



# Complete Agenda

Democratic Services  
Swyddfa'r Cyngor  
CAERNARFON  
Gwynedd  
LL55 1SH

Meeting

**SERVICES SCRUTINY COMMITTEE**

Date and Time

**10.00 am, TUESDAY, 27TH SEPTEMBER, 2016**

Location

**Siambr Hywel Dda, Council Offices, Caernarfon, Gwynedd, LL55 1SH**

**\* NOTE**

**This meeting will be webcast**

**<http://www.gwynedd.public-i.tv/core/portal/home>**

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(DISTRIBUTED: 20/09/16)

# **SERVICES SCRUTINY COMMITTEE**

## **MEMBERSHIP (18)**

### **Plaid Cymru (10)**

Councillors

Alan Jones Evans  
E. Selwyn Griffiths  
Sian Wyn Hughes  
Ann Williams  
R. H. Wyn Williams

Aled Ll. Evans  
Christopher Hughes  
Elin Walker Jones  
R. Hefin Williams  
Gareth A. Roberts

### **Independent (4)**

Councillors

Eryl Jones-Williams  
Dewi Owen

Beth Lawton  
Eirwyn Williams

### **Llais Gwynedd (2)**

Councillors

Alwyn Gruffydd

Peter Read

### **Labour (1)**

Councillor Sion W. Jones

### **Individual Member (1)**

Councillor Linda Ann Jones

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

Chairman and Vice-Chairman of the Council

**CO-OPTED MEMBERS:**

**With a vote on education matters only**

*Dylan Davies*

*Representative for Meirionnydd Parent  
Governors*

*Rhian Roberts*

*Representative for Dwyfor Parent Governors*

*Rita Price*

*The Catholic Church*

*Awaiting Nomination*

*The Church in Wales*

**Without a vote:**

*Neil Foden*

*Teachers' Union*

*David Healy*

*Teachers' Union*

# A G E N D A

1. **APOLOGIES**

To receive any 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**

6 - 11

The Chairman shall propose that the minutes of the meeting of this Committee held on the 26 May 2016, be signed as a true copy.

5. **GWYNEDD COUNCIL PERFORMANCE OVERVIEW 2015-16 - CHILDREN AND YOUNG PEOPLE AND CARE** - 12 - 80

***Cabinet Members:*** Cllrs. Mair Rowlands, Gareth Roberts, Gareth Thomas

(a) To consider a report by the Council Leader.

(Copy enclosed)

(b) To receive responses to specific questions:

(i) Response by the Children, Young People and Leisure Cabinet Member (Please see Appendix 1 and 2)

(ii) Response by the Education Cabinet Member (Please see Appendix 1)

6. **CSSIW & HIW INSPECTION OF THE CARE AND SUPPORT PROVIDED BY LEARNING DISABILITY SERVICES IN WALES** 81 - 87

***Cabinet Member:*** Cllr. Gareth Roberts

To receive a report on the above.

(Copy enclosed)

7. **MOVING TOWARDS AN EDUCATION AREA OFFICES MODEL** 88 - 92

***Cabinet Member: Cllr. Gareth Thomas***

To consider a report on the above.

(Copy enclosed)

8. **SCHOOLS' SUMMER EXAMINATION RESULTS 2016** 93 - 100

***Cabinet Member: Cllr. Gareth Thomas***

To receive a report on the above.

(Copy enclosed)

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## SERVICES SCRUTINY COMMITTEE 26/05/16

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**Present:**

**Councillors:** Alan Jones Evans, Aled Evans, E. Selwyn Griffiths, Alwyn Gruffydd, Elin Walker Jones, Eryl Jones-Williams, Linda Ann Wyn Jones, Sion Wyn Jones, Beth Lawton, Eirwyn Williams, Hefin Williams and R H Wyn Williams.

**Officers:** Gareth James (Member Support and Scrutiny Manager), Arwel Ellis Jones (Senior Manager - Democracy and Delivery) and Lowri Haf Evans (Member Support Officer).

**Also in attendance:**

**For Item 7 below:**

Councillor W. Gareth Roberts, Cabinet Member for Adults and Health

**For Item 8 below:**

Councillor Gareth Thomas, Cabinet Member for Education  
Garem Jackson, Education Quality Improvement Officer

**For Items 9 below:**

Councillor W. Gareth Roberts, Cabinet Member for Adults and Health  
Meilys Smith

### 1. ELECTION OF CHAIR

**RESOLVED to elect Councillor Beth Lawton as Chair of this Scrutiny Committee for 2016 – 2017**

Councillor Beth Lawton thanked Councillor Peter Read for his work and for his interest in the field as former chair of this Scrutiny Committee.

### 2. ELECTION OF VICE-CHAIRMAN

**RESOLVED to elect Councillor Eirwyn Williams as Vice-chair of this Scrutiny Committee for 2016 – 2017**

### 3. APOLOGIES:

Apologies were received from Councillors Siân Wyn Hughes, Dewi Owen, Peter Read, Gareth A Roberts and Ann Williams. Neil Foden and David Healy (Teachers' Union Officers)

### 4. DECLARATION OF PERSONAL INTEREST

Councillor Linda Ann Wyn Jones declared a personal interest in item 9 of the agenda, due to the nature of her work. The Councillor withdrew from the room during the discussion.

**5. URGENT ITEMS**

None to note

**6. MINUTES**

The Chair signed the minutes of the previous meeting of this Committee held 17 March 2016

**7. UPDATE REPORT – ALLTWEN SCRUTINY INVESTIGATION**

- a) A report on the investigation was presented, updating the Scrutiny Committee on the work achieved and the work planned. The Chair of the Investigation, Councillor Linda Ann Wyn Jones, noted that there needed to be further investigation into this field, as it was very confusing to interpret who, and how many, received the service. It was suggested that more time was needed to make further enquiries to resolve this, and to ask for feedback from service users. It was proposed that a day could be spent at Alltwen to seek input from some of the users.
- b) It was noted that only three members of the investigation had been present at the meeting held in May, and it was suggested that the meeting should have been postponed due to the number of attendees and the matters that had arisen at the Committee.

In response, it was noted that there was no quorum for a scrutiny investigation, and it had been decided that the meeting should proceed if three members attended. It was suggested that future dates should be set so that they were in the members' diaries.

- c) The observation on the need to consider the response of former patients and service users was accepted, but that careful consideration must be given due to confidentiality and data protection issues. It is suggested that front line officers who worked with service users could gather this information on a face to face basis, to avoid causing concern amongst users of being questioned for an investigation.

In response to the proposal to spend a day at the hospital to gather feedback, it was suggested that one person would be sufficient to do this.

- ch) During the discussion, the following observations were noted
- Examples of failures in obtaining equipment - the need for a solution. It was noted that the process of obtaining equipment was burdensome and that there was a need to keep the benefit local.
  - Important to include input from service users as part of the investigation, and that there was a system in place to ensure this.
  - National Health Service Staff proved a service over 24 hours a day, 7 days per week - it was noted that Gwynedd staff didn't provide hours over weekends - need to address this
  - The Health Board's slow progress in committing to some aspects
  - should be extended further - extend the scheme to other areas
  - A request for the investigation to note the age of the individuals questioned due to the unwillingness of some older people to complain
  - Has consideration been given to additional likely pressure on the service as a result of a decision to leave Europe?

- d) In response to the above observations, the Cabinet Member noted that he accepted the officers' comments. He noted that patients appreciated the new working methods, and that it was important to continue with the positive attitude.
- dd) It was accepted that there was conflict between establishing a new system and the old system, and that there were frustrations involved with its extension, but that a solution must be found before moving on. He agreed with the observation that there was a need to seek input from service users, but that this must be undertaken in a meaningful way.

In response to a question about the budget for the process, it was noted that funding for the Vanguard Pilot Scheme had been received solely for the officers.

#### **RESOLVED**

- **To approve an extension to the investigation until September 2016.**
- **Councillor Linda Ann Wyn Jones would spend a day at Alltwen shadowing officers and gathering information, before reporting back to the Investigation.**
- **An arrangement was in place for the service to share patients' comments with the investigation.**

### **8. WELSH-MEDIUM EDUCATION SCRUTINY INVESTIGATION**

- a) Submitted - a report by the Cabinet Member on progress made by the Education Department in response to the recommendations of the Welsh-Medium Education Scrutiny Investigation. Members were reminded that recommendations had been produced to improve the consistency and quality of Welsh language education provision within the County's catchment areas.

The Cabinet Member noted that the Education Department had made arrangements for an independent expert to undertake a study on the exact meaning of bilingual teaching and learning where applicable, and to define the linguistic nature of the County's secondary schools (Recommendations 1 and 2 of the investigation). It was explained that, although an expert had been appointed, that it had not been possible to commence the work due to personal circumstances. It was reported that the department had considered appointing another expert, but it had been decided to postpone the work until September 2016. It was noted that this situation was unfortunate, but that it had now been resolved.

A terms of reference for the study had been shared with the members for information.

- b) In presenting the action plan, the Education Quality Improvement Officer noted that the County's Schools' Language Policy needed to be updated, and that the consideration of the Secondary sector was a core part of the study.
- c) Disappointment was expressed that there was no response to all the recommendations in the progress report, and a request was made to the Education Quality Improvement Officer to report on / provide a brief overview of each recommendation.
- ch) The Education Quality Improvement Officer was thanked for the details. The Cabinet Member noted that any future recommendations would be included and responded to in the Department's Business Plan, and also the recommendations of the Annual Report - a request was made for the Scrutiny Committees to look at the Education Business Plan.



d) In response to the comments, the Chair noted that the investigation had proved valuable and that it was pleasing to see some action already on the recommendations.

dd) During the discussion, the following comments were noted:

- In the context of Ysgol Friars there was a need to ensure appropriate linguistic provision for the children.
- Any additional reports / documents should have been distributed beforehand to facilitate better scrutiny of the situation
- It was emphasised that it was a Scrutiny Investigation on Welsh-Medium Education, not Bilingual Education - and that there was a need to be proactive in order to keep the Welsh Language alive
- Need to look urgently at the organisation of schools in Bangor. Need to consider private schools in Bangor - to gain some control of the use of language here.
- Why do schools place themselves in categories - a need for consistency
- The use of language beyond school hours is difficult to control - need to measure that use of language in society and ensure that there is encouragement / training for volunteers and trainers
- Need to review the recommendations as 'smart' targets
- Concern that schools could be Anglicised, with children moving to nearby schools, resulting in additional pressure on those schools.
- Support required for non-Welsh speaking parents.

e) In response to the comment in relation to measuring the use of the language outside school hours, the Cabinet Member noted that by using the Language Charter, the children themselves reported on their social use of language. Head teachers and Governors were also encouraged to consider this element.

f) In response to an observation about Redrow funding in Bangor, it was reported that this was the responsibility of the Planning Department.

ff) In response to a comment about Ysgol Friars, it was noted that the Chair of the Governors, and the Local Member, Councillor Mair Rowlands, had held discussions with the Education Department and had provided input to the language Policy.

g) The report was welcomed and gratitude was expressed for the work that had been achieved thus far. The need to review the recommendations publicly and formally was highlighted. Disappointment was expressed that the additional documents had not been distributed beforehand. The request for the independent expert to discuss the initial observations / ideas of the study with members of the Scrutiny Investigation was accepted.

#### **RESOLVED,**

**a) to accept the progress report, and aim to submit a further progress report responding to all the recommendations in 6-months' time (January 2017)**

**b) the expert undertaking the independent study to meet members of the investigation so that they can provide input to his work**

## **9. TRANSPORT POLICY: ADULTS, HEALTH AND WELL-BEING**

(Councillor Linda Ann Wyn Jones withdrew from the room and did not participate in the discussion)

- a) A report was presented by the Cabinet Member highlighting the need for Gwynedd Council to set a new transport policy and arrangements for the Adults, Health and Well-being Department in response to the requirements of the Social Services and Well-being Act (Wales) 2014. It was highlighted that the Act placed a duty on the Council to promote the well-being of our citizens in order to promote and support independence.

Following changes in legislation and the financial climate, the Cabinet Member noted that there was a need to adopt a fair and sustainable transport policy. He highlighted that changes could affect service users, and therefore effective engagement with stakeholders, including users and their families, would be crucial to the process.

It was reported, as each individual was assessed, that transport was addressed as part of the care plan - and was part of the plan rather than an add-on. To address this, each individual would need to be assessed comprehensively.

The incentive behind the exercise was to respond to the act, and three possible options for consideration were highlighted.

- Decide not to change the arrangements. There would be financial and cultural implications of not changing our practice in this field.
- Adopt the new policy and revisit care packages specifically from the perspective of the new transport policy.
- Adopt the new policy in relation to new packages, reassessments and annual reviews of packages as opposed to conducting a specific review of transport matters.

It was suggested that option 1 was unrealistic and unsustainable in the context of the Council's financial situation.

- b) In response to a question on why the total cost of Mental Health was low for the 2016/17 budget (£550.00), it was noted that nobody with mental health conditions currently received a service and therefore it was reported that it was solely a 'suggestion'.

In response to an observation that it was a scheme to save money and not to promote independence, the Cabinet Member accepted that there would be a saving of approximately £38k involved with the process, but it was outlined that the intention was to include transport as part of the care package. It was reported that there was scope here to work with integrated transport, e.g. better use of the residential homes' fleet to move people within the County, to promote well-being and support independence.

- c) During the discussion, the following observations were noted:

- Need to promote independence for older people, ensuring that they had freedom to leave the house.
- Need to ensure that the service was for the whole of Gwynedd and not only the main areas.
- Need to better coordinate with the hospital taxi service.
- In favour of working more effectively - internal arrangements appeared to be untidy currently and therefore there was a need to restructure to ensure better arrangements and flexible transport arrangements.
- There was a need to consider transport resources in schools.

- Need to ensure that the assessment is correct and that the service is provided to those with the greatest need.
- What is the difference between 'assessment' and 'real need'?? There must be an understanding of the individual's actual need, by identifying opportunities to meet that need rather than giving them the impersonal 'day care' label.
- A suggestion that a family member or carer should be with the individual during the assessment in order to gain an independent opinion.
- In the context of the appeal process - who would be on the panel? Need to consider that people were vulnerable and that there was no need to set stringent rules. A suggestion that the appeals process should be accessible and flexible.
- The principles of the scheme were welcomed, although concern was expressed regarding its practicality. Accessibility to services must be ensured, alongside encouragement and offering users the opportunity to develop skills to nurture confidence to use public transport.
- Distance, the ability to travel themselves and the situation of other counties set a dangerous precedent.

- ch) In response to a question regarding distance setting a precedent, it was noted that distance itself did not lead to a 'need for transport', but it was noted that opportunities to meet the needs of all individuals must be identified.

It was not possible to provide an answer to who would be on the panel for the appeals process. Assurance was given that a response would be sent to the enquirer.

- d) In response to a question regarding what other counties had adopted similar arrangements, it was noted that Flintshire had succeeded in maintaining such a system. It was noted that officers from Flintshire had collaborated well with Gwynedd Council officers and had shared good practice.

In response to the comment, a request was made for the service to consider a county with a profile more similar to Gwynedd.

- dd) In response to a question regarding the assessments, it was noted that the assessments would be conducted on a more positive basis. It was reiterated that the same professional workers would be undertaking the assessments, and that the assessments would be comprehensive. The assessment would lead to outcomes that required solutions.

The Cabinet Member emphasised that this was a scheme to meet individuals' needs, that it was a creative, exciting and challenging scheme for the service, that would provide benefits to all individuals. The service was duty-bound to offer the best service to citizens, and all efforts would be made to deliver this - there would have to be rationalisation, but nobody would be disregarded.

It was proposed and seconded to support option 3.

#### **RESOLVED**

**To make the following recommendations to the Cabinet:**

- **To implement Option 3, which corresponds with the principles of the Social Services and Well-being Act (Wales) 2014, by building on the individual's strengths and looking at building on community strengths.**
- **To ensure appropriate use and coordinate internal transport arrangements.**
- **To note more details in the Report to the Cabinet about the appeals process.**

- **To carefully consider the impact on individuals in relation to the cost and whether the impact could be mitigated.**
- **To request that Flintshire highlights the lessons learned/obstacles faced, so that they can be included in the report to the Cabinet.**
- **To consider arrangements in other counties that have a similar profile to Gwynedd.**
- **To give equal consideration to every part of rural and urban Gwynedd in terms of facilitating and coordinating transport arrangements.**

The meeting commenced at 10.00 a.m. and concluded at 12.45 p.m.

**CHAIRMAN.**

# Agenda Item 5

<b>MEETING</b>	<b>Cabinet</b> (prepared for the Services Scrutiny Committee on 27 September 2016)
<b>DATE</b>	<b>7 and 28 June 2016</b>
<b>TITLE</b>	<b>Gwynedd Council Performance Overview 2015-16 - the fields of Children and Young People and Care</b>
<b>PURPOSE</b>	<b>To accept and note the information in the report</b>
<b>AUTHOR</b>	<b>Councillor Dyfed Edwards</b>
<b>CONTACT OFFICER</b>	<b>Geraint Owen, Head of Corporate Support Department</b>

## 1.0 Introduction

- 1.1 In accordance with the Council's performance management regime, an overview of the Council's performance thus far in 2015/16 is submitted. This report focuses on Children and Young People and Care, which are included in the portfolios of the following Cabinet members:

Councillor Mair Rowlands  
Councillor Gareth Thomas  
Councillor Gareth Roberts

- 1.2 The report addresses the transformational plans included in the Strategic Plan and draws attention to the performance measures that are important to the people of Gwynedd and reflect the Council's day to day work.

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## 2.0 Reasons for recommending the decision

In order to ensure effective performance management.

## 3.0 Main messages

3.1 Positive performance in the Children and Young People field.

3.2 The projects exhibit a commitment to working in partnership in the interests of the people of Gwynedd.

3.3 The measures are performing as expected:

- In the Care field, the performance of measures suggests that individuals are empowered to live independent lives. See 5.2.
- Issues with Care are continuing in the Meirionnydd area, namely matters concerning people with reviewed care plans during the year and delays in transfers related to Tywyn and Dolgellau hospitals. Appendix 1, Page 6.

## 4.0 Strategic Plan Projects

Brief progress reports are submitted below on the Strategic Plan's projects for 2015/16, in the fields of Children and Young People and Care. The projects are in the ownership of the individual Cabinet members.

### 4.1 Children and Young People

Councillor Gareth Thomas

#### **P1 Education Quality Strategy**

**The purpose of this project is to prepare and develop an Education Quality Strategy that will be a basis to improve and standardise education standards across the County.**

An Education Quality Strategy has been formed and will be the basis to improve and reconcile education standards across the County.

The foundations set in the strategy have started to come to fruition already, and indicate the true impact on children and young people's results. The main strengths are noted below:

- The key performance measures in each key stage are improving by now, and compare favourably with similar local authorities. It indicates an annual increase for Gwynedd since 2013.

**Percentage of pupils achieving the Foundation Phase Indicator (FPI)**

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### Number of pupils in the Summer cohort 2015 - 1,246

	2013	2014	2015
<b>Gwynedd</b>	82.8%	85.2%	86.8%
<b>Wales</b>	83.0%	85.2%	86.8%
<b>National Position (1=best)</b>	13	10	10

- Percentage of pupils who have achieved the Core Subjects Indicator (CSI) at the end of Key Stage 2:

### Number of pupils in the Summer cohort 2015 - 1,141

	2013	2014	2015
<b>Gwynedd</b>	86.6%	86.0%	89.5%
<b>Wales</b>	84.3%	86.1%	87.7%
<b>National Position (1=best)</b>	6	14	6

- Almost every pupil leaves the school with an accreditation at the end of Key Stage 4:

### Number of 15 year old pupils Summer 2015 - 1,310.

#### Performance of 15 year old pupils in comparison with Wales and other authorities:

<b>Gwynedd</b>	<b>2015</b>	
	<b>%</b>	<b>Position</b>
Level 1 Threshold	97.9	1
Level 2 Threshold	88.9	5
Level 2+Threshold	63.3	5
Core Subject Indicator	62.4	3
Capped Average Point Score	362.0	1
Average Point Score	617.2	1

Level 1 Threshold: Learning equivalent to five GCSEs grades D to G.

Level 2 Threshold: Learning equivalent to five GCSEs grades A\* to C.

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Level 2+ Threshold: Learning equivalent to five GCSEs grades A\* to C including Welsh or English and Mathematics  
Core Subject Indicator: % learners who achieve the expected level in English or Welsh, Mathematics and Science together  
Capped Average Points Score: average points of the eight best results of all qualifications approved for use  
Average Points Score: average points of English or Welsh, Mathematics and Science

Some of the other outcomes are explained in detail in part 5 of the report, and in **Appendix 1 - Measures**.

## **P2 Improving leadership and management**

**The purpose of this project is to improve the condition of leadership in order to raise standards.**

Thus far, this project is performing as expected.

A report has been commissioned examining the leadership field in Gwynedd, with a specific focus on leadership in the Education Department and GwE (North Wales School Effectiveness and Improvement Service). Mandatory training in the fields of leadership and management, and teaching and assessing has been provided for headteachers, setting a baseline in terms of expectations for the current educational year and beyond. In addition, the authority has effectively intervened in three schools which caused concern in terms of leadership. One of those schools has been removed from the list of schools in the special measures category by Estyn.

During the year, a range of activities were held to support and develop leaders. A brief description of some of those sessions is provided below:

- **Senior Leadership**
  - ***Developing Experienced Headteachers***: a unique programme over four days for a small target group of successful headteachers to move them on to the next step in their career. Four headteachers from Gwynedd attended the training.
  - ***Workshops to improve self-evaluation and improvement planning***: GwE was collaborating with the Department to provide leading workshops in the field of self-evaluation and improvement planning for a representative from the Senior Management Team of each school. The sessions enabled access to presentations on the best local practices and exemplar materials to support acting implementation in schools. There is clear evidence from the

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- monitoring visits that the guidance had refined implementation across several schools;
- **'Estyn' ready workshops:** The Education Department has also been collaborating with GwE to provide workshops to assist leaders to get their schools ready for Estyn inspections. Significant improvements can be seen in the 'progression category' profile of schools which have been inspected since then.

Initial discussions with GwE suggest that we will see further improvements this year and progress in the schools which will receive a B grade or higher in terms of their ability to improve. The work of evaluating the quality of leadership across Gwynedd schools is underway at present, and an interim grade will be available before the end of the 2016 Summer Term and a final grade will be issued early in the 2016 Autumn Term.

### **Creating a network of viable schools for the future**

**The purpose of this programme is to create a network of viable schools for the future. Delivering the programme will create better conditions to develop leadership, increase and standardise education standards and improve experiences for children and young people.**

### **P3 Ysgol Bro Llifon**

**The purpose of this project is to provide a new school as a consequence of the Council's decision to close Groeslon, Carmel and Bron y Foel schools.**

The new school was opened in September 2015. Following the school's opening, the following can be noted as positive outcomes:

- By now, more equal opportunities are provided for each child in the area so that they can be taught in groups of reasonable sizes
- The development has led to a better environment to ensure robust leadership and management
- Reduction in the range of cost per head for providing education in the area and a reduction in the number of surplus places thus increasing efficiency.

### **P4 Hafod Lon Newydd**

**The purpose of this project is to provide a new special school for pupils of Meirionnydd and Dwyfor in light of the decision to close the existing Ysgol Hafod Lon.**

Good progress has been made with the construction work and it is still intended to open the school in the autumn term 2016. The work of agreeing

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on the new school's staffing structure has been achieved with the intention of delivering a teacher appointment procedure in addition to the existing teachers soon after the Whitsun holiday, and any assistants and ancillary staff before the summer holidays.

#### **P5 The Gader Catchment Area**

**The purpose of this project is to establish a Welsh-medium Catchment Area School for 3-16 year olds in the catchment area of Ysgol y Gader.**

It is expected that the construction work will be completed so that the new school can open in September 2017. A new headteacher has commenced in post since Easter 2016. Planning permission has been granted for the work on the site of Ysgol Gynradd Dolgellau.

#### **P6 Glancegin**

**The purpose of this project is to secure an investment to provide a new Ysgol Glan Cegin building, which is located in Maesgeirchen.**

The business case has been approved by Welsh Government, therefore the £5.11 million is in place for the new building of Ysgol Glancegin. The contractor has now been appointed and has commenced on the construction work, and the new school will be ready by the beginning of the term in September 2017. The work is progressing as expected.

#### **P7 The Berwyn Catchment Area**

**The purpose of this project is create a Lifelong, Welsh-medium Learning Campus on the current site of Ysgol y Berwyn.**

The final step in the business case has been approved by the Cabinet and Welsh Government. All statutory processes have been completed in line with the timetable set. The planning process is underway at present, and an application was submitted to Snowdonia National Park Committee in April.

It is expected that the construction work will be completed on time so that the new school can open in September 2018.

#### **P8 Transforming the provision of Additional Learning Needs and Inclusion**

**The purpose of this project will be to transform the service for children with additional learning needs.**

The strategy has been agreed and approved and the form and structure of the new service has been drawn up in draft form.

During the year, several changes have been made to the provision including:

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- Not offering the new 3\* support from 1 September 2015. The 3\* support is an additional provision for pupils that usually have substantial difficulties, but who are not within the statutory guidelines. The budget for schools with devolved budgets has already been frozen for around 5 years. Schools are required to be more flexible in terms of the use of their Additional Learning Needs budget in the interim.
- Hold training for the Additional Learning Needs Coordinators of every school on the use of person-centred methods, in addition to creating a comprehensive e-learning package.
- Review the use of criteria for accessing/leaving the Cognition and Learning Service (oracy and numeracy) meaning that we are better at targeting the right children.
- Pilot the use of outreach assistants to offer support to children leaving the language disorder centres rather than having individual assistants for a specific number of hours per week.
- Begin to establish the new behaviour support service, in response to the lack of provision.

The service structure which has been formed in a joint manner with Anglesey provides a clear picture for the provision model in future.

Councillor Mair Rowlands

**P9 Ensure a range of preventative services for vulnerable groups of children and young people in Gwynedd.**

**The purpose of the project is to ensure an overview of the preventative agenda in the County, by working on a multi-agency level to ensure that we focus our efforts on doing the right thing in the right place.**

In order to arrange our early intervention and preventative services around specific issues which face Gwynedd, the Children and Supporting Families Department has undertaken an assessment of the needs of families by using local data. This assessment has identified gaps and specific needs as ones which need to be targeted when planning preventative packages/programmes for the future and when improving the provision which is offered to the young person and the family. The gaps include speech delay and language, low level mental health support and parenting needs.

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In addition to the gaps, the assessment has looked at the good practice which has arisen from preventative programmes where it would be beneficial for us to strengthen our provision. The following are suggested as core principles and a direction for the work:

- Strengthen and expand the Team Around the Family model (Gyda'n Gilydd) as a way of working effectively and consider this model for programmes for the future
- Work with an entire family, rather than one family member
- Identify problems early by ensuring that accurate systems are in place between different agencies
- Key worker is a worker the family can build a relationship with and trust in.

As a next step to the work, the Children and Supporting Families Department will form a clear work programme which will focus on the above principles. This work programme will set the direction of the work.

## 4.2 Safeguarding

Councillor Mair Rowlands

**D1 Ensure whole Council ownership in the safeguarding field**  
**The purpose of the project is to ensure that there is corporate ownership of the safeguarding agenda and that effective steps are taken to safeguard children and vulnerable adults in Gwynedd.**

The work programme has been submitted to the Strategic Safeguarding Children and Adults Panel in September and since then the Executive Group has been implementing that work programme. It is progressing, but as with many projects, it is likely that the element of measuring the impact is the most challenging. In order to seek to respond to this, the Task Group has been established to create a system to measure the impact of adopting and complying with policy, the work of raising awareness and the impact of training on safeguarding.

Examples have been collected by the Designated Managers of action by front-line staff as a result of better understanding of safeguarding during the last two years. Examples show the workforce's ability to identify safeguarding matters and their willingness to take action. In some cases, frontline staff members have made a safeguarding referral which has led to further action. An Awareness Audit was held during the year and the results

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have shown an increase in staff awareness levels across the Council in terms of safeguarding issues. In addition, the numbers who accept the policy and complete the e-learning modules mean that the message is reaching more staff and across services.

## **D2 Safeguarding children and young people**

**The purpose of the project is to continually improve the safeguarding arrangements and culture within the field of children and young people.**

- The first part of this project is in the Child Sexual Exploitation field, and the Regional Safeguarding Children's Board's regional action plan was submitted to the Safeguarding Strategic Panel. The Executive Group will consider the corporate implications deriving from the work programme. It is foreseen that it will be necessary to raise awareness and form a local work programme to respond to and ensure compliance with the expectations. In the performance overview report submitted on 3 May 2016, it was reported that we were considering collaborating with an expert in this field (Dr Helen Beckett). There is no confirmation yet as to when this will happen.

Work is also underway to ensure that we as a Council, as much as possible, understand the demand for service and the trends of Child Sexual Exploitation in Gwynedd. At present, it is difficult to note the impact on children and young people thus far as it is early days of implementing the strategy.

- ii) The second part of this project is the work of strengthening procedures and the safeguarding culture within the Education field. The report on 3 May 2016 noted that a clear work programme had been formed and was being implemented. In order to ensure that the schools are completely clear of their responsibilities and that procedures and a robust safeguarding culture exist in Gwynedd schools, a Safeguarding Officer was appointed to the Education Department, and the officer has been in post since September 2015.

The fields which have been identified as a priority are noted below:

- Review Level 1 and Level 2 Child Protection Training
- Review the exemplary policies available to schools in the field of safeguarding, child protection and physical intervention in the

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context of national developments and the 'keep the learner safe' guidelines.

- Ensure that every Governing Body has adopted the relevant policies
- Every school to have a Safeguarding visit before an inspection
- Agree on one county strategy
- Agree on exemplar county policy
- Raise awareness and training on 'Child Sexual Exploitation'
- Raise awareness and radicalisation training
- Raise awareness of Harmful Sexual Behaviour.

It is premature to measure the impact and success of the above activity but, by the next meeting of the Strategic Safeguarding Children and Vulnerable Adults Panel, the leader of the project will seek to offer an overview of the bulk of the work, and as part of that it is expected for the impact to come to light.

### **D3 Safeguarding vulnerable adults**

**The purpose of the project is to continually improve the safeguarding arrangements and culture within the field of adults.**

With the department's Senior Management roles now filled, the Department is in a situation where it can fully implement the project in question. Ceryl Davies, Complex Needs Senior Manager will move the work programme on and it is expected to see a significant increase during the next months. Although many of the recommendations associated with the work programme have been implemented, the Cabinet Member is eager to have a clear reporting procedure which ensures an overview of the work. Implementing some of the recommendations involved with this project without a doubt has a direct impact on people's lives e.g. developing bespoke information sheets which have been tailored to individuals who have different needs and therefore they facilitate access to services. Another example is the work to prioritise and increase capacity which has occurred in terms of responding to DoLS requirements - which ensures an assessment of the individual's rights.

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## 4.3 Care

### **Councillor Gareth Roberts**

#### **G1 Care Challenge**

**The purpose of the project will be to try to ensure that the people of Gwynedd truly understand the challenge which faces us to motivate and support communities to contribute by taking action.**

This project has been operational for 12 months now and though there has been a great deal of activity it is probably too early to see the impact of the project on the residents of Gwynedd. The work of the project over the past year has raised the awareness of staff, elected members, partners and providers of the challenge facing the sector in the future and by doing so, the implications of the new Social Services and Well-being Act also. In terms of trying to raise awareness of the act, three member training sessions have been held over the past few months, a booklet has been developed and articles have been shared internally with elected members. Specifically in terms of the workforce, staff conferences have been held as well as monthly bulletins released in order to update staff on key issues.

A Well-being Manager was appointed on 13 May 2016 and this completely new role will undoubtedly give the necessary boost to push forwards the well-being elements of the project. There has been little progress in terms of engaging with the public during 2015/16; however, much of the preparatory work has been undertaken in terms of mapping services and activities in specific areas and trialling different types of engagements e.g. a discussion in quiz form. The purpose of engaging with communities will be to spur on the development of preventative activity which would reduce over-dependency on social services. Significant progress in this respect is expected over the coming months.

Therefore, work to raise awareness has been successful, with further work to be done in order to engage with communities.

#### **G2 Integrated Working Project, focusing on what counts for individuals**

**This project's purpose will be to redesign our current working methods to ensure that our central focus is on the interests of the people of Gwynedd (specifically Older People and people with Physical Disabilities in the context of this project).**

In February, all Cabinet members visited the integrated team at Ysbyty Alltwen, which is operational in the Eifionydd area. Cabinet members had an opportunity to speak with staff in order to have a taste of their experiences in terms of the change in their working methods and the

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resultant interests for the residents of Gwynedd of working in an integrated way and placing the individual at the centre of our services.

It is intended to extend the project across the County and there has been progress in terms of those developments. A very constructive meeting was held with the Deputy Operating Officer of the Health Board and a further meeting has been arranged with the new Chief Executive of the Betsi Cadwaladr University Health Board.

Specifically in terms of the effect of this project, it is probably true to say that the residents of Eifionydd, who have experienced this new way of working, get the full benefits of an integrated service which focuses entirely on what counts for them. Feedback from the individuals has been very positive over the past year and confirms that we are on the right tracks. We are also starting to see changes in terms of what is being commissioned i.e. we rely less on traditional services, and try to offer alternative options for individuals which very often better address their actual needs. This evidence shows that this project is making good progress.

**G3 Restructuring the Adults, Health and Well-being Department  
If the substantial changes and the change of mind-set and culture  
within the department are to be successful, it is crucial that the  
staffing structure of the department is fit for purpose for the future.  
The purpose of this project is to act on restructuring the department.**

The slippage experienced in some stages of the project at the beginning, namely appointing to the senior management levels, continues to have a negative impact on staff certainty for the future and this could have a detrimental impact on service provision. However, we have managed to maintain the timescale for restructuring the wider structure. The scope of this project has developed significantly since originally commissioning the project and explains this slippage. Originally, it was only the structure of the Adults, Health and Well-being Department that was under consideration but, following the influence and development of the G2 project (above) over the past year, part of the structure (Older People and Physical Disabilities) is now being developed in an entirely integrated way with the Health Board.

The Cabinet Member is confident that this adaptation will result in a structure that is more fit for purpose for the future and will ensure that we have the best possible governance arrangements in order to be able to work in an integrated way and respond to the new Social Services and Well-being Act. Despite the change, it should be noted that elements of the project which are not dependent on external influences (e.g. Learning Disabilities, Housing and Provider) are implemented as expected. The

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elements of the project which have therefore been implemented allow staff to act in accordance with the expectations and interests of the new act.

#### **G4 Older People Accommodation Strategy**

**The purpose of this project is to ensure agreement on the Older People Accommodation Strategy and use it for the purposes of holding developmental discussions with partners.**

The purpose of this project is to ensure agreement on the Older People Accommodation Strategy and use it for the purposes of holding developmental discussions with partners. It is confirmed that this project has been completed within the schedule promised in the strategic plan and the strategy was approved by the Cabinet at its meeting on 15 March 2016.

At present, no-one has benefited from the project; however, implementing it will contribute to ensuring that we have the suitable provision in the appropriate places for older people in the county.

#### **G5 Extra Care Housing (Porthmadog)**

**The purpose of this project is to build Extra Care Housing in Porthmadog.**

Demolition and clearance work is underway. Despite the slippage in the original timetable, the Cabinet Member is confident that we will have achieved what was promised by the end of the strategic plan's period. As a result of Welsh Government underspend, we have received an additional grant of £1.4m, and have been able to use it to pay for most of the remaining amount for this development.

At present, no-one has benefited from the project; however, it is likely that the fact that the developments are now well underway will give an opportunity to some residents in the county, who are interested in this type of accommodation, to plan ahead.

#### **G6 Frondeg**

**The purpose of this project is to ensure clarity on the Frondeg site and make a decision on the way forward.**

The original purpose of the project was to ensure clarity on the Frondeg site and make a decision on the way forward. At a meeting of the Cabinet on 19 January 2016, following a period of formal engagement and consultation, it was decided to develop a new accommodation model for adults with learning disabilities on the Frondeg site, and bring the current use of the building to an end once the new development would become available.

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Fulfilling the original purpose of the project has had a positive impact on the residents of Cartref Frondeg as they are now clear about the way forward. Though the new development will mean a significant change to the residents, the impact is generally positive i.e. the residents will continue to live in Frondeg as it currently is until the new accommodation is ready.

### **G7 Internal Provision**

**The purpose of this project is to decide how we will run the Provider Service (that provides care services) and act on that.**

Work is still ongoing in order to decide on how we will run the Provider Service. Initial options will be presented to the Cabinet members shortly, and further work has been commissioned in order to include a financial assessment.

The Cabinet member believes that there is a need to consider the way forward in the context of how fragile the care market is currently, and the potential to respond to this by collaborating with the Health Board.

At present, no-one has benefited from this work and it is also too early to state whether any benefits will arise from the project.

## **5.0 Measures**

### **5.1 Children and Young People**

Councillor Gareth Thomas

A copy of all the Education Department's measures can be seen in **Appendix 1**.

Gwynedd's performance is generally good across the Key Stages. Performance is very good in Key Stage 3 and is strong by the end of Key Stage 4, and Gwynedd is leading on three out of six main measures on a National level. In the primary sector, performance in two key stages is strengthening with room for improvement in the Foundation Phase in particular. Apart from in Key Stage 3, there is room to strengthen performance across the range of measures especially in order to ensure that more able pupils perform better.

I would like to draw your attention to the following measures:

- **EDU/016b Percentage of pupil attendance in secondary schools**  
- During the academic year, pupil attendance within the secondary sector increased by 0.4% to 94.6%. In comparison: nationally, the

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figure increased by 0.2% to 93.8%. Attendance in Gwynedd's secondary schools has increased from 4th place in 13/14 to joint 2nd highest in Wales.

- **DANS06 Percentage of 16 year old pupils who achieve the Core Subjects Indicator (Grade C or above in Welsh/English, Mathematics and Science)** - This percentage figure has increased by 9.2% during the last three academic years and is 62.4%. Gwynedd is in 3rd place nationally.
- **EDU/017 Percentage of pupils achieving Level 2+ threshold including grade A\*-C in Welsh or English and Mathematics** - We are performing in the 5th place nationally on this. This measure has increased annually since 2012. The Education Department and GwE have identified English and Mathematics as fields for regional improvement, and the Mathematics Advisory Officer post has been filled (commencing on 1 June 2016) in order to address local needs.
- **EDU/008a Number of permanent exclusions in primary schools in the academic year** - For the first time, pupils from some of Gwynedd's primary schools have been permanently excluded. The number of fixed term exclusions has also increased to 83. 21 primary schools made exclusions during the year. It can be argued that a lack of specialist provision is a factor in this increase. In response to this, the department is commencing specialist unit provision within schools in order to support the pupils with the most complex behavioural and emotional needs.

**Appendix 2** contains the data of Gwynedd schools' inspections since January 2015. Since including this data in the last report, six primary schools have had inspections. These primary schools received a good or improved classification across the three key questions and both general opinions. One school had been listed as Outstanding for each indicator and another had received Outstanding for leadership and the ability to improve. In every case the grade for the sub-indicator Quality Improvement was good or improved and from the reports that have been published thus far, no further comment has been made on quality improvement or improvement planning.

A clear link can be seen here with the work of project P2- Leadership and Management Improvement which has a positive impact on improving the quality of education in the County.

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Councillor Mair Rowlands

A copy of all measures for Children and Supporting Families, Leisure and Youth can be seen in **Appendix 1**. The work of developing the purpose and measures is ongoing.

In general, the measures are performing well, with several maintaining and improving performance compared with 2014/15. Some of these are noted below:

**LlesPMG2 - Clear pathway scheme agreed for looked after children -**

This performance has been 100% every year since 2013, and this figure has remained for this year, with 97 young people having a pathway plan in place.

**SCC/041(a) - The percentage of eligible, relevant children and children who were relevant and who have pathway schemes as required -**

This performance has maintained 100% again this year. In general, this figure was 91.2% in 2014/15. National figures have not yet been published for 2015/16, but Gwynedd are in 1st place at present.

**Diogelu1 - The rate of children who were discussed in supervision, where significant harm had been considered -**

This performance has maintained 100% again this year. As this work has gone well in Arfon, it is intended to extend to children's teams in Dwyfor and Meirionnydd in 2016/17, and to Derwen (the service which works with disabled children and their families) and the 16+ Team after that.

There are some measures which haven't performed as well, and the Cabinet Member is eager for the Children and Supporting Families Department to undertake further work to consider where improvement is possible and to overcome challenges with some of them:

**SCC/025 - The percentage of statutory visits with looked after children that were supposed to be held during the year that were held in**

**accordance with the regulations -** 2015/16 performance is 87% compared with 89% last year. The department has confirmed that the visits have happened, but in some situations, they haven't been recorded within the appropriate timescale. The department is considering a way to ensure that the information is recorded and is keeping an eye on that.

**CSP3 - Percentage of progress made by families following intervention by Team Around the Family (on average) -**

This figure is noted as 25.3%. The percentage has decreased due to the nature of the families the team is working with. The needs of the families are much more

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complex and higher in the continuum of need which means dealing much less with early intervention cases. I have also asked the team to consider other measures to measure the impact of this work, as I have already noted when discussing project P9 Ensure a range of preventative services for groups of vulnerable children and young people in Gwynedd.

**SCC/024 - Percentage of looked after children during the year who have a Personal Education Plan within 20 school days of being admitted to care or joining a new school during the year** - This figure is 37.9% compared with 82.1% last year.

Some of the measures reported during the last years are changing in light of the Social Services and Well-being Act 2014, which is operational since 6 April 2016. We will also be reporting on new measures as a result of this.

## 5.2 Care

### **Councillor Gareth Roberts**

The purpose of the Adults services has been agreed, namely 'Helping me to live my life how I want to', and work is underway in order to ensure that arrangements are in place to capture the information which states whether or not the service achieves this.

An integral part of this purpose, which is core to the Care services, is the need to ensure that the users are safe. Of all the adult protection referrals completed during the year, we succeeded to manage the danger 99% of the time. **(SCA/019)**.

During the past year, one of the main matters reported upon is the stability of nursing homes across Gwynedd. The situation highlights how unstable the sector is and confirms the need to offer solutions as soon as possible. The rate of delayed transfers from hospitals for social care reasons has deteriorated significantly this year **(SCA/001)** - an increase from 1.05 in 2014/15 to 2.45 in 2015/16. It appears that the delay is more of a problem in the link with Tywyn and Dolgellau Hospitals than in any other location in the county i.e. Of the 30 cases during the year, 16 of those involve these hospitals. Despite this, compared to the whole of Wales, Gwynedd's performance remains good (based on draft figures, Gwynedd performs 6th best in Wales). This performance represents general shortcomings in the system in terms of high demand on the hospitals, lack of beds in the community and also a lack of capacity in terms of professionals and home carers in some specific areas of Gwynedd (based on an initial analysis,

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66% of the reasons for Gwynedd are as a result of domiciliary care reasons specifically).

Following on from this the **SCA/007** measure is 'reviewing care plans' and shows a decline from 85% in 2013/14 to 79% in 2015/16. In analysing this figure further per area, it is seen that the performance of Meirionnydd is 68% compared with Arfon at 91%. I believe that this decline again highlights the obvious lack of capacity in some areas and consequently the prioritisation that has had to happen. The service, jointly with partners, is seeking to respond to these challenges.

On a more positive note, the remaining measures in **Appendix 1 (OED003, OED019, SCA002a and SCA002b)** suggest that the service is on the right track. For example, there seems to be a reduction in the proportion of people who receive traditional support in the community and also in our residential homes. This may suggest that we are less reliant on traditional care this year compared with previous years. To support this, there has also been a gradual increase in the use of direct payments (**OED019**) which of course promotes and empowers individuals to live their lives as they wish to live them.

## 6.0 Conclusion

- 6.1 Steady progress has been made with the transformational projects. The performance of measures is as expected, with new measures developed testifying that services are putting more emphasis on the Gwynedd people.

## 7.0 Recommendation

- 7.1 Note and accept the report.

### Views of the statutory officers

**The Chief Executive:**

Nothing to add to the report.

**The Monitoring Officer:**

No comments from a propriety perspective.

**The Head of Finance Department:**

Nothing to add from a financial propriety perspective.

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\* = Lower figure is an improvement

## Appendix 1 - Performance Measures

### Children and Young People Measures (Councillor Mair Rowlands)

Children and Supporting Families Department		2012/13	2013/14	2014/15	Direction of Ambition	2015/16 Latest Information
Diogelu 7	Percentage of case conferences where the voice/views of the child were heard (except children under 7 years old)	-	81%	83%	Maintain	85%
Lles PMG 1	Transition plan has been agreed for disabled children at 16 years of age	-	100%	100%	Maintain	100%
Lles PMG 2	Clear pathway plan has been agreed for looked after children	-	100%	100%	Maintain	100%
SCC/004	The percentage of looked after children on 31 March who have had three or more placements during the year	-	4.9%	6.2%	Maintain	7.7%
SCC/030 (a)	The percentage of young carers known to Social Services who were assessed	-	100%	100%	Maintain	100%
SCC/041(b)	The percentage of eligible, relevant and former relevant children that have been allocated a personal advisor	-	100%	100%	Maintain	100%
SCC/024	Percentage of looked after children during the year who have a Personal Education Plan within 20 school days of entering care or joining a new school during the year	-	86.5%	82.1%	Improvement	37.9%
SCC/025	The percentage of statutory visits to looked after children that were supposed to be held during the year that were held in accordance with the regulations.	-	83.7%	89%	Improvement	87%
SCC/033 (f)	The percentage of young people formerly looked after and the authority is in contact with them, and know that they receive education, training or are employed at the age of 19	-	66.7%	52.9%	Improvement	75%
SCC/041 (a)	The percentage of eligible, relevant and former relevant children that have pathway plans as required	-	100%	100%	Maintain	100%
Diogelu 1	The rate of children who were discussed in supervision, where significant harm had been considered	-	100%	100%	Maintain	100%
BC01	Schedule of Growing Skills (SOGS) Assessment 2 years old - percentage of Flying Start children that have reached their norm or above their developmental norm	-	-	-	Direction to be set	66%
BC02	Schedule of Growing Skills (SOGS) Assessment 3 years old - percentage of Flying Start children that have reached their norm or above their developmental norm	-	-	-	Direction to be set	60%
BC03	Percentage of attendance of two year old Flying Start children	-	-	-	Direction to be set	84%

\* = Lower figure is an improvement

Children and Supporting Families Department		2012/13	2013/14	2014/15	Direction of Ambition	2015/16 Latest Information
BC04	Number of advanced parenting assistance packages which result in travelling a positive distance	-	-	-	Direction to be set	65%
Diogelu 2	Percentage of risk assessments submitted to a Case Conference which were considered as exhibiting quality in decision making	-	-	-	Direction to be set	97%
CPS3	Percentage of progress made by families following intervention by Team Around the Family (on average)	-	-	-	Direction to be set	25.3%

**Comments**

**Diogelu 7** - changes to be made to the Social Worker's report template for child protection conferences. This will ensure that the child's opinion is specifically included in the conference.

**Lles PMG1** - Only one disabled looked after child (16 years old) has been identified during the year. The child is open to the Derwen Team and there is a transition plan in place.

**Lles PMG2** - maintain performance. 97 eligible young people have a Pathway Plan in place.

**SCC/004** - Performance within the target. 16 children have been in at least three placements during the year.

**SCC/030 (a)** - maintain performance.

**SCC/041 (b)** - maintain performance.

**SCC/024** - Improvement in quarter 4 with 15 personal education plans completed within 20 school days. Areas for improvement identified by Measurement Officer and the Education Officers that will enable them to collaborate more effectively when collecting data.

**SCC/033 (f)** - A small cohort in the first year with 16 young people who had left care and turning 19 years old. Three were in full-time employment, and two were in full-time secondary education. Seven were in full-time education and four were unemployed.

**SCC/041 (a)** maintain performance. 97 eligible young people have a Pathway Plan in place.

**Diogelu 1** - this will be extended to Dwyfor / Meirionnydd children's teams by quarter 1 and to the Derwen and 16+ teams in quarter 2.

**BC01** Background to Term 3 Data - 52 children have been assessed within the time frame - 35 reached the norm or higher. 9 children were one below their norm = 17%. 8 children were more than one score under their norm = 15%. Sioned has held discussions with the Flying Start account manager about the possibility of creating a local measure to report on whether the flying start intervention has made a difference to the child. Another meeting has been arranged for May for further discussion with data officers. It is hoped that they will create a measure that will be collected across North Wales.



\* = Lower figure is an improvement

**BC02** Background to Term 3 Data - 46 children have been assessed within the time frame - 23 reached the norm or higher. 14 children were one below their norm = 30%. 9 children were more than one score under their norm = 20%. Sioned has held discussions with the Flying Start account manager about the possibility of creating a local measure to report on whether the flying start intervention has made a difference to the child. Another meeting has been arranged for May for further discussion with data officers. It is hoped that they will create a measure that will be collected across North Wales.

**BC03** Term 3 Data.

**BC04** Term 3 data - The number of packages which led to a positive distance during the term was 8 - but this corresponds to 40% of them (20 packages were arranged).

**CPS3** The percentage of progress has reduced. The nature of the families with which we work has become far more complex and at a higher level in the care continuum e.g. a case that had been open constantly to the Children's Team since 2009. Fewer cases which require early intervention are dealt with; cases that have been a cause for concern for a number of agencies for a number of years are dealt with more. These cases have had to be referred to the Children's Team in relation to Child Protection matters. The team deals far more frequently with cases that previously received services under Section 17 of the Children's Act 1989.

### Education Measures (Councillor Gareth Thomas)

Ref.	Measure - Definition	2012-13 (11-12 Academic Year)	2013-14 (12-13 Academic Year)	2014-15 (2013-14 Academic Year)	Direction of Ambition	Latest Information (2014-15 Academic Year)
EDU/008a	Number of permanent exclusions in primary schools in the academic year	0	0	0	Satisfied with a reduction	3
EDU/008bN	Number of pupils permanently excluded in the secondary sector during the educational year	14	4	4	Maintain	3
EDU/16a	Percentage of attendance at primary schools in the academic year	94.59	94.33	95.07	Maintain	95
EDU/16b	Percentage of pupil attendance at secondary schools in the academic year	94.24	93.38	94.24	Improvement	94.60
DANS06	Percentage of 16 year old pupils who achieve the Core Subjects Indicator (Grade C or above in Welsh/English, Mathematics and Science)	53.2	57.35	60.5	Improvement	62.4
DANS07	Percentage of 16 year old pupils who achieve the level 1 threshold (5 grade A*-G GCSEs)	93.1	97.09	97.2	Improvement	97.9
DANOS 08	Percentage of 15 year old pupils who achieve the level 2 threshold (5 grade A*-G GCSEs) or equivalent	75.1	81.5	87.7	Maintain	88.9
DGD17	Percentage of young people aged 16-18 who are not in employment, education or training	-	3.00	1.70	Improvement	1.8%
EDU/004	Percentage of pupils assessed in schools maintained by the local authority, and who achieve the Core Subjects Indicator	83.0	85.40	89.11	Improvement	91.3%

\* = Lower figure is an improvement

Ref.	Measure - Definition	2012-13 (11-12 Academic Year)	2013-14 (12-13 Academic Year)	2014-15 (2013-14 Academic Year)	Direction of Ambition	Latest Information (2014-15 Academic Year)
EDU/006 ii	Percentage of pupils assessed in schools maintained by the local authority, and who receive a Teacher Assessment in Welsh (as a first language) at the end of Key Stage 3	86.1	82.5	81.20	Improvement	83.2%
EDU/011	Average points score for 15 years old pupils on the previous 31 August in schools maintained by the local authority	525.4	578.20	616.00	Improvement	617.2
Edu/017	Percentage of 15 year old pupils on the previous 31 August, in schools maintained by the local authority who achieved the Level 2+ threshold including grade A*-C GCSE in Welsh as a first language or English and Mathematics	55.0	58.0	61.1	Improvement	63.3
GY06	Percentage of pupils who achieved a Level 3 good or above in KS2 (7-11 years old) who received a Welsh First Language teacher's assessment at the end of KS3 (11-14 years old).	-	95.60	94.10	Maintain	95.4

#### Comments

**EDU/008a** For the first time, pupils from Gwynedd primary schools have been permanently excluded. During the year there were three permanent exclusions. The number of specific exclusions has also increased to 83. 21 primary schools made exclusions during the year. A lack of specialist provision is a factor in this increase. During the next year we will commence with the provision of specialist units within schools to support the pupils with the most complex behavioural and emotional needs.

**EDU/008bN** The number of permanent exclusions has fallen to 3 during the year. During the next year we will review the use made of the inclusion budget in the secondary sector. We will also begin new provision to support pupils with complex behavioural or emotional problems in key stage 3.

**EDU/016a** During the 14/15 academic year, pupil attendance within the primary sector decreased by 0.1% to 95%. Nationally, the figure increased by 0.1% to 94.9%. Attendance in Gwynedd's primary schools fell from the 5th position in 13/15 to joint 8th highest in Wales. The number of schools with higher attendance than the median compared to free school meal families has fallen by one, and 53% of schools' performances are lower than the median. Eight schools were in the lowest quartile for three successive years. These schools are being targeted in order to improve their attendance. 15 schools have succeeded in remaining in the first quartile over three successive years. In 14/15, 26 schools succeeded in reaching the highest quartile.

**EDU/16b** During the 2014/15 academic year, pupil attendance within the secondary sector increased by 0.4% to 94.6%. Nationally, the figure increased by 0.2% to 93.8%.

Attendance in Gwynedd's secondary schools as increased from 4th place in 13/14 to joint 2nd highest in Wales.

**DANS06** Generally, the comparative performance of Gwynedd has been consistently good in the vast majority of the main indicators. 3rd place nationally.

\* = Lower figure is an improvement

**DANS07** First place on a national level.

**DANS08** Joint 5th place on a national level.

**DGD17** The Welsh Government's official figures for the NEET group in Gwynedd for 2015 is 1.8%, a total of 24 young people.

**EDU/004** 1st place nationally. The data confirms that the performance of Gwynedd's schools is consistently very good in Key Stage 3.

**EDU/006ii** An increase of 2%.

**EDU/011** The key performance measures in each key stage are improving by now, and compare favourably with similar local authorities.

**EDU/017** 5th position nationally. The Authority and GwE have identified English and mathematics as areas of concern in our secondary schools. GwE has appointed experts in these areas to work regionally, and the post of mathematics advisory teacher (jointly funded between the Authority and GwE has been filled (to start on 1 June 2016) in order to address local needs in this area.

**GY06** An increase of 1.3%.

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### Care Measures (Councillor Gareth Roberts)

Ref.	Measure - definition	2012/13	2013/14	2014/15	Direction of Ambition	2015/16 Latest Information
<b>OED003</b>	Enablement - Percentage of cases that have received a period of enablement who leave without a care package	46%	54%	45%	Improvement	64%
<b>OED019</b>	Number of users of adults services who receive direct payments	-	104	121	Improvement	135
<b>SCA/001</b>	The rate of delayed transfers of care for social care reasons per 1,000 population aged 75 or over. NATIONAL MEASURE	1.16	1.55	1.05	Improvement	2.42

\* = Lower figure is an improvement

Ref.	Measure - definition	2012/13	2013/14	2014/15	Direction of Ambition	2015/16 Latest Information
<b>SCA/002a</b>	The proportion of older people (65 years old or over) receiving assistance to live at home per 1,000 of the population aged 65 and over. NATIONAL MEASURE	47 (4.7%)	46 (4.6%)	45 (4.5%)	Improvement*	44 (4.4%)
<b>SCA/002b</b>	The proportion of older people (65 years old or over) that the authority assisted in care homes per 1,000 of the population that was 65 years old or over on 31 March. NATIONAL MEASURE	25 (2.5%)	26 (2.6%)	24 (2.4%)	Improvement*	23 (2.3%)
<b>SCA/002b LOCAL</b>	The proportion of older people (65 years old or over) that the authority assist in care homes per 1,000 of the population aged 65 or over on 31 March except those who fund themselves. LOCAL	-	20 (2%)	18 (1.8%)	Improvement*	17 (1.7%)
<b>SCA/007</b>	Percentage of clients with a care plan on 31 March whose care plans should have been reviewed that were reviewed during the year.	77%	85%	83%	Maintain	79%
<b>SCA/019</b>	Of the adult protection referrals completed during the year, the percentage where the danger has been controlled (not including those who have refused intervention) LOCAL	-	-	-	Improvement	99%

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### Comments

**OED003** - Performance better than expected and possibly a reflection of the shift in terms of trying to ensure that we do not refer unsuitable cases to receive Enablement support.

**OED019** - This is an Outcomes Agreement measure and has reached the annual target. The gradual increase seen over the past few years possibly reflects the effort to try to empower individuals to live more independent lives if possible.

**SCA/001** - The rate of delayed transfers from hospitals for social care reasons has deteriorated significantly this year - an increase from 1.05 in 2014/15 to 2.45. It appears that the delay is more of a problem in the link with Tywyn and Dolgellau Hospitals than in any

other location in the county i.e. Of the 30 cases during the year, 16 of those involve these hospitals. Despite this, compared with the whole of Wales, Gwynedd's performance remains good (based on draft figures, Gwynedd is the 6th best authority). Based on an initial analysis, 66% of the reasons for the delay are as a result of Domiciliary Care reasons specifically.

**SCA/002a** - The performance of this measure is as expected and is headed in the right direction compared with previous years. This measure is relatively traditional according to the services counted, and this year will be the final year that we will report on it nationally.

**SCA/002b** - The performance of this measure is as expected and is headed in the right direction compared with previous years - with a lower proportion of older people being placed in care homes. This is the final year that this will be collated nationally, but despite deficiencies in the measure, it is useful for us to see if we are placing fewer people in residential care as a proportion of the population.

**SCA/002b (local)** - The performance of this measure is as expected and is headed in the right direction compared with previous years. This version is a local one and differs from the national one as it does not count self-funders.

**SCA/007** - Inconsistent performance across the county has caused a slippage. Meirionnydd - 59.7%, Dwyfor 76.3%, Arfon 87.6% and Learning Disabilities is 67.2%. The decline during 2015/16 again highlights the obvious lack of capacity in some areas of the County.

**SCA/019** - Current performance is 99% but the figure will not be final. During the year there were a total of 185 cases. 176 of those were controlled, 7 were refused, 1 was withdrawn and another 1 where the referral is not controlled - but is being addressed in order to confirm whether it is data deficiencies responsible or that the case has not been managed effectively.

ATODIAD 2 – DATA AROLYGIADAU YSGOLION GWYNEDD (Ers Ionawr 2015)

School	Sector	Inspection Date	Question Key 1	Key Question 2	Key Question 3	Current Performance	Prospects for Improvement	Follow-up>Current Situation
Coedmawr	Primary	Spring 2015	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn Monitoring
Dolgellau	Primary	Spring 2015 Spring 2016	Adequate	Adequate	Unsatisfactory	Adequate	Unsatisfactory	Special Measures Outside the category
Bro Plenydd	Primary	Spring 2015	Good	Good	Good	Good	Good	Authority Monitoring
Tanygrisiau	Primary	Spring 2015	Good	Good	Good	Good	Good	No follow-up
Ffridd y Llyn	Primary	Spring 2015	Good	Good	Good	Good	Good	No follow-up
Traeth	Primary	Spring 2015	Good	Good	Good	Good	Good	Authority Monitoring
Llanaelhaearn	Primary	Summer 2015	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn Monitoring
Llanrug	Primary	Summer 2015	Good	Good	Good	Good	Good	Authority Monitoring
Llanelltyd	Primary	Summer 2015	Good	Good	Good	Good	Good	Authority Monitoring
Beddgelert	Primary	Summer 2015	Good	Good	Good	Good	Good	Authority Monitoring
Heol	Primary	Summer 2015	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn Monitoring
Mogfa Nefyn	Primary	October 2015	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Authority Monitoring
Foelgron	Primary	October 2015	Good	Good	Good	Good	Good	No follow-up
Garndolbenmaen	Primary	October 2015	Good	Good	Good	Good	Good	No follow-up
Pont y Gof	Primary	October 2015	Good	Good	Good	Good	Good	No follow-up
Cymerau	Primary	Spring 2016	Good	Good	Good	Good	Good	Authority Monitoring
Nefyn	Primary	Spring 2016	Good	Good	Good	Good	Good	No follow-up
Manod	Primary	Spring 2016	Good	Good	Good	Good	Good	No follow-up
Craig y Deryn	Primary	Spring 2016	Good	Good	Good	Good	Good	No follow-up
Llanllechid	Primary	Spring 2016	Good	Good	Outstanding	Good	Outstanding	No follow-up
Waunfawr	Primary	Summer 2016	Good	Good	Good	Good	Good	No follow-up
Dyffryn Nantlle	Secondary	Spring 2015	Unsatisfactory	Adequate	Unsatisfactory	Unsatisfactory	Unsatisfactory	Special Measures
Gader	Secondary	Spring 2015	Adequate	Adequate	Adequate	Adequate	Adequate	Significant Improvement
Syr Hugh Owen	Secondary	Spring 2016	Adequate	Good	Good	Adequate	Good	Estyn Monitoring

<b>SCRUTINY COMMITTEE</b>	<b>SERVICES SCRUTINY COMMITTEE</b>
<b>DATE OF MEETING</b>	27 September 2016
<b>SUBJECT</b>	Specific Performance Matters
<b>CABINET MEMBERS</b>	Councillor Mair Rowlands and Councillor Gareth Thomas
<b>PURPOSE</b>	Response of the Children, Young People and Leisure Cabinet Member and the Education Cabinet Member to specific matters relating to performance

**Specific questions were asked by the Chair of the Scrutiny Committee beforehand to the Cabinet Member for Children, Young People and Leisure and the Cabinet Member for Education. (There were no specific questions to the Cabinet Member for Adults and Health)**

**These following written responses were given by the Cabinet Member for Children, Young People and Leisure; and the Education Cabinet Member.**

- 1 SCC/024 Measure - Percentage of looked after children during the year who have a Personal Education Plan within 20 school days of being admitted to care or joining a new school during the year.**

**Question from Councillor Beth Lawton, Chair of the Services Scrutiny Committee**

The performance shows a substantial decline from 82% in 2014-15 to 37% in 2015-16.

*You have noted that 'areas for improvement have been identified by the Measurement Officer and the Education Officers that will enable more effective collaboration when collecting data.'*

The Members are pleased to see that you're planning on improving the performance, and are keen to receive more information about the disappointing performance and the plans to improve the performance.

We ask that the **Cabinet Member for Education and the Cabinet Member for Children and Young People** respond separately to the following points please.

- Explain the reason(s) for the decline.
- What was done during the year 2015-16 to address the decline?
- What are your plans to address the decrease in 2016-17?

**Response from Councillor Mair Rowlands - Cabinet Member for Children, Young People and Leisure**

Up to 2015-16 the percentage of looked after children during the year that have a Personal Education Plan within 20 school days of being admitted to care or joining a new school during the year was consistently high (86.5% 2013-14, 82.1% 2014-15).

During the 2015 summer term the staffing structure of the support for looked after children within the education department changed. There was some confusion regarding whose responsibility it was to inform schools about the need to draw up individual plans and also who was responsible for collecting and checking them. The matter was raised at the Corporate Parent Panel and the Children and Supporting Families Department was instructed to collaborate more closely on improving the measure and to ensure quality of the Personal Education Plans.

During the year it was agreed that an education officer will undertake the responsibility of informing Gwynedd schools of the need to draw up individual plans along with ensuring that these plans are returned within 20 days. When a pupil is placed out of county, the education officer in care ensures the same procedure, but at times, it's more of a challenge to receive these plans from the out of county schools on time.

I'm pleased to see a vast improvement in the percentage of looked after children that have a Personal Education Plan within 20 days at the end of 2015/16, the performance was very poor at 37.9%. I'm pleased to say that the figure has increased to 72.7% (July 2016). During 2016-17 we anticipate that the percentage will return to the figures seen before the summer term 2015. The education officer monitors the figure weekly. The education department and children and young people services will continue to monitor the figure on a quarterly basis.

**Response from Councillor Gareth Thomas, Education Cabinet Member**

Up until 2015-16 the percentage of children receiving care during the year with a Personal Education Plan within 20 days from the date of receiving care or joining a new school during the year has been consistently high.

During the summer of 2015 the staffing support structure for children in care changed. There was confusion regarding who was responsible for informing the schools of the need to set up individual plans and also who was to collect and check them.

During the year, it was agreed that an education officer would undertake this role of informing Gwynedd's schools of the need to set up individual plans as well as to ensure that these plans were returned within 20 days. Where a pupil is in a placement outside of the county the education officer for children in care ensures that the same procedure is undertaken.

During 2016-17 we foresee that the percentage will return to the figures seen before the 2015 summer term. The education officer monitors the figure on a weekly basis. The Education Department and the Children and Young People Services will continue to monitor the figure quarterly.

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**EDU/008a measure - Number of permanent exclusions in primary schools during the academic year****Question from Councillor Beth Lawton, Chair of the Services Scrutiny Committee**

The performance shows a substantial decline with 3 exclusions for the first time during the 2014-15 Academic Year.

You have noted *'A lack of specialist provision is a factor in this increase. During the next year we will commence with the provision of specialist units within schools to support the pupils with the most complex behavioural and emotional needs.'*

The Members are pleased to see that you're planning on improving the performance, and are keen to receive more information about the disappointing performance and the plans to improve the performance.

The **Cabinet Member for Education** is asked to respond to these following points, please.

- Explain the reason(s) for the decline.
- What was done during the 2014-15 academic year to address the decline?
- What was the performance for the 2015-16 academic year?

**Response from Councillor Gareth Thomas, Education Cabinet Member**

The primary school referral unit was closed during 2014-15 following allegations of protection of children. Because of this there were no options available for the placement of these children for short periods that would usually have reduced the chance of permanent exclusions.

Due to the nature of the protection of children investigation it remains difficult to make any permanent changes to the service of maintaining primary behaviour.

During the 2014-15 educational year a number of pupils that would usually have been placed in an unit provision were placed back into main stream schools. This was done by additional support in the form of classroom assistants. For the majority of pupils who were inside the referral unit this support was successful with the pupils integrating successfully.

During 2015-16 a forum was set up to maintain behaviour in order to guide the work of teachers and specialist support workers. The number of new referrals to the forum increased to 93, before reducing to 60 by the end of the academic year.

For the 2015-16 educational year the number of permanent exclusions reduced back to 0.

3

**Preventative Services for Vulnerable Children and Young People (P9)**

**Question from Councillor Beth Lawton, Chair of the Communities Scrutiny Committee**

The **Cabinet Member for Children and Young People and Leisure** is asked to share details on the Needs Assessment Programme with the Members.

**Response from Councillor Mair Rowlands - Cabinet Member for Children, Young People and Leisure**

The purpose of this project is to set a direction and to establish priorities for the preventative agenda in Gwynedd, working on a multi-agency basis to ensure that we focus our efforts on doing the right things in the right places.

The Children and Supporting Families Department have formed a multi-agency Task Group to lead on the work by responding to the needs assessment and the first meeting will take place on the 21st of September (we'll give a verbal report at the meeting on the 27th). This group will be responsible for giving the work a direction and for drawing up an action plan. An important aspect of the Task Group work and the action plan will be looking at re-commissioning services with the next round of Families First money.

*Early Intervention is a core component of long term planning*

Breaking the inter-generational cycle of dysfunction and underachievement is the greatest prize that Early Intervention can offer – (Graham Allen Early Intervention Next Steps Jan 2011)

## **INTRODUCTION**

### **1. Defining Prevention and Early Intervention**

#### **1.1. Prevention**

Prevention can be defined at different levels e.g. preventing something from happening at the outset or preventing a child being placed in the care system. Generally prevention can consist of methods or activities that seek to reduce or deter specific or predictable problems from occurring and promoting desired outcomes or behaviours.

#### **1.2. Early intervention**

The majority of children are brought up in their families being cared for and given the right encouragement and direction resulting in good outcomes as they grow. There are other children living in families who need a bit of support but not significant enough to meet the criteria for social services intervention. These families may not have the confidence or knowledge to look for support to help resolve their problems so their problems continue to get worse and in some cases result in social services intervening. Identifying these families early and giving them the support they need when they need it will reduce this risk of escalation. This is early intervention, because the family are supported to stop their problems getting worse and helping them to access support and build resilience for the future and not escalating to more costly services associated with social service interventions.

#### **1.3. Prevention and early Intervention for the purposes of this document is defined as below**

“intervening early and as soon as possible to tackle problems emerging for children, young people and their families or with a population most at risk of developing problems.” Grasping the Nettle: early intervention for children, families and communities – C4EO

### **2. Purpose and Objectives**

This is a needs assessment relating to prevention and early intervention for children and families; which will provide recommendations of what is needed to build on and progress prevention and early intervention services in Gwynedd.

The purpose of this needs assessment is to identify

- Current provision
- Areas of need
- Gaps in service provision
- What we should be delivering and recommendations as to how

The information in this document will support the development of a Prevention and Early Intervention strategy for Gwynedd setting a long term plan for preventative services in partnership with the third sector and statutory partners.

### 3. Legislation

There are two key pieces of legislation that are being implemented that make early intervention and prevention a statutory requirement. A summary of the key areas of the Acts are provided below.

#### 3.1. Social Services and Wellbeing (Wales) Act 2014 (the Act)

The Act relates to individuals of all ages, it requires any person exercising functions under the act to promote the well-being of people who need care and support and carers who need support. This is referred to as 'the well-being duty'. Those who are 'exercising functions' under the Act include Welsh Ministers, local authorities, health boards and other statutory agencies. The Act emphasises the need to work with people to secure their wellbeing and prevent the development of their needs for care and support.

Well-being is defined as:

- Physical and mental health and emotional well-being
- Protection from abuse and neglect
- Education, training and recreation
- Domestic, family and personal relationships
- Contribution made to society
- Securing rights and entitlements
- Social and economic well-being
- Suitability of living accommodation
- Physical, intellectual, emotional, social and behavioural development (Children only)
- Welfare as that word is interpreted for the purposes of the Children Act 1989. (Children only)

The fundamental principles of the Act are:

- **Voice and control** – putting the individual and their needs, at the centre of their care, and giving them a voice in, and control over reaching the outcomes

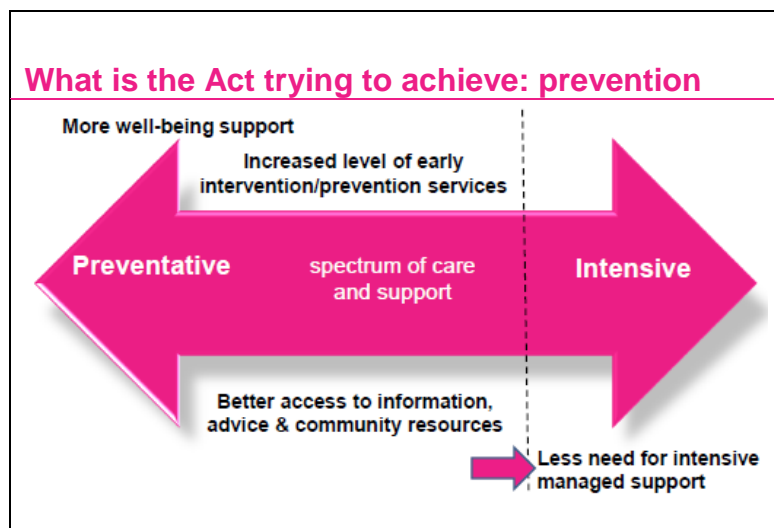
that help them achieve well-being.

- **Prevention and early intervention** – increasing preventative services within the community to minimise the escalation of critical need.
- **Well-being** – supporting people to achieve their own well-being and measuring the success of care and support.
- **Co-production** – encouraging individuals to become more involved in the design and delivery of services.
- **Collaboration** – strong partnership working between organisations

There is a clear focus on rebalancing support from the more costly and intensive intervention to prevention and early intervention. Through increasing levels of prevention services in communities it will minimise the escalation of needs to a critical level.

The below diagram shows where the Act intends services to be working as can be seen the line is further along the spectrum of care.

**Diagram 1: Spectrum of Care and Support**



It makes significant changes to the way children and young people are to be supported, prioritising prevention and early intervention services which is now a statutory duty. As a result it repeals many previous laws and guidance relating to care and support replacing it within the Act. As a result Part 3 of the Children Act 1989 'Local Authority Support for Children and Families' no longer applies as this is now incorporated into the Act.

The new statutory framework consists of three main elements which are contained in;

- the Act itself,
- regulations made under the Act and
- supporting codes of practice and statutory guidance.

The Act was implemented on 6 April 2016. There will be significant implications for the Authority relating to implementation of the Act to ensure the changes to service delivery meet the requirements of the Act.

### 3.2. Wellbeing and Future Generations (Wales) Act 2015 (Future Generations Act)

The Future Generations Act places a duty on specified public bodies to achieve the 'well-being' goals. It also has a prevention element and will place an expectation that the public bodies will work better with people and communities and each other to give future generations a good quality of life. There is an expectation that the public sector consider the long term impact on the decisions they make.

Well-being goals to be achieved are as below:

- Prosperous Wales - relating to consideration of climate change, education, economy and employment
- Resilient Wales – enhancing biodiverse natural environments supporting social, economic and ecological resilience with capacity to adapt to change.
- Healthier Wales – peoples physical and mental wellbeing is maximised
- More equal Wales - A society that enables people to fulfil their potential no matter what their background or circumstances
- Wales of cohesive communities – Attractive, viable, safe and well-connected communities
- Wales of vibrant culture and thriving Welsh language - A society that promotes and protects culture, heritage and the Welsh language joined-up approach.
- Globally responsible Wales – takes account of whether things it is doing makes a positive contribution to global well-being

In carrying out their duties there is an expectation that the public bodies will work in collaboration within and outside its service as well as ensuring people who have an interest in achieving the well-being goals are involved.

The sustainable development principle sets out how organisations deliver their duties under the Future Generations Act. In order to show that they have applied the sustainable development principle there are 5 things public bodies need to take into account. These are:

- **Long term** - The importance of balancing short-term needs with the need to safeguard the ability to also meet long-term needs
- **Prevention** – How acting to prevent problems occurring or getting worse may help public bodies meet their objectives
- **Integration** - Considering how the public body's well-being objectives may impact upon each of the well-being goals, on their other objectives, or on the objectives of other public bodies
- **Collaboration** - Acting in collaboration with any other person (or different parts of the body itself) that could help the body to meet its well-being objectives
- **Involvement** - The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves

The Future Generations Act is now being implemented from April 2016 and the elements of prevention, integration and collaboration run alongside the requirement of the Social Services and Wellbeing (Wales) Act 2014.

#### 4. Evidence Base

There is a significant amount of research both from the UK and internationally that evidences the benefits of early intervention. It is also acknowledged that the cost benefits are significantly better than services that intervene later delivering more costly interventions.

Intervention can start before a child is born and will need to continue until the child grows to adulthood. Graham Allen argues that although intervening early before the age of 3 when the brain is developing may have the most effective impact we must ensure that interventions are available from 0 – 18 years to break intergenerational cycles of dysfunction:

*'The 0–18 cycle needs to be addressed over and over again until the repetition of dysfunction from one generation to another is finally broken.'*<sup>1</sup>

*'Early Intervention breaks the all too common cycle in which people who grow up with dysfunctional behaviours and lifestyles transmit them to their children, who, in turn, transmit them to their grandchildren. Early Intervention offers a real chance to break this destructive pattern and of raising children to become good parents and carers in turn. Breaking the inter-generational cycle of dysfunction and underachievement is the greatest prize that Early Intervention can offer.'*<sup>2</sup>

The Chief Medical Officer for Wales in her annual report 2014/15 has made the 'first 1000 days' of a child's life a priority in setting a 'strong foundation for current and future generations'. The priority is based on evidence that getting things right in the first 1000 days of a child's life can break the link between poverty and poor life outcomes. The 1000 days covers the period from conception to the child's second birthday, as this is the time when the child's brain develops most rapidly growing from 25% of its adult size at birth to 75% of its adult size by its second birthday<sup>3</sup>. What happens in these first 2 years has a significant impact on the development of cognitive skills, social skills and resilience.

What a child experiences early in life will have an impact on their future health, social and emotional behaviours. Public Health Wales have recently undertaken a Welsh study based on over 2000 adults living in Wales looking at their exposure to Adverse Childhood Experience (ACE's) and the impact these have had on their later health and behaviour. ACE's are experiences occurring during childhood that directly hurt a child or affect them through the environment in which they live. The ACE's considered in the report are:

- Sexual abuse
- Physical abuse
- Verbal abuse
- Domestic violence
- Parental separation

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<sup>1</sup> Early Intervention: Next Steps – Graham Allen MP January 2011 Ch1.

<sup>2</sup> Ibid

<sup>3</sup> Chief Medical Officer for Wales Annual Report 2014/15 – Healthy, Happier, Fairer

- Mental illness (parent or someone living in the household)
- Alcohol and drug abuse
- Someone they lived with being in prison

It was found that the more ACE's experienced in early childhood the worse the outcomes in later life:

*'Children who experience stressful and poor quality childhoods are more likely to adopt health-harming behaviours during adolescence which can themselves lead to mental health illnesses and diseases such as cancer, heart disease and diabetes later in life.*

*Experiencing ACEs means individuals are more likely to perform poorly in school, more likely to be involved in crime and ultimately less likely to be a productive member of society*

*....children of those affected by ACEs are at increased risk of exposing their own children to ACEs.... Consequently, preventing ACEs in a single generation or reducing their impact on children can benefit not only those individuals but also future generations across Wales.<sup>4</sup>*

Providing support across the age ranges will enable and support children and young people to make better life choices and impact on their future role as parents.

There are significant social benefits to intervening early, for example in terms of improvements in behaviour, reduction in violent crime, higher educational attainment, better employment opportunities and more responsible parenting of the next generation. If we continue to intervene later the cost will continue to increase for local authorities, police, health, judicial system (courts, prisons etc) and the intergenerational cycle of poor outcomes will continue. Intervening early is an investment which will save on later more costly interventions.

## **5. Mapping Current Provision**

Current provision in Gwynedd for children and families is varied and crosses various services and agencies from local authority, health and the third sector. Mapping of the current provision has been undertaken and full details of the relevant services and provision are available in Appendix 1.

## **6. Current Effective Practice**

Based on evidence from delivery of the current services a summary of effective practice is outlined below. The elements from these services are key to successful support for children and families.

### **6.1. Multi agency working and Information Sharing**

Multi agency working and information sharing go hand in hand when providing support to families. Agencies working together and sharing information on the service they are providing or are able to provide to families ensures that there is no duplication and families are not overwhelmed with many different services working with them at the same time.

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<sup>4</sup> Adverse Childhood Experiences and their impact on health harming behaviours in Welsh adult population: Welsh Adverse Childhood Experience Study, Public Health Wales 2015



6.1.1. Families First have been successful in delivering multi agency support by:

Requirement for Consortia – Commissioning for Families First required services to work together in consortia when responding to tenders. Providers working in consortia with a lead provider who distributes referrals to the consortia working together to deliver support and sharing information. This has resulted in them building good working relationships that may not have developed without being in a consortia.

Allocation Panel – Fortnightly meetings with consortia leads and Gyda'n Gilydd to discuss and allocate referrals. Information is shared about families to ensure the most appropriate service is provided and all agencies know who is working with the family and when.

Review meetings – review meetings are held with the family and services who are working with them to discuss progress. Everyone knows what stage the support is at and how the family are progressing. Families have valued these meetings as they feel empowered and able to contribute.

6.1.2. Flying Start are a multi agency team made up of health, local authority and third sector services working together and able to access relevant support within the programme more easily.

6.1.3. Integrated Family Support Service (IFSS) :

multi agency team made up of health and social services staff who are co located and provide expertise to support families and colleagues.

They are able to share information and allocate the most appropriate member of the team to work with a family based on the families needs.

6.1.4. Youth Engagement and Progression Framework have established multi agency panel to discuss and share information relating to young people who are at risk of becoming Not in Education Employment or Training (NEET) called the 'Post 16 Young People Engagement Panel'. The panel is a multi-agency partnership that was developed to identify the gaps and barriers that prevent young people from entering education, training and/or employment.

The 16+ Engagement Panel share information in accordance with the local information sharing protocol that has been approved by WASPI and signed by all key partners.

The panel has examples of good practise and impact in terms of identifying the right support/provision for young people who have multiple barriers via working cohesively to ensure outcomes. All partners are pro active in following up identified action points within their organisation and support the multi agency approach.

Information sharing – the 16+ Engagement Panel share information in accordance with the local information sharing protocol that has been approved by WASPI and signed by all key partners

6.1.5. TRAC have a multi agency staff team who are able to meet the identified needs of young people in school who need their support to prevent them becoming NEET.

Multi agency panel who meet to identify those who progress to receive Trac support which includes relevant services that work with children and families to reduce duplication.

## **6.2. Early Identification**

Early identification is key to providing support early to prevent issues from escalating and ensuring they progress successfully either as a family or children progressing to gain the best outcomes for their future.

Effective practice is in place in the following programmes/projects:

- 6.2.1. TRAC have a specific early identification system to identify young people in years 7 to 13 who are at risk of becoming NEET. Once identified they are discussed in the multi agency panel to identify those who progress to receive Trac support.
- 6.2.2. Youth Engagement and Progression Framework have an early identification system developed by the Engagement & Progression Co-ordinators (EPCs) from the 6 North Wales authorities known as a learner profile tool (LPT). The LPT provides data on learners who are at risk of becoming NEET post 16. This enables them to prioritise appropriate resources and support for the identified learners to reduce the risk of becoming NEET.
- 6.2.3. Flying Start provides services to all children up to 4 years old living in the more deprived areas of the county. By providing this service in the more deprived areas it is providing services to families who may have difficulties either before they start or when they are just starting.
- 6.2.4. Youth Justice Service Prevention Team have worked with young people who are identified as being at risk of or who are first time entrants into the youth justice system. They are a multi skilled team who work with the young person to divert them from future entry into the criminal justice system.

## **6.3. Dedicated Worker**

Having a person who the family, child or young person can build a relationship with and trust has been a key element of the support provided. This has been implemented in:

- 6.3.1. Families First with a coordinator allocated to the family to undertake the assessment with them, develop their plan and coordinate the services they receive. Families have valued the role of the coordinator as a single point of contact if they need it to support and advise them through the process of TAF.
- 6.3.2. Edge of Care team have been successful in using a dedicated family worker who is allocated to the family to work intensively with them for up to 8 weeks on a 1:1 basis. The team have the time to build a relationship with the family getting to know them and build trust which helps in being able to identify what the family's needs are and work with them to resolve issues and improve their skills
- 6.3.3. IFSS multi agency team have a worker allocated to the family to provide intensive support in the first 6 weeks of provision. The worker as in the Edge of Care team is able to build a good relationship with the family understanding the

support they require and working with them to improve their situation.

6.3.4. Trac use a key worker role to work with the young person identified as needing support. The key worker works with the individual and develops bespoke supports with them to meet their specific needs. This works well with young people as they have individual needs and which may not be addressed within a group setting.

6.3.5. Teulu Ni provided a flexible 1:1 services provided by family buddies in the home. They were able to spend time with the families working with them to identify and meet their needs where possible e.g. attending groups, engaging in community activities.

#### **6.4. Whole Family Approach**

Delivery of support to the family as a whole is a key to success in early intervention as working with one member will not have the full effect.

6.4.1. Families First deliver TAF through Gyda'n Gilydd providing a whole family approach and identifying each members strengths and what they want to change. Based on this the TAF will put in place the support either as a family or for individuals making sure they are coordinated.

6.4.2. IFSS and the Edge of Care team also have a whole family approach working with the parents and child/young person to keep them together or return a child/young person to a family unit. The whole family approach ensures that every element of the family is supported to improve their circumstances.

6.4.3. Trac work with the young person but where needed will work with the family to ensure that the work undertaken with the young person is re enforced in the home.

#### **6.5. Single Point of Access**

Having a single point of access for support is important both for families and practitioners is important so that they know where they can access information and support if required.

6.5.1. Families First have a single point of access to their services through Gyda'n Gilydd who coordinate the referrals and allocation through the allocations panel.

6.5.2. Trac and Youth Engagement and Progression Framework both have panels where they discuss the young people with identified needs. Whilst this isn't a point of contact it is a single panel where all the young people are discussed on a multi agency basis.

### **7. Gaps in Service**

The delivery of Families First over the last 3 years has resulted in a significant amount of data and information being collected relating to families who have used the service and the needs of those families. We are in a much better position as a result to be able to identify what services are required to meet their needs and intervene early. Together with information from Families First providers, Flying Start and Social Services some gaps and needs have been identified.

### **7.1. Low level mental health support**

Gyda'n Gilydd have identified a need for low level mental health support. Many of the families they have worked with have a parent with low level mental health needs mainly relating to anxiety and depression. Because the needs are not at a level which makes them eligible for adult mental health services they are unable to access relevant support.

#### **Current provision:**

Mind (mental health charity) provide some services which are used to support some parents and the counselling services provided by GISDA has been effective but both are limited. Barnardo's provide Mindfulness to parents in Gwynedd. Some parents have attended Mindful parenting which has been successful in improving the relationship between parent and child.

Evidence of impact on children from parental mental health:

Information from a study undertaken by Scie<sup>5</sup> relating to the impact of parental mental health indicates that it is probable that 9 to 10% of women and 5 to 6 % of men will be parents with mental health problems; the most common mental disorders being anxiety and depression. The study also identified from national surveys that lone parents are more likely to have mental health problems with young mothers more likely than older ones to have mental health problems.

The Scie report also refers to a model which suggests mental health and wellbeing of the children and adults in a family where a parent has a mental health problem are linked in at least three ways:

- parental mental health problems can adversely affect the development, and in some cases the safety, of children
- growing up with a mentally ill parent can have a negative impact on a person's adjustment in adulthood, including their transition to parenthood
- children, particularly those with emotional, behavioural or chronic physical difficulties, can precipitate or exacerbate mental ill health in their parents/carers.

With this in mind it is important to ensure that parents with mental health problems are provided with relevant support to ensure their children do not develop mental health issues themselves thereby continuing the intergenerational impact of poor mental health.

#### **Service development:**

Many of the parents who need support have chaotic and problematic lives with other issues such as debt, housing issues, unemployment that will contribute to poor mental health. The interventions therefore need to take a holistic approach to how these issues are dealt with having a package of support which includes dealing with the mental health issue.

Gyda'n Gilydd does currently provide the holistic support to families through an in depth assessment and an action plan for how the support will be provided agreed with the family. The support for parenting, financial issues, housing etc are available for families which goes some way to improving situations, there is however a need to have a service which is specific to resolving the mental health issues.

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<sup>5</sup> Research reviews on prevalence, detection and interventions in parental mental health and child welfare Scie July 2009

In order to ensure the most effective services are provided it is recommended that the mental health needs of parents are reviewed and they are involved in designing services based on their needs. Identify what has worked well with parents who have been supported by Gyda'n Gilydd and other local services and what has not, this will support service development. Identify what workforce development is required to enable the workforce working with children and families to be confident in identifying, supporting and signposting parents with low level mental health.

## **7.2. Support for teenagers**

Teenagers have different needs due to various circumstances from their development to changes in the home environment. Parenting can assist to support parents to deal with behaviours and understand their children, but more is needed. Based on feedback from providers there are other services needed specifically to support the needs of teenagers, these include:

- mental health support in particular relating to self harm
- changes in family circumstances where a new step parent is introduced with older children tending to feel isolated leading to breakdown in family relationship
- Behaviour which can be linked to parenting during the early years, developmental delays/issues not identified e.g. communication, speech and language delay, peer pressure undiagnosed conditions such as autism and ADHD.

### **Current provision:**

There are services available through Gisda relating to counselling, housing and employment and with Y Bont through Families First who provide a family group conferencing and mediation service. Both these services are dependent on funding with **Families First element funded until 2017.**

### **Service Development:**

Whilst the services available through Families First will support some teenagers, there is a need for other support and intervention to fully meet the needs identified. Multi agency approach which includes schools, health, youth provision and current third sector providers will be a key element for supporting teenagers.

There are services that support teenagers who are likely to become NEET being implemented with TRAC and in development through Opus.

Due to the adverse childhood experiences support for some teenagers will be difficult as their behaviours and emotional development will already be set. However there is an opportunity to work with them to reduce the impact of these early experiences so that they become better parents. Development of services and support to address these issues are needed in consultation with young people and relevant services working together to ensure the needs are understood.

## 8. Identified needs

Information relating to needs of families were initially identified following analysis of the reason for referral to Families First over the last 3 years. The areas identified were further discussed with providers and the Gyda'n Gilydd team to gain a better understanding of the specific needs. Other areas of need were also identified during discussion with providers.

### 8.1. Speech and language delay

Speech and language delay was highlighted as an issue for children entering Flying Start child care at age 3 years. Whilst children are monitored for their developmental milestones speech and language delay isn't always identified and isn't noticeable until they enter the child care setting or school. Identifying the speech and language delay at this stage means that the child will need to receive support to catch up with other children. However, there is evidence that getting support early can result in them being at the same level as their peers by age 5 years.

#### **Current provision:**

Flying Start already have resources to be able to identify and support children with speech and language delay and their parents. However, there is more that needs to be done to support this work including how this will be maintained following 2017 when both Flying Start and Families First funding is due to finish

Health visitors undertaken developmental checks of children and if there are any issues with speech and language identified they can be referred to the speech and language therapy services. In Wales the Healthy Child programme will be implemented in 2016 which includes more intensive health visiting, however capacity of current health visitors and the need for more to be recruited will be an issue in implementation of the programme.

Evidence of impact of delayed speech and language:

Waiting until children attend school to develop their speech and language is not an option as this is far too late for them to be able to catch up with their peers. Therefore early identification and interventions to ensure parents/carers are developing their child's speech and language is an important element of preventing future difficulties.

*'If a child does not benefit from early intervention, there are multiple risks – of lower educational attainment, of behavioural problems, of emotional and psychological difficulties, of poorer employment prospects, challenges to mental health and, in some cases, of a descent into criminality'<sup>6</sup>.*

The risk of not intervening early will lead to more complex needs as the child develops resulting in costly outcomes to public services. Failure to identify and correct speech and language delay can have a significant impact on a child's future with 50% of young men in custody having communication difficulties which can stem

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<sup>6</sup> The Bercow Report, A Review of Services for Children and Young People (0-19) with Speech, Language and Communication Needs 2008

from early speech and language delay as well as other difficulties

**Service development:**

There is a need to consider how using resources more effectively through better joint working and workforce development can identify speech and language delay and support health practitioners to provide effective interventions for children and their parents.

Education department have already developed a process for identifying and supporting children with speech and language delay and difficulties. There is a need to identify how education, health, childcare providers and support services can work better together to support this work to ensure good outcomes for children and young people.

## **8.2. Parenting**

Parenting is consistently identified as an area of need when referring into Families First services.

**Current provision:**

There are a range of evidence based interventions available to develop parenting skills and they are delivered by Families First, Flying Start and other third sector services.

Teulu Ni provided the support element to families with a 'buddy' working with the family with a bespoke package depending on their support needs. Teulu Ni also had access to other appropriate support they could refer to if required. They also used the local community resources to introduce families to community activities they could access, many for free.

**Service development:**

There is a need to look at parenting in a wider sense; no one is born a parent with the skills and knowledge to be a 'model parent'. What we experience from our own parents as we grow will impact on how we parent, if those experiences have been negative it creates an intergenerational cycle of poor parenting impacting on children's emotional and social development. There are more interventions that can support parents in addition to the programmes available.

The Welsh Government 'Parenting in Wales Guidance'<sup>7</sup> states that:

'Keeping a strong focus on positive outcomes intended for children and reflecting their rights, support for mothers, fathers and carers should be provided that will:

- enhance positive parenting skills to manage behaviour more effectively and promote children's social skills, self-esteem and self-discipline;
- improve parent-child relationships and parent-parent relationships;
- develop positive attitudes and aspiration;

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<sup>7</sup> Parenting in Wales: Guidance on engagement and support, September 2014

- strengthen parents' understanding of child development and foster their ability to be more responsive to the needs of their children to promote their social, emotional and cognitive development and well-being;
- increase parents' confidence in their parenting role; and
- increase parents' confidence and skills in providing a positive home learning environment and supporting their child with their learning'

There are varying degrees of parenting support required from group to 1:1 work to more informal peer support where parents can support each other. Delivery needs to be based not only on the evidence based interventions but local and national good practice that has shown to be effective.

A coordinated approach to delivering parenting needs to be considered to make the most effective use of the various providers of parenting provision in Gwynedd.

### **8.3. Child behaviour**

The reasons behind children's behaviour will have strong links to parenting with attachment being observed as an issue for many. For some children their behaviour is not identified until they reach school which is the experience from some of the Gyda'n Gilydd cases. This does not mean that the behaviour is as a result of school attendance, it is likely to have been there prior to this but not recognised as an issue in the home.

#### **Current provision**

One of the areas highlighted as an issue is attachment which happens in the very early stages of a child's life. There is the provision of baby massage which improves attachment between parent and baby delivered by Families First and Flying Start. Some of the evidence based parenting programmes also deal with attachment, but more is needed as a preventative element.

#### **Evidence of impact of early intervention on child behaviour**

Intervention in the early years is the key to tackling behavioural and attachment issues in particular from pre birth to age 3. Evidence has shown that children's brains are forming and developing before birth and during the first 18 months of their lives (see reference above to Chief Medical Examiners annual report), what happens in this time has an impact on their emotional development. Should the child not be subject to appropriate sensory, social and emotional stimulation by the parent/carer it is likely they will have insecure attachment which leads to poor outcomes such as:

*'elevated levels of perpetrating domestic violence, higher levels of alcohol and substance misuse and multiple sexual partners'<sup>8</sup>*

#### **Service Development**

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<sup>8</sup> Early Intervention: Next Steps Graham Allen MP 2011



Effective interventions at the perinatal stage (period immediately before and after birth) through to age 3 are crucial to ensuring better life chances and outcomes for children as they grow to adulthood. Spending at this stage will prevent later poor outcomes and increased costs.

Building on and enhancing the multi-agency working with health and early years professionals (both statutory and third sector) will be crucial to delivering better outcomes and breaking intergenerational cycles of poverty and poor parenting.

## 9. Social Services and Wellbeing (Wales) Act 2014

### What we should be delivering

The Social Services and Wellbeing (Wales) Act 2014 (the Act) puts prevention and early intervention on a statutory footing. Well-being underpins the whole system and prevention and early intervention plays a key role in promoting well-being. The duties not only apply to the Local Authority but the local health boards and other public bodies.

The below recommendations therefore take account of the relevant elements of the Act linked to the needs identified to ensure it is embedded in the development of prevention and early intervention in Gwynedd.

### 9.1. Information Advice and Assistance (IAA) - S17 of the Act

The provision of IAA will be delivered on different levels as indicated in the below diagram:



Provision of IAA will be key to enabling families to access information about services available and to receive support where needed. How this is delivered is important and whilst the duty to ensure the provision is available is with the local authority they do not have to provide all elements of the service.

The recommendations in the review of social services identified the need for a 'single front door' and access to services for children in need. This should contribute to the requirements of the Act in relation to IAA.

The development and provision of IAA will need to take account of the service needs and gaps identified to support families and work with health and other partner organisations to ensure the information and assistance is available to them. It will be important when developing the service that the availability, accessibility and ease of use of information and advice is considered in relation to the local population using the services.

## **9.2. Prevention and Early Intervention – S15 of the Act Preventative services**

The Act states that the local authority 'must provide or arrange for the provision of a range and level of services which it considers will achieve the purposes...' The purposes include:

- promoting the upbringing of children by their families, where that is consistent with the well-being of children;
- reducing the need for
  - proceedings for care or supervision orders under the Children Act 1989
  - criminal proceedings against children,
- encouraging children not to commit criminal offences;

There is a requirement for the local authority to identify and work closely with key relevant partners to deliver prevention and early intervention services.

The Act stresses that prevention is wider than social services. All areas of local authorities e.g. housing, leisure, youth service and education and local health boards must take a preventative approach that helps to achieve prevention and early intervention. It will also be important to involve the voluntary sector in delivering services as they are an important partner in delivering prevention and early intervention services.

Taking account of the number of agencies who can potentially be involved in delivering prevention and early intervention there is a need to ensure services are coordinated; therefore as well as having effective services or interventions effective multi agency or integrated provision is key to delivery.

## **10. Recommendations**

In order to ensure prevention and early intervention is delivered effectively the following recommendations are made.

### **10.1. Information Advice and Assistance – Single Point of Access**

As a requirement of the Act Information Advice and Assistance must be developed. To ensure this is effective the service should be available through a single point of access. This will assist families, children and young people in being able to access information and support at an earlier stage with one single number to call. The name given to the service must be 'welcoming' so that people contacting the service

feel it is to help and support them.

## **10.2. Multi Agency working**

Multi agency working has proved to be effective with agencies and staff sharing information, families receiving relevant services at the right time without duplication.

In commissioning and developing services to meet the identified needs and gaps multi agency working across local authority departments, other public and third sector services should be a key requirement in order to continue and improve on current practice. Clear requirement in commissioning will be to ensure information sharing protocols are in place to support multi agency working and information sharing.

## **10.3. Coordination of Services**

There is a need to build and develop practice from current provision e.g. TAF and Trac with a key worker or coordinator dedicated to the family/young person who can build a relationship with them and engage them in the support. Having a trusting relationship improves the chances of engagement and improvement in the family/young person's situation. When commissioning and developing services to meet the identified gaps and needs this will be a key element as many of the needs/gaps will be interdependent within the support provided to families e.g. mental health support for a mother who needs support with a child's behaviour.

## **10.4. Strategic Planning and Sustainability**

The majority of the programmes identified as providing support to families are dependent on grant funding, some of which come to an end In 2017 others later. This must be taken into account in developing services and maintaining current service provision as a risk. Sustainability in services and consideration of services being embedded into core services and developing the market will be key and a forward work programme must be developed to identify risks and manage implementation of the strategic planning of support for families.

## **10.5. Business Benefits - Measuring Cost Benefit**

It is recommended that for future development of early intervention services cost benefit analysis is built into the process. This will assist in identifying and assessing the benefits of the option, based on the outcomes it is intended to achieve compared to future demand for statutory or acute services. Cost benefit information can be used to monitor the impact of the service based on the initial cost benefit. If the service is not providing the expected return it can either be adapted or stopped. See Appendix 2 for case study in Gwynedd

## **SERVICE PROVISION**

### **Current Provision**

The below provides an overview of the early intervention provision in place in Gwynedd under the following headings:

- National Programmes
- Local Authority provision
- Third Sector provision

### **National Programmes**

All the below programmes are funded with a Welsh Government grant which come to an end in March 2017. Depending on the outcome of the election in May 2016 and the decisions made following there may be an impact on the future of the programmes.

### **Families First**

Families First is a Welsh Government programme aiming to reduce child poverty in Wales through early coordinated support for families based on a Team Around the Family (TAF) approach supported by commissioned services. Gwynedd established a TAF which is known as 'Gyda'n Gilydd' in 2012 and commissioned services based on identified needs at the time.

Families who recognise they require additional support, but do not meet Social Services criteria can be referred to Gyda'n Gilydd by a professional working with them or self referral. The service can only be provided with the consent of the family and is available in all areas of Gwynedd. Gyda'n Gilydd are a single point of access providing a coordinated approach to families who meet the criteria (see Appendix 1) and need support from more than one service (coordinated through TAF approach) or referral for single service where appropriate.

TAF is a way of working that supports the whole family following an in depth assessment which considers their strengths and needs. The assessment is undertaken on a Joint Assessment Family Framework (JAFF) form which is completed with the family.

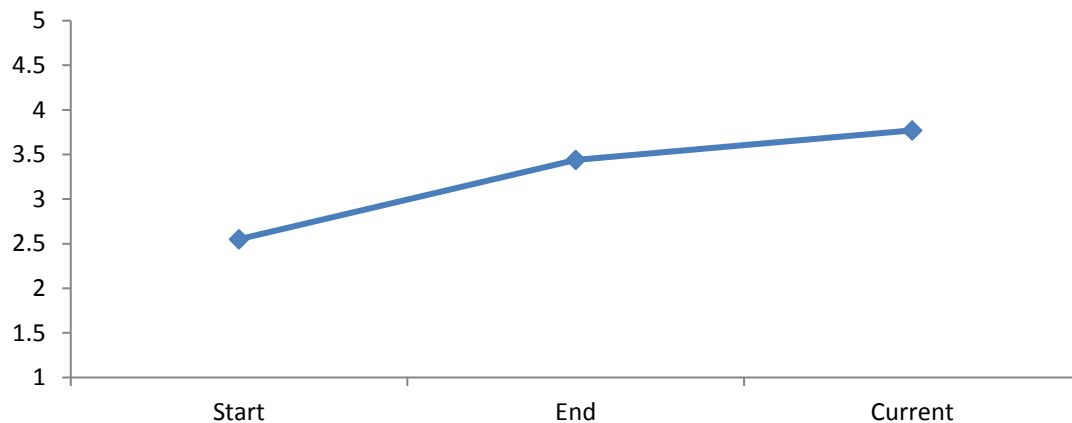
Gyda'n Gilydd have received 1879 referrals since they started in 2012 with 90% of families referred receiving a service either coordinated by the TAF approach or single service. Families are referred from all areas of Gwynedd 90% of the families live outside the 10% most deprived areas.

The progress a family makes based on the support provided is monitored from the assessment to when the case is closed through a 'distance travelled tool'. The family give themselves a score for each of the domains within the assessment which is then repeated at the end of the interventions. This measures how well the family are progressing based on the interventions in place.

The Centre for Evidence Based Early Intervention, at Bangor University were commissioned to undertake an independent evaluation with a sample of families who received TAF intervention. The study is to establish what families thought of the services they received,

and whether the effects of the programme are long lasting, and made a meaningful difference to their lives, with a focus on strengthening family resilience. In March 2015 the first report was completed and distance travelled information relating to 18 families reviewed comparing their initial score, score at closure and at 6 month follow up. At closure 16 of the 18 families reported improvement with 2 showing no change, at six month follow up 10 of the families had reported continued improvement.

**Graph 1: Family Unit Group Mean Score Across Domains from start to 6 month follow up**



Note: The points are labelled as: 1 – ‘Lots of Problems’, 2 – ‘A Few Problems’, 3 – ‘OK’, 4- ‘Going Quite Well’ and 5 – ‘Going Really Well’.

Families were also asked if they had experienced a stressful event since being closed to Gyda’n Gilydd, 18 of the families had experienced such an event with 15 reporting that they coped better than usual and/or got back to normal sooner as a result of the service from Gyda’n Gilydd.

The results of the research and follow up show that the interventions have improved the family’s situation and resilience with the majority reporting that they had continued to improve and coped better with challenging situations post intervention.

The feedback from families identified that because of the support the families had received they felt more resilient and the family worked together better. Some improvements include:

- Improved confidence with - speaking to services on the phone, cooking skills, managing money, going out, parenting and playing with their children
- Improved mental health – buy reducing stress or worries they had
- Asking for help – families realised it was OK to ask for help which prior to intervention they had found this difficult

Families also valued the way the service was delivered finding it informal but structured and easy to access. The families valued the support for the whole family and the meetings with all the agencies together as well as having a voice in the meetings. The timing of the interventions was also appreciated and the families felt that this prevented more complex problems developing.

Having met with some families recently who have received a service from Gyda'n Gilydd and commissioned services they value the service:

- Family who had been open to social services previously felt that they had benefitted from the continued support from Gyda'n Gilydd, they felt that their confidence and their relationship had improved. The father said that with Gyda'n Gilydd it was better as you were 'doing for yourself' because they were more involved in what support they needed and when.
- A single mother with two children who had been struggling to get a service for her daughter had referred to Gyda'n Gilydd as a last resort. She felt that with Gyda'n Gilydd coordinating support between education and other support service she had gained the support she needed and as a result her relationship with her daughter was significantly improved. She said that as she had tried everything she didn't know where else to turn 'it's not like you can go to the doctor about it' was how she felt.

Overall it appears from feedback that families are benefitting from the early intervention provided through Gyda'n Gilydd. Although it is not a representative sample of all those receiving a service the indication is that families have a positive experience with the majority of those followed up after 6 months continuing to do well.

There isn't a way of confirming the cost benefit of early intervention service as it is not possible to be certain what the future would hold for the families concerned. However, a rough estimate based on the interventions provided by Gyda'n Gilydd along with other services does show a probable cost saving see Appendix 2 for example from one family.

#### Good Practice

- Having one point of contact and working in a coordinated way with families has been a key feature of delivering TAF.
- Working with families as a whole has been beneficial as the strengths and difficulties of a family as a whole are identified and addressed.
- The family being involved in the whole process from assessment to identifying their action plan and having a voice has been significantly effective. From both the national evaluation and local interviews with families they have felt engaged and that support is provided at the right time and when they are ready.
- Multi agency working between the agencies working with the family has been a significant benefit. Everyone knows who is working with the family, what stage the support is at and how the family are progressing, through sharing information and regular review meetings this has been very effective.

#### **Flying Start (2016/17 £2,223,900)**

Flying Start provides support to families with children up to the age of 4 years old who live in the more deprived areas of Wales. The programme focuses on identification of need and early intervention with four main entitlements being:

- Enhanced health visiting service
- Free part time, high quality childcare for 2-3 year olds
- Access to parenting support

- Support for speech language and communication

Flying Start is available in the following wards in Gwynedd:

- Glancegin (Bangor),
- Marchog 1 and 2 and Maesincla (Caernarfon),
- Peblig and Cadnant wards,
- Maenofferen and Diffwys wards (Blaenau Ffestiniog),
- Gerlan (Bethesda)
- Talysran,
- Llanllyfni and Clynog and
- South Dolgellau

The number of children who have benefitted from the service in 2014/15 was 900. The services available are shown above and families will have used one or more of those services. The outcomes for children are shown to be positive from the support provided with a high percentage of children reaching their developmental milestones at age 2 years and 3 years. There are also a higher percentage of children recorded on the school roll at aged 3 compared to non-flying start areas

A national evaluation of the service has shown that children have improved communication and behaviour whilst parents have more confidence in dealing with their child's behaviour, interact with their child more e.g. through play and reading. This impacts on the development of the child and the interaction between child and parent/carer improves the attachment and nurturing element. This is extremely important for the future development of the child as a lack of attachment and nurturing can lead to difficulties in later life as the children go through the teen age years and into adulthood.

The delivery of this programme in the early years is in line with evidence from research showing that intervention when the brain is developing is the most effective. The components of the delivery of Flying Start with intensive health visiting and the parenting programmes available provide a good start for children as parents develop and enhance their parenting skills and attachment with their child.

Flying Start is a provision which is 'post code' dependent meaning that some families who fall outside the post code area would not receive the services. In Gwynedd this was considered during the commissioning process for Families First and as a result a similar service for early years was commissioned to work with families outside the Flying Start areas who needed support. Many of the referrals through Families First have been for this service and the majority of cases are dealt with and closed within 12 months.

Good practice:

- Provision of free child care -
  - Schools identified that children who have received Flying Start services are more prepared for school.
  - enabled some parents to have the provision who may not have done due to financial restraints
  - parents identified that their child was more confident, able to interact with others and learnt how to share

- Intensive health visiting service building a good open relationship with the parent who was comfortable in discussing difficulties with the health visitor e.g. bed time routines. Also parents were more likely to take advantage of other services.
- Parenting programmes enable parents to deal with child behaviour.

### **Communities First**

Communities First is a community focused tackling poverty programme working in the 10% most deprived areas of Wales based on the Welsh Index of Multiple Deprivation. The Gwynedd areas are Talysarn, Cadnant and Peblig and Marchog.

The priorities for the programme will change from Healthier, Prosperous and Learning communities with the main priority for the programme going forward being employability and delivery plans are currently being developed. The programme is open to all age ranges living within the identified areas.

### **Supporting People**

Supporting People provides housing related support to vulnerable people to be able to live as independently as possible. The service aims to prevent problems by providing support as early as possible to reduce demand on statutory services. Aims of the programme are:

- Help vulnerable people live as independently as possible by ensuring Supporting People services are enabling, and developing a person's independence as opposed to establishing a long-term dependency, i.e. 'doing with' as distinct from 'doing for'.
- Prevent problems or provide help as early as possible in order to reduce demand on other services such as health and social services
- Help people to secure and maintain their home, by helping to maximise people's income, improve their confidence and skills, and enable them to engage with wider programmes to access training and job opportunities.
- Ensure high quality services, which are delivered as efficiently and effectively as possible through joint working between organisations which plan and fund services and those that provide services.
- Provide support based on need.
- Promote equality and reducing inequalities.
- Put people at the heart of the programme.

Gwynedd supporting people commission and fund a number of providers to support vulnerable people to avoid homelessness. The provision includes specific services for families and young people.

### **Services within Gwynedd Council**

#### **Social Services – Children and Families**

Social Services provide a service that protects children who may be at risk of abuse or neglect. The needs of families accessing the service are complex and include children in



need, children who need protection and children looked after. The level of complexity depends on the type of intervention that is provided to families.

Statistics show that the main reason for children receiving statutory services in Gwynedd is due to abuse or neglect. The main issues relating to the interventions have consistently been:

- Parental substance or alcohol misuse
- Parental mental ill health
- Domestic abuse

Other recent emerging issues relate to child sexual exploitation with a significant increase reported in the last few months. Whilst this is an area being addressed by the Regional Safeguarding Children's board there is an opportunity to consider preventative measures in respect of this issue through education and awareness raising.

The number of children in need has increased over the last few years from 245 in 2011 to 295 in 2014. However, the number of re referrals to social services have reduced significantly from 807 in 2011/12 to 369 in 2014/15.

A review of children's services was undertaken in 2012 'end to end' which resulted in recommendations being made and approved for an '**edge of care**' team. The team has been established and is made up of a social worker as team manager, key worker and family link workers. The team were established to

- prevent children and young people entering care
- Return children home within the first 8 weeks of being in care
- Move from an intensive service provision into foster care and supporting foster carers

They work intensively on a 1:1 basis with families for up to 8 weeks and there has been significant cost avoidance of £379,500 in 2015/16 (since June not a full year). The majority of the cost avoidance have come from returning children from high cost intensive residential placements as well as some being returned home from care.

Other recommendations in the review need to be taken into consideration in the development of the Early Intervention and Prevention strategy for the Authority. In particular the 'single front door', access to services and multi agency team as these are key elements which link into the requirements of the Act.

Good practice

- Dedicated workers with skills to engage and work intensively with the family on a 1:1 basis for up to 8 weeks being with the family on a regular basis during the week.
- The team have the time to build a relationship with the family getting to know them and build trust which helps in being able to identify what the family's needs are and work with them to resolve issues and improve their skills.

### **Integrated Family Support Service (IFSS)**

The IFSS is a statutory service made up of a multi-agency team covering both Gwynedd and Anglesey who work with parents and the extended family at an early stage before children

become at risk of being taken into care. This is achieved by providing family focussed services to enable parents to improve their parenting skills. The team work with families in two phases the first phase being intensive support for up to 6 weeks. An evaluation of the pilot areas showed a significant positive improvement for families following the intensive intervention. The Phase 2 intervention continues for 12 months at a lower level of support but the improvements were shown to be maintained during this time.

The team consists of a consultant social worker, 3 family intervention specialists who are a social worker, mental health nurse and school nurse. In the last year they have worked with 30 families and they have seen an increase in referrals resulting in a waiting list being held at times.

Feedback in the evaluation stated that:

*'Many families welcomed the family-centred approach with IFSS and saw this as being a much more effective way of working than the traditional support they had received in the past. In general terms, the family based approach opened up the lines of communication between family members and helped them to understand and empathise with each other. For many families this empathy and understanding continued beyond the lifetime of the programme, and was in stark contrast to how things were prior to their involvement with the IFSS programme.'*

Many of the families are at a critical level of need and require significant support, it is therefore a positive outcome to be able to engage with the families to achieve improvements.

The IFSS together with the Edge of Care team are a valuable resource to the Children and Families services which has the potential to make significant savings by reducing the number of children in care or bringing children back from expensive out of county placements to the local area.

#### Good Practice

- As above with the edge of care team they are able to work with the family intensively and provide support to improve their situation.
- Multi-agency team which can provide expertise to support families and colleagues
- Families feel part of the process and feel that they have some input into the support

#### **Youth Engagement and Progression Framework**

The Youth Engagement and Progression Framework (YEPF) aims to reduce the number of young people who are not in education, employment or training (NEET). The Framework has six components, proven to be effective at increasing youth engagement and progression when implemented together as part of a strategy. These are:

- early identification,
- better brokerage and coordination of support;
- stronger tracking and transition of young people;
- ensuring provision meets the needs of young people;
- a focus on employability skills and opportunities for employment among young people; and
- greater accountability.

Local authorities (LAs) have been charged with the role of leading implementation of the Framework, working closely with Careers Wales, youth services, schools, training providers to those aged 16 and over and other partners. The Youth Engagement and Progression Manager in Gwynedd is accountable for ensuring the Welsh Government’s action plan and the local authority’s strategic plan ( key areas) is implemented and monitored effectively.

The overall aim of the YEPF is to reduce the:

- Number of NEETs aged 16 to 18 to 9 per cent by 2017
- Proportion of young people aged 19 to 24 who are NEET in Wales relative to the UK as a whole by 2017.

How are we doing at a local level compared to Wales?

Year 11 Data:

The chart shows the outcomes from Careers Wales annual survey of all leavers from maintained schools in Wales which looks at destinations as at end October each year. The results from this survey provide an estimate of the number of 16-year-olds who are NEET in Gwynedd and Wales.

	2007	2008	2009	2010	2011	2012`	2013	2014
Gwynedd	4.4	5.7	4.2	3.6	3.6	3.0	2.4	1.7
Wales	6.9	7.1	5.7	5.4	4.4	4.2	3.7	1.7

The data demonstrates that, overall, school leavers are engaging successfully into their first destination after year 11 – this could be the effect of the right support and provision pre 16, the right identification of learners and early intervention as well as working in partnership.

Young People 16-24:

The data shows the outcomes from Careers Wales 5 Tier data of engagement of young people 16-18 and Job Seekers Data for the 18-24 groups via NOMIS & DWP. It demonstrates the increase in the number of young people not engaged in education/training or unemployment in Gwynedd. Tier 2 data also refers to all young people not ready/not available for employment/education/training due to their multiple barriers. This is a key area that the YEPF is addressing in Gwynedd in terms of youth engagement – the right support, the right provision.

**Number in Tier 1-5 over 12 months (May 2015)**

Tier 1	Tier 2	Tier 3	Tier 4	Tier 5
128	80	365	498	1597

National Assembly for Wales (September 2013) Research paper Young People Not in Education, Employment or Training, identified that the Enterprise and Learning Committee’s 2010 inquiry into the subject concluded: ‘there is no shortage of aspiration or strategies for young people in Wales not in education, employment or training, but there is a need for more effective action on the ground’ and that ‘it is deeply worrying that so many of our young people

are being failed by the system'. The Committee also recommended that there should be greater focus on the broader 16-25 age group of young people, as the strategies to date had concentrated on the 16 to 18 bracket.

The impact of being NEET is also associated with later forms of disadvantage and poor welfare outcomes. These include:

- regular bouts of unemployment post-18;
- when in employment, lower job security and lower rates of pay (underemployment);

combining the two above – short periods of under-employment with periods of unemployment - in cycles of “churning” in and out of work;

- teenage pregnancy and earlier parenting;
- persistent youth offending resulting in custodial sentences;
- insecure housing and homelessness;
- mental and physical health problems;
- use of illicit drugs and earlier death.

Applying the approach from the University of York, Cole (2010) research, if this current cohort continues to be NEET, the financial cost to the public sector alone would be £60 million in Gwynedd.

What does the YEPP offer young people?

There are two new offers to young people through the framework:

- The first is the allocation of single point of contact (a lead worker) to the most at-risk young people to help ensure that support is delivered in a joined up and coordinated way and that works to meet their needs. Gwynedd is addressing this via the Post 16 Young People Youth Engagement Panel.
- The second is the development of a proactive and positive Youth Guarantee that will help to ensure that every young person has access to a suitable place in learning post-16.

Good Practice within the YEPP:

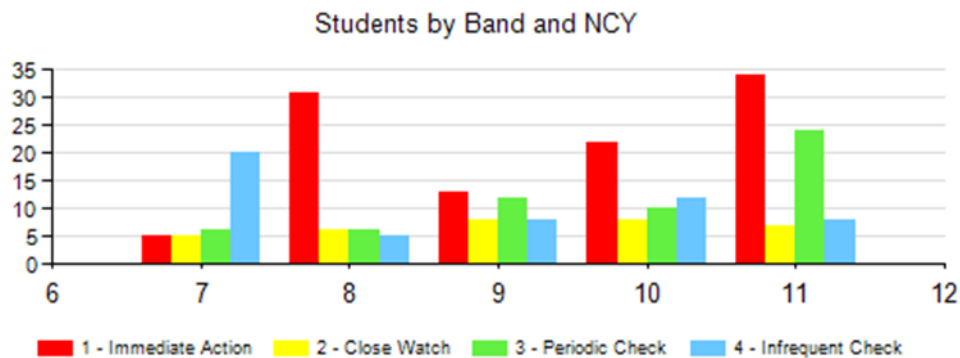
#### 1. Early Identification System

The Engagement & Progression Co-ordinators (EPCs) from the 6 North Wales LAs have worked together to develop and implement a regional learner profile tool (LPT) which provides base data on learners who are at risk of becoming NEET post 16.

The LPT aims to:

- identify learners who are at risk of disengaging at 16;
- prioritise appropriate resources and support for identified learners;
- allocate a Lead Worker;
- identify gaps in provision / support;
- target support within specific indicators e.g. attendance; Looked After Children;
- track the progress of learners who receive support / provision and measure the impact against indicators;
- ensure consistency in how learners are identified;

The LPT is live across the region and is identifying the learners at risk of becoming NEET within 9 key indicators. . The LPT utilises a scoring system and allocates learners into colour coded “bands”. The banding system enables EPCs/LAs/Schools to identify learners at risk of disengaging, which in turn prioritises resources/support/provision.



## 2. Post 16 Young People Engagement Panel

- The Panel is a multi-agency partnership that was developed to identify the gaps and barriers that prevent young people from entering education, training and/or employment. The Panel has a key role in the context of tracking young people (16-18 years old) who are in the Tier 1/2 NEET category as well as discussing young people at risk of being NEET. The Panel also has a role in supporting the YEPF management group to implement the local action plan.
- The 16+ Engagement Panel share information in accordance with the local information sharing protocol that has been approved by WASPI and signed by all key partners.
- Panel members include the statutory sector, Careers Wales, JCP as well as a range of third sector providers.
- The overall aim of the panel is - to identify Key Workers / organisation to be working with the young people / develop suitable support packages and provision to re-engage young people / facilitate information sharing between the main agencies / Identify opportunities for services/organisations to work together to improve the re-engagement of young people on a local level / discuss gaps in local provision and offer recommendations / ideas. / Canvass the opinion of young people on any developments / provision and listen to the voice of the individual / Monitor and review to what extent the numbers of unemployed young people are reducing.
- The panel has examples of good practise and impact in terms of identifying the right support/provision for young people who have multiple barriers via working cohesively to ensure outcomes. All partners are pro active in following up identified action points within their organisation and support the multi agency approach. All the resources are statutory and in addition to day to day tasks. The panel is client centred in its approach and delivery.

**Trac 11 – 19 school based (£2 million Funding European Social Fund 2015-2018)**

Trac is a new initiative implementing prevention strategies in schools and communities to support vulnerable groups of children and young people. The scheme responds to the Youth Engagement and Progression Framework which aims to reduce the number of young people not in Education, Employment or Training (NEET).

Trac scheme works with schools to target pupils in years 7 to 13 who have been identified as being likely to drop out of education. The aim of the work is to motivate, raise confidence and self esteem of pupils raising their aspirations to reduce the risk of them becoming NEET.

The support provided is bespoke to meet the needs of pupils who work with a key worker providing appropriate support. Work with the family is also undertaken to ensure the support in school is maintained in the home environment. The majority of the young people supported will have complex needs linked with:

- social and emotional problems
- mental health
- behaviour
- low confidence and self esteem
- low motivation

Young people are identified through a specific early identification system developed for each school then discussed at a panel to identify those who progress to receive Trac support. The panel includes relevant services which work with children and families to reduce duplication.

The staff team are made up of:

- Educational social worker
- Mental health worker
- Youth worker
- Attendance worker
- Health and play worker
- Access to service from GISDA commissioned to work with young people

There have been 231 referrals with 190 accepted to date, the highest percentage of pupils referred are from the Meirionydd area.

Good practice

- Young people have bespoke support that meets their individual needs rather than in a group and for some the family are also supported to ensure the support is maintained within the home environment.
- Multi-agency working and information sharing
- Identifying young people early through early identification system
- Good skill mix of staff who are able to support the young people

### **Ad-Trac 16 – 24**

AD-TRAC 16-24 will provide a multiagency partnership approach to support the engagement of 16-24 years olds who are NEET into education, training or employment. The aim is to enable vulnerable young people to achieve their full learning and economic potential by

providing additional, individualised, and intensive support to ensure that they have the skills and confidence to enter sustained education, employment or training; and to reduce the numbers of young people in North Wales who are NEET.

#### Local Analysis & Target Group:

The project will enable the local authority to deliver additional support / provision to young people 16-24 who are the harder to help group with multiple barriers and who are not in education/employment and training. This will be tackled through effective “Keeping in Touch” services and joint working within the local authority, linking with key partners. The project will aim to work 400 young people over 3 years.

In order to further reduce the number of young people who are NEET, AD-TRAC 16-24 will:

- Target young people 16-24 who fall into the NEET category, who are not ready / able to engage in education, employment or training ( Tier 2)
- Target young people 16-24 who are not engaging with mainstream services via direct outreach work. ( Tier 1)
- Target Care Leavers post 16.
- Target young people 16-24 known to Careers Wales and Job Centre Plus who are economically inactive, however it will be in addition to mainstream services. ( Tier 3)
- Develop a “Keeping in Touch” outreach strategy to target the “hidden” group of young people who are NEET.

Recent analysis of young people who are NEET in Gwynedd has identified that they have a range of multiple barriers and factors that is preventing them entering in to education, employment or training. These include low confidence, low self esteem, lack of motivation and parental support, mental health & wellbeing problems, lack of life skills and a general chaotic lifestyle. This is a common theme across all the identified vulnerable groups. We will also work with young people 16-24 who have additional learning needs (ALN) and analysis of the Tier 2 data demonstrates the most common ALN as dyslexia/dyspraxia/ADHD/Asperger’s and moderate to low learning difficulties.

The project will also work closely with local providers to target young people who are known to be early leavers from statutory provision, and identify young people via the YEPF post 16 panel, where information will be shared with statutory and third sector organisations that may have information on young people who are NEET. We will also work closely with the key partners to successfully implement the project, specifically the DWP adviser and the Mental Health & Wellbeing support/provision via Besti Cadwalder Health Board.

#### **Youth Justice Service**

The Youth Justice Service for Gwynedd and Mon undertake prevention work with young people between that age of 8 and 17 years to prevent them from offending where there is a risk of them doing so and to prevent those who have offended once from offending a second time. They work with police, social services, education, CAMHS and have a team which various skills, social worker, parenting intervention, support/key worker.

Many of the young people who are supported have issues with cannabis misuse and many have communication issues due to speech and language problems. As a result of these issues many of the young people have anger management issues leading to conflict.

A new initiative started in May 2014 called the Youth Justice Bureau which aims to divert young people from receiving criminal convictions. The initiative has had some good outcomes for young people keeping them from re offending/entering the criminal justice system.

The number of first time entrants into the youth justice system has been reducing over the last few years and saw a further decrease from 56 in 2013/14 to 38 in 2014/15 which is encouraging.

Good practice

Having the early intervention team has helped to support many of the young people who are at risk of or who are first time entrants into the youth justice system. The team have various skills and are able to work with the young person and parents.

## **Education**

### **Pecyn 25**

This project involves working with young people in secondary schools who have emotional and behavioural problems, who for various reasons are not able to engage in formal education.

The young people identified are offered 25 hours education to be able to gain GCSE in the core subjects. The initiative works with the other services such as TRAC, colleges, Careers Wales the pupils also have opportunities for work experience and each has a key worker.

Since January 15 pupils have been provided with support through Pecyn 25 and as a result 8 are undertaking three GCSE's with 2 taking a further two subjects.

### **SEN and inclusion service**

The process for supporting with children additional needs relating to speech and language is changing with a new tiered approach being implemented to identify need and support children accordingly. The approach has been developed to ensure the ones who have real need are supported in a timely manner within the speech and language unit but also that those with lower needs are also supported in schools.

Education Welfare officers also have a role in ensuring children attend school and are supported to do so. They work with the schools, children and parents to ensure the children gain the education they are entitled to.

### **Plas Pawb**

Plas Pawb delivers Flying Start and Families First services and also run a crèche for children from 3 months to school age. Childcare support grants are offered to families through Gyda'n Gilydd Co-ordinators for children to attend Cylch Meithrin at 2 years old.



Services delivered at the centre are mainly reliant on the grants through **Flying Start and Families First** which both end in **March 2017**.

### **Youth Service**

The youth services in Gwynedd work with education services and in the community to identify those who may need support and provide activities in the community for children and young people to attend. They provide opportunities for young people between 11 and 25 to develop their skills through various initiatives e.g. Duke of Edinburgh awards.

### **Health Provision**

#### **Health Visiting**

Health visitors are a universal services and have a unique role in supporting families at the earliest opportunity when a child is born; health visitors are able to build relationships with the parent/s through the visits and the child's progress is monitored. Should there be any issues that raise concern the health visitor is able to refer appropriately.

The case loads for generic health visitors is between 300 and 400 families. They provide support to parents based on their knowledge and skills but also with additional training relating to:

- Parenting using the Solihul and IY programmes
- Brief intervention for Smoking cessation
- Raising weight as an issue
- Sleep – millpond training

The support provided to families is dependent on their needs and those with higher needs will need more intensive support. Health visitors have consistently been the highest referrers into Families First in Gwynedd since its inception which is encouraging as families are obviously being identified and supported early.

Issues have been identified around post natal depression and low self esteem and these are being addressed through the development of group work.

Healthy Child Wales Programme will be coming into Wales in ~~April~~ 2016 which is an intensive health visiting service. The service will require the recruitment of more staff as the service will include increased visits to families.

### **School Nursing**

School nursing are key to promoting, improving and protecting the health and well-being of school-aged children and young people to ensure they achieve the best possible health.

In Gwynedd school nurses have delivered the following services:

- Brief intervention for alcohol to school children aged 15/16 years following many in this age group attending accident and emergency department having consumed large amounts of alcohol
- Seasons for growth relating to bereavement and loss
- Mental health support

- Family planning

They also provide a weekly Drop in clinic in all the Secondary schools. They also provide a link for families with CAMHS services where a referral is made.

### Healthy Schools

Welsh Government initiative Welsh Network of Healthy School Schemes was launched in 1999. The scheme takes responsibility for maintaining and promoting the health of all who 'learn, work, play and live' within it by formally teaching pupils about how to lead health lives and enabling them and staff to take control over aspects of the school environment which influence their health. It promotes, protects and embeds the physical, mental and social health and wellbeing of its community through positive action<sup>9</sup>.

### Third Sector Services in Gwynedd

The below are a selection of services delivered by the third sector to providing early intervention and prevention support to children, young people and families. Information on how they are funded is included where known.

#### GISDA

GISDA help vulnerable young people between the ages of 14 and 24 years working with them to develop their skills to live independent lives. There are several projects delivered through various funding streams focusing on accommodation, employment and support for young parents. Their aims are:

- To offer opportunities and life skills by providing numerous experiences to build confidence, resilience and skills amongst young people
- Ensure that young people have the opportunity to improve their quality of life so that they aren't under disadvantage

In 2014/15 GISDA supported 376 people with the majority being between the ages of 18 and 21 years. The majority of referrals were self referrals but other than this 16% were from social services and 10% from the homeless department. Their funding is a mixture of donations, lottery, various grants including local authority.

The service for young parents 'Rhieni Ifanc Ni' is a lottery funded project delivered in Caernarfon, Blaenau Ffestiniog and Pwllheli. This provides support to young parents relating to parenting which is delivered in a group or 1:1 also support with budgeting and confidence building. The majority of referrals come from Health Visitors which is encouraging as they are able to refer at an early stage to ensure vulnerable young parents receive the support early. Those who have been supported by the project have indicated that they had:

- Improved their knowledge of services available in their community
- More confident in joining community activities
- Feel more confidence and their physical and mental health is improved
- Have a better relationship with their child

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<sup>9</sup> Public Health Wales <http://www.wales.nhs.uk/sitesplus/888/page/82249>

This is an important service for young parents who are vulnerable and who without support could see their needs escalate resulting in more costly and intensive support from statutory services. The service has worked with 5 parents whose children were on the child protection register and 3 of the children have been removed from the register whilst the parents worked with the project. This service is **funded until October 2016**.

GISDA also have a provision for young people called 'Mentro Mlaen' which supports them to move toward employment through developing their skills and confidence. Part of the support is a therapeutic service which helps to relieve stress and anger management support. This service is funded through the Big Lottery and which comes to an end in 2017.

There are hostels to support independent living skills which enables young people to then move on to their own accommodation. Also the Café which provides work experience for young people who work in the café as well as the 'Fan Sgram' a commercial food van.

## **CAB**

CAB is a national organisation, in Gwynedd they provide universal access to advice and assistance. IN addition to this they are also part of the commissioned services to support families through Families First.

CAB provide a valuable service to families through the Families First funding providing financial support and advice relating debt, welfare benefits, managing money and support to those who want to return to education/training and employment.

The support provided to families around finances relating to debt has resulted in some debt being written off (£393519.92 in 2014/15) and in other cases reduced and an affordable re payment plan agreed. The support provided to those relating to welfare benefits has resulted in a total of £524459.54 being gained by families over the year 2014/15.

CAB has also seen an increase in the number of families requiring additional legal support relating to employment and housing matters. This has been provided as an added value service in addition to what is provided under the contract.

Families have also benefitted from grant funding to support them to be able to access training which in turn will help to gain employment or increase their income where they are already in work.

The feedback from parents relating to the support provided around financial support has been that they are able to manage their finances better, have a better understanding of their entitlement and that this has improved their mental health. Without the support families would continue to be in debt resulting in potential loss of their home, being unable to provide food and heating for the home all leading to stress which can escalate to more complex issues for children living under such circumstance.

## **Barnardo's**

Barnardo's Caban Bach is a family centre in Blaenau Ffestiniog and is a valued resource by members of the community who use it. Caban Bach has a mixed economy nursery on site and is able to deliver mobile crèches. The family support service delivers evidence based parenting and bespoke family support throughout Dwyfor and Meirionnydd. The parenting

programmes delivered are – the full suite of Incredible years programmes i.e. – Baby, Toddler, Basic, School Age, Advanced, Home Coaching

Nurture Links – Nurturing Parents & parenting Puzzle

Escape & Parallel Lines

Handling Children's behaviour and Handling teenage behaviour

Mindfulness which is tailored for parents

1:1 support is delivered using different approaches such as Solihull approach, Five to Thrive approach and the Restorative Approach to Family Engagement

Cooking and budgeting course are also provided. Parents can achieve an Agored Cymru accreditation for their work

The service is commissioned through Families First and Flying Start. Caban Bach is the lead Provider for Families First consortium of 8 agencies delivering support to families of children aged 5-25 and the disability strand of Families First. The service is funded through Barnardo's core budget as well as the grant funding from **Families First and Flying Start both of which come to an end in March 2017.**

### **Teulu Ni. (run by Barnardo's)**

This is a voluntary preventative early intervention service for vulnerable families in Gwynedd where the eldest child is between the ages of 5 and 10 years. The aim of the service is to prevent the needs of families who need additional support from becoming more complex resulting in the need for more intensive and costly interventions.

The service has provided a much valued flexible one to one service to a total of 149 families for an average period of 9 months. Support was provided in the home complementing and adding value to the work of Gyda'n Gilydd. Family buddies provided the support and were able to spend valuable time with the families working with them to identify and meeting their needs. They supported families to be able to attend medical appointments as well as other services based on their individual needs such as parenting classes, cooking courses and days out. An evaluation of the service has been completed showing the social return on investment for every £1 invested a value of £5.17 is created<sup>10</sup>.

This was a lottery funded project which came to an **end in March 2016** no further funding is available to continue the service.

### Good practice

- Support was provided in the home on a one to one basis to support the work of TAF and other services.
- The family benefitted from activities that they could maintain after support with more engagement in the community making them more resilient.

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<sup>10</sup> Social Return on Investment Evaluation of Teulu Ni 2016, Dr Adam Richards, Mantell Gwynedd

## **Y Bont**

Y Bont deliver a range of services that provide support to children and young people who are at risk of being separated from their families for various reasons.

Some of the services provided include Cwlwm family group conferencing which is funded through Social Services and Families First. The service brings the family, including wider family, and friends together to discuss the options about the future care and welfare of the child. In some cases it can mean that a child remains at home living with their parents

Another service provided is a mediation service for young people where they are at risk of becoming homeless due to family breakdown or issues with a tenancy. It also helps young people who have left home to get back in touch with their family. Families First commission this service to support young people.

## **Action for Children**

Action for Children provides a Young Carers service in Gwynedd for children who have caring responsibilities. This provides respite from the caring responsibilities as well emotional support and the opportunity to meet other young carers. The service is funded through Families First and Gwynedd Council.

## Appendix 2

### Cost Benefit Case Study

Initial testing of the analysis on families in Gwynedd who have been supported through Families First shows some savings based on the individual families; although this does come with a caveat that the potential negative outcomes is based on likely rather than actual outcome.

#### **Case Study**

Family mother, father and two children daughter age 4 and son age 1

Family struggled with unsuitable housing impacting on the youngest child's health and mothers mental health. Issues with parenting styles between the two parents with mother not feeling the attachment with her first child due to her not being confident in her parenting which was having an impact on their relationship and the child's behaviour. Mother suffered with depression which affected her mental health and relationship with the children and lacking in confidence to deal with issues in the home.

There were issues with the development of the youngest child which impacted on his health mainly due to the inappropriate housing. Also issues with sleep.

#### **With the interventions put in place through Families First:**

Coordinator, Parenting programme support, Teulu Ni, Play worker, Counselling, Mindfulness session, CAB, Health Visitor and Nursery Nurse the full cost of intervention was **approximately £7,500**

Should the interventions not have been put in place there was a risk of the issues escalating to the point that the family would need statutory intervention. The relationship with the daughter could have escalated to a point that it was becoming increasingly hostile and a challenge. Housing issues would not have been resolved with the child's health becoming worse with a cost to the health services, as well as the mother's mental health deteriorating and needing further medical intervention.

**A conservative estimate of the cost of interventions for escalation of need is £20,000**

**There is a significant difference in the cost based on these estimations that by intervening early there is a potential saving of £12,500 just on one family.**

It should be noted that these are estimated as the actual outcomes for the family at a later stage cannot be guaranteed, it is therefore to provide an indication of cost savings rather than actual cost savings.

<b>COMMITTEE</b>	<b>SERVICES SCRUTINY COMMITTEE</b>
<b>DATE</b>	<b>27/09/16</b>
<b>TITLE</b>	<p><b>CSSIW &amp; HIW INSPECTION OF THE CARE AND SUPPORT PROVIDED BY LEARNING DISABILITY SERVICES IN WALES</b></p> <p>Link to report:- <a href="http://cssiw.org.uk/our-reports/national-thematic-report/2016/national-inspection-care-and-support-for-people-with-learning-disabilities/?lang=en">http://cssiw.org.uk/our-reports/national-thematic-report/2016/national-inspection-care-and-support-for-people-with-learning-disabilities/?lang=en</a></p>
<b>CABINET MEMBER</b>	<b>CLLR W GARETH ROBERTS</b>

### Introduction and context

1. This report will firstly provide an outline of the vision for learning disability services in Gwynedd and secondly, a brief introduction to the inspection completed in Gwynedd.

### Our Vision for Gwynedd

2. On a regional basis an eclectic approach is adopted when providing services for adults with a learning disability in North Wales. This eclectic approach is informed by a basic understanding of systems theory (Pincus & Minahan, 1973), empowerment, problem solving interventions and a focus on strengths. More specifically, services are now shaped and developed to deliver interventions focused on progression, active support and positive behaviour support (Carr & Sidener, 2002).
3. Active Support, a key priority area within Gwynedd’s approach, is focused on placing the progression of needs at the centre of all interventions, to essentially empower service users’ to live fulfilled lives. Active Support is a key component of primary prevention within positive behaviour support (PBS), based on the concept that improvements in quality of life results in reductions in challenging behaviour (Allen, 2011; Allen et al; 2008, DoH, 2007; La Vigna et al 1989, Toogood et al; 2009, 2011). Active Support and PBS have shared origins, provide a way for staff to implement values in practice and are evidence based.
4. Gwynedd’s vision for the future is focused on progression and enablement to encourage individual independence. This means that the support from social services is designed to help citizens focus on their strengths and

what they can achieve safely on their own. Usually, the outcomes are improved and costs reduced due to the support mechanism of 'moving forward'. Therefore, the focus is on assisting service users to obtain/re-obtain independent living skills.

### **The inspection process**

5. During late 2015 and early 2016 the Care and Social Services Inspectorate Wales (CSSIW) and Health Inspectorate Wales (HIW) completed a national review of the quality of care and support provided by Learning Disability Services in Wales. The aim of the inspection was to evaluate:-
  - *How well local authorities understand the need for care and support for people with learning disabilities in their areas, including support for carers and the development of preventative services.*
  - *The quality of the information, advice, assistance, assessment and care planning provided and how well it demonstrates a respect for people with learning disabilities as full citizens, equal in status and value to other citizens of the same age.*
  - *How good leaders are in delivering a clear vision for care and support for people, aimed at improving outcomes, and which has the support and involvement of partners – including people with learning disabilities and carers.*
6. Therefore, the inspection looked at the quality, efficiency and safety of the care and support provided for adults with learning disabilities.
7. The review included detailed inspections of services within 6 local authorities and an overview to provide a picture at a national level.

### **Summary of Key Findings**

8. Outlined below is a brief summary of the key inspection findings for Gwynedd:-
  - *The Authority has been implementing its operating approach 'Ffordd Gwynedd' which aims to put people at the centre of the Council's work and efficiently deliver what is important to them. The leadership team's initial priority for change has been services for older people and adults with physical disabilities. Modernising services for adults with learning disabilities has not been a priority.*



- *There is good joint working between health and social services at an operational level. However this is not the case at a senior strategic level. There are no regular meetings at a senior level to make progress with the joint service and no shared vision regarding future direction and development. There is however support within the authority for improving the learning disabilities service with the cabinet member with portfolio responsibility for the service. They are highly engaged and supportive of the need to modernise the service and the need to do this jointly with the health service.*
  - *The quality of practice in the protection of vulnerable adults was deemed to be reasonable in the cases we saw. However we were not confident that there was clarity regarding the roles and responsibilities of officers and in quality assurance arrangements. This is an area to which the Director of Social Services should give urgent attention.*
  - *Assessments and reviews were not always updated and the Authority cannot be sure that people consistently get the right help at the right time, in the right place, at the right cost.*
  - *People generally get coordinated services that make sense to them, but this was not always the case. We saw good examples of person centred practice. However there were also some instances where progression for individuals was slow. Care managers were dedicated and had developed a positive relationship with people, carers and colleagues. This was a consistent message in the inspection and the quality of the Authority's learning disability services is primarily dependent on the work of the area teams.*
  - *The Authority has a learning disability commissioning plan (2011-16), but progress in implementing this has been piecemeal rather than part of a determined and wide ranging improvement drive.*
9. The Authority has had the opportunity to discuss the report with the inspectorate. They key findings and recommendations are accepted and although there has been some discussion regarding the emphasis and phrasing within some sections, there is general agreement regarding the areas identified as requiring actions.
10. It should be noted that some of the actions identified had already been programmed at the time of the inspection and these and others have been implemented since. CSSIW's recommendations and an update on the Council's response is provided in the table below.

## Recommendations & inspection action plan

	Recommendation	Update on Gwynedd Council's response
1.	<b><i>The local authority should give a higher priority to meeting the needs of people with learning disabilities. Leadership is needed to provide direction for improvement, professional support for staff and wide ranging engagement with stakeholders.</i></b>	<p>Since April 2016 a new Senior Manager has been appointed with the overall responsibility for learning disability services in Gwynedd, including the learning disability internal provider provision (see appendix 1 for an outline of the new structure adopted in May 2016). A summary of the key changes are outlined below:-</p> <ul style="list-style-type: none"> <li>• Appointment of new Senior Manager;</li> <li>• Appointment of new County Manager;</li> <li>• Appointment of new Senior Practitioners;</li> <li>• Appointment of new Provider Manager;</li> <li>• Revised focus on development and modernisation projects;</li> <li>• Amalgamation of adult social care and internal provider unit for adults with a learning disability;</li> <li>• Secondment of a training officer focused on promoting active support, progression and PBS.</li> <li>• Establishment of a management team for this service (several meetings and a development day have taken place).</li> </ul>
2.	<b><i>The local authority should establish channels of communication to achieve</i></b>	The service is committed to ensuring effective channels of communication and engagement.

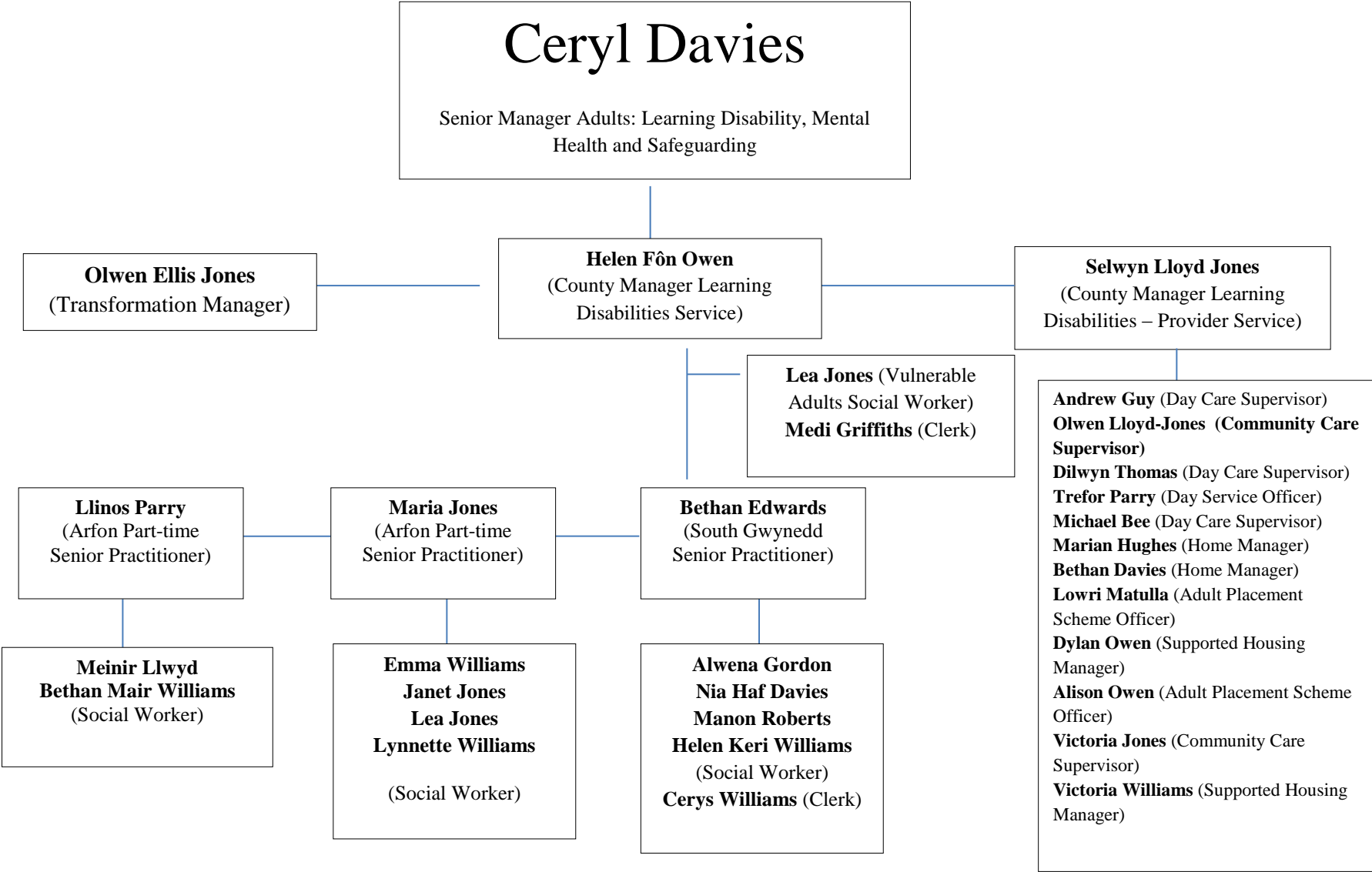
	<p><b><i>meaningful engagement with people, families and carers - using advocacy services as needed.</i></b></p>	<p>As a result, the service has established a new ethos of promoting regular person led engagement sessions. These sessions are focused on an informal approach of 'paned a thrafod'. The service will continue to facilitate more formal engagement when seeking specific views on particular modernisation projects. In addition, in August 2016 the service launched its own newsletter.</p>
<p><b>3.</b></p>	<p><b><i>Strategic planning with health colleagues is needed to develop long term aspirations and plans. A joint commissioning strategy should be developed between health and social services based on an analysis of need.</i></b></p>	<p>Work is underway to develop more robust strategic links with our health colleagues, both on a regional and local basis. We aim to develop our commissioning strategy as a direct outcome of our population needs assessment which will to be submitted to WAG in 2017. Also, a new modernisation forum is to be established in October 2017, with all key stakeholders (including health colleagues and external providers) invited to attend as core members.</p>
<p><b>4.</b></p>	<p><b><i>The local authority should develop and improve its communication with providers of services, involving them in the construction of a market position statement and in discussions about a joint commissioning strategy with health.</i></b></p>	<p>All providers will be invited to attend the modernisation forum to be established in October 2016. In addition, all providers will be invited to attend consultation events on service changes that may impact the delivery of services.</p>
<p><b>5.</b></p>	<p><b><i>The local authority should review its arrangements for adult safeguarding ensuring that there is clarity regarding roles and responsibilities and quality assurance arrangements.</i></b></p>	<p>Agreement has been given to establish a new safeguarding and quality assurance unit for adult services. A new management post focused on adult safeguarding and quality assurance is currently advertised and will lead on the work of this unit under the supervision of the</p>

		Learning Disability, Mental Health and Safeguarding Senior Manager.
6.	<b><i>The local authority should review the way in which it safeguards the rights of people where their liberty is being deprived to ensure that human rights are properly supported and protected.</i></b>	As above, the new Manager will focus his/her attention on this specific work stream. The aim is that several members of the new safeguarding unit will be trained as 'Best Interest' assessors and therefore will have the relevant skills to assess those adult subject to deprivation of liberty (DoLs) measures. In addition, a new work plan focused on developing safeguarding and quality assurance systems and measures will be formulated and operationalised during autumn 2016.
7.	<b><i>The local authority needs to ensure appropriate performance management and professional advice is in place to support the workforce.</i></b>	Systems are now implemented to ensure that the learning disability management staff receive professional supervision from the Senior Manager.

## Conclusion

11. In conclusion, we believe the service is making positive progress through the continued commitment and drive of its workforce. There is a positive attitude and an ethos focused on embracing change, sharing ideas and developing services for the benefit of our citizens and wider community. Several modernisation projects are underway, with a focus on achieving positive outcomes for those adults we support, their carers, the community and focusing on 'best value' service provision.
12. The Authority's progress in responding to CSSIW's recommendations will be assessed and sensitized by the inspectorate in their quarterly meetings with the Authority and will feature in their annual report. This report will be submitted to the Scrutiny Committee in line with the usual arrangements.

**Appendix 1: Service Structure**



# Agenda Item 7

<b>Committee</b>	Services Scrutiny Committee
<b>Report Title</b>	Moving towards an Education Area Offices Model
<b>Date of meeting</b>	27 September 2016
<b>Relevant Officer</b>	Arwyn Thomas, Head of Education
<b>Relevant Cabinet Member</b>	Cllr Gareth Thomas

## 1. INTRODUCTION

The main purpose of the report is to present information to elected members on the development of the Education Area Offices.

Gwynedd Council Cabinet have already supported a recommendation whereby consultations are held with schools and governors on the core principles that will lay the foundations for the establishment of a 'Fit For Purpose Education' system for Gwynedd'.

The following priorities for implementation of the system are identified:

- An excellent professional workforce and leaders at every level who provide mutual collaboration, assistance and challenge;
- Outstanding schools that will have future viability; and
- A collaborative management structure at a catchment-area and area level that will free up time for headteachers to provide effective leadership and for teachers to focus on teaching.

Recommendations contained in the county's recent independent report on 'Leadership and Management' tie in with the principles of the document '*Qualified for Life – education improvement plan for 3-19 year old learners*' and newly establishes the 'Gwynedd School' principle.

In practice, this implies developing leaders understanding that they are responsible for, and are part, of a broader school system, and not only their own school, with such a successful system existing through the establishment of a mature, open partnership between the schools, LA and GwE officers, based on an agreed understanding of functions, system level performance and development requirements. Leaders require the time, and they are expected to work at their school and across the 'school system' in a structured manner that has been planned so as to create a robust 'Gwynedd School' rather than a series of individual schools working in isolation.

## 2. PROPOSED EDUCATION AREA OFFICES STRUCTURE

Through following the 'Gwynedd School' method, changes are required as regards schools managerial and governance arrangements and promoting a system of governance that encompasses a school and entire system.

An effective Area Offices structure will promote this model of collaboration through rationalization of and sharing managerial requirements thus releasing headteachers to provide effective leadership.

Through collaboration with GwE, and combining the needs of the proposed ALN model and the schools modernization model, the aim is to ensure an implementation structure that corresponds to the Area model.

The main task of the Area Office will be on the one hand, to rationalize and share schools managerial, administrative and governance requirements and, on the other, ensure that the Education Department's strategies for improving schools are effectively implemented and that there are higher standards of achievement through channelling support, instructions and challenge at appropriate levels through effectively utilizing the available resources at the school, locally and at a county level.

It is intended to establish schools in the north east, north west and South of the county under the leadership of a designated 'Area Education Officer' (AEO) (**Annexe 1**) and 'Business and Services Officers' (BSO) will co-ordinate the support services and facilitate working in partnership at a local level.

### **Education Quality Improvement – Area Education Officers (AEO)**

The principal work of the Area Education Officers will be to support and set a challenge, either directly or indirectly, for schools to contribute towards a climate of continuous improvement through challenging schools to raise standards, promote self-improvement strategies and 'School to School' collaboration, and effectively collaborate with other agencies who are active in the field.

The Area Education Officers will be a member of the Catchment-area Strategy Board (CSB), County Quality Board (CQB) and the Area Scrutiny Committee (ASC).

The Catchment-area Strategy Board (CSB) will hold an overview of the performance of every school in the county as regards pupils well-being and education, agree on the work programme and monitor implementation.

The Area Scrutiny Committee (ASC) will provide opportunities for chairpersons and headteachers of individual schools, as well as the relevant Challenge and Support Adviser, to highlight those good practices that are implemented at the school, and their responsibilities and roles in achieving that. The local members and area officers will have an opportunity to develop and strengthen the element of area scrutiny with specific schools or with regard to themes that become evident: support, assistance, responsibility and scrutiny.

### **Management, Administration and Governance – Business and Services Officers (BSO)**

Several services support schools at various levels and for several purposes.

The main purpose of the post of Business and Services Officer (BSO) is to improve the effectiveness of area schools management arrangements and make a substantial

contribution to continuous improvement to school services. They will directly report to the Area Education Officers.

The Business and Services Officers will be in charge of the day to day running of the Area Education Office and will serve as main contact for schools within the catchment-area regarding managerial matters. He/she will have responsibility for ensuring an excellent administrative service for schools and their Governors and to the Area Education Officers.

The Business and Services Officers is expected to provide support, and managerial advice for governing bodies and senior leadership teams at all of the area's schools.

Through direct consultation with headteachers and the individual services, it is intended to sort the services at a county, area and local level, based on their priorities and hold a review of the Education Department's strategic and managerial structure in Gwynedd.

Governors will receive direct and local support, assistance and training. Through establishing a 'Catchment-area Strategy Board' for chairpersons, the Business and Services Officers and the Area Education Officers, training can be tailored in specific fields, promote strategic collaboration and strengthen accountability and work in partnership in response to 'Gwynedd School' principles.



**Annexe 1****AREA EDUCATION OFFICES****Education Office East Gwynedd****Education Officer: *Diane Jones*****YSGOL DYFFRYN  
OGWEN**

Ysgol Bodfeurig  
Ysgol Pen-y-Bryn  
Ysgol Llanllechid  
Ysgol Rhiwlas  
Ysgol Abercaseg  
Ysgol Llandygai  
Ysgol Tregarth

**YSGOL  
BRYNREFAIL**

Ysgol Gwaun  
Gynfi  
Ysgol Llanrug  
Ysgol Bethel  
Ysgol Cwm y Glo  
Ysgol Dolbadarn  
Ysgol Gymuned  
Penisarwaun  
Ysgol Waunfawr

**YSGOL TRYFAN  
AND  
YSGOL FRIARS**

Ysgol Glanadda  
Ysgol Glancegin  
Ysgol Babanod  
Coedmawr  
Ysgol y Garnedd  
Ysgol y Felinheli  
Ysgol Hirael  
Ysgol y Faenol  
Ysgol Llandygai  
Ysgol Cae Top  
Our Lady's School

**YSGOL SYR  
HUGH OWEN**

Ysgol y Gelli  
Ysgol Felinwnda  
Ysgol  
Rhosgadfan  
Ysgol Rhostryfan  
Ysgol yr Hendre  
Ysgol  
Bontnewydd  
Ysgol y Felinheli  
Ysgol Maesincla  
Ysgol Llandwrog  
Ysgol Santes  
Helen

**Education Office West Gwynedd****Education Officer: *Keith Parry*****YSGOL  
DYFFRYN  
NANTLLE**

Ysgol  
Brynaerau  
Ysgol Llanllyfni  
Ysgol  
Baladeulyn  
Ysgol Nebo  
Ysgol Bro Lleu  
Ysgol Talysarn  
Ysgol Bro  
Llifon

**YSGOL  
EIFIONYDD**

Ysgol Beddgelert  
Ysgol Borthygest  
Ysgol Trefferthyr  
Ysgol  
Garndolbenmaen  
Ysgol Eifion Wyn  
Ysgol y Gorlan  
Ysgol  
Llanymstumdwy

**YSGOL GLAN Y  
MÔR**

Ysgol Gynradd  
Nefyn  
Ysgol Abererch  
Ysgol Chwilog  
Ysgol Bro  
Plenydd  
Ysgol  
Llanaelhaearn  
Ysgol  
Llanbedrog  
Ysgol Llanygybi  
Ysgol Babanod  
Morfa Nefyn  
Ysgol  
Pentreuchaf  
Ysgol yr Eifl  
Ysgol Cymerau

**YSGOL  
BOTWNNOG**

Ysgol Gynradd  
Nefyn  
Ysgol Abersoch  
Ysgol Crud y  
Werin  
Ysgol Edern  
Ysgol  
Llanbedrog  
Ysgol Babanod  
Morfa Nefyn  
Ysgol Sarn  
Bach  
Ysgol  
Tudweiliog  
Ysgol Pont y  
Gôf  
Ysgol Foelgron

**Ysgol  
Pendalar**

**Education Office South Gwyned****Education Officer:** *Garem Jackson***YSGOL Y  
GADER**Ysgol  
Gynradd  
Dolgellau  
Ysgol BrithdirYsgol Dinas  
Mawddwy  
Ysgol  
Ganllwyd  
Ysgol  
Llanelltyd  
Ysgol Ieuan  
Gwynedd  
Ysgol Friog**YSGOL Y  
MOELWYN**Ysgol Bro  
CynfalYsgol  
Edmwnd  
PrysYsgol  
Manod  
Ysgol  
Tanygrisiau  
Ysgol Bro  
Hedd Wyn  
Ysgol  
Maenofferen**YSGOL  
UWCHRADD  
TYWYN**Ysgol Dyffryn  
Dulas

Ysgol Pennal

Ysgol  
Penybryn  
Ysgol Craig y  
Deryn**YSGOL Y  
BERWYN**Ysgol Bro  
TegidYsgol O M  
EdwardsYsgol Bro  
Tryweryn  
Ysgol Ffridd  
y Llyn  
Ysgol Beuno  
Sant**YSGOL  
ARDUDWY**Ysgol y  
TraethYsgol  
Dyffryn  
ArudwyYsgol  
Llanbedr  
Ysgol y  
Garreg  
Ysgol  
Talsarnau  
Ysgol Tan y  
CastellYsgol Cefn  
Coch**Ysgol  
Hafod Lon**

# Agenda Item 8

<b>Committee</b>	Services Scrutiny Committee
<b>Report Title</b>	Report on summer results 2016
<b>Date of meeting</b>	27 September 2016
<b>Relevant Officer</b>	Arwyn Thomas, Head of Education
<b>Relevant Cabinet Member</b>	Cllr Gareth Thomas

## Introduction

The main purpose of the report is to present information at an early stage to elected members on performance at end of key stages for the school year 2015/2016. It is emphasized that it is initial information on KS4 results that is shared, and that thus far, there is no access to comparative and benchmark data for each key stage. The data will be up-dated once the complete information is available. The information must therefore be handled with caution as neither the analyses nor the comparisons will be completed at a National level until around the end of the year.

However, gaining early access to the type of information included in the report, and the opportunity to ask further questions, is an important contribution in the self-appraisal process, and to be able to answer the type of questions listed below:

- How does the LA's performance compare with that of 2015?
- How does the LA's performance compare with targets set for 2016?
- Is performance in the core subjects similar?
- At which key stage is the best performance? In what aspects is there room for improvement?
- Do schools underperform?

Elected Members are asked to scrutinize the report's contents to answer the type of questions noted above.

## Contextual Information

Table 1 indicates the % of statutory school age pupils who are entitled to receive free school meals in Gwynedd over the past five years in comparison with Wales and individual authorities.

**Table 1: % of statutory school age pupils entitled to free school meals [FSM]**

	2009	2010	2011	2012	2013	2014	2015	2016
<b>Gwynedd</b>	12.6%	13.2%	14.2%	13.7%	13.7%	12.9%	13.3%	13.0%
<b>Wales</b>	17.8%	18.9%	19.7%	19.3%	19.5%	19.1%	18.8%	xx%
<b>Position (1=lowest)*</b>	5	5	5	5	5	4	4	4

The position denotes Gwynedd's position in comparison with Wales LA's, with the lowest position signifying the lowest percentage of 5-15 year old pupils receiving FSM. The table suggests, if it is accepted that an entitlement to free school meals is an appropriate measure of deprivation, that Gwynedd's performance should be approximately fourth amongst authorities in Wales i.e. correspond to the free school meals position.

## Commentary on performance

### Foundation Phase and Key Stage 2

#### Foundation Phase

Percentage of pupils who achieve the Foundation Phase Indicator (FPI):

	2014	2015	2016
<b>Gwynedd</b>	85.2%	86.8%	86.8%
<b>Wales</b>	85.2%	86.8%	86.8%
<b>Position (1=best)</b>	10	10	14

- At the FPI, a small increase [+0.1%] since 2015 and places Gwynedd in 14th position amongst the 22 Authorities. This is substantially lower than the expected FSM position. Performance slightly [-0.6%] below target. Improvement observed of +0.3% in the indicator at a regional level [86.2%] and +0.2% nationally.
- In comparison with other North Wales Authorities, Gwynedd's position was as follows: FPI = 3rd; Language- Welsh D5+ = 2nd, Language-Welsh D6+ = 3rd, Mathematical Development D5+ = 1st, Mathematical Development D6+ = 3rd, Personal Development D5+ = 1st, Personal Development D6+ = 1st.
- FSM learners performance varies. In comparison with 2015, an improvement in FPI to 76.5% and a figure that was close to the target of 77.0% set [+1.1% in comparison with improvement +1.3% regional]; Language-Welsh +0.6% and +1.6% [expected level and higher level].

### Key Stage 2

Percentage of pupils who have achieved the Core Subjects Indicator (CSI) at the end of KS2:

	2014	2015	2016
<b>Gwynedd</b>	86.0%	89.5%	89.8%
<b>Wales</b>	86.1%	87.7%	87.7%
<b>Position (1=best)</b>	14	6	7

- In the CSI, an improvement of +0.3% on the figure for 2015 and +1.1% above the target [National improvement +0.9%]. Performance in 2016 places the LA in 7th position that is below the expected FSM position. An improvement of 0.6% observed in the regional level indicator [88.8%].
- In comparison with other North Wales LA's, Gwynedd's position was as follows: CSI = 2nd; Welsh L4+ = 3rd; Welsh L5+ = 1st; English L4+ = 2nd; English L5+ = 1st; Mathematics L4+ = 2nd; Mathematics L5+ = 1st; Science L4+ 1st; Science L5+ = 1st.
- FSM learners performance is robust overall at the expected level but is disappointing at the higher level. In comparison with performance in 2015, an improvement of +6.4% to 82.1% in the CSI – and again a figure that is very close to the set target of 80.7% [regional improvement +1.4%].

### Performance in comparison

Foundation Phase						
FPI	2012	2013	2014	2015	2016	
<b>Ynys Mon</b>	84.1	85.8	84.6	86.2	84.7	
<b>Gwynedd</b>	83.0	82.8	85.2	86.8	86.8	
<b>Conwy</b>	79.8	80.4	84.5	82.9	83.9	
<b>Denbigh</b>	81.7	84.9	86.1	86.4	87.5	
<b>Flint</b>	79.7	84.4	84.5	87.0	86.9	
<b>Wrexham</b>	83.3	83.4	82.9	85.5	86.6	

KS2							
CSI	2011	2012	2013	2014	2015	2016	
Ynys Mon	78.6	84.7	88.0	87.8	91.8	89.4	
Gwynedd	82.8	86.2	86.6	86.0	89.5	89.8	
Conwy	79.5	82.6	83.1	84.3	85.8	86.8	
Denbigh	82.3	83.5	86.0	86.6	87.9	88.6	
Flint	80.8	81.3	85.0	86.1	87.9	90.1	
Wrexham	82.2	84.5	85.4	84.2	87.7	87.7	

### Key Stage 3

Percentage of pupils achieving the Core Subjects Indicator (CSI) at KS3:

	2014	2015	2016
Gwynedd	89.1%	91.3%	92.0%
Wales	81.0%	83.9%	83.9%
Position (1=best)	1	1	2

- At Key Stage 3, performance at the CSI has exceeded the Wales expected benchmark since 2012 and has substantially exceeded the National figure for the past five years. Gwynedd has performed best of all Wales LA's for four consecutive years and there is again an improvement on the figure for 2015 [+0.7%] This continues to place Gwynedd amongst the best performing LA's in Wales – 2nd position in 2016.
- At the CSI, improvement of +0.7% on the figure for 2015 and -0.1% below target. Performance in 2016 places the LA above the expected FSM position and second amongst all of Wales LAs. An improvement of +1.7% in the regional indicator [87.8%] and an improvement of +2.0% nationally.
- In comparison with other North Wales LA's, Gwynedd has performed best in English, Mathematics and Science at the expected level as the higher levels. In Welsh, Gwynedd is in the 4th and 5th position [expected level and higher levels] but need to bear in mind the cohort size assessed compared to some of these LA's.
- Overall FSM learners performance is robust at the expected level but varies more at the expected levels with the situation regarding languages substantially better than Mathematics/Science. In comparison with performance in 2015, there is an improvement of +3.8% to 82.1% at the CSI - a figure that also exceeds the set target of 80.7% [a regional improvement of +5.6% to 73.3%]. At the expected level as the higher level, performance in the individual indicators is as follows: Welsh +2.5% and +7.8%; English +1.6% and +7.5%; Mathematics +3.8% and -2.5%; Science -0.3% and +2.0%.

### Comparative performance

KS3							
CSI	2011	2012	2013	2014	2015	2016	
Isle of Anglesey	69.4	77.9	81.5	83.6	84.5	87.6	
Gwynedd	76.3	83.0	85.4	89.1	91.3	92.0	
Conwy	70.6	75.7	78.5	83.7	87.2	87.3	
Denbigh	65.5	71.9	75.0	83.2	84.3	86.4	
Flint	73.8	76.0	80.0	84.3	87.1	88.4	
Wrexham	67.4	70.0	72.2	78.4	80.9	84.3	

## Key Stage 4

Performance of 15 year olds in comparison with Wales and other LEAs:

Gwynedd	2014		2015		2016	
	%	Position	%	Position	%	Position
TL1	97.2	1	97.9	1	98.7	-
TL2	87.7	4	88.9	5	88.6	-
TL2+	61.1	5	63.3	5	68.5	2
CSI	60.5	2	62.4	3	61.2 *	-

*\*data currently incomplete – further progress is expected*

In 2016, the LA has further improved on its performance with a substantial improvement of +5.2% in the percentage who succeed to cross the main TL2+ indicator threshold. The performance is extremely likely to place Gwynedd close or slightly above the expected benchmark. Initial national data suggests that Gwynedd may be in 2nd position amongst all Wales LAs. [to be confirmed].

As regards the Capped Points Score, Gwynedd's performance has exceeded the benchmark over the past three years but thus far there is no complete information on performance for 2016. Improvements can be seen in 2015>2016 in TL1, English and Mathematics but a small slippage in % TL2 and the 5A\*-A and more significant slippage in Welsh. Overall, performance was close to target [although slightly lower] with the largest gap at TL2 and Welsh. From the information thus far available, it appears that Gwynedd has performed best amongst all North Wales LA's in every indicator except for Welsh [but bearing in mind the cohort for sitting an examination]. Once the data is complete, the scale of improvement observed locally will require consideration in comparison with the progress nationally.

KS4				
Indicators	Performance 2016	+/- 2015>2016	Target 2016	+/- Performance v Target
TL1	98.7%	+0.7%	98.8%	-0.1%
TL2	88.6%	-0.4%	93.0%	-4.4%
TL2+	68.5%	+5.2%	69.8%	-1.3%
CSI	To be confirmed	xx	69.0%	xx
5A*-A	18.7%	-1.3%		
Welsh	75.9%	-2.7%	79.8%	-3.9%
English	74.3%	+2.2%	76.6%	-2.3%
Mathematics	72.9%	+5.9%	72.6%	+0.3%
Science	To be confirmed	xx	94.4%	xx

### Individual Schools Performance

In general, across the vast majority of the schools, performance has improved between 2015 and 2016. That applies to most of the indicators except for Welsh, where improvements can be seen only at 4 schools. The performance in the main indicator at Ardudwy was very disappointing and it is likely that this will be the only school in Gwynedd that will appear in the FSM national benchmarks lower quartile for this indicator. Data for 2015 a 2016 also highlights better consistency in the performance of the vast majority of the schools [and specifically the smallest schools] as the same scales of extremes and ranging from one extreme to the other that was such a concerning feature during the phase leading up to the LA's previous inspection is not apparent.

These are KS4 initial data main headings:

### **TL2+**

- 11 schools improve on corresponding figure for 2015.
- Performance of 7 schools exceeds 70%+.
- 7 schools ensure improvements for the third consecutive year.
- Performance is close to target in the majority of schools [exceptions Ardudwy, Brynrefail, Dyffryn Nantlle]. Performance substantially exceeds target at y Gader.
- Largest gap between final prediction and performance observed at Ardudwy, Brynrefail, Dyffryn Nantlle, Gader.

### **TL2**

- 8 schools improve on corresponding figure for 2015.
- Performance of 4 schools exceeds 95%+.
- 3 schools ensure improvements for the third consecutive year.
- Performance close to target in the majority of schools [exceptions Friars, Glan y Mor, Moelwyn, SHO].
- Largest gap between final prediction and performance observed at Friars, Glan y Mor, Moelwyn, SHO].

### **TL1**

- 13 schools performance 100%.
- 10 schools have maintained or improved on performance for the third consecutive year.

### **CSI**

- 10 schools improve on corresponding figure for 2015.
- Performance of 4 schools exceeds 70%+.
- 3 schools ensure improvements for the third consecutive year.
- Performance close to target in the majority of schools [exceptions Ardudwy, Brynrefail, Dyffryn Nantlle, Eifionydd].
- Largest gap between final prediction and performance observed at Ardudwy, Dyffryn Nantlle, Gader.

### **5A\*-A**

- 5 schools only improve on corresponding figure for 2015.
- Performance of 6 schools stands at 20%+.
- 3 schools show improvements for the third consecutive year.

### **Welsh**

- 4 schools only improve on corresponding figure for 2015.
- Performance of 11 schools exceeds 70%+ and 4 exceed 80%+.
- 2 schools show improvement for the third consecutive year.
- Performance is close to target at around half the schools [exceptions Ardudwy, Dyffryn Ogwen, Glan y Mor, Moelwyn, Tryfan, Tywyn].
- Largest gap between final prediction and performance observed at Ardudwy, Gader, Glan y Mor, Tryfan, Tywyn.

### **English**

- 9 schools show improvement on corresponding figure for 2015.
- Performance of 9 schools exceeds 70%+ and 5 exceed 80%+.
- 5 schools show improvement for the third consecutive year.
- Performance close to target in the majority of the schools [exceptions Ardudwy, Brynrefail, Dyffryn Nantlle, Gader, Moelwyn]. Botwnnog's performance substantially exceeds target.
- Largest gap between final prediction and performance observed at Botwnnog, Brynrefail, Dyffryn Nantlle, Tryfan.

### **Mathematics**

- 11 schools improve on corresponding figure for 2015.

- Performance of 11 schools exceeds 70%+ and 2 exceeds 80%+.
- 4 schools ensure improvements for the third consecutive year.
- Performance is close to target in the vast majority of schools [exceptions Ardudwy, Brynrefail]. Performance substantially exceeds the target at y Gader.
- Largest gap between final prediction and performance observed at Ardudwy, Gader and Tywyn.

### Science

- 4 schools improve on corresponding figure for 2015.
- Performance of 11 schools exceeds 90%+ and 2 is 100%.
- 2 schools ensure improvements for the third consecutive year.
- Performance is close to target in the vast majority of schools [exceptions Botwnnog and Tryfan].
- Largest gap between final prediction and performance observed at Friars.

### Post-16

Currently, there is no access to either local or comparative data regarding the indicators included in the SDC [L3 / SPCE / 3 grade A\*-A / 3 grade A\*-C]. In 2015, the corresponding figures were as follows: a slight improvement in L3 to 98.4% [97.0% Wales]; Wider Average Points Score at 893.9 [799.7 Wales]; 3 grades A\*/A at 9.9% [7.9% Wales]; 3 grades A\*-C 72.3% [68.1% Wales].

	A*-A		A*-C		A*-E	
	2015	2016	2015	2016	2015	2016
Gwynedd	24.9%	20.2%	77.0%	69.6%	97.5%	96.2%
Wales	23.1%	22.7%	74.3%	73.8%	97.3%	97.3%

In 2016, the grade rates were as follows [based on WJEC examinations]:

- A\*-E at 96.2% [-1.1% below the national and lowest figure in the region]
- A\*-C at 69.6% [-4.2% below the national and the second lowest in the region]
- A\*-A at 20.2% [-2.7% below the national but the highest in the region]

Additional work is required to analyse the weak performances observed in certain subjects/establishments.

### Matters for attention :

#### Foundation Phase/KS2

- Set higher expectations at the FP and KS2 and challenge schools on target setting.
- Develop greater robustness to target setting procedures, assess and track schools and promote better use of data and intervention programmes to drive the required improvements.
- Ensure better understanding of D5+/6+ requirements at the FP so that leaders are more confident to challenge targets and assessments.
- Ensure more robust action to check suitability of targets and progress towards achieving them.
- Ensure improved consistency across schools as to understanding of 'best fit' when setting a final level.
- Ensure that schools receive further guidance on learning and assessment of language and number.
- Improve pedagogy at the FP specifically focussing on:
  - ✓ improving upon opportunities designed to develop literacy/numeracy across the learning fields
  - ✓ set more challenging activities
  - ✓ ensure better opportunities to apply the skills
  - ✓ strike a better balance between a teacher/learner led tasks
  - ✓ improve Mathematical Development performance
- Ensure that all NQT's at the FP have a firm grasp of effective provision requirements/expectations.
- Ensure an agreed understanding of and consistent implementation of standardization and moderation processes across the core subjects.



- Improve performance in Welsh at the expected levels and the higher levels so that assessments more closely correspond to assessments in the other core subjects.
- Improve FSM learners performance at the higher levels at KS2 in English/Mathematics/Science.
- Target support for schools where rolling performance has been in the lower 50%.
- Provide a detailed analysis of reading/numeracy tests data at LA level according to the various B2>9 years and identify specific schools where correlation with performance and teachers assessments is not close enough.
- Ensure that every school receives initial guidance on Digital Framework expectations.
- Continue to work with LA officers to improve quality of leadership at every level so as to ensure that no school is placed in a statutory follow-up category following an Estyn inspection.
- Promote improved School to School collaboration to ensure that the best practices are cascaded and cherished.

### **KS3, KS4 and KS5**

- Maintain standards of performance at the highest levels across the main indicators
- Target support for specific schools where there is no logical alignment between end of KS3 assessments and performance at KS4.
- Continue to trial and develop Head of Strategy Department's role [model on implementing Mathematics in the Meirionnydd area].
- Ensure more robust action to check suitability of targets and progress towards achieving them. Secure an agreed understanding with leaders of the Essentials of curricular planning/provision so as to ensure improvement in performance against the main indicators.
- Ensure that leaders confidently plan for the amended indicators in Languages, Mathematics and Science.
- In a minority of schools, take action to ensure that leaders at every level make effective and prompt use of tracking systems to plan effective intervention and deal with underperformance/performance in the comfort zone [and specifically within the data *read-across*] context.
- Improve performance in English Language and Welsh Language.
- Improve higher level performance to increase % 5A\*-A
- Work with the Post 16 Consortium to improve quality of provision and standards of achievement at KS5.
- Target taking action in a small minority of secondary schools where there are concerns about performance and/or quality of leadership.
- Continue to work with LA officers to improve quality of leadership at every level so as to ensure that no school is placed in a statutory follow-up category following an Estyn inspection.
- Promote improved School to School collaboration so as to ensure that the best practices are cascaded and cherished.

### **Secondary Schools Attendance 2015-16**

There has been excellent progress in percentage attendance at our secondary schools. Gwynedd is the first LA to achieve attendance of above 95% for secondary and special schools with the secondary schools reporting on a mean figure of 95.1%.

95% places us 1st amongst Wales LE's with a Wales mean figure improving by 0.4% to 94.2%.

*The following table indicates individual schools performance. The benchmark quartiles for 2015-16 have not yet been published and therefore the quartiles are based on 2014-15 benchmarks. The LA average (95.16%) is calculated through working out the average percentages indicated below. The figure reported upon by the Government (95.1%) has been calculated through using number of sessions.*

School	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Ardudwy	91.3	91.1	93.2	94.3	94.9	94.6
Brynrefail	93.3	93.8	94	94.3	94.9	95.7
Syr Hugh Owen	90.4	91.3	91.9	93.5	94.1	94.3
Tryfan	93.4	92.1	93.4	94.2	94.3	94.8
Dyffryn Ogwen	91.1	91.9	93	94.5	94.6	94.9
Botwnnog	92.8	92.8	94.6	95.2	94.9	95.1
Glan y Môr	92.8	92.1	94.1	95	95.3	95.2
Tywyn	92.8	92.5	94.7	95.3	94.9	95.4
Y Gader	92	93.8	93.5	93.9	95.1	95.4
Berwyn	90.6	92.9	94.2	95.3	95.9	96.2
Moelwyn	93.1	93.1	94.1	95	93.8	95.2
Eifionydd	91.7	90.9	93.4	94	94.1	95.3
Dyffryn Nantlle	92.6	92.7	93.7	94.6	95	95.5
Friars	90.6	90.9	92.3	93.3	94.1	94.6
<b>County Average</b>	<b>92</b>	<b>92.3</b>	<b>93.6</b>	<b>94.4</b>	<b>94.7</b>	<b>95.16</b>
Wales	91.3	92.1	92.6	93.6	93.8	94.2

Every secondary school is within the highest quartiles.

The number of schools in the first quartile has increased from 5 in 2014-15 to 8 in 2015-16. This implies that 57% of the LA's secondary schools are in the first quartile.

The number of schools in the second quartile has increased from 3 in 2014-15 to 6 in 2015-16.