

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

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

**Adroddiad Blynyddol Estyn 2002-03
The Annual Report from Estyn 2002-03**

**Cwestiynau 1-25
Questions 1-25**

**Dydd Mercher 17 Mawrth 2004
Wednesday 17 March 2004**

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

Swyddogion yn bresennol: Richard Davies, Cyfarwyddwr Grwp, yr Adran Hyfforddiant ac Addysg, Cynulliad Cenedlaethol Cymru.

Tystion: Susan Lewis, Prif Arolygydd Addysg a Hyfforddiant yng Nghymru, Estyn; Elizabeth Kidd, Pennaeth yr Is-adran Arolygu: Addysg a Hyfforddiant Ôl-16, Estyn; Hilary Anthony, Pennaeth yr Is-adran Arolygu: Addysg y Blynyddoedd Cynnar, Ysgolion a Gwaith yr Awdurdodau Addysg Lleol, Estyn; Wendy Young, Arolygydd Ei Mawrhydi; Meilyr Rowlands, Arolygydd Ei Mawrhydi.

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

Officials present: Richard Davies, Group Director, Department for Training and Education, National Assembly for Wales.

Witnesses: Susan Lewis, Chief Inspector for Education and Training in Wales, Estyn; Elizabeth Kidd, Head of Inspection Division: Post-16 Education and Training, Estyn; Hilary Anthony, Head of Inspection Division: Early Years Education, Schools, and the Work of the Local Education Authorities, Estyn; Wendy Young, Her Majesty's Inspector; Meilyr Rowlands, Her Majesty's Inspector.

*Dechreuodd y sesiwn cymryd tystiolaeth am 11.17 a.m.
The evidence-taking session began at 11.17 a.m.*

[1] **Peter Black:** We now come on to Estyn's annual report. I welcome our presenters from Estyn. We have Susan Lewis, the chief inspector for education and training, Liz Kidd, Hilary Anthony, Meilyr Rowlands and Wendy Young. I will ask Susan to make a 10-minute presentation on the report. Before that, I will just note that we have Record of Proceedings staff present, and there will be a verbatim record of this particular item.

Ms Lewis: I will give you just a brief overview, if I may. This year my report shows that, across most areas of education and training, many learners are achieving better progress and achieving more than ever before. In most areas, they have benefited from improved learning opportunities and good quality teaching and training. As a result, there are more children, young people and adults in Wales gaining the knowledge and skills that they need to realise their ambitions, to find employment, to act responsibly as citizens and to enjoy their leisure activities. More pupils in primary schools and in settings for the under-fives are achieving higher standards than ever before. The great majority of seven and 11-year-olds reached the level expected for pupils of their age in the national curriculum assessments.

However, by the end of the primary phase, many pupils do not do so well in mathematics, and in the key skill of writing. As you may imagine, a lack of proficiency in these important skills can have a big effect on pupils' progress, when they transfer to secondary school. In key stage 3, which I have criticised in previous annual reports, there are now some encouraging signs that standards are starting to rise, after little progress for the past five years. Schools are now closer to national targets in mathematics and science and have already reached them in Welsh. This progress is, of course, promising. However, pupils' progress in English is still very low, and this affects the progress that they can make in other subjects. In key stage 4, progress has been slow for several years, and schools have not yet reached the national target for GCSE performance. Across Wales, the issue really is that too many pupils of average and below average ability do not do as well as they could.

[1] **Peter Black:** Yr ydym yn awr yn dod at adroddiad blynyddol Estyn. Yr wyf yn croesawu ein cyflwynwyr o Estyn, sef Susan Lewis, prif arolygydd addysg a hyfforddiant, Liz Kidd, Hilary Anthony, Meilyr Rowlands a Wendy Young. Gofynnaf i Susan roi cyflwyniad 10-munud ar yr adroddiad. Cyn hynny, hoffwn nodi bod staff Cofnod y Trafodion yn bresennol, a gwneir cofnod gair am air o'r eitem arbennig hon.

Ms Lewis: Rhoddaf drosolwg yn gryno i chi, os caf. Eleni mae fy adroddiad yn dangos bod dysgwyr, ar draws y rhan fwyaf o feysydd addysg a hyfforddiant, yn gwneud gwell cynnydd ac yn cyflawni mwy nag erioed o'r blaen. Yn y rhan fwyaf o feysydd, maent wedi elwa ar well cyfleoedd dysgu ac addysgu a hyfforddiant o ansawdd da. O ganlyniad, mae mwy o blant, pobl ifanc ac oedolion yng Nghymru yn ennill y wybodaeth a'r sgiliau y mae eu hangen arnynt i wireddu eu huchelgeisiau, i ddod o hyd i waith, i weithredu'n gyfrifol fel dinasyddion ac i fwynhau eu gweithgareddau hamdden. Mae mwy o ddisgyblion mewn ysgolion cynradd ac mewn sefydliadau ar gyfer plant dan bump oed yn cyrraedd safonau uwch nag erioed o'r blaen. Cyrhaeddodd y mwyafrif llethol o ddisgyblion saith ac 11 oed y lefel ddisgwyliedig i ddisgyblion eu hoed hwy yn asesiadau'r cwricwlwm cenedlaethol.

Fodd bynnag, erbyn diwedd y cyfnod cynradd, nid yw llawer o ddisgyblion yn gwneud cystal mewn mathemateg, ac yn y sgil allweddol, ysgrifennu. Fel y gallwch dybio, gall diffyg gallu yn y sgiliau pwysig hyn gael effaith fawr ar gynnydd y disgyblion, pan fyddant yn symud i'r ysgol uwchradd. Yng ngham allweddol 3, y bŷm yn feirniadol ohono mewn adroddiadau blynyddol yn y gorffennol, gwelir yn awr rai arwyddion calonogol bod safonau yn dechrau codi, ar ôl ychydig iawn o gynnydd yn y pum mlynedd diwethaf. Mae'r ysgolion yn nes yn awr at gyrraedd y targedau cenedlaethol mewn mathemateg a gwyddoniaeth ac maent eisoes wedi'u cyrraedd yn y Gymraeg. Mae'r cynnydd hwn, wrth gwrs, yn addawol. Serch hynny, mae cynnydd y disgyblion yn y Saesneg yn dal i fod yn isel iawn, ac mae hyn yn effeithio ar y cynnydd y gallant ei wneud mewn pynciau eraill. Yng ngham allweddol 4, mae'r cynnydd wedi bod yn araf ers sawl blwyddyn, ac nid yw'r ysgolion wedi cyrraedd y targed cenedlaethol eto ar gyfer perfformiad mewn TGAU. Ledled Cymru, gwraidd y mater, mewn gwirionedd, yw bod gormod o ddisgyblion o allu canolig ac is yn methu â chyflawni cystal ag y gallent.

The issue of attendance received a lot of press and media attention when my report was launched. Many primary school pupils attend regularly, but there are a growing number of cases where parents take family holidays in term time, often on many occasions. This practice, I think, occurs for a number of reasons. It occurs because the current arrangement of the school year does not fit in easily with the patterns of many parents' work commitments. It also occurs because of the lower cost of holidays outside term time and the effects of changes in family circumstances, such as divorce and single parent families, and the higher expectations that people have as regards the number and type of holidays that they take each year. This year, about a third of secondary schools have unsatisfactory attendance rates. There are some schools where nearly a quarter of the children on average are missing each day. The absence rate of secondary-age pupils is one of the persisting concerns that I have referred to in recent years. High levels of absence can have a bad effect on the lives of pupils and the communities in which they live. These pupils are at risk, regardless of the reasons for their absence, although the reasons for the absence may lead them into even greater risk.

If there are so many pupils not in school each day, we have to ask why they are absent and what is being done to get them back. Over a six-year period, despite all of the efforts of local education authorities and schools, the absence rate has only been reduced from 11 per cent to 10.1 per cent. If we are to be more successful in tackling low levels of attendance, then I believe that we have to have a radical rethink about the learning arrangements in providers of education and training. We need to consider whether the working practices are in line with the demands of the twenty-first century. The current school year arrangements mean that all teachers and all pupils have to be on-site at fixed times, with a long break in the summer. That arrangement is linked to nineteenth-century working practices, as well as the notion that learning takes place at certain times in certain ways and in certain situations. Most secondary schools also need to do more to analyse patterns of absence, work more closely with their partners, including parents, and find more ways to encourage pupils to attend regularly.

Most schools support their pupils with special educational needs very well. Despite better provision in general, however, there are still issues concerning the early identification of, and meeting the needs of, learners with special educational needs. As part of the commitment to inclusion, more children with severe and complicated difficulties attend mainstream schools. This approach needs continuing changes, such as making buildings fully accessible, improving the ways in which agencies work together, improving the provision of services such as therapies and transport, and providing regular training for teachers and support assistants.

Cafodd mater presenoldeb lawer o sylw gan y wasg a'r cyfryngau pan lanswyd fy adroddiad. Mae nifer o ddisgyblion ysgolion cynradd yn mynychu'n rheolaidd, ond mae nifer cynyddol o achosion ble y mae'r rhieni yn mynd â'r teulu ar wyliau yn ystod y tymor, a hynny sawl gwaith yn aml. Credaf fod hyn yn digwydd am sawl rheswm. Mae'n digwydd am nad yw trefniant presennol y flwyddyn ysgol yn cydfynd yn hwylus â phatrymau ymrwymadau gwaith llawer o'r rhieni. Mae'n digwydd hefyd oherwydd bod gwyliau y tu allan i dymor yr ysgol yn rhatach ac oherwydd effeithiau newidiadau yn amgylchiadau'r teulu, megis ysgariad a theuluoedd un rhiant, ac oherwydd disgwyliadau uwch pobl o ran faint o wyliau a'r math o wyliau a gânt bob blwyddyn. Eleni, mae cyfraddau presenoldeb tua thraean yr ysgolion uwchradd yn anfodddhaol. Ceir rhai ysgolion lle y mae bron chwarter y plant, ar gyfartaledd, yn absennol bob dydd. Mae cyfradd absenoldeb ymysg disgyblion oed ysgol uwchradd yn un o'r pryderon cyson yr wyf wedi cyfeirio ato yn ystod y blynyddoedd diwethaf. Mae lefelau uchel o absenoldeb yn gallu amharu ar fywydau'r disgyblion ac ar y cymunedau y maent yn byw ynddynt. Mae'r disgyblion hyn mewn perygl, waeth beth fo'r rhesymau dros eu habsenoldeb, er y gall y rhesymau dros yr absenoldeb eu harwain hwy at fwy byth o berygl.

Os oes cynifer o ddisgyblion yn absennol o'r ysgol bob dydd, rhaid i ni ofyn pam y maent yn absennol a beth sy'n cael ei wneud i'w cael yn ôl. Dros gyfnod o chwe blynedd, er gwaethaf holl ymdrechion yr awdurdodau addysg lleol a'r ysgolion, dim ond gostyngiad o 11 y cant i 10.1 y cant a gafwyd yn y gyfradd absenoldeb. Os ydym am fod yn fwy llwyddiannus wrth fynd i'r afael â lefelau presenoldeb isel, yna credaf fod rhaid i ni ailfeddwl yn sylfaenol ynghylch trefniadau dysgu darparwyr addysg a hyfforddiant. Rhaid i ni ystyried a yw'r arferion gweithio yn cyd-fynd â gofynion yr unfed ganrif ar hugain. Mae'r trefniadau presennol ar gyfer y flwyddyn ysgol yn golygu bod rhaid i'r holl athrawon a'r holl ddisgyblion fod yn yr ysgolion neu'r colegau ar adegau penodol, gyda gwyliau hir yn yr haf. Mae'r trefniant hwnnw yn gysylltiedig ag arferion gweithio'r bedwaredd ganrif ar bymtheg, yn ogystal â'r syniad bod dysgu yn digwydd ar adegau penodol mewn dulliau penodol ac mewn sefyllfaoedd penodol. Hefyd rhaid i'r rhan fwyaf o'r ysgolion uwchradd wneud rhagor i ddadansoddi patrymau absenoldeb, gweithio'n agosach gyda'u partneriaid, gan gynnwys y rhieni, a dod o hyd i fwy o ffyrdd i annog y disgyblion i fynychu'n rheolaidd.

Mae'r rhan fwyaf o'r ysgolion yn cefnogi eu disgyblion sydd ag anghenion addysgol arbennig yn dda iawn. Er bod gwell darpariaeth ar gael yn gyffredinol, fodd bynnag, erys rhai cwestiynau ynghylch canfod yn gynnar anghenion dysgwyr sydd ag anghenion addysgol arbennig a diwallu'r anghenion hynny. Fel rhan o'r ymrwymiad i gynhwysiant, mae mwy o blant sydd ag anawsterau difrifol a chymhleth yn mynychu ysgolion prif ffrwd. Mae'r ymagwedd hon yn gofyn am newidiadau parhaus, megis gwneud adeiladau yn gwbl hygyrch, gwella'r dulliau y mae asiantaethau yn cydweithio, gwella'r modd y mae gwasanaethau megis therapïau a chlundant yn cael eu darparu, a darparu hyfforddiant rheolaidd i athrawon a chynorthwyrwyr cymorth.

Most adult learners continue to achieve well across a wide range of courses in community-based learning. Importantly, more and more of these adults think that education will improve their employment prospects and their enjoyment of leisure activities. Most learners on vocational courses gain practical skills. Many clients on New Deal courses and programmes gain skills and are better prepared to search for jobs. Most of the young people who take part in a range of youth service activities also do well. In teacher training institutions, the teaching of most trainees is good. This means that they are well equipped to begin their teaching careers and help schools to raise standards.

Standards in further education institutions are not as good this year. While part-time students have improved their performance, full-time students do not do so well. Too many trainees on work-based training courses do not achieve high enough standards. There is too much difference in what trainees achieve from one occupational area to another and between the performance of one provider and another, in education and training. Reducing the gap in performance between one provider and another will give all learners better access to high-quality training and education and help in reaching the goal of excellence for all.

The biggest issue, I think, for us, across the board, is the issue of key skills. Too few learners in further education and work-based training gain their qualifications in key skills, in particular reading, writing and number skills. The teaching of key skills has weaknesses. These skills and qualifications are valuable to learners' employment prospects and participation in lifelong learning. Last month, I launched this annual report at Gorseinon College. I did so for a number of reasons: because of the outstanding achievement that we had seen in the report that we wrote last January in the period of the annual report, and also because it is a college where staff help students to develop their key skills within their main study areas. There were good practice examples in performing arts and science, where students developed their key skills within the subject studies. As a result of the approach in Gorseinon, more students understand how key skills can help them in their studies, and they recognise the value of key skills to their employment prospects. Raising the key skill levels of all learners is vital if we are to raise the knowledge and skills base and ensure that young people and adults can contribute more effectively to improving the prosperity of Wales.

Mae'r rhan fwyaf o'r oedolion sy'n dysgu yn parhau i gyflawni'n dda mewn ystod eang o gyrsiau mewn addysg sydd yn seiliedig ar y gymuned. Mae'n bwysig bod mwy a mwy o'r oedolion hyn yn credu y bydd addysg yn gwella eu cyfle i gael gwaith a'u gallu i fwynhau gweithgareddau hamdden. Mae'r rhan fwyaf o'r dysgwyr ar gyrsiau galwedigaethol yn ennill sgiliau ymarferol. Mae nifer o gleientiaid ar gyrsiau a rhaglenni'r Fargen Newydd yn ennill sgiliau ac maent wedi eu paratoi'n well i chwilio am waith. Mae'r rhan fwyaf o'r bobl ifanc sy'n cymryd rhan yn amrywiol weithgareddau'r gwasanaeth ieuencid hefyd yn gwneud yn dda. Mewn sefydliadau hyfforddi athrawon, mae ansawdd addysgu'r rhan fwyaf o hyfforddeion yn dda. Golyga hyn eu bod yn gymwys iawn i ddechrau ar eu gyrfa fel athrawon a helpu'r ysgolion i godi'r safonau.

Nid yw'r safonau mewn sefydliadau addysg bellach cystal eleni. Tra bo'r myfyrwyr rhan- amser wedi gwella eu perfformiad, nid yw'r myfyrwyr llawnamser yn gwneud cystal. Mae gormod o'r hyfforddeion sydd ar gyrsiau hyfforddi sy'n seiliedig ar waith yn methu â chyrraedd safonau digon uchel. Mae gormod o wahaniaeth rhwng yr hyn y mae hyfforddeion yn ei gyflawni mewn gwahanol feysydd galwedigaethol a rhwng perfformiad darparwyr gwahanol, mewn addysg a hyfforddiant. Bydd lleihau'r bwlch rhwng perfformiad gwahanol ddarparwyr yn rhoi gwell cyfle i bob dysgwr gael hyfforddiant ac addysg o safon uchel ac yn gymorth i gyrraedd y nod o gael rhagoriaeth i bawb.

Credaf mai'r mater pwysicaf i ni, yn gyffredinol, yw'r sgiliau allweddol. Nid oes digon o ddysgwyr mewn addysg bellach a hyfforddiant sy'n seiliedig ar waith yn ennill eu cymwysterau mewn sgiliau allweddol, yn enwedig sgiliau darllen, ysgrifennu a rhifedd. Mae gwendidau i'w gweld o ran dysgu'r sgiliau allweddol. Mae'r sgiliau a'r cymwysterau hyn yn werthfawr i'r dysgwyr o ran cael gwaith yn y dyfodol ac o ran cymryd rhan mewn dysgu gydol oes. Y mis diwethaf, lansiais yr adroddiad blynyddol hwn yng Ngholeg Gorseinon. Gwneuthum hynny am nifer o resymau: oherwydd y llwyddiant neilltuol yr oeddem wedi'i weld yn yr adroddiad a ysgrifenasom fis Ionawr diwethaf adeg yr adroddiad blynyddol, a hefyd oherwydd ei fod yn goleg lle y mae'r staff yn helpu'r myfyrwyr i ddatblygu eu sgiliau allweddol yn eu prif feysydd astudio. Gwelwyd enghreifftiau o arferion da yn y celfyddydau perfformio ac mewn gwyddoniaeth, lle'r oedd y myfyrwyr yn datblygu eu sgiliau allweddol wrth astudio'u pynciau. O ganlyniad i'r dulliau gweithredu yng Ngorseinon, mae rhagor o fyfyrwyr yn deall sut y mae'r sgiliau allweddol yn gallu eu helpu yn eu hastudiaethau, ac maent yn gweld gwerth y sgiliau allweddol i'w dyfodol o ran cael gwaith. Mae codi lefelau sgiliau allweddol yr holl ddysgwyr yn hanfodol os ydym am wella'r sylfaen o ran gwybodaeth a sgiliau a sicrhau bod pobl ifanc ac oedolion yn gallu cyfrannu'n fwy effeithiol at wella ffyniant Cymru.

I report this year that many learners are benefiting from good quality teaching and training. This in turn impacts on standards. Primary, secondary and special schools have exceeded the Welsh Assembly Government's targets for the number of good lessons. More learners are benefiting from the way that teachers and trainers match work to their learning needs and employment goals. Many FE institutions have successfully expanded their provision in response to the Welsh Assembly Government's agenda to widen participation. There have also been successes in career companies that have helped clients of all ages to identify and plan for their career aims. In areas such as work-based training in New Deal, many trainers have worked closely with partners and so have been better able to provide courses that help trainees to succeed in their aims.

Alongside the undoubted successes and achievements that I have reported, there are still many barriers that hold learners back. Inspections clearly indicate that there is a strong link between weak management, poor teaching or training, and low achievement. Over the past five years there has been little rise in the number of young people in Wales who are involved in education, training or employment. While the number of pupils leaving school at 16 with few or no qualifications is reducing, there are still too many who do not have enough to show for their formal years of education and training. Neither do they have the confidence and self-esteem to do something about it. Across all areas of education and training, leaders and managers have been found to be more successful when they work closely with their partners. Combining the forces of partners allows them to share their skills and expertise. Working together helps them to co-ordinate and join up practices, plan for improvement, share resources and achieve higher outcomes for learners. Extending and improving partnerships across new and traditional boundaries will continue to be important in helping to improve the range of learning opportunities, and will give learners in Wales better access to education and training.

[2] **Peter Black:** Any questions? I will take all the questions as a group and ask Estyn to come back at the end, if that is okay. David first and then Janet.

Yr wyf yn adrodd eleni bod llawer o ddysgwyr yn elwa ar dderbyn addysg a hyfforddiant o ansawdd da. Mae hyn yn ei dro yn cael effaith ar safonau. Mae ysgolion cynradd, ysgolion uwchradd ac ysgolion arbennig wedi rhagori ar dargedau Llywodraeth Cynulliad Cymru ar gyfer nifer y gwersi da a gyflwynir. Mae rhagor o ddysgwyr yn elwa ar y modd y mae'r athrawon a'r hyfforddwyr yn cyplysu'r gwaith â'u hanghenion dysgu a'u nodau o ran cyflogaeth. Mae nifer o sefydliadau AB wedi llwyddo i ehangu eu darpariaeth wrth ymateb i agenda Llywodraeth Cynulliad Cymru i ddenu rhagor i gyfranogi. Gwelwyd hefyd lwyddiannau o ran cwmnïau gyrfaoedd sydd wedi helpu cleientiaid o bob oed i ganfod beth yw eu hamcanion o ran gyrfa a chynllunio ar gyfer hynny. Mewn meysydd megis hyfforddiant sy'n seiliedig ar waith yn y Fargen Newydd, mae llawer o hyfforddwyr wedi gweithio'n agos gyda phartneriaid ac felly maent wedi gallu bod mewn gwell sefyllfa i ddarparu cyrsiau sy'n helpu hyfforddeion i lwyddo yn eu hamcanion.

Ochr yn ochr â'r llwyddiannau a'r cyflawniadau diamheuol yr wyf wedi adrodd amdanynt, erys nifer o rwystrau o hyd sy'n llesteirio dysgwyr. Mae'r arolygon yn dangos yn glir fod cysylltiad cryf rhwng rheolaeth wan, addysg neu hyfforddiant gwael, a chyflawniad isel. Dros y pum mlynedd diwethaf, ychydig iawn o gynnydd sydd wedi bod yn nifer y bobl ifanc yng Nghymru sy'n rhan o addysg, hyfforddiant neu waith. Er bod nifer y disgyblion sy'n ymadael â'r ysgol yn 16 sydd ag ychydig o gymwysterau neu sydd heb gymwysterau yn gostwng, mae gormod o ddisgyblion o hyd sydd heb fod fawr elwach wedi eu blynyddoedd ffurfiol o addysg a hyfforddiant. Nid oes ganddynt ddigon o hyder na hunan-barch i wneud rhywbeth yn ei gylch ychwaith. Ym mhob maes o ran addysg a hyfforddiant, gwelwyd bod arweinyddion a rheolwyr yn fwy llwyddiannus wrth iddynt weithio'n agos gyda'u partneriaid. Mae cyfuno grym partneriaid yn caniatáu iddynt rannu eu sgiliau a'u harbenigedd. Mae cydweithio yn eu helpu i gydlynu a chyfuno arferion, cynllunio er mwyn gwella, rhannu adnoddau a chael gwell canlyniadau i'r dysgwyr. Bydd ehangu a gwella partneriaethau ar draws ffiniau newydd a thraddodiadol yn parhau'n bwysig wrth helpu i wella'r ystod o gyfleoedd dysgu, ac yn rhoi gwell cyfle i ddysgwyr yng Nghymru gael addysg a hyfforddiant.

[2] **Peter Black:** Unrhyw gwestiynau? Cymeraf yr holl gwestiynau mewn grwp a gofyn i Estyn ymateb ar y diwedd, os yw hynny'n iawn. David yn gyntaf ac yna Janet.

[3] **David Davies:** I wondered whether I could clarify one thing that you mentioned when you were talking about pupil absenteeism. First, you mentioned that this seems to be largely down to parents taking holidays during term time. I know that that is hard to quantify, but to what extent is that the problem and to what extent is it unauthorised absenteeism without, necessarily, parental knowledge? Following on from that, I heard you say that one of the problems is that we are stuck in nineteenth-century learning patterns, and that we expect learning to take place at certain times and places. Can you explain what you mean by that? How could that not be so and what alternative is there to that? I would also like to ask you about the fact that, in this year's report, it states that one in three secondary schools is not keeping fully to the law on collective worship. As I recall, last year's report suggested that there was one school in Wales that was not meeting its legal obligations, and I remember asking the Minister about it—in fact, I asked the Minister if she would name the school. She was not prepared to do so, but said that action was being taken to ensure that that school did apply the law as it stands—yet we have what seems to be a marked decrease. We have gone from one school that is not upholding the law, to almost one in three schools that are not upholding the law on collective worship. I wonder why that is so, and in what way they are not upholding the law—and perhaps somebody could tell me what steps, if any, will be taken to ensure that they do.

[4] **Janet Ryder:** As you quite rightly highlighted in your report, the issue that grabbed the headlines was the school year and the implications for the school year. I just wondered whether you would like to expand on that, because you are intimating that we need to re-examine the way that we set terms, perhaps. I wondered what kind of evidence you might have for that and what kind of implications that would have generally for the teaching profession, LEAs, and Education and Learning Wales in providing a much more open and accessible education system, while still ensuring that you have staff there. Last year, there were queries raised about SEN provision. Now, many young people unfortunately become disenchanted with school, or become turned off from school, because of undetected educational needs. I wonder whether any of the work that you have done would add support to that, or be able to shed light on that, and whether we need to be concentrating on developing the detection of such conditions as dyslexia, which, if detected early enough, can be treated, which can have a big impact on the way that people respond to skills and what kind of effect that that is going to have on them.

[3] **David Davies:** Tybed a allwn i gael eglurhad pellach ynghylch un peth y soniasoch chi amdano pan oeddech yn siarad am absenoliaeth ymysg disgyblion? Yn gyntaf, yr oeddech yn sôn ei bod yn ymddangos mai'r rhieni sy'n mynd ar wyliau yn ystod y tymor sy'n bennaf cyfrifol am hyn. Gwn ei bod yn anodd mesur hynny, ond i ba raddau y mae'r broblem yn cael ei hachosi gan hynny ac i ba raddau y mae'n cael ei hachosi gan absenoliaeth heb ganiatâd heb i'r rhieni, o reidrwydd, wybod am hynny? Yn dilyn hynny, fe'ch clywais yn dweud mai un o'r problemau yw ein bod yn gaeth i batrymau dysgu'r bedwaredd ganrif ar bymtheg, a'n bod yn disgwyl i'r addysg ddigwydd ar adegau penodol ac mewn manau penodol. A allwch chi esbonio beth yr ydych yn ei olygu wrth hynny? Sut y gallai fod fel arall a pha ddewis arall sydd ar gael? Hoffwn eich holi hefyd ynghylch y ffaith bod yr adroddiad eleni yn nodi bod un o bob tair ysgol uwchradd yn methu â chydymffurfio'n llwyr â'r gyfraith o ran addoli ar y cyd. Yn ôl y cof sydd gennyf fi, yr oedd yr adroddiad y llynedd yn awgrymu bod un ysgol yng Nghymru oedd heb fod yn cydymffurfio â'i rhwymedigaethau cyfreithiol, a chofiaf ofyn i'r Gweinidog ynghylch hynny—yn wir, gofynnais i'r Gweinidog a fyddai'n enwi'r ysgol. Nid oedd hi'n barod i wneud hynny, ond dywedodd fod camau yn cael eu cymryd i sicrhau bod yr ysgol honno'n gweithredu'r gyfraith fel ag y mae—ac eto ymddengys fod dirywiad amlwg wedi digwydd. Yr ydym wedi mynd o un ysgol sy'n methu â chydymffurfio â'r gyfraith o ran addoli ar y cyd, i bron un o bob tair ysgol. Tybed pam mae hyn wedi digwydd, ac ym mha fodd y maent yn methu â chydymffurfio â'r gyfraith?—ac efallai y gall rhywun ddweud wrthyf pa gamau a gymerir, os cymerir rhai, i sicrhau eu bod yn cydymffurfio.

[4] **Janet Ryder:** Fel y bu ichi bwysleisio, yn gwbl briodol, yn eich adroddiad, y flwyddyn ysgol a'r goblygiadau ar gyfer y flwyddyn ysgol oedd y pwnc a gipiodd y penawdau. Tybed a fydddech yn hoffi ymhelaethu ynghylch hynny, oherwydd yr ydych yn awgrymu y dylem ailedrych ar y modd yr ydym yn pennu'r tymhorau, efallai? Yr oeddwn yn meddwl tybed pa fath o dystiolaeth oedd gennych o blaid gyfer hynny a beth fyddai goblygiadau hynny yn gyffredinol i'r proffesiwn dysgu, yr Awdurdodau Addysg Lleol, a Dysgu ac Addysgu Cymru wrth gyflwyno cyfundrefn addysg fwy agored a hygyrch o lawer, gan sicrhau o hyd fod gennych staff yno. Y llynedd, holwyd ynghylch darpariaeth AAA. Erbyn hyn, yn anffodus, mae llawer o bobl ifanc yn cael eu dadrithio â'r ysgol, neu'n colli diddordeb yn yr ysgol, oherwydd nad oes neb wedi canfod beth yw eu hanghenion addysgol. Tybed a fyddai rhywfaint o'r gwaith yr ydych chi wedi'i wneud yn cefnogi hynny, neu'n gallu taflu goleuni arno, ac a oes angen i ni ganolbwyntio ar ddatblygu'r broses o ganfod cyflyrau megis dyslecsia, y gellir ei drin o'i ganfod yn ddigon buan? Gall hynny effeithio'n fawr ar sut y mae pobl yn ymateb i'r sgiliau a pha fath o effaith a gaiff hynny arnynt.

Last year, the Committee asked you whether you noticed any difference in the standard of teaching between colleges and sixth forms, which might have been a slightly unfair question. However, noting what you said this year on the standards achieved in further education colleges, I wondered whether you would like to comment further on that. Your answer last year was that work was being done under two inspection regimes and that you could not comment at that time. This year, can you respond further to that? Also, can you respond further on the accessibility of education institutions for people with physical disability and how that is impacting on young people's access to skills?

Lastly—two things to finish off—with regard to the assessment of the curriculum itself, when you assess for teaching of sustainability and the concept of sustainability within the national curriculum, can you tell me how you inspect for it and whether you set targets, or how you assess the teaching of the theory of sustainability across all subjects in schools? Also, what kind of benchmarking goes on for your own inspectors? What kind of quality assurance and quality testing goes on for your inspectors as they go into schools?

[5] **Peter Black:** There are a huge number of questions from just those two Members. So, I will ask Susan to come back on those, and I will then take another batch of questions from Assembly Members after that.

Ms Lewis: Okay. You want me to answer on those?

[6] **Peter Black:** Yes, please.

Ms Lewis: I will start with the collective worship question. I do not think that we said last year that there was only one school; we said that there was one school that was not meeting the arrangements for collective worship in the sixth form. My understanding is that that has now been addressed in that one school and that it is now complying with the law. We have this curious arrangement, post-16, whereby schools have to abide by that rule but colleges do not. However, that is being actioned. This year, we are talking about one in three not keeping to collective worship across the school. We are not saying that they are not doing it in any place in the school; we are saying that, because it does not have to be an act of corporate worship any more, but rather of collective worship, there may be individual teachers who are not complying in ensuring that the class has an act of collective worship. That is a matter that is drawn to the attention of the school, and part of its action planning has to be to address that, in line with any other recommendations that are made in the report.

Y llynedd, gofynnodd y Pwyllgor i chi a oeddech chi'n sylwi ar unrhyw wahaniaeth yn safon yr addysgu rhwng y colegau a'r chweched dosbarthiad. Efallai fod y cwestiwn hwn braidd yn annheg. Fodd bynnag, o sylwi ar yr hyn a ddywedasoeh eleni am y safonau a gyrhaeddwyd mewn colegau addysg bellach, tybed a hoffech chi ymhelaethu ynghylch hynny? Eich ateb chi y llynedd oedd bod gwaith yn cael ei gyflawni dan ddwy drefn arolygu ac na allech chi ddweud dim ar y pryd. A allwch chi ymateb mwy i hynny eleni? Hefyd, a allwch chi ymateb ymhellach ynghylch pa mor rhwydd yw hi i bobl sydd ag anabledd corfforol fynychu sefydliadau addysgol a sut y mae hynny'n effeithio ar gyfleoedd pobl ifanc i gael sgiliau?

Yn olaf—dau beth i orffen—o ran asesu'r cwricwlwm ei hun, pan fyddwch yn asesu dysgu cynaliadwyedd a'r cysyniad o gynaliadwyedd yn y cwricwlwm cenedlaethol, a allwch chi ddweud wrthyf sut yr ydych yn arolygu hyn ac a ydych yn pennu targedau, neu sut yr ydych yn asesu dysgu theori cynaliadwyedd ar draws pob pwnc mewn ysgolion? Hefyd, pa fath o feincnodi sy'n digwydd ar gyfer eich arolygwyr chi eich hunain? Pa fath o sicrhau ansawdd a phrofi ansawdd sy'n digwydd ar gyfer eich arolygwyr pan fyddant yn ymweld ag ysgolion?

[5] **Peter Black:** Mae llawer iawn o gwestiynau gan y ddau Aelod hyn yn unig. Felly, yr wyf am ofyn i Susan ymateb i'r rheini, ac yna byddaf yn gofyn am ragor o gwestiynau gan Aelodau o'r Cynulliad ar ôl hynny.

Ms Lewis: Iawn. Hoffech chi i mi ymateb i'r rheini?

[6] **Peter Black:** Hoffwn, os gwelwch yn dda.

Ms Lewis: Fe ddechreuaf gyda'r cwestiwn ynghylch addoli ar y cyd. Nid wyf yn credu i ni ddweud y llynedd mai dim ond un ysgol oedd; dywedasoem fod un ysgol oedd heb fod yn cydymffurfio â'r trefniadau ar gyfer addoli ar y cyd yn y chweched dosbarth. Yr wyf wedi cael ar ddeall fod yr ysgol honno wedi rhoi sylw i hynny a'i bod bellach yn cydymffurfio â'r gyfraith. Mae gennym ryw drefniant rhyfedd ar gyfer y cyfnod ôl-16, sy'n peri bod rhaid i'r ysgolion lynu wrth y rheol honno ond nad oes rhaid i'r colegau. Fodd bynnag, mae gweithredu'n digwydd ynghylch hynny. Eleni, yr ydym yn sôn am un o bob tair ysgol heb sicrhau bod addoli ar y cyd yn digwydd ar draws yr ysgol. Nid ydym yn dweud nad ydynt yn ei wneud yn unman yn yr ysgol; yr hyn yr ydym yn ei ddweud yw, gan nad oes rhaid cydaddoli fel un corff mwyach, dim ond addoli ar y cyd, efallai fod rhai athrawon unigol nad ydynt yn cydymffurfio o ran sicrhau bod y dosbarth yn addoli ar y cyd. Mae hynny'n fater y tynnir sylw'r ysgol ato, a rhaid i'r ysgol roi sylw i hynny wrth lunio ei chynllun gweithredu, yn unol ag unrhyw argymhellion eraill a wneir yn yr adroddiad.

On sustainability, I think that you will see, towards the end of the report, that there is a section on sustainable development. Within Estyn, any particular issue is, if you like, allocated to an inspector to have an overview of it at any given time and to make sure that all other inspectors are brought up to date with the issues. Then, when we do our training of independent inspectors and additional inspectors, we would make sure that there was guidance on every aspect there within the guidance handbooks that are being developed. As you know, we are converting from having a series of different frameworks to having a common inspection framework, with guidance for each sector. So, we are looking at that quite closely, making sure that we are clear ourselves about sustainable development: planning now to ensure that future generations are not disadvantaged and so on. We find that, in the main, providers do not value the importance of sustainable development enough, and they are not doing enough to give attention to it. We list a series of things there about planning for sustainable development, identifying people within sectors to take that forward. So, I think that we are very much at the stage, really, of people in all sectors understanding the issue, rather as we were sort of 20 or 30 years ago with equal opportunities. Each of these issues has to be learnt about—people have to understand it first—and I think that we are very much at that stage.

On the standards of teaching in schools and colleges, at the moment, they are still being inspected under different inspection regimes. That will not be the case from next September. We are looking at trying to make sure that there is more comparable data. We have different data sets for schools and for colleges at the moment. We are hoping that, within the next 12 months, there will be more standardisation of that, but we will lose some of the fields, actually, in doing so. I will ask Liz to say a little more on that in a moment. I think that, at present, we are not necessarily comparing like with like. Post-16 provision in schools is generally at the more academic level than that which you get in colleges, across the board. Clearly, there are similar courses. You can look at A-level programmes in schools and in colleges but, generally speaking, the breadth of programmes that you see in colleges is not replicated in schools. Therefore, we are not comparing like with like.

O ran cynaliadwyedd, yr wyf yn credu y gwelwch, tua diwedd yr adroddiad, fod adran ar ddatblygu cynaliadwy. Yn Estyn, bydd unrhyw fater penodol yn cael ei neilltuo, os mynnwch, i arolygydd er mwyn iddo gael gorolwg ar y mater hwnnw ar unrhyw adeg benodol a sicrhau bod yr holl arolygwyr eraill yn cael y wybodaeth ddiweddaraf am y materion dan sylw. Yna, wrth inni hyfforddi ein harolygwyr annibynnol a'n harolygwyr ychwanegol, byddem yn sicrhau bod canllawiau ar gael ar bob agwedd bosibl yn y llawlyfrau canllawiau sy'n cael eu datblygu. Fel y gwyyddoch, yr ydym yn newid o gael cyfres o wahanol fframweithiau i gael un fframwaith arolygu cyffredin, gyda chanllawiau ar gyfer pob sector. Felly, yr ydym yn ystyried hynny yn eithaf manwl, gan sicrhau ein bod ni ein hunain yn glir ynghylch datblygu cynaliadwy: gan gynllunio'n awr er mwyn sicrhau na fydd cenedlaethau'r dyfodol dan anfantais ac yn y blaen. Yr ydym yn sylwi, yn gyffredinol, nad yw darparwyr yn rhoi digon o werth ar bwysigrwydd datblygu cynaliadwy, ac nid ydynt yn gwneud digon i roi sylw iddo. Yr ydym yn rhestru cyfres o bethau ynghylch cynllunio ar gyfer datblygu cynaliadwy, gan nodi pobl mewn sectorau i ddatblygu hynny. Felly, credaf ein bod ni, mewn gwirionedd, wedi cyrraedd y cam lle y mae pobl ym mhob sector yn deall y mater hwn, yn debyg iawn i'n sefyllfa tuag 20 neu 30 mlynedd yn ôl o ran cyfle cyfartal. Rhaid dysgu am bob un o'r materion hyn – rhaid i bobl ei ddeall yn gyntaf—a chredaf ein bod, i raddau helaeth iawn, wedi cyrraedd y cam hwnnw.

O ran safonau addysgu mewn ysgolion a cholegau, ar hyn o bryd, maent yn dal i gael eu harolygu dan gyfundrefnau arolygu gwahanol. Nid felly y bydd hi o fis Medi nesaf ymlaen. Ein nod yw ceisio sicrhau bod rhagor o ddata y gellir ei gymharu ar gael. Ar hyn o bryd mae gennym setiau gwahanol o ddata ar gyfer ysgolion a cholegau. Yr ydym yn gobeithio, yn y 12 mis nesaf, y bydd rhagor o safoni ar hynny, ond yn sgil hynny byddwn yn colli rhai o'r meysydd a dweud y gwir. Gofynnaf i Liz ddweud rhagor am hynny yn y man Ar hyn o bryd, credaf nad ydym o reidrwydd yn cymharu tebyg â'i debyg. Mae'r ddarpariaeth ôl-16 mewn ysgolion, ar y cyfan, ar lefel fwy academaidd na'r hyn a geir mewn colegau, yn gyffredinol. Yn amlwg, ceir rhai cyrsiau tebyg. Gallwch edrych ar raglenni Safon Uwch mewn ysgolion a cholegau ond, ar y cyfan, nid yw'r ysgolion yn cynnig yr un ehangder o raglenni ag a geir yn y colegau. Felly, nid ydym yn cymharu pethau sy'n debyg.

Ms Kidd: I will just add that all the Assembly Government and ELWa strategies are aiming to reach a position where we have a level playing field at post-16. However, as Susan says, we have not arrived at that position yet, and that makes it very difficult to make comparisons. There are different data and funding arrangements and more diverse client groups, in the large part, within further education institutions. Susan mentioned Gorseinon College, which is largely a sixth form college and is very different from a further education college where you might see much more in the way of adult returners. So we are comparing very different client groups, which makes comparisons difficult. Also, as Susan has said, we have already introduced the new inspection arrangements for further education colleges—that was two years ago—so we are not yet in the position of being able to make those comparisons. They are still very different animals, although with all the developments in 14 to 19 education, we will be moving to much more flexibility and, we hope, more common data arrangements to make those comparisons.

Ms Lewis: Okay. I will turn now, if I may, to some of the issues to do with absenteeism and the learning agenda, and so on, and try to address some of those issues.

On pupil absenteeism, I just feel that we have an issue here that, if we take the matter of whether children are in school or not seriously, we have to do something about. Some of our secondary schools—large numbers of them—have absentee rates of more than 10 per cent. By and large, that absenteeism is not due to unauthorised absence. Most of it is certainly known about by parents. I would say that a large proportion of that is also what you could call condoned absence—in other words, parents accept fairly flimsy excuses for children not being at school. In fact, in a recent truancy patrol in a small town in south-east Wales, 39 pupils were picked up during one sweep of the town centre. Sixteen of them were with parents and had what were described as feeble excuses for not being in school, 10 were primary school pupils and 29 were secondary school pupils. Twenty-one were escorted back to school that day. There are about 25 truancy cases a year in that authority that end up in fines for parents. If you consider that that is in one relatively small local authority in Wales, and if you imagine it replicated across Wales, it is a big issue. There are only two local education authorities in the whole of Wales that do not have a secondary school that has an absence problem, and I define an absence problem as being greater than 10 per cent of pupils away on any given day. There are only two such local education authorities—one in the far reaches of north Wales, and one in the far reaches of south Wales.

Ms Kidd: Hoffwn ychwanegu mai nod yr holl strategaethau gan Lywodraeth y Cynulliad ac ELWa yw bod mewn sefyllfa lle y ceir chwarae teg i bawb yn y cyfnod ôl-16. Ond, fel y dywed Susan, nid ydym wedi cyrraedd y sefyllfa honno eto, ac mae hynny'n golygu ei bod yn anodd iawn cymharu. At ei gilydd, ceir trefniadau data a chyllido gwahanol a grwpiau cleientiaid mwy amrywiol mewn sefydliadau addysg bellach. Soniodd Susan am Goleg Gorseinon, sydd i raddau helaeth yn goleg chweched dosbarth, ac mae'n wahanol iawn i goleg addysg bellach, lle y gallech weld llawer mwy o oedolion sy'n dychwelyd i fyd addysg. Felly yr ydym yn cymharu grwpiau cleientiaid gwahanol iawn, sy'n ei gwneud yn anodd cymharu. Hefyd, fel y dywedodd Susan, yr ydym eisoes wedi cyflwyno'r trefniadau arolygu newydd ar gyfer colegau addysg bellach—gwnaed hynny ddwy flynedd yn ôl—felly nid ydym eto'n gallu cymharu. Maent yn dal i fod yn wahanol iawn i'w gilydd, er y byddwn yn newid fel y bydd gennym ragor o hyblygrwydd yn sgil yr holl ddatblygiadau mewn addysg 14 i 19 oed, a rhagor o ddata cyffredin, gobeithio, er mwyn gallu cymharu.

Ms Lewis: Iawn. Hoffwn droi yn awr, os caf, at rai o'r materion sy'n ymwneud ag absenoliaeth a'r agenda ddysgu, ac yn y blaen, a cheisio rhoi sylw i rai o'r materion hynny.

O ran absenoliaeth ymysg disgyblion, fy marn i yw bod gennym broblem yma y mae'n rhaid i ni wneud rhywbeth yn ei chylch, os ydym o ddifrif ynghylch y cwestiwn a yw plant yn yr ysgol ai peidio. Mae cyfraddau absenoldeb rhai o'n hysgolion uwchradd – nifer fawr ohonynt – yn fwy na 10 y cant. At ei gilydd, nid absenoldeb heb ganiatâd sy'n gyfrifol am yr absenoliaeth honno. Mae'r rhieni yn bendant yn gwybod am y rhan fwyaf. Byddwn i'n dweud bod cyfran helaeth o hynny hefyd yn rhywbeth y gellid ei alw yn absenoldeb sy'n cael ei oddef—mewn geiriau eraill, mae'r rhieni yn derbyn esgusion eithaf tila i esbonio pam nad yw'r plant yn yr ysgol. Yn wir, mewn patrôl triwantiaeth yn ddiweddar mewn tref fechan yn y De-ddwyrain, heliwyd 39 disgybl wrth fynd drwy ganol y dref. Yr oedd 16 ohonynt gyda'u rhieni a disgrifiwyd eu hesgusion dros beidio â bod yn yr ysgol fel rhai tila, disgyblion ysgol gynradd oedd 10, a disgyblion ysgol uwchradd oedd 29. Hebryngwyd 21 ohonynt yn ôl i'r ysgol y diwrnod hwnnw. Ceir tua 25 o achosion triwantiaeth bob blwyddyn yn yr awdurdod hwnnw sy'n arwain at ddirwyon i'r rhieni yn y diwedd. Os ystyriwch mai mewn un awdurdod lleol cymharol fach yng Nghymru y mae hynny, ac os meddyliwch chi am hynny'n cael ei ddyblygu ledled Cymru, mae'n fater sylweddol. Dim ond dau awdurdod addysg lleol yng Nghymru gyfan sydd heb ysgol uwchradd sydd â phroblem o ran absenoldeb, ac yr wyf yn diffinio problem absenoldeb fel sefyllfa lle y mae dros 10 y cant o'r disgyblion yn absennol o'r ysgol ar unrhyw ddiwrnod penodol. Dim ond dau awdurdod addysg lleol o'r fath sydd – un ym mhellafoedd y Gogledd ac un ym mhellafoedd y De.

So, it is not just a matter of socially, economically deprived areas; it is an issue across the board. It is not largely down to parents taking holidays in term time, although it is being added to by parents taking holidays in term time. I think that there are issues to do with how much—it is largely a secondary school problem. Primary schools do very well at motivating and encouraging children to come to school every day, but it happens once children make that transition, and I think that the transition from primary to secondary school, for many children, is actually quite traumatic. I think that we do lose a lot of children at that transitional point, and it goes on then; if the curriculum is not attractive, if they find that it is quite hard to keep up with the work, and so on, they become more and more disengaged.

I think that you are right that there are undetected needs. Certainly, when I presented some work recently to this Committee about special educational needs, that was one of the issues that we did in fact raise: that we are not detecting all of the needs of young people. There is some quite interesting work being done in Swansea on taking pupils in post-16 education, and saying, ‘we will screen all our students for something like dyslexia, and we will see what happens as a result of that’. There are undetected needs and young people have gone through the whole school system without having had those needs detected. We are letting people down by not detecting these needs early on. So, I do agree with what you say there.

On learning patterns, I think that we need to look at secondary schools particularly, and 14 plus education especially, and ask ourselves what we require in terms of learning and where it will be going on. If we are going to have more and more diverse pathways for 14 to 19-year-olds, we are not going to require all young people to be at school at a given time on a given day. I think that we have to look at the greater flexibilities that already exist in other organisations and other walks of life and say that just having the school open for a set period of time—and I know that teachers put in an awful lot of work outside that time; I praise that to the hilt. However, I am saying that, if we do not make our institutions more flexible—for example, in terms of early-years learning, so that we can find childcare that goes on from, say, 7 a.m. or 8 a.m. in the morning through a day that will fit in with other people’s working patterns—and if we are not able to make it more flexible for young people who do not have the learning facilities at home to continue with their learning outside that five-hour block within the school day, then we will not capitalise on all the resources and equipment that we currently have in schools, and we will not get those better learning pathways in place. So, that is really what I am talking about. We are still locked into nineteenth-century patterns of working. It is one of the institutions, if you like, that people would recognise instantly if they came back from the 1850s—quite apart from the fact that some schools have 1850 over their doors. It is an issue that we do need to look at. I think that schools are more stressful places now in some respects, because everything has

Felly, nid rhywbeth sydd a wnelo ag ardaloedd o amddifadedd cymdeithasol ac economaidd yn unig ydyw; mae’n fater cyffredinol. Nid rhieni sy’n mynd ar wyliau yn ystod y tymor sy’n bennaf cyfrifol, er bod hynny’n ychwanegu at y broblem. Yn fy marn i, mae’n ymwneud â faint—problem yn yr ysgolion uwchradd yw hi’n bennaf. Mae’r ysgolion cynradd yn llwyddo i ysgogi ac annog y plant i ddod i’r ysgol bob dydd, ond mae’n digwydd unwaith y bydd y plant yn croesi’r bont honno i’r ysgol uwchradd, a chredaf fod y cyfnod pontio o’r ysgol gynradd i’r ysgol uwchradd, i lawer o blant, yn eithaf trawmatig mewn gwirionedd. Credaf ein bod yn colli llawer o’r plant yn y man croesi hwnnw, a’i fod yn parhau wedi hynny; os nad yw’r cwricwlwm yn ddeniadol, os ydynt yn ei chael yn eithaf anodd ymdopi â’r gwaith, ac yn y blaen, maent yn colli cysylltiad fwyfwy.

Yr wyf yn cytuno â chi fod anghenion sydd heb eu canfod. Yn sicr, pan gyflwynais i waith yn ddiweddar i’r Pwyllgor hwn ynghylch anghenion addysgol arbennig, dyna un o’r materion a godwyd gennym: nad ydym yn canfod holl anghenion pobl ifanc. Mae gwaith diddorol yn cael ei wneud yn Abertawe o ran disgyblion mewn addysg ôl-16, drwy ddweud, ‘fe wnawn ni brofi’n myfyrwyr i gyd am rywbeth fel dyslecsia, a chawn weld beth sy’n digwydd o ganlyniad i hynny’. Ceir anghenion sydd heb eu canfod ac mae rhai pobl ifanc wedi mynd drwy gyfundrefn yr ysgol i gyd heb i neb ganfod yr anghenion hynny. Yr ydym yn gwneud cam â phobl trwy fethu â chanfod yr anghenion hyn yn fuan. Felly, yr wyf yn cytuno â’r hyn a ddywedwyd gennych yn hynny o beth.

O ran y patrymau dysgu, credaf fod rhaid i ni edrych yn arbennig ar yr ysgolion uwchradd, yn enwedig addysg 14+, a gofyn i ni ein hunain beth sydd ei angen o ran dysgu ac ymhle y bydd hyn yn digwydd. Os ydym am gael mwy a mwy o lwybrau amrywiol ar gyfer pobl ifanc 14 i 19 oed, ni fydd angen i’r bobl ifanc i gyd fod yn yr ysgol ar amser penodol ar ddiwrnod penodol. Credaf fod rhaid i ni edrych ar yr elfennau mwy hyblyg sydd eisoes yn bodoli mewn sefydliadau eraill a chefnidiroedd eraill, a dweud bod agor yr ysgol am gyfnod penodol yn unig—a gwn fod yr athrawon yn gwneud llawer iawn o waith y tu allan i’r amser hwnnw; yr wyf yn canmol hynny i’r carn. Fodd bynnag, dweud yr wyf, os na wnawn ni ein sefydliadau yn fwy hyblyg—er enghraifft, o ran dysgu yn y blynyddoedd cynnar, fel y gallwn gael gofal plant sy’n parhau o 7 a.m. neu 8 a.m., dyweder, drwy’r dydd a fydd yn cyd-fynd â phatrymau gwaith pobl eraill—ac os na allwn ei wneud yn fwy hyblyg i bobl ifanc sydd heb gyfleusterau dysgu gartref i barhau i ddysgu y tu allan i’r bloc hwnnw o bum awr yn ystod y diwrnod ysgol, yna ni wnawn elwa ar yr holl adnoddau a’r cyfarpar sydd gennym ar hyn o bryd mewn ysgolion, ac ni fyddwn yn gallu rhoi’r llwybrau dysgu gwell hynny ar waith. Felly, dyna’r wyf yn sôn amdano mewn gwirionedd. Yr ydym yn dal yn gaeth i batrymau gweithio’r bedwaredd ganrif ar bymtheg. Dyma un o’r sefydliadau, os mynnwch, y byddai pobl yn eu hadnabod yn syth pe baent yn dod yn ôl o’r 1850au—heb sôn am y ffaith bod 1850 uwchben y drws mewn rhai ysgolion. Mae’n fater y mae’n rhaid i ni ei ystyried. Credaf fod mwy o straen i ryw raddau mewn ysgolion erbyn hyn, oherwydd bod yn rhaid cyflawni popeth o fewn cyfnod eithaf cyfyng, gyda phawb yno ar yr un pryd

to be completed within fairly narrow windows of opportunity, with everybody being there at the same time and in the same place. We see the learning losses that occur, especially with young children across the long summer period. Yet, we have just come to accept this because we have all been there, and we have all gone through the same system. We just accept it. I do think that there is a need for a radical debate about what we have and whether it suits us now in the twenty-first century.

[7] **Peter Black:** Thank you, Susan. Jeff?

[8] **Jeff Cuthbert:** Thank you. I read your report with great interest. Equally I have been very interested in what you have said so far. I am particularly concerned, obviously, as everyone would be, about the level of absenteeism in secondary schools. I think, if I heard you correctly, that you said that about one third of secondary schools has poor attendance rates. To me, the key issue there—and it is linked to a point that you made towards the end about the importance of partnership—is largely about maintaining the interest of those pupils or learners who are choosing to be absent. That, for me, is the great advantage of encouraging partnership approaches, whether that is between schools and schools, schools and further education colleges, or whatever, and work-based learning, so that those young people are doing something in school time that they find stimulating and rewarding. All too often that is not the case. I think that those are the main issues behind poor attendance. They are not the only issues, but they are some of the main issues. You might want to comment on that a little further.

In terms of post-16 education in particular, I am obviously concerned about your report on FE colleges, which shows that they are not doing as well as other sectors. I acknowledge the point that you have made that it is not comparing like with like. I think that it is fair to say that FE colleges will cope, or will be obliged to cope, with a number of learners whose motivation, let us say, is not as strong perhaps as that of young people at sixth forms and who might not really have an idea about what they want to do and drift in, almost, to FE sectors. When you have that, it is not surprising that the outcomes in terms of figures are not as good as those of other sectors. So, I think that we need to qualify it in that way. Nevertheless, the FE sector and the work-based learning sector are absolutely critical to helping us deliver the joined-up thinking in terms of ‘A Winning Wales’ in that if we believe, as I do, that young people, or most of them at any rate—and I am not opposed to learning for the sake of learning—want education and want to learn in order to help them get a job, and it is as simple as that, as far as I am concerned, the FE sector, the provision of vocational education and training and the work-based learning sector are absolutely crucial to our success.

ac yn yr un lle. Gwelwn y golled o ran yr hyn a ddysgir, yn enwedig o ran y plant ifanc yn ystod y gwyliau hirfaith yn yr haf. Ac eto, yr ydym wedi dod i dderbyn hyn am ein bod ninnau wedi bod drwyddo, ac wedi bod drwy’r un gyfundrefn. Yr ydym yn ei dderbyn. Credaf fod angen i ni gael trafodaeth radical ynghylch yr hyn sydd gennym ac a ydyw yn gweddu inni bellach yn yr unfed ganrif ar hugain.

[7] **Peter Black:** Diolch yn fawr, Susan. Jeff?

[8] **Jeff Cuthbert:** Diolch yn fawr. Darllenais eich adroddiad gyda chrym ddiddordeb. Yn yr un modd, yr wyf wedi bod â diddordeb mawr yn yr hyn yr ydych wedi’i ddweud hyd yn hyn. Yn amlwg, yr wyf yn bryderus iawn, fel pawb arall, ynghylch lefel yr absenoliaeth mewn ysgolion uwchradd. Credaf i chi ddweud, os clywais chi’n iawn, fod gan oddeutu traean yr ysgolion uwchradd gyfraddau presenoldeb gwael. I mi, mae’r mater allweddol yma—ac mae’n gysylltiedig â phwynt a wnaethoch tua’r diwedd ynghylch pwysigrwydd partneriaeth—yn ymwneud yn bennaf â chynnal diddordeb y disgyblion neu’r dysgwyr hynny sy’n dewis bod yn absennol. I mi, dyna’r fantais fawr wrth annog dulliau gweithredu mewn partneriaeth, boed hynny rhwng ysgolion ac ysgolion, ysgolion a cholegau addysg bellach, neu beth bynnag y bo, a dysgu sy’n seiliedig ar waith, fel bod y bobl ifanc hynny’n gwneud rhywbeth yn ystod amser ysgol sy’n eu hysgogi ac yn werth chweil iddynt. Nid dyna sy’n digwydd yn aml iawn. Credaf mai’r rheini yw’r prif resymau dros bresenoldeb gwael. Nid y rheini yw’r unig resymau, ond dyna rai o’r prif resymau. Efallai yr hoffech ymhelaethu ar hynny.

O ran addysg ôl-16 yn arbennig, yr wyf yn pryderu’n fawr, mae’n amlwg, ynghylch eich adroddiad ar y colegau AB, sy’n dangos nad ydynt yn gwneud cystal â’r sectorau eraill. Yr wyf yn cydnabod y pwynt a wnaethoch nad yw’n fater o gymharu tebyg â’i debyg. Credaf ei bod yn deg dweud y bydd y colegau AB yn ymdopi, neu’n gorfod ymdopi, â nifer o ddysgwyr nad yw eu cymhelliant, a gawn ni ddweud, cyn gryfed â chymhelliant pobl ifanc yn y chweched dosbarth o bosibl, ac nad ydynt, efallai, yn gwybod yn iawn beth y mae arnynt eisiau ei wneud ac sy’n llithro i mewn, bron, i’r sectorau AB. Gan fod hynny’n digwydd, nid yw’n syndod nad yw’r canlyniadau o ran ffigurau cystal â ffigurau’r sectorau eraill. Felly credaf fod rhaid i ni gadw hynny mewn cof. Er hynny, mae’r sector AB a’r sector dysgu seiliedig ar waith yn hanfodol bwysig i’n helpu i weithredu ar y meddwl cydsygylltiedig a geir yn ‘Cymru’n Ennill’, oherwydd os ydym yn credu, fel yr wyf fi, fod pobl ifanc, neu’r rhan fwyaf ohonynt beth bynnag – ac nid wyf yn gwrthwynebu dysgu er mwyn dysgu – eisiau cael addysg a’u bod eisiau dysgu er mwyn eu helpu i gael swydd, ac mae hi mor syml â hynny, yn fy marn i, yna mae’r sector AB, darparu addysg a hyfforddiant galwedigaethol a’r sector dysgu seiliedig ar waith yn hanfodol bwysig i’n llwyddiant.

You mentioned that most young people on vocational education courses are doing well, which is pleasing to hear and testifies to the importance of boosting vocational education. However, you pointed out that there are problems in work-based learning and FE and that many young people might not be getting the level of NVQ that one would hope for. Perhaps you could answer whether this varies between occupational routes and, if so, to put it crudely, what is the best type of occupational route in terms of its organisation and delivery, and what are the poorer routes and what lessons can we learn from that? This is bound to link in with the role that industry plays in terms of the delivery of vocational education and training, because industry is the main beneficiary in terms of having skilled young people at the end of the day. To what extent have you considered the way in which industry links in with the formal education process? Are there differences between learners in FE or work-based learning who have employed status and those who do not? I expect that the answer is bound to be 'yes', because those who have employed status presumably have greater motivation. Nevertheless, I would be interested to know whether studies have been undertaken in this direction.

The same is true with the issue of key skills. I believe that these are crucial for workers of the future, indeed, for workers of today, in that they are the skills that are supposed to underpin all forms of employment. I am not just talking about the main key skills of IT, communication and the application of them, but the wider key skills of working with others, problem solving, and improving learning and performance. These skills can only be delivered in a workplace environment and cannot really be delivered in a classroom environment. So, what lessons are we learning in terms of links with industry in order to make these skills a reality for more learners, so that they get the soft skills—as industry calls them—that industry wants its future employees to have? Finally, in view of its calls for greater acceptance and achievement of these wider key skills, how well is industry supporting post-16 education and training?

[9] **Peter Black:** Okay. Owen John, you have a question?

[10] **Owen John Thomas:** Yr wyf am godi tri phwynt. Yn gyntaf, yn ôl yr adroddiad, mae tua hanner y colegau ac ysgolion yn methu â chyflawni argymhellion fframwaith ACCAC ar addysg yn seiliedig ar waith. Hoffwn wybod beth yw'r diffygion a pha argymhellion sydd gennych i wella'r sefyllfa.

Yn ail, gwelaf fod y cyfleoedd i ddysgu drwy gyfrwng yr iaith Gymraeg yn annigonol. A allwch ehangu ar hynny a dweud beth yr ystyriwch yw'r ffordd orau ymlaen?

Yr oeddech yn sôn fod y rhan fwyaf o bobl ifanc sydd ar gyrsiau addysg alwedigaethol yn gwneud yn dda. Mae'n braf clywed hynny ac mae'n tystio i bwysigrwydd hybu addysg alwedigaethol. Fodd bynnag, yr oeddech yn tynnu sylw at y ffaith fod problemau yn y sector dysgu'n seiliedig ar waith a'r sector AB ac nad yw nifer o bobl ifanc hwyrach yn cyrraedd y lefel NVQ y byddai rhywun wedi ei obeithio. Efallai y gallech roi gwybod i ni a yw hyn yn amrywio rhwng llwybrau galwedigaethol, ac os felly, i fod yn hollol blaen, pa fath o lwybr galwedigaethol sydd orau o ran ei drefniadaeth a'i ddarpariaeth, pa lwybrau yw'r gwannaf a pha gwersi y gallwn eu dysgu o hynny? Mae hyn yn sicr o gael ei gysylltu â rôl diwydiant o ran darparu addysg a hyfforddiant galwedigaethol, oherwydd mai diwydiant yw'r prif fuddiolwr o ran cael pobl ifanc fedrus yn y pen draw. I ba raddau yr ydych chi wedi ystyried y ffordd y mae diwydiant yn gysylltiedig â'r broses addysg ffurfiol? A oes gwahaniaethau rhwng dysgwyr mewn AB neu ar raglenni dysgu'n seiliedig ar waith sydd â statws cyflogedig a'r rhai sydd heb? Yr wyf yn disgwyl mai 'oes' yw'r ateb, oherwydd bod gan y sawl sydd â statws cyflogedig mae'n debyg fwy o gymhelliant. Er hynny, hoffwn wybod a oes astudiaethau wedi eu cynnal i'r perwyl hwn.

Mae'r un peth yn wir am sgiliau allweddol. Credaf fod y rhain yn hanfodol i weithwyr y dyfodol, ac yn wir, i weithwyr heddiw. Oherwydd dyma'r sgiliau sydd i fod yn wraidd i bob math o gyflogaeth. Nid sôn yn unig yr wyf am brif sgiliau allweddol TG, cyfathrebu a'u defnyddio, ond y sgiliau allweddol ehangach, sef gweithio gydag eraill, datrys problemau, a gwella dysgu a pherfformiad. Dim ond yn amgylchedd y gweithle y gellir cyflwyno'r sgiliau hyn, ac ni ellir mewn gwirionedd eu cyflwyno yn amgylchedd yr ystafell ddosbarth. Felly, pa wersi yr ydym yn eu dysgu o ran cysylltiadau â diwydiant er mwyn troi'r sgiliau hyn yn realiti i fwy o ddysgwyr, er mwyn iddynt ddysgu'r sgiliau meddal – fel y bydd diwydiant yn eu galw – y mae diwydiant yn dymuno i'w darparu weithwyr eu cael? Yn olaf, o ganlyniad i alwadau diwydiant am dderbyn y sgiliau allweddol ehangach hyn a'u dysgu, pa mor dda y mae diwydiant yn cefnogi addysg a hyfforddiant ôl-16?

[9] **Peter Black:** Iawn. Oes gennych chi gwestiwn, Owen John?

[10] **Owen John Thomas:** I wish to make three points. Firstly, according to the report, about half of all colleges and schools are failing to achieve the ACCAC framework recommendations for work-based learning. I should like to know what the shortcomings are and what recommendations do you have to improve the situation.

Secondly, I am aware that opportunities to learn through the medium of Welsh are inadequate. Could you expand on that and tell us what you consider to be the best way forward?

Yn olaf, ynglyn ag absenoldeb, a ydych wedi astudio hyn o safbwynt edrych ar faint ysgolion? Yr ydych wedi cyfeirio at ysgolion cynradd, ond mae mwy o blant yn mynd i'r ysgol gynradd. Gwn fod plant yn teimlo'n fwy cartrefol mewn ysgolion cynradd am eu bod yn llai ac am fod athrawon yn gwybod enwau pob plentyn yn eu dosbarthiadau ac weithiau yn yr ysgol gyfan. Mae ffactorau cymdeithasol amlwg ynghlwm â'r pwnc hwn ond, pe baem yn rhoi hynny o'r neilltu ac yn edrych ar ysgolion tebyg—rhai bach, rhai canolig eu maint a rhai mawr—a fyddem yn gweld cysylltiad rhwng maint ac absenoldeb?

[11] **Peter Black:** I have some questions that relate to those that Jeff asked, and, therefore I will ask them now, the witnesses can respond, and I will then bring in the last two speakers.

Like Jeff, I am concerned about the items in the report on work-based learning. The majority of trainees are not completing the key skills qualification, and 60 per cent of New Deal clients are not meeting the programme's aim. You also raise questions about the quality of leadership and management in work-based training as a serious concern. Obviously New Deal is not commissioned by ELWa, but the other aspects are. What liaison have you had with ELWa about its commissioning process, in terms of how it can address those issues? Is that your role or is it the role of the Minister, because, clearly, if ELWa is commissioning that work-based learning, those quality issues could be addressed as part of that commissioning process.

Just a couple of quick questions: I was concerned about the statement on page 67 that schools are four times more likely to exclude pupils who have statements of special educational needs than they would other pupils. That is a matter of concern and one that we will need to take into account as part of our review. I was just wondering if you had anything that you could add as to why that is. The other issue that I wanted to raise was related to IT equipment. You mentioned that IT equipment was not being used as widely in schools and I was wondering whether that was a training issue, which the Assembly Government could take up, or whether it could be taken up through the teacher-training process. Can you answer those three sets of questions first? I will then bring some more Members in.

Finally, on absenteeism, have you looked at this in the context of school size? You referred to primary schools, but more children attend primary schools. I know that children feel more at home in primary schools because there are fewer pupils and because teachers know by name every child in their class, if not in the whole school. There are obvious social aspects to this issue, but if we were to set those aside and look at schools of a similar size—small, medium-sized and large schools—would we see a link between size and absenteeism?

[11] **Peter Black:** Mae gennyf finnau rai cwestiynau sy'n berthnasol i'r cwestiynau a ofynnodd Jeff, ac felly fe'u gofynnaf yn awr. Caiff y tystion ymateb, a byddaf wedyn yn galw ar y ddau siaradwr olaf i siarad.

Fel Jeff, yr wyf finnau'n bryderus ynghylch yr eitemau yn yr adroddiad ar ddysgu'n seiliedig ar waith. Nid yw mwyafrif yr hyfforddeion yn cwblhau eu cymhwyster sgiliau allweddol, ac mae 60 y cant o gleientiaid y Fargen Newydd yn methu cyflawni nod y rhaglen. Yr ydych hefyd yn codi cwestiynau am ansawdd yr arweinyddiaeth a'r rheolaeth mewn hyfforddiant yn seiliedig ar waith, a bod hynny'n destun pryder difrifol. Nid yw'r Fargen Newydd, yn amlwg, yn cael ei chomisiynu gan ELWa, ond mae'r elfennau eraill. Pa gyswllt a fu rhyngoch chi ac ELWa ynghylch ei broses gomisiynu, o ran sut y gall fynd i'r afael â'r materion hynny? Ai eich rôl chi yw hynny, ynteu rôl y Gweinidog? Oherwydd, yn amlwg, os ELWa sy'n comisiynu'r dysgu hwnnw yn seiliedig ar waith, gellid mynd i'r afael â'r materion ansawdd hynny fel rhan o'r broses gomisiynu honno.

Dim ond ychydig gwestiynau cyflym: yr oeddwn yn bryderus ynghylch y datganiad ar dudalen 67, fod ysgolion bedair gwaith yn fwy tebygol o wahardd disgyblion sydd â datganiad anghenion addysgol arbennig na disgyblion eraill. Mae hyn yn peri pryder, a bydd angen i ni ei ystyried fel rhan o'n hadolygiad. Tybed a oes gennych unrhyw beth y gallech ei ychwanegu i esbonio pam hynny. Yr oedd y mater arall yr arnaf eisiau ei godi yn berthnasol i offer TG. Dywedech nad oedd offer TG yn cael ei ddefnyddio mor helaeth mewn ysgolion, a dyfalu yr oeddwn ai mater o gael hyfforddiant oedd hynny, mater y gallai Llywodraeth y Cynulliad roi sylw iddo. Neu a ellid rhoi sylw iddo yn y broses hyfforddi athrawon. Allwch chi ateb y tair set honno o gwestiynau yn gyntaf? Yna gofynnaf i Aelodau eraill ymateb.

Ms Lewis: I will ask Liz to come in, in a moment, on the work-related education issue. On Welsh-language provision, we reported a bit of an improvement this year, but it is still a great challenge, I think, across Wales. It is a challenge throughout the whole of the sectors in education and training to ensure that people who are Welsh speakers, who can operate bilingually, do so in their teaching with confidence and can deliver those programmes. We are seeing some improvements but are commenting on it because it is still not as good as it could be. However, I think that it is a huge challenge for Wales, generally. I know that, when I go out to recruit and I have to recruit, if you like, from the higher echelons of experience in these sectors, I am finding it more and more difficult to recruit people who are fluently bilingual, who want to operate, and can operate, in all modes of the language in their work. This is just a big challenge to 'Iaith Pawb'.

On the questions to do with absence and the size of the school, I have not done any detailed research on that. We could look into it, but my feeling is, having looked down that list of all the secondary schools, for example, where attendance is lower than 90 per cent, they are across the board, they are in all areas of social and economic advantage and disadvantage, they are of all sizes, and there is no great correlation. In fact, some of the schools where the attendance is worst are actually fairly small secondary schools. They are not the biggest places; they do not have a couple of thousand or more pupils.

[12] **Owen John Thomas:** They are without sixth forms, in fact?

Ms Lewis: Some of them are without sixth forms, but not all of them.

[13] **Owen John Thomas:** So, there are no role models?

Ms Lewis: Some of them have them, but others do not. However, there are plenty of role models in year 11 pupils. That is one of the issues that you get in schools for 11 to 16-year-olds. You are able to give those leadership roles to younger pupils.

On the use of IT equipment, there are a mixture of issues. It is still the issue that many teachers are not as comfortable as they need to be using ICT regularly in their teaching. Therefore, it is partly a training issue and partly a confidence issue. It will take a while, I think, just to work through. We are seeing young teachers coming out of college with very good skills in ICT. We have done some detailed work on that. Meilyr, you might want to comment on that.

Ms Lewis: Byddaf yn gofyn i Liz ddweud mwy yn y man am addysg yn seiliedig ar waith. O ran darpariaeth Gymraeg, soniwyd am ychydig welliant eleni, ond credaf ei bod yn dal yn her enfawr ledled Cymru. Mae'n her i'r holl sectorau ym maes addysg a hyfforddiant i sicrhau bod pobl sy'n siarad Cymraeg, ac sy'n gallu gweithredu'n ddwyieithog, yn gallu gwneud hynny'n hyderus wrth addysgu, ac yn gallu darparu'r rhaglenni hynny. Yr ydym yn gweld rhai gwelliannau, ond yr ydym yn tynnu sylw at hyn am nad yw cystal ag y gallai fod. Fodd bynnag, credaf ei bod yn her enfawr i Gymru, yn gyffredinol. Pan fyddaf yn recriwtio, ac mae'n rhaid i mi recriwtio o'r haenau profiad uchaf yn y sectorau hyn, yr wyf yn ei chael yn fwyfwy anodd recriwtio pobl sy'n rhugl yn ddwyieithog, ac sy'n dymuno ac yn gallu gweithredu gan ddefnyddio'r iaith yn ei holl ffurfiau yn eu gwaith. Mae hyn yn her fawr i 'Iaith Pawb'.

O ran y cwestiynau am absenoldeb a maint yr ysgol, nid wyf wedi gwneud ymchwil fanwl ar hynny. Gallem edrych yn fanwl ar hynny, ond fy nheimlad i, o edrych ar y rhestr honno o'r holl ysgolion uwchradd lle mae'r presenoldeb yn is na 90 y cant, er enghraifft, yw bod y sefyllfa yn un gyffredinol, eu bod mewn pob ardal lle mae mantais ac anfantais gymdeithasol ac economaidd, eu bod o wahanol faint, ac nad oes fawr o gydberthyniad rhyngddynt. Yn wir, mae rhai o'r ysgolion lle mae'r lefel bresenoldeb waethaf yn ysgolion uwchradd cymharol fach. Nid ydynt gyda'r llefydd mwyaf; nid oes ynddynt rai miloedd neu ragor o ddisgyblion.

[12] **Owen John Thomas:** Maent heb chweched dosbarth, mewn gwirionedd?

Ms Lewis: Mae rhai ohonynt heb chweched dosbarth, ond nid pob un.

[13] **Owen John Thomas:** Felly, nid oes modelau rôl?

Ms Lewis: Mae gan rai ohonynt fodolau rôl, ond nid eraill. Fodd bynnag, mae digon o ddisgyblion blwyddyn 11 yn gallu bod yn fodolau rôl. Dyna un o'r materion sy'n codi mewn ysgolion ar gyfer disgyblion 11 i 16 oed. Yr ydych yn gallu rhoi'r rolau arwain hynny i ddisgyblion iau.

O ran defnyddio offer TG, mae yma gymysgedd o faterion. Y mater o hyd yw bod nifer o athrawon yn methu teimlo mor gyfforddus ag a ddylent wrth ddefnyddio TGCh yn rheolaidd yn eu dysgu. Felly, mae'n rhannol yn fater o hyfforddiant ac yn rhannol yn fater o hyder. Credaf y bydd yn cymryd amser i weithio trwy'r broses. Yr ydym yn gweld athrawon ifanc yn dod allan o golegau gyda sgiliau da iawn mewn TGCh. Yr ydym wedi gwneud ychydig waith manwl ar hynny. Meilyr, efallai yr hoffech chi roi sylwadau ynghylch hynny.

Mr Rowlands: Yr ydym wedi gwneud astudiaeth o hyfforddiant athrawon yn y maes hwn, ac y mae'n wir bod gan nifer cynyddol o fyfyrwyr sy'n cael eu hyfforddi fel athrawon sgiliau personol da iawn wrth ddefnyddio technoleg gwybodaeth. Y maes y mae angen ei ddatblygu yw sut y maent yn medru defnyddio'r sgiliau hynny yn y dosbarth. Fel y dywedodd Susan, bydd hynny'n cymryd amser, nid yn unig o ran hyfforddiant cychwynnol athrawon, ond o ran hyfforddiant parhaus drwy eu gyrfaedd, ond mae arwyddion bod pethau'n gwella.

Ms Lewis: I think that we can look forward to that, but I think that there are plenty of teachers who are still not comfortable in all aspects of ICT. You asked about the variation in vocational areas, and there are certainly high standards in engineering, media and design and foundation for work, good strong links with the practical aspects of the subject and good strong links with industry, industry-standard equipment and expectations, and so on. We still have, for my money, a great issue here in relation to the poor standards in areas such as healthcare and public services and hospitality. Those are two areas of service provision that are very key areas in Wales, and we have many vulnerable people who need care, for example young people, elderly people and those with special needs, and it is a great concern to us that we see so much poor training in that particular area. Clearly, hospitality is also a very key industry for the future prosperity of Wales. There are quite big differences between vocational areas where we are not seeing standards improving to the same extent. I do not know whether Liz wants to add anything there.

Ms Kidd: Well, just to develop the point, we have made it clear in the report that we feel that further education colleges, in particular, could work much more closely with industry and look more closely at the needs of employers.

[14] **Jeff Cuthbert:** As well as the other way around?

Ms Kidd: Yes, both I think. Clearly, Future Skills Wales does identify a range of issues, particularly a key skills agenda, and everything seems to lead back to key skills. Perhaps the development of the sector skills councils, and the input that it has will also help in that dialogue on needs. Equally, the review of work-based training that is being undertaken by ELWa at present is looking particularly at the needs of employers, and I think that we can be encouraged by that.

Mr Rowlands: We have made a study of the teacher training in this field, and it is true that an increasing number of students who undertake training as teachers have very good personal skills when using IT. The field which needs development is the way they use those skills in the classroom. As Susan has said, that will take time, not only in terms of the initial teacher training, but also in terms of initial teacher training, but in continuous training throughout their careers. But there are signs that things are improving.

Ms Lewis: Credaf y gallwn edrych ymlaen at hynny, ond yr wyf yn meddwl bod nifer o athrawon sy'n dal i deimlo'n anghyfforddus ymhob agwedd ar TGCh. Yr oeddech yn holi ynghylch yr amrywiadau mewn meysydd galwedigaethol, ac yn sicr mae yna safonau uchel, ym meysydd peirianeg, cyfryngau a dylunio, a sylfaen ar gyfer gweithio, cysylltiadau cadarn da ag agweddau ymarferol y pwnc a chysylltiadau cadarn da â diwydiant, offer safon diwydiant a disgwyliadau, ac ati. Yr wyf yn hyderus fod gennym yma o hyd sefyllfa wych o'i chymharu â'r safonau gwael mewn meysydd fel gofal iechyd a gwasanaethau cyhoeddus a'r diwydiant croeso. Mae'r ddau faes hynny o ddarparu gwasanaeth yn feysydd allweddol iawn yng Nghymru, ac mae gennym lawer o bobl sy'n agored i niwed ac sydd ag angen gofal, er enghraifft, pobl ifanc, pobl hyn a phobl ag anghenion arbennig. Mae'n bryder mawr i ni weld cymaint o hyfforddiant gwael yn y maes penodol hwnnw. Mae'r diwydiant croeso, yn amlwg, hefyd yn ddiwydiant allweddol dros ben er mwyn i ffyniant Cymru yn y dyfodol. Mae yna wahaniaethau digon sylweddol rhwng meysydd galwedigaethol lle nad ydym yn gweld safonau'n gwella i'r un graddau. Ysgwn i fyddai Liz yn hoffi ychwanegu unrhywbeth am hyn.

Ms Kidd: Wel, dim ond i ymhelaethu ychydig ar y pwynt. Yr ydym wedi nodi'n glir yn yr adroddiad ein bod yn teimlo y gallai colegau addysg bellach, yn arbennig, weithio lawer yn agosach gyda diwydiant ac edrych yn fanylach ar anghenion cyflogwyr.

[14] **Jeff Cuthbert:** Yn ogystal ag i'r gwrthwyneb?

Ms Kidd: Ie, y ddwy ffordd rwy'n credu. Yn amlwg, mae Sgiliau Dyfodol Cymru yn nodi ystod o faterion, yn enwedig agenda sgiliau allweddol, ac mae popeth i'w weld yn arwain yn ôl at sgiliau allweddol. Efallai y bydd datblygu'r cynghorau sgiliau sector, ynghyd â chyfraniad hynny, hefyd yn helpu wrth drafod anghenion. Yn yr un modd, mae'r adolygiad o hyfforddiant yn seiliedig ar waith sy'n cael ei wneud gan ELWa ar hyn o bryd yn edrych yn arbennig ar anghenion cyflogwyr, ac yr wyf yn meddwl bod hynny'n galonogol.

As far as our relationship with ELWa is concerned, we have a very active partnership agreement with it. We have regular meetings, and we are represented on the quality assurance committee and on all the range of consultative bodies. The chief inspector meets with the chairman of ELWa, and we are always discussing these issues and possible ways forward. While there is much to be done, there are many encouraging signs. The new entrepreneurship strategy, going back to the issue of work-based learning and the impact that it may have on challenging all young people and all learners to be more entrepreneurial in all their thinking, not just in business settings, is bound to be encouraging.

As far as employers are concerned, the quality of work placements and the number of placements that are available is, and will be, critical in taking forward the plans for 14 to 19-year-old education and training, which depend more on work placements with employers. There is some work to be done there in securing additional placements and, also, in assuring the quality of those for learning. There are many issues.

[15] **Jeff Cuthbert:** May I ask a question on that, Chair?

[16] **Peter Black:** Yes. I was also going to ask a question on that.

[17] **Jeff Cuthbert:** Thank you. One of the issues that concerns me with work-based learning is ensuring—and I do not know if you have any views or figures on this—that what is being taught to young people is relevant to the local market place in terms of employment. For the sake of argument, I would not think it reasonable if many young people were taken on on caring placements, when the opportunities for that turning into a career is highly limited. I am interested to hear about the manufacturing or the engineering side, as there seems to be a good result in terms of its occupational outcomes, but it is not so good on the servicing side. So does that reflect, perhaps, a lack of adjustment to the realities of the market place?

[18] **Peter Black:** I was going to return to this issue of commissioning on the quality side of it, particularly in terms of the key skills and where that could be addressed through the commissioning process and work-based learning.

O ran ein perthynas ag ELWa, mae gennym gytundeb partneriaeth hynod weithredol. Byddwn yn cwrdd yn rheolaidd, ac mae gennym gynrychiolwyr ar y pwyllgor sicrhau ansawdd ac ar yr holl amrywiol gyrff ymgynghori. Bydd y prif arolygydd yn cwrdd â chadeirydd ELWa, a byddwn bob amser yn trafod y materion hyn a ffyrdd posibl ymlaen. Er bod llawer i'w wneud eto, mae yna nifer o arwyddion calonogol. Mae'r strategaeth entrepreneuriaeth newydd, i fynd yn ôl at fater dysgu'n seiliedig ar waith a'r effaith y gall ei chael ar herio pob person ifanc a phob dysgwr i feddwl yn fwy entrepreneuriaidd ym mhob sefyllfa, nid mewn sefyllfaoedd busnes yn unig, yn sicr o fod yn galonogol.

O ran cyflogwyr, bydd ansawdd lleoliadau gwaith a nifer y lleoliadau sydd ar gael, ac a fydd ar gael, yn allweddol i symud ymlaen y cynlluniau ar gyfer addysg a hyfforddiant 14 i 19 oed ymlaen, sy'n dibynnu mwy ar leoliadau gwaith gyda chyflogwyr. Mae rhywfaint o waith i'w wneud yno i sicrhau lleoliadau ychwanegol, a hefyd o ran sicrhau eu hansawdd ar gyfer dysgu. Mae llawer mater yn codi.

[15] **Jeff Cuthbert:** A gaf fi ofyn cwestiwn ynghylch hynny, Mr Cadeirydd?

[16] **Peter Black:** Cewch. Yr oeddwn i hefyd yn mynd i ofyn cwestiwn ynghylch hynny.

[17] **Jeff Cuthbert:** Diolch. Un o'r materion sy'n peri pryder i mi gyda dysgu'n seiliedig ar waith yw sicrhau—ac ni wn a oes gennych unrhyw safbwyntiau neu ffigurau am hyn—fod yr hyn a ddysgir i bobl ifanc yn berthnasol i'r farchnad waith leol o ran cyflogaeth. Er enghraifft, fel dadl, ni fyddwn yn meddwl y byddai'n rhesymol anfon nifer o bobl ifanc i leoliadau gofal pan yw'r cyfleoedd i hynny ddatblygu'n yrfa yn gyfyngedig iawn. Mae gennyf ddi-ddordeb clywed am yr ochr weithgynhyrchu neu'r ochr beirianeg, gan fod y canlyniadau'n ymddangos yn dda o ran canlyniadau galwedigaethol, ond nid ydynt cystal ar yr ochr wasanaethu. Felly, a yw hynny, hwyrach, yn adlewyrchu diffyg addasu i realiti'r farchnad?

[18] **Peter Black:** Yr oeddwn yn mynd i ddychwelyd at y mater hwn o gomisiynu, o ran yr agwedd ansawdd, yn enwedig o ran y sgiliau allweddol, a ble y gellid mynd i'r afael â hynny trwy'r broses gomisiynu a dysgu'n seiliedig ar waith.

Ms Lewis: I think that we are seeing some good examples where there are very strong links with local needs, which will need to improve, and the spatial plan will help in that regard. I think that, as we are saying such critical things about work-based learning, and, at the same time, we are looking to 14 to 19-year-old pathways, which will be more diverse and will take young people from school into some of those areas, this has to be a concern for everybody. You do not want them to go from relatively poor provision in one sector to provision that is even worse in another. I also feel that, with the work-based learning sector, we are still at a fairly early stage in terms of the whole issue of inspection, quality assurance and self-evaluation and so on—rather as we were 10 to 12 years ago in schools, when we had similarly large amounts of unsatisfactory work. That has gradually got better and I think that inspection has played a key part in helping institutions and providers to work out where their strengths and weaknesses are, and helped them in action planning for the future. I am fairly optimistic that there will be a similar pattern. We are highlighting issues to do with leadership, management, quality assurance, linking back into the processes, and driving for higher standards, not simply recording things for their own sakes. I think that we are at a crucial stage, especially in relation to 14 to 19 pathways. In Wales, we have chosen—rightly to my mind—not to go down the sort of specialist schools route. I have just come back from a visit to Hungary, where there are quite separate schools for people who have particular ambitions in certain areas. I think that it is tremendously challenging in Wales to achieve this through a diversity of provision that is driven through partnerships created locally. I think that it allows young people tremendous flexibility and tremendous scope, but it also has huge implications for the quality of any individual provider.

There are a couple of issues that I think that we would like to sweep up together, to do with children with special educational needs and statemented pupils being excluded more often, and so on. I will ask Hilary if she would like to come in on this one.

Ms Anthony: The point was raised about the number of children with statements who were excluded. One of the major issues there, obviously, is the existence of emotional and behavioural problems as an aspect of special educational needs. Sometimes that may be the main problem that a child has, but many children with other kinds of difficulties can also develop emotional and behavioural problems as a result of feeling frustrated, for all kinds of reasons, in the course of their lives. Interestingly, I think that it ties in with the earlier question about special educational needs not always being detected. Some children develop their own strategies to avoid what they perceive as shortfalls being identified. That in itself—these avoidance strategies—can sometimes lead to them misbehaving and to inappropriate behaviour in class. I think that we have to set those numbers alongside—. They are very small numbers. Although the percentages are larger than for those in the general

Ms Lewis: Credaf ein bod yn gweld rhai enghreifftiau da o gysylltiadau cadarn iawn ag anghenion lleol. Bydd angen gwella'r rheiny, a bydd y cynllun gofodol yn gymorth i'r perwyl hwnnw. Gan ein bod yn dweud pethau mor feirniadol ynghylch dysgu'n seiliedig ar waith, ac ar yr un pryd yn edrych ar lwybrau pobl ifanc rhwng 14 ac 19 oed, llwybrau a fydd yn fwy amrywiol ac a fydd yn arwain pobl ifanc o'r ysgolion i mewn i rai o'r meysydd hynny, credaf fod rhaid i hyn fod yn destun pryder i bawb. Nid ydych am eu gweld yn mynd o un ddarpariaeth gymharol wael mewn un sector i ddarpariaeth sydd hyd yn oed yn waeth mewn sector arall. Yr wyf yn teimlo hefyd, gyda'r sector dysgu'n seiliedig ar waith, mai megis dechrau yr ydym o ran yr holl fater o arolygu, sicrhau ansawdd a hunan-werthuso ac ati—tebyg i ble yr oeddem ni 10 neu 12 mlynedd yn ôl mewn ysgolion, pan oedd gennym symiau enfawr tebyg o waith anfodddhaol. Mae hynny wedi gwella'n raddol, a chredaf fod arolygu wedi bod yn rhan allweddol yn helpu sefydliadau a darparwyr i weld beth yw eu cryfderau a'u gwendidau, a'u helpu i gynllunio gweithredu ar gyfer y dyfodol. Yr wyf yn lled obeithiol y gwelwn batrwm tebyg. Yr ydym yn tynnu sylw at faterion sy'n ymwneud ag arweinyddiaeth, rheolaeth, sicrwydd ansawdd, cysylltu'n ôl â'r prosesau, ac ymdrechu at safonau uwch, nid cofnodi pethau dim ond er mwyn gwneud hynny. Credaf ein bod mewn cyfnod pwysig, yn arbennig mewn perthynas â'r llwybrau 14 i 19 oed. Yng Nghymru, yr ydym wedi dewis—ac yn gywir, yn fy marn i—peidio â throedio'r llwybr ysgolion arbenigol. Yr wyf newydd ddychwelyd ar ôl ymweliad â Hwngari, lle mae ysgolion hollol ar wahân ar gyfer pobl sydd ag uchelgais benodol mewn meysydd penodol. Credaf ei bod yn her anferth yng Nghymru i gyflawni hyn trwy amrywiaeth o ddarpariaeth sy'n cael ei thywys gan bartneriaethau wedi eu creu'n lleol. Credaf ei fod yn rhoi hyblygrwydd a chyfle rhyfeddol i bobl ifanc, ond mae iddo hefyd oblygiadau enfawr o ran safonau unrhyw ddarparwr unigol.

Mae yna rai materion yr hoffem, rwy'n meddwl, eu trafod gyda'i gilydd, sef plant ag anghenion addysgol arbennig a disgyblion sy'n destun datganiad yn cael eu gwahardd yn amlach, ac ati. Gofynnaf i Hilary a fyddai'n hoffi cyfrannu at hyn.

Ms Anthony: Codwyd y pwynt ynghylch nifer y plant â datganiad a oedd wedi eu gwahardd. Un o'r prif faterion yma, yn amlwg, yw bod problemau emosiynol ac ymddygiadol yn un agwedd ar anghenion addysgol arbennig. Weithiau efallai mai dyna yw prif broblem plentyn. Ond gall nifer o blant sydd ag anawsterau eraill hefyd ddatblygu problemau emosiynol ac ymddygiadol oherwydd teimlo'n rhwystredig, am bob math o resymau, yn ystod eu bywyd. Yn ddi-ddorol iawn, credaf fod hyn yn cysylltu â'r cwestiwn blaenorol ynghylch y ffaith nad yw anghenion addysgol arbennig bob amser yn cael eu canfod. Bydd rhai plant yn datblygu eu strategaethau eu hunain i osgoi'r hyn a welant fel darganfod diffygion. Mae hynny ynddo'i hun—y strategaethau osgoi hyn—weithiau'n gallu arwain at gamymddwyn ac ymddygiad amhriodol yn y dosbarth. Credaf fod yn rhaid i ni roi'r niferoedd hynny o'r naill ochr—. Nifer bach iawn ohonynt sydd. Er bod y canrannau'n uwch na'r canrannau ar gyfer y rheiny yn y boblogaeth gyffredinol o

population who are excluded, they are still very small numbers of individuals. We have to recognise the good work that is being done by both LEAs and schools in developing their work on behavioural support. So, hopefully, those numbers will go down.

A related problem, mentioned earlier, was access and how schools and LEAs are addressing the condition of buildings in relation to accessibility for children with special educational needs. Again, I think that it is early days. LEAs and schools now have a statutory responsibility to produce access strategies and access plans. There has been quite a lot of investment that has been going into making adaptations. In terms of our LEA inspections, we only inspect areas of the local authority's work and, so far, most of our inspections have been looking at special educational needs services and school improvements. However, over the coming year and next year, we will be looking at many more access services and at strategic management, so we will be in a better position to report on the access work in the future.

[19] **Janet Ryder:** Can I just ask, will that be extended to FE colleges?

Ms Lewis: No, I do not think so. The inspection of local education authorities is particularly to do with schools.

Ms Anthony: It is not going to cover access.

[20] **Janet Ryder:** So your inspection will not include disabled access of further educational institutions?

Ms Lewis: If we were inspecting an FE college, we would comment on that. That would be part of the framework, to look into the use and the accessibility of the buildings and the curriculum.

Ms Kidd: We would expect the college to make provision in line with its disability statement.

Ms Anthony: That is what I was going to say. In terms of the new legislation—the legislation in relation to disability access—this is much stronger in the new common inspection framework than it was in the old one, because of the change in the law.

[21] **Peter Black:** I want to bring in the last two questioners, and the Minister can come in at the end. We will start with Denise.

bobl sy'n cael eu gwahardd, nifer bach iawn o unigolion ydynt o hyd. Rhaid i ni gydnabod y gwaith da sy'n cael ei wneud gan AALLau ac ysgolion i ddatblygu eu gwaith ar gefnogaeth ymddygiadol. Gobeithio, felly, y bydd y niferoedd hynny'n gostwng.

Problem berthnasol y soniwyd amdani'n gynharach oedd mynediad a sut mae ysgolion ac AALLau yn rhoi sylw i gyflwr adeiladau mewn perthynas â sicrhau y gall plant ag anghenion addysgol arbennig eu defnyddio. Eto, credaf ei bod yn gynnar. Mae gan AALLau ac ysgolion yn awr gyfrifoldeb statudol i lunio strategaethau a chynlluniau mynediad. Buddsoddwyd cryn dipyn er mwyn gwneud addasiadau. O ran ein harolygon o AALLau, dim ond meysydd yng ngwaith yr awdurdod lleol y byddwn yn eu harolygu, a hyd yn hyn mae'r rhan fwyaf o'n harolygiadau wedi canolbwyntio ar wasanaethau anghenion addysgol arbennig a gwella ysgolion. Ond yn ystod y flwyddyn i ddod a'r flwyddyn nesaf, byddwn yn edrych ar lawer mwy o wasanaethau mynediad ac ar reolaeth strategol. Felly, byddwn mewn gwell sefyllfa i adrodd am y gwaith mynediad yn y dyfodol.

[19] **Janet Ryder:** A gaf fi ofyn a fydd hynny'n cynnwys colegau AB hefyd?

Ms Lewis: Na, nid wyf yn credu. Mae gwaith arolygu awdurdodau addysg lleol yn ymwneud yn arbennig ag ysgolion.

Ms Anthony: Ni fydd yn rhoi sylw i fynediad.

[20] **Janet Ryder:** Felly, ni fydd eich arolygiad yn cynnwys mynediad i bobl anabl i sefydliadau addysg bellach?

Ms Lewis: Pe baem yn arolygu coleg AB, byddem yn rhoi sylwadau ar hynny. Byddai hynny'n rhan o'r fframwaith, i edrych ar y defnydd a wneir o'r adeiladau a'r cwricwlwm a pha mor hwylus ydynt.

Ms Kidd: Byddem yn disgwyl i'r coleg ddarparu yn unol â'i ddatganiad ar anabledd.

Ms Anthony: Dyna'r hyn yr oeddwn am ei ddweud. O ran y ddeddfwriaeth newydd – y ddeddfwriaeth sy'n berthnasol i fynediad i bobl anabl – mae hyn lawer yn gryfach yn y fframwaith arolygu cyffredin newydd nag a oedd yn yr hen un, oherwydd y newid yn y gyfraith.

[21] **Peter Black:** Hoffwn roi cyfle i'r ddau holwr olaf, a gall y Gweinidog ymateb ar y diwedd. Dechreuwn gyda Denise.

[22] **Denise Idris Jones:** I will just mention this in relation to absenteeism, because I was a teacher for a long time, and, during my teaching career, I noticed a pattern. When we introduced the coursework element into GCSE and set deadlines for that coursework—and we were expecting a high standard of coursework, and pupils have high expectations—there was always a higher rate of absenteeism before deadlines were due. That is a fact. When we questioned them, they would say, ‘Well, we were at home, but we were working, Miss. We were actually writing our coursework essays’. I can tie that in to ICT, because pupils believe that, if the work is well presented, then they will receive a better grade for it, so they want to word process it. However, in the school, I did not have sufficient computers in my room to allow them to do that during the lesson, and I could not allow them to leave my room to go to the ICT room, which may also have been booked by another subject teacher. So we need to consider that.

Also, I was concerned when I read the sentence ‘performance in English is still very low’. Could this be because we expect all teachers to be teachers of English and, therefore, in years 7 and 8, in secondary schools, many teachers teach English who are not specialists?

[23] **Irene James:** You stated that most schools support pupils with special needs well, and that more pupils with severe difficulties attend mainstream schools. What data are available to compare the progress of special needs pupils who attend mainstream schools and those in special needs schools and special units? Also, I was a little concerned with the statement that a number of pupils of average and below average ability are not meeting their full potential, and I wondered how you thought that we could move that along.

[24] **Jane Davidson:** I thank you and your team for the work that you do in Wales, and not just through the inspection process. I have said to this Committee before that the research-based evidence that you do, particularly as a result of the inspection work, is extremely useful to us in how we take the agenda forward. I want to ask a question about targets, because, just as we are, in a sense, reviewing assessment to move away from assessment of learning to assessment for learning for the future, as Minister, I need to always be able to review targets, so that I can ensure that the targets will drive learning in the future. To give a specific example, which I know that you supported at the time, we removed the target on permanent exclusions because we were getting a perverse outcome in an increase of fixed-term exclusions, so it was not tackling the issues effectively. What in the system at the moment do you perhaps see as targets that are inappropriate, as a result of your inspections? We may want a further dialogue about this. Or where do you think that we have targets that are absolutely appropriate and fit for purpose?

[22] **Denise Idris Jones:** Fe soniaf am hyn mewn perthynas ag absenoldeb, oherwydd bûm yn athrawes am amser maith, ac yn ystod fy ngyrfa fel athrawes sylwais ar batrwm. Pan gyflwynwyd yr elfen gwaith cwrs mewn TGAU a phennu dyddiadau cwblhau ar gyfer gwaith cwrs—ac yr oeddem yn disgwyl safon uchel yn y gwaith cwrs, ac mae gan ddisgyblion ddisgwyliadau uchel—yr oedd y gyfradd absenoldeb bob amser yn uwch cyn dyddiadau cwblhau. Mae hynny’n ffaith. Pan fyddem yn eu holi, byddent yn dweud, ‘Wel, yr oedden gartref, ond yr oedden yn gweithio, Miss. Yr oeddem mewn gwirionedd yn ysgrifennu ein traethodau gwaith cwrs’. Gallaf gysylltu hyn â TGCh, oherwydd bod disgyblion yn credu y byddant yn cael gradd well os caiff y gwaith ei gyflwyno’n dda. Felly, byddant am ddefnyddio prosesydd geiriau i’w baratoi. Fodd bynnag, yn yr ysgol, nid oedd gennyf ddiagon o gyfrifiaduron yn fy ystafell iddynt allu gwneud y gwaith yn ystod y wers, ac ni allwn ganiatáu iddynt adael fy ystafell i fynd i’r ystafell TGCh. Gallai athro pwnc arall hefyd fod wedi llogi’r ystafell honno. Felly, mae angen i ni ystyried hynny.

Yr oeddwn yn bryderus hefyd pan ddarllenais i’r frawddeg ‘mae perfformiad yn y Saesneg yn dal yn isel iawn’. A all hyn fod oherwydd ein bod yn disgwyl i bob athro/athrawes allu dysgu Saesneg a bod, felly, ym mlynnyddoedd 7 ac 8 mewn ysgolion uwchradd, nifer o athrawon yn dysgu Saesneg nad ydynt yn arbenigwyr?

[23] **Irene James:** Dywedech fod y rhan fwyaf o ysgolion yn rhoi cefnogaeth dda i ddisgyblion sydd ag anghenion arbennig, a bod mwy o ddisgyblion ag anawsterau difrifol yn mynd i ysgolion prif ffrwd. Pa ddata sydd ar gael i gymharu cynnydd disgyblion ag anghenion arbennig sy’n mynd i ysgolion prif ffrwd a’r disgyblion hynny sydd mewn ysgolion anghenion arbennig ac unedau arbennig? Yr oeddwn braidd yn bryderus, hefyd, am y gosodiad fod nifer o ddisgyblion o allu canolig ac is yn methu cyflawni eu potensial llawn, ac yr oeddwn yn dyfalu sut, yn eich barn chi, y gallem ddatblygu hynny.

[24] **Jane Davidson:** Diolch i chi a’ch tîm am y gwaith a wnewch yng Nghymru, ac nid trwy’r broses arolygu’n unig. Yr wyf wedi dweud wrth y Pwyllgor hwn o’r blaen fod y dystiolaeth yn seiliedig ar ymchwil sydd gennych, yn enwedig o ganlyniad i’r gwaith arolygu, yn hynod o ddefnyddiol i ni yn y ffordd y byddwn yn symud yr agenda yn ei blaen. Hoffwn ofyn cwestiwn am dargedau, oherwydd, yn union fel yr ydym, i ryw raddau, yn adolygu’r broses asesu i symud i ffrwd oddi wrth asesu dysgu i asesu ar gyfer dysgu yn y dyfodol, mae angen bob amser i mi, fel Gweinidog, allu adolygu targedau, fel y gallaf sicrhau y bydd y targedau’n ysgogi’r dysgu yn y dyfodol. I roi enghraifft benodol, a gwn eich bod wedi cefnogi hyn ar y pryd, cawsom wared â’r targed ar gyfer gwaharddiadau parhaol oherwydd ein bod yn cael canlyniad gwrthgynhyrchiol mewn nifer cynyddol o waharddiadau penodol. Felly, nid oedd yn mynd i’r afael yn effeithiol â’r materion dan sylw. Beth yn y gyfundrefn ar hyn o bryd yr ydych chi, hwyrach, yn eu hystyried yn dargedau amhriodol o ganlyniad i’ch arolygiadau? Efallai y byddwn yn dymuno cael trafodaeth bellach ar hyn. Neu ble yr ydych yn credu bod gennym dargedau sy’n gwbl briodol ac addas at y diben?

Ms Lewis: You mentioned pupils being at home doing their coursework, and I suppose that this is one of the things that I think that we need to talk about. If they are doing that, are they really absent? Are we actually getting ourselves worked up about something that is unreal for some pupils? Equally, I think that there are schools where they are definitely not at home doing their coursework. If you talk to David Aherne and look at the sort of data that he has, he can plot what they are doing at 3.20 p.m. as they walk from A to B, and it certainly is not coursework. There is an issue, especially with older pupils aged 14 plus, as to what kind of latitude we give them to learn where they are learning or to do their work where they can most effectively do it. On the point on performance in English being low in years 7 and 8 because the teachers are not specialists, I do not think that there is any great evidence of that. Wendy, do you have anything to add on that?

Ms Young: We do not have any specific evidence that would support that statement at all. What we felt was disappointing was the effort and work that has gone into key stage 2 in terms of the work on literacy and how that is not sustained then as children transfer into the secondary school. We feel that it would be advantageous for them if they could have a fast start in year 7 and maintain those skills that they have gained throughout their primary years and use those skills much more quickly as they begin in the secondary school.

Ms Lewis: There are some big issues still, to do with transition and secondary teachers understanding and building on what children bring with them from key stage 2. I can give you lots of anecdotal information about the learning loss that you see in youngsters at age 11, when they move from a primary to a secondary school. No matter what size primary it was and what size secondary it is there are some who are ‘casualties’—I would use that word—of transition, because they do not pick up well and they do not get off to a good start.

On the data on SEN in mainstream and special schools, what we have is our inspection work of pupils with special educational needs in the mainstream, compared with special educational needs in special schools. I would not say that it is easy to draw too many very immediate conclusions. I think that we can comment on both. However, once we have a common inspection framework in place, we should find the degree to which we can comment in common much more robust and substantial.

Ms Lewis: Yr oeddech yn sôn am ddisgyblion yn aros gartref i wneud eu gwaith cwrs, ac mae’n siwr gen i mai dyma un o’r pethau y mae angen i ni eu trafod. Os ydynt yn gwneud hynny, a ydynt mewn gwirionedd yn absennol? A ydym mewn gwirionedd yn cynhyrfu ynghylch rhywbeth nad yw’n real i rai disgyblion? Yn yr un modd, credaf fod disgyblion mewn rhai ysgolion nad ydynt, yn sicr, gartref yn gwneud eu gwaith cwrs. Os siaradwch â David Aherne ac edrych ar y math o ddata sydd ganddo, gall weld beth y maent yn ei wneud am 3.20 p.m. wrth iddynt gerdded o A i B, ac yn sicr i chi, nid gwaith cwrs yw hwnnw. Cyfyd mater, yn enwedig gyda disgyblion hyn dros 14 oed, o ran pa fath o ryddid a roddwn iddynt ddysgu lle maent yn dysgu, neu i wneud eu gwaith lle gallant ei wneud yn fwyaf effeithiol. O ran perfformiad isel yn y Saesneg ym mlynnyddoedd 7 ac 8 oherwydd nad yw’r athrawon yn arbenigwyr, nid wyf yn credu bod llawer iawn o dystiolaeth i gefnogi hynny. Oes gennych chi unrhyw beth i’w ychwanegu at hynny, Wendy?

Ms Young: Nid oes gennym unrhyw dystiolaeth benodol a fyddai’n cefnogi gosodiad felly. Yr hyn a oedd yn ein siomi oedd yr ymdrech a’r gwaith yng ngham allweddol 2 o ran y gwaith ar lythrennedd, a’r ffordd na chaiff hyn ei gynnal wedyn wrth i blant symud i’r ysgol uwchradd. Teimlwn y byddai o fantais iddynt pe baent yn cael dechrau cyflym ym mlwyddyn 7 a chynnal y sgiliau hynny y maent wedi’u meistrolï yn ystod eu blynyddoedd cynradd, a defnyddio’r sgiliau hynny lawer yn gyflymach wrth iddynt ddechrau yn yr ysgol uwchradd.

Ms Lewis: Mae yna rai materion pwysig o hyd, sy’n ymwneud â phontio a chael athrawon ysgolion uwchradd i ddeall ac adeiladu ar yr hyn y mae’r plant yn dod ag ef gyda hwy o gyfnod allweddol 2. Gallaf roi llawer o wybodaeth anecdotaidd i chi am y colli dysgu sydd i’w gweld ymhlith pobl ifanc 11 oed, wrth symud o ysgol gynradd i ysgol uwchradd. Waeth beth oedd maint yr ysgol gynradd na beth yw maint yr ysgol uwchradd, mae rhai disgyblion yn ‘dioddef’—a byddwn yn defnyddio’r gair hwnnw—wrth bontio, am nad ydynt yn ailafael yn dda nac yn cael cychwyn da.

O ran y data ar AAA mewn ysgolion prif ffrwd ac ysgolion arbennig, yr hyn sydd gennym yw ein harolygiad o ddisgyblion ag anghenion addysgol arbennig mewn ysgolion prif ffrwd, o’u cymharu ag anghenion addysgol arbennig mewn ysgolion arbennig. Ni fyddwn yn dweud ei bod yn hawdd llunio gormod o gasgliadau uniongyrchol iawn. Credaf y gallwn roi sylwadau ar y ddwy sefyllfa. Fodd bynnag, pan fydd gennym fframwaith arolygu cyffredin ar waith, dylem weld ein bod, yn gyffredinol, yn gallu rhoi sylwadau cadarnach a mwy sylweddol.

On average and below average pupils, I think that the fact that our indicators and our targets are not being met at the sort of five A* to G basis—and the Minister asked about targeting—shows that there is room for looking far more closely at this group of young people and seeing what additional targets can be set that would allow us to look more closely at the progress that they are making. We are certainly seeing a pretty standstill picture over the last few years on that score. I think that many of those pupils are simply being turned off. They do not see the relevance of school and do not see themselves coming out of school with something to be proud of or with something that they can feel that they have achieved, and which is going to be currency for somewhere else. So I think that we have to look very carefully at those.

You asked what targets are inappropriate and unfit. I will take comments from my colleagues on this. I think that the group of targets that we have had has been very useful. We have been able to look at a whole range of attainment targets, in the broader sense of the word, in those who are performing at the very highest levels, those across the board, the core subject indicators, the point scores, and so on. I think that they have been very useful. They have been appropriate, and they have allowed us to plot, in a three-year rolling average sense, where we are. I think that I would want more work done on the attendance perhaps, and the links between attendance and attainment and achievement, and sort of triangulating that, because it is certainly work that we do in-house. We look at the absence figures in relation to the attainment that is made in individual schools, and there is a huge correlation. As you might expect, the less pupils are there, the less likely the school is to be a high-achieving school. However, you do have some that buck the trend. You do have some schools that have very low absence rates, and they have made progress by their own lights. However, equally, you have others that are still in the relatively high-performing bracket but have large absences, and you have to ask yourself then, if they could do even more to get youngsters in school—. They really are coasting. So I think that there is more to do there, in tying these things together in rather more intricate ways, rather than having them as linear targets.

Have I missed anything there? No, I do not think so, unless there are any additional things?

[25] **Peter Black:** Thank you very much indeed. Thank you for coming along, and I thank you and your team, Susan, for presenting the annual report to us. It has been a very helpful session.

O ran disgyblion o allu canolig ac is, credaf fod y ffaith nad yw ein dangosyddion a'n targedau'n cael eu bodloni ar y lefel pump A*-G—ac mae'r Gweinidog wedi bod yn holi am dargedau—yn dangos bod lle i edrych lawer yn fanylach ar y grwp hwn o bobl ifanc, a gweld pa dargedau ychwanegol y gellir eu gosod ac a fyddai'n caniatáu i ni edrych yn fanylach ar eu cynydd. Yr ydym yn sicr wedi gweld darlun digon llonydd yn y blynyddoedd diwethaf o ran hynny. Credaf fod nifer o'r disgyblion hynny, yn syml iawn, wedi cael eu dadrithio. Nid ydynt yn gweld perthnasedd ysgol nac yn gweld eu hunain yn dod allan o'r ysgol gyda rhywbeth i ymfalchio ynddo neu rywbeth y maent yn teimlo iddynt ei gyflawni, ac a fydd o werth yn rhywle arall. Felly, credaf fod rhaid i ni edrych yn ofalus iawn ar y rhain.

Gofynnech pa dargedau sy'n amhriodol ac yn anaddas. Gofynnaf i'm cydweithwyr am sylwadau ynghylch hyn. Credaf i'r grwp o dargedau a fu gennym fod yn ddefnyddiol dros ben. Yr ydym wedi gallu edrych ar ystod lawn o dargedau cyrhaeddiad, yn ystyr ehangach y gair, ymhlith y rheiny sy'n perfformio ar y lefelau uchaf un, y rhai cyffredinol, y dangosyddion pynciau craidd, y sgoriau pwyntiau, ac ati. Yr wyf yn credu iddynt fod yn ddefnyddiol dros ben. Maent wedi bod yn briodol, ac wedi caniatáu i ni weld ble yr ydym, dros gyfnod treigl o dair blynedd cyfartalog. Credaf y byddem yn hoffi gweld gwneud rhagor o waith ar bresenoldeb, efallai, a'r cysylltiadau rhwng presenoldeb a chyrhaeddiad a chyflawniad, a gwneud rhyw fath o driongl rhyngddynt, oherwydd yn sicr dyma'r math o waith a wnawn yn fewnol. Byddwn yn edrych ar y ffigurau absenoldeb mewn perthynas â'r cyrhaeddiad mewn ysgolion unigol, a gwelir cydberthyniad mawr rhyngddynt. Fel y gallech ddisgwyl, po leiaf o ddisgyblion sydd mewn ysgol, lleiaf yn y byd yw'r tebygolrwydd y bydd yr ysgol honno yn perfformio'n dda. Fodd bynnag, mae gennyh rai ysgolion sy'n profi'n groes i hynny. Mae gennyh rai ysgolion sydd â chyfraddau absenoldeb isel iawn ac wedi gwneud cynnydd yn ôl eu gallu eu hunain. Ond yn yr un modd, mae gennyh ysgolion eraill sy'n dal i fod yn y grwp sy'n perfformio'n gymharol dda ond sydd â chyfraddau absenoldeb uchel. Rhaid i chi ofyn i chi'ch hun wedyn, a allent wneud hyd yn oed mwy i plant i'r ysgol. Mae lle i wella. Felly, credaf fod mwy o waith i'w wneud yma, i gysylltu'r pethau hyn â'i gilydd mewn ffyrdd digon cywrain, yn hytrach na'u bod yn dargedau llinol.

A wyf wedi colli rhywbeth yn y fan hon? Nac ydwyf, oni bai bod unrhyw bethau ychwanegol.

[25] **Peter Black:** Diolch yn fawr iawn yn wir. Diolch i chi am ddod i'r cyfarfod, a diolch i chi a'ch tîm, Susan, am gyflwyno'r adroddiad blynyddol i ni. Mae'r sesiwn wedi bod yn fuddiol dros ben.

*Daeth y sesiwn cymryd tystiolaeth i ben am 12.17 p.m.
The evidence-taking session ended at 12.17 p.m.*