>6</sup>

### Beth a ganfuwyd

37 Nodwyd y cryfderau canlynol:

- mae rhieni'n cyfranogi, gan gynnwys trwy ddarparu adborth yn ystod sesiynau'r rhaglen, y dudalen Dechrau'n Deg ar Facebook a bod yn rhan o baneli cyfweld i benodi staff;
- yn dibynnu ar ofynion arweiniad Dechrau'n Deg Llywodraeth Cymru, mae'r tîm Dechrau'n Deg wedi ymateb i farn rhieni trwy newid amseroedd y sesiynau, darparu sesiynau ar fagu plant ar y penwythnos a chyda'r nos i wella'r cyfranogiad a phresenoldeb a chynyddu nifer y llefydd mewn cylchoedd meithrin i rieni sy'n gweithio; ac
- mae'r Cyngor wedi datblygu rôl wirfoddol yr hyrwyddwr rhieni yn ddiweddar i ymgysylltu â rhieni yn y cymunedau trwy fodel eirioli cyfoedion.

38 Nodwyd y meysydd canlynol i'w datblygu:

- datblygu ffyrdd arloesol o gyrraedd ac ymgysylltu â theuluoedd nad ydynt yn manteisio ar eu hawl neu'n peidio â mynychu sesiynau'n rheolaidd i sicrhau manteision hirdymor;
- ystyried effaith yr hyrwyddwyr rhieni;
- holl wasanaethau'r Cyngor yn darparu adborth yn gyson i'r bobl sy'n cyfrannu at ymgynghoriadau fel eu bod yn ymwybodol o effaith eu cyfraniadau; ac
- archwiliad pellach o'r ffordd y gallai technolegau digidol wella'r cyfranogiad a phresenoldeb (e.e. negeseuon testun atgoffa).

<sup>6</sup> Gweler Atodiad 1





## Rhan Dau: Ymateb y Cyngor

39 Yn dilyn ein gwaith maes, cyflwynwyd ein canfyddiadau i'r Cyngor mewn gweithdy yn Ionawr 2019 a fynychwyd gan Reolwr Perfformiad y Cyngor, Rheolwr Blynyddoedd Cynnar y Cyngor, rheolwyr tîm Dechrau'n Deg a rheolwyr tîm yr ymwelwyr iechyd Dechrau'n Deg. Hefyd yn bresennol yn y gweithdy roedd cynrychiolwyr o'r canlynol:

- tîm etifeddiaeth y Cyngor
- Rhwydwaith y Rhieni
- Cymdeithas Mudiadau Gwirfoddol Gwent

Yn y gweithdy hwn, dechreuodd y Cyngor a'i bartneriaid ystyried eu hymateb i'n canfyddiadau ac o ganlyniad i'r trafod yn y gweithdy a rhagor o fyfrio ar ein canfyddiadau, mae'r Cyngor wedi datblygu'r camau gweithredu canlynol.

### Cynllun Gweithredol y Blynyddoedd Cynnar 2019-20

Cynllun Gweithredol y Blynyddoedd Cynnar 2019-20	
<b>Amcanion Llesiant Corfforaethol</b>	<b>Gwella Canlyniadau Addysg ar gyfer Pawb</b>
<b>Cam Gweithredu</b>	<b>Parhau i gyflenwi'r rhaglen Dechrau'n Deg er mwyn gwella mynediad, defnydd a phresenoldeb</b>
<b>Swyddog Arweiniol:</b>	Rheolwr y Blynyddoedd Cynnar

Camau Gwella	Meini prawf Llwyddiant	Amserlen
<b>Hirdymor</b>		
Datblygu system gyson i gysylltu â rhaglenni cyflogadwyedd/etifeddol i olrhain canlyniadau rhieni wrth fynd i'r afael â thlodi	Mae Dechrau'n Deg yn gallu dadansoddi sut mae rhieni wedi symud tuag at raglenni cyflogadwyedd/etifeddol	Ebrill 2019 – Mawrth 2020
Cyflenwi hyfforddiant ar gyfer, ac archwilio'r defnydd o'r offeryn cydnerthedd teulu gan staff ar y rheng flaen i olrhain canlyniadau teuluoedd	Mae canlyniadau teuluoedd yn cael eu nodi a'u defnyddio wrth ddadansoddi	Chwefror 2019 – Gorffennaf 2020
<b>Integreiddio</b>		
Ystyried defnyddio'r fframwaith cydnerthedd i nodi rhwystrau at bresenoldeb ar draws y ddarpariaeth	Nodir rhwystrau ar gyfer teuluoedd unigol yn ogystal â datrysiadau i ddiwallu anghenion teuluoedd	Chwefror 2019 – Mawrth 2020

Camau Gwella	Meini prawf Llwyddiant	Amserlen
Archwilio datblygiad y llyfryn Fy Nhaith fel ei fod ar gael ar ffurf electronig i bob teulu	Mae llyfryn Fy Nhaith wedi'i ddatblygu ac mae ar gael ar ffurf electronig	Chwefror 2019 – Mawrth 2020
Datblygu astudiaethau achos i ddangos gwerth ychwanegol integreiddio gwasanaethau ataliol ymyrraeth gynnar â darpariaeth statudol	Mae astudiaethau achos ac ymchwil yn dangos gwerth ychwanegol darpariaeth ymyrraeth gynnar	Chwefror 2019 – Mawrth 2020
Bydd Rhaglen Datblygu Arweinyddiaeth ar gyfer y Cyngor (sy'n rhan o Caerffili 2022) yn cynnwys dysgu pellach am y pum ffordd o weithio	Bydd yr arweinyddiaeth yn gyfarwydd â defnyddio'r pum ffordd o weithio.	Mawrth 2019 – Mawrth 2022
Bydd Gweithdai Cynllunio sy'n penderfynu ynghylch blaenoriaethau gwasanaeth yn cynnwys y pum ffordd o weithio fel rhan o Fframwaith Perfformiad newydd y Cyngor	Bydd gosod blaenoriaethau yn ymgorffori'r defnydd o'r pum ffordd o weithio a fydd, yn ei dro, yn helpu wrth gynllunio gweithredu.	Mawrth – Mai 2019
Mae methodoleg Adolygu Gwasanaeth yn cael ei datblygu a bydd yn cynnwys y pum ffordd o weithio fel rhan o'r adolygiadau	Bydd camau gwella o'r adolygiadau yn cael eu llywio gan y defnydd o'r pum ffordd o weithio neu'n cael eu gwirio ganddynt	Ebrill 2019 – Ebrill 2020
Bydd hyfforddiant a datblygiad a gynllunnir ar gyfer aelodau yn cynnwys defnydd o'r fframwaith 'craffu a chwestiynu' a gynhyrchir gan y Ddeddf Llesiant Cenedlaethau'r Dyfodol. Bydd gwerthusiad o'r hyfforddiant yn nodi pa mor dda y deallir hyn ac os oes angen mwy o gefnogaeth	Bydd gallu'r aelodau i graffu yn dangos dealltwriaeth o'r meddylfryd y tu ôl i'r pum ffordd o weithio	Gorffennaf 2019
<b>Cyfranogiad</b>		
Archwilio'r systemau atgoffa trwy neges destun ar gyfer dichonoldeb	Ceir gwelliant mewn presenoldeb	Ebrill – Awst 2019
Rhyngweithio agosach rhwng y timau gofal plant a magu plant ar gyfer teuluoedd sy'n ei chael yn anodd mynychu er mwyn cynnig cymorth mewn modd rhagweithiol	Ceir gwelliant o ran presenoldeb y plant	Ebrill – Awst 2019
Gwerthuso effaith hyrwyddwyr rhieni yn y gymuned	Mae'r gwerthusiad yn dangos bod gwerth ychwanegol	Ebrill – Mawrth 2020
<b>Cydweithio</b>		

Camau Gwella	Meini prawf Llwyddiant	Amserlen
Gweithredu'r defnydd o lyfrynnau Fy Nhaith cynenedigol er mwyn sicrhau bod teuluoedd yn deall y rhaglen gyfan a'r holl bartneriaid cyflawni sy'n gysylltiedig	Mae pob rhiant yn cael llyfryn Fy Nhaith cyn genedigaeth y plentyn ac maent yn deall pa gefnogaeth sydd ar gael	Ebrill – Mawrth 2020
Parhau i ddatblygu cydweithio ehangach trwy'r grwpiau gorchwyl Rhoi Plant yn Gyntaf	Mwy o gydweithio ar draws y gwasanaethau ymyrraeth gynnar a statudol	Ebrill – Mawrth 2020
<b>Atal</b>		
Archwilio'r data cychwynnol a ddaw o'r hyrwyddwyr rhieni i nodi materion magu plant yn ystod 2018/19 ac ystyried sut y gellir defnyddio'r data hwn i lunio darpariaeth ar gyfer y dyfodol	Defnyddir y data i lunio darpariaeth ar gyfer y dyfodol a chynyddu ymgysylltiad	Ebrill – Mawrth 2020

- 40 Byddwn yn parhau i fonitro cynnydd y Cyngor wrth gyflawni'r camau gweithredu hyn, ac i ba raddau y maent yn mynd i'r afael â'r problemau a nodwyd yn ein canfyddiadau.

# Atodiad 1

## Dangosyddion cadarnhaol o'r pum ffordd o weithio

Mae'r tabl isod yn gosod 'dangosyddion cadarnhaol' ar gyfer pob un o'r pum ffordd o weithio yr ydym wedi'u nodi ac y byddwn yn eu defnyddio i helpu i lywio ein hasesiadau o'r raddfa y gallai cyrff fod yn gweithredu'r egwyddor datblygu gynaliadwy. Nid ydym yn bwriadu defnyddio'r dangosyddion fel 'rhestr wirio'. Dylid eu hystyried yn 'ddangosyddion' a fydd yn ein helpu i greu casgliad, yn hytrach na 'phenderfynyddion' o'r raddfa y mae corff yn gweithredu yn unol â'r egwyddor datblygu gynaliadwy wrth gymryd camau i gyflawni ei amcanion llesiant.

### Arddangosyn 2: Dangosyddion cadarnhaol o'r pum ffordd o weithio

#### Beth fyddai'n dangos bod corff yn gweithredu'r ffordd hirdymor o weithio yn ei chyfanrwydd?

- Dealltwriaeth glir o 'hirdymor' yng nghyd-destun y Ddeddf
- Cam a ddyluniwyd i gyflawni'r amcan/ion llesiant a chyfrannu at y weledigaeth hirdymor
- Cam a ddyluniwyd i gyflawni manteision byrdymor neu dymor canolig, wedi'i gydbwysu ag effaith hirdymor
- Cam a ddyluniwyd ar sail dealltwriaeth drylwyr o anghenion, tueddiadau a phwysau, nawr ac yn y dyfodol
- Dealltwriaeth gynhwysfawr o risgiau a chyfluoedd nawr ac yn y dyfodol
- Adnoddau a ddyrannwyd i sicrhau manteision hirdymor yn ogystal â byrdymor
- Canolbwyntio ar gyflawni canlyniadau – a phan fydd y rhain yn rhai hirdymor, nodi cerrig milltir
- Bod yn agored i ffyrdd newydd o gyflawni pethau a allai helpu i ddwyn manteision yn yr hirdymor
- Rhoi gwerth ar ddeallusrwydd a mabwysiadu dulliau o weithio ar sail tystiolaeth

#### Beth fyddai'n dangos bod corff yn gweithredu'r ffordd ataliol o weithio yn ei chyfanrwydd?

- Ceisio deall achosion sylfaenol problemau fel bod modd trechu cylchoedd negyddol a heriau rhyng-genedlaethol
- Gweld heriau o safbwynt system gyfan, gan gydnabod a rhoi gwerth ar y manteision hirdymor y gallant eu cyflawni i bobl ac i lefydd
- Dyrannu adnoddau i weithredoedd ataliol sy'n debygol o gyfrannu at well canlyniadau a defnyddio adnoddau hyd yn oed pan allai hyn gyfyngu ar allu i fodloni rhywfaint o anghenion byrdymor
- Trefniadau penderfynu ac atebolrwydd yn cydnabod gwerth gweithredoedd ataliol ac yn derbyn gostyngiadau byrdymor mewn perfformiad ac adnoddau i geisio gwella canlyniadau a'r defnydd o adnoddau

### **Beth fyddai'n dangos bod corff yn gweithio mewn ffordd 'integredig'**

- Pawb yn deall eu cyfraniad at gyflawni'r weledigaeth ac amcanion llesiant
- Pawb yn deall yr hyn mae gwahanol rannau o'r sefydliad yn ei wneud ac yn ceisio cyfleoedd i weithio ar draws ffiniau'r sefydliad a'r sector cyhoeddus
- Pawb yn cydnabod bod cyflawni'r weledigaeth ac amcanion yn dibynnu ar gydweithio
- Diwylliant agored lle caiff gwybodaeth ei rhannu
- Dealltwriaeth dda o'r ffordd y mae amcanion llesiant a champau i'w cyflawni'n effeithio ar gyrff eraill yn y sector cyhoeddus
- Unigolion yn rhagweithiol wrth weithio ar draws ffiniau'r sefydliad i gynyddu eu cyfraniad i'r eithaf ar draws y nodau llesiant ac i leihau effeithiau negyddol
- Y dulliau llywodraethu, strwythurau a phrosesau, yn ogystal ag ymddygiad, yn cefnogi hyn

### **Beth fyddai'n dangos bod corff yn cydweithio'n effeithiol?**

- Canolbwyntio ar le, cymuned a chanlyniadau, nid ffiniau'r sefydliad
- Deall amcanion y partneriaid a'u cyfrifoldebau, sy'n helpu i sbarduno gweithgareddau ar y cyd
- Cydberthnasau cadarnhaol ac aeddfed â rhanddeiliaid, lle caiff gwybodaeth ei rhannu mewn ffordd agored a thryloyw
- Cydnabod a rhoi gwerth ar y cyfraniadau y gall yr holl bartneriaid eu gwneud
- Ceisio sefydlu prosesau a ffyrdd o weithio ar y cyd, lle bo'n briodol

### **Beth fyddai'n dangos bod corff yn cynnwys pobl yn effeithiol?**

- Deall pwy sydd angen cymryd rhan a pham
- Myfyrio ar ba mor dda y caiff yr anghenion a'r heriau sy'n wynebu'r bobl hynny eu deall ar hyn o bryd
- Gweithio'n gydweithredol â rhanddeiliaid i ddylunio a chyflawni
- Ystyried barn rhanddeiliaid yn wybodaeth hollbwysig i helpu i gyflawni gwell canlyniadau
- Sicrhau y caiff amrywiaeth lawn y rhanddeiliaid ei chynrychioli a bod modd iddynt gymryd rhan
- Cydberthnasau aeddfed a ffyddlon gyda'i rhanddeiliaid
- Caiff gwybodaeth ei rhannu mewn ffordd agored a thryloyw
- Sicrhau bod y rhanddeiliaid yn deall effaith eu cyfraniad
- Ceisio adborth gan rhanddeiliaid allweddol a ddefnyddir i helpu i ddysgu a gwella

Swyddfa Archwilio Cymru  
24 Heol y Gadeirlan  
Caerdydd CF11 9LJ

Ffôn: 029 2032 0500

Ffacs: 029 2032 0600

Ffôn testun: 029 2032 0660

E-bost: [post@archwilio.cymru](mailto:post@archwilio.cymru)

Gwefan: [www.archwilio.cymru](http://www.archwilio.cymru)

Wales Audit Office  
24 Cathedral Road  
Cardiff CF11 9LJ

Tel: 029 2032 0500

Fax: 029 2032 0600

Textphone: 029 2032 0660

E-mail: [info@audit.wales](mailto:info@audit.wales)

Website: [www.audit.wales](http://www.audit.wales)

### What is the Flying Start programme?

The Flying Start programme was based on research evidence drawn from a range of interventions across the UK and internationally. The programme was based on developing the universal health visiting entitlement becoming more enhanced to support more complex family circumstances while maintaining the engagement and key worker role; speech and language provision; parenting programmes to support parenting skills and the childcare for child development and early identification. The aim of the programme was to target areas of disadvantage, through supporting children's development, improving the home learning environment, early identification of additional needs, and reducing the need for children to come into the care system.

### Flying Start pathway of provision 2018-19

Approx. age of child	Universal Flying Start programme	Delivered by	Additional targeted support	Additional support across the age range				
antenatal period : 12-16 weeks	Generic midwife notification to Flying Start Health Visitor	Generic midwife		Time limited 4-8 session intensive bespoke family support package intervention in the home following assessment of need	links to wider partnership projects through Families First or other funding streams depending on needs of family	Multi professional meetings with the family to identify needs and action plan services and provision to address those needs	Flying Start outreach for intensive work preventatively with at risk teenagers and teenage pregnancies, homeless and refuge	
	Antenatal roadshow / health group	Health Nursery Nurses						
	Healthy Start scheme	Health Nursery Nurses						
	Healthy pregnancy	Health Nursery Nurses						
	maternity grant	Health Nursery Nurses						
24 weeks	Solihull antenatal programme - delivered universally	Family Support Worker & Health Visitor/Nursery Nurse						
	antenatal visit	Health Visitor						
		Health Visitor & Family Support Worker	Flying Start outreach / intensive support programme					
Birth to 6 months	Birth visit and baby safety pack	Health Visitor						ISCAN or direct referrals for any specialist health support needed for additional needs identified following birth
	Family Resilience Assessment Intervention Tool (FRAIT)	Health Visitor						
	Solihull postnatal programme	Family Support worker						
	Baby Club - weights, developmental checks, breastfeeding support and peer support, baby massage, first aid basics, weaning, home safety, speech and language key messages, interactive play	Health Visitor / Nursery Nurses / Family Support worker	home visiting support for complex concerns re breastfeeding					
	Immunisations	Health Visitor / GP Practice Nurse						
	Family foods	Health Outreach Team						
6 months to 24 months	Bookstart bag	Health Visitor / Nursery Nurse		ISCAN referral for Join in and Play in the home for children with emerging developmental needs				
		Family Support Worker / Nursery Nurse	PAFT programme in the home					
	Tiny Talkers termly programme (6months - 2 years)	GAVO Play team & Homestart						
	Family Lives modules on specific parenting topics	Family Support Workers						
		Family Support worker	Solihull basic parenting programme					
	SLC key messages	Flying Start SLT & all partners	targeted language support in the home					
	Development check 18 months	Health Visitor / Nursery Nurse	Schedule of Growing Skills (SOGS) targeted					
2 years	Flying Start Childcare	Flying Start Childcare settings and Cylchoedd Meithrin						

		Super Shellby	Super Shellby targeted support in childcare	ISCAN referral for Education Psychologist support for children with emerging additional needs especially regarding transitions			
		Flying Start SLT	targeted language plans in setting				
	Parent Forum	Caerphilly Parent Network					
		Family Support Workers	Family Links Parent Nurturing Programme				
		Family Support Workers + CF worker	STEPS				
		Ystrad Mynach college, Community Education, Employment support programmes through CF and ESF	Training courses				
3 years	Development check 27 months	Health Visitor / Nursery Nurse	Schedule of Growing Skills (SOGS) targeted				
	Early Years Education	Maintained and non-maintained providers	Childcare Offer for working families				
		Family Support Worker	Family Lives modules				
4 years	Community Partnership groups	legacy programme					
	PTA groups	Local Primary Schools					
	Transition to School Nurse	Health Visitor and School Nurse					

### Chronology of development of Flying Start programme

2006-7 workforce development, planning needs, small capital refurbishments

There was an anticipated increase in demand for qualified level 3 childcare staff and current childcare settings were concerned that they would lose staff and close Flying Start areas were planned using FSM school data and school catchments  
Initial budget £367,000

2007-8 tender process completed for procuring a provider to develop and CIW register all 10 childcare settings required across the 10 Flying Start areas – significant 4 year cost at circa £1m per year put it to OJEU. Parent Network supported a parent panel to work alongside the Board panel to interview the tendering organisations. The tenders were unsuccessful so planning started to recruit all staff and run CCBC employed and CIW registered provision with a contract to a single existing Cylch in Rhymney.

2008 recruitment and registration of 10 CCBC childcare settings  
Recruitment of LAP workers, parenting coordinator and small team for delivery, health visitors and health outreach team  
All childcare was registered and delivered from Sept 2008  
Parent Network developed parent forum to consult on and inform development of delivery in each local area.

2009 training for delivery of parenting programmes (accredited facilitators in each programme) and development of a training plan for all team

2009-11 full programme delivery in ten Flying Start areas; enhanced health visiting in the home and health groups rotated in the different areas, 1 x Parent Nurturing Programme per year, family support in the home sessions, Language And Play group running in different areas termly, 11 childcare settings delivering approx. 250 childcare places



2010-11 transfer of 1/6 Cymorth to Flying Start for prevention of duplication of delivery for 0-3s living in FS areas, along with transfer of contracted provision (RFTS, GAVO, Homestart, HOT, LAP, Parent Network)

2011-13 new commissioning process for existing transferred projects – first time they had tendered for anything as previously was a grant using a basic SLA and not legally binding  
Expansion was planned using LSOA income benefit data from DWP ranking concentration of children living in income benefit households which allowed some very deprived smaller communities to be identified rather than hidden in more affluent or split school catchment areas e.g. Penyrheol (2 of the 3 LSOA of Cwm Ifor was very affluent so decreased FSM data), Ty Sign (area split between two local primary schools so decreased FSM data)  
Expansion development to 26 LSOA which required capital programme development and commissioning more childcare provision as well as further CCBC provision development where they were no existing provisions  
Capital programme was do minimum approach which was use of community centres etc. – challenging  
Close working with Communities First, Families First and Supporting People to prevent duplication of provision and begin to explore where joint contracts may be possible

2013-15 collaboration group development supported joint commissioning of providers, developed pathways for provision to remove duplication in the system and identify gaps for families, development and implementation of CCB family support strategy with partners  
Full implementation across expansion areas delivering the more sophisticated programme as detailed in the Flying Start pathway, with most health groups and language groups running in each of the 26 areas, and circa 12 parenting programmes per term ranging across the age range as per the required annual relevant parenting offer

2015-18 full delivery aiming to increase the take up of provision and measure outcomes and gain greater connectivity with frontline staff

2018-19 refinement of programme comes into focus – including take up, attendance, reach, delivery, collaboration with other programme and removal of any duplication or gaps  
Monitoring and evaluation of all aspects of programme delivery  
Flying Start national review  
Annual budget now £5.1million

### **Corporate wellbeing plan objective 1: improve Education opportunities for all**

Aim to reduce the impact of poverty within the early years

1. Continued delivery of the Flying Start programme to help improve access, take up and attendance

Sustainable development principles:

Involvement – involvement of communities in development of delivery, engagement and community champions to support families with a specific vehicle of parent forum as well as wider ad hoc opportunities. There is also the involvement of children and families in their individual local childcare setting as well as parent consultation

meetings and feedback meetings for each individual child. There is also evaluation and feedback in all parenting and speech and language groups.

Collaboration – this programme works in collaboration with both delivery partners and wider partners to maximise impact of interventions for families, including Right from the Start, Aneurin Bevan Health Board depts. / teams, Parent Network, GAVO, Homestart, legacy projects, Families First projects, Supporting People programme, employability programmes, Social Services, Schools, Education Psychology and other education teams, ISCAN, non-maintained childcare settings, libraries, as examples

Long term – the outcomes are planned to be long term aiming for the better start in life to support long term achievement in education. In order to achieve the long term population outcomes we are focussed on improving attendance and reach. Outcomes include attainment for both children and parents, parenting skills, resilient families, health and wellbeing through healthy behaviours, early identification of additional needs or vulnerability, reduction of families reaching crisis and children becoming LAC.

Integration – working in partnership with other preventative and statutory services in targeted universally delivered areas will have a bigger impact for education and schools, health board, social services (reduction of LAC), youth crime / police. Shared outcome measures across agencies.

Prevention – this programme is designed to be preventative as well as support remedial work with children where there have been Adverse Childhood Experiences; this includes reduction of families reaching crisis and children becoming LAC, preventing long term ill health by establishing healthy behaviours in childhood, improving speech language and communication skills preventing poor behaviour and low skill attainment, breaking the cycle of poverty by supporting parents to improve confidence and take up volunteering opportunities or move on to employability programmes.

There is a need to increase the reach and take up and attendance for childcare, parenting and speech and language groups to have a bigger impact on child outcomes as they enter school and parental resilience as their child grows up.