

**Cynulliad Cenedlaethol Cymru**  
**Pwyllgor Addysg a Dysgu Gydol Oes**

**The National Assembly for Wales**  
**The Education and Lifelong Learning Committee**

**Adroddiad Blynyddol Estyn 2003-04**  
**Estyn's Annual Report 2003-04**

**Cwestiynau 1-23**  
**Questions 1-23**

**Dydd Mercher, 9 Mawrth 2005**

**Wednesday, 9 March 2005**

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*Aelodau o'r Cynulliad yn bresennol: Peter Black (Cadeirydd), Jeff Cuthbert, Christine Chapman, Jane Davidson (y Gweinidog dros Addysg a Dysgu Gydol Oes), David Davies, Mark Isherwood, Irene James, Denise Idris Jones, Janet Ryder, Owen John Thomas.*

*Swyddogion yn bresennol: John Howells, Pennaeth Adran Addysg Uwch, Cynulliad Cenedlaethol Cymru, Neil Surman, Prosiect Datganoli Cefnogaeth Myrffyrwyr, Cynulliad Cenedlaethol Cymru.*

*Tystion Estyn: Gareth Adams, Simon Brown, Liz Kidd, Susan Lewis, Meilyr Rowlands.*

*Assembly Members present: Peter Black (Chair), Jeff Cuthbert, Christine Chapman, Jane Davidson (the Minister for Education and Lifelong Learning), David Davies, Mark Isherwood, Irene James, Denise Idris Jones, Janet Ryder, Owen John Thomas.*

*Officials present: John Howells, Head of Higher Education Division, National Assembly for Wales, Neil Surman, Devolution of Student Support Project, National Assembly for Wales.*

*Estyn Witnesses: Gareth Adams, Simon Brown, Liz Kidd, Susan Lewis, Meilyr Rowlands.*

*Dechreuodd y sesiwn cymryd tystiolaeth am 11.13 a.m.  
The evidence-taking session began at 11.13 a.m.*

[1] **Peter Black:** I welcome Susan Lewis, Her Majesty's Chief Inspector for Education and Training in Wales, and her colleagues Elizabeth Kidd, Simon Brown, Gareth Adams and Meilyr Rowlands.

I invite Susan to make a presentation of around 10 minutes on her report, and then we will go into questions.

**Ms Lewis:** Bore da ichi i gyd.

At the end of January, I launched my eighth annual report at Pillgwenlly primary school in Newport. I chose that school from a shortlist of places that we might have gone to. We try to go somewhere different each year that is at a different phase of education, but where there has been tremendous improvement in-year. We chose Pillgwenlly because it had turned itself around in about a year. When inspectors visited that school in 2003, they were really quite worried, particularly about the behaviour of the older children in the primary school, and about how much time the teachers had to spend on behaviour management, as opposed to learning management, and dealing with the whole of the children in the school.

[1] **Peter Black:** Croeso i Susan Lewis, Prif Arolygydd Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru, a'i chydweithwyr Elizabeth Kidd, Simon Brown, Gareth Adams a Meilyr Rowlands.

Gwahoddaf Susan i roi cyflwyniad o ryw 10 munud ar ei hadroddiad, ac yna fe gawn ni gwestiynau.

**Ms Lewis:** Good morning all.

Ddiwedd mis Ionawr, cyhoeddais fy wythfed adroddiad blynyddol yn ysgol gynradd Pillgwenlly yng Nghasnewydd. Dewisais yr ysgol honno o restr fer o leoedd y gallem fod wedi mynd iddynt. Byddwn yn ceisio mynd i rywle gwahanol bob blwyddyn sydd mewn cyfnod addysg gwahanol, ond lle bu gwelliant aruthrol yn y flwyddyn. Dewiswyd Pillgwenlly oherwydd i'r ysgol lwyddo i droi ei hun o gwmpas mewn rhyw flwyddyn. Pan ymwelodd arolygwyr â'r ysgol honno yn 2003, yr oeddent yn eithaf pryderus, wir, yn enwedig ynghylch ymddygiad y plant hyn yn yr ysgol gynradd, ac ynghylch faint o amser yr oedd yn rhaid i'r athrawon ei dreulio ar reoli ymddygiad, yn hytrach na rheoli dysgu, a delio â'r cyfan o'r plant yn yr ysgol.

However, that was not the whole story. Within about a year, the school responded very quickly to the inspection report. I believe that it is worth drawing this to the committee's attention to show that, where there is a deliberate attempt to raise standards and to turn things around, it can be done in quite a short time. That progress was down to the hard work of the school, with the pupils, parents, governors and teachers all pulling together, and down to the firm leadership and the vision of the headteacher in particular.

I explained at the launch that, in this most recent annual report, we looked back at trends in education and training over the last five years. As we were bringing in new inspection arrangements from September 2004, that acted as a line in the sand, almost, to assess the progress that we had made over the previous five years. I am glad to say that there was much to celebrate over that five-year period, as well as within the year in question. Standards have improved considerably in many areas of education and training, with some of the biggest improvements in 2003-04. For example, the standards achieved by children under five have improved year on year. Children have achieved very good standards in nearly a third of classes, and there are very few classes where standards are unsatisfactory. This, of course, is a very good basis for the foundation phase.

Fodd bynnag, nid dyna'r stori gyfan. O fewn rhyw flwyddyn, ymatebodd yr ysgol yn gyflym iawn i adroddiad yr arolygwyr. Credaf ei bod yn werth dod â hyn i sylw'r pwyllgor er mwyn dangos, lle ceir ymgais fwriadol i godi safonau a gweddnewid sefyllfa, y gellir gwneud hynny mewn amser gweddol fyr. Sicrhawyd y cynnydd hwnnw drwy waith caled yr ysgol, gyda'r disgyblion, y rhieni, y llywodraethwyr a'r athrawon i gyd yn cyd-dynnu, a thrwy arweiniad cadarn a gweledigaeth y pennaeth yn arbennig.

Eglurais yn y lansio ein bod, yn yr adroddiad blynyddol diweddaraf hwn, yn edrych yn ôl ar dueddiadau mewn addysg a hyfforddiant dros y pum mlynedd diwethaf. Gan ein bod yn cyflwyno trefniadau arolygu newydd o fis Medi 2004, cymerwyd hynny fel llinell yn y tywod, bron, i asesu'r hyn a gyflawnwyd gennym dros y pum mlynedd blaenorol. Mae'n dda gennyf ddweud fod llawer i'w ddathlu yn y cyfnod pum mlynedd hwnnw, yn ogystal ag yn y flwyddyn dan sylw. Mae safonau wedi gwella'n sylweddol mewn sawl maes o addysg a hyfforddiant, a chafwyd rhai o'r gwelliannau mwyaf yn 2003-04. Er enghraifft, mae'r safonau a gyflawnwyd gan blant dan bump oed wedi gwella flwyddyn ar ôl blwyddyn. Mae plant wedi cyflawni safonau da iawn mewn bron i draean o ddisbarthiadau, ac ychydig iawn o ddisbarthiadau sydd lle mae'r safonau'n anfoddhaol. Mae hyn, wrth gwrs, yn sail dda iawn i'r cyfnod sylfaen.

The standards achieved by pupils with special educational needs this year are much higher than those of five years ago, whether those pupils are in special schools or in primary and secondary schools. Standards are good or better in 80 per cent of classes in special schools and very good or good in 80 per cent of primary or secondary schools. Students with learning difficulties or disabilities are also supported well in further education institutions. Compared with five years ago, there has been a big improvement in the standards that pupils are achieving in primary and secondary schools. Pupils have achieved good or very good standards in three quarters of classes, and there are very few classes with unsatisfactory standards. The Welsh Assembly Government's 2007 targets for the percentage of classes with good and satisfactory standards have already been passed.

Pupils' test results have improved greatly in key stages 2 and 3. The core subject indicator is now about 10 percentage points higher than it was five years ago, in both key stages. It is no mean feat to have achieved that in that time. The national target for 2004 to 2007 is for between 80 and 85 per cent of pupils to reach at least the level expected of them at these stages. Pupils are already close to or above this target in most of the core subjects: Welsh or English, mathematics and science. That is the situation in key stage 2. In key stage 3, we are still a little way from it. In further education institutions, more students now finish their courses and gain qualifications than was the case five years ago. The numbers of part-time students, adult learners on basic education courses, and students supported by employers, have all increased a great deal. Overall, standards are better now than they were five years ago. The amount of outstanding work is now well above the national target of 15 per cent.

Mae'r safonau a gyrhaeddodd disgyblion ag anghenion addysgol arbennig eleni'n llawer uwch nag yr oeddent bum mlynedd yn ôl, boed y disgyblion hynny mewn ysgolion arbennig neu mewn ysgolion cynradd ac uwchradd. Mae'r safonau'n dda neu'n well mewn 80 y cant o ddsbarthiadau mewn ysgolion arbennig ac yn dda iawn neu'n dda mewn 80 y cant o ysgolion cynradd neu uwchradd. Caiff myfyrwyr ag anawsterau dysgu neu anableddau eu cefnogi'n dda hefyd mewn sefydliadau addysg bellach. O gymharu â phum mlynedd yn ôl, bu gwelliant mawr yn y safonau y mae disgyblion yn eu cyrraedd mewn ysgolion cynradd ac uwchradd. Mae disgyblion wedi cyrraedd safonau da neu dda iawn yn nhri chwarter y dosbarthiadau, ac ychydig iawn o ddsbarthiadau sydd â safonau anfoddfaol. Mae targedau Llywodraeth y Cynulliad Cenedlaethol am 2007 ar gyfer y ganran o ddsbarthiadau â safonau da a boddhaol eisoes wedi'u pasio.

Mae canlyniadau profion disgyblion wedi gwella'n fawr yng nghyfnodau allweddol 2 a 3. Mae dangosydd y pynciau craidd ryw 10 pwynt canrannol yn uwch yn awr nag yr oedd bum mlynedd yn ôl, yn y ddau gyfnod allweddol. Nid camp fach yw cyflawni hynny o fewn yr amser hwnnw. Y targed cenedlaethol ar gyfer 2004 i 2007 yw cael rhwng 80 ac 85 y cant o ddisgyblion i gyrraedd o leiaf y lefel a ddisgwylir ganddynt yn y cyfnodau hyn. Mae disgyblion eisoes yn agos at y targed hwn neu wedi'i basio yn y rhan fwyaf o bynciau craidd, sef Cymraeg neu Saesneg, mathemateg a gwyddoniaeth. Dyna'r sefyllfa yng nghyfnod allweddol 2. Yng nghyfnod allweddol 3, yr ydym yn dal i fod ychydig i ffwrdd oddi wrtho. Mewn sefydliadau addysg bellach, mae mwy o fyfyrwyr erbyn hyn yn gorffen eu cwrs ac yn ennill cymwysterau nag a ddigwyddai bum mlynedd yn ôl. Mae niferoedd myfyrwyr rhan-amser, oedolion ar gyrsiau addysg sylfaenol, a myfyrwyr a gefnogir gan

gyflogwyr, i gyd wedi cynyddu'n sylweddol. Yn gyffredinol, mae safonau'n well yn awr nag yr oeddent bum mlynedd yn ôl. Mae faint o waith rhagorol a wneir erbyn hyn yn llawer uwch na'r targed cenedlaethol o 15 y cant.

However, as you have heard me say many times before in this committee, although we have seen many successes and big improvements, there are also other areas of education and training where standards have not improved as much. I would like to highlight the following of those. First, pupils' examination results at key stage 4 have improved only a little in five years, and they are a long way short of national targets. Too many learners over the age of 16 do not have the qualifications that they need for good job prospects, and not enough of them have gained key skills qualifications. Boys still do not do as well as girls at any stage of their education, and schools have a lot more to do to improve boys' performance. In further education institutions, standards are good or very good in 60 per cent of programme areas, which is still below the national target of 70 per cent. The number of programme areas with important shortcomings is too high.

Perhaps the greatest concern for us remains the standards in work-based training. Too few trainees have gained all the qualifications they need to complete their full qualification framework.

Fodd bynnag, fel yr ydych wedi fy nghlywed yn ei ddweud lawer gwaith o'r blaen yn y pwyllgor hwn, er ein bod wedi gweld sawl llwyddiant a gwelliannau mawr, mae meysydd eraill mewn addysg a hyfforddiant lle nad yw'r safonau wedi gwella cymaint. Hoffwn roi pwyslais ar y canlynol o blith y rhai hynny. Yn gyntaf, dim ond ychydig o welliant a fu yng nghanlyniadau arholiadau disgyblion yng nghyfnod allweddol 4 mewn pum mlynedd, ac maent ymhell yn fyr o'r targedau cenedlaethol. Mae gormod o ddysgwyr dros 16 oed nad ydynt yn meddu ar y cymwysterau sydd eu hangen arnynt i gael rhagolygon da am waith, ac nid oes digon ohonynt wedi ennill cymwysterau yn y sgiliau allweddol. Mae bechgyn yn dal i beidio â gwneud cystal â merched yn unrhyw gyfnod o'u haddysg, ac mae gan ysgolion lawer mwy i'w wneud i wella perfformiad bechgyn. Mewn sefydliadau addysg bellach, mae safonau'n dda neu'n dda iawn mewn 60 y cant o feysydd rhaglen, sydd yn dal yn is na'r targed cenedlaethol sef 70 y cant. Mae'r nifer o feysydd rhaglen sydd â diffygion pwysig yn rhy uchel.

Efallai mai'r pryder mwyaf i ni o hyd yw'r safonau mewn hyfforddiant seiliedig ar waith. Mae rhy ychydig o hyfforddeion wedi ennill yr holl gymwysterau y mae arnynt eu hangen i gwblhau eu fframwaith cymwysterau cyflawn.

Although teachers and trainers have tried hard to deal with all these challenges, progress has been slow, and there is clearly no easy way to solve these complex, long-standing problems. I believe that this is because inequality lies at the heart of so many of them. Tackling those inequalities is a priority for society at large as well as for education and training providers and policy makers.

There are many ways in which home and community life can affect pupils' achievement and attitude to school, and their employment and ongoing education and training. Pupils and students get a variety of help and support from their parents, families and friends in the circumstances in which they find themselves. Some families work hard to encourage their children in order to help them with their learning. However, some people grow up with very negative opinions about the value of education, often because family members and others who influenced them had little success or enjoyment when they were in school. Many schools increasingly involve parents in school life and show them how to help in their children's education. The Pillgwenlly project is an example of this. These sorts of schools offer a rich mix of after-school activities and are at the heart of their local communities. Community group use of a school's facilities in the evenings in turn contributes to pupils' learning, right across the curriculum.

Er bod athrawon a hyfforddwyr wedi ymdrechu'n galed i ateb yr her, araf fu unrhyw gynnydd, ac yn amlwg nid oes ffordd hawdd i ddatrys y problemau cymhleth, hirsefydlog hyn. Credaf mai'r rheswm am hyn yw fod anghydraddoldeb wrth wraidd cymaint ohonynt. Mae mynd i'r afael ag anghydraddoldeb yn flaenoriaeth i gymdeithas yn gyffredinol yn ogystal ag i ddarparwyr a llunwyr polisi addysg a hyfforddiant.

Gall bywyd y cartref a'r gymuned effeithio mewn sawl ffordd ar agwedd disgyblion at ysgol a'r hyn a gyflawnant yno, a'u haddysg a'u hyfforddiant parhaus a'u rhagolygon cyflogaeth. Caiff disgyblion a myfyrwyr raddau amrywiol o gymorth a chefnogaeth gan eu rhieni, eu teuluoedd a'u ffrindiau yn yr amgylchiadau y cânt eu hun ynddynt. Bydd rhai teuluoedd yn gweithio'n galed i annog eu plant er mwyn eu helpu gyda'u dysgu. Fodd bynnag, bydd rhai pobl yn tyfu gyda syniadau negyddol iawn am werth addysg, yn aml am mai ychydig o lwyddiant na mwynhad a gafodd aelodau'r teulu ac eraill sydd yn dylanwadu arnynt pan oeddent hwythau yn yr ysgol. Bydd llawer o ysgolion yn rhoi mwy a mwy o ran i rieni ym mywyd yr ysgol ac yn dangos iddynt sut i helpu gydag addysg eu plant. Enghraifft o hyn yw prosiect Pillgwenlly. Mae'r mathau hyn o ysgolion yn cynnig cymysgedd cyfoethog o weithgareddau ar ôl ysgol ac maent wrth galon eu cymunedau lleol. Mae defnydd cymunedol o gyfleusterau ysgol gyda'r nos yn ei dro'n cyfrannu at addysg disgyblion, ar draws y cwricwlwm cyfan.

Despite the improvements that we have seen in most sectors of our work in our schools, learners still drop out of learning as they grow older. As a result, too few learners in Wales have the qualifications they need to improve their job prospects or to meet the needs of the modern Welsh economy. Boys and young men are particularly more likely to underachieve, be excluded from school or break the law. Young people of all abilities and inclinations need courses that will hold their attention, build their self-confidence, improve their basic and key skills, and allow them to gain useful qualifications. More such courses are on offer for young people than ever before, however, the quality of much work-based training and in a few further education colleges is not good enough and must be tackled if plans to improve choice for 14 to 19-year-olds are to succeed.

Overall, the picture that I present of the last five years to the committee is a very positive one, with many signs of high standards and of continuing improvement, but, as ever, we cannot be complacent in some of the areas that I have outlined.

[2] **Janet Ryder:** Thank you for the report. I think it is interesting that improvements have been achieved at key stages 2 and 3, but not at key stage 4. Can you elaborate on that? Have you been able to detect why we have not made that progress at key stage 4 or what is happening at key stages 2 and 3 that is not happening at key stage 4? Do you have any recommendations on that?

Er gwaethaf y gwelliannau a welsom yn y rhan fwyaf o sectorau o'n gwaith yn ein hysgolion, bydd dysgwyr yn dal i adael byd addysg wrth iddynt dyfu'n hyn. O ganlyniad, nid oes digon o ddysgwyr yng Nghymru wedi ennill y cymwysterau angenrheidiol iddynt wella'u rhagolygon gwaith nac ateb anghenion economi Cymru heddiw. Mae bechgyn a dynion ifanc, yn enwedig, yn fwy tebygol o dangyflawni, cael eu gwahardd o'r ysgol neu dorri'r gyfraith. Mae ar bobl ifanc o bob gallu a thueddfryd angen cyrsiau a wnaiff ddal eu sylw, adeiladu eu hunan-hyder, gwella'u sgiliau sylfaenol ac allweddol, a chaniatáu iddynt ennill cymwysterau buddiol. Mae mwy o gyrsiau o'r fath ar gael i bobl ifanc nag erioed o'r blaen, ond nid yw ansawdd llawer o'r hyfforddiant seiliedig ar waith ac mewn ychydig o golegau addysg bellach yn ddigon da, a rhaid gwneud rhywbeth am hyn os ydym am weld cynlluniau i wella'r dewis i bobl ifanc 14 i 19 oed yn llwyddo.

Ar y cyfan, mae'r darlun a gyflwynaf o'r pum mlynedd diwethaf i'r pwyllgor yn un cadarnhaol iawn, gyda llawer o arwyddion o safonau uchel ac o welliant parhaus, ond, fel erioed, ni allwn laesu dwylo yn rhai o'r meysydd a amlinellais.

[2] **Janet Ryder:** Diolch am yr adroddiad. Yr wyf yn meddwl ei bod yn ddiddorol fod gwelliannau wedi'u sicrhau yng nghyfnodau allweddol 2 a 3, ond nid yng nghyfnod allweddol 4. A allwch chi ymhelaethu ar hynny? A ydych wedi gallu canfod pam nad ydym wedi symud ymlaen fel yna yng nghyfnod allweddol 4 neu beth sydd yn digwydd yng nghyfnodau allweddol 2 a 3 nad yw'n digwydd yng nghyfnod allweddol 4? A oes gennych chi unrhyw argymhellion ar hynny?

Another question comes from the points that you raised about 16-year-olds. Generally, what is your assessment of the level of their basic skills. Are we seeing a rise in those skills among all pupils, or a decline, even though students are getting higher GCSE and A-level grades? We can still see diversions in ability and basic skills, but exams are now structured to highlight the ability to succeed within a module or exam. Therefore, have you been able to make any assessment of those basic skills levels across the board?

I am concerned about the points that you raised regarding work-based training, as they raise a number of issues. Can you elaborate on those and perhaps make any further recommendations that we might be able to implement to improve that? Lastly, I turn to the concept of developing skills that are not just seen as belonging to institutions in which an educational experience is housed, but as community assets that make a major contribution to community life as part of increased educational output. Could you elaborate on that and perhaps make any recommendations that we could use to develop that further?

[3] **Peter Black:** I will take questions from Jeff now, and come back to the answers.

[4] **Jeff Cuthbert:** In many ways, my questions are linked to some of the points that Janet has just raised. I am pleased that there has been progress on further education, although you qualify that by saying that there are areas that cause concern, which is right and proper. However, on further education, especially regarding further education colleges in some of the most deprived areas or which serve particularly deprived areas, do you feel that your assessment criteria take account properly of some

Daw cwestiwn arall o'r pwyntiau a godwyd gennyh ynghylch disgyblion 16 oed. Yn gyffredinol, beth yw eich asesiad o lefel eu sgiliau sylfaenol? A ydym yn gweld cynnydd yn y sgiliau hynny ymysg disgyblion yn gyffredinol, neu ddirywiad, hyd yn oed er bod myfyrwyr yn cael gwell graddau TGAU a safon uwch? Yr ydym yn dal i allu gweld amrywiadau mewn gallu a sgiliau sylfaenol, ond mae arholiadau wedi'u strwythuro bellach i amlygu'r gallu i lwyddo o fewn modiwl neu arholiad. Felly, a ydych wedi gallu gwneud unrhyw asesiad o'r lefelau sgiliau sylfaenol hynny ar draws y bwrdd?

Yr wyf yn bryderus am y pwyntiau a godwyd gennyh ynglyn â hyfforddiant seiliedig ar waith, gan eu bod yn codi sawl cwestiwn. A allwch chi ymhelaethu ar y rheiny ac efallai wneud unrhyw argymhellion pellach y gallem weithredu arnynt i wella hynny? Yn olaf, trof at y cysyniad o ddatblygu sgiliau a welir nid yn unig fel pethau sydd yn perthyn i sefydliadau lle cartrefir profiad addysgol, ond fel asedau cymunedol sydd yn gwneud cyfraniad pwysig i fywyd y gymuned fel rhan o allbwn addysgol mwy. A allech chi ymhelaethu ar hynny ac efallai wneud unrhyw argymhellion y gallem eu defnyddio i ddatblygu hynny ymhellach?

[3] **Peter Black:** Cymeraf gwestiynau gan Jeff yn awr, a deuf yn ôl at yr atebion.

[4] **Jeff Cuthbert:** Mewn sawl ffordd, mae fy nghwestiynau i'n gysylltiedig â rhai o'r pwyntiau y mae Janet newydd eu codi. Yr wyf yn falch y symudwyd ymlaen gydag addysg bellach, er ichi leihau effaith hynny drwy ddweud bod yna feysydd sy'n peri pryder, sydd yn berffaith briodol. Fodd bynnag, ar addysg bellach, yn enwedig o safbwynt colegau addysg bellach yn rhai o'r ardaloedd mwyaf difreintiedig neu sydd yn gwasanaethu ardaloedd arbennig o ddifreintiedig, a ydych chi'n teimlo fod eich



of the pressures that are on further education colleges in dealing, to a significant degree, with many youngsters from our most deprived communities, who may not be among the best motivated in that sense, or whose aspirations are not as high as they should be? Is that properly taken account of when you consider the quality of provision in further education colleges?

On work-based learning, I am concerned with what you report here. However, I take note that you make the point on page 24 of your report that, where training is 'good' or 'very good', trainers work with employers to plan training programmes—that is the first bullet point. That suggests that the stronger the link between work-based learning providers and employers in their area, the better the provision is likely to be, and the more likely that young people will get relevant qualifications and, hopefully, move on into employment, or self-employment, as the case may be. Therefore, is there evidence to suggest that several work-based learners are utilising young people to get qualifications that suit their infrastructure as a training provider, but are not necessarily properly linked in to the local economy in terms of jobs for them once they qualify, hence demoralisation creeps in to the young people, and it is a bit of a waste of time? Could you comment further on those points?

meini prawf asesu'n rhoi ystyriaeth briodol i rai o'r pwysau sydd ar golegau addysg bellach o ran delio, i raddau helaeth, â llawer o bobl ifanc o'n cymunedau mwyaf difreintiedig, na fydd efallai ymhlith y rhai mwyaf ymroddedig yn yr ystyr hwnnw, neu nad yw eu dyheadau mor uchel ag y dylent fod? A roddir ystyriaeth briodol i hynny wrth ichi ystyried ansawdd darpariaeth mewn colegau addysg bellach?

O ran dysgu seiliedig ar waith, yr wyf yn bryderus ynghylch yr hyn a adroddwch yma. Fodd bynnag, sylwaf ichi wneud y pwynt ar dudalen 24 eich adroddiad fod hyfforddwy'r yn gweithio gyda chyflogwyr i gynllunio rhaglenni hyfforddi lle mae'r hyfforddiant yn 'dda' neu'n 'dda iawn'—dyna'r pwynt bwled cyntaf. Mae hynny'n awgrymu mai gorau po gryfaf yw'r cysylltiad rhwng darparwyr hyfforddiant seiliedig ar waith a chyflogwyr yn eu hardal, a mwyaf tebygol y bydd hi i bobl ifanc gael cymwysterau perthnasol a, gobeithio, symud ymlaen i gyflogaeth, neu i hunan-gyflogaeth. Felly, a oes tystiolaeth i awgrymu fod llawer o rai sydd yn darparu addysg seiliedig ar waith yn defnyddio pobl ifanc i gael cymwysterau sydd yn gweddu i'w hisadeiledd fel darparwr hyfforddiant, ond heb o reidrwydd fod wedi'u cysylltu'n iawn â'r economi leol o ran swyddi iddynt unwaith y byddant wedi ymgymhwyso, fel bod y bobl ifanc yn cael eu dadrithio'n raddol, a bod yr holl beth yn dipyn o wastraff amser? A allech chi roi sylw pellach ar y pwyntiau hynny?

Finally, you also make the point that you are concerned that not enough employers and work-based training supervisors know enough about the NVQ system and framework. I am concerned that training providers do not know enough about it—I cannot see any excuse for that. However, in terms of employers, are you telling us that, if we are to make vocational education achieve parity of esteem with academic education, there is a job of work for all of us to do to ensure that employers understand that vocational structure?

[5] **Peter Black:** There are quite a few questions there.

**Ms Lewis:** I will try to group those questions that can be grouped, and see where we go.

On key stage 4, we are seeing some plateauing of achievement at the five A to C grades and the five A\* to G grades. There is much more to be done in Wales on the five A\* to G grades particularly. Much more improvement could be made there regarding young people's achievement. The profile of secondary schools in Wales and the sort of communities that they serve should be more of a focus for teachers' attention. There are many examples in the report of the type of teaching that is engaging young people and improving the outputs that they can make at the end.

Yn olaf, gwnewch y pwynt hefyd eich bod yn bryderus nad yw digon o gyflogwyr a goruchwylwyr hyfforddiant seiliedig ar waith yn gwybod digon am system a fframwaith yr NVQ. Yr wyf yn bryderus nad yw darparwyr hyfforddiant yn gwybod digon am hyn—ni welaf unrhyw esgus dros hynny. Fodd bynnag, o safbwynt cyflogwyr, a ydych yn dweud wrthym, os ydym am sicrhau bod addysg alwedigaethol yn cael yr un parch ag addysg academaidd, fod gennym i gyd waith i'w wneud i sicrhau bod cyflogwyr yn deall y strwythur galwedigaethol hwnnw?

[5] **Peter Black:** Mae tipyn go lew o gwestiynau yn y fan honno.

**Ms Lewis:** Ceisiaf grwpio'r cwestiynau hynny y gellir eu grwpio, a chawn weld beth wnaiff ddigwydd.

Ynghylch cyfnod allweddol 4, yr ydym yn gweld rhyw gyrraedd man gwastad ar y pum gradd A i C a'r pum gradd A\* i G. Mae angen gwneud llawer mwy yng Nghymru ar y pum gradd A\* i G yn arbennig. Gellid gwneud llawer mwy o wella yno o safbwynt cyflawniad pobl ifanc. Dylai proffil ysgolion uwchradd yng Nghymru a'r math o gymunedau a wasanaethant fod yn fwy o ffocws i sylw athrawon. Mae sawl enghraifft yn yr adroddiad o'r math o ddysgu sydd yn dal dychymyg pobl ifanc ac yn gwella'r allbynnau y gallant eu gwneud yn y diwedd.

One issue for us, which we have noticed, is a gradual improvement in key stage 2 over the last five years. It is such that, in some ways, we could not have imagined how much improvement has been made. We have done a lot of work with schools on transition, which is now beginning to take root. Secondary schools are very different organisations from primary schools, and there is a drop in achievement when children move from primary to secondary, and, unless you engage young people in that 11 to 13 age group, you start to see the suffering, if you like, in the 14-16 age range. Therefore, the work in key stage 3 will eventually bear fruit in key stage 4, but a significant number of young people are still not fully engaged by what we might call the traditional curriculum in key stage 4. Moves are being made now to widen that curriculum, to ensure that it is more suitable to young people's needs and interests. If we are going to engage people for life, as it were, then it really has to start there. However, as a former secondary school teacher, I do not underestimate the challenges of that, but, at the same time as young people are going through puberty and all the different external influences that are on them, it is a big challenge. That is where the changes have to be made, and that is really why I placed such emphasis on work-based learning. If work-based learning is to become a valid, alternative pathway for many of these young people, then it has to be better than what is available at the moment for them, which is not engaging them. It would be a case of out of the frying pan and into the fire if we could not guarantee young people really high-quality work-based learning placements that will lead to good job prospects. The two are linked.

Un mater yr ydym ni wedi sylwi arno yw gwelliant graddol yng nghyfnod allweddol 2 dros y pum mlynedd diwethaf. Mewn rhai ffyrdd, ni fyddem wedi gallu dychmygu cymaint o welliant ag a wnaed. Yr ydym wedi gwneud llawer o waith gydag ysgolion ar drawsnewid, sydd bellach yn dechrau bwrw gwreiddiau. Mae ysgolion uwchradd yn sefydliadau gwahanol iawn i ysgolion cynradd, a gwelir cwymp mewn cyflawniad pan symuda plant o'r cynradd i'r uwchradd, ac os nad ysgogwch chi bobl ifanc yn y grwp oedran 11 i 13 hwnnw, fe ddechreuwch weld y dioddef, os hoffwch chi, yn ystod yr oedran 14-16. Felly, bydd y gwaith yng nghyfnod allweddol 3 yn dwyn ffrwyth maes o law yng nghyfnod allweddol 4, ond mae nifer arwyddocaol o bobl ifanc sydd yn dal heb eu hysgogi'n llawn gan yr hyn y gallem gyfeirio ato fel y cwricwlwm traddodiadol yng nghyfnod allweddol 4. Mae symudiadau ar droed bellach i ledu'r cwricwlwm hwnnw, i sicrhau ei fod yn fwy addas i anghenion a diddordebau pobl ifanc. Os ydym am ysgogi pobl am oes, fel petai, yna mae'n rhaid yn wir iddo ddechrau yn y fan honno. Fodd bynnag, fel cyn athrawes ysgol uwchradd, nid wyf yn amau'r her ynghlwm wrth hynny, ond ar yr un pryd ag y mae pobl ifanc yn mynd trwy laslencyndod a'r holl wahanol ddylanwadau allanol sydd arnynt, mae'n her fawr. Dyna lle mae'n rhaid gwneud y newidiadau, a dyna mewn gwirionedd pam y rhoddais gymaint o bwyslais ar ddysgu seiliedig ar waith. Os yw dysgu seiliedig ar waith i fod yn llwybr amgen dilys i lawer o'r bobl ifanc hyn, yna rhaid iddo fod yn well na'r hyn sydd ar gael ar y funud iddynt, sydd ddim yn eu hysgogi. Allan o'r badell ffrio ac i mewn i'r tân fyddai hi pe na allem ni warantu i bobl ifanc leoliadau dysgu seiliedig ar waith o ansawdd gwirioneddol dda a fydd yn arwain at ragolygon gwaith da. Mae'r ddau beth yn gysylltiedig.

If I can continue with work-based learning for a moment, we see a sector in which there are some outstanding examples. It is not as though there is not very good practice, because there is, but it is a matter of making sure that that can happen more across what is a quite fragmented sector, consisting as it does of private providers, LEA-funded providers, FE college providers and so on. However, we do not really see any consistent pattern of standards in any one of those. It is not as though one is a really great model for the other two parts of the sector to follow. We see good practice in each of them, but we do not really see any overall coherence in the sector, as you do in schools and FE colleges, per se. So, there is much work to be done there at a strategic level in asking how we actually build capacity for leadership and management of these places so that the quality can improve so that there is more equality. Where we see poor standards in work-based learning, very many of those track back to the quality of leadership and management, and, until we can improve those aspects, I do not see that we will really get to the heart of quality improvement.

We are worried by this lack of progress since the last cycle. I have spoken in this committee before about how, at the beginning of the cycle of school inspections back in the early 1990s, we saw about the same amount of unsatisfactory and poor work in schools as we see now in work-based learning. I would like to think that, in the next five to 10 years, that can be removed. However, it is persistent at the moment, and we have to think differently about how to approach that. Where changes have happened in the school sector, it is because we have built on leadership capacity and have put proper training programmes in place, primarily to bring people into the school teaching sector, to induct them well, and to continue their professional

Os caf ddal i sôn am ddysgu seiliedig ar waith am funud, gwelwn sector lle mae ambell enghraifft yn sefyll allan. Ni ellir dweud nad oes ymarfer da iawn, oherwydd y mae, ond mater ydyw o wneud yn siwr y gall hynny ddigwydd mwy ar draws sector sydd yn eithaf tameidiog, gan ei fod yn cynnwys darparwyr preifat, darparwyr a ariennir gan yr AALI, darparwyr colegau AB ac ati. Fodd bynnag, ni welwn unrhyw batrwm cyson o safonau mewn unrhyw un o'r rhain hynny mewn gwirionedd. Ni ellir dweud fod un yn fodel gwirioneddol wych i ddwy ran arall y sector ei ddilyn. Gwelwn ymarfer da ym mhob un ohonynt, ond ni welwn unrhyw gysondeb cyffredinol yn y sector mewn gwirionedd, fel y gwelwch mewn ysgolion a cholegau AB, fel y cyfryw. Felly, mae llawer o waith i'w wneud yno ar lefel strategol o ran gofyn sut y mae adeiladu gallu i arwain a rheoli'r lleoedd hyn fel y gall yr ansawdd wella fel y bydd mwy o gydraddoldeb. Lle gwelwn safonau gwael mewn dysgu seiliedig ar waith, gellir olrhain llawer iawn yn ôl i ansawdd yr arweinyddiaeth a'r rheolaeth, a hyd nes y gallwn wella'r agweddau hynny, ni welaf yr awn at galon gwella ansawdd mewn gwirionedd.

Mae'r diffyg cynnydd hwn ers y cylch diwethaf yn ein poeni. Yr wyf wedi siarad yn y pwyllgor hwn o'r blaen am y modd y gwelsom, ar ddechrau'r cylch arolygon ysgolion yn ôl yn nechrau'r 1990au, tua'r un faint o waith anfoddfaol a gwael mewn ysgolion ag a welwn yn awr mewn dysgu seiliedig ar waith. Hoffwn feddwl y gellir dileu hynny yn y pump i ddeng mlynedd nesaf. Fodd bynnag, mae'n barhaus ar hyn o bryd, ac mae'n rhaid inni feddwl yn wahanol ynghylch sut i ddelio â hynny. Lle digwyddodd newidiadau yn y sector ysgolion, digwyddodd hynny am ein bod wedi adeiladu ar allu i arwain ac wedi sefydlu rhaglenni hyfforddi go iawn, yn bennaf i ddod â phobl i mewn i'r sector dysgu mewn ysgolion, i'w sefydlu yn dda

development. We do not have the same structures in the post-16 sector to the same extent—it is much more fragmented. That is, therefore, a concern.

I will ask Simon to come in on the issue of community education and increasing the educational output there.

**Mr Brown:** One of the things that we have seen is that, in primary and secondary schools, particularly related to the use of information and communications technology, these schools now open their doors to more members of the community, who are becoming involved after hours. The community has access, partly as a result of the ICT learning centre's initiative, to ICT facilities. So, that is encouraging people in communities where there is, perhaps, some resistance to education because of previous experience, to re-engage in a school environment. This leads to benefits for the learners because it is changing the attitude of their parents and guardians, and it helps them to work with their offspring in terms of developing study skills, independent learning skills and so on.

The other thing that we are seeing, particularly in primary schools, is a much greater involvement of parents in the work of schools. Parents come into schools and assist teachers with listening to readers and similar activities. This is not quite as well developed in secondary schools, but some, particularly in terms of literacy work, are beginning to try to involve members of the community in activities such as listening to groups of learners. Schools are also involving members of the community from business backgrounds who come in to act as mentors for pupils. Referring to what Susan mentioned about key stage 4 pupils, we have seen a number of schools where mentors from the local business community come in to help those pupils to

ac i barhau eu datblygiad proffesiynol. Nid oes gennym yr un strwythurau yn y sector ôl-16 i'r un graddau—mae'n llawer mwy tameidiog. Mae hynny'n destun pryder, felly.

Gofynnaf i Simon sôn am fater addysg gymunedol a chynyddu'r allbwn addysgol yn y fan honno.

**Mr Brown:** Un o'r pethau yr ydym ni wedi'i weld mewn ysgolion cynradd ac uwchradd, yn enwedig yng nghyswllt defnyddio technoleg gwybodaeth a chyfathrebu, yw fod yr ysgolion hyn bellach yn agor eu drysau i fwy o aelodau o'r gymuned, sydd yn dod yno ar ôl oriau'r ysgol. Caiff y gymuned fynediad, yn rhannol yn sgîl menter y ganolfan ddysgu TGCh, at gyfleusterau TGCh. Felly mae hynny'n annog pobl mewn cymunedau lle efallai fod rhyw wrthsafiad yn erbyn addysg oherwydd profiad blaenorol i ailymuno ag amgylchedd ysgol. Arweinia hyn at fanteision i'r dysgwyr gan ei fod yn newid agwedd eu rhieni a'u gwarcheidwaid, ac yn eu helpu i weithio gyda'u plant i ddatblygu sgiliau astudio, sgiliau dysgu annibynnol ac ati.

Y peth arall a welwn, yn enwedig mewn ysgolion cynradd, yw llawer mwy o ymwneud gan rieni â gwaith ysgolion. Daw rhieni i ysgolion a chynorthwyo athrawon gyda gwrando ar blant yn darllen a gweithgareddau tebyg. Nid yw hyn wedi'i ddatblygu lawn cystal mewn ysgolion uwchradd, ond mae rhai, yn enwedig yn nhermau gwaith llythrennedd, yn dechrau ceisio cynnwys aelodau o'r gymuned mewn gweithgareddau fel gwrando ar grwpiau o ddysgwyr. Mae ysgolion hefyd yn cynnwys aelodau o'r gymuned o gefndiroedd busnes a ddaw i weithredu fel mentoriaid i ddisgyblion. A chyfeirio at yr hyn a grybwyllodd Susan am ddisgyblion cyfnod allweddol 4, yr ydym wedi gweld nifer o ysgolion lle daw mentoriaid o'r gymuned fusnes

engage more with the curriculum and talk about their possible career and progression through to further education.

**Ms Lewis:** In response to the questions about basic skills and GCSE, and also Jeff Cuthbert's question on further education, I will bring in Gareth and Liz, first on the question of basic skills and then on further education.

In relation to skills, GCSE examinations test certain skills and give a certain degree of accord to where children are in relation to those issues. We find differences in skills throughout secondary schools. We talked a little earlier about the use of information and communications technology. We have seen the greatest improvements in primary schools in using ICT, and the problem is making sure that that can continue into secondary schools; we do not see that happening quite to the same extent. It is also in making sure that, in secondary schools, those improvements that we have seen in numeracy and reading can also be matched by aspects of writing. So, we are not measuring quite the same issues in each of those cases.

**Mr Adams:** On basic skills and, in particular, defining basic skills as a sub-set of key skills, focusing on speaking, reading and writing in the first language, and on numeracy to function in society, there is a graph in appendix 3 of the report, on page 102, which shows that there has been a gradual improvement over five years, in all of those basic skills, and, indeed, in the other key skills. It is noticeable that that contrasts with the graph on the previous page where, in the primary phase, a steady incremental increase has been seen year on year. This has not been matched in the secondary phase. I could offer two possible explanations for that. One is that, each year, we inspect around 40 secondary

leol i helpu'r disgyblion hynny i gymryd mwy o ddiddordeb yn y cwricwlwm a siarad am eu posibiladau o ran gyrfa ac o ran symud drwodd i addysg bellach.

**Ms Lewis:** I ateb y cwestiynau am sgiliau sylfaenol a TGAU, a hefyd gwestiwn Jeff Cuthbert ar addysg bellach, deuaif â Gareth a Liz i mewn, yn gyntaf ar gwestiwn sgiliau sylfaenol ac wedyn ar addysg bellach.

O safbwynt sgiliau, mae arholiadau TGAU yn profi sgiliau penodol ac yn rhoi rhywfaint o syniad lle mae plant mewn perthynas â'r materion hynny. Gwelwn wahaniaethau mewn sgiliau rhwng ysgolion uwchradd. Siaradom ychydig yn gynharach am ddefnyddio technoleg gwybodaeth a chyfathrebu. Yr ydym wedi gweld y gwelliannau mwyaf mewn ysgolion cynradd o ran defnyddio TGCh, a'r broblem yw sicrhau y gall hynny barhau ymlaen i'r ysgolion uwchradd; ni welwn hynny'n digwydd i'r un graddau. Mae angen sicrhau hefyd mewn ysgolion uwchradd y gall y gwelliannau hynny a welsom o ran rhifedd a darllen gael eu trosglwyddo i agweddau ar ysgrifennu hefyd. Felly, nid ydym yn mesur yr un materion yn hollol ym mhob un o'r achosion hynny.

**Mr Adams:** O ran sgiliau sylfaenol ac, yn enwedig, diffinio sgiliau sylfaenol fel is-set o sgiliau allweddol, gan ganolbwyntio ar siarad, darllen ac ysgrifennu yn yr iaith gyntaf, ac ar rifedd i allu gweithredu mewn cymdeithas, mae graff yn atodiad 3 yr adroddiad, ar dudalen 102, sydd yn dangos y bu gwelliant graddol dros bum mlynedd, ym mhob un o'r sgiliau sylfaenol hynny ac, yn wir, yn y sgiliau allweddol eraill. Gellir gweld fod hynny mewn gwrthgyferbyniad â'r graff ar y dudalen flaenorol lle gwelir, yn y cyfnod cynradd, welliant graddol gam wrth gam fesul blwyddyn. Nid yw hyn wedi'i ategu yn y cyfnod uwchradd. Gallwn gynnig dau esboniad posibl am hynny. Un yw ein bod, bob blwyddyn,

schools, so the sample that we inspect is much smaller and, therefore, you would expect rather more variation in the pattern. Even more significantly—and this will not sound like rocket science, and you do not have to be an inspector of schools to say this—in a primary school, each teacher looks after a class of pupils, looking at all the subjects that they teach, and is acutely aware of the high importance of basic and key skills across all the range of subjects taught. That understanding and awareness has been growing gradually in secondary schools, so teachers, of science, music, art, geography or whatever, are beginning to understand that they have a responsibility for developing key and basic skills, as well as those specialist subject skills. That process is by no means complete yet. It is improving, but the job is not finished.

**Ms Lewis:** This goes back to this issue of the difference between primary and secondary schools. A primary teacher sees himself or herself as teaching in the round, whereas the secondary teacher is very much still subject-focused. It is a matter of developing the understanding that key and basic skills are at the heart of everything that you teach.

In relation to further education, you asked whether our assessment criteria in the inspection framework take enough note of the contextual factors and the pressures that may exist in some socio-economic areas. My short answer to that would be 'yes'. It is very much a starting point and reference to contextual factors is certainly something that is threaded through any report.

yn arolygu rhyw 40 o ysgolion uwchradd, felly mae'r sampl a arolygwn yn llawer llai ac felly gallech ddisgwyl ychydig mwy o amrywiaeth yn y patrwm. Yn fwy arwyddocaol fyth—ac ni fydd hyn yn swnio fel gwyddoniaeth rocedi, ac nid oes angen bod yn arolygwr ysgolion i ddweud hyn—mewn ysgol gynradd, bydd pob athro neu athrawes yn gofalu am ddsbarth o ddisgyblion, gan edrych ar bob pwnc a ddysgant, ac yn ymwybodol iawn o bwysigrwydd mawr sgiliau sylfaenol ac allweddol ar draws holl amrediad y pynciau a ddysgir. Mae'r ddealltwriaeth a'r ymwybyddiaeth hynny wedi bod yn tyfu'n raddol mewn ysgolion uwchradd, fel bod athrawon gwyddoniaeth, cerddoriaeth, celf, daearyddiaeth neu beth bynnag yn dechrau deall fod ganddynt gyfrifoldeb dros ddatblygu sgiliau allweddol a sylfaenol, yn ogystal â sgiliau'r pynciau arbenigol hynny. Nid yw'r broses honno wedi'i chwblhau eto o bell ffordd. Y mae'n gwella, ond nid yw'r gwaith wedi'i orffen.

**Ms Lewis:** Aiff hyn yn ôl at y mater hwn o'r gwahaniaeth rhwng ysgolion cynradd ac uwchradd. Mae athro neu athrawes gynradd yn meddwl am ddysgu yn gyffredinol, tra bod yr athro uwchradd yn dal i ganolbwyntio ar bwnc i raddau helaeth iawn. Mater ydyw o ddatblygu'r ddealltwriaeth fod sgiliau allweddol a sylfaenol wrth graidd popeth a ddysgir.

Mewn perthynas ag addysg bellach, gofynasoch a yw ein meini prawf asesu yn y fframwaith arolygu'n rhoi digon o sylw i'r ffactorau cyd-destunol a'r pwysau a geir mewn rhai ardaloedd cymdeithasol-economaid. Fy ateb byr i hynny fyddai 'ydynt'. Man cychwyn ydyw yn anad dim ac mae cyfeirio at ffactorau cyd-destunol yn sicr yn rhywbeth sy'n treiddio drwy unrhyw adroddiad.

However, at the end of the day, our work is also, quite rightly, focused on achievement—standards achieved, outcomes achieved, and how much of the qualification has been achieved—and not just distance travelled, although that is of interest. I would say that, particularly if you are involved in vocational training, it is no great consolation to anybody that you have become half a hairdresser or three-quarters of a plumber. The outcomes must be in total. We want to know that people have achieved the whole framework, and that is not happening. Colleges, schools, or whatever they are, exist in their context with the young people that they have. Where those young people are starting from and whether the colleges and schools are taking them to where they need to be is our real judgment of how successful they are, and I do not make any apologies for that.

Liz, would you like to come in on that?

**Ms Kidd:** I would endorse that. We are also conscious of the needs of employers, as set in skills and employment action plans, and through Future Skills Wales. I want to reassure people that the framework does take account of distance travelled and attainment. One of the most critical issues is to ensure that learners are on the right courses. Obviously, where institutions are working in the areas that you have described, Jeff, they need to be conscious of ensuring that people get proper advice, that their needs are assessed and that they are on courses that meet their need, where they are not set up for possible further failure and disappointment. None of us would wish to be in a business where people were given unrealistic expectations. We have to have high aspirations, but, equally, we would not wish to set people up to fail. So, that does mean that the services of institutions that are operating in the sort of area that you have described must, in a sense, be excellent in all those respects,

Fodd bynnag, ar ddiwedd y dydd, mae ein gwaith hefyd yn canolbwyntio, yn gwbl deg, ar gyflawni—cyflawni safonau, cyflawni canlyniadau, a faint o'r cymhwyster a gyflawnwyd—ac nid dim ond y pellter a deithiwyd, er bod hynny o ddi-ddordeb. Fe ddywedwn i, yn enwedig os ydych yn ymwneud â hyfforddi galwedigaethol, nad yw'n fawr o gysur i neb gael hanner triniwr gwallt neu dri chwarter plymar. Rhaid i'r canlyniadau fod yn llawn. Mae arnom eisiau gwybod fod pobl wedi cyflawni'r fframwaith cyfan, ac nid yw hynny'n digwydd. Mae colegau, ysgolion, neu beth bynnag ydynt, yn bodoli yn eu cyd-destun gyda'r bobl ifanc sydd ganddynt. Ein gwir ffon fesur o ba mor llwyddiannus ydynt yw o ble mae'r bobl ifanc hynny'n cychwyn ac a ydyw'r colegau a'r ysgolion yn mynd â hwy i ble mae arnynt angen bod, ac nid ymddiheuraf ddim am hynny.

Liz, hoffech chi ddod i mewn ar hynny?

**Ms Kidd:** Hoffwn i ategu hynny. Yr ydym hefyd yn ymwybodol o anghenion cyflogwyr, fel a nodir mewn cynlluniau gweithredu sgiliau a chyflogaeth, a thrwy Sgiliau Dyfodol Cymru. Hoffwn sicrhau pobl fod y fframwaith yn rhoi ystyriaeth i'r pellter a deithiwyd a'r hyn a gyflawnwyd. Un o'r materion mwyaf allweddol yw sicrhau fod dysgwyr ar y cyrsiau iawn. Yn amlwg, lle bo sefydliadau'n gweithio yn y meysydd a ddisgrifiwyd gennych, Jeff, mae angen iddynt fod yn ymwybodol o'r angen i sicrhau fod pobl yn cael cyngor iawn, yr asesir eu hanghenion a'u bod ar gyrsiau sydd yn ateb eu hangen, lle na chânt eu rhoi mewn sefyllfa o fethiant a siom pellach posibl. Ni fyddai'r un ohonom yn dymuno bod mewn busnes lle rhoddid disgwyliadau afrealistig i bobl. Rhaid inni anelu'n uchel ond, yn yr un modd, ni fyddem yn dymuno gosod pobl mewn sefyllfa i fethu. Felly, mae hynny yn golygu fod rhaid i wasanaethau sefydliadau sy'n gweithio yn y



because I think that we would all feel that such learners are entitled to the very best of what we can give. The fact that they come from a particular area should not mean that they have services that are any less effective than those to be had elsewhere.

Just to pick up some of the other issues that you raised, I have already hinted that we would view outcomes in terms of employers' needs as critical. We will all be looking to the new sector skills councils to bring in a strong agenda and to look at closer links with industry. If Wales is to meet international standards, in terms of skills and employment, we need to be meeting the real up-to-date needs of industry. I do not think that I would add anything to that.

[6] **Christine Chapman:** On the first point on the gap between boys and girls, it is pleasing to see that the standards have risen a lot. Do you think that this is a case of the girls doing exceptionally well and that it is not such a bleak picture? I know that there is an issue in terms of boys, but we have this gap and we need to work at it. Is it because the girls are doing exceptionally well year after year? There is a huge issue in terms of boys, so do you have any thoughts on increasing the sorts of activities that we can use with boys to get them to perform much better? It is interesting that Trevor Phillips spoke this week about how to address these issues in terms of black boys. Could we be doing other things with our boys who are underperforming?

math o faes a ddisgrifiwyd gennych fod yn rhagorol, mewn ffordd, yn yr holl ffyrdd hynny, oherwydd credaf y byddem i gyd yn teimlo fod gan ddysgwyr o'r fath hawl i gael y gorau un y gallwn ei roi. Ni ddylai'r ffaith eu bod yn dod o ardal arbennig olygu y cânt wasanaethau sydd fymryn yn llai effeithiol na'r rhai a geir mewn mannau eraill.

I ymateb i rai o'r cwestiynau eraill a godwyd gennych, yr wyf eisoes wedi awgrymu y byddem yn gweld y canlyniadau o safbwynt anghenion cyflogwyr yn allweddol. Byddwn i gyd yn disgwyl i'r cynghorau sgiliau sector newydd gyflwyno agenda gref ac edrych ar gysylltiadau agosach â diwydiant. Os yw Cymru am gyrraedd safonau rhyngwladol, o ran sgiliau a chyflogaeth, mae angen diwallu gwir anghenion diwydiant heddiw. Nid wyf yn meddwl yr hoffwn ychwanegu dim at hynny.

[6] **Christine Chapman:** Parthed y pwynt cyntaf ar y bwlch rhwng bechgyn a merched, mae'n dda gweld fod y safonau wedi codi'n fawr. Ydych chi'n meddwl mai mater yw hwn fod y merched yn gwneud yn eithriadol o dda ac nad yw'n ddarlun mor llwm? Gwn fod problem gyda bechgyn, ond mae'r bwlch hwn gennym ac mae angen inni weithio arno. Ai am fod y merched yn gwneud yn eithriadol o dda flwyddyn ar ôl blwyddyn y mae hyn? Mae problem enfawr gyda bechgyn, felly oes gennych chi unrhyw syniadau ynghylch cynyddu'r mathau o weithgareddau y gallwn eu defnyddio gyda bechgyn i'w cael i berfformio'n llawer gwell? Diddorol oedd clywed Trevor Phillips yn siarad yr wythnos hon ynghylch sut i fynd i'r afael â'r problemau hyn yn nhermau bechgyn croenddu. Allem ni wneud pethau eraill gyda'n bechgyn sydd yn tangyflawni?

There is also an issue in terms of girls underachieving. If we consider the statistics, the situation looks really good for girls, but I think that there is still an element of girls underachieving. We have high rates of teenage pregnancy, and, to me, that is almost a symptom of girls' underachievement. I would be grateful for your comments on that.

Like many here, I am concerned about work-based learning. I would like your comments on how we can get more employers involved in this, bearing in mind that Wales is made up of many small and medium-sized enterprises; we do not have many large companies. I am concerned that, when schools undertake work experience or other industry days, for example, I think that, quite often, the poorest areas can be disadvantaged, because they do not have the networks of employers that other, perhaps more affluent, areas have. I would welcome your comments on that.

Finally, I have concerns about pupil referral units, which you mentioned, and the poor standards of such units, in some cases. We need to look at this matter because you are talking about our most vulnerable young people and, if we do not sort these issues out now, they will cause huge problems for them later on in life.

Mae problem hefyd gyda merched yn tangyflawni. Os ystyriwn yr ystadegau, mae'r sefyllfa'n edrych yn dda iawn i ferched, ond yr wyf yn meddwl bod elfen o dangyflawni ymhlith merched o hyd. Mae gennym gyfraddau uchel o feichiogrwydd yn yr arddegau ac, i mi, mae hynny bron yn symptom o dangyflawniad merched. Byddwn yn ddiolchgar am eich sylwadau ar hynny.

Fel llawer yma, yr wyf yn bryderus ynghylch dysgu seiliedig ar waith. Hoffwn gael eich sylwadau ar sut y gallwn gael mwy o gyflogwyr i ymwneud â hyn, gan gofio mai gwlad o lawer o fusnesau bychain a chanolig yw Cymru; nid oes gennym lawer o gwmnïau mawr. Yr wyf yn bryderus, pan fydd ysgolion yn ymgymryd â phrofiad gwaith neu ddyddiau diwydiant eraill, er enghraifft, credaf, yn aml iawn, y gall yr ardaloedd tlotaf fod dan anfantais, am nad oes ganddynt y rhwydweithiau o gyflogwyr sydd gan ardaloedd eraill, mwy cefnog, efallai. Croesawn eich sylwadau ar hynny.

Yn olaf, mae gennyf bryderon ynghylch unedau cyfeirio disgyblion, a grybwyllwyd gennych, a safon wael unedau o'r fath, mewn rhai achosion. Mae angen edrych ar hyn oherwydd yr ydych yn sôn am ein pobl ifanc fwyaf bregus ac os na wnawn ni ddatrys y materion hyn yn awr, fe achosant broblemau enfawr iddynt yn ddiweddarach mewn bywyd.

[7] **Denise Idris Jones:** To come back to what Christine said about boys, I find this situation quite odd. I was a teacher for 30 years and, at the beginning of my teaching career, boys definitely outperformed girls, especially at O-level. Yes, I was actually teaching O-levels and, when it came to O-levels, I always knew that my boys would do well. That is not the case now. While I was still teaching, we tried many methods—we even put them into single-sex classes—and the situation did improve a little bit, but there was still a problem. I taught French and, if you read through the report, you will see that fewer boys are opting to study French, although fewer girls are also opting to study French, which is quite interesting.

On another point altogether, I was talking recently to the chair of the governors of an infants' junior school. He came up with an odd thing: he said to me that the headmistress and the staff at the school did not really have any idea about how they were performing. Therefore, when they were told that they were going to come under inspection, they panicked and were really worried because they did not know where they might underperform. As a former teacher, I found that difficult to believe. When they received their inspection report, the comments were excellent. I always ring a school if an inspection report is sent to me, and so I spoke to the headmistress and she said, 'Had I known, I would possibly not have had as many of these recommendations as I have'. That was quite interesting.

[7] **Denise Idris Jones:** A dod yn ôl at yr hyn a ddywedodd Christine am fechgyn, yr wyf yn gweld y sefyllfa hon yn eithaf reit od. Bûm i'n athrawes am 30 mlynedd ac, ar ddechrau fy ngyrfa ddysgu, yr oedd bechgyn yn bendant yn gwneud yn well na merched, yn enwedig ar lefel O. Do, mi fûm i'n dysgu lefel O, a phan ddeuem at y lefel O, gwyddwn bob amser y byddai fy mechgyn yn gwneud yn dda. Nid felly y mae hi bellach. Tra'r oeddwn i'n dal i ddysgu, rhoesom gynnig ar sawl dull—hyd yn oed eu rhoi mewn dosbarthiadau un rhyw—ac fe wellodd y sefyllfa ryw fymryn bach, ond yr oedd problem o hyd. Athrawes Ffrangeg oeddwn i ac, os darllenwch drwy'r adroddiad, gwelwch fod llai o fechgyn yn dewis astudio Ffrangeg, er bod llai o ferched hefyd yn dewis astudio Ffrangeg, sydd yn eithaf diddorol.

Ar bwynt hollol wahanol, yr oeddwn yn siarad yn ddiweddar â chadeirydd llywodraethwyr ysgol iau i fabanod. Fe ddywedodd ef beth od: dywedodd wrthyf nad oedd gan y brifathrawes a'r staff yn yr ysgol ddim syniad yn wir ynghylch sut yr oeddent yn perfformio. Felly, pan ddywedwyd wrthynt eu bod yn mynd i fod yn destun arolwg, aethant i banig ac yr oeddent yn poeni'n ofnadwy am nad oeddent yn gwybod ym mhle y gallent wneud yn wael. Fel cyn-athrawes, roedd yn anodd gennyf gredu hynny. Pan gawsant adroddiad yr arolwg, yr oedd y sylwadau'n rhagorol. Byddaf bob amser yn rhoi caniad i ysgol os anfonir adroddiad arolwg ataf, ac felly cefais air â'r brifathrawes, a dywedodd honno, 'Pe bawn i wedi gwybod, mae'n bosibl na fuaswn wedi cael cymaint o'r argymhellion hyn ag a gefais'. Yr oedd hynny'n eithaf diddorol.

Another chair of governors, of a secondary school, asked me whether the careers service within the school was inspected. I did not know the answer to that one, even though I have been through many inspections in secondary schools. He felt that some of the careers advice that was given to year 11 pupils was not completely up to standard. He was wondering whether young people would have better careers advice, which might come under personal and social education or whatever, if Estyn was inspecting it.

**Ms Lewis:** The issue of boys and girls seems to be a good place to start. Like you, I go back a while in terms of teaching girls, in science, and trying to raise standards. I can remember having posters on the wall to try to persuade girls that, actually, there were famous scientists who were female, as well as male. It is worth saying that, in some ways, boys have always underachieved. If you go back to the 11-plus days, that examination was actually doctored to ensure that the schools were not just full of girls, and that there were roughly equal numbers of boys and girls in grammar schools. So, this is not a new issue, but I think that we have focused more on it in the last 10 years.

We have tried to tease out what it is about the way in which either boys learn or teachers teach that could be a contributing factor to the lower standards achieved by very many boys. I think that, in those schools that have developed better strategies for teaching, and better strategies for learning, you find that they also improve the standards of girls, because of better teaching and better approaches to learning. Therefore, raising boys' achievement, in co-educational schools, would usually help girls as well.

Gofynnodd cadeirydd llywodraethwyr arall, o ysgol uwchradd, imi a gâi'r gwasanaeth gyrfaedd yn yr ysgol ei arolygu. Nid oeddwn yn gwybod yr ateb i hynny, er fy mod wedi bod drwy sawl arolwg mewn ysgolion uwchradd. Teimlai ef fod peth o'r cyngor gyrfaol a roddid i ddisgyblion blwyddyn 11 ychydig yn is na'r safon ofynnol. Meddwl ydoedd tybed a gâi pobl ifanc well cyngor gyrfaol, a allai ddod o dan addysg bersonol a chymdeithasol neu beth bynnag, pe bai Estyn yn ei arolygu.

**Ms Lewis:** Mae'n debyg fod cwestiwn bechgyn a merched yn lle da i ddechrau. Fel chi, mae gennyf finnau brofiad ers tro yn nhermau dysgu merched, mewn gwyddoniaeth, a cheisio codi safonau. Cofiaf gael posteri ar y wal i geisio darbwylllo merched fod y fath beth â gwyddonwyr enwog oedd yn ferched, yn ogystal â dynion. Mae'n werth dweud fod bechgyn, mewn rhai ffyrdd, wedi tangyflawni erioed. Os ewch yn ôl i ddyddiau'r 11-plus, câi'r arholiad hwnnw ei ddoctora i sicrhau na fyddai'r ysgolion yn llawn o ferched, ac y ceid niferoedd gweddol gyfartal o fechgyn a merched mewn ysgolion gramadeg. Felly, nid problem newydd yw hon, ond yr wyf yn meddwl ein bod wedi canolbwyntio mwy arni yn y 10 mlynedd diwethaf.

Yr ydym wedi ceisio canfod beth sydd yn y ffordd y mae bechgyn yn dysgu, neu athrawon yn eu dysgu, a allai fod yn ffactor cyfrannol at y safonau is a gyrhaeddir gan lawer iawn o fechgyn. Credaf, yn yr ysgolion hynny a ddatblygodd strategaethau gwell ar gyfer addysgu, a strategaethau gwell ar gyfer dysgu, y gwelwch eu bod yn gwella safonau merched hefyd, oherwydd gwell addysgu a gwell agweddau at ddysgu. Felly, byddai codi cyrhaeddiad bechgyn, mewn ysgolion cymysg, fel arfer yn helpu'r merched hefyd.

I think that there is a big cultural issue here, which affects girls as well as boys. It is about how cool it is—to use the vernacular—to be seen to engage in learning. In many communities, if you drive through those areas in the morning on the way to work, you will see large numbers of boys going to school without a pen, a book or anything, because it is not cool to be seen to want to engage. Trying to get through some of those factors is an enormous challenge for schools, to try to ensure that they can improve behaviour and attitudes to work within schools, in order to improve standards. We give some examples in the report of the sorts of things that are helping in some schools. We find that the use of ICT in subjects, particularly, is likely to help boys improve. They are switched on by ICT, therefore you can improve their standards by making sure that the work more involves that. To link that with earlier comments, they may have had good ICT development in some primary schools, but maybe they do not continue with that in secondary school, so there is an issue there.

Literacy is at the heart of many of the learning difficulties that people have, but more so in relation to boys. Schools that have offered particular mentoring sessions with boys, to try to get over some of these factors, are more successful—making sure that they, perhaps, try out boys-only grouping. I would not actually want to see that as a standard approach; whether that works depends on the group that you have, the school that you are in and a whole series of quite complex factors. At one time we had four separate boys' schools in Wales, and the standards in one school, which no longer exists, were amongst the poorest in Wales. They were taught in single-sex, and yet it did not have the desired effect. So, I do not think that there are any shortcut measures to this. There are local

Credaf fod yma broblem ddiwylliannol fawr, sydd yn effeithio ar ferched yn ogystal â bechgyn. Cwestiwn ydyw o ba mor cwl ydyw—a defnyddio'r gair ffasiynol—i gael eich gweld yn ymroi i ddysgu. Mewn llawer o gymunedau, os gyrrwch drwy'r ardaloedd hynny yn y bore ar y ffordd i'r gwaith, fe welwch niferoedd mawr o fechgyn yn mynd i'r ysgol heb bin ysgrifennu, llyfr na dim, am nad yw'n cwl i gael eich gweld eisiau dysgu. Mae ceisio torri trwy rai o'r ffactorau hynny'n her aruthrol i ysgolion, i geisio sicrhau y gallant wella ymddygiad ac agweddau at waith mewn ysgolion, er mwyn gwella safonau. Rhoddwn ambell enghraifft yn yr adroddiad o'r mathau o bethau sydd yn helpu mewn rhai ysgolion. Gwelwn fod defnyddio TGCh mewn pynciau, yn arbennig, yn debygol o helpu bechgyn i wella. Mae TGCh yn eu hysgogi, felly gallwch wella'u safonau drwy wneud yn siwr fod y gwaith yn rhoi mwy o le i hynny. A chysylltu hynny â sylwadau cynharach, efallai eu bod wedi cael datblygiad TGCh da mewn rhai ysgolion cynradd, ond efallai nad yw hynny'n parhau yn yr ysgol uwchradd, felly mae problem yn y fan honno.

Mae llythrennedd wrth graidd llawer o'r anawsterau dysgu a gaiff pobl, ond yn fwy felly yng nghyswllt bechgyn. Mae ysgolion sydd wedi cynnig sesiynau mentora penodol gyda bechgyn, i geisio goresgyn rhai o'r ffactorau hyn, yn fwy llwyddiannus—gan wneud yn siwr eu bod, efallai, yn rhoi cynnig ar ffurfio grwpiau sydd yn cynnwys bechgyn yn unig. Ni hoffwn weld hynny fel ffordd safonol o fynd ati; mae a yw hynny'n gweithio'n dibynnu ar y grwp sydd gennych, yr ysgol yr ydych ynddi a chyfres gyfan o ffactorau eithaf cymhleth. Ar un adeg yr oedd gennym bedair ysgol fechgyn ar wahân yng Nghymru, ac yr oedd y safonau yn un ysgol, nad yw'n bodoli mwyach, ymhlith y gwaethaf yng Nghymru. Caent eu dysgu mewn sefyllfa un rhyw, ac eto ni chafwyd yr effaith a ddymunid.

ways of improving, but they may well have the effect of improving learning for both boys and girls, as was referred to.

With regard to pupil referral units, we have referred to this in our report because it is of concern to us. It is a concern, partly, because sometimes these are shifting organisations. We inspected one recently. I was talking to the inspector in charge of the inspection last week and she referred to a specific pool club—I will not name the place, as it would give it away—that they had come across in the course of inspecting a pupil referral unit. The young people said that they were not very happy that inspectors were there that week, saying that, normally, they would be playing snooker. There are issues about education outside school that concern us greatly, because these are the very youngsters who are there because there were concerns about them in the first place. So, I can only agree with you on that.

You asked a specific question about whether we inspect career services in Wales. Yes, we do, and we would point out any difficulties.

I was not quite sure about your question in relation to the chair of governors.

[8] **Denise Idris Jones:** I asked about the chair of governors because his school was on the verge of having an inspection. It looked as if everything was going to go fine, but there was huge panic within the school. I am sure that there is always panic when schools are on the verge of an inspection, but he said that the staff did not know how well they were doing or achieving prior to the inspection.

Felly, nid wyf yn meddwl fod unrhyw lwybrau byr i gyflawni hyn. Mae ffyrdd lleol o wella, ond gallant yn wir gael yr effaith o wella dysgu ymhlith bechgyn a merched fel ei gilydd, fel a grybwyllwyd.

O ran unedau cyfeirio disgyblion, yr ydym wedi cyfeirio at hyn yn ein hadroddiad am ei fod yn bryder gennym. Mae'n bryder, yn rhannol, oherwydd weithiau ceir sefydliadau symudol. Buom yn arolygu un yn ddiweddar. Yr oeddwn yn siarad â'r arolygwr oedd yn gyfrifol am yr arolwg yr wythnos ddiwethaf a chyfeiriodd hi at glwb pwl penodol—ni wnafe enwi'r lle, gan y byddai'n amlwg wedyn—yr oeddent wedi dod ar ei draws wrth arolygu uned cyfeirio disgyblion. Dywedodd y bobl ifanc nad oeddent yn hapus iawn fod arolygwyr yno'r wythnos honno, gan ddweud y byddent fel arfer yn chwarae snwcer. Mae problemau ynghylch addysg y tu allan i'r ysgol sydd yn bryder mawr gennym, oherwydd dyma'r union bobl ifanc sydd yno am fod pryderon amdanynt yn y lle cyntaf. Felly, ni allaf ond cytuno â chi ar hynny.

Gofynasoch gwestiwn penodol ynghylch a ydym yn arolygu gwasanaethau gyrfaoedd yng Nghymru. Ydym, a byddem yn tynnu sylw at unrhyw anawsterau.

Nid oeddwn yn hollol siwr am eich cwestiwn ynglyn â chadeirydd y llywodraethwyr.

[8] **Denise Idris Jones:** Holais ynglyn â chadeirydd y llywodraethwyr am fod ei ysgol ar fin cael arolwg. Yr oedd yn edrych fel pe bai popeth am fynd yn iawn, ond yr oedd panig ofnadwy o fewn yr ysgol. Mae'n siwr y ceir panig bob tro y bydd ysgolion ar fin cael eu harolygu, ond dywedodd nad oedd y staff yn gwybod pa mor dda yr oeddent yn perfformio nac yn cyflawni cyn yr arolwg.

**Ms Lewis:** That is a great worry, especially as self-evaluation is at the heart of our inspection framework. We comment on both the process that schools have gone through, the report that they have produced themselves and the equivalent between the school's evaluation of itself and the inspectors' findings. We published advice to schools on our website about self-evaluation and how to carry it out—not just for inspection purposes, but because it is a technique or tool that should be in their toolkit year on year. We do not expect schools to do anything special for us in relation to the inspection; we expect fairly standard procedures to be in place. I have talked to very many governors' groups in the last year about self-evaluation and their involvement in it. I would be worried if governors were not clued up, not knowing themselves how well a school was going to do, because we should not have to wait until an inspection comes around, once every six years, for a school, its teachers and so on to know how well they are doing. The success in all of this would be if inspection findings and the evaluation the school made were pretty well the same. That would be good for us, because we would be endorsing the fact that schools had moved so far on that they were pretty sharp when it came to self-evaluation.

There is more progress to be made with primary schools than most secondary schools, but we would not have put it at the heart of our inspection system had we not felt that schools had moved on significantly from the previous cycle, so much so that we could say that we will start from here and we will go outwards.

**Ms Lewis:** Mae hynny'n rhywbeth i boeni'n fawr amdano, yn enwedig gan fod hunan-werthuso wrth graidd ein fframwaith arolygu. Rhoddwn sylwadau ar y broses yr aeth ysgolion drwyddi, yr adroddiad y maent wedi'i lunio eu hunain a'r cyfwerth rhwng gwerthusiad yr ysgol ohoni'i hun a chanfyddiadau'r arolygwyr. Cyhoeddasom gyngor i ysgolion ar ein gwefan ynghylch hunan-werthuso a sut i'w wneud—nid dim ond at ddibenion arolygu, ond am ei fod yn dechneg neu'n arf a ddylai fod yn eu cist arfau o flwyddyn i flwyddyn. Nid ydym yn disgwyl i ysgolion wneud unrhyw beth arbennig i ni mewn perthynas â'r arolwg; disgwyliwn i weithdrefnau gweddol safonol fod yn eu lle. Yr wyf wedi siarad â llawer iawn o grwpiau llywodraethwyr yn y flwyddyn ddiwethaf am hunan-werthusiad a'u rhan hwy ynddo. Byddwn yn bryderus pe na bai'r wybodaeth gan lywodraethwyr, a hwythau heb wybod pa mor dda yr oedd ysgol yn mynd i wneud, oherwydd ni ddylem orfod aros nes daw arolwg o gwmpas, un waith bob chwe blynedd, i ysgol, ei hathrawon ac ati wybod pa mor dda y maent yn gwneud. Y llwyddiant yn hyn oll fyddai pe bai canfyddiadau'r arolwg a'r gwerthusiad a wnaeth yr ysgol fwy neu lai yr un fath. Byddai hynny'n dda i ni, gan y byddem yn cymeradwyo'r ffaith fod ysgolion wedi symud ymlaen mor bell nes eu bod yn eithaf craff ar gwestiwn hunan-werthuso.

Mae mwy o gynnydd i'w wneud gydag ysgolion cynradd na chyda'r rhan fwyaf o ysgolion uwchradd, ond ni fuasem wedi'i roi wrth graidd ein system arolygu pe na baem wedi teimlo fod ysgolion wedi symud ymlaen yn sylweddol o'r cylch diwethaf, yn gymaint felly fel y gallem ddweud y gwnawn ni gychwyn o'r fan hyn ac yr awn tuag allan.

[9] **Peter Black:** Okay. The final questions come from Mark and Owen, with a brief straggler from Jeff.

[10] **Mark Isherwood:** You commented about GCSE results still being below the national target, and I note that my own home county of Flintshire has above average results, but still only 47 per cent achieved five A to C GCSEs. Do you think that there could be some correlation between that roughly 50 per cent figure and the 50 per cent identified in ReSolv's report, 'The Lost Children of Wales', where 50 per cent of young people said that their basic skill needs and soft skill needs were not being met within a school environment? Should we not, therefore, be trialling their proposals to address the issues that Christine raised, where local vocational employment or training opportunities may be limited for a variety of reasons, including local deprivation?

In terms of your comments about learners over 16 not having the qualifications they need for good job prospects, and not enough of them having gained key skill qualifications, this tallies with the fact that only 28 per cent of Britons are qualified to apprentice skill craft and technician levels, compared to 51 per cent in France and 65 per cent in Germany. Wales has a higher proportion of adults of working age without qualifications at all. How should we be taking this forward? Is the problem the same as the one highlighted in the basic skills test results coming through from the further education sector, which show worryingly low skill attainment among applicants in literacy and numeracy? Could that be because of the emphasis we are placing on higher education, with the Welsh Assembly Government saying that HE in Wales is to be regarded as the destination of first choice by the majority of learners in Wales by 2010?

[9] **Peter Black:** Iawn. Mae'r cwestiynau olaf i ddod gan Mark ac Owen, gydag un bach arall gan Jeff.

[10] **Mark Isherwood:** Gwnaethoch sylw fod canlyniadau TGAU yn dal i fod yn is na'r targed cenedlaethol, a sylwaf fod gan fy sir i, Sir y Fflint, ganlyniadau uwch na'r cyfartaledd, ond eto dim ond 47 y cant a gafodd bum TGAU A i C. Ydych chi'n meddwl y gallai fod rhyw gydberthynas rhwng y ffigur hwnnw o 50 y cant yn fras a'r 50 y cant a nodwyd yn adroddiad ReSolv, 'Plant Coll Cymru', lle dywedodd 50 y cant o bobl ifanc nad oedd eu hanghenion sgiliau sylfaenol a'u hanghenion sgiliau meddal yn cael eu diwallu o fewn amgylchedd yr ysgol? Oni ddylem, felly, fod yn treialu eu cynigion i fynd i'r afael â'r materion a gododd Christine, lle gall cyfleoedd hyfforddi neu gyflogaeth galwedigaethol lleol fod yn gyfyngedig am amryfal resymau, yn cynnwys difreintiad lleol?

O ran eich sylwadau ynghylch bod dysgwyr dros 16 heb y cymwysterau y mae arnynt eu hangen er mwyn cael rhagolygon gwaith da, a bod dim digon ohonynt wedi ennill cymwysterau sgiliau allweddol, mae hyn yn cyd-fynd â'r ffaith mai dim ond 28 y cant o bobl gwledydd Prydain sydd wedi ymgymhwyso i lefelau sgiliau prentis crefft a thechnegol, o gymharu â 51 y cant yn Ffrainc a 65 y cant yn yr Almaen. Mae gan Gymru gyfran uwch o oedolion o oedran gweithio heb gymwysterau o gwbl. Sut y dylem ni fod yn mynd â hyn yn ei flaen? Ai yr un ydyw'r broblem â honno a amlygwyd yng nghanlyniadau'r profion sgiliau sylfaenol sydd yn dod drwodd o'r sector addysg bellach, sydd yn dangos caffaeliad sgiliau anghyffredin o isel ymysg ymgeiswyr mewn llythrennedd a rhifedd? A allai hynny fod yn ganlyniad y pwyslais yr ydym yn ei roi ar addysg uwch, gyda Llywodraeth y Cynulliad Cenedlaethol yn dweud y dylid ystyried AU yn ddewis cyntaf i fwyafrif y



dysgwyr yng Nghymru erbyn 2010?

With regard to problems in FE, is there any correlation with the funding problems encountered? In the last week alone, I have spoken to a lecturer in FE who has just been made redundant and another one whose college is asking for further redundancies as we speak. How does that tally? In terms of work-based training, could part of the problem be that, during the time of inspection, trainers were undergoing the tendering process, with new contracts being awarded and so on? How do you think that that might impact on future progress? In terms of young offenders, is there a problem with the failure of early intervention in recent years? I understand that an increasing number of young offenders have special educational needs which have not been picked up, or, if they have been picked up, they have not been adequately addressed.

Finally, with regard to bullying, which you rightly state is often hard to detect, how do you reconcile that with the children's commissioner's statement that bullying is a rampant problem in too many schools? The Wales regional officer for the Professional Association of Teachers states that there is no doubt from what teachers are saying that there is a definite trend towards more violence in the classroom and playground.

O ran problemau mewn AB, a oes unrhyw gydb berthynas â'r problemau ariannu a gafwyd? Yn yr wythnos ddiwethaf yn unig, yr wyf wedi siarad â darlithydd mewn AB sydd newydd gael ei roi ar y clwt ac un arall y mae ei goleg wrthi'n awr yn gofyn am golli mwy o swyddi. Sut mae hynny'n cydberthyn? O ran hyfforddiant seiliedig ar waith, ai rhan o'r broblem efallai yw fod hyfforddwyr, yn ystod adeg yr arolwg, yn mynd drwy'r broses dendro, gyda chontractau newydd yn cael eu rhoi ac ati? Sut yr ydych chi'n meddwl y gallai hynny effeithio ar ddatblygiad i'r dyfodol? Yn nhermau troseddwr ifanc, a oes problem gyda methiant ymyrryd cynnar yn y blynyddoedd diweddar? Deallaf fod gan nifer cynyddol o droseddwr ifanc anghenion addysgol arbennig na sylwyd arnynt, neu os sylwyd arnynt, nad ymdriniwyd â hwynt yn ddigonol.

Yn olaf, o ran bwlio, sydd, fel y dywedwch yn gywir, yn aml yn anodd i'w weld, sut yr ydych chi'n cysoni hynny gyda datganiad y comisiynydd plant fod bwlio yn broblem sydd yn rhemp mewn gormod o ysgolion? Dywed swyddog rhanbarthol Cymru Cymdeithas Broffesiynol yr Athrawon nad oes amheuaeth o'r hyn a ddywed athrawon fod tuedd bendant tuag at fwy o drais yn yr ystafell ddosbarth a'r iard chwarae.

[11] **Owen John Thomas:** Yn yr adroddiad, yr ydych yn tynnu sylw at bwysigrwydd addysg i gyrraedd targed y Cynulliad yn 'Iaith Pawb' o gynyddu nifer y siaradwyr Cymraeg o 5 y cant erbyn 2011. Mae hynny'n golygu cynnydd o 130,000 o bobl yn ystod y blynyddoedd nesaf. Mae'n amlwg bod hyn yn mynd i ddigwydd yn bennaf ymhlith plant. Nid ydym erioed wedi dysgu mwy nag ychydig o filoedd o oedolion mewn blwyddyn, er y bydd y ffigur hwnnw'n uwch ymhen 10 mlynedd. Sut y gallwn newid pethau? Nid ydym erioed o'r blaen wedi gweld cynnydd o 130,000 o bobl—nid yw erioed wedi digwydd i'r iaith. Felly, beth sydd yn rhaid ei wneud yn y system addysg i gyrraedd y targed hwnnw?

Yn ail, yr oeddwn yn falch i weld bod safonau plant o dan bump oed yn gwella o flwyddyn i flwyddyn. I ba raddau mae cynllun y cyfnod sylfaen wedi cyfrannu at hynny?

Yn olaf, a oes digon o arbenigwyr addysg gyrfaoedd mewn ysgolion i sicrhau bod addysg gyrfaoedd yn fwy na symboleiddiaeth?

[12] **Peter Black:** Jeff, could you make your point quickly?

[13] **Jeff Cuthbert:** To follow up some of Mark's points, we have never suggested that HE should be the preferred route for all young people. It is for those who wish to pursue HE—

[14] **Mark Isherwood:** That was a quotation.

[15] **Peter Black:** Please, can we move on; we are very short of time.

[16] **Jeff Cuthbert:** Yes, okay. There have always been many routes through which people can improve their skills and knowledge.

[11] **Owen John Thomas:** In the report, you draw attention to the importance of education in meeting the Assembly's target in 'Iaith Pawb' of increasing the number of Welsh speakers by 5 per cent by 2011. That means that there needs to be an increase of 130,000 people over the next few years. It is clear that that will happen mainly among children. We have never taught more than a few thousand adults in a year, even though that figure will be higher within 10 years. How can we change things? We have never before seen an increase of 130,000 people—that has never happened to the language. Therefore, what must be done in the education system to achieve that target?

Secondly, I was pleased to see that standards among children younger than five years of age was improving year on year. To what extent has the foundation phase scheme contributed to that?

Finally, are there enough experts in careers education in schools to ensure that careers education is more than tokenism?

[12] **Peter Black:** Jeff, a allech chi wneud eich pwynt yn sydyn?

[13] **Jeff Cuthbert:** A dilyn oddi wrth rai o bwyntiau Mark, nid ydym erioed wedi awgrymu mai addysg uwch ddylai fod y llwybr a ddewisir gan bob person ifanc. Mater i'r rhai sydd yn dymuno dilyn AU—

[14] **Mark Isherwood:** Dyfyniad oedd hwnnw.

[15] **Peter Black:** A gawn ni fwrw ymlaen os gwelwch yn dda; yr ydym yn brin iawn o amser.

[16] **Jeff Cuthbert:** Ie, iawn. Ers erioed bu sawl ffordd y gall pobl ei dilyn i wella'u sgiliau a'u gwybodaeth.

On the youth justice system, the one thing that we do not want when young people leave a secure institution is for the warden or his staff to say, 'See you again soon'. We want them to leave with something that will help them to become useful and productive members of society. I note your points that if all they are leaving with is entry level or level 1, then that, in and of itself, will not help. There have to be clear means of progression, so if that is not happening now—and certainly in terms of your report, that is the impression that I get—how can we improve the situation in terms of greater links with employers, for example, and better understanding with the FE sector, to ensure that the needs of those young people are better served? I accept, as Mark mentioned, that we need to identify earlier where an alternative curriculum is better for those young people to stop them becoming offenders in the first place. However, I welcome your comments.

[17] **Peter Black:** I need to wrap this up in around five minutes, if at all possible.

**Ms Lewis:** Right, I will try to touch on as many of those points as possible. First, on the fact that roughly half the young people gain five A\* to C and 50 per cent do not, as I said earlier, what I want to see is more development, more achievement in the five A\* to G group because that would encompass everyone. If everyone were gaining the qualifications that they were likely to achieve, then that figure would increase. It has not gone up for a number of years now and I think that we have to look very hard at schools and classes of pupils where that is a more realistic target than five A\* to C.

Ar y system cyfiawnder ieuencid, yr un peth nad oes arnom ei eisiau pan fydd pobl yn gadael sefydliad caethiwo yw i'r warden neu ei staff ddweud, 'Welwn ni chi eto'n fuan'. Mae arnom eisiau iddynt adael gyda rhywbeth a fydd yn eu helpu i ddod yn aelodau defnyddiol a chynhyrchiol o gymdeithas. Nodaf eich pwyntiau os mai'r cwbl sydd ganddynt wrth adael yw lefel mynediad neu lefel 1, yna ni wnaiff hynny helpu, ynddo'i hun ac ohono'i hun. Rhaid cael modd clir i symud ymlaen, felly os nad yw hynny'n digwydd yn awr—ac yn sicr yn nhermau eich adroddiad, dyna'r argraff a gaf fi—sut allwn ni wella'r sefyllfa o ran mwy o gysylltiadau â chyflogwyr, er enghraifft, a gwell dealltwriaeth gyda'r sector addysg bellach, i sicrhau y gofeligir yn well am anghenion y bobl ifanc hynny? Derbyniaf, fel y crybwyllodd Mark, fod angen inni ganfod yn gynharach ble mae cwricwlwm amgen yn well ar gyfer y bobl ifanc hynny i'w harbed rhag mynd yn droseddwyr yn y lle cyntaf. Fodd bynnag, croesawaf eich sylwadau.

[17] **Peter Black:** Mae arnaf angen cau pen y mwdwl ar hyn mewn rhyw bum munud, os oes modd o gwbl.

**Ms Lewis:** Iawn, fe geisiaf gyffwrdd ar gynifer o'r pwyntiau hynny ag sydd yn bosibl. Yn gyntaf, ar y ffaith fod tua hanner y bobl ifanc yn ennill pum A\* i C a 50 y cant yn methu, fel y dywedais yn gynharach, yr hyn yr hoffwn i ei weld yw mwy o ddatblygu, mwy o gyflawni yn y grwp pum A\* i G gan y byddai hynny'n cwmpasu pawb. Pe bai pawb yn ennill y cymwysterau yr oeddent yn debygol o'u hennill, yna byddai'r ffigur hwnnw'n codi. Nid yw wedi codi ers rhai blynnyddoedd bellach ac yr wyf yn meddwl fod yn rhaid inni edrych yn galed iawn ar ysgolion a dosbarthiadau o ddisgyblion lle mae hynny'n darged mwy realistig na phum A\* i C.

You mentioned bullying, and indeed the report does refer to bullying. The meetings that I have with the children's commissioner—you will not be surprised to know—touch on this heavily. I think that we must try to draw some sort of distinction between bad behaviour—violence in playgrounds perhaps—and bullying; there are sometimes links between them, but not always. We recognise that bullying exists in all sorts of manifestations, but we also know that you are less likely to see it on an inspection than at any other time. We try to get behind that by talking to many children about their experiences in the place and most will tell you that there is bullying and they will try to tease out how it manifests itself.

They will also tell you, on the whole, that teachers do a lot to ensure that they are not affected by it. Schools do their utmost in most cases to tackle what is, sadly, a feature of life—you can see bullying in many walks of life and in many exchanges through the press and media and so on. Bullying seems to me to be a condition that some people cannot resist. However, I think that schools, as organisations, do a great deal to make sure that children are protected from it.

On 'Iaith Pawb', there is a huge challenge in Wales in terms of ensuring that the provision is there for Welsh-medium education, but also in terms of ensuring that it is sustainable. I have spoken in this committee over a number of years, and in this report, about the lack of capacity to provide courses, particularly post-16 courses, through the medium of Welsh and bilingually. That will be a limiting factor in developing a truly bilingual Wales.

[18] **Owen John Thomas:** Where there is a will there is a way.

Fe sonioch am fwlio, ac yn wir mae'r adroddiad yn cyfeirio at fwlio. Yn y cyfarfodydd a gaf fi gyda'r comisiynydd plant—ni fyddwch yn synnu o wybod—trafodir hyn gryn dipyn. Yr wyf yn meddwl fod yn rhaid inni geisio tynnu rhyw fath o wahaniaeth rhwng ymddygiad drwg—trais ar yr iard chwarae efallai—a bwlio; weithiau mae cysylltiad rhyngddynt, ond nid bob amser. Sylweddolwn fod bwlio'n ymddangos ar bob math o ffurf, ond gwyddom hefyd eich bod yn llai tebygol o'i weld ar arolwg nag ar unrhyw adeg arall. Ceisiwn oresgyn hynny drwy siarad â llawer o blant am eu profiadau yn y lle a bydd y rhan fwyaf ohonynt yn dweud wrthy ch fod bwlio'n digwydd ac yn ceisio mynegi ar ba ffurf y mae'n digwydd.

Fe ddywedant wrthy ch hefyd, ar y cyfan, fod athrawon yn gwneud llawer i sicrhau nad yw'n effeithio arnynt. Gwna ysgolion eu gorau glas yn y rhan fwyaf o achosion i fynd i'r afael â rhywbeth sydd, ysywaeth, yn un o nodweddion bywyd—gallwch weld bwlio mewn aml i sefyllfa ac yn llawer o bethau a ddywedir drwy'r wasg a'r cyfryngau ac ati. Mae'n ymddangos i mi fod bwlio'n gyflwr y mae rhai pobl yn methu ei wrthsefyll. Fodd bynnag, credaf fod ysgolion, fel sefydliadau, yn gwneud llawer iawn i sicrhau y caiff plant eu gwarchod rhagddo.

Ynglyn â 'Iaith Pawb', mae yna her enfawr yng Nghymru o ran sicrhau fod y ddarpariaeth yno ar gyfer addysg Gymraeg, ond hefyd o ran sicrhau ei bod yn gynaliadwy. Yr wyf wedi siarad yn y pwyllgor hwn dros nifer o flynyddoedd, ac yn yr adroddiad hwn, am y diffyg gallu i ddarparu cyrsiau, yn enwedig cyrsiau ôl-16, drwy gyfrwng y Gymraeg ac yn ddwyieithog. Bydd hynny'n ffactor fydd yn cyfyngu ar ddatblygiad Cymru wirioneddol ddwyieithog.

[18] **Owen John Thomas:** Ceffyl da yw ewyllys.

**Ms Lewis:** Indeed, but the issue cannot be ducked. My organisation, like every bilingual organisation in Wales, goes to endless extremes to try to ensure that we recruit as many bilingual people as we can. It is not easy, because the capacity is just not there. This is about building capacity from the floor upwards, from early years bilingual education, from bilingual primary schools, and from people wanting to go on to secondary schools using their Welsh, and doing so in Welsh-medium education, so that they are not ducking the issue themselves by putting themselves in for Welsh as a second language courses, when, in fact, they might be entered for first-language Welsh courses, and so on. It is a very complex issue.

[19] **Owen John Thomas:** It has been demanded to date, has it not?

[20] **Peter Black:** Owen, I am sorry, but we do not have time for this dialogue. We need to push on.

**Ms Lewis:** I will ask Meilyr, if I may, if he has anything to add in relation to 'Iaith Pawb'.

**Mr Rowlands:** Mae'n wir bod y targed yn ymestynnol iawn, a chredaf fod Susan wedi nodi'r manau lle mae'n bwysig ein bod yn gwneud cynnydd. Pan fo plant yn symud o ysgol gynradd i ysgolion uwchradd, yr ydym yn colli rhai plant sy'n dewis peidio mynd i ysgol cyfrwng Cymraeg, er iddynt gael eu haddysg gynradd drwy gyfrwng y Gymraeg. Mae disgyblion hefyd yn dewis gwneud Cymraeg fel ail iaith yn lle fel iaith gyntaf, ac weithiau mae addysg rhai pynciau, megis mathemateg a gwyddoniaeth, yn cael eu dysgu drwy gyfrwng y Saesneg mewn ysgolion Cymraeg. Mae'r holl bethau hyn yn gwneud y disgyblion hynny yn llai rhugl yn y Gymraeg, ac felly byddai'n fwy anodd

**Ms Lewis:** Yn wir, ond ni ellir osgoi'r broblem. Aiff fy sefydliad i, fel pob sefydliad dwyieithog arall yng Nghymru, i eithafion diddiwedd i geisio sicrhau y penodwn gymaint o bobl ddwyieithog ag y gallwn. Nid yw'n hawdd, oherwydd nid yw'r niferoedd yno. Mae a wnelo hyn ag adeiladu niferoedd o'r llawr i fyny, o addysg ddwyieithog y blynyddoedd cynnar, o ysgolion cynradd dwyieithog, ac o bobl sydd eisiau mynd ymlaen i ysgolion uwchradd a defnyddio'u Cymraeg, a gwneud hynny mewn addysg Gymraeg, fel nad ydynt hwythau'n osgoi'r broblem drwy gyflwyno'u hunain ar gyfer cyrsiau Cymraeg ail iaith, pan allent, mewn gwirionedd, gael eu cyflwyno i gyrsiau Cymraeg mamiaith, ac ati. Mae'n fater cymhleth iawn.

[19] **Owen John Thomas:** Cafodd ei arwain gan y galw hyd yma, on'd do?

[20] **Peter Black:** Owen, mae'n ddrwg gennyf, ond nid oes gennym amser ar gyfer y sgwrs hon. Mae angen inni fwrw ymlaen.

**Ms Lewis:** Gofynnaf i Meilyr, os caf, a oes ganddo yntau unrhyw beth i'w ychwanegu mewn perthynas â 'Iaith Pawb'.

**Mr Rowlands:** It is true that the target is very challenging, and I believe that Susan has identified the areas where it is important that we make progress. When children move from primary to secondary school, we lose some children who choose not to attend a Welsh-medium school, despite having received their primary education through the medium of Welsh. Pupils also choose to do Welsh as a second language instead of as a first language, and sometimes some subjects, such as mathematics and science, are taught through the medium of English in Welsh-medium schools. All of these things make those pupils less fluent in Welsh, and therefore make it more difficult to reach the

cyrraedd y targedau.

Fodd bynnag, mae'n debyg fod y problemau mwyaf mewn addysg ôl-16, lle nad oes digon o gyfleoedd mewn addysg bellach a hyfforddiant yn y gweithle i ateb y galw. Ar y cyfan, mae'r ddarpariaeth yn ateb y galw yn y rhan fwyaf o feysydd cyn-16. Ceir rhai ardaloedd lle nad yw hynny'n wir, ond nid yw'r ddarpariaeth ôl-16 yn ddigonol, ac mae'n debyg mai'r prif reswm am hynny yw diffyg athrawon sy'n medru gwneud eu gwaith drwy gyfrwng y Gymraeg. Mae'n bosibl eu bod yn gallu'r Gymraeg, ond weithiau nid ydynt yn ddigon hyderus i wneud eu gwaith technegol drwy gyfrwng y Gymraeg. Yr ydym wedi awgrymu bod angen mwy o hyfforddiant ar yr athrawon a'r darlithwyr hynny i'w hannog i ddefnyddio eu Cymraeg yn eu gwaith.

**Ms Lewis:** I will touch on the justice issue, if I may, Chair. I would have to agree about learners not getting the support and the good teaching that they need. It is really the issue that was referred to earlier, that, where the need is greatest, you want the provision to be the most superlative. Sadly, that is not the case at the moment, and assessment of progress is often weak.

Liz, do you want to come in on the matter of further education?

targets.

However, it seems that the greatest problems are in post-16 education, where there are insufficient opportunities in further education and workplace training to meet the demand. In general, provision meets the demand in most pre-16 areas. There are some areas where that is not the case, but it is post-16 provision that is insufficient, and the main reason for that, it seems, is the lack of teachers who can do their work through the medium of Welsh. They may be able to speak Welsh, but sometimes they are not confident enough to do their technical work through the medium of Welsh. We have suggested that more training is needed for those teachers and lecturers in order to encourage them to use their Welsh in their work.

**Ms Lewis:** Fe gyffyrddaf fi ar y cwestiwn o gyfiawnder, os caf, Gadeirydd. Byddai'n rhaid imi gytuno ynghylch dysgwyr yn methu cael y gefnogaeth a'r dysgu da y mae arnynt ei angen. Dyma mewn gwirionedd y broblem y cyfeiriwyd ati'n gynharach, sef, lle mae'r angen fwyaf, mae eisiau i'r ddarpariaeth fod fwyaf gorwych. Yn anffodus, nid felly y mae hi ar hyn o bryd, ac mae'r asesiad o'r cynnydd a wneir yn aml yn wan.

Liz, oes arnoch chi eisiau dod i mewn ar gwestiwn addysg bellach?

**Ms Kidd:** Yes. I just have a comment on the issue raised regarding funding. I cannot comment on funding issues, but, in the further education sector, we have seen an improvement in provision during the period that you identified. Without revealing any secrets at this stage, within the next week or two, a report will be published on a general further education college in Wales that has scored grade 1 in every key question. We all look forward to that. So I cannot associate the issues that you raised about funding with my experience.

As far as work-based learning and tendering arrangements are concerned, we are very conscious that there have been changes. However, the difficulties that we see in work-based learning are basic bread-and-butter issues about poor quality systems, poor targeting, and poor understanding, which do not relate to funding issues at all, in our view.

**Ms Lewis:** We had a meeting with the chair and chief executive of ELWa recently, where we discussed this issue in detail and looked at ways of improving those capacity issues that we have referred to so often this morning. There may be ways forward for Estyn and ELWa to work together in that respect.

[21] **Peter Black:** Thank you very much indeed. I thank you again for coming.

[22] **Owen John Thomas:** I asked three questions, and the answers—

[23] **Peter Black:** I am sorry, but we have to move on, as we have run out of time. Thank you, Susan, for your presentation.

**Ms Kidd:** Oes. Mae gennyf un sylw ar y cwestiwn a godwyd ynglyn â chyllid. Ni allaf roi sylw ar faterion ariannu, ond, yn y sector addysg bellach, gwelsom welliant yn y ddarpariaeth yn ystod y cyfnod a nodwyd gennych. Heb ddatgelu unrhyw gyfrinachau ar hyn o bryd, o fewn yr wythnos neu ddwy nesaf, cyhoeddir adroddiad ar goleg addysg bellach cyffredinol yng Nghymru sydd wedi sgorio gradd 1 ym mhob cwestiwn allweddol. Yr ydym i gyd yn edrych ymlaen at hynny. Felly ni allaf gysylltu'r problemau a godwyd gennych ynglyn â chyllid gyda'm profiad i.

O ran dysgu seiliedig ar waith a threfniadau tendro, yr ydym yn ymwybodol iawn y bu newidiadau. Fodd bynnag, mae'r anawsterau a welwn mewn addysg seiliedig ar waith yn faterion bara-menyn sylfaenol sydd a wnelont â systemau gwael, targedu gwael a dealltwriaeth wael, nad oes a wnelont â materion ariannu o gwbl, yn ein barn ni.

**Ms Lewis:** Cawsom gyfarfod gyda chadeirydd a phrif weithredwr ELWa yn ddiweddar, lle trafodasom y mater hwn yn fanwl gan edrych ar ffyrdd o wella'r problemau gallu hynny yr ydym wedi cyfeirio atynt mor aml y bore yma. Efallai fod ffyrdd ymlaen i Estyn ac ELWa gydweithio yn hynny o beth.

[21] **Peter Black:** Diolch yn fawr iawn. Diolch ichi eto am ddod.

[22] **Owen John Thomas:** Gofynnais dri chwestiwn, ac mae'r atebion—

[23] **Peter Black:** Mae'n ddrwg gennyf, ond mae'n rhaid inni symud ymlaen, gan fod ein hamser wedi dod i ben. Diolch i chi, Susan, am eich cyflwyniad.

*Daeth y sesiwn cymryd tystiolaeth i ben am 12.12 p.m.*  
*The evidence-taking session ended at 12.12 p.m.*