

# **Post-Inspection Action Plan**

## **Gwynedd Council**

**[in response to Estyn's report on quality of local LEA services for children and young people March 2013]**

**Presentation:**

The PIAP contains the following sections:

*Section 1 : Outline of the principal steps for implementation*

*Section 2 : Action Plan*

A detailed plan is presented that specifies the following:

- the various steps taken to achieve the expected outcomes
- specific time-table for implementation
- Senior Officer who has lead responsibility for each recommendation
- key officers responsible for implementing specific measures
- details of the additional resources required to achieve the outcomes
- relevant indicators to evaluate progress
- improvement targets for each recommendation
- arrangements for monitoring, evaluation and reporting on progress

*Section 3 : Performance Matrix*

Record of performance over 4 years for the principal indicators so as to track progress from 2011>2014

*Section 4 :Project Management Plan*

An outline plan highlighting the implementation, time-table and lead individuals

## Section 2: Action Plan

Recommendation 1		Improve protection through ensuring that the council's procedures and policies are clearly understood by all LEA employees and are regularly updated and disseminated.						
Lead Senior Officer		AME						
Stages in Action taken		Implementa-tion Officer	Monitoring Officer	Implementation Time-table		Milestones	Resources/ support	Expected Outcomes
				Comm-ence	Conclude			
1.1	Collaboration between the council's senior managers and officers to ensure an understanding of corporate protection procedures and policies.	GO	AME	February 2013	June 2014	See below	Designated Manager within each department	Full grasp of the development fields. Clear lines of communication, and agreed priorities.
1.2	<p>Disseminate and ensure awareness of 'Children and Adults Protection Policy and guidelines' (corporate) and compliance with it.</p> <ul style="list-style-type: none"> <li>Corporate policy approved by the Children and Adults Protection Strategy Panel and the Cabinet.</li> <li>Produce, design and disseminate a pamphlet for all council staff explaining the corporate policy's main principles and aims.</li> <li>Produce questions for Cetus system to raise awareness of the corporate policy's contents.</li> <li>Create material, such as cards, purse and stickers, to raise awareness of the corporate policy.</li> <li>Departments to confirm a Departmental Policy within their individual services (80% already completed)</li> <li>Frequently asked questions (FAQs) established on the council's web-site, explaining use of 'Safe workforce' system, namely a corporate centralized record of allegations of abuse at a professional level.</li> <li>Main item of meeting Senior Managers and Middle Managers College.</li> </ul>	GO (Chair Protection Implementation Panel) Heads of Service and Designated Managers	AME	July 2013	December 2013	<p>Produce the pamphlet</p> <p>Use the Cetus system</p> <p>Departmental Policies Materials</p> <p>Pilot Scheme September 2013 – for everybody through Cetus October 2013. Jan./Feb. 2014</p>	£5k - £10k	<p>Staff, councillors and Council employees have a clear grasp of child and adult protection policies and guidelines.</p> <p>Evidence of impact monitored by each service with regular report to the Executive Panel and departmental Management Team (quarterly).</p> <p>100% have read and understood the relevant policies and procedures. Strategy Panel approves the Policy and Guidelines of every Service within the Council.</p> <p>Performance Indicators (see paragraph 8.2 of the policy) Strategy Panel's Annual Report to the Cabinet and Full Council.</p> <p>Fixed Item – Corporate Management Team.</p>
1.3	<p>Staff and managers who work with children and young people are supported in their continuing professional development through protection training at a level appropriate to their role and responsibilities.</p> <p>a) The entire Council staff should undertake basic protection awareness training [Level 1] as part of their induction programme [through the Corporate Training Matrix]. It should also be available to current staff as refresher training every 3 years. (It was decided that the entire Council staff would undertake Level 1 training.)</p> <p>b) The entire staff and managers who have additional protection responsibilities supported in their professional development through Level 2 training.</p>	<p>Geraint Owen (Carey Cartwright - planning and Llŷr Bryn Roberts - contents)</p> <p>Delyth Molyneux Owen Owens</p>	AME	March 2013	Ongoing	October 2013	Costs for the face to face training element (no costs attached to e-teaching)	<p>Entire council workforce undertakes protection awareness training. Identify the need to refer/how to deal with individual cases. Included in Gwynedd Council's corporate training matrix.</p> <p>Designated Managers with additional protection responsibilities undertake Level 2 training. Recognize the need to</p>

	(It was resolved that all Council Designated Managers undertake Level 3 training)	Gwenno Williams		March 2013				refer/how to deal with individual cases.
	c) All managers who have specific responsibilities for dealing with and managing allegations of professional abuse are supported in their continuous professional development through Level 3 training. (Training commissioned through BLIDP Gwynedd and Isle of Anglesey. Sessions have been held. Continual requirement.)	Ian Roberts	AME	December 2013	September 2014			Designated managers who have specific responsibilities for dealing with and managing allegations of abuse at a professional level undertake Level 3 training.
1.4	Approve, disseminate and ensure awareness of the 'Education Service's Protection Policy and Guidelines'.	DRJ + Senior Education Managers. Headteachers, Teachers and Designated Governors.	AME	July 2013	Regularly update.	For completion by the Education Department		<p>Clear understanding amongst staff in the Education Department, schools and LEA employees of children and adult protection policies and guidelines.</p> <p>Protection and Safeguarding Annual Report Findings by schools Governing Body.</p> <p>Record of training.</p> <p>Quality and progression of child protection referral references.</p> <p>Participation.</p> <p>Ensure external validation (external peers used) of quality of child and young people protection procedures annually and report to the Strategy Panel and Gwynedd and Isle of Anglesey Local Safeguarding Children's Board.</p>
1.5	<p>Hold an independent annual audit of quality of Child Protection and Safeguarding procedures in schools, through sampling Protection operational procedures from 10% of secondary, primary and special sector schools.</p> <p>Report on findings and input recommendations and progression steps to the Annual Development Strategy in the field.</p> <p>Implement adjustments to education and schools department as appropriate based on the above.</p>	DRJ/DM	AME	December 2013	June 2014	Plan adapted by October 2013. Sample of schools identified by December 2013. Monitor during Spring Term 2014. Report and input to the Annual Development Strategy by June 2014.	Annual finance for purchasing specialist protection (or frame a joint agreement with neighbouring LEA) equivalent to 8-10 days between February and June 2014.	<p>Ensure that quality of the education department's Protection and Safeguarding structures monitoring procedures are annually independently evaluated. Report to the Protection Strategy Panel.</p> <p>Monitoring findings lead to further improvement in quality of procedures across the school sectors and Education Department central services.</p>
1.6	<p>Ensure that the priority given to the Children and Adults Protection field is reflected in the Council's Strategy Plan</p> <ul style="list-style-type: none"> <li>During the process of reviewing and re-prioritizing</li> </ul>	SG/RHWW/ITJ/A ME/DPH + Geraint George	AME	May 2013	December 2013	Cabinet Meetings + Strategy Panel	Resources required to undertake relevant	Strategy Plan highlights how Gwynedd Council fulfils its corporate and legal obligations in the child and adult protection field.

	<p>the Strategy Plan, ensure that Protection is prioritized as its due as regards its corporate importance, despite there being no financial savings linked to the field.</p> <ul style="list-style-type: none"> <li>Implement the sections of the Protection Strategy Plan, in compliance with the prepared work programmes.</li> </ul>						sections of the Strategy Plan	See GOF 3 of the Strategy Plan.
1.7	<p>Lead Members receive evidence of the Council's corporate/cross-departmental performance regarding children and adults protection matters.</p> <p>Ensure effective corporate communication.</p> <p>Ensure effective communication with Gwynedd and Isle of Anglesey Local Child Protection Board.</p>	AME and Wyn Williams	DE/HT	May 2013	Ongoing	Reports on corporate/departm ental performance presented to the Strategy Panel.	No additional resources	Clear and convenient communication arrangements in place throughout the Council. Cabinet/Full Council Reports, Corporate Management Team, Strategy Panel. Strategy Panel monitor Corporate Performance Indicators.
1.8	<p>Support functions and duties of Statutory Director (Social Services) within the Council.</p> <p>The Statutory Director's Annual Report / evidence grids annually report on any obstacles to fulfilling the function.</p> <p>Specific annual report in the protection field that provides an annual summary of the Strategy Panel's work to the Cabinet.</p>	Panel Members. Heads of Service, Designated Managers of every service.	AME	May 2013	Ongoing	February 2014	No additional resources	Statutory Director undertakes the final and indivisible responsibility on protection matters. Ensures that the Council has appropriate child and adult protection measures and on reporting on a corporate level to advisers about their effectiveness.
1.9	<p>Information sharing on Safeguarding Board's vision, priorities and policies, through bulletins, use of the web-site, public consultation, press publications, presentations and staff meetings.</p>	IVR IT Department (Isle of Anglesey)	AME	Mehefin 2013	April 2014	<p>Consult with stakeholders on image/contents of BLIDP web-site e.g. BLID Young People Participation Group ( June. - Oct 2013)</p> <p>Re-launch BLIDP web-site (October 2013)</p> <p>Collaborate with BDP Regional Communication Group (ongoing)</p>	£3000 Publications (develop Safeguarding Board Web-site)	Partners, at all levels, have a better grasp of protection vision and priorities.
1.10	<p>Continue to strengthen the links between the Child Protection Board and services within the Council, to enable the other services to gain a better grasp of the development fields.</p>	IVR/MPH/DRJ	AME	June 2013	April 2014	<p>Present Gwynedd Post-Inspection Plan to Steering Group &amp; quality assurance BLIDP (September 2013)</p> <p>Post-Inspection Plan Progress Report to BLIDP Steering Group March 2014</p>	Staff time	Managers, staff and others including elected members have a strategic grasp of outcomes and quality of their protection work with children and young people



	<p>(‘Safe Workforce’ System’ – Implementation Protocol in place.</p> <p>d) Implementation (For review and result of pilot exercise.).</p> <p>e) Review Database</p>			<p>December 2013</p>	<p>October 2014</p>	<p>Implementation Protocol presented to the Strategy Panel 5.9.13 by IE/DPH</p> <p>October 2014</p>	<ul style="list-style-type: none"> <li>- Identify trends in abuse at a professional level</li> <li>- Allow analysis and assessment of information regarding abuse at a professional level</li> </ul>
<p><b>Expected Improvements</b></p>		<p>Confirm that there are robust Policies in place</p> <p>Ensure better grasp and awareness of the policies throughout the Council.</p> <p>Robust processes and systems (that are effective) in place</p> <p>The Council recognizes that this is a priority and receives due focus through ensuring robust Protection Governance arrangements and clear lines of accountability.</p> <p>Executive Group and Child Protection Strategy Panel operational.</p>					



<b>Recommendation 2</b>		Raise standards at key stage 4 through targetting poorly under-performing departments at secondary schools, more robust.						
<b>Senior Lead Officer</b>		DRJ						
<b>Implementation Measures</b>	<b>Implementation Officer</b>	<b>Monitoring Officer</b>	<b>Time-table for Implementation</b>		<b>Milestones</b>	<b>Resources/ support</b>	<b>Expected Outcomes</b>	
			<b>Commence</b>	<b>Conclude</b>				
2.1	Provide an early and effective response to Scrutiny Committee investigation findings to KS4 performance at Gwynedd Secondary schools. <ul style="list-style-type: none"> <li>Present the report for the attention of the Scrutiny Committee, the Cabinet Member and Children and Young People Attainment Panel.</li> <li>Prioritise the implementation as part of P1 programme 'Raise Children and Young People's Educational Standards' in the Council's Strategy Plan.</li> <li>Support the two year secondment of the Quality Improvement Officer appointed to lead the work in collaboration with the secondary schools [develop the concept of a secondary school in Gwynedd with those features that will meet the Council's vision]</li> <li>Formally publish and launch Gwynedd Secondary School guidance document</li> <li>[including a response to recruitment problems in Mathematics in specific areas].</li> </ul>	DRJ	ITJ	October 2013	Summer 2015	Autumn Term 2013 : <ul style="list-style-type: none"> <li>Job Description available August 2013</li> <li>Appoint Autumn 2013</li> <li>Present the guidance Spring 2015</li> </ul>	£131,000 Council funding [Strategy Plan Funding over a 2 year period]	Purposeful and robust planning implemented at every secondary school in response to research findings and good practices shared.
2.2	Ensure, through the SLA with the Regional Schools Improvement Service [GwE] that : <ul style="list-style-type: none"> <li>Effective use is made of the available range of data [SDC; Banding; FSM National Benchmarks; linear line; FFT predictions Math D; reading test results and others] to challenge the performance of the 5 target schools and agree on challenging targets for the principal performance indicators and KS4 core sections of those schools for the next 3 years.</li> <li>The target schools/ sections complete a detailed and thorough evaluation of performance in compliance with local expectations and requirements of the Common Inspection Framework and that clear implementation measures are identified as part of the process.</li> <li>Agree on action plan with Headteacher and schools Governing Body to target support where performance is in the main TL2+ indicator and where some of the core</li> </ul>	EVJ	OO	October 2013	December 2013	Performance profile available by the LEA termly monitoring visit. Evaluation completed by the LEA termly monitoring visit. Sharply focused and robust action plans agreed with the target schools. Progress reports as part of LEA termly visits - Autumn 2013; Spring 2014; Summer 2014. Mandatory training for Governors held in Meirion and Arfon July 2013. Specific school sessions held during Autumn Term. Termly monitoring visits scrutinizes Governing	SLA LEA>GwE. GwE commission funding The 5 school SMT professional network Good Practice Group SEG/LEA Grant/Schools. £48,000 – employ post of Education Quality Improvement Officer [SEG funding and Council funding] £25,000 – secondment [SEG and Council funding].	Target schools cyclical performance profile available and serves as a basis for setting challenging targets for principal KS4 indicators. Improvements in the performance of the vast majority of principal indicators of the 5 target schools by Summer 2014 [see quantitative targets Section 3 below]. Sharply focussed evaluations completed at the target schools and purposeful planning occurs to drive improvements. Improvement Plan of Quality implemented at the 5 schools. Each of the 5 target schools act robustly on Improvement Plan requirements. Better consistency in how the schools respond to LEA requirements. Governors receive guidance/training. Governors have an improved understanding of data and better use of evidence to challenge performance. More effective scrutiny of evidence of progress implemented at the target

	<p>sections have been below FSM benchmark median for a <i>period of 2 years or more</i> [Ardudwy : TL2+; CSI; SPC; Maths; English; Brynrefail : TL1; TL2; SPC; English; Mathematics; Science; Dyffryn Nantlle : TL2; TL2+; CSI+ core subjects; Syr Hugh Owen : TL1; TL2; TL2+; CSI; SPC + core subjects; Tywyn : TL2+; CSI + core subjects].</p> <ul style="list-style-type: none"> <li>the schemes of the 5 target schools focus on robust procedures at KS4 for : target setting and tracking pupils progress; effective use of data by school leaders; ensure early and effective intervention in instances of under-performance; and improve attendance [in compliance with the LEA's strategy – see A4 below]; promote excellent learning and teaching throughout the school.</li> <li>Target schools make effective use of local and national guidance that highlight best practices eg Stage 1 report London Challenge; Toolkit Sutton Trust; national and regional guidance in Literacy and Numeracy and Estyn website best practices and others.</li> <li>target schools make effective use of delegated budgets and the various grant sources [SEF/GaD and otehrs] to target intervention to the focus areas. Every school receives guidance and support on this through the work of the appointed Education Quality Improvement Officer [Grants Management and Monitoring]. The work is supported by a Support Officer who also supports the schools to organize sessions and joint training day sessions.</li> <li>Quality guidance/training and support available to enable Governors to take more effective action as a critical friend and to make the school accountable for its performance eg focus on data analysis and use LEA/GwE monitoring reports to challenge the school's performance [combination of catchment-area collective sessions + specific sessions at the target schools]</li> </ul>			September 2013	March 2014	<p>Body's role.</p> <p>Appoint Autumn Term 2013</p>		<p>schools.</p> <p>Aspects of poor performance/comfortable performance challenged at the early stage at the target schools.</p>
2.3	<p>Ensure, via the SLA with the Area Schools Improvement Service [GwE] that target schools participate in professional networks and forums to share good practices and utilize the specializations of successful System Leaders and school leaders.</p>	EVJ GaJ	OO	Autumn 2013	Summer 2014	<p>Termly meetings held. Progress reports as part of the LEA termly visits – Autumn 2013; Spring 2014; Summer 2014</p>	<p>SLA LEA&gt;GwE GPGOC Good Practice Group SEG/LEA/Schools Grant</p>	<p>Leaders have access to professional networks and good practices. Leaders have a better understanding of aspects requiring attention to improve performance. Schools consistently respond to LEA</p>

	<p>1. Leadership Network with a focus on:</p> <ul style="list-style-type: none"> <li>Improving aspects of leadership at every level [including the Governing Body's work]</li> <li>develop robust tracking procedures at KS4</li> <li>promote effective use of data amongst school leaders including read-across']</li> <li>develop the provision at a school that improves the examination technique skills of KS4 pupils</li> <li>improve and make more robust monitoring/evaluation skills</li> <li>improve the work of planning for improvement</li> </ul> <p>2. Training/guidance to enable leaders to act more effectively</p> <p>3. Schools/Departments Pairing Scheme</p> <p>4. Outcomes of investigations into various and effective school leadership styles.</p>						GwE commission Grant	requirements. Improvements in the performance of the principal indicators of the 5 target schools and the LEA [see qualitative targets Section 3 below].
2.4	<p>Ensure that target schools agree [and have commenced implementing] robust schemes to improve literacy standards specifically reading and writing and numeracy throughout the school in compliance with National Framework requirements. As part of implementing the above schemes :</p> <ul style="list-style-type: none"> <li>Ensure that every school focusses on training and developing staff capacity throughout the school to prioritise improvement of pupils reading and writing skills.</li> <li>Ensure that schools effectively use data and relevant information to target specific intervention for individual pupils/pupil groups with reading/spelling and numeracy.</li> <li>Ensure that schools make effective use of ITC to improve literacy and numeracy skills.</li> </ul>	EVJ	OO	Summer 2013	Autumn 2013	Monitoring visit Autumn Term 2013 checks quality of plans. Monitoring visits Spring 2014 and Summer 2014 evaluate progress.	National and Regional Partners Support. Schools SEG/SDG Grant	Schools adopt action plans. Various stages robustly implemented. Improved provision for improving oracy/reading/writing and numeracy. Progress in standards of achievement in oracy/reading/writing and numeracy.
2.5	<p>Ensure that there are refined and appropriate procedures in place through the Regional Service [GwE] i :</p> <ul style="list-style-type: none"> <li>monitor and evaluate progress made by schools/departments</li> <li>intensify the implementation and intervention where the expected progress is not observed at a specific school or department</li> <li>present progress reports for the attention</li> </ul>	EVJ	OO	Autumn 2013	On-going	Progress reports as part of LEA termly visits - Autumn 2013; Spring 2014; Summer 2014  Quality Group Reports	SLA LEA>GwE	Regularly monitoring visits held. Matters for further action and support requirements highlighted. Further support and assistance agreed upon and jointly presented with the schools.

	of Senior Officers, SMT and target schools Governing Bodies.							
2.6	<p>Ensure that the LEA's have refined procedures to ensure the accountability of the Regional Service [GwE] through the actions of the Quality Group and Management Team:</p> <ul style="list-style-type: none"> <li>Senior System Leader attends every meeting of the Quality Group and Management Team</li> <li>Links System Leader attends meetings where link schools are discussed</li> </ul>	OO KP	DRJ	Autumn 2013	Ongoing	Present regular progress reports. Quality Group and Management Team Meetings scheduled for the year.	CLG ALI>GwE	Focussed and frank reports prepared on progress. Matters for further action and support requirements manifested. Transparent information on progress on action.
2.7	<p>Further develop and refine the Scrutiny Committee of the elected members with regard to schools that give cause for concern at KS4 through establishing effective procedures for:</p> <ul style="list-style-type: none"> <li>reviewing Schools progress</li> <li>deciding on further action [including formal intervention]</li> </ul>	DRJ	ITJ	Autumn 2013	Summer 2014	Termly progress reports.		Higher level of accountability on the range of stakeholders. Elected Members have a better grasp of performance of schools and the Education Department against the main indicators.
2.8	<p>Ensure that the Authority, in compliance with that which is outlined in the Partnership Agreement, implements its statutory powers soon and clearly in those instances where a school is placed in a statutory category following an Estyn inspection or of slow course of action /under-performance by those schools placed on the various stages [Stage A = 6 schools/Stage B = 2 schools/Stage C = 1 school] [*see A3 below]</p>	DRJ	ITJ	Summer 2013	Ongoing	Quality Group/Management Team Reports		Under-performing schools set a higher level of challenge. Headteachers, Officers and System Leaders have an overall understanding of the priorities and challenges that schools face and of the required course of action so as to ensure improvements.
Expected Improvements		<ul style="list-style-type: none"> <li>Performance in principal KS4 indicators of the 5 target schools indicate improvements between 2012&gt;2013&gt;2014 [see quantitative targets in Section 3 below]</li> <li>Reduction for every indicator in the % of target schools with performance in the lowest quartile</li> <li>Only one school/department performs in the lowest quartile of FSM benchmarks for two year rolling period [2013/2014]</li> <li>Lea's performance exceeds or equates to national benchmark at the TL2+</li> </ul>						

<b>Recommendation 3</b>		Monitor and challenge every school and use all the available powers at the LEA's disposal to improve leadership and management at underperforming schools						
<b>Senior Lead Officer</b>		DRJ						
<b>Implementation Measures</b>		<b>Officer Responsible</b>	<b>Monitoring Officer</b>	<b>Implementation time-table</b>		<b>Milestones</b>	<b>Resources/ support</b>	<b>Expected Outcomes</b>
				<b>Commence</b>	<b>Terminate</b>			
3.1	<p>Ensure that the LEA takes a more robust course of action as regards developing leadership and management at primary schools. Specifically :</p> <ul style="list-style-type: none"> <li>Identify a Lead Officer for the field</li> <li>Formalize and make more robust the available support for new Headteachers, Acting Headteachers.</li> <li>Improve procedures to identify and develop Prospective Headteachers</li> <li>Establish a local system of implementation that imitates aspects of the national model for Leading/Developmental Schools</li> <li>promote and nurture collaboration with Powys and Ceredigion Authorities as regards leadership in rural areas</li> <li>facilitate guidance workshops for Primary Heads in self-evaluation and improvement planning [jointly with 7 Leading Heads].</li> <li>Establish a professional network for school leaders to promote improvements and share good practices [including limited groups for specific aspects]</li> <li>Support Heads to provide better guidance for Governors</li> </ul>	Gaj	DRJ	September 2013	Summer 2014	Permanent appointment made by Autumn Term.	Officer's Time. SEG/SDG Grant	<p>Better locally available capacity to support leaders. Quality support and guidance available for leaders at every level. Effective forums and networks implemented to cascade good practices. Better consistency of implementation throughout schools.</p>
3.2	<p>Ensure :</p> <ul style="list-style-type: none"> <li>That a detailed evaluation of schools performance is completed during termly monitoring visits and the other visits making effective use of the range of data and monitoring information available.</li> <li>that the information is used to prepare a performance profile and agree on targets with the establishment</li> <li>that Heads take responsibility and are accountable for the school's performance</li> </ul>	EVJ	OO/DM	Autumn 2013	Ongoing	Evaluation completed by the LEA's termly monitoring visit. Termly progress monitoring reports.	SLA LEA>GwE	<p>Detailed evaluations allow a higher level of challenge for schools who underperform or who perform within the comfort zone. Headteachers, Officers and System Leaders have a common grasp of the priorities and challenges that the service and the schools face and the action required to ensure improvements. The range of stakeholders have a higher level of accountability.</p>
3.3	<p>In compliance with Partnership Agreement requirements, ensure effective use of schools profile to set a risk category for each establishment and that Heads, Governors, Elected Members and Officers :</p> <ul style="list-style-type: none"> <li>obtain clear and explicit information why an establishment is placed in a specific category</li> <li>understand the expectations placed on the</li> </ul>	OO/DM	DRJ	Summer 2013	Ongoing	Quality Group/Management Team Reports		<p>Every school placed in a category based on risk assessment. Stakeholders have a better grasp of requirements so as to ensure improvements.</p>

	<p>various stakeholders to implement a programme for improvement</p> <ul style="list-style-type: none"> <li>understand the criteria for support targeting</li> </ul>							
3.4	<p>For those schools who are orange/red action stages of the Partnership Agreement, ensure that there is:</p> <ul style="list-style-type: none"> <li>a robust improvement plan is prepared that highlights implementation over a specific time-frame</li> <li>appropriate support to implement scheme requirements provided</li> <li>termly monitoring visits [and more often if required] held by the System Leader</li> <li>progress reports clearly and explicitly state quality and pace of progress at the school and identifies further action requiring attention</li> <li>statutory categories school progress reports presented to the Governors by the System Leader</li> <li>reports on any school placed in a category presented to the Governing Body by the System Leader if there is concern about pace of progress.</li> <li>Progress reports presented for the attention of the LEA Quality Group and Management Team and sound and early decisions taken when there is a slippage in implementation or under-performance and that the action takes the range of statutory powers into account.</li> <li>Information on progress made by category schools presented for the attention of the Scrutiny Committee/Working Group and that the membership establishes effective procedures to review progress and decide whether or not formal intervention is required. Under revised arrangements, Headteacher of every school deemed to be high risk will be invited to attend a meeting of the Scrutiny Committee/Working group to agree on an improvement programme.</li> </ul>	EVJ	OO/DM	Autumn 2013	Ongoing	Termly monitoring reports [or more frequently if required]	SLA LEA>GwE	<p>Schools set a higher level of challenge and specifically as regards schools that underperform or do so in the comfort zone. Make more robust the role and contribution of Governors and Elected Members as regards schools which underperform or within the comfort zone.</p> <p>Officers and System Leaders have a common grasp of the priorities and challenges that the service and schools face and of the action required to ensure improvements.</p> <p>Elected Members have a better grasp of schools performance and that of the Education Department against the principal indicators.</p>
3.5	<p>In instances where a school is placed in a statutory category by Estyn, the LEA to urgently move to employing statutory powers.</p>	DRJ	OO/DM/EVJ	Autumn 2013	Ongoing	Quality Group/Management Team Reports		<p>Early and robust use made of the statutory powers so as to ensure level of challenge and appropriate support for schools.</p>
3.6	<p>Provide appropriate guidance/training for :</p> <ul style="list-style-type: none"> <li>Governors to enable them to take more effective action as critical friends when receiving the LEA/GwE's monitoring reports on the school's progress and to ensure that they take a firm course of action on that guidance.</li> <li>Elected Members so as to ensure that they shoulder a more leading and challenging role as governors.</li> </ul>	EVJ	DRJ	Summer 2013	Ongoing	Termly training sessions presented to Governors. Hold specific training sessions for the 5 target schools.	SLA LEA>GwE	<p>Guidance provided for Governors and Elected Members.</p> <p>Governors have a better grasp of schools performance against the main indicators. Elected Members shoulder a more leading role and support Governing Bodies to take more effective action as a critical friend.</p>

3.7	<p>Increase level of challenge and accountability on schools leaders through:</p> <ul style="list-style-type: none"> <li>ensuring that challenging targets are agreed for end of key stage performance.</li> <li>Ensuring that a sharper focus is placed on evaluation of quality of leadership in the termly monitoring visits and that more effective use is made of the Primary and Secondary regional tool in that regard.</li> <li>ensure that reports expressing concern are presented to the Governing Body by the relevant System Leader/Officer.</li> <li>Continue to develop the role and contribution of the Scrutiny Committee/Working Group regarding challenging under-performing schools.</li> <li>take action to ensure that Headteachers and Governing Bodies fully shoulder their responsibilities/accountability for standards at the school.</li> </ul>	OO/DM/EVJ	DRJ	Summer 2013	Ongoing	Termly monitoring visits. Monitoring reports for the Management Team and Quality Group.		Schools set a higher level of challenge and specifically as regards schools who under-perform or who do so in the comfort zone. Headteachers, Officers and System Leaders have a common grasp of the priorities and challenges that the service and schools face and the action required to ensure improvements.
3.8	<p>Ensure that there sharply focussed and appropriate procedures in place through the Regional Service [GwE] to monitor and evaluate the schools progress and intensify the implementation and intervention where the expected progress is not made. Appropriate measures are taken to ensure that the Regional Service [GwE] addresses the following requirements:</p> <ul style="list-style-type: none"> <li>that every System Leader possesses the appropriate skills to set Headteachers an appropriate level of challenge during monitoring visits [through the national and local training programme]</li> <li>that quality of challenge across the range of schools is consistently implemented</li> <li>that there is greater consistency in quality of the monitoring reports across both sectors</li> <li>that better cascading and information sharing occurs between the Regional Service and the LEA and that leads to early implementation with schools where under-performance has been noted.</li> </ul>	EVJ	DRJ	Summer 2013	Ongoing	Termly monitoring reports. Monitoring reports for the Management Team and Quality Group.	SLA LEA>GwE	Every System Leader able to set the relevant schools with an appropriate level of challenge. Schools take effective action on requirements of quality improvement plans. Better consistency in quality of System Leaders Progress monitoring reports. Clear arrangements for cascading information on progress to the Management Team and Quality Group.
3.9	<p>Make more robust and refine the Council's internal accountability procedures on schools performance:</p> <ul style="list-style-type: none"> <li>a clear corporate system is implemented to challenge and make senior officers and officers accountable</li> <li>above-arrangements integrated with revised arrangements for performance management</li> </ul>	DRJ	ITJ	Autumn 2013	Ongoing	Performance Management Procedures		Clear system implemented on reporting on progress. Reporting/accountability arrangements aligned with corporate Performance Management procedures.

#### Expected Improvements

- An effective monitoring and challenging programme implemented and clear arrangements for reporting on progress.
- A higher level of challenge/accountability implemented.
- An improvement in quality of leadership across schools in both sectors.
- No school graded unsatisfactory by Estyn for Key Question 3 and reduction of 50% in the number graded *adequate*.
- Greater ownership of the improvement agenda across the range of stakeholders [Headteachers, Officers, System Leaders, Governors and Elected Members].
- LEA makes use of its statutory powers at an earlier stage and does so effectively.



<b>Recommendation 4</b>		Continue to develop and implement current LEA strategies to improve attendance at secondary schools						
<b>Lead Senior Officer</b>								
<b>Implementation Measures</b>		<b>Implementation Officer</b>	<b>Monitoring Officer</b>	<b>Implementation Time-table</b>		<b>Milestones</b>	<b>Resources/ support</b>	<b>Expected Outcomes</b>
				<b>Commence</b>	<b>Conclude</b>			
4.1	Ensure an evaluation of methods and procedures of recording absences in Gwynedd secondary schools.	Education Quality Improvement Officer (Inclusion) (SGAAC)	DM	September 2012	July 2013	School visits completed. Autumn/Spring Term.	Time to meet and analyse findings.	Composite report presented
4.2	Present findings and analyses through a report to secondary school headteachers and the Education Management Team.	SGAAC	DM	September 2012	July 2013	Report presented to the Secondary Strategy Group Summer Term.	Time	Composite report presented and fully discussed.
4.3	Agree on 'coding' practices and conventions between the LEA and secondary schools.	SGAAC	DM	September 2012	July 2013	Agreement recorded and disseminated following GCSU meeting held in Summer Term 2013.	Time	Agreement in GCSU minutes.
4.4	Present implementation recommendations on specific absences: <ul style="list-style-type: none"> <li>Holidays</li> <li>Periods of study</li> <li>Illness</li> <li>Prosecution</li> <li>'Fixed Penalty Notices' (new from September 2013)</li> </ul>	SGAAC	DM	September 2012	November 2013	Present evidence to GCSU and primary GYDCA on trends. Adapt regional guidance on Fixed Penalty Notices, reach a regional agreement on implementation measures. Autumn Term 2013.	Time of quality improvement officers and welfare officers to adapt and prepare guidance, and raise awareness of key staff in schools	Verbal agreement recorded GCSU  Agreement across the secondary and primary sectors accepted regarding holidays, illness, prosecution and FPN.
4.5	Provide standardized 'sgripts' for support staff for telephone conversations with parents following absences such as illness, holidays etc.	Welfare Officers (under SGAAAC guidance)	DM	July 2013	October 2013	Scripts approved by headteachers and Education Department by Autumn 2013. (Meeting of GCSU 26/09/13).  Use the scripts from Autumn 2013.	Welfare officers non-contact time to prepare scripts. Summer 2013.	Staff responsible for forging contacts with the homes confident in guiding telephone conversations, able to recommend forward measures for a parent/carer in an effective and sensitive manner, and clearly set schools's expectations.  Schools and welfare officers attest that the scripts have led to improved attendance by some pupils.
4.6	Explore impact of strategies at the end of each term: <ul style="list-style-type: none"> <li>Autumn Term 2012</li> <li>Spring Term 2013</li> <li>Summer Term 2013</li> </ul>	SGAAC	DM	September 2012	July 2013	Termly reports for the attention of schools and headteachers and inclusion forums, termly.	Meeting time and analyse with the Attendance and Welfare Officers	Termly reports for the Management Team and then the GCSU.  Report in compliance with the Department on attendance. Performance Management Procedure
4.7	Hold a workshop for headteachers to share good	SGAAC	DM	September	July 2013		GCSU Agenda	Workshop held, June 2013.

	practices and reach an agreement on implementation from September 2013.			2012			June 2013	
4.8	Analyse impact of implementation on end of school year attendance data (collated by the Government May 2013)	SGAAC	DM		July 2013	Data checked by schools at the end of term.	End of summer term 2013	Report presented to the GCSU. Absences reduced since November 2012.
4.9	Agree on generic letters and agreed reports as part of response policy to absences for all secondary schools in Gwynedd.	SGAAC	DM	September 2013	September-July 2013/4	Letters drafted by September 2013.	Time	Ready letters prepared and disseminated. Schools use the letters, and their use reviewed by the end of the year as appropriate.
4.10	Ensure that SIME at every school include the agreed generic letters to be used from September 2013 by every secondary school.	SGAAC	DM	September 2013	September 2013	Cynnal include the ready letters as part of the schools up-grade programme from September 2013.	Ensure CYNNAL agreement to implement in a timely manner for September 2013	Schools use the letters from 1 <sup>st</sup> September 2013, following latest SIMS up-date by Cynnal.
4.11	Ensure specific school attendance improvement targets in accordance with their previous performance and agree on an agreed action plan with every school as regards attendance.	SGAAC	DM	September-October 2013	Spring 2013	Welfare Officers/Quality Officer to discuss and agree on targets by December 2013.	Time for meeting, monitoring and analysis and report	Targets agreed with every headteacher by the end of Autumn Term 2013.  Report on the targets termly with the schools agreeing on any follow-up measures as appropriate with the welfare service/welfare officer.  Evaluate the impact of implementation by the end of the school year 2014.
4.12	Hold an evaluation of the impact of the work done by Attendance and Welfare Officers on target groups outcomes, and the performance of individual schools.	SGAAC	DM	September 2013	March 2014	Agree on priorities and performance indicators measurements with the team. Consider the impact of the Regional Attendance Officers role when agreeing on implementation measures.	Time for meeting, monitoring and analysis and report	Evaluation and recommendations presented to the headteachers and Education Management Team by Easter 2014.  Prepare an action plan following evaluation findings.  Implement for 2014-2015 based on recommendations and agreement between the Education Department and secondary schools.
4.13	Review the work patterns of Gwynedd Attendance and Welfare Officers to: <ul style="list-style-type: none"> <li>Target specific pupil groups within every school.</li> <li>Fully utilize central and school data when providing termly report.</li> </ul>	SGAAC with a contribution by the Regional Attendance Improvement Officer (SGPRh) as appropriate	DM	September 2013	September 2014	Ensure that the role of the Regional Attendance Officers is considered when agreeing on implementation measures.	Time for meeting, monitoring, analysis and report	Review completed and implementation measures completed for the next school year.
4.14	Monitor progress and impact of procedures every half term. (Attendance and Welfare Officers)	SGAAC with contribution from SGPRh	DM	September 2013	July 2014	Team review meetings every half term.	Meeting DM/Inclusion Quality Improvement Officer.	Reports analysed and presented for the attention of the Senior Education Officer.  Input the findings to Council Performance Management structure.
4.15	Submit a termly report on the success of structures to improve attendance in secondary	SGAAC with a contribution from	DM	September 2013	July 2014	Present findings to the headteachers in	Secondary heads and Education	Progress report against secondary school attendance performance indicators.





















	schools.	the SGPRh				the GCSU termly.	Management Team Agenda	Reports within the Council's Performance Management structures.
4.16	Ensure that attendance data is scrutinized in detail and in a pro-active manner by the attendance and welfare service, and that there is improvement planning following annual self-evaluations.	SGAAC with a contribution from the SGPRh	DM	September 2013	Annually from 2013-2014		Ongoing Agenda of the attendance and welfare officers team. Summary report annually. Input to Education Department Performance Management data.	Obvious link between service implementation structures, schools targets, improvement in attendance and improvement planning.  Reports within Council Performance Management structures (priorities EDU/016b)
4.17	Ensure an appropriate level of publicity to the importance of good attendance amongst parents and carers, especially the LEA schools agreed policy on taking holidays during school term, (promote information on the Education Department web-site, item in Gwynedd Ni etc) Raise awareness about the additional powers that are enforced through the Fixed Penalty Notices as from September 2013.	SGAAC Quality Improvement Officer	DM	September 2013	Annually	An item on attendance and impact of holidays on attendance will appear in next edition of 'Gwynedd Ni', disseminated to every family in Gwynedd, September 2013.	ITC time and resource to ensure that the latest information is on the public web-site. Autumn Term 2013.	Attendance items published on the council's web-site and publicity through Gwynedd Ni.  The public aware of the schools policy on holidays, and consistent implementation across sectors and the county.
Expected Improvements		An improvement in Gwynedd secondary school attendance, and specifically move 4 schools in quartile 4 to quartile 3 by the end of 2013. Consistent implementation and structures throughout secondary schools in the absences field, leads to an improved performance amongst specific pupil groups. Effective use to improve attendance from the additional regional resource through the National Improving Attendance grant.						

Recommendation 5		Improve quality of self-evaluation, and how improvement plans and performance management procedures are implemented in the Education Department.						
Senior Lead Officer		Dewi R Jones						
Implementation Measures		Implementat ion Officer	Monitori ng Officer	Implementation Time-table		Miletones	Resources/ support	Expected Outcomes
				Commen ce	Conclude			
5.1	Ensure an additional capacity within the Education Department to co-ordinate performance management matters.	BER	DRJ	April 2013	Ongoing	-	Time allocated within the Assistant Education Quality Improvement Officer's work programme.	Strengthen ownership and accountability of the Education Department for performance management matters.
5.2	Increase the capacity of the Performance Improvement Officer, Strategy and Improvement Department to assist with setting order and framework for evaluating performance.	AGW	HJ / DRJ	May 2013	December 2013	Meetings held (June/ July 2013) with the Head of Strategy and Improvement and Performance and Effectiveness Team Manager (HJ)	Up to 2 days a week of the Officer's time is allocated to implement these arrangements.	Clarity regarding expectations, collaboration arrangements and department's needs.  Clear guidance on Performance Management principles and procedures.  Education Department fully complies with corporate procedures.
5.3	Agree on an agreed time-table in the Education Department Management Team and confirm arrangements for the year; Consider the following matters at the quarterly meetings: · Tier 2 Indicators · Strategic Projects · Department's Risk Register Results Agreement · Cross-Departmental Risk Register · Departmental Audit Reports Register · Collaboration Register	BER / AGW	DRJ	June 2013	Ongoing	- Time-table confirmed. - Management Team meeting Held Quarter 1 - July 2013 - Performance Management matters discussed	Strategy and Improvement Officers and Education Department officers.	Specific time programmed for performance management matters.  Full understanding of performance management procedure and principles.  Strengthen accountability and ownership ensuring that the Education Department fully complies with corporate procedures.
5.4	Ensure that there is a specific item on the Education Department's Management Team agenda at the end of each quarter, chaired by the Cabinet Member. On the basis of the information presented, the Cabinet Member can refer any one of the Tier 2 Indicators to the next meeting of the Executive Panel.	BER / AGW	DRJ	May 2013	From July 2013	- Quarterly reviews - Performance Improvement Officer attends the executive panel, review held in January 2014.	The officer attends the meetings to establish procedure.	Strengthen and refine Education Department's Performance Management procedures.  Performance of Education Department's services regularly monitored within three weeks to the end of every quarter.  Executive Panel become self-supportive in performance monitoring.

5.5	Provide training for the relevant individuals within the Education Department on the Strategic Performance Management system.	AGW	BER	September 2013	October 2013	- Identify staff - Hold staff training by mid-October	Staff Time	Enable Managers to manage their performance through receiving timely, current data, in a visual and clear manner.
5.6	Identify every individual improvement programme in the individual services, or commissioned services, that contribute towards Education Department indicators or those of the Education Services.	OO / DM	DRJ	September 2013	October 2013	Identify the programmes that contribute towards indicators	Staff Time	An improved system of accountability in the individual services, and for aspects that are commissioned by the Authority.  Strengthen and improve planning at a departmental level. Detailed planning arrangements and thorough performance management procedures.  More detailed focus on measurable outcomes.
5.7	Create a matrix of the indicators in columns and the improvement programmes that contribute to them in rows.	AGW / BER / OO / DM	DRJ / HJ	September 2013	December 2013	- Identify good practices internally and externally - Prepare a Template - Include Education Indicators - Education Department Officers and Managers to identify and include associated action plans	Staff Time	More effective use of performance indicators to monitor progress against milestones regularly, and to take appropriate remedial action.  Evaluate performance against expectations, develop key aspects and set implementation measures that will lead to improvement.  This will ensure that indicators will be highlighted where there is no specific improvement programme in place to improve performance against those indicators.
5.8	Agree on procedure and time-table for reporting on progress for each improvement programme – report from service meetings.	BER / OO / DM	DRJ	October 2013	January 2014			Departmental officers set appropriate priorities.
5.9	Agree on arrangements to adapt programmes following reports that indicate progress or lack of progress, to prioritise resources to ensure the desired results.	BER / OO / DM	DRJ	September 2013	Ongoing	Highlight the need in the Management Team		Detailed planning arrangements and thorough performance management procedures.
5.10	Agree on a system to form an opinion on the improvement programme and on the comments to be presented to the Corporate Performance Management system (particularly when more than one improvement programme contributes towards performance within a specific indicator).  Agree upon and establish a robust self-evaluation procedure.	BER / OO / DM	DRJ	September 2013	September 2013 – December 2014	Respond to the corporate guidance. Autumn Term 2013  - Hold meetings to complete challenges and opportunities per service - Agree and set Challenges and Opportunities for the	(any additional resource to any field will depend on the success of bid/bids)  Staff time	Strengthen and improve planning. Highlight risks and achievement opportunities.  Implement specific improvement programmes in compliance with additional resources available through bid/bids.  Achieve the best possible results within the available resources.  All Education Department officers contribute towards the discussion on challenges and opportunities for the services annually.

						<ul style="list-style-type: none"> <li>- Education Department</li> <li>- Prepare bids by 30/09/13</li> <li>- Prepare a Business Plan</li> <li>- Outline Business Plan</li> </ul>		<p>Identify departmental and corporate risks, so as to strengthen governance, identify bids, effectively prioritize, prepare a business plan and indicators for the following year.</p> <p>Self-Evaluate by the end of September 2013. Prepare a Business Plan/Indicators by January 2014.</p>
5.11	Complete the Education Department's Business Plan.	BER / OO / DM	DRJ	January 2014	By March 2014	<ul style="list-style-type: none"> <li>- Prepare Indicators.</li> <li>- Prepare a Business Plan/Action Plans.</li> <li>- Prioritise Resources.</li> </ul>		<p>Agree on Indicators for the following Year. Business Plan agreed by the beginning of the financial year.</p>

Expected Improvements	<p>Strengthen ownership within the department and Education Department's accountability for performance management matters.</p> <p>Provide clear guidance on Performance Management principles and procedures.</p> <p>Detailed planning arrangements and thorough performance management procedures.</p> <p>More effective use of performance indicators to regularly monitor progress against milestones, and <b>take appropriate remedial measures.</b></p> <p>Ensure that all officers in the Education Department annually contribute to the discussion on challenges and opportunities for services.</p>
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<b>Recommendation 6</b> <b>Senior Lead Officer</b>	Continue to implement plans to reduce number of empty places
<b>RELEVANT BACKGROUND INFORMATION</b>	<p>LEA plans and the programme to address the empty places, agreed with the Welsh Government in August 2012</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">         Llythyr Llefydd Gweigion 17-08-12.pdf     </div> <div style="text-align: center;">         Cynlluniau Cyngor Gwynedd- Llefydd Gweigion.pdf     </div> </div> <div style="margin-top: 20px;"> <div style="text-align: center;">         Atodiad 2 - Llythyr Cyng. Sian Gwenllian.pdf     </div> <p><u>Cabinet Priorities Plan in the schools re-organization field</u></p> <p><b>Cymraeg</b></p> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="text-align: center;">         05_01_Cynllun        Blaenoriaethau - Mae:     </div> <div style="text-align: center;">         05_02_Atodiad 1.pdf     </div> <div style="text-align: center;">         05_03_Atodiad 2.pdf     </div> <div style="text-align: center;">         05_04_Atodiad 3.pdf     </div> <div style="text-align: center;">         05_05_Atodiad 4.pdf     </div> <div style="text-align: center;">         05_06_Atodiad 5.pdf     </div> <div style="text-align: center;">         05_07_Atodiad 6.pdf     </div> <div style="text-align: center;">         05_08_Atodiad 7.pdf     </div> </div> <p><b>Saesneg</b></p> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="text-align: center;">         05_01_Priorities Plan        - Reorganisation of E     </div> <div style="text-align: center;">         05_02_Appendix        1.pdf     </div> <div style="text-align: center;">         05_03_Appendix        2.pdf     </div> <div style="text-align: center;">         05_04_Appendix        3.pdf     </div> <div style="text-align: center;">         05_05_Appendix        4.pdf     </div> <div style="text-align: center;">         05_06_Appendix        5.pdf     </div> <div style="text-align: center;">         05_07_Appendix        6.pdf     </div> <div style="text-align: center;">         05_08_Appendix        7.pdf     </div> </div> <p><u>“Live” Work Programme</u> of the Re-organisation Programme in compliance with the Priorities Plan. The programme is reviewed and monitored by the Schools Re-organisation Programme Board and the Children and Young People Executive Panel.</p> <div style="margin-top: 10px;">         Copy of Rhaglen        Waith Diewddaraf 07        Fersiwn Gorffennaf 2013     </div> </div>

Implementation Measures		Implementation Officer	Monitoring Officer	Implementation Officer		Milestones	Resources/ Support	Expected Outcomes
				Commence	Conclude			
6.1	Empty Place – Tywyn Catchment-area - Schools re-organisation programme (Close Abergynolwyn, Brynchrug, Llanegryn, Llwyngwril and	GRH	DL	2012	September 2013	Final Milestone - September 2013	Schools re-organisation Programme resource in place in compliance with Council Financial Strategy approved by the Full Council 28/2/13. (See reference to	Dispose of around 275 empty places

	Aberdyfi) schools						funding the work in appendix 7.9 and 7.12)	
6.2	Empty Places <b>Y Berwyn 1 Catchment-area</b> – Ysgol y Parc / O M Edwards – Schools Re-organisation Programme (Close Ysgol y Parc and reduce empty places at Ysgol O M Edwards)	GRH	DL	2011	September 2013	Final Milestone – September 2013	Schools re-organization Programme Resource in place in compliance with <u>Council's Financial Strategy</u> approved by the Full Council 28/2/13. (See reference to funding the work in appendix 7.9 and 7.12)	Disposal of approximately 50 empty places
6.3	Empty Places <b>y Berwyn Catchment-area 2</b> – Lifelong School – schools re-organisation programme (21C Schools) (School closures Bro Tegid, Beuno Sant and Uwchradd y Berwyn – establish a Lifelong Campus)	DL	GRH	2012	2017	See details in Schools Re-organisation Programme work programme .	Schools re-organization Programme resource in place in compliance with Council's Financial Strategy approved by the Full Council 28/2/13. (See reference to funding the work in the appendix 7.9 and 7.12)	Disposal of up to 437 empty places
6.4	Empty Places – Y Gader Catchment-area – Schools Re-organisation programme (Y Gader Catchment-area re-organisation programme)	DL	GRH	2011	2015	See details in Schools Re-organisation Work Programme.	Schools re-organization Programme resource in place in compliance with <u>Council Financial Strategytrategaeth Ariannol y Cyngor</u> approved by the Full Council 28/2/13. (See reference to funding the work in appendix 7.9 and 7.12)	Disposal of up to 231 empty places.
6.5	Empty Places <b>Groeslon, Carmel and Bronyfoel area</b> – Schools Re-organisation Programme (Close Groeslon, Carmel and Bronyfoel schools – establish an area school as replacement)	GRH	DL	2012	2015	See details in Schools Re-organisation work Programme.	Schools re-organization Programme resource in place in compliance with <u>Council Strategy Resource Ariannol y Cyngor</u> approved by the Full Council 28/2/13. (See reference to funding the work in appendix 7.9 and 7.12)	Disposal of approximately 100 empty places
6.6	Empty Places <b>Ysgol Glancegin</b> – 21C Schools (Adapt Ysgol Glancegin – reduce surplus empty places)	RF	OO	2013	2015	See details in Schools Re-organisation work programme.	21C Schools Project	Disposal of up to 112 empty places.
6.7	Empty Places <b>Ysgol Lliidiardau</b> – Schools Re-organisation	GRH	DL	2012	September 2013	Final Milestone – September 2013	Schools Re-organisation Programme Resource in place in compliance with	Disposal of approximately 70 empty places.



	Programme (Close ysgol Llidiardau and reduce number of empty places at Ysgol Crud y Werin)						Council Financial Strategy approved by the Full Council on 28/2/13. (See reference to work funding in appendix 7.9 and 7.12)	
6.8	Re-organize Secondary Education provision in Tywyn, Ardudwy and Moelwyn catchment-areas.	DL	GRH	2012	2017	Details of individual catchment-area plans to be confirmed.	Schools Re-organization Programme resource in place with compliance with <a href="#">Council Financial Strategytrategaeth Ariannol y Cyngor</a> approved by the Full Council 28/2/13. (See reference to work funding in appendix 7.9 and 7.12)	Disposal of approximately 300 empty places.
6.9	<b>Secondary</b> empty places – review capacity at the secondary schools	DL	GRH	2012	2015	Initial work has commenced – but comprehensive programme to be drawn up.	Schools re-organization Programme resource in place (work until September 2013) Officer to be designated (under the same resource £50K as below)	Disposal of approximately 1000 empty places.
6.10	<b>Primary</b> Empty places – review capacity at the primary schools	Designated Officer to be appointed	Designated Officer to be appointed	2013	2015	To be drawn up	£50K – Application bid for empty places resource and is considered as part of Corporate Strategy Plan review)	Disposal of approximately 300 empty places.
6.11	<b>Empty Places Scheme</b> (different use etc)	Designated Officer to be appointed	Designated Officer to be appointed	2013	2015	To be drawn up	£50K – empty places resource (as above)	Disposal of up to 400 empty places.
<b>Expected Improvements</b>	<p>By January 2015, reduce number of Primary School empty places to between 19.6% and 17.7%</p> <p>By January 2015, reduce number of Secondary School empty places from 32.3% currently to between 20.1% and 23.6%</p> <p>Dispose of up to 2639 empty places as a total (primary and secondary) by January 2015. This implies % reduction in empty places in Gwynedd by 28.2% (combined primary and secondary) Consideration also to change in County’s population projections from 17,116 (Primary – 9720, Secondary 7396) to 16,829 (Primary 9741, Secondary 7088) between 2013 and 2015. Therefore, the demographic trend may imply an increase in number of empty places by 287 during the next few years. The plans that contribute to the reduction in empty places will need to take this into consideration.</p>							



FSM PERFORMANCE TL2+ GWYNEDD	2011		2012		2013		2014	2015
	Gwynedd	Wales	Gwynedd	Wales	Gwynedd	Wales	Target	Target
	25.0	22.0	24.4	23.4			42.9	65.9

#### KEY STAGE 4 : TARGET SCHOOLS

Ardudwy	2011		2012		2013		2014		2015	
	Performance	Quartile	Performance	Quartile	Performance	Quartile	Target	Quartile	Target	Quartile
TL2+	30.8	4	50.6	4			81.8	1	81.6	1
TL2	75.0	4	84.7	2			94.6	1	89.8	1
TL1	96.3	3	93.2	4			98.2	2	95.9	4
SPC	340	3	347	3						
CSI	28.9	4	50.6	4			78.2	1	81.6	1
Welsh	64.9	4	84.5	1			87.8	1	91.1	1
English	44.2	4	74.1	3			83.6	1	83.7	1
Mathematics	32.7	4	51.8	4			81.8	1	85.7	1
Science	46.2	4	81.2	3			83.6	2	87.8	1

Brynrefail	2011		2012		2013		2014		2015	
	Performance	Quartile	Performance	Quartile	Performance	Quartile	Target	Quartile	Target	Quartile
TL2+	67.8	2	61.9	3			74.6	1		
TL2	77.7	3	76.2	4			88.8	1		
TL1	95.9	4	96.2	4			100	1		
SPC	342	3	343	3						
CSI	66.1	2	61.9	3			74.6	1		
Welsh	90.0	1	75.8	2			91.8	1		
English	71.9	4	58.1	4			85.8	1		
Mathematics	68.6	3	67.6	3			75.4	2		
Science	73.6	3	75.2	3			94.0	1		

Dyffryn Nantlle	2011		2012		2013		2014		2015	
	Performance	Quartile	Performance	Quartile	Performance	Quartile	Target	Quartile	Target	Quartile
TL2+	48.8	4	42.4	4			72.2	1		
TL2	67.4	3	69.6	4			84.7	1		
TL1	98.8	1	97.8	1			100	1		
SPC	336	2	335	3						
CSI	45.4	4	41.3	4			72.2	1		
Welsh	65.1	3	68.9	3						
English	69.8	2	60.9	4						
Mathematics	50.0	4	46.7	4						
Science	54.7	4	70.7	3						

SHO	2011		2012		2013		2014		2015	
	Performance	Quartile	Performance	Quartile	Performance	Quartile	Target	Quartile	Target	Quartile
TL2+	45.7	4	25.8	4			58.7	2	64.8	1
TL2	56.2	4	58.9	4			67.8	4	71.1	4
TL1	91.4	4	87.1	4			97.4	2	95.6	3
SPC	300	4	303	4						
CSI	45.1	4	25.8	4			58.7	1	64.8	1
Welsh	66.5	3	63.9	3			68.9	3	71.1	3
English	58.0	4	51.6	4			73.0	2	71.7	2
Mathematics	46.3	4	26.6	4			61.2	3	67.3	2
Science	59.3	4	64.5	4			94.7	1	91.2	1

Tywyn	2011		2012		2013		2014		2015	
	Performance	Quartile	Performance	Quartile	Performance	Quartile	Target	Quartile	Target	Quartile
TL2+	47.7	4	47.8	4			65.6	3		
TL2	83.7	2	76.8	4			95.3	1		
TL1	97.7	2	94.2	4			96.9	3		
SPC	353	2	342	4						
CSI	47.7	4	47.8	4			65.6	2		
Welsh	41.7	4	56.4	4						
English	70.9	4	75.4	3			82.8	2		
Mathematics	54.7	4	47.8	4			76.6	2		
Science	75.6	3	68.1	4			90.6	1		

## Section 4: Project Management Scheme

### Estyn Inspection Commissioning Team

A team especially established to prepare for the inspection. It will continue to operate until Estyn is satisfied with the progress made in implementing the Recommendations.

Membership: Chief Executive (Leader), Council Leader, Cabinet Member for Education, Corporate Directors, Head of Education Department and other officers from the Department.

Remit: Encompass All Aspects

- Ensure that the Post-Inspection Plan is robust and that its outcomes insists on the best for Children and Young People.
- Present the Scheme to the Cabinet (September 2013) following publication of the Report by Estyn (July 2013)
- Corporate Overview

### Children and Young People Executive Panel

Already exists within the Council framework.

Membership – Leader, Cabinet Member for Education and Lead Member Children and Young People

Remit: Accountability for ensuring that the Council's Strategy Plan priorities are implemented; specific indicators and Tier 1 core indicators (Performance Management)

Executive Panel and Protection Strategy Panel

Membership:

### Estyn Post-Inspection Implementation Team

Established to respond to Estyn's Recommendations, and to produce the Action Plan. Membership : Head of Education Department, and Senior Officers from the department (see table below)

Remit: Prepare and ensure that the Action Plan is implemented, and any associated work

### Implementation Subsidiary Teams

Specifically established to take ownership and focus on the individual Recommendations

Implementation Subsidiary Teams	Recommendation	Leader/Membership
Protection	A1	Morwena Edwards (Meilys Smith)
Improving Schools	A2, A3, A4	Dewi R Jones (Delyth Molyneux, Elfyn Jones and GwE)
Performance Management	A5	Dewi R Jones
Schools Re-organization	A6	Iwan T Jones (Guto Rhys/ Dewi Lake)

### Present the Action Plan – Time-table

Commissioning Team Meeting	5 September 2013
Formal Cabinet	17 September 2013
Full Council (verbal)	19 September 2013
Present to Estyn	20 September 2013

**OWNERSHIP OF THE COMMISSIONING TEAM OF ESTYN POST-INSPECTION PLAN (March 2013)**

**CABINET**

**COMMISSIONING TEAM**  
(Leader - Chief Executive)

- Encompass all aspects > ensure that the scheme is robust and that its outcomes insists on obtaining the best for PaCH.
- Present the scheme to the Cabinet (September 2013) following publication of the Report by Estyn.

**EXCEUTIVE PANEL**

(Leader - Cabinet Member for Education and Lead Member Children and Young People )

- **Responsibility for ensuring that Strategy Plan priorities are implemented**
- Specific Indicators
- Tier 1 Core Indicators (Performance Management)

**PC Vision Children and Young People - Support every child and young person to live fulfilling lives**

Priorities:

- P1—Raise educational standards achieved by children and young people
- P2—Provide opportunities for vulnerable groups of children, young people and families
- P3—Improve suitability of the schools system
- P4 Better prepare young people for work and life

**EDUCATION DEPARTMENT AND ASSOCIATED SERVICES**

(Leader - Head of Education Department)

- **Executive Team Meetings**

- Prepare an Action Plan
- Prepare a Communication Plan
- Establish a robust Performance Management system with the Strategy and Improvement Department

**Protection Field**

(Statutory Director and Head of Social Services, Housing and Leisure)

Operational Panel and Child Protection Strategy Panel

