



## Grŵp Cyngorwyr Craffu Partneriaeth

Dyddiad: 23 Hydref 2023

Amser: 10.00am

**Bydd y cyfarfod yn cael ei gynnal o bell trwy MS Teams  
(Bydd Cyfieithu ar y Pryd Cymraeg/Saesneg ar gael)**

### Agenda

- 1 Ymddiheuriadau am Absenoldeb
- 2 Datganiad o Fuddiant
- 3 Cofnodion a Llythyr(au) yn deillio o'r cyfarfod diwethaf
- 4 **Edrych ar Berfformiad Blaenoriaeth 2 Partneriaeth – Ymgorffori egwyddorion a phrosesau sy'n sail i degwch addysgol ym mhob ysgol a lleoliad addysgol.**  
*Y Cyfarwyddwr Arweiniol, y Swyddog Arweiniol, Ymgynghorwyr Strategol perthnasol a Pennaeth Ysgol Gyfun Gellifedw*
- 5 **Amlinelliad o Ganlyniadau Agenda Cyd-bwyllgor Partneriaeth a gynhaliwyd ar 6 Hydref 2023 - diweddariad llafar**  
*Y Cyfarwyddwr Arweiniol a Swyddog Arweiniol Partneriaeth*
- 6 **Y Proffil Risg Diweddaraf**  
*Y Cyfarwyddwr Arweiniol a Swyddog Arweiniol Partneriaeth*
- 7 **Diweddariad ar Cwricwlwm i Gymru**  
*Y Cyfarwyddwr Arweiniol a Swyddog Arweiniol Partneriaeth*
- 8 **Trafod y pwyntiau ar gyfer y llythyr at Gadeirydd Cyd-bwyllgor Partneriaeth a fyddai'n deillio o'r cyfarfod hwn**  
Y Grŵp Cyngorwyr Craffu
- 9 **Rhaglen Waith Craffu Partneriaeth 2023-2024**

Bydd dyddiadau cyfarfodydd yn y dyfodol yn cael eu trefnu i gyd-fynd â dyddiadau Cyd-bwyllgor Partneriaeth

Bydd rheolau gweithdrefnu a rheolau mynediad at wybodaeth y Cyngor Arweiniol sy'n gyfrifol am weinyddu'r swyddogaeth graffu yn berthnasol i gyfarfodydd y Cyd-grŵp Cyngorwyr Craffu.

[Cyfansoddiad Cyngor Abertawe](#)

Bydd Aelodau'r Cyd-grŵp Cyngorwyr Craffu yn ddarostyngedig i'r Codau Ymddygiad ar gyfer Aelodau eu Cyngorau.



## PARTNERIAETH

### Rhestr Aelodaeth Cynghorwyr Craffu Partneriaeth (2022-2023)

Awdurdod Lleol	Cynghorydd/Aelod-gynrychiolwyr	Cyfeiriadau e-bost yr Aelodau	Swyddogion Craffu a Swyddogion Cymorth eraill
Abertawe	<b>Y Cyng. Lyndon Jones</b> (Cynullydd y Panel Craffu ar Berfformiad Addysg) <b>Y Cyng. Peter Black</b> (Cadeirydd Pwyllgor y Rhaglen Graffu)	<a href="mailto:Cllr.lyndon.jones@swansea.gov.uk">Cllr.lyndon.jones@swansea.gov.uk</a>  <a href="mailto:cllr.peter.black@swansea.gov.uk">cllr.peter.black@swansea.gov.uk</a>	Michelle Roberts <a href="mailto:Michelle.roberts@swansea.gov.uk">Michelle.roberts@swansea.gov.uk</a>  <i>Swyddog Cymorth ar gyfer Grŵp Cynghorwyr Craffu Partneriaeth</i>
Sir Benfro	<b>Y Cyng. Huw Murphy</b> (Cadeirydd) <b>Y Cyng. Cllr Sam Skyrme-Blackhall</b> (Is-Gadeirydd) Y Pwyllgor Craffu Ysgolion a Dysgu	<a href="mailto:cllr.huw.murphy@pembrokeshire.gov.uk">cllr.huw.murphy@pembrokeshire.gov.uk</a> <a href="mailto:cllr.sam.skyrme-blackhall@pembrokeshire.gov.uk">cllr.sam.skyrme-blackhall@pembrokeshire.gov.uk</a>	<a href="mailto:scrutiny@pembrokeshire.gov.uk">scrutiny@pembrokeshire.gov.uk</a>
Sir Gaerfyrddin	<b>Y Cyng. Carys Jones</b> (Cadeirydd) <b>Y Cyng. Sue Allen</b> (Is-Gadeirydd y Pwyllgor Craffu Addysg a Phlant)	<a href="mailto:ACarysJones@carmarthenshire.gov.uk">ACarysJones@carmarthenshire.gov.uk</a> <a href="mailto:SMAllen@carmarthenshire.gov.uk">SMAllen@carmarthenshire.gov.uk</a>	<a href="mailto:scrutinu@carmarthenshire.gov.uk">scrutinu@carmarthenshire.gov.uk</a>
Arall	<b>Partneriaeth</b>		Helen Morgan Rees, Cyfarwyddwr Arweiniol Partneriaeth <a href="mailto:EDGMorgans@carmarthenshire.gov.uk">EDGMorgans@carmarthenshire.gov.uk</a> Ian Altman, Swyddog Arweiniol Partneriaeth <a href="mailto:Ian.Altman@partneriaeth.cymru">Ian.Altman@partneriaeth.cymru</a>

# Agenda Item 3



Cyngor Sir Gâr  
Carmarthenshire  
County Council



Cyngor Abertawe  
Swansea Council

## PARTNERIAETH

At sylw:

**Y Cyng. Darren Price**

Cadeirydd Cyd-bwyllgor Partneriaeth

Gofynnwch am: Y Tîm Craffu

Rhif ffôn y Swyddfa Craffu: 01792 637256

e-bost: [scrutiny@swansea.gov.uk](mailto:scrutiny@swansea.gov.uk)

Dyddiad 10 Gorffennaf 2023

Annwyl Gyngorydd Price

### Grŵp Cyngorwyr Craffu Partneriaeth – 19 June 2023

Hoffai'r Grŵp Cyngorwyr Craffu ddiolch i chi, Ian Altman Swyddog Arweiniol, Gwennan Schiavone Ymgynghorydd Strategol, Helen Morgan Rees Cyfarwyddwr Addysg Abertawe a Steven Richard Downes Cyfarwyddwr Addysg Sir Benfro am ddod i'n cyfarfod, am gyflwyno'r wybodaeth y gofynnwyd amdani ac am ateb ein cwestiynau. Ysgrifennaf atoch i gyfleu ein safbwyntiau o'r cyfarfod hwnnw.

Amlinellodd y Cyfarwyddwr Arweiniol yr eitemau ar agenda cyfarfod nesaf Cyd-bwyllgor Partneriaeth ar 23 Mehefin, ac eglurodd y bydd yn cynnwys cyllideb ddrafft Partneriaeth ar gyfer 2023-24 a chynllun ariannol tymor canolig drafft ar gyfer 2023-24 i 2026-27, perfformiad Partneriaeth 2022-23, Cynllun Strategol/Cynllun Busnes newydd Partneriaeth 2023-24 a'r gofrestr risg ddiweddaraf.

Yn gyntaf, cawsoch eich gwahodd i roi barn ar sut y credwch fod pethau'n dod yn eu blaenau ac i drafod a rhoi sicrwydd i'r Grŵp Cyngorwyr Craffu bod Partneriaeth yn gweithredu yn unol â'r Cytundeb Cyfreithiol, ei Gynllun Busnes a bod ei amserlen yn cael ei rheoli'n effeithiol. Dywedasoch, cyn datblygu Partneriaeth, y bu'r partneriaethau rhanbarthol yn gymhleth ac yn anghyson. Yn y gorffennol, mae Llywodraeth Cymru wedi gofyn am gydweithio ar draws awdurdodau lleol, sydd wedi arwain at fodel rhanbarthol. Er bod Llywodraeth Cymru wedi datgan y bydd yr haen ganol o wasanaethau cymorth ar gyfer addysg yn cael ei hadolygu'n genedlaethol cyn bo hir ac y bydd Partneriaeth yn rhan o hynny.

Dywedasoch hefyd fod y Cynllun Busnes presennol a'i chwe blaenoriaeth wedi'u datblygu ar y cyd â'r tri awdurdod lleol, ac felly eu bod yn seiliedig ar amcanion lleol. Bydd y Cynllun Busnes newydd yn cael ei gymeradwyo gan y Cyd-bwyllgor ar 23 Mehefin, a bydd yn cynnwys pedwar blaenoriaeth allweddol sydd hefyd yn seiliedig ar amcanion lleol a bod y Gofrestr Risg yn cael ei hadrodd i'r Cyd-bwyllgor a'r Grŵp Cyngorwyr Craffu fel eitem sefydlog. Dywedasoch felly eich bod yn teimlo'n hyderus bod Partneriaeth yn gweithredu yn unol â'r Cytundeb Cyfreithiol, ei Gynllun Busnes a'i fod yn gweithredu yn unol â'i amserlen. Er i chi ddweud y bydd lle i wella bob amser ac yr hoffech weld tystiolaeth gliriach o fesur effaith, allbwn a gwerth am arian ac i ysgolion gael y cyfle i fynegi eu barn ar effeithiolrwydd Partneriaeth.

Gofynnwyd i bob un o'r Cyfarwyddwyr roi eu barn ar y modd y mae Partneriaeth yn gweithredu ar ran eu Cyngor, a'r heriau y maent yn eu hwynebu, a gofynnwyd am sicrwydd gan yr holl gynghorau eu bod yn credu bod Partneriaeth yn gweithredu yn unol â'r Cytundeb Cyfreithiol, ei Gynllun Busnes, a bod ei amserlen yn cael ei rheoli'n effeithiol.

Yn gyntaf buom yn siarad â Chyfarwyddwr Addysg Abertawe, ac amlinellodd yr heriau y mae Partneriaeth yn eu hwynebu o safbwynt Abertawe, a oedd yn cynnwys:

- Sut i wneud y defnydd gorau o'r cyllid sy'n dod i mewn, gan gynnwys rhannu adnoddau.
- Gwerthuso perfformiad, fel bod yr effaith a'r allbwn yn cael eu nodi.
- Dod â phawb at ei gilydd i allu rhannu a thrafod materion.
- Yr angen i ystyried pecyn cynhwysfawr cynhwysol i wella sgiliau llythrennedd a rhifedd.
- Cael barn 'cwsmeriaid' a defnyddio hyn i gynllunio ar gyfer y dyfodol.

Mae o'r farn bod y Cynllun Busnes newydd yn gliriach; mae iddo lai o flaenoriaethau ond y rheiny'n rhai priodol, ac y bydd yn cydblethu'n dda â gwaith yr awdurdodau lleol. Mae'n hapus i weld Partneriaeth yn datblygu ac yn gwrando ar farn yr holl randdeiliaid. O safbwynt Abertawe, mae Partneriaeth yn gweithredu yn unol â'r Cytundeb Cyfreithiol, ei Gynllun Busnes a'i amserlen.

Yna siaradom â Chyfarwyddwr Addysg Sir Benfro, a ddywedodd ei fod yn gweld llawer o heriau tebyg i Abertawe, ond soniodd hefyd:

- Bod yr ystod o gymorth a gynigir yn ddefnyddiol ond bod angen mireinio'r cynnig hwnnw ymhellach.
- Bod datblygiad pellach o ran llythrennedd a rhifedd yn allweddol.
- Bod 'annibyniaeth disgyblion a gwerthuso eu gwaith eu hunain' wedi bod yn thema mewn arolygiadau diweddar gan Estyn, felly mae angen i ni blethu hyn i'r cynllun busnes.
- Rhaid gwneud yn siŵr bod cyllid yn cael ei ddefnyddio'n dda ac er lles gorau ysgolion. Hefyd datrys unrhyw faterion yn ymwneud â dyblygu adnoddau.
- Bod y Cwricwlwm Newydd yn her barhaus.
- Y ffaith bod cynifer o fentrau ar gael a'r pwysau di-baid gan Lywodraeth Cymru mewn perthynas â hyn. Rhaid i ni ystyried hyn yn ofalus neu byddwn yn parhau i gael problemau o ran llwyth gwaith. Mae angen ystyried y modd yr ydym yn rheoli'r hyn a ddaw dros y gorwel gan Lywodraeth Cymru yn y cyfnod hwn, lle gwelwyd newid enfawr eisoes, fel nad yw ysgolion yn cael eu gorlwytho.
- Bod angen mesur effeithiolrwydd ac effaith Partneriaeth yn uniongyrchol yn yr ystafell ddosbarth.

Cytunodd fod y Cyd-gytundeb yn gweithio'n dda a bod Partneriaeth yn gwneud y pethau iawn i ysgolion.

Roeddem yn falch o glywed bod gan bawb ddarlun cadarnhaol o Partneriaeth, tra'n cydnabod bod llawer o heriau'n dal i fodoli i Partneriaeth a phob un o'r tri awdurdod lleol. O'r drafodaeth hon, roeddem yn teimlo'n dawel ein meddwl bod Partneriaeth yn gweithredu yn unol â'r Cytundeb Cyfreithiol, ei Gynllun Busnes a bod ei amserlen yn cael ei rheoli'n effeithiol.

Rhoddodd Ian Altman ddiweddariad i ni ar y proffil risg presennol, a chlywsom y byddai'r proffil yn newid ychydig i gyd-fynd â'r Cynllun Busnes newydd. Codwyd y mater o ran amseru cyllid grant Llywodraeth Cymru eto.

Gofynnwyd am eglurder ynghylch rôl Partneriaeth, a chlywyd bod y risg hon yn un hanesyddol a bod gan Partneriaeth bellach swyddogaeth glir a nodir yn y Cynllun Busnes newydd, sy'n cynnwys pedwar maes blaenoriaeth lefel uchel newydd a ddatblygwyd gyda phob un o'r tri awdurdod lleol. Bydd cydnabod llwyddiant hefyd yn dibynnu ar gydweithio, ymgysylltu a gwerthuso wrth symud ymlaen.

Cytunodd y Grŵp Cynghorwyr, fel rhan o'i raglen waith, i edrych ar berfformiad pob un o flaenoriaethau Partneriaeth, felly croesawodd y Grŵp Cynghorwyr Gwennan Schiavone, Ymgynghorydd Strategol Partneriaeth i adrodd ar Flaenoriaeth 2: Datblygu darpariaeth addysg o ansawdd uchel – gwella'r addysgu a'r dysgu yn ein hysgolion.

Clywsom am y

- Dysgu proffesiynol, ymholi ac ymchwil i ddatblygu'r cwricwlwm (dan arweiniad yr ysgol)
- Dysgu proffesiynol ar gyfer datblygu ymarfer a myfyrio.
- Y grant llythrennedd a rhifedd/Cynllun Llafaredd Cynradd i Gymru.
- Cymorth rhanbarthol i ieithoedd modern/meithrin gallu yn y sector cynradd.
- Fframwaith Cymhwysedd Digidol/sgiliau codio a digidol.
- Y Gymraeg mewn Addysg.
- Gwelliant ôl-16.

Gofynnwyd am y Prosiectau Ymholi Proffesiynol Cenedlaethol (NPEP) a chlywsom fod 59 o ysgolion ledled y rhanbarth wedi cymryd rhan. Mae'r rhain yn ysgolion sy'n gwneud eu darn eu hunain o ymchwil, gan weithio gyda'r Prifysgolion a Partneriaeth. Rhennir canlyniad y gwaith hwn ar Hwb felly mae iddo fudd ehangach. Mae digwyddiad i rannu arfer da ledled y rhanbarth hefyd wedi'i drefnu ar gyfer Gorffennaf 2023. Edrychwn ymlaen at glywed rhagor am rai o'r prosiectau hyn yn ein cyfarfodydd yn y dyfodol.

Byddem yn croesawu eich barn ar gynnwys y llythyr hwn, ond ni fydd ymateb ysgrifenedig ffurfiol yn ofynnol y tro hwn.

Yr eiddoch yn gywir,

**Y Cynghorydd Lyndon Jones**  
**Cadeirydd Grŵp Cynghorwyr Craffu Partneriaeth**  
[Cllr.lyndon.jones@swansea.gov.uk](mailto:Cllr.lyndon.jones@swansea.gov.uk)



## PARTNERIAETH

### Cofnodion Grŵp Cynghorwyr Craffu Rhanbarthol Partneriaeth

a Gynhaliwyd o Bell trwy MS Teams

Ddydd Llun 19 Mehefin 2023 am 10.00 am

**Yn bresennol:** Y Cynghorydd L R Jones (Chair) yn Llywyddu

#### Cynghorwyr

Y Cyng. Lyndon Jones (Cynullydd Panel Craffu ar Berfformiad Addysg Abertawe)  
Y Cyng. Peter Black (Cadeirydd Pwyllgor Rhaglen Graffu Abertawe)  
Y Cyng. Huw Murphy (Cadeirydd Pwyllgor Craffu ar Ysgolion a Dysgu Sir Benfro)  
Y Cyng. Carys Jones (Cadeirydd Pwyllgor Craffu ar Addysg a Phlant Sir Gaerfyrddin)  
Y Cyng. Sue Allen (Is-gadeirydd Pwyllgor Craffu ar Addysg a Phlant Sir Gaerfyrddin)

#### Swyddogion

Ian Altman	Swyddog Arweiniol Partneriaeth
Helen Morgan-Rees	Cyfarwyddwr Arweiniol a Chyfarwyddwr Addysg yn Abertawe
Gwennan Schiavone	Ymgynghorydd Strategol Partneriaeth
Steven Richard-Downes	Cyfarwyddwr Addysg Sir Benfro
Michelle Roberts	Swyddog Craffu (Abertawe)

#### Ymddiheuriadau am Absenoldeb

Roedd ymddiheuriadau wedi dod i law gan Gareth Morgans, Cyfarwyddwr Addysg Sir Gaerfyrddin

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#### 19 Datganiad o Fuddiant

Ni chafwyd yr un datganiad o fuddiant.

#### 20 Cofnodion a Llythyr(au) yn deillio o'r cyfarfod diwethaf

Derbyniwyd y cofnodion a'r llythyr a oedd yn deillio o'r cyfarfod a gynhaliwyd ar 19 Mehefin 2023.

#### 21 Amlinelliad o Agenda Cyd-bwyllgor Partneriaeth a gynhaliwyd ar 23 Mehefin 2023

Amlinellodd y Cyfarwyddwr Arweiniol, Helen Morgan-Rees, yr eitemau ar agenda Cyd-bwyllgor Partneriaeth a gynhaliwyd ar 23 Mehefin 2023. Nodwyd y pwyntiau canlynol:

- Byddai Cyd-bwyllgor Partneriaeth yn cwrdd deirgwaith y flwyddyn. Byddai'r canlynol yn cael eu trafod yn y cyfarfod nesaf:
- Y llythyr gan Gadeirydd Grŵp Cynghorwyr Craffu Partneriaeth ar 13 Chwefror 2023.
- Cyllideb ddrafft Partneriaeth ar gyfer 2023-24 a chynllun ariannol tymor canolig drafft ar gyfer 2023-24 i 2026-27
- Perfformiad partneriaeth 2022-23
- Cynllun Strategol/Cynllun Busnes Partneriaeth 2023-24; a
- Chofrestr Risg Partneriaeth

## **22 Cadeirydd y Cyd-bwyllgor a Chyfarwyddwyr o bob Cyngor**

Roedd Cytundeb Cyfreithiol Partneriaeth yn pennu y dylai Cadeirydd y Cyd-bwyllgor a'r tri Chyfarwyddwr Addysg fod yn bresennol yng Ngrŵp Cynghorwyr Craffu Partneriaeth o leiaf unwaith y flwyddyn.

Rhoddodd y Panel groeso i'r Cynghorydd Darren Price, Cadeirydd Cyd-bwyllgor Partneriaeth, i'r cyfarfod. Roedd y Cynghorydd Price hefyd yn siarad ar ran Gareth Morgans, Cyfarwyddwr Addysg Sir Gaerfyrddin, yn ei absenoldeb. Diolchwyd hefyd i Helen Morgan-Rees, Cyfarwyddwr Addysg Abertawe, a Steven Richard-Downes, Cyfarwyddwr Addysg Sir Benfro, am fod yn bresennol.

### ***Cadeirydd Cyd-bwyllgor Partneriaeth***

Yn y lle cyntaf, rhoddodd y Panel wahoddiad i'r Cynghorydd Price roi barn ar y modd y mae'n gweld pethau'n dod yn eu blaen, ac i drafod a rhoi sicrwydd i'r Grŵp Cynghorwyr fod Partneriaeth yn gweithredu'n unol â'r Cytundeb Cyfreithiol a'i Gynllun Busnes, a bod ei amserlen yn cael ei rheoli mewn modd effeithiol. Dywedodd y Cynghorydd Price y canlynol:

- Cyn datblygu Partneriaeth, bu'r partneriaethau rhanbarthol yn rhai cymhleth ac anghyson. Yn y gorffennol, roedd Llywodraeth Cymru wedi gofyn am gydweithio ar draws awdurdodau lleol, a arweiniodd at fodel rhanbarthol. Er hynny, roedd Llywodraeth Cymru wedi datgan y byddai'r haen ganol o wasanaethau cymorth ar gyfer addysg yn cael ei hadolygu'n genedlaethol cyn bo hir ac y byddai Partneriaeth yn rhan o hynny.
- Datblygwyd y Cynllun Busnes a'r chwe blaenoriaeth cyfredol ar y cyd, ac felly roeddent yn seiliedig ar amcanion lleol.
- Byddai'r Cynllun Busnes newydd yn cael ei gymeradwyo gan y Cyd-bwyllgor ar 23 Mehefin, a byddai gan hwn bedair blaenoriaeth allweddol a fyddai hefyd yn seiliedig ar amcanion lleol.
- Roedd y Gofrestr Risg yn cael ei hadrodd i'r Cyd-bwyllgor a'r Grŵp Cynghorwyr Craffu ar ffurf eitem sefydlog.



- Roedd y Cynghorydd Price felly'n hyderus bod Partneriaeth yn gweithredu'n unol â'r Cytundeb Cyfreithiol a'i Gynllun Busnes, a'i fod yn cyflawni'n unol â'i amserlen. Ond byddai yna bob amser le i wella a hoffai weld y canlynol yn cael eu datblygu:
  - Mesur effaith Partneriaeth, a fyddai'n dangos allbwn a gwerth am arian yn eglur.
  - Bod ysgolion yn cael y cyfle i fynegi eu barn ar ei effeithiolrwydd. Hynny wedyn i gael ei ddefnyddio wrth gynllunio ar gyfer y dyfodol.

### ***Y Cyfarwyddwyr Addysg***

Gofynnwyd i bob Cyfarwyddwr roi ei farn ar y modd yr oedd pethau'n mynd o ran ei Gyngor a pha heriau y mae'n eu hwynebu, a gofynnwyd am sicrwydd gan bob Cyngor ei fod yn credu bod Partneriaeth yn gweithredu'n unol â'r Cytundeb Cyfreithiol a'i Gynllun Busnes, a bod ei amserlen yn cael ei rheoli mewn modd effeithiol.

#### *Helen Morgan-Rees (Cyfarwyddwr Addysg Abertawe)*

Roedd yr heriau o safbwynt Abertawe yn cynnwys y canlynol:

- Y modd i wneud y defnydd gorau o'r cyllid a ddeuai i mewn, gan gynnwys rhannu adnoddau fel nad oedd yna unrhyw danwariant.
- Gwerthuso perfformiad fel bod yr effaith a'r allbwn yn cael eu nodi.
- Dwyn pawb ynghyd.
- Llythrennedd a rhifedd: yr angen i ystyried pecyn cynhwysfawr cynhwysol i wella'r sgiliau hyn.
- Cael barn cwsmeriaid a defnyddio hynny i gynllunio ar gyfer y dyfodol.

Roedd o'r farn bod y Cynllun Busnes newydd yn gliriach; bod iddo lai o flaenoriaethau ond bod y rheiny'n rhai priodol, ac y byddai'n cydblethu'n dda â gwaith yr awdurdodau lleol. Roedd yn hapus o weld Partneriaeth yn datblygu ac yn gwrando ar farn pob rhanddeiliad. O safbwynt Abertawe, roedd Partneriaeth yn gweithredu'n unol â'r Cytundeb Cyfreithiol, ei Gynllun Busnes a'i amserlen.

#### *Steven Richard-Downes (Cyfarwyddwr Addysg Sir Benfro)*

Roedd Sir Benfro yn wynebu llawer o heriau tebyg i Abertawe, ond soniodd hefyd am y canlynol:

- Bod yr ystod o gymorth a gynigid yn ddefnyddiol ond bod angen mireinio'r arlwy hwnnw ymhellach.
- Bod datblygiad pellach mewn perthynas â llythrennedd a rhifedd yn faes allweddol.
- Bod 'annibyniaeth disgyblion a gwerthuso eu gwaith eu hunain' wedi bod yn thema mewn arolygiadau diweddar gan Estyn, ac felly ei bod yn ofynnol i ni blethu hynny i'r Cynllun Busnes.
- Bod yn rhaid gwneud yn siŵr bod cyllid yn cael ei ddefnyddio'n dda ac er lles gorau ysgolion. Roedd yn ofynnol datrys unrhyw faterion o ran dyblygu adnoddau.
- Bod y Cwricwlwm newydd yn her barhaus.
- Yr holl amrywiaeth o fentrau a oedd ar gael a'r ymdrech ddi-baid ar gyfer Llywodraeth Cymru mewn perthynas â'r mentrau hynny. Roedd yn rhaid i hyn gael ystyriaeth ofalus neu byddem yn parhau i gael problemau llwyth gwaith. Roedd yn ofynnol ystyried y modd yr oeddem yn rheoli'r hyn a ddeuai dros y



gorwel o du Llywodraeth Cymru yn ystod y cyfnod hwn, cyfnod a oedd eisoes wedi gweld newid enfawr, fel na fyddai ysgolion yn cael eu gorlwytho.

- Ei bod yn ofynnol mesur effeithiolrwydd ac effaith Partneriaeth yn uniongyrchol yn yr ystafell ddosbarth.

Cytunai fod y Cyd-gytundeb yn gweithio'n dda a bod Partneriaeth yn gwneud y pethau iawn ar gyfer ysgolion.

Roedd y Grŵp Cynghorwyr yn falch o glywed bod gan bawb ddarlun cadarnhaol o Partneriaeth ar y pryd, ond gan hefyd gydnabod bod llawer o heriau'n dal i fodoli i Partneriaeth a phob un o'r tri awdurdod lleol. O'r drafodaeth hon, roedd y Cynghorwyr yn teimlo'n dawel eu meddwl fod Partneriaeth yn gweithredu'n unol â'r Cytundeb Cyfreithiol a'i Gynllun Busnes, a bod ei amserlen yn cael ei rheoli mewn modd effeithiol.

### **23 Y Proffil Risg Diweddaraf**

Rhoddodd Ian Altman ddiweddariad i'r Grŵp Cynghorwyr ar y proffil risg cyfredol a dywedodd wrthynt ei fod yn seiliedig ar Gynllun Busnes 2022-2023. Byddai'r proffil risg yn newid fymryn yn fuan yn seiliedig ar y Cynllun Busnes newydd, a byddai'n adlewyrchu blaenoriaethau'r cynllun hwnnw.

Codwyd y mater unwaith eto ynghylch amseriad cyllid grant Llywodraeth Cymru. Clywodd y Cynghorwyr fod y grant yn aml yn dod i law wedi i beth amser fynd heibio yn y chwarter yr oedd yn ei ariannu.

Gofynnodd y Grŵp am eglurder o ran rôl Partneriaeth o glywed bod y risg hon yn un hanesyddol a bod gan Partneriaeth bellach swyddogaeth eglur iawn wedi'i phennu yn y Cynllun Busnes newydd, gan gynnwys pedwar maes blaenoriaeth.

Roedd y pedair blaenoriaeth strategol lefel uchel hyn ar gyfer Partneriaeth yn 2023-2026 yn cynnwys:

1. Cefnogi pob ysgol a lleoliad i gynllunio a darparu ei chwricwlwm/gwricwlwm ei hun, cwricwlwm teg ac o safon uchel.
2. Ymgorffori egwyddorion a phrosesau sy'n sail i degwch addysgol ym mhob ysgol a lleoliad.
3. Cefnogi pob ysgol a lleoliad i ddatblygu ystod o sgiliau ymchwil ac ymholi yn rhan allweddol o'i (d)dysgu proffesiynol.
4. Darparu llwybrau gyrfa ar gyfer arweinwyr, ymarferwyr a staff cymorth ar bob lefel o'r system.

Dywedwyd wrth y Grŵp Cynghorwyr y byddai llwyddiant yn dibynnu ar Gydweithio, Ymgysylltu a Gwerthuso.

### **24 Edrych ar Berfformiad Blaenoriaeth 2 Partneriaeth – Datblygu proffesiwn addysg o safon uchel – gwella'r addysgu a'r dysgu yn ein hysgolion**

Yn rhan o'i raglen waith, cytunodd y Grŵp Cynghorwyr i edrych ar berfformiad un flaenoriaeth wahanol o blith chwe blaenoriaeth wreiddiol Partneriaeth ym mhob cyfarfod. O ganlyniad, rhoddodd y Grŵp Cynghorwyr groeso i Gwennan Schiavone, Ymgynghorydd Strategol Partneriaeth, i'r cyfarfod. Cyflwynwyd adroddiad a oedd yn

amlinellu'r cynnydd o ran Blaenoriaeth 2: Datblygu darpariaeth addysg o safon uchel – gwella'r addysgu a'r dysgu yn ein hysgolion.

Ymdriniwyd â'r pwyntiau canlynol yn y drafodaeth:

- Dysgu proffesiynol, ymholi ac ymchwil i wireddu'r cwricwlwm a bod dan arweiniad yr ysgol.
- Dysgu proffesiynol ar gyfer datblygu ymarfer a myfyrdod.
- Y grant llythrennedd a rhifedd/Cynllun Llafaredd Cynradd i Gymru.
- Cymorth rhanbarthol ar gyfer ieithoedd modern/i feithrin gallu yn y sector cynradd.
- Y Fframwaith Cymhwysedd Digidol/sgiliau codio a digidol.
- Y Gymraeg mewn Addysg.
- Gwelliant ôl-16.

Mynegodd y Grŵp Cynghorwyr y pwyntiau a ganlyn:

- Hanfod y Prosiectau Ymholiad Proffesiynol Cenedlaethol (NPEP). Clywodd y Cynghorwyr mai ysgolion yn gwneud eu darn eu hunain o ymchwil, gan weithio gyda'r Prifysgolion a Partneriaeth, oedd y prosiectau hyn. Roedd canlyniad y rhain hefyd yn cael ei rannu ar Hwb fel y gellid sicrhau budd ehangach. Gofynnodd y Grŵp Cynghorwyr am gael gweld rhai o'r rhain, a byddent yn cael eu cynnwys yn rhaglen waith y Grŵp Cynghorwyr o fis Chwefror 2024 ymlaen.

## **25 Rhaglen Waith Craffu Partneriaeth**

Cytunodd Grŵp Cynghorwyr Craffu Partneriaeth ar ei gynllun gwaith ar gyfer y 12 mis canlynol, ynghyd â'r diwygiadau i'w gysoni â blaenoriaethau Cynllun Busnes newydd Partneriaeth, a chytunodd i brosiect ymchwil ac ymholi NPEP gael ei gynnwys ym mhob cyfarfod.

## **26 Trafod y pwyntiau ar gyfer y llythyr at Gadeirydd Cyd-bwyllgor Partneriaeth a fyddai'n deillio o'r cyfarfod hwn**

Cytunodd y Grŵp Cynghorwyr Craffu i gynnwys eu barn ar yr eitemau a drafodwyd yn y cyfarfod hwn mewn llythyr at Gadeirydd Cyd-bwyllgor Partneriaeth.

Daeth y cyfarfod i ben am 11.00 am



Item no. 4

EXECUTIVE SUMMARY
PARTNERIAETH SCRUTINY COUNCILLOR GROUP
DATE: 23 October 2023

TITLE OF REPORT

Partneriaeth Priority 2

BRIEF SUMMARY OF REPORT

The report contains an overview of the areas in Priority 2 of Partneriaeth's business plan 2023-24:

Embed principles and processes which underpin educational equity in all schools and educational settings. Our aim is that personal or social circumstances are not obstacles to achieving educational potential and that all schools and settings have high aspirations for all learners.

We will:

- i. Continue to support schools and educational settings to understand how to mitigate the impact of poverty on engagement, achievement and attainment.
ii. Continue to support schools and educational settings to understand how to mitigate the impact of trauma on engagement, achievement and attainment.
iii. Work with key partners to embed evidence based universal approaches to promote positive health and well-being.

Each area is separated into Intent/Implementation/Impact and is in line with Welsh Government reporting expectations.

Attending to present this item will be Dylan Williams, PDG Lead. Andrew Owen, Headteacher, Birchgrove Comprehensive, will also present to give a school perspective on the impact of the work in this area.

Report attached: Yes

Presentation at meeting: Yes





# PARTNERIAETH

*Gweithio mewn partneriaeth i gyflawni rhagoriaeth i bawb  
Partnership working to achieve excellence for all*

**Scrutiny Councillor Group**  
**Priority 2 Update, Dylan Williams**  
**October 2023**



## STRATEGIC PRIORITY 2

*Embed principles and processes which underpin **educational equity** in all schools and educational settings. Our aim is that personal or social circumstances are not obstacles to achieving educational potential and that all schools and settings have high aspirations for all learners*

We will:

- i. Continue to support schools and educational settings to understand how to mitigate the impact of **poverty** on engagement, achievement and attainment.
- ii. Continue to support schools and educational settings to understand how to mitigate the impact of **trauma** on engagement, achievement and attainment.
- iii. Work with key partners to embed evidence based universal approaches to promote positive **health and well-being**





## 2.i Continue to support schools and educational settings to understand how to mitigate the impact of **poverty** on engagement, achievement and attainment.

### • Raising the Attainment of Disadvantaged Youngsters (RADY)

#### Intent

- To continue to support those schools and settings already part of RADY
- To support new schools to embark on their RADY Journey
- Showcase the effective practice and how interventions can make lasting change

#### Implementation

Existing schools are receiving ongoing 121 or virtual group network meetings and working with other similar schools

‘Becoming a RADY School’ Information Sessions set up for this term

Practice sharing event scheduled as part of Equity in Education Network for the region

Challenging Education (the team behind RADY are delivering a session at the upcoming Carmarthenshire Tackling Poverty Day

Swansea University have produced a potential evaluation plan for RADY across the region – further work to be agreed on this.

#### Impact

-Schools report clear improvement in learner engagement and outcomes due to more targeted support and structured intervention

-A number of secondary schools are now sharing the RADY Programme with their clusters with the intention of developing the principles across all schools

-Where RADY is embedded across the whole school it is being used strategically to drive discussion and change

-The RADY Programme is acting as a conduit for other school change programmes – those schools that are RADY schools are overwhelmingly also embedding Poverty Proofing and Trauma Informed Schools.

### • Poverty Proofing the School Day

#### Intent

Provide all schools and settings with the opportunity to access an evidence based programme which provides a strategic approach to mitigating the impact of poverty.

#### Implementation

Termly training programme is continuing – schools from across all three partner LAs have been trained.

7 schools have been audited which involves every learner being interviewed by the poverty proofing auditors.

Swansea LA Common Themes Report currently being produced

Standalone training sessions scheduled for PRU staff

Children North East (organisation behind Poverty Proofing) are delivering a key note session at Carmarthenshire Tackling Poverty Conference in October.

Introduction to Poverty Proofing training to continue with this year’s NQT cohort

#### Impact

-School feedback from training is overwhelmingly positive and schools are encouraging other schools to get involved

-Direct changes being made in schools following training programme

- For those schools where audits have been completed they have a comprehensive report that details areas of development and focus

-Swansea LA Common Theme Report will provide an LA level report that draws together key common areas for consideration on a local level

-Partneriaeth ‘Poverty Proofing’ model now being discussed at Cross Consortia level and with Welsh Government



2.ii Continue to support schools and educational settings to understand how to mitigate the impact of **trauma** on engagement, achievement and attainment.

- **Trauma Informed Schools**

Intent

Provide continuous opportunities for schools to attend specialist training around trauma and ACEs and the impact on education  
Engage schools and settings to also undertake trauma related training around Sensory Regulation, LAC Learners and Attachment  
Support clusters to develop their own training provision and delivery as part of INSET days

Implementation

Termly training programme is continuing – good numbers of schools from across all three partner LAs continue to attend a variety of trauma based training.  
Trauma and ACEs Training delivered to four clusters across the region  
Additional Consortia Led Funding Pot for 2023-24 will be delegated to clusters to develop provision around Equity and Wellbeing – expected that dedicated trauma training will be a key part of this for each cluster

Impact

School feedback from training is overwhelmingly positive and schools are encouraging other schools to get involved  
Direct changes being made in schools following training attendance  
Schools who attend one training are overwhelmingly more likely to then attend further more detailed training to develop classroom based skills





## 2.iii Work with key partners to embed evidence based universal approaches to promote positive **health and well-being**

- **Emotion Coaching**

### Intent

Provide continuous opportunities for schools to attend this specialist training to enable their staff teams to best support those learners who have experienced ACEs and trauma

Provide continued support for those individuals that are currently completing the Emotion Coaching Accredited Practitioner Course  
Support cluster wide development and use of Emotion Coaching as a key tool within each classroom

### Implementation

Termly training programme is continuing – schools from across all three partner LAs have been trained.

Shift away from funding ‘Emotion Coaching Accredited Training Practitioner Programme to standalone ‘One Day Emotion Coaching Training Day’ so that a larger number of schools can benefit from the introductory training  
Emotion Coaching Accredited Practitioners will be supported to deliver training through clusters (where possible)

### Impact

School feedback from training is overwhelmingly positive and schools are encouraging other schools to get involved  
Direct changes being made in schools following training attendance  
Schools who attend one training are overwhelmingly more likely to then attend further more detailed training to develop classroom based skills  
Each cluster now has at least one Emotion Coaching Accredited Practitioner

- **Think Equal**

### Intent

Provide schools and settings with fully funded access to the Think Equal Programme – including resources, online training, online digital resources and access to regional network  
Roll out the additional levels 1 and 2 so that schools can (where interested) deliver Think Equal simultaneously across three year groups in the Early Years.

Support schools to utilise Think Equal as a key programme for supporting social and emotional literacy as part of Curriculum for Wales

### Implementation

Funding commitment made to fund additional Think Equal levels for schools in 2023-24

All Think Equal levels now translated and all schools able to access all resources bilingually

Monthly Think Equal Network meetings set up for schools taking part in the programme to share ideas and effective practice  
Think Equal Team to present on curriculum mapping at Primary Network Day  
Think Equal Information Day scheduled to provide new schools with an opportunity learn about the programme and sign up for 2023-24

### Impact

Feedback from Early Years practitioners is overwhelmingly positive – schools report that learners are engaged and clearly enjoying the programme.  
School feedback tells us that practitioners and coordinators are enjoying the programme and like the simplicity and direct approach to emotions within the resources.  
Schools very keen to also roll out additional levels so that maximum number of learners can benefit from the programme  
Programme has been used to support vulnerable learners following covid and structure literacy intervention sessions in a number of schools





## Item no. 5

**EXECUTIVE SUMMARY**  
**PARTNERIAETH SCRUTINY COUNCILLOR GROUP**  
**DATE: 23 October 2023**

**TITLE OF REPORT**

**Outline of and feedback from Partneriaeth Joint Committee Agenda held on 6 October 2023**

**BRIEF SUMMARY OF REPORT**

Verbal feedback to the Scrutiny group on the Partneriaeth Joint Committee meeting held on the 6<sup>th</sup> October 2023.

Attending to present this item will be:

**Ian Altman**  
**Lead Officer**

**Lead Director**

Report attached: **No**

Presentation at meeting: **Yes**



Item no. 6

**EXECUTIVE SUMMARY  
PARTNERIAETH SCRUTINY COUNCILLOR GROUP  
DATE: 23 October 2023**

<b>TITLE OF REPORT</b> <b>Updated Risk Profile</b>
<b>BRIEF SUMMARY OF REPORT</b>  To inform Partneriaeth Scrutiny Councillor Group of the risk profile of the region and update on any amendments.
Attending to present this item will be: <b>Ian Altman</b> <b>Lead Officer</b>
Report attached: <b>Yes</b>
Presentation at meeting: <b>Yes</b>





# PARTNERIAETH **RISK REGISTER**

APRIL 2023 - MARCH 2024

GWEITHIO MEWN PARTNERIAETH I GYFLAWNI RHAGORIAETH I BAWB  
PARTNERSHIP WORKING TO ACHIEVE EXCELLENCE FOR ALL



## Table of Contents

<b>1. Introduction</b>	<b>3</b>
1.1. Partneriaeth's Vision	3
1.2. Partneriaeth's Priorities:	3
1.3. Risk Evaluation Matrix	5
1.4. Impact assessment criteria	6
1.5. Probability assessment criteria	7
<b>2. Corporate Business Risks</b>	<b>8</b>
<b>3. Index and Summary of Residual Business Risk Scores</b>	<b>9</b>
3.1. Central Risks	9
3.2. Financial Risks	9
3.3. Governance Risks	10
<b>4. Contextualisation</b>	<b>11</b>
<b>5. Central Risks</b>	<b>13</b>
1. Failure to deliver the 4 priority areas of Partneriaeth's Business Plan	13
2. Failure to delivery against LA priorities included in Partneriaeth's Business Plan	15
3. Failure to support Local Authorities in relevant areas as they engage with Estyn	16
4. Data Protection	17
5. Partneriaeth found not to provide Value for Money	18
<b>6. Financial Risks</b>	<b>19</b>
1. Timeliness of Welsh Government Funding	19
2. Failure to comply with Regional Consortia Grant (RCG) T&Cs	20
<b>7. Risks associated with Governance</b>	<b>21</b>
1. Lack of clarity regarding functions of Partneriaeth	21
2. Lack of Communication with all stakeholders	22
3. Partneriaeth Governance	23

## 1. INTRODUCTION

Partneriaeth's Risk Register contains the strategic business risks (threats) to the achievement of Partneriaeth's Vision and Aims as outlined within the Partneriaeth business plan.

### 1.1. Partneriaeth's Vision

#### **Mission Statement**

Partnership working to achieve excellence for all.

#### **Our Aims**

- 1) We lead schools and settings to design, develop and deliver a curriculum with equity and excellence at its core.
- 2) We support schools and settings to become ambitious, self-improving learning organisations.
- 3) We provide professional learning and opportunities for collaboration in order to develop strong and supportive partnerships.

### 1.2. Partneriaeth's Priorities:

**Priority 1** – Support all schools and settings to design and deliver their own high quality equitable curriculum.

**Priority 2** – Embed principles and processes which underpin educational equity in all schools and settings.

**Priority 3** – Support schools and settings to develop a range of research and enquiry skills as a key part of their professional learning.

**Priority 4** – Provide career pathways for leaders, practitioners and support staff at all levels of the system.

Partneriaeth's risks (threats) are scored against the risk (threats) evaluation matrix shown on page 5, using the impact and probability criteria shown on pages 6 and 7.

Partneriaeth's Risk Register is a live document which is subject to regular review by Partneriaeth's senior leadership team. New risks identified or escalated are included in the updated Partneriaeth Risk Register and is then formally reviewed on a quarterly basis by the Partneriaeth Joint Committee.

**Partneriaeth risks are scored at inherent level (before any control measures are applied) and at residual level (after control measures have been applied).**

Although control measures are applied, they may not be sufficient to reduce the residual score if external factors (outside of officer control) still have a high influence on the probability of the risk occurring or the impact should it occur. The heat map on page 8 shows the highest residual risks on Partneriaeth's Risk Register.

**Each risk has its own table showing the inherent and residual risk score along with the tolerance for the risk.**

To assist with the monitoring of changes to Partneriaeth's Risk Register between reviews, the risk score table for each risk includes a movement column which shows if the residual risk has increased↑, decreased↓, or stayed the same↔. Where there is no arrow icon, this process will commence from the report presented to the next Joint Committee.



The Corporate Risk Register for April 2023 - March 2024 contains 10 business risks (threats), each of which is indexed on page 9 and 10, and shown in detail on pages 13 to 23.

**Risks are categorised under one of the four following groupings**

1. Central Risks
2. Financial Risks
3. Governance Risks

**Every risk is explained in seven steps:**

- Event
- Description of Risk
- Background
- Objectives at Risk
- Risk Control Measures
- Risk Owner
- Risk Scores

1.3. Risk Evaluation Matrix

Threats					
<b>Probability</b>	Very High	Low (4)	Medium (8)	High (12)	High (16)
	High	Low (3)	Medium (6)	Medium (9)	High (12)
	Medium	Low (2)	Low (4)	Medium (6)	Medium (8)
	Low	Low (1)	Low (2)	Low (3)	Low (4)
		Low	Medium	High	Very High
<b>Impact</b>					

1.4. Impact assessment criteria

(Review the risk against the following criteria, chose the one that best describes the impact and rate accordingly from 1 – 4)

Rating	Description	Financial Capital / Revenue	Political	Service / Operations
4	<b>Very High</b>	>40% to <100% budget	<ul style="list-style-type: none"> <li>Political intervention required.</li> </ul>	<ul style="list-style-type: none"> <li>Catastrophic fall in service quality and statutory service standards are not met.</li> <li>Long term interruption to service provision.</li> <li>Report from regulator or inspectorate requiring major project for corrective action.</li> </ul>
3	<b>High</b>	>15% to <40% budget	<ul style="list-style-type: none"> <li>Major adverse political reaction.</li> </ul>	<ul style="list-style-type: none"> <li>Major impact to service quality, statutory service standards are not met, long term disruption to operations, multiple partnerships affected.</li> <li>Report of breach to regulator with immediate correction to be implemented.</li> </ul>
2	<b>Medium</b>	>5 % to < 15 % budget	<ul style="list-style-type: none"> <li>Significant adverse regional political reaction.</li> </ul>	<ul style="list-style-type: none"> <li>Significant fall in service quality, major partnership relationships strained, serious disruption to statutory service standards.</li> <li>Reportable incident to regulator(s).</li> </ul>
1	<b>Low</b>	< 5% budget	<ul style="list-style-type: none"> <li>Minor adverse political reaction and complaints which are quickly remedied.</li> </ul>	<ul style="list-style-type: none"> <li>Minor impact to service quality, minor statutory service standards are not met.</li> </ul>

< = Less than

> =More than

1.5. Probability assessment criteria

(Select one of the ratings from the definitions below)

Rating	Annual Frequency			Probability	
	Description	Definition		Description	Definition
4	Very High	More than once in last 12 months		Very High	>85 % chance of occurrence
3	High	Once in last 2 years		High	>45% to <85 % chance of occurrence
2	Medium	Once in 3 years up to 10 years		Medium	>15% to < 45 % chance of occurrence
1	Low	Once in 10 years		Low	<15 % chance of occurrence

< = Less than

> =More than

## 2. CORPORATE BUSINESS RISKS

The heat map below summarises the highest residual risks contained on Partneriaeth's Risk Register.

<b>High Probability</b>	<b>9</b>	<b>12</b>
<b>Medium Probability</b>	<b>6</b> <ul style="list-style-type: none"> <li>• Timeliness of Welsh Government Funding</li> <li>• Lack of clarity regarding functions of Partneriaeth</li> </ul>	<b>8</b>
	<b>High Impact</b>	<b>Very High Impact</b>

### 3. INDEX AND SUMMARY OF RESIDUAL BUSINESS RISK SCORES

#### 3.1. Central Risks

No.	Risk	Probability	Impact	Residual Risk	Movement ↑↓↔	Page
1	Failure to deliver the 4 priority areas of Partneriaeth's business plan	1	4	4	↔	13
2	Failure to deliver against LA priorities included in Partneriaeth's business plan	1	3	3	↔	15
3	Failure to support LAs in relevant areas during their engagement with Estyn	1	3	3	↔	16
4	Data Protection	1	4	4	↔	17
5	Partneriaeth found not to provide Value for Money	1	4	4	↔	18

#### 3.2. Financial Risks

No.	Risk	Probability	Impact	Residual Risk	Movement ↑↓↔	Page
1	Timeliness of Welsh Government Funding	2	3	6	↔	19
2	Failure to comply with RCG T&Cs	1	4	4	↔	20

### 3.3. Governance Risks

No.	Risk	Probability	Impact	Residual Risk	Movement ↑↓↔	Page
1	Lack of clarity regarding functions of Partneriaeth	2	3	6	↔	21
2	Lack of Communication with all stakeholders	1	3	3	↔	22
3	Partneriaeth Governance	1	4	4	↔	23



## 4. CONTEXTUALISATION

Partneriaeth strives to deliver a consistent school improvement service, focused on challenge and support strategies that improve teaching and learning in classrooms and lead to improved pupil attainment and progress in all schools.

Our aim is to build school capacity through support, challenge and intervention so that schools become self-improving, resilient organisations. We facilitate school led support and intervention programmes at a peer to peer, department to department and school to school level according to the area of need that has been identified within the school.

The region will build school capacity through continuing support, challenge and intervention to become self-improving, resilient organisations which continually improve outcomes for learners. This regional strategy for a self-improving system is well underway and is firmly founded in the principles of school-to-school improvement.

Partneriaeth is committed to the Welsh Language and its prosperity, and the language is an integral part of all the administrative procedures of the organisation. We consider Welsh to be a central element of the identity of the region, and we will continue to do as much as we can to promote the language and its use.

Partneriaeth is governed by a legally constituted Joint Committee whose membership is made up of relevant officers from Partneriaeth and the three partner Local Authorities, with the three Council Leaders being voting members. The Joint committee is advised by scrutiny, strategic, operational and stakeholder groups, as detailed below:

<b>Governance Group</b>	<b>Members</b>
<b>Joint Committee</b>	<ul style="list-style-type: none"> <li>• 3 Leaders. Voting member.</li> <li>• 3 Cabinet Members for Education. These will be non-voting members.</li> <li>• 3 Chief Executives with a Lead Chief Executive, non-voting.</li> <li>• 3 Directors of Education with a Lead Director, non-voting.</li> <li>• Lead Officer Partneriaeth</li> <li>• S151 Officer and Monitoring Officer, as required.</li> <li>• External observers and advisers, on request – Estyn, WG, Audit Wales.</li> <li>• Chair of scrutiny Councillors' group, as non-voting observer</li> </ul>
<b>Scrutiny Councillor Group</b>	<ul style="list-style-type: none"> <li>• 3 Education Scrutiny Chairs</li> <li>• 3 Education Scrutiny Vice Chairs</li> <li>• 3 Directors of Education to attend together at least once per annum</li> <li>• Lead Officer Partneriaeth</li> <li>• Chair of Joint Committee to attend at least once per annum</li> <li>• External observers and advisers, on request</li> </ul>
<b>Strategic Group</b>	<ul style="list-style-type: none"> <li>• 3 Directors of Education</li> <li>• Lead Officer Partneriaeth</li> <li>• 3 Partneriaeth Strategic Advisers</li> </ul>
<b>Operations Group</b>	<ul style="list-style-type: none"> <li>• 3 local authority Lead School Improvement Officers</li> <li>• Lead Officer Partneriaeth</li> <li>• Partneriaeth Strategic Advisers, as required according to business plan priorities</li> </ul>

<b>Stakeholder Group</b>	<ul style="list-style-type: none"><li>• Lead Officer Partneriaeth</li><li>• 3 Partneriaeth Senior Strategic Advisers linked to each local authority</li><li>• 9 headteachers covering primary, secondary, special and pupil referral unit sectors</li></ul>
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## 5. CENTRAL RISKS

1. FAILURE TO DELIVER THE 4 PRIORITY AREAS OF PARTNERIAETH'S BUSINESS PLAN
Description of Risk
<p>The Partneriaeth business plan is not delivered in its entirety and to a sufficiently high standard, against the following priorities:</p> <p><b>Priority 1</b> – Support all schools and settings to design and deliver their own high quality equitable curriculum.</p> <p><b>Priority 2</b> – Embed principles and processes which underpin educational equity in all schools and settings.</p> <p><b>Priority 3</b> – Support schools and settings to develop a range of research and enquiry skills as a key part of their professional learning.</p> <p><b>Priority 4</b> – Provide career pathways for leaders, practitioners and support staff at all levels of the system.</p> <p>There is an increased risk linked to Priority 1 of schools not being sufficiently supported to implement Curriculum for Wales. If schools are not provided with appropriate and targeted support, the implementation will not be in line with national expectations, including supporting secondary settings from September 2023.</p>
Background
<p>The business plan for 2023/24 has been written and co-constructed with LA colleagues. Its structure differs from previous regional business plans with Local Authority priorities being an integral part of the plan. As Partneriaeth is funded by the Regional Consortia Grant, the plan consists of operational delivery plans for each of the funding lines of the grant.</p>
Objectives at Risk
All
Risk Control Measures
<ul style="list-style-type: none"> <li>• The business plan is co-constructed by Partneriaeth officers and senior LA officers</li> <li>• A high level business plan is produced setting out main priorities and linking with LA priorities. This is supplemented by detailed operational delivery plans with specific key performance indicators</li> <li>• These are shared with specific stakeholders including Central Team, LA colleagues, schools and Joint Committee, which includes the detailed operational delivery plans</li> <li>• Each operational delivery plan will have a named member of SLT to lead on the plan, as well as named officers to deliver the plan. These will include LA officers, where appropriate</li> <li>• Quarterly monitoring of the business plan, including every operational delivery plan</li> <li>• Over-sight of every operational delivery plan by a member of Partneriaeth's SLT</li> <li>• Appropriate levels of officer time are linked to each of the business plan priorities and as such greater resource is allocated to Priority 1</li> </ul>

Risk Owner				
Lead Officer, Senior Strategic Advisers, Lead Advisers				
Risk Scores				
Risk Stage	Probability	Impact	Risk Score	Movement
	(a)	(b)	(a) X (b)	↑↓↔
Inherent	3	4	12	↔
Residual	1	4	4	↔
Tolerance			4	

## 2. FAILURE TO DELIVERY AGAINST LA PRIORITIES INCLUDED IN PARTNERIAETH'S BUSINESS PLAN

### Description of Risk

The priorities agreed with the three LAs and included in the Partneriaeth business plan are not supported to a sufficiently high standard.

### Background

The relevant priorities of each of the three partner LAs are included in the Partneriaeth business plan. These are mapped against each operational delivery plan included in the business plan.

### Objectives at Risk

All

### Risk Control Measures

- Quarterly monitoring of the business plan, including every operational delivery plan
- Regular meetings between the Senior School Improvement Adviser and Senior Strategic Adviser linked with each LA

### Risk Owner

Lead Officer, Senior Strategic Advisers

### Risk Scores

Risk Stage	Probability	Impact	Risk Score	Movement
	(a)	(b)	(a) X (b)	↑↓↔
Inherent	3	3	9	↔
Residual	1	3	3	↔
Tolerance			4	

### 3. FAILURE TO SUPPORT LOCAL AUTHORITIES IN RELEVANT AREAS AS THEY ENGAGE WITH ESTYN

#### Description of Risk

Partneriaeth does not provide the required support in the relevant areas to LAs as they engage with Estyn

#### Background

Pembrokeshire have successfully been removed from an Estyn category in Autumn 2022. Partneriaeth supported a range of relevant priorities in the Post Inspection Action Plan (PIAP).  
Swansea Local Authority School Improvement Service was inspected in June 2022. Partneriaeth's on-going support was recognised during the inspection.  
Carmarthenshire Local Authority School Improvement Service was inspected in July 2023. Partneriaeth's on-going support was recognised during the inspection.

#### Objectives at Risk

All

#### Risk Control Measures

- Regular meetings between the Senior School Improvement Adviser and Senior Strategic Advisers linked with each LA
- The 3 Senior Strategic Advisers from Partneriaeth regularly attend relevant LA School Improvement meetings to facilitate a regular two-way conversation between relevant officers
- Regular meetings between Partneriaeth's Lead Officer and the 3 LA Directors of Education

#### Risk Owner

Lead Officer, Senior Strategic Advisers

#### Risk Scores

Risk Stage	Probability	Impact	Risk Score	Movement
	(a)	(b)	(a) X (b)	↑↓↔
Inherent	3	4	12	↔
Residual	1	3	3	↔
Tolerance			4	

#### 4. DATA PROTECTION

##### Description of Risk

Partneriaeth fails to comply with the Data Protection Act 2018, resulting in action from the ICO

##### Background

##### Objectives at Risk

All

##### Risk Control Measures

Data Protection guidance is detailed in section 25 of the Legal Agreement (p.23)

- Data Processing Agreement to be added to Schedule 13 of the Legal Agreement
- The Joint Committee shall appoint a Lead Council to assume responsibility for the discharge of functions on behalf of Partneriaeth, including Data Protection Officer Services
- Agreement in place between constituent LAs and all schools across the region
- Method, type of data and timings of exchange are detailed in the agreement
- Partneriaeth staff use email and digital platforms under the Hwb licence, provided by Welsh Government. No personal emails will be used.
- Partneriaeth staff only use electronic device provided to them, i.e. laptop, mobile phone, tablet. No personal devices will be used.

##### Risk Owner

Lead Officer, Lead Chief Executive, Lead Director

##### Risk Scores

Risk Stage	Probability	Impact	Risk Score	Movement
	(a)	(b)	(a) X (b)	↑↓↔
Inherent	3	4	12	↔
Residual	1	4	4	↔
Tolerance			4	



## 5. PARTNERIAETH FOUND NOT TO PROVIDE VALUE FOR MONEY

### Description of Risk

Partneriaeth is judged to not provide Value for Money (Governance and Compliance)

### Background

### Objectives at Risk

All

### Risk Control Measures

- Schedule 4 of the Legal Agreement details the Terms of Reference for the Strategic Group (membership detailed on p.11). These include ensuring value for money within a costed business plan
- The costed business plan will be shared with Directors and presented to the Joint Committee for ratification
- Individual spending plans will be developed against every operational delivery plan, with a named senior officer having responsibility for each plan
- Actual spending will be authorised by Lead Officer, Senior Strategic Advisers or Business Support Manager
- Robust evaluation and monitoring processes are in place

### Risk Owner

Lead Officer, Section 151 Officer, Principal Accountant, Lead Director

### Risk Scores

Risk Stage	Probability	Impact	Risk Score	Movement
	(a)	(b)	(a) X (b)	↑↓↔
Inherent	3	4	12	↔
Residual	1	4	4	↔
Tolerance			4	

## 6. FINANCIAL RISKS

<b>1. TIMELINESS OF WELSH GOVERNMENT FUNDING</b>				
<b>Description of Risk</b>				
WG funding may not be timely, resulting in underspend, lateness of planning, or an inability to spend at the end of the financial year.				
<b>Background</b>				
<b>Objectives at Risk</b>				
All				
<b>Risk Control Measures</b>				
<ul style="list-style-type: none"> <li>Financial forward planning with contingency arrangements so that essential implementation is not hindered. Indicative figures used for initial financial planning.</li> <li>Constant communication with WG to improve expectation, and to improve timeliness of in-year funding</li> <li>3-year indicative funding to be shared by WG</li> </ul>				
<b>Risk Owner</b>				
Section 151 Officer, Lead Banker Authority and Principal Accountant				
<b>Risk Scores</b>				
Risk Stage	Probability	Impact	Risk Score	Movement
	(a)	(b)	(a) X (b)	↑↓↔
Inherent	3	3	9	↔
Residual	2	3	6	↔
Tolerance			6	

## 2. FAILURE TO COMPLY WITH REGIONAL CONSORTIA GRANT (RCG) T&CS

### Description of Risk

Partneriaeth fails to deliver against each funding line of the Regional Consortia Grant (RCG). Subsequently, Welsh Government could clawback funding.

### Background

### Objectives at Risk

All

### Risk Control Measures

- Partneriaeth's business plan 2023/24, is closely aligned to the Welsh Government priorities
- As a result, the Partneriaeth's business plan 2023/24, is also closely aligned to the RCG
- Named members of SLT, who lead on each area of the business plan to identify areas of concern regarding delivery of each operational delivery plan, linked to specific grant lines
- Quarterly monitoring of the business plan, resulting in early identification of areas of concern
- Designated senior officer to oversee financial processes and liaise with LA financial leads

### Risk Owner

Lead Officer, LA Directors, Joint Committee, Senior Strategic Adviser

### Risk Scores

Risk Stage	Probability	Impact	Risk Score	Movement
	(a)	(b)	(a) X (b)	↑↓↔
Inherent	3	4	12	↔
Residual	1	4	4	↔
Tolerance			4	

## 7. RISKS ASSOCIATED WITH GOVERNANCE

<b>1. LACK OF CLARITY REGARDING FUNCTIONS OF PARTNERIAETH</b>				
<b>Description of Risk</b>				
<ul style="list-style-type: none"> <li>That the revised Partneriaeth structure does not bring sufficient clarity on the function of Partneriaeth and its central team, leading to a lack of confidence in the revised structure along with loss of trust within the profession</li> </ul>				
<b>Background</b>				
<ul style="list-style-type: none"> <li>Under previous footprint, a perceived lack of clarity regarding the difference between the role of the LA, and the role of the region, among the teaching community</li> </ul>				
<b>Objectives at Risk</b>				
All				
<b>Risk Control Measures</b>				
<ul style="list-style-type: none"> <li>Communications Strategy group established centrally with membership linked to all areas of the business plan.</li> <li>Consistent and ongoing dialogue is being undertaken with LA partners to ensure consistency of communication through both regional and local channels</li> <li>Attendance by Partneriaeth officers at LA meetings, e.g. Headteacher meetings, providing input and relevant updates</li> </ul>				
<b>Risk Owner</b>				
Lead Officer, Lead Director, Senior Strategic Advisers				
<b>Risk Scores</b>				
Risk Stage	Probability	Impact	Risk Score	Movement
	(a)	(b)	(a) X (b)	↑↓↔
Inherent	3	3	9	↔
Residual	2	3	6	↔
Tolerance			6	

## 2. LACK OF COMMUNICATION WITH ALL STAKEHOLDERS

### Description of Risk

That there is not sufficient, regular communication with all stakeholders, including schools, leaders and school practitioners, as well all middle-tier and Welsh Government colleagues

### Background

### Objectives at Risk

All

### Risk Control Measures

- Ongoing and effective communications provided by the Partneriaeth team on a weekly basis
- Partneriaeth website links to the Professional Offer and accompanying bilingual resources, including access to previously run webinars on-demand
- Regular attendance at all relevant meeting with middle-tier and Welsh Government colleagues
- Regular attendance by Partneriaeth officers at LA meetings, e.g. Headteacher meetings, providing input, relevant updates

### Risk Owner

Lead Officer, Senior Strategic Advisers

### Risk Scores

Risk Stage	Probability	Impact	Risk Score	Movement
	(a)	(b)	(a) X (b)	↑↓↔
Inherent	3	3	9	↔
Residual	1	3	3	↔
Tolerance			4	

### 3. PARTNERIAETH GOVERNANCE

#### Description of Risk

That Partneriaeth's operational governance arrangements do not provide transparency and confidence to the profession.

#### Background

Partneriaeth has adopted some enhanced strategic meetings which include a variety of key stakeholders in the decision-making process. The main aim of this change is that there is increased transparency around decision making and allocation of funding. Should these strategic meetings fail to improve transparency, there will be significant adverse effects.

Partneriaeth has a clear schedule of regular meetings of various governance groups. These include Joint Committee, Scrutiny Councillor Group, Strategic Group, Operations Group and Stakeholder. Membership includes Cabinet Members, Directors of Education, headteachers, Partneriaeth Lead Officer, senior officers from Partneriaeth, senior LA officers.

A full list of these groups, including meeting frequency and membership is included in the business plan.

#### Objectives at Risk

All

#### Risk Control Measures

- Clear lines of reporting for all groups
- Regular meetings of named governance groups
- Transparency whilst sharing information with school leaders and other stakeholders

#### Risk Owner

Lead Chief Executive, Lead Officer, Directors of Education, Principal Accountant

#### Risk Scores

Risk Stage	Probability	Impact	Risk Score	Movement
	(a)	(b)	(a) X (b)	↑↓↔
Inherent	3	4	12	↔
Residual	1	4	4	↔
Tolerance			4	





Item no. 7

**EXECUTIVE SUMMARY  
PARTNERIAETH SCRUTINY COUNCILLOR GROUP  
DATE: 23 October 2023**

**TITLE OF REPORT**

**Curriculum for Wales**

**BRIEF SUMMARY OF REPORT**

This report gives an overview of current support for schools with regard to Curriculum for Wales. All primary settings and around half secondary settings adopted Curriculum for Wales in September 2022 with all schools adopting in September 2023.

The report gives an overarching narrative on regional support for Curriculum for Wales as well as an overview of:

- Curriculum requirements
- Progression and assessments challenges
- Cluster working
- Schools receiving the most support

Each area is separated into Intent/Implementation/Impact and is in line with Welsh Government reporting expectations.

Report attached: **Yes**

Presentation at meeting: **No**







 **PARTNERIAETH**  
*Gweithio mewn partneriaeth i gyflawni rhagoriaeth i bawb*  
*Partnership working to achieve excellence for all*

**Scrutiny Councillor Group  
Curriculum for Wales Update  
October 2023**



## Overarching Narrative

All schools and settings in Partneriaeth have access to a comprehensive professional learning offer with a range of synchronous and asynchronous opportunities developed for leaders and practitioners with an ongoing focus on the 3-16 continuum. Support has been designed, developed and delivered to ensure schools meet legislative requirements for implementation whilst also supporting schools to develop and refine their curriculum through an ongoing iterative process. Nearly all clusters across the region have undertaken opportunities to engage with this offer in the 2022-23 academic year and the offer has been refined further for 2023-24 to ensure that schools and clusters are supported to focus on reviewing and refining the design and implementation process. The offer is co-constructed and the collaborative approach with LA and school-based colleagues has been beneficial for all to ensure consistency and understanding of key messages from all within the system.

Clusters across Partneriaeth benefit from a named officer to support discussions and broker bespoke support. This has enabled high quality intervention in schools and clusters and an ability to work on priorities at a school and cluster level. Although Partneriaeth does not employ school improvement officers, local authority staff work closely with schools to develop priorities and share these with the region. In the best examples, support is delivered in a timely fashion and in collaboration with school improvement staff. This has enabled a number of case studies to be developed to share emerging practice in areas such as AoLE progression at a cluster level.

Clusters have received significant funding to enable collaboration and to support their shared understanding of progression. A minority have benefitted from joint closure days with a majority committed to engaging in this way in 2023-24.

Professional learning has focused on developing a shared understanding of progression through an understanding of the mandatory elements and requirements within each AoLE and a range of support has been developed to meet these needs. This is delivered through consistent messaging whilst accepting the natural variability between AoLEs. Schools and clusters have been supported to develop an understanding of learner progression along the 3 – 16 continuum through the lens of the mandatory principles of progression and key concepts and ideas from the mandatory statements of what matters and practitioners and leaders have benefited from a range of networks to support collaboration and shared understanding of why specific knowledge, skills and experiences are important for the planning of progress and learning and teaching. Considerations and understanding of the mandatory cross cutting themes of RSE and Diversity have also been delivered to further develop the schools understanding of an equitable and inclusive curriculum alongside our universal offer of developing pedagogical approaches to develop learning in the outdoors. Schools and settings have been supported through specific networks to understand the legal requirements for RVE and how it can be embedded into their curriculum design process.

All schools and settings have had access to high quality cross-curricular skills networks to further understand the relevance and importance of developing a curriculum which enables learners to develop competence and capability in these skills and, where there are opportunities, to extend and apply them across all Areas.

The Professional Learning offer for 23/24 clearly aligns with the National Mission and the school improvement guidance and will continue to build on key messages delivered throughout 22/23.



## Section A: Curriculum Requirements

### Intent

All schools and settings have access to universal and bespoke, bilingual support for Curriculum for Wales. Schools have been supported with the iterative design process, to plan for delivery of the mandatory elements and requirements and to engage with the regional asynchronous and synchronous professional learning offer. Local Authority support has been well-aligned with regional officer support to deliver high quality provision.

Primary networks for AoLE leads have continued across all AoLEs to ensure knowledge and understanding of key concepts within and to collaborate on key areas, such as progression and assessment and pedagogical approaches. Key messages have been shared with all schools and case studies will be developed. Primary schools have been encouraged to work as a cluster on shared understanding of progression and to share school based examples of their design processes and innovations with each other on a regular basis.

All secondary, all-age, special and PRUs that implemented Curriculum for Wales in September 2022 or will implement in September 2023 have access to universal, bilingual support for Curriculum for Wales. Schools have been supported with the iterative design process, to plan for delivery of the mandatory elements and requirements and to engage with the regional asynchronous and synchronous professional learning offer. Local Authority support has been well-aligned with regional officer support to deliver high quality provision.

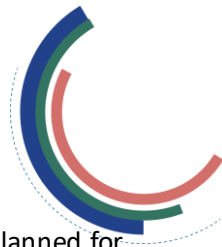
Secondary subject specific networks have continued across most AoLEs to ensure knowledge and understanding of key concepts within and to collaborate on key areas, such as progression and assessment and pedagogical approaches. Secondary schools have been encouraged to work with primary feeder schools and with other secondary schools to ensure a shared understanding of progression and to share school based examples of their design processes and innovations with each other on a regular basis.

### Implementation

Nearly all primary schools in the Partneriaeth region have published their curriculum summary. Schools have shared their curriculum summaries using a variety of means including parent mail, school websites and social media ensuring that requirements are met. Through discussions within the primary networks and through bespoke cluster work, schools have a good understanding of the Curriculum for Wales framework, the mandatory elements and requirements and that these are embedded in the design process. Significant time has been invested in supporting this process with school improvement staff and school leaders to ensure a consistent message and to establish school-wide understanding of Curriculum for Wales framework in order to develop a high-quality curriculum that fully embeds the principles of the Curriculum for Wales. Asynchronous support can be accessed through our Curriculum for Wales website and schools are signposted to the cross regional website to access further support.

Across the Partneriaeth region 12 Secondary, and 2 all-age schools implemented Curriculum for Wales in September 2022 and all remaining secondary, all-age, special and PRU will implement from September 2023. All are in the process of developing their curriculum summaries this term and all will have published and adopted the summaries by autumn 2023. As part of on-going school improvement and evaluation procedures, all schools are reminded of the requirement to re-publish a summary following any changes made. Asynchronous resources have been available for all schools with regards to curriculum summaries. Regular discussions with LA school improvement partners detailing the requirements of a published summary has supported this process for our schools and settings.

Schools and settings have been supported through a range of synchronous and asynchronous professional learning this term to further understand the cyclical nature of the design process and there is an emerging understanding of



how curriculum, pedagogy and progression and assessment are interlinked and can't be thought of or planned for in isolation. This has included a continuation of workshops to develop a shared understanding of progression at an AoLE level across the 3-16 continuum; curriculum design – organising the learning (curriculum models to evaluate when and where specific learning is best) AoLE organising the learning (the importance of sequencing learning to ensure progression), cross-cutting themes CWRE, RSE and AoLE specific primary networks. Our offer is completely bilingual and has been reviewed and refined for the start of the academic year 23-24 to support all schools and settings wherever they may be on their design journey. A range of workshops on assessment approaches and pedagogical knowledge has also supported the curriculum conversations with opportunities to engage with experts such as Mike Gershon, Prof. Andy Penaluna and a range of HEI partners.

Schools from Partneriaeth are involved in range of national collaboration opportunities such as UBD, National Pedagogy Project, the NPEP and the National Networks where practitioners from the region provide planning and facilitation support for these sessions alongside regional staff. Schools from the region have been key contributor to the Camau i'r Dyfodol work and we are committed to supporting the next steps in this process through the dissemination and understanding of materials, resources and research.

Partneriaeth has a close working relationship with local authority school improvement officers in most cases. This has allowed bespoke support to be developed and delivered to meet the local needs as well as through the strong universal offer. In the best cases, joint visits have enabled school to identify their needs based on their self-evaluation and improvement priorities and therefore access to appropriate level of support. Partneriaeth has supported all 3 local authorities to deliver additional curriculum sessions to their schools and develop training for school improvement advisers.

In Partneriaeth, school improvement advisers are employed locally and three advisers monitor the use of the professional learning grant. The use of the PL grant will be discussed during autumn term visits. However, in the best cases, it is clear that schools are innovative and prioritise a collaborative approach with schools in their cluster or network of schools.

## Impact

The PL offer for schools in the summer term has been well received by our schools and clusters. Primary settings have clearly benefitted from having newly established networks for AoLE leads to collaborate and prioritise CfW discussions.

Most attendees at the Curriculum for Wales PL sessions would strongly recommend the sessions to colleagues and access additional bespoke support following these sessions. Most schools have made significant progress in their implementation of Curriculum for Wales and are now reviewing and refining their process. Further work is needed in establishing a consistent flow of information between Partneriaeth and improvement advisers in local authorities although, in most cases, this works effectively.

Most schools have made significant progress in their implementation of Curriculum for Wales and are now reviewing and refining their process. Evidence of this is apparent as the region has secondary or all-age schools from all three local authorities that we represent share effective practice during the cross-regional AoLE sessions across four different AoLEs. Further impact of our effective, high quality universal offer has led to an increase in bespoke requests, especially to support curriculum development at a cluster level.



## Section B: Progression and Assessment Challenges

### Intent

Progression and assessment has been and continues to be a key focus for school development and professional learning in the summer term of 2023. Partneriaeth continued their 3 part programme of developing a shared understanding of progression along the 3-16 continuum within AoLEs in the summer term. Asynchronous resources were also made available to all schools and settings and these have been well-received.

The cross-regional team have also developed a range of resources and PL sessions to support in this area and joint working and collaboration continues to be strong between regions and partnerships.

### Implementation

Professional learning has focussed on the Principles of Progression and developing a shared understanding of progression across the 3-16 continuum and understanding how knowledge, skills and experiences need to be sequenced in a coherent manner in order for learners to make progress towards the four purposes.

Partneriaeth has supported clusters from all three local authorities during the summer term, however, we acknowledge that finding opportunities for collaboration between all clusters has been challenging. Moving forward the additional INSET day and guidance from Welsh Government as to how to use this time has been helpful alongside the need for schools to outline in a plan how they are working with schools from within and beyond their clusters.

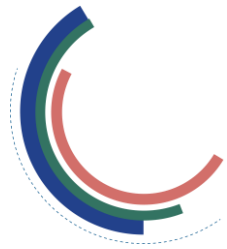
Partneriaeth has quite complex cluster set ups where learners from primaries may not necessarily attend the official secondary due to language preference; this has been a considerable barrier for many schools as they make arrangements to collaborate with other schools on developing an understanding of progression for their learners. Shared vocabulary and terminology is key when discussing progression and this has been challenging due to inconsistencies within WG documents – especially through the medium of Welsh: cynnydd and dilyniant are used interchangeably even though they have significant differences when discussed through the lens of curriculum design and learner progression.

Discussions around accountability remain challenging for some schools and settings. Even though some schools are moving away considerably from summative assessment of learner progression as the only way of assessing learner progress, concerns around external accountability and expectations remain. This remains more of a challenge for secondary schools as they establish a way of sharing messages around progression with parents and cares that are not aligned to qualification grades.

Where the principles of Curriculum for Wales are truly understood and time has been given to engage with the framework and with professional learning from a regional or national perspective, schools are moving towards the development of more effective, formative assessments. Partneriaeth officers have supported local authority school improvement partners to understand how the personalised assessments can be used as part of the assessment arrangements used within schools.

The uncertainty around examinations for 2025 remain following the publication of the Made for Wales GCSEs by Qualifications Wales. Concerns remain for secondary practitioners who feel extremely responsible for the successful examination outcomes of their learners and this in turn has impact on any cluster decisions and discussions around disciplinary progression. Opportunities for discussions around current and future qualifications are built into the secondary subject networks.

Concerns around national expectations and alignment with regards to learner progression remain significantly high.



## Impact

Partneriaeth continues to meet the needs of our schools through a range of universal and bespoke PL. Evaluation suggests that these sessions have a positive impact on leader and practitioner understanding of progression and assessment although significant challenges remain in terms of implementation. Professional learning in autumn and spring term 23-24 will continue to focus on these challenges.

Partneriaeth colleagues will support WJEC with professional learning and are involved in a range of stakeholder groups. However, Partneriaeth no longer has a dedicated secondary team of advisers so this does present capacity challenges.

## Section C: Cluster working

### Intent

Clusters across Partneriaeth benefit from a named officer to support discussions and broker bespoke support. This has enabled high quality intervention in schools and clusters and an ability to work on priorities at a school and cluster level. The professional learning offer can be tailored to the needs of different clusters and bespoke support provided dependent on cluster priorities. Partneriaeth officers consistently share a common message around supporting learners to make progress as a fundamental driver of Curriculum for Wales and that schools within and across clusters should have joint expectations for how learners should progress and how knowledge, skills and experiences should contribute to this in a schools' and settings' curricula.

### Implementation

Cluster link officers co-ordinate and facilitate opportunities for cluster working by building strong relationships with school leaders from within their cluster. We promote, broker and oversee school-to-school collaboration and cluster working, including professional dialogue, to develop a shared understanding of progression. Partneriaeth support during cluster INSET days, often designing, developing and delivering in collaboration with the schools, other instances as a knowledgeable other in the room to support with discussions and to move thinking forward. Partneriaeth officers support with whole school approaches to learner progression alongside discipline specialists within AoLEs.

Partneriaeth officers have discussed and shared resources and materials with local authority school improvement partners with regard to the Section 57 ministerial direction using the narrative provided by Welsh Government in order to disseminate further to their individual schools. Plans to develop a shared understanding of progression are being developed in conjunction with school improvement plans and transition plans. Every cluster in Partneriaeth has been supported to have a transition plan in place that has been agreed by the cluster.

### Impact

Where cluster working is effective and strategically planned, schools are beginning to develop a more coherent appreciation of the learning continuum, to ensure smooth transitions and appropriate pace and challenge of expectations. Most clusters are developing their own strategic vision for developing a shared understanding of progression and are truly deepening their knowledge and understanding how learners progress within and across AoLEs. Clusters working effectively and where we are supporting on a regular basis really understand why learner





progress and not attainment is critical to learning and teaching and should inform curriculum design, classroom planning and assessment. Working within a cluster support model has strengthened relationships between and within schools and there is a continued commitment to working in this way with our clusters as we progress through 2023-24.

It should be acknowledged that, for a minority of clusters, working in this way is relatively new and will take time to become established. However, nearly all schools are committed to using curriculum funding to develop shared understanding of Curriculum for Wales as a cluster.

## Section D: Schools Receiving Most Support

### Intent

Partneriaeth works in collaboration with local authority officers to support schools who are at various stages of their curriculum reform journey. School priorities are identified through robust self-evaluation and in partnership with local authority school improvement partners or through Estyn recommendations. Schools and local authority officers broker additional bespoke support from Partneriaeth to address specific priorities. Where necessary, the local authority and Partneriaeth have jointly agreed the rationale for the range of support being made available.

### Implementation

The nature of support requested by schools and delivered by Partneriaeth officers has varied during the Summer term from basic understanding of the Curriculum for Wales framework to specificities around curriculum design. Curriculum for Wales support for schools in Estyn category have focused on developing and deepening knowledge and understanding of the mandatory elements and requirements whilst developing pedagogical approaches to support change and improvement. Support has ranged from INSET planning with school leaders on developing a vision for Curriculum for Wales to professional learning sessions with practitioners on ensuring effective challenge and pace for all learners through effective pedagogy. Supporting with skills progression has been a priority for schools in Estyn category with regular input from Partneriaeth officers to enable practitioners to plan for progression with regards to the cross-curricular skills.

### Impact

Even though the process of supporting schools with furthest to go with regards to Curriculum for Wales is a lengthy process, supporting schools with engaging and re-engaging with the principles of the curriculum is key in developing a high-quality curriculum that fully embeds the principles of the Curriculum for Wales as stated in the Journey to rollout. Immediate impact of any PL delivered on curriculum design with schools during the summer term cannot yet be evaluated as the process involved takes time to embed. However, the nature of professional discussions with these schools are moving from requesting generic planning templates etc. to discussions around effective means of realising Curriculum for Wales for their learners through considerations of approaches to how the Areas, statements of what matters, principles of progression and disciplines are used to inform curriculum and assessment design.

# Agenda Item 9



## Rhaglen Waith Craffu Partneriaeth 2023-2024

Dyddiad	Eitem
<b>23 Hydref 2023</b> <b>10am</b> O bell trwy MS Teams	<ol style="list-style-type: none"> <li><b>Amlinelliad o gyfarfod Cyd-bwyllgor Partneriaeth a gynhaliwyd ar 6 Hydref 2023, ac unrhyw adborth</b> Y Cyfarwyddwr Arweiniol a Swyddog Arweiniol Partneriaeth</li> <li><b>Y Proffil Risg Diweddaraf</b> Y Cyfarwyddwr Arweiniol a Swyddog Arweiniol Partneriaeth</li> <li><b>Diweddariad ar Cwricwlwm i Gymru</b> Y Cyfarwyddwr Arweiniol a Swyddog Arweiniol Partneriaeth</li> <li><b>Edrych ar Berfformiad Blaenoriaeth 2 Partneriaeth – Ymgorffori egwyddorion a phrosesau sy'n sail i degwch addysgol ym mhob ysgol a lleoliad addysgol.</b> Y Cyfarwyddwr Arweiniol, y Swyddog Arweiniol a'r Ymgynghorwyr Strategol perthnasol</li> </ol>
<b>26 Chwefror 2024</b> <b>10am</b> O bell trwy Teams	<ol style="list-style-type: none"> <li><b>Amlinelliad o gyfarfod Cyd-bwyllgor Partneriaeth a gynhaliwyd ar 2 Chwefror 2024, ac unrhyw adborth</b> Y Cyfarwyddwr Arweiniol a Swyddog Arweiniol Partneriaeth</li> <li><b>Materion ariannol a threfniadau Rheoli Risgiau a Llywodraethu y Cyd-bwyllgor</b> (Roedd y Cytundeb Cyfreithiol yn nodi y dylai'r Grŵp Cynghorwyr adolygu, asesu a chraffu ar drefniadau'r Cyd-bwyllgor o ran rheoli risgiau, rheolaeth fewnol a llywodraethu corfforaethol, ynghyd ag adolygu ac asesu pa mor ddarbodus, effeithlon ac effeithiol oedd y defnydd a wnaed o adnoddau.) Y Cyfarwyddwr Arweiniol a Swyddog Arweiniol Partneriaeth</li> <li><b>Y Proffil Risg Diweddaraf</b> Y Cyfarwyddwr Arweiniol a Swyddog Arweiniol Partneriaeth</li> <li><b>Edrych ar Berfformiad Blaenoriaeth 3 Partneriaeth – Cefnogi ysgolion a lleoliadau addysgol i ddatblygu ystod o sgiliau ymchwil ac ymholi yn rhan allweddol o'u dysgu proffesiynol eu hunain.</b> Y Cyfarwyddwr Arweiniol, y Swyddog Arweiniol a'r Ymgynghorwyr Strategol perthnasol</li> <li>Prosiect Ymholi Cenedlaethol a Phroffesiynol (NPEP) – Ysgol i gyflwyno prosiect yr ymgwymerwyd ag ef.</li> </ol>
<b>24 Mehefin 2024</b> <b>10am</b> O bell trwy Teams	<ol style="list-style-type: none"> <li><b>Amlinelliad o gyfarfod Cyd-bwyllgor Partneriaeth a gynhaliwyd ar 7 Mehefin 2024, ac unrhyw benderfyniadau</b> Y Cyfarwyddwr Arweiniol a Swyddog Arweiniol Partneriaeth</li> <li><b>Cadeirydd y Cyd-bwyllgor a'r Cyfarwyddwyr o bob Cyngor</b> (Roedd y Cytundeb Cyfreithiol yn nodi y dylai Cyfarwyddwyr Addysg pob un o'r Cynghorau fod yn bresennol gyda'i gilydd o leiaf unwaith y flwyddyn, ac y dylai Cadeirydd y Cyd-bwyllgor fod yn bresennol o leiaf unwaith y flwyddyn: a hynny i'r diben o geisio sicrwydd ac i ystyried a oedd Partneriaeth yn gweithredu'n unol â'r</li> </ol>



	<p>Cytundeb Cyfreithiol a'i Gynllun Busnes, ac a oedd ei amserlen yn cael ei rheoli mewn modd effeithiol.)</p> <p><b>3. Y Proffil Risg Diweddaraf</b> Y Cyfarwyddwr Arweiniol a Swyddog Arweiniol Partneriaeth</p> <p><b>4. Diweddariad ar y Cwricwlwm Newydd</b> Y Cyfarwyddwr Arweiniol a Swyddog Arweiniol Partneriaeth</p> <p><b>5. Edrych ar Berfformiad Blaenoriaeth 4 Partneriaeth – Darparu llwybrau gyrfa ar gyfer arweinwyr, ymarferwyr a staff cymorth ar bob lefel o'r system.</b> Y Cyfarwyddwr Arweiniol, y Swyddog Arweiniol a'r Ymgynghorwyr Strategol perthnasol</p> <p><b>6. Prosiect Ymholi Cenedlaethol a Phroffesiynol (NPEP) – Ysgol i gyflwyno prosiect yr ymgymeryd ag ef.</b></p>
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