

Committee	Education and Economy Scrutiny Committee
Title of Report	Education Annual Report 2017/18
Date of meeting	21 March 2019
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Relevant Cabinet Member	Councillor Gareth Thomas

1. BACKGROUND

- 1.1 In accordance with the request of the Education and Economy Scrutiny Committee, the Education Department has drawn up an Annual Report to enable scrutinisers to have an overview of the Department's work.
- 1.2 The Education Department acknowledges that ensuring effective scrutiny of a lengthy document at a committee meeting is not an easy task, and as a result, has formulated a brief Summary Report, which draws attention to the Department's main work, positive features, along with fields that need improving over the next period.
- 1.3 The Education Department also acknowledges that the Education and Economy Scrutiny Committee already has a system to identify significant individual items to be scrutinised, and ensures detailed and effective scrutiny of those individual matters.
- 1.4 Consequently, it is not possible to draw the attention of the Scrutiny Committee to any specific section (with the exception of KS4 standards) in the Annual Report that is causing concern.

2. STANDARDS - KS4

- 2.1 Members of the Scrutiny Committee are already aware of the context of KS4 results in the summer of 2018, namely that substantial fickleness remained in relation to GCSE outcomes following changes in 2016-17. The substantial changes in the pattern and number of pupils who sat exams in the Summer of 2018 has affected results, as it can be seen in the fact that the proportion of A*-C grades across all subjects in Wales has reduced by 1.2% to 61.6%.
- 2.2 GCSE is in the process of being reformed, and 15 reformed subjects were sat for the first time during this summer.
- 2.3 The new series of GCSE Science qualifications were explored for the first time in 2018, and it concurs with changes to performance indicators in KS4, to include one GCSE result only for Science, as two measures in capped indicator 9. As a result, a comparison with historical data is irrelevant. Schools were able to track the following paths: Science (Triple Award), Science (Double Award), Applied Science (Double Award), and Applied Science (Single Award). As capped indicator 9 includes two Science measures, the majority of schools have followed the double and triple paths.

- 2.4 There have been substantial changes to the boundaries of grades since Summer 2017 and November 2017 compared to Summer 2018, especially on grade C in English and Mathematics. This has made it difficult for schools to ensure that the correct projections and targets are set. Since September, schools and officers have sought clarity regarding the reasons for this increase. In October, Qualifications Wales specifically published a report on the grade boundaries of English. Despite the report findings of Qualifications Wales, headteachers of our secondary schools and officers are agreed that the data of Gwynedd schools is substantially influenced by the decisions of registrations.
- 2.5 A school's performance should be considered on the merit of its own performance, as it is not appropriate to compare schools with each other due to the different contexts and the different improvement steps.

EDUCATION ANNUAL REPORT 2017/18

CONTENT

- 1. CONTEXT**
- 2. STANDARDS**
- 3. SURVEYS PROFILE**
- 4. NATIONAL CATEGORISATION**
- 5. THE WELSH LANGUAGE**
- 6. ADDITIONAL LEARNING NEEDS AND INCLUSION**
- 7. PROTECTION**
- 8. EARLY YEARS**
- 9. EDUCATION MODERNISATION TEAM**
- 10.GWYNEDD AND ANGLESEY POST-16 EDUCATION CONSORTIUM**
- 11.TRAC**
- 12.LEADERSHIP**
- 13.DATA UNIT**
- 14.SCHOOL GOVERNANCE SUPPORT SERVICE**
- 15.CONTRACTS AND EMPLOYMENT UNIT**
- 16.CATERING AND CLEANING UNIT**

CONTEXT

THE VISION OF THE EDUCATION DEPARTMENT: Gwynedd children and young people attaining the highest standards in order to maintain the language, culture and economy locally.

PURPOSE: Ensure that schools and the provision empower children and young people to achieve the highest standards and to nurture the qualifications and skills that enable them to live and prosper locally.

SERVICES WE PROVIDE: Raise standards, Support Services, School Staff Salaries and Contracts, Teachers' Pensions, School Catering, School Cleaning, School Transport, Health and Safety, School Admissions, Support for Governors, Financial Support for Schools, Information Technology and Communication, Data Unit, Human Resources Support for Schools and the Education Department, Attendance and Behaviour, Education Welfare Service, Additional Learning Needs, Child Protection, Leadership and Management, Training.

WHAT DOES THE DEPARTMENT DO?

- Support children and young people to attain the highest standards
- Ensure that pupils with Additional Learning Needs receive the most suitable support
- Ensure that pupils with emotional and behavioural needs are fully included within Gwynedd schools
- Ensure that pupils within Gwynedd schools are safe
- Provide appropriate support services for Gwynedd Education Service
- Develop leaders and support the workforce in the schools
- Support for school governing bodies to enable them to act as effective governors.

There are 89 primary schools, 13 secondary schools, 1 All-through School and two Special Schools in Gwynedd.

OUR PRINCIPAL PERFORMANCE INDICATORS
Percentage of 15 year old pupils (on 31 August of the previous year) gaining 5 GCSE grades A* to C, including Welsh or English and Mathematics (TL2+)
Average point scores for pupils who were 15 years old on the 31 August of the previous year in schools maintained by the local authority
Percentage of 16 year old pupils who gain 5 GCSE grades A* to C (TL2)
Percentage of 16 year old pupils who gain 5 GCSE grades A* to G (TL1)
Percentage of 16 year old pupils who achieve a Grade C or above, in Welsh or English, Mathematics and Science (CSI)
Percentage of young people aged 16-18 who are not in education, employment or training
Percentage of all pupils, who were 15 years old on the 31 August of the previous year, who leave education, training or work-based learning without a qualification
Percentage of pupils assessed at the end of year 9, and who reach the expected level, in Welsh or English, Mathematics and Science (CSI)
Percentage of pupils assessed at the end of year 6, and who reach the expected level in Welsh or English, Mathematics and Science (CSI)
Percentage of pupils assessed at the end of the Foundation Phase, and who reach the expected level (FPI)
Number of permanent exclusions in secondary schools during the academic year
Number of permanent exclusions in primary schools during the academic year
Percentage of pupil attendance at secondary schools during the academic year
Percentage of pupil attendance at primary schools during the academic year

STANDARDS

PRIMARY

FOUNDATION PHASE

Table 1

Percentage of pupils who achieved 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%

The results of the Foundation Phase in summer 2018 showed a national drop from previous years, and the main reason for this was the use made for the first time of new outcomes in language and mathematics from the FP Framework for assessment. This national drop in results is reflected in Gwynedd results.

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

The report that was commissioned identifies many other reasons that can contribute towards lower results, and GwE and the Education Department have drawn-up an action plan as an appendix to the 2018-19 business plan which responds to these findings.

Results of Gwynedd's higher Outcomes 6+ continue to be relevantly well. Therefore, although there are higher expectations to reach this Outcome, schools have increased the challenge level to meet the new requirements.

Therefore, the good news is that more Gwynedd pupils, than on a national level, are reaching Outcome 6 if they have reached the expected Outcome in the first place.

Performance difference between boys and girls has remained consistent in the Foundation Phase in recent years, and this pattern has continued despite the changes in assessment requirements, with girls continuing to perform approximately 6% higher than boys.

KS2

Table 2

Percentage of pupils who achieved the Core Subject 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 KS2 results remain firmly well. Performance in each subject for the expected level 4 levels is better than national results. Performance at the higher 5+ levels is also firm and higher than Welsh results in all subjects.

Strengths and successes

- Higher Outcome 6+ comparative Outcome results in the Foundation Phase

- KS2 results, particularly in the higher levels.

Fields for Improvement

- Implement relevant recommendations of the Gwynedd Foundation Phase report

KS3

Percentage of pupils who achieved the Core Subject 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 was firm again this year. In terms of the core subject indicator (CSI), Gwynedd's performance has remained consistent, and performance is higher than the national average. There was a reduction in the percentage of FSM learners who gained the CSI indicator.

Welsh : performance on the expected level has fallen slightly this year, but it is still higher than the 2016 performance. In terms of the national comparison, Gwynedd's performance is slightly lower but the size of the local cohort must be taken into consideration. Performance at one level higher than the expected level has increased over a three-year period, and is higher than the national average.

English : performance on the expected level in English has increased over a three-year period and again this year, and is higher than the national average. A similar pattern can be seen at one level higher than the expected level with a further increase this year, and is substantially higher than the national comparison.

Mathematics : performance on the expected level in Mathematics has increased again this year and over a three-year period, and is higher than the national average. A small drop was seen in Gwynedd's performance at one level higher than the expected level, but it remains above the Welsh average.

Science : a small drop at the expected level but it remains high, and is higher than the national percentage. Performance at one level higher than the expected level has also remained high, and is substantially higher than the national percentage.

Strengths and successes

- Gwynedd's performance in key stage 3 has remained high, and is higher in nearly all indicators compared to the national performance.

Fields for Improvement

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

KS4

Analysis of Gwynedd results on the main indicators of Welsh Government

In 2018, a reduction was seen in the percentage of each of the main indicators in comparison with 2017, and substantially so in English.

Indicators	Gwynedd 2017	Gwynedd 2018	+ / - 2017/2018	Wales 2018
L2+	58.1	54.6	-3.5	55.1
L2T	70.0	69.5	-0.5	66.9
L1T	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
	59.6	58.9	-0.7	58
MATHEMATICS (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 SCORE 9	365.8	360.8	-5	350.1
ATTENDANCE	95.2	94.8	-0.4	93.9

Performance in Welsh has remained consistently high, but a gap has been highlighted between performance in Welsh and English which causes concern. Although Wales' performance is slightly higher, the percentage of pupils who sit Welsh First Language is very high, 82% (17.3% of Welsh learners registered for Welsh First Language). Between 2014 and 2016, Gwynedd's performance in English was higher than Wales' performance. In 2017, with the first results of the new English course and only language counting towards the indicator, Gwynedd's performance was 0.2% lower than Wales. However, in 2018, the performance of English L2 has reduced by 11.8%, with performance significantly dropping in best-performing schools in 2017.

A small reduction in Mathematics, Numeracy and the percentage of learners who gained either one has affected the expected increase in indicator TL2+.

As a result of changes to the Science qualification, no comparison can be made with the 2017 performance. The performance of Science is encouraging with a high number of schools very close to their targets. Gwynedd's performance is higher than Wales

Generally, there is no significant change between the performance of boys and girls, as the gap has slightly reduced in TL2+, TL2, 5A*/A, Further Mathematics, Mathematics, Numeracy and Science, but has slightly increased in capped Score 9, English and Welsh.

On the other hand, the performance of pupils who are eligible for free school meals has dropped, which is therefore concerning on TL2+, but 2018 performance is very similar to the performance profile of 2014-2016. It is difficult to compare the performance patterns of 2017 and 2018, but the performance of Gwynedd FSM pupils has dropped in every indicator this year.

Strengths and successes

- Inclusive schools and firm performance on L1. It is also noted that there is strong collaboration to develop a provision and curriculum that is broad and balanced.
- The performance of Welsh first language is consistently high.

- Substantial improvements in specific schools on some indicators.

Fields for Improvement

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

KS5

Indicators	Gwynedd 2017	Gwynedd 2018	+ / - 2017/2018	Wales 2018
% who gain L3	97.6	97.4	-0.2	97.6
% who gain 3 A*-A grades	13.1	14.4	+1.3	13.4
% who gain 3 A*-C grades	59.4	60.4	+1.0	58.1

Strengths and successes

- Increase in performance in two of the three main indicators and both exceed Wales' performance

Fields for Improvement

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

INSPECTION PROFILE

The inspection profile across both sectors in Gwynedd is excellent, and according to Estyn, **'is something the county should be proud of'**. During the 2017-18 educational year, Estyn held inspections at 19 schools [14 primary, 4 secondary and 1 special school].

No follow up action was deemed necessary at 16 schools [%], and the least intensive follow up category was awarded [Estyn Review] at the three other schools.

The judgement profile across the five inspection areas are noted below:

Primary Profile	Outstanding	Good	Adequate	Unsatisfactory
MA1: Standards	0%	93.3%	6.7%	0%
MA2: Welfare and attitudes to learning	26.7%	73.3%	0%	0%
MA3: Teaching and learning experiences	0%	86.7%	13.3%	0%
MA4: Care, support and guidance	6.7%	86.6%	6.7%	0%
MA5: Leadership and Management	6.7%	80.0%	13.3%	0%

Secondary Profile	Outstanding	Good	Adequate	Unsatisfactory
MA1: Standards	0%	50.0%	50.0%	0%
MA2: Welfare and attitudes to learning	25.0%	75.0%	0%	0%
MA3: Teaching and learning experiences	0%	75.0%	25.0%	0%
MA4: Care, support and guidance	25.0%	75.0%	0%	0%
MA5: Leadership and Management	0%	75.0%	25.0%	0%

NATIONAL CATEGORISATION

There is a national matrix process for school categorisation. The colour of the categorisation notes the level of assistance required by the school = green, yellow, amber or red. (Schools in the green category require the lowest level of assistance, and those in the red category require the most intensive assistance.

Green Assistance Category

A school in this category can receive **up to 4** days of a Challenge Adviser's time

Yellow Assistance Category

A school in this category can receive **up to 10** days of a Challenge Adviser's time

Amber Assistance Category

A school in this category can receive **up to 15** days of a Challenge Adviser's time

Red Assistance Category

A school in this category can receive **up to 25** days of a Challenge Adviser's time

Good features

- Every Improvement Support Adviser determines the nature of the appropriate assistance package to be provided to every school accordingly, which means that additional days of assistance can be assigned. A variety of providers could provide this additional assistance.
- Since 2014/15, an increase of 22% can be seen in the percentage of Gwynedd schools placed in the support category of *Green*.
- Since 2014/15, an increase of 24% can be seen in the percentage of Gwynedd schools placed in the support category of *Green/Yellow*.
- Since 2014/15, an increase of 20% can be seen in the percentage of Gwynedd schools placed in the support category of Amber/Red.

Category	Green			Yellow			Amber			Red		
Year	14/15	15/16	16/17	14/15	15/16	16/17	14/15	15/16	16/17	14/15	15/16	16/17
Percentage	9%	16%	19%	62%	67%	68%	26%	15%	11%	3%	3%	2%

Category	Green	Yellow	Amber	Red
Year	17/18	17/18	17/18	17/18
Percentage	31%	60%	8%	1%

THE WELSH LANGUAGE

GWYNEDD AND ANGLESEY HUB LANGUAGE CHARTER

- The Welsh Language Charter has now been main-streamed as part of the Council's core work.
- During 2017/18, every primary school in Gwynedd implemented the Welsh Language Charter as usual, receiving support and guidance as required by the Co-ordinator and the catchment area's Language Co-ordinators.
- Every school completed the language web in September 2017, and then in the summer term of 2018 in order to be able to measure the increase in the use of the Welsh language within the educational year.
- Every school received support to draw up an action plan in response to the Welsh Language Charter and the language web data, and held a number of activities on an individual school level along with catchment area collaboration under the Language Charter's name.
- On 12 June 2018, a meeting was held where Mr Dyfrig Elis AEM gave a presentation on 'Inspecting the Welsh Language'. The purpose of the meeting was to raise awareness and share key information of Estyn's current expectations and requirements regarding the Welsh language.
This invitation was open to headteachers, staff members who had a responsibility for the Welsh language, Governors and elected members.

PRIORITIES FOR THE NEXT PERIOD:

- Re-launch the Language Charter for Gwynedd primary schools.
- Support Gwynedd primary schools with any new expectations and arrangements that become operational as a result of national developments by Welsh Government.
- Compile and disseminate good practice.

SECONDARY SECTOR LANGUAGE STRATEGY

Our vision is a system of progressive and excellent secondary schools that promote the Welsh language in all aspects of their work.

The purpose of the Secondary Sector Language Strategy is to ensure a robust progression and build on the success of the Language Charter project that is operational in Gwynedd primary schools, promoting the social use of Welsh among children and young people and developing it as an effective medium for all aspects of a school's life and work.

Good features

- Year 7 and 8 pupils to complete the language web to measure their social and curricular use of Welsh.
- Every school has developed individual action plans in response to the Language Strategy.
- Every School Council/Language Council will plan and hold Language Practices' Support Project (LPSP) activities.
- Specific support for the workforce in Tywyn and Friars schools to develop their skills in the Welsh Language.

In light of schemes implemented at Ysgol Uwchradd Tywyn to promote the Welsh Language, the school received a Daily Post Award for the 'Best School in the Community' and also the 'Secondary School of the Year'. Bangor University's Education Department held a detailed

evaluation of the schemes implemented at Ysgol Uwchradd Tywyn, and the conclusions of the report state:

"...the five teachers have certainly benefited over a very short period of time, and the result of their efforts seems to begin to be taking hold on the classroom floor. The ethos of increasing the use of Welsh is very strong within the school and out in the community, and the sense of joint-ownership of the challenge is obvious among school staff and local business owners. Including the community in their efforts is a key step, and a step that will certainly pay off before long. The challenge will be to ensure that the same enthusiasm is seized and cascaded amongst pupils (accepting that there will always be a few that are unwilling to undertake the challenge), and that this enthusiasm transforms into a voluntary and natural use of the language within their social networks."

PRIORITIES FOR THE NEXT PERIOD:

- Each secondary schools to receive support to implement the main priorities of the Language Strategy and to review their individual action plans, giving attention to the medium across the curriculum.
- An operational Action Plan to support the workforce of Ysgol Friars to develop their Welsh Language skills.
- Consider messages from current research work into bilingual learning and teaching methodologies, disseminating those messages to the workforce of secondary schools.
- Promote the advantages of bilingualism and multilingualism.
- Language Psychology Sessions: Training the Trainer sessions held in a number of schools across the county.

WELSH IN EDUCATION STRATEGIC PLAN

The School Standards and Organisation (Wales) Act (2013) places a statutory duty on local authorities to prepare and submit a Welsh in Education Strategic Plan to Welsh Government. These plans outline the way local authorities intend to achieve Welsh Government aims and targets which are outlined in the following documents:

- Welsh-medium Education Strategy
- Cymraeg 2050
- Education in Wales: Our Nation's Mission (Action Plan 2017-21)
- The Welsh Language in Education: Action Plan 2017-21
- Welsh Language Promotion Plan for Gwynedd 2018-2023

Good features

- Performance in Welsh in KS2 and KS3 is consistently good over a rolling period
- Every pupil with additional learning needs (ALN) has access to Welsh-medium services. Welsh-medium and bilingual provisions and services are available for all ranges and varieties of ALN.
- An Audit of the Language Skills of the Education Workforce in Gwynedd has been held
- Pilot plans to support the language skills of the education workforce at Ysgol Uwchradd Tywyn were a success

PRIORITIES FOR THE NEXT PERIOD:

- Reinforce the principles and methodology of Welsh immersion in the Foundation Phase
- Continue to ensure effective bridging between KS2 and KS3
- Give specific attention to language medium in KS4
- Continue to support the workforce of our secondary schools to develop their Welsh language skills and confidence

GWYNEDD LANGUAGE CENTRES

The aim of the Language Centres is to provide an intensive Welsh language course for incomers to enable them to assimilate with the bilingual society and fully participate in bilingual educational experiences. This provision assists primary and secondary schools to implement the current Language Policy.

Good features

- It can be seen from the table below that the number of pupils who attended the Language Centres in 2017/18 nearly reached capacity, as shown in the following table:

TERM	Dolgellau	Llangybi	Maesincla	Penrhyn	Total
CAPACITY	8	16	16	16	
Spring 2017	10	13	13	15	51
Summer 2017	7**	10	17	17	51
October 2017	8	13	17	16	54
Total 2017	25	36	47	48	156
Spring Term 2018	6 + 1*	14	15	11	47
Summer 2018	5 ** / 7 *	8	16	14	45

- Estyn held a Thematic Inspection 'Welsh in Key Stage 2 and Key Stage 3 in Welsh-medium and Bilingual Schools', and they visited two Language Centres in Gwynedd as part of this inspection (Llangybi and Eifionydd). The following was stated in Estyn's Report:
The language centres that were visited in Gwynedd have very effective arrangements for pupils who join Welsh-medium or bilingual schools without much previous competency in the Welsh language. They offer opportunities for a new cohort of pupils to develop their Welsh language skills and they provide them with a firm linguistic foundation to be able to fully participate in their bilingual education and to take advantage of the experiences on offer. Arrangements in most other local authorities are not as good.

PRIORITIES FOR THE NEXT PERIOD

- Support immersion principles in the Foundation Phase.
- Continue to develop the Language Centres' website.
- Support staff to take advantage of appropriate training and secure continuous professional development opportunities.
- Review the assimilation course for parents.

ADDITIONAL LEARNING NEEDS AND INCLUSION

The Additional Learning Needs and Inclusion Integrated Service, which is a Joint Service with Anglesey Council, has been operational since September 2017.

- identifying problems / needs early on in the child's life and ensuring appropriate intervention;
- intervening early on when problems come to light;
- more integrated and multi-agency working, sharing information and joint planning provision;
- skills and understanding of the workforce developed continuously;
- better and more organised communication with children, young people and their families.

Good features:

- 70 Assistants across Gwynedd and Anglesey following an Emotional Literacy Support Assistant course (ELSA) to strengthen emotional welfare provision in Schools.
- An electronic Individual Development Plan System developed by Cynnal, being piloted successfully. The system facilitates the work of Schools and the Service significantly.
- The Nurturing Schools project continues to implement and demonstrate positive results within the Secondary and Primary sectors.
- The Phase 2 work of the Strategic Review making good progress and continuing to ensure that Gwynedd is ready for the new ALN legislation in September 2020.
- The Training Strategy of the service has been set, and training has started to be introduced. For example, every catchment area is receiving Communication Friendly Training during this Half Term.
- Arrangements for access to services streamlined further
- Use of TOMs (Therapy Outcome Measures) being extended further to be able to report on children's progress on a wider level.
- Arrangements for monitoring borderline cases in terms of support in place as part of work to rationalise the use of Integrating ALN Funding. This is also part of Phase 2 work which continues.
- The Managerial Structure of the Service has been reviewed and its role is in place.

PRIORITIES FOR THE NEXT PERIOD:

- As the Government has released the Draft Code of Practice to implement the ALN Legislation from September 2020, we will focus on:
 - The Quality of Individual Development Plans
 - Consistency in School provision, and the role of the ALN Co-ordinator
 - Develop working arrangements with the Post-16 and Early Years Sector, and the Health Service
 - Examine ALN Funding methods in preparation for the legislation
- Services will also continue to prioritise:
 - Training Strategy for Schools and staff - upskilling in preparation for the legislation
 - Progress tracking methods and the effectiveness of interventions
 - Extend the range of specialist interventions on offer.

SAFEGUARDING

Good features:

- All Gwynedd schools have received revised and current safeguarding guidance that include best practice and many pre prepared templates.
- Level 2 child protection training has been provided twice every month thorough the year.
- Level 1 child protection training has been prepared for the designated person to train the rest of the school staff.
- Specific training relating to inappropriate sexual behaviour has been provided to all primary and secondary schools.
- Joint working with children services has led to better practice as schools prepare for case conference.

PRIORITIES FOR THE NEXT PERIOD

- Increase the capacity of our Safeguarding in Education Officer in order to better support Gwynedd schools.
- Collect the yearly safeguarding report in a more time efficient manner ensuring that all schools responded promptly.
- Revise our training in light of national guidance.
- Ensure the quality of safeguarding within our schools by starting yearly visits to every school.

EARLY YEARS

The Early Years Unit plans to ensure the Authority fulfils the statutory requirement of securing a nursery place for every child from the term after his/her third birthday. From September 2018, the nursery education provision will be offered at 64 settings across the county. All settings, including those provided by voluntary organisations, will be monitored regularly.

Good features:

- Foundation Phase Support Teachers have delivered training to all settings on:
 - Physical literacy
 - Promote positive behaviour
 - Rhythm Rhymes and Music
 - Use of the external space
- A number of settings have received good Estyn reports
- Some settings have succeeded to receive grants to revise their provision and the Authority has been successful in receiving £2.3 million to improve child care facilities on school sites.
- A number of nursery settings have recently been re-located to school sites namely Porthmadog, Pwllheli and Harlech. This facilitates arrangements for parents and helps to bridge children more effectively
- An Early Years ALN Co-ordinator was appointed to transform arrangements to meet the requirements of the new ALN Bill. Work to pilot the change will initially take place in the Bangor area
- Close collaboration with Flying Start and sharing good practices between Flying Start teachers and the Foundation Phase teachers
- The Foundation Phase support teachers' team was appointed to a permanent structure and one of the team has completed Estyn training and inspected at one setting.
- 10 settings were part of the Language Groups project by means of FSS funding

PRIORITIES FOR THE NEXT PERIOD:

- Developing staff expertise
- Prepare settings for the new Estyn and CIW joint inspection system from January 2019.
- Train and update settings on the New Curriculum - 'A Curriculum for Wales - A Curriculum for Life
- Develop arrangements in terms of physical Literacy at every setting and update the planning and assessment system to ensure physical literacy inclusion at all settings. Develop home packages for the families.
- Transform ALN arrangements in the Early Years. Train and update settings on the Additional Learning Needs and Education Tribunal (Wales) Act 2018
- Review procedures to meet the requirements of Welsh Government's new guidelines for Local Authorities on Foundation Phase provision for three and four year old children in Wales.
- Review Arrangements to implement the FP profiles ensuring effective transfer from Flying Start and to schools

EDUCATION MODERNISATION TEAM

The work of modernising education in the County continues to contribute successfully towards the education system and has attracted over £50m since 2012. The Education Modernisation Team is responsible for ensuring that planning work to provide education aligns with the County's education needs for the future. The Programme is very ambitious that aims to transform the way children and young people have access to high quality schools with a learning environment that supports outstanding education. The Council is also eager to develop an education system that will enrich learning experiences. The Education Department intends to plan strategically so that the right type and number of schools are located in the right locations, and to also upgrade the standard of school buildings to create an estate that is suitable for the twenty-first century. The Programme will continue with full commitment to realise the current vision to *"offer education of the highest possible quality that will give the County's children the experiences, skills and confidence that would enable them to develop to be bilingual, successful and full citizens."*

The main aims of the Programme is to ensure that the current work programme continues to reach the criteria set to,

- contribute towards realising the aims of fit-for-purpose education principles to ensure a viable secondary school system, more non-contact time for primary headteachers and no more than two age ranges within the same class in the primary sector.
- implement the process of consulting with parents, staff, governors and stakeholders in accordance with the needs of the statutory process, with clear communication;
- implement an effective system to communicate with relevant Council departments, to monitor and evaluate activities;
- deliver the aims of the Programme to ensure leadership conditions that give sufficient time for headteachers to lead, the best possible conditions in terms of the child's learning environment and building condition, reasonable travelling distance for children and more effective management of educational resources, including reducing the cost per head in order to ensure the best value for money;
- ensure progress in the process of completing the building work and establishing schools that are part of the first financial band,
- complete background work and update the field's core data to be able to provide necessary information for senior officers in order to respond proactively to situations as they arise

PRIORITIES FOR THE NEXT PERIOD:

- Complete the aims of the Bangor project, which includes an investment worth £12.7 million. The main aim is to construct a new school that will increase the capacity of Ysgol y Garnedd to 420 and to offer a place for pupils in Coedmawr and Glanadda schools, subject to parental choice; to increase the capacity of Ysgol y Faenol to 315 while also taking advantage of the opportunity to improve community resources.
- Ensure that necessary milestones are completed to enable Ysgol Godre'r Berwyn to open officially on 1 September 2019
- Following the decision to adopt the fit for purpose education principles, assist the work of the Education Department to realise the vision to develop the system to ensure a high quality education for the children and young people of Gwynedd for the twenty first century
- Ensure that arrangements of the Modernisation Team have been updated to correspond with changes in the 21st Century Schools Programme. The amended version of the Schools

Organisation Code (011/2018) that came into force in November 2018 makes special arrangements for rural schools, and establishes a procedural assumption against closing rural schools.

- Preparing, planning and managing projects that have been included as part of the Council's Band B application ensuring that the appropriate resource is available to be able to realise the current work and for the future.
- Submit successful business cases to Welsh Government to attract match funding for projects that have been included in Band B.
- Collaborate with relevant departments to prepare additional applications to attract money for early years and community elements.
- Assist with leadership plans to ensure that all Gwynedd leaders have the ability to ensure that each child under their care is able to reach his or her full potential
- Identify methodology and undertake suitability assessments of the county's schools.
- Undertake processes to monitor the benefits after projects have been realised to assess whether or not they have been completed successfully. There will be a need to ensure that all necessary procedures are in place to monitor benefits and are noted continuously.

Gwynedd and Anglesey Post-16 Education Consortium

Gwynedd Council is a strategic partner in a Consortium framework which has a complete overview of the post-16 education field across the counties of Gwynedd and Anglesey. Together with Gwynedd, which is the lead partner, there are three other full strategic partners, namely the Isle of Anglesey County Council, Grŵp Llandrillo Menai and the secondary schools in the area that have a sixth form. This partnership enables high-level strategic decisions to be made on all aspects affecting post-16 education.

The work of the Consortium encompasses:

- Facilitating a network of good quality post-16 provision and courses at learning placements throughout the Consortium area
- Facilitating transport for the courses
- Managing and co-ordinating the 14-19 network for Gwynedd and Anglesey
- Leading on the Seren scheme to extend experiences for the most able and talented learners
- Facilitating a professional group of sixth form heads

As well as ensuring consistency, clear paths and excellent quality for the learners while avoiding any duplication in terms of provision and systems, the framework also enables the cost of employing staff to lead on and administrate all relevant elements to be shared.

The work of the Consortium is monitored by a Lead Board which consists of representatives of the Chief Officers of the Partner Organisations and is chaired by the Gwynedd Education Portfolio Holder.

TRAC

TRAC 11-24 is a project supporting young people aged 11-24 disengaging with education and at risk of becoming NEET (not in Education, Employment or Training).

The aim of the project is to reduce the number of young people aged 11-24 at highest risk of becoming NEET in North Wales, through a range of interventions that will compliment but not duplicate mainstream services.

The project is delivered by a team across the whole of North Wales using such interventions as:

- Counselling – Counsellors & Mental Health Workers.
- Wellbeing / Attendance – Educational Support Workers, Wellbeing Workers, Attendance Support Officers, One to One sessions, Youth workers, Sport & Health, Social & Education and Support & Development.
- DPS – Courses and Work Placements.
- Careers Wales – Activate, Individual Sessions & Group Sessions.

A young person taking part will benefit from health and wellbeing support which will support their continued engagement in education. It gives them access to an alternative curriculum which will allow them to undertake accredited qualifications linked to local labour market opportunities and will also improve their attainment.

LEADERSHIP

The aim of the leadership plan in the Council Plan is to ensure that all Gwynedd leaders have the ability to ensure that each child under their care is able to reach his or her full potential. The Authority has identified the need *"to work jointly to create a culture that enables leaders to thrive; and can inspire and influence children on all levels"*.

Good features

- This plan will be developed with guidance from an experienced co-ordinator who is part of the current system.
- Particular emphasis is placed on ensuring a planned and developed system to ensure appropriate leaders on all levels.
- Particular emphasis is placed on ensuring consistency for the best experiences and opportunities for the pupils of Gwynedd
- Particular emphasis is placed on ensuring effective methods that develop current leaders
- Particular emphasis is placed on ensuring that specific conditions are in place to enable leaders to thrive

As well as the project in the Council Plan, the Authority, in collaboration with GwE, is planning to put relevant training arrangements in place to support the career development of future leaders, and to promote the professional development of the existing leaders in our schools. As part of this project's work, it is aimed to identify the necessary qualities, behaviours and characteristics for individuals to enable them to become successful leaders an education system that is likely to change in future.

PRIORITIES FOR THE NEXT PERIOD

- Close collaboration between the Authority, governors and headteachers to ensure that the system is fit for purpose for the future.
- Ensure there is clear intertwinement between this leadership development plan and principles adopted by the Cabinet, to ensure that we have suitable staff for our system.
- Ensure effective triangulation between leadership direction on a national and regional level, and on a county level in Gwynedd, by appointment (internal expert)

EDUCATION DATA UNIT

Purpose

Ensure complete education data infrastructure.

Good features of the service

- The Data Unit has been established
- Development and embedment of IDP system across both Counties
- Operating across two Authorities
- Better understanding and use of available data
- Integrated Funding data analysis has been completed
- Analysis of the ALN & I Service Satisfaction Survey
- Reconcile work process across both Authorities
- Put our expertise in place for the 30 hours child care project (Gwynedd, Anglesey and Conwy)
- Better support for Education systems - work across services (Transport, Social Services)
- Develop and support schools' RAG systems (ALN & I Service)
- Improve data standard and quality
- More effective in terms of responding to information requests
- Regional Collaboration
- Complete GDPR training

Priorities for the next period

- Continue to develop, embed and support the IDP system
- A transformation project for on-line access system and processes as well as improving the customer care element of the process
- Improve use of FFT and Tableau
- 'GAP' assessment of the ALN & I Service information systems
- Continue to improve data quality
- Improve 'Additional Information' fields in PLASC - i.e. ensure they are up-to-date in primary school SIMS throughout the year rather than 'for PLASC only'
- Re-establish Access Forums

SCHOOL GOVERNANCE SUPPORT SERVICE

Purpose

- Provide support and guidance for headteachers, governors, clerks of governors and Gwynedd schools
- Provide support and guidance for governing bodies on the relevant constitutional system to govern schools and the statutory requirements associated with the field
- Deliver a training programme for governors
- Assist and encourage schools to use the (national) self-appraisal system for Governance
- Prepare training materials/good practices and correspondence for governors and headteachers
- Advice and act as a help line in matters involving governance for headteachers and governors
- Ensure that the minutes of all meetings of the Governing Bodies are monitored and filed electronically in the appropriate manner
- Monitor that schools hold meetings every term
- Support Shadow Bodies of new schools
- Support the Governing Body in sub-panel matters - excess, complaints

Good features of the service

- Offer courses locally to Governors, as required. Collaborate with GwE advisers to offer Understanding Data courses. Along with support for schools that need subsistence
- Offer mandatory courses and courses that encourage good practices for governors, e.g., courses to deal with Excess
- Encourage use of on-line courses that have been established jointly with North Wales Governors Support Officers.
- Upgrade the Governors' Database continuously so that it is possible to keep the record of every governor in all schools updated along with details of their function, DBS and courses. Ensure that it complies with the requirements of the new GDPR Data Protection Act 2018.
- Continue to improve the quality of governors' work to challenge headteachers so that they understand the meaning of data and understand the real situation of standards in a school
- Develop the role of governors to take on a more strategic role in meetings
- Encourage self-appraisal for the work of governors. Promote the use of the national self-appraisal system.
- Clerks - a new team of (trained) clerks in the Authority's pool of clerks along with reserve clerks, when required. A shortage remains in the south of the county.
- Gwynedd Governors Federation - the Federation continues to hold one meeting every term. Fixed items and field experts are invited, every school is offered to send a representative.

Priorities for the next period

Team:

- Continue with arranging the training programme for governors.
- Prepare training materials and correspondence for governors and headteachers - upload the information on the Governors' website.
- Offer further support for schools to fill vacant seats and promote membership from ethnic minorities in Gwynedd

- Advice and act as a help line in matters involving governance for headteachers and governors, including the Excess process
- Assist Governing Bodies to fulfil their statutory role.
- Upgrade the Governors' Database system and collaborate with IT to promote self-service for the Database so that the Authority's governing clerks can directly input information.
- Continue to raise awareness of self-appraisal using the national template. All schools need to undertake a self-appraisal and ensure that it is up-to-date. A technical system to undertake the self-appraisal is available from the Governors Wales Service for a price.
- Promote use of the computer system to store a copy of the school's managerial Policies and Guidelines. Develop this system to keep a record of which schools have received what policy.
- Continue to support the Shadow Body of the new school in the Bala catchment area and collaborate with the Gwynedd Schools Modernisation Team.

CONTRACTS AND SALARIES UNIT

Purpose

The Unit provides a variety of support work to all schools in the county. This varies from providing advice and guidance regarding the terms and conditions of school staff employment to headteachers, governors and the county's officers, processing timesheets for payments, creating contracts, verifying the criminal background of every staff member, advising teachers about their pensions and processing redundancy payments.

Good features of the service

- Staff in our schools continue to receive their wages correctly and on time every month.
- As a department, that we continue to adhere to the level of service for schools fairly and consistently for every school, by following the work schedule throughout the academic year.
- Get all school staff contracts out in accordance with statutory requirements, namely within eight weeks of commencing in post.

Priorities for the next period

- Collaborate with the Education Support Unit on creating a list of Supply Teachers which makes it easier to arrange for them to go to schools.
- Continue to support the 'Ffordd Gwynedd' team on moving forward to process time-sheets through the self-service system.
- Encourage headteachers to ensure that all teaching staff and Learning Support Assistants are registered with the Education Workforce Council and have completed the DBS process prior to commencing their post in school.
- Collaborate with the Human Resources unit on creating a statement for Teachers.

CATERING AND CLEANING SERVICE

Purpose

To provide nutritious and healthy food for the pupils of Gwynedd Schools and to keep educational establishments clean and safe to assist pupils to reach their potential.

Good features of the service

- The lunchtime menu of primary and special schools comply with the 'Healthy Eating in Schools (Nutritional Standards and Requirements) (Wales) Regulations 2013'
- The lunchtime menu of Secondary schools working towards compliance with the 'Healthy Eating in Schools (Nutritional Standards and Requirements) (Wales) Regulations 2013'
- Hold tasting/nutrition sessions in schools to encourage more pupils to eat school dinners
- Give parents, who provide a lunch box for their children, an offer of giving their children school dinners on some days of the week
- Offer thematic lunches for schools
- On-line payment system for parents which facilitates the payment method for different services to schools such as school dinners, trips, instrument lessons etc.
- An offer for every school where the 30 hour care plan is operational by its *cylch meithrin*, to offer school dinners as part of the provision.
- Keep schools clean and safe

Priorities for the next period

- Provide a different lunchtime menu for primary and special schools for the Summer terms which will comply with the 'Healthy Eating in Schools (Nutritional Standards and Requirements) (Wales) Regulations 2013'
- Lead on the SHEP (Summer Holidays Enhancement Programme) plan for 3 schools in Gwynedd
- Review the sickness levels of school catering and cleaning staff
- Assist schools that have not yet become completely cash-free to achieve this
- Continue to encourage parents to choose school dinners for their children
- Act and assist schools to reduce the school dinners debt levels of parents
- Encourage Secondary Schools to become cash-free