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Adran Cefnogaeth Gorfforaethol
Corporate Support Department
Swyddfa'r Cyngor
CAERNARFON
Gwynedd
LL55 1SH

Cyfarfod / Meeting

PWYLLGOR CRAFFU GWASANAETHAU
SERVICES SCRUTINY COMMITTEE

Dyddiad ac Amser / Date and Time

10.30 a.m. DYDD IAU, 16 EBRILL 2015

10.30 a.m. THURSDAY, 16 APRIL 2015

Lleoliad / Location

SIAMBR HYWEL DDA

SWYDDFEYDD Y CYNGOR

CAERNARFON

*** NODER / NOTE ***

Bydd y cyfarfod yn cael ei we-ddarlledu / This meeting will be webcast

<http://www.gwynedd.public-i.tv/core/portal/home>

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**PWYLLGOR CRAFFU GWASANAETHAU
SERVICES SCRUTINY COMMITTEE**

AELODAETH / MEMBERSHIP (18)

Plaid Cymru (9)

Y Cynghorwyr / Councillors

Sedd Wag
Chris Hughes
Elin Walker Jones
Liz Saville Roberts

Alan Jones Evans
Selwyn Griffiths
W. Tudor Owen
Ann Williams

Hefin Williams

Annibynnol / Independent (4)

Y Cynghorwyr / Councillors

Eryl Jones-Williams
Dewi Owen

Beth Lawton
Eirwyn Williams

Llais Gwynedd (3)

Alwyn Gruffydd

Gweno Glyn

Peter Read

Llafur / Labour (1)

Y Cynghorydd / Councillor Sion Wyn Jones

Aelod Unigol / Individual Member (1)

Y Cynghorydd / Councillor Linda Ann Wyn Jones

Aelodau Ex-officio / Ex-officio Members

Cadeirydd ac Is-Gadeirydd y Cyngor / Chairman and Vice-Chairman of the
Council – Y Cynghorwyr / Councillors Dewi Owen a / and Dilwyn Morgan

AELODAU CYFETHOLEDIG / CO-OPTED MEMBERS:

**Hefo pleidlais ar faterion addysg yn unig /
With a vote on education matters only**

Y Parchedig / Reverend Robert Townsend
Yr Eglwys yng Nghymru / The Church in Wales

Mrs Rita Price
Yr Eglwys Gatholig / The Catholic Church

Mr Dylan Davies
Cynrychiolydd Rhieni Llywodraethwyr Meirionnydd /
Representative for Meirionnydd Parent Governors

(Disgwyl am enwebiad / Awaiting Nomination)
Cynrychiolydd Rhieni Llywodraethwyr Arfon /
Representative for Arfon Parent Governors

Ms Rhian Roberts
Cynrychiolydd Rhieni Llywodraethwyr Dwyfor /
Representative for Dwyfor Parent Governors

A G E N D A

1. APOLOGIES

To receive apologies for absence.

2. DECLARATION OF PERSONAL INTEREST

To receive any declaration of personal interest.

3. URGENT BUSINESS

To note any items that is a matter of urgency in the view of the Chairman for consideration.

4. MINUTES

The Chairman shall propose that the minutes of the meeting of this Committee held on the 12 February 2015, be signed as a true copy.

(Copy enclosed – **yellow** paper)

5. EDUCATION SERVICES' ANNUAL REPORT

Cabinet Member: Cllr. Gareth Thomas

To consider the Cabinet Member's report on the above.

(Copy enclosed – **white** paper)

SERVICES SCRUTINY COMMITTEE

12.02.15

Present: **Councillor Peter Read (Chair)**
Councillor Beth Lawton (Vice-chair)

Councillors: Alan Jones Evans, Gweno Glyn, E. Selwyn Griffiths, Alwyn Gruffydd, Chris Hughes, Elin Walker Jones, Linda Ann Wyn Jones, Siôn Wyn Jones, Eryl Jones-Williams, Liz Saville Roberts, Ann Williams, Eirwyn Williams and Hefin Williams.

Co-opted Members with a vote on education issues only: Dylan Davies (Meirionnydd Parent Governors Representative)

Officers: Arwel Ellis Jones (Senior Manager Corporate Commissioning Service), Gareth James (Members' Manager – Support and Scrutiny) and Glynda O'Brien (Members' Support and Scrutiny Officer).

Also in attendance:

For Item 4:

Cllr Gareth Roberts – Cabinet Member for Care
Glenda Lloyd Evans, Service Manager – Older People
Gwenno Williams – Senior Executive Manager
Nia Elis-Williams – Interim Senior Executive Manager

For Items 5 and 6:

Cllr. Mair Rowlands - Cabinet Member for Children and Young People and Leisure
Marian Parry Hughes - Head of Children and Supporting Families Department

For Items 7, 8 and 9:

Cllr. Gareth Thomas, Cabinet Member for Education
Mr Clive Phillips, Assistant Director of ESTYN – Items 7 and 8
Iwan Roberts, HM Inspector, ESTYN – Items 7 and 8
Arwyn Thomas - Head of Education

Apologies: Councillor Dewi Owen, Rev. Canon Robert Townsend (Church in Wales), Mr Neil Foden, Mr David Healy (Teachers' Union) and Morwena Edwards (Corporate Director).

1. CHAIRMAN'S ANNOUNCEMENTS

- (a) The Chairman referred to the death of Cllr. Huw Edwards and paid a tribute to his work and untiring commitment to this Scrutiny Committee over the last few years, and stated that there would be a huge loss after him.
- (b) That the meeting would be webcast and since no request had been received for a translation service or prior registration, the webcast would be in Welsh only. In response, a Member asked that in future prior notice should be received with the agenda that meetings would be webcast.

2. DECLARATION OF PERSONAL INTEREST

Councillor Linda Ann Wyn Jones declared a personal interest in any item regarding learning disabilities that may be discussed.

3. MINUTES

The Chairman signed the minutes of a meeting of this Committee that took place on 11 December 2014, subject to adding the following names to the list of Members present.

- (a) Councillors Gweno Glyn and Linda Ann Wyn Jones
- (b) Mr Marc Roberts and Vicky Poole (CSSIW)

4. REVIEW OF THE ENABLEMENT SERVICE ARRANGEMENTS

(a) The Cabinet Member for Care presented a report updating the Committee on the review of the Enablement Service and referred to the work of the scheme, its impact and how the service could be offered differently. It was noted that it was a fairly expensive scheme that offered a service to individuals for a short period following a hospital stay to enable them and promote independence and not create dependence.

(b) The following concerns were outlined by Members and the Older Persons Service Manager responded to each separately:

(i) In terms of over expenditure on the enablement scheme, it was asked if this was as a result of the Department offering too much service to individuals in the first instance when undertaking assessments. In response, the Committee was reminded that the plan had been presented to the Council in 2010. Following reporting that there was over expenditure within the service at the end of quarter 2, work was undertaken to find out what contributed to this. Consequently, attention was given to the enablement scheme in order to find out what the costs were and consider if the monitoring arrangements worked effectively. It was explained that the service did not complete a comprehensive assessment for each case as assessment usually started in hospital, however, by introducing an enablement scheme this was a period of rehabilitation and by the end the assessment had been completed. Therefore, at the end of this period it was possible to determine if the individual required a support service. The review highlighted that there was room to strengthen the monitoring arrangements due to the presumption that the enablement service was a service that individuals were entitled to for a period of up to six weeks, however, this depended on the circumstances of the individuals. Examples were also seen of individuals who could have gone home from hospital without having to receive the service. It was further highlighted that it was necessary to understand the principles of the enablement service and share these with the Health Board. From the review, it was seen that approximately 55% - 60% of users had left the scheme and they did not need the service to continue. There was room to ensure that the individuals who require this service receive it for an appropriate period for them, and it was seen that too many who might benefit from the service for three weeks, received it for six weeks. It was therefore necessary to ensure effective monitoring arrangements in order to ascertain the implications to the budget.

(ii) It was noted that it was important that the individuals received assessments prior to leaving hospital as the first few days at home were important. The enablement scheme's guidelines should be consistent for Betsi Cadwaladr University Health Board service users if they attend hospitals at Ysbyty Gwynedd, Ysbyty Maelor, Ysbyty Glan Clwyd, Broadgreen, Gobowen etc. The From Hospital to Home Scrutiny Investigation that

was on-going, found that individuals often waited for at least five days to receive an assessment.

In response, assurance was given that the individuals who leave hospital and need assistance receive the service. There was no evidence that individuals waited for an enablement service and assurance was given that officers worked closely with hospital staff including community hospitals.

(ii) A request was made for an explanation of the criteria noted that referred to the number of individuals:

- who leave the service without the scheme having to continue
- who leave with a reduction in the service they require
- who leave without having completed the scheme

(iii) In terms of completing the scheme, it was noted that every case was dependent on the complexities of the case. If an individual only required a low level of support, then home carers could share this information with their supervisors and the service would end. However, in complex cases it would be social workers who would be part of the discussions.

(iv) In response to a query regarding the success of the scheme, one specific area was seen in Arfon where there were very good monitoring arrangements and if this system could be implemented across the County then the service would strengthen in every area.

(v) It was noted that the numbers were fairly consistent in terms of those who come to the attention of the service. There had been an increase in the first two years, however, by now approximately 350 used the scheme annually.

(vi) In terms of the concern regarding the size of over expenditure and the fact that it had taken four years to come to the conclusion that the service was expensive, it was explained that the report before them referred to over expenditure on the budget that was more than the enablement budget and the Council faced a challenge due to the increase in the elderly population and the complexities of need of residents in our communities. Up to £1m savings had been identified in a period of four years, however, side by side with this it was necessary to continue to serve older people who require care packages to ensure that they could continue to live in their own homes. It was further noted that a separate report would be presented to the Audit Committee who would consider the over expenditure generally.

(vii) That there were inconsistencies in the contents of the report and the lack of clear information in terms of the savings and performance measures. In response, it was explained that there was a huge emphasis on transforming the service and identifying savings for transformation. It was recognised that the report did not address what enablement meant to individuals and it was trusted that this could be done to ensure that the service was used in a timely manner and to do the best for Gwynedd residents.

(viii) It was suggested that the impact of success should be measured as a result of the quality of provision and the care to the user and what impact it would have generally in the future.

(ix) The importance of receiving feedback from doctors and community nurses prior to the withdrawal of such schemes.

(x) The workforce should not have to be reminded of the scheme's purpose as every worker should be aware and thoroughly understand the requirements of the provision.

(xi) A request was made for a specific reference to the work of John Bolton, an expert in the field of care of older persons.

Resolved: As a consequence of all the concerns highlighted above, it was requested that the Scrutiny Investigation 'From Hospital to Home' arranges a meeting with the Corporate Director and the Adult Services' Manager for a further discussion and to report back to the Services Scrutiny Committee on their findings in due course.

5. EFFICIENCY SAVINGS 2015/16 – 2016/17 (SOUTH GWYNEDD DOMESTIC ABUSE SERVICE AND BANGOR WOMEN'S AID)

A report was presented by the Cabinet Member outlining additional information in accordance with the request of the Cabinet on 16 December 2014, in order to ensure clarity regarding the impact of the decision to cancel the financial contribution to the Bangor Women's Aid and South Gwynedd Domestic Abuse Service.

The Cabinet Member for Children and Young People explained that they had to look at efficiency savings in every field and this included reviewing the finance provided to external partners. It was stressed that it was not an easy decision, however, having considered other efficiency savings it was considered that there would be less impact to the service by de-commissioning service agreements with the above two organisations. In accordance with the request of the Cabinet and the Services Scrutiny Committee, more information had been received from both organisations and reference was made to the Appendices attached to the report drawing specific attention to the number of cases South Gwynedd Domestic Abuse Service had responded to. It was explained that the figures had been verified and it appeared that 20 cases (and not 65) had been registered and 3 / 4 cases had received direct support from the children's worker employed via the agreement funding. It was stressed that Social Services continued to address the statutory requirements for children and young people if the services of both organisations ended.

The following points were outlined by individual Members:

- The Council could not offer the service presented by the above organisations such as offering refuge to children and families and cancelling this service would have a detrimental impact on children and young people.
- Whilst accepting that Social Services did sterling work, third sector organisations had grown for requirements that could not be satisfied via a statutory body and this had to be considered in detail prior to making any decision regarding cuts in their agreements.
- It was disappointing that representatives from the organisations had not received an invitation to attend the meeting in order that they could respond to questions and oversights regarding the details of the South Gwynedd Domestic Abuse Service's response to the number of children they support who are on the Child Protection Register.
- A discussion with the organisations would allow the Members to understand the actual impact of the cuts on the ramifications of core sources.

(ch) The following responses were given to the above:

- Whilst accepting that Women's Aid Bangor could offer a refuge, it was explained that the children's worker did not respond to emergency calls from families and that it was the Police and Social Services who dealt with these. It was further noted that the provision of refuges was funded from different sources and the funding offered under the agreement went to support one and a half post for a children's worker in South Gwynedd and one in Bangor.
- That the Council's statutory responsibility would continue in terms of risk assessment and supporting domestic abuse children and would be implemented via multi-agency arrangements.
- That the organisations had attended the previous meeting of this Scrutiny Committee and no decision had been made in the preparatory meeting that met on 13 January 2015, to invite them further.

(d) There was a consensus of opinion amongst the Members of the Scrutiny Committee that implementing the above as efficiency savings would have an impact on the service and it should be transferred to the cuts system in order to allow more time for both organisations to monitor the side-effects of the savings on them. Considering the saving of 15% of the annual income of Women's Aid and 6% of the annual income of South Gwynedd Domestic Abuse Service, this could be vital for both organisations to attract an additional 85% and 94% from other sources. It was known that both organisations benefited children and families and it was anticipated that if the agreements were removed then more responsibility would fall on Social Services and despite the savings, in the end it would cost more to the Council.

Resolved: (a) To request that the Cabinet Member for Children and Families conveys to the Cabinet:

(i) the Services Scrutiny Committee's objection to the removal of the agreements with the above two organisations as efficiency savings and its wish to safeguard the funding

(ii) the wish of the Services Scrutiny Committee to refer the matter to the Council's cuts system.

(b) To request that the relevant officer requests that South Gwynedd Domestic Abuse Services and Bangor Women's Aid keep a detailed record over the year of operating without core funding.

6. PERFORMANCE INDICATOR SCC/025 – STATUTORY VISITS TO LOOKED AFTER CHILDREN

(a) The report of the Cabinet Member for Children and Young People was presented outlining information regarding the current performance of the Children's and Family Support Services in respect of the national performance indicator and concern was expressed regarding performance.

(b) The Head of Children's Services and Family Support explained that the Department had given detailed attention to the indicator and the reasons why it was low. Following detailed work, they had come to the conclusion that the low performance related to recording and the fact that every visit was not registered on the statutory form on the RAISE system. It was ensured that every employee was aware of this and it could be seen that the cumulative figure at the end of the third quarter was 83% and higher than the Welsh performance average, the 'family' performance average of authorities and

the targets of the service itself. It was further noted that there was a justification of the reasons why the indicator was low. The Cabinet Member added that although the figure was higher than the average, she was of the view that they had to keep an eagle eye on this together with the procedures that are in place.

(c) The following points were highlighted by individual Members:

- They were proud of this service and they appreciated the information before them.
- In light of the cuts and the loss of jobs, it was asked how was staff morale and were there sufficient workers to achieve the work. In response, it was explained that in comparison with other Welsh authorities, Gwynedd did not have waiting lists and it was confirmed that every looked after child had a registered social worker. It was further noted that staff were coping and currently managed the demand very well although there had been an increase in the number of children in need that had been referred.
- In response to a comment that appeared recently in the press, it was explained that the figures were rather misleading and social workers dealt with approximately 24 cases and this was the average workload.
- Whilst welcoming the fact that there was a solution, there was also concern that the problem had occurred in the first place. In response, it was explained that a combination of matters had contributed towards the slippage that meant that this had to put in order and a clear instruction given to employees.

Resolved: To accept the report.

7. ESTYN MONITORING VISIT

Mr Clive Phillips, Assistant Director and Mr Iwan Roberts, HM Inspector, ESTYN were welcomed to the meeting to outline their recommendations following their monitoring visits after their inspection of the education services in March 2013. Members were reminded of the views of ESTYN regarding the quality at that time, namely that the current performance of the education service was 'adequate' together with the view of 'adequate' regarding the prospects for improvement. As the opinion at the time was 'adequate', this meant that the authority had gone into post-inspection with ESTYN monitoring the authority's progress. At the end of the recent third visit, the senior officers, elected members received a report and a formal letter was published stating that ESTYN were of the view that the service had made sufficient progress in relation to the six recommendations as a result of the March 2013 inspection, that removed the authority from any further follow-up activity.

The terms used when monitoring against the recommendations were outlined, namely that the authority had:

- made no progress
- made partial progress
- responded to an extensive degree
- responded fully

(ch) Members were guided through the following recommendations and noted the views of Estyn on the progress made by the Council.

(i) Improve safeguarding by ensuring that the Council's procedures and policies are clearly understood by all LEA employees and are regularly updated and disseminated.

- (ii) Raise standards in KS4 by targeting departments that underperform in secondary schools or that perform poorly to be stronger – They had partly got to grips with this.
- (iii) Monitor and challenge every school and use all the available powers at the LEA's disposal to improve leadership and management at underperforming schools.
- (iv) Continue to develop and implement the authority's current strategies to improve attendance in secondary schools – they had got to grips with this to a large extent
- (v) Improve quality of self-evaluation, and how improvement plans and performance management procedures are implemented in the Education Department.
- (vi) Continue to set plans in motion to reduce the number of empty places – They had got to grips with this to a large extent.

(c) Members were given an opportunity to ask questions to the Inspectors and they responded as follows:

(i) In terms of which recommendation required more attention again, it was explained that that the authority had got to grips with three of these to a great extent and with another three partly which meant more attention should be given to these. Generally, it was trusted that the Scrutiny Committee would give priority to raising standards and in ESTYN's view this underpinned everything. The original inspection had drawn attention to one group of pupils namely Key Stage 4 (KS4) and one group of schools. In terms of the general picture, in 2012 four schools were in the lowest 25% across Wales, however, by 2013 they had raised their standards but again in 2014 another four schools were in the lower quartile. It was necessary to be careful and not to take the data presented to the Scrutiny Committee as general but to ensure that the data identified individual schools than underperform and understand why this occurred.

(ii) Regarding suggestions for the Scrutiny Committee's role to challenge the quality of KS4 education, it was noted that it was vital that officers provided clear information to members to be able to scrutinise effectively and incisively. There was significant variety across the Welsh authorities in how data was presented to elected members and there was a danger in some circumstances that general data would be presented that hides the underperformance of individual schools. One good practice that took place in other authorities in Wales was mentioned where the Heads and Chairs of Schools Governors of individual schools were invited to attend the Scrutiny Committees where they are challenged about performance.

(iii) That ESTYN had not inspected GwE but had undertaken a thematic inspection at the request of the Minister for Education and they would look further at the performance of GwE as well as the other three regions in due course.

(iv) The methodology for ESTYN inspections of schools would not be changed as a result of the cuts to school budgets.

(d) The Cabinet Member took the opportunity to thank ESTYN officers for their work and the open discussions they had during their visit and the authority would focus on the areas for improvement.

Resolved: To accept and note the contents of the ESTYN report and note the importance of giving detailed attention to the annual report on the performance of the Education Service that would be submitted before the Scrutiny Committee at its next meeting.

8. PRESENTATION BY THE HEAD OF EDUCATION

- (a) Mr Arwyn Thomas, the Head of Education, was welcomed to the meeting to give a presentation on his vision for the future of the education service following his appointment to the post at the start of the year.
- (b) Members were guided through slides of the Head of Education's vision namely that the children and young people of Gwynedd attain the highest standards in order to maintain the language, culture and the local economy, by expecting to see:
- The highest education and welfare standards;
 - Inspired leadership;
 - Excellent teaching;
 - Curriculum development skills and innovative/pioneering work routes;
 - Sharing excellence and holding each other accountable;
 - Multi-agency teams supporting vulnerable families in order to change the habits of generations;

The above could occur if expectations were set clearly via open, honest, fair and non-biased discussion and the workforce had to be developed via continuous professional development; be ready to change and get to grips with problems at all levels.

In terms of the scrutiny of schools, a minimum of expectations had to be set, namely:

- Good Leadership and Management;
- Good Teaching;
- Performance in the highest 50% at least, amongst similar schools and aim towards the highest 25%;
- No school from Gwynedd to be in the Estyn statutory categories.

Therefore in terms of services, it was expected that they would:

- work as one team;
- work effectively in order to achieve the corporate priorities;
- be accountable for the performance of all schools and the outcomes for children and young people.

The importance of working as one team was emphasised and that a minimum of expectations were in place in every school at any time by:

- ensuring that the standard over three years was comparative to similar schools
- being confident that the teaching and assessment was good
- ensuring the safety of children was key
- quality of leadership
- honest self-evaluation that plan for improvement in accordance with the policies

(b) During the ensuing discussion the following observations were highlighted:

- (i) In the context of less financial resources, the Head of Education noted that whilst accepting that resources were getting scarce, as a leader he would ensure the best results and ways of working would have to be changed by schools sharing good practice, not recreating the wheel and getting to grips with high standard leadership.
- (ii) That the £4.3m cuts to the schools budget would mean a change to the curriculum and consequently this would have an impact on the children's quality of education. In response, the Head of Education noted that the governors and senior

- management teams in schools would have to deal with the matter as every authority would have to cope with less funding.
- (iii) In response to a query regarding how it would be ensured that monitoring and challenging underperforming schools would be undertaken, it was explained that the role was to monitor where exactly every school in the County was against a minimum of expectations in order that every parent could be confident that there was good leadership and management in the schools.
- (iv) Disappointment was expressed that due to time restrictions it would not be possible to ask further questions to the Head of Education. In response, the Cabinet Member for Education noted that it was proposed that the Head of Education should present his vision to the Area Forums in due course. The Senior Manager for Corporate Commissioning added that there would also be an opportunity for further questioning when the education service's annual report would be submitted to this Scrutiny Committee.

Resolved: To accept, note and thank the Head of Education for his presentation and to agree with the suggestion that he should give his presentation to the Area Forum meetings.

9. SCHOOL ORGANISATION PROGRAMME UPDATE

The report of the Cabinet Member for Education was submitted to update the Scrutiny Committee on the school organisation programme stating what had been achieved thus far, namely the following investments:

- Investment valued at £18m had already been made to improve the learning environment
- 900 primary pupils had benefited from the investment
- Over £430,000 annual revenue savings had already been achieved
- £9.326m for Ysgol yr Hendre
- £990,000 to upgrade the schools of Pennal and Dyffryn Dulas
- £1.47m to upgrade Ysgol Penybryn, Tywyn
- £5.42m for the new school at Craig y Deryn
- £1m to upgrade Ysgol O M Edwards, Llanuwchllyn

together with the following work that was being undertaken:

- Establishment of Ysgol Bro Llifon at Groeslon
- Reorganisation in the Gader Catchment Area, Dolgellau
- Completion of reorganisation process in the Berwyn Catchment Area, Bala
- Establishment of Meirion-Dwyfor Special School at Penrhyndeudraeth – with this work to commence on 13 February 2015
- Construction of new building for Ysgol Glancegin, Maesgeirchen, Bangor

In terms of education standards, it was noted that ESTYN had not inspected the new schools, however, a combination of factors meant that the circumstances were much more favourable to improve standards than they had been in the past.

Members were given an opportunity to scrutinise the contents of the report and they highlighted the following points:

- (a) Whilst accepting that there were positive aspects in the report, concern was noted that there was no reference to the education standards of the new establishments

bearing in mind that national results had been published and a request was made for a further report regarding this. In terms of using the savings as a result of the schools organisation plans, it was explained that the savings would be shared with every school and it had to be borne in mind that the largest schools received less budget as there were so many small schools that were safeguarded by the safety net.

- (b) Regarding ensuring investment for the lifelong learning campus for the Berwyn area, the Cabinet Member noted that a formal business application would be submitted to the Welsh Government in due course.
- (c) Regarding the strategy for the organisation of secondary schools it was explained that the strategy would be re-visited in order to address problems in the secondary schools of Meirionnydd
- (d) Reference was made to the clear message of the Schools Savings Target Working Group to accelerate re-organisation and it was asked if further re-organisation plans would occur. In response the Head of Education explained that members of the Schools' Budget Forum had agreed that it was necessary to consider organisation within the two sectors namely primary and secondary be that by schools collaborating and/or considering different options such as federalisation etc.

Resolved: **To accept and note the contents of the report.**

The meeting commenced at 10:30am and concluded at 1:30pm.

CHAIRMAN

ANNUAL REPORT ON THE PERFORMANCE OF SCHOOLS IN THE GWYNEDD AUTHORITY

Committee	Services Scrutiny Committee
Title of Report	Annual report on performance at end of key stage
Date of meeting	16 April 2015
Relevant Corporate Director	Arwyn Thomas
Relevant Cabinet Member	Councillor Gareth Thomas

Introduction

The main purpose of the report is to present information to allow elected members to scrutinise end of key stage results for the 2013/14 academic year. The type of information contained in the report, and the opportunity to ask further questions, is an important contribution to the self-evaluation process. In this context, we must remind ourselves that the Estyn Framework for inspecting authorities places an expectation on us, as part of the self-evaluation process, to be able to answer the types of questions listed below:

- How is the Authority performing against the benchmarks set by the Welsh Government for KS3 and KS4?
- How does the Authority's performance compare with other authorities in Wales?
- Is performance similar across the core subjects?
- In which key stage is performance at its best? Which aspects require improvements?
- What is the distribution of schools across the free school meals quartiles? Is this distribution better or worse than the national pattern?
- Are there schools which appear to be underperforming?

Elected Members are requested to scrutinise the content of the report in order to be able to answer the types of questions noted above.

Commentary on performance

Table 1 shows the % of statutory school-age pupils who are entitled to free school meals in Gwynedd over the past five years in comparison with Wales and individual authorities.

Table 1: % of statutory school-age pupils who are eligible for free school meals [FSM]

	2009	2010	2011	2012	2013	2014
Gwynedd	12.6%	13.2%	14.2%	13.7%	13.7%	12.9
Wales	17.8%	18.9%	19.7%	19.3%	19.5%	19.1
Position (1=lowest)*	5	5	5	5	5	4

The position denotes Gwynedd's ranking in comparison with other Welsh authorities, with the lowest position indicating the lowest percentage of 5-15 year old pupils receiving FSM. The table suggests that, if it is accepted that entitlement to free schools meals is an appropriate indicator of deprivation, Gwynedd's performance should be around fourth from amongst the Welsh authorities i.e. corresponding to the position of free schools meals.

The Foundation Phase and Key Stage 2

Table 2 shows the percentage of pupils who achieved the Foundation Phase Indicator (FPI)* in 2012, 2013 and 2014 and the Core Subjects Indicator (CSI) for the previous years, together with the percentage of pupils who have achieved the CSI at the end of Key Stage 2 (KS2) for the same period. It also shows Gwynedd's position with regard to performance in comparison with the other Welsh authorities.

Table 2: % of pupils who achieved the Foundation Phase Indicator (FPI) in 2012, 2013 and 2014 and the Core Subjects Indicator (CSI) for the previous years

	KS1		Foundation Phase			KS2				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Gwynedd	84.9%	88.0%	83.0%	82.8%	85.2%	83.2%	82.8%	86.2%	86.6%	86.0%
Wales	81.6%	82.7%	80.5%	83.0%	85.2%	78.2%	80.0%	82.6%	84.3%	86.1%
Position (1=best)	5 (0)	3 (+2)	8 (-3)	13 (-8)	10 [-6]	2 (+3)	3 (+2)	3 (+2)	6 (-1)	14 [-10]

**The Foundation Phase Indicator is a new indicator from 2012 onwards, as pupils from this year reach the end of the Foundation Phase at seven years old for the first time. The indicator shows the percentage of pupils who achieve the expected outcome in Personal and Social Development, Well-being and Cultural Diversity; Language, Literacy and Communication Skills and Mathematical Development, together.*

There has been an increase of 2.4% in the Authority's performance in the Foundation Phase Indicator in 2014 which places the Authority in the 10th position among all Welsh authorities. In the other indicators, the Authority's performance is as follows: 5+ Indicator in Welsh Language, Literacy and Communication 89.4% [13th out of the 22 authorities]. However, we must remember that the Authority's position in respect of the

Welsh language is low since a very high percentage of Gwynedd pupils are assessed through the medium of Welsh in comparison with other authorities; *Outcome 5+ in Mathematical Development* 89.7% [10th position] and *Outcome 5+ in Personal and Social Development, Well-being and Cultural Diversity* 93.4% [13th position]. The performance of the Outcome 6+ across all the indicators excels on the national average: *Outcome 6+ in Welsh Language, Literacy and Communication* [Gwynedd 37.1%: Wales 32.5%]; *Outcome 6+ Mathematical Development* [Gwynedd 32.5%: Wales 30.3%]; *Outcome 6+ in Personal and Social Development, Well-being and Cultural Diversity* [Gwynedd 60.0%: Wales 51.5%].

In KS2, the performance of the Core Subjects Indicator [CSI] in 2014 is slightly lower than the corresponding figure for 2012 and 2013 and places Gwynedd in the 14th position amongst all the Welsh authorities. The performance across the core subjects in general corresponds very closely to that seen in 2013. The performance in L4+ English places the Authority in the 8th position amongst the 22 Welsh authorities, Mathematics in the 14th position and Science and Welsh in the 13th position [but bear in mind the comment above regarding the size of the cohort being assessed in Welsh]. The table below (Table 3) shows end of KS2 performance in the core subjects, namely Welsh, English, Mathematics and Science, on the expected level and the higher level, together with the corresponding performance for Wales.

Table 3: % of pupils attaining expected levels and higher levels at the end of KS2, together with the corresponding performance for Wales

	2010		2011		2012		2013		2014	
	Gwynedd	Wales	Gwynedd	Wales	Gwynedd	Wales	Gwynedd	Wales	Gwynedd	Wales
Welsh L4+	83.8%	81.0%	82.8%	82.0%	84.1%	84.0%	87.0%	86.7%	88.3%	88.1%
Welsh L5+	28.1%	24.5%	30.3%	25.9%	28.8%	26.6%	31.8%	30.4%	35.7%	33.9%
English L4+	86.6%	81.9%	85.8%	83.4%	86.6%	85.2%	88.4%	87.1%	89.2%	88.4%
English L5+	32.7%	29.0%	34.6%	30.5%	33.0%	32.9%	34.9%	35.7%	37.5%	38.0%
Maths L4+	86.3%	83.3%	85.6%	84.9%	88.8%	86.8%	88.8%	87.5%	88.6%	88.9%
Maths L5+	31.6%	29.2%	34.4%	31.1%	33.9%	32.9%	36.4%	35.7%	37.9%	38.0%
Science L4+	90.1%	86.4%	88.5%	87.1%	91.6%	88.5%	91.6%	89.7%	91.3%	90.3%
Science L5+	32.1%	30.2%	34.6%	30.9%	33.7%	33.1%	35.0%	36.1%	39.1%	38.4%

There is concern nationally about the accuracy of teachers' assessments and the year-on-year progress. However, there has been some progress locally to ensure the accuracy and consistency of teachers' assessments in the primary sector, but there is a need to ensure a more robust procedure of standardising and moderating during the current academic year, and this has been programmed as part of a priority action by GwE. Attention will need to be given to sustaining the improvements that have happened in individual schools and to continue challenging the minority of schools where it is considered there is underperformance or comfortable performance.

The graphs below (tables 4 and 5) show the distribution of Gwynedd's primary schools in the national free school meals benchmark quartiles for the FPI and the CSI. Following an increase last year, there has been some decrease this year in the percentage of schools that are in the lower half of the FSM benchmarks at the end of the FP [51% of Gwynedd schools were in the lower half in 2014]. There is an increased percentage of schools that are in the lowest quartile for the CSI in Key Stage 2 [39%].

Table 4: Distribution of schools across FSM quartiles at the end of KS1 and the FP for the CSI/FPI

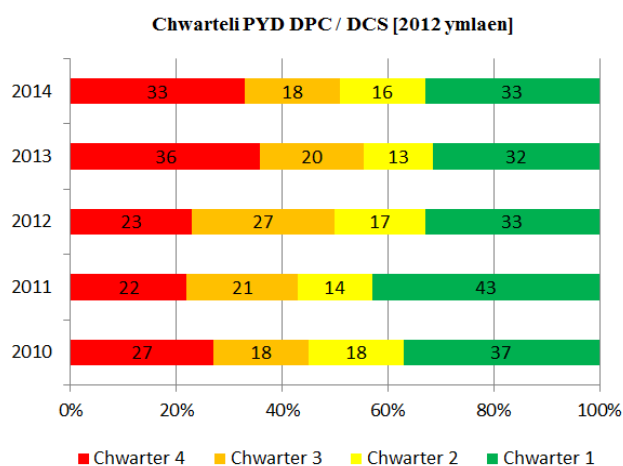
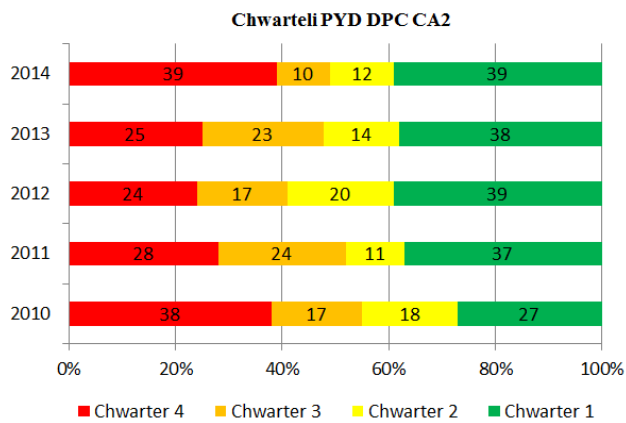


Table 5: Distribution of schools across the FSM quartiles at the end of KS2 for the CSI



Further analysis shows that the results of 6 schools have placed the CSI in the lowest quartile for the past three years at the end of KS2 [Bro Plennydd, Llanaelhaearn, Groeslon, Baladeulyn, Llandwrog, Llanystumdwy] and that 13 schools have had results that have placed the CSI in the lowest quartile for the past two years [Bro Plennydd, Groeslon, Baladeulyn, Llanaelhaearn, Llandwrog, Llanystumdwy, Trefferthyr, Nebo Rhiwlas, Penybryn Tywyn, Friog, Tregarth and Cae Top]. It must be remembered that there is only a very small cohort in a number of these schools, and as a result, measuring performance against national FSM benchmarks is a meaningless exercise. However, there are specific cases where standards need to be improved and the Authority and GwE are fully aware of those situations and are working with the schools to put plans in action.

Key Stage 3

In Key Stage 3, performance in the CSI has been higher than the expected Welsh benchmark since 2010 [Table 6], and significantly higher than the national figure for the previous five years [Table 7]. Gwynedd has performed best out of all the Welsh authorities for three years consecutively.

Table 6: Performance against Welsh Government benchmarks:

	Key Stage 3 [KS3] CSI				
	2010	2011	2012	2013	2014
*Gwynedd	73.0%	77.0%	84.0%	86.0%	90.0%
**Benchmark	69.0%	74.0%	78.0%	82.0%	86.2%
Difference	+4	+3	+6	+4	+3.8

*Note that there is a discrepancy between Gwynedd's performance and what is published in the Core Data Sets because only the mainstream schools are included.

** expected performance modelled based on FSM eligibility

Table 7: % of pupils attaining the CSI in KS3:

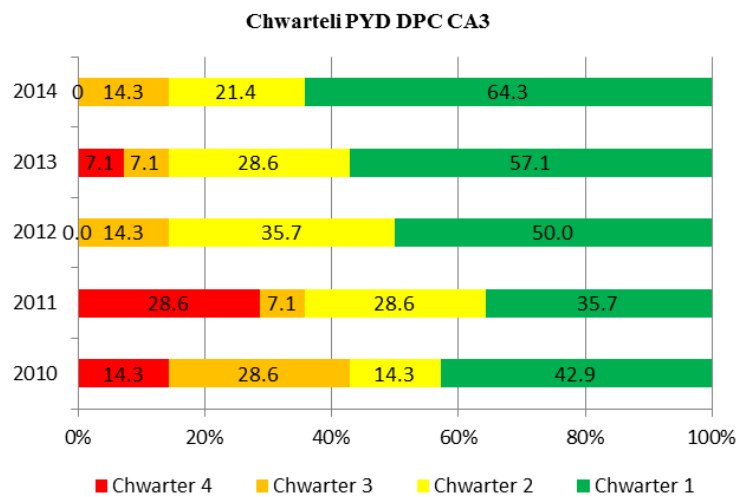
	Key Stage 3 [KS3]				
	2010	2011	2012	2013	2014
Gwynedd	72.6%	76.3%	83.0%	85.4%	89.1%
Wales	63.7%	68.0%	72.5%	77.0%	81.0%
Position (1=best)	2	3	1	1	1

On L5+ in Welsh, the performance in 2014 has placed the Authority in the 6th position amongst the Welsh authorities. This is very good bearing in mind the size of the cohort being assessed. In 2014, Gwynedd's performance at the expected level is the highest amongst all the Welsh authorities in English and in Mathematics, with Science in 2nd position. Performance on the higher levels is also strong and higher than the national figures. The data confirms that the performance of Gwynedd schools is consistently very good in Key Stage 3.

Table 8: % of pupils attaining expected levels and higher levels at the end of KS3, together with the corresponding performance for Wales

	2010		2011		2012		2013		2014	
	Gwynedd	Wales	Gwynedd	Wales	Gwynedd	Wales	Gwynedd	Wales	Gwynedd	Wales
Welsh L5+	76.7%	76.8%	83.0%	81.3%	86.3%	84.2%	90.1%	87.6%	91.6%	90.1%
Welsh L6+	38.6%	36.4%	41.9%	38.1%	46.2%	41.2%	50.2%	45.7%	56.2%	52.9%
English L5+	75.7%	72.5%	80.0%	76.0%	86.0%	79.3%	89.5%	82.9%	90.6%	85.9%
English L6+	33.1%	31.3%	38.8%	34.6%	47.0%	38.0%	52.3%	42.7%	52.9%	48.5%
Maths L5+	79.1%	75.5%	82.6%	77.9%	86.7%	81.1%	89.5%	83.9%	91.9%	86.5%
Maths L6+	45.6%	45.0%	49.3%	46.8%	56.2%	49.6%	59.3%	53.1%	64.9%	56.2%
Science L5+	81.2%	77.1%	85.1%	80.3%	90.2%	83.6%	92.4%	87.0%	93.9%	90.4%
Science L6+	46.9%	37.0%	46.9%	38.9%	56.6%	43.8%	59.2%	48.6%	64.4%	54.6%

Table 9: Distribution of schools across the FSM quartiles at the end of KS3 for the CSI



The percentage of schools that are in the upper half of the national FSM benchmarks for the CSI has increased since 2010. Now, 64.3% of the schools are in the upper quartile and none of the schools are in the lowest quartile. There is concern nationally about the accuracy of teachers' assessments and the year-on-year progress. There is a need to ensure a more robust procedure of standardising and moderating during the current academic year, and this has been programmed as part of a priority action by GwE.

Key Stage 4

The performance of Gwynedd has been slightly lower than the Welsh Government benchmark over a rolling period. However, for the first time in 2013 Gwynedd's performance corresponded to the benchmark that had been set by the Welsh Government for the Level 2+ Threshold and was higher for the Capped Points Score. In 2014, performance in the TL2+ was slightly lower than the benchmark but was higher for the Capped Points Score.

Table 10: Performance against Welsh Government benchmarks:

	2010		2011		2012		2013		2014	
	L2+	Points score	L2+	Points score	L2+	Capped points score	L2+	Capped points score	L2+	Capped points score
*Gwynedd	52.1 %	402	53.4%	327	55.0%	335	59%	358	61.75%	367
**Benchmark	55.0 %	406	57.0%	332	58.0%	343	59%	351	62.46%	359
Difference	-3	-4	-4	-5	-3	-8	0	+7	-0.71	+7

**Note that there is a discrepancy between Gwynedd's performance and what is published in the Core Data Sets because only the mainstream schools are included.*

*** expected performance modelled based on FSM eligibility*

Table 11: Performance of 15 year old pupils in comparison with Wales and other authorities

Gwynedd	2010		2011		2012		2013		2014		
	%	Position	%	Position	%	Position	%	Position	% Gwynedd [Wales]	Position	
TL1	91.1	9	92.9	4	93.1	8	97.1	2	97.2 [94.0]	1	
TL2	67.4	5	70.7	8	75.1	10	81.5	8	87.7 [82.3]	4	
TL2+	52.1	6	53.4	6	55.0	6	58.0	4	61.1 [55.4]	5	
CSI	51.9	5	52.3	5	53.2	5	57.3	3	60.5 [52.6]	2	
CPS	315.0	4	327.1	3	335.0	8	353.4	2	362.2 [340.8]	1	
Welsh	71.2		74.7		76.8		72.8		73.3		
English	63.9		64.2		64.1		66.6		69.2		
Mathematics	55.2		57.0		58.7		62.2		65.2		
Science	66.6		66.0		71.5		84.7		93.8		
TL1	Threshold Level 1: learning which corresponds to five GCSEs grades D to G										
TL2	Threshold Level 2: learning which corresponds to five GCSEs grades A* to C.										
TL2+	Threshold Level 2+: learning which corresponds to five GCSEs grades A* to C, including Welsh or English and Mathematics.										
CSI	Core Subjects Indicator: % of learners who attain the expected levels in English or Welsh, Mathematics and Science together.										
CPS	Capped Points Score: average points of the eight best results from all the qualifications approved for use										

Generally, the comparative performance of Gwynedd has been consistently good in the vast majority of the main indicators across the period in question. In 2014 the figures show further progress on the 2013 figures in all of the main indicators and the core subjects. An increase of 3.1% can be seen in the TL2+ which is the main indicator for KS4 [compared with 2.7% nationally]. It appears that Gwynedd's performance in the main indicators is very robust compared with the other authorities. Despite this, too many secondary schools remain in the lower half of the FSM benchmarks for the TL2+ because of disappointing performance in Mathematics and English mainly [see Table 16 below].

In 2013, the rate of improvement in Gwynedd was greater than what was seen nationally for nearly all of the indicators. In 2014, the progress in the majority of the indicators compares favourably with the national progress:

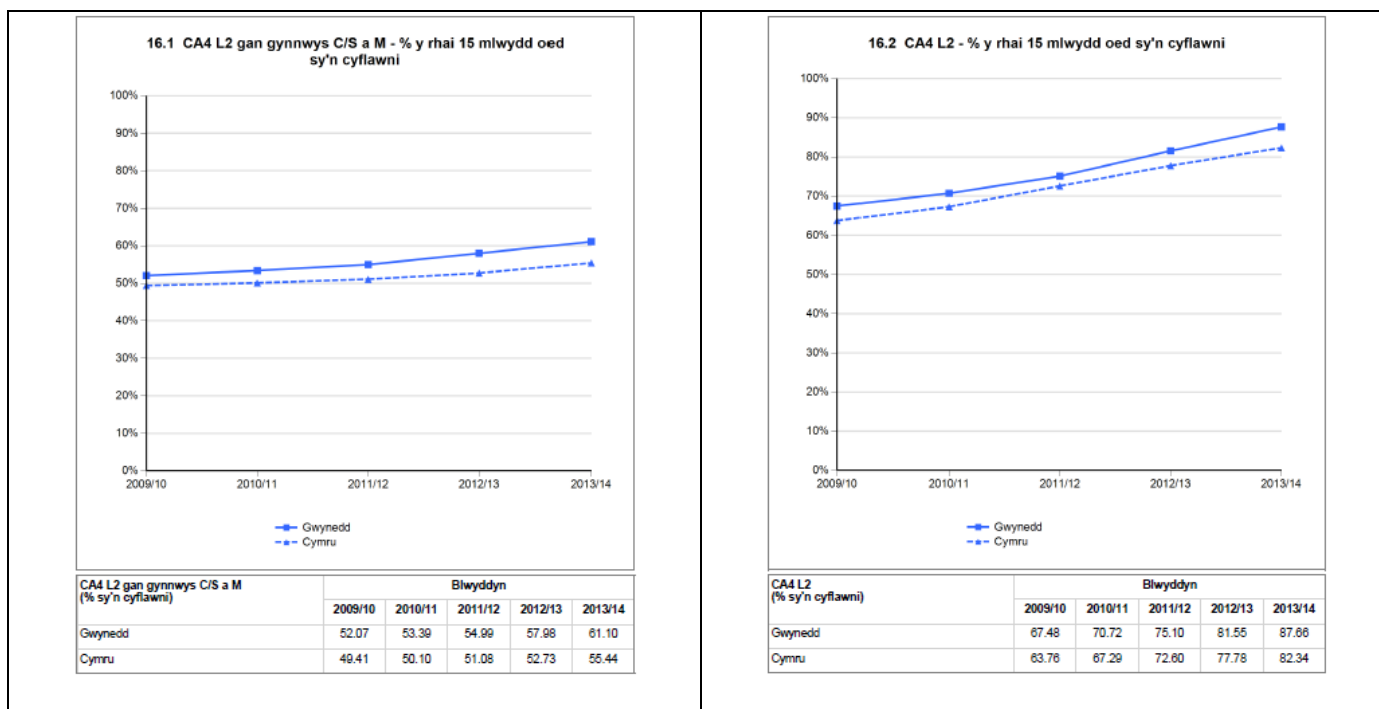
Table 12: Progress in Gwynedd compared with the national progress

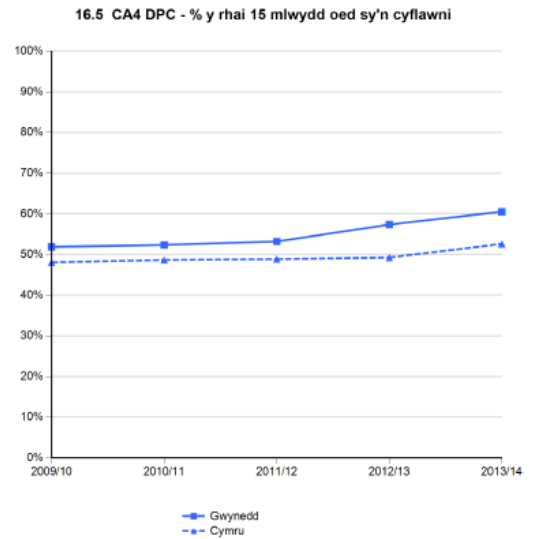
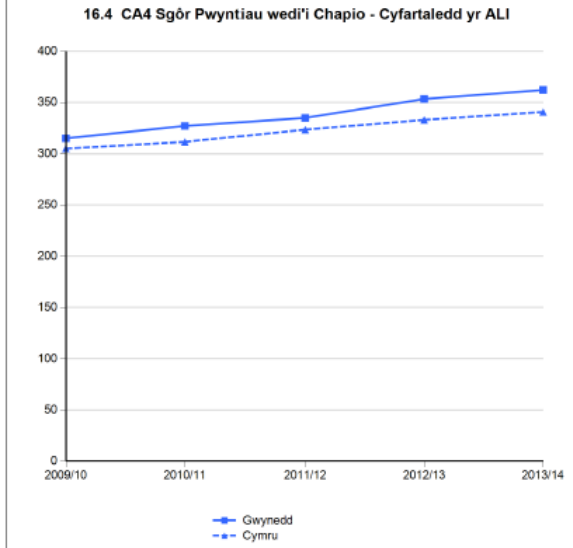
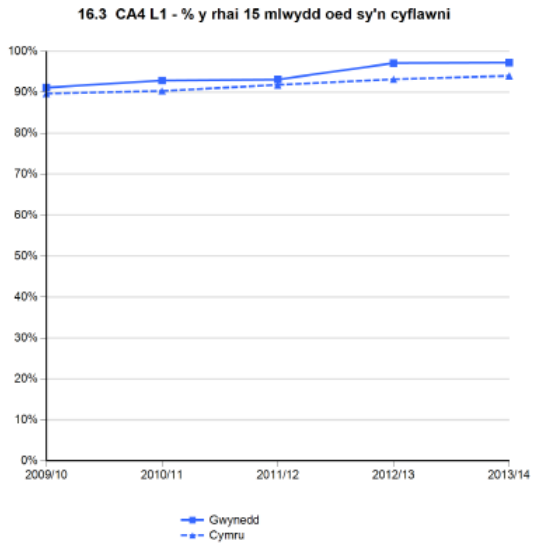
Indicator	Progress 2012> 2013 Gwynedd	Progress 2012> 2013 Wales	Progress 2013> 2014 Gwynedd	Progress 2013> 2014 Wales	Progress 2012> 2014 Gwynedd	Progress 2012> 2014 Wales
TL2+	+3.0%	+1.6%	+3.1%	+2.7%	+6.1%	+4.3
TL2	+6.4%	+5.2%	+6.2 %	+4.5%	+12.6%	+9.7
TL1	+4.0%	+1.4%	+0.1%	+0.8%	+4.1%	+2.2
CSI	+4.1%	+0.3%	+3.2%	+3.4%	+7.4%	+3.7
CPS	+18.4	+9.6	+8.8	+7.6	+27.2	+17.2
Welsh	-4.0%	-0.3%	+0.5%	+0.2%	-3.5%	-0.1%
English	+2.5%	+0.7%	+2.6%	+3.3%	+5.1%	+4.0%
Mathematics	+3.5%	+1.9%	+3.0%	+1.4	+6.5%	+3.3%
Science	+13.2%	+4.2%	+9.1%	+7.5%	+22.3%	+11.7%

The increase seen between 2012 and 2014 in Gwynedd for each indicator is higher than the corresponding national increase, except for Welsh.

The graphs below show Gwynedd’s performance in the main indicators compared with Wales’s performance over a rolling period from 2009 to 2014. As expected, Gwynedd is performing better than the national figure for all of the main indicators.

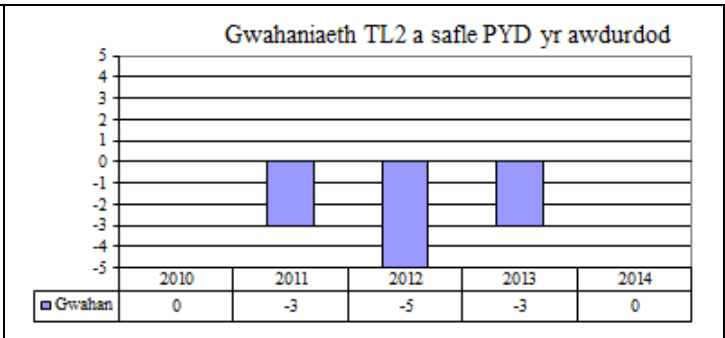
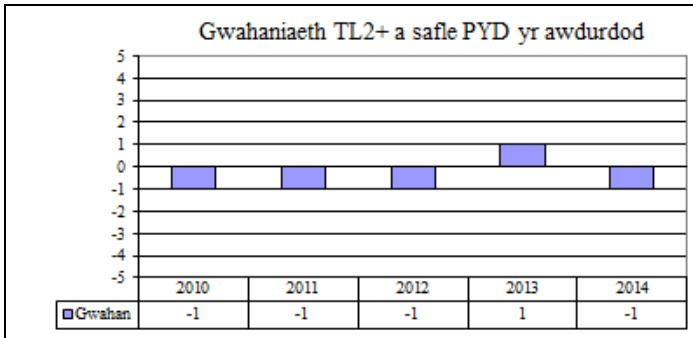
Table 13: Gwynedd’s performance in the main indicators compared with Wales’s performance

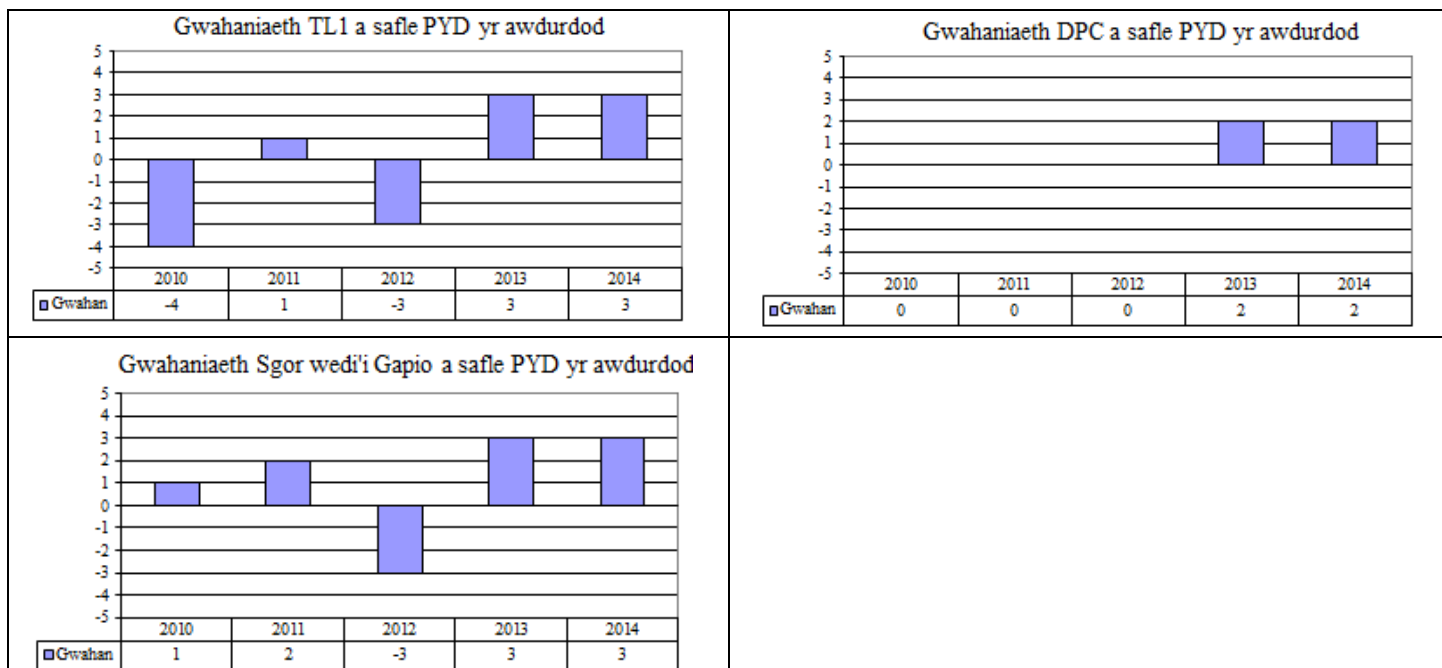




Gwynedd's performance in comparison with the authorities of Wales is good [see Table 11 above and the graphs below]. Gwynedd's position in respect of free school meals [FSM] has been around 5th amongst all the Welsh authorities for a number of years [4th in 2014]. Gwynedd's performance in Threshold Level 1 [1st], Threshold Level 2 [4th], Threshold Level 2 including Welsh or English and Mathematics [5th], the Core Subjects Indicator [2nd] and the Capped Points Score [1st] is higher or similar to the authority's position in respect of FSM. This is good.

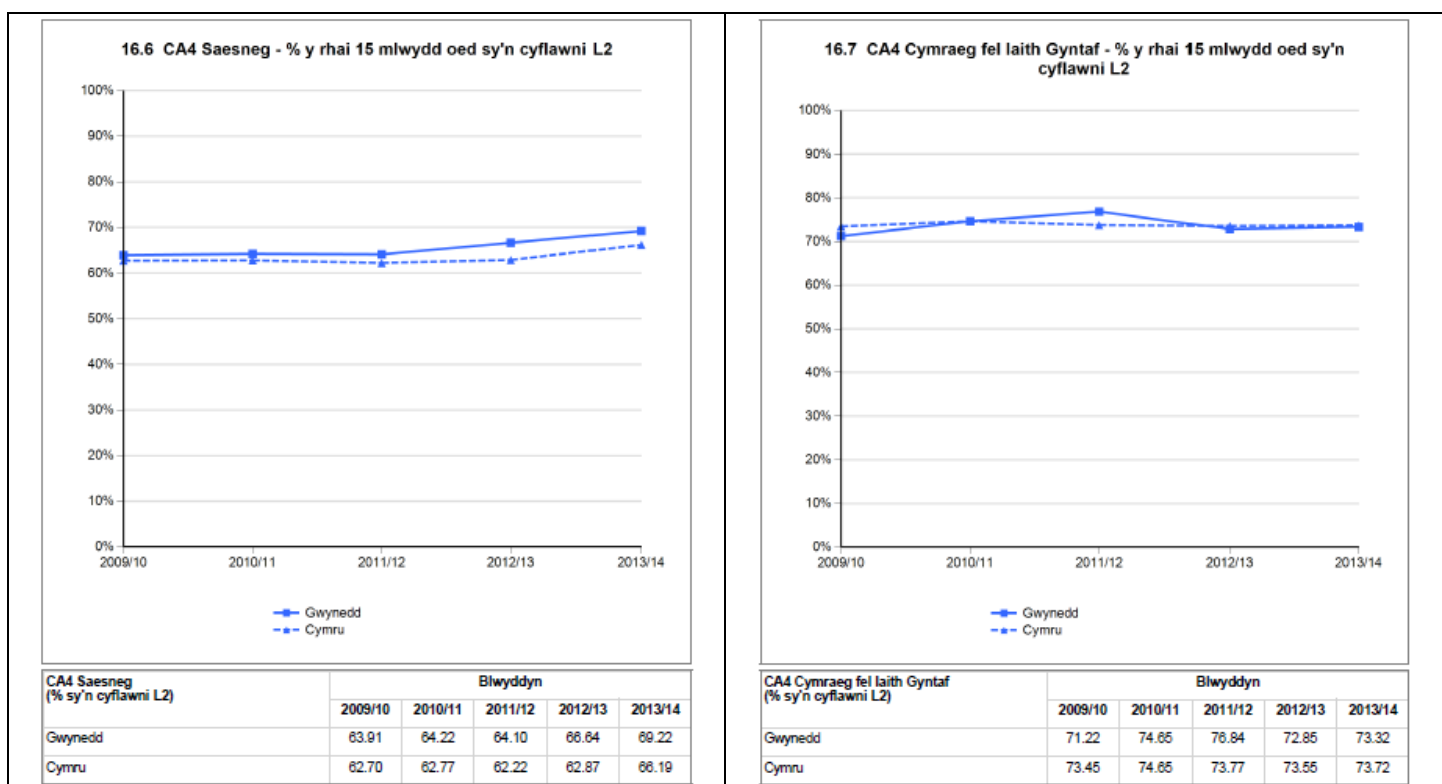
Table 14: Performance of 15 year old pupils in comparison with FSM position



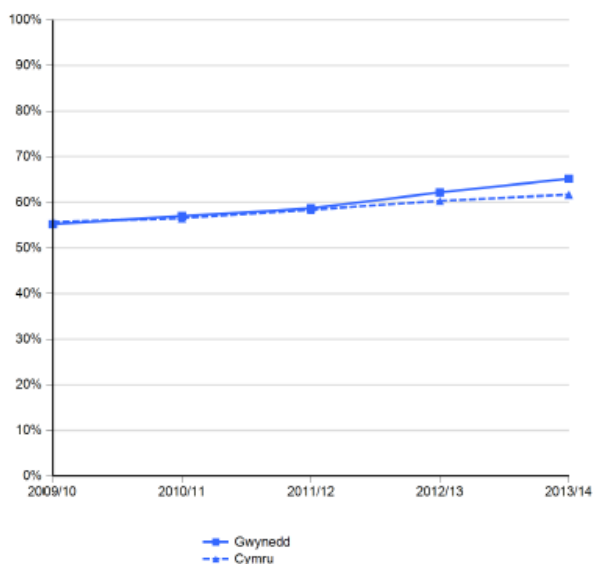


The graphs below show Gwynedd's performance in the core subjects compared with Wales's performance over a rolling period from 2010 to 2014.

Table 15: Performance of 15 year old pupils in the core subjects

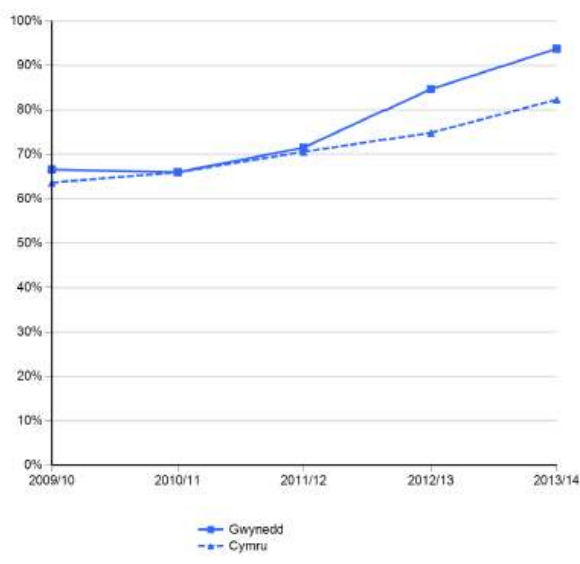


16.8 CA4 Mathemateg - % y rhai 15 mlwydd oed sy'n cyflawni L2



CA4 Mathemateg (% sy'n cyflawni L2)	Blwyddyn				
	2009/10	2010/11	2011/12	2012/13	2013/14
Gwynedd	55.22	57.00	58.68	62.17	65.16
Cymru	56.75	56.50	58.36	60.31	61.70

16.9 CA4 Gwyddoniaeth - % y rhai 15 mlwydd oed sy'n cyflawni L2

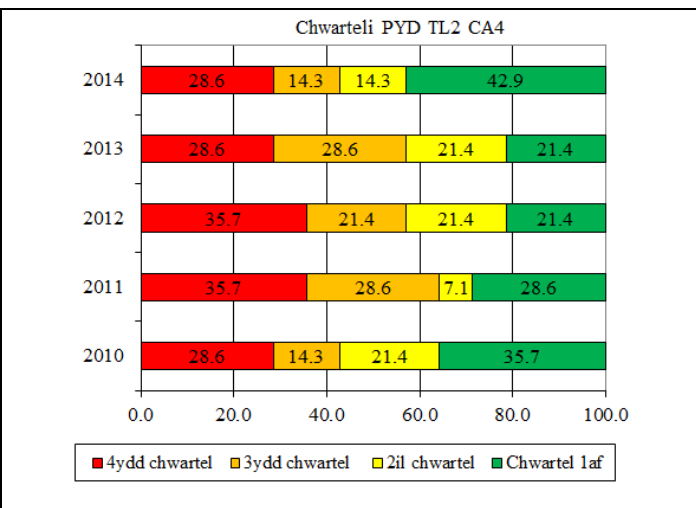
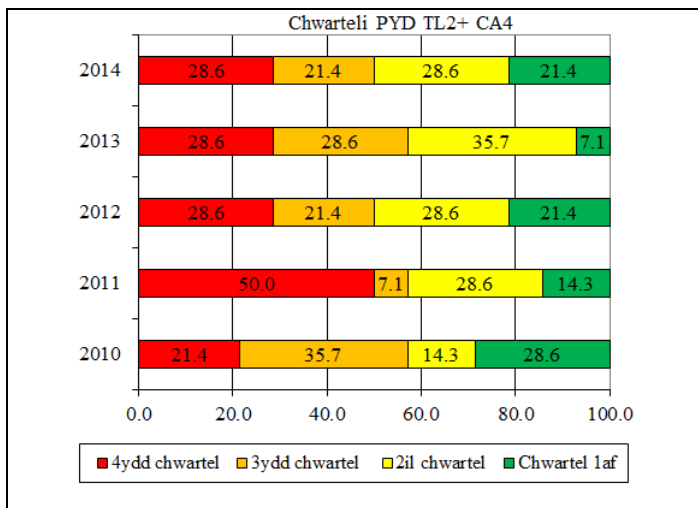


CA4 Gwyddoniaeth (% sy'n cyflawni L2)	Blwyddyn				
	2009/10	2010/11	2011/12	2012/13	2013/14
Gwynedd	66.57	65.98	71.48	84.87	93.75
Cymru	63.83	65.93	70.56	74.85	82.30

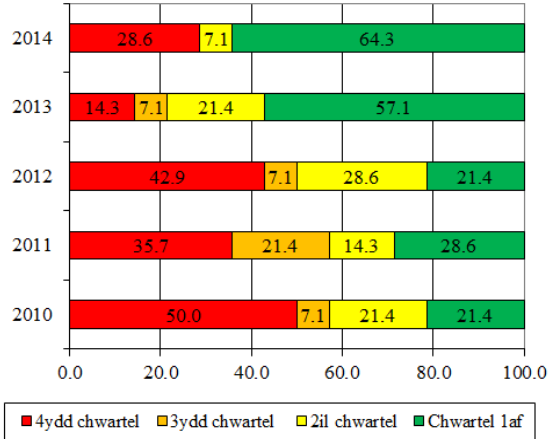
In 2014, Gwynedd performs higher than Wales in each of the core subjects apart from Welsh. However, the comparison for Welsh is not a fair comparison because of the large proportion of the cohort being assessed in Welsh in Gwynedd in comparison with other areas. The continuous progress in English, Mathematics and Science between 2009-10 and 2013-14 is better than the national improvement. However, in 2014 too many secondary schools remain in the lower half of the FSM benchmarks in Mathematics and English [see Table 16 below]. The figure for Level 2 Science includes the BTEC qualification which is mainly responsible for the significant increase in performance that has been witnessed over the past few years.

The graphs below show the distribution of the 14 secondary schools in the free school meals national quartiles for the main indicators and the core subjects across the period 2010-14.

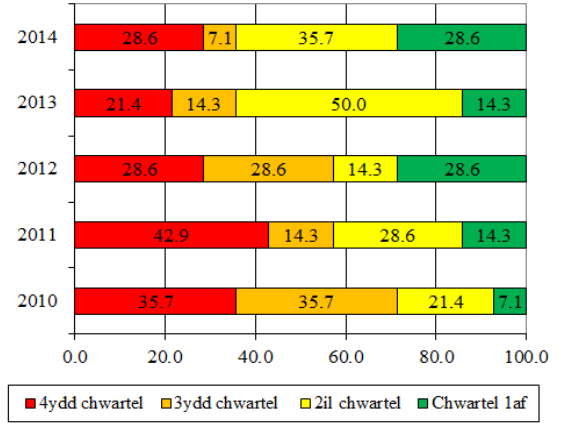
Table 16: Distribution of individual schools across FSM national benchmarks



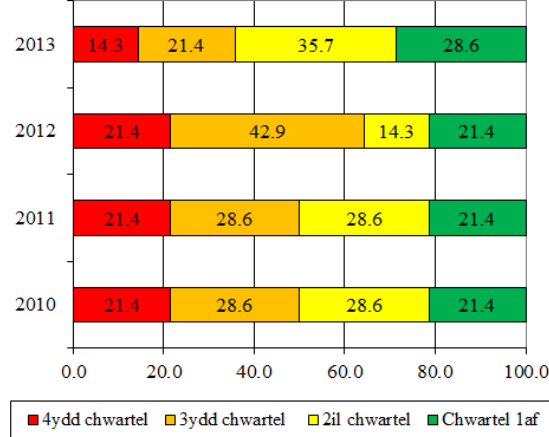
Chwarteli PYD TL1 CA4



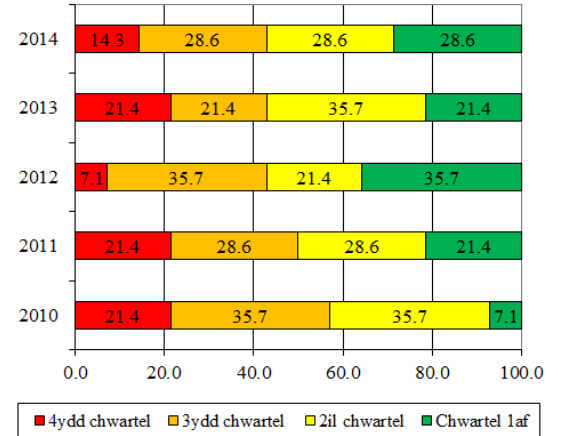
Chwarteli PYD DPC CA4



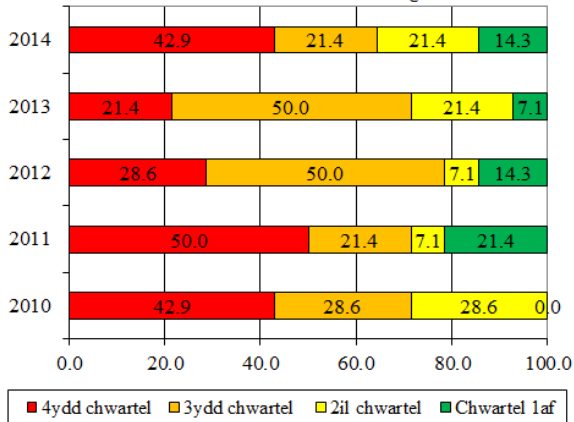
Chwarteli PYD Sgor pwyntiau wedi'i gapio CA4



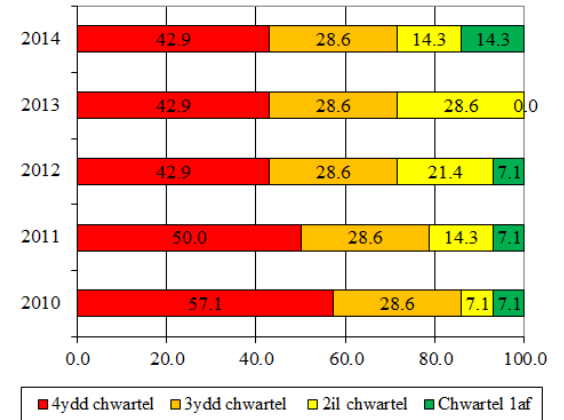
Chwarteli PYD Lefel 2 Cymraeg CA4



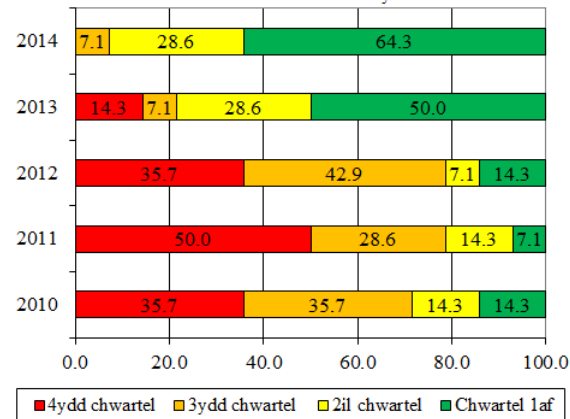
Chwarteli PYD Lefel 2 Saesneg CA4



Chwarteli PYD Lefel 2 Mathemateg CA4



Chwarteli PYD Lefel 2 Gwyddoniaeth CA4

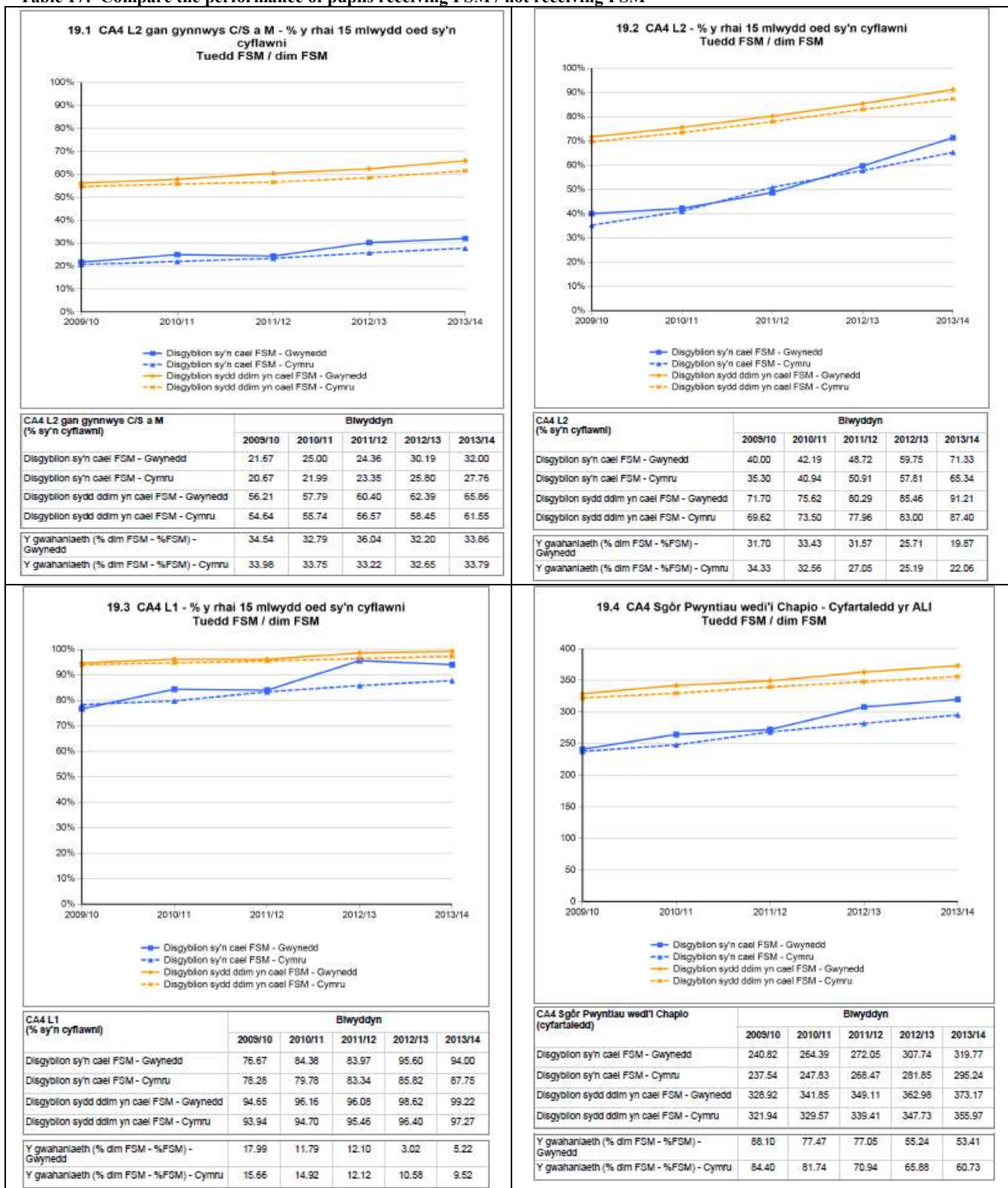


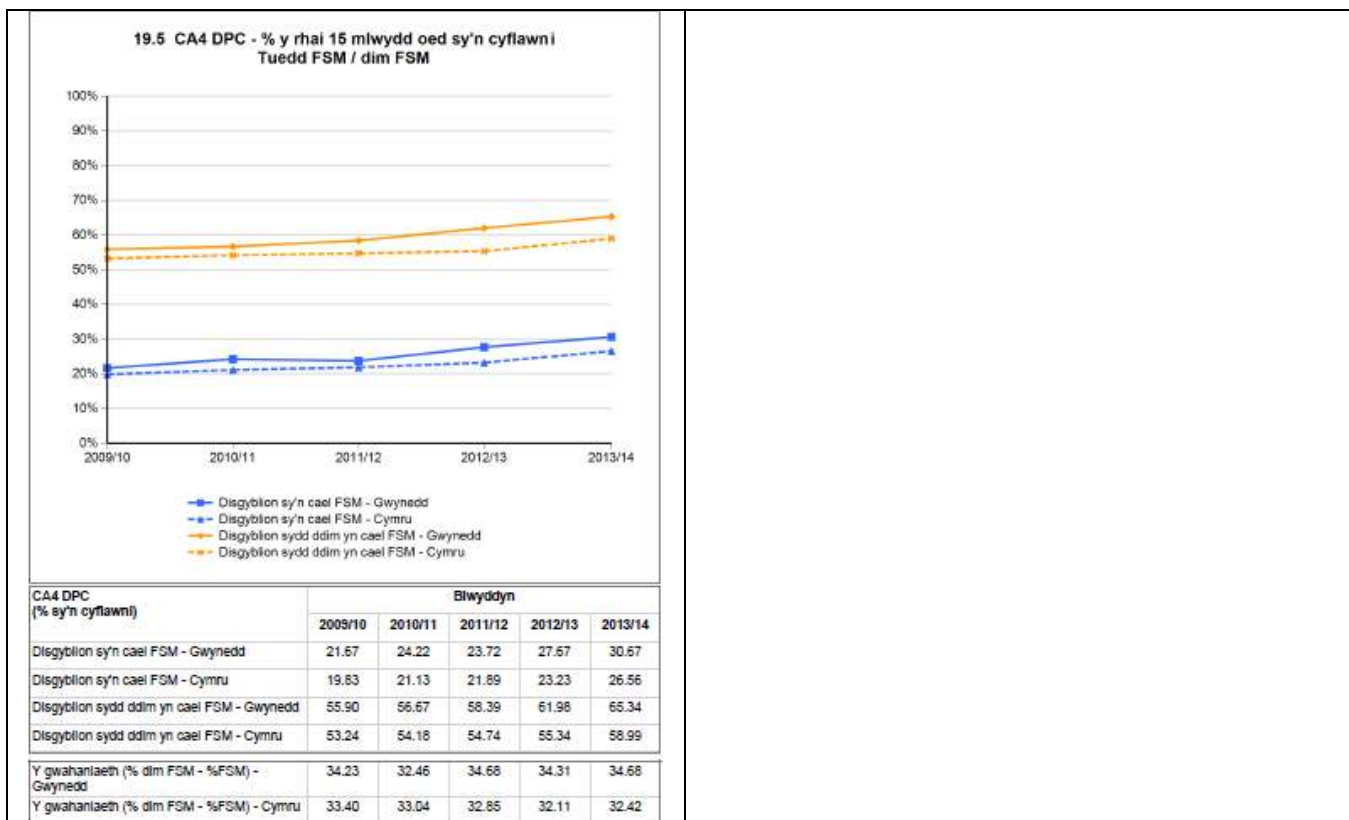
In 2014, the distribution of the TL2+ main indicator against national benchmarks has improved but continues to be disappointing, with half of the schools in the lower half of their FSM Family. Three schools have been in the lower half for the TL2+ for three or more years consecutively. This is also reflected in the situation for English and Mathematics [with 71.4% of the schools below the median for Mathematics and 64.6% for English in 2014]. Six schools are in the lowest quartile for the two subjects in 2014, and six schools have also been below the median for three consecutive years [but not the same schools in every case for Mathematics and English].

The distribution of the schools in the FSM benchmarks is more positive for the other main indicators, with 71.4% in the upper half for the TL1; 57.1% for the TL2; 64.3% for the Capped Points Score; 64.3% for the CSI; 57.1% for Welsh and 92.9% for L2 Science. However, two schools have been in the lower half for three consecutive years for the TL1; one school for the TL2; two schools for the Capped Points Score; one school for the CSI and two schools for Welsh.

The graphs below compare the performance of learners who are entitled to free school meals [FSM] with the performance of those who are not eligible.

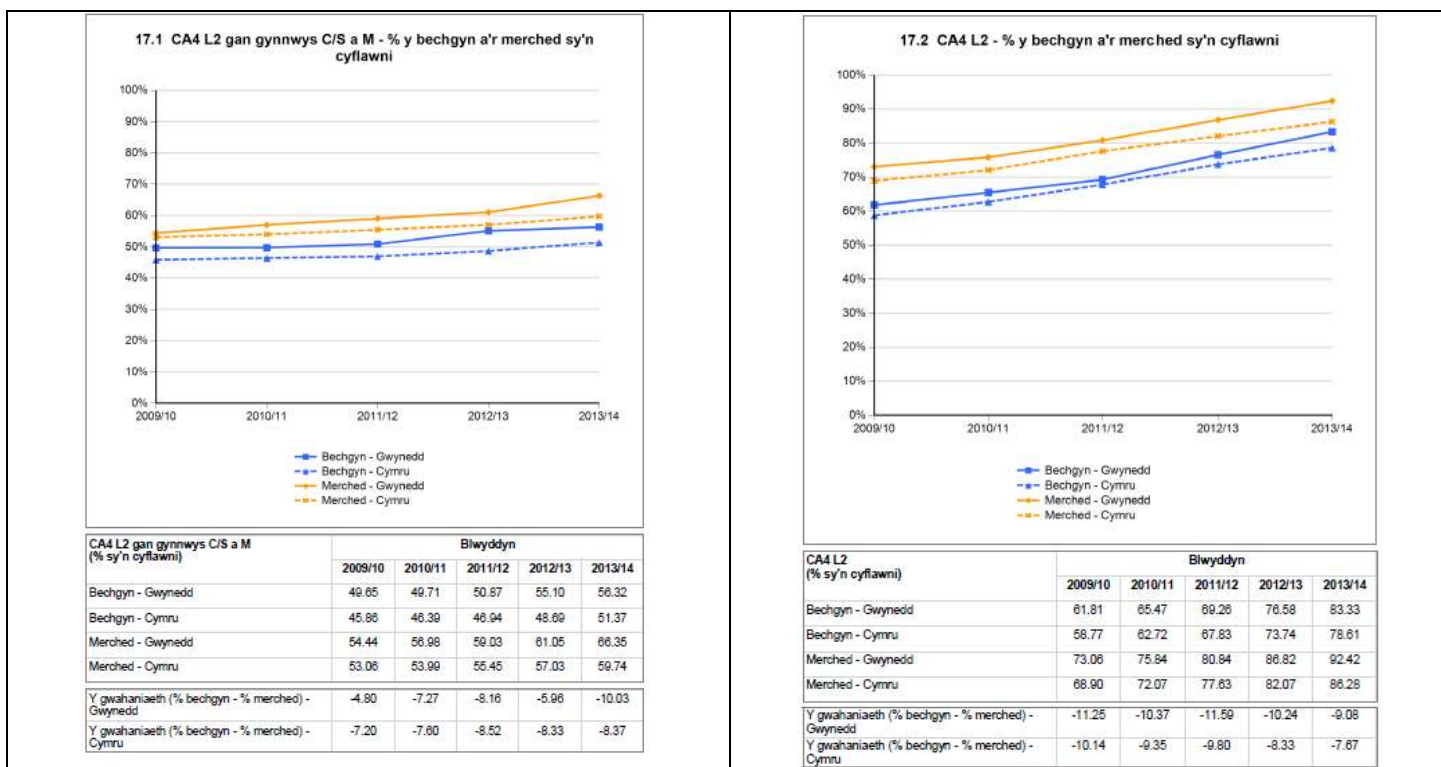
Table 17: Compare the performance of pupils receiving FSM / not receiving FSM

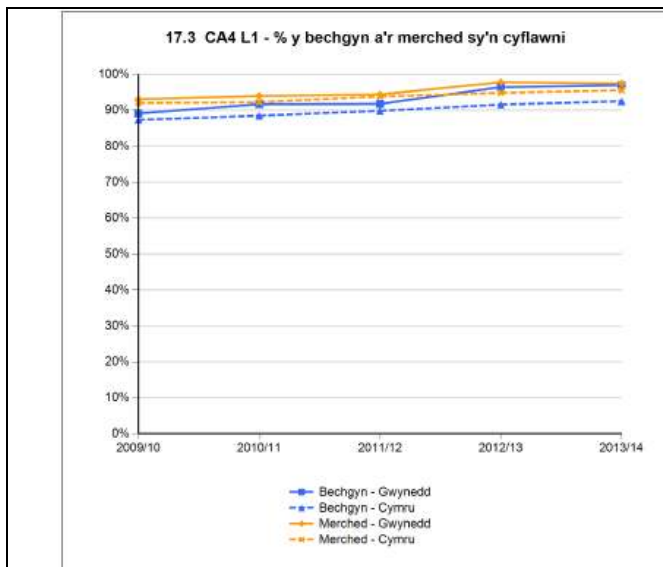




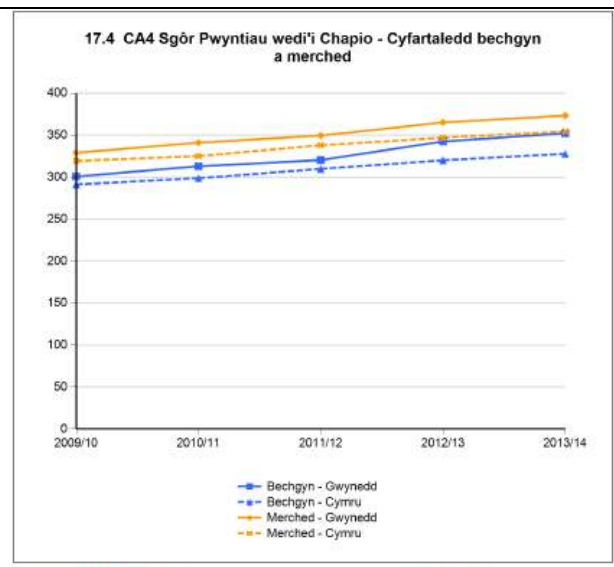
Over the rolling period, without exception across all indicators, the performance of FSM learners and non-FSM learners in KS4 in Gwynedd has been better than the corresponding national figure. In 2013>2014 the performance of FSM learners increased in the TL2+ [+2.81% to 32.0% in comparison with an increase of +1.9% to 27.7% nationally], the CPS and the CSI and there was a substantial increase in the L2. There has been a reduction of -1.6% in the percentage of pupils that succeed on L1. However, between 2013 and 2014, the gap between FSM/non-FSM has increased in the TL2+ [+1.6% to 33.8% in comparison with an increase of +1.4% to 33.7% nationally].

Table 18: Comparing the performance of boys and girls

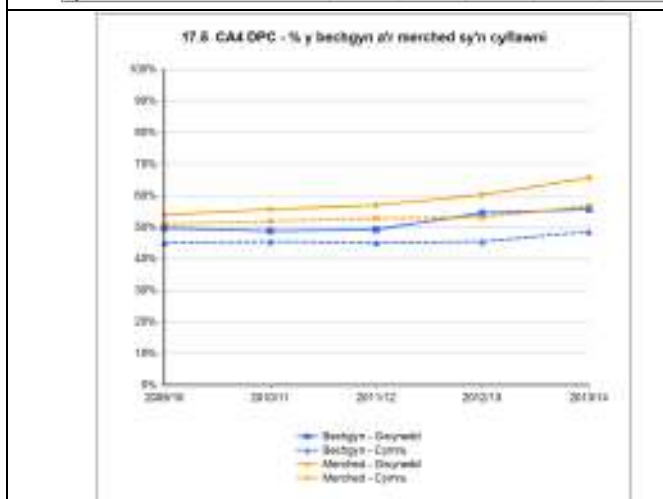




CA4 L1 (% sy'n cyflawni)	Blwyddyn				
	2009/10	2010/11	2011/12	2012/13	2013/14
Bechgyn - Gwynedd	89.11	91.69	91.70	96.42	96.98
Bechgyn - Cymru	87.35	88.49	89.82	91.59	92.50
Merched - Gwynedd	93.06	93.99	94.39	97.80	97.47
Merched - Cymru	92.03	92.24	93.83	94.85	95.55
Y gwahaniaeth (% bechgyn - % merched) - Gwynedd	-3.95	-2.30	-2.63	-1.39	-0.49
Y gwahaniaeth (% bechgyn - % merched) - Cymru	-4.69	-3.75	-4.01	-3.25	-3.05



CA4 Sgôr Pwyntiau wedi'i Chapio (cyfartaledd)	Blwyddyn				
	2009/10	2010/11	2011/12	2012/13	2013/14
Bechgyn - Gwynedd	300.78	312.90	320.33	342.46	352.13
Bechgyn - Cymru	291.27	298.75	309.85	320.05	327.83
Merched - Gwynedd	329.05	340.98	349.46	365.06	373.28
Merched - Cymru	319.26	325.01	337.96	346.89	354.52
Y gwahaniaeth (% bechgyn - % merched) - Gwynedd	-28.28	-28.08	-29.13	-22.60	-21.15
Y gwahaniaeth (% bechgyn - % merched) - Cymru	-27.99	-26.27	-28.11	-26.83	-26.69



CA4 DPC (% sy'n cyflawni)	Blwyddyn				
	2009/10	2010/11	2011/12	2012/13	2013/14
Bechgyn - Gwynedd	49.79	48.65	49.39	54.55	55.75
Bechgyn - Cymru	45.12	45.51	45.13	46.59	46.68
Merched - Gwynedd	53.89	56.79	57.01	59.32	60.72
Merched - Cymru	51.90	51.96	52.86	53.21	55.75
Y gwahaniaeth (% bechgyn - % merched) - Gwynedd	-4.18	-8.27	-7.72	-5.79	-4.97
Y gwahaniaeth (% bechgyn - % merched) - Cymru	-6.94	-6.46	-7.75	-7.71	-8.10

In 2014, boys' performance in each of the main indicators is better in the authority than the corresponding national figure [girls' performance is also better than the corresponding national figure]. However, the difference between the performance of boys and girls is greater in Gwynedd than it is nationally for the TL2+ [-10.03% Gwynedd; -8.37% Wales], TL2 [-9.08% Gwynedd; -7.67% Wales], and the CSI [-9.97% Gwynedd, -8.10% Wales]. The gap is also slightly greater for English [-19.85% Gwynedd, -17.86% Wales], Welsh [-20.19% Gwynedd, -18.03% Wales] and Mathematics [-4.08% Gwynedd, -1.59% Wales].

Table 19: % of 15 year olds who gain no qualifications and who leave full-time education/do not leave full time education

Leaving without a qualification and leaving full time education					
	2010	2011	2012	2013	2014
Gwynedd	0.21	0.14	0.00	0.00	Data no longer collected.
Wales	0.79	0.61	0.43	0.32	
Leaving without a qualification but not leaving full time education					
	2010	2011	2012	2013	2014
Gwynedd	0.63	0.57	0.31	0.14	0.38
Wales	1.93	1.74	1.40	1.18	1.06

Attention is drawn to the fact that the percentage of pupils leaving full-time education without a recognised qualification [whether they are leaving or continuing in full-time education] has decreased over the period 2009-2013 but there was a small increase in 2013-2014. However, the continuous performance compares very well with the corresponding national figure and the % between 2012 and 2014 is excellent.

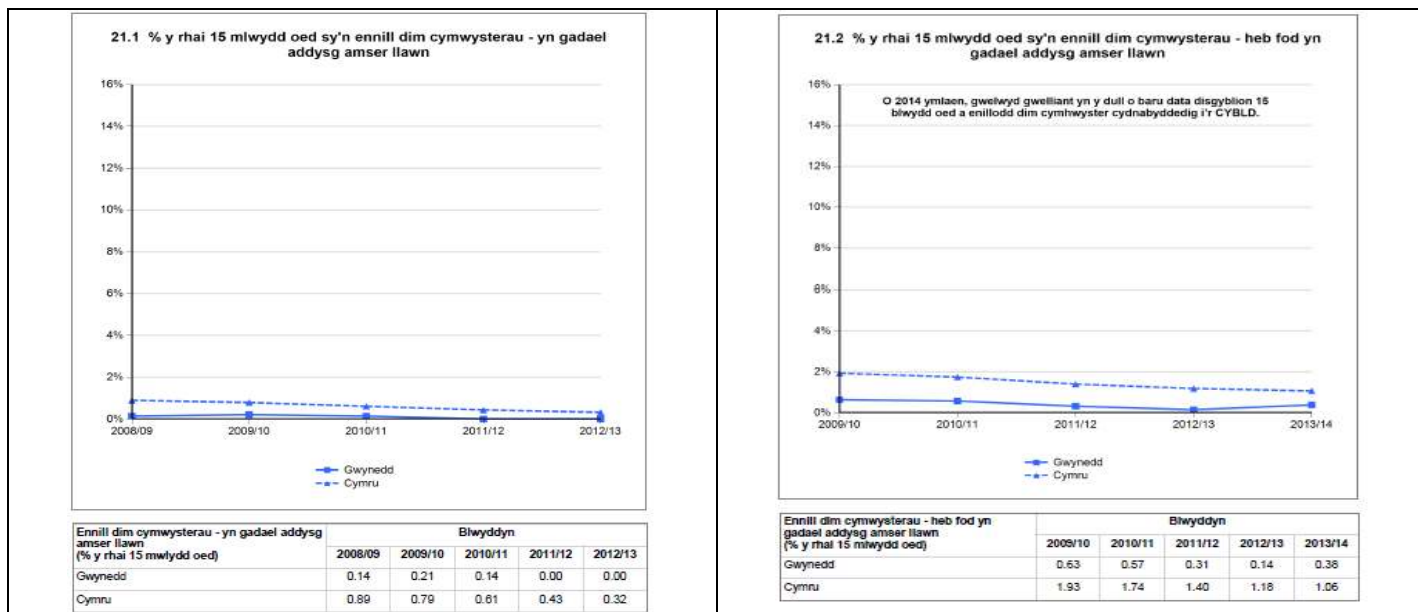


Table 20: The effect of action in schools that received support/intervention during 2013-14 [+/-]

Schools 2014	TL2+			Welsh			English			Mathematics		
	2013	2014	+/-	2013	2014	+/-	2013	2014	+/-	2013	2014	+/-
	62.3	59.6	-2.7	67.2	77.6	10.4	76.8	76.9	0.1	69.5	61.5	-8.0
	57.8	70.4	12.6	77.9	88.2	10.3	71.8	81.5	9.7	60.9	72.2	11.3
	63.5	68.7	5.2	74.8	80.2	5.4	64.8	67.2	2.4	70.9	74.0	3.1
	62.3	55.7	-6.6	77.6	79.7	2.1	67.0	67.1	0.1	63.5	55.7	-7.8
	58.2	69.5	11.3	61.6	67.6	6.0	65.6	76.7	11.1	68.6	72.6	4.0
	49.3	48.6	-0.7	59.4	66.9	7.5	51.3	56.8	5.5	50.6	52.7	2.1
	66.0	76.2	10.2	51.3	46.7	-4.4	76.7	82.5	5.8	73.2	85.7	12.5

The above table summarises the effect of taking action in schools that received support/intervention during 2013-14. The support and intervention will continue with the schools where inadequate progress was made.

Table 21: Difference between Performance and Target KS4

Schools 2014	TL2+		Welsh		English		Mathematics	
	Target	Performance	Target	Performance	Target	Performance	Target	Performance
	82.6	59.6 [-23.0]	87.7	77.6	84.6	76.9	82.6	61.5
	70.3	70.4	84.3	88.2	81.4	81.5	75.9	72.0
	73.1	58.1 [-15.0]	81.7	73.9	79.5	68.8	75.2	61.3
	74.6	68.7	91.7	80.2	85.8	67.2	75.3	74.0
	74.2	55.7 [-18.5]	82.8	79.7	80.0	67.1	78.5	55.7
	61.2	64.5	74.1	73.8	70.9	64.5	61.2	71.0
	63.9	70.1	72.0	79.1	69.7	77.0	63.9	72.4
	68.1	59.2 [-8.9]	74.0	59.3	74.5	72.6	75.0	65.2
	68.4	69.5	66.6	67.6	82.1	76.7	69.8	72.6
	64.1	65.1	74.5	82.5	67.9	68.9	68.8	70.8
	76.5	48.8 [-27.7]	86.4	69.0	83.9	56.3	81.4	51.3
	63.1	48.6 [-14.5]	70.2	66.9	70.3	56.8	63.1	52.7
	69.5	65.2	75.0	72.5	73.9	78.3	69.5	67.4
	73.4	76.2	62.2	46.7	82.8	82.5	76.5	85.7

There is a significant gap between target and performance in around half of our secondary schools. There will be a need to scrutinise and obtain further details on the schools' processes of setting targets during 2014-15. GwE will lead an *Assessment Network* to scrutinise the schools' practices and processes for assessment, setting targets, tracking progress and intervention and reconciling the best practice across the schools.

Reading and Numeracy Tests

Gwynedd’s performance in the Reading and Numeracy Tests is firm across ages and abilities, with Gwynedd performing better than the Wales average for the four tests.

At the end of Y6, the % scoring 85+ and the % scoring 115+ in Gwynedd in the Procedural Numeracy Test and the Numerical Reasoning Test are significantly higher than the national figures. Gwynedd’s performance in the Reading Tests is also better than the national performance. No substantial gap can be seen between the performance in Welsh and English.

- Welsh: % scoring less than 85 Gwynedd 13.6% Wales 15.0%; % scoring more than 115 Gwynedd 18.2% Wales 17.0%;
- English: % scoring less than 85 Gwynedd 12.1% Wales 16.0%; % scoring more than 115 Gwynedd 16.9% Wales 16.0%.

At the end of Y9, the % scoring 85+ and the % scoring 115+ in Gwynedd in the Procedural Numeracy Test and the Numerical Reasoning Test are also significantly higher than the national figures. Gwynedd’s performance in the Reading Tests is also better than the national performance. However, a substantial gap is seen between the performance in Welsh and English at the higher level.

- Welsh: % scoring less than 85 Gwynedd 12.9% Wales 15.0%; % scoring more than 115 Gwynedd 25.6% Wales 17.0%;
- English: % scoring less than 85 Gwynedd 15.2% Wales 17.0%; % scoring more than 115 Gwynedd 17.8% Wales 17.0%.

Post-16

The percentage of 17 year olds who achieve L3 has decreased slightly, with 98.2% crossing the threshold [-0.1% since 2013]. The national figure has increased to 97.1% [+0.6% since 2013]. The Average Wider Points Score [883.6] has also decreased this year but the figure continues to be significantly higher than the national average [803.1]. The percentage who gained grades A-E across all A-level subjects [99%] is also higher than the national figure with the % who gained grades A*-A having increased to 28%.

The Welsh Baccalaureate 14-16 and 16+

The performance in the BAC is very strong again this year with 96.9% [157 learners out of 162 candidates] across 6 establishments gaining the full diploma on the Higher Level. The Advanced Bac is only offered in one school and consequently only 56.7% of the Y13 cohort succeeded to gain the qualification.

Across 12 of the 14 schools, 95.0% [706] of the candidates have succeeded to gain the full diploma on the Intermediate Level. This is 53.7% of the entire Y11 cohort. 96.4% [186 learners] have succeeded to gain the full diploma on the Basic Level. This means that 67.8% of the cohort in Y11 has succeeded to gain the Baccalaureate on the Intermediate or Basic Level [84.2% of the cohort from the 12 schools that introduce the Bac to 14-16 year old learners].

Attendance

Attendance in the secondary schools has increased further in 2014 [94.2%, an increase of 0.86%] after a substantial increase in 2013 [93.4% and an increase of 1.25%]. These figures are higher than the corresponding national figures [93.4% in 2014, 92.6% in 2013]. The number of schools that were in the lowest quartile in the FSM benchmarks had decreased from 71.4% [10 schools] in 2012 to 14.3% [2 schools] in 2013. In 2014, there are 6 schools in the highest quartile [42.9%], 3 schools in the second quartile [21.4%], 2 schools in the third quartile [14.3%] and three schools in the lowest quartile [21.4%]. One secondary school has been in the lowest quartile for three consecutive years and another two have been in the lower half over a continuous period.

Table 22: % Attendance of Gwynedd secondary schools compared with Wales

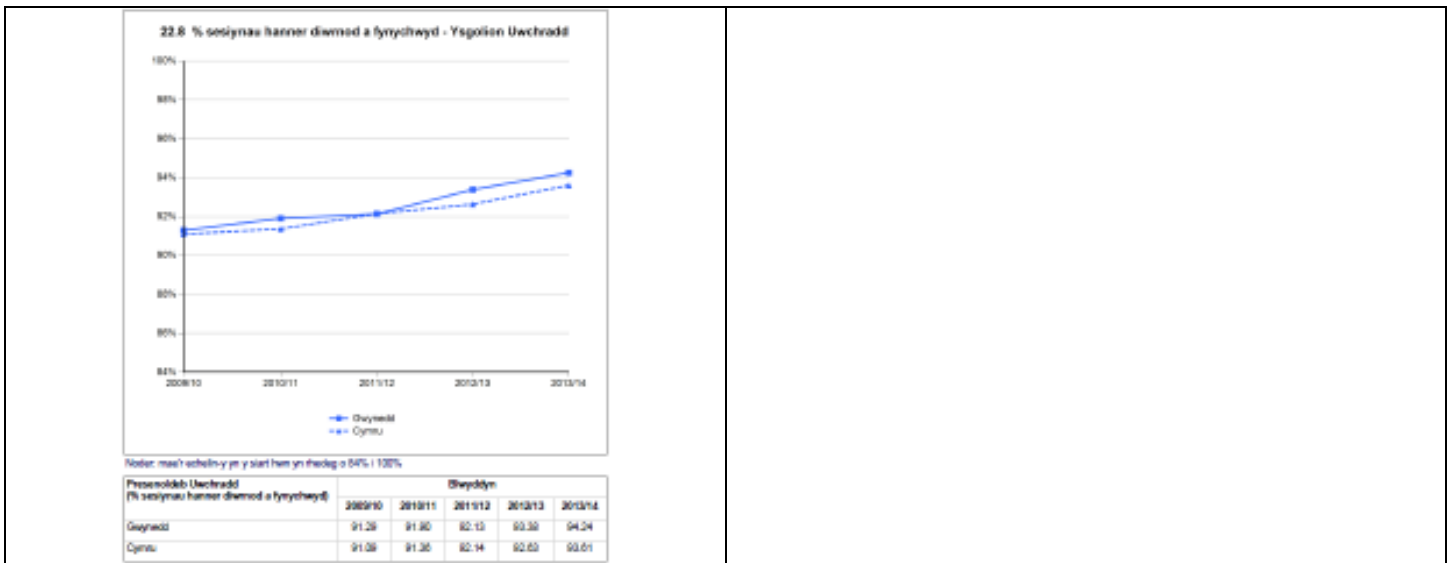
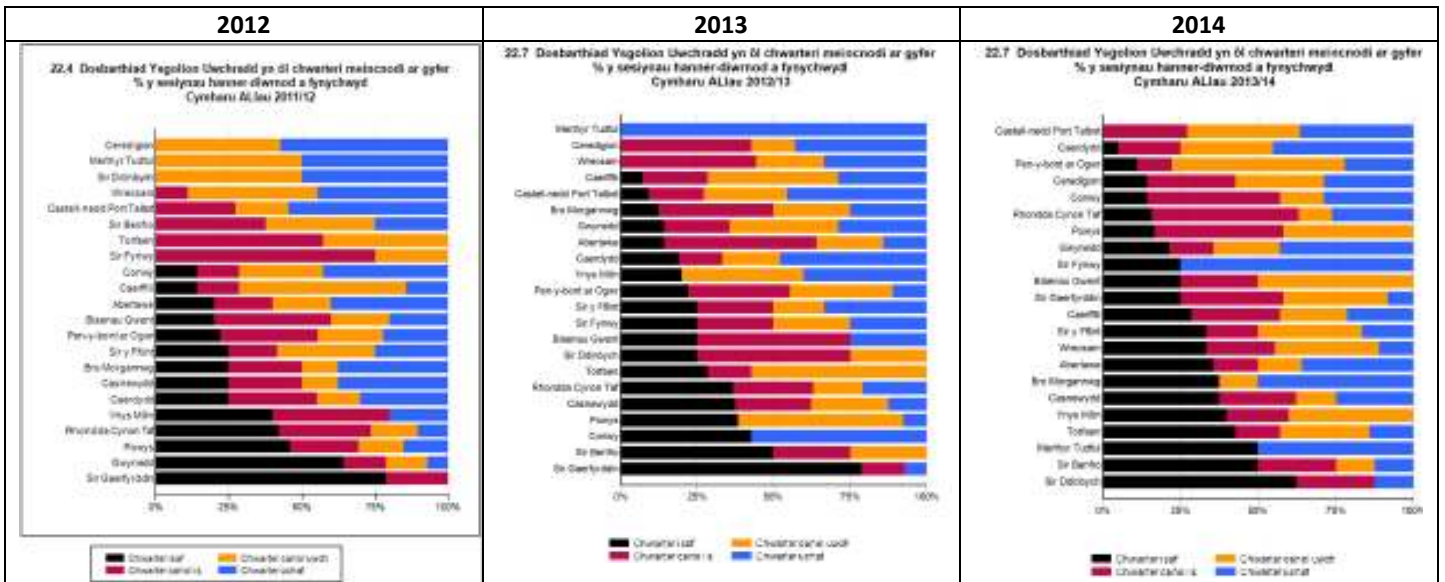


Table 23: Distribution of attendance of Gwynedd secondary schools in the national FSM benchmarks compared with all authorities



Data shows that attendance in the primary has increased in 2014 to 95.1% [2013 figures for Gwynedd 94.3%; Wales 93.7%].

Outcomes of Schools’ Inspections

During the 2013-2014 academic year, Estyn conducted inspections in 20 of Gwynedd’s schools. In 14 [70%] of those, an opinion of Good or better was awarded to the two General Opinions and the three Key Questions [except for one school where Adequate was awarded for Key Question 3]. In one secondary school, an Excellent opinion was awarded for the two General Opinions and the three Key Questions, and in one primary school an Excellent opinion was awarded to two Key Questions and the Improvement Projections opinion. In three schools Estyn adjudged that further attention was required to some specific aspects, and that the Authority should monitor progress. In another 4 schools, it was noted that Estyn would conduct a further monitoring visit in a year’s time [two of those have now been removed from the category]. It was adjudged that unsatisfactory aspects existed in one primary school, and it was placed in the statutory category of Significant Improvement. However, very good progress has happened since, and Estyn has now removed the school from the category. One other primary school was also placed in the Significant Improvement statutory category which had been awarded a Satisfactory opinion for the three Key Questions and the two General Opinions. The Authority and the Regional Schools Improvement Service have worked closely with these schools to act on robust and rigorous plans.

Since September 2014, Estyn has conducted inspections in two of the Authority’s schools that were in the red category, and has placed both in a statutory category [one in Special Measures and one in Significant Improvement]. 11 primary schools were also inspected, including one primary school in the red category which has been placed in Special Measures. For the remainder, the category ‘Estyn Monitoring’ was awarded to four schools. The current profile is unsatisfactory.

Matters that need addressing:-

- Continue to increase the proportion of learners that achieve the Level 2+ Threshold at the end of KS4 and reduce the number of schools that are in the lowest quartile of the FSM benchmarks, specifying pupils’ performance in Mathematics and English.
- Raise the standards of learners who are eligible to receive Free School Meals.
- Increase the proportion of 16 year old learners who gain at least 5 A */A by the end of KS4.
- Continue to target schools that are underperforming.
- Continue to monitor and evaluate progress in the schools and the departments that are being targeted and summarise the good practices established in the departments where under-achievement was most evident.
- Continue to raise learners’ standards in the national reading and numeracy tests.
- Support schools to develop more robust processes for assessment, standardising and moderating.
- Develop high quality leadership and teaching and learning at every level.
- Specify the processes and practices of tracking pupils’ progress and stimulate the discussion on an Authority level.
- Further specify the schools’ processes and practices of setting targets [in the context of tracking progress].
- Establish and promote an effective model of School-School collaboration.

Table 24: Summarising the County’s Performance

Summarising Gwynedd’s Performance across the Key Stages	
KS1/FP	Good
KS2	Good
KS3	Excellent
KS4	Adequate

Table 25: Summarising the categorisation of Gwynedd Schools

'The Future Delivery of Education Services in Wales' notes that regional consortia should secure a common understanding of how to implement a four level system of categorising schools' performance. As part of the agreement to provide a National Model for regional work, the WG, local government, consortia and the WLGA have collaborated to secure a national method of categorising schools. It is a system that is not only driven by data, but also takes into consideration the quality of leadership, and teaching/learning. There are three steps to the categorisation process:

- Step 1: the WG places the school in a standards group 1-4 based on rolling performance in a range of indicators.
- Step 2: GwE awards a grade from A to D to the school's ability to improve [an opinion which takes into consideration: *the school's ability to lead and improve itself and implement the SDP; a successful history of managing change and addressing underperformance and responding to recommendations; appropriate systems to review progress, monitor fields for improvement and taking effective steps to rectify them; high quality teaching and learning; effective tracking systems which allow leaders to identify and target the performance of specific groups of learners*].
- Step 3: the Authority assigns an overarching support category [colour category: green/yellow/amber/red] which will initiate a programme of specific support, challenge and intervention.

The table below notes the categories for the 2014-15 academic year.

Gwynedd : Primary		Estyn Category	Step 1	Step 2	Step 3
Dyffryn Ogwen					
1	Bodfeurig		4	B	
2	Penybryn, Bethesda		1	A	
3	Llanllechid		2	A	
4	Rhiwlas, Bangor		3	B	
5	Abercaseg, Bethesda		1	A	
6	Tregarth		1	A	
Brynrefail					
1	Gwaun Gynfi		2	B	
2	Llanrug		2	D	
3	Bethel		3	B	
4	Cwm y Glo		4	C	
5	Dolbadarn		2	B	
6	Penisarwaun		2	B	
7	Waunfawr		3	B	
Dyffryn Nantlle					
1	Bronyfoel	EM	3	C	
2	Brynaerau		2	A	
3	Carmel		3	B	
4	Groeslon		4	B	
5	Llanllyfni		3	B	
6	Baladeulyn		3	C	
7	Nebo		3	B	
8	Bro Lleu		1	A	
9	Talysarn		1	A	
Friars/Tryfan					
1	Glanadda		3	C	
2	Glancegin		3	A	
3	Coedmawr Infants	EM	4	C	
4	Garnedd		2	A	
5	Felinheli	EM	3	C	
6	Hirael		3	B	
7	Faenol		2	B	
8	Llandygai		3	B	
9	Cae Top		2	A	
10	Ein Harglwyddes		4	B	
Syr Hugh Owen					
1	Gelli		2	C	
2	Felinwnda		1	B	
3	Rhosgadfan		3	B	
4	Rhostryfan		2	B	
5	Hendre		3	B	
6	Bontnewydd		3	A	
7	Maesincla		1	C	
8	Llandwrog		3	C	
9	Santes Helen		4	C	
Tywyn					
1	Craig y Deryn		4	B	
2	Dyffryn Dulas		3	C	
3	Penybryn		4	B	
4	Pennal		3	C	

Gader					
1	Clogau		2	B	
2	Brithdir		2	A	
3	Dinas Mawddwy		4	B	
4	Ganllwyd	AM	2	B	
5	Llanelltyd		3	B	
6	Ieuan Gwynedd		2	A	
7	Friog		3	B	
8	Machreth		1	B	
9	Dolgellau	Spec. Meas.	3	C	
Moelwyn					
1	Bro Cynfal		2	B	
2	Edmwnd Prys		2	B	
3	Manod		1	B	
4	Tanygrisiau		2	B	
5	Bro Hedd Wyn		3	C	
6	Maenofferen		2	A	
Berwyn					
1	Bro Tegid		3	B	
2	O.M.Edwards		1	A	
3	Bro Tryweryn		3	A	
4	Ffridd y Llyn		3	B	
5	Beuno Sant	SI	3	C	
Ardudwy					
1	Traeth	AM	2	B	
2	Dyffryn Ardudwy	EM	4	C	
3	Llanbedr		4	C	
4	Garreg		3	C	
5	Cefn Coch		1	B	
6	Talsarnau		2	B	
7	Tan y Castell		2	B	
Glan y Môr					
1	Abererch		2	B	
2	Chwilog		2	C	
3	Bro Plenydd	AM	4	B	
4	Llanaelhaearn		4	C	
5	Llanbedrog		3	B	
6	Llangybi		1	B	
7	Pentreuchaf		4	A	
8	Eifl	EM	2	B	
9	Cymerau		3	B	
Botwnnog					
1	Nefyn		3	B	
2	Abersoch		2	B	
3	Crud y Werin	EM	2	C	
4	Ederm		1	B	
5	Morfa Nefyn Infants		2	C	
6	Sarn Bach		3	A	
7	Tudweiliog		1	B	
8	Pont y Gof		2	B	
9	Foelgron		2	C	
Eifionydd					
1	Beddgelert		2	A	
2	Borth y Gest		3	B	
3	Treferythyr		4	B	
4	Garndolbenmaen		3	C	
5	Eifion Wyn		2	A	
6	Gorlan	AM	3	C	
7	Llanystumdwy		4	B	
Special Schools					
1	Pendalar		-	B	
2	Hafod Lon		-	B	
Referral Units					
1	Llwybrau Ni	Spec. Meas.	-	D	

Gwynedd : Secondary		Estyn Category	Step 1	Step 2	Step 3
1	Ardudwy		1	C	
2	Berwyn	EM	2	C	
3	Botwnnog	EM	2	B	
4	Brynrefail		1	B	
5	Dyffryn Nantlle	Spec. Meas.	3	C	
6	Dyffryn Ogwen		2	A	
7	Eifionydd		2	C	
8	Friars		3	C	
9	Gader	SI	2	D	
10	Glan y Môr		2	C	
11	Moelwyn		2	C*	
12	Syr Hugh Owen		3	C	
13	Tryfan	AM	2	C*	
14	Tywyn		1	B	