



# Annual Report

## Education Department



## **EDUCATION ANNUAL REPORT 2018-19**

### **CONTENTS**

- 1. CONTEXT**
- 2. THE WELSH LANGUAGE**
- 3. ADDITIONAL LEARNING NEEDS AND INCLUSION**
- 4. SAFEGUARDING**
- 5. EARLY YEARS**
- 6. EDUCATION MODERNISATION TEAM**
- 7. GWYNEDD AND ISLE OF ANGLESEY POST-16 EDUCATION CONSORTIUM**
- 8. TRAC**
- 9. LEADERSHIP**
- 10. DATA UNIT**
- 11. SCHOOL GOVERNANCE SUPPORT SERVICE**
- 12. CONTRACTS AND PERSONNEL UNIT**
- 13. CATERING AND CLEANING UNIT**
- 14. TRANSPORT**

## CONTEXT

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

**PURPOSE:** *Promote the achievement and well-being of Gwynedd's children and young people by ensuring effective governance, leadership and management of our schools.*

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

## WHAT DOES THE DEPARTMENT DO?

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

There are 83 primary schools, 13 secondary schools, 1 All-through School, 1 Lifelong Learning School and two Special Schools in Gwynedd.

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

## THE WELSH LANGUAGE

## **WELSH IN EDUCATION STRATEGIC PLAN**

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

- Welsh-medium Education Strategy
- Cymraeg 2050
- Education in Wales: Our Nation's Mission (Action Plan 2017-21)
- The Welsh Language in Education: Action Plan 2017-21
- Welsh Language Promotion Plan for Gwynedd 2018-23

### **Good features**

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

### **PRIORITIES FOR THE NEXT PERIOD:**

- Preparing the Welsh in Education Strategic Plan consultation document in order to meet the requirements of the new Regulations which came into force on 1 January 2020.
- Reinforce the principles and methodology of Welsh immersion in the Foundation Phase
- Continue to ensure effective transition between KS2 and KS3
- Give specific attention to language medium in KS4
- Continue to support the workforce of our secondary schools to develop their Welsh language skills and confidence.

## **GWYNEDD AND ANGLESEY HUB LANGUAGE CHARTER**

The action plans and self-assessments documents were revised to:

- Support the principles of the new curriculum, the four core purposes and the requirements of Successful Futures
- Record and define growth in an effective and manageable way
- Form exemplary action plans to inspire ideas to collaborate within catchments and support schools to fulfil the aim
- Meetings were held with Language Co-ordinators in each catchment to give guidance and distribute the most recent documents and resources
- Every school (apart from 2) completed the gwe iaith data in September 2018, and again in the summer term of 2019 so as to measure the growth in the use of Welsh within the school year.
- Every school (on the catchment meeting level) received support to create their action plans in response to the Language Charter

- A number of activities were held on an individual school level as well as in collaboration within the catchment to share good practice.
- 75 evaluations were received and responses were given to the actions identified giving guidance to schools which next steps they should implement.
- Validation visits were held with a third of the schools, and meetings were held to moderate the work.
- 42 schools withheld their gold level standard, whilst 31 schools were awarded the silver level standard.

#### **PRIORITIES FOR THE NEXT PERIOD:**

- Discussions have been held with Language Co-ordinators and feedback given on the contents of the validation of every school and the next steps agreed for the year 2019-20
- HWB Google Classrooms Language Charter Catchment platforms have been created to facilitate sharing resources, documents and good practice.
- Language Psychology Training and ways of encouraging pupils to use Welsh will be held.

#### **STRATEGAETH IAITH UWCHRADD**

##### **SECONDARY SECTOR LANGUAGE STRATEGY**

The vision contained within the Secondary Sector Language Strategy is to ensure a system of secondary schools in the County which promotes the Welsh language in all aspects of their work. The purpose of the Strategy is to ensure continuity and progression in terms of the success of the Primary Schools Language Charter, thereby promoting the social use of Welsh among children and young people and to develop it as an effective medium for all aspects of a school's life and work.

##### **Good features**

- Pupils in years 7, 8 and 9 now complete the Language Web every term in order to measure their social and curricular use of Welsh, and schools employ the data as a basis for their implementation targets.
- Every school has developed individual action plans and identified areas for further development in response to the principles contained within the Language Strategy.
- Every School Council/Language Council plans and undertakes activities funded by the LPSP along with other activities throughout the year.
- A review of the language medium in which subjects are taught in Secondary Schools in Key Stages 3 and 4 and post-16 has been completed, and conclusions will be presented soon.
- A joint pilot project is being undertaken with Ysgol Bro Idris in order to look into pupils' language tendencies as they progress from Key Stage 2 to Key Stage 3.
- Pupils in the schools have collaborated in producing a video to promote the benefits of bilingual education, and Language Coordinator representatives have been working with the Strategy Coordinator to create resources to support this.

#### **PRIORITIES FOR THE NEXT PERIOD:**

- Continue to offer support to enable every secondary school to implement the main priorities of the Language Strategy and to revisit their individual action plans.
- Make meaningful use of the results of the subject language medium questionnaire in order to ensure consistency of provision throughout the County.

- Ensure that the Workforce’s language skills are developed and monitored in accordance with the results of the Language Skills Survey held in the Autumn. Implement Action Plan to support the Ysgol Friars workforce to develop their Welsh language skills.
- Cascade key messages from the Language Psychology Training held with all the schools.
- Ensure that training needs are met e.g. Proficiency Training.
- Ensure that key messages are cascaded effectively across all clusters in the County.
- Hold focus groups with a sample of schools in order to hear the Voice of the Learners in considering the further development of the Language Strategy.

## **GWYNEDD LANGUAGE CENTRES**

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

Good features

- The table below shows the number of learners who attended the Language Centres in 2018-19:

<b>TERM</b>	<b>Dolgellau</b>	<b>Llangybi</b>	<b>Maesincla</b>	<b>Penrhyn</b>	<b>Total</b>	<b>Uwchradd</b>
<b>CAPACITY</b>	<b>8</b>	<b>16</b>	<b>16</b>	<b>16</b>		
Spring 2018	7	14	15	11	47	15
Summer 2018	7	8	16	14	45	14
Autumn 2018	8	11	16	16	51	15
<b>2018 Total</b>	<b>22</b>	<b>33</b>	<b>47</b>	<b>41</b>	<b>143</b>	<b>44</b>
Spring 2019	9	8	11	16	44	9
Summer 2019	3	7	13	17	40	11

- During the year, consultation was undertaken with staff on restructuring due to a nationwide reduction in the Education Improvement Grant with which the Language Centres are funded. A report was submitted to the Gwynedd Council Cabinet on 2 April 2019, which led to the following resolution:
  - To implement a teacher and assistant staffing structure pilot, increasing the teacher: pupil ratio at one Language Centre for a year, and to monitor it closely to identify whether it affects the quality of the education and the children's attainment.
  - To remove the TLR allowance for teachers at every Language Centre, and incorporate the after-care as a part of the core provision of the Language Centres, thus abolishing the existing after-care post.
  - In order to buy time to consider the findings of the pilot, to approve bridging funding to address the continued deficit after implementing (ii) above, until the findings of the pilot are known.

## **PRIORITIES FOR THE NEXT PERIOD**

- To pilot a teacher and assistant staffing structure within one Language Centre.
- To plan and implement after-care provision as part of the core provision in every primary Language Centre.
- Continue to develop the website for the Language Centres.
- Following implementation of the performance management arrangements, support staff to take advantage of appropriate training and secure continuous professional development opportunities.
- Revisit the Language Centres' admission procedures.

## **ADDITIONAL LEARNING NEEDS AND INCLUSION**

The Additional Learning Needs and Inclusion Integrated Service, provided on a joint basis with Isle of Anglesey County Council, has been operational since September 2017. The purpose of the service is to:

- identify problems / needs early on in the child's life and ensure appropriate intervention;
- ensure early intervention when problems emerge;
- work in a more integrated and multi-agency manner, sharing information and undertaking joint planning for the provision;
- ensure that the skills and understanding of the workforce are developed continuously;
- ensure better and more organised communication with children, young people and their families.

Good features:

- An electronic Individual Development Plan System developed by Cynnal is now being used by all schools, following a successful pilot period. The system facilitates the work of schools and the service significantly.
- The Nurturing Schools project is still operational and demonstrates positive results within the secondary and primary sectors.
- The Phase 2 work of the Strategic Review making good progress and continuing to ensure that Gwynedd is ready for the new ALN legislation in September 2020. The Authority continues to innovate with its preparations.
- The Training Strategy of the service has been finalised, and training is being provided. This has now become an integral part of every team's functions.
- Use of TOMs (Therapy Outcome Measures) is being extended further in order to enable reporting on children's progress on a wider level, as holistic methods are required to show the progress of children and young people with ALN.
- Arrangements for monitoring ALN provision and use of resources are in place as part of work to rationalise the use of ALN Integration Funding. This, in combination with input from the ALN&I Service and the detailed Moderation Panel process, has led to a rationalisation in the demand for ALN funding. This is also part of the ongoing Phase 2 work.
- The number of tribunals remains very low, with tribunals involving provision within Gwynedd schools leading to favourable outcomes for the Authority (i.e. confirming that appropriate provision is in place).
- Schools' inclusivity indicators continue to highlight that Gwynedd schools are especially inclusive – exclusion rates, the number of pupils who receive alternative provision and the numbers being home-schooled voluntarily, and attendance, all paint a very inclusive picture in comparison with nationwide figures.

### **PRIORITIES FOR THE NEXT PERIOD:**

- As the Government has published the Draft Code of Practice for implementing the ALN Legislation from September 2021, we will be focusing on:
  - The quality of Individual Development Plans, and ensuring that the child is central to the process.
  - Consistency in School provision, and the role of the ALN Co-ordinator.
  - Strengthen and streamline the provision paths at 0-3 and 16-25 years.
- Services will also continue to prioritise:

- Training Strategy for Schools and staff - upskilling in preparation for the new legislation
- Progress tracking methods and the effectiveness of interventions within the online IDP.
- Strengthen the behavioural support provision in the secondary sector.

## **SAFEGUARDING**

### **Purpose**

Safeguard the well-being of children and young people.

### **Good features**

- Schools in Gwynedd have received a comprehensive and up-to-date safeguarding pack which includes examples of good practice, ready-to-use templates and policies.
- Have ensured attendance at every Part 4 meeting, where allegations had been made against staff in Gwynedd schools.
- Level 2 training has been provided on a monthly basis throughout the year. Level 1 training has been provided to all school staff, presented by the schools' designated child protection officers.
- Training on taking positive action in response to inappropriate sexualised behaviour was provided in primary and secondary schools in November 2018.
- Collaboration with Social Services to improve the Department's practice in relation to case conferences.

### **PRIORITIES FOR THE NEXT PERIOD:**

- To compile the annual safeguarding report in a more expedient manner, ensuring responses from every school in Gwynedd.
- To review our training package in response to the new guidelines on safeguarding children in education.
- To establish a system of annual quality assurance visits to monitor safeguarding arrangements in every school in Gwynedd.

## **EARLY YEARS**

The Early Years Unit plans to ensure the Authority fulfils the statutory requirement of securing a nursery place for every child from the term after his/her third birthday. From September 2019, nursery education provision is being offered at 61 settings across the county (one of which is temporarily closed at present). All settings have now enlisted with Mudiad Meithrin and are monitored regularly.

### **Good features:**

- Foundation Phase Support Teachers have delivered training to all settings on:
  - Homelink bags – physical literacy
  - Foundation Phase principles, planning, assessment, the Profile and self-evaluation (new Leaders)
  - Foundation Phase principles, planning, assessment, the Profile and self-evaluation (Assistants – optional)
  - Senior teachers have attended Ffordd Gwynedd training
- The Early Years ALN Coordinator has delivered training to all settings on:
  - ALN&I (the impending code)
- All settings that have been subject to joint inspections (CIW/Estyn) since January 2019 received a Good report for each theme, with the content of some reports pointing to aspects of excellence.
- Pilot settings in Bangor have begun to create One Page Profiles for every child
- Other settings throughout Gwynedd are beginning to create One Page Profiles.
- Teaching Advisors took part in a workshop to present effective resources for supporting the needs of young children in all settings.
- Teaching consultants attended a day-long presentation on the Curriculum for Wales – a Curriculum for Life.
- New settings established for Maesywaen, Cylch Meithrin Y Bala and Cylch Llanllechid.
- Good practice continues to be shared between Flying Start teachers and teachers in the Foundation Phase
- A Senior Foundation Phase Teacher has inspected another setting, and will inspect a further two before the end of the academic year.
- The team has shared duties and areas of expertise and this will begin to take root in the next period.
- Ten settings have committed to working on the Mudiad Meithrin Crossing the Rubicon scheme.
- Most settings now make use of the revised planning and assessment sheets.

### **Priorities for the next period:**

- Further developing the team's areas of expertise.
- Begin to prepare settings for the introduction of the Curriculum for Wales – a Curriculum for Life by introducing the terminology of the four purposes
- Introduce the 'enabling steps' in the spring when the document will have been published.
- Continue to provide settings with updates on the Additional Learning Needs and Education Tribunal (Wales) Act 2018

## **EDUCATION MODERNISATION TEAM**

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

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

- contribute towards realising the aims of education principles which are fit for purpose to ensure a viable secondary school system, increased non-contact time for primary headteachers and that no more than two age ranges are included within the same class in the primary sector.
- implement the consultation process with parents, staff, governors and stakeholders which complies with the requirements of the statutory process, and which communicates clearly;
- implement an effective system to communicate with relevant Council departments, to monitor and evaluate activities;
- deliver the aims of the Programme to ensure a leadership environment which provides sufficient time for headteachers to lead, the best possible learning environment and quality of buildings for children, a reasonable travelling distance for children and a more effective management of educational resources, including reducing the cost per head in order to ensure the best value for money;
- ensure progress to complete the building work and establish schools which are part of the first financial Band;
- complete background work and update core data to be able to provide the necessary information to senior officers in order to respond proactively to situations as they arise.

## **PRIORITIES FOR THE NEXT PERIOD:**

- Complete the aims of the Bangor project, which includes an investment worth £12.7 million. The new building at Ysgol y Garnedd will open in September 2020 increasing the school's capacity to 420 and offering a place for pupils in Coedmawr and Glanadda schools, subject to parental choice. Work will begin during the year to increase the capacity of Ysgol y Faenol to 315 and improve the suitability and condition of the building, whilst also taking advantage of the opportunity to improve community resources. It is expected that the work will be completed by September 2021.
- Following the decision to adopt education principles, which are fit for purpose, assist the work of the Education Department to realise the vision to develop the system to ensure a high quality education for the children and young people of Gwynedd for the twenty first century.

- Depending on the Cabinet's decision, to arrange local discussions with post-16 education stakeholders to ensure fairness and strong support for all young people in the county to enable them to succeed and realise their potential.
- Following the Cabinet's decision in April 2019 to open discussions on the future of education in the Cricieth area, a series of local meetings have been held to explore the building of a new school in Cricieth. It is anticipated that a further report will be prepared for the Cabinet to outline the results of activities to identify the best option for any development.
- Continue to progress a Band B project to improve the condition and suitability of 30 school buildings in the County, with the first tranche of the project now operational, and continue to develop future annual proposals.
- Ensure the submission of successful business cases to the Welsh Government to attract matched funding for projects included in Band B.
- Collaborate with relevant departments to prepare additional applications to attract money for early years and community elements.
- Undertake processes to monitor that the project benefits have been realised and to assess whether they have been completed successfully. There will be a need to ensure that all necessary procedures are in place to monitor benefits and that they are monitored continuously.

## **GWYNEDD AND ANGLESEY POST-16 EDUCATION CONSORTIUM**

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

The work of the Consortium encompasses:

- Facilitating a network of good quality post-16 provision and courses at learning settings throughout the Consortium area
- Facilitating transport for the courses
- Managing and co-ordinating the 14-19 network for Gwynedd and Anglesey
- Leading on the Seren scheme to extend experiences for the most able and talented learners in the post-16 cohort and also KS3 on behalf of both Authorities
- Facilitating a professional group of sixth form heads
- Promoting and contributing strategically to the work of STEM Gogledd
- Collaborating with the North Wales Economic Ambition Board in order to identify career paths both locally and throughout the region.

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

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

## TRAC SCHEME

### Purpose

TRAC is a project across the six counties of North Wales. It aims to prevent vulnerable children and young people from disengaging in education and by doing so reduce the likelihood that they will be inactive and unemployed in the future. It is a European-funded project with a total value of £39.6m across the region. The project has been in operation since September 2015 and will end on 31 July 2022.

It is coordinated by Denbighshire County Council, and here in Gwynedd it is led by the Education Department's Additional Learning Needs and Inclusion Service. The total value of the project in Gwynedd is £4.6m (£3.3m of which is European funding, with the Council contributing officer time equivalent to £1.3m) and we aim to support at least 1,340 children and young people during the lifetime of the project.

### Good features

- 15 members of staff employed (through grant funding) to support vulnerable pupils by providing a range of interventions which complement, *but do not duplicate*, the mainstream education provision, focusing on raising the aspirations of children and young people referred to the project and supporting them to reconnect with their education.
- Being creative in our provision and 'thinking outside the box' in terms of how barriers which prevent all pupils from engaging with their education may be overcome.
- Developing a provision that is unique to the individual and is pupil-focused.
- Able to develop and build effective relationships with the pupils.
- Being consistent, transparent and patient; usually the children and young people we work with have a range of complex challenges in their lives that may impair our ability to succeed.
- Support the provision pupils receive from various agencies (such as the Children's Department, Children and Young People Mental Health Service etc.)
- Intensive support over a specific period to support vulnerable pupils in Year 6 for successful transition to Secondary (in operation since Autumn 2019).
- Working with others to identify the support required by TRAC (and others) to make a real difference to a pupil's future prospects.

### Results

- As of the end of January 2020, over 757 pupils have been supported by TRAC Gwynedd. A range of results have been achieved, such as moving on to work or training, improving attendance and behaviour, and support for young people with severe mental health problems.
- During the 2018/19 academic year:

- Pupils supported (Years 7 to 11):	222
- Pupils leaving the project with reduced likelihood of being inactive (not in education, employment or training):	98
- Year 11 pupils moving on to further education:	64
- Pupils progressing to further education still in need of support	8

### PRIORITIES FOR THE NEXT PERIOD:

- Continue to provide for and support the vulnerable pupils identified by the project
- Develop the Agored Cymru centre in order to create new qualifications and reward attainment
- To be proactive in terms of promoting the work being accomplished
- Plan for an exit strategy for the project, by establishing a sustainable model for transferring the provision to other services within the Education Department.

- Undertake mapping of the TRAC legacy and how the Department may continue to implement this model by mainstreaming into established services
- Identify a methodology to evaluate the project's local impact as a basis for preparing a business case for a possible successor scheme.

## **LEADERSHIP**

### **Purpose**

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

### **Positive features**

- A particular emphasis is being placed on securing a system which is planned and developed to ensure appropriate leaders at all levels.
- A particular emphasis is being placed on ensuring a consistency in the best experiences and opportunities for Gwynedd pupils.
- A particular emphasis is being placed on ensuring that existing leaders are developed using effective methods.
- A particular emphasis is being placed on ensuring that specific conditions enable leaders to thrive.

### **Middle Leadership Programme**

The one-year development programme provides professional learning opportunities for middle leaders throughout Wales. It is a national programme that is provided by regional consortia, and is endorsed by the National Academy for Educational Leadership, with the opportunity for accreditation in partnership with the University of Wales Trinity St David and Bangor University. The programme promotes highly effective leadership by way of self-evaluation and reflection, and by investigating the relationship between leadership, successful schools and the wider community. Through this programme and as part of the professional learning continuum, participants will:

- develop their understanding of the role
- further develop their understanding of the national reform agenda
- develop their practice in accordance with formal leadership standards
- prepare for effective engagement with bespoke elements of specialist knowledge and skills; AOLEs, ALN, Welsh, faith schools, small schools etc.

### **NPQH Programme (National Professional Qualification for Headship)**

All future NPQH candidates will be expected to complete this programme.

This national programme is provided by the regional consortia and their partners, including Local Authorities and Higher Education establishments. The programme has been endorsed by the National Academy for Educational Leadership, with the opportunity for accreditation in partnership with the University of Wales Trinity St David and Bangor University. All future NPQH candidates will be expected to complete this programme.

The programme promotes highly effective leadership by way of self-evaluation and reflection, and by investigating the relationship between leadership, successful schools and the wider community. It will ensure equity of access for practitioners throughout Wales, and increase the number of high-quality candidates for headship positions in schools.

Participants will undertake enrichment activities which will build on their experiences, in order to foster:

- their understanding of an effective head teacher's role
- their skills and attributes by self-evaluating against the Professional Standards for Teaching and Leadership
- their understanding and ability to apply a range of leadership skills in an effective manner
- their collaboration skills by way of effective participation in peer networks
- their knowledge and skills for developing their schools as learning organisations and ensure the success of the national reform agenda.

The Authority, in collaboration with GwE, is also planning to implement relevant training arrangements to support the career development of future leaders, and to promote the professional development of existing leaders in our schools. As part of the work of this project, a commission will be agreed to ensure that the delivery of GwE's offer is specifically tailored to meet Gwynedd's needs. This will allow individuals to have all the support needed to enable them to become successful leaders and to establish a robust basis for the education system to the future.

#### **PRIORITIES FOR THE NEXT PERIOD**

- Ensure that there is appropriate integration between this leadership development plan and the principles adopted by the Cabinet, to ensure that we have suitable arrangements which develop and identify leaders for our existing system and for the future.
- Following the identification of challenges facing leaders relating to the planning of delivery in secondary schools in the Meirionnydd Area as an initial work stream of the Leadership Project, the Education Department is continuing to work collaboratively with stakeholders to ensure opportunities which support and strengthen possible existing arrangements.

## **EDUCATION DATA UNIT**

### **Purpose**

The purpose of the Gwynedd and Anglesey Education Data Unit is to support the Education Department through the provision of high-quality education data infrastructure.

### **Good features:**

- Further developments to the online IDP system have been completed in order to ensure compliance with the Code of Practice. In addition, all schools in Gwynedd and Anglesey (Primary and Secondary) have been live on the system since September 2019.  
Demonstration of the online IDP system to other Authorities
- Provision of data for the 'Supporting the Well-being of People' corporate project
- Supporting the Schools Business Centre and the Education Contracts and Personnel Unit to meet PLASC requirements
- Ensure the quality of primary and secondary attendance returns for Welsh Government.
- Schools now receive far more regular updates of applications for admission
- Provision of data in response to the requirements of the Welsh in Education Strategic Plan. (Gwynedd and Anglesey)
- Provision and presentation of data in response to an Estyn Report on children on the school register in Year 10 not completing their education at any point in year 11
- Analysis and presentation of Gwynedd Schools' 'A' level data
- A project has been launched to improve the quality and consistency of data in the ONE system – work accomplished thus far: FSM in Anglesey Primary Schools, 50% FSM in Gwynedd Primary Schools. Information held on Looked After Children in Anglesey Schools is now consistent with the Children's Services information systems, and a request has been sent to the Gwynedd Children's Services for the same type of information.

### **PRIORITIES FOR 2019-20**

- Continue to develop, embed and support the IDP system
- Transforming the on-line access system and processes as well as improving the customer care element of the process
- Enhanced use of software to provide reports
- Assessment of the ALN&I Service's information sources

## **SCHOOL GOVERNANCE SUPPORT SERVICE**

The purpose of the School Governance Support Service is to:

- Provide support and guidance for headteachers, governors, clerks of governors and Gwynedd schools
- Deliver a training programme for governors
- Prepare training materials/good practices and correspondence for governors and headteachers
- Support Shadow Governing Bodies of new schools

### **Good features:**

- The ability to offer regular mandatory courses throughout the year and courses that encourage good practices for governors, e.g, courses to deal with Excess, along with the development of on-line mandatory courses on a joint basis with other north Wales counties;
- Offering assistance and support to Governing Bodies and their schools as required;
- Upgrading the Governors' Database continuously so that a record can be kept of every governor in all schools updated along with their details, roles, DBS and courses. Work has been done to ensure that the database complies with the requirements of the latest Data Protection legislation, GDPR 2018.
- Continue to improve the quality of governors' work to challenge headteachers so that they understand the meaning of data and understand the real situation of standards in a school
- Developing the role of governors to take on a more strategic role in meetings, encouraging governors to self-evaluate their work and promoting the use of the national self-evaluation procedure.

### **PRIORITIES FOR THE NEXT PERIOD:**

- Consult with Governors in order to revise the training programme;
- Assisting Governing Bodies in the performance of their statutory functions, and advise and serve as a helpline on governance matters for head teachers and governors, including the excess process, complaints etc.;
- Upgrading the Governors' Database system and collaborating with IT to promote self-service for the Database so that the Authority's governing clerks can directly input information.
- Collaborating with the ICT department in establishing a section for Governors on HWB (WG)
- Continuing to support the Shadow Body of Ysgol Godre'r Berwyn until such time that the Body is incorporated during the Autumn Term, and collaborating with the Gwynedd Schools Modernisation Team as required.
- Rationalising the list of School Policies;
- Reviewing the excess process and ensuring a greater understanding among Head teachers and Governors.

## **CONTRACTS AND PERSONNEL UNIT**

### **Purpose**

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

### **Good features:**

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

### **Priorities for the next period:**

- Update and revise the list of supply teachers on the ONE system in order to devise an app through which schools may 'hire' supply teachers.
- Move to an electronic method of storing staff members' personal files.
- Continue to encourage head teachers to ensure that all teaching staff and Learning Support Assistants are registered with the Education Workforce Council and have completed the DBS process prior to commencing their posts in school.
- Collaborate with the Human Resources unit on creating an electronic statement for Teachers.

## **CATERING AND CLEANING SERVICE**

### **Purpose**

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

### **Good features:**

- The lunchtime menu for primary and special schools complies with the 'Healthy Eating in Schools (Nutritional Standards and Requirements) (Wales) Regulations 2013'
- The lunchtime menu of Secondary schools is being worked up towards compliance with the 'Healthy Eating in Schools (Nutritional Standards and Requirements) (Wales) Regulations 2013'
- Tasting/nutrition sessions are held in schools to encourage more pupils to eat school dinners
- Parents who provide lunchboxes for their children are asked if they would like a school dinner on some days of the week
- Thematic lunches are offered to schools on a regular basis
- An on-line payment system for parents makes it easier to pay for different school services such as school dinners, trips, instrument lessons etc.
- Every school which has a nursery group implementing the 30 hour childcare plan can offer a school dinner as part of the provision.
- Keeping schools clean and safe
- Leading on the SHEP (Summer Holidays Enhancement Programme) plan
- Encouraging Secondary Schools to become cash-free by introducing a cashless school dinner system
- Discontinuing the use of plastic 1/3 pint milk bottles in primary schools in favour of pouring milk into cups, which has reduced plastic use by 67%
- Collaborating with secondary school kitchens to reduce plastic use

### **PRIORITIES FOR THE NEXT PERIOD**

- Provide a different lunchtime menu for primary and special schools for the Summer terms which will comply with the 'Healthy Eating in Schools (Nutritional Standards and Requirements) (Wales) Regulations 2013'
- Cooperate with schools to enable them to become completely cashless
- Continue to encourage parents to choose school dinners for their children
- Assist schools to reduce the school dinners debt levels of parents
- Act on providing packed lunches for school trips
- Review the demand for breakfast club provision in primary schools

## **TRANSPORT**

To arrange transport for Gwynedd pupils to educational establishments, thereby providing them with access to education in order to fulfil their potential.

### **Good features:**

- Transport is arranged for all qualifying pupils
- Transport is arranged for post-16 students
- The ability to purchase a post-16 travel pass by direct debit
- The post-16 user form meets twice a year
- The Gwynedd Transport Policy complies with the 'Learner Travel (Wales) Measure 2008'

### **PRIORITIES FOR THE NEXT PERIOD**

- Look at the transport retendering process.
- Extend the post-16 travel pass to include students over 19
- To seek clarification from the ALN & Inclusion Service as to who is entitled to transport under the existing transport policy.