



# Complete Agenda

Democratic Services  
Swyddfa'r Cyngor  
CAERNARFON  
Gwynedd  
LL55 1SH

Meeting

**EDUCATION AND ECONOMY SCRUTINY COMMITTEE**

Date and Time

**10.30 am, THURSDAY, 20TH SEPTEMBER, 2018**

**NOTE: A BRIEFING SESSION WILL BE HELD FOR MEMBERS AT 10.00AM**

Location

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

**\* NOTE**

**This meeting will be webcast**

[https://gwynedd.public-i.tv/core//en\\_GB/portal/home](https://gwynedd.public-i.tv/core//en_GB/portal/home)

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(DISTRIBUTED 12/09/18)

# **EDUCATION AND ECONOMY SCRUTINY COMMITTEE**

## **MEMBERSHIP (18)**

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

#### Councillors

Menna Baines  
Aled Ll. Evans  
Judith Mary Humphreys  
Olaf Cai Larsen  
Paul John Rowlinson

Steve Collings  
E. Selwyn Griffiths  
Huw Gruffydd Wyn Jones  
Mair Rowlands  
Cemlyn Rees Williams

### **Independent (5)**

#### Councillors

Freya Hannah Bentham  
Keith Jones  
Elfed Powell Roberts

Elwyn Jones  
Beth Lawton

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

#### Councillors

Alwyn Gruffydd

Gareth Williams

### **Gwynedd United Independents (1)**

Councillor  
Dewi Owen

### **Ex-officio Members**

Chair and Vice-Chair of the Council

## **CO-OPTED MEMBERS:**

### **With a vote on education matters only**

Anest Gray Frazer

Church in Wales

Rita Price

The Catholic Church

Dylan Davies

Meirionnydd Parent/Governors'  
Representative

Karen Vaughan Jones

Dwyfor Parent/Governors' Representative

[vacant seat]

Arfon Parent/Governors' Representative

### **Without a vote:**

Dilwyn Elis Hughes

UCAC

David Healey

Undebau Athrawon (ATL)

# **A G E N D A**

## **1. APOLOGIES**

To receive any apologies for absence.

## **2. DECLARATION OF PERSONAL INTEREST**

To receive any declarations 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 - 8

The Chairman shall propose that the minutes of the previous meeting of this committee held on 21<sup>st</sup> June, 2018 be signed as a true record (attached).

## **5. GWYNEDD COUNCIL'S ACTIVITY IN RELATION TO BREXIT**

9 - 11

To consider the report of the Leader and the Cabinet Member for Economic Development (attached).

\*10.35am – 11.35am

## **6. REPORT ON THE SUMMER 2018 RESULTS**

12 - 19

To consider the report of the Cabinet Member for Education (attached).

\*11-35am – 12.35pm

## **7. SCRUTINY INVESTIGATION INTO THE EFFECTS OF NEW SCHOOL BUILD DEVELOPMENTS ON THE QUALITY OF EDUCATION**

20 - 24

To consider the report of the Council Business Support Officer (The Scrutiny investigation's lead officer - attached).

\*12.35pm

\*estimated times

The meeting will be followed by an informal session for members at 1.30pm.



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## EDUCATION AND ECONOMY SCRUTINY COMMITTEE 21.06.18

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**Present:** Councillor Beth Lawton (Chair).

**Councillors:** Menna Baines, Freya Bentham, Steve Collings, Selwyn Griffiths, Alwyn Gruffydd, Judith Humphreys, Elwyn Jones, Huw G.Wyn Jones, Cai Larsen, Dewi Owen, Elfed Roberts, Paul Rowlinson and Gareth Williams.

**Co-opted Member:** Rita Price (Catholic Church).

**Officers present:**

Vera Jones (Members' Manager - Democratic Services) and Eirian Roberts (Member Support and Scrutiny Officer).

**Present for item 7 below:**

Councillor Dyfrig Siencyn (Council Leader)

Iwan Trefor Jones (Corporate Director)

Dafydd Edwards (Head of Finance Department)

Sioned Williams (Head of Economy and Community Department)

**1. ELECTION OF CHAIR**

**RESOLVED** to elect Councillor Beth Lawton as Chair of this committee for 2018/19.

**2. ELECTION OF VICE-CHAIR**

**RESOLVED** to elect Councillor Paul Rowlinson as Chair of this committee for 2018/19.

**3. APOLOGIES**

Councillors Aled Evans, Keith Jones, Mair Rowlands and Cemlyn Williams; Anest Gray Frazer (Church in Wales) and David Healey (Teachers Unions).

**4. DECLARATION OF PERSONAL INTEREST**

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

**5. URGENT BUSINESS**

None to note.

**6. MINUTES**

The Chair signed the minutes of the previous meeting of this committee held on 17 April, 2018 as a true record.

**7. NORTH WALES GROWTH DEAL BID - PROGRESS REPORT**

Submitted - the report of the Council Leader presenting an update on the North Wales Growth Deal, together with information about the proposed governance arrangements.

The Committee's observations and views about the Governance Agreement were invited.

The Leader and the Corporate Director expanded on the content of the report, and also responded to questions / observations from the members.

The Chair summarised the main conclusions of the discussion as follows:-

Members were grateful for the update by the Leader regarding the North Wales Economic Growth arrangements. Committee members had expressed their support for the direction of the deal from the beginning, and remained supportive. However, the main messages on the day focused more on the risks which needed to be considered as the deal evolved.

### FINANCIAL RISKS

As a result of the report and discussions on the day, the members identified the potential risks and financial implications for the Council as a result of the deal.

Assurances were needed:-

- That the benefits of the deal outweighed the financial risks.
- That all Gwynedd members were satisfied that every possible step had been taken to minimise the financial risks.
- That the business plans and project plans were resilient, and were managed carefully in order to minimise risks of partners withdrawing from projects and the associated financial risk that would fall on the authority.
- That members needed to be able to scrutinise the projects often to ensure that business risks (financial and delivery) would be managed.

### GOVERNANCE RISKS

Again, as a result of the information to hand and the discussions on the day, the following messages and risks were noted regarding the proposed governance arrangements:

- There was support to scrutinising the Growth Deal in each individual authority.
- Concern was expressed regarding delegating rights to the Leader, while also accepting that this was necessary. However, it must be ensured that the Leader regularly feeds information to Gwynedd Members and was accountable to the members about the direction of the deal, progress on projects and how the risks would be managed.

### OTHER RISKS

Some other risks that should be considered were also noted:-

- Political risks, such as a change of direction from Welsh Government, and the need to be awake to this.
- Continue to note the political risks of collaborating across North Wales authorities.

However, crucially, it was noted that one of the main risks would be not working Regionally. By collaborating Regionally, Gwynedd Council could ensure a strong voice to insist that developments materialised as a result of the deal for Gwynedd as a whole. A request was also made to consider the benefits and implications of Gwynedd becoming the host authority for the Deal.

The meeting commenced at 10.00am and concluded at 11.25am



Meeting:	Education & Economy Scrutiny Committee
Date:	20 September 2018
Title:	<b>Gwynedd Council's activity in relation to Brexit</b>
Author:	Dylan Griffiths Economic Development Programmes Manager Economy & Community Department
Member:	Councillor Dyfrig Siencyn Leader of the Council (lead Member for Brexit)  Councillor Ioan Thomas Cabinet Member for Economic Development

## 1. Introduction

- 1.1. This report is presented at the request of the Scrutiny Committee to outline the Council's activity in response to the UK's decision to leave the European Union (Brexit).
- 1.2. There will be a presentation and an opportunity to discuss at the Committee meeting on 20 September. The information below is presented to summarise the current situation and to outline the Council's work to date in relation to Brexit. .

## 2. Background

- 2.1. On 23 June 2016 51.9% of the UK electorate voted to leave the European Union (58.1% of Gwynedd's voters were in favour of remaining in the Union).
- 2.2. On 29 March 2017 the Westminster Government formally notified the European Union of the UK's intention to leave the Union, triggering the procedure outlined in Article 50 of the Lisbon Treaty. The UK will leave the Union on 29 March 2019.
- 2.3. Discussions between the UK Government and the European Union which aim to agree the arrangements once the UK leaves the Union are ongoing. If there is an agreement there will be a transition / implementation period of up to two years after the UK formally leaves the Union to establish and embed the new arrangements.
- 2.4. IF there is no agreement, with regard to trade, the relationship between the UK and the European Union will be governed by World Trade Organisation rules.

2.5. In parallel, the European Union (Withdrawal) Act 2018 has been passed by Westminster. In essence the Act abolishes the European Union Act 1972 and transfers all European Union law to UK law post Brexit.

### 3. Preparing for Brexit.

3.1. Significant work is continuing on the European, UK and Wales levels to try and foresee the impact of Brexit and to prepare, including consideration of the implications if there is not an agreement between the UK and the EU (the No Deal scenario).

3.2. The Welsh Government's work is being led by the First Minister with support from a 'European Advisory Group' which includes representatives from a range of fields. There is also a specific 'Roundtable Group' (along with a number of sub-groups) which has been established by the Cabinet Secretary for the Environment and Rural Affairs for stakeholders from across the portfolio to discuss Brexit.

3.3. In relation to local government, the Welsh Local Government Association (WLGA) and the UK Local Government Association are active. The WLGA are a member of the European Advisory Group and the Cabinet Secretary for the Environment and Rural Affairs' Roundtable Group and a number of its sub-groups. The Association is also active in Brussels, London and Cardiff to ensure local government maintains its voice in the discussions.

3.4. Recently, the WLGA has secured funding to establish a 'Brexit Transition Support Programme for Welsh Local Authorities'. Activities under the support programme will include the organisation of events (national and regional), the production of toolkits and other resources, and the commissioning of research, on issues where Brexit will have a significant impact for local government.

### 4. Gwynedd Council activity in relation to Brexit

4.1. As the UK has been a member of the European Union for over forty years, European policies, rules and legislation have been widely integrated into the daily activities of Gwynedd's inhabitants and organisations, from conserving the environment to human rights and from the economy to trading standards.

4.2. Since the referendum, the Council has been maintaining an overview of developments associated with Brexit and making the most of every opportunity to influence on behalf of the needs of Gwynedd's residents and businesses and to raise awareness of the County's particular circumstances and needs. To this end, an informal group which meets as required has been established including the Leader of the Council, the Deputy Leader and the Cabinet Member for Economic Development and Senior Officers.

- 4.3. In terms of influencing and lobbying, the Council works closely with the WLGA. The Council provides information and Gwynedd Council's opinion in writing and via meetings and events which, in turn, is fed into their discussions. In this, the Council Leader's role as the Association's Joint Spokesperson on Rural Affairs is invaluable.
- 4.4. The Council also takes advantage of every opportunity to influence directly by responding to consultations and calls for evidence, etc.; including the UK Government's consultation on the future of farming and the Welsh Government's consultation on the future of investment to support economic development post Brexit.
- 4.5. As Brexit nears, some practical needs are also coming to the fore and discussions within specific fields commencing, again working primarily with the WLGA. The Corporate Support Department is already researching into the number of EU citizens from other countries which are employed by the Council and events focused on the workforce, the environment and public protection have been arranged by the WLGA to bring relevant officers together
- 4.6. In relation to reducing and mitigating the impact of Brexit on Gwynedd businesses and the local economy, we continue to be an energetic partner in the North Wales Economic Ambition Board. Implementing the Board's programmes to achieve inclusive growth and develop the local economy will be critical in supporting businesses to overcome the impact of leaving the single market.

## 5. Conclusions

- 5.1. It is unlikely that there will be certainty regarding an agreement between the UK Government and the EU before the end of the year; and, despite all the discussion and forecasting, the true impact implications of Brexit won't be known for some time.
- 5.2. In this regard, the limitations of the Council's influence and our ability to prepare must be recognised and that it is through contributing positively to the WLGA and North Wales Economic Ambition Boards' fora Gwynedd Council can maximise its influence. However, given the significance of Brexit we would be grateful of the opportunity to discuss and receive the comments of the Scrutiny Committee's Members.

<b>Meeting</b>	Education and Economy Scrutiny Committee
<b>Title</b>	Report on the summer 2018 results
<b>Date</b>	20 September 2018
<b>Officer</b>	Garem Jackson, Head of Education
<b>Cabinet Member</b>	Councillor Gareth Thomas

## 1. CONTEXT

### ***Comparative data***

The content of this report is different to previous years due to Welsh Government introducing significant changes to how performance measures are reported. Following Welsh Government consultation on future publication of teacher assessments, Welsh Government no longer publish comparative Foundation Phase, Key Stage 2 and Key Stage 3 data at school, local authority and consortia level and therefore beyond a comparison with national averages, there is no comparative nor benchmarking information available.

### ***Changes to Areas of Learning in the Foundation Phase***

In October 2014 the Foundation Phase Areas of Learning (AoL) for Language, Literacy and Communication Skills and Mathematical Development were revised to align them with the National Literacy and Numeracy Framework (LNF) as well as make them more demanding. In line with this the Foundation Phase outcomes were recalibrated to align with the increased expectations of the revised Areas of Learning.

The revised AoL were introduced on a statutory basis from September 2015. This means that the cohort of children that started Reception in September 2015 were the first children to be formally assessed against the revised outcomes at the end of the Foundation Phase in the summer of 2018. Comparisons of Foundation Phase outcomes with previous years at school level should, therefore, be avoided as they are not measured on a comparable basis.

### ***KS4 and KS5***

It must be stressed that the initial information regarding KS4 results will be shared but there is no access thus far to comparative and benchmarking data. We intend to update the information below when we have the full information to hand.

Therefore, care is needed when considering the information as neither the analyses nor the comparisons will be completed on a national level until the beginning of next year. Information regarding KS5 will be included when the value added comparative data is released.

## 2. STANDARDS

### PRIMARY

#### FOUNDATION PHASE

**Table 1**

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

	2015	2016	2017	2018
<b>Gwynedd</b>	<b>86.8%</b>	<b>86.8%</b>	<b>86.6%</b>	<b>81.7%</b>
Wales	86.8%	87.0%	87.3%	82.6%

\* Comparisons of Foundation Phase outcomes with previous years at school level should be avoided as they are not measured on a comparable basis.

This year's results in the Foundation Phase shows a national decrease when compared to previous years. The main reason for this is the fact that new outcomes from the FP Assessment Framework have been used in language and mathematics. Many teachers are under the impression that there are higher expectations to achieve an Outcome and this is one factor that has led to less pupils achieving Outcome 5.

This national decrease in the results is reflected in Gwynedd's results. GwE presumed this and has focused on improving provision in the Nursery and Reception classes, which will provide a robust base for achieving higher outcomes by the time the pupils reach the end of the Key Stage.

The report commissioned by Gwynedd on the 2017 FP results identify the likely reasons for the fact that Outcome 5+ results were slightly lower than expected in Gwynedd. One of the main reasons for this, which shows the strength of Gwynedd's language policy, is that many pupils that do not speak Welsh at home are assessed through the medium of Welsh in Year 2; this is reflected in this year's Welsh Language assessment to an extent, where Gwynedd's result is slightly lower than the national percentage.

The commissioned report identifies several other factors that could have contributed to lower results and GwE has designed a development plan as an attachment to the 2018-19 business plan that responds to these findings.

Gwynedd's higher outcome, Outcome 6+ results, remain relatively good. Even though there are higher expectations to achieve this Outcome this year, the schools have raised the level of challenge to meet the new requirements.

The good news, therefore, is that there are more of Gwynedd's pupils that achieve Outcome 6 than there are nationally if they have achieved the expected Outcome in the first instance. GwE's guidance for FP teachers on how to target pupils that are on the border between O5/6 has contributed towards securing this result.

The performance difference between boys and girls has remained consistent in the Foundation Phase over the last few years and that pattern has continued despite the changes to the assessment requirements; the girls continue to perform around 6% higher than the boys.

## KS2

**Table 2**

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

CSI	2015	2016	2017	2018
<b>Gwynedd</b>	<b>89.5%</b>	<b>89.8%</b>	<b>92.1%</b>	<b>91.2%</b>
Wales	87.7%	88.6%	89.5%	89.5%

Gwynedd's KS2 results remain strong. The expected level 4 performance in every subject is better than the national results. The higher level 5+ performance is also strong and higher than Wales' results in every subject.

### Strengths and successes

- Foundation Phase Higher Outcome (Outcome 6+) comparative results.
- KS2 results, particularly in the higher levels.

### Areas for Improvement

- Implement the relevant recommendations of Gwynedd's Foundation Phase report.

## KS3

Percentage of pupils who achieve the Core Subjects Indicator (CSI) at the end of KS3

CSI	2015	2016	2017	2018
<b>Gwynedd</b>	<b>91.3%</b>	<b>92.0%</b>	<b>92.8%</b>	<b>92.8%</b>
Wales	83.9%	85.9%	87.4%	88.1%

Performance across the main indicators in KS3 is once again strong this year. As for the CSI indicator, Gwynedd's performance has remained consistent and the performance is higher than the national average. There was a decrease in the percentage of FSM pupils that achieved the CSI indicator. There is no national data available at the moment.

**Welsh:** the performance on the expected level has decreased slightly this year, but remains higher than the 2016 performance. As for the national comparison, Gwynedd's performance is slightly lower but the size of the local cohort must be taken into consideration. The performance one level above the expected level has increased over the course of three years and is higher than the national average.

**English:** the performance on the expected level in English has increased over the course of three years and again this year, and is higher than the national average. A similar pattern can be seen one level

above the expected level, with further progress this year and performance that is significantly higher than the national average.

**Mathematics:** the performance on the expected level in Mathematics has increased again this year and over the course of three years, and is higher than the national average. A small decrease can be seen in Gwynedd's performance, one level above the expected level, but it remains above Wales' average.

**Science:** a small decrease in the performance on the expected level but it remains high, and higher than the national percentage. The performance one level above the expected level has remained high, and significantly higher than the national percentage.

#### **Strengths and successes**

- Gwynedd's performance in Key Stage 3 has remained high, and higher than almost every indicator compared with the national performance.

#### **Areas for Improvement**

- Increase the performance of FSM pupils on the expected levels in the core subjects.

#### **KS4**

##### **Contextual information for 2018 examinations**

Following the changes in 2016-17 there remains significant volatility in GCSE outcomes. Significant changes to the pattern and numbers of pupils sitting exams in the Summer 2018 has had an impact on results as demonstrated in the proportion of grades across all subjects in the A+ to C range in Wales decreasing by 1.2pp to 61.6%.

GCSEs are being reformed and 15 updated subjects were sat this summer for the first time.

The new GCSE suite of qualifications in Science was examined for the first time in 2018, and coincides with the changes to the performance indications at KS4, to include only GCSE results for Science, as two measures in the capped 9 indicator. As a result, comparison with historical data is not applicable. Schools were able to select pathways from a triple Science route, Double award Science, Double award Applied Science and Single award Applied Science. As the capped 9 indicator includes two Science measures, the majority of schools followed the triple and double award pathways.

There has been significant change to grade boundaries since the Summer of 2017 and November 2017 compared to the Summer of 2018, particularly at C grade in English and mathematics. This has made it difficult for schools to ensure accurate projections and target setting. Initial analysis suggests that Gwynedd schools data has been significantly influenced by registration decisions.

School performance should be considered against its own performance trajectory as it is not appropriate to compare schools against each other due to the different contexts and stages of improvement.

#### **Initial Analysis**

In 2018, there was a decrease in the percentage of each main indicator in comparison with 2017, particularly in English, Science and the Capped 9 Score.

<b>GWYNEDD LA</b>	<b>2017</b>	<b>2018</b>	<b>+ / -</b>
<b>TL2+</b>	58.1	55.0	-3.1
<b>TL2</b>	70.0	69.3	-0.7
<b>TL1</b>	97.3	95.4	-1.9
<b>ENGLISH</b>	63.5	51.4	-12.1
<b>WELSH</b>	72.1	71.2	-0.9
<b>MATHEMATICS</b>	56.4	55.9	-0.5
<b>NUMERACY</b>	59.6	58.5	-1.1
<b>MATHEMATICS (Best of the 2)</b>	62.9	61.5	-1.4
<b>SCIENCE</b>	72.8	65.8	-7.0
<b>5A*/A</b>	20.6	18.0	-2.6
<b>CAPPED 9 SCORE</b>	365.8	312.7	-53.1

Performance in Welsh has remained consistently high, but there is a worrying gap forming between performance in English and Welsh. L2 English performance has decreased 12.1%, with performance decreasing significantly in the schools that performed the best in 2017.

A small decrease in Mathematics, Numeracy and the percentage of learners that achieved one of the two has affected the expected progress in the TL2+ indicator.

Because of the changes in the Science qualification, comparison with 2017 performance is not possible. Science performance is encouraging, with many schools in reach of their targets.

Further collating work needs to be done on the Capped 9 Score in order to ensure that the data reflects the qualifications of Gwynedd's learners.

### **Strengths and successes**

- Inclusive schools and strong performance on L1. It is also noted that there is strong collaboration to develop an extensive and balanced curriculum and provision.
- Welsh (first language) performance is consistently high.
- Significant improvements in specific schools with regard to some indicators.

### **Areas for Improvement**

- Ensure that a forensic analysis is undertaken to verify why there has been a significant decrease in the English A\*-C percentages.
- Improve Mathematics performance.
- In specific schools, continue to improve the quality of departmental expertise and leadership in the core subjects.



### 3. INSPECTION PROFILE

The inspection profile is good across both sectors in Gwynedd. During academic year 2017-2018, Estyn undertook an inspection in 19 schools (14 primary schools, 4 secondary schools and 1 special school).

In 16 schools [%], it was announced that no follow-up action was needed and the other three schools were awarded the least intensive follow-up category [Estyn Review].

The judgement profile across the 5 inspection areas are indicated below:

Primary Profile	Excellent	Good	Satisfactory	Unsatisfactory
IA1: Standards	0%	93.3%	6.7%	0%
IA2: Well-being and attitudes to learning	26.7%	73.3%	0%	0%
IA3: Teaching and learning experiences	0%	86.7%	13.3%	0%
IA4: Care support and guidance	6.7%	86.6%	6.7%	0%
IA5: Leadership and management	6.7%	80.0%	13.3%	0%

Secondary Profile	Excellent	Good	Satisfactory	Unsatisfactory
IA1: Standards	0%	50.0%	50.0%	0%
IA2: Well-being and attitudes to learning	25.0%	75.0%	0%	0%
IA3: Teaching and learning experiences	0%	75.0%	25.0%	0%
IA4: Care support and guidance	25.0%	75.0%	0%	0%
IA5: Leadership and management	0%	75.0%	25.0%	0%

### 4. TARGET SETTING

In May 2018, the Cabinet Secretary for Education published a [Written Statement](#) providing an update on Key Stage 4 school performance measures arrangements for 2019 onwards.

This announced the introduction of new 'interim' Key Stage 4 performance measures to be reported against from September 2019 (2018/19 cohort data). These 'interim' measures, based on point scores, will replace the existing suite of Key Stage 4 performance measures, including the Level 1 and Level 2 inclusive measures, from 2019.

In the other key stages, Welsh Government has already legislated to:

- discontinue the routine publication of the Teacher Assessment and National Reading and Numeracy Test data at a school and regional level from 2018/19; and
- ensure that the 2016/17 publication of this data at a school and regional level to the public, partners, stakeholders and policy makers will be the last year that this is done.

Welsh Government (WG) have been urgently considering the school target setting requirements, in view of the changes being brought in, and have been engaging with the sector on how these arrangements could be managed in the short term. However, the required legislative procedure hasn't allowed WG to align the statutory requirements as immediately as desired.

At Key Stage 4, schools are required to set final, reviewed and provisional targets against the percentage of pupils achieving the Level 1 and Level 2 inclusive measures, along with three targets based on self-evaluation. These targets need to be submitted to, and agreed by, the Local Authority no later than 31 December. Given our move away from threshold measures, we recognise that it no longer make sense to require schools to set targets against what will soon become obsolete school performance measures.

The table below sets out the current target setting statutory requirements for the relevant key stages:

<b>Key Stage 2 (Year 6 pupils)</b>	<b>Key Stage 3 (Year 9 pupils)</b>	<b>Key Stage 4 (Year 11 pupils)</b>
Percentage of pupils achieving <b>Level 4</b> or above in English	Percentage of pupils achieving <b>Level 5</b> or above in English	Percentage of pupils achieving the Level 2 Threshold including English/Welsh and Mathematics
Percentage of pupils achieving <b>Level 4</b> or above in Welsh first language	Percentage of pupils achieving <b>Level 5</b> or above in Welsh first language	Percentage of pupils achieving the Level 1 Threshold
Percentage of pupils achieving <b>Level 4</b> or above in Mathematics	Percentage of pupils achieving <b>Level 5</b> or above in Science	
Percentage of pupils achieving <b>Level 4</b> or above in Science	Percentage of pupils achieving <b>Level 5</b> or above in Mathematics	
<i>Local Target 1</i>	<i>Local Target 1</i>	<i>Local Target 1</i>
<i>Local Target 2</i>	<i>Local Target 2</i>	<i>Local Target 2</i>
<i>Local Target 3</i>	<i>Local Target 3</i>	<i>Local Target 3</i>
<i>*Local Targets should reflect priorities identified through self-evaluation</i>		

Welsh Government (WG) are working towards removing the prescriptive nature of targets (including Level 1 and Level 2 inclusive at Key Stage 4) in favour of increasing the **number of non-prescriptive targets based on the outcome of self-evaluation**.

The required legislative process means it will be impossible for WG to implement the proposed changes prior to 31 December 2018, when targets are required to have been set by schools and agreed by the Local Authority. There will, therefore, be a period where the requirements of the regulations do not reflect WG intentions or expectations in terms of target setting.

During this transitional period, schools and Local Authorities will need to consider what targets would be most appropriate to set this year.

### **Way forward**

Effective self-evaluation, target-setting and planning for improvement is at the core of ensuring improved outcomes for pupils.

The raising of standards requires the profession to critically evaluate and, if necessary, change what they do and how they do it. Effective target-setting plays a key role in raising standards, and must be undertaken at the same time as planning for improvement.

Setting targets allows schools to focus on what they currently do and the improvements they wish to bring about. It contributes to school effectiveness but only when it is carried out as part of the process of planning for improvement.

What is key is that schools identify and set appropriate **improvement targets linked to their improvement priorities**. These should be set as **local targets** prescribed in the table above and may include specific and measurable goals when appropriate.

However, **not all improvement targets can be quantitative**. If we asked schools to set clear improvement targets, then it would allow the **local target** as at present to be either quantitative or qualitative.

Schools would only share their key improvement targets (or Local Targets) with the LA/Consortium. Local Authorities would still hold the statutory responsibility for signing off the improvement targets set by the schools. This process is usually quality assured by school improvement staff on behalf of the LAs. Local Targets would not be aggregated on an LA or regional basis.

In the interim, schools will also have to report against the prescribed statutory targets described in the table above until they are removed by legislation.

# Agenda Item 7

COMMITTEE	Education and Economy Scrutiny Committee
DATE	20 September 2018
TITLE	Membership of the Scrutiny Investigation and Investigation Brief into "the impact of new building developments for schools on the quality of education".
PURPOSE	Accept the investigation brief and identify members
AUTHOR	Councillor Beth Lawton, Chairman
RELEVANT OFFICER	Sion Owen Council Business Support Officer

1. In its meeting on 23 January 2018, the Committee resolved to support the principle of establishing a scrutiny investigation to look at the impact new buildings have on schools on the quality of education.
2. The draft brief submitted has since been developed, in consultation with the Education department. It is presented to the Committee in Appendix 1, to be adopted so that the investigation may begin.
3. The main questions the investigation will aim to answer are:
  - Has the financial investment led to improvement in quality?
  - Has there been good practice or lessons to be learnt as the development programme has progressed?
4. Case studies are to be used to gather evidence, and developments that show similar characteristics will be selected for scrutiny. The investigation will also focus on measuring the impact on the quality of education.
5. The schools that are intended to be studied are:
  - Ysgol Bro Llifon
  - Ysgol Craig y Deryn/Tywyn
  - Ysgol Glancegin
  - Ysgol yr Hendre
6. At the meeting of the Committee on 23 January, Councillors Steve Collings, Cai Larsen, Paul Rowlinson and Beth Lawton were selected as members of the investigation. There is further opportunity here for any member who wishes to be a member of the investigation to do so.
7. Recommendation - The Committee is asked to
  - a. Adopt the appended brief
  - b. Confirm members who will participate in the investigation

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A	<p><b>What is the matter being considered as a scrutiny item?</b></p> <p>Several members have asked whether we are able to ascertain a positive effect on the education of pupils as a result of recent developments in the structuring of schools in the County - be they new building developments for schools, and/or the development of new schools.</p> <p>Their questions focus on the effect the new provision has on the quality of the education and pupil experience, and ask</p> <ul style="list-style-type: none"><li>- whether the financial investment has led to an improvement in the quality</li><li>- whether good practice or lessons can be learnt as the development programme continues.</li></ul> <p>With all the development work that has taken place to date, the time is right to look at the impact (if at all) the new buildings have had in Gwynedd.</p> <p>The opportunity should be taken to identify any good practices and any lessons/changes for the developments in future.</p> <p>Research into the field will look at the effect of new school developments / buildings on the following elements, which are</p> <ul style="list-style-type: none"><li>➤ Quality of the Education</li><li>➤ Educational results</li><li>➤ Experience of the users in the new buildings</li><li>➤ Value for money</li></ul>
B	<p><b>Aim of the Investigation</b></p> <p>The main question to address is</p> <p><b>'What effect has new building development had on schools and the quality of pupil education, and are there lessons to be learnt in future?'</b></p> <p>This will be achieved by asking the following questions:</p> <ul style="list-style-type: none"><li>- What are the features of a good education?</li><li>- Are the educational results of the schools in question better/worse/stable after opening the new buildings?</li><li>- How has the pupils' experience changed from the old building to the new building</li><li>- How does the building affect education?</li><li>- What were the success criteria of the developments? Were these achieved?</li><li>- What was the general condition of the buildings?</li><li>- What changed from the old school to the new school?</li></ul>

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	<ul style="list-style-type: none"> <li>- How did the teaching staff, the governors and GwE find the building improved the quality of education?</li> <li>- Do the developments offer value for money?</li> <li>- Are there lessons to be learnt for the future?</li> </ul>
C	<p><b>Background</b></p> <p>There has been considerable investment in developing educational buildings in Gwynedd recently. Among the developments are:</p> <ul style="list-style-type: none"> <li>• Ysgol yr Hendre, Caernarfon</li> <li>• Ysgol Craig y Deryn</li> <li>• Investing in improvements and renovations at Ysgol O M Edwards, Llanuwchllyn in 2013.</li> <li>• Ysgol Bro Llifon</li> <li>• Ysgol Hafod Lon, Penrhyndeudraeth</li> <li>• Ysgol Bro Idris, Dolgellau on six sites.</li> </ul> <p>The programme continues with developments that are already in the pipeline in the areas of Y Bala and Bangor.</p>
CH	<p><b>Good Practice and Lessons to be Learnt</b></p> <ul style="list-style-type: none"> <li>- Using case study methodology it is intended that the necessary evidence and information is selected (noted below in section D) and analysed according to the strategic context and the context of the individual developments.</li> </ul>
D	<p><b>Gathering Evidence</b></p> <p>The questions will be answered using case study methodology for three or four developments. By combining recent and less recent developments, the intention is:</p> <ul style="list-style-type: none"> <li>• To gather data to measure the effect the building has on the experience of pupils of recent developments, since the change is still fresh in the mind</li> <li>• To measure the impact of less recent developments on quality, since time has elapsed and quantitative data can be generated.</li> </ul> <p>It is also intended to:</p> <ul style="list-style-type: none"> <li>- Investigate the success criteria of the schools reorganisation/building schemes</li> </ul>

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	<ul style="list-style-type: none"> <li>- Analyse the schools' situation before the development (using category/Estyn/GwE/results)</li> <li>- Gather qualitative data from school leaders, teaching staff, governors and GwE.</li> <li>- How can the quality of education be measured - what are the characteristics of good quality education?</li> <li>- Have results improved because of the change?</li> </ul> <p>Bro Llifon, Craig y Deryn, Glancegin, and Hendre schools will be looked at.</p>
DD	<p><b>Analysis</b></p> <ul style="list-style-type: none"> <li>- Consider whether the developments have delivered on the success criteria of their business plans, the aims of the education modernising strategy, and the aims of the 21st Century schools plan</li> <li>- As regards value for money, improving the quality of education is what drives the modernisation programme and this must be borne in mind. It is, however, a valid question given the current financial climate.</li> </ul>
E	<p><b>Writing the Report</b></p> <ul style="list-style-type: none"> <li>- Note and provide evidence of the main findings</li> <li>- Note recommendations</li> <li>- Discuss and agree on the draft report with relevant stakeholders</li> <li>- Submit the final draft report to the Committee</li> <li>- Publish the report</li> </ul>
F	<p><b>Action Plan</b></p> <ul style="list-style-type: none"> <li>- Dependent on the results of the investigation</li> </ul>
FF	<p><b>Track Progress</b></p> <ul style="list-style-type: none"> <li>- Dependent on the results of the investigation</li> </ul>

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<b>G</b>	<b>TIMETABLE</b>		
	<i>The main steps are noted below</i>		
	What	Lead	Date
1	Initial meeting	Sion Owen	9/10/18
2	Discuss Statistical and performance data	Sion Owen	TBA (October 2018)
4	School visits x4	Sion Owen	Late October- November 2018
5	GwE – ask their opinion on the quality of education at the schools in question	Sion Owen	November- December 2018
5	Discuss findings and recommendations	Sion Owen	December- January
6	Form Draft report	Sion Owen	January 2019
7	Form Final Report	Sion Owen	February 2019
8	Present Final report to the Committee	Sion Owen	March 2019