

|                        |                                    |
|------------------------|------------------------------------|
| <b>COMMITTEE</b>       | Services Scrutiny Committee        |
| <b>DATE OF MEETING</b> | 17 March 2016                      |
| <b>ITEM</b>            | Education Department Annual Report |
| <b>HEAD OF SERVICE</b> | Arwyn Thomas                       |
| <b>CABINET MEMBER</b>  | Cllr Gareth Thomas                 |

**SUMMARY FOR IMPLEMENTATION**

***Raise Standards***

***Performance strengths:***

- Almost every pupil LAves school with an accreditation at the end of key stage 4;
- Pupils and school performance at the end of key stage 3 especially in the core subject indicator;
- Performance of all LA pupils in the average point score indicators, capped average point score and level 1;
- Secondary school attendance;
- The fixed exclusion rates or prescribed exclusions of 6 days or more in the secondary schools;
- An improvement in key performance indicators at every key stage by now, and draws favourable comparison with similar LAs;

***Fields where performance requires development include:***

- schools performance across the key stages to draw more favourable comparison with similar schools;
- strengthen recent improvements and continue to improve standards at KS4 and the Foundation Phase;
- improve inclusive level 2 through improving maths and/or English outcomes at key stage 4;
- improve percentage of pupils achieving higher levels in subjects and the core subject indicator (CSI) at the end of every key stage;
- reduce the gap between FSM pupils and non-FSM pupils.
- Primary Attendance.
- Percentage of schools awarded grade A/B for quality of Leadership in the National Categorization.

## ***Educational provision***

### **Strengths**

- pupils well-being and safety are promoted and supported through providing a range of support services;
- support and training for Leaders and Managers is developing well;
- the various Leadership models at schools and federations of schools created by the LA provide improved conditions for teachers to improve upon standards and achieve better value for money.
- partnership working with GwE and schools assists to improve various results;
- the LA presents its Education Modernization programme at a good pace
- a culture of accountability and continuous review exists, with constant focus on achieving progress against priorities, is becoming well-embedded across LA's services.
- priorities for education and targets to achieve are clearly linked through strategy and operational schemes;
- good progress is made in accordance with the recommendations from previous inspections.
- Continue to maintain support services and resources for schools
- The County's Language Policy is a strength and Gwynedd provides the LAd in innovative work across North Wales.

### ***Fields requiring development include:***

- schools inspection results are improving but there are still too many schools in a statutory category and are monitored by Estyn or the LA.
- continue to re-structure the educational provision to reflect the change in demography, through reducing surplus places and re-organization;
- further improve ITC foundations and networks and use ITC to support curriculum administration and developments;
- increase opportunities to obtain accreditation through the alternative curriculum to ensure that pupils who are vulnerable to harm develop relevant skills and are well engaged with their Learning;
- further improve access to curriculum support in subject fields that are not core through using local and regional LAd practitioners.
- detailed and comprehensive performance data is thoroughly used at a pupil level to evaluate quality and impact of services, identify under-performance and planning for development;

- ensure that appropriate resources and expertise enable integrated work between schools improvement officers, ALN, inclusion, human resources and Finance to provide excellent support for school Leadership and management to make good quality decisions to improve outcomes;
- impact of LA arrangements to challenge and intervene in non-maintained schools and placements, that indicates that the LA are very well-informed about their providers, and robustly impact Leadership, management and standards.
- improve Governing Bodies capacity to make schools accountable;
- continue to develop middle managers in schools and in Learning services;
- effective decision-making and best use of resources to maintain pupils standards and outcomes.

## **RECOMMENDATIONS**

### **GENERAL**

No other school is placed in Estyn statutory category.

### **STANDARDS**

There is a need to increase:

1. Percentage of pupils achieving the Level 2+ threshold including grade A\*-C GCSE in Welsh mother tongue or English and Mathematics
2. Percentage of 16 year old pupils achieving the Core Subjects Indicator (Grade C or above in Welsh/English, Mathematics and science
3. Capped points score
4. Schools benchmark performance through ensuring that no school performs below the FSM benchmarks median over a three year cycle.
5. Performance at the higher levels at every key stage including increasing A\*-A percentage for GCSE pupils, including FSM Learners performance.
6. Standards in English and Mathematics at KS4.
7. Percentage of pupils assessed in LA maintained schools, and which receive Teachers Assessment in Welsh (first language) at end of Key Stage 3.
8. Percentage of pupils achieving good level 3 or above at KS2 (7-11 years )who received teacher assessment in Welsh as first language at the end of KS3 (11-14 years).
9. Pupils attendance percentage in the primary schools

## 10. Percentage of schools awarded grade A/B for quality of Leadership in the National Categorization

### **PROVISION**

This is what we wish GwE to perform on our behalf:

1. Support schools to ensure:
  - a. That schools who are at risk of slippage are identified at an early stage so as to make appropriate intervention.
  - b. Strengthen school to school support systems and develop new partnerships.
  - c. Identify excellence and effective practice in Leadership and pedagogy fields and share them;
  - d. Improve end of key stage outcomes;
  - e. Support schools to perform in the highest quartiles
  - f. Ensure that no school enters Estyn statutory categories.
2. Ensure that development plans, self-evaluation processes and tracking systems are at Last good in our schools.
3. Provide Leadership to raise standards in English in specific departments in our secondary schools.
4. Provide guidance to raise standards in mathematics in specific departments in our secondary schools.
5. Ensure that our secondary schools understand and are ready to implement new specifications.
6. Identify and target departments that under-perform in general or perform in the comfort zone.
7. Target professional development programmes for Middle Leaders to develop their capacity to lead on good teaching and Learning within their departments.
8. Identify prospective headteachers and prepare them for the NPQH qualification.
9. Establish a programme to further develop current headteachers.
10. Continue to strengthen teachers assessment system through moderation of assessments so that they are consistent across the Area and Wales.

### **Implement the Additional Learning Needs Strategy through:**

11. Collaboration with Isle of Anglesey to create one ALN and Inclusion team;

12. a provision that places a much greater emphasis on early intervention, especially in the early years, seeking to identify conditions very early on in children's lives so that this can impact their education and lives in general;
13. increase specializations at our schools through training programmes to develop greater specialization;
14. robust multi-agency collaboration arrangements that will LAd to information sharing, and ensuring effective joint-planning for education and development of children and young people who require additional support;
15. provide a service that ensures that educational experiences are of high quality;
16. children and young people receive the additional support earlier; make educational progress at an appropriate pace; and contribute towards promoting their independence;
17. LArning environment of the highest possible quality for children who have the most intensive needs;
18. ensure an effective and efficient system.
19. Increase specialization at our schools via training programmes to develop greater specialization;
20. Establish new arrangements for the Inclusion/Behavioural Support Provision:

## **LEADERSHIP AND MANAGEMENT**

21. Work on improving the county schools conditions of Leadership and management and implement the agreed recommendations.
22. Monitor and challenge every school to improve Leadership and management at under-performing schools.
23. Develop managers and prospective managers within services and identify future LAders.
24. Develop a robust school to school system and ensure that there are arrangements in place to share good practice so as to avoid duplication.
25. Ensure that capital investments lead to improved conditions of LAdership and management.
26. Define and develop 'Area Education Officer's role to co-ordinate the work of schools and all the support services, including GWE, to ensure partnership collaboration, accountability and change at an appropriate pace.
27. Develop collaborative management and administration in every catchment-area and at a county level by the Education support Unit via the Area Office.
28. Present and implement a further plan under 21stC Schools Band A funding.
29. Enhance the e-tendering process for bus contracts.

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## 1. CONTEXT

**THE EDUCATION DEPARTMENT'S VISION:** Children and young people of Gwyndd achieve the highest standards so as to maintain the language, culture and local economy.

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

**SERVICES PROVIDED:** Raise standards, Support Services, Salaries and School Staff Contracts, Teachers Pensions, School Catering, School CLAning, School Transport, Health and Safety, School Admissions, Support for Governors, Budgetary Support for Schools, IT and Communication, Data Unit, Human Resources Support for Schools and the Education Department, Attendance and Behaviour, Educational Welfare Service, Additional LARning Needs, Child Protection, LAdership and Management, Training.

### **WHAT THE DEPARTMENT DOES?**

- Support children and young people to achieve the highest standards.
- Ensure that ALN pupils receive the most appropriate support.
- Ensure that pupils who have emotional and behavioural requirements are fully included in Gwynedd schools.
- Ensure safety of pupils within Gwynedd schools.
- Provide appropriate support services for Gwynedd Education Service.
- Develop Leaders and support the schools workforce.
- Provide support for school governing bodies so that they are effective governors.

There are 93 Primary Schools, 14 Secondary Schools and 2 Special Schools in Gwynedd.

| <b>Schools</b>     | <b>Primary</b> | <b>Secondary</b> | <b>Special</b> |
|--------------------|----------------|------------------|----------------|
| Number of Schools  | 93             | 14               | 2              |
| Number of Pupils   | 9,285          | 6,239            | 137            |
| Number of Teachers | 413            | 390              | 18             |

In 2015/16, the Council's Total Revenue Expenditure stood at £367 million. Amongst the wide variety of other services, this funding was used to teach over 15,000 pupils.

|                        |        |
|------------------------|--------|
| TOTAL EDUCATION BUDGET | 88,342 |
| SCHOOLS BUDGET         | 68,081 |

13.3% is the percentage of mandatory school age pupils who are eligible to receive free school meals, and that is below 18.8% nationally. The level of qualification is the 4th lowest in Wales (CYBLD 2015). Only 4% of the 73 areas in Gwynedd are now within the 10% most deprived areas in Wales (Malc 2014).

| <b>OUR PRINCIPAL MEASUREMENTS OF PERFORMANCE</b>   |
|--|
| Percentage of 15 year old pupils (on the previous 31st August) achieving five GCSE A* to C grades, including Welsh or English and Mathematics (TL2+) |
| Average points score for pupils aged 15 years on the previous 31 August at LA maintained schools   |
| Percentage of 16 year old pupils achieving 5 GCSE grades A* to C grades (TL2)  |
| Percentage of 16 year old pupils achieving 5 GCSE A* to G grades (TL1)   |
| Percentage of 16 year old pupils achieving Grade C or above, in Welsh or English, Mathematics and Science (CSI)                                      |
| Percentage of 16 - 18 year olds not in education, work or training   |
| Percentage of pupils, who are 15 years old on the previous 31 August, having education, training or work based learning who are totally unqualified  |
| Percentage of pupils assessed at the end of year 9, and who achieve the expected level, in English or Welsh, Mathematics and Science (CSI)           |
| Percentage of pupils assessed at the end of year 6, and who achieve the expected level, in English or Welsh, Mathematics and Science (CSI)           |
| Percentage of pupils assessed at the end of the Foundation Phase, and who achieve the expected level (FPI)   |
| Number of permanent exclusions at secondary schools in the school year   |
| Number of permanent exclusions at primary schools in the school year   |
| Percentage pupil attendance at secondary schools in the school year  |
| Percentage pupil attendance at primary schools in the school year  |



## 2. OUTCOMES

### END OF KEY STAGE OUTCOMES [FP/KS4]

The main headings are noted below, highlighting Gwynedd's position in comparison with the national average. In accordance with Gwynedd's position regarding free school dinner, we should be working towards achieving fourth position across our indicator range.

Gwynedd's performance is good overall across the Key Stages. Performance is very good at KS3 and is robust by the end of KS4 being on top in three out of the six main indicators. In the primary sector, the performance of both key stages strengthens and there is capacity for further improvement, especially at the Foundation Phase. Except for Key Stage 3, there is room to strengthen performance across the range of indicators, especially so as to ensure that higher ability pupils perform better.

The main headings follow, highlighting Gwynedd's position in comparison with the national average. In accordance with Gwynedd's position in the free school meals table, we should be aiming towards achieving fourth position across our range of indicators.

### THE FOUNDATION PHASE:

Percentage of pupils achieving the Foundation Phase Indicator (FPI) in 2013, 2014 and 2015:

|                          | 2013  | 2014  | 2015  |
|--------------------------|-------|-------|-------|
| <b>Gwynedd</b>           | 82.8% | 85.2% | 86.8% |
| <b>Wales</b>             | 83.0% | 85.2% | 86.8% |
| <b>Position (1=best)</b> | 13    | 10    | 10    |

| FPI     | 2013  | 2014  | 2015  | 2013-15 [+/-] | 2014-15 [+/-] |
|---------|-------|-------|-------|---------------|---------------|
| Gwynedd | 82.8% | 85.2% | 86.8% | +4.0%         | +1.5%         |
| Wales   | 83.0% | 85.2% | 86.8% | +3.8%         | +1.6%         |

| FPI<br>FSM LArners | 2013  | 2014  | 2015  | 2013-15 [+/-] | 2014-15 [+/-] |
|--------------------|-------|-------|-------|---------------|---------------|
| Gwynedd            | 70.2% | 71.0% | 75.4% | +5.2%         | +4.4%         |
| Wales              | 69.2% | 72.4% | 75.1% | +5.9%         | +2.7%         |

| Priority  | Evaluation  |
|---|---|
| <i>Raise standards achieved by LArners entitled to FSM</i>                            | <ul style="list-style-type: none"> <li><b>FPI</b> : 75.4% improvement +4.4% 2014-15 and improvement +5.2% between 2013-15</li> </ul>  |
| <i>Increase numbers in Welsh as First Language and raise standards in the subject</i> | <ul style="list-style-type: none"> <li><b>CS D5+ Language, Literacy and Communication in Welsh</b>: 88.4% reduction of -1.0% 2014-15 but progress of +1.5% between 2013-15</li> <li><b>FP D6+ Language, Literacy and Communication in Welsh</b>: 38.9% pprogress +1.9% 2014-15 and progress +5.3% between 2013-15.</li> </ul> |

## KEY STAGE 2 (KS2):

Percentage of pupils achieving the Core Subjects Indicator (CSI) at the end of KS2:

|                          | 2013  | 2014  | 2015  |
|--------------------------|-------|-------|-------|
| <b>Gwynedd</b>           | 86.6% | 86.0% | 89.5% |
| <b>Wales</b>             | 84.3% | 86.1% | 87.7% |
| <b>Position (1=best)</b> | 6     | 14    | 6     |

| CSI     | 2013  | 2014  | 2015  | 2013-15 [+/-] | 2014-15 [+/-] |
|---------|-------|-------|-------|---------------|---------------|
| Gwynedd | 86.6% | 86.0% | 89.5% | +2.9%         | +3.5%         |
| GwE     | 85.5% | 85.7% | 88.2% | +2.7%         | +2.5%         |
| Wales   | 84.3% | 86.1% | 87.7% | +3.4%         | +1.6%         |

| CSI<br>FSM Pupils | 2013  | 2014  | 2015  | 2013-15 [+/-] | 2014-15 [+/-] |
|-------------------|-------|-------|-------|---------------|---------------|
| Gwynedd           | 70.4% | 76.6% | 75.7% | +5.3%         | -0.9%         |
| Wales             | 69.8% | 71.9% | 75.1% | +5.3%         | +3.2%         |

| Priority  | Evaluation   |
|---|--|
| <i>Raise standards achieved by pupils entitled to FSM</i>                             | <ul style="list-style-type: none"> <li>• <b>CSI KS2</b> : 75.7% reduction from -0.9% 2014-15 but progress of +5.3% between 2013-15</li> </ul>  |
| <i>Increase numbers in Welsh as First Language and raise standards in the subject</i> | <ul style="list-style-type: none"> <li>• <b>KS2 Welsh L4+</b> : 90.4% progress +2.1% 2014-15 and progress +3.4% between 2013-15</li> <li>• <b>KS2 Welsh L5+</b> : 40.8% progress +5.2% 2014-15 and progress +9.0% between 2013-15</li> </ul> |

## KEY STAGE 3 (KS3):

Percentage of pupils achieving the Core Subjects Indicator (CSI) at KS3:

|                          | 2013  | 2014  | 2015  |
|--------------------------|-------|-------|-------|
| <b>Gwynedd</b>           | 85.4% | 89.1% | 91.3% |
| <b>Wales</b>             | 77.0% | 81.0% | 83.9% |
| <b>Position (1=best)</b> | 1     | 1     | 1     |

| CSI     | 2013  | 2014  | 2015  | 2013-15 [+/-] | 2014-15 [+/-] |
|---------|-------|-------|-------|---------------|---------------|
| Gwynedd | 85.4% | 89.1% | 91.3% | +5.9%         | +2.2%         |
| Wales   | 77.0% | 81.0% | 83.9% | +6.9%         | +2.9%         |

| CSI<br>FSM Pupils | 2013  | 2014  | 2015  | 2013-15 [+/-] | 2014-15 [+/-] |
|-------------------|-------|-------|-------|---------------|---------------|
| Gwynedd           | 65.4% | 74.6% | 78.3% | +12.9%        | +3.6%         |
| Wales             | 53.8% | 61.3% | 65.9% | +12.1%        | +4.6%         |

| Priority   | Evaluation  |
|--|---|
| Raise standards achieved by FSM pupils   | <ul style="list-style-type: none"> <li>• <b>CSI KS3</b> : 78.3% progress +3.6% 2014-15 and progress +12.9% between 2013-15</li> </ul>   |
| Increase numbers in Welsh as First Language and raise standards in the subject | <ul style="list-style-type: none"> <li>• <b>KS3 Welsh L5+</b> : 93.0% progress +1.4% 2014-15 and progress +2.9% between 2013-15</li> <li>• <b>KS3 Welsh L6+</b> : 61.6% progress +5.5% 2014-15 and progress +11.4% between 2013-15</li> </ul> |

#### KEY STAGE 4:

Performance by 15 year old pupils in comparison with Wales and other LAs:

|      |   |
|------|---|
| TL1  | Level 1 Threshold: Learning equivalent to five GCSE grades D to G.  |
| TL2  | Level 2 Threshold : Learning equivalent to five GCSE grades A* to C.  |
| TL2+ | Level 2+ Threshold: Learning equivalent to five GCSE A* to C grades including Welsh or English and Mathematics.         |
| CSI  | Core Subjects Indicator : % Learners achieving the expected level in English or Welsh, Mathematics and Science together |
| CPS  | Capped Points Score : average points of the eight best results of all the qualifications approved for use               |

| Gwynedd | 2013  |          | 2014  |          | 2015  |          |
|---------|-------|----------|-------|----------|-------|----------|
|         | %     | Position | %     | Position | %     | Position |
| TL1     | 97.1  | 2        | 97.2  | 1        | 97.9  | 1        |
| TL2     | 81.5  | 8        | 87.7  | 4        | 88.9  | 5        |
| TL2+    | 58.0  | 4        | 61.1  | 5        | 63.3  | 5        |
| CSI     | 57.3  | 3        | 60.5  | 2        | 62.4  | 3        |
| CPS     | 353.4 | 2        | 362.2 | 1        | 362.0 | 1        |

| TL2+    | 2013  | 2014  | 2015  | 2013-15 [+/-] | 2014-15 [+/-] |
|---------|-------|-------|-------|---------------|---------------|
| Gwynedd | 58.0% | 61.1% | 63.1% | +5.1%         | +2.0%         |
| Wales   | 52.7% | 55.4% | 58.0% | +5.3%         | +2.6%         |

| TL2+ FSM Pupils  | 2014  | 2015  | +/-   |
|------------------|-------|-------|-------|
| Gwynedd          | 32.0% | 31.8% | -0.2% |
| Isle of Anglesey | 41.4% | 35.9% | -5.5% |
| Conwy            | 25.3% | 30.3% | 5.0%  |
| Denbighshire     | 25.9% | 29.9% | 4.0%  |
| Flintshire       | 37.3% | 35.2% | -2.1% |
| Wrexham          | 26.7% | 19.6% | -7.1% |
| GwE              | 30.5% | 29.6% | -0.9% |

|       |       |       |       |
|-------|-------|-------|-------|
| Wales | 27.7% | 31.6% | +3.9% |
|-------|-------|-------|-------|

| Priority  | Evaluation   |
|---|--|
| Increase proportion of pupils achieving TL2+ at the end of KS4                        | 63.3% in 2015 [progress +2.2% 2014-15 and progress +5.4% between 2013-15 in comparison with equivalent national progress of +2.2% and +4.9%]   |
| Raise standards achieved by pupils entitled to FSM                                    | <ul style="list-style-type: none"> <li>• <b>TL2+ KS4</b> : 31.8% reduction -0.2% 2014-15 and progress +1.6% between 2013-15</li> </ul>   |
| Increase numbers in Welsh as First Language and raise standards in the subject        | <ul style="list-style-type: none"> <li>• <b>KS4 Welsh GCSE</b> : 79.0% progress +5.7% 2014-15 and progress +6.2% between 2013-15.</li> <li>• <b>% sitting GCSE Welsh as First Language</b> : 80.0% 2013, 84.0% 2014, 80.0% 2015</li> </ul> |
| Increase proportion of 16 year olds who achieve at LAs 5 A* or A grades by end of KS4 | 20.0% in comparison with 16.5% nationally [figures for previous years not available]   |

## Key Stage 4

|                       | Nifer  | L1                            | L2                           | TL2+                         | DPC                          | SP                            | SPC                   |
|-----------------------|--------|-------------------------------|------------------------------|------------------------------|------------------------------|-------------------------------|-----------------------|
| Cardiff               | 3,324  | 1 Gwynedd 97.9                | 1 Neath Port Talbot 92.0     | 1 Monmouthshire 66.9         | 1 The Vale of Glamorgan 63.9 | 1 Gwynedd 588.4               | 1 Gwynedd 362.0       |
| Rhondda, Cynon, Taff  | 2,738  | 2 Powys 97.1                  | 2 Monmouthshire 91.2         | 2 The Vale of Glamorgan 64.9 | 2 Monmouthshire 63.3         | 2 Neath Port Talbot 586.4     | 2 Ceredigion 358.9    |
| Swansea               | 2,384  | 3 Monmouthshire 97.0          | 3 Ceredigion 89.9            | 3 Swansea 64.0               | 3 Gwynedd 62.4               | 3 The Vale of Glamorgan 585.0 | 3 Neath Port 358.7    |
| Caerphilly            | 1,977  | 4 Ceredigion 96.8             | 4 The Vale of Glamorgan 89.4 | 4 Powys 63.9                 | 4 Ceredigion 61.4            | 4 Carmarthenshire 580.3       | 4 Swansea 358.4       |
| Carmarthenshire       | 1,972  | 5 Merthyr Tydfil 96.8         | 5 Gwynedd 88.9               | 5 Gwynedd 63.3               | 5 Swansea 60.6               | 5 Swansea 578.9               | 5 The Vale of 357.9   |
| Flintshire            | 1,678  | 6 Swansea 96.7                | 6 Swansea 88.9               | 6 Ceredigion 62.7            | 6 Powys 60.2                 | 6 Isle of Anglesey 571.7      | 6 Powys 356.2         |
| Newport               | 1,634  | 7 Caerphilly 96.7             | 7 Powys 88.7                 | 7 Carmarthenshire 61.1       | 7 Flintshire 58.7            | 7 Merthyr Tydfil 560.2        | 7 Monmouth 355.9      |
| Bridgend              | 1,617  | 8 Isle of Anglesey 96.3       | 8 Rhondda, Cynon, Taff 87.1  | 8 Flintshire 60.6            | 8 Bridgend 58.6              | 8 Rhondda, Cynon, Taff 546.7  | 8 Carmarther 353.9    |
| The Vale of Glamorgan | 1,560  | 9 Torfaen 96.0                | 9 Carmarthenshire 87.0       | 9 Bridgend 59.7              | 9 Carmarthenshire 58.2       | 9 Pembrokeshire 544.8         | 9 Isle of Angl- 351.1 |
| Neath Port Talbot     | 1,542  | 10 Neath Port Talbot 96.0     | 10 Denbighshire 86.0         | 10 Cardiff 59.3              | 10 Cardiff 56.5              | 10 Denbighshire 543.7         | 10 Rhondda, C 345.6   |
| Powys                 | 1,455  | 11 Carmarthenshire 95.8       | 11 Merthyr Tydfil 85.4       | 11 Neath Port Talbot 58.4    | 11 Torfaen 54.5              | 11 Flintshire 541.9           | 11 Denbighshir 345.4  |
| Gwynedd               | 1,310  | 12 The Vale of Glamorgan 95.8 | 12 Newport 83.7              | 12 Isle of Anglesey 56.9     | 12 Isle of Anglesey 54.4     | 12 Powys 541.0                | 12 Merthyr Tyc 343.8  |
| Wrexham               | 1,302  | 13 Rhondda, Cynon, Taff 95.7  | 13 Bridgend 83.7             | 13 Torfaen 56.7              | 13 Neath Port Talbot 54.3    | 13 Bridgend 527.6             | 13 Bridgend 343.5     |
| Pembrokeshire         | 1,286  | 14 Conwy 95.6                 | 14 Conwy 83.6                | 14 Denbighshire 56.1         | 14 Rhondda, Cynon, Taff 53.3 | 14 Ceredigion 521.5           | 14 Pembrokes 343.2    |
| Denbighshire          | 1,243  | 15 Pembrokeshire 95.4         | 15 Flintshire 83.2           | 15 Rhondda, Cynon, Taff 54.6 | 15 Denbighshire 51.9         | 15 Monmouthshire 516.4        | 15 Flintshire 342.1   |
| Torfaen               | 1,223  | 16 Bridgend 95.2              | 16 Isle of Anglesey 83.1     | 16 Newport 54.2              | 16 Pembrokeshire 51.9        | 16 Newport 514.4              | 16 Caerphilly 340.7   |
| Conwy                 | 1,148  | 17 Denbighshire 94.9          | 17 Torfaen 83.1              | 17 Pembrokeshire 54.2        | 17 Conwy 50.8                | 17 Wrexham 509.2              | 17 Conwy 339.4        |
| Monmouthshire         | 809    | 18 Flintshire 94.5            | 18 Pembrokeshire 83.0        | 18 Conwy 54.2                | 18 Caerphilly 50.6           | 18 Conwy 502.1                | 18 Newport 338.9      |
| Ceredigion            | 740    | 19 Newport 94.3               | 19 Cardiff 81.6              | 19 Caerphilly 52.6           | 19 Newport 49.6              | 19 Caerphilly 500.7           | 19 Torfaen 338.6      |
| Isle of Anglesey      | 682    | 20 Wrexham 92.8               | 20 Caerphilly 80.1           | 20 Wrexham 52.1              | 20 Merthyr Tydfil 48.9       | 20 Cardiff 497.2              | 20 Cardiff 336.9      |
| Blaenau Gwent         | 673    | 21 Cardiff 92.1               | 21 Blaenau Gwent 74.3        | 21 Merthyr Tydfil 51.9       | 21 Wrexham 48.7              | 21 Torfaen 482.0              | 21 Wrexham 326.0      |
| Merthyr Tydfil        | 616    | 22 Blaenau Gwent 91.8         | 22 Wrexham 71.9              | 22 Blaenau Gwent 47.7        | 22 Blaenau Gwent 40.6        | 22 Blaenau Gwent 449.4        | 22 Blaenau Gw. 317.7  |
| Wales (f)             | 34,004 | Wales (f) 94.4                | Wales (f) 84.1               | Wales (f) 57.9               | Wales (f) 54.8               | Wales (f) 530.7               | Wales (f) 343.5       |

In comparison with similar schools, there is capacity to improve our schools benchmark performance against similar schools. However, how inclusive Gwynedd schools are has to be placed in context and that our schools put pride of place on teaching Welsh and English to the same standard. These are special features and remain innovative compared to other LAs in Wales

## Profile of individual schools set against FSM national benchmarks

| Ysgol               | TL2+         |              |              |              | Mathemateg   |              |              | Cymraeg      |              |              | Saesneg      |              |              |              |              |              |
|---------------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|
|                     | 2012         | 2013         | 2014         | 2015         | 2012         | 2013         | 2014         | 2015         | 2012         | 2013         | 2014         | 2015         | 2012         | 2013         | 2014         | 2015         |
| Ardudwy [C2 10.7]   | 50.5%        | 62.3%        | 59.6%        | 64.0%        | 51.8%        | 69.5%        | 61.5%        | 70.0%        | 84.4%        | 67.2%        | 77.6%        | 88.1%        | 74.1%        | 76.8%        | 76.9%        | 72.0%        |
| Berwyn [C1 6.4]     | 71.1%        | 57.8%        | 70.4%        | 72.0%        | 76.3%        | 60.3%        | 72.2%        | 74.0%        | 87.5%        | 77.9%        | 88.2%        | 90.9%        | 72.9%        | 71.8%        | 81.5%        | 79.0%        |
| Botwnnog [C1 7.6]   | 72.0%        | 71.5%        | 58.1%        | 57.1%        | 75.0%        | 76.1%        | 61.3%        | 60.7%        | 90.4%        | 85.0%        | 74.1%        | 86.0%        | 83.0%        | 80.6%        | 68.8%        | 71.4%        |
| Brynrefail [C1 9.3] | 61.9%        | 63.5%        | 68.7%        | 68.8%        | 67.6%        | 70.9%        | 74.0%        | 70.0%        | 75.5%        | 74.8%        | 80.2%        | 82.9%        | 58.1%        | 64.8%        | 66.4%        | 75.2%        |
| DN [C2 13.5]        | 42.3%        | 62.3%        | 55.7%        | 61.0%        | 46.7%        | 63.5%        | 55.7%        | 63.0%        | 68.8%        | 77.6%        | 79.7%        | 76.0%        | 60.9%        | 67.0%        | 67.1%        | 73.9%        |
| DO [C2 14.7]        | 59.5%        | 53.3%        | 64.5%        | 66.1%        | 59.5%        | 53.3%        | 71.0%        | 67.7%        | 69.2%        | 63.7%        | 73.6%        | 81.2%        | 71.4%        | 58.3%        | 64.5%        | 76.9%        |
| Eilionydd [C1 7.3]  | 64.0%        | 62.2%        | 70.1%        | 72.7%        | 62.5%        | 63.3%        | 72.4%        | 77.9%        | 79.0%        | 70.8%        | 79.0%        | 80.0%        | 73.4%        | 71.4%        | 77.0%        | 69.0%        |
| Ffariars [C2 14.1]  | 57.0%        | 52.2%        | 59.7%        | 63.0%        | 63.4%        | 58.8%        | 65.2%        | 70.0%        | 66.6%        | 75.0%        | 59.3%        | 75.0%        | 61.4%        | 69.4%        | 72.6%        | 73.4%        |
| Gader [C2 11.4]     | 63.0%        | 58.2%        | 69.9%        | 57.0%        | 67.7%        | 68.6%        | 72.6%        | 60.8%        | 63.4%        | 61.6%        | 67.6%        | 58.3%        | 72.3%        | 65.6%        | 76.7%        | 71.7%        |
| Gym [C2 10.8]       | 61.8%        | 51.7%        | 65.1%        | 62.6%        | 62.9%        | 55.3%        | 70.8%        | 66.0%        | 91.9%        | 83.6%        | 82.0%        | 77.1%        | 55.7%        | 60.7%        | 68.9%        | 73.7%        |
| Moelwyn [C2 13.1]   | 67.1%        | 67.5%        | 48.8%        | 60.7%        | 73.1%        | 70.0%        | 51.3%        | 63.0%        | 81.2%        | 84.4%        | 69.0%        | 80.0%        | 50.7%        | 70.0%        | 56.3%        | 69.6%        |
| SHD [C3 15.7]       | 25.8%        | 49.3%        | 48.8%        | 65.0%        | 26.6%        | 50.6%        | 52.7%        | 67.4%        | 63.8%        | 59.4%        | 66.9%        | 83.4%        | 48.4%        | 51.3%        | 56.8%        | 64.0%        |
| Tryfan [C2 14.1]    | 60.0%        | 60.2%        | 65.2%        | 62.0%        | 61.3%        | 61.2%        | 67.4%        | 65.0%        | 84.2%        | 74.7%        | 72.5%        | 75.0%        | 67.5%        | 73.1%        | 78.3%        | 84.4%        |
| Tywyn [C2 11.0]     | 47.8%        | 66.0%        | 76.2%        | 60.0%        | 47.8%        | 73.2%        | 85.7%        | 62.2%        | 56.4%        | 51.2%        | 47.0%        | 63.6%        | 75.4%        | 76.7%        | 82.5%        | 73.3%        |
| <b>Gwynedd</b>      | <b>55.0%</b> | <b>57.1%</b> | <b>61.1%</b> | <b>63.4%</b> | <b>58.5%</b> | <b>61.3%</b> | <b>65.0%</b> | <b>67.0%</b> | <b>76.8%</b> | <b>72.6%</b> | <b>72.4%</b> | <b>78.9%</b> | <b>64.1%</b> | <b>66.4%</b> | <b>69.2%</b> | <b>72.1%</b> |
| <b>Cymru</b>        | <b>51.0%</b> | <b>51.9%</b> | <b>55.1%</b> | <b>57.6%</b> | <b>58.3%</b> | <b>59.5%</b> | <b>61.4%</b> | <b>64.0%</b> | <b>73.7%</b> | <b>73.3%</b> | <b>73.7%</b> | <b>75.0%</b> | <b>62.2%</b> | <b>62.6%</b> | <b>66.0%</b> | <b>68.0%</b> |

### Comparison FSM/Non-FSM LArners performance

Over the rolling phase, without exception across every indicator, FSM and Non-FSM pupils in Gwynedd have outperformed the national equivalent figure. However, a small reduction has occurred in the percentage succeeding in the TL2+ in comparison with the performance in 2014 [-0.2%] and this follows an improvement of almost +2.0% between 2013-2014. At a national level, a +3.5% improvement has occurred between 2014-15. As a consequence of the small slippage, and that LArners in Gwynedd not eligible for FSM have outperformed their peers by +3.7% nationally, the FSM/non-FSM gap is higher locally [-35.5% compared with a gap nationally of -32.4%].

However, the situation from the perspective of three of the core subjects causes greater concern. In Welsh, English and Mathematics, the performance of Gwynedd FSM pupils is below that of their peers at a national level. This is not reflected in the percentages for those who are ineligible to receive FSM where performance of Gwynedd LArners exceeds the figures nationally. Consequently, the FSM/No FSM gap is higher in Gwynedd for the three core subjects : English -33.1% [-29.6% Wales]; Welsh -38.3 [-25.8 Wales]; Mathematics -33.6% [-30.9% Wales]

### Comparison of boys and girls performance

In 2015, the performance of boys and girls in Gwynedd, in each of the main indicators, exceeds that of their peers at a national level. In the vast majority of the indicators, the gap between boys/girls performance is also less than that observed nationally. The sole exceptions are the indicators for TL2 [-8.8% Gwynedd and -6.9% Wales] and English [-18.4% Gwynedd and -17.0% Wales]. In Mathematics, the boys performance in Gwynedd stands at +0.76% above that of the girls and this goes against the national trend.

### % of 15 year olds who do not gain any qualifications who do not LAve full-time education.

There has been a reduction in the number of LArners who LAve full-time education without a recognized qualification during 2009-2014 but there has been a small increase between 2013-2014. However, the rolling performance compares very favourably with the corresponding national figure.

| LAving without a qualification without LAving full-time education |      |      |      |      |      |                       |
|---|------|------|------|------|------|-----------------------|
|   | 2010 | 2011 | 2012 | 2013 | 2014 | 2015                  |
| Gwynedd   | 0.63 | 0.57 | 0.31 | 0.14 | 0.38 | Awaiting Confirmation |
| Wales   | 1.93 | 1.74 | 1.40 | 1.18 | 1.06 | Awaiting Confirmation |

### 3. THE NATIONAL TESTS

An overview of the LA's performance in the national tests is presented below:

#### **Reading:**

In the Welsh reading tests across the age-range span [Y2 – Y9], the expected performance [score 85 – 115] stood at 65.8% and placed Gwynedd in 17<sup>th</sup> position amongst all LA's in Wales and 1.7% below the national mean. It is fair to note that the substantial size of Gwynedd cohort makes this an unfair comparison. At higher levels (>115) the score was 19.8%, 2.7% above that of Wales and placed Gwynedd in 4<sup>th</sup> position nationally. The achievement scores for 2015 are the highest since the advent of the tests. The improvement in Welsh scores that were '*within the average range were*' 1.5% below Wales at 66.5%. The progress scores '*above average*' 2.5% above Wales at 18.9%. Both progress scores indicate a gradual improvement since 2013.

In the English reading tests, the expected mean performance across the age-groups stood at 68.9% [1.9% above Wales] and in 2<sup>nd</sup> place nationally. The higher level performance stood at 15.7% [0.9% below Wales]. The progress score '*within the average range*' was the third highest in Wales at 68.5% [2.4% above the national mean] and showed a substantial increase of 6.3% since 2014. The progress score '*above average*' was slightly lower than Wales on 16.1% and showed a reduction since 2014.

#### **Numeracy:**

The '*operational*' numeracy test expected level scores indicate that mean performance across the age range stands at 68.9% [0.7% above Wales] and is therefore in the lower half nationally. Higher level scores (>115) 2.3% exceeded those of Wales at 18.3% with the position firmly in the upper half. Progress score '*within the average range*' 1.2% exceeded that of Wales on 68.5% and showed progress of above 5% since 2014. The progress score stood at '*above average*' at 18.6%, 2.1% above the Welsh mean. In the '*reasoning*' tests, the mean expected performance stood at 65.7% [3.1% below Wales] and was lowest nationally. But to balance that, the highest percentage of pupils was seen in Gwynedd, [23.5%] who achieved highest level standardized score (>115) placing it in 1<sup>st</sup> position nationally. It is observed that the progress scores show a corresponding trend. A progress score was '*within the average range*' at 65.5% [1.7% below Wales] whilst the progress score '*exceeded the average*' at 23.4% and significantly higher than Wales [6.4%] placing Gwynedd the highest amongst all the LAs. It is

interesting to note that in Gwynedd the highest progress measurement was achieved for 'Each Year' but that this was not applicable for any individual year group.

#### **4. GwE – SCHOOLS SUPPORT, MONITORING AND CHALLENGE** (See Annex 1)

The implementation arrangements to support, monitor, challenge and intervene in schools are highlighted in the *Partnership Agreement* that is implemented with the 6 regional authorities. GwE *Strategic Business Plan* highlights the aspects to be focussed upon across the region but it is recognized that implementation has not been sufficiently fine-tuned to define the requirements within the context of Gwynedd or to identify specific local elements requiring focus. This has now been fine-tuned for 2015-16 with an annex *specific LA to the Business Plan* highlighting the work streams within Gwynedd schools context.

There is a good working relationship with LA officers and measures taken during the year have significantly made the communication and accountability more robust. The implemented arrangements include:

- Fortnightly links meetings between Senior officer, Challenge Senior Officer [CSO] and Assistant Challenge Senior Adviser [CSA] to discuss schools progress/shortcomings that is a cause for concern. When relevant, officers and/or other Challenge Advisers [CA] are invited to attend to focus on specific aspects or schools.
- SCA and/or CSO attend Gwynedd SMT meetings. When relevant, other CA are invited to attend to focus on specific schools.
- a senior officer attends GwE meetings [Hwb Gwynedd/Môn] to contribute to the discussions on risk schools and to ensure that Gwynedd SMT receive smooth and effective information. When applicable, other officers are invited to attend to focus on specific aspects eg attendance, personnel related matters, financial matters.
- a senior officer is involved in any relevant correspondence between GwE and the schools.
- a senior officer receives copies of *Amber/Red* school monitoring reports
- senior officers receive copies of GwE weekly bulletin.
- senior officers of the 6 LAs and SCA of the three hubs form a *Schools Improvement Regional Network* who hold monthly meetings and ensure joint-ownership of the improvement agenda
- SCA is responsible for drafting the *Annual Report on the Education Service* and present it for discussion to the Senior Management Team. The quality of the report is standard and allows officers, elected members and GwE to effectively direct resources.

LA monitoring and support visits have been held to all schools in Gwynedd by GwE CA. The findings of these visits have been used to decide on school support category, to target additional support and as a basis to prepare reports prior to Estyn visits. In each instance, the report is sent to the Headteacher with CLAR guidance that it should be shared with the Chair of Governors and/or the Governing Body. In specific cases, the SCA or CA has also attended the Governors meetings [or relevant sub-groups] to present their reports. Where concerns are raised about a school's progress, or where post-Estyn formal monitoring occurs, the report is shared with the LA's Senior links officers. As the reports are more finely tuned as is the information shared with the Senior officers, the LA is now in a firmer position to implement the recommendations including the use of powers and responsibilities defined in the Partnership Agreement [Section 197, 2007 Education Act].

Team actions have now a higher quality and consistency and especially in the support and guidance provided for schools in Estyn follow-up category. The monitoring reports are of improved quality and consistency as have the reports presented to Estyn on the LA's behalf. Due to the support and guidance provided, almost all the schools where under-performance was observed, or where improvements were required in order to come out of follow-up category, have made good progress. However, further work remains to be done to ensure that every school receives a high and consistent level of challenge and support and specifically so to improve quality of Leadership and aspects of the Learning and teaching and to ensure that every school receiving *Yellow* and *Amber* quality support achieves the baseline of being *Estyn ready*.

There is insufficient detailed grasp of the expected results of some of our secondary schools. The greatest challenge remains improved performance in Mathematics and English, and reinforce the recent improvement at several target schools. In addressing the need to fine-tune implementation, GwE has already:

- introduced an amended working method to ensure improved school to school support and challenge for the best schools and more intensive implementation with amber and red category schools.
- prepare a more sophisticated *target setting* structure to enable GwE to track progress against the targets.
- ensure that secondary schools provide a termly report on pupils achievement against their targets
- organize an additional visit to every secondary school to challenge targets and assessments and hold a regional conference on target setting best practices, track progress and intervention.
- identify effective practitioners to act as Subject Advisers in English, Mathematics and Science [with the objective of appointing to full-time post in English and Mathematics by Summer 2016]
- facilitate subject-based Networks for Heads of English and Mathematics Department
- appoint a mathematics adviser

Firm measures have also been taken to fine-tune accountability procedures, ensure consistency, performance management and verify quality of service and the SCA and UYHC now take more effective action when managing, monitoring and evaluating individual CA's work. The accountability arrangements were made more robust during Summer 2015 and the implementation now includes:

- scrutinize a minimum of 3 categorization reports by every CA. If the SCA disagrees with the judgement, all SA reports under consideration will be verified.
- hold fortnightly business meetings with the team
- hold a minimum of 3 meetings a year with CA to cascade and share the good practices of what is implemented with schools in the various support categories.
- monitor visits where the CA present support/guidance or monitors progress at a school or implements with a group of schools
- monitor reports from CA following support/monitoring visits
- ensure that all team members go through a formal system of *Performance Management* and that set aims for individuals are aligned with quantitative improvements in links schools outcomes
- ensure that a written record of all the visits/scrutiny of the above reports are presented to GwE Standards Assistant Directors



- monthly meetings held between GwE Standard Assistant Director and the three SCA to reconcile implementation across the hubs and to ensure that the best practices are shared

Alongside a more robust system of checking quality, steps have been taken to ensure that all team members have access to a higher level of support and guidance. It has been ensured that individual interviews are held with some members so as to more clearly define development needs; arrangements have been made for monitoring reports that were models of good practice to be presented and discussed at team meetings and shadow visits have been facilitated with more experienced practitioners. Regular presentations also occur at team meetings where the most effective practitioners share their experiences. A support programme has been further strengthened this year with an experienced Independent Adviser [ID] working with team members to re-design how the service works with support category secondary schools in Amber and Red. This action has meant that specific individuals are *mentored on task* by the Independent Adviser. The YA's previous experience as a Senior education officer, and as an inspector with Estyn regulatory body, has led to the fine-tuning of action by several team members and there is clear evidence of that in recent reports and meetings. There is action afoot to develop a similar method of working and supporting CA who takes action with primary schools in the Amber/Red category.

In response to the national challenge to develop a *self-improvement system*, since September 2015, the service has adapted the challenge and support programme and developed specific models of implementation with schools in the Green/Yellow; Yellow and Amber/Red category. The most obvious changes in the implementation method are seen with the Green/Yellow group. In the model, a higher level of independence is given to those schools who perform well, and provide them with an opportunity, jointly with GwE and the LA, to challenge and support other high performing schools.

## 5. INSPECTIONS DATA

### GWYNEDD SCHOOLS INSPECTIONS DATA – SINCE JANUARY 2015

| School         | Inspection Date            | Key Question 1 | Key Question 2 | Key Question 3 | Current Performance | Improvement Projections | Follow-up>current situation                      |
|----------------|----------------------------|----------------|----------------|----------------|---------------------|-------------------------|--|
| Coedmawr       | Spring 2015                | Adequate       | Adequate       | Adequate       | Adequate            | Adequate                | Estyn Monitoring>                                |
| Dolgellau      | Spring 2015<br>Spring 2016 | Adequate       | Adequate       | Unsatisfactory | Adequate            | Unsatisfactory          | Special Measures><br>Withdrawn from the category |
| Bro Plenydd    | Spring 2015                | Good           | Good           | Good           | Good                | Good                    | LA Monitoring>                                   |
| Tanygrisiau    | Spring 2015                | Good           | Good           | Good           | Good                | Good                    | No follow-up                                     |
| Ffridd y Llyn  | Spring 2015                | Good           | Good           | Good           | Good                | Good                    | No follow-up                                     |
| Traeth         | Spring 2015                | Good           | Good           | Good           | Good                | Good                    | LA Monitoring>                                   |
| Llanaelhaearn  | Summer 2015                | Adequate       | Adequate       | Adequate       | Adequate            | Adequate                | Estyn Monitoring>                                |
| Llanrug        | Summer 2015                | Good           | Good           | Good           | Good                | Good                    | LA Monitoring>                                   |
| Llanelltyd     | Summer 2015                | Good           | Good           | Good           | Good                | Good                    | LA Monitoring>                                   |
| Beddgelert     | Summer 2015                | Good           | Good           | Good           | Good                | Good                    | LA Monitoring>                                   |
| Hirael         | Summer 2015                | Adequate       | Adequate       | Adequate       | Adequate            | Adequate                | Estyn Monitoring>                                |
| Morfa Nefyn    | September 2015             | Excellent      | Excellent      | Excellent      | Excellent           | Excellent               | LA Monitoring                                    |
| Foelgron       | October 2015               | Good           | Good           | Good           | Good                | Good                    | No follow-up                                     |
| Garndolbenmaen | October 2015               | Good           | Good           | Good           | Good                | Good                    | No follow-up                                     |
| Pont y Gof     | October 2015               | Good           | Good           | Good           | Good                | Good                    | No follow-up                                     |
| Cymerau        | Spring 2016                | Good           | Good           | Good           | Good                | Good                    | LA Monitoring>                                   |
| Nefyn          | Spring 2016                | Good           | Good           | Good           | Good                | Good                    | No follow-up                                     |

| School          | Inspection Date | Key Question 1 | Key Question 2 | Key Question 3 | Current Performance | Improvement Projections | Follow-up>current situation |
|-----------------|-----------------|----------------|----------------|----------------|---------------------|-------------------------|-----------------------------|
| Manod           | Spring 2016     | Good           | Good           | Good           | Good                | Good                    | No follow-up                |
| Dyffryn Nantlle | Spring 2015     | Unsatisfactory | Adequate       | Unsatisfactory | Unsatisfactory      | Unsatisfactory          | Special Measures >          |
| Gader           | Spring 2015     | Adequate       | Adequate       | Adequate       | Adequate            | Adequate                | Significant Improvement >   |

The following provides details of Estyn inspection results, including re-visit follow-up category schools:

| Estyn re-visit results to 2014-15 follow-up category schools              |  |  |
|---|--|--|
| Number of schools placed in follow-up category during school year 2013-14 | Number of schools withdrawn from follow-up category during school year 2014-15 |  |
| LA Monitoring   | 3  | 3  |
| Estyn Monitoring  | 6  | 5  |
| Significant Improvement   | 2  | 2  |
| Special Measures  | 0  | 0  |
| Inspections held during school year 2014-15                               |  |  |
| Inspections [total of 18 inspections]                                     | Number   | Number since withdrawn from the category<br><i>*note that the process is not thus far complete</i> |
| LA Monitoring   | 5  | 0  |
| Estyn Monitoring  | 6  | 3  |
| Significant Improvement   | 1  | 0  |
| Special Measures  | 2  | 2  |
| No follow-up  | 4  | -  |

Of the 18 schools who received full inspections during 2014-15, follow-up was not required in 4 of them [22.2%]; *LA Monitoring* occurred at 5 schools [27.8%]; *Estyn Monitoring* at 6 schools [33.3%] and at 3 schools, they were required to be placed in a statutory category - 1 [5.5%] *Significant Improvement* and 2 [11.1%] in *Special Measures* [only 2 secondary schools were inspected during the period in question]. Although the above profile gives cause for concern, it has to be borne in mind that the 3 schools placed in a statutory category have already been designated as schools in the *Red* support category by the LA/GwE. One of the schools placed in *Special Measures* has made astounding progress in a short period of action and has now been withdrawn from the category. The national profile for the same period is as follows: *LA Monitoring* : 28.0% primary/5.0% secondary; *Monitoring by Estyn* : 25.0% primary/35.0% secondary; *Significant Improvement* : 5.0% primary/16.0% secondary; *Special Measures* : 4.0% primary/11.0% secondary. When considering all schools in Gwynedd, the LA profile at the end of the school year 2014-15 was as follows : 5 [4.5%] *LA Monitoring*; 6 [5.4%] *Estyn Monitoring*; 1 [0.9%] *Significant Improvement*; 2 [1.8%] *Special Measures*.

Results are provided below of results of inspections held in 2015-16 thus far:

#### Inspections held during school year 2015-16

| Inspections [total of 7 thus far] | Number | Number now withdrawn from the category<br><i>*note that the process is not yet complete</i> |
|-----------------------------------|--------|---|
| LA Monitoring                     | 2      | -   |
| Estyn Monitoring                  |        | -   |
| Significant Improvement           |        | -   |
| Special Measures                  |        | -   |
| No follow-up                      | 5      | -   |

Current Situation –Schools in Gwynedd placed in Estyn follow-up category:

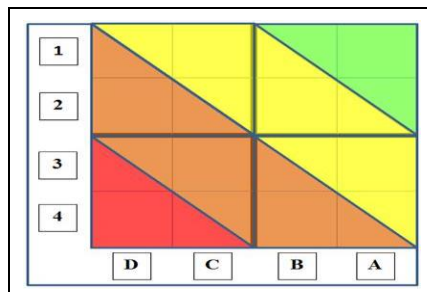
| Estyn Category          | Primary   | Secondary          |
|-------------------------|---|--------------------|
| LA Monitoring           | Llanrug<br>Llanelltyd<br>Traeth<br>Bro Plenydd<br>Babanod Morfa Nefyn<br>Beddgelert | Tryfan             |
| Estyn Monitoring        | Babanod Coedmawr<br>Hirael<br>Dyffryn Ardudwy<br>Llanaelhaearn<br>Eifl              | Berwyn<br>Botwnnog |
| Significant Improvement |   | Gader              |
| Special Measures        |   | Dyffryn Nantlle    |

## 6. NATIONAL CATEGORIES

Schools categories comprises three stages :

- *Stage 1* : a school is assessed by Welsh Government based on a range of performance measures and placed in one of 4 judgement categories [1 highest and 4 lowest]. This is annually verified by the Welsh Government in December/January.
- *Stage 2* : GwE and the LA form a judgement on quality of Leadership and teaching/LArning at the school and place them in one of 4 categories [A highest and D lowest]. The adjudication process on the school's capacity for improvement will commence with the school's self-evaluation but the Challenge Advisers must be satisfied and see evidence that every school Leader uses performance data in a positive manner as part of an effective governors management and improvement process [governors, headteachers, teachers, middle Leaders and subject Leaders]. Evidence must be found of effective use of correct data at a pupil, class, group, cohort, subject and school level. Challenge Advisers will consider the performance of each pupil and LArner group as well as quality of teaching and LArning at the school.

- *Stage 3* : GwE and the LA use the grid below to agree on the school's overarching colour code [Green/Yellow/Amber/Red] that will lead to a programme of support, challenge and intervention specifically tailored for the school. Support brokerage will be one of GwE's key functions. The number of days support listed below have been implemented since September 2015.



|   |
|---|
| <b>Green Support Category</b>   |
| A school placed in this category can receive up to 4 days attention from a Challenge Adviser.   |
| <b>Yellow Support Category</b>  |
| A school placed in this category can receive up to 10 days attention from a Challenge Adviser.  |
| <b>Amber Support Category</b>   |
| A school placed in this category can receive up to 15 days attention from a Challenge Adviser.  |
| <b>Red Support Category</b>   |
| A school placed in this category can receive up to 25 days attention from a Challenge Adviser. The school will receive a letter from the LA as a matter of course where appropriate statutory powers can be used. |

From 2015, a regional and national arrangement has been agreed and implemented on standardizing and moderation of categorization work.

**Categorization of Gwynedd Schools 2014-15 > 2015-16**

For 2015-16, \* noted opposite those schools who have remained in the category and # opposite those that have fallen into a lower category :

| Amber category schools 2014-15 |               |          | Amber category schools 2015-16 |                |           |
|--------------------------------|---------------|----------|--------------------------------|----------------|-----------|
| Rhiwlas                        | Craig y Deryn | Berwyn   | Baladeulyn*                    | Craig y Deryn* | Berwyn*   |
| Llanrug                        | Dyffryn Dulas | Friars   | Glanadda*                      | Dyffryn        | Botwnnog# |
| Cwm y Glo                      | Penybryn      | Syr Hugh | Babanod                        | Ardudwy*       | Syr Hugh  |
| Bronyfoel                      | Tywyn         | Owen     | Coedmawr*                      | Llanbedr*      | Owen*     |
| Baladeulyn                     | Pennal        |          | Hirael#                        | Llanaelhaearn* |           |
| Glanadda                       | Ganllwyd      |          | Rhosgadfan#                    | Eifl*          |           |
| Babanod                        | Friog         |          | Santes Helen*                  | Crud y Werin*  |           |
| Coedmawr                       | Beuno Sant    |          |                                |                |           |
| Felinheli                      | Dyffryn       |          |                                |                |           |
| Ein                            | Ardudwy       |          |                                |                |           |
| Harglwyddes                    | Llanbedr      |          |                                |                |           |
| Gelli                          | Chwilog       |          |                                |                |           |
| Hendre                         | Llanaelhaearn |          |                                |                |           |
| Maesincla                      | Eifl          |          |                                |                |           |

|   |  |  |                                     |  |  |
|---|--|--|-------------------------------------|--|--|
| Santes Helen                            |  |  |                                     |  |  |
| <b>Red Category Schools 2014-15</b>     |  |  | <b>Red Category Schools 2015-16</b> |  |  |
| Dolgellau<br>Y Gader<br>Dyffryn Nantlle |  |  | Y Gader*<br>Dyffryn Nantlle*        |  |  |

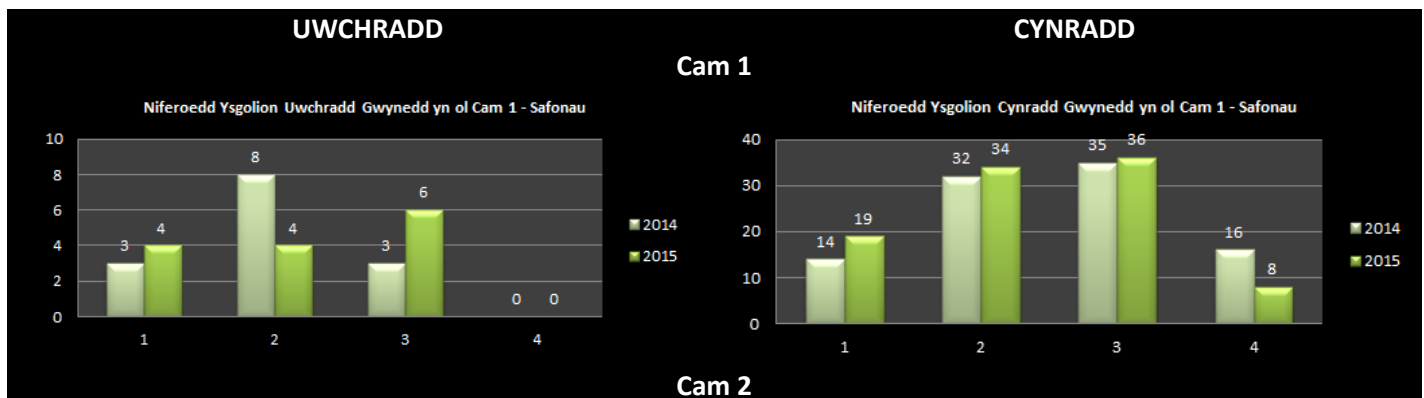
See Annex 2 for the complete list .

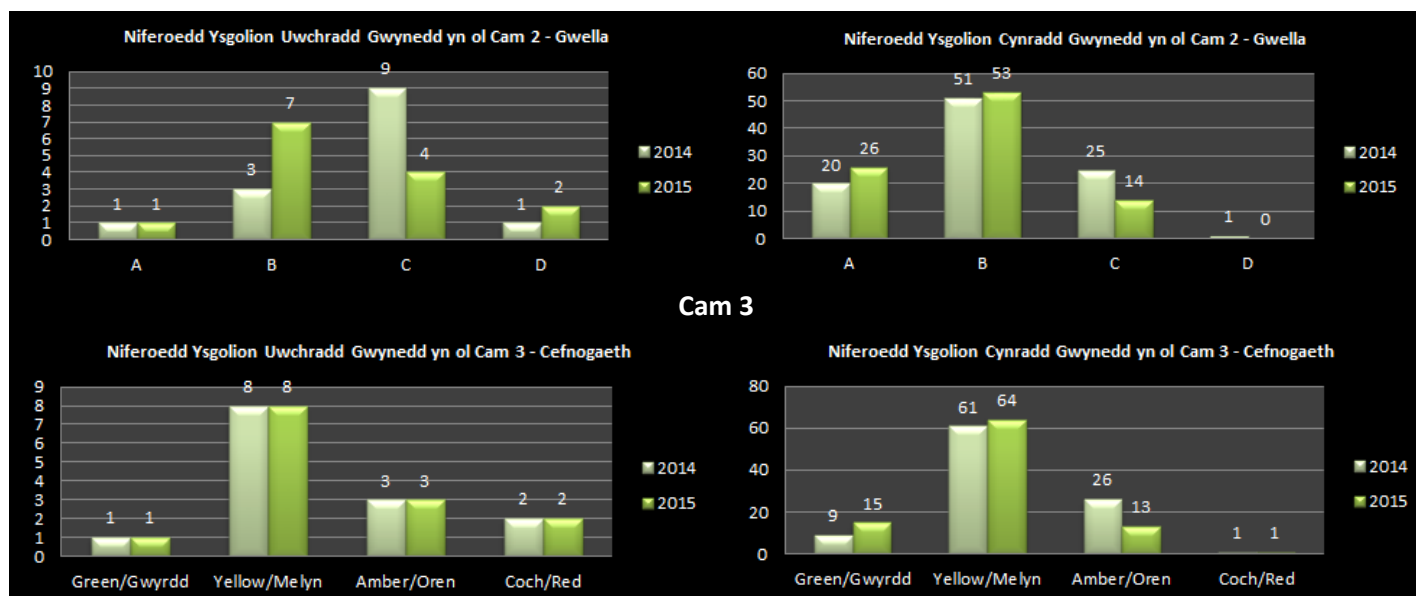
As some adjustments have been made at a national level to the criteria of the 3 stages of the categorization process, and as a more robust system of regional and national standardization has been implemented this year, it is rather difficult to draw a comparison with the LA's schools profile in 2014-15 with that of 2015-16. This year's additional weighting on FSM LArners performance at Stage 1 of the process has meant that 4 secondary schools have been downgraded from where they would have been placed in data group 2 last year to group 3 in 2015. Across schools in both sectors that were inspected, a close match is seen between GwE CA at Stage 2 of the process [*Capacity for Improvement*] and Estyn overall judgement.

The support category profile has remained stable in the secondary sector but progress is observed in the number adjudged as *B* for capacity for improvement. Of the 5 schools placed in the *Amber* or *Red* category in 2014, one schools has made robust progress and has been raised to *Yellow* Support Category and judgement on *capacity to improve* has risen to *B*. The other 4 schools support status has been maintained so as to ensure that they continue to gain access to a more mature level of support. It should be stressed that performance improvements have been seen across almost all indicators at 4 of the schools [see table in Annex 1 below] and very significant improvements at one of them. At one school only was there a slippage in performance across the indicators and that school still receives a *D/Red category* judgement. 3 of the 5 schools were in a follow-up category following an inspection, but 1 has already been withdrawn by Estyn. GwE monitoring visits highlight progress at the other 2 schools but substantial amount of work remains before they will be in a position to be withdrawn from the category by Estyn.

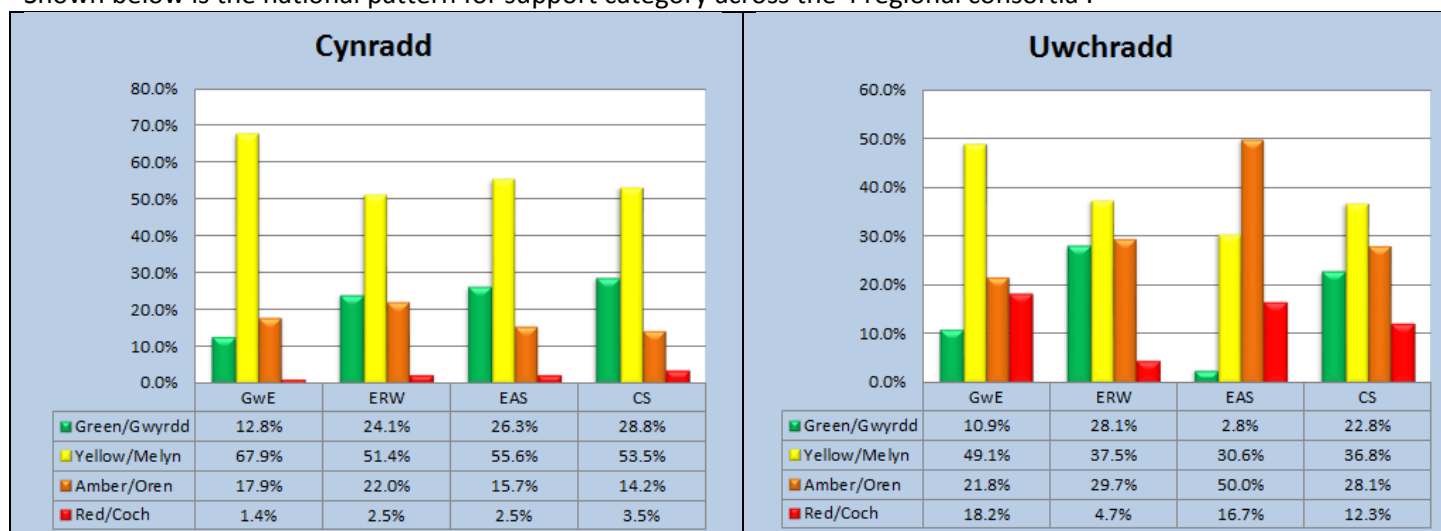
In the primary sector, the profile for Stage 1 is more positive than how things stood in 2014, with an increase in school numbers in Group 1 and a substantial reduction in those who are in Group 4. Progress is also observed in the number of schools who have been awarded A and B for their *capacity for improvement* and a reduction in the number placed in the *Amber* support category.

These changes to Stage 1, 2 and 3 are noted below:





Shown below is the national pattern for support category across the 4 regional consortia :



## 7. LADERSHIP QUALITY IMPROVEMENT PROGRAMMES

GwE have introduced a range of activities to support and develop LAders work across both sectors. The contents of these sessions are outlined below :

### **Senior LAdership**

- *Develop Experienced Headteachers*: a unique programme of over 4 days duration for a small target group of successful headteachers so that they progress to the next stage in their career. 4 headteachers from Gwynedd [2 primary/2 secondary] were invited to join a group of 24 regional heads to explore core LAdership themes that are important for effective performance.

- *Workshops to improve quality of self-evaluation and plan improvement:* GwE has collaborated with the LA to provide guidance workshops in self-evaluation and planning for improvement to representatives from every school's SMT. The sessions gave access to presentations on the best practices locally and exemplar materials to support implementation in school. Arrangements were also made to enable every school to gain access to a self-evaluation tool so as to monitor compliance with the new statutory requirements. Clear evidence emerges from monitoring visits that the guidance has fine-tuned implementation across several schools.
- *'Estyn ready' workshops:* GwE has also collaborated with the LA to provide workshops to assist their school to be ready for an Estyn inspection. As part of the sessions, input has been received from successful practitioners. Significant improvements can be seen in the *'follow-up category'* profile of those schools who have since received inspections.

### **Middle LAdership**

#### *Middle LAdership Development Programme:*

A 7 day development programme has been provided to move effective Leaders to become excellent Leaders. The programme's contents focussed on Leaders role in setting a strategy direction; LAding the LArning and teaching; evaluating and planning improvements and mentoring and training. An opportunity was provided at every session to collaborate and share ideas with collAgues from other schools who work on similar priorities and to hear presentations from successful practitioners. Also, as part of the implementation, the LAders were expected to undertake Leading a project back at the school. Recognition for the programme's successes was also received from several Headteachers from the mother school of those who attended them. A summary of the independent evaluation notes: *'there is a very good training programme and this well-supported by evidence. In general, the participants have LArnt a good deal about LAdership and specifically LAdership of people. At its best, the participants have returned to their establishments and changed staff attitudes towards LAdership developing strong elements of distributed LAdership. Their preparations have been thorough and are based on a firm philosophy, the days are organized in great detail and each day include very good diversity. The LAders professionalism, enthusiasm and challenge is a very positive element to the programme's success.'*

#### *Literacy and Numeracy Leadership Development Programme :*

During 2014-15, investment was made in developing a programme to provide an opportunity for literacy and numeracy LAders and co-ordinators from the primary sector to further develop their LAdership skills, and improve their knowledge and understanding of the most effective practices in the field. The programme specifically focusses on improving knowledge and understanding of literacy/numeracy standards and performance; grasp which specific elements are strengths and which require further development; how to use scrutiny of books practices, LArning walks, LArning triads etc to contribute towards correct detailed self-evaluation; a range of classroom strategies that LAd to improved provision and raising standards; LAd remaining school staff by example; how to cLArly communicate with parents and Governors through presentations. An opportunity is provided at every session for collaboration and share ideas with collAgues from other schools who work on similar priorities and to hear presentations from successful practitioners. There are other tasks to complete between every session that apply to the school improvement literacy/numeracy improvement plan. The programmes has been presented to schools representatives from September 2015 and 70 practitioners from 66 schools have registered [34 for the literacy programme and 36 for the numeracy programme ]. *Support to strengthen teachers assessment system through standardization and moderation arrangements :* in collaboration with Welsh

Government and the other three regional consortia, GwE provides Leadership at a local level on a three year programme to boost confidence in teachers assessments. It is recognized that there is a discrepancy in how end of key stage levels are adjudged across schools in North Wales and an experienced Headteacher has been appointed to provide Leadership on the work at a local level. During 2014-15, time was invested to ensure that senior Leaders across schools in both sectors understand and comply with standardization and moderation requirements and develop comprehensive profiles in the four core subjects. A range of information sharing sessions were organized and good practices sharing workshop was held where examples were presented of Learner profiles, standardization documents and units of work used when assessing. GwE CA attended some standardization and moderation meetings and outside validators checked robustness of implementation at a sample of local schools. CA and external validators monitoring reports attest that schools participation and quality of the cluster moderation meetings have significantly improved and that the professional dialogue Leads to a better grasp and consistency in expectations of pupils levels of achievement. However, further work is required at a local and national level so as to continue to improve consistency of teachers assessments. GwE will work with the schools to ensure :

- that every catchment-area identifies 'Assessment Leader' for KS2 and KS3
- guidance for the 'Assessment Leaders' early in the process
- that recommendations and the good practices identified from the moderation process in 2014-15 are cascaded
- local attendance at the regional and national meetings to agree on form, resources and national guidelines
- locally effective use of the resources and guidelines and the exemplar profiles
- establish groups of FP Lead practitioners to draw up sample FP profiles for D5/6+, and produce further guidance for schools.
- that each cluster provide moderation meeting dates via the CA.
- that every school show professional commitment to the requirements and expectations and commence the processes during the Autumn Term
- CA attends the cluster moderation meetings during Summer Term 2016

## **8. LITERACY AND NUMERACY SUPPORT FOR GWYNEDD SCHOOLS**

Teachers who receive recognition for their excellent practices are used as *Assistant Partners* [AP] to provide effective support for schools within literacy and numeracy fields. Collaboration between CA and PC is now more fine-tuned to support schools and specifically as regards those establishments who are in follow-up category and/or *Amber/Red* support category. The following can be listed amongst the practices that have worked best: *modelling of planning at a key stage/class/cross school; modelling best practice in Learning and teaching in the classroom; share effective practices across schools; jointly scrutinize work with Literacy and Numeracy Co-ordinators and collaborate to prepare evaluative reports; collaborate to analyse tests data.* During 2014-15, 16 schools from Gwynedd received PC support in literacy field and 28 schools in numeracy field. There are references in CA monitoring reports, and in Estyn follow-up reports, to the improvements observed in literacy and numeracy fields as a consequence of the interventions and support. The PC's work has also been key in assisting CA to specify those schools where the most effective practices are in literacy and numeracy fields. The CA has been able to use the information to more intelligently broker support to their links schools.



As well as implementing the PC, GwE have organized a range of LAding/training sessions during the year and a total of 306 staff members worked with. Noted below are the number of schools in Gwynedd who took advantage of these opportunities and there is firm evidence of monitoring visits and of Estyn judgements during inspection [or re-visiting] to impact of guidance on practices and standards of achievement:

| Nature of LAdership/support  | Number of Schools attended   |
|--|------------------------------|
| LAdership on the literacy and numeracy statutory programmes of study [Primary] | 60                           |
| Guidance on Welsh literacy statutory programmes of study [Secondary]           | 9                            |
| Guidance on English literacy statutory programmes of study [Secondary]         | 3                            |
| Guidance on Mathematics literacy statutory programmes of study [Secondary]     | 13                           |
| Training in Numerical Reasoning Field [Primary]                                | 66                           |
| Training in Procedural Numeracy field [Primary]                                | 7                            |
| LAdership and support on marking Numerical Reasoning tests                     | 33 [12 secondary/21 primary] |
| Reading Advanced Skills Training [Primary]                                     | 49                           |
| Literacy Intervention Programmes Training                                      | 37 [8 secondary/29 primary]  |
| Numeracy Intervention Programmes Training                                      | 45 [9 secondary/36 primary]  |
| Literacy 'Catch-up' Programmes Training  | 12 [3 secondary/9 primary]   |
| Numeracy 'Catch up' Programmes Training  | 13 [2 secondary/11 primary]  |

### 2015 GCSE Specification and BAC Support for Gwynedd Schools

'Regional LAd Schools' have been appointed to LAd on developments in the four core subjects namely:

- English: Ysgol Bryn Elian
- Mathematics : Ysgol Eirias and Ysgol Glan Clwyd
- Welsh: Gwynedd Cluster [Tryfan/Dyffryn Ogwen]
- Science: Ysgol yr Alun and Môn Schools [Bodedern/Llangefni/Syr Thomas Jones/David Hughes]

The LAd schools have produced exemplar resources and materials and these have been shared with local schools through workshops and through placing them on the GwE website. There is a high level of praise and appreciation for the materials that have already been provided. 'Practical LAders' have also attended and assisted to establish *Subject Headteachers Networks* at and LA and/or Hub level and have in specific instances, visited individual schools. As regards the BAC, a local senior LAd has been appointed [part-time secondment] to LAd developemnts and the individual has closely collaborated with the most successful schools in the region to present guidance and training sessions for SMT and Co-ordinators. For these training sessions, it has been ensured that schools receive a Financial contribution towards reLAsing staff to attend.

### PRIORITIES FOR 2016-17

**The next steps:**

- Ensure that GwE effectively support LA's so that they can make more timely use of their statutory intervention powers.
- Ensure that the guidance and support provided for schools facilitate LAders work to make more effective and timely use of competence procedures.
- Effectively use regional and national training programme to ensure a higher degree of consistency in level of challenge and support
- Ensure appropriate level of Financial detail in the Business Plan and appropriate differentiation between regional commissioning and at individual LA level.
- Further fin-tune self-evaluation structures and develop ways of evaluating impact of actions (whilst also ensuring that process findings are effectively used to set targets and challenging and appropriate process findings to improve service and schools performance)
- Ensure that deelopment plans, self-evaluation processes and tracking systems are at LAs good at our schools
- Provide guidance to raise standards in English in specific departments at our secondary schools
- Provide guidance so as to raise standards in mathematics in specific departments in our secondary schools
- Ensure that the new science specification is ready for implementation in our secondary schools
- Ensure that our schools understand and are ready to implement new specifications
- Target departments who underform in general or perform in the comfort zone
- Introduce a new schools support model so that:
  1. Schools who are at risk of slippage are identified at an early stage so as to introduce appropriate intervention.
  2. Strengthen school to school support systems and develop new partnerships.
  3. Identify excellence and effective practice in LAdership and pedagogy fields and share them;
  4. Improve end of key stage outcomes;
  5. Support schools to perform in the higher quartiles
  6. Ensure that a school does not fall into Estyn statutory categories.
- Target professional development programmes for Middle LAders to develop their capacity to LAd on good teaching and LArning within their departments
- Identify prospective heads and prepare them for gaining the NPQH qualification
- Establish a programme for further development of current heads.
- Continue to strengthen teachers assessment system through moderating assessments so that they are consistent across the Region and Wales.
- Regularly and effectively communicate with the LA regarding developments within the schools.
- Collaborate with the Welfare Service to identify good practice in the attendance field.
- Collaborate to obtain a composite concise school profile.

## **9. THE WELSH LANGUAGE**

### **WELSH MEDIUM AND CAPACITY BUILDING NETWORK**

A cross-authority strategy group – Welsh Medium and Capacity Building Network is led by Gwyndd that focusses on Welsh, Welsh medium and capacity Building in every Authority. This group has an impact as regards the discussion on language continuum, significantly impacting the status of Welsh at every

school, and pre-school establishments, and quality of teaching as a language and further use of it as a Learning medium.

The group has a key role in ensuring that the region addresses requirements and principles:

- Welsh medium education strategy
- LA Welsh in Education Strategic Plans
- LA's Language Plans and Strategies

Amongst the fields identified, the Network's main priorities are:

- i. Expanding the Language Charter across the North Wales counties
- ii. Welsh language Advisory Teachers/Language Centres
- iii. Establish Professional Learning Communities.
- iv. Purposeful planning and ensuring Early Years progression.
- v. Welsh as a second language
- vi. Welsh in Education Strategy Plan 2014-2017

### **EXPAND THE LANGUAGE CHARTER ACROSS THE NORTH WALES COUNTIES**

At the Wales level, following positive reports on the Charter's success in Gwynedd, it was requested that Gwynedd's specialization and good practices be used in order to extend the project to other areas in Wales.

Gwynedd Council provides a service on behalf of WG to fulfil 4 main elements, namely the work of raising awareness, holding a training conference, information sharing and accommodating the on-line questionnaire, and the accreditation process.

Awareness was raised at the GwE Management Board business meeting in October 2015 and the strategy discussion was delegated to the Welsh Medium and Capacity Building Network.

Work has already begun in providing support for other counties to lay robust foundations to implement the Language Charter, providing guidance and good practices on all of the Charter's practical aspects.

Discussions were held in the Network during the Autumn term to ensure support within LAs, including ensuring that co-ordinators are appointed to implement the Charter in every county and further meetings have been held to provide more intensive support before implementation in their counties.

A conference was held to officially launch the Language Charter on 22 January 2016 where the necessary information was shared as well as the support and ready resources available.

### **WELSH IN EDUCATION STRATEGY PLAN 2014-2017**

Estyn held a thematic review (on behalf of Welsh Government), focussing on implementing Welsh in Education Strategy Plans within LA's. A cross-section of LA's were visited throughout Wales during autumn term 2015. Gwynedd and Flint were selected from the North Wales region.

The plans enable the Welsh Government to monitor how LA's respond to and contribute to implementing the Welsh medium Education Strategy through:

- ensuring that every step of the LA’s education processes fully consider Welsh medium education;
- expand Welsh medium education, where required, based on better planning;
- ensure that Welsh medium support services are presented on a consortia basis;
- improve standards and expand use of Welsh amongst children and young people; and
- show progress against the Welsh Medium Education Strategy’s specific targets.

The review specifically focussed on:

- The impact of Welsh in Education Strategy Plans on improving planning by LA’s for Welsh medium education, to taking timely decisions for creating a new provision according level of demand envisaged or local or national policy directions.
- The impact that Welsh in Education Strategy Plans have had on motivating and supporting measures to raise standards in Welsh, Welsh as a second language and teaching other subjects through the medium of Welsh.
- The extent to which LA’s statutory responsibility for preparing Welsh in Education Strategy Plans enables collaboration with school improvement regional services, and support from them.

During the visit, evidence was discussed and gathered on 7 Welsh in Education Strategy Plans key results interviewing officers and specific LA stakeholders.

An (informal) positive feedback was received and the regional collaboration was identified as being a strength, specifically so as regards the Welsh Medium and Capacity Building Network, the Language Centres regional meetings, expanding the Language Charter across the North and the trans-authority training.

## IMPROVING STANDARDS OF LITERACY IN WELSH

Standard sin Welsh across the key stages over a rolling period are generally robust and recent trends indicate further improvements in the vast majority of the indicators and specifically so at the higher levels. When comparing Gwynedd’s performance with the figure nationally, bear in mind that a very high percentage of local pupils are assessed in Welsh in comparison with the vast majority of the other LAs. Gwynedd’s position is shown below against the other LA’s in 2015 as regards Welsh:

| Key Stage         | Position Nationally |
|-------------------|---------------------|
| FP – Language D5+ | 19                  |
| KS2 – Welsh       | 12                  |
| KS3 - Welsh       | 5                   |

Details for the key stages are as follows :

### Foundation Phase

| Language - Welsh D5+ | 2013  | 2014  | 2015  | 2013-15 [+/-] | 2014-15 [+/-] |
|----------------------|-------|-------|-------|---------------|---------------|
| Gwynedd              | 86.9% | 89.4% | 88.4% | +1.5%         | -1.0%         |

|                             |             |             |             |                      |                      |
|-----------------------------|-------------|-------------|-------------|----------------------|----------------------|
| GwE                         | 86.3%       | 88.4%       | 88.8%       | +2.5%                | +0.3%                |
| Wales                       | 86.7%       | 89.8%       | 91.3%       | +4.6%                | +1.5%                |
| <b>Language – Welsh D6+</b> | <b>2013</b> | <b>2014</b> | <b>2015</b> | <b>2013-15 [+/-]</b> | <b>2014-15 [+/-]</b> |
| Gwynedd                     | 33.6%       | 37.1%       | 38.9%       | +5.3%                | +1.9%                |
| GwE                         | 31.8%       | 34.1%       | 36.9%       | +5.1%                | +2.8%                |
| Wales                       | 29.3%       | 32.5%       | 36.9%       | +7.6%                | +4.4%                |

#### Key Stage 2

|                  |             |             |             |                      |                      |
|------------------|-------------|-------------|-------------|----------------------|----------------------|
| <b>Welsh L4+</b> | <b>2013</b> | <b>2014</b> | <b>2015</b> | <b>2013-15 [+/-]</b> | <b>2014-15 [+/-]</b> |
| Gwynedd          | 87.0%       | 88.3%       | 90.4%       | +3.4%                | +2.1%                |
| GwE              | 86.3%       | 87.2%       | 89.7%       | +3.4%                | +2.5%                |
| Wales            | 86.7%       | 88.1%       | 90.5%       | +3.8%                | +2.4%                |
| <b>Welsh L5+</b> | <b>2013</b> | <b>2014</b> | <b>2015</b> | <b>2013-15 [+/-]</b> | <b>2014-15 [+/-]</b> |
| Gwynedd          | 31.8%       | 35.7%       | 40.8%       | +9.0%                | +5.2%                |
| GwE              | 31.6%       | 34.1%       | 38.4%       | +6.8%                | +4.3%                |
| Wales            | 30.4%       | 33.9%       | 38.0%       | +7.6%                | +4.1%                |

#### Key Stage 3

|                  |             |             |             |                      |                      |
|------------------|-------------|-------------|-------------|----------------------|----------------------|
| <b>Welsh L5+</b> | <b>2013</b> | <b>2014</b> | <b>2015</b> | <b>2013-15 [+/-]</b> | <b>2014-15 [+/-]</b> |
| Gwynedd          | 90.1%       | 91.6%       | 93.0%       | +2.9%                | +1.4%                |
| GwE              | 88.6%       | 89.9%       | 92.3%       | +3.7%                | +2.4%                |
| Wales            | 87.6%       | 90.1%       | 90.9%       | +3.3%                | +0.8%                |
| <b>Welsh L6+</b> | <b>2013</b> | <b>2014</b> | <b>2015</b> | <b>2013-15 [+/-]</b> | <b>2014-15 [+/-]</b> |
| Gwynedd          | 50.2%       | 56.2%       | 61.6%       | +11.4%               | +5.5%                |
| GwE              | 47.6%       | 55.2%       | 59.8%       | +12.2%               | +4.6%                |
| Wales            | 45.7%       | 52.9%       | 56.1%       | +10.4%               | +3.2%                |

#### Key Stage 4

[\*statistics for Welsh based on number of candidates rather than all pupil from the relevant age-group]

|                   |             |             |             |                      |                      |
|-------------------|-------------|-------------|-------------|----------------------|----------------------|
| <b>Welsh A*-C</b> | <b>2013</b> | <b>2014</b> | <b>2015</b> | <b>2013-15 [+/-]</b> | <b>2014-15 [+/-]</b> |
| Gwynedd           | 72.8%       | 73.3%       | 79.0%       | +6.2%                | +5.7%                |
| Wales             | 73.5%       | 73.7%       | 75.0%       | +1.5%                | +1.3%                |

| % sitting Welsh as First Language KS4 |             |             |
|---------------------------------------|-------------|-------------|
|                                       | <b>2013</b> | <b>2014</b> |
| Gwynedd                               | 80.0%       | 84.0%       |
| GwE                                   | 29.0%       | 29.0%       |
| Wales                                 | 15.0%       | 16.0%       |

As regards Welsh Reading tests, the progress scores between 2013-15 are as follows :

|             | Scores for average progress and above | Scores for above average progress | % disapplications from the Welsh reading test |
|-------------|---------------------------------------|-----------------------------------|---|
| <b>2013</b> | 81.8                                  | 16.1                              | 1.5   |

|             |      |      |     |
|-------------|------|------|-----|
| <b>2014</b> | 81.8 | 17.8 | 1.3 |
| <b>2015</b> | 85.4 | 18.9 | 1.1 |

In 2015, a higher percentage achieve an above average score in Gwynedd than any other LA in the region. Nationally, in this indicator, Gwynedd comes 4th from the 22 LAs [but it has to be borne in mind that the number who sit the test is significantly lower in the higher authorities – Cardiff, Monmouth and Glamorgan].

Several schools took advantage of the annual training for intervention programmes such as Dyfal Donc as well as the work by the Assistant PArtners on support targetting and guidance in the Welsh literacy field.

Work has also been completed on identifying excellent/good practices at a regional level in literacy and these practices have been cascaded through a school to school conference held in June. Literacy Joint LAders schools have now been identified and of the 17 schools across the region, 5 of them are from Gwynedd (Cae Top; Bro Llew; Ffridd y Llyn; Moelwyn; Dyffryn Ogwen). These schools are used to hold Welsh Literacy networking training/meetings; to support specific schools in the Amber/Red support category and to develop and share resources to support other schools. Information and good practices are also cascaded through GwE Literacy and Numeracy Bulletin [every half term]

### **GWYNEDD LANGUAGE CENTRES**

The objective of the Language Centres is to provide an intensive course in Welsh for migrants to enable them to assimilate into the bilingual community and fully participate in bilingual educational experiences. This provision has a core role in assisting primary and secondary schools to implement the current Language Policy.

What has been achieved:

- **Collaboration between Gwynedd Language Centres** - Collaboration has occurred on several projects. Such collaboration ensures that the service provision from one Centre to another is consistent.
- **Collaboration between North Wales Language Centres** - Meetings are held each term to share existing good practices across the Region.
- **Admissions to the Centres procedure** - an information sheet has been agreed on that cLARly explains to the schools how to refer pupils to the Centres. Every Centre has shared this sheet with all Gwynedd primary schools. (Primary)
- **Home/Centre/School Agreement.** – A sheet has been agreed upon to ensure support between the home, the Centre and the school. (Primary)
- **Parents Handbook** - Each Centre has worked on preparing a handbook that would share information with the parents on the running of the Centres. It was agreed to share out a short version of the handbook to the parents at the start of the course, explaining that a whole handbook is available if further information was required.
- **Training** – Language Charter aims were supported through providing training for all assistants in Gwynedd. (Primary)
- **Parents Assimilation Courses** - Welsh LArner courses have been held for parents at each Primary Centre each term - either during school hours, or after school with the children present. (Primary).

- **Cool Cefyn Scheme** – The original plan has been up-dated by Secondary Language Centre teachers. The Scheme has been shared with Isle of Anglesey Language Centres to establish a Secondary Language Centre on Isle of Anglesey. The Scheme has been up-graded to digital. Subject-based lessons have been planned to accompany the Cool Cefyn scheme (Secondary)
- **Report for Schools** - The scheme of work and reports have all been tied in with the Literacy Framework. (Secondary)
- **Cynllun y Llan Work books** - The 2 original books have been up-dated. (Primary)
- **After care Service** - The LArners have been supported at their schools following their course at the Centres. A recent development has been the appointment of a Gwynedd Primary Language Centres After Care Teacher who is responsible for teaching Welsh to latecomer groups, and is specifically involved in ensuring implementation of the after-care plan for pupils who have attended the Language Centres. This ensures appropriate progression for pupils on their return to the schools.

## PRIORITIES FOR 2016-17

### The next steps:

- Continue to LAd the regional group to try and ensure better access to Welsh medium Education for LArners throughout the region who wish to develop, strengthen or maintain their bilingual skills.
- Continue to implement the Language Charter in Gwynedd and LAd the work of extending the Charter across the North Wales counties.
- Continue to implement the priorities noted in the Welsh in Education Strategic Plan.

## 10. SOCIAL INCLUSION

### Attendance

#### Secondary

| School        | 2012/13 | 2013/14 | 2014/15 |
|---------------|---------|---------|---------|
| Ardudwy       | 93.21   | 94.28   | 94.9    |
| Brynrefail    | 94.04   | 94.29   | 94.9    |
| Syr Hugh Owen | 91.89   | 93.48   | 94.1    |
| Tryfan        | 93.4    | 94.21   | 94.3    |
| Dyffryn Ogwen | 93.04   | 94.45   | 94.6    |
| Botwnnog      | 94.58   | 95.16   | 94.9    |
| Glan y Mor    | 94.11   | 95.04   | 95.3    |
| Tywyn         | 94.69   | 95.27   | 94.9    |
| Y Gader       | 93.49   | 93.86   | 95.1    |
| Berwyn        | 94.23   | 95.28   | 95.9    |
| Moelwyn       | 94.11   | 95.01   | 93.8    |

|                 |       |       |      |
|-----------------|-------|-------|------|
| Eifionydd       | 93.44 | 94    | 94.1 |
| Dyffryn Nantlle | 93.74 | 94.57 | 95   |
| Friars          | 92.31 | 93.27 | 94.1 |

During 2014/15, pupil attendance within the secondary sector increased from 94.4% to 94.6%. Nationally, the figure increased by 0.2% to 93.8%.

Gwynedd secondary school attendance has risen from 4th position in 13/14 to joint 2nd highest throughout Wales.

Since the percentage increase, the number of schools where attendance exceeds the median compared to free school meals families fell from 9 in 13/14 to 8 in 14/15. With the number of schools in the lower quartile remaining at 3, with one of the schools in the lower quartile for 3 consecutive years.

2 schools have succeeded in remaining in the first quartile over a three year cycle. In 14/15, 5 schools reached the highest quartile.

### **Primary**

See Annex 3 for primary schools attendance data.

During 14/15, pupils attendance within the primary sector fell by 0.1% to 94.9%. Nationally, the figure increased by 0.1% to 94.9%.

Gwynedd primary schools attendance has fallen from 5th position in 13/14 to joint 8th highest throughout Wales.

The number of schools whose attendance exceeds the median compared to free school meals has fallen by one and 53% of schools are performing below the median. 8 schools are in the lower quartile for the 3rd consecutive year. These schools are being targeted for improved attendance.

15 schools have succeeded in remaining in the first quartile over a three year cycle. In 14/15, 26 schools reached the highest quartile.

### **Welfare service**

Following an unstable period, the welfare service and staffing structure has remained robust since summer term 15. There are 6.6 welfare officers.

The service work pattern has continued with a cLAR focus on attendance, punctuality and well-being.

### **Prosecutions**

During the year, the welfare service prosecuted 3 families due to lack of attendance. This led to families being fined up to a maximum of £1050



The impact of these prosecutions was an improvement in the attendance of 2 of the 3 pupils with a further prosecution brought against the family of the pupil whose attendance did not improve.

### **Fixed Penalty Notices (FPN's)**

The system of issuing fixed penalty notices was introduced in summer 2015. During the summer term, 3 families were issued with a warning of a fixed penalty notice. During the Autumn term, the total has substantially increased to around 50 penalty notices a term.

### **Attendance Self-Evaluation**

An attendance self-evaluation tool was presented (Annex 4) to every school at the start of the school year. The self-evaluation has been completed by every school and it is used, together with attendance data over a 3 year cycle, to identify schools requiring additional support. Support is provided via a Welfare Senior Officer through advisory visits, improvement plans and monitoring visits.

### **Attendance Policy**

The attendance policy model presented to schools was reviewed. The section on taking holidays during school term was specifically focussed upon.

During next year, the department will specifically focus on supporting schools who are in the lower quartiles over a 3 year cycle. A support pack will be prepared for schools, based on the schools performance data and self-evaluation.

During the year, the challenge model and implementation of the welfare service will be reviewed, ensuring close collaboration with challenge advisers.

During the year, an enforcement officer will be appointed to facilitate the task of issuing fixed penalty notices and prosecuting parents. This will release officers time to target schools.

### **Exclusions**

#### **Secondary**

Number of permanent exclusions fell to 3 during the year. The number of exclusions have risen to 132 and consequently, the number of days lost due to exclusions have increased in the secondary sector.

|         | Permanent | Fixed |
|---------|-----------|-------|
| 2006-07 | 27        | 238   |
| 2007-08 | 14        | 234   |
| 2008-09 | 2         | 302   |
| 2009-10 | 11        | 278   |
| 2010-11 | 8         | 206   |
| 2011-12 | 14        | 199   |
| 2012-13 | 4         | 84    |

|         |   |     |
|---------|---|-----|
| 2013-14 | 4 | 110 |
| 2014-15 | 3 | 132 |

During next year, a review will be held of the use made of the inclusion budget in the secondary sector. In addition, new provision will commence to support pupils who have intense behavioural or emotional problems at key stage 3.

### **Primary**

For the first time ever, some primary schools in Gwynedd have permanently excluded pupils. During the year, there were 3 permanent exclusions. The number of fixed exclusions have also risen to 83. 21 primary schools excluded pupils during the year.

|           | Fixed | Permanent |
|-----------|-------|-----------|
| 2011-2012 | 32    | 0         |
| 2012-2013 | 36    | 0         |
| 2013-2014 | 27    | 0         |
| 2014-2015 | 83    | 3         |

A lack of specialized provision is a factor in this increase.

During next year, specialist units provision will commence within schools to support the pupils who have the most intensive needs, both behaviourally and emotionally.

### **Behavioural Support**

During the Spring term, the behavioural support service review was held. The scope to strengthen the provision was highlighted. As regards our referral units, there were concerns about the quality of the Learning and teaching, and lack of suitability of the location both in practical terms and geographically.

The primary and secondary referral units were closed during the summer term.

#### *Primary*

There are two full-time teachers within the behavioural support service. In order to add to service capacity, two assistants were appointed during the summer term. They provide outreach support under the specialist teachers supervision.

During the summer term, a behavioural support forum was established. The teachers and assistants work stem from referrals to the behaviour forum. A range of support is provided for schools that assists them to include pupils who have behavioural and emotional problems. The assistants work target the children whilst the teachers work supports school staff.

The forum asks for reports from Educational Psychologists on specific aspects of school provision and individual pupils needs.

Pupils numbers open to be dealt with by the behavioural support team have fallen from 200 who were open at the start of the year to 80 at the end of the year. This is not a reflection of the need within schools but rather that we have now prioritized those pupils who have the most intensive needs.

During next year, a new provision will be established to support those pupils who have the most intensive behavioural needs within Gwynedd primary schools.

### *Secondary*

In September 2015, funding was delegated to fully maintain inclusion provision for the secondary schools. Almost £800,000 has been invested within this provision.

During next year, the secondary schools use of this funding will be reviewed, clearly focussing on additional support outcomes.

In response to the need for special provision for those pupils who are totally disaffected by or during KS4, the pack 25 provision was established during the Autumn term. In collaboration with Ysgol y Moelwyn, provision packs are prepared that aim to provide each pupil with up to a maximum of 25 hours. Every pupil receives core lessons that target GCSE accreditations. In addition, extended work experience, therapeutic input, sports, youth work and aspects of alternative education, form part of the pack.

4 Secondary Inclusion Officers have been appointed to introduce the curriculum for these pupils. These officers ensure that the pupils are fully engaged with the packs through undertaking a key worker's role for them.

During the year, we will develop the range of qualifications that could be presented through the pack 25 including alternative education courses via the 14-19 network and TRAC scheme.

During next year, a new provision will be established to support pupils who have the most intensive behavioural needs within Gwynedd secondary schools.

In order to co-ordinate the specialized provision and packs 25, a secondary behaviour forum will be established that prioritizes and ensures that appropriate and effective support is provided.

### **TRAC Engagement Framework**

During the Autumn term, 6 officers were appointed to implement the TRAC project. This scheme is targeted towards LArners in years 7-13 who have been identified as those who are most at risk of becoming disengaged in education. The service has a target with a minimum of 480 pupils over a three year period with 72 of them to receive accreditations directly due to the provision.

A forum has been established to receive referrals to the service and 180 pupils were referred for the attention of the initial forum.

These LArners have complex needs linked to their social, behavioural, educational needs problems as well as emotional well-being and mental health. By enabling LArners to have access to support and provision / tailored alternative programmes, TRAC will re-instil interest and motivate LArners, boost LArners confidence and self-respect, and encourage LArners aspirations to achieve their full LArning potential, and thus reduce the risk of becoming NEET. (not in education/training/work).

During next year, the plan will be extended to provide a range of short courses that will enrich the pupils provision and experiences.

### **Ethnic Minorities Achievement Service (EMAS)**

The Service works with 90 pupils (43 primary, 47 secondary) Gwynedd schools to support young people for whom English is an additional language to achieve their full potential. The aim is to provide schools with prompt and effective support to surmount any problems that may arise due to lack of language and consequently understanding.

The team closely collaborates with schools and other agencies to ensure appropriate support.

The team also closely collaborates with the EMAS/EAL Services across North Wales, including meetings between the co-ordinators, moderation session and INSET session.

Training is provided for assistants in schools and a good relationship has been established between the Confucius Institute(UCNW Bangor) and the schools/Service.

Evidence cLARly shows that some of the pupils have made good progress as a consequence of the team's input.

The next steps:

- Scrutinize how the pupils are referred to the Service
- Ensure that prioritization/targets of the Government, the Education Department, the Service, the schools – are assimilated and integrate
- Training for schools
- Encouragement to share good practice within and between the schools

### **PROTECTION**

One of the Education Department's Business Plan priorities is to *'Review safety arrangements through ensuring that the council's procedures and policies are cLARly understood by everybody who work in the educational field and are regularly up-dated and disseminated'*.

A Protection Officer was appointed to the Department (September 2015) and there is a cLAR Action Plan in place focussing on the following aspects:

- Review Child Protection Training Level 1 and Level 2
- Develop robust protection arrangements for teaching provisions outside the mainstream

- Review home training policies and procedures, Home Education by parents, Protection policies, SLA's and arrangements and agreements with outside providers.
- Review model policies available to schools in the safeguarding field, child protection and physical intervention as regards national developments and 'safeguarding LArners' guidelines
- Ensure that every Governing Body has adopted the relevant policies;
- Conduct a County audit of every school in the County - focus on policies and procedures, record, use of areas within the School and interview the designated officer and pupils;
- Every school to receive a pre-inspection Protection visit
- Review policies/arrangements of Use of Physical Force in schools
- Implement work programme in accordance with specific case recommendations
- Hold an annual audit of protection arrangements in schools and the Education Department
- Prepare a training programme to meet annual audit requirements.
- Implement a work programme in accordance with annual audit recommendations.

## 11. ADDITIONAL LARNING NEEDS

### ALN Data

| School          | School Action | School Action + | 3*  | Assessment for Statement | Statement | Total no of pupils on ALN stages |
|-----------------|---------------|-----------------|-----|--------------------------|-----------|----------------------------------|
| Primary 14/15   | 819           | 823             | 281 | 40                       | 214       | 2,177                            |
| Primary 13/14   | 876           | 718             | 303 | 29                       | 206       | 2,132                            |
| Secondary 14/15 | 720           | 428             | 115 | 8                        | 149       | 1420                             |
| Secondary 13/14 | 742           | 338             | 216 | 2                        | 169       | 1467                             |

| September census includes nursery | % pupils on ALN stages | % statemented pupils |
|-----------------------------------|------------------------|----------------------|
| 10,115                            | 21.5%                  | 2.10%                |
| 9,926                             | 21.4%                  | 2.07%                |
| 6,876                             | 20.7%                  | 2.20%                |
| 7,030                             | 20.8%                  | 2.40%                |

### Administering Assessment and Review Processes

The post of Service Manager within the Joint-Committee has now been filled based on year secondment and the new officer commenced in the post in August this year.

Following a period of uncertainty, an administrative team within the Joint Committee is now entering a more stable phase although there is one member fewer than was in place at the start of last year.

During next year, the system of administering the ALN field will be reviewed, cLARly focussing on modernization of the process and using the data systems within the LA and schools.

## **Specialist Teachers Service**

During the year, changes have taken place in the specialist teachers teams.

Work has already been done on identifying improvements to the service following the ALN strategy review. The service has collaborated to prepare a more effective and sustainable implementation model.

## **Hearing Impairment**

Although one of the teachers retired during last year, we still have a strong team of hearing impairment teachers. There is the equivalent of 2.6 teachers within the joint-committee, as well as a full-time unqualified teacher who is currently receiving training. Although one of the teachers has retired, and that we have lost the services of an assistant who was proficient in sign language, we provide a service for 95 pupils identified as having a hearing impairment.

## **Visual Impairment**

There is the equivalent of 2.1 teachers for the visually impaired within the joint-committee. 1.2 possess the recognized qualifications for this specialist work whilst a teacher is currently receiving training.

There are two qualified senior assistants, equivalent to 1.6 full-time, who have a high level of Braille. The Senior assistants work supports the input for children who have an intensive Visual Impairment. We support 70 pupils.

## **Language and Communication**

There are two teachers equivalent to 1.8 full-time within the language and communication and autism service. Having reviewed these teachers work, it was agreed to close all of the 400 pupils that were open to the service, and ask the schools to complete application forms for a new service. A language and communication and interaction forum was held for the first time during October and the admissions criteria was specifically focussed upon. A simple form was prepared to highlight criteria for admission to and LAving the service. Slightly over 50 pupils now receive a Service, and the specialist teachers work in the forum is reviewed once every half term.

During next year, the type of interventions provided through this service will be closely scrutinized, looking at the most effective interventions.

## **Designated Language Resource Centres**

The Designated Language Resource Centres continue to provide two days specialist support for pupils who have a specific language difficulty within 4 primary schools. This year, for the first time ever, units have been extended to provide a placement for 12 pupils each in response to the demand at the start of the school year. For the first time, a language, communication and networking forum was established during October and for the first time since the establishment of the provision, pupils have left the Centres at the end of the first term.

Illness has led to a substantial reduction in the number of language therapy hours that the health board can provide in the units. We are working with the Health Board to resolve the situation. During next year, we will look at different models of providing language therapy support within the centres.

### **Outreach Service**

4 language and communication senior assistants have been appointed to support pupils who left the Specific Language Resource Centres or the ABC Units at the end of the summer term. This team works weekly with over 35 children. The needs of those pupils who are dealt with by this service are reviewed and a turn-over of cases is being established.

During next year, the effectiveness of this method of supporting pupils who have language, communication and interaction needs, will be reviewed.

### **Medical Needs**

Two teachers support pupils who have medical and physical needs.

The support for pupils who have Diabetes is jointly reviewed with Diabetes UK.

During next year, we will agree with the health board on a policy to support pupils who have diabetes. We will also establish a medical needs forum to ensure fit for purpose provision.

### **Cognition and Learning**

There is the equivalent of 9 teachers within the Cognition and Learning service. At the end of the Financial year, it was agreed not to devolve the cognition and Learning budget. Consequently, the teachers time-tables had to be reviewed at the start of the summer term, to ensure a service for every school. A cognition and Learning forum was held at the start of the school year to ensure that the service provision was in accordance with the criteria. The criteria were very conservatively implemented, but the list reduced from 700 to 350 children.

Since the initial forum, several other forums have been held and the figures have remained fairly constant.

During next year, the focus will be on training and thus amend the service implementation method. This will be a step towards trying to secure a sustainable change within Gwynedd primary schools workforce.

### **Educational Psychology Service**

There is currently the equivalent of 5.9 psychologists (ten individuals). But we also receive the services of an experienced trainee psychologist, who currently attends the training course in Cardiff, and can take a catchment-area of schools under a Senior Psychologist's supervision.

The service supports two trainee psychologists on the professional course held in Cardiff.

We still implement a system where every school has its own designated psychologist, and organize several sessions for every school, and try and make changes to this system so as to ensure fairness for

every school. Currently, a child who attends a very small school has on average a better opportunity to receive attention from a psychologist.

During next year, the system that denotes sessions for every school will be abolished and a planning system at an area level will be introduced designating a psychologist's time as and when required. This will enable changing the focus of the service to provide a strategy LAd in specific fields as well as a cLAR focus on schools training.

### Additional Information

The tables below indicate the number of final statements issued within the statutory time-table of 26 weeks during the school year 2014/15 (National Performance Indicators).

| <b>Gwynedd 26 weeks Performance Indicators School Year</b>  | <b>13/14</b> | <b>14/15</b> |
|---|--------------|--------------|
| Total number of new final statements  | 85           | 49           |
| Number of final statements issued <b>within</b> 26 weeks <b>with</b> exceptions   | 33           | 14           |
| Number of final statements issued <b>within</b> 26 weeks <b>without</b> exceptions<br><i>i.e. within the deadline and no recorded exceptions</i>  | 18           | 20           |
| Number of final statements <b>over</b> 26 weeks <b>with</b> exceptions<br><i>i.e. exceeding the deadline due, or partially, because of external factors</i>   | 33           | 15           |
| Number of final statements <b>over</b> 26 weeks <b>without</b> exceptions<br><i>i.e. beyond the deadline and no recorded exceptions (nobody late presenting their advice from outside agencies and no factors beyond the education department and/or the SEN Joint-Committee's control)</i> | 0            | 1            |
| From the total number of cases for the year, what percentage was <b>within</b> the 26 weeks, were there any exceptions?   | 60%          | 48.3%        |
| Of those cases where there were no exceptions, what was the percentage of those which were completed within the 26 weeks?<br>100% 95%   | 95%          | 100%         |

The number of new statements in Gwynedd is substantially lower than Last year.

A statement is produced based on several reports including medical reports. Those that are 'late with an exception' are late because we have not received some of these reports on time.

Last year, we trialled an Individual Development Plan system to provide support for young children with intensive needs who were transferring from the ABC Units. Due to this system's success, we intend to follow the same system this year. This is a flexible way to provide support for vulnerable individuals in the Early Years, without having to hold a Statutory Assessment.

### Home Education

The home education service for children who are ill is equivalent to 1.8 teachers. Home education is provided for pupils of mandatory school age who cannot for several reasons, attend an appropriate school. During the summer term, one of the teachers was promoted to serve as provision co-ordinator.



A home education forum has been created that meets once every half term. All requests for home education are referred to the forum. The number of pupils who receive home education has reduced from 33 during the summer term to 12 during the Autumn Term. The home education teacher's careful planning has led to several pupils successfully re-integrating into mainstream and special schools.

During next year, our use of supply cover teachers will be reviewed and alternative methods will be investigated of providing home education using IT.

## **12. ADDITIONAL LARNING NEEDS TRANSFORMATION STRATEGY**

Gwynedd Council is currently transforming the provision for ALN pupils. In light of the legislative change expected from the Welsh Government, and following a consultation period in the past, further work is being undertaken on developing models/options for the new service.

The Strategy aim in Gwynedd is:

**'Ensure that children and young people (between 0 and 25 years) who have additional LArning needs utilize opportunities and acquire experiences that have been effectively planned for them, to enable them to make progress in accordance with thier ability.'**

Transforming service provision for children and young people, especially the vulnerable, is one of the main priorities of the Council Strategic Plan. The aim is improved outcomes for children and young people.

Planning around children and young people and their families needs will be central to any newly developed plans; and the following factors will also receive considerably more attention;

- identify problems/needs early on in the child's life and ensure appropriate intervention;
- early intervention when problems emerge;
- work using a more integrated and multi-agency approach, sharing information and jointly planning provision;
- workforce skills and understanding regularly developed;
- better and more organized communication with the children, young people and the families.

The aim is to ensure that more preventative activities are held within the field, especially with vulnerable families, ensuring that they receive more complete and more integrated services.

The LA has held wide-ranging consultations and has received support for the principles contained in the Strategy.

Several changes to the provision have already been made;

Not provide the new 3\* support since 1 September 2015. At those schools, where there is a delegated budget (secondary and the largest 14 primaries), the budget has Iraedy been frozen for around 5 years.

Schools need to be more flexible in their use of their ALN budget during the Interim period;

Hold training for ALN Co-ordinators of every school on the use of individually centred methods, as well as creating a comprehensive e-teach pack to support that;

Review use of Cognition and LArning access and departure criteria (oracy and numeracy) that implies that we are better able to target the correct children. Develop use of Forums to discuss specific cases;

Pilot use of outreach assistants to provide support for those children who LAve the language difficulties centres rather than individual assistants for a specific number of hours a week;

Begin to put the new Behavioural Support Service in place, in response to the lack of provision. Start to hold Forums to discuss specific cases.

### **PRIORITIES FOR 2016-17**

#### **The next steps:**

By the end of March 2017, we will have:

- Adopted an Additional LArning Needs and Inclusion Strategy and put arrangements in place to implement them, achieving better outcomes for children and young people at substantially lower cost
- Workforce re-structuring and provide more advanced skills
- Ensure consistency in quality of provision

### **13. THE EARLY YEARS**

The Early Years Unit plans to ensure that the LA achieves the statutory requirement of securing a nursery place for every child from the term following his 3rd birthday. From September 2015, the nursery education provision is provided at 68 placements across the county. The LA provides termly grant for these provisions. There are 31 placements in Arfon, 16 in Dwyfor and 21 in Meirionnydd, namely Welsh medium and bilingual placements that are LA maintained to address the Nursery education requirements for the children. All the placements, including those run by the voluntary organizations, are regularly monitored.

Good features:

- Foundation Phase Support Teachers have provided training for all the placements on:
  - Traed bach Sionc
  - Planning
  - Assessment
  - Foundation Phase Profile
- Number of placements that have received good Estyn reports (See Annex 5)
- Placements sharing good practice
- Some placements have successfully received grants to amend their provision
- Elklan Training, Iaith ac Iaith and Chwarae groups for staff of the placements who will participate in the EFL Scheme – Early Years. An Early LArning Development Officer has been appointed to the team to collaborate with the nursery education placements to establish weekly

language groups to give a linguistic spur to children who display language delay. The placements have also received a grant and resources.

- Regional collaboration to develop the foundation profile training to non-maintained.
- Close collaboration with Flying Start and share good practices between the Flying Start teachers and the Foundation Phase teachers

## **PRIORITIES FOR 2016-17**

### **The next steps:**

- Promote and support use of the Foundation Phase Profile.
- Promote and support the entire training.
- Appraise Cai a Mai scheme.
- Closer collaboration to provide information on the children not-supported with the schools. Need to establish a task group to discuss effective bridging systems.

## **14. SCHOOLS MODERNIZATION TEAM**

### **Ysgol Bro Llifon**

#### **What we should have achieved**

- Present a successful business case to the Welsh Government.
- Complete all the various elements of the work linked to establishing the new area school.
- Ensure that the construction work to the value of £4.84 million is complete so that Ysgol Bro Llifon opens in September 2015.

#### **What has been achieved**

- The new school opened in early September 2015.
- Following the opening of the new school, it now provides more equal opportunities to every child in the area so that they are taught in reasonably sized groups.
- In addition, pupils have opportunities to work together and play more regularly with their peers.
- The development has led to an improved environment to ensure Leadership and robust management.
- Following the project, the range of capitation cost is reduced to provide education in the area and there are less empty places thus increasing effectiveness.

### **Ysgol Hafod Lon**

#### **What we should have achieved**

- Have presented a successful business case to the Welsh Government for a contribution of £6.5m towards capital investment of £13m to build the new school.
- Have effectively completed the entire statutory processes in line with the time-table.
- Have successfully created a comprehensive work programme of all aspects of establishing the school.

#### **What has been achieved**

- Good progress has been made in the Construction work, and it remains the intention to open during Autumn term 2016.
- Work on agreeing the new school staffing structure has been completed and the posts discussion process with the current staff and appointment of additional staff will occur before Summer half term.
- The new school will provide a place for 100 3-19 year olds to specifically cater for pupils in Meirionnydd and Dwyfor. A new Ysgol Hafod Lon will replace the current school at Y Ffor and Uned Tŷ Aran at Dolgellau. It contains modern purpose built resources for the pupils requirements, e.g. sensory rooms, hydrotherapy pool and play areas with an excellent outside landscape.
- There are 6 bedrooms in the Residential Unit and a Short Break for all Gwynedd pupils. The provision provides a very valuable service to support families of ALN pupils for the first time in Gwynedd.

### **Y Gader Catchment-area**

#### **What we should have achieved**

- Present a successful business case to the Welsh Government.
- Effectively complete all statutory processes in accordance with the time-table.
- Successfully create a comprehensive work programme of all aspects of the school's establishment, with an investment of £4.34m.
- Complete the process of establishing a Shadow Governing Body.
- Hold a process to appoint a Headteacher for the new school.

#### **What has been achieved**

- The entire statutory processes have been completed.
- The business case has been approved by the Welsh Government.
- A contractor has been appointed for the Rhydymain site and the Construction work is proceeding in compliance with the time-table.
- A strategy head has been appointed for the all through school and will start in post after the Easter holidays.
- Pupils from Ysgol Gynradd Dolgellau Junior Department have moved to the cabins in early January 2016 and it is envisaged that the Infants department will transfer to the cabins later on in the year. The pupils of Ysgol Llanelltyd also transferred to cabins in early January 2016.
- It is expected that the Building work will be complete so that the new school can open in September 2017.
- The project will ensure better conditions and higher standard compared to the condition of schools in the catchment-area, following an Investment of £4.34 million on up-grading and extending three sites, and spending Maintenance accumulation on three other sites.
- Following the opening of the new all through school, every education premises will be within a reasonable distance to all pupils in the catchment-area.
- The project will reduce empty places in the catchment-area, create around £255,625 of revenue savings, and rationalize range of cost per pupil in the catchment-area to enable better use of resources.
- This project addressed several of the challenges that currently face the Y Gader Catchment-area. Including improving standards of education across the catchment-area when enabling flexibility

across the entire age-groups so that sharing of resources, staff and facilities becomes standard practice.

- The project will impact scale and range of age-group within classes, enable a new modern senior management system that will free the headteacher from the classroom, and create conditions conducive to robust Leadership and management.

## **Ysgol Glancegin**

### **What we should have achieved**

- Present a successful business case to the Welsh Government.
- Create a comprehensive work programme to successfully complete a new building for Ysgol Glancegin, Maesgeirchen, Bangor, with an Investment of £5.11m.
- The new Building will ensure a good Learning environment to cater for pupils and staff's needs and transform a Building in poor condition with substantial shortcomings.

### **What has been achieved**

- The Full Business Case has been approved by the Welsh Government with a Financial package of £5.11 million in place to realise the scheme.  
A contractor has now been appointed and Construction work will commence in Spring 2016 with the new school ready by the start of term September 2017.
- The new Building is expected to provide a good teaching space to cater for pupils and staff's needs in a deprived area in Gwynedd.

## **Y Berwyn Catchment-area**

### **What we should have achieved**

- Present a successful business case to the Welsh Government.
- Effectively complete the entire statutory processes in compliance with the time-table.
- Create a comprehensive work programme of all aspects of establishing the school for 3-19 year olds at Y Bala with an investment of £10.27m.

### **What has been achieved**

- The final stage of the business case has been approved by the Cabinet and the Welsh Government.
- The entire statutory processes have been completed in accordance with the set time-table.
- The planning process is currently being undertaken.
- It is expected that the Construction work will be completed to enable the new School to open in September 2018.
- Following the Cabinet's decisions, the process has started to complete the required statutory actions under the maintained Schools Federation regulations 2014 to establish a federation between three rural schools in the y Berwyn catchment-area. The contact and consultation process will occur during the next few months.
- The Welsh Government has approved the Business Case that ensures £10.27m (contribution £5.13m Welsh Government 5.13 Gwynedd Council), to realise the project.
- The Investment will enable provision of additional resources for the school and community use, including a new library, theatre and cinema resources, additional sports facilities, and 3G play ground.

- The process of establishing the Shadow Governing Body, appoint a Headteacher and then complete a staffing structure has been scheduled.
- The proposed campus will provide an opportunity to experiment with running educational and community services in a different maner through sharing and centralizing resources such a library, the arts and some sports elements.

## **PRIORITIES FOR 2016-17**

### **The next steps:**

It is a very ambitious programme that aims to transform the way in which children and young people ensure admission to schools of a high standard with a leraning environemnt that supports excellent education. The Programme will continue with a full commitment to cahieving the current vision to *“provide education of the highest posisble quality thatw ill provide the experiences, skills and confidence for the children of the County and enable them to develop into bilingual, successful and well-rounded citizens.”*

The main objectives of the Programme in 2016/2017 will be to ensure that the current work programme continues to achieve the set criteria to,

- ensure that the consultation process with parents, staff, governors and stakeholders is completed in accordance with statutory process requirements, with cLAR communication;
- ensure an effective communication process with relevant Council departments, monitor and appraise activities;
- provide Programme objectives to ensure conditions of LAdership that provides adequate time for headteachers to LAd, the child’s LArning environment and state of buildings provides the best possible conditions, reasonable travel distance for children and provides more effective control of the educational resources and reduces per capita cost to provide best value for money;
- ensures progress in the Construction work completion process and establish schools that form part of the initial financial band.

It is also essential that the appropriate resources are available to achieve the current work and for the future. Taking this into consideration, a new structure has been established for the re-organizational work so as to procied with the modernization work and ensure viable schools for the future.

## **15. LEADERSHIP AND MANAGEMENT**

### **What has been achieved**

A report has been commissioned into the Leadership field in Gwynedd, and the visits/Research was held in October 2015. The report, and the recommendations to consider, will be presented for full consideration by the cabinet.

The LA and GwE business plans specifically focus on LAdership. There is mandatory training in LAdership and management fields, and teaching and assessment has been provided for headteachers, setting a baseline of expectations for the current school year and beyond. GwE will report on the impact of the Leadership and management training on schools planning and evaluation processes, following their visits to the schools in the autumn term, in February 2016. The LA, in discussion with GwE and school headteachers on 12, 13 and 14 January 2016, will evaluate the

success of this work and decide on training/development needs for the second half of the school year 2015-2016. The LA has effectively intervened at three schools that caused concern regarding Leadership.

An Independent Progress Monitoring Board has been established to evaluate the impact of GwE intervention, and the schools capacity to respond, at schools placed in Estyn statutory categories (Significant Improvement /Special Measures). Thus far, reports have been provided on GwE's work, and the work of the schools themselves, at Ysgol Dyffryn Nantlle, Ysgol Y Gader and Ysgol Gynradd Dolgellau. Local Monitoring Boards will be established in 2016 to receive and discuss an overview of performance and the key matters for every school in turn.

The LA and GwE have identified English and mathematics as fields for concern in our secondary schools. GwE have appointed specialists in these fields to work regionally, and a post that is jointly funded between the LA and GwE is being advertised in February 2016 to address local requirements in mathematics.

GwE has held a specific programme of Leadership development workshops and 27 prospective LAders from Gwynedd have completed these workshops. GwE has established a Network of Deputies and Assistant Headteachers to target and support comparatively inexperienced members of senior management teams at our secondary schools. The workshops will focus on the Senior Leader's role when improving quality of leadership, the Learning and teaching, use data to track and ensure effective intervention, and lead the implementation within the school improvement cycle. GwE has developed a series of leadership development programmes to support prospective heads, new headteachers and experienced headteachers during their career development. 9 prospective heads successfully achieved the NPQH in 2015, and six prospective heads have received them on the programme for 2016.

Specific examples of 'soft' federal arrangements have been promoted by the LA and by the schools governing bodies; this implies that the schools share strategic LAdership. Thus far, three 'soft' federal schemes have been implemented, with one 'hard' federal scheme in preparation. The main focus of the Schools Modernization Team is now on improving conditions of LAdership and management. This will create viable schools and allow better conditions for effective LAdership and management. Plans have been established to create a strategic partnership across secondary schools in Meirionnydd to jointly develop curricular LAdership and aspects of the curriculum.

A large number of schools in Gwynedd in both sectors are according to national definition categorized as 'small'. The demand on primary headteachers to teach children as well is either increasing in schools of all sizes or is practised in the medium and smaller schools. A low level of management collaboration and the workload of headteachers and classroom staff is increasing. It was therefore decided to hold a series of 'ReLAsing Headteachers Potential' meetings in the primary sector, specifically focussing on promoting local collaboration management networks.

## **PRIORITIES FOR 2016-17**

### **The next steps:**

- Work on the county's Leadership and management conditions and implement agreed recommendations.

- Monitor and challenge all schools and use all powers at the LA's disposal to improve Leadership and management at under-performing schools.
- Develop managers and prospective managers within services and identify future leaders.
- Develop robust school to school procedures and ensure that there are arrangements in place to share good practice so as to avoid duplication.
- Ensure that capital investments leads to improved leadership and management conditions.
- Define and develop the role of 'Area Education Officer' to co-ordinate schools work and all support services, including GWE, to ensure partnership collaboration, accountability and change at an appropriate pace.
- Develop collaborative management and administration in every catchment-area and at a county level by the Education Support Unit via the Area Office.

## **16. SUPPORT FOR GOVERNORS**

Although the Bronze award has terminated, 24 Schools in Gwynedd have achieved the award. Awareness was raised of the award and the requirement to Self-evaluate the Governors work.

A governors database has been developed to store data on :-

- Information on % of the governors who have and who have not attended mandatory training;
- Information on governors CRB

The Education Department has worked in Partnership with North Wales Governors Support Officers and an on-line Mandatory Courses have been established for Governors. The courses are now available for all Wales with the LA's purchasing the SLA from North Wales partners. Work is on-going to keep the courses up to date and Gwynedd is responsible for the translation work.

Gwynedd Federation of Governors meet once a term. There are fixed items and field specialists are invited to the meetings. Governors from every school are invited to join the Federation.

## **PRIORITIES FOR 2016-17**

### **The next steps:**

- Raise Clerks awareness of their duties especially in CRB.
- Increase numbers of Governors attending the courses and hold them at a more local level.
- Increase the number of schools who self-evaluate the governors work through using the LA's self-evaluation sheet until the National one has been completed.
- Continue to collaborate with North Wales Partners.
- Increase membership of Gwynedd Governors Federation and encourage Governors to the forum held once a term.

## **17. EDUCATION RESOURCES SERVICES**

### **CONTRACTS AND SALARIES**

This year was again a difficult one for the Contracts and Salaries Unit due to staffing instability. However, the team has collaborated well and achieved a situation where every teaching staff member



receive their agreement within the appropriate time. By now, every assistant in the County have also received their agreements and employment statement. The Team has also met the payroll closure date monthly.

## **PRIORITIES FOR 2016-17**

### **The next steps:**

- Ensure that all school support staff receive a current employment agreement/statement.
- This year, all the County's assistants are required to register with the Education Workforce Council (EWC). Consequently, it is intended to create a supply list of assistants so that our schools are aware of who registers and is available to provide cover.
- Create a statement of employment for all teachers at our schools.
- Continue to collaborate as a team and ensure that our staff continue to correctly receive their salaries and contracts and within the correct time.
- Collaborate with the pay-roll section and 'Ffordd Gwynedd' to proceed with the self-service system.

## **TRANSPORT**

### **Good features:**

Arrangements made for possibility of payment in instalments for the 16+ tokens from September 2016 and scheme trialling pilot starts April, 2016.

- 16+ Transport Policy up-dated and awaiting the Cabinet seal of approval meeting – 16 February, 2016 to present September, 2016
- Increase price of a 16+ token to £100 a term from September, 2016

## **PRIORITIES FOR 2016-17**

### **The next steps:**

- Need to organize regular occasional meetings to discuss applications for specialist Transport/additional Learning needs/disabilities or contrary to the policy that is likely to increase the Transport budget.
- Need to make arrangements for the Transport Unit to provide 16+ tokens for Secondary Schools to ensure that the pupils have an up to date token
- Need to discuss with the bus companies the possibility for students who have ordered 16+ token to travel during the day.
- Commence the contracts re-tendering process earlier.

## **CATERING AND CLANING**

### **Good features:**

- Our menus comply with Welsh Government Food Bill
- Those taking meals has increased despite a higher than usual price increase in the Primary Sector
- Collaborate with ELYGRA Company to promote school dinner has been a huge success - Hafod Eryri and at the Senate, Cardiff.

## **PRIORITIES FOR 2016-17**

### **The next steps:**

- Ensure that school meal numbers remain high.
- Ensure that schools strive to reduce dinner money debt arrears.
- Achieve cLANing budget financial savings
- Ensure that the illness procedure is followed and that staff are referred promptly to the Occupational Health Unit
- Appoint catering and cLANing staff for a new Special School at Penrhyndeudraeth September/October 2016
- Re-organize kitchens at Ysgol Ddilynol y Gader sites
- Ensure that numbers taking school meals remain high

## **EDUCATION SUPPORT UNIT**

### **Good features:**

- As a department that we adhere to the School service level fairly and consistently for every School, by following the work time-table throughout the school year.
- Have achieved the time-table time targets throughout the school year.
- Maintain and forge close contact with the schools.
- Trial creating Post advertisements for the schools.
- SG has assisted the Information Officer to process admission applications during his absence.
- Team members have completed NVQ 3 and 4 qualifications.
- SG has completed Team Leadership ILM2 qualification.

## **PRIORITIES FOR 2016-17**

### **The next steps:**

- Trial creating Post advertisements for the schools. Continue to receive Human Resources Department support (Education).
- Clerks to the Governors/Headteachers send governance documentation regularly to the UGA.
- Encourage Clerks to the Governors/Headteachers to regularly take action to send governance documentation to the UGA.
- As a department, that we fairly and consistently adhere to the Schools service level for every school, through following the work time-table throughout the school year.

## **18. PARTNERSHIP WORKING**

### **STRATEGIC PARTNERSHIPS**

#### **Gwynedd and Isle of Anglesey Local Services Board**

The Board has worked across Gwynedd and Isle of Anglesey since 2013 with the Public Bodies Chief Officers holding quarterly meetings to improve collaboration and achievement across the public sector. One of the Board's current priorities is 'Teuluoedd Gwydn' and the Board provides a LAd on multi-

agency work to improve the available services for families in Gwynedd and Môn, especially preventative work.

The Local Services board is also in the process of transforming into Public Services Board – this Board will be a statutory Board responding to the Future Generations Benefits Act (Wales) 2015. During the Financial year 2016/2017 the Board will undertake a Welfare Assessment of communities in Gwynedd and Môn. This assessment will be the document that is the future driver of the Public Services Board.

### **Gwynedd Families Children, Young People and Support Partnership Board**

This Board provides strategy Leadership in the field. It is a multi-agency Board with Senior Officers and Managers from statutory agencies such as Education, Children's Services, Health, Police and Probation Services collaborating with the agencies to ensure quality services for families in Gwynedd.

This Board is responsible for the surmounting poverty grants – Families First, Flying Start and Communities First. The Board commissions services through these grants and the entire work is multi-agency to ensure the best impact for the families. A Gyda'n Gilydd team, that is funded via the Families First grant, closely collaborates with the schools on matters such as attendance and behaviour with the co-ordinators working with the whole family to improve the child's results. Independent Research by UCNW Bangor shows that this project is a success with 80% of the families declaring that an improvement has occurred having worked with the team. Also the work that is commissioned via the Flying Start grant closely ties in with the schools within their area working to ensure that young children possess the required skills to attend school and succeed.

### **Gyda'n Gilydd**

There is an effective and productive collaboration between Gyda'n Gilydd and the schools at an operational level.

During the year 15-16, thus far, a total of 78 families have been referred, 40 by the schools and other education services (including Welfare Officers) and 38 by School Nurses. Gyda'n Gilydd Area Co-ordinators have worked in a Wrap Around the Family approach with 94 families (with 3-15 year olds) and have closely collaborated with schools throughout the county with these families, between 1st April 2015 and mid February 2016.

Katy Burch's report on Wrap around the Family arrangements and assessment of positive impact and value for money of these arrangements note that "the Wrap around the Family Team services provided by the Gyda'n Gilydd Team are overall seen to be of a very high standard as regards families who opt to contact following a referral .... Children and young people experience improvements especially as regards their education and Learning, behaviour and ability to create and forge and maintain effective relationships. The rates of children entering care have reduced during the existence of Wrap Around Family Team in Gwynedd."

### **Flying Start**

The Flying Start Scheme closely collaborates with the Education Department to bridge the Flying Start pupils to the nursery education provision. A new system pilot was held in 2015-16 to share relevant and concise information with primary schools for every Flying Start pupil. As follow-up, meetings were

established to discuss tracking children's achievement to the feeder schools. This early intervention provides children with the best foundations preparing them to be more ready for school, working in partnership with parents, children and several agencies within the early years.

So as to facilitate the bridging between Flying Start and the Foundation Phase, the child care provision at Flying Start placements reflects the Foundation Phase philosophy and pedagogy.

Several Flying Start placements are located on primary school sites, as well as the Foundation Phase provision such as at Ysgol Glancegin and Maesincla. The Flying Start placements and Foundation Phase placement closely collaborate and share specialization as well as equipment and resources that improve quality of provision. This strategy allows continual bridging from one type of location to another that assists to ensure appropriate preparation for children's transfer.

The Flying Start and Foundation Phase Advisory Teachers assist to maintain the high quality provision that is a requirement for the Flying Start programme and the Foundation Phase Curriculum. The team jointly organizes training, facilitates bridging meetings and provides networking opportunities with Flying Start and Foundation Phase staff closely collaborating with Educational Psychologists, Specialist Teachers, Referral Plan, Early Years Observation Units, Mudiad Meithrin and the Wales Pre School Providers Association.

As regards Additional Learning Needs, the Education Department closely works with the Referral Scheme, Flying Start, Derwen and the Health Board to identify needs at an early stage. Support for bridging children who have additional Learning needs is planned through various multi-agency panels. The individual profiles provide relevant information for Foundation Phase placements on a child's needs and skills, enabling schools to prepare for the child's next steps in education and addressing any needs identified.

### **Early Years Provision**

The Early Years Unit, Children and Families Support Department have worked with several schools to establish after school children clubs. 5 schools received initial sponsorship and support to establish the children's clubs on school sites. Several after school clubs have also been supported by training for the workforce and grants to improve quality through new resources such as IT provision. This was done in partnership with Wales Children's Clubs and the child care sector.

### **GwE**

- The six LA's have fully participated when creating GwE and its alignment with the National Model – at a political and officer level.
- An effective relationship has enabled the main LAders (Chair, LAd Director, LAd Chief Executive) to collaborate well with Managing Director in GwE's development.
- There is a robust LAdership team in place to ensure that GwE can proceed to more effectively fulfil its extended role
- There have been good contacts with the Welsh Government, and GwE has successfully adhered to a time-table when fully focussing supporting school improvements
- A group of robust individuals who possess specialization have been attracted to the Advisory Board

- Headteachers and Governors have clearly expressed their viewpoints throughout GwE's development

### **Isle of Anglesey**

There is a partnership between Gwynedd and Isle of Anglesey in several fields (e.g. SENJC and Cynnal). There is now an agreement to jointly prepare an Additional Learning Needs Strategy. This will be based on re-modelling and strengthening the current partnership and including the entire range of services and provisions.

### **Post-16 Learning Partnership (Post-16 Consortium)**

Gwynedd Council is a strategy partner in a Consortium framework that has a complete overview of post-16 education field across the counties of Gwynedd and Isle of Anglesey. Including Gwynedd, that is a LAd partner, (the kernel of the idea for such a partnership stems from Gwynedd Council strategy plan 2014-2017), there are 3 other full strategic partners namely Isle of Anglesey Council, Grŵp Llandrillo Menai and secondary schools in the area that have a 6th form. This partnership allows high level strategy decisions to be taken on all aspects that impact post-16 education.

As well as ensuring consistency, clear pathways and excellent quality for the learners avoiding any duplication of provision and systems, the framework also enables cost sharing to LAd on, and administer the entire relevant elements.

The Consortium also nurtures strategic relationships with other stakeholders who are not full partners (in that they do not financially contribute to the venture) – but yet they are important and meaningful Partnerships at several levels that have the capacity to have a positive impact on the Learning experiences of pupils and post-16 students of the area. Bangor University, through our contact with the establishment's Deputy Vice-chancellor, is a partner of this type who collaborates with the Consortium to fill a gap in the area provision in offering a new Computer course presented to AS/A level students by experienced lecturers. The Consortium is also holding discussions with the Chief Executive of the National Welsh College as to the possibility of collaboration to promote the numbers who opt to study their post-16 courses through the medium of Welsh.

The Post-16 consortium is responsible for the Welsh Government Star Project Scheme namely strategic collaboration with the post-16 Schools, Llandrillo Menai Group and the Higher Education Sector in Wales and beyond, to create a programme of activities to raise skills to apply for the best universities amongst both counties most able and gifted learners amongst post 16 year olds. A Government grant of £50,000 over two years has been received for this work.

In addition to the above, during 2015/2016, the Consortium has been responsible for 14-19 Learning Pathways Network that is a programme strategically administered across the North Wales counties and is mainly responsible for NEETs provision and Level 1 and 2 vocational courses. The proportion allocated to Gwynedd and to Isle of Anglesey from this programme budget is £600,000.

A strategic partnership needs to be established with GwE to ensure consistency in challenging quality of post-16 provision across both counties.

### **14-19 Network**

The main remit of the North Wales 14-19 Steering Group during this period was:

- Presenting middle of the year monitoring review;
- Information sharing for “Child profiling tool” to identify TRAC pupils
- Provide up-dates on TRAC scheme
- Continue to facilitate and promote North Wales BAC meetings

A new system has been implemented for the North Wales 14-19 Group meetings, combining them with the Youth Liaison and Development Framework co-ordinators regional meetings. Due to that and the overlap between 14-19 Network work, the 16+ Learning Partnership, TRAC Youth and Schemes Links Framework, the Post-16 Learning Partnership and the Full Network meetings will be merged.

### **Young People’s Links Framework**

Since 2013, the LA has established the Young People’s Links Framework Strategy Group, that draws together the Education, Economy, Children and Families departments, the Youth Justice Service, the Young People Accommodation Service to establish co-ordination and accountability arrangements for the young people links field. Pre-16 Admissions Panels and Post-16 Links Panel have been established in the county that bring together representatives from the LA, the voluntary sector, schools, colleges and health service to plan provision for vulnerable young people, who are at most risk of becoming disaffected from the world of education, training and/or work. This strategic collaboration has led to improved understanding by partners of young people’s requirements, improve our methods of identifying and tracking young people who are at risk and have strengthened our information sharing protocols so that the young person can achieve the best result. The Strategy Group has also led towards European resources targeting for 11-19 year old TRAC scheme and Ad-Trac for 16-24 year olds to ensure multi-agency interventions to support young people back to education, training or work.

Gwynedd Council has established and led the North Wales Young People Engagement Managers Group to share resources and promote collaboration across LA s in commissioning provision; establishing systems and procedures; developing the framework across the north. In future, the Group will focus on the framework’s post-16 aspects.

New resources have been secured through collaboration across north Wales LAs. Successful collaborative applications have been prepared for European grants e.g. TRAC 11-19 years, and Communities to Work. Other collaborative applications are in the pipeline and are awaiting approval namely Ad-TRAC 16-24 years and North Wales STEM and Llwyddo’n Lleol – North West. The two latter schemes are led and co-ordinated by the LA on behalf of the other partners.

### **IT – High Value Posts Scheme**

As part of its High Value Posts Scheme, Gwynedd Council has for some time collaborated with a range of IT companies individually in the county. Although several have good links with universities in the area, companies still experience difficulties in recruitment as regards having individuals who have the right skills and experience in software development despite the offer of substantially higher than average salaries for the area. A meeting was arranged with various companies based at Parc Menai to learn about their difficulties in recruiting suitable staff and subsequently, Gwynedd Digital Skills Forum was established. Collaboration will occur between employers and local education providers to stress that Gwynedd can offer long-term high quality employment opportunities for our citizens. Gwynedd Digital

Skills Forum Members consist of IT Companies, Bangor University, Aberystwyth University, Llandrillo/Menai College Group, Gwynedd Education Department, Gwynedd Economy Department and the Welsh Government.

## **PRIORITIES FOR 2016-17**

### **The next steps:**

#### **Gwynedd and Ynys Môn Local Services Board**

Ensure the success of transformation to become a Public Services Board and respond to the Future Generations Best Interests Act (Wales) 2015. There will be a need to complete a Best Interests Assessment of communities in Gwynedd and Môn.

#### **Post-16 Learning Partnership (Post-16 Consortium)**

There is a need to strengthen the strategic partnership with GwE to ensure consistency in challenging quality of post-16 provision across both counties.

Collaborate with each partner to ensure planning of establishments curriculum/area/regional partnership that meets the needs of the local and regional and national economy that is viable and provides best value for money.

## **19. PLANNING, RESOURCES PROVISION AND JOINT QUALITY ASSURANCE**

### **Good Features:**

#### **Gwynedd Children, Young People and Families Support Partnership Board**

This Board is responsible for the poverty tackling grants – Families First, Flying Start and Communities First. The Board commissions services through these grants and the entire work is multi-agency to ensure the best impact for the families.

Independent Research by Bangor University shows that this project works with 80% of the families stating that their situation has improved following working with the team.

### **GwE**

The LA and GwE business plans specifically focus on Leadership. There is mandatory training in Leadership and management fields, and teaching and assessment has been provided for headteachers, setting a baseline of expectations for the current school year and beyond.

An Independent Progress Monitoring Board has been established to measure the impact of GwE intervention, and the schools capacity to respond to it, at schools placed in Estyn statutory categories (Substantial Improvement/Special Measures). Thus far, reports on GwE's work have been provided, and the work of the schools themselves, at Ysgol Dyffryn Nantlle, Ysgol Y Gader and Ysgol Gynradd Dolgellau

### **Education Department**

Gwynedd Education Department's planning and performance management system assists in Steering the direction of the other LA and Consortium services. There is evidence of this in how high level strategy plans link to more detailed team plans, with specific measurable improvement targets, and with individual officers schemes. All the education team's plans follow this pattern and their performance is closely managed. There are cLAR lines of accountability between all planning levels throughout the Council.

Self-evaluation is strongly incorporated in the culture of the Education Department. There is a strong focus on accountability and continuous review and a constant emphasis on achieving progress in addressing priorities. This focus on evaluation and review LAd to substantial improvement.

This culture has stemmed from successful practice within education services. It is imperative that senior officers justify under-performance and identify fields of possible risk including overspend. Services LArn lessons from good practice and lines of accountability are cLARly defined. The process is continually reviewed and amended and there is a gradual improvement in quality of service reviews.

The cLAR accountability and robust framework is an important strength in the Education Department. Detailed plans at several levels of the services' business plan through team and group plans, deal with all aspects of the service's work. All the plans have nominated responsible officers and all of them have cLAR input to the service's business plan. There are detailed self-evaluation arrangements that are based on this framework. Officers review their plans on a quarterly basis and evaluate progress and impact. These reviews steer the evaluation of the business plan that inputs the quarterly service evaluation systematically so that there is a cLAR trail of evaluation by teams into the corporate review. New priorities from the service review are then rapidly incorporated in team plans.

Officers have a good grasp of their responsibility for continuous improvement and accountability for progress in their fields. Sharing plans and evaluations in a cLAR manner brings cohesion to teams and propels the strong collaboration that has led to improved services provision and higher standards and LAdership in schools.

Officers challenge underperforming schools well and the LA has used its full range of statutory powers to spur improvement where required. The LA has well addressed Estyn previous inspection recommendations of education and youth support services.

### **Post-16 LArning Partnership (Post-16 Consortium)**

The Post-16 Education Consortium has and is working with every school with post-16 provision to challenge quality with GwE support. Some establishments have dropped a subject of unacceptable quality from their post-16 curriculum and have offered a higher quality partnership course for their LArners. The Consortium has identified excellence in the Area provision (Schools and Further Education) and has submitted recommendations for sharing good practice for post-16 establishments to raise standards.



The Consortium collaborates with Grŵp Llandrillo Menai / Coleg Meirion Dwyfor / Sgiliaith to develop e-teach resources that will promote use of Welsh in specific vocational fields. A designated grant of £10,500 has been received from the Welsh Government.

### **14-19 Network**

Y10 curriculum and Learning numbers was confirmed in September 2015. Post-16 Curriculum proposals by GCAL (On-Line Careers Wales) (CAP) have been presented. Due to over-lap, the Post-16 Learning Partnership and Full Network meetings have been merged. A self-evaluation has been held of 14-16 provision. £50,000 has been earmarked by Grŵp Llandrillo Menai to support Gwynedd and Merioneth 14-19 Network STEM provision conditional on that the funding is used

- to support courses for 14-16 year olds in Engineering and Construction;
  - during college year 2015-16; and
  - to support partnership courses held on one of Grŵp Llandrillo Menai sites.
- Appropriate use of the funding was agreed.

### **Young People's Engagement Framework**

New resources have been secured through collaboration across North Wales LAs. Collaborative applications for European grants have been approved e.g. TRAC 11-19 year olds, and Communities to Work. Other collaborative applications in preparation are expected to be approved namely Ad-TRAC 16-24 years and STEM North Wales and Llywyddo'n Lleol The North West. Both latter schemes are led and co-ordinated by the LA on behalf of the other partners.

### **Youth Service**

The accreditations through the Youth Service have been planned to provide a pathway that develops into a qualification commencing with local accreditations.

The Youth Service has a Service Level Agreement with the Urdd and Young Farmers that contains target '3b – Number gaining accreditation/new skills'.

The collaboration between the Youth Service and Urdd Outdoor Section is key to ensuring the success of Duke of Edinburgh Award expeditions.

## **20. RESOURCES MANAGEMENT**

In Gwynedd Annual Improvement Report (SAC) the General Auditor has concluded that the Council's commitment to become an establishment that better focusses on citizens and its record in achieving its service and Financial commitments means that it is now in a good position to ensure continual improvement in 2015-16. The General Auditor does not make any formal recommendations to the Council in the Annual Improvement Report.

It was also noted that there are effective financial management arrangements.

The Council regularly reviews its Financial Strategy and has made reasonable assumptions on the number of various factors including the likely level of the Revenue Support Grant. As part of this

process, the Council considered the suitability of its reserves and balances. The Council has Financial projection systems, sets budgets and there is effective management. Between 2011-12 and 2013-14, the Council correctly forecast its annual budgetary deficit and a number of savings were made to bridge the gap between income and expenditure. The budgetary management arrangements are based on guidelines and detailed monitoring arrangements at the level of officers, members and operational staff. Fit for purpose schemes to ensure the Council's savings for 2014-15 were effectively managed and were likely to be achieved. Efficiency saving schemes have been developed in each of the Council's departments. The schemes include cLAR descriptions of where the savings were made. Robust procedures to measure and track savings have been established and the Council's Savings Panel receives regular reports.

The Education Department's central savings programme follows the set time-table, except an element of the Payroll and Contracts Unit and the Additional Learning Needs and Inclusion Review. The Education Department has a medium term financial plan that inputs the corporate medium term Financial plan.

### **Gwynedd comparative expenditure on Schools 2015/16:**

Overall - in total, and when considering total expenditure on schools whether or not delegated, Gwynedd's level of funding is the 4th highest through Wales base don gross, and the 3rd highest on net basis (the difference between gross and net figures is that gross includes expenditure funded from specific grants, and net does not). This is the same as the situation last year.

Primary – funding per primary school pupil in Gwynedd is the 2nd highest throughout Wales based on gross and the highest throughout Wales based on net. Last year, we were the 3rd and 4th highest on the measures respectively. Gwynedd pupil:teachers ratio in that sector is the 3rd 'best' (i.e. lowest) amongst the 22 Welsh authorities. This compares to the 6th lowest last year. Within Gwynedd, the situation at individual schools can substantially vary from the county average of £4,700 per pupil (delegated funding). Around 1% of our pupils are in schools who receive £8,900 per pupil on average (the smallest schools) whilst around 31% of the pupils are in schools who spend around £4,200 per head (schools with over 200 pupils).

Secondary - On grounds of gross, funding per secondary pupil in Gwynedd is the 6th highest in Wales. Through converting to net (that is a fairer comparison, due to the impact of the different post-16 pattern on the gross figures), Gwynedd's position remains the 6th highest. We are therefore lower than in 2014/15, when we were the 4th highest on gross and net basis. However, Gwynedd class average size is the 'best' (lowest) throughout Wales.

Special – Funding per pupil in Gwynedd (schools budget) is the 10th highest throughout Wales gross based, and the 9th highest net-based. This compares with 8th highest on both measures last year. This differs considerably from the Welsh government statistics, that only look at the delegated budget (where we are the 17th highest). There are significant differences in the nature/scale of provision and in how councils record expenditure that makes it more difficult to reach firm conclusions on comparative expenditure in this sector. Pupil:teacher ratio in Gwynedd is fairly average; the 11th lowest throughout Wales.

Two factors are probably responsible for variation in per pupil expenditure across Wales - population density (that schools provision in a more dispersed area costs more) and deprivation (the need to spend more on pupils from deprived backgrounds to obtain the same outcome). As regards population

density, Gwynedd is the area with the third lowest population density in Wales. As regards deprivation, based on recognized indicators, Gwynedd is in 18th position. We would therefore expect per capita expenditure in Gwynedd to be somewhere between 3rd and 18th position in Wales.

On this basis, it appears that our expenditure level in the primary sector exceeds the expected range, and our position has improved since last year. As regards the secondary sector, our comparative position has fallen since last year but remains around the upper end of the range that we would expect. The comparative position of our special schools appears to be around the middle of the table in Wales (it is less apparent how much comparative impact population sparsity and deprivation has on the need to spend in this sector).

#### **Balances March 2015**

- Secondary Balances = £820k (equal 6th throughout Wales) [reduction of £320k since 2014]
- Primary Balances = £2.6m (equal 5th throughout Wales) [increase of £47k since 2014]
- Special Balances = £62k (equal 10th throughout Wales) [reduction of £8k since 2014]

There is an effective Schools Budget Forum in Gwynedd. There has been an increase in membership this year.

One of the major requirements for the Forum this year was to come up with recommendations on how to implement £4.3m of savings on the delegated budget for schools. A Savings Working Group was established that agreed on recommendations to implement savings of £4.3m. The comparative situation of Gwynedd schools and Strategy Plan priorities were used to steer direction of protection/cutbacks on the various sectors.

The Schools Budget Forum also decided to recommend that there be a reduction in the protection element for primary schools who are in the protection scheme and which have balances in excess of 5%.

Due to overspend projections in the ALN Integration budget of £650,000 in the year 2015/16, a new interim funding system has been established for 2015/16. Cost of statements was deducted from the budget and the remainder distributed on basis of 80% pupil numbers and 20% pupils who are eligible for free dinner. Due to over-spend circumstances, there was no increase, re-distributing so as to reduce the Financial impact on those who lost out.

#### **Grants**

The use of grants was reviewed following the merger of 11 grants to create the Education Improvement Grant (EIG). There is more rigid control of this grant than when managing 11 individual grants. However, 10% was cut from this grant in the current year.

#### **PRIORITIES FOR 2016-17**

##### **The next steps:**

- Achieve saving plans/cuts including schools re-organization.
- Further promote federations
- Financial training for schools

#### **21. VALUE FOR MONEY**

The future viable schools network has met the time-table for 2015/16 with regard to Ysgol Bro Llifon, Ysgol Hafod Lon, y Gader Cttachment-area, Ysgol Glancegin and Berwyn projects. A reduction has occurred in the number of empty places.

An increasing number of schools federations are being established. This reduces the number of headteachers and creates better conditions for LAdership.

Aspects of education capital are well integrated with Corporate Assets Management Plan.

Commendation has been received from Welsh Government on implementation of our 21stC Schools plans implementation Band A – one of the few LA's whose plans met the deadline and within the set budget. This has led to a proposal from Welsh Government that Gwynedd present a further plan under Band A funding.

In 2015-16, how funding for ALN pupils is allocated, was reviewed. The review has enabled the LA to stabilize the ALN budget that had been over-spending. We have ceased to provide fresh 3\* support since 1 September 2015. At those schools where the budget is devolved (secondary and the largest 14 primary), the budget has been frozen for around 5 years. Schools require greater flexibility in the use of their ALN budget in the interim period.

Discussions have been held with Post-16 Consortium partners to ensure that courses are viable through providing partnership courses based on quality and reasonable travel distance for the LArners. Protocols and an agreed procedure were used for the first time during 2015-16 for provision in September 2016. For instance, value for money was obtained through creating a single Music course, where 3 establishments reLAsed provision for a 4th establishment. There was an annual saving of £68,000. The Consortium works with every establishment to rationalize at LAst 5 other courses that would bring schools in Gwynedd savings of £114,000.

The Post-16 Education Consortium has and is collaborating with every school which has post-16 provision to challenge the quality with GwE support. Some establishments have dropped a subject where quality is unsatisfactory from their post1-6 curriculum and has offered a partnership course of higher quality to their LArners.

The Cynnal/LA SLA was focussed upon during 2015-16, rationalizing provision and gaining clarity on Cynnal Distribution and Council distribution.

Results for Summer 2015 are good overall but the Department has identified a range of measures for improvement. These are included in GwE Appended Business Plan.

An Independent Progress Monitoring Board has been established to evaluate the impact of GwE intervention, and the schools capacity to respond to it, in schools placed in Estyn statutory categories.

e-tendering of taxi Transport has led to substantial savings for the Council.

## **PRIORITIES FOR 2016-17**

**The next steps:**

- Present and implement a further plan under 21stC Schools Band A funding.
- Implement ALN Strategy Review Business Plan.
- Establish new arrangements for the Inclusion Provision/Behavioural Support:
- Review Specialist Centres Provision (including Language Difficulties Units, ABC Units, Autism Units and general SEN Units).
- The e-tendering process for bus agreements requires expanding