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Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr

Bridgend County Borough Council



Swyddfeydd Dinesig, Stryd yr Angel, Pen-y-bont, CF31 4WB / Civic Offices, Angel Street, Bridgend, CF31 4WB

*Rydym yn croesawu gohebiaeth yn Gymraeg.
Rhowch wybod i ni os mai Cymraeg yw eich
dewis iaith.*

*We welcome correspondence in Welsh. Please
let us know if your language choice is Welsh.*



Annwyl Cyngorydd,

PWYLLGOR CRAFFU TESTUN 1

Cynhelir Cyfarfod Pwyllgor Craffu Testun 1 yn Siambr y Cyngor, Swyddfeydd Dinesig, Stryd Yr Angel, Penybont Ar Ogwr CF31 4WB ar **Dydd Llun, 18 Hydref 2021 am 14:30.**

AGENDA

1. Ymddiheuriadau am absenoldeb
Derbyn ymddiheuriadau am absenoldeb gan Aelodau.
2. Datganiadau o fuddiant
Derbyn datganiadau o ddiddordeb personol a rhagfarnol (os o gwbl) gan Aelodau / Swyddogion yn unol â darpariaethau'r Cod Ymddygiad Aelodau a fabwysiadwyd gan y Cyngor o 1 Medi 2008.
3. Cymeradwyaeth Cofnodion 5 - 14
I dderbyn am gymeradwyaeth y Cofnodion cyfarfod y 12 07 21
4. Cyrff Llywodraethu Ysgolion 15 - 48

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Cyfnwyd testun: Rhowch 18001 o flaen unrhyw un o'n rhifau ffon ar gyfer y gwasanaeth trosglwyddo testun

Text relay: Put 18001 before any of our phone numbers for the text relay service

Rydym yn croesawu gohebiaeth yn y Gymraeg. Rhowch wybod i ni os yw eich dewis iaith yw'r Gymraeg

We welcome correspondence in Welsh. Please let us know if your language choice is Welsh

Gwahoddwyr:

Lindsay Harvey - Cyfarwyddwr Corfforaethol - Addysg a Chymorth i Deuluoedd
Cynghorydd Charles Smith - Aelod Cabinet Addysg ac Adfywio
Nicola Echanis - Pennaeth Addysg a Chefnogaeth i Deuluoedd
Sue Roberts - Rheolwr Grŵp Gwella Ysgolion
Robin Davies - Rheolwr Grŵp (Strategaeth Fusnes a Pherfformiad)

Clara Seery - Rheolwr Gyfarwyddwr - Consortiwm Canolbarth y De
Andrew Williams - Cyfarwyddwr Cynorthwyol Partneriaeth a Gwella - Consortiwm
Canolbarth y De
Andy Rothwell - Prif Bartner Gwella - Consortiwm Canolbarth y De

Francis Clegg - Prifathro dros dro Ysgol Uwchradd Gatholig Archesgob McGrath
Ravi Pawar - Prifathro - Ysgol Gyfun Bryntirion
Neil Davies - Prifathro - Ysgol Gynradd Mynydd Cynffig
Sarah Morgan - Prifathro - Ysgol Gynradd Parc y Gorllewin

5. Cwricwlwm Newydd i Gymru

49 - 60

Gwahoddwyr:

Lindsay Harvey - Cyfarwyddwr Corfforaethol - Addysg a Chymorth i Deuluoedd
Cynghorydd Charles Smith - Aelod Cabinet Addysg ac Adfywio
Nicola Echanis - Pennaeth Addysg a Chefnogaeth i Deuluoedd
Sue Roberts - Rheolwr Grŵp Gwella Ysgolion

Clara Seery - Rheolwr Gyfarwyddwr - Consortiwm Canolbarth y De
Andrew Williams - Cyfarwyddwr Cynorthwyol Partneriaeth a Gwella - Consortiwm
Canolbarth y De
Andy Rothwell - Prif Bartner Gwella - Consortiwm Canolbarth y De
Natalie Gould - Cyfarwyddwr Cynorthwyol Cwricwlwm - Consortiwm Canolbarth y De
Kathryn Lewis - Arweinydd Strategol Diwygio'r Cwricwlwm - Central South Consortium

Francis Clegg - Prifathro dros dro Ysgol Uwchradd Gatholig Archesgob McGrath
Ravi Pawar - Prifathro - Ysgol Gyfun Bryntirion
Neil Davies - Prifathro - Ysgol Gynradd Mynydd Cynffig
Sarah Morgan - Prifathro - Ysgol Gynradd Parc y Gorllewin

6. Diweddariad Rhaglen Gwaith

61 - 70

7. Materion Brys

I ystyried unrhyw eitemau o fusnes y, oherwydd amgylchiadau arbennig y cadeirydd o'r farn y dylid eu hystyried yn y cyfarfod fel mater o frys yn unol â Rhan 4 (pharagraff 4) o'r Rheolau Trefn y Cyngor yn y Cyfansoddiad.

Nodyn: Sylwch: Yn sgil yr angen i gadw pellter cymdeithasol, ni fydd y cyfarfod hwn yn cael ei gynnal yn ei leoliad arferol. Yn hytrach, bydd hwn yn gyfarfod rhithwir a bydd Aelodau a Swyddogion yn mynychu o bell. Bydd y cyfarfod yn cael ei recordio i'w ddarlledu ar wefan y Cyngor cyn gynted ag sy'n ymarferol ar ôl y cyfarfod. Os oes gennych unrhyw gwestiwn am hyn, cysylltwch â cabinet_committee@bridgend.gov.uk neu ffoniwch 01656 643147 / 643148.

Yn ddiffuant

K Watson

Prif Swyddog, Gwasanaethau Cyfreithiol a Rheoleiddio, AD a Pholisi Corfforaethol

Dosbarthiad:

Cynghowrwyr

TH Beedle
JPD Blundell
RJ Collins
PA Davies
SK Dendy
J Gebbie

Cynghorwyr

T Giffard
CA Green
DG Howells
M Hughes
M Jones
KL Rowlands

Cynghorwyr

B Sedgebeer
RME Stirman
T Thomas
CA Webster

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PWYLLGOR CRAFFU TESTUN 1 - DYDD LLUN, 12 GORFFENNAF 2021

COFNODION CYFARFOD Y PWYLLGOR CRAFFU TESTUN 1 A GYNHALIWDYD YN O BELL - TRWY DIMAU MICROSOFT DYDD LLUN, 12 GORFFENNAF 2021, AM 14:30

Presennol

Y Cynghorydd KL Rowlands – Cadeirydd

TH Beedle
J Gebbie
RME Stirman

JPD Blundell
T Giffard

PA Davies
CA Green

SK Dendy
M Jones

Ymddiheuriadau am Absenoldeb

DG Howells, M Hughes, B Sedgebeer a/ac T Thomas

Cynrychiolwyr Cofrestredig

Rev Canon Edward Evans
L Morris

Yr Eglwys yng Nghymru
Sector Ysgolion Gyfun

Swyddogion:

Meryl Lawrence
Tracy Watson

Uwch Swyddog Gwasanaethau Democrataidd - Craffu
Swyddog Cymorth Craffu

Gwahoddedigion:

Nicola Echanis
Lindsay Harvey

Pennaeth Addysg a Chymorth Cynnar
Cyfarwyddwr Corfforaethol – Addysg a
Chymorth i Deuluoedd
Aelod Cabinet - Addysg ac Adfywio

Cynghorydd Charles Smith

29. DATGAN BUDDIANT

Datganodd y Cynghorydd TH Beedle fuddiant personol yn eitem 4 gan mai ef yw Cadeirydd Cymdeithas Llywodraethwyr Pen-y-bont ar Ogwr.

Cyhoeddodd y Cynghorydd JP Blundell fuddiant personol yn eitem 4 gan ei fod yn Llywodraethwr Cymunedol Ysgol Fabanod Cefn Glas.

30. CYMERADWYO COFNODION

PENDERFYNWYD: Cymeradwyo bod cofnodion cyfarfod y Pwyllgor Trosolwg a Chraffu Pwnc 1, dyddiedig 15 Mawrth 2021, yn gywir.

31. DEDDF ANGHENION DYSGU YCHWANEGOL A'R TRIBIWNLYS ADDYSG (ALNET) 2018

Dechreuodd y Cyfarwyddwr Corfforaethol - Addysg a Chymorth i Deuluoedd drwy esbonio fod Swyddogion arbenigol o'r Gwasanaethau Cymorth i Ddysgwyr yn bresennol, ac y byddent yn tywys yr Aelodau drwy'r adroddiad ac ar gael i ateb unrhyw gwestiynau. Mynegodd ddiolch i'r holl gydweithwyr ysgol a oedd wedi ymuno â'r cyfarfod, a rhoi o'u hamser i fod yn bresennol yn y cyfarfod pwysig hwn. Cyflwynodd y Rheolwr Grŵp Cymorth i Ddysgwyr a aeth ati i gyflwyno'r adroddiad.

Ar ôl derbyn cyflwyniad am yr adroddiad, gofynnodd Aelodau'r Pwyllgor y cwestiynau canlynol:

Gofynnodd Aelod beth fyddai'r problemau, y manteision a'r anfanteision posibl ym marn y gweithwyr proffesiynol a'r ymarferwyr, a gofynnodd hefyd a oedd digon o gyllid wedi'i neilltuo, ac a fyddai'r dyraniad yn parhau i fod yn ddigonol.

Dywedodd y Cydgysylltydd Anghenion Dysgu Ychwanegol (CADY), Ysgol Gynradd Blaengarw, ein bod mewn cyfnod o newid mawr, a bod yr Awdurdod wedi bod yn paratoi'n dda ar ei gyfer. Roedd wedi bod yn gyfnod heriol ar lefel yr ysgolion, gyda mwy o gwestiynau, a phryderon, gan rieni ynghylch penderfyniadau a oedd plant yn bodloni'r meini prawf ar gyfer Anghenion Dysgu Ychwanegol (ADY) ai peidio, yn ôl y diffiniad newydd. Roedd cynllun ar waith i ymdrin â hyn, a phenderfyniadau wedi'u cyfiawnhau'n seiliedig ar y broses lem a oedd ar waith. Roedd llawer o gyfrifoldeb wedi cael ei ddychwelyd i'r athrawon dosbarth, ac roedd hynny'n golygu bod angen newid meddylfryd. Roedd angen edrych ar Gynlluniau Datblygu Unigol (CDUau) ar gyfer plant yr oedd angen eu monitro o hyd, a fyddai o bosib wedi'u nodi'n blant ag ADY cyn hynny, gan fod ganddynt anghenion o hyd i'w bodloni ar lefel yr ysgol. Cafwyd manteision enfawr, gyda chydweithio a fforymau awdurdod lleol, ac roedd hi'n bwysig sicrhau bod gan rieni yr holl wybodaeth sydd ar gael.

Ailbwysleisiodd y Cydgysylltydd Anghenion Dysgu Ychwanegol (CADY), Ysgol Maesteg, yr hyn a ddywedwyd, sef fod hyn yn ddatblygiad cwbl gadarnhaol. Byddai pobl ifanc yn cael eu diogelu tan iddynt droi'n 25 oed, gan symud dosbarthiad ADY i'r byd gwaith. O safbwynt ysgol uwchradd, roedd hyn yn golygu sicrhau bod y bobl gywir yn deall eu rôl, gydag addysgeg wrth wraidd ADY, a lefel briodol o ddysgu ac addysgu. Roedd y clwstwr wedi bod yn gweithio i fireinio llwybrau cyfeirio a llwybrau cyfathrebu, gyda chefnogaeth gan yr Awdurdod Lleol, i sicrhau bod ysgolion yn gwybod sut i gael y gefnogaeth angenrheidiol. Un agwedd a oedd yn destun pryder oedd y gallai'r niferoedd ar y gofrestr ADY ostwng o fwy na 200 i 30, gyda disgyblion a oedd wedi'u pennu'n ddisgyblion ag ADY ar 31 Awst heb fod yn bodloni meini prawf y diffiniad mwyach. Roedd hi felly'n bwysig i'r bobl gywir fod â'r wybodaeth gywir ynghylch sut i gefnogi'r dysgwyr hynny, gan olygu newid meddylfryd. Roedd y canllawiau'n glir ynghylch sicrhau bod staff addysgu yn ymwybodol o'r disgwyliadau a sut i gyfleu hynny.

Gofynnodd Aelod a oedd unrhyw gydweithio yn digwydd y tu allan i'r consortia.

Esboniodd y Rheolwr Grŵp Cymorth i Ddysgwyr fod y consortiwm yn cyflawni gwaith cadarn, ac yn edych yn barhaus ar arfer da. Yr oedd hefyd wedi bod yn cydweithio cyn i'r Cynllun Trawsnewid ddod i rym, er enghraifft, ar y dull cynllunio sy'n canolbwyntio ar yr unigolyn. Roedd Aelodau'r Consortiwm yn aelodau o'r Bwrdd Trawsnewid, gyda chyswllt rheolaidd, fel y Swyddogion, gan gydweithio fel rhanbarth, ac yn fwy diweddar â Merthyr a Rhondda Cynon Taf ac ardal y Bwrdd lechyd, ac roedd hynny'n gryfder.

Cyfeiriodd Aelod at 4.1 yn yr adroddiad, a gofyn a fyddai unrhyw broblemau wrth geisio mabwysiadu ymagwedd gyson at ADY wrth geisio sefydlu cwricwlwm wedi'i gynllunio'n arbennig ar yr un pryd.

Awgrymodd y Rheolwr Grŵp Cymorth i Ddysgwyr y byddai rhai o'r ysgolion o bosib am gyfrannu i'r pwynt hwn, gan eu bod yn ymwneud â datblygiadau diwygio'r cwricwlwm yn ogystal â diwygio ADY.

Esboniodd y Pennaeth, Ysgol Maesteg, mai'r hyn a oedd wedi'i gynllunio ar gyfer diwrnod HMS yr ysgol oedd cyfuno diwygio ADY, a oedd yn ymwneud yn llwyr â chynllunio sy'n canolbwyntio ar yr unigolyn, a diwygio'r cwricwlwm newydd a oedd yn canolbwyntio ar y pedwar diben. Roedd angen cael gwared â'r agwedd negyddol at ddiwygio. Y dull a oedd yn cael ei fabwysiadu oedd canolbwyntio ar lesiant, gyda diwygio ADY a diwygio'r Cwricwlwm wrth wraidd hynny, gan ystyried sut i ddarparu

cyfleoedd dysgu ac addysgu o'r ansawdd gorau i blant yn yr ystafell ddosbarth. Roedd hyn yn galluogi'r staff i ganolbwyntio ar natur y dosbarth o'u blaenau, a fyddai'n sicrhau'r arfer gorau i ddisgyblion, o ran diwygio ADY a diwygio'r cwricwlwm.

Dywedodd Pennaeth Ysgol Gynradd Llangynwyd mai ffocws yr ysgol oedd dysgu ac addysgu o ansawdd da, wrth i'r gofrestr ADY newid, ac mai'r nod sylfaenol fyddai sicrhau bod pawb yn cael eu cynnwys yn yr ystafell ddosbarth. Roedd yn golygu canolbwyntio ar ddysgu ac addysgu effeithiol o ansawdd uchel a fyddai'n bodloni pob angen. O'i wneud yn gywir, roedd hyn yn ymblethu ag agenda diwygio'r cwricwlwm, lle'r oedd cwricwla neilltuol yn cael eu dylunio ar gyfer pob dosbarth. Fel ysgol, roedd hyn yn golygu edrych ar yr addysgu yn gyntaf, gan gynnwys adnoddau gwahaniaethol o ansawdd da a fyddai'n galluogi pob dysgwr i wneud cynnydd priodol yn ôl y disgwyl.

Dywedodd y Prif Seicolegydd Addysg y bu'n ymwneud yn helaeth â gwaith i ystyried y diffiniad o ADY er mwyn cefnogi ysgolion a rhieni wrth symud ymlaen â'r diwygiad newydd. Roedd y data, gan gynnwys data Cymru gyfan, ac o brofion rhanbarthol a chenedlaethol, wedi cael eu harchwilio'n fanwl. Roedd ysgolion yn nodi bod gan 23% o'u poblogaeth ADY ar gyfartaledd, ac roedd angen symud y ffigur hwnnw i oddeutu 9%-10% o'r boblogaeth ag ADY yr oedd arnynt angen rhywbeth yn ychwaneg at yr hyn a oedd ar gael fel arfer. Roedd hyn yn gysylltiedig â'r cwricwlwm a'r dysgu a'r addysgu da a oedd yn digwydd mewn ysgolion i gefnogi dysgwyr. Roedd llawer iawn o ymyraethau a darpariaeth o ansawdd da, ond roedd hyn yn golygu ystyried sut i gefnogi'r dysgu mewn system adnabod wahanol, er enghraifft, y plant hynny a allai fod yn destun pryder, a allai fod angen hwb, a allai fanteisio ar yr ymyraethau hynny, yn hytrach na grŵp llawer llai o blant a oedd angen rhywbeth gwahanol iawn, sef darpariaeth dysgu ychwanegol, nad oedd ar gael i weddill eu cyfoedion, gan dargedu ymyraethau tuag at y plant hynny a chanddynt ADY arbennig o ddifrifol. Esboniodd fod y darn hwn o waith wedi bod yn ddiddorol, yn nhermau gweithio gyda'r ysgol a gweithio gyda'r rhanbarth, gan ei fod wedi gwneud i bawb edrych ar yr ymyraethau o ansawdd da a oedd ganddynt. Roedd yr ymyraethau a'r cymorth yn dal ar gael, ond ar gyfer grŵp llawer llai o blant, ac roedd hyn yn wir drwyddo draw yn nhermau dosbarthiad arferol, ac yn golygu rhoi mwy o fewnbwn i ddarpariaeth dysgu ar gyfer plant â'r anghenion mwyaf.

Dywedodd y CADY, Ysgol Gyfun Maesteg ei bod yn cefnogi'r hyn yr oedd y Prif Seicolegydd Addysg wedi'i ddweud. O ran ADY, roedd yr ysgol wedi bod yn defnyddio gwahanol ddulliau o fonitro'r dysgwyr yr oedd yr Awdurdod wedi'u hargymell yn gadarn. Roedd gan yr Ysgol ei rhestr o ddysgwyr darpariaeth gyffredinol yr oedd yr athrawon yn ymwybodol ohoni, a nodai'r anghenion a sut y gallai'r athro fodloni'r anghenion hynny orau. Byddai'r rhestr honno ar wahân i'r gofrestr ADY, a oedd yn llawer byrrach gan fod y ddarpariaeth dysgu yr oedd ei hangen ar gyfer y rhestr honno wedi'i chynllunio'n arbennig. Roedd hyn yn ymagwedd newydd er mwyn sicrhau bod dysgwyr yn cael eu hadnabod ac y tynnir sylw'r bobl gywir atynt.

Gofynnodd Aelod a oedd yr Awdurdod Lleol yn etifeddu plant o awdurdodau eraill, a oedd yn rhoi pwysau ar y Cyngor.

Esboniodd y Prif Seicolegydd Addysg fod yr Awdurdod Lleol i raddau wedi dioddef yn sgil ei lwyddiant ei hun, yn enwedig oherwydd cryfder ysgolion arbennig. Er bod ceisiadau wythnosol am leoedd mewn ysgolion arbennig nad oedd yr Awdurdod yn gallu darparu ar eu cyfer, yn achos disgyblion a oedd yn byw y tu allan i'r sir, roedd teuluoedd yn symud i mewn i'r sir oherwydd cryfder yr ysgolion. Roedd Pen-y-bont yn gefnogol, ac yn ddiweddar wedi datblygu llawer o ddarpariaeth i blant a oedd wedi profi gofal, a'r cyfleusterau i blant a oedd wedi dod i fyw mewn tai gyda chymorth ym Mhen-y-bont, gan fod y cartrefi wedi'u sefydlu. Ond roedd addysg law-yn-llaw a hyn, felly roedd mynediad at addysg o dan bwysau sylweddol.

Gofynnodd yr Aelod am amlinelliad o gost hyn i'r awdurdod lleol.

Dywedodd y Rheolwr Grŵp Cymorth i Ddysgwyr nad oedd yr wybodaeth hon wrth law, ond y gellid ei darparu ar ôl y cyfarfod.

Cyfeiriodd Aelod at bwynt a oedd wedi'i godi gan y Prif Seicolegydd Addysg, lle dywedodd y byddai gan 23% o blant angen, a gofynnodd am ddadansoddiad pellach o'r gyfran, fesul ardal / categori angen.

Dywedodd y Prif Seicolegydd Addysg fod y ffigur wedi'i dynnu o ddata rhanbarthol a data cenedlaethol, a oedd wedi dod o'r Cyfrifiad Ysgolion Blynyddol ar Lefel Disgyblion (CYBLD) a oedd wedi'i lenwi gan yr ysgolion. Byddai ystod o anghenion ychwanegol yn ffurfio'r 23%, gan gynnwys oedi mewn datblygiad cyffredinol, anawsterau dysgu difrifol, ymddygiad emosiynol ac anawsterau cymdeithasol. Nid oedd y ganran wedi'i dadansoddi yn nhermau'r data rhanbarthol. Yn hytrach, data CYBLD oedd hyn ar gyfer unrhyw blentyn a oedd yn cofnodi angen ychwanegol. Roedd hyn yn newid aruthrol i weithwyr proffesiynol o dan y diwygiad newydd, gan edrych ar effaith yr angen dysgu. Ni fyddai diagnosis o awtistiaeth nac ADHD neu nam ar y golwg, ynddynt eu hunain, yn cael eu galw'n angen dysgu ychwanegol. Roedd yn golygu edych ar ffactorau sy'n atal dysgu. Roedd hyn hefyd yn her enfawr i deuluoedd a'r unigolyn ifanc, na fyddai o reidrwydd yn gymwys fel unigolyn ag ADY, er y gallai wynebu heriau neu anabledd o dan y Ddeddf Cydraddoldeb. Roedd plant ar draws yr awdurdod lleol a chanddynt yr holl heriau a'r anawsterau a oedd wedi'u hamlinellu, na fyddent yn wynebu rhwystr i ddysgu oherwydd gallai cyfarpar neu ddeunyddiau neu feddyginiaeth eu cefnogi i'w galluogi i ddysgu gyda'u cyfoedion. Ni fyddai hynny'n gyfystyr ag ADY. Rodd y cod newydd yn wahanol iawn i'r cod ymarfer blaenorol, yn sgil newid aruthrol i'r hyn a oedd yn cael ei ystyried yn 'rhwystr i ddysgu'. Serch hynny, roedd y cod newydd yn gadarnhaol, am ei fod yn canolbwyntio ar angen.

Sicrhaodd Arweinydd y Synhwyrâu yr Aelodau fod y niferoedd yn aros yn weddol sefydlog drwyddi draw, ac o ran yr addasiadau rhesymol a oedd wedi'u sefydlu, ni fyddent yn newid i'r bobl ifanc y nodwyd bod ganddynt nam ar y clyw neu ar y golwg. Roedd hyn yn golygu cael gwared â'r rhwystrau i ddysgu, ac yn aml byddai'r gwasanaeth yn ymwneud â'r achos yn fuan iawn, yn syth ar ôl cael diagnosis. Pwrpas y gwasanaeth oedd cefnogi mynediad at ddysgu. Gan hynny ni fyddai gweithredu'r ADY newydd yn effeithio ar yr hyn a oedd yn cael ei ddarparu i bobl ifanc â nam ar y clyw neu nam ar y golwg, a fyddai'n dal i gael mynediad at y gwasanaethau, a allai olygu mynediad at athrawon arbenigol, mynediad at gyfarpar arbenigol a hyfforddiant ar sut i'w defnyddio a datblygu'r sgiliau ar gyfer hynny.

Nododd Cynrychiolydd Cofrestredig, y Sector Ysgolion Uwchradd, fod 4.2 yn datgan bod 'angen cynyddu'r ddarpariaeth ADY sydd ar gael i ysgolion cyfrwng Cymraeg', a gofynnodd a oedd disgyblion cyfrwng Cymraeg yn derbyn yr un math o ddarpariaeth â disgyblion cyfrwng Saesneg cyfatebol. Pe na bai'r gefnogaeth ar gael, roedd hi'n pryderu y gallai rheni gael eu gorfodi i symud disgyblion i ysgolion cyfrwng Saesneg. Gofynnodd hefyd ai un prawf yn unig oedd ar gael o hyd ar gyfer myfyrwyr a dyslecsia sy'n siarad Cymraeg.

Esboniodd y Rheolwr Grŵp Cymorth i Ddysgwyr fod y consortiwm wedi bod yn ymchwilio mwy i adnoddau a hyfforddiant cyfrwng Cymraeg, mewn perthynas â'r Ddeddf ADY. Roedd aelod o staff yn ymwneud yn helaeth â hynny, ac wedi dechrau cyflwyno hyfforddiant ar lefel consortia. Roedd y Gwasanaeth Cymorth i Ddysgwyr, yn enwedig timau ADY, yn cynnwys aelodau da o staff cymwys sy'n siarad Cymraeg. O ran darpariaeth cyfrwng Cymraeg ehangach, ynghyd ag ADY, roedd adolygiad cynllunio strategol ar y gweill. Roedd Bwrdd wedi'i sefydlu, ynghyd ag is-bwyllgorau a oedd yn cyfrannu at y Bwrdd hwnnw, i ymchwilio i addysg cyfrwng Cymraeg, ac yn rhan o'r

Cynllun Strategol Cymraeg mewn Addysg. Er enghraifft, nodwyd cyn hynny fod angen sicrhau tegwch â'r ddarpariaeth i blant â diagnosis awtistiaeth, hy, os oeddent hefyd yn siarad Cymraeg, y byddent yn gallu parhau i dderbyn eu haddysg drwy gyfrwng y Gymraeg. Cyfeiriodd at y ganolfan adnoddau dysgu ar gyfer awtistiaeth i siaradwyr Cymraeg yn Ysgol Gynradd Calon y Cymoedd, ac ar ôl hynny, y ganolfan adnoddau dysgu Uwchradd yn Ysgol Gyfun Gymraeg Llangynwyd. Roedd y ddarpariaeth Anhawster Dysgu Cymedrol (ADC) yn cael ei hystyried, er mwyn gweld a oedd angen agor canolfannau adnoddau dysgu yn y maes hwnnw.

O ran tegwch y ddarpariaeth, nododd Arweinydd ADY y Blynyddoedd Cynnar, Gwybyddiaeth a Dysgu a CMMI fod tegwch yn bodoli eisoes. Fodd bynnag, oherwydd niferoedd y myfyrwyr a gafwyd yn y gorffennol, roedd y ddarpariaeth honno'n fwy rhithiol, ac yn hytrach nag aros mewn ysgol benodol, roedd yr athro'n symud o'r naill ysgol i'r llall. Mewn ysgol cyfrwng Saesneg, byddai digon o blant i gael dosbarth cyfan mewn grŵp blwyddyn, ond byddai'r 4 ysgol cyfrwng Cymraeg yn cynnwys llai o blant, felly byddai'r ddarpariaeth yn ymddangos ychydig yn wahanol. Fodd bynnag, roedd y niferoedd bellach yn dangos bod digon o blant i allu agor darpariaeth ADC ar gyfer y cyfnod Cynradd, cyn edrych ar y dystiolaeth i weld beth fyddai ei angen yn yr Uwchradd. Gyda disgyblion yn bwydo'r ysgolion uwchradd o 4 ysgol gynradd cyfrwng Cymraeg a 50 ysgol gynradd cyfrwng Saesneg, roedd y niferoedd yn wastad yn mynd i fod yn is yn y sector Cymraeg.

O ran y ddarpariaeth ADC ar gyfer siaradwyr Cymraeg Cynradd, roedd y ganolfan wirioneddol wedi'i chynllunio ar gyfer mis Medi 2022.

O ran adnoddau, roedd gwaith wedi dechrau cyn Covid-19 yn benodol ar brawf darllen, ac roedd y prawf i fod i gael ei dreialu yn ysgolion Caerdydd wrth i'r pandemig ddechrau, felly nid oedd hynny'n bosibl. Byddai hyn yn cael sylw yn awr, ac roedd gwaith ar droed i ddatblygu'r adnoddau hynny, gan nodi bod y Ddeddf newydd yn mynnu'r tegwch hwnnw o ran darpariaeth.

Esboniodd y Rheolwr Grŵp Cymorth i Ddysgwyr fod yr awdurdod lleol wedi cydweithio â Phenaethiaid erioed, ac mai dyna'r model y gwnaethant gytuno a fyddai'n well ganddynt, yn hytrach nag un ganolfan adnoddau mewn lleoliad penodol. Roedd pethau wedi symud ymlaen, a'r model newydd yn cael ei archwilio ochr yn ochr â datblygu hynny drwy'r cyfnod Uwchradd, er mwyn cael parhad yn y ddarpariaeth.

Dywedodd Aelod ei bod yn ymwybodol nad oedd consortia bob amser yn dderbyniol gan bob Cyngor, ac y gallent fod yn ansefydlog, gan dynnu sylw at gynghrair Ein Rhanbarth ar Waith (ERW). Gofynnod a oedd Consortiwm Canolbarth y De (CCD) yn sefydlog, a beth fyddai'r tebygolrwydd o roi Cynllun Rhanbarthol at ei gilydd na ellid ei weithredu gan na fyddai partneriaid am gymryd rhan.

Cydnabu'r Cyfarwyddwr Corfforaethol - Addysg a Chymorth i Deuluoedd fod y cwestiwn yn bwysig o ran y berthynas â'r consortiwm. Roedd ganddo rywfaint o ddealltwriaeth o'r modd yr oedd model ERW yn gweithio, gan esbonio ei fod yn fwy o gynghrair rhwng yr awdurdodau lleol a oedd yn cymryd rhan. Roedd CCD yn fodel gwahanol. Roedd yn fusnes yr oedd yr awdurdod lleol wedi tanysgrifio iddo - swyddogaeth cleient deallus, felly i bob pwrpas roed yr awdurdod lleol yn talu'r gwasanaeth, ac roedd gan y gwasanaeth hwnnw gyfres o amcanion busnes yn ei gynllun yr oedd angen eu cyflawni. Roedd hi'n ddeg dweud mai'r adborth gan yr ysgolion, ac yn bendant Swyddogion, oedd fod gwasanaeth CCD yn cynnig gwerth am arian, yn enwedig yn nhermau ADY ond yng nghyd-destun ehangach dysgu ac addysgu, arweinyddiaeth a chymorth. O safbwynt yr awdurdod lleol, roedd y consortiwm yn cynnig gwasanaeth da iawn.

Dywedodd yr Aelod Cabinet Addysg ac Adfywio fod ymrwymiad gwleidyddol sefydlog a pharhaus i CCD, felly nid oedd modd ei gymharu â'r hyn a ddigwyddodd i ERW. Roedd

Pen-y-bont ar Ogwr / Bro Morgannwg / Caerdydd / Merthyr a RhCT wedi ymrwymo i'r Cynllun Busnes. Roedd yn cynnwys ysgrifenyddiaeth barhaol ardderchog, Cyfarwyddwr a Dirprwy Gyfarwyddwr ardderchog, ac roedd yr Aelodau'n cyfarfod â Llywodraeth Cymru (LIC) ar delerau cyfartal. O ran swyddogaethau arbenigol, fel ADY, roedd yr arbenigedd ar gael.

Esboniodd y CADY, Ysgol Gynradd Blaengarw, nad oedd hi wedi cael profiad helaeth o ADY drwy'r consortiwm, ond roedd rhaglen datblygu'r gweithlu yr oedd y consortiwm yn ei datblygu ar hyn o bryd wedi bod o fudd enfawr. Roedd hi wedi cwblhau'r rhaglen arweinyddiaeth ganol ac roedd CCD ar hyn o bryd yn cynllunio am restr chwarae ADY Hwb, o fis Medi. Roedd Arweinydd Trawsnewid ADY CCD hefyd wedi bod yn fuddiol iawn ar lefel consortia, felly o safbwynt yr ysgol cafwyd profiadau cadarnhaol iawn gyda'r consortiwm.

Cadarnhaodd yr Arweinydd Strategol Tegwch a Llesiant, CCD, eu bod yn gweithio mewn partneriaeth i alinio'r gefnogaeth, gan gydblythu gwaith yr ADY, ochr y cwricwlwm newydd, a'r dull ysgol gyfan o ymdrin â iechyd a llesiant meddwl, a oedd yn heriau mawr i ysgolion ac awdurdodau lleol. Roedd y consortiwm wedi cymryd rhan yn y gwaith o lunio'r canllawiau rhanbarthol, a byddai'r rheiny'n sefyll ochr yn ochr â gwaith y consortiwm ar degwch a rhagoriaeth, sef y strategaeth sy'n trafod dysgu drwy athro i bob disgybl.

Gofynnodd Cynrychiolydd Cofrestredig - Yr Eglwys yng Nghymru a oedd gan yr awdurdod lleol gynllun strategol penodol er mwyn gweithredu'r Ddeddf yn llawn.

Cadarnhaodd y Rheolwr Grŵp Cymorth i Ddysgwyr fod Cynllun Rhanbarthol ar waith bob blwyddyn a bod Cyngor Pen-y-bont ar Ogwr wedyn yn creu ei Gynllun Lleol. Roedd Bwrdd lleol wedi'i sefydlu ar gyfer Pen-y-bont ar Ogwr, a phob mis byddai arweinwyr trawsnewid ADY yn bresennol yng nghyfarfod y Bwrdd ac yn rhoi'r newyddion diweddaraf am gynnydd y cynllun. Roedd y cynlluniau ar ffurf drafft ar gyfer y flwyddyn i ddod, yn disgwyl cymeradwyaeth LIC, ond byddai cynllun cadarn ar waith er mwyn symud ymlaen ym mis Medi.

Cyfeiriodd Cynrychiolydd Cofrestredig, y Sector Ysgolion Uwchradd, at dudalen 27 am flaenoriaeth un, yn gysylltiedig â Chynlluniau Datblygu Unigol (CDUau), a'r defnydd o'r ymadrodd 'cohort wedi'i ragbennu' a gofynnodd pwy oedd yn sicrhau bod disgyblion y tu allan i'r cohort wedi'i ragbennu yn dal i dderbyn y cymorth yr oedd ei angen arnynt.

O ran eleni, hyd at weithredu'r diwygiad, esboniodd y Prif Seicolegydd Addysg fod yr holl awdurdodau lleol yn gallu edrych ar gynlluniau peilot i'w helpu i weithredu'r cod. Ar draws y rhanbarth, roedd gwahanol flaenoriaethau a gwahanol grwpiau o blant wedi'u nodi yn rhan o'r cynlluniau peilot hynny. Ar ddechrau'r flwyddyn, ac y nhermau'r lefel uchaf o angen, dewisodd yr awdurdod lleol ddatblygu rhai o'r CDUau peilot hynny gyda disgyblion mewn ysgolion arbennig, ee, pobl ifanc yr oedd y Gwasanaeth Cyfiawnder Ieuenticid yn gwybod amdanynt yn ysgol Bryn Castell a disgyblion oed derbyn yn Ysgol Arbennig Heronsbridge. Wrth i'r flwyddyn fynd rhagddi, oherwydd effaith Covid-19 a'r newid o gyfeiriad y cyn Weinidog Addysg, cafodd rhai o'r graddfeydd amser eu newid yn gysylltiedig â gweithredu'r Ddeddf. O fis Medi 2021, mae ysgolion arbennig wedi'u heithrio o god y strategaeth newydd, sy'n canolbwyntio ar gael CDU ysgol i ddisgyblion, yn hytrach na CDU a gedwir gan yr awdurdod lleol. Yn rhan o'r broses o gyflwyno fesul cam gyda phartneriaid mewn ysgolion a thrwy'r fforwm CADY, cafodd disgyblion eu nodi mewn cyfnodau pontio allweddol yn grŵp a blaenoriaeth ar gyfer CDUau ysgol. Roedd y gwaith o nodi grwpiau penodol yn torri ar draws yr holl system addysg, felly'r flaenoriaeth y tymor hwn oedd edrych ar waith CDUau y blynyddoedd cynnar, fu'n her ac yn newid sylweddol. Felly wrth gyfeirio at grwpiau wedi'u ragbennu, roedd y grwpiau hynny'n

bodoli, ond roeddent mewn gwirionedd yn torri ar draws CDUau a gyhelir gan yr ysgol, CDUau yr ALI, ysgolion arbennig ac ysgolion prif ffrwd.

Esboniodd Arweinydd ADY y Blynyddoedd Cynnar, Gwybyddiaeth a Dysgu a CMMI nad oedd CDUau yn statudol hyd 1 Medi, felly'r hyn dan sylw oedd y plant a oedd wedi'u dewis. Roedd y plant a ddewiswyd i ddechrau yn mynd i'w darpariaeth arbenigol a byddai angen CDU arnynt o fis Medi pan fyddai'r Ddeddf newydd yn dod i rym. Hefyd, gan mai peilot oedd y syniad, a'i fod yn golygu cydweithio â chydweithwyr ieched, cafodd plant eu dewis os oedd gweithwyr ieched yn ymwneud â'u hachosion, gan mai pwrpas y cynlluniau peilot oedd cael pawb i gydweithio. Roedd y sefyllfa ychydig y wahanol yn lleoliadau'r blynyddoedd cynnar gan nad oedd ganddynt o reidrwydd y dechnoleg a fyddai o bosib ar gael yn yr ysgolion, i gynnwys pobl a'r gofod. Roedd mwy i hyn na dewis plant ac edrych ar eu hanghenion a'u CDUau - roedd yn golygu edrych sut y byddai'r dull cyfannol o ganolbwyntio ar yr unigolyn yn gweithio mewn lleoliadau gyda llawer o wahanol bobl ee, ymglymiad ieched, ymwelwyr ieched ac ati, yn benodol, a'u hymglymiad yn y broses honno.

Cadarnhaodd yr Arweinydd Synhwyrâu bod cysylltiadau ag addysg bellach wedi cael eu sefydlu erioed i bobl ifanc â nam ar y synhwyrâu, ac mai'r hyn oedd ei angen oedd sicrhau eu bod yn dal i fod yn ganolbwynt i bopeth, gan feddwl am y cysylltiadau pontio hynny a sicrhau bod ganddynt lais wrth adael y naill leoliad addysg a symud i leoliad arall. Roedd hefyd yn golygu edrych ar yr hyn y gallent elwa arno wrth dyfu drwy fyd addysg, yr hyn yr oedd arnynt ei angen o ran cyfarpar, sut yr hoffent gael eu cefnogi, a pha wybodaeth yr hoffent ei rhannu am eu nam ar y clyw neu eu nam gweledol. Roedd yn golygu gweithio'n agos gyda'r coleg, ond hefyd mewn modd mwy ffurfiol, cysylltu'r coleg â CDUau, a chefnogi gweithwyr proffesiynol yn y coleg i sicrhau bod ganddynt ddealltwriaeth lawnach o anghenion a llais y bobl ifanc a gefnogir.

Cyfeiriodd Aelod at bwynt y cyfeiriodd y Prif Seicolegydd Addysg ato yn gysylltiedig â'r Gwasanaeth Cyfiawnder Ieuencid, a gofynnodd beth oedd cynnydd yr awdurdod lleol o ran nodi rhwystrau i ddysgu, yn enwedig ymhlith pobl ifanc mewn Sefydliadau Troseddwr Ifanc, yn ogystal â'r rhai dan 25 oed a oedd ar hyn o bryd yn adain pobl ifanc y carchardai.

Cydnabu'r Pennaeth Addysg a Chymorth i Deuluoedd fod hyn yn bwynt pwysig. Gallai rhai o'r bobl ifanc a oedd yn ymwneud â'r Gwasanaeth Cyfiawnder Ieuencid fod ymhlith rhai o'r bobl ifanc mwyaf bregus yr oeddem yn gweithio gyda nhw ar draws yr awdurdod lleol. Un o'r mentrau oedd edrych arnynt drwy broses y CDU a sicrhau bod eu hanghenion addysgol yn cael eu bodloni tra'r oeddent yn y gymuned. Cafwyd problem yn y gorffennol yn gysylltiedig â rhai pobl ifanc yr oedd y gwasanaeth yn gwybod amdanynt, yr oedd eu hamserlenni'n cynnwys llai o oriau, ond roedd hyn bellach yn cael ei adolygu'n rheolaidd er mwyn sicrhau bod y bobl ifanc hynny'n derbyn y nifer o oriau o addysg yr oedd ganddynt hawl i'w derbyn. Roedd y cyfraddau carcharu ymhlith plant a phobl ifanc yn isel iawn, ond weithiau byddai unigolyn ifanc yn cyflawni trosedd ac yn gorfod mynd i'r ddalfa. Yn dibynnu ar y sefydliad ac oedran yr unigolyn, byddai'n derbyn addysg statudol o fewn y sefydliad pe bai o oed ysgol statudol, a byddai'r addysg honno'n cael ei monitro gan systemau monitro allanol, hy, Estyn, yn dibynnu ar y sefydliad. Yn ogystal â hynny, mae'r Gwasanaeth Cyfiawnder Ieuencid yn cadw cysylltiad â phobl ifanc drwy gydol eu dedfryd ac ar ôl iddynt gael eu rhyddhau. Roedd cynllun ar waith ar gyfer pob unigolyn ifanc, a byddai gweithiwr cymdeithasol/troseddau ieuencid yr unigolyn, sy'n monitro ei ddedfryd ac yn monitro'r holl ymyraethau a gaiff drwy gydol ei ddedfryd, yn dilyn y cynllun hwnnw. Roedd hyn yn cynnwys addysg, ond hefyd yn cynnwys sicrhau bod anghenion ieched neu unrhyw anghenion ieched meddwl yn cael eu bodloni wrth gynllunio'r ddedfryd a chynllunio'r cyfnod ar ôl rhyddhau.

Cyfeiriodd Aelod at Atodiad B, Tudalen 43, cyfrifoldebau newydd llywodraethwyr, ac esboniodd, fel Cadeirydd Llywodraethwyr Pen-y-bont ar Ogwr fod pryderon wedi codi ynghylch archwiliadau parodrwydd ADY, beth oedd hynny'n ei olygu, sut y byddai'r rhain yn cael eu cynnal, a sut y byddai hyn yn effeithio ar drosiant staff mewn cyrff llywodraethu.

Cadarnhaodd y Rheolwr Grŵp Cymorth i Ddysgwyr fod Arweinydd Trawsnewid ADY CCD wedi bod yn ystyried hyfforddiant i lywodraethwyr a bod hynny wedi cael ei gynnig i'r consortiwm.

Esboniodd y CADY, Ysgol Gynradd Blaengarw ei bod wedi derbyn hyfforddiant corff llywodraethu yn ddiweddar i ysgolion wedi'u ffedereiddio. Nododd fod gan y Corff Llywodraethu gwestiynau ynghylch eu sefyllfa gyfreithiol yn hyn o beth, gan fod pennu plant yn blant ADY ai peidio yn gyfrifoldeb a ddirprwyir i'r ysgol, a bod y corff llywodraethu, yn amlwg, yn ymddiried ym marn broffesiynol Cydgysylltwyr ADY. Deallai y byddai rhywfaint o gyngor cyfreithiol ar gael i Benaethiaid a chyrrff llywodraethu ynghylch y broses, ond bod rhywfaint o oedi wedi bod o ran hynny. Roedd yr Ysgol wedi gweithio'n galed i roi'r wybodaeth ddiweddaraf i'r Llywodraethwyr, ac ystyried maint y gwaith i ddiwygio ADY, ond wrth symud ymlaen byddai'n rhaid i hyn ddigwydd yn fwy rheolaidd.

Cydnabu'r Cyfarwyddwr Corfforaethol - Addysg a Chymorth i Deuluoedd ymdrechion gwych Cadeirydd Cymdeithas Llywodraethwyr Pen-y-bont ar Ogwr wrth helpu'r awdurdod lleol i hyfforddi llywodraethwyr, gan fod y Gymdeithas honno wedi bod yn gaffaeliad i Ben-y-bont ar Ogwr ers rhai blynyddoedd. Bob blwyddyn byddai CCD yn gofyn i'r awdurdod lleol nodi blaenoriaethau yng nghynllun busnes CCD. Un o flaenoriaethau allweddol yr awdurdod lleol a'i darged ar gyfer y flwyddyn oedd helpu i recriwtio a datblygu llywodraethwyr ysgol, gan wneud yn siŵr fod hyfforddiant allweddol, ee, diwygio ADY a diwygio'r cwricwlwm ac eitemau allweddol eraill, yn cael eu cynnwys yn rhan o hynny.

Mewn perthynas â rhoi cyngor yn lleol, esboniodd y Rheolwr Grŵp Cymorth i Ddysgwyr fod y cod wedi cael ei ryddhau'n hwyrach na'r disgwyl, felly nid oedd swyddogion tîm cyfreithiol yr awdurdod lleol ond newydd dderbyn hyfforddiant cyfreithiol yn yr ychydig wythnosau diwethaf, felly byddai cynllun gweithredu yn cael ei roi ar waith y flwyddyn nesaf, er mwyn cefnogi'r ysgolion.

Cydnabu'r CADY, Ysgol Gyfun Maesteg fod pwynt diddorol wedi'i godi ynghylch trosiant staff ar gyrff llywodraethu, a'i bod yn galonogol clywed y byddai'r hyfforddiant yn barhaus, wrth i lywodraethwyr ddod i mewn ac allan o'u swyddi. Fel arall ni fyddai rhai wedi derbyn yr wybodaeth am y weithdrefn cyn cael eu taflu i sefyllfa lle'r oeddent yn atebol am benderfyniadau.

Esboniodd Pennaeth Ysgol Maesteg y byddai'n anghyfyrdus, fel Pennaeth, o beidio cael mewnbwn gan y consortiwm neu'r Awdurdod Addysg Lleol i sicrhau ei bod yn gwneud y peth iawn ac yn cyfleu'r neges gywir wrth y Llywodraethwyr. Byddai'n beryglus i Benaethiaid unigol fod yn gyfrifol am hyfforddi llywodraethwyr, gan na fyddai hynny o reidrwydd yn sicrhau'r cysondeb yr oedd yr awdurdod lleol yn anelu amdano. Roedd hi felly'n croesawu'r rhaglen hyfforddi, yn enwedig ynghylch y cyngor cyfreithiol.

Roedd yr Aelod yn croesawu'r newyddion y byddai cyngor cyfreithiol ar gael i Lywodraethwyr, gan fod nifer o gwestiynau'n codi.

Gofynnodd Cynrychiolydd Cofrestredig - Yr Eglwys yng Nghymru am i unrhyw hyfforddiant, boed hwnnw'n hyfforddiant fel awdurdod lleol neu fel consortiwm, yn hyfforddiant wedi'i ddarparu gan ymarferwyr yn hytrach na damcaniaethwyr.

Cytunodd y Rheolwr Grŵp Cymorth i Ddysgwyr â hynny. Roedd llawer o hyfforddiant wedi cael ei roi i CADY i'w raeadru i'r holl ysgolion, felly roedd hyn yn bwysig.

Yn gysylltiedig â'r grant trawsnewid ADY, gofynnodd Aelod pa gyfran o'r cyllid a fyddai'n dod i Ben-y-bont ar Ogwr mewn gwirionedd.

Esboniodd y Rheolwr Grŵp Cymorth i Ddysgwyr y byddai angen iddi edrych yn fanylach ar hynny a rhoi gwybod beth fyddai'r elfen honno o'r ganran.

Dywedodd Aelod nad oedd wedi cael ateb i'w cwestiwn, ynghylch a oedd y cyllid yn ddigonol ai peidio.

Cydnabu'r Cyfarwyddwr Corfforaethol - Addysg a Chymorth i Deuluoedd fod nifer o ffrydiau cyllido ar gael gan LIC yn gysylltiedig â'r grantiau ADY, arloesi a thrawsnewid, a bod y rhain wedi'u rhannu mewn amryw o ffyrdd gwahanol. Byddai'r grant cyffredinol ar gael drwy'r consortiwm ac yn cael ei ddarparu i awdurdodau lleol ac ysgolion, ond hefyd i bartneriaid o fewn y system, ee, y Bwrdd Iechyd a phartneriaid eraill, yn dibynnu ar y grant. O ran pa mor ddigonol oedd y cyllid hyd yma, roedd LIC wedi dosbarthu ffrydiau cyllido sylweddol ar draws awdurdodau lleol yng Nghymru, ond yn y dyfodol roedd hi'n amlwg y byddai galw helaeth am y gwasanaeth, ac yn bendant i gydweithwyr CADY ar lawr gwlad, byddai hyn yn her.

Dywedodd yr Aelod mai'r hyn yr oedd yn poeni amdano gyda grantiau oedd nad oedd hynny weithiau'n creu ateb cynaliadwy, ac mai'r hen stori oedd y byddai'r grant yn y pen draw yn cael ei gynnwys yn y Grant Cynnal Refeniw, felly doedd neb mewn gwirionedd yn gallu cael hyd iddo.

Cydnabu'r Cyfarwyddwr Corfforaethol - Addysg a Chymorth i Deuluoedd mai dyma oedd yr her annatod gyda phob grant - sef sicrhau cynaliadwyedd. Rhan o'r gwaith yr oedd y Rheolwr Grŵp Cymorth i Ddysgwyr a'i thîm yn ei wneud oedd sicrhau bod cydweithwyr mewn ysgolion wedi'u hyfforddi i sicrhau eu bod yn arbenigo yn hyn, nid yn unig o fewn eu hysgolion eu hunain, ond o fewn y system hunan-wella lle'r oedd ysgolion yn cefnogi'r naill a'r llall, a oedd hefyd ymhlith egwyddorion canolog ymagwedd CCD.

Holodd Cynrychiolydd Cofrestredig - Yr Eglwys yng Nghymru ynghylch yr arian a oedd yn cael ei ddal gan RhCT ac a oedd yn cael ei rannu rhwng y 5 Awdurdod a oedd yn ffurfio'r consortiwm. Os felly, pam nad y consortiwm ei hun oedd yn dal yr arian - pam ei ddatganoli i RhCT i'r awdurdod wedyn ei ddatganoli i'r 5 Awdurdod.

Esboniodd y Cyfarwyddwr Corfforaethol - Addysg a Chymorth i Deuluoedd mai dim ond partner yn gweithredu ar ran y consortiwm oedd RhCT, felly nid oedd RhCT yn dal unrhyw gyllid ychwanegol, ond yn hytrach roedd yn ei drefnu ar ran y consortiwm. Roedd y broses hon yn debyg yn achos AD hefyd.

Dywedodd yr Aelod Cabinet Addysg ac Adfywio mai dim ond darparu ysgrifenyddiaeth ar gyfer y consortiwm oedd RhCT, ac nad oedd hynny ond yn swyddogaeth weinyddol.

Cadarnhaodd y Rheolwr Grŵp Cymorth i Ddysgwyr fod y £93k yn cael ei ddal ar darws y 5 Awdurdod.

Ar ôl ystyried yr adroddiad ar Ddeddf Anghenion Dysgu Ychwanegol a'r Tribiwnllys Addysg (ALNET) 2018, gwnaeth y Pwyllgor yr argymhellion canlynol:

PWYLLGOR CRAFFU TESTUN 1 - DYDD LLUN, 12 GORFFENAF 2021

1. Bod rôl i Gymdeithas y Llywodraethwyr sicrhau cysondeb yng nghyfrifoldebau cyfathrebu Cyrff Llywodraethu, ac y dylid trefnu sesiwn hyfforddi ADY arall yn un o gyfarfodydd nesaf y Gymdeithas Llywodraethwyr.
2. Bod angen sicrhau bod Hyfforddiant i Lywodraethwyr yn parhau i gael ei ddarparu gan ymarferwyr proffesiynol, yn hytrach na damcaniaethwyr, gan ei bod wedi bod yn fuddiol iawn derbyn hyfforddiant gan ymarferwyr ADY profiadol, ee, Cydgysylltwyr ADY.
3. Mynegi pryder ynghylch a yw'r ffrydiau cyllido'n ddigonol i fodloni galw sylweddol a'r angen i gyllid fod yn gynaliadwy yn y dyfodol, yn hytrach na chael ei gynnwys yn y Grant Cynnal Refeniw.
4. Dylai'r Pwyllgor fonitro'r dyddiad cau ar gyfer Darpariaeth ADY Cyfrwng Cymraeg i siaradwyr Cymraeg.
5. Dylai'r Pwyllgor fonitro gweithrediad y Ddeddf ac effeithiau codi'r meini prawf.
6. Bod y Pwyllgor yn gofyn am y canlynol:
 - a) Gwybodaeth am drefniadau'r adolygiad cymheiriaid, ac a fydd y Grŵp Cymheiriaid yn cael ei ddethol drwy Gonsortiw m Canolbarth y De neu'n allanol.
 - b) Gwybodaeth am y gwahanol gategoriâu o ADY, a'r costau ar gyfer bodloni pob angen, a fydd yn amrywio'n helaeth.
 - c) Cyfanswm y grant trawsnewid ADY a'r cyllid a ddosrennir i Ben-y-bont ar Ogwr.

Gwybodaeth a chostau'n gysylltiedig â chostau etifeddol, cynnydd parhaus a phwysau ychwanegol wrth i bobl symud i mewn i'r ardal.

32. Y DIWEDDARAF AM Y FLAENRAGLEN WAITH

Nid oedd unrhyw eitemau pellach wedi'u nodi i'w hystyried ar y Flaenraglen Waith, o roi sylw i'r meini prawf dethol ym mharagraff 4.3, a gellid ailedrych ar hyn yn y cyfarfod nesaf.

Ni chafwyd unrhyw geisiadau i gynnwys gwybodaeth benodol yn yr eitem ar gyfer y cyfarfod nesaf.

PENDERFYNWYD: Bod y Pwyllgor yn cymeradwyo'r Flaenraglen Waith yn Atodiad A, yn nodi y byddai'r Flaenraglen Waith ac unrhyw ddiweddariadau gan y Pwyllgor yn cael eu hadrodd gerbron cyfarfod nesaf COSC, ac yn nodi'r Daflen Weithredu Monitro Argymhellion yn Atodiad B.

33. EITEMAU BRYD

Dim

Daeth y cyfarfod i ben am 17:25

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1

18 OCTOBER 2021

REPORT OF THE CORPORATE DIRECTOR EDUCATION AND FAMILY SUPPORT

SCHOOL GOVERNING BODIES

1. Purpose of report

1.1 The purpose of this report is to update the committee in respect of how:

- Bridgend County Borough Council (BCBC) and Central South Consortium (CSC) are able to support all school governing bodies in the local authority; and how
- support and training for governing bodies may develop in the future.

2. Connection to corporate well-being objectives/other corporate priorities

2.1 This report assists in the achievement of the following corporate well-being objectives under the **Well-being of Future Generations (Wales) Act 2015**:

Supporting a successful sustainable economy - taking steps to make the county borough a great place to do business, for people to live, work, study and visit, and to ensure that our schools are focused on raising the skills, qualifications and ambitions for all people in the county borough.

Helping people and communities to be more healthy and resilient - taking steps to reduce or prevent people from becoming vulnerable or dependent on the Council and its services. Supporting individuals and communities to build resilience, and enable them to develop solutions to have active, healthy and independent lives.

Smarter use of resources - ensure that all resources (financial, physical, ecological, human and technological) are used as effectively and efficiently as possible and support the creation of resources throughout the community that can help to deliver the Council's well-being objectives.

3. Background

3.1 Prior to 2015, the Learner Support Service of the then Children's Directorate included a dedicated governor support function. Due to the requirement to make efficiency savings as a result of the Medium-Term Financial Strategy (MTFS), this function was

deleted following a significant restructure of the Business, Strategy and Support Group.

3.2 Nevertheless, from 2015-2016 (financial year), the Pupil Services Team has provided support to ensure that governing bodies fulfil their statutory responsibilities by ensuring that schools comply with the law, are effectively managed and deliver a quality education to their pupils. The principal responsibilities of the Pupil Services Team are as follows:

- to arrange a comprehensive governor training programme;
- to publicise and distribute information outlining topical training events;
- to recruit, appoint and terminate governor positions, including the appointment of local authority (LA) governors and preparation of associated Cabinet reports;
- to undertake the role of 'returning officer' for parent elections to governing bodies, including support for the process with advice and guidance where required;
- to establish temporary governing bodies where appropriate; and
- to establish new governing bodies where appropriate.

3.3 Previous scrutiny committee meetings have requested that a 'job description' be provided to assist with recruitment of governors. However, it is important to point out that the role of a governor is not a job. The role of governor should be conducted by someone who:

- is a volunteer;
- cares about teaching, learning and children;
- represents those people with a key interest in the school, including parents, staff, the local community and the LA;
- is part of a team which accepts responsibility for everything a school does;
- has time to commit to meetings and other occasions when needed;
- is willing to learn;
- is able to act as a friend who supports the school but is still able to cast a critical eye upon how the school works and the standard it achieves; and
- acts as a link between parents, the local community, the LA and the school

3.4 The LA commissions CSC to provide a school improvement service on behalf of the LA. The LA and CSC have developed a close and effective working relationship which has proved to be extremely beneficial in supporting schools and their governing bodies.

3.5 The core focus of all school improvement activity is providing support and challenge to schools alongside governing bodies to ensure learners across the local authority have the right educational experiences to allow them to make progress and be successful in the next phase of learning or employment.

3.6 As part of its school improvement function, CSC now provides mandatory governor training to all members of governing bodies but the take-up has been noticeably low, relative to the take-up in other local authorities in the region. Initially, the training was offered at CSC headquarters in Nantgarw and this was considered to

be a barrier to take-up. With that in mind, training was offered at various places across Bridgend County Borough but attendance remained low. (It is legislated that if a governor has not completed the training within the required timescale, they will be suspended for six months and should undertake the training within that time. If a governor does not complete the mandatory training within the suspension period they will be disqualified from post. Prior to 2014, the governor support team used to write to individual governors informing them they were out of compliance and that this could result in suspension. This approach was revised after concerns were raised by schools and individual elected members (who were chairs at the time). Now, members' training compliance is a matter for governing bodies to deal with).

- 3.7 CSC has worked with governors across the region to develop a regional support offer and to engage governing bodies in collaborative models like governor improvement groups (GIGs). They have also trained and deployed consultant governors to support governing bodies who require additional capacity. A key part of this offer is the delivery of both in-person and online training opportunities, as well as the development of guidance documents and resources to support governors in their role.
- 3.8 In the past two school years, throughout the pandemic, governor training has been offered online and, despite some initial reticence about this delivery method, it has proved very successful with a sharp increase (161%) in attendance rates.
- 3.9 All of the training and support materials are available to governors. As well as being shared at training events they are also available online on the [CSC website](#).

4. Current situation/proposal

- 4.1 CSC continues to provide the LA with effective school improvement services. This includes the mandatory training modules for school governors. The training offer is created in direct consultation with local authority officers and the governor stakeholder group. It covers the mandatory training as well as other areas that meet identified regional needs. In the past these have been held in person but during the pandemic these have been held as webinars, which has led to greater engagement than previous years. Training provided includes:
- mandatory governor training, as follows:
 - new governor induction
 - understanding data
 - new chair induction
 - headteacher performance management
 - effective challenge and support
 - introduction to coaching skills
 - drop-in/briefing sessions focusing on the big issues.

- 4.2 Governor training includes the 'Challenge and Support' Module which clearly outlines all of the statutory functions and expectations of a governing body (**see Appendix 1**).
- 4.3 The current role of the Pupil Services Team in supporting governors is detailed at paragraph 3.2. It is important to note that schools no longer have the option to buy into a local authority provided service level agreement for a dedicated clerking function and either provide this function from within their own resources or purchase that resource from the private sector.
- 4.4 In spite of some difficulties presented for the local authority around maintaining local intelligence and maintaining a close relationship with governing bodies, including the sharing of information and updates, the shift in practice (eg schools making contractual arrangements for a privately provided clerking service) aligns well with Welsh Government and the LA's expectation that schools have greater independence as part of the self-improving system.
- 4.5 In 2016, the Bridgend Governor Association (BGA) was relaunched with a more forward-looking agenda.
- 4.6 Every governor in Bridgend automatically becomes a member of the Association and the BGA is independent of the local authority but welcomes the support that the LA brings. At the relaunch in 2016, the LA and BGA agreed to provide a renewed focus for the BGA, in particular to support the continuous improvement of all governors and governing bodies.
- 4.7 One approach developed included the concept of GIGs for Bridgend schools and to make this the focus of the role of the BGA in future.
- 4.8 The main function of GIGs would be to work collaboratively to support the continuous self-improvement of all governors and governing bodies, in order to support the raising of standards of education across all BCBC schools. GIGs were identified as needing to be small enough to operate effectively but also of a size to be fully representative of the needs of all governors and governing bodies.
- 4.9 The BGA continues to play an important role in supporting individual governors and governing bodies in Bridgend's schools in collaboration with the local authority and the CSC.
- 4.10 CSC Improvement Partners will continue to support governing bodies with the headteacher's performance management and will support the governing body to understand its role in school improvement. Improvement partners will also collaborate with the regional leads for governors to support school governors to fulfil their responsibility in holding schools to account.
- 4.11 Due to the rise in attendance and participation with online governor training, it is anticipated this delivery method will continue in the future.

5. Effect upon policy framework and procedure rules

5.1 There is no effect upon the policy framework or procedure rules.

6. Equality Act 2010 implications

6.1 The protected characteristics identified within the Equality Act, Socioeconomic Duty and the impact on the use of the Welsh language have been considered in the preparation of this report. As a public body in Wales, the Council must consider the impact of strategic decisions, such as the development or the review of policies, strategies, services and functions. This is an information report, therefore it is not necessary to carry out an equalities impact assessment in the production of this report. It is considered that there will be no significant or unacceptable equality impacts as a result of this report.

7. Well-being of Future Generations (Wales) Act 2015 implications

7.1 The well-being goals and principles prescribed for within the Well-being of Future Generations Act 2015 connect directly to the approach to supporting schools. The approach to supporting school governing bodies is consistent with the five ways of working as defined within the sustainable development principle and more specifically as follows:

Long-term	The approach to governor support focuses on assisting with school improvement to meet the needs of children and young people from the age of 0 to 25.
Prevention	The focus of governor support is to assist with early identification of need and ensuring that there is appropriate learning provision in place to meet individual needs.
Integration	The approach to governor support for school improvement addresses the need for a coherent delivery of economic, social, environmental and cultural outcomes.
Collaboration	A fundamental principle of the approach to governor support for school improvement focuses on improving collaboration and creating a unified system.
Involvement	Ensuring that governors are able to ensure that children and young people, parents and carers are at the heart of the system and that needs are discussed in a person-centred way.

8. Financial implications

8.1 There are no financial implications linked to this report.

9. Recommendations

9.1 The committee is requested to:

- consider the content of this report; and
- provide feedback.

Lindsay Harvey

CORPORATE DIRECTOR EDUCATION AND FAMILY SUPPORT

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Bridgend County Borough Council
Angel Street
Bridgend
CF31 4WB

Background documents:

Appendix 1 Effective Challenge and Support in School Governance (CSC)

Effective Challenge & Support in School Governance

...but what does effective challenge actually look like?



Aims & Objectives

- Focus on the different ways that Governors can provide Challenge & Support
- Provide practical advice & examples of good practice
- Allow opportunity for you to discuss issues with your peers and ask questions



The Governing Body has the collective and legal responsibility for the strategic management of the school.

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Governing bodies have a range of legal responsibilities and powers, including:

- Ensure the wellbeing and safeguarding of learners & staff
- Being accountable for the general conduct of the school
- Promoting high standards of educational achievement
- Setting appropriate internal school targets for pupil progress,
- Managing the school's budget,
- Making sure that the curriculum for the school is balanced and broadly based, whilst also ensuring the school's preparation for Curriculum for Wales 2022
- Appointing the head teacher, deputy head teacher and regulating staff conduct,
- Agreeing and overseeing the implementation of School Policies

Governors Guide to the Law

....but what does this look like and how does it work?



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Common Inspection Framework



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IA 1

Standards

IA 2

**Wellbeing
and attitudes
to learning**

IA 3

**Teaching
and learning
experiences**

IA 4

**Care, support
and guidance**

IA 5

**Leadership
and
management**

Will there still be a new inspection framework for schools and PRUs from September 2021?

We are working with our headteacher reference group and other stakeholders to develop our inspection arrangements for maintained schools and PRUs from September 2021. We will share more information with you during the next few months.



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Evidence of Impact - Governors should:

Page 2

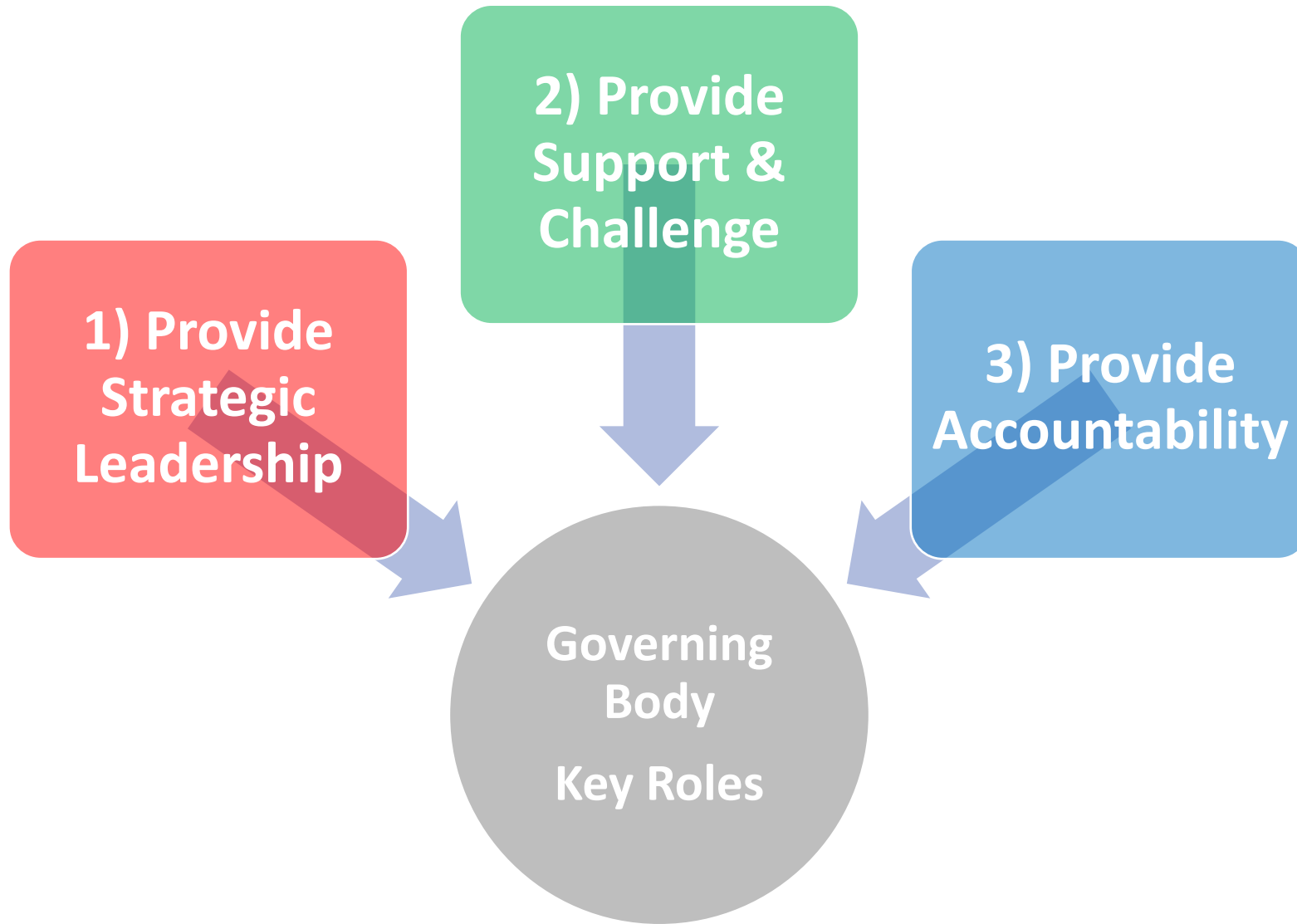
- Understand their roles
- Be informed about the performance of the school and issues that affect it
- Provide a sense of direction for the work of the school
- Support the school as a critical friend
- Hold the school to account for the standards and quality it achieves
- Take reasonable steps to inform pupils, members of staff, parents/guardians or any other person of the procedures if they wish to make a complaint or appeal
- Make sure that the complaints are dealt with promptly by disinterested parties



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How do Governors Provide Strategic Leadership

School governing bodies play a key role in improving standards within schools, they:

- **have a duty to promote the highest standards of educational achievement, ensuring all pupils make at least good progress;**
- **must establish the strategic vision & goals for the school; and**
- **must regularly review the targets and improvements made.**

How do Governors Provide Strategic Leadership

A strategic role means the governing body decides what they want the school to achieve and set the strategic framework for getting there.

It should establish the strategic framework by:

- setting aims and objectives for the school;
- adopting policies for achieving those aims and objectives;
- setting targets for achieving those aims and objectives; and
- reviewing progress towards achieving the aims and objectives.

Governing bodies will need to monitor progress and regularly review the framework for the school in the light of that progress.

Governors Guide to the Law

How do Governors Provide Challenge & Support

The governing body shall act as ‘critical friend’ to the head teacher.

A critical friend can be defined as a trusted person who asks thought provoking questions and offers constructive critiques of a person’s work as a friend.

A critical friend takes the time to fully understand the context of the work presented and the outcomes that the person or group is working toward.

The friend is an advocate for the success of that work.

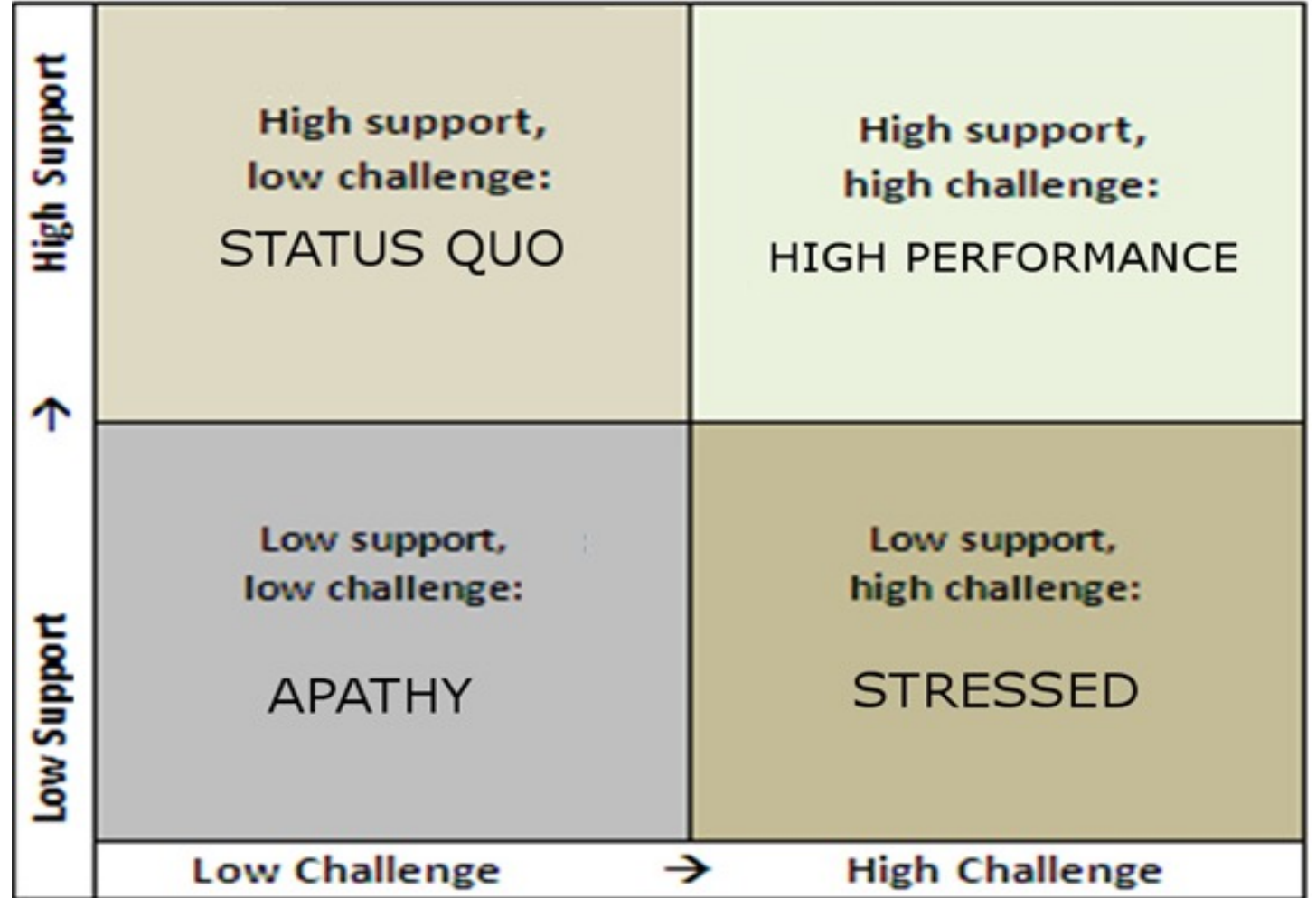




How do Governors provide Challenge & Support?

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Where do you think a Governing Body should sit on the Support & Challenge?



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How do Governors Provide Accountability

The headteacher is accountable to the Governing Body, both for the functions performed as part of the headteacher's normal role and for powers delegated by the governing body.

The Governing Body is responsible for the school.

To provide this accountability, governors need to ask challenging questions on the basis of robust objective data. Governors should not just rely on information provided by the headteacher, they should also:

- Scrutinise school progress data,
- Gather first hand evidence to verify what they are told,
- Ensure that reports provide appropriate and sufficiently detailed information, including explanation and justification of proposals and actions.

How do Governors Provide Accountability

- **Set aims and objectives for the school,**
- **Agree priorities for improvement**
- **Set policies for the school for achieving the aims and objectives**
- **Set targets for achieving the aims and objectives**
- **Understand progress towards the targets**

The governing body is accountable for any decisions and actions taken and shall be prepared to explain its decisions and actions to interested persons.



Addressing issues of under-performance

Governors must evidence that they:

“use relevant management information about performance to address underperformance and to set objectives and targets that are strategic priorities”

How do we know about underperformance?

If its teaching that needs to be improved, how can governors bring about improvements?

If it's the headteacher that needs to improve, what can governors do?



What structures do we need to ensure we are effective?

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Full Governing Body Meetings

Complaints Committee

Performance Management Committee

Link Governors

Finance Committee

Health & Safety / Premises Committee

Standards & Curriculum Committee

What is missing?



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Keeping learners safe

The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002



Guidance

Guidance document no: 272/2021

Date of issue: April 2021

Replaces guidance document no: 270/2021

SAFEGUARDING

2.7 Governing bodies are accountable for ensuring effective policies and procedures are in place to safeguard and promote the well-being of children in accordance with this guidance, and for monitoring compliance with them.

2.8 Governing bodies of maintained schools, governing bodies (corporations) of colleges, and proprietors of independent schools must ensure their respective organisations:
have effective safeguarding (including child protection) policies and procedures in place...

They should also ensure that the DSP, the designated governor and the chair of governors undertake training in inter-agency working that is provided by or to standards agreed by the SCB, as well as refresher training to keep their knowledge and skills up to date, in addition to basic safeguarding training.

<https://gov.wales/keeping-learners-safe>

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Additional Reading & Support

Welsh Government: Education & Skills www.gov.wales/education-skills

- Education in Wales: Our National Mission www.gov.wales/our-national-mission-0
- School Governance Resources, Welsh Government www.gov.wales/school-governance
- Governors Guide to the Law www.gov.wales/school-governors-guide-law
- HWB: Learning & Teaching for Wales www.hwb.gov.wales
- My Local School: Publically available School Data www.myllocalschool.gov.wales
- ESTYN www.estyn.gov.wales

Central South Consortium www.cscjes.org.uk

- Governors: www.cscjes.org.uk/governors
- Knowledge Bank: A repository regional education resources www.cscjes.org.uk/resources
- Weekly Bulletin / Termly Newsletter / Social Media www.cscjes.org.uk/communications

Local Authority

- Website, Newsletters & Social Media
- Governor Support Team
- Governor Associations

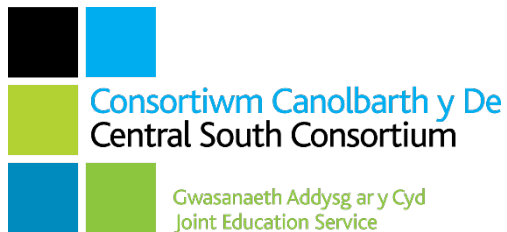


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***Grymuso ysgolion i
wella deilliannau bob
dysgwr***

***Empowering schools to
improve outcomes for
all learners***



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Any Questions?

Contact your LA Governor Support

Contact us at:

CSCGovernor@cscjes.org.uk

www.cscjes.org.uk/governors



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WORKBOOK TASKS

Intro & Information



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Self Review



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Warm
Up
Task

As a governing body, how do you
improve the quality of the work of your
school?
How do you know if you are successful?



Provide Strategic Leadership

How would you and your governing body answer the following questions?

1. How well do you consider the school is doing? What are standards like?
2. How frequently is the School Improvement Plan discussed? What are the current priorities in the SIP?
3. If standards are good, what evidence do you have that they are good?
4. How do you monitor progress in attainment?
5. Does the governing body ever challenge the progress that's being made with the SIP?
6. Does the governing body ever evaluate the impact that SIP priorities have on learners?
7. Does the governing body consider these to be the right priorities?
8. How well do different groups of pupils achieve? (e.g. MAT, eFSM, EAL, ALN, boys v girls)
9. What impact have the governors had on improving outcomes for pupils and how do you know?
10. How have you challenged under achievement?



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Provide Support & Challenge

How would you and your governing body answer the following questions?

1. How supportive are the governing body - attendance at meetings, classroom visits (with SLT), learning walks (with SLT), school trips, concerts, fairs, fund raising
2. What training has the governing body received to ensure it is able to carry out its statutory duties effectively and in line with current policies?
3. How does it carry out its role of challenging the school? What has the impact been of any challenge? How do they know?
4. How do the governors find out the views of all stakeholders? What have they done as a result?



How do Governors provide Support & Challenge?

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Where do you think your Governing Body currently sits on the Challenge & Support grid?

High Support ↑	High support, low challenge: STATUS QUO	High support, high challenge: HIGH PERFORMANCE
	Low support, low challenge: APATHY	Low support, high challenge: STRESSED
Low Support	Low Challenge →	High Challenge



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Provide Accountability

How would you and your governing body answer the following questions?

1. How often does the governing body review policies?
2. What's the role of the finance committee?
3. What are the priorities for spending? How are these priorities decided?
4. What progress has the school made towards achieving its targets for improvement?
5. How do the governors find out the views of all stakeholders? What have they done as a result?
6. Does the clerk give governors appropriate and timely updates on any statutory changes to the role of governance to ensure they are meeting all statutory requirements?
7. How do the governors support or challenge the judgments made in the school self evaluation document?
8. How do you know the school's money has been well spent?
9. How has the PDG been spent and what impact has it had?

Evidence of Impact: ESTYN, Local Authorities & Improvement Partners will want to know that governors...

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- understand their roles and discharge their roles and responsibilities effectively.
- know the school's strengths and areas for development and the degree to which they have participated in setting the school's strategic priorities.
- provide a sense of direction for the work of the school
- support the school as a critical friend, ensuring effective provision for standards, staff and pupil wellbeing.
- are informed about the progress that all learners make and hold the school to account for the standards and quality it achieves
- take reasonable steps to inform pupils, members of staff, parents/guardians or any other person of the procedures if they wish to make a complaint or appeal
- make sure that the complaints are dealt with promptly by disinterested parties
- are aware of and understand their responsibilities as outlined in the [Keeping Learners Safe](#) guidance. (April 2021)
- how is the school preparing for the implementation of Curriculum for Wales 2022?



Consortiwm Canolbarth y De
Central South Consortium

Gwasanaeth Addysg ar y Cyd
Joint Education Service

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As a result of this session I will...

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1

18 OCTOBER 2021

REPORT OF THE CORPORATE DIRECTOR EDUCATION AND FAMILY SUPPORT

CURRICULUM FOR WALES

1. Purpose of report

1.1 The purpose of this report is to update the Subject Overview and Scrutiny Committee 1 in respect of:

- what the Curriculum for Wales (CfW) is and how it differs from Curriculum 2008;
- what the timescales and milestones are for the roll out of CfW; and,
- what support and professional learning is available to schools and settings.

2. Connection to corporate well-being objectives/other corporate priorities

2.1 This report assists in the achievement of the following corporate well-being objectives under the **Well-being of Future Generations (Wales) Act 2015**:

Supporting a successful sustainable economy

Taking steps to make the county borough a great place to do business, for people to live, work, study and visit, and to ensure that our schools are focused on raising the skills, qualifications and ambitions for all people in the county borough.

Helping people and communities to be more healthy and resilient

Taking steps to reduce or prevent people from becoming vulnerable or dependent on the Council and its services. Supporting individuals and communities to build resilience, and enable them to develop solutions to have active, healthy and independent lives.

Smarter use of resources

Ensure that all resources (financial, physical, ecological, human and technological) are used as effectively and efficiently as possible and support the creation of resources throughout the community that can help to deliver the Council's well-being objectives.

3. Background

3.1 There are many differing definitions of what a curriculum is. For the purpose of this report and to ensure a consistent understanding, the local authority (LA) has adopted the Welsh Government definition, that being:

“A school’s curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it.”

3.2 In March 2014, Welsh Government asked Professor Graham Donaldson to review the curriculum and assessment arrangements in schools in Wales. Professor Donaldson and his team had meetings across Wales for schools to have a say. They had meetings with teachers, headteachers, school managers, staff and professionals. Between March and December 2014, they visited around 60 schools including:

- nursery schools;
- primary schools;
- secondary schools;
- special schools; and
- other education providers.

They talked to children and young people, parents and carers, business and community groups and others across Wales. They looked at Estyn reports, Welsh Government policies and other reports. In total, they spoke to over 700 people, 300 of them children.

3.3 The evidence confirmed that there was a strong case for fundamental change. It was clear that there was a strong appetite for radical changes to the existing curriculum and assessment arrangements, for example to address the overload, redundancy and complexity which has resulted from successive modifications. There was an accumulation of evidence that the current curriculum was not enabling children and young people to achieve the standards they should be capable of. Similarly, assessment and accountability had become unhelpfully intertwined in ways that weaken the power of both to serve children’s learning. Very importantly, people saw a need for a curriculum that would better prepare children and young people in Wales to thrive and be successful in a rapidly changing world.

3.4 The review developed four curriculum purposes to encapsulate a vision of the well-educated learner completing their statutory education in Wales. These purposes are that all our children and young people will be:

- ambitious, capable learners, ready to learn throughout their lives;
- enterprising, creative contributors, ready to play a full part in life and work;
- ethical, informed citizens of Wales and the world; and
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

3.5 The main differences and similarities between the previous curriculum and CfW are best exemplified in the table below:

Curriculum 2008	Curriculum for Wales
A slightly modified version of the national curriculum 1988 published by UK Central Government	A brand-new curriculum created in Wales for the pupils of Wales
Outcome and content driven	Purpose and process driven
Specified content and outcomes – skills, range and levels	Statements of what matters – key concepts
Separate phases of learning – foundation phase, and key stage 1, 2, 3 and 4	One continuum of learning age 3 to 16
Cross curricular skills of literacy, numeracy and digital competence	Cross curricular skills of literacy, numeracy and digital competence
Non-statutory skills framework and careers and world of work guidance	Cross cutting themes have been incorporated. Integral skills underpinning
Statutory Sex Relationship Education (SRE), Religious Education (RE) and Personal Social education (PSE) frameworks.	Relationship Sex Education, Religion Values Ethics, English and Welsh remain statutory elements. PSE embedded into Health and Wellbeing Area of Learning Experience
Individual subject areas	Six areas of learning and experience

3.6 The six areas of learning and experience (AOLE) are Expressive Arts; Health and Well-being; Humanities; Languages, Literacy and Communication; Mathematics and Numeracy; Science and Technology. The AOLEs cover the following areas:

- Language, Literacy and Communication: Welsh, English and international languages and literature.
- Mathematics and Numeracy: conceptual understanding, fluency, communication with symbols, logical reasoning and strategic competence.
- Science and Technology: design and technology, engineering, computer science, biology, chemistry and physics.
- Humanities: history, geography, religious education, business studies and social studies.
- Expressive arts: dance, drama, film and digital media, music, and visual arts linked by a common creative process and transferable skills
- Health and Well-being: physical health and development, mental health, and emotional and social well-being.

3.7 The Curriculum and Assessment (Wales) Act 2021 became law after receiving Royal Assent in April 2021. The Act states the new curriculum requirements for all learners

aged 3 to 16 in maintained or funded non-maintained nursery education in Wales. It will replace the current national curriculum and basic curriculum.

- 3.8 Schools across the LA have been involved with the review and development of the CfW. This has been supported by officers from the LA and Central South Consortium (CSC).
- 3.9 As well as the development of the CfW, education in Wales is undertaking wider reforms which include:
- a reform and update to initial teacher training;
 - the development of a national approach to professional learning;
 - the development of a leadership academy;
 - the development of new teaching and leadership standards;
 - the implementation of a new Additional Learning Needs and Educational Tribunal (ALNET) Act;
 - a review of the GCSE qualifications;
 - the development of a national resource to support school improvement; and
 - a review of Estyn and how it undertakes school inspections.

4. Current situation/proposal

- 4.1 The curriculum requirements (**see Appendix 1**), set out in legislation, and the supporting guidance from the Curriculum for Wales Framework ('the Framework'). The Framework was published in draft on Hwb (the all-Wales online learning platform) on 28 January 2020. It is a clear statement of what is important in delivering a broad and balanced education in Wales.
- 4.2 Welsh Government is currently working on updates to the CfW guidance to reflect the changes committed to during the Bill process. The changes are due to be published during September 2021.
- 4.3 In October 2020, Welsh Government published an update to the '[Our National Mission](#)' action plan setting out the next steps in Wales' reform journey ahead of the implementation of the Curriculum for Wales in September 2022. It also shows steps in response to COVID-19, and the response to the Organisation for Economic Co-operation and Development (OECD) independent report 'Achieving the New Curriculum for Wales'.
- 4.4 Alongside the updated action plan, the Welsh Government also published '[Curriculum for Wales: the journey to 2022](#)'. This document sets out shared expectations of what curriculum realisation means for practitioners and schools from 2022. The expectations were developed and agreed in discussion between Welsh Government, the regional consortia and Estyn.
- 4.5 The purpose of this document is to set out consistent expectations for the process of schools designing their curriculum and preparing to implement it from 2022 onwards:
- How should schools approach preparation for the Curriculum for Wales?
 - What steps should we take to prepare for curriculum implementation in 2022?

- 4.6 It aims to aid schools in planning their approach and sequencing activities. It recognises that schools will be in different places and the pace and focus of activity will vary. Therefore, it is not intended to dictate the pace of curriculum development. It is aimed to guide schools and provide a common reference point for all the organisations working with schools to ensure consistency in expectations and that support provided is timely for the activity taking place in schools.
- 4.7 The table below sets out the four distinct phases of the reform journey with key work that schools will need to undertake.

Phase	Time	Key work
Engagement	One to two terms	Schools will need to develop an understanding of the conceptual model of the curriculum: this will involve engaging and sense-making with materials and literature and developing or updating their vision with local stakeholders. Schools will reflect on current practice and learning from responding to COVID-19.
Design, planning and trialling	Three terms	Schools should start developing high-level curriculum and assessment design, informed by the guidance, and progress priorities to support curriculum realisation set out in their school development plan. Schools may begin trialling aspects of design, new approaches and pedagogy, using the learning to evaluate and refine their approach.
Evaluating and preparing for first teaching	Two to three terms	Schools should evaluate initial designs and trial further approaches. Schools will begin to finalise medium-term planning for primary and Year 7, and in the longer term for Years 8 to 11.
First teaching and ongoing refinement	September 2022 onwards	Schools will adopt their curriculum and begin to implement it. Secondary schools should refine their curriculum design as learners progress. Schools should reflect on the effectiveness of their curriculum and use that insight to improve.

- 4.8 To support schools in their journey towards curriculum reform all professional learning (PL) offered by CSC is aligned to timeline above.
- 4.9 The PL programme has been developed by the four regional consortia in partnership with practitioners from schools. The programme is aimed at supporting all schools in the realisation of the new curriculum and the wider education reforms in Wales. The programme aligns to the National Approach to Professional Learning (NAPL).
- 4.10 While the key focus of this PL programme is the realisation of Curriculum for Wales, it is essential that connections are made across all aspects of the education reform programme. This includes consideration of the Schools as Learning Organisations (SLO) approach, the Professional Standards for Teaching and Leadership and our collective commitment to the Excellence, Equity and Well-being agenda. The PL programme also aligns well to ALN reform with a focus on high quality teaching being a central feature.

- 4.11 The PL programme was launched in CSC in January 2020 with briefings for senior and middle leaders across all local authorities in the region.
- 4.12 Due to COVID-19 the PL programme was paused in March 2020.
- 4.13 Governor briefings were repurposed into an asynchronous (on-demand) playlist. 93% of all respondents said completing the resources had strongly developed their understanding of the Framework. 100% stated they would recommend the programme to others and they would like to engage in further online PL.
- 4.14 A practitioner asynchronous playlist was also developed and published in May 2020. 100% of participants stated: the resource enhanced their knowledge of educational reform in Wales, the content was appropriate to their needs and skills level, and that they would recommend the resources.
- 4.15 In October 2020, following revision due to COVID-19, the PL programme was relaunched in the CSC region. The tables below highlight what is currently offered.

Headteacher/Senior leader modules

Theme	Dates	Module
Leading change	December 2020 – March 2021	Six live sessions and asynchronous recording
Establishing a shared vision	March 2021	12 live sessions and asynchronous recording
Leading pedagogy	April 2021	Asynchronous resource (playlist)
Making time and space for professional learning	May 2021	12 live sessions and asynchronous recording
Curriculum design and development – 3 parts	May and June 2021	Three x five live sessions and asynchronous recordings

Middle leader/practitioner modules:

Theme	Dates	Module
Engaging with the Curriculum for Wales Framework	January 2021	Asynchronous resource (playlist)
Engaging with Areas of Learning	January 2021	Asynchronous resource (playlist)
Thinking about AoLE vision	January 2021	Asynchronous resource (playlist)
Engaging with the wider reform elements	January 2021	Asynchronous resource (playlist)
Leading pedagogy	Apr 2021	Asynchronous resource (playlist)

Curriculum design – six parts	Autumn term 2021	Live sessions an asynchronous recordings
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4.16 Beyond the cross-regional CfW programme, there are also range of regional PL opportunities that support school leaders and practitioners in more specific elements of the realisation of CfW. These include a wide variety of PL programmes, modules and events. Also, network meetings and collaborative projects as detailed below;

National Professional Enquiry Project (NPEP)

4.17 To support the development of the new curriculum, Welsh Government is working with regional consortia and higher education institution (HEI) partners to develop a national programme of teacher professional enquiry. This programme is supporting a growing network of schools to develop a range of enquiry skills by leading enquiries in their own setting exploring professional learning requirements for the new curriculum. Following the 2020-2021 enquiry cycle, these lead enquiry schools will be equipped to support the wider schools' network to begin to develop as professional enquirers in readiness for 2022.

Areas of learning experience (AoLE) network meetings

4.18 Meetings for both Welsh and English-medium settings are held each term for each AoLE. These are facilitated by CSC strategic staff in partnership with AoLE lead practitioners.

Coordinator/Heads of department network meetings

4.19 Termly meetings are held for many curriculum areas facilitated by CSC strategic staff and schools across the region. These include a foci related specifically to CfW, for example:

- Foundation Phase Leaders Network meeting 17 March 2021 – CfW focus on engaging with the framework and establishing vision.
- Digital Competence Framework DCF in Depth network meeting series during the week commencing 8 March 2021 (10 sessions total) – CfW input on how to engage with the framework, and the place of the DCF within curriculum design.

Relationships and sexuality education (RSE) programme

4.20 This programme is designed to support schools in preparing for the new curriculum and forthcoming statutory guidance. The action inquiry work undertaken so far across CSC has already enabled researchers to identify some key priorities for developing RSE provision in the future. There is a need for PL to address low confidence, knowledge and skill levels among practitioners and for schools to be given better access to high-quality research-informed resources and input from expert external providers.

Creative Pedagogy Network

4.21 Schools were invited to be part of a new network designed to train and offer support to schools who have previously participated in the Lead Creative Schools scheme across the CSC region. The intention is to ensure sustainability and a legacy to the creative learning work schools did as part of their Lead Creative Schools project. Also to provide a platform to support and broker coaching opportunities in how to develop creative learning pedagogies and innovative approaches to each setting's realisation of CfW.

Health and Well-being pilot project

4.22 Practitioners from 28 schools participated in a pilot project in the spring term 2021, focused on understanding the key considerations and processes involved in developing a whole-school approach to health and well-being. Through engagement with a range of professional learning modules, participating schools have gained an understanding of how to develop a shared vision for health and well-being, as well as planning for and enacting change in relation to their school's identified priority areas. Feedback indicates that their involvement with the pilot project has had a positive impact within their schools, including changes to systems, structures, roles and responsibilities, as well as provision and practice. Outcomes from the pilot project have helped inform the development of the regional health and well-being curriculum strategy and supported the identification of further regional professional learning needs. In addition, the professional learning modules that have been developed, have been enhanced with high-quality exemplification materials from the pilot schools, which will now be shared with all schools across the region.

Remote Asynchronous Learning Design and Synchronous Learning Experiences Project

4.23 CSC is working with practitioners in the region to support the development of professional learning linked to learning design. This will form a firm foundation of knowledge and understanding for practitioners in preparation for curriculum design within CfW.

Bespoke support to individual schools and clusters

4.24 CSC also offers individual and bespoke support to schools and cluster across the region as required, aligned to the phases of 'Journey to 2022'. A good example of this being the bespoke support being given to the CCYD cluster of schools in Bridgend.

4.25 During the summer term 2021 improvement partners (IPs) worked with school leaders to complete a CfW survey. The purposes of this survey are:

- to report to LAs on their schools' current readiness in the realisation of CfW;
- to support school self-evaluation and planning related to the realisation of the new curriculum specifically related to the 'Journey to 2022' document;
- to identify and share emerging practice from schools across the region;
- to inform CSCs professional learning offer and support for schools for the autumn and spring terms; and
- to inform discussions with Welsh Government and other partners on CfW.

4.26 At the time of writing this report the outcomes of the survey had not been compiled and completed. CSC will ensure that the outcomes are shared with the LA when they are available.

4.27 The PL programme offered by CSC continues to be modified to meet the changing demands of schools. The Central South Wales Challenge (CSWC) is the partnership of all schools and settings across the CSC region working together to develop a self-improving system. The CSWC includes a number of components that support the self-improving school system including clusters and school improvement groups (SIGs).

- 4.28 For 2021-2022, the model has been refined to further support collaborative working within and beyond schools. All schools will be allocated collaboration funding to support participation in regional professional learning and collaborative working as their school improvement priorities deem most appropriate, and in particular in relation to the curriculum reforms.
- 4.29 For 2021-2022, the formula to distribute this funding is a lump sum of £6k for all schools and £100 per full-time equivalent (FTE) teacher. The Welsh medium primary and secondary networks, Y Ffed and Gyda'n Gilydd, and the special schools' network also receive an additional £30k funding to facilitate PL opportunities to meet the specific needs of their sectors.
- 4.30 For primary schools, roll-out will commence in September 2022. Secondary schools who wish to roll out the curriculum to Year 7 are encouraged to do so, but this will not be mandatory until 2023, with roll-out to Years 7 and 8 together. Secondary schools should begin conversations internally and with regional consortia about their plans for 2022.
- 4.31 In the 2021 to 2022 academic year, all secondary schools should be undertaking work in all 3 phases. Secondary schools who plan to roll out from 2023 should continue, expand and conclude this work in the 2022 to 2023 academic year. During this time, they should work very closely with their cluster primary schools to understand their experiences and the nature of learners' progression, planning for transition.
- 4.32 The new curriculum will be taught to those up to Year 6 from September 2022. Year 7 and 8 will all be taught with it from 2023 and it will then roll out year by year until it includes Year 11 by 2026. This is a careful and considered roll out rather than 'big bang' approach.

5. Effect upon policy framework and procedure rules

- 5.1 There is no effect upon the policy framework or procedure rules.

6. Equality Act 2010 implications

- 6.1 The protected characteristics identified within the Equality Act, Socio-economic Duty and the impact on the use of the Welsh language have been considered in the preparation of this report. As a public body in Wales, the Council must consider the impact of strategic decisions, such as the development or the review of policies, strategies, services and functions. This is an information report, therefore it is not necessary to carry out an Equality Impact assessment in the production of this report. It is considered that there will be no significant or unacceptable equality impacts as a result of this report.

7. Well-being of Future Generations (Wales) Act 2015 implications

- 7.1 The well-being goals and principles prescribed for within the Well-being of Future Generations Act 2015 connect directly to the approach to supporting schools. The approach to supporting schools is consistent with the five ways of working as defined within the sustainable development principle and more specifically as follows:

Long-term	The approach to school improvement focuses on meeting the needs of children and young people from the age of 0 to 25.
Prevention	The focus of the school improvement is upon early identification of need and ensuring that there is appropriate learning provision in place to meet individual needs.
Integration	The approach to school improvement addresses the need for a coherent delivery of economic, social, environmental and cultural outcomes.
Collaboration	A fundamental principal of the approach to school improvement focuses on improving collaboration and creating a unified system.
Involvement	Ensuring that children and young people, parents and carers are at the heart of the system and that needs are discussed in a person-centred way.

8. Financial implications

8.1 There are no financial implications linked to this report.

9. Recommendations

9.1 The committee is requested to:

- consider the content of this report; and
- provide feedback.

Lindsay Harvey

CORPORATE DIRECTOR EDUCATION AND FAMILY SUPPORT

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Background documents: None

Curriculum for Wales Requirements (draft – will be updated by Sept 21)

Schools must design, adopt and implement a curriculum that:

- enables learners to develop in the way described in the [four purposes](#)
- is broad and balanced
- is suitable for learners of differing ages, abilities and aptitudes
- provides for appropriate progression for learners and includes a range of provision to ensure this

A school curriculum must:

- contain the six areas of learning and experience
- encompass the statements of what matters (as set out in the statements of what matters code)
- reflect the principles of progression set out in the progression code
- include the mandatory curriculum elements
- encompass the mandatory cross-curricular skills

In addition to the above, we are proposing the age specific requirements below.

For learners up to age 7:

- the headteacher will have the discretion to decide that English does not form part of the school's curriculum in order to enable learners to gain fluency in Welsh
- all schools must set out in their published summary of their curriculum their approach to teaching English and Welsh up to age 7

For learners aged 14 to 16, a school must design a curriculum so that, in addition to the mandatory curriculum elements and mandatory cross-curricular skills, it provides:

- choice for learners in the other learning they will undertake, but in such a way that ensures all learners still undertake some learning in each Area
- include other elements which the school requires all learners (or some groups of learners) to undertake

Additionally:

- the Welsh Ministers may make regulations which specify additional requirements a curriculum must meet for the 14 to 16 age range in relation to:
 - courses of study and/or other learning
 - a minimum number of courses of study that a learner are entitled to undertake

Additional requirements

Schools must publish a summary of their adopted curriculum and keep their curriculum under review.

The headteacher must implement their school's adopted curriculum in a way which:

- enables learners to progress in the way described in the [four purposes](#)
- is suitable for learners of different ages, abilities and aptitudes
- offers appropriate progression for those learners

The governing body must exercise its functions with a view to ensuring the curriculum is implemented in that way.

Schools must ensure their curriculum is supported by assessment arrangements which assess the:

- progress made by learners in relation to the relevant curriculum
- next steps in learners' progression and the learning and teaching needed to make that progress

Welsh Ministers will also make regulations in relation to the following key processes needed for effective learner progression.

- Ensuring a shared understanding of progression.
- Communicating and engaging with parents and carers.
- Transition along the 3 to 16 continuum.

Schools will be required to have regard to guidance issued as part of the Framework when designing, adopting and implementing their curriculum and assessment arrangements.

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1

18 OCTOBER 2021

REPORT OF THE CHIEF OFFICER – LEGAL AND REGULATORY SERVICES, HR AND CORPORATE POLICY

FORWARD WORK PROGRAMME UPDATE

1. Purpose of report

1.1 The purpose of this report is to:

- a) Present the Committee with the Forward Work Programme (**Appendix A**) for consideration and approval;
- b) Request any specific information the Committee identifies to be included in the items for the next two meetings, including invitees they wish to attend;
- c) Request the Committee to identify whether there are presently any further items for consideration on the Forward Work Programme having regard to the selection criteria in paragraph 4.3 of this report;
- d) Note that the Forward Work Programme and any feedback from the Committee will be reported to the next meeting of Corporate Overview and Scrutiny Committee (COSC).
- e) Present the Recommendations Monitoring Action Sheet (**Appendix B**) to track responses to the Committee's recommendations made at the previous meetings.

2. Connection to corporate well-being objectives / other corporate priorities

2.1 This report assists in the achievement of the following corporate well-being objectives under the **Well-being of Future Generations (Wales) Act 2015**:

- **Supporting a successful sustainable economy** – taking steps to make the county borough a great place to do business, for people to live, work, study and visit, and to ensure that our schools are focussed on raising the skills, qualifications and ambitions for all people in the county borough.
- **Helping people and communities to be more healthy and resilient** - taking steps to reduce or prevent people from becoming vulnerable or dependent on the Council and its services. Supporting individuals and communities to build resilience, and enable them to develop solutions to have active, healthy and independent lives.

- **Smarter use of resources** – ensure that all resources (financial, physical, ecological, human and technological) are used as effectively and efficiently as possible and support the creation of resources throughout the community that can help to deliver the Council’s well-being objectives.

3. Background

- 3.1 The Council’s Constitution requires the Corporate Overview and Scrutiny Committee to develop and implement a Forward Work Programme for the Committee.
- 3.2 The Council’s Constitution also provides for each Subject Overview and Scrutiny Committee to propose items for the Forward Work Programme having regard for the Council’s Corporate Priorities and Risk Management framework, for the Corporate Overview and Scrutiny Committee to then prioritise and schedule.

Best Practice / Guidance

- 3.3 The Centre for Governance and Scrutiny’s Good Scrutiny Guide recognises the importance of the forward work programme. In order to ‘lead and own the process’, it states that Councillors should have ownership of their Committee’s work programme, and be involved in developing, monitoring and evaluating it. The Good Scrutiny Guide also states that, in order to make an impact, the scrutiny workload should be coordinated and integrated into corporate processes, to ensure that it contributes to the delivery of corporate objectives, and that work can be undertaken in a timely and well-planned manner.
- 3.4 Forward Work Programmes need to be manageable to maximise the effective use of the limited time and resources of Scrutiny Committees. It is not possible to include every topic proposed. Successful Scrutiny is about looking at the right topic in the right way and Members need to be selective, while also being able to demonstrate clear arguments for including or excluding topics.
- 3.5 The Centre for Governance and Scrutiny (CfGS) guide to work effective work programming ‘A Cunning Plan?’ makes the following reference to the importance of good work programming:

‘Effective work programming is the bedrock of an effective scrutiny function. Done well it can help lay the foundations for targeted, incisive and timely work on issues of local importance, where scrutiny can add value. Done badly, scrutiny can end up wasting time and resources on issues where the impact of any work done is likely to be minimal.’

Forward Work Programme

- 3.6 Following the approval of the schedule of Scrutiny Committee meeting dates at the Annual Meeting of Council on 19th May 2021, the scheduling of standing statutory reports to Scrutiny Committees upon: the Medium Term Financial Strategy, Performance, the Corporate Plan, Budget Monitoring, etc. were mapped to the appropriate COSC meeting dates into a draft Forward Work Programme.

- 3.7 The draft Forward work programme for each Scrutiny Committee has been prepared using a number of difference sources, including:
- Corporate Risk Assessment;
 - Directorate Business Plans;
 - Previous Scrutiny Committee Forward Work Programme report topics / Minutes;
 - Committee / Member proposed topics;
 - Policy Framework;
 - Cabinet Work Programme;
 - Discussions with Corporate Directors;
 - Performance Team regarding the timing of performance information.
- 3.8 There are items where there is a statutory duty for Policy Framework documents to be considered by Scrutiny, e.g. the MTFs including draft budget proposals scheduled for consideration in December 2021, following which the COSC will coordinate the conclusions and recommendations from each of the Subject Overview and Scrutiny Committees in a report on the overall strategic overview of Cabinet's draft Budget proposals to the meeting of Cabinet in February 2022.
- 3.9 An effective FWP identifies the issues that the Committee wishes to focus on during the year and provide a clear plan. However, at each meeting the Committee will have an opportunity to review this as the Forward Work Programme Update will be a standing item on the Agenda, detailing which items are scheduled for future meetings and be requested to clarify any information to be included in reports and the list of invitees. The FWP will remain flexible and will be revisited at each COSC meeting with updates from each SOSC FWP and any updated information gathered from FWP meetings with Scrutiny Chairs and Corporate Directors.

4. Current situation/proposal

- 4.1 The Committee approved its Forward Work Programme at its previous meeting.
- 4.2 The Committee's Forward Work Programme has also been reported to the Corporate Overview and Scrutiny Committee, for coordination and oversight of the overall FWP.

Identification of Further Items

- 4.3 The Committee are reminded of the Criteria Form which Members can use to propose further items for the FWP which the Committee can then consider for prioritisation at a future meeting. The Criteria Form emphasises the need to consider issues such as impact, risk, performance, budget and community perception when identifying topics for investigation and to ensure a strategic responsibility for Scrutiny and that its work benefits the Authority. There are a number of questions and processes that can help the Committee come to a decision on whether to include a referred topic, some of which are set out below:

Recommended Criteria for Selecting Scrutiny Topics:

PUBLIC INTEREST: The concerns of local people should influence the issues chosen for scrutiny;

ABILITY TO CHANGE:	Priority should be given to issues that the Committee can realistically influence, and which will result in a Cabinet decision being taken;
PERFORMANCE:	Priority should be given to the areas in which the Council, and other agencies, are not performing well;
EXTENT:	Priority should be given to issues that are relevant to all or large parts of the County Borough;
REPLICATION:	Work programmes must take account of what else is happening in the areas being considered to avoid duplication or wasted effort.

Reasons to Reject Scrutiny Topics:

- The issue is already being addressed / being examined elsewhere and change is imminent.
- The topic would be better addressed elsewhere (and can be referred there).
- Scrutiny involvement would have limited / no impact upon outcomes.
- The topic may be sub-judice or prejudicial to the Council's interest.
- The topic is too broad to make a review realistic.
- New legislation or guidance relating to the topic is expected within the next year.
- The topic area is currently subject to inspection or has recently undergone substantial change.

Corporate Parenting

- 4.4 Corporate Parenting is the term used to describe the responsibility of a Local Authority towards looked after children and young people. This is a legal responsibility given to local authorities by the Children Act 1989 and the Children Act 2004. The role of the Corporate Parent is to seek for children in public care the outcomes every good parent would want for their own children. The Council as a whole is the 'corporate parent', therefore all Members have a level of responsibility for the children and young people looked after by Bridgend.
- 4.5 In this role, it is suggested that Members consider how each item they consider affects children in care and care leavers, and in what way can the Committee assist in these areas.
- 4.6 Scrutiny Champions can greatly support the Committee in this by advising them of the ongoing work of the Cabinet-Committee and particularly any decisions or changes which they should be aware of as Corporate Parents.
- 4.7 The Forward Work Programme for this Committee is attached as **Appendix A** for consideration.
- 4.8 The Recommendations Monitoring Action Sheet for the previous meetings is attached as **Appendix B**, to track responses to the Committee's recommendations at the previous meetings.

5. Effect upon policy framework and procedure rules

- 5.1 The work of the Overview & Scrutiny Committees relates to the review and development of plans, policy or strategy that form part of the Council's Policy Framework and consideration of plans, policy or strategy relating to the power to promote or improve economic, social or environmental wellbeing in the County Borough of Bridgend.

6. Equality Act 2010 implications

- 6.1 The protected characteristics identified within the Equality Act, Socio-economic Duty and the impact on the use of the Welsh language have been considered in the preparation of this report. As a public body in Wales, the Council must consider the impact of strategic decisions, such as the development or the review of policies, strategies, services and functions. It is considered that there will be no significant or unacceptable equality impacts as a result of this report.

7. Well-being of Future Generations (Wales) Act 2015 implications

- 7.1 The Act provides the basis for driving a different kind of public service in Wales, with 5 ways of working to guide how public services should work to deliver for people. The following is a summary to show how the 5 ways of working to achieve the well-being goals have been used to formulate the recommendations within this report:
- Long-term - The approval of this report will assist in the planning of Scrutiny business in both the short-term and in the long-term on its policies, budget and service delivery.
 - Prevention - The early preparation of the Forward Work Programme allows for the advance planning of Scrutiny business where Members are provided an opportunity to influence and improve decisions before they are made by Cabinet.
 - Integration - The report supports all the wellbeing objectives.
 - Collaboration - Consultation on the content of the Forward Work Programme has taken place with the Corporate Management Board, Heads of Service, Elected Members and members of the public.
 - Involvement - Advanced publication of the Forward Work Programme ensures that the public and stakeholders can view topics that will be discussed in Committee meetings and are provided with the opportunity to engage.

8. Financial implications

- 8.1 There are no financial implications directly associated with this report.

9. Recommendations

9.1 The Committee is recommended to:

- a) Consider and approve the Forward Work Programme attached as **Appendix A**;
- b) Identify any specific information the Committee wishes to be included in the items for the next two meetings, including invitees they wish to attend;
- c) Identify any further items for consideration on the Forward Work Programme having regard to the selection criteria in paragraph 4.3 of this report.
- d) Note that the Forward Work Programme and any updates from the Committee will be reported to the next meeting of COSC.
- e) Note the Recommendations Monitoring Action Sheet to track responses to the Committee's recommendations made at the previous meetings as **Appendix B**.

Kelly Watson

CHIEF OFFICER – LEGAL AND REGULATORY SERVICES, HR AND CORPORATE POLICY

12 October 2021

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Background documents: None.

**Forward Work Programme
Subject Overview and Scrutiny Committee 1:**

APPENDIX A

<u>Date of Meeting:</u>	<u>Report Topics:</u>
Mon 14 th June 9.30am	<ul style="list-style-type: none"> - Corporate Parenting Champion Nomination report; - Nomination to the Public Service Board Scrutiny Panel report; - Draft Outline Forward Work Programme
Mon 12 th July 2.30pm	Additional Learning Needs and Educational Tribunal (ALNET) Act 2018
Thurs 16 th Sep 9.30am	How Central South Consortium supports Bridgend Schools.
Mon 18 th Oct 2.30pm	New Curriculum for Wales
	School Governing Bodies
Wed 8 th Dec 9.30am	Medium Term Financial Strategy and Budget Proposals
Mon 17 th Jan 2:30pm	How Schools coped with the Pandemic
	Youth Justice Service
Mon 14 th Mar 9.30am	Post Inspection Action Plan

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Subject Overview & Scrutiny Committee 1

RECOMMENDATIONS MONITORING ACTION SHEET

Date of Meeting	Agenda Item	Action	Responsibility	Outcome
15 March 2021	Blended Learning in Bridgend Schools since March 2020	The Committee concluded by making a number of recommendations.	Scrutiny	ACTIONED – response and information circulated to Committee Members.
9 June 2021	Forward Work Programme	Proposed report upon How schools coped with the Pandemic to be added to Forward Work Programme.	Scrutiny	ACTIONED – added to FWP (Appendix A)
		The Committee requested that the Minutes of the last two meetings that Additional Learning Needs (ALN) had been considered, be circulated to Members as background to the report upon ALN for the next meeting on 5 th July.	Scrutiny	ACTIONED – Circulated to Members before July meeting for consideration of report upon Additional Learning Needs.
		The Committee requested assurance regarding Corporate safeguarding procedures in Bridgend.	Scrutiny / Corporate Director EFS	A Member briefing on safeguarding procedures in Bridgend Schools to be arranged in November.

		The Committee requested the statistics for child protection referrals from schools	Scrutiny / Corporate Director EFS	The data is subject to General Data Protection Regulations (GDPR), however assurance will be provided in the above Briefing.
		The Committee requested information regarding the Everyone's Invited list of schools within the County Borough.	Scrutiny / Corporate Director EFS	ACTIONED – response circulated to Committee Members.
		The Committee proposed that consideration be given to schools being consulted about potential topics for scrutiny.	Scrutiny / Corporate Director EFS	ACTIONED – response circulated to Committee Members.
12 July 2021	Additional Learning Needs and Educational Tribunal (ALNET) Act 2018	The Committee concluded by making a number of recommendations.	Scrutiny	ACTIONED – response and information circulated to Committee Members.