

Agenda – Y Pwyllgor Plant, Pobl Ifanc ac Addysg

Lleoliad: I gael rhagor o wybodaeth cysylltwch a:
Ystafell Bwyllgora 1 – y Senedd Jon Antoniazzi
Dyddiad: Dydd Mercher, 15 Chwefror Clerc y Pwyllgor
2017 0300 200 6565
Amser: 09.30 SeneddPPIA@cynulliad.cymru

Cyfarfod anffurfiol

09.15 – 09.30

1 Cyflwyniad, ymddiheuriadau, dirprwyon a datgan buddiannau

(09.30)

2 Craffu ar Adroddiad Blynyddol Estyn 2015 – 2016

(09.30 – 11.00)

(Tudalennau 1 – 24)

Meilyr Rowlands, Prif Arolygydd EM
Claire Morgan, Cyfarwyddwr Strategol
Simon Brown, Cyfarwyddwr Strategol

Dogfennau atodol:

Papur Ymchwil

CYPE(5)-06-17 Estyn – Papur | Paper 1

Egwyl 11.00 – 11.10



Cynulliad
Cenedlaethol
Cymru

National
Assembly for
Wales

3 Ymchwiliad i Addysg a Dysgu Proffesiynol Athrawon – Sesiwn dystiolaeth 2

(11.10 – 12.10)

(Tudalennau 25 – 49)

Tim Pratt, Cyfarwyddwr Cymdeithas Arweinwyr Ysgolion a Cholegau Cymru
Maureen Harris, Pennaeth Ysgol Uwchradd Gatholig yr Esgob Hedley a Llywydd
Cymdeithas Arweinwyr Ysgolion a Cholegau Cymru
Rob Williams, Cyfarwyddwr Polisi – Cymdeithas Genedlaethol y Prifathrawon
Cymru

Dogfennau atodol:

Papur Ymchwil

CYPE(5)-06-17 Cymdeithas Arweinwyr Ysgolion a Cholegau – Papur | Paper 2
(Seasneg yn unig)

CYPE(5)-06-17 Cymdeithas Genedlaethol y Prifathrawon – Papur | Paper 3
(Seasneg yn unig)

4 Papurau i'w nodi

(12.10)

Llythyr gan Gomisiynydd y Gymraeg at Weinidog y Gymraeg a Dysgu Gydol Oes

(Tudalennau 50 – 57)

Dogfennau atodol:

CYPE(5)-06-17 – Papur | Paper 4 – i'w nodi | to note

Llythyr gan Ysgrifennydd y Cabinet dros Addysg – gwybodaeth bellach yn dilyn y cyfarfod ar 12 Ionawr

(Tudalennau 58 – 59)

Dogfennau atodol:

CYPE(5)-06-17 – Papur | Paper 5 – i'w nodi | to note

Llythyr gan Weinidog y Gymraeg a Dysgu Gydol Oes – gwybodaeth bellach yn dilyn y cyfarfod ar 12 Ionawr

(Tudalennau 60 – 61)

Dogfennau atodol:

CYPE(5)-06-17 – Papur | Paper 6 – i'w nodi | to note

Llythyr gan Ysgrifennydd y Cabinet dros Iechyd, Llesiant a Chwaraeon – gwybodaeth bellach yn dilyn y cyfarfod ar 12 Ionawr

(Tudalennau 62 – 63)

Dogfennau atodol:

CYPE(5)-06-17 – Papur | Paper 7 – i'w nodi | to note (Seasneg yn unig)

Llythyr gan Weinidog y Gymraeg a Dysgu gydol Oes – Cyllid Cyngor Cymreig y Gwasanaethau Ieuenctid Gwirfoddol yn y dyfodol

(Tudalennau 64 – 65)

Dogfennau atodol:

CYPE(5)-06-17 – Papur | Paper 8 – i'w nodi | to note

5 Cynnig o dan Reol Sefydlog 17.42(ix) i benderfynu gwahardd y cyhoedd o weddill y cyfarfod

6 Trafod y llythyr gan Gadeirydd y Pwyllgor Materion Cyfansoddiadol a Deddfwriaethol

(12.10 – 12.30)

(Tudalennau 66 – 72)

Dogfennau atodol:

CYPE(5)-06-17 – Papur | Paper 9 – Private | Preifat

Mae cyfyngiadau ar y ddogfen hon

Cynulliad Cenedlaethol Cymru | National Assembly for Wales
Pwyllgor Plant, Pobl Ifanc ac Addysg | Children, Young People and Education
Committee

CYPE(5)-06-17 – Papur | Paper 1

Ymateb gan: ESTYN

Response from: ESTYN

https://www.estyn.gov.wales/sites/default/files/documents/ESTYN_Annual%20Report%202015_2016_Welsh.pdf

Mae cyfyngiadau ar y ddogfen hon

CYPE(5)–06–17 – Papur 2 | Paper 2

Ymateb gan : Cymdeithas Arweinwyr Ysgolion a Cholegau (Cymru)
Response from : Association of School and College Leaders (Wales)

- 1 The Association of School and College Leaders (ASCL) represents over 17,000 heads, principals, deputies, vice-principals, assistant heads, business managers and other senior staff of maintained and independent schools and colleges throughout the UK.
ASCL Cymru represents school leaders in more than 90 per cent of the secondary schools in Wales.
- 2 We are glad that the committee has chosen to enquire into this topic, which remains a critical element of the country's aspirations to become a provider of outstanding education for all its young people.
- 3 Our members are passionate about raising standards and school improvement. We agree that the three themes of this enquiry are of great significance and need to be understood fully.
- 4 Whilst it is useful to consider the three main themes, it must be recognised that they are inter-dependent – progress in one is affected by progress in others. This inter-relationship has a significant impact on the effort our members (and others) are making to improve teaching and learning and to raise standards in schools in Wales.
- 5 ASCL Cymru looks forward to participating in the discussions, which will be necessary to inform decisions, about how the Welsh Government works with the profession to continue to develop and enable teachers to be even more effective in their professional practice. We will engage positively in these discussions.
- 6 Our response is informed by the vast collective experience of our members who are at the frontline of leading improvement in schools. Below, we summarise the main points that inform our fuller response, in the hope that this is useful to your analysis of the responses you receive.

Arrangements for continuing professional development for the current workforce

- 7 Good teaching has the single biggest impact on the progress and attainment of students. We fully support the principle that all teachers, no matter their length of service or depth of experience, need constantly to engage in continuing professional development.
- 8 Peer-to-peer support is a powerful tool to encourage best practice. We support the approach of promoting, in a number of ways, a culture of teachers assisting other teachers to raise standards.

CYPE(5)–06–17 – Papur 2 | Paper 2

Ymateb gan : Cymdeithas Arweinwyr Ysgolion a Cholegau (Cymru)

Response from : Association of School and College Leaders (Wales)

- 9 ASCL Cymru, in its “Blueprint for a Self-Improving System in Wales”, advocates the importance of effective Professional Learning Alliances, in which groups of schools work together to provide high-quality professional education to new and experienced school staff.
- 10 There is some evidence that this concept is beginning to be adopted across Wales, whether through the “Pioneer Schools” networks, or schools that collaborated under the Schools Challenge Cymru scheme, or at the instigation of Regional Consortia. However it is clear that the implementation is patchy and there is no consistency across Wales, with some schools feeling “out of the loop” and disenfranchised.
- 11 There is a real need for a consistent approach to the use of inter-school professional development that encourages the sharing of best practice from school to school. It should not be left to chance or the determination of school leaders whether a school is able to forge appropriate links with another school.
- 12 We believe strongly that all schools have something to offer, and that it is not just the highest performing schools that are best placed to offer innovative ideas to others. Frequently schools that are facing really challenging issues have found practical solutions to problems that would benefit others who may never had to consider them.
- 13 We remain concerned that there is a real lack of financial support for continuing professional development. Whilst there is support for Regional Consortia, it is also true that schools have had to scale back significantly the opportunities they afford their staff to engage in some professional development activities.
- 14 We do not believe that taking staff out of the classroom for external professional development events necessarily represents the best use of time or financial resources, and there is clear evidence that it can disrupt students’ progress. However, we also understand that there needs to be a balance between constant expectations that teachers give up time after school and the need to ensure that all are involved in an appropriate level of CPD.
- 15 There is evidence that CPD events based in school, and shared between schools has by far the greater impact in terms of embedding improvement in practice within staff teams.
- 16 We would suggest that there is a need to increase the number of staff INSET days from the current five a year to seven, to ensure sufficient training time for staff, particularly with the imminent implementation of the new curriculum. Time taken for training now will pay dividends in the future with a better trained and motivated staff, better able to deliver the new curriculum.

The role of initial teacher education

CYPE(5)–06–17 – Papur 2 | Paper 2

Ymateb gan : Cymdeithas Arweinwyr Ysgolion a Cholegau (Cymru)
Response from : Association of School and College Leaders (Wales)

- 17 Effective Initial teacher Education (ITE) is a critical part of maintaining a robust and motivated teacher workforce.
- 18 We remain concerned that the quality of ITE across Wales is highly variable, with some Higher Education providers offering a very poor quality of experience for potential teachers. Estyn's reports provide an alarming window into this, and highlight the extreme variability of provision.
- 19 We fully endorse the recommendations of Professor Furlong's 2015 report "Teaching Tomorrow's Teachers".
- 20 We are very concerned that the need for radical improvement is now urgent, and needs addressing.
- 21 We maintain that schools are in a very strong position to make a major contribution to the effectiveness of ITE. Time spent in the classroom with outstanding teachers is probably the most effective method of learning, and well supported teaching practice gives a clearer indication of the potential of an ITE student than anything else.
- 22 Schools that offer the highest quality of support for their ITE students almost invariably produce candidates for posts that are snapped up when they enter the market-place.
- 23 Similarly, schools that offer well-structured and well supported Newly Qualified Teacher (NQT) programmes are well known, and their reputation ensures a ready supply of high quality candidates for teaching posts.
- 24 We would strongly encourage steps to promote consistency of provision both for ITE students and NQTs across all schools in Wales.

The sufficiency of the future workforce

- 25 There is a worrying shortage of high quality candidates for teacher posts across Wales, particularly in schools that face challenging circumstances.
- 26 The shortage is particularly acute for some Welsh medium schools, resulting in some cases where schools have had to employ English speaking staff in order to ensure that there are sufficient staff to deliver the curriculum.
- 27 Whilst it is true that a number of years ago there was a surplus of young teachers being trained, there are now worrying figures that demonstrate a shortage in many subjects (particularly core subjects), and little sign of any increase on the horizon.

CYPE(5)-06-17 – Papur 2 | Paper 2

Ymateb gan : Cymdeithas Arweinwyr Ysgolion a Cholegau (Cymru)
Response from : Association of School and College Leaders (Wales)

- 28 This shortage of high quality teachers have led some schools to employing teachers who, a number of years ago, would not have been considered for permanent positions. This trend has worrying implications for the future quality of the teaching workforce.
- 29 We believe that there need to be greater incentives for high quality graduates to enter the profession in Wales.
- 30 We are concerned that the devolution of teachers' Pay and Conditions could, if not handled properly, cause further issues with the supply of high quality teachers in Wales.
- 31 It is critical that teachers in Wales have pay and conditions that are at least as good as those for teachers in other parts of the United Kingdom. Wales has always benefitted from cross-border flow of teachers, attracting many high quality professionals into the country. It would be highly counter-productive if that become a one-way exodus of our best teachers to better paid jobs elsewhere.
- 32 We are also concerned that it is becoming increasingly hard for schools to fill headteacher posts. We are hearing from members that many deputy and assistant headteachers are unwilling to consider the challenge of stepping up to become a headteacher because of the ever-increasing demands on headteachers and the resultant levels of stress caused by an ever-increasing culture of data-driven accountability.

Conclusion

- 33 I hope that this is of value to your inquiry. ASCL Cymru looks forward to contributing to this effort and to further discussions.

Tim Pratt
Director of ASCL Cymru

**Cynulliad Cenedlaethol Cymru | National Assembly for Wales
Pwyllgor Plant, Pobl Ifanc ac Addysg | Children, Young People and
Education
Committee**

CYPE(5)-06-17 – Papur 3 | Paper 3

**Ymateb gan : Cymdeithas Genedlaethol y Prifathrawon
Response from : National Association of Head Teachers Cymru**

NAHT welcomes the opportunity to submit evidence to the Children, Young People and Education committee.

NAHT represents more than 29,000 school leaders in early years, primary, secondary and special schools, making us the largest association for school leaders in the UK.

We represent, advise and train school leaders in Wales, England and Northern Ireland. We use our voice at the highest levels of government to influence policy for the benefit of leaders and learners everywhere. Our new section, NAHT Edge, supports, develops and represents middle leaders in schools.

The invitation to submit evidence to the National Assembly for Wales' Children, Young People and Education Committee concerning the inquiry on teachers' professional learning and education requested information, in particular, concerning the readiness of the workforce to implement the new curriculum. As requested, NAHT Cymru will focus specifically on evidence concerning:

- Arrangements for continuing professional development for the current workforce;
- The role of initial teacher education;
- The sufficiency of the future workforce.

Arrangements for continuing professional development for the current workforce

Professional development within schools is often dictated by a number of factors.

These can be viewed as influences being driven at a number of levels:

- National Policy delivery – e.g. the implementation of the National Literacy and Numeracy Framework required a number of activities including school level audit (identification of need), whole staff training and individual bespoke CPD – e.g. developing revised planning and individual staff development dependent upon previous experience and skills;
- Regional approaches – e.g. many of the excellence in teaching programmes are supported and delivered on a regional basis (not

necessarily delivered by the consortium but facilitated via their communications);

- Local Authority initiatives – e.g. focusing on a specific intervention or approach used for pupils, the training for which is facilitated by the Local Authority. This can be in reaction to an identified area for development raised via locally available data or as a local response to a National Policy requirement;
- Cluster level – e.g. secondary cluster arrangements may have identified a particular area for development. Each school in the cluster might undertake an initiative / intervention programme and this might require staff training, joint planning arrangements, ongoing monitoring and refinement. Such approaches may utilise quality assured external providers or be delivered in-house via joint arrangements;
- Whole school level – through Self Evaluation Reporting processes a school can identify areas for further development subsequently placed within their School Improvement Plans / School Development Plans with specific actions / success criteria which might include professional development needs;
- Department / Phase level – the approach could be as for the whole school above but for a specific age group or subject department;
- Individual development needs – these may arise via performance management processes, or via an agreed career path / job role and are very specific to the individual staff member. The professional learning needs are influenced by the staff member's current role (teaching or non-teaching), the priority needs of the wider setting and pupils, the ability and resource open to the setting to support such professional learning.

Another area that places a demand on CPD requirements for the workforce could be described as the 'business as usual' professional development. Fundamental, regular development areas such as Safeguarding and Child Protection training, Health and Safety training, First Aid training, Performance Management and activities such as assessment standardisation / moderation occur on an ongoing, often annual, basis and each requires resource in terms of time, staff commitment and cost - borne by school training grants and / or budgets.

Schools utilise a number of approaches in order to undertake CPD for staff including weekly twilight sessions, closure in-service training days, specific internal school-day activities (e.g. joint learning observations such as those incorporated into excellence in teaching approaches), external events within clusters and utilising external provider training. The pressures upon such arrangements include balancing the training requirements of all staff against the finite time opportunities, prioritising the needs of the wider school against National Policy and external demands, financial pressures – e.g. organising effective supply cover and training events and materials – and, most importantly, maintaining high quality teaching and learning for pupils whilst enabling staff to develop professionally. This can be particularly challenging in smaller schools.

There are also 'free' training events organised by National Government, Regional Consortia and Local Authorities, however, there still remains a cost

to the school if the events take place during the school day as supply cover is required for the pupils still in class. In some circumstances, schools have had to ensure attendance at such essential CPD events, for example, training for staff required to deliver the Foundation Phase baseline. However, such essential training may have been organised a significant period of time after the start of the financial year, with no additional resource provided to the school to cover supply costs. Many schools are only able to commit very limited training budgets for the year in their school development plans and so there is no 'spare' resource for such additional activity which means that the cost for enabling staff to attend the unanticipated training must be borne by the school budget and not the training grant (which is committed or spent).

At this point, it is also worth noting the challenges that remain with the administration of the Education Improvement Grant (EIG).

The grants that fall under the Education Grant are:

- 14-19 Learning Pathways
- Foundation Phase Revenue Grant
- School Effectiveness Grant
- Welsh in Education Grant
- Minority Ethnic Achievement Grant
- Grant for the Education of Gypsy Children and Traveller Children
- Induction
- Lead and Emerging Practitioner Schools (Tranche 1, 2 and Special Schools)
- Higher Level Teaching Assistants
- Reading and Numeracy Test Support
- Bands 4 and 5

The flexibility provided by Welsh Government in 2015 in the use of the EIG, enabled schools to use the grant wherever the greatest need was evidenced. This was broadly welcomed and allowed schools to focus upon pupil outcomes and was also in recognition of the financial pressures that ring-fencing elements of the individual grants might cause.

During the announcement of the Education Improvement Grant in 2015-2016, the Welsh Government stated that the total grant allocation across all regions would be reduced by 10%.

Under the terms and conditions, authorities are expected to delegate a minimum of 80% of the funding out to schools. Administration costs are limited to a maximum of 1.5% of the grant total. This is at a time when schools are being required to undertake almost unprecedented levels of reform, for which training and professional learning are essential.

In addition, and most notably, the EIG is distributed to schools on a pupil number basis. This approach does not recognise that much of the EIG, and the School Effectiveness Grant in particular (and to some extent, the Welsh in Education Grant), is utilised by schools as a staff training fund. The pupil number allocation method means that schools that require higher staff to pupil ratios (Early Years, schools with Additional Learning Needs resource bases, schools with higher numbers of pupils requiring significant support and Special Schools, especially) are significantly disadvantaged. As a result of

the pupil number methodology for allocation, staff training resource is, therefore, not evenly distributed across the workforce.

As acknowledged by Welsh Government on a number of occasions, the current level of reform underway in education in Wales is the most significant and far reaching for probably 70 years. Educational professionals in Wales, and particularly school leaders, have shown an appetite to shape and lead on many of the changes proposed – many of which have been welcomed and long overdue. However, in order to deliver the desired reform and the outcomes our children and young people need and deserve, there needs to be a greater emphasis on joining-up various strands.

For the purpose of this paper, we will look at three areas frequently noted by NAHT Cymru members as substantial and significant – curriculum / assessment reform under ‘Successful Futures’, the Additional Learning Needs and Education Tribunal (Wales) Bill (ALNET Bill) and school budgets / funding arrangements.

The fundamental principles within ‘Successful Futures’ and the articulated recommendations are welcomed by school leaders. In our evidence to the National Assembly for Wales’ Children, Young People and Education Committee in relation to Professor Donaldson’s review, we stated,

‘NAHT Cymru and our members were heavily involved in the evidence that fed into Professor Graham Donaldson’s review and in the shaping of the recommendations in Successful Futures.

Indeed, following the announcement of the acceptance of all 68 recommendations in late June 2015, NAHT Cymru stated,

“‘Successful Futures’ provides permission for the profession to take the lead and is the blueprint that should now shape the work of all interested parties - schools, Local Authorities, Regional Consortia, Estyn and the Welsh Government.

“NAHT Cymru are also pleased that there have been more realistic timescales indicated by the Minister. Lessons have to be learnt from less successful implementation of past initiatives. It’s not about getting a new curriculum and assessment in place by a short term, specific date or time. It’s actually more about getting it right, at the right time and keeping the needs of all learners at the heart of all we do.”

The examples of developments emerging from individual pioneer schools have appeared exciting and innovative and the schools and staff within them have made use of the time and space provided in order to begin devising outstanding practice.’

However, in order to ensure that the changes required are to be realised Wales-wide, resources, both in terms of time and finance, will be significant.

Within the recommendations, the focus for assessment has been made clear. Assessment for learning is to be the main driver. Assessment for learning, involving the child / young person actively in accurately assessing where they

have reached thus far in their learning, identifying the next steps for progress and equipping them to take the next steps, requires a person-led approach not necessarily supported by the current National Curriculum and traditional teaching methods.

This cultural shift required to deliver this approach needs significant professional learning input for many members of the educational workforce and, again, that will require resources in terms of time and finance. This differentiated, 'needs of the learner' led approach leads neatly onto the second area of focus.

The ALNET Bill is an ambitious and significant change from current arrangements for pupils with Special Educational Needs in Wales. Successful implementation will require a number of fundamental elements including genuine multi-agency working, clarity around ALN responsibilities and significant, workforce-wide professional development. In fact, NAHT Cymru believe that the timetable for roll out of the ALNET Bill depends upon much of the above being achieved *prior* to requiring educational settings to work under the new arrangements.

In focusing only upon the training requirements of staff, it is clear that the 'needs of the learner' approach suggested in the delivery of 'Successful Futures' dovetails, to a great extent, into the equipping of the workforce to deliver the ALNET Bill and wider ALN Transformation Programme.

Finally, in focusing on school budgets / funding arrangements across Wales (whilst keeping in mind the evidence submitted concerning the administration of the EIG) a number of fundamental issues arise.

NAHT Cymru have collated figures concerning the age-weighted pupil units (AWPUs) currently incorporated within Section 52 budgets - this being purely delegated or devolved budgets to schools at the beginning of the financial year and does not include any money held centrally by the local authority and spent on behalf of schools.

When looking at specific age cohorts, the variations are stark and particularly significant since AWPUs make up 70% of the funding distributed to schools.

For example, data gathered by NAHT Cymru via a freedom of information request generated comparative figures from 21 of the 22 Local Authorities for 2015-2016.

The following table illustrates the variations:

AGE GROUP COHORTS	21 out of 22 Local Authorities – Funding per pupil in £s			
	Highest	Lowest	Difference	Mid-point
3-4	3985.00	2050.70	1934.3	3017.85
4-5	4956.82	2000.54	2956.28	3478.68
5-6	3541.51	1755.49	1786.02	2648.50
6-7	3553.35	1755.49	1797.864	2654.42
7-8	3937.80	1699.00	2238.8	2818.40
8-9	3700.27	1699.00	2001.27	2699.64

9-10	3706.93	1699.00	2007.93	2702.97
10-11	3806.82	1807.17	1999.65	2807.00
11-12	5254.01	2577.88	2676.13	3915.95
12-13	5424.26	2577.88	2846.38	4001.07
13-14	5502.58	2577.88	2924.7	4040.23
14-15	5803.57	2604.00	3199.57	4203.79
15-16	5825.14	2889.00	2936.14	4357.07

Figure 1 – Age-weighted pupil units included in delegated school budget formulae for 2015-2016 (data includes 21 of 22 Local Authorities in Wales)

There are a number of factors that exacerbate the impact upon schools of the funding variation illustrated above.

- Current austerity measures and the economic impact upon public sector finances;
- the knock-on effect onto schools of the pressures on Local Authorities to make cuts to services in order to meet required efficiency savings;
- the increasing pressure on school budgets to take into account rising costs such as energy, pension and national insurance contributions;
- rising costs of service level agreements often resulting in an indirect cut to schools via the Local Authorities efficiency savings;
- a range of other challenges including maintaining sometimes aging school premises.

Therefore, it is clear from the above figures that current school budgets are hugely variable and as a result a significant proportion are frequently ill-equipped to best meet the needs of children and young people, and yet school leaders and the workforce frequently 'make it work'.

The entitlement to CPD, that should be a right of every member of the education workforce, is not able to be delivered effectively by every school leader, not as a result of any denial by the Headteacher, but by the lack of available resource at the disposal of the school.

Many of our members tell us that school budgets are at breaking point. When the current funding situation is placed against the back drop of huge professional learning demands of, often, welcomed new policy, such as 'Successful Futures' and the new additional demands of legislation such as the ALNET Bill, it is clear that resources for training are frequently inadequate. Many NAHT Cymru members have had to utilise the flexibilities within the current EIG in order to use it in its entirety simply to sustain adequate staffing levels. As a result, in such situations, resources available to any workforce member for professional learning are, at best, minimal.

NAHT Cymru frequently state that educational spending must be viewed as an investment and not a cost. OECD and others cite the development of the workforce as a key driver of system wide progress. Investment in the professional workforce and their development has been proven, OECD suggest, to impact positively on student outcomes.

Without fundamental changes such as ensuring:

- basic school funding is sufficient and more fairly distributed across Wales;
- reforms and related policies are joined-up to maximise the scarce opportunities that schools have to address them, and:
- accountability measures are changed in order to release schools to focus upon what really matters most – continuing developing high quality teachers to deliver world-class learning opportunities for our children and young people;

the resources made available for professional learning support, including funds that should be set aside specifically for workforce professional learning, will continue to be subsumed into essential, business as usual activity.

As a result the arrangements for continuing professional development for the workforce will struggle to realise the ambition expressed within current reforms and policy.

The role of initial teacher education

As Professor John Furlong stated in his conclusion within “TEACHING TOMORROW’S TEACHERS - Options for the future of initial teacher education in Wales”,

“If Wales is to meet the challenges of educating its children effectively for the 21st century then high quality initial teacher education has a vitally important part to play. What is clear from the foregoing discussion is that on a wide range of different measures the present system is not fulfilling its role effectively. There is evidence that it is falling well short of what we know is best practice in other parts of the UK and internationally. Moreover, the changes to curriculum and assessment being advocated by the Donaldson Review will significantly raise the bar in terms of what we expect of our teachers. In the future, Wales will need a different type of teacher professional; one who has significantly more responsibility, one who understands the ‘why’ and the ‘how’ of teaching as well as the ‘what’. These aspirations have major implications for both initial teacher education and CPD. The case for change is therefore undeniable.”

Professor John Furlong – March 2015

Schools and the wider education workforce will be expected to operate in a different way in order to deliver the raft of reforms currently in development within Wales. The implications for the existing workforce – particularly those who started working in schools from 1988 onwards – are highly significant. The National Curriculum implementation from 1988 had a profound effect upon the teaching profession. NAHT Cymru members have reported that a similar change of culture has taken place in the student teacher population during this same period.

The requirements of ‘Successful Futures,’ for example, demand that the profession operate in a different way and this requires a culture change, both within and beyond the education workforce. Schools will require newly qualified teachers (NQTs) to be prepared to be reflective in their pedagogy, play an active role in a wider self-improving system and recognise their responsibilities beyond their own classroom.

Initial teacher education, therefore, needs to be at the forefront of any changes so that they are equipped to be preparing NQTs prior to their entry into the profession. As a result ITE providers will be required to make the requisite changes to ITE programmes as soon as possible. Unless such reform to ITE occurs as soon as is practicable, there could be a situation whereby student teachers are being trained, developed and emerging into a system and school curriculum that no longer exists. It will then be left to the schools within which they are employed to pick up the 'slack' in the system and retrain NQTs for the culture changes required in new policy until ITE providers are brought up to speed with the reforms.

Schools and other settings that are set aside to support student teaching experience will play a critical role in developing the teachers of tomorrow. It will be crucial that from the very early days of school-based experience, prospective teaching candidates experience the type of activities, habit-forming processes and professional dispositions required of them once qualified. The time spent on direct experience in the classroom, therefore, needs to be maximised.

Selection onto such ITE programmes is also paramount. Many school leaders already support selection processes in support of ITE. It is important that key teaching professionals and school leaders continue to support ITE providers during the interview and selection processes onto ITE programmes so that the best candidates are selected and the profession attracts the status it requires and deserves through robust procedures.

For those settings identified suitable to support student teacher education, a difficult but critical balancing act will be required. Student teachers, like all teaching professionals, will need enough opportunities in order to be able to develop and deliver creative and innovative teaching and learning. Where this works exceptionally well, it can be seen how this has had a positive impact upon pupil / student outcomes. Monitoring and managing of student placements will be very important in order to ensure that school pupil experiences are maximised and not detrimentally affected, for example, by overly frequent student placement into the same classes.

In addition, in noting the aims for a self-improving system in current Welsh Government education policy, as well as the recognition that the individual in the education workforce has shared responsibility within and beyond their own setting, ITE programmes need to consider the worth of ensuring that during their training student teachers undertake experience across age groups, settings and sectors (primary, secondary, special etc).

This could achieve at least two desirable outcomes – firstly ensuring that teaching candidates, once employed, ultimately work in their favoured setting / sector, and secondly ensuring that the NQT fully understands how a self-improving, mutually supportive school system could operate by selecting and utilising expertise from every sector for the benefit of all children and young people.

In addition, any perceived inertia within the existing workforce, whether as a result of a lack of confidence or simply having worked in the existing culture

within education in Wales for such a significant time, could potentially be kick-started by incoming new staff not previously tarnished by existing / previous policies.

The sufficiency of the future workforce

In terms of ensuring Wales has access to enough members of the education workforce in every type of role and across the whole range of areas of learning and expertise, there are a number of challenges to address.

The current status of education professionals, including teachers and Headteachers, in Wales is not as it should be. Press and media, social media and many other key streams of public communication perpetuate a misleading and damaging picture of the school system in particular. Over obsession with accountability in the wider world that has seeped into the school system, an ever developing blame culture and a perception that many of society's problems can be addressed by education settings has often presented an image to prospective candidates.

For example, accountability that focuses on areas under the direct influence of schools, their staff and most particularly school leaders, can assist in driving improvements. NAHT Cymru supports the move towards an inspection service that recognises its role in facilitating school improvement. There is a need for greater dialogue between Estyn, Regional Consortia and schools, as this should provide more accurate and broad picture of performance. This more professional and supportive system would be more attractive to trusted and ambitious professionals than a punitive, top-down model as it appears at present.

Headteacher recruitment has appeared to be more problematic over recent years, with evidence collected by NAHT Cymru suggesting that fewer potential candidates wish to step up to headship.

There is some suggestion that current CPD does not adequately prepare potential candidates for the lead role.

In addition, there is a sense from many NAHT Cymru members that employers expect Headteachers to ensure the wellbeing of their staff to be supported within the school but that the same support is not afforded to Headteachers from their employers.

It appears that many Local Authorities are under such pressure themselves, that if a school is identified as in need of support, it is more straightforward to issue warning notices and punitively target the Headteacher rather than provide any type of support to improve the school.

The demands now placed upon Headteachers are unprecedented, and yet the support from outside the school is often at its lowest ebb. Headteachers are frequently not able to focus upon their core duty of developing outstanding teaching and learning because they are also required to undertake non-teaching priorities, such as overseeing building maintenance, health and safety demands, production of plans and reports or innovative use of inadequate budgets in order to sustain staffing and deliver new initiatives. Specific subject areas also present recruitment challenges, with Maths and certain Science subjects such as Physics, being particularly difficult.

Some Headteachers have been required to go back into the classroom to teach as they are one of the few members of their staff team with the requisite degree qualification in such subjects. Incentivising recruitment to such subjects has been explored but that approach does not necessarily attract the best candidates. There is some evidence to suggest that the further into rural areas of Wales the school is located, the harder it is to recruit to such subjects.

Finally, it is worth reflecting on the skills of the wider workforce and recognising the inter-relationship between the three areas of focus within NAHT Cymru evidence.

It is clear that joined up thinking is required from policy makers, linking the priorities and aims of the major Welsh Government policies in education and the potential demands each places upon the current model for CPD in schools, the Initial Teacher Education settings as well as the current and future workforce.

What are the fundamental policy objectives and does the current school system in Wales have the requisite resources, support and space to deliver them effectively?

If we are committed to providing a world-class education for the children and young people of Wales, such a pragmatic reflection must be undertaken as soon as possible in order to ensure that our schools and workforce are supported to deliver the shared ambition we hold for our pupils.

Comisiynydd y
Gymraeg
Welsh Language
CommissionerAlun Davies AC
Gweinidog y Gymraeg a Dysgu Gydol Oes
Llywodraeth Cymru
Parc Cathays
Caerdydd
CF10 3NQ

31/01/2017

Annwyl Alun

Cynlluniau Strategol y Gymraeg Mewn Addysg

Ysgrifennaf atoch ynghylch y cynlluniau strategol y mae awdurdodau lleol wrthi'n eu paratoi ar hyn o bryd, cyn i chi benderfynu cymeradwyo'r cynlluniau neu beidio.

Mae Comisiynydd y Gymraeg yn ymgynghorai statudol ar y cynlluniau hyn. Yn unol â'r rôl honno, bûm yn ystyried y cynlluniau strategol sydd wedi eu cyhoeddi hyd yma ac yn ymateb iddynt. Rwyf wedi rhannu'r ymatebion hynny gyda eich swyddogion.

Fel nodir yn Strategaeth y Gymraeg ddrafft Llywodraeth Cymru, addysg fydd yr allwedd i gyflawni'r targed o filiwn o siaradwyr Cymraeg erbyn 2050. O fewn y fframwaith bresennol ar gyfer addysg cyfrwng Cymraeg, Cynlluniau Strategol y Gymraeg Mewn Addysg yw un o'r prif gerbydau ar gyfer gwella argaeledd a safon addysg cyfrwng Cymraeg ac ar gyfer cynyddu'r niferoedd sy'n derbyn eu haddysg trwy gyfrwng y Gymraeg. Gan gydnabod mor allweddol bwysig yw'r cynlluniau hyn i ddyfodol y Gymraeg, hoffwn gynnig rhai argraffiadau cyffredinol ar y cynlluniau yr wyf wedi eu hystyried. Mae'r rhestr sylwadau sydd ynghlwm yn seiliedig ar ystyried 19 o gynlluniau strategol hyd yma a hyderaf bydd y sylwadau yma o ddi-ddordeb ac o ddefnydd. Yn gyffredinol, ni chredaf bod mwyafrif y cynlluniau yn ddigonol gan nad ydynt yn ateb yn llawn gofynion Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013 a'r canllawiau atodol a ddarparwyd gennych i'r awdurdodau y llynedd. Ni chredaf bydd mwyafrif y cynlluniau hyn yn arwain at gynnydd arwyddocaol yn y ddarpariaeth addysg cyfrwng Cymraeg na'r nifer o blant a phobl ifanc sy'n derbyn eu haddysg trwy gyfrwng y Gymraeg. O'r herwydd, ni welaf sut bydd y cynlluniau hyn yn cyfrannu'n ystyrlon at gyflawni amcanion Llywodraeth Cymru ar gyfer y Gymraeg.

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Comisiynydd y
Gymraeg
Welsh Language
Commissioner

Hyderaf bydd y sylwadau sydd ynghlwm o ddefnydd i chi wrth benderfynu cymeradwyo Cynlluniau Strategol y Gymraeg Mewn Addysg neu beidio.

Yr eiddoch yn gywir,

Meri Huws

Comisiynydd y Gymraeg

copi at : Lynne Neagle AC, Cadeirydd Pwyllgor Plant, Pobl Ifanc ac Addysg Cynulliad
Cenedlaethol Cymru
Bethan Jenkins AC, Cadeirydd Pwyllgor Diwylliant, yr Iaith Gymraeg a
Chyfathrebu Cynulliad Cenedlaethol Cymru

Sylwadau Comisiynydd y Gymraeg ar Gynlluniau Strategol y Gymraeg Mewn Addysg Awdurdodau Lleol Cymru, 2017-2020

Mae Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013 yn gosod dyletswydd statudol ar awdurdodau lleol Cymru i baratoi Cynlluniau Strategol y Gymraeg Mewn Addysg. Diben y cynlluniau hyn yw gwella'r ffordd y mae awdurdodau yn cynllunio addysg cyfrwng Gymraeg a gwella safonau addysg cyfrwng Gymraeg ac addysgu'r Gymraeg.

O fis Hydref 2016 hyd at fis Chwefror 2017 bu awdurdodau lleol Cymru yn ymgynghori ar gynlluniau drafft newydd. Mae Comisiynydd y Gymraeg yn ymgynghorai statudol ar y cynlluniau hyn ac wedi darparu sylwadau i bob awdurdod unigol ar eu cynlluniau drafft. Cynigir isod rhai argraffiadau cyffredinol ar y cynlluniau ymatebwyd iddynt hyd yma.

1. Y broses o lunio'r cynlluniau

Mae Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013 yn gosod trefn statudol ar gyfer ymgynghori ar gynlluniau strategol wrth eu paratoi. Mae dyletswydd ar awdurdodau lleol i ymgynghori ag ystod o bersonau wrth baratoi eu cynlluniau, gan gynnwys Comisiynydd y Gymraeg. Ni wnaeth rhai awdurdodau ymgynghori â mi wrth lunio eu cynlluniau ac mae'n bosib na lwyddodd yr awdurdodau hynny i ymgynghori ag ymgynghoreion statudol eraill ychwaith. Bu'n rhaid gofyn am gopiâu cynlluniau drafft rhai awdurdodau er mwyn gallu ymateb iddynt.

Dewisodd rhai awdurdodau ymgynghori'n gyhoeddus ar eu cynlluniau strategol drafft drwy gynnwys gwybodaeth berthnasol ar eu gwefannau a gwahodd sylwadau gan unrhyw berson. Ni wnaeth eraill hynny, gan arwain at sefyllfa o anghysondeb rhwng siroedd yn y cyfle i unigolion a sefydliadau nad ydynt yn ymgynghoreion statudol i gyfrannu at y broses gynllunio.

Roedd y cynlluniau ymgynghorwyd arnynt yn amrywiol iawn o ran eu cyflawnder. Roedd o leiaf rhywfaint o'r wybodaeth sy'n ofynnol yn unol â'r ddeddf a chanllawiau statudol atodol Llywodraeth Cymru ar goll ym mwyafrif y cynlluniau, gyda rhai bylchau sylweddol iawn. Er enghraifft, mae'n ofynnol dan ganllawiau'r Llywodraeth i gynlluniau gynnwys targedau ar gyfer twf dros amser. Roedd targedau ar goll mewn nifer o'r cynlluniau ymgynghorwyd arnynt ac nid oedd yn hawdd dod i farn ar ddigonolrwydd rhai cynlluniau oherwydd swmp y wybodaeth oedd ar goll.

Cynhaliodd 4 awdurdod lleol ymgynghoriad ar gynlluniau strategol oedd ar gael yn Saesneg yn unig, heb ddarparu fersiwn Gymraeg.

2. Y seiliau cynllunio ar gyfer y Gymraeg mewn addysg

Dwy egwyddor oedd yn sail i Strategaeth Addysg Cyfrwng Gymraeg Llywodraeth Cymru ar gyfer 2010-2015, sef cwrdd â'r galw am addysg cyfrwng Gymraeg a hyrwyddo addysg cyfrwng Gymraeg. Ymddengys o'r cynlluniau yr wyf wedi eu hystyried mai bodloni'r galw presennol am addysg cyfrwng Gymraeg yw prif nod mwyafrif yr awdurdodau lleol wrth gynllunio ar gyfer y Gymraeg mewn addysg. Mae hynny'n anffodus am sawl rheswm. Saesneg yw cyfrwng iaith mwyafrif ysgolion Cymru ac mae hynny'n debygol o effeithio'n sylweddol ar ddewisiadau rhieni wrth fesur y galw am addysg cyfrwng Gymraeg. Deallaf nad yw awdurdodau lleol yn dueddol o rannu gwybodaeth am argaeledd a manteision addysg cyfrwng Gymraeg wrth fesur y galw. Ar ben hynny, nid yw fframwaith o gynllunio

twf sydd wedi ei selio'n llwyr ar fodloni galw ynddo'i hun yn sicrhau cynnydd hirdymor.

Cydnabyddir yng nghanllawiau'r Llywodraeth yr angen i fynd ymhellach na bodloni'r galw am addysg cyfrwng Cymraeg yn unig, a hynny drwy hyrwyddo a chynyddu'r galw. Ond prin iawn yw'r cynlluniau strategol sy'n cynnwys unrhyw fesurau penodol i wneud hynny. Nid oes tystiolaeth ym mwyafrif y cynlluniau strategol bod y cysyniad o greu galw trwy hyrwyddo manteision dwyieithrwydd wedi ei dderbyn a'i fabwysiadu gan awdurdodau lleol. Bydd angen newid meddylfryd er mwyn cynyddu'r niferoedd sy'n derbyn eu haddysg trwy gyfrwng y Gymraeg ar y raddfa fydd ei angen er mwyn cyrraedd y miliwn. Nid yw'r cynlluniau drafft diweddaraf hyn wedi eu gwreiddio yn y feddylfryd honno.

3. Diffyg uchelgais y cynlluniau

Er i Bwyllgor Plant, Pobl Ifanc ac Addysg pedwerydd Cynulliad Cenedlaethol Cymru argymhell y dylai cynlluniau strategol adlewyrchu amcanion cenedlaethol ar gyfer addysg cyfrwng Cymraeg, roedd y cynlluniau drafft a welwyd yn ddi-uchelgais.

- **Targedau** – mae'r targedau sydd wedi eu gosod gan rhai awdurdodau yn eu cynlluniau yn gostwng dros amser, yn hytrach nag anelu at dwf a gwelliant fel sy'n ofynnol. Er enghraifft, un o ddeilliannau dymunol y cynlluniau hyn yw bod mwy o blant 7 mlwydd oed yn derbyn eu haddysg trwy gyfrwng y Gymraeg. Mewn perthynas â hynny, mae rhai awdurdodau wedi gosod targedau sy'n dangos gostyngiad dros amser yn y niferoedd a'r canrannau. Mae eraill yn anelu at gynnal y nifer presennol yn unig a prin iawn yw'r awdurdodau hynny sy'n anelu at dwf arwyddocaol o ran y targed penodol hwnnw ac eraill. Rhaid derbyn wrth gwrs mai 3 mlynedd yn unig yw cyfnodau'r cynlluniau hyn a bod heriau ynghlwm â chyflawni twf sylweddol mewn cyfnod byr. Er hynny, yn gyffredinol, mae targedau'r cynlluniau strategol drafft yn dangos diffyg uchelgais a bydd angen herio hynny er mwyn sicrhau twf sylweddol dros y blynyddoedd nesaf.
- **Isadeiledd** – prin iawn yw'r cynlluniau strategol sy'n nodi unrhyw fwriad i ymestyn yr isadeiledd ar gyfer addysg cyfrwng Cymraeg, er enghraifft trwy agor sefydliadau addysgol cyfrwng Cymraeg newydd neu newid cyfrwng iaith yr addysgu o fewn sefydliadau sy'n bodoli eisoes. Prin yw'r cyfeiriadau at gynlluniau pendant i ddefnyddio arian cyfalaf y Cynllun Ysgolion 21ain Ganrif at bwrpas ymestyn yr isadeiledd ar gyfer addysg cyfrwng Cymraeg.
- **Cynigion i wella** – Yn hytrach na chynnig 'cynigion i wella' fel sy'n ofynnol dan y Ddeddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013, mae mwyafrif y cynlluniau yn canolbwyntio ar ddisgrifio'r ddarpariaeth addysg cyfrwng Cymraeg sydd eisoes yn ei le. Lle fo awdurdodau wedi llwyddo i ddatblygu addysg cyfrwng Cymraeg dros y blynyddoedd diwethaf, gellir deall y dymuniad i sôn am hynny yn y cynlluniau strategol gan y bydd y datblygiadau hanesyddol yn effeithio ar gyflawniad i'r dyfodol. Ar yr un pryd dylai'r ffocws fod ar 'gynigion i wella' ac yn hynny o beth nid yw'r cynlluniau ar y cyfan yn ateb gofynion y ddeddf.

4. Gofal Plant cyn oed ysgol

Mae ymchwil a gynhaliwyd ar y cyd rhyngof i a Llywodraeth Cymru yn dangos cydberthynas glir rhwng pryd fo rhywun yn dysgu'r Gymraeg a'r tebygolrwydd o fod yn rhugl yn Gymraeg. Ar gyfartaledd mae'r rheini wnaeth ddysgu'r Gymraeg yn bennaf yn yr ysgol feithrin lawer yn fwy tebygol o fod yn rhugl na'r rheini wnaeth ddysgu'r Gymraeg yn

bennaf yn yr ysgol gynradd, ysgol uwchradd neu'n ddiweddarach mewn bywyd. Amlyga hynny bwysigrwydd y sector gofal plant i'r ymdrech i greu siaradwyr Cymraeg newydd rhugl. Yn ogystal, mae cyfraddau trosglwyddo o ofal plant cyfrwng Cymraeg i addysg statudol cyfrwng Cymraeg yn dueddol o fod yn uchel, lle fo darpariaeth addysg statudol cyfrwng Cymraeg ar gael yn hwylus i blant sy'n cychwyn yn yr ysgol. Gellir tybio felly bod sicrhau twf yn nifer y plant sy'n derbyn eu gofal trwy gyfrwng y Gymraeg yn debygol o fod yn allweddol i sicrhau twf yn y nifer sy'n derbyn eu haddysg statudol yn Gymraeg. Er hyn, mae diffyg sylw digonol i'r cyfnod cyn-statudol ym mwyafrif y cynlluniau strategol drafft. Nid yw'n ymddangos bod awdurdodau yn llawn deall mor allweddol yw twf yn y sector hwnnw i effeithiolrwydd eu cynlluniau strategol. Dylid sicrhau bod awdurdodau yn rhoi llawer mwy o bwyslais ar gydweithio â phersonau eraill megis darparwyr gofal plant ac ymwelwyr iechyd er mwyn cynyddu nifer y plant sy'n derbyn eu gofal trwy gyfrwng y Gymraeg.

5. Dilyniant

Gall greu siaradwyr Cymraeg rhugl a hyderus fod yn ddibynnol ar eu cadw o fewn y sector addysg cyfrwng Cymraeg gydol eu taith trwy'r cyfnodau addysg. Bydd greu gweithlu dwyieithog i'r dyfodol yn ddibynnol i raddau o leiaf ar sicrhau bod plant a phobl ifanc yn parhau i ddysgu trwy gyfrwng y Gymraeg yn y cyfnodau hŷn, er enghraifft wrth ddilyn cymwysterau safon uwch ac ôl 16. Mae'n bryder felly nad yw'r cynlluniau strategol, ar y cyfan, yn cynnwys mesurau cadarn ar gyfer sicrhau dilyniant mewn addysg cyfrwng Cymraeg o un cyfnod addysgol i'r nesaf. Er enghraifft, prin yw'r sôn am ymdrechion i annog disgyblion i barhau i ddysgu trwy gyfrwng y Gymraeg wrth adael yr ysgol. Nid oes arwydd clir yn y cynlluniau strategol y bydd awdurdodau yn cydweithio â sefydliadau addysg bellach a darparwyr prentisiaethau i ehangu darpariaeth cyfrwng Cymraeg y sector hwnnw. Heb sicrhau gwelliant mewn cyfraddau dilyniant, yn enwedig o'r ysgol i addysg ôl 16, ni welir sut y bydd y cynlluniau strategol hyn yn cyfrannu'n ystyrlon at greu'r gweithlu dwyieithog fydd yn angenrheidiol er mwyn cyflawni llawer o amcanion Strategaeth y Gymraeg ddrafft Llywodraeth Cymru.

6. Cludiant

Tua chwarter ysgolion Cymru sy'n rhai cyfrwng Cymraeg gyda mwyafrif y gweddill yn ysgolion cyfrwng Saesneg. Wrth reswm felly, bydd disgyblion a myfyrwyr o fewn addysg cyfrwng Cymraeg yn fwy dibynnol nag eraill ar gludiant. Mae gwaith ymchwil a gynhaliwyd gennyf i gludiant i addysg ôl 16 yn cadarnhau hynny¹.

Mae adran 10 Mesur Teithio gan Ddysgwyr (Cymru) 2008 yn gosod dyletswydd ar awdurdodau lleol i hyrwyddo mynediad i addysg a hyfforddiant drwy gyfrwng y Gymraeg ac mae'n ofynnol arnynt i gynnwys yn eu cynlluniau strategol ddatganiad ynghylch hygyrchedd eu darpariaeth addysg cyfrwng Cymraeg. Ceir cyfeiriadau at y ddyletswydd honno yn y cynlluniau drafft wrth i awdurdodau drafod yr her fydd ynghlwm â pharhau i ddarparu cludiant yn y dyfodol tu hwnt i'r hyn sy'n rhaid ei gynnig. Nid yw'r cynlluniau drafft yn dehongli arwyddocâd y ddyletswydd i hyrwyddo mynediad at addysg cyfrwng Cymraeg wrth drafod newidiadau i bolisïau cludiant dros y blynyddoedd nesaf. Yn hytrach, cyfeirir yn unig at y ddyletswydd, heb egluro sut y bwriedir rhoi'r ddyletswydd ar waith wrth ailystyried polisïau cludiant. Dylai'r cynlluniau egluro sut fydd awdurdodau lleol yn diogelu cludiant i addysg cyfrwng Cymraeg er mwyn sicrhau na fydd diffyg cludiant yn reswm i rieni beidio dewis addysg cyfrwng Cymraeg ar gyfer eu plant yn y dyfodol.

7. Darpariaeth Anghenion Dysgu Ychwanegol trwy gyfrwng y Gymraeg

Mae'r canllawiau ar baratoi cynlluniau strategol a ddarparwyd y llynedd i awdurdodau lleol gan y Llywodraeth yn gofyn am gynnwys o fewn y cynlluniau amcanion ar gyfer gwella'r ddarpariaeth ADY cyfrwng Cymraeg. Mae gwybodaeth yr wyf yn ei chasglu gan awdurdodau lleol ar hyn o bryd, ac y cyd â Chomisiynydd Plant Cymru, yn dangos anghysondeb daearyddol difrifol yn argaeledd a safon y ddarpariaeth ADY cyfrwng Cymraeg. Er hynny, prin yw'r cynlluniau strategol sy'n cynnwys mesurau cadarn ar gyfer gwella'r ddarpariaeth. Mae'r Bil Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg (Cymru) sydd gerbron Cynulliad Cenedlaethol Cymru ar hyn o bryd yn gosod dyletswydd ar awdurdodau lleol i ddarparu cymorth trwy gyfrwng y Gymraeg ar gyfer plant a phobl ifanc sydd ag anghenion dysgu ychwanegol. Dylai cynlluniau strategol 2017-2020 gynnwys mesurau cadarn ar gyfer gwella'r ddarpariaeth lle fo angen.



Alun Davies AM
Minister for Lifelong Learning and Welsh Language
Welsh Government
Cathays Park
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CF10 3NQ

31/01/2017

Dear Alun

Welsh in Education Strategic Plans

I write to you regarding the strategic plans that local authorities are currently preparing, before you decide whether or not to approve the plans.

The Welsh Language Commissioner is a statutory consultee on these plans. In accordance with that role, I have considered the strategic plans that have been published so far and responded to them. I have shared those responses with your officials.

As stated in the Welsh Government's draft Welsh Language Strategy, education will be the key to achieving the target of one million Welsh speakers by 2050. Within the current framework for Welsh-medium education, the Welsh in Education Strategic Plans are one of the main vehicles for improving the availability and standard of Welsh-medium education and for increasing the numbers that receive their education through the medium of Welsh. In acknowledging how crucial these plans are to the future of the Welsh language, I would like to offer some general impressions of the plans that I have examined. The list of comments enclosed is based on an examination of 19 strategic plans so far and I hope that these comments will be of interest and assistance. In general, I do not believe the majority of the plans are adequate as they do not fully meet the requirements of the School Standards and Organisation (Wales) Act 2013 nor the supplementary guidance which you provided to the authorities last year. I do not believe that the majority of these plans will lead to a significant increase in Welsh-medium education provision, nor in the number of children and young people who receive their education through the medium of Welsh. As a result, I fail to see how these plans will make a meaningful contribution towards achieving the Welsh Government's objectives for the Welsh language.

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Comisiynydd y
Gymraeg
Welsh Language
Commissioner

I trust the enclosed comments will be of assistance to you in deciding whether or not to approve Welsh in Education Strategic Plans.

Yours sincerely,

Meri Huws

The Welsh Language Commissioner

CC: Lynne Neagle AM, Chair of the National Assembly for Wales' Children, Young People and Education Committee
Bethan Jenkins AM, Chair of the National Assembly for Wales' Culture, Welsh Language and Communications Committee



Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref: MA(P)/0452/17

Lynne Neagle AM
Cadeirydd - Y Pwyllgor Plant, Pobl Ifanc ac Addysg

6 Chwefror 2017

Annwyl Lynne,

Grant Gwella Addysg

Yn sesiwn y Pwyllgor Plant, Pobl Ifanc ac Addysg ar 12 Ionawr, addewais anfon nodyn ar y Fframwaith Perfformiad Addysg, y fframwaith deilliannau ar gyfer y Grant Gwella Addysg i Ysgolion. Atodaf y nodyn hwnnw yma.

Rydym wedi treialu'r Fframwaith Perfformiad Addysg yn 2016-17 fel rhan o'r trefniadau monitro ar gyfer y Grant Gwella Addysg i Ysgolion. Cyflwynwyd y fframwaith gyda'r nod o symud y grant tuag at drefniant sy'n fwy seiliedig ar ddeilliannau.

Mae'r fframwaith yn nodi tri amcan lefel uchel cyffredinol. I gefnogi hyn, rhaid i gonsortia a'u hawdurdodau lleol bennu dangosyddion perfformiad allweddol a deilliannau mesuradwy fel rhan o'r broses cynllunio busnes. Dylai'r rhain ategu ein strategaeth addysg, Cymwys am Oes.

Y tri gofyniad lefel uchel o fewn y fframwaith yw y bydd awdurdodau lleol yn parhau i weithio'n unol â'r Model Cenedlaethol ar gyfer Gweithio'n Rhanbarthol gan arwain at:

- wella addysgu a dysgu;
- gwella deilliannau addysg, gan gynnwys llythrennedd a rhifedd yn y Cyfnod Sylfaen, Cyfnod Allweddol 2, Cyfnod Allweddol 3 a Chyfnod Allweddol 4, a hynny ar gyfer pob dysgwyr ym mhob lleoliad. Mae hyn yn cynnwys, er enghraifft, grwpiau o ddysgwyr y gwyddys eu bod yn agored i risg o dangyflawni megis materion yn ymwneud â rhyw'r disgyblion, disgyblion ag Anghenion Dysgu Ychwanegol, Cymraeg a Saesneg fel iaith ychwanegol, neu ddisgyblion o grwpiau lleiafrifoedd ethnig, megis sipsiwn a theithwyr; a
- Gwella deilliannau i ddysgwyr sy'n cael prydau ysgol am ddim a lleihau'r bwch rhyngddynt â'r disgyblion eraill.

Yr awydd i weithio gyda chonsortia ac awdurdodau lleol, yn hytrach na gorfodi ffordd genedlaethol o weithio, er mwyn deall ffyrdd o gasglu tystiolaeth a data oedd y tu ôl i'r syniad o gyflwyno'r fframwaith perfformiad cyfredol. Fel yr amlinellais ar 12 Ionawr yn

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Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

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sesiwn y Pwyllgor Plant, Pobl Ifanc ac Addysg, fe arhosaf am adroddiad terfynol y Pwyllgor, ond ar y mater hwn mae'n glir bod angen inni edrych eto ar sut i alinio ein gwaith rheoli perfformiad ar gyfer consortia ac awdurdodau lleol gyda'n blaenoriaethau cenedlaethol. Mae hyn yn benodol gymwys i'r Grant Gwella Addysg i Ysgolion, ond credaf fod cyfleoedd, pan fyddwn yn ailwampio Cymwys am Oes, i edrych ar yr heriau o sicrhau y defnyddir fframwaith yn seiliedig ar ddeilliannau'n ehangach ym maes addysg.

Mae consortia'n derbyn bod amrywiaeth yn yr wybodaeth a geglir ar lefel ranbarthol ac maent wedi cytuno i weithio gyda fy swyddogion i adolygu sut y caiff gwybodaeth ei chasglu ar hyn o bryd. Edrychaf ymlaen at dderbyn adroddiad y pwyllgor.

Yn gywir

A handwritten signature in black ink, appearing to read 'Kirsty Williams'.

Kirsty Williams AM/AC
Ysgrifennydd y Cabinet dros Addysg
Cabinet Secretary for Education



Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref: MA-L/ARD/0038/17

Lynne Neagle
Cadeirydd
Y Pwyllgor Plant, Pobl Ifanc ac Addysg
Cynulliad Cenedlaethol Cymru
Tŷ Hywel
Bae Caerdydd
CF99 1NA

SeneddCYPE@assembly.wales

6 Chwefror 2017

Annwyl Lynne,

Yn ystod sesiwn dystiolaeth y pwyllgor am y Bil Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg (Cymru) a fynychais ar 12 Ionawr, cynigiais roi rhagor o wybodaeth i'r pwyllgor, gan gynnwys diweddariad am amseriad y canllawiau arfaethedig ar anghenion gofal iechyd dysgwyr a gwybodaeth am ddatblygu cynlluniau datblygu unigol.

Yn dilyn yr ymgynghoriad ar y Bil drafft yn 2015, rydym wedi gwneud cryn dipyn o waith ar y Bil yn ogystal â'r cod drafft. Mae grŵp o arenigwyr ac ymarferwyr wedi'i sefydlu i ddatblygu cynnwys y cod, sy'n cynnwys partneriaid cyflawni allweddol a chynrychiolwyr y trydydd sector. Mae'r grŵp wedi gweithio'n galed i lunio'r disgrifiad o'r Cynlluniadu Datblygu Unigol a'u cynnwys ac mae wedi cynorthwyo gyda'r broses o gynhyrchu templed safonol.

Mae ymarferwyr, fel rhan o'r grŵp, wedi darparu enghreifftiau dienw o Gynlluniau Datblygu Unigol sy'n cael eu defnyddio o fewn y fframwaith statudol presennol. Canlyniad y gwaith hwn yw'r drafft gweithio diweddaraf o'r cod, a fydd yn cael ei rannu gyda'r pwyllgor y mis hwn. Mae hyn yn adlewyrchu'r syniadau cyfredol gorau a'r gwaith ar y Cynlluniau Gweithredu Unigol ac mae'n well ei ystyried o fewn cyd-destun cyffredinol y cod.

Fel rhan o'm tystiolaeth, soniais am waith y Grŵp Gweithredu Strategol Anghenion Dysgu Ychwanegol (ADY) a'i grwpiau arbenigol. Bydd y Grŵp Gweithredu Strategol ADY, a sefydlwyd ym mis Mawrth 2016, yn ystyried y trefniadau gweithredu, pontio a, maes o law, y trefniadau monitro ar gyfer y rhaglen trawsnewid ADY, gan gynnwys y dyletswyddau statudol a gyflwynir o dan y Bil. Bydd hefyd yn gweithredu

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Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

Tudalen y pecyn 60
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fel cyswllt rhwng awdurdodau lleol, sefydliadau addysg bellach, byrddau iechyd a Llywodraeth Cymru er mwyn helpu i nodi dulliau gweithredol strategol y gellir eu mabwysiadu'n genedlaethol a chytuno ar y dulliau hynny.

Mae rhaglen waith 2016-17 y Grŵp Gweithredu Strategol wedi'i rhannu'n saith thema - Cynlluniau Datblygu Unigol; trosglwyddo a phontio rhwng lleoliadau addysg, darparwyr, gwasanaethau ac i fywyd fel oedolyn; y blynyddoedd cynnar; darpariaeth ôl-16, gan gynnwys darpariaeth arbenigol; Cydlynwyr Anghenion Dysgu Ychwanegol; hyfforddiant ac iechyd.

Mae grwpiau arbenigol wedi cael eu sefydlu i ystyried pob un o'r themâu, o ran eu trefniadau gweithredu, pontio a monitro. Mae pob un o'r grwpiau arbenigol yn cael ei gadeirio gan aelod o'r Grŵp Gweithredu Strategol ADY. Bydd y grŵp arbenigol sy'n edrych ar y Cynlluniau Datblygu Unigol - a'r Grŵp Gweithredu Strategol ADY - yn parhau i fireinio ei gyngor ar Gynlluniau Datblygu Unigol, gan gyfeirio'n benodol at faterion a godwyd yn ystod taith y Bil. Bydd y gwaith hwn yn llywio'r fersiwn o'r cod a fydd yn destun ymgynghoriad, yn amodol ar daith y Bil a chael Cydsyniad Brenhinol.

O ran y canllawiau arfaethedig ar anghenion gofal iechyd, awdurdodau lleol a chyrrff llywodraethu ysgolion a gynhelir sydd â chyfrifoldebau statudol o ran cefnogi plant a phobl ifanc gydag anghenion gofal iechyd. Mae canllawiau penodol yn cael ei hadolygu, er mwyn egluro a chryfhau'r gofynion a'r disgwyliadau hyn. Bwriedir cyhoeddi'r canllawiau *Cefnogi Dysgwyr ag Anghenion Gofal Iechyd* ym mis Mawrth 2017.

Yn gywir



Alun Davies AC/AM

Gweinidog y Gymraeg a Dysgu Gydol Oes
Minister for Lifelong Learning and Welsh Language

Vaughan Gething AC/AM

Ysgrifennydd y Cabinet dros Iechyd, Llesiant a Chwaraeon
Cabinet Secretary for Health, Well-being and Sport



Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref MA - P/VG/0259/17

Lynne Neagle AM
Chair
Children, Young People and Education Committee
National Assembly for Wales
Cardiff Bay.
CF99 1NA.

2 February 2017

Dear Lynne,

On 18 January I attended the Children, Young People and Education Committee for a general scrutiny session. During a discussion on Child and Adolescent Mental Health Services (CAMHS) you raised the issue of CAMHS waiting time data not being routinely available, or published. In response, I noted that the data is routinely available on StatsWales and undertook to provide you with the link which is at the bottom of this letter.

As you will see the data, which has been published for several years, can be interrogated by month retrospectively to April 2010, with the most recent data available being November 2016. Data is published on the second Thursday of every month. There is invariably a lag in publication as health boards collect, validate and submit their returns. Data can also be viewed on an individual health board as well as an all-Wales basis. It can also be disaggregated by individual week from zero to over 40. To make comparison easier the table also distinguishes over three and up to four weeks waiting, in line with the new 28 day target for CAMHS routine referrals.

I would like to point out that we have recently been made aware of some counting errors in the Abertawe Bro Morgannwg and Cwm Taf Health Boards' data. This accounts for the rise in numbers waiting during October, November and possibly earlier in the two health boards. The issue arose as these health boards counted young people accessing Local Primary Mental Health Support Services in error. I understand work is in hand to correct the data, though this may take some time to work through the system.

In relation to the 26 week neurodevelopmental (ND) target this data is not yet routinely collected nor reported, though it is our intention that it will be. We are currently in the process of taking a proposal through NHS informatics and governance procedures to ensure the data is collected accurately and consistently across Wales. I hope we will be in a position to report the first ND data later in 2017.

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Tudalen y pecyn 62
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As far as achievement against both the 28 day and 26 week targets is concerned, health boards should be seeking an 80% success rate in line with the requirement for Local Primary Mental Health Support Services.

<https://statswales.gov.wales/Catalogue/Health-and-Social-Care/NHS-Hospital-Waiting-Times/Inpatient-and-Outpatient-Waiting-Times-for-Non-RTT-Specialties>

Yours sincerely

A handwritten signature in black ink that reads "Vaughan Gething". The signature is written in a cursive style with a large initial 'V'.

Vaughan Gething AC/AM

Ysgrifennydd y Cabinet dros Iechyd, Llesiant a Chwaraeon
Cabinet Secretary for Health, Well-being and Sport



Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref MAP/ARD/0213/17

Lynne Neagle AC
Cadeirydd y Pwyllgor
Plant, Pobl Ifanc ac Addysg

6 Chwefror 2017

Annwyl Lynne,

Diolch ichi am eich llythyr dyddiedig 12 Ionawr ynglŷn â threfniadau ariannu Cyngor Cymreig y Gwasanaethau Ieuenctid Gwirfoddol (CWVYS) a rôl y Cynghorau Gwirfoddol Sirol o ran rhannu arferion da ym maes gwaith ieuenctid a chreu dolen rhwng y sector statudol a'r sector gwirfoddol.

Mae'n anffodus bod y Pwyllgor yn dal i deimlo nad wyf wedi ymateb i'w gwestiynau i gyd. Fy mwriad clir oedd ateb y cwestiynau a hefyd fynd gam ymhellach drwy roi gwybodaeth ychwanegol i'r Pwyllgor a fyddai'n rhoi cyd-destun i'r atebion hynny.

Wrth ymddangos gerbron y Pwyllgor ym mis Hydref, dywedais imi fod yn dilyn ymchwiliad y Pwyllgor yn ofalus gan ystyried fy safbwynt yn sgil y dystiolaeth yr oedd y Pwyllgor wedi'i chael. Wrth ystyried hyn, roeddwn yn teimlo y gallai fod yn briodol edrych ar wahanol ffordd o sicrhau cynrychiolaeth a chefnogaeth i'r sector ar 19 Hydref 2016. Ni thrafodwyd trefniadau ariannu CWVYS â'r Grŵp Cyfeirio Gwaith Ieuenctid, nac â'r sector ehangach cyn gwneud y penderfyniad hwn oherwydd ni fyddai wedi bod yn briodol trafod ariannu unrhyw gorff penodol â chyrrff eraill.

Bydd fy swyddogion yn cyfarfod yn rheolaidd â CWVYS. Cysylltwyd yn benodol â CWVYS sawl gwaith yn ystod y cyfnod cyn penderfynu newid y drefn ariannu. Ar 17 Rhagfyr 2015, cyfarfu fy swyddogion â'r Prif Weithredwr ac â Chadeirydd CWVYS i gytuno ar eu hamcanion ar gyfer grant yn 2016/17. Yn y cyfarfod hwn, trafododd y swyddogion y posibilrwydd real iawn na fyddai'r ariannu craidd yn parhau o fis Ebrill 2017 ymlaen. Yn ystod y cyfarfod, cytunwyd hefyd y byddai eu cynllun gwaith ar gyfer grant 2016/17 yn cynnwys amcan newydd ynglŷn â sut y gallai ddod yn gorff cynaliadwy. Cyfarfu swyddog hefyd â Chadeirydd CWVYS ar 14 Mawrth 2016 i drafod ariannu a chynaliadwyedd, llywodraethu a sgiliau o fewn y sefydliad.

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Mae ein cod ymarfer ar gyfer y trydydd sector yn dweud bod yn rhaid inni roi tri mis o rybudd o leiaf i sefydliadau'r trydydd sector cyn i gytundeb ariannu ddod i ben. Mae'n arfer da hefyd hysbysu'r sawl sy'n cael ei ariannu cyn gynted ag y caiff y penderfyniad ei gadarnhau. Beth bynnag yw'r farn am y ffordd y cafodd y mater ei drin, roedd fy swyddogion am roi cymaint o rybudd â phosibl am y penderfyniad i CWVYS.

Mae gofyn i Lywodraeth Cymru werthuso rhaglenni ariannu bob 3-5 mlynedd fan leiaf. Wrth adolygu'r rhaglen ariannu benodol hon, ystyriais beth oedd pwrpas gwreiddiol y cyllid sef cyfrannu at gostau craidd CWVYS i'w alluogi, ymhlith pethau eraill, i gynrychioli'r sector gwasanaeth ieuencid gwirfoddol a chynnal perthynas effeithiol ag ef. Un ystyriaeth bwysig yw bod angen sicrhau cynrychiolaeth mor eang â phosibl. Roedd ffurflen fonitro chwe-misol CWVYS yn 2016/17 yn dangos bod ganddynt 90 o aelodau. Ni chredaf fod hyn yn cynrychioli'r sector yn ddigonol.

Roedd adroddiad y Drindod Dewi Sant yn datgelu nifer o fylchau, gan gynnwys diffyg cysondeb yn y gefnogaeth i'r sector gwirfoddol drwy Gymru a diffyg ymwybyddiaeth ymhlith mudiadau gwirfoddol lleol ynghylch ymhle a sut y caiff polisi gwaith ieuencid ei ddatblygu.

O ran y pwynt yr ydych yn ei godi am y Cynghorau Gwirfoddol Sirol, gallaf eich sicrhau nad oes penderfyniad wedi'i wneud ac rwyf yn dal i ystyried opsiynau ar gyfer y trefniadau mwyaf priodol i gefnogi'r sector gwaith ieuencid gwirfoddol. Roeddwn wedi cyfeirio at adroddiad y Drindod i ddangos nad yw'r drefn 'yr un maint i bawb' yn gweithio a bod sefydliadau cenedlaethol a lleol wedi dweud eu bod yn gweithio mewn gwahanol ffyrdd sy'n golygu bod gofyn iddynt gael gwahanol fathau o gymorth.

Fel yr ydych yn cydnabod yn eich llythyr, rwyf wedi cytuno ers hyn i roi arian grant i CWVYS ar gyfer 2017/18. Fel sy'n wir am unrhyw grant, mae telerau ac amodau ynghlwm wrth y cyllid. Bydd amcanion y cyllid yn cael eu datblygu ar y cyd â CWVYS. Eleni, o'r diwedd, mae un o'r amcanion hyn y cytunwyd arnynt yn canolbwyntio ar ddefnyddio'r arian i helpu CWVYS i ddod yn sefydliad cynaliadwy. Bydd CWVYS yn datblygu cynllun gwaith sydd wedi'i seilio ar eu hamcanion ariannu ar gyfer 2017/18. Bydd fy swyddogion yn parhau i gyfarfod â CWVYS gan gydweithio â hwy drwy gydol y flwyddyn i fonitro'r cynnydd ar sail eu hamcanion.

Ar gyfer un flwyddyn yn unig y bydd y trefniadau ariannu presennol ar waith ac rwyf yn cadw'r hawl i newid y trefniadau eto os bydd gofyn gwneud pethau'n wahanol er mwyn dilyn trywydd fy mholisi.

Rwy'n gobeithio bod y wybodaeth uchod yn ddigonol i ateb y cwestiynau nad oeddech wedi cael ateb iddynt. Efallai y byddai'n dda gennych wybod, wrth ystyried adroddiad y Pwyllgor a'i argymhelliion, fy mod wedi gofyn i'm swyddogion ymgysylltu â'r Grŵp Cyfeirio Gwaith Ieuencid er mwyn imi ystyried ei farn yntau.

Yn gywir



Alun Davies AC/AM

Gweinidog y Gymraeg a Dysgu Gydol Oes
Minister for Lifelong Learning and Welsh Language

Eitem 6

Yn rhinwedd paragraff(au) iv o Reol Sefydlog 17.42

Mae cyfyngiadau ar y ddogfen hon