



Complete Agenda

Democracy Service
Swyddfa'r Cyngor
CAERNARFON
Gwynedd
LL55 1SH

Meeting

EDUCATION AND ECONOMY SCRUTINY COMMITTEE

Date and Time

10.30 am, THURSDAY, 20TH OCTOBER, 2022

Location

Virtually on Zoom

*** NOTE**

This meeting will be webcast

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

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(DISTRIBUTED 13/10/22)

EDUCATION AND ECONOMY SCRUTINY COMMITTEE

MEMBERSHIP (18)

Plaid Cymru (12)

Councillors

Jina Gwyrfai
Elin Hywel
Dewi Jones
Olaf Cai Larsen
Huw Rowlands
Rhys Tudur

Iwan Huws
Dawn Lynne Jones
Gareth Tudor Jones
Gwynfor Owen
Paul John Rowlinson
Sasha Williams

Independent (6)

Councillors

Louise Hughes
Beth Lawton
Richard Glyn Roberts

Gwilym Jones
Dewi Owen
Gruffydd Williams

Ex-officio Members

Chair and Vice-Chair of the Council

CO-OPTED MEMBERS:

With a vote on education matters only

[vacant seat]	Church in Wales
Colette Owen	The Catholic Church
Ruth Roe	Meirionnydd Parent/Governors Representative
Karen Vaughan Jones	Dwyfor Parent/Governors' Representative
Manon Williams	Arfon Parent/Governors' Representative

Without a Vote

Dylan Huw Jones	NASUWT
Roger Vaughan	UCAC

A G E N D A

1. APOLOGIES

To receive any apologies for absence.

2. DECLARATIONS 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 Chair for consideration.

4. MINUTES

5 - 6

The Chair shall propose that the minutes of the previous meeting of this committee held on 14th July, 2022 be signed as a true record.

5. RELATIONSHIPS AND SEXUALITY EDUCATION

7 - 10

Cabinet Member – Councillor Beca Brown

To consider a report on the above.

6. PROGRESS REPORT ON THE REFORM JOURNEY IN GWYNEDD SCHOOLS

11 - 20

Cabinet Member – Councillor Beca Brown

To consider a report on the above.

7. FFORDD GWYNEDD WORKING GROUP REVIEW

21 - 32

Cabinet Member – Councillor Menna Jones

To consider a report on the above.

8. EDUCATION AND ECONOMY COMMITTEE FORWARD PROGRAMME 2022/23

33 - 37

To present the Committee's draft work programme for 2022/23 for adoption.

EDUCATION AND ECONOMY SCRUTINY COMMITTEE 14/07/22

Present: Councillor Beth Lawton (Chair)
Councillor Cai Larsen (Vice-chair)

Councillors: Jina Gwyrfai, Iwan Huws, Elin Hywel, Dawn Lynne Jones, Dewi Jones, Elwyn Jones, Gwilym Jones, Dewi Owen, Gwynfor Owen, John Pughe Roberts, Richard Glyn Roberts, Huw Llwyd Rowlands, Paul Rowlinson and Rhys Tudur.

Co-opted Members: Colette Owen (The Catholic Church), Ruth Roe (Meirionnydd Parent/Governors' Representative) and Karen Vaughan Jones (Dwyfor Parent/Governors' Representative).

Officers present: Vera Jones (Democracy and Language Services Manager), Llywela Haf Owain (Senior Language and Scrutiny Advisor), Bethan Adams (Scrutiny Advisor), and Eirian Roberts (Democracy Services Officer).

1. ELECTION OF CHAIR

RESOLVED to elect Councillor Beth Lawton as Chair of this committee for 2022/23.

2. ELECTION OF VICE-CHAIR

RESOLVED to elect Councillor Cai Larsen as Vice-chair of this committee for 2022/23.

3. APOLOGIES

Apologies were received from Councillors Gareth Tudor Jones and Sasha Williams and Manon Williams (Arfon Parent/Governors' Representative).

4. DECLARATION OF PERSONAL INTEREST

No declarations of personal interest were received.

5. URGENT BUSINESS

None to note.

6. MINUTES

The Chair signed the minutes of the previous meeting of this committee held on 8th February, 2022 as a true record.

7. PERFORMANCE CHALLENGE MEETINGS

The committee were invited to nominate two members to represent the committee at the performance challenge meetings by area of work.

To nominate representatives to attend Performance Challenge meetings according to the field of work as set out below:-

- **Education** – Councillors Jina Gwyrfai, Beth Lawton and Gwynfor Owen (any 2 of the 3 to attend each meeting)
- **Economy and Community** – Councillors Iwan Huws and Dewi Owen (Councillor Jina Gwyrfai in reserve)
- **Corporate Support** – Councillors Huw Rowlands and Paul Rowlinson
- **Finance** - Councillors Beth Lawton and Elin Hywel

The meeting commenced at 10.00 am and concluded at 10.25 am

CHAIR

Agenda Item 5

Committee	Education and Economy Scrutiny Committee
Title of Report	Relationships and Sexuality Education
Date of meeting	20 October 2022
Relevant Officer	Garem Jackson, Head of Education
Cabinet Member	Councillor Beca Brown

1. PURPOSE OF THE REPORT

- i) The purpose of this report is to respond to a request from members of the Education and Economy Scrutiny Committee for an opportunity to examine the relationships and sexuality education in more detail, which is a mandatory element of the Curriculum for Wales Framework from September 2022.
- ii) This element has been mandatory in all primary schools since September 2022 and 6 of our secondary schools that present the curriculum to Year 7 in September 2022.

2. Background

- i) The curriculum of every school above must include the learning provision noted in the Relationships and Sexuality Education Code. [Relationships and Sexuality Education Code](#)
This is statutory guidance for headteachers, governing bodies and Local Education Authorities. There is a legal expectation for it to be used and implemented. Schools have a direct individual responsibility to operate as corporate bodies themselves.
- ii) In this change, Sex and Relationships Education is changing to 'Relationships and Sexuality Education' (RSE) in the new curriculum. The change in title is intentional - with a new focus on Relationships.
- iii) An extensive consultation was undertaken on the proposals and a draft Relationships and Sexuality Education Code was the subject of a public consultation between 21 May 2021 and 12 July 2021. Details about the consultation and its findings are included [here](#).
- iv) The Code has been developed by practitioners and is research and evidence-based. The statutory Code and guidelines were published in January 2022 after the Senedd passed the Relationships and Sexuality Education Code in December 2021.
- v) In accordance with the Act, the relationships and sexuality education provided by schools must be appropriate to learners' development. This means that schools must consider a variety of factors, including the learner's knowledge and maturity; their age; any additional learning needs and anticipate their physiological and emotional development. Relationships and sexuality education must be appropriate to the development of all learners, which means that the needs of learners of similar ages may differ.

- vi) There are legal requirements for Relationships and Sexuality Education to be appropriate in terms of development, including the resources used and implemented by schools.
Topics such as on-line safety, consent and sexual health are all included in the Code, but in appropriate development stages so that learners are not exposed to things that are inappropriate for their development and age.
- vii) Caution was taken to ensure that all learning within Relationships and Sexuality Education is appropriate in terms of development, and teachers, stakeholders and professionals involved with its development have ensured that this is reflected in the Code.
- viii) Education about relationships in early development will focus on building self-confidence by encouraging learners to appreciate themselves; identifying and communicating their feelings and forming friendships.
- ix) For example, at 5 years old, children who are currently in the Foundation Phase will learn about relationships with parents, family and friends - not romantic relationships. This is reflected in the new curriculum. The concept of general 'consent' is introduced in early development and the learning is outlined in the Relationships and Sexuality Education Code - 'awareness of asking for consent to share things, for example toys. Awareness of everyone's right to privacy, personal boundaries'
- x) Until the end of primary school, children will learn about the following, as noted in the Relationships and Sexuality Education Code:
- Develop empathy and kindness through positive interaction.
 - Promote an awareness of different types of families and relationships - and that everyone is unique.
 - Learn how human bodies change as they grow.
 - Recognise the importance of looking after yourself and personal hygiene.
 - Learn the correct terminology about all parts of the body.
 - Know the advantages of asking for help and who to ask for help.
 - Realise that everyone has the right to privacy and understand the general idea of consent in their daily involvement with others.
 - Can interact with others in a way that is fair and respectful for all.
- xi) Parents have a central role to play when supporting their children. Schools also have a crucial role - especially in a world where so much inaccurate and misleading information and harmful content is available on-line. Relationships and Sexuality Education plays a special role to safeguard and protect every learner in Wales.

3. Legal Context

- i) In accordance with the Curriculum and Assessment (Wales) Act 2021, the requirement to deliver the Relationships and Sexuality Education Curriculum is a Statutory duty, which falls on schools commencing on 1 September 2022 as the provisions come into effect. The Relationships and Sexuality Education Code represents statutory guidance for schools regarding the implementation of the Curriculum as noted in section 1 of this report. As a Local Education Authority, one of our main responsibilities is ensuring that Gwynedd schools operate in accordance with their legal duties.

4. Gwynedd Schools

- i) Given that Relationship and Sexuality Education only became a mandatory element of the Curriculum for Wales Framework in September 2022, it is premature to be able to scrutinize the provision of our schools in this area, together with the support that is available for them.
- ii) Gwynedd schools will operate the RSE code whilst adhering to relevant strands and everything will be developmentally appropriate.
- iii) When developing the Curriculum for Wales Gwynedd schools are supported by GwE. GwE's Improvement Support Advisers have supported all our schools to follow the RSE code. GwE have also been collaborating with the Healthy Schools network in order to develop an offer of professional learning in the field - which is currently underway, led by Gwynedd Healthy Schools in Gwynedd.
- iv) Schools are also supported by the local authority and the Welsh Government when responding to inquiries about the Relationships and Sexuality Education code.
- v) By ensuring a sufficient period for our schools to implement the new requirements (i.e. at the end of this academic year) it would be possible for the members of the Education and Economy Scrutiny Committee to pay attention to the following when considering the need to scrutinize the implementation of our schools in the field of Relationship and Sexuality Education in the future:
 - What is the provision of Gwynedd schools in the field of Relationship and Sexuality Education?
 - What resources are used by Gwynedd schools to meet the requirements of the Relationship and Sexuality Education code?

- What role have Gwynedd school Governors played in the context of providing the Relationship and Sexuality Education curriculum?
- How have Gwynedd schools included parents and guardians as key stakeholders?
- To what extent is the support given to schools by GwE and the Education Authority in the field of Relationship and Sexuality Education appropriate?

5 RECOMMENDATIONS

Members are asked to accept this report on Relationships and Sexuality Education.

Agenda Item 6

Committee	Education and Economy Scrutiny Committee
Date	20/10/2022
Title of the Item	Progress Report on the Reform journey in Gwynedd Schools
Officers	Geraint Evans ac Ellen Arfona Williams
Cabinet Member	Councillor. Beca Brown

1. PURPOSE OF THE REPORT

Submit a progress report at the request of the Education and Economy Scrutiny Committee on the preparations of Gwynedd Schools for Curriculum for Wales work.

The report attached – Appendix 1 – is a follow-up to the previous progress report in 2021 which considered the response of Gwynedd Schools to the work of Curriculum for Wales as a result of the renewal and reform agenda during the ongoing Covid-19 pandemic. The report outlines where Schools are at the moment as they continue to prepare for the Curriculum for Wales, and is based on evidence gathered by GwE's Supporting Improvement Advisors (SIA) as they support schools during the 2022 Spring and Summer term.

2. PROGRESS REPORT ON THE REFORM JOURNEY OF GWYNEDD SCHOOLS

See Appendix 1.

3. RECOMMENDATION

Members are asked to consider and accept the contents of the report.



Progress Report on the Reform Journey in GWYNEDD SCHOOLS



CONTENT

- WHAT ARE THE NEW CURRICULUM REQUIREMENTS?
- PURPOSE OF THE REPORT
- GWYNEDD PRIORITIES IDENTIFIED
- HOW PREPARED ARE SCHOOLS IN GWYNEDD FOR THE INTRODUCTION OF THE NEW CURRICULUM AND HOW ARE WE MEASURING THE IMPACT AND SUCCESS
- SUMMARY OF GwE AND SUPPORT TO SCHOOLS AND LEARNERS
- IDENTIFY SUCCESS AND AREAS THE NEED FURTHER DEVELOPMENT AND SUPPORT

WHAT ARE THE NEW CURRICULUM REQUIREMENTS?

Since 2015 and the publication of Successful Futures, an independent review by Professor Graham Donaldson offering 68 recommendations to improve education within Wales, Welsh Government have embarked on a significant cycle of change to realise a new Curriculum for Wales. At the heart of Curriculum for Wales lies the four purposes:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society

The new Curriculum for Wales will comprise of Six Areas of Learning and Experience (AoLEs): Expressive Arts; Health and Well-being; Humanities; Languages, Literacy and Communication; Mathematics and Numeracy; Science and Technology.

Welsh Government guidance on Hwb states:

'A school's curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it.'

In line with this broader curriculum definition and as part of their preparations, all schools have engaged in activities beyond curriculum design and planning. Gwynedd schools and settings have been supported to engage with this substantial reform journey since 2017 in line with the region's Curriculum for Wales strategy. Examples of such activities include developing effective pedagogy, considering purposeful assessment including assessment for learning, developing peer review and leading change in line with the work of schools as a learning organisation.

At the end of June 2022, Welsh Government published the new guidance and information on school improvement and the new framework for evaluation, improvement, and accountability. This guidance applies to schools, PRUs, Local Authorities, diocesan authorities, regional consortia and Estyn and outlines expectations of each in contributing to sustainable school improvement. The framework is intended to drive behaviours and practices that are required by the Curriculum for Wales and the new assessment arrangements.

PURPOSE OF THE REPORT

This report builds upon the previous annual report from 2021 which considered how Gwynedd schools were responding to the Curriculum for Wales work in light of the renew and reform agenda during the ongoing Covid-19 pandemic. It provides an outline of where schools are currently at as they have continued to prepare for Curriculum for Wales and is based on evidence gathered by GwE Supporting Improvement Advisers (SIAs) as part of their work in



supporting schools during the Spring and Summer terms 2022.

The aspects in the bullet list below have been agreed with Welsh Government and the regions/partnerships as the processes that schools, and educational settings need to undertake to be prepared for curriculum realisation in September 2022.

These aspects align fully to the steps outlined in the 'Journey to curriculum rollout' document. Each region / partnership has contributed to the overall national picture shared with the Minister for Education and Welsh Language. Progress has been captured on the following:

- Identify the school's unique factors and how these contribute to the four purposes
- Review the vision, values, and behaviours to support the realisation of the curriculum
- Understanding of curriculum design considerations including mandated elements and the school's linguistic policy
- Review curriculum design models and investigate their suitability for the school
- Consider the role of progression, assessment and pedagogy in the curriculum and local context
- Design, plan and pilot the proposed curriculum models, evaluate the initial designs, and develop plans for the medium term

During the Spring and Summer terms 2022, all GwE Supporting Improvement Advisers (SIAs) have visited schools and PRUs with a focus on Curriculum for Wales. Supporting Improvement Advisers (SIAs) have worked alongside school leaders to co-construct an overview and to capture the progress the school has made in preparing for the new curriculum.

GWYNEDD PRIORITIES IDENTIFIED

The work carried out during the summer term as previously mentioned in the purpose of this report has also identified the following priorities for GwE:

1. Ensure that all schools will be ready to start teaching the curriculum to meet mandatory and statutory requirements from Nursery to Year 6 settings and those secondary schools and settings that have opted in for September 2022

This will be supported by:

- Facilitating and aligning work within regional and local networks, alliances and clusters to share clear guidance on curriculum design and planning through modelling and exemplifying curriculum practice within and across all Areas of Learning and Experience;
 - Developing shared understanding of progression through focused professional dialogue;
 - Developing a range of effective assessment procedures to include assessment for learning to ensure progression in learning for all learners;
 - Working collaboratively with schools and settings to develop robust processes to evaluate Curriculum for Wales in line with holistic measures of the four purposes.
 - Promoting learner transition by ensuring effective direct engagement between secondary and primary schools.
 - Working in tandem with leaders to ensure that all settings have a clear plan for effective professional learning and to take into consideration the forthcoming National Professional Learning Entitlement to be published in September by Welsh Government.
2. Implement processes addressing schools causing concern and work with Gwynedd Local Authority to ensure schools have the appropriate level of support and challenge for their improvement in line with new evaluation, improvement, and accountability framework.
 3. Further strengthen and embed peer review to strengthen self-evaluation and the improvement planning. This should include a focus on evaluating Curriculum for Wales.



- Continue to support all secondary settings to be prepared for the introduction to Curriculum for Wales in Years 7 and 8 in September 2023.

These priorities will feed into the operational business plans and GwE work programme for Autumn term 2022 onwards.

HOW PREPARED ARE SCHOOLS IN GWYNEDD FOR THE INTRODUCTION OF THE NEW CURRICULUM AND HOW ARE WE MEASURING THE IMPACT AND SUCCESS

Since March 2020, Covid-19 has undoubtedly impacted on schools' ability and capacity to engage with the reform journey. As schools prioritised responding to the pandemic, most of their original timelines and plans to prepare for the implementation of the new curriculum were disrupted. Covid-19 continues to be a challenge as cases rise and fall with leaders facing staff absences and limited availability of supply teachers.

Curriculum for Wales is statutory for all primary settings from Nursery to Year 6 in September 2022. Schools and settings teaching Year 7 were given the opportunity to opt in to start teaching the new curriculum to Year 7 in September 2022. Six Gwynedd secondary schools have opted in for September 2022. The eight other secondary settings will adopt Curriculum for Wales in Years 7 and 8 in September 2023.

Progress that schools and settings are undertaking to be prepared for curriculum realisation has been captured at individual school and setting level and collated in the table below to show both the regional and Gwynedd overview

GwE SUMMARY	ALL GwE SCHOOLS	GWYNEDD SCHOOLS	
		Primary and Special [81]	Secondary Settings [14]
No. of Schools			
	On-track	On-track	On-track
1. Identifying the unique factors of the school / setting and how these contribute to the four purposes.	99.4%	100%	100%
2. Reviewing the vision, values, and behaviours to support curriculum realisation.	98.9%	100%	93%
3. Understanding of curriculum design considerations including mandatory elements and school linguistic policy.	98.6%	100%	86%
4. Review curriculum design models and investigate the suitability for their specific school / setting.	96.9%	98%	79%
5. Considering the role of progression, assessment and pedagogy in their local curriculum / context.	93.9%	96%	64%
6. Designing, planning and trialing their proposed curriculum model, evaluating initial designs and developing medium term plans.	93.3%	89%	79%

● Identify the school's unique factors and how these contribute to the four purposes

Nearly all schools have engaged in meaningful and robust consultation with their local stakeholders including pupils, parents, governors, and members of the local community. As part of this consultation, schools have co-constructed



the factors which make their school unique, and these factors have shaped the school's curriculum design work. Many schools have developed a range of engagement methods to gather this information, often through questionnaires or through parental forums. As a result, initial curriculum design of every school demonstrates that it is responding to its unique local factors.

Nearly all schools have engaged learners in discussions on the four purposes to understand what these mean for the school and to consider child friendly language and many primary schools have created characters so pupils can refer and identify with the aspects within the four purposes. Most schools have visual representations of the four purposes in classrooms and around the school and nearly all teachers identify opportunities for the four purposes in their planning and have woven them into their curriculum design at a suitable level for pupils to understand. All the above work to understand the four purposes has led to a clear link between the unique factors of the school and the aspirations of all stakeholders.

Many Gwynedd secondary schools have developed strong working partnerships with their cluster of local primary schools, and this has proved a key element in considering the local developments of Curriculum for Wales across the 3 – 16 learning continuum.

It is within the spirit of the New Curriculum that learners are provided with opportunities to play, learn, and develop relevant skills in the outdoors and in their local area. All schools in Gwynedd have a shared understanding of this principal and have planned suitable learning experiences for their learners with this at the forefront. Many primary schools have already extended their current outdoor provision for the foundation phase the rest of their pupils. They have woven these outdoor experiences into their new curriculum design for example one school creating an outside 'gym' to encourage fitness and keeping fit at play times and another collaborating with external agencies and experts 'Gwyrdd Ni' and 'ReNewWales to establish a community garden. One secondary school have established links with the Slate Museum in Llanberis as well as Siemens laboratories for the basis of their work with year 7 pupils. The project also involves giving opportunities for pupils to learn about the impact of tourism in the area and participate in local recreational activities such as walking, climbing, and kayaking on Llyn Padarn. A few primary schools have gone a step further by developing purpose-built outdoor classes on the school grounds; this means that the school can have a whole class working regularly on tasks in stimulating areas outdoors.

● Review the vision, values and behaviours to support the realisation of the curriculum.

Nearly all Gwynedd schools attended and engaged with GwE workshops that promoted change and offered guidance on reviewing and developing a shared vision for the Curriculum for Wales. Discussions with school leaders and Supporting Improvement Advisors (SIAs) show that almost all Gwynedd schools have made use of this guidance as a starting point for their own review and consultation.

Nearly every school's first step was to gather information from all the stakeholders about exactly what values and behaviours they would like to see the school develop through either face-to-face meeting with stakeholders or making use of questionnaires.

By the end of the summer term 2022, all schools had either modified their previous vision or drawn up a new vision for the launch of Curriculum for Wales in September 2022. These visions have mostly been developed through the direct consultations with all stakeholders and considering local context and aspirations. The four purposes are clearly evident within the visions, and this gives aim to all the schools' work. Some schools have invited local artists to work with pupils to interpret their ideas and aspirations. This work to develop the school vision has led to a shared common understanding of the school's aspirations across the community and most schools have now promoted and celebrated their renewed vision proudly, for example, on school websites.

Nearly all secondary schools and their local primary schools have established regular dialogue on developing shared or common elements within their cluster vision based on the four purposes.

The Gwynedd secondary schools who have adopted Curriculum for Wales in September 2022 have shared their vision for the new curriculum to Year 6 learners and parents as part of their transition process.



● Understanding of curriculum design considerations including mandated elements and the school's linguistic policy

Curriculum for Wales regional and local networks have established an infrastructure across the region to enable school leaders and teachers to engage in professional dialogue about curriculum design considerations. An increasing number of practitioners have engaged with these networks throughout the year and there are now 804 practitioners involved in the networks regionally, with over 90 from Gwynedd.

Membership also includes colleagues from GwE, Local Authorities and Bangor University CABAN staff. Professor Graham Donaldson continues to attend regional meetings to offer guidance and feedback on discussions and offer further points to consider for moving forward.

Curriculum for Wales networks have focused on all aspects of curriculum design which has included experimenting and trialling curriculum planning across the Areas of Learning and Experience. An increasing number of schools across all sectors have shared their practice and identified principles of the process that have been key to their settings, for example secondary and primary schools presenting their work on curriculum design and secondary schools presenting their work on developing and planning for progression in the cross curricular skills. This work of the networks has been shared wider with all schools through the GwE website and discussions with Supporting Improvement Advisors (SIAs). The work of the networks has also been shared through a series of Professional Learning online webinars aimed at Senior Leaders and Middle Leaders and teachers. Most schools and clusters have used the guidance of the network and webinars to aid their discussions on curriculum design and this discussion, at times with pupils and governors, has led to ownership of the design. For example, detailed consideration has been given to different learning models and research work has taken place in many schools to ensure the consideration of their language policy.

All Gwynedd schools have ensured that promoting the Welsh language, culture and heritage of Wales has been clearly woven into curriculum design. Since the end of the summer term 2022, GwE have worked with Bangor University to conduct a formal evaluation of the regional and local networks and the findings of this evaluation will inform next steps of the networks. Early feedback indicates that there is increased ownership of the curriculum across network practitioners with a greater understanding of the Curriculum for Wales framework. GwE have strong collaboration with partners in Higher Education Institutes to effectively support schools to develop the role of enquiry as part of developing a local curriculum.

Work to consider the mandatory elements of the curriculum also took place during the summer term and most schools have taken these elements into account in their design, taking care to weave these in to ensure authentic contexts. Nearly all schools have completed a draft high-level curriculum design document which has been owned by the entire staff and this has been accepted by the governors of schools for publication at the beginning of September. This high-level curriculum design is serving as the curriculum summary and many schools' websites are now celebrating their vision, their direction of the 4 purposes and their innovative approaches for rich learning experiences for September onwards.

● Review curriculum design models and investigate their suitability for the school

Nearly all schools have reviewed their curriculum design models following the work on setting vision and direction for the school. Having come to understand the design elements of their curriculum through GwE workshops and their own research, most schools have been discussing and considering different curriculum models.

As part of this work, Gwynedd secondary schools are taking into careful consideration the current staffing structures, including capacity within the school and timetable. Schools have also identified the necessity of ensuring sound links are created and that it is not about 'shoe horning' subjects together unnecessarily. Schools are also awaiting further information from Qualification Wales and WJEC on revised GCSEs before making plans for Years 9, 10 and 11.

In order to better understand the requirements of the curriculum almost all schools have gone through the process of unpacking the Areas of Learning and Experience. In the majority of schools, the entire staff has been part of this process which has led to a much deeper understanding of the requirements as well as an opportunity to discuss how



to weave the knowledge, skills and experience identified within an Area of Learning and Experience into authentic and meaningful local contexts. In many cases, schools have collaborated effectively with neighbouring schools to unpack the Statement of What Matters within the curriculum and have shared expertise and subject knowledge using a variety of approaches to create shared ownership and collaborative teams across the Areas of Learning and Experience, for example, shared online documentation and Google site.

● Consider the role of progression, assessment and pedagogy in the curriculum and local context.

Nearly all schools have prioritised time to focus on pedagogy, for example, staff meetings, cluster meetings and staff training days. Nearly all schools have begun trialling various methods of applying pedagogical principles into their curriculum plans.

Many schools also continue to develop aspects of Assessment for Learning (AfL) that feature strongly within the 12 pedagogical principles and also part of the methods that were shared and trialled within the GwE project with Shirley Clarke. Most schools have adopted these learning methods and used them to ensure that the pupils can work more independently and that the next steps in learning are identified. These assessment methods will also strengthen good teacher knowledge of the progress of each child.

Generally, most Gwynedd schools intend to assess by starting in the classroom with the pupils' day-to-day work. Teachers will keep track of progress and often mark stages in development. Gwynedd schools also intend to continue using the national assessments and standardised tests to track reading and numeracy standards. Many schools also plan to assess and track the children's well-being as well as their attitude to their work. Some schools are considering buying a commercial package for this, others want to trial a GwE tracking tool while many are adapting their own approaches.

Most schools and clusters are using the statutory guidance on Hwb and further examples and guidance from GwE to consider the purposes of assessment and are planning opportunities for regular professional dialogue for teachers to consider assessment and progression of learners. Most schools have identified developing a shared understanding of progression as an aspect for further development next year.

● Design, plan and pilot the proposed curriculum models, evaluate the initial designs and develop plans for the medium term

Collaboration has been a core element for schools to be designing and moving forward to plan the curriculum and there are many examples of developed and emerging cross-school and cross-cluster collaboration to be seen. There is a very strong culture of collaboration between Gwynedd schools.

The teachers who are members of the Curriculum for Wales networks have been collaborating on specific areas and have shared their work across other networks. Other schools have also benefited from this work as teachers on the networks have cascaded information and ideas during local meetings and cluster sessions. Examples of effective collaborative work developed by Gwynedd teachers in the Gwynedd local networks have been shared regionally.

All Gwynedd schools have identified curriculum development as a key priority for further professional learning for staff. Creating opportunities for schools to share their differing approaches with each other will continue to be a priority this academic year.

SUMMARY OF GwE PROFESSIONAL LEARNING AND SUPPORT TO SCHOOLS, LEARNERS, AND STAKEHOLDERS

The delivery of effective professional learning programmes has supported schools across all sectors with developing their initial curriculum plans. All schools have access to a comprehensive professional learning offer which includes a national, regional, and local offer focused on the development of whole school approaches, Area, and subject discipline development where appropriate. This offer which includes pedagogy, curriculum design and planning, assessment, and progression, is clearly aligned to the phases of 'Journey to curriculum roll-out' to ensure that schools are equipped to improve the quality of teaching and learning and implementation from September 2022.



Regular consultation with headteacher allows for the needs of schools to feed through to the regional professional learning offer. Co-construction remains a core component of regional working to provide practical professional learning opportunities that support leaders and teachers to understand better how they can design, adopt, and implement their curriculum.

During the Spring and Summer terms 2022, GwE's professional learning offer has focused on a series of online webinars for senior leaders, middle leaders, and teachers to support schools in their preparations for the new curriculum. These virtual sessions were well attended by Gwynedd schools, with many schools taking the opportunity to engage as full leadership teams and/or as full staff meeting. The sessions were recorded and shared with all schools to enable school practitioners to engage at a time most appropriate to them. Furthermore, all schools have had the opportunity for follow up conversations with their Supporting Improvement Adviser (SIAs) and many Gwynedd schools and clusters have requested bespoke sessions to develop this work further. Many Gwynedd schools have contributed to the sessions, sharing emerging practice and local exemplars and as result, schools are able to see theory in practice.

All Gwynedd Supporting Improvement Advisers (SIAs) have worked closely with their schools and have supported schools in a variety of ways to meet the needs of schools and clusters. Examples of support include:

- Early in the autumn term 2021, each SIA collaborated with clusters or individual schools to formulate a priority for introducing the curriculum within their school development plan. During their visits, the SIA discussed the implementation and impact of the plan as the year progressed;
- SIAs has been involved in leading the schools through various workshops on leading change, planning the journey towards 2022, a school vision workshop, assessment and progress, and designing a higher-level curriculum model. All schools were provided with access to recordings of these presentations in addition to a comprehensive range of resources on the GwE website;
- SIAs have met with headteachers to share the resources that have been developed by GwE to support schools with the process of curriculum design and to ensure that a strategic direction is in place to guide the planning and delivery;
- Many clusters have benefited from the support of their SIA to lead whole school sessions during training days and twilight sessions for example guiding schools through the requirements of Curriculum for Wales, to understand and unpack the Areas of Learning and Experience and to discuss strategies for designing and planning of the curriculum;
- SIAs have also attended headteachers' meetings which have included local curriculum items on their agenda. This means that headteachers receive regular updates on the next steps in the curriculum roll out;
- SIAs have provided bespoke support to many schools to develop their understanding of the purposes of assessment within Curriculum for Wales and have shared exemplars of how schools are developing their approaches;
- As well as the headteachers and teachers in schools, the teaching assistants in many schools have also been part of these meetings and workshops with the SIAs. Some schools have also received bespoke Curriculum for Wales training by the Teaching Assistants' Learning Pathway team. Since the beginning of the pandemic, Teaching Assistants have been upskilled and empowered to adopt more prominent roles in school, for example, contributing to the curriculum planning process;
- In terms of support for governors, GwE has held specific Curriculum for Wales sessions for governors in 2021 and 2022 with over 100 governors attending. The feedback to these sessions has been very positive with the effect that the governors are in a much better place to understand the new curriculum, to understand what the schools are doing and why, and importantly to be equipped to question and support the school. In almost all schools the governors have been part of the process of shaping the vision and playing an important role in local curriculum design. SIAs have also provided support to the governors of individual schools on curriculum developments.
- SIAs have provided bespoke support on aspects of teaching and learning to include revisiting the 12 pedagogical principles;
- By the end of the summer term, following input from SIAs, including workshops and GwE models, nearly all schools have drafted a high-level curriculum design model and most governing bodies have discussed and adopted the design;
- SIAs have met with Headteachers and members of Senior Leadership Teams in all schools to support with evaluating the school's curriculum design and planning and to identify further support requirements;



- Subject SIAs have supported the majority of schools with Area of Learning and Experience planning and developing cross-curricular skills across the school;
- All schools have received recordings and resources from the curriculum design and assessment webinars;
- SIAs have supported and facilitated cluster and alliance work where appropriate;
- SIAs have enabled schools to develop the role of peers within self-evaluation and aligned this to Curriculum for Wales foci where appropriate.

AREAS THAT NEED FURTHER DEVELOPMENT AND SUPPORT

Gwynedd schools across all sectors in consultation with SIAs have identified the following areas where they would like further support for development:

- Further develop a shared understanding of progression - within a school and between schools;
- Refine and improve assessment processes and assessment tracking systems to ensure progression of all learners;
- Continue to develop pedagogy and improve the quality of aspects of teaching and learning identified within individual schools;
- Further support for leaders with strategic whole school progressive planning of literacy, numeracy and digital skills;
- Further support for middle leaders with classroom planning for literacy, numeracy and digital skills;
- In line with expectations of the new evaluation, improvement and accountability framework:
 - develop effective evaluation of curriculum processes including pupil and parental voice;
 - refine long term curriculum planning;
 - continue to develop collaboration and peer review through the School Partnership Programme;
- Continue to develop curriculum design with bespoke support for leaders and middle leaders across the Areas of Learning and Experiences, integral skills and cross-cutting themes;
- Further develop the priority of whole school well-being – including developing and evaluating the Health & Wellbeing AOLE;
- Further strengthen transition work with particular focus on Years 6-7 through strong collaboration and focused professional dialogue between secondary and primary feeder schools;
- Provide bespoke support where needed for secondary schools and settings to start Curriculum for Wales with Years 7 and 8 in September 2023;
- Continue to engage with Supporting Improvement Advisers (SIAs) to facilitate cluster and alliance discussions, share innovative and emerging practice and support staff professional learning through INSET (training) days.



COMMITTEE	Education and Economy Scrutiny Committee
TITLE	Ffordd Gwynedd Working Group Review
DATE	20 October, 2022
AUTHOR	Geraint Owen, Corporate Director
CABINET MEMBER	Councillor Menna Jones

1. BACKGROUND

Earlier this year every Head of Department was invited to undertake a Ffordd Gwynedd self-assessment for their department. This was undertaken to get an overview of how the Ffordd Gwynedd principles have embedded and to enable us to develop a Ffordd Gwynedd plan that will ensure appropriate support for the coming three years.

A working group was established comprising four Elected Members, the Chief Executive, Head of Corporate Support and the Ffordd Gwynedd Advisors, to initially agree on the form of the questionnaire and then analyse the responses and agree on the way forward.

The questionnaires were completed by the heads of department in February/March with the majority reporting that they undertook this by consulting with their staff and managers prior to submitting the responses to the Working Group.

This report presents the Working Group's conclusions on the basis of the responses received.

2. KEY MESSAGES FROM THE SELF-ASSESSMENTS

In the first place, the Working Group wishes to praise the honest and thorough responses received.

Although there was a feeling that some Departments had underestimated their progress and some had possibly overestimated; generally, there was a belief that the responses provided a fair picture of the current position of Ffordd Gwynedd in the Council and it was heartening to see that every Head could report that they had commenced the work/made considerable progress within some Services whilst also highlighting that there are pockets across the Council where considerable further work is required.

From the responses it was seen that considerable progress had been made to change the culture but that the process of culture change and changing the mindset was slow and difficult and that further work was required to ensure that the changes are disseminated and kept alive.

It was noted that the Ffordd Gwynedd method of conducting service reviews could be burdensome and it was difficult to release the capacity of managers and staff to undertake this on top of the day-to-day work.

It was obvious that a number of common themes arose from the responses and these are summarised below:

2.1 Change of culture

It is evident that considerable progress has been made in terms of the culture change, however, further work is required across the Council in some teams. It is acknowledged that the process of culture change and changing the mindset can be slower and more difficult in some circumstances and this will need to be given consideration when further necessary work is undertaken with those teams.

e.g. the Adults Department reported that this change was seen as something that was done "to" staff, as a great deal of the work was being done by the Transformation Team.

Recommendations

- i) Present simple and clear 'Ffordd Gwynedd Behaviours' that
 - Set expectations in the 'welcome' (induction) at the start of a career/new post
 - Basis for discussion in the Continuous Appraisal sessions
- ii) Supporting leaders / managers to adapt and apply 'flexible' working arrangements to confirm and strengthen Ffordd Gwynedd principles
- iii) Continue to ensure, by holding service reviews, that staff who undertake the work are part of identifying what needs to be changed and the process for change.

2.2 Training / Workshops / Developing skills

Praise was given to the training for managers, however, they noted that workshops/short reminder sessions to stimulate them to resume the work would be useful, especially following the COVID period gap.

Furthermore, it was identified that any sessions/workshops should take into consideration the change to virtual working and for the need to develop skills to undertake virtual reviews whilst also highlighting how to operate without conducting intensive reviews.

It was suggested that providing shorter awareness raising sessions for staff would be beneficial with those sessions being offered via e-learning packages, short videos etc.

A number of departments were keen for the current soft skills training to continue and that it should be provided for more managers and staff in future e.g. Communication / DiSC Workshops, Leading and Managing Training, Emotional Intelligence etc.

Recommendations

- i) Develop a 'refresh' course and make it mandatory for every manager and team leader.
- ii) Advertise and develop the soft skills courses in order that more Council officials take advantage of the provision.
- iii) Develop a brief overview course for all Council staff whilst targeting some teams as a priority on the basis of evidence submitted in the self-assessment.
- iv) Break-down the managers' course into short e-modules for all staff and produce a catalogue of examples of good practice to support them.
- v) Present and offer practical sessions to all Council staff in respect of developing soft skills (similar to those used in assessment centres).

2.3 Impact of the COVID period

Without doubt, the COVID period has had an impact on the progress of Ffordd Gwynedd with several heads reporting a slow down in holding formal reviews. However, a number of examples were also noted where the situation with Covid had pushed the agenda forward and led to a change in arrangements that many previously thought was impossible to achieve. Prior to the COVID period it would be true to suggest that some services were afraid to 'venture' and use new methods and technology but the lockdown and the restrictions forced the changes.

Many reported that they have failed to maintain their arrangements during lockdown in terms of recording obstacles to good performance, primarily since they were previously recorded on whiteboards within individual offices. It is acknowledged that this example demonstrates that working from home or working partly from home/from the office means that alternative guidance needs to be provided for staff in future, in terms of recording and sharing issues which prevent them from working effectively.

Recommendations

- i) Ensure that the teams identify and discuss examples of having moved the agenda forward to ensure that they develop the new principles and that they do not slip back to old ways of doing things. Also to take the opportunity to discuss what did not work as well and discuss how they could have done this differently.

- ii) Introduce a method of recording obstacles electronically to the Managers' Network.
- iii) Ensure that our training considers the impacts of hybrid working.

2.4 Celebrating Successes

It was conveyed that the Council does not sufficiently celebrate Ffordd Gwynedd successes and does not share many experiences in order to learn from others.

Recommendations

- i) Revisit “Gwynedd ar ei Orau” awards to reflect the work culture we currently have within the Council.
- ii) Ensure that the teams share experiences (failures and successes) within their teams and across their service with a view to include a standard item on the agenda of service team meetings.
- iii) Develop the Ffordd Gwynedd network to share and develop ideas and learn about what everyone does. This would provide the opportunity to share ideas, discuss ideas on overcoming obstacles, sharing good practice, identifying support needs.
- iv) Develop the Ffordd Gwynedd site on the intranet in order to facilitate the sharing of good practice examples.

2.5 The Ffordd Gwynedd method is burdensome and slow

There was a sense that the Ffordd Gwynedd method of conducting a service review can be, or appears to be, a burdensome process and therefore difficult to release capacity to undertake such reviews. It is true to say that conducting a cross service review can take time and extensive resources but it is possible to hold smaller reviews on simple systems that can be undertaken as part of the day-to-day work. They are often effective and can easily be implemented.

Recommendations

- i) Increase number of smaller-sized reviews on individual processes/work systems.
- ii) Adapt training/workshops to spread the message that it is possible to implement a Ffordd Gwynedd review in various ways (not only as an intensive review).
- iii) Teams, who have already completed less intensive reviews, to share examples of how they conducted the review and the improvements which were realised.

2.6 The lack of capacity to deliver reviews / present improvements

It was reported that a number of reviews are already being conducted across the Council and making a difference but with an acknowledgement that there is scope to do more.

However, it became clear from the majority of responses that the departments found it difficult to release capacity to commence reviews and to deliver improvements. This can be split into two - lack of managers' capacity to step out to lead and support reviews and lack of staff capacity to respond to obstacles etc. They already have many other set priorities on top of the day-to-day work e.g. the Highways and Municipal Department reported that the managers and staff regularly work additional hours and find it difficult to release time for the purpose of conducting a service review.

Recommendations

- i) If teams had comprehensive lists of the obstacles then these could be used to prioritise, assist in identifying the necessary resource and manage staff expectations (who expect things to change once they are on the list).
- ii) To consider utilising specific additional resource in the short term in order to fulfil some of the day to day work subsequently releasing capacity to drive forward with individual service reviews.

2.7 Working cross-departmentally or with external partners

It was noted in several responses that there were obstacles when trying to work cross-departmentally and with external partners. It is obvious that every department/partner is not on the same page and this hinders success.

It is suggested that we need to consider whether current arrangements lead us to focus too much on departmental performance and achievement i.e. departments / managers are pushed to continuously improve and held accountable for performance and are therefore reluctant to cooperate as one across the Council.

Recommendations

- i) Consider prioritising support for cross-departmental reviews
- ii) Consider the need for the Chief Executive and Corporate Directors to drive the effort to conduct and complete cross-departmental reviews.

2.8 Statutory requirements / grant conditions

It was noted that having to comply with statutory requirements / grant conditions sometimes make it difficult to operate in line with Ffordd

Gwynedd principles e.g. the Education Department reports that grant conditions tie them to specific outcomes and methods of presentation and this means that at times they present services that can be ineffective and duplicate other provisions.

Recommendations

- i) Since conducting the self-assessment, Welsh Government has stated its intention to conduct a piece of work with authorities in an attempt to lessen the administrative burden on local government. The concern voiced as part of the self-assessment will be considered as part of that work in the first place.

2.9 Information Technology

Conducting a Ffordd Gwynedd review raises a number of opportunities to use technology to overcome obstacles / work more efficiently. The Information Technology Service has found it increasingly difficult to provide a timely response to action plans emanating from reviews and this leads to frustration amongst officers who have undertaken those reviews.

These comments have highlighted the need to ensure that sufficient resource is allocated for both maintaining and also developing systems and that we need to ensure that one element is not competing against the other for the same resource.

Recommendations

- i) The Digital Strategic Transformation Group to analyse the IT support position and to lead on priorities corporately ensuring that Ffordd Gwynedd arrangements are given prominent consideration.

2.10 Unwillingness to accept a reduction in performance while undertaking a review

Some departments reported that staff/managers were not comfortable to accept a reduction in performance whilst reviews were being undertaken and that this was often an obstacle to commence or undertake reviews.

Recommendations

- i) Manage expectations and ensure that all Members are aware and accept that there is a possibility that performance levels will drop in the short term whilst conducting a review.
- ii) To consider not challenging the performance of the specific Service for a period during the review.

2.11 Understand the Customer's real needs

It was reported that considerable progress had been made within some services but a number of respondents also noted that there was room for improvement in this respect and acknowledged the need to reach out in order to understand the needs of those individuals who do not currently use services.

Recommendations

- i) Ensure that every department regularly engages with their customers and introduce the need to demonstrate the impact of such engagement within the performance challenge arrangements
- ii) Introduce training/brief workshops on analysing the demand (identify examples of where undertaking this has led to changes and share).

2.12 Purpose and Measures

All departments were able to report that they have made considerable progress on developing their purpose and performance measures but also identified that further work needs to be undertaken by some teams to review their purpose when circumstances change e.g. the Children and Supporting Families Department reported that they needed to revisit their purposes as the demand for the service had changed so much over the last two years, this highlighting the need to review consistently rather than a once and for all exercise.

There was some feedback which suggested that there remains a sense that setting the purpose and developing measures is considered as something for which managers need and retain responsibility. This demonstrates the need to conduct further work to ensure that staff take ownership of the purpose and the performance whilst accepting and acknowledging their role and contribution in improving services.

Some departments brought our attention to the requirement placed upon them to report on national measurements on top of the local performance measurements e.g. the Children and Supporting Families Department noted that it was challenging to have to gather and report on national statutory measures. As previously noted, Welsh Government has stated its intention to conduct a piece of work with authorities in an attempt to lessen the administrative burden on local government. The concern voiced as part of the self-assessment will be considered as part of that work in the first place.

Another issue which was identified as part of the self-assessment was the conclusion that the Council has realised much improvement in

measuring its effectiveness but that the same development was not evident in demonstrating how efficient it conducts its work.

Recommendations

- i) Present training/short workshops on using measures for improvement for staff at all levels (identify and share examples where using the measures has led to an improvement).
- ii) The Data Sub-group (Digital Transformation Board) to consider support to ensure that data is easily available and timely rather than something they have to get others to produce monthly (good examples of where this has commenced using e.g. Power BI).
- iii) Ensure that performance review is a standard item on the agenda of every service team meeting.
- iv) Regularly revisit our current performance measures and present additional efficiency measures in future.

2.13 Obstacles

It was agreed that further work is required to ensure that action takes place to overcome identified obstacles. Some departments reported that the action required often falls between two stools whilst others reported that there is no capacity to take action.

The result of non-action is that staff lose faith in the “way of working” because of the fact that obstacles are slow in being removed or are even not attended to at all.

Recommendations

- i) Ensure that obstacles are on the agenda of every service team meeting, and are prioritised with an owner identified for each one with regular monitoring of progress.
- ii) Development of short training sessions on acting upon removal of obstacles.

2.14 Teams being creative and working innovatively

Every department was able to quote examples of having worked creatively and innovatively but noting that there is a need to continue to develop staff confidence in order to continue working in this manner e.g. the Corporate Support Department notes the importance of continuing to demonstrate, through managers and leaders, that experimenting and not always succeeding is acceptable.

Recommendations

- i) Members and managers to accept that things go wrong from time to time in order to create a working environment that allows enterprise and experimenting.

2.15 Support from outside the department

A number noted the value of having a fresh pair of eyes to look at matters from the customer's perspective and to challenge the current operational arrangements, be that from the Ffordd Gwynedd Team or from managers and staff from other teams/services within the Council.

Recommendations

- i) Need to market the available support better. This can be achieved via the Ffordd Gwynedd network.
- ii) Arrange for staff from other services to come in to ensure that matters are challenged from the perspective of someone who does not understand the service and therefore can look at it as a customer.

2.16 Matters come to a stop when someone leaves.

Some reported that matters come to a stop when the person leading on the Ffordd Gwynedd work leaves his/her post. These comments are of concern since they suggest that it is an individual that takes ownership of the review and that the rest of the team do not feel that ownership.

Recommendations

- i) There is a need to refer to this and provide guidance on it to managers/team leaders as part of the "follow-up" training.

2.17 Staff wellbeing

Some comments were presented in relation to the fact that the natural focus of "Ffordd Gwynedd" is on the customer and on improving performance but that there is a need to also ensure appropriate attention within this culture on the well-being of staff who provide the services.

Recommendations

- i) That staff well-being needs to be introduced and emphasised as a central part of the culture.

3. CONCLUSIONS

The current three-year "Ffordd Gwynedd" plan needs to be reviewed and this exercise, in terms of the self-assessment, is timely in that respect. It is proposed that the recommendations in this report (a summary of which appear in Appendix 1) provide a solid base on which to further embed the culture and the way of working within the Council.

Committee members' comments would be much appreciated, as a further addition to the evidence collated, prior to drawing up and submitting a final draft of the revised Action Plan for the Cabinet to consider adopting in due course.

Appendix 1

Ffordd Gwynedd Working Group Review - Table of Recommendations

Recommendation	Priority
Service Teams	
Ensure that the following are on the agenda of every service team meeting: <ul style="list-style-type: none"> • Performance • Obstacles • New examples of good practice and lessons learnt 	
Engage regularly with customers.	
Increase number of smaller reviews.	
Revisit our performance measures and consider efficiency measures.	
Conduct a session to identify examples of good practice as a result of COVID	
Managers	
Ensure that their service teams implement the above and support them to do so.	
Accept that things go wrong from time to time in order to create a working environment that allows enterprise and experimenting.	
Ensure, when holding service reviews, that the staff who undertake the work as part of identifying what needs to be changed and the process for change.	
Invite staff from other services to come in to ensure that matters are challenged from the perspective of someone who does not understand the service and therefore can look at it from the customer's perspective.	
Identify and organise for the training needs and support for their teams.	
Ensure that examples of good practice is shared across the teams and corporately.	
Ensure that Ffordd Gwynedd behaviours are grounds to continuous evaluation discussions.	
Ensure that cross-departmental work occurs rather than being avoided because it is not easy.	
Manage expectations and ensure that all members are aware that reviews are proceeding and it is expected to have an effect on the performance.	
The Chief Executive, Directors and Members	
Consider prioritising support for cross-departmental reviews	
Accept that a review proceeds and is expected to have an impact on the performance.	
Accept that things go wrong from time to time in order to create a working environment that allows enterprise and experimenting.	
Agree not to challenge performance for a period during the review.	

Recommendation	Priority
Revisit “Gwynedd ar ei Orau” awards to reflect the work culture we have within the Council.	
Staff well-being	
Digital Strategic Transformation Group / Data Sub-group	
Digital Strategic Transformation Group to analyse the IT support position and to lead on priorities corporately ensuring that Ffordd Gwynedd arrangements are considered.	
Refer to the Data Sub-group to consider support to ensure that data is easily available and timely rather than something they have to get others to produce monthly (good examples of where this has commenced using e.g. Power BI).	
Core Support Group	
Develop a 'refresh' course and make it mandatory for every manager and team leader.	
Develop an overview course for all Council staff by targeting some and consider making it mandatory	
Ensure that our training considers the impacts of hybrid working and spreads the message that is possible to implement Ffordd Gwynedd in various ways.	
Break-down the managers' / overview course into short e-modules for all staff and produce a catalogue of examples good practice in support for the following fields: <ul style="list-style-type: none"> • Analyse the demand • Use measures to improve • Act on the barriers • Innovative/creative working 	
Advertising and developing soft skills courses.	
Present/offer similar practical sessions to those used in assessment centres	
Present simple and clear 'Ffordd Gwynedd Behaviours' that set expectations in the 'welcome' (induction) at the start of a career/employment	
Supporting leaders / managers to adapt and apply 'flexible' working arrangements to confirm and strengthen Ffordd Gwynedd principles.	
Present a method of recording obstacles electronically to the Managers' Network.	
Develop the Ffordd Gwynedd network.	
Develop the Ffordd Gwynedd site on the intranet to share examples.	
Marketing the available support.	

MEETING	EDUCATION AND ECONOMY SCRUTINY COMMITTEE
DATE	20 October 2022
TITLE	Education and Economy Scrutiny Committee Forward Programme 2022/23
PURPOSE OF THE REPORT	Present the Committee's draft work programme for 2022/23 for adoption.
AUTHOR	Vera Jones, Democracy and Language Manager

1. During the Committee's annual workshop on 14 July 2022 possible items to scrutinise during 2022/23 were considered. Items were prioritised bearing in mind the purpose of scrutiny in Gwynedd, namely:

CONTRIBUTE TO DRIVING IMPROVEMENT IN SERVICES FOR THE PEOPLE OF GWYNEDD

This will be done constructively by:

- Investigating concerns regarding the quality of our services
- Acting as a Critical Friend, and ensuring that appropriate attention is given to the citizen's voice
- Identifying good practice and weaknesses
- Holding the Cabinet and its members to account
- Reviewing or scrutinising decisions or actions that are not the responsibility of the Cabinet

2. Members discussed in smaller groups in terms of their own priorities from the list of possible items provided beforehand with an opportunity for members to suggest other possible items. When identifying their priorities members were asked to consider:

- ❖ *Does the matter affect a vast proportion of the population?*
- ❖ *Can scrutiny make a difference / have an influence? (People / service / performance)*
- ❖ *Is it timely to scrutinise the matter?*
- ❖ *Is the matter a priority for the Council?*
- ❖ *Are we clear about what we are trying to improve?*

3. Following reporting back from the groups, items to scrutinise were prioritised and the relevant Heads of Department and Cabinet Members were invited to note any additional matters that needed consideration in terms of the items

prioritised by Members of the Committee as well as provide observations on the timing of the scrutiny.

4. The Committee's draft work programme is attached as an appendix to the report. An effort was made to prioritise a maximum of three items per meeting in order to ensure that due attention was given to matters and that scrutiny would add value. This was not always possible on every occasion with four items programmed for one meeting. All members are expected to ensure their attendance for the morning and afternoon session.
5. During September, the Chair and Vice-Chair had meetings with Cabinet Members and Heads of Department in the Education and Economy sectors. Further attention was given to the timing of some scrutiny items with the recommendations of the Chairman and Vice-chairman included below:

Principles of Sustainable Tourism (Visitor Economy Plan)

This item was prioritised in the workshop and programmed for the meeting on 2 February 2023. The need to consider if scrutiny was needed before the Cabinet approved the principles in the Autumn was noted.

The sustainable tourism principles will be presented to the Cabinet on 22 November 2022. The committee gave input on the principles on [4 February 2021](#). In order for scrutiny to add value, it is suggested to scrutinise the 'Visitor Economy Plan' on 2 February 2023 in line with the timetable. By timing the scrutiny in this way, there will be an opportunity for the Committee to scrutinise the draft work programme for implementing the 'Visitor Economy Plan'. The proposal can be scrutinised making suggestions of change to the draft work programme.

Gwynedd Schools' Balances

This item has been programmed for the 23 March 2023 meeting. It is recommended that consideration should be given to reprogramming the item to be scrutinised following the current financial year in order to pay attention to the true position of schools' balances rather than a projection of the situation. The matter can be addressed in the 2023/24 annual workshop, with scrutiny at the first meeting of the Committee a possible option.

Regeneration Framework

This item was prioritised in the annual workshop but not programmed for a specific meeting. It is understood that the item has been programmed for the Cabinet Meeting on 24 January 2023. The Cabinet will consider adopting the

framework which will include 13 live plans identifying what is important and what needs to be done in each area.

The direction of the proposed Framework was scrutinised at the meeting of [8 February 2022](#). Considering the work programme for 2022/23, it is recommended that the Committee considers scrutinising the item in 2023/24 rather than the current year. It would enable the Committee to give due attention to the issues on the work programme and to scrutinise progress when timely. Attention can be given to the timing of scrutiny of this item in the 2023/24 annual workshop.

North Wales Economic Ambition Board

Likewise, this item was prioritised in the annual workshop but not programmed for a specific meeting. Committee members receive quarterly updates of the Board's work, and there is an understanding across the North authorities and the Ambition Board that formal scrutiny is required in a committee at least once a year. If the Committee Members decide to re-programme the 'Gwynedd Schools Balances' item, adding this item to the 23 March 2023 meeting would be an option.

6. Two issues highlighted by a number of members as issues to be scrutinised during the annual workshop in addition to what is stated on the draft forward programme were 'Categorising Schools according to Welsh Medium Provision' and 'County increase in numbers for Special Schools'.
7. It is fair to say that there was a difference of opinion at the annual workshop in terms of prioritising and placing the 'Categorising Schools according to Welsh Medium Provision' item on the forward programme, or waiting until an information session already organised for members had been held before reaching a conclusion in terms of prioritising it. Now, the training session has been held and information presented to Councillors, with an explanation offered regarding not scrutinising the new categorization as there was no significant change from the previous categories. It is recommended that it would be sensible to consider scrutinising core information and programs to promote the Welsh language after they have been developed, and considering this again in the 2023/24 annual workshop.
8. Regarding 'County increase in numbers for Special Schools', it was concluded that the Education Department should be asked to provide information to the members of the committee in the first place about the situation of special schools as well as information about the provision of Additional Learning Needs in the mainstream. This information has now been shared with committee members.

9. The concerns of the committee members regarding the workload of the Committee and the need to prioritise issues are acknowledged. There was a discussion about the workload at the meeting of the Scrutiny Forum (meeting of chairs and vice-chairs of scrutiny) on 25 July 2022. Following the decision of the Full Council on 23 June 2022 to add the role of scrutinising corporate issues to the remit of this committee, they felt the need to give an opportunity to implement the arrangement. There is an intention to review the arrangement in 18 months. If it would become clear that the arrangement was not working sooner than the 18 months then it would be possible to review earlier but it is necessary to give an opportunity to implement and review in a timely manner.
10. The scrutiny forward programme is a live programme which will be reviewed regularly during the year to ensure that the correct matters are addressed. Consideration will be given to prioritise matters that will arise during the year e.g. matters from performance challenge meetings and items on the Cabinet's forward programme.
11. **The Education and Economy Scrutiny Committee is asked:**
 - (i) **to consider the timing of the scrutiny of the items highlighted in the report;**
 - (ii) **to adopt the work programme for 2022/23.**

Based on the recommendations of the Chair and Vice-Chair in the report:

EDUCATION AND ECONOMY SCRUTINY COMMITTEE DRAFT FORWARD PROGRAMME
2022/23

20/10/2022
<ul style="list-style-type: none"> • Curriculum for Wales: Relationships and Sexuality Education Code • New Curriculum for Wales • Ffordd Gwynedd
08/12/2022
<ul style="list-style-type: none"> • Education and GwE Annual Reports • Free School meals • Keeping the Benefit Local
02/02/2023
<ul style="list-style-type: none"> • Post-16 Education • Education Strategy • Gwynedd's Economy Plan • Principles of Sustainable Tourism (Visitor Economy Plan)
23/03/2023
<ul style="list-style-type: none"> • Education and the Welsh language: A new vision for the Immersion Education System towards 2032 and beyond • Workforce Planning • North Wales Economic Ambition Board (an understanding of scrutiny at least once a year) - <i>added since the workshop</i>

Items to be programmed in 2023/24:

Regeneration Framework

Gwynedd Schools' Balances