

Title of Report	A report on the operation of the School Effectiveness and Improvement Service [GwE] with Gwynedd schools
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Date report is to be submitted	11 December 2014
Link Officer	Owen Owens
Portfolio Member for Education	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; Trefferthyr
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"> Number/% schools in Authority monitoring category: 3 [2.6%] Number/% schools in Estyn monitoring category: 6 [5.3%] Number/% schools in need of Significant Improvement: 2 [1.7%] Number/% schools in Special Measures: 0 [0.0%] 		
Judgement profile [of the schools inspected in the period]:		
<ul style="list-style-type: none"> Number/% where Good or better was awarded across the 3 Key Questions: 19 [70.3%] Number% where KQ1 was judged to be Good or better: 20 [74.0%] Number% where KQ2 was judged to be Good or better: 21 [77.7%] Number% where KQ3 was judged to be Good or better: 20 [74.0%] Number/% where one of the Key Questions/Overall Judgement was judged to be <i>Unsatisfactory</i>: 1 [3.7%] Number/% schools where a Key Question/Overall Judgement was judged to be <i>Excellent</i>: 4 [14.8%] 		

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%
GwE	51	13.46%	125	32.98%	150	39.58%	53	13.98%
Wales	186	13.77%	487	36.05%	503	37.23%	175	12.95%

	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%
GwE	176	46.44%	203	53.56%
Wales	673	49.81%	678	50.19%

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								
GwE								
Wales								

	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				
GwE				
Wales				

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 [2nd 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]:

Numeracy		Literacy	
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.