

## Y Pwyllgor Plant a Phobl Ifanc

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Lleoliad:  
**Ystafell Bwyllgora 1 – Y Senedd**

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Dyddiad:  
**Dydd Mercher, 13 Mawrth 2013**

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Amser:  
**09:00**

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Cynulliad  
Cenedlaethol  
Cymru

National  
Assembly for  
Wales



I gael rhagor o wybodaeth, cysylltwch â:

**Polisi: Claire Morris**  
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### Agenda

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#### Cyfarfod cyn y prif gyfarfod (09.00–09.15)

- 1. Cyflwyniad, ymddiheuriadau a dirprwyon**
- 2. Ymchwiliad i Bresenoldeb ac Ymddygiad: sesiwn dystiolaeth (09.15–10.15)** (Tudalennau 1 – 18)

Yr Athro David Egan, Cynghorydd ac Ymgynghorydd Addysg

#### Egwyl (10.15–10.30)

- 3. Ymchwiliad i Bresenoldeb ac Ymddygiad: sesiwn dystiolaeth (10.30–11.30)** (Tudalennau 19 – 22)

Hugh Patrick, Is-gadeirydd, Llywodraethwyr Cymru

Mike Barker, Swyddog Datblygu, Llywodraethwyr Cymru

- 4. Ymchwiliad i Bresenoldeb ac Ymddygiad: sesiwn graffu (11.30–12.30)** (Tudalennau 23 – 44)

Leighton Andrews AC, y Gweinidog Addysg a Sgiliau

Ruth Conway, Pennaeth y Gangen Lles Disgyblion

Kara Richards, Uwch Swyddog Gweithredu, Ymddygiad a Phresenoldeb

**5. Papurau i'w nodi** (Tudalennau 45 – 56)

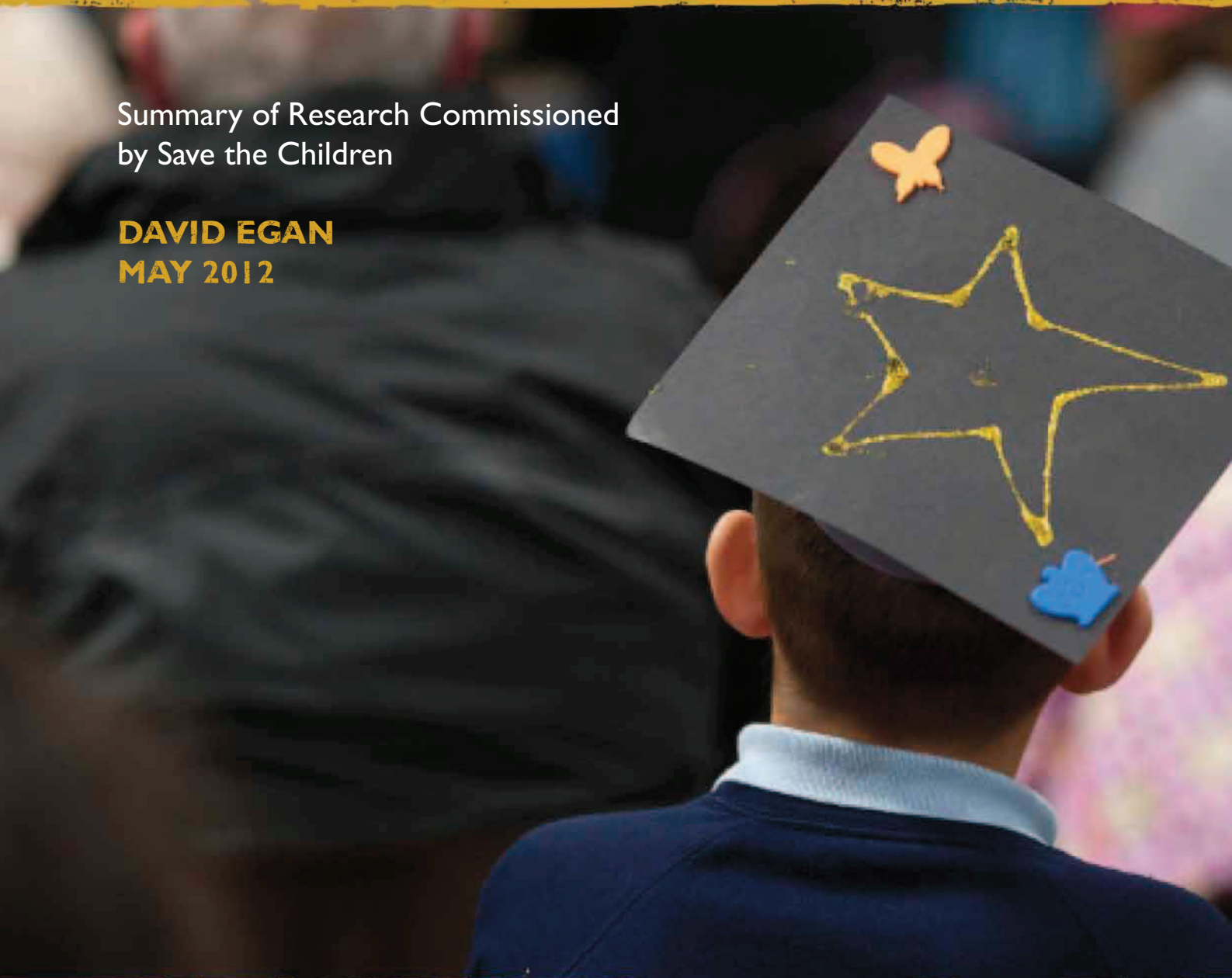
**6. Cynnig o dan Reol Sefydlog 17.42(vi) i wahardd y cyhoedd o'r cyfarfod ar 21 Mawrth**

# COMMUNITIES, FAMILIES AND SCHOOLS TOGETHER:

A ROUTE TO REDUCING THE IMPACT OF POVERTY ON  
EDUCATIONAL ACHIEVEMENT IN SCHOOLS ACROSS WALES

Summary of Research Commissioned  
by Save the Children

**DAVID EGAN**  
**MAY 2012**



## ABOUT THE AUTHOR

Professor David Egan is an Educational Consultant and Adviser. He has been closely involved in education in Wales as a schoolteacher, academic, researcher and policymaker for many years. Currently his major portfolio of interests include acting as a Senior Consultant to the ASPIRE Programme and as Policy Adviser to the Heads of the Valleys Education Programme.

## SAVE THE CHILDREN

In Wales today over 200,000 children live in poverty. Growing up in poverty has a huge impact on a child's health, education and economic future - their opportunities and life chances. To build a society of opportunity and social mobility we must fight inequality. Only by prioritising the ending of educational underachievement of children in poverty and boosting families' incomes can progress be made towards a prosperous Wales.

Save the Children is working with families, children and young people across Wales to bring about the changes needed to end child poverty.

## Introduction

In Wales there is a very strong and growing association between poverty and low levels of educational achievement.

This is a major influence upon current levels of education performance in Wales.

The Welsh Government has, therefore, made reducing the 'poverty gap' one of three national priorities for schools in Wales and introduced significant grant funding to support this.

Within this context, this report considers the extent and causes of the 'poverty gap' in educational achievement in Wales and the solutions which should now be applied by schools, local authorities and the Welsh Government to address this situation.

## The Problem

Poverty is a major influence on the extent to which children in Wales can achieve their potential.

The gap between the achievement of disadvantaged compared to advantaged children is present at 9 months old, is significant by the age of 3, grows in the primary years and accelerates particularly in secondary education.

By the time that students complete their 'compulsory' education at the age of fifteen the gap is at its biggest: it is two and a half times more likely that a student not living in poverty will achieve a high outcome than one living in poverty.

There is a very low chance that disadvantaged students who have not achieved to a high level at the age of 15 will go into further and higher education and achieve any further qualifications by the age of 19.

Whilst those students living and not living in poverty have improved their educational performance over time, the poverty gap has not narrowed.

Large concentrations of FSM students in a school have an adverse effect on the performance of non-FSM students: the evidence is less clear on a possible obverse effect.

## Causes

Poverty and child poverty which affects one in three of all children in Wales is the major cause of low achievement in disadvantaged students.

Low educational achievement is a major cause of poverty and poverty the most important reason for low educational achievement.

Poverty is concentrated in particular areas and schools in Wales most of which faced the collapse of their local economies and sources of employment in the 1980s, but there is not a consistent correlation between high concentrations of poverty and school performance.

The reason why the low performance of FSM students accelerates in secondary schools is likely to be caused mainly by personal and social factors.

In disadvantaged communities parents, peer groups and communities generally do not have the positive influence they could on the achievement of students.

The reasons why schools are not able to improve the achievement of disadvantaged students can be identified.

## Solutions

The solution to reducing the poverty gap in education in Wales must involve holistic action that includes schools, parents and the community.

Schools can have a significant effect in improving the achievement of disadvantaged students. To bring this about they need to:

- Have strong moral purpose.
- Leadership that focuses the activities of the school on this purpose.
- Place a strong focus on the wellbeing of students.
- Use data to track students and prompt early interventions.
- Provide high quality teaching.

Some schools and local authorities achieve this already, but most have limited success and there is considerable variation in performance.

Schools cannot maximize the reduction of the poverty gap unless their work is supported by strong engagement with their parents and communities.

Parental engagement can have a significant impact on reducing the poverty gap, but it is unlikely that there is sufficient high quality parental engagement in place in Wales.

Significant opportunities exist to improve the links between schools and communities in the most disadvantaged parts of Wales through closer working with *Flying Start*, *Families First*, *Communities First* and *Community Focused Schools*.

The national priority in education to reduce the poverty gap along with the extension of *Flying Start*, the introduction of *Families First* and the further development of *Communities First* provide a unique opportunity to develop a holistic approach within the Welsh Government's *Tackling Poverty Strategy* that can provide the solution that is required to significantly reduce the impact of poverty on education.

This will require partnership working at national, regional and local level.

## Conclusions

Poverty has a significant impact on education and although there are instances which show this is not an inevitable outcome, in general the poverty gap in education is not being narrowed and is a major cause of low performance by the education system in Wales.

Whilst the influence of parents, peer groups, communities and schools all affect why disadvantaged students do not do well in education, the biggest impact is that of poverty itself and this is concentrated in particular communities and schools in Wales.

Solutions for reducing the poverty gap in education can be found in holistic and mutually reinforcing approaches that unite schools, parents and communities; an opportunity now exists in Wales to bring these approaches together in a national programme within the Welsh Government's *Tackling Poverty Strategy*.

## Recommendations

### **The Welsh Government should;**

- Develop within the *Tackling Poverty Strategy* a national intervention model to reduce the impact of poverty on educational achievement;
- Provide clear guidance for schools and local authorities on how best to use the funding that is being made available
- Remit Estyn and the Wales Audit Office to monitor and regularly report on the effective use of this funding.

### **Schools should;**

- Have a strategic plan in place that shows how they will use the resources available to them to reduce the poverty gap in student achievement;
- Develop leadership structures that enable this to be achieved
- Regularly monitor, report and evaluate the impact the plan is having on student outcomes.

### **Local Authority Education Consortia should;**

- In the support and challenge work they undertake with their schools have as one of their major priorities reducing the poverty gap in education
- Ensure that they have the leadership and staff capacity in place to achieve this.

## About us

Save the Children works in more than 120 countries.

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We fight for their Rights.

We help them fulfil their potential.

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# POVERTY AND LOW EDUCATIONAL ACHIEVEMENT IN WALES: STUDENT, FAMILY AND COMMUNITY INTERVENTIONS

David Egan

The Welsh Government is committed to reducing poverty and its effects, including the educational gap between children in low-income families and their better-off peers. This *Viewpoint* draws on recent evidence assembled by JRF to consider how student-, family- and community-focused interventions can best contribute to breaking the link between poverty and low educational achievement in Wales.

FEBRUARY 2013

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## Background

On average about 17 per cent of Welsh children live in relative poverty, using the percentage of children receiving free school meals (FSM) as an indicator. The educational performance of these children compared with those who come from more prosperous backgrounds provides clear evidence of the effect of poverty on educational achievement, a major issue for the Welsh Government.

Studies have found that under-achievement in children in Wales receiving FSM may be a significant problem from nursery class onwards. Of particular concern is the gap between the educational achievement at age 15 of students in receipt of FSM and those who are not, as measured by performance in GCSE examinations.

In fact there has always been a 'long-tail' of achievement in the education system in Wales. When in the past relatively low-skilled employment was plentiful in the coal, metal and manufacturing industries this might have been acceptable. In the current challenging economic environment this can no longer be the case.

As part of its Action Plan to improve educational performance, the Welsh Government has decided that reducing the impact of poverty on what children achieve in school is one of its three main priorities. The other two – improving standards of literacy and numeracy – are seen as being closely related to the priority on poverty (Andrews, 2011a and b).

Given this background, it is crucially important for the Welsh Government and the education system in Wales to decide what now needs to be done to improve the educational performance of children living in poverty in Wales.

## Key points

- There is strong evidence that living in poverty has a major impact on levels of educational achievement for children in Wales. This is particularly troubling at a time of recession, when there is an increasing emphasis on educational outcomes, and when academic attainments at age 15 have become critical for entrance into the job market and further and higher education.
- Policy outlined in the Welsh Government's Tackling Poverty Action Plan and its Guidance for schools on the implementation of the Pupil Deprivation Grant has two main strategies for reducing poverty's impact on educational achievement: learning- and teaching-focused interventions on the one hand, and student-, family- and community-focused interventions on the other.
- Although some of these approaches, which include schemes to improve parenting and students' wellbeing, as well as extra-curricular and mentorship programmes, show benefits, there is no good evidence base for their impact on educational outcomes, as measured by academic attainment.
- Until recently, more research had been carried out on learning- and teaching-focused interventions (which address issues of teaching and leadership) than on student-, family- and community-focused interventions (characterised as 'AAB-type' strategies because they focus on the aspirations, attitudes and behaviours of disadvantaged children and their families).
- This *Viewpoint* recommends that future policy initiatives in the Welsh education system should combine both approaches, with a particular emphasis on programmes that focus on parental involvement, extra-curricular activities and mentoring.
- Whilst recent JRF studies show that some AAB-type interventions may contribute to improvements in educational achievement for children in poverty in Wales, they also show that there is still a need for more robust and detailed evidence on their impact, especially for Wales-specific programmes. Pre-trialling and evaluation should precede any future interventions in this area.

## The link between poverty and low educational achievement

Living in poverty has a major impact upon levels of educational achievement in Wales. The most widely-used indicator of the number of children who live in relative poverty in Wales is the percentage receiving free school meals (FSM). On average this is about 17 per cent of children in Wales.

The educational performance of these children compared with those who come from more prosperous backgrounds, provides clear evidence of the effect of poverty on achievement.

Educational under-achievement by children living in poverty in Wales can be seen as early as the age of three, when they enter nursery. Here the scores in standardised tests for those on FSM can be up to a year behind those of children not receiving FSM. This gap is often closed in the early years of primary education, but it widens again by the age of eleven.

At ages 14 and 15/16, standardised tests and examination results reveal that on average there is a gap of 32 to 34 per cent between what children living in poverty achieve compared with other children (Egan, 2012b; Estyn, 2010).

The percentage of 15 year olds achieve the equivalent of five or more higher-grade GCSEs, including English (or Welsh) and Mathematics is increasingly regarded as a key indicator of educational attainment. This is because having literacy and numeracy skills at this level is critically important for progression to further study and into employment. Here, too, there is a significant gap in achievement. In 2011, for example, 21 per cent of young people receiving FSM in Wales achieved this outcome compared with 55 per cent not receiving FSM.

Findings for 15 year olds in Wales participating in the OECD's (Organisation for Economic Co-operation and Development) PISA programme (Programme for International Assessment) point to broadly similar trends (Bradshaw *et al.*, 2007 and 2010).

## Welsh Government current policy

Faced by the high levels of poverty and child poverty that are being experienced in Wales (Parekh and Kenway, 2011) the Welsh Government is strongly committed to reducing the extent of poverty and its impact on families and children. To this end it has developed a Tackling Poverty Action Plan (Welsh Government, 2012b), setting out how it intends to help people currently facing poverty, both to mitigate its effects and to prevent future poverty. This work has been praised by the

Economic and Social Research Council as a model of the type of broad strategy required to address child poverty in the United Kingdom (ESRC, 2011).

In 2011 a Pupil Deprivation Grant was introduced, providing per-head funding to schools for each child over the age of five who receives free school meals. It will be provided up to 2014, and is intended to support schools in introducing additional interventions to improve the achievement of disadvantaged children. Guidance has been provided for schools on how best to use this grant (Welsh Government, 2012a).

This Guidance and the Action Plan focus on two types of strategy for reducing poverty's impact on educational achievement. The first can be described as learning- and teaching-focused, and the second as student-, family- and community-focused.

Learning- and teaching-focused policies are designed to improve the quality of teaching and leadership, seeing these as the most important influences on student achievement in all schools, including schools with relatively high numbers of FSM students. These policies draw upon a large body of research and practice on what leads to improvements in classrooms and schools and how schools can become highly effective (Egan, 2012a). They also draw on recent research on the most effective methods of learning and teaching for helping improve the outcomes of disadvantaged children (Sutton Trust, 2011).

Until recently far less research has been done on student-, family- and community-focused interventions. As reported below, recent JRF studies have characterised some of these as 'AAB' approaches – seeking to impact positively on the aspirations, attitudes and behaviours of disadvantaged children and their families.

At family and community level, the main Welsh Government policies that seek to reduce poverty and its effects have been the pre-school programme Flying Start, the families programme Families First (previously Cymorth) and the community-based programme Communities First (Egan, 2012b). These programmes have incorporated many examples of AAB-type approaches, including parenting strategies and attempts to raise the aspirations and change the attitudes of children, their families and communities.

The Welsh Government's education department has also developed a wide range of AAB-type initiatives (Egan, 2007). These include: Reaching Higher and First Campus, designed to encourage disadvantaged young people to aspire to higher education; the extensively funded RAISE programme (Raising Attainment and Educational Standards in Education, 2006–10), targeted at the most disadvantaged schools; Learning Coach, providing mentoring support for 14 to 19 year olds; and the

Community Focused Schools programme, which aims to encourage schools to provide or become the location for extra-curricular activities.

In addition to these, funding from the European Social Fund (ESF) has been used to support similar interventions in some of the most disadvantaged communities of Wales, with a focus on raising aspirations, improving attitudes and wellbeing, developing basic skills and extending curriculum activities. Examples are the PREVENT and Building the Future Together programmes, targeted at disengaged young people in the post-industrial South Wales Valleys.

Improving student wellbeing has been a focus for many of these interventions, including RAISE, those funded by the European Social Fund and a range of the Welsh Government education department's programmes, with policies designed to improve student behaviour, inclusion, self-esteem, emotional intelligence and more general social and personal skills (Welsh Government, 2011).

There have also been increasing efforts in Wales to develop the involvement and engagement of parents and families in their children's education (Egan, 2012b). Families First and Communities First have promoted such approaches and many schools and local authorities have undertaken similar work, including family learning programmes. Save the Children has introduced its FAST (Families and Schools Together) programme into a number of areas in Wales, working with targeted schools to improve the engagement in education of groups of disadvantaged children and families.

Within these various policy areas and associated interventions emphasis has been placed on providing mentoring support for students, and enriching their experiences through extra-curricular activities, in the belief that these are not available to disadvantaged young people as they are to their more privileged peers. For example, mentoring support has been offered through the Learner Coach initiative and First Campus, with the objective of encouraging young people to progress through 14–19 education and proceed into higher education. Extra-curricular opportunities have been provided through the Community Focused Schools programme, from RAISE funding and through local initiatives such as the E3 programme in Rhondda Cynon Taff. Many of these interventions have been supported through European Social Fund funding and have been targeted at NEETs reduction (helping those not in education, employment or training).

What evidence is there for the impact of these various student-, family- and community-focused interventions in Wales? In many cases they can be seen to have led to improvements in the participation and engagement of young people in education and training. However, evidence on the extent to which these

interventions lead to measurable improvements in the achievement of children and young people living in poverty is more limited and generally far less positive.

Independent evaluations of the RAISE, Cymorth and Communities First programmes all point to strengths and weaknesses in the AAB-type educational interventions undertaken, but these do not include evidence of improved educational outcomes. Ongoing evaluations of the Flying Start programme point to variable impacts upon parents of parenting and language-and-play interventions. An important evaluation on the impact of Flying Start on the levels of achievement of three year olds on entering school is due for publication in the near future (Egan, 2012b).

Her Majesty's Inspectorate in Wales has recently reported on family learning programmes funded by the Welsh Government and generally targeted at the parents of early years children (Estyn, 2012). Whilst it found much of interest and value in these programmes, it also noted very little tracking of the impact they have on standards achieved by children.

The work of FAST in Wales has also been evaluated. Whilst this showed qualitative improvements in the behaviour and attitudes of the children and families involved in the programme, evidence on any impact upon the children's achievement was not identified (McDonald and Fitzroy, 2010).

It can be concluded, therefore, that whilst student-, family- and community-focused approaches to reducing the impact of poverty on education in Wales may have merit for improving student wellbeing and the participation of disadvantaged children and their families in education, there is limited evidence of their impact on improving achievement. Part of the problem is a lack of robust evidence on impact drawn from rigorous research and evaluation, including evidence on the scale of effectiveness of different interventions.

## **Recent Joseph Rowntree Foundation research**

It is, therefore, timely that over the last two years JRF has produced a number of studies about the impact of AAB-type interventions – raising aspirations, changing attitudes to schooling and tackling behaviour – on the educational outcomes of disadvantaged children (Kintrea *et al.*, 2011; Cummings *et al.*, 2012; Gorard *et al.*, 2012 and Carter-Wall and Whitfield, 2012). These include pre-school parenting programmes, attempts to raise the aspirations of secondary school children, extra-curricular activities, mentoring, improving behaviour, reducing truancy and a range of initiatives designed to improve student wellbeing.

What the JRF research has shown is that whilst there is an overall problem in the quantity and quality of robust research evidence that is available on these interventions, there are also doubts about 'whether the initiatives introduced so far have actually been successful in improving outcomes' (Carter-Wall and Whitfield, 2012: p.3).

This emphasis on 'outcomes' demands evidence of actual improvements in the educational achievement of poorer children, though of course these interventions may have other impacts and may be important in their own right. Nonetheless, given the current emphasis in education policy on improving what these young people achieve in terms of literacy, numeracy and other skills and qualifications and the need in difficult economic times to achieve value for money, the significant lack of evidence of improvements being made in these areas is a cause for concern.

Whilst this research challenges the widespread assumptions of policy-makers and practitioners that AAB-type interventions will automatically lead to improvements in educational standards, it does point to two areas where the evidence is much more positive. These are:

- parental involvement in education;
- participation in extra-curricular activities and mentoring.

### Parental involvement

JRF research has found that there was a reasonable case to be made for parental (family) involvement in their children's education having 'a causal influence on children's school readiness and subsequent attainment' (Carter-Wall and Whitfield, 2012: p.5), compared with all the other interventions it reviewed.

This research points to four areas of parental involvement which have had success:

- improving at-home parenting;
- involving parents in school;
- engaging parents in their children's learning and in their own learning;
- aligning school-home expectations.

Whilst the research identifies the key features of successful interventions in these areas, it could not isolate which of these, singly or in combination, actually led to improved educational outcomes for young people. They suggest, however, that providing parents with better information and access to appropriate support and advice appears to have the greatest effect. This enables them to conclude that interventions that simply raise parents' aspirations for their children to succeed are likely to be unsuccessful, whereas those which 'enable and encourage parents



actively to engage with their child's learning and the education system more generally' are usually successful (Carter-Wall and Whitfield, 2012: p.6).

### Extra-curricular activities and mentoring

Whilst recognising that robust evidence for the impact of extra-curricular activities and mentoring on students' achievements is lacking, the JRF research suggests that these kinds of intervention offer much promise.

Part of the difficulty in judging the effectiveness of extra-curricular interventions is that many of them have been targeted at reducing truancy and bad behaviour, with the implicit assumption that this would lead to improved outcomes. In the main, these approaches have either turned out to be ineffective or the evaluations undertaken did not include attempts to judge if they led to improved educational outcomes.

JRF research pointed to practices which led to successful mentoring of young people. Whilst there is some evidence that this results in improved achievement, explanations of how or why the improvement occurred are not apparent in the evaluations carried out.

The JRF studies propose that if AAB-type strategies are to be cost-effective in future, then carefully designed and robustly evaluated funding should be concentrated on parental involvement, extra-curricular provision and mentoring. However, they do not preclude other innovative approaches. What they argue is that such interventions should have a strong evidence base, with in-built robust evaluations of student achievement, and that they should be trialled at a small-scale level before a decision is taken on whether they should be scaled up.

## Conclusions

- In developing its work on how education can contribute to reducing the impact of poverty on educational achievement, the education system in Wales should combine learning- and teaching-focused and student-, family- and community-focused policies.
- Student, family and community approaches should focus on parental involvement, extra-curricular activities and mentoring as being the most cost-effective and having the best evidence base.
- The evidence base for interventions in these areas, especially in Wales-specific programmes, needs to be strengthened, as currently there is little robust evidence on impact.

- Interventions focused on parental involvement, extra-curricular activities and mentoring should be prioritised within the Flying Start, Families First and Communities First programmes. They should also be prioritised in any future initiatives, including ESF-funded projects. Future spending by schools of the Pupil Deprivation Grant should prioritise these interventions as well as those which are learning- and teaching-focused. These priority areas should also be reflected in the strategies in the Welsh Government's Tackling Poverty Action Plan.
- Any other interventions to be used in Wales in future (including any funded by the ESF) should be pre-trialled and rigorously evaluated before a decision is taken on wider implementation. The main criterion for deciding on scaling up such approaches should be the impact on improved educational achievement by poorer children.

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## About this paper

This paper has considered the findings of important research published by JRF on how certain types of intervention have the potential to contribute to improving the achievement of disadvantaged children in education. These interventions attempt to impact upon the aspirations, attitudes and behaviour (AAB) of disadvantaged children and their families.

JRF research has found that there are difficulties with identifying robust evidence on how far these types of intervention lead to improvements in achievement. Evidence is strongest for those approaches focused on parental involvement, extra-curricular activities and mentoring.

The paper has related these findings to the current situation in Wales, where there is a very strong focus on reducing the impact of poverty on educational achievement. It recommends that JRF findings on AAB interventions should be factored into how the education system in Wales takes forward its work in this important area.

## About the author

David Egan is Emeritus Professor of Education at Cardiff Metropolitan University and a Visiting Professor at the University of Glamorgan. He is chair of the Welsh Government's Tackling Poverty External Advisory Group, but writes here in a personal capacity.

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## FOR FURTHER INFORMATION

This *Viewpoint* is part of JRF's research and development programme. The views are those of the authors and not necessarily those of the JRF.

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## *Promoting and developing high quality school governance*

### **Inquiry into Attendance and Behaviour**

- 1.0 Governors Wales promotes the effective governance of schools in Wales and provides support to individual governors, local governors associations, fora and other groupings. Governors Wales is committed to the promotion and effective management of quality provision in schools in Wales.
- 1.2 There are approximately 23,000 school governors in Wales. They give their time, skills and expertise in a voluntary capacity, to help their schools provide children with the best possible education.
- 1.3 Governors Wales recognises that governing bodies are accountable for the strategic direction of their school and for the quality of education provided.
- 1.4 Governors Wales' role, therefore is to support governors by:
  - Encouraging effective and efficient governance of schools;
  - Providing advice and guidance to governors and governing bodies;
  - Identifying their training needs;
  - Promoting their entitlement to training;
  - Identifying and disseminating best practice;
  - Raising their profile and status;
  - Helping governors to focus on the consequences of their work for children;
  - Representing the views, concerns and aspirations of governors to policy makers.
- 1.5 Governors Wales welcomes the opportunity to submit written evidence to the Children and Young People Committee inquiry into Attendance and Behaviour and to discuss further on 13<sup>th</sup> March 2013. Please find below general comments on some of the key areas:

### **2.0 Strategies and support in place to address behaviour and attendance**

- 2.1 In accordance with Section 88 of the Education and Inspections Act 2006<sup>1</sup>, governing bodies must ensure "that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school". In particular, it also requires governing bodies to:
  - “(a) ... make, and from time to time review, a written statement of general principles to which the head teacher is to have regard in determining any measures under section 89(1), and
  - (b) where they consider it desirable that any particular measures should be so determined by the head teacher or that he should have regard to any particular matters—
    - (i) shall notify him of those measures or matters, and
    - (ii) may give him such guidance as they consider appropriate.”

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<sup>1</sup> <http://www.legislation.gov.uk/ukpga/2006/40/contents>

- 2.2 The governing body must have regard to Welsh Government guidance in carrying out these functions, and must consult with the headteacher, parents of registered pupils at the school, pupils, and “such other persons who work at the school (whether or not for payment)”<sup>2</sup>, before making or revising the written statement of general principles.
- 2.3 The governing body must also ensure that the school has clear protocols and procedures in place for any exclusions. Governors must review certain fixed period exclusions and all permanent exclusions and may be expected to represent the school before an independent appeal panel.
- 2.4 It is essential therefore that governing bodies are clear about their responsibilities in these areas and should attend appropriate and relevant training. This is something that should be referenced in the mandatory training programme for governors, due to come into effect in September 2013.
- 2.5 The National Behaviour and Attendance Review (NBAR) report published in 2008 comments that “the governing body of a school should be actively engaged in the development of the school’s behaviour policy. It provides key voices for and within the community that help to set the climate of expectation as to what the school can achieve academically and what it contributes to the overall development of its pupils.”<sup>3</sup>
- 2.6 The report continues by emphasising the importance of “active engagement” of governing bodies in developing school behaviour policies but stresses that governors need to “know and understand the reasons why some pupils struggle to manage behaviour; ways in which schools can achieve change in pupils’ behaviour using their own resources; and ways in which schools can achieve change in pupils’ behaviour through the involvement of other agencies.”
- 2.7 Poor behaviour and non-attendance may be linked to challenges and circumstances that learners may be facing. Governing bodies need to be aware of any impact this may have for individual pupils or groups of pupils and their learning and how this can be addressed. Some governing bodies will have set up committees, e.g. Teaching and Learning or Curriculum Committees, to look at behaviour and attendance and review strategies etc., in greater detail.
- 2.8 In addition, some governing bodies may also have area link governors in place with specific responsibility for attendance and behaviour or for pupil participation. Link governors can play a significant role in not only developing the effectiveness of the governing body but in raising standards.
- 2.9 The NBAR report further recommends the publication of a guide for governors on key issues to support this particular role. Governors Wales would also endorse this. Governors always welcome having access to user friendly guidance on their roles and responsibilities which signpost key points and further information etc.
- 2.10 The guidance provided by Welsh Government on both attendance and behaviour (“Inclusion and Pupil Support”<sup>4</sup> and “All Wales Attendance Framework”<sup>5</sup>) is very detailed and helpful. Whilst there is plenty of useful practice both at school, LA and Regional levels to promote high levels of attendance and good behaviour, we are mindful however, that sustained investment is continually

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<sup>2</sup> The Education and Inspections Act 2006. Part 7, Chapter 1, Section 88 (3)

<sup>3</sup> <http://wales.gov.uk/topics/educationandskills/publications/reports/nbarreview/?lang=en> - Paragraph 6.3.1

<sup>4</sup> <http://new.wales.gov.uk/topics/educationandskills/schoolshome/pupilsupport/inclusionpupilsupportguidance/?lang=en>

<sup>5</sup> <http://new.wales.gov.uk/topics/educationandskills/schoolshome/pupilsupport/framework/?lang=en>

needed by Local Authorities / Regional Consortia in their Education Welfare Services to fully support schools to fulfil their roles effectively.

- 2.11 A properly funded professional Education Social Work Service, possibly integrated with Childrens' Services so that families may be helped as a whole, with the multiplicity of agencies would greatly assist school attendance. We recognise that this is a very complex area with different categories of problem but this needs a proper focus.
- 2.12 We are aware that schools / Local Authorities will often provide INSET training for staff on managing behaviour, sometimes involving governors. This is an effective way of ensuring that all are up-to-date with the latest strategies and information.
- 2.13 As the Guide to the Law for School Governors states “a school behaviour and attendance policy shapes the school ethos and makes a statement about how the school values and includes all the people in it”.<sup>6</sup> Governors Wales believes that where policies are applied consistently, reviewed on a regular basis and clear, consistent expectations are outlined with regards to attendance and behaviour, that this has a positive impact on the school environment. Equally, where parental engagement is effective, this too will impact greatly on improving children and young people’s capacity to learn.
- 2.14 In addition, clear advice and guidance from the governing body, which feeds directly into the behaviour policy is essential. Governors need to ensure that they monitor and evaluate the effectiveness of attendance and behaviour policies, on a rolling basis.
- 2.15 Furthermore, governors should be familiar with their school’s agreed attendance targets and should monitor the progress the school is making towards it.
- 2.16 Governors need to ask key questions, in relation to strategies and intervention that the school uses to improve behaviour and attendance, examples include:
- a) Does the school have an up-to-date strategy for managing and improving behaviour that learners and staff understand and apply?
  - b) Does the governing body receive analysis information on behaviour and attendance, i.e. comparing authorised and unauthorised absences to both national and local data?
  - c) How is the impact of these interventions / strategies reviewed and measured?
- 2.17 When governors consider school performance data, they should look at the performance of all groups of learners, e.g. gender comparisons; performance of learners entitled to free school meals; ALN and attendance etc<sup>7</sup>. Governors should analyse, for example, how many pupils at their school have poor attendance, and if there is any relation to gender, entitlement to FSM etc. The school needs to clearly identify pupils and their achievements in the various aspects of the curriculum; this can then allow for specific support/mentoring for pupils at greatest risk of failure. For example, there is some evidence that secondary school breakfast clubs have improved punctuality and attendance and subsequently the attainment of those pupils entitled to free school meals.

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<sup>6</sup> <http://www.governorswales.org.uk/law/> - Paragraph 1, Chapter 15

<sup>7</sup> Governor Guide on Using Performance Data

- 2.18 Curriculum and teaching and learning issues for pupils are very important in tackling behaviour and attendance concerns. Pupils who are performing well are less likely to be absent or misbehave. The balance of responses in relation to behaviour and attendance should be about pupils being successful and therefore being rewarded for their compliance.
- 2.19 If there is too much national and local emphasis on pupils' and schools' achievements at key academic benchmarks which, by definition, all learners may not be able to achieve; this could potentially distance some learners. The curriculum, particularly, but not only, at 14-19 needs to offer learners the opportunity to engage fully and to achieve their potential, via a variety of subject choices, both academic and vocational.
- 2.10 We are aware of anecdotal evidence that where there are well developed School Councils, where pupils feel their voice is taken seriously, and responded to, then pupil engagement with the school improves. In secondary schools, where this pupil voice is represented comprehensively at governors meetings through Associate Pupil Governors, the impact can be even stronger.

### **3.0 Collaborative working arrangements**

- 3.1 There are schools / governing bodies where good practice is shared with school clusters and beyond. Estyn's website also provides useful case study material. Professional Learning Communities (PLCs) will be the way forward to further develop, share and discuss effective behaviour and attendance strategies.
- 3.2 We recognise that collaboration between all agencies / stakeholders is crucial to provide sufficient levels of support to tackle attendance and behaviour issues. This however, needs to be resourced adequately to provide high quality, timely support and advice to schools / governing bodies as and when required.

### **4.0 Conclusion**

- 4.1 Lastly, whilst the above paper provides a general overview, to some extent, of the governing bodies responsibility in relation to attendance and behaviour, we hope that you will find this information of assistance. All stakeholders working together, with consistent support and intervention strategies resourced properly, along with effective whole school approaches, is crucial to improve overall school attendance and behaviour.



## TYSTIOLAETH YSGRIFENEDIG I YMCHWILIAD Y PWYLLGOR PLANT A PHOBL IFANC I BRESENOLDEB AC YMDDYGIAD

### CYFLWYNIAD A CHEFNDIR

1. Mae'r papur hwn yn rhoi tystiolaeth i Ymchwiliad y Pwyllgor Plant a Phobl Ifanc i Bresenoldeb ac Ymddygiad cyn i'r Gweinidog Addysg a Sgiliau ymddangos ger bron y Pwyllgor ar 13 Mawrth 2013.
2. Mae'r papur yn nodi'r cynnydd a wnaed hyd yn hyn a'r datblygiadau wrth symud ymlaen mewn perthynas â pholisïau Llywodraeth Cymru ar bresenoldeb ac ymddygiad ers cyhoeddi'r Adolygiad Cenedlaethol o Ymddygiad a Phresenoldeb yn 2008.

### YR ADOLYGIAD CENEDLAETHOL O YMDDYGIAD A PHRESENOLDEB

#### Cynllun Gweithredu Ymddygiad a Phresenoldeb 2009-2011

3. Cynhaliwyd yr Adolygiad Cenedlaethol o Ymddygiad a Phresenoldeb (ACYP) gan grŵp annibynnol o dan gadeiryddiaeth yr Athro Ken Reid. Roedd adroddiad yr adolygiad yn cynnwys 19 o argymhellion craidd a 73 o argymhellion ategol. Roedd yr argymhellion yn cwmpasu amrywiaeth eang iawn o faterion a nodwyd ymateb Llywodraeth Cymru i'r ACYP yn y Cynllun Gweithredu Ymddygiad a Phresenoldeb a lanswyd yn 2009.
4. Roedd 45 o gamau gweithredu yn y Cynllun, i'w cyflawni yn y byrdymor, yn y tymor canolig ac yn yr hirdymor. Hyd yn hyn, cwblhawyd 30 o'r camau gweithredu, mae 10 ohonynt yn mynd rhagddynt ac mae pump ohonynt wedi esblygu o ganlyniad i ddatblygiadau polisi ehangach. Mae'r uchafbwyntiau allweddol i'w nodi fel a ganlyn:
  - Datblygu a chyhoeddi Arweinyfr Presenoldeb ar gyfer Cymru Gyfan - adnodd ymarferol i'w ddefnyddio gan y Gwasanaeth Lles Addysg;
  - Datblygu a chyhoeddi canllawiau cynhwysfawr ar weithdrefnau gwrth-fwlio, symudiadau wedi'u rheoli a grwpiau anogaeth i'w defnyddio gan ysgolion ac awdurdodau lleol;
  - Cyflwyno'r Strategaeth Cwnsela mewn Ysgolion yn llwyddiannus mewn ysgolion uwchradd;
  - Cyhoeddi Llawlyfrau Rheoli Ymddygiad i ysgolion cynradd ac uwchradd.
5. Mae Atodiad A yn nodi'r cynnydd a wnaed yn erbyn yr holl gamau gweithredu gwreiddiol a nodwyd yn y Cynllun.

## CYNLLUN GWEITHREDU 20 PWYNT I WELLA SAFONAU YSGOLION

### Cynllun Gweithredu Ymddygiad a Phresenoldeb newydd 2011-2013

6. Bu nifer o ddatblygiadau pwysig ers yr ACYP ac ers lansio'r Cynllun Gweithredu gwreiddiol. Ym mis Chwefror 2011, nododd y Gweinidog Plant, Addysg a Dysgu Gydol Oes ei 20 blaenoriaeth ar gyfer ysgolion yng Nghymru. Gwnaed hyn mewn ymateb i dystiolaeth o nifer o ffynonellau bod ysgolion yng Nghymru yn tangyflawni, gan gynnwys y dystiolaeth yng nghanlyniadau'r Rhaglen Ryngwladol Asesu Myfyrwyr (PISA) ar gyfer 2009.
7. Roedd presenoldeb ac ymddygiad yn rhan o 20 blaenoriaeth y Gweinidog; yn benodol yr angen i adfywio'r ffordd y mae Llywodraeth Cymru yn ymdrin â'r maes polisi hwn a rhoi ffocws newydd iddo. Roedd y rhan fwyaf o'r cynllun gweithredu gwreiddiol wedi canolbwyntio ar ddatblygu canllawiau 'sut i' yn nodi arfer da. Wrth symud ymlaen, roedd angen i unrhyw gynllun newydd ganolbwyntio ar 'gyflwyno a chyflawni' yr arfer da a gydnabuwyd. I'r perwyl hwn, targedodd y Cynllun Gweithredu Ymddygiad a Phresenoldeb newydd weithgarwch mewn tri maes penodol:
  - **Hyfforddi a datblygu** – Datblygu modiwlau hyfforddiant ar reoli ymddygiad a phresenoldeb; ariannu hyfforddiant mewn technegau rheoli ymddygiad sydd wedi'u gwerthuso'n gadarn; hyrwyddo'r defnydd o arferion adferol gan weithio gyda'r Heddlu drwy Raglen Graidd Cyswllt Ysgolion Cymru Gyfan; datblygu fframwaith hyfforddiant, datblygiad a gyrfaoedd i'r Gwasanaeth Lles Addysg yng Nghymru.
  - **Safonau ac atebolrwydd** – Datblygu Fframwaith Dadansoddi Presenoldeb ac Ymddygiad i sicrhau y caiff data presenoldeb ei ddefnyddio mewn ffordd gadarn; cynnwys data presenoldeb fel rhan o'r broses o Fandio Ysgolion ar gyfer Ysgolion Uwchradd; cyflwyno casgliad data cenedlaethol ar waharddiadau ar lefel disgyblion ac ar lefel ysgolion; cynnal cyfarfod blynyddol 'agored a gonest' gydag awdurdodau lleol i drafod perfformiad o ran presenoldeb, gwaharddiadau a disgyblion sy'n derbyn addysg heblaw yn yr ysgol.
  - **Cymorth unigol ac anghenion dysgu ychwanegol** - Defnyddio'r wybodaeth a gesglir drwy'r cynlluniau ymddygiad a phresenoldeb peilot i lywio ymagweddau tuag at gymorth unigol yn y dyfodol; cyhoeddi cynllun gweithredu ar wella Addysg Heblaw yn yr Ysgol a'i roi ar waith.

## **EFFAITH Y CYNLLUN NEWYDD**

8. Mae Atodiad B yn nodi cynnydd manylach yn erbyn yr holl gamau gweithredu a nodwyd yn y Cynllun Gweithredu newydd. I grynhoi:

### **Ar Bresenoldeb**

9. Cyflwynwyd y system ar gyfer bandio ysgolion uwchradd yn 2011. Mae'r system yn defnyddio gwybodaeth am berfformiad mewn arholiadau a data presenoldeb, gan ystyried canlyniadau, cynnydd a pherfformiad o fewn cyd-destun economaidd-gymdeithasol, i roi ysgolion mewn un o bum band. Mae ysgolion Band 1 yn perfformio ac yn datblygu'n dda. Ysgolion Band 5 yw'r ysgolion y mae angen eu gwella fwyaf.
10. Yn ogystal â chynnwys data presenoldeb yn y system ar gyfer bandio ysgolion uwchradd, mae cryn dipyn o'r gwaith cychwynnol ar bresenoldeb wedi canolbwyntio ar ddatblygu a chyflwyno Fframwaith Dadansoddi Presenoldeb ac Ymddygiad. Ategwyd y broses o gyflwyno'r Fframwaith hwn â chymorth uniongyrchol sylweddol gan swyddogion Llywodraeth Cymru. Fel rhan o'r gwaith, defnyddiodd swyddogion y fframwaith i gynnal gwaith dadansoddi helaeth o ddata presenoldeb ac ymddygiad pob awdurdod lleol. Lluniwyd adroddiad didwyll am ganfyddiadau'r gwaith dadansoddi hwn a fu'n sail ar gyfer gwaith 'pwyso a mesur' gyda phob awdurdod ar wahân. Roedd y gwaith 'pwyso a mesur' yn cynnwys trafod y gwaith dadansoddi, nodi problemau o ran perfformiad, ystyried y rhesymau dros dangyflawni yn ogystal â cheisio nodi enghreifftiau o arfer da ac ymyriadau llwyddiannus. Bu'r adborth gan awdurdodau lleol mewn perthynas â'r cymorth hwn yn gadarnhaol iawn.
11. Mae'r data yn natganiadau ystadegol absenoldeb o ysgolion 2011/12 yn dangos gwelliant sylweddol o ran cyfraddau presenoldeb mewn ysgolion cynradd ac uwchradd yn ystod y flwyddyn ddiwethaf (mae pob awdurdod yng Nghymru wedi gwella ei gyfraddau presenoldeb cynradd ac mae pob awdurdod ond un, a arhosodd yr un peth, wedi gwella ei gyfraddau presenoldeb uwchradd). Mae cyfraddau presenoldeb mewn ysgolion cynradd ac uwchradd bellach ar eu lefelau uchaf ers i Lywodraeth Cymru ddechrau casglu'r data am y tro cyntaf.

### **Cyfraddau absenoldeb cyffredinol mewn ysgolion uwchradd gan ddisgyblion o oedran ysgol gorfodol, yn ôl sector**

12. Mae'n amlwg bod cynnwys data presenoldeb fel rhan o'r system bandio ysgolion wedi cael effaith gadarnhaol. Yn 2011/12, gwelodd y gyfradd bresenoldeb ar gyfer ysgolion uwchradd 0.8 pwynt canran o gymharu â'r flwyddyn flaenorol. Dyma'r gwelliant unigol mwyaf a welwyd flwyddyn ar ôl blwyddyn ers saith mlynedd.

## Cyfraddau absenoldeb cyffredinol mewn ysgolion cynradd gan ddisgyblion o oedran ysgol gorfodol, yn ôl sector

	Canran y sesiynau ysgol a gollwyd							
	004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12
Ysgolion Cynradd a Gynhelir gan yr ALI	6.9	7.5	6.9	6.7	6.8	6.9	6.7	6.1
Ysgolion Arbennig	12.9	11.7	10.6	9.0	10.3	10.7	12.6	10.8
Ysgolion Annibynnol	4.3	5.1	4.5	4.7	5.3	4.9	5.3	4.9
Cyfanswm	6.9	7.5	6.9	6.7	6.8	6.9	6.7	6.2

Ffynhonnell: Cofnod Presenoldeb Disgyblion, Llywodraeth Cymru

(a) Nid yw'r ffigurau'n cynnwys data ar gyfer 2 ysgol annibynnol a 4 ysgol arbennig na ymatebodd i'r arolwg.

13. Fodd bynnag, nid bandio ysgolion yw'r unig ffactor sydd wedi helpu i wella cyfraddau presenoldeb yn ddiweddar, fel y gwelir yn y canlyniadau diweddar ar gyfer cyfraddau presenoldeb mewn ysgolion cynradd. Mae cyfraddau presenoldeb mewn ysgolion cynradd wedi gwella 0.5 pwynt canran o gymharu â'r flwyddyn flaenorol. Dyma'r gwelliant unigol mwyaf a welwyd flwyddyn ar ôl blwyddyn ers chwe blynedd. Mae'n amlwg fod ffocws y Gweinidog ar y maes polisi hwn, y gwaith o ddatblygu'r Fframwaith Dadansoddi Presenoldeb ac Ymddygiad, a dull gweithredu cyfarwyddol ac uniongyrchol gan swyddogion Llywodraeth Cymru hefyd wedi cael effaith.

### Ymddygiad

14. Canolbwyntiodd y gweithgarwch mewn perthynas ag ymddygiad i raddau helaeth ar ddatblygu modiwlau hyfforddiant ym maes rheoli ymddygiad fel rhan o'r Rhaglen Feistr ar gyfer athrawon newydd gymhwyso (ANG). Disgwylir i'r modiwl gael ei gyflwyno yn ystod Tymor yr Haf 2013. Fel mesur interim, rhoddwyd £530,000 i awdurdodau lleol rhwng 2010 a 2012. O ganlyniad, cafodd dros 3,600 o athrawon, staff cymorth a swyddogion cymorth ymddygiad ALLau hyfforddiant mewn technegau rheoli ymddygiad wedi'u gwerthuso'n gadarn. Rhoddwyd £100,000 arall hefyd i ehangu mynediad i bob awdurdod lleol i hyfforddiant yn y rhaglen ymyriadau cynnar y Blynyddoedd Rhyfeddol.
15. Mae'r data diweddaraf ar waharddiadau yng Nghymru yn dangos bod y gyfradd gwaharddiadau parhaol a gwaharddiadau o chwe diwrnod neu fwy wedi lleihau'n raddol ers 2004/05. Mae'r gyfradd ar gyfer gwaharddiadau cyfnod penodol o bum diwrnod neu lai ar ei lefel isaf ers 2003/04.

### Addysg Heblaw yn yr Ysgol

16. Nodir gweithgarwch mewn perthynas â phlant a phobl ifanc a gaiff addysg heblaw yn yr ysgol yn Adolygiad Llywodraeth Cymru o Addysg Heblaw yn yr Ysgol a'r Cynllun Gweithredu ymatebol a gyhoeddwyd yn 2011. Mae Atodiad C yn nodi'r cynnydd a wnaed yn erbyn y camau gweithredu a nodwyd yn y Cynllun.

17. Mewn ymateb i'r adolygiad, comisiynodd Llywodraeth Cymru dîm ymchwil o Brifysgol Caeredin i ystyried y rhwystrau a ffyrdd i wella:

- y broses o gynllunio a chomisiynu darpariaeth amgen ar lefel ardal ac ar gyfer yr unigolyn;
- lefel y wybodaeth am blant a phobl ifanc sy'n cael addysg heblaw yn yr ysgol, a'r defnydd strategol a wneir o'r wybodaeth honno, gan ei chysylltu â'r system rheoli perfformiad ehangach ar gyfer awdurdodau lleol;
- lefel y cymorth proffesiynol i'r rheini sy'n gweithio yn y sector a gwell adeiladau a chyfleusterau;
- gwell trefniadau ar gyfer gweithio mewn partneriaeth rhwng darpariaeth amgen, rhannau eraill o'r sector addysg ac asiantaethau a gwasanaethau eraill sy'n gweithio gyda phobl ifanc er mwyn hwyluso ymyriadau cynnar a sicrhau dull gweithredu integredig o ddiwallu anghenion y person ifanc.

18. Mae'r gwaith ymchwil ar fin cael ei gwblhau a disgwylir i'r canfyddiadau ac argymhellion yr adroddiad gael eu cyhoeddi yn ystod Tymor yr Haf 2013.

## **SYMUD YMLAEN**

### **Presenoldeb**

19. Er bod y cynnydd mewn cyfraddau presenoldeb yn galonogol, mae gwaith i'w wneud o hyd. Bydd yn bwysig sicrhau bod gan awdurdodau lleol ac ysgolion y sgiliau, yr hyder a'r gallu i gynnal y gwelliannau hyn ac adeiladu arnynt. Rydym yn cydnabod y bydd angen adnoddau ychwanegol er mwyn cynnal gwelliannau hirdymor. I'r perwyl hwn, cynigir cyfanswm o £800,000 o arian grant i helpu consortia addysg rhanbarthol i wella lefelau presenoldeb mewn ysgolion. Caiff yr arian grant newydd ei gynnig dros ddwy flwyddyn ariannol, gyda £200,000 i'w rannu rhwng y pedwar consortiwm yn 2012/13 a £600,000 yn 2013/14. Hwn fydd y cyfle cyntaf i'r consortia gydweithio'n uniongyrchol ar bresenoldeb. Yn hanesyddol, ymdriniwyd â'r mater ar lefel awdurdodau lleol.

20. Ym mis Mawrth 2011, cyhoeddodd Llywodraeth Cymru ei Harweinlyfr Presenoldeb ar gyfer Cymru Gyfan - adnodd ymarferol ar gyfer Gwasanaethau Lles Addysg yng Nghymru. Mae'r arweinlyfr yn nodi safonau a chanllawiau er mwyn sicrhau arfer mwy cyson ledled Cymru. Cynhaliwyd ymarfer ymchwil ac ymgynghori ar ddatblygu gweithlu'r Gwasanaeth Lles Addysg i ategu hyn. Ystyriodd yr ymarfer faterion a oedd yn ymwneud â chymwysterau mynediad, sefydlu, hyfforddiant a safonau, a chyflwynodd yr adroddiad ymchwil dilynol nifer o opsiynau i'w hystyried. Mae'r gwahanol opsiynau ar gyfer datblygu pecyn sefydlu ar gyfer y Gwasanaeth Lles Addysg wrthi'n cael eu hystyried ar hyn o bryd. Ystyrir hefyd y posibilrwydd o ddatblygu Safonau Galwedigaethol Cenedlaethol ar gyfer gweithlu'r Gwasanaeth Lles Addysg, a fyddai'n nodi meincnodau clir ar gyfer perfformiad.

## **Ymddygiad ac Addysg Heblaw yn yr Ysgol**

21. Awgrymodd tystiolaeth o'r Adolygiad o Addysg Heblaw yn yr Ysgol y byddai Unedau Cyfeirio Disgyblion yn fwy effeithiol pe byddai ganddynt bwyllgor rheoli sy'n herio ac yn ategu'r broses addysgu. I'r perwyl hwn, mae rheoliadau i sicrhau bod pwyllgorau rheoli yn ofyniad gorfodol o fewn UC'Dau wrthi'n cael eu paratoi er mwyn ymgynghori arnynt. Câi unrhyw reoliadau eu hategu gan ganllawiau cynhwysfawr ar y ffordd orau i'r pwyllgorau hyn weithredu. Yn amodol ar yr ymgynghoriad, disgwyliwn i'r rheoliadau ddod i rym ym mis Medi 2014.
22. Bydd argymhellion a chanfyddiadau gwaith ymchwil Prifysgol Caeredin i waharddiadau a'r ddarpariaeth Addysg Heblaw yn yr Ysgol yn chwarae rhan hanfodol wrth ddatblygu polisi ymddygiad Llywodraeth Cymru ac yn arbennig ei gwaith mewn perthynas â sicrhau cyfle cyfartal i bob dysgwr ni waeth ble y cânt eu haddysgu.
23. Ers sefydlu'r pedwar consortiwm addysg, mae'n amlwg bod angen cydweithredu mwy mewn perthynas ag ymddygiad a phresenoldeb. Bydd rhannu a chynnwys arfer da ar draws ysgolion ac awdurdodau a sicrhau y caiff data ei ddefnyddio mewn ffordd gadarn i hwyluso defnydd effeithiol o amser ac adnoddau yn allweddol o ran helpu i feithrin gallu a sicrhau gwelliannau parhaus.

**CYNNYDD A WNAED MEWN PERTHYNAS Â'R CYNLLUN GWEITHREDU YMDDYGIAD A PHRESENOLDEB SY'N YMATEB I'R ACYP**

	Cam Gweithredu	Cynnydd
	<b>Presenoldeb</b>	
1	Bydd Llywodraeth y Cynulliad, mewn partneriaeth â'r Gwasanaeth Lles Addysg, yn llunio Fframwaith Presenoldeb i Gymru Gyfan.	<b>CWBLHAWYD Y CAM GWEITHREDU</b> - Cyhoeddwyd ym mis Mawrth 2011.
2	Bydd Llywodraeth y Cynulliad yn diwygio'r codau a'r arferion cofnodi presenoldeb presennol ac yn eu datblygu drwy ymgynghori â rhanddeiliaid.	<b>CWBLHAWYD Y CAM GWEITHREDU</b> - Cyflwynwyd codau presenoldeb newydd a chanllawiau ategol ym mis Medi 2010.
	<b>Ymddygiad</b>	
3	Bydd Llywodraeth y Cynulliad yn asesu'r prosiectau cyfiawnder adferol sy'n mynd rhagddynt ar hyn o bryd yng Nghymru er mwyn llywio gwaith yn y maes hwn yn y dyfodol.	<b>CWBLHAWYD Y CAM GWEITHREDU</b> - Mae deunyddiau dysgu arfer da ar arferion adferol mewn ysgolion bellach yn rhan o wefan Dysgu Cymru. Mae arferion adferol hefyd yn rhan o'r Modiwl Rheoli Ymddygiad sy'n rhan o'r Rhaglen Feistr ar gyfer Athrawon Newydd Gymhwyso a gyflwynir yn ystod Tymor yr Haf 2013. Bydd y maes gwaith hwn hefyd yn parhau i ddatblygu drwy gyswllt Llywodraeth Cymru â Model Cymorth Ysgolion Uwchradd Cymunedol yr Heddlu sy'n hyrwyddo dulliau gweithredu adferol mewn ysgolion.
4	Bydd Llywodraeth y Cynulliad yn cyhoeddi canllawiau i ysgolion o'r enw 'Ymddygiad mewn Ysgolion: Dulliau Diogel ac Effeithiol o Ymyrryd'.	<b>CWBLHAWYD Y CAM GWEITHREDU</b> - Cyhoeddwyd ym mis Hydref 2010.
5	Bydd Llywodraeth y Cynulliad yn asesu gwybodaeth a gasglwyd gan Gomisiynydd Plant Cymru am waharddiadau anghyfreithlon ac yn trafod y wybodaeth honno gydag awdurdodau lleol.	<b>CWBLHAWYD Y CAM GWEITHREDU</b> - Comisiynwyd Barnardo's Cymru a Snap Cymru i gynnal astudiaeth ansoddol i waharddiadau anghyfreithlon. Cyhoeddwyd adroddiad ym mis Mehefin 2011. Ystyriwyd canfyddiadau'r adroddiad wrth ddiwygio canllawiau Llywodraeth Cymru ar waharddiadau yn ddiweddar.
6	Bydd Llywodraeth y Cynulliad yn cynnal adolygiad o'r ddarpariaeth Addysg Heblaw yn yr Ysgol, gan gynnwys rôl unedau cyfeirio disgyblion.	<b>CWBLHAWYD Y CAM GWEITHREDU</b> - Cyhoeddwyd Adroddiad a Chynllun Gweithredu ym mis Awst 2011.
7	Bydd Llywodraeth y Cynulliad yn comisiynu canllawiau i ysgolion ar ddefnyddio symudiadau wedi'u rheoli yn effeithiol.	<b>CWBLHAWYD Y CAM GWEITHREDU</b> - Cyhoeddwyd canllawiau ym mis Mawrth 2011.
8	Bydd Llywodraeth y Cynulliad yn sefydlu ac yn cefnogi Rhwydwaith Timau Cymorth Ymddygiad.	<b>CWBLHAWYD Y CAM GWEITHREDU</b> - Cynhaliwyd nifer o gyfarfodydd rhwydwaith llwyddiannus a bwriedir cynnal y cyfarfod nesaf ar 20 Mawrth 2013.
9	Bydd y Cynulliad yn llunio Canllawiau Cymru Gyfan ar gyfer Rhaglenni Cymorth Bugeiliol.	<b>MAE'R POLISI WEDI ESBLYGU</b> - Bwriwyd ati â'r gwaith hwn fel rhan o'r strategaeth Cwnsela mewn Ysgolion.

Tudalen 29

<b>Hawliau Plant a Phobl Ifanc</b>		
<b>10</b>	Bydd Llywodraeth y Cynulliad yn llunio canllaw i'r model newydd o ddarparu gwasanaethau eiriolaeth i Bartneriaethau Plant a Phobl Ifanc.	<b>MAE'R POLISI WEDI ESBLYGU</b> - Yn 2011, ymgynghorodd Llywodraeth Cymru ar ganllawiau statudol arfaethedig. Ers hynny, mae strwythurau cynllunio partneriaethau wedi newid yn sylweddol (nid yw'n ofynnol cael Partneriaeth Plant a Phobl Ifanc ar gyfer comisiynu rhanbarthol) a gafodd effaith sylweddol ar y canllawiau. Penderfynwyd felly na ddylid cyhoeddi'r canllawiau.
<b>11</b>	Bydd Llywodraeth y Cynulliad yn ystyried y posibilrwydd o ddatblygu Panel Apelio Annibynnol Cenedlaethol i ddisodli'r panelau a gaiff eu cynnal gan awdurdodau lleol ar hyn o bryd.	<b>CAM GWEITHREDU YN MYND RHAGDDO</b> - mae swyddogion o Gangen Cyfiawnder Gweinyddol Is-adran yr Ysgrifennydd Parhaol wrthi'n cynnal astudiaeth ddichonoldeb ar hyn o bryd er mwyn ystyried trosglwyddo'r Panelau Apelio Annibynnol ar gyfer Gwaharddiadau o Ysgolion i Lywodraeth Cymru.
<b>12</b>	Bydd ymateb Llywodraeth y Cynulliad i'r ACYP yn parhau â'r drafodaeth a ddechreuwyd gyda phlant a phobl ifanc fel rhan o'r Adolygiad.	<b>CAM GWEITHREDU YN MYND RHAGDDO</b> - Cymru yw'r gyntaf o blith gwledydd y DU i gynnwys CCUHP o fewn cyfraith ddomestig drwy Fesur Hawliau Plant a Phobl Ifanc (Cymru) Measure 2011. Pasiwyd y Mesur gan Gynulliad Cenedlaethol Cymru ar 18 Ionawr 2011 ac fe'i cymeradwywyd gan Ei Mawrhydi yn y Cyfrin Gyngor ar 16 Mawrth 2011.
<b>13</b>	Bydd Llywodraeth y Cynulliad yn parhau i hyrwyddo arfer gorau o ran dulliau gweithredu gwrth-fwlio.	<b>CAM GWEITHREDU YN MYND RHAGDDO</b> - Cyhoeddwyd canllawiau gwrth-fwlio cynhwysfawr ym mis Hydref 2011. Mae Llywodraeth Cymru yn parhau i hyrwyddo wythnos gwrth-fwlio ac i gynnal y rhwydwaith gwrth-fwlio.
<b>14</b>	Bydd Llywodraeth y Cynulliad yn datblygu rôl ac adnoddau cynghorau ysgolion ymhellach.	<b>MAE'R POLISI WEDI ESBLYGU</b> - Mae pwyslais y polisi hwn wedi symud o gynghorau ysgolion yn unig ac yn canolbwyntio ar sut y gellir helpu plant a phobl ifanc i fanteisio ar amrywiaeth o gyfleoedd i gymryd rhan weithgar yng nghymunedau eu hysgol er mwyn eu helpu i deimlo eu bod wedi'u grymuso, wedi'u cymell, eu bod yn cael eu gwerthfawrogi a'u bod yn rhan o'r gymuned. Mae gwaith yn edrych fwy fwy ar sut y gall pob plentyn a pherson ifanc gymryd rhan ac ymgysylltu drwy gyfranogi, gan gynnwys plant iau a phobl ifanc sydd ar yr ymylon neu y mae ganddynt anghenion ychwanegol.
<b>Ymyriad Cynnar</b>		
<b>15</b>	Bydd Llywodraeth y Cynulliad yn llunio ac yn dosbarthu modiwl hyfforddiant Ymyriad Cynnar i staff y Cyfnod Sylfaen.	<b>CWBLHAWYD Y CAM GWEITHREDU</b>
<b>16</b>	Bydd Llywodraeth y Cynulliad yn asesu'r gwaith Grwpiau Anogaeth sy'n mynd rhagddo ar hyn o bryd yng Nghymru er mwyn llywio gwaith yn y maes hwn yn y dyfodol.	<b>CWBLHAWYD Y CAM GWEITHREDU</b> - Cyhoeddwyd canllawiau ym mis Tachwedd 2010



<b>Ymyriad Cynnar</b>		
17	Bydd Llywodraeth y Cynulliad yn sefydlu cynllun peilot i dreialu gwahanol ddulliau o asesu a nodi Plant sy'n Agored i Niwed ar gam cynnar.	<b>CWBLHAWYD Y CAM GWEITHREDU</b> - Caiff y gwersi a ddysgwyd o'r cynllun peilot eu lleadaenu mewn digwyddiad i Gymru Gyfan ar 20 Mawrth 2013.
18	Bydd Llywodraeth y Cynulliad yn comisiynu Ymchwiliad i Broblem Ymddieithrio fel y nodir yn ymrwymiad Cymru'n Un.	<b>CWBLHAWYD Y CAM GWEITHREDU</b> - Cyhoeddwyd canfyddiadau astudiaeth ymchwil ansoddol i i ymchwilio i'r rhesymau pam mae pobl ifanc yn ymddieithrio oddi wrth ddysgu ym mis Ebrill 2010.
19	Bydd Llywodraeth y Cynulliad yn cynnwys canllawiau ar ymddygiad a phresenoldeb plant a phobl ifanc yn yr Adolygiad parhaus o'r Cynllun Gweithredu Rhianta.	<b>MAE'R POLISI WEDI ESBLYGU</b> - Mae pwyslais y maes polisi hwn wedi newid ffocws a chyflwynwyd gweithgarwch i ymgysylltu â rhieni drwy waith Ysgolion Bro a'r agenda Teuluoedd yn Gyntaf. Yn ddiweddar, daeth yr Adran â gwaith yn ymwneud â'r polisi ar leihau effaith amddifadedd ar ddeilliannau dysgu, y gymuned a'r teulu ynghyd. Bydd y tîm newydd yn gweithio'n agos â thimau polisi sy'n canolbwyntio ar helpu dysgwyr i oresgyn amrywiaeth o ffactorau sy'n eu hatal rhag dysgu.
<b>Llythrennedd</b>		
20	Bydd Llywodraeth y Cynulliad yn canolbwyntio ar lythrennedd fel blaenoriaeth allweddol drwy ddod â gwahanol feysydd gwaith sy'n mynd rhagddynt ar draws yr adran ynghyd, gan sicrhau eu bod yn adlewyrchu'r ffordd o feddwl a'r arfer gorau presennol a'u bod yn effeithiol o hyd ac yn gyson â pholisïau eraill.	<b>CAM GWEITHREDU YN MYND RHAGDDO</b> - Cyflwynwyd gweithgarwch yn y maes hwn drwy Gynllun Gweithredu 20 Pwynt y Gweinidog, yr agenda Gwella Ysgolion a'r Fframwaith Llythrennedd a Rhifedd Cenedlaethol.
<b>Gwaith Amlasiantaeth a Rhyngasiantaeth</b>		
21	Bydd Llywodraeth y Cynulliad yn treialu trefniadau gweithio amlasiantaeth ym maes iechyd, gwasanaethau cymdeithasol ac addysg er mwyn gwella'r broses o ailintreiddio plant sy'n agored i niwed i'r brif ffrwd.	<b>CWBLHAWYD Y CAM GWEITHREDU</b> - Caiff y gwersi a ddysgwyd o'r cynllun peilot eu lleadaenu mewn digwyddiad i Gymru Gyfan ar 20 Mawrth 2013.
22	Bydd Llywodraeth y Cynulliad yn parhau i gyflwyno'r Strategaeth Cwnsela mewn Ysgolion.	<b>CWBLHAWYD Y CAM GWEITHREDU</b> - Caiff arian ar gyfer Cwnsela mewn Ysgolion ei brif-ffrdio gan y bydd yn rhan o'r Grant Cynnal Refeniw o 2013/14.
23	Bydd Llywodraeth y Cynulliad yn casglu data ar arferion presennol awdurdodau lleol drwy holiadur i lywio polisi a'r broses o dargedu adnoddau yn y dyfodol.	<b>CWBLHAWYD Y CAM GWEITHREDU</b>

Gwaith Amlasiantaeth a Rhyngasiantaeth		
24	Bydd Llywodraeth y Cynulliad yn ysgrifennu at Gadeirydd pob Bwrdd Lleol ar gyfer Diogelu Plant yn tynnu sylw at y cyswllt rhwng ymddygiad a phresenoldeb gwael a phryderon diogelu.	<b>CWBLHAWYD Y CAM GWEITHREDU</b>
25	Bydd Llywodraeth y Cynulliad yn creu gwe dudalennau ar wella ymddygiad a phresenoldeb mewn ysgolion.	<b>CWBLHAWYD Y CAM GWEITHREDU - Mae gwybodaeth ar gael ar we dudalennau Llywodraeth Cymru ac ar wefan Dysgu Cymru.</b>
26	Bydd Llywodraeth y Cynulliad yn asesu'r trefniadau presennol ar gyfer gweithio amlasiantaeth mewn perthynas â phlant sy'n agored i niwed.	<b>CWBLHAWYD Y CAM GWEITHREDU</b> - Caiff y gwersi a ddysgwyd o'r cynllun peilot eu lleadaenu mewn digwyddiad i Gymru Gyfan ar 20 Mawrth 2013.
27	Bydd Llywodraeth y Cynulliad yn nodi'r materion presennol i'w hystyried o ran addysg ddewisol gartref.	<b>CWBLHAWYD Y CAM GWEITHREDU</b> - Mae swyddogion wrthi ar hyn o bryd yn dadansoddi 550 o ymatebion i'r ymgynghoriad ar gynigion deddfwriaethol ar gyfer addysg yn y cartref.
28	Bydd Llywodraeth y Cynulliad yn penodi Rheolwr Prosiect i ddatblygu a chydgysylltu'r Cynllun Gweithredu ac yn ystyried cynyddu nifer y staff er mwyn rhoi'r cynllun ar waith.	<b>CWBLHAWYD Y CAM GWEITHREDU</b>
29	Bydd Llywodraeth y Cynulliad yn asesu ac yn gwerthuso prosiectau partneriaeth rhwng rhieni ac ysgolion.	<b>MAE'R POLISI WEDI ESBLYGU</b> - Mae pwyslais y maes polisi hwn wedi newid ffocws a chyflwynwyd gweithgarwch i ymgysylltu â rhieni drwy waith Ysgolion Bro a'r agenda Teuluoedd yn Gyntaf. Yn ddiweddar, daeth yr Adran â gwaith yn ymwneud â'r polisi ar leihau effaith amddifadedd ar ddeilliannau dysgu, y gymuned a'r teulu ynghyd. Bydd y tîm newydd yn gweithio'n agos â thimau polisi sy'n canolbwyntio ar helpu dysgwyr i oresgyn amrywiaeth o ffactorau sy'n eu hatal rhag dysgu.
30	Bydd Llywodraeth y Cynulliad yn ystyried argymhellion yr Adolygiad o'r Fframwaith Asesu Cyffredin ac yn cymryd camau dilynol, fel y bo'n briodol.	<b>CAM GWEITHREDU YN MYND RHAGDDO</b> - Cyfrennir at bolisiau yn ôl y gofyn.
31	Bydd Llywodraeth y Cynulliad yn treialu modelau ar gyfer gwella'r cysylltiadau rhwng Unedau Cyfeirio Disgyblion a darpariaeth Addysg Heblaw yn yr Ysgol arall, ac ysgolion prif ffrwd.	<b>CWBLHAWYD Y CAM GWEITHREDU</b> - Caiff y gwersi a ddysgwyd o'r cynllun peilot eu lleadaenu mewn digwyddiad i Gymru Gyfan ar 20 Mawrth 2013.
32	Bydd Llywodraeth y Cynulliad yn ystyried yr argymhellion perthnasol fel rhan o'r adolygiad nesaf o Gynlluniau Plant a Phobl Ifanc	<b>CWBLHAWYD Y CAM GWEITHREDU</b> - Cyflwynir y gwaith hwn ar sail consortia fel rhan o'r Agenda Gwella Ysgolion.

Effeithiolrwydd Ysgolion		
33	Bydd Llywodraeth y Cynulliad yn addasu'r deunyddiau Agweddau Cymdeithasol ac Emosiynol ar Ddysgu ar gyfer ysgolion cynradd ac uwchradd yng Nghymru ac yn eu cyfieithu.	<b>CWBLHAWYD Y CAM GWEITHREDU</b> - Cyhoeddwyd ym mis Mawrth 2009
34	Bydd Llywodraeth y Cynulliad yn ymgynghori ag Estyn ar y newid i'r trefniadau arolygu yn dilyn argymhellion yr ACYP.	<b>CWBLHAWYD Y CAM GWEITHREDU</b> - Mae swyddogion yn cynnal trafodaethau parhaus gydag Estyn mewn perthynas â datblygiadau polisi o ran ymddygiad a phresenoldeb.
35	Bydd Llywodraeth y Cynulliad yn comisiynu adroddiadau ar drefniadau pontio	<b>CWBLHAWYD Y CAM GWEITHREDU</b> - Cafwyd asesiad tystiolaeth cyflym yn ymchwilio i'r gostyngiad o ran lefelau cyrhaeddiad yn ystod y cyfnod pontio a ganolbwyntiodd yn benodol ar dlodi plant ym mis Mehefin 2010.
36	Bydd Llywodraeth y Cynulliad yn mireinio Proffil Gwerthuso Ysgolion y Fframwaith Effeithiolrwydd Ysgolion er mwyn canolbwyntio mwy ar agweddau sy'n ymwneud ag ymddygiad a phresenoldeb.	<b>CWBLHAWYD Y CAM GWEITHREDU</b> - Cyflwynir y gwaith ar sail consortia drwy'r agenda Gwella Ysgolion. Ategrir y gwaith hwn drwy ddatblygu'r Fframwaith Dadansoddi Presenoldeb ac Ymddygiad.
37	Bydd Llywodraeth y Cynulliad yn ystyried y posibilrwydd o benodi gweithiwr proffesiynol arweiniol ar gyfer ymddygiad a phresenoldeb drwy ehangu'r cynllun peilot ar gyfer y cydgysylltydd Anghenion Dysgu Ychwanegol (ADY).	<b>CWBLHAWYD Y CAM GWEITHREDU</b> - Caiff y gwersi a ddysgwyd o'r cynllun peilot eu lledaenu mewn digwyddiad i Gymru Gyfan ar 20 Mawrth 2013.
38	Bydd Llywodraeth y Cynulliad yn diweddarau'r Canllaw i'r Gyfraith i Lywodraethwyr.	<b>CAM GWEITHREDU YN MYND RHAGDDO</b> - Disgwylir i reoliadau hyfforddi llywodraethwyr ddod i rym ym mis Mai 2013. Diweddariadau polisi i'r Canllaw i'r Gyfraith i Lywodraethwyr fel y bo'r angen.
39	Bydd Llywodraeth y Cynulliad yn ysgrifennu at bob ysgol yn nodi nodau allweddol y Cynllun Gweithredu ac yn tynnu sylw at argymhellion penodol.	<b>CWBLHAWYD Y CAM GWEITHREDU</b>
Hyfforddi a Datblygu		
40	Mae Llywodraeth y Cynulliad wedi llunio papur mewn ymateb i argymhellion yr ACYP o ran hyfforddiant a bydd yn bwrw ati i'w gynnwys yn yr agenda hyfforddi i Gymru sy'n cael ei hadolygu ar hyn o bryd.	<b>CAM GWEITHREDU YN MYND RHAGDDO</b> - Rhwng 2010 a 2012, rhoddwyd cyfanswm o £530K o arian grant i ALLau ei ddefnyddio ar hyfforddiant ym maes technegau rheoli ymddygiad wedi'u gwerthuso'n gadarn. Caiff Modiwl Rheoli Ymddygiad ei gynnwys yn y Rhaglen Feistr ar gyfer Athrawon Newydd Gymhwys o Dymor yr Haf 2013.

Hyfforddi a Datblygu		
41	Bydd Llywodraeth y Cynulliad yn nodi ac yn argymhell strwythur hyfforddi priodol i'r Gwasanaeth Lles Addysg.	<b>CAM GWEITHREDU YN MYND RHAGDDO</b> - Mae'r cam gweithredu hwn bellach yn rhan o'r Cynllun Gweithredu Ymddygiad a Phresenoldeb Newydd a ddatblygwyd mewn ymateb i araith y Gweinidog Mae Addysgu'n Gwneud Gwahaniaeth.
42	Bydd Llywodraeth y Cynulliad yn cynnig 'sesiynau rhagflas' i gynrychiolwyr awdurdodau lleol ar opsiynau hyfforddiant ar gyfer rheoli ymddygiad.	<b>CWBLHAWYD Y CAM GWEITHREDU</b> - Rhoddwyd £530K o arian grant i ALLau ei ddefnyddio ar hyfforddiant ym maes technegau rheoli ymddygiad wedi'u gwerthuso'n gadarn.
43	Bydd Llywodraeth y Cynulliad yn parhau i helpu athrawon drwy linell gymorth a gwasanaeth hyfforddi Cymorth Athrawon.	<b>CAM GWEITHREDU YN MYND RHAGDDO</b>
44	Bydd Llywodraeth y Cynulliad yn dosbarthu llawlyfr rheoli ymddygiad i fyfyrwyr Hyfforddiant Cychwynnol Athrawon (HCA) uwchradd a chynradd presennol ac athrawon Sefydlu a Datblygiad Proffesiynol Cynnar (DPC).	<b>CWBLHAWYD Y CAM GWEITHREDU</b> - Cyhoeddwyd y llawlyfr ar gyfer ysgolion uwchradd ym mis Hydref 2008 a chyhoeddwyd y llawlyfr ar gyfer ysgolion cynradd ym mis Gorffennaf 2012.
45	Bydd Llywodraeth y Cynulliad yn ystyried agweddau ar hawliau plant a phobl ifanc wrth adolygu'r fframwaith datblygiad proffesiynol i athrawon.	<b>CAM GWEITHREDU YN MYND RHAGDDO</b> - Cymru yw'r gyntaf o blith gwledydd y DU i gynnwys CCUHP o fewn cyfraith ddomestig drwy Fesur Hawliau Plant a Phobl Ifanc (Cymru) Measure 2011. Pasiwyd y Mesur gan Gynulliad Cenedlaethol Cymru ar 18 Ionawr 2011 ac fe'i cymeradwywyd gan Ei Mawrhydi yn y Cyfrin Gyngor ar 16 Mawrth 2011.

CYNNYDD A WNAED AR Y CYNLLUN GWEITHREDU YMDDYGIAD A PHRESENOLDEB NEWYDD WRTH YMATEB I FLAENORIAETHAU NEWYDD Y GWEINIDOG

HYFFORDDI A DATBLYGU		
ANGEN A NODWYD	GWEITHGARWCH CYSYLLTIEDIG	CYNNYDD HYD YN HYN
<p>Cydnabuwyd yn yr Adolygiad Cenedlaethol o Ymddygiad a Phresenoldeb fod hyfforddi a datblygu yn faes pwysig i'w wella, gan fod tystiolaeth yn awgrymu nad oedd llawer o athrawon nac aelodau eraill o staff mewn ysgolion yn teimlo eu bod yn meddu ar y sgiliau priodol i ymdrin ag ymddygiad gwael yn yr ystafell ddosbarth ac mai prin iawn oedd yr hyfforddiant yr oedd llawer ohonynt wedi'i gael mewn perthynas â'r agwedd hon fel rhan o'u hyfforddiant cychwynnol athrawon.</p>	<ul style="list-style-type: none"> <li>• Datblygu modiwlau hyfforddiant ar reoli ymddygiad a phresenoldeb i'w cyflwyno drwy Hyfforddiant Cychwynnol Athrawon, Sefydlu a Datblygiad Proffesiynol Parhaus.</li> <li>• Ariannu hyfforddiant mewn rhaglenni rheoli ymddygiad wedi'u gwerthuso'n gadarn.</li> </ul>	<p><b>CWBLHAWYD Y CAM GWEITHREDU</b></p> <ul style="list-style-type: none"> <li>• Caiff Modiwl Rheoli Ymddygiad ei gyflwyno yn ystod Tymor yr Haf 2013 sy'n rhan o'r Rhaglen Feistr ar gyfer athrawon newydd gymhwyso (ANG).</li> <li>• Mae Dysgu Cymru yn adnodd newydd ar y we a gynlluniwyd i wella safonau mewn ysgolion ledled Cymru. Mae Ymddygiad a Phresenoldeb yn rhan o'r Meysydd Allweddol i'w Gwella ar y safle. Mae panel arbenigol o ymarferwyr addysgol a gweithwyr proffesiynol wedi sicrhau ansawdd pob un o'r adnoddau ar y safle.</li> </ul> <p><b>CWBLHAWYD Y CAM GWEITHREDU</b></p> <ul style="list-style-type: none"> <li>• Rhoddwyd £530k i awdurdodau lleol rhwng 2010 a 2012. O ganlyniad, cafodd dros 3600 o athrawon, staff cymorth a swyddogion cymorth ymddygiad ALlau hyfforddiant mewn technegau rheoli ymddygiad wedi'u gwerthuso'n gadarn. Rhoddwyd £20K i Brifysgol Bangor yn 2010 ac £80K arall yn 2011 i ehangu mynediad i bob un o'r 22 awdurdod i'r rhaglen hyfforddiant ymyriad cynnar y Blynyddoedd Rhyfeddol.</li> </ul>

Tudalen 35

HYFFORDDI A DATBLYGU	GWEITHGARWCH CYSYLLTIEDIG	CYNNYDD HYD YN HYN
	<ul style="list-style-type: none"> <li>Hyrwyddo'r defnydd o Arferion Adferol mewn ysgolion, gan weithio gyda'r Heddlu drwy Raglen Graidd Cyswllt Ysgolion Cymru Gyfan.</li> </ul>	<p><b>CAM GWEITHREDU YN MYND RHAGDDO</b></p> <ul style="list-style-type: none"> <li>Mae deunyddiau dysgu arfer da ar arferion adferol mewn ysgolion bellach yn rhan o wefan Dysgu Cymru. Mae arferion adferol hefyd yn rhan o'r Modiwl Rheoli Ymddygiad sy'n rhan o'r Rhaglen Feistr ar gyfer Athrawon Newydd Gymhwyso a gyflwynir yn ystod Tymor yr Haf 2013. Bydd y maes gwaith hwn hefyd yn parhau i ddatblygu drwy gyswllt Llywodraeth Cymru â'r Heddlu a'u Model Cymorth Ysgolion Uwchradd sy'n hyrwyddo dulliau gweithredu adferol mewn ysgolion.</li> </ul>
	<ul style="list-style-type: none"> <li>Datblygu fframwaith hyfforddi a datblygu a gyrfaoedd i'r Gwasanaeth Lles Addysg</li> </ul>	<ul style="list-style-type: none"> <li>Cynhaliwyd ymarfer ymchwil ac ymgynghori ar ddatblygu gweithlu'r Gwasanaeth Lles Addysg i ategu hyn. Ystyriodd yr ymarfer faterion a oedd yn ymwneud â chymwysterau mynediad, sefydlu, hyfforddiant a safonau, a chyflwynodd yr adroddiad ymchwil dilynol nifer o opsiynau i'w hystyried. Mae'r gwahanol opsiynau ar gyfer datblygu pecyn sefydlu ar gyfer y Gwasanaeth Lles Addysg wrthi'n cael eu hystyried ar hyn o bryd. Ystyrir hefyd y posibilrwydd o ddatblygu Safonau Galwedigaethol Cenedlaethol ar gyfer gweithlu'r Gwasanaeth Lles Addysg, a fyddai'n nodi meincnodau clir ar gyfer perfformiad.</li> </ul>

SAFONAU AC ATEBOLRWYDD		
ANGEN A NODWYD	GWEITHGARWCH CYSYLLTIEDIG	CYNNYDD HYD YN HYN
<p>Er mwyn sicrhau cysondeb o ran dulliau gweithredu, caiff perfformiad ysgolion ac awdurdodau lleol o ran presenoldeb, ymddygiad ac addysg heblaw yn yr ysgol ei asesu yn fanylach a'i gysylltu â'r dulliau newydd ar gyfer monitro safonau, gwelliant a chynnydd y mae Uned Safonau Ysgolion Llywodraeth Cymru wrthi'n eu datblygu.</p>	<ul style="list-style-type: none"> <li>Datblygu Fframwaith Dadansoddi Presenoldeb i'w ddefnyddio gan awdurdodau lleol.</li> </ul>	<ul style="list-style-type: none"> <li><b>CWBLHAWYD Y CAM GWEITHREDU</b> Datblygwyd Fframwaith Dadansoddi Presenoldeb gan ddefnyddio data ALLau ac ymgynghori â'r Gwasanaeth Lles Addysg a swyddogion gwella ysgolion. Ategwyd y broses o gyflwyno'r Fframwaith y llynedd gan gymorth uniongyrchol sylweddol gan swyddogion Llywodraeth Cymru. Fel rhan o'r gwaith, defnyddiodd swyddogion y fframwaith i gynnal gwaith dadansoddi helaeth o ddata presenoldeb pob awdurdod lleol. Lluniwyd adroddiad didwyll am ganfyddiadau'r gwaith dadansoddi hwn a fu'n sail ar gyfer gwaith 'pwyso a mesur' gyda phob awdurdod ar wahân. Roedd y gwaith 'pwyso a mesur' yn cynnwys trafod y gwaith dadansoddi, nodi materion perfformiad, ystyried y rhesymau dros dangyflawni yn ogystal â cheisio nodi enghreifftiau o arfer da ac ymyriadau llwyddiannus. Cafodd y Fframwaith groeso mawr ac o flwyddyn academiaidd 2012/13, cynhwyswyd y rhan fwyaf o'r data o'r Fframwaith Dadansoddi Presenoldeb yn Setiau Data Craidd Cymru Gyfan i ysgolion ac awdurdodau lleol.</li> </ul>

	<ul style="list-style-type: none"> <li>Sicrhau y caiff presenoldeb ei gynnwys yn y system newydd ar gyfer bandio ysgolion ac fel rhan o'r wybodaeth a gyhoeddir gan ysgolion.</li> </ul>	<p><b>CWBLHAWYD Y CAM GWEITHREDU</b></p> <ul style="list-style-type: none"> <li>Bu data presenoldeb yn rhan o'r mesur ar gyfer Bandio Ysgolion Uwchradd ers cyflwyno'r system yn 2011.</li> </ul>
	<ul style="list-style-type: none"> <li>Cyflwyno proses casglu data genedlaethol ar waharddiadau ar lefel disgyblion ac ar lefel ysgolion i'w ddefnyddio at ddibenion meincnodi.</li> </ul>	<p><b>CAM GWEITHREDU YN MYND RHAGDDO</b></p> <ul style="list-style-type: none"> <li>Casglwyd data ar waharddiadau fel rhan o'r Cyfrifiad Ysgolion Blynyddol ar Lefel Disgyblion (CYBLD) am y tro cyntaf yn 2012 a bydd yn un o eitemau data gorfodol i'w casglu o 2013. Ar hyn o bryd, mae'r data yn destun proses sicrhau ansawdd a dilysu a bydd yn ffynhonnell ddata werthfawr iawn y gellir ei defnyddio wrth ddatblygu polisi.</li> </ul>
	<ul style="list-style-type: none"> <li>Cynnal trafodaeth 'agored a gonest' flynyddol gydag awdurdodau lleol i drafod perfformiad o ran gwaharddiadau / presenoldeb a disgyblion sy'n derbyn Addysg Heblaw yn yr Ysgol.</li> </ul>	<p><b>CWBLHAWYD Y CAM GWEITHREDU</b></p> <ul style="list-style-type: none"> <li>Cyfarfu swyddogion Llywodraeth Cymru â phob awdurdod lleol rhwng mis Tachwedd 2011 a mis Mawrth 2012 i drafod materion perfformiad o ran presenoldeb ac ymddygiad, gan ystyried y rhesymau dros achosion o dangyflawni yn ogystal â cheisio nodi enghreifftiau o arfer da ac ymyriadau llwyddiannus.</li> </ul>



CYMORTH UNIGOL AC ADY		
ANGEN A NODWYD	GWEITHGARWCH CYSYLLTIEDIG	CYNNYDD HYD YN HYN
<p><b>Bydd gwaith datblygu yn ceisio gwella'r broses o gydgyssylltu cymorth yr amrywiol asiantaethau i'r disgyblion â'r anghenion mwyaf a thrwy hynny, gyflwyno arferion mwy effeithlon a chost-effeithiol ledled Cymru.</b></p>	<ul style="list-style-type: none"> <li>Defnyddio'r wybodaeth a gesglir drwy gynlluniau ymddygiad a phresenoldeb peilot i lywio dulliau gweithredu yn y dyfodol mewn perthynas â'r cymorth unigol a ddatblygir drwy'r cynlluniau ADY peilot a'r gwaith i ddiwygio'r broses pennu datganiadau yn y dyfodol.</li> </ul>	<p><b>CAM GWEITHREDU YN MYND RHAGDDO</b></p> <ul style="list-style-type: none"> <li>Caiff y gwersi a ddysgwyd o'r prosiectau peilot eu lledaenu mewn digwyddiad i Gymru Gyfan ar 20 Mawrth 2013.</li> </ul>
	<ul style="list-style-type: none"> <li>Cyhoeddi cynllun gweithredu ar wella Addysg Heblaw yn yr Ysgol a'i roi ar waith.</li> <li>Comisiynu gwaith ymchwil i ystyried y rhwystrau i ddarparu addysg lawn amser a'r dulliau amrywiol / lefelau effeithiolrwydd arferion awdurdodau lleol.</li> </ul>	<p><b>CAM GWEITHREDU YN MYND RHAGDDO</b></p> <ul style="list-style-type: none"> <li>Cyhoeddwyd yr Adolygiad a'r Cynllun Gweithredu ar Addysg Heblaw yn yr Ysgol ym mis Awst 2011.</li> <li>yn 2012, comisiynodd Llywodraeth Cymru waith ymchwil i ystyried y broses o wahardd o ysgolion yng Nghymru a'r broses o ddarparu, cynllunio a chomisiynu darpariaethau addysg i blant sy'n cael addysg heblaw yn yr ysgol. Disgwylir i'r adroddiad a'r argymhelliad gael eu cyhoeddi yn ystod Tymor yr Haf 2013.</li> </ul>

**CYNLLUN GWEITHREDU ADDYSG HEBLAW YN YR YSGOL - CYNNYDD A WNAED HYD YN HYN**

Rhif	Cam Gweithredu	Y Wybodaeth Ddiweddaraf
<b>Cyfathrebu a datblygu staff</b>		
1	Datblygu ffyrdd o rannu arfer da, gan gynnwys defnyddio'r dulliau sy'n cael eu datblygu drwy'r Fframwaith Effeithiolrwydd Ysgolion, gwe dudalennau a'r Rhwydwaith Timau Cymorth Ymddygiad.	<b>Yn mynd rhagddo</b> <ul style="list-style-type: none"> <li>○ Mae adnoddau ar gael am wefan Dysgu Cymru.</li> <li>○ Mae swyddogion Llywodraeth Cymru yn cael cyfarfodydd gyda Gwasanaethau Lles Addysg awdurdodau lleol (Rhwydwaith Cymorth Ymddygiad) i ledaenu gwybodaeth ac i rannu arfer da. (Cynhelir y cyfarfod nesaf ar 20 Mawrth 2013).</li> </ul>
2	Sicrhau y caiff y rheini sy'n darparu Addysg Heblaw yn yr Ysgol eu cynnwys wrth ddatblygu a gweithredu elfennau newydd ar ymddygiad ac anghenion dysgu ychwanegol o fewn dulliau gweithredu newydd Llywodraeth Cymru mewn perthynas â datblygiad proffesiynol parhaus ymarferwyr addysg.	<b>Yn mynd rhagddo</b> <ul style="list-style-type: none"> <li>○ Mae adnoddau ar gael ar wefan Dysgu Cymru.</li> <li>○ Cynhelir cynadleddau UC'Dau bob blwyddyn i ledaenu gwybodaeth ac i rannu arfer da.</li> </ul>
3	Gwella dulliau o gyfathrebu â staff UC'Dau yn genedlaethol, yn enwedig o ran rannu arfer da.	<b>Yn mynd rhagddo</b> <ul style="list-style-type: none"> <li>○ Cynhelir cynadleddau UC'Dau bob blwyddyn i ledaenu gwybodaeth ac i rannu arfer da.</li> <li>○ Anfonir e-gylchlythyr wythnosol Dysg a anfonir at bob ysgol yng Nghymru at UC'Dau.</li> </ul>
<b>Arian</b>		
4	Diwygio'r fformiwlâu ariannu i gynnwys disgyblion a gofrestrwyd fel disgyblion sy'n derbyn eu haddysg yn llwyr drwy gyfrwng Addysg Heblaw yn yr Ysgol.	<b>Cwblhawyd</b> <p>Mae Is Grŵp Dosbarthu'r Setliad Llywodraeth Leol wedi cytuno i gynnig y dylid cynnwys data ar Addysg Heblaw yn yr Ysgol o fewn y fformiwlâ ar gyfer dosbarthu'r Grant Cynnal Refeniw ar gyfer setliad 2013-14 ymlaen.</p>
5	Cynnal prosiect ymchwil untro a fydd yn: ystyried y rhwystrau sy'n wynebu awdurdodau lleol wrth ddarparu addysg lawn amser i ddisgyblion sydd wedi'u gwahardd; ystyried cyfraddau ailintegreiddio ar draws awdurdodau lleol yng Nghymru; a llunio astudiaethau achos	<b>Yn mynd rhagddo</b> <p>Yn 2012, comisiynodd Llywodraeth Cymru Brifysgol Caeredin i ystyried y broses o ddarparu, cynllunio a chomisiynu'r ddarpariaeth Addysg Heblaw yn yr Ysgol. Y bwriad yw cyhoeddi canfyddiadau ac argymhellion y gwaith ymchwil hwn yn ystod</p>

o arfer da.

tymor yr Haf 2013. Bydd y gwaith ymchwil hwn yn llywio datblygiadau polisi er mwyn gwella ansawdd a chysondeb y ddarpariaeth Addysg Heblaw yn yr Ysgol yng Nghymru.

Rhif	Cam Gweithredu	Y Wybodaeth Ddiweddaraf
<b>Rheoli a threfnu</b>		
6	Gwella'r wybodaeth sydd ar gael ar blant a phobl ifanc a gaiff eu haddysgu y tu allan i ysgolion drwy sefydlu CYBLD ar gyfer Addysg Heblaw yn yr Ysgol a'i gysylltu â'r fframwaith perfformiad ehangach ar gyfer awdurdodau lleol.	<b>Cwblhawyd</b> Wrth bennu'r Grant Cynnal Refeniw, mae Is Grŵp Dosbarthu'r Setliad Llywodraeth Leol wedi cytuno y dylid cynnwys disgyblion sy'n cael Addysg Heblaw yn yr Ysgol y mae ganddynt hawl i brydau bwyd ysgol am ddim (a nodir yng nghasgliad data CYBLD Addysg Heblaw yn yr Ysgol) o fewn y data ar brydau bwyd ysgol am ddim.
7	Parhau â'r broses gofrestru a dadgofrestru ar gyfer UC'Dau ac ail-gadarnhau'r sefyllfa drwy gynnal archwiliadau rheolaidd o ddarpariaeth ALLau.	<b>Yn mynd rhagddo</b> Cynhelir archwiliadau o ddarpariaeth ALLau unwaith bob tua chwe mis.
8	Sicrhau bod pwyllgorau rheoli yn ofyniad statudol yng Nghymru a chyhoeddi canllawiau ar sut y dylent weithredu'n effeithiol.	<b>Yn mynd rhagddo</b> Mae swyddogion polisi wedi rhoi cyfarwyddyd i'r Gwasanaethau Cyfreithiol lunio rheoliadau drafft i'w gwneud yn ofynnol i unedau cyfeirio disgyblion gael pwyllgorau rheoli.
5	Cynnal prosiect ymchwil untro a fydd yn: ystyried y rhwystrau sy'n wynebu awdurdodau lleol wrth ddarparu addysg lawn amser i ddisgyblion sydd wedi'u gwahardd; ystyried cyfraddau ailintegreiddio ar draws awdurdodau lleol yng Nghymru; a llunio astudiaethau achos o arfer da.	<b>Yn mynd rhagddo</b> Comisiynodd Llywodraeth Cymru Brifysgol Caeredin i ystyried y broses o ddarparu, cynllunio a chomisiynu'r ddarpariaeth Addysg Heblaw yn yr Ysgol. Y bwriad yw cyhoeddi canfyddiadau ac argymhellion y gwaith ymchwil hwn yn ystod tymor yr Haf 2013. Bydd y gwaith ymchwil hwn yn llywio datblygiadau polisi er mwyn gwella ansawdd a chysondeb y ddarpariaeth Addysg Heblaw yn yr Ysgol yng Nghymru.
<b>Safonau a chomisiynu</b>		
9	Cyhoeddi canllawiau newydd ar gomisiynu darpariaeth amgen.	<b>Yn mynd rhagddo</b> Caiff y cam gweithredu hwn ei lywio gan ganlyniadau gwaith ymchwil Prifysgol Caeredin.
10	Ystyried y cyfleoedd i ymgorffori ac ehangu'r broses o roi Rhaglen Graidd Cyswllt Ysgolion Cymru Gyfan ar waith ymhellach mewn lleoliadau Addysg Heblaw yn yr Ysgol.	<b>Yn mynd rhagddo</b> Mae swyddogion wrthi'n trefnu cyfarfod gyda chynrychiolydd o'r Rhaglen i drafod sut y gallai Llywodraeth Cymru weithio gyda'r Rhaglen yn y dyfodol.

11	Datblygu safonau gofynnol ar gyfer darparu Addysg Heblaw yn yr Ysgol.	<p><b>Yn mynd rhagddo</b> Bydd gwaith ymchwil Prifysgol Caeredin yn llywio datblygiadau polisi er mwyn gwella ansawdd a chysondeb y ddarpariaeth Addysg Heblaw yn yr Ysgol yng Nghymru.</p>
12	Gwella cywirdeb y broses o gofnodi presenoldeb ar gyfer disgyblion sydd wedi'u cofrestru mewn dau leoliad.	<p><b>Yn mynd rhagddo</b> Mae swyddogion Llywodraeth Cymru yn gweithio gydag ysgolion, awdurdodau lleol a chyflenwyr meddalwedd yn hyn o beth.</p>

Rhif	Cam Gweithredu	Y Wybodaeth Ddiweddaraf
<b>Safonau a chomisiynu (parhad)</b>		
13	Datblygu fframwaith meincnodi ar gyfer disgyblion sy'n cael Addysg Heblaw yn yr Ysgol, a allai gynnwys agweddau fel cyrhaeddiad, cyfraddau ailintegreiddio, gwaharddiadau a phresenoldeb.	<b>Yn mynd rhagddo</b> Bydd gwaith ymchwil Prifysgol Caeredin yn llywio datblygiadau polisi er mwyn gwella ansawdd a chysondeb y ddarpariaeth Addysg Heblaw yn yr Ysgol yng Nghymru.
14	Defnyddio'r cynlluniau ymddygiad a phresenoldeb peilot i wella dulliau gweithredu cenedlaethol ar gyfer lleihau nifer y disgyblion sy'n cael addysg y tu allan i'r ysgol; gwella lefelau ailintegreiddio plant a phobl ifanc o Addysg Heblaw yn yr Ysgol i addysg brif ffrwd mewn ysgolion; a gwella'r broses o rannu arbenigedd a gwella lefelau cyfathrebu rhwng y ddarpariaeth Addysg Heblaw yn yr Ysgol, ysgolion arbennig ac ysgolion prif ffrwd.	<b>Yn mynd rhagddo</b> O'r naw cynllun ymddygiad peilot a gyflwynwyd yn wreiddiol, parhawyd â'r pedwar cynllun peilot mwyaf addawol am flwyddyn academaidd arall. Roedd dau ohonynt (Caerdydd a Sir Fynwy) yn canolbwyntio ar wella'r cysylltiadau rhwng UC'Dau ac ysgolion. Caiff canfyddiadau'r cynlluniau ymddygiad peilot eu lledaenu i arweinwyr ymddygiad a phresenoldeb awdurdodau lleol mewn digwyddiad i Gymru Gyfan ym mis Mawrth 2013, ac ar ôl hynny, bydd swyddogion yn ystyried ffyrdd eraill i rannu'r dulliau gweithredu hyn ledled Cymru.
15	Nodi'n glir gyfrifoldebau ysgolion tuag at ddisgyblion sydd wedi'u cofrestru gyda hwy.	<b>Yn mynd rhagddo</b> Rhoddwyd canllawiau i ysgolion, ALLau a chyflenwyr meddalwedd ym mis Mawrth 2012, ac mae gwaith yn mynd rhagddo gydag ALLau, ysgolion a chyflenwyr meddalwedd. Mae'r maes hwn yn gymhleth iawn o ganlyniad i'r amrywiaeth o ran y ddarpariaeth ar draws y 22 ALI.
16	Parhau i sicrhau y caiff anghenion dysgwyr sy'n cael Addysg Heblaw yn yr Ysgol eu hystyried yn llawn wrth ddatblygu polisiâu cenedlaethol a'u rhoi ar waith.	<b>Yn mynd rhagddo</b> Bydd gwaith ymchwil Prifysgol Caeredin yn llywio datblygiadau polisi mewn perthynas â'r ddarpariaeth Addysg Heblaw yn yr Ysgol yng Nghymru.
17	Defnyddio canfyddiadau'r cynlluniau anghenion dysgu ychwanegol (ADY) peilot i ystyried y ffordd orau i ddarparu ar gyfer disgyblion ac anghenion addysgol arbennig ac i osgoi sefyllfaoedd lle y cânt eu gosod yn amhriodol mewn UC'Dau a lleoliadau eraill sy'n darparu Addysg Heblaw yn yr Ysgol.	<b>Yn mynd rhagddo</b> Cwblhawyd cam cyntaf y cynlluniau ADY peilot a disgwylir i'r adroddiad Ymchwil Weithredu ar gyfer yr ail gam gael ei gyhoeddi maes o law. Mae swyddogion wedi gofyn am i drydydd cam o Ymchwil Weithredu gael ei gynnal. Bydd canfyddiadau'r cynlluniau peilot yn llywio datblygiadau polisi a newidiadau deddfwriaethol.

## Y Pwyllgor Plant a Phobl Ifanc Children and Young People Committee

Cynulliad  
Cenedlaethol  
Cymru

National  
Assembly for  
Wales



Lesley Griffiths AM  
Minister for Health and Social Services  
Welsh Government  
Cardiff Bay  
Cardiff CF99 1NA

Bae Caerdydd / Cardiff Bay  
Caerdydd / Cardiff CF99 1NA

28 February 2013

Dear Minister

### Legislative Consent Memorandum for the Children and Families Bill

As you will be aware, the Business Committee has referred the above LCM to us for consideration.

We have had some initial discussions and would be grateful if you would provide some clarification in relation to the following points—

1. Why these provisions were not included within the Welsh Government's Social Services and Well-being Bill as they relate to provisions contained within that Bill. Arguably, such an approach would have complemented the Welsh Government's intention to consolidate legislation wherever possible.
2. What transitional measures are being put into place in relation to the dis-application of the Adoption and Children Act register to Wales, and in particular—
  - i. although the LCM seeks to remove the power of the Secretary of State to direct Welsh local authorities to provide information for the adoption register, will Welsh local authorities continue to do this in practice until a new register for Wales is established?
  - ii. what are the longer term plans for cross-UK sharing of matching data in light of the recent commitments in the Deputy Minister's [response](#) to recommendation 6 in our [report on Adoption](#)?
  - iii. as the Welsh Government currently jointly funds the National Adoption Register for England and Wales, will these arrangements continue in practice until a national register is established for Wales?

Bae Caerdydd  
Cardiff Bay  
CF99 1NA

3. What is the timeframe for introducing a new national adoption register for Wales?

As we have to complete our work on the LCM within the next few weeks, I would be grateful for your response by **Wednesday 6 March 2013**. Once Members have had sight of your response, they may wish to invite you to attend a short evidence session, time permitting. I will confirm this with you separately.

A copy of this letter goes to Mark Drakeford AM, Chair of the Health Committee.

Yours sincerely



**Christine Chapman AM**  
**Chair**





Ein cyf/Our ref LF/GT/0141/13

Mark Drakeford AM  
Chair of Health and Social Services Committee

Christine Chapman AM  
Chair of the Children and Young People Committee

National Assembly for Wales

5 March 2013

Dear Mark and Christine,

Thank you both for your letters of 28 February to the Minister for Health and Social Services regarding the Legislative Consent Memorandum (LCM) for the Department for Education Children and Families Bill.

The areas that your respective Committees require clarification on are set out below.

**Point 1:**

You have asked why the provisions were not included in the Social Services & Well-being (Wales) Bill 'as they relate to provisions contained in that Bill'. There are two such areas – care plans and adoption.

*Care Plans*

The provision in relation to care plans (section 31A plans) is contained within Part 5 of the Children Act 1989 that relate to matters of court proceedings. This rests outside of the competence of the Assembly. The section 31A plan is a distinct element of the social services overall care plan for the child and is provided to the Court as part of the care proceedings process. The social services plan is provided for within the Social Services & Well-being (Wales) Bill.

In practice the plan may be exactly the same document but it does not have to be and it may be that the social services plan for the child is much broader in its scope than that produced for the purposes of section 31A. This situation is provided for at Section 67(5) of the Social Services and Well Being (SS&WB) Bill:

The local authority may-

- (a) prepare or review a plan under this section at the same time as it or another body is preparing or reviewing another document in the case of the child concerned and
- (b) include the other document in the plan.

## *Adoption Register*

Members will know from their recent inquiry into Adoption in Wales my plans for a National Adoption Service for Wales. Adoption is primarily a devolved matter and increasingly we are continuing to develop distinct policy approaches that are best suited to the priorities and circumstances of the people in Wales. The removal of Wales from the England and Wales Register as currently provided for in the Adoption and Children Act 2002 (section 125 to 131 refer) is the natural next step in taking forward our Welsh agenda. There is nothing currently in the Social Services and Well-being (Wales) Bill covering a stand alone adoption register for Wales. However, it is my intention, if necessary, to bring forward a government amendment at stage 2 of the Bill scrutiny to achieve this. A Wales only Register will form an integral part of the National Adoption Service allowing the new Service to take a tailored approach to creating a Register which will fit the needs of both children and prospective adopters in Wales.

I can however assure you that I will keep you informed of progress in establishing a register along with wider changes in the area of adoption.

### **Point 2 (i) – (iii) and Point 3**

In relation to your specific points about transitional arrangements:

(i) & (3) The existing arrangements will remain in place until the law changes and our new register has been established. On current plans we envisage that a new National Adoption Register for Wales will be in place ready for the dis-application of the Adoption and Children's Act to Wales in April 2014.

(ii) My officials have already had talks with counterparts in Department for Education to ensure "plumbing" arrangements between the two Registers are established; as such no children will be dis-advantaged as a result of a Wales only Register

(iii) I can confirm that the existing joint funding arrangements will continue in practice & remain in place until separate England and Wales registers are established.

I am grateful to both the Health and Social Services and Child and Young Persons Committee's in their consideration on these matters and their support to the LCM. There will also be opportunity to discuss these matters when I lead on the plenary debate in April (16).

I also remain committed to keeping members regularly informed of progress made in advancing my plans for a Sustainable Social Service in Wales. The Assembly's scrutiny of the Social Services and Well-being (Wales) Bill will provide the platform for a full consideration of all matters of social wellbeing for the people of Wales, including those areas where there is an overlap with the LCM.

Yours Sincerely



**Gwenda Thomas AC / AM**

Y Dirprwy Weinidog Plant a Gwasanaethau Cymdeithasol  
Deputy Minister for Children and Social Services



*(English below)*

## **Cwestiynau i Estyn ar Adroddiad Blynyddol 2011-2012**

### **Diogelu plant**

C1 Pa mor dda y mae plant a phobl ifanc yn cael eu diogelu mewn lleoliadau ledled Cymru a beth arall y gellid ei wneud i wella hyn?

### **Tlodi ac anfantais: Mynd i'r afael â'r bwloch mewn cyrhaeddiad**

C2 Sut y dylai Llywodraeth Cymru sicrhau bod y Grant Amddifadedd Disgyblion yn gwneud gwahaniaeth amlwg o ran gwella perfformiad addysgol disgyblion o dan anfantais a bod ganddo fwy o ffocws nag ymyriadau tebyg blaenorol?

### **Cynyddu capasiti**

C3 A fydd y £7 miliwn sydd wedi'i ddyrannu i'r Rhaglen Gymorth Genedlaethol i helpu i roi'r Fframwaith Llythrennedd a Rhifedd ar waith yn ddigonol i gynyddu'r capasiti sydd ei angen?

### **Arweinyddiaeth**

C4 Pwy a ddylai fod yn bennaf cyfrifol am ddarparu arweinyddiaeth ar y cyd ar bob lefel mewn addysg a hyfforddiant yng Nghymru – rhywbeth yr ydych yn dweud ei fod yn angenrheidiol?

### **Arweinwyr systemau a consortia rhanbarthol**

C5 Faint o gynnydd y mae'r pedwar consortia rhanbarthol a'u harweinyddion systemau wedi'i wneud?

### **Newid**

C6 Mewn cyfnod o newid sylweddol mewn polisi addysg a hyfforddiant yng Nghymru, gan gynnwys y ffordd y caiff gwasanaethau eu darparu o bosibl, a oes gennych unrhyw bryderon na fydd digon o sefydlogrwydd i sicrhau y gwneir y gwelliannau angenrheidiol?

## HMCI's annual report on education and training in Wales 2011-2012

### Estyn response to the Children and Young People Committee

February 2013

#### Safeguarding

Q1 How well are children and young people being safeguarded in settings across Wales and what more could be done to improve this?

Most schools have appropriate policies and procedures for safeguarding. Where schools do not have appropriate procedures, it is usually because of inadequate pre-employment checks (CRBs) or a lack of understanding of the school's exact role in safeguarding pupils. To improve, schools should make sure that a senior manager has oversight of safeguarding and carries out systematic and rigorous checks that procedures are implemented consistently across the whole school at all times.

Estyn has recently provided schools with a safeguarding self-evaluation checklist to complete before inspection. This has the potential to help schools check their procedures systematically. Currently, this is only completed by schools when they are due to be inspected. We would recommend that all schools use the self-evaluation or similar form to check their procedures and practices on a regular basis.

Local authorities play a key role in managing the safeguarding of children and young people in most schools and settings. In the summer of 2011, we conducted a joint investigation with the social services inspectorate, CSSIW, of how well Pembrokeshire local authority safeguards children in its schools and other education services. We also undertook a joint survey of safeguarding and behaviour management in a wider selection of pupil referral units nationally. As a result of our published findings, local authorities, schools and pupil referral units across Wales have looked more closely at their own safeguarding practices. Increasingly, they have been developing and updating their policies and procedures for safe recruitment and child protection. There remain a few schools and local authorities where procedures are under-developed, arrangements for safe recruitment are not rigorously applied, key staff have not received recent training and a few are not aware of how to respond to a disclosure.

Local authorities are only now beginning to monitor regularly their schools' use of behaviour management strategies, and how the schools report on them. Following our reports, the more pro-active local authorities have issued guidance about how to use 'time out' appropriately with pupils to de-escalate difficult situations.

Estyn undertakes annual monitoring visits to independent residential special schools to check on standards and on safeguarding as these schools house some of our most vulnerable pupils.

## **Poverty and disadvantage: Addressing the gap in achievement**

Q2 How should the Welsh Government ensure that the Pupil Deprivation Grants makes a tangible difference in improving educational performance among disadvantaged pupils and is more focused than previous interventions of a similar nature?

There is a danger that schools will use the PDG funding to support underachievers generally rather than focus on disadvantaged pupils. All pupils who are disadvantaged should benefit from it and not just those who are underachieving.

To help to focus on disadvantaged pupils, schools need to set clear and quantifiable targets for disadvantaged learners that are linked directly to the use of PDG funding, then monitor progress against these targets. In a few schools, planning involving PDGs has lacked detail and funds have been used to plug general budget deficits.

We have published a series of remit reports over the last three years about the use of grant funding for disadvantaged learners. These include: Thematic reports - Tackling child poverty and disadvantage in schools - January 2010; Thematic reports - Tackling poverty and disadvantage in schools: working with the community and other services - July 2011; Thematic reports - Effective practice in tackling poverty and disadvantage in schools - November 2012.

Guidance for the PDG needs to state clearly that actions that schools design to bring about improvements in the achievement of deprived pupils need to be focused specifically on these pupils. Too many actions in schools' funding plans for the PDG are focused on raising the achievement of underperforming pupils and not those who are disadvantaged by poverty. Many schools have focused their spending on literacy and numeracy initiatives designed to help learners who have poor skills in these areas, not specifically on raising the achievement of FSM learners.

Local authorities scrutinise schools' spending plans for the PDG. However, the advice they have given to school to refine their plans tends to focus on processes in too many instances. For example, LAs comment that targets are not specific enough, or that plans need to identify responsible staff. While this advice is useful to improve the school's planning and evaluation procedures, it does not help the school enough to identify exactly how to improve the outcomes for FSM pupils. Local authorities do not give enough guidance on how to spend the PDG. A few LAs have organised events to share good practice in raising the achievement of disadvantaged learners, but this is not widespread enough.

Estyn is prepared to undertake a survey of the use being made of the Pupil Deprivation Grant and to make recommendations for further action as necessary.

### **Building capacity**

Q3 Will the £7 million that has been allocated to the National Support Programme to help deliver the Literacy and Numeracy Framework be sufficient in building up the required capacity?

To answer this would require us to speculate on what might happen in future whereas Estyn's job is normally to report on existing evidence. The NSP does not stand alone in its responsibility to deliver the LNF of course. There is potential for it to be coherent with and to build on other school improvement initiatives at consortium, local authority and school cluster levels in order to maximise and enhance its impact.

### **Leadership**

Q4 Who should be primarily responsible for providing the collective leadership at all levels in education and training in Wales, which you identify as necessary?

Leadership roles are outlined in the WG's action plan for 'Improving Schools'. The challenge is to create a synergy between leaders at national, regional and local level, including that being offered in schools. The School Effectiveness Framework model still offers a credible structure for doing this although in practice, it is not being achieved consistently at present. The 'Improving Schools' Action Plan based on the Minister's 20-point speech continues to define SEF as involving leadership at a series of levels. Achieving coherence in what is being offered at those levels and a consensus about it is the challenge.

### **System leaders and regional consortia**

Q5 How much progress has been made by the four regional consortia and the respective system leaders in place?

Progress is uneven at the moment. Three consortia are up and running and the fourth has been set up and its delivery of the school improvement function across the six authorities will begin formally in April. System leaders in regional consortia are key to helping schools to improve and change their culture. Their success will be judged by how well they can analyse challenges, plan interventions and support, use existing good practice, set clear expectations for action and how effectively the action leads to an improvement in learner outcomes.

While there is evidence that progress is being made in regional consortia on identifying, training and using system leaders, progress is uneven and there has been too little joined-up thinking across Wales as a whole. We need:

- common criteria for the selection of system leaders
- a definition of the core role of system leader that would allow some local flexibility
- agreement about the knowledge, understanding and skills/competencies that system leaders need to demonstrate
- agreed monitoring arrangements for quality assurance purposes.

There is a need to work to an agreed framework for system leadership and we need joint training at national level that will offer a common starting point and context for more regional training by consortia to build capacity in the school sector, among headteachers, middle leaders and teachers.

The outcome of the training at national level would be to set consistent standards for the role of system leader and consistent expectations for the level of professionalism that the role requires.

Estyn has trained more system leaders as peer inspectors and expect them to join Estyn inspections in order to hone their skill-sets and develop a good working knowledge of inspection standards and of the schools they are involved in inspecting.

Although we have yet to inspect the school improvement services being delivered in conjunction with the regional consortia, we have seen early indications that where system leaders are effective, they are tackling issues and having a greater impact than some of the previous school improvement link officers, especially in weaker local authorities. However there are a few examples where system leaders are less effective and procedures to quality assure their work is at an early stage

### **Change**

Q6 At a time of considerable change in education and training policy in Wales, including potentially the way services are delivered, do you have any concerns that there is insufficient stability to deliver the required improvements?

It is true that a number of aspects of education provision and services are currently under review and for good reasons. Before introducing wholesale change there will be an opportunity to reflect on the likely effects and cumulative effects of changes when or if some or all recommendations from the different reviews are implemented. Some kind of large-scale modelling exercise would help at that point to consider aspects such as the dependencies between review strands, the resourcing implications and the optimum timing for implementation or transition so as to maintain stability.

*(English below)*

## **Presenoldeb ac ymddygiad**

### **Ymddygiad**

**C1** Yr ydych yn dweud bod ymddygiad mewn ysgolion yn dda yn gyffredinol. A yw hyn yn golygu bod y sefyllfa wedi gwella ers cyhoeddi adroddiad gwreiddiol yr Adolygiad Cenedlaethol o Ymddygiad a Phresenoldeb?

**C2** Awgrymodd yr athro Ken Reid y dylai'r pwyslais bellach fod ar bresenoldeb yn hytrach nag ymddygiad. Beth yw eich barn ynglŷn â hyn?

### **Anghenion dysgu ychwanegol**

**C3** Un o'r meysydd y mae'r Pwyllgor yn ei ystyried yn yr ymchwiliad hwn yw cymorth i ddisgyblion ag anghenion dysgu ychwanegol. A yw materion yn ymwneud ag ymddygiad a phresenoldeb yn effeithio'n anghymesur ar ddisgyblion ag anghenion dysgu ychwanegol?

### **Gwaharddiadau**

**C4** Beth yw'r prif broblemau y mae angen mynd i'r afael â hwy i leihau gwaharddiadau ymhellach?



## **Attendance and Behaviour**

### **Estyn response to the Children and Young People Committee**

**February 2013**

#### **Behaviour**

**Q1** You say that behaviour in schools is generally good. Does this represent an improving picture since the publication of the original NBAR report?

Behaviour in schools is generally good, but the picture is not necessarily improving - inspection evidence does not show a significant deterioration or improvement in behaviour over the past few years. When behaviour is not judged good in schools, it is usually due to low level disruption. Pupils with additional learning needs are more likely to demonstrate off-task behaviour. Serious behaviour problems tend to be limited to a small number of specific pupils.

Many of the findings of the original NBAR report are still valid. Where teaching is uninspiring or activities are not matched well enough to the needs of pupils, they are more likely to misbehave or engage in low level disruption.

**Q2** Professor Ken Reid suggested that the emphasis should now be on attendance rather than behaviour. What are your views on this?

Overall, improving attendance is a broader, more wide-ranging challenge for the majority of pupils in most schools than behaviour. Major behavioural issues are more likely to be relevant to a small number of specific learners or for specific schools or units – in these cases, improving behaviour management procedures is paramount.

Generally, good attendance and behaviour are both important. Poor behaviour not only inhibits the progress and learning of an individual but it can also impact on the progress and motivation of other pupils in the class. Many of the schools who have been placed in statutory categories of follow-up have recommendations to improve attendance.

Poor attendance and behaviour both have a negative impact on children's learning. In questionnaire responses, around a third of secondary school pupils say that other pupils do not behave well and enable them to get their work done.

One contributory factor in relation to poor pupil attendance is that their parents may themselves have had a negative experience of education and therefore do not see the value of insisting that their children attend school. Family Learning projects can help to take away the parent's fear of the school environment and re-engage them and their children with the education system.

### **Additional learning needs**

**Q3** One of the areas the Committee are considering in this inquiry is support for pupils with additional learning needs. Do issues of behaviour and attendance disproportionately affect pupils with additional learning needs?

Issues of behaviour and attendance disproportionately affect pupils with additional learning needs. Pupils that have been excluded – either temporarily or permanently – from a school because of their behaviour often have additional learning needs. The highest proportion of excluded pupils (nearly 40%) are taught in a pupil referral unit.

In many PRUs, pupils do improve their reading, spelling and social skills and gain a range of suitable qualifications. Pupils learn to manage their behaviour and many, particularly at key stage 3, make a successful return to their school. In a minority of PRUs however, pupils do not develop their literacy and numeracy skills well enough, do not regularly contribute to decisions about the life and work of the PRUs and stay at the PRU for long periods.

In the 2011-2012 annual report, we stated that ‘many schools support pupils with additional learning needs effectively. However, in a few schools, pupils with additional learning needs in mainstream classes do not receive the support they need’.

### **Exclusions**

**Q4** What are the main problems that need to be tackled to further reduce exclusions?

In any given school, one or more of the following might be an issue:

- Lack of early identification of those at risk of disengagement
- No tailored support that has a focus on obstacles to learning
- No referral for counselling or multi-agency support
- Pupils without the core skills to access the school curriculum.
- Low teacher expectations, particularly of more able pupils, or a failure to match challenging activities to pupils’ needs and abilities. This was the case with a minority of teachers in over half of secondary schools inspected last year. Generally, there is too much inconsistency in the quality of teaching both within and between schools.
- Ineffective behaviour management policies or inconsistent application of the policy because teachers do not manage low-level disruptive behaviour effectively.