

COMMITTEE	Services Scrutiny Committee
DATE OF MEETING	16 March 2017
ITEM	Education Department's Annual Report
HEAD OF SERVICE	Arwyn Thomas
CABINET MEMBER	Cllr Gareth Thomas

SUMMARY

RAISE STANDARDS

Performance strengths:

- Progress 2015>2016 in main indicator's performance in each of the key stages [FP FPI +0.1%; KS2 CSI +0.3%; KS3 CSI +0.7%; KS4 TL2+ +2.6%].
- In main indicator KS4 [TL2+] 11 schools have improved on corresponding figure 2015, performance of 8 schools cut 70%+ and 7 schools ensure improvements for the third consecutive year.
- Gwynedd's position compared to every other LEA in Wales positively at KS3 and KS4 and close overall to the expected position at KS2.
- Schools Distribution between FSM quartiles highlights improvements across several indicators at KS4.
- FSM KS4 learners performance highlights percentage improvements in each of the main indicators. Consequently, the gap has narrowed between FSM/non-FSM learners in every instance and is below the corresponding National figure in every instance. A regards Welsh, performance in 2016 is an improvement of almost 7% on last year's figure. The situation across the other core subjects is also positive.
- The performance of FSM learners in the main indicator [TL2+] has improved since 2015 at 11 schools and the gap between FSM learners and Non FSM learners has narrowed since 2015 at 10 schools.
- Pupils and schools performance at the end of key stage 3 especially in the core subject indicator.
- Secondary and primary attendance.
- Permanent exclusion rates or fixed period exclusions of 6 days or more at the secondary schools.

Fields where performance needs to improve include:

- Improve outcomes across Foundation Phase indicators through enriching learners provision and experiences and through boosting leaders confidence to challenge expectations and assessments.

- Improve performance in Welsh at every key stage through challenging assessments and through ensuring a more robust moderation system.
- Improve FSM learners performance at FP and KS2 through making more robust the provision, tracking and intervention for them.
- Continue to work with secondary schools to ensure that the curriculum and the provision allows robust performance against the revised indicators and new specifications.
- Improve performance of post-16 learners in specific courses through ensuring access to the best provision.
- Schools performance across the key stages so as to draw more favourable comparison with similar schools.
- Improve inclusive level 2 through improving mathematics and/or English outcomes at key stage 4.
- Improve percentage of pupils who achieve higher levels in subjects and the core subject indicator (CSI) at the end of every key stage.

EDUCATIONAL PROVISION

Strengths

- Pupils well-being and safety are promoted and supported through providing a range of support services.
- Support and training for Leaders and Managers is developing well.
- The various leadership models in schools and federations of schools created by the LEA provide an improvement in conditions for teachers to improve standards and achieve better value for money.
- Partnership working with GwE and schools assist to improve several results.
- The categorization profile for schools in the 2 sectors highlight very robust improvements.
- Inspection profiles for 2015-16 and 2016-17 are very positive. No school is now in a statutory category.
- The LEA presents its Education Modernization programme at a good pace.
- A culture of accountability and continuous review, with a constant focus on achieving progress against priorities, is becoming established across the LEA's services.
- Priorities for education and targets to achieve are clearly linked through strategic and operational plans.

- Good progress is being made in accordance with the recommendations from previous inspections.
- Continue to provide support and resources services for schools.
- The County's Language Policy is a strength with Gwynedd leading on innovative work across North Wales and nationally.

Fields requiring development include:

- Improve quality of senior leadership in a minority of schools [primary and secondary].
- Improve quality of middle leadership across the vast majority of secondary schools.
- Continue to re-structure the educational provision to reflect the change in demography, through reducing surplus places and re-organization.
- Further improve ITC foundations and networks and use ITC to support administration and developments in the curriculum.
- Increase opportunities to achieve accreditation through the alternative curriculum to ensure that pupils who are vulnerable, develop relevant skills and engage well with their learning.
- Thoroughly use detailed and comprehensive data at a pupil level to evaluate quality and impact of services, to note underperformance and plan for development.
- Ensure that appropriate resources and specialization enable integrated work between school improvement officers, ALN, inclusion, human resources and finance to provide excellent support for school leadership and management to make decisions of good quality to improve outcomes.
- Develop Governing Bodies role to make schools accountable.

RECOMMENDATIONS

GENERAL:

No school placed in an Estyn statutory category.

STANDARDS:

1. Achieve the highest possible standards at every key stage increasing:
 - Percentage of pupils who achieved the Level 2+ threshold including GCSE grade A*-C in Welsh or English and Mathematics.
 - Percentage of 16 year olds achieving the Core Subjects Indicator (Grade C or above in Welsh/English, Mathematics and science
 - Capped points score
 - Schools benchmark performance through ensuring that no school performs below the FSM benchmark median over a three cycle.

- Performance at the highest levels at every key stage including increasing percentage of A*-A for GCSE pupils, including FSM learners performance.
- Standards in English and Mathematics at KS4.
- Percentage of pupils assessed at LEA maintained schools, and receive Teachers Assessment in Welsh (first language) at the end of Key Stage 3.
- Percentage of pupils achieving a good level 3 or above at KS2 (7-11years) who obtained a teacher's assessment in Welsh as first language at the end of KS3 (11-14 years).

PROVISION:

Action that we wish GwE to undertake on our behalf:

1. Support schools so that:
 - a. Schools who are in danger of slippage are identified at an early stage so that appropriate intervention can be made.
 - b. Strengthen school to school support systems and develop new partnerships.
 - c. Identify excellence and effective practice in leadership and pedagogy fields and share them;
 - d. Improve end of key stage outcomes;
 - e. Support schools to perform in the higher quartiles
 - f. Ensure that no school falls into Estyn statutory categories.
2. Ensure that development plans, self-evaluation processes and tracking systems are at least good at our schools.
3. Provide guidance to raise standards in English in specific departments at our secondary schools.
4. Provide guidance to raise mathematics standards in specific departments at our secondary schools.
5. Curriculum and Assessment: ensure that every school provides an appropriate and suitable curriculum, that robust assessment and tracking procedures are implemented at every school and that there is firm support available for learners to achieve potential.
6. Learning: ensure that every teacher has a clear grasp of what contributes to effective learning and that they are equipped to use a range of strategies to address learning needs and context.
7. Ensure that our secondary schools understand and are ready to implement new specifications.
8. Identify and target departments who under-perform in general or perform in the comfort zone.
9. Target professional development for Middle Leaders programmes to develop their capacity to provide leadership on good teaching and learning within their departments.
10. Identify prospective headteachers and prepare them for achieving the NPQH qualification.

11. Ensure a programme for further development of current headteachers.
12. Continue to strengthen teachers assessment system through assessments moderation so that they are consistent across the Area and Wales.

IMPLEMENT THE ADDITIONAL LEARNING NEEDS AND INCLUSION STRATEGY THROUGH:

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

LEADERSHIP AND MANAGEMENT:

23. Work on improving leadership and management conditions in the county's schools and implement the agreed recommendations.
24. Monitor and challenge every school to improve leadership and management at under-performing schools.
25. Develop managers and prospective managers within services and identify future leaders.
26. Develop a robust school to school system and ensure that there are arrangements in place to share best practice so as to avoid duplication.
27. Ensure that capital investments lead to improved conditions for leadership and management.

28. Develop the Area Education Offices role to co-ordinate the schools work and that of all the support services, including GWE, to ensure partnership collaboration, accountability and change at an appropriate pace.
29. Develop collaborative management and administration in every catchment-area and at a county level by the Education Support Unit via the Area Office.
30. Introduce and implement a further plan under 21stC Schools funding.

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1. CONTEXT

EDUCATION DEPARTMENT'S VISION: Children and young people of Gwynedd achieve the highest standards to maintain the language, culture and economy at a local level.

PURPOSE: Ensure that the schools and the provision equip the children and young people to achieve the highest standards and gain the qualifications and skills that enable them to live and prosper within their locality.

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

WHAT DOES THE DEPARTMENT DO?

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

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

Schools	Primary	Secondary	Special
Number of Schools	93	14	2
Number of pupils	10,159	6,776	190
Number of teachers	579	487	25
Number of Support Staff	987	342	64

Our principal performance measurements

Measure – definition	Performance Summer 2014	Performance Summer 2015	Performance Summer 2016
Percentage of 15 year old pupils (on the previous 31st August) who achieve five GCSE A* to C grades, including Welsh or English and Mathematics (TL2+)	61.10%	63.3%	68.6%
Percentage of 16 year old pupils who achieve 5 GCSE grades A*to C (TL2)	87.7%	88.9%	88.6%
Percentage of 16 year old pupils who achieve 5 GCSE grades D to G (TL1)	97.2%	97.9%	98.7%
Percentage of 16 year old pupils who achieve a Grade C or above, in Welsh or English, Mathematics and Science (CSI)	60.5%	62.4%	67.4%
Average points score for pupils who are 15 years old on the previous 31 August at LEA maintained schools.	615.8	617.2	590.0
Average of capped points score for pupils who are 15 years old on the previous 31 August at LEA maintained schools.	362.2	362.0	355.8
Percentage of young people between 16 and 18 years old who are not in education, work or training.	1.7%	1.8%	1%
Percentage of pupils assessed at the end of year 9 (KS3), and who achieve the expected level, in English or Welsh, Mathematics and Science (CSI)	89.11%	91.3%	92.0%
Percentage of pupils assessed at LEA maintained schools, and who receive Teachers Assessment in Welsh (first language) at the end of KS3	81.20%	83.2%	83.7%
Percentage of pupils who achieved level 3, good or above at KS2 who received teachers assessment in Welsh as First Language at the end of KS3	87.4%	89.5%	88.7%
Percentage of pupils assessed at the end of year 6 (KS2), and who achieve the expected level in English or Welsh, Mathematics and Science (CSI)	86.0%	89.5%	89.8%
Percentage of pupils assessed at the end of the Foundation Phase (FP), and who achieve the expected level (FPI)	85.2%	86.8%	86.8%
Number of permanent exclusions at primary schools during the school year	0	3	0
Number of permanent exclusions at secondary schools	4	3	3

Measure – definition	Performance Summer 2014	Performance Summer 2015	Performance Summer 2016
during the school year			
Pupil percentage attendance at the primary schools during the school year	95.10%	95.0%	95.45%
Pupil percentage attendance at the secondary schools during the school year	94.20%	94.6%	95.16%

2. RAISING STANDARDS/QUALITY OF EDUCATION

END OF KEY STAGE OUTCOMES [FOUNDATION PHASE TO KEY STAGE 4]

Noted below are the main headings regarding end of key stage performance for the school year 2015/2016, highlighting Gwynedd’s position in comparison with the national average.

The table below indicates the % of pupils of statutory school age who have been entitled to free school meals in Gwynedd over the past five years in comparison with Wales and individual authorities.

% of statutory school age pupils entitled to free school meals [FSM]

	2009	2010	2011	2012	2013	2014	2015	2016
Gwynedd	12.6%	13.2%	14.2%	13.7%	13.7%	12.9%	13.3%	13.0%
Wales	17.8%	18.9%	19.7%	19.3%	19.5%	19.1%	18.8%	18.8%
Position (1=lowest)*	5	5	5	5	5	4	4	4

In accordance with Gwynedd’s position in the free dinner table, we should be working towards achieving the fourth position across our range of indicators.

Gwynedd’s performance is good overall across the Key Stages. Performance is very good at KS3 and good by the end of KS4. In the primary sector, there is room for improvement in performance at both key stages, especially at the Foundation Phase. Except for Key Stage 3, there is scope to strengthen performance across the range of indicators, especially so as to ensure that higher ability pupils perform better.

THE FOUNDATION PHASE:

The table below indicates the percentage of pupils who achieve the Foundation Phase Indicator [FPI] between 2012 and 2016. Gwynedd performance position in comparison with the rest of authorities in Wales is also highlighted.

	FPI : Foundation Phase				
	2012	2013	2014	2015	2016
Gwynedd	83.0%	82.8%	85.2%	86.7%	86.8%
Wales	80.5%	83.0%	85.2%	86.8%	87.0%
Position	8 (-3)	13 (-8)	10 [-6]	10 [-6]	14 [-10]

(1=best)					
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Foundation Phase

- At the FPI, a slight improvement [+0.1%] since 2015 and placing Gwynedd in 14th position of the 22 Authorities. This is substantially below the expected FSM position. Performance slightly [-0.6%] below the target. An improvement of +0.3% in the indicator at a regional level [86.2%] and +0.2% nationally.
- At the expected level, progress 2015>2016 in the Welsh Language indicator [+0.3%], Mathematical Development slightly below last year [-0.1%] and Personal Development has remained unchanged. Performance in the three indicators exceeds target. Position of Gwynedd amongst all LEA's in Wales again lower than expected in two of the indicators [Language-Welsh = 17; Mathematical Development = 11; Personal Development = 5]
- At the higher level, progress +4.1% in Personal Development and +4.5% above target [National improvement +2.9%], improvement +0.5% in Mathematical Development but however -4.8% below target [National progress +2.1%]. Most disappointing performance in language – Welsh -3.4% below 2015 and -2.8% below target [national slippage -0.7%]. Performance places Gwynedd in 14th position for Language – Welsh; 11th position for Mathematical Development and 4th position for Personal Development. This is disappointing.
- In comparison with other LEA's in North Wales, Gwynedd's position was as follows: FPI = 3rd; Language- Welsh D5+ = 2nd, Language-Welsh D6+ = 3rd, Mathematical Development D5+ = st, Mathematical Development D6+ = 3rd, Personal Development D5+ = 1st, Personal Development D6+ = 1st.
- FSM learners performance varies. In comparison with 2015, progress in the FPI to 76.5% and a figure that was close to the target of 77.0% set [+1.1% in comparison with progress of +1.3% regional]; Language-Welsh +0.6% and +1.6% [expected level and higher level]; Mathematical Development has remained the same at the expected level but -1.6% lower at the higher level; Personal Development -1.1% expected level and +11.5% higher level.

KEY STAGE 2 (KS2):

The table below indicates the percentage of pupils who have achieved the Core Subjects Indicator (CSI) at the end of Key Stage 2 [KS2]. Gwynedd's performance position in comparison with the remaining Wales LEA's is also highlighted.

	CSI : KS2				
	2012	2013	2014	2015	2016
Gwynedd	86.2%	86.6%	86.0%	89.5%	89.8%
Wales	82.6%	84.3%	86.1%	87.7%	88.6%
Position (1=best)	3 (+2)	6 (-1)	14 [-10]	6 [-2]	7 [-3]

Key Stage 2

- In the CSI, progress of +0.3% on the figure for 2015 and +1.1% above target [National improvement +0.9%]. Performance in 2016 places the LEA in 7th position that is below the expected FSM position. Progress of 0.6% in the indicator at a regional level [88.8%].
- At the expected level, Welsh -1.2% below the figure for 2015 but is +0.2% above target [National improvement of +0.3%]. However, performance in Welsh is below the corresponding figure for

English, Mathematics and Science. There is a difference between teachers assessments at the expected levels and the higher levels in Welsh and English. In English, Mathematics and Science, performance was slightly better than in 2015, [English +0.9%/Mathematics +0.2%/Science +0.1%] and exceeded targets in every instance [+3.5%/+2.7%/+3.1%]. Progress in English exceeded the equivalent national progress of +0.7%. Mathematics and Science slightly lower. Performance places Gwynedd in 16th position for Welsh; 11th position for English; 8th position for Mathematics and 3rd position for Science. This also is disappointing.

- At the higher levels, Welsh -1.4% lower than in 2015 but +1.8% above target [fall nationally -0.2%]. The percentage is again below the corresponding figure for English, Mathematics and Science, Performance in English -1.5% lower than in 2015 but +3.4% above target [National improvement +1.2%]; Mathematics higher than in 2015 and above the target [+3.2% and + 3.7%] and the corresponding progress nationally; Science -1.0% below last year but +1.9% above target [National progress +1.4%]. Performance places Gwynedd in 6th position for Welsh [bearing in mind size of cohort assessed]; 7th position for English; 5th position for Mathematics and 5th position for Science.
- In comparison with other LEA's in North Wales, Gwynedd's position was as follows: CSI = 2nd; Welsh L4+ = 3rd; Welsh L5+ = 1st; English L4+ = 2nd; English L5+ = 1st; Mathematics L4+ = 2nd; Mathematics L5+ = 1st; Science L4+ 1st; Science L5+ = 1st.
- FSM learners overall performance robust at the expected level but disappointing at the higher level. In comparison with performance in 2015, an improvement of +6.4% to 82.1% in the CSI - and again a figure that is very close to the set target of 80.7% [progress +1.4% regionally]. At the expected level with the higher level, performance in the individual indicators as follows: Welsh +2.5% and +5.6%; English +6.4% and -2.0%; Mathematics +5.7% and -5.3%; Science +3.0% and -4.0%.

KEY STAGE 3 (KS3):

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

	Key Stage 3				
	2012	2013	2014	2015	2016
Gwynedd	83.0%	85.4%	89.1%	91.3%	92.0%
Wales	72.5%	77.0%	81.0%	83.9%	85.9%
Position (1=best)	1	1	1	1	2

Key Stage 3

At Key Stage 3, performance in the CSI has exceeded Wales expected benchmark since 2012 and substantially exceeds the national figure for the past five years. Gwynedd has been the best performer of all Wales LEA's for consecutive four years and there is again an improvement on the figure for 2015 [+0.7%] The performance leads to Gwynedd being placed amongst the best LEA's in Wales 2nd position in 2016.

- At the CSI, improvement of +0.7% on figure for 2015 and -0.1% below target. Performance in 2016 places the LEA above the expected FSM Position and second amongst all Wales LEA's. Improvement of +1.7% in the indicator at a regional level [87.8%] and progress of +2.0% nationally.
- At the expected level, except for Welsh, the performance exceeds the corresponding figures for 2015 and exceeds the set targets. English +1.2% and +1.4%; Mathematics +0.6% and +1.3%; Science

+0.1% and +1.6%. In Welsh, performance of -0.7% was lower than last year and -0.3% below target. However, the National progress is higher for every indicator. See Table 6 above also for comparison of Welsh/English teachers assessments at the expected levels and higher levels. Performance places Gwynedd in 10th position for Welsh [bearing in mind cohort size assessed]; position 5 for English; position 2 for Mathematics and position 1 for Science. This is good.

- Also at the higher levels, Welsh is below the figure for 2015 and target [-1.9% and -0.6%]. The corresponding figures for the other core subjects are as follows: English [+3.4% and -2.3%]; Mathematics [+3.3% and +0.8%]; Science [+1.9% and +1.0%]. Except for Welsh, the progress in Gwynedd exceeds the progress made at a national level. The position amongst all LEA's corresponds to FSM position in the vast majority: Welsh = 8 [bearing in mind the cohort size assessed]; English = 4; Mathematics = 4; Science = 4.
- In comparison with other North Wales LEA's, Gwynedd is the best performer in English, Mathematics and Science at the expected level and higher levels. In Welsh, Gwynedd is in 4th and 5th position [expected level and higher levels] but the cohort size assessed should be borne in mind in comparison with some of these LEAs.
- FSM learners performance is robust overall at the expected level but there are greater fluctuations at the higher levels with the situation of the languages substantially outperforming Mathematics/Science. Compared to performance for 2015, there is an improvement of +3.8% to 82.1% in the CSI – a figure that also exceeds the set target of 80.7% [regional progress of +5.6% to 73.3%]. At the expected level and the higher level, performance in the individual indicators is as follows : Welsh +2.5% and +7.8%; English +1.6% and +7.5%; Mathematics +3.8% and -2.5%; Science -0.3% and +2.0%.

KEY STAGE 4:

Performance of 15 year olds in comparison with Wales and other LEAs:

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

KS4								
Gwynedd	2013		2014		2015		2016	
	%	Position	%	Position	%	Position	% Gwynedd [Wales]	Position
TL1	97.1%	2	97.2%	1	97.9%	1	97.3% [95.3%]	1
TL2	81.5%	8	87.7%	4	88.8%	5	85.9% [84.0%]	10
TL2+	58.0%	4	61.1%	5	63.1%	5	65.9% [60.3%]	4
CSI	57.3%	3	60.5%	2	62.0%	3	64.4% [57.6%]	4
CPS	353.4	2	362.2	1	361.5	1	355.7 [344.6]	4

5A*-A					20.0%		18.1% [15.9%]	8
Welsh	72.8%		73.3%		78.8%		74.4% [75.1%]	
English	66.6%		69.2%		72.1%		71.4% [69.3%]	
Mathematics	62.2%		65.2%		66.6%		70.3% [66.9%]	
Science	84.7%		93.8%		94.0%		90.8% [82.4%]	

KS4				
Indicators	Performance 2016	+/- 2015>2016	Target 2016	+/- Performance v Target
TL1	97.3%	-0.6%	98.8%	-1.5%
TL2	85.9%	-3.0%	93.0%	-7.1%
TL2+	65.9%	+2.6%	69.8%	-3.9%
CSI	64.4%	+2.2%	69.0%	-4.6%
5A*-A	18.1%	-2.2%		
Welsh	74.4%	-4.4%	79.8%	-5.4%
English	71.4%	-0.9%	76.6%	-5.2%
Mathematics	70.3%	+0.4%	72.6%	-2.3%
Science	94.0%	-3.4%	94.4%	-3.6%

Indicator	Progress 2012> 2013		Progress 2013> 2014		Progress 2014>2015		Progress 2015>2016		Progress 2013>2016	
	Gwynedd	Wales	Gwynedd	Wales	Gwynedd	Wales	Gwynedd	Wales	Gwynedd	Wales
TL2+	+3.0%	+1.6%	+3.1%	+2.7%	+2.0%	+2.2%	+2.6%	+2.4%	+7.9%	+7.6%
TL2	+6.4%	+5.2%	+6.2%	+4.5%	+1.1%	+1.1%	-3.0%	-0.1%	+4.4%	+1.7%
TL1	+4.0%	+1.4%	+0.1%	+0.8%	+0.7%	+0.3%	-0.6%	+0.9%	+0.2%	+2.1%
CSI	+4.1%	+0.3%	+3.2%	+3.4%	+1.6%	+1.7%	+2.2%	+2.8%	+7.1%	+8.6%
CPS	+18.4	+9.6	+8.8	+7.6	-0.7	+1.5	-5.3	+1.1	+2.3	+11.5
Welsh	-4.0%	-0.3%	+0.5%	+0.2%	+5.5%	+1.4%	-4.4%	-0.1%	+1.6%	+1.6%
English	+2.5%	+0.7%	+2.6%	+3.3%	+2.9%	+2.1%	-0.9%	+0.7%	+4.8%	+6.4%
Mathematics	+3.5%	+1.9%	+3.0%	+1.4	+1.4%	+2.5%	+0.4%	+2.5%	+8.1%	+6.6%
Science	+13.2%	+4.2%	+9.1%	+7.5%	+0.3%	+1.0%	-3.4%	-1.6%	+6.1%	+7.6%

Key Stage 4

Gwynedd performance for the main indicator [TL2+] has been slightly below the Welsh Government benchmark in 2014 and 2015. However, in 2016, the figure of 69.7% [WG Statistical Bulletin Figure] places the performance +1.6% above the benchmark. The performance in the Capped Points Score has consistently exceeded the benchmark over a five year period. Overall, over a rolling period, the comparative performance has been consistently good in the vast majority of the main indicators and despite a lack of percentile progress in some of the indicators between 2015-2016, the comparative situation with the LEA's expected position remains very positive. The only exception to that is the TL2 [10th position] and the 5A*/A [8th position].

In 2016, the LEA has further improved its TL2+ performance with progress of +2.6% [based on Core Data Set figure]. The performance places Gwynedd fourth from amongst all LEA's in Wales [the expected position]. At a National level, there was an improvement of +2.4% over the same period. For the CSI, Gwynedd's performance had improved by +2.2% [+2.8% nationally] and by +0.4% in Mathematics priority field [+2.5% nationally]. In the other indicators, a slippage has occurred on performance in 2015 with the largest slippage occurring in Welsh. In general, performance was fairly close to target [although

slightly below] with the highest gap in TL2 and Welsh and English. Over the rolling period 2013>2016, without exception across every indicator, improvements are observed in Gwynedd’s performance and the improvement exceeds the corresponding national progress at the TL2+, TL2 and Mathematics. Note also that FSM learners performance is an improvement on the corresponding figure for 2015 in every indicator.

FSM learners performance in the principal TL2+ indicator at individual schools

Since 2015 performance of FSM learners in the principal indicator [TL2+] has improved at 11 schools and the gap between FSM and non-FSM learners performance has narrowed since 2015 at 10 schools. However, in 2016 FSM learners rolling performance has fallen below the Welsh Government rolling target [32.0%] at 4 schools [Berwyn/Eifionydd/Moelwyn/SHO] and consequently the schools position at Stage 1 of the national categorization system has fallen to data group 3.

Compare the performance of FSM/Non-FSM learners

Over the rolling period, almost without exception across the vast majority of the indicators, Gwynedd FSM learners have outperformed the corresponding national figure. This has been maintained in 2016 with percentile improvements observed in each of the main indicators. Consequently, the gap has narrowed between FSM/non-FSM learners in every instance and is below the corresponding National figure in every instance. As regards Welsh, the performance for 2016 is an improvement of almost 7.0% on last year’s figure. The position across the other core subjects is also positive. The performance in English, Mathematics and Science exceeds the corresponding National percentage, highlights substantial improvements on the LEA’s performance in 2015 and indicates a reduction in the gap in comparison with No FSM learners performance.

Y	FS M	L1	L2	L2+	DPC	5A*-A	Sc	Maths	Eng	Wel	SPC
2014	150	94.0%	71.3%	32.0%	30.7%	6.7%	89.3%	34.7%	43.3%	41.4%	319.7
2015	132	97.0%	69.7%	31.8%	31.1%	1.5%	84.8%	37.1%	43.9%	43.7%	323.3
2016	118	100.0%	71.1%	42.4%	40.7%	6.8%	91.5%	47.5%	53.4%	50.6%	339.6

Comparison of boys and girls performance

In 2016, the performance of boys in Gwynedd is below the equivalent figure for last year in every indicator except for Mathematics. However, their performance exceeds that of peers nationally at every indicator except for TL2 and both languages. Performance of girls in Gwynedd, across most indicators, shows improvements in percentages on figures for 2015 and in each instance in 2016, exceed their peers performance nationally. Due to these improvements in the girls performance, the gap at a local level between boys/girls performance exceeds the gap at a national level. This applies to every indicator except for Science.

% of 15 year olds who do not gain any qualifications

The percentage of learners without a recognized qualification has remained low over a rolling period and since 2012 has been lower than the equivalent figure nationally. There was however an improvement of 0.4% in 2016 and the local figure now exceeds the national average.

Leaving without a qualification without leaving full-time education					
	2012	2013	2014	2015	2016
Gwynedd	1.0	1.3	1.0	0.8	1.2
Wales	1.5	1.4	1.1	1.2	0.9

Post-16 Performance

In 2016, the performance set against the main indicators was as follows:

- L3 : 98.3% compared to 98.0% nationally. The performance in the indicator has been constant over the rolling period. However, the gap with the situation nationally has reduced this year to -0.3%.
- Points Score : 877.4 compared to 823.2 nationally. This year's performance is slightly below the equivalent figure of 893.9 last year [over the same period, an improvement at a national level of +23.5].
- 3 A*/A grades : 6.9% compared to performance of 6.7% nationally. The local figure represents a reduction of -3.0% on a performance of 9.9% in 2015 [and 13.3% in 2014]. A slippage of -1.2% was observed during the same period at a national level.
- 3 A*-C grades : 68.6% compared to national performance of 70.6%. The figure for Gwynedd -3.7% is below the performance in 2015. At a national level, an improvement of +2.5% between 2015>2016.

Performance of Individual Schools

Overall, across the vast majority of schools, there are improvements in performance between 2015 and 2016. The data for 2015 and 2016 also highlights better consistency in the performance of a vast majority of the schools [specifically the smaller schools] as the same scales of extremes and fluctuations are not observed that was such a concerning feature in the period leading up to the LEA's most recent inspection. These are the main headings:

TL2+

- 11 schools improve on equivalent figure for 2015.
- performance of 8 schools exceeds 70%+.
- 7 schools secure improvements for the third consecutive year.
- performance in the majority of schools is close to target.
- the largest gap between final prediction and performance is observed at Ardudwy, Brynrefail, Dyffryn Nantlle, Gader.

TL2

- 9 schools improve on equivalent figure for 2015.
- Performance of 4 schools exceeds 95%+.
- 4 schools ensure improvements for the third consecutive year.
- Performance close to target in the majority of schools.

TL1

- 14 schools performance at 100% and 10 schools have maintained or improved upon performance for the third consecutive year.

CSI

- 11 schools improve on equivalent figure for 2015.
- performance of 4 schools exceeds 70%+.
- 5 schools ensure improvements for the third consecutive year.
- performance is close to target in the majority of schools.
- the largest gap between final prediction and performance is at Ardudwy, Dyffryn Nantlle, Gader.

Welsh

- only 4 schools improve on equivalent figure for 2015.
- performance of 11 schools exceeds 70%+ and 4 exceeds 80%+.
- 2 schools ensure improvements for the third consecutive year.
- performance is close to target at about half the schools.
- the largest gap between final prediction and performance is at Ardudwy, Gader, Glan y Mor, Tryfan, Tywyn.

English

- 9 schools improve on equivalent figure for 2015.
- performance of 9 schools exceeds 70%+ and 4 exceeds 80%+.
- 5 schools ensure improvements for the third consecutive year
- Performance close to target in the majority of the schools but performance of Botwnnog substantially exceeds target.
- largest gap between final prediction and performance seen at Botwnnog, Brynrefail, Dyffryn Nantlle, Tryfan.

Mathematics

- 12 schools improve on equivalent figure for 2015.
- performance of 11 schools exceeds 70%+ and 2 exceeds 80%+.
- 5 schools ensure improvements for the third consecutive year.
- performance is close to target in the vast majority of schools but performance substantially exceeds the set target at y Gader.
- the largest gap between final prediction and performance seen at Ardudwy, Gader and Tywyn.

Science

- 5 schools improve on equivalent figure for 2015.
- performance of 12 schools exceeds 90%+ and 2 is 100%.
- 3 schools ensure improvements for the third consecutive year.
- Performance close to target in the vast majority of schools
- Greatest gap between final prediction and performance seen at Friars.

SCHOOL INSPECTION OUTCOMES

See appendix 1.

School Inspection Outcomes

During the school year 2015-2016, Estyn held inspections at 13 schools [12 primary and 1 secondary]. At 8 schools [61.5%], it was adjudged that no follow-up action was required; at 3 schools [23.1%] least intensive follow-up category was adjudged [LEA Monitoring]. In the majority of these cases, the main reason for the follow-up activity was the requirement for improved attendance. At 2 schools [15.4%] it was adjudged that a further monitoring visit from Estyn was required. No school was placed in a statutory category. Profile for 2015-16 was good.

The inspection judgements profile for school year 2015-16 are noted below:

	Excellent	Good	Satisfactory	Unsatisfactory
Key Question 1	15.4%	69.2%	15.4%	0%
Key Question 2	15.4%	76.9%	7.7%	0%
Key Question 3	23.1%	69.2%	7.7%	0%
Overall Judgement 1: Current Performance	15.4%	69.2%	15.4%	0%
Overall Judgement 2 : Capacity for Improvement	23.1%	69.2%	7.7%	0%

Current situation regarding schools in follow-up category [2014-15 and 2015-16 inspections]:

School	Follow-up category	Date for Estyn re-visit or present LEA report	Prediction
Cymerau	LEA Monitoring	Progress Report for Estyn Spring 2017	Progress report sent to Estyn – very positive predictions. Expectation that the school will be withdrawn from a category.
Craig y Deryn	LEA Monitoring	Progress report for Estyn Spring 2017	Positive projections. Expectation that the school will soon be taken out of a category.
Bro Cynfal	Estyn Monitoring	Estyn Visit Summer 2017	Appropriate progress at the expected rate.
Llanbedr	Estyn Monitoring	Estyn Visit Summer 2017	Appropriate progress at the expected rate.

CATEGORIZATION SITUATION IN GWYNEDD SCHOOLS

There are 3 steps in the national categorization process :

- Step 1 '*Data Group*' : WG places school in standards group [1-4] based on rolling performance in a range of indicators
- Step 2 '*Capacity to Improve*' : award a local grade [A-D] on school's capacity for improvement [judgement that takes quality of leadership and learning/teaching into account]
- Step 3 '*Support Category*' : a category that will spur a programme of support, challenge and intervention based on need.

Over a rolling period, significant improvements seen in the percentage of schools in the most intensive support categories [reduction of 28.4% in 2014 to 13.7% in 2016]. Over the same period, an increase in the percentage at both the highest categories from 71.6% to 86.3%.

2014-15	Green		Yellow		Amber		Red	
	Number	%	Number	%	Number	%	Number	%
	11	9.7%	70	61.9%	29	25.7%	3	2.7%
2015-16	Green		Yellow		Amber		Red	
	Number	%	Number	%	Number	%	Number	%
	17	15.5%	73	67.0%	17	15.6%	2	1.8%
2016-17	Green		Yellow		Amber		Red	

	Number	%	Number	%	Number	%	Number	%
	22	20.2%	72	66.1%	13	11.9%	2	1.8%

Obvious improvements are also observed in the percentage of schools who been awarded the highest grade for quality of leadership and learning/teaching [grades A + B] as part of Step 2 of the categorization process. Here, the progress made is +20.8% [figure has risen from 68.2% in 2014 to 89.0% in 2016]

2014-15	A		B		C		D	
	Number	%	Number	%	Number	%	Number	%
	21	18.6%	56	49.6%	34	30.0%	2	1.8%
2015-16	A		B		C		D	
	Number	%	Number	%	Number	%	Number	%
	28	25.7%	62	56.9%	17	15.6%	2	1.8%
2016-17	A		B		C		D	
	Number	%	Number	%	Number	%	Number	%
	29	26.6%	68	62.4%	10	9.2%	2	1.8%

Noted below the categories implemented for school year 2015-16 [also note, where applicable, any follow-up category following Estyn inspection - *LEA Monitoring/Estyn Monitoring /Significant Improvement/Special Measures*]:

	Primary	Cat: Estyn	Step 1	Step 2	Step 3
Dyffryn Ogwen					
1	Bodfeurig		2	A	
2	Penybryn, Bethesda		1	A	
3	Llanllechid		2	A	
4	Rhiwlas, Bangor		2	B	
5	Abercaseg, Bethesda		1	A	
6	Tregarth		1	A	
Brynrefail					
1	Gwaun Gynfi		2	B	
2	Llanrug		2	B	
3	Bethel		2	A	
4	Cwm y Glo		2	B	
5	Dolbadarn		2	B	
6	Penisarwaun		3	B	
7	Waunfawr		3	B	
Dyffryn Nantlle					
1	Bro Llifon		3	B	
2	Brynaerau		2	A	
3	Llanllyfni		2	B	
4	Baladeulyn		1	C	
5	Nebo		2	B	
6	Bro Lleu		1	A	
7	Talysarn		1	A	

Friars/Tryfan					
1	Glanadda		2	D	
2	Glancegin		1	B	
3	Babanod Coedmawr		2	C	
4	Garnedd		2	A	
5	Felinheli		2	B	
6	Hirael		3	B	
7	Faenol		1	A	
8	Llandygai		1	B	
9	Cae Top		1	A	
10	Our Lady's		4	B	
Syr Hugh Owen					
1	Gelli		1	B	
2	Felinwnda		2	B	
3	Rhosgadfan		3	D	
4	Rhostryfan		3	B	
5	Hendre		2	B	
6	Bontnewydd		3	A	
7	Maesincla		1	B	
8	Llandwrog		3	B	
9	Santes Helen		4	C	
Tywyn					
1	Craig y Deryn	LEA Monitoring	4	B	
2	Dyffryn Dulas		2	B	
3	Penybryn		3	B	
4	Pennal		3	B	
Gader					
1	Brithdir		2	A	
2	Dinas Mawddwy		1	B	
3	Ganllwyd		4	B	
4	Llanelltyd		3	B	
5	Ieuan Gwynedd		3	B	
6	Friog		3	A	
7	Dolgellau		2	B	
Moelwyn					
1	Bro Cynfal	Estyn Monitoring	3	C	
2	Edmwnd Prys		3	B	
3	Manod		1	B	
4	Tanygrisiau		2	B	
5	Bro Hedd Wyn		4	B	
6	Maenofferen		2	A	
Berwyn					
1	Bro Tegid		3	B	
2	O.M.Edwards		1	A	
3	Bro Tryweryn		1	A	
4	Ffridd y Llyn		2	A	

5	Beuno Sant		3	A	
Arduwy					
1	Traeth		3	B	
2	Dyffryn Arduwy		4	B	
3	Llanbedr	Estyn Monitoring	3	C	
4	Garreg		3	B	
5	Cefn Coch		1	A	
6	Talsarnau		2	B	
7	Tan y Castell		2	B	
Glan y Mor					
1	Abererch		2	A	
2	Chwilog		1	B	
3	Bro Plenydd		2	B	
4	Llanaelhaearn		2	C	
5	Llanbedrog		3	B	
6	Llangybi		2	B	
7	Pentreuchaf		3	A	
8	Eifl		2	C	
9	Cymerau	LEA Monitoring	1	B	
Botwnnog					
1	Nefyn		2	A	
2	Abersoch		3	B	
3	Crud y Werin		3	B	
4	Edern		2	B	
5	Babanod Morfa Nefyn		2	A	
6	Sarn Bach		2	A	
7	Tudweiliog		1	B	
8	Pont y Gof		2	B	
9	Foelgron		2	B	
Eifionydd					
1	Beddgelert		1	B	
2	Borth y Gest		2	B	
3	Trefertyr		3	B	
4	Garndolbenmaen		1	B	
5	Eifion Wyn		1	A	
6	Gorlan		3	B	
7	Llanystumdwy		3	B	
Special Schools					
1	Pendalar		-	B	
2	Hafod Lon		-	A	

	Secondary	Cat: Estyn	Step 1	Step 2	Step 3
1	Arduwy		2	B	
2	Berwyn		3	B	
3	Botwnnog		2	B	

4	Brynrefail		1	B	
5	Dyffryn Nantlle		3	C	
6	Dyffryn Ogwen		1	A	
7	Eifionydd		3	C	
8	Friars		1	B	
9	Gader		1	C	
10	Glan y Mor		1	B	
11	Moelwyn		3	B	
12	Syr Hugh Owen		3	B	
13	Tryfan		1	B	
14	Tywyn		1	B	

Secondary – Categorization in 2016-17 shows improvements in the profile. Judgements for Step 2 show that 11 schools have received the highest grade [A or B], 3 schools have received judgement C and 2 of these have succeeded to improve from D. No school is placed in the *Red* category.

Primary – Categorization in 2016-17 for the primary indicates improvements in the profile. Step 2 judgements indicate that 89.2% of the schools have been awarded the highest grade [A or B] and only 10.7% have been adjudged as C/D. This compares with corresponding figures for 2014 of 73.7% and 26.3%. 88.1% of the schools are in the highest two colour categories [*Green/Yellow*]

As regards implementing the support and challenge programme for primary and secondary schools in the various support categories, the new three model programme is implemented and adjustments have been made to the implementation with schools in the *Green/Yellow* category following consultation with the Headteachers. The revised requirements show that the Challenge Advisor [CA] has a central role and that there is a clear expectation that they participate in joint scrutiny activities. Across all colour categories, the CA has held a categorization visit to discuss current performance and standards, has challenged targets and monitored progress towards them at 3 key points in a year. Every school in the *Green/Yellow* category has contributed toward '*peer review*' meetings during the first term and every school subsequently undertakes a collaboration activity. Also in the case of the *Yellow* category schools, every establishment is committed to collaboration and participation from a joint training activity.

Every *Amber* school has received a support plan designed to ensure that they are '*Estyn ready*'. There is clear evidence from Estyn monitoring visits and reviews that the vast majority of schools make the expected progress within the set deadlines.

As regards *Amber/Red* schools, implementation since 2014 has led to a significant reduction in the percentage of schools in this category. The percentage has fallen from 28.8% in 2014-15 to 13.7% in 2016-17. Every school has received a categorization visit and the CA has challenged targets and taken action to monitor progress towards achieving them. The CA regularly discusses this with the school. Every school placed in this category has received a *Support Plan* and monitoring visits are held in accordance with the revised time-table.

There is a clear Business Plan between the Council and GwE so as to ensure that there finely-tuned and appropriate procedures in place for progress monitoring and evaluation at the schools. A new system

has been established to monitor performance and quality at every level in Gwynedd schools through the County Quality Board (CQB) - Membership – Education Department Officers and GwE Challenge Senior Advisers. The CQB enables the LEA and GwE to obtain a complete profile of the schools performance and quality as the various members possess all the required information. To ensure appropriate implementation and accountability, the CQB takes responsibility for accountability and quarterly monitoring of the Business Plan – the Business Plan priorities form the basis of the CQB’s programme/remit. There is a good working relationship with LEA officers and the Business Plan has substantially made the communication and accountability more robust. A paper was presented to GwE ‘Schools Improvement Network’, outlining this procedure and the North Wales Authorities agreed, in principle, to adopt this system that would lead to regional consistency in monitoring the Business Plans.

LEADERSHIP QUALITY IMPROVEMENT PROGRAMMES

GwE have introduced a range of activities to support and develop leaders work across both sectors. A taster of some of these sessions is provided below.

Secondary Development Programmes:

This year, an additional development programme is being introduced for Middle Leaders where the need was noted to ensure further improvements in their leadership and managerial work. 8 individuals have registered and the sessions are held on 10/2/17; 13/2/17 and 17/2/17. An after-care scheme will then be implemented in the mother school.

A development programme for Middle Leadership [*shift from good to excellent*] is being introduced – 10 representatives from the secondary participate. The individuals initial feedback is extremely positive but further work is required to see what effect the guidance has had on their practices back in school.

The numbers in the secondary sector who have attended other development programmes are as follows:

- Headteachers and New Headteachers: 3 Gwynedd
- Senior Leaders : 2 Gwynedd
- Prospective Senior Leaders: 1 Gwynedd
- ITC Leaders : 1 Gwynedd
- PLPS Leaders : 4 Gwynedd

In addition in the secondary sector, professional networks have been established to support middle leaders in the core and non-core subjects [select] at KS4 with a specific focus on addressing the new GCSE specification requirements.

Subject-based CA has worked with departments through county-based networks; cluster schools that have similar aspects and also through a series of support visits to individual schools where there is the greatest need. Information on the implementation is shared with the Senior CA and Links CA. The above-mentioned implementation is built on improving quality of departmental leadership as well as aspects of the learning/teaching at KS4.

Primary Development Programmes:

A comprehensive guidance and support programme has been planned for every primary school and the details have been shared with the schools.

Lead workshops have been introduced in the fields of *SDP, Assessment and Tracking Management; Effective Teaching and Leading school on path to improvement*. Attendance figures at the sessions are noted below:

- *SDP*: 76 Gwynedd [an additional session to be held this term for those who were unable to attend]
- *Management, Assessment and Tracking* : 42 Gwynedd
- *Effective Teaching* [Green/Yellow Categories only] : 60 Gwynedd
- *Leading School on Path to Improvement* [Amber/Red only] : 4 Gwynedd

A development programme for Middle Leadership [*shift from good to excellent*] is being presented – 13 primary representatives. The individuals give extremely positive feedback but further work remains to be done to see what impact the guidance has on their practices back in school.

The primary sector numbers who have attended other development programmes are noted below:

- Headteachers and New Headteachers : 19 Gwynedd
- Senior Leaders : 5 Gwynedd
- Prospective Senior Leaders : 1 Gwynedd
- Numeracy Leaders : 32 Gwynedd
- Literacy Leaders : 34 Gwynedd
- ITC Leaders : 9 Gwynedd
- PLPS Leaders : 10 Gwynedd

In 2016-17, 5 individuals NPQH applications from Gwynedd [2 secondary and 3 primary) have been approved and presented to the assessment centre.

PRIORITIES FOR 2017-18

The next steps:

End of key stage outcomes

Foundation Phase/KS2

- Set high expectations at the FP and KS2 and challenge schools on target setting.
- Develop greater robustness to target setting procedures, assess and track schools and promote better use of data and intervention programmes to drive required improvements.
- Ensure a better grasp of D5+/6+ requirements at the FP so that leaders challenge targets and assessments more confidently.
- Ensure more robust action to check suitability of targets and progress made in achieving them.
- Ensure greater consistency throughout schools as regards '*best fit*' when setting a final level.
- Ensure that schools receive further guidance on teaching and assessing language and number.
- Improve pedagogy at the FP specifically focussing on :
 - ✓ provide better opportunities planned to develop literacy/numeracy across the learning fields
 - ✓ set more challenging activities

- ✓ provide better opportunities to apply the skills
- ✓ strike a better balance between teacher/learner led tasks
- ✓ improve performance in Mathematical Development
- Ensure that all NQT's at the FP have a robust understanding of effective provision requirements/expectations.
- Ensure an agreed understanding and consistency of implementation in the standardization and moderation processes across the core subjects.
- Improve performance in Welsh at the expected levels and the higher levels so that assessments more closely correspond to assessments in the other core subjects.
- Improve FSM learners performance at the higher levels at KS2 in English/Mathematics/Science.
- Target support for schools where rolling performance has been in the lower 50%.
- Provide detailed analysis of reading/number tests data at LEA level according to the various years Y2>9 and identify specific schools where there is not a close enough correlation with teachers performance and assessments.
- Ensure that every school receives initial guidance on expectations regarding the Digital Framework.
- Continue to work with LEA officers to improve quality of leadership at every level to ensure that no school is placed in a statutory follow-up category following Estyn inspection.
- Promote School to School collaboration so as to ensure that the best practices are cascaded and cherished.

KS3 and KS4

- Maintain standards of performance at the higher levels across the main indicators.
- Target support for specific schools where there is no logical alignment between end of KS3 assessments and performance at KS4.
- Continue to trial and develop the Head of Strategy Department's role [modelling on implementing Mathematics in the Meirionnydd area].
- Ensure more robust implementation to check suitability of targets and progress made towards meeting them.
- Ensure an agreed understanding with leaders of the essentials of curricular/provision planning to improve performance against the main indicators.
- Ensure that leaders confidently plan for the revised indicators in Languages, Mathematics and Science.
- In a minority of schools, take action to ensure that leaders at every level make effective and prompt use of tracking systems to plan effective intervention and to deal with under-performance/performance in the comfort zone [and specifically as regards *read-across* data]
- Improve performance in English Language and Welsh Language
- Improve higher level performance to increase % 5A*-A
- Work with the 14-19 Consortium to improve quality of provision and standards of achievement at KS5.
- Target implementation at a small minority of secondary schools where there is concern about performance and/or quality of leadership.
- Continue to work with LEA officers to improve quality of leadership at every level to ensure that no school is placed in a statutory follow-up category following an Estyn inspection
- Promote better School to School collaboration so as to ensure that the best practices are cascaded and cherished.

- Ensure that GwE effectively supports LEA's so that they can make more timely use of their statutory intervention powers
- Ensure that the guidance and support provided for schools facilitates leaders work to make more effective and timely use of competence procedures
- Effectively use regional and national training programme to ensure greater consistency in challenge and support level
- Ensure the appropriate level of financial detail in the Business Plan and appropriate differentiation between commissioning at a regional level and at an individual LEA level
- Further fine-tune self-evaluation structures and develop ways of evaluating impact of actions (whilst also ensuring that process findings are effectively used for effective and appropriate target setting and quality indicators to improve the service's and schools performance)
- Ensure that development plans, self-evaluation processes and tracking systems are at least good at our schools
- Provide guidance to raise standards in mathematics in specific departments at our secondary schools
- Ensure that our schools understand and are ready to implement new specifications
- Target underperforming departments in general or those whose performance is in the comfort zone
- Implement the new schools support model so that:
 1. Schools who are at risk of falling behind are identified at an early stage so as to implement appropriate intervention.
 2. Strengthen the school to school support systems and develop new partnerships.
 3. Identify excellence and effective practice in leadership and pedagogy fields and share them;
 4. Improve end of key stage outcomes;
 5. Support schools to perform in the highest quartiles
 6. Ensure that a school does not fall into Estyn statutory categories
- Target professional development programmes for Middle Leaders so as to develop their capacity to provide leadership on good teaching and learning within their departments
- Identify prospective headteachers and prepare them for gaining the NQPH qualification
- Provide a programme for further development of current headteachers.
- Continue to strengthen teachers assessment system through moderating assessments so that they are consistent across the Area and Wales.
- Regularly and effectively communicate with the LEA on development at the schools.
- Collaborate with the Welfare Service to identify good practice in the attendance field.
- Collaborate to obtain a composite concise school profile.

3. THE WELSH LANGUAGE

WELSH LANGUAGE NETWORK AND BUILDING CAPACITY

The cross-authority strategic Group - Welsh Medium and Capacity Building Network - is led by Gwynedd and focusses on the Welsh Language, Welsh medium and Building capacity in every LEA. This is an influential group as regards discussing language continuum, and has a significant impact on the status of

Welsh at every school, and pre-school establishments, and quality of its teaching as a language and its further use as a learning medium.

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

- Welsh Government Welsh Medium Education Strategy
- The LEAs Welsh In Education Strategic Plans
- The LEAs Language Plans and Strategies

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

- Expand the Language Charter across the North Wales counties.
- Welsh Advisory Teachers/Language Centres.
- Establish Professional Learning Communities.
- Purposeful planning and ensuring progression from the Early Years.
- Welsh as a Second Language.
- Welsh in Education Strategic Plan.

THE LANGUAGE CHARTER

GWYNEDD

Since the launch of the Welsh Language Charter in Gwynedd primary schools, innovative work has been done at our schools to impact pupils use of Welsh in a social context.

The Language Charter's simple objective is to lead to progress in children's use of Welsh in a social context. In a word, to get the children to speak Welsh. In 2016, more than 55% of schools in Gwynedd (69 schools) (WG Target) achieved the Language Charter gold award.

The Language Charter seeks the participation of all members of the school community - the school council, the pupils, the workforce, parents, governors and the wider community to ensure full ownership of it.

The language co-ordinators have received thorough training so that they are individuals who are qualified to provide guidance and support for the schools in their catchment-areas. Under their charge, the monitoring and accreditation work is implemented. We will continue to develop their role as it is a key element of ensuring that relevant messages and information on achieving the award objective is effectively communicated and distributed. Termly meetings are held to share the latest information with the language co-ordinators. Through holding a series of meetings with every headteacher in their catchment-areas, messages are shared and everybody receives clear guidance and guidelines on the criteria that needs to be addressed to maintain gold award requirements and standards.

A strong element of training stems from the accreditation visits and an excellent opportunity for information sharing and good practices between schools. An annual report is completed on every school's achievement and development in meeting silver and gold awards requirements. We will continue with the accreditation process at the end of the school year, scrutinizing 'gwe' language data to prove positive impact following the Language Charter's implementation.

A lead document has been prepared that contains all the purposeful strategies, activities and plans that have been a success and have had a positive impact on gwe language data amongst 'innovative' schools in Gwynedd. We will continue to develop this documents as the Charter is developed and mainstreamed into the Council's core work.

Close collaboration between Partnerships continues and specific events have been jointly held with S4C, the Urdd and Cwmni Da to have a positive impact on gwe language data.

So as to ensure progression to the Primary Language Charter project, and maintaining and creating a demand and improving our young people's Welsh language skills, we are developing a Strategy that will provide clear guidance on how to plan intervention so as to improve awareness and increased use of the language by young people in the secondary sector.

The Secondary Strategy will incorporate Cwmni Trywydd report recommendations (a report that was commissioned to review the situation as regards Welsh as a social language amongst young people of Gwynedd secondary schools), Alun Charles's report, Secondary Sector Language Practices Support Project, Welsh Government Strategy: achieving a million Welsh speakers by 2050 and the Welsh Government Framework for increasing use of Welsh by children and young people. The young people's role and voice will be key as will be key youth and stakeholders services. The Strategy will place clear expectations and guidance on the county's secondary schools for changing techniques in language practices and the different methods of impacting pupils language in a social context within and outside the school.

We will:

- Support the 14 secondary schools to implement the strategy's main priorities
- Prepare and implement comprehensive training programmes for secondary teachers in bilingual teaching and learning methodologies
- Further promote the value and advantages and usefulness of bilingualism to strengthen pupils motivation to develop into individuals who are fluent in both languages.

NORTH WALES AND NATIONALLY

At the request of the Welsh Government (WG), following positive reports on the Charter's success in Gwynedd, it was requested that Gwynedd' specialization and good practice was to be used to extend the project to other areas in Wales.

Gwynedd Council provides a service on behalf of the WG to achieve 4 main elements, the task of raising awareness, hold a training conference, information sharing and hosting the on-line questionnaire, and the accreditation process.

Work has already commenced on providing support for other counties to establish firm foundations to implement the Language Charter, providing leadership and good practices on all practical aspects of the Charter.

The objective of the North Wales project in 2016/2017 was to try and ensure that all category one schools in the counties of Conwy, Denbigh, Wrexham and Flintshire, received the Charter silver award. In 2015 – 2016, a total of 50 out of 52 schools were awarded the Bronze Award. There were exceptional circumstances in the two schools who were unsuccessful and those two schools are starting on the Bronze Award this year. On the Isle of Anglesey, 44 out of the LEA's 46 primary schools were assessed by the five Catchment-area Language Co-ordinators in June. All the schools gained the Bronze Award accreditation. Work is ongoing with the other two schools.

100% of north Wales schools have set the baseline through the Language Charter's on-line system in 2016/17 and have planned and implemented activities that would address individual schools requirements.

The Charter system has been developed and fine-tuned to be in the HUB so that individuals progress can be measured rather than only a whole school. Hopefully the system will be live in the HUB and available to all Wales in September 2017.

A sustainable system has been developed for schools validation and moderation for north Wales. Validators have been trained to validate and moderate by Gwynedd language co-ordinators.

As regards the work and support at a national level:

- A project for installing the Charter's on-line system system in the HUB has been developed so as to follow individuals progress rather than only obtaining a whole school profile.
- The Charter system in the HUB has been piloted at 15 schools to ensure that the system will be live for all Wales in September 2017.
- The Charter system has been developed and improved upon so that it is more user friendly.
- North Wales officers and heads of counties have supported the South East and South Central Consortium to achieve the Charter Bronze award. This was done through contributing to a conference and supporting South Wales Language Charter Co-ordinators.
- A 'Good Practices' document for implementing the Charter is continually developed so that everybody can learn from one another.
- Officers in Gwynedd continue to support and provide information for South Wales co-ordinators (Erw Consortium, South East and South Central).
- Gwynedd systems development unit continues to provide IT support for all Wales.
- Ensure that the Charter's on-line system is in the HUB by September 2017.
- Continue to develop the Good Practices document and create a National ideas bank so that everybody learns from one another.

WELSH EDUCATION SCRUTINY ENQUIRY

The LEA Services Scrutiny Committee established a Scrutiny Enquiry on Welsh Education to scrutinize:

- The LEA's Language Policy
- The extent to which the provision assists promotion of use of Welsh socially by children and Young People (the link with Gwynedd Schools Welsh Language Charter Work)

The County Council's Scrutiny Enquiry Report into Welsh Education into the implementation, consistency and success of Gwynedd Council's Language Policy in the county's schools concludes, based

on a study of three specific areas, that 'policy interpretation varies greatly and depends on schools catchment-areas language demography as well on teachers and headteachers zeal for the Welsh language'. It adds 'that there is neither consistency or a common understanding of the requirements'. This view is supported in the Cwmni Trywydd report on the situation as regards Welsh as a social language amongst the young people in Gwynedd's secondary schools.

The Scrutiny Enquiry Report gives detailed consideration to the issue before concluding with several recommendations for improving consistency of Policy implementation. They include the following recommendations:

So as to strengthen and reconcile the Council's Education Language Policy, the Council should define what bilingual learning is, collaborating with schools and teachers training establishments to establish a robust bilingual pedagogy that is appropriate for all the LEA's schools and pupils and nurtures concurrent purposeful use of language amongst staff.

There is a requirement, in order to strengthen and reconcile implementation of the Council's (Education) Language Policy, to clearly define the language nature of all secondary schools in Gwynedd so that it is clear to all stakeholders what is the nature of the schools language, making the schools and governors accountable for its implementation.'

Officers in Gwynedd Council's Education Department have been jointly working with an External Adviser, Alun Charles, to conduct a Study mainly concerned with the second recommendation but that the task of defining the linguistic nature of the county's secondary schools also incorporates an element of the first recommendation, namely what is meant by bilingual teaching and learning where that is implemented.

The Study has led to a report including several conclusions and recommendations. The report and recommendations were presented to the Council's Services Scrutiny Committee on 26.01.17 where all the recommendations were approved but further discussion was required in defining Gwynedd secondary schools according to the language medium of teaching and learning under one category. The Education Department will implement these recommendations during 2017-18.

WELSH IN EDUCATION STRATEGIC PLAN (WESP)

Wales Schools Standards and Organization Act (2013) became law in Wales on 4 March 2013. The Act places a statutory duty on LEAs to prepare and introduce a **Welsh in Education Strategic Plan** for the Welsh Government.

Following the initial three years of the Welsh in Education Strategic Plan (WESP) planning cycle, we are now proceeding to the next planning stage for 2017-2020.

The WESP has established firm foundations for planning Welsh medium education across Wales and Welsh language and bilingual education. Completing the last planning cycle has provided an opportunity to reflect on what is working well and those matters requiring development.

This Plan continues to focus on the five outcomes contained in the 2010 Welsh Medium Education Strategy and outlines how the LEA will achieve the Welsh Government's objectives and targets outlined in the Strategy. The LEA will have to review progress made in meeting these targets.

Here are the five outcomes:

- more seven year olds are taught through the medium of Welsh as a percentage of Year 2 cohort;
- more learners continue to improve their language skills when transferring from primary to secondary school;
- more learners study to gain qualifications through the medium of Welsh;
- more 16-19 year old learners study Welsh and subjects through the medium of Welsh; and
- more learners possess advanced language skills in Welsh.

The Plan also addresses standards of achievement in Welsh and Welsh as second language, Welsh medium provision for ALN learners (ALN), and planning the workforce and continuing Professional development (CPD).

The Strategy is interpreted within the context of Gwynedd Council Language Policy and thus the outcomes are achieved. The LEA ensures that the main elements are reflected and receive due focus in the Strategic Plan.

GWYNEDD LANGUAGE CENTRES

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

There are four primary centres and one secondary centre. The primary centres are located at Caernarfon, Dolgellau, Llangybi and Penrhyndeudraeth, and the secondary centre in Porthmadog.

Between 2005 and October 2016, a total of 1628 primary pupils and 510 secondary pupils have benefitted from attending the language centres.

As regards the primary, a maximum of 16 / 18 pupils will attend each Centre for a 12 week course, except for Dolgellau, that has space for 8 pupils only. The provision is mainly provided for 7-11 year olds (KS2) who are latecomers to the County. The pupils will attend an intensive course for a term to immerse and prepare them to receive most of their education through the medium of Welsh or bilingually on return to their schools. It is a multi-medium and cross-curricular course and the teachers base their scheme of work on this. The scheme enables the pupils to return to schools in their area and follow their curriculum through the medium of Welsh.

The Secondary Centre provides place for a maximum of 16 pupils for 8 week periods initially focussing on Y7 pupils and then Y8 with small numbers from Y9 if there is room, in accordance with the specifically set criteria. These pupils will be immersed with an intensive course in Welsh in a short period, and also provide other subjects through the medium of Welsh.

We continue to ensure appropriate progression for pupils on their return to school through providing after-care for every pupil. The Language Centres provide an after-care Service in partnership with the schools to ensure that the pupils continue to make significant progress in Welsh. A recent development is the appointment of Gwynedd Primary Language Centres After Care Teacher responsible for teaching Welsh to latecomer groups specifically involved with ensuring implementation of the after care plan for pupils who have attended the Language Centres.

PRIORITIES FOR 2017-18

The next steps :

- Continue to lead the regional Group so as to try and ensure better Access to Welsh medium Education for learners across the area, who wish to develop, strengthen or maintain their bilingual skills.
- Continue to implement the Language Charter in Gwynedd and lead the work of extending the Charter across the North Wales counties and Nationally.
- Implement the Secondary Language Charter in Gwynedd.
- Maintain an effective training programme to equip the workforce to deal with various language situations.
- Continue to implement the priorities noted in the Welsh in Education Strategic Plan.
- Implement the Alun Charles Study report recommendations.
- Secondary Language Centre – ensure that every school effectively regularly implements the after-care strategy.

4. SOCIAL INCLUSION

ATTENDANCE

% attendance in Gwynedd secondary schools in comparison with Wales

In the secondary sector, attendance has increased by +0.5% on the figure for 2015 to 95.1%. Over the same period, there was a national increase from +0.3% to 94.2%. An improvement has also occurred in FSM learners attendance by +0.8% to 91.5% [an increase nationally of +0.5% over the same period to 90.2%]. The gap between FSM/non-FSM has reduced for the fifth consecutive year to 4.0% [reduction 2015>2016 of 0.2% nationally to 4.8%]. As regards the half day sessions lost, Gwynedd is the best performer amongst all the authorities in Wales. Gwynedd's position [4/22] is also positive in schools Distribution according to FSM National benchmark quartiles. No school is in the lower quartile and 50.0% are in the higher quartile.

School	2012/13	2013/14	2014/15	2015/16
Ardudwy	93.21	94.28	94.9	94.56
Brynrefail	94.04	94.29	94.9	95.70
Syr Hugh Owen	91.89	93.48	94.1	94.32
Tryfan	93.4	94.21	94.3	94.83
Dyffryn Ogwen	93.04	94.45	94.6	94.90
Botwnnog	94.58	95.16	94.9	95.06
Glan y Mor	94.11	95.04	95.3	95.24
Tywyn	94.69	95.27	94.9	95.38
Y Gader	93.49	93.86	95.1	95.40
Berwyn	94.23	95.28	95.9	96.24
Moelwyn	94.11	95.01	93.8	95.22
Eifionydd	93.44	94	94.1	95.26
Dyffryn Nantlle	93.74	94.57	95	95.53
Friars	92.31	93.27	94.1	94.61

% attendance of Gwynedd primary schools compared to Wales

In the primary sector, attendance has increased by +0.4% on the figure for 2015 to 95.4% - See spendix 2. Over the same period, a reduction has occurred at a National level of -0.1% to 94.9%. An improvement has also occurred in FSM learners attendance by +0.4% to 93.6% [and a fall at a National level of -0.2% over the same period to 92.7%]. The gap between FSM/non-FSM has remained constant at 2.1% [2.7% nationally]. As regards the half day lost, Gwynedd is in 3rd position amongst all Wales LEAs. The position of Gwynedd [5/22] is also positive as regards schools Distribution according to FSM National benchmark quartiles.

WELFARE SERVICE

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

The following priorities have been specifically focussed upon:

- Primary and Secondary - Aim to ensure that Gwynedd remains amongst the counties that are the best performers as regards pupils attendance.
- Implement an agreed system of targeting attendance of pupils who are persistently absent.
- Use of SIMS at primary schools.
- Introduce Attendance and Punctuality Policy to the primary sector.
- Provide legal guidance for the schools as regards authorizing and recording "family holidays" during school term.
- Provide guidance for schools on attendance codes.

- Prosecution – during the year, the welfare Service prosecuted 5 families for lack of pupil attendance. This led to imposing a fine on the families of up to a maximum of £1,600.

EXCLUSIONS

Secondary

A reduction has occurred in the number of permanent exclusions to 2 during the school year 2015-16. The number of fixed exclusions has increased to 172 and this has led to an increase in the number of days lost to exclusions in the secondary sector.

	Permanent	Fixed
2006-07	27	238
2007-08	14	234
2008-09	2	302
2009-10	11	278
2010-11	8	206
2011-12	14	199
2012-13	4	84
2013-14	4	110
2014-15	3	132
2015-16	2	172

During next year, a new provision will commence to support pupils who have intensive behavioural or emotional problems at key stage 3.

Primary

There were no permanent exclusions during the school year 2015-16. The number of fixed exclusions have increased to 104. The lack of specialist provision is a factor in this increase.

	Fixed	Permanent
2011-2012	32	0
2012-2013	36	0
2013-2014	27	0
2014-2015	83	3
2015-2016	104	0

During next year, a specialist units provision will commence within schools to support the pupils who have the most intensive behavioural and emotional needs.

BEHAVIOURAL SUPPORT

Primary

There are two full-time teachers in the behavioural support service and two assistants who provide an outreach Service under the specialist teachers supervision.

The teachers and assistants work stem from referrals made to the Primary Behaviour Forum. Schools receive a range of support that assists them to include pupils who have behavioural and emotional problems. The assistants work targets the pupils whilst the teachers work supports school staff. A referral, recording and reporting to school system is implemented and is a success.

The Forum requests reports from the relevant agencies on specific aspects of school provision and individual pupils requirements.

Currently, the primary behavioural support 115 pupils.

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

Secondary

Almost £800,00 has been delegated to the secondary schools to maintain the inclusion provision in the secondary schools. A review was held of the secondary schools use of this finance clearly focussing on additional support outcomes. It was observed that almost all the schools had a clear vision of inclusion. The vision focussed on supporting pupils at the schools and within the mainstream provision and this is ensured through providing pupils with alternative opportunities and support.

The significant reduction in temporary and permanent exclusions strongly highlights the good work done by every Secondary school in Gwynedd in the behavioural field. It seems that the inclusion funding has been used to integrate the behavioural support provision to support behaviour in school life.

P25

In response to the need for special provision for those pupils who have completely disengaged from education by or during KS4, the P25 provision was established during Spring term 2016. In collaboration with Ysgol y Moelwyn, provision packs are prepared that aim to allocate up to a maximum of 25 hours for every pupil. Every pupil receives core lessons that target GCSE accreditations. In addition, extended work experience, therapeutic input, sports, youth work and aspects of alternative education form part of the pack.

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

So as to co-ordinate access to the specialist provision, a Forum has been established to prioritize and ensure that appropriate and effective support is provided.

Schools P25

During 2015/16, 39 pupils followed school P25. A number of pupils had a combination of reasons for being referred for the attention of the 25 schools pack. The main reasons for referral was low attendance (79%) and behavioural problems (62%).

Every pupil sat examinations up to GCSE level. The majority also completed level 1 or level 2 qualifications. 24 (64%) of pupils attained TL1 (5 GCSE qualifications A - G). 1 (2.7%) learner achieved TL2 (5 GCSE Qualifications A – C). 29 have gained accreditation in GCSE English with 25 learners achieving GCSE Mathematics. 23 achieved a GCSE Welsh qualification with 10 achieving this through a second language course. 9 gained a GCSE qualification in Science with 12 learners achieving BTEC Level 2 Science.

	Number	%
Welsh GCSE	13	33%
Welsh Second Language GCSE	10	26%
English GCSE	29	74%
English Literature	9	23%
Mathematics	25	64%
Science GCSE	9	23%
Science BTEC	12	31%

In addition to the core subjects, the pupils gained the following GCSE qualifications.

	Number	%
PE	3	8%
Art	8	21%
Geography	2	5%
Design and Technology	7	18%
Health and Care	1	3%
Religious Studies	3	8%
Information Technology	1	3%

Art and Design and Technology were the most popular subjects with 5 learners achieving grade C in Art.

Full P25

There were 12 pupils on the register having been accepted on a full P25. 11 (92%) had been referred following behaviour that would have led to permanent exclusions. 1 pupil was placed on the pack due to attendance problems only.

3 pupils did not sit any examinations. The 3 were former Llwybrau Ni pupils – they did not engage in their education packs. One of these pupils has engaged with the pack this year.

9 (75%) sat GCSE examinations in 3 core subjects.

1 learner (8.3%) achieved TL1. He achieved a grade C in Catering, E in PE and gained a BTEC Science level 2.

	Number	%
Welsh GCSE	8	67%
Welsh as Second Language GCSE	1	8%
English GCSE	7	58%
English Literature	0	0%
Mathematics	8	67%
Science GCSE	0	0%
Science GCSE	1	8%
PE	1	8%
Catering	1	8%

8 (67%) of learners achieved GCSE accreditation in Welsh and Mathematics and 7 (57%) of learners achieved GCSE in English. Only one learner achieved BTEC Level 2 Science qualification.

Only two subjects offered were additional to the core subjects namely PE and Catering. This was offered in collaboration with Ysgol y Moelwyn.

During the time these pupils spent on the pack, no incident of misbehaviour occurred that would have led to a fixed or permanent exclusion.

TRAC

The TRAC scheme provides additional support for pupils who have been identified as being at risk of NEET (not in education/training/work) when leaving education. 151 pupils have received a support pack with 195 new pupils identified to receive support for next year. A programme is co-ordinated by a Key Worker in accordance with the individual's needs.

This scheme is aimed towards learners in years 7-13 who have been identified as being most at risk of losing interest in education. It is a wide ranging pack that includes prevention work, emotional well-being support, health sessions, outdoor activities, opportunities to follow accreditations up to level 2, a framework of providers who can be commissioned to lead on training.

The Service has a target to work towards with a minimum of 480 pupils over a three year period with 72 of them to receive accreditations as a direct consequence of the provision.

Careers Wales is a full partner in the scheme and hold sessions tailored for individuals to prepare them for college work and courses.

Provision is offered for the individual who is on the County's EOTAS register as well as pupils on P25 to ensure that they are not exempted from a provision that they would receive in mainstream education.

A forum was established to receive referrals to the Service and 180 pupils were referred for the attention of the first forum.

These learners have complex needs linked to their social problems, behaviour, educational needs as well as emotional and mental health wellbeing. Through enabling learners to have access to support and provision/tailored alternative programmes, TRAC will re-instil interest and motivate learners, boost learners confidence and self-esteem, and promote learners aspirations to achieve their maximum potential in learning, and thus reduce the risk of becoming NEET.

HOME EDUCATION

The home education Service equates to 1.8 teachers. Home education is provided for pupils of mandatory school age who are not for several reasons, able to attend an appropriate school. One of the teachers co-ordinates the provision.

A home education forum has been established that meets once every half term. All requests for home education is referred for the forum's attention. The home education teacher's careful planning has led to several of the pupils successfully reintegrating into mainstream schools and special schools.

Specific focus is placed on monitoring quality of lessons and strengthening the monitoring arrangements/reviewing the home education provision.

PRIORITIES FOR 2017-18

The next steps:

Welfare Service

- Continue to improve attendance levels
- Target schools considered to be under-performing in attendance.
- Fine-tune the process of prosecuting parents for not ensuring their children's attendance.

Behavioural Support

- Reconcile nature of support in the different areas
- Establish an internal training Group and prioritize time for that.

TRAC

- Provide a programme for the new pupils identified to receive TRAC intervention.
- The entire plan is awaiting an appraisal in order to identify the way forward and the possibility of extending the plan for two years.
- Provide an alternative curriculum for vulnerable pupils/without options KS3 and KS4
- Introduce additional framework providers
- Develop the relationship with Careers Wales to spur economic ambition at Key Stage 3.

ETHNIC MINORITIES ACHIEVEMENT SERVICE (EMAS)

The Service collaborates with Gwynedd schools to support young people for whom English is an additional language to achieve their full potential. The objective is to provide prompt and effective support for schools in order to surmount any problem that may arise due to lack of language and consequently understanding.

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

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

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

There is clear evidence that the team's input has led to some of the children making good progress.

PRIORITIES FOR 2017-18

The next steps:

- Further strengthen the referral method to the service
- Provide training for schools

SAFEGUARDING

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

During 2016-17, the following aspects received specific focus:

- Review the model policies that are available to schools in the child safeguarding and protection field as regards national developments and guidelines for 'safeguarding learners'
- Raise awareness in all aspects of the safeguarding field through training
- Continue to keep Level 1 and 2 Training up to date and thus ensure that protection Training record for Education staff is corporately available
- Raise awareness of CSE impacts on pupils through Level 2 Training
- Ensure that schools purposefully prepare for strategy and core groups meetings.
- Review policies on/arrangements on use of Reasonable Force in schools
- Raise awareness of the effects of Harmful Sexual Behaviour (HSB) on children through Level 2 Training
- Every School to receive a pre-inspection Safeguarding visit.
- Improve collaboration with agencies and services (health, Social Services, Gyda'n Gilydd, Welfare Officers) to discuss, monitor and plan for pupils who do not reach Social Services criteria.
- Monitor and improve the department's practice as regards safeguarding (referrals, annual reports etc)
- Work with Social Services to improve the Department's practice regarding case conferences through monitoring who attends and prepare a report for presentation.

PRIORITIES FOR 2017-18

The next steps:

- Hold an annual audit of safeguarding and governance arrangements within the department and within schools
- Continue to improve individuals and key groups practice, understanding and awareness of this particular field including how to identify signs
- Continue to up-date the training programme to meet annual audit requirements
- Implement work programme in accordance with the annual audit conclusions and recommendations and also consider any improvement opportunities

5. ADDITIONAL LEARNING NEEDS (ALN)

EDUCATIONAL PSYCHOLOGY SERVICE

The Educational Psychology Service collaborates with Gwynedd schools to facilitate an appropriate and reasonable response for young people who experience additional learning difficulties, where these requirements impact the individuals access to the curriculum.

The main priorities in 2016/17 are noted below:

- Reconcile processes for involvement with Specific ALN – relevant standardized measures and assessments established.
- The Service contributes to the ALN and Inclusion Forums process in a key role.
- Close collaboration has developed with other Teams within the Service.
- The Team has been part of development of Neuro-developmental Assessment Pathway (ASA and ADHD).
- Develop Skills within the Team: The Team has received CPD Training in ‘Individual Centred Planning’ and ADOS Assessment.
- National Psychology National documentation contributed towards as part of the development of the Amended ALN Bill.
- Close collaboration with and guidance provided for Mental Health Senior Worker on Secondment from CAMHS service.

During 2017/18, the Service will:

- Review the service allocation arrangements
- Define Service measures in fields other than Specific ALN, collaborating with other teams within the ALN and Inclusion Service where required.
- Develop use of data within the IDP to measure the service’s effectiveness.
- Continue to develop consistency across the Team.
- Provide leadership on developing a training strategy that matches ALN and Inclusion Strategy requirements, and the new legislation.
- Collaborate with both LEAs to establish a data system that is fit for purpose so as to report on the service’s effectiveness.

SPECIALIST TEACHERS SERVICE

Changes have been made to the specialist teachers teams.

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

HEARING IMPAIRMENT

During 2016/17, a Hearing Impairment Forum was held to discuss cases open to the Team.

A Team has participated in a National event organized by a Sensory sub-group to standardize use of NATSIP categories at a national level and this has led to re-categorization, where required.

Definite improvement has occurred in training courses arrangements referring assistants to the correct courses.

A listening and soft skills pack has been completed as well as a training pack for Headteachers and Coordinators.

A regular team meeting is held to share good practices and reconcile.

VISUAL IMPAIRMENT

A service is provided that ensures that blind and partially blind pupils (or who have other visual difficulties) are taught in their local mainstream schools alongside peers of the same ability. In addition, ensure that the pupils (special schools) fully use their sight and therefore substantially enrich their lives.

During 2016/17, a Visual Impairment Forum was held to discuss cases that are open to the Team.

It is intended to formalize the arrangements for receiving new referrals, in the form of an IDP to the Forum rather than directly receive referrals from hospitals to the Team. To facilitate this change, collaboration with Health will be required. It is also intended to make further use of data from IDP to measure the Team's effectiveness.

Like the Hearing Impairment Team, the Team has participated in a National event organized by a Sensory sub-group to standardize use of NATSIP categories nationally and this has led to re-categorization, where required.

COMMUNICATION AND INTERACTION TEAM

There are two teachers equivalent to 1.8 full-time within the language and communication, and autism team. The specialist teachers work is reviewed in the Communication and Interaction Forum once every half term. Much collaboration has developed between the Specialist Teachers who work in the ASE field and the language and communication Field.

The Designated Language Centres continue to provide two days specialist support for pupils who have specific language impairment at 4 primary schools. The units have extended to provide a placement for 12 pupils each for the first time this year in response to the demand at the start of the school year. During October, for the first time, a language, communication and interaction forum was established and for the first time since the provision was established, pupils have left the Centres at the end of the first term.

4 senior language and communication assistants have been appointed to support pupils who leave the Designated Language Centres or the ABC Units at the end of the summer term. The requirements of the pupils who are open to receive this service are reviewed and a turnover of cases is being established.

The Language and Communication Outreach Senior Assistants Team have provided input for approximately 100 pupils during the year and the schools favourably respond to this service.

The entire workforce have attended training in accordance with their CPD requirements during the year.

Now, Gwynedd Communication and Interaction Forum has matured and make effective use of the Admissions and Exiting Criteria. This has also facilitated pupils transfer from the Language Centres so that pupils do not remain in the provision for longer than required, and can re-integrate to the mainstream in a timely manner.

MEDICAL AND PHYSICAL REQUIREMENTS

Two teachers support pupils who have medical and physical needs, ensuring that they receive an equal opportunity and are educated alongside their peers at local schools, and prepared for the opportunities, responsibilities and experiences of adulthood.

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

The Team has facilitated the work of transferring pupils who have received Medical 3* input into Individualized Development Plans through jointly reviewing every case with schools.

An operational link with the Diabetes Nurses has been established, and the nurses have attended the Service Forum.

Increasing collaboration has also been observed with Special Schools to share strategies.

COGNITION AND LEARNING

The Cognition and Learning Team work in partnership with teachers, assistants, parents and other professionals through providing appropriate guidance, resources, advice and training to support pupils who have literacy and/or numeracy difficulties. There is the equivalent of 9 teachers within the service.

At the start of the school year, a cognition and learning forum was held to ensure that the service provision accords with the criteria. The team provides a service for 268 pupils. Several other forums have been held and the figures remain fairly constant.

During next year, training will receive focus and thus alter the service's implementation approach. This will be a step towards trying to achieve a sustainable change within Gwynedd primary schools workforce.

Additional Information

The tables below indicate the number of final statements issued within the statutory 26 week time-table during the school year 2015/16 (National Performance Indicators).

Gwynedd 26 weeks Performance Indicators School Year	13/14	14/15	15/16
Total number of new final statements	85	49	60
Number of final statements within 26 weeks with exemptions	33	14	20
Number of final statements within 26 weeks without exemptions	18	20	13

<i>i.e. within the deadline and no exemptions recorded</i>			
Number of final statements over 26 weeks with exemptions <i>i.e. past the deadline due, or partly due, to external factors</i>	33	15	27
Number of final statements over 26 weeks without exemptions <i>i.e. beyond the deadline and no exemptions recorded (nobody late in presenting their advice from outside agencies and no factors beyond the control of the education department and/or the SEN Joint-committee)</i>	0	1	0
Of the total number of cases for the year, what was the percentage within the 26 weeks, was there an exemption or not?	60%	48.3%	55%
Of the cases where there were no exemptions, what was the percentage of those completed within the 26 weeks? 100% 95%	95%	100%	100%

We produce a statement based on several reports containing medical reports. Those which are 'late with exemption' are so because we have not received some of these reports in time.

Last year, we trialled use of the Individual Development Plan system to provide support for Young children with intensive requirements who were transferring from the ABC Units. Due to the success of this system, the same arrangements were followed this year. This is a flexible approach of providing support for needy individuals in the Early Years, without having to hold a Statutory Assessment.

6. THE STRATEGY FOR TRANSFORMING THE ADDITIONAL LEARNING NEEDS AND INCLUSION FIELD

Gwynedd and Isle of Anglesey Council are currently transforming the provision for ALN pupils. In light of Welsh Government proposed legislative change, and following a consultation period in the past, further work has now been done on developing models/options for the new service.

The Strategy objective is to:

'Ensure that children and young people (between 0 and 25 years old) who have additional learning needs utilize opportunities and gain experiences that have been effectively planned for them, to enable them to progress in accordance with their ability.'

A report was presented to Gwynedd Council Cabinet on 13th September, 2016 and to Isle of Anglesey Council Executive Committee on 19th September, 2016. During the meetings, it was agreed to:

- Adopt a common ALN and Inclusion strategy for Gwynedd and Isle of Anglesey;
- Join in a formal partnership with Isle of Anglesey Council to implement the Strategy and adopt a new governance system that will replace the current SEN Joint-committee;
- Delegate the right to the Head of Education in consultation with the Head of Legal Services and Head of Finance to agree on and complete a formal Agreement with Isle of Anglesey Council for the partnership;
- and likewise, an agreement /Memorandum of Understanding in the interim period to enable us to take action to reach this point.

Having received approval, a formal consultation was held with the workforce affected (October 2016). The workforce provided feedback on the possible strategy and staffing structures.

Operational details were added to the Additional Learning Needs and Inclusion strategy. The aims and objectives of each of the Services were clearly highlighted within the strategy and a detailed staffing structure agreed for implementation. A joint governance model with Isle of Anglesey Council was agreed on. The principles of this strategy continue to include a focus on the early years, establishment of an integrated central team of professionals with specific specializations and implementing a training programme to up-grade the skills of the workforce.

PRIORITIES FOR 2016-17

The next steps :

- Fully implement the Additional Learning Needs and Inclusion Strategy, achieving better outcomes for children and young people at a substantially lower cost
- Implement the re-structuring within the ALN and Inclusion workforce
- Prepare and implement comprehensive training programmes
- Review criteria
- Establish sub-groups to scrutinize the early years, post-16 and Special Schools.

7. THE EARLY YEARS

The LEA's policy is to offer a part-time nursery place for children at their catchment-area school from the September following their third birthday. This is implemented at every school throughout the county except for two [Llanbedr and Dyffryn Ardudwy]; as regards these schools, suitable resources are not available to provide nursery provision. At these places, the LEA, through the Early Years Unit, collaborate with the voluntary organizations, Mudiad Meithrin and Wales Pre-school Sports Groups Association to ensure free nursery places for the children.

The Early Years Unit plan to ensure that the LEA meets the statutory requirement to provide a nursery placement for every child from the term following their 3rd birthday. From September 2016, the nursery education provision is available at 66 locations across the county. The LEA provides a grant for these provisions each term. There are 29 locations in Arfon, 15 in Dwyfor and 22 in Meirionnydd, namely Welsh medium and bilingual LEA maintained locations to address the requirements of providing Nursery Education for the children. All the placements, including those provided by the voluntary organizations, are regularly monitored.

A positive feedback has been received as regards Estyn inspections. On the whole, Standard of provision is scored by Estyn as good – See Appendix 3.

There is a team of support teachers within the Foundation Phase and Flying Start plan. This provides more support for leaders of groups and other placements to meet Foundation Phase and Flying Start framework requirements.

The members of the Early Years Quality Group and Education Department will need to establish a task group during the next phase to work on effective bridging and transfer structures from the nursery to the primary schools to include this in Gwynedd and Isle of Anglesey ALN strategy. There are effective structures to transfer pupils from Flying Start plan with meetings being held every half term in every Flying Start area.

Over the next phase, Gwynedd and Isle of Anglesey Councils will work as a consortium to try and implement the extension from child care to 3 year olds. This will require collaboration and ensure a bilingual standard child care workforce across both Counties by the Early Years Quality Group in the last phase to implement the additional child care.

The principal fields focussed upon during 2016/17 are noted below:

- Placement Training on The Profile – October 2016
- Continue to support the placements on the Profile following the training.
- Cross county collaboration:
 - Jointly plan documents and training on the Profile
 - Jointly plan and provide training on the new planning for the placements,
 - Termly meetings.
- Provide induction and internal training for new staff members within the department
 - new staff newydd visit placements to observe good practice,
 - new staff have been monitored,
 - new staff have been shadowed and joint visits to placements
 - share documents, ALN, Estyn.
 - one of the teachers attends Nursery Registered Inspectors training
 - two members of the team have attended ABC Does course – ‘Effective Outdoor Play in Early Years’
 - the team attended GwE training on Digital Competence at the Foundation Phase.

PRIORITIES FOR 2017-18

The next steps:

- Review list of placements as regards team support.
- Bridging/transfer to the local school.
- Review ALN Early Years arrangements to address the requirements of the new act.
- Use the Profile to progress the children to the next step.
- Review evidence gathering arrangements by the placements i.e. Foundation Phase profile, ALN, attendance etc.
- Collaborate with the Children’s Department to test the 30 hour child care for 3 and 4 year olds. The offer will have to be modeled to accompany the part-time nursery education for 10 hours and collaborate with the 21stC Schools programme
- Implement the further Investment on Early Years Pupils Deprivation Grant
- Review arrangements for Nursery Groups located on school site – well-being, maintenance issues etc.
- Training on ESTYN inspection implications/requirements
- Prioritize inclusion/training on the Digital Competence Framework

8. EDUCATION MODERNIZATION TEAM

The Education Modernization Team develop education provision models that:

- Ensure an excellent learning environment for children and staff in Gwynedd schools
- Improve conditions and circumstances for headteachers to enable them to effectively and efficiently lead and manage schools.
- Ensure best and most effective use of the Education department's budget.
-

The main projects during 2016/17 are noted below:

Ysgol Hafon Lon

Ysgol Hafod Lon, that educates ALN children and young people from the Dwyfor and Meirionnydd areas, was opened after the 2016 Autumn half term holidays. The school was officially opened by Alun Davies Minister for Welsh and Lifelong Learning and Chair of Gwynedd Council, Cllr Eric M Jones on 20 January 2017.

The school that is located at Penrhyndeudraeth provides a place for up to 100 pupils and replaces the former Ysgol Hafod Lon that has served generations of children at Y Ffôr.

The school has been jointly funded to the value of £13 million by Gwynedd Council and the Welsh Government through its Programme to Ensure Education and Schools for the 21stC. The new school plays a crucial role in ensuring specialist provision for ALN pupils provides excellent education for pupils in Meirionnydd and Dwyfor areas of Gwynedd, with 84 pupils already attending the new school.

The new school contains modern classrooms and the latest resources, as well as a hydro therapy pool, therapy rooms, sensory equipment, and outdoor play area and learning facilities as well as a brief respite residential unit. There will also be a garden and café, providing an environment for senior pupils to develop their entrepreneurship and business skills.

Ysgol Bro Idris

The purpose of this project is to establish a Welsh medium All through School for 3-16 year olds in the Ysgol y Gader catchment-area.

It will create better conditions to develop leadership, share resources and improve and reconcile quality of education across the catchment-area. It also involves a substantial capital investment of £4.3 million to improve the learning environment on specific sites in the catchment-area.

A staffing structure for the new school has been agreed and most managerial posts, field headteachers and site heads have been appointed. Appointments will be made to the remaining teaching posts, assistants, administrative, caretaker and support posts during the next few months.

A website has been developed for the new school to communicate the school's establishment stages with beneficiaries.

The new follow-up school will open in September 2017.

Ysgol Glancegin

The purpose of this project is to invest in providing a new building for Ysgol Glancegin that is situated at Maesgeirchen, Bangor. The school's learning environment is unsuitable, as the current buildings have reached the end of their life-span, and are in a very poor condition. In 2015/16, the Welsh Government approved the full business case with a financial package of £5.11 million in place to enable the scheme to be realized.

This new scheme will ensure a modern and appropriate space to improve conditions for teachers and pupils. In addition to this project, it is also intended to explore the possibilities and develop an integrated centre for children and families by the site of the new school. This centre would bring together some of those services that support children and young people on Maesgeirchen estate, and give specific focus to early years and prevention services.

Building work is proceeding, and the new school Building will be ready by the start of the Autumn Term 2017. The LEA is monitoring access to ensure that there will be adequate capacity for the catchment-area.

Y Berwyn catchment-area

The purpose of this project is to create a 3-19 Learning Campus on the current site of Ysgol y Berwyn. The Campus will provide an excellent community site for the area, and play a key role in promoting the Welsh language.

It will lead to an investment of £10.27m in the town of Bala, substantially improving the learning environment for the area's children. The campus will also include community resources such as a library and arts provision, and additional resources to improve the sports provision.

Planning permission has been received for the latest Campus design in June and the contractors started work on the site in July. The new car park has now been completed and the work of demolishing buildings and laying foundations for the leisure block and primary block.

The Bala new 3G pitch was opened on 8th October, and we will be working with schools in the catchment-area over the next few months to ensure full use of the resource.

The time-table for commencing the process of establishing the Shadow Governing Body and appointing a headteacher for the Campus has slipped back following the recent discussion held between Gwynedd Council and St Asaph Diocese officers. In accordance with the Cabinet's decision, who met to discuss the project on 14 February 2017, it was decided to consult the governing bodies of Y Berwyn catchment-area schools on the option to withdraw the option to establish a 3-19 Voluntary Controlled Learning Campus (VC, Church in Wales) in the town of Bala, in accordance with section 55(5) of the 2013 Schools Standards and Organization Act - and return to the Cabinet to report on the consultation outcome and provide recommendations on how to proceed.

PRIORITIES FOR 2017-18

The next steps:

Develop a network of viable schools for the future - achieving this will create better conditions to develop leadership, increase and reconcile educational standards, and improve experiences for children

and young people. There is also a need to plan and model for a future structure, specifically focussing on planning for the next threshold of the Government’s capital projects. Programme projects are detailed below:

- **Bangor Project** – Review primary education at Bangor to ensure future sustainable provision specifically addressing the need for an increase in the demand for places in the Penrhosgarnedd area.
- **Y Gader Catchment-area** – establish a Welsh medium Catchment-area All Through School for 3-16 year olds in the Ysgol y Gader catchment-area, Dolgellau. Complete the Construction work to the value of £4.3million on the sites of Rhydymain, Llanelltyd and Primary Dolgellau. Open Ysgol Bro Idris in September 2017.
- **Ysgol Glancegin** – Complete the construction work to the value of £5.11million. Transfer Ysgol Glancegin and its pupils to the new Building in September 2017.
- **Y Berwyn Catchment-area** – Complete the process of establishing the proposed learning campus shadow governing body, and proceed with the governing body’s work in accordance with the usual processes for establishing a new school. Proceed to complete the construction work to the value of £10.27million

9. LEADERSHIP AND MANAGEMENT

Currently, the quality of education in schools in Gwynedd is very good, but school headteachers and independent education specialists have identified the need to develop new and innovative working methods to ensure that the current success continues. They have clearly stated that there is a significant risk to educational standards in Gwynedd schools over the coming years unless certain changes are made to the current model.

Gwynedd Council Cabinet supported the recommendation to consult with schools and governors on the core principles that will establish the foundations to establish ‘A Fit for Purpose Education System for Gwynedd’.

Gwynedd Council was eager to jointly develop principles with the profession, governors and parents so that we can proceed together. Consequently, a series of drop by sessions were held across Gwynedd during the 2016 Autumn term for governors, parents and the wider community so that they could be part of the process of developing new principles for Gwynedd schools. See below the numbers who attended these sessions:

Session	Numbers who attended	Completed Questionnaires
Dalgylchol	372	321
Aelodau Lleol	18	14

Education Department officers will analyse these questionnaires to further develop the new principles for Gwynedd schools.

During 2016/17, the Education Department’s structures were reviewed creating a new area structure and defining the role of ‘Area Education Officer’ to better co-ordinate the support for schools and the entire support services. The structure of an effective Area Education Offices promotes the ‘Gwynedd

School' model of collaboration, rationalizing and sharing the managerial requirements, releasing headteachers to provide effective leadership.

The Area Education Office's principal task will be on the one hand, to rationalize and share schools managerial, administrative and governance requirements under the leadership of the Business and Services Officer, and, on the other, ensure that the Education Department's strategies for school improvement are effectively implemented and that standards of achievement are higher through channelling support, instructions and challenge at appropriate levels through using the available resources effectively in school, locally and at a county level under the guidance of the Area Education Officer.

PRIORITIES FOR 2017-18

The next steps:

- Implement a leadership development plan that improves upon schools leadership conditions in Gwynedd
- Set a clear direction that will enable teachers to focus on teaching and raising our pupils standards
- Discover ways to lighten schools management and administration burden to enable teachers to mainly focus on learning, and ensure better conditions for headteachers to lead education
- Develop leaders to work across a broader geographical area and take on responsibilities across schools
- Ensure arrangements where the LEA and governing bodies intervene sooner in schools where leadership gives cause for concern
- Ensure a collaborative management structure at a catchment-area and area level that will free up time for headteachers to provide effective leadership.
- Develop managers and prospective managers within services and identify future leaders

10. GOVERNOR SUPPORT

The Governor Support Unit provides support for the Head Teachers, Governors, Governors' Clerks of Gwynedd schools. Support is provided for the School Government constitutional process and for the requirements on the Local Education Authority.

The team's aims and objectives are noted below:

- Assist with the organization of the governor training programme.
- Assist and encourage schools to use the (National) Governing Body Self-evaluation.
- Prepare training resources and correspondence for governors and head teachers.
- Advise and operate as a helpline in governance matters for head teachers and governors.
- Assist governing bodies to fulfil their statutory role.
- Ensure that the minutes of all governing body meetings are monitored and filed electronically and correctly.

- Monitor and ensure the quality of the governing body's minutes.
- Monitor that schools conduct a meeting every term.
- Support the shadow governing bodies of new schools.

During 2016/17:

- Mandatory courses and courses that promote good practice were offered to governors, e.g. courses dealing with redundancy.
- Use of the on-line courses that were established jointly with North Wales Governor Support Officers was encouraged.
- Courses continued to be offered locally to governors as needed.
- It was ensured that the governor database was kept up to date so as to keep a contemporary record of all governors from every school, together with details of their role, DBS and courses.
- The Job Descriptions of Governors' Clerks were adapted for all schools in September 2016. Staff of the Support Unit undertook the role of Governors' Clerk where schools were unable to appoint clerks. Despite this, there is a general shortage of clerks across the county.
- Gwynedd Governors' Association – the Association continues to hold one meeting per term.
- Governors were encouraged to respond to the Consultation on the Reform of School Governance.

PRIORITIES FOR 2017-18

The next steps:

- A computer system to Self-evaluate Governors' work – continue to raise awareness of self-evaluating the work of the governing body using the national template. Every school will need to conduct a self-evaluation and keep it up to date. A planned technological system is needed to run the self-evaluation across the region – Cynnal company is starting to develop the system.
- A computer system to keep a record of the school's managerial Policies and Guidelines – raise awareness of the need for an arrangement to keep a detailed record of which school management policies and guidelines have been adopted by governors – Cynnal company is starting to develop the system.
- Schools Government Regulations Legislation – the new legislation is expected to be published in June 2017. There will be considerable changes to school governance as a result of issuing the new legislation. The work of amending Instruments of Government will take place between 1/12/17 - 1/12/18.
 - It will be necessary to have a system for working with schools in order to facilitate the work of amending the constitution of every governing body in accordance with the new act.
 - It will be necessary to raise the awareness of head teachers, governors' clerks and all governors to changes in the legislation.
- Continue to hold mandatory courses and courses needed by governors.

11. INFRASTRUCTURE AND SUPPORT SERVICES

CONTRACTS AND PAY-ROLL

The Contracts and Pay-roll Unit provide various support work for all schools within the county such as:

- Provide advise and guidance on terms and conditions of service of school staff for headteachers, governors and county officers punctually and to a high standard.
- Process Time-sheets for pay.
- Draw up agreements.
- Carry out criminal checks on all staff members.
- Advise teachers on their pension.
- Process dismissal payments.

The service is provided by 3 Administrative Assistants supervised by a Team Leader. They work as a Team to ensure consistency and follow-up to the Service but also the 3 individuals have a designated Area to provide personal and direct contact.

Once again, it has been a difficult year for the Contracts and Payroll Unit due to instability of staffing. However, the team has collaborated well and have reached a situation where every teaching staff member have received their contract within the appropriate time. By now, every County Assistant have also received their agreements and statement of employment. The Team has also met the monthly payroll deadline.

PRIORITIES FOR 2017-18

The next steps:

- Continue to work as a team and ensure that our staff continue to receive their salaries and contracts correctly and within the deadline.
- Collaborate with the salaries section and 'Ffordd Gwynedd' to proceed with the self-service system.

TRANSPORT

The Transport Team ensure that every pupil who is entitled to Transport receives free Transport and that every pupil/student over 16 years of age places an order for a term ticket in order to travel.

School Transport of a high quality is provided that provides value for money in accordance with the LEA's Transport policy and the Welsh Government Transport guidelines.

During 2016/17:

- A new 16+ Transport policy was introduced (September 2016)
- Token prices for pupils aged 16+ was increased to £100 a term (September 2016)
- A meeting of the 16+ Transport users Forum was held
- A system was established to pay for 16+ tokens in instalments

PRIORITIES FOR 2017-18

The next steps:

- Commence the agreements re-tendering process earlier
- Establish a group to consider Transport applications that fall outside the usual policy

- Organize Transport to all Ysgol Bro Idris sites notifying parents of pupils of the new Transport arrangements for September 2017, before the end of the Summer Term.

CATERING AND CLEANING

The team provides a high quality service that provides value for money and meets our clients requirements.

A consistent standard of catering and cleaning is ensured in every school in accordance with the service level agreement.

Menus are provided that meet Welsh Government Food Bill requirements and which also appeal to our clients and our schools cleaning standard is maintained in compliance with the SLA.

Good features:

- Our menus comply with Welsh Government Food Bill
- Numbers who take meals remains high
- 85% of all kitchens display a 5 Score on the door

PRIORITIES FOR 2017-18

The next steps:

- Ensure that pupil numbers taking meals remains high
- Ensure that schools strive to reduce dinner money arrears
- Achieve cleaning and catering budget financial savings
- Introduce a new system to collect dinner money in Primary Schools
- Appoint catering and cleaning staff to all Ysgol Bro Idris sites
- Open New School at Glancegin

EDUCATION SUPPORT UNIT

The main aims of the service is to support effective administration in the primary schools that stems from the increasing and additional responsibilities since the advent of local management.

It is ensured that headteachers and governors receive adequate guidance and support to achieve the administrative demands on them whilst at the same time ensure that headteachers can focus on the managerial aspects of their posts, and the main Professional duties, namely ensure quality of pupils experiences.

The service provides those elements of school administration that would not be cost effective for the school to provide and should be viewed as a supplementary element to the establishment's general administration. The service is provided by the Schools Service through the Education Support Unit. SIMS Assistants are employed who have been specifically trained to fulfil Service requirements supervised by an Administrative Officer. They work as a Unit to ensure consistency and follow-up for the Service but

also every individual will be allocated a cluster of designated schools to provide personal and direct contact.

Professional translators are employed to provide a bilingual service for the schools so that they meet the Language Policy and the Language Commissioner's requirements.

During 2016/17, the Education Support Unit has implemented the SLA fairly and consistently for every school, through following the work time-table throughout the school year achieving the work time-table targets.

PRIORITIES FOR 2017-18

The next steps:

- Encourage Clerks of Governors/Headteachers to regularly send governance documentation to the Unit.
- That as a department, we adhere to the service level for School fairly and consistently for every School, through following the work time-table throughout the school year.
- Ensure that Headteachers send invoices for regular processing.
- The developments to the return of three Area Offices.
- Gwynedd Posts System Developments – Recruit and Appoint to Schools posts

12. WORKING IN PARTNERSHIP

STRATEGIC PARTNERSHIPS

Public Local Services Board

A new Public Services Board has been established for Gwynedd and Isle of Anglesey areas that will prepare and publish detailed assessments of the communities economic, social, environmental and cultural well-being.

The Board's main responsibility will be to implement the 2015 (Wales) Future Generations Well-being Act that places a statutory duty on public bodies including both local councils, Betsi Cadwaladr University Health Board, Wales Public Health Board, North Wales Fire Service and Cyfoeth Naturiol Cymru to formally collaborate to meet the Act's expectations.

In accordance with Welsh Government expectations the Board prepares and issues a detailed assessment of the economic, social, environmental and cultural well-being of communities in Gwynedd and on the Isle of Anglesey.

Following this, the Board will be expected, over the next few years to prepare and publish a Local Well-being Plan for Gwynedd and the Isle of Anglesey that will set local aims and implementation measures to address these aims and produce annual progress reports.

Flying Start

The Flying Start Scheme has closely collaborated with the Education Department to bridge the Flying Start pupils into the nursery education provision. This early intervention provides children with the best foundations, equipping them to be more prepared for school, working in partnership with the parents, the pupils and several agencies within the early years.

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

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

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

With regard to ALN pupils, the Education Department closely collaborate with the Referral Scheme, Flying Start, Derwen and the Health Board to identify requirements at an early stage. Support for bridging pupils with ALN is planned through various multi-agency panels. The individual profiles provide relevant information for Foundation Phase placements on a child's needs and skills, enabling schools to prepare for the child's next steps in education and addressing any identified requirements.

Isle of Anglesey

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

Post-16 Learning Partnership (Post-16 Consortium)

Gwynedd Council is a strategic partner in a Consortium framework that has a complete overview of post-16 education across the counties of Gwynedd and the Isle of Anglesey. Including Gwynedd, that is a lead partner, there are 3 other full strategy partners namely Isle of Anglesey Council, Grŵp Llandrillo Menai and the area's secondary schools who have a 6th form. This partnership allows high level strategic decisions to be taken on all aspects that impact post-16 education.

As well as ensuring consistency, clear pathways and excellent quality for the learners avoiding any duplication in provision and systems, the framework also allows cost sharing of employing staff to lead on, and administer all the relevant elements.

The Post-16 Consortium is responsible for Welsh Government Star Project scheme, namely strategic collaboration with the post-16 Schools, Grŵp Llandrillo Menai and the Higher Education sector in Wales and beyond, to draw up an activities programme to raise skill levels to apply for the best universities amongst more able post-16 learners of both counties. A Government grant of £50,000 over two years has been obtained for this work.

In addition to the above, since 2015/2016, the Consortium has been responsible for 14-19 Learning Pathways Network that is a programme that is strategically administered across the North Wales counties and which is mainly responsible for NEETs provision and Level 1 and 2 vocational courses.

Young People Engagement Framework

Since 2013, the LEA has moved to establish the Young People Engagement Framework Strategy Group, that draws together Education, Economy, Children and Families departments, the Youth Justice Service, the Accommodating Young People Service to establish co-ordination and accountability arrangements for the young people engagement field. Pre 16 year old Admissions Panel and Post1-6 Engagement Panel have been established in the county that draws representatives from the LEA, the voluntary sector, schools, colleges and the health service together to plan provision for vulnerable young people, who are at greatest risk of becoming disaffected from the educational world, training and/or work. This strategic collaboration has led to improving partners understanding of young people's needs, improve our methods of identifying and tracking young people who are at risk and has strengthened our information sharing protocols to ensure best outcome for the young person. The Strategy Group has also led on targeting European resources for 11-19 TRAC scheme and Ad-Trac for 16-24 year olds to ensure multi-agency interventions to support young people back to education, training or employment.

Gwynedd Council has established and leads the North Wales Young People Engagement Managers Group to share resources and promote collaboration across LEAs in provision commissioning; establish systems and procedures; develop the framework across North Wales. In future, the Group will focus on the framework's post-16 aspects.

New resources have been secured through collaboration across North Wales LEAs. Successful collaboration applications have been prepared for European grants e.g. TRAC 11-19 years, and Communities to Work. There are other collaborative applications awaiting approval namely Ad-TRAC 16-24 years old and North Wales STEM and North West Llwyddo'n Lleol. Both these last schemes are led and co-ordinated by the LEA on behalf of the other partners.

Youth Service

Currently there are:

- 42 youth clubs (2 of them are Derwen Youth Clubs) across the county running courses (Duke of Edinburgh), activities (crafts, sports), projects (gardening scheme, volunteering scheme), trips (fun days to Manchester), events (Awards evening, art festival), gain qualifications and accreditations ennill (first aid, John Muir award).
- 130 youth workers (leaders and assistant leaders) at the clubs so that young people can receive advice and information on health related matters, sex, concerns about growing up, home related matters with a family or school.
- A Youth Bus to visit villages who lack a club

- 5 Youth and Community workers support individuals and smaller groups of young people who are not in education, training or work, or who are at risk of not engaging (schools, community, clubs).
- The Youth Service funds the Urdd, Young Farmers, Scouts and Guides that means that a number of social clubs/ aelwydydd are available for young people to attend at their school and, in their community, to socialize.

Data for school leavers in 2016 shows a substantial reduction in the NEET group (who are not engaged in education, training, employment) approximately 1%. This is very positive and due to outreach work, maintaining contact that the area Youth Workers have done to target the area’s vulnerable young people, and ensuring that there is support in place.

Data is annually issued by the Welsh Government on school pupils pathways. This data as well as rates of job seeker benefits claimants are used as the main indicators for the Engagement Framework in Gwynedd:

Indicator	Gwynedd			
	Summer 2013	Summer 2014	Summer 2015	Summer 2016
Number of young people 16/17 years of age who are not in education, training or employment (data on school pupil pathways used)		1.7%	1.8%	1% (13 young people)

PRIORITIES FOR 2017-18

The next steps:

Post-16 Learning Partnership (Post-16 Consortium)

- There is a need to strengthen the strategic partnership with GwE to ensure consistency in challenging post-16 quality of provision across both counties.
- Collaborate with every partner to ensure curriculum planning of establishments/ area/regional partnership that meets the needs of the local and regional and national economy that is viable and provides best value for money.

13. PLANNING, RESOURCES PROVISION AND JOINT QUALITY ASSURANCE

GwE

The L|E and GwE specifically focus on improving quality of leadership in their business plans. Mandatory training in the leadership and management fields, and in pedagogy and assessments has been provided for headteachers, setting a baseline for expectations for the current school year and beyond.

Education Department

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

Self-evaluation is strongly incorporated in the Education Department's culture. There is a strong focus on accountability and continuous review and a constant emphasis on achieving progress in accordance with priorities. This focus on evaluation and review will lead to significant improvement.

This culture has stemmed from successful practice within the education services. Senior officers must justify underperformance and identify possible risk areas including overspend. Teaching services follow good practice and there are clearly defined lines of accountability.

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

Officers have a good grasp of their responsibility for continuous improvement and accountability for improvement in their fields. Sharing plans and evaluations in a clear manner brings cohesion to teams and drives the strong collaboration that has led to provision of better services and an improvement in school standards and leadership.

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

Post-16 Learning Partnership (Post-16 Consortium)

The Post-16 Education Consortium has and works with every school with post-16 provision to challenge the quality with GwE support.

The Consortium collaborates with Grŵp Llandrillo Menai / Coleg Meirion Dwyfor / Sgiliaith to develop e-teach resources that will promote use of the Welsh language in specific vocational fields.

Young People Engagement Framework

New resources have been secured through collaboration across North Wales LEAs. Successful collaborative applications have been prepared for European grants e.g. TRAC 11-19 years, and Communities to Work. Other collaborative applications are being prepared and await approval namely

Ad-TRAC 16-24 years and STEM North Wales and Llwyddo'n Lleol the North West. Both the lastly named schemes are led and co-ordinated by the LEA on behalf of the other partners.

14. RESOURCES MANAGEMENT

The Council regularly reviews its Financial Strategy and has made reasonable assumptions on several fluctuating factors including likely level of the Revenue Support Grant. As part of this process, the Council has considered the suitability of its reserves and balances. The Council implements effective Financial projection, budget setting and management systems. Fiscal management arrangements are based on detailed monitoring guidelines and arrangements at an officers, staff members and operational staff level.

Efficiency savings plans have been developed in each of the Council's departments. The plans contain clear descriptions of where the savings would be made. Robust procedures have been established to measure and track savings.

Gwynedd comparative expenditure on Schools 2016/17

Gwynedd's funding level is the 5th highest through Wales on a gross basis, and the 4th highest on net basis. Last year, Gwynedd was 4th and 3rd.

Primary:

- Funding per primary pupil in Gwynedd was the 3rd highest throughout Wales on gross basis and the 2nd highest through Wales on net basis. Last year, we were 2nd and highest on the measures respectively.
- Gwynedd pupils:teachers ratio in this sector is the 6th 'best' (i.e. lowest) amongst the 22 LEA's in Wales. This compares with the 3rd lowest last year.
- Within Gwynedd, the profile in individual schools can vary substantially from the county average of £4,600 per pupil (delegated finance). Around 0.4% of our pupils attend schools that receive £9,300 per pupil on average (the smallest schools) whilst around 35% of the pupils attend schools that spend approximately £4,100 per head (schools with over 200 pupils).

Secondary

- On a gross basis, funding per secondary sector pupil in Gwynedd is the 5th highest throughout Wales. Changing to a net basis (which is a fairer comparison, due to the impact of the different post-16 pattern on the gross figures), Gwynedd's position changes to the 7th highest. This is therefore fairly similar to the situation in 2015/16, when we occupied the 6th highest position on gross and net basis.
- However, Gwynedd average class sizes is the 'best' (smallest) throughout Wales.

Special

- Funding per pupil in Gwynedd (schools budget) is the 10th highest throughout Wales on a gross basis, and the 9th highest on a net basis. It occupies the same position as last year on both measures.
- This provides quite a different picture to the Welsh Government statistics, that only looks at the delegated budget (where we are 16th highest).

- There are substantial differences in the nature/scale of the provision and in how expenditure is recorded by councils makes it more difficult to reach definite conclusions about comparative expenditure in this sector.
- Pupil: teacher ratio in Gwynedd is fairly mid-table; the 15th lowest throughout Wales.

Conclusions:

- It is likely that two factors imply that expenditure per pupil vary across Wales - namely population density (that providing schools in an area where the population is more scattered will cost more) and deprivation (that there is a need to spend more on pupils from deprived backgrounds if we are to achieve the same result).
- As regards population density, Gwynedd is the area with the third lowest population density in Wales. As regards deprivation, based on the recognized indicators, Gwynedd is in 18th position.
- We would therefore expect Gwynedd per capita expenditure to be somewhere between 3rd and 18th position in Wales.
- Therefore on this basis, it appears that our expenditure level in the primary sector is at the upper end of the expected range or is slightly above that.
- As regards the secondary sector, our comparative position is similar to last year and remains fairly high within the range that we would expect.
- The comparative position of our special schools appears to be quite central in Wales (it is less clear how much comparative impact lack of density of population and deprivation has on the need to spend in this sector).

PRIORITIES FOR 2016-17

The next steps:

- Achieve savings plans/cuts including organization of schools
- Training for schools