

# Contents

Agenda	2
Minutes of the last meeting	7
5 - Annual Report CSSIW 2013-14	14
Appendix 1	15
Appendix 2	31
6 - Savings Report	38
Appendix A1 - Efficiency savings proposal relating to external provider fees	39
Appendix B1 - Decommission a service level agreement with South Gwynedd Women's Aid	42
Appendix B2 - Gorwel Manager	43
Appendix C1 - Decommission a service level agreement with Bangor Women's Aid	44
7 - Quality Promotion Project at the Secondary Schools since June 2014	45
Appendix 1 - Action Plan Progress	52
8 - A report on the operation of the School Effectiveness and Improvement Service [GwE] with Gwynedd schools	72



**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, 11 RHAGFYR 2014**

**10.00 a.m. THURSDAY, 11 DECEMBER 2014**

Lleoliad / Location

**SIAMBR HYWEL DDA**

**SWYDDFEYDD Y CYNGOR**

**CAERNARFON**

Pwynt Cyswilt / Contact Point

**GLYNDA O'BRIEN**

**01341 424 301**

**✉: GlyndaOBrien@gwynedd.gov.uk**

Dosbarthwyd: 03.12.14

**PWYLLGOR CRAFFU GWASANAETHAU  
SERVICES SCRUTINY COMMITTEE**

**AELODAETH / MEMBERSHIP (18)**

**Plaid Cymru (9)**

Y Cynghorwyr / Councillors

Huw Edwards  
Chris Hughes  
Elin Walker Jones  
Liz Saville Roberts

Alan Jones Evans  
Selwyn Griffiths  
W. Tudor Owen  
Ann Williams

Hefin Williams

**Annibynnol / Independent (4)**

Y Cynghorwyr / Councillors

Eryl Jones-Williams  
Dewi Owen

Beth Lawton  
Eirwyn Williams

**Llais Gwynedd (3)**

Alwyn Gruffydd

(Sedd Wag)

Peter Read

**Llafur / Labour (1)**

Y Cynghorydd / Councillor Sion Wyn Jones

**Aelod Unigol / Individual Member (1)**

Y Cynghorydd / Councillor Linda Ann Wyn Jones

**Aelodau Ex-officio / Ex-officio Members**

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

**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

**Please note that the times noted below are estimates only**

## **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 2 October 2014, be signed as a true copy.

(Copy enclosed – white paper)

**5. ANNUAL REPORT (CSSIW)**

***Cabinet Member: Cllr. R H Wyn Williams***

10.05 am –  
11.05 am

To receive a report by Mr Marc Roberts and Ms Vicky Poole, CSSIW of their review and evaluation of the annual performance of Gwynedd Council 2013-14.

(Copy enclosed – green paper)

**6. SAVINGS**

***Cllr. Peter Read, Chairman of the Scrutiny Forum***

To receive report by Cllr. Peter Read on the following:

**(a) Savings – Modifying Providers' Agreements**

11.05 am –  
11.15 a.m.

(Copy enclosed – pink paper)

**(b) Savings – South Gwynedd Women's Aid**

11.15 am –  
11.25 a.m.

(Copy enclosed – salmon paper)

**(c) Savings – Bangor Women's Aid**

11.25 am –  
11.35 a.m.

(Copy enclosed – grey paper)

7. **PROGRESS OF THE QUALITY PROMOTION PROJECT AT THE SECONDARY SCHOOLS SINCE JUNE 2014** 11.35 am – 12.05 p.m.  
*Cabinet Member – Cllr. Gareth Thomas*
- (a) To receive an up-date on the Education Service’s Action Plan following the recommendations submitted to the Cabinet Member by the Scrutiny Investigation – Quality of Education.
- (c) To receive feedback from the Education Service on this summer’s GCSE results.
- (Copy enclosed – white paper)
8. **SCHOOL EFFECTIVENESS AND IMPROVEMENT SERVICE (GwE)** 12.05 p.m – 12.35 p.m.  
*Cabinet Member : Cllr. Gareth Thomas*
- To receive a report on the operation of the School Effectiveness and Improvement Service (GwE) with Gwynedd schools.
- (Copy enclosed –white paper)
9. **ADDITIONAL LEARNING NEEDS AND INCLUSION REVIEW** 12.35 p.m – 12.40 p.m.  
*Cabinet Membert: Cllr. Gareth Thomas*
- (a) To report, for information, that the proposals of this review will be submitted to the formal Cabinet in February or March.
- (b) To request that this Committee considers establishing a Working Group to scrutinise the Additional Learning Needs Strategy during the consultation period (during January 2015).



## 2. DECLARATION OF PERSONAL INTEREST

A declaration of personal interest was received by Cllr. Elin Walker Jones, in relation to Item 5 on the Agenda – the Local Health Service as she was employed by the Betsi Cadwaladr University Health Board. The member was of the opinion that it was a prejudicial interest, and she withdrew from the chamber during the discussion on the issue.

## 3. MINUTES

The Chairman signed the minutes of the previous meeting of this committee held on 19 June 2014.

## 4. THE LOCAL HEALTH SERVICE

(a) A presentation was received by Professor Trevor Purt, Chief Executive, Betsi Cadwaladr University Health Board. He expanded on his vision for the health service, following his appointment to the post three months ago, by referring to the following four areas:

1. As a Health Board there is a need for changing the direction by focusing on driving a sustainable primary and community approach to the service delivery models
2. Expand to supporting primary care and community service colleagues
3. Be much more local in how the Health Board works in partnership with both the local authorities across North Wales and the third sector colleagues
4. Three year plan

The above has been reinforced by consultation with staff regarding changes with the key aspects having been made clear. A new structure has been sent out for formal consultation which recognises the need for local management and leadership attached to the six local authorities. In this respect three Area Teams will be established to work with the local authorities whereby a Local Director will be responsible for:

- Health promotion
- Health prevention
- Working on public health issues
- Leading the Community Teams and Hospitals which is a key part for the Health Service in terms of out of hospital services

The Area Directors will hold budgets for their communities to develop the service on the basis of a bottom-up drive and whereby the population numbers will dictate how monies are spent. The monies would be allocated to where the Area Team and the patients are and will drive how the Health Board will want to work with local authorities and colleagues across the public sector.

It is envisaged that the new structure will be in place by Christmas and the Health Board is now in the process of looking for three directors from different backgrounds - primary care services, someone who understands how to manage transition from secondary to primary care, with local authority / social care background. The structure will also bring into the service Mental Health and Acute Services Directors making a total of 5 who will be overseen by a Chief Operational Officer responsible for the day to day delivery of services. In terms of written responses received from the consultation there had not been one voice that dissents from the above vision.



With regard to the three year plan, it was noted that there are four key areas which the Health Board would like local authorities to be part of:

- Having a primary and community strategy which needs to be refined in line with the vision of the organisation
- the need to have a debate with the public service to co-locate services in the future
- Developing a work force model in terms of recruitment and training
- Acute clinical services - the need to move to a model of one hospital over three sites but ensuring that local services are in place where they are needed to ensure support to community services

(b) In reply to the specific questions submitted by individual members, Prof. Purt responded as follows:

1. In terms of a three hour wait for triage, it is difficult to answer since the vast majority of patients should not be going to A & E but rather to their pharmacies, GP surgeries or one of the myriad of other services. The target for waiting at A & E is 4 hours and in his opinion A & Es are overcrowded and it is about treating the patients who need treatment first. If individuals have to wait three hours there is not a lot that the current system can do to change this. However, it should be emphasised that A & E is not a wellness service.

With regard to waiting lists, there are two booking systems operated in Wales, set up by the Welsh Government, namely the partial booking process which are for non-urgent pathways and there is the full booking service which is normally used around cancer patients.

2. With regard to concerns regarding the Ambulance Service in Gwynedd, the Betsi Cadwaladr University Health Board as a whole has the best response time in Wales and at present is about 63% which is close to the 8 minute target. However, the 8 minute target does not distinguish when a paramedic attends whether it is a true emergency – the call is logged in terms of the call Centre. Therefore there is an issue of whether the right number of patients are seen as coming through as emergencies on the 8 minute target. This is a matter for future discussion with the Ambulance Service in a slightly more sensible way - not just a target that is failed by what is failed. There is now a direct link with the Health Board and the Ambulance Service in order to be clear as how to move the service forward.

It was further noted that the service itself does need modernisation and it is seen to many individuals as a transport service. It is envisaged that with work in progress it will be more pivotal in the services and will improve in future.

3. With regard to keeping patients in hospital beds, Prof. Purt stated that he would not be advocating to retain patients in hospital beds which do not need to be in hospital. If there is a need for continuous treatment then patients should be discharged and called back. It was further noted that the Health Board is one of the best in Wales on hitting the target regarding general access diagnostic and in terms of follow-up, the Betsi Cadwaladr Health Board is no different to other Health Boards. The out-of-hours service is currently going through reform and is the subject of a review which will be published within the next 2/3 weeks.
4. Regarding the Welsh language policy of patients in terms of need, it was stated that it is absolutely fundamental that a bilingual approach is completely accessible. It is known

that as people get older that they wish to speak in their own language. The Board wishes to create a climate with staff and patients that recognises that bilingual care is better care for patients. However, it is not always possible to respond immediately to the need for bilingual care at the bedside but the Board has been addressing practical things by identifying members of staff who can speak Welsh and wherever possible ensure that there are Welsh speakers on each shift. Also, a lot of work has been done around work planning, recruitment, producing a bilingual skills strategy, working with GP practices to ensure the understanding of person centred care.

5. In terms of winning back the confidence of the people of Gwynedd and particularly in rural areas in South Gwynedd, Prof. Purt foresees and hopes that working in genuine partnership with local authorities and attending meetings such as this meeting to try to find solutions to common problems will be the starting point in order that Members will understand the Health Board's direction of travel. It was urged that members do not judge the Health Board on the past.
6. With regard to community hospitals, Prof. Purt had a clear view that these beds are safe and secure and should be used for intermediate care and re-ablement. He was of the view that the Health Board should not be in the business for long care stay and too often in the past community hospitals have been used as a substitute for local authority residential care or for private sector nursing care. The role of community hospitals in the future will be about outpatients, running diagnostics, bases for consultants, supporting GPs, intermediate care level and where patients can be moved closer to home.

Whilst recognising the challenges in terms of financial cuts and the possibility of less care homes for people, it was noted that there will have to be discussions with Social Services Directors in terms of home care packages, aligning staff, etc., and how to deal with the increasing older population and chronic diseases.

7. Arising from the above, it was stated that the problem in Gwynedd is that the residential care homes are not nursing homes and one alternative would be to provide nurses in residential homes.

In response, Prof. Purt stated that this matter needs to be discussed with each authority by looking at the demand, how to design the service for the future, stimulate investment, etc.,

8. In respect of leading and co-ordinating the relationship between councils, Health Boards and the Government, Prof. Purt was of the view that there is a clear pivotal role for the third sector within a whole range of areas. There needs to be a discussion on what role the third sector can offer to help the strategy and how to engage with the bigger organisation as well as the smaller ones.
9. With regard to the situation in respect of Blaenau Ffestiniog Hospital, a meeting had been held and hopefully the Health Board will be moving forward in terms of recruiting GPs. It was assured that the monies is retained and aligned for the integrated centre but the Health Board is dependent on Welsh Government Funding which can change in future.
10. In reply to the increasing importance which is placed on preventative actions, Prof. Purt stated that embedding public health and public health information and the dynamics that underpin ill health into the planning process at the Area Team level would be a way of moving forward.

11. With regard to the effect of lack of doctors in rural areas, it was noted that a number of GPs were reaching retirement age and there is a historical underdevelopment of primary care through training schools. This can either be ignored and expect primary care to still deliver the services or there is a need to redesign the service where primary care becomes a GP leading a team not always delivering the hands on care. There needs to be greater opportunities for young doctors to share between hospital roles and out of hospital roles. The key is about up-skilling community nurses to becoming community matrons and running the service in a different way. The Health Board is in discussion with Bangor University regarding local training and looking at some form of connection with Cardiff.
12. Recruitment of nurses is also a problem particularly around the Wrexham area due to fierce competition across the English border. This is a challenge for the Health Board and they are looking at all opportunities available.
13. It was assured that the Health Board will use every avenue possible in terms of putting pressure on the Welsh Government to secure appropriate grants which will reinforce the need for the Health Board and local government to plan and deliver together. The clients in the community need to see a difference and it will make life easier by working together.
14. In reply to a question regarding the private general practices, the procedure of funding was explained in that the amount of funding depends on patient lists and population.
15. In response to concerns in respect of ambulances from Anglesey being sent over to Deeside and Wrexham on a regular basis which in turn cause problems in this area, it was stated that the model of Paramedic Service within Wales Ambulance is currently under review. The current protocol operated is that if a patient is taken by ambulance to hospital, when the ambulance is released it goes to the nearest next call. This causes difficulty if there is a cross boundary issue. This is different to the fast responder service and there is a debate at the moment in respect of the fast responder service in that it must remain on the patch. There are issues which the Health Board is trying to address.
16. Historically the Health Board has been unwilling to listen to the voice of the community and particularly with the closure of the Blaenau Ffestiniog Hospital and the issue that the Alltwen Hospital is under used. From experience, Prof. Purt was asked whether it is time to revisit the service and have two Boards that reflects the needs of the communities.
- In reply, it was stated that there is a need to change to three areas to get closer relationship with the communities. The delivering of service has to be cost effective and the Health Board could not afford to duplicate since there would be no increase in revenue. On average Health Boards have had to reduce their operating costs by in excess of 15% which is a significant reduction which would not be practical with smaller organisations. Prof. Purt was of the view that by working in the same footprint as the police, fire and rescue services localism and community cohesion can be maintained. The community benefit that comes from an organisation the size of the Betsi Cadwaladr Health Board with a single management structure has to be the best way of dealing with service in the future.
17. It was assured that the Health Board would put pressure through the new three Area Teams on the role of public health, education and access to leisure facilities in an attempt to try and combat obesity in children.

The Chairman thanked Prof. Purt and Ms Grace Lewis Parry for their presence at the meeting, for the presentation and willingness to reply to the above questions. The Chairman and members look forward to working in partnership with the Health Board to improve service delivery.

## 5. ADDITIONAL LEARNING NEEDS AND INCLUSION STRATEGIC REVIEW

- (a) A report was presented by the Cabinet Member in response to questions raised beforehand by Members regarding the above review.
- (b) Members were reminded that the review ran parallel to the proposed developments to build a Hafod Lon Centre, as a centre of excellence at Penrhyndeudraeth for children and young people with additional learning needs. It had taken a little more time as it was necessary to consider the potential of the procedures at both schools namely Hafod Lon and Pendalar for the whole County. It would also be timely to consider the work and role of the Special Educational Needs Joint Committee.
- (c) The following matters were considered during the ensuing discussion:-
- (i) The need to be clear and firm regarding the timetable for the developments
  - (ii) The need to consider all these developments in the context of the work of the Special Educational Needs Joint Committee of both counties and the direction required for that.
  - (iii) Concern that the proposed procedure would not comply with the relevant act compared with the system that protects children and young people on a special needs statement and the statements procedure would be forgotten. It was suggested that the historical procedure where there were additional special needs units in every Secondary School catchment-area had been successful and had ended some years ago in order to be able to deal with pupils in the mainstream. It was also suggested that the success of any system was dependent on individual Governing Bodies.
  - (iv) How would finance be devolved to schools and there was concern that children would lose out if schools used the finance for other needs.
  - (v) Significant concern was expressed that less than a 100 out of approximately 3,700 parents had responded to the questionnaire and from the response received significant issues had been noted by parents.
  - (vi) Concern that schools had not sent the questionnaire and it was further suggested that it would be possible to have a more creative form of engagement with parents.
  - (vii) Due to the importance the proposed procedure would have such an impact on children and young people, it was suggested that conducting a Scrutiny Investigation into the issue would have been beneficial. Another attempt is expected to ensure better awareness to the parents.
- (ch) In response to the above issues the Cabinet Member and the relevant officers noted:
- That the tendency was that it took time for a child to receive a statement and via the proposed system it was envisaged that children and young people would receive support much quicker with an individual development plan for their needs. Also, under the proposed system it would be possible for parents to be part of the system.
  - In terms of the devolvement of finance to schools, an assurance was given that the system would be monitored centrally with a network of key officers working in

every catchment-area to monitor the standard and impact of the interventions in accordance with every child's individual development plan in order to ensure that they receive the correct educational experience. It was trusted that there would be more investment in the early years that would ensure that health visitors identify the needs earlier.

- In response to the suggestion to establish a Scrutiny Investigation, it was noted that the time-table was tight to undertake a thorough investigation as there were specific proposals to be presented to the Cabinet in December. However, it was suggested that an investigation could be programmed in approximately a year to find out if the procedures had been realised. It would also be possible to present more information to a preparatory meeting of this Scrutiny Committee on 4 November 2014 in the context of the response of SNAP Cymru to the questionnaire and the concerns highlighted regarding what was wrong with the current system.
- That Health Board's role was central to the process in order to ensure joint-planning and effective communication with schools to respond to the children's needs.

**Resolved: (a) To accept and note the contents of the report.**

**(b) Request that the Corporate Director / Project Manager present further information to a preparatory meeting of this Scrutiny Committee on 4 November 2014 outlining:**

- **concerns with the current system**
- **response of SNAP Cymru to the questionnaires sent to parents**
- **what efforts had been made to raise the awareness of parents of the changes**

## **6. CARE SCRUTINY INVESTIGATION – FROM HOSPITAL TO THE HOME (PART 2)**

A request was made to elect another Member to join the above Investigation.

**Resolved: To elect Councillor Eirwyn Williams with Councillor Selwyn Griffiths available to assist if required.**

## **7. RETIREMENT**

The Chairman reported that Mr Rhoslyn Prys would be retiring from the Council's employment at the end of this month and a tribute was paid to him for his commitment and valuable contribution to the work of this Committee over the years. A request was made to send a word to him to express the Committee's appreciation of his service and to wish him well in his retirement.

**Resolved: To accept and note the above.**

The meeting commenced at 10:00 am and concluded at 12:40 pm.

**CHAIRMAN**

<b>-NAME OF SCRUTINY COMMITTEE</b>	<b>Scrutiny Committee - Services</b>
<b>DATE OF MEETING</b>	<b>11 December 2014</b>
<b>TITLE OF ITEM</b>	<b>Annual Review and Evaluation of Gwynedd Council's Performance 2013/14 – Care and Social Services Inspectorate for Wales (CSSIW)</b>
<b>CABINET MEMBER</b>	<b>Councillor R H Wyn Williams</b>

### **1. Purpose of the Item**

- 1.1 The purpose of this report is to submit information to the Scrutiny Committee regarding the main findings and recommendations of the Care and Social Services Inspectorate for Wales of their review and evaluation of the annual performance of Gwynedd Council 2013-14.
- 1.2 At the request of CSSIW, officers from the Inspectorate will present the annual review to the Scrutiny Committee. A copy of CSSIW's Review of Gwynedd's 2013-14 performance is appended as **Appendix 1**.

### **2. Context, background and purpose of CSSIW's Annual Review and Evaluation of Performance 2013-14**

- 2.1 The CSSIW undertake a review and evaluation of the performance of Gwynedd Social Services on an annual basis. The review report resulting from the work will identify the fields that have improved and fields for improvement in the Social Services Department of Gwynedd Council for the year in question.
- 2.2 As part of the process, CSSIW will consider a wide range of evidence base which is available, including the arrangements for directors of social services to submit annual reports on their performance and plans for improvements. The observations of other auditors and inspectors will be considered, along with the regulatory work of the CSSIW.

### **3. Response of Gwynedd Council to the 2013-14 annual review**

- 3.1 We welcome the Inspectorate's annual review and acknowledge the importance of this annual process in terms of providing an independent evaluation on the performance of social services in Gwynedd. We certainly respect and value the independent viewpoints of regulators within this area of work.
- 3.2 Naturally the Council will be required and expected to take action to respond to these improvement areas. To this end we have already formed a 2014-15 response steps template and a work programme per improvement area which is presented as **Appendix 2**.



Arolygiaeth Gofal a Gwasanaethau Cymdeithasol Cymru  
Care and Social Services Inspectorate Wales

# Performance Evaluation Report 2013–14

Gwynedd Council Social Services

October 2014

This report sets out the key areas of progress and areas for improvement in Gwynedd Council Social Services for the year 2013–14



# Annual Review and Evaluation of Performance 2013 - 2014

**Local Authority: Gwynedd Council**

**This report sets out the key areas of progress and areas for improvement in Gwynedd Council Social Services for the year 2013 - 14**

## Summary

There has been incremental improvement in social services in Gwynedd during 2013-14 with new services promoting independence in adult services, continued improvement in children's services performance and strong outcomes for looked after children.

The council plans to make significant savings in social services by 2017-18. This will require a fast pace of change and places significant pressure on social services, particularly adult services, to achieve substantial changes in the way care and support is commissioned and provided.

The council has made preparations to meet the requirements of the Social Services and Wellbeing Act. The council has made changes in its leadership within social services in line with the statutory guidance on the role and accountabilities of the director of social services. However, further work is needed for the social services agenda to be owned corporately.

The council has a vision to plan and develop services with the community and partners. It has outlined its plans for the integration of health and social care services for older people with complex needs with an emphasis upon prevention and early intervention.

The director's annual report provides the citizens with a comprehensive and accurate account of the council's performance. The report's structure identifies what is needed to create sustainable social services that protect the vulnerable and achieve the necessary improvement.

## Response to last year's areas of improvement

<b>Area for improvement identified last year</b>	<b>Progress in 2013 – 14</b>
Maintaining momentum in reshaping older people's residential services.	There has been continued incremental service development

Demand forecasting for community support.	There is sound information projecting demand for the service.
Developing the range of services in the community within adult and children's services.	New services have been developed in adults and children's services.
Ensuring that services promote independence for older people.	There is a growing use of enablement, telecare and direct payments.
Ensuring timely reviews for looked after children in line with statutory guidance.	Significant improvement in performance but remains slightly below Wales average.
Improving education planning for looked after children.	Significant improvement in performance and is now above the Wales average.
Securing health input to looked after children.	Slight improvement but performance remains well below the Welsh average.
Establishing a quality assurance system within adult services.	Comprehensive quality assurance system yet to be developed.
Ensuring the regular and consistent supervision of staff.	Policy and guidelines reviewed monitoring arrangements established.
Ensuring appropriate relationships, protocols and professional advice support the statutory director.	New structure established. Protocols to be worked through and endorsed by the council.
Implementation of the corporate safeguarding policy.	New corporate safeguarding governance, structure and policies established. Effectiveness and impact yet to be evaluated.
Raise the profile of corporate parenting responsibilities with members.	Needs further development. The council is strengthening responsibilities through 'pledges' to looked after children.

### Visits and inspections undertaken during the year

- Site Visit - Adult Placement Scheme.
- National inspection of safeguarding and care planning of looked after children and care leavers, who exhibit vulnerable or risky behaviours January to May 2014 ('looked after children inspection').

- National review of the use of Deprivation of Liberty Safeguards (DoLS) in Wales 2014.

CSSIW has successfully undertaken its mainstream scheduled inspection programme of regulated services operating in the Gwynedd area.

Quarterly engagement meetings have taken place with senior council officers that review social services performance.

### **Areas for follow up by CSSIW next year**

- The programme of change in adult services.
- Care planning and social work support for looked after children.
- The implementation of recommendations following the serious case review and domestic homicide review.
- CSSIW will also be contributing to a review led by the Wales Audit Office (WAO) examining whether councils are effectively supporting older people to live independently, including through joined up working across health and social care.
- Progress with implementing a quality assurance process for social services.

## **Performance**

### **Shaping services**

#### **Adults**

The council has commissioning strategies in place and these are due to be refreshed. The council have considered the local, regional and national implications of the Social Services and Wellbeing Act for Gwynedd and have trained its staff regarding the implications. The director has described to partners and the community her vision for the future of social services in Gwynedd that addresses the financial challenges and the requirements of the Act. This includes the development of preventative services that promote independence, and are planned, developed and evaluated by service users, families, carers and communities. The Social Service and Wellbeing Act is becoming central to thinking about social services in Gwynedd and the council has made preparations to meet its requirements.

In line with the council's strategic approach "Ffordd Gwynedd" the council aims to improve partnership working with Betsi Cadwaladr University Health Board (BCUHB), and the third sector. The council has contributed to the regional collaborative agenda and is more engaged with stakeholders and partners. The council identify that the relationship with the commissioning hub could be more

effective and the Director is now the chair of the management board for the Commissioning Hub.

The council has made significant investment in new services for older adults and adults with learning disabilities.

- Construction has begun Pant yr Eithin, Harlech for seven units for people with learning disabilities.
- 40 extra care housing unit will open in Bangor in 2014-15.
- The extra care housing development in Porthmadog is being progressed.

The council plans to save £6,206,000 in adults' service by 2017-18 reducing the budget from £40,571,000 (in 2014-15) to £34,365,000. The council will undertake an end to end review in adults' service in 2014-15.

Following the review it is expected that in 2014-15 the council will publish its older people accommodation strategy identifying the plan for the council's homes and work with providers. Also in 2014-15 the council will consult with stakeholders regarding future development of the learning disabilities residential and day care services based in Caernarfon.

The council has one of the lowest rates for supporting older people in the community (46.2 compared to the Wales average of 74.5); and one of the highest rates of supporting older people in care homes in Wales (25.6 compared to 19.8 Wales average – all figures per 1000 population aged 65 or over). People are more likely to live in council run care homes than in other councils in Wales. The council aims to reduce its use of residential care before deciding on a future direction for its older people's strategy.

The developments in adult services are complex with an expectation that change delivers significant financial savings. The council has established a programme management approach and will need to maintain an overview of the evolving situation and manage the expectations and associated risks. The Wales Audit Office are evaluating whether the council has robust approaches in place to manage the budget reductions. This is an area that CSSIW will follow up during 2014-15.

An Integrated Transformation Team including senior officers from BCUHB, social service, housing and the third sector has made progress in developing integrated working. Examples of developments are:

- the discharge social work service and the physiotherapist service working weekends, increasing responsiveness seven days a week;
- a review by the pharmacy service of high risk medication in the community;
- the development of the county forum; and

- the secondment of a senior BCUHB employee to support the integration and identify key triggers and barriers.

There are further plans to improve integrated working by co-locating health and social services staff and improving the communication between information technology systems. These developments are important for improving effectiveness and for gathering information to inform future planning.

## **Children**

The end to end review of children's services in 2013-14 identified the need to improve preventative services and reduce the number of looked after children. The review has involved the head of paid service, members of the corporate leadership team and social services staff. Other important stakeholders were not involved in the review process and this was a lost opportunity to promote greater collaborative working. The council has developed plans to address the identified improvements needed in services in 2014/15.

The council's systems do not routinely capture a profile of the looked after children population and their assessed needs. This information is essential if the authority is to evaluate the effectiveness of its placement and permanency strategies and predict future resource needs. The information presented to the various panels could contribute to a detailed profile of presenting need.

The recent CSSIW national inspection found that services for looked after children and care leavers remain overly dependent on children's social services for the provision, funding and resources to assess and meet therapeutic needs. The Child and Adolescent Mental Health Service (CAMHS) is part of BCUHB and do not monitor the therapeutic service to looked after children/young people placed out of authority unless they have made a financial contribution towards the placement.

## **Areas of progress**

- Development of services with BCUHB.
- Service planning in children's services.

## **Areas for improvement**

- Strategic planning with BCUHB in adult services.
- Strategic planning with BCUHB in CAMHS.
- Using information from looked after panels to describe the population needs and trends.

## **Getting help**

### **Adults**

The council maintains accessible care pathways from an advice and assessment team that can readily provide information about resources in the community. A social worker now works seven days a week in the hospital arranging care in the community and promoting independence for people being discharged.

The council provides basic information about its services both in hard copy and online. There are examples of accessible information regarding services such as the adult placement scheme which includes a DVD describing the user perspective.

In December 2013 the council commissioned an external consultant to work alongside council officers to review adult assessment and care management practice. The review found that practice was responsive, solid and that thresholds were appropriately applied. It found that the use of outcomes and multi disciplinary work was under-developed and the social work assessments would benefit from a greater focus on the users strengths and abilities in addition to need. Although assessments lacked substance the care plans were more detailed and resulted in the appropriate resources being deployed to meet needs. There was an identified need to improve the timely provision of simple equipment and a maintenance service within people's homes.

The council's performance in reviewing care plans has continued to improve over the past years and at 85.3% is now above the Welsh average of 81.1%. The council also performed well in relation to the Welsh average in avoiding a delay in discharge from hospital. The number of carers who were assessed and provided with a service has risen from 167 to 234 in 2013-14 and the review of adult services found that there were appropriate carers assessments undertaken however.

### **Children**

The performance indicators within children services suggest improved practice and processes in managing referrals and assessments. In 2013-14 there were 180 fewer referrals received by children's services with a decision being made on 99.3% referrals within a day. Year on year there has been a growing percentage of referrals allocated to a social worker for initial assessment with the council now being above average for Wales. There has also been a reduction in percentage of children being re referred from 39% in 2011-12 to 26.6% in 2013-14; however, this still remains above average for Wales and is an area for continued improvement. There were fewer core assessments carried out with an increased percentage completed within timescales. The percentage of initial assessments completed

within seven days needs improvement; in 2013-14 the council completed 67% of initial assessments in seven working days compared to a Welsh average of 72%.

The national looked after children inspection found that referral and information sharing processes between professionals appear well-embedded. Operational relationships between teams and partner agencies support timely communication. Social workers and their managers have a good understanding of the young people they work with including knowledge of presenting vulnerabilities and risky behaviours.

The council has invested in a training programme for staff to support the use of its risk model tool. It is well used in relation to child in need and child protection cases. However, it needs to be further embedded for looked after children, including those involved in 'risk taking' behaviour.

As a result of significant effort the council has improved its performance in the timeliness of reviews for looked after children. The LAC inspection reported that young people said that they were encouraged to attend their reviews and that advocacy was available. The inspection found that the quality of the care plans was variable and needed to be refreshed by subsequent assessment. It was difficult to get a picture of the child and the child's journey from reading the care plan. The inspection found that that the reviews were overly focused on immediate events and not on the long term outcomes. Young people reported great frustration regarding the lack of clarity in delegated authority in issues such as permissions for school trips, over night stays etc. This is an area that CSSIW will follow up.

Some young people seen were not aware of the advocacy service and take up of the advocacy service is low with the issue based approach and lack of Welsh speaking advocates being identified as obstacles.

The LAC Inspection report identified some good corporate co-operation to improve access to leisure and sporting activities for looked after young people.

### **Areas of progress**

- Reviews in adult services.
- Sharper practice in managing referrals and assessments in children's services.

### **Areas for improvement**

- Timeliness of initial assessment in children's services.
- Continued improvement to reduce the number of children re-referred.
- Awareness and use of advocacy services.

## **The services provided**

### **Adults**

“More than just words” is a Welsh Government strategic framework for the use of Welsh language in health, social services and social care. It was developed in order to strengthen front line services. Gwynedd council contributed to the “More than just words” ministerial task group that drew up the framework. In 2014 the council won two awards at the Welsh Government Words in Action Conference. The council benefits from having Welsh as its administrative language.

In its implementation of the strategy the council has established a cross departmental task group responding to the requirements of the framework. The council commissioned a survey of its language requirements and considered relevant available information. In light of this work the council improved its contract and contract monitoring arrangements. The council is planning to strengthen its ability to meet language needs through the implementation of its new electronic case management system that will start in 2016. The council say that the knowledge gathered from implementing this strategy will inform its wider planning and commissioning processes.

The council is committed to promoting independence for people. In 2013-14 the council provided 462 reablement packages. A council review of the reablement service found that less than half needing ongoing packages of support and only six per cent seeking further assistance within two years. Of those who were supported in the council residential unit for people recovering from illness over three quarters returned home. Independence is being promoted through the use of new technology with some 500 packages of telecare provided in 2013-14. Telecare is now used across adult services including 35 packages of care for individuals with learning disabilities.

The council operate a well managed adult placement scheme that listens to the voice of those who use the service who believe their views are valued. The service was recognised nationally in October 2013 when the manager received the Care Forum Wales Gold Award in the Leading Practice in the Management of Social Care. Staff in the service also received bronze and gold awards in the Promoting Fulfilled Lives category.

The recent CSSIW inspection of the council’s domiciliary care service was largely positive and people participating in the inspection commented positively on the quality and service provided. The council provide a substantial proportion of its domiciliary care.



## Children

The council has developed its services for young people, children and families.

- Gwynedd council is running one of the three “When I’m Ready” pioneer programmes for looked after children starting in April 2013. The scheme extends the duration of placements and helps young people take advantage of opportunities to train or gain qualifications.
- The Gyda’n Gilydd scheme has developed to support over 250 families before they reached the need for social service support.
- The Integrated Family Support Service (IFSS) service is to focus on families where alcohol, drugs or both are problems amongst the parents, in order to safeguard the children who are in their care. The multi-agency IFSS team was developed on a joint basis with Anglesey and was operational in 2014-15.

The national LAC inspection identified a need to develop looked after children’s access to primary health services and move on accommodation. As part of its corporate parenting responsibilities, the council should ensure that children who they look after can use primary healthcare. Performance in being registered with a GP within 10 days declined from 92.5% in 2012-13 to 78.4% in 2013-14. Whilst the percentage of health assessments for looked after children improved by 15% to 46%, it still remains significantly below the Wales average of 81%.

Young people are positive about the relationships they have with social workers in the 16 plus service in contrast with the inconsistent relationships children have with their social workers in other teams. Young people also highlighted the significant impact changes of social workers and placement had on their ability to form trusting relationships.

The CSSIW fostering inspection found that children and young people have secure placements where their needs are met. Children have a voice and have opportunities to speak up, and they can influence the way the service is delivered. The CSSIW inspection of Drws y Nant the council’s commissioned children’s home found a very strong sense of person centred care where young people said they were listened to and valued.

However, the looked after children inspection looked at young people with complex needs and found that the range of placements available was not sufficient to meet the complex needs of some young people and appropriate “matching” needs to foster carers’ skills did not always take place. The council is working to increase the range of in house foster carers to meet this need.

The council has made improvements to its complaints process and the corporate oversight of complaints. Learning from complaints and using them to improve services is an important theme in “Ffordd Gwynedd”, strategic matters and all

investigations by the Ombudsman are now considered by the corporate director. There are examples where complaints involved those who complained in identifying improvements and solutions, but there still is a need to further improve the consistency and management of complaints. The council plans to improve the service and respond to the Welsh Government new guidance regarding the management of complaints.

There is increasing emphasis upon personal choice and independence offered by direct payments. The number using direct payments rose in 2013-14 in comparison with the previous year and this improvement needs to be continued. The department learnt from complaints about the service with many families reporting unfavourable experiences. In addition an internal audit report found that the council could not be confident in the arrangements for direct payments. The council's corporate plan describes the need for a better response in supporting direct payments and the council will be reviewing the relevant procedures.

### **Areas of progress**

- Increased range of services for children and families.

### **Areas for improvement**

- Consistency in responding to complaints.
- Access to health care and accommodation for looked after children.

### **Effect on people's lives**

#### **Adults**

In 2013-14 Gwynedd and Anglesey councils established a joint Safeguarding Adults Board. The board has developed a work programme to increase understanding of safeguarding and develop a preventative approach to safeguarding adults.

In 2013-14 CSSIW worked closely with, and had a good working relationship with the council's contracting unit. The unit monitors the quality of the external service commissioned by the council. The unit is strengthening its practice and plans to be more outcomes focused in its contract monitoring and to use volunteers.

In July 2014 a serious case review and domestic homicide report were published. The serious case review panel and domestic homicide review panel worked together effectively in this work. An action plan has been developed to improve services in particular mental health services and progress has been made against the identified actions. CSSIW will be following up the implementation of the action plan following these reviews.

In January and February 2014 Gwynedd faced the challenges of strong winds and flooding. The council staff responded to the emergency situation working tirelessly to ensure care and shelter for vulnerable people. The council identified areas for improvement in future emergency situations including more capacity in rest centres, better communication for care homes and contingency plans for domiciliary care services.

## **Children**

In March 2013 an Estyn inspection: "A report on the quality of local authority education services for children and young people in March 2013"; found that understanding of roles and responsibilities for child protection and safeguarding at a corporate level and between departments within the council was not clearly understood. The council has since made progress in establishing better understanding of the issues and stronger corporate safeguarding structures. The restructuring at head of service level and the creation of the Head of Children and Supporting Families Department has strengthened the safeguarding for children young people, and vulnerable adults. This has also improved the corporate capacity to implement the new safeguarding arrangements.

The council has established a strategic panel of members and senior officers to embed safeguarding at a corporate level. The strategic panel is supported by an operational panel with managers from all council departments. The panels have reviewed the corporate and departmental policies, increased awareness and provided training; ensuring employment checks are appropriately undertaken. The council is developing arrangements for monitoring the effectiveness of the safeguarding work. These arrangements need to evaluate how effective knowledge is transferred across departments and the impact of the safeguarding arrangements.

The looked after children inspection found that the children's safeguarding board is in the early stages of moving to a regional approach. Agencies were found to be working well together in relation to sexual exploitation and missing children, strengthened by the work of the North Wales Police missing person co-ordinator.

The council has reduced the number of children it looks after from 203 in 2012-13 to 185 in 2013-14. It has significantly improved its performance in the timeliness of reviewing the care plans of looked after children, with 94.3% now being carried out within statutory timescales compared to 75.4% in 2012-13. However, this remains below average for Wales (95.9%).

The outcomes for looked after children in Gwynedd remain consistently strong year on year. The council is achieving stability of placements and qualifications for 16

year old looked after children with the best performing councils in Wales. All relevant young people have a pathway plan and personal adviser.

The number of children on the child protection register has remained stable but the timeliness of child protection conferences has declined (from 86.7 to 82.8%) after better performance last year and is an area that needs to be improved.

### **Areas of progress**

- Establishment of Gwynedd and Anglesey Safeguarding Adults Board.
- Establishment of the corporate safeguarding structures.

### **Areas for improvement**

- Evaluation of the impact of the corporate safeguarding structures.
- Timeliness of child protection conferences.

## **Capacity**

### **Delivering Social Services**

The council has an established workforce that is gaining experience in social care. There are no substantial vacancies or staffing issues.

The council produced a thorough training plan for the social care workforce in 2013-14. The plan is the result of an appreciation of national and local challenges within social care and builds on local knowledge with evident consultation with stakeholders and appreciation of the priorities of Sustainable Social Services and the Social Services and Wellbeing Act (2014).

The Deprivation of Liberty Safeguards (DoLS) provide a legal framework to protect people living in care homes and hospitals who are vulnerable because of mental disorder and lack of mental capacity. The CSSIW DoLS inspection found that the appropriate training was provided to the specialist assessors who were supported by knowledgeable and experienced managers. Local training and promotion of the DoLS outside the council had not resulted in wide awareness and understanding of the safeguards. The need to increase DoLS training and awareness reflects a more general need to mainstream the DoLS throughout the council, social care and health. Inspectors noted that the council should examine its management arrangements to ensure that there is no conflict of interest between the supervisory body that oversees the DoLS assessment process and the managing authority that is responsible for the care provided.

Recent case law has considerably widened the scope for potential application of the DoLS safeguards and this is already having a marked impact upon demand

and the need for the council to appropriately respond. The council has 9 best interest assessors and is in a good position to meet the increase in demand.

The council presently spends close to £60 million a year on social services and plans to reduce this by £10 million by the end of 2017/18, with savings mostly being made in adult services. In recent years the council has managed its financial position well. Spending within social services in Gwynedd during 2013-14 was broadly as planned, however there was an over spend in adults services of £498,000. In the final quarter of the year there was significant strain from spending on the care for older people, learning disability, and mental health.

The council's ability to accurately report on performance has continued to improve. Risk management within the service has improved with regular use and updating of a risk register.

The council has not established a comprehensive quality assurance system. It plans to do so in 2014-15. The need to improve quality assurance was noted by CSSIW in last year's annual evaluation report. It is also an area for improvement in both of the recent national inspections and in the adoption inspection report. The council is introducing a cross cutting children and adults safeguarding and quality assurance team.

### **Areas of progress**

- Risk management.

### **Areas for improvement**

- Raise awareness of the implications and requirements of DoLS and improve the governance arrangements for the operation of the procedures.
- Quality assurance.

### **Providing direction**

The council clearly recognises the context of prolonged financial pressures, demographic changes, increased expectations and the implications of the Social Services and Wellbeing (Wales) Act 2014.

There is a clear understanding that social services need to be provided in a different way. The council is committed to being open minded in the co-production of services with the citizens of Gwynedd. It has identified clear priorities and is committed to ensuring the right care in the right location at the right cost.

Social care and social services have a high priority in the council's strategic plan. This is seen in the priority given to vulnerable children and young people, the

support for adults and safeguarding. There has been strong corporate support for implementing projects in social services.

The statutory director of social services was confirmed as a corporate director in July 2013 and she has created and appointed two new head of service posts, the Head of Adults, Health and Well-being Department and the Head of Children and Supporting Families Department.

It has been an extremely demanding year for the corporate director meeting her corporate responsibilities and establishing the senior leadership team within social service. The new leadership team has raised the profile and influence of social care on a corporate level. There are early indications that the new arrangements will produce improvements in the support and leadership for social services.

It remains important that the council draw up a suitable set of protocols that define reciprocal arrangements and relationships between key post holders across the council. These protocols should be worked through by the key post holders and formally accepted and endorsed by the council. There is a risk that social services will not receive appropriate attention from the corporate director if her portfolio of responsibilities is too great.

The council has made positive steps in its corporate parenting arrangements but these now need to be further developed. The corporate parenting panel will work with looked after children in 2014-15 to provide outline the actions that the council will take to support children in care. Members will need to provide greater support to assure that the strategic aims are effectively owned and translated into action across the council's services and by partner agencies; ensuring appropriate health care, increased educational support and temporary employment in the council for looked after children.

### **Areas of progress**

- Profile and support for social services within the council.

### **Areas for improvement**

- Corporate parenting support for looked after children by the council and partners.

**A summary of Gwynedd Council's 2014-15 actions in response to the improvement areas identified by CSSIW**

Activity	Area for improvement	Lead Senior Officer	Action Plan	By when
<p><b>1. Shaping Services</b></p>	<p>i. Strategic planning with Betsi Cadwaladr University Health Board (BCUHB) in adult services.</p>	<p><b>Morwena Edwards</b></p>	<ul style="list-style-type: none"> <li>• Implement in accordance with the principles of the “Framework for A Framework for Delivering Integrated Health and Social Care For Older People with Complex Needs” signed up to in March 2014 by the 6 North Wales local authorities and BCUHB.</li> <li>• Establish the Gwynedd County Forum.</li> <li>• Hold Forum meetings every 6 weeks.</li> <li>• Review the arrangements and terms of reference of the Gwynedd and Môn Local Service Board.</li> <li>• Appointment (secondment) of an Integration and Service Transformation Manager post, jointly with BCUHB.</li> <li>• Implement Gwynedd 2014-15 Intermediate Care Fund (ICF) schemes including the following:               <ol style="list-style-type: none"> <li>1. Improving Communication scheme.</li> <li>2. 7 day multi-disciplinary working.</li> <li>3. Timely access to equipment and adaptations.                   <ul style="list-style-type: none"> <li>- Housing stock adaptations</li> <li>- Minor adaptations to older people’s homes</li> <li>- Equipment provision profiling beds and mattresses</li> </ul> </li> </ol> </li> </ul>	<p>Continuous</p> <p>Has been established</p> <p>Continuous</p> <p>March 2015</p> <p>Already achieved</p> <p>March 2015</p>

**APPENDIX '2'**

<b>Activity</b>	<b>Area for improvement</b>	<b>Lead Senior Officer</b>	<b>Action Plan</b>	<b>By when</b>
<b>1. Shaping Services</b>	i. Strategic planning with Betsi Cadwaladr University Health Board (BCUHB) in adult services. (Cont.)	<b>Morwena Edwards</b>	<ol style="list-style-type: none"> <li>4. Ffordd Gwynedd Adults Health and Wellbeing Department</li> <li>5. Full review of carer support</li> <li>6. DementiaGO</li> <li>7. Improve signposting and information and “stay well, stay home” campaign               <ul style="list-style-type: none"> <li>- Accessible housing register</li> <li>- Moving on scheme (Canllaw)</li> <li>- Living Well Centres (Age Cymru Gwynedd a Môn)</li> <li>- Falls Prevention Scheme</li> <li>- Reablement Support Service (Arfon only pilot) (Red Cross)</li> <li>- Stroke Cafes in Dwyfor and Meirionnydd (Stroke Association)</li> <li>- Parkinson Café in Bangor (Parkinson’s UK)</li> <li>- Dementia Friendly drop in groups (Crossroads, North Wales)</li> </ul> </li> <li>8. Pharmacists</li> <li>9. Increase in respite, reablement and intermediate care</li> </ol>	
	ii. Strategic planning with Betsi Cadwaladr University Health Board (BCUHB) in Child and Adolescent Mental Health Service (CAMHS).	<b>Marian Parry Hughes</b>	<ul style="list-style-type: none"> <li>• Meeting held at the beginning of Summer 2014, between the Council and BCUHB Senior managers, to discuss this area.</li> <li>• Further discussions to be held.</li> </ul>	<p>Summer 2014</p> <p>March 2015</p>



**APPENDIX '2'**

Activity	Area for improvement	Lead Senior Officer	Action Plan	By when
<b>1. Shaping Services</b>	iii. Using information from looked after panels to describe the population needs and trends.	<b>Marian Parry Hughes</b>	<ul style="list-style-type: none"> <li>The Children and Families Departments has established permanent care planning panels, resource panels to look at new applications and a statutory placements Commissioning Panel.</li> <li>There will be a requirement to summarise the information on care needs from these structures so to feed into the service's care strategies.</li> </ul>	2004-15  Continuous
<b>2. Getting help</b>	i. Timeliness of initial assessment in children's services.	<b>Marian Parry Hughes</b>	<ul style="list-style-type: none"> <li>One social worker role added to the Referral Team capacity.</li> <li>Arrangement in place to ensure that a senior worker approves assessments so to improve the 7 day performance.</li> <li>Work to improve arrangements, including regular preparation of reports to remind managers of cases that require closing.</li> </ul>	Already achieved  Continuous  Continuous
	ii. Continued improvement to reduce the number of children re-referred.	<b>Marian Parry Hughes</b>	<ul style="list-style-type: none"> <li>The Children and Families Department to monitor closely to ensure and maintain continued improvement.</li> <li>Systems of the Children and Families Department now differentiates between referrals and notifications, whereas this was not the case in past, which has led to improvement.</li> </ul>	Continuous  Continuous
	iii. Awareness and use of advocacy services.	<b>Marian Parry Hughes</b>	<ul style="list-style-type: none"> <li>Create a regional consortium (North Wales) in order to ensure agreement on a Regional Advocacy service provision from April 2015 onwards.</li> </ul>	June 2014

**APPENDIX '2'**

Activity	Area for improvement	Lead Senior Officer	Action Plan	By when
2. Getting help	iii. Awareness and use of advocacy services. (Cont.)	Marian Parry Hughes	<ul style="list-style-type: none"> <li>• Tendering process for a Regional Advocacy service.</li> <li>• Appoint an Advocacy service provider for the North Wales region.</li> <li>• Regional Advocacy service being provided.</li> <li>• Review of the steps to raise awareness and an increase in the use made of the service.</li> </ul>	<p>January 2015</p> <p>January 2015</p> <p>April 2015</p> <p>June 2015</p>
3. The services provided	i. Consistency in responding to complaints.	Gwenan Parry	<ul style="list-style-type: none"> <li>• Develop / review a Quality Assurance Strategy for the service that shall include the comments and complaints processes.</li> <li>• The staff of the Customer Care Unit to attend specialist training on complaints and data protection so to develop the skills of the staff and information base of the unit.</li> <li>• Implement in accordance with the 2013 Welsh Government's complaints arrangements and regulations (statutory on 1<sup>st</sup> June 2014) in light of the new guidance – <i>Doing Things Right</i>.</li> <li>• In light of the new National regulations, revise the Department's complaints guidelines and policy.</li> <li>• Publish information sheets in light of the revisions to guidelines and policy.</li> </ul>	<p>March 2015</p> <p>April 2014</p> <p>Continuous</p> <p>August 2014</p> <p>February 2015</p>

**APPENDIX '2'**

<b>Activity</b>	<b>Area for improvement</b>	<b>Lead Senior Officer</b>	<b>Action Plan</b>	<b>By when</b>
<b>3. The services provided</b>	i. Consistency in responding to complaints. (Cont.)	<b>Gwenan Parry</b>	<ul style="list-style-type: none"> <li>• Training circle offered to staff all over the Social Services field.</li> </ul>	March 2015
	iia. Access to health care and accommodation for looked after children. (Accomodation)	<b>Marian Parry Hughes</b>	<ul style="list-style-type: none"> <li>• Work towards increasing the range of internal foster carers.</li> <li>• Increase the range of placements available so to meet the needs of children and young people with complex needs that receive care.</li> </ul>	<p>March 2015</p> <p>March 2015</p>
	iib. Access to health care and accommodation for looked after children. (Health care)	<b>Marian Parry Hughes</b>	<ul style="list-style-type: none"> <li>• The Children and Families Department to continue to monitor closely.</li> <li>• Continue to hold the discussion with the BCUHB to ensure that the arrangements for implementing health assessments are reviewed in a timely manner.</li> <li>• This area is reported on regularly to the Corporate Parenting Panel.</li> </ul>	<p>Continuous</p> <p>Continuous</p> <p>Continuous</p>
<b>4. Effect on people's lives</b>	i. Evaluation of the impact of the corporate safeguarding structures.	<b>Morwena Edwards</b>	<ul style="list-style-type: none"> <li>• Policies and arrangements reviewed annually and approved by the Strategic Safeguarding Panel.</li> <li>• Impact measurement reporting arrangement in place and reporting to the Strategic Safeguarding Panel, the Cabinet and Management Team.</li> <li>• Annual audit undertaken measuring the quality of safeguarding policies and arrangements and awareness of staff on how to respond in times of concerns.</li> </ul>	<p>Annually</p> <p>Continuous quarterly</p> <p>Continuous annually</p>

**APPENDIX '2'**

Activity	Area for improvement	Lead Senior Officer	Action Plan	By when
4. Effect on people's lives	i. Evaluation of the impact of the corporate safeguarding structures. (Cont.)	Morwena Edwards	<ul style="list-style-type: none"> <li>• Ensure an independent audit of the quality of safeguarding policies and arrangements through the sampling arrangements and the level of staff awareness within the Council.</li> <li>• Implement and act upon the audit recommendations.</li> </ul>	December 2014  Continuous (subsequent to accepting them)
	ii. Timeliness of child protection conferences.	Marian Parry Hughes	<ul style="list-style-type: none"> <li>• The Children and Families Department to continue to monitor closely.</li> <li>• The Children and Families Department to receive from Independent Reviewing Officers the reasons on each late review and to respond as is appropriate.</li> </ul>	Continuous  Continuous
5. Delivering Social Services	i. Raise awareness of the implications and requirements of Deprivation of Liberty Safeguarding (DoLS) and improve the governance arrangements for the operation of the procedures.	Gwenan Parry	<ul style="list-style-type: none"> <li>• Revise Gwynedd's DoLS arrangements.</li> <li>• Appoint a DoLS Co-ordinator for Gwynedd.</li> <li>• Preparations with regards training staff on the DoLS arrangements and requirements.</li> <li>• Formulate a DoLS work programme in relation to further work to respond locally to DoLS obligations.</li> <li>• Prepare and submit a financial bid for permanent funding, to fund the DoLS Co-ordinator post and fund a solicitor and administrative support to undertake DoLS requirements, from 2015 onwards as part of the Council's bidding process.</li> </ul>	April 2014  April 2014  March 2015  December 2014  September 2014

**APPENDIX '2'**

Activity	Area for improvement	Lead Senior Officer	Action Plan	By when
5. Delivering Social Services	ii. Quality assurance.	Gwenan Parry	<ul style="list-style-type: none"> <li>• In terms of data – develop a new system which will draw out data directly from the Department’s Data Recording Management system and will report on data quality.</li> <li>• Use the new system to report on a quarterly basis.</li> <li>• Prepare, develop and promote guidelines for using the system for employees within the priority fields.</li> <li>• Draw up and agree on a quality assurance strategy across the service.</li> </ul>	<p>March 2014</p> <p>Continuous</p> <p>Continuous</p> <p>March 2015</p>
6. Providing direction	i. Corporate parenting support for looked after children by the council and partners.	Morwena Edwards	<ul style="list-style-type: none"> <li>• Developing a Strategy.</li> <li>• Implementing the Strategy.</li>   <li>• Annual Report of the Corporate Parenting Panel submitted to Cabinet.</li> </ul>	<p>2014-15</p> <p>Continuous subsequent to its adoption</p> <p>July 2014</p>

ITEM NUMBER – 6

Services Scrutiny Committee
Thursday, 11 December 2014
Councillor Peter Read Chair of Scrutiny Forum

1 Background

- 1.1. Gwynedd Council's Financial Strategy is forecasting a funding gap of approximately £50m. in the Council's budgets for the next four years.
- 1.2. The Council's Departments have presented their efficiency/ demand management proposals set by the Cabinet on 1st April 2014.
- 1.3. Members were given the opportunity to consider the savings at workshops held on the 8th and 13th October.
- 1.4. The proposals were considered in detail by a Working Group of Members of the Scrutiny Forum at 6 meetings held between 14th October and 3rd November..
- 1.5. I presented the Working Group's Report to a meeting of the Corporate Scrutiny Committee on 13th November..

2 Proposals for Consideration

- 2.1 In order to ensure that detailed consideration is given to proposals that are due to be implemented from 1 April 2015 and that could have a direct effect on vulnerable people, I decided to refer 3 of the proposals to the Services Scrutiny Committee:
  - A Amend Contracts with Providers (OED3.2) (See Appendices A1)
  - B Decommission a service level agreement with South Gwynedd Women's Aid (P6) (See Appendices B1 and B2)
  - C Decommission a Service level agreement with Bangor Women's Aid (P7) (See Appendices C1)
- 2.2 You are requested to consider the contents, ask questions and make recommendations to the Cabinet.

3 Next Steps

- 3.1 The Cabinet will consider the recommendations of the Corporate Scrutiny Committee and this Committee and make a decision on 16th December.

<b>NAME OF SCRUTINY COMMITTEE</b>	<b>Scrutiny Committee - Services</b>
<b>DATE OF MEETING</b>	<b>11 December 2014</b>
<b>TITLE OF ITEM</b>	<b>Efficiency savings proposal relating to external provider fees</b>
<b>CABINET MEMBER</b>	<b>Councillor R H Wyn Williams</b>

## **1. Purpose**

- 1.1 As part of its proposals for achieving efficiency savings targets between 2015/16 and 2017/18, the Adults, Health and Wellbeing Department (the Department) included an initial & outline suggestion that provider fees remain consistent with 2014/15 levels for a further 3 years. This would yield savings within the Council's budgets of £942K (£314K per annum for each of the 3 years).
- 1.2 The purpose of this report is to provide the Committee with a more detailed analysis of this figure and its impact on the providers on which it would have an effect
- 1.3 The report also presents details of the levels of savings that, in the Department's view, could be recommended by the Committee to Cabinet members. Having undertaken a more detailed review of the initial proposal, it is felt that the original target of £942k should be revisited.

## **2. Context**

- 2.1 As noted above, the initial proposal was to save £314K per annum. Having re-calculated on the basis of the most recent information, the baseline figure is now £308K, which represents 2.85% of the total relevant budget of £10.8m. This is the amount allocated for spend on external provision of care services, not including residential and nursing care, from the private and third sectors. It does not include supporting people services or grants to third sector organisations.
- 2.2 The services in question (spend as % of £10.8m) are:
- Direct Payments (9%)
  - Home Care (35%)
  - Day Care and Support Services (15%)
  - Respite Care (3%)
  - Supported Living (38%)
- 2.3 Approximately 85% of the £10.8m expenditure goes to buy services from 11 companies, with the other 15% spent on services and grants relating to a large number of small scale contracts.

- 2.4 To recommend fee levels beyond 2015/16 is a challenging task, for a number of reasons. These include uncertainty relating to the future of our internal provider, the impact of other service and savings proposals (e.g. proposals to increase independence, review care packages and support people in different ways, all potentially leading to a change or reduction in what is bought by suppliers) and the impact of potential reductions in other sources of funding such as the Independent Living Fund (ILF) and the Supporting People Grant (SPG).
- 2.5 It is crucial that officers and members discuss fee setting within the complex legal context, giving due regard to recent case law. To summarise, the Council must:
- Consider the interests of users and the impact of any lower rate of fees upon them
  - Take account of relevant governmental guidance
  - Take reasonable steps to acquaint itself with the relevant market / business conditions
  - Ensure that the care is adequately funded and that fees allow services to be sustainable
  - Take into account its own financial position and the affordability of fees, without disregarding the true cost of providing services, including an element of return on capital (if applicable).

### 3. Recommendations by service type

- 3.1 Having analysed the fees within the context outlined above, and in comparison to fees set by other North Wales authorities, we recommend that the savings target in relation to fee setting is amended as described in the following paragraphs and summarised in section 4 of this report.
- 3.2 Our **Direct Payment** rate in Gwynedd has long been identified as being much higher (over £1 per hour higher) than the other North Wales authorities. To bring the rate closer in line with others, it is suggested that the rate should not be inflated over the next 3 financial years. This would yield £28k per annum, giving a total of **£84k** by the end of 2017/18.
- 3.3 It is fairly difficult to compare North Wales fees for **Home Care**, due to the fact that only 2 authorities (Gwynedd and Denbighshire) have differential rates for urban and rural areas. However, it is becoming apparent that the service is provided at £1 or more less per hour in certain parts of North Wales. It is crucial that we ensure the sustainability of the market, especially in Meirionnydd, where we know that demand is close to outweighing supply at times. Having taken various relevant factors into consideration, we suggest that the Council should plan on the basis of retaining 2014/15 fee levels for 2015/16, which would amount to a saving of **£107K**, but that fees beyond that point should be reviewed at a later date.
- 3.4 We have found that the methodology for calculating and accounting for **Day Care** and **Support Services** costs vary significantly across authorities, therefore it is not possible to accurately compare our fees with others. The vast majority of the expenditure in this category relates to services provided for people with a learning difficulty. These services are subject to an in-depth review, with an efficiency savings target attached to it, to be realised from 2016/17 onwards. It is



therefore proposed that fees should remain at 2014/15 levels for a further twelve months before being further scrutinised. This would yield a saving in 2015/16 of **£47K**.

- 3.5 The relevant expenditure on **Respite Care** relates to a single provider. This provider is aware that we are considering alternative and more cost effective ways of meeting the needs of service users. This has been suggested as an efficiency target for 2017/18. In the two preceding years, it is recommended that current fee levels are sustained, giving a saving of £9K per annum, a total of **£18K**.
- 3.6 As already highlighted, 38% of the relevant expenditure is spent on **Supported Living** services. Comparison with other North Wales authorities shows that Gwynedd's fees are very similar to the highest paying authorities. However, it is vital that a cautious approach is taken, for a number of reasons. The entire service is under review by us, it is the service which would face the greatest impact arising from reductions in the ILF and SPG and there are still uncertainties relating to the impact of the Whittlestone Ruling, which will significantly impact employment costs for some providers. The recommendation is that fees should not be frozen, in the first instance, beyond 2015/16, allowing for greater analysis and understanding of the impact on the market and on service users. The saving is therefore limited to **£117K**.

#### 4. Summary of Recommendations

- 4.1 The table below summarises the recommendations included in section 3 of this report.

<b>Service type</b>	<b>2015/16 £000</b>	<b>2016/17 £000</b>	<b>2017/18 £000</b>	<b>Total £000</b>
Direct Payments	28	28	28	84
Home Care	107	-	-	107
Day Care and Support Services	47	-	-	47
Respite Care	9	9	-	18
Supported Living	117	-	-	117
<b>Total</b>	<b>308</b>	<b>37</b>	<b>28</b>	<b>373</b>

- 4.2 Having undertaken the further analysis outlined in this report, we recommend that the figure of £942K originally presented for consideration is restated at **£373K**. We also recommend that all fees should be reconsidered on an annual basis, taking into account the relevant context and market status at the time to ensure that at the point of implementation they are fully compliant with the necessary requirements.

**Appendix B1****PROPOSALS FOR EFFICIENCY SAVINGS 2014 – 2017**

<b>Title of idea</b>	<b>P6 – Decommission a service level agreement with South Gwynedd Women's Aid</b>	
<b>Department</b>	<b>Children and Supporting Families</b>	
<b>What is the proposal?</b>	<p>Historically, the Gwynedd Children's Service has contributed money by means of a service level agreement to South Gwynedd Women's Aid for many years. Originally, the contribution was substantially higher than what is currently being allocated and it was agreed to reduce the sum about 5 years ago. Since then, the money being contributed pays for a part-time children's worker who provides a service in the community and at the shelter for individual children. The worker also undertakes work to raise awareness on a more general level.</p> <p>As a result of the financial climate, the service is of the opinion that this contribution should be removed from the core funding of the children's service to Women's Aid.</p> <p>It is likely that this recommendation will be seen as a cut in service, but even without this contribution, the Department's statutory responsibilities and duties towards children who live in a domestic violence environment will not change. The responsibility to assess needs, investigate safeguarding issues and provide services to the family will remain with the Children and Supporting Families Department. South Gwynedd Women's Aid receives substantial money from other sources and historically, Gwynedd, unlike other authorities, has been contributing money to the organisation by means of an agreement, from the service's core funding.</p> <p>As a result of the need to assess each budget for value for money, the service is of the opinion that decommissioning this service is a low risk option</p>	
<b>Is it a firm proposal or outline?</b>		Outline
<b>Sum to be saved</b>	£33,810	
<b>At the start of which quarter of the financial year can the sum be taken out of the budget?</b>	<b>March 2015</b>	
<b>Impact on the People of Gwynedd</b>	A slight low risk	
<b>Impact on the schemes of the Strategic Plan / Policy</b>		
<b>Impact on Equality issues</b>		
<b>Impact on Staff</b>	No impact on the staff of the Children and Supporting Families Service is anticipated.	
<b>Spatial Impact</b> i.e. is there an impact on one area more than others	None	

## Appendix B2

Comments by Gwyneth Williams, Gorwel Manager, Domestic Abuse South Gwynedd

---

### How are children affected by domestic abuse/violence?

1. The majority of children witness violence that is taking place, and in 90% of cases they are in the same or next room.
2. They may be witness to domestic abuse in a number of ways..
3. They may be caught in the middle of an incident in an effort to make the violence stop.
4. They may be in the room next door and hear the abuse or see their mother's physical injuries following an incident of violence.
5. They may be forced to stay in a room or may not be allowed to play.
6. They may be forced to witness sexual abuse or they may be forced to take part in verbally abusing a victim.
7. All children witnessing domestic abuse/violence are being emotionally abused

### Are the effects the same for every child?

8. Children's responses to the trauma of witnessing domestic abuse may vary according to a multitude of factors including age, race, sex and stage of development.
9. Children are individuals and may respond to witnessing abuse in different ways.
10. A thorough investigation of a child's situation is vital.

### What does the Gwynedd Council funding enable you to do?

11. The only service that employs specialist officers to support children and young people who are effected by domestic abuse in Gwynedd.
12. Listen to the voice of the child/young person.
13. Hold one to one sessions and group work (where appropriate)
14. Develop their skills to understand the situation, and how to keep themselves safe.
15. Build confidence.
16. Opportunity to meet other children and young people who are in a similar situation.

### What else does the funding enable you to do?,

17. Receiving the core funding has enabled us to attract additional funding e.g. a grant from Lloyds TSB for our Domestic Abuse One Stop Shop in Dolgellau.
18. Without this core funding there will be no opportunity to attract or maintain additional funding for the service.

### How many use the service?

19. 82 children and young people have received support in the six months from 1st April 2014 to 30th September 2014..
20. Our concern is to who will these cases be referred to if the service is cut.

<b>Title of idea</b>	<b>P7 – Decommission a service level agreement with Bangor Women's Aid</b>	
<b>Department</b>	<b>Children and Supporting Families</b>	
<b>What is the proposal?</b>		
<p>Historically, the Gwynedd Children's Service has contributed money by means of a service level agreement to Bangor Women's Aid for many years. Originally, the contribution was substantially higher than what is currently being allocated and it was agreed to reduce the sum about 5 years ago. Since then, the money being contributed pays for a part-time children's worker who provides a service in the community and at the shelter for individual children. The worker also undertakes work to raise awareness on a more general level. The post is currently empty.</p> <p>By now, as a result of the financial climate, the service is of the opinion that this contribution should be removed from the core funding of the children's service to Women's Aid.</p> <p>It is likely that this recommendation will be seen as a cut in service, but even without this contribution, the Department's statutory responsibilities and duties towards children who live in a domestic violence environment will not change. The responsibility to assess needs, investigate safeguarding issues and provide services to the family will remain with the Children and Supporting Families Department. Bangor Women's Aid receives substantial money from other sources and historically, Gwynedd, unlike other authorities, has been contributing money to the organisation by means of an agreement, from the service's core funding.</p> <p>As a result of the need to assess each budget for value for money, the service is of the opinion that decommissioning this service is a low risk option.</p>		
<b>Is it a firm proposal or outline?</b>		Outline
<b>Sum to be saved</b>	£20,060	
<b>At the start of which quarter of the financial year can the sum be taken out of the budget?</b> March 2015		
<b>Impact on the People of Gwynedd</b>		
A slight low risk		
<b>Impact on the schemes of the Strategic Plan / Policy</b>		
<b>Impact on Equality issues</b>		
<b>Impact on Staff</b>		
No impact on the staff of the Children and Supporting Families Service is anticipated.		
<b>Spatial Impact</b> i.e. is there an impact on one area more than others		
None		

<b>COMMITTEE</b>	<b>Services Scrutiny Committee</b>
<b>DATE OF MEETING</b>	<b>11 December 2014</b>
<b>ITEM</b>	<b>Report on progress of the Quality Promotion Project at the Secondary Schools since June 2014</b>
<b>CABINET MEMBER</b>	<b>Cllr Gareth Thomas</b>
<b>REPORT BY</b>	<b>Nicola Hughes, Education Quality Project Officer</b>

## **Background**

A report was published by the Scrutiny Committee on Quality of Education in September 2013 following a consultation process with relevant stakeholders. The report identified several specific fields and aspects requiring attention to raise young people's standards of performance, specifically at the end of Key Stage 4 (KS4). The Promoting Quality Project has been implemented since January 2014, with the Project Officer leading the work full-time since September 2014.

A Project Management Board was established and an Action Plan was produced ( *see Appendix 1*) in response to the Scrutiny Committee report's comments and ESTYN Post-Inspection Recommendations.

The work completed on the project since June 2014 is outlined in this report.

### **1. Leadership Development**

1.1 Ysgol y Moelwyn , Ysgol Botwnnog and Ysgol Dyffryn Ogwen have held leadership development days sharing their good practice with leaders from other schools in the County. The three schools presented aspects of their work that had been commended by ESTYN inspectors; Data use and progress tracking, English, Feedback and Marking, Self and Peer-assessment, Inclusion, Effective Governance, Primary Secondary Liaison, Mathematics, and Teaching and Learning. Emphasis was placed on their journey in developing these and their impact on student outcomes. The days were well supported and very positive feedback was received. Following these days, the other schools have implemented some of the strategies. In addition, the days have led to whole staff training in some of the other schools.

1.2 Two secondary senior managers were accepted on the NPQH training course which will prepare them for headteacher posts.

- 1.3 A Strategic Leadership pilot scheme has commenced in the Moelwyn catchment-area. A development plan was prepared for the pilot, which includes the objective of leadership development at every level across the catchment-area.
- 1.4 GwE was commissioned by the Education department to develop specialization amongst the county's Professional Tutors, to ensure the development of leadership across every level within secondary schools and to drive the School to School collaboration work.
- 1.5 A visit was made to a sector leading school in South Wales to gather good practices in leadership and to observe how two schools had successfully entered a federal arrangement leading to an improved performance in Summer 2014 results at both schools. The main conclusions in relation to 'excellent' leadership were the need to:-
- Obtain a clear mission statement which unites the entire school community; 'Give of our best, to be the best'
  - Ensure that SMT members are trained to gain the NPQH qualification.
  - Strive to make prudent leadership team appointments – strike a balance between fresh ideas and a knowledge of the school.
  - Rigorous Self-evaluation and Performance Management procedures.
  - Increase accountability in a collaborative and supportive system – two way challenge based on integrity and respect at a professional level.
  - Ensure that the headteacher and deputy are visible and are involved with the pupils daily.
  - Plan in detail and try out new ideas – establish a 'give it a go' culture.
  - Create an ethos of, 'what's best for the learners'.
  - Recognise that all staff are leaders – the best training is provided within the school.
  - Recruit wisely – re-advertise until a suitable applicant is obtained.
  - Establish the SMT link members as mentors/'coaches' heads of departments
- 1.6 Leadership Training (inter-personal/effective communication skills) has been arranged for primary school headteachers. The feedback from the training was good. Good people skills are essential for school leaders. Currently, the Training Unit runs courses in key fields for developing leadership. School leaders are unable to benefit from this comprehensive training programme. Extending the provision, to include schools, would be a positive development.

## **2. Mathematics**

- 2.1 A 'Good Practices in Mathematics' booklet has been provided to every school, summarising successful practice in some across North Wales, including a report on the effective practices of 11 schools across Wales in the field, outlining KS4 Maths Strategy, and summarising ESTYN findings on best practice.

- 2.2 Two meetings have been organised and held for the County's Numeracy co-ordinators. Work has commenced on preparing Numeracy resources (operational and reasoning) to promote the field across the curriculum. This will lead to the development of a bank of resources, of a high standard, which will be used to develop learners' numeracy skills in all schools.
- 2.3 A professional development day was held on numeracy at two centres for representatives of all the County's schools.
- 2.4 A paper was presented offering a solution to the County's Mathematics situation. A model was developed, suggesting that a Mathematics/Numeracy Officer was appointed as a member of the Education Department. This individual would be available to work with all schools to continue with the process of raising standards in the subject. However, due to the need to make savings and in view of budgetary cuts, the proposal could not be realised. An alternative model needs to be presented.
- 2.5 This year, more Mathematics trainees follow a secondary PGCE course through the medium of Welsh at Bangor (8 out of 17 in all). However, it is intended to hold discussions with the University to discuss the possibility of re-training teachers who specialize in other fields, to teach mathematics.

### **3 Ensure that there are appropriate procedures to track learners achievement**

- 3.1 Other Local Education Authorities '(LEAs) work in the data and tracking field has been researched and a report was presented to the Achievement Panel on the local situation compared to that in other authorities. Although several other authorities have data units within their education departments, (or jointly with the social services department), their overall opinion was that most of this work would shift to be the Regional Consortia's responsibility. It would therefore be unwise to establish new procedures within the Education Department to track learners' achievement.
- 3.2 Currently, the CYNNAL data Unit data analyses data for the Education Department. GwE will produce comparative data analysis for the schools' performance in the main indicators.
- 3.3 GwE have appointed a Data Manager to make more effective use of data for school improvement and to delegate its resources. The data manager's role will be to strengthen the data gathering, collation and distribution process at a regional level and develop a tracking system that will ensure availability of performance data during the school year. A regional data pack will soon be available and the tracking system will be ready by February 2015. (GwE Business Plan). The data pack will facilitate the work of the Education Department, enabling the officer to monitor schools performance at specific times during the school year. In the interim period, GwE will collect this information during their termly visits to schools

3.4 GwE's Challenge Senior Adviser is holding a meeting in the near future for school representatives to enable the schools to adopt agreed principles on target setting, frequency of assessment, progress tracking and intervention.

#### **4. Raise and communicate all stakeholders expectations**

4.1 Reports have been presented to headteachers and the Inclusion Group (following research work and visits) on the best practices to reach those parents and learners who disengage themselves from education. The report makes recommendations on how to promote family involvement more effectively.

4.2 Ysgol y Moelwyn shared their vision of having high expectations of their learners and inspiring them to have the self-belief to succeed.

4.3 Schools in deprived areas, who have succeeded in raising standards have the following qualities:-

- The emphasis on cross-curricular development of learners skills.
- Limit the variation in the quality of teaching.
- Develop a curriculum that is relevant to the young people. A robust partnership exists with a Further Education College – more places available for learners of every school to follow courses. The college also holds Saturday Clubs, Revision Clubs and Science Clubs.
- **An expectation** that the learners follow Level 2 courses (change of emphasis – formerly Level 1 courses for all and consideration given to Level 2 courses).
- Extensive pastoral support for vulnerable learners.

#### **5. Strengthen the LEA's role in raising standards at secondary schools**

5.1 A document was produced outlining the LEA and GwE's responsibilities within the National Model. The document refers to improving methods of ensuring GwE's accountability, by developing the role of the Standards Group.

5.2 The Standards Group meets fortnightly and focuses on discussing schools' performance. The Quality Group's agenda has been rationalized to ensure more meaningful discussions on specific schools. Challenge Advisors will attend the meetings to present reports and answer questions on specific schools.

5.3 Good practice are disseminated in the Headteachers' meetings group and in the Inclusion Group. One positive outcome of the project has been the willingness of schools to share their best practice and their desire to learn from one another.

5.4 A meeting was held with GwE's Head of Brokerage and Support to discuss school to school collaboration that occurs within the LEA. Arrangements have been made for him to attend Gwynedd professional tutors meeting on January 21.



## 6. Further develop Governors key role as a critical friend

6.1 Following the National Model for Regional Working, this area will become part of GwE's remit.

6.2 Headteachers received information on effective Governing Bodies work pattern by one of the education department's officers. The headteachers were reminded of Governors statutory duties and they were made aware of the success criteria for gaining the bronze award for Governing Bodies.

6.3 The annual programme of mandatory training for Governors continues to be held.

6.4 Some headteachers have trained Governors in the performance data field.

6.5 Ysgol Dyffryn Ogwen have disseminated information on Governors' effective practices – an aspect of the school's work that was highly commended by ESTYN. The good practice included the presence of the Governors in the school's open evening and meetings between link governors and heads of departments.

6.6 At one sector leading school advertisements are placed for additional governors to serve as members of Governors sub-panels. They do not attend the Full Governing Body meetings. The school is of the view that this provides good training for them and prepares them should there a vacancy arise on the Full Governing Body.

## 7. Increase learners participation and the influence of the the learner's voice

7.1 The secondary schools were visited to gather learners' opinions about features of the 'Gwynedd School'.

7.2 A training day on 'Participation' was held on November 12<sup>th</sup>. The day was organised in collaboration with the Healthy Schools Co-ordinator. Excellent feedback was received and all the materials prepared with the schools were disseminated.

7.3 A model Learner Participation Strategy was produced and shared on November 12<sup>th</sup> at a meeting for Participation Co-ordinators.

7.4 The situation within the LEA regarding promoting participation was looked into and the staff of the Children and Young People's Partnership consulted. **Gwynedd does not have a person who provides a lead on participation.** In several LEAs, their Participation Strategy is driven by a designated officer.

7.5 The effectiveness of support for learners during KS4 was discussed with focus groups of year 12 students. An individual report was prepared for every school and a summative report at an LEA level. Extensive support is provided to learners across the ability range. However, the process highlighted certain common issues that need addressing – guidance on revision techniques needs to be given early in Year 10, Year 10 internal examinations

need to timetabled before their external exams, the additional provision needs to be co-ordinated to avoid clashes between different subjects and the students preferred revision sessions with a specific focus.

7.6 Following a meeting of the project's management board, it was agreed to hold training sessions for individual school councils during the first half of the Spring term if the schools wished to take advantage of the training. The Co-ordinators wanted to hold a day during the Summer term for the school councils and make this an annual event. This will need to be facilitated by the LEA.

7.7 Meirion Dwyfor schools felt frustrated in what it was possible for the school's older learners to do to promote younger learners participation. As a result, a meeting was held with a member of Coleg Meirion Dwyfor's management team to establish a system of student ambassadors who will return to their feeder secondary schools to promote participation. It was agreed to pilot a participation project between the College and one or two secondary schools during the Easter Term. This type of arrangement will not only increase participation amongst younger pupils in the secondary schools, but will also develop the skills of the College students and strengthen applications for university places.

## **8. Provide schools with guidance to enable them to more effectively support vulnerable learners**

8.1 Research work has been summarised and presented to headteachers and the inclusion group.

8.2 A Vulnerable Learners Support Strategy was prepared and shared electronically with all the schools. Consequently, each school is expected to amend the strategy in view of their individual situation and note appropriate targets for improvement in aspects such as vulnerable learners' performance at the end of KS4, attendance and behaviour.

8.3 The up-dates from the ESTYN Inspection Framework and the additional guidance on inspecting this field were disseminated. This served to emphasise the deserved level of attention given nationally to ensure that schools provide the most effective support and provision to these vulnerable learners. Also noted were the good practices of schools who successfully narrowed the gap between specific learner groups performance.

8.4. Effective co-operation has occurred with the Youth Engagement Officer leading the P4 project, in the development of the Early Identification System. This system will not only ensure that vulnerable learners are identified but that they also receive the most appropriate provision. As a member of the P4 project's management board, discussions have been held to establish the authority's suite of provision for young people to ensure that all young people are either in education, training or employment.

### **Next Steps**

Between December and March, further work will be completed on areas of the action plan that have only partially been completed – further develop primary and secondary school links (this will include monitoring the success of the Moelwyn strategic leadership pilot

project), and collecting and sharing the best practice from schools outside the authority. Also, in response to the recommendations of the project's management board – training will be arranged for senior leaders responsible for Teaching and Learning in schools and also forming links with the colleges and the local university (especially in the field of mathematics).

A bulletin collating the work of the project will be released in December and February.

The work carried out during the project will be collated and a document outlining the Council's vision on what defines 'Ysgol Gwynedd' will be published by the end of the Easter Term.

# **Promoting Quality Project Action Plan**

**[in response to Scrutiny  
Committee's report on  
quality of education in  
September 2013]**

**Objective : Raise standards at key stage 4**

**Action :**

- **Raise awareness and ensure secondary schools' commitment to the project work**
- **Develop leadership within schools**
- **Improve Maths provision and standards**
- **Ensure appropriate learner achievement tracking procedures**
- **Raise and communicate all stakeholder' expectations**
- **Reduce polarisation of quality within and between schools**
- **Strengthen the LEA's role in raising standards in schools and promote school to school collaboration**
- **Further develop Governors key role as a critical friend**
- **Increase learners participation and influence of the voice of the learner**
- **Give guidance to schools so that they support vulnerable learners more effectively**
- **Develop the primary-secondary liaison**
- **Prepare a document outlining the features of 'Ysgol Gwynedd', an excellent school in all aspects of its work**

**Outcomes for children and young people:**

- **62% or more pupils achieve the Level 2+ Threshold standard (5 GCSE grades (A\*- C) including Mathematics and Welsh or English) at Key Stage 4.**
- **64% or more pupils reach Level 2 (grade A\*- C) in Mathematics.**
- **Narrow the gap between schools performance at TL2+**
- **Maintain the % of learners who reach TL1 – 97% +**
- **Narrow the gap between FSM and non FSM learners at TL2+ (<32%)**
- **Narrow the gap between performance score of LAC and those not in care**
- **Fewer Secondary Schools in Estyn 'follow-up' category.**
- **Fewer schools in amber/red category**
- **No school/department performs in FSM benchmark lower quartile for two year rolling period [2013/2014]**
- **LEA's performance exceeds or matches national benchmark at TL2+**

Implementation Measures	Responsibility	Monitoring Officer	Implementation Time-table		Milestones	Outcomes related to Children and young people and adults
			Commence	End		
<b>1</b> <b>Raise awareness and ensure the secondary schools commitment to the project work</b> <ul style="list-style-type: none"> <li>Present project aims to Gwynedd secondary headteachers.</li> <li>Visit every secondary school to gather information and obtain headteachers opinion about the project's direction</li> <li>Establish a Management Board for the project</li> <li>Report to headteachers on progress on the project at every GCSU meeting</li> <li>Prepare an Action Plan and disseminate</li> </ul>	NH	DRJ	Dec 2013			<b>Secondary headteachers have a clear grasp of project aims. The headteachers have ownership of the aims and act based on information/training /support to raise learners standards of achievement.</b>
			Jan 2014	April 2014	Information gathering forms for all schools.	
			May 2014	May 2015	Management Board meets – June 2014 October 2014 Dec 2014 Feb 2015 May 2015	
			February 2014	June 2015	Documents/ presentations disseminated.	

	it to all relevant stakeholders			May 2014	June 2014	Action plan communicated to all	
<b>PROGRESS REVIEW</b>				<b>AMENDMENTS TO THE PLAN</b>			
<p>Project aims have been disseminated with the headteachers. All the secondary schools have been visited. Following this, the Management Board was established and the draft version of the action plan was presented to members at two separate meetings. The draft plan was revised following Management Board members comments.</p> <p>Headteachers receive a report on project progress at GCSU meetings.</p>				<p>AJ represents GwE on the project Management Board following his appointment as Senior Challenge Adviser.</p> <p>The project will need to be completed by the end of the Easter term.</p>			
<b>2</b>	<b>Develop leadership within the secondary schools</b>						
	<ul style="list-style-type: none"> <li>Present a model 'Developing Joint Leadership' to Primary and Secondary headteachers so that the development pathway and key stakeholders role is wholly clear.</li> </ul>	GaJ	DRJ	February 2014		Flow chart	<p>Leaders have better understanding of aspects for attention to improve performance. Headteachers</p>
	<ul style="list-style-type: none"> <li>Report to headteachers on good practices in school leadership field at GCSU meetings (following research and visits)</li> </ul>	NH	OO	February 2014	June 2015	Documents/ presentations	<p>/management teams act on the basis of individual schools development needs.</p>
	<ul style="list-style-type: none"> <li>Support in leadership field by GwE for the 5 schools named in the LEA PIAP (and 1 other school) by establishing a Leadership Network (see PIAP for</li> </ul>	EVJ	DRJ	Sept 2013	June 2014	GwE Reports	<p>Leaders have access to professional networks and good practices.</p>

<ul style="list-style-type: none"> <li>details)</li> <li>Hold 3 day training for Middle Leaders. Action plans implemented by Middle Managers within the target schools.</li> </ul>	AJ	DRJ	June 2014	Training Programme June 3, 4	<p>Consistency in how schools respond to the LEA's requirements.</p> <p>Improvements in main indicators performance at school and LEA level.</p>
<ul style="list-style-type: none"> <li>Create a training pack for middle managers for schools use. Schools use the pack to train middle tier leaders.</li> <li>Raise headteachers and professional tutors awareness of National developments in leadership development field.</li> </ul>	MR  ALI, NH	DRJ  OO	Nov 2013   June 2015  February 2014   June 2015	Training Pack  Minutes	<p>Increase in number of schools receiving Excellent or Good judgements during Visit 3.</p> <p>Fewer headteachers vacant posts throughout the LEA/More candidates for headteachers posts</p>
<ul style="list-style-type: none"> <li>Identify potential amongst school staff (to be future leaders) and ensure appropriate CPD opportunities for them</li> </ul>	Headteacher s,TP		Ongoing	Guidance for TP Staff Development Plans	
<ul style="list-style-type: none"> <li>Promote and support teachers NPQH applications</li> </ul>	GaJ	OO	Annual	Progress in successful NPQH applications	
<ul style="list-style-type: none"> <li>Hold training in Management field for primary headteachers</li> </ul>	CC	GaJ	Sept 2014   March 2015	Headteachers receive training in key fields	
<ul style="list-style-type: none"> <li>Pilot 'Strategic Leadership' in the</li> </ul>			Sept 2014   July		Model of catchment-area



Moelwyn catchment-area .	GaJ	OO	2015	Scheme piloted	collaboration leading to progress in standards of learners well-being and attainment
<ul style="list-style-type: none"> <li>Three schools share good practice (in key fields) with other school leaders</li> </ul>	NH	DRJ/OO	<div style="display: flex; justify-content: space-around;"> <span>July 2014</span> <span>Dec 2014</span> </div>	3 CPD days held. Lead to implementation at other schools.	
<b>PROGRESS REVIEW</b>			<b>AMENDMENTS TO THE PLAN</b>		
<p>A joint leadership development model was presented to headteachers in February. Good practice is shared at headteachers meetings. GwE have worked with leaders of 5 secondary schools to improve standard of leadership at the school. Improvement has been seen in the main performance indicators in the majority of schools.</p> <p>Ysgol y Moelwyn , Ysgol Botwnnog and Ysgol Dyffryn Ogwen have shared good practice. The training was well attended and very positive feedback was recieved.Other schools have implemented specific aspects following these days. These days have led to training of entire staff in some of the other schools.</p> <p>Training has been organised for primary headteachers in leadership (inter-personal/communication skills). Very good response to the training.</p> <p>A Strategic Leadership Pilot scheme is underway in Ysgol y Moelwyn's catchment area.</p>			<p>A training pack for Middle Managers will not be developed locally. Instead, training is organized for schools SMT members to develop them to coach, middle managers within their schools. The first training day in a series of 6 will be held on January 15<sup>th</sup>.</p> <p>The LEA has commissioned GwE to develop expertise of Professional Tutors to ensure leaders' development is promoted at every level within schools and to drive the School to School collaborative work.</p> <p>At the request of management teams, a meeting has been arranged for Schools Leaders responsible for curriculum development and time-tabling (following KS4 curriculum changes from September 2015). The meeting will be held in January 2015</p>		

**QUANTITATIVE OUTCOMES :**

Progress in main KS4 indicators:-

TI2+ 57.1% →61% , TI 2 82%→87%, TI2 Mathematics 61% →65%, TI 1 97% → 97.4%, DPC 56.4% →60.4%

Fewer schools in ESTYN follow-up category (2 →1)

Fewer schools in amber and red category; red from 4 to 2 and amber from 6 to 3.

The gap between schools performance at TI2+ was not narrowed.

3	<b>Improve Maths provision and standards</b>						
	<ul style="list-style-type: none"> <li>Report to headteachers on good practices in Maths at GCSU meetings (following research and visits)</li> </ul>	NH	DRJ/OO	May 2014	June 2015	Documents/ presentations	<p><b>High standards in Maths teaching</b></p> <p><b>64% of learners reach L2 in Mathematics.</b></p> <p>LEA outperforms average for Wales ( 5<sup>th</sup> position or above)</p>
	<ul style="list-style-type: none"> <li>Meet TAR Mathematics lecturer to discuss training and recruitment problems/make enquiries with the Education department</li> </ul>	NH/ALL	OO	May 2014		<p>Feedback from the meeting.</p> <p>Collaborate with the University to train staff.</p>	<p><b>County numeracy strategy implemented</b></p> <p>KS4 revised curriculum successfully presented in September 2015.</p>
	<ul style="list-style-type: none"> <li>Identify a co-ordinator and organise termly meetings for Secondary Numeracy Co-ordinators to promote County Numeracy strategy.</li> </ul>	NH	OO	Sept 2014	June 2015	Share good practices throughout the county. Prepare a County numeracy strategy.	
	<ul style="list-style-type: none"> <li>Analyse Maths results throughout the</li> </ul>						

<p>County – identify good practices and successful strategies and share them. Remind schools of KS4 Mathematics Plan.</p>	<p>NH</p>	<p>OO</p>	<p>Sept 2014</p>	<p>Nov 2014</p>	<p>Good practices shared.</p>	<p>Suitable candidates for Mathematics posts in the County's schools.</p>
<ul style="list-style-type: none"> <li>Hold CPD day and focus on Excellent lessons that develop learners numeracy</li> </ul>	<p>INSET sub-group</p>	<p>OO</p>	<p>October 2014</p>		<p>Collaboration within./between schools to develop enrichment tasks</p>	
<ul style="list-style-type: none"> <li>Ensure that Maths departments in Gwynedd are aware of regional developments in Mathematics and receive training in preparation to present GCSE Numeracy and new Maths GCSE from September 2015 / Establish Mathematics 'Lead School'</li> </ul>	<p>AS/NH</p>	<p>OO</p>	<p>Sept 2014</p>	<p>June 2015</p>	<p>Schemes of work/resources prepared and shared</p>	<p>More schools offer a place to trainee Maths Teachers</p>
<ul style="list-style-type: none"> <li>Organize county-based training for Mathematics teachers</li> </ul>			<p>Sept 2014</p>	<p>Dec 2014</p>	<p>Quality CPD. . Up-skill Maths teachers.</p>	
<ul style="list-style-type: none"> <li>Respond to Maths recruitment problems – schools (6<sup>th</sup> Form)/C areers Wales). Present a paper offering suggestions/solution.</li> </ul>	<p>NH  NH</p>	<p>OO  OO</p>	<p>July 2014</p>	<p>Dec 2014</p>	<p>Paper presented and discussed at the education dept Management Team.</p>	

<p><b>PROGRESS REVIEW</b></p> <p>Learners performance Summer 2014 higher in every indicator. Improvement in Maths Level 2 results and in TL2+ results.</p> <p>‘Good Practice in Mathematics’ booklet given to every school summarising successful practices in some schools, including a report on effective practices at 11 schools, outlining KS4 Maths Strategy, and summarizing ESTYN findings.</p> <p>Two meetings were organized and held for the County’s Numeracy co-ordinators led by NJ. Work has started on preparing Numeracy resources (operational and reasoning) to promote the field cross-curricularly in collaboration with Isle of Anglesey Numeracy Co-ordinators.</p> <p>A paper was presented offering a solution to the Maths situation within the County.</p> <p>A CPD day on numeracy was held at two centres for representatives of all the County’s schools at Ysgol Syr Hugh Owen and Ysgol Eifionydd. Schools had an opportunity to collaborate in the afternoon.</p> <p>WJEC has held training for Maths and Numeracy GCSE course.</p>			<p><b>AMENDMENTS TO THE PLAN</b></p> <p>It is expected that Ysgol Eirias will lead training in GCSE Mathematics across the region.</p> <p>Request from GwE to take responsibility and costs (jointly with Isle of Anglesey) for the Numeracy sessions (and Literacy)</p> <p>AJ and NH to look at solutions to recruitment problems in fields such as Maths (and English). NH to hold discussions with UCNW Bangor to re-train teachers in English and Maths. AJ to make arrangements for head of training school in Birmingham to attend the next meeting of North Wales Headteachers. AJ also to consider TeachFirst scheme in YSHO context.</p>			
<p><b>OUTCOMES :</b></p>						

Learners performance in GCSE maths improved in 2014 – 65% (61% in 2013)

4	<b>Sicrhau bod gweithdrefnau addas i dracio cyflawniad dysgwyr</b>						<p><b>Consistency throughout the County regarding target setting process, frequency of assessment, assessment of progress against targets and intervention.</b></p> <p><b>Learners receive appropriate support to achieve potential</b></p> <p><b>Narrowing of the gap between FSM and LAC learners performance and their peers</b></p> <p><b>Performance of Gwynedd learners in the main indicators in the higher quartiles.</b></p>
	<ul style="list-style-type: none"> <li>Reach County-based agreement on principles of Target Setting, Assessment and Tracking</li> </ul>	NH	OO	April 2014		Paper disseminated	
	<ul style="list-style-type: none"> <li>Develop a system so that schools report on learners attainment against their targets to the LEA more regularly.</li> </ul>	GwE	OO GaJ	Sept 2014	July 2015	The LEA able to monitor school performance against targets	
	<ul style="list-style-type: none"> <li>Visit other LEAs that have ‘excellent’ procedures at LEA level to use data and track progress.</li> </ul>	NH	OO	June 2014	Feb 2015	Good practices disseminated	
	<ul style="list-style-type: none"> <li>Hold sharing good practice sessions in Target Setting, Assessment, Tracking and Intervention (YUB, YB, YYM)</li> </ul>	YUB, YB, YYM	OO	May 2014	July 2014	Good practices disseminated	
	<ul style="list-style-type: none"> <li>Establish a more effective system of progress tracking KS2/KS3</li> </ul>	NH, GaJ	OO	July 2014	Dec 2014		
	<ul style="list-style-type: none"> <li>Promote tracking progress and well-being of vulnerable pupils (link with P4). Include focus on invisible learners.</li> </ul>	SW	OO OO	September 2014		More detailed data available to schools to organize intervention	

	<ul style="list-style-type: none"> <li>Promote use of new live FFT – ensure a Welsh medium system</li> </ul>	Cynnal		Sept 2014	April 2015		
<b>PROGRESS REVIEW</b>				<b>AMENDMENTS TO THE PLAN</b>			
<p>Three schools have shared good practices in Target setting, Assessment, Tracking and Intervention.</p> <p>An initial meeting was held at Ysgol y Moelwyn to discuss a paper summarising the principles of Target Setting, assessment, progress tracking and intervention.</p> <p>Have held discussions with officers in some LEAs on the use made of data within the LEA.</p> <p>Have met SW to discuss fields to include within SAC of the Youth Engagement Framework. Schools are trialling this system.</p> <p>Schools to report termly on progress made against targets.</p>				<p>Intention to establish a regional agreement in Target Setting, Assessment, Tracking and Intervention.</p> <p>GwE has responsibility for this aspect. AJ to organise a meeting soon for representatives of schools to enable schools to adopt agreed principles.</p> <p>Regional data Unit to be established.</p> <p>Have investigated other LEA work pattern in data field and reported to Achievement Panel on the situation locally compared to other authorities.</p> <p>Primary and secondary schools are invited to trial a central reporting system. Officers from Carmarthen will hold a raising awareness afternoon on December 9<sup>th</sup>.</p>			
5	<p><b>Raise and communicate all stakeholders expectations</b></p> <ul style="list-style-type: none"> <li>Prepare an information sheet for learners and their parents on KS4 menu and main indicators (<i>link with the learning partnership</i>)</li> </ul>	BHP / EM	OO	July 2014		Area Prospectus	Roles of all stakeholders clearly defined and owned by them
	<ul style="list-style-type: none"> <li>Report to headteachers/Inclusion</li> </ul>	NH/HWO/		Jan 2014	Feb 2015		

<p>Group on good practices (following research and visits) and on the good practices to reach the parents and learners who disengage themselves from education.</p> <ul style="list-style-type: none"> <li>Give more detailed consideration to Y9 choices and the number and type of subjects some individuals follow.</li> </ul>	<p>Schools staff</p> <p>Individual Schools</p>		<p>Oct 2014</p> <p>Feb 2015</p>	<p>Minutes meetings, Documents</p> <p>PDG Schemes</p> <p>Record of learners selected subjects</p>	<p>High expectations placed by all stakeholders.</p> <p>Schools performance targets place them in the higher quartiles.</p> <p>Schools effectively plan to meet vulnerable pupils needs – narrow the gap between learner groups performance.</p>
<ul style="list-style-type: none"> <li>Ysgol y Moelwyn share their vision of having high expectations of their learners and inspire them to have self-belief to succeed.</li> </ul>	<p>DL</p> <p>Staff</p> <p>Moelwyn</p>		<p>July 14</p>	<p>Secondary school leaders implement the same principles in their establishments.</p>	
<p><b>REVIEW PROGRESS</b></p>			<p><b>ADJUSTMENTS</b></p>		
<p>Schools provide parents with details of KS4 menu – documentation and parents evenings.</p> <p>Present a strategy that refers to Promoting Family Engagement to the Inclusion Group.</p> <p>Day held at Ysgol y Moelwyn a success – very positive feedback.</p> <p>Have presented a paper to schools referring to good practice of giving learners career advice as they select subjects in year 9.</p>					

6	<b>Narrow the extremes in quality within and between schools.</b> <ul style="list-style-type: none"> <li>Clarity in LEA and GwE role</li> </ul>	DRJ / EVJ	ITJ	By September 2014		Summary report prepared	<b>Gap narrows between schools performance in the main indicators and the gap between performance in subjects within schools.</b>  <b>Consistency in performance in subjects within individual schools (/residuals specific departments)</b>
	<ul style="list-style-type: none"> <li>Develop the Standards' Group's role to monitor standards in schools more carefully</li> </ul>	OO	GT	June 2014		Minutes of Quality Group	
	<ul style="list-style-type: none"> <li>Include 'polarisation' within schools as a point for discussion in Visit 1. Schools report on this and prepare an action plan.</li> </ul>	OO/EVJ	OO	Oct 2014	Dec 2014	Visit 1 Reports : Visit 2 Follow-up	
	<ul style="list-style-type: none"> <li>Gather good practices from other areas and countries</li> </ul>	NJH	OO	September 2014	Feb 2015	Practices documented and shared	
<b>REVIEW PROGRESS</b>				<b>ADJUSTMENTS</b>			
<p>Have produced a document outlining the LEA and GwE's responsibilities within the National Model. The document mentions more robust methods of ensuring accountability by GwE. These discussions between the LEA and GwE are ongoing. Secondary Heads receive a report from GwE Challenge Senior Advisers at every meeting.</p> <p>The Standards Group holds fortnightly meeting and focus on discussing schools. Standards Group Programme rationalised to hold more</p>				<p>No specific focus on polarisation within schools in Visit 1 – as this matter arose as a matter of course during the discussion on Summer's results.</p> <p>To focus on 'Teaching and Learning' procedures within schools.</p>			



meaningful discussions on specific schools. Challenge Advisers attend the meetings to present a report and respond to questions on specific schools.

Visit successful schools in different areas of Wales and research best practice over the Internet.

7	<b>Strengthen the LEA's role when raising standards in secondary schools.</b>						
	<ul style="list-style-type: none"> <li>Clear procedure for supporting and sharing good practice established.</li> </ul>	NH	DRJ	May 2014	April 2015	Outline of procedure	Increase in the number of 'green/yellow' schools
	<ul style="list-style-type: none"> <li>Item on quality of education including sharing good practice, on the agenda of every meeting of the secondary headteachers.</li> </ul>	NH	OO	Jan 2014	April 2015	GCSU Minutes	Fewer secondary schools placed in ESTYN follow-up category
	<ul style="list-style-type: none"> <li>Three schools share good practice (in key fields) with other schools leaders. Every school has an opportunity to share its best practices at various forums.</li> </ul>	NH	DRJ/OO	July 2014	April 2015 Dec 2014	3 CPD days held. Has led to implementation at other schools.	
	<ul style="list-style-type: none"> <li>Confirm GwE broker role and the Council's service level agreement to support improvement</li> </ul>	OO/HFE	ITJ	Sept 2014		Rôle of Brokerage and Support Officer outlined.	
	<ul style="list-style-type: none"> <li>Collaborate with GwE Brokerage and Support Officer and establish a pattern of School to School</li> </ul>	NH/RhH	OO	Sept 2014	April 2015	Pattern of collaboration within and between schools established.	

	collaboration.		OO				
	<ul style="list-style-type: none"> <li>Outline LEA expectations for irs schools in a 'Gwynedd School' document and launch it .</li> </ul>	NH		Jan 2014	May 2014	Document prepared	
<b>PROGRESS REVIEW</b>				<b>AMENDMENTS</b>			
<p>Good practices disseminated in the Headteachers group and in the Inclusion Group.</p> <p>Three schools have already held a Sharing Good Practice Day.</p> <p>A meeting has been held with RhH, GwE Brokerage and Support Officer – outlining the work that has been completed within the LEA. Arrangements have been made for RhH to attend a meeting of Gwynedd professional tutors on January 21 to maintain the practice of a County based CPD development day. The agenda for that day will be more flexible to enable schools/departments/teachers to meet to collaborate in specific fields.</p>				<p>GwE has a prominent role in promoting school to school work.</p> <p>A bulletin to be produced for secondary schools sharing information on the project work.</p>			
<b>8</b>	<b>Further develop the Governors key roles as a critical friend</b>						
	<ul style="list-style-type: none"> <li>Need to ensure that headteachers understand pattern of work of effective Governing bodies – presentation at a headteachers meeting and YDO share good practice.</li> <li>Need to ensure that governors have a clear grasp of the LEA's role.</li> </ul>	GwE/OMB/ NH	OO	Sept 2014	October 2014	Gwynedd Governors Handbook/Check list	<p><b>All Secondary Schools Governing Bodies have effective work pattern</b></p> <p><b>Progress in number of Governing Bodies awarded the Bronze</b></p>

	<ul style="list-style-type: none"> <li>Urge Governing Bodies to apply for the Governors Quality Award (Bronze/Silver)</li> </ul>	OMB	OO	Sept 2014	GCSU Minutes	Award
	<ul style="list-style-type: none"> <li>Headteachers train Governing bodies (data field)</li> </ul>	Schools	OMB	Sept 2014	Dec 2014	Training Pack
<b>REVIEW PROGRESS</b>			<b>ADJUSTMENTS</b>			
<p>OMB has presented information to headteachers on effective Governing Bodies' work patterns, reminding headteachers of Governors' statutory duties and raising awareness of bronze award for Governing Bodies.</p> <p>GwE have held training sessions for Governors.</p> <p>Some headteachers have trained Governors on performance data.</p>			<p>This field to become GwE's responsibility.</p>			
9	<p><b>Increase learners participation and the impact of the voice of the learner</b></p> <ul style="list-style-type: none"> <li>Consult with Judith Roberts (Healthy Schools Scheme)</li> <li>Promote pupils councils within the schools. Include a regular item on participation on the inclusion group agenda.</li> </ul>	NH	RJ	Sept 2014	Outline of effective school council work pattern	<p>Every school has a participation strategy</p> <p>Schools are inclusive schools</p> <p>School Councils effectively implement within the schools.</p>
	<ul style="list-style-type: none"> <li>Hold learner focus groups to obtain</li> </ul>					

	<ul style="list-style-type: none"> <li>their opinion about 'Gwynedd School' features.</li> <li>Training for School Councils/School Councils Officers/Pupil Governors.</li> </ul>	NH	OO	Sept 2014	Oct 2014	Learners opinion included in the project.	<b>Learners questionnaires very positive.</b>  <b>Schools respond to questionnaire findings</b>
		NH	OO	Sept 2014	Oct 2014	Regional Sessions held within the County.	
	<ul style="list-style-type: none"> <li>Include learners as an integral part of the Promoting Quality project.</li> </ul>	NH	OO	Sept 2014	May 2015	Film to launch the document	
	<ul style="list-style-type: none"> <li>Disseminate pupils questionnaires. Cascade learners opinion back to their schools.</li> </ul>	BER	OO	Sept 2014	Dec 2014	Questionnaire analysis	
	<ul style="list-style-type: none"> <li>Ensure that a Governor has contact with the School Council.</li> </ul>	NH/ OMB	OMB	Sept 2014	Dec 2014	Details of Contact Governor obtained	
	<ul style="list-style-type: none"> <li>YyM shares good practice</li> <li>Provide schools with guidance on preparing Participation Strategy</li> </ul>	NH NH/IO	OO OO	Sept 2014	July 2014 Dec 2014	Draft version Participation Strategy prepared and disseminated.	
<b>REVIEW PROGRESS</b>				<b>ADJUSTMENTS TO THE PLAN</b>			
<p>Training Day on 'Participation' held on November 12<sup>th</sup>. The day organized through consultation with Judith Roberts. Very positive feedback to the day. All materials prepared shared with the schools.</p> <p>Have visited the secondary schools to discuss participation with the staff</p>				<p>It was decided to hold a training day for the staff responsible for Participation, so that they train the learners at the school (more sustainable arrangement).</p> <p>A model Participation Strategy was prepared and was disseminated on November 12<sup>th</sup> at a meeting for Participation Co-ordinators.</p>			

member responsible for this area. The staff member will collect learners' opinions about the features of 'Ysgol Gwynedd'.

Ysgol y Moelwyn has shared good practice. .

Situation has been scrutinized within the LEA regarding promoting participation and consultation with Llio Johnson ,Children and Young People Partnership. Gwynedd does not have an individual who provides a lead on participation. 'Gwynedd Ni' is not operational. In several authorities, Participation Strategy is driven by a designated officer.

Questionnaires shared with specific schools (3/4 year cycle).

The support for learners was discussed during KS4 through holding focus groups with Yr 12 students. An individual report was prepared for each school and a summary report at an LEA level.

Following a meeting of the Management Board, it was agreed to hold training sessions for individual school councils during the first part of the Spring term if the schools wish to avail themselves of the training. The Co-ordinators were eager to hold a day during the Summer Term for the pupils councils and make this an annual arrangement.

M/D schools felt frustrated in what the school's older pupils could do to promote participation amongst the younger learners. A meeting was held with one of Coleg Meirion Dwyfor's management team to promote a relationship between their students and the secondary schools. It was agreed to a pilot a participation promotion plan between the College and one or two secondary schools. (Easter Term).

10	<b>Provide guidance for schools to more effectively support vulnerable learners</b>						
	<ul style="list-style-type: none"> <li>Information sharing on best practices when supporting vulnerable learners, Sutton Trust research findings and appropriate use of Deprivation Grant</li> </ul>	NH	OO	March 2014		Document providing guidance disseminated	<p><b>% Improvement in Secondary Schools attendance</b></p> <p><b>Learners receive appropriate support to reach potential</b></p>
	<ul style="list-style-type: none"> <li>Monitor the schools grant schemes and their impact on outcomes</li> </ul>	HW	GaJ	April 2014	Feb 2015	Schemes/ Evaluation Report	<b>Narrowing of the gap between FSM and LAC pupils performance and their peers</b>
	<ul style="list-style-type: none"> <li>Hold training at a county level to support vulnerable learners.</li> </ul>	HW/NH		February 2015			

	<ul style="list-style-type: none"> <li>Develop and make better use of learner well-being and achievement tracking system.</li> </ul> <p>Project P4.</p>	SW		Project P4			Gwynedd learners performance in the main indicators in the higher quartiles.
<b>PROGRESS REVIEW</b>				<b>AMENDMENTS TO THE PLAN</b>			
Evidence of research work summarised and presented to headteachers and to inclusion group members.				A Vulnerable Learners Support Strategy was prepared. The up-dates of ESTYN Review Framework and supplementary guidance on inspecting this field were shared. Also noted were good practices of schools who successfully narrowed the gap between the performance of specific learner groups and their peers.			
<b>11</b>	<b>Develop the primary-secondary contact</b>						
	<ul style="list-style-type: none"> <li>Re-visit the transition schemes and ensure that schools meet the statutory requirements.</li> </ul>	GaJ/NH	OO	April 2014	June 2015	Bridging schemes meet the statutory requirements. Quality KS2/KS3 development plans.	<p><b>Purposeful strategic planning at a catchment-area level.</b></p> <p><b>Learners confidently transfer from primary to secondary</b></p>
	<ul style="list-style-type: none"> <li>Develop collaboration between Primary and Secondary to facilitate</li> </ul>			Sept 2014		Curricular	

	transfer and continuity in learners development from one key stage to the next.	GaJ/NH	OO			projects that promote literacy and numeracy have been developed.	
<b>PROGRESS REVIEW</b>			<b>AMENDMENTS TO THE PLAN</b>				
Ysgol Dyffryn Ogwen has reported on their bridging arrangements to the other schools in the County.			As part of their business plan, GwE is to focus on moderation of primary/secondary. Gwynedd has commissioned GwE to monitor transition plans.  Visit ysgol y Moelwyn to see the catchment-area planning and its relevance to the rest of the County (to be undertaken)				
12	Prepare a document outlining expectations in 'Ysgol Gwynedd', excellent school in all aspects of its work	NH	DRJ/OO	Jan 2014	April 2015	Document completed	
<b>REVIEW PROGRESS</b>			<b>ADJUSTMENTS TO THE PLAN</b>				
The format of the document to be produced by the Management Board was agreed and it was agreed to include case studies as part of it.							

<b>Title of Report</b>	A report on the operation of the School Effectiveness and Improvement Service [GwE] with Gwynedd schools
<b>Author</b>	Elfyn V. Jones [Senior Challenge Adviser, Gwynedd/Anglesey Hub]
<b>Date report is to be submitted</b>	11 December 2014
<b>Link Officer</b>	Owen Owens
<b>Portfolio Member for Education</b>	Gareth Thomas

### Purpose of the report

The main purpose of the report is to set out information so as to enable elected members to scrutinise the work of the School Effectiveness and Improvement Service [GwE] with Gwynedd schools, and to evaluate the impact of that implementation on outcomes, standards of achievement and quality of leadership.

### Matters for scrutiny

The type of information included in the report, and the opportunity to ask further questions, are crucial to the self-evaluation process. In this respect, it is important that elected members are aware that Estyn's Framework, the requirements of the Welsh Audit Office and expectations of the Welsh Government with regard to the governance and management of the regional consortia, require that they are in a position to answer such questions as those listed below, as part of self-evaluation and quality assurance.

- How does the authority monitor and challenge the work of the School Effectiveness and Improvement Service [GwE]?
- How does the authority know whether or not they get value for money when commissioning a service from GwE?
- How does the authority ensure that GwE's work is aligned with local plans and intentions and that the key aspects for attention are targeted effectively?
- What difference does GwE's support make to outcomes, standards of achievement and quality of leadership in Gwynedd?
- In what aspects/schools/key stages are the most explicit differences to be seen?
- What aspects need to be further prioritised in order to ensure further improvements?

Members of the Committee are asked to examine the content of the report so as to be in a position to answer the type of questions noted above.

### Background information

The School Effectiveness and Improvement Service [GwE] was established in partnership between the 6 Local Authorities in North Wales [Anglesey; Gwynedd; Conwy; Denbighshire; Wrexham; Flintshire] to be accountable to the councils and to undertake their statutory duties in relation to school improvement [and specifically so, to monitor, challenge and deliver support services]. The nature and breadth of expectations are made clear in a *Service Level Agreement* and the delivery model was compiled based on a fixed number of days for:

- conducting termly monitoring visits
- supporting risk category schools [amber/red]
- pre and post inspection support

In 2014, through the National Model for regional working, the Welsh Government imposed further and wider national expectations on the consortia's work. Planning to respond to these requirements is currently work in progress.

The regional service is jointly funded by the 6 Authorities [based on an agreed formula]. In 2014-15, those contributions will be as follows:

Council	£	%
Anglesey	£364,146	10.23%
Gwynedd	£640,614	17.99%
Conwy	£555,908	15.61%
Denbighshire	£539,137	15.14%
Flintshire	£796,986	22.38%
Wrexham	£664,019	18.65%
Total	£3,560,810	

Percentage of the commissioning budget earmarked to the different Authorities in 2013 and 2014 [*\*commitment from autumn 2014 onwards not included*]:

Council	£	%
Anglesey	£35,559.09	12.32%
Gwynedd	£63,505.49	22.00%
Conwy	£72,379.63	25.07%
Denbighshire	£21,729.13	7.53%
Flintshire	£27,925.20	9.67%
Wrexham	£67,562.69	23.41%
Total	£288,661.23	



A team consisting of 30 full-time Challenge Advisers work across the region, 10 of whom work specifically in the Gwynedd/Anglesey Hub.

Personnel	Link Schools [Gwynedd only]
Elfyn V Jones [Senior Challenge Adviser]	
Dr Alwyn Jones	Uwchradd Berwyn; Uwchradd Brynrefail; Uwchradd Moelwyn; Uwchradd Syr Hugh Owen; Uwchradd Ardudwy
Ioan Gruffydd	Bro Tryweryn; Bro Tegid; Nebo; Bethel ; Dolbadarn; Penisarwaun; Borth y Gest; Felinwnda; Rhostryfan; Garnedd
Luned Francis	Faenol; Ein Harglwyddes
Ieuan Jones	Foelgron; Pendalar; Hafod Lon; Llwybrau Ni; Uwchradd Friars; Uwchradd Eifionydd
Bethan James	Craig y Deryn; Dyffryn Dulas; Pennal; Dinas Mawddwy; Llanelltyd; Friog; Llanfachreth; Bro Hedd Wyn; Rhiwlas; Crud y Werin; Gardolbenmaen; Dyffryn Ardudwy; Talsarnau
Stella Gruffydd	Gorlan; Bodfeurig; Tregarth; Llanllechid; Abercaseg; Manod Babanod Morfa Nefyn; Nefyn; Chwilog; Beddgelert
Osian Hughes	Bro Lleu; Glanadda; Babanod Coedmawr; Dolgellau; Bro Cynfal; Edmwnd Prys; Maenofferen; Beuno Sant; Llanaelhaearn ; Sarn Bach; Abersoch; Llanystumdwy; Uwchradd Glan y Mor
Derek Evans	Bronyfoel; Groeslon; Carmel; Glancegin; Ganllwyd; Ffridd y Llyn; Tanygrisiau; Cefn Coch; Abererch; Eifl; Tudweiliog
Sylvie Gartau	Brynaerau; Baladeulyn; Talysarn; Llandygai; Cae Top; Gelli; Hendre; Llanbedr; Llandwrog; Penybryn, Tywyn; Brithdir; Ieuan Gwynedd; Santes Helen; Tan y Castell
Sharon Vaughan	Maesincla; Felinheli; Garreg; Bro Plenydd; Llanrug; Uwchradd Botwnnog; Uwchradd Gader; Uwchradd Dyffryn Nantlle; Uwchradd Dyffryn Ogwen; Uwchradd Tryfan
A number of experienced and successful headteachers in the sub-region are on part time and temporary secondments to support the core team. The following will be working in Gwynedd in 2014-15:	
Iona Hughes	Eifion Wyn; Pont y Gof
Meri Jones	Penybryn, Bethesda; Waunfawr; Traeth; Llanllyfni; Llanbedrog; Clogau; Rhosgadfan
Nia Puw	Llandegfan
Carys E. Jones	Llangybi; Cwm y Glo; O.M.Edwards
Catrin Ff. Roberts	Edern; Pentreuchaf; Treferythyr
Tristan Roberts	Gwaun Gynfi
Meinir Hughes	Hirael; Bontnewydd; Cymerau

#### Regional Strategic Priorities 2013-2014

1. Increase the proportion of 16 year-olds achieving Threshold Level 2+ at the end of KS4
2. Raise standards of achievement of FSM learners
3. Raise standards of achievement of learners in national reading and numeracy tests
4. Increase numbers and standards of achievement in Welsh First Language
5. Increase proportion of 16 year-olds gaining at least 5 A\*/A grades by the end of KS4.

Additional focus areas for 2014-15:

1. Establish and promote an effective regional model for School>School collaboration
2. Improve quality of leadership and teaching/learning
3. Support schools to strengthen procedures for assessment, standardisation and moderation of teacher assessments.

#### End of Key Stage outcomes [FPh>KS4]

An analysis of Gwynedd schools' performance against the various indicators is set out in the annual report. Please find below the main headings only in comparison with other authorities in the region:

Authority	Foundation Phase: Foundation Phase Indicator				
	2012	2013	2014	+/- 2012>2014	+/- 2013>2014
Anglesey	84.1	85.9	84.6	+0.5	-1.3
Gwynedd	83.0	82.4	85.2	+2.2	+2.8
Conwy	79.9	80.4	83.6	+3.7	+3.2
Denbighshire	81.7	84.9	85.3	+3.6	+0.4
Flintshire	79.7	84.4	84.7	+5.0	+0.3
Wrexham	83.3	83.5	82.9	-0.4	-0.6
GwE	81.7	83.5	84.3	+2.6	+0.8
Wales	80.5	83.0	85.2	+4.7	+2.2

Authority	Foundation Phase : Foundation Phase Indicator Performance of FSM learners		
	2013	2014	+/- 2013>2014
Anglesey	71.5	67.2	-4.3
Gwynedd	70.5	71.1	+0.6
Conwy	68.0	71.0	+3.0
Denbighshire	74.9	74.4	-0.5
Flintshire	68.6	70.2	+1.6
Wrexham	67.2	69.0	+1.8
GwE	69.8	70.6	+0.8

Key Stage 2 : Core Subject Indicator					
Authority	2012	2013	2014	+/- 2012>2014	+/- 2013>2014
Anglesey	84.7	88.0	87.8	+3.1	-0.3
Gwynedd	86.2	86.6	86.0	-0.2	-0.6
Conwy	82.6	83.1	84.1	+1.5	+1.0
Denbighshire	83.5	86.0	86.2	+2.7	+0.2
Flintshire	81.3	85.0	86.2	+4.9	+1.2
Wrexham	84.5	85.4	84.3	-0.2	-1.1
GwE	83.6	85.5	85.6	+2.0	+0.1
Wales	82.6	84.3	86.1	+3.5	+1.8

Authority	Key Stage 2 : Core Subject Indicator Performance of FSM learners		
	2013	2014	+/- 2013>2014
Anglesey	79.5	79.2	-0.3
Gwynedd	71.4	76.4	+5.0
Conwy	68.6	66.3	-2.3
Denbighshire	76.8	72.3	-4.5
Flintshire	71.7	70.9	-0.8
Wrexham	68.4	65.8	-2.6
GwE	72.4	70.8	-2.6

Key Stage 3 : Core Subject Indicator					
Authority	2012	2013	2014	+/- 2012>2014	+/- 2013>2014
Anglesey	77.9	81.5	83.5	+5.6	+2.0
Gwynedd	83.0	85.4	89.1	+6.1	+3.7
Conwy	75.7	78.5	83.7	+8.0	+5.2
Denbighshire	71.9	75.0	83.2	+11.3	+8.2
Flintshire	76.0	80.0	84.3	+8.3	+4.3
Wrexham	70.0	72.2	78.4	+8.4	+6.2
GwE	75.7	78.7	83.7	+8.0	+5.0
Wales	72.5	77.0	81.0	+8.5	+4.0

Authority	Key Stage 3 : Core Subject Indicator Performance of FSM learners		
	2013	2014	+/- 2013>2014
Anglesey	60.9	70.2	+0.3
Gwynedd	65.6	74.5	+8.9
Conwy	55.6	70.5	+14.9
Denbighshire	48.2	67.2	+19.0
Flintshire	58.0	66.3	+8.3
Wrexham	45.2	50.7	+5.5
GwE	54.3	65.7	+11.4

Key Stage 4 : TL2+					
Authority	2012	2013	2014	+/- 2012>2014	+/- 2013>2014
Anglesey	52.3	54.2	53.0	+0.7	-1.2
Gwynedd	55.0	58.0	61.3	+6.3	+3.3
Conwy	49.3	56.0	54.7	+5.4	-1.3
Denbighshire	54.7	53.4	55.6	+0.9	+2.2
Flintshire	59.6	62.2	61.5	+1.9	-0.7
Wrexham	45.3	48.4	51.3	+6.0	+2.9
GwE	53.2	56.0	57.0	+3.8	+1.0
Wales	51.1	52.7	55.0	+3.9	+2.3

Authority	Key Stage 4 : TL2+ Performance of FSM learners 2014	
	Number / % FSM attaining TL2+	Number / % FSM non SEN attaining TL2+
School 1	2/5 [40.0%]	2/4 [50.0%]
School 2	4/8 [50.0%]	4/6 [66.6%]
School 3	8/12 [66.6%]	8/12 [66.6%]
School 4	4/10 [40.0%]	4/8 [50.0%]
School 5	0/5 [0.0%]	0/0 [0.0%]
School 6	0/2 [0.0%]	0/0 [0%]
School 7	2/11 [18.1%]	2/3 [66.6%]
School 8	2/3 [66.6%]	2/2 [100%]
School 9	0/3 [0.0%]	0/0 [0.0%]
School 10	2/4 [50.0%]	2/3 [66.6%]

School 11	15/41 [36.5%]	13/26 [50.0%]
School 12	3/10 [30.0%]	3/5 [60.0%]
School 13	1/26 [3.8%]	1/16 [6.2%]
School 14	5/10 [50.0%]	4/8 [50.0%]

Authority	Key Stage 4 : Welsh				
	2012	2013	2014	+/- 2012>2014	+/- 2013>2014
Anglesey	62.4	66.4	72.0	+9.6	+5.6
Gwynedd	76.8	72.9	73.2	-3.6	+0.3
Conwy	80.3	71.2	79.1	-1.2	+7.9
Denbighshire	69.7	69.7	73.0	+3.3	+3.3
Flintshire	61.8	71.3	59.7	-2.1	-11.6
Wrexham	63.2	80.0	69.0	+5.8	-11.0
GwE	71.3	70.9	72.7	+1.4	+1.8
Wales	73.8	73.6			

Authority	Key Stage 4 : English				
	2012	2013	2014	+/- 2012>2014	+/- 2013>2014
Anglesey	57.2	61.5	65.0	+7.8	+3.5
Gwynedd	64.1	66.6	69.8	+5.7	+3.2
Conwy	60.7	64.1	66.2	+5.5	+2.1
Denbighshire	64.2	64.4	66.5	+2.3	+2.1
Flintshire	69.2	72.7	73.4	+4.2	+0.7
Wrexham	55.3	58.4	61.8	+6.5	+3.4
GwE	62.6	65.4	67.8	+5.2	+2.4
Wales	62.2	62.9			

Authority	Key Stage 4 : Mathematics				
	2012	2013	2014	+/- 2012>2014	+/- 2013>2014
Anglesey	61.0	62.2	60.0	-1.0	-2.2
Gwynedd	58.7	62.2	65.3	+6.6	+3.1
Conwy	57.5	66.4	61.5	+4.0	-4.9
Denbighshire	63.7	61.5	62.8	-0.9	+1.3
Flintshire	69.4	68.5	68.2	-1.2	-0.3
Wrexham	52.4	57.7	57.7	+5.3	0.0
GwE	61.0	63.5	63.2	+2.2	-0.3
Wales	58.4	60.3			

#### KS4 Performance v Target variance

2014 Schools	TL2+		Welsh		English		Mathematics	
	Target	Performance	Target	Performance	Target	Performance	Target	Performance
School 1	82.6	60.0 [-23.0]	87.7	78.0	84.6	77.0	82.6	62.0
School 2	70.3	70.4	84.3	88.2	81.4	81.5	75.9	72.0
School 3	73.1	58.1 [-15.0]	81.7	73.1	79.5	68.8	75.2	59.1
School 4	74.6	68.7	91.7	80.2	85.8	67.0	75.3	74.0
School 5	74.2	55.7 [-18.5]	82.8	80.0	80.0	67.0	78.5	55.7
School 6	61.2	64.5	74.1	73.8	70.9	64.5	61.2	71.0
School 7	63.9	70.1	72.0	76.0	69.7	74.7	63.9	72.4
School 8	68.1	60.2 [-7.9]	74.0	59.3	74.5	63.2	75.0	65.2
School 9	68.4	68.5	66.6	68.0	82.1	77.0	69.8	71.2
School 10	64.1	65.1	74.5	80.4	67.9	68.9	68.8	70.8
School 11	76.5	48.8 [-27.7]	86.4	67.9	83.9	55.0	81.4	51.3
School 12	63.1	49.0 [-14.5]	70.2	67.0	70.3	57.0	63.1	52.7
School 13	69.5	65.2	75.0	72.5	73.9	79.3	69.5	67.4
School 14	73.4	76.2	62.2	66.7	82.8	83.0	76.5	86.0

#### The impact of action in schools that received intensive support/intervention during 2014-14 [+/-]

2014 Schools	TL2+			Welsh			English			Mathematics		
	2013	2014	+/-	2013	2014	+/-	2013	2014	+/-	2013	2014	+/-
School 1	62.3	60.0	-2.3	67.2	78.0	10.8	76.8	77.0	0.2	69.5	62.0	-7.5
School 2	57.8	70.4	12.6	77.9	88.2	10.3	71.8	81.5	9.7	60.9	72.2	11.3
School 3	63.5	68.7	5.2	74.8	80.2	5.4	64.8	67.0	2.2	70.9	74.0	3.1
School 4	62.3	55.7	-6.6	77.6	80.0	2.1	67.0	67.0	0	63.5	55.7	-7.8
School 5	58.2	68.5	10.3	61.6	68.0	6.4	65.6	77.0	11.4	68.6	71.2	2.6
School 6	49.3	49.0	-0.3	59.4	67.0	7.6	51.3	57.0	5.7	50.6	52.7	2.1
School 7	66.0	76.2	10.2	51.2	66.7	15.5	76.7	83.0	6.3	73.2	86.0	12.5

## Summer 2013 - Autumn 2014 Inspection Data [GwE's execution period]

Gwynedd school inspections [total of 27 inspections]	Inspection profile	Outcome of follow-up action by GwE
2013 academic year [Summer]: <i>5 primary schools</i>	No follow-up in any school	N/A
2013>2014 academic year [Autumn/Spring/Summer] : <i>15 primary schools; 4 secondary schools and 1 special school</i>	2 <i>Significant Improvement</i> ; 6 <i>Estyn monitoring</i> ; 3 <i>Authority Monitoring</i> ; 9 schools with no follow-up [a study of good practice in one of them]	Estyn has re-visited 2 of the schools [1 in <i>Estyn Monitoring</i> and the other in <i>Significant Improvement</i> ] and has removed them from a category following improvements
2014>2015 academic year [Autumn] : <i>2 primary schools</i>	1 <i>Estyn Monitoring</i> ; 1 no follow-up	N/A
Gwynedd's current profile [all schools] :		
<ul style="list-style-type: none"> <li>Number/% schools in Authority monitoring category: 3 [2.6%]</li> <li>Number/% schools in Estyn monitoring category: 6 [5.3%]</li> <li>Number/% schools in need of Significant Improvement: 2 [1.7%]</li> <li>Number/% schools in Special Measures: 0 [0.0%]</li> </ul>		
Judgement profile [of the schools inspected in the period]:		
<ul style="list-style-type: none"> <li>Number/% where Good or better was awarded across the 3 Key Questions: 19 [70.3%]</li> <li>Number% where KQ1 was judged to be Good or better: 20 [74.0%]</li> <li>Number% where KQ2 was judged to be Good or better: 21 [77.7%]</li> <li>Number% where KQ3 was judged to be Good or better: 20 [74.0%]</li> <li>Number/% where one of the Key Questions/Overall Judgement was judged to be <i>Unsatisfactory</i>: 1 [3.7%]</li> <li>Number/% schools where a Key Question/Overall Judgement was judged to be <i>Excellent</i>: 4 [14.8%]</li> </ul>		

## Gwynedd School Categorisation 2013-14 and 2014-15

### Gwynedd Authority>School Partnership Agreement Category Profile [2013-2014]

	Green Not much monitoring needed	%	Yellow Light monitoring	%	Amber Specific monitoring	%	Red Significant monitoring	%
Primary	17	17.2%	51	51.5%	24	24.2%	7	7.0%
Secondary	2	14.3%	3	21.4%	6	42.9%	3	21.4%
All	19	16.8%	54	47.8%	30	26.5%	10	8.8%

### Gwynedd Authority>School Partnership Agreement Category Profile [2014-2015]

	Green Not much monitoring needed	%	Yellow Light monitoring	%	Amber Specific monitoring	%	Red Significant monitoring	%
Primary	10	10.1%	63	63.6%	25	25.2%	1	1.0%
Secondary	0	0.0%	9	64.3%	3	21.4%	2	14.2%
All	10	8.8%	72	63.7%	28	24.8%	3	2.6%

## Termly Monitoring Visits 2013-2014

### Judgement profile after conducting Autumn/Summer 2013/2014 monitoring visits

Monitoring Visit	Excellent	Good	Adequate	Unsatisfactory
Autumn Term : Standards	7.1%	61.1%	30.0%	1.8%
Summer term : Leadership	20.3%	48.7%	29.2%	1.8%

### Response of Gwynedd schools to the stakeholder questionnaire [response of the region's schools in italics]

AUTUMN TERM MONITORING VISIT					
	Strongly agree	Agree	Strongly disagree	Disagree	No comment
Headteacher and school benefited from the process	58.5% [ <i>58.6%</i> ]	39.1% [ <i>36.3%</i> ]	0 [ <i>3.2%</i> ]	2.4% [ <i>1.9%</i> ]	0
Directions and requirements prior to visit were clear	41.5% [ <i>46.5%</i> ]	51.2% [ <i>48.4%</i> ]	0 [ <i>5.1%</i> ]	7.3% [ <i>0</i> ]	0
Subsequent discussion and recommendations helped move the school forwards	68.3% [ <i>57.3%</i> ]	29.3% [ <i>36.3%</i> ]	0 [ <i>4.5%</i> ]	2.4 [ <i>1.9%</i> ]	0
Appropriate level of challenge	51.3% [ <i>52.2%</i> ]	46.3% [ <i>41.4%</i> ]	0 [ <i>5.1%</i> ]	2.4 [ <i>1.3%</i> ]	0

SPRING TERM MONITORING VISIT					
	Strongly agree	Agree	Strongly disagree	Disagree	No comment
Headteacher and school benefited from the process	69.1% [64.9%]	30.9% [31.4%]	0 [2.9%]	0	0 [0.8%]
Directions and requirements prior to visit were clear	61.9% [56.2%]	35.7% [38.7%]	2.4% [4.4%]	0	0 [0.7%]
Subsequent discussion and recommendations helped move the school forwards	66.7% [62.0%]	33.3% [32.8%]	0 [4.4%]	0	0 [0.7%]
Appropriate level of challenge	57.2% [59.8%]	42.8% [38.0%]	0 [0.7%]	0 [0.7%]	0 [0.7%]
SUMMER TERM MONITORING VISIT					
	Strongly agree	Agree	Strongly disagree	Disagree	No comment
Headteacher and school benefited from the process	56.3% [62.7%]	40.6% [35.7%]	0 [1.6%]	3.1% [0]	0
Directions and requirements prior to visit were clear	46.9% [55.5%]	46.9% [42.9%]	0 [1.6%]	6.2% [0]	0
Subsequent discussion and recommendations helped move the school forwards	68.7% [59.5%]	28.2% [37.3%]	3.1% [2.4%]	0 [0.8%]	0
Appropriate level of challenge	53.2% [52.8%]	43.7% [44.8%]	3.1% [0.8%]	0 [1.6%]	0

**Specific examples of GwE's implementation with amber/red category schools 2013>2014 :**

An outline of aspects of implementation/support and impact	
Primary school Risk Category: Red	Following placing the school in a statutory Estyn category, the guidance, support and challenge provided by the Challenge Adviser was key in ensuring that a robust and sharp Post Inspection Action Plan was put in place and that swift and robust action was taking place against the various courses of action. A number of sessions were held to upskill leaders across the school in order to improve aspects of leadership [self-evaluation, planning for improvement and establishing scrutiny and accountability procedures]. The Challenge Adviser also secured expert and intensive support for the Governing Body. Strengthening the school's leadership structure was addressed and responsibilities are now shared appropriately between school leaders. The Senior Management Team and the wider Management team work effectively and there is a clear focus in meetings on raising standards. Led by the Headteacher, the Governors are more aware of their responsibilities as strategic leaders. The school has made great strides in establishing appropriate processes for self-evaluation and makes good use of an appropriate range of evidence sources. The school is now able to identify the areas for improvement much more effectively and, as a result, the planning for improvement is much more robust. The school has an effective system for tracking progress, which is used appropriately to identify those pupils who require additional support and to plan the next steps in their learning. The school makes appropriate use of teacher assessments and the results of standard tests to measure pupils' progress. The school also received guidance and support to help them respond to the requirements of the Literacy and Numeracy Framework. There is now due attention given to the Literacy and Numeracy Framework in whole school schemes of work. As a result, there is appropriate progression in skills across the school. Teachers also plan together carefully and there is particular attention in short term planning to developing skills. Planning is thorough and responds to the needs of pupils of all ability. The school has made good progress and has been removed from Estyn category.
Secondary school Risk Category : Red	The school was placed in a statutory Estyn category. Since GwE's inception, the school has received an intensive programme of support, which corresponds to approximately 10 days per term. This has consisted of a series of specific training sessions to develop the role of senior leaders, middle leaders and the Governing Body along with a high level of support and challenge. The school's system for tracking progress has been made significantly more robust and is now used much more effectively by the SMT and Middle Leaders to identify underperformance earlier and ensure there are appropriate intervention programmes in place. The procedure is now recognised as good practice locally and the school has conducted sessions for Headteachers and members of SMTs in Gwynedd and Anglesey schools to share good practice. In 2014, progress was seen in all of the main indicators and core subjects in KS4. The TL2+ [68.7%] saw an increase of 7% on 2012 and the performance of FSM pupils is very good [66.6%]. There is considerable improvement in the quality of work seen in pupils' books across the curriculum and there are excellent examples of extended writing in the majority of subjects. Evidence of book scrutiny shows that standards in numeracy are good; there are very good examples in Science, Geography and Technology and good examples in other subjects such as History. The quality of marking and feedback is now consistently good across the school. The role of the Governing Body has been made significantly more robust and it now operates effectively as critical friend; the pupil Governors are also undertaking their role fully. Accountability procedures for Middle Leaders are systematic and thorough. The quality of planning for improvement on a departmental level has significantly improved and, based on self-evaluation, nearly all Middle Leaders have a clear and accurate understanding of the areas for improvement. As a result, the link between self-evaluation and planning for improvement has been made significantly more robust. This, now, has a clear impact on outcomes in key areas such as standards of achievement and performance in external examinations, the teaching and learning, the quality of provision and the quality of feedback given to pupils and parents. The school has made very good progress and has been removed from Estyn category.

## National Categorisation 2014-2015

The school categorisation process involves three stages:

- Stage 1: school is assessed by the Welsh Government on a range of performance measures and placed in one of 4 categories [1 being the highest and 4 the lowest]. This is verified by Welsh Government in December/January each year.
- Stage 2: GwE and the Authority form a judgement on the quality of leadership and teaching and learning and place the school in one of 4 categories [A being highest and D lowest]. Reaching a judgement on the school's ability to bring about improvement will begin with the school's own self-evaluation; however, Challenge Advisers will have to be assured, and verify evidence, that all school leaders use performance data robustly as part of effective school management and improvement [Governors, Headteachers, teachers, middle leaders and subject leaders]. There must be evidence of the effective use of accurate data at individual pupil, group, cohort, subject and school level. The Challenge Advisers will take into account the performance of every learner and group of learners as well as the quality of teaching and learning at the school.
- Stage 3: GwE and the Authority will agree on the overarching colour category for the school [Green/Yellow/Amber/Red] which will lead to a programme of support, challenge and intervention specifically tailored for the school. Brokered support will be a key function for GwE.

### Primary National Categorisation Profile 2014-2015 [Stage 1 - Data]

	Number of schools in Category 1	% C1	Number of schools in Category 2	% C2	Number of schools in Category 3	% C3	Number of schools in Category 4	% C4
Anglesey	11	22.92%	16	33.33%	14	29.17%	7	14.58%
Gwynedd	14	14.43%	32	32.99%	35	36.08%	16	16.49%
Conwy	6	10.17%	21	35.59%	25	42.37%	7	11.86%
Denbighshire	4	8.33%	16	33.33%	24	50.00%	4	8.33%
Flintshire	10	14.71%	21	30.88%	25	36.76%	12	17.65%
Wrexham	6	10.17%	19	32.20%	27	45.76%	7	11.86%
<b>GwE</b>	<b>51</b>	<b>13.46%</b>	<b>125</b>	<b>32.98%</b>	<b>150</b>	<b>39.58%</b>	<b>53</b>	<b>13.98%</b>
<b>Wales</b>	<b>186</b>	<b>13.77%</b>	<b>487</b>	<b>36.05%</b>	<b>503</b>	<b>37.23%</b>	<b>175</b>	<b>12.95%</b>

	Number of schools in Category 1 and 2	% C1 a 2	Number of schools in Category 3 a 4	% C3 a 4
Anglesey	27	56.25%	21	43.75%
Gwynedd	46	47.42%	51	52.58%
Conwy	27	45.76%	32	54.24%
Denbighshire	20	41.67%	28	58.33%
Flintshire	31	45.59%	37	54.41%
Wrexham	25	42.37%	34	57.63%
<b>GwE</b>	<b>176</b>	<b>46.44%</b>	<b>203</b>	<b>53.56%</b>
<b>Wales</b>	<b>673</b>	<b>49.81%</b>	<b>678</b>	<b>50.19%</b>

### Secondary National Categorisation Profile 2014-2015 [Stage 1 Data : TBC by WG on 12/12/14 and to include data for 2012/13/14]

	Number of schools in Category 1	% C1	Number of schools in Category 2	% C2	Number of schools in Category 3	% C3	Number of schools in Category 4	% C4
Anglesey								
Gwynedd								
Conwy								
Denbighshire								
Flintshire								
Wrexham								
<b>GwE</b>								
<b>Wales</b>								

	Number of schools in Category 1 and 2	% C1 a 2	Number of schools in Category 3 a 4	% C3 a 4
Anglesey				
Gwynedd				
Conwy				
Denbighshire				
Flintshire				
Wrexham				
<b>GwE</b>				
<b>Wales</b>				

### *The focus areas and requirements for termly monitoring visits in 2014-15:*

*Autumn term visit 2014:* A visit to evaluate end of key stage performance and outcomes as well as the quality of the school's evaluation of its performance. We will also conduct a discussion on the appropriateness and level of challenge of school targets for subsequent years. This year, the appropriateness of the School Development Plan will be a specific focus area. This will involve looking at the link between the SDP, 2014 outcomes and findings of self-evaluation. When evaluating the SDP, we will consider the suitability of priorities, the detail of planning in determining exact courses of action [and the probability that action will lead towards the desired outcomes], monitoring procedures and also the incisiveness and suitability of the desired outcomes. In each of this year's monitoring visits, attention will be given to the school's commitment to the School>School collaboration model. The autumn term monitoring visit will gather information about proposed plans for the year, and will monitor the progress and impact of this action during the spring and summer term visits. At the end of the visit, specific aspects of the SDP that will be monitored during the spring term visit in 2015 [to include scrutiny of learners' work to identify the impact of action taken] will be agreed. This will ensure that actions during the period in question are primarily geared towards delivering the objectives of the SDP, and that progress towards these is the focus of subsequent discussions. The evidence documents that schools are expected to present beforehand to the Challenge Adviser are: school's self-evaluation of performance [1.1] \*\*in whatever format/style used by the school; 2015 and 2016 targets; School Development Plan and details of plans as regards School>School collaboration. The Local Authorities have commissioned GwE to act as their nominees in the Headteacher's Performance Management process; therefore, the discussion will form the basis for the review and the setting of formal objectives meeting with the Governors.

*Spring Term Visit 2015:* The main focus will be on evaluating the quality of progress against SDP priorities and quality of the school's evaluation of its progress [elaborating in particular on those aspects agreed upon during the autumn visit.] The visit will also involve scrutiny of learners' work [exact sample and focus to be determined beforehand with the school]. We will also use the school's evaluation to monitor progress against School>School collaboration. During the spring term visit 2015, as requested by the Welsh Medium and Capacity Building Sub-group, we will also be conducting discussions with the school on the standards and provision for Welsh. The intention is to gather information and good practice on a regional basis. The evidence documents that schools are expected to present beforehand to the Challenge Adviser are: school's self-evaluation of progress against the SDP; the school's self-evaluation of performance indicators 1.1.5 [Standards in the Welsh Language] and 2.1.3 [Provision for Welsh and Welsh Dimension]; information about progress towards 2015 and 2016 targets and evaluation of progress and impact of School>School collaboration.

*Summer Term Visit 2015:* During the summer term visit, we will conduct a final evaluation of the school's progress against the SDP priorities, including judging the quality of the school's self-evaluation of progress. We will form a judgement on the quality and impact of the school's self-evaluation and the impact of School>School collaboration and will also agree on the aspects and matters for further action as part of the SDP for 2015-16. The evidence documents that the school will need to present a week in advance to the Challenge Adviser are: school's self-evaluation against the three key questions and reports on progress and impact of SDP and School>School collaboration.

### **Literacy and Numeracy support for Gwynedd schools 2013-14**

#### ***Performance in the national tests***

% of learners with standardised scores >85 in Gwynedd schools was higher than the national average and GwE's average in each of the four tests. This was also true of standardised scores >115. The performance of Gwynedd learners was the highest in the region in both Numeracy tests [Procedural and Reasoning] and in the Welsh Reading test [2<sup>nd</sup> position and 0.2% behind Anglesey in the English Reading test].

#### ***Catch Up Training***

Over the year, three literacy and three numeracy catch up training courses were organised at Plas Menai for schools in the hub. 36 primary and secondary schools in the county attended the numeracy training, and 32 attended the literacy training [details below]:

<b>Numeracy</b>		<b>Literacy</b>	
Maenofferen	Ffridd y Llyn	Abererch	Cae Top
Nefyn	Dyffryn Arduwy	Tregarth	Garndolbenmaen
Penybryn	Cymerau	Dolbadarn	Craig y Deryn
Craig y Deryn	Nebo	Ein Harglwyddes	Pont y Gof
Glan Cegin	Llandygai	Bodfeurig	Gwaun Gynfi
O M Edwards	Llanystumdwy	Llanystumdwy	Ffridd y Llyn
Abererch	Treferythyr	Nefyn	Llanbedrog
Dolbadarn	Pentreuchaf	Pentreuchaf	Bethel
Faenol	Llanllechid	Bro Plennydd	Nebo
Tanygrisiau	Santes Helen	Llandygai	Glan Cegin
Felinheli	Llanaelhaearn	Tanygrisiau	Llanllyfni
Bontnewydd	Beddgelert	Hafod Lon	Brynrefail
Llanrug	Cae Top	Llwybrau Ni	Dyffryn Nantlle
Llanllyfni	Hafod Lon	Bryn Ffynnon	Eifionydd
Llandwrog	Tryfan	Glan y Mor	
Tudweiliog	Brynrefail		
Gader	Glan y Mor		
Botwnnog			

Another two catch-up courses have been organised for November 2014 with a number of schools choosing to send additional members of staff on the training, which suggests that it is considered as being worthwhile.

#### ***Support of Associate Partners:***

Support was provided for 39 schools by four members of the team during the year – Welsh medium Literacy by Haf Llewelyn, English medium Literacy by Nicola Romaine, KS2 Numeracy by Manon Esyllt Davies and FP Numeracy by Helen Jones. Three of the four teachers seconded to GwE are from Gwynedd schools and have been identified as excellent practitioners. In 32 of the schools, only one visit was conducted by the AP,

or the AP provided training or a session for a cluster or group of schools e.g. training for the Cymerau cluster on developing writing skills. In the other seven schools, more intense and sustained support was provided, which involved joint planning with classroom teachers, the AP modelling lessons, joint teaching etc. In these instances, the AP agreed with the school on the courses of action at the beginning of the support period, and copies of the visit reports were shared with the Challenge Advisers, in order for them to be able to monitor the impact of action taken. A full list of the schools supported can be found below:

Schools that have received support
Santes Helen [3 days numeracy support]
Coedmawr [4 days numeracy support]
Glan Adda [4 days literacy support and 7 days numeracy support ]
Dolbadarn [11 days numeracy support]
Beuno Sant [2 days literacy support and 2 days numeracy support]
Friog [3 days literacy support and 1 day numeracy support]
Groeslon [3 days literacy support and 1 day numeracy support]

Schools that have received a visit or training at cluster level	
Sarn Bach	Beddgelert
Llanbedrog	Gelli
Eifl	Llangybi
Tanycastell	Ganllwyd
Bro Plenydd	Gorlan
Ieuan Gwynedd	Manod
Llanaelhaearn	Pentreuchaf
Cymerau	Brithdir
Abererch	Dolgellau
Bro Tryweryn	Y Garreg
Llanbedr	Bronyfoel
Brynaerau	Carmel
Nebo	Talysarn
Cwm y Glo	Penisarwaun
Bethel	Llanrug
Waunfawr	Chwilog

#### Further action this year:

GwE has received information from the National Support Programme regarding the support needs of all schools in Gwynedd as regards literacy and numeracy. In most demand is support as regards assessment and tracking learners' progress in literacy and numeracy [63% of schools in Gwynedd have requested this] and it is the NSP that will deliver this support. In terms of teaching and learning, i.e. the support provided by GwE's AP, the greatest demand was for support in numeracy. Training on *Numerical Reasoning* has been organised for November 2014. The demand for support in literacy is significantly lower in Gwynedd [4.5% of schools].

GwE has also analysed test results and has identified the best and worst performing schools in each LA, and the weakest performing schools will receive targeted support from the AP, and the best performing schools will be given opportunities to share their effective practice. This has already started with visits by one of the APs to some schools in Gwynedd e.g. *Bro Llew and Penybryn*

#### Overview of specific action planned for 2014-2015 :

##### *Promoting School>School collaboration:*

- i. A more prominent role for GwE's Challenge Advisers in facilitating, promoting, challenging and monitoring implementation.
- ii. Ensuring funding for every school to facilitate collaboration with other schools in the family.
- iii. In the primary sector, promoting collaboration with other schools in the region by allowing access to up to £10,000
- iv. Developing a network of 'lead' schools/departments/individuals and ensuring that funding is available to facilitate collaboration with 'emerging' schools.
- v. Collaborating with key partners to host 3 conferences to share good practice [primary/secondary/special].

##### *Developing leadership and pedagogy*

- i. Presenting a prospectus of developmental programmes in leadership and pedagogy which will be presented/brokered by GwE from the spring term 2015 onwards [specific focus in the first stage on developing middle leadership and moving from good>excellent learning].
- ii. Developing a network of 'lead' schools/departments in leadership and facilitating collaboration with 'emerging' partners.
- iii. Developing a network of 'lead' practitioners in pedagogy and facilitating collaboration with 'emerging' partners.
- iv. In leadership, developing a 'self-development' pack for senior leaders to use to conduct in-house training and support.
- v. Organising a conference for Executive Heads to share effective practice
- vi. In the secondary sector, promote the work of the assessment/tracking/effective intervention strategic sub-group

##### *Promoting collaboration for strengthening standardisation and moderation procedures*

- i. Establishing and training a regional team of lead practitioners [primary and secondary representation from each of the core subjects] to deliver a training and support programme in standardisation and moderation.
- ii. Developing a regional [standardised] portfolio for each core subject in every key stage.
- iii. Prioritising assessment and standardisation as part of GwE's pedagogy training programme in the spring term 2015.