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Cyflwynwyd gerbron y
Senedd gan
Ysgrifennydd Gwladol
Cymru
drwy orchymyn Ei Mawrhydi
Gorffennaf 1997

Presented to Parliament by the
Secretary of State for Wales
by command of Her Majesty
July 1997

Cynnwys

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Rhagair Ysgrifennydd Gwladol Cymru

Addysg yw blaenoriaeth uchaf y llywodraeth ar gyfer Prydain. A'm blaenoriaeth innau hefyd. I adeiladu Cymru well, rhaid wrth yr addysg orau un. Rhaid i ni gyflwyno addysg sydd o les i bawb, ac nid i'r ychydig breintiedig. Mae hynny'n golygu addysg sy'n paratoi plant ysgol a myfyrwyr heddiw, a llawer cenhedlaeth i ddod, gyda'r medrau y bydd angen eu hangen i fyw a ffynnu mewn economi modern a deinamig.

Rhaid i ni ddechrau gyda'r hanfodion. Codi safonau llythrennedd a rhifedd felly fydd wrth ganol ein rhaglen o ddiwygiadau. Adeiladwn ar y medrau a'r technegau y gwyddom eisoes eu bod yn effeithiol. Gweithiwn gydag athrawon i harneisio'u harbenigedd a'u brwdfrydedd proffesiynol.

Y Papur Gwyn hwn yw'r cyntaf i'w ysgrifennu yn benodol ar addysg yng Nghymru yn y cyfnod modern. Mae hyn yn adlewyrchu natur benodol y system addysg yng Nghymru a'n hymrwymiad ninnau i weithredu polisi mewn ffordd sy'n cydnabod ein hamgylchiadau penodol. Mae'n cynnig fframwaith i adeiladu'r polisi o'i gwmpas am y pum mlynedd nesaf. Mae'n cydnabod y cryfderau a'r gwendidau yn y system addysg bresennol yng Nghymru. Adeiladwn ar gryfderau a mynd i'r afael yn egniol hefyd â gwendidau. Defnyddiwn arian ychwanegol i sicrhau'r canlyniadau gorau. Cyllideb gyntaf y Llywodraeth yw ein cam cyntaf tuag at wireddu'r addewid y dylai cyfran uwch o'r incwm gwladol gael ei gwario ar addysg.

Ni all ein gweledigaeth ar gyfer addysg yng Nghymru gael ei gwireddu gan y llywodraeth yn unig; rhaid wrth bartneriaeth. Bydd y bartneriaeth honno yn tynnu i mewn ymrwymiad, cefnogaeth a syniadau pawb sydd â diddordeb mewn addysg: athrawon, rhieni, disgyblion, awdurdodau addysg a busnes, er mwyn gwireddu'n cynlluniau. Bydd y Llywodraeth yn cynnig arweiniad a chefnogaeth i bawb sydd â chyfraniad i'w wneud.

Mae'r Papur Gwyn hwn yn gwahodd pawb sydd â diddordeb mewn addysg yng Nghymru i ymuno â ni i gydweithio dros well dyfodol.

Y Gwir Anrh Ron Davies, AS
Ysgrifennydd Gwladol Cymru

Pennod 1: Gorwelion Newydd: Gweledigaeth Newydd

Gall gwell addysg a hyfforddiant helpu i weddnewid cymdeithas yng Nghymru. Mae'r ddau yn ganolog os bwriedir gwireddu amcanion yr Ysgrifennydd Gwladol ar gyfer economi i guro'r goreuon yn y byd, i greu swyddi, a gwell ansawdd bywyd i bawb. Rhaid wrth welliant sylweddol ym medrau a chyraeddiadau addysgol pawb os bwriedir i Gymru oroesi a llwyddo mewn economi byd-eang mwyfwy cystadleuol, ac i bawb rannu'r manteision mewn dyfodol ymestynnol. Rhaid i hyn ddigwydd yn yr ysgolion, y colegau, y prifysgolion, yr asiantaethau hyfforddi a'r gweithle. Yn achos yr ysgolion - sef prif ffocws y Papur Gwyn - y dasg yw codi cyrhaeddiad pob plentyn fel bod pob un yn sicrhau'r gorau sydd o fewn eu cyrraedd.

Ymrwymiad newydd

1 Yn y gorffennol bu Cymru'n ymfalchïo ar ei hymroddiad i addysg fel cyfrwng ar gyfer hunan-gyflawniad. Rhaid adnewyddu'r balchder hwnnw ar sail cyrhaeddiad. Mae yna benderfyniad newydd yng Nghymru i greu'r gweddnewidiad cymdeithasol ac economaidd a fydd yn fodd i ni ennill manteision posibl yr 21ain ganrif, gan sicrhau y cânt eu dosbarthu'n deg. Yng nghymdeithas y mileniwm newydd, gwybodaeth a medrau fydd yr allwedd i Iwyddiant neu fethiant. Bydd addysg dda yn bwysicach nag erioed o'r blaen. Medrau fydd y cyfrwng i sicrhau swyddi dechau a rhagolygon da. Y gwir amdani yw bod pobl ifanc a fydd yn methu yn y system addysg yn debyg o gael eu gwthio i'r ymylon. Bydd methu â gwneud yn well na medrau a chynhyrchedd ein cystadleuwyr rhyngwladol yn niweidio'r lleiaf medrus a'r lleiaf cymwys yn fwy na neb.

2 Rhaid i ni wneud popeth a allwn i atal is-ddosbarth parhaol rhag cael ei greu yng Nghymru. Mae cymdeithas ranedig yn annerbyniol ar sail economaidd a moesol: yn economaidd am ei bod yn faich ar y trethdalwr ac yn cyfyngu'r posibilrwydd o dyfu; yn foesol am ein bod yn pwyso a mesur ansawdd ein cymdeithas yn ôl cyflwr y gwan yn ogystal â'r cryf. Gall pob un ohonom, beth bynnag a wnawn, gyfrannu at greu cymdeithas sy'n ddeinamig a chynhyrchiol, sy'n cynnig cyfle a thegwch i bawb yng Nghymru a hynny i'r llawer ac nid i'r ychydig.

3 Addysg yw'r allwedd i'r gweddnewidiad hwn. Mae ar y rhai sy'n gyfrifol am ddarparu addysg a hyfforddiant - gan gynnwys athrawon, llywodraethwyr, rhieni a chyflogwyr, yn ogystal â llywodraeth leol a'r Swyddfa Gymreig - gydgyfrifoldeb dros greu gwell dyfodol i'n pobl ifanc. Dyna pam y gosodwyd addysg ar frig ein blaenoriaethau yn y maniffesto yr etholwyd y llywodraeth arno. Mae'r Papur Gwyn hwn - y cyntaf erioed i ganolbwyntio mor gynhwysfawr a phenodol ar addysg yng Nghymru yn y cyfnod modern - yn cael ei gyhoeddi yng ngoleuni'n haddewid.

4 Rhaid i ysgolion roi eu golwg ar godi eu perfformiad o flwyddyn i flwyddyn, ac o ystyried y cynnydd sydd eisoes wedi'i gyflawni, mae'n amlwg bod gwelliant sylweddol o fewn eu gafael. Mae'r ffaith bod safonau wedi gwella dros y blynyddoedd diwethaf yn deyrnged i ymdrechion athrawon yng Nghymru a gwaith caled y disgyblion. Maent wedi ymdopi â newid a ymddangosai'n barhaol ac a fu'n tarfu arnynt yn aml a hynny gyda dyfalbarhad mawr. Ond eto ni allwn laesu dwylo. Mae'r safonau cyrhaeddiad yn dal yn rhy isel. Nid yw'r status quo yn ddewis.

5 Ar yr un pryd yr ydym yn barod i gydnabod bod athrawon wedi'u haflonyddu gan lawer o newidiadau byrbwyll yn ystod y degawd diwethaf. Yn rhy aml sarhawyd eu proffesiynoldeb. O ganlyniad mae eu hysbryd wedi'i niweidio'n ddifrifol. Rhaid i hyn ddod i ben. Yn yr ystafell ddosbarth yr enillir safonau uwch yn bennaf oll, gyda'r athrawon yn arwain y ffordd. Mae eu harbenigedd hwy ymhlith y pwysicaf - os nad y pwysicaf - yn ein cymdeithas. Rhaid i hynny gael ei gydnabod nid ar chwarae bach ond ar sail parch dilys a haeddiannol. Yn gyfnewid am hynny, yr ydym yn disgwyl i athrawon ymuno â ni mewn ymgyrch i godi safonau'n sylweddol yng Nghymru - a hynny gyda'r math o drylwyrred ac ymroddiad sy'n un o nodweddion proffesiwn pwysig. Yn gryno felly rhaid i ni wneud y canlynol:

- **ymgyrraedd at safonau uwch** a sicrhau **gwelliant parhaus** mewn safonau addysgol;
- **cydnabod gwaith ymestynnol athrawon**; eu hanghenion hyfforddiant proffesiynol; a'r gwaith holl-bwysig a wneir gan Benaethiaid fel **arweinwyr** mewn ysgolion cynradd ac uwchradd;

- **agor llwybrau at gymwysterau** sy'n ddigon llydan i ddatgloi doniau ac adeiladu medrau y gellir eu marchnata;
- **creu cymhelliant a hunan-gred** ymhlith disgyblion yn yr ysgol i'w paratoi i ddysgu ac i ddod yn ddoethach drwy gydol eu bywyd;
- **cydweithredu** i wneud y defnydd gorau ar adnoddau a sicrhau bod cyrff cyhoeddus a phreifat yn cydweithio i ddileu rhwystrau i lwyddiant yn yr ysgolion a'r tu hwnt.

6 Rhaid wrth well safonau a gwell canlyniadau os bwriedir i Gymru gystadlu'n llwyddiannus ym marchnadoedd y byd. Mae'n cwmnïau'n dibynnu ar fedrau, dychymyg, dyfeisgarwch a doniau eu staff. Ni allwn gystadlu ar sail cyflogau isel a medrau isel. Yn fwy ac yn fwy bydd pobl ifanc yn gweld eu bod yn cystadlu am swyddi yn erbyn eu cyfoedion o wledydd eraill. Oni bai bod ein system addysg yn cyd-fynd â'r goreuon yn y byd, bydd ein heconomi yn dioddef a'n pobl ifanc yn teimlo eu bod wedi'u bradychu.

7 Ac eto mae nodau addysg yn mynd lawer ymhellach na hyn. Mae addysg dda yn agor drysau i'r cyfan o fywyd diwylliannol Cymru a'r tu hwnt. Agorir y ffordd i fywyd cytbwys a chyflawn fel oedolion. Drwy gymryd rhan mewn drama, cerddoriaeth a'r celfyddydau eraill, ynghyd â phrofiad uniongyrchol o wyddoniaeth, technoleg a TG (drwy gyfrwng y Gymraeg a'r Saesneg), caiff plant gyfle i gyfrannu at fywyd yn ei gyfanrwydd a'i werthfawrogi. Bydd cyfleoedd i gysylltu dysgu â byd gwaith yn gwella perfformiad disgyblion ac yn codi eu hymwybyddiaeth o berthnasedd eu haddysg i ffyniant Cymru yn y dyfodol. Mae addysg yn galluogi plant a phobl ifanc i ddysgu parch i eraill, o gefndir tebyg neu wahanol. Dysgant sut i ddatrys anghytundebau yn garedig. Dysgant yr agweddau moesol at fywyd a gwaith, fel haelioni, ymrwymiad, penderfyniad, a chyfrifoldeb y mae cymdeithas ddemocrataidd lwyddiannus yng Nghymru yn dibynnu arnynt.

8 Wrth gwrs, i lawer o blant, caiff y gwersi pwysig hyn eu dysgu a'u hatgyfnerthu mewn mannau eraill - mewn gweithgareddau gwirfoddol a chymunedol, yn eu bywyd crefyddol, ac yn sicr yn eu teuluoedd. Ond mae ar yr ysgolion angen cwricwlwm sydd wedi'i ddylunio i ategu'r amcanion hyn i helpu i greu cymunedau cryf, gofalgarg. Yn fwy cyfredinol, mae'r Cwricwlwm Cenedlaethol - yn gysylltiedig mewn ffordd gydlynus ag asesiadau statudol, ynghyd ag arolygiadau cadarn a mwy o wybodaeth i rieni - yn dal yn hollbwysig ar gyfer y dasg o godi safonau. Yn wir yn ein hymagwedd at y Cwricwlwm Cenedlaethol ar gyfer Cymru, byddwn yn dysgu gwersi'r gorffennol diweddar ac yn osgoi newid ac ymyrraeth diangen. Llythrennedd a rhifedd yw'r blaenoriaethau allweddol. Ond yr ydym yn dal yn bendant o blaid cwricwlwm cytbwys ac eang, sy'n hybu datblygiad ysbrydol, moesol, diwylliannol, meddyliol a chorfforol pob disgybl, gan gynnwys disgyblion ag anghenion addysgol arbennig a pharatoi disgyblion ar gyfer cyfleoedd, cyfrifoldebau a phrofiadau bywyd fel oedolion a bywyd gwaith.

9 O fewn yr amcanion cwricwlaidd bras hyn (a chan gydnabod yr angen am sefydlogrwydd yn y cwricwlwm tan o leiaf y flwyddyn 2000) byddwn yn annog ysgolion i ddatblygu dewisiadau sy'n ysgogi pob disgybl ac yn ennyn dychymyg y bobl ifanc hynny - llawer ohonynt yn fechgyn - sydd wedi rhoi'r gorau i'r ysgol ac ymuno â rhengoedd yr anfodlon. Rhaid i ysgolion fod yn lleoedd llawn gobaith a chyfle iddynt hwy, lawn cymaint â chynnig cyfleoedd sy'n ymestyn y dawnus a'r rhai sydd â digon o gefnogaeth. Rhaid i ysgolion sefyll am anghenion pob disgybl a'u helpu i gyflawni'r gorau a allant.

10 Nid ydym yn bychanu'r her yn hyn o beth. Ni ellir ei bodloni heb bartneriaeth agos rhwng pawb sydd â diddordeb mewn addysg, yn arbennig rhieni, llywodraethwyr, athrawon a'r gymuned eang, gan gynnwys pobl fusnes. Gwahoddwn bawb yng Nghymru i ystyried cynigion y Papur Gwyn hwn; i gyflwyno sylwadau arnynt; ac i ymuno i greu gwasanaeth addysg o'r radd flaenaf i adeiladu economi sydd ymhlith y goreuon yn y byd.

Yr egwyddorion polisi

11 I gyrraedd y nodau hyn, rhaid wrth ymagwedd newydd at bolisi. Rhaid dechrau ar oes newydd lle bydd pawb sydd wrthi'n codi safonau yn cydweithio gydag ymwybod cyffredin o bwrpas ac ymrwymiad cryf at y dyfodol. Dyma'r egwyddorion y seilir hyn arnynt:

Egwyddor 1: Gwell addysg a hyfforddiant fydd blaenoriaeth bennaf y llywodraeth yng Nghymru

12 Mae'r Ysgrifennydd Gwladol eisoes wedi ad-drefnu swyddogaethau'r Gweinidogion o fewn y Swyddfa Gymreig fel bod addysg a hyfforddiant wedi'u cysylltu â chreu swyddi, buddsoddiadau a'r economi ehangach. Mae hyn yn amlygu ymrwymiad cynnar a pharhaus i arwain newid, ac i godi safonau a disgwyliadau'n gyffredinol. Symudir hyn ymlaen gan Grwp Gweithredu Addysg a Hyfforddiant sy'n unigryw i Gymru.

13 Dros oes y Senedd newydd, bwriad y Llywodraeth yw cynyddu'r gyfran o'r incwm gwladol a werir ar addysg wrth i wariant ostwng ar y biliau am fethiant cymdeithasol ac economaidd. Yr ydym eisoes wedi cyhoeddi pecyn sylweddol o arian ychwanegol yn y Gyllideb ddiweddar. Yn Araith gyntaf y Frenhines i'r Senedd hon, cyhoeddwyd dau fesur addysg hefyd, y naill i alluogi gweithredu'r addewid i leihau maint dosbarthiadau plant 5, 6 a 7 oed, y llall - i ddilyn yn yr hydref - i alluogi'r Llywodraeth i hybu'r agenda safonau a nodir yn y Papur Gwyn hwn.

Egwyddor 2: Dylunnir polisïau er lles y llawer, nid yr ychydig

14 Rhaid i ni ymestyn cyfle addysgol i'n holl bobl ifanc, ac nid i'r ychydig yn unig. Ar yr egwyddor honno y seilir popeth a wnawn. Dyna pam y gwelir symud adnoddau dros amser o'r Cynllun Cymorth Lleoedd er mwyn lleihau maint dosbarthiadau i bob disgybl 5, 6 a 7 oed. Ymhellach, pwysleisiwn bolisïau a ddylunnir i wneud pethau'n iawn y tro cyntaf, yn hytrach na threulio ymdrech ac amser ar newidiadau anghelfydd neu ar geisio ymadfer ar ôl methiant. Gan hynny o fewn dyddiau ar ôl dod i'n swyddi, cymerasom gamau yng Nghymru i roi diwedd ar y cynllun talebau meithrin biwrocataidd. Mae addysg feithrin a chodi safonau yn yr hanfodion o lythrennedd a rhifedd yn yr ysgolion cynradd yn bwysig iawn gennym. Mae'r hyn a wneir yn y blynyddoedd cynharaf yn holl-bwysig ar gyfer llwyddiant yn nes ymiae - a rhaid peidio byth ag anghofio hynny. Mae cymorth i ysgolion ac ymestyn cyfleoedd drwy gymorth o'r tu allan yn bwysig hefyd. Dyna pam yr ydym wedi cynnwys cydran lythrennedd a rhifedd yn y Rhaglen Gofal Plant y Tu Allan i Orlau ar gyfer gwyliu'r haf ym 1997.

Egwyddor 3: Mae safonau'n bwysicach na strwythurau

15 Ymgynghorwn a phennwn dargedau clir ar gyfer Cymru gyfan yn gysylltiedig â'r pynciau pwysicaf, a byddwn yn cadw atynt. Bydd hynny'n rhoi cyfle i'r ysgolion gynllunio ar gyfer gwella dros amser. Mwyaf yn y byd y gall yr ysgolion ganolbwyntio ar y dasg ganolog o godi safonau'n systemataidd, mwyaf yn y byd y bydd ein gobaith o lwyddo. Nid oes unrhyw ddyfais sefydliadol, deddfwriaethol na dyfais arall a all gyflwyno llwyddiant yn awtomatig. Mae a wnelo popeth ag arweinyddiaeth yn yr ysgolion; staff a rhieni ymroddedig, disgwyliadau uchel ac addysgu da. Yn wir, mae newid er gwell yn golygu newid agweddau. Mae'n golygu dysgu a gweithredu ar y dystiolaeth a ddarperir bob blwyddyn gan SPAEM - ac o waith y gymuned ymchwil yng Nghymru ac mewn mannau eraill. Cydnabyddwn hyn mewn tòn ac mewn sylwedd.

Egwyddor 4: Mwyaf yr ymyrraeth, lleiaf y llwyddiant

16 Yr ysgolion eu hunain sy'n bennaf cyfrifol am wella'r ysgolion. Lle bônt yn llwyddiannus, ychydig yw'r angen i ymyrryd. Ond rhaid herio pob ysgol i wella. Bydd yr her yn cymryd i ystyriaeth y gefnogaeth eang yn y gwasanaeth addysg a'r tu allan iddo yng Nghymru i wir ymdrech i godi safonau a rhoi gwell gwasanaeth. Croesawyd yr ymdeimlad o frys sy'n sail i'r polisi ar draws y sbectwm gwleidyddol. I gydnabod yr heriadau sydd i ddod, a'r consensws o blaid safonau uwch, rhown raglen gyson ar waith i ddatblygu a chydgyfnerthu diwylliant o wella ysgolion ledled Cymru.

17 Ac eto ni fydd y math hwn o hwb, a phwysau, yn unig yn arwain at newid llwyddiannus. Mae angen cefnogaeth hefyd i'r rhai sy'n gorfod gweithio bob dydd i godi safonau. Rhoddir y cymorth hwn ar lawer ffurf. Bydd y Swyddfa Gymreig yn chwarae ei rhan hithau wrth sicrhau hyn, ac felly hefyd y Grwp Gweithredu Addysg a Hyfforddiant. Ac mae cymorth effeithiol yn gofyn am fuddsoddiadau hefyd. Mae'r cynlluniau a etifeddwyd oddi wrth y weinyddiaeth flaenorol wedi cyfyngu'n ddifrifol ar y ddarpariaeth yn y gyllideb addysg eleni a'r flwyddyn nesaf. Ond dros oes y Senedd newydd, fe wireddir yr addewidion yr etholwyd y llywodraeth arnynt. Pan fydd yr adnoddau ar gael, cânt eu targedu ar gyrraedd ein

hamcanion strategol cyffredinol. Yr ydym eisoes wedi cyhoeddi darpariaeth refeniw ychwanegol ar gyfer ysgolion Cymru ym 1998-99 - a phecyn sylweddol o gyfalaf ychwanegol hefyd. Bydd y Swyddfa Gymreig yn gweithio gyda'r awdurdodau lleol ac eraill i ailgyfeirio'r adnoddau presennol er mwyn dechrau gweithio tuag at gyrraedd y blaenoriaethau - nid lleiaf drwy'r Rhaglen o Grantiau Cynnal Addysg a Hyfforddiant (GCAH).

Egwyddor 5: Ni oddefir tanberfformiad

18 Hybu llwyddiant i bawb yw'n polisi. Rhaid dileu methiant parhaus. Dyna pam nad oddefir tanberfformiad. Mae hyn hefyd yn golygu y ceisiwn bob cyfle i gydnabod a dathlu llwyddiant. Rhaid rhoi credyd i athrawon am yr hyn a wnânt a rhoi cymhelliant iddynt gyflawni mwy. Adeiladwn ar yr arweiniad a gynigiwyd gan SPAEM, yn *Llwyddiant mewn Ysgolion Uwchradd a Trefniadaeth Ddosbarth, Dulliau Addysgu ac Arweinyddiaeth yn Ysgolion Cynradd Cymru* a thrwy'r *Mynegai Gwelliant Ysgolion* a gyhoeddir gan Awdurdod Cwricwlwm ac Asesu Cymru o dan nawdd Banc y Midland. Ond byddwn yn sefydlu polisiâu hefyd i fynd i'r afael â methiant a sicrhau ei bod yn bosibl ei oresgyn, lle y'u gwelir. Rhaid i ysgolion sy'n wan neu sy'n methu gael eu cymell i wella neu rhaid dechrau o'r newydd. Arolygir awdurdodau addysg lleol (AALI) yn rheolaidd, yn ogystal â'r ysgolion. Un cyfle mewn addysg yn unig a gaiff plant ac mae eu cyfleoedd yn dibynnu arno. Y nod yn y pen draw yw creu gwasanaeth addysg yng Nghymru lle bo pob ysgol naill ai'n rhagorol neu'n gwella yn hanfodion addysgu a dysgu.

Egwyddor 6: Bydd y Swyddfa Gymreig yn gweithio mewn partneriaeth a phawb sydd wedi ymrwmo i godi safonau

19 Bydd y Swyddfa Gymreig yn creu'r fframwaith i hybu safonau uwch. Ond ni all hyn Iwyddo ond os caiff ei weithredu mewn partneriaeth, gan gydnabod ei bod yn hanfodol peidio â thanseilio'r egwyddor y dylai penderfyniadau lleol yn y dyfodol gael eu cyfyngu lai gan y llywodraeth ganolog a bod yn fwy atebol i bobl leol. Bydd y Swyddfa'n ceisio gweithio gydag athrawon, rhieni a llywodraethwyr yn ogystal ag awdurdodau lleol, yr undebau llafur, cymdeithasau'r athrawon, cyflogwyr, SPAEM ac asiantaethau cyhoeddus eraill yng Nghymru, i wireddu'n huchelgais. Nid nod ynddo'i hun yw gweithio gyda'n partneriaid, ond yn hytrach cyfrwng i gyrraedd nod. Mae angen i'r partneriaethau y byddwn yn eu creu rannu dyheadau ac yn fwy na dim ymwybod clir bod yna frys ynglyn â'r dasg. O gofio hynny mae'r Ysgrifennydd Gwladol wedi cadarnhau ei ymrwymiad i ddatblygu perthynas gref ac effeithiol rhwng y Swyddfa Gymreig a llywodraeth leol yng Nghymru, gan gydnabod Cymdeithas Llywodraeth Leol Cymru (CLILC) fel ei lais awdurdodol.

20 Byddwn yn parhau i wneud y gorau o raddfa fach Cymru ac o'r llinellau cyfathrebu sydd ar gael yn barod, i gydgyssylltu ymdrechion yr holl asiantaethau a buddiannau sydd ynglyn â chodi safonau addysgol. Mae'n gryn fantais y gall y Swyddfa Gymreig gyfarfod yn rheolaidd â'r 22 o Gyfarwyddwyr Addysg yng Nghymru. Byddwn yn agored i ffyrdd newydd o weithio ag eraill; mathau newydd o bartneriaethau cyhoeddus-preifat; perthnasoedd newydd rhwng ysgolion preifat ac ysgolion y wladwriaeth; a mathau newydd o gydweithredu rhwng llywodraeth leol a chanolog. Wrth ffurfio'r partneriaethau hyn, cydnabyddwn fod rhaid i'r Ysgrifennydd Gwladol, y Swyddfa Gymreig a maes o law y Cynulliad, rannu'r dasg o godi safonau a derbyn eu cyfran o'r cyfrifoldeb dros gyrraedd y nodau a bennir. Am lawer o'r cyfnod ers y rhyfel, cafodd y gwasanaeth addysg gefnogaeth heb bwysau. Yna, am y rhan fwyaf o'r degawd diwethaf a llawer o hwn, cafwyd pwysau heb gefnogaeth. Y nod bellach yw rhoi pwysau a chymorth cytbwys mewn ysbryd agored, cynhwysol a chydweithredol er mwyn gweddnewid safonau cyrhaeddiad addysgol yng Nghymru ar gyfer y mileniwm newydd.

Egwyddor 7: Cymhwysir polisi'r Llywodraeth ar gyfer addysg a hyfforddiant mewn ffyrdd sy'n adlewyrchu anghenion ac amgylchiadau penodol Cymru

21 Mae profiad y blynyddoedd diwethaf wedi dangos y niwed y gellir ei wneud pan fydd y llywodraeth ganolog yn bwrw ymlaen â pholisïau nad ydynt yn addas ar gyfer Cymru, neu'n rhoi trefniadau sydd wedi'u datblygu o fewn amgylchiadau Cymru ac ar gyfer amgylchiadau Cymru o'r neilltu. O hyn ymlaen, bydd y Llywodraeth yn sicrhau y caiff y polisi addysg a hyfforddiant ei addasu'n iawn ar gyfer anghenion a realiti bywyd yng Nghymru ei hun. Cymerir y canlynol i ystyriaeth:

- y blaenoriaethau strategol ar gyfer datblygiad cymdeithasol ac economaidd yng Nghymru;
- statws cyfartal y Gymraeg a'r Saesneg;
- cynnwys a siâp penodol y Cwricwlwm Cenedlaethol yng Nghymru, gan gynnwys statws statudol y Cwricwlwm Gymreig;
- cymeriad penodol a maint ysgolion Cymru, a chyrff Gymreig sy'n ymgynghori, gweithredu, rheoli, arholi, arolygu, a chyrff proffesiynol a chynrychioladol Cymru;
- parodrwydd amlwg cyflogwyr yng Nghymru i gefnogi ysgolion yn eu cysylltiadau â byd gwaith;

- yr angen i baratoi'r ffordd er mwyn i'r Cynulliad arfaethedig ysgwyddo'r cyfrifoldeb dros godi safonau addysgol.

Swyddogaeth y Swyddfa Gymreig

22 Bydd perthynas y Swyddfa Gymreig â'r gwasanaeth addysg yn parhau i ddatblygu'n gadarnhaol. Mae addysg a hyfforddiant yn ganolog i ddatblygiad polisi o fewn y Swyddfa yn ei chyfanrwydd. Oherwydd ei chymeriad aml-swyddogaeth, mae mewn sefyllfa arbennig o dda i fynd i'r afael â blaenoriaethau strategol allweddol mewn ffordd integredig. Gwneir y gorau o hygyrchedd cymharol y Swyddfa wrth ysgogi, cynnal a noddi'r rhai sy'n ymdrechu i godi safonau mewn ysgolion - ac i leihau baich y fiwrocratiaeth arnynt lle bynnag y bo modd. Rhaid i'r Swyddfa Gymreig gynghori'r Ysgrifennydd Gwladol ar bolisi a goruchwyllo gweithrediad y polisi hwnnw. Felly, ymhlith pethau eraill, bydd secondiadau neu gyfnewidiadau, ynghyd ag ymweliadau rheolaidd ag ysgolion ac awdurdodau lleol, ynghyd â defnyddio mwy ar gydweithgorau 'tasg i'w chwblhau', yn sicrhau adborth parhaus i gydategu'r ymarferion ymgynghori ffurfiol. Bydd hyn yn sicrhau y caiff y Swyddfa Gymreig ddealltwriaeth lawn o realiti gweithredol ac ymarferol y gwasanaeth addysg. Cynhwysir enwau'r swyddogion i gysylltu â hwy yn amlycach er mwyn gwella cysylltiadau - dylai hyn yn ei dro helpu i sicrhau cyfeiriad sicr i bolisi. Bydd y Grwp Gweithredu Addysg a Hyfforddiant yn mabwysiadu arddull allblyg tuag at sicrhau cymorth a barn ymarferwyr ym mhob sector.

Crynodeb

Mae'r bennod hon wedi nodi swyddogaeth addysg yng nghynlluniau cyffredinol y llywodraeth a'r ymagwedd a arddelir gan y llywodraeth at bolisi addysg yng Nghymru.

Erbyn 2002

- Bydd ymwybyddiaeth helaethach byth ledled y wlad o bwysigrwydd addysg a hyfforddiant er mwyn adeiladu economi o'r radd flaenaf yng Nghymru.
- Bydd safonau perfformiad a chyrhaeddiad yn sylweddol uwch.
- Bydd yr egwyddorion polisi a amlinellwyd yn y bennod hon wedi bod ar waith yn gyson ers pum mlynedd, sef:
 1. gwell addysg a hyfforddiant fydd blaenoriaeth bennaf y Llywodraeth yng Nghymru;
 2. cynllunnir polisau er lles y llawer ac nid yr ychydig;
 3. rhaid canolbwyntio ar safonau ac nid strwythurau gan ddefnyddio adroddiadau SPAEM a thystiolaeth arall, i wella addysg yng Nghymru;
 4. mwyaf yr ymyrraeth, lleiaf y llwyddiant;
 5. ni oddefir tanberfformiad;
 6. bydd y Swyddfa Gyrdreig yn gweithio mewn partneriaeth â phawb sydd wedi ymrwymo i godi safonau;
 7. bydd polisiâu'r llywodraeth ar gyfer addysg a hyfforddiant yn adlewyrchu anghenion ac amgylchiadau penodol Cymru.

Bydd y Swyddfa Gymreig ei hun wedi dod yn fwy allblyg byth a bydd ei chysylltiadau â'r gwasanaeth addysg yn well. Bydd yn ceisio dysgu'n gyson oddi wrth y rhai sy'n gweithio mewn ysgolion.

Materion ar gyfer ymgynghori

Yr ydym yn gwahodd sylwadau ar yr holl gynigion a gyflwynir yn y Papur Gwyn. Mae yna feysydd hefyd lle byddem yn croesawu sylwadau yn benodol. Gwelir cwestiynau yn y testun drwyddi draw, a cheir crynodeb ohonynt ar ddiwedd pob pennod. Dylai sylwadau gael eu hanfon, erbyn 1 Medi os oes modd, at Chris Johnes, SPD, Y Swyddfa Gymreig, Parc Cathays, Caerdydd CF1 3NQ.

O dan y Cod Ymarfer ar Lywodraeth Agored, trefnir bod unrhyw ymatebion ar gael i'r cyhoedd os gwneir cais, oni bai bod yr ymatebwyr yn datgan eu bod am i'w hymatebion aros yn gyfrinachol.

Pennod 2: Safonau Addysgol: Gorolwg

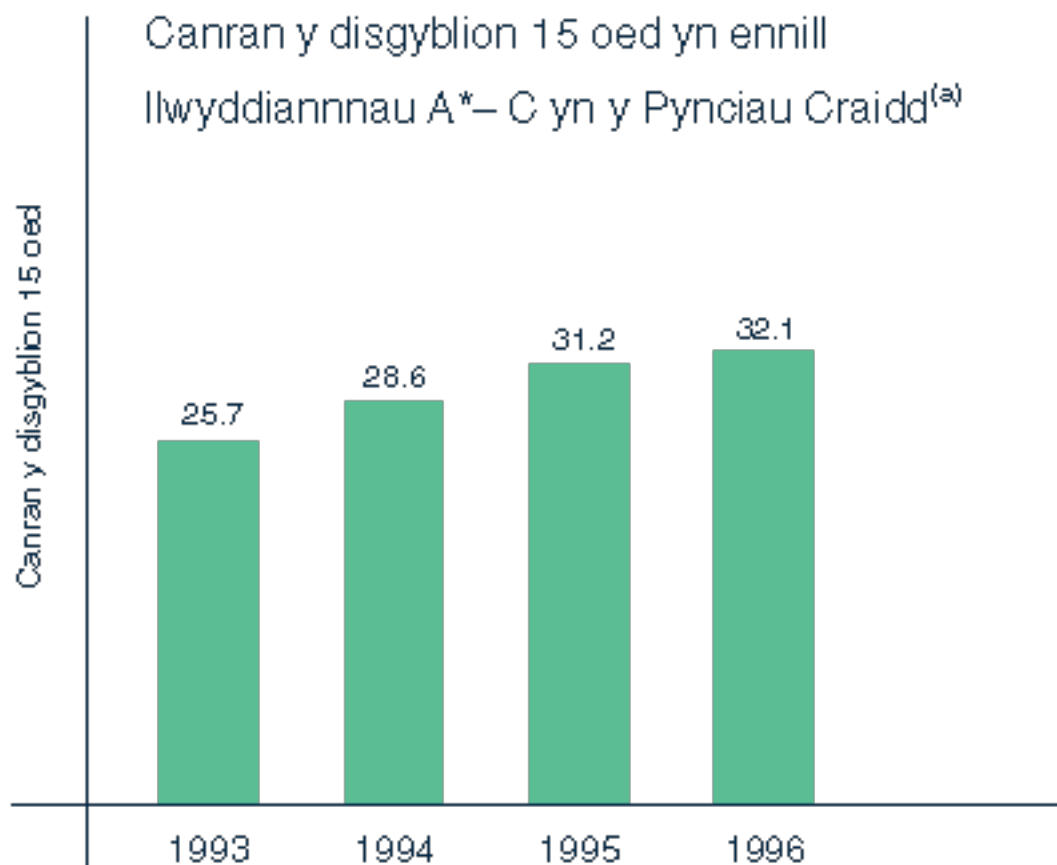
1 Cyn pennu'r agenda ar gyfer newid, rhaid cael darlun clir o'r hyn y mae disgyblion yn ei gyflawni a pham nad ydynt yn gwneud yn well. Cafwyd cynnydd gwirioneddol a gwerthfawr wrth godi lefelau cyrhaeddiad Cymru dros y blynyddoedd diwethaf. Mae ysgolion wedi cyflawni llawer. Er hynny, yr ydym wedi gadael llawer gormod o ddisgyblion ar y clwt drwy ganiatáu iddynt beidio â chyflawni. A buom yn llawer rhy esgeulus hefyd ynghylch cyraeddiadau cyfartalog, gan bennu disgwyliad rhy isel o'r hyn y gellir ei wneud. Mae'n hysgolion yn cefnogi rhai o'r disgyblion galluocaf yn dda, er nad ydynt bob amser yn ymestyn y goreuon. Yr her yw codi safonau yn sylweddol a hynny i bob disgybl yn yr ysgol yng Nghymru.

Gorolwg

2 Crynhoir y cynnydd y mae ysgolion Cymru wedi'i wneud - a'r gwendidau sydd eto i'w goresgyn - yn yr ystadegau canlynol. Enghreifftiau o Iwyddiant ac nid rhestr gynhwysfawr yw'r set gyntaf:

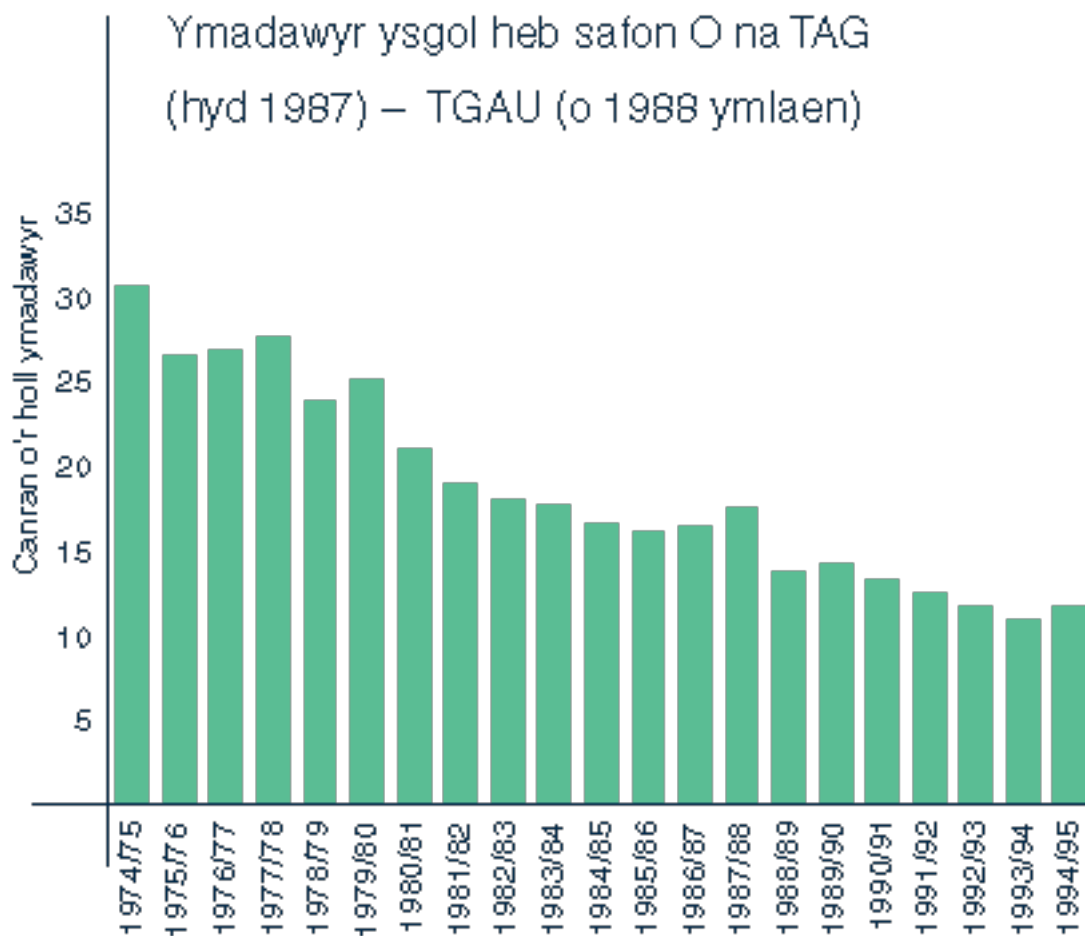
Cryfderau

- Bellach mae'r **safonau addysgu a dysgu** a asesir gan SPAEM yn foddhaol mewn 85 y cant o ddosbarthiadau ac yn dda neu'n dda iawn mewn rhyw 40 y cant.
- Mae'r cyrhaeddiad a fesurir gan **ganlyniadau asesiadau statudol** yn 7, 11 a 14 oed yn dangos tuedd i wella mewn llythrennedd a rhifedd sy'n ymgorffori Cymraeg, Saesneg a mathemateg;
- Cafwyd gwelliant o dros 25 y cant yn y pum mlynedd diwethaf yn nifer y disgyblion 15 oed yn ennill **5 TGAU graddau A*-C**. Bellach mae pedwar disgybl ym mhob deg yn cyrraedd y lefel hon.
- Mae'r **data cyfartalog treigl** yn dangos bod 70 y cant o ysgolion uwchradd wedi gwella'u perfformiad o ran ennill 5 TGAU gradd A*-C rhwng 1993-95 a 1994-96.
- O gymryd ysgolion a cholegau ynghyd, mae'r **cyrhaeddiad mewn safon uwch a GNVQ** yn well nag erioed. Ym 1996, sicrhodd yr ymgeiswyr y gyfradd basio uchaf erioed ar safon uwch.
- Gwelwyd gwelliant pwysig yn y ganran o ddisgyblion 15 oed yn ennill TGAU gradd A*-C mewn **mathemateg, gwyddoniaeth, a Chymraeg neu Saesneg**, mewn cyfuniad - cynnydd o fwy na chwe phwynt canran ers 1993.



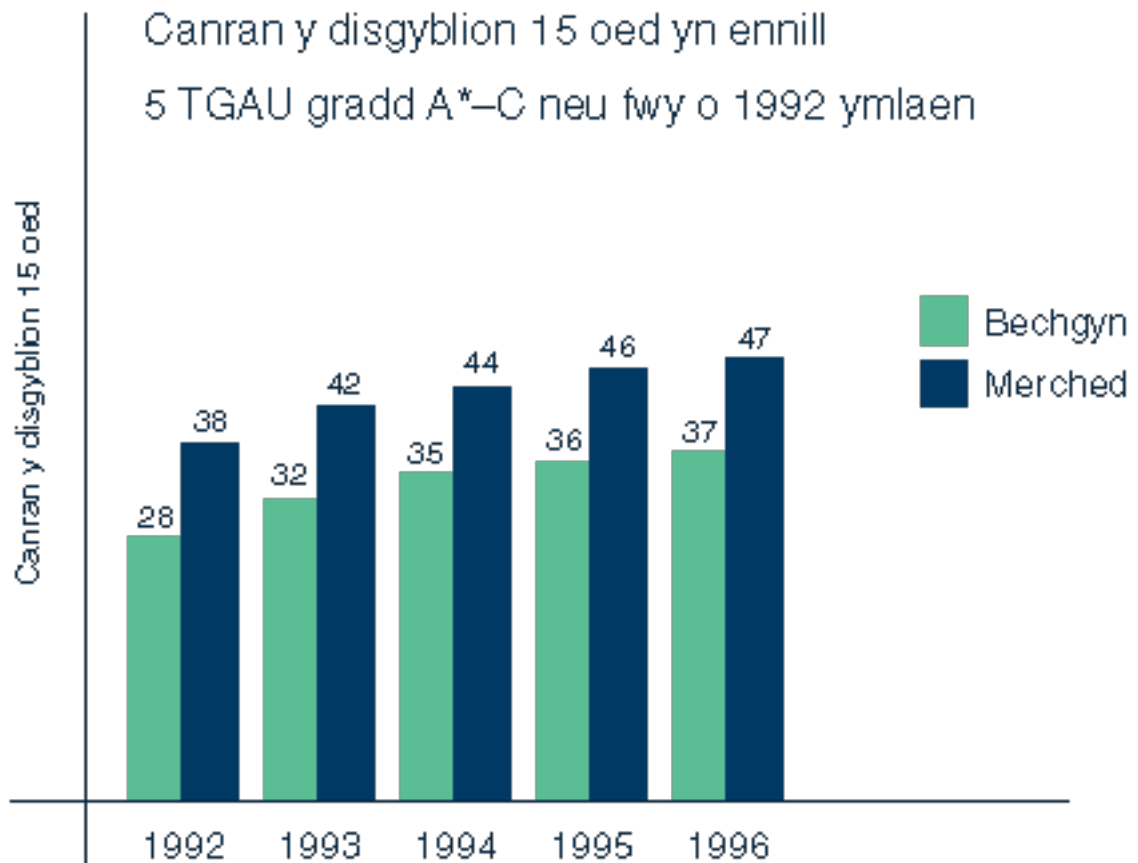
(a) Yn cynnwys canlyniad gorau pob ymgeisydd mewn mathemateg a gwyddoniaeth, ynghyd â'r canlyniad gorau o blith iaith Saesneg, llenyddiaeth Saesneg, Cymraeg iaith gyntaf a llenyddiaeth Gymraeg

3 Cyraeddiadau go iawn yw'r rhain. Bu'n rhaid gweithio'n galed amdanynt. Cafwyd cynnydd aruthrol hefyd o ran darparu cwricwlwm eang mewn ysgolion cynradd ac uwchradd; yn y niferoedd sy'n aros mewn addysg amser-llawn ac yn ennill mynediad i'r brifysgol; ac yn y niferoedd cynyddol sy'n cymryd cymwysterau galwedigaethol. Mae mwy o ddisgyblion nag erioed yn cofrestru ar gyfer TGAU, safonau uwch a chymwysterau galwedigaethol. Mae cyfran uwch yn sicrhau llwyddiant; ac mae mwy nag erioed yn cyrraedd y graddau uchaf mewn arholiadau cyhoeddus lle mae'r safonau, yn arbennig ers creu Awdurdod Cwricwlwm ac Asesu Cymru (ACAC), o dan reolaeth fwy trwyadl nag erioed o'r blaen. Ac eto mae cyflymder y cynnydd yn arafach nag y dylai fod. Mae yna heriadau pwysig i'w goresgyn yng Nghymru o hyd.

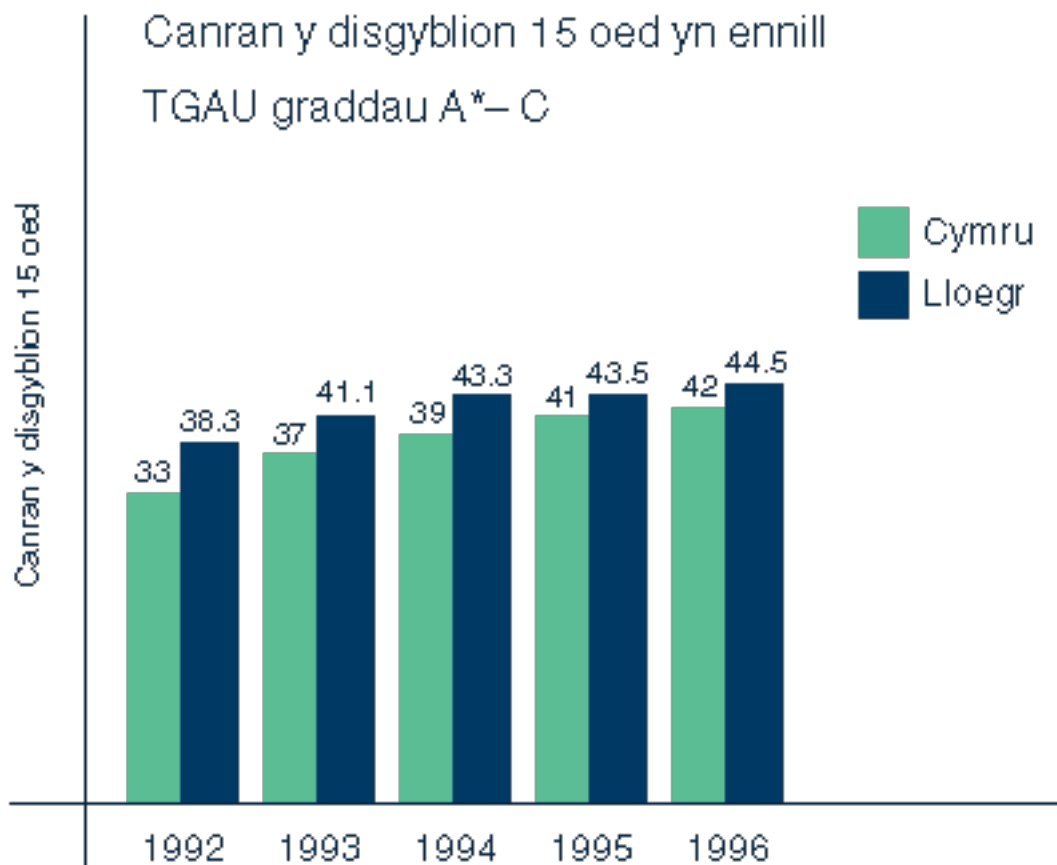


Gwendidau

- Ychydig dros hanner yn unig o'n **disgyblion 11 a 14 oed** sy'n cyrraedd y lefelau a ddisgwylir ymhlith y mwyafrif mewn Saesneg a mathemateg. Tebyg yw'r darlun ar gyfer Cymraeg yn 11 oed, ond mae'n well yn 14. Nid yw hyn yn dderbyniol gan athrawon, rhieni a'r cyhoedd ehangach.
- Annerbyniol hefyd yw perfformiad yr **ysgolion gyda'r 25 y cant isaf** o ganlyniadau'r asesiadau statudol: mae ymhell dros hanner y disgyblion 11 a 14 oed yn yr ysgolion hyn yn methu â chyrraedd y lefelau sydd o fewn cyrraedd y mwyafrif.
- Yr ydym ddau bwynt canran y tu ôl i Loegr o hyd o ran ennill **5 TGAU gradd A*-C** - ac mae safonau Lloegr ymhell y tu ôl i'n cystadleuwyr rhyngwladol. Ni all Cymru Iwyddo ar y sail hon.
- Mae'r duedd tuag i fyny a welwyd hyd at 1994 yn y gyfran o ddisgyblion yn ennill 5 TGAU **graddau A*-G** wedi gwastatáu.
- Yr oedd y ganran o **ddisgyblion 15 oed a gofrestrwyd ar gyfer TGAU** yn y pynciau craidd heb gynnwys y Gymraeg ym 1996 yn amrywio o ryw 80 y cant mewn rhai awdurdodau lleol i ryw 90 y cant mewn eraill. Cofrestrwyd cryn dipyn yn fwy o ferched na bechgyn. Nid da lle gellir gwell: ni all disgyblion ennill llwyddiant mewn TGAU nag unrhyw gymhwyster arall os na chânt eu cofrestru am yr arholiadau.
- Ffraciwn o dan un ym mhob tri disgybl 15 oed sy'n ennill TGAU graddau A*-C yn y **pynciau craidd**, sef mathemateg, gwyddoniaeth a Chymraeg neu Saesneg, mewn cyfuniad. Dim ond 21 o'r 225 o ysgolion uwchradd yng Nghymru a alluogodd hanner o'u disgyblion 15 oed i gyrraedd y lefel hon ym 1996. Mae hyn yn llawer rhy isel.
- **Mae bechgyn yn perfformio'n is na merched yn gyson.** Gwelir yr anghydraddoldeb yn gynnar. Yn 15 oed, ac wrth ennill 5 TGAU graddau A*-C, mae'r gwahaniaeth yn 10 pwynt canran ar gyfartaledd: ac mae'r bwlch yn llawer ehangach yn ardaloedd rhai o'r awdurdodau lleol.



- Mae **absenoliaeth** Cymru yn 11 y cant o'i gymharu ag 8 y cant yn Lloegr.
- Bydd 11 y cant o ddisgyblion yn ymadael â'r ysgol yng Nghymru **heb unrhyw TGAU**: 8 y cant sy'n gwneud yn Lloegr.
- Mae'r safonau addysgu a dysgu yn parhau i wella, ond mae ymhell dros un wers ym mhob deg yn anfoddhaol a dim ond **pedair o bob deg gwers a asesir fel gwersi da**, neu dda iawn gan SPAEM. Mae angen sylw penodol i'r safonau ar gyfer disgyblion 7-9 oed, a'r rhai 11-13 oed.
- Mae tystiolaeth SPAEM o arolwg a gyhoeddwyd yn ddiweddar o gynlluniau gweithredu yn dangos nad oes digon yn cael ei wneud i bennu **targedau meintiol** ymestynnol yn yr ysgol.
- Ym marn cyflogwyr sy'n buddsoddi yng Nghymru, mae pobl ifanc yn y gweithlu Cymreig yn gryf o ran ymrwymiad, ystwythder a pharodrwydd i hyfforddi - ond yn wan o ran gwneud penderfyniadau, cynnig arweiniad, a **chyrhaeddiad addysgol**.



4 Mae hyn i gyd yn golygu mai gwael yw'r lefelau llythrennedd a rhifedd ymhlith oedolion yn ogystal â phobl ifanc. Mae ymchwil newydd gan yr Asiantaeth Medrau Sylfaenol - *Sgiliau Llythrennedd a Rhifogrwydd yng Nghymru*, - yn dangos bod gan nifer sylweddol o oedolion 16-64 oed fedrau llythrennedd a rhifedd cyfyngedig. Mewn darllen, mae gan 16 y cant fedrau isel neu isel iawn; mewn rhifedd mae gan 44 y cant fedrau isel neu isel iawn. Ymhlith y grwp oedolion ifancaf sef 16-18 oed y cafwyd rhai o'r sgoriau isaf. Mae'r ymchwil yn cynnig darlun trawiadol o'r berthynas rhwng medrau sylfaenol gwael, diffyg cymwysterau a diweithdra. Mae'n golygu bod miloedd yn hollol amharod i ymdopi â galwadau'r gymdeithas fodern. Mae'n helpu i esbonio pam ni yw tlodion Prydain:

- mae Cynnyrch Mewnwladol Crynswth (CMC) y pen yng Nghymru ryw 18 y cant yn is nag yn Lloegr;
- mae **enillion wythnosol** cyfartalog gweithwyr gwryw amser-llawn, a gweithwyr benyw, 13 y cant yn is nag yn Lloegr;
- mae **incwm teuluoedd i'w wario** 11 y cant yn is am bob pen nag yn Lloegr;

Gweithredu

5 Mae'r ffeithiau allweddol hyn yn dangos bod gormod o sylw wedi'i roi yn y gorffennol

i strwythur a dim digon i safonau a chanlyniadau. Y camau y mae angen eu cymryd i greu newid yw'r canlynol yn y bôn:

- rhaid wrth bwyslais cadarn ar addysgu da sy'n gelfydd ei gynllun, ei strwythur a'i gyflymder, i gefnogi dysgu;
- rhaid pennu targedau clir ar gyfer cyrhaeddiad mewn ysgolion cynradd ac uwchradd;
- rhaid i asesu disgyblion, adolygu yn erbyn targedau, ac adborth i rieni gan athrawon gael eu trin fel elfennau canolog ar addysg lwyddiannus;
- rhaid canolbwyntio'n barhaus ar ddulliau effeithiol o addysgu llythrennedd a rhifedd i bob disgybl mewn ysgolion cynradd ac uwchradd;

- rhaid cymryd camau i fynd i'r afael yn fywiog ac yn sensitif ag addysgu gwael a rheolaeth wael yn yr ysgol, lle bônt yn digwydd;
 - rhaid adeiladu perthnasoedd cryf o fewn ysgolion ac â'r gymuned y maent yn ei gwasanaethu i feithrin addysgu a dysgu da, a naws lle mae'r disgyblion yn cymryd cyfrifoldeb dros eu gweithredoedd;
 - mae angen camau cadarn i godi presenoldeb disgyblion; i godi safonau ymddygiad;
i gofrestru mwy o ddisgyblion am gymwysterau galwedigaethol ac academiaidd; a chefnogi arweinyddiaeth a gwaith t"m effeithiol ar bob lefel yn yr ysgol;
 - rhaid i ysgolion roi mwy o sylw i ddatblygu arferion da mewn dulliau addysgu ac i weithredu'r hyn sy'n gweithio orau;
 - rhaid sicrhau gwell cyfathrebu a deialog gydag athrawon wrth greu newidiadau;
 - rhaid gwneud ymdrechion mwy sylweddol i gynnwys rhieni mewn addysg ei hun, yn hytrach nag mewn gwneud dewisiadau yn unig;
 - rhaid wrth ymrwymiad dyfnach, ehangach gan gyflogwyr i gefnogi gwelliant ysgolion drwy gyfrwng cysylltiadau addysg-busnes mwy effeithiol;
 - dylid sefydlu swyddogaeth strategol glir i'r awdurdodau lleol i gefnogi llwyddiant addysgol.
-
-

Pennod 3:

Sylfeini Cadarn

Os na all plant ddarllen ac ysgrifennu'n rhugl, trin rhifau'n hyderus a chanolbwyntio ar eu gwaith wrth ymadael â'r ysgol gynradd, mae'n anodd iddynt llwyddo yn eu bywyd. Yr ydym yn anelu at sicrhau bod gan bob plentyn y sylfaen gadarn honno ar gyfer eu haddysg o fewn fframwaith y Cwricwlwm Cenedlaethol yng Nghymru.

1 Os bwriedir i blant Cymru gael addysg sydd i'w chymharu â'r goreuon yn y byd, rhaid i'r blynyddoedd cynnar ac addysg gynradd fod yn eithriadol o dda. Yr ydym yn benderfynol o gynnig y canlynol:

- cyfleoedd o ansawdd dda i ddysgu yn y blynyddoedd cynnar ochr-yn-ochr â gofal plant a chymorth i ddysgu fel teulu lle bo'n briodol;
- asesiad trylwyr pan fyddant yn dechrau yn yr ysgol gynradd;
- rhaglen Cymru-gyfan i godi safonau llythrennedd (gyda sylw priodol i lafared) a rhifedd, a datblygu agweddau cadarnhaol at ddysgu;
- dosbarthiadau babanod llai o faint i gefnogi addysgu a dysgu mwy effeithiol.

Addysg y blynyddoedd cynnar

Fforymau blynyddoedd cynnar

2 Caiff addysg o ansawdd uchel ei sicrhau i bob plentyn pedair oed os dyna yw dymuniad eu rhieni; a phennir targedau ar gyfer darparu lleoedd i ddisgyblion tair oed. Mae yna draddodiad cryfach eisoes o ddarpariaeth yng Nghymru i blant o dan bump oed o'i chymharu â rhannau eraill o'r DU. Mae gan 90 y cant o blant pedair oed leoedd ysgol eisoes ac felly hefyd ychydig dros 50 y cant o blant tair oed. Yr ydym yn bwriadu i bob awdurdod lleol yng Nghymru adeiladu ar hyn drwy sefydlu fforwm blynyddoedd cynnar, yn cynrychioli'r ystod lawn o ddarparwyr a defnyddwyr addysg y blynyddoedd cynnar yn eu hardaloedd.

3 Bydd y fforymau'n adolygu'r gwasanaethau sydd ar gael, gan gynnwys rhoi cyngor i rieni cyn i'r plant ddechrau'r ysgol, a llunio cynlluniau datblygu ar gyfer y blynyddoedd cynnar. Bydd y cynlluniau hyn yn nodi sut mae'r awdurdodau lleol, gan gydweithredu â darparwyr preifat a chylchoedd chwarae, yn bwriadu gwasanaethu anghenion addysgol plant. Byddant yn rhoi sylw i ofynion plant sydd ag anghenion addysgol arbennig a'r galw am ddarpariaeth cyfrwng Cymraeg. Byddant hefyd yn rhoi sylw i bolisi'r Llywodraeth y dylai gwasanaethau hygyrch, fforddiadwy a hyblyg fod ar gael i rieni yn y blynyddoedd cynnar, a'r rheiny'n integreiddio addysg a gofal plant; a chyfrifoldeb presennol yr awdurdodau lleol i gynhyrchu cynlluniau gwasanaethau plant o dan Ddeddf Plant 1989.

4 Cyn hir byddwn yn dechrau ymgynghori ar fforymau blynyddoedd cynnar, cynnwys manwl cynlluniau datblygu'r blynyddoedd cynnar ac ar dargedau ar gyfer y ddarpariaeth i blant 3 oed. Dosbarthwn ganllawiau i'r awdurdodau lleol ac eraill yn yr hydref.

Ansawdd addysgol

5 Nid oes gwerth i addysg y blynyddoedd cynnar oni bai ei bod o ansawdd dda. Ymgynghorwn hefyd ar sicrwydd ansawdd, ac yn enwedig ynghylch:

- safonau cyffredin ym maes rheoleiddio ac arolygu;
- hyfforddi staff a chymwysterau;
- ffyrdd o wneud gwell defnydd o swyddogaeth bwysig rhieni.

6 Comisiynir SPAEM i gynnal arolygon o'r arferion gorau wrth i gynlluniau datblygu'r blynyddoedd cynnar ddod i rym ac i

ledaenu'r canlyniadau fel canllawiau.

Cwestiwn ar gyfer ymgynghori: Beth ddylai'r blaenoriaethau allweddol fod ar gyfer integreiddio gwasanaethau i ddiwallu anghenion rhieni a phlant?

Canlyniadau dysgu dymunol

7 Cafwyd croeso cynnes yng Nghymru i'r ddogfen Canlyniadau Dymunol i Ddysgu Plant Cyn Oedran Addysg Orfodol - a gyhoeddwyd gan ACAC. Mae'n nodi safonau ar gyfer addysg y blynyddoedd cynnar gan bwysleisio medrau llythrennedd, rhifedd, medrau personol a chymdeithasol cynnar a dysgu drwy chwarae. Cynlluniwyd y safonau i ddarparu camau cadarn cyntaf tuag at y Cwricwlwm Cenedlaethol. Edrychir eto ar y safonau hyn fel rhan o'r adolygiad cyffredinol o'r Cwricwlwm Cenedlaethol yng Nghymru, maes o law.

Asesu wrth ddechrau'r ysgol

8 Asesu'n disgyblion ieuaf pan fyddant yn dechrau'r ysgol yw'r cam cyntaf hanfodol ar y ffordd at wella medrau sylfaenol mewn llythrennedd a rhifedd. Bydd ACAC yn rhoi cyngor ar y ffordd orau o asesu galluedd ac anghenion plant yn eu crynswth ar ddechrau eu haddysg. Cynhelir astudiaethau peilot. Gan gymryd y canlyniadau i ystyriaeth, cyflwynir asesiadau sylfaenol o hydref 1998 ymlaen. Bydd hyn yn golygu partneriaeth agos rhwng rhieni ac athrawon. Bydd yn helpu'r athrawon i gadw llygad ar gynnydd y disgyblion wrth iddynt ddysgu a dangos y gwerth a ychwanegir gan yr ysgol. Darperir cymorth ychwanegol drwy raglen GCAH er mwyn galluogi athrawon i weithredu'r trefniadau asesu.

Cwestiwn ar gyfer ymgynghori: Pa wybodaeth o'r asesiadau a gynhelir pan fydd plant yn dechrau'r ysgol a fyddai o gymorth i rieni?

Codi safonau llythrennedd a rhifedd yn eu crynswth

Targedau

9 Mae yna fwy i addysg gynradd na llythrennedd a rhifedd. Ac eto mae'r medrau hyn wrth graidd yr hyn a wneir yn yr ysgolion cynradd. Hwylusio sylfaen popeth a ddysgir wedyn fel y mae SPAEM wedi pwysleisio yn ddiweddar yn *Tueddiadau a Materion yng Nghynllunio'r Cwricwlwm 11-16*. Gwyr yr ysgolion cynradd fod gadael camau adferol i'r ysgolion uwchradd yn anochel yn peryglu llwyddiant disgyblion. Yn wir mae angen atgyfnerthu'r medrau sylfaenol yn gyson, a'u hymestyn, drwy gydol addysg ffurfiol y disgyblion. Dyna pam y mae llythrennedd, rhifedd a dealltwriaeth wyddonol wrth graidd y Cwricwlwm Cenedlaethol yng Nghymru.

10 Gwelir amrywiadau eang rhwng perfformiad ysgolion cynradd Cymru, ac felly broblemau gwirioneddol wrth atgyfnerthu safonau uchel mewn llythrennedd a rhifedd ar y lefel uwchradd. Nid yw hyn bob amser yn adlewyrchu'r dalgylch. Er enghraifft, mewn ardaloedd amddifad mae rhai ysgolion yn gwneud yn sylweddol well nag eraill. Mae angen paratoi'r tir yn well yn 7-9 oed: dylai'r trosglwyddo o addysg gynradd i uwchradd fod yn llyfn, er mwyn manteisio'n llawn ar y gwaith a wneir ar ddiwedd Cyfnod Allweddol 2 sef o 9-11 oed: a dylid ymestyn y disgyblion yn fwy yn 11-13 oed. Bydd safonau'n codi'n sylweddol pan gaiff gallu'r disgyblion mewn iaith (llafaredd a llythrennedd) a mathemateg ei ymestyn ar draws y cwricwlwm cyfan. Dyna pam y mae'r canlynol yn hanfodol:

- bod **pob ysgol gynradd (prif-ffrwd ac arbennig)** yn pennu ac yn cyhoeddi eu **targedau eu hunain** ar gyfer gwelliant yn yr hanfodion yn rheolaidd;
- bod **pob ysgol uwchradd (prif-ffrwd ac arbennig)** yn pennu ac yn cyhoeddi eu **targedau cyrhaeddiad eu hunain** mewn adroddiadau blynyddol i rieni a llawlyfrau - gan roi sylw penodol i welliant mewn TGAU, safon uwch a chymwysterau galwedigaethol;
- bod gan **bob ysgol gynllun datblygu** yn rhoi manylion amcanion ar gyfer gwell perfformiad ym mhynciau craidd y Cwricwlwm Cenedlaethol - ac yn wir ymhob pwnc arall, gan gynnwys addysg grefyddol.

11 I helpu ysgolion i gyflawni hyn oll, mae angen ystod o dargedau Cymru-gyfan, a'r rheiny wedi'u dewis yn ddoeth, i'w llywio. Cynlluniwyd y rhain i hybu cynnydd cyflymach er mwyn goresgyn problemau cyrhaeddiad yn y pynciau craidd, yn enwedig llythrennedd a rhifedd, ac i sicrhau bod athrawon yn cael y cymorth parhaus y mae arnynt ei angen o bob cyfeiriad er mwyn sicrhau canlyniadau - a hynny yn gyflym. Mae unfrydedd barn eisoes yn dechrau dod i'r amlwg, a honno'n seiliedig ar gyngor ACAC y dylid pennu meincnodau clir y gall ysgolion fesur eu cynnydd yn eu herbyn o flwyddyn i flwyddyn. Felly

erbyn y flwyddyn 2000 yr ydym yn disgwyl:

- y dylai rhwng chwech a saith o bob deg o blant 11 oed gyrraedd lefel 4 neu'n well;
- y dylai rhwng chwech a saith o bob deg o blant 14 oed gyrraedd lefel 5 neu'n well.

Mae'r meincnodau hyn yn gymwys i ganlyniadau'r disgyblion fesul pwnc (Cymraeg neu Saesneg, mathemateg a gwyddoniaeth), fel y'u hadroddir drwy gyfrwng asesiad statudol gan athrawon a thasgau neu brofion statudol.

12 Dyma'r **cam cyntaf** - yn cynnwys **tair blynedd cyntaf y rhaglen** a nodwyd yn y Papur Gwyn hwn. **Byddai'r ail yn ymestyn y nodau hyn** am ddwy flynedd pellach ac felly cynigir erbyn **2002**:

- y dylai rhwng saith ac wyth o bob deg o blant 11 oed gyrraedd lefel 4 neu'n well;
- y dylai rhwng saith ac wyth o bob deg o blant 14 oed gyrraedd lefel 5 neu'n well - a'r rhain yn cael eu hadrodd ar yr un sail â'r meincnodau ar gyfer y flwyddyn 2000.

13 At ddibenion monitro ac atebolrwydd, ein bwriad yw y dylai data ar berfformiad, a'r targedau a bennir gan yr ysgolion eu hunain, fod yn gysylltiedig â'r targedau cenedlaethol hyn. Byddai gwybodaeth am gyrhaeddiad disgyblion mewn mathemateg, gwyddoniaeth a Chymraeg neu Saesneg mewn cyfuniad yn nodwedd ar y wybodaeth fel ar hyn o bryd. Câi'r un ymagwedd ei dwyn ymlaen yn achos ysgolion cynradd ac uwchradd fel ei gilydd - fel bod y pwyslais ar yr hanfodion yn cael ei gadw dros gyfnod o amser.

14 Ar yr un pryd, gwahoddir awdurdodau lleol a SPAEM i ganolbwyntio ar berfformiad ysgolion lle bydd y canlyniadau'n disgyn yn y 25 y cant isaf yn sgil asesiadau statudol yn 11 a 14 oed. Hybu gwell canlyniadau fydd y nod - ac yn wir codi eu perfformiad o leiaf 10-15 y cant erbyn 2002. Bydd SPAEM yn adrodd cyn hir ar arolwg a gynhaliwyd ganddynt ar gyflawniad a thangyflawniad yng Nghyfnod Allweddol 2. Mae ganddynt waith ar y gweill ar y camau sy'n cael eu cymryd gan ysgolion isel eu perfformiad i wella. Byddant yn cyhoeddi adroddiadau cryno byr ar safonau mewn Cymraeg, Saesneg a mathemateg mewn ysgolion cynradd ac uwchradd (gyda phwyslais arbennig ar lythrennedd a rhifedd) maes o law.

Cwestiynau ar gyfer ymgynghori: Pa strategaethau a fyddai o gymorth i rieni, athrawon, AALI, llywodraethwyr ac eraill i atgyfnerthu'r flaenoriaeth uchel sydd i'w rhoi i lythrennedd a rhifedd yn yr ysgolion cynradd ac wedyn?

A ydych yn cytuno bod y meincnodau a'r targedau a nodir uchod yn ddigon ymestynnol a realistig?

A ddylid mireinio'r meincnodau ar gyfer 2002 ymhellach byth i bennu targedu unigol ar gyfer Cymraeg neu Saesneg a mathemateg yn unig, i'r graddau:

- y dylai 75 y cant o ddisgyblion 11 a 14 gyrraedd y safonau a ddisgwyli'r oddi wrth y mwyafrif yn yr oedran hwnnw mewn mathemateg; ac
- y dylai 80 y cant o ddisgyblion 11 a 14 gyrraedd y safonau a ddisgwyli'r oddi wrth y mwyafrif yn yr oedran hwnnw mewn Cymraeg neu Saesneg?

Athrawon ardderchog

15 Mae angen i bob athro ac athrawes gynradd ac arbennig wybod sut i addysgu darllen a mathemateg yn unol â'r arferion gorau sydd wedi profi eu gwerth. Yn ôl llawer o athrawon, mae ymagwedd Iwyddiannus yn cynnwys:

- neilltuo amser yn feunyddiol i agweddau ar lythrennedd a rhifedd lle defnyddir cydbwysedd o addysgu dosbarth cyfan, grwpiau ac unigolion, a hynny o dan gyfarwyddyd cadarn a thrylwyr yr athro neu'r athrawes i ennyn brwdfrydedd ac ysgogi'r plant;
- asesiad rheolaidd ar gynydd y disgyblion er mwyn galluogi'r addysgu i gael ei deilwra yn union i'r cyfnod yn eu datblygiad;
- addysgu ffoneg mewn darllen yn systemataidd yn ogystal â medrau ar lefel brawddeg a thestun;
- datblygu adeiladol ar allu'r disgyblion mewn rhifydddeg pen ac ar ddefnyddio mathemateg mewn ffyrdd ymarferol a bywiog.

Mae SPAEM eisoes wedi cyhoeddi adolygiad o'r arferion llwyddiannus wrth addysgu darllen o dan y teitl Gwella Darllen Disgyblion: arolwg o chwe phroject darllen a gyllidir gan y Swyddfa Gymreig. Yn ogystal, mae Fframwaith SPAEM ar gyfer

arolygu ysgolion yn rhoi syniad clir o'r hyn y mae'r arolygwyr yn chwilio amdano wrth addysgu darllen, ysgrifennu, siarad a gwrando mewn Cymraeg a Saesneg, ac mewn medrau rhif. Byddem yn croesawu sylwadau ar y canlynol:

- i ba raddau y mae'r ymagweddau llwyddiannus hyn eisoes yn cael eu defnyddio'n helaeth, neu y dylid eu defnyddio'n fwy cyffredinol yng Nghymru;
- y dulliau sydd wedi bod o gymorth arbennig i athrawon Cymru wrth gynnal cyfeiriad eu haddysgu a datblygu arbenigedd o dan eu hamgylchiadau penodol.

Tair blynedd: naw mesur

16 Mae'r blynyddoedd academaidd hyd at 2000-2001 yn holl-bwysig ar gyfer cyrraedd y nodau ar gyfer 2002. Yr ydym yn disgwyl creu a pharhau â hwb i wneud cynnydd yn gynnar ac yn gyflym. Felly:

- caiff elfen bwysig o'r **rhaglen GCAH** ei neilltuo i godi safonau ym maes llythrennedd a rhifedd. Bydd cydran newydd yn fodd i AALI ac ysgolion ddefnyddio ymagweddau arloesol at godi safonau. Gwahoddir yr AALI i baratoi a gweithredu cynlluniau lleol i ffocysu hyfforddiant dwys, cefnogaeth a chymorth ymgynghorol ar wella safonau llythrennedd a rhifedd yn yr ysgolion drwy ddefnyddio modelau a ddyfeisiwyd eisoes ar lefel yr awdurdodau lleol yng Nghymru;
- bydd SPAEM yn cyhoeddi cyngor i athrawon ar sut mae **rheoli amser** er mwyn rhoi pwys priodol ar llythrennedd a rhifedd o fewn cyd-destun y Cwricwlwm Cenedlaethol ehangach i Gymru. Cydategir hyn â chanllawiau ar arferion da wrth bennu targedau yn yr ysgolion cynradd a gyhoeddir cyn hir;
- gofynnir i ACAC roi canllawiau i'r ysgolion ar roi **profion syml o oedran darllen cronolegol yn 9 oed**. Anogir yr ysgolion i ddadansoddi'r canlyniadau yn systemataidd, pennu targedau ar gyfer gwelliant ac adrodd y canlyniadau i'r rhieni;
- bydd ACAC yn cyhoeddi **canllawiau diwygiedig i lywodraethwyr** ar hybu arferion da wrth godi safonau llythrennedd a rhifedd yn yr ysgolion cynradd. Bydd y rhain yn cynnwys enghreifftiau o wahanol fodelau ar gyfer adrodd i rieni yn effeithiol, ar ddiwedd yr asesiadau diwedd-cyfnod ac yn y blynyddoedd rhyngddynt;
- bydd pob awdurdod lleol yn parhau â'u gwaith gyda'r Asiantaeth Medrau Sylfaenol i gefnogi **cynlluniau llythrennedd teulu** a chydau'r CHM i hybu gweithgareddau addysgol gwerthfawr y tu allan i oriau i godi safonau llythrennedd a rhifedd.
- Cânt eu hannog i ymestyn eu cyrraedd i leoliadau eraill lle mae ymagweddau aml-ddisgyblaeth yn berthnasol, megis llochesau, cynteddau, canolfannau teulu a gofal plant;
- bydd y Swyddfa Gymreig yn gofalu bod defnydd llawnach yn cael ei wneud o **gymorth gwirfoddol ac arall** - a hynny drwy Chwarae Teg, Education Extra, y Rhaglen Gwirfoddolwyr sydd wedi Ymddeol a Gwirfoddolwyr Hyn er enghraifft - i ganolbwyntio mwy o gymorth ar blant sydd â'r anawsterau mwyaf yn arbennig yn y sector cynradd, ac i hybu safonau uwch mewn cydweithrediad ag ysgolion;
- bydd y Swyddfa Gymreig yn pwysu a mesur gwaith CLILC ar y **ddarpariaeth ar gyfer addysg gynradd** ac ymgynghoriad ar wahân gan y Swyddfa Gymreig ar gydbwysedd priodol buddsoddiadau ar gyfer y sector cynradd yn GCAH. Yn yr achos olaf mae'r AALI eisoes wedi sicrhau, neu maent ar fin sicrhau, rhaniad 60:40 o blaid y sector cynradd;
- caiff **cysylltiadau addysg-busnes** sydd wedi cael effaith mor rymus wrth greu mentrau cadarnhaol a mentora cadarn ar gyfer llythrennedd a rhifedd ar y lefel uwchradd eu hymestyn i gynnwys Cymru gyfan erbyn 1999, er mwyn sicrhau bod mwy o ysgolion cynradd yn elwa ar gymorth cyflogwyr;
- caiff **rhaglen gofal plant y tu allan i oriau** yng Nghymru gydran addysgol am y tro cyntaf yn ystod gwyliau'r haf ym 1997. Bydd hyn yn dod â chymorth newydd i ddatblygu medrau llythrennedd a rhifedd rhai o blant mwyaf difreintiedig ein cymuned. Caiff y cynllun ei dreiglo ymlaen at y dyfodol, gan ddibynnu ar ganlyniadau'r gwaith pwysu a mesur.

Cwestiwn ar gyfer ymgynghori: Pa fesurau eraill a allai helpu i wireddu'r targedau a'r meincnodau ar gyfer 2000 a 2002?

Dosbarthiadau llai

17 Caiff maint dosbarthiadau ei leihau ar gyfer disgyblion 5, 6 a 7 oed o fewn y pum mlynedd nesaf. Bydd hyn yn ffactor allweddol wrth sicrhau gwell canlyniadau. Mae adroddiadau SPAEM yn cadarnhau pwysigrwydd maint y dosbarth i blant iau. Nid yw dosbarthiadau llai yn yr oedran hwn yn gwarantu canlyniadau da ond fe allant wneud cyfraniad o bwys drwy alluogi'r athrawon i dreulio mwy o amser gyda phob plentyn; nodi anghenion ac anawsterau disgyblion unigol yn gynnar, a chynnig y cymorth y mae ar blant ei angen i feistrolï'r hanfodion.

18 Bydd y Swyddfa Gymreig yn gweithio gyda CLILC, gydag awdurdodau lleol ac ysgolion unigol lle bo'n briodol er mwyn sicrhau bod y gostyngiad ym maint dosbarthiadau yn cael ei reoli'n dda ac yn gost-effeithiol. Gwahoddir yr awdurdodau lleol cyn hir i ddechrau gwaith ar lunio cynlluniau gweithredu i fynd ati i leihau maint dosbarthiadau babanod o dipyn i beth i fodloni'r targed. Telir y costau drwy ddirwyn y Cynllun Cymorth Lleoedd i ben yn raddol ac aildosbarthu'r arian fel y bydd y llawer, yn hytrach na'r ychydig, ar eu hennill. Bydd y Mesur Addysg (Ysgolion) sydd gerbron y Senedd ar hyn o bryd yn dileu'r Cynllun Cymorth Lleoedd o dipyn i beth ac yn datgloi cronfeydd o 1998 ymlaen.

Crynodeb

Mae'r bennod hon yn nodi sut yr ydym yn bwriadu darparu sylfaen gadarn i addysg pob plentyn.

O dan ein cynigion, erbyn 2002 fe geir:

- addysg o safon uchel i bob disgybl 4 oed os dyna yw dymuniad eu rhieni;
- fforwm blynyddoedd cynnar yn ardal pob awdurdod lleol i gyfrannu at gynlluniau datblygu'r blynyddoedd cynnar;
- enghreifftiau ardderchog o wasanaethau integredig ym mhob awdurdod lleol i gefnogi canlyniadau addysgol da y blynyddoedd cynnar;
- asesiad sylfaenol o'r holl blant sy'n dechrau'r ysgol gynradd;
- gwelliant aruthrol mewn cyraeddiadau ym mhynciau craidd y cwricwlwm - Cymraeg iaith gyntaf, mathemateg, Saesneg a gwyddoniaeth;
- tystiolaeth o newid mawr mewn cyrhaeddiad yn erbyn meincnodau a thargedau Cymru-gyfan;
- dosbarthiadau o 30 neu lai ar gyfer pob disgybl 5, 6 a 7 oed.

Materion ar gyfer ymgynghori

Byddem yn croesawu ymatebion i'r holl gynigion a nodir yma. Yn arbennig:

- beth ddylai'r blaenoriaethau allweddol ar gyfer darpariaeth y blynyddoedd cynnar fod, ac integreiddio gwasanaethau, i ddiwallu anghenion rhieni a phlant yng Nghymru?
- pa wybodaeth o'r asesiadau a gynhelir pan fydd plant yn dechrau'r ysgol a fyddai'n ddefnyddiol i rieni?
- pa strategaethau a fyddai o gymorth i rieni, awdurdodau lleol, athrawon, llywodraethwyr ac eraill i atgyfnerthu'r flaenoriaeth uchel sydd i'w rhoi i Iythrennedd a rhifedd yn yr ysgolion cynradd ac wedyn?
- a fyddai athrawon yn gyffredinol yn ategu'r dulliau sy'n effeithiol ym marn llawer o ysgolion wrth greu canlyniadau da yn addysg y plant mewn llythrennedd a rhifedd. Pa rai eraill y gellid eu hychwanegu at y rhestr i'w hystyried gan y proffesiwn?
- a ydych yn meddwl bod y meincnodau a'r targedau a nodir yn y bennod hon ar gyfer Cymru yn ddigon ymestynnol a realistig?
- a ddylai'r meincnodau ar gyfer 2002 gael eu mireinio ymhellach byth i bennu targedau ar gyfer Cymraeg neu Saesneg a mathemateg yn unig?

- pa fesurau eraill a allai helpu i gyrraedd y targedau a'r meini nodau ar gyfer 2000 a 2002?

Mae ymgynghoriad ychwanegol a manylach yn cael ei gynnal:

- ar gynlluniau a fforymau datblygu'r blynyddoedd cynnar;
 - ar ddosbarthiadau llai.
-
-

Pennod 4: Safonau, Canlyniadau ac Atebolrwydd

Bellach mae gan ysgolion y wybodaeth angenrheidiol am berfformiad disgyblion i ddatblygu eu cynlluniau eu hunain i godi safonau. Ond bydd ar y mwyafrif ohonynt angen cymorth. Rhaid seilio'r cymorth hwnnw ar ddealltwriaeth glir o swyddogaeth yr ysgolion a'u partneriaid - yr awdurdodau lleol, SPAEM a'r Swyddfa Gymreig ymhlith eraill - ac ar ymglymiad y Swyddfa Gymreig, wrth bennu'r agenda ac wrth gefnogi ysgolion a'r awdurdodau lleol.

1 Mae safonau'n codi gyflymaf lle bo'r ysgolion eu hunain yn ysgwyddo'r cyfrifoldeb dros eu gwelliant eu hunain. Felly mae ar ysgolion angen y cydbwysedd iawn o bwysau a chefnogaeth o du'r llywodraeth ganolog a lleol. Gwelsant ddigon o bwysau yn y gorffennol, rhywfaint ohono'n gadarnhaol, ond heb fod yn llwyddiannus i gyd o ran codi safonau. Gwelwyd gormod o ganolbwytio ar drefniadaeth ysgolion, ar draul gwell addysgu a dysgu. Ac mae gormod o ysgolion Cymru'n perfformio'n waeth nag y gallent. Rhaid i ni roi sylw i hyn drwy ymagweddau systemataidd sy'n symbylu ac yn gwobrwyo gwelliant cyson. Y math delfrydol o bwysau ar ysgolion yw pennu **targedau** cenedlaethol clir, uchelgeisiol ond cyraeddadwy er mwyn codi safonau dros gyfnod diffiniedig a chyfuno hyn â fframwaith clir o atebolrwydd. Mae'r Papur Gwyn Cymreig hwn yn cymryd cam mawr ymlaen drwy gyhoeddi meincnodau a thargedau ymestynnol a diamwys hyd at y flwyddyn 2002 - a thrwy wahodd sylwadau ar sut y dylid eu mireinio.

2 Rhaid hefyd gwella'r **cymorth** a roddir gan y llywodraeth ganolog a llywodraeth leol i'r ysgolion, yn arbennig i ddatblygu gwell mesurau o berfformiad a chynnydd. Mae ar ysgolion angen cymorth i gyflwyno systemau sicrwydd ansawdd o fewn fframweithiau a sefydlwyd gan SPAEM sy'n canolbwytio ar safonau addysgu a dysgu; a hynny o fewn cylch blynyddol o hunan-adolygu a gefnogir gan bob awdurdod lleol ac a ddilysir gan SPAEM. Yn eu tro, mae ar yr awdurdodau lleol angen cymorth y Swyddfa Gymreig. Ochr-yn-ochr â hunan-welliant systemataidd i ysgolion, rhaid i archwiliadau allanol rheolaidd o ansawdd uchel ar ysgolion ac awdurdodau lleol gan SPAEM barhau er mwyn canfod a lledaenu arferion da a mynd i'r afael â thanberfformiad. Rhoddwyd yr esgus weithiau 'na allwch ddisgwyl cyrhaeddiad uchel gan blant mewn ardal ddirywiedig fel hon'. Yn aml cafwyd y gwrthwyneb: mae ysgolion mewn amgylchiadau cyffyrddus wedi llaesu dwylo a derbyn perfformiad cyfartalog, lle dylent anelu at ragoriaeth. Ceir llawer enghraifft o ysgolion cynradd ac uwchradd yng Nghymru sy'n torri'r moldiau hyn. Bellach mae angen i ni gyfeirio egni a doniau pawb yn un ymdrech bendant tuag at gyflawniad uwch ymhlith disgyblion. Mae hyn yn cynnwys anghenion pawb. Bydd argymhellion y grwp tasgau ar gymorth partneriaeth i ddisgyblion lleiafrifoedd ethnig, sef grwp o dan gadeiryddiaeth un o'r Gweinidogion, yn cael eu cymhwyso'n briodol ar gyfer Cymru er mwyn agor llwybrau i wir gydraddoldeb cyfleoedd.

Mesur perfformiad er mwyn codi safonau a disgwyliadau

3 Hwyrach mai disgwyliadau isel fu achos isorweddol grymusaf perfformiad isel ein hysgolion. Mae gormod o athrawon, rhieni a disgyblion yng Nghymru wedi dod i dderbyn terfyn ar gyrhaeddiad sy'n llawer is na gwir botensial y plant.

Asesiadau'r Cwricwlwm Cenedlaethol

4 Beth bynnag fo'u cefndir, gall disgyblion gyflawni canlyniadau ardderchog os cânt eu haddysgu a'u hysgogi'n dda. Yn ymarferol, mae ysgolion â mewnlifiad tebyg, p'un a fesurir yn ôl ffactorau cymdeithasol ac economaidd neu yn ôl cyrhaeddiad blaenorol, yn cyflawni canlyniadau gwahanol iawn. Mae'r gwahaniaeth hwn yn fesur bras o effeithiolrwydd yr ysgol wrth addysgu ac ysgogi'r disgyblion. Bellach gallwn gymharu am fod gennym, am y tro cyntaf, fesurau digon cyson o gyrhaeddiad disgyblion ar lefel yr ysgol ym mhob Cyfnod Allweddol o'r Cwricwlwm Cenedlaethol. Hefyd, ar ôl sefydlu asesiadau sylfaenol, bydd yn bosibl mesur cynnydd unrhyw ddisgybl drwy ei yrfa yn yr ysgol, a chymharu'r disgybl hwnnw hefyd ag unigolion neu grwpiau eraill. Credwn ei bod yn hanfodol defnyddio'r wybodaeth newydd am gynnydd yn effeithiol, o safbwynt atebolrwydd a gwelliant. Felly ymgynghorir ar gynigion ar gyfer gwelliannau pellach wrth gasglu a defnyddio data perfformiad disgyblion.

Data perfformiad

5 Dylai'r awdurdodau lleol chwarae rhan lawer mwy canolog wrth drefnu bod data am berfformiad disgyblion ar gael yn gyhoeddus. Yn y dyfodol, rhoddir tablau perfformiad ysgolion uwchradd i'r awdurdodau cyn eu cyhoeddi.

6 Mae angen i ni roi gwell gwybodaeth i rieni ac eraill er mwyn cydategu'r tablau perfformiad presennol. Yr hyn a roddir yn y rhain yw awgrym o gyrhaeddiad absoliwt ar lefel yr ysgol. Cyn hir bydd modd dangos hefyd fesur o gynnydd y disgyblion. Ni ellir gwneud hyn ar unwaith, am nad oes data am eu cyraeddiadau blaenorol ar gael yn gyson am bob Cyfnod Allweddol. Ond fe ellir ei gyflwyno o dipyn i beth. Hefyd mae yna swyddogaeth bwysig i'r awdurdodau lleol wrth roi data cymaradwy lleol i'w hysgolion. Mae llawer o'r awdurdodau gorau eisoes yn rhoi dadansoddiadau perfformiad o ansawdd uchel i'w hysgolion.

Dilyn trywydd disgyblion

7 Cyfyngir cynnydd tuag at ddadansoddiad dibynadwy o ddata perfformiad disgyblion ar lefel yr ysgol neu'r awdurdod lleol er mwyn gwella ysgolion am ei bod yn anodd dilyn trywydd disgyblion wrth iddynt symud o ysgol i ysgol. Gan hynny ymgynghorir ynghylch system syml o ddynodwyr unigryw i ddisgyblion. Yn y bôn, gallai'r disgybl gael rhif cyfeirio wrth fynd i mewn i'w ysgol gyntaf, gan ei gadw nes ymadael â'r system ysgolion. Wedyn câi canlyniadau pob prawf asesu o dan y Cwricwlwm Cenedlaethol a phob prawf asesu arall ei gofnodi o dan y cyfeirnod hwnnw. Byddai'r ysgol yn cadw'r data ar unigolion yn gyfrinachol, gan ei drosglwyddo gyda'r disgybl i'r ysgol nesaf, nes ei drosglwyddo i'r disgybl ei hun wrth ymadael â'r system ysgolion.

Pennu targedau ysgolion

8 Rhaid cyhoeddi data perfformiad er mwyn sicrhau atebolrwydd cyhoeddus; dathlu llwyddiant; a hwyluso cymariaethau rhwng ysgolion. Yr un mor bwysig â hyn, rhaid defnyddio'r data i godi safonau **o fewn** ysgolion, drwy dargedau ar lefel yr ysgol. Mae data perfformiad dibynadwy a chyson yn fodd i athrawon asesu perfformiad eu disgyblion a newid eu strategaethau addysgu yn unol â hynny. Ceir tystiolaeth glir o'r manteision a geir pan fydd athrawon yn defnyddio'r wybodaeth hon mewn ffordd fuddiol. Mae cymharu perfformiad mewn gwahanol bynciau, dosbarthiadau, grwpiau blwyddyn ac mewn ffyrdd eraill, yn creu gwell canlyniadau ac yn helpu i gyrraedd targedau gwella sy'n cymryd man cychwyn y plant o dan sylw i ystyriaeth yn llawn.

9 Mae ysgolion yn dechrau o wahanol lefelau o gyrhaeddiad. Rhaid i bob un bennu ei thargedau ei hun, gan gymryd ei chyraeddiadau presennol i ystyriaeth ond gan geisio gwella o flwyddyn i flwyddyn. Ni ddylent wneud hyn ar eu pen eu hunain. Rhaid i'r ysgolion allu meincodi eu hymdrechion eu hunain yn erbyn ystod o dargedau a bennir ar gyfer Cymru gyfan. Dylai pob ysgol fod mewn sefyllfa i bwysu a mesur ei pherfformiad ei hun yn erbyn perfformiad ysgolion tebyg, heb ganiatáu i'w huchelgais a'i hymdrechion gael eu cyfyngu gan safonau ysgolion cyfatebol.

Cwestiwn ar gyfer ymgynghori: Beth yw'r ffordd orau i ysgolion ac AALI sicrhau eu bod yn defnyddio gwaith pennu targedau mor sensitif ac effeithiol â phosibl i godi safonau ar sail yr ysgol gyfan a'r adran?

Beth arall y gallwn ei wneud i ddathlu ysgolion ac athrawon llwyddiannus?

Y cydbwysedd rhwng pwysau a chymorth

Cyfrifoldebau clir

10 Yr ysgolion eu hunain sy'n bennaf cyfrifol am godi safonau a sicrhau canlyniadau ardderchog, drwy gyfrwng cymorth a heriadau o du'r rhieni mwyaf gwybodus ac aelodau eraill o'u cymunedau lleol. Ond dim ond os bydd yr awdurdodau lleol, llywodraethwyr, SPAEM a'r Swyddfa Gymreig yn chwarae eu rhan y gall ysgolion gyflawni eu cyfrifoldebau yn gyflym ac yn llwyddiannus.

Swyddogaeth yr awdurdod lleol (AALI)

11 Nid mynnu rheolaeth yw swyddogaeth yr AALI. Bydd AALI effeithiol yn creu'r amodau sy'n annog ysgolion lleol i ysgwyddo'r cyfrifoldeb dros eu gwella eu hunain. I wneud hyn bydd ar bob AALI angen gwybodaeth dda iawn o'i hysgolion, ar sail gwaith monitro effeithiol, a'r gallu i'w helpu i wella. Rhaid i'r AALI ddangos i'w hysgolion eu hunain, i rieni, i'r etholwyr lleol ac i'r cyhoedd yn ehangach eu bod yn gwneud gwaith da wrth wella'u hysgolion. Yn sgil ad-drefnu llywodraeth leol yn Ebrill 1996, mae gan y mwyafrif o'r 22 o awdurdodau unedol lawer llai o ysgolion i weithio gyda hwy nag o'r blaen. Mae eu graddfa yn golygu bod gan AALI Cymru gyfle arbennig i helpu i godi safonau. Mae llawer eisoes yn manteisio i'r eithaf ar y cyfle.

Cynlluniau Strategol Addysg

12 At y dyfodol, bwriedir ei gwneud yn ofynnol i bob AALI yng Nghymru baratoi Cynllun Strategol Addysg (CSA), i nodi sut y bydd yn helpu ei ysgolion i wella, a chan gynnwys datganiad o'r targedau perfformiad a bennwyd gan yr ysgolion ar ôl

ymgynggori â'r AALI. Dylai'r cynllun gael ei lunio gan gymryd i ystyriaeth gyfrifoldebau ehangach yr AALI, er enghraifft wrth gynllunio lleoedd ysgol, sefydlu cynlluniau RhLY a chynnwys busnes mewn partneriaeth. Ni ddylid credu mai cynnwys gwaith y trefnyddion yn unig a wna'r cynllun.

13 Bydd Adran Addysg y Swyddfa Gymreig yn cynnig canllawiau a chymorth i'r AALI wrth lunio cynlluniau cadarn sy'n cymryd arferion da AALI eraill i ystyriaeth. Ar ôl ei gwblhau, bydd pob awdurdod lleol yn cyflwyno'i CSA i'r Ysgrifennydd Gwladol iddo yntau ei gymeradwyo. Ymgynghorir â SPAEM cyn y gellir rhoi cymeradwyaeth. Yna disgwylir i'r AALI fod yn atebol am y targedau a'r ymrwymadau sydd yn y cynllun. Bydd hwnnw'n cynnwys cyfnod o dair blynedd, a chaiff ei adolygu bob blwyddyn. Yng Nghymru, rhagwelir ymagwedd debyg iawn i'r ymagwedd a fabwysiadwyd ar gyfer craffu ar Strategaethau Tai a Chynlluniau Gweithredu, sydd eisoes yn gyfarwydd i'r awdurdodau lleol yma. Bydd CSA yn cael eu cyflwyno fesul tipyn ac yn llwyr weithredol o 1 Awst 1999 ymlaen.

14 Bydd y broses o gytuno ar CSA a'u monitro yn wahanol, ond yn gysylltiedig â'r rhaglen reolaidd o arolygu AALI gan SPAEM. O gofio profiad yr AALI wrth helpu'r ysgolion i sicrhau safonau uwch, a'r berthynas sefydledig rhwng AALI a'r Swyddfa Gymreig, ni fyddem yn disgwyl gweld unrhyw AALI yng Nghymru yn tan-berfformio yn erbyn meini prawf gwrthrychol. Er hynny, pe bai hynny'n digwydd, bwriedir i'r Ysgrifennydd Gwladol gael gorchymyn arolygiad cynharach. Pe bai'r arolygiad hwnnw'n cadarnhau bod yr AALI yn methu â chyflwyno safon dderbyniol o gymorth i'w ysgolion neu â chyflawni swyddogaethau penodedig eraill, yna gallai'r Ysgrifennydd Gwladol ymyrryd, naill ai drwy gyfarwyddo'r swyddogion neu drwy alluogi eraill i gyflawni'r swyddogaethau hynny nes i'r awdurdod ddangos y gallai ail-ysgwyddo'i holl gyfrifoldebau. Bydd hyn yn gofyn am ddeddfwriaeth a chynhwysir y darpariaethau cyfreithiol angenrheidiol yn y Mesur Addysg a gyflwynir gan y Llywodraeth yn yr hydref.

Cwestiwn ar gyfer ymgynghori: Faint o waith AALI y dylid ei gynnwys mewn CSA?

Cymorth i lywodraethwyr ysgol

15 Yr ydym hefyd yn ystyried dau ddewis i wneud y berthynas rhwng llywodraethwyr a'r awdurdodau lleol yn fwy cynhyrchiol byth.

16 Yn gyntaf, mae angen i'r awdurdod lleol allu gweithredu lle bo'n credu bod pennaeth anaddas ar fin cael ei benodi. Mae ansawdd y pennaeth yn ffactor holl-bwysig yn llwyddiant yr ysgol. Gall penodiad annoeth beri problemau difrifol a pharhaus i bawb. Ni ddylai AALI benderfynu penodi pennaeth: mater i'r corff llywodraethu yw hynny. Ond cyn y gellir cadarnhau penodiad, dylai'r corff llywodraethu roi gwybod i'r AALI. Pe credai'r AALI fod yr ymgeisydd arfaethedig yn anaddas, byddai ganddo hawl i gyflwyno sylwadau ffurfiol i'r llywodraethwyr a byddai rhaid iddynt hwythau eu hystyried ac ymateb iddynt.

17 Yn ail, gallai data'r AALI dynnu sylw at danberfformiad difrifol. O dan yr amgylchiadau hynny gall fod gan yr awdurdod farn ar berfformiad cymaradwy'r pennaeth a allai helpu'r llywodraethwyr wrth gloriannu'r Pennaeth bob blwyddyn. Os oes amheuan difrifol am berfformiad yr ysgol, mae'n dilyn y dylai fod gan yr AALI hawl i gyflwyno adroddiadau i gyrrff llywodraethu, sef adroddiadau y byddai ar y llywodraethwyr ddyletswydd i'w hystyried.

Cwestiynau ar gyfer ymgynghori: A oes unrhyw faterion eraill lle gallai llywodraethwyr elwa ar gymorth yr AALI - hwyrach i gynnal llif ddwy-ffordd dda o wybodaeth am berfformiad ysgolion?

A ddylai cynadleddau rhanbarthol blyneddol gyda llywodraethwyr barhau ac os felly pa bynciau y dylid eu trafod yn rheolaidd i helpu i godi safonau ysgolion?

Ysgolion sy'n methu

18 Ychydig yw'r ysgolion yng Nghymru a nodwyd yn ffurfiol fel rhai sy'n methu â darparu lefel dderbyniol o addysg nes bod arnynt angen mesurau arbennig. Mae hyn yn destun clod mawr i'r ysgolion eu hunain. Mae'n adlewyrchu hefyd ddulliau SPAEM o roi sylw rheolaidd ychwanegol i ysgolion sy'n tanberfformio gyda llai na dau o bob 10 disgybl yn ennill 5 TGAU graddau A* i C, neu sy'n peri pryder mewn ffyrdd eraill. Yn y dyfodol, bydd ysgolion cynradd ac uwchradd y mae eu canlyniadau'n syrthio i'r 25 y cant isaf yn yr amrediad o berfformiad yn cael sylw arbennig yn awtomatig. Yn sgil arolygiad, bydd SPAEM yn adolygu pob cynllun gweithredu yn ofalus: lle nad yw'r ysgolion yn pennu targedau digon ymestynnol ar gyfer gwella, mae'n ofynnol iddynt eu diwygio. Eir ar drywydd y cynnydd wrth weithredu'r cynlluniau gyda chymorth a chanllawiau oddi wrth SPAEM bob amser.

19 Pe bai ysgol yng Nghymru a enwyd gan yr arolygiaeth fel un y byddai angen mesurau arbennig ar ei chyfer byth yn methu ag ymateb, yna yr ydym yn bwriadu y câi camau eu cymryd i ddechrau o'r newydd. Gallai hyn olygu ei chau, a throsglwyddo'r disgyblion i ysgolion mwy llwyddiannus neu gyflwyno rheolwyr newydd, er enghraifft. Y bwriad fyddai dileu rhai o'r rhwystrau cyfreithiol a gweinyddol sy'n atal dechrau o'r newydd, ac i'r Ysgrifennydd Gwladol gael pwerau i orfodi awdurdod lleol i gau ysgol sy'n methu os byddai hynny'n ymddangos fel y cwrs gorau.

20 Yn ychwanegol at hyn, gall fod lle i ddechrau gweithdrefnau rhybudd cynnar er mwyn i'r AALI wahodd y corff llywodraethu i baratoi cynllun gweithredu pe bai gan yr AALI bryderon am yr ysgol. Lle byddai'r llywodraethwyr yn methu â chyflwyno cynllun, neu â gweithredu cynllun, yna gellid cyfiawnhau bod yr AALI yn rhoi'r gorau i ddirprwyo'r gyllideb neu'n penodi llywodraethwyr ychwanegol - fel y gall ei wneud pan ddaw ysgol o dan fesurau arbennig ar hyn o bryd. At hynny, gallai'r AALI ofyn i SPAEM gynnal arolygiad llawn yn gynharach na'r amserlen arferol.

Cwestiwn ar gyfer ymgynghori: Sut y gall y weithdrefn rhybudd cynnar arfaethedig gynnal cydbwysedd rhwng dyletswyddau'r ysgol a'r AALI dros wella safonau?

Adolygu'r system arolygu annibynnol

21 Mae'r system arolygu annibynnol yng Nghymru yn gweithredu yn ôl cylch a fframwaith gofynion ar wahân. Fe'i hadolygir gan SPAEM cyn diwedd y cylch presennol ar gyfer y sectorau cynradd ac uwchradd. Dechreuir ymgynghori yn nes ymlaen eleni. Mae'n amlwg:

- y bydd yna arolygu rheolaidd ar gyfer pob ysgol o hyd; ac
- y dylai'r cylch nesaf gymryd i ystyriaeth brofiad y cylch blaenorol a'r data a gasglwyd ynddo.

22 Ymhlith pethau eraill bydd SPAEM yn ymgynghori ar y canlynol:

- y lle ar gyfer hunan-asesu yn yr ysgol rhwng arolygiadau;
- i ba raddau y dylid arolygu pob ysgol i'r un lefel;
- i ba raddau y dylai arolygiadau roi mwy o sylw i arferion dosbarth.

23 Bydd SPAEM yn dechrau arolygu gwaith AALI i wella ysgolion drwy gynnal adolygiad cyffredinol o'r dulliau a ddefnyddir gan yr AALI ar hyn o bryd yn gyntaf. SPAEM fydd yn arwain unrhyw arolygiad a fydd yn cynnwys y Comisiwn Archwilio.

Y Swyddfa Gymreig: dod â'r cyfan ynghyd

24 Mae gan y Swyddfa Gyfrifoldeb parhaus dros wireddu dymuniadau'r Gweinidogion y dylai gynnig arweiniad a chreu hinsawdd sy'n gydnaws â chanlyniadau addysgol da. Richard Davies yw pennaeth Adran Addysg y Swyddfa Gymreig. Mae'n

cynnwys Adran Gweinyddu Ysgolion ac Adran Perfformiad Ysgolion, o dan arweiniad Elizabeth Taylor a John Howells yn eu trefn, gyda'r cyfrifoldeb allweddol dros godi safonau. Ynghyd â'r Adran Addysg Bellach ac Uwch o dan arweiniad Derek Adams, maent yn cydweithio'n agos gyda changen hyfforddiant Adran Diwydiant y Swyddfa Gymreig o dan arweiniad Derek Jones. Ymhlith pethau eraill bydd y Swyddfa Gymreig yn gweithredu er mwyn:

- helpu i leihau maint dosbarthiadau disgyblion 5, 6 a 7 oed;
- cefnogi'r Grwp Gweithredu Addysg a Hyfforddiant;
- cydgysylltu ymdrechion CCABC, CCAUC, ACAC, Uned TTA yng Nghymru, NCET, ac Adran Cyfarwyddyd Ystadegau y Swyddfa Gymreig gan weithio ar y cyd â SPAEM, AALI ac eraill;
- bwrw ymlaen â'r rhaglen ar gyfer gwella ysgolion a nodir yn y Papur Gwyn hwn a chyflwyno adroddiadau cyson arni;
- cynghori'r Ysgrifennydd Gwladol ar ei gylch gwaith blynyddol ar gyfer SPAEM ar sail yr amcanion yn y Papur Gwyn hwn;
- gweithio gyda'r awdurdodau lleol i sefydlu Cynlluniau Strategol Addysg a chyhoeddi data gwerthfawr i wasanaeth addysg Cymru yn gyffredinol.

Crynodeb

Mae'r bennod hon yn nodi'r ymagwedd a arddelwn tuag at fwrw ymlaen â defnyddio data i godi safonau addysgol drwyddi draw. Erbyn y flwyddyn 2000:

- yr ysgolion fydd yn gyfrifol am gyrraedd eu targedau ymestynnol;
- bydd data ar gael i ddangos cynnydd disgyblion yn yr ysgol a faint y mae'r ysgolion yn eu helpu i gyflawni;
- bydd Cynllun Strategol Addysg yr awdurdodau lleol wedi ennill ei blwyf fel y prif offeryn i gefnogi, ond nid i reoli, gwaith ysgolion a'u Llywodraethwyr wrth wella perfformiad;
- bydd yna well cyfathrebu deuol byth rhwng llywodraethwyr ac ALLI;
- bydd SPAEM wedi rhoi sylw arbennig i'r ysgolion sy'n perfformio gwaethaf er mwyn osgoi methiant a'r angen am ddechrau o'r newydd;
- bydd y cylch arolygu annibynnol nesaf i Gymru wedi hen ddechrau.

Materion ar gyfer ymgynghori

- Beth yw'r ffordd orau i ysgolion ac AALI sicrhau eu bod yn defnyddio gwaith pennu targedau mor sensitif ac effeithiol â phosibl i godi safonau ar sail yr ysgol gyfan a'r adran?
 - Beth dylem ei wneud yn eich barn chi i ddathlu ysgolion ac athrawon llwyddiannus?
 - Faint o waith AALI y dylid ei gynnwys mewn CSA?
 - A ddylai cynadleddau blynyddol Cymru-gyfan gyda llywodraethwyr barhau, ac os felly pa bynciau a ddylai gael eu trafod yn rheolaidd i helpu i godi safonau ysgolion?
 - A oes unrhyw faterion eraill lle gallai llywodraethwyr elwa ar gymorth yr AALI?
 - A ddylai cynadleddau blynyddol Cymru-gyfan gyda llywodraethwyr barhau, ac os felly pa bynciau a ddylai gael eu trafod yn rheolaidd i helpu i godi safonau?
-

Pennod 5:

Y Gymraeg

Hwyrach mai'r Gymraeg yw'r nodwedd hynotaf ar y system addysg yng Nghymru. Mae addysg yn hanfodol i hybu'r iaith y mae'r Llywodraeth wedi ymrwymo iddi. Ein nod yw sicrhau y caiff pob person ifanc gyfle i ddysgu'r iaith ac ymestyn y cyfleoedd i gael addysg drwg gyfrwng y Gymraeg.

1 Mae addysg wedi bod wrth galon y twf calonogol yn nifer y bobl ifanc sy'n siarad Cymraeg. Dyma fydd yr un elfen bwysicaf ym mholisi'r Llywodraeth o gymorth parhaol i'r Gymraeg yn y dyfodol. Cymraeg yw iaith gyntaf llawer o ddisgyblion, ac mae'n ddigon naturiol y dylai fod yn un o nodweddion amlycaf eu hastudiaethau yn yr ysgol. Ond os ydym o ddifrif ynghylch rhoi gwir gyfle i bob person ifanc gael profiad o dreftadaeth gyfoethog a gwerthfawr Cymru, a chyfrannu ati, rhaid i ni wynebu'r her o sicrhau bod pob disgybl o oedran ysgol yn cael cyfle i ddysgu Cymraeg, ac i'w defnyddio.

2 Yr ydym wedi ymrwymo i system gref o addysg Gymraeg. Dylai rhieni sy'n dymuno i'w plant gael eu haddysgu drwg gyfrwng y Gymraeg gael pob cyfle i ymarfer y dewis hwnnw. Byddwn yn disgwyl i'r AAL gyhoeddi polisiau clir yn hyn o beth fel sy'n ofynnol o dan Ddeddf yr Iaith Gymraeg. Yr ydym wedi ymrwymo hefyd i sicrhau bod pob disgybl yng Nghymru yn cael cyfle i ddysgu Cymraeg ni waeth pa ysgol y bônt yn ei mynychu. Disgwyliwn i'r ysgolion gydymffurfio â'r gofyniad y dylai'r Gymraeg ddod yn rhan orfodol o'r Cwricwlwm Cenedlaethol i ddisgyblion 14-16 oed o 1999 ymlaen.

Cwestiwn ar gyfer ymgynghori: Beth yn eich barn chi yw'r brif flaenoriaeth ar gyfer datblygu addysg Gymraeg dros y degawd nesaf?

Cymraeg yn y Cwricwlwm Cenedlaethol

3 Sicrhau bod gan bob disgybl gyfle i ddysgu Cymraeg fu un o'r heriadau pwysicaf i wynebu'r system addysg yng Nghymru yn ystod y 10 mlynedd diwethaf. Mae yna arwyddion calonogol o lwyddiant. Yn benodol, mae adroddiadau SPAEM yn cadarnhau bod safonau'n gwell:

- mae safonau'r gwaith llafar yn foddhaol neu'n well mewn ymhell dros bedwar o bob pum dosbarth yng Nghyfnod Allweddol 1, ond mae angen gwneud mwy i ddatblygu medrau darllen ac ysgrifennu;
- mae safonau'r gwaith llafar yn foddhaol neu'n well mewn saith o bob deg dosbarth yng Nghyfnod Allweddol 2 ond, fel Cyfnod Allweddol 1, mae angen rhoi mwy o sylw i fedrau darllen ac ysgrifennu;
- yng Nghyfnod Allweddol 3, mae safonau'r gwaith llafar, y darllen a'r ysgrifennu'n foddhaol neu'n well mewn pedwar o bob pum dosbarth; ac
- yng Nghyfnod Allweddol 4, mae safonau'r gwaith llafar, y darllen a'r ysgrifennu'n foddhaol neu'n well mewn tri chwarter o'r holl ddosbarthiadau.

4 Mae'r ffaith bod y Gymraeg wedi ymsefydlu cystal ym mywyd ysgolion Cymru yn deyrnged i ymroddiad yr athrawon; i'r brwdfrydedd y maent wedi'i ennyn ymhlith eu disgyblion; i ymatebolrwydd sefydliadau hyfforddiant cychwynnol athrawon yng Nghymru; ac i anogaeth rhieni ac awdurdodau lleol. Rhaid i ni dynnu ar yr ewyllys da tuag at yr iaith i godi safonau ymhellach byth a hybu cyrhaeddiad mewn ysgolion cynradd ac uwchradd.

5 Credwn ei bod yn hanfodol i'r holl ysgolion ymbaratoi bellach ar gyfer gweithredu gofynion y Cwricwlwm Cenedlaethol yng Nghyfnod Allweddol 4 yn llawn o Fedi 1999 ymlaen. Mae'r rheoliadau i wneud y Gymraeg yn rhan orfodol o'r cwricwlwm mewn ysgolion di-Gymraeg i ddisgyblion 14-16 oed o'r dyddiad hwnnw ymlaen eisoes wedi'u sefydlu. Dylai cynlluniau datblygu neu lawlyfrau pob ysgol uwchradd bellach nodi'r hyn a wneir i fodloni'r rhwymedigaeth statudol i ddarparu'r Gymraeg ar gyfer disgyblion 14-16 oed o 1999 ymlaen.

6 Er hynny, mae 10 ysgol uwchradd yng Nghymru y bydd angen gwneud darpariaeth statudol ar eu cyfer os yw'r Gymraeg yn mynd i fod yn orfodol yng Nghyfnod Allweddol 4. Ein bwriad yw y dylid sicrhau bod y 10 ysgol hon yn cyd-fynd â phob

ysgol ddi-Gymraeg arall o 1999 ymlaen. Bydd ACAC yn ymgynghori ar y cynigion hyn yn unol â'r gofynion statudol.

7 Er y bydd cydbwysedd y buddsoddiad yn esblygu dros amser, bydd y Llywodraeth yn parhau i roi cefnogaeth i ysgolion i roi'r ymrwymiad hwn ar waith. Bydd darpariaeth ar gyfer hyfforddiant mewn-swydd yn aros yn un o'r blaenoriaethau o fewn GCAH. Bydd ACAC yn parhau i ddatblygu ei raglen o gynhyrchu deunyddiau cwricwlwm Cymraeg. A pharheir i ariannu'r gefnogaeth hanfodol a ddarperir gan Athrawon Bro i ysgolion unigol drwy gyfrwng Bwrdd yr Iaith Gymraeg.

Addysg cyfrwng Cymraeg

8 Byddwn yn dilyn polisi cydlynus o gefnogaeth i addysg Gymraeg ar draws pob sector. Mae'r Mudiad Ysgolion Meithrin yn chwarae rhan bwysig ers amser hir wrth baratoi plant at addysg cyfrwng Cymraeg. Byddwn yn disgwyl gweld llwybrau dilyniant sydd yr un mor amlwg rhwng pob cyfnod o addysg. Lle bo modd bydd hyn yn cynnwys ymateb i alwadau calonogol oddi wrth bobl ifanc am gael ymgymryd ag addysg bellach a hyfforddiant drwy gyfrwng y Gymraeg.

9 Mae cryfhau'r sector Cymraeg ymhellach yn dibynnu yn y bôn ar feithrin partneriaeth rhwng ysgolion a rhieni a'r asiantaethau eraill sy'n ymwneud â phob cyfnod o addysg. Bydd gan yr AALI rôl ganolog yn hyn o beth. Bydd ein cynigion ar gyfer fforymau blynyddoedd cynnar yn annog y sectorau statudol a gwirfoddol i gydweithio. Bydd hyn yn sicrhau bod darpariaeth addas ar gyfer addysg feithrin Gymraeg yn bodoli lle bo galw amdani a bod yna lwybrau dilyniant synhwyrol i mewn i'r sector addysg gynradd Gymraeg wrth i'r plant dyfu'n hyn.

10 Yr AALI fydd yn bennaf cyfrifol am gynllunio'r ddarpariaeth gynradd ac uwchradd. Yr ydym yn rhag-weld y bydd yr awdurdodau mewn rhai ardaloedd yn dymuno cydweithio er mwyn manteisio i'r eithaf ar gyfleoedd i bobl ifanc sy'n awyddus i ddilyn eu hastudiaethau drwy'r Gymraeg. Bydd angen cyflwyno cynlluniau i ddatblygu addysg Gymraeg i Fwrdd yr Iaith Gymraeg. Bydd angen i gynlluniau iaith Gymraeg yr ALLI ddangos bod galwadau rhesymol o du'r rhieni yn cael eu cymryd i ystyriaeth a'u bod wrthi yn cynllunio ar gyfer y lefelau o alw a ddisgwylir yn y dyfodol.

11 Mae ein cefnogaeth i addysg cyfrwng Cymraeg yn adlewyrchu ansawdd yr addysg y mae ysgolion Cymraeg yn ei chynnig lawn cymaint â'n cefnogaeth i'r iaith Gymraeg a'r diwylliant Cymreig yn fwy cyffredinol. Mae safonau addysg mewn ysgolion uwchradd Cymraeg yn cymharu'n ffafriol iawn â safonau mewn ysgolion Saesneg tebyg. Serch hynny, bydd ein hymdrech i wella safonau yn gymwys i bob ysgol ni waeth beth fo iaith yr hyfforddiant. Bydd gwella safonau Cymraeg llafar ac ysgrifenedig yn elfen bwysig ym mhwylysais y Llywodraeth ar wella safonau llythrennedd a rhifedd yn fwy cyffredinol hefyd.

12 Bydd y Llywodraeth yn disgwyl i ACAC, gan weithio gyda Bwrdd yr Iaith Gymraeg, adolygu sefyllfa'r Gymraeg yn gyson. Ar hyn o bryd yr ydym yn adolygu cyfrifoldeb Bwrdd yr Iaith Gymraeg dros gymryd gorolwg strategol dros addysg cyfrwng Cymraeg ar draws pob sector. Mae'r Llywodraeth yn credu y dylai'r Bwrdd barhau i gael cyfrifoldeb dros gymryd y fath orolwg. Ar yr un pryd mae'n bwysig diffinio rolau pob un o'r cyrff sydd â rhan i'w chwarae mor glir â phosibl. Bydd y Llywodraeth yn cyhoeddi canlyniad yr adolygiad yn yr Hydref.

Crynodeb

Erbyn y flwyddyn 2000:

- bydd Cymraeg wedi bod yn rhan lewyrchus a gorfodol o'r Cwricwlwm Cenedlaethol yng Nghyfnod Allweddol 4 ers dros ddwy flynedd;
- bydd cysylltiadau traws-sectoraidd llawer cliriach wedi'u sefydlu i ategu addysg Gymraeg;
- bydd mecanwaith ar gael i roi gorolwg strategol rheolaidd ar addysg a hyfforddiant Cymraeg. Materion ar gyfer ymgynghori Beth yn eich barn chi yw'r brif flaenoriaeth ar gyfer datblygu addysg Gymraeg dros y degawd nesaf?

Materion ar gyfer ymgynghori

Beth yn eich barn chi yw'r brif flaenoriaeth ar gyfer datblygu addysg Gymraeg dros y degawd nesaf?

Pennod 6: Anghenion Addysgol Arbennig

Bydd y cynigion yn y Papur Gwyn hwn o fudd i bob plentyn, gan gynnwys plant sydd wedi'u dynodi ar hyn o bryd fel plant ag anghenion addysgol arbennig (AAA) ac y mae arnynt angen cymorth ychwanegol a chymorth wedi'i dargedu. Mae ein cynigion yn canolbwyntio ar adnabod problemau'n gynnar ac integreiddio gwasanaethau i'w bodloni.

1 Mae'r Rhestr Argymhellion ar Adnabod Anghenion Addysgol Arbennig a'u Hasesu yn darparu fframwaith i ysgolion, AALI, Adrannau Gwasanaethau Cymdeithasol ac Awdurdodau Iechyd ar gyfer adnabod anghenion arbennig a'u hasesu. Bu athrawon yn gweithio'n galed gyda'r awdurdodau lleol ac eraill i weithredu'r Rhestr Argymhellion, a chafwyd gwelliannau gwerthfawr. Byddwn yn adeiladu ar y rhain ac yn hybu'r arferion da sy'n bodoli mewn ysgolion ac awdurdodau unigol.

2 Bwriadwn i'n cynigion ar gyfer codi safonau gynnwys plant ag AAA, boed y rheiny mewn ysgolion prif-ffrwd neu ysgolion arbennig. Gan hynny caiff ein strategaeth i wella'r ddarpariaeth a'r safonau ar gyfer plant ag AAA ei chydgyssylltu'n llawn â'n polisïau ar gyfer gwella safonau, a'i chydgyssylltu ar lefel yr awdurdodau lleol a'r ysgolion; ac, yn achos rhai adnoddau arbenigol, rhwng yr awdurdodau ar sail gydweithredol. Mae hyn yn cyd-fynd â'n polisïau ar gyfer personau anabl yn ehangach ac yn cysylltu â chymorth y gwasanaethau cyhoeddus i blant mewn angen a phlant ag anableddau.

3 Yr ydym o blaid cymathu disgyblion ag AAA gymaint â phosibl i mewn i addysg y brif ffrwd, gan gydnabod hefyd fod rhaid cael cyfleusterau arbenigol i fodloni anghenion penodol. Mae yna ddeg maes allweddol i roi sylw iddynt wrth godi safonau addysg arbennig:

- adnabod AAA yn gynnar;
- ymdrin ag anfodlonrwydd ac ymddieithrwyd;
- datblygiad proffesiynol staff;
- technoleg gwybodaeth;
- partneriaeth â rhieni;
- y Rhestr Argymhellion a system Tribiwnlysoedd AAA;
- cydgysylltu rhwng asiantaethau statudol a gwirfoddol;
- partneriaeth â gweithwyr proffesiynol iechyd;
- sicrhau rhychwant o ddarpariaeth ar gyfer AAA;
- mynediad i addysg bellach ac uwch.

4 Mae Grwp Ymgynghorol Cymru a Lloegr ar AAA yn cael ei sefydlu, gydag aelodau o amrediad eang o gefndiroedd - ysgolion, awdurdodau lleol, cyrff gwirfoddol sy'n cynrychioli plant a rhieni, ac eraill. Bydd yna gynrychiolwyr o Gymru ar y Grwp a bydd swyddogion o'r Swyddfa Gymreig yn gweithredu fel sylwedyddion .

5 Bydd y Grwp Cenedlaethol yn cynghori ar gynnwys Papur Gwyrdd ar y meysydd allweddol uchod, a gyhoeddir ym Medi. Bydd yn gofyn am sylwadau ar y ffordd orau o wireddu ymrwymadau'r Llywodraeth ar addysg arbennig.

6 Drwy'r cynrychiolwyr Cymreig ar y Grwp a thrwy gyfarfodydd y Swyddfa Gymreig â chynrychiolwyr yr awdurdodau lleol a buddiannau eraill AAA, byddwn yn sicrhau y caiff unrhyw bersectif Cymreig penodol ei ystyried ac y gweithredir arno. Bydd y Papur Gwyrdd a'i ganlyniad yn llunio rhaglen y Llywodraeth ar gyfer AAA yn ystod gweddill y Senedd hon. Bydd y Grwp Ymgynghorol Cenedlaethol yn goruchwyllo'r gwaith i weithredu'r rhaglen. Ochr-yn-ochr â hyn, mae SPAEM yn cynnal arolwg o'r ffordd y mae'r Cwricwlwm Cenedlaethol i Gymru'n cael ei gymhwyso mewn ysgolion arbennig. Cyhoeddir y canlyniadau maes o law er mwyn helpu ysgolion i wneud cynnydd pellach wrth godi safonau yn y sefydliadau hyn.

Crynodeb

Mae'r bennod hon yn esbonio bod ein polisïau ar gyfer plant ag anghenion addysgol arbennig yn rhan annatod o'n polisïau ar gyfer codi safonau i bawb yng Nghymru. Mae'n rhwymo'r Llywodraeth:

- i gyhoeddi Papur Gwyrdd ar gyfer Cymru a Lloegr ym mis Medi ynghylch agweddau allweddol ar y ddarpariaeth AAA;
 - i ymgynghori ag awdurdodau a chyrff yng Nghymru ar y ffordd orau o sicrhau'r gwelliannau yr ydym yn eu ceisio;
 - i weithredu ar unrhyw fuddiannau Cymreig penodol;
 - i sefydlu Grwp Ymgynghorol eang-ei-seiliau ar gyfer Cymru a Lloegr i helpu i baratoi'r Papur Gwyrdd, i gymryd rhan yn yr ymgynghoriad dilynol ac i oruchwylio rhaglen weithredu yn ystod gweddill y Senedd hon.
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Pennod 7: Paratoi ar gyfer yr 21ain Ganrif

Bydd yr 21ain ganrif yn mynnu ein bod yn meithrin amryfal ddoniau pawb yng Nghymru. Gan gymryd y farn broffesiynol i ystyriaeth, rhaid defnyddio dulliau newydd o addysgu a dysgu ym mhob ysgol i sicrhau manteision i'n holl ddisgyblion. Bydd dulliau newydd yn defnyddio'r technolegau newydd a'r cyfleusterau arbenigol a rennir rhwng ysgolion, gyda chefnogaeth effeithiol a dargedir ar yr angen mwyaf.

1 Yn y gorffennol, cafwyd ystod eang o swyddi medrau-isel. Y rhagdybiaeth oedd na fyddai angen i gyfran sylweddol o'r disgyblion lwyddo mewn addysg uwchradd. Nid yw'r cyntaf yn wir bellach: nid yw'r ail yn dderbyniol. Rhaid i addysg gyfun yr 21ain ganrif ddarparu addysg eang, ystwyth a llawn cymhellant i bob disgybl. Gyda'n gilydd, dylem foderneiddio addysg gyfun.

Setio, targedau a dysgu ar garlam

2 Nid yw'r penderfyniad i godi safonau llythrennedd a rhifedd, yn arbennig ar y lefel gynradd, yn golygu y dylai profiad pobl ifanc fod yn gul. I'r gwrthwyneb, am ei bod yn holl-bwysig fod pobl ifanc yn manteisio ar ystod eang o gyfleoedd y mae'n hanfodol iddynt gael seiliau cadarn yn yr hanfodion a'u hatgyfnerthu yn raddol.

3 Yn y mwyafrif o ysgolion cynradd Cymru, addysgir y disgyblion yn ôl gallu am ran o leiaf o'r amser. Mae hyn yn gall o safbwynt sicrhau canlyniadau da wrth addysgu llythrennedd, rhifedd a medrau eraill. Mae dibynnu gormod ar grwpiau gallu-cymysg yn creu peryglon. Gall weithio'n foddhaol yn nwylo athrawon arbenigol. Ond os na chaiff ei drafod cystal, mae'n methu ag ymestyn y galluocaf ac yn methu ag ymateb i anghenion y disgyblion sydd wedi syrthio'n ôl. Mewn rhai ysgolion bach yng Nghymru lle ceir dosbarthiadau gallu cymysg, oedran cymysg ac iaith gymysg, nid yw setio bob amser ar gael fel dewis - ond mae yna le o hyd ar gyfer setio plant yn ôl gallu. Bandio neu setio yw'r norm mewn ysgolion uwchradd ar ôl y flwyddyn gyntaf o ymsefydlu ac asesu. Ni ddylid gorfodi'r un model o grwpio disgyblion ar ysgolion cynradd nac uwchradd. Ond lle nad yw'r ysgolion yn setio, dylent ystyried a allant ddangos bod y canlyniadau a gânt yn gadarn. Os na allant ddangos hynny, dylent ddefnyddio modelau setio sy'n addas i'w hamgylchiadau, yn arbennig mewn gwyddoniaeth, mathemateg ac ieithoedd. Er hynny, nid ydym yn dymuno hybu ffrydiau anhyblyg sy'n methu ag ymateb i alluoedd y disgyblion mewn gwahanol rannau o'r cwricwlwm.

4 I ategu setio mewn ysgolion cynradd ac uwchradd, anogir athrawon i ystyried rhinweddau'r canlynol:

- **grwpiau targed**, lle caiff y disgyblion eu grwpio yn ôl gallu am ran o'r wythnos gan addasu'r grwpiau yn unol ag asesiadau rheolaidd;
- **camau breision**, lle mae'r disgyblion wedi cael cyfle i ddysgu a chymryd cymwysterau cyn eu carfan oed;
- **dysgu ar garlam**, lle mae'r ddealltwriaeth ddiweddaraf o sut mae pobl yn dysgu wedi caniatáu i grwpiau o ddisgyblion ddatblygu mewn meysydd penodedig yn gynt a chyda mwy o ddealltwriaeth;
- **addysgu medrau meddwl yn systemataidd**, sef medrau y mae'n ymddangos eu bod yn gysylltiedig â chanlyniadau dysgu da.

Cwestiwn ar gyfer ymgynghori: A ydych yn cytuno bod yna rinwedd yn y dulliau hyn?

A oes gennych brofiad o ddulliau eraill sy'n gweithio'n dda wrth godi safonau llythrennedd a rhifedd?

Croesewir sylwadau ar briodoldeb y dulliau hyn mewn ysgolion cynradd bach yng Nghymru?

5 Mae moderneiddio'n awgrymu **uwchraddiad cynhwysfawr mewn addysgu a dysgu** fel y dylai fod gan dros 95 y cant o ddosbarthiadau Cymru **erbyn y flwyddyn 2002** o leiaf safonau boddhaol, gyda'r safon yn dda neu'n dda iawn mewn dros 50 y cant. Mae'n golygu ymagwedd systemataidd at gynlluniau datblygu ym mhob ysgol i integreiddio blaenoriaethau addysg,

datblygiad staff a gwariant. Mae'r Swyddfa Gymreig wedi ymrwymo i'r canlynol:

- gwahodd sylwadau ar ganllawiau diwygiedig ar gynlluniau datblygu ysgol i gyflwyno trefniadau cliriach a symlach;
- ymgynghori ar adroddiadau ar gyfer rhieni a llunio llawlyfrau, mewn da bryd fel na fydd yr ysgolion yn wynebu newidiadau annisgwyl ran o'r ffordd drwy'r flwyddyn;
- darparu gwasanaeth canlyniadau a data i alluogi'r ysgolion i bennu eu targedau eu hunain ar gyfer gwella.

6 Bwriedir i hyn oll gydategu'r ymdrech i godi safonau llythrennedd a rhifedd. Dylai wneud llawer i ateb y datganiadau o bryder a gafwyd yn y gorffennol ynghylch natur ymestynnol targed Cymru gyfan:

y dylai o leiaf hanner y disgyblion 15 oed ennill TGAU gradd A*-C mewn Cymraeg neu Saesneg, mathemateg a gwyddoniaeth mewn cyfuniad erbyn 2000.

Ni roddwyd digon o gydnabyddiaeth i'r berthynas rhwng llwyddiant ar y lefel gynradd a chanlyniadau da ar y lefel uwchradd: ac felly ni fwriedir anwybyddu swm a sylwedd y targed ar gyfer disgyblion 15 oed. Er hynny, i ganiatáu am y ffaith y bydd manteision llawn yr ymdrech i godi cyrhaeddiad yn yr hanfodion ar y lefel gynradd yn cymryd amser i ddod drwodd yn 15 oed. Gan hynny, bwriadwn osod y targed yng nghanol ystod ehangach yn ymestyn o 40-60 y cant, gan roi cydnabyddiaeth briodol i gymwysterau galwedigaethol hefyd. Bwriedir hefyd broffilio'r targed i gael ei gyrraedd **yn 2002**, ac y dylai gael ei estyn i gynnwys **GNVQ Canolradd a TGAU**.

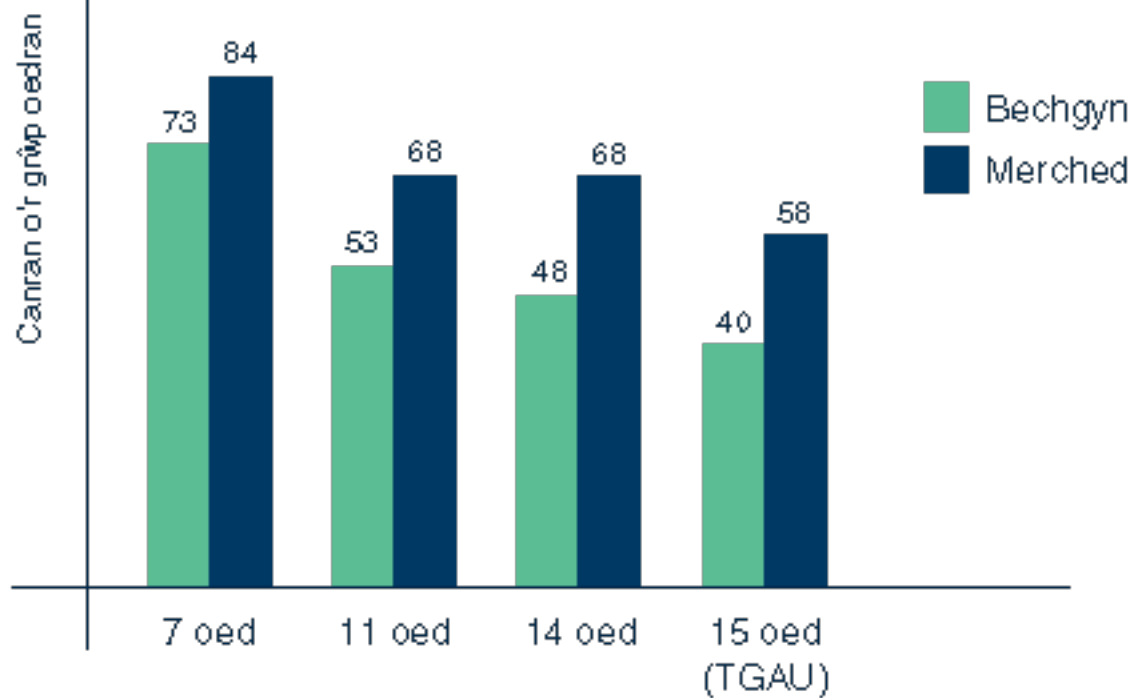
7 Dylai hefyd fod yn bosibl sicrhau erbyn **2002**, o'i gymharu â chanlyniadau 1996:

- y bydd pob ysgol yng Nghymru yn gweld o leiaf **un ym mhob pedwar** o'i disgyblion 15 oed yn ennill **5 TGAU gradd A*-C**, neu'r **cymhwyster galwedigaethol cyfatebol**;
- y dylai canran y disgyblion 15 oed sy'n ennill 5 TGAU neu'r cymhwyster galwedigaethol cyfatebol gydag **A*-C**, ac **A*-G**, ym 1996 fod wedi cynyddu o leiaf 12 pwynt canrannol o waelodlinau 1996 o 42 a 79 y cant yn eu trefn o'i gymharu â 1996;
- y dylai perfformiad bechgyn a merched fod wedi parhau i wella, ond gyda thoriad o hanner eto yn erbyn canlyniadau 1996 yn y gwahaniaeth rhwng bechgyn a merched:
 - yn **7, 11 a 14 oed**;
 - o ran **ennill 5 TGAU graddau A*-C** neu'r **cymhwyster galwedigaethol cyfatebol**;
 - ac wrth **ennill 2 neu ragor o Safonau Uwch** neu **gymwysterau galwedigaethol cyfatebol**;
- nad yw'r un ysgol yng Nghymru yn cynnig y Dystysgrif Cyrhaeddiad Addysgol i ddisgyblion heblaw'r disgyblion y bwriedir y cymhwyster ar eu cyfer. Dylai disgyblion a all gymryd TGAU a GNVQ gael eu **cofrestru** ar eu cyfer.

Bydd y Swyddfa Gymreig yn cyhoeddi diweddariadau ystadegol rheolaidd ar y cynnydd ar y targedau hyn, ac ar ddata dethol arall sydd ar gael ac a ddylai fod o gymorth i ysgolion ac AALI.

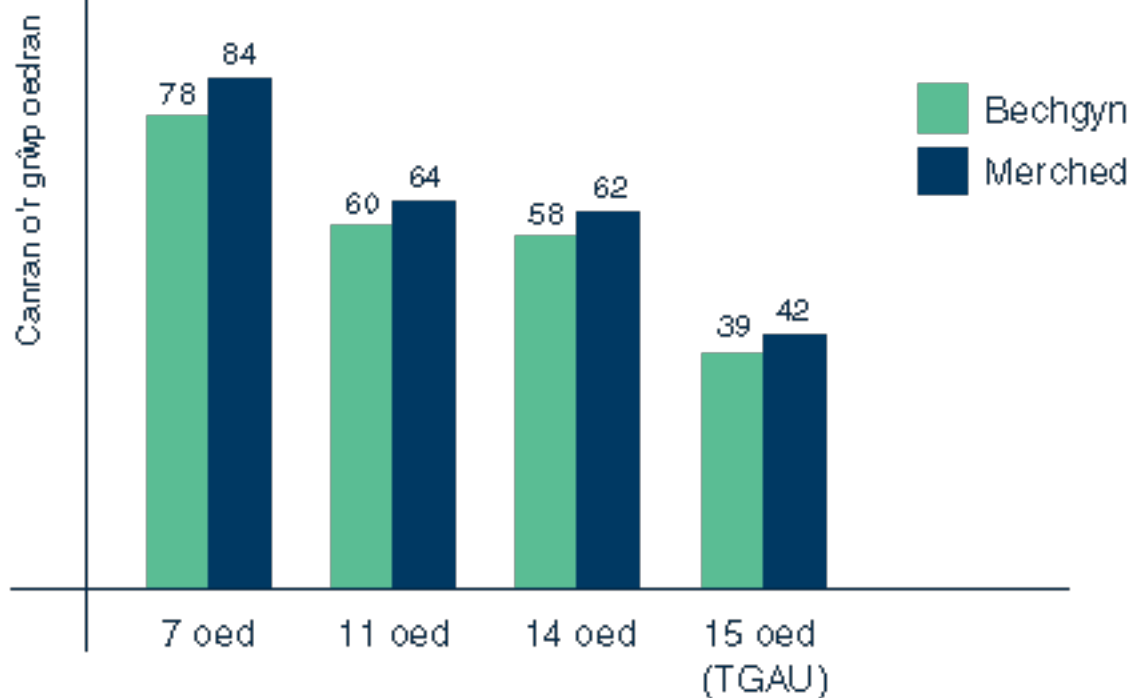
Cwestiwn ar gyfer ymgynghori: A ydych yn cytuno mai'r targedau hyn i Gymru yw'r rhai cywlir i anelu atynt?

Canran y disgyblion yn cyrraedd o leiaf y lefel
ddisgwyliedig yn asesiadau'r cyfnodau allweddol
a llwyddiannau TGAU mewn Saesneg 1996^(a)



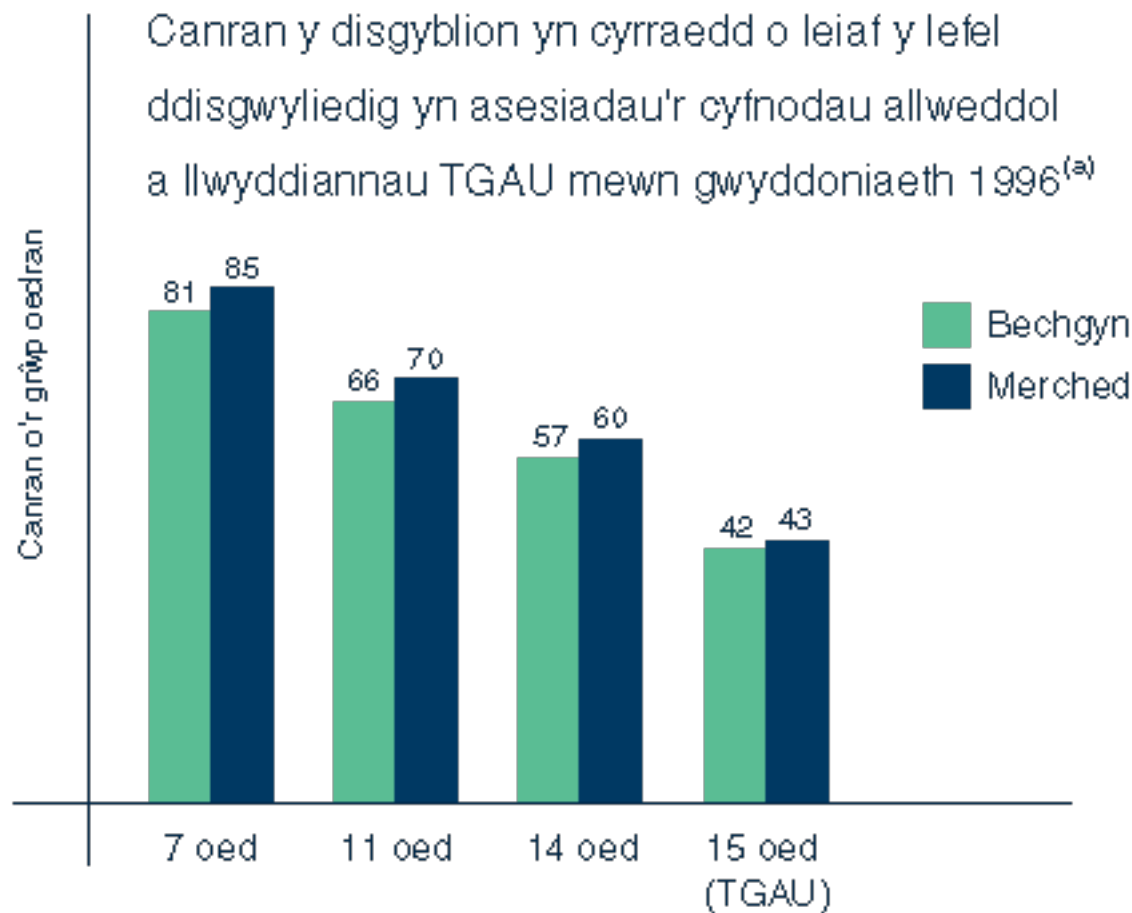
(a) yn seiliedig ar asesiadau athrawon a'r ganran yn cyrraedd o leiaf
lefel 2 yn 7 oed, lefel 4 yn 11 oed, lefel 5 yn 14 oed a llwyddiant
TGAU A*-C

Canran y disgyblion yn cyrraedd o leiaf y lefel
ddisgwyliedig yn asesiadau'r cyfnodau allweddol
a llwyddiannau TGAU mewn mathemateg 1996^(a)

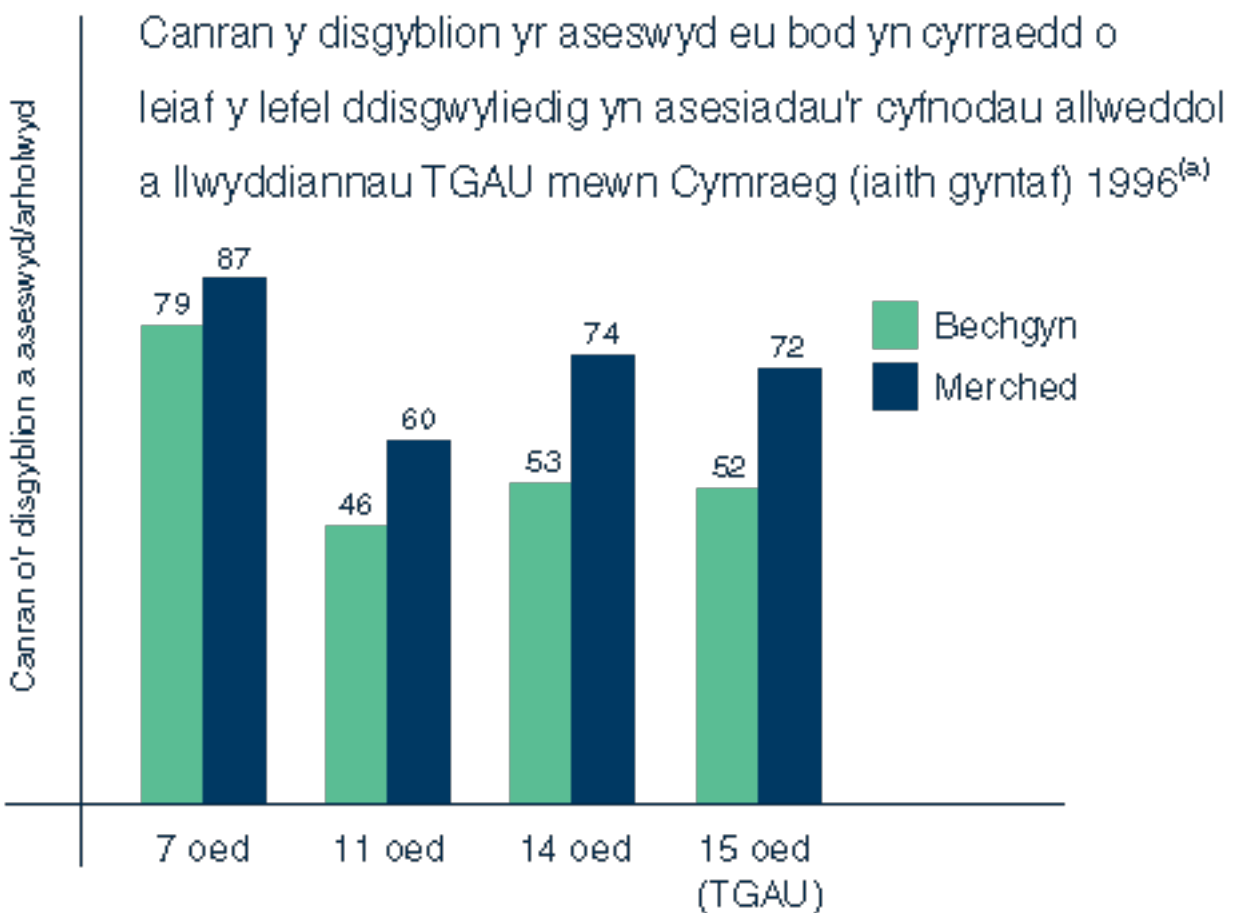


(a) yn seiliedig ar asesiadau athrawon a'r ganran yn cyrraedd
o leiaf lefel 2 yn 7 oed, lefel 4 yn 11 oed, lefel 5 yn 14 oed a
llwyddiant TGAU A*-C

Gwireddu potensial y dechnoleg newydd



(a) yn seiliedig ar asesiadau athrawon a'r ganran yn cyrraedd o leiaf lefel 2 yn 7 oed, lefel 4 yn 11 oed, lefel 5 yn 14 oed a llwyddiant TGAU A*-C



(a) yn seiliedig ar asesiadau athrawon a'r ganran yn cyrraedd o leiaf lefel 2 yn 7 oed, lefel 4 yn 11 oed, lefel 5 yn 14 oed a llwyddiant TGAU A*-C

8 Bydd technoleg gwybodaeth a chyfathrebu (TGC) newydd yn rym o blaid newid yn yr 21ain ganrif. Y nod yw gwneud cynnydd cyflym wrth sicrhau manteision llawn TGC ar gyfer ysgolion, colegau a chymunedau lleol. Bydd hyn yn creu cyfleoedd i ysgogi a meithrin pobl ifanc ac yn helpu i greu'r seiliau ar gyfer ein cystadleurwydd cyffredinol. Yn yr un modd bydd ysgolion a cholegau yn gynyddol yn dymuno cael mynediad i'r hyn y gellir ei ddarparu drwy ffynonellau aml-gyfrwng, wrth i'r twf mewn TG newydd agor ffyrdd newydd o ddysgu ac addysgu. Sefydlir strategaeth glir a chydlynus ar gyfer TGC yn system addysg Cymru. Bydd yr elfennau allweddol yn cynnwys:

- **paratoi athrawon newydd a phresennol ar gyfer yr oes wybodaeth**, gyda hyfforddi a datblygu ychwanegol mewn TGC wedi'u hariannu gan y **Loteri Genedlaethol** yn ogystal â GCAH;
- **sefydlu'r Grid Cenedlaethol ar gyfer Dysgu yng Nghymru** yn cysylltu ysgolion, colegau a llyfrgelloedd; gan roi'r deunyddiau diweddaraf i athrawon i gyfoethogi eu gallu proffesiynol ac i ychwanegu at eu medrau, a chan gynnig deunyddiau dysgu o ansawdd uchel i ddisgyblion a chadw'r taliadau mynediad mor isel â phosibl;
- **dileu'r rhwystrau i ddysgu**, sicrhau cydraddoldeb mynediad, yn enwedig i'r rhai sy'n byw mewn mannau gwledig, y rhai ag anghenion arbennig a'r rhai mewn ardaloedd amddifad;
- **ACAC** i weithredu i ddatblygu meddalwedd aml-gyfrwng Cymraeg ar gyfer ysgolion cynradd ac uwchradd; ac
- **Y Cyngor Cenedlaethol Technoleg Addysgol** i weithredu i ymgynghori a chyhoeddi cynllun cymorth strategol ar gyfer ei waith yng Nghymru, a chreu mwy o gyfnewidiadau arferion da rhwng ymarferwyr.

9 Bydd y **Grid Cenedlaethol newydd ar gyfer Dysgu** yn allweddol i ddefnyddio TGC yn ehangach ac yn bwrpasol at ddibenion addysgol. Bydd yn cynnig adnoddau ar gyfer dysgu a mynediad i gyrsiau a chyngor addysgol. Canolbwyntir i ddechrau ar ddatblygu athrawon, gan ymestyn yn nes ymlaen i addysg yn y cartref, addysg bellach, hyfforddiant ar gyfer cyflogaeth, llyfrgelloedd ac amgueddfeydd, a dysgu gydol eich oes. Bydd yna gysylltiad agos felly â chynlluniau ar gyfer y Brifysgol i Ddiwydiant er lles Cymru. Manteisir ar greadigedd y sector preifat drwy drefniadau ar gyfer gwasanaethau a reolir yn gystadleuol i ddarparu'r seilwaith TGC, cysylltiadau rhwydwaith, meddalwedd, gwasanaethau a hyfforddiant. Ceir

trefniadau effeithiol ar gyfer cefnogaeth dechnegol gan adeiladu ar y Rhwydwaith o Gyngorwyr TG yng Nghymru.

10 Ymgynghorwn ar y Grid Cenedlaethol ar gyfer Dysgu a'i weithredu. Byddwn yn cymryd i ystyriaeth ganfyddiadau'r 25 o broiectau peilot mewn ysgolion a cholegau ledled y DU o dan **Fenter Archdraffyrdd yr Adrannau Addysg**. Bydd y papur ymgynghori yn nodi cynlluniau ar gyfer y Grid yn fanylach gan ofyn am sylwadau ar y ffordd orau o'u datblygu. Bydd rhaid ystyried cyflymder a graddfa'r datblygiad yn ofalus yng ngoleuni'r hyn y mae'n realistig ei fforddio.

Cwestiwn ar gyfer ymgynghori: Beth ddylai'n blaenoriaethau fod ar gyfer datblygu TGC yng Nghymru i sicrhau'r canlyniad addysgol gorau?

Ysgolion ac arbenigeddau

Adeiladu ar gryfderau ysgolion

11 Nid yw cyfleoedd cyfartal i bob disgybl yn golygu un math o ysgolion. Yr ydym am ryddhau cryfderau unigryw pob ysgol er lles pob ysgol. Bydd y Swyddfa Gymreig yn annog ysgolion i ddatblygu eu hunaniaeth a'u harbenigedd penodol eu hunain drwy gydweithredu ag ysgolion a cholegau eraill, boed mewn technoleg, ieithoedd, chwaraeon, y celfyddydau neu beth bynnag. Yr ydym yn croesawu cymorth cyflogwyr a Phartneriaethau Addysg Busnes (PAB) wrth ymestyn cryfderau yr ysgolion. Addasir y Rhaglen Grantiau Cynnal Addysg a Hyfforddiant (GCAH) er mwyn i ysgolion gychwyn trefniadau punt-am-bunt gyda noddwyr a datblygu eu harbenigeddau. Bydd hyn yn gwneud y gorau o alluoedd presennol yr ysgolion er lles ehangaf y gymuned yng Nghymru, heb wahanol fathau o ysgolion. Bydd y polisi yn tynnu ar y canlynol i'w defnyddio'n llawn:

- TGC ar gyfer gwaith ar dargedau llythrennedd a rhifedd;
- canolfannau gwaith cartref;
- cyfnewid disgyblion, gan gynnwys dosbarthiadau meistr i ymestyn disgyblion dawnus i'w potensial llawn;
- dysgu gartref drwy'r Rhyngwrdd neu gysylltiadau TGC eraill;
- darparu cyfleusterau ar gyfer Hyfforddiant Mewn-Swydd arbenigol i athrawon;
- rhannu deunyddiau addysgu a'r arferion gorau mewn addysgu a dysgu gydag ysgolion cyfagos;
- addysg a hyfforddiant i oedolion gyda'r nos ac ar y penwythnos;
- ysgolion haf;
- rhwydweithiau dysgu o dan nawdd consortia o AALI.

Chwaraeon ysgol

12 Bydd yr ymagwedd hon o werth penodol wrth uwchraddio chwaraeon yn yr ysgol a'r tu allan iddi. Ers rhy hir mae chwaraeon ac addysg gorfforol wedi brwydro i gael sylw. Yr ydym yn benderfynol o wyrdroi'r tueddiadau andwyol mewn chwaraeon ysgol. Dylai fod gan bob ysgol dimau yn o leiaf y prif gemau sef rygbi, pl-droed, criced, pl-rwyd a, lle bo modd, eraill fel hoci hefyd. Mae angen meithrin cysylltiadau cryf â chlybiau i ymestyn cyfleoedd mewn chwaraeon i blant o bob oed. Yr ydym yn disgwyl sefydlu rhaglen ddatblygu newydd i ddarparu cymhellion llawer cryfach ar gyfer partneriaeth rhwng ysgolion a hyfforddiant ardderchog.

Cymorth i'r AALI

13 I gyd-fynd â datblygu arbenigeddau ysgol, gwahoddir Cyngor Celfyddydau Cymru, yr Amgueddfeydd a'r Oriolau Cenedlaethol, Llyfrgell Genedlaethol Cymru, a chyrff megis Techniquet i ddatblygu cynlluniau i gydategu Cynlluniau Strategol Addysg yr awdurdodau lleol.

Arian y Loteri

14 Bydd Papur Gwyn ar y Loteri Genedlaethol y bwriedir ei gyhoeddi cyn hir yn disgrifio sut yr ydym yn bwriadu defnyddio arian y Loteri i atgyfnerthu dysgu y tu allan i'r ysgol - gan gynnwys cyrff gwirfoddol, llyfrgelloedd, cyfleusterau hamdden, chwaraeon, y celfyddydau a'r Grid Cenedlaethol ar gyfer Dysgu ei hun.

Parthau Gweithredu ar Addysg (PGA)

15 Mae yna ardaloedd yng Nghymru lle ceir crynodiad uchel o broblemau cymdeithasol ac economaidd sy'n cyfyngu'n ddifrifol ar fywyd yr ysgolion ynddynt. Mae'r Swyddfa Gymreig yn bwriadu ymgynghori ar fudd sefydlu Parthau Gweithredu ar Addysg mewn ardaloedd o'r fath. Y nod fyddai codi safonau a meithrin ymhlith pobl ifanc y gobaith y mae eu cymhelliant yn yr ysgolion uwchradd yn dibynnu arno. Byddai PGA yn darparu fframweithiau i sefydlu partneriaethau cryfach rhwng ysgolion, busnes, CHM ac eraill - o dan arweiniad yr awdurdodau lleol. Byddai'r awdurdodau lleol yn llunio cynlluniau gweithredu ar gyfer y parth. Byddai'n ofynnol i bob partner bennu a chyrraedd targedau ymestynnol. Byddai statws y PGA yn dibynnu ar hynny. Byddai yna rôl gref i rieni drwy gytundebau cartref-ysgol a thrwy hybu mwy o ymrwymiad o'r cyfnod cynharaf drwy raglenni dysgu-fel-teulu er enghraifft. Yn dibynnu ar yr ymgynghoriad, gellid darparu adnoddau drwy neilltuo ychydig o'r adnoddau a ddarperir ar gyfer yr awdurdodau lleol. Gellid cydategu statws PGA drwy gyfrwng camau i gefnogi cynlluniau llythrennedd a rhifedd, clybiau gwaith cartref, clybiau adolygu a dysgu fel teulu, ynghyd â mentrau tai, iechyd a gwasanaethau cymdeithasol yn lleol.

Ymchwilio a datblygu ar ysgolion y dyfodol

16 Ar draws llawer o sectorau'r economi a llawer agwedd ar ein bywyd, mae cyflymder y newid yn ddramatig. Mae syniadau newydd am arweinyddiaeth a rheolaeth, dibenion newydd i dechnoleg gwybodaeth a chyfathrebu a'r pwysau cynyddol am ansawdd uchel wedi gweddnwedd y ffordd yr ydym yn byw a gweithio. Yn union fel y mae cyrff y tu allan i'r sector addysg yn ymdrechu am welliant parhaus ac i ddatblygu eu personl yn raddol, rhaid i ysgolion wneud yr un fath. Wrth i bwysau cystadleuaeth ryngwladol gynyddu, ac wrth wynebu gofynion tebygol yr 21ain Ganrif, mae'n debyg y bydd yna newid dramatig yn natur addysg. Nid ydym am hybu newid er mwyn newid, na rhoi'r gorau i ddulliau dysgu ac addysgu sydd wedi ennill eu plwyf. Er hynny, yr ydym yn credu y dylid annog ymchwilio a datblygu ar ysgolion y dyfodol, yn arbennig felly yng nghymuned ymchwil addysgol Cymru. Hoffem annog llawer mwy o gyfnewid rhwng ymchwilwyr addysgol yng Nghymru, gan gyhoeddi'r canlyniadau mewn iaith blaen, hawdd ei deall. Byddwn yn ceisio gweithio gyda phartneriaid, mewn addysg, mewn busnes, ac yn y cyfryngau i feithrin ymagweddau arloesol tuag at addysg, yn arbennig agweddau sydd wedi'u dylunio i wella cymhelliant pobl ifanc yn eu glasod.

Crynodeb

Erbyn 2002 fe fyddwn:

- wedi helpu ysgolion i adolygu eu dulliau addysgu a dysgu i bob plentyn, ar sail ymchwil effeithiol;
- wedi datblygu TGC yn well o fewn strategaeth gyffredinol glir;
- wedi sefydlu Grid Cenedlaethol ar gyfer Dysgu a fydd ar gael i bob ysgol, gan ddarparu deunyddiau addysgu ac adnoddau modern;
- wedi cynnal y cymorth ar gyfer datblygu arbenigedd mewn ysgolion a chymunedau;
- wedi asesu potensial Parthau Gweithredu ar Addysg ac wedi'u gweithredu fel y bo'n briodol yn sgil ymgynghori.

Materion ar gyfer ymgynghori

- A ydych yn cytuno bod yna rinwedd yn y dulliau o grwpio ac addysgu plant a ddisgrifiwyd yn y bennod hon?
- A oes gennych brofiad o ddulliau eraill sy'n gweithio'n dda i godi safonau llythrennedd a rhifedd yn benodol?
- A ydych yn cytuno mai'r targedau a gynigir i Gymru yn y bennod hon yw'r rhai cywir i anelu atynt?
- Pa flaenoriaethau y dylem eu gosod, yn eich barn chi, ynglŷn â defnyddio'r cyfryngau electronig yng Nghymru er mwyn sicrhau'r canlyniad addysgol gorau?

Pennod Addysgu Safonau, Arweinyddiaeth a

8: Phroffesiwn a Werthfawrogir

Mae addysgu yn broffesiwn ymestynnol sydd o'r pwys pennaf. Athrawon ac addysgu da yw'r allwedd i lwyddiant eu disgyblion. O hyn ymlaen bydd yna bwysau ar athrawon i lwyddo yng Nghymru, gyda chymorth hefyd i'w galluogi i wneud eu gwaith ynghyd â chydabyddiaeth a gwerthfawrogiad i'w medrau a'u hymrwymiad.

1 Athrawon a phenaethiaid sydd wrth galon ein hymdrech i godi safonau. Cânt eu cynnwys, ymgynghorir â hwy a gwrandawir arnynt ym mhob cyfnod wrth fwrw ymlaen â'r polisïau a nodir yn y Papur Gwyn hwn.

Hyfforddi athrawon newydd

2 Wrth godi'r safonau a ddisgwyliwn oddi wrth ysgolion a disgyblion, mae'n iawn codi'r safonau a ddisgwyliwn oddi wrth athrawon newydd. Mae llythrennedd a rhifedd unwaith eto o bwysigrwydd canolog. I gynnal y blaenoriaethau hyn, rhaid gweithredu ar hyfforddiant cychwynnol i athrawon os bwriedir i'r genhedlaeth newydd o athrawon chwarae ei rhan wrth sicrhau newid o bwys yn safonau'r ystafell ddosbarth. Gan hynny caiff cwricwlwm craidd newydd ei gyflwyno, gan fanylu ar y wybodaeth, y ddealltwriaeth a'r medrau y mae'n rhaid eu haddysgu i bawb sy'n hyfforddi i ddysgu mewn ysgolion cynradd ac y mae'n rhaid iddynt allu eu defnyddio mewn perthynas â Chymraeg, Saesneg a mathemateg. Cyhoeddir gofynion newydd ynglyn â phob cwrs o hyfforddiant cychwynnol i athrawon ynghyd â safonau newydd y disgwylir i holl ddarpar-athrawon Cymru eu cyrraedd er mwyn ennill eu cymhwyster, gan gynnwys hyfedredd mewn TG. Bydd y gofynion newydd hyn yn gymwys i bawb sy'n hyfforddi - p'un ai'n dechrau ar gwrs newydd neu eisoes wedi dechrau cwrs - o fis Medi 1998 ymlaen.

3 Anelwn at sicrhau, ymestyn ac adeiladu ar y partneriaethau llwyddiannus sy'n bodoli eisoes rhwng ysgolion a sefydliadau addysg uwch yng Nghymru. Gosodir arferion dosbarth effeithiol yng nghanol addysg athrawon drwy ddatblygu 'Ysgolion Mentora' lle caiff hyfforddeion weld sut i addysgu mewn gwersi arddangos. Byddem yn croesawu sylwadau ar sut y dylid bwrw ymlaen â hyn.

4 Dylai pob athro ac athrawes newydd gael cymorth strwythuredig yn ystod y flwyddyn gyntaf. Dylid cymryd i ystyriaeth yr anghenion datblygu a nodwyd yn eu hyfforddiant cychwynnol, gan bennu cyflymder a chyfeiriad ar gyfer datblygiad proffesiynol yn y dyfodol. Cyflwynir felly flwyddyn sefydlu i athrawon sydd newydd gymhwyso er mwyn cydgyfnerthu eu medrau a rhoi'r hawl i bob athro ac athrawes newydd gael cymorth o dan arweiniad. Yn eu tro, bydd disgwyl iddynt hwythau gyflawni eu hymroddiad proffesiynol drwy barhau i ddatblygu eu medrau yn y meysydd a nodid yn ystod eu hyfforddiant cychwynnol. Mae yna achos hefyd o blaid cadarnhau Statws Athro Cymwysedig ar ôl llwyddo i gwblhau'r flwyddyn sefydlu newydd arfaethedig. Byddai angen cymorth mentor yn ystod y flwyddyn sefydlu i sicrhau ansawdd yr addysgu a gâi'r disgyblion. Disgwylid i'r ysgolion ddarparu rhaglen sefydlu gynlluniedig ar gyfer pob athro ac athrawes newydd-gymhwyso, ar sail cyfarwyddyd yr Uned TTA yng Nghymru.

5 Croesewir eich sylwadau ar y canlynol:

- yr hyn y dylai fod yn ofynnol i athrawon newydd-gymhwyso ei wneud yn eu blwyddyn gyntaf i feithrin eu medrau ymarferol; a'r
- trefniadau ymarferol y byddai eu hangen i gadarnhau Statws Athro Cymwysedig ar ddiwedd blwyddyn sefydlu lwyddiannus.

Hyfforddi'r athrawon presennol

Datblygiad proffesiynol

6 Mae angen i ni sicrhau y caiff yr 28,000 o athrawon sy'n gweithio yng Nghymru hyfforddiant a chymorth o ansawdd uchel gydol eu gyrfa. Dylent gael cyngor rheolaidd ar yr arferion gorau a medrau newydd. Mae'r Uned TTA yng Nghymru yn gweithio ar y cyd ag ymarferwyr ac eraill i lunio fframwaith ar gyfer datblygiad proffesiynol pob athro ac athrawes. Bydd yr Uned yn helpu awdurdodau lleol ac ysgolion i sicrhau bod athrawon yn elwa gymaint â phosibl ar yr ystod eang o hyfforddiant a fydd ar gael yn y dyfodol. Gall cysylltiadau rhwng cydweithwyr weithio cystal, os nad yn well, na mentrau o'r-brig-i-lawr. Datblygwn botensial rhwydweithiau electronig i gefnogi ysgolion ac athrawon yng Nghymru; i greu cysylltiadau rhwng ymarferwyr ystafell-ddosbarth o wahanol sefydliadau a chydweithwyr yng Nghymru, y DU a'r tu hwnt; ac i gyfnewid deunyddiau hyfforddi. Caiff modelau o 'rith-ganolfannau' athrawon, a fydd yn gysylltiedig â'r Brifysgol i Ddiwydiant, eu haddasu hefyd mewn ffyrdd sy'n gwneud synnwyr ar gyfer Cymru. Yn fwy cyffredinol bydd yr Uned TTA yn gweithio gyda chyrff eraill sydd â diddordeb er mwyn sicrhau bod y fframwaith datblygu newydd yn llwyr fodloni anghenion arbennig system addysg Cymru.

Athrawon Uwch-Fedrau

7 Mae dyrchafu athrawon fel arfer yn golygu lleihau eu hamser yn y dosbarth. Gall yr athrawon mwyaf profiadol fod yn anfodlon aros mewn proffesiwn nad yw'n gwobrwyu'u medrau addysgu. Bwriedir felly gyflwyno gradd newydd yn yr yrfa, sef Athro Uwch-Fedrau, er mwyn gwobrwyu'r athrawon dosbarth gorau, sydd hefyd wedi amlygu parodrwydd i ysgwyddo baich ychwanegol yn cyfrannu at berfformiad eu hysgol. Rhagwelwn y bydd gan Athrawon Uwch-Fedrau ran allweddol i'w chwarae wrth godi safonau drwy gynnal a mentora'r rhai sy'n hyfforddi ac athrawon sydd newydd gymhwyso. Gallent gymryd rhan mewn hyfforddiant cychwynnol i athrawon fel cydymaith-ymarferwyr i sefydliadau addysg uwch Cymru sy'n gweithio mewn partneriaeth â'u hysgolion, a hynny mewn ffyrdd a ddylunnir i datblygu'r sylfaen ymchwil addysgol yma.

8 Gofynnir i'r Corff Adolygu Athrawon Ysgol (STRB) argymhell sut y dylid cyflwyno'r radd Athrawon Uwch-Fedrau. Bydd yr STRB yn ymgynghori'n eang ag awdurdodau lleol, undebau athrawon a chyrff llywodraethwyr. Gwahoddir yr STRB i ystyried pa waith yn union y dylai Athrawon Uwch-Fedrau ei wneud; sut a ble y dylid sefydlu swyddi Athrawon Uwch-Fedrau; a sut y dylid dewis Athrawon Uwch-Fedrau. Byddem yn croesawu sylwadau ar y canlynol:

- sut y dylid dethol Athrawon Uwch-Fedrau;
- pa waith y dylid disgwyl iddynt ei wneud;
- a ddylid sefydlu a datblygu'r cysyniad o gydymaith-ymarferwyr yng Nghymru, a beth fyddai'r ffordd orau o wneud hynny.

Cymorth i athrawon

9 Bydd cynorthwyrwr athrawon yn gweithio gydag athrawon i sicrhau bod disgyblion yn dysgu. O dan gyfarwyddyd cyffredinol yr athrawon, gweithiant gyda disgyblion yn y dosbarth a'r tu allan iddo, mewn grwpiau bach neu fesul un. Mewn ysgolion cynradd a meithrin, gellir cael cynorthwyrwr dosbarth, gweinyddesau meithrin neu gynorthwyrwr anghenion arbennig: mewn ysgolion uwchradd, gellir cael cynorthwyrwr iaith dramor, cynorthwyrwr cerdd neu gynorthwyrwr anghenion arbennig. Ar hyn o bryd ychydig neu ddim hyfforddiant sydd gan lawer o gynorthwyrwr athrawon at y gwaith a wnânt. Ymgynghorwn ag awdurdodau lleol ac awdurdodau eraill ynghylch datblygu rhaglen o gyrsiau a chymwysterau ar gyfer yr holl gynorthwyrwr athrawon, a fydd yn cymryd i ystyriaeth eu gwybodaeth, eu medrau, a'u swyddogaeth unigol yn yr ysgol.

10 Mae cymorth ar ffurf siaradwyr gwadd megis swyddogion heddlu, fforwyr, arweinwyr crefyddol; cyflwyniadau gan Hybu lechyd Cymru a'r gwasanaeth llyfrgelloedd; a hyfforddiant gan fabolgampwyr, wedi'u defnyddio'n llwyddiannus gan yr ysgolion ers tro byd. Mae'r Urdd hefyd yn chwarae rhan bwysig iawn wrth helpu'r ysgolion i ddatblygu medrau a dealltwriaeth o ddiwylliant Cymru. Hefyd mae pobl fusnes o ddiwydiant, masnach a'r gwasanaethau wedi cysylltu â'r ysgolion, gan ddod â gwybodaeth a medrau newydd i mewn ac ychwanegu persbectif newydd a gwahanol. Mae cwmnïau fel Ford a Dur Prydain wedi chwarae rhan arbennig o bwysig wrth roi cymorth uniongyrchol i arloesi gyda'r cwricwlwm yng Nghymru, yn arbennig mewn perthynas â chymwysterau a chyrsgalwedigaethol. Mae cyflogwyr hefyd wedi cynnig cyfleoedd i athrawon gael lleoliadau i uwchraddio'u medrau a'u dealltwriaeth o ddiwydiant. Rhaid hybu pob datblygiad o'r fath. Byddem yn croesawu sylwadau ar y canlynol:

- sut y dylid defnyddio cynorthwyrwr athrawon a chymdeithion yn yr ysgolion;
- pa gamau pellach y gellid eu cymryd i gynnwys mwy o bobl o'r cymunedau lleol i helpu i godi safonau ysgolion.

Arweinyddiaeth ysgolion

11 Ansawdd y penaethiaid a'u huwch-staff sy'n gwneud y gwahaniaeth rhwng llwyddo a methu mewn ysgol. Mae penaethiaid yn benodol yn y rheng flaen, gan arwain yr ymdrech i godi safonau. Bydd deddfwriaeth a gyflwynir yn nes ymlaen eleni yn

darparu y dylai pawb a benodir yn bennaeth ysgol yn y dyfodol feddu am y tro cyntaf ar gymhwyster proffesiynol i benaethiaid. Bydd hyn yn dangos bod ganddynt y galluedd angenrheidiol i arwain a symbylu disgyblion ac i reoli ysgol. Yr ydym yn disgwyl y bydd y Cymhwyster Proffesiynol Cenedlaethol Prifathrawiaeth (CPCP) newydd yn ffurfio sylfaen ar gyfer y cymhwyster gorfodol newydd. Byddem yn croesawu sylwadau ar y canlynol:

- y medrau a'r cymwyseddau y dylid eu cynnwys mewn unrhyw gymhwyster prifathrawiaeth gorfodol, ac a oes gofyn medrau penodol yng Nghymru (er enghraifft mewn sefydliadau dwyieithog);
- i ba raddau y mae'r CPCP yn bodloni'r gofynion hyn;
- yr amserlen ar gyfer cyflwyno'r gofynion gorfodol yng Nghymru;
- a ddylid cymryd unrhyw gamau arbennig yng Nghymru i sicrhau y caiff penaethiaid ysgolion cynradd bach, ac ysgolion cyfrwng-Cymraeg, gyfleoedd priodol i gymryd y cymhwyster.

12 Mae'n bosibl bod achos o blaid datblygu llwybr 'camau breision' tuag at brifathrawiaeth ar gyfer athrawon sy'n amlygu dawn i arwain ysgol yn gynnar yn eu gyrfa. Gallai hyn olygu defnyddio cyfuniad o argymhellion gan SPAEM, penaethiaid a/neu awdurdodau lleol a hunan-asesu, i ddewis darpar-arweinwyr camau breision. Gellid cynnig cyfleoedd iddynt gymryd yr CPCP yn gynt nag arfer. Byddai'r broses yn sicrhau y caent yr hyfforddiant a'r heriadau a fyddai'n fodd iddynt symud ymlaen yn gyflym i swyddi arweinwyr ysgol, pe baent yn parhau i Iwyddo. Byddem yn croesawu sylwadau ar y canlynol:

- a oes achos o blaid llwybr camau breision tuag at brifathrawiaeth.

13 Mae ar benaethiaid sydd newydd eu penodi angen cymorth arbennig yn aml i ddatblygu eu medrau a'u helpu i gyflawni eu cyfrifoldebau newydd ac i feincnodi eu hysgolion yn erbyn safonau rhagoriaeth ryngwladol. Gallai hynny olygu cyfleoedd i weld y gorau sy'n cael ei wneud ym myd addysg a hyfforddiant yn rhyngwladol - nid lleiaf drwy eu cynnwys ar ddirprwyaethau buddsoddi. Bydd y Swyddfa Gymreig yn gofyn i Uned TTA Cymru ymgynghori a llunio cynigion ar gyfer hyfforddiant mewn arwain a rheoli i benaethiaid newydd, wedi'u dylunio'n unswydd i fodloni anghenion arweinwyr ysgolion Cymru. Byddem yn croesawu sylwadau ar y canlynol:

- beth fyddai ffurf unrhyw hyfforddiant neu ddatblygiad;
- a osodir beichiau ychwanegol ar benaethiaid newydd yng Nghymru o'u cymharu â chydweithwyr yn Lloegr, e.e. mewn sefydliadau dwyieithog.

14 Bydd y Swyddfa Gymreig ac Uned TTA Cymru, ynghyd â'r Grwp Ymgynghorol cysylltiedig, yn rhoi ystyriaeth ofalus i'r achos o blaid datblygu cymwysterau newydd mewn prifathrawiaeth i'r Penaethiaid presennol - o bosibl ar sail safonau'r CPCP. Ystyriant hefyd hyfforddiant ychwanegol i benaethiaid effeithiol, a rhaglenni a ddylunnir i fodloni anghenion penaeithiaid llai effeithiol, fel y'u nodir drwy gyfrwng trefniadau i gloriannu penaeithiaid. Byddem yn croesawu sylwadau ar y canlynol:

- y blaenoriaethau ar gyfer hyfforddi a datblygu'r penaeithiaid presennol yng Nghymru.

15 Gwyddom fod y mwyafrif o benaethiaid yn gwneud gwaith effeithiol iawn a bod rhai yn eithriadol. Teimlwn y gallai penaeithiaid yr ysgolion hynny a enwir yn adroddiadau SPAEM fel ysgolion llwyddiannus iawn wneud cyfraniad o bwys at wella system addysg Cymru. Yr ydym hefyd am roi cyhoeddusrwydd i'r gwaith ardderchog a wneir mewn llawer o ysgolion ledled Cymru a sicrhau y caiff athrawon da y gydnabyddiaeth gyhoeddus a haeddant. Heb ychwanegu at eu baich, gofynnwn i benaethiaid yr ysgolion hyn weithredu fel mentoriaid, gan ledaenu'r arferion gorau a chefnogi ysgolion tebyg nad ydynt yn perfformio cystal. Gall partneriaethau cryfach gydag arweinwyr busnes gryfhau medrau rheoli penaeithiaid hefyd.

Rheoli perfformiad

16 I gyd-fynd â chymorth ar gyfer addysgu o ansawdd uchel, rhaid cael ymrwymiad i ddweud ac i weithredu lle nad yw athrawon - ac yn wir penaethiaid - yn perfformio yn ôl y safonau y mae gan ddisgyblion a rhieni hawl i'w disgwyl. Mae cyfundrefn gloriannu deg a chadarn yn nodwedd ym mhob proffesiwn sy'n rhoi pwys ar safonau. Bwriadwn adolygu'r trefniadau presennol ynglyn â chloriannu athrawon i sicrhau eu bod yn ffordd effeithiol o gadw llygad ar ansawdd perfformiad athrawon. Bydd cynllun cloriannu cliriach yn fuddiol i athrawon sy'n gwneud gwaith da o ran nodi eu cryfderau a'u hanghenion datblygu. Bydd athrawon llai effeithiol y mae arnynt angen cymorth i nodi eu gwendidau a thargedau ar gyfer gwell perfformiad yn manteisio hefyd o gael eu cloriannu'n well ac yn fwy sensitif. Elfennau allweddol unrhyw drefniadau cloriannu fydd arsylwi yn y dosbarth, asesu canlyniadau'r disgyblion sydd yn eu gofal, ac adolygu perfformiad bob blwyddyn, yn gysylltiedig â thargedau ar gyfer gwella perfformiad y disgyblion.

17 O gofio swyddogaeth holl-bwysig y pennaeth mewn sicrhau addysg o ansawdd uchel yn yr ysgol, fe edrychwn ar y trefniadau presennol ar gyfer cloriannu penaethiaid i sicrhau eu bod mor gadarn â phosibl. Byddem yn croesawu sylwadau ar y canlynol:

- pa mor effeithiol yw'r trefniadau presennol ar gyfer cloriannu athrawon a phenaethiaid; a
- ffyrdd i wella'r trefniadau presennol er mwyn rhoi awgrym cytbwys a chynnar o anghenion datblygu, a phennu targedau ar gyfer gwella.

18 Bach iawn yn wir yw nifer yr athrawon aneffeithiol yng Nghymru. Ond nid yw'n fuddiol i'r athrawon hynny, nac i'r ysgolion, os nad eir i'r afael â'r problemau proffesiynol cysylltiedig yn effeithiol. Pan welir athrawon gwael, rhaid eu helpu i wella'n gyflym os oes modd. Os nad oes modd gwella, yna dylent roi'r gorau i'r proffesiwn. I'r perwyl hwn mae angen dulliau gweithredu cyflym ond caredig a sensitif. Bwriedir rhoi pwerau mewn deddfwriaeth newydd i Iywodraethwyr ysgol ddiswyddo athrawon anghymwys. Anelir at symleiddio'r gweithdrefnau diswyddo statudol yn yr ysgolion, gan gadw tegwch hefyd. Gofynnwn i'r Corff Adolygu Athrawon Ysgol ystyried cryfhau gwaith rheoli penaethiaid, fel ei bod yn ofynnol iddynt adrodd i'r llywodraethwyr bob blwyddyn i ddweud a oes ganddynt dystiolaeth bod perfformiad unrhyw athro neu athrawes wedi gostwng o dan safon dderbyniol er mwyn i gamau priodol gael eu cymryd.

Llais i athrawon

19 Mae gan yr Alban Gyngor Addysgu Cyffredinol eisoes - ond nid oes dim byd tebyg yng Nghymru na Lloegr. Mae llais y proffesiwn yn wannach o'r herwydd ynglyn â'r canlynol:

- hybu addysgu fel gyrfa yng Nghymru;
- goruchwylio mynediad i'r proffesiwn;
- 'gwahardd' darpar-athrawon rhag dod i mewn i'r proffesiwn;
- sicrhau safonau proffesiynol.

20 Mae yna gwestiwn hefyd a ddylid ehangu'r rhestr hon drwy ychwanegu swyddogaethau a gyflawnir gan Uned TTA yng Nghymru, a chan y TTA ei hun, ynglyn â'r fframwaith cymwysterau ar gyfer y proffesiwn. Er hynny, nid oes bwriad i newid y trefniadau yng Nghymru ynglyn ag arian, sicrwydd ansawdd, nac arolygu gwaith y sefydliadau hyfforddiant cychwynnol i athrawon (boed hwnnw drwy gyfrwng y Gymraeg neu'r Saesneg). Caiff arian ar gyfer HCA (gan gynnwys ar gyfer recriwtio i bynciau blaenoriaeth) ei sianelu drwy CCAUC; bydd trefniadau partneriaeth sy'n cael eu henghreiffio gan Grwp Cyswllt Addysg Uwch Cymru (HCA) yn parhau; a bydd SPAEM yn dal yn gyfrifol am arolygu sefydliadau HCA, yn union fel y maent yn arolygu ysgolion a'r sector AB yng Nghymru.

21 Mae'r llywodraeth wedi ymrwymo i sefydlu Cyngor Addysgu Cyffredinol (CAC) gyda darpariaeth benodol ar gyfer athrawon yng Nghymru i siarad dros y proffesiwn a chodi safonau ynddo. Bwriedir deddfu ar gyfer hyn yn nes ymlaen eleni. Cyhoeddir dogfen ymgynghori ar wahân ar y swyddogaethau a'r cyfansoddiad manwl. Gwahoddir sylwadau ar o leiaf dau

ddewis strwythurol:

- CAC ar gyfer Cymru a Lloegr ar y cyd, ond gyda chydran ar wahân, a gydnabyddir yn statudol, ar gyfer penderfyniadau a pholisi yng Nghymru;
- CAC ar wahân ar gyfer Cymru, gyda rhwymedigaeth i gydgysylltu ei weithgareddau gydag CAC Lloegr.

22 Ni fyddai'r naill ymagwedd neu'r llall yn rhwystro ymgynghori rheolaidd rhwng y Swyddfa Gymreig a'r cymdeithasau athrawon ar faterion sy'n uniongyrchol berthnasol i'r gwasanaeth addysg ac adlewyrchu anghenion ac amgylchiadau penodol Cymru.

Crynodeb

Mae'r bennod hon yn nodi'r fargen newydd y bwriadwn ei chynnig i athrawon.

O dan ein cynigion, erbyn 2002 fe fydd yna:

- Cyngor Addysgu Cyffredinol newydd i leisio barn y proffesiwn yng Nghymru;
- gofynion craidd newydd ar gyfer pob cwrs o hyfforddiant cychwynnol i athrawon, gofynion newydd i ddarpar-athrawon gan ganolbwyntio ar Gymraeg, Saesneg a mathemateg, a safonau newydd y bydd rhaid i bob hyfforddai eu cyrraedd cyn ennill cymhwyster i addysgu;
- trefniadau sefydlu newydd i bob athro ac athrawes newydd-gymhwyso;
- fframwaith newydd (o safonau a chymwysterau) ar gyfer datblygiad proffesiynol parhaus pob athro ac athrawes gydol eu gyrfa;
- gradd newydd o Athrawon Uwch-Fedrau ac o bosibl cydymaith-ymarferwyr mewn sefydliadau addysg uwch yng Nghymru;
- gofyniad gorfodol am y tro cyntaf fod pob pennaeth yn meddu ar gymhwyster prifathrawiaeth proffesiynol;
- rhaglen ddatblygu ar gyfer y penaethiaid presennol;
- gwell trefniadau cloriannu ar gyfer athrawon a phenaethiaid.

Materion ar gyfer ymgynghori

Yr ydym yn croesawu ymatebion adeiladol i'r holl gynigion a nodir yma i gyrraedd y nodau hyn. Yn benodol, fe hoffem gael sylwadau ar y canlynol:

Sefydlu

- Sut y dylid bwrw ymlaen â'r cysyniad o 'ysgolion mentora' yng Nghymru.
- Yr hyn y dylai fod yn ofynnol i athrawon newydd-gymhwyso ei wneud yn eu blwyddyn gyntaf i feithrin eu medrau proffesiynol.
- Y trefniadau ymarferol y byddai eu hangen i gadarnhau Statws Athro Cymwysedig ar ddiwedd blwyddyn sefydlu Iwyddiannus.

Athro Uwch-Fedrau

- Sut y dylid dethol Athrawon Uwch-Fedrau.
- Pa waith y dylid disgwyl iddynt ei wneud.
- A ddylid sefydlu a datblygu'r cysyniad o gydymaith-ymarferwyr yng Nghymru, a beth fyddai'r ffordd orau o wneud hynny.

Prifathrawiaeth

- Y medrau a'r cymwyseddau y dylai unrhyw gymhwyster prifathrawiaeth gorfodol eu cynnwys ac a oes ar benaethiaid yng Nghymru angen unrhyw fedrau penodol (ee mewn cyd-destun dwyieithog).
- A yw'r CPCP yn bodloni'r gofynion hyn.
- A ddylid cymryd unrhyw gamau arbennig yng Nghymru i sicrhau y caiff ymarferwyr addas mewn ysgolion cynradd bach, ac mewn sefydliadau cyfrwng-Cymraeg, gyfleoedd priodol i gymryd y cymhwyster.
- Pa amserlen a ddylai gael ei phennu ar gyfer cyflwyno'r gofynion gorfodol.
- Y blaenoriaethau ar gyfer hyfforddi a datblygu penaethiaid presennol a phenaethiaid sydd newydd eu penodi yng Nghymru; pa ffurf y dylai'r hyfforddiant neu'r datblygiad ei chymryd; ac a oes yna feichiau ychwanegol ar benaethiaid newydd yng Nghymru, o'u cymharu â chydweithwyr yn Lloegr.
- A oes achos o blaid llwybr camau breision tuag at Brifathrawiaeth?

Cymorth i athrawon

- Sut y dylid defnyddio cynorthwywyr athrawon a chymdeithion yn yr ysgolion.
- Pa gamau pellach y gellid eu cymryd i gynnwys mwy o bobl o fyd busnes ac o'r cymunedau lleol yng Nghymru i helpu'r ysgolion i godi safonau.

Rheoli perfformiad

- Pa mor effeithiol yw'r trefniadau presennol ar gyfer cloriannu athrawon a phenaethiaid.
 - Ffyrdd o wella'r trefniadau presennol er mwyn rhoi syniad cynnar o anghenion datblygu a thargedau ar gyfer gwella.
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Pennod 9: Rhieni, Disgyblion a Chyrhaeddiad

Yn y ddwy bennod ddiwethaf, nodwyd sut y byddwn yn helpu ysgolion ac athrawon Cymru i berfformio'n fwy effeithiol. Yn y bennod hon canolbwyntir ar swyddogaeth y rhieni wrth gefnogi addysg eu plant, ac ar gamau i fynd i'r afael â thriwariantiaeth a diffyg disgyblaeth mewn ysgolion.

1 Mae'r rhieni'n chwarae rhan uniongyrchol wrth helpu eu plant i ddysgu, yn arbennig yn eu blynyddoedd cynnar. Mae dysgu fel teulu yn offeryn grymus i gyrraedd rhai o'r mwyaf anfanteisiol yn ein cymdeithas a'u tynnu i mewn i'r her o ddysgu gydol eich oes. Mae iddo'r potensial o atgyfnerthu rôl y teulu; newid agweddau at addysg; helpu i adeiladu cymunedau lleol cryf; ac ehangu cyfranogiad mewn addysg. Bwriadwn i'r Fenter Llythrennedd Teuluol yng Nghymru, a hybir gan yr Asiantaeth Medrau Sylfaenol ar y cyd â'r awdurdodau lleol fod ar waith ledled Cymru erbyn 1998-99, gan gyrraedd 2000 o rieni a 3000 o ddisgyblion.

Cwestiwn ar gyfer ymgynghori: Pa enghreifftiau da o ddysgu fel teulu sydd ar gael yn eich ardal chi a allai fod yn fodel i eraill?

Rhieni ac addysg eu plant

Gwybodaeth i rieni

2 I fod yn bartneriaid effeithiol, mae ar rieni angen gwybodaeth gywir ac adborth rheolaidd am beth sy'n digwydd yn yr ysgolion. Mae angen iddynt deimlo'n rhan go iawn o'r ymdrech i godi safonau. Ni all yr un ddogfen neu ffynhonnell wybodaeth unigol wneud hyn. Yr hyn sy'n bwysig yw bod y wybodaeth yn ei chyfanrwydd yn hwylus, ac yn galluogi rhieni i lunio barn gytbwys am gyraeddiadau'r ysgol.

3 Rhaid i bob ysgol gyhoeddi adroddiadau a llawlyfrau blynyddol, gan roi copi o adroddiad ar y disgybl i'r rhieni o leiaf unwaith y flwyddyn. Mae yna lawer o enghreifftiau o adroddiadau buddiol a llawn gwybodaeth i rieni; ond gwyddom hefyd fod rhai dogfennau, am y naill reswm neu'r llall, yn gadael rhieni yn eu hunfan. Yr ydym am sicrhau bod gwybodaeth yn cael ei rhoi yn y ffordd gliriaf posibl. Byddwn yn trafod y ffordd orau o hybu hyn gyda'n partneriaid, yn enwedig drwy adolygu'r fframwaith o reolau a thrwy ledaenu arferion da.

4 Mae llawer o ysgolion yn wynebu anawsterau mawr wrth ennyn diddordeb rhieni yn addysg eu plant, ac wrth godi eu dyheadau a'u disgwyliadau. Ymgynghorir yng Nghymru ar i ba raddau y dylai adroddiadau alluogi athrawon i roi syniad i'r rhieni o'r hyn y gellid disgwyl iddynt ei wneud i helpu eu plant i gyflawni mwy. Er enghraifft, gallai hyn gynnwys gwybodaeth am fentora a dosbarthiadau meistr; yn ogystal â chlybiau gwaith cartref a'r clybiau cymorth gwyliu er enghraifft a ddylai fod ar gael ledled Cymru erbyn 1999.

Cwestiynau ar gyfer ymgynghori: Pa wybodaeth y dylai fod yn ofynnol ei chynnwys ym mhob adroddiad ar ddisgyblion, pob llawlyfr a phob adroddiad blynyddol, a beth y dylid ei adael i ddisgresiwn yr ysgol?

I ba raddau y gellid ymestyn adroddiadau i nodi'r hyn y gallai'r rhieni ei wneud i helpu eu plant i gyflawni mwy?

Gwaith cartref

5 Dylai'r rhieni wybod pa waith cartref y disgwylir i'w plant orfod ei wneud a beth yw eu rôl hwythau wrth eu cefnogi. Dylai pob ysgol adolygu eu defnydd o waith cartref o ansawdd uchel yn rheolaidd, i ysgogi addysg a chyrhaeddiadau yng Nghymru. Gosodir gwaith cartref rheolaidd i rai plant, ond mae llawer gormod yn mynd hebdo. Ac felly cyhoeddir canllawiau ar waith cartref ysgolion yng Nghymru. Bydd y rhain yn cynnwys:

- faint o waith cartref y dylai disgyblion o wahanol oedrannau ei wneud;
- faint o amser y dylai disgyblion o wahanol oedrannau ei dreulio ar waith cartref;
- pa fath o dasgau a gweithgareddau sy'n gwneud gwaith cartref da;

- sut y gall ysgolion ddatblygu a gweithredu polisïau llwyddiannus ar waith cartref;
- yr hyn a ddisgwylir oddi wrth ysgolion a rhieni.

Ymgynghorwn ar y canllawiau yn gynnwys ym 1998 gyda golwg ar eu cyflwyno ym Medi 1998.

Cwestiwn ar gyfer ymgynghori: Ar ba ffurf y dylid cyflwyno'r canllawiau ar waith cartref o ansawdd dda, a sut y gellir eu gwneud yn fwyaf effeithiol yn ymarferol?

Cysylltiadau rhwng y cartref a'r ysgol

6 Mae angen i athrawon, llywodraethwyr a rhieni feithrin a hybu partneriaethau effeithiol rhwng ysgolion a rhieni er mwyn codi safonau a gwella canlyniadau. Mae gan lawer o ysgolion gytundebau cartref-ysgol eisoes. Er mwyn creu partneriaethau cryfach, bydd yn ofyniad cyfreithiol i bob ysgol ddatblygu a sefydlu cytundeb cartref-ysgol. Bydd y rhain yn esbonio'n glir yr hyn a ddisgwylir oddi wrth yr ysgol, y rhiant a'r disgybl. Ni fydd y cytundebau'n gyfreithiol-rwymol, ond fe fyddant yn ddatganiad grymus o fwriad. Bydd y manylion yn wahanol o'r naill ysgol i'r llall, ond mae'n debyg y bydd pob cytundeb yn cynnwys disgwyliadau ynglyn â phresenoldeb, disgyblaeth, gwaith cartref, safon yr addysg a naws yr ysgol.

7 Gall cymdeithasau cartref-ysgol roi cefnogaeth rymus i bartneriaethau gyda rhieni. Bwriadwn ei gwneud yn ofynnol i bob corff llywodraethu sicrhau bod cymdeithas gan eu hysgol. Yn ychwanegol bwriadwn gynyddu nifer y rhieni-lywodraethwyr etholedig ym mhob math o ysgol - gan roi mewnbyn uniongyrchol i'r rhieni i bolisïau addysg yr AALI drwy sicrhau bod o leiaf un cynrychiolydd sy'n rhiant ar bob AALI.

Cwestiwn ar gyfer ymgynghori: Pa faterion penodol a ddylai yn eich barn chi gael eu cynnwys gan gytundebau cartref-ysgol (a) ysgol gynradd a (b) ysgol uwchradd?

Mynd i'r afael â phroblemau ymddygiad

Gwella disgyblaeth

8 At ei gilydd mae safonau ymddygiad ysgolion Cymru yn foddhaol. Ond pryd bynnag y bydd y safonau ymddygiad hynny'n llithro, neu lle gellid eu gwella, mae gan athrawon, rhieni a'r disgyblion eu hunain ran i'w chwarae wrth eu codi.

Ymgynghorwn yn fuan ar ganllawiau a gyhoeddir i'r ysgolion - ynghylch darpariaethau Deddf Addysg 1997 ar **ddisgyblaeth ysgol**. Mae'r Ddeddf yn ei gwneud yn ofynnol i bob ysgol gael polisi ymddygiad clir i nodi'r safonau ymddygiad a ddisgwylir, sut yr anogir ymddygiad da a disgyblaeth a'r sancsiynau a ddefnyddir os torrir y safonau a ddisgwylir.

9 Atgoffir yr ysgolion hefyd mor bwysig yw mynd i'r afael yn effeithiol â bwllian, a chynnwys y cyfan o gymuned yr ysgol (gan gynnwys y disgyblion) wrth ddatblygu a gweithredu strategaethau i'r perwyl hwn. Cefnogwn fentrau lleol i fynd i'r afael â phroblemau ymddygiad gan gymryd camau pendant i ledaenu gwybodaeth am arferion da sy'n deillio ohonynt, er enghraifft ar y manteision a welwyd mewn ysgolion sydd wedi cyflwyno 'disgyblaeth gadarnhaol' yn ofalus.

10 Lle bo disgyblion yn peryglu addysg eraill neu'n parhau i ymddwyn yn wrth-gymdeithasol, fe fydd angen eu gwahardd o'r ysgol weithiau. Y cam eithaf yw'r sancsiwn hwn. Mae Deddf Addysg 1997 yn darparu ar gyfer gwaharddiadau cyfnod-penodedig o hyd at 45 diwrnod y flwyddyn. Byddwn yn ymgynghori ar ganllawiau newydd i'r ysgolion a'r awdurdodau lleol ynghylch yr amgylchiadau lle gellid defnyddio gwaharddiadau, ac ynghylch newidiadau i'r trefniadau apelau a gyflwynwyd gan y Ddeddf. Ymgynghorwn hefyd ar drefniadau ar gyfer addysg disgyblion a waherddir o'r ysgol a rhagoriaethau cynyddu'r cymhellion ariannol i ysgolion dderbyn disgyblion a waharddwyd gan ysgolion eraill.

11 Mae nifer o awdurdodau Cymru eisoes yn edrych ar ffyrdd newydd o ddarparu addysg i blant sydd mewn perygl o gael eu gwahardd neu sydd wedi'u gwahardd o'r ysgol; neu sy'n triwntio'n barhaus. Cyn hir bydd SPAEM yn cyhoeddi arolwg o broiectau a gynhaliwyd gan yr awdurdodau lleol gyda chymorth GCAH. Mae nifer o'r awdurdodau hefyd yn cynnal mentrau mewn partneriaeth â Dinasoedd mewn Ysgolion sy'n anelu at gadw'n pobl ifanc yn sefydliadau addysg y brif ffrwd neu eu dychwelyd i'r sefydliadau hynny mor gyflym â phosibl. Mae'r dulliau'n cynnwys cyrsiau pontio i ddisgyblion 14-16 oed sy'n cynnig rhaglen amser-llawn strwythuredig o addysg a phrofiad gwaith; grwpiau o ddisgyblion; rhaglenni un-i-un i ddisgyblion iau sy'n eu hailintegreiddio'n raddol i'r ysgol; a mesurau mewn rhai ysgolion i nodi a thrafod problemau ymddygiad ymhell cyn bod y cwestiwn o wahardd yn codi.

12 Mae ymagweddau o'r fath yn cyd-fynd yn dda â'r **Fenter Mynediad Ieuenctid** sy'n anelu at helpu'r bobl ifanc hynny, o 14 oed ymlaen yn bennaf, sydd wedi dadrithio ac sy'n tangyflawni, i ailintegreiddio a gwneud cynnydd. Mae'n anelu at helpu pobl ifanc:

- o dan oedran ymadael â'r ysgol, sydd wedi ymeithrio o addysg y brif ffrwd neu sydd mewn perygl o wneud hynny, i gael eu hailintegreiddio i addysg y brif ffrwd neu i wneud cynnydd i fathau eraill o addysg neu hyfforddiant sy'n bodloni eu hanghenion;
- uwchlaw oedran ymadael â'r ysgol, nad ydynt mewn addysg, hyfforddiant neu swyddi, i wneud cynnydd i fathau effeithiol o addysg, hyfforddiant neu swyddi.

Trefnir bod arian, drwy gyfrwng GCAH a Chronfeydd Menter Lleol i'r CHM, ar gael i gefnogi cynigion gan yr awdurdodau lleol a'r CHM sy'n pennu cydgynlluniau gweithredu sy'n cynnwys cyfnod o dair blynedd neu ragor, o 1998-99 ymlaen. Paratwir y cynlluniau gyda chymorth mewn ymgynghoriad â'r gwasanaeth gyrfaoedd a chydag ystod eang o bartneriaid lleol eraill, a chydau cefnogaeth, gan gynnwys y gwasanaeth ieuencid, sefydliadau addysg bellach a'r sector gwrifoddol.

13 Cynhwysir **unedau cyfeirio disgyblion (UCD)** yng nghylch arolygiadau SPAEM o Fedi 1997 ymlaen. Bydd Adroddiadau'r Arolygiadau'n helpu i fwydo gwaith yr AALL wrth bennu safonau a fydd yn gorfod cynnwys UCD a'r canlyniadau a gânt ar gyfer eu disgyblion.

Gwella presenoldeb

14 Mae gormod o ddisgyblion yng Nghymru yn methu â mynd i'r ysgol yn rheolaidd. Wrth wneud hynny, maent yn difetha'u gobaith o lwyddiant yn y dyfodol. Bydd y Swyddfa Gymreig yn ymgynghori ar ffyrdd pellach o hoelio sylw **rhieni** - drwy'r cytundeb ysgol-cartref er enghraifft - ar eu cyfrifoldeb dros sicrhau presenoldeb rheolaidd a phrydlon.

15 Yr ydym hefyd yn bwriadu pennu **un dyddiad ymadael â'r ysgol** o'r Pasg 1998 ymlaen, fel na fydd disgyblion 16 oed yn ymadael â'r ysgol cyn diwedd eu hastudiaethau TGAU neu GNVQ ac felly heb gymwysterau o gwbl. Dylai hyn sicrhau hefyd ein bod yn cyrraedd y canlyniadau arfaethedig canlynol erbyn y flwyddyn **2002**:

- y dylai bron **pob disgybl** yng Nghymru sicrhau pum llwyddiant TGAU A*-G, neu'r cymhwyster galwedigaethol cyfatebol;
- y dylid lleihau nifer y disgyblion sy'n ymadael â'r ysgol heb unrhyw gymhwyster TGAU neu GNVQ o **leiaf 15 y cant** o'i gymharu â lefel 1996.

16 Bydd mynd i'r afael yn effeithiol â thriwantiaeth a gwaharddiadau yn gwneud mwy na chodi lefelau cyrhaeddiad. Gall helpu hefyd i leihau troseddau. Mewn arolwg ar gyfer astudiaeth ddiweddar y Comisiwn Archwilio Misspent Youth, awgrymwyd bod 65 y cant o droseddwr oedran-ysgol a ddedfrydwyd yn y llys wedi'u gwahardd o'r ysgol neu'n triwantio'n barhaus. Gan hynny dylai camau i wella presenoldeb a lleihau'r angen i wahardd gyfrannu'n sylweddol at strategaeth ehangach y Llywodraeth i atal ymddygiad gwrth-gymdeithasol a throeddol ymhlith pobl ifanc a lleihau'r costau cyhoeddus cysylltiedig.

Crynodeb

Mae'r bennod hon yn esbonio sut y byddwn yn helpu ysgolion a rhieni i gydweithio i godi safonau, ac i sicrhau bod ysgolion yn darparu amgylchedd dysgu trefnus. Erbyn 2002 neu cyn hynny, fe fydd:

- cynlluniau llythrennedd teulu ar gael ym mhob AALL yng Nghymru;
- gwell gwybodaeth ar gael ar gyfer rhieni;
- gan ysgolion, rhieni a disgyblion gdnabyddiaeth glir o bwysigrwydd gwaith cartref o ansawdd uchel wrth godi safonau;
- cytundebau cartref-ysgol a chymdeithas cartref-ysgol ym mhob ysgol;
- gwell cefnogaeth i'r ysgolion wrth ddarparu ar gyfer disgyblion â phroblemau ymddygiad, llai o angen gwahardd disgyblion o'r ysgol; a gwell darpariaeth ar gyfer y rhai sydd allan o'r ysgol;
- lefelau is o absenoldeb diawdurdod o'r ysgol;
- dim pobl ifanc yn ymadel â'r ysgol cyn diwedd eu cyrsiau TGAU neu GNVQ - a chan y dylai bron pob disgybl 16 oed yng Nghymru allu sicrhau 5 TGAU graddau A*-G, neu'r cymhwyster galwedigaethol cyfatebol, dylid gweld gostyngiad sylweddol yn y nifer o ddisgyblion sy'n ymadael heb gymwysterau.

Materion ar gyfer ymgynghori

- Pa enghreifftiau da o ddysgu fel teulu sydd ar gael yn eich ardal chi a allai fod yn fodel i eraill?
 - Pa wybodaeth y dylid ei chynnwys ym mhob adroddiad ar ddisgyblion, pob llawlyfr a phob adroddiad blynyddol, a beth y dylid ei adael i ddisgresiwn yr ysgol?
 - I ba raddau y gellid ymestyn adroddiadau yng Nghymru i nodi'r hyn y gallai'r rhieni ei wneud i helpu eu plant i gyflawni mwy?
 - Ar ba ffurf y dylid cyflwyno'r canllawiau newydd ar waith cartref o ansawdd dda, a sut y gellir eu gwneud yn fwyaf effeithiol?
 - Pa faterion penodol a ddylai yn eich barn chi gael eu cynnwys gan gytundebau cartref ysgol (a) ysgol gynradd a (b) ysgol uwchradd? Ymgynghorir hefyd ar y canlynol:
 - hoelio sylw rhieni ar eu cyfrifoldebau dros sicrhau bod eu plant yn bresennol yn yr ysgol yn rheolaidd ac yn brydlon;
 - canllawiau manwl i'r ysgolion a'r awdurdodau lleol ar ddisgyblu a gwahardd disgyblion, presenoldeb a chynlluniau cynnal ymddygiad.
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Pennod 10: Paratoi ar gyfer Bywyd Gwaith a Bywyd Oedolyn

Rhaid i bobl ifanc gael eu paratoi ar gyfer heriadau a chyfleoedd bywyd fel oedolyn yng Nghymru a'r tu hwnt. Mae'n hanfodol bwysig fod ganddynt fynediad i addysg sy'n gwella'u cymhelliant ac yn caniatáu iddynt ennill y medrau y bydd arnynt eu hangen yn nes ymlaen. Ni ddylai profiad pobl o ddysgu ddod i ben wrth ymadael â'r ysgol. Yr ydym am greu cymdeithas lle bydd addysg bellach a hyfforddiant, gydol eich oes, yn norm.

1 Profiad ein plant yn yr ysgol sy'n gosod y sylfeini hanfodol ar gyfer dysgu gydol eu hoes. Mae gan ysgolion gyfrifoldeb pwysig wrth gysylltu'r hyn y maent yn ei wneud â'r ystod ehangach o gyfleoedd am gynnydd sydd ar gael i bobl ifanc. Dylai pawb gael cyfle i ddatblygu medrau newydd a defnyddio'u galluoedd i'r eithaf drwy gydol eu bywyd fel oedolion. Mewn marchnad lafur sy'n newid yn gyflym mae'n holl-bwysig eu bod yn gwneud hynny os ydym yn mynd i sicrhau y gall mwy o bobl wireddu eu potensial a defnyddio'u medrau a'u gwybodaeth yn effeithiol er lles y cymunedau y maent yn byw ynddynt.

2 Felly yr her sy'n wynebu ysgolion yw nid yn unig rhoi i bobl ifanc y medrau a'r wybodaeth y mae arnynt eu hangen wrth gymryd eu camau cyntaf ym myd oedolion. Yn gynyddol mae angen i ysgolion roi i bobl ifanc y medrau i barhau i ddysgu. Daw'r ffordd y mae ysgolion yn addysgu mor bwysig â'r hyn a addysgant. Mae ar bobl ifanc angen medrau dysgu gymaint ag y mae angen iddynt ddysgu.

3 Rhaid i'r hyn a addysgir i bobl ifanc nid yn unig fod yn garreg sarn i addysg bellach a hyfforddiant. Rhaid i ysgolion barhau i ddatblygu rhaglenni sy'n cyflwyno pobl ifanc i'r medrau y rhoddir gwerth arnynt yn y gweithle hefyd. Lle bynnag y bo modd dylai hyn gynnwys gweithio mewn partneriaeth â chyflogwyr, darparwyr hyfforddiant a'r 29 o Sefydliadau sy'n cyfrif am dros 190,000 o ymrestriadau bob blwyddyn, a lle cymerir pedwar o bob pum cymhwyster ar ôl 16 oed yng Nghymru bellach. Mae angen yr ymagwedd fras hon er mwyn i ni wella rhagolygon y rhai sy'n ymadael â'r ysgol a gwireddu'r manteision economaidd a ddaw yn sgil defnyddio'u medrau i'r eithaf.

Medrau byw

Dealltwriaeth gymunedol

4 Mae angen i gymdeithas fodern gynnwys ei holl aelodau. Rhaid i'n pobl ifanc gael cyfran yn niwylliant dinesig Cymru a'r tu hwnt er mwyn i'r egwyddor honno ddod yn realiti cynhwysol. Mae angen i bobl ifanc ddysgu am natur y gymuned a democratiaeth - ac am y dyletswyddau, y cyfrifoldebau a'r hawliau sydd ynghlwm wrthynt - a'u deall. Byddwn yn disgwyl i bob ysgol gynnig cwricwlwm sy'n mynd i'r afael â'r themâu allweddol hyn ac yn troi nodau statudol bras paratoi pobl ifanc ar gyfer cyfleoedd, cyfrifoldebau a phrofiadau bywyd oedolyn yn rhywbeth ymarferol y gellir ei gyflawni.

5 Mae'n amlwg y gall cymorth ysgolion ar gyfer gwirfoddoli a gweithgareddau y tu allan i wersi ffurfiol ddylanwadu'n rymus a chadarnhaol. Bydd y rhain yn meithrin medrau ac ymdeimlad o gyfrifoldeb. Maent yn caniatáu i bobl ifanc ddysgu drwy weithgareddau sydd o les i eraill. Gweithiwn yn agos gyda Cyngor Gweithredu Gwirfoddol Cymru (CGGC), Cynllun Gwobrau Dug Caeredin, Gwirfoddolwyr Gwasanaeth Cymunedol ac Ymddiriedolaeth y Tywysog yng Nghymru ymhlith eraill, i helpu i roi gwir gyfleoedd i bobl ifanc a fydd o fantais iddynt hwy eu hunain ac i'r gymuned ehangach.

Bod yn rhiant

6 Rhieni sydd â'r dylanwad ffurfiannol pennaf ar fywyd plentyn. Mae'r niferoedd cynyddol o rieni sengl, rhai ifanc yn arbennig, yng Nghymru yn gosod premiwm ar fedrau bod yn rhiant. Mae bod yn rhiant da yn creu manteision difesur i rieni, plant a'r gymuned yn ei chrynswth. Gan adeiladu ar waith CBAC, ein bwriad yw y dylai fod gan bob ysgol uwchradd rôl wrth addysgu pobl ifanc ym medrau bod yn rhiant da.

Maethiad ac Iechyd

7 Mae llawer gormod o blant heddiw - y mwyafrif o bosibl - yn bodoli ar fwyd diwerth. Deiet o farau o siocled, creision, ychwanegolion a bwyd wedi'i brosesu yw'r norm i nifer anghysurus o fawr. Mae hyn mor niweidiol i berfformiad yn yr ysgol

yn y tymor byr ag i iechyd yn y tymor hir. Mae llawer o blant yn yr ysgol yn gymwys i gael prydau bwyd ysgol yn ddi-dâl - yn aml yr unig bryd bwyd sylweddol a gânt yn ystod y dydd. Bydd yna leiafswm safonau maethiad ynglyn â'r prydau hyn, a'n bwriad yw ymgynghori ynghylch y rhain. Byddwn yn adeiladu hefyd ar gyngor a chanllawiau Hybu Iechyd Cymru i annog plant i ddewis yn iach ac yn ddoeth pryd bynnag y byddant yn bwyta.

Addysg Bersonol a Chymdeithasol

8 Mae SPAEM newydd gyhoeddi arolwg o arferion da (*Safonau ac Ansawdd mewn Addysg Bersonol a Chymdeithasol*) sy'n adlewyrchu'r fframwaith presennol o addysg bersonol a chymdeithasol mewn ysgolion uwchradd. Ond o gofio pwysigrwydd dealltwriaeth o'r gymuned, bod yn rhiant, iechyd personol a materion cysylltiedig eraill, byddai'n amser da i adolygu'r cydrannau o'r cwricwlwm ABC yn drwyadl. Gan hynny, gwahoddir ACAC i ymgymryd â hyn yng nghyd-destun yr adolygiad o'r Cwricwlwm Cenedlaethol i Gymru sydd ganddynt ar y gweill. Yn y cyfamser, gwahoddir eich sylwadau chithau ar sut y dylid symud ymlaen â dealltwriaeth gymunedol, cyfrifoldeb dinesig a datblygiad personol yn fwy cyffredinol yng Nghymru - a'r hyn y dylai'r rhaglenni cysylltiedig ei gynnwys.

Cwestiwn ar gyfer ymgynghori: Beth ddylai' rhaglenni ABC ei gynnwys?

Pobl ifanc, hunan-gred a chymhelliant

9 Byddwn yn ymgynghori ar y ffordd orau i adeiladu ar fanteision gwirfoddoli a chyfleoedd eraill y tu mewn a'r tu allan i'r ystafell ddosbarth. Er hynny, mae dysgu sy'n gysylltiedig â gwaith, ac addysg a chyfarwyddyd gyrfaedd, yn hanfodol i hyder a chymhelliant disgyblion, ac yn hybu cyrhaeddiad yn yr ysgol.

Dysgu sy'n gysylltiedig â gwaith

10 Yng Nghymru, mae yna ddisgwyliad o hyd, gyda chymorth partneriaethau addysg busnes:

- y dylai pob disgybl 14-16 oed gael o leiaf bythefnos o brofiad gwaith perthnasol;
- y dylai pob disgybl 16-19 oed mewn addysg amser-llawn gael o leiaf wythnos bellach o brofiad gwaith perthnasol;
- y dylai pob disgybl 14-19 oed gael cyfle i gymryd rhan mewn gweithgareddau busnes;
- y dylai o leiaf 10 y cant o athrawon gael lleoliad diwydiannol perthnasol bob blwyddyn;
- y dylai pob disgybl 14-19 oed gael ei annog i bennu ac i gyrraedd nodau personol drwy ddefnyddio cymhellion megis cymorth mentoriaid busnes;
- o dan gysoniad yr AALI, y dylai ysgolion allu cynnig y GNVQ llawn, rhan un, neu ar ffurf unedau, i ddisgyblion 14-16 oed;
- y dylai pob ysgol uwchradd allu sefydlu gweithdrefnau effeithiol i gefnogi disgyblion wrth adolygu a chofnodi cyrhaeddiad personol, pennu targedau a chynlluniau gweithredu, gan adeiladu ar y cofnod cenedlaethol o gyrhaeddiad diwygiedig, gyda chysylltiad agos ag addysg a chyfarwyddyd gyrfaedd.

Addysg a Chyfarwyddyd Gyrfaedd

11 O ran addysg gyrfaedd, mae tystiolaeth arolwg gan SPAEM a gyhoeddwyd yn ddiweddar yn dangos bod yna lawer y mae angen i'r ysgolion ei wneud i wella safonau. Disgrifir hyn yn Arolwg o Addysg a Chyfarwyddyd Gyrfaol yn Ysgolion Uwchradd Cymru. Mae Deddf Addysg 1997 yn tanlinellu mor bwysig yw hi i'r ysgolion ddarparu rhaglen o addysg gyrfaedd i bob disgybl 13-16 oed. Yn ogystal, mae'r Ddeddf yn tanlinellu'r angen i ysgolion weithio gyda'r cwmnïau gyrfaedd i ddatblygu a chyflwyno addysg gyrfaedd. Ymgynghorir yng Nghymru ar weithredu darpariaethau'r Ddeddf. Yn y cyfamser, disgwylir i'r ysgolion drafod a chytuno'n flynyddol gyda'r cwmnïau gyrfaedd ar gyd-raglen o waith a fydd yn sicrhau bod pobl ifanc yn cael cyngor annibynnol a diduedd am y dewisiadau addysg, hyfforddiant, a gyrfaedd sydd ar gael iddynt. Mae ganddynt gyhoeddiad newydd ACAC *Darparu ar gyfer Dewis: Addysg a Chyfarwyddyd Gyrfaedd mewn ysgolion* i dynnu arno. Fel lleiafswm, disgwylir i'r cwmnïau gyrfaedd:

- rhoi cyngor a gwybodaeth i bob disgybl
13 oed ar ddewisiadau TGAU, dewisiadau galwedigaethol, a ble y gallant arwain;
- cynnig i bob disgybl 15-16 oed gyfweiliad cyfarwyddyd sy'n arwain at gynllun gweithredu cytn - a hefyd gynnig

gwybodaeth a chyfarwyddyd ar ddewisiadau ar ôl 18 oed i ddisgyblion 17-18 oed sy'n aros ymlaen mewn addysg amser-llawn;

- cynnig cyfle i rieni a gwarcheidwaid drafod y dewisiadau sydd ar gael i bobl ifanc, a'r cynllun gweithredu y cytunwyd arno gyda'u plentyn ar ddiwedd eu haddysg orfodol;
- helpu pobl ifanc a'u rhieni i wneud penderfyniadau gwybodus a realistig ar eu gyrfaedd drwy ddarparu gwybodaeth am yrfaedd, cymwysterau, a'r farchnad lafur leol;
- cefnogi ysgolion wrth gynnal llyfrgelloedd gyrfaedd ac wrth fodloni anghenion hyfforddiant athrawon sy'n cymryd rhan mewn rheoli a chyflwyno addysg gyrfaedd;
- mae ACAC wedi cynnig canllawiau ac enghreiffliau o arferion da i ysgolion ar reoli a chyflwyno addysg yrfaedd yn Darparu ar gyfer Dewis.

Cryfhau'r sylfaen addysgol mewn perthynas â gweithgynhyrchu

12 Mae angen mwy o gydweithredu i sicrhau bod ysgolion yn mynd i'r afael ag anghenion y diwydiant gweithgynhyrchu/peiriannu am fedrau lefel uwch yng Nghymru. Gweithgynhyrchu sy'n cyfrif am 28 y cant o'r CMC yng Nghymru, o'i gymharu â 22 y cant yn Lloegr. Yr ydym am i wyddoniaeth, peiriannu, gweithgynhyrchu ac adeiladu gael eu hystyried yn alwedigaethau uchel eu parch a'u gwerth y dylai pobl ifanc fod yn awyddus i ymuno â hwy. Gellir mynd i'r afael â'r her gynyddol hon drwy wneud y canlynol:

- denu mwy o raddedigion â chymwysterau da i addysgu mathemateg a'r gwyddorau;
- rhoi profiad diwydiannol perthnasol, cyfredol, drwy leoliadau, i fwy o athrawon gwyddoniaeth a thechnoleg;
- cynnwys mwy o gyflogwyr wrth gefnogi projectau cwricwlwm cyffrous; yn enwedig i ychwanegu cadernid a pherthnasedd i GNVQs mewn gweithgynhyrchu a pheiriannu;
- cryfhau cefnogaeth partneriaethau addysg/busnes lleol i sicrhau bod ysgolion yn cymryd rhan mewn cynlluniau a chystadlaethau sy'n gysylltiedig â gweithgynhyrchu/peiriannu.

Cymwysterau ehangach

13 Yn yr adrannau blaenorol, nodwyd ein gweledigaeth o rai yn unig o'r elfennau sy'n gwneud cwricwlwm eang a chytbwys. Er mwyn i ni weithredu'r weledigaeth honno yna rhaid i'r cwricwlwm gael ei gydategu gan fframwaith cymwysterau sydd yr un mor eang a hyblyg. Y prawf cyntaf y mae'n rhaid i unrhyw fframwaith o'r fath ei fodloni yw ei fod yn cael ei ddeall yn helaeth ac yn gyhoeddus. Rhaid bod iddo gymwysterau sy'n ddigon eang i ganiatáu i bobl ifanc fodloni'r heriadau y byddant yn eu hwynebu yn eu bywyd gwaith. Rhaid iddo ganiatáu i bobl hyn sy'n chwilio am addysg bellach a hyfforddiant wneud hynny mewn cyd-destun sy'n galluogi pawb i weld sut mae un cymhwyster yn cymharu â chymhwyster arall.

14 Mae yna lawer yn y cynigion sy'n deillio o adolygiad Syr Ron Dearing o gymwysterau 16-19 y gallwn adeiladu arno i sicrhau'r amcanion hyn a chyflawni'n hymrwymiaadau i fwy o ehangder mewn safonau uwch a chymwysterau galwedigaethol cryfach. Yr ydym yn cydnabod y bydd angen mwy o amser ar gyfer y newidiadau nag a gynlluniwyd yn wreiddiol: gan hynny yr ydym wedi penderfynu aros o leiaf flwyddyn cyn cyflwyno meysydd llafur newydd safonau uwch ac uwch atodol, GNVQs enghreifftiol newydd, a chymhwyster medrau allweddol newydd y bwriadwyd iddo fod ar gael yn yr holl lwybrau cymwysterau, sef pethau a gynigiwyd gyntaf ar gyfer 1998.

15 Yr ydym yn bwriadu i Awdurdod Cymwysterau, Cwricwlwm ac Asesu Cymru (a sefydlir ym mis Hydref yn sgil uno ACAC a Swyddfa'r NCVQ yng Nghymru) ymgynghori yn yr hydref ar y ffordd orau o fwrw ymlaen â hyn. Fel rhan o'r ymgynghori, gwahoddir sylwadau ar y newidiadau y gellid eu cyflwyno o fis Medi 1999 ymlaen, a'r rhai a ddylai ddod i rym y flwyddyn wedyn. Byddwn hefyd yn ceisio datblygu un dystysgrif gyffredinol i bobl ifanc, gan ganiatáu iddynt gymryd safonau uwch a/neu gymwysterau galwedigaethol, ynghyd â'r medrau allweddol o gyfathrebu, cymhwyso rhif a TG. Ymhen amser gallai hyn fod yn sylfaen ar gyfer cynnydd i addysg uwch a chyflogaeth o 18 oed ymlaen: byddai ar gael i bobl ifanc mewn hyfforddiant a seilir yn y gwaith yn ogystal ag mewn addysg amser-llawn.

Goresgyn rhwystrau i lwyddiant

16 Rhaid wrth ymdrechion cyson pellach i ddatblygu cysylltiadau rhwng cyrff i greu syniadau newydd; ac i hybu ymdeimlad cryfach o hyder ymhlith disgyblion a myfyrwyr y gallant lwyddo. Bydd hyn yn cynnwys arian oddi wrth y Loteri Genedlaethol ar gyfer clybiau y tu allan i'r ysgol; ynghyd â'r canlynol:

- sylw newydd i oresgyn rhwystrau i **gydweithrediad effeithiol rhwng ysgolion a cholegau**. Mae'r ddeddfwriaeth bresennol yn atal awdurdodau lleol a cholegau rhag gwneud cytundebau gwasanaethau ar sail consortiwm er mwyn sicrhau'r fantais fwyaf i ddisgyblion oddi wrth yr adnoddau sydd eisoes yn bodoli. Cytunwn â'r Pwyllgor Materion Cymreig yn ei adroddiad Further Education in Wales y dylid dileu'r rhwystrau hyn gan ganiatáu i AALI a'r sector addysg bellach gynllunio'r ddarpariaeth yn well. Yr ydym yn bwriadu cyflwyno cynigion gerbron y Senedd er mwyn gwneud y newidiadau angenrheidiol;
- mwy o hyblygrwydd, drwy ddeddfwriaeth, i ganiatáu i ysgolion gynnig **lleoliadau ar sail gwaith** sy'n gysylltiedig â chymwysterau galwedigaethol i ddisgyblion 14-19 oed;
- ystyriaeth o rôl **NVQs** yn y cwricwlwm i ddisgyblion 14-16 oed;
- pwyslais parhaol ar ddarparu **dewisiadau galwedigaethol i ddisgyblion 14-16 oed** fel bod GNVQs llawn, rhan un ac unedau o GNVQs ar gael yn gyffredinol, o dan gyfarwyddyd yr AALI, i ysgolion o 1998 ymlaen gydag arian a ddarperir drwy gyfrwng GCAH;
- datblygu cyd-gynlluniau gweithredu rhwng yr awdurdodau lleol a'r CHM o dan y **Fenter Mynediad Ieuencid** i helpu'r bobl ifanc hynny, o 14 oed ymlaen, sy'n anfodlon ac sy'n tangyflawni, i gael eu cynnwys eto a gwneud cynnydd;
- adolygiad gan ACAC o'r disgresiwn ynglŷn â'r cwricwlwm sydd ar gael i ysgolion yng **Nghyfnod Allweddol 4** yng Nghymru - er mwyn cyflwyno cynigion i gynnwys medrau allweddol, megis hunan-gyflwyniad, datrys problemau a gweithio mewn timau yn y cwricwlwm yng Nghymru. Bydd hyn yn adeiladu ar eu harolwg o *Patrymau Arfer sy'n Ymddangos yng Nghyfnod Allweddol 4*;
- camau gan CHM a PAB i gefnogi ysgolion ac AALI, drwy sicrhau bod eu rhaglenni a'u cynlluniau adnoddau yn fwy eglur; rhoi blaenoriaeth i'r ysgolion sy'n cael eu henwi gan yr AALI a SPAEM fel y rhai sydd ag angen y cymorth mwyaf; helpu ysgolion i fodloni targedau profiad busnes yng ngoleuni tueddiadau'r farchnad lafur leol; a gwella lefelau o ddealltwriaeth a diddordeb mewn peiriannu, gweithgynhyrchu, gwyddoniaeth/ technoleg, cymwysterau galwedigaethol a phrentisiaethau modern.

Dylai hyn oll roi sylw priodol i'r Cynllun Technoleg Rhanbarthol ar gyfer Cymru a Chynllun Gweithredol yr CHM ar gyfer Gweithgynhyrchu yng Nghymru. Bydd y Swyddfa Gymreig yn pennu targedau ymestynnol i'r CHM yn unol â hyn.

Cwestiynau ar gyfer ymgynghori: Beth arall y dylid ei wneud i ysgogi pobl ifanc Cymru i ddysgu?

Sut gall y Swyddfa Gymreig ac eraill hybu rhagoriaethau astudio a gyrfaodd mewn gwyddoniaeth i ddisgyblion a myfyrwyr?

Dysgu gydol eich oes

17 Hoffem agor addysg fel y bydd nifer cynyddol o bobl ym mhob cyfnod o'u bywyd yn gallu achub ar y cyfleoedd hynny. Mae hyn yn golygu chwalu'r rhwystrau sy'n atal pobl rhag cymryd rhan mewn addysg - rhwystrau sydd i ormod o bobl yn golygu mai rhywbeth i'w wneud yn yr ysgol yw dysgu a'i fod yn perthyn i eraill wedyn, ond nid iddynt hwy. Mae'n golygu annog a grymuso pobl i gymryd rheolaeth dros eu haddysg eu hunain. Mae'n golygu ymestyn allan a helpu'r rhai yn ein cymdeithas sydd mewn mwyaf o angen cymorth. Bydd SPAEM yn parhau gydag arolygon arferion da mewn addysg oedolion a gwaith ieuencid gan gynnwys pob un o'r 22 awdurdod lleol i helpu yn hyn o beth.

18 Mae gan gyflogwyr rôl holl-bwysig i'w chwarae. Eu hagweddau hwy yw'r dylanwad mwyaf o hyd ar benderfyniadau pobl am addysg a hyfforddiant pellach yn eu bywyd dyddiol a'u bywyd gwaith. Gydag ymrwymiad cyflogwyr, a'r holl bartneriaid allweddol eraill - unigolion, undebau llafur, awdurdodau lleol, darparwyr addysg a hyfforddiant, gwasanaethau gwybodaeth, cyngor a chyfarwyddyd a'r Llywodraeth - gall dysgu gydol eich oes ddod yn norm. Rhaid hefyd i ni wynebu'r ffaith bod llawer o gyflogwyr yn dweud nad yw addysg a hyfforddiant yng Nghymru yn cynhyrchu'r hyn y mae arnynt ei angen. Nid yw'r materion hyn yn syml: nid yw'r cyflogwyr bob amser wedi cael y wybodaeth gyflawn - ond nid yw hynny'n golygu bod eu barn bob amser yn anghywir. Cael yr hanfodion yn gywir a'u hatgyfnerthu yw'r gofynion strategol allweddol, ond mae angen gwneud llawer mwy, fel y gall cyflogwyr cartref a buddsoddwyr o'r tu allan gadarnhau ansawdd y systemau addysg a

Prifysgol i Ddiwydiant

- 19 Bydd y Brifysgol newydd i Ddiwydiant wrth graidd ein cynigion i hyrwyddo dysgu gydol eich oes. Bydd yn dod â chyfleoedd newydd i helpu pobl i wella'u medrau a gwireddu eu potensial. Ochr-yn-ochr â'r Grid Cenedlaethol newydd ar gyfer Dysgu, bydd yn cynnwys ystod o bartneriaid cyhoeddus a phreifat i harneisio'r cyfraniad mwyfwy pwysig y gall technoleg fodern ei wneud at y ffordd y byddwn yn dysgu.
- 20 Nid rhywbeth i fusnes neu i'r ychydig yn unig fydd y Brifysgol i Ddiwydiant. Mae yno i bawb, ac yr ydym am i bawb rannu ynddi. Bydd y Brifysgol i Ddiwydiant yn dod ag addysg i'r gweithle, y cartref a'r gymuned. Bydd yn helpu busnes - a chwmnïau bach yn arbennig - i ddod yn fwy cystadleuol drwy ddatblygu medrau'r rhai sy'n gweithio ynddynt. Bydd yn helpu i wneud dysgu gydol eich oes yn hygyrch a fforddiadwy i lawer mwy o bobl - yn arbennig i'r rhai y mae arnynt angen cymorth ychwanegol. Gweithiwn mewn partneriaeth â chynifer o fuddiannau â phosibl i wireddu'r cysyniad.

Crynodeb

- Mae'r bennod hon yn nodi'n cynlluniau i baratoi pobl ifanc ar gyfer bywyd oedolyn drwy gyfrwng partneriaeth rhwng y sector addysg, y sector busnes a'r sector gwirfoddol. Bydd y camau a ddisgrifir yn atgyfnerthu ac yn ategu dysgu yn y dosbarth, yn gwella cymhelliant pobl ifanc ac yn helpu i fynd i'r afael ag anfantais addysgol.
- O dan ein cynigion, erbyn y flwyddyn 2002 fe fydd, ymhlith pethau eraill:
 - cwricwlwm ABC ym mhob ysgol sy'n cynnwys rhaglenni mewn cyfrifoldeb personol a dealltwriaeth gymunedol i annog pobl ifanc i deimlo ymwybyddiaeth o berthyn i ddiwylliant dinesig Cymru;
 - rhaglenni addysg ynglyn â bod yn rhiant ym mhob ysgol uwchradd;
 - ystod eang o gamau i hybu cymhelliant a pherfformiad disgyblion yn bennaf drwy ddysgu sy'n gysylltiedig â gwaith, adolygu a chofnodi cyrhaeddiad, a gwell addysg a chyfarwyddyd gyrfaoedd;
 - cydweithredu ffrwythlon rhwng ysgolion a cholegau, a rhaglenni cadarn sy'n seiliedig ar waith ar gyfer y disgyblion 14-16 oed a fyddai'n manteisio arnynt;
 - rhwydwaith cynhwysfawr i ymdrin ag anfonlonrwydd ymhlith pobl ifanc.

Materion ar gyfer ymgynghori

- Yr ydym yn croesawu sylwadau ar y cynigion a nodir yn y bennod hon. Yn benodol:
- sut y gall dealltwriaeth gymunedol, cyfrifoldeb personol a datblygiad personol gael eu symud ymlaen drwy ABC - a beth dylai'r rhaglenni cysylltiedig ei gynnwys?
 - beth arall y dylem ei wneud i gymell pobl ifanc Cymru i ddysgu?
 - sut y gall y Swyddfa Gymreig ac eraill hybu rhinweddau astudio a gyrfaoedd mewn gwyddoniaeth, peiriannu a gweithgynhyrchu i ddisgyblion a myfyrwyr.
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Pennod 11: Tegwch at y Dyfodol

Rhaid i safonau a chanlyniadau wella mewn ffordd radicaidd. Y nod yw sefydlu fframwaith clir i Gymru lle mae pawb yn deall eu rôl a lle gallant gydweithio i gyfrannu at gyrraedd y nod cyffredin.

1 Mae'r nod allweddol ar gyfer y ffordd ymlaen yng Nghymru yn dibynnu ar ganiatáu i bob ysgol dda ffynnu - ni waeth beth yw eu statws presennol neu eu statws yn y dyfodol - a hynny heb ymyrryd â beth bynnag sy'n gweithio'n dda, tra'n ddarparu gwell cymorth i'r ysgolion y mae angen iddynt wella.

Ysgolion cymunedol, ysgolion a gynorthwyr ac ysgolion eglwysig

2 Sefydlu strwythur i ysgolion a fydd yn gefn i'r flaenoriaeth bennaf o godi safonau tra'n sicrhau gwell cydbwysedd rhwng amrywiaeth, ymreolaeth ysgolion, tegwch a chydweithredu yw'n diben. Dyma'r egwyddorion sylfaenol:

- mae'r ysgolion yn gyfrifol am eu safonau eu hunain ac am fynd ati yn barhaus i wella'u perfformiad;
- mae yna werth mewn amrywiaeth rhwng ysgolion, gan ganiatáu i bob un ddatblygu ei hunaniaeth, ei chymeriad a'i harbenigedd ei hun;
- dylid cydnabod y rhan ganolog y mae'r Eglwysi a sefydliadau eraill wedi'i chwarae ers talwm wrth ddarparu ysgolion, gan ddiogelu ethos ysgolion gwirfoddol;
- dylai fod gan ysgolion y rhyddid i wneud cynifer o benderfyniadau ag sy'n ymarferol drostynt eu hunain, gan gynnwys penderfyniadau ar reolaeth fewnol, dyrannu adnoddau a gweithio o ddydd i ddydd;
- ond rhaid i'r rhyddid hwnnw adlewyrchu:
 - atebolrwydd i rieni, y gymuned leol a'r tu hwnt am yr hyn y maent yn ei gyflawni
 - buddiannau ysgolion eraill yn yr ardal, fel na all un ysgol weithredu'n unochrog mewn ffordd sy'n andwyol i eraill;
- dylai ysgolion allu dewis y statws cyfreithiol sy'n adlewyrchu eu hamgylchiadau a'u dyheadau eu hunain orau ond heb freintiau na buddion annheg ynghlwm wrth statws penodol a fyddai'n aflunio dewis;
- lle cynigir newidiadau o bwys i drefniadaeth a chymeriad ysgol, dylid cael mecanweithiau ar gyfer cydbwysu dymuniadau'r ysgol yn erbyn yr effaith ar eraill a lle na all ysgolion unigol wneud penderfyniadau, dylent gael eu cymryd ar y lefel isaf sy'n ymarferol;
- nid rheoli ysgolion yw swyddogaeth yr awdurdodau lleol, ond yn hytrach eu cefnogi, yn enwedig felly yn eu hymdrechion i godi safonau.

O fewn yr egwyddorion hyn yr ydym yn cynnig fframwaith newydd o **ysgolion cymunedol, ysgolion a gynorthwyr ac ysgolion eglwysig**. Y newidiadau y mae eu hangen i sefydlu'r fframwaith newydd fydd yr isafswm sy'n gyson â chyflawni'r egwyddorion hyn, er mwyn tarfu cyn lleied â phosibl ar ysgolion. Byddwn yn ymyngori ynghylch y trefniadau manwl.

3 Bydd **ysgolion cymunedol** yn cyfateb â'r ysgolion sirol presennol, sef rhyw 1,600 o'r 1,900 o ysgolion cynradd ac uwchradd yng Nghymru. Bydd yr awdurdod lleol yn parhau i gyflogi'r staff ac i fod yn berchen ar yr eiddo. Bydd yna fwy o rieni-lywodraethwyr ar gyrff llywodraethu, ond fel arall bydd ysgolion sirol a ddaw'n ysgolion cymunedol yn aros yn ddigyfnewid i raddau helaeth.

4 Bydd **ysgolion a gynorthwyr** ac **ysgolion eglwysig** yn cyflogi eu staff ac yn berchen ar eu heiddo, yn yr un modd yn fras ag ysgolion gwirfoddol a gynorthwyr ac ysgolion AGAG yn awr. Bydd **ysgolion a gynorthwyr** yn cyfrannu o leiaf 15 y cant tuag at eu gwariant cyfalaf (fel y mae ysgolion gwirfoddol a gynorthwyr sy'n bodoli eisoes yn gorfod ei wneud) a bydd

ganddynt fwyafrif o Iywodraethwyr eglwysig ar y corff llywodraethu, gan roi i'r sefydliad fwy o ddylanwad dros yr ysgol yn dâl am eu cyfraniad ariannol. Fel gydag ysgolion gwirfoddol a reolir yn awr, ni fydd yn ofynnol i ysgolion eglwysig gyfrannu dim at gostau cyfalaf, ac felly ni fydd llywodraethwyr eglwysig yn fwyafrif absoliwt. Mae gan ysgolion gwirfoddol sy'n bodoli eisoes yn y sector a gynhelir â grant (AGAG) a sector yr AALI sefydliadau eisoes, ar wahân i'r corff llywodraethu, sy'n penodi llywodraethwyr eglwysig ac yn dal eiddo'r ysgol ar ymddiriedaeth. Bydd y rhain yn parhau. Yr ydym yn ystyried swyddogaeth sefydliadau newydd ar gyfer ysgolion sirol a chyn ysgolion AGAG a ddaw'n ysgolion a gynorthwyir neu'n ysgolion eglwysig. Yr ydym hefyd yn ystyried y goblygiadau ar gyfer ysgolion a reolir, mewn achosion lle byddant yn symud i statws eglwysig, yn sgil dod yn gyflogwyr eu staff.

5 Mae patrwm perchnogaeth eiddo ysgolion yn gymhleth. Yn fras, yr awdurdod lleol biau eiddo ac asedau ysgolion sirol, a bydd hynny'n parhau yn achos ysgolion cymunedol. Mewn ysgolion gwirfoddol, y sefydliad sy'n dal y prif eiddo, ond yr awdurdod lleol fel rheol biau'r meysydd chwarae a'r asedau ategol; tra bo cyrff llywodraethu ysgolion AGAG yn berchen ar holl asedau'r ysgol. Byddai mynd ati i sicrhau cysondeb llwyr o ran perchnogaeth i ysgolion a gynorthwyir ac ysgolion eglwysig yn creu aflonyddwch anghymesur. Felly yr ydym yn bwriadu mabwysiadu'r egwyddor arweiniol y bydd yr ysgolion yn parhau i fod yn berchen ar yr hyn y maent yn berchen arno yn awr. Byddwn hefyd yn sicrhau mesurau diogelwch priodol dros waredu asedau a brynwyd gyda chronfeydd cyhoeddus.

6 Dylai pob ysgol allu dewis pa statws a fydd yn gweddu orau i'w cymeriad a'u dyheadau. Ond nid ydym am i'r mecanweithiau ar gyfer dewis dynnu'r sylw oddi ar godi safonau. Byddwn felly'n llunio deddfwriaeth yn nhermau trosglwyddo pob ysgol mewn categori presennol i gategori newydd er enghraifft, ysgolion sirol i droi'n ysgolion cymunedol - oni bai bod y corff llywodraethu yn dewis fel arall. Lle bo'r corff llywodraethu'n dymuno parhau i ddewis categori gwahanol, a bod cyfran sylweddol o'r rhieni'n anfodlon ar hynny, cynigiwn y gallai'r rhieni ei gwneud yn ofynnol i'r corff llywodraethu gynnal pleidlais ymhlith yr holl rieni.

7 Mae yna 54 o ysgolion arbennig a gynhelir yng Nghymru. Mae'r rhain yn chwarae rhan werthfawr wrth ddarparu ar gyfer plant ag anghenion addysgol arbennig difrifol. Bydd y Papur Gwyrdd arfaethedig ar anghenion addysgol arbennig (gweler Pennod 6) yn gofyn barn am ddatblygu'r ysgolion hyn ymhellach a'u swyddogaeth holl-bwysig wrth gyfrannu at ddarpariaeth hanfodol ar y lefel ranbarthol, ac weithiau cenedlaethol. Mae'r angen i gynllunio ar gyfer darpariaeth o'r fath yn golygu ei bod yn debygol y bydd pob ysgol arbennig a gynhelir yn troi'n ysgol arbennig gymunedol.

Llywodraethwyr ysgol

8 Mae'r 24,000 o Iywodraethwyr yng Nghymru yn gwneud cyfraniad gwerthfawr dros ben. Mae gan Iywodraethwyr swyddogaeth arbennig fel partneriaid yn y gwasanaeth ysgolion, a hynny am eu bod yn ddolen gyswllt rhwng yr ysgol a'r gymuned ehangach. Byddwn yn cryfhau'r cyswllt hwnnw drwy gynyddu nifer y rhieni-lywodraethwyr.

9 Helpu'r ysgol i ddarparu'r addysg orau posibl i'w disgyblion yw diben cyrff llywodraethu. I wneud hyn yn effeithiol mae angen iddynt gymryd golwg strategol ar eu prif swyddogaeth sef helpu i godi safonau. Mae angen iddynt ymddwyn fel 'cyfaill beirniadol' i'r pennaeth a'r staff, gan herio disgwyliadau yn ogystal â darparu cymorth.

10 Mae angen i benaethiaid a chyrff llywodraethu rannu cyd-weledigaeth gan gydnabod priod gyfrifoldebau ei gilydd a gweithio mewn partneriaeth â'i gilydd. Dylai pob pennaeth fod yn ymroddedig i weithio'n effeithiol gyda'u corff llywodraethu a bod yn aelod ohono. Dylid rhoi i Iywodraethwyr y wybodaeth y mae arnynt ei hangen i ganolbwyntio ar eu swyddogaeth strategol o godi safonau. Dylid rhoi'r rhyddid i benaethiaid reoli a chyflwyno'r polisiâu y cytunwyd arnynt.

11 Mae baich gwaith llywodraethwyr eisoes yn drwm. Ceisiwn leihau unrhyw faich pellach wrth gyflwyno'r fframwaith newydd ar gyfer ysgolion cymunedol, ysgolion a gynorthwyir ac ysgolion eglwysig.

12 Er mwyn i gyrff llywodraethu wireddu eu potensial llawn, mae arnynt angen cymorth oddi wrth AALI. Anogir yr AALI i sefydlu fforymau llywodraethwyr, ac i fanteisio'n llawn ar gorff annibynnol llywodraethwyr Cymru i gynnwys llywodraethwyr wrth ddatblygu polisiâu. Gofynnir i'r AALI egluro yn eu Cynlluniau Strategol Addysg eu cynigion ar gyfer ymgynghori â llywodraethwyr a darparu cymorth a hyfforddiant arall. Bydd y Swyddfa Gymreig yn cyhoeddi canllawiau, gan dynnu ar yr arferion gorau presennol yn yr awdurdodau lleol, ac yn parhau i gymryd anghenion hyfforddiant llywodraethwyr i ystyriaeth drwy GCAH.

Swyddogaeth yr AALI

13 Mae swyddogaeth yr AALI wedi newid yn sylfaenol. Y canolbwynt bellach yw nid rheolaeth, ond cefnogi ysgolion sydd i raddau helaeth yn ymreolus. Mewn llawer ffordd mae'n swyddogaeth anos ac yn sicr mae'n un llai syml. Ond mae'r rhan y gall AALI ei chwarae yn holl-bwysig. Os ydym yn disgwyl i'r AALI gyfrif am eu perfformiad, mae arnom ddyletswydd iddynt i sicrhau bod eu swyddogaeth yn cael ei phennu'n gydlynus, a bod ganddynt yr offer i wneud y swydd.

14 Mae'r Ysgrifennydd Gwladol yn cyd-fynd â'r disgrifiad o brif swyddogaethau AALI a amlinellwyd yn ddiweddar yng Nghymru. Maent yn cydweddu'n dda â'r berthynas sy'n dechrau dod i'r amlwg yn awr rhwng y llywodraeth ganolog a llywodraeth leol yng Nghymru. Rhai strategol yw'r cyfrifoldebau allweddol. Er mwyn sicrhau gwelliant yn yr ysgolion bydd yr AALI effeithiol yng Nghymru yn ceisio:

- dadansoddi a gweithredu ar arolygiadau ac adroddiadau a gyhoeddwyd gan SPAEM, a data ar berfformiad ysgolion ac adborth gan y rhieni;
- galluogi ysgolion i wneud cymariaethau rhwng ysgolion drwy ddarparu data a dadansoddiadau - cyhoeddi arferion da, monitro cynnydd, sefydlu meincnodau lleol a chefnogi fforymau llywodraethwyr lleol i helpu i godi safonau;
- helpu ysgolion i bennu targedau ymestynnol ar gyfer gwelliant a gysylltir â'r egwyddorion, y nodau a'r targedau yn y Papur Gwyn hwn a chytuno ar dargedau sy'n cynnwys cyfnod o dair blynedd, yn dibynnu ar adolygiadau blynyddol;
- cynnwys targedau ysgol fel craidd Cynllun Strategol Addysg pob AALI - a hwnnw ei hun i'w fonitro gan SPAEM a'r Swyddfa Gymreig;
- helpu ysgolion i lunio cynlluniau datblygu i gynnwys targedau ar gyfer gwella mewn addysgu a dysgu, hyfforddiant proffesiynol, datblygu'r cwricwlwm a mesurau ar gyfer gwell rheoli adnoddau;
- rhoi sail i bob ysgol ar gyfer asesu ei pherfformiad wrth reoli gwaith cynnal-a-chadw ategol a chostau ynni er mwyn uchafu'r adnoddau ar gyfer addysgu a dysgu;
- cefnogi datblygu cyrsiau galwedigaethol; gweithio mewn partneriaeth ag eraill i helpu ysgolion i baratoi disgyblion ar gyfer byd gwaith; a defnyddio gwybodaeth am y farchnad lafur leol i ganolbwyntio'r gweithredu i wella medrau'r disgyblion;
- canolbwyntio mentrau addysgu ar drechu gwendidau a nodwyd mewn perthynas â'r ysgol gyfan neu wahanol adrannau a gweithio gyda'r Swyddfa Gymreig i lunio rhaglen GCAH;
- mynd ar drywydd cynlluniau gweithredu penodedig lle bo SPAEM yn gweld bod ysgol yn methu neu lle ceir gwendidau sylweddol ac ymyrryd lle ceir tystiolaeth bod gan ysgol broblemau difrifol o ran rheolaeth ariannol;
- cymryd yr awenau wrth fynd i'r afael â phroblemau triwantiaeth ac anfodlonrwydd drwy gydweithredu cynlluniau gweithredu cydlynus, gan dynnu ar raglenni addysg, gwasanaethau cymdeithasol, a thai yr awdurdodau lleol a rhaglenni gwasanaethau cymunedol eraill; a
- gweithio mewn partneriaeth â'r sector preifat o blaid datblygiadau cyfalaf newydd.

15 Felly prif ddiben swyddogaeth arweinyddiaeth yr AALI yw ennyn hyder a pharch yr ysgolion er mwyn tynnu eu hymdrechion ynghyd a'u sianelu tuag at y canlyniadau mwyaf buddiol. Mae'n ymwneud hefyd â hyrwyddo gwerth addysg yn y gymuned, i oedolion yn ogystal ag i blant. Dylai fod gan bob awdurdod lleol ddarlun cydlynus o anghenion addysgol ei hardal, targedau ar gyfer codi safonau, a strategaeth bendant ar gyfer eu bodloni. Dylai sicrhau bod ysgolion a'r holl bartneriaid lleol eraill nid yn unig yn deall yr anghenion, y targedau a'r strategaeth, ond bod ganddynt y brwdfrydedd i chwarae eu rhan fel rhan o gorff. Mae hyn yn ei gwneud yn ofynnol i AALI gymryd golwg eang, nid yn canolbwyntio yn unig ar y gwasanaethau hynny a reolir ganddynt neu ysgolion mewn categori penodol, ond gan ddefnyddio'r holl ddulliau sydd ar gael iddynt, i sicrhau gydag eraill y gwasanaeth addysg gorau i bobl eu hardal.

Cyllid a threfniadaeth

Cyllid

16 Rhaid i drefniadau ariannu gefnogi priod swyddogaethau ysgolion ac awdurdodau lleol. Rhaid i awdurdodau lleol allu cadw'r cronfeydd y mae eu hangen i gyflawni eu cyfrifoldebau yn ganolog. Ond mae ysgolion wedi ffynnu ar y cyfleoedd a gynigir yn sgil dirprwyo cyllidebau a'r cyfrifoldebau rheoli a gynigiwyd yn sgil Rheolaeth Leol Ysgolion (RhLY). Dylent allu penderfynu, lle bynnag y bo modd, ar y gwasanaethau y maent am eu prynu, a chan bwy. Mae yna lawer yng Nghymru, gan gynnwys penaethiaid a llywodraethwyr ysgolion bach, sy'n credu bod fframwaith RhLY, drwy ddirprwyo 90 y cant, wedi mynd cyn belled ag y gall. Nid ydym yn gwbl argyhoeddedig fod hyn yn wir, ac fe ymgynghorwn ynghylch a oes modd mynd ymhellach a dirprwyo mwy o bwer a mwy o arian i'r ysgolion.

17 Yr ydym am ddatblygu cyfundrefn ar gyfer ariannu ysgolion nad yw'n gwahaniaethu'n annheg rhwng ysgolion neu ddisgyblion. RhLY fydd y dull o ariannu pob ysgol - ysgolion cymunedol, ysgolion a gynorthwyr, ysgolion eglwysig, ac ysgolion arbennig. Sicrhau bod pennu cyllidebau ysgolion mor syml, eglur a theg â phosibl fydd ein nod. Ond bydd rhaid i unrhyw newidiadau gydnabod y gwahanol fannau cychwyn sydd gan wahanol ysgolion, gan gynnwys yr effaith ar drefniadau ariannu ysgolion AGAG. Rhaid i ni osgoi tarfu'n ddiangen ar addysg disgyblion a chymerwn hyn i ystyriaeth wrth ymgynghori ar unrhyw newidiadau a gynigiwn ar gyfer trefniadau presennol RhLY. Bydd hyn yn llywodraethu ein hystyriaethau wrth i ni ddatblygu fframwaith RhLY newydd.

18 Bydd egwyddorion ariannu teg ac osgoi tarfu diangen hefyd yn llywodraethu ein gwaith ar y trefniadau ariannu ar gyfer ysgolion AGAG ym 1998-99. Ymgynghorwn ar hynny yn nes ymlaen eleni.

19 Mae'r tan-fuddsoddiad parhaus mewn adeiladau ysgol wedi gadael ei ôl. Nid oes digon o adnoddau'n cael eu clustnodi i gynnal-a-chadw, trwsio ac adnewyddu'r stoc o adeiladau ysgol. Yr ydym o'r farn bod yna achos cryf o blaid rhoi blaenoriaeth fwy i wariant ar adeiladau ysgolion. Byddwn yn gofyn i'r awdurdodau yng Nghymru edrych ar hyn er mwyn penderfynu a fyddai'n bosibl cyfnewid y blaenoriaethau o fewn yr adnoddau cyfalaf sydd ar gael iddynt. Awn ar drywydd pob ffordd bosibl o ymgodymu â'r dagfa. Bydd y pecyn a gyhoeddwyd yn ddiweddar o gyfalaf ychwanegol i ysgolion Cymru yn rhoi hwb sylweddol wrth wireddu'n agenda ar safonau. Cefnogwn y partneriaethau cyhoeddus/preifat hefyd. Mae projectau tair ysgol wedi cael cymorth o dan drefniadau Arloesi y Fenter Cyllid Preifat (PFI) yn ddiweddar i helpu i dalu costau ffioedd allanol ar gyfer paratoi a chaffael projectau PFI. Bydd hyn yn rhoi profiad ymarferol wrth ddatblygu projectau PFI ysgolion yng Nghymru i'w rannu ymhlith yr awdurdodau lleol ac yn helpu i ddatgloi buddsoddiad preifat sylweddol o bosibl. Bydd Uned PFI y Swyddfa Gymreig yn helpu'r awdurdodau lleol i fanteisio i'r eithaf ar y PFI.

Trefniadaeth lleoedd ysgol

20 Ar hyn o bryd mae angen cymeradwyaeth yr Ysgrifennydd Gwladol i lawer o gynigion ar gyfer newidiadau sylweddol i ysgolion. Mae hynny'n cynnwys pob cynnig mewn perthynas ag ysgolion gwirfoddol, ysgolion AGAG ac ysgolion arbennig ac unrhyw gynigion gan AALI ynglyn ag ysgolion sirol newydd neu sy'n bodoli eisoes sy'n denu gwrthwynebiadau statudol. Cynlluniwyd y trefniadau i gyflafareddu rhwng buddiannau a allai wrthdaro â'i gilydd, a chaniatáu i'r llywodraeth ddylanwadu ar ddatblygiad ym mhattrwm lleoedd ysgol.

21 Yr ydym am symud tuag at fwy o ddirprwyo penderfyniadau. Un dewis fyddai sefydlu fforymau lleol yn cynrychioli ysgolion, yr eglwysi, yr awdurdodau lleol a buddiannau eraill i lunio cynllun fframwaith lleol ar gyfer y cyflenwad o leoedd ysgol sy'n adlewyrchu tueddiadau demograffig a ffactorau eraill sy'n effeithio ac anghenion ar gyfer y dyfodol. Pe bai'r cynllun yn cael ei wrthwynebu'n lleol, gellid ei gyflwyno i ymchwiliad neu banel lleol. O fewn cyd-destun y cynllun, gallai cynigion ynglyn ag ysgolion unigol gael eu hystyried gan y fforwm lleol, unwaith eto gyda hawl i apelio'n annibynnol.

Derbyniadau i ysgolion

22 Yr ydym am i bob ysgol ddarparu addysg o'r safon uchaf. Yr ydym hefyd am i rieni gael lleisio'u barn gymaint â phosibl ynghylch ble mae eu plant yn mynd i'r ysgol. Peth da yw elfen o gystadlu rhwng sefydliadau addysgol: ond ni all grymoedd marchnad dilyffethair bennu'r ddarpariaeth addysgol. Mae'n afrealistig - ac yn annheg ar y rhieni - rhoi'r argraff y gellir bodloni dewis y rhieni bob tro. Rhaid i'r rhieni gael y wybodaeth y mae arnynt ei hangen i ddysgu beth y gall ysgolion ei gynnig ac i asesu eu dewisiadau yn realistig. Lle ceir gormod o geisiadau am leoedd mewn ysgol, rhaid i'r meini prawf ar gyfer penderfynu sut y bwriedir cynnig lleoedd fod yn glir a theg. Mae'n rhesymol i ysgolion eglwysig gynnal cyfweiliadau er mwyn asesu ymrwymiad crefyddol neu enwadol. Ni ddylid cynnig lleoedd ar sail cyfweiliad gyda disgybl neu riant.

23 Ar hyn o bryd, yr AALI yw'r 'awdurdodau derbyn' ar gyfer ysgolion sirol ac ysgolion a reolir, ond y cyrff llywodraethu sy'n chwarae'r rhan honno mewn ysgolion AGAG, ysgolion gwirfoddol a gynorthwyr ac ysgolion arbennig. Gall hyn arwain at anawsterau, ac ansicrwydd i rieni. Gan hynny byddwn yn disgwyl gweld fforymau lleol yn cael eu datblygu er mwyn i benaethiaid a llywodraethwyr ysgolion cymunedol, ysgolion a gynorthwyr ac ysgolion eglwysig rannu gwybodaeth am drefniadau derbyn eu hysgolion a'u cydadwaith, gyda chymorth gweinyddol yr AALI. Disgwyliwn i'r fforymau ddatblygu gwybodaeth fuddiol a phrydlon ar gyfer rhieni a chyd-amserlenni ar gyfer derbyniadau yn eu hardal. Bydd y Swyddfa Gymreig yn cynnig canllawiau ar sefydlu a gweithredu fforymau o'r fath.

24 Bydd yr Ysgfrifennydd Gwladol yn pennu canllawiau cenedlaethol ar bolisiau derbyn. Bydd ysgolion a gynorthwyr ac ysgolion eglwysig yn cael cyflwyno polisiau derbyn yng ngoleuni'r canllawiau. Disgwylir iddynt eu trafod gyda'r AALI, a fydd yn gyfrifol hefyd am bolisi derbyn ysgolion cymunedol. Lle na ellir dod i gytundeb, bydd cyfle i droi at feirniad annibynnol. Yr ydym yn credu y caiff y mwyafrif mawr o anghydfodau eu datrys drwy'r mecanwaith hwn.

25 Bwriadwn hefyd y dylai apelau gan rieni yn erbyn peidio â derbyn disgyblion gael eu gwrandao gan gorff cwbl annibynnol.

26 O dan ganllawiau a gyhoeddwyd gan y Swyddfa Gymreig ym 1996, gall ysgolion ddethol hyd at 15 y cant o'u disgyblion ar sail gallu academiaidd heb fod angen cynigion statudol. Cafwyd gwrthwynebiad chwyrn i hyn wrth ymgynghori y llynedd ar y canllawiau a hyd yn hyn un ysgol yn unig sydd wedi manteisio ar y trefniant hwn. Gan hynny byddwn yn rhoi terfyn ar ragor o ddethol yn rhannol ar sail gallu. Byddwn yn sicrhau y gall ysgol ag arbenigedd roi blaenoriaeth i blant sy'n amlygu'r cymhwysedd perthnasol, cyhyd ag na ddefnyddir hynny i ddethol ar sail gallu academiaidd cyffredinol.

Ysgolion annibynnol

27 Dylai'r bartneriaeth newydd gynnwys ysgolion annibynnol yn ogystal ag ysgolion y wladwriaeth - er bod y sector hwn yn fach yng Nghymru. Mae gan y gorau yn y sector annibynnol lawer i'w gynnig i blant. Bydd y Swyddfa Gymreig yn ymgynghori ag awdurdodau lleol, ysgolion annibynnol ac eraill ynghylch ffyrdd o rannu cyfleoedd partneriaeth yn ehangach ac yn fwy hyblyg. Gallai'r rhain gynnwys rhai cyfleoedd yn lleol i lawer mwy o blant gymryd rhan yng ngweithgareddau a chyfleusterau ysgolion annibynnol. Byddai rhannu gyda'r gymuned fel hyn yn fynegiant o'u statws elusennol.

Crynodeb

Yn y bennod hon nodir fframwaith newydd ar gyfer partneriaeth wrth godi safonau;

- strwythur newydd o ysgolion eglwysig, ysgolion cymunedol ac ysgolion a gynorthwyr i gydbwyso amrywiaeth, ymreolaeth ysgolion, tegwch a chydweithredu;
- cymorth cadarn i lywodraethwyr ysgol;
- swyddogaeth glir i AALI, yn enwedig felly wrth helpu i godi safonau;
- systemau teg ac eglur ar gyfer cyfrifo cyllidebau ysgol, sy'n uchafu dirprwyo cronfeydd i ysgolion;
- codi cyfalaf i'w fuddsoddi mewn amgylchedd gweddus i ddisgyblion ac athrawon drwy bartneriaethau preifat/cyhoeddus;
- mwy o benderfyniadau lleol ynghylch newidiadau yn y cyflenwad o leoedd ysgol;
- ffyrdd tecach o benderfynu ar drefniadau derbyn i ysgolion;
- pontio'r agendor rhwng ysgolion y wladwriaeth ac ysgolion annibynnol.

Materion ar gyfer ymgynghori

Yn nes ymlaen yr haf hwn byddwn yn cyhoeddi, at ddibenion ymgynghori, fanylion ynghylch sut y bydd y fframwaith yn gweithredu, gan hwyluso'r ffordd ar gyfer deddfwriaeth yn yr Hydref. Bydd honno'n cynnwys yn arbennig ymgynghori ar y strwythur o ysgolion eglwysig, ysgolion cymunedol ac ysgolion a gynorthwyr; swyddogaeth AALI; diwygio fframwaith Rheolaeth Leol Ysgolion; dirprwyo penderfyniadau ar y cyflenwad o leoedd ysgol; a gweithdrefnau ar gyfer derbyniadau i ysgolion. Mae'r Swyddfa Gymreig wedi sefydlu grwp ymgynghorol yn cynrychioli'r prif gyrff cenedlaethol yng Nghymru i'n

helpu i lunio'r ddogfen ymgynghori. Mae'r grwp hwnnw'n cynnwys cynrychiolwyr ysgolion AGAG yng Nghymru.

Yn y cyfamser, croesewir sylwadau ar y fframwaith arfaethedig, ac yn enwedig ar y canlynol:

- Ai'r egwyddorion a nodwyd ym mharagraffau 2 i 7 yw'r egwyddorion cywir ar gyfer dylunio'r fframwaith ysgolion newydd?
- Beth yw'r ffordd orau o gefnogi cyrff llywodraethu ysgolion i gyflawni eu swyddogaeth?



Pennod Grwp Gweithredu Addysg a Hyfforddiant ar 12: gyfer Cymru

1 Mae'r Papur Gwyn hwn wedi nodi'r hyn a wneir i wella cyrhaeddiad yn ysgolion Cymru. O raid, rhan yn unig yw hyn o'r hyn y mae'n rhaid ei wneud i greu'r diwylliant o ddysgu gydol eich oes sy'n holl-bwysig ar gyfer ffyniant Cymru yn y dyfodol. Mae'r bennod olaf hon yn disgrifio sut mae'r Llywodraeth yn bwriadu bwrw ymlaen â'r gwaith y mae ei angen bellach i fodloni'r her ehangach hon.

2 Mae lefelau addysg a hyfforddiant Cymru'n codi, ond yn rhy araf, o gofio'r safonau rhwngwladol y mae'n rhaid eu cyrraedd. Er gwaethaf y gwaith da sy'n cael ei wneud mewn llawer maes, mae yna deimlad ar led y gallai'r system addysg a hyfforddiant yng Nghymru weithio'n llawer gwell. Mae'r Swyddfa Gymreig yn rhannu'r farn honno. Mae'r system bresennol:

- yn brin o gydlynedd;
- yn dibynnu mwy ar gystadlu, a llai ar gydweithredu, nag sy'n briodol i sicrhau'r gorau o adnoddau o bob math; ac
- yn methu ag ymateb yn ddigon da i anghenion marchnad lafur sy'n newid yn gyflym.

3 Yng ngoleuni hyn oll, y blaenoriaethau ar gyfer gwella yw:

- adeiladu ar yr ymagwedd yn y Papur Gwyn hwn, a sicrhau gwelliannau ym mherfformiad ysgolion sy'n sicrhau bod pob person ifanc yn cyrraedd safonau uwch erbyn diwedd eu haddysg orfodol;
- ffocysu addysg a hyfforddiant yn fwy effeithiol ar gyflwyno'r medrau y mae eu hangen yn yr economi Gymreig;
- cynyddu nifer ac ystod y cymwysterau galwedigaethol a gymerir, gwella'u cyflwyniad, gyda chytundeb ar swyddogaethau'r ysgolion, y colegau a hyfforddiant a seilir yn y gwaith;
- cryfhau addysg, gwybodaeth a chyfarwyddyd gyrfaoedd fel y gall pobl ifanc ac oedolion gymryd penderfyniadau gwybodus am yrfaedd, cyrsiau a chymwysterau;
- hybu cydweithredu rhwng ysgolion, addysg bellach ac uwch, a darparwyr hyfforddiant er mwyn diwallu anghenion unigolion a chyflogwyr yn fwy effeithiol a chydlynus;
- mynd i'r afael ag ymddieithrwch cymdeithasol, drwy helpu pobl ifanc isel eu cymhelliant, pobl ddi-waith a'r rhai sy'n gaeth mewn swyddi medrau-isel, cyflogau-isel, i wella'u rhagolygon drwy addysg a hyfforddiant;
- helpu mentrau bach a chanolig brodorol Cymru i hyfforddi'n fwy effeithiol a meithrin gwell cysylltiadau ag addysg bellach ac uwch;
- gwireddu'r potensial i dechnoleg gwybodaeth a chyfathrebu newydd ehangu mynediad i addysg a hyfforddiant yn arbennig drwy'r Grid Cenedlaethol ar gyfer Dysgu;
- sicrhau bod Cymru'n manteisio i'r eithaf ar y Brifysgol i Ddiwydiant.

4 Yr unig ffordd o fodloni'r heriadau hyn yw i bawb mewn addysg a hyfforddiant rannu un weledigaeth a gweithio tuag ati yn systemataidd. Nid gweledigaeth y gall y Llywodraeth ei gorfodi ar ei phartneriaid yn y gwasanaeth addysg yw hon. Gan hynny bydd y Swyddfa Gymreig yn sefydlu **Grwp Gweithredu Addysg a Hyfforddiant ar gyfer Cymru**, gan ddwyn ynghyd y cyrff a'r buddiannau allweddol, gydag un o'r Gweinidogion yn gadeirydd arno, er mwyn pennu'r cyfeiriad strategol angenrheidiol ac ennyn cefnogaeth iddo. Bydd y Grwp gweithredu yn paratoi'r tir ar gyfer gwaith y Cynulliad Gymreig ei hun ar addysg a hyfforddiant. Bydd y Grwp Gweithredu'n cyhoeddi **Cynllun Gweithredu Addysg a Hyfforddiant ar gyfer Cymru**, i nodi:

- y mesurau y cytunir eu cymryd i roi sylw i'r blaenoriaethau a ddiffiniwyd uchod, gan bennu pa gamau a gymerir gan gyrff allweddol;
- y nodau a'r targedau i uwchraddio medrau a chyraeddiadau plant, pobl ifanc ac oedolion yng Nghymru;
- y camau y mae eu hangen i roi Cymru ar y cledrau i sicrhau enw rhyngwladol am ragoriaeth mewn addysg a hyfforddiant; a
- threfniadau ar gyfer adolygu cynnydd a chadw'r cynllun gweithredu'n gyfoes.

5 Bydd hyn yn cymryd penderfyniadau'r llywodraeth i ystryriaeth hefyd yn sgil cyhoeddi adroddiad Syr Ron Dearing ar ddyfodol Addysg Uwch, a Phapur Gwyn ar ddysgu y bwriedir ei gyhoeddi yn ddiweddarach eleni.

6 Arweinir y Grwp Gweithredu gan Mr Peter Hain AS, y Gweinidog sy'n gyfrifol am addysg a hyfforddiant yng Nghymru. Defnyddir ymagwedd agored a chynhwysol. Cyfansoddir y Grwp er mwyn defnyddio ystod o ddulliau i ysgogi syniadau newydd, at ddibenion newydd. Mae hyn yn golygu y caiff ei waith ei lunio gan grwpiau cyfeirio a grwpiau arbenigol anffurfiol; gan o leiaf un gynhadledd fawr a drefnir yn ôl grwpiau ffocws, yn ogystal â chan sylwadau gan unigolion. Defnyddir y trefniadau hyn i ymgynghori â phawb sydd â diddordeb mewn addysg a hyfforddiant yng Nghymru, gan gynnwys: cyflogwyr; llywodraethwyr; athrawon; rhieni; awdurdodau lleol; ysgolion; sefydliadau AB ac AU, darparwyr hyfforddiant preifat, ynghyd â disgyblion a myfyrwyr, beth bynnag fo'u hoedran, yn y systemau addysg a hyfforddi.

7 Bydd y Grwp Gweithredu ei hun yn cynnwys rhyw 12 aelod. Ei brif gyfrifoldeb fydd sicrhau y sefydlir dulliau ymgynghori a chydweithio effeithiol, ac y defnyddir y canlyniadau'n effeithiol i sicrhau'r amcanion a gymeradwyir gan y Gweinidogion ar gyfer y fenter. Bydd y Grwp Gweithredu yn cynnwys pobl o gyrff statudol Cymru-gyfan sy'n chwarae rhan flaenllaw mewn sicrhau gwelliant ymarferol a thrwyadl mewn addysg a hyfforddiant. Bydd yna aelodau hefyd a enwebir gan gyrff cynrychioliadol yng Nghymru, megis CLILC, a chyrrff sy'n cynrychioli buddiannau cyflogwyr a phobl fusnes sydd â diddordeb uniongyrchol yn effeithiolrwydd addysg a hyfforddiant yng Nghymru yn gyffredinol. Caiff ei waith ei fwydo gan bersbectif y cyrrff hynny, ond nid ei gyfyngu ganddynt. Bydd yr aelodau'n dod â'u dealltwriaeth eang eu hunain o'r hyn y mae angen ei wneud, a'r ffordd orau o sicrhau canlyniadau da er lles y cyhoedd.

Casgliad

8 Os oes gennych unrhyw awgrymiadau i'w gwneud ar y materion y bydd y Grwp Gweithredu yn ymdrin â hwy, anfonwch hwy i'r Swyddfa Gymreig erbyn yr un amser ag y gwahoddir sylwadau ar weddill y Papur Gwyn hwn. Gwelir y cyfeiriad ar gyfer gohebiaeth ar ddiwedd Pennod 1.

9 Yn anad dim, yr ydym yn eich gwahodd i gyfrannu at Adeiladu Ysgolion Ardderchog gyda'n Gilydd yng Nghymru, ac at y cynllun gweithredu cysylltiedig - y Rhaglen ORAU ei hun.

Foreword by The Secretary of State for Wales

Education is the Government's top priority for Britain and it is mine. To build a better Wales, we need our education to be the best. We must deliver an education that benefits everyone, not just a privileged few. That means an education that equips the school children and students of today, and many generations to come, with the skills they need to live and to prosper in a modern, dynamic economy.

We must start with the basics. Raising standards of literacy and numeracy will, therefore, be at the heart of our programme of reform. We will build on skills and techniques that we already know to be effective. We will work with teachers to harness their professional expertise and enthusiasm.

This White Paper is the first written specifically for Wales in modern times. It reflects the distinctive nature of the education system in Wales and our commitment to implement policy in a way that recognises our particular circumstances. It provides a framework around which our policy will be built for the next five years. It recognises strengths and weaknesses in the present education system in Wales. We will build on strengths while vigorously tackling weaknesses. We shall apply extra funding to achieve the best results. The Government's first budget is our first step in fulfilling the pledge that a greater share of national income should be spent on education.

Our vision for education in Wales cannot be realised by government alone: it is a matter of partnership. That partnership will draw in the commitment, support and ideas of everyone with a stake in education: teachers, parents, pupils, education authorities and business, to make our plans a reality. The Government will offer leadership and support to all those who have a contribution to make.

This White Paper invites all those who have an interest in education in Wales to join us in working together for a better future.

Rt. Hon Ron Davies, MP
Secretary of State for Wales

Chapter 1: New Horizons: New Vision

Better education and training can help transform society in Wales. Both are central to realising the Secretary of State's goals for a job-creating economy and a better quality of life for everyone. A radical improvement in the skills and educational attainments of all is needed for Wales to survive and succeed in an increasingly competitive global economy and if everyone is to reap the rewards of a demanding future. That has to happen in schools, colleges, universities and the workplace. For schools - the main focus of the White Paper - the task is to lift the achievement of every child so that each one achieves the best of which he or she is capable.

New commitment

1 In the past, Wales prided itself on its commitment to education as a passport to self-fulfilment. That pride must be renewed on the basis of achievement. There is an emerging determination in Wales to bring about the social and economic transformation which will enable us to reap the potential rewards of the 21st century, and to ensure that they are fairly distributed. But in the society of the new millennium, knowledge and skills will be the key to success or failure. A good education will be more important than ever before. Skills will be the passport to decent jobs and good prospects. The truth is that young people who fail in the education system are likely to become marginalised. Failure to outstrip the skills and productivity of our international competitors will hurt the least skilled and the least qualified most.

2 We must do all we can to prevent the emergence of a permanent underclass in Wales. A divided society is both economically and morally unsustainable: economically because it burdens the taxpayer and restricts the potential for growth; morally because we judge the quality of our society by the condition of the weak as well as the strong. Each of us, whatever we do, can contribute to creating a society which is dynamic and productive, offering opportunity and fairness for the many and not just the few in Wales.

3 The key to this transformation lies in education. Those responsible for providing education and training - including teachers, governors, parents and employers, as well as local government and the Welsh Office - bear a shared responsibility for creating a better future for our young people. That is why education was featured as the number one priority in the manifesto on which the Government was elected. This White Paper - the first so comprehensively and exclusively focused on education in Wales in modern times - is being published in the light of our pledge.

4 Schools have to set their sights on lifting their performance year by year, and given the progress already achieved, significant improvement is clearly within their grasp. That standards have improved in recent years is a tribute to the efforts of teachers in Wales and pupils' hard work. They have had to cope with seemingly permanent and often disruptive change, with great resilience. Yet we cannot be complacent. Standards of achievement are still far too low. The status quo is not an option.

5 At the same time we willingly acknowledge that teachers have been buffeted by many ill-conceived changes over the last decade. All too often their professionalism has been disdained. As a result their morale has been badly damaged. This must stop. Higher standards are won first and foremost in the classroom, with teachers leading the way. Their expertise is amongst the most - if not the most - important in our society. And this must be recognised, not casually, but on the basis of genuine, well earned respect. In return, we expect teachers to engage with us in a crusade to raise standards substantially in Wales - and to do so with the sort of rigour and dedication that is the hallmark of a major profession. In sum we must:

- **aspire to higher standards** and achieve **continuous improvement** in educational attainment;
- **recognise teachers' demanding work**; their professional training needs; and the critically important **leadership** job of Heads in both primary and secondary schools;
- **open up qualification routes** that are broad enough to unlock talents and build marketable skills;
- **generate motivation and self-belief** amongst pupils at school to fit them for a lifetime of learning and growing

wiser;

- **co-operate** to make the best use of resources and ensure that public and private bodies work together to remove obstacles to success in school and beyond.

6 Improved standards and better results are essential if Wales is to compete successfully in global markets. Our companies depend on the skills, imagination, inventiveness and talents of their staff. We cannot compete on the basis of low wages and low skills. Young people will increasingly find themselves competing for jobs against their peers from other countries. Unless our education system matches the best in the world, our economy will suffer and our young people will feel betrayed.

7 Yet the goals of education go much further than this. A good education opens doors to the whole cultural life of Wales and beyond. It opens the way to a balanced, and fulfilling life in adulthood. Participation in drama, music and the other arts, together with hands-on experience of science, technology and IT (in both Welsh and English), gives children the chance to contribute to and appreciate life in the round. Opportunities to relate learning to the world of work enhance pupils' performance and increase their awareness of the relevance of their education to the future prosperity of Wales. Education enables children and young people to learn respect for others, whether from similar or different backgrounds. They learn how to resolve disagreements humanely. They learn the moral attitudes to work and life like generosity, commitment, determination and responsibility on which a successful democratic society in Wales depends.

8 Of course, for many children, these important lessons will be learnt and reinforced elsewhere - in voluntary and community activity, in their religious lives and certainly in their families. But schools need a curriculum designed to support these objectives to help create strong, caring, communities. More generally, the National Curriculum - linked coherently to statutory assessment, accompanied by sound school inspection and more information for parents - remains vital to the task of raising standards. In our approach to the National Curriculum for Wales, we shall learn the lessons of the recent past and avoid unnecessary change and interference. Key priorities lie in literacy and numeracy. But we remain committed to a balanced and broadly based curriculum, promoting the spiritual, moral, cultural, mental and physical development of all pupils, including pupils with special educational needs, and to preparing pupils for the opportunities, responsibilities and experiences of adult and working life.

9 Within these broad curriculum objectives (and recognising the need for curriculum stability at least to the year 2000) we shall encourage schools to develop options which motivate all pupils and which capture the imagination of those young people - many of them boys - who have given up on school and joined the ranks of the disaffected. Schools must be places of hope and opportunity for them, just as they must provide opportunities which stretch the gifted and well supported. Schools must stand for the needs of all pupils and help them achieve the best of which they are capable.

10 We do not underestimate the challenge this presents. It cannot be met without close partnership between all those interested in education, especially parents, governors, teachers and the wider community, including business people. We invite everyone in Wales to consider the proposals in this White Paper; to comment on them; and to join in creating a world class education service in Wales and to build a world class economy.

The policy principles

11 The achievement of these goals demands a new approach to policy. A new era must begin in which all of those involved in raising standards work together with a shared sense of purpose and a strong commitment to the future. The principles on which this will be based are these:

Principle 1: Better education and training will feature as the cardinal priority for government in Wales

12 The Secretary of State has already reordered Ministerial functions within the Welsh Office so that education and training are linked with job creation, investment and the wider economy. This demonstrates an early and enduring commitment to lead change, and to raise standards and expectations overall. It will be taken forward by an Education and Training Action Group unique to Wales.

13 The Government intends that over the lifetime of the new Parliament, the proportion of national income spent on education will be increased as expenditure declines on the bills for social and economic failure. We have already announced a significant package of extra funding in the recent budget. The first Queen's Speech of this Parliament also announced two education Bills, one to implement the pledge to reduce class sizes for 5, 6 and 7 year olds, the other - to follow this autumn - to enable the Government to advance the standards agenda set out in this White Paper.

Principle 2: Policies will be designed to benefit the many, not the few

14 We must extend educational opportunity for all our young people, not for just a few. That principle will inform everything we do. Hence the shift of resources over time from the Assisted Places Scheme to the reduction of class sizes for all 5, 6 and 7 year olds. Furthermore, our emphasis will be on policies designed to get things right first time, rather than to expend effort on poorly conceived changes or on attempting to recover from failure. Thus within days of taking office we took action in Wales to end the bureaucratic nursery voucher scheme. We attach the greatest importance to nursery education and to raising standards in the basics of literacy and numeracy in primary schools. What is done in the earliest years is critical to success later - and that must never be forgotten. Support to schools and extending opportunity through outside help matters too. That is why we have included a literacy and numeracy component in the Out of Hours Child Care Programme for the 1997 summer vacation.

Principle 3: Standards matter more than structures

15 We shall consult on and set clear all-Wales targets related to the things that matter most, and we shall stick to them. That will give schools a chance to plan for improvement over time. The more schools can focus on the central task of raising standards, the better the chance of success. There is no institutional, legislative or other device that can deliver success automatically. Everything turns on leadership in schools; committed staff and parents; high expectations; and good teaching. Indeed, change for the better is about changing attitudes. It is about learning from and acting on the evidence provided annually by the Office of Her Majesty's Chief Inspector in Wales (OHMCI) - and from the work of the research community in Wales and elsewhere. We shall recognise this in tone and substance.

Principle 4: Intervention will be in inverse proportion to success

16 The main responsibility for improving schools lies with schools themselves. Where they are successful there is little need to interfere. But all schools must be challenged to improve. The challenge will take account of the widespread support both inside and outside the education system in Wales for a real drive to improve standards and provide a better service. The sense of urgency which informs the policy has been welcomed across the political spectrum. In recognition of the challenges ahead, and of the consensus to achieve higher standards, we shall apply a consistent programme to develop and consolidate a culture of school improvement throughout Wales.

17 Yet successful change will not result from this kind of impetus, and pressure, alone. Those whose task it is to work day in and day out to raise standards need support too. It will come in many forms. The Welsh Office will play its part in securing this as will the Education and Training Action Group. And effective support requires investment. The plans inherited from the previous administration severely constrained provision for the education budget for this year and next. But over the lifetime of the new Parliament the pledges on which the Government was elected will be fulfilled. As resources become available they

will be targeted at meeting our overall strategic objectives. We have already announced extra revenue provision for schools in Wales in 1998-99 - plus a substantial additional capital package. The Welsh Office will work with local authorities and others to redirect existing resources so as to begin to work towards achieving our priority goals - not least through the Grants for Education Support and Training (GEST) Programme.

Principle 5: There will be zero tolerance of underperformance

18 Our policy is to promote success for all. Persistent failure must be eradicated. Hence our commitment to zero tolerance of underperformance. This also means that we shall seek every opportunity to recognise and celebrate success. Teachers must be given credit for what they achieve and given the motivation to achieve more. We shall build on the lead given by OHMCI, in *Success in Secondary Schools* and *Classroom Organisation, Teaching Methods, and Leadership in Primary Schools*, and by the Curriculum and Assessment Authority for Wales through the *School Improvement Index* sponsored by Midland Bank. But we shall also put in place policies which tackle failure and make it possible to overcome them, where they occur. Schools which are weak or failing must be challenged to improve or be given a fresh start. Local education authorities (LEAs) will be inspected on a regular basis, as well as schools. Children only get one chance in education and their life opportunities depend upon it. The ultimate aim is to create an education service in Wales in which every school is either excellent or improving in the fundamentals of teaching and learning.

Principle 6: The Welsh Office will work in partnership with all those committed to raising standards

19 The Welsh Office will create the framework to promote higher standards. But this can only succeed if it is implemented in partnership, recognising that it is essential not to undermine the objective that in future local decision-making should be less constrained by central government and more accountable to local people. The Department will seek to work with teachers, parents, governors, local authorities, the trade unions and teacher associations, employers, OHMCI and other public agencies in Wales, to achieve our ambitions. Working with our partners is not an end in itself but a means to an end. The partnerships we create need to share broad aspirations and above all a clear sense of urgency about the task ahead. Mindful of that, the Secretary of State has affirmed his commitment to developing a strong and effective relationship between the Welsh Office and local government in Wales, recognising the Welsh Local Government Association (WLGA) as its authoritative voice.

20 We shall continue to make the most of Wales' relatively small scale and ready lines of communication to co-ordinate the efforts of all the agencies and interests involved in raising educational standards. It is a considerable advantage that the Welsh Office can meet regularly with all 22 Directors of Education in Wales. We shall be open to new ways of working more generally; new forms of public-private partnership; new relationships between private and state schools; and new forms of collaboration between local and central government. In forging these partnerships, we recognise that the Secretary of State, the Welsh Office and in due course the Assembly, must share the task of raising standards and accept their share of responsibility for achieving the goals set. For much of the post-war era, the education service had support without pressure. Then, for most of the last decade and much of this one, it has had pressure without support. The aim now is to apply a balance of pressure and support in an open, inclusive and co-operative spirit to transform standards of educational attainment in Wales for the new millennium.

Principle 7: Government policy for education and training will be applied in ways that reflect the distinctive needs and circumstances of Wales

21 The experience of recent years has shown what damage can be done when central government presses ahead with policies that are not suited to Wales, or sets aside arrangements that have developed in and for Welsh circumstances. From now on, the Government will ensure that education and training policy is properly adapted to the needs and realities of life in Wales itself. This will take account of:

- the strategic priorities for social and economic development in Wales;
- the equal status of the Welsh and English languages;
- the specific content and shape of the National Curriculum for Wales including the statutory status of the Cwricwlwm Cymreig;
- the distinctive character and size of schools in Wales, and the country's advisory, executive, regulatory, examining, inspectorial, professional and representational bodies;
- the demonstrable willingness of employers in Wales to support schools in links with the world of work;
- the need to prepare the way so that the proposed Assembly can take responsibility for raising educational standards.

The role of the Welsh Office

22 The Welsh Office's relationship with the education service will continue to develop positively. Education and training are central to policy development within the Department as a whole. Its multi-functional character means that it is especially well placed to tackle the key strategic priorities in an integrated way. The most will be made of its relative accessibility in stimulating, supporting and sponsoring those who are striving to raise standards in schools - and to reduce the burdens of bureaucracy on them wherever possible. The Welsh Office has both to advise the Secretary of State on policy and oversee its implementation. So, amongst other things, secondments or exchanges, together with regular visits to schools and local authorities, plus greater use of 'task and finish' joint working groups, will provide continuous feedback to complement formal consultation exercises. This will ensure that the Welsh Office gains a full understanding of operational and practical realities in the education service. Named official contacts will be featured more prominently to sharpen communication - which in turn should help ensure that policy is well directed. The Education and Training Action Group will adopt an outward looking style towards engaging the help and views of every sector.

Summary

This chapter has set out the role of education in the Government's overall plans and the approach government will take to education policy in Wales.

By 2002

- There will be a far greater awareness across the country of the importance of education and training to building a world-beating economy in Wales.
- Standards of performance and attainment will be markedly higher.
- The policy principles outlined in this chapter will have been applied consistently over five years. They are:
 1. better education and training will feature as the cardinal priority for government in Wales;
 2. policies will be designed to benefit the many, not the few;
 3. the focus must be on standards, not structures using OHMCI reports and other evidence, to improve education in Wales;
 4. intervention will be in inverse proportion to success;
 5. there will be zero tolerance of underperformance;
 6. the Welsh Office will work in partnership with all those committed to raising standards;
 7. government policy for education and training will reflect the distinctive needs and circumstances of Wales.

The Welsh Office itself will have become still more outward looking and in touch with the education service. It will seek to learn constantly from those working in schools.

Issues for consultation

We invite comments on all the proposals put forward in this White Paper. There are also areas on which we would particularly welcome views. Questions can be found throughout the text, and are summarised at the end of each chapter. Comments should be sent preferably by 1 September to Chris Johnes, SPD, Welsh Office, Cathays Park, Cardiff CF1 3NQ.

Under the Code of Practice on Open Government any responses will be made available to the public on request unless

respondents indicate that they wish their response to remain confidential.

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Chapter 2: Educational Standards: an Overview

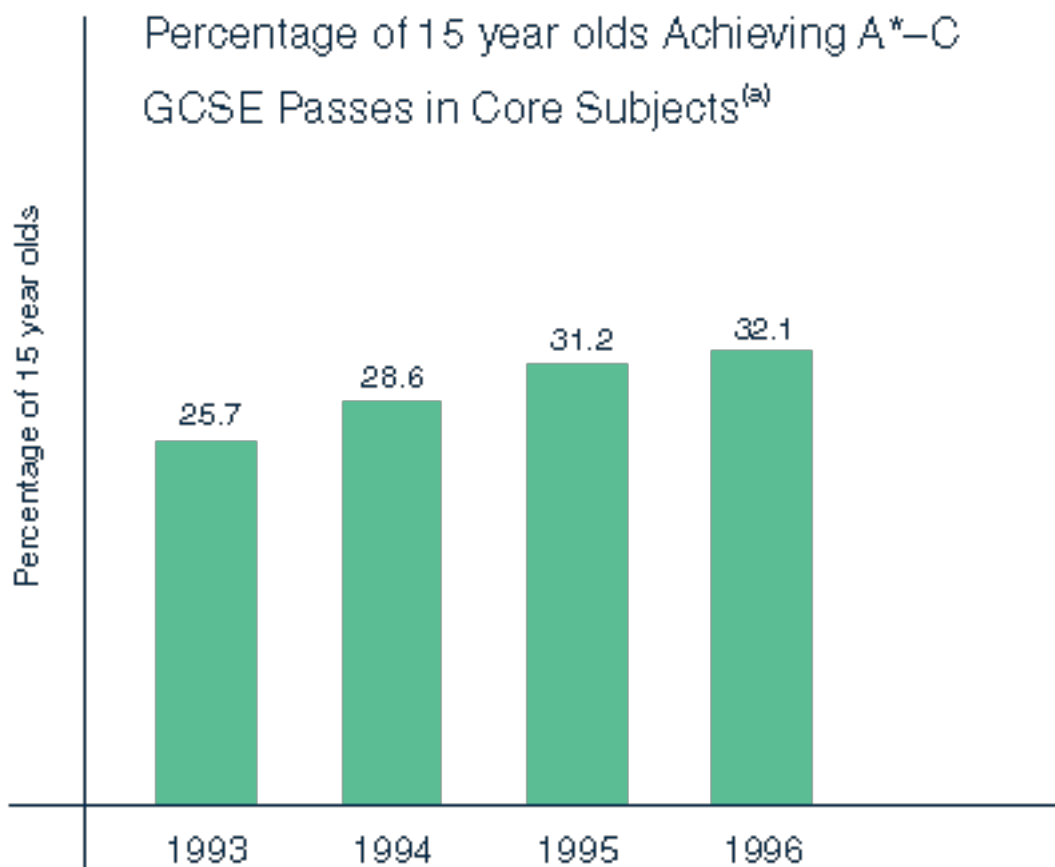
1 There has to be a clear picture of what pupils are achieving and why they are not doing better, before setting out the agenda for change. There has been tangible and valuable progress in raising levels of achievement in Wales over recent years. Schools have achieved much. Nonetheless we have let down far too many pupils by allowing them not to achieve. And we have been too complacent about average achievement, setting too low an expectation of what is possible. Our schools do well by some of the more able pupils, though they do not always stretch the best. The challenge is to lift standards substantially and for all pupils at school in Wales.

An overview

2 The progress that schools have made in Wales - and the weaknesses that have yet to be overcome - can be summarised in the following statistics. The first set represents an illustrative, not an exhaustive, list of successes:

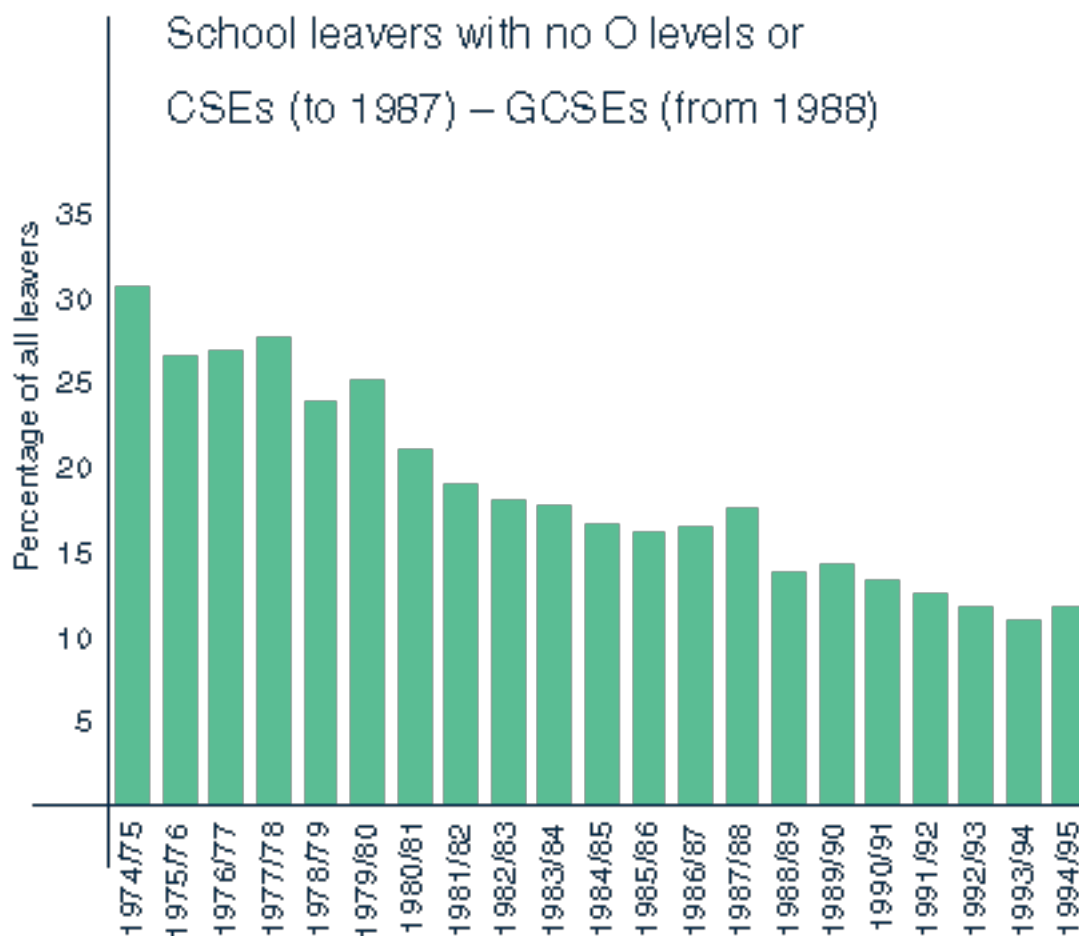
Strengths

- **Standards of teaching and learning** assessed by OHMCI are now satisfactory in 85 per cent of classes and good or very good in around 40 per cent.
- Attainment, measured by **statutory assessment results** at 7, 11 and 14, shows improving trends in the basics of literacy and numeracy embracing English, Welsh and maths.
- The numbers of 15 year olds achieving 5 **GCSE grades A*-C** has improved by over 25 per cent in the last five years. Four pupils in every ten now achieve this level.
- The **rolling average data** show that 70 per cent of secondary schools improved their performance in the achievement of 5 A*-C grades at GCSE between 1993-95 and 1994-96.
- Taking schools and colleges together, **achievement at A level and GNVQ** is better than ever before. In 1996, candidates achieved the highest pass rate ever for A level entries.
- There has been an important improvement in the percentage of 15 year olds achieving GCSE grades A*-C in **maths, science, and English or Welsh**, in combination - up by over six percentage points since 1993.



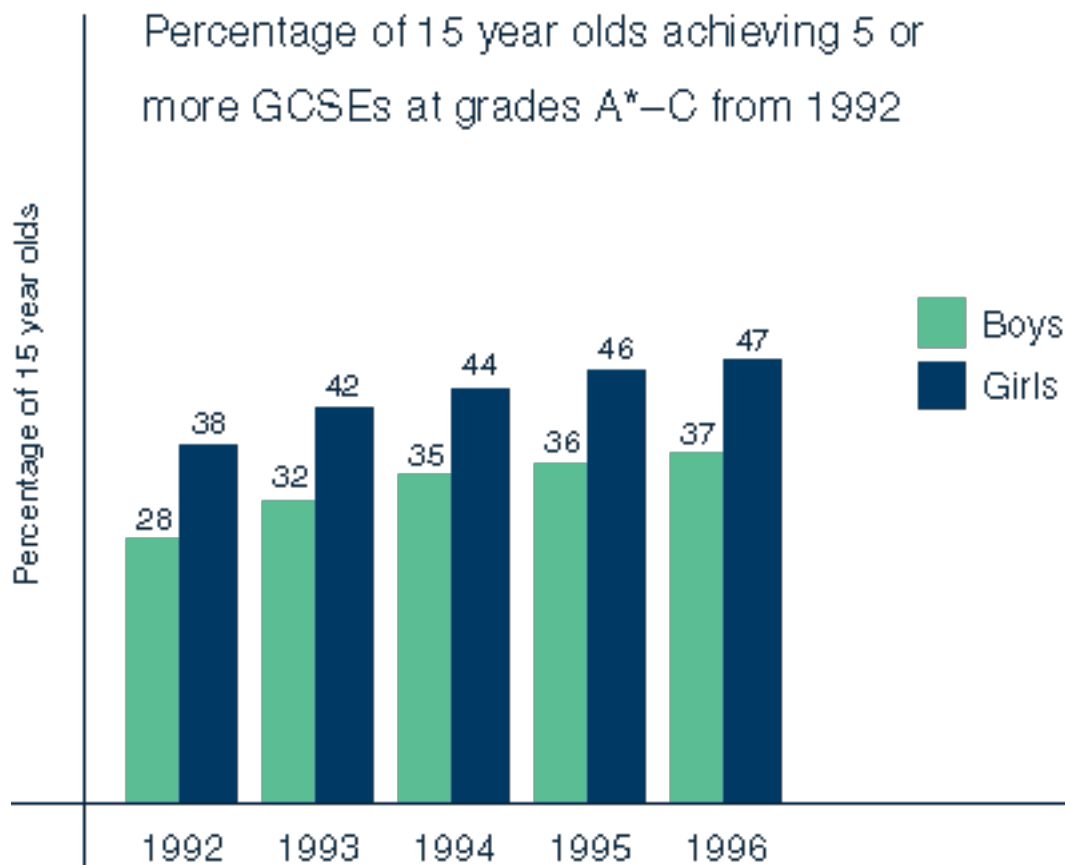
(a) Includes each candidate's best result in mathematics and in science, together with the better result of English language, English literature, Welsh first language and Welsh literature

3 These achievements are real and hard won. There have been significant gains in the provision of a broad curriculum in primary and secondary schools; in the increased numbers staying on in full-time education and gaining entry to university; and in the increasing numbers taking vocational qualifications. More pupils than ever are being entered for GCSE, A levels and vocational qualifications. A higher proportion are achieving success; and more than ever are attaining higher grades in public examinations where standards, especially since the creation of the Curriculum and Assessment Authority for Wales (ACAC), are subject to more rigorous control than at any time in the past. And yet the overall rate of progress remains slower than it should be. We still have major challenges to overcome in Wales.

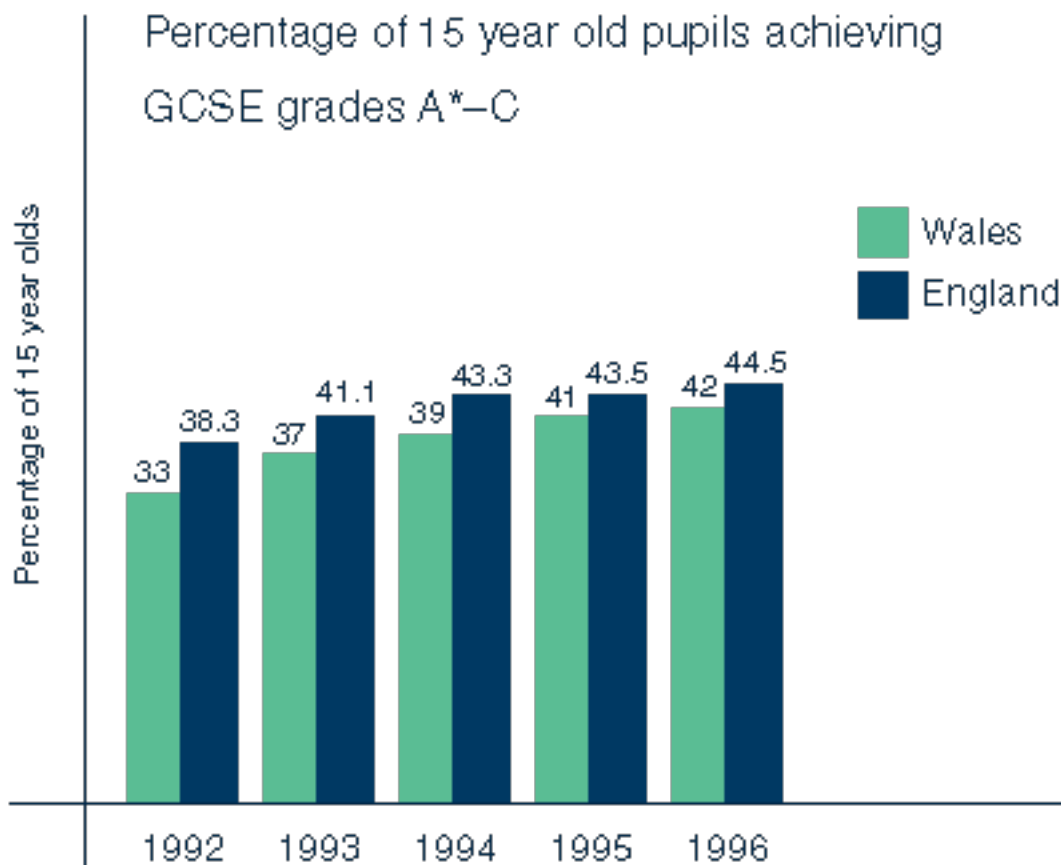


Weaknesses

- Only just over half our **pupils at 11 and 14** achieve at levels expected of the majority in English and maths. The picture is similar for Welsh at 11 - though it is better at 14. Teachers, parents and the wider public cannot see this as acceptable.
- The performance of **schools with the lowest 25 per cent** of results from statutory assessments is also unacceptable: at 11 and 14, well over half the pupils in these schools fail to achieve the levels that are within the reach of most.
- Attainment of **5 GCSE A*-C grades** still lags behind that in England by two percentage points - and standards in England lag well behind those of our international competition. Wales cannot succeed on this basis.
- The upward trend to 1994 in the proportion of pupils achieving 5 GCSEs at **grades A*-G** has levelled off.
- The percentage of **15 year olds entered for GCSEs** in core subjects, excluding Welsh in 1996 varied from around 80 per cent in some local authorities to about 90 per cent in others. Significantly more girls were entered than boys. This is not good enough: pupils cannot achieve success in GCSE or any other qualification if they are not entered for the examinations.
- Fractionally under one in three 15 year olds achieves GCSE grades A*-C in **the core subjects** of maths, science and English or Welsh in combination. Only 21 of the 225 secondary schools in Wales enabled half their 15 year olds to achieve at this level in 1996. This is far too few.
- **Boys are consistently falling behind girls.** This disparity emerges early. At 15, and in the attainment of 5 GCSE grades A*-C, the difference amounts to 10 percentage points on average: and the gap is very much wider in some local authority areas.



- **Absenteeism** is running at 11 per cent in Wales compared to 8 per cent in England.
- 11 per cent of pupils leave school in Wales **without any GCSEs**: 8 per cent do so in England.
- Standards of teaching and learning continue to improve, but well over one lesson in 10 is unsatisfactory and just **four out of 10 lessons** are **assessed as good**, or very good by OHMCI. Standards need particular attention for pupils aged 7-9, and those aged 11-13.
- OHMCI's evidence from a recently published survey of action planning shows that not enough is being done to set testing, **quantitative targets** within schools.
- Employers investing in Wales see young people in the Welsh work-force as strong on commitment, flexibility and willingness to train - but weak on decision making, leadership, and **educational attainment**.



4 All this translates into poor levels of literacy and numeracy amongst adults as well as young people. New research by the Basic Skills Agency - *The Literacy and Numeracy of People in Wales* - shows that a significant number of adults aged 16-64 have limited literacy and numeracy skills. In reading, 16 per cent have low or very low skills; in numeracy, 44 per cent have low or very low skills. Some of the lowest scores were found in the youngest age group from 16-18. The research presents a stark picture of the relationship between poor basic skills, lack of qualifications and unemployment. It means that thousands are wholly ill-equipped to cope with the demands of modern society. It helps to explain why we are the poor men and women of Britain:

- **Gross Domestic Product (GDP)** per head in Wales is some 18 per cent lower than in England;
- average **weekly earnings** of full-time male, and of female, employees is 13 per cent lower than England;
- household **disposable income** per head is 11 per cent lower than in England.

Action

5 These key facts show that in the past too much attention has been given to structure and too little to standards and results. The ingredients for action to impel change are essentially these:

- there must be a firm emphasis on good teaching - well planned, structured and paced, to support learning;
- clear targets for achievement must be set in primary and secondary schools;
- pupil assessment, review against targets, and feedback to parents by teachers, must be treated as central to successful schooling;
- there must be a sustained focus on effective methods of teaching literacy and numeracy for all pupils in both primary and secondary schools;
- action must be taken to deal vigorously and sensitively with poor teaching and poor school management, where it occurs;

- strong relationships within schools and with the community it serves must be built to foster good teaching and learning, and an ethos in which pupils take responsibility for their actions;
 - firm action is needed to lift pupil attendance; raise standards of behaviour; enter more pupils for vocational and academic qualifications; and support effective leadership and teamwork at all levels in schools;
 - schools must give more attention to developing good practice in teaching methods and to applying what works best;
 - there must be better communication and dialogue with teachers in undertaking change;
 - more substantial efforts must be made to involve parents in education itself, rather than in the exercise of choice alone;
 - there must be deeper commitment from employers to support school improvement through more effective education-business links;
 - there should be a clear strategic role for local authorities in support of educational success.
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Chapter 3: Sound Foundations

It is hard for children to make a success of their lives unless, when they leave primary school, they can read and write fluently, handle numbers confidently, and concentrate on their work. We aim to ensure that all children have that firm foundation for their education within the framework of the National Curriculum in Wales.

1 If children in Wales are to have an education that matches the best in the world, early years and primary education must be outstandingly good. We are determined to offer:

- good quality early years learning opportunities, alongside childcare and support for family learning where appropriate;
- thorough assessment of children when they start primary school;
- an all-Wales programme to raise standards of literacy (with proper regard for oral expression) and numeracy, and develop positive attitudes to learning;
- smaller infant classes to support more effective teaching and learning.

Early years education

Early years forums

2 High quality education will be secured for all four year olds whose parents want it; and targets set for the provision of places for 3 year olds. There is already a stronger tradition of provision in Wales for under-5s by comparison with other parts of the UK. Ninety per cent of 4 year olds already have school places as do just over 50 per cent of 3 year olds. We intend that each local authority in Wales should build on this by setting up an early years forum, representing the full range of providers and users of early years education in their areas.

3 The forums will review the services available, including the provision of advice to parents before children start school, and draw up early years development plans. These plans will set out how local authorities, in co-operation with private providers and playgroups, intend to serve the educational needs of children. They will take into account the requirements of children with special educational needs and the demand for Welsh-medium provision. They will also take account of the Government's policy that parents should have available to them accessible, affordable and flexible early years services which integrate education and childcare; and the existing responsibility of local authorities to produce children's service plans under the Children Act 1989.

4 We shall shortly start to consult on early years forums, the detailed content of early years development plans and on targets for provision for 3 year olds. We will issue guidance to local authorities and others in the autumn.

Educational quality

5 Early years education is only worthwhile if it is of good quality. We shall also consult on quality assurance and, in particular, about:

- common standards of regulation and inspection;
- staff training and qualifications;
- ways of making better use of parents' important role.

6 OHMCI will be commissioned to conduct surveys of best practice as the early years development plans come into effect and to disseminate the results as guidance.

Question for consultation: What should be the key priorities for the integration of services to meet the needs of parents and

children?

Desirable Learning Outcomes

7 *The Desirable Outcomes for Children's Learning Before Compulsory School Age* document - published by ACAC - has been warmly welcomed in Wales. It sets out standards for early years education emphasising early literacy, numeracy, personal and social skills and learning through play. The standards are designed to provide robust first steps towards the National Curriculum. They will be re-examined as part of the general review of the National Curriculum in Wales, in due course.

Assessment when starting school

8 Assessment of our youngest pupils when they start school is an essential preliminary way to improving basic skills in literacy and numeracy. ACAC will advise on how best to assess a child's abilities and needs in the round at the start of their education. Pilot studies will be undertaken. Taking account of the results, baseline assessment will be introduced from the autumn of 1998. This will involve close partnership between parents and teachers. It will help teachers to check the rate of pupils' progress as they learn and show the value the school is adding. Additional support will be provided through the GEST programme to enable teachers to implement the assessment arrangements.

Question for consultation: What information from the assessments that are carried out when children start school would parents find helpful?

Raising standards in literacy and numeracy in the round

Targets

9 Primary education is about more than literacy and numeracy. Yet these skills are at the heart of what is done in primary schools: they are fundamental to all future learning as OHMCI has recently stressed in *Trends and Issues of Curriculum Planning 11-16*. Primary schools know that leaving remedial action to secondary schools inevitably puts pupils' success there at risk. Indeed basic skills need to be reinforced constantly, and extended, throughout pupils' formal education. This is why literacy, numeracy and scientific understanding are at the heart of the National Curriculum in Wales.

10 There is wide variation in the performance of primary schools in Wales, and thus real problems in literacy and numeracy at secondary level. This does not always reflect catchment area. For example, in deprived areas some schools do significantly better than others. Pupils need to be better prepared at ages 7-9: the transition from primary to secondary education should be seamless so as to capitalise on the work done at the end of Key Stage 2, from age 9-11: and pupils should be stretched more at ages 11-13. Standards will rise significantly as and when pupils' ability in language (oracy and literacy) and mathematics is reinforced across the whole curriculum. This is why it is essential that:

- **all primary schools (mainstream and special)** regularly set and announce **their own targets** for improvement in the basics;
- **all secondary schools (mainstream and special)** set and announce **their own attainment targets** in annual reports to parents and prospectuses - giving particular attention to improvement at GCSE, A level and in vocational qualifications;
- **every school has a development** plan detailing objectives for improved performance in the core subjects of the National Curriculum - and indeed every other subject, including RE.

11 To help schools achieve all of this, there is a need for a well selected range of all-Wales targets to steer by. These have to be designed to galvanise more rapid progress to overcome problems of attainment in the core subjects, especially of literacy and numeracy, and to ensure that teachers get the sustained help they need from every quarter to achieve results - fast. There is already an emerging consensus based on advice from ACAC that clear benchmarks should be set against which schools can measure their progress year on year. Thus our expectation is that by the year 2000:

- between six and seven out of every ten children aged 11 should achieve level 4 or better;
- between six and seven out of every ten children aged 14 should achieve level 5 or better.

These benchmarks apply to pupils' results by subject (English or Welsh, maths and science), as reported by statutory teacher assessment and statutory tasks or tests.

12 This is the **first step** - covering the **first three years of the programme** set out in this White Paper. **The second would extend these goals** for a further two years. So it is proposed that by **2002**:

- between seven and eight out of every ten children aged 11 should achieve level 4 or better;
- between seven and eight out of every ten children aged 14 should achieve level 5 or better - reported on the same basis as the benchmarks for the year 2000.

13 For purposes of monitoring and accountability we propose that data on performance, and for schools' own target setting should relate to these national targets. Information on pupils' attainment in maths, science and English or Welsh in combination would feature as at present. This same approach would be carried forward for both primary and secondary schools - so that the emphasis on the basics is sustained over time.

14 At the same time, local authorities and OHMCI will be invited to focus attention on the performance of schools where results fall in the bottom 25 per cent following statutory assessments at 11 and 14. The aim will be to promote better results - and indeed to lift their performance by at least 10-15 per cent by 2002. OHMCI will report soon on a survey they have carried out on achievement and under-achievement at Key Stage 2. They have work in hand on the steps being taken by low performing schools to improve. They will be publishing short summary reports on standards in English, Welsh and maths in primary and secondary schools (with particular emphasis on literacy and numeracy) in due course.

Questions for consultation: What strategies would parents, teachers, LEAs, governors and others find helpful to reinforce the high priority to be given to literacy and numeracy in primary schools and beyond?

Do you agree that the benchmarks and targets set out above are sufficiently challenging and realistic?

Should the benchmarks for 2002 be refined still further to set individual targets for English or Welsh and maths alone, such that:

- 75 per cent of 11 and 14 year olds should achieve the standards expected of most at those ages in maths;
- 80 per cent of 11 and 14 year olds should achieve the standards expected of most in English or Welsh?

Excellent teachers

15 All primary and special school teachers need to know how to teach reading and maths in line with proven best practice. Many teachers find that a successful approach includes:

- dedicated time given daily to aspects of literacy and numeracy in which a balance of whole class, group and individual teaching is used under firm and vigorous teacher direction to enthuse and engage children;
- regular assessment of pupils' progress to enable the teaching to be tailored precisely to their stage of development;
- systematic teaching of phonics in reading as well as sentence and text level skills;
- constructive development of pupils' capacity in mental arithmetic and of applying mathematics in practical and lively ways.

OHMCI has already published a review of successful practice in the teaching of reading entitled *Improving Pupils' Reading: a Survey of Six Reading Projects funded by the Welsh Office*. In addition the OHMCI Framework for the inspection of schools gives a clear indication of what inspectors are looking for in the teaching of reading, writing, speaking and listening in English or Welsh, and in number skills. We should welcome comments on:

- the degree to which these successful approaches adopted by experienced teachers are already in wide use, or ought to be applied more generally in Wales;
- the methods teachers in Wales have found particularly helpful in sustaining directed teaching and developing specialisms in their particular circumstances.

Three years: nine measures

16 The academic years up to 2000-2001 are crucial to reaching the goals for 2002. We look to generate a sustained push to

make an early and rapid advance. Thus:

- a major element of the **GEST programme** will be devoted to raising standards of literacy and numeracy. A new component will enable LEAs and schools to deploy innovative approaches to raise standards. LEAs will be invited to prepare and implement local plans to focus intensive training, support and consultancy assistance on improving standards of literacy and numeracy in schools using models already devised at local authority level in Wales;
- OHMCI will publish advice to teachers on how to **manage time** so as to give due weight to literacy and numeracy within the context of the wider National Curriculum for Wales. That will be supplemented by guidance on good practice in target setting for primary schools, to be published soon;
- ACAC will be asked to give guidance to schools on administering straightforward **tests of chronological reading age at 9**. Schools will be encouraged to analyse results systematically, setting targets for improvement and reporting results to parents;
- ACAC will issue revised **guidance to governors** on promoting good practice in raising standards of literacy and numeracy in primary schools. This will include examples of different models for reporting to parents effectively, both at the end of key stage assessments and in the intervening years;
- local authorities will continue their work with the Basic Skills Agency to support **family literacy schemes** and with TECs to promote educationally worthwhile out of hours activities to lift standards of literacy and numeracy. They will be encouraged to extend their reach to other settings where multi-disciplinary approaches are relevant, such as refuges, foyers, family centres and child care;
- the Welsh Office will see to it that fuller use is made of **voluntary and other support** - through Chwarae Teg, Education Extra, the Retired and Senior Volunteer Programme for example - to focus more support on children with the greatest difficulties especially in the primary sector, and to champion higher standards in co-operation with schools;
- the Welsh Office will take stock of the WLGA's work on **provision for primary education** and of a separate Welsh Office consultation on the appropriate balance of investment for the primary sector in GEST. In the latter case LEAs have already achieved or are near achieving a 60:40 split in favour of the primary sector;
- **education-business links** that have had such a powerful effect in generating positive initiatives and sound mentoring for literacy and numeracy at secondary level will be extended to cover the whole of Wales by 1999, and to ensure that more primary schools benefit from employer support;
- **the out of hours childcare programme** in Wales will have an educational component for the first time during the summer holidays 1997. This will bring new support to develop the literacy and numeracy skills of some of the most underprivileged children in our community. The scheme will be rolled forward for future years, subject to evaluation.

Question for consultation: What other measures could help to realise the targets and benchmarks for 2000 and 2002?

Smaller classes

17 Class sizes will be reduced for 5, 6 and 7 year olds within the next five years. This will be a key factor in achieving improved results. OHMCI reports confirm the importance of class size for younger children. Smaller classes at this age do not guarantee good results but they can make a significant contribution by enabling teachers to spend more time with each child, to identify individual pupil needs and difficulties early on, and to offer the help children need to master the basics.

18 The Welsh Office will work with the WLGA, with local authorities and with individual schools where appropriate to ensure the reduction in class sizes is well-managed and cost-effective. Local authorities will shortly be invited to begin work on drawing up action plans to reduce infant class sizes progressively to meet the target. Costs will be met by phasing out the Assisted Places Scheme and redistributing the funding to benefit the many, not the few. The Education (Schools) Bill currently before Parliament will phase out the Assisted Places Scheme and unlock funds from 1998 onwards.

Summary

This chapter sets out how we intend to provide a firm foundation for all children's education.

Under our proposals, by 2002 there will be:

- high quality education for all 4 year olds whose parents want it;
- an early years forum in every local authority, contributing to early years development plans;
- excellent examples of integrated services in each local authority to support good educational outcomes in the early years;
- baseline assessment of all children entering primary school;
- a massive improvement in achievements in the core subjects of the curriculum - Welsh first language, maths, English and science;
- evidence of a sea change in achievement against all-Wales benchmarks and targets
- classes of 30 or under for all 5, 6 and 7 year olds.

Issues for consultation

We should welcome responses to all the proposals set out here. In particular:

- what should be the key priorities for early years provision, and the integration of services, to meet the needs of parents and children in Wales?
- what information from the assessments that are carried out when children start school would parents find helpful?
- what strategies would parents, local authorities, teachers, governors and others find helpful to reinforce the high priority to be given to literacy and numeracy in primary schools and beyond?
- would teachers generally endorse the methods that many schools find effective in generating good results for pupils' learning in literacy and numeracy? What others could be added to the list for consideration by the profession?
- do you think that the benchmarks and targets set out in this chapter for Wales are sufficiently challenging and realistic?
- should the benchmarks for 2002 be refined still further to set targets for English or Welsh and maths alone?
- what other measures could help realise the targets and benchmarks for 2000 and 2002?

Additional and more detailed consultation is being undertaken on:

- early years development plans and forums;
 - smaller classes.
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Chapter 4: Standards, Results and Accountability

Schools now have the necessary information on pupil performance to develop their own plans for raising standards. But most of them will need support. That support must be based on a clear understanding of the roles of the schools and their partners - the local authorities, OHMCI and the Welsh Office amongst others - and an active engagement by the Welsh Office, both in setting the agenda and supporting schools and local authorities.

1 Standards rise fastest where schools themselves take responsibility for their own improvement. So schools need the right balance of pressure and support from central and local government. They have had plenty of pressure in the past; some of this has been positive, but not all of it has been of a kind which has any effect in raising standards. There has been an excessive concentration on the organisation of schools at the expense of improving teaching and learning. And too many schools in Wales are performing less well than they could. We have to address this through systematic approaches which stimulate and reward constant improvement. The ideal form of pressure on schools is to set clear, ambitious but achievable national **targets** for raising standards over a defined period and to combine this with a clear framework of accountability. This White Paper for Wales takes a large step forward by publishing challenging and unambiguous benchmarks and targets to the year 2002 - and by inviting views on how they should be refined.

2 It is also necessary to improve the **support** which central and local government will provide to schools, especially to develop better measures of performance and progress. Schools need help to introduce quality assurance systems within frameworks established by OHMCI which focus on standards of teaching and learning; and within an annual cycle of self-review supported by each local authority and validated by OHMCI. In their turn local authorities need support from the Welsh Office. Alongside systematic school self-improvement, there must continue to be regular high-quality external audit of schools and local authorities by OHMCI, to identify and spread good practice and tackle under-performance. In some cases the excuse has been that 'you cannot expect high achievement from children in a run-down area like this'. Often it has been the reverse: schools in comfortable circumstances have too complacently accepted average performance, where they should be aiming for excellence. There are many examples of primary and secondary schools in Wales that break these moulds. We now need to direct the energy and talents of all into a single-minded drive towards higher pupil achievement across the board. This extends to the needs of all. The recommendations of our Ministerially chaired task group on partnership support for ethnic minority pupils will be applied appropriately for Wales to open up pathways to genuine equality of opportunity.

Measuring performance to raise standards and expectations

3 Perhaps the most powerful underlying cause of low performance in our schools is to be found in low expectations. Too many teachers, parents and pupils in Wales have come to accept a ceiling on achievement which is far below children's true potential.

National Curriculum assessment

4 Whatever their backgrounds, pupils can achieve excellent results if they are well taught and well motivated. In practice, schools with matched intakes, whether measured by socio-economic factors or by prior attainment, achieve very different results. The difference is a broad measure of a school's effectiveness in teaching and motivating its pupils. We can now make such comparisons because, for the first time, we have in place sound, serviceably consistent measures of pupil achievement at school level at each Key Stage of the National Curriculum. Additionally, once baseline assessment is established, it will be possible to measure any pupil's progress through his or her school career, and also compare that pupil with other individuals or groups. We believe it is essential to put this new information on progress to effective use, both for accountability and improvement. So there will be consultation on proposals for further improvements in the collection and use of pupil performance data.

Performance data

5 Local authorities should play a much more central role in making pupil performance data publicly available. In future secondary school performance tables will be issued to local authorities ahead of publication.

6 We need to provide parents and others with better information to supplement the current performance tables. These give an indication of absolute achievement at school level. It will soon be possible to show in addition a measure of the progress which pupils have made. This cannot be done immediately, because prior attainment data are not yet available consistently for every Key Stage. But it can be introduced progressively. In addition there is an important role for local authorities in providing their schools with local comparative data. Many of the best authorities already provide high-quality performance analyses to schools.

Keeping track of pupils

7 Progress towards the reliable analysis of pupil performance data at school or local authority level to improve schools is limited by the difficulty of tracking pupils as they move from school to school. So there will be consultation on a simple system of unique pupil identifiers. In essence, a pupil could acquire a reference number on entry to his or her first school, and retain it until leaving the school system. Every National Curriculum or other assessment test result thereafter would be logged by that reference. The individual data would be held confidentially by the school, and then transfer with the pupil to the next school, and eventually become the pupil's own property on leaving the school system.

Setting school targets

8 Publication of performance data is essential to secure public accountability; to celebrate success; and to facilitate comparisons between schools. At least as important is the use of the data to raise standards **within** schools, through school-level targets. Reliable and consistent performance data enable teachers to assess the performance of their pupils and to change their teaching strategies accordingly. There is clear evidence of the benefits which arise when teachers put this information to good use. Comparisons of performance in different subjects, classes, year-groups and in other ways yield better results and help realise targets for improvement which take full account of the starting points of the children concerned.

9 Schools start from different levels of achievement. Each one must set its own targets, taking account of its present achievements but seeking to improve year on year. This should not be done in isolation. Schools must be able to benchmark their own efforts against a range of targets set for Wales as a whole. Each school should be in a position to check its own performance against that of similar schools, without allowing its ambitions and efforts to be limited by standards achieved in its 'lookalikes'.

Questions for consultation: How can schools and LEAs best ensure that they use target setting most sensitively and effectively to raise standards on both a whole school and departmental basis?

What more can we do to celebrate successful schools and teachers?

The balance of pressure and support

Clear responsibilities

10 The main responsibility for raising standards and achieving excellent results lies with schools themselves, supported and challenged by better informed parents and other members of their local communities. But schools can only discharge their responsibilities with urgency and success if local authorities, governors, OHMCI and the Welsh Office each play their part.

The local authority's (LEA's) role

11 The LEA's role is not that of control. An effective LEA will create the conditions which encourage local schools to take responsibility for their own improvement. To do this each LEA will need a very good knowledge of its schools, derived from effective monitoring, and the capacity to help them improve. LEAs must demonstrate to their schools, to parents, to the local electorate and to the public more widely that they are doing a good job in improving their schools. Following local government reorganisation in April 1996 most of the 22 unitary authorities have many fewer schools to work with than before. Their scale means that LEAs in Wales have a special opportunity to help raise standards. Many are already taking full advantage of it.

Education Strategic Plans

12 In future, it is proposed that each LEA in Wales will be required to prepare an Education Strategic Plan (ESP), setting out how it will help its schools improve, and including a statement of the performance targets set by the schools after consultation with the LEA. The plan should be drawn up taking account of the LEA's wider responsibilities, for example in planning school places, establishing LMS schemes and engaging business in partnership. It should not be seen as covering simply the

work of advisers.

13 The Welsh Office Education Department will offer guidance and help to LEAs in drawing up sound plans which take account of good practice in other LEAs. Once complete, each local authority will submit its ESP to the Secretary of State for approval. OHMCI will be consulted before approval is given. The LEA can then expect to be held to account for the targets and undertakings which it contains. The plan will cover a period of three years, and will be subject to an annual review. In Wales, the style of approach envisaged is very similar to that adopted for the examination of Housing Strategies and Operational Plans, already familiar to local authorities. ESPs will be phased in and fully operational from 1 April 1999.

14 The process of agreeing and monitoring ESPs will be separate from, but related to, the regular programme of inspection of LEAs by OHMCI. Given the experience of LEAs in helping schools to achieve higher standards, and the established relationship between LEAs and the Welsh Office, we would not expect an LEA in Wales to under-perform against objective criteria. However, were that to happen, it is intended that the Secretary of State could direct an earlier inspection. If that inspection confirmed that an LEA was clearly failing to deliver an acceptable standard of support to its schools or to deliver other specified functions, the Secretary of State might then intervene, either by directing officers or by enabling others to perform the functions until the authority had demonstrated its capacity to resume its full responsibilities. The necessary legal provisions will be included in the Education Bill which the Government will introduce in the autumn.

Question for consultation: How much of an LEA's work should be covered by an ESP?

Support for school governors

15 We are considering two options to make the relationship between governors and local authorities still more productive.

16 First, an authority needs to be able to act where it thinks an unsuitable headteacher appointment is about to be made. The quality of the headteacher is a crucial factor in the success of a school. An unwise appointment can cause severe and lasting problems for all concerned. An LEA should not decide on the appointment of a Head: that is the responsibility of the governing body. But before an appointment is confirmed, the governing body should inform the LEA which would have the right, if it believed the proposed candidate unsuitable, to put a formal representation to the governors which they would have to consider and respond to.

17 Second, the LEA's data may highlight serious under-performance. In those circumstances the authority may have a view of the comparative performance of the headteacher, which might assist the governors when carrying out their annual appraisal of the Head. It follows that where there are serious doubts about a school's performance, an LEA should be entitled to make reports to governing bodies, which the governors would have a duty to consider.

Questions for consultation: Are there any other issues upon which governors might benefit from LEA help - perhaps to sustain a good two-way flow of information on school performance?

Should annual all-Wales conferences with governors continue and if so what topics should be discussed regularly to help raise school standards?

Failing schools

18 Few schools in Wales have been identified formally as failing to provide an acceptable level of education and in need of special measures. This is to the great credit of schools themselves. It also reflects OHMCI's methods of giving additional regular attention to under-performing schools with fewer than two out of 10 pupils achieving 5 GCSE grades A*-C, or in other ways giving cause for concern. In future, primary and secondary schools whose results fall in the lowest 25 per cent in the range of performance will automatically receive special attention. OHMCI reviews all post-inspection action plans carefully: where schools do not set sufficiently challenging targets for improvement, they are required to revise them. Progress in acting on the plans is followed up with support and guidance from OHMCI throughout.

19 Should a school in Wales identified by the inspectorate as needing special measures ever fail to respond then we propose that action should be taken to give it a fresh start. This could mean closure, and the transfer of pupils to other more successful schools or the introduction of new management, for example. The intention would be that some of the legal and administrative barriers to a fresh start would be removed, and the Secretary of State should have powers to compel a local authority to close a failing school where that appeared the best course.

20 In addition to this, there may be scope for instituting early warning procedures so that where an LEA itself had concerns about a school then it might invite the governing body to prepare an action plan. Where the governors failed to submit a plan, or to implement one, then the LEA might be justified in withdrawing budgetary delegation or appointing additional governors - as it can when a school comes under special measures now. On top of that, LEAs might be able to ask OHMCI to carry out a full inspection ahead of the normal schedule.

Question for consultation: How can the proposed early warning procedure strike a balance between the respective duties of the school and the LEA over raising standards?

Review of the independent inspection system

21 The independent inspection system in Wales operates to a distinctive cycle and framework of requirements. It will be reviewed by OHMCI before the end of the present cycle for the primary and secondary sectors. Consultation will begin later in the year. It is axiomatic that:

- all schools will continue to be subject to regular inspection; and
- the next cycle should take account of the experience of, and data gathered in, the previous one.

22 Amongst other things OHMCI will be consulting on:

- the place of school self-assessment between inspections;
- the extent to which all schools should be subject to the same level of inspection;
- the degree to which inspections should give greater attention to classroom practice.

23 OHMCI will begin to inspect LEAs' work on school improvement by undertaking a general review of the approaches currently adopted by LEAs first. OHMCI will lead any inspection involving the Audit Commission.

The Welsh Office: drawing the threads together

24 The Department has a continuing responsibility for giving effect to Ministers' wishes that it should take a lead and create a climate conducive to good educational results. Richard Davies heads the Welsh Office Education Department. It includes the Schools Administration and Performance Divisions, led by Elizabeth Taylor and John Howells respectively, with key responsibilities for raising standards. Together with the Further and Higher Education Division led by Derek Adams they work

closely with the training arm of the Welsh Office Industry and Training Department headed by Derek Jones. Amongst other things the Welsh Office will operate to:

- assist in reducing class sizes for 5, 6 and 7 year olds;
- support the Education and Training Action Group;
- concert the efforts of FEFCW, HEFCW, ACAC, the TTA Unit in Wales, the NCET, and the Welsh Office Statistical Directorate working conjointly with OHMCI, LEAs and others;
- take forward, and regularly report on, the programme for school improvement set out in this White Paper;
- advise the Secretary of State on his annual remit for OHMCI based on the objectives in this White Paper;
- work with local authorities to institute Education Strategic Plans and publish data of value to the education services in Wales generally.

Summary

This chapter sets out the approach we shall take forward using data to raise educational standards across the board. By the year 2000:

- schools will be held responsible for achieving their challenging targets;
- data will be available to show what progress pupils are making at school and how much schools are helping them to achieve;
- local authority Education Strategic Plans will be well established as the primary tool to support, though not control, the work of schools and their governors in improving performance;
- there will be still better two-way communication between governors and LEAs;
- OHMCI will have given the least well performing schools special attention to avoid failure and the need for a fresh start;
- the next independent inspection cycle for Wales will be well underway.

Issues for consultation

- How can schools and LEAs best ensure that they use target setting most sensitively and effectively to raise standards on both a whole school and departmental level?
 - What more do you think we should do to celebrate successful schools and teachers?
 - How much of an LEA's work should be covered by an ESP?
 - Should the annual all-Wales conferences with governors continue and, if so, what topics should be discussed at them regularly to help raise school standards?
 - Are there any other issues on which governors might benefit from LEA help?
 - How can the proposed early warning procedure strike a balance between the respective duties of the school and the LEA over raising standards?
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Chapter 5:

Welsh

The Welsh language is perhaps the most distinctive feature of the education system in Wales. Education is essential to the furtherance of the language to which the Government is committed. Our aim is to ensure that every young person has the opportunity to learn the language and to extend opportunities to be educated through the medium of Welsh.

1 Education has been at the heart of the encouraging growth in the number of young people speaking Welsh. It will remain the single most important element in the Government's policy of continuing support for the Welsh language in the future. For many pupils, Welsh is their first language and it is quite natural that it should feature prominently in their school studies. But if we are serious about giving every young person a real opportunity of experiencing, and contributing to, the rich and rewarding cultural heritage of Wales, we must face the challenge of ensuring that every pupil of school age is given a chance to learn Welsh, and to use it.

2 We are committed to a strong system of Welsh-medium education. Parents who want their children to be educated in Welsh should have every opportunity to exercise that choice. We will expect LEAs to publish clear policies in that regard as required by the Welsh Language Act. We are also committed to ensuring that all pupils in Wales are given the opportunity to learn Welsh at whatever school they attend. We expect schools to conform to the requirement that Welsh should become a compulsory part of the National Curriculum for 14-16 year olds from 1999.

Question for consultation: What do you regard as the principal priority for the development of Welsh language teaching over the next decade?

Welsh in the National Curriculum

3 Ensuring that every pupil has the opportunity to learn Welsh has been one of the major challenges facing the education system in Wales over the past 10 years. There are encouraging signs of success. In particular, OHMCI reports confirm that standards are improving:

- standards of oral work are satisfactory or better in well over four out of five classes at Key Stage 1, but more needs to be done to develop reading and writing skills;
- standards of oral work are satisfactory or better in seven out of ten classes at Key Stage 2, but as with Key Stage 1, reading and writing skills require more attention;
- at Key Stage 3 standards of oral work, reading and writing are satisfactory or better in four out of five classes; and
- at Key Stage 4 standards of oral work, reading and writing are satisfactory or better in three quarters of all classes.

4 The fact that Welsh has become so well embedded into school life in Wales is a testimony to the commitment of teachers; to the enthusiasm they have engendered in their pupils; to the responsiveness of initial teacher training institutions in Wales; and to the encouragement of parents and local authorities. We must draw on the good-will towards the language to lift standards still further and to promote achievement in primary and secondary schools.

5 We regard it as essential that all schools should now be preparing themselves actively for full implementation of National Curriculum requirements at Key Stage 4 from September 1999. The regulations to make Welsh a compulsory part of the curriculum in non-Welsh-speaking schools for 14-16 year olds from that date are already in place. All secondary school development plans or prospectuses should now set out what will be done to meet the statutory obligation to provide Welsh for 14-16 year olds from 1999.

6 However, there are 10 secondary schools in Wales for which it will be necessary to make specific statutory provision if Welsh is to be compulsory at Key Stage 4. Our intention is that these 10 schools should be brought into line with all other English-medium schools from 1999. ACAC will consult on these proposals in line with statutory requirements.

7 Though the balance of investment will evolve over time, the Government will continue to provide support for schools to give effect to this commitment. Provision for in-service teacher training will remain a priority within GEST. ACAC will continue to develop its programme of producing Welsh language curriculum materials. And the essential support which Athrawon Bro provide to individual schools will continue to be funded through the Welsh Language Board.

Welsh-medium education

8 We will pursue a coherent policy of support for Welsh medium education that extends across every sector. Mudiad Ysgolion Meithrin has long had an important role in preparing children for Welsh-medium schooling. We shall expect to see equally clear routes of progression between all phases of education. Wherever possible this will include responding to the encouraging demands from young people to undertake further education and training through the medium of Welsh.

9 Further strengthening the Welsh medium sector is crucially dependent on fostering a partnership between schools and parents and the other agencies involved at every stage of education. LEAs will have a central role. Our proposals for early years forums will encourage the statutory and voluntary sectors to work together. That will ensure that suitable provision for Welsh-medium nursery education exists where there is demand for it and that there are sensible routes of progression into the Welsh-medium primary sector.

10 LEAs have the lead responsibility for planning primary and secondary provision. We envisage that in some areas authorities will wish to work together so as to maximise opportunities for young people who are keen to pursue their studies in Welsh. Plans for developing Welsh-medium education will need to be submitted to the Welsh Language Board. The LEAs' Welsh Language schemes will need to demonstrate that the reasonable demands of parents are being taken into account and that planning for expected future levels of demand is taking place.

11 Our support for Welsh-medium education is as much a reflection of the quality of education that Welsh-medium schools provide as it is of our support for the Welsh language and culture more generally. Standards in Welsh-medium secondary schools compare very favourably with standards in their English language counterparts. Our drive to improve standards will, nevertheless, apply to all schools irrespective of the language of instruction. Improving standards of spoken and written Welsh will also be an important element of the Government's emphasis on improving standards of literacy and numeracy across the board.

12 The Government will look to ACAC working with the Welsh Language Board to keep the position of the Welsh language in education under review. We are currently reviewing the Welsh Language Board's responsibility for taking a strategic overview of Welsh-medium education across every sector. The Government considers that the Board should continue to have responsibility for taking such an overall view. At the same time it is important that the roles of each of the organisations with a part to play should be as clearly defined as possible. The Government will announce the outcome of the review in the autumn.

Summary

By the year 2000:

- Welsh will have been a flourishing and compulsory part of the National Curriculum at Key Stage 4 for over two years;
- much clearer cross sectoral linkages will be in place to support Welsh language education;
- a mechanism for providing a regular strategic overview of welsh language education and training will be well established

Issue for consultaion

What do you regard as the principle priority for the development of welsh language teaching over the next decade?

Chapter 6: Special Educational Needs

The proposals in this White Paper will benefit all children, including those children identified as having special educational needs (SEN) and requiring additional and targeted support. Our proposals focus on early identification of problems and service integration to meet them.

1 The Code of Practice on the Identification and Assessment of Special Educational Needs provides a framework for schools, LEAs, Social Services Departments and Health Authorities for identifying and assessing special needs. Teachers have worked hard with local authorities and others to implement the Code, and there have been worthwhile improvements. We shall build on this and promote the good practice which exists in individual schools and local authorities.

2 We intend that our proposals to raise standards should embrace children with SEN, whether in mainstream or special schools. Our strategy to improve provision and standards for children with SEN will therefore be fully co-ordinated with our policies for improving standards; co-ordinated at both local authority and school levels; and for some specialist resources, between authorities on a collaborative basis. This is in line with our policies for disabled persons more widely and links with social services support for children in need and with disabilities.

3 We support the greatest possible integration into mainstream education of pupils with SEN, while recognising that specialist facilities are essential to meet particular needs. There are 10 key areas to address in raising the standards of special education:

- early identification of SEN;
- dealing with disaffection and alienation;
- the professional development of staff;
- information technology;
- partnership with parents;
- the Code of Practice and the SEN Tribunal system;
- co-ordination between statutory and voluntary agencies;
- partnership with health care professionals;
- securing a spectrum of provision for SEN;
- access to further and higher education.

4 An England and Wales Advisory Group on Special Educational Needs is being established, with members from a wide range of backgrounds - schools, local authorities, voluntary bodies representing children and parents, and others. There will be Welsh representation on the Group, and Welsh Office officials will act as observers.

5 The National Group will advise on the content of a Green Paper covering the key areas above, to be published in September. It will seek views on how best to deliver the Government's commitments on special education.

6 Through the Welsh representation on the Group and through Welsh Office meetings with local authority representatives and other SEN interests, we shall ensure that any particular Welsh perspective is considered and acted on. The Green Paper and its outcome will shape the Government's programme for SEN during the remainder of this Parliament. The National Advisory Group will oversee the implementation of that programme. In parallel with this, OHMCI is conducting a survey of the way in which the National Curriculum for Wales is applied in special schools. The results will be published in due course with a view to assisting teachers to make further progress in raising standards in these settings.

Summary

This chapter explains that our policies for children with special educational needs are an integral part of our policies for raising standards for all in Wales. It commits the Government to:

- publish in September a Green Paper for England and Wales on key aspects of provision for SEN;
 - consult authorities and organisations in Wales on how best to achieve the improvements we seek;
 - act on any specific Welsh interest;
 - establish a broadly-based England and Wales Advisory Group to help prepare the Green Paper, to take part in the subsequent consultation and to oversee an action programme for the remainder of this Parliament.
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Chapter 7: Preparing for the 21st Century

The 21st century will demand that we develop the diverse talents of all in Wales. Taking account of professional judgement, effective approaches to teaching and learning must be applied in every school to bring benefits to all our pupils. New approaches will use the new technologies and specialist facilities shared between schools, backed up with effective research and targeted where it is most needed.

1 In the past, there was a wide range of low-skill jobs. It was implicitly assumed that a significant proportion of pupils would not need to succeed in secondary education. The first is no longer true: the second is no longer acceptable. Comprehensive education in the 21st century must provide a broad, flexible and motivating education for every pupil. Together, we must modernise comprehensive education.

Setting, targets and accelerated learning

2 The determination to raise standards in literacy and numeracy, especially at primary level, does not mean that the experience of young people should be narrow. On the contrary, because young people should benefit from a wide range of opportunities it is essential that they have a firm foundation in, and progressive reinforcement of, the basics.

3 In most primary schools in Wales, pupils are taught by ability for at least some of the time. This makes good sense in getting sound results in teaching literacy, numeracy and other skills. Over-reliance on mixed ability grouping carries risks. It can work satisfactorily in the hands of expert teachers. But handled less well it fails to stretch the brightest and to respond to the needs of those pupils who have fallen behind. In some small schools in Wales with mixed ability, mixed age and mixed language classes, setting is not always an option - but there remains scope to group children by ability within classes. In secondary schools, banding or setting are the norms after the first year of settling in and assessment. No single model of grouping pupils should be imposed on primary or secondary schools. But where schools are not using setting they should consider whether they can demonstrate that the results they are getting are sound. If they cannot, they should apply models of setting suited to their circumstances, particularly in science, mathematics and languages. However, we do not wish to encourage rigid streaming that is unresponsive to pupils' abilities in different elements of the curriculum.

4 To supplement setting in both primary and secondary schools, teachers are encouraged to consider the merits of:

- **target-grouping**, where pupils are grouped by ability for part of the week and groups are altered in line with regular assessment;
- **fast-tracking**, where pupils have been enabled to learn, or take qualifications ahead of their age cohort;
- **accelerated learning**, enabling groups of pupils to develop in specified areas at greater speed and with deeper understanding;
- **the systematic teaching of thinking skills**, which seem to be associated with good learning outcomes.

Questions for consultation: Views on the appropriateness of these methods for small primary schools in Wales would be welcome.

Do you agree that the methods have merit?

Do you have experience of other methods which work well in raising standards of literacy and numeracy?

5 Modernisation implies a **comprehensive upgrade in teaching and learning** so that **by the year 2002 over 95 per cent of classes in Wales should have at least satisfactory standards**, and **over 50 per cent should have good or very good ones**. It means a systematic approach to development planning in every school to integrate educational, staff development, and expenditure priorities. The Welsh Office is committed to:

- inviting views on revised guidance for **school development plans** to introduce sharper, simpler arrangements;
- consulting on **reporting to parents** and drawing up **prospectuses**, in good time so that schools do not face unexpected changes part way through the year;
- providing a **results and data service** to enable schools to set their own targets for improvement.

6 All of this is designed to complement the drive to raise standards of literacy and numeracy. It should go a long way to meeting concerns expressed in the past about the testing nature of the all-Wales target that:

at least half of all 15 year olds should get A*-C grade GCSEs in English or Welsh, maths and science - in combination - by 2000

The relationship between success at primary level and good results at secondary has been too little acknowledged; so it is not intended that the target for 15 year olds should be waived in substance. Nonetheless it will be necessary to allow for the fact that the benefits of the new drive to improve attainment in the basics at primary level will take time to come through at 15. We therefore propose that the target should be set at the centre of a broader band range extending from 40-60 per cent, giving proper recognition to vocational qualifications as well. It is also proposed that the target should be profiled for achievement **in 2002**, and that it be extended to cover attainment of **Intermediate GNVQs and GCSEs**.

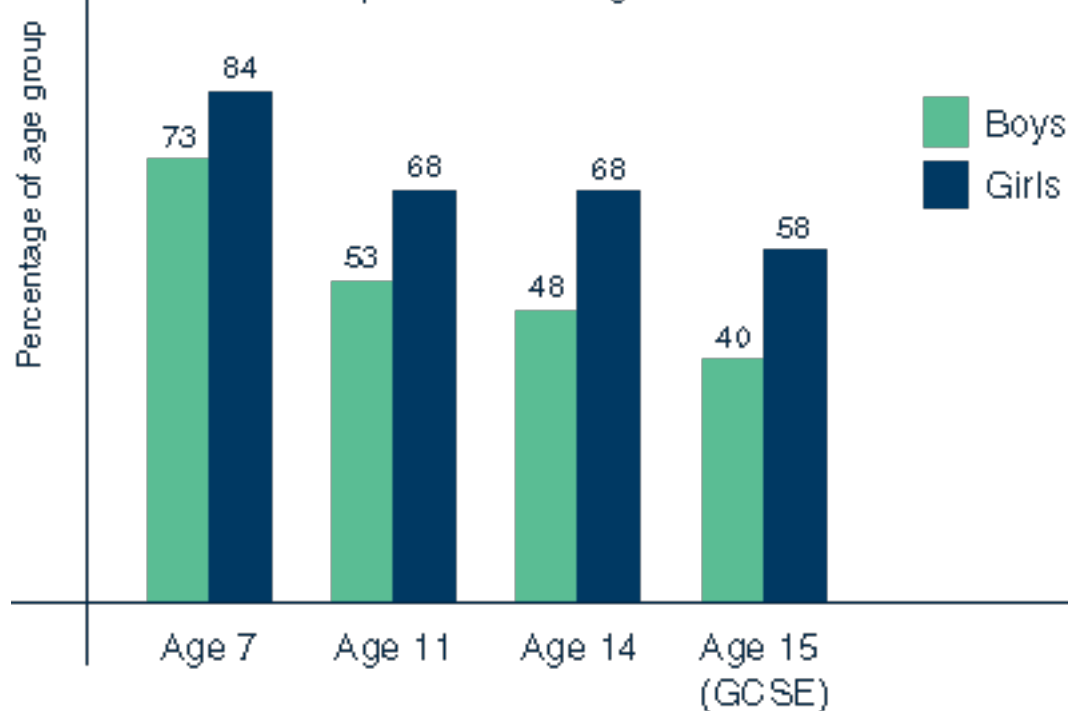
7 It should also be possible to ensure that by **2002** compared to results achieved in **1996**:

- all schools in Wales should have at least **one in four** of their 15 year olds achieving **5 GCSE A*-C grades, or the vocational equivalent**;
- the percentage of 15 year olds gaining 5 GCSEs or the vocational equivalent at **A*-C**, and **A*-G** should have increased by at least 12 percentage points from the 1996 baselines of 42 and 79 per cent respectively;
- the performance of boys and girls should have continued to improve, but the extent to which boys underperform by comparison with girls should be **cut by half** again against 1996 results:
 - at ages **7, 11 and 14**;
 - in the **attainment of 5 GCSE grades A*-C or vocational equivalent**;
 - and in the **achievement of two or more A levels or vocational equivalent**.
- no school in Wales should offer the Certificate of Educational Achievement for pupils, other than those for whom the qualification is designed. Pupils capable of taking GCSEs and GNVQs should be **entered** for them.

The Welsh Office will publish regular statistical updates on progress on these targets and on other selected and available data that schools and LEAs should find helpful.

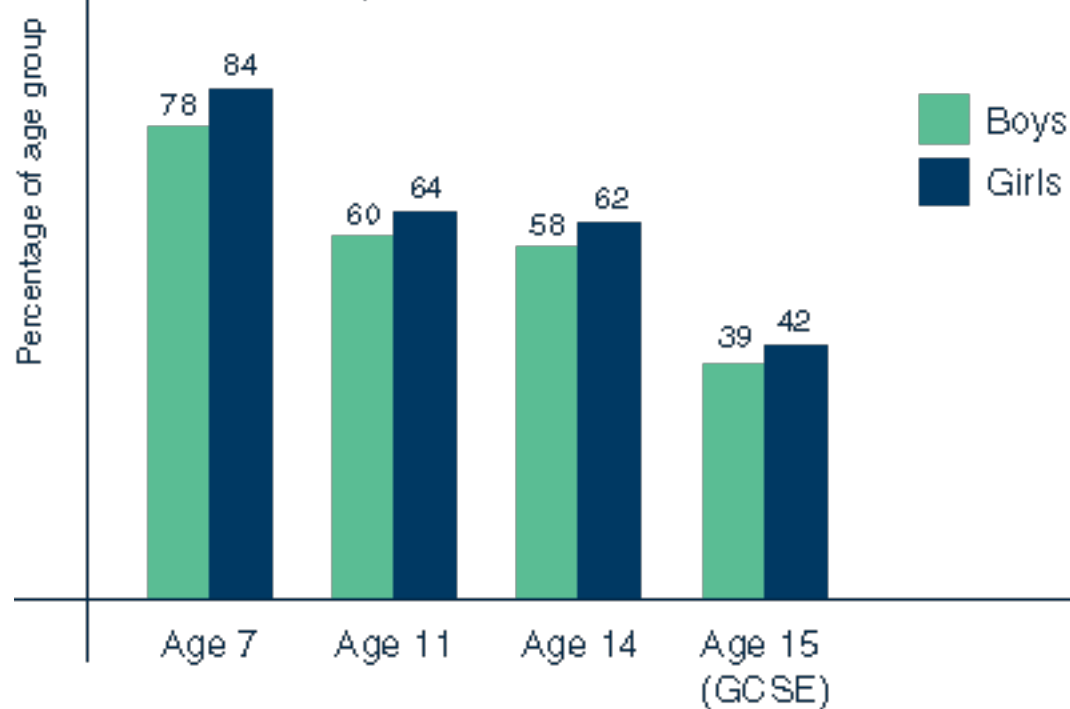
Question for consultation: Do you agree that these targets for Wales are the right ones to aim for?

Percentage of pupils achieving at least the expected level in key stage assessments and GCSE passes in English 1996^(a)



(a) Based on teacher assessment and percentage achieving at least level 2 at 7, level 4 at 11, level 5 at 14 and a GCSE A*–C pass

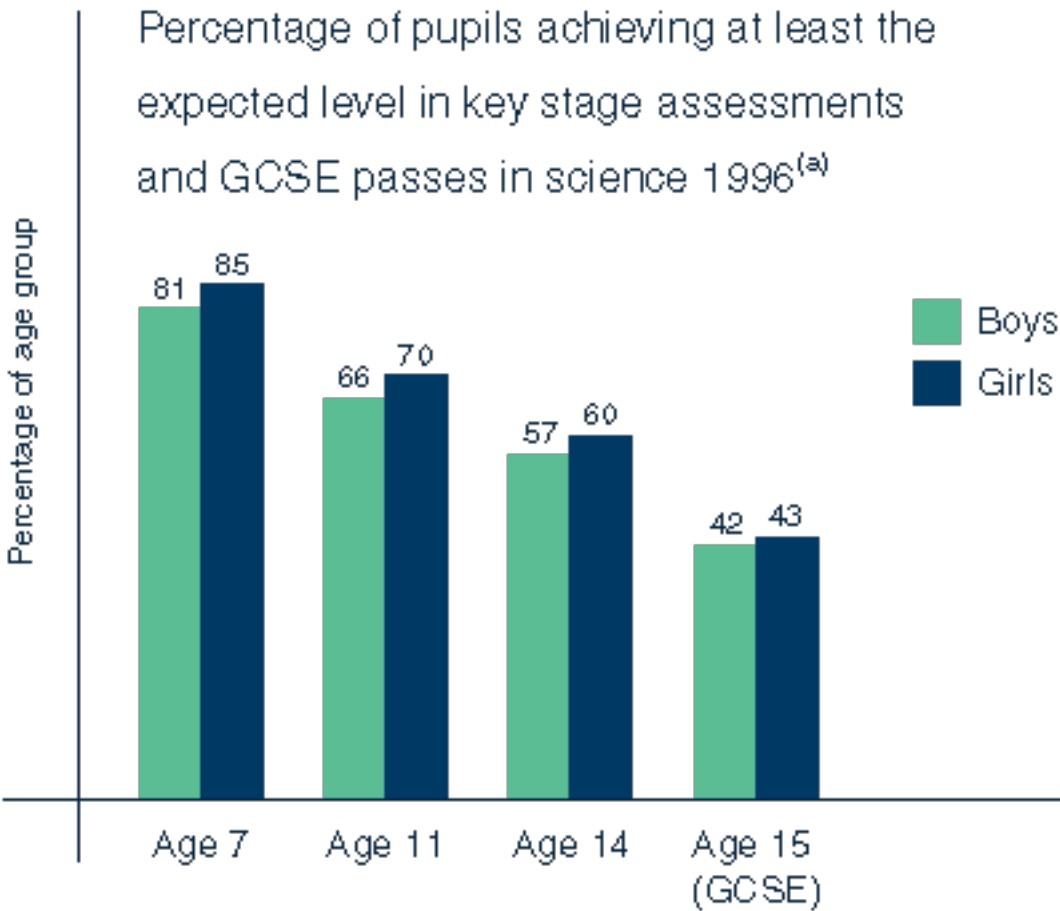
Percentage of pupils achieving at least the expected level in key stage assessments and GCSE passes in maths 1996^(a)



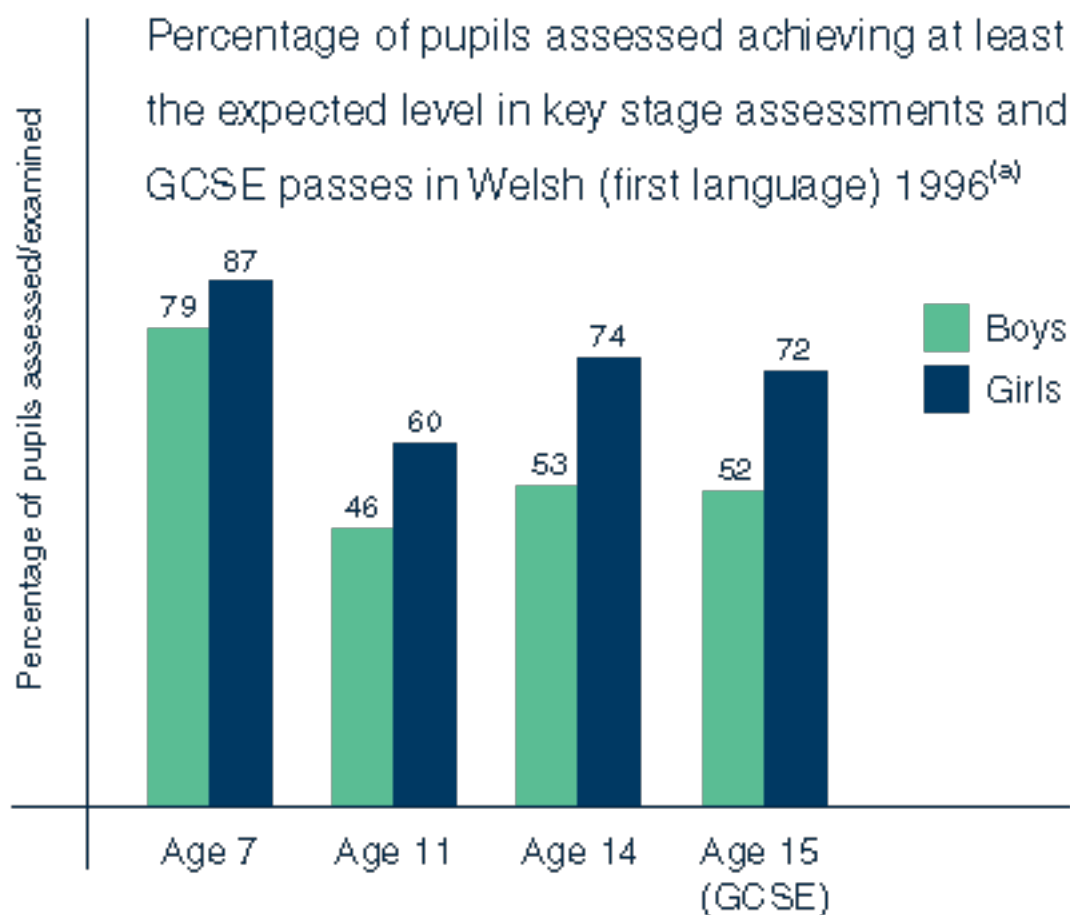
(a) Based on teacher assessment and percentage achieving at least level 2 at 7, level 4 at 11, level 5 at 14 and a GCSE A*–C pass

Realising the potential of new technology

8 New information and communications technology (ICT) will be a driving force for change in the 21st century. The aim is to make rapid progress in bringing the full benefits of ICT to schools, colleges and local communities.



(a) Based on teacher assessment and percentage achieving at least level 2 at 7, level 4 at 11, level 5 at 14 and a GCSE A*–C pass



(a) Based on teacher assessment and percentage achieving at least level 2 at 7, level 4 at 11, level 5 at 14 and a GCSE A*–C pass

This will generate opportunities for motivating and developing young people and help to underpin our overall competitiveness. Equally schools and colleges will increasingly want to measure themselves against what can be provided through multi-media sources as the growth in new IT opens up new ways of learning and teaching. A clear and coherent strategy will be put in place for ICT in the Welsh education system. Key elements will involve:

- **equipping new and existing teachers for the information age**, with ICT training and development funded from the National Lottery as well as from GEST;
- **setting up the new National Grid for Learning in Wales**, connecting schools, colleges and libraries; bringing teachers up-to-date materials to enrich their professional capability and to enhance their skills; offering pupils high quality learning materials; and keeping access charges as low as possible;
- **removing barriers to learning**, ensuring equality of access, notably for those in rural areas, those with special needs and those in areas of deprivation;
- action by **ACAC** to develop Welsh language multi-media software for primary and secondary schools; and
- action by the **National Council for Educational Technology** to consult on and publish a strategic support plan for its work in Wales, and to generate more lateral exchanges on best practice between practitioners.

9 The new **National Grid for Learning** will be vital to greater deployment and purposeful educational use of ICT. It will offer resources for learning and access to education courses and advice. It will initially focus on teacher development, but will be extended later to home-based learning, further education, training for employment, libraries and museums, and lifelong learning. It will therefore link closely with plans for a University for Industry to benefit Wales. The contribution of the private sector will be harnessed through arrangements for competitively managed services providing ICT infrastructure, network links, software, services, and training. Arrangements for technical support will build on the IT Adviser Network in Wales.

10 We shall consult on the National Grid for Learning and its implementation. We will take into account the findings of the 25

pilot projects in schools and colleges throughout the UK under the **Education Departments' Superhighways Initiative**. The consultation paper will set out plans for the Grid in more detail and seek views on how best to develop them. The scale and pace of development will have to be considered carefully in the light of what can be afforded.

Question for consultation: What should our priorities be for the development of ICT in Wales to get the best educational result?

Schools and specialisms

Building on schools' strengths

11 Equal opportunities for all pupils does not mean a single style of schooling. We want to release the unique strengths of each school for the benefit of all schools. The Welsh Office will encourage schools to develop their own distinctive identity and expertise in co-operation with other schools and colleges whether in technology, languages, sports, the arts or other fields. We welcome the support of employers and Education Business Partnerships (EBPs) in extending schools' strengths. The GEST programme will be adjusted to enable schools to enter matched funding arrangements with sponsors and to develop their specialisms. This will make the most of existing schools' capacities in the widest interest of the community in Wales without creating different school types. The policy will draw on, and make full use of:

- ICT for work on literacy and numeracy targets;
- homework centres;
- interchange of pupils, including master classes to stretch gifted pupils to their full potential;
- home learning via the Internet or other ICT links;
- provision of facilities for specialist In-Service Training for teachers;
- sharing of teaching materials and best practice in teaching and learning with neighbouring schools;
- adult education and training in the evenings and at weekends;
- summer schools;
- learning networks sponsored by LEA consortia.

School sport

12 This approach will be of particular value in upgrading sport within and outside school. For too long sport and PE have needed to struggle for attention. We are determined to reverse the adverse trends in school sport. Every school should have teams in at least the main sports of rugby, soccer, cricket, netball and, where possible, others like hockey too. Strong links need to be forged with clubs to extend sporting opportunities for children of all ages. We look to establish a new development scheme to provide much stronger incentives for partnership between schools, local sports clubs, and excellent coaching.

Support to LEAs

13 To complement the development of school specialisms, the Arts Council for Wales; the National Museums and Galleries; the National Library of Wales; and organisations like Techniquet will be invited to develop plans to complement the Education Strategic Plans of local authorities.

14 A White Paper on the National Lottery to be published soon will describe how we propose to use lottery funds to bolster out of school learning - embracing voluntary organisations, libraries, leisure facilities, sports, the arts and the National Grid for Learning itself.

Education Action Zones (EAZs)

15 There are some areas of Wales with a high concentration of socio-economic problems which are of such a character that they severely inhibit the life of the schools within them. The Welsh Office intends to consult on the usefulness of establishing EAZs in such areas. The goal would be to lever-up standards and develop hope among young people on which their motivation in secondary schooling depends. EAZs would provide frameworks to establish stronger partnerships between

schools, business, TECs and others - led by local authorities. Local authorities would draw up action plans for the zone. Each partner would be required to set and meet demanding targets. EAZ status would be dependent on doing so. There would be a strong role for parents through home-school agreements and the encouragement of greater commitment from the earliest stages through family learning programmes for example. Subject to consultation, earmarked funds could be provided through contracts negotiated with TECs and by top-slicing resources provided to local authorities. EAZ status could be linked with action to support literacy and numeracy schemes, homework and study revision clubs, family learning, together with housing, health, social service initiatives locally.

Research and development on schools of the future

16 Across many sectors of the economy and many aspects of our lives, the pace of change is dramatic. New thinking about leadership and management, new uses of information and communications technology and the ever-increasing pressure for high quality have transformed the way we work and live. Just as organisations outside the education sector are striving for continuous improvement and programme personnel development, so must schools. As the pressure of international competition increases, and as we face up to the likely demands of the 21st century, dramatic change in the nature of schooling is likely to take place. We do not want change for the sake of change nor do we want to jettison tried and tested methods of teaching and learning. We do believe, however, that research and development into schools of the future should be encouraged particularly by those in the educational research community in Wales. We want to see much more dialogue between educational researchers in Wales - and publication of results in straightforward and accessible language. We will seek to work with partners in education, in business, and in the media to develop innovative approaches to schooling, particularly to improve the motivation of young people in adolescence.

Summary

By 2002 we will have:

- assisted schools to review their ways of teaching and learning for all children, underpinned by effective research;
- better developed ICT within a clear overall strategy;
- a National Grid for Learning accessible to all schools providing modern teaching and resource material;
- sustained support for the development of specialisms in schools and the sharing of facilities;
- assessed the potential of EAZs and implemented them as appropriate following consultation.

Issues for consultation

- Do you agree that the methods of grouping and teaching children described in this chapter have merit?
 - Do you have experience of other methods which work well in raising standards of literacy and numeracy in particular?
 - Do you agree that the targets proposed for Wales in this chapter are the right ones to aim for?
 - What do you think our priorities should be for the use of electronic media in Wales in order to get the best educational result?
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Chapter Teaching: Standards, Leadership and a

8: Valued Profession

Teaching is a demanding and critically important profession. Teachers and good teaching hold the key to their pupils' success. From now on there will be pressure on teachers to succeed in Wales, matched by support to enable them to do their jobs well plus recognition and appreciation of their skills and dedication.

1 Teachers and headteachers are at the heart of our drive to raise standards. They will be involved, consulted and listened to at every stage in taking forward the policies set out in this White Paper.

Training new teachers

2 In raising the standards we expect of schools and of pupils, it is right to raise the standards we expect of new teachers. Literacy and numeracy are again of central importance. These priorities must be underpinned by action on initial teacher training if the next generation of teachers is to play its part in achieving a step-change in classroom standards. So a new core curriculum will be introduced setting out in detail the knowledge, understanding and skills which all those training to teach in primary schools must be taught and be able to use in relation to Welsh, English, and mathematics. New course requirements for all courses of initial teacher training and new standards which all trainee teachers in Wales will be expected to reach in order to qualify as teachers - including competence in IT - will be published. These new requirements will apply to all trainees - whether starting new courses or already on courses - from September 1998.

3 We aim to secure, build on, and extend the existing, successful partnerships between schools and higher education institutions in Wales. Effective classroom practice will be placed at the centre of teacher education through the development of 'Mentor Schools' in which trainees are shown how to teach in demonstration lessons. We would welcome views on how this should be taken forward.

4 Every new teacher should have structured support during the first year. This should take account of the development needs identified in initial training, and should set the pace and direction for future professional development. So an induction year will be introduced for newly qualified teachers to consolidate their skills giving every new teacher the right to guided support. In return they will be required to fulfil their professional commitment by continuing to develop their skills in the areas identified during initial training. Additionally there is a case for confirming Qualified Teacher Status after the successful completion of the proposed new induction year. Mentor support would need to be provided during the induction year to ensure the quality of teaching children received. Schools would be expected to provide a planned induction programme for each newly qualified teacher based on guidance from the Teacher Training Agency (TTA) Unit in Wales.

5 Your views would be welcome on:

- what newly qualified teachers should be required to do in their first year to develop their practical skills; and
- the practical arrangements which would be needed for confirming Qualified Teacher Status at the end of a successful induction year.

Training existing teachers

Professional development

6 We need to ensure that the 28,000 serving teachers in Wales can get high quality training and support throughout their careers. They should receive regular advice on best practice and new skills. The TTA Unit in Wales is working in consultation with practitioners and others to map out a framework for professional development for all teachers. The Unit will assist local

authorities and schools to ensure that teachers get the most from the extensive range of training that will be available in the future. Contacts between colleagues can work as well, if not better, than top-down initiatives. We will develop the potential of electronic networks to support schools and teachers in Wales; to put classroom practitioners from different settings in touch with colleagues in Wales, the UK, Europe and beyond; and to exchange training materials. 'Virtual' teacher centre models linked to the University for Industry will also be adapted in ways that make sense for Wales. More generally the TTA Unit will work with other bodies with an interest to make sure that the special needs of the Welsh education system are fully met by the new development framework.

Advanced Skills Teachers

7 Promotion for teachers usually means reducing their time in the classroom. The most experienced teachers may be reluctant to stay in a profession which does not reward their teaching skills. So it is intended that a new career grade of Advanced Skills Teacher should be introduced to reward the best classroom teachers, who have also shown themselves prepared to take on additional roles contributing to their school's performance. We envisage that Advanced Skills Teachers will have a key role to play in raising standards by supporting and mentoring trainee teachers and newly qualified teachers. They could also participate in initial teacher training as associate practitioner-fellows of the higher education institutions in Wales that work in partnership with their schools, and in ways designed to develop the educational research base here.

8 The School Teachers' Review Body (STRB) will be asked to recommend how the Advanced Skills Teacher grade should be introduced. The STRB will consult widely with local authorities, teacher unions and governors' organisations. The STRB will be invited to consider what precise functions Advanced Skills Teachers should carry out; how and where posts for Advanced Skills Teachers should be established; and how Advanced Skills Teachers should be selected. We would welcome views on:

- how Advanced Skills Teachers should be selected;
- what functions they should be expected to carry out;
- whether, and how best, to institute and develop the associate practitioner-fellow concept in Wales?

Support for teachers

9 Teaching assistants work with teachers to ensure pupils learn. Under the overall direction of teachers they work with pupils both inside and outside the classroom, in small groups or on a one to one basis. In primary and nursery schools, there may be classroom assistants, nursery nurses or special needs assistants; in secondary schools, there may be foreign language assistants, music assistants or special needs assistants. At present many teaching assistants have little or no training for the work they do. We will consult with local and other authorities about the development of a programme of courses and qualifications for all teaching assistants which take account of their individual knowledge, skills and role in the school.

10 Support in the form of visiting speakers such as police officers, explorers, religious leaders; presentations from Health Promotion Wales, and from the library service; and coaching by sports people, have long been used successfully by schools. The Urdd also plays a highly important role in helping schools develop skills in and understanding of the culture of Wales. Additionally, business people from industry, commerce and the service sectors have also been attached to schools, bringing in new knowledge and skills and adding different and fresh perspectives. Some firms like Ford and British Steel have played a particularly important role in providing direct support for curriculum innovation in Wales, especially in relation to vocational qualifications and courses. Employers have also provided teachers with placement opportunities to upgrade their skills and understanding of industry. All such developments are to be encouraged. We would welcome views on:

- how teaching assistants and associates should be used in schools;
- what further steps might be taken to engage more people from local communities to help schools raise standards?

School leadership

11 The quality of Heads and their senior staff makes the difference between the success or failure of a school. Heads in particular are in the front line, leading the drive to raise standards. Legislation to be introduced later in 1997 will provide that, in future, all those appointed to school headship for the first time should hold a professional headship qualification. This will demonstrate that they have the necessary abilities to lead and motivate pupils and to manage a school. We expect that the National Professional Qualification for Headship (NPQH) will form the basis of the new mandatory qualification. We would welcome views on:

- the skills and competencies which should be covered by any mandatory headship qualification, and whether there are specific skill requirements in Wales (for example in bi-lingual settings);

- the extent to which the NPQH fulfils these requirements;
- the timetable for introducing the mandatory requirements in Wales;
- whether any special steps should be taken in Wales to ensure that Heads of small primary schools and Welsh-medium schools have proper opportunities to take the qualification?

12 There may also be a case for developing a 'fast-track' route to headship for teachers who demonstrate a talent and flair for school leadership early in their careers. This might involve using a combination of OHMCI, headteacher and/or local authority recommendation, and self-assessment, to select potential fast-track leaders. They could be offered opportunities to take the NPQH earlier than would normally be the case. This process would ensure that they received the training and challenges that would enable them, if they continued to succeed, to move rapidly into leadership positions in schools. We would welcome views on:

- is there a case for a fast-track route to headship?

13 Newly appointed Heads often require special support to develop their skills and help them to fulfil their new responsibilities and to benchmark their schools against international standards of excellence. That could involve opportunities to see at first hand examples of the best that is being achieved in education and training internationally - not least by involving them in investment missions. The Welsh Office will task the TTA Unit in Wales to consult on, and bring forward proposals for, leadership and management training for new Heads, specifically designed to meet the needs of school leadership in Wales. We would welcome views on:

- what form any training or development should take;
- whether any extra burdens are placed on new Heads in Wales compared to their colleagues in England, eg in bilingual settings?

14 The Welsh Office and the TTA Unit in Wales, together with the associated Advisory Group, will consider carefully the case for developing new headship qualifications for serving Heads - possibly based on the NPQH standards. They will also consider additional training for effective Heads and programmes designed to meet the development needs of less effective Heads as identified by headteacher appraisal arrangements. We would welcome views on:

- the priorities for the training and development of serving headteachers in Wales.

15 We know that most headteachers do a very effective job. Some are outstanding. We feel that the Heads of those schools which are highly successful, identified through OHMCI reports, could make a major contribution to the improvement of the education system in Wales. We also want to publicise the excellent work done in many schools across Wales and make sure that good teachers get the public recognition they deserve. Without adding to their burdens, we shall ask the Heads of these schools to act as mentors, spreading best practice and supporting similar schools which perform less well. Stronger partnerships with business leaders can also strengthen the management skills of headteachers.

Performance management

16 Support for high quality teaching must be matched by a commitment to identify and act where teachers - and indeed headteachers - are not performing to the standard that pupils and parents have a right to expect. A fair and robust performance appraisal regime is a feature of all professions which set a premium on standards. We intend to review the current arrangements for teacher appraisal to ensure that these provide an effective check on the quality of teacher performance. Teachers who are doing a good job will find a more sharply focused appraisal scheme helpful in identifying their strengths and development needs. Less effective teachers who need help in identifying their weaknesses and targets for improved performance will also benefit from better appraisal. Key elements in any appraisal arrangements should be classroom observation, an assessment of the results achieved by pupils in the teacher's care and an annual performance review linked to targets for enhanced pupil performance.

17 Given the crucial role of the Head in securing high quality education in the school, we shall be looking at the current arrangements for headteacher appraisal to ensure these are as robust as possible. We should welcome views on:

- the effectiveness of the current teacher and headteacher appraisal arrangements; and
- ways in which the current arrangements might be sharpened up to provide balanced and early indications of development needs, and set targets for improvement.

18 The number of ineffective teachers in Wales is very small indeed. But it is not in the interests of those teachers, nor of schools, if the problems posed by such teachers are dealt with ineffectively. When poor teachers are identified, they must be helped to improve quickly if possible. If they cannot improve, then they should leave the profession. Speedy but humane and sensitive procedures are needed for this purpose. It is intended that new legislation should give school governors powers to dismiss incompetent teachers. The aim will be to simplify the statutory dismissal procedures in schools, while preserving fairness. We shall ask the STRB to consider strengthening the management role of headteachers, so that they are required to report to the governors every year on whether they have evidence that any teacher's performance has fallen below an acceptable standard so that appropriate action can be taken.

A voice for teachers

19 In Scotland there is already a General Teaching Council - but there is nothing exactly like it in England or in Wales. The voice of the teaching profession is weaker as a result over:

- promoting teaching as a career in Wales;
- overseeing entry to the profession;
- 'barring' would-be entrants from the profession;
- assuring professional standards.

20 There is also a question as to whether this list should be extended by the addition of functions undertaken by the TTA Unit in Wales, and of the TTA itself, regarding the qualification framework for the profession. However, there is no intention that arrangements in Wales for funding, quality assuring, or inspecting the work of initial teacher training institutions (conducted through the medium of Welsh or English) should change. Funding for ITT (including that for recruitment to priority subjects) will be channelled through HEFCW; partnership arrangements exemplified by the Wales Higher Education ITT Liaison Group will continue; and OHMCI will remain responsible for inspecting ITTIs, just as they inspect schools and the FE sector in Wales.

21 The Government is committed to the establishment of a General Teaching Council (GTC) with specific provision for teachers in Wales to speak for, and raise standards in, the profession. We propose to introduce legislation for the purpose later this year. A separate consultation document will be issued on detailed functions and composition. Views will be invited on at least two structural options:

- a GTC for Wales and England combined, but with a distinct, statutorily recognised decision and policy making component for Wales;
- a separate GTC for Wales, with an obligation to liaise, and co-ordinate its activities with, the GTC in England.

22 Neither approach would prevent regular consultation between the Welsh Office and teaching associations on matters of direct relevance to the education service and reflecting the distinctive needs and circumstances of Wales.

Summary

This chapter sets out the new deal we intend to offer to teachers.

Under our proposals, by 2002 there will be:

- a new General Teaching Council to speak for the profession in Wales;
- new core requirements for all initial teacher training courses, new requirements for trainee teachers focusing on Welsh, English and maths and new standards which all trainees must meet before qualifying to teach;
- new induction arrangements for all newly qualified teachers;
- a new framework (of standards and qualifications) for the continuing professional development of all teachers throughout their careers;
- a new grade of Advanced Skills Teacher and possibly associate practitioner-fellows of higher education institutions in Wales;
- a mandatory requirement for all first time Heads to hold a professional headship qualification;
- a development programme for serving Heads;
- better appraisal arrangements for teachers and headteachers.

Issues for consultation

We welcome constructive responses to all the proposals set out here to achieve these aims.

In particular we would wish to have views on:

Induction

- How the mentor school concept should be taken forward in Wales.
- What newly qualified teachers should be required to do in their first year to develop their practical skills.
- The practical arrangements which would be needed for confirming Qualified Teacher Status at the end of a successful Induction Year.

Advanced Skills Teacher

- How Advanced Skills Teachers should be selected.
- What functions they should be expected to carry out.
- Whether, and how best, to institute and develop the associate practitioner-fellow concept in Wales.

Headship

- The skills and competencies which should be covered by any mandatory headship qualification and whether there are any specific skill needs for Heads in Wales (eg in bilingual environments).
- Whether the NPQH fulfils these requirements.
- Whether any special steps should be taken in Wales to ensure that suitable practitioners in small primary schools, and in Welsh-medium settings have proper opportunities to take the qualification.
- What should be the timetable for introducing the mandatory requirements.
- The priorities for the training and development of newly appointed and serving headteachers in Wales; what form the training or development should take; and whether there are any extra burdens on new Heads in Wales, compared to their colleagues in England.
- Is there a case for a fast-track route to headship?

Teacher support

- How teaching assistants and associates should be used in schools.
- What further steps might be taken to engage more people from the business world and from local communities in Wales to help schools raise standards.

Performance management

- The effectiveness of the current teacher and headteacher appraisal arrangements.
 - Ways in which the current arrangements might be sharpened up to provide early indication of development needs and targets for improvement.
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Chapter 9: Parents, Pupils and Achievement

The last two chapters have set out how we will help schools and teachers in Wales to perform more effectively. This chapter focuses on the role of parents in supporting their children's education, and on action to tackle truancy and indiscipline in schools.

1 Parents play a direct role in helping their children learn especially at an early age. Indeed, 'family' learning is a powerful tool for reaching some of the most disadvantaged in our society and drawing them into the challenge of lifelong learning. It has the potential to reinforce the role of the family; change attitudes to education; help build strong local communities; and widen participation in learning. We intend that the Family Literacy Initiative in Wales promoted by the Basic Skills Agency in co-operation with local authorities, should be operating throughout Wales by 1998-99, reaching 2000 parents and 3000 pupils.

Question for consultation: What good examples of family learning are there in your area which might be a model for others?

Parents and their children's learning

Information for parents

2 To be effective partners, parents need accurate information and regular feedback about what is happening in schools. They need to feel a real part of the endeavour to raise standards. No single document or information source can do this. What matters is that the information taken as a whole is user-friendly, and enables parents to make a balanced judgement of a school's achievements.

3 All schools must publish annual reports and prospectuses, and must give parents a pupil report at least once a year. There are many examples of helpful, informative reporting to parents; but we also know that some documents, for one reason or another, leave parents feeling none the wiser. We want to ensure that information is provided in the clearest possible manner. We shall discuss with our partners how this can best be encouraged, notably through revision of the regulatory framework and the dissemination of good practice.

4 Many schools face great difficulties in getting parents to take an interest in their children's education, and in raising their aspirations and expectations. There will be consultation in Wales on the extent to which reports should enable teachers to give parents an indication of what they might be expected to do to help their children achieve more. For example, this could extend to information about mentoring and master classes, as well as homework and vacation support clubs which should achieve all-Wales coverage by 1999.

Questions for consultation: What information should pupil reports, prospectuses and annual reports contain, and what should be left to the school's discretion?

How far could reports be extended to indicate what parents could do to help their children achieve more?

Homework

5 Parents should know what homework their children are expected to do and what role they have in supporting them. All schools should regularly review their use of high quality homework as a stimulus to learning and achievement in Wales. While some children are set regular homework, too many are not. So guidelines will be issued for school homework in Wales. These will cover:

- how much homework pupils of different ages should do;
- how much time pupils of different ages should spend on homework;
- what sort of tasks and activities make good homework;
- how schools can develop and implement successful homework policies;

- what is expected of schools and parents.

We will consult on the guidelines early in 1998 with a view to their introduction in September 1998.

Question for consultation: What form should the guidelines on good quality homework take, and how can they be made most effective in practice?

Links between home and school

6 Effective school-parent partnerships need to be fostered and promoted by teachers, governors and parents alike to raise standards and improve results. Many schools already have home-school agreements. To build stronger partnerships, it will become a legal requirement for all schools to have written home-school agreements. These will explain clearly what is expected of the school, of the parent and of the pupil. These agreements will not be legally binding, but they will be a powerful statement of intent. The detail will differ from school to school, but all agreements are likely to include expectations about attendance, discipline, homework, the standard of education and the ethos of the school.

7 Home-school associations can also provide powerful support for partnership with parents. We propose to require all governing bodies to ensure that their school has an association. In addition we propose to increase the number of elected parent governors of all kinds of school - and give parents a direct input to LEA education policies by ensuring that there is at least one parent representative on each LEA.

Question for consultation: What specific commitments and undertakings do you think would be most appropriate for (a) a primary school and (b) a secondary school, home-school agreement?

Tackling behaviour problems

Improving discipline

8 Standards of behaviour in Welsh schools are generally satisfactory. But whenever those standards slip or could be improved, teachers, parents and pupils all have a role to play in raising them. We will be consulting shortly on guidance to be issued to schools about the provisions of the Education Act 1997 on **school discipline**. The Act requires every school to have a written policy which sets out the standards of behaviour expected, how good behaviour and discipline will be encouraged and the sanctions which will be applied if expected standards are breached.

9 Schools will also be reminded of the importance of dealing effectively with bullying, and of involving the whole school community (including pupils) in the development and application of strategies to this end. We will support local initiatives to tackle behaviour problems and take active steps to spread information on emerging good practice; for example on the benefits which schools have gained from the careful introduction of 'assertive discipline'.

10 Where pupils put at risk the learning of others or persist in anti-social behaviour, it is sometimes necessary to exclude them from school. This is a sanction of last resort. The 1997 Act provides for fixed period exclusions of up to 45 days per year. We will consult on new guidance for schools and local authorities about the circumstances in which exclusion should be used, and on changes to the appeals arrangements introduced in the Act. We will also consult on arrangements for the education of pupils excluded from school and the merits of increased financial incentives for schools to admit pupils excluded by others.

11 A number of Welsh authorities are already exploring new ways of providing education for children who are in danger of being or have been excluded from school; or are persistent truants. OHMCI will shortly publish a survey of projects undertaken by local authorities with GEST support. A number of authorities are also undertaking initiatives in partnership with Cities in Schools aimed at keeping young people in mainstream education settings or returning them to those settings as quickly as possible. The approaches include bridge courses for 14-16 year olds providing a structured full-time programme of education and work experience for groups of pupils; one to one programmes for younger pupils involving progressive reintegration into the school setting; and measures in schools for identifying and handling behavioural problems well before exclusion becomes an issue.

12 Such approaches sit well with the **Youth Access Initiative** whose aim is to help those young people, primarily from the age of 14, who are disillusioned and under-achieve, to reintegrate and progress. It aims to help young people:

- under school leaving age, who have dropped out of mainstream education or are in danger of doing so, to be reintegrated into mainstream education or to progress into other forms of education or training which meet their

needs;

- above school leaving age, who are not in education, training or jobs, to progress to effective forms of education, training or jobs.

Funding, through GEST and through Local Initiative Funds for TECs, will be made available to support proposals from local authorities and TECs which set out joint action plans covering a period of three years or more, as from 1998-99. The plans will be prepared in consultation with and with the support of the careers service and a wide range of other local partners, including the youth service, further education institutions and the voluntary sector.

13 **Pupil referral units (PRUs)** are included in the OHMCI cycle of inspections from September 1997. The Inspection Reports will help to inform LEA's work in setting standards which will need to encompass PRUs and the outcomes they achieve for pupils.

Improving attendance

14 Too many pupils in Wales fail to attend school regularly. In doing so, they are blighting their chances of future success. The Welsh Office will consult on further means of bringing home to **parents** - through the home-school agreement for example - their responsibilities for ensuring regular and punctual attendance.

15 We also propose to apply **one school leaving date** from Easter 1998 so that 16 year olds do not leave school before the end of their GCSE or GNVQ studies and therefore with no qualifications at all. This should also ensure that we meet the following intended results by the year **2002**:

- almost **all pupils** in Wales should achieve 5 GCSE passes at A*-G, or the vocational equivalent;
- the number of pupils leaving school without any GCSE or GNVQ qualification should be reduced by **at least 15 per cent** as compared to the 1996 level.

16 Tackling truancy and exclusion effectively will not only serve to raise levels of achievement. It can also help to reduce crime. A survey for the recent Audit Commission study Misspent Youth indicated that 65 per cent of school age offenders sentenced in court had also been excluded from school or were persistent truants. Action to improve attendance and reduce the need for exclusion should therefore contribute significantly to the Government's wider strategy to prevent anti-social and criminal behaviour by young people and to reduce the associated public costs.

Summary

This chapter explains how we shall help schools and parents to work together to raise standards, and ensure that schools provide an orderly learning environment. By 2002 or before then will be:

- family literacy schemes operating in all LEAs in Wales;
- better information available to parents;
- a clear recognition by schools, parents and pupils of the importance of good quality homework in raising standards;
- home-school agreements and home-school associations in every school;
- better support for schools in providing for pupils with behaviour problems, less need to exclude pupils from school and better provision for those who are out of school;
- reduced levels of unauthorised absence from school;
- no young people leaving school before the end of their GCSE or GNVQ courses - and as almost all 16 year olds in Wales should be able to achieve 5 GCSE grades A-G, or the vocational equivalent, the number of pupils leaving school without qualifications should be significantly reduced.

Issues for consultation

- What good examples of family learning are there in your area which might be a model for others?
- What information should pupil reports, prospectuses and annual reports be required to contain, and what should be left to the school's discretion?
- How far could reports be extended in Wales to indicate what parents could do to help their children achieve more?
- What form should the new guidelines on good quality homework take, and how can their impact be maximised?
- What issues do you think should be covered by (a) primary school and (b) secondary school home-school agreements?

Additional consultation is being undertaken on:

- bringing home to parents their responsibilities for ensuring their children's regular and punctual attendance at school;
 - detailed guidance for schools and local authorities on pupil discipline, exclusion, attendance and behaviour support plans.
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Chapter 10: Preparation for Working and Adult Life

Young people must be prepared for the challenges and opportunities of adult life in Wales and beyond. It is vital that they have access to learning which improves their motivation and enables them to acquire the skills they will need later. People's experience of learning should not stop when they leave school. We want to create a society where further education and training, throughout life, becomes the norm.

1 Our children's experience at school lays the essential foundations for lifelong learning. Schools have a major responsibility in relating what they do to the wider range of progression opportunities available to young people. Everyone should have the opportunity to develop new skills and use their abilities to the full throughout adult life. In a rapidly changing labour market it is essential that they should, if we are to ensure that more people can fulfil their potential and use their skills and knowledge effectively to the benefit of the communities in which they live.

2 The challenge facing schools, therefore, is not only to provide young people with the skills and knowledge they require as they take their first steps in the adult world. Increasingly schools need to provide young people with the skills to go on learning. The way that schools teach will become as important as what they teach. Young people need learning skills as much as they need to learn.

3 What young people are taught must not only be a stepping stone to further education and training. Schools must also continue to develop programmes that introduce young people to the skills that are valued in the workplace. Wherever possible this should involve working in partnership with employers, training providers and the 29 Further Education Institutions accounting for over 190,000 enrolments annually and where four out of every five qualifications are now taken post-16 in Wales. This broad-based approach is essential if we are to improve the prospects for school leavers and to realise the economic benefits of fully utilising their skills.

Life skills

Community understanding

4 A modern society needs to involve all its members. Our young people must have a stake in the civic culture of Wales and beyond to make that principle an inclusive reality. Young people need to learn about and understand the nature of the community and democracy - and about the duties, responsibilities and rights they carry. We shall expect all schools to provide a curriculum that addresses these key themes and turns the broad statutory aims of preparing young people for the opportunities, responsibilities and experiences of adult life into something practical and achievable.

5 Clearly school support for volunteering and activities outside formal lessons can have a powerful and positive influence. These develop skills and a sense of responsibility. They enable young people to learn through activities that benefit others. We shall work closely with the Wales Council for Voluntary Action (WCVA), the Duke of Edinburgh Award Scheme, Community Service Volunteers and the Prince's Trust in Wales amongst others, to help give young people real opportunities to benefit themselves and the wider community.

Parenting

6 Parents have the primary formative influence in a child's life. The increased numbers of single, particularly young, parents in Wales puts a premium on parenting skills. Good parenting brings incalculable benefits for parents, children and the community as a whole. Building on the work of the WJEC, we intend that all secondary schools should have a role in teaching young people the skills of good parenting.

Nutrition and Health

7 Far too many children today - perhaps even a majority - exist on junk food. A diet of chocolate bars, crisps, additives and processed food is the norm for an uncomfortably large number. This is as damaging to school performance in the short term as it is to health in the long term. Many children at school are eligible for free school meals - often the only square meal they get during the day. These meals will be subject to minimum nutritional standards, and we intend to consult on these. We shall also

build on the advice and guidance of Health Promotion Wales to encourage children to choose healthily and well whenever they eat.

Personal and Social Education

8 OHMCI has published a survey of good practice (Standards and Quality in Personal and Social Education) reflecting the existing framework of personal and social education in secondary schools. But given the importance of community understanding, parenting, personal health and other related matters, it would be timely to review the curriculum components of PSE comprehensively. So ACAC will be invited to undertake this in the context of their forthcoming review of the National Curriculum for Wales. In the meantime your views are invited on how community understanding, civic responsibility and personal development more generally should be taken forward in Wales - and what the related programmes should contain.

Question for consultation: What should the programmes of PSE contain?

Young people, self-belief and motivation

9 We shall consult on how best to build on the benefits of volunteering and other opportunities both inside and outside the classroom. However, work-related learning, and careers education and guidance, are fundamental to pupil confidence and motivation, and to boosting achievement at school.

Work-related learning

10 In Wales, the expectation remains that, with the assistance of education business partnerships:

- all 14-16 year olds should have at least two weeks of relevant work experience;
- all 16-19 year olds in full time education should have at least one further week's relevant work experience;
- all 14-19 year olds should have the opportunity to be involved in business activities;
- at least 10 per cent of all teachers should have a relevant industrial placement each year;
- all 14-19 year olds should be encouraged to set and achieve personal goals using incentives such as the support of business mentors;
- under LEA moderation, schools should be able to offer the GNVQ in full, part one, or unit form, to 14-16 year olds;
- all secondary schools should establish effective procedures to support pupils in reviewing and recording personal achievement, setting targets and action planning, building on the revised national record of achievement and linked closely to careers education and guidance.

Careers Education and Guidance

11 On careers education, OHMCI's recently published survey evidence shows that much needs to be done by schools to improve standards. This is described in *A Survey of Careers Education and Guidance on the Secondary Schools of Wales*. The Education Act 1997, underlines the importance of the provision, by schools, of a programme of careers education for all 13-16 year olds. In addition, the Act highlights the need for schools to work with the careers companies in the development and delivery of careers education. There will be consultation in Wales on the implementation of the provisions within the Act. In the meantime, schools are expected to discuss and agree annually with the careers companies, a joint programme of work that will ensure that young people receive independent and impartial advice on the education, training and careers options available to them. They have the ACAC publication *Providing for Choice: Careers Education and Guidance in Schools* to draw on. As a minimum, careers companies are expected to:

- provide advice and information to all 13 year olds on GCSE choices, on vocational options, and where they can lead;
- offer all 15-16 year olds a guidance interview leading to an agreed action plan - and also offer 17-18 year olds staying on in full time education, information and guidance on choices post 18;
- offer parents and guardians the opportunity to discuss the options available to young people, and the action plan agreed with their child at the end of compulsory education;
- help young people and their parents make informed and realistic career decisions by providing information on careers, qualifications, and the local labour market;

- support schools in maintaining careers libraries and in meeting the training needs of teachers involved in the management and delivery of careers education.

Strengthening the educational base in relation to manufacturing

12 More concerted action is needed to ensure schools address the unmet needs of the expanding manufacturing/engineering industry for higher level skills in Wales. Manufacturing accounts for 28 per cent of GDP in Wales compared to 22 per cent in England. We want science, engineering, manufacturing and construction to be seen as high status, high value occupations which young people should be keen to enter. This growing challenge can be tackled by:

- attracting more well-qualified graduates into the teaching of maths and science;
- providing more science and technology teachers with relevant, up-to-date industrial experience, through placements;
- engaging more employers in support of exciting curriculum projects; especially to add rigour and relevance to GNVQs in manufacturing and engineering;
- strengthening local education/business partnership support to get all schools to participate in manufacturing/engineering related schemes and competitions.

Broader qualifications

13 The previous sections have set out our vision of just some of the elements that make up a broad and balanced curriculum. If we are to give effect to that vision then curriculum must be complemented by an equally broad and flexible qualifications framework. The first test that any such framework must satisfy is that it is widely and publicly understood. It must feature qualifications that are broad enough to equip young people to meet the challenges they will face in their working lives. It must enable older people seeking further education and training to do so in a context that allows everyone to see how one qualification stands against another.

14 There is much in the proposals stemming from Sir Ron Dearing's review of 16-19 qualifications that we can build on to secure these objectives and fulfil our commitments to greater breadth in A levels and stronger vocational qualifications. We recognise that more time will be needed for the changes than originally planned: so we have decided to defer for at least a year the introduction - first proposed for 1998 - of new A and AS level syllabuses, new model GNVQs, and a new key skills qualification designed to be available in all the qualification pathways.

15 We intend that the Qualifications, Curriculum and Assessment Authority for Wales (to be established in October following the merger of ACAC and the NCVQ Wales Office) should consult this autumn on how best to take all this forward. As part of the consultation, views will be invited on what changes can be introduced from September 1999, and on those which should come into effect the following year. In addition we shall seek to develop a single over-arching certificate for young people, allowing them to undertake A levels and/or vocational qualifications, plus the key skills of communication, application of number, and IT. In time this could become the basis for progression to higher education and employment from age 18: it would be available for young people in work-based training as well as full-time education.

Overcoming obstacles to success

16 There must be further sustained efforts to develop the inter-organisational links to generate new ideas; and to promote a stronger sense of confidence amongst pupils and students that they can succeed. This will embrace funding from the National Lottery for out of school clubs, plus:

- new attention to overcoming obstacles **to effective collaboration between schools and colleges**. Existing legislation prevents local authorities and colleges from entering into service agreements on a consortium basis so as to get the most for pupils from existing resources. We agree with the view of the Welsh Affairs Committee in its report Further Education in Wales, that these obstacles should be removed so enabling LEAs and the further education sector to plan provision better. We plan to put proposals before Parliament to make the necessary change;
- greater flexibility, through legislation, to enable schools to offer **work-based placements** linked to vocational qualifications for 14-19 year olds;

- consideration of the role of **NVQs** in the curriculum for 14-16 year olds;
- continued emphasis on providing **vocational options for 14-16 year olds** so that under LEA guidance, full, part one and units of GNVQs will be generally available to schools from 1998 with funding provided from GEST.
- development of joint action plans between local authorities and TECs under the **Youth Access Initiative** to help those young people, from age 14 upwards, who are disaffected and underachieving, to reintegrate and progress;
- a review by ACAC of the curriculum discretion available to schools at **Key Stage 4** in Wales - to bring forward proposals for integrating key skills into the curriculum in Wales, such as self presentation, problem solving, and working in teams. This will build on their survey of Emerging Patterns of Practice at Key Stage 4.
- action by TECs and EBPs to support schools and LEAs, by:
 - making their programme and resource plans more transparent and more directly linked to the Partnership with Industry;
 - giving priority to the schools which LEAs and OHMCI identify as needing most support;
 - helping schools to meet business experience targets in the light of local labour market trends; and
 - improving levels of understanding and interest in engineering, manufacturing, science/technology, vocational qualifications and modern apprenticeships.

All this should take due account of the Regional Technology Plan for Wales and the TECs' Action Plan for Manufacturing in Wales. The Welsh Office will set testing targets for TECs accordingly.

Questions for consultation: What more should be done to motivate the young people of Wales to learn?

How can the Welsh Office and others promote the merits of study and careers in science, engineering and manufacturing to pupils and students?

Lifelong learning

17 We want to open up learning so that increasing numbers of people at every stage of life are able to take those opportunities. This means bringing down the barriers to participation in learning - barriers which for too many people mean learning is something done at school and thereafter is for others, not them. It means encouraging and empowering people to take control of their own learning. It means reaching out to, and helping those in our society who are most in need of help. OHMCI will continue surveys of good practice in adult education and youth work involving all 22 local authorities to assist in this.

18 Employers have a crucial role to play. Their attitudes remain the single biggest influence on the decisions people take about further learning and training in their daily and working lives. With employers' commitment, and that of all the other key partners - individuals, teaching associations, trade unions, local authorities, education and training providers, information, advice and guidance services and Government - learning throughout life can become the norm. We also have to face up to the fact that many employers say that education and training in Wales is not producing what they need. The issues are not straightforward: employers are not always fully informed - which doesn't mean that their views are invariably misplaced. Getting the basics right and reinforcing them are the key strategic requirements. But much more needs to be done, so that home grown employers and inward investors can affirm the quality of the education and training systems in Wales.

A University for Industry

19 The University for Industry will be at the heart of our proposals to promote lifelong learning. It will bring new opportunities to help people improve their skills and realise their potential. Alongside the new National Grid for Learning, it will engage a range of public and private partners to harness the increasingly important contribution modern technology can make to the way we learn.

20 The University for Industry is not only for business or for the few, it is for everyone. And we want everyone to share in it.

The University for Industry will bring learning to the workplace, the home and the community. It will help business - and small firms in particular - to become more competitive by developing the skills of those working in them. It will help to make lifelong learning accessible and affordable for many more people - in particular, for those people who need extra help. We will work in partnership with as many interests as possible in turning the concept into reality.

Summary

This chapter sets out our plans to prepare young people for adult life through a partnership between the education, business and voluntary sectors. The action described will reinforce and supplement classroom learning, improve young people's motivation and help tackle educational disadvantage.

Under our proposals, by 2002 there will be, amongst other things:

- a PSE curriculum in all schools embracing programmes in personal responsibility and community understanding to encourage young people to feel a sense of belonging to the civic culture in Wales;
 - programmes of parenting education in all secondary schools;
 - a broad range of action to promote pupil motivation and performance, notably through work-related learning, reviewing and recording achievement, and better careers education and guidance;
 - productive collaboration between schools and colleges, and sound work-based programmes for those 14-16 year olds who would benefit from them;
 - a comprehensive network to tackle disaffection amongst young people.

Issues for consultation

We welcome comments on the proposals set out in this chapter. In particular:

- how can community understanding, personal responsibility and personal development be taken forward through PSE - and what should the related programmes contain?
 - what more should we do to motivate the young people of Wales to learn?
 - how can the Welsh Office and others promote the merits of study and careers in science, engineering and manufacturing to pupils and students?
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Chapter 11: Fairness for the Future

Standards and results must improve radically. The aim is to establish a clear framework for Wales in which everyone understands their role and can work in co-operation to contribute towards achieving the common goal.

1 The key goal for the way ahead in Wales turns on allowing all good schools - regardless of their current or future status - to flourish, not interfering with whatever is working well, while providing better support for schools that need to improve.

Community, aided and foundation schools

2 Our purpose is to establish a structure for schools which will support the overriding priority of raising standards while securing a better balance between diversity, school self-determination, fairness and co-operation. The underlying principles are these:

- schools are responsible for their own standards and for continuously and actively improving their performance;
- there is value in diversity between schools, allowing each to develop its own identity, character and expertise;
- the central part which the Churches and other foundations have long played in providing schools should be recognised, safeguarding the ethos of voluntary schools;
- schools should have the freedom to make for themselves as many decisions as practicable, including decisions on internal management, resource allocation and day to day operation;
- but that freedom must reflect:
 - accountability to parents, the local community and beyond for what they achieve;
 - the interests of other schools in the area, so that one school can not act unilaterally in a way which damages others;
- schools should be able to choose the legal status which best reflects their own circumstances and aspirations but with no unfair privileges or benefits attached to a particular status which would distort the choice;
- where major changes to a school's organisation and character are proposed, there should be mechanisms for balancing the school's wishes against the impact on others and where decisions cannot be taken by individual schools, they should be taken at the lowest practicable level;
- the role of local authorities is not to control schools, but to support them, particularly in their efforts to raise standards.

Within these principles we propose a new framework of **community, aided and foundation schools**. The changes needed to establish the new framework will be the minimum consistent with achieving these principles, so as to minimise disruption for schools. We will be consulting on the detailed arrangements.

3 **Community schools** will be equivalent to the existing county schools which account for over 1,600 out of the 1,900 primary and secondary schools in Wales. The local authority will continue to employ the staff and own the premises. There will be more parent governors on governing bodies, but otherwise county schools which become community schools will remain largely unchanged.

4 Both **aided schools** and **foundation schools** will employ their staff and own their premises, broadly as voluntary aided and GM schools do now. **Aided schools** will contribute at least 15 per cent towards their capital expenditure (as existing voluntary aided schools have to do) and will have a majority of foundation governors on the governing body, giving the foundation greater influence over the school in return for its financial contribution. As with voluntary controlled schools now, foundation

schools will not be required to contribute anything towards capital costs, and so foundation governors will not have an absolute majority. Existing voluntary schools in the GM and LEA sectors already have foundations, separate from the governing body, which appoint foundation governors and hold the school's premises in trust. These will continue. We are considering the role of new foundations for county and ex-county GM schools which become aided or foundation schools. We are also considering the implications for controlled schools, in cases where they move to foundation status, of becoming the employers of their staff.

5 The pattern of ownership of school premises is complex. In broad terms the local authority owns the premises and assets of county schools, and that will continue for community schools. In voluntary schools, the foundation holds the main premises, but the local authority generally owns playing fields and subsidiary assets; while GM school governing bodies own all the school's assets. Achieving complete consistency of ownership for aided and foundation schools would create disproportionate disruption. So we intend to adopt as the guiding principle that schools will continue to own what they own now. We shall also ensure proper safeguards over the disposal of assets bought with public funds.

6 All schools should be able to choose which status will best suit their character and aspirations. But we do not want the mechanisms for choosing to distract attention from raising standards. We will therefore frame the legislation in terms of transferring all schools in an existing category to a new category - for example, county schools to become community schools - unless the governing body chooses otherwise. Where the governing body does wish to choose a different category and a significant proportion of parents are unhappy with that, we propose that the parents could then require the governing body to hold a ballot of all parents.

7 There are 54 maintained **special schools** in Wales. These play a valued part in providing for children with severe special educational needs. The proposed Green Paper on special educational needs (see Chapter 6) will seek views on the future development of these schools and their vital role in contributing to provision at regional, and sometimes national, level. The need to plan for such provision means that it is likely that all maintained special schools will become community special schools.

School governors

8 The 24,000 governors in Wales make an invaluable contribution. Governors have a special role as partners in the school service, because they link the school into its wider community. We shall strengthen that link by raising the number of parent governors.

9 The purpose of governing bodies is to help the school provide the best possible education for its pupils. To do this effectively they need to take a strategic view of their main function - which is to help raise standards. They need to act as a 'critical friend' to the headteacher and staff, challenging expectations as well as providing support.

10 Headteachers and governing bodies need to share a common vision, recognising each other's respective responsibilities and working in partnership together. All headteachers should be committed to working effectively with their governing bodies and should be members of them. Governors should be given the information they need to focus on their strategic role of raising standards. Headteachers should be given the freedom to manage and deliver agreed policies.

11 Governors already bear a heavy workload. We shall seek to minimise any further burden when introducing the new community, aided and foundation framework.

12 For governing bodies to achieve their full potential, they need support from LEAs. LEAs will be encouraged to set up governors' forums, and to make full use of the independent Governors Wales organisation to involve governors in the development of policy. LEAs will be asked to explain in their Education Strategic Plans their intentions for consulting governors and providing other support and training. The Welsh Office will issue guidance drawing on the best of existing local authority practice, and will continue to take account of governors' training needs through GEST.

The role of LEAs

13 The role of LEAs has changed fundamentally. It is now focused not on control, but on supporting largely self-determining schools. In many ways it is a more difficult and certainly a less straightforward role. But the part LEAs can play in raising standards is crucial. If we are to hold LEAs properly to account for their performance, we owe it to them to ensure that their

role is coherently specified, and that they have the tools to do the job.

14 The Secretary of State agrees with the description of the main LEA functions recently outlined in Wales. They fit well with the relationship now emerging between central and local government in Wales. The key responsibilities are strategic. To secure school improvement the effective LEA in Wales will seek to:

- analyse and act on published OHMCI surveys and reports, and data on school performance and feedback from parents;
- enable schools to undertake inter-school comparisons by providing data and analysis - publicising good practice, monitoring progress, establishing local benchmarks and supporting local governors' forums to help raise standards;
- assist schools to set stretching targets for improvement linked to the principles, goals and targets in this White Paper and agree targets covering a three year period subject to annual review;
- include school targets as the core of each LEA Education Strategic Plan - itself subject to monitoring by OHMCI and the Welsh Office;
- help schools shape development plans to cover targets for improvement in teaching and learning, professional training, curriculum development and measures to improve resource management;
- give each school a basis for assessing its performance in managing ancillary maintenance and energy costs so as to maximise resources for teaching and learning;
- support the development of vocational courses; work in partnership with others to help schools to prepare pupils for the world of work; and use information about the local labour market to focus action to improve pupils' skills;
- concentrate training initiatives on overcoming identified whole school or departmental weaknesses and work with Welsh Office to shape the GEST programme;
- follow-up prescribed action plans where OHMCI finds a school to be failing or where there are significant weaknesses and intervene where there is evidence that a school has serious problems of financial control or management;
- take a lead in tackling the problems of truancy and disaffection by implementing coherent plans of action, drawing on local authority education, social service and housing programmes and the programmes of other community services; and
- work in partnership with the private sector to support new capital development.

15 Thus, the leadership function of the LEA is about winning the trust and respect of schools in order to draw together their efforts and channel them towards the most productive outcomes. It is also about championing the value of education in the community, for adults as well as children. Each local authority should have a coherent view of the educational needs of its area, targets for raising standards, and a convincing strategy for meeting them. It should ensure that schools and all the other local partners not only understand the needs, the targets and the strategy, but are enthused to play their part corporately. This requires LEAs to take a broad view, not focusing solely on those services which they control or on schools in a particular category, but using all the means at their disposal, to secure with others the best education service for the people of their area.

Funding and organisation

Finance

16 Funding arrangements must support the respective roles of schools and local authorities. Local authorities must be able to retain centrally the funds needed to carry out their responsibilities. But schools have flourished on the opportunities offered by delegation of budgets and managerial responsibilities which Local Management of Schools (LMS) has provided. They should be able to decide, wherever possible, the services they want to buy, and from whom. There are many in Wales, including Heads and governors of small schools, who consider that at 90 per cent delegation the LMS framework has gone as far as it can. We are not entirely convinced that this is the case, and will be consulting on whether it is possible to go further over delegating more power and more money to schools.

17 We also want to develop a school funding system that does not discriminate unfairly between schools or pupils. LMS will be the means through which all schools - community, aided, foundation and special - are funded. Our aim will be to make school budget setting as simple, transparent, and fair as possible. Any changes will, however, have to recognise the different starting points for different schools, including the effect on GM schools' funding arrangements. We must avoid unnecessary disruption to the education of pupils and we will take this into account in consulting on any changes that we propose to the present LMS arrangements. This will govern our considerations as we develop a new LMS framework.

18 The principles of fair funding and avoidance of unnecessary disruption will also govern our work on funding arrangements for GM schools in 1998-99. We will consult on that later this year.

19 Continued under-investment in school buildings has left a difficult legacy. Not enough resources are going to the maintenance, repair and renewal of the stock of school buildings. We believe that there is a strong case for greater priority to be given to spending on school buildings. We shall be asking Welsh authorities to look at this to see whether a switch of priorities can be made within the overall capital resources available to them. We shall pursue with them all possible ways of tackling the backlog. The recently announced extra capital package for schools in Wales will give a significant boost to the realisation of our standards agenda. We shall support the use of public/private partnerships too. Three schools projects have recently received support under the Private Finance Initiative (PFI) Pathfinder arrangements to help meet the costs of external fees for the preparation and procurement of PFI projects. This will provide practical experience in developing school PFI projects in Wales which can be shared amongst all local authorities and help to unlock potentially substantial private investment. The Welsh Office's PFI Unit will assist local authorities in maximising the use of PFI.

Organisation of school places

20 At present many proposals for making significant changes to schools need approval from the Secretary of State. That includes all proposals in respect of voluntary, GM and special schools; and any LEA proposals relating to new or existing county schools which attract statutory objections. The arrangements were designed to arbitrate between potentially conflicting interests, and allow the government to influence the developing pattern of school places.

21 We want to move to more devolved decision-making. One option would be to establish local forums representing schools, the Churches, the local authority and other interests to draw up a local structure plan for the supply of school places reflecting demographic trends and other factors affecting future need. If that plan met with objections locally, it might be put to an independent local panel or enquiry. Within the context of the plan, proposals relating to individual schools might be considered by the local forum, again with a right of independent appeal.

School admissions

22 We want all schools to provide education of the highest quality. We also want parents to have as much say as possible on where their children go to school. An element of competition between educational institutions is healthy: but unfettered market forces cannot determine sound educational provision. It is unrealistic - and unfair to parents - to give the impression that parental preference can always be met. Thus although commitments given under the Popular Schools Initiative introduced by the previous administration will be honoured, the scheme itself has been discontinued. Parents must have the information they need to learn what schools can offer and to assess their options realistically. Where a school is over-subscribed, criteria for deciding how places are to be offered must be clear and fair. Church schools may reasonably carry out interviews to assess religious or denominational commitment. Places should not otherwise be offered on the basis of an interview with the parent or pupil.

23 At present, LEAs are 'admission authorities' for county and controlled schools but governing bodies play that role in GM, voluntary-aided and special schools. This can lead to difficulties, and uncertainty for parents. We therefore expect to see the development of local forums of headteachers and governors from community, aided and foundation schools to share information about their schools' admission arrangements and their interaction, with administrative support from LEAs. We will expect the forums to develop helpful and timely information for parents and common timetables for applications for their local area. Guidance on the establishment and operation of such forums will be provided by the Welsh Office.

24 National guidelines on admissions policies will be set by the Secretary of State. Aided and foundation schools will be able to put forward admission policies in the light of the guidelines. They will be expected to discuss them with the LEA, which will also have responsibility for the admissions policy of community schools. Where agreement cannot be reached, there will be access to an independent adjudicator. We believe that the vast majority of disputes will be resolved through this mechanism.

25 We propose also that parental appeals against non-admission should be heard by a completely independent body.

26 Under guidance issued by the Welsh Office in 1996, schools are able to select up to 15 per cent of their pupils by academic ability without the need for statutory proposals. This was heavily opposed during last year's consultation on the guidance and, to date, only one school has taken advantage of this arrangement. We shall therefore rule out further partial selection by academic ability. We will ensure that schools with a specialism will be able to give priority to children who demonstrate the relevant aptitude, as long as that is not misused to select on the basis of general academic ability.

Independent schools

27 The new partnership should embrace independent as well as state schools - even though this sector is small in Wales. The best of the independent sector has much to offer children. The Welsh Office will consult local authorities, independent schools and others about ways of sharing partnership opportunities more widely and flexibly. These could include the creation of opportunities locally for many more children to participate in the activities and facilities of independent schools. Such sharing with the community would be an expression of their charitable status.

Summary

This chapter sets out a new framework for partnership in raising standards, including:

- a new structure of foundation, community and aided schools to balance diversity, school self-determination, fairness and co-operation;
- firm support for school governors;
- a clear role for LEAs, particularly in helping to raise standards;
- fair and transparent systems for calculating school budgets, which maximise delegation of funds to schools;
- raising capital for investment in a decent environment for pupils and teachers through private/public partnerships;
- more local decision making about changes in the supply of school places;
- fairer ways of deciding school admission arrangements;
- building bridges between state and independent schools.

Issues for consultation

We shall publish for consultation later this summer details of how the framework will operate, paving the way for legislation in the autumn. That will cover in particular consultation on the foundation, community and aided structure; the role of LEAs; revising the framework for Local Management of Schools; devolving decision making on the supply of school places; and procedures for school admissions. The Welsh Office has established a consultative group representing the main national organisations in Wales to help us work up the consultation document. The group includes a representative of GM schools in Wales.

Meanwhile, comments on the proposed framework would be welcome, and in particular on:

- whether the principles set out in paragraphs 2 to 7 for designing the new schools framework are the right ones?
 - how school governing bodies can best be supported in carrying out their role?
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Chapter 12: An Education and Training Action Group for Wales

1 This White Paper has set out what will be done to improve attainment in schools in Wales. This is necessarily only part of what has to be done to create the culture of lifelong learning that is fundamental to Wales' future prosperity. This final chapter describes how the Government intends to take forward the work now required to meet this wider challenge.

2 General levels of education and training in Wales are rising, but too slowly, given the international standards that must be matched. Despite the good work being done in many areas, there is a wide perception that the education and training system in Wales could work much better. The Welsh Office shares this view. The current system:

- lacks coherence;
- depends more upon competition, and less upon collaboration, than is right to get the most from resources of all kinds; and
- does not respond well enough to the needs of a rapidly changing labour market.

3 In the light of this, the key priorities for improvement are to:

- build on the approach in this White Paper, and to secure improvements in school performance which ensure that all young people reach satisfactory standards by the end of compulsory education;
- focus education and training more effectively on delivering the skills needed by the Welsh economy;
- increase the number and range of vocational qualifications taken, and improve their delivery, with clear agreement on the roles that schools, colleges and work-based training will play;
- strengthen careers education and careers information and guidance so that young people and adults are able to take informed decisions about careers, courses and qualifications;
- promote collaboration between schools, further and higher education, and training providers to meet the needs of individuals and employers more effectively and coherently;
- tackle social exclusion, by helping demotivated young people, unemployed people, and those trapped in low-skill, low-wage jobs, to improve their prospects through education and training;
- help develop Wales' indigenous small and medium sized enterprises to train more effectively and develop better links with further and higher education;
- realise the potential for new information and communications technology to expand access to education and training, notably through the National Grid for Learning;
- ensure that Wales reaps the maximum benefit from the University for Industry.

4 These challenges will only be met if all involved in education and training share a common vision and work towards it systematically. This is not a vision that the Government can impose on its partners in the education service. The Welsh Office is therefore setting up an **Education and Training Action Group for Wales**, bringing together the key organisations and interests, and chaired at Ministerial level, to set, and gain support for, the necessary strategic direction. This Action Group will prepare the way for the Welsh Assembly's own work on education and training. The Action Group will publish a Wales Education and Training **Action Plan**, setting out:

- the agreed measures that will be taken to address the priorities defined above, specifying what steps key organisations will take;
- the goals and targets to upgrade the skills and attainments of children, young people and adults in Wales;
- the steps needed to put Wales on course to secure an international reputation for excellence in education and training;
- arrangements for reviewing progress and keeping the action plan up to date.

5 This will also take account of the Government's decisions following the publication of Sir Ron Dearing's report on the future of higher education, and a White Paper on lifelong learning to be published later this year.

6 The Action Group will be led by Mr Peter Hain MP, the Minister with responsibility for education and training in Wales. Its approach will be open and inclusive. It will be constituted so as to use a range of methods to stimulate new thinking, for new purpose. Its work will be shaped by informal reference and expert groups; by at least one major conference organised on focus-group lines, as well as by submissions from individuals. These arrangements will be used to consult and engage all those with interests in education and training in Wales, including: employers; governors; teachers; parents; local authorities; schools; FE and HE institutions; private training providers; together with pupils and students of whatever age in the education and training systems.

7 The Action Group itself will consist of about 12 members. Its primary responsibility will be to ensure that effective methods of consultation and joint working are put in place, and that the results are used effectively to achieve the Ministerially approved objectives for this initiative. The Action Group will be composed of people from all-Wales bodies that have a pre-eminent role in securing practical and thorough-going improvement in education and training. In addition there will be members nominated by representational bodies in Wales - such as the Wales Local Government Association (WLGA), and bodies covering the interests of employers and business people having a direct stake in the effectiveness of education and training in Wales overall. Their work will be informed by the perspectives of those organisations, but will not be constrained by them. Members will bring their own broad understanding of what needs to be done, and of how best to achieve good results in the public interest.

Conclusion

8 If you have any suggestions to make on the issues that the Action Group will be dealing with, please send them to the Welsh Office by the same time as comments are invited on the rest of this White Paper. The address for correspondence is given at the end of Chapter 1.

9 Above all we invite you to contribute to **Building Excellent Schools Together** in Wales, and to what will be the associated implementation plan - the **BEST** Programme itself.
