



Complete Agenda

Democratic Services
Swyddfa'r Cyngor
CAERNARFON
Gwynedd
LL55 1SH

Meeting

SERVICES SCRUTINY COMMITTEE

Date and Time

10.00 am, THURSDAY, 17TH NOVEMBER, 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>

Contact Point

Glynda O'Brien

(01341) 424301

GlyndaOBrien@gwynedd.llyw.cymru

(DISTRIBUTED: 09/11/16)

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

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	Catholic Church
Awaiting Nomination	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 - 13

The Chairman shall propose that the minutes of the meeting of this Committee held on the 27 September 2016, be signed as a true copy.

(Copy enclosed)

5. **REPORT BY GWE**

14 - 27

Cabinet Member: Cllr. Gareth Thomas

To receive a report by GwE in response to specific enquiries by the Scrutiny Committee.

(Copy enclosed)

6. **END TO END, CHILDREN AND SUPPORTING FAMILIES SERVICE**

28 - 32

Cabinet Member: Cllr. Mair Rowlands

To consider responses to members' observations from the preparatory meeting on 18 October, 2016.

(Copy enclosed)

7. **CARE AND HEALTH WORKERS AND CARERS INVESTIGATION**

33 - 37

Cabinet Member: Cllr. W. Gareth Roberts

To consider a draft brief in respect of undertaking a Scrutiny Investigation.

(Copy enclosed)

8. **ALLTWEN SCRUTINY INVESTIGATION**

38 - 85

Cabinet Member: Cllr. W. Gareth Roberts

To consider the final report of the Alltwen Scrutiny Investigation.

(Copy enclosed)

SERVICES SCRUTINY COMMITTEE 27.09.16

Present:

Councillor Beth Lawton (Chair)
Councillor Eirwyn Williams (Vice-chair)

Councillors: Alan Jones Evans, Aled Evans, E. Selwyn Griffiths, Alwyn Gruffydd, Siân Wyn Hughes, Linda Ann Wyn Jones, Eryl Jones-Williams, Dewi Owen, Gareth A. Roberts, Ann Williams and R H Wyn Williams.

Co-opted Members: Rita Price (Catholic Church)

Officers: Arwel Ellis Jones (Senior Corporate Support Manager), Gareth James (Members' Manager - Support and Scrutiny) and Glynda O'Brien (Members' Support and Scrutiny Officer).

Also in attendance:

For item 3 below:

Councillor Mair Rowlands
Aled Davies, Head of Adults, Health and Well-being Department
Marian Parry Hughes, Head of Children and Supporting Families Department
Helen Fon Owen, Regional Learning Disability Manager

For Item 4 below:

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

For Items 3, 5 and 6 below:

Councillor Gareth Thomas, Cabinet Member for Education
Arwyn Thomas, Head of Education Department
Keith Parry, West Gwynedd Area Education Officer

Apologies: Councillors Elin Walker Jones and Peter Read.

1. DECLARATION OF PERSONAL INTEREST

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

2. MINUTES

The Chair signed the minutes of the previous meeting of this Committee that took place on 26 May 2016.

3. GWYNEDD COUNCIL 2015-16 PERFORMANCE OVERVIEW – THE FIELDS OF CHILDREN AND YOUNG PEOPLE AND CARE

Submitted:

- (a) An overview of the Council's performance so far in the field of Children and Young People and Care, which addressed the transformational plans that were in the Council's strategic plan.
- (b) Written responses from the Cabinet Member for Children, Young People and Leisure and the Cabinet Member for Education to specific questions from the Members of the Services Scrutiny Committee.
 - (i) The opportunity was taken to congratulate Aled Davies on his permanent appointment to the post of the Head of Adults and Well-being Department and he was wished well for the future.
 - (ii) Stemming from the content of the report and verbal questions, responses were as follows:
 - The Cabinet Member for Children and Young People acknowledged that deterioration had been seen in the personal education percentages for looked after children but was confident that the problems had been resolved in terms of processes, with the relationship well between the Education Department and Social Services. It was foreseen that there would be an increase in the target by next year.
 - In terms of an increase in the number of permanent exclusions in primary schools, the Cabinet Member for Education explained that, following having to close a specialist unit in Felinheli due to safety issues, he was confident that the number of exclusions would decrease because alternative arrangements had been put in place in schools to support pupils with intense and emotional behaviour. It was assured that there would be an effort to decrease the number excluded. It was further noted that schools had been able to cope very well after the closure of the unit and they were to be praised for the work done with the children.
 - In response to a query regarding support for 3* pupils, the Cabinet Member for Education explained that, due to changes to the additional learning needs and inclusion provision, there was much emphasis on early intervention and, as a result, every child would receive an individual plan.
 - In response to concern highlighted in the context of a reduction in the budget for preventative services and, in particular, the Team around the Children, the Cabinet Member for Children and Young People explained that a Multi-agency Task Group was considering streams of specific work funded by the grant. The Head of Children and Supporting Families Department reiterated that the funding would continue with a slight reduction and that the direction and the vision was changing in terms of access to the provisions in accordance with needs that had been identified during the previous period. It was further noted that the preventative strategies identified gaps based on local needs in the fields as follows:
 - Speech and language delay
 - Parenting
 - Behaviour
 - Access to low level mental health services for children, young people and adults

The Task Group agreed on the way forward, forming an action programme to commission the service for the future. It was acknowledged that there were risks in terms of a reduction to the projects in the future.

- It was noted that the Services Scrutiny Committee was supportive of the above mentioned preventative service and the Cabinet Member for Children and Young People was asked to convey the Committee's wish to ensure that individuals received due support.
- In response to a query from a Member regarding raising parents' awareness of the arrangements for safeguarding children and young people, it was explained that the Council had raised every staff member's awareness of safeguarding children and had received training to this end. It was noted that every Department within the Council had designated a person responsible for safeguarding in order to enable them to identify problems. It was further noted that the work done within the Council was to be praised. It was suggested to elected Members who were governors to raise awareness of the above in the schools.
- There was concern that the Council did not consider and think ahead so that it could respond quickly when legislation changed etc.
- In response to the above, the Cabinet Member for Education noted that the Council very often led on projects throughout the whole of Wales when changes happened and attention was drawn to one project, which was to raise education standards, noting that Gwynedd's performance was in first position in terms of the performance of 15 year old pupils, and fifth in terms of level 2+ threshold.
- There was concern for the low level of support that would be available specifically in relation to the mental health provision. In response, the Cabinet Member for Children and Young People explained that an officer from the Health Board had been appointed to collaborate with the service and that it was possible to move on as needed.
- The Cabinet Member for Education vowed that he would arrange an open day (on a Saturday) for elected Members for the new Ysgol Hafod Lon in Penrhydeudraeth. The school would open during half term, with an open day arranged for parents. It was further noted that he would welcome more community use of the building such as the therapy room.
- The Head of Adults, Health and Well-being Department confirmed that, in terms of the Care Challenge project, a Well-being Manager had been appointed on 1 July 2016 and, during the first weeks, she had been familiarising herself with the work and meeting individuals. She would be providing a work programme and it was assured that she would submit a report within 6 months on the developments for the preparatory meeting for this Scrutiny Committee.

Resolved: (a) To accept, note and thank the officer for the report.

(b) To ask the Cabinet Member for Children and Young People to convey the wish of this Scrutiny Committee to assure the continuation of the support to a range of preventative services for groups of vulnerable children and Young people within the County.

(c) To request that the Head of Adults, Health and Well-being Department submits a further report on the work programme of the Well-being Manager for the preparatory meeting of this Scrutiny Committee within approximately 6 months.

4. THE CARE AND SOCIAL SERVICES INSPECTORATE WALES (CSSIW) AND HEALTHCARE INSPECTORATE WALES (HIW) INSPECTION OF THE CARE AND ASSISTANCE PROVIDED BY LEARNING DISABILITIES SERVICES IN WALES

A report was submitted outlining the vision for learning disabilities services in Gwynedd, a review of the arrangements in order to realise the vision along with information about the main findings of the review and an action plan.

During the ensuing discussion, the following responses were given to the observations of the Members:

- In response to a request regarding the work of developing strategic contacts in collaboration between health and social services, the Head of Adults, Health and Well-being Department explained that the work on a regional level was progressing and reported to the Scrutiny Services Committee as part of the process before it was submitted to the Government.
- In response to concern highlighted by Cllr Linda Ann Wyn Jones regarding the reduction in the number of social workers, the Head of Adults, Health and Well-being Department promised he would try to seek information for the Member of the structure, including the number of social workers that existed four years ago. It was further noted by looking at previous structures and the existing ones that it needed to be borne in mind how the service had progressed and had to cope with changes in legislation, technology etc.
- It was noted that attending Deprivation of Liberty (DoLs) training had been an eye opener and it was noted that there was grave concern about the lack of assessors. Around 200 cases were on the waiting list and there was concern that this could cost around £1,000 a week for the Council.
- In response to the above, the Head of the Adults, Health and Well-being Department explained that the Council had taken steps to give one-off funding to deal with the cases on the waiting list, but in all likelihood an application would have to be submitted for continuous funding to deal with the waiting list. It was confirmed that a co-ordinator had been appointed along with arrangements put in place to train social workers to be competent to deal with the cases. Currently, it was believed that at least 13 officers were trained to Carry out assessments and it was aimed to try to train 20 over a period of time. The matter was receiving further attention and a discussion was being held with the relevant Cabinet Member in terms of trying to put a structure in place to deal with the broader Safety and Quality Assurance matters. While acknowledging that there were risks associated with this work, care was needed not to over-react without knowing what the full picture was, and the nature of the comparison with other authorities.
- In response to a Member's concern about having assurance that there was sufficient funding for assessments, the Learning Disabilities Area Manager noted that, even though there were more individuals receiving assessments and more pressure on workers, the assessment method had changed in accordance with the Health and Well-being Act and by now, there was more emphasis on preventative work and outcomes and now provided Services were provided in a more creative method. The importance of the third sector's role and the need for the service to ensure continuity to meet needs and develop individual opportunities such as through the OPUS programme, etc. was noted.
- In relation to establishing a Safeguarding Unit for adult services, it was confirmed that a new post had been advertised and a financial bid would be submitted to strengthen the Team in order to be able to improve the service's ability to respond effectively and to meet some of the expectations of the Inspectorate. An undertaking was given that

the update on Team structures within the Department would be circulated to Members.

- In terms of supervision for staff, it was explained that an arrangement was implemented where the team's staff would receive supervision from Senior Practitioners, they received supervision from the County Manager and she was supervised by the Senior Manager. This arrangement was put in place in order to ensure professional development etc.

Resolved: To accept, note and thank the officer for the report and look forward to an update in this Scrutiny Committee in March 2017.

5. DEVELOPMENT OF THE AREA OFFICES

A report from the Cabinet Member for Education was submitted, outlining the purpose of the development of the Area Offices.

(a) The Cabinet Member provided the background for the proposal, noting that specialists in the education field noted that leadership was important to uphold education standards. It was noted that school leaders were under significant pressure by having to manage staff, buildings, administration, lead the teaching within the school and, on some occasions, teach. The main purpose of developing Area Offices would be to be able to take some of the burden off school leaders in order to enable teachers to teach and Headteachers to lead.

It was highlighted that the proposed area offices were different to the area offices that existed in the past, and the main aim was to promote collaboration between schools on a number of levels.

(b) The Head of Education noted that there was more emphasis on regionalising the services these days and as an education service they were not eager to distance the service from the individuals. Due to the requirements in the three areas in Gwynedd being very different, the importance of creating a procedure that would be accountable locally and to ensure the correct kind of resources was noted.

Over the years, more pressure was put on the schools and, in establishing Area Offices, it was foreseen that it would be possible to remove the elements of administration and management through a procedure where teachers could share responsibilities over more than one site. It was noted that Headteachers felt that the pressure was high, especially in rural schools and in the smallest schools. As a result of cuts of £4.3m in schools' budget, the proposed structure would be a foundation in terms of support and enabling teachers and Headteachers to concentrate on educating children.

(c) An outline of the structure was received from the Area Education Manager that included sub-groups, which was re-establishing a County Quality Board that would supervise matters relating to well-being, safeguarding and improving education quality. In addition, in order to ensure local accountability, it was proposed to establish an Area Scrutiny Committee, to create partners locally to include an Area Manager / Business and Services Officer, School Challenge Advisor, Chair of Governors and two elected members in order to be able to scrutinise on a specific theme locally.

It was noted that governors were integral to the success of a school and, in order to promote strategic collaboration, it was proposed to establish a Strategic Catchment area Board to include Governing Body Chairs from the catchment area that would meet twice every term to hold training, discuss catchment area development plans in specific fields in order to remove the work burden from individuals in separate establishments. It was

trusted that this would strengthen a closer relationship and local accountability to promote education standards in the schools.

The above would be accountable to the Education Management Team.

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

(a) That the structure appeared complicated and created another layer of administration.

(b) While welcoming change, it was asked how the new structure would be funded, especially in the current climate of cuts

In response, it was noted that funding had been approved for the first three years with a one-off bid. After that, the central education system would be required to shoulder the investment so that the model would be pushed forward. It was highlighted that the Education Department's central capacity was too small and if the situation was left as it was, the probability would be for the situation to deteriorate. It had to be borne in mind that some primary schools were small and they experienced staff recruitment difficulties. In terms of the above model, it would create an opportunity for a series of schools to be able to work together, hold discussions locally and offer solutions to move forward. This provided the initial grounds to support teachers to educate and Headteachers to lead.

(c) It was foreseen that it would be difficult to attract governors to training sessions.

In response, the Cabinet Member for Education noted that the pilot scheme was operational in the Moelwyn and Blaenau Ffestiniog areas, with Chairs of Governors coming together and, from their experience, saw it beneficial and an opportunity to discuss similar matters.

The Head of Education added that education standards in Gwynedd were good but that it was required to consider the future. A message was coming from the schools that they were buckling and that things were becoming increasingly difficult for them with a number of changes in the curriculum, and that they felt increasing pressure on the schools' Management Team. By attempting to improve conditions in the above model, time could be freed for the Management Teams. Currently, it was noted that Heads had to cope with the work of maintaining buildings, dealing with health and safety matters etc., but as part of the model, individuals in the area offices would be able to assist with this work for them.

Good examples were seen of regional services in terms of GwE but it reached a point where there was tension between standards of different authorities. Through the above model, it was possible to ensure on a regional level that the support and the sustenance would reach the schools in good time. Currently in Gwynedd, it was noted that no primary school was in a statutory category and it was hoped that no secondary school would be in that category either in the future.

There would be an opportunity for the Scrutiny Committee to scrutinise the model, giving an opinion to see if it would make a difference locally.

(ch) The Catholic Church representative asked for any re-designing to give attention to the principal of local management for schools that had been delegated appropriately to schools to manage their budget, and over the last 20 years, that much had happened in

that development. It was noted that governing bodies took much more responsibilities, including dealing with budgets, buildings, etc. It was asked for any re-designing, to give appropriate consideration to changes that had already happened. It was specifically asked to acknowledge the enormous requirements that already existed on schools to attend meetings because headteachers were asked to spend much of their time in meetings already and that this created concern. Therefore, it was asked to consider carefully any structures that increased the number of meetings for Headteachers.

She added that, whilst accepting that there were some tensions between GwE and authorities, it was believed that they could be overcome. It had to be borne in mind that an enormous investment was made between the schools and GwE and re-structuring to implement the whole model to move education along.

(d) Concern that the Area Scrutiny Committee could include around 80 individuals.

In response, the Head of Education noted that the Area Scrutiny Committee would prioritise matters and, in turn, would invite a Chair / school staff to scrutinise them specifically to ensure local direction e.g. in the Mathematics field.

It was added, for broader clarity, that it would be required to formalise the sub-groups and create a terms of reference for them.

(dd) While welcoming the principal of restoring the Area Education Office and the need for support for schools, it would be sensible to establish offices first before building on the model.

(e) It was expressed that a failure to recruit Heads had been a problem due to a restriction on the applicants who were able to undertake the NPQH qualification. It was also felt that the requirements of the Colleges' qualifications to be able to undertake the teacher training course were too high.

In response, it was acknowledged that attracting applicants to undertake the NPQH qualification was a challenge, especially in the smallest schools because teachers did not obtain enough experience in terms of managing people.

(f) In terms of recruiting Heads, it was expressed that advertisements for Heads were limited to Gwynedd schools only and could the advertisement not be disseminated further.

In response, the Head of Education explained that it was the decision of the individual governing body to advertise, and that there was a substantial cost to advertise in the press.

(ff) The model could be analysed as a way to save money, namely to appoint Area Scrutiny Committees, appoint one Head for more than one school within the area and, as a result, teacher / headteacher posts would be lost.

(g) In response to a query regarding a number of Heads that were on a GwE secondment, the Head of Education said that the number of secondments had decreased and added that one of the disadvantages in Gwynedd was that the number of posts across the county asked for Welsh language ability and therefore, Gwynedd had lost more Heads / teachers in terms of percentage than other authorities.

(ng) In terms of feedback from the Heads about the changes, the Head of Education explained that it was not possible to maintain the provision as it was. While acknowledging that some would welcome it and others would not, he emphasised that there was a need to mature as a profession from the mindset of keeping everything separate and to be prepared to share resources so that it would be possible to collaborate locally.

(h) In response to an enquiry regarding the location of the Area Offices, it was explained that there would be two elements to the work, which was to be accountable locally but also they would be required to come together regionally.

(i) The Senior Corporate Support Manager explained that members of the Education Support Services Scrutiny Investigation had interviewed Heads of specific schools during the summer term and had received a very clear message regarding lightening the burden for schools in terms of decentralising work to release time. Therefore, in light of this, it was suggested that it would be beneficial for the three Area Officers to meet with the Scrutiny Investigation to discuss the details of the area offices model.

Resolved: (a) To accept, note and give thanks for the report.

(b) That the Scrutiny Committee supports the principle of establishing Area Officers as a step forward but it is wished for the Education Support Services Scrutiny Investigation to discuss with the three Area Officers the details of the model proposed and what would be decentralised to the area offices.

6. SUMMER EXAMINATIONS RESULTS 2016

The report of the Cabinet Member for Education was submitted outlining early information on the performance of end of key stages for the 2015/16 academic year.

(a) The Head of Education emphasised the need to respect the content of the report because initial conditional information on KS4 results was being shared due to having no access thus far to comparative benchmarked data for every key stage.

(b) It was noted that results were good in Gwynedd and specific attention was brought to the following:

- a significant improvement was seen in Key Stage 4 across a range of indicators
- KS3 results remained strong (in second place this year)
- That Key Stage 1 / Key Stage 2 results were relatively static and needed to undertake a piece of work in terms of thresholds in these ages to identify good practices, a comparison with areas in south east Wales, teachers' assessments, etc.
- Attention needed to be given to KS3/KS4 in the fields of Welsh, English and Mathematics
- Need to improve the quality of the provision and achievement standards in KS5
- Attendance had significantly improved in KS4 and the Head of Education Department was very grateful to the schools and education services for the support that was reflected in the results.

(c) The Cabinet Member for Education reiterated the praise and appreciation for the schools' staff and the central officers of the Education Department for their hard work in

maintaining the performance that was specifically directed at TL2+ (68.5%) that was an increase of 5% on the 2015 performance and which had improved 13.5% since the beginning of this Council.

ch) In response to enquiries by individual Members, it was noted:-

- that the relationship with GwE had matured over the last two years and that it was possible to discuss specific local needs for Gwynedd through the business plan e.g. a new appointment was made for Mathematics in KS4 that had been a success
- A discussion could be held on the nature of the support needed locally and it was trusted that it would contribute towards making a difference to the results
- That the results of the inspections in Gwynedd had significantly improved.

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

The meeting commenced at 10.00am and concluded at 12:35pm.

CHAIR.

Agenda Item 5

Committee	Services Scrutiny Committee
Title of report	Report responding to specific enquiries made by the committee
Date of meeting	17 November 2016
Author	Elfyn V Jones, GwE Senior Challenge and Support Adviser
Relevant Officer	Arwyn Thomas
Relevant Cabinet Member	Councillor Gareth Thomas

Enquiry 1: An explanation of the nature of the agreement between the Authority and GwE – its cost and contents

Gwynedd's contribution to the regional services in 2015-16 was £651,557. This was a contribution of 17.7% to the model based on the agreed formula between the authorities. The contributions of the other authorities were as follows: Anglesey 10.1%; Conwy 15.5%; Denbighshire 15.2%; Wrexham 18.8% and Flintshire 22.5%. Gwynedd, as one of the two authorities in the Gwynedd/Anglesey Hub, is served by the equivalent of 10 full-time CAs, and the team provides support and guidance across 163 establishments in the sub-region. Based on the 2015-16 school categorisation profile, Gwynedd schools had access to up to 1,113 days of support. This was in addition to the training sessions and collective development programmes, including leadership development programmes, delivered to representatives from both sectors. Full details on the impact of the support and guidance are provided in the response to the members' second enquiry [below].

An explanation of the nature of the agreement is provided in Welsh Government's guidance document, '*National Model for Regional Working*' [number 126/2014]. The document highlights and defines structures for the partnership between the Government, Authorities and the Regional Service with regard to school improvement. Whilst retaining statutory responsibilities for schools and school improvement, the authorities delegate responsibilities for leading these improvements to the regional consortia [including GwE]. GwE, on behalf of the authorities, works to lead, organise and co-ordinate improvements in schools' performance with the aim of:

- ✓ improving learning outcomes for all young people
- ✓ ensuring high quality teaching and learning
- ✓ enabling school leaders to lead their establishments more effectively

The scope of GwE's service encompasses a wide range of responsibilities and areas, including:

- leading the monitoring, intervention, challenge and support strategies that will improve the quality of teaching and learning within the classroom
- supporting the development of school leadership on all levels, to include delivering an annual range of leadership programmes
- collecting, analysing and applying data from local authorities and schools, and using data to benchmark and challenge schools' performances
- supporting leaders and governors to thoroughly evaluate their schools' performances and to plan further improvements appropriately
- supporting schools to set challenging targets for improvements
- working with leaders to broker and commission support for individual schools according to their needs and support categories
- monitoring schools' use of grants, e.g. SIG/PDG
- promoting, encouraging and motivating 'school to school' collaboration, ensuring that the best practice is cascaded and disseminated
- ensuring that the Literacy and Numeracy Framework is delivered effectively across all schools, and coordinating and assuring the quality of the training and development provision offered to this purpose

- ensuring that all schools are 'ready for Estyn' in terms of standards, the quality of teaching/learning, provision and leadership
- supervising schools before, during and following an inspection
- ensuring that all schools in a post-inspection follow-up category make the expected progress within the agreed timeframe
- working with the authorities and establishment leaders to categorise schools according to the national categorisation procedure
- ensuring that authorities receive information promptly where there is concern over underperformance or lack of progress in specific schools, and supporting the authority in cases where statutory powers need to be called upon
- supporting the authority in the process of recruiting and appointing leaders
- preparing pre-inspection reports and pre-follow-up visit reports for Estyn on behalf of the Head of Education
- responding to Welsh Government's requirements with regard to driving national priorities regionally.

The main aspects of the Challenge Adviser's work include:

- supporting and challenging schools in the task of raising standards
- supporting schools with self-evaluation and self-improvement
- ensuring high quality teaching and learning
- brokering effective support and intervention
- developing school leadership
- building school-to-school capacity

Under the guidance of the Joint-committee, Management Board, Senior Leadership Team and the Authorities' quality assurance teams, accountability and quality assurance procedures for GwE are implemented on many levels. A good working relationship exists with officers in the Gwynedd Authority and the steps taken to strengthen the partnership have led to further improvements in outcomes in 2015-16 [details in full below]. The following local accountability and quality assurance procedures for the action are in place:

- A detailed specification is presented by the Head of Education to the Senior Challenge and Support Adviser [SCSA] to highlight the expectations and requirements for the action taken locally by GwE.
- The SCSA prepares a detailed *Business Plan* [L3] to highlight how exactly GwE will satisfy and respond to the requirements of the specification.
- The Cabinet Member for Education [Councillor Gareth Thomas] is a member of the GwE Joint-committee and scrutinises action and progress.
- The Head of Education is a member of the GwE Management Board.
- Quarterly monitoring reports on the action taken against the specification/Business Plan are presented to the LA and monthly progress reports are presented in speech to the Education Team or SLB.
- Regular meetings are held between the SCSA and the Assistant Senior Challenge and Support Adviser [ASCSA] and the Authority officers to discuss progress/lack of progress in schools that are causing concern. Where relevant other officers and/or Challenge Advisers [CA] are invited to attend to give attention to specific aspects or schools.
- The SCSA and/or ASCSA attend Gwynedd Education Department's Management Team meetings. Where relevant other CAs are invited to attend to give attention to specific schools.
- Relevant officers are included in correspondence between GwE and schools.
- Officers are given access to all GwE reports on schools.

- Officers receive copies of the GwE weekly bulletin, which provides details on developments.
- Senior officers from the 6 authorities and SCSAs from the three hubs form the Regional School Improvement Network, which meets on a monthly basis and ensures joint ownership for the improvement agenda.
- The SCSA is responsible for drafting the Annual Report on the Education Service and presents it to the Senior Management Team for discussion.
- The SCSA is responsible for responding to any requests for additional scrutiny by scrutiny committees.

Enquiry 2: An analysis of the ‘school to school’ model is required, due to doubts regarding its effectiveness

Tables 1-7 below provide details on the impact of the model on performance across all key stages and on inspection and categorisation profiles in Gwynedd. We hope that members’ concerns will be alleviated from scrutinising the significant improvements that have taken place over recent years. The positive comments made on improvements in education in the Autumn 2016 Gwynedd Council Chief Executive’s Bulletin are also highlighted [Table 8 below].

Background information on the ‘school to school’ model:

Schools are at the heart of the new national model, and the Welsh Government newsletter number 126/2014 identifies the responsibilities of governors, school leaders, teachers and other staff members with regard to:

- setting high expectations for pupils
- making a continuous effort to improve the standard of teaching and learning
- raising performance standards
- sharing good practice and learning from each other through genuine partnerships and school-to-school support arrangements

The guidance for regional consortia also clearly states that those schools that are able to lead their own improvements using their own resources should be encouraged and enabled to do so. With regard to schools that are at risk of causing concern or are causing concern, it is the consortium’s responsibility to help match and broker the required support. As a result, many of the available resources need to be targeted in order to monitor and support those schools that most need support. However, last year following an expression of local concern by Headteachers and other stakeholders as to the increasing demand on the most resilient and successful schools, the model was adapted and evolved through consultation with school leaders. Appendix 1 [below] presents full details to members on our method of implementation within the 3-model programme.

Evaluation of the impact of the model on standards of achievement and performance in the key stages [Table 1]:

- **FPh:** improvements were seen over the 2014-16 rolling period, but progress is lower than the national progress and performance has stalled this year. The authority’s position against the expected FSM ranking over the rolling period is disappointing. Improving performance in the FPh is a priority area that is further highlighted in this year’s specification.
- **KS2:** improvements were seen over the rolling period; progress is higher than the corresponding national progress, and performance in 2015 and 2016 is higher than the national average. However, the progress made in 2015-16 is higher in Wales, and the position against the expected FSM ranking is disappointing.

- **KS3:** excellent performance over the rolling period, with the authority highest out of all of Wales's authorities over a 5-year rolling period until 2016 [ranked 2nd].
- **KS4:** significant improvements over the rolling period with the 2016 performance the highest ever for the authority. The authority performs close to or higher than the expected FSM ranking in most indicators over the rolling period, and has been highest out of all of Wales's authorities for the last 2 years in the CPS and L1. Performance in English and Maths has improved over the rolling period, with particularly significant progress seen in Maths. Performance in Welsh continues to be above English; however, after a very strong performance last year, a fall was seen in 2016. With regard to the performances of individual schools, the 2015 and 2016 data highlight better consistency in the performances of the vast majority of establishments [particularly the smaller schools], since the degree of polarization and oscillation that was such a concerning feature during the period leading up to the authority's previous inspection was not seen. 2016 saw the best performance in history in most schools, in particular:
 - ✓ **L2+:** 11 schools improved on the corresponding figure for 2015; the performance of 7 schools broke 70%+ and 7 schools ensured improvements for the third consecutive year.
 - ✓ **L2:** 8 schools improved on the corresponding figure for 2015 and the performance of 4 schools broke 95%+.
 - ✓ **L1:** 14 schools achieved a performance of 100% and 10 schools were able to maintain or improve performance for the third consecutive year.
 - ✓ **English:** 9 schools improved on the corresponding figure for 2015; the performance of 9 schools broke 70%+; the performance of 5 schools broke 80%+ and 5 schools ensured improvements for the third consecutive year.
 - ✓ **Maths:** 11 schools improved on the corresponding figure for 2015; the performance of 11 schools broke 70%+; the performance of 2 schools broke 80%+ and 5 schools ensured improvements for the third consecutive year.
 - ✓ **Welsh:** 4 schools improved on the corresponding figure for 2015; the performance of 11 schools broke 70%+ and the performance of 4 schools broke 80%+.

Details on the authority's performance are provided in full in the Annual Report on standards and performance.

Evaluation of the impact of the model on the inspection profiles of Gwynedd schools between Autumn 2015 and Autumn 2016 [Tables 2/3/4/5]

Significant improvements were seen in the inspection profiles of the authority's schools, and the current profile is strong. In 2016-16 [until November 2016] 18 primary schools and 1 secondary school were inspected. In comparison to the 2014-15 profile, the following improvements were seen:

- significant progress in the % of schools receiving a judgement of *Excellent* or *Good* for each key question/overall judgement
- clear progress in the % of school receiving a judgement of *Excellent* for each key question/overall judgement
- no school has been judged *Unsatisfactory* for any indicator
- by now no school is in a *Significant Improvement/Special Measures* statutory category
- significant decrease in the % of schools in the *Estyn Monitoring* category [from 9.2% to 1.8%]
- significant decrease in the % of schools in the *Local Authority Monitoring* category [from 5.5% to 1.8%]
- in comparison to November 2015, the % of schools in follow-up categories has fallen from 17.4% to 3.6%

- each of the 4 schools that are still in a follow-up category have made the expected progress and are ready to be removed from the category

Evaluation of the impact of the model on the categorisation profile of Gwynedd schools [Tables 6 and 7]

- Since 2014-15 a significant increase was seen in the % of schools placed in the *Green/Yellow* support categories [71.2% in 2014-15 to 87.0% in 2016-17], and an increase from 9.0% to 19.2% was seen in the percentage of schools in the *Green* support category.
- Since 2014-15 a significant decrease was seen in the % of schools placed in the *Amber/Red* support categories – this figure has fallen from 28.8% to 12.8%.
- Clear improvements were seen in the quality of leadership and the quality of teaching and learning, with 89.5% of primary schools and 78.5% of secondary schools receiving one of the higher judgements [A or B] at step 2 of the national categorisation system. This compares to corresponding figures of 73.7% and 28.5% in 2014-15.
- A significant decrease was seen in the % of schools receiving one of the lower judgements [C or D] at step 2 of the national categorisation system. The figure for primary has fallen from 26.3% in 2014-15 to 10.5% in 2016-17, and for secondary from 71.4% to 21.4%.

Table 1: Rolling Period Performance Profile for all Main Indicators in each Key Stage

CS : DCS	2014		2015		2016		Progress	
	%	rank	%	rank	%	rank	15->16	14->16
Gwynedd	85.2	10	86.8	10	86.8	14	+0.0	+1.6
Wales	85.2		86.8		87.0		+0.2	+1.8

KS2 : CSI	2014		2015		2016		Progress	
	%	rank	%	rank	%	rank	15->16	14->16
Gwynedd	86.0	14	89.5	6	89.8	7	+0.3	+3.8
Wales	86.1		87.7		88.6		+0.9	+2.5

KS3 : CSI	2014		2015		2016		Progress	
	%	rank	%	rank	%	rank	15->16	14->16
Gwynedd	89.1	1	91.3	1	92.0	2	+0.7	+2.9
Wales	81.0		83.9		85.9		+2.0	+4.9

KS4	2014		2015		2016		Progress	
	%	rank	%	rank	%	rank	15->16	14->16
L2+	61.1	5	63.3	5	69.0	4	+5.7	+7.9
CPS	361.8	1	362.0	1	363.7		+1.7	+1.9
CSI	60.5	2	62.4	3	64.4		+1.0	+3.9
L2	87.9	4	89.0	6	89.5		+0.5	+1.6
L1	97.3	1	98.0	1	98.9		+0.9	+1.6
Welsh	72.4	9	78.9	4	76.3		-2.6	+3.9
English	69.2	7	72.1	6	74.3		+2.2	+5.1
Maths	65.0	7	67.0	8	73.2		+6.2	+8.2

*KS4 based on cohort of learners in schools [not including EOTAS]

Table 2: Gwynedd Inspection Profiles Autumn 2015 - Autumn 2016

Schools	Date	KS1	KS2	KS3	BG1	BG2	Follow-up
School 1	Autumn 2015	Excellent	Excellent	Excellent	Excellent	Excellent	Local Authority Monitoring
School 2	Autumn 2015	Good	Good	Good	Good	Good	No follow-up
School 3	Autumn 2015	Good	Good	Good	Good	Good	No follow-up
School 4	Autumn 2015	Good	Good	Good	Good	Good	No follow-up
School 5	Spring 2016	Good	Good	Good	Good	Good	Local Authority Monitoring
School 6	Spring 2016	Good	Good	Good	Good	Good	No follow-up
School 7	Spring 2016	Good	Good	Good	Good	Good	No follow-up
School 8	Spring 2016	Good	Good	Excellent	Good	Excellent	No follow-up
School 9	Spring 2016	Good	Good	Good	Good	Good	Local Authority Monitoring
School 10	Summer 2016	Good	Good	Good	Good	Good	No follow-up
School 11	Summer 2016	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn Monitoring
School 12	Summer 2016	Excellent	Excellent	Excellent	Excellent	Excellent	No follow-up
School 13	Autumn 2016	Good	Good	Excellent	Good	Excellent	No follow-up
School 14	Autumn 2016	Adequate	Adequate	Adequate	Adequate	Adequate	Estyn Monitoring
School 15	Autumn 2016	Good	Good	Good	Good	Good	No follow-up
School 16	Autumn 2016	Good	Good	Good	Good	Good	No follow-up
School 17	Autumn 2016	Good	Good	Good	Good	Good	No follow-up
School 18	Autumn 2016	Good	Good	Good	Good	Good	No follow-up
School 19 [U]	Spring 2016	Adequate	Good	Good	Adequate	Good	Estyn Monitoring

Table 3: Current Profile of Follow-up Category Schools

Category	Number of schools	% of schools
Local Authority Monitoring	2	1.8%
Estyn Monitoring	2	1.8%
Significant Improvement	0	0%
Special Measures	0	0%

Table 4: Comparison between November 2015 and November 2016 Inspection Profiles

Category	November 2015		November 2016	
	Number	%	Number	%
Local Authority Monitoring	6	5.5%	2	1.8%
Estyn Monitoring	10	9.2%	2	1.8%
Significant Improvement	1	0.9%	0	0%
Special Measures	2	1.8%	0	0%
All categories	19	17.4%	4	3.6%

Table 5: Comparison between 2014-15 and 2015-16 Primary Inspection Judgement Profiles [and up to November 2016]

Indicators	2014-15 [16 primary schools]			
	Excellent	Good	Adequate	Unsatisfactory
Key Question 1	0%	56.2%	43.8%	0%
Key Question 2	0%	68.7%	31.3%	0%
Key Question 3	6.2%	50.0%	37.6%	6.2%
Overall Judgement 1 : Current Performance	0%	56.2%	43.8%	0%
Overall Judgement 2 : Improvement Capacity	6.2%	50.0%	37.6%	6.2%

2015-16 [18 primary schools]				
Indicators	Excellent	Good	Adequate	Unsatisfactory
Key Question 1	11.1%	77.8%	11.1%	0%
Key Question 2	11.1%	77.8%	11.1%	0%
Key Question 3	22.2%	66.7%	11.1%	0%
Overall Judgement 1 : Current Performance	11.1%	77.8%	11.1%	0%
Overall Judgement 2 : Improvement Capacity	22.2%	66.7%	11.1%	0%

Indicators	2014-15		2015-16 [and up to November 2016]	
	Excellent/Good	Adequate/Unsatisfactory	Excellent/Good	Adequate/Unsatisfactory
Key Question 1	56.2%	43.8%	88.9%	11.1%
Key Question 2	68.7%	31.3%	88.9%	11.1%
Key Question 3	56.2%	43.7%	88.9%	11.1%
Overall Judgement 1	56.2%	43.8%	88.9%	11.1%
Overall Judgement 2	56.2%	43.8%	88.9%	11.1%

Table 6: 2014-2016 Categorisation Profile Comparison

2014-15	Green		Yellow		Amber		Red	
	Number	%	Number	%	Number	%	Number	%
	10	9.0%	69	62.2%	29	26.1%	3	2.7%

2015-16	Green		Yellow		Amber		Red	
	Number	%	Number	%	Number	%	Number	%
	17	15.5%	73	66.9%	16	15.0%	3	2.7%

2016-17	Green		Yellow		Amber		Red	
	Number	%	Number	%	Number	%	Number	%
	21	19.2%	74	67.8%	12	11.0%	2	1.8%

Table 7: 2014-2016 Categorisation Step 2 Profile Comparison [Quality of Leadership/Teaching and Learning]

2014-15 Primary	A		B		C		D	
	Number	%	Number	%	Number	%	Number	%
	20	20.2%	53	53.5%	25	25.3%	1	1.0%

2015-16 Primary	A		B		C		D	
	Number	%	Number	%	Number	%	Number	%
	27	28.4%	55	57.9%	13	13.7%	0	0%

2016-17 Primary	A		B		C		D	
	Number	%	Number	%	Number	%	Number	%
	28	29.5%	57	60.0%	8	8.4%	2	2.1%

2014-15 Secondary	A		B		C		D	
	Number	%	Number	%	Number	%	Number	%
	1	7.1%	3	21.4%	9	64.3%	1	7.1%

2015-16 Secondary	A		B		C		D	
	Number	%	Number	%	Number	%	Number	%
	1	7.1%	7	50.0%	4	28.6%	2	14.2%

2016-17 Secondary	A		B		C		D	
	Number	%	Number	%	Number	%	Number	%
	1	7.1%	10	71.4%	3	21.4%	0	0%

Table 8: The Chief Executive's Bulletin [Autumn 2016] referring to the success seen in education

Celebrating our performance

We recently received the encouraging news that Gwynedd Council is among the best in Wales in terms of national performance, although care must be taken when using 'league tables'.

The Council came fourth out of all Welsh councils according to the Local Authorities Performance Bulletin 2015/16, with the report noting that Gwynedd had performed higher than the national average in 55% (22 out of 40) of the measures assessed, with Education performing particularly well.

Initial figures this year show that this tradition is continuing in spite of the financial pressures upon us, with 68.5% of children achieving 5 GCSEs A*-C grade including first language Welsh/English and Mathematics (Level 2+ Threshold). I know there are similar stories within other services.

The national data clearly shows that we as a Council are continuing to maintain and improve the services we provide for the people of Gwynedd, despite the financial situation.

After seeing our resources diminish to such an extent in recent years, it is clear to me that the successes and improvements we are seeing in these results are down to your efforts as staff, our most important resource.

I'd like to take the opportunity therefore to thank you for your commitment to achieving for the people of Gwynedd despite the current climate, and to acknowledge the outstanding work that goes on within our teams which enables us to deliver the best possible services for our residents.

If you would like to know more about the results, you can visit: <https://timau/safle/perff/AmdanomNi/SitePages/Data%20Cenedlaethol.aspx>



Enquiry 3: The concern that too much focus is placed on schools in the amber/red categories, and that green schools need to be supervised to prevent them from slipping

Whilst accepting the concern expressed by the members, the requirements of the national model place a clear expectation on consortia to encourage and enable the schools that are able to lead their own improvements to do so using their own resources. With regard to schools that are at risk of causing concern or are causing concern, it is the consortium's responsibility to ensure that they are provided early access to a support programme that is necessary for their journey towards improvement. Therefore, it is expected for these duties to be applied proportionally, i.e. those schools most in need of support will be given access to more comprehensive provision and will be monitored more regularly. Welsh Government's guidance clearly states that this should be the main focus of the CA's activity.

However, as specified above in the response to the members' second enquiry, following an expression of local concern as to the increasing demand on the most resilient and successful schools, last year the model was adapted and evolved through consultation with school leaders. By now we feel that our action across schools in the different support categories is better balanced, and that the link CA's role with *Green and Yellow* schools in particular has been strengthened.

There is no recent evidence to suggest that the focus on the more vulnerable schools has led to a decline or lapse in the more resilient schools. Since 2014-15 a significant increase was seen in the % of schools placed in the *Green/Yellow* support categories [71.2% in 2014-15 to 87.0% in 2016-17] and an increase from 9.0% to 19.2% in the percentage of schools in

the Green support category. Clear improvements were also seen in the quality of leadership and the quality of teaching and learning across all school categories, with 89.5% of primary schools and 78.5% of secondary schools receiving one of the higher two judgements [A or B] at step 2 of the national categorisation system. This compares to corresponding figures of 73.7% and 28.5% in 2014-15.

Looking specifically at the performance of secondary schools that are currently, or have previously been, in the *Green* support category [Table 9 below] gives us an insight into the significant progress made in Gwynedd in comparison to the regional situation. Between 2015 and 2016 there was an increase of +3.6% in the local *Green* category schools [compared to a fall of -1.6% regionally], and an even more significant increase of +5.3% between 2014 and 2016 [in comparison to a fall of -2.1% regionally]. When combining data for *Green* and *Yellow* schools, the progress is equally striking [+4.0% and +5.1%]. Table 10 [below] provides details on performance over the rolling period in the two schools that have been in the *Green* support category over the last 3 years. Progress is seen across almost all indicators, with significant progress in some indicators.

Table 9: L2+ rolling performance, according to support categories

All GwE Secondary Schools								
	2014	2015	2016	2015>2016	2014>2016		2015>2016	2014>2016
	66.5	66.0	64.3	-1.6	-2.1			
	63.5	63.9	65.8	+2.0	+2.3		+1.4%	+1.6%
	50.2	54.9	56.3	+1.5	+6.1			
	53.0	49.8	56.3	+6.4	+3.3		+3.6%	+4.9%
Average	59.1	59.6	62.0	+2.4	+2.9	Average	+2.5%	+2.9%
Gwynedd Secondary Schools								
	64.5%	66.2%	69.8%	+3.6%	+5.3%			
	63.7%	64.7%	68.7%	+4.0%	+5.0%		+4.0%	+5.1%
	55.6%	64.3%	70.1%	+5.8%	+14.5%			
	62.3%	59.0%	70.6%	+11.6%	+8.3%		+8.0%	+12.5%
Average	61.7%	63.9%	69.3%	+5.4%	+7.6%	Average	+5.4%	+7.6%

Table 10: Rolling performance of secondary schools that have been in the green category since 2014-2016

School 1	Green Category	Green Category	Green Category	+/- 2014-2016
Indicators	2013-14	2014-15	2015-16	
L2+	64.5%	66.2%	69.8%	+5.3%
L1	100%	100%	100%	+0%
L2	95.2%	96.9%	98.1%	+2.9%
CPS	379.0	380.0	381.0	+2.0
Welsh	73.8%	81.3%	78.4%	+4.6%
English	64.5%	78.5%	79.3%	+14.8%
Maths	71.0%	67.7%	73.6%	+2.6%

School 2	Green Category	Yellow Category	Yellow Category	+/- 2014-2016
Indicators	2013-14	2014-15	2015-16	
L2+	48.8%	60.7%	67.9%	+18.8%
L1	100%	100%	100%	+0%
L2	96.3%	94.6%	90.6%	-5.7%
CPS	364.0	371.0	369.0	+5.0
Welsh	69.2%	80.0%	76.9%	+7.7%
English	56.3%	69.6%	67.9%	+11.6%
Maths	51.3%	62.5%	75.5%	+24.2%

Enquiry 4: There is concern over the fact that headteachers/teachers are moving to GwE. Whilst understanding that this happens due to the need for bilingual staff, schools are being deprived of staff, which has a detrimental impact on standards of teaching in the authority.

Whilst fully understanding and sympathising with the concern behind this comment, the increasing accountability on the service, and specifically the duties of the CA, means that every effort must be made to recruit experienced individuals with a strong track record of leading schools successfully, who understand how to implement school improvement procedures effectively. We must also ensure that the CA has the required credibility and respect to work with leaders and wider stakeholders. Naturally, the need to secure individuals who are proficient in both languages means that the recruitment pool is especially limited, but we have been extremely lucky over the years to ensure that each appointment has further enriched the team's expertise and skills. As members of a team that works across authorities, their influence and impact on the standards of leadership and the standards of attainment is far-reaching. It should also be noted that:

- each permanent position is advertised nationally, and all individuals are free to put forward an application;
- individuals appointed on a secondment basis gain a range of experiences and skills that will up-skill them before returning to their original post

In response to the concern as to schools being deprived of staff, we have agreed to collaborate with the authority's officers to provide a support programme that will identify and support '*leaders of the future*'. We will thus be able to ensure that the authority and schools have access to a wider pool of skilful and confident leaders. We also agree not to finalise secondments to the service without first discussing the obligations and impact of appointments on the circumstances of individual schools with the authority.

The Challenge and Support programme for schools according to support category and needs: A 3-Model Programme

Model 1: Schools in the Green support category and those recognised as strong or well established 'Yellow' schools

The programme for schools in the green and strong yellow support categories is based on the principle of school leaders working together and taking the lead responsibility for their standards and improvement programmes. GwE expects schools to be innovative and to push the boundaries in the way they challenge and support each other. The programme for *Green and strong Yellow* schools aims to:

- further empower school leaders to challenge and support other school leaders to lead their schools even more effectively
- ensure that every child and young person benefits from excellent teaching and learning
- lead to improved learner outcomes
- develop increased autonomy through the National Categorisation process
- build a stronger resilience at all leadership levels in our schools.

School leaders work together in groups with the challenge adviser to sustain and grow excellence by:

- developing a system of co-challenge and co-support
- sharing opportunities for professional development and excellent practice
- developing robust systems within each other's schools
- aiming for innovative and inspirational practices and high standards for all pupils
- using the National Model for Categorisation as a springboard for continued improvement
- co-owning responsibility for improving standards, provision and leadership in each other's schools.

Schools will:

- take co-ownership for all the schools in the group and work together to support and challenge each other
- work together in Peer Review Groups. The groups will consist of between 5 and 7 schools. All members of the group need to agree to work together and agree to maintain the ethos of the programme.
- share their current SIP, SER, performance targets and details of use of the Pupil Deprivation Grant [PDG] and Continuous Professional Development [CPD] activities with each other and their CA
- participate in 'school-to-school' support during the year for an aspect(s) that has been identified as an area for improvement. The peer review group will be the first point of contact in providing or brokering support for improvement but schools are encouraged to work with other schools outside the group. Schools will develop and share effective practice as a sustainable approach towards achieving excellence.
- use their Education Improvement Grant [EIG] to fund any meetings and prioritise this work as a key school improvement strategy
- carry out specific independent reviews during the year and the outcomes will be incorporated into the next phase of the programme and the documentation will be updated accordingly.

Outline of the programme over the year

- All schools will receive a visit in the Autumn Term by the CA to complete a National Categorisation School Report, and to confirm performance targets for 2016-17 and discuss the use of the PDG.
- The school shares its current Self-evaluation Assessment, School Improvement Plan, performance targets and details of the use of the PDG and CPD with all headteachers in the group prior to the peer review meeting.
- The autumn term challenge and review meetings will be arranged by the challenge adviser and each headteacher within the group will be responsible for preparing a peer review presentation for the peer review meeting. This may happen on a whole group basis or pairs/triads may be created from within the main group to challenge and support each other.
- All schools in the group to provide full access to relevant data for peers.
- Other leadership team members expected to be an integral part of the review process and meetings.
- During the year, schools will participate in school-to-school support for an aspect(s) that has been identified in the autumn meeting as an area(s) for improvement. CA to be present in some of the school to school collaboration sessions to offer support and quality assure the process during the year.
- Schools to invite the CA to take part in the school's monitoring procedures by scrutinising books etc.
- All schools will be equal partners in the process and fully involved in the peer review meetings. The process should be reciprocal with all schools benefiting from the support and challenge.
- The school and the challenge adviser will review progress towards the school's targets in the spring term, and each school is expected to write an update on progress of '*school to school collaboration*'.
- A review meeting will be held during the summer to discuss progress against the areas for development. The group is expected to use a wide range of evidence sources while discussing the quality of leadership and teaching and learning, and to share best practice.
- The challenge adviser will make an initial judgement on the school's 'improvement capacity' category following the summer review meeting and complete a draft version of the '*Improvement Capacity*' section of the National Categorisation School Report. Schools and CAs also evaluate the use and impact of the PDG.
- CAs may arrange an additional visit to an individual school at any time of the year should more evidence be required to make a judgement on standards, the quality of teaching and learning or the quality of leadership.

Model 2: Schools in the Yellow support category

The majority of Yellow support category schools will work with their link challenge adviser to focus on performance, strengths and aspects for improvement. Following the initial review meeting in the autumn term, schools will engage in collaborative activities with other schools that have similar priorities for improvement [as part of pair/triad or larger group working]. School-to-school support, challenge and partnership working are key elements of the programme for schools in the Yellow support category. During the summer term, the school and the challenge adviser will carry out a formal evaluation of the progress the school has made in making planned improvements.

Schools will:

- share their current School Improvement Plan, Self-evaluation Assessment, performance targets and details of use of the PDG and CPD activities with their CA
- participate in school-to-school support during the year for aspects that have been identified as improvement priorities

- develop and share effective practice as a sustainable approach towards achieving excellence
- review and evaluate progress during the year
- invite the challenge adviser to participate in the school's monitoring processes through book scrutiny, etc.
- use their EIG to fund any meetings and prioritise this work as a key school improvement strategy

Outline of the programme over the year

- All schools will receive a visit [review meeting] during the autumn term by the challenge adviser. The National Categorisation School Report will be completed as part of the review meeting and the support category agreed with the school.
- The school shares its current Self-evaluation Assessment, School Improvement Plan and performance targets as well as details of the use of the PDG and CPD activity with the CA.
- The CA and the school identify other schools with similar improvement priorities and schools with effective practice in the priority areas. Following discussion with the school, the challenge adviser will help to broker and commission appropriate support.
- During the year, schools will work with other schools with similar improvement priorities and share effective practice.
- The challenge adviser may attend some of the school-to-school collaborative sessions to offer support and to quality assure the process during the year.
- Each school will write a progress report on school-to-school collaboration and its impact.
- The CA will carry out a summer review meeting to discuss progress against priorities and targets, including an evaluation of the use and impact of the PDG and CPD activities.
- The CA will make an initial judgement on the school's '*improvement capacity*' category following the summer review meeting and complete a draft version of the '*Improvement Capacity*' section of the National Categorisation School Report. Schools and CAs will also evaluate the use and impact of the PDG and CPD activities.
- The challenge adviser may arrange an additional visit to an individual school should further evidence be required to complete the Categorisation report.
- The challenge adviser may arrange an additional visit to an individual school at any time of the year should more evidence be required to make a judgement on standards, the quality of teaching and learning or the quality of leadership.

Model 3: Schools in the Amber and Red support categories

Schools in the *Amber and Red* support categories will work with their challenge adviser on their school improvement priorities. Schools in the *Amber* support category will receive bespoke support, challenge and intervention according to need, and will receive short-term, time-limited, focused support to address areas in need of improvement or aspects of performance that are not improving quickly enough. *Amber* schools that have already made significant progress and developed their capacity to improve may be ready to adopt, with support, some of the strategies in the programme for schools in the *Yellow* category. Schools in the *Red* category will have a more directed approach and will receive intensive support from GwE and may be subject to intervention involving collaboration between GwE and their local authority. School-to-school support to access and share effective improvement practice is a central feature of the programme for schools in the amber and red support categories. The Support Plan is a key document, supplementing the SIP. The *Challenge and Support Programme* for schools in amber and red categories is a team endeavour between schools and CAs to improve performance and build capacity for

improvement, leading to schools having more autonomy for their own improvement in the future. A SCSA, or their representative, will be responsible for quality assurance and external scrutiny to ensure there is capacity-building and improvement in schools causing concern, and will liaise regularly with local authorities.

Outline of the programme over the year

- The CA will provide support for the process of self-evaluation and improvement planning as well as challenge to assure the integrity of the process, particularly for those schools that are at risk of causing concern or that are causing concern.
- All schools will receive a visit [review meeting] in the autumn term by the challenge adviser [see Appendix 2 below]. The National Categorisation School Report will be completed as part of the review meeting and the support category agreed with the school.
- The school shares its current Self-evaluation Assessment, School Improvement Plan and performance targets as well as details of the use of the PDG and CPD activity with the CA.
- Leadership teams should be an integral part of the review process and meetings with the challenge adviser.
- Following the autumn term review meeting, the school will identify the additional support it requires, beyond its own internal resources, to help achieve the priorities of its improvement plan.
- The headteacher, senior leaders and the challenge adviser will draw up and agree a Support Plan [see Appendix 1 below]. This may include CA support/external adviser support/school to school support/peer headteacher support.
- The expectation is that each school uses its own resources such as its EIG as well as requesting GwE to commission support according to need which may result in the allocation of additional days of support. This additional support could be delivered by a range of providers as listed above.
- The programme includes reviewing and evaluating progress in making planned improvements throughout the year [see Appendix 3 below]. The CA will arrange in-depth reviews of the evidence for planned progress [about every ten weeks in red category schools, termly in amber category schools]. These may involve external school or GwE peers, as appropriate, working together with the challenge adviser and senior and middle leaders to look at particular issues. Areas for review will be those identified as improvement priorities and may include standards of work in pupils' books; the quality of teaching, learning and assessment; attendance, behaviour and inclusion; the quality of leadership, line management and accountability; the progress of specific groups of pupils, e.g. Pupils who are eligible for free school meals [FSM].
- The school will provide an evaluation of the impact of its planned improvement work and the support it has received in advance of these review meetings, identifying to what degree it has achieved its improvement objectives. This process makes evaluation an integral part of the support and challenge process and school improvement planning cycle.
- The challenge adviser will facilitate this meeting and be responsible for writing the record of this meeting for the school. A SCSA, or a representative from the authority, may attend to provide external monitoring.
- Following this meeting, the school will present its evaluation of progress and the latest progress report to the group of governors responsible for standards and quality for information and challenge. In primary schools, the report may go straight to the Governing Body. A SCSA, or representative, will attend this meeting and a representative of the local authority, and/or diocesan authority, where appropriate, will be invited to attend if the school is causing concern. The report and the minutes of this meeting will go to the full Governing Body.

- Schools causing concern will be monitored and supported intensively. Where schools are making strong progress, monitoring and support will be less intensive. In certain circumstances, the local authority may ask GwE to undertake an extended monitoring visit.
- The CA may arrange an additional visit to an individual school should further evidence be required to complete the Categorisation report.
- The CA may arrange an additional visit to an individual school at any time of the year should more evidence be required to make a judgement on standards, the quality of teaching and learning or the quality of leadership.

Agenda Item 6

NAME OF COMMITTEE	Services Scrutiny Committee
DATE OF MEETING	17 November, 2016
ITEM	End to End, Children and Supporting Families Service
SUB-HEADING	Submit responses to members' observations from the preparatory meeting on 18 October, 2016.
AUTHOR	Head of Children and Supporting Families Department
CABINET LEADER	Councillor Mair Rowlands

- This report is submitted at the request of the Services Scrutiny Committee in response to members' observations on the paper shared with them at the preparatory meeting on 18 October, 2016. The paper submitted focused on an update on the recommendations of the End to End review of the Children Services which was commissioned in October 2012.
- Responses to several specific points were requested and the following is a response to the points as they were raised in the paper produced from the preparatory meeting.
 - (i) **That there is a duty on the service to send children out of the county because they require specialist care that is not provided in Gwynedd, and**
 - (ii) **If such a provision had been established in Gwynedd, savings may have been made**
- There are currently 15 looked-after children and young people who are placed in out-of-county residential units. The decision to place a child out of the County is one that is made based on an assessment of the child or young person's needs and is made at a multi-agency Statutory Panel which is chaired by the Head of Children Service. The statutory membership on the Placements Commissioning Panel include representation from the Betsi Cadwaladr University Health Board, Gwynedd Council Education Department and Children and Supporting Families Department and they consider the needs of the child in their entirety and reach a decision regarding the most suitable placement.
- The young people who have been placed out of the County in residential units have reached there because they have severe and complex needs that could not be provided for locally in foster care or

in an ordinary residential unit. The needs of these fifteen are very different from each other; therefore, we cannot plan to establish provision in Gwynedd which would meet the need. The range of needs includes sexual behaviour harmful to others; severe learning disabilities; severe physical and learning disabilities; behaviour problems which have led to Court Orders to place them in specific units in order to provide appropriate therapy; mental health problems which require a hospital placement and behaviour that is so dangerous to themselves and to others that a placement in a secure unit is required for a period of time. With the exception of the young people who are in placements because of a disability, these young people are the subject of a Court Order and the Council has a parental responsibility for them.

- As is seen, the variety of needs shows that savings would not be made if a provision were to be established in Gwynedd - we would remain in a situation of having to commission specialist placements out of the County in order to meet the needs and ensure appropriate intervention.
- This specific question was raised at the Strategic Safeguarding Panel at the beginning of this year and the request was taken to a meeting of the North Wales Head of Children Services meeting for discussion to see whether there was any desire to consider sub-regional or regional arrangements. The outcome reached was that it was not possible to establish such a provision due to the variety and types of specialist needs that need to be addressed by these provisions. The matter was considered to be impractical on a regional level and due to other priorities facing the work programme a decision to proceed with the proposal was not reached.

(iii) Clearly there was no funding available to deliver the three recommendations arising from the review.

- As noted in the report to the preparatory meeting, a significant investment was made to implement the main recommendation of the review, namely establishing the Edge of Care Team, and there will be further reference to the work of the team later in this report.
- No additional funding was required to implement the second recommendation as the aim was to establish a procedure for scrutinising new placements within the existing resources and this has now been established strongly and effectively.

- With the three other recommendations outstanding, there were valid reasons as to why we did not implement them immediately which did not involve funding.
- The first was to ensure better access to services for those receiving social services. The criteria for accessing services were committed in the commissioning framework at the time for 'Families First' packages. At the time, the way in which this was established in Gwynedd was a fundamental barrier to achieving the recommendation; but, by now and over time, Gwynedd (as other authorities) allows access to these services and therefore the recommendation has been achieved. The decision to establish the Children and Supporting Families Department in its new guise in 2014 was a big step forward in reaching this aim with the placing of statutory services and early intervention and preventative services for children and their families in one Department under the leadership of the Head of Service.
- The second recommendation, namely to establish 'one front door' was dependent on releasing structural arrangements to achieve it rather than additional funding. The 'one front door' would move our screening work to begin a process that was not a statutory expectation on the Council at the time. In this period also, the need to establish the Edge of Care Team and other priorities meant that there was no momentum or capacity to consider such a significant change. The passage of time also means that we are now much closer to establishing 'one front door'. The Social Services and Well-being (Wales) Act 2014 which became effective on April 6, 2016, has assisted us to create the statutory circumstances to establish one front door. There is a statutory expectation under the Act to establish what is known as *IAA - Information, Advice and Assistance*, and this work programme is being addressed although the solution will be a little different by now.
- The third recommendation is a model for establishing a multi-agency service to work with a family from the first suggestion of a problem or concern and to stay with the family until the solution is provided. Although based on good practice research in Scotland, this does echo the Troubled Families programme in England. The basic idea is to work closely with the most needy families, working tirelessly to resolve their situation before taking a step back. This is based on spending a considerably larger percentage of time with the families than what is possible within our current resources. However, despite

- this, we have two services which work and follow a similar model, namely the IFSS Team and the Edge of Care Team.
- The IFSS Team is a multi-agency team working on behalf of the Children Services on the highest level of need with parents who are misusing substances, and it is an effective service with workers spending hours every day with the family. The workers are restricted to working on a very small number of cases at a time. The work of the Edge of Care Team will be familiar to the members from the report to the preparatory meeting.
 - We know from our experience locally that, in order to succeed to ensure changes for families and stabilising their situations, intense attention and encouragement is needed for approximately six months. This is a significant time commitment. For example, if we were to reduce the number social of worker cases from 30 to 3 as happens in the IFSS Team, much more attention could be given to these matters; but, in terms of basic numbers, to address the needs of 800 children on the lists of our social workers on any one day, a substantial investment would be needed to address that. We would also need to add capacity by using the current resources of other agencies, or investment by other agencies to create such a team.
 - Our current experience is that, rather than being available to collaborate, agencies are less willing to do so because of their own financial and capacity challenges. In practice, we are having difficulties securing the attendance of agencies in child protection case conferences, and willingness to commit to other less serious arrangements is becoming more of a challenge from month to month.
 - It is not possible to give a cost outline for the recommendation as is seen from the aforementioned explanation and context.
- (iv) **That more information is needed to include: what is the cost of the savings; more details regarding the number of cases in the Edge of Care Team; an outline of the cost of the third recommendation and would there be a positive impact of implementing this and/or would it be possible for the authority to develop its own provision for child care.**
- The service has realised significant amounts of money via efficiency schemes and cuts during 15/16 and 16/17. To date, there is no

significant impact on our ability to respond on the front-line. The main risk in the Children Service is placements and the changeable nature of the field. Despite very detailed planning by Department managers with the Finance Department and detailed and careful projection work into the future, there are times when unforeseen cases come to our attention which means that we must re-profile the spending and report on a potential overspend. This has been done regularly and consistently, and two expensive plans have been identified at the end of quarter 2, 16/17 which had not been foreseen at the beginning of the year.

- Since January 2016, the Edge of Care Team has worked with 53 families and with a total of 93 children, with a high percentage of children aged under 4 and teenagers in this cohort. When looking at costs that would have been incurred if intense intervention had not been provided for the family and if these children would have gone into care or would not return from expensive placements to foster placements or home, it was calculated that costs of £419,469 have been avoided and the savings on two cases in this cohort are significant.
- The response to point (i) and (iii) above addresses the final question in (iv).

Agenda Item 7

Committee	Services Scrutiny Committee
Date	17 November 2016
Title	Care and Health Workers and Carers Investigation
Cabinet Member	Councillor W Gareth Roberts

- 1 The Care and Health Cabinet Member is undertaking work of reviewing the effectiveness of the Council's arrangements for supporting unpaid carers, and how best to support and increase the care and nursing workforce.
- 2 Since the start of this Council from May 2012 to the present, a number of the Scrutiny Committee Members have taken part in three Care and Health investigations and have identified the need to face the challenge of a shortage of carers and care and Health workers to be available in the right location at the right time.
- 3 Here is presented a draft Brief for the attention of Members of the Scrutiny Committee on holding a Scrutiny Investigation with the aim of answering the following question:

'How sustainable is the workforce and carers (including unpaid carers) in Gwynedd today and in the future?'
- 4 The following Members are willing to serve as Members of the investigation: Councillors Selwyn Griffiths, Sian Wyn Hughes, Linda Ann Jones, Eryl Jones-Williams, Ann Williams, Eirwyn Williams ac R H Wyn Williams.
- 5 Consider co-opting a representative from the Health Board as a member of the Investigation
- 6 Members of the Committee are asked to consider the draft brief enclosed and the list of nominees above

CARE AND HEALTH WORKERS AND CARERS INVESTIGATION

Services Scrutiny Investigation
DRAFT BRIEF – 17 November 2016

A	<p><u>What is the matter being considered?</u></p> <p>Members of the Scrutiny Committee are fully aware of the importance of working together between Gwynedd Council and the Health Board.</p> <p>Since the start of this Council in May 2012 to the present, Members have held three investigations (From the Hospital to the Home Part 1 and Part 2 and Ysbyty Alltwen) investigating activities in this area of work and have made numerous recommendations for improvement.</p> <p>This will be the final Scrutiny Investigation to be held in the period of the current Council. During the previous investigations, numerous references have been made to the shortage of carers and care and Health workers to be available at the right location at the right time.</p> <p>In addition the Adults and Health Cabinet Member has prioritised work in the 2016-17 Strategic Plan (Project G7) to respond to the current difficulties in terms of the provision of care and health Services within the field of older people in particular.</p> <p>The Project aims to undertake a detailed assessment of the current provision and implementing short term measures where possible and to plan to put in place robust sustainable arrangements for the mid and long term.</p> <p>Members of the Committee are of the opinion that it would be worthwhile holding an investigation to consider the work undertaken by the Adult, Health and Wellbeing Department to assess the situation, which plans have been implemented during the year and what are the arrangements for the future.</p> <p>This in the context of one of the cornerstones of the Social Services and Wellbeing Act 2014 which is that people receive the care and support that they need to live fulfilling lives.</p>
B	<p><u>The Investigation's Aim</u></p> <p>The main question to address is</p> <p>'How sustainable is the provision in terms of workforce and carers (including unpaid carers) in Gwynedd today and in the future?'</p> <p>It is intended to do this by asking the following questions::</p> <ul style="list-style-type: none">- Is there evidence that the Service is aware of the current needs and has identified the deficiencies or lack of Service?- Is there evidence that Gwynedd Council, the Health Board and their partners have worked together in order to accomplish short term solutions to address any deficiencies?- Is there evidence that Gwynedd Council, the Health Board and their partners

CARE AND HEALTH WORKERS AND CARERS INVESTIGATION

Services Scrutiny Investigation
DRAFT BRIEF – 17 November 2016

	<p>have worked together in order to jointly plan the provision of sustainable services in the future?</p> <ul style="list-style-type: none"> - Is it possible to show that these arrangements have made a difference to Users? - How is it intended to measure improvement or deterioration in the future?
C	<p><u>Background</u></p> <p>Consider relevant elements of the following in order to become familiar with the context:</p> <ul style="list-style-type: none"> - Social Care and Wellbeing Act 2014 - Gwynedd’s Older People’s Commissioning Plan 2011-16 - Help Older People to Live Independently: Are Councils doing enough? (Wales Audit Office Report October 2015) <p>Details of the current situation in Gwynedd</p> <ul style="list-style-type: none"> - Current Provision and Plans happening across the County - Publications and raising awareness - Engagement and promotional campaigns - Details of suitable courses offered by the Council, Colleges, Private Sector and Third Sector to potential professional and voluntary carers. - Relevant Measures
CH	<p><u>Good Practice and Lessons to be Learnt</u></p> <ul style="list-style-type: none"> - Consider examples of similar plans in other areas - Social Services Complaints Report - Report of the Vulnerable Adults Safety Panel
D	<p><u>Collect Evidence</u></p> <ul style="list-style-type: none"> - Leaders of Gwynedd Council and the Health Board <ul style="list-style-type: none"> o Adults and Health Cabinet Member o Adults, Health and Wellbeing Head of Service o Gwynedd Council Corporate Director o Health Board Western Area Regional Director - Operational Officers <ul style="list-style-type: none"> o Social Workers o Occupational Therapists o Enablement Officers o Senior Operational Managers o Brokerage Service o Community Nurses o Multi Disciplinary Teams Arfon, Dwyfor, Meirionnydd o Ysbyty Alltwen Ffordd Gwynedd Team

CARE AND HEALTH WORKERS AND CARERS INVESTIGATION

Services Scrutiny Investigation
DRAFT BRIEF – 17 November 2016

	<ul style="list-style-type: none"> - Care Homes - Residential Homes - Dementia Care Homes - Private Home Care - Third Sector <ul style="list-style-type: none"> o Care & Repair o Carers Outreach - Family Practitioners – one each from Arfon, Dwyfor a Meirionnydd - Trainers <ul style="list-style-type: none"> Gwynedd Council Health Board Llandrillo-Menai Group Bangor University Private Companies - Service Users and Carers (This will need to be considered carefully due to matters of confidentiality and data protection. It may be addressed by considering information received by officers from service users and carers). 		
DD	<u>Analysis</u> <ul style="list-style-type: none"> - Consider the evidence received from those interviewed - Consider research information and background information - Consider performance information 		
E	<u>Create Report</u> <ul style="list-style-type: none"> - Note main observations supported by evidence - Make recommendations for any short term improvements - Make recommendations for longer term improvements - Discuss and agree draft report with leaders of the work within Gwynedd Council and the Health Board - Present draft final report to the Scrutiny Committee for comments and agreement - Publish final report 		
F	<u>Action Plan</u> <ul style="list-style-type: none"> - Encourage Gwynedd Council and the Health Board to produce a joint action plan in response to the recommendations - Invite the leaders of the work in both Gwynedd Council and the Health Board to discuss the Action Plan with the Scrutineers. 		
FF	<u>Track Progress</u> <ul style="list-style-type: none"> - A joint update by Gwynedd Council and the Health Board to enable the scrutineers to assess progress. 		
G	<u>TIMETABLE</u>		
	What	Lead	Date
1	Background Documents	Adults and Health	November –

CARE AND HEALTH WORKERS AND CARERS INVESTIGATION

Services Scrutiny Investigation
DRAFT BRIEF – 17 November 2016

	<ul style="list-style-type: none">- Background and context- Aim and purpose of the work- Measures- Agree Brief	Cabinet Member, Adults, Health and Wellbeing Head of Service	December 2016
2	Interviews <ul style="list-style-type: none">- List of Interviewees- Questions- Hold Interviews- Minute-	Investigation Members Lead Officer	December 2016 – January 2017
4	Good Practice from Other Areas	Investigation Members and Lead Officer	February-March 2017
5	Analysis	Investigation Members and Lead Officer	February-March 2017
6	Final Report	Cabinet Member Investigation Members Head of Service Lead Officer	March 2017

Agenda Item 8

Committee	Services Scrutiny Committee
Date	17 November 2016
Item	Scrutiny Investigation Report – Ysbyty Alltwen
Cabinet Member	Councillor W Gareth Roberts, Adults and Health Cabinet Member
Investigation Members	Councillor E Selwyn Griffiths Councillor Siân Wyn Hughes Councillor Linda Ann Wyn Jones (Chair) Councillor Eryl Jones-Williams Councillor Peter Read Councillor Ann Williams Councillor Eirwyn Williams

- 1 The Investigation was set up on 20th October 2015 and the draft Final Report is presented here to Members of the Scrutiny Committee.
- 2 Members of the Investigation wish to thank everyone who has taken part in the investigation.
- 3 Members of the Scrutiny Committee are requested to consider the contents of the Report and to make comments, to ask relevant questions, to suggest any improvements and to reject or adopt the Report.
- 4 The Cabinet Member is requested to respond to the Observations and Recommendations.
- 5 To agree the way forward and when to receive an update on the attainment of the Recommendations.

Scrutiny Investigation Report

Ysbyty Alltwen

Investigation Members

Councillor E Selwyn Griffiths
Councillor Siân Wyn Hughes
Councillor Linda Ann Wyn Jones (Chair)
Councillor Eryl Jones-Williams
Councillor Peter Read
Councillor Ann Williams
Councillor Eirwyn Williams

Officers

Gareth James (Lead Officer)
Bethan Adams (Support Officer)

Corporate Support Department,
Gwynedd Council
Shirehall Street,
Caernarfon,
Gwynedd
LL55 1SH

Draft 17 November 2016

1 Introduction

- 1.1 This report presents the main issues (advantages and disadvantages) brought to light by the Scrutiny Investigation into the Pilot Scheme on integrated working between Gwynedd Council Social Services, Betsi Cadwaladr University Health Board and the Third Sector at Ysbyty Alltwen, near Tremadog, Gwynedd.
- 1.2 The main aim of the Investigation was to answer the question:
Does the integrated working model of the Alltwen Scheme succeed in addressing the requirements of the Social Services and Well-being Act 2014?
- 1.3 The Investigation was set up on 20 October 2015, and this report is submitted for the attention of the Scrutiny Committee on this day (17 November 2016).
- 1.4 The Investigation was set up to try to answer the following questions:
- Is it possible to evidence that the new way of working places individuals using the services centrally and does it help them live their lives in the way they wish to live them?
 - Is it possible to evidence that the model enables Gwynedd Council and the Health Board to collaborate more effectively?
 - Is it possible to evidence that the model enables Gwynedd Council and the Health Board to work more efficiently?
 - It is possible to demonstrate that resources can be used more effectively by working in this way?
- 1.5 Members of the Investigation would like to thank the Cabinet Member and the all internal and external officers for taking part in the Investigation.

2 Delivery

- 2.1 It is appropriate to note at the beginning of the report that it has not been possible to deliver one key element of the work, namely, the consideration of direct feedback from services users. (see also 4.5 and 8.1 – 8.6).
- 2.2 During the Investigation it became apparent that the work was developing and progressing. This report is a snapshot of the situation which is continually changing and moving forward, and it is suggested that the Cabinet Member and Head of Service have the opportunity to give an update when you consider the report in the meeting on 17 November
- 2.3 Nevertheless, Members of the Investigation believe that their work in gathering information from officers and the consideration given to research work provide clear and valuable messages.

2.4 Those Findings and Recommendations are submitted for the attention of the Health and Care Cabinet Member and the Western Area Director for the Health Board for whom they will hopefully prove useful as they develop and expand the work across the County.

3 Findings

3.1 The model being developed jointly between the Council and the Health Board at Ysbyty Alltwen near Tremadog in the Eifionydd area, contributes positively toward improving collaboration and transforming services for patients and service users.

3.2 It is possible to evidence the success of the collaboration plan and effective working methodologies between front line officers from the Health Board, the Council and, to a degree, the Third Sector.

3.3 Some success can be seen on a leadership and senior management level in joint planning and support for collaboration on an executive level; but, no clear evidence exists to show that this culture has yet filtered through to each level.

3.4 Although there are definite signs of planning and service provision in placing the individual at the centre, no clear evidence of this was given by Users.

3.5 There is room to further improve the Communication arrangements between the Alltwen Team and external services, and Users and their Families. There was no clear evidence that two essential elements of the Act in terms of sharing information and advising on preventative services in order to maintain independence was happening. This was happening when assessing but the aim of the Act is to ensure that this happens before assessment.

3.6 There are some visible signs that the new way of working is saving on services expenditure in the long term; but, so far, there has been no clear evidence of financial savings deriving from the Plan.

3.7 In order to work as one whole, integrated team, Council Officers and Health Board nurses and officers need to offer the full service jointly for periods longer than between 9-5, Monday to Friday.

3.8 Electronic systems and various documents from the Health Board and Council still seem to be a barrier to integrated working in some cases.

3.9 Although clear evidence exists that the individual's wish to remain at home is met and fully considered; at times, a different type of care needs to be provided locally and there is a shortage of beds in Residential Care, Nursing Care and EMI (Elderly Mentally Infirm) in the Eifionydd area which is a barrier to achieving this.

3.10 Whilst accepting that one intrinsic feature of the Plan is to pull some officers from other areas to participate in the scheme order to spread the work across

the County, there is concern that this could lead to temporary staff shortages in other areas and that care must be taken to avoid this.

- 3.11 The main work of the Alltwn Scheme is to provide services to benefit the Users. However, no clear measures currently exist, but these are being developed.

4 Recommendations

- 4.1 That the Alltwn Scheme integrated work model be expanded across the County at once.
- 4.2 Prioritise plans to improve the understanding and commitment to the working practices of the Alltwn Scheme among senior managers within Gwynedd Council Social Services and the Health Board.
- 4.3 Appoint Senior Managers from both organisations to be responsible for removing specific obstacles to delivering some elements of the Alltwn Scheme identified by the Alltwn Team Members.
- 4.4 That qualified Senior Managers stand in temporarily in order to address the shortage of front line staff/officers to maintain the core service in some areas.
- 4.5 Bring the current contract with external experts to a close and appoint an appropriate specialist to carry out a customer satisfaction Review and Questionnaire with users and analyse the responses.
- 4.6 Carefully assess the current measures, setting out a baseline and target for each.
- 4.7 Appoint a Senior Officer to undertake an assessment of the day to day arrangements of dealing with phone calls for the Alltwn Scheme in order to prevent missed calls and improve communication to include comparative details of arrangements for sharing **information**, **advising** and **assessing** in each area of Gwynedd
- 4.8 Provide a fully integrated service between 8.00 and 20.00 o'clock, seven days a week.
- 4.9 Appoint a Senior Officer to plan and provide one integrated electronic system for all the proceedings of the Alltwn Scheme.
- 4.10 Set up a procedure of weekly reporting on Residential, Nursing and EMI beds available in each area in Gwynedd.

5 Investigation Methodology (Appendix 1.)

- 5.1 Consideration was given to the processes of delivering on behalf of the user on three levels:

- National - the national context, policies and external drivers
- Institutional - senior managers, institutional structures, budgets/savings
- Operational - staff that provide services

5.2 A presentation was given on the main national driver - the Social Services and Well-being Act 2014 - and information was shared about the context in Scotland and Sweden in terms of collaborating/integrating plans in health and care.

5.2 One to one interviews were held along with group and more formal interviews in a committee set up with executive officers, senior officers and key Third Sector partners.

5.3 A closed meeting of the Alltwen Team was observed where the case of one User was considered (known as a Fish Bowl meeting).

5.4 Consideration was given to information on performance and measures.

6 Realizing for the benefit of the User

National

6.1 The main elements of the Social Services and Well Being Act 2014 were considered as well as the implications as to the way in which the planning and provision of services must change.

6.2 The cornerstone of the Act is the individual's Well-being Statement The main features of the Statement are:

- a description of the aspects of well-being that pertain to all parts of an individual's life
- empower people to have a stronger voice and to have greater control over their lives
- that people receive the care and support they need to live their lives to the full

6.3 The Statement includes a description of the personal well-being guidelines that an individual and his/her carer has a right to receive when working alongside social services and their partners

6.4 The Statement is an outline of the Welsh Government's commitment to ensure the well-being of the individual.

6.5 The Statement is also a means of fostering a general understanding between the individual and all the agencies in order to ensure that everyone works together to achieve the same important results for the individual.

6.6 The Well-being Statement is part of a national social services results framework that have been measured since April 2016.

- 6.7 There is no clear evidence that the Welsh Government has been promoting this new way of working at all times with regard to the Alltwn Scheme. (see 8.26)

Institutional

- 6.8 Ffordd Gwynedd is based on the Systems Thinking concept which focuses on the way in which the service is provided, the way in which it **links up and interacts** with departments which contribute to the service provision. Doing this rather than pursuing the traditional route whereby each department scrutinises itself.
- 6.9 It is considered that a service provision model jointly developed between Gwynedd Council and Betsi Cadwaladr University Health Board at Ysbyty Alltwn near Tremadog in Eifionydd, is a key and core part of all the transitional work of the Adults Services.
- 6.10 Even though the Alltwn Executive Team and officers from the Council and Health Board who are involved have a clear understanding, some confusion exists with the situation among external officers, and the potential for confusion remains among some Users and Carers.
- 6.11 Only patients from the Eifionydd area may receive this service at present; whilst patients from north Meirionnydd and Pen Llŷn who visit the hospital are assessed outside this arrangement.
- 6.12 The clumsy working title - Ffordd Gwynedd Plan Health and Care, Ysbyty Alltwn Site, Eifionydd is used for the work. Even though we do not have a specific recommendation on this issue, we ask that the Cabinet Member be mindful of the need to simplify this when expanding the work and promoting it to Users a swyddogion y Cyngor a'r Bwrdd.

Operational (see Appendix 2 and Appendix 4)

- 6.13 The aim of the *Ffordd Gwynedd Health and Care Plan, Ysbyty Alltwn Site, Eifionydd* is to simplify work procedures and remove obstacles, leading to an improved service for the individual.
- 6.14 The Plan began in October 2014 when a team of social services and health staff (managers and practitioners) spent six days with the Vanguard consultation company undertaking preliminary work to find out:
- what is important for users
 - how the existing system operates and what has led to working in this way
- 6.15 The result of this work was to agree on the purpose, executive principles and value steps:

Purpose: **To help me live my life as I wish**

Executive Principles

1. Placing what counts for the individual centrally to everything we do
2. Converse with the individuals about their background and the strengths they would like to build on, and support them to make informed decisions
3. Make decisions with the individual at the right time and in the right place.
4. Interventions based on that which counts for the individual by working in partnership with their personal contacts.
5. Retain ownership, bringing in expertise where required.
6. Focus information on that which counts for the individual and what is readily available for anyone who requires it.
7. Our measures drive our Learning and way of working.
8. That we work as one team.
9. Leaders act to remove obstacles, enabling an effective service provision.

Value Steps

1. What is important for the citizen
 2. Help the citizen try to resolve issues and discuss options
 3. Help the citizen implement options according to 'what is important'
 4. Review the effectiveness of the results of 'what is important'
- 6.16 Set up **A Core Team** was set up to lead on the work and to mentor additional staff to follow the new procedure (but not to take on cases). Team members were:

Gwynedd Council: Two Social Workers and one Occupational Therapist
Health Board: One Occupational Therapist, One District Nurse and One Enabling Officer

- 6.17 Then an **Executive Team** was set up to deal with cases. The original Team was made up of: 2.6 Social Worker, one Occupational Therapist, one Enabling Officer and One Field Officer (Third Sector)

The intention is to expand the team until the whole of the Eifionydd area is part of the new way of working...

- 6.18 Since its inception, the Team has dealt with what is known as service placements::
- 2013/14 - 431
 - 2014/15 - 347
 - 2015/16 - 220

7 MAIN ADVANTAGES AND SUCCESSES

- 7.1 Only those Main Advantages that have come to the fore in the opinion of the Members of the Investigation, bearing in mind the requirements of the Well-being Act 2014, have been noted in brief. (A number of other successes are noted in Appendices 2A and 2B.)
- 7.2 Team members use only one form (two sections) and it combines assessment needs and care plan. This is the **What's Important Form**. (Appendix 3) This

means that the labour intensive process of having different officers interview the User and having to repeat the same thing more than once is removed. This is a clear example of Ffordd Gwynedd at its best through placing the customer centrally.

- 7.3 Similarly, the practice of appointing one front line officer to be a main contact point for a User is another example of the unerring success of the Alltwn Plan. There was clear evidence of this in the **Fish-bowl** Meeting where the complex requirements of an User's situation were considered.
- 7.4 This procedure is a commendable one: the officer in charge of the case presents the User's details and the officers then discuss the best way to address the needs of the individual in accordance with his/her wish.
- 7.5 This results in coordinating and arranging the most appropriate service for the individual and ensuring that this takes place without imposing on him/her.
- 7.6 Team members seemed to be completely confident and comfortable with this work. There were no signs of divided opinions among staff from the Council, the Health Board and the Third Sector.
- 7.7 This was an excellent example of integrated working in a situation whereby the User was central.

8 MAIN DISADVANTAGES, OBSTACLES AND SHORTCOMINGS

The main issues that require attention in the view of Members of the Investigation are noted here. (see Appendix 2 for some additional points)

User Survey/Review

- 8.1 Although Members of the Investigation had strong feelings that the Alltwn Plan contributed constructively to improving the experiences of Users, due to the work they had undertaken, they were disappointed that it had not been possible to confirm this through considering a Survey or Review completed by or on behalf of Users.
- 8.2 Members of the Investigation considered that fully weighing up the effect of the Alltwn Plan was difficult and that too much emphasis should not be placed on targets as the nature and circumstances of each individual case is likely to impact any real quantitative delivery of data.
- 8.3 Nevertheless, this further promotes the importance of gathering qualitative data in considering the successes and shortcomings of the plan and to ensure the credibility of the work.
- 8.4 This element of the work is not easy to achieve. Unlike other fields of work such as education, for example, where it is possible to undertake regular and

constant monitoring of standards, and assessments of pupil progress, it is not possible to follow a similar path here.

- 8.5 It is hoped that national well-being measures will contribute to creating a clearer picture of the field in time; yet, Members are of the opinion that an assessment of the Alltwen Plan users' experiences must be carried out as soon as possible between October 2014 and the present.
- 8.6 This is the most difficult and most critical requirement in terms of assessing the success and shortcomings of the Alltwen Plan.

Financing the Plan

- 8.7 It was noted that the cost of using external consultants for the Alltwen integrated model was £260,000. This was funded by the Independent Living Fund.
- 8.8 The work undertaken by the consultants to kick start the process had been useful but by now the priority is to assess the success of the work; and, it would be beneficial to terminate the contract in order to use the resources to complete the key assessment work.

The What's Important Form (Appendix 3)

- 8.9 There was no evidence that the 'What's Important' form was being used by officers and agencies beyond the Alltwen Team, even though the information therein is useful and sufficient.
- 8.10 This is an issue that requires attention from a Senior Manager.

Extend the period of the service

- 8.11 Although clear signs of integrated collaboration within the Team exists, the fact that the integrated service was confined to between 9 and 5 o'clock, Monday to Friday, was frustrating for some team members and hampered the smooth running of the plan and service for Users and their Families.
- 8.12 It is suggested that this situation be looked at soon, as there is a danger that it could undermine the work achieved to date and hamper further developments.

Measures

- 8.13 One feature of Ffordd Gwynedd is its focus on the needs of the individual, identifying which obstacles to delivering those requirements exist within the systems.

- 8.14 This method is based on techniques of the Systems Thinking which, in turn, derives from the preliminary work of Prof. Jay Forrester in the United States during the 1950s.
- 8.15 It is vital to note that, with such a method, the intention is not to **measure** the improvement of a service. Thus, care must be taken not to create any unnecessary additional work, inventing a series of complex measures and data collection, as a result of Ffordd Gwynedd.
- 8.16 The arrangements that have been set up to develop national measures as a result of introducing the Well-being Act are seen as a positive step. Members of the Investigation are of the opinion that this must be given time over the next two years to succeed, for the benefit of the Users of the Alltwen Plan and every other User in the County.
- 8.17 Nevertheless, specifically in the case of the Alltwen Plan, it is suggested that the need to measure customer satisfaction is an intrinsic part of measuring the success of the plan in placing the Individual centrally.
- 8.18 An example of this can be seen in the *Gwynedd Council Ffordd Gwynedd Properties Service Plan* which has developed this technique for measuring customer satisfaction.
- 8.19 This is more difficult to achieve in the case of care and health services, and it is suggested that an additional, specialist resource be used to deliver this by using the budget that is currently used by external consultants. *Vanguard* as it is less of a priority.
- 8.20 Much data is gathered but Members of the Investigation are of the opinion that it would be useful to undertake an assessment of both these related elements:
- Individuals discharged from hospital and who then return quite soon after, looking at the reasons
 - Note any financial savings.
- 8.21 Although the following 'Service Placement' Comparison data (Appendix 4) for each area between 2013 and the present suggests a substantial improvement in the Eifionydd area, a wider assessment needs to be conducted on the story behind the data for it to be of use.
- 8.22 It has been suggested that the Senior Manager undertake this work.

Change of culture

- 8.23 Though the principle of appointing a front line officer to assist the User as a consistent point of contact on his/her journey through the systems have been successfully implemented, the culture of support for these key officers by the

Welsh Government and Senior Officers from the Health Board and Councils must be improved.

- 8.24 During the Investigation meeting with the Alltwen Team Members it became evident to Members of the Investigation that some specific matters would need to be addressed in order to improve this situation:

Information Technology

- 8.25 Information Technology systems at the Health Board and Council are unable to communicate. It is understood that work is under way on this element and that a new system will be in operation from August 2017. It is recommended that development work should consider the developments and obstacles identified by the Alltwen Team.

- 8.26 Furthermore, the request by the Welsh Government to produce hard copies of proceedings between the Nurse and the Occupational Therapist and Third Sector officers instead of using email, suggests a lack of understanding of the principles of Ffordd Gwynedd within some Government departments. It is understood that Vanguard consultants are dealing with this matter.

Continuous Health Care

- 8.27 Arrangements for Continuous Health Care by the Health Board are entirely ineffective and at times thoroughly slows down the service provided. There was a suggestion that the relevant senior officers were considering visiting the officers of the Alltwen Team to discuss the situation. It is vital that this takes place at once.

Dynamic Leadership (Appendices 5)

- 8.28 There is no clear evidence that senior officers from the Health Board and the Council are aware of the value of the dynamic model of the Alltwen Plan to deliver the requirements of the Well-being Act. It appears that their understanding and their commitment to supporting the Key Officers is fragmented. It was noted that both organisations had been through challenging times and some promising signs of moving on were evident. Thus, it has been suggested that a Senior Officer be tasked with promoting the Plan across the Management Structures of both organisations. The proposal to set up a joint management structure was welcomed.

Transport

- 8.29 Concern that the lack of transport services in rural areas could undermine the work of the Team among some vulnerable individuals was noted.
- 8.30 Investigation Members suggest that this is an issue requiring attention on a more strategic level to be led by a Senior Manager.

Third Sector

- 8.31 Although Third Sector organisations undertake vital elements of services for individuals, the provision is only on offer in some areas. Yet, the shortage in some rural areas is a matter of grave concern.

- 8.32 A Senior Manager has been asked to undertake work at a strategic level to assess the need, the shortcoming and how to address these issues, beginning with the mapping work already completed by Mantell Gwynedd in the area of the Alltwen Plan.
- 8.33 Also, it is suggested that an assessment be undertaken of the success of the direct contact with the Third Sector through the Care and Repair connection at the Alltwen Team.

Residential, Nursing and EMI Beds

- 8.34 Concern was noted among the Team and external surgery staff as to the lack of provision of Residential Care, Nursing Care and EMI beds in the Eifionydd area which was a serious obstacle to meeting the needs of the individual. It was considered that one of the reasons for this was that Users from outside the area filled up beds at times and that this exasperated the problem.
- 8.35 A Senior Manager has been asked to take a closer look at the situation in the Eifionydd area as a starting point and make suggestions on improvements.

Communication

- 8.36 The exact situation with regard to missed calls by the public, users, family members, carers etc, is unclear. This is a matter that has caused concern among Team members and Members of the Investigation.
- 8.37 We would have expected this to be a clear issue raised by the consultants since noting missed calls is a fundamental part of the analysis work of systems thinking. It is unclear to the Members of the Investigation whether this was an issue that had been discussed among consultants and whether they had commented.
- 8.38 Officers from outside the Team noted that it was unclear which social workers needed to be contacted, and that they had to contact the Office in Dolgellau and talk to the duty officer.
- 8.39 Additionally, concern was raised by officers of an external surgery at the lack of consistency as to which personnel member at Ysbyty Alltwen they had to contact. This is one aspect that needs to be addressed, taking care not to move officers from the Alltwen Team to every region in Gwynedd in order to expand the plan.
- 8.40 It is suggested that the responsibility for this lies with the Senior Manager and not the members of the Alltwen Team.
- 8.41 Concern has arisen among Members of the Investigation as to comments by external officers that there is still a delay in discharging patients as there is no social worker present to carry out the assessment. This can cause a delay of a week or more, but the situation has improved a little.

8.42 In the Members' opinion, this aspect needs to be dealt with quickly through having a Senior Manager conduct an assessment and implement a solution. One option that requires consideration is the appointment of an administrative officer to deal with calls, taking care not to create another layer between the User and the service.

Investigation Meetings

Meetings were held on the following dates:

- 25 February 2016
- 11 April 2016
- 19 May 2016
- 28 June 2016
- 13 July 2016
- 18 October 2016

During the above meetings, a discussion was held with the following:

- Councillor W. Gareth Roberts (Cabinet Member - Adults, Health and Well-being)
- Aled Davies (Head of Adults, Health and Well-being Department)
- 2 x Social Worker
- Enablement Officer
- Alltwen Area Matron
- Community Nurse, Ardudwy/Penrhyndeudraeth
- 2 x Community Nurse, Eifionydd
- Area Nurse (Core Team)
- Occupational Therapist
- Dwyfor Area Manager
- Chief Officer, Carers Outreach
- Care and Repair Manager - Gwynedd and Anglesey
- Performance and Data Unit Manager, Adults, Health and Well-being Department
- Morwena Edwards (Corporate Director)
- Ffion Johnstone (Western Area Director, Betsi Cadwaladr University Health Board)

Other Meetings

An interview was conducted with staff from Bron Meirion Surgery, Penrhyndeudraeth.

Councillors Eryl Jones-Williams, Ann Williams ac Eirwyn Williams observed a Fish Bowl meeting.

Investigation Members wish to thank everyone who took part.

Ffordd Gwynedd Health and Care

Leaders have been talking about delivering client centred services for a long time and this is what workers are trying to do every day. But the work systems that were developed seem to have been hindering rather than supporting this.

A key Vanguard concept is that of 'Failure Demand'. This is demand that re-occurs because the system has failed to meet it at the first opportunity. So it shows up again in the form of re referrals and re assessments.

Armed with this, a Team of Social Services and Health Staff (Managers and Practitioners) spent six days with Vanguard to:

- Find out what matters to users
- Find out how our system works

This was done by:

- Interviewing users
- Case file reviews
- Work flow analysis

Following this we used the system / performance and user knowledge to work backwards to the 'thinking' which underpins our current system and our current purpose. We found that it included the following features:

- We tend to see Social Services solutions as the only options; fitting the individual to the service rather than seeing what matter's to them.
- We tend to solve single issues / problems; not necessarily addressing root causes; some examples of poor multi-agency working.
- Too many assessments and re assessments; not sure about effectiveness of reviews.
- Standardisation is seen as good; if you fill in the form you have done a good job; pushing people through a production line.
- We do things because we have to measure it that way; individuals must hit 'triggers' to be "bad enough" to move to the next stage.

This encouraged us to visualise what 'perfect' would look like by giving us a new **purpose** and a new set of **operational principle and Value steps** as follows:

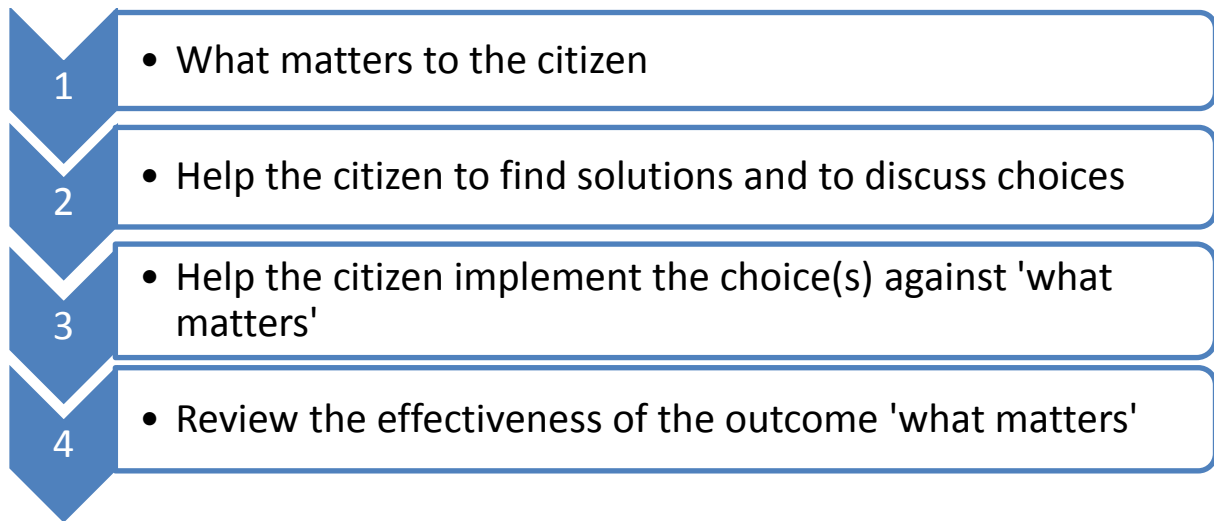
New purpose: **"Help me to live my life as I want to live it"**

New operational principles:

1. What matters to the individual is at the centre of all we do.
2. We have a conversation with the individual about their story and the strengths they wish to build upon; supporting the individual to make informed choice.
3. We make decisions with the individual at the right time in the right place.
4. Interventions are based on what matters to the individual by working in partnership with their personal networks.

5. We retain ownership and pull in expert support as required.
6. Information focuses on what matters to the individual and is readily accessible to all who needs it.
7. Our measures drive our learning and whole system way of working.
8. We all work as one team.
9. Leaders act to remove barriers to enable effective service delivery.

Value steps:



After the initial 6 days an integrated team of health and care professionals were put together to test these principles in an operational context. This pilot ran for a period of 12 weeks (January 2015) which included the following professions:

- 2 x social worker
- 1 x Occupational Therapist (GC)
- 1 x Occupational Therapist (BCU) (no longer within the core team since June)
- 1 x District nurse
- 1 x Enablement Officer

(This team remains as the core team who mentors and continually tests out new ways of working and challenges forms and identify blockages to remove to ensure that the team are able to adhere to the new purpose and principles. The core team do not take on cases.)

Following the pilot a subsequent roll in of multidisciplinary staff members took place in April and July 2015, and will continually grow until the whole area (Eifionydd) has been rolled in to the new way of working. This way of working will subsequently be introduced to other areas of Gwynedd following the team in Eifionydd being fully functional with relevant health staff joining the team and them all being fully confident in the new way of working.

What have we changed?

- Front line workers are leading the change on the basis of learning from real cases

- One team of health and social care workers working from a community hospital
- A design which will strive to ultimately result in less paperwork and more time spent with the citizen. (80% Care/20% paperwork)
- The same person holding the citizen's story end to end able to pull the right expertise at the right time
- Measures that help us learn understand and improve
- Skills that help us to help the citizen help themselves thus reducing the dependency on public services
- Improved citizen journeys.
- Team challenging what doesn't add any value to what they do.
- Identifying blockages in the system and eliminating them
- Leaders working on and getting rid of blockages.

Current Situation:

The operational team in Eifionydd include:

- 2.6 x Social Workers
- 1 x Occupational Therapist
- 1 x Enablement Officer (Currently on long term sick leave)
- 1 x Field Officer (3rd Sector, on a trial basis which will be reviewed regularly)

The team currently does not include any health members due to the member recently retiring and awaiting to move office for the district nurse team to join the team.

What Happens next?

1. District Nursing team to join the operational team in the next few weeks
2. Moving to a permanent office space (downstairs in Alltwen)
3. Rolling in the ward staff in Alltwen to the new way of working.
4. Workshops have been arranged for Regional Adult Teams within social care (dates on last page)
5. Sessions have been arranged for leaders of health and social care early in December.
6. Planning for other areas i.e identifying locations and timescales.
7. Introducing the new way of working to other local multidisciplinary teams ideally working in a community hospital or surgery setting.
8. Continue to identify blockages and getting rid of them to ensure a timely and effective service for the citizen.
9. Building on individuals and communities strengths
10. Trialling taking all calls for Eifionydd directly i.e. all calls coming through advice and assessment being passed on straight to the team before taking any details on the case.

Ffordd Gwynedd Health and Care's achievements:

- Agreement with audiology department that they will accept a referral via e mail and what matters form, instead of referring through GP. A mail box will be organized.
- Citizens in Eifionydd who have a current hearing aid and have concerns, are now able to self-refer to the audiology department at Ysbyty Gwynedd.
- Team able to borrow hearing aids for assessments
- District nurses are now able to contact out of hours through a direct number, instead of having to go through the triage system.
- A CHC applications mailbox has been arranged following a request by the team.
- An agreement is in place for any request for rubbish and recycling collection to be completed via e-mail. This provision is in place for social service and health workers. No longer a requirement to complete a form.
- Joint local stores
- Prescribers' rights- for all workers in the Eifionydd area for equipment such as profiling beds. The case will be discussed in a controlled environment prior- this is to ensure that every avenue has been achieved prior to ordering the bed.
- Welfare Rights Department- Willing to accept direct referrals via e-mail, instead of completing a form.
- Can refer direct to Orthotics instead of having to go through GP
- Access to ambulance Transport for intermediate care admissions in nursing care homes – direct number to the department.
- (DFG) disability grant – Health occupational therapist can refer directly and take responsibility (following multi-disciplinary discussion (Fish bowl))
- CCG adaptations – discuss case with CCG officer, therefore the case does not need to go to panel

Current Blockages that are being addressed

- CHC – form over 100 pages – long process
 - Process is being mapped to understand why all the documentation needs to be filled
- Telecare – Telecare process has been mapped to try and look at simpler and effective ways of providing the service without the need of filling forms and trying to reduce the time from point of contact to the point of receiving the equipment.
- Direct payments – work ongoing in adapting the guidelines
- Inconsistencies in short term care units – some units insist on going out to assess individuals for admission to short term care units even though an assessment by a professional member of Health or social care has already made an assessment. This is causing duplication and a delay in admission.
- Mapping work being carried out on the Welfare rights team

- Work being done on challenging national/corporate measures
- Best interest assessment /MCA being looked at – two forms different from Health and social care – looking at having one that cover both needs.
- Delays in house adaptations – housing associations – looking at how this service can be more effective
- CCSIW – age variation – having problems placing adults under 55 years of age in short term care units without having to make an ‘age variation to the registration’ of the home, which can take at least 5 weeks to be put in place. This does not take the individual’s need into consideration.

Questions and answers

Questions that were raised from Focus groups held for Adult, Health and Wellbeing staff:

- What is the nature of cases the team are dealing with?
 - The team deals with all cases that come in directly and through advice and assessment, the ward, GP’s etc. the team does not split long term or short term cases. They do not deal with any mental health or learning disability cases (OT might be pulled into these as they do not have an OT within LD team at present).
- How does the team receive referrals?
 - Directly on the phone, e-mail, fax
 - Through the advice and assessment team
 - The way of receiving referrals has not changed at present.
- What is the paper work used?
 - The only form that they have to fill is the ‘what matter’s’ a copy can be seen below, this combines the old assessment and care plan. The ‘what matter’s’ form is also used for any reviews that need to be carried out as well.
 - The team are looking to eliminate unnecessary forms for referrals to other services to avoid duplication, therefore the team are trying to use the ‘what matters’ as a form of information for any referral for example to refer to residential homes, as a care plan when referring for home care package, as the ‘what matter’s’ document notes all relevant information to inform relevant agencies of what is important to the individual to enable them to live their life how they want to live it.
- What are the blockages and how have the team overcome these?
 - See page 4.

➤ Simply, what is the new way of working?

- Ownership of cases from start to end of citizen's journey, no passing cases on to other workers, instead pulling them in when necessary.
- Integrated working with health and social care –eliminating 'barriers'
- Health and social care co-located
- Less paper work – ideally 80% with the citizen 20% paperwork
- Focus more on what is important to citizen, tries to move from notion that the solution is always statutory services.
- Working closer with the citizen on the cusp/during enablement period.
- Multidisciplinary meetings discussing cases which avoids having to take the case to panel for any service to commission care or order any equipment.

If you would like more information about the new way of working, workshops have been arranged for Adult regional teams:


Dwyfor Area Team: 09:30am, 21/10/15, Frondeg, Pwllheli

Meirionydd Area Team: 13:00pm, 18/11/15, Rm 2 Penralag, Dolgellau

Arfon Area Team: 09:30am, 4/11/15, venue to be confirmed, Caernarfon

For those not involved in the above teams workshops there are also open sessions for health and social care staff being held by the Ffordd Gwynedd health and social care team (contact the team to know when they are being held) if you would like the members of the team to come and present to your team separately please contact the team on 01766 510072 or contact Teleri Toohill at Telerisamueltoohill@Gwynedd.gov.uk to arrange.

Appendix 1 – ‘what matters’ form

			
“BETH SY’N BWYSIG I MI...” “WHAT’S IMPORTANT TO ME...”			
Dyddiad Cychwyn Y Ddogfen / <i>Document Start Date :-</i>			
Enw a Swydd Cyd-lynyddd Gofal / Name and Designation of Care Co-ordinator			
Enw(au) Cyntaf y Dinesydd: <i>Citizen’s First Name(s):</i>		Cyfenw’r Dinesydd: <i>Citizen’s Surname:</i>	
Rhif NHS No			
Rhif RAISE No		Rhif D No	
Rhif Ffôn Cartref / <i>Home Tel No:</i>		Rhif Ffôn Symudol / <i>Mobile No:</i>	
Cyfeiriad Cartref: <i>Home Address:</i>			
Perchnogaeth / <i>Tenure</i>			
Dyddiad Geni: <i>Date of Birth:</i>			
Person Arwyddocaol / Perthynas Agosaf – <i>Next of Kin</i>			
Pŵer atwrnai / <i>Power of Attorney</i>			
Gwybodaeth Meddyg Teulu / <i>GP Details</i>			
Enw’r Meddyg Teulu: / <i>GP Name:</i>			
Cyfeiriad y Meddyg Teulu: <i>GP Address:</i>			
Rhif ffôn y meddyg: <i>GP Tel No:</i>			
Caniatad / Capasiti / Rhannu Gwybodaeth – <i>Consent / Capacity / Share Information</i>			
Dewis Iaith, Llafar ac Ysgrifenedig – <i>Language of choice verbal and written</i>			

Risgiau / Risks

**BETH SYDD YN BWYSIG I CHWL. SUT MAE BYWYD DA YN EDRYCH FEL I CHWI?
WHAT MATTERS TO YOU / WHAT DOES A GOOD LIFE LOOK LIKE TO YOU ?**

1. CEFNDIR/HANES – BACKGROUND/HISTORY

2. IECHYD CORFFOROL/MEDDYLIOL PERTHNASOL – *RELEVANT PHYSICAL /MENTAL HEALTH*

3. BETH MAE TEULU, FFRINDIAU / Y GYMUNED YN GALLU EI WNEUD? – *WHAT CAN FAMILY, FRIENDS/THE COMMUNITY DO?* CYSYLLTIADAU CYMDEITHASOL - *SOCIAL CONTACTS*

4. SGILIAU A CHRYFDERAU (BETH YDYCH WEDI GWNEUD/YN GALLU EI WNEUD I HELPU EICH HUN I GYFLAWNI YR HYN SYDD YN BWYSIG I CHWI?) – *SKILLS AND STRENGTHS (WHAT HAVE YOU DONE OR CAN DO TO HELP YOURSELF ACHIEVE WHAT MATTERS TO YOU?)*

5. OFNAU A PHRYDERON / FEARS AND CONCERNS:

--

6. SYLWADAU CYFFREDINOL / GENERAL COMMENTS

--

ALLBYNNAU BERSONNOL A GANFYDDWYD (BETH SY’N BWYSIG) A’R WEITHRED A GYTUNWYD:

PERSONAL OUTCOMES IDENTIFIED (WHAT MATTERS) AND AGREED ACTIONS

Beth yw’r amcan benodol. What is the individual Outcome ?	Gweithred a’r Camau a gytunwyd i gwrdd a’r Amcan benodol / Agreed actions for meeting The individual outcome	Pwy sy’n gyfrifol, sut a phryd? Unrhyw rwystrau i gyflawni yr allbynnau a’r risg sy’n gysylltiedig / Who will be responsible, how and when? Any barriers to achieving these outcomes and related risks.

Dyddiad Adolygiad : / Date of Review:	
--	--

AWDUR / AUTHOR	
DYDDIAD / DATE	

**GWYBODAETH DIWEDDARAF SY'N BERTHNASOL I BETH SY'N BWYSIG /
LATEST UPDATE THAT IS RELEVANT TO WHAT MATTERS**

Rhowch dic yn y blwch os mai adolygiad yw hwn/ *Please tick if this is a Review*

AWDUR / AUTHOR (Yr Adolygiad/Review)

DYDDIAD / DATE (Yr Adolygiad/Review)

DYDDIAD CAU'R DDOGFEN / DOCUMENT END DATE

1. Aims and purpose of the Project

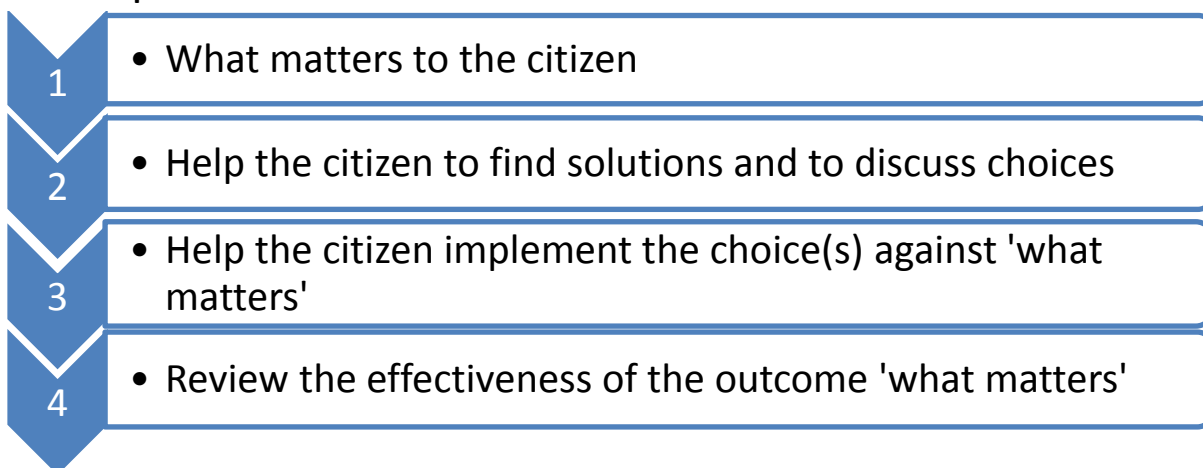
'Ffordd Gwynedd''s principles ensure that Gwynedd's people are at the Centre of all that we do. This is what staff are trying to do every day. But the system or processes in place are hindering instead of supporting this. **Ffordd Gwynedd Health and Care's aim is to simplify these work processes and avoid blockages that will lead to a better Service for the individual.**

Purpose: "Help me to live my life as I want to live it"

New operational principles:

1. What matters to the individual is at the centre of all we do.
2. We have a conversation with the individual about their story and the strengths they wish to build upon; supporting the individual to make informed choice.
3. We make decisions with the individual at the right time in the right place.
4. Interventions are based on what matters to the individual by working in partnership with their personal networks.
5. We retain ownership and pull in expert support as required.
6. Information focuses on what matters to the individual and is readily accessible to all who needs it.
7. Our measures drive our learning and whole system way of working.
8. We all work as one team.
9. Leaders act to remove barriers to enable effective service delivery.

Value steps:



2. Operational Team Set-up

This team will continually grow until the whole area (Eifionydd) has been rolled in to the new way of working. At present, the team in Eifionydd includes:

- 3.4 x Social Workers
- 1 x Occupational Therapist
- 1 x Enablement Officer
- 1 x Field Officer (3rd Sector, on a trial basis which will be reviewed regularly)

3. Questions and answers

- **What is the nature of cases the team are dealing with?**
 - The team deals with all cases that come in directly and through advice and assessment, the ward, GP's etc. the team does not split long term or short term cases. They do not deal with any mental health or learning disability cases (OT might be pulled into these as they do not have an OT within LD team at present).

- **How does the team receive referrals?**
 - Directly on the phone, e-mail, fax
 - Through the advice and assessment team
 - The way of receiving referrals has not changed at present.

- **What is the paper work used?**
 - The only form that they have to fill is the 'what matter's form, this combines the old assessment and care plan. The 'what matter's form is also used for any reviews that need to be carried out as well.
 - The team are looking to eliminate unnecessary forms for referrals to other services to avoid duplication, therefore the team are trying to use the 'what matters' as a form of information for any referral for example to refer to residential homes, as a care plan when referring for home care package, as the 'what matter's' document notes all relevant information to inform relevant agencies of what is important to the individual to enable them to live their life how they want to live it.

- **Simply, what is the new way of working?**
 - Ownership of cases from start to end of citizen's journey, no passing cases on to other workers, instead pulling them in when necessary.
 - Integrated working with health and social care –eliminating 'barriers'
 - Health and social care co-located
 - Less paper work – ideally 80% with the citizen 20% paperwork
 - Focus more on what is important to citizen, tries to move from notion that the solution is always statutory services.
 - Working closer with the citizen on the cusp/during enablement period.
 - Multidisciplinary meetings discussing cases which avoid having to take the case to panel for any service to commission care or order any equipment.

**ADRAN OEDOLION, IECHYD A LLESIANT
ADULT, HEALTH AND WELFARE DEPARTMENT**



“BETH SYDD YN BWYSIG I MI” / “WHAT MATTERS TO ME – MEDI/ SEPT 2016” RHAN 1 / PART 1

Dyddiad Cychwyn y Ddogfen / Document Start Date:			
Cyd-gysylltwr Gofal / Care Co-ordinator :			
Ydi hwn yn asesiad neu yn ail-asesiad? Is this an assessment or a re-assessment?		Dyddiad / Date	
Enw(au) Cyntaf / First Name(s):		Cyfenw / Surname	
Rhif NHS No:			
Rhif RAISE No:		Rhif D No:	
Rhif ffôn cartref / Home telephone number :		Rhif ffôn Symudol / Mobile	
Dyddiad Geni / DOB :			
A yw'r person sydd yn cael ei asesu yn ofalwr/ Is the person being assessed a carer			
Os yw yn ofalydd, ydyw yn asesiad ar y cyd gyda'r dinesydd? If the person is a carer., Is this a joint assessment with the cared for person?			
A oes unrhyw faterion diogelu neu phryderon? Are there any safeguarding issues or concerns?			
Os oes, rhowch fanylion a crynodeb o'r gofal a chefnogaeth sydd angen i ddiogelu a / neu lleihau'r risg o niwed/ If Yes, detail and summarise the care & support required to protect and /or reduce risk to harm			

1. BETH SYDD YN BWYSIG I MI? / WHAT MATTERS TO ME?

2.SEFYLLFA PERSONOL Y DINESYDD / PERSONAL CIRCUMSTANCES OF THE CITIZEN

(Cefndir / Gweithgareddau Hamdden – Background / Hobbies)

Os yn ofalydd, ystyriaeth i gyflogaeth, addysg, hyfforddiant a gweithgareddau hamdden. Yn ychwangeol, dylid rhoi ystyriaeth i anghenion datblygiadol os yw'r gofalydd yn blentyn. / If a carer, consider employment, education, training and hobbies. In addition consideration should be given to the developmental needs if the carer is a child

**3. IECHYD CORFFOROL/MEDDYLIOL PERTHNASOL/GWYBYDDIAETH/RELEVANT PHYSICAL /
MENTAL HEALTH / COGNITION**

4. SGILIAU A CHRYFDERAU (BETH RWYF WEDI WNEUD/YN GALLU EI WNEUD I HELPU FY HUN I GYFLAWNI YR HYN SYDD YN BWYSIG I MI?) SKILLS AND STRENGTHS (WHAT HAVE I DONE OR CAN DO TO HELP MYSELF ACHIEVE WHAT MATTERS TO ME?)

5.BETH MAE TEULU, FFRINDIAU, Y GYMUNED YN GALLU AC YN FODLON EI WNEUI - CYSYLLTIADAU CYMDEITHASOL / WHAT CAN FAMILY, FRIENDS, AND THE COMMUNITY DO AND ARE WILLING TO DO - SOCIAL CONTACTS

6.BARN PROFFESIYNOL A / NEU SYLWADAU CYFFREDINOL / PROFESSIONAL OPINION AND /OR GENERAL COMMENTS

**NEWIDIADAU/DIWEDDARIAD
AMENDMENTS/UPDATES**

Dyddiad Adolygu Review Date	Rhan/au wedi ei adolygu Section/s amended	Gan / By:	Rôl / Role:

A oes yna allbynnau llesiant personol ni all eu cyfarch: / Is there any personal wellbeing outcomes that cannot be met:

(i) Gan chi eich hun / a neu – By You alone / and or	
(ii) Gyda chefnogaeth gan eraill sydd yn fodlon ac yn abl i ddarparu cefnogaeth, ac / neu With support of others who are willing and able to provide that support, and /or	
(iii) Gyda chymorth gan gwasanaethau yn y gymuned mae posib cael mynediad iddynt With the assistance of services in the community that you can access	

**Ydi'r dinesydd yn gymwys am gynllun gofal a chefnogaeth?
Is the citizen eligible for a care and support plan?**

Na / No – (not eligible for care and support plan)

Ydi / Yes – (meet eligible criteria for care and support plan) a summary of advice and/or actions regarding how these outcome will be met is provided)

******OS 'YDI' FYDD ANGEN MEWNBYNNU FFURFLEN 'BETH SYDD YN BWYSIG I MI – RHAN 2****
****IF 'YES' PLEASE COMPLETE' WHAT MATTERS TO ME DOCUMENT – PART 2******

Awdur yr Asesiad / Author of this Assessment

DYDDIAD (GWIR ddyddiad yr asesiad) / DATE (of ACTUAL assessment)

Dyddiad Cau Dogfen / Document Close Date:

Caniatâd a Chytyndeb / Consent and Agreement

A yw'r person wedi deall, cytuno a wedi cymryd rhan yn y proses asesiad?
Has the person understood, consented to and is engaged in this assessment process?

Oes penderfyniadau sydd angen asesiad gallu meddyliol llawn?
Are there any decisions that require completion of a full mental capacity assessment?

Os Ydi nodwch y penderfyniad / If Yes, please list specific decisions below

Lle mae'r person efo diffug gallu meddyliol i ddeall a cymryd rhan yn yr asesiad, mae'r canlynol yn gwneud penderfyniadau ac yn gweithredu yn eu lles gorau, ac ar eu rhan. Where the person lacks mental capacity to understand and engage in this assessment, the following is / are making decisions and taking action in their best interest, and on their behalf.

Enw /
Name

Perthynas
Relationship

Cyfeiriad / Address

Manylion Eiriolwr - IMCA / Advocate – IMCA details

Gall y wybodaeth a gofnodir yn y sgwrs 'beth sy'n bwysig' gael ei rannu gyda eraill sydd yn rhan o'ch gofal a chefnogaeth. Bydd hyn yn helpu deall beth sydd yn bwysig i chi a sut y gall nhw eich cefnogi i gyflawni eich allbynnau personol.

Information recorded in the 'what matters' conversation may be shared with others involved in your care and support. This will help them understand what matters to you and how they can support you to achieve your personal outcomes.

Rwyf yn cytuno fod y wybodaeth a gofnodir yma yn gywir a gall y wybodaeth gael ei rannu gyda ymarferwyr iechyd a gofal Cymdeithasol eraill ac asiantaethau allweddol fel yn briodol.

I agree that the information contained in this document is accurate and I agree that it may be shared with other health and social care practitioners and key agencies as appropriate.

Mae yna wybodaeth benodol nid ydwyf eisiau ei rannu a/neu asiantaethau/unigolyn nid ywyf eisiau gwybodaeth gael ei rannu efo. Rwyf yn deall gall hyn effeithio fy ngofal a chefnogaeth drwy beidio rhannu'r gwybodaeth.

There is specific information I do not want to share and / or agencies/individuals I do not want information to be shared with. I understand that my care and support may be affected by not sharing information

Peidiwch a rhannu y gwybodaeth ganlynol/ Do not share the following information:

Asiantaethau / person ddim i dderbyn gwybodaeth amdana i/ Agencies /persons not to receive information about me:

Arwyddwyd / Signed

Dyddiad / Date

Arwyddwyd / Signed (family/friends/carer agreeing to provide support)

Dyddiad / Date

**ADRAN OEDOLION, IECHYD A LLESIANT
ADULT, HEALTH AND WELFARE DEPARTMENT**



“BETH SYDD YN BWYSIG I MI” / WHAT MATTERS TO ME – MEDI / SEPT 2016 –RHAN 2 / PART 2

Dyddiad Cychwyn y Ddogfen / Document Start Date:

Cyd-gysylltwr Gofal / Care Co-ordinator :

Enw(au) Cyntaf / First Name(s)

Cyfenw / Surname

Rhif NHS No:

Rhif RAISE No:

Rhif D No:

Dyddiad Geni / Date of Birth:

Cyfeiriad / Address :

Rhif ffôn Symudol / Mobile

Rhif ffôn Cartref / Home Telephone Number :

**ALLBYNNAU PERSONOL A GANFYDDWYD (BETH SY'N BWYSIG) A'R WEITHRED A GYTUNWYD /
PERSONAL OUTCOMES
IDENTIFIED (WHAT MATTERS) AND AGREED ACTIONS**

Beth yw'r amcan bersonol benodol?
What is the specific personal outcome?

Gweithred a'r camau a gytunwyd i gwrdd a'r amcan bersonol (yn erbyn pob gweithred nodwch pwy sy'n gyfrifol, sut a phryd?)
Agreed actions for meeting the personal outcome (against each action state whom will be responsible, how and when)

Unrhyw rwystrau i gyflawni yr allbynnau.
Any barriers to achieving these outcomes

Risg i'r person os nad yw allbynnau yn cael ei cyflawni /
Risk to person if the outcome are not achieved

Sgôr Gwaelodlin 1-10 (1 sefyll am y gwaethaf y gall y person deimlo a 10 y gorau)

Baseline Score 1-10 (1 being the worst situation the person feels they could be in and 10 is the best)

Dyddiad Adolygiad

Date of Review

Sgôr Gwaelodlin ar ôl adolygiad

Baseline score after review

Beth yw'r amcan bersonol benodol?
What is the specific personal outcome?

Gweithred a'r camau a gytunwyd i gwrdd a'r amcan bersonol (yn erbyn pob gweithred nodwch pwy sy'n gyfrifol, sut a phryd?)
Agreed actions for meeting the personal outcome (against each action state whom will be responsible, how and when)

Unrhyw rwystrau i gyflawni yr allbynnau.
Any barriers to achieving these outcomes

Risg i'r person os nad yw allbynnau yn cael ei cyflawni /
Risk to person if the outcome are not achieved

Sgôr Gwaelodlin 1-10 (1 sefyll am y gwaethaf y gall y person deimlo a 10 y gorau)	Dyddiad Adolygiad	Sgôr Gwaelodlin ar ôl adolygiad
Baseline Score 1-10 (1 being the worst situation the person feels they could be in and 10 is the best)	Date of Review	Baseline score after review

Beth yw'r amcan bersonol benodol?
What is the specific personal outcome?

Gweithred a'r camau a gytunwyd i gwrdd a'r amcan bersonol (yn erbyn pob gweithred nodwch pwy sy'n gyfrifol, sut a phryd?)
Agreed actions for meeting the personal outcome (against each action state whom will be responsible, how and when)

Unrhyw rwystrau i gyflawni yr allbynnau.
Any barriers to achieving these outcomes

Risg i'r person os nad yw allbynnau yn cael ei cyflawni /
Risk to person if the outcome are not achieved

Sgôr Gwaelodlin 1-10 (1 sefyll am y gwaethaf y gall y person deimlo a 10 y gorau)	Dyddiad Adolygiad	Sgôr Gwaelodlin ar ôl adolygiad
Baseline Score 1-10 (1 being the worst situation the person feels they could be in and 10 is the best)	Date of Review	Baseline score after review

Beth yw'r amcan bersonol benodol? What is the specific personal outcome?		
Gweithred a'r camau a gytunwyd i gwrdd a'r amcan bersonol (yn erbyn pob gweithred nodwch pwy sy'n gyfrifol, sut a phryd?) Agreed actions for meeting the personal outcome (against each action state whom will be responsible, how and when)		
Unrhyw rwystrau i gyflawni yr allbynnau. Any barriers to achieving these outcomes		
Risg i'r person os nad yw allbynnau yn cael ei cyflawni / Risk to person if the outcome are not achieved		
Sgôr Gwaelodlin 1-10 (1 sefyll am y gwaethaf y gall y person deimlo a 10 y gorau) Baseline Score 1-10 (1 being the worst situation the person feels they could be in and 10 is the best)	Dyddiad Adolygiad Date of Review	Sgôr Gwaelodlin ar ôl adolygiad Baseline score after review
DYDDIAD CYCHWYN GWASANAETH (OS YN BERTHNASOL): SERVICE START DATE (IF RELEVANT):		
ADOLYGIAD / REVIEW		
1A Ydym wedi adnabod beth sy'n bwysig i chi? Have we identified what matters to you?		
1. Ydym yn gweithio i gyflawni beth sy'n bwysig? Are we working to achieve what matters?		

2. Ydym wedi gwireddu beth sy'n bwysig? Have we achieved what matters?	
Os nad, pam? / If not, why?	
3. Wnaethom ni eich helpu i gwrdd a beth sy'n bwysig mewn amserlen rhesymol? Did we help you achieve what matters in a reasonable time frame?	
4. Oedd rhaid i chi ddweud eich stori fwy nag unwaith? Did you have to say your story more than once?	
A oes yna anghenion heb eu cyflawni ? / Are there any unmet needs identified?	
Os oes nodwch yr anghenion heb eu cyflawni/ If Yes please note all unmet needs	

ADOLYGIAD / REVIEW

Ein dull i adolygu cynllun gofal a chefnogaeth a trefniadau:

- Gallwch roi cais am adolygiad os yw eich sefyllfa wedi newid mewn ffordd sydd yn effeithio eich cynllun gofal a chefnogaeth.
- Bydd adolygiad o'ch cynllun gofal a chefnogaeth yn cynnwys mesuriad o faint o agos ydych o gyflawni eich allbynnau personol a ganfyddwyd yn y sgwrs 'Beth sy'n bwysig' a asesiad/au arbenigol.

Our approach to review care and support plans and arrangements:

- You may request a review if your circumstances have changed in a way that affects your care and support plan
- A review of the care and support plan will include measurements of how close you are to achieving the personal outcomes identified within the 'what matters' conversation/s and specialist assessments.

Dyddiad i'w adolygu : / Date to be Reviewed:

Rheswm am adolygiad / Reason for review

Gweithred a gymerwyd: Action Taken

Crynodeb o adolygiad a rheswm dros y gweithred / Summary of review & reasons for chosen action

Cytundeb i gynllun gofal a chefnogaeth a caniatâd i rannu gwybodaeth: (Ticiwch fel sydd yn briodol):

Agreement to care and support plan and consent to share information: (tick as appropriate):

**Rwyf yn cytuno efo'r wybodaeth ar y ffurflen yma. Os gwrthodwyd, plis nodwch resymau/
I agree to the information on this document. If declined, please state reasons:**

Rhesymau os gwrthodwyd / Reason if declined

Arwyddwyd / Signed

Dyddiad / Date

Arwyddwyd / Signed (Family/Friends/carer agreeing to provide support)

Dyddiad

Date

AWDUR / AUTHOR (Yr adolygiad/Review)

DYDDIAD (gwir adolygiad)/ DATE (of actual review)

Ydi'r adolygiad wedi ei gwblhau ? / Has the Review been completed : ?

Dyddiad Cau Dogfen / Document Close Date:

2016-2017	Caernarfon	Bangor	Llŷn	Eifionydd	Gog.Mei	De.Mei	Cyfanswm
Gofal Preswyl / Residential Care							0
Apetito							0
Gofal Dydd / Day Care							0
Galluogi / Enablement							0
Tai Gofal Ychwanegol Extra Care Housing							0
Gofal Cartref / Home Care							0
Gofal Canolraddol / Intermediate Care							0
Gofal Nyrsio / Nursing Care							0
Taliadau Uniongyrchol / Direct Payment							0
Cludiant / Transport							0
Teleofal / Telecare							0
Cyfanswm / Total	0	0	0	0	0	0	0

2015-2016	Caernarfon	Bangor	Llŷn	Eifionydd	Gog.Mei	De.Mei	Cyfanswm
Gofal Preswyl / Residential Care	98	88	74	23	75	63	421
Apetito	4	1	5	2	0	0	12
Gofal Dydd / Day Care	42	15	10	2	12	35	116
Galluogi / Enablement	210	213	152	58	135	125	893
Tai Gofal Ychwanegol Extra Care Housing	0	10	0	0	8	0	18
Gofal Cartref / Home Care	148	109	143	79	152	149	780
Gofal Canolraddol / Intermediate Care	57	42	34	14	50	32	229
Gofal Nyrsio / Nursing Care	21	30	19	18	32	26	146
Taliadau Uniongyrchol / Direct Payment	2	0	1	4	6	3	16
Cludiant / Transport	8	9	3	0	7	71	98
Teleofal / Telecare	75	34	49	20	41	64	283
Cyfanswm / Total	665	551	490	220	518	568	3012

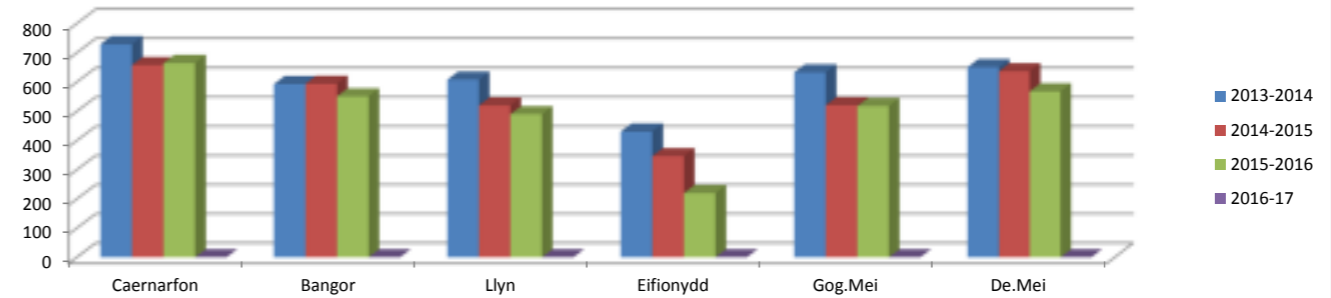
2014-2015	Caernarfon	Bangor	Llŷn	Eifionydd	Gog.Mei	De.Mei	Cyfanswm
Gofal Preswyl / Residential Care	90	84	91	39	79	108	491
Apetito	2	1	8	0	2	2	15
Gofal Dydd / Day Care	43	29	13	3	18	23	129
Galluogi / Enablement	210	214	133	110	139	115	921
Tai Gofal Ychwanegol Extra Care Housing	0	19	0	0	4	1	24
Gofal Cartref / Home Care	145	100	116	99	115	206	781
Gofal Canolraddol / Intermediate Care	30	21	52	29	68	43	243
Gofal Nyrsio / Nursing Care	13	14	18	21	28	24	118
Taliadau Uniongyrchol / Direct Payment	4	9	7	3	3	2	28
Cludiant / Transport	11	9	1	0	7	17	45
Teleofal / Telecare	110	94	81	43	58	96	482
Cyfanswm / Total	658	594	520	347	521	637	3277

2013-2014	Caernarfon	Bangor	Llŷn	Eifionydd	Gog.Mei	De.Mei	Cyfanswm
Gofal Preswyl / Residential Care	127	83	117	52	96	92	567
Apetito	8	3	10	1	3	2	27
Gofal Dydd / Day Care	38	43	34	25	49	52	241
Galluogi / Enablement	191	193	143	117	154	152	950
Tai Gofal Ychwanegol Extra Care Housing	0	0	0	0	11	6	17
Gofal Cartref / Home Care	161	125	111	114	135	136	782
Gofal Canolraddol / Intermediate Care	35	33	65	41	70	83	327
Gofal Nyrsio / Nursing Care	25	18	22	26	25	31	147
Taliadau Uniongyrchol / Direct Payment	7	8	5	4	1	1	26
Cludiant / Transport	0	0	4	1	6	5	16
Teleofal / Telecare	137	87	97	50	83	91	545
Cyfanswm / Total	729	593	608	431	633	651	3645

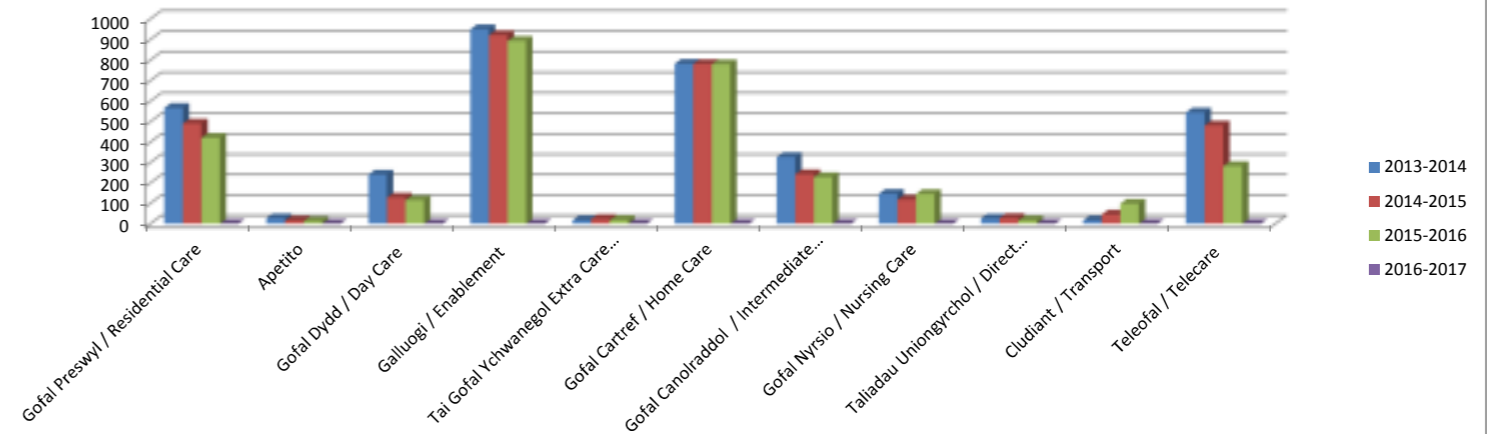
	2013-2014	%+/-	2014-2015	%+/-	2015-2016	%+/-	2016-2017	Trend
Gofal Preswyl / Residential Care	567	-13.40%	491	-14.26%	421	-100.00%	0	
Apetito	27	-44.44%	15	-20.00%	12	-100.00%	0	
Gofal Dydd / Day Care	241	-46.47%	129	-10.08%	116	-100.00%	0	
Galluogi / Enablement	950	-3.05%	921	-3.04%	893	-100.00%	0	
Tai Gofal Ychwanegol Extra Care Housing	17	0.00%	24	500.00%	18	-100.00%	0	
Gofal Cartref / Home Care	782	-0.13%	781	-0.13%	780	-100.00%	0	
Gofal Canolraddol / Intermediate Care	327	-25.69%	243	-5.76%	229	-100.00%	0	
Gofal Nyrsio / Nursing Care	147	-19.73%	118	23.73%	146	-100.00%	0	
Taliadau Uniongyrchol / Direct Payment	26	7.69%	28	-42.86%	16	-100.00%	0	
Cludiant / Transport	16	500.00%	45	117.78%	98	-100.00%	0	
Teleofal / Telecare	545	-11.56%	482	-41.29%	283	-100.00%	0	
Cyfanswm / Total	3645	-10.10%	3277	-8.09%	3012	-100.00%	0	

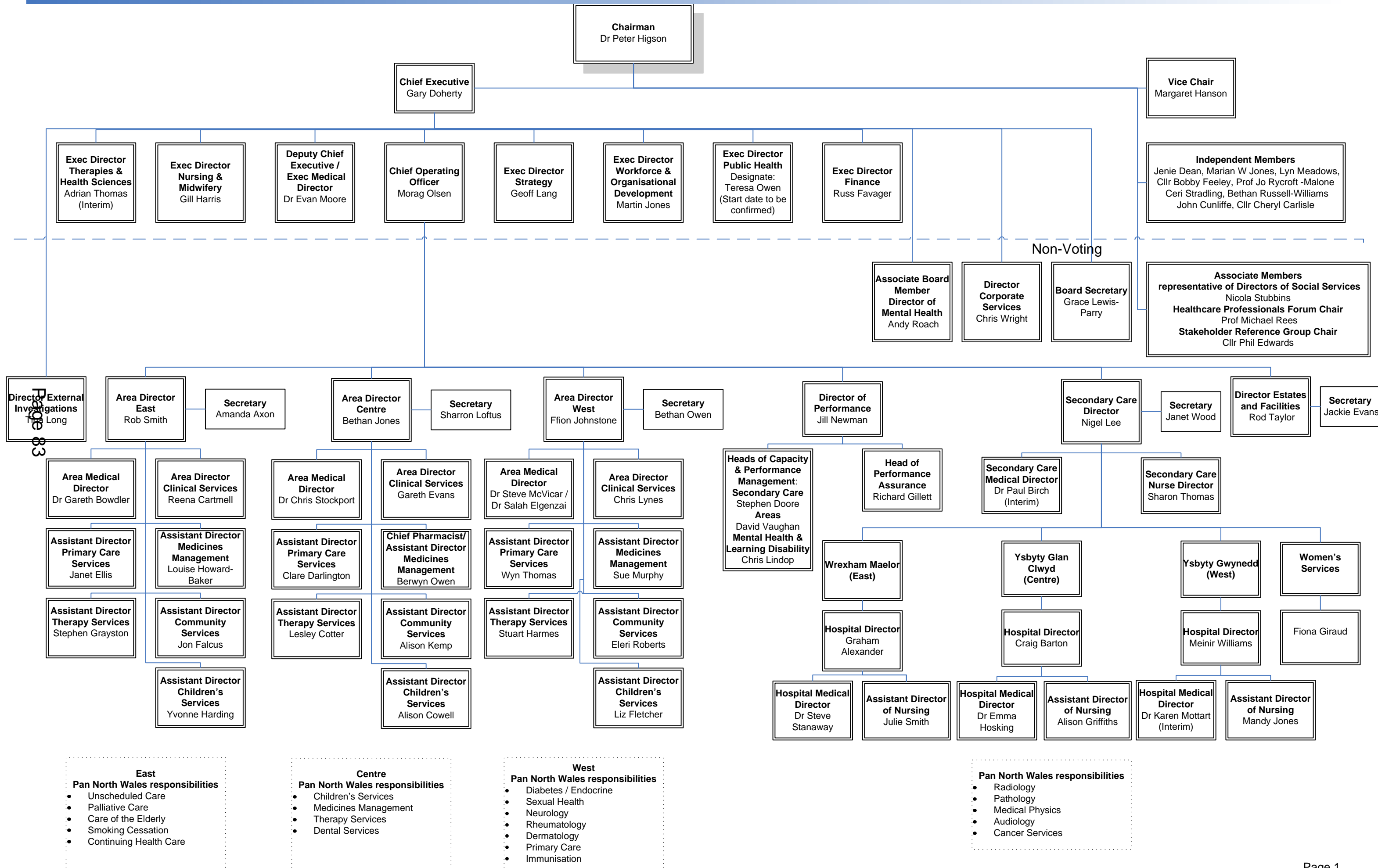
	2013-2014	%+/-	2014-2015	%+/-	2015-2016	%+/-	2016-17	Trend
Caernarfon	729	-9.74%	658	1.06%	665	-100.00%	0	
Bangor	593	0.17%	594	-7.24%	551	-100.00%	0	
Llyn	608	-14.47%	520	-5.77%	490	-100.00%	0	
Eifionydd	431	-19.49%	347	-36.60%	220	-100.00%	0	
Gog.Mei	633	-17.69%	521	-0.58%	518	-100.00%	0	
De.Mei	651	-2.15%	637	-10.83%	568	-100.00%	0	
Cyfanswm / Total	3645	-10.10%	3277	-8.09%	3012	-100.00%	0	

Cymhariaeth 'Service Placement' mesul ardal (blwyddyn gyfan)
 'Service Placement' comparison by Area (Full year)



Cymhariaeth 'Service Placement' mesul gwasanaeth (blwyddyn gyfan)
 'Service Placement' comparison by service (Full year)





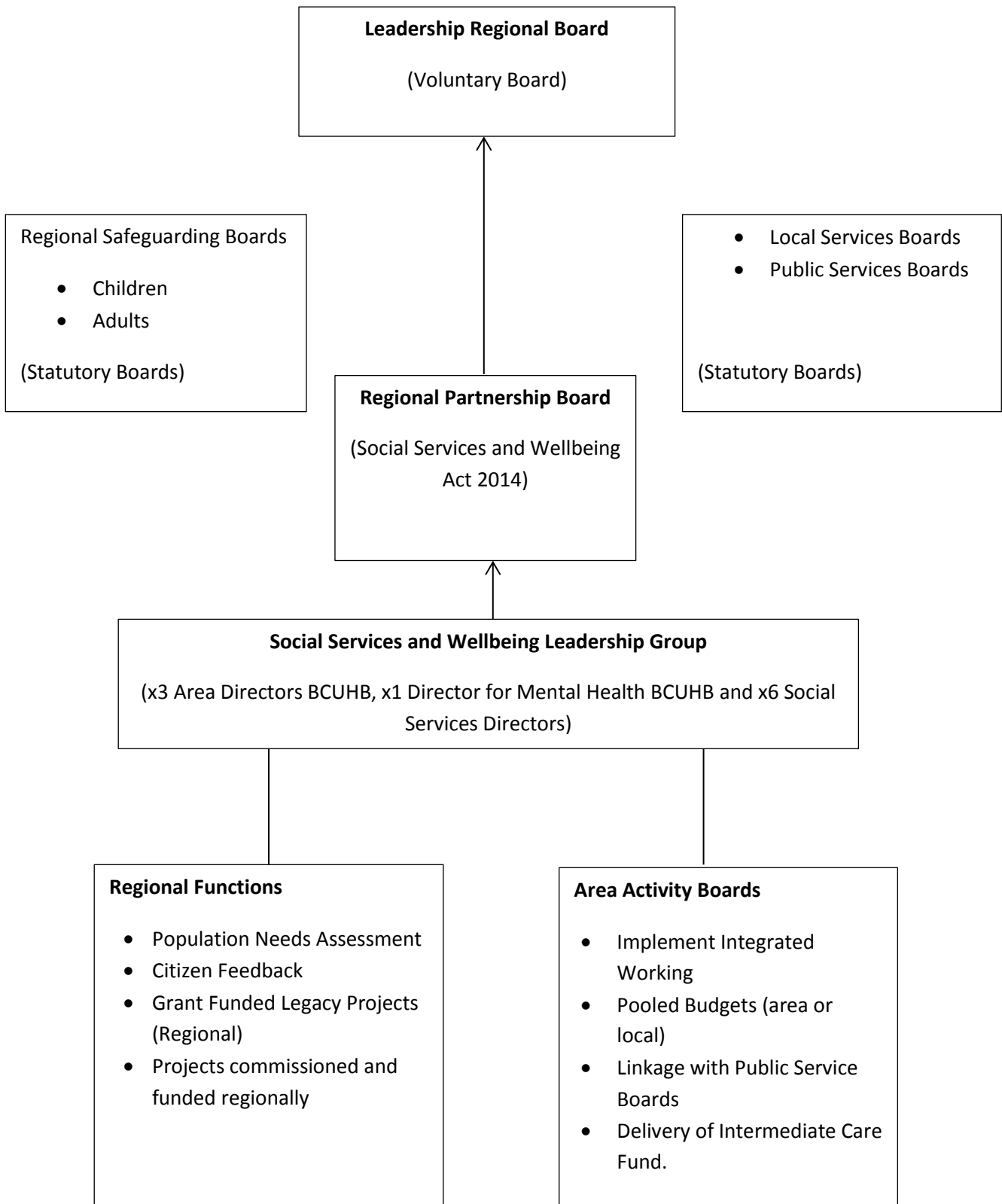
- East Pan North Wales responsibilities**
- Unscheduled Care
 - Palliative Care
 - Care of the Elderly
 - Smoking Cessation
 - Continuing Health Care

- Centre Pan North Wales responsibilities**
- Children's Services
 - Medicines Management
 - Therapy Services
 - Dental Services

- West Pan North Wales responsibilities**
- Diabetes / Endocrine
 - Sexual Health
 - Neurology
 - Rheumatology
 - Dermatology
 - Primary Care
 - Immunisation

- Pan North Wales responsibilities**
- Radiology
 - Pathology
 - Medical Physics
 - Audiology
 - Cancer Services

Joint Management Structure



Adult, Health and Wellbeing Department

11/7/2016

