



Gwasanaeth Democraidd
Democratic Service
Swyddfa'r Cyngor
CAERNARFON
Gwynedd
LL55 1SH

Cyfarfod / Meeting

PWYLLGOR CRAFFU GWASANAETHAU
SERVICES SCRUTINY COMMITTEE

Dyddiad ac Amser / Date and Time

10.00 a.m. DYDD IAU, 3 HYDREF 2013

10.00 a.m. THURSDAY, 3 OCTOBER 2013

Lleoliad / Location

SIAMBR HYWEL DDA

SWYDDFEYDD Y CYNGOR

CAERNARFON

*** NODWCH Y LLEOLIAD, O.G.Y.DD. / PLEASE NOTE THE VENUE ***

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Dosbarthwyd: 26.09.13

**PWYLLGOR CRAFFU GWASANAETHAU
SERVICES SCRUTINY COMMITTEE**

AELODAETH / MEMBERSHIP (18)

Plaid Cymru (9)

Y Cynghorwyr / Councillors

Huw Edwards
Chris Hughes
Linda Ann Wyn Jones
Dyfrig Siencyn

Alan Jones Evans
Elin W. Jones
Liz Saville Roberts
Ann Williams

Hefin Williams

Annibynnol / Independent (4)

Y Cynghorwyr / Councillors

Eryl Jones-Williams
Dewi Owen

Beth Lawton
Eirwyn Williams

Llais Gwynedd (4)

Alwyn Gruffydd
Peter Read

Llywarch Bowen Jones
Sedd Wag

Llafur / Labour (1)

Y Cynghorydd / Councillor Sion Wyn Jones

Aelodau Ex-officio / Ex-officio Members

Cadeirydd ac Is-Gadeirydd y Cyngor / Chairman and Vice-Chairman of the Council – Y Cynghorwyr / Councillors Huw Edwards a / and Dewi Owen

AELODAU CYFETHOLEDIG / CO-OPTED MEMBERS:

Hefo pleidlais ar faterion addysg yn unig /
With a vote on education matters only

Y Parchedig / Reverend Robert Townsend
Yr Eglwys yng Nghymru / The Church in Wales

Mrs Rita Price
Yr Eglwys Gatholig / The Catholic Church

Mr Dylan Davies
Cynrychiolydd Rhieni Llywodraethwyr Meirionnydd /
Representative for Meirionnydd Parent Governors

(Disgwyl am enwebiad / Awaiting Nomination)
Cynrychiolydd Rhieni Llywodraethwyr Arfon /
Representative for Arfon Parent Governors

Ms Rhian Roberts
Cynrychiolydd Rhieni Llywodraethwyr Dwyfor /
Representative for Dwyfor Parent Governors

A G E N D A

1. **APOLOGIES**

To receive apologies for absence.

2. **DECLARATION OF PERSONAL INTEREST**

To receive any declaration of personal interest.

3. **URGENT BUSINESS**

To note any items that are a matter of urgency in the view of the Chairman for consideration.

4. **MINUTES**

The Chairman shall propose that the minutes of the meeting of this Committee held on the 20 June 2013, be signed as a true copy.

(Copy enclosed – white paper)

5. **SCRUTINY INVESTIGATION – QUALITY OF EDUCATION**

Cabinet Member: Cllr. Sian Gwenllian

10.05 am –
11.00 am

To consider the Scrutiny Investigation's report.

(Copy enclosed – green paper)

6. **POST INSPECTION ACTION PLAN**

Cabinet Member: Cllr. Sian Gwenllian

11.00 am –
11.30 am

To consider the Education Services' Post Inspection Action Plan as presented to the Cabinet on 17 September 2013.

(Copy enclosed – white paper)

7. **PRESENTATION – CHILDREN'S "END TO END" REVIEW**

Cabinet Member: Cllr. Sian Gwenllian

11.30 am –
12.00 pm

To receive a presentation on the above review.

8. **ADDITIONAL EDUCATIONAL NEEDS REVIEW**
Cabinet Member: Cllr. Sian Gwenllian

12.00 pm –
12.45 pm

(a) To receive a presentation as background information regarding promoting change in relation to the above.

(b) To consider the Education Cabinet Member's report on the above.

(Copy enclosed – cream paper)

9. **CARE SCRUTINY INVESTIGATION**
Cabinet Member: Cllr. R H Wyn Williams

12.45 pm –
1.15 pm

To receive a verbal up-date on the work of the above Investigation.

SERVICES SCRUTINY COMMITTEE

20.06.13

Present: Councillors: Huw Edwards, Alan Jones Evans, Elin Walker Jones, Linda Ann Wyn Jones, Eryl Jones-Williams, Beth Lawton, Dewi Owen, Peter Read, Liz Saville Roberts, Dyfrig L. Siencyn, Ann Williams, Eirwyn Williams, Elfed Williams and Hefin Williams.

Observer: Councillor Annwen Davies

Also Present: Morwena Edwards, (Head of Social Services), Dafydd Owen (Commissioning Manager), Ann Lloyd Jones (Senior Manager Adult Services), Marian Parry Hughes (Senior Manager – Children’s Services), Gareth James (Members’ Manager Support and Scrutiny) and Glynda O’Brien (Members Support and Scrutiny Officer).

Apologies: Councillors Alwyn Gruffydd, Chris Hughes, Llywarch Bowen Jones, Robert Townsend (Church in Wales) and Siôn Amlyn (Teachers’ Union).

1. ELECTION OF CHAIR

RESOLVED: To re-elect Councillor Dyfrig Siencyn as Chairman of this committee for 2013/14.

2. ELECTION OF VICE-CHAIR

RESOLVED: To re-elect Councillor Peter Read as Vice-chairman of this committee for 2013/14.

3. CHAIRMAN’S ANNOUNCEMENTS

(a) The Chair extended a welcome to:

(i) Miss Glesni Williams who was studying a Sociology and Social Policy course at Bangor University and on work experience in the Council’s Strategic and Improvement Department.

(ii) Mr Mark Roberts from the Care and Social Services Inspectorate for Wales (CSSIW) – for Item 10 on the Agenda.

(b) A Member made reference to Councillor Alwyn Gruffydd’s illness and the committee wished him a full and speedy recovery.

4. DECLARATION OF PERSONAL INTEREST

No declarations of personal interest were received from any members present.

5. MINUTES

5.1 The Chairman signed the minutes of the previous meeting of this committee held on 11 April 2013, as a true record.

5.2 In response to a query regarding updating contracts to include a clause regarding the language choice of individuals who receive a home care service, an assurance was given that the new contracts for employees would include a language clause.

6. SCRUTINY REVIEW – HOME CARE

Submitted the report of the Cabinet Member - Care regarding the possibility of establishing a Scrutiny Review in areas of Home Care and Day Care.

The Cabinet Member – Care drew attention to the Older Persons Commissioning Plan 2011-2016 which includes:

- An analysis of the needs of older people in Gwynedd, in terms of the nature of services and quantities/numbers
- The vision, outlining how we wish to see these needs being met
- A summary of the services that were provided internally or procured by the Council at the time the plan was written, and the intentions in terms of providing/procuring over a period of five years.
- A summary of the budget for related services and an analysis of the budgetary split between different types of services over a five year period.

The Commissioning Manager explained that the main principles of the commissioning plan, adopted by the Council Board in January 2012, was to promote independence by ensuring the required support to enable people to continue to live at home as long as possible, reduce loneliness and social isolation, concentrate on dignity in care and the quality of services, work in partnership and recognise the role of carers and ensure support for them to be able to continue to care. Over the last year they had collaborated with Mantell Gwynedd, Age Concern Wales and social initiatives in order to address loneliness amongst older people. If this was not done people would contact the service earlier and in terms of demography it was presumed that there would be a huge increase in this population over the next decade.

In 2010/11, the budget was over £20m and 6,700 older persons had received a service at an average cost of over 3,000. In terms of the level of service, it was noted what type of services would increase and it was presumed that over the next few years the budget would increase to £21.5m with 8,347 individuals receiving a service with the average cost reducing to £2,500.

Reference was made to the action plan and some points had been achieved such as the telecare scheme and the remainder required attention such as re-modelling the day care provision to enable individuals to live independently.

During the ensuing discussion the following points were highlighted by individual Members:

- (a) It was suggested that Members should attend meetings of the Gwynedd Older Persons Committee as from those meetings it was evident that there was a need to encourage older persons who did not receive care to contact Social Services

earlier as more often than not they did perhaps try to live independently for too long before asking for help from the service.

- (b) It was asked if the Service had taken into consideration the assumption of budgetary cuts to services by the government especially because of the increase in people 65+ in coastal villages. It was noted that Gwynedd was a huge county geographically and these services were a significant cost to the Council compared with the counties in south Wales.

In response, the Commissioning Manager recognised that the above was a huge challenge, however, the purpose of the commissioning scheme was to create less dependence on the services with more emphasis on home care and living independently. Reference was made to the enablement scheme that offered home care for 6 weeks to older persons and in some cases they did not require home care to enable them to do things for themselves, but on the other hand some required more care. Over 300 cases had been on the scheme in 2011/12 with over 450 last year and the scheme was one way of managing the demand on the budget. They would look at the trends and a different way of prioritising may be required.

- (c) That more collaboration was required with those persons who were eager to be independent and joint working between Council Departments especially to assist older people to complete forms.
- (d) In response to a query regarding the future of Frondeg and the Day Centre at Maesincla, the Senior Manager Adult Services explained that from the initial meeting it was proposed to implement a work programme and proceed to discuss the aspirations of residents and users for both sites.
- (e) In response to a query regarding the opening hours of the Day Care Unit at Maesgeirchen that the unit was open 2/3 days a week for adults and 2 days for a new joint specialist service with the Health Board that had been very successful and the intention was to expand this throughout Gwynedd.
- (f) In terms of the relationship between the Health Board and Social Services it was noted that there were examples of good cooperation and others that were not as good. However, it was trusted that the Health Board had an arrangement to appoint one Manager for Ysbyty Gwynedd that would alleviate the situation. The Head of Social Services added that the Hospital Manager held monthly meetings to discuss and resolve problems and by so doing it was envisaged that Social Services would be part of the decisions early on within the process.
- (g) It was asked if it would be possible to look at the work contracts of home carers to be able to extend their hours for those who would be anxious to do so by assisting persons in the homes for older persons.
- (h) That there was a need to ensure current data at all times

In response to the above comments, the Head of Social Services noted the importance for the Scrutiny Review to establish a brief that would focus on separate issues namely the commissioning part and the financial challenge that would influence this, together with the expectations of the communities. The second part focused on the internal and external provision and if it was fit for purpose in the future and in terms of training staff appropriately, staffing rota, language etc.

Resolved: (a) Establish a Scrutiny Review of the care field to include the following membership and the Review will consider its remit and draft a work programme in the first meeting:

Councillors: **Huw Edwards**
 Elin Walker Jones
 Eryl Jones-Williams
 Linda Ann Jones
 Peter Read
 Ann Williams

Cabinet Member – Care (Observer)

(b) That the Care Scrutiny Review drafts a report to offer useful recommendations to the Cabinet Member – Care.

7. RESPITE CARE

Submitted the report of the Cabinet Member – Care outlining the main aim of Social Services when commissioning services for adults.

The definition of respite care was expanded upon and how respite was currently provided in Gwynedd, what are the difficulties and the future plans for respite. Reference was made to short term respite care provision together with extra care housing provision and the type of residential care offered in sites such as Awel y Coleg, Bala.

Members were given an opportunity to scrutinise the report and they highlighted the following points:

(a) The Committee's wish to air the weaknesses and difficulties experienced by the Service when providing respite care.

In response, the Senior Manager Adult Services explained that the service could cope with respite care provision for people with physical needs as there were sufficient resources and choice within the county. Difficulties were experienced to provide respite care to individuals with memory difficulties despite the development of specialist units at Maesincla, Bryn Blodau (Llan Ffestiniog) and Llys Cadfan (Tywyn). It was noted that these units had made a huge difference to the lives of users. It was further noted that more of this type of provision was required in order to address the needs of individuals.

In terms of needs at a residential care level, problems had been experienced with commissioning respite care for nursing needs due to the need for joint-commissioning with the Health Board and in the past they had failed to get the Health Board to agree. However, it was trusted that in the future it would be possible to jointly commission beds in specialist nursing homes.

In the context of learning difficulties, they did try to make more use of individuals who offer to open their homes to users and it was trusted that this model could be built upon.

(b) Serious concern regarding the lack of resources for respite care in Pen Llŷn as the nearest resources for the residents of Dwyfor were in Llanberis/Llangefni. Whilst it was accepted that there were two beds at Plas Hafan and Plas y Don in Dwyfor, concern was expressed that if these beds were being used for longer periods than a fortnight it meant

that the beds were not available for respite care. Several members supported the above and reference was made to examples of the difficulties of individuals to be able to receive respite care for their families at specific times due to the lack of provision within the county.

In response, the Senior Manager Adult Services stated that two beds had been allocated for respite care at both homes stated above, and they were used for a few days up to a fortnight. It had to be borne in mind that individuals may be referred to the homes and their condition may deteriorate which meant a longer stay. It appeared that it wasn't a problem to keep two beds for respite care and a bed for individuals who require longer term care. However, it was noted that if individuals suffered memory difficulties (dementia) it had proven difficult to find a specialist placement.

(c) It was understood that older persons could not go to Plas Ogwen, Bethesda from July this year and they would have to go to Llanberis. Serious concern was expressed about this considering that families had to travel up to 3 hours there and back to visit their loved ones. It was also questioned if centralising the provision was necessary, suitable and effective and the Elected Members should be aware of any changes in provision.

In response, the Commissioning Manager explained that the intention, via this pilot scheme, was to centralise respite care at Plas Pengwaith, Llanberis in order that the centres could support carers as well as make the best possible use of resources without additional costs.

(ch) The importance of considering the needs of carers who care for individuals with autism and persons with mental health problems.

In response, the Senior Manager Adult Services noted that the intention partly was to consider developing the centre at Fron Deg, Maesincla. It was noted that there was very little demand for respite care for individuals with mental health difficulties, however, the Health Board intended to consider strengthening the support to carers in the Community.

(dd) The extra care housing provision model at Awel y Coleg, Bala was congratulated and welcomed and any area was encouraged to consider this if a similar model was offered. The need for respite care was recognised, however, it was also important to recognise the role of carers and to clearly establish their role and value of the work undertaken by them.

In response, the Cabinet Member – Care noted that the Council was progressive and had established a Welfare Reform Panel with finance earmarked to promote this.

(e) In response to a query regarding the support/training of carers, it was noted that the Carers Outreach group held training sessions as well as offering support.

The Senior Manager Children's Services noted that there was also a provision for young carers. She elaborated that Social Services had a statutory responsibility to assess the needs of young carers and that a great deal of work was currently on-going between the Education Department and Social Services via the schools. Young carers can register by self-referral to Action for Children or through a Social Worker. It was noted that information was available in schools, surgeries, pamphlets etc.

(f) In terms of resolving care for individuals who suffer from memory difficulties, the Senior Manager Adult Services explained that some specialist units had already opened with some places for individuals in homes in the independent sector. However, the

Service was striving hard to ensure that individuals received respite care and were anxious to proceed with a review of nursing and residential homes as the provision was not currently suitable for the needs. It was noted that more specialist beds were required for dementia as well as more enablement beds.

(ff) In response to the above, it was expressed that private care homes tended to refuse individuals for respite care for a period of a week and they favoured patients for a longer term.

(h) In response to a query regarding attending a meeting recently set up by the Health Board, the Senior Manager Adult Services confirmed that the Older Persons Mental Health Group had met and a Sub-group was established to consider respite care and the hope was to have a joint-commission with the Health Board to ensure that beds were purchased in nursing homes for respite care.

(i) In terms of receiving the support of a specialist psychiatric nurse to help with dementia, it was explained that patients with nursing needs could not be placed in a residential home, however, the Service could ensure the best possible support for individuals in the communities.

(g) That the recent decisions of the Health Board to close units and Hospitals placed more pressure on Social Services in rural areas and the Health Board should not make decisions without thoroughly consulting local authorities.

(h) Shouldn't the cost of the service to the Council be considered and compared with other provision

To conclude, the Chair summarised the above observations and supported the need to Social Services to respond to the challenge of considering schemes to address the needs of individuals with dementia, the need for more respite care provision in suitable and more convenient locations within the County.

Resolved: To accept and note the above observations.

8. DRYLL Y CAR, BARMOUTH

A report was submitted by the Cabinet Member – Care outlining the options for the future of the sub-acute in-patient 8 bed service at Dryll y Car, Barmouth which served the populations of Gwynedd and Anglesey.

(a) The Cabinet Member – Care reported that very little use was made of the service and a Task and Finish Group had been set-up by the Health Board to develop options for the unit. The four options were discussed and it was resolved that Dryll y Car would close on 19 July 2013, and to establish and strengthen community mental health services. It was noted that the Local Member and Social Services supported this option as the resources that would be released would be used to serve more patients in a more flexible and safe manner.

(b) A Member noted that it appeared from the report that the provision was old fashioned, however, he did sympathise with the families who would not now be able to have respite care.

Resolved: To accept and note the contents of the report.

9. ANNUAL REVIEW AND EVALUATION OF PERFORMANCE 2011-2012 (CSSIW)

Submitted a report by the Care and Social Services Inspectorate Wales outlining the main findings and recommendations regarding the performance of Social Services during 2011-12.

The Cabinet Member – Care took the opportunity to thank Social Services staff for their work and the marvellous progress achieved in a challenging time with a challenging budget. Members were reminded that areas had improved and there were areas that required further attention.

Members were given an opportunity to scrutinise the report and the following points were highlighted:

- (a) It appeared that the weaknesses noted stemmed from the limitations between the relationship of the Health Board and Social Services.
- (b) The importance that the Department returns calls to individuals who telephone the Department with any queries. It appeared that 76% were unhappy with the situation.
- (c) It was welcomed that the report was constructive and positive with signs of improvement continuing.

In response, Mr Mark Roberts from the Inspectorate explained that evidence had been received that many fields had improved, however, three main risks had been identified for Gwynedd namely

- The need for impetus and effective support to deliver modernised, preventative adult services combined with a lack of capacity to deliver the changes required
- A history of weak management reporting systems resulting in a lack of effective performance management and oversight
- Continuing ability to influence locality-focused strategic planning with Betsi Cadwaladr University Health Board.

Concern was also noted regarding the credibility of data that receives an annual audit by the Inspection Office.

The Cabinet Member – Care gave an assurance that in terms of data the Service was safe and the main concern was the requirement to record and reconcile the data as was undertaken in other Counties.

(ch) It was noted that there were some elements where the performance was worse than last year such as timely reviews for looked after children that had reduced from 83.4% to 75.4% together with the performance of arrangements of personal education plans had been reduced.

In response, the Senior Manager Children Services explained that there was an increase in the number of looked after children, which had been a huge challenge for the Service. In terms of personal education plans, it was recognised that there had been a deterioration in performance this year yet historically the performance had been good. It was noted that the Education Department was responsible for the plans that were to be completed within 20 working days. The Education Department was requested for an improvement scheme that will receive the attention of schools.

In terms of medical examinations of looked after children, it was recognised that the County's performance was one of the worst, however, the Senior Manager Children's Services was in negotiations with the Betsi Cadwaladr Health Board since last August and it was trusted that following a meeting already arranged for next week, that the processes would improve.

In the context of statutory reviews of looked after children, the Senior Manager Children's Services recognised that the performance was unacceptable and this had caused concern to the Service for many years. It was noted that there had been an increase in the number of looked after children which was now over 200, and the institute of independent review officers responsible for chairing statutory reviews had not increased. A bid was submitted to the Council three times consecutively for funding to increase the number of officers, but unfortunately the bids had been unsuccessful. It was expressed that the rehabilitation work programme was in place with a system within the service and the Scrutiny Committee was assured that no review was deferred or cancelled unless a Senior Officer agreed that it was suitable to do so. In order to alleviate the situation, one worker was moved from his/her daily duties to try and increase the reviews and monthly reports on the reviews were received. An increase to 87% was seen in the first quarter performance and assurance was given that the matter would receive weekly attention in order to ensure the importance of prioritising this matter.

(d) A Member noted that unfortunately no officer was present from the Education Department at the meeting to report on the education plans. Whilst accepting that the Corporate Parent Panel monitored the results of GCSE of looked after children, the importance of monitoring the progress of pupils having moved to further education was noted.

(dd) The importance of referring to the language needs of looked after children was noted. It was understood also that the GCSE results of looked after children were especially good. The Corporate Parent Panel at its previous meeting had received a presentation from two young persons who had received a service as looked after children in Gwynedd. One had submitted a list of recommendations on how to improve the service and it would be beneficial for members of this Scrutiny Committee to see that list at the next preparatory meeting.

(e) A Member referred to a specially good care scheme seen in Finland some years ago and she asked the Council to submit a request for dual registration for care homes that would give an opportunity for a care home to act as a residential and nursing home. This meant the home could offer several services within one home and the residents would not have to move from one home to another in accordance with their condition and needs. She was anxious for the Council to consider such a scheme, however, the answer every time was that CSSIW did not allow dual registration in Gwynedd.

In response, the Head of Social Services explained that technically it was possible for any home to be designated as a dual home however it had to be considered if the Council was eager to go down this road or develop more extra care housing/use private homes and Council residential care homes. Whilst accepting that it was not possible to submit an application for dual registration this meant that the Council would have to employ specialist nurses which could be a complex matter for the Council.

In terms of extra care housing, individuals could stay in these homes and the Council could offer continuous nursing care. It was felt that this model was suitable for the County if more of them could be developed.

(f) Stemming from the response above, the Member asked where it was not possible to develop extra care housing would it be possible to consider dual registration care homes. Another Member added that as the Health Board had resolved that patients would receive home care and this meant that there was less need for nurses in hospitals, couldn't nurses be employed to assist the Council in homes.

(g) In response, the Head of Social Services stated that any home where a request for dual registration was made had to be of a sufficient size to be viable.

(ng) The Scrutiny Committee were reminded by the Cabinet Member – Care of the need to give attention to the Social Services Bill (Wales) which aims to establish a cohesive legal framework for Social Services in Wales and the transformation of services.

Resolved: To accept and note the contents of the report together with the above observations.

The meeting commenced at 10.00 am and concluded at 12.20 pm

Scrutiny Investigation Report on Education Quality

Commissioned by the Cabinet Member – Councillor Siân Gwenllian

Investigation Members

Councillor Liz Saville Roberts (Chair, for the last part of the Investigation)
Councillor Dewi Owen (Chair and member for the first part of the Investigation)
Councillor Alwyn Gruffydd
Councillor Siôn Jones
Councillor Beth Lawton (for the last part of the Investigation)
Councillor Dyfrig Siencyn
Reverend Robert Townsend

Officers

Vera Jones (Lead Officer)
Arwel E Jones (Lead Officer for the last part of the Investigation)
Huw Rowlands (Support Officer)
Glynda O'Brien (Support Officer)

Gwynedd Council
Shirehall Street,
Caernarfon
Gwynedd
LL55 1SH

September 2013

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Appendices

Appendix 1 – Note of the main questions asked of the Head teachers of Gwynedd Secondary Schools

Appendix 2 – Summary of the main conclusions of all the interviews with the Head teachers of Gwynedd Secondary Schools

Appendix 3 – Note of the main questions asked of Dr Brett Pugh, Head of the Welsh Government School Standards Unit

Appendix 4 – Notes of the meeting with Dr Brett Pugh, Head of the Welsh Governments School Standards Unit

Appendix 5 – Notes of a meeting with Mr Geraint Rees, Acting Head Michaelston College and Glyn Derw High School Federation, Ely, Cardiff

Appendix 6 – Summary of the main conclusions of all the meetings with parents who are also governors

Appendix 7 – Summary by CLYWED of the main conclusions of all the meetings with school pupils across the county

Appendix 8 – Note of the main questions asked of Mr Huw Foster Evans, GwE Chief Officer (North Wales Regional School Effectiveness and Improvement Service)

Appendix 9 Notes of meeting with Mr Huw Foster Evans, GwE Chief Officer

1. Context

- 1.1 In the Council's Strategic Plan for 2012/13 it was noted that Education Quality was a key intervention area. The Plan noted the importance of giving every child and young person the opportunity to develop fully, and to ensure consistency in the quality of experiences and opportunities offered to them in our schools. This means **closing the gap** between the pupils themselves, between classes within the same school and between one school and the other and to generally raise standards.
- 1.2 It was noted that it was necessary to establish a firm evidence base for key intervention by identifying the size and extent of the 'gap' in Gwynedd. At the request of the Cabinet Member, the Services Scrutiny Committee agreed to support the work by investigating aspects of the field and identify examples of good practice in Wales and beyond.

2. Purpose of the Scrutiny Investigation

- 2.1 The Cabinet member gave a brief to the Scrutiny Investigation to consider the following issues:
- Why did **polarisation** occur in the **KS4** performance of schools?
 - Achievement standards in **Mathematics** and the impact of this on the TL2+ indicator
 - Why were the quality standards and **KS3** provision generally robust across all the authority's schools?
 - Foster a fuller understanding of the **performance of pupils receiving FSM** and the degree to which the achievement of this group of learners impacts on **KS4** performance
 - The impact of **leadership** on the performance of schools and the way leadership skills are nurtured and developed.

3. Main Activity of the Investigation

- 3.1 A work programme that sought to address the brief was agreed upon. The work was allocated into 4 sections and an outline of these 4 sections was given when updating the Services Scrutiny Committee on 11th April 2013. In summary, the action taken was as follows:
- 3.2 Part 1 – understanding and analysing the data. Investigation members undertook considerable work to understand the field under the leadership of experts in the field, and to become able to analyse data correctly. Following this work, 3 different categories of schools were identified, namely
- Schools where the performance is good
 - School where the performance has / is changing significantly
 - Schools where there is under-performance in the core subjects indicator

- 3.3 Second part – challenging at grass roots level. The second part of the investigation was to challenge and truly understand what is happening at grass roots level. In other words, question those who are affected and take the users / customers' perspective. In order to be able to achieve this element successfully, the Investigation members decided that it was necessary to consult with the following groups in order to identify good practice:
- Head teachers of Gwynedd Secondary Schools
 - School pupils
 - Parents of pupils (by meeting with parent governors)
- 3.4 Third part – independent experts in the field. To underpin the Investigation interviews were held with independent experts in the field of education – especially in the areas of literacy and numeracy. This included Head teachers from outside the county, Head of Welsh Government School Standards Unit and more recently, the new Chief Officer of the Regional School Effectiveness and Improvement Service, GwE. They were asked for their views on how to improve the quality of education and ensure consistency, together with challenging them for evidence of having introduced and achieved an improvement in quality.
- 3.5 Fourth part – draw up and submit evidence based recommendations to the Cabinet Leader. The fourth part is submitted in this report, namely to submit recommendations to the Cabinet Member that are based on evidence gathering and challenging different individuals.

N.B. It was also of course timely for the Investigation's work to run parallel with the ESTYN Inspection on the Authority's work. The Investigation received messages and considered the initial conclusions of the Inspection in order to assess to what extent they interweaved with its recommendations.

4. Main Findings of the Investigation

- 4.1 The questions asked by the Cabinet Member have already been noted in 2.1 above. However, having looked at the data and receiving evidence, the Investigation's discussions expanded as members identified related issues which were in their view key in terms of educational quality.
- 4.2 Consequently, the Investigation's main findings are more extensive than the original brief and they are presented here for the Cabinet Member's attention. In terms of order, the following are submitted by noting the main findings with some suggestions on possible activities, notes referring to the sources of the evidence for that finding and the recommendation to the Cabinet Member.

- 4.3 The Investigation appreciates that any action will be a matter for the Cabinet Member, however, it is anxious for the Scrutiny Committee to receive a report back in due course from the Cabinet Member on her response to the recommendations. It is also fair to note, that the Investigation has not answered the specific question regarding free school meals as its findings and recommendations get to grips with the Education System in its entirety. Specifically, in terms of the Free School Meals Performance Tables, a focus on this may confuse the ambition and complicate the assessment of school standards and results.

A. Leadership in Schools

Findings -

Leadership within school has a direct and far-reaching impact on the quality of education within the school and further support is required to develop this and to further foster school leadership confidence

(NB Leadership in this context means the Head, Senior Management Team and Subject Leaders).

- Need to clearly outline the Authority's expectation from heads
- Need for School Leadership to establish clear expectations in terms of ambition, encourage staff and pupils, tracking progress (See C below) and early intervention where required
- Need for the NPQH to prepare new headteachers appropriately for practical work and the need to ensure additional training
- Need to skill leaders by developing mentoring arrangements and make wider use of strategic heads
- Need to organise specific support for heads and prospective heads
- Need to develop central/department leadership in order that responsibility for performance and standards are totally clear
- Need to enable heads to delegate key leadership responsibilities where appropriate
- Need to look creatively on time-table issues in order to make the best use of the academic year and stretch pupils
- Need to simplify the proficiency system, emphasising that it is about improvement and the opportunity to improve, and the procedure for dealing with teachers who cannot meet the requirements of the post needs to be facilitated
- Need to develop the ability to use proficiency arrangements earlier and critically skills of persuasion and influence before arriving at proficiency action
- The Authority requires further Human Resources support for the proficiency system
- Need to recognise the extreme pressures on a head teacher in a small school

Source of Evidence -

Interviews with Dr Brett Pugh, Mr Geraint Rees, Head teachers of County Secondary schools and GwE Chief Officer

Recommendation to the Cabinet Member -

Specific proposals should be developed to confirm the critical role of leadership in school and support work to foster confidence to achieve this role.

B. Mathematics**Findings**

The attainment standards for Mathematics is a matter that truly needs attention and has an impact on the attainment of Gwynedd pupils especially with indicator TL2+.

Numeracy and mathematical skills underpin progress across the whole curriculum and in terms of life and work skills and specific attention should be given to this.

- Need to identify and share county excellence and wider in order to increase expectations via a wider strategy
- Need to develop interest in numeracy skills across the ability range
- Need to teach numeracy and literacy across every subject in Primary
- Need to strengthen numeracy skills across all subjects in Primary and early Secondary before reaching Key Stage 4
- Need to recognise the impact of attainment in Mathematics on other subject also
- Need to encourage and develop alternative/creative methods to teach mathematics that is relevant to real life
- Need to offer additional lessons in the subject that are planned as part of a wider learning plan
- Need to normalise retaining children in school in the pre-examination period in order to prepare them better for examinations
- Need a robust managerial system to support the above
- Need to identify the extent parents pay for private lessons which mean that the true picture is not evident
- Give attention where this is required to offer support to teachers and assistants to strengthen their personal skills in the fields of Literacy and Numeracy

Source of Evidence

Data indicates the significant impact of attainment in Mathematics on TL2+ and the impact of attainment in mathematics on other subjects as well.

Interviews with Dr Brett Pugh, Mr Geraint Rees, Head teachers of County Secondary schools, Parent-governors and pupils.

Recommendation to the Cabinet Member

Specific proposals should be developed (powerhouse) to develop Mathematics in Primary and Secondary Schools in the county.

C. Understand Performance and Data**Findings -**

The picture in terms of identifying performance and responding to it is too inconsistent across the county

- Need to have a suitable procedure for the purpose of tracking individual pupil attainment at each school. It is not suggested that a rule is set regarding what system however it is expected that the system will enable:-
 - Identifying and tracking the attainments of the child
 - Clarity on responsibilities within the system
 - Tracking systems that highlight improvement pathways for pupils across the ability range
 - Setting targets via different methods
 - Acting on findings at classroom level
 - Understanding of the system amongst children and parents
- Need to give regular detailed attention to the standards of children's work in the classroom and in home work
- Need to empower the internal assessments of schools, especially in Key Stage 2 and Key Stage 3 to ensure consistency and quality
- Need for collaboration between Primary and Secondary in order to facilitate transfer and continuation in developing achievement from one to the other

Source of Evidence -

Interviews with County Secondary Head teachers, Mr Geraint Rees and Huw Foster Evans, GwE Chief Officer

Recommendation to the Cabinet Member -

A clear expectation should be set in terms of the achievement tracking system, monitoring guidance and the use made of the information for each school in the county.

Ch. Raise and Convey Expectations**Findings -**

The Authority has to inspire and raise expectations of what is possible in terms of the achievement of the county's children

- Need for everyone (the Authority, Governors, Leadership and Staff and Parents and Pupils to shoulder the responsibility for the standard of education but with clarity about everyone's roles when working towards this
- Need to set a higher ambition for the current county target for TL2+ without having an impact on the ambition in other subjects
- Need to improve the understanding of parents and pupils in terms of what is done with expectations in the system and for individual pupils
- Need to retain the interest of groups of specific pupils in education and not exempt them from the system and give further attention to occupational subjects

Source of Evidence -

Interviews with Dr Brett Pugh, Mr Geraint Rees, Head teachers of County Secondary schools and Huw Foster Eynas, GwE Chief Officer

Recommendation to the Cabinet Member -

The expectations of the attainment of the county's children above the targets set for TL2+

D. Polarization in terms of Quality**Findings -**

Polarization within and between Schools throughout the county is an important matter to get to grips with

- Need to recognise that there is evidence of polarization between schools and between subjects
- Research required into robust improvement models in terms of the Authority's role and specifically regarding intervention where this is

<p>required</p> <ul style="list-style-type: none"> • Need for school leadership to identify polarization within a school as a key matter to get to grips with in the school • Need to offer support to teachers to be able to get to grips with polarization within Schools and subjects • Need to widen horizons in order to learn from other areas, countries and initiatives
<p>Source of Evidence -</p> <p>Performance data of county schools</p> <p>Interviews with Parent-governors, Mr Geraint Rees, Head teachers of County Secondary schools and Huw Foster Evans, GwE Chief Officer</p>
<p>Recommendation to the Cabinet Member -</p> <p>The Authority should develop a model of continuous improvement that builds on the achievements of the past</p>

<p>Dd The Authority's Role</p> <p>Findings -</p> <p>There is a need to clearly define what is the Education Authority's role in terms of Education Quality and specifically establish a clear understanding of the link between the Authority and Schools in this field</p> <ul style="list-style-type: none"> • The Authority needs to establish a clear role to inspire and support schools to improve • The Authority needs to set an expected standard in terms of education quality across the county • Need to establish a clear procedure to support and share good practice to attain the expected standard • Need for the Authority to undertake an audit of what is good in each school in terms of good practices • Need to review the terms of reference of head teacher meetings which offer an opportunity to share good practices • The Authority needs to look at the support offered to school governors soon (see point E below) • Need to give more evident attention to educational quality and attainment in the work of the Scrutiny Committee, as a matter of procedure • Need to increase the attention given by the Authority to Self-Evaluations and School Development Plans • Need to maximise the Human Resources and financial support available

<p>to schools</p> <ul style="list-style-type: none"> • The Authority needs to encourage and facilitate collaboration between Schools in order to enable improvement • Need to keep a careful eye on the Council's Service Level Agreement with GwE to ensure that it reflects the desire to improve rather than looking back critically on past performance
<p>Source of Evidence -</p> <p>Interviews with Head teachers of County Secondary Schools and Huw Foster Evans, Chief Officer GwE</p>
<p>Recommendation to the Cabinet Member -</p> <p>A broad joint understanding should be highlighted and established on the Authority's role and specifically the relationship with Schools in terms of responsibility for quality.</p>

<p>E. Role of Governors</p>
<p>Findings -</p> <p>There is significant pressure on governors in the county in terms of their responsibilities with quality and there is a need to improve the support given in order to achieve these responsibilities</p> <ul style="list-style-type: none"> • Need to support and enable governors to achieve their 'critical friend' role effectively (governors on the whole and Authority representatives on the governing body specifically) • Need to define what is expected from a good governing body, to include – Skilled governors/receive comparative information on performance / independent views / lively system of sub-committees / good clerk • Need to share good practice from governing bodies that operate effectively • Need to improve the current training system for governors and consider new ways of engaging and training, considering, amongst other things, training governors of individual schools together • Need to make wider use of support resources for Governors such as joint meetings of chairs and vice-chairs, Governors Wales resources and enable access to other networks • Need to foster the confidence of governing bodies in their role, including empowering them to hold meetings without teachers/head teacher in attendance when appropriate • Need to ensure a clear understanding amongst governors of the Authority's role (see Dd above)

<p>Source of Evidence -</p> <p>Interviews with Parent-governors, County Heads and Chief Officer of GwE</p>
<p>Recommendation to the Cabinet Member -</p> <p>The type of support given to the role of governors should be looked at again in order to make it more suitable for purpose in the context of the quality programme</p>

<p>F. Contact with Pupils</p>
<p>Findings -</p> <p>The Investigation has benefited greatly from listening to the voice of pupils who have offered an important perspective for the discussions. It is necessary to establish a procedure to ensure that the voice of pupils is to be heard clearly in the future.</p> <ul style="list-style-type: none"> • Need assurance that the input of School councils is effective and gives an opportunity to offer extensive comments on education quality • Need to ensure that there are arrangements whereby Governors have the opportunity to listen to the voice of pupils • A regular procedure is required in the Authority in order to try and listen to the views of pupils
<p>Source of Evidence -</p> <p>Sessions with pupils in 6 schools</p>
<p>Recommendation to the Cabinet Member -</p> <p>A regular procedure should be ensured to bring the voice of pupils on education quality to the attention of governors at their meetings and to the Authority's attention</p>

APPENDIX 1

SERVICES SCRUTINY COMMITTEE

EDUCATION QUALITY INVESTIGATION

SUMMARY OF THE QUESTIONS ASKED TO THE HEADTEACHERS

The Headteachers of six secondary schools were questioned as part of the investigation. Here is a list of the main questions asked:

Questions

1. Can you give a brief presentation on the background of the school and your experience as a Headteacher? What is your vision for the school?
2. The school has performed well / disappointingly over the past few years? What are the reasons for this and how can standards be maintained?
3. Can you elaborate on the good practice – what has worked and what has not worked as well?
4. How do you share good practice in the school? Is there collaboration with other schools?
5. What steps are taken to ensure attendance?
6. What is being done to develop literacy and numeracy across the school?
7. What assistance have you obtained from the Local Authority?
8. Does the fact that there is no sixth form in the school have any influence?
9. What information do you obtain about the performance of pupils – how is this tracked / monitored? Who developed the tracking system? Has the tracking system led to improvement?
10. What finance management systems are in place in the school?
11. Does the demography, the local community, or location of the school have any impact on the achievement standards of the school?

12. Is there a problem regarding attracting and retaining staff?
13. Do any staff teach outside their expertise, and if so, why?
14. What problems are caused by staff teaching outside their expertise, and what assistance do they receive?
15. How are underperforming staff monitored?
16. What part do Governors have to play in improving performance in schools? Can you describe their role in the context of your school?
17. What part do parents play in the development of their children and improving performance in school?
18. What type of relationship exists between the school and parents?
19. How many children study vocational courses in KS4? What effect does this have on the school's GCSE results – i.e. are there any pupils who study vocational courses that do not sit GCSE exams?
20. What is your opinion on using FSM families to measure performance?
21. What effect does rural deprivation have on the school, and on results? Is there rural deprivation that is not reflected in the FSM figures? Does the FSM figure reflect the actual deprivation of the school catchment area?
22. There is a substantial difference between the performance of boys and girls in some subjects. Was there a reason for that? Is deprivation a factor?
23. What is the relationship between the secondary schools and primary schools in your catchment area? Does the standard of the education in the primary schools affect the performance of pupils in secondary school?
24. What is your opinion on the polarization and inconsistency between schools in Gwynedd? How, in your opinion, can education standards be improved in Gwynedd and the polarization and variety in the quality of education in the County reduced?
25. If you had to note three things that would lead to improving the quality of education, what would those three things be?

APPENDIX 2

SERVICES SCRUTINY COMMITTEE

EDUCATION QUALITY INVESTIGATION

OBSERVATIONS AND SUMMARY OF THE MAIN CONCLUSIONS FROM THE HEADTEACHER MEETINGS

The Headteachers of six secondary schools were questioned as part of the investigation. Here is a summary of the main conclusions of the questioning:

General

- A good Headteacher is key to the success of a school. A good Headteacher sets ambition, a vision and motivates.
- A Strategic Headteacher can focus on improving the quality of education by not having to spend time on the administrative activities that arise from day to day.
- More relevant training is required for Headteachers. The NPQH qualification is not enough preparation for being a Headteacher. Training must teach a Headteacher how to run a school as a business, and in terms of finance.
- The relationship between the Governing Body and the management team is all important. There is a duty on the Headteacher to ensure that the governing body challenges and obtains the correct information so they are able to do their work properly.
- A good and challengingly constructive relationship between the Headteacher and teachers can motivate teachers to teach better.
- The quality of education is dependent on completely practical factors and on internal systems in the school to ensure and maintain the quality of education.
- Effective pupil tracking is essential.
- Differences between KS3 and KS4 results because KS3 is an internal assessment.
- Good teachers mean a good education.

- Teachers who have a vision and who inspire get better results.
- Teacher tracking – namely visiting and observing lessons, looking at the marking leads to improvement.
- Teaching unions express concern regarding observation of lessons.
- Standardising the marking and homework processes within the school leads to improvement.
- Need to gain the parents' interest and engage with them effectively. This will encourage parental effort and participation to ensure the success of their children.
- To nurture a good relationship with parents, you must do more than just hold parent-teacher evenings; you must hold activities that make them a part of the community and the school.
- Asking the views of parents about the education in the school is a way of obtaining an understanding of what can be done to improve.
- It is important that parents understand the targets of the pupils, the tracking system and the information given to parents about their children.
- A good relationship between the parents and the school improves attendance levels.
- The school ethos and environment assists with improving attendance.
- Teachers teaching outside their specific subject is problematic.
- Difficult to obtain supply teachers.
- A small school in terms of numbers can mean that the Headteacher and teachers are better acquainted with pupils.
- Schools that have followed BTEC courses get better results – therefore, there is pressure on other schools to follow this procedure to get better results. However, this could be an example of prioritising results to the detriment of the quality of education.
- Some primary schools over-mark pupils. Primary marking should be better reconciled, because pupils can reach the secondary with their attainment standard lower than what it is in reality. This affects the ability of secondary teachers to teach them effectively.

- Pupils must reach the secondary schools with the basic skills - having mastered grammar and times-tables. Lack of mastery in basic literacy and numeracy in the primary affects the standard of learning in the secondary.
- Basing so many school performance measures on free school meal families can mislead, as a change in a small number of children can affect in which family the school is placed. This is particularly true in schools with fewer pupil numbers.
- Current performance measures over-emphasise core subjects at the expense of the other subjects.
- Although Welsh Government initiatives and intervention can be welcomed in the education field, these are increasingly numerous and the speed of change has considerable effect on the workload of teachers and school Headteachers, thus affecting the day to day teaching.
- A school will only succeed to raise and maintain standards through the continuous efforts of the Headteacher, the management team and teachers.

The Education Authority

- The Authority has not provided enough support in terms of providing advice on disciplinary steps, and how to implement an effective disciplinary procedure.
- Training for Headteachers and governors on disciplinary procedures would be useful.
- The Authority could challenge schools better.
- The Authority provides very little support to newly appointed Headteachers. More contact between the Authority and a newly appointed Headteacher would be good.
- CYNNAL is praised, in particular the role of subject advisor. However, possibly there is over-dependency on CYNNAL at the expense of support from the Authority.
- Mathematics is a problem; however, the Authority has not had a strategy to improve this.

Mathematics

- No planning on a strategic and/or regional level in the subject.
- The standard of teaching by an individual teacher is core to the success of pupils in the subject.
- Factors influencing the results of Mathematics include the quality of teaching during the primary education period. Pupils must be versed in basic numeracy principles, e.g. times-tables before reaching the secondary.
- Attracting Mathematics teachers is a problem, in particular in the secondary schools in the rural areas of Gwynedd.
- There is improvement in the attainment standard in Mathematics when the subject is taught in a practical way.
- Observation workshops and after-school Mathematics lessons can improve standards.

Examples of good practice

- If there is a gap between the attainment of boys and girls, creative working with boys e.g. choosing suitable books, more modern novels that are more likely to appeal to boys, could work.
- Cross-departmental pupil tracking.
- Not allowing any department to underachieve – monitoring and intervening early if there is a problem.
- Keeping Year 11 in school until the end of the examination period.
- Originality and flexibility in terms of the timetable, e.g. banding Mathematics and Science together.
- Creating a partnership between primary and secondary schools to develop numeracy and literacy.
- Using 6th form pupils to read with Year 7.
- Holding additional teaching and revision sessions – at the end of the school day and on weekends.

- Collaboration between schools can result in experiences being shared, although the travelling distance between some schools can disrupt the ease of this.
- Improving marking consistency – Management Team scrutinising pupils' books every half-term by selecting a sample from the year. Heads of Department to scrutinise every month.
- Thematic teaching.
- Sampling the pupils' work on a monthly basis.
- Establishing regular and formal procedures that are known to everyone within the school.
- Regular procedure of internal tests and examinations.
- Parent workshops/activities – informal sessions so that the school get to know the parents and for the parents to get to know the school. Better acquaintance of the parents leads to forming a relationship that promotes the parents' contribution to the educational success of their children.

APPENDIX 3

BRIEF FOR THE EDUCATION QUALITY INVESTIGATION MEETING WITH DR BRETT PUGH, WELSH GOVERNMENT SCHOOL STANDARDS UNIT, 8 FEBRUARY 2013

We have requested Brett Pugh to deal with the following, as part of his presentation:-

- Brief presentation outlining his role and the functions of the School Standards Unit.
- Give an overview of performance across Wales (including performance of education authorities and the 4 Education Consortia in Wales).
- In the all Wales context, provide a brief summary of the issues that have been highlighted at a north Wales level. What positive and negative factors have been highlighted in terms of the quality of education in north Wales?
- Brief analysis of the factors that have been highlighted in Gwynedd (referring to the impact and influence of the Welsh Government banding system).
- His view on closing the gap in performance between different children and groups.
- Examples of good practice in schools in Wales that have led to an improvement in performance and attainment and may be of benefit to Gwynedd pupils.
- His opinion on how RSEIS can contribute to raising standards in Gwynedd.

Suggestions of possible questions to ask Dr Brett Pugh

1. His opinion on the role of the local authority in Gwynedd – i.e. how well does the education authority currently perform and what is the likelihood for things to improve?
2. His opinion on what can be done to improve the quality of secondary education in Gwynedd, especially when dealing with the problem of polarization.
3. His view on the authority's resolution to appoint a Strategic Head at Ysgol y Moelwyn/Ysgol y Berwyn.
4. His opinion on the role of governors – what needs to be done to arm governors to enable them to contribute effectively and have ownership of a programme to improve the quality of education in each school.
5. His opinion on the training programme for authority staff.

APPENDIX 4

SERVICES SCRUTINY COMMITTEE

NOTES

8 FEBRUARY 2013

Scrutiny Investigation into Education Quality – Presentation by Dr Brett Pugh, School Standards and Delivery Division

Present

Councillors:- Alwyn Gruffydd, Siôn Wyn Jones, Dewi Owen, Liz Saville Roberts and Canon Robert Townsend.

Officers: Arwel Ellis Jones (Senior Manager Corporate Commission Service), Vera Jones (Democratic Service Manager), Huw Rowlands (Assistant Performance Improvement Officer) and Glynda O'Brien (Members and Scrutiny Support).

Apology: Cllr. Dyfrig Siencyn

Canon Robert Townsend chaired the meeting.

1. PRESENTATION BY DR BRETT PUGH, SCHOOL STANDARDS AND DELIVERY DIVISION

Dr Brett Pugh was welcomed to the meeting and the Chair thanked him for accepting the invitation to give a presentation to the Scrutiny Investigation.

Dr Pugh gave an outline of his career as a learning practitioner for over 20 years and his recent appointment had been through invitation by the Welsh Government's Education Minister to the post of Head of the School Standards and Delivery Division. He explained that the Division had been established as a catalyst to generate ambition to improve outcomes for children 3-16 years old. It supported improvement by focussing on the 'how' of policy implementation rather than the 'what' of policy development. It was noted that the Division had responsibility for sharpening the use of data; strengthening accountability; ensuring consistent sharing of high-impact practice and evaluating policy implementation.

He outlined the role of the Division that would help bring about improved outcomes for pupils in Wales:

(i) Data and analysis

- (a) Analysing performance data and building a shared understanding of the challenges faced by schools.
- (b) Leading the process of national banding of schools and drawing together data sources into a coherent set to be used by consortia and local authorities.
- (c) Leading accountability processes involving data such as the development of school targets and profiles.

(ii) **Planning and capacity**

- (a) Working closely with consortia and local authorities to identify and share high impact practice on a consistent basis.
- (b) Supporting coherent planning an capacity-building focussed on how to raise standards and narrow gaps.
- (c) Ensuring the Improving Schools Plan is delivering core improvement practices across the system by means of a robust performance management programme.

(iii) **Routines and response**

- (a) Leading stock takes with consortia to regularly review progress and be part of the two-way support and challenge with consortia, local authorities and the Welsh Government.
- (b) Carrying out fast-paced reviews to evaluate quality of policy implementation.
- (c) Producing feedback reports on progress in improving outcomes and policy implementation.

Dr Pugh added that 6 Civil Servants together with 6 Head teachers had been seconded (who work 30 days a year) as part of the Division and a stock take was carried out by having sessions of looking at school performances from the Foundation Phase to Key Stage 3 / 4. These sessions are followed by actions that are submitted to Council Leaders, Chief Executives, Cabinet Members and Directors of Education.

Reviews were undertaken via conferences with Head teachers and the feedback reports were looked at and capacity reviews undertaken.

In response to a query by a Member regarding poor performances, Dr Pugh explained that he was directly accountable to the Minister of Education and he gave an assurance that he would voice his views if he saw inappropriate situations. If standards did not rise, Dr Pugh was of the opinion that the process had to be changed. From his experience working with a specific school, examples were seen of standards improving by implementing a strict tracking system in Year 7.

Reference was made to performance in reading, mathematics and science by country based on the PISA mean score in 2009.

In response to a comment made by a Member regarding the role of this authority to maximise standards in TL2+ with reference made to a comparison with a school in England that shared the same characteristics as some Welsh schools, Dr Pugh explained that the following factors influenced the performance in England and these had not been part of the system in Wales.

- (1) That the schools in England (North Harrow) had experienced a change in OFSTED inspections that were much stricter than ESTYN in Wales.
- (2) Forensic challenge for schools
- (3) Look at learning methods, working with Department Heads especially Mathematics

Members of the Scrutiny Investigation were referred to primary and secondary school performance in Wales since 2008, noting primary assessments, average performance and performance against the free school meals indicator.

Attention was drawn to the historical performance of pupils who attain level 2 including Welsh/English and Mathematics which was approximately 51% and the Welsh Government's ambition was to increase the percentage to 65% in the future.

Members were guided through the performance graphs for the last 3 years which indicated:

- (a) Comparison for years 2010, 2011 and 2012 by considering the regions of Wales as well as all Wales against the percentage of 15 year old pupils achieving the Level 2 threshold including Welsh or English and Mathematics. An increase was seen across the regions in 2012.
- (b) Comparison between the authorities of north Wales against the percentage of 15 year old pupils achieving the Level 2 threshold including Welsh or English and Mathematics. There was an ascending progress over the 3 years.

Comparison of performance of north Wales authorities for 2012 against the percentage of 15 year old pupils achieving. A high percentage had excelled on level 2 Welsh First Language with a lower percentage on level 2 in English and level 2 in Mathematics.

At the end of the first year of schools banding:

- 61 out of the 79 Band 4 and 5 schools saw improvements.
- The average Level 2 including Welsh/English and Mathematics for Band 4 schools moved from 41.7% in 2011 to 46.5% in 2012.
- The average Level 2 including Welsh/English and Mathematics for Band 5 schools moved from 36.0% in 2011 to 41.8% in 2012.
- In contrast only 31 of the 80 Bands 1 and 2 schools made improvements.

Therefore, there was a need to raise ambition.

There had been significant progress in Bands 4 and 5 throughout the country in the number of 15 year old pupils who achieved TL2 including Welsh first Language /English and Mathematics between 2011 and 2012.

The priority of the Education Minister was improve performance in literacy, numeracy and pupils' attainment in deprived areas.

From his experience in education and through visits to schools, Dr Pugh highlighted the following issues for consideration:

- (a) In terms of literacy, the need to work closely and hold reading tests with 7/8 year old pupils was stressed in order to develop their reading attainment. In his experience as a Director of Education in Newport, evidence was seen of an increase in the reading attainment of pupils in key Stage 4 having targeted pupils in the primary sector.
- (b) Shortcomings in pupils not knowing their tables and as a result this contributed to an underperformance in Mathematics.
- (c) An effective partnership should be built for teachers to:

- develop literacy and numeracy;
- continuous professional development;
- leadership;
- information technology.

(ch) The effective development of numeracy in primary schools should be ensured. He outlined excellent examples at Ysgol Cae Top, Bangor where 7 year old pupils understood the concept of fractions. The importance of presenting an aspect of Mathematics was emphasised at the start of a child's school career in the Foundation Phase by combining it with practical activities such as:

- weighing in a cookery lesson
- introducing measurements by planning to build a house.

In terms of the secondary sector, competent teachers should be chosen for different sets. Good examples were seen at Ysgol David Hughes. It would also be beneficial to contact John Summers Secondary School, Flint to ascertain the good practice they undertook in Mathematics lessons.

- (d) Schools should be asked to outline their good practices as well as ask them what is done in specific response to underperformance in Mathematics in strategic planning; ask how they collaborate with parents.
- (dd) Schemes such as 'Parents and Pupils Together' pamphlets for parents to develop mathematical skills with their children.
- (e) Contact Karen Evans, Director of Education in Denbighshire to invite her to share experiences and good practices in their county.
- (f) That tracking the performance of each pupil was important in order to try and improve performance in mathematics together with ensuring suitable learning techniques.
- (ff) The need to be relentless with staff who are not up to standard to support pupils.
- (g) Use all the information to be pro-active; look at the systems of academy schools.
- (h) Look at practices where progress is seen in the attainment of level 2 pupils such as the standards in Tower Hamlets, England. Whilst accepting that the area was not flourishing in terms of the economy, Dr Pugh was of the opinion that the teachers had the correct focus to support pupils and get good results. He was of the view that the size of classes of 15 or less influenced attainment. It was noted that there was a great deal of useful international information available specifically regarding the performance of private schools.
- (i) That 10 secondary schools out of the 14 in Gwynedd within the banding system were to be praised, however, the performance of 4 schools had deteriorated which of course was a matter of concern.
- (j) The head teachers of secondary schools with a lower number should have a thorough knowledge of pupils and know them well. It was added that small schools were more changeable and there was no volatility in the banding

system. There was strength in the model of appointing a Strategic Head for the Ysgol y Moelwyn and Ysgol y Berwyn and that it was a way to move forward and be much more systematic. It would be much better to attract a good Head teacher for two schools and to implement a strategic plan in order to improve the quality of education.

- (k) It was necessary to ensure that good practices were spread to schools; identify competent school leaders; present small grants to support schools. Reference was made to the challenge in Manchester under leadership of Professor Mel Ainscow where significant funding had been invested to improve the results of underperforming schools, improve the attainment of deprived pupils and to create a school of exceptional quality. Schools should be encouraged to apply for grants in order that they may expand their school management teams.

Whilst accepting and agreeing with the above points, the Members of the Investigation noted that some created difficulties:

- (i) It was difficult to recruit Mathematics teachers who were experts in their subject.
- (ii) It was difficult to dismiss teachers who were not up to standard because of employment regulations etc.
- (iii) Whilst accepting that a system of appointing Strategic Heads for two schools would work successfully in towns, there was a fair distance to travel between secondary schools in Gwynedd and therefore it was difficult to implement this effectively.
- (iv) That there were too many changes in education policies and procedures by the Welsh Government compared with other countries that are left alone such as Finland where schools perform well.

To conclude, following a request to Dr Pugh from his experience of interviewing Head teachers /teachers and school visits, to outline three recommendations that would in his view be valuable in terms of implementation, he stated the following:

- (1) Build confidence in teachers in the primary sector to be good numeracy teachers.
- (2) Nurture the ability to develop leadership by middle managers to Heads.
- (3) Have an aspiration to move from what is good in Wales i.e. have an attainment level of more than 85%.

He added by noting that it would be an idea for the Scrutiny Investigation, stemming from the results of the investigation to suggest a model to the Education Cabinet Member as a starting point for the future.

Reference and further research

Professor Ben Levin – Toronto University : <http://www.naht.org.uk/welcome/news-and-media/magazines/features/ben-levin-on-leadership/>

Michael Fullan: Educational Change:
<http://www.personal.psu.edu/users/w/x/wxh139/Fullan.htm>

Robert Hill: Role of the Local Authority as a commissioning authority

APPENDIX 5

SERVICES SCRUTINY COMMITTEE

NOTES

26 MARCH 2013

Scrutiny Investigation into Education Quality – Presentation by Mr Geraint Rees, Acting Head of Michaelston College and Glyn Derw High School Federation, Ely, Cardiff.

Present

Councillors:- Alwyn Gruffydd, Beth Lawton, Liz Saville Roberts and Dyfrig Siencyn.

Officers: Huw Rowlands (Assistant Performance Improvement Officer) and Glynda O'Brien (Members' Support and Scrutiny Officer).

Apology: Reverend Robert Townsend

Mr Geraint Rees was welcomed to the meeting by Cllr. Liz Saville Roberts and she thanked him for agreeing to give a presentation to the Scrutiny Investigation.

He gave an outline of his career background and noted that he had been a learning practitioner for 27 years in various contexts in Kenya, in a prison, schools and further education colleges. He was the initial head of Ysgol Plasmawr, Cardiff for 10 years and since 2011 was Head of the Ely Secondary Federation (Michaelston College and Glyn Derw High School, Ely, Cardiff).

He was seconded to the County as a senior officer in the Education Department for 3 years and to the Assembly Government to work on drafting the Welsh Language Education Strategy for six months.

In terms of the population, approximately 35,000 lived on the Council estate in Ely which was a very deprived community with social problems and many children suffered bereavements regularly.

It was resolved to bring Michaelston College and Glyn Derw School together because of the deterioration in the education standards of both schools. The challenge for Geraint Rees as a Head was to raise the standards in schools where the free school meals indicator was 49% and 37%. In terms of Key Stage 4 results, in the 1990s approximately 10-15% of the pupils managed to attain level 2. Throughout the 2000's 30-35% was adhered to with approximately 15-20% attaining level 2 including English and Mathematics. 20-25% disappeared from education, training and employment. School attendance throughout the year was approximately 80% during the same period.

Going through a process of closing the above two schools four years ago and unifying them as a federal college, and school was a total transformation and both Management Teams left the schools, however, there were no changes in the staff. There were approximately 700 pupils in one school with a little less than 600 in the other. 75 teachers, 25 assistants and 9 administrators were employed in the above

schools. The distance between the school was approximately 2½ miles which meant ten minutes by car.

In this case, Mr Geraint Rees was of the opinion that polarization occurred as the social order polarized society especially in populated areas (the rich in one community and the poor in another) and schools then profited or suffered due to this. He was of the view that people were too willing to accept low expectations and believed that that was the norm. ESTYN had also been too ready to accept the situation. It was too easy to accept and use deprivation as an excuse for failure.

Why were the quality standards and Key Stage 3 provision generally robust across all the authority's schools? The Head explained that staff had to understand KS3 levels and had to be encouraged to mark according to the correct standards and to try and find a baseline.

It was explained how the problem had been tackled in Ely with both schools, following an ESTYN inspection, categorised as "one with significant shortcomings" and the other as "being monitored". The aim in the first year, namely 2011/2012, was to improve attendance to 86% and improve the results of KS4 by specifying very clear targets and the need to increase results from 35% to over 50% for level 2. In addition, it was required to go from 19% to 30% in level 2 including English and Mathematics.

The actions taken to raise standards were outlined:

- Change expectations
- Tracking, tutoring, targeting, create competition
- Challenge, support and training for staff
- Use every possible support as every partner counts – TAF, Youth Service, local companies
- Collaborate with local services such as doctors, dentists to ensure appointments outside school hours to increase attendance.

In terms of expectations, it was explained to staff that the results for Level 2 had to be increased urgently and they were given targets to reach 50% by the summer, 60% by the following summer and 70% in the third year. 62% was attained in one turn with 32% achieving level 2+ including English and Mathematics. As a result the majority of the staff had also increased their pride. Both schools had responded to the expectations differently and an element of competition was created between them which assisted to raise standards.

In response to a query regarding how staff were inspired to change expectations, the Head explained that setting targets created a feeling that they were worth aiming towards. There was no excuse that poverty meant failure.

In the context of attendance, there was an improvement of 93% by now and the attendance score for every pupil was posted in a public place on notice boards. If a pupil was under 86%, then the Welfare Officer would deal with the matter. There was a focus, and hard work was undertaken with pupils between 90-94% in order to move them up to 95%. The children were awarded by, for example, holding and attending the school's annual Prom, going on trips etc.

Practices in the schools were changed with evening learning and study weekends at the Urdd Centre.

It was noted that it was important that every pupil counted and there should be intervention and there was value in the tracking system in order to:

- Know where we are
- To know every child
- Target every child – who should be targeted and who is borderline
- Target every group of children

In addition, Year 11 pupils were tracked every fortnight and staff encouraged to do this by buying cakes for them on a Friday afternoon. The Head outlined the tracking system where every subject had a different meaning with the colours – green on target, orange not as good and red not good at all. 25 pupils is the highest number of pupils taught by each teacher.

The Head was certain that the tracking system had changed the situation in the schools and he was of the view that it had created a good working relationship between teachers and pupils. Photographs of the pupils were shown on the notice board in the school's main entrance to show their attainment and in the opinion of the Head this encouraged them to work harder towards their targets.

Therefore, the tracking system raised a desire to learn amongst the pupils. A letter was sent to the parents of those pupils who were on red giving suggestions for change and often these pupils did change,

A C Grade was the highest grade ever to be achieved in both schools and the head was of the opinion that they had to move to get A-C grades and get pupils to apply for Universities.

The Head was of the view that there was potential for leaders within the Federation Management Team of both schools and there should be more turnover in order that schools can make a difference to poor children. The Management Team had the ability to proceed and improve and maintain the school if Mr Geraint Rees had to move on to another project.

The Next Steps

He expanded on the next steps for the schools, namely:

(i) Key Stage 3

Amend the curriculum in Year 7 to include:

Literacy – English, Geography, History and Religious Education
Numeracy – Science, Mathematics, ITC
and Social Skills – Technology, Music, Drama, Art, Welsh and French

and the above occurs for all in Year 7, half the year in Year 8 and then consideration in Year 9.

(ii) Development of Training

By:

- Support and challenge
- Promoting good practice

- Monday afternoons – the children were sent home an hour earlier on Monday afternoons during the summer term in order to hold 2½ hours of training to raise standards for all of the staff in a local hotel. An internal training plan is created for the school and an external person is used if there is no internal person available. The Head felt that there was no need to buy training in from a Consortium as the needs of each school were unique and he had good persons internally to provide training.

(iii) Staffing Structures

Change the roles of teaching assistants to lead in the following 3 categories:

- Literacy
- Numeracy
- Behaviour or other specialism

In terms of monitoring staff, lessons were observed (10-15 classes a day for approximately an hour and a half) and they had to be clear what improvements were required by each member of staff.

Where will the above schools be in 2014?

The Head trusted that the following would be seen:

- Level 2 -70%
- Level 2 and English and Mathematics – 40%
- Attendance - 94%.
- Pupils sent to University – target 20 (3-4 per annum 2010-2012)
- NEET down from 20% TO 10%.

To conclude, in response to general questions the following points were highlighted:

- That support from parents was limited. Approximately 15 parents used to attend the Parents Evening and by now approximately 40 attend each time
- A dialogue was held with the community in the local shops
- That exclusions had decreased from 950 to approximately 700 and it was hoped that the number would be 400
- It was expected that every Head would be aware of the Assembly Government's frameworks and if the Heads did not tackle this now it was anticipated that the staff would not have the resources to achieve the requirements
- Need to ensure that there was freedom to move the curriculum forward,
- The day to day problems had to be identified and three subjects prioritised (literacy, numeracy and social skills) with staff committed to literacy
- Collaboration between schools was a good idea. « Schools can even be twinned across local authorities e.g. Powys and Ceredigion.

How we can work together to improve standards

- (i) By undertaking a full audit of every school and good practice and get individuals to model this
- (ii) Hold training for staff

Reference and further research:

The Teacher in Education, Mel Ainscow – Manchester University (developed a model for the organisation of 8 schools)

Leading Aspect model – a scheme presenting what you do really well (identifying good practice). Individual comes in to see, approve in an on-line catalogue, once registered 4 days training per annum will be offered). An authority can create a Leading Aspect itself and it would be a way of promoting good practice in Welsh in terms of language.

Research by Professor John Hattie, Auckland University – create a league of things that work with a chart summarising everything.

APPENDIX 6

SERVICES SCRUTINY COMMITTEE

EDUCATION QUALITY INVESTIGATION

OBSERVATIONS AND SUMMARY OF THE MAIN CONCLUSIONS FROM PARENT-GOVERNORS MEETINGS

1. The Authority was slow to intervene and gave support when teachers were ill for long periods. This was especially true when it appeared that a teacher had deliberately timed his/her illness in order to increase time off work, e.g. become ill and improve a few days prior to the Summer holidays and become ill again early in the Autumn Term.
2. A poor teacher meant a poor education.
3. Even experienced Governors found it difficult to challenge the Head teacher.
4. No consistency in the roles of the Governors and how they operated. This varied from school to school and it appeared that there were no guidelines in place whereby the Authority could observe or standardise activities. This was also true in terms of what information was shared, when and by whom. Some schools gave a great deal of information to Governors, others did not.
5. Good practice within governing bodies was not shared sufficiently.
6. Difficult to have a convenient time to meet with the teachers.
7. Meetings needed without the teachers and Head teacher present.
8. An environment was required whereby governors could operate and challenge and be critical friends.
9. Was there a need to re-consider the governor's role? Was a governing body with lay members the best way of ensuring that a school acted effectively?
10. No feeling that the governing body gave a strategic lead for the school. Too much of a tendency for governors to be passive and agree with what was placed before them.

11. Welsh Governors to 'support the effective governing of every school in Wales with professional and personal support to every school governor'. No evidence to indicate that the Governors of Wales managed to achieve this.
12. Was there a need to improve the Clerk's role - e.g. an operational Clerk at Ysgol Dyffryn Ogwen that had made a difference?
13. Not much evidence of Head teachers arming governors in order that they may act effectively. Indeed, there was a feeling that Head teachers preferred to have governors who acted passively rather than actively.
14. Report by the National Audit Office stating that one of the main reasons for failure in schools was weak governing. Do the governors understand their role correctly? Does the local education authority promote and give sufficient importance to the role. There was evidence of schools in Gwynedd failing – however it was evident that the governing bodies had not intervened, despite evidence of continual failure in some cases.
15. One group of governors expressed total desperation due to the lack of understanding of their role and they saw it as having no purpose and were unable to achieve.
16. Need to improve communication between the Head teachers and the governors and between governors' sub-meetings.
17. Data was swamping and drowning the majority of governors – in terms of bulk and complexity. Lack of understanding and guidance with the data was leading to an inability to be able to challenge confidently.
18. Governors received data about their own schools, however, seldom did they get a picture of the school's performance compared with other Gwynedd schools. Bearing in mind that there were only 14 secondary schools in Gwynedd, this would not be too difficult a task.

APPENDIX 7

SERVICES SCRUTINY COMMITTEE

EDUCATION QUALITY INVESTIGATION

SUMMARY OF THE MAIN FINDINGS OF CLYWED WHEN QUESTIONING PUPILS

CLYWED (Bontnewydd Home) questioned Year 11 pupils in the 6 schools who were part of the investigation into the quality of education, except for Ysgol Eifionydd.

For various reasons, it was not possible to make arrangements to question Year 11 at Ysgol Eifionydd, and Year 11 pupils at Ysgol y Berwyn were questioned in their place. Ysgol y Berwyn is in a category similar to Ysgol Eifionydd, a school that has shown an improvement, therefore it is unlikely that this has impaired on the conclusions in any way.

The same questions were asked to the pupils of the 6 schools in order to ensure consistency in the questions.

MAIN FINDINGS

What makes a good education?

- Good teachers. Usually good teachers listen, are organised and maintain interest and enthusiasm.
- Consistency in terms of teachers
- School size – a school that is not too large is advantageous and promotes recognition between teachers and pupils
- Having a sixth form is beneficial to the school
- A happy school – more than just formal education.
- Order in the classroom – not sitting with friends leads to better concentration
- An organised school with procedures in place in order to ensure that the pupils achieve.
- Lessons and after-school clubs of assistance to raise standards
- Respect between the teachers and pupils

What has an impact on the quality of education?

- Teachers who are about to retire usually underperform and have lost interest in their subject
- Teachers marking work too generously. Then finding out that it is too late as the actual achievement standard is not good enough for GCSE.
- The poor performance of some departments lead to private lessons that mean better results than the education standard of the school merits.
- Teachers teaching a subject that it different to their core subject.
- More difficult for a weak school to retain good teachers – vicious circle.
- Additional lessons after school can be good but if the teacher is a poor teacher anyway giving additional lessons will not necessarily mean that they will be beneficial.

Mathematics

- Mathematics is a difficult subject.
- More emphasis needed on the basic principles.
- The basic principles have to be understood or there will never be an understanding.
- Mathematics is taught in a boring way.
- Mathematics need to be streamed in other subjects.
- Understand the value of Mathematics in the real world and make it more practical.
- Afraid to ask for help and say that they do not understand.
- Spending more time learning Mathematics is a good thing.
- Improving skills in Mathematics in Primary.
- Too many changes in teachers lead to different teaching methods and complexity.
- The ability of pupils within a class can vary greatly. Teachers need to understand this and tailor the lessons to the pupils' range of abilities.

CONCLUSION

Questioning the pupils have not given us conclusions that are basically different to those the investigation has already learnt from the Head teachers, Parent-governors and experts in the field.

APPENDIX 8

SERVICES SCRUTINY COMMITTEE

QUALITY OF EDUCATION SCRUTINY INVESTIGATION

POSSIBLE QUESTIONS FOR MR HUW FOSTER EVANS, GwE's CHIEF OFFICER

Purpose of the Meeting

To interview Huw Foster Evans, GwE's Chief Officer, to understand GwE's function and vision, and the implications of the change from CYNNAL's service.

Brief prepared by Siân Gwenllïan

- (i) Why did polarisation occur in the KS4 performance of schools?
 - (ii) Achievement standards in Mathematics and the impact of this on the TL2+ indicator (a child must gain 5 A*-C grades including language and mathematics) - an indicator that the Minister for Education insists that must improve over the next three years.
 - (iii) Why is the KS3 standards and provision generally robust across all the authority's schools?
 - (iv) Nurture a fuller understanding of the performance of pupils receiving free school meals and the degree the achievement of the groups of learners has an impact on KS4
 - (v) The relevance of the free school meals indicator to identify rural deprivation
1. Explain GwE's function and structure. How is GwE different to CYNNAL?
 2. What is your vision for GwE?
 3. What is the rationale for abolishing CYNNAL and establishing GwE?
 4. What will GwE do that is different and better than CYNNAL?
 5. How do GwE's resources and staffing levels compare to CYNNAL's?
 6. Does GwE have sufficient resources and capacity to be able to assist schools to improve as well as to monitor and challenge?
 7. As GwE will operate across North Wales, while CYNNAL was restricted to North West Wales, will this mean that Gwynedd's schools are less central to the service?
 8. What is the relationship between GwE and the North Wales Consortium?
 9. A recent ESTYN inspection (March 2013), on Gwynedd's education service, recommended:
 - Raising Key Stage 4 standards by more robust targeting of underperforming departments in secondary schools that have poor performance levels.
 - Monitor and challenge each school and use all the powers available to the authority to improve performance and management in underperforming schools.

What contribution will GwE make to the achievement of the above?

10. How will GwE ensure the continuity of a cross-curricular Welsh language service bearing in mind that not all officers within GwE speak Welsh?

11. What constitutes good education?

12. How can education in Gwynedd and North Wales be improved?

APPENDIX 9

SERVICES SCRUTINY COMMITTEE

NOTES

INTERVIEW WITH MR HUW FOSTER EVANS, CHIEF OFFICER, GwE (Regional School Effectiveness & Improvement Service for North Wales)

5 September 2013

Present: Councillors Beth Lawton, Siôn Wyn Jones, Liz Saville Roberts and Dyfrig Siencyn.

Officers: Arwel Ellis Jones (Senior Manager Corporate Commission Service), Huw Rowlands (Assistant Performance Improvement Officer), Glynda O'Brien (Members and Scrutiny Support Officer)

Mr Huw Foster Evans was welcomed and he was thanked for agreeing to meet the members of the Quality of Education Scrutiny Investigation by Councillor Liz Saville Roberts. He was congratulated on his appointment as the Chief Officer of the new body, GwE. She explained that the purpose of the investigation, in accordance with the request from the Cabinet Member for Education, was to ascertain:

- (i) Why did polarisation occur in the KS4 performance of schools?
- (ii) Achievement standards in Mathematics and the impact of this on the TL2+ indicator
- (iii) Why were the quality standards and KS3 provision generally robust across all the authority's schools?
- (iv) Nurture a fuller understanding of the performance of pupils receiving free school meals and the degree in which the achievement of the groups of learners has an impact on KS4
- (v) The relevance of the free school meals indicator to identify rural deprivation
- (vi) The impact of leadership on the performance of schools and the way leadership skills are nurtured and developed.

1. GwE's Function

Mr Evans thanked the Members for the opportunity to meet them, and emphasised that as he had only been in post for three days that he would attempt to answer their questions to the best of his ability. Mr Evans explained that GwE was an arms-length body of the North Wales Consortium which had been commissioned by six authorities (Conwy, Denbigh, Flint, Gwynedd, Anglesey and Wrexham) to improve schools.

2. North Wales Consortium

These six authorities collaborate as the North Wales Consortium, which is an expression of the authorities' desire to undertake their work while respecting local culture, language and

accountability. Within the Consortium a strategic group has been established which includes the six North Wales Directors of Education and Anwen Williams as the Strategic Coordinator. Six sub-groups have been established within the Consortium with each of the Directors of Education leading the specific groups:

- Performance and Sustainability Sub-group
- Schools Effectiveness Sub-group
- Welfare and Partnerships Sub-group
- Finance and Resources Sub-group
- ITC and Data Sub-group
- Welsh Medium and Building Inclusivity Sub-group (under the leadership of Mr Dewi Jones, Head of Education, Gwynedd Council)

3. Service Level Agreement

A service level agreement had been established between the six authorities and GwE, effective between April 2013 and March 2014, which is identical for the six authorities. According to the formula, Gwynedd will pay 18% of the cost of funding the service.

The agreement prescribes in detail the service that GwE must provide, and therefore its functions are fairly restricted. When the agreement is renewed, there will be another opportunity to discuss the nature of GwE's services, following the lessons learnt from the experiences of the service's first year.

4. GwE's Role and Structure

GwE's role will be to monitor, challenge, intervene if required, and support schools, and it was emphasised that the six authorities will all have different aspirations. It was further emphasised that GwE is different to CYNNAL, and Mr Evans' personal feeling was that the level of the challenge had increased, and that there would be more targeting, supporting and intervention in schools where necessary in order to work in partnership with schools and raise the attainment level of pupils. There would be no universal support, and this could be a cause for concern. GwE would therefore need to encourage and increase the schools' abilities to bring about change for themselves.

GwE will offer a service to 466 schools with a budget of £3.5m, and a structure of 30 System Leaders located in the administrative centres for the following regions. It was noted that 19 out of the 30 System Leaders were Welsh speakers, with the original agreement stating that 16 must be bilingual. It was added that the recruitment and language policy depended on the operational location, which would be one of the following centres:

- Anglesey and Gwynedd
- Conwy and Denbighshire
- Wrexham and Flint

The six authorities had provided a budget of £250,000 for additional support for schools that required it, and it must be ensured that the funding was spent in a balanced manner, such as employing an individual with a successful track-record to work on a specific brief with schools.

Three Senior System Leaders had been appointed, acting as the Chief Officer's deputies. Mr Elfyn Vaughan Jones had been appointed Senior System Leader for Gwynedd and Anglesey, with 11 System Leaders to assist him.

In accordance with the service level agreement, each school will receive three monitoring visits (6 working days for each school through visits, preparation of reports, etc.) by the System Leaders, which corresponds to 55% of GwE services. It was further explained that if a school has been categorised by ESTYN as requiring special measures, that school would qualify for additional support from GwE. It was noted that approximately 88% of the service's time had been allocated, with the remaining percentage to be shared to deal with pre-inspection visits.

Mr Evans noted that ESTYN had consulted over the summer period with local education authorities regarding changing the inspection cycle. Under the current arrangements, schools were inspected every six years, and the theme of the consultation was to develop a more flexible risk-based system, which would mean inevitably that schools must be ready for an inspection at all times.

In relation to the schools banding system, it was confirmed that the Welsh Government's Standards Unit was driving this agenda, not ESTYN.

In response to an enquiry regarding the targeting of schools on the basis of risk, Mr Evans noted that the statutory role for schools remained with the local education authority, and that GwE would categorise schools, and report back on their performance to the local authority. It was emphasised that the six Directors of Education had the ultimate power to intervene in Governing Bodies. GwE would report to governors, and if the governing body did not accept a particular judgement, then further discussions would be held with the local education authority. Assurance was given that the Senior System Leader for Anglesey and Gwynedd would meet regularly with the local education authority team to discuss findings.

Further explanation was given on this term's process, to request Headteachers to provide self-evaluations of their latest outcomes for 2013, and to ascertain whether they have identified priorities. It was emphasised that challenging was essential, and therefore Headteachers' performance management must include target setting (as part of the three visits), to be reviewed by the governors. Directors of Education would have the right to see copies of the performance management targets of each Headteacher, and ESTYN would also be entitled to request them. It was felt that setting targets was a more powerful tool as it related to individuals and to Headteachers' salaries. It was noted that the local authority would deal with any instances of underperformance by Headteachers.

The Members of the Investigation felt that the link with governors regarding performance management was weak and that it should be strengthened. In response, Mr Evans said that it was not yet clear how the System Leaders Team would report on performance to the Governing Boards, and in his opinion this link was crucial to improving schools. Discussions

must be held with the System Leaders to ascertain their response in this respect. From GwE's perspective, it was felt that a formal report should be submitted to the full governing body and given due attention, and that the Chair of the governing body should prioritise this report. If a governing body was seen to be underperforming, then GwE could commission work with the governors.

It was noted that the recruitment of Headteachers was a problem as there was no incentive to undertake the post from the perspective of the difference in salary between Deputies / teachers considering the additional responsibilities of Headteachers.

5. Attainment Standards in Mathematics

In the context of the Quality of Education Scrutiny Investigation, reference was made to the concern regarding standards of attainment in Mathematics and its impact on the TL2+ indicator. Mr Evans acknowledged that Mathematics was problematic in almost all schools, and was not a weakness within Gwynedd only. This was discussed with the Senior System Leader, and it was obvious that one of Gwynedd's priorities was to address the concern. The reason behind the quality of the results was not evident, but it was suggested that the following matters had an impact:

- problems with recruiting mathematics teachers
- teaching styles of mathematics
- the subject is totally dependent upon examinations
- the preparation of pupils for the exam is crucial
- examination timetables, particularly in core subjects
- the amount of contact between pupils and teachers up to the day of the exam

If schools are underperforming, and are weak in certain subjects, there was confidence that GwE could identify the weaknesses, collaborate with the Department, and form partnerships with successful schools to drive them forward.

There was a tendency for the service's operational systems to focus on reviewing, concentrating on spreadsheets of 2013 results rather than placing the emphasis and priority on 2014 targets. Mr Evans was of the opinion that:

- focus should be placed on the future, rather than reviewing the past
- leadership was crucial, including the leadership of middle managers
- target-setting at the beginning of the cycle was essential (it was noted that the performance of secondary schools in Flintshire was 8% higher than Gwynedd on the basis of 2013 figures, and that this was due to the challenging targets which had been set)
- that joint support was important (e.g. partnerships between schools, mentoring)

From the perspective of the scrutiny role of Members, it was important to deal with the following issues:

- ask about the system of governance

- receive results data on a regional level
- monitor schools' attendance levels
- what works well in schools
- the role of the school in the community (a huge challenge for secondary schools - relationship with parents is important)

In conclusion, the Chair and Members thanked Mr Huw Foster Evans for his time and for his presentation, and wished him well in his post.

* * * * *

For further background information, see the following websites:

My Local School: <http://mylocalschool.wales.gov.uk/index.html?iaith=eng>

Robert Hill's Report: www.wales.gov.uk/consultations

The London Challenge: <http://www.ofsted.gov.uk/resources/london-challenge>

Post-Inspection Action Plan

Gwynedd Council

[in response to Estyn's report on quality of local LEA services for children and young people March 2013]

Presentation:

The PIAP contains the following sections:

Section 1 : Outline of the principal steps for implementation

Section 2 : Action Plan

A detailed plan is presented that specifies the following:

- the various steps taken to achieve the expected outcomes
- specific time-table for implementation
- Senior Officer who has lead responsibility for each recommendation
- key officers responsible for implementing specific measures
- details of the additional resources required to achieve the outcomes
- relevant indicators to evaluate progress
- improvement targets for each recommendation
- arrangements for monitoring, evaluation and reporting on progress

Section 3 : Performance Matrix

Record of performance over 4 years for the principal indicators so as to track progress from 2011>2014

Section 4 :Project Management Plan

An outline plan highlighting the implementation, time-table and lead individuals

Section 2: Action Plan

Recommendation 1		Improve protection through ensuring that the council's procedures and policies are clearly understood by all LEA employees and are regularly updated and disseminated.						
Lead Senior Officer		AME						
Stages in Action taken		Implementa-tion Officer	Monitoring Officer	Implementation Time-table		Milestones	Resources/ support	Expected Outcomes
				Comm-ence	Conclude			
1.1	Collaboration between the council's senior managers and officers to ensure an understanding of corporate protection procedures and policies.	GO	AME	February 2013	June 2014	See below	Designated Manager within each department	Full grasp of the development fields. Clear lines of communication, and agreed priorities.
1.2	<p>Disseminate and ensure awareness of 'Children and Adults Protection Policy and guidelines' (corporate) and compliance with it.</p> <ul style="list-style-type: none"> Corporate policy approved by the Children and Adults Protection Strategy Panel and the Cabinet. Produce, design and disseminate a pamphlet for all council staff explaining the corporate policy's main principles and aims. Produce questions for Cetus system to raise awareness of the corporate policy's contents. Create material, such as cards, purse and stickers, to raise awareness of the corporate policy. Departments to confirm a Departmental Policy within their individual services (80% already completed) Frequently asked questions (FAQs) established on the council's web-site, explaining use of 'Safe workforce' system, namely a corporate centralized record of allegations of abuse at a professional level. Main item of meeting Senior Managers and Middle Managers College. 	GO (Chair Protection Implementation Panel) Heads of Service and Designated Managers	AME	July 2013	December 2013	<p>Produce the pamphlet</p> <p>Use the Cetus system</p> <p>Departmental Policies Materials</p> <p>Pilot Scheme September 2013 – for everybody through Cetus October 2013. Jan./Feb. 2014</p>	£5k - £10k	<p>Staff, councillors and Council employees have a clear grasp of child and adult protection policies and guidelines.</p> <p>Evidence of impact monitored by each service with regular report to the Executive Panel and departmental Management Team (quarterly).</p> <p>100% have read and understood the relevant policies and procedures. Strategy Panel approves the Policy and Guidelines of every Service within the Council.</p> <p>Performance Indicators (see paragraph 8.2 of the policy) Strategy Panel's Annual Report to the Cabinet and Full Council.</p> <p>Fixed Item – Corporate Management Team.</p>
1.3	<p>Staff and managers who work with children and young people are supported in their continuing professional development through protection training at a level appropriate to their role and responsibilities.</p> <p>a) The entire Council staff should undertake basic protection awareness training [Level 1] as part of their induction programme [through the Corporate Training Matrix]. It should also be available to current staff as refresher training every 3 years. (It was decided that the entire Council staff would undertake Level 1 training.)</p> <p>b) The entire staff and managers who have additional protection responsibilities supported in their professional development through Level 2 training.</p>	<p>Geraint Owen (Carey Cartwright - planning and Llŷr Bryn Roberts - contents)</p> <p>Delyth Molyneux Owen Owens</p>	<p>AME</p> <p>AME</p>	<p>March 2013</p> <p>Training programme in place</p>	<p>Ongoing</p> <p>September 2014</p>	<p>October 2013</p> <p>Need to prepare a bid for Level 3 training</p>	<p>Costs for the face to face training element (no costs attached to e-teaching)</p>	<p>Entire council workforce undertakes protection awareness training. Identify the need to refer/how to deal with individual cases. Included in Gwynedd Council's corporate training matrix.</p> <p>Designated Managers with additional protection responsibilities undertake Level 2 training. Recognize the need to</p>

	(It was resolved that all Council Designated Managers undertake Level 3 training)	Gwenno Williams		March 2013				refer/how to deal with individual cases.
	c) All managers who have specific responsibilities for dealing with and managing allegations of professional abuse are supported in their continuous professional development through Level 3 training. (Training commissioned through BLIDP Gwynedd and Isle of Anglesey. Sessions have been held. Continual requirement.)	Ian Roberts	AME	December 2013	September 2014			Designated managers who have specific responsibilities for dealing with and managing allegations of abuse at a professional level undertake Level 3 training.
1.4	Approve, disseminate and ensure awareness of the 'Education Service's Protection Policy and Guidelines'.	DRJ + Senior Education Managers. Headteachers, Teachers and Designated Governors.	AME	July 2013	Regularly update.	For completion by the Education Department		<p>Clear understanding amongst staff in the Education Department, schools and LEA employees of children and adult protection policies and guidelines.</p> <p>Protection and Safeguarding Annual Report Findings by schools Governing Body.</p> <p>Record of training.</p> <p>Quality and progression of child protection referral references.</p> <p>Participation.</p> <p>Ensure external validation (external peers used) of quality of child and young people protection procedures annually and report to the Strategy Panel and Gwynedd and Isle of Anglesey Local Safeguarding Children's Board.</p>
1.5	<p>Hold an independent annual audit of quality of Child Protection and Safeguarding procedures in schools, through sampling Protection operational procedures from 10% of secondary, primary and special sector schools.</p> <p>Report on findings and input recommendations and progression steps to the Annual Development Strategy in the field.</p> <p>Implement adjustments to education and schools department as appropriate based on the above.</p>	DRJ/DM	AME	December 2013	June 2014	Plan adapted by October 2013. Sample of schools identified by December 2013. Monitor during Spring Term 2014. Report and input to the Annual Development Strategy by June 2014.	Annual finance for purchasing specialist protection (or frame a joint agreement with neighbouring LEA) equivalent to 8-10 days between February and June 2014.	<p>Ensure that quality of the education department's Protection and Safeguarding structures monitoring procedures are annually independently evaluated. Report to the Protection Strategy Panel.</p> <p>Monitoring findings lead to further improvement in quality of procedures across the school sectors and Education Department central services.</p>
1.6	<p>Ensure that the priority given to the Children and Adults Protection field is reflected in the Council's Strategy Plan</p> <ul style="list-style-type: none"> During the process of reviewing and re-prioritizing 	SG/RHWW/ITJ/A ME/DPH + Geraint George	AME	May 2013	December 2013	Cabinet Meetings + Strategy Panel	Resources required to undertake relevant	Strategy Plan highlights how Gwynedd Council fulfils its corporate and legal obligations in the child and adult protection field.

	<p>the Strategy Plan, ensure that Protection is prioritized as its due as regards its corporate importance, despite there being no financial savings linked to the field.</p> <ul style="list-style-type: none"> Implement the sections of the Protection Strategy Plan, in compliance with the prepared work programmes. 						sections of the Strategy Plan	See GOF 3 of the Strategy Plan.
1.7	<p>Lead Members receive evidence of the Council's corporate/cross-departmental performance regarding children and adults protection matters.</p> <p>Ensure effective corporate communication.</p> <p>Ensure effective communication with Gwynedd and Isle of Anglesey Local Child Protection Board.</p>	AME and Wyn Williams	DE/HT	May 2013	Ongoing	Reports on corporate/departm ental performance presented to the Strategy Panel.	No additional resources	Clear and convenient communication arrangements in place throughout the Council. Cabinet/Full Council Reports, Corporate Management Team, Strategy Panel. Strategy Panel monitor Corporate Performance Indicators.
1.8	<p>Support functions and duties of Statutory Director (Social Services) within the Council.</p> <p>The Statutory Director's Annual Report / evidence grids annually report on any obstacles to fulfilling the function.</p> <p>Specific annual report in the protection field that provides an annual summary of the Strategy Panel's work to the Cabinet.</p>	Panel Members. Heads of Service, Designated Managers of every service.	AME	May 2013	Ongoing	February 2014	No additional resources	Statutory Director undertakes the final and indivisible responsibility on protection matters. Ensures that the Council has appropriate child and adult protection measures and on reporting on a corporate level to advisers about their effectiveness.
1.9	<p>Information sharing on Safeguarding Board's vision, priorities and policies, through bulletins, use of the web-site, public consultation, press publications, presentations and staff meetings.</p>	IVR IT Department (Isle of Anglesey)	AME	Mehefin 2013	April 2014	<p>Consult with stakeholders on image/contents of BLIDP web-site e.g. BLID Young People Participation Group (June. - Oct 2013)</p> <p>Re-launch BLIDP web-site (October 2013)</p> <p>Collaborate with BDP Regional Communication Group (ongoing)</p>	£3000 Publications (develop Safeguarding Board Web-site)	Partners, at all levels, have a better grasp of protection vision and priorities.
1.10	<p>Continue to strengthen the links between the Child Protection Board and services within the Council, to enable the other services to gain a better grasp of the development fields.</p>	IVR/MPH/DRJ	AME	June 2013	April 2014	<p>Present Gwynedd Post-Inspection Plan to Steering Group & quality assurance BLIDP (September 2013)</p> <p>Post-Inspection Plan Progress Report to BLIDP Steering Group March 2014</p>	Staff time	Managers, staff and others including elected members have a strategic grasp of outcomes and quality of their protection work with children and young people

1.11	<p>Robust contactual arrangements implemented where Gwynedd Council commissions or regulates work with children and young people done by other agencies/bodies.</p> <p>a) Direct evidence required from agencies/bodies that safe recruitment, appropriate protection training, and compliance with DBS are in place. (Substantial progress made to ensure that Service Level Agreements are in place. However, internal inspection/audit reflects inconsistent response within some Departments. Action Plan in place.</p> <p>b) Confirmation required of the name of the designated manager responsible for protection within agencies/commissioned external bodies. (Internal examination/audit reflects an inconsistent response within some Departments across the Council). Action Plan in place.</p> <p>c) Establish and identify additional capacity to monitor quality of residential provision by external agencies/bodies/private agencies for children with additional needs/children in care. (High cost Placements). Develop the business case for establishing and identifying additional capacity to monitor quality of the residential provision by external agencies/bodies/private agencies for children placed in Gwynedd by other LEA's.</p>	<p>Geraint Owen and relevant Managers from the Executive Group.</p> <p>Marian Parry Hughes Aled Gibbard Delyth Molyneux</p>	<p>AME</p> <p>AME</p> <p>AME</p>	<p>March 2013</p> <p>March 2013</p> <p>March 2013</p>	<p>December 2013</p> <p>December 2013</p> <p>April 2014</p>	<p>Output Reviewed Sept 13. .)</p> <p>Output Reviewed Sept 13.)</p> <p>Appoint an Officer 2014/15</p>		<p>Effective procurement arrangements. Evidence of compliance with current statutory requirements and recognized standards by external bodies.</p> <p>Evidence of compliance with current statutory requirements and recognized standards by external bodies. Robust monitoring arrangements and agreements.</p> <p>Additional post A range of indicators including specific % of placements having received a monitoring visit.</p>
1.12	<p>An effective and integrated corporate data base that maintains a record of all Gwynedd Council employees who work with children and young people.</p> <p>a) Review and adjust the 'Posts System' to include all staff who work with children and young people and which require a DBS check. (A complete overview of relevant details of all staff employed by Gwynedd Council who work with children and young people [and vulnerable adults] in place.)</p> <p>b) Note and list the relevant posts requiring a DBS check. (Implemented. Ask for an ongoing review.)</p> <p>c) Develop a database to include 'fields' for DBS – reminder notes to renew, references, allegations of professional abuse and result, refer to Vetting and Exclusion.</p>	Geraint Owen	AME	<p>March 2013</p> <p>January 2013</p> <p>March 2013</p>	<p>October 2013</p> <p>October 2013</p> <p>October 2013</p>	<p>Has received approval in principle Strategy Panel 29/7/13.) Final</p>	Within personal resources	<p>The corporate database presents a complete overview of all Gwynedd Council employees who work with children and young people.</p> <p>Complete overview at a professional level of possible abuse perpetrated by entire staff of Gwynedd Council who work with children and young people. Reminder of the requirement to renew DBS for managers.</p> <p>Database implemented:</p> <ul style="list-style-type: none"> - Create a safe workforce; - Corporate systematic procedure, - Searchable database,

	<p>(‘Safe Workforce’ System’ – Implementation Protocol in place.</p> <p>d) Implementation (For review and result of pilot exercise.).</p> <p>e) Review Database</p>			December 2013	October 2014	<p>Implementation Protocol presented to the Strategy Panel 5.9.13 by IE/DPH</p> <p>October 2014</p>		<ul style="list-style-type: none"> - Identify trends in abuse at a professional level - Allow analysis and assessment of information regarding abuse at a professional level
<p>Expected Improvements</p>		<p>Confirm that there are robust Policies in place</p> <p>Ensure better grasp and awareness of the policies throughout the Council.</p> <p>Robust processes and systems (that are effective) in place</p> <p>The Council recognizes that this is a priority and receives due focus through ensuring robust Protection Governance arrangements and clear lines of accountability.</p> <p>Executive Group and Child Protection Strategy Panel operational.</p>						

Recommendation 2		Raise standards at key stage 4 through targetting poorly under-performing departments at secondary schools, more robust.						
Senior Lead Officer		DRJ						
Implementation Measures	Implementation Officer	Monitoring Officer	Time-table for Implementation		Milestones	Resources/ support	Expected Outcomes	
			Commence	Conclude				
2.1	Provide an early and effective response to Scrutiny Committee investigation findings to KS4 performance at Gwynedd Secondary schools. <ul style="list-style-type: none"> Present the report for the attention of the Scrutiny Committee, the Cabinet Member and Children and Young People Attainment Panel. Prioritise the implementation as part of P1 programme 'Raise Children and Young People's Educational Standards' in the Council's Strategy Plan. Support the two year secondment of the Quality Improvement Officer appointed to lead the work in collaboration with the secondary schools [develop the concept of a secondary school in Gwynedd with those features that will meet the Council's vision] Formally publish and launch Gwynedd Secondary School guidance document [including a response to recruitment problems in Mathematics in specific areas]. 	DRJ	ITJ	October 2013	Summer 2015	Autumn Term 2013 : <ul style="list-style-type: none"> Job Description available August 2013 Appoint Autumn 2013 Present the guidance Spring 2015 	£131,000 Council funding [Strategy Plan Funding over a 2 year period]	Purposeful and robust planning implemented at every secondary school in response to research findings and good practices shared.
2.2	Ensure, through the SLA with the Regional Schools Improvement Service [GwE] that : <ul style="list-style-type: none"> Effective use is made of the available range of data [SDC; Banding; FSM National Benchmarks; linear line; FFT predictions Math D; reading test results and others] to challenge the performance of the 5 target schools and agree on challenging targets for the principal performance indicators and KS4 core sections of those schools for the next 3 years. The target schools/ sections complete a detailed and thorough evaluation of performance in compliance with local expectations and requirements of the Common Inspection Framework and that clear implementation measures are identified as part of the process. Agree on action plan with Headteacher and schools Governing Body to target support where performance is in the main TL2+ indicator and where some of the core 	EVJ	OO	October 2013	December 2013	Performance profile available by the LEA termly monitoring visit. Evaluation completed by the LEA termly monitoring visit. Sharply focused and robust action plans agreed with the target schools. Progress reports as part of LEA termly visits - Autumn 2013; Spring 2014; Summer 2014. Mandatory training for Governors held in Meirion and Arfon July 2013. Specific school sessions held during Autumn Term. Termly monitoring visits scrutinizes Governing	SLA LEA>GwE. GwE commission funding The 5 school SMT professional network Good Practice Group SEG/LEA Grant/Schools. £48,000 – employ post of Education Quality Improvement Officer [SEG funding and Council funding] £25,000 – secondment [SEG and Council funding].	Target schools cyclical performance profile available and serves as a basis for setting challenging targets for principal KS4 indicators. Improvements in the performance of the vast majority of principal indicators of the 5 target schools by Summer 2014 [see quantitative targets Section 3 below]. Sharply focussed evaluations completed at the target schools and purposeful planning occurs to drive improvements. Improvement Plan of Quality implemented at the 5 schools. Each of the 5 target schools act robustly on Improvement Plan requirements. Better consistency in how the schools respond to LEA requirements. Governors receive guidance/training. Governors have an improved understanding of data and better use of evidence to challenge performance. More effective scrutiny of evidence of progress implemented at the target

	<p>sections have been below FSM benchmark median for a <i>period of 2 years or more</i> [Ardudwy : TL2+; CSI; SPC; Maths; English; Brynrefail : TL1; TL2; SPC; English; Mathematics; Science; Dyffryn Nantlle : TL2; TL2+; CSI+ core subjects; Syr Hugh Owen : TL1; TL2; TL2+; CSI; SPC + core subjects; Tywyn : TL2+; CSI + core subjects].</p> <ul style="list-style-type: none"> the schemes of the 5 target schools focus on robust procedures at KS4 for : target setting and tracking pupils progress; effective use of data by school leaders; ensure early and effective intervention in instances of under-performance; and improve attendance [in compliance with the LEA's strategy – see A4 below]; promote excellent learning and teaching throughout the school. Target schools make effective use of local and national guidance that highlight best practices eg Stage 1 report London Challenge; Toolkit Sutton Trust; national and regional guidance in Literacy and Numeracy and Estyn website best practices and others. target schools make effective use of delegated budgets and the various grant sources [SEF/GaD and otehrs] to target intervention to the focus areas. Every school receives guidance and support on this through the work of the appointed Education Quality Improvement Officer [Grants Management and Monitoring]. The work is supported by a Support Officer who also supports the schools to organize sessions and joint training day sessions. Quality guidance/training and support available to enable Governors to take more effective action as a critical friend and to make the school accountable for its performance eg focus on data analysis and use LEA/GwE monitoring reports to challenge the school's performance [combination of catchment-area collective sessions + specific sessions at the target schools] 			September 2013	March 2014	<p>Body's role.</p> <p>Appoint Autumn Term 2013</p>		<p>schools.</p> <p>Aspects of poor performance/comfortable performance challenged at the early stage at the target schools.</p>
2.3	<p>Ensure, via the SLA with the Area Schools Improvement Service [GwE] that target schools participate in professional networks and forums to share good practices and utilize the specializations of successful System Leaders and school leaders.</p>	EVJ GaJ	OO	Autumn 2013	Summer 2014	<p>Termly meetings held. Progress reports as part of the LEA termly visits – Autumn 2013; Spring 2014; Summer 2014</p>	<p>SLA LEA>GwE GPGOC Good Practice Group SEG/LEA/Schools Grant</p>	<p>Leaders have access to professional networks and good practices. Leaders have a better understanding of aspects requiring attention to improve performance. Schools consistently respond to LEA</p>

	<p>1. Leadership Network with a focus on:</p> <ul style="list-style-type: none"> Improving aspects of leadership at every level [including the Governing Body's work] develop robust tracking procedures at KS4 promote effective use of data amongst school leaders including read-across'] develop the provision at a school that improves the examination technique skills of KS4 pupils improve and make more robust monitoring/evaluation skills improve the work of planning for improvement <p>2. Training/guidance to enable leaders to act more effectively</p> <p>3. Schools/Departments Pairing Scheme</p> <p>4. Outcomes of investigations into various and effective school leadership styles.</p>						GwE commission Grant	requirements. Improvements in the performance of the principal indicators of the 5 target schools and the LEA [see qualitative targets Section 3 below].
2.4	<p>Ensure that target schools agree [and have commenced implementing] robust schemes to improve literacy standards specifically reading and writing and numeracy throughout the school in compliance with National Framework requirements. As part of implementing the above schemes :</p> <ul style="list-style-type: none"> Ensure that every school focusses on training and developing staff capacity throughout the school to prioritise improvement of pupils reading and writing skills. Ensure that schools effectively use data and relevant information to target specific intervention for individual pupils/pupil groups with reading/spelling and numeracy. Ensure that schools make effective use of ITC to improve literacy and numeracy skills. 	EVJ	OO	Summer 2013	Autumn 2013	Monitoring visit Autumn Term 2013 checks quality of plans. Monitoring visits Spring 2014 and Summer 2014 evaluate progress.	National and Regional Partners Support. Schools SEG/SDG Grant	Schools adopt action plans. Various stages robustly implemented. Improved provision for improving oracy/reading/writing and numeracy. Progress in standards of achievement in oracy/reading/writing and numeracy.
2.5	<p>Ensure that there are refined and appropriate procedures in place through the Regional Service [GwE] i :</p> <ul style="list-style-type: none"> monitor and evaluate progress made by schools/departments intensify the implementation and intervention where the expected progress is not observed at a specific school or department present progress reports for the attention 	EVJ	OO	Autumn 2013	On-going	Progress reports as part of LEA termly visits - Autumn 2013; Spring 2014; Summer 2014 Quality Group Reports	SLA LEA>GwE	Regularly monitoring visits held. Matters for further action and support requirements highlighted. Further support and assistance agreed upon and jointly presented with the schools.

	of Senior Officers, SMT and target schools Governing Bodies.							
2.6	<p>Ensure that the LEA's have refined procedures to ensure the accountability of the Regional Service [GwE] through the actions of the Quality Group and Management Team:</p> <ul style="list-style-type: none"> • Senior System Leader attends every meeting of the Quality Group and Management Team • Links System Leader attends meetings where link schools are discussed 	OO KP	DRJ	Autumn 2013	Ongoing	Present regular progress reports. Quality Group and Management Team Meetings scheduled for the year.	CLG ALI>GwE	Focussed and frank reports prepared on progress. Matters for further action and support requirements manifested. Transparent information on progress on action.
2.7	<p>Further develop and refine the Scrutiny Committee of the elected members with regard to schools that give cause for concern at KS4 through establishing effective procedures for:</p> <ul style="list-style-type: none"> • reviewing Schools progress • deciding on further action [including formal intervention] 	DRJ	ITJ	Autumn 2013	Summer 2014	Termly progress reports.		Higher level of accountability on the range of stakeholders. Elected Members have a better grasp of performance of schools and the Education Department against the main indicators.
2.8	<p>Ensure that the Authority, in compliance with that which is outlined in the Partnership Agreement, implements its statutory powers soon and clearly in those instances where a school is placed in a statutory category following an Estyn inspection or of slow course of action /under-performance by those schools placed on the various stages [Stage A = 6 schools/Stage B = 2 schools/Stage C = 1 school] [*see A3 below]</p>	DRJ	ITJ	Summer 2013	Ongoing	Quality Group/Management Team Reports		Under-performing schools set a higher level of challenge. Headteachers, Officers and System Leaders have an overall understanding of the priorities and challenges that schools face and of the required course of action so as to ensure improvements.
Expected Improvements		<ul style="list-style-type: none"> • Performance in principal KS4 indicators of the 5 target schools indicate improvements between 2012>2013>2014 [see quantitative targets in Section 3 below] • Reduction for every indicator in the % of target schools with performance in the lowest quartile • Only one school/department performs in the lowest quartile of FSM benchmarks for two year rolling period [2013/2014] • Lea's performance exceeds or equates to national benchmark at the TL2+ 						

Recommendation 3		Monitor and challenge every school and use all the available powers at the LEA's disposal to improve leadership and management at underperforming schools						
Senior Lead Officer		DRJ						
Implementation Measures		Officer Responsible	Monitoring Officer	Implementation time-table		Milestones	Resources/ support	Expected Outcomes
				Commence	Terminate			
3.1	<p>Ensure that the LEA takes a more robust course of action as regards developing leadership and management at primary schools. Specifically :</p> <ul style="list-style-type: none"> Identify a Lead Officer for the field Formalize and make more robust the available support for new Headteachers, Acting Headteachers. Improve procedures to identify and develop Prospective Headteachers Establish a local system of implementation that imitates aspects of the national model for Leading/Developmental Schools promote and nurture collaboration with Powys and Ceredigion Authorities as regards leadership in rural areas facilitate guidance workshops for Primary Heads in self-evaluation and improvement planning [jointly with 7 Leading Heads]. Establish a professional network for school leaders to promote improvements and share good practices [including limited groups for specific aspects] Support Heads to provide better guidance for Governors 	Gaj	DRJ	September 2013	Summer 2014	Permanent appointment made by Autumn Term.	Officer's Time. SEG/SDG Grant	<p>Better locally available capacity to support leaders.</p> <p>Quality support and guidance available for leaders at every level.</p> <p>Effective forums and networks implemented to cascade good practices.</p> <p>Better consistency of implementation throughout schools.</p>
3.2	<p>Ensure :</p> <ul style="list-style-type: none"> That a detailed evaluation of schools performance is completed during termly monitoring visits and the other visits making effective use of the range of data and monitoring information available. that the information is used to prepare a performance profile and agree on targets with the establishment that Heads take responsibility and are accountable for the school's performance 	EVJ	OO/DM	Autumn 2013	Ongoing	Evaluation completed by the LEA's termly monitoring visit. Termly progress monitoring reports.	SLA LEA>GwE	<p>Detailed evaluations allow a higher level of challenge for schools who underperform or who perform within the comfort zone.</p> <p>Headteachers, Officers and System Leaders have a common grasp of the priorities and challenges that the service and the schools face and the action required to ensure improvements.</p> <p>The range of stakeholders have a higher level of accountability.</p>
3.3	<p>In compliance with Partnership Agreement requirements, ensure effective use of schools profile to set a risk category for each establishment and that Heads, Governors, Elected Members and Officers :</p> <ul style="list-style-type: none"> obtain clear and explicit information why an establishment is placed in a specific category understand the expectations placed on the 	OO/DM	DRJ	Summer 2013	Ongoing	Quality Group/Management Team Reports		<p>Every school placed in a category based on risk assessment.</p> <p>Stakeholders have a better grasp of requirements so as to ensure improvements.</p>

	<p>various stakeholders to implement a programme for improvement</p> <ul style="list-style-type: none"> understand the criteria for support targeting 							
3.4	<p>For those schools who are orange/red action stages of the Partnership Agreement, ensure that there is:</p> <ul style="list-style-type: none"> a robust improvement plan is prepared that highlights implementation over a specific time-frame appropriate support to implement scheme requirements provided termly monitoring visits [and more often if required] held by the System Leader progress reports clearly and explicitly state quality and pace of progress at the school and identifies further action requiring attention statutory categories school progress reports presented to the Governors by the System Leader reports on any school placed in a category presented to the Governing Body by the System Leader if there is concern about pace of progress. Progress reports presented for the attention of the LEA Quality Group and Management Team and sound and early decisions taken when there is a slippage in implementation or under-performance and that the action takes the range of statutory powers into account. Information on progress made by category schools presented for the attention of the Scrutiny Committee/Working Group and that the membership establishes effective procedures to review progress and decide whether or not formal intervention is required. Under revised arrangements, Headteacher of every school deemed to be high risk will be invited to attend a meeting of the Scrutiny Committee/Working group to agree on an improvement programme. 	EVJ	OO/DM	Autumn 2013	Ongoing	Termly monitoring reports [or more frequently if required]	SLA LEA>GwE	<p>Schools set a higher level of challenge and specifically as regards schools that underperform or do so in the comfort zone. Make more robust the role and contribution of Governors and Elected Members as regards schools which underperform or within the comfort zone.</p> <p>Officers and System Leaders have a common grasp of the priorities and challenges that the service and schools face and of the action required to ensure improvements.</p> <p>Elected Members have a better grasp of schools performance and that of the Education Department against the principal indicators.</p>
3.5	<p>In instances where a school is placed in a statutory category by Estyn, the LEA to urgently move to employing statutory powers.</p>	DRJ	OO/DM/EVJ	Autumn 2013	Ongoing	Quality Group/Management Team Reports		<p>Early and robust use made of the statutory powers so as to ensure level of challenge and appropriate support for schools.</p>
3.6	<p>Provide appropriate guidance/training for :</p> <ul style="list-style-type: none"> Governors to enable them to take more effective action as critical friends when receiving the LEA/GwE's monitoring reports on the school's progress and to ensure that they take a firm course of action on that guidance. Elected Members so as to ensure that they shoulder a more leading and challenging role as governors. 	EVJ	DRJ	Summer 2013	Ongoing	Termly training sessions presented to Governors. Hold specific training sessions for the 5 target schools.	SLA LEA>GwE	<p>Guidance provided for Governors and Elected Members.</p> <p>Governors have a better grasp of schools performance against the main indicators. Elected Members shoulder a more leading role and support Governing Bodies to take more effective action as a critical friend.</p>

3.7	<p>Increase level of challenge and accountability on schools leaders through:</p> <ul style="list-style-type: none"> ensuring that challenging targets are agreed for end of key stage performance. Ensuring that a sharper focus is placed on evaluation of quality of leadership in the termly monitoring visits and that more effective use is made of the Primary and Secondary regional tool in that regard. ensure that reports expressing concern are presented to the Governing Body by the relevant System Leader/Officer. Continue to develop the role and contribution of the Scrutiny Committee/Working Group regarding challenging under-performing schools. take action to ensure that Headteachers and Governing Bodies fully shoulder their responsibilities/accountability for standards at the school. 	OO/DM/EVJ	DRJ	Summer 2013	Ongoing	Termly monitoring visits. Monitoring reports for the Management Team and Quality Group.		Schools set a higher level of challenge and specifically as regards schools who under-perform or who do so in the comfort zone. Headteachers, Officers and System Leaders have a common grasp of the priorities and challenges that the service and schools face and the action required to ensure improvements.
3.8	<p>Ensure that there sharply focussed and appropriate procedures in place through the Regional Service [GwE] to monitor and evaluate the schools progress and intensify the implementation and intervention where the expected progress is not made. Appropriate measures are taken to ensure that the Regional Service [GwE] addresses the following requirements:</p> <ul style="list-style-type: none"> that every System Leader possesses the appropriate skills to set Headteachers an appropriate level of challenge during monitoring visits [through the national and local training programme] that quality of challenge across the range of schools is consistently implemented that there is greater consistency in quality of the monitoring reports across both sectors that better cascading and information sharing occurs between the Regional Service and the LEA and that leads to early implementation with schools where under-performance has been noted. 	EVJ	DRJ	Summer 2013	Ongoing	Termly monitoring reports. Monitoring reports for the Management Team and Quality Group.	SLA LEA>GwE	Every System Leader able to set the relevant schools with an appropriate level of challenge. Schools take effective action on requirements of quality improvement plans. Better consistency in quality of System Leaders Progress monitoring reports. Clear arrangements for cascading information on progress to the Management Team and Quality Group.
3.9	<p>Make more robust and refine the Council's internal accountability procedures on schools performance:</p> <ul style="list-style-type: none"> a clear corporate system is implemented to challenge and make senior officers and officers accountable above-arrangements integrated with revised arrangements for performance management 	DRJ	ITJ	Autumn 2013	Ongoing	Performance Management Procedures		Clear system implemented on reporting on progress. Reporting/accountability arrangements aligned with corporate Performance Management procedures.

Expected Improvements

- An effective monitoring and challenging programme implemented and clear arrangements for reporting on progress.
- A higher level of challenge/accountability implemented.
- An improvement in quality of leadership across schools in both sectors.
- No school graded unsatisfactory by Estyn for Key Question 3 and reduction of 50% in the number graded *adequate*.
- Greater ownership of the improvement agenda across the range of stakeholders [Headteachers, Officers, System Leaders, Governors and Elected Members].
- LEA makes use of its statutory powers at an earlier stage and does so effectively.

Recommendation 4		Continue to develop and implement current LEA strategies to improve attendance at secondary schools						
Lead Senior Officer								
Implementation Measures		Implementation Officer	Monitoring Officer	Implementation Time-table		Milestones	Resources/ support	Expected Outcomes
				Commence	Conclude			
4.1	Ensure an evaluation of methods and procedures of recording absences in Gwynedd secondary schools.	Education Quality Improvement Officer (Inclusion) (SGAAC)	DM	September 2012	July 2013	School visits completed. Autumn/Spring Term.	Time to meet and analyse findings.	Composite report presented
4.2	Present findings and analyses through a report to secondary school headteachers and the Education Management Team.	SGAAC	DM	September 2012	July 2013	Report presented to the Secondary Strategy Group Summer Term.	Time	Composite report presented and fully discussed.
4.3	Agree on 'coding' practices and conventions between the LEA and secondary schools.	SGAAC	DM	September 2012	July 2013	Agreement recorded and disseminated following GCSU meeting held in Summer Term 2013.	Time	Agreement in GCSU minutes.
4.4	Present implementation recommendations on specific absences: <ul style="list-style-type: none"> Holidays Periods of study Illness Prosecution 'Fixed Penalty Notices' (new from September 2013) 	SGAAC	DM	September 2012	November 2013	Present evidence to GCSU and primary GYDCA on trends. Adapt regional guidance on Fixed Penalty Notices, reach a regional agreement on implementation measures. Autumn Term 2013.	Time of quality improvement officers and welfare officers to adapt and prepare guidance, and raise awareness of key staff in schools	Verbal agreement recorded GCSU Agreement across the secondary and primary sectors accepted regarding holidays, illness, prosecution and FPN.
4.5	Provide standardized 'scripts' for support staff for telephone conversations with parents following absences such as illness, holidays etc.	Welfare Officers (under SGAAAC guidance)	DM	July 2013	October 2013	Scripts approved by headteachers and Education Department by Autumn 2013. (Meeting of GCSU 26/09/13). Use the scripts from Autumn 2013.	Welfare officers non-contact time to prepare scripts. Summer 2013.	Staff responsible for forging contacts with the homes confident in guiding telephone conversations, able to recommend forward measures for a parent/carer in an effective and sensitive manner, and clearly set schools's expectations. Schools and welfare officers attest that the scripts have led to improved attendance by some pupils.
4.6	Explore impact of strategies at the end of each term: <ul style="list-style-type: none"> Autumn Term 2012 Spring Term 2013 Summer Term 2013 	SGAAC	DM	September 2012	July 2013	Termly reports for the attention of schools and headteachers and inclusion forums, termly.	Meeting time and analyse with the Attendance and Welfare Officers	Termly reports for the Management Team and then the GCSU. Report in compliance with the Department on attendance. Performance Management Procedure
4.7	Hold a workshop for headteachers to share good	SGAAC	DM	September	July 2013		GCSU Agenda	Workshop held, June 2013.

	practices and reach an agreement on implementation from September 2013.			2012			June 2013	
4.8	Analyse impact of implementation on end of school year attendance data (collated by the Government May 2013)	SGAAC	DM		July 2013	Data checked by schools at the end of term.	End of summer term 2013	Report presented to the GCSU. Absences reduced since November 2012.
4.9	Agree on generic letters and agreed reports as part of response policy to absences for all secondary schools in Gwynedd.	SGAAC	DM	September 2013	September-July 2013/4	Letters drafted by September 2013.	Time	Ready letters prepared and disseminated. Schools use the letters, and their use reviewed by the end of the year as appropriate.
4.10	Ensure that SIME at every school include the agreed generic letters to be used from September 2013 by every secondary school.	SGAAC	DM	September 2013	September 2013	Cynnal include the ready letters as part of the schools up-grade programme from September 2013.	Ensure CYNNAL agreement to implement in a timely manner for September 2013	Schools use the letters from 1 st September 2013, following latest SIMS up-date by Cynnal.
4.11	Ensure specific school attendance improvement targets in accordance with their previous performance and agree on an agreed action plan with every school as regards attendance.	SGAAC	DM	September-October 2013	Spring 2013	Welfare Officers/Quality Officer to discuss and agree on targets by December 2013.	Time for meeting, monitoring and analysis and report	Targets agreed with every headteacher by the end of Autumn Term 2013. Report on the targets termly with the schools agreeing on any follow-up measures as appropriate with the welfare service/welfare officer. Evaluate the impact of implementation by the end of the school year 2014.
4.12	Hold an evaluation of the impact of the work done by Attendance and Welfare Officers on target groups outcomes, and the performance of individual schools.	SGAAC	DM	September 2013	March 2014	Agree on priorities and performance indicators measurements with the team. Consider the impact of the Regional Attendance Officers role when agreeing on implementation measures.	Time for meeting, monitoring and analysis and report	Evaluation and recommendations presented to the headteachers and Education Management Team by Easter 2014. Prepare an action plan following evaluation findings. Implement for 2014-2015 based on recommendations and agreement between the Education Department and secondary schools.
4.13	Review the work patterns of Gwynedd Attendance and Welfare Officers to: <ul style="list-style-type: none"> Target specific pupil groups within every school. Fully utilize central and school data when providing termly report. 	SGAAC with a contribution by the Regional Attendance Improvement Officer (SGPRh) as appropriate	DM	September 2013	September 2014	Ensure that the role of the Regional Attendance Officers is considered when agreeing on implementation measures.	Time for meeting, monitoring, analysis and report	Review completed and implementation measures completed for the next school year.
4.14	Monitor progress and impact of procedures every half term. (Attendance and Welfare Officers)	SGAAC with contribution from SGPRh	DM	September 2013	July 2014	Team review meetings every half term.	Meeting DM/Inclusion Quality Improvement Officer.	Reports analysed and presented for the attention of the Senior Education Officer. Input the findings to Council Performance Management structure.
4.15	Submit a termly report on the success of structures to improve attendance in secondary	SGAAC with a contribution from	DM	September 2013	July 2014	Present findings to the headteachers in	Secondary heads and Education	Progress report against secondary school attendance performance indicators.





















	schools.	the SGPRh				the GCSU termly.	Management Team Agenda	Reports within the Council's Performance Management structures.
4.16	Ensure that attendance data is scrutinized in detail and in a pro-active manner by the attendance and welfare service, and that there is improvement planning following annual self-evaluations.	SGAAC with a contribution from the SGPRh	DM	September 2013	Annually from 2013-2014		Ongoing Agenda of the attendance and welfare officers team. Summary report annually. Input to Education Department Performance Management data.	Obvious link between service implementation structures, schools targets, improvement in attendance and improvement planning. Reports within Council Performance Management structures (priorities EDU/016b)
4.17	Ensure an appropriate level of publicity to the importance of good attendance amongst parents and carers, especially the LEA schools agreed policy on taking holidays during school term, (promote information on the Education Department web-site, item in Gwynedd Ni etc) Raise awareness about the additional powers that are enforced through the Fixed Penalty Notices as from September 2013.	SGAAC Quality Improvement Officer	DM	September 2013	Annually	An item on attendance and impact of holidays on attendance will appear in next edition of 'Gwynedd Ni', disseminated to every family in Gwynedd, September 2013.	ITC time and resource to ensure that the latest information is on the public web-site. Autumn Term 2013.	Attendance items published on the council's web-site and publicity through Gwynedd Ni. The public aware of the schools policy on holidays, and consistent implementation across sectors and the county.
Expected Improvements		An improvement in Gwynedd secondary school attendance, and specifically move 4 schools in quartile 4 to quartile 3 by the end of 2013. Consistent implementation and structures throughout secondary schools in the absences field, leads to an improved performance amongst specific pupil groups. Effective use to improve attendance from the additional regional resource through the National Improving Attendance grant.						

Recommendation 5		Improve quality of self-evaluation, and how improvement plans and performance management procedures are implemented in the Education Department.						
Senior Lead Officer		Dewi R Jones						
Implementation Measures		Implementat ion Officer	Monitori ng Officer	Implementation Time-table		Miletones	Resources/ support	Expected Outcomes
				Commen ce	Conclude			
5.1	Ensure an additional capacity within the Education Department to co-ordinate performance management matters.	BER	DRJ	April 2013	Ongoing	-	Time allocated within the Assistant Education Quality Improvement Officer's work programme.	Strengthen ownership and accountability of the Education Department for performance management matters.
5.2	Increase the capacity of the Performance Improvement Officer, Strategy and Improvement Department to assist with setting order and framework for evaluating performance.	AGW	HJ / DRJ	May 2013	December 2013	Meetings held (June/ July 2013) with the Head of Strategy and Improvement and Performance and Effectiveness Team Manager (HJ)	Up to 2 days a week of the Officer's time is allocated to implement these arrangements.	Clarity regarding expectations, collaboration arrangements and department's needs. Clear guidance on Performance Management principles and procedures. Education Department fully complies with corporate procedures.
5.3	Agree on an agreed time-table in the Education Department Management Team and confirm arrangements for the year; Consider the following matters at the quarterly meetings: · Tier 2 Indicators · Strategic Projects · Department's Risk Register Results Agreement · Cross-Departmental Risk Register · Departmental Audit Reports Register · Collaboration Register	BER / AGW	DRJ	June 2013	Ongoing	- Time-table confirmed. - Management Team meeting Held Quarter 1 - July 2013 - Performance Management matters discussed	Strategy and Improvement Officers and Education Department officers.	Specific time programmed for performance management matters. Full understanding of performance management procedure and principles. Strengthen accountability and ownership ensuring that the Education Department fully complies with corporate procedures.
5.4	Ensure that there is a specific item on the Education Department's Management Team agenda at the end of each quarter, chaired by the Cabinet Member. On the basis of the information presented, the Cabinet Member can refer any one of the Tier 2 Indicators to the next meeting of the Executive Panel.	BER / AGW	DRJ	May 2013	From July 2013	- Quarterly reviews - Performance Improvement Officer attends the executive panel, review held in January 2014.	The officer attends the meetings to establish procedure.	Strengthen and refine Educaion Department's Performance Management procedures. Performance of Education Department's services regularly monitored within three weeks to the end of every quarter. Executive Panel become self-supportive in performance monitoring.

5.5	Provide training for the relevant individuals within the Education Department on the Strategic Performance Management system.	AGW	BER	September 2013	October 2013	- Identify staff - Hold staff training by mid-October	Staff Time	Enable Managers to manage their performance through receiving timely, current data, in a visual and clear manner.
5.6	Identify every individual improvement programme in the individual services, or commissioned services, that contribute towards Education Department indicators or those of the Education Services.	OO / DM	DRJ	September 2013	October 2013	Identify the programmes that contribute towards indicators	Staff Time	An improved system of accountability in the individual services, and for aspects that are commissioned by the Authority. Strengthen and improve planning at a departmental level. Detailed planning arrangements and thorough performance management procedures. More detailed focus on measurable outcomes.
5.7	Create a matrix of the indicators in columns and the improvement programmes that contribute to them in rows.	AGW / BER / OO / DM	DRJ / HJ	September 2013	December 2013	- Identify good practices internally and externally - Prepare a Template - Include Education Indicators - Education Department Officers and Managers to identify and include associated action plans	Staff Time	More effective use of performance indicators to monitor progress against milestones regularly, and to take appropriate remedial action. Evaluate performance against expectations, develop key aspects and set implementation measures that will lead to improvement. This will ensure that indicators will be highlighted where there is no specific improvement programme in place to improve performance against those indicators.
5.8	Agree on procedure and time-table for reporting on progress for each improvement programme – report from service meetings.	BER / OO / DM	DRJ	October 2013	January 2014			Departmental officers set appropriate priorities.
5.9	Agree on arrangements to adapt programmes following reports that indicate progress or lack of progress, to prioritise resources to ensure the desired results.	BER / OO / DM	DRJ	September 2013	Ongoing	Highlight the need in the Management Team		Detailed planning arrangements and thorough performance management procedures.
5.10	Agree on a system to form an opinion on the improvement programme and on the comments to be presented to the Corporate Performance Management system (particularly when more than one improvement programme contributes towards performance within a specific indicator). Agree upon and establish a robust self-evaluation procedure.	BER / OO / DM	DRJ	September 2013	September 2013 – December 2014	Respond to the corporate guidance. Autumn Term 2013 - Hold meetings to complete challenges and opportunities per service - Agree and set Challenges and Opportunities for the	(any additional resource to any field will depend on the success of bid/bids) Staff time	Strengthen and improve planning. Highlight risks and achievement opportunities. Implement specific improvement programmes in compliance with additional resources available through bid/bids. Achieve the best possible results within the available resources. All Education Department officers contribute towards the discussion on challenges and opportunities for the services annually.

						Education Department - Prepare bids by 30/09/13 - Prepare a Business Plan - Outline Business Plan		Identify departmental and corporate risks, so as to strengthen governance, identify bids, effectively prioritize, prepare a business plan and indicators for the following year. Self-Evaluate by the end of September 2013. Prepare a Business Plan/Indicators by January 2014.
5.11	Complete the Education Department's Business Plan.	BER / OO / DM	DRJ	January 2014	By March 2014	- Prepare Indicators. - Prepare a Business Plan/Action Plans. - Prioritise Resources.		Agree on Indicators for the following Year. Business Plan agreed by the beginning of the financial year.

Expected Improvements	<p>Strengthen ownership within the department and Education Department's accountability for performance management matters.</p> <p>Provide clear guidance on Performance Management principles and procedures.</p> <p>Detailed planning arrangements and thorough performance management procedures.</p> <p>More effective use of performance indicators to regularly monitor progress against milestones, and take appropriate remedial measures.</p> <p>Ensure that all officers in the Education Department annually contribute to the discussion on challenges and opportunities for services.</p>
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Recommendation 6 Senior Lead Officer	Continue to implement plans to reduce number of empty places
RELEVANT BACKGROUND INFORMATION	<p>LEA plans and the programme to address the empty places, agreed with the Welsh Government in August 2012</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  Llythyr Llefydd Gweigion 17-08-12.pdf </div> <div style="text-align: center;">  Cynlluniau Cyngor Gwynedd- Llefydd Gweigion.pdf </div> </div> <div style="margin-top: 20px;"> <div style="text-align: center;">  Atodiad 2 - Llythyr Cyng. Sian Gwenllian.pdf </div> <p><u>Cabinet Priorities Plan in the schools re-organization field</u></p> <p>Cymraeg</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  05_01_Cynllun Blaenoriaethau - Mae: </div> <div style="text-align: center;">  05_02_Atodiad 1.pdf </div> <div style="text-align: center;">  05_03_Atodiad 2.pdf </div> <div style="text-align: center;">  05_04_Atodiad 3.pdf </div> <div style="text-align: center;">  05_05_Atodiad 4.pdf </div> <div style="text-align: center;">  05_06_Atodiad 5.pdf </div> <div style="text-align: center;">  05_07_Atodiad 6.pdf </div> <div style="text-align: center;">  05_08_Atodiad 7.pdf </div> </div> <p>Saesneg</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  05_01_Priorities Plan - Reorganisation of E </div> <div style="text-align: center;">  05_02_Appendix 1.pdf </div> <div style="text-align: center;">  05_03_Appendix 2.pdf </div> <div style="text-align: center;">  05_04_Appendix 3.pdf </div> <div style="text-align: center;">  05_05_Appendix 4.pdf </div> <div style="text-align: center;">  05_06_Appendix 5.pdf </div> <div style="text-align: center;">  05_07_Appendix 6.pdf </div> <div style="text-align: center;">  05_08_Appendix 7.pdf </div> </div> <p><u>“Live” Work Programme</u> of the Re-organisation Programme in compliance with the Priorities Plan. The programme is reviewed and monitored by the Schools Re-organisation Programme Board and the Children and Young People Executive Panel.</p> <div style="text-align: center; margin-top: 10px;">  Copy of Rhaglen Waith Diewddaraf 07 Fersiwn Gorffennaf 2013 </div> </div>

Implementation Measures		Implementation Officer	Monitoring Officer	Implementation Officer		Milestones	Resources/Support	Expected Outcomes
				Commence	Conclude			
6.1	Empty Place – Tywyn Catchment-area - Schools re-organisation programme (Close Abergynolwyn, Brynchrug, Llanegryn, Llwyngwril and	GRH	DL	2012	September 2013	Final Milestone - September 2013	Schools re-organisation Programme resource in place in compliance with Council Financial Strategy approved by the Full Council 28/2/13. (See reference to	Dispose of around 275 empty places

	Aberdyfi) schools						funding the work in appendix 7.9 and 7.12)	
6.2	Empty Places Y Berwyn 1 Catchment-area – Ysgol y Parc / O M Edwards – Schools Re-organisation Programme (Close Ysgol y Parc and reduce empty places at Ysgol O M Edwards)	GRH	DL	2011	September 2013	Final Milestone – September 2013	Schools re-organization Programme Resource in place in compliance with <u>Council's Financial Strategy</u> approved by the Full Council 28/2/13. (See reference to funding the work in appendix 7.9 and 7.12)	Disposal of approximately 50 empty places
6.3	Empty Places y Berwyn Catchment-area 2 – Lifelong School – schools re-organisation programme (21C Schools) (School closures Bro Tegid, Beuno Sant and Uwchradd y Berwyn – establish a Lifelong Campus)	DL	GRH	2012	2017	See details in Schools Re-organisation Programme work programme .	Schools re-organization Programme resource in place in compliance with Council's Financial Strategy approved by the Full Council 28/2/13. (See reference to funding the work in the appendix 7.9 and 7.12)	Disposal of up to 437 empty places
6.4	Empty Places – Y Gader Catchment-area – Schools Re-organisation programme (Y Gader Catchment-area re-organisation programme)	DL	GRH	2011	2015	See details in Schools Re-organisation Work Programme.	Schools re-organization Programme resource in place in compliance with <u>Council Financial Strategy</u> <u>trategaeth Ariannol y Cyngor</u> approved by the Full Council 28/2/13. (See reference to funding the work in appendix 7.9 and 7.12)	Disposal of up to 231 empty places.
6.5	Empty Places Groeslon, Carmel and Bronyfoel area – Schools Re-organisation Programme (Close Groeslon, Carmel and Bronyfoel schools – establish an area school as replacement)	GRH	DL	2012	2015	See details in Schools Re-organisation work Programme.	Schools re-organization Programme resource in place in compliance with <u>Council Strategy Resource Ariannol y Cyngor</u> approved by the Full Council 28/2/13. (See reference to funding the work in appendix 7.9 and 7.12)	Disposal of approximately 100 empty places
6.6	Empty Places Ysgol Glancegin – 21C Schools (Adapt Ysgol Glancegin – reduce surplus empty places)	RF	OO	2013	2015	See details in Schools Re-organisation work programme.	21C Schools Project	Disposal of up to 112 empty places.
6.7	Empty Places Ysgol Lliardau – Schools Re-organisation	GRH	DL	2012	September 2013	Final Milestone – September 2013	Schools Re-organisation Programme Resource in place in compliance with	Disposal of approximately 70 empty places.

	Programme (Close ysgol Llidiardau and reduce number of empty places at Ysgol Crud y Werin)						Council Financial Strategy approved by the Full Council on 28/2/13. (See reference to work funding in appendix 7.9 and 7.12)	
6.8	Re-organize Secondary Education provision in Tywyn, Ardudwy and Moelwyn catchment-areas.	DL	GRH	2012	2017	Details of individual catchment-area plans to be confirmed.	Schools Re-organization Programme resource in place with compliance with Council Financial Strategytrategaeth Ariannol y Cyngor approved by the Full Council 28/2/13. (See reference to work funding in appendix 7.9 and 7.12)	Disposal of approximately 300 empty places.
6.9	Secondary empty places – review capacity at the secondary schools	DL	GRH	2012	2015	Initial work has commenced – but comprehensive programme to be drawn up.	Schools re-organization Programme resource in place (work until September 2013) Officer to be designated (under the same resource £50K as below)	Diposal of approximately 1000 empty places.
6.10	Primary Empty places – review capacity at the primary schools	Designated Officer to be appointed	Designated Officer to be appointed	2013	2015	To be drawn up	£50K – Application bid for empty places resource and is considered as part of Corporate Strategy Plan review)	Disposal of approximately 300 empty places.
6.11	Empty Places Scheme (different use etc)	Designated Officer to be appointed	Designated Officer to be appointed	2013	2015	To be drawn up	£50K – empty places resource (as above)	Disposal of up to 400 empty places.
Expected Improvements	<p>By January 2015, reduce number of Primary School empty places to between 19.6% and 17.7%</p> <p>By January 2015, reduce number of Secondary School empty places from 32.3% currently to between 20.1% and 23.6%</p> <p>Dispose of up to 2639 empty places as a total (primary and secondary) by January 2015. This implies % reduction in empty places in Gwynedd by 28.2% (combined primary and secondary) Consideration also to change in County's population projections from 17,116 (Primary – 9720, Secondary 7396) to 16,829 (Primary 9741, Secondary 7088) between 2013 and 2015. Therefore, the demographic trend may imply an increase in number of empty places by 287 during the next few years. The plans that contribute to the reduction in empty places will need to take this into consideration.</p>							

FSM PERFORMANCE TL2+ GWYNEDD	2011		2012		2013		2014	2015
	Gwynedd	Wales	Gwynedd	Wales	Gwynedd	Wales	Target	Target
	25.0	22.0	24.4	23.4			42.9	65.9

KEY STAGE 4 : TARGET SCHOOLS

Ardudwy	2011		2012		2013		2014		2015	
	Performance	Quartile	Performance	Quartile	Performance	Quartile	Target	Quartile	Target	Quartile
TL2+	30.8	4	50.6	4			81.8	1	81.6	1
TL2	75.0	4	84.7	2			94.6	1	89.8	1
TL1	96.3	3	93.2	4			98.2	2	95.9	4
SPC	340	3	347	3						
CSI	28.9	4	50.6	4			78.2	1	81.6	1
Welsh	64.9	4	84.5	1			87.8	1	91.1	1
English	44.2	4	74.1	3			83.6	1	83.7	1
Mathematics	32.7	4	51.8	4			81.8	1	85.7	1
Science	46.2	4	81.2	3			83.6	2	87.8	1

Brynrefail	2011		2012		2013		2014		2015	
	Performance	Quartile	Performance	Quartile	Performance	Quartile	Target	Quartile	Target	Quartile
TL2+	67.8	2	61.9	3			74.6	1		
TL2	77.7	3	76.2	4			88.8	1		
TL1	95.9	4	96.2	4			100	1		
SPC	342	3	343	3						
CSI	66.1	2	61.9	3			74.6	1		
Welsh	90.0	1	75.8	2			91.8	1		
English	71.9	4	58.1	4			85.8	1		
Mathematics	68.6	3	67.6	3			75.4	2		
Science	73.6	3	75.2	3			94.0	1		

Dyffryn Nantlle	2011		2012		2013		2014		2015	
	Performance	Quartile	Performance	Quartile	Performance	Quartile	Target	Quartile	Target	Quartile
TL2+	48.8	4	42.4	4			72.2	1		
TL2	67.4	3	69.6	4			84.7	1		
TL1	98.8	1	97.8	1			100	1		
SPC	336	2	335	3						
CSI	45.4	4	41.3	4			72.2	1		
Welsh	65.1	3	68.9	3						
English	69.8	2	60.9	4						
Mathematics	50.0	4	46.7	4						
Science	54.7	4	70.7	3						

SHO	2011		2012		2013		2014		2015	
	Performance	Quartile	Performance	Quartile	Performance	Quartile	Target	Quartile	Target	Quartile
TL2+	45.7	4	25.8	4			58.7	2	64.8	1
TL2	56.2	4	58.9	4			67.8	4	71.1	4
TL1	91.4	4	87.1	4			97.4	2	95.6	3
SPC	300	4	303	4						
CSI	45.1	4	25.8	4			58.7	1	64.8	1
Welsh	66.5	3	63.9	3			68.9	3	71.1	3
English	58.0	4	51.6	4			73.0	2	71.7	2
Mathematics	46.3	4	26.6	4			61.2	3	67.3	2
Science	59.3	4	64.5	4			94.7	1	91.2	1

Tywyn	2011		2012		2013		2014		2015	
	Performance	Quartile	Performance	Quartile	Performance	Quartile	Target	Quartile	Target	Quartile
TL2+	47.7	4	47.8	4			65.6	3		
TL2	83.7	2	76.8	4			95.3	1		
TL1	97.7	2	94.2	4			96.9	3		
SPC	353	2	342	4						
CSI	47.7	4	47.8	4			65.6	2		
Welsh	41.7	4	56.4	4						
English	70.9	4	75.4	3			82.8	2		
Mathematics	54.7	4	47.8	4			76.6	2		
Science	75.6	3	68.1	4			90.6	1		

Section 4: Project Management Scheme

Estyn Inspection Commissioning Team

A team especially established to prepare for the inspection. It will continue to operate until Estyn is satisfied with the progress made in implementing the Recommendations.

Membership: Chief Executive (Leader), Council Leader, Cabinet Member for Education, Corporate Directors, Head of Education Department and other officers from the Department.

Remit: Encompass All Aspects

- Ensure that the Post-Inspection Plan is robust and that its outcomes insists on the best for Children and Young People.
- Present the Scheme to the Cabinet (September 2013) following publication of the Report by Estyn (July 2013)
- Corporate Overview

Children and Young People Executive Panel

Already exists within the Council framework.

Membership – Leader, Cabinet Member for Education and Lead Member Children and Young People

Remit: Accountability for ensuring that the Council's Strategy Plan priorities are implemented; specific indicators and Tier 1 core indicators (Performance Management)

Executive Panel and Protection Strategy Panel

Membership:

Estyn Post-Inspection Implementation Team

Established to respond to Estyn's Recommendations, and to produce the Action Plan. Membership : Head of Education Department, and Senior Officers from the department (see table below)

Remit: Prepare and ensure that the Action Plan is implemented, and any associated work

Implementation Subsidiary Teams

Specifically established to take ownership and focus on the individual Recommendations

Implementation Subsidiary Teams	Recommendation	Leader/Membership
Protection	A1	Morwena Edwards (Meilys Smith)
Improving Schools	A2, A3, A4	Dewi R Jones (Delyth Molyneux, Elfyn Jones and GwE)
Performance Management	A5	Dewi R Jones
Schools Re-organization	A6	Iwan T Jones (Guto Rhys/ Dewi Lake)

Present the Action Plan – Time-table

Commissioning Team Meeting	5 September 2013
Formal Cabinet	17 September 2013
Full Council (verbal)	19 September 2013
Present to Estyn	20 September 2013

OWNERSHIP OF THE COMMISSIONING TEAM OF ESTYN POST-INSPECTION PLAN (March 2013)

CABINET

COMMISSIONING TEAM
(Leader - Chief Executive)

- Encompass all aspects > ensure that the scheme is robust and that its outcomes insists on obtaining the best for PaCH.
- Present the scheme to the Cabinet (September 2013) following publication of the Report by Estyn.

EXCEUTIVE PANEL

(Leader - Cabinet Member for Education and Lead Member Children and Young People)

- **Responsibility for ensuring that Strategy Plan priorities are implemented**
- Specific Indicators
- Tier 1 Core Indicators (Performance Management)

PC Vision Children and Young People - Support every child and young person to live fulfilling lives

Priorities:

- P1—Raise educational standards achieved by children and young people
- P2—Provide opportunities for vulnerable groups of children, young people and families
- P3—Improve suitability of the schools system
- P4 Better prepare young people for work and life

EDUCATION DEPARTMENT AND ASSOCIATED SERVICES

(Leader - Head of Education Department)

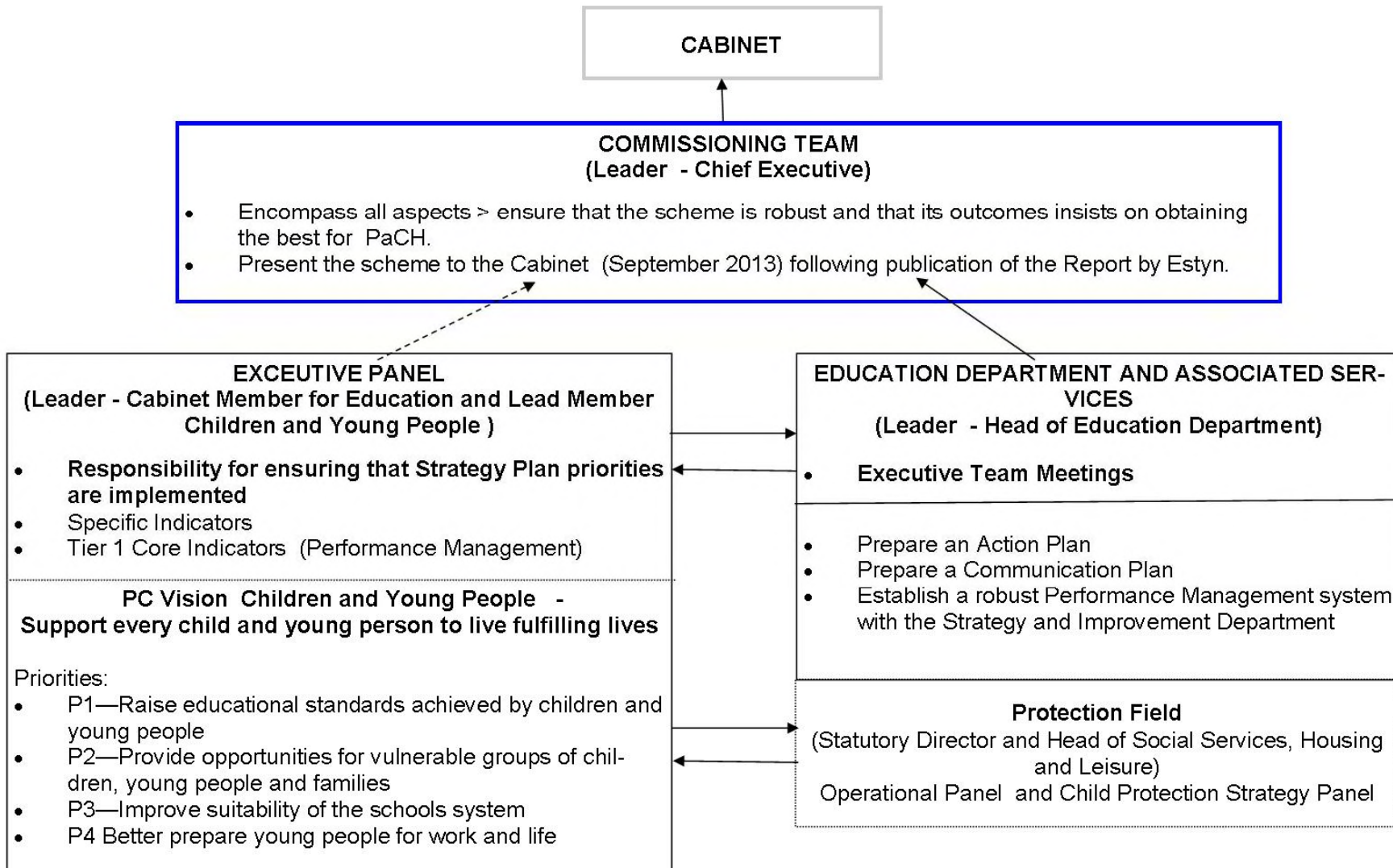
- **Executive Team Meetings**

- Prepare an Action Plan
- Prepare a Communication Plan
- Establish a robust Performance Management system with the Strategy and Improvement Department

Protection Field

(Statutory Director and Head of Social Services, Housing and Leisure)

Operational Panel and Child Protection Strategy Panel



Responses to the questions to the Services Scrutiny Committee 3.10.13 Re: Additional Learning Needs and Inclusion Strategy Review.

1. The Strategy Plan sets as an objective to “improve experiences for children and young people who have additional learning needs”. What are the strengths of the current arrangements and what evidence is there of shortcomings in that system that could make a case for changing the provision. (It may be of benefit to provide a short description of the nature of the current provision so that Members are clear about its remit)

In consultation with parents, a desire for change was expressed so as to improve communication, information sharing between families and multi-agency services, advanced planning and jointly hold multi-agency reviews, ensuring full collaboration. The service currently relies on the schools to appoint assistants to provide support for pupils who have specific difficulties and often, this workforce requires up-skilling so as to have a more direct impact on the achievements of children and young people who have educational needs.

Undoubtedly, the current services contains very positive elements in terms of centralized teams work and the number of ALN tribunals held in Gwynedd is historically low. But statistics indicate that several difficulties are identified too late during a child’s education and opportunities to identify and take actions to remedy conditions at an earlier stage are missed. Historically, little action has been taken to target difficulties such as behavioural, emotional and social conditions, language difficulties and moderate learning difficulties at the pre-school stage and there is a need to ensure that the early years and primary sector workforce are up-skilled to identify conditions at an earlier stage.

There is an obvious link between deprivation and instances of ALN difficulties. We are aware that conditions such as language difficulty, moderate learning difficulties and social conditions are aspects that not only require an educational response but community collaboration and a family response. The current service and provision within the Council do not facilitate this kind of provision for the well-rounded child and the family.

As part of the Council’s efficiency savings scheme, a target saving of £400k from the ALN service budget has been set. Ensuring value for money is important in the current challenging financial climate.

2. What is the cost of the current provision in comparison with corresponding counties?

Summary of the data:

Family (9 Councils)

Entire SEN Budget for 2013-14

In its entirety, 4th highest in terms of expenditure in comparison with the family.

Capitation Expenditure – SEN pupils (statemented and non-statemented), Gwynedd 4th,

Capitation expenditure - total number of pupils, Gwynedd 3rd.

Gwynedd expenditure £1,100k above the median.

Primary Budget 2013-14

Gwynedd Expenditure 3rd highest in expenditure compared to the family.
Per capita expenditure - SEN pupils (statemented and non-statemented), Gwynedd 3rd. Gwynedd Expenditure £1,647k above the median.

Secondary Budget 2013-14

Gwynedd Expenditure 4th highest in expenditure compared to the family.
Per capita expenditure – SEN pupils (statemented and non-statemented), Gwynedd 2nd.
Gwynedd Expenditure £208k above the median.

Special Budget 2013-14

Gwynedd Expenditure 5th highest as regards expenditure compared to the family.
Per capita expenditure - SEN pupils (statemented and non-statemented), Gwynedd 5th.
Gwynedd expenditure is the median.

“Non-schools” Budget 2013-14

Gwynedd Expenditure 7th highest compared to the family.
Per capita expenditure - SEN pupils (statemented and non-statemented), Gwynedd 8th.
Gwynedd expenditure £86k above the median.

All Councils

Entire SEN Budget 2013-14

Whole of Gwynedd 13th highest in terms of expenditure of all councils in Wales.
Per capita expenditure – SEN pupils (statemented and non-statemented), Gwynedd 9th
Per capita expenditure – all pupils, Gwynedd 9th
Gwynedd expenditure £632k above the median.

Primary Budget 2013-14

Gwynedd Expenditure 7th highest in expenditure amongst all councils in Wales.
Per capita expenditure – SEN pupils (statemented and non-statemented), Gwynedd 3rd.
Gwynedd expenditure £1,612k above the median.

Secondary Budget 2013-14

Gwynedd Expenditure 11th highest in expenditure amongst all councils in Wales.
Per capita expenditure - SEN pupils (statemented and non-statemented), Gwynedd 9th.
Gwynedd expenditure £104k above the median.

Special Budget 2013-14

Gwynedd Expenditure 15th highest in expenditure amongst all councils in Wales.
Per capita expenditure – SEN pupils (statemented and non-statemented), Gwynedd 12th.
Gwynedd Expenditure £880k below the median.

“Non-schools” Budget 2013-14

Gwynedd Expenditure 18th highest in expenditure amongst all councils in Wales.
Per capita expenditure – SEN pupils (statemented and non-statemented), Gwynedd 17th.
Gwynedd Expenditure £239k below the median.

3. What consultations have been held with users of the provision and their representatives/guardians regarding the need to change and the kind of options that are available to the Council? Has the consultation been a success in terms of the number of participants and the impact of the received contributions as the options were developed?

Two consultations were held with all the stakeholders. SNAP Wales were commissioned to hold independent consultation meetings with parents. The consultation remit was to:

- Find out parents views on the findings of Part 1 of the review and the viewpoint of the current system
- Find out views about the 4 recommended outlined options for change.

Face to face interviews were held, some telephone interviews, a series of focus groups and an e-mail message was sent to the parents of those children whose cases are open, to SNAP Cymru, inviting them to contact to arrange an interview. During each discussion, a detailed questionnaire containing specific questions, was completed. Parents also had an opportunity to submit any other comments. 103 parents were reached, approximately 9.5% of the ALN population.

Part 1 Findings.

- Complexity of the system and the need for simplification.
- Provide an equal opportunity for children and young people as regards quality of provision and access to specialism.
- Collaboration between Agencies.
- Make the child the focal-point.
- The provision of information, support and reconciliation.
- Effective transfer between Key Stages.
- Effective use of resources to improve achievement
- Identify difficulties at an early stage and intervene to deal with them.

With regards to every field, at least 83% of the sample are of the opinion that improvement is required. A very high percentage of them are of the view that improvement is required in equal opportunity (95.2%), the provision of information and support (96.4%) and early intervention (98.2%).

With regard to the consultation and Part 2 of the Strategy Review, the four outlined options for change were presented and parents comments were as follows:

- It is evident that a substantial proportion of parents (88.5%) were of the opinion that maintaining the status quo is not an option.
- It is also evident that a large majority (98.1%) oppose the establishment of an arms length company.
- There is strong support for the elements recommended in Options 2 and 3 (88.7%-99%).

Although the views of individual parents, or a comparatively small number of parents was obtained, a child and his/her family lie behind each of them and they express their actual experiences of the system. This information supports the initial work done with parents during Part 1 of the reviews and findings of the structured questioning and the following matters are deemed key matters to especially jointly focus upon and Part 1 findings.

- Improve overall communication with parents.
- Avoid placing parents in a situation where they have to fight for what they believe is their child's right.

- Ensure that this filed is high on the list of the statutory Agencies strategic priorities and that there is adequate funding.
- Ensure a holistic response to all families requirements.

100% of all the stakeholders contacted welcomed the role of the individual as a direct contact person with families to ensure:

- Direct contact with parents to improve inter-agency communication.
- Full implementation to hold multi-agency reviews and achieve the results.

The consultation process with professional stakeholders in education :

Consultations were held with 98 primary school headteachers, 9 secondary school co-ordinators, 95 teachers and 125 ALN assistants.

The Strategy Review's main aims were focussed upon and the main drivers highlighted as follows:

- Provide a quality service and value for money and challenge the current service
- Identify savings
- Respond to national and local policies
- Respond to the principles agreed with the stakeholders during Part 1 namely :
 1. Promote independence
 2. Evaluate results
 3. Ensure consistency
 4. Promote equal opportunities

The outlined options were presented and the opportunity to hold the discussion at a catchment-area level was welcomed. The importance and appreciation of the full consultation with all schools in the County was noted – at a catchment-area level, school sizes and schools requirements.

The headteachers, the teachers, the co-ordinators and assistants were unanimous that the third outlined options is the preferred option that addresses all the proposed requirements and on which multi-agency joint-planning focusses on the individual. It was strongly noted that the option requires adjustments for implementation on four levels, namely:

- Secondary schools
- Large primary schools
- Smaller primary schools
- Small primary schools

Concern was expressed about the lack of staff specializations to respond to medical conditions that are increasingly apparent in individuals who attend mainstream schools. The need was noted to prepare a suitable high level training programme to up-skill support staff in future.

Recently (September 16th 2013), a workshop of multi-agency stakeholders was held. The aim of the workshop was to confirm the requirement to transform the services for vulnerable children in Gwynedd and receive multi-agency support for that principle.

Proposals were presented to improve the services and discuss :

- The main challenges that could prevent this.
- The opportunitieis that may assist to ensure the changes.

A consensus was reached on three main principles with the aim of ensuring that further work was done to develop aims for:

- Integrated joint-planning for individuals
- Joint evidence based intervention.
- Develop a contact person's role for families.

It is intended to establish individual project boards (task and finish groups) to focus on the above priorities. This provides opportunities to scrutinize modelling of future integrated services.

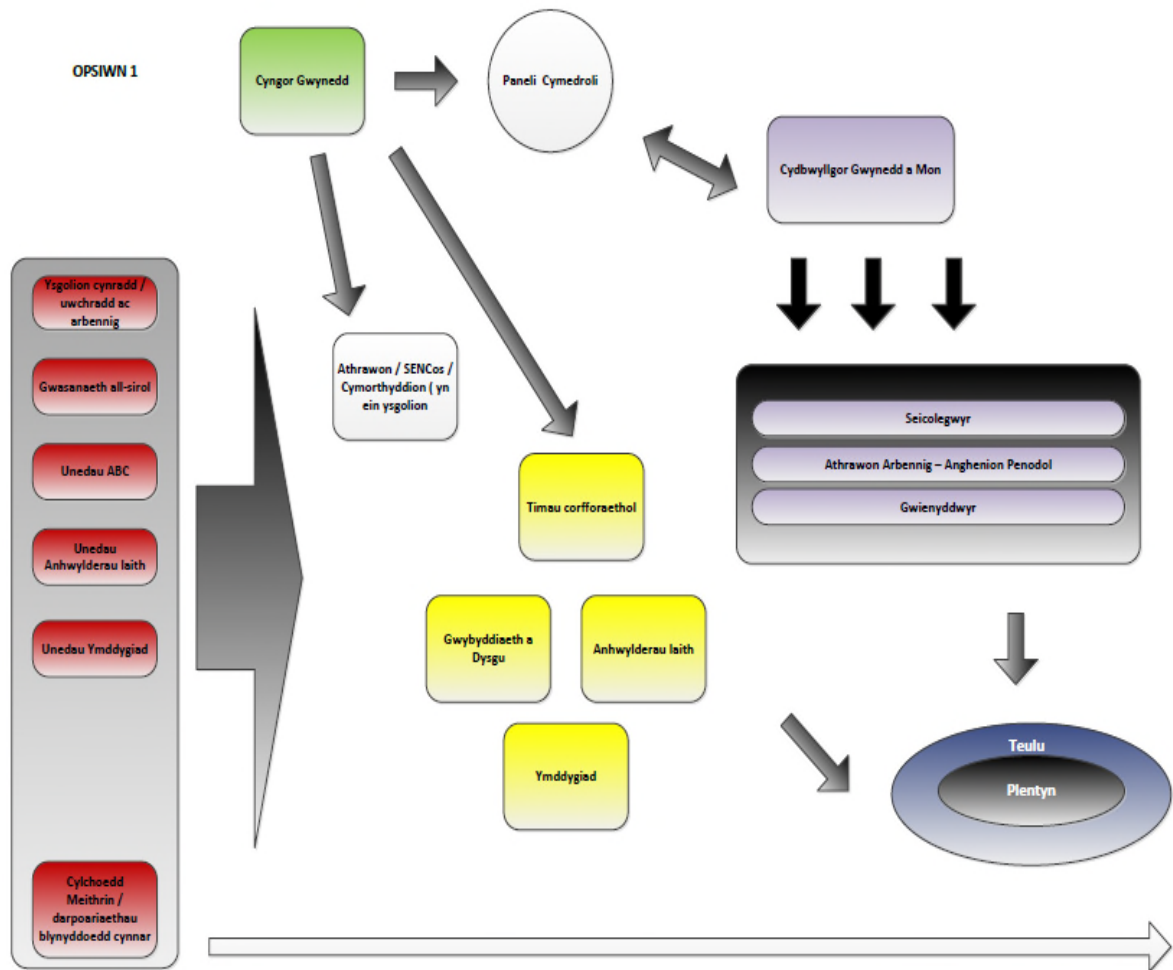
4. What are the available options for the Council in changing future provision and what will be the implications of those options? When will the Cabinet Member decide on the preferred model?

The type of options discussed for response to future local and national requirements are outlined below.

(A briefing session arranged for Cabinet Members 8 October 2013, a presentation on the Vision to transform services for vulnerable children in Gwynedd, and on the "End to End" project and this Review. It is intended to present a joint report with the two different projects as 2 Appendices to the Formal Cabinet either in November/December.)

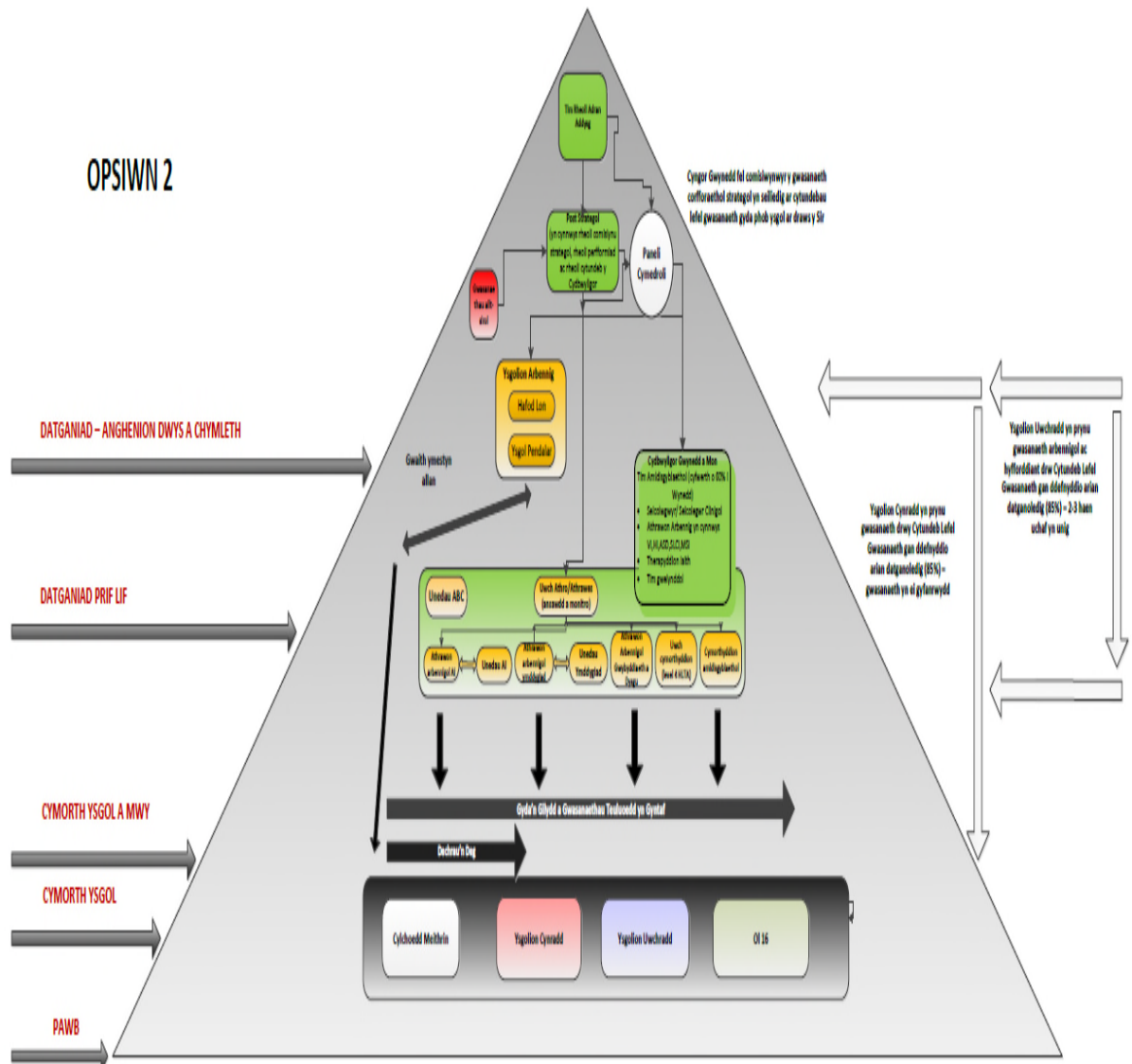
Option 1 – No Change

Implementing Option 1 would lead to failure to implement the proposed statutory requirements and failure to meet the aims and objectives identified so as to provide the best opportunities and experiences for the children and young people of Gwynedd.



Option 2 – Improve Service Elements

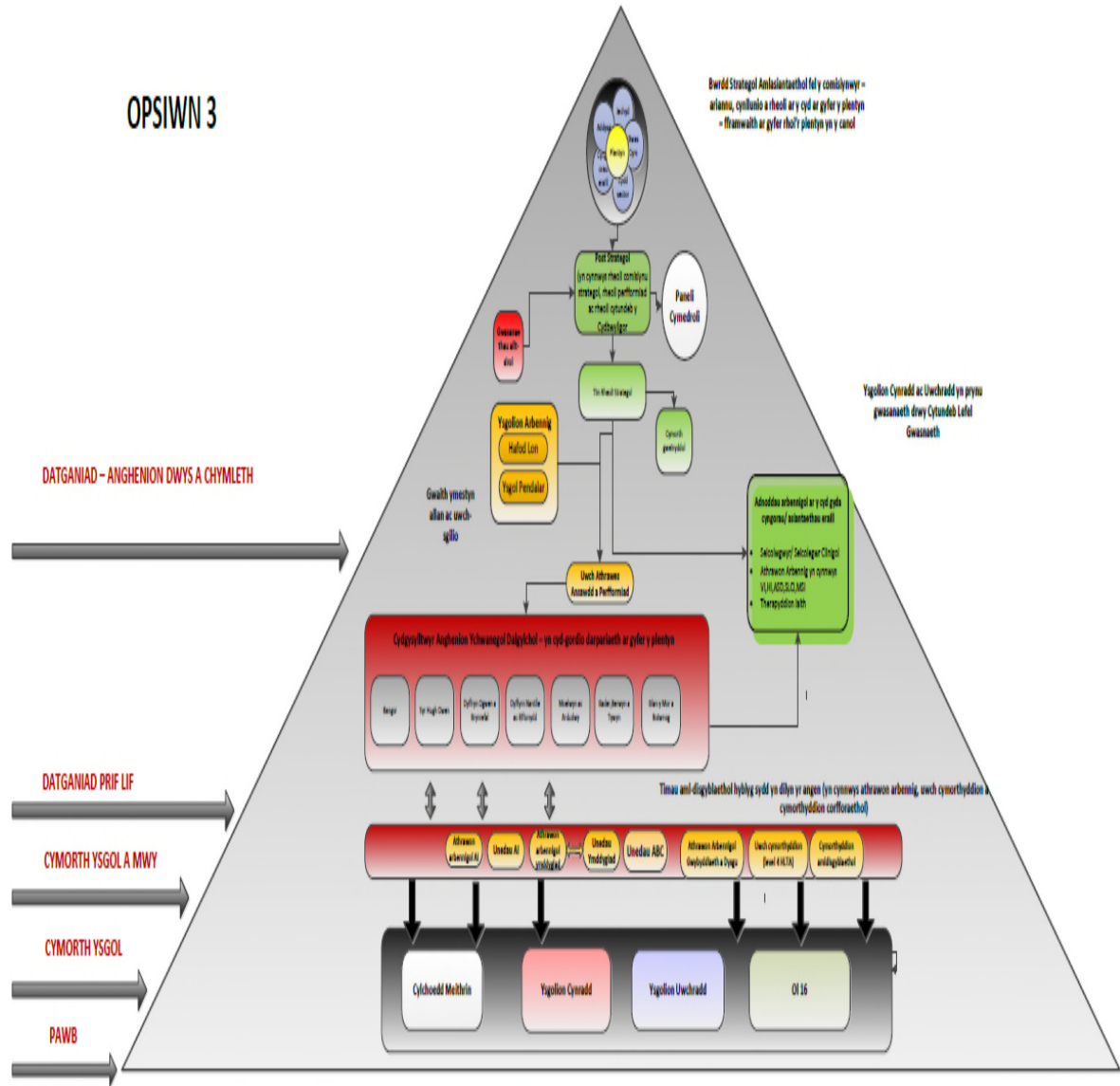
This would involve up-skilling and re-vamp of the the front line team of teaching assistants, strengthen and reinforce method of commissioning between the LEA and the SEN Joint-Committee and establish centralized specialist teams. The accountability for teams would be independent of individual schools but the school would have a prominent role when preparing the framework and collaborate to ensure the most appropriate solutions.



Option 3 – Substantial Change

This option provides a service that focuses on a child/young person with multi-agency support who will ensure smooth provision through key transformations in a child/young person's life including the pre-school – school, primary school – secondary school periods, - post 16 (proposed up to 25 years).

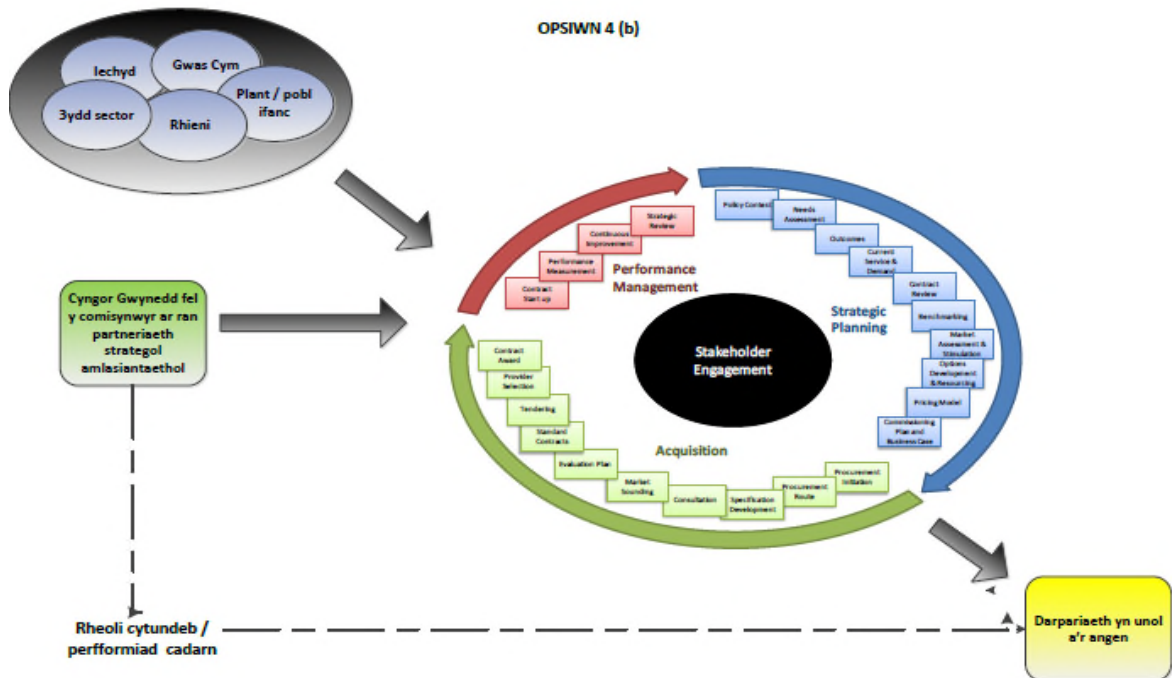
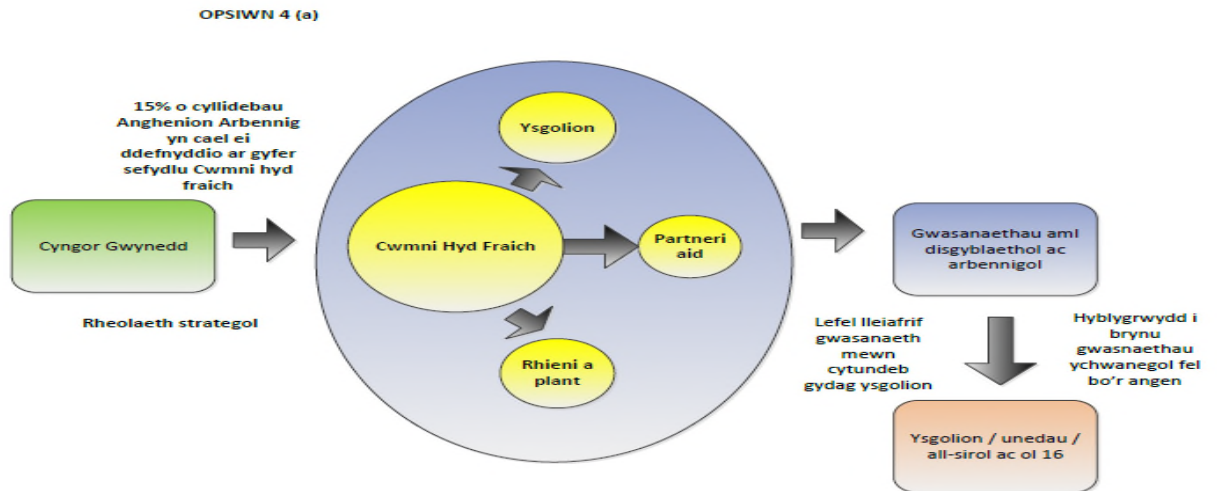
Through implementing this option, Gwynedd LEA will be pro-active in preparing for future AN Legislation statutory implications and respond to stakeholders aspirations to ensure that the whole child and family are focussed upon.



Option 4 – Radical Change

The stakeholders ideas regarding this option included:

- centralizing the service.
- commissioning the private sector to provide parts of the service.
- specific schools to provide support (linked to condition such as autism/communication etc) with flexible outreach teams.
- establish a warranted arms’ length company.



5. What will be the largest obstacle to a change in the system and what arrangements will the Cabinet member have in place to address those obstacles?

The Strategy Review Project Board has assessed the obstacles throughout the outlined options development phase. Several risks are apparent and they continue to exist throughout stages of identifying and deciding on the way forward.

Option 2/3.

The main risk is to do with the nature of the scope of the change including the need to ensure additional resources and to promote change in culture with regard to outcomes, service performance and transform the workforce.

The level of change between the nature of the current workforce and the new proposed workforce identifies a lack of balance between generic provision and specialist provision - but presenting the change will require securing stakeholders vision and collaboration.

Once, everybody understands the changes, there will be a need to secure the support of the workforce, the unions and the politicians.

Another obvious risk is the need to be able to identify and recruit specialists. The Council will need to increase the practice of collaboration with establishments and further education colleges to provide opportunities to identify individuals competent with handling recruitment matters.

Consideration must be given to that level and quality of provision may weaken during the transition phase. This is not an uncommon occurrence during a transition phase but the Council will be required to closely monitor the situation.

6. As the Strategy Plan mentions agreeing on a new provision model during 2013/14, what is the more detailed time-table for agreeing upon the model and then implementing it?

Project Progress thus far

An options report has been completed

A programme to contact Assistants and Teachers has been held and the findings have been shared with all the stakeholders including Social Services and Health Services.

The link programme with the 'End To End' Project has been established.

A briefing session for Cabinet Members will be held on 8th October.

A report will be presented to the Cabinet in November/December 2013.

The aim is to ensure that (certain) educational elements of the Additional Learning Needs Strategy Review and Inclusion are available by September 2014.

The aim is to fulfil multi-agency integrated services aims by September 2015.

7. What is the vision for the service? What will represent success and how will the Cabinet Member evaluate the impact of the change to the provision and notice the difference that the change in provision makes?

The Vision

Provide full services for the vulnerable children and young people in Gwynedd and their families.

Be involved with integrated personal schemes.

Ensure quality service and provisions that provide value for money.

Respond to agreed principles.

Ensure that there is a links person to work with families of vulnerable children and young people.

Measure impact.

Appropriate effective support and provision in place for vulnerable individuals through specialized intervention and a reduction in provision periods.

Parents fully understand the nature of schools responsibilities and roles in the support provision procedure.

A reduction in ALN statements.

Rationalize expenditure on individuals who are educated within mainstream schools across the sectors.