



CYNGOR SIR
YNYS MÔN
ISLE OF ANGLESEY
COUNTY COUNCIL

Cytundeb Partneriaeth.

Partnership Agreement.

2013

Cytundeb Partneriaeth

Cefndir a chyd-destun

Mae adran 197 Deddf Addysg 2002 yn rhoi'r pŵer i Lywodraeth Cymru (LIC) fynnu bod Awdurdodau Lleol (ALI) yn ymrwngwyo i **Gytundebau Partneriaeth** gyda Chyrff Llywodraethu ysgolion a gynhelir. Pwrpas y Cytundeb Partneriaeth yw egluro rolau a chyfrifoldebau'r ALI a chorff llywodraethu ysgol mewn perthynas ag ystod o swyddogaethau statudol ac anstatudol.

Mae Cytundeb Partneriaeth yr Awdurdod wedi'i seilio ar yr egwyddorion hyn:

- Nod blaenaf yr ALI a'r ysgol yw **codi safonau** a hunan arfarnu i geisio sicrhau gwelliant cyson. Penaethiaid a Chyrff Llywodraethu sy'n bennaf gyfrifol am safonau a rôl yr ALI yw cefnogi a herio ysgolion i wella.
- Mae'r ALI yn cydnabod pwysigrwydd **annibyniaeth ysgolion**. Ysgolion sy'n gyfrifol am eu perfformiad eu hunain a dylid rhoi rhyddid iddynt wneud penderfyniadau drostynt eu hunain. Dylai pob ysgol benderfynu beth sydd angen ei wneud i godi safonau yna gweithredu'n briodol. Mae atebolrwydd am weithredu yn ddatblygedig, e.e. monitro gan yr ALI, arolygiadau ESTYN, gwybodaeth a gyhoeddir am berfformiad.
- Cydnabu'r ALI bod llwyddiant ac annibyniaeth yn mynd law yn llaw â'i gilydd ac yn cefnogi'r ddelfryd o **ymyrryd yn groes i gyfradd y llwyddiant**. Bydd ymyrraeth ond yn digwydd pan fydd monitro wedi adnabod diffygion neu danberfformiad na ellir rhoi sylw iddynt o fewn gallu presennol yr ysgol. Bydd lefel a graddau'r ymyrraeth yn unol â graddfa'r broblem.
- Cydnabu'r ALI y gall gweithio **mewn partneriaeth ac ar y cyd** gyda'r Pennaeth a'r cyrff llywodraethu gael effaith bwerus ar godi safonau. Rhaid i'r bartneriaeth a'r cydweithio fod yn seiliedig ar gyd-ddealltwriaeth o swyddogaethau a chyfraniad y naill a'r llall. Bydd adegau pan fydd angen i'r ALI herio safonau ac ansawdd arweinyddiaeth a rheolaeth. Ar adegau fel hyn, bydd angen i ysgolion dderbyn mai bwriad yr ymyrraeth yw helpu i godi safonau. Mae'r egwyddor o bartneriaeth hefyd yn berthnasol i ysgolion sy'n gweithio'n lleol ac yn rhannu arferion da.

Nodir bod rhaid i'r swyddogaethau statudol a ganlyn gael eu cynnwys yn y Cytundeb.

	Swyddogaethau statudol yn arweiniad y Cynulliad	Adran yn y Cytundeb Partneriaeth Lleol
1	Camau a gymerir gan yr ALI i fonitro ysgolion.	1. <i>Cefnogi, monitro, herio ac ymyrryd mewn ysgolion</i>
2	Ffactorau fydd yr ALI yn eu hystyried wrth glustnodi ysgolion sy'n peri pryder er mwyn eu helpu i wella a sicrhau nad ydynt yn syrthio i'r categori ysgolion sy'n methu.	
3	Y cymorth a ddarperir gan yr ALI i ysgolion sydd â mesurau arbennig neu sydd angen gwneud gwelliant sylweddol.	
4	Cytuno ar dargedau ar gyfer cynnydd, presenoldeb a gwaharddiad disgyblion.	2. <i>Gosod a chytuno ar dargedau cynnydd a lles.</i>
5	Targedau ar gyfer cyfranogiad dysgwyr a chyrhaeddiad ar gyfer ysgolion â chweched dosbarth.	
6	Rolau'r ysgol a'r ALI i ddatblygu dulliau pontio effeithiol ar gyfer disgyblion o gyfnod allweddol 2 [CA2] i gyfnod allweddol 3 [CA3].	3. <i>Cynlluniau pontio cynradd/uwchradd.</i>
7	Yr adroddiadau fydd y corff llywodraethu yn eu darparu i'r ALI ar gyflawni ei swyddogaethau.	4. <i>Hyfforddiant a rôl Llywodraethwyr</i>
8	Cyfrifoldeb yr ysgol a'r ALI am gynorthwyo a hyfforddi llywodraethwyr.	
9	Cyfrifoldeb yr ysgol a'r ALI dros reoli tir ac adeiladau'r ysgol, eu cynnal a chadw a'u hatgyweirio.	5. <i>Cynnal a chadw eiddo</i>
10	Cyfrifoldeb yr ysgol a'r ALI am faterion iechyd a diogelwch a'u dyletswyddau i weithwyr a phobl eraill mewn perthynas â'r materion hyn.	6. <i>Materion iechyd a diogelwch</i>

Mae'r swyddogaethau wedi'u grwpio fel y dangosir uchod. Mae cynnwys pob adran yn dangos sut y bydd yr ALI yn gweithio mewn partneriaeth â'r ysgol i godi safonau cyflawniad disgyblion, hybu cynhwysiant cymdeithasol a gwella'u cyfleoedd mewn bywyd. Yn y cyd-destun hwn, mae gweithio mewn partneriaeth yn awgrymu bod gan bob ochr ddealltwriaeth dda o'i rôl ei hun ac o rôl y partner, a sut y gellir cyflawni'r rolau hyn er lles disgyblion. Mae'r ALI wedi ymroi'n llwyr i sicrhau bod pob disgybl yn cyrraedd ei botensial ac i leihau'r bwch rhwng perfformiad ysgolion – mae'r Cytundeb Partneriaeth yn greiddiol i gyflawni'r nod hwn.

Yr ALI sy'n gyfrifol am adolygu'r Cytundeb Partneriaeth bob tair blynedd fan bellaf. Os na fydd yr ALI a chorff llywodraethu ysgol yn gallu dod i gytundeb, yna mae gan yr ALI yr hawl i lunio datganiad yn amlinellu'r camau gweithredu mewn perthynas â'r ysgol honno.

Ond, gallai amgylchiadau arbennig mewn ysgolion unigol arwain at adolygu'r Cytundeb Partneriaeth/Datganiadau. Dyma enghreifftiau o amgylchiadau fel hyn:

- o ysgol yn cael ei rhoi mewn mesurau arbennig neu welliant sylweddol ac o ganlyniad mae'r ALI yn defnyddio ei bwerau i benodi llywodraethwyr ychwanegol,
- o cynigion statudol yn arwain at newid sylweddol yn natur yr ysgol,
- o yr ALI yn defnyddio ei bŵer i ddiddymu hawl y corff llywodraethu i gyllideb ddirprwyedig.

1. Cefnogi, monitro, herio ac ymyrryd mewn ysgolion

Mae'n ddyletswydd statudol ar yr ALI i hyrwyddo safonau uchel mewn ysgolion ac mewn perthynas â hyn mae gan yr ALI rôl bwysig o ran cefnogi a herio. Nodir hefyd y disgwyliad i'r ALI adnabod ysgolion yn dda er mwyn gwneud penderfyniadau synhwyrol am y cynnydd a wnânt. Disgwylir hefyd bod gan AALI drefn bendant ar gyfer ymyrryd mewn ysgolion sy'n peri pryder neu sydd mewn perygl o fethu.

Darperir y pecyn cymorth craidd hwn i bob ysgol:

- o ymweliad tymhorol gan swyddog/ arweinydd system - 3 ymweliad i ysgolion
- o Cyfarfodydd penaethiaid.
- o Cyngor a chymorth penodol e.e. dros y ffôn.
- o Cyngor a chymorth a amlinellir yn y CLG rhwng yr Awdurdod a GwE .
- o Cyngor a chymorth drwy wasanaethau eraill yr AALI, yn unol â'r CLG.

Mae cyfundrefn cefnogi a herio ysgolion yr ALI, sydd yn cynnal ysgolion ar un llaw ac yn eu herio i wella ar y llaw arall, yn seiliedig ar bartneriaeth o ymddiriedaeth rhwng yr Awdurdod ac ysgolion. Ar hyn o bryd, cynhelir tri ymweliad monitro a herio blynyddol ag ysgolion [ymweliad 1 yn rhoi sylw i berfformiad a thargedau, ymweliad 2 i hunan arfarnu, targedau ac archwilio arweinyddiaeth a rheolaeth, ac ymweliad 3 i berfformiad ar ddiwedd cyfnod allweddol a'r cynllun datblygu ysgol].

Yn ychwanegol at yr ymweliadau monitro a herio, bydd yr ALI yn defnyddio'r **ffynonellau gwybodaeth** a ganlyn i ddal ysgolion yn atebol am berfformiad ac ansawdd arweinyddiaeth a rheolaeth..

Adroddiadau arweinyddion system	Darperir copi o adroddiad Arweinydd System yr ysgol i'r ysgol ac i'r Pennaeth Gwasanaeth. Cynhwysa'r adroddiad adran benodol ar argymhellion / materion gweithredu, lle mae cyfle i nodi materion i'w gwella - agwedd hynod bwysig o safbwynt herio ysgol i wella'n barhaus ac i anelu at ragoriaeth mewn meysydd penodol. Rhydd yr adroddiadau ddarlun llawn i'r Pennaeth Gwasanaeth o'r gefnogaeth a ddarperir ac o safonau neu faterion sydd angen sylw mewn ysgolion unigol.
Canlyniadau, targedau a gwerth ychwanegol	Cynhelir cronfa ddata yn seiliedig ar berfformiad a thargedau plant unigol. Gwneir defnydd o'r wybodaeth i greu meincnodau ar gyfer monitro perfformiad ysgolion a chodi safonau.
Arolygiadau ysgolion	Cofnodir gwybodaeth am ddeilliannau pob arolygiad ysgol ac fe ddefnyddir y wybodaeth i benderfynu ar unrhyw weithredu pellach.
Presenoldeb	Cesglir gwybodaeth, trwy system reolaethol SIMS, am ystadegau presenoldeb mewn ysgolion.
ADY	Cynhelir cronfa ddata am ddisgyblion sydd yn destun Datganiad AAA neu ar y cynllun 3*.
Cymorth cyn arolwg	Adroddiad cyn arolygiad yn amlinellu deilliannau posibl o ran y tri chwestiwn allweddol ac ansawdd hunan arfarnu'r ysgol.
Proffil ysgol	Defnyddir yr wybodaeth a gesglir i gwblhau proffil ysgol electronig a fydd yn tynnu sylw at ganfyddiad yr Awdurdod o safonau, ansawdd yr addysgu ac ansawdd yr arweinyddiaeth a'r rheolaeth mewn ysgolion unigol.
Adroddiad hunan arfarnu	Bydd yr ALI, fel rhan o'r broses gefnogi, yn monitro ansawdd prosesau hunan arfarnu yn yr ysgol a chynnwys yr adroddiad.
Cynllun datblygu ysgol	Bydd yr ysgol yn darparu copi o'r Cynllun Datblygu Ysgol i'r All erbyn dechrau tymor yr Hydref. Rhoddir sylw i ansawdd y cynllun yn un o'r ymweliadau monitro a herio.
Offeryn archwilio Arweinyddiaeth a Rheolaeth	Defnyddir Offeryn archwilio Arweinyddiaeth a Rheolaeth Ysgolion i ddatblygu trefn ar gyfer dod i farn am ansawdd Arweinyddiaeth a Rheolaeth mewn ysgolion unigol.

Ysgolion	Cofnodir hwn yn y Proffil ysgol.
Agendau a chofnodion y Corff Llywodraethu	Bydd yr Awdurdod yn monitro ansawdd y wybodaeth a roddir i'r Llywodraethwyr gyflwni'i dyletswyddau statudol i fonitro a herio gwaith yr ysgol.

Amlinellir isod rôl yr ALI a'r ysgolion mewn perthynas â chefnogi, monitro a herio. Seiliwyd y rhestr ar yr egwyddor bod ysgolion yn gyfrifol am eu perfformiad eu hunain ac y dylent arwain y drafodaeth, wrth drafod â'r ALI, i benderfynu beth sydd angen ei wneud i godi safonau ac yna rhoi'r penderfyniadau ar waith.

ALI	Ysgol
<ul style="list-style-type: none"> o Darparu cyngor a chymorth safonol gyda'r nod o sicrhau gwelliant. o Darparu adroddiadau clir a diamwys i benaethiaid, llywodraethwyr, a'r ALI sy'n amlinellu meysydd penodol y mae angen eu gwella. o Darparu cymorth a her mewn perthynas â pherfformiad ar ddiwedd cyfnod allweddol a gosod targedau ar sail cyflawniad blaenorol disgyblion. o Darparu cymorth a her effeithiol i ysgolion ddatblygu eu trefn hunan arfarnu eu hunain. o Gofalu bod buddiannau, anghenion a safbwyntiau ysgolion yn cael eu cynrychioli'n effeithiol i'r ALI. o Ar y cyd â'r ysgol, adnabod diffygion posibl yn gynnar er mwyn galluogi ymyrraeth gynnar a/neu waith adfer. o Herio arferion arwain a rheoli yn yr ysgol. o Ymgynghori â'r Pennaeth ac ystyried ei safbwyntiau wrth benderfynu ar gategori cefnogaeth a her yr ysgol. 	<ul style="list-style-type: none"> o Paratoi'n drylwyr ar gyfer yr ymweliadau monitro tymhorol a chyflenwi'r wybodaeth angenrheidiol i'r ALI erbyn y dyddiadau a gytunwyd. o Rhannu deilliannau pob ymweliad allanol [monitro tymhorol ac ymweliadau cwricwlaidd/rheolaeth eraill] â Chadeirydd y Corff Llywodraethu a'r Corff Llywodraethu a sicrhau bod argymhellion yn cael sylw. o Gosod targedau diwedd cyfnod allweddol heriol yn seiliedig ar berfformiad blaenorol disgyblion, perfformiad y teulu o ysgolion, gwybodaeth am chwarter PYD, a meincnodau LIC. o Cwblhau'r archwiliadau arweinyddiaeth a rheolaeth a bod yn barod i drafod canfyddiadau â'r Arweinydd System o Cytuno, wrth drafod â'r Arweinydd System, ar radd ar gyfer deilliannau a'r gallu i wella. o Llunio CDY blynyddol sy'n rhoi sylw teilwng i flaenoriaethau lleol a chenedlaethol a glustnodwyd drwy hunan arfarnu. Sicrhau bod y CDY yn dangos sut y defnyddir incwm a chronfeydd wrth gefn er budd dysgwyr cyfredol a dysgwyr y dyfodol. Cyflwyno copi o'r CDY yn flynyddol ar ddechrau tymor yr Hydref. o Datblygu prosesau hunan arfarnu effeithiol, yn seiliedig ar Fframwaith Estyn fel ffordd o sicrhau gwelliant ysgol. o Hybu a chefnogi datblygiad proffesiynol staff, gan gynnwys trefniadau anwytho i athrawon newydd gymhwyso.

Bydd yr ALI yn defnyddio gwybodaeth o'r ymweliadau monitro a herio, y ffynonellau gwybodaeth a nodir uchod, ac unrhyw dystiolaeth berthnasol arall, i bennu categori cefnogaeth a her yr ysgol:

- Ysgolion nad oes angen eu monitro llawer. [gwyrd].
- Ysgolion y mae arnynt angen eu monitro a'u cefnogi'n ysgafn [melyn].
- Ysgolion y mae arnynt angen cefnogaeth a monitro penodol [oren].
- Ysgolion y mae arnynt angen cefnogaeth sylweddol [coch].

Dangosir meini prawf amlinellol y gwahanol gategoriâu yn atodiad 2.

Rhennir categori'r ysgol gyda'r Pennaeth a Chadeirydd y Corff Llywodraethu. Bydd yr Awdurdod hefyd yn darparu dadansoddiad a chategori Cytundeb Partneriaeth holl ysgolion yr Awdurdod.

Caiff ysgolion y mae arnynt angen cefnogaeth a monitro penodol [oren] ac ysgolion y mae arnynt angen cefnogaeth sylweddol [coch] eu hystyried yn ysgolion y mae arnynt angen **ymyrraeth**. Yn y cyd-destun hwn, caiff yr ymyrraeth ei seilio ar yr egwyddorion allweddol hyn.

- o Cymerir camau i ymyrryd pan fydd achos pryder ynglŷn â safonau, ansawdd, diogelwch disgyblion, cydymffurfiaeth â gofynion ac arweiniad statudol neu amgylchiadau eraill tebyg. Bydd dwyster yr ymyrraeth yn cynyddu yn unol â lefel y risg i ddysgwyr a'r ysgol. Y nod yn y pen draw fydd ceisio sicrhau'r gwelliant

disgwyliedig drwy ymyrryd cyn lleied â phosibl a bydd hyn yn cynnwys, fel man cychwyn, trafodaeth agored i gytuno ar union natur y tanberfformio.

- Bydd yr ymyrraeth yn gadarn, yn gyflym ac yn briodol ble mae arwyddion o danberfformio.
- Cytunir ar unrhyw gamau gweithredu ac amserlenni gyda'r Pennaeth a Chadeirydd y Llywodraethwyr ac fe'u defnyddir yn sail ar gyfer monitro ac arfarnu cynnydd.
- Disgwylir i Gyrrff Llywodraethu fonitro yn fanwl gweithrediad unrhyw gynlluniau gwella a ddatblygir fel rhan o'r broses.
- Bwriad ymyrraeth leol yw cefnogi ysgolion i wella a bydd yn digwydd o fewn amserlenni penodol. Os nad yw ymyrraeth leol yn arwain at y gwelliant gofynnol o fewn yr amserlen y cytunwyd arni [gweler atodiad 4], bydd yr ALl yn defnyddio ei bwerau ymyrraeth ffurfiol fel y nodir yn y Ddeddf Addysg [Atodiad 3].

Mae'r siart yn **atodiad 4** yn dangos sut y defnyddir yr wybodaeth o'r ymweliadau monitro a herio ac unrhyw wybodaeth berthnasol arall i gategoreiddio ysgolion a sbarduno ymyrraeth.

Bydd ymyrraeth yn gysylltiedig â monitro a chefnogi ychwanegol. Addesir y gefnogaeth ychwanegol i sefyllfaoedd unigol a gallai gynnwys cymorth ymgynghorydd/swyddog ychwanegol, cymorth gan ymgynghorydd allanol, cymorth gan arweinydd system neu fentora gan gyd Bennaeth.

Rhestrir isod rôl yr ALI ac ysgol unigol sy'n achosi pryder:

ALI	Ysgol
<ul style="list-style-type: none"> ○ Adnabod yr ysgol sy'n achosi pryder fel rhan o'r drefn fonitro a herio. ○ Cefnogi a herio'r ysgol drwy gadw mewn cysylltiad rheolaidd gan roi sylw neilltuol i feysydd a nodir sy'n ddiffygion. ○ Cynnig cyfleoedd i'r ysgol arsylwi arferion da. ○ Cynnig, ble bo'n briodol, cymorth cyd Bennaeth. ○ Cynnal ymweliadau monitro, cefnogi a herio ychwanegol â'r ysgol. ○ Cadw llygad ar gynnydd yr ysgol o ran gweithredu'r Cynllun Gweithredu. ○ Darparu adroddiadau <u>manwl</u> i'r Deilydd Portffolio Addysg Gweithredol a Chadeirydd y Llywodraethwyr. 	<ul style="list-style-type: none"> ○ Hunan arfarnu'n barhaus er mwyn adnabod unrhyw bryderon. ○ Adnabod diffygion a llunio Cynllun Gweithredu manwl, ar y cyd â'r Llywodraethwyr, er mwyn rhoi sylw i ddiffygion. ○ Monitro cynnydd y Cynllun Gweithredu yn erbyn targedau mesuradwy a darparu adroddiadau manwl i Lywodraethwyr a'r ALI.

Pan adnabyddir bod angen Mesurau Arbennig neu welliant sylweddol ar ysgol yn sgil arolygiad, bydd yr ALI a'r Corff Llywodraethu yn cydymffurfio â'r gofynion statudol fel mater o frys.

Yn y cyd-destun hwn, amlinellir rôl yr ALI a'r ysgol isod.

ALI	Ysgol
<ul style="list-style-type: none"> ○ Sicrhau bod gan yr ysgol Gynllun Gweithredu priodol a manwl er mwyn rhoi sylw i'r diffygion a glustnodwyd. ○ Cytuno â'r ysgol ar lefel y cymorth drwy gyfarfodydd cychwynnol a rheolaidd yn cynnwys y Pennaeth a Chadeirydd y Llywodraethwyr. ○ Cynnig, ble bo'n briodol, cymorth cyd Bennaeth. ○ Darparu cymorth ychwanegol i'r ysgol ar draws y Gwasanaethau Addysg er mwyn rhoi sylw i ddiffygion penodol. ○ Cymryd rôl uwch o ran monitro Cynllun Gweithredu'r ysgol a chynnal ymweliadau ychwanegol er mwyn asesu cynnydd yn gyson. ○ Pan fydd ysgol yn methu gwella, bydd yr ALI yn gweithredu ei bwerau ymyrraeth statudol. 	<ul style="list-style-type: none"> ○ Llunio Cynllun Gweithredu manwl ar y cyd â'r Llywodraethwyr er mwyn rhoi sylw i'r diffygion. ○ Rhoi copi o'r Cynllun Gweithredu i Arweinydd System cyswllt yr ysgol ○ Sefydlu trefn fonitro i sicrhau bod y Cynllun Gweithredu yn weithredol o fewn y dyddiadau a gytunwyd ac yn arwain at gynnydd yn erbyn targedau mesuradwy. ○ Rhoi adroddiadau manwl a chyson ar gynnydd i'r Llywodraethwyr a'r ALI.

2. Gosod a chytuno ar dargedau cynnydd a lles

Mae gosod targedau ar lefel unigol, carfan, ysgol ac awdurdod yn rhan greiddiol o strategaeth gwella ysgolion yr Awdurdod. Dylai trefn systematig a thrylwyr o osod targedau fod yn rhan hanfodol o strategaeth ddatblygu pob ysgol. Rhaid i dargedau ddarparu her briodol i bob dysgwr; gyda thargedau yn cael eu seilio ar ddata perfformiad cadarn sy'n ymwneud â phob disgybl a charfan. Mae proffil disgyblion sy'n dod i'r ysgol yn newid o flwyddyn i flwyddyn felly bydd angen i'r targedau a osodir gan yr ysgol adlewyrchu hyn.

Rôl yr Awdurdod yw sicrhau bod ysgolion yn dadansoddi data allweddol a rhoi cymorth iddynt osod targedau ymestynnol ar gyfer gwelliant. Yr Arweinyddion System sydd yn bennaf gyfrifol am hyn gan weithio gyda phob ysgol gynradd ac ysgol uwchradd; eu gwaith yw defnyddio'u hadnabyddiaeth o'r ysgol ac, mewn llawer o achosion, eu gwybodaeth am garfanau neilltuol, mewn trafodaethau proffesiynol â'r Pennaeth.

Yn y cyd-destun hwn, manylir ar rôl yr ALl a'r ysgol isod.

ALl	Ysgol
<ul style="list-style-type: none"> ○ Cytuno ar dargedau ymestynnol gyda'r ysgolion ar gyfer cyflawniad disgyblion a pherfformiad yr ysgol. ○ Trafod a dadansoddi gwybodaeth am berfformiad, dadansoddi ac adolygu targedau. ○ Darparu hyfforddiant ac arweiniad ar ddadansoddi data a gosod targedau. ○ Casglu a choladu targedau disgyblion unigol yn flynyddol i lunio targedau cyffredinol ar gyfer y flwyddyn ganlynol. ○ Cadw cronfa ddata o berfformiad yr ysgol a'r disgyblion a dosbarthu adroddiadau perthnasol i ysgolion. 	<ul style="list-style-type: none"> ○ Cyflwyno targedau ar gyfer perfformiad ysgolion a disgyblion yn flynyddol yn unol â'r canllawiau a'r terfynau amser. ○ Darparu'r wybodaeth yn electronig i Lywodraeth y Cynulliad a'r ALl. ○ Defnyddio data perfformiad i gefnogi mentrau gwella'r ysgol. ○ Cwblhau'r dasg statudol o Gasglu Data Cenedlaethol diwedd cyfnod allweddol gan adrodd drwy system MIS yr ysgol a dilysu gwybodaeth a gyflwynir yn electronig gan ddefnyddio adroddiadau DEWi. ○ Trosglwyddo data am ddisgyblion unigol pan fydd disgyblion yn symud ysgol gan ddefnyddio'r System Drosglwyddo Gyffredin. ○ Gosod targedau sy'n ddigon heriol ac uchelgeisiol yn seiliedig ar asesiadau athro.

Bydd ysgolion a'r ALl yn cytuno i osod a monitro lefelau presenoldeb er mwyn diwallu targedau cenedlaethol. Nodir rôl yr ALl a'r ysgol isod.

ALl	Ysgol
<ul style="list-style-type: none"> ○ Monitro cyfraddau presenoldeb a rhannu tueddiadau ag ysgolion fel y gellir dathlu neu herio cyfraddau presenoldeb. ○ Cynnig cymorth i benaethiaid ar faterion presenoldeb a gwahardd. ○ Mynychu holl gyfarfodydd Llywodraethwyr ble trafodir gwaharddiadau parhaol. ○ Prosesu data presenoldeb yn unol â chanllawiau LICC. ○ Gweithio'n rhagweithiol gydag ysgolion i leihau gwaharddiadau. 	<ul style="list-style-type: none"> ○ Adolygu a monitro cyfraddau presenoldeb bob hanner tymor. ○ Cadw cofnodion electronig manwl a diweddar o bresenoldeb disgyblion ar system MIS yr ysgol gan gydymffurfio â gofynion Deddf Diogelu Data 1998 o ran casglu, cadw a phrosesu gwybodaeth bersonol am ddisgyblion. ○ Dychwelyd data presenoldeb i'r ALl drwy gyfrwng electronig yn unol â chanllawiau LICC. ○ Sicrhau y trosglwyddir data presenoldeb i ysgol newydd disgybl sydd wedi symud. ○ Gweithio'n rhagweithiol gydag ysgolion i leihau gwaharddiadau. ○ Dilyn argymhellion y Cynulliad ar waharddiadau. ○ Rhoi gwybod i'r ALl am waharddiadau fel y digwyddant.

3. Cynlluniau pontio cynradd/uwchradd

Mae'r ALI o'r farn bod trefniadau pontio effeithiol rhwng y cynradd a'r uwchradd yn holl bwysig a bod angen sicrhau bod hyn yn digwydd er budd addysg disgyblion. Diffinnir cyfrifoldebau ysgolion a'r ALI isod.

ALI	Ysgol
<ul style="list-style-type: none"> ○ Darparu cyngor ac arweiniad ar ddatblygiadau cyfredol LIC o ran pontio. ○ Hwyluso cyflwyniad effeithiol pum elfen statudol y cynllun pontio fel a ganlyn: <ul style="list-style-type: none"> rheoli a chydlynu pontio parhad cynllunio cwricwlaidd parhad addysgu a dysgu cysondeb mewn asesu, monitro a thracio cynnydd disgyblion adolygu a monitro'r cynllun er diben asesu'r effaith ar safonau ○ Helpu i drosglwyddo data yn electronig o ysgolion cynradd i ysgolion uwchradd ○ Hysbysu, cynghori a chefnogi ysgolion mewn perthynas ag arferion da wrth bontio 	<ul style="list-style-type: none"> ○ Cynhyrchu cynlluniau pontio'r ysgol a'u hadolygu'n rheolaidd ar y cyd ag ysgolion y clwstwr ○ Cynnwys gweithgareddau a phrosesau perthnasol ac effeithiol o ran pum elfen statudol y cynllun pontio ○ Ymgysylltu ag ysgolion a restrir yng nghynllun pontio'r ysgol yn barod ar gyfer gweithgareddau pontio ○ Trosglwyddo cofnodion e.e. ffeiliau AAA i'r ysgol sy'n derbyn wrth i ddisgyblion drosglwyddo ○ Darparu data ychwanegol, ble bo hwnnw ar gael, i ysgolion uwchradd ○ Cadw at ofynion LIC o ran asesu a chymedroli ○ Ystyried cyngor ar arferion da a gweithredu ble bo'n briodol er mwyn gwella'r profiad pontio i ddisgyblion.

4. Hyfforddiant a rôl Llywodraethwyr

Diffinnir cyfrifoldebau ysgolion a'r ALI isod:

ALI	Ysgol
<ul style="list-style-type: none"> ○ Darparu cyngor ac arweiniad i Gyrrff Llywodraethu ar eu rôl a'u cyfrifoldebau o ran cyflawni eu dyletswyddau ○ Llunio'r rhaglen hyfforddi a datblygu flynyddol gan ganolbwyntio ar flaenoriaethau lleol, cenedlaethol a blaenoriaethau'r consortiwm ○ Darparu hyfforddiant penodol ar: <ul style="list-style-type: none"> Rolau a chyfrifoldebau Llywodraethwyr Anwytho Llywodraethwyr newydd Rôl y Clerc Rôl y Cadeirydd Iechyd a Diogelwch Amddiffyn Plant ○ Sefydlu Byrddau Llywodraethu a pharatoi a diweddarau offerynnau llywodraethu ○ Darparu cyngor a chymorth wrth benodi Llywodraethwyr ○ Cadw cofnod o aelodau'r CLI ○ Prosesu gwiriadau'r Swyddfa Cofnodion Troseddol ○ Cadw cofnod o bresenoldeb mewn cyrsiau hyfforddi a datblygu ○ Darparu cyngor a chymorth i gyrrff llywodraethu wrth benodi uwch aelodau o staff i'r ysgol. 	<ul style="list-style-type: none"> ○ Adnabod anghenion llywodraethwyr unigol a'r CLI cyfan o ran hyfforddiant, gan drefnu hyfforddiant/cymorth yn ôl yr angen. ○ Darparu manylion am gyfleoedd hyfforddiant i'r Llywodraethwyr a sicrhau bod Llywodraethwyr yn mynychu hyfforddiant. ○ Hybu prosesu anwytho llywodraethwyr newydd ○ Hyrwyddo presenoldeb llywodraethwyr mewn cyrsiau hyfforddi ○ Rhoi gwybod i'r ALI o'r llywodraethwr dynodedig ar gyfer hyfforddiant llywodraethol.

Amlinellir isod rôl yr ALI a'r ysgolion mewn perthynas ag adroddiadau mae'r CLI yn eu darparu i'r ALI ar gyflawni ei ddyletswyddau.

ALI	Ysgol
<ul style="list-style-type: none"> ○ Cynghori ysgolion ar adroddiadau disgwyliedig – cynlluniau o ran y gyllideb, targedau presenoldeb ysgol, a chanfyddiadau gwaharddiadau/camau disgyblu. 	<ul style="list-style-type: none"> ○ Cadw cofnodion o aelodau'r CLI a rhoi gwybod i'r ALI am unrhyw newidiadau. ○ Cydymffurfio â gofynion statudol o ran penodi llywodraethwyr newydd. ○ Cynhyrchu'r Adroddiad Blynyddol i Rieni a'i

	<p>gyflwyno i'r ALl.</p> <ul style="list-style-type: none"> ○ I bob aelod o'r CLl a'r pennaeth, llunio rhestr o unrhyw fuddiannau busnes sydd ganddynt hwy neu aelod o'u teulu agos a rhoi gwybod i'r ALl. ○ Rhoi gwybod i'r ALl yn ysgrifenedig am ymddiswyddiad y Pennaeth. ○ Rhoi gwybod i'r ALl yn ysgrifenedig am unrhyw swyddi dysgu gwag cyn hysbysebu ○ Rhoi gwybod i'r Awdurdod am unrhyw newidiadau yn amser diwrnod neu galendr yr ysgol ○ Dilyn cyngor yr Awdurdod ac arweiniad statudol wrth ystyried newid amseriad oriau agor yr ysgol ○ Rhoi gwybod i'r Awdurdod am ddyddiadau diwrnodau hyfforddiant mewn swydd, gan roi copi o'r agenda ble bo'n berthnasol ○ Rhoi'r canlynol i'r ALl: <ul style="list-style-type: none"> - cynlluniau o ran y gyllideb - gwybodaeth am gronfeydd gwirfoddol a phreifat yr ysgol sydd wedi'u harchwilio - targedau perfformiad yr ysgol - targedau presenoldeb yr ysgol - gwybodaeth am unrhyw ddiwyddiadau y mae'n rhaid eu cofnodi e.e. hiliol, camddefnyddio sylweddau - unrhyw adroddiadau eraill y gofynnir amdanynt.
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5. Cynnal a chadw eiddo

Mae'r Gwasanaeth Addysg wedi sicrhau y caiff ysgolion ddefnyddio gwasanaethau cynnal a chadw'r Cyngor ac mae Cytundeb Lefel Gwasanaeth Cynnal a Thrawsio (1.4.13 – 31.3.17) yn manylu ar gyfrifoldebau'r ysgolion a'r Awdurdod. Atodir y Cytundeb Lefel Gwasanaeth i'r Cytundeb Partneriaeth

6. Cyfrifoldebau iechyd a diogelwch

Nodir cyfrifoldebau'r Awdurdod ac ysgolion isod.

ALl	Ysgol
<ul style="list-style-type: none"> ○ Rhoi cyngor i Benaethiaid a Llywodraethwyr ar Iechyd a deddfwriaeth. ○ Rhoi cyngor ar baratoi Polisiâu Iechyd a Diogelwch. ○ Trefnu hyfforddiant ble bo'n briodol. ○ Monitro staff a chontractwyr o ran cydymffurfiaeth â materion Iechyd a Diogelwch a datrys/cywiro unrhyw ddiffyg cydymffurfio. ○ Ar y cyd â'r CLl, trefnu gwaith adfer ar gyfer y meysydd hynny y mae ganddynt reolaeth drostynt, i roi sylw i waith anorffenedig er mwyn cydymffurfio â Pholisi Iechyd a Diogelwch yr ALl a threfnu tynnu costau hyn o gyllideb yr ysgol. ○ Ymyrryd ym mhrosesau rheoli iechyd a diogelwch ysgolion ble mae pryder. 	<ul style="list-style-type: none"> ○ Sicrhau bod gan yr ysgol ddatganiad polisi iechyd, diogelwch a lles a bod y polisi hwnnw'n weithredol; ○ Sicrhau ymateb priodol i unrhyw arweiniad ar iechyd a diogelwch a ddarperir gan yr Awdurdod; ○ Dilyn trefniadau'r Awdurdod ar gyfer cofnodi, ymchwilio ac adrodd am unrhyw ddamweiniau; ○ Sicrhau bod trefn wedi ei sefydlu i glustnodi risgiau a, lle bo'n ymarferol, bod trefniadau addas i reoli'r peryglon a glustnodwyd. ○ Sicrhau bod yr ysgol yn cadw at yr holl reoliadau angenrheidiol ac yn cwblhau archwiliadau priodol. ○ Gweithredu fel ceidwaid cyfrifol adeiladau'r ysgol. ○ Cynllunio, cyllidebu a rheoli'r meysydd hynny o waith atgyweirio a chynnal a chadw y maent yn gyfrifol amdanynt, gan sicrhau iechyd a diogelwch disgyblion a staff, i godi cyflawniad disgyblion a sicrhau'r gwerth gorau gan ddefnyddio'r adnoddau cyhoeddus sydd ar gael iddynt.

7. Anghenion Addysgol Arbennig

Diffinnir cyfrifoldebau ysgolion a'r ALI isod.

ALI	Ysgol
<ul style="list-style-type: none"> ○ Gofalu bod gan yr ysgol bolisi AAA cyfredol a bod y ddarpariaeth i ddisgyblion sydd ag ADY yn cael ei darparu'n unol â Chod Ymarfer AAA. ○ Darparu cyngor, cymorth a hyfforddiant; ○ Sicrhau darpariaeth briodol a dyrannu adnoddau drwy ddefnyddio meini prawf cytunedig ar gyfer cefnogaeth ychwanegol. ○ Monitro ac arfarnu'r ddarpariaeth. ○ Cael adroddiadau rheolaidd gan y gwasanaethau cefnogi ar eu gwaith mewn ysgolion a gydag ysgolion. 	<p>Sicrhau bod addysg holl blant a phobl ifanc yr ysgol yn rhoi sylw priodol i God Ymarfer AAA. Yn hyn o beth, gellir crynhoi cyfrifoldebau'r ysgol fel hyn:</p> <ul style="list-style-type: none"> ○ sefydlu polisi yn seiliedig ar bolisi'r awdurdod ○ clustnodi plant a phobl ifanc sydd ag anghenion ychwanegol; ○ asesu anghenion unigol a sicrhau darpariaeth briodol yn unol â'r asesiad hwnnw; ○ cydweithio â rhieni ac asiantaethau allanol; ○ datblygu cynlluniau addysg unigol priodol a monitro cynnydd plant unigol; ○ defnyddio adnoddau hunan arfarnu a systemau casglu data'r Awdurdod (DaD) yn briodol er mwyn cadw ac adolygu cofrestr AAA yr ysgol a monitro ac arfarnu'r ddarpariaeth yn gyson. <p>Ym mwyafrif yr achosion, bydd yr ysgol yn cwrdd ag anghenion plant a phobl ifanc o'i hadnoddau cyffredinol a'r adnoddau a ddarperir iddi o dan drefniadau ariannu AAA. Mewn achosion unigol, cyfeirir plant a phobl ifanc sydd ag anghenion dwys at yr Awdurdod Addysg ar gyfer Aseiad Statudol, ac efallai y bydd angen adnoddau ychwanegol i fodloni eu hanghenion.</p>

8. Diogelu

Diffinnir cyfrifoldebau ysgolion a'r ALI isod.

ALI	Ysgol
<ul style="list-style-type: none"> ○ Cyfrifoldeb cyffredinol am amddiffyn plant – Gwasanaethau Cymdeithasol ○ Cyfarfodydd ffurfiol rhwng y Gwasanaethau Cymdeithasol a'r Adran Addysg ○ Swyddog AP dynodedig yn yr AALI ○ Darparu hyfforddiant cyffredinol bob tair blynedd i'r holl staff sy'n gweithio mewn ysgolion ○ Targedu hyfforddiant bob dwy flynedd i'r AAPD a'r Dirprwy AAPD. ○ Cyngor ar ddrafftio polisiâu a gweithdrefnau ○ Monitro blynyddol i allu targedu unrhyw gynhaliath ○ Cwblhau gwiriadau'r Swyddfa Cofnodion Troseddol ar ran ysgolion ○ Rhannu unrhyw wybodaeth o'r Bwrdd Diogelu Plant Lleol. 	<ul style="list-style-type: none"> ○ Cadw rhestr o'r holl staff, llywodraethwyr a gwirfoddolwyr gyda manylion rhif a dyddiad CRB ○ Cadw rhestr gyfredol o hyfforddiant amddiffyn plant staff a phryd y mae angen ei adnewyddu. ○ Cael athro amddiffyn plant dynodedig (AAPD) a llywodraethwr amddiffyn plant dynodedig. ○ Adolygu'r polisi yn flynyddol ○ Cwblhau a dychwelyd adroddiad diogelu blynyddol i'r Llywodraethwyr a'r AALI. ○ Sicrhau y dilynir polisiâu recriwtio diogel ac y gofynnir am 2 eirda i'w cadw gan adran bersonél yr AALI. ○ Llenwi ffurflenni cais CRB yn syth ar ôl penodi a'u dychwelyd i'r AALI eu prosesu [cychwyn yn y swydd yn ddibynol ar CRB]. ○ Hyfforddiant blynyddol i staff ar weithdrefnau'r ysgol ar gyfer delio gydag achosion amddiffyn plant. ○ Cadw cofnodion amddiffyn plant ysgrifenedig dan glo ar wahân i gofnod addysg y plentyn ○ Dilyn y drefn berthnasol [yn unol a pholis'r Awdurdod] pan wneir cyhuddiad yn erbyn aelod o staff neu wirfoddolwr ○ Helpu'r ALI gydag unrhyw ymchwiliadau.

Gwasanaethau cefnogi rheolaethol a ddarperir gan yr All drwy CYNNAL.

<p>Cefnogi rhwydweithiau a Systemau Rheoli</p> <p>○ Cynorthwyo ysgolion i wneud y defnydd gorau posibl o wybodaeth reolaethol, trwy'r defnydd o TGCh (SIMS) - llinell gymorth, cynhyrchu dogfennau a bwletinau, arsefydlu a chefnogi meddalwedd SIMS, darparu hyfforddiant ar agweddau penodol, darparu cefnogaeth ychwanegol i ysgolion yn ystod absenoldeb tymor hir staff gweinyddol, trwsio a chynnal offer SIMS.</p>
<p>Cefnogi rhwydweithiau ac offer cwricwlaidd</p> <p>Cynorthwyo ysgolion i wneud y defnydd gorau posibl o TGCh ar gyfer dysgu ac addysgu - cefnogaeth ffôn i geisio datrys problemau rhwydweithiau cwricwlaidd, gwasanaeth i gynnal a chadw rhwydweithiau a cheblo mewn ysgolion, gwasanaeth i gynnal a chadw'r <i>file server</i> gwricwlaidd, gwasanaeth atal firws, trwsio caledwedd [cyfrifiaduron ac offer cysylltiedig] tra mae gwerth y cyfarpar yn hyfyw.</p>
<p>Cefnogi cysylltiad rhyngrwyd</p> <p>Cynnal pwynt cysylltu â'r we.</p>
<p>Cymorth ychwanegol</p> <p>○ Darparu cyngor proffesiynol i ysgolion unigol, ac i Grwpiau Systemau cynradd ac uwchradd.</p> <p>○ Cynhyrchu catalog offer, a darparu gwasanaeth gwerthu offer a nwyddau traul i ysgolion.</p> <p>*manylion llawn yn y CLG</p>

Yn ychwanegol at yr uchod, cynigir y gwasanaethau a ganlyn [i'w prynu yn ôl yr angen]

- Profion iechyd a diogelwch ar offer trydanol symudol.
- Arsefydlu rhwydweithiau diwifr.
- Arsefydlu meddalwedd.
- Gosod Byrddau Gwyn Rhyngweithiol.
- Gosod pwyntiau rhwydwaith yn yr ysgol.
- Symud cyfrifiaduron o gwmpas yr ysgol.
- Adfer difrod i gyfrifiaduron neu feddalwedd.

Ysgolion nad oes angen eu monitro llawer

Perfformiad dros y tair blynedd diwethaf wedi bod yn sylweddol uwch na'r cyfartaledd ar gyfer y teulu o ysgolion, ac wedi gosod yr ysgol yn chwarter uchaf y PYD. Patrwm o wella neu gynnal safonau uchel yn gyson yn yr holl ddangosyddion a phynciau.

Presenoldeb dros y tair blynedd diwethaf yn sylweddol uwch na'r canolrif o'i gymharu ag ysgolion tebyg ac yn uwch na thargedau awdurdod lleol.

Gwaharddiadau parhaol yn brin a gwaharddiadau tymor penodol yn isel.

Hunan arfarnu'n gadarn gyda ffocws clir ar safonau a pherfformiad ac yn rhoi dealltwriaeth fanwl gywir i arweinwyr a rheolwyr o'r cryfderau a'r gwendidau.

Strategaethau gwella pendant yn y CGY a thargedau deilliannau mesuradwy. Ffocws parhaus ar fonitro a gwerthuso cynnydd er mwyn sicrhau y cyrhaeddir y targedau hyn yn llwyddiannus.

Arweinwyr yn rhoi blaenoriaeth i addysgu sy'n cael effaith sylweddol. Mae ansawdd yr addysgu yn gyson dda gyda rhywfaint yn rhagorol.

Llywodraethwyr yn cymryd rhan effeithiol o ran herio a chefnogi'r ysgol i wneud gwelliannau.

Dim ymweliad dilynol yn dilyn arolygiad

Polisiâu a gweithdrefnau amddiffyn plant wedi'u sefydlu [hyfforddiant ar gyfer aelod staff a llywodraethwr dynodedig, staff, gwiriadau CRB fan leiaf].

Ysgolion y mae arnynt angen eu monitro a'u cefnogi'n ysgafn

Perfformiad dros y tair blynedd diwethaf wedi bod yn uwch na'r cyfartaledd ar gyfer y teulu o ysgolion, ac wedi gosod yr ysgol yn hanner uchaf y dosbarthiad PYD. Patrwm o wella neu gynnal safonau da ym mwyafrif y dangosyddion a phynciau.

Presenoldeb dros y tair blynedd diwethaf ymhell dros y canolrif o'i gymharu ag ysgolion tebyg ac yn cyrraedd neu'n rhagori ar dargedau awdurdod lleol.

Gwaharddiadau parhaol yn cael eu cefnogi gan yr awdurdod a gwaharddiadau tymor penodol yn cymharu â'r cyfartaledd cenedlaethol.

Hunan arfarnu'n drwyadl gyda ffocws ar safonau a pherfformiad ac yn rhoi darlun cyffredinol dda i arweinwyr a rheolwyr o'r cryfderau a'r gwendidau.

Strategaethau gwella da yn y cynllun gwella ysgol ac mae gan fwyafrif y gweithgareddau a thargedau ddeilliannau mesuradwy.

Arweinwyr yn rhoi blaenoriaeth i sicrhau bod yr addysgu'n effeithiol. Mae ansawdd yr addysgu'n dda.

Llywodraethwyr yn herio ac yn cefnogi'r ysgol i wneud gwelliannau.

Monitro gan yr ALI yn dilyn arolygiad

Polisiâu a gweithdrefnau amddiffyn plant wedi'u sefydlu [hyfforddiant ar gyfer aelod staff a llywodraethwr dynodedig, staff, gwiriadau CRB fan leiaf].

Ysgolion y mae arnynt angen cefnogaeth a monitro penodol

Perfformiad dros y tair blynedd diwethaf wedi bod yn uwch na'r cyfartaledd ar gyfer y teulu o ysgolion ar adegau, ac yn is ar adegau eraill.

Perfformiad mewn rhai dangosyddion wedi gosod yr ysgol yn hanner isaf y dosbarthiad PYD. Patrwm amrywiol o wella neu gynnal safonau da.

Amrywiaeth mewn perfformiad ar draws pynciau, yn arbennig yn y pynciau craidd.

Presenoldeb yn is na'r canolrif o'i gymharu ag ysgolion tebyg. Gall presenoldeb ddisgyn yn is na thargedau awdurdod lleol. Mae yna rywfaint o duedd tuag at welliant.

Gwaharddiadau parhaol yn cael eu cefnogi gan yr awdurdod ond mae gwaharddiadau tymor penodol yn uwch na'r cyfartaledd cenedlaethol.

Nid yw hunan arfarnu wedi'i sefydlu'n gyson ar draws yr ysgol ac nid yw'n rhoi ffocws digonol ar safonau a pherfformiad ac o ganlyniad, mae dealltwriaeth arweinwyr a rheolwyr o'r cryfderau a'r gwendidau yn amrywio.

Mae'r cynllun gwella ysgol yn amlinellu gweithgareddau ar gyfer gwneud gwelliannau mewn meysydd allweddol. Nid oes ffocws i rai o'r strategaethau a gweithgareddau, ac nid ydynt yn heriol. Nid yw'r broses o werthuso cynnydd yn ddigon eglur.

Nid yw'r arweinwyr yn monitro ansawdd yr addysgu yn systematig a/neu ni weithredir ar y canfyddiadau bob amser er mwyn gwneud gwelliannau mewn pryd. Mae ansawdd yr addysgu a'r dysgu'n amrywio.

Mae cefnogaeth y llywodraethwyr yn dda ond nid ydynt yn herio'r ysgol i wneud gwelliannau yn systematig.

Monitro gan Estyn yn dilyn arolygiad

Gwendidau yn y polisiâu a'r gweithdrefnau amddiffyn plant.

Ysgolion y mae arnynt angen cefnogaeth sylweddol

Perfformiad dros y tair blynedd diwethaf wedi bod yn sylweddol is na'r cyfartaledd ar gyfer y teulu o ysgolion ac wedi gosod yr ysgol yn chwarter isaf y PYD ym mwyafrif y dangosyddion. Tuedd am i lawr neu safonau cyson isel. Amrywiaeth mewn perfformiad ar draws pynciau, yn arbennig yn y pynciau craidd.

Presenoldeb dros y tair blynedd diwethaf yn llawer is na'r canolrif o'i gymharu ag ysgolion tebyg. Presenoldeb yn llawer is na thargedau awdurdod lleol. Nid oes tuedd tuag at welliant.

Gwaharddiadau parhaol yn uchel ac ar y cyfan, heb eu cefnogi gan yr awdurdod. Gwaharddiadau tymor penodol yn uwch na'r cyfartaledd cenedlaethol.

Nid yw'r prosesau hunan arfarnu yn ddigon trwyadl. Nid ydynt yn canolbwyntio'n ddigonol ar safonau a pherfformiad ac o ganlyniad, nid yw arweinwyr a rheolwyr yn adnabod meysydd i'w gwella yn gywir.

Nid yw'r camau a/neu'r targedau yn y cynllun gwella ysgol yn ddigon llym na heriol. Nid ydynt yn debygol o arwain at welliannau angenrheidiol.

Ni chaiff yr addysgu na'r dysgu eu monitro'n gyson nac yn effeithiol. Mae yna rywfaint o addysgu anfodhaol.

Ni chaiff y llywodraethwyr fawr o effaith ar gyfeiriad na gwaith yr ysgol a/neu nid ydynt yn ei herio i wneud gwelliannau.

Gwelliant sylweddol yn dilyn arolygiad.

Gwendidau yn y polisiâu a'r gweithdrefnau amddiffyn plant.

Pwerau Ymyrraeth Ffurfiol

Gellir rhoi hysbysiad rhybuddio i gorff llywodraethu:

- o pan fydd safonau perfformiad disgyblion yn annerbyniol o isel ac yn debygol o aros felly oni bai bod yr ALI yn penodi llywodraethwyr ychwanegol ac/neu'n atal cyllideb ddirprwyedig yr ysgol; neu
- o pan fydd methiant difrifol yn y modd y rheolir neu y llywodraethir yr ysgol, sy'n effeithio ar safonau perfformiad disgyblion; neu
- o pan fydd bygythiad i ddiogelwch disgyblion neu staff, oherwydd diffyg disgyblaeth neu arall.

Rhoddir hysbysiad rhybuddio dim ond os:

- o bydd yr ALI eisoes wedi dweud wrth y CLI a'r pennaeth am y materion sydd wedi arwain iddo ddod i'r casgliad bod un neu fwy o'r rhesymau uchod yn wir; a
- o nad yw'r materion hynny wedi'u datrys i foddhad yr ALI o fewn cyfnod rhesymol o amser.

Rhaid i'r hysbysiad rhybuddio nodi'r materion sydd wedi arwain yr ALI i gasglu bod un neu fwy o'r rhesymau uchod yn wir, y camau gweithredu y mae'r ALI yn gofyn i'r CLI eu cymryd i ddatrys y materion hynny; a'r cyfnod amser sydd gan y CLI i weithredu o'i fewn ("y cyfnod cydymffurfio").

Mae angen i'r ALI fod yn ymwybodol o'r egwyddorion hyn.

- i. Nid trefn gyffredinol i sicrhau gwelliant mewn ysgolion yw hysbysiaidau rhybuddio, ond yn hytrach eu diben yw atal neu ddatrys sefyllfaoedd sy'n peryglu safonau, rheolaeth neu fusnes yr ysgol;
- ii. Hysbysiad rhybuddio yw'r cam cyn penodi llywodraethwyr ychwanegol neu atal cyllideb ddirprwyedig yr ysgol a dylid ystyried bod y sefyllfa'r un mor ddirifol ag adroddiad arolygu sy'n canfod bod angen mesurau arbennig ar yr ysgol neu fod ganddi ddiffygion difrifol;
- iii. Wrth farnu a yw safonau yn annerbyniol o isel, dylai'r ALI gadw mewn cof y meini prawf a ddefnyddia ESTYN wrth adnabod ysgolion y mae angen mesurau arbennig arnynt.
- iv. Dylai pob ALI sefydlu trefn fewnol i'w dilyn cyn y rhoddir hysbysiad rhybuddio, gan gynnwys a ddylid cynnwys aelodau etholedig cyn rhoi rhybudd; a sut yr adroddir i'r pwyllgor ALI sy'n delio gyda materion addysg.
- v. Gall y "cyfnod cydymffurfio" amrywio. Ble mae plant mewn perygl, mae angen gweithredu ar unwaith. Dylai'r ALI osod amserlen heriol fel bod yr ysgol yn cyrraedd safon dderbyniol mor gyflym ag sy'n bosibl, ond un sydd hefyd yn rhoi digon o amser i'r ALI gydymffurfio â thelerau'r rhybudd;
- vi. Dylai'r hysbysiad rhybuddio nodi'r camau gweithredu y mae'r ALI yn "gofyn" i'r CLI eu cymryd.

Os na fydd y CLI yn cydymffurfio â'r hysbysiad rhybuddio, gall yr ALI benodi llywodraethwyr ychwanegol i gorff llywodraethu'r ysgol a/neu atal cyllideb ddirprwyedig yr ysgol.

Penodi Llywodraethwyr Ychwanegol

Mae gan yr ALI rym i benodi nifer amhenodol o lywodraethwyr ychwanegol i gorff llywodraethu ysgol a gynhelir mewn amgylchiadau penodol, sef ble mae'r ysgol:

- o angen cael ei rhoi yn y categori mesurau arbennig, yn ôl ESTYN; neu
- o wedi methu ymateb yn foddhaol i hysbysiad rhybuddio.

Yn achos ysgol y mae arni angen mesurau arbennig, rhaid aros o leiaf 10 diwrnod ar ôl i'r Ysgrifennydd Gwladol gydnabod derbyn datganiad gweithredu ôl-arolygiad yr ALI. Yn achos ysgol sy'n methu cydymffurfio'n foddhaol â'r hysbysiad rhybuddio, rhaid penodi'r llywodraethwyr ychwanegol o fewn dau fis i ddiwedd y cyfnod cydymffurfio.

Nid oes gan lywodraethwyr ychwanegol unrhyw bwerau penodol sy'n uwch na phwerau llywodraethwyr arferol. Gallant fod yn ddefnyddiol yn enwedig os oes ganddynt arbenigedd sydd ar goll ar y CLI. Wrth benodi llywodraethwyr ychwanegol, dylai'r ALI nodi'r glir i'r rheiny a benodir, ac i weddill y CLI:

- o beth yw arbenigedd a phrofiad y llywodraethwyr newydd;
- o sut bydd y CLI angen gweithredu, gyda chymorth y llywodraethwyr newydd, i fynd i'r afael â'r broblem sydd wedi codi;
- o y ffordd y bydd yr ALI yn gweithio gyda'r llywodraethwyr ychwanegol, gan gynnwys unrhyw friff, gwybodaeth neu gefnogaeth penodol fydd ar gael iddynt - gan gofio pwysigrwydd peidio â bwrw llywodraethwyr eraill i'r ymylon, ond yn hytrach cynnwys pawb wrth weithredu i ddatrys y sefyllfa.

Atal Pwerau Dirprwyedig

Mae gan ALI y grym i atal hawl CLI i benderfynu sut i wario'r gyllideb ddirprwyedig, mewn achosion ble:

- bernir bod y llywodraethwyr wedi bod yn euog o fethiant sylweddol neu gyson i gydymffurfio ag unrhyw ofynion dirprwyo o dan gynllun yr ALI i gyllido ei ysgolion;
- bernir nad yw'r llywodraethwyr yn rheoli'r gyllideb ddirprwyedig yn foddhaol. Gallai enghreifftiau gynnwys diffyg gonestrwydd neu ysgol yn gweithredu gyda diffyg sylweddol nad oes gan y CLI gynlluniau boddhaol i'w reoli na'i ddileu.

Pan fydd yr ALI yn atal pwerau dirprwyedig, bydd y pwerau staffio cysylltiedig hefyd yn cael eu cyfyngu.

Mae gan y CLI hawl i apelio i'r Ysgrifennydd Gwladol yn erbyn atal pwerau dirprwyedig, neu unrhyw benderfyniad gan yr ALI i beidio ag adfer pwerau dirprwyedig pan adolygir hyn unwaith y flwyddyn; a gall yr Ysgrifennydd Gwladol amddiffyn neu wrthod unrhyw apel.

Rhaid rhoi o leiaf mis o rybudd ysgrifenedig o unrhyw atal, ar wahân i achosion o anfedruswydd difrifol neu gam-reoli neu argyfwng arall. Mewn achos fel hyn, gall yr ALI bennu cyfnod byrrach neu hyd yn oed rhoi hysbysiad o atal pwerau dirprwyedig ar unwaith. Rhaid i'r hysbysiad nodi'r rhesymau pam bod yr ALI yn bwriadu atal pwerau ac (os yn berthnasol) rhesymau dros roi llai na mis o rybudd. Pan fydd yr ALI yn atal pwerau, gall ddirprwyo yn ôl i'r CLI unrhyw bwerau i wneud penderfyniadau fel y gwêl yn briodol, gan adael i'r ALI ddewis meysydd ble mae angen iddo wneud penderfyniadau. Er enghraifft, mae hyn yn gadael i'r ALI fod yn uniongyrchol gyfrifol am benderfyniadau staffio, os mai dyna ble mae'r broblem, gan adael i'r CLI wneud penderfyniadau am wariant nad yw'n gysylltiedig â staff.

Gall yr ALI atal pwerau mewn achosion ble:

- rhoddwyd hysbysiad rhybuddio i ysgol ond bod yr Awdurdod o'r farn na ddatryswyd y mater yn foddhaol;
- mae ESTYN wedi canfod bod angen mesurau arbennig ar yr ysgol, neu fod ganddi ddiffygion difrifol.

Mae'r un amserlen yn berthnasol â honno ar gyfer penodi llywodraethwyr ychwanegol.

Methiant mewn Disgyblaeth

Y CLI sy'n gyfrifol am sicrhau bod polisiau a ddyluniwyd i hyrwyddo ymddygiad da a disgyblaeth ar ran ei ddisgyblion yn cael eu gweithredu yn yr ysgol. Mae'n ddyletswydd ar y CLI i osod fframwaith polisi disgyblaeth ysgol, ac o fewn hwnnw mae'r Pennaeth yn pennu camau i'w cymryd i hyrwyddo disgyblaeth ac ymddygiad da.

Mae gan yr ALI y grym i gymryd pa bynnag gamau y cred sy'n angenrheidiol, gan roi cyfarwyddiadau i'r CLI neu'r pennaeth, i atal neu unioni methiant mewn disgyblaeth mewn ysgol. Gallant ddefnyddio'r grym hwn ble mae ymddygiad disgyblion yn yr ysgol, neu unrhyw weithredu gan ddisgyblion neu rieni yn niweidiol i addysg unrhyw ddisgybl ar gofrestr yr ysgol.

Pan fydd yr ALI yn credu bod angen defnyddio'r grym hwn, dylid ei ddefnyddio yn unol â'r egwyddorion hyn:
○ dim ond mewn achosion eithriadol y dylid defnyddio'r grym. Mae "methiant" yn awgrymu problem sy'n golygu nad yw'r ysgol yn gallu gweithredu'n drefnus, nad yw staff yn gallu cynnal disgyblaeth, bod niferoedd mawr o ddisgyblion yn triwantu, neu fod diogelwch neu les disgyblion neu staff mewn perygl;
○ rhaid i'r ALI roi gwybod i'r CLI yn ysgrifenedig cyn gweithredu.

Atodiad 4

<p>Ysgolion nad oes angen eu monitro llawer [gwyrdd].</p>	<p>Ysgolion y mae arnynt angen eu monitro a'u cefnogi'n ysgafn [melyn].</p>	<p>Ysgolion y mae arnynt angen cefnogaeth a monitro penodol [oren].</p>	<p>Ysgolion y mae arnynt angen cefnogaeth sylweddol [coch].</p>
<p>Yr ysgol yn cael gradd 1 am berfformiad, hunan arfarnu, ansawdd yr arweinyddiaeth a'r rheolaeth.</p>	<p>Yr ysgol yn cael gradd 2 am berfformiad, hunan arfarnu, ansawdd yr arweinyddiaeth a'r rheolaeth.</p>	<p>Yr ysgol yn cael gradd 3 am berfformiad, hunan arfarnu, ansawdd yr arweinyddiaeth a'r rheolaeth.</p>	<p>Yr ALl i gyfarfod â'r Corff Llywodraethu i rannu pryderon ac amlinellu'r hyn y mae angen ei wneud o fewn amserlen benodol. Caiff hyn ei gadarnhau ar bapur.</p>
<p>Yr ysgol i fynd i'r afael â meysydd y mae angen eu gwella yn ei ffordd ei hun.</p>	<p>Yr ysgol i fynd i'r afael â meysydd y mae angen eu gwella a amlinellir gan yr ALl gyda chefnogaeth arferol. Yr ALl i wirio cynnydd.</p>	<p>Ymweliad monitro gan ymgynghorydd yr ALl i glustnodi meysydd penodol i'w gwella.</p>	<p>ALl i fonitro cynnydd bob hanner tymor. Presennol yng nghyfarfodydd y Corff Llywodraethu i adrodd ar gynnydd bob hanner tymor.</p>
	<p>Os na wneir cynnydd digonol, yna caiff yr ysgol ei symud i gategori ysgol y mae arni angen cefnogaeth a monitro penodol [oren]</p>	<p>Yr ALl yn galw cyfarfod i rannu pryderon â'r Pennaeth a Chadeirydd y Llywodraethwyr. Caiff hyn ei gadarnhau ar bapur.</p>	<p>Cyfarfod â'r Pennaeth, Cadeirydd y Llywodraethwyr ac Uwch Swyddogion Addysg i benderfynu a yw'r ysgol wedi gwneud cynnydd digonol, a ddylid rhoi rhagor o amser i weithredu argymhellion neu a ddylid symud ymlaen â phwerau ymgyrdd ffurfiol.</p>
		<p>Yr ysgol i lunio cynllun gweithredu i'w gytuno â'r ALl.</p>	
		<p>Yr ALl i fonitro cynnydd ar ôl dau dymor. Cyfarfod â'r Pennaeth, Cadeirydd y Llywodraethwyr ac Uwch Swyddogion Addysg i benderfynu a yw'r ysgol wedi gwneud cynnydd digonol, a ddylid caniatáu rhagor o amser i weithredu argymhellion neu a ddylid symud yr ysgol i gategori ysgol y mae arni angen cefnogaeth sylweddol [coch].</p>	

Partnership Agreement

Background and context

Section 197 of the Education Act 2002 empowers the Welsh Government [WG] to require Local Authorities [LAs] to enter into **Partnership Agreements** with the Governing Bodies of maintained schools. The purpose of the Partnership Agreement is to clarify the roles and responsibilities of the LA and the governing body of a school in relation to a range of statutory and non-statutory functions.

The Authority's Partnership Agreement is based on the following principles.

- The LA and the school's overriding aim is **raising standards** and using self-evaluation in the pursuit of continuous improvement. The primary responsibility for standards rests with Headteachers and Governing Bodies whilst the LAs role is to support and challenge schools to improve.
- The LA recognises the importance of **school autonomy**. Schools are responsible for their own performance and should be given the discretion to make decisions for themselves. Every school should decide what needs to be done to raise standards and then act accordingly. Accountability for actions is well developed e.g. LA monitoring, ESTYN inspections, published performance information..
- The LA recognises that success and autonomy are complementary and supports the ideal of **intervening in inverse proportion to success**. Intervention will only occur when monitoring has identified weaknesses or underperformance which cannot be addressed within the school's current capacity; the level and extent of the intervention will be directly aligned with the scale of the problem.
- The LA recognises that working in **partnership and collaboration** with Headteachers and governing bodies can have a powerful impact on raising standards. The partnership and collaboration must be based on a mutual recognition of the functions and contribution of each party. There are occasions when the LA will need to challenge standards and the quality of leadership and management. In such cases, schools will need to accept that the intervention is designed to help raise standards. The principle of partnership also applies to schools working locally and sharing good practice.

The following statutory functions must be covered by the Partnership Agreement.

	Statutory functions in WG guidance	Relevant section in the Local Partnership Agreement
1	Action the LA will take to monitor schools.	<i>1. Support, monitor, challenge and intervention in schools</i>
2	Factors the LA will take into account in identifying schools giving cause for concern to turn them round and prevent them becoming failing schools.	
3	Support the LA will provide to schools in special measures or requiring significant improvement.	
4	Agreement of targets for pupil progression, attendance and exclusions.	<i>2. Setting and agreeing targets for progress and well-being</i>
5	Targets for learner participation and attainment for schools with sixth forms.	
6	Role of the LA and school to develop effective transition for pupils from Key Stage 2 [KS2] to Key Stage 3 [KS3].	<i>3. Primary/secondary transition</i>
7	The reports which the governing body provides to the LA on discharge of its functions.	<i>4. Training and role of Governors</i>
8	Responsibility of the LA and school for governor support and training.	
9	Responsibility of the LA and school for the control, maintenance and repair of school premises.	<i>5. Maintenance of premises</i>
10	Responsibility of the LA and school for health and safety matters and their duties to employees and other persons in respect of these matters.	<i>6. Health and safety issues</i>

The functions have been grouped together as shown above. The content of each section outlines how the LA will work in partnership with the school to raise pupils' standards of achievement, promote social inclusion and improve life opportunities. In this context, working in partnership implies that each party has a good understanding of both its own and the partner's role and how these roles can be undertaken for the mutual benefit of pupils. The LA is fully committed to ensuring that all pupils reach their potential and reducing the gap between the performance of schools – the Partnership Agreement is integral to achieving this goal.

The LA is responsible for reviewing the Partnership Agreement at intervals of no more than three years. If the LA and the governing body of a school cannot reach agreement then the LA is entitled to draw up a statement outlining the actions to be taken in relation to that school.

However, specific circumstances in individual schools could lead to a review of the Partnership Agreement/Statements. Possible examples of such circumstances are

- a school being placed in special measures or significant improvement and as a result the LA uses its power to appoint additional governors,
- statutory proposals leading to a significant change in the nature of the school,
- the LA using its power to suspend the governing body's right to a delegated budget.

1. Support, monitor, challenge and intervention in schools

The LA has a statutory duty to promote high standards in schools and in this context the LA has an important support and challenge role. In addition, the LA is expected to know schools well in order to make informed decisions on their progress and have robust intervention procedures in place to deal with schools that are a cause for concern or at risk of becoming failing schools.

All schools will be provided with the following core support package.

- Termly visit by a system leader-3 visits for schools
- Headteacher meetings.
- Specific advice and support e.g. over the phone.
- Advice and support outlined in the SLA between the Authority and GwE.
- Advice and support through other LEA services, in accordance with the SLA.

The LA's support and challenge system, which supports schools on one hand and challenges them to improve on the other, is based on a partnership of trust between the Authority and schools. Currently schools can expect three annual monitoring and challenge visits [visit 1 focuses on performance and targets, visit 2 on self-evaluation, targets and audit of leadership and management, and visit 3 on end of key stage performance and school development plan]

In addition to monitoring and challenge visits, the LA will use the following **information sources** to monitor performance and the quality of leadership and management in schools and ensure accountability.

Reports by system leaders	The school and Head of Service are provided with a copy of the system leader's report. The report has a specific section for recommendations / matters for action to note areas in need of improvement – an extremely important aspect as regards challenging schools to improve continuously and aim for excellence in specific aspects. The reports give the Head of Service a full picture of the support provided and of the standards or issues to be addressed in individual schools.
Results, targets and value added	A database is kept based on the performance and targets of individual children. The information is then used to set benchmarks for monitoring school performance and raising standards.
School inspections	Information regarding the outcomes of school inspections is noted and used to decide on further action.
Attendance	Through SIMS, information is gathered regarding attendance statistics in schools.
ALN	A database is kept of pupils who have a Statement of SEN or who are on 3*.
Pre-inspection support	Report prior to an inspection, outlining likely outcomes in relation to the three Key questions and the quality of the school self-evaluation.
School profile	The information collected will be used to populate an electronic school profile which will highlight the Authority's perception of standards, quality of teaching and quality of leadership and management in individual schools.
Self evaluation report	The LA as part of the support process will monitor the quality of self-evaluation processes in the school and the contents of the report.
School development plan	The school will provide the LA with a copy of the School Development Plan by the beginning of the autumn term. The quality of the plan will be addressed as part of one of the monitoring and challenge visits.
School Leadership and Management Audit Tool	The North Wales Consortium's Leadership and Management matrix will be used to establish an overall view of the quality of Leadership and Management in individual schools.

Governing Body agendas and minutes	These will be monitored to evaluate the quality of the information provided for Governors to fulfil their statutory role to monitor and challenge the work of the school.
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The role of the LA and schools in relation to support, monitoring and challenge is outlined below. The list is based on the principle that schools are responsible for their own performance and should take the lead in deciding, in discussion with the LA, what needs to be done to raise standards and then implement their decisions.

LA	School
<ul style="list-style-type: none"> ○ Provide high quality advice and support designed to secure school improvement. ○ Provide clear and unambiguous reports for headteachers, governors and the LA outlining specific areas that need to be improved. ○ Provide support and challenge in relation to end of key stage performance and setting targets based on pupils' prior achievement. ○ Provide effective support and challenge to schools to develop their own self-evaluation procedures. ○ Ensure that school interests, needs and views are effectively represented to the LA. ○ In partnership with the school, identify potential weaknesses at an early stage so as to enable early intervention and/or remedial action. ○ Challenge leadership and management practices in school. ○ Consult with and consider the views of the Headteacher when deciding on the school's support and challenge category. 	<ul style="list-style-type: none"> ○ Prepare thoroughly for the termly monitoring visits and supply the LA with the necessary information within the agreed timescales. ○ Share the outcomes of all external visits [termly monitoring and other curricular/management visits] with the Chair of the Governing Body and the Governing Body. Ensure that any recommendations are addressed. ○ Set challenging end of key stage targets based on pupils' prior performance, family of schools' performance, FSM quartile information and WG benchmarks. ○ Complete the leadership and management audit and be prepared to discuss findings with the System leader. ○ Agree, in discussion with the System Leader, on the school's grade for outcomes and the ability to improve. ○ Formulate an annual school development plan which gives due regard to national and local priorities and priorities identified through self-evaluation. Ensure that the SDP shows how income and reserves will be used for the benefit of present and future learners. Submit, on an annual basis, a copy of the SDP by the beginning of the autumn term. ○ Develop effective self evaluation processes as a means of securing school improvement ○ Promote and actively support the professional development of all staff, including induction arrangements for newly qualified teachers.

Information from the monitoring and challenge visits, the information sources outlined above, and any other relevant evidence, will be used by the LA to decide on the school's support and challenge category:

- Schools requiring minimum monitoring [green].
- Schools requiring light monitoring and support [yellow].
- Schools requiring focused support and monitoring [orange]
- Schools requiring substantial support [red].

Outline criteria for the different categories are shown in appendix 2.

The school's category will be shared with the Headteacher and the Chair of the Governing Body. The authority will also provide Headteachers with an overall analysis of the Partnership category across all schools.

Schools requiring focused support and monitoring [orange] and schools requiring substantial support [red] will be classed as schools requiring **intervention**. In this context, intervention will be based on the following key principles.

- Intervention will be used when there is a cause for concern about standards, quality, safety of pupils, adherence to statutory demands and guidance or other similar circumstances. The intensity of intervention will increase in line with the level of risk to learners and the school. The overall aim will be to ensure the expected improvement with the lowest level of intervention and will involve, as a starting point, an open discussion to agree on the exact nature of the underperformance.
- Intervention will be firm, fast and appropriate when there are signs of underperformance.

- Any actions and timescales will be agreed with the Headteacher and the Chair of Governors and used as the basis for monitoring and evaluation of progress.
- The Governing Body will be expected to monitor in detail the implementation of any action plans developed as part of the intervention programme.
- Local intervention is designed to support schools to improve and will be subject to specific timescales. If local intervention does not bring about the required improvement within an agreed timescale [see appendix 4], the LA will use its formal powers of intervention as set out in the Education Act [appendix 3].

The chart in **appendix 4** outlines how the information from monitoring and challenge visits and any other relevant information will be used to categorise schools and trigger intervention.

Intervention will be linked with additional monitoring and support. The additional support will be tailored to individual situations and could involve additional adviser/officer support, external consultant support, system leader or peer Headteacher mentoring.

The role of the LA and an individual school causing concern is listed below.

LA	School
<ul style="list-style-type: none"> ○ Identify school causing concern as part of the monitoring and challenge process. ○ Support and challenge the school through regular dialogue giving particular attention to areas identified as shortcomings. ○ Offer opportunities for the school to observe good practice. ○ Offer, where appropriate, the support of a mentor headteacher. ○ Carry out additional monitoring, support and challenge visits to the school. ○ Closely monitor the school’s progress in implementing the Action Plan. ○ Provide <u>detailed</u> reports to Executive Education Portfolio Holder and Chair of Governors. 	<ul style="list-style-type: none"> ○ Engage in rigorous process of on-going self-evaluation in order to identify any areas of concern. ○ Identify shortcomings and draw up a detailed Action Plan, in consultation with Governors, in order to address shortcomings. ○ Monitor the progress of the Action Plan against quantifiable targets and provide Governors and LA with detailed reports.

When a school is identified as requiring Special Measures or found to require significant improvement following Inspection, LA and Governing Body as a matter of urgency will comply with statutory requirements.

In this context the role of the LA and the school will be as detailed below.

LA	School
<ul style="list-style-type: none"> ○ Ensure that the school has an appropriate and detailed Action Plan in order to address the identified shortcomings. ○ Agree the level of support with the school through initial and regular meetings involving the Headteacher and Chair of Governors. ○ Offer, where appropriate, the support of a mentor headteacher. ○ Provide additional support from across the Education Services in order to address specific shortcomings. ○ Take an enhanced role in monitoring the school’s Action Plan and carry out additional visits in order to regularly assess progress. ○ Where a school fails to improve, the LA will implement its statutory powers of intervention. 	<ul style="list-style-type: none"> ○ Draw up a detailed Action Plan in consultation with the Governors, in order to address the shortcomings. ○ Provide the School’s System Leader contact with a copy of the Action Plan. ○ Establish a monitoring system to ensure that the Action Plan is operational within the agreed timescales and leads to progress against quantifiable targets ○ Provide Governors and the LA with frequent and detailed reports on progress.

2. Set and agree on progress and wellbeing targets.

Target setting at individual, cohort, school and authority level is an integral part of the Authority’s school improvement strategy. Systematic and rigorous target setting should be an essential component of every school’s development strategy. Targets must provide appropriate challenge for all pupils; with targets being based on secure performance data relating to each pupil and cohort. The profile of pupils on entering school changes from year to year and targets set by the school will need to reflect this.

The role of the Authority is to ensure that schools analyse key data, and support them to set challenging targets for improvement. This is principally carried out by the System Leaders working with each primary and secondary school; their job is to apply their knowledge of the school and, in many instances, their knowledge of particular cohorts, to the termly professional discussion with the Headteacher.

In this context the role of the LA and the school will be as detailed below.

LA	School
<ul style="list-style-type: none"> ○ Agree challenging targets with schools for pupil achievement and school performance ○ Discuss and analyse performance information, analyse and review targets. ○ Provide training and guidance on data analysis and target setting. ○ Annually collect and collate individual pupil targets to form overall targets for the following year. ○ Maintain a database of school and pupil performance and circulate relevant reports to schools 	<ul style="list-style-type: none"> ○ Submit targets for school and pupil performance on an annual basis in line with the guidelines and deadlines. ○ Provide WG and the LA with the information in an electronic format. ○ Use the performance data to support school improvement initiatives. ○ Complete statutory NDC end of key stage reporting via the school MIS system and validate electronic submissions using DEWi Reports ○ Transfer individual pupil data when pupils move schools using the statutory Common Transfer System (CTS) ○ Set sufficiently challenging and ambitious targets based on teacher assessments.

Schools and the LA will agree to set and monitor attendance levels in order to meet national targets. The role of the LA and the school will be as noted below.

LA	School
<ul style="list-style-type: none"> ○ Monitor attendance rates and share trends with schools so that attendance rates can be celebrated or challenged. ○ Offer support to headteachers on attendance and exclusion matters. ○ Attend all Governors meetings where permanent exclusions are discussed ○ Process attendance data in accordance with WAG guidelines. ○ Work proactively with schools to reduce exclusions. 	<ul style="list-style-type: none"> ○ Review and monitor attendance rates on a half termly basis. ○ Maintain accurate and up to date electronic pupil attendance records in the school MIS system ensuring compliance with Data Protection Act 1998 requirements with regard to collection, storage and processing of personal information regarding pupils ○ Return attendance data to the LA through electronic means in keeping with WAG guidelines ○ Ensure accurate attendance data is transferred to a pupil’s new school. ○ Work proactively with schools to reduce exclusions. ○ Follow the Welsh Assembly’s recommendations regarding exclusions. ○ Inform LA of exclusions as they occur.

3. Primary/secondary transition plans

The LA is of the opinion that effective transition arrangements between the primary and secondary sectors are crucial and that these are put in place in the interest of pupils' education. The responsibilities of schools and the LA are defined below.

LA	School
<ul style="list-style-type: none"> ○ Provide advice and guidance on current WG developments in respect of transition ○ Facilitate effective delivery of the five statutory elements of transition as follows: <ul style="list-style-type: none"> managing and co-ordinating transition continuity of curriculum planning continuity of teaching and learning consistency in the assessment, monitoring and tracking of pupil progress reviewing and monitoring the plan for the purpose of assessing the impact on standards ○ Assist with the electronic transfer of data from primary schools to secondary schools ○ Inform, advise and support schools in respect of good practice at transition 	<ul style="list-style-type: none"> ○ Produce and review annually the school's transition plans in co-operation with cluster schools ○ Include relevant and effective activities and processes with regard to the five statutory elements of the transition plan ○ Engage with schools listed in the school's transition plan in preparation for transition activities ○ Pass on records e.g. SEN files to the receiving school on transfer of pupils ○ Provide additional data where available to secondary schools ○ Adhere to WG requirements in respect of assessment and moderation requirements ○ Consider advice on good practice and act on where appropriate in order to improve the transition experience for pupils

4. Training and role of Governors

The responsibilities of schools and the LA are defined below.

LA	School
<ul style="list-style-type: none"> ○ Provide advice and guidance to Governing Bodies on their role and responsibilities in respect of the discharge of their duties ○ Shape the annual training and development programme, focusing on local, consortium and national priorities ○ Provide specific training in respect of: <ul style="list-style-type: none"> Roles and responsibilities of Governors Induction for new Governors The role of the Clerk The role of the Chair Health and safety Child protection ○ Establish Governing Bodies, prepare and update the instruments of government ○ Provide advice and support for the appointment of Governors ○ Maintain a record of Governing Body membership ○ Process Criminal Record Bureau checks. ○ Maintain a record of attendance at training and development events ○ Provide advice and support to governing bodies for senior school appointments. 	<ul style="list-style-type: none"> ○ Identify training needs of individual governors and the governing body as a whole and arrange support/training as appropriate ○ Provide details of training opportunities to all governors and ensure attendance. ○ Facilitate the induction of new governors ○ Promote the attendance of governors at training courses ○ Notify the LA of the named governor for governing training

The role of the LA and schools in relation to reports which the Governing body provides to the LA on the discharge of its functions is outlined below.

LA	School
<ul style="list-style-type: none"> ○ Advise schools of expected reports - budget plans, school attendance targets, and exclusion/disciplinary findings. 	<ul style="list-style-type: none"> ○ Maintain records of governing body membership and notify the LA of any changes ○ Comply with statutory requirements in respect of the appointment of new governors. ○ Produce the Annual Report to Parents and submit to the

	<p>LA</p> <ul style="list-style-type: none"> ○ Establish for each member of the governing body and headteacher a register of any business interests they or any member of their immediate family might have and notify the LA ○ Notify the LA in writing of the resignation of the headteacher ○ Notify the LA in writing of any teaching vacancy prior to advertising ○ Notify the Authority of any changes in the timing of the school day or to the school calendar ○ Follow Authority advice and statutory guidance in considering changes in the timing of school opening hours. ○ Notify the Authority of the dates of in-service training days and providing a copy of the agenda where applicable. ○ Provide the LA with the following: <ul style="list-style-type: none"> - budget plans - audited school voluntary and private fund information - school performance targets - school attendance targets - information regarding any incidences which have to be recorded e.g. racial, substance misuse - any other reports that may be requested
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5. Maintenance of premises

The Education Service has ensured access for schools to the Authority’s maintenance services and the Repairs and Maintenance Service Level Agreement (1.4.13 to 31.3.17) details the school’s and the Authority’s responsibilities. A copy of the SLG is attached to the Partnership Agreement.

6. Health and safety responsibilities

The responsibilities of both parties are outlined below:

LA	School
<ul style="list-style-type: none"> ○ Provide advice to Headteachers and Governors on Health and legislation. ○ Provide advice on preparing Health and Safety Policies. ○ Arrange training when appropriate. ○ Monitor all staff and contractors regarding compliance with Health and Safety issues and resolve / rectify any non compliance accordingly. ○ In consultation with the governing body arrange for remedial works for those areas for which they have control, to be carried out to address uncompleted work necessary to comply with the LA’s Health and Safety Policy and arrange for the costs involved to be deducted form the school’s budget. ○ Intervene in the health and safety management of schools where there is concern. 	<ul style="list-style-type: none"> ○ Ensure that the school has a health, safety and welfare policy and that such a policy is operational; ○ Ensure an appropriate response to any health and safety guidance issued by the Authority; ○ Follow the Authority’s arrangements for recording, investigating and reporting any incidents; ○ Ensure that a system is in place to identify risks and, where practical, suitable arrangements to manage the risks identified. ○ Ensure that the school adheres to all necessary regulations and completes appropriate checks. ○ Act as a responsible keeper of school buildings. ○ Plan, budget and manage the areas of repair and maintenance for which they are responsible whilst ensuring the health and safety of pupils and staff, to raise pupils’ achievement and ensure best value using the public resources available to them.

7. Special Educational Needs

The responsibilities of schools and the LA are defined below.

LA	School
<ul style="list-style-type: none"> ○ Ensure there is a current SEN policy in place and that provision for pupils with ALN is delivered in accordance with the SEN Code of Practice. ○ Provide advice, support and training; ○ Ensure appropriate provision and allocate resources through the transparent use of agreed criteria for additional support ○ Monitor and evaluate the provision. ○ Receive regular reports from support services on their work with and in schools. 	<p>Ensuring that the education of all children and young people in the school gives appropriate attention to the SEN Code of Practice. In this respect, the responsibilities of the school can be summarised as follows:</p> <ul style="list-style-type: none"> ○ establish a policy based on that of the authority ○ identify children and young people with additional needs; ○ assess individual needs and ensure appropriate provision in accordance with such an assessment; ○ work with parents and external agencies; ○ develop appropriate individual education plans and monitor the progress of individual children; ○ Make appropriate use of self-evaluation tools and data collection systems provided by the Authority (DAD) to maintain and review the school's SEN register and monitor and evaluate the provision regularly. <p>In most instances, schools will meet the needs of children and young people from their general resources and those provided under SEN funding arrangements. In individual cases, children and young people with profound needs will be referred to the Education Authority for a Statutory Assessment and may need additional resources to meet their needs.</p>

8. Safeguarding

The responsibilities of schools and the LA are defined below.

LA	Schools
<ul style="list-style-type: none"> ○ Overall responsibility for child protection – Social services ○ Formal meetings between Social Services and Education ○ Dedicated CP Officer in the LEA ○ Universal training provided every three years for all staff working within schools ○ Targeted training provided every two years for the DCPT and the Deputy DCPT. ○ Advice for drafting policies and procedures ○ Annual monitoring to be able to target any support required ○ Complete CRBs on behalf of schools. ○ Disseminate any information from the Local Safeguarding Children's board 	<ul style="list-style-type: none"> ○ Maintain list of all staff, governors and volunteers with details of CRB number and date of issue. ○ Maintain up to date list of child protection training received by staff and when due for renewal. ○ Have a designated child protection teacher (DCPT) and nominated child protection Governor ○ Review policy annually ○ Complete and return annual safeguarding report for Governors and LEA ○ Ensure safe recruitment policies are followed and 2 references are requested and then stored with personnel LEA. ○ Complete CRB application forms immediately after appointment and return to LEA for processing [start subject to CRB]. ○ Annual training to staff on school procedures on dealing with child protection cases ○ Keep written child protection records under lock and key separate to the child's education recording ○ Follow relevant procedures [outlined in Authority policy] when an allegation is made against a member of staff or volunteer. ○ Aid LA with any investigations

Managerial support services provided by the LA through CYNNAL.

Supporting networks and Management Systems
○ Helping schools to make the best possible use of management information, through the use of ICT (SIMS) – helpline, producing documents and bulletins, SIMS software installation and support, providing training on specific aspects, providing additional support for schools during long term absence of school administrative staff, repairing and maintaining SIMS.
Supporting networks and curricular equipment
Helping schools to make the best possible use of ICT for teaching and learning – troubleshooting curricular network problems over the phone, service to maintain cabling and networks in schools, service to maintain the curricular file server, anti-virus service, hardware repair [computers and peripherals] while still viable.
Supporting internet connection
Maintain an internet connection point.
Additional support
○ Providing Professional support for individual schools, and to primary and secondary System Groups. ○ Publishing an equipment catalogue, and providing a service to sell goods and consumables to schools. *full details in SLA

In addition to the above, the following services may also be provided [purchased as necessary]

- Health & Safety tests on mobile electrical equipment.
- Installing wireless networks.
- Installing software.
- Setting up Interactive White Boards.
- Installing network points.
- Moving computers around the school.
- Repairing damage to computers or software.

Schools requiring minimum monitoring and support

Performance over the last three years has been significantly higher than the average for the family of schools, and placed the school in the top FSM quarter. Pattern of consistent improvement, or maintenance, of high standards in all indicators and subjects.
 Attendance over the past three years is significantly above the median when compared with similar schools and exceeds local authority targets.
 Permanent exclusions are rare and fixed term exclusions low.
 Self-evaluation is robust with a clear focus on standards and performance and gives leaders and managers a very accurate understanding of strengths and weaknesses.
 SIP has robust strategies for improvement and measurable outcome targets. Sustained focus on monitoring and evaluating progress to ensure that these targets are met successfully.
 Leaders make high-impact teaching a priority. The quality of teaching is consistently good and some is outstanding.
 Governors are effectively involved in challenging and supporting the school to make improvements.
 No follow up following inspection
 Child protection policies and procedures established [training for designated member of staff and governor, staff, CRB checks as minimum].

Schools requiring light monitoring and support

Performance in the last three years has been higher than the average for the family of schools, and placed the school in the top half of FSM distribution. Pattern of improvement or maintenance of good standards in most indicators and subjects.
 Attendance over the past three years is well above the median when compared with similar schools and meets or exceeds local authority targets.
 Permanent exclusions are supported by the authority and fixed term exclusions compare with national average.
 Self-evaluation is thorough, focuses on standards and performance and gives leaders and managers a generally good picture of strengths and weaknesses
 The school improvement plan has good strategies for improvement, most activities and targets have measurable outcomes.
 Leaders give priority to ensuring that teaching is effective. The quality of teaching is good.
 Governors challenge and support the school to make improvements.
 LA monitoring following inspection
 Child protection policies and procedures established [training for designated member of staff and governor, staff, CRB checks as minimum].

Schools requiring focused support and monitoring

Performance over the last three years has sometimes been above and sometimes below the average for the family of schools. Performance in some indicators has placed the school in the bottom half of FSM distribution. Variable pattern of performance improvement or maintenance of good standards. Variation in performance across subjects, particular in the core subjects.
 Attendance is below the median compared with similar schools. Attendance may fall below local authority targets. There is some trend of improvement.
 Permanent exclusions are supported by the authority but fixed term exclusions are above the national average.
 Self-evaluation is not consistently embedded across the school and does not focus sufficiently on standards and performance and as a result leaders and managers understanding of strengths and weakness is variable.
 The school improvement plan outlines activities to make improvements in key areas. Some strategies and activities are not focused or challenging. Evaluating progress not sufficiently clear.
 Leaders do not monitor the quality of teaching systematically and/or findings are not always acted on to make timely improvements. There is variation in the quality of teaching and learning.
 Governors support is good but do not systematically challenge the school to make improvements.
 Estyn Monitoring following inspection
 Weaknesses in Child protection policies and procedures.

Schools requiring substantial support

Performance over the last three years has been significantly below the average for the family of schools and, in the majority of indicators, has placed the school in the bottom FSM quarter. Downward trend or consistently low standards. Variation in performance across subjects, particularly in the core subjects.
 Attendance over the past three years is well below the median when compared with similar schools. Attendance is well below local authority targets. There is no trend of improvement.
 Permanent exclusions are high and generally not supported by the authority. Fixed term exclusions are above the national average.
 Self-evaluation processes lack rigour. It does not focus enough on standards and performance and as a result leaders and managers do not identify areas for improvement accurately.
 The actions and/or targets in the school improvement plan are not rigorous or challenging enough. They are unlikely to bring about necessary improvements.
 Monitoring of teaching and learning is not consistent or effective. There is some unsatisfactory teaching.
 Governors have too little impact on the direction and work of the school and/or do not challenge it to bring about improvement.
 Significant improvement following inspection
 Weaknesses in Child protection policies and procedures.

Formal Powers of Intervention

A warning notice can be issued to a governing body where

- standards of performance of pupils are unacceptably low and are likely to remain so unless the LA appoints additional governors and/or suspends the school's delegated budget or
- there has been a serious breakdown in the way the school is managed or governed which is affecting pupils' standards of performance; or
- the safety of pupils or staff is threatened, whether by a breakdown of discipline or otherwise.

Such a notice can only be issued if:

- the LA has previously informed the governing body and headteacher of the matters which have caused it to conclude that one or more of the above reasons is met; and
- those matters have not been remedied to the LA's satisfaction within a reasonable period.

The warning notice must set out the matters which have caused the LA to conclude that one or more of the above reasons is met, the action which the LA requires the governing body to take to remedy those matters; and the period within which that action is to be taken by the governing body ("the compliance period").

LAs need to be aware of the following principles.

- vii. Warning notices are not designed as a general purpose mechanism for securing school improvement but to prevent or remedy situations which put at significant risk the standards, management or conduct of the school;
- viii. A warning notice is the step before appointing additional governors or suspending the school's delegated budget and the situation should be of comparable seriousness to an inspection report which finds that the school requires special measures or has serious weaknesses;
- ix. In judging whether standards are unacceptably low, the LA should have in mind the criteria which ESTYN use in identifying schools which are in need of special measures.
- x. Each LA should establish the internal process to be followed before a warning notice is issued, including whether elected members should be involved prior to the issuing of a notice; and the form of reporting back to the local authority committee which deals with education matters.
- xi. The "compliance period" may vary. Where children are at risk, action needs to be immediate. The LA should set a timescale which is challenging so that the school achieves an acceptable standard as quickly as possible but which allows the governing body sufficient time to comply with the terms of the notice;
- xii. The warning notice should set out the action which the LA "requires" the governing body to take.

If the governing body does not comply with a warning notice the LA can appoint additional governors to the school's governing body; and/or to suspend the school's delegated budget.

Appointment of Additional Governors

The LA has the power to appoint an unlimited number of additional governors to the governing body of any maintained school in specified circumstances, namely where the school:

- has been found by ESTYN to be in need of special measures; or
- has failed to respond satisfactorily to a warning notice.

In the case of a school requiring special measures, at least 10 days must have elapsed after the Secretary of State has acknowledged receipt of the LA's post-inspection statement of action. In the case of a school which fails to comply satisfactorily with a warning notice, the additional governors must be appointed within two months of the end of the compliance period.

Additional governors have no specific powers over and above those of ordinary governors. They can play a useful role if they have a particular expertise which is missing on the governing body. In making additional governor appointments, the LA should make clear to the appointees and to the rest of the governing body:

- the expertise and experience which the new governors will bring;
- the action which the governing body needs to take, reinforced by the new governors, to tackle the problem which has arisen;
- the way in which the LA will work with the additional governors, including any specific briefing, information or backup which will be made available to them - bearing in mind the importance of not marginalising other governors, but involving all of them in the recovery action.

Suspension of Delegated Powers

LAs have the power to suspend the governing body's right to decide how to spend its delegated budget, in cases where:

- they judge that the governors have been guilty of a substantial or persistent failure to comply with any delegation requirements under the LA's scheme for the financing of its schools;
- they judge that the governors are not managing the delegated budget satisfactorily. Examples might include breaches of probity or a school operating with a substantial deficit which the governing body has no satisfactory plans to contain and eliminate.

When an LA suspends delegation, the related staffing powers are also restricted.

The governing body has a right to appeal to the Secretary of State against the suspension of delegation, or any decision by the LA not to restore delegation when the suspension is reviewed once a year; and the Secretary of State may uphold or reject any such appeal.

At least one month's notice must be given in writing of any suspension under except in cases of gross incompetence or mismanagement or other emergency. In such a case the LA may specify a shorter period or even give notice suspending delegation with immediate effect. The notice must specify the grounds on which the LA proposes to suspend delegation and (if applicable) the LA's reasons for giving less than one month's notice. Where an LA does suspend delegation, it is able to devolve back to the governing body such decision making powers as it considers appropriate, allowing the LA to select areas in which it needs to take decisions. For example, this allows the LA to take direct responsibility for staffing decisions, if that is where the problem lies, while leaving the governing body to take decisions on non-staffing expenditure.

The LA may suspend delegation in cases where:

- they have issued a warning notice to a school but are of the view that the matter has not been resolved to their satisfaction;
- the school has been found by ESTYN to be in need of special measures, or to have serious weaknesses.

The same timescales apply as for the appointment of additional governors.

Breakdown of Discipline

The governing body is responsible for ensuring that "policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school". It has a duty to set the framework of a school's discipline policy, within which the headteacher determines measures to be taken for promoting discipline and good behaviour.

LAs have the power to take whatever steps they think necessary, including giving directions to the governing body or headteacher, to prevent or put right a breakdown of discipline at a school. They may use this power where, in their opinion, the behaviour of pupils at the school or any action taken by pupils or their parents is such that: "the education of any registered pupils at the school is severely prejudiced".

When a LA believes it necessary to use this power, it should be exercised in accordance with the following principles:

- the power is only to be used in exceptional cases. "Breakdown" implies problems such that the school can no longer function in an orderly way, that staff cannot maintain discipline, that large numbers of pupils are truanting, or that the safety or welfare of pupils or staff is at risk;
- the LA must inform the governing body in writing before it acts.

Appendix 4

<p>School requiring minimum monitoring [green].</p>	<p>School requiring light monitoring and support [yellow].</p>	<p>School requiring focused support and monitoring [orange]</p>	<p>School requiring substantial support [red].</p>
<p>School graded as 1 for performance, self evaluation, quality of leadership and management.</p>	<p>School graded as 2 for performance, self evaluation, quality of leadership and management.</p>	<p>School graded as 3 or worse for performance, self evaluation, quality of leadership and management.</p>	<p>LA to meet with Governing Body to share concerns and outline what needs to be done within a specific timescale. This to be confirmed in writing.</p>
<p>School to address areas for improvement through its own means.</p>	<p>School to address areas for improvement outlined by LA through normal support. LA to check progress.</p>	<p>Monitoring visit by LA adviser to identify specific areas for improvement.</p>	<p>LA to monitor progress on a half-termly basis. Attendance at Governing Body to report on progress on a half termly basis.</p>
	<p>If progress not sufficient then progress to category school requiring focused support and monitoring [orange]</p>	<p>LA convenes meeting to share concerns with Headteacher and Chair of Governors. This to be confirmed in writing.</p>	<p>Meeting with Headteacher, Chair of Governors and Senior Education officers to decide whether sufficient progress has been made, allow more time to implement recommendations or progress to implement formal powers of intervention.</p>
		<p>School to formulate an action plan to be agreed by the LA.</p>	
		<p>LA to monitor progress after two terms.</p>	
		<p>Meeting with Headteacher , Chair of Governors and Senior Education officers to decide whether sufficient progress has been made, allow more time to implement recommendations or progress to category school requiring substantial support [red].</p>	