



Complete Agenda

Democratic Services
Swyddfa'r Cyngor
CAERNARFON
Gwynedd
LL55 1SH

Meeting

EDUCATION AND ECONOMY SCRUTINY COMMITTEE

Date and Time

10.00 am, THURSDAY, 24TH JANUARY, 2019

Location

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

*** NOTE**

This meeting will be webcast

https://gwynedd.public-i.tv/core//en_GB/portal/home

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(DISTRIBUTED 16/01/19)

EDUCATION AND ECONOMY SCRUTINY COMMITTEE

MEMBERSHIP (18)

Plaid Cymru (10)

Councillors

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

Aled Ll. Evans
Judith Mary Humphreys
Olaf Cai Larsen
Paul John Rowlinson
Vacant Seat - Plaid Cymru

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
[vacant seat]	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 Ellis Hughes	UCAC
David Healey	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 - 10

The Chairman shall propose that the minutes of the previous meeting of this committee held on 22nd November, 2018 be signed as a true record.

5. FINAL SUMMER RESULTS 2018

11 - 19

Cabinet Member – Councillor Gareth Thomas

To consider a report on the above (attached).

*10.00am – 10.45am

6. RESTRCTURING OF LANGUAGE CENTRES

20 - 26

Cabinet Member – Councillor Gareth Thomas

To consider a report on the above (attached).

*10.45am – 11.30am

7. HEALTHY LIVING CENTRES

27 - 32

Cabinet Member – Councillor Craig ab lago

To consider a report on the above (attached).

*11.30am – 12.15pm

*estimated times

EDUCATION AND ECONOMY SCRUTINY COMMITTEE 22/11/18

Present: Councillor Beth Lawton (Chair).

Councillors: Freya Bentham, Steve Collings, Aled Evans, Selwyn Griffiths, Alwyn Gruffydd, Judith Humphreys, Elwyn Jones, Huw Wyn Jones, Cai Larsen, Elfed Roberts, Mair Rowlands, Cemlyn Williams and Gareth Williams.

Co-opted Members: Dylan Davies (Meirionnydd Parent / Governors Representative) and Dilwyn Elis Hughes (UCAC).

Ex-officio Member: Councillor Edgar Wyn Owen.

Officers present:

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

Present for item 5 below:

Councillor Ioan Thomas (Cabinet Member for Economic Development)
Sioned Williams (Head of Economy and Community Department)
Llyr B Jones (Senior Economy and Regeneration Manager)

Present for item 6 below:

Councillor Ioan Thomas (Cabinet Member for Economic Development)
Sioned Williams (Head of Economy and Community Department)
Colin Morris (Business Support Manager)

Present for item 7 below:

Sioned Williams (Head of Economy and Community Department)

Present for item 8 below:

Garem Jackson (Head of Education)
Bethan Griffith (Senior Ancillary Services Officer)

1. APOLOGIES

Councillors Keith Jones, Dewi Owen and Paul Rowlinson (Vice-chair);
Anest Gray Frazer (Church in Wales) and David Healey (ATL);
Councillors Craig ab Iago (Cabinet Member for Housing, Leisure and Culture) and Gareth Thomas (Education).

2. DECLARATION OF PERSONAL INTEREST

Councillor Selwyn Griffiths declared a personal interest in item 7 - Role of the Area Regeneration Officers in future, as his son worked in the Economy Unit and there was a possibility that he might be responsible for the Community Regeneration Unit in the future.

Councillor Aled Evans declared a personal interest in Item 7 - Role of the Area Regeneration Officers in Future, as a relation of his worked in the Community Regeneration Unit.

The members were of the opinion that they were prejudicial interests, and they withdrew from the meeting during the discussion on the item.

3 URGENT ITEMS

None to note.

4. MINUTES

The Chair signed the minutes of previous meetings of this committee held on the 20 September and 15 October (Special Meeting), 2018 as true records.

5. REVIEW OF PWLLHELI HAFAN AND HARBOUR

Submitted - the report of the Cabinet Member for Economic Development together with a slide presentation by the Senior Economy and Regeneration Manager tracing the history of Pwllheli Hafan and Harbour since the early 1990s, outlining the relevant considerations and detailing the work undertaken thus far in terms of developing options on the site, as a result of a downward trend in the income generated at the Hafan since 2008/09. The scrutiny committee was invited to consider this work and members were asked if they agreed:-

- With the core aims proposed for evaluating the current situation and alternative options for the future.
- There was a case for change.
- With the recommendations to further develop four options.

The Cabinet Member, the Head of Service and the Senior Manager elaborated on the contents of the report, and also responded to questions / observations from members.

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

- The committee was of the opinion that there was a case for change as the existing situation, with the downward trend in income and use of the Hafan and Harbour, led to a risk of being unable to deliver the core aim of the Hafan to be an economic driver, especially for the Pwllheli area, and was therefore unsustainable.
- That the committee were in agreement with the options to undertake further work and there were key messages for the service to consider when delivering this work, specifically in terms of looking how further investment could be made to make the Hafan and Harbour viable and to seek a solution for the situation with dredging and sediment disposal in both the short and long term. It should also be considered if there were any lessons to be learnt from other authorities in terms of sediment disposal.
- Regarding the option to retain the net income of £400k, it was anticipated that the Hafan would return this year, that the committee was of the view that they had to be open, on one hand to what impact this would have on the rest of the Council's services, and on the other hand, to what the impact would be of not

doing so on the Pwllheli area economy, and the risk of losing the marina in the end.

- There was also a message in terms of the need to understand the customer's requirements in order to be able to respond to them and the options should look at how to market and keep the site viable etc.
- That a further report should be presented to this committee in due course, following developing the various options in greater detail.

6. SUPPORTING GWYNEDD BUSINESSES (IN RELATION TO BREXIT)

Submitted - report by the Cabinet Member for Economic Development detailing on how the Council and other organisations support local business generally and in response to Brexit.

The Cabinet Member, the Head of Service and the Manager elaborated on the contents of the report, and also responded to questions / observations from members.

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

- The observations reflected the fact that it remained a confusing and uncertain period. It was recognised that it was very difficult to support business in the current climate due to the lack of information etc, however, it was welcomed that high risk businesses were being targeted in order to try and see if there was anything else the Council could do to assist them. It was also recognised that timing the discussion was difficult and they had to avoid causing confusion in order not to mislead.
- That Committee members desired the Department to further consider how to support the smallest businesses in Gwynedd, and perhaps give information or expand the use of social media to maximise the information available and what people know about the support that already exists, or perhaps trial talks in smaller communities.
- Committee members also wanted the Department to consider if there was capacity to give an update to community councils in order that they are also aware of what is available in terms of support from the Council.
- That the Service will be requested to inform members of any developments in this field , e.g. via Rhaeadr, rather than wait from one scrutiny committee to the next.

7. ROLE OF THE AREA REGENERATION OFFICERS IN FUTURE

Submitted - the report of the Cabinet Member for Housing, Leisure and Culture inviting the committee's views on two options to make the best possible use of the skills and resources of the Area Regeneration Team Officers in the future, namely:-

- Option 1 - merge the role of the Community Regeneration Team with other teams within the Economic Development Programmes Service.
- Option 2 - retain a small team to keep the emphasis on supporting communities to achieve.

The observations of the committee on the following recommendations were also requested:-

- Re-define the role of the Community Regeneration Officers as Community Support Officers that would incorporate the role of Community Council and Third Sector liaison.
- That a liaison officer be identified for individual communities, but that officers operate more as a county team in order to benefit from the specific strengths and skills of different team members.
- That the team strengthens the link with libraries in order to promote community access to sources of information and assistance in future.

Copies of the Community Regeneration Service's Work Programme were distributed to members at the meeting.

The Head of Service elaborated on the contents of the report, and also responded to questions / observations from members.

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

- There was general support for option 2, on the grounds that this would create a resource that would enable the Council to maintain a relationship with the communities across a wider range of programmes; they would not be restricted to programmes that contribute to regeneration and economic development only.
- There was also support to pilot the scheme with libraries as a centre for information sources.

8. SCHOOL DINNER DEBTS

Submitted – the report of the Cabinet Member for Education at the Chair's request detailing on the position with school dinner debts, the processes that have been operational to respond to the debts, together with the further steps the Department has, and intends to implement to respond appropriately to the situation, reducing school dinner debts over time.

The Head of Service and the Senior Officer elaborated on the contents of the report, and also responded to questions / observations from members.

Attention was drawn to the fact that there was an error in the English version of the column '*Value of invoices raised in the year*' in Table B under paragraph 4.1 of the report (page 29 of the programme) and that the correct figures were as follows:-

Year	Value of invoices raised in the year
2013/14	£21,937.80
2014/15	£26,600.12
2015/16	£29,254.63
2016/17	£36,634.45
2017/18	£39,576.81

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

- That the committee supported what was currently happening in terms of targeting assistance to those schools with the largest debts to ensure that they follow the procedure and that the Heads take responsibility and understand what should occur regarding the arrangements.

- There was also support to look at bringing the Authority to be part of the process as soon as possible, this included regular monitoring of the situation, looking if there was a central role for the Authority, rather than for this to happen per school.
- There was also support for the Department's intention to look if it was possible to prepare a package to assist those families who have difficulty paying.
- That the Department is asked to consider if it is possible to undertake further work to see what, if at all is the link between the increase in school dinners and the levels of debts.
- That there was strong support to get to grips with the situation as soon as possible, as the Department had already begun, in order that fewer families get into debt.

The meeting commenced at 10.30am and concluded at 2.25pm
(with a 45 minute break for Lunch).

Meeting	Education and Economy Scrutiny Committee
Title	Report on the summer 2018 results
Date	24 January 2019
Officer	Garem Jackson, Head of Education
Cabinet Member	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

Welsh Government released the latest KS4 and KS5 data update at the end of December 2018, however this update did not include LA data on the Welsh Baccalaureate and Skills Challenge Cymru.

Post 16 KS5

Current arrangements for measuring performance in school sixth forms and in further education institutions are entirely separate. Performance measures are produced from different data-collection

systems using differing analysis methodologies. This means that we are unable to compare outcomes in a meaningful way across learning settings.

Welsh Government has been working to develop a set of consistent measures (achievement, value added and destinations) for further education institutions and school sixth forms to enable the publication of all Wales and provider level information on an annual basis. The proposed suite of performance measures consists of:

- Achievement (The completion and attainment of learners undertaking A level, vocational and Welsh Baccalaureate programmes)
- Value added (The progress made by learners, over and above what would normally be expected based on their prior attainment and gender)
- Destinations (The proportion of learners who progress into further learning (including higher education) and/or employment). A separate statistical release for destinations can be found at Consistent performance measures for post-16 learning - Learner destinations.

For 2018, schools have received their individual data based on the proposed above three measures, however no Authority data has been published.

As a result, this report contains KS5 data published on December 5th 2018, SFR 120/2018

- 6th Form L3 - % 17 year olds achieving (in order to achieve L3 a learner must attain a minimum 2 A*-E at a level or equivalence
- 6th Form 3 A*-A % 17 year olds achieving
- 6th Form 3 A*-C % 17 year olds achieving

2. STANDARDS

PRIMARY

FOUNDATION PHASE

Table 1

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

	2015	2016	2017	2018
Gwynedd	86.8%	86.8%	86.6%	81.7%
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 and the Education Department 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
Gwynedd	89.5%	89.8%	92.1%	91.2%
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
Gwynedd	91.3%	92.0%	92.8%	92.8%
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. Since September, schools and officers have sought clarity regarding the reasons for this increase. In October, Qualifications Wales published a report on grade boundaries in English specifically. Despite Qualifications Wales' findings the head teachers of our secondary schools along with officers are in agreement that Gwynedd schools' data were greatly influenced by decisions regarding registration.

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.

Analysis of Gwynedd's results based on the Welsh Government's main indicators

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.

Performance measures	Gwynedd 2017	Gwynedd 2018	+ / - 2017/2018	Wales 2018
L2+ Threshold	58.1	54.6	-3.5	55.1
L2 Threshold	70.0	69.5	-0.5	66.9
L1 Threshold	97.3	95.9	-1.4	93.6
ENGLISH	63.5	51.7	-11.8	62.6
WELSH	72.1	70.1	-2	74.3
MATHEMATICS	56.4	55.8	-0.6	59.4
NUMERACY	59.6	58.9	-0.7	58
MATHEMATICS (The best of the 2)	62.9	61.5	-1.4	63.5
SCIENCE	72.8	66.7	-6.1	63
5A*/A	20.6	19.2	-1.4	18
CAPPED 9 SCORE	365.8	360.8	-5	350.1
ATTENDANCE	95.2	94.8	-0.4	93.9

Performance in Welsh has remained consistently high, but there is a worrying gap forming between performance in English and Welsh. Although the performance of Wales was slightly higher, the percentage of pupils who sit Welsh First Language in Gwynedd is extremely high 82% (only 17.3% of learners in Wales were registered for Welsh First Language). Between 2014 and 2016 Gwynedd's performance in English was higher than the performance of Wales. In 2017, the first year of results for the new English course, with language only counting towards the indicator, Gwynedd's

performance was 0.2% below Wales. However in 2018, English L2 performance has decreased by 11.8%, with a significant decrease in performance by the schools which performed 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. Performance in science is encouraging with a large number of schools very close to their targets. Gwynedd's performance is higher than Wales'.

Overall, there is no significant change between the performance of boys and girls, with the gap reduced slightly in the TL2+, TL2, 5A*/A, best maths, maths, numeracy and science, but increased slightly in the Capped 9 score, English and Welsh.

On the other hand, the performance of pupils eligible for free school meals has decreased, worryingly so at L2+, but the 2018 performance is very similar to the performance profile for 2014-2016. Comparison of 2017 and 2018 performance is difficult, however the performance of FSM pupils in Gwynedd has decreased in all indicators this year.

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

- Improve the performance of English and mathematics at KS4.
- Improve the performance of pupils who are entitled to free school meals (FSM).
- In specific schools, continue to improve the quality of departmental expertise and leadership in the core subjects.

KS5

Indicators	Gwynedd 2017	Gwynedd 2018	+ / - 2017/2018	Wales 2018
6th Form L3 - % 17 year olds achieving	97.6	97.4	-0.2	97.6
6th Form 3 A*-A % 17 year olds achieving	13.1	14.4	+1.3	13.4

6th Form 3 A*-C % 17 year olds achieving	59.4	60.4	+1.0	58.1
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Strengths and successes

- An increase in performance in two of the three main indicators, both of which were better than the performance of Wales as a whole.

Areas for Improvement

- Continue with the improvements by making more effective use of ALPS as a tool for target setting and measuring progress.

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:

Key Stage 2 (Year 6 pupils)	Key Stage 3 (Year 9 pupils)	Key Stage 4 (Year 11 pupils)
Percentage of pupils achieving Level 4 or above in English	Percentage of pupils achieving Level 5 or above in English	Percentage of pupils achieving the Level 2 Threshold including English/Welsh and Mathematics
Percentage of pupils achieving Level 4 or above in Welsh first language	Percentage of pupils achieving Level 5 or above in Welsh first language	Percentage of pupils achieving the Level 1 Threshold
Percentage of pupils achieving Level 4 or above in Mathematics	Percentage of pupils achieving Level 5 or above in Science	
Percentage of pupils achieving Level 4 or above in Science	Percentage of pupils achieving Level 5 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 6

Committee	Education and Economy Scrutiny Committee
Title of Report	Restructuring of Language Centres
Date of meeting	24 January 2019
Relevant Officer	Garem Jackson, Head of Education
Relevant Cabinet Member	Councillor Gareth Thomas

1. BACKGROUND

- 1.1 Historically, the Language Centres were funded by a grant from the Welsh Language Board, with the Council providing match funding. When the Welsh Language Board was abolished, the Language Centres were funded in the same way through the Welsh Government's Welsh in Education Grant with the Council continuing to provide the match funding.
- 1.2 In 2015, Welsh Government brought 11 education grants together under the heading of the Education Improvement Grant (EIG) (this included the Welsh in Education Grant (WEG).) By now, Welsh Government funds the Welsh in Education Grant through the regional consortia (GwE), and every Council contributes match funding to the region before the WEG is then transferred from the regional consortia back to the Councils.

2. CONTEXT

- 2.1 In 2018/19, Welsh Government cut the Education Improvement Grant by 10%. This means a shortfall of £61,000 in the budget of Gwynedd Language Centres from 2018/29 onwards. This year, we succeeded to bridge this shortfall, although cuts have been made to other headings within the EIG, such as the Foundation Phase.
- 2.2 For 2019/20, the news we received from Welsh Government was better than expected for the EIG, namely confirmation of a neutral settlement for the EIG for 2019/20. However, in light of inflation to salaries and pensions, this means a further shortfall in the budget of approximately £35,000 from September 2019 onwards. (The GwE Management Board and Joint-committee have not yet convened to agree on the exact allocation for the EIG headings for 2019/20.) At the same time, the GwE Management Board has also decided to carry out a regional review of the Welsh Language heading in the EIG.

3. CURRENT SITUATION

- 3.1 The staffing structure of the Language Centres is currently as follows:

Language Centre	Staffing Structure	Numbers
Dolgellau	Leader Assistant	8
Llangybi	Leader Teacher	16
Maesincla	Leader Teacher	16
Penrhyndeudraeth	Leader Teacher	16
Eifionydd - Secondary	Leader Teacher	16

3.2 The trend for pupil numbers attending the Primary Language Centres over the last five years is as follows:

Pupil numbers at the Gwynedd Primary Language Centres per term 2013 – 2018					
TERM	Dolgellau	Llangybi	Maesincla	Penrhyn	Total
CAPACITY	8	16	16	16	
Spring 2013	6	7	13	11	37
Summer 2013	8	7	13	15	43
Autumn 2013	9	13	15	13	50
Total 2013	23	27	41	39	130
Spring 2014	8	8	14	15	45
Summer 2014	26*	4*	16	10**	64
Autumn 2014	8	10	14	14	46
Total 2014	42	22	44	47	155
Spring 2015	8	11*	11	14	44
Summer 2015	9	4*	15	15*	43
Autumn 2015	7	12	9	17	45
Total 2015	24	27	35	46	132
Spring 2016	8	10	13	16	47
Summer 2016	11	6	16	19	52
Autumn 2016	9	14	16	18	56
Total 2016	27	30	45	53	155
Spring 2017	10	13	13	15	51
Summer 2017	7**	10	17	17	51
Autumn 2017	8	13	17	16	54
Total 2017	25	36	47	48	156
Spring 2018	6 + 1*	14	15	11	47
Summer 2018	5 ** / 7 *	8	16	14	45
Total 2018					

4. INITIAL STEPS

- 4.1 In light of the budget shortfall from 2019/20 onwards for the Language Centres, a meeting was held with the staff on 10 September 2018⁹ to notify them of the financial position of the Language Centres from 2019/20 onwards. During the meeting, staff were invited to come together to consider how the service could be restructured in future to meet the budget shortfall.
- 4.2 Following this meeting, we were notified that the staff of the Language Centres were not keen to create their own options for the service's structure in future. Rather, their wish was for the Education Department to consider and create options, with an opportunity for them to express their opinion and present comments on those options.
- 4.3 On 24 October 2018, a meeting was held between the Education Department, Human Resources, staff of the Language Centres (and their Union representatives) to present options for their consideration.

5. OPTIONS

- 5.1 As a basis for the options to restructure the Language Centres in future, the Education Department formed the following criteria:

	PRINCIPLES	
1.	The restructuring will not affect the availability of the provision for latecomers (i.e. That the same number of pupils or more will have access to the service)	✓
2.	Minimum staffing level of 2FTE at every Language Centre	✓

- 5.2 It is also noted that none of the following options include any change to the aftercare provision, and aftercare will be considered when proceeding with the preferred option for the future.

Option 1

- Close one Primary Language Centre
- Increase the capacity of every Language Centre to 19 learners
- A staffing structure of a Leader and a Teacher at every Language Centre

Option 2

- Every Language Centre to remain open.
- The capacity of the Dolgellau Language Centre to increase to 16. The capacity of every other Language Centre to remain the same.
- A staffing structure of a Leader and a Teacher at every Language Centre

Option 3

- Every Language Centre to remain open.
- The capacity of the Dolgellau Language Centre to increase to 16. The capacity of every other Language Centre to remain the same.

- One Leader for all Primary Language Centres, a staffing structure of a Teacher and an Assistant at every Language Centre (where the Leader is not based).
- A staffing structure of a Leader and an Assistant at the Secondary Language Centre.

Option 4

- Every Language Centre to remain open.
- The capacity of the Dolgellau Language Centre to increase to 16. The capacity of every other Language Centre to remain the same.
- One Leader for all Primary and Secondary Language Centres, a staffing structure of a Teacher and an Assistant at every Language Centre (where the Leader is not based).

6. THE CONSULTATION OBSERVATIONS

6.1 A Human Resources process for restructuring the Language Centres was followed, therefore consulting with the staff and the Units on options for restructuring the service in future.

6.2 The following is a summary of the Unions' observations:

UCAC

General observations:

Keep staffing levels at two teachers

The teachers must:

- be specialist for effective 'language immersion'
- be enthusiastic and ambitious
- possess oral language of a good standard
- be able to plan lively lessons that are carefully structured to conform to the course
- be able to identify and respond to learners' needs (ALN, emotional and behavioural problems)
- training and support for teachers and school assistants
- be knowledgeable of the latest developments in the field of education
- be able to lead a centre in each other's absence

The Centres' Locations: Equal Opportunity - ensure that every school is within reasonable reach of the Language Centre.

The following is a summary of UCAC's main observations on the individual options:

Option 1

STRENGTH	WEAKNESS
<ul style="list-style-type: none"> • 2 specialist teachers • The success of the course and service is secured 	<ul style="list-style-type: none"> • Centre Ch closing will have an impact on the area (where the centre is based). • Increasing journeys from schools to the nearest Language Centre

<ul style="list-style-type: none"> Centres to remain in every area of Gwynedd 	<ul style="list-style-type: none"> 1 area without a Language Centre Losing specialist teaching jobs
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Option 2

STRENGTH	WEAKNESS
<ul style="list-style-type: none"> The Centres' Locations - 1 in every area 	<ul style="list-style-type: none"> Losing specialist teacher posts Increases the teacher : pupil ratio The Leader's absence will cause disorder: <ul style="list-style-type: none"> - course structure responsibility for the learner transport parents A supply teacher cannot step in as a stranger Losing opportunities to share good practice Weakens the support for individual learners The aftercare strategy will be less effective

Option 3

In addition to the observations for Option 2:

STRENGTH	WEAKNESS
	<ul style="list-style-type: none"> Centre A (The Leader's Centre) will be ineffective in light of the responsibility for all the Language Centres.

Option 4

In addition to the observations for Options 2 and 3:

STRENGTH	WEAKNESS
	<ul style="list-style-type: none"> Centre A (The Leader's Centre) will be ineffective in light of the responsibility for all the primary and secondary Language Centres. 1 Leader responsible for the primary and secondary without an understanding of one sector

6.3 NEU

The following is a summary of NEU's main observations:

- It is crucial to avoid excessive travel for pupils and this important principle cannot be kept should one of the centres close. (Oppose Option 1).
- The Leader's absence will cause disorder without a second teacher in terms of the course structure.
- A supply teacher cannot step in as a 'stranger'

- Object to any action on the increase in costs of £35,000 until there is clarity on the need to do so.

NEU also asked:

- How does restructuring tie in with the Council's strategic objectives of promoting the Welsh language and the Welsh language policy?
- Have any discussions been held with the primary and secondary headteachers?

6.4 Dolgellau Language Centre

Observations were received from the Leader and Assistant at the Dolgellau Language Centre as part of the consultation.

The following are their main observations on Option 2 - Leader and Assistant:

- Dolgellau Language Centre has been operating under Option 2, namely a teacher and an assistant since 2002.
- The Language Centre is full with 100% capacity each term, and at times we have more than the capacity of children (up to 10).
- The course requirements is delivered with a Teacher and Assistant, and is cost effective and cheaper than the other options under consideration.
- The Teacher presents the language learning work and the Assistant supports the learning – working together in the classroom.
- The Dolgarrog Language Centre works as a 'Leader and Senior Assistant', and they accept up to a maximum of 12 children.

6.5 Observations from Stakeholders, Organisations and Individuals

As already noted, a Human Resources process was followed for restructuring the Language Centres, consulting with the staff and the Unions on options for restructuring the service in future.

Nevertheless, the Education Department also briefed key stakeholders during the consultation period, including:

- Education and Economy Scrutiny Committee
- Schools Funding Forum
- Unions' Forum
- Primary and Special Catchment Areas Consultative Group
- Secondary Strategic Planning Group

Observations were also received from organisations and individuals, including:

- The Welsh language
- Cylch yr Iaith
- Popeth Cymraeg
- CYDAG
- RHAG

- Individuals

The themes of the observations received from organisations and individuals include:

- Object to any change
- Quality (need 2 teachers)
- Changing demography

7. OTHER CONSIDERATIONS

- 7.1 We know that the GwE Management Board has also decided to carry out a regional review of the Welsh Language heading in the EIG.
- 7.2 Additionally, we already know that the Education Improvement Grant will be a neutral settlement for 2019/20, but with inflation, this equates to an actual cut of 5%. Should there be another neutral settlement in 2020/21, this would mean a further 5% cut to the budget.
- 7.3 In light of the success of the capital bid to have an additional Language Centre for Bangor, there will be a need to find a revenue source to staff this Language Centre, when it comes into existence.

8. RECOMMENDATIONS

Members are asked to:

- express their opinion on the options for restructuring the Language Centres, along with the observations submitted as part of the consultation.

Meeting	Education and Economy Scrutiny Committee
Date	24th of January 2019
Title	Establishing a Council controlled company
Author	Sioned Williams, Head of Economy and Community
Member	Councillor Craig ab Iago
Purpose	To update the Scrutiny Committee on progress against the approved business case and to outline the arrangements in place to address the comments made by the Education and Economy Scrutiny Committee at its meeting on the 26 th of June 2017.

1 Introduction

1.1 The Scrutiny Committee is aware of the current plans to transfer our Leisure Centres to a Council controlled Company. The purpose of this report is to inform the Committee of the latest situation and to explain how the proposed arrangements deal with the Scrutiny Committee's comments on the business case which was presented on the 26th of September 2017.

1.2 The Scrutiny Committee will also remember that further information on the governance arrangements were presented on the 13th of December 2017 and that some of the comments were addressed at that time. By now we are in a position to elaborate more on the arrangements and proposed contract which will be subject to the Cabinet's approval later in February.

1.3 It should be noted that some work is required between now and February however and that the penultimate contract is currently being negotiated with the Company and its solicitors.

1.4 The Scrutiny Committee is asked to consider the current situation and assess whether the original comments have been addressed in line with expectations.

2 The current situation

2.3 To remind Members, the 3 work streams to the transfer are:

- a) The commissioning element, which articulates what we are asking the Company to provide, and the conditions for doing so. This is crystalized in various legal documents,
- b) The element of commissioning the Company, which includes the Company's management, legal and governance arrangements,
- c) And the third element, which entails the work of converting the service to operate as an independent business to the Council.

2.4 During July and December updates were sent to all Council Members, staff and other stakeholders.

2.5 Since then the majority of the work has been focussed on finalising the contract and leases. The contract is structured as follows:

2.3.1 Contract:

Schedule 1 – Definitions

Schedule 2 – General Terms and Conditions of the Contract

Schedule 3 – Service Specification

Schedule 4 – Financial provisions and contract sum

Schedule 5 – Service performance, review and monitoring

Schedule 6 – Variations, Change of Law and Termination

Schedule 7 – Fees and charges and review process

Schedule 8 - Human Resources, TUPE and Pensions

Schedule 9 –Dispute Resolution

Schedule 10 – Utilities responsibilities and other ancillary matters

Schedule 11 – Property Issues

Schedule 12 – Policies the Company should comply with

Schedule 13 – Service Level agreements for services provided by the Council

Schedule 14 – List of managed premises

Schedule 15 – Data and Data Protection Act

Schedule 16 – Hire Protocol

2.3.2 Twelve leases that include:

General terms and covenants

Schedule 1: Property, rights and third party agreements

Schedule 2: Permitted use

Schedule 3: Fixed and portable equipment

Schedule 4: Repairs and Maintenance Responsibilities

Schedule 5: Condition Surveys

2.3.3 Business Plan for Byw'n Iach Cyf.

2.6 The contract is a comprehensive legal document which has been developed in collaboration with specialist legal and VAT advisors. The current draft is consistent with the key issues that were approved in the original business case, but these are still subject to any changes from the negotiation process and/or Cabinet.

2.7 During its meeting on the 26th of September the Education and Economy Scrutiny Committee reviewed the business case and submitted their comments and findings to the Cabinet and Full Council meetings.

The table below notes the comments made at the time and outlines how the contract and associated arrangements address these.

Minutes from the Education and Economy Scrutiny Committee on the 26/09/17	Outline of how the plan addresses the comments
Loss of democratic control by establishing the new company	Despite there being a change in the management relationship between the Council and Company, in the sense it will be changing to a legal relationship, the Cabinet Member, as the commissioner of the Company, will be accountable to the same democratic processes
Lessons learnt from other Councils that had adopted a similar model.	<p>A series of discussions have been held with Councils from England and Wales and this in turn has highlighted differences in the adopted models and areas within those models; this reflects the size of this type of transfer but also differing objectives, cultures and politics.</p> <p>A common theme was the importance of maintaining a close and constructive relationship between the Council and Company, especially in the immediate period following the transfer. A number of technical lessons were also identified and have informed our implementation plans.</p>
The importance of considering the risk of conflicts as the Directors would be accountable to the Company's act and to Gwynedd Council.	<p>This was a consideration in the original business case and plans to mitigate this were outlined at the Education and Economy Scrutiny Committee and Cabinet on the 13th of December 2017 and 16th of January 2018 respectively.</p> <p>The issue cannot be removed entirely but the membership of the Board and the Council's constitution provides appropriate measures to manage this.</p>
Concern regarding the status of the Welsh language within leisure centres and the importance of the Council's role in safeguarding the language from further decline.	<p>Both protecting and promoting the Welsh Language was one of the business case's criteria and was one of the key factors for selecting this model.</p> <p>This will be managed partly through the Council's role as sole owner of the Company, with the articles noting that Welsh will be the internal language of the Company. This</p>

	is enforced further within the contract which provides a contractual obligation to conform with the Council's Welsh Language Policy.
The Company's intention to support centres which were a financial failure.	In accordance with the business case, the proposed contract commissions the Company to provide 12 leisure centres along with the same level and range of facilities and programmes. If the Company wanted to change this then they would require prior consent from the Council.
Building management arrangement.	The building management arrangements are stated in the leases and Contract schedules; the nature of these clauses vary from specific rights in terms of the use of the buildings to the type of behaviours we expect the Company to follow as tenants of our buildings. These clauses have been drafted to reflect the current use of the centres and provide control measures to deal with any deviations. These include protection for current tenants of the buildings for the remainder of their leases, and the repairs and management responsibilities and associated protocols.
Staff savings.	<p>The business case did not determine any staff savings in relation to the number of jobs or terms and conditions. Furthermore, TUPE regulations protect the rights of staff that are in scope for transfer. Since the Council's decisions to establish the Company, staff have received regular progress updates and have had the opportunity to attend a series of workshops that explain the transfer in more details. All staff have also had the opportunity to provide input into the Company's business plan</p> <p>If the Company wanted to undertake significant changes this would need to be stated in their annual business plan, which will be subject to the Head of Economy and Community's approval.</p>
The Council's right to appoint members to the Company's Management Board.	The Company's articles states that the Council, as sole Member, has the right to appoint to the Company's Board of Directors

Ensure that the Company would not follow the same path at CCG, where the Welsh language was not essential to the post of the director.	There are fundamental differences in the legal model adopted for CCG and Byw'n Iach Cyf. The Council will not be involved in employment appointments but in relation to this comment the Contract includes an obligation on the Company to conform with the Council's Welsh Language Policy.
Importance of appointing a dynamic and proactive leader with a strong developmental vision.	A Managing Director has been appointed, in shadow form initially as the Company is not operational and Trading as of yet. These characteristics have been incorporated into the person specification and job description and were an important consideration during the appointment process.
Ensure an innovative vision to develop the service	As far as possible, the contract sets the need for the company to ensure continuous improvement and aims to provide an appropriate balance between empowering the company to do so. The company will present their annual business plan to the Council which will outline it's vision and objectives for the year ahead and beyond. This will be subject to annual approval by the Head of Economy and Community.
The company's commitment to working towards the objectives of the Well-being of Future Generations Act.	It is expected that the company will incorporate the Act whilst providing services to residents and other bodies, and it is asked to show that through its annual business plan.

3 Conclusions

- 3.1 The Scrutiny Committee's comments have been a valuable contribution in the process of establishing Byw'n Iach Cyf, outlining the service to be provided in the future via the Contract, and in establishing implementation steps. We have taken into account every comment when preparing the work and I hope that this is reflected in the table above.
- 3.2 The work has been very onerous and it is fair to say that we as a team have learnt quite a lot from the process. Despite the significant work remaining before the transfer, I am confident that we have made good progress that will enable us to achieve the aim of transferring the service on the 1st of April 2019, and of course deliver key savings to the Council.