

(English below)

Presenoldeb ac ymddygiad

Ymddygiad

C1 Yr ydych yn dweud bod ymddygiad mewn ysgolion yn dda yn gyffredinol. A yw hyn yn golygu bod y sefyllfa wedi gwella ers cyhoeddi adroddiad gwreiddiol yr Adolygiad Cenedlaethol o Ymddygiad a Phresenoldeb?

C2 Awgrymodd yr athro Ken Reid y dylai'r pwyslais bellach fod ar bresenoldeb yn hytrach nag ymddygiad. Beth yw eich barn ynglŷn â hyn?

Anghenion dysgu ychwanegol

C3 Un o'r meysydd y mae'r Pwyllgor yn ei ystyried yn yr ymchwiliad hwn yw cymorth i ddisgyblion ag anghenion dysgu ychwanegol. A yw materion yn ymwneud ag ymddygiad a phresenoldeb yn effeithio'n anghymesur ar ddisgyblion ag anghenion dysgu ychwanegol?

Gwaharddiadau

C4 Beth yw'r prif broblemau y mae angen mynd i'r afael â hwy i leihau gwaharddiadau ymhellach?

Attendance and Behaviour

Estyn response to the Children and Young People Committee

February 2013

Behaviour

Q1 You say that behaviour in schools is generally good. Does this represent an improving picture since the publication of the original NBAR report?

Behaviour in schools is generally good, but the picture is not necessarily improving - inspection evidence does not show a significant deterioration or improvement in behaviour over the past few years. When behaviour is not judged good in schools, it is usually due to low level disruption. Pupils with additional learning needs are more likely to demonstrate off-task behaviour. Serious behaviour problems tend to be limited to a small number of specific pupils.

Many of the findings of the original NBAR report are still valid. Where teaching is uninspiring or activities are not matched well enough to the needs of pupils, they are more likely to misbehave or engage in low level disruption.

Q2 Professor Ken Reid suggested that the emphasis should now be on attendance rather than behaviour. What are your views on this?

Overall, improving attendance is a broader, more wide-ranging challenge for the majority of pupils in most schools than behaviour. Major behavioural issues are more likely to be relevant to a small number of specific learners or for specific schools or units – in these cases, improving behaviour management procedures is paramount.

Generally, good attendance and behaviour are both important. Poor behaviour not only inhibits the progress and learning of an individual but it can also impact on the progress and motivation of other pupils in the class. Many of the schools who have been placed in statutory categories of follow-up have recommendations to improve attendance.

Poor attendance and behaviour both have a negative impact on children's learning. In questionnaire responses, around a third of secondary school pupils say that other pupils do not behave well and enable them to get their work done.

One contributory factor in relation to poor pupil attendance is that their parents may themselves have had a negative experience of education and therefore do not see the value of insisting that their children attend school. Family Learning projects can help to take away the parent's fear of the school environment and re-engage them and their children with the education system.

Additional learning needs

Q3 One of the areas the Committee are considering in this inquiry is support for pupils with additional learning needs. Do issues of behaviour and attendance disproportionately affect pupils with additional learning needs?

Issues of behaviour and attendance disproportionately affect pupils with additional learning needs. Pupils that have been excluded – either temporarily or permanently – from a school because of their behaviour often have additional learning needs. The highest proportion of excluded pupils (nearly 40%) are taught in a pupil referral unit.

In many PRUs, pupils do improve their reading, spelling and social skills and gain a range of suitable qualifications. Pupils learn to manage their behaviour and many, particularly at key stage 3, make a successful return to their school. In a minority of PRUs however, pupils do not develop their literacy and numeracy skills well enough, do not regularly contribute to decisions about the life and work of the PRUs and stay at the PRU for long periods.

In the 2011-2012 annual report, we stated that ‘many schools support pupils with additional learning needs effectively. However, in a few schools, pupils with additional learning needs in mainstream classes do not receive the support they need’.

Exclusions

Q4 What are the main problems that need to be tackled to further reduce exclusions?

In any given school, one or more of the following might be an issue:

- Lack of early identification of those at risk of disengagement
- No tailored support that has a focus on obstacles to learning
- No referral for counselling or multi-agency support
- Pupils without the core skills to access the school curriculum.
- Low teacher expectations, particularly of more able pupils, or a failure to match challenging activities to pupils’ needs and abilities. This was the case with a minority of teachers in over half of secondary schools inspected last year. Generally, there is too much inconsistency in the quality of teaching both within and between schools.
- Ineffective behaviour management policies or inconsistent application of the policy because teachers do not manage low-level disruptive behaviour effectively.