

# Performance of the Education Department

**81**

Indicators



**59**

Amount of Green

**72.84%**

% Green

**19**

Amount of Amber

**23.46%**

% Amber

**3**

Amount of Red

**3.70%**

% Red

*"Promoting the achievement and wellbeing of Gwynedd's children and young people by ensuring effective governance, leadership and management of our schools"*

# Acronyms

<b>FSM</b>	<b>Free School Meals</b>
<b>PLASC</b>	<b>Pupil Level Annual School Census</b>
<b>CLA</b>	<b>Children Looked After</b>
<b>PEP</b>	<b>Personal Education Plan</b>
<b>SMART</b>	<b>Specific, Measurable, Achievable, Realistic, and Time-Bound</b>
<b>DBS</b>	<b>Disclosure &amp; Barring Service</b>
<b>ALN</b>	<b>Additional Learning Needs</b>
<b>CQB</b>	<b>County Quality Board</b>
<b>LA</b>	<b>Local Authority</b>
<b>IDP</b>	<b>Individual Development Plan</b>
<b>WESP</b>	<b>Welsh in Education Strategic Plan</b>
<b>WEMWBS</b>	<b>Warwick-Edinburgh Mental Wellbeing Scale</b>
<b>VAWDASV</b>	<b>Violence Against Women, Domestic Abuse and Sexual Violence</b>



*"Promoting the achievement and wellbeing of Gwynedd's children and young people by ensuring effective governance, leadership and management of our schools"*

# Education Indicators

## Catering

% of Gwynedd primary school learners taking advantage of free school meals offer

82

## Catering

% of Gwynedd school learners who are satisfied with the quality of school lunches

65

## Catering

% of eligible schools (schools with 16% or more FSM) participating in the Food and Fun programme

27

## Catering

% of School Food Hygiene and Standards Audit reports rated 5

89

## Business Support

% of invoices processed within 7 days (5 working days) of receipt

98

## Business Support

% of schools (out of those surveyed) that were satisfied with Business Centre support

100

## Education Transport

Number of transport complaints

9

## Safeguarding

% difference between the attendance of Children Looked After (CLA) and not looked after

0.08

## Safeguarding

% of scrutinised Personal Education Plans containing suitable educational targets

88

## Safeguarding

% of Department of Education staff with a current DBS check (out of required staff)

100

## Safeguarding

% of school staff with a current DBS check

99.31

## Safeguarding

% of schools that have received a monitoring visit and are in good or better compliance with the Safeguarding requirements

100

## Safeguarding

Number of days Children Looked After have been out of education in an academic year

45

# Education Indicators

## Governors

% of governors (who have responded to the training evaluation process) who feel more confident after training

86

## Governors

% of new Chairs of Governing Bodies attending training for Chairs (Chairs new to the role during the current academic year)

95

## Governors

% of governors attending induction training

77

## Modernisation

% of capital projects progressing as expected

90

## Modernisation

% of non-capital projects progressing as expected

100

## School Admissions

Number of school admission appeals received during the period

0

## School Admissions

Number of School transfer applications received during the period

230

## School Admissions

% of entry applications to an admission year where a place is offered on a first-choice basis

99.80

## School Admissions

% of entry applications to year 7 where a place is offered on a first preference basis

100

## School Standards

% of schools that have received a support visit during the term

97.80

## School Standards

% of schools without a permanent headteacher

13

## School Standards

Number of schools in an Estyn statutory category

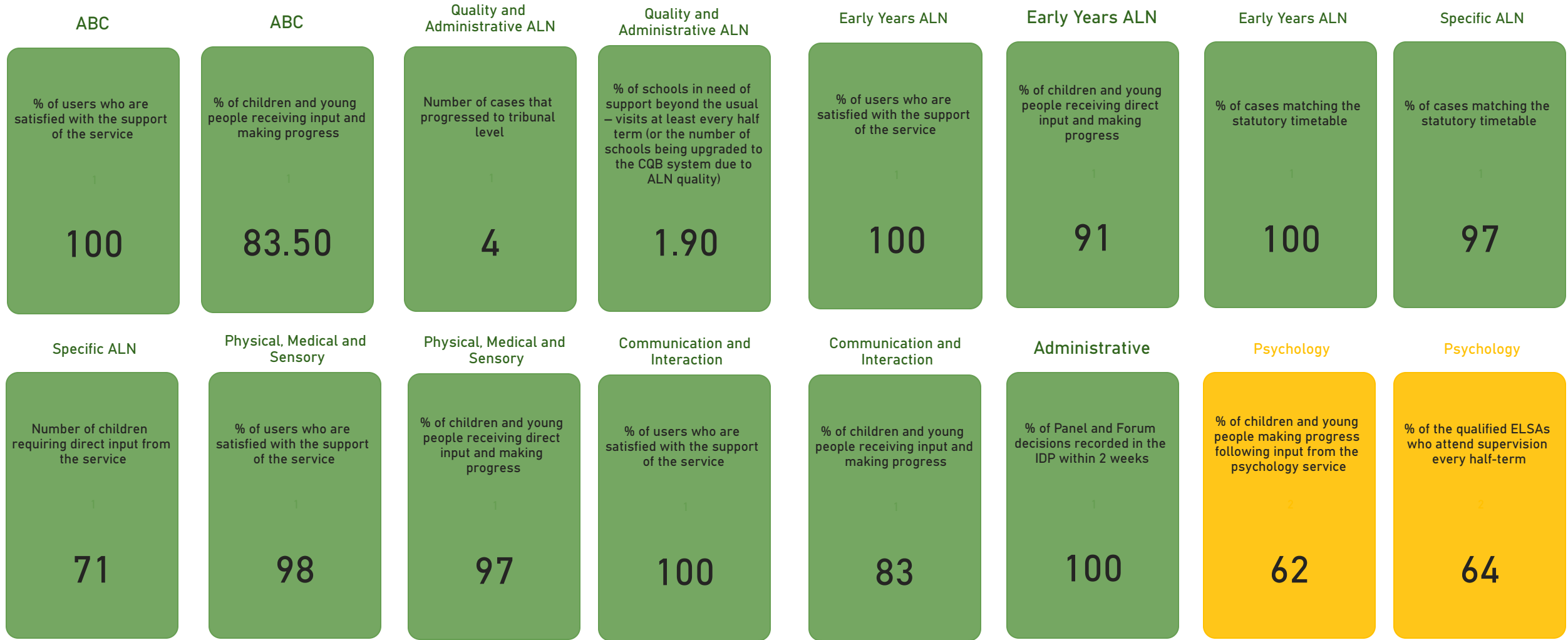
5

## Data Unit

% of 'customers' reporting that the data received was of a high quality and that the information/data received led to decisions

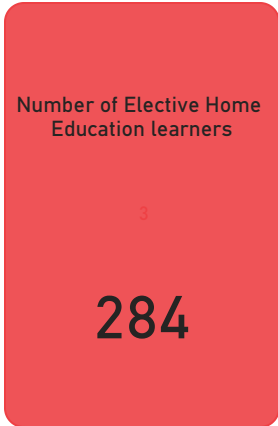
80

# ALN Indicators

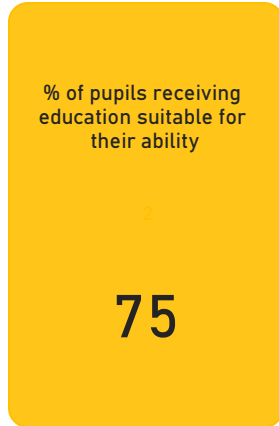


# Inclusion Indicators

## Elective Home Education



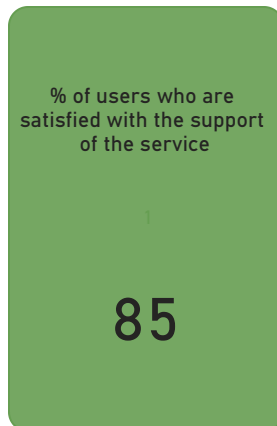
## Elective Home Education



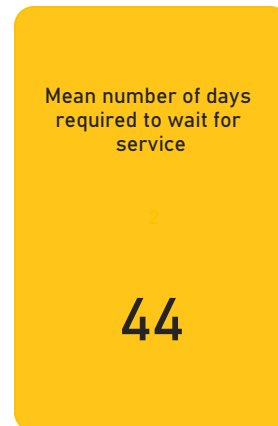
## Elective Home Education



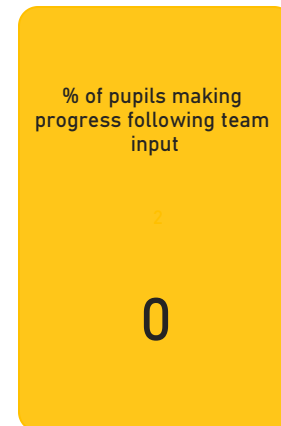
## Counselling



## Counselling



## Inclusion



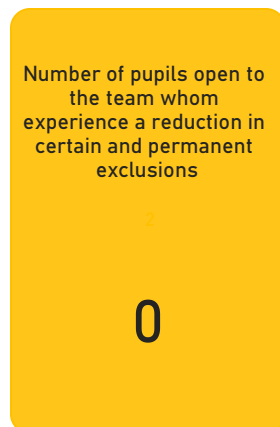
## Inclusion



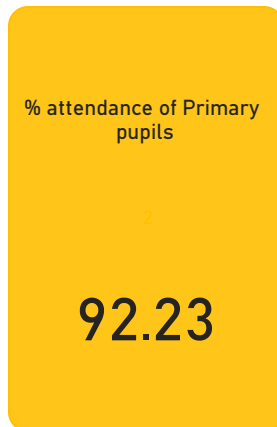
## Inclusion



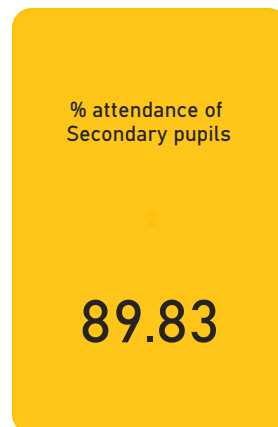
## Inclusion



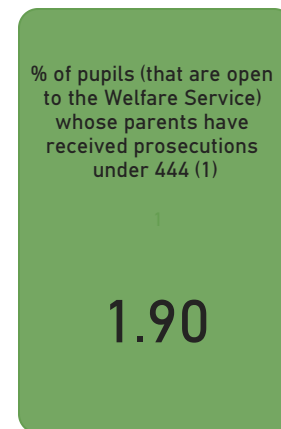
## Welfare



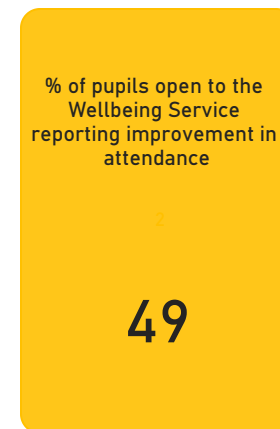
## Welfare



## Welfare



## Welfare



# Inclusion Indicators

English as an Additional Language

% of children and young people receiving direct input and are progressing

94

English as an Additional Language

% attendance of pupils receiving support

83

Family Engagement Officers

% of pupils who have received support and report well-being progress

63

Family Engagement Officers

% of pupils attending our community activities

54.35

# Welsh Language Indicators

## Language Centres

% of children and young people achieving Level 1 or above at the end of their period in a Language Centre (Primary)

100

## Language Centres

% of children and young people reaching Level 2 at the end of their period in a Language Centre (Primary)

67

## Language Centres

% of children and young people achieving Level 1 or above at the end of their period in a Language Centre (Secondary)

100

## Language Centres

% of children and young people who reach Level 2 at the end of their period at a Language Centre (Secondary)

36

## The Welsh Language

% of whole school primary learners undertaking at least 70% of their school activities (curricular and extra-curricular) in Welsh - Gwynedd

97

## The Welsh Language

% of whole school secondary learners undertaking at least 70% of their school activities (curricular and extra-curricular) in Welsh - Gwynedd

79.24

## The Welsh Language

% of Year 10 and 11 subjects taught through the medium of Welsh

73.58

## The Welsh Language

% of primary teachers who are confident to teach through the medium of Welsh

97.90

## The Welsh Language

% of secondary teachers who are confident to teach through the medium of Welsh

86.20

# Youth Service Indicators

## Youth Service

% of young people who would like to continue attending wellbeing sessions in the future.

95

## Youth Service

% of young people whose Wellbeing has improved after attending the service

97

## Youth Service

% of young people who have achieved the objectives of their personal plans

76

## Youth Service

% of young people who have improved their well-being over a 3 month period (16-25 team)

71

## Youth Service

% of young people who have enjoyed the service provided

95

## Youth Service

Youth Support Service Case Loads 16-25 year olds

96

## Youth Service

Number of accreditations the young people have completed (measured every 3 months)

489

## Youth Service

Number of participations of young people who have used Youth Community Service

5,951

## Youth Service

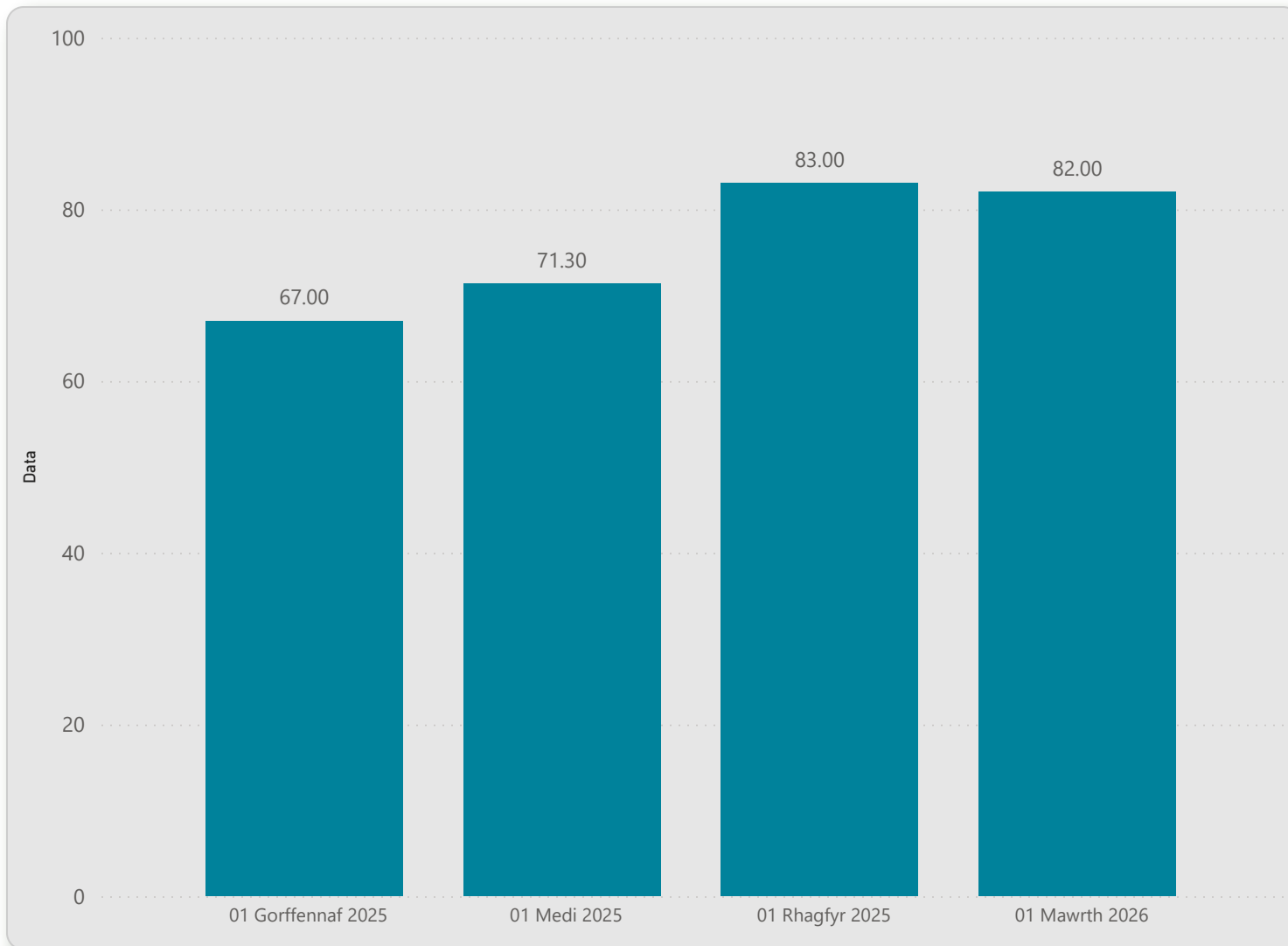
Number of participations of young people who have used the Youth Support Service aged 11-19

3,114

# Catering

**Purpose:** Providing nutritious and healthy food to pupils in Gwynedd schools

**Indicator:** % of Gwynedd primary school learners taking advantage of free school meals offer



82% of learners took up the free school meal offer in March 2026.

This figure includes learners who are eligible through the Universal Primary Free School Meals (UPFSM) scheme, as well as those eligible through benefits-based Free School Meals (FSM). It should also be noted that attendance levels can influence these figures.

Regarding the uptake of the free lunch grant in the primary sector, 73% of learners took up the offer through the UPFSM scheme. This data is based on a sample week in March. When compared with neighbouring local authorities, the percentage of learners taking up the offer follows a similar pattern, but Cyngor Gwynedd has a higher percentage of learners taking up the scheme than some authorities in North Wales.

In recent weeks, themed menus have been planned — such as St Dwynwen's Day, St David's Day, Easter and Chinese New Year — in an effort to encourage more learners to take up the school meal offer. Initial feedback from Headteachers has been positive.

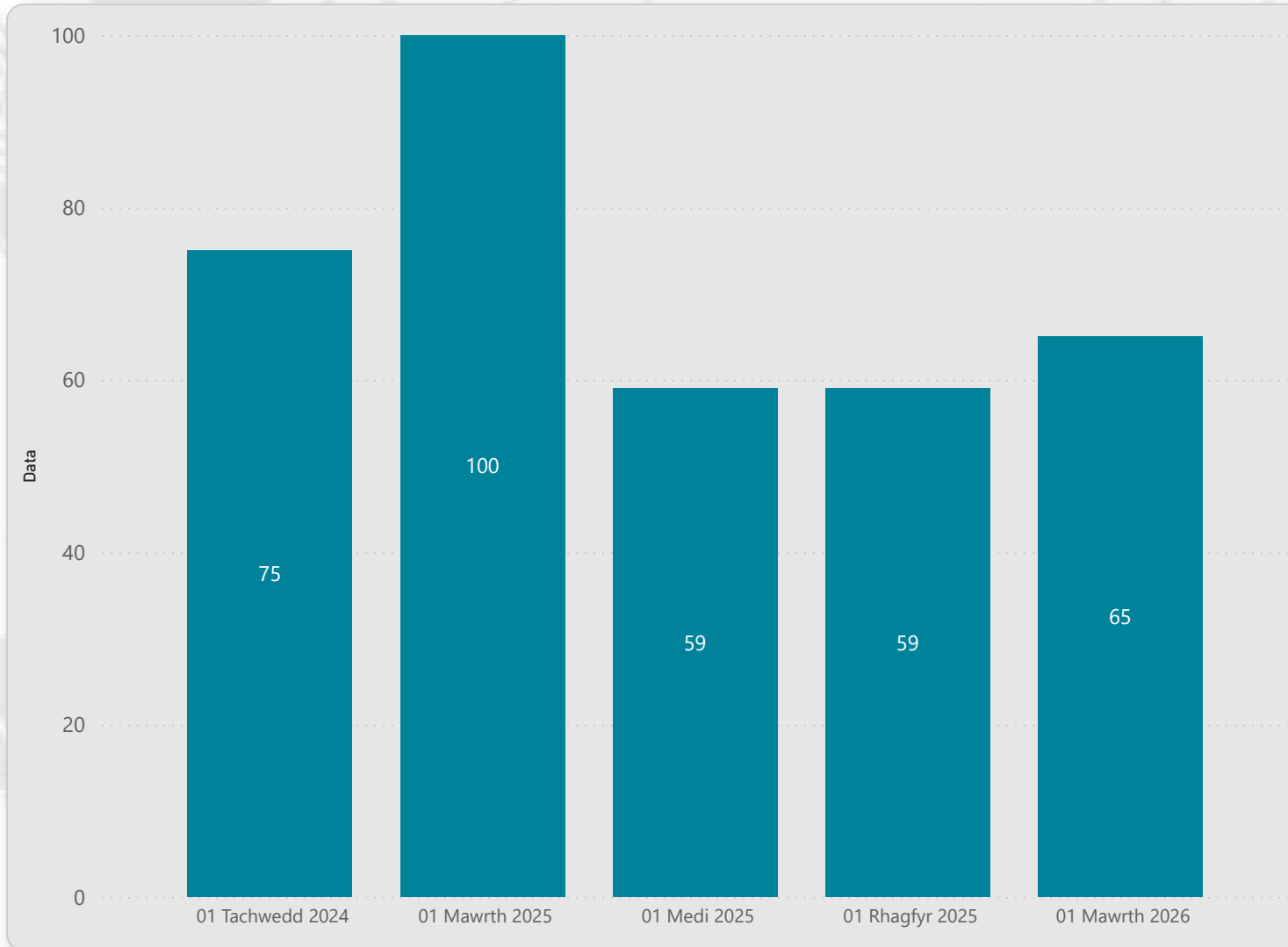
Monthly

Rhian Eifiona Hughes (ADDYSG)

# Catering

**Purpose:** Providing nutritious and healthy food to pupils in Gwynedd schools

**Indicator:** % of Gwynedd school learners who are satisfied with the quality of school lunches



11 schools completed the questionnaire, with a total of 667 primary-aged learners. Of the learners who completed the questionnaire, 90% were satisfied or neutral:

- 65% satisfied (happy face)
- 25% neither satisfied nor dissatisfied (neutral face)
- 10% dissatisfied (sad face), noting that they did not like the food.

The number of schools that completed the customer satisfaction questionnaire for March was not high, so we do not have a detailed overview across all schools. General comments such as “nice food” and “lovely food” appear consistently across responses. In terms of preferences, some meals are more popular than others, such as chips, pizza and roast dinner in some areas. Overall, the views of learners who selected a sad face tend to reflect personal taste and preference rather than concerns about food quality. In addition, the Food and Fun and Free School Meals Promotion Officer visited 5 schools in December: Ysgol yr Hendre, Ysgol Glancegin, Ysgol Cymerau, Ysgol Llanllechid and Ysgol y Traeth. Similar responses emerged following the visits, with personal preferences influencing whether learners choose school meals or not. It became clear that more older learners in the schools choose to bring a packed lunch. The main reasons included preferring familiar foods from home and the influence of friends. It also appears that some learners who bring a packed lunch throughout the week choose school meals on Fridays because chips are on the menu.

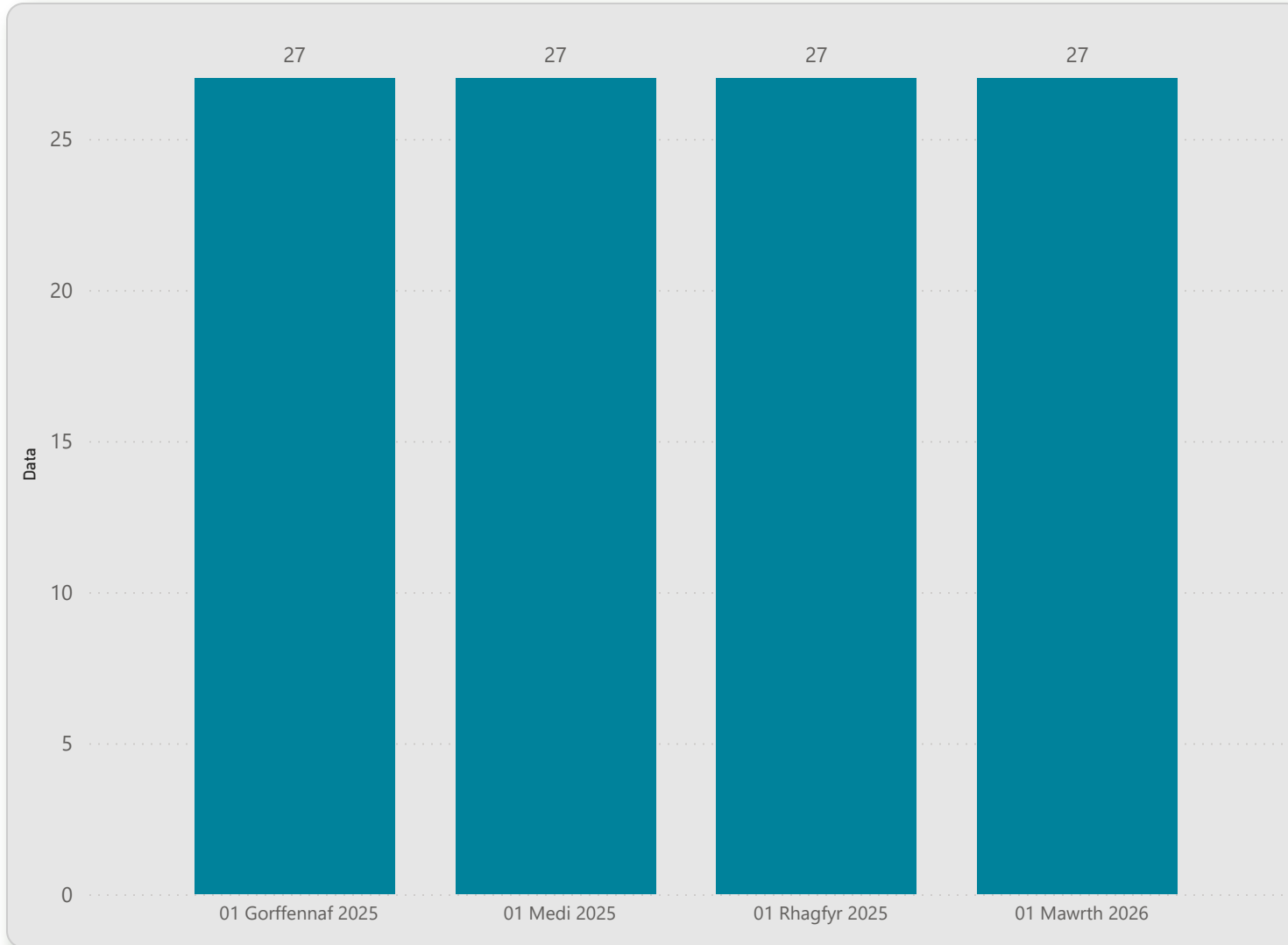
Monthly

Rhian Eifiona Hughes (ADDYSG)

# Catering

**Purpose:** Providing nutritious and healthy food to pupils in Gwynedd schools

**Indicator:** % of eligible schools (schools with 16% or more FSM) participating in the Food and Fun programme



Four schools took part in the Summer 2024 Food and Fun Programme. Eight schools made use of the programme last year during Summer 2025 (30 schools were eligible, PLASC data January 2025). Although the Food and Fun Programme is an excellent initiative, fully funded by the Welsh Government and offering valuable opportunities for our learners over the summer, it remains a challenge to secure school commitment to working 12 days during the summer holidays. Working during the holidays is not part of the employment contracts of many school staff, nor of staff in the Education Catering and Cleaning Service, so we rely on the goodwill of staff to take part. To support this, we have collaborated with Community and Family Engagement Officers and external agencies to assist in some schools, although this support is not available in every area.

Some schools have expressed that the Nutrition Skills for Life (Level 2) training, which is essential for running the programme is a barrier, as staff need to be released to attend the course (6 sessions). The course can now be completed online, which makes participation easier for schools, but a few schools still see this as a barrier because the sessions take place during school hours.

For Summer 2026, we have registered 8 schools to take part in the programme. Discussions were held with more schools initially, but unfortunately Headteachers were unable to commit this year.

A Project Board has been arranged with the schools and key partners at the beginning of March to go through the programme requirements. The next steps are to confirm that each school has sufficient staffing for the summer and to ensure that the programme lead attends the food and nutrition training with Betsi Cadwaladr in April. During April and May, face-to-face meetings will need to be arranged in the schools to develop an activity timetable and provide support as required.

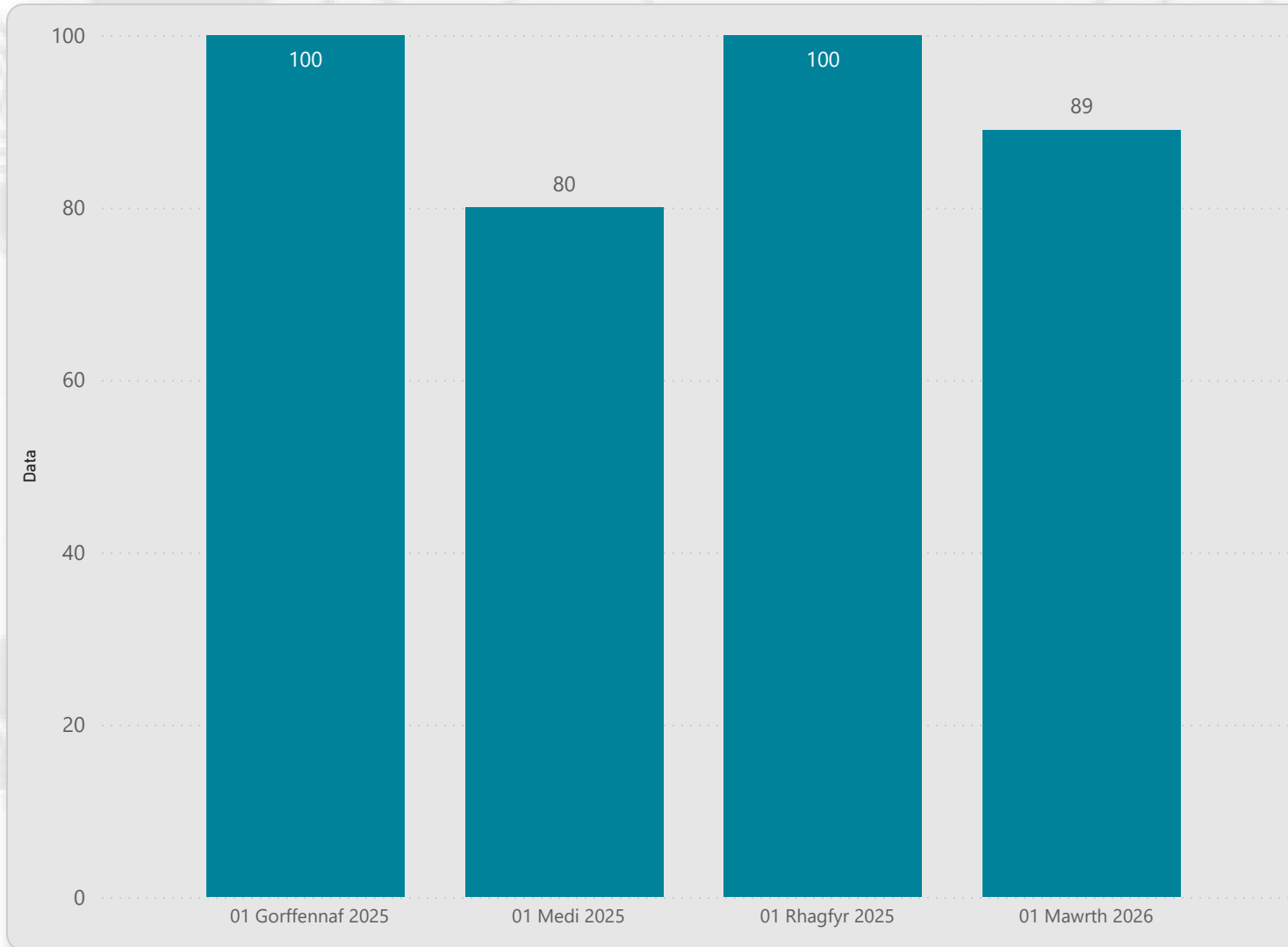
Monthly

Rhian Eifiona Hughes (ADDYSG)

# Catering

**Purpose:** Providing nutritious and healthy food to pupils in Gwynedd schools

**Indicator:** % of School Food Hygiene and Standards Audit reports rated 5



8 out of 9 schools received a score of 5, and 1 received a score of 4.

All Gwynedd schools currently have a score of either 4 or 5.

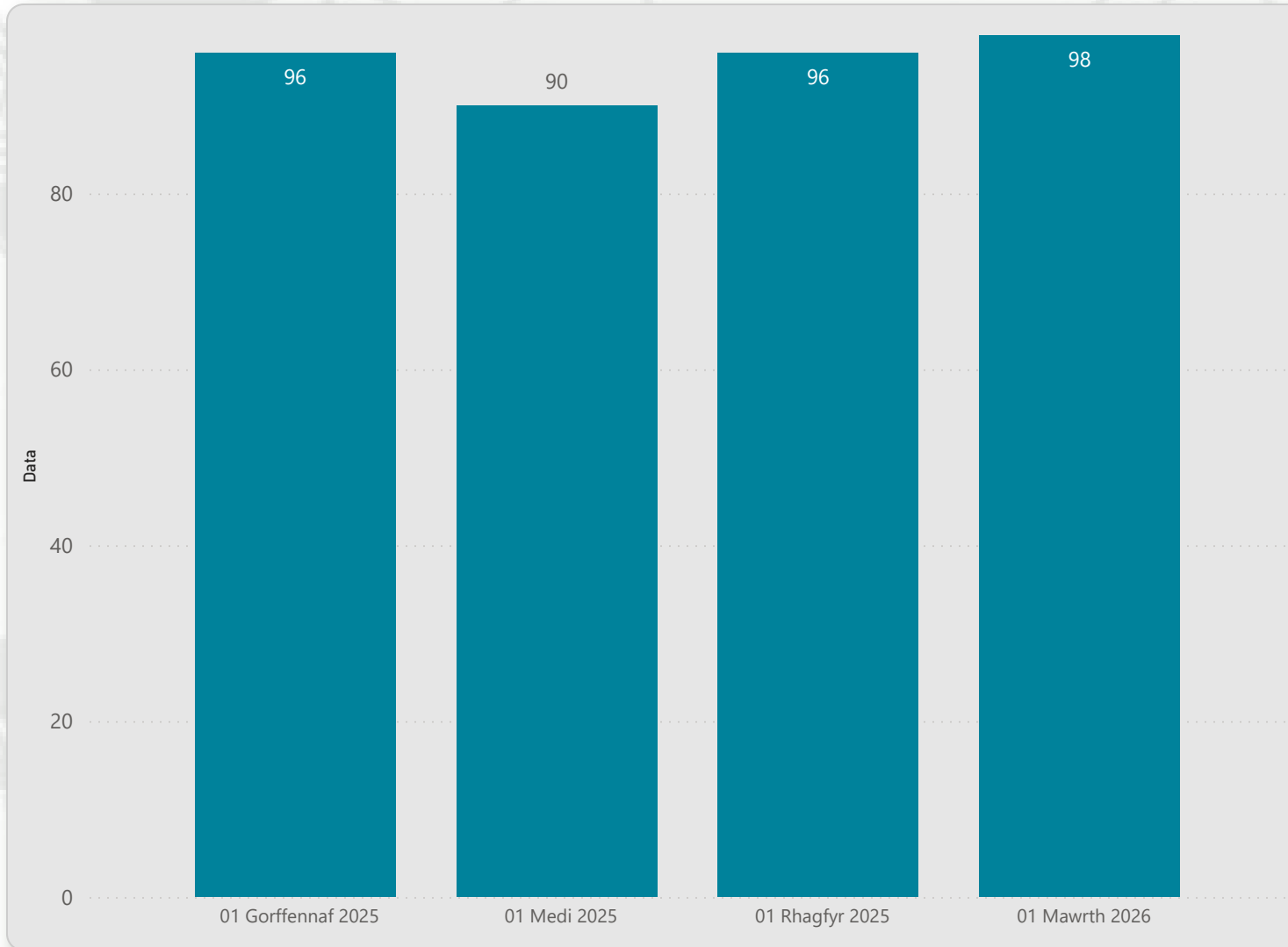
Monthly

Rhian Eifiona Hughes (ADDYSG)

# Business Support

**Purpose:** Providing effective business support to Gwynedd's primary schools

**Indicator:** % of invoices processed within 7 days (5 working days) of receipt



The Education Business Centre processed 1,954 invoices during the period 01/01/26 to 20/03/26. 98% of the invoices were processed within 7 days (equivalent to 5 working days) of receipt, which is a high percentage. There were valid reasons for the 2% that were not processed within the seven-day timeframe.

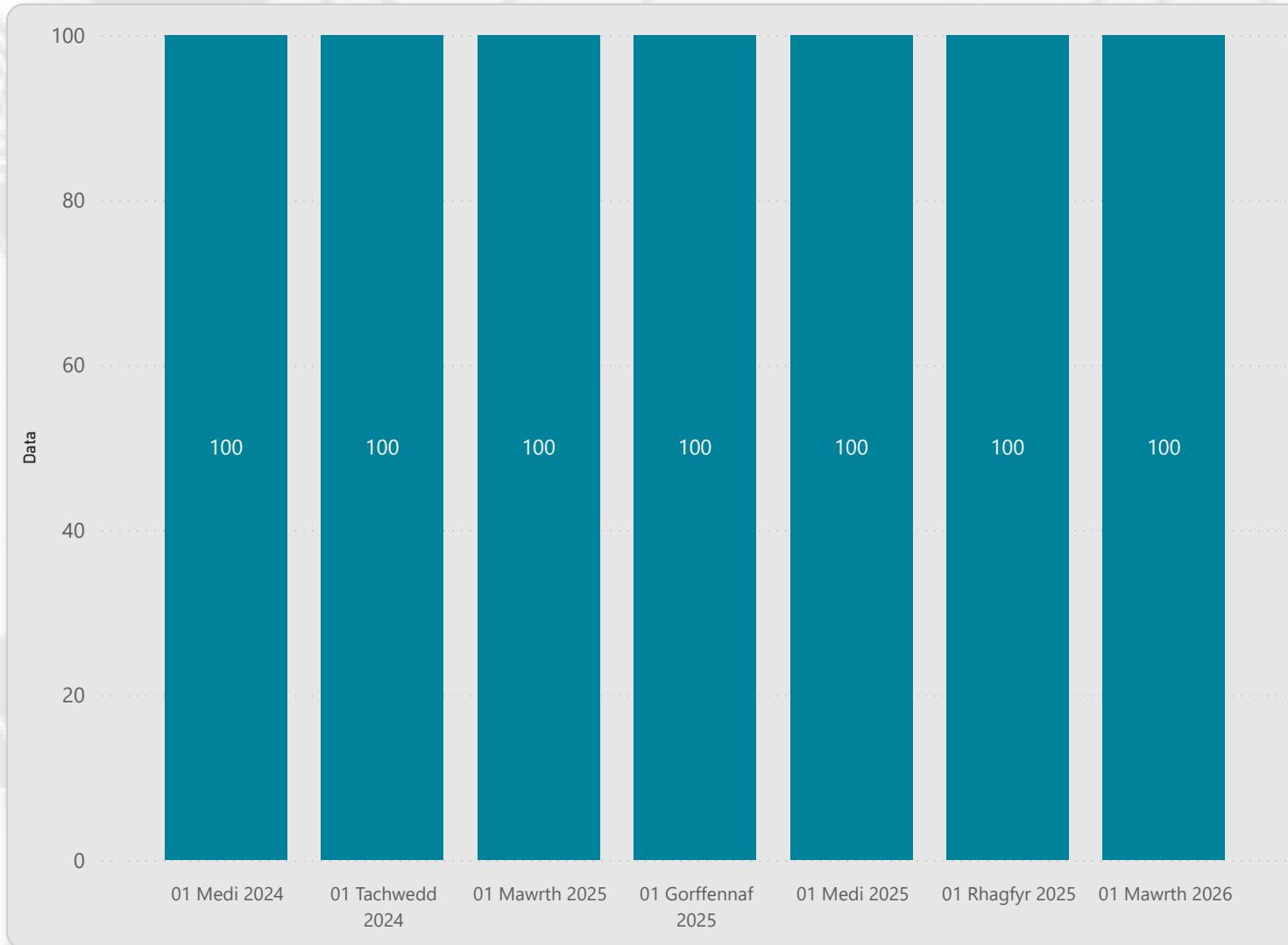
Monthly

Kathryn Aveline Roberts (ADDYSG)

# Business Support

**Purpose:** Providing effective business support to Gwynedd's primary schools

**Indicator:** % of schools (out of those surveyed) that were satisfied with Business Centre support



Questionnaires were sent to the headteachers of the schools that staff visit. In addition, meetings were held with 30% of the headteachers to gather their views on the service, with the aim of improving future provision.

The responses received were very promising, with 5 schools having responded to the questionnaires so far, all indicating that they are very satisfied with the service. We will follow up on the questionnaires that have not yet been returned after the Easter holidays.

Here are some of the comments noted on the questionnaires:

- This support has reduced the administrative burden on me as a headteacher who also teaches four days a week. I can recommend this service to anyone.
- The service is extremely valuable to us as a small school that cannot afford an administrative officer. It significantly reduces the Headteacher's workload, and every visit brings great relief as the administrative work and task list are completed.
- The business officer knows what work needs to be done in the school, which makes my job much easier, and her contacts within various council departments are extremely valuable.

During the meetings, headteachers expressed that they could not manage without the service, as it reduces their workload and enables them to focus on their statutory duties.

All schools wish to continue purchasing the service again in the 2026/27 financial year, which is very good news, and in addition, two further schools have decided to buy into the service in 2026/27.

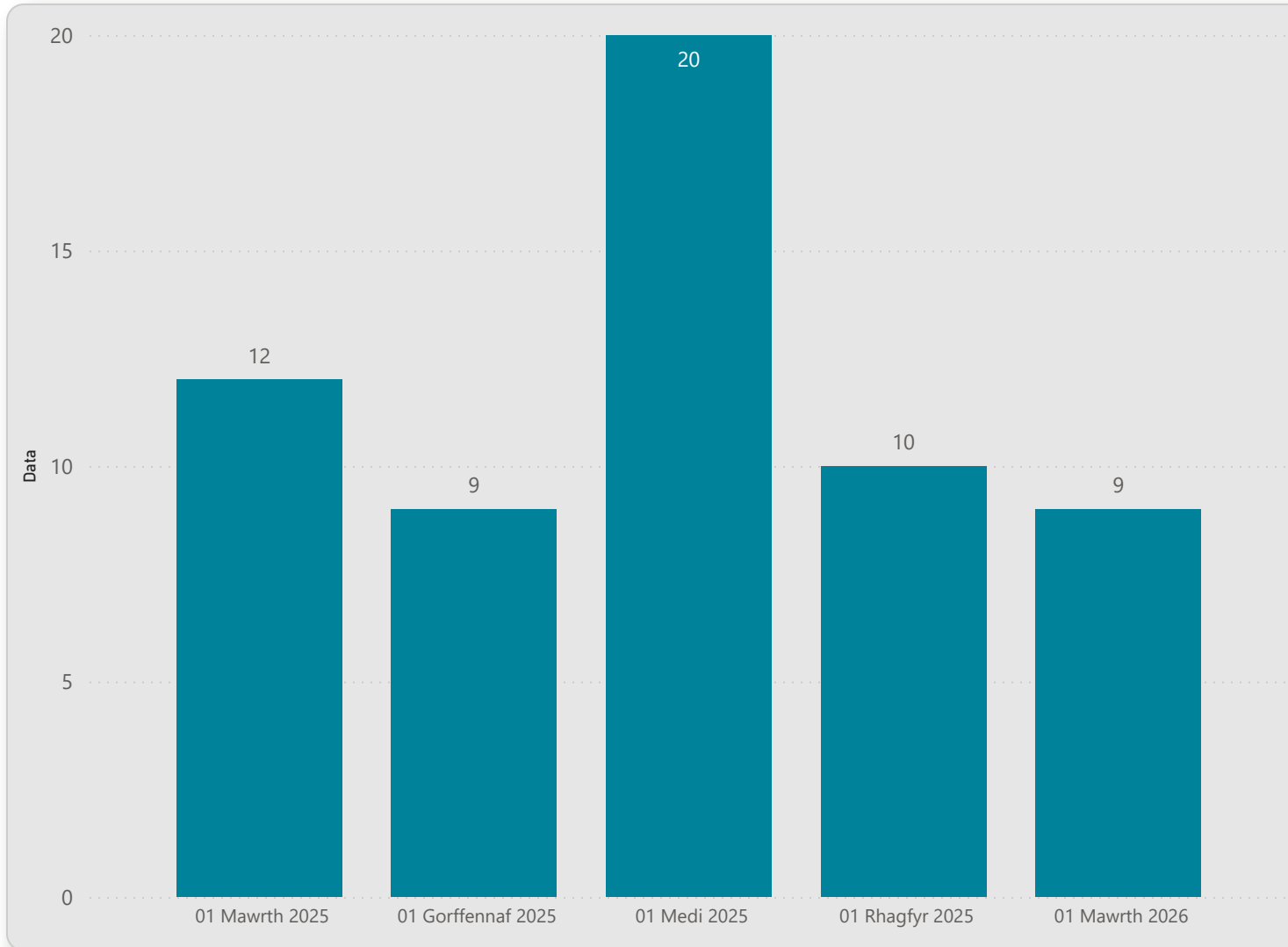
Monthly

Kathryn Aveline Roberts (ADDYSG)

# Education Transport

**Purpose:** Provide suitable transport to take pupils to school or college

**Indicator:** Number of transport complaints



It is clear that all learners have now settled and become accustomed to the provision, which is reflected in the number of complaints received. One complaint was received regarding damage to bus shelters in a neighbouring village. The matter was dealt with in collaboration with the local police, the school and the transport unit to identify those responsible and agree a solution.

Three complaints were received regarding the refusal of school transport for a learner who was not eligible because their new school of choice was out of catchment. However, the background of these learners which was reviewed in case they meet ALN criteria or special exemptions.

Two complaints were received relating to the behaviour of some learners in taxis. Appropriate collaboration took place between the schools, council officers and providers, and positive solutions were found by adapting the existing provision.

One complaint was received regarding the suitability of a specialist vehicle. Again, several officers worked together to identify a solution. In partnership with the taxi operator, it was ensured that the new vehicle was suitable and met the needs of the learner concerned.

One complaint expressed concern about learners travelling without a valid ticket on education transport provided by Transport for Wales trains. Monitoring visits were undertaken, meetings were held with staff, the full arrangements were reviewed, and train tickets were arranged for the learners involved.

Finally, one complaint was received from a school bus operator regarding unacceptable behaviour by a small group of learners on a route in a nearby area. Appropriate collaboration took place with the school concerned to identify an immediate short-term solution, and discussions are ongoing to establish a long-term arrangement to...

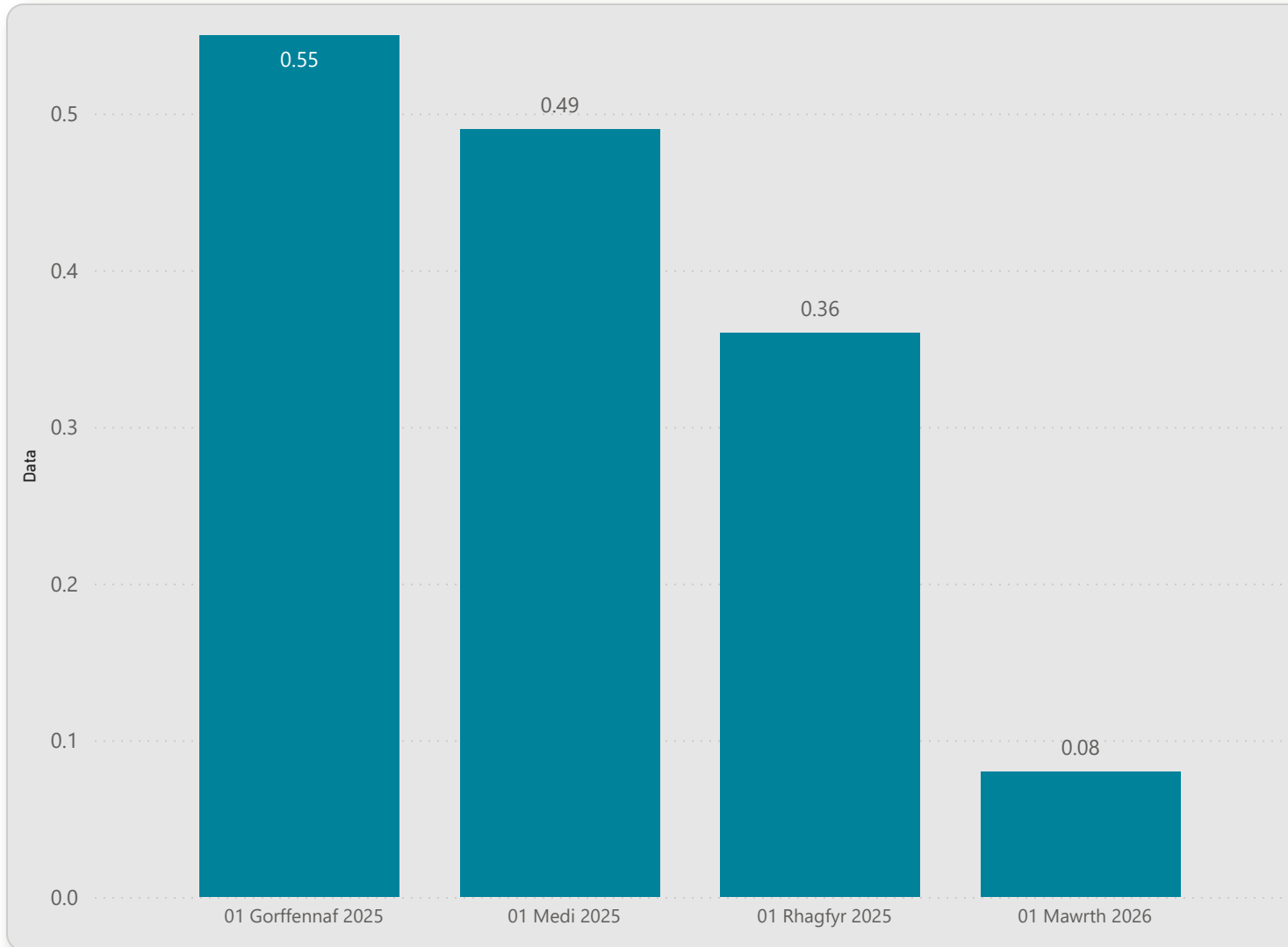
Monthly

Robert John Jones (ADDYSG)

# Safeguarding

**Purpose:** Safeguarding the welfare of Gwynedd's children and young people

**Indicator:** % difference between the attendance of Children Looked After (CLA) and not looked after



Attendance for Children Looked After (CLA) currently stands at 91.48% (an increase of 0.24% since the previous reporting period), which is consistent with the overall Gwynedd school attendance rate of 91.56%, a difference of only 0.08%. In the primary sector, CLA attendance is 94.88% (an increase of 1.44% since the last reporting period), which is positive compared with the Gwynedd primary attendance rate of 93.15%. In the secondary sector, the picture reflects the additional challenges faced by some pupils in care, with a 2.02% gap between CLA attendance (87.69%) and the Gwynedd secondary attendance rate (89.71%).

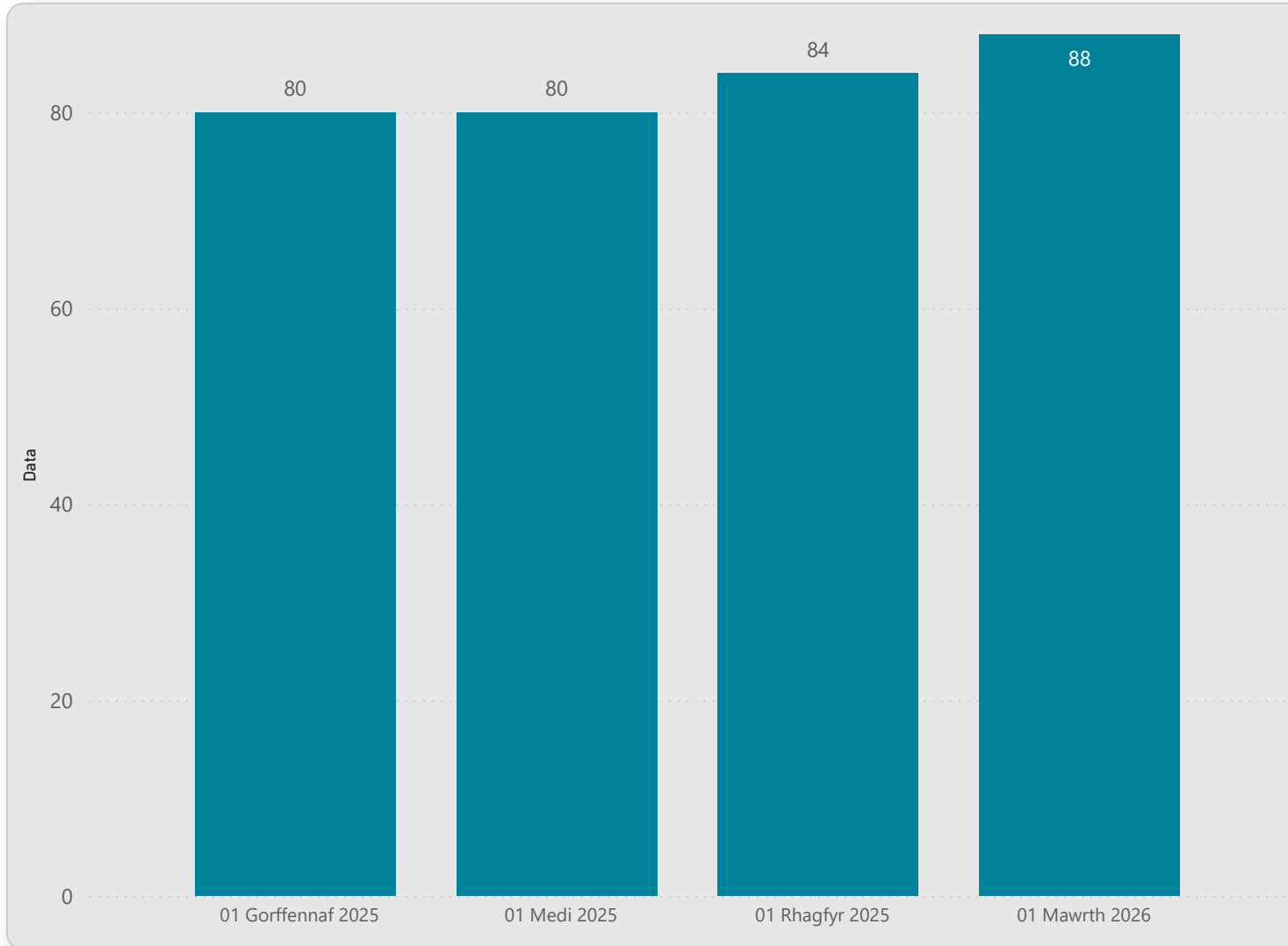
Monthly

Llion Williams (ADDYSG)

# Safeguarding

**Purpose:** Safeguarding the welfare of Gwynedd's children and young people

**Indicator:** % of scrutinised Personal Education Plans containing suitable educational targets



Following an audit earlier in the academic year of all Personal Education Plans (PEPs) for Children Looked After in Gwynedd schools, ongoing work has begun to support schools in improving those plans where additional information or specific enhancements were identified as necessary.

The audit found that all PEPs included targets, but it also highlighted that some plans required:

- improving the quality of the targets, particularly by ensuring they are more specific and follow SMART principles
- more explicit inclusion of the pupil's voice
- clearer targets relating to educational attainment and emotional/social wellbeing

Work to strengthen these plans is already underway. The Gwynedd Children Looked After Support Officer is providing:

- direct advice to schools
- improved templates and guidance
- one-to-one supportive meetings where needed

The updating and improvement work is being carried out as part of the regular review cycle, and schools have begun to strengthen their plans based on the audit findings

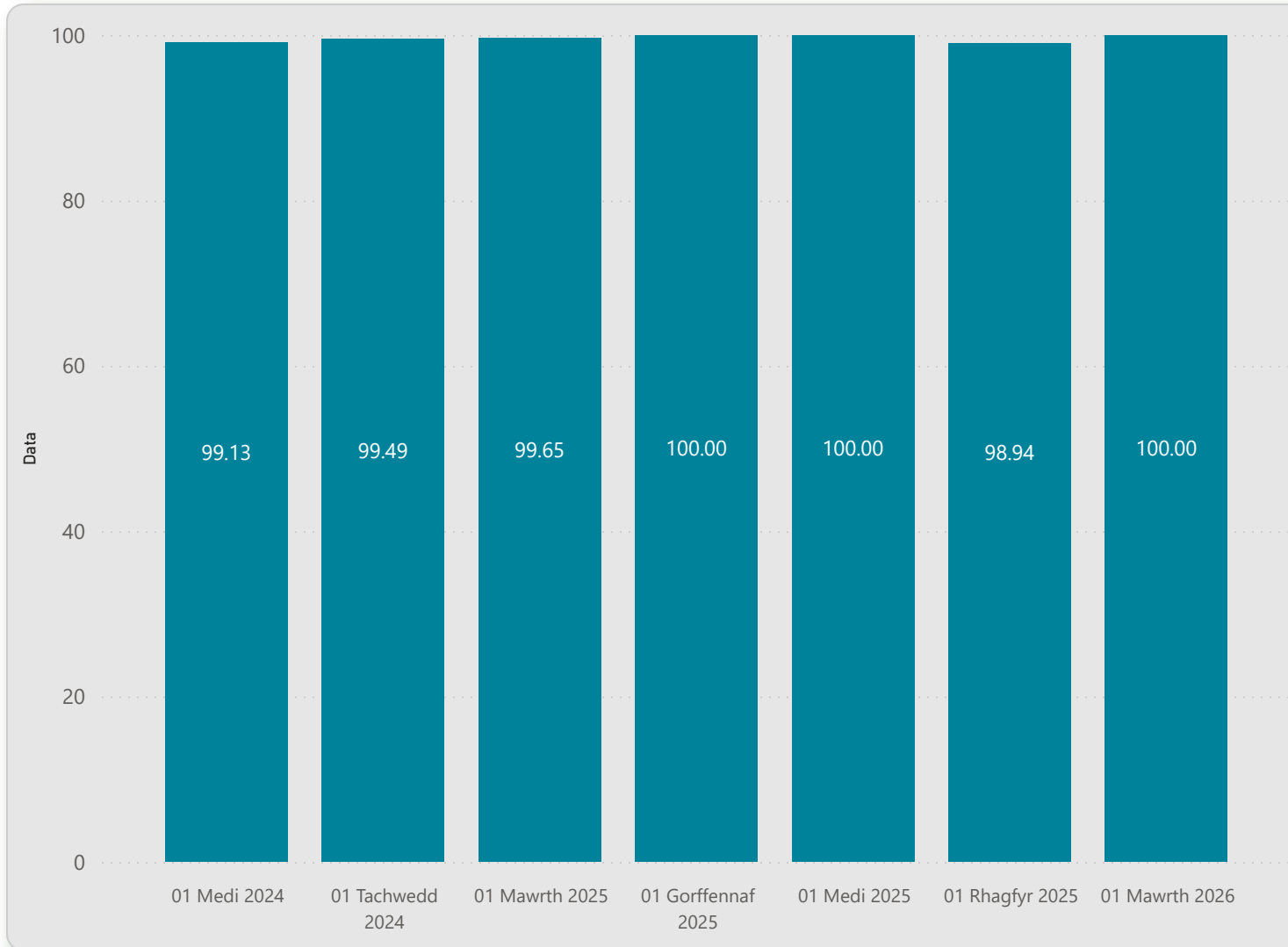
Monthly

Llion Williams (ADDYSG)

# Safeguarding

**Purpose:** Safeguarding the welfare of Gwynedd's children and young people

**Indicator:** % of Department of Education staff with a current DBS check (out of required staff)



All members of the department (excluding school-based staff and ancillary staff working in schools) have a current DBS check.

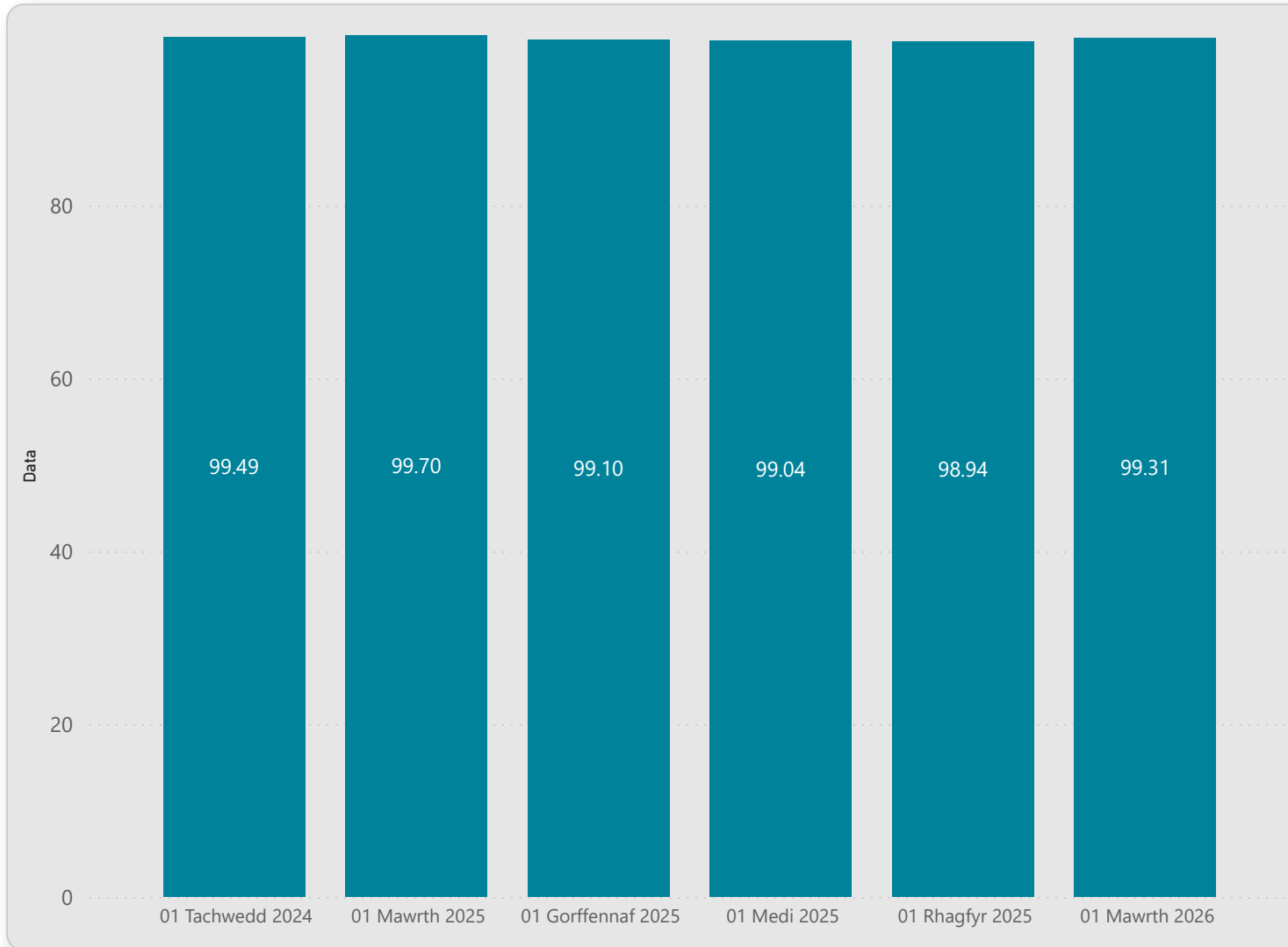
Monthly

Llion Williams (ADDYSG)

# Safeguarding

**Purpose:** Safeguarding the welfare of Gwynedd's children and young people

**Indicator:** % of school staff with a current DBS check



DBS reports are monitored monthly as part of the Department's compliance arrangements, in addition to the automatic alerts generated through the self-service system. For February 2026, the Department's DBS compliance level stands at 99.31%.

Work is ongoing to ensure that casual staff are not included in the analysis, in order to maintain data accuracy. No member of staff begins working in a school without a valid DBS check.

At present, there are 20 individuals on the "DBS not updated" list, categorised as follows:

- 5 individuals – absent due to long-term sickness or other leave, including 2 teachers and 3 support assistants.
- 10 individuals – awaiting manager verification of their application, including 1 teacher, 1 behaviour support assistant, and the remainder being casual staff.
- 2 individuals – need to complete their application, consisting of 1 assistant and 1 teacher (both in supply/casual roles).
- 3 individuals – awaiting DBS results, including 1 teacher, 1 assistant, and 1 catering/cleaning staff member. These three have a DBS check, but the update process has not yet been completed in line with the council's 3-year policy. Risk assessments are carried out to ensure these individuals can continue their duties until the DBS update process is completed.

All cases are monitored regularly, and follow-up is undertaken with line managers to ensure timely progress and compliance with statutory requirements and good practice.

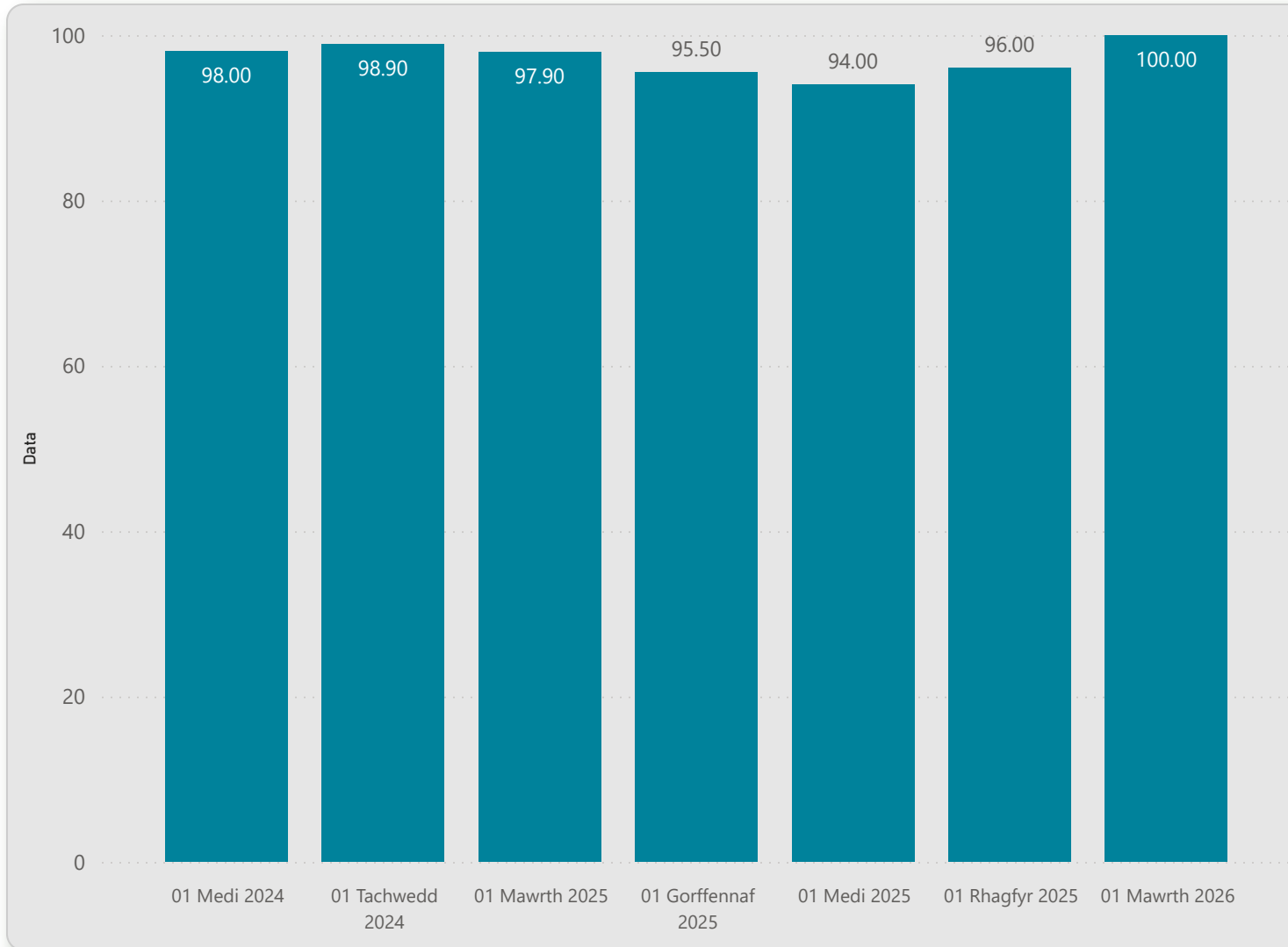
Monthly

Llion Williams (ADDYSG)

# Safeguarding

**Purpose:** Safeguarding the welfare of Gwynedd's children and young people

**Indicator:** % of schools that have received a monitoring visit and are in good or better compliance with the Safeguarding requirements



Monthly

Llion Williams (ADDYSG)

During the visit cycle between January and March 2026, it was found that all schools were compliant at a good level or better with statutory and local safeguarding requirements. Despite the overall high level of compliance, a series of basic actions were identified in three schools, aimed at strengthening safeguarding arrangements in practice.

These actions related to:

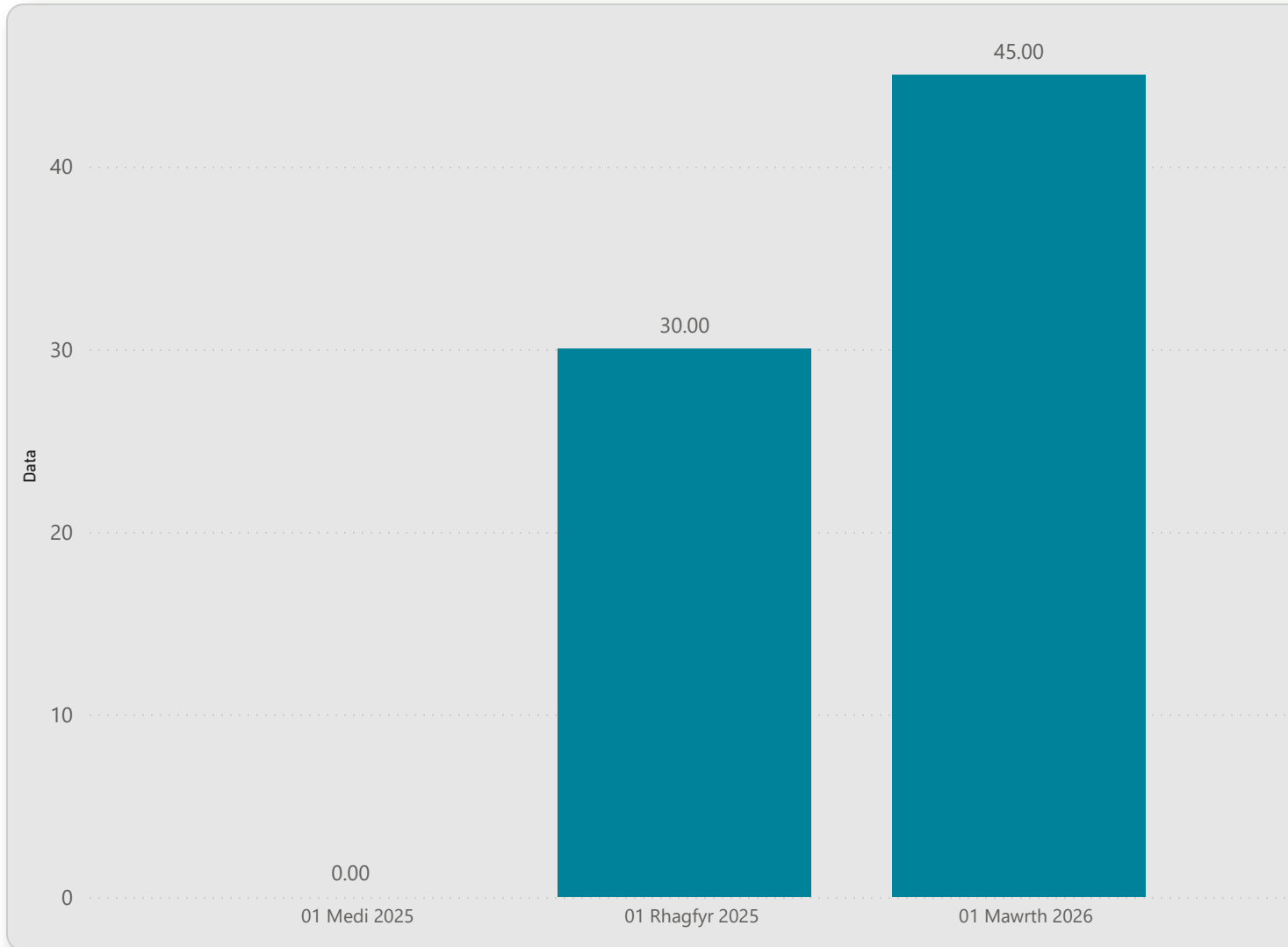
- Increasing the visibility of safeguarding messages by adding more posters and safeguarding guidance around the school.
- Ensuring consistent visitor procedures, including providing a visitor lanyard to every individual who signs in.
- Renewing Group C (Designated Person Level) training for certain staff members before the end of the term. This is to remain within Gwynedd's two-year renewal cycle—higher than the national requirement of every three years—as part of maintaining strong compliance standards.

These three schools will receive additional supportive visits after Easter to monitor progress and ensure that all recommendations have been fully implemented.

# Safeguarding

**Purpose:** Safeguarding the welfare of Gwynedd's children and young people

**Indicator:** Number of days Children Looked After have been out of education in an academic year



There are currently two pupils within the Children Looked After sector who are outside mainstream education, and multi-agency work is ongoing to ensure that suitable and interim provision is in place while efforts continue to stabilise their educational situation.

### Pupil 1

The most recent data relates to a pupil who had not attended school for an extended period before a formal request was submitted to change schools. The new school has now accepted the transfer and is working closely with the School Wellbeing Team and the Social Worker.

Despite several transition meetings arranged by the school, the pupil has not attended to date. As a result:

- New arrangements have been made for a meeting between a member of school staff, the Safeguarding and Wellbeing Officer, and the pupil in a community location (off the school site).
- The situation is being monitored continuously, with regular discussions between the Social Worker and the Independent Reviewing Officer to ensure support is in place and to assess progress.

### Pupil 2

The second pupil is also currently outside mainstream education. Ongoing discussions are taking place between:

- Social Services
- The Children Looked After Coordinator
- The Inclusion Team

These partners are working together to develop a temporary alternative provision plan for the pupil until a stable and suitable educational placement becomes available that can meet their needs.

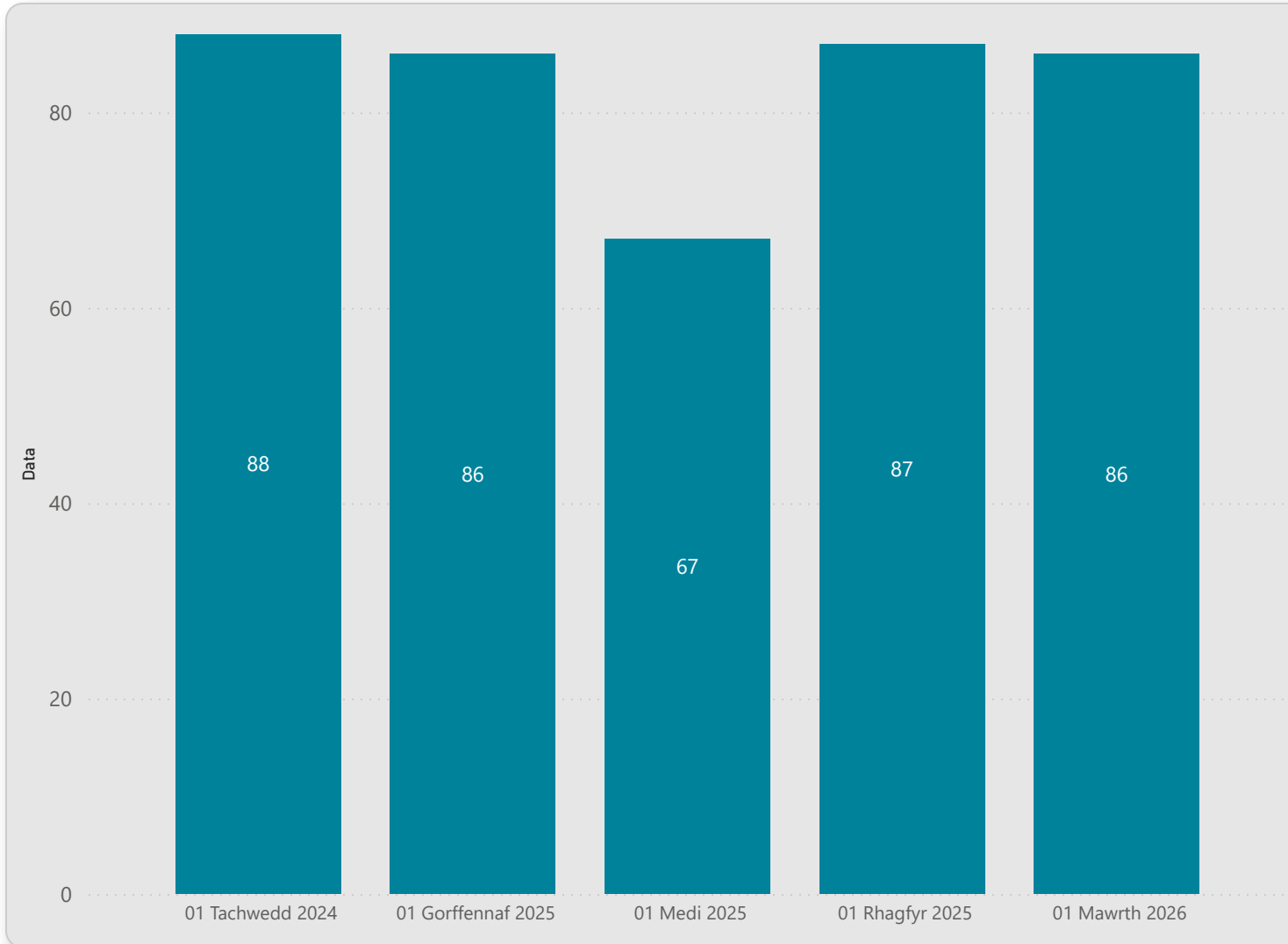
Monthly

Llion Williams (ADDYSG)

# Governors

**Purpose:** Supporting the Governing Bodies of Gwynedd Schools to be effective in their work

**Indicator:** % of governors (who have responded to the training evaluation process) who feel more confident after training



These percentages are based on 21 responses from attendees of the New Governor Induction, New Chair Induction, Redundancy, and Safeguarding sessions for Chairs and Designated Safeguarding Governors. A total of 82 Governors attended these training sessions. It is concerning that only a quarter of attendees complete the evaluation form that is sent out after the training.

Of the 21 responses, 18 (86%) indicated that their confidence in the subject area had increased following the training. Of the 3 respondents (14%) who did not feel more confident, 2 were already confident beforehand, and the third — who attended the Redundancy training — questioned the suitability of the session. Their comments will be considered before delivering Redundancy training in 2027.

It will also be necessary to consider whether an alternative method of collecting this information is required.

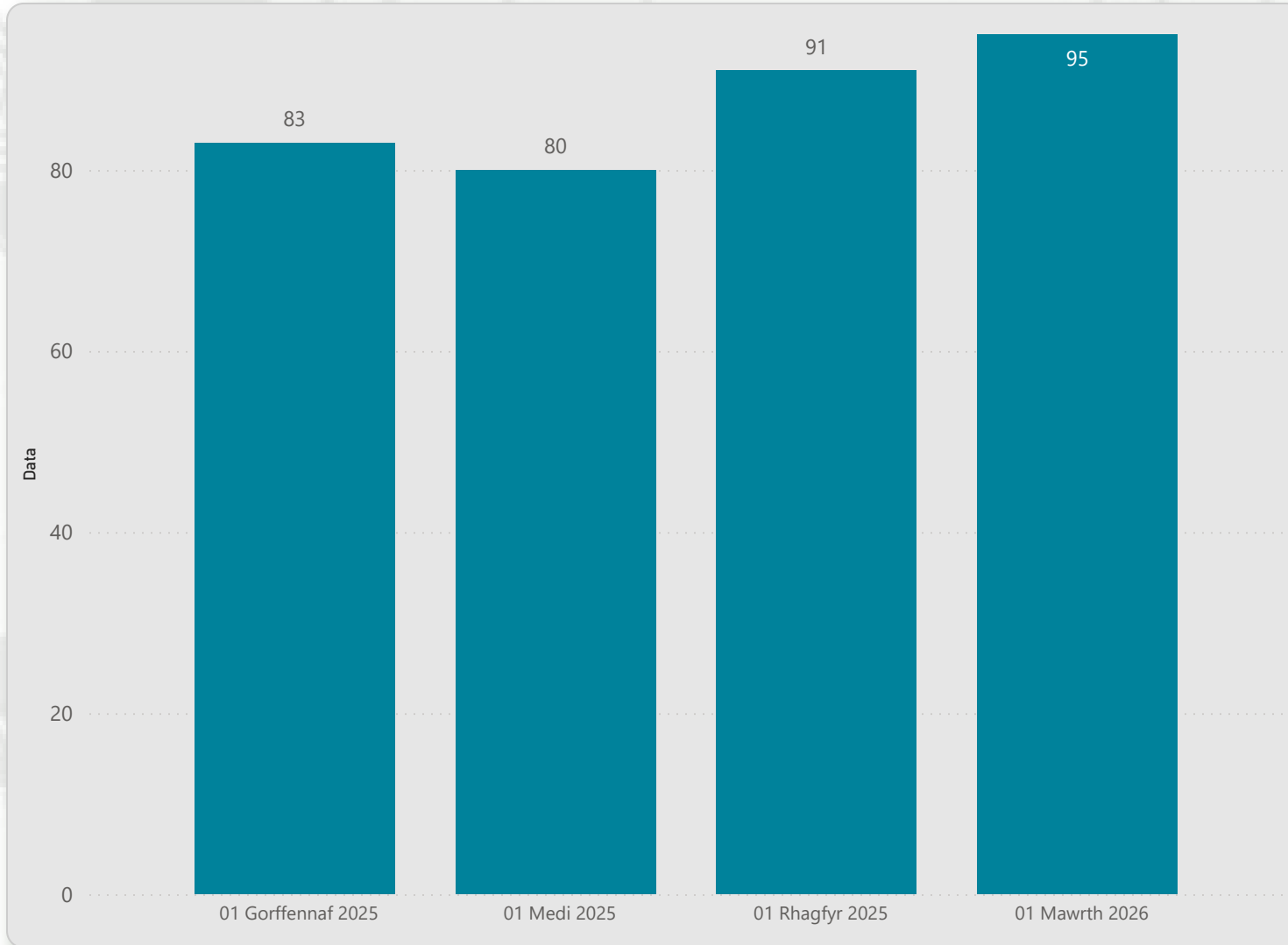
Quarterly

Buddug Mair Huws (ADDYSG)

# Governors

**Purpose:** Supporting the Governing Bodies of Gwynedd Schools to be effective in their work

**Indicator:** % of new Chairs of Governing Bodies attending training for Chairs (Chairs new to the role during the current academic year)



Each individual Governing Body Clerk was asked to complete a survey that specifically requested information regarding induction training for Governors as well as Chairperson training. To date, we have received information for 58 Governing Bodies out of a total of 88 (66%) – a figure that remains disappointing. The information presented is based solely on those responses.

We asked for the name of the Chair of the Governing Body, when they were first elected to the role, and whether they had attended the New Chairs training. Of the 58 Chairs, 95% (55) had already attended the training. Of the 5% (3) who had not attended, 2 were new to the role and had been elected Chair for the first time last term. One of these had booked a place on the Chairs training in March 2026 but had to cancel at the last minute. The remaining Chair who had not attended the training had been in post since September 2024.

Gathering information about governing bodies continues to be a challenge, as we are dependent on the actions of the Clerk. We have identified that developing the role of the Clerk is a key action within our work programme for 2026–27, with Clerk training scheduled for April 2026.

To move forward, the following will be required:

- Continue to pursue information from the 30 Governing Bodies that have not yet responded, in order to gain a fuller picture of the situation.
- Target individual Chairs who have not attended the training and ensure that they complete the online training immediately.
- By September 2026, review the training programme in its entirety and ensure that any new Chair completes the training during the Autumn Term.

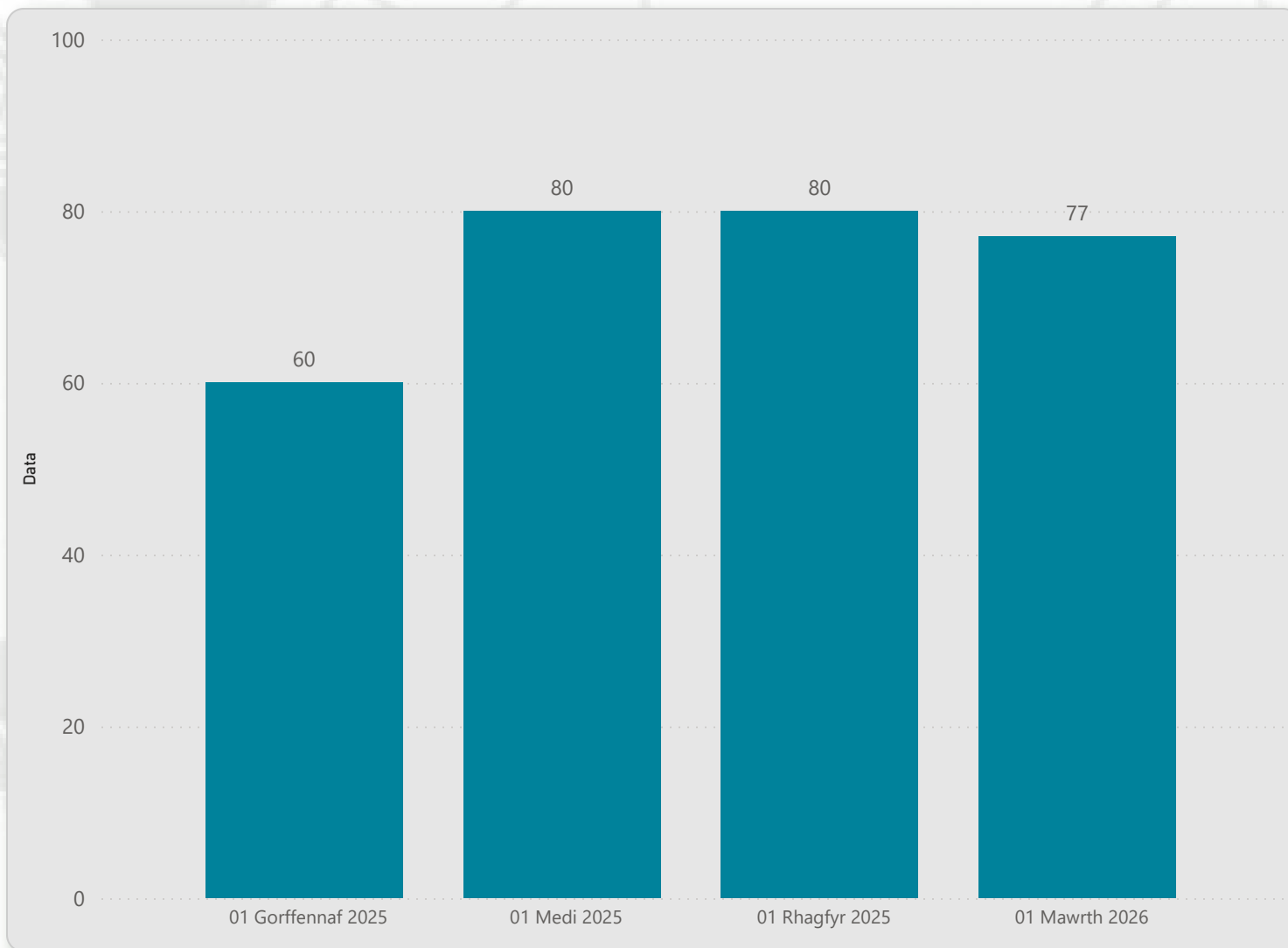
Quarterly

Buddug Mair Huws (ADDYSG)

# Governors

**Purpose:** Supporting the Governing Bodies of Gwynedd Schools to be effective in their work

**Indicator:** % of governors attending induction training



Each individual Governing Body Clerk was asked to complete a survey that specifically requested information regarding induction training for Governors as well as Chair training. We received information for 58 Governing Bodies out of a total of 88 (66%). The information presented is based solely on those responses. We asked for the number of current Governors on each Governing Body, how many of them had attended Governor Induction training, and of those who had not attended, how many had been Governors for less than a year (in order to comply with the statutory requirement). Excluding Headteachers, there were 703 Governors serving on the 58 Governing Bodies. Of these, 77% (544) had attended the training. Of the 23% (159) who had not attended, 11% (74) were new to the role, with most having started between September and December 2025. This leaves the remaining 12% (85) who have been Governors for more than a year and have not completed the induction training.

Looking more closely at who these Governors are, several are school staff members (teachers and support staff) who have been Governors for many years. Beyond that, it is clear that some schools are better than others at ensuring their new Governors attend training. The situation varies significantly from school to school.

To move forward, the following will be required:

- Continue to pursue information from the 30 Governing Bodies that have not yet responded in order to gain a fuller picture of the situation.
- Promote the general programme of induction sessions through the Clerks of each Governing Body.
- Target individual schools where several Governors have not attended the training.
- Deliver a training programme for Clerks to ensure that Governing Body Clerks understand the importance of promoting and recording Governor training.

Governance as a whole will be one of the main priorities for the Education Department for 2026–27, with the development of an annual training programme for Clerks and Governors being a key action.

There is also an intention to pilot a Professional Clerk arrangement with those schools that currently do not have a Clerk in place.

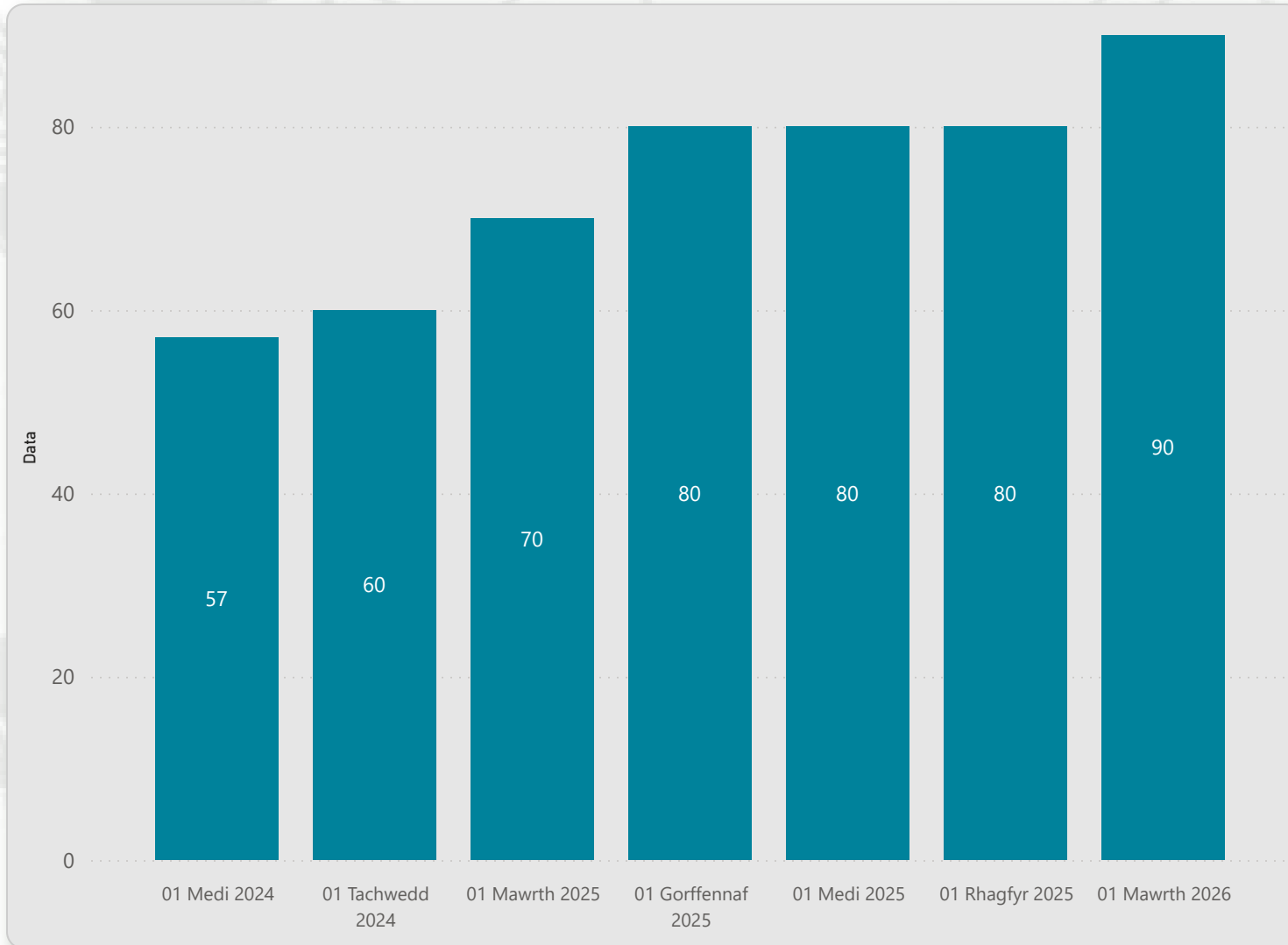
Quarterly

Buddug Mair Huws (ADDYSG)

# Modernisation

**Purpose:** Realise a series of projects to reach the aspirations of the Education Strategy

**Indicator:** % of capital projects progressing as expected



A significant number of the capital projects have made good progress over the period and are on track to be delivered on time, with others already completed, including Ysgol Llanllechid. Approval was also received at the end of March for the £18.5m Bontnewydd Community Campus Business Case, which enables us to move forward and begin work on site. However, the car park for Ysgol Y Faenol and Penrhosgarnedd Centre has yet to be created, in collaboration with Pentir Community Council (Band A Project). We are currently in the middle of the tendering process for this, and the Community Council is now making use of the new Centre on the school site, which is particularly good news.

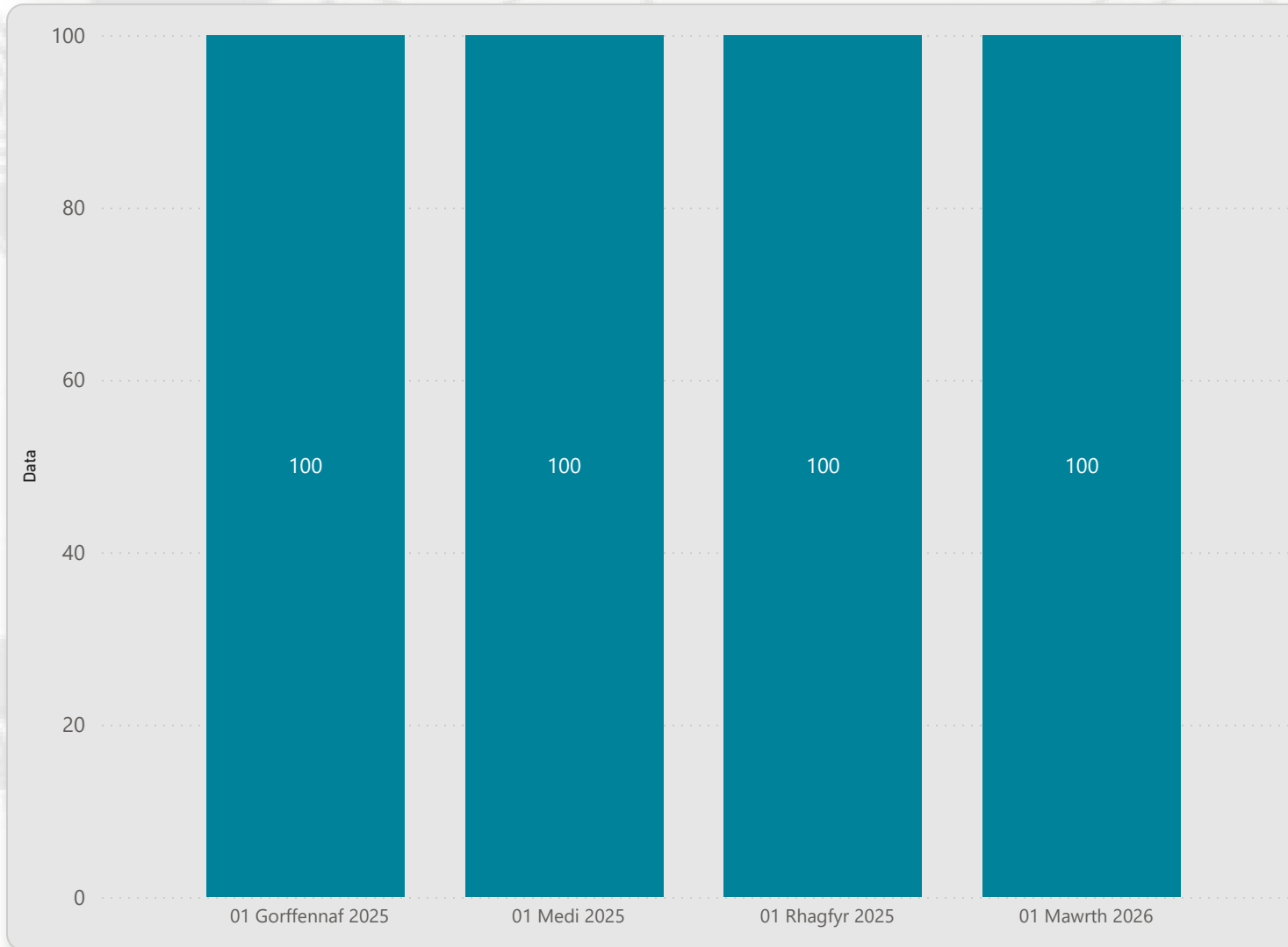
Monthly

Debbie Anne Jones (ADDYSG)

# Modernisation

**Purpose:** Realise a series of projects to reach the aspirations of the Education Strategy

**Indicator:** % of non-capital projects progressing as expected



A statutory consultation on the proposed closure of Ysgol Nebo and Ysgol Baladeulyn on 31 December 2026, with places for learners to be provided at Ysgol Llanllyfni and Ysgol Talysarn from 1 January 2027, has been carried out, with the consultation period ending in late January 2026. The Modernisation Team is currently considering all comments received during the consultation period, with the intention of reporting back to the Cabinet in May 2026. On February 10th, a proposal paper was presented to Cabinet seeking approval to publish a statutory notice, allowing a 28-day statutory objection period on the proposal to close Ysgol Y Garreg on 31 August 2026 and to designate Ysgol Cefn Coch as the alternative school from 1 September 2026. The 28-day objection period has now ended, and no objections were received. We will now proceed to secure a final decision on the proposal to close Ysgol Y Garreg on 31 August 2026 and designate Ysgol Cefn Coch as the alternative school from 1 September 2026, with the decision expected in May 2026.

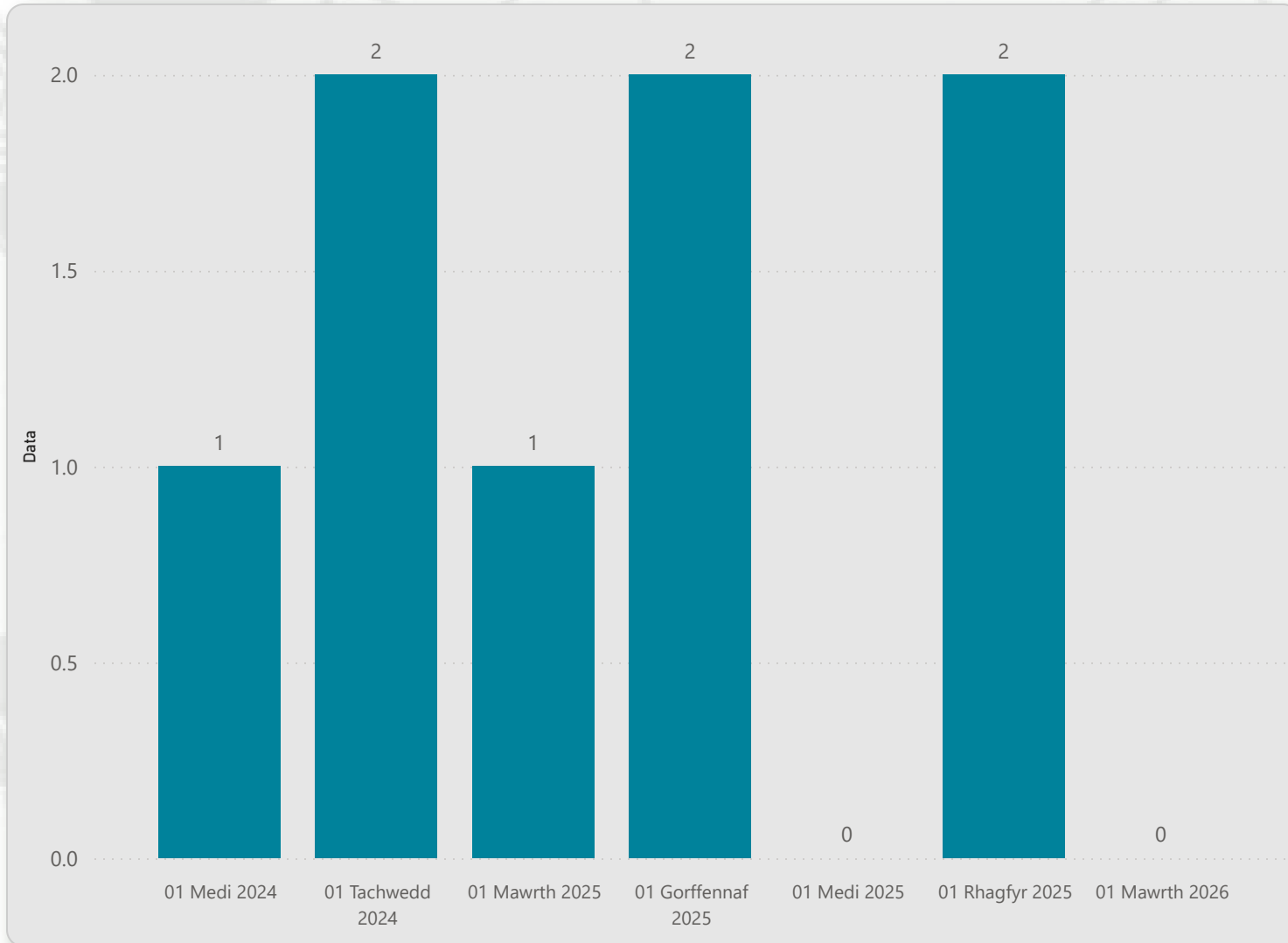
Monthly

Debbie Anne Jones (ADDYSG)

# School Admissions

**Purpose:** Ensure that the data and admissions processes to Schools are up-to-date and fair

**Indicator:** Number of school admission appeals received during the period



No appeals were received against the Authority's decisions during the reporting period. However, as we approach the decision day for Reception-year applications for September 2026, there is potential for appeals arising from the refusal of 15 first-preference applications. These appeals will need to be responded to as they are submitted.

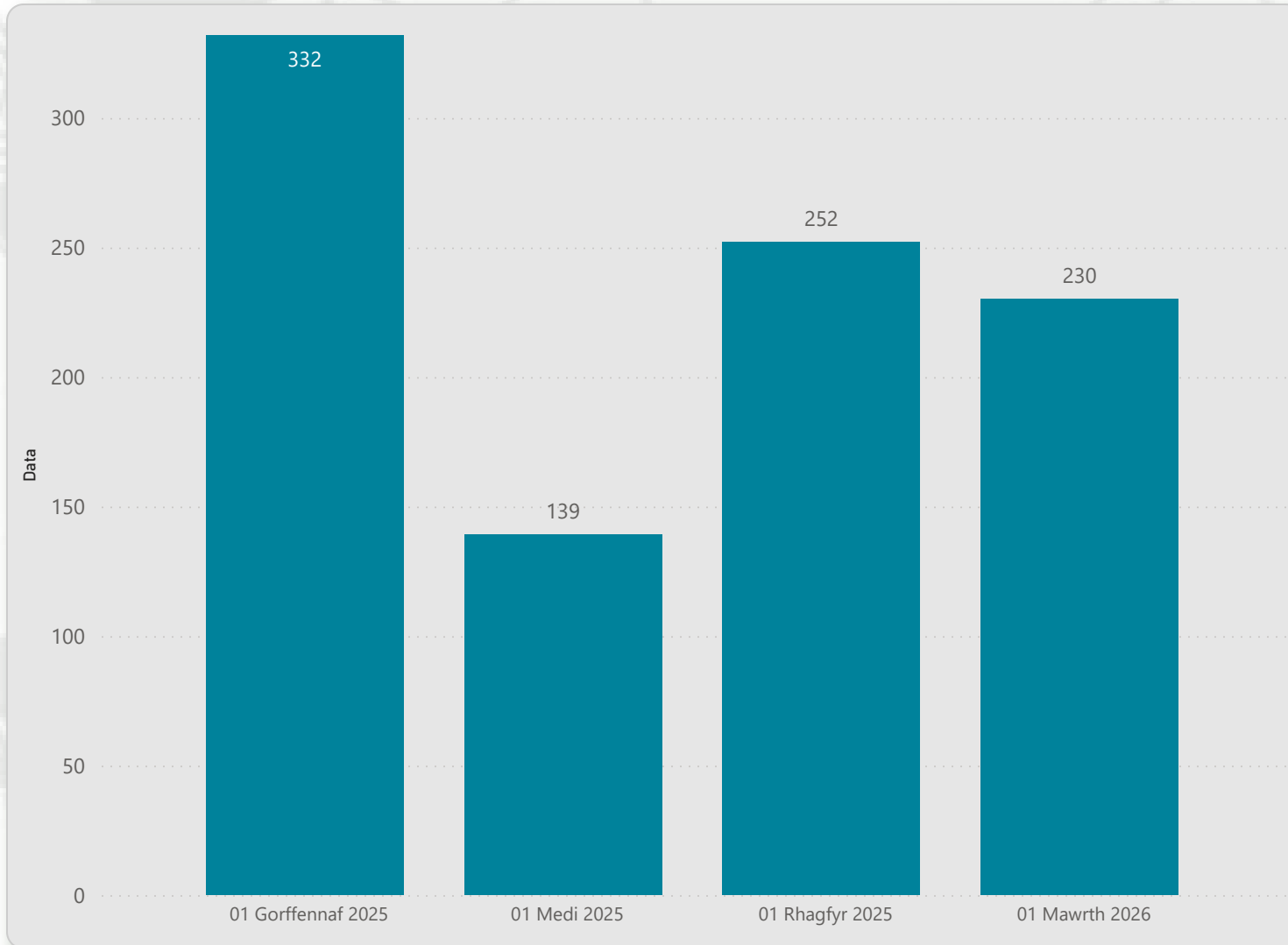
Monthly

Kenny Norgain (ADDYSG)

# School Admissions

**Purpose:** Ensure that the data and admissions processes to Schools are up-to-date and fair

**Indicator:** Number of School transfer applications received during the period



The School Admissions process takes place continuously throughout the year via the school transfer process – parents have the right to request a transfer at any point during the year, without needing to give a reason for doing so. During the period, 230 school transfer applications were received in Gwynedd. Of these, 148 were for the primary sector, and the data shows no clear trend of pupils moving out of any particular school. In the secondary sector, 82 transfer applications were received. Although transfer requests were submitted from all secondary schools in general, the data also shows a higher number of transfer applications from certain specific secondary schools.

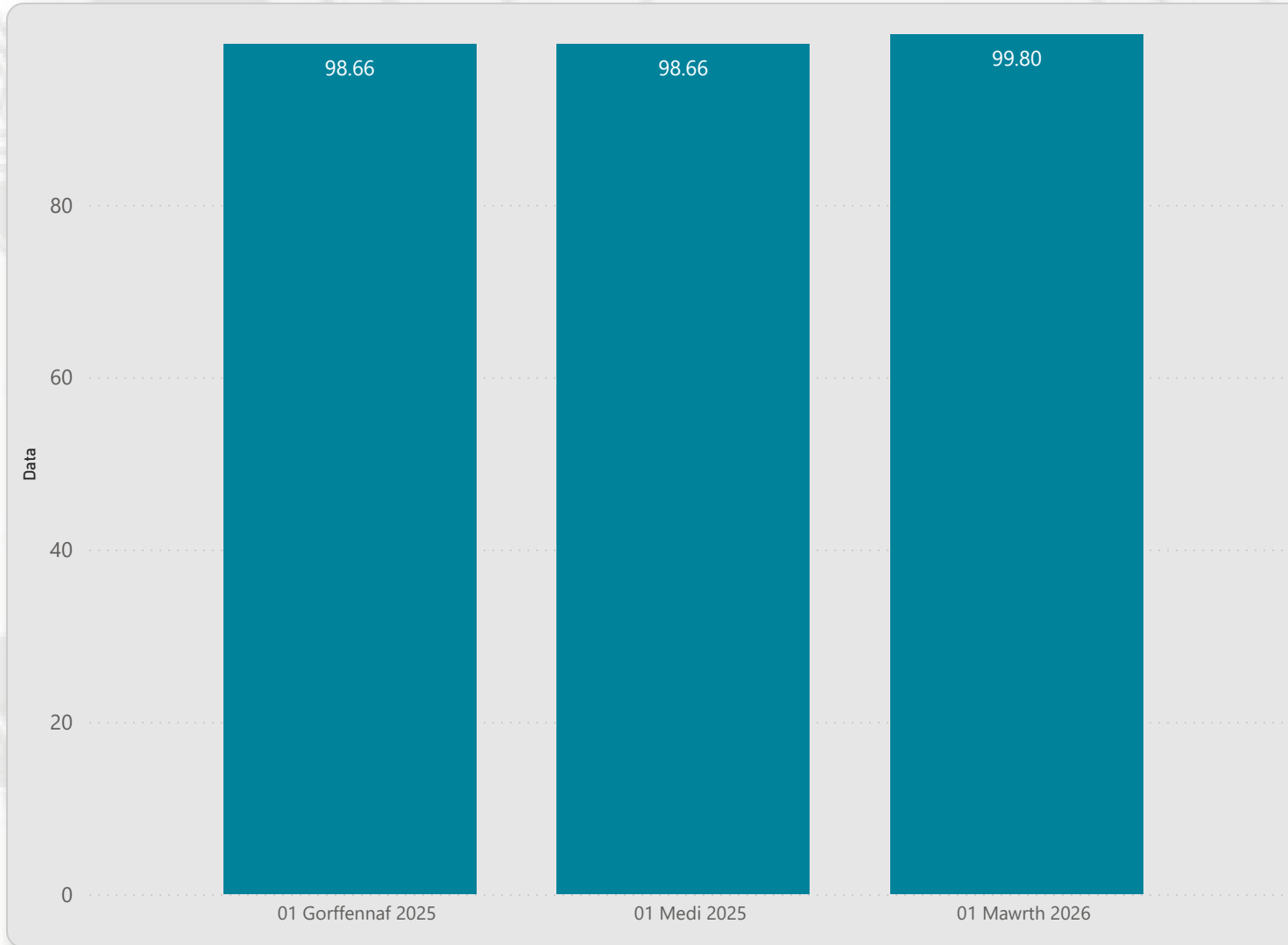
Monthly

Kenny Norgain (ADDYSG)

# School Admissions

**Purpose:** Ensure that the data and admissions processes to Schools are up-to-date and fair

**Indicator:** % of entry applications to an admission year where a place is offered on a first-choice basis



A total of 947 Reception-year admission applications were received for September 2026. Of these, 15 applications were refused due to oversubscription; all 15 were offered places at their second-choice school. Parents have the right to appeal the decision, so an increase in appeals is anticipated in the next reporting period.

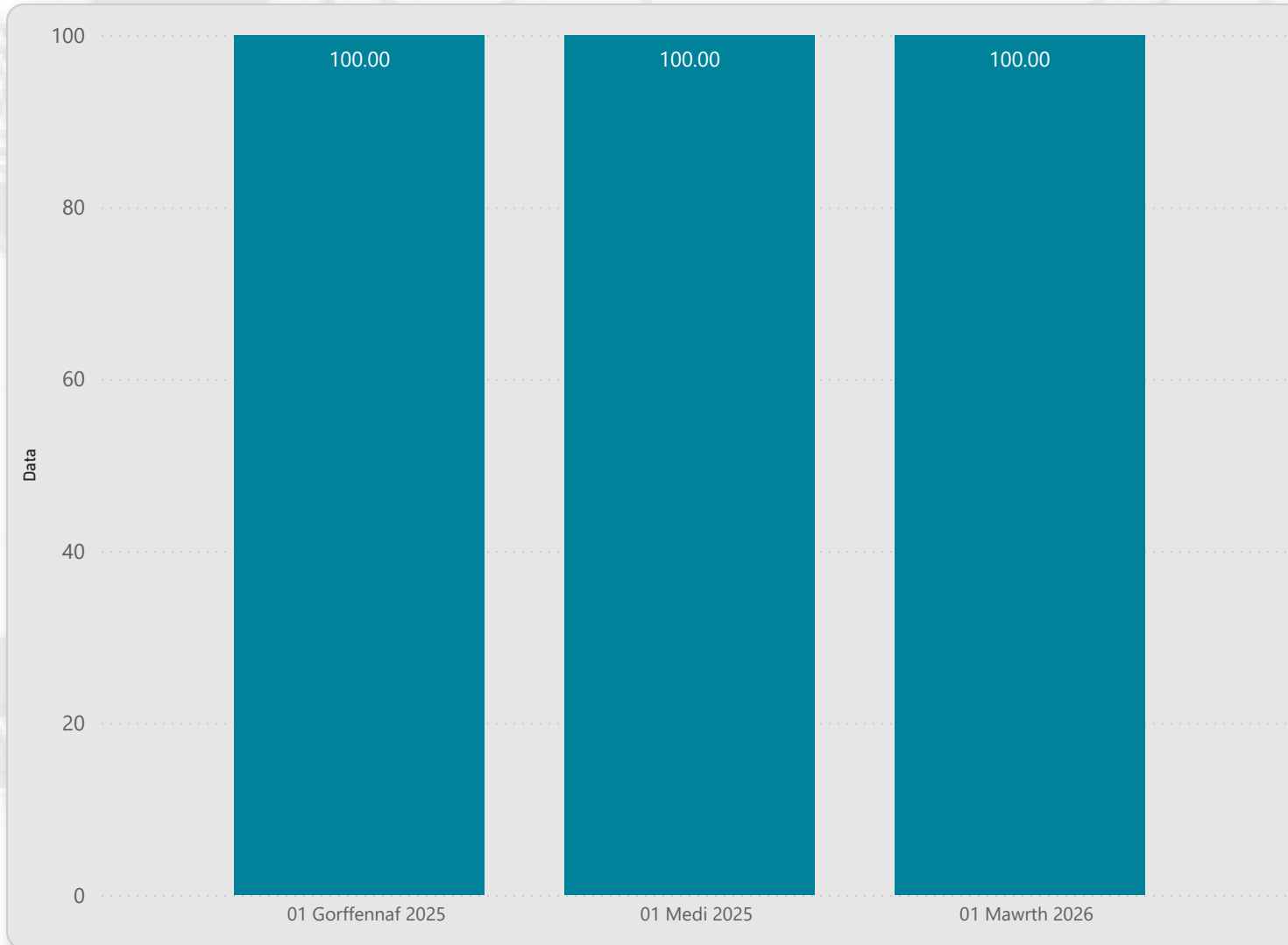
Quarterly

Kenny Norgain (ADDYSG)

# School Admissions

**Purpose:** Ensure that the data and admissions processes to Schools are up-to-date and fair

**Indicator:** % of entry applications to year 7 where a place is offered on a first preference basis



A total of 1,144 applications for Year 7 admission were received, and all applicants have been offered their first-choice school. Late applications continue to be submitted and are being processed.

Quarterly

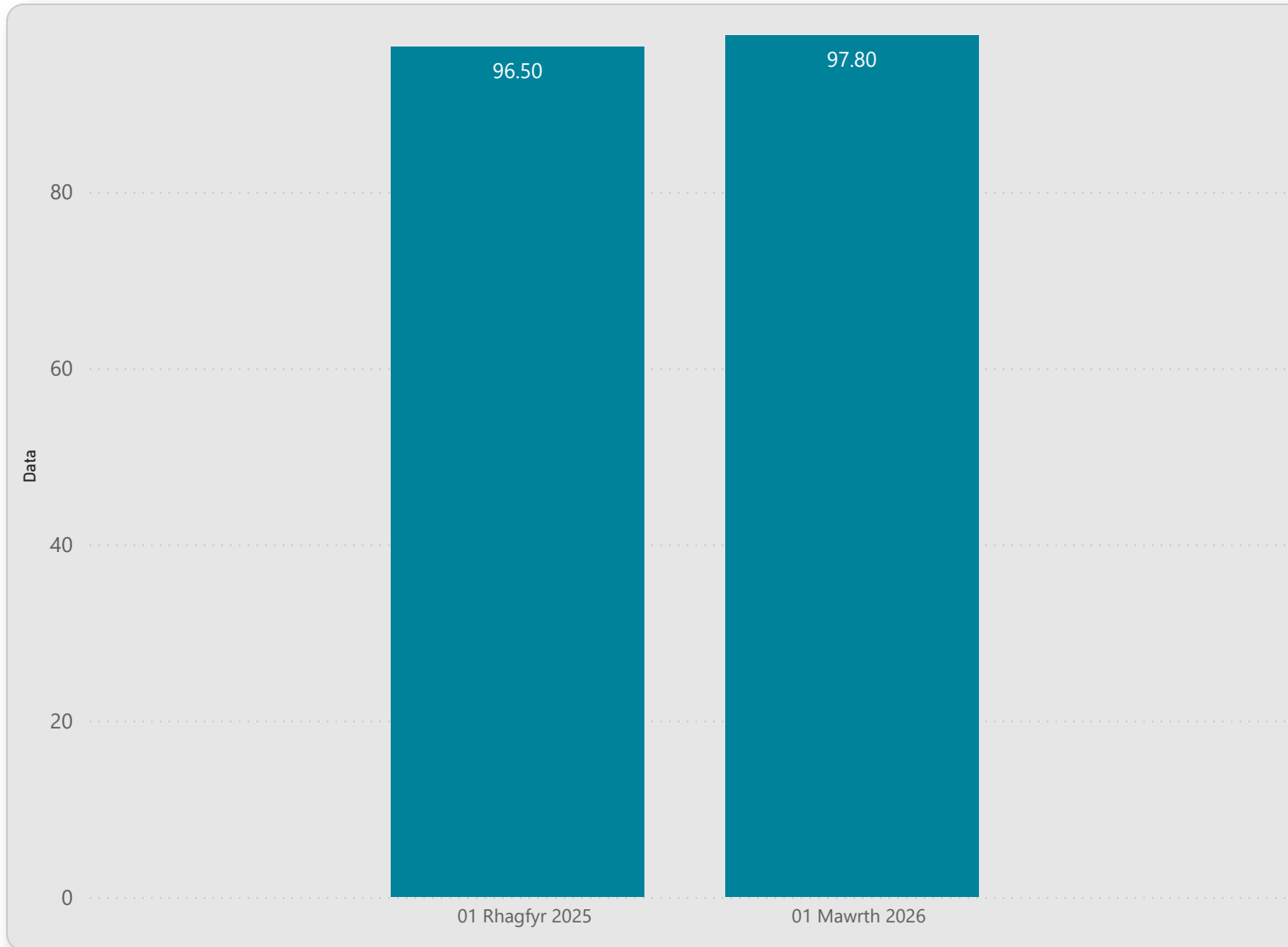
Kenny Norgain (ADDYSG)

# School Standards

## Purpose:

Support the effective management, leadership and governance of Gwynedd schools

Indicator: % of schools that have received a support visit during the term



97.87% (92 schools) have received at least one core supportive visit during the term from school support officers.

This represents a small increase compared with the Autumn Term. Since the establishment of the Service, officers have succeeded in gaining access to every school across the Authority, with a growing sense of open, collaborative partnership developing with the Authority. These visits have evolved to focus specifically on schools' self-evaluation and quality assurance processes, including scrutinising learners' work, conducting learning walks, and listening to the learner voice.

These visits have enabled officers to develop a strong understanding of all schools within the Authority, identifying where best practice exists as well as recognising those schools that require further support with specific aspects.

Although the role of school support officers will evolve as...

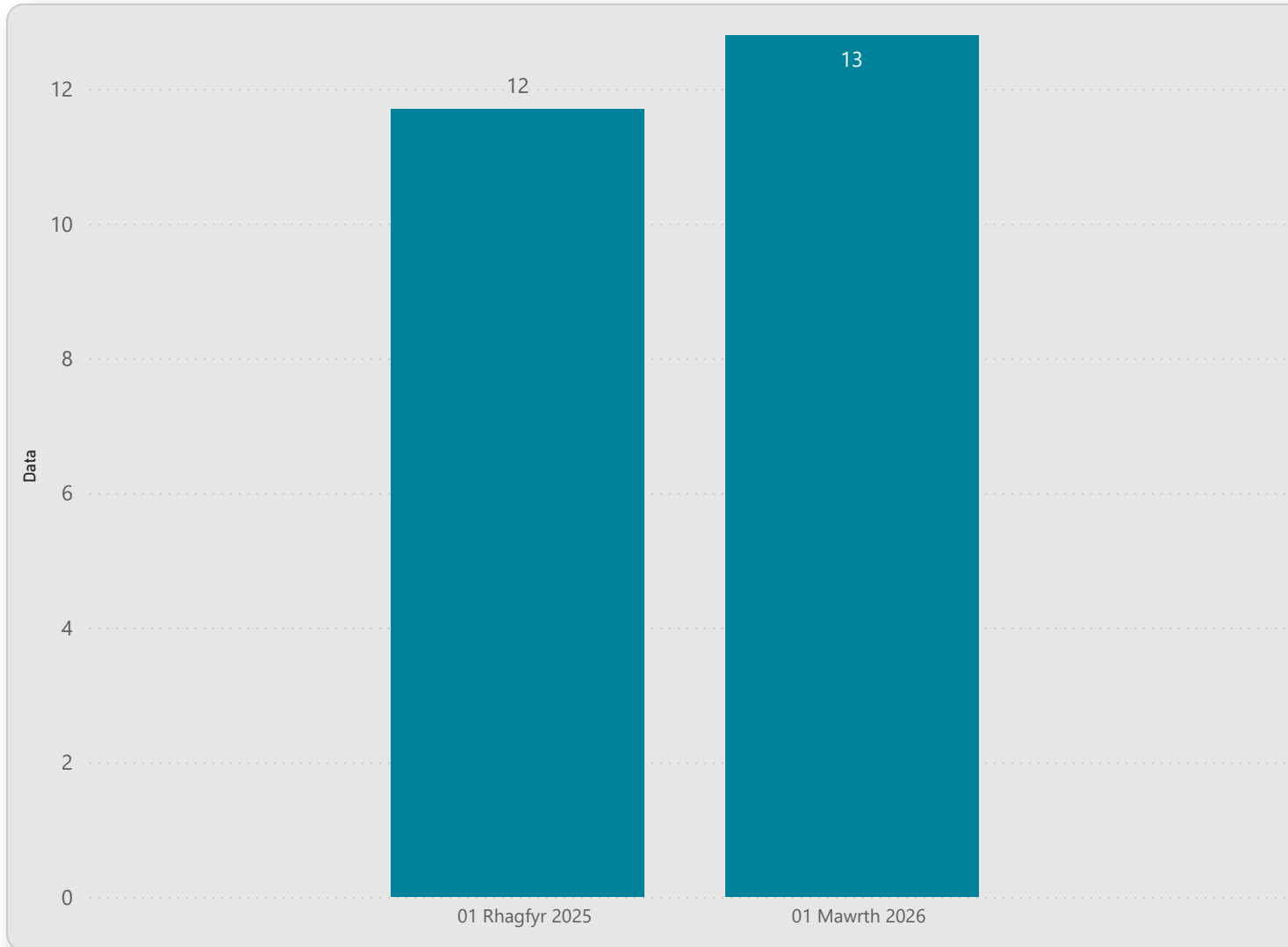
Monthly

Alison Halliday (ADDYSG)

# School Standards

**Purpose:** Support the effective management, leadership and governance of Gwynedd schools

**Indicator:** % of schools without a permanent headteacher



This is equivalent to 12 primary schools being led by an acting headteacher.

In addition to the acting headteachers referred to above, there are arrangements for a headteacher in charge for further 7 schools due to the long-term absence of the substantive headteacher. Therefore, acting headteacher arrangements are currently in place in a total of 19 schools across the Authority – 16 primary, 2 secondary and 1 special school. Overall, we have seen a significant reduction in the number of applications for headteacher posts over the past two years, and the challenge of attracting individuals to headteacher roles continues to grow. In response to this challenge, the Education Department has developed a 'Future Leaders' programme to offer practical support and ensure a clear developmental and succession pathway within the system. We are running the programme for the second time this year for two cohorts, with 17 participants from the primary sector and 7 from the secondary sector.

During 2024–25, 14 participants from both primary and secondary completed the programme.

Since January 2026, we have developed a programme offering targeted support for new headteachers and acting headteachers, which also provides mentoring and networking opportunities. At present, 22 headteachers are engaged as part of this programme, with very positive feedback to date.

Our next steps will involve working with our schools to ensure that practitioners are encouraged to attend middle-leader and senior-leader development programmes delivered by DYSGU, as well as developing a programme to build the confidence of deputy heads and members of senior leadership teams in preparation for the next stage of their career or for applying for the NPQH – the National Professional Qualification for Headship.

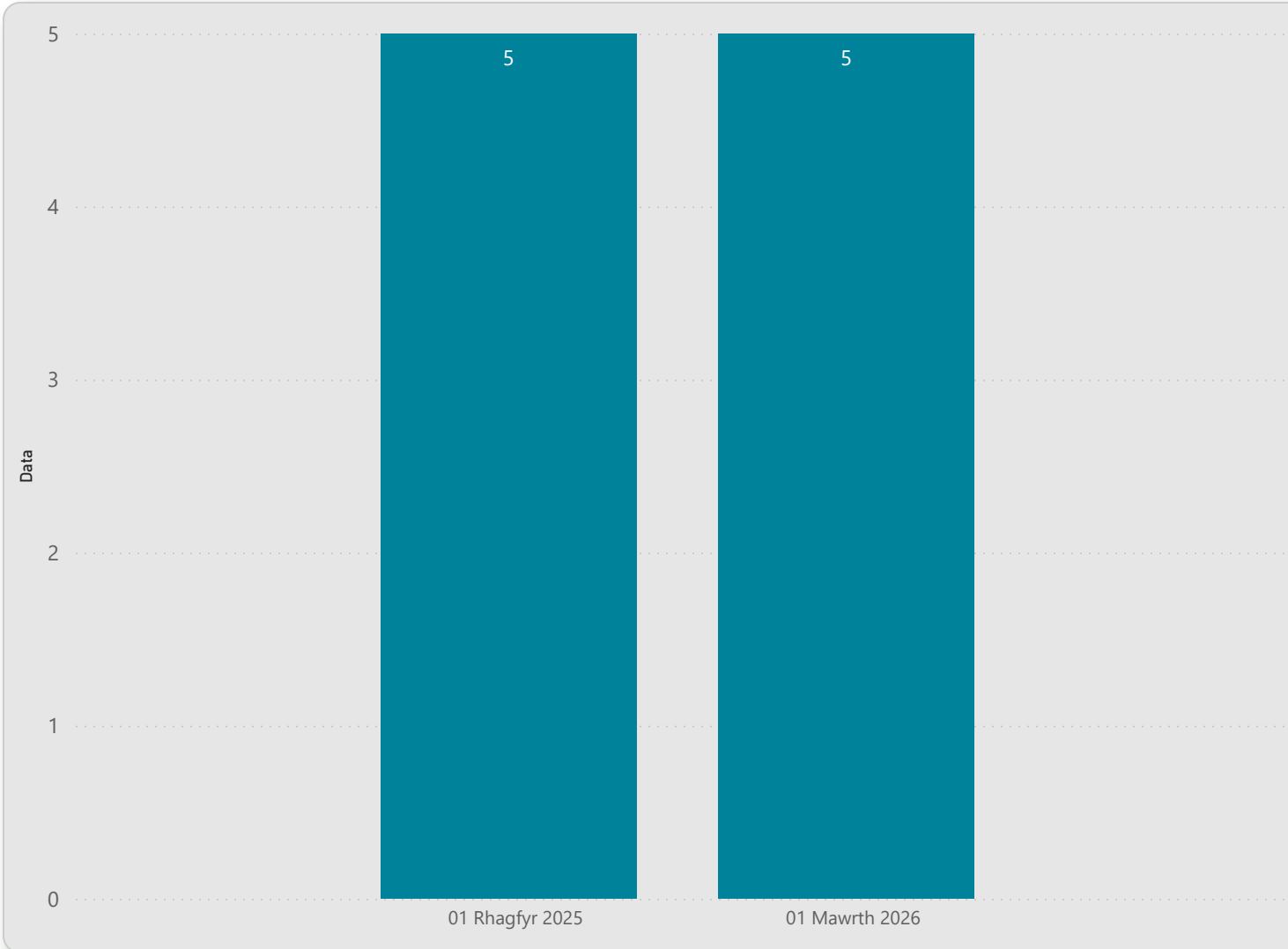
Monthly

Alison Halliday (ADDYSG)

# School Standards

**Purpose:** Support the effective management, leadership and governance of Gwynedd schools

**Indicator:** Number of schools in an Estyn statutory category



There are currently 5 of the Authority's 94 schools in an Estyn statutory category:

- 1 school – Significant Improvement
- 4 schools – Special Measures (3 of these schools are part of the same federation)

A school placed in a statutory category remains in that category until Estyn determines that it has made sufficient progress against the recommendations. This process can take between eighteen months and three years.

Schools in a statutory category receive an enhanced level of support from the Authority through an agreed support plan, which includes input from School Support, Additional Learning Needs and Inclusion, and Safeguarding Services. A School Support Board is established, consisting of the headteacher and senior leadership team, governors, and officers, to scrutinise the school's progress against the milestones set out in the Post-Inspection Action Plan (PIAP) and to agree any further actions required.

Since September 2025, 14 schools have received a core inspection to date.

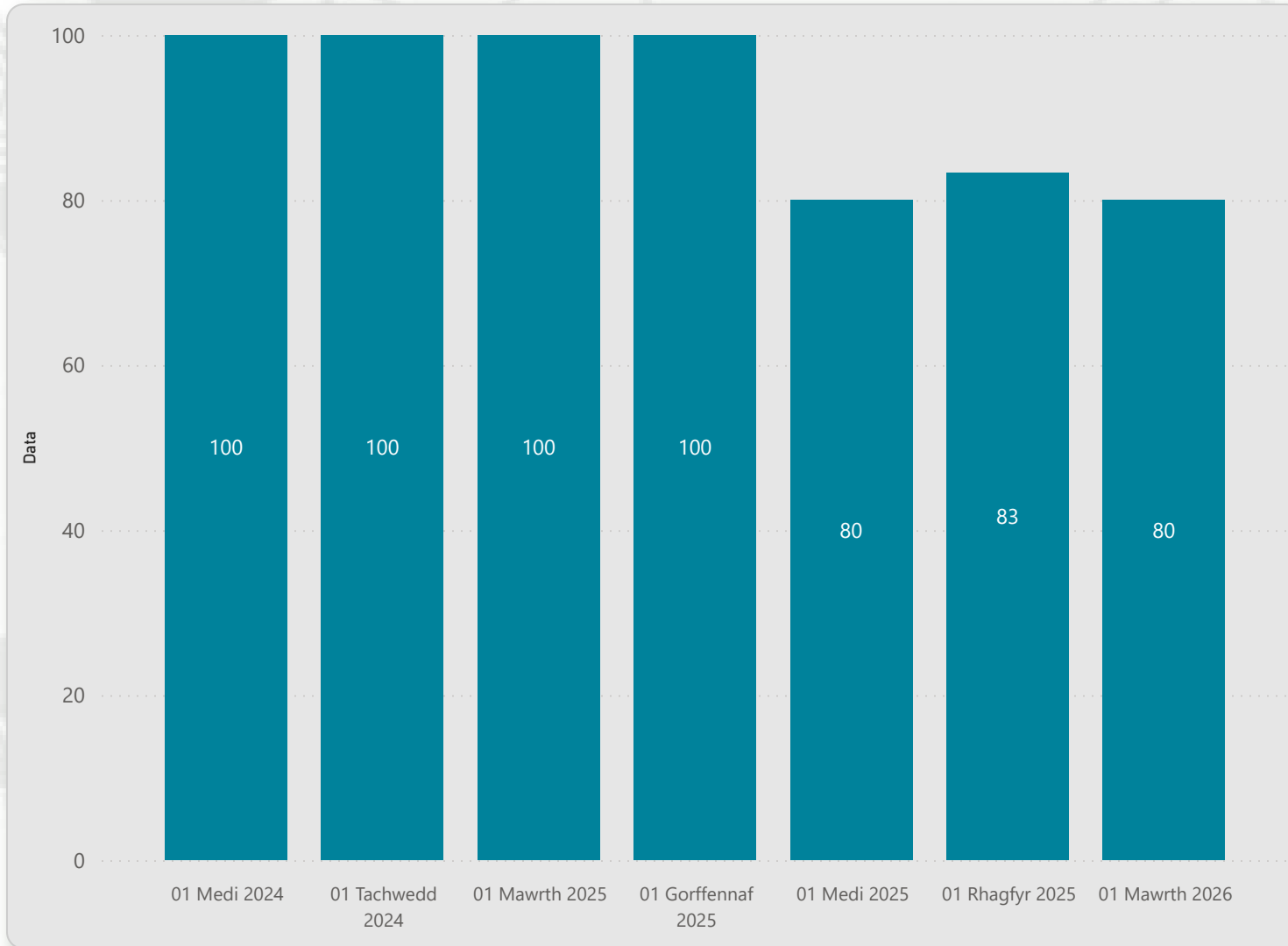
Monthly

Alison Halliday (ADDYSG)

# Data Unit

**Purpose:** Ensure support for the Department by providing a high quality of data and information infrastructure that drives decision and performance

**Indicator:** % of 'customers' reporting that the data received was of a high quality and that the information/data received led to decisions



Eight questionnaires were sent to customers during the period, and five were returned. Of these, four stated they were very satisfied with the standard of work received from the Unit, while the remaining response indicated they were satisfied. No written comments were provided. Although there has been a slight decrease, performance levels remain acceptable; however, it is important to note that the sample size is once again relatively small. Looking back over the year, the comments received have been very encouraging regarding the standard of work. Nevertheless, there is scope to improve certain elements of the service provided, and these will be included in the Unit's 2026/27 Business Plan.

Monthly

Kenny Norgain (ADDYSG)

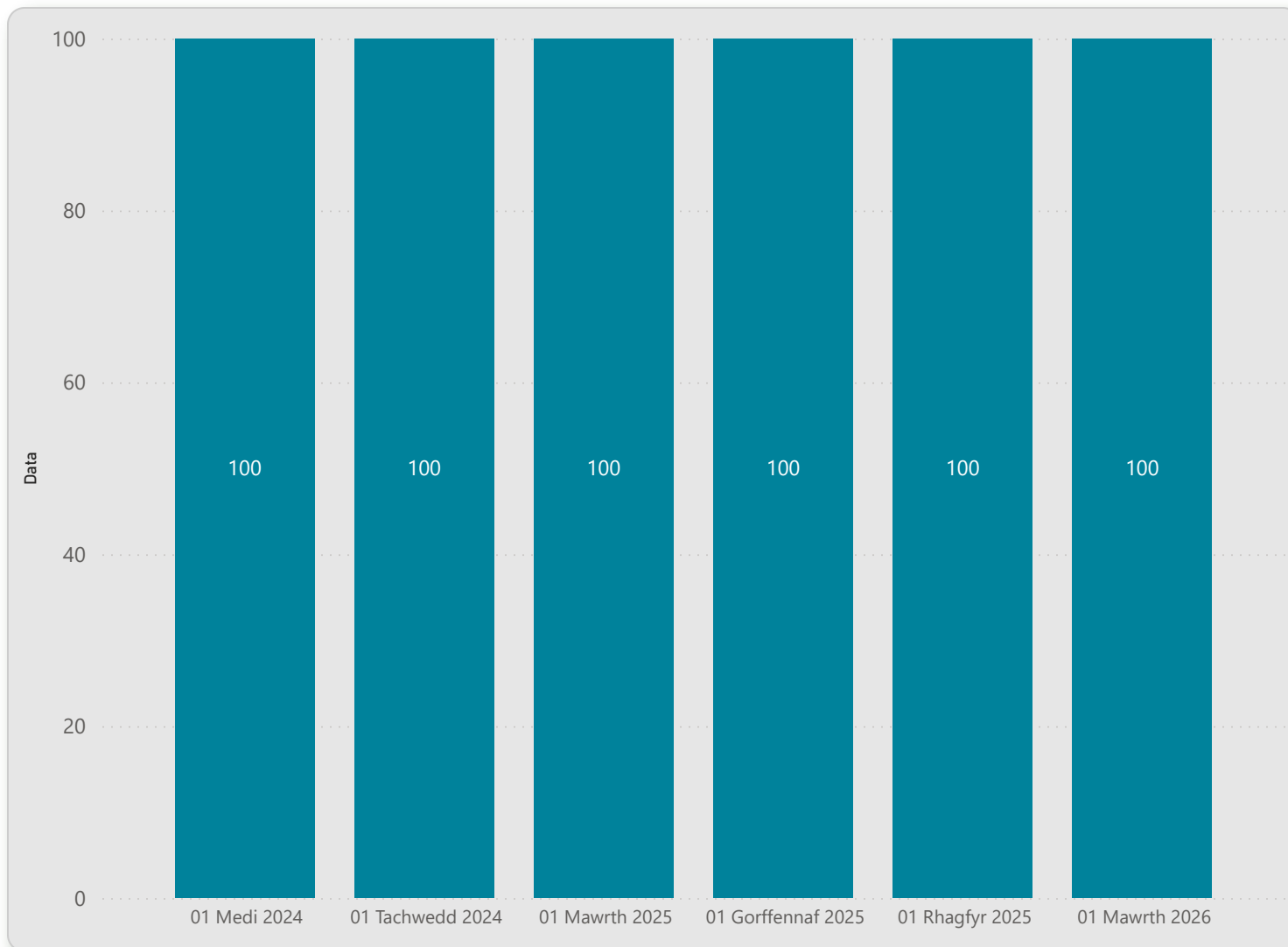
# ABC

## Purpose:

Preparing young children for the world of education and to be well-rounded and independent learners and supporting school and setting staff for them

## Indicator:

% of users who are satisfied with the support of the service



With the intensity of needs we are seeing in mainstream schools increasing, the demand for the expertise of the ABC team is also increasing. Schools value the team's guidance and support early in the nursery phase, recognising how important it is for a child to get the best possible start.

Increasingly, a number of schools are expressing their desire to have more ABC centres so that we can target and support more children – clearly showing that they recognise the need and value the impact of the provision.

Although the team does not receive a response to every questionnaire, they do receive very positive comments during outreach visits, meetings, and when parents come to the Centre.

Four questionnaire responses were received.

One school's ALN Co-ordinator shared:

"I am more than happy with the service we receive from the ABC Unit in our school. Thank you."

Parents also shared:

"Very happy with the service. All staff very kind and helpful."

"Staff at the ABC are amazing and so helpful. My little boy loves attending. I'm so thankful to them. Service is excellent, I can't think of a way it can be improved."

The feedback confirms that the team's input is effective

Monthly

Einir Rees Jones (ADDYSG)

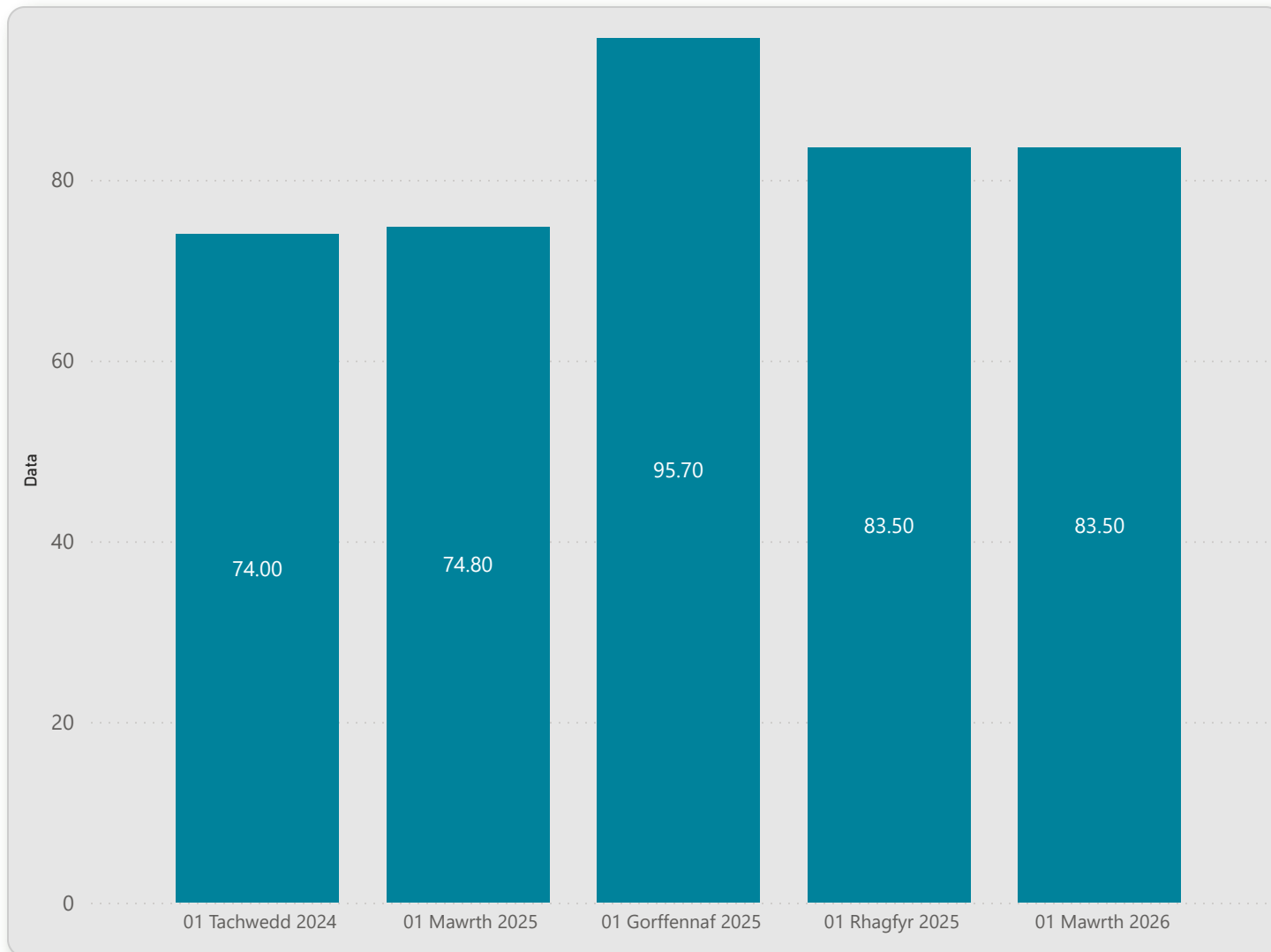
# ABC

## Purpose:

Preparing young children for the world of education and to be well-rounded and independent learners and supporting school and setting staff for them

## Indicator:

% of children and young people receiving input and making progress



The data shows an increase in the number of nursery-aged children with ALN (Additional Learning Needs) who are receiving support from the ABC service through Centres and Outreach. A Progress Tracking Profile is used at the start of the year to assess the child's initial developmental level, based on Early Years milestones broken down into small, measurable steps.

In Term 1, five children made significant progress as a result of early intervention, leading to transition to the school's IDP (Individual Development Plan) or increased support in mainstream. Following this, four INSET training sessions were delivered, and Outreach children who had not made progress were moved to ABC Centres in Term 2, where promising progress was seen.

In Term 2, no progress was seen in 16.5% of pupils due to a lack of following school strategies, low attendance, the intensity of needs, new referrals, and an increase in significant behavioural and sensory needs.

In response, the service will continue to work collaboratively with schools, Quality Officers and other agencies, ensure alignment between the Tracking Profile, IDP and Additional Learning Provision, develop inclusive practices, review service access criteria, and continue with INSET training arrangements.

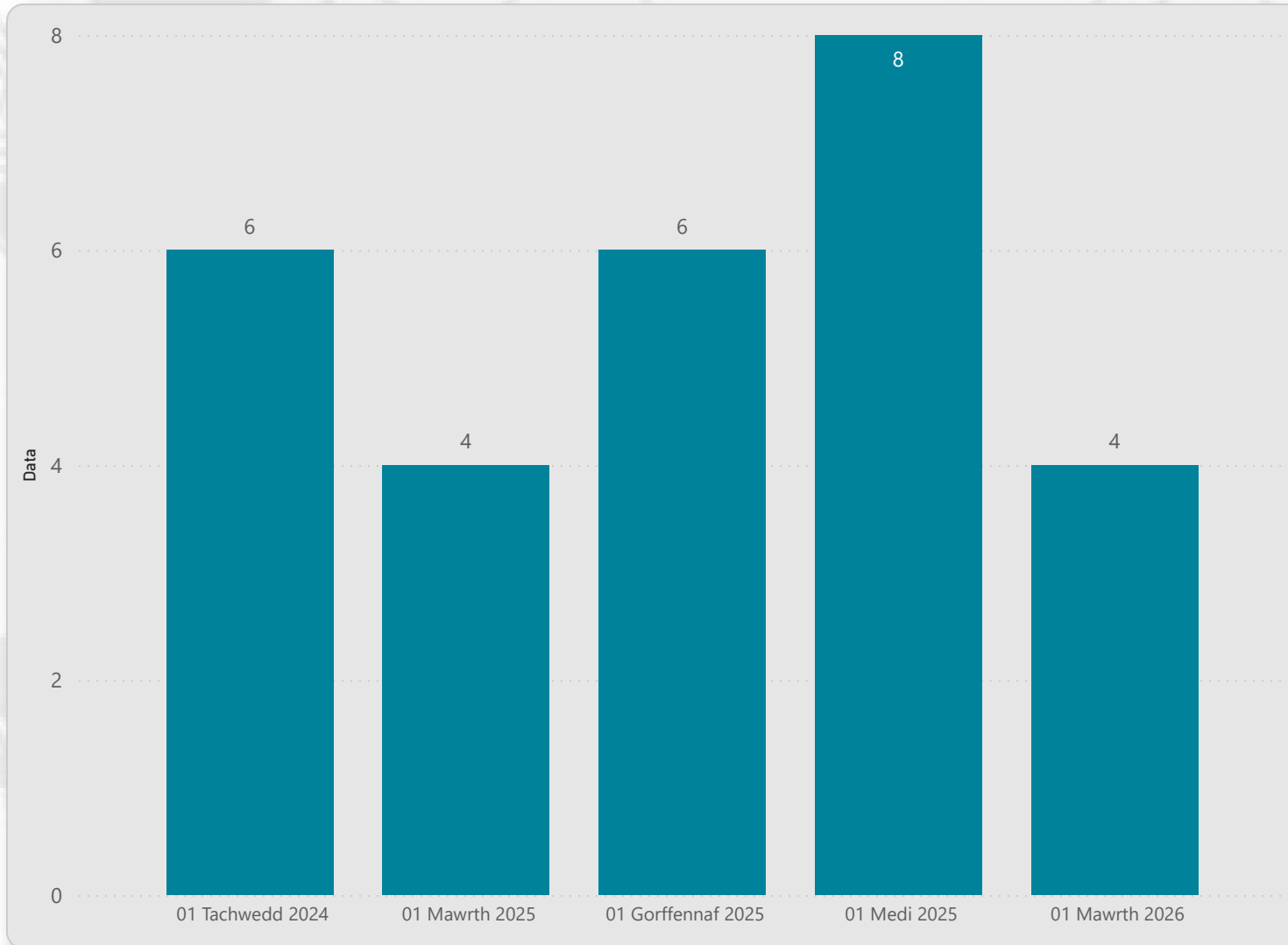
Monthly

Einir Rees Jones (ADDYSG)

# Quality and Administrative ALN

**Purpose:** Supporting schools to develop into inclusive institutions so that all learners reach their potential

**Indicator:** Number of cases that progressed to tribunal level



The Education Authority promotes avoiding and resolving any disputes with parents as early as possible. In the vast majority of cases (over 95%), this is achieved. During this period, the Quality Officers have resolved 6 cases and prevented them from progressing to tribunal appeal.

Tribunal appeals relate to specific aspects of the Individual Development Plan that are set out in statute. A high proportion of appeals relate to educational placement or Health Board provision within schools. Every parent has the right to submit a tribunal appeal, and such cases are relatively rare. However, there has been 1 new appeal case during this period, and 3 remain open. One of the four is close to being resolved, with the expectation that the parent will withdraw the appeal. Hearings for the remaining 3 will take place before the end of July 2026.

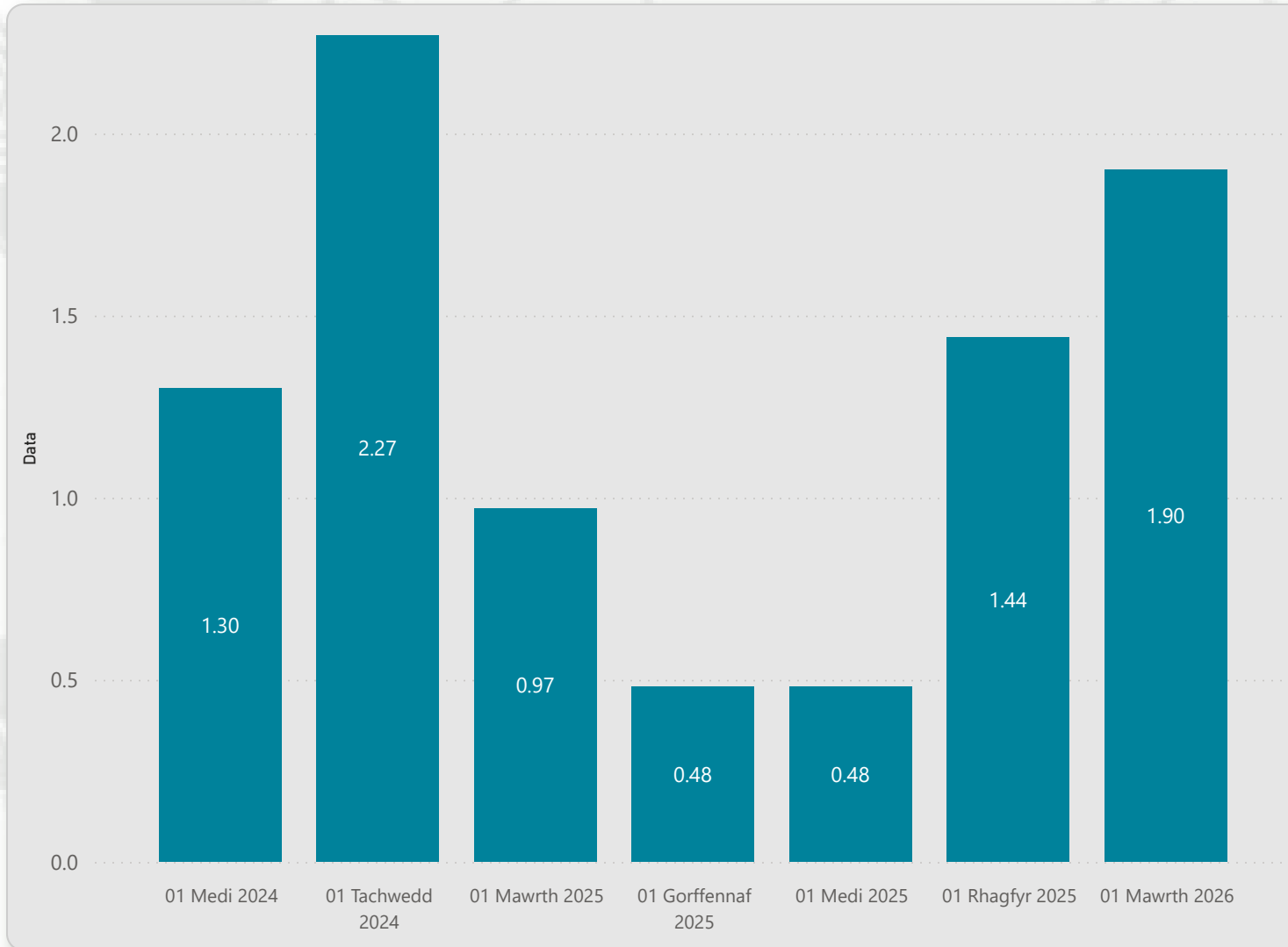
Quarterly

Einir Thomas (ADDYSG)

## Quality and Administrative ALN

**Purpose:** Supporting schools to develop into inclusive institutions so that all learners reach their potential

**Indicator:** % of schools in need of support beyond the usual – visits at least every half term (or the number of schools being upgraded to the CQB system due to ALN quality)



Graduated support to schools from the Quality Service ranges from a termly visit as the lowest level of support to weekly support that is jointly planned and delivered as part of the highest-level support plan.

Schools that had been receiving weekly input from quality officers have now all been downgraded.

During the reporting period, 3 new schools have moved to a higher level of support, with one school continuing to receive high-level support. The four schools are receiving a high level of support either due to strategic absences or because they have a new Additional Learning Needs Coordinator. Individual support packages have been tailored for the four schools, with cross-department collaboration taking place with two of the schools.

Quarterly contact continues to be maintained with the four schools that had been receiving higher-level input until the end of the academic year, before withdrawing fully to normal support.

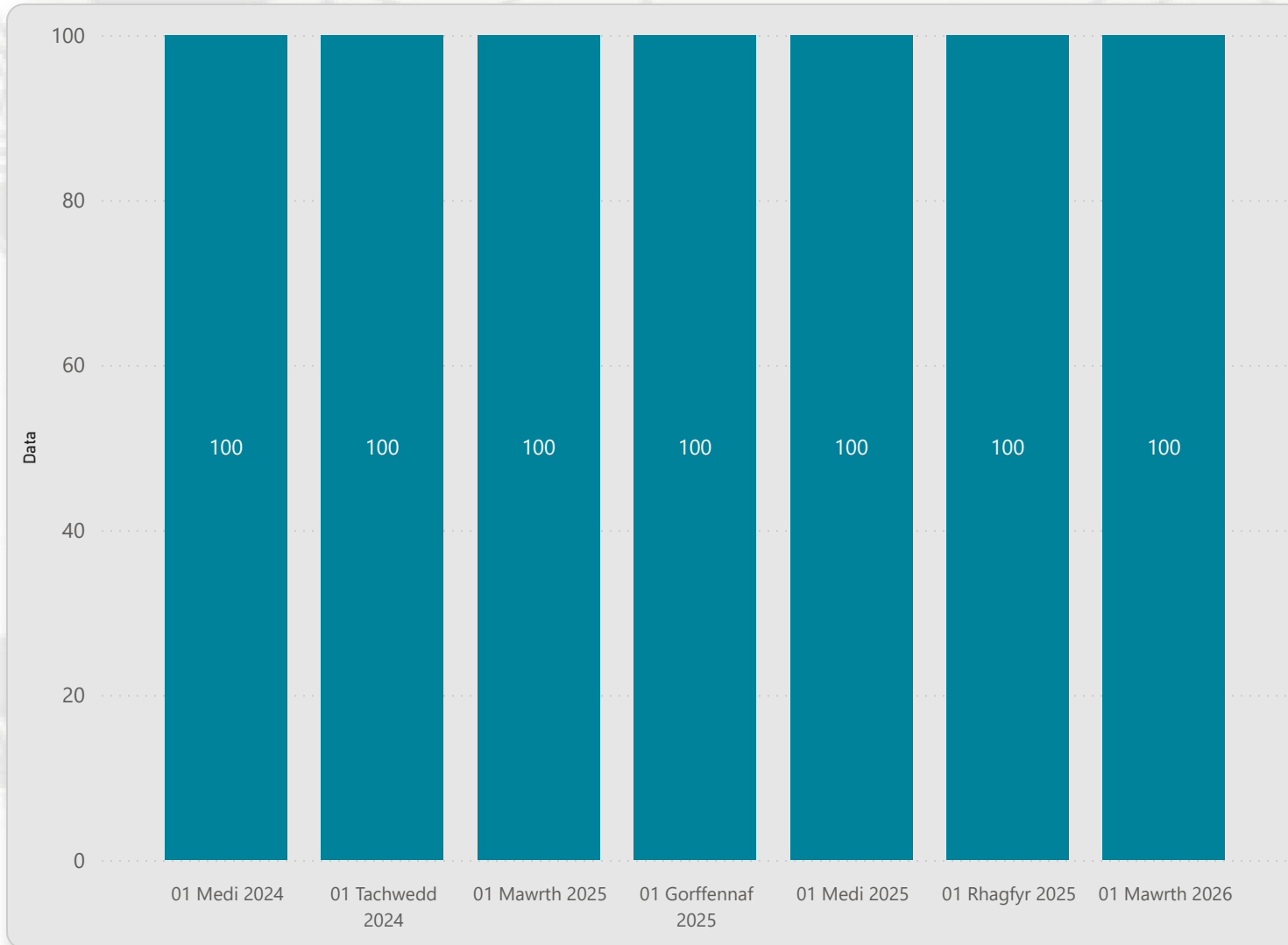
Monthly

Einir Thomas (ADDYSG)

# Early Years ALN

**Purpose:** Ensure that the LA's statutory duties in relation to children under school age are fully implemented in order to identify needs promptly and put in place appropriate interventions to prevent the development or worsening of ALN

**Indicator:** % of users who are satisfied with the support of the service



Eight responses were received during the last period, all indicating that they were very satisfied with the support provided by the team when completing the ALN enquiry process, which is a statutory process to determine whether a child has ALN or not, or when reviewing the IDP.

Here is an example of some of the feedback received:

\*"I have received a lot of support and information since starting working with \*. She has also been exceptional with my daughter and gave me a lot of peace of mind and confidence with what happens next for."

" has been amazing and as a family we really appreciate everything that this service provides to families like mine."

"We are very grateful and my son has definitely benefited from the early learning ALN service."

The questionnaires confirm that the team's input is effective and ensures that young children going through the statutory process in Gwynedd receive the best possible start on their journey through the education system. The team also ensures that the professional support they provide to families leads to a positive experience, even though the process can be challenging for some of them.

Although the responses represent a small sample, we can confirm that no parent has contacted the Early Years Lead ALN Officer to discuss any dispute, and therefore no tribunal cases have been recorded in the Early Years.

Monthly

Ellen Mai Jones (ADDYSG)

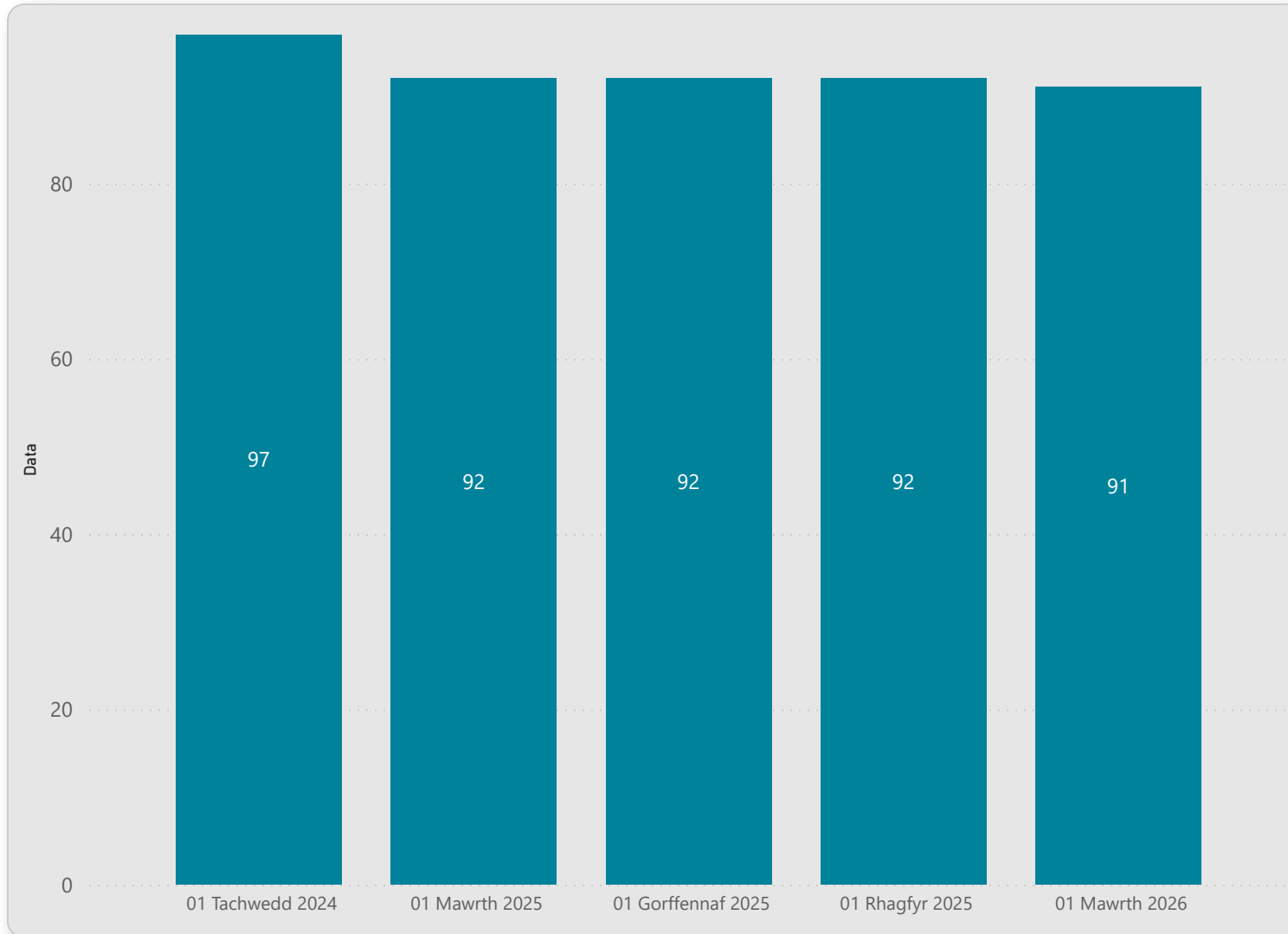
# Early Years ALN

## Purpose:

Ensure that the LA's statutory duties in relation to children under school age are fully implemented in order to identify needs promptly and put in place appropriate interventions to prevent the development or worsening of ALN

## Indicator:

% of children and young people receiving direct input and making progress



Quarterly

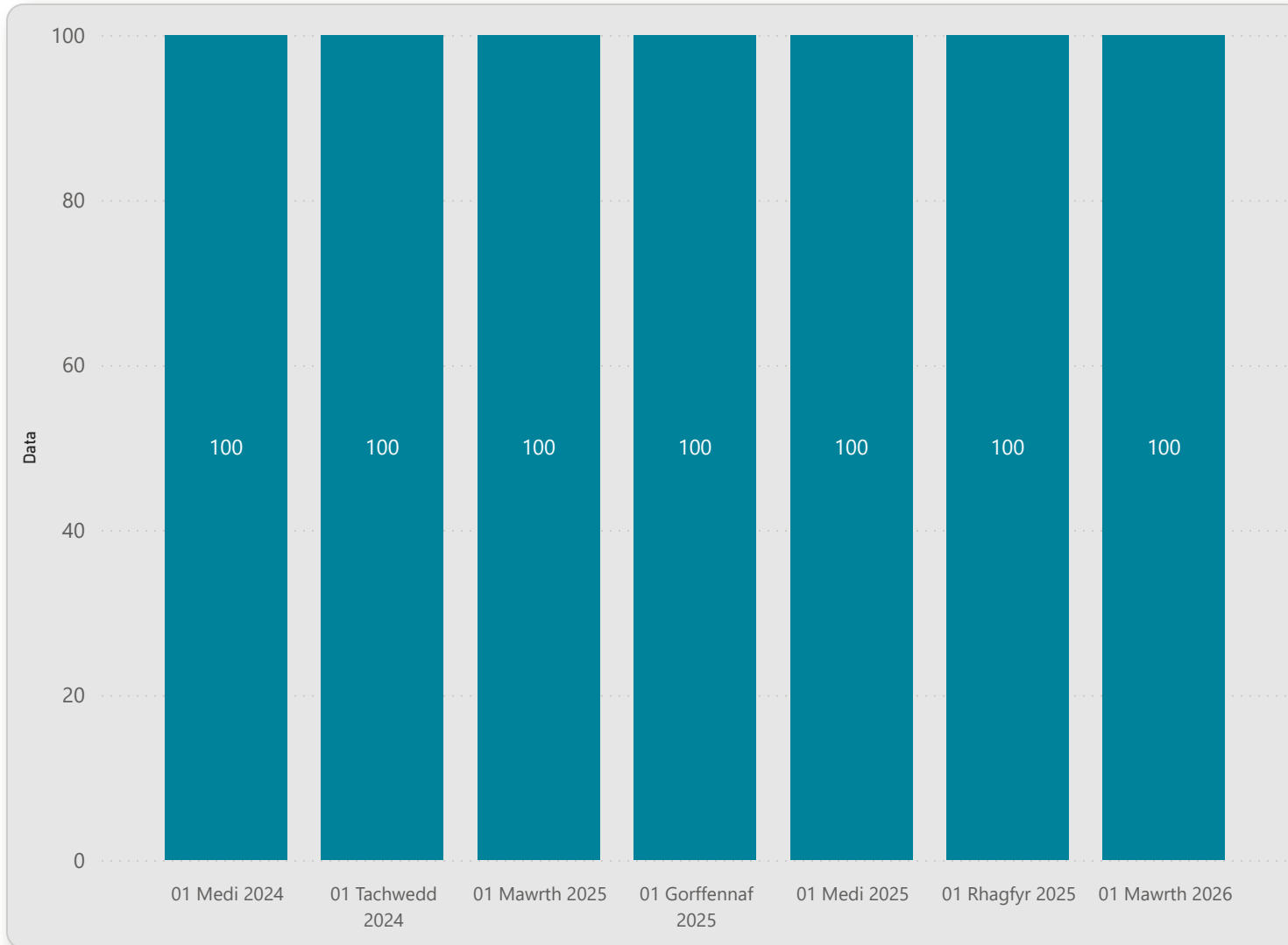
Ellen Mai Jones (ADDYSG)

Progress against targets was reviewed in 64 Individual Development Plans (IDPs – statutory documents). The findings show that the majority (91%) of children have made good or better progress, with a minority (27%) making very good progress. This confirms that the provision and support offered to settings and families by the Early Years ALN team is having a very positive impact on outcomes for children aged 0–3. Of the 9% (6 children) who made slower progress, quality-monitoring procedures show that the provision within the settings is very good. The reasons for slower progress include factors such as settling into a new setting, low attendance, home circumstances, inconsistency across developmental areas, or the fact that good progress had already been made in the previous term.

# Early Years ALN

**Purpose:** Ensure that the LA's statutory duties in relation to children under school age are fully implemented in order to identify needs promptly and put in place appropriate interventions to prevent the development or worsening of ALN

**Indicator:** % of cases matching the statutory timetable



Monthly

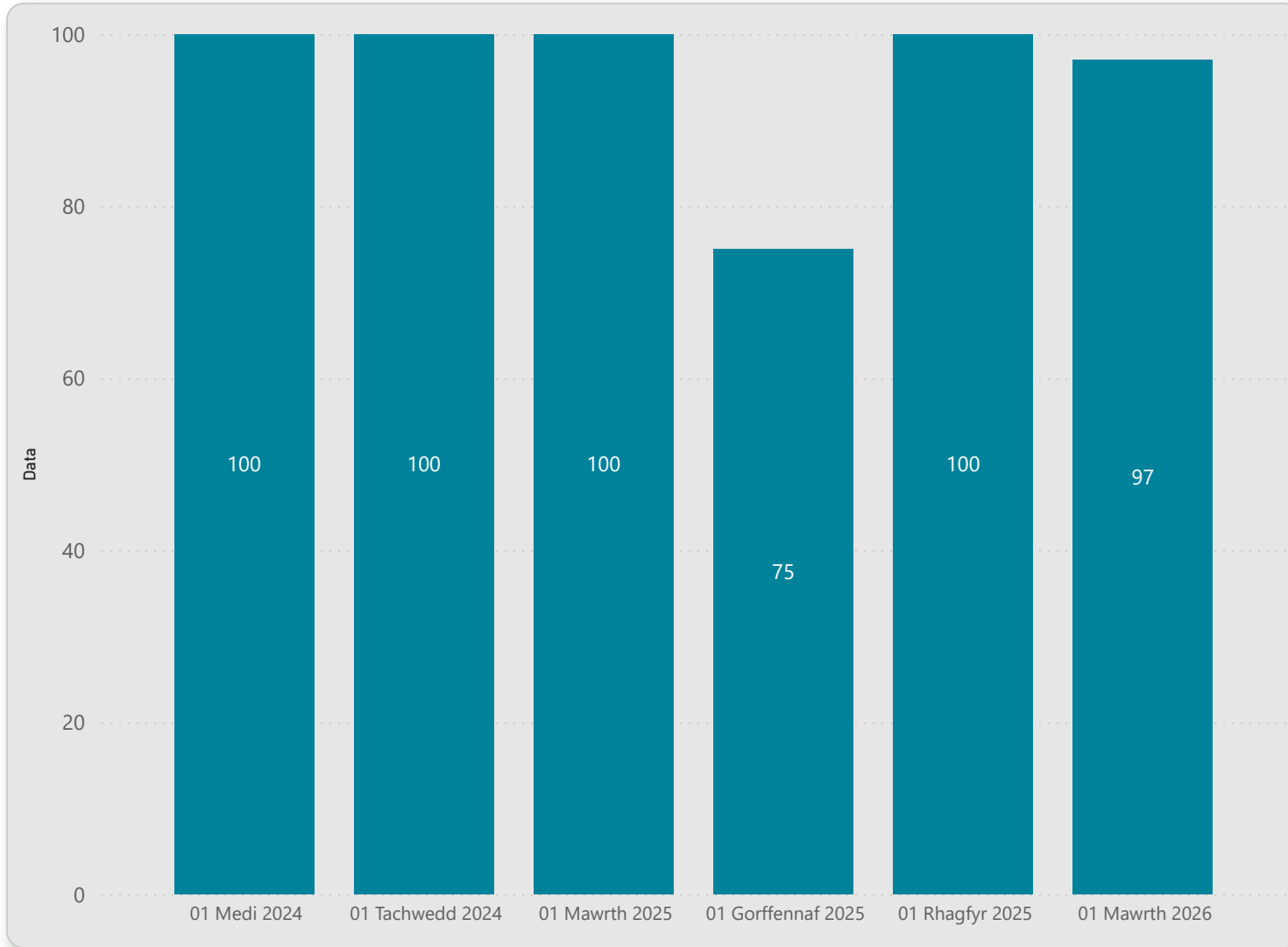
Ellen Mai Jones (ADDYSG)

During the last period, 30 referrals were received to begin the statutory 'ALN Enquiry' process in the Early Years, representing a 20% increase compared with the previous period, but consistent with the usual seasonal pattern for the Spring term. During the same period, 33 ALN Enquiries were completed, with 18 resulting in an Individual Development Plan (IDP) being put in place. Twenty-six of these enquiries were completed within an average of 6 weeks, which is significantly quicker than the statutory 12-week timescale. It was necessary to pause the timescale in 7 cases to ensure that full and relevant information was available, and in these cases clear, timely and consistent communication was maintained with parents. It should also be noted that the number of "no ALN" decisions is significantly higher than in the same period last year. A closer analysis of the data shows that over half of these cases originate from one specific area.

# Specific ALN

**Purpose:** Supporting children and young people who have significant difficulties in literacy and numeracy to access education

**Indicator:** % of users who are satisfied with the support of the service



Ten questionnaires were sent out during the term, with 3 responses received. It appears that 2 of the users were very satisfied with the service and 1 was satisfied. Users expressed that they were very happy with the resources created and shared by the team. Another user felt that they had received timely feedback and a report on a pupil's progress and, following this, were grateful for the training provided to upskill school staff when planning support for these pupils. The service will continue to support schools by creating resources and training staff on approaches to supporting pupils who experience significant difficulties in the areas of literacy and numeracy.

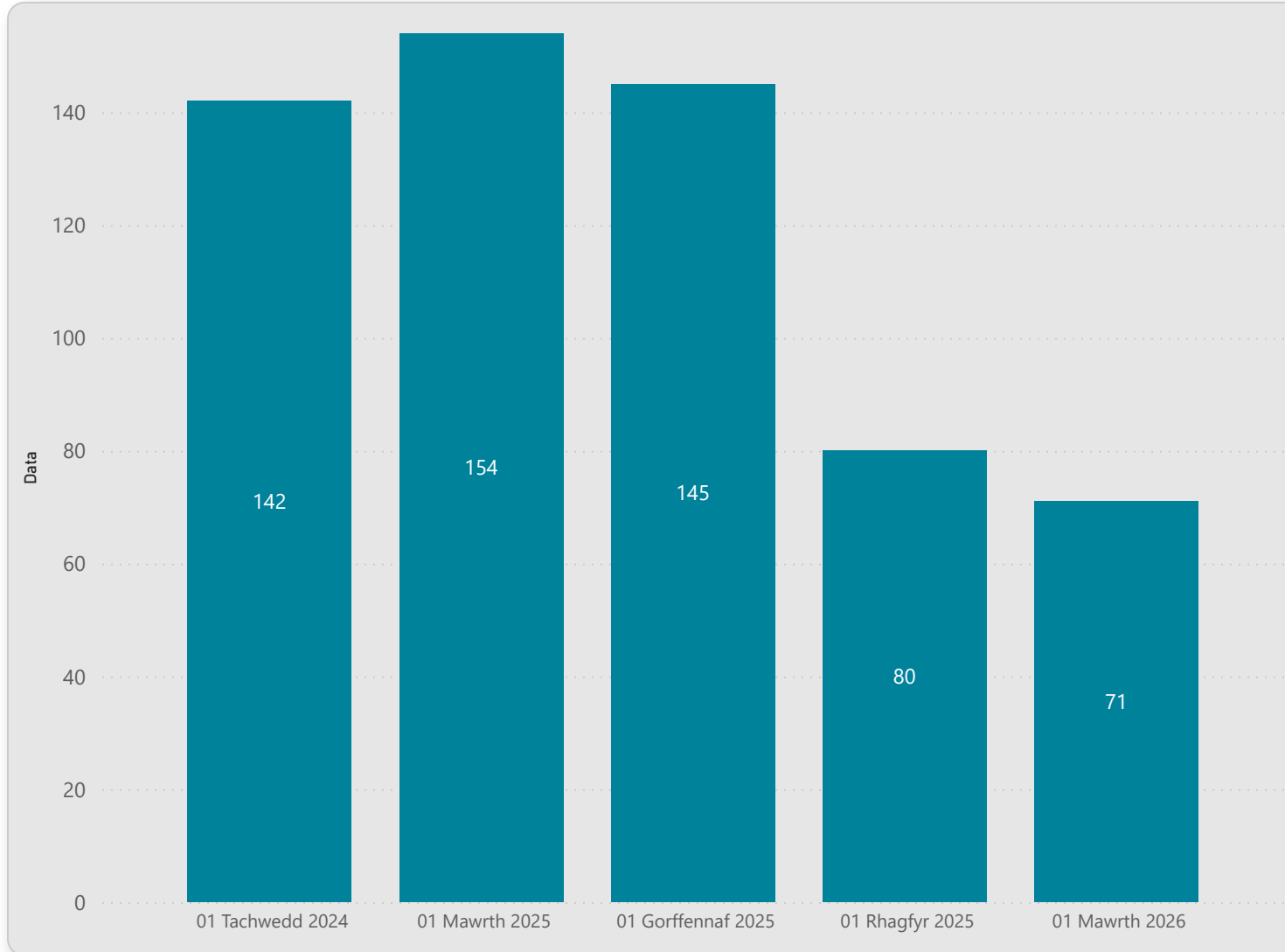
Monthly

Einir Thomas (ADDYSG)

# Specific ALN

**Purpose:** Supporting children and young people who have significant difficulties in literacy and numeracy to access education

**Indicator:** Number of children requiring direct input from the service



There were 71 pupils receiving input from the specialist Additional Learning Needs service during the term, which is an 11% decrease compared with December 2025. It is likely that the reduced demand for the service is a result of recent successful INSET training, with school staff now able to meet needs and support pupils independently. The service continues to deliver training as well as develop specialist ALN resources for pupils who experience significant difficulties in the areas of literacy and numeracy

Monthly

Einir Thomas (ADDYSG)

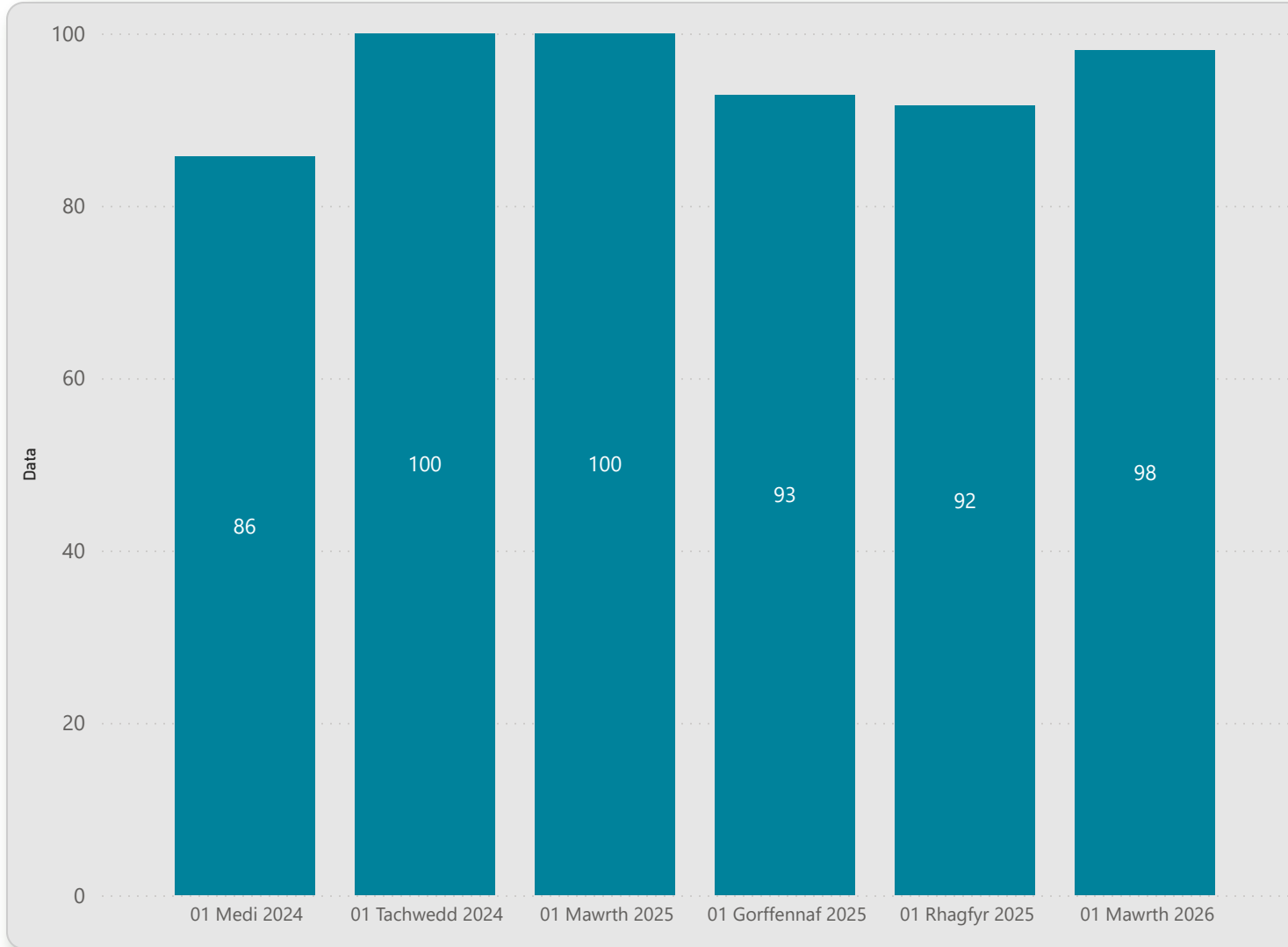
# Physical, Medical and Sensory

## Purpose:

Supporting children and young people with a medical/physical/sensory condition to access education

### Indicator:

% of users who are satisfied with the support of the service



Monthly

Sara Llwyd Davies (ADDYSG)

Twenty-four questionnaires were sent out during the term and 9 responses were received. Eight respondents were very satisfied with the service and one was satisfied. The comments were positive, noting that specialist staff respond as quickly as possible to requests for support and that this input is considered highly valuable. One user expressed that recent training had been extremely beneficial for school staff when supporting a pupil with a sensory impairment. Another user commented that there had been very effective collaboration between the school and the specialist teacher through joint meetings with parents and by providing further guidance and advice on risk assessment.

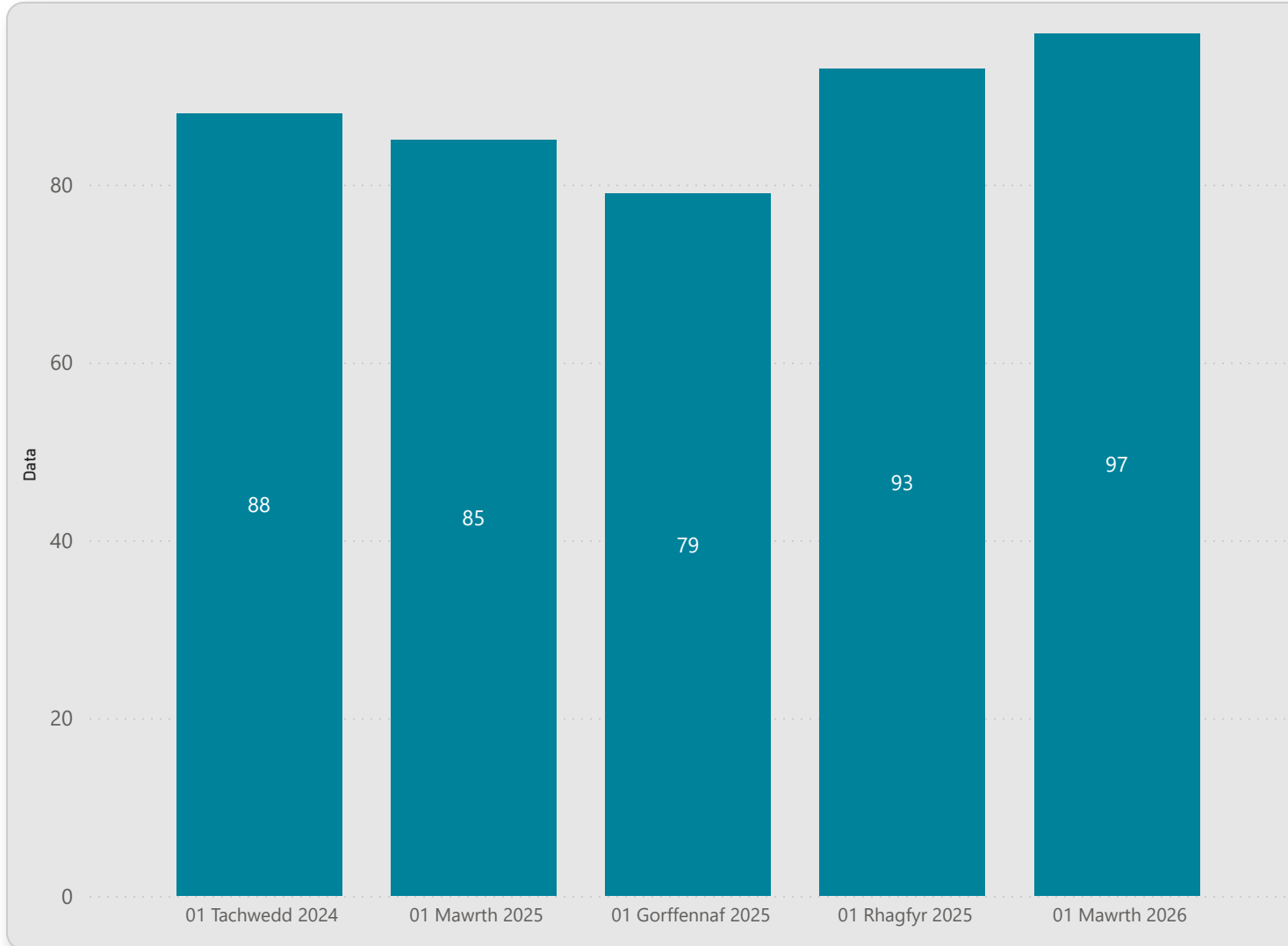
# Physical, Medical and Sensory

## Purpose:

Supporting children and young people with a medical/physical/sensory condition to access education

### Indicator:

% of children and young people receiving direct input and making progress



The data shows progress among pupils who received regular support from specialist sensory teachers. During the last term, pupils received direct support to develop specialist skills such as touch-typing, Braille, signing (BSL/Makaton) and using hearing equipment. 97% of pupils made progress.

No progress was seen in 3% of pupils due to reluctance to use specialist equipment following diagnosis, or because of a shortage of trained support staff able to consistently assist pupils with hearing loss in school.

To address attendance concerns, meetings were held to improve pupil engagement, which led to improved attendance and increased uptake of support from the sensory service.

To support the pupils who did not make progress and to plan for the next term, the intention is to:

- Support a gradual transition to secondary schools by ensuring specialist training for new staff.
- Allow pupils time to familiarise themselves with new equipment and strengthen communication between parents, schools and the specialist service.
- Continue working with schools that are experiencing difficulties in appointing specialist staff.

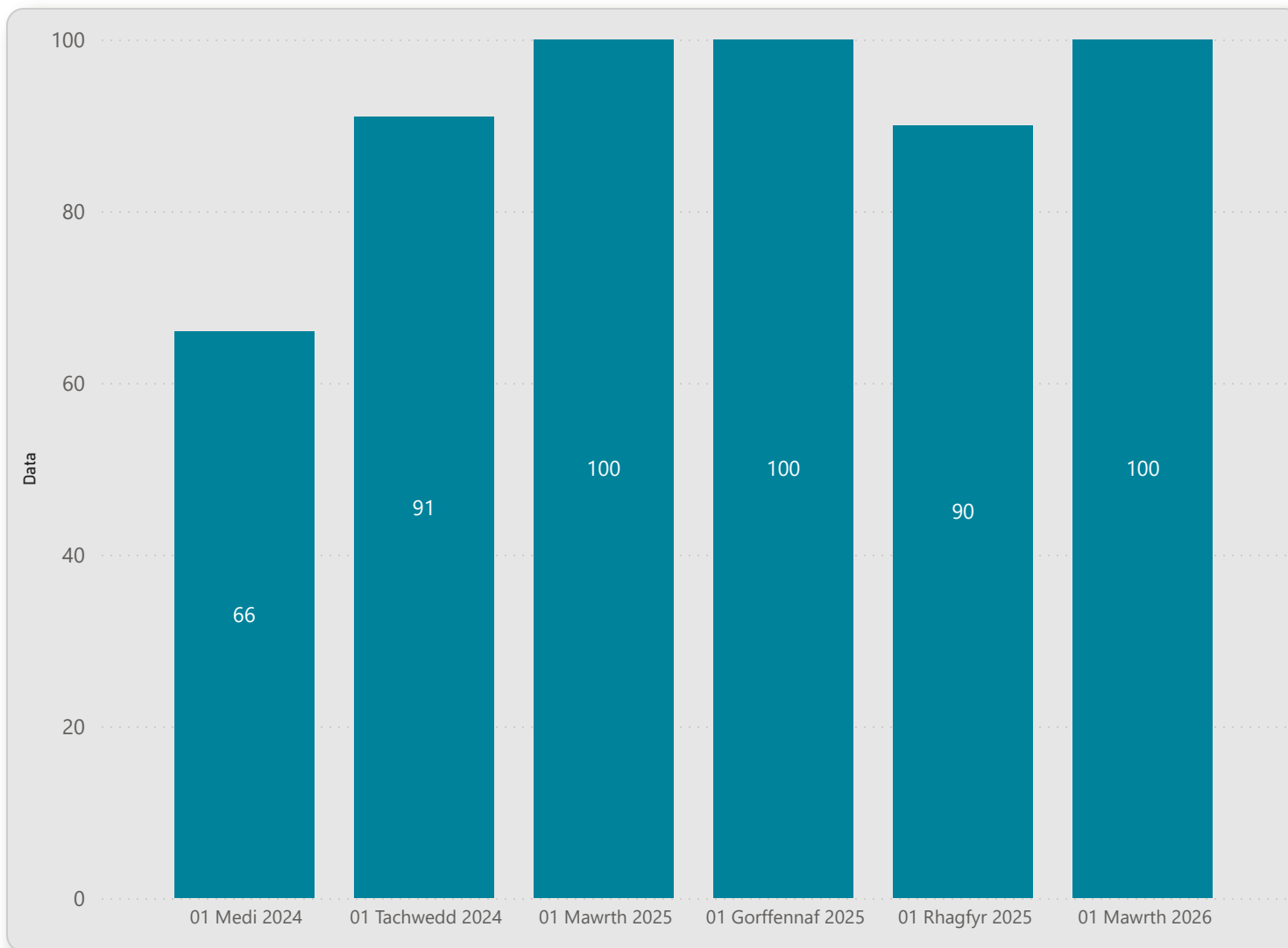
Quarterly

Sara Llwyd Davies (ADDYSG)

# Communication and Interaction

**Purpose:** Improve the communication and interaction skills of pupils who are on the Autism Spectrum or with communication difficulties so that they can thrive educationally and so...

**Indicator:** % of users who are satisfied with the support of the service



We take pride in the fact that 100% of the satisfaction feedback from schools this time indicates that they are very satisfied with the service we provide. It is also great to see that the comments we have received from parents are very positive. Specific comments:  
“I have no suggestions as I am extremely satisfied with the service my son is receiving.”  
“Nothing really — you are doing a great job with the children and I am extremely proud of XXXX, he has made such good progress with you.”  
“Nothing comes to mind — everything about the centre and the staff is 100%. He comes home happy and I can see a big change in him since he has been there.”  
“Cannot fault the service at all. All the staff are wonderful.”  
“My daughter has made incredible progress since being at the centre and that is all down to the hard work of the staff.”  
“We are very grateful to you all. You are amazing! Thank you.”

Monthly

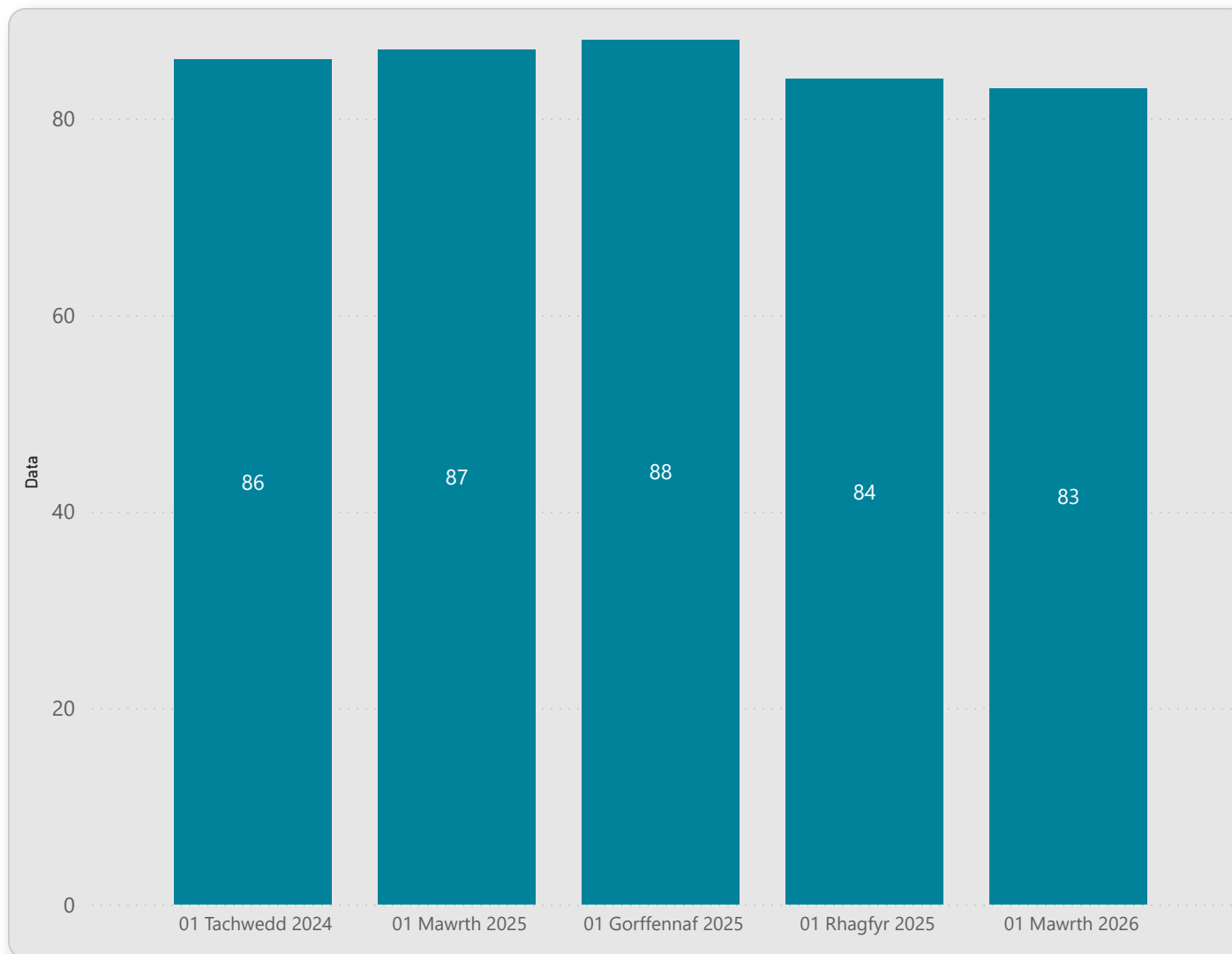
Delyth Gibbard (ADDYSG)



# Communication and Interaction

**Purpose:** Improve the communication and interaction skills of pupils who are on the Autism Spectrum or with communication difficulties so that they can thrive educationally and so...

**Indicator:** % of children and young people receiving input and making progress



We measure the progress of mainstream primary and secondary pupils who receive direct input from us as a team, either through a placement in a specialist centre or through regular input from a Specialist Assistant. Our indicators show that 83% of those pupils have made good progress.

We use a Progress Monitoring Record, which is a holistic tool for measuring pupils' communication and interaction skills. We collect the information for the record by carrying out assessments and observations in different situations. Every pupil open to us receives an initial assessment which is used as a baseline, followed by a termly assessment to measure progress.

There has been a decrease in the number of pupils who have made progress this quarter, and several factors have influenced this reduction:

- Absences within the team — several team members have been absent from work for extended periods, which affects our ability to support schools as we must ensure adequate staffing in our centres.
- An increase in the number of pupils being referred to us.
- The intensity of pupils' needs — this is a clear pattern, with the needs of pupils in mainstream schools becoming more complex.
- A shortage of Speech and Language Therapists, which impacts us as a team as we often have to fill the gap ourselves.

What are we doing to try to improve further?

- We have funded training for primary and secondary schools through grant funding to raise awareness of sensory needs.
- The team is working closely with special schools in Gwynedd to ensure that the right children gain access to Special School provision.
- Working with primary and secondary schools to establish small groups offering a specialist curriculum for those pupils who find it difficult to engage with more formal, desk-based learning.
- Working with pupils who struggle to attend school in order to build relationships and strengthen links between home and education.
- Supporting mainstream schools to make the best use of interventions and resources after staff training.

Monthly

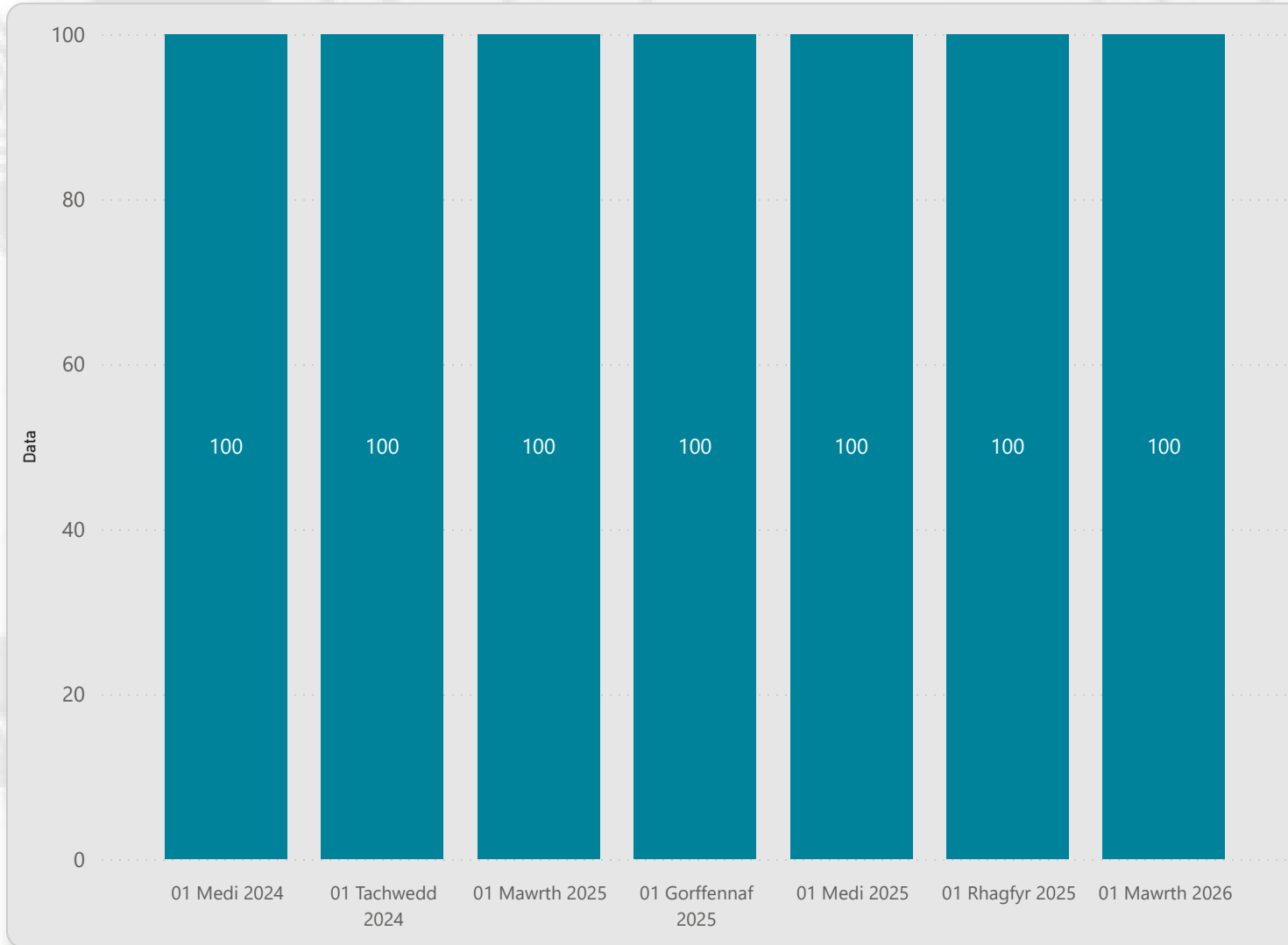
Delyth Gibbard (ADDYSG)



# Administrative

**Purpose:** Support the ALN teams, Schools and the public in providing ALN input

**Indicator:** % of Panel and Forum decisions recorded in the IDP within 2 weeks



Following each forum/panel, the administrative team inputs the decisions onto the online IDP system within two weeks of the decision-confirmation date.

During this period there were:

- 4 Intensive Forums
- 4 Enquiry Panels
- 3 Area Forums
- 2 Exceptions and Special Schools Panels
- 11 Early Years Panels

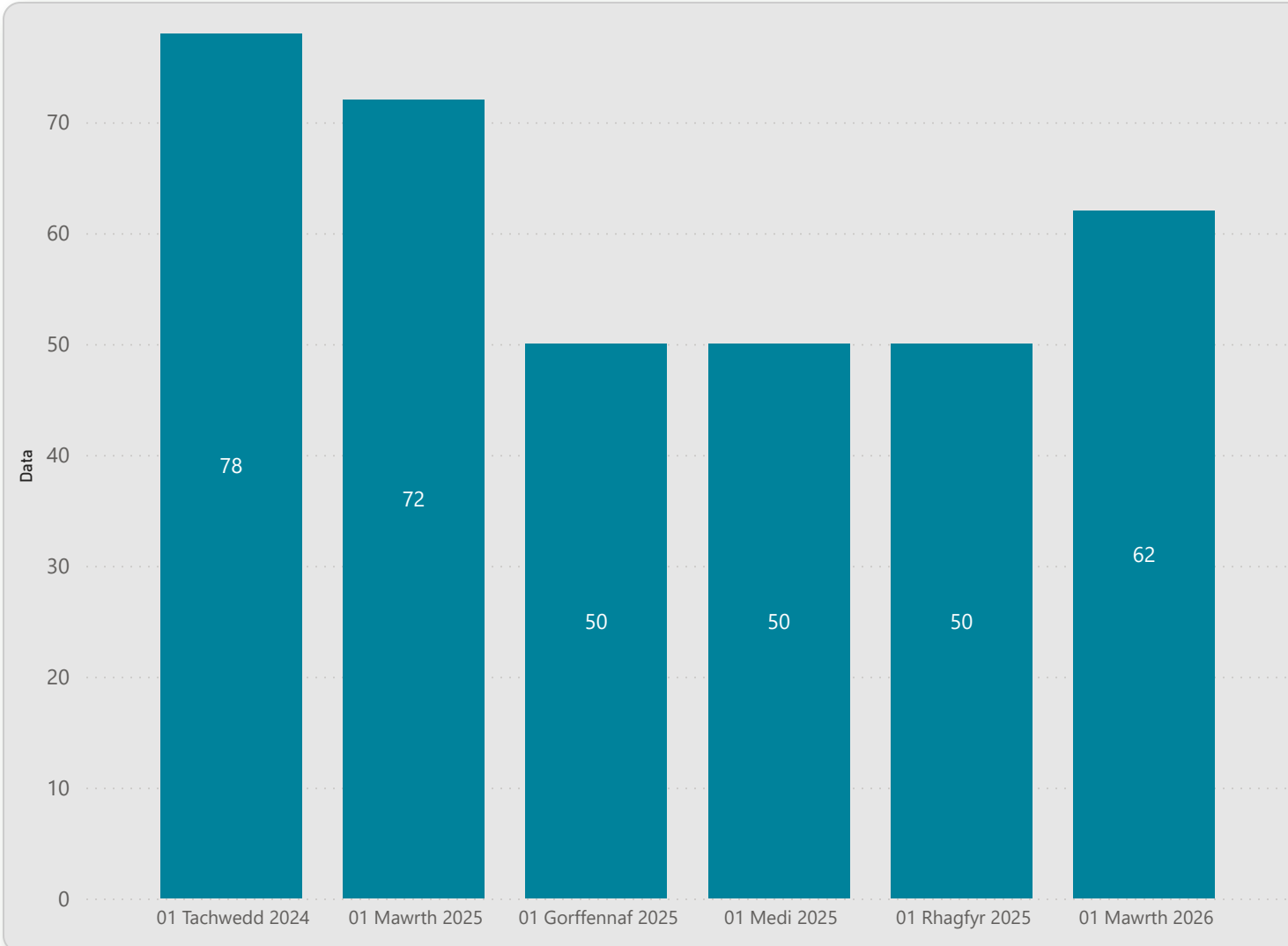
Monthly

Ellen Mai Jones (ADDYSG)

# Psychology

**Purpose:** Using Psychology based information and interventions to promote positive change for children and young people

**Indicator:** % of children and young people making progress following input from the psychology service



The Educational Psychology Service is a school-based service operating on a consultative model, where strategies to support progress are discussed in partnership with key school staff, other agencies (where relevant), and parents. This is followed by a process of implementation and review. We also have a key role in training, delivering interventions, and running projects. In addition, we work with groups of pupils from time to time and, of course, with individual pupils.

Measuring the progress of individual pupils following work by the team can be challenging, as the progress a child makes often depends on factors such as whether the strategies recommended in reports or through training are implemented effectively and consistently within schools, or changes in the child's life that may reduce the impact of interventions.

The psychology service intends to refine our data-collection approach by September 2026, but at present we rely on schools responding to our questionnaires, reporting on the progress of pupils who have received direct input (through observation, therapeutic work, or assessment) or indirect input (through consultation with staff or through training). This data is based on 33 responses, and we are pleased to see that schools feel more children are making progress in response to the psychology team's involvement this quarter.

As we often work with the people (the system) around the child in school (ALN Co-ordinator, class teachers, and teaching assistants), progress is often dependent on the school implementing the recommendations. In cases where direct therapeutic work is carried out with a pupil, it is easier to say that the progress (or lack of progress) stems from the psychologist's input.

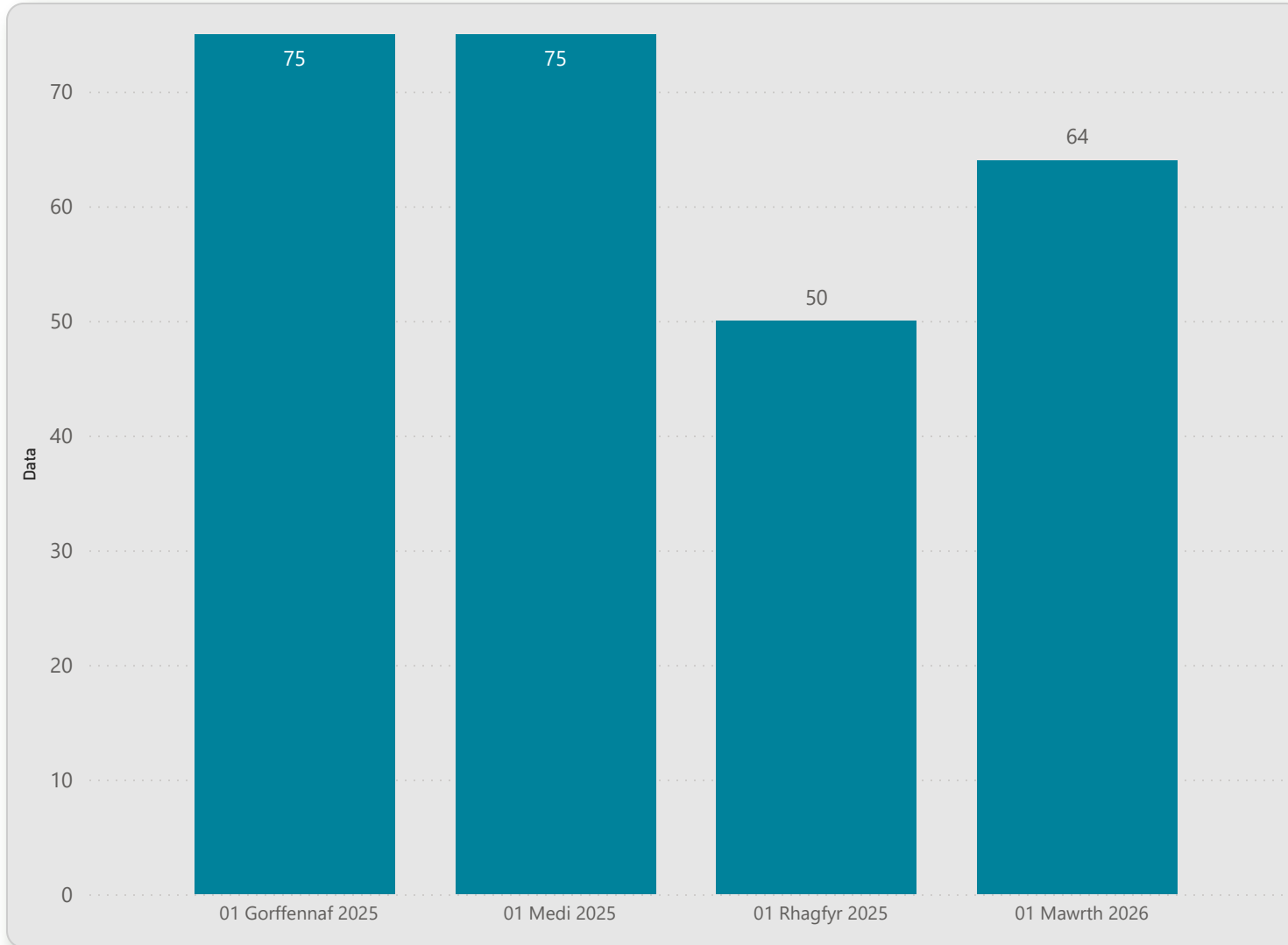
Quarterly

Elenid Glyn (ADDYSG)

# Psychology

**Purpose:** Using Psychology based information and interventions to promote positive change for children and young people

**Indicator:** % of the qualified ELSAs who attend supervision every half-term



The ELSA (Emotional Literacy Support Assistants) project is a major part of the work of the educational psychology service throughout the year. The educational psychology team trains assistants to deliver wellbeing interventions in schools for children who are emotionally and behaviourally vulnerable, under the ongoing supervision of Educational Psychologists. Through this project, a high number of children receive timely intervention from an adult who is familiar to them. To ensure the quality of this important provision, and to ensure that the work is based on current psychological evidence, ELSA assistants are required to attend regular supervision sessions with the team.

During a period when the psychology team has been operating under capacity for an extended time (due to national recruitment challenges), we have often had to adapt our way of working to meet the needs within schools, and the ELSA project is something we see as an element that cannot be compromised.

Since the last report, there has been an increase in the number of ELSA assistants attending supervision sessions, but it is still not sufficient. In order to maintain ELSA accreditation, and for the psychology team to monitor the quality of this important provision in schools, attending supervision every half term is ESSENTIAL. It is not clear what has enabled more ELSAs to attend this time, but the team takes every opportunity to emphasise the importance of attendance in any conversation we have with ALN coordinators (ALNCos). We have also sent an email to schools to reinforce the importance of releasing ELSA assistants from their duties to attend supervision.

To respond further (as noted last quarter), we have arranged to discuss the ELSA project with Gwynedd headteachers in May, in the hope that this will improve their understanding of the requirements of the ELSA Network—namely that the work must be supervised by educational psychologists, and therefore that assistants must be released to attend the sessions.

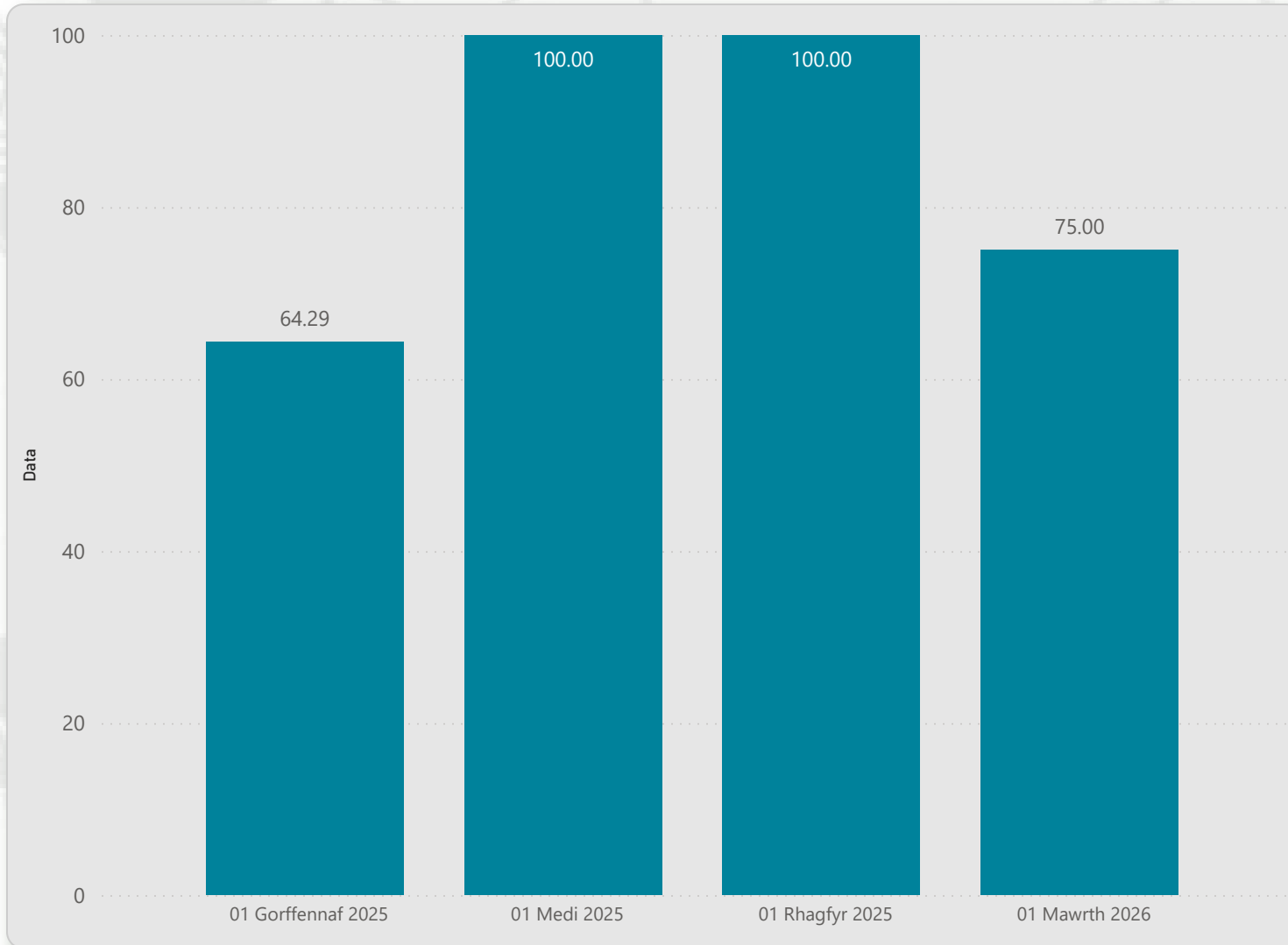
Quarterly

Elenid Glyn (ADDYSG)

# Elective Home Education

**Purpose:** Support Local Authorities in fulfilling their statutory duty to ensure that all learners receive a suitable and efficient education under section 436A of the Education Act 1996

**Indicator:** % of pupils receiving education suitable for their ability



During the reporting period, visits were carried out with 32 families who educate their children at home. Of these, it was identified that 24 children (75%) are receiving an education considered suitable for their ability. The data shows that 25% of the children visited are not currently receiving an education that meets statutory criteria.

The findings highlight that:

- 75% of the pupils who received a visit are receiving an education considered suitable for their ability.
- 25% of the children assessed require support or improvement in their home-education provision.
- The figures do not represent the full register, as visits take place annually; therefore, the data reflects only the families assessed during this period.

This information draws attention to the need to:

- Strengthen monitoring to ensure that inadequate provision is identified promptly.
- Target support towards those families where concerns have been identified.
- Review visiting arrangements to ensure that the picture obtained is representative and sufficiently robust for policy-making purposes.

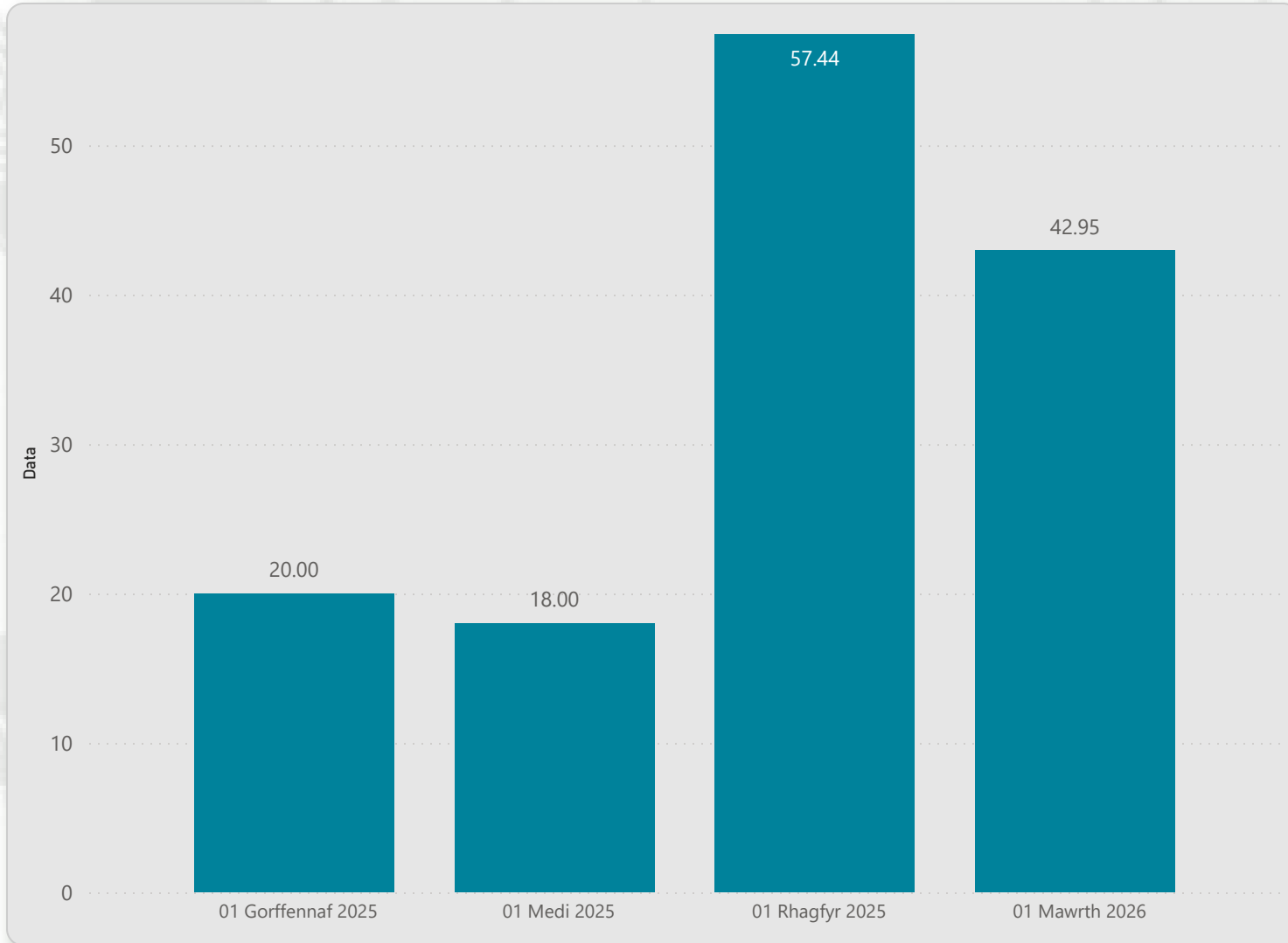
Monthly

Ellen Rowlands (ADDYSG)

# Elective Home Education

**Purpose:** Support Local Authorities in fulfilling their statutory duty to ensure that all learners receive a suitable and efficient education under section 436A of the Education Act 1996

**Indicator:** % of families receiving home visits



This figure reflects the fact that the team works on the basis of an annual visit schedule, which means there is no expectation to visit every family in every reporting period. This approach ensures that resources are targeted appropriately and allows the team to focus on families who require more intensive or more regular support.

- Of the visits scheduled during the period, 42.95% were completed.
- The annual schedule means that some families receive pre-planned visits, while others receive additional visits if needed.
- This pattern ensures a balance between regular monitoring and flexible support when circumstances change.

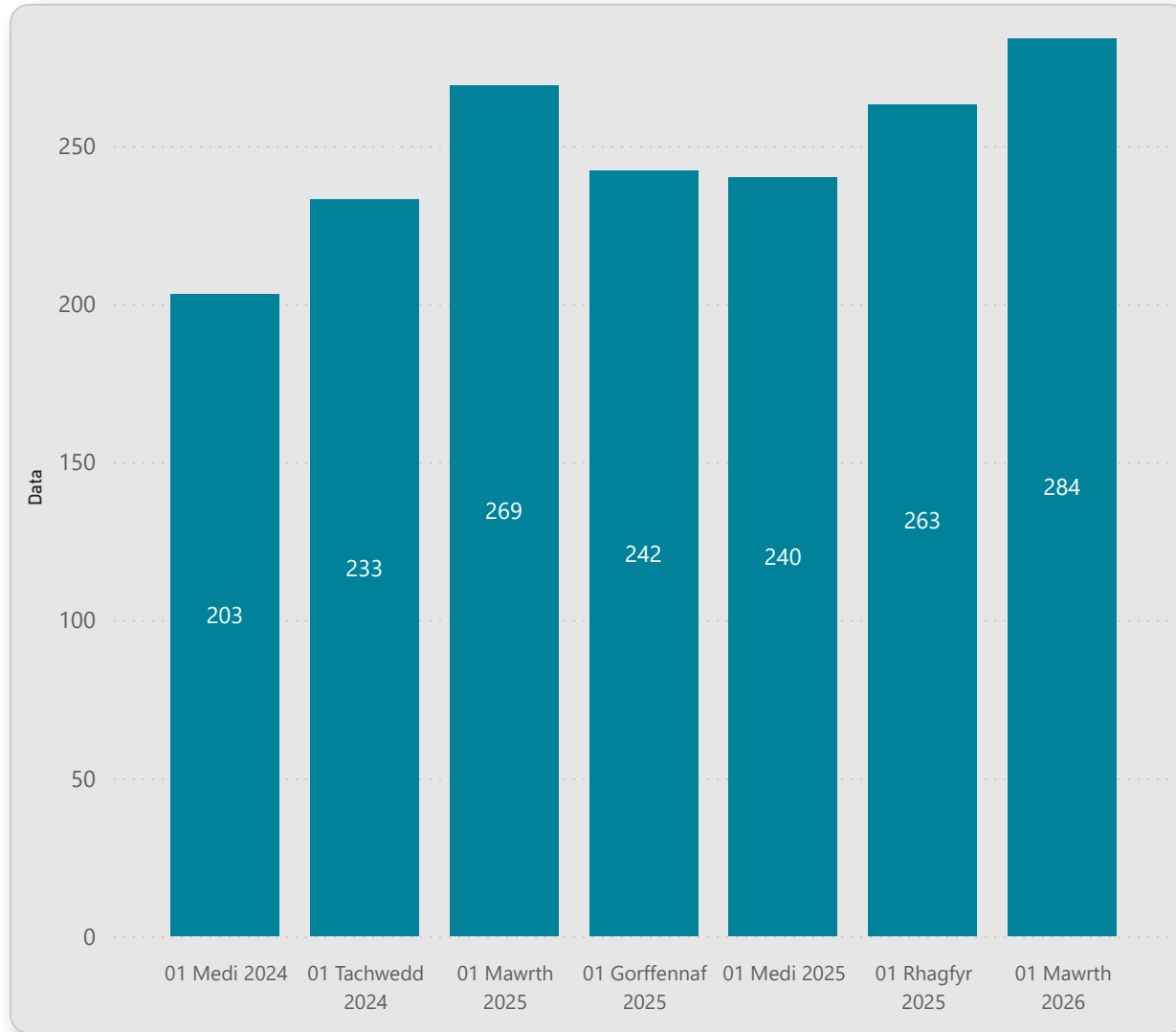
Monthly

Ellen Rowlands (ADDYSG)

# Elective Home Education

**Purpose:** Ensure support for the Department by providing a high quality of data and information infrastructure that drives decision and performance

**Indicator:** Number of Elective Home Education learners



The latest picture shows that there are 284 learners on the Elective Home Education register. Since 1 January 2026, 37 pupils have joined the register, while 10 have returned to school. Compared with the same period last year, this represents a net increase of 20 individuals on the register.

This increase aligns with the patterns reported by parents, which reflect national trends and are not unique to Gwynedd.

Four key themes consistently emerge as reasons for choosing EHE:

- Mental health – anxiety, social anxiety, depression or stress affecting the child’s ability to engage with school.
- Attendance pressure – a sense that attendance expectations add stress or worsen wellbeing.
- Unmet needs – a feeling that the school cannot meet the child’s needs, particularly in cases involving ALN, sensory sensitivities or previous negative experiences.
- Lifestyle – a family preference for a more flexible or personalised learning approach, or work patterns that make EHE more practical than daily school attendance.

Of the pupils who have deregistered since September 2025, 21% are Year 11 learners. This suggests that:

- Some families choose EHE during periods of increased pressure, such as exam seasons.
- Older pupils may be more likely to move to EHE when experiencing mental-health concerns or unmet needs.
- A deeper understanding is required of the factors driving late deregistration in the secondary sector.

The reasons identified reflect trends across Wales:

- An increase in EHE linked to mental-health challenges and school anxiety.
- The impact of attendance pressures and post-pandemic experiences on learners.
- A perception that mainstream schools are not able to respond flexibly or quickly enough to individual needs.

This pattern highlights the need to strengthen the local response in several areas:

- More robust mental-health support within schools.
- More flexible attendance approaches for learners experiencing anxiety or stress.
- Open dialogue between schools and families before EHE decisions are made, to reduce...

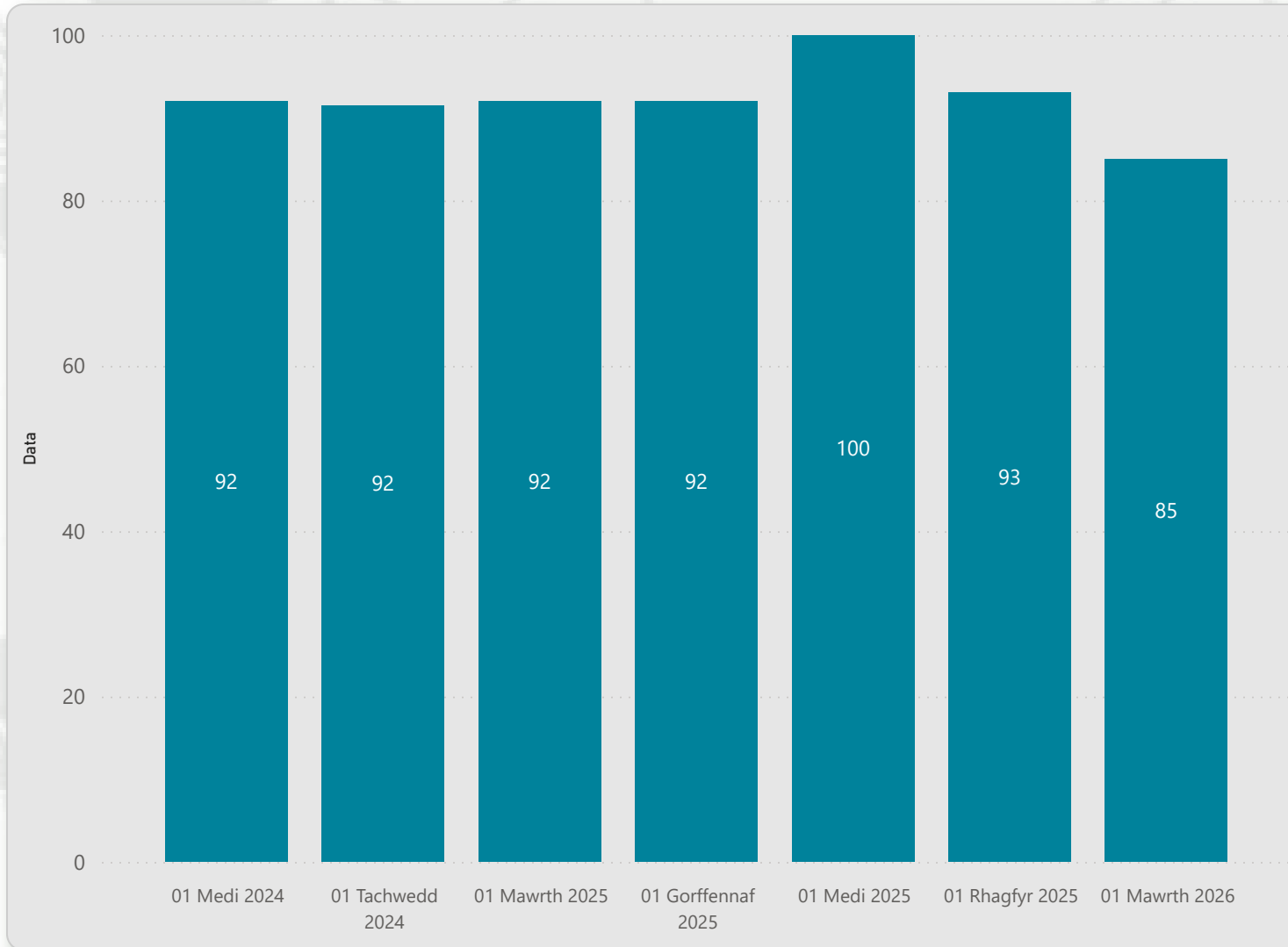
Monthly

Ellen Rowlands (ADDYSG)

# Counselling

**Purpose:** Provide a timely counselling service to pupils

**Indicator:** % of users who are satisfied with the support of the service



Comments about the service are generally very positive, but young people are worried about the waiting time they have to face before receiving support, and also that the support isn't long-term enough.

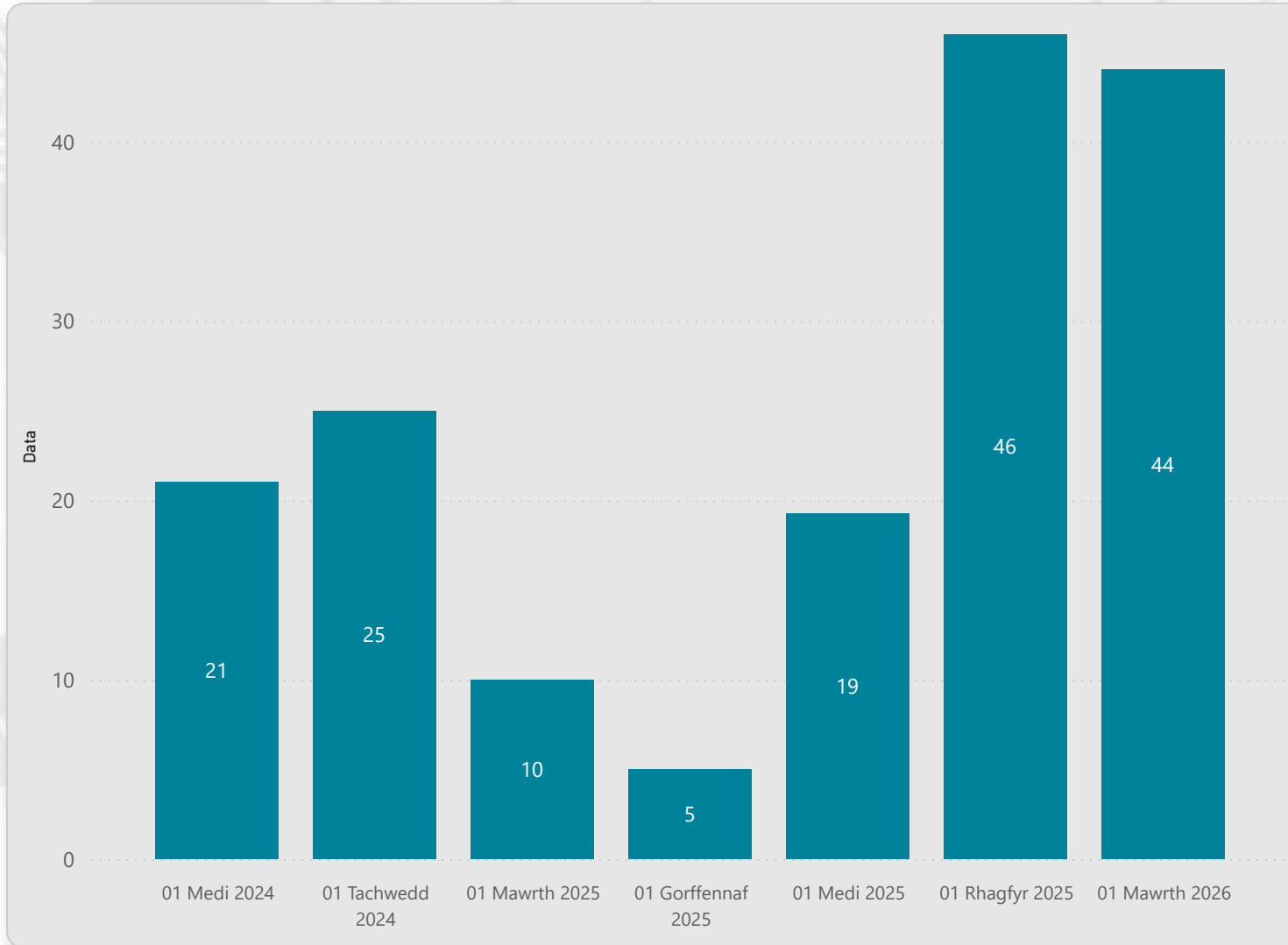
Monthly

Meleri Wyn Jones (ADDYSG)

# Counselling

**Purpose:** Provide a timely counselling service to pupils

**Indicator:** Mean number of days required to wait for service



A number of factors have contributed to the increase in service waiting times during this quarter. There has been a rise in the number of referrals coming into the service, and these referrals are more complex, with an increase in young people with more intense emotional and therapeutic needs, particularly in primary settings.

As a result, the service has been responding more flexibly to the level of need, providing longer-term interventions where appropriate and ethical. Every suitable primary referral now receives a minimum of 12 weeks of Service input. While this ensures more appropriate, effective and ethical support for those individuals, it has also affected the service's ability to offer new appointments as quickly as before.

During the past three months, there has been additional focus on staff training and development, including training in therapeutic group work. Although this is an important investment in the long-term quality and development of the service, it has had some short-term impact on the team's operational capacity.

In addition, several staff members remain on maternity leave, with another member of staff on long-term absence, which has also affected the service's capacity during this quarter.

This quarter also coincides with the period leading up to the exam season, which has led to an increase in the number of individuals presenting with higher levels of anxiety and requiring additional support related to stress and emotional wellbeing during that time.

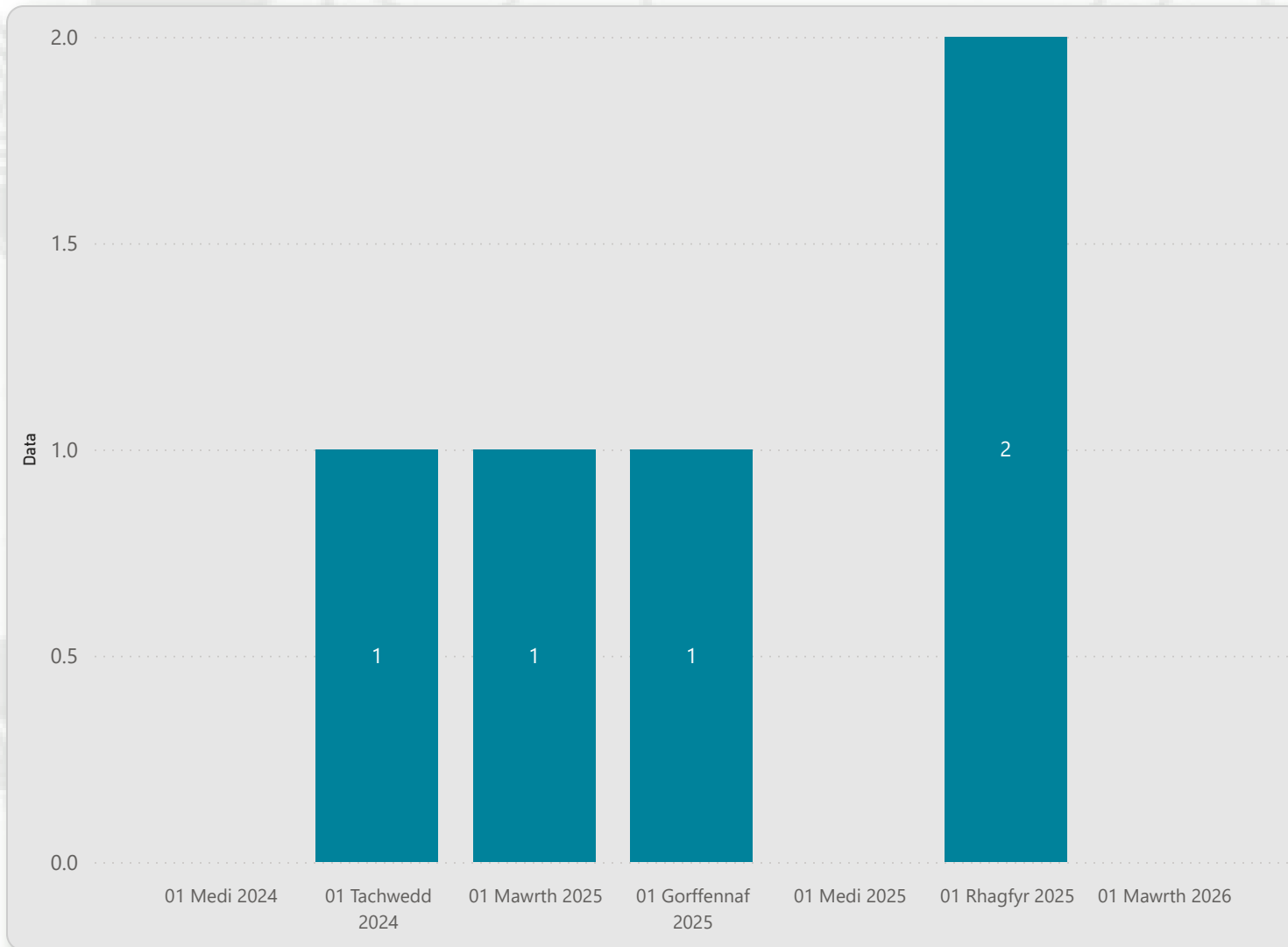
Monthly

Meleri Wyn Jones (ADDYSG)

# Inclusion

**Purpose** Support schools to provide a learning environment to help children and young people receive a suitable education

**Indicator:** Number of permanent Primary exclusions



Exclusion levels in the primary sector remain very low, with only one permanent exclusion recorded during this reporting period. However, this exclusion has not been confirmed. In this case, the pupil is a child with ALN, and the Service is working to secure an alternative placement for him. This is being done in order to:

- Avoid the permanent exclusion being formally confirmed.
- Prevent the exclusion from appearing on the child's school record.
- Reduce the long-term impact on his educational pathway and future opportunities.
- Ensure that the child receives a placement that can better meet his needs.

This approach reflects a proactive and restorative ethos within the primary sector, seeking a solution that protects the child's wellbeing while maintaining safety and stability within the school.

The fact that only one case has reached this stage shows that primary schools continue to use effective preventative approaches before reaching permanent exclusion.

The work to secure an alternative placement demonstrates a strong commitment to inclusive solutions and to minimising negative impact on children with additional needs.

The situation aligns with the wider message about the importance of early referral and multi-agency support to prevent cases from escalating.

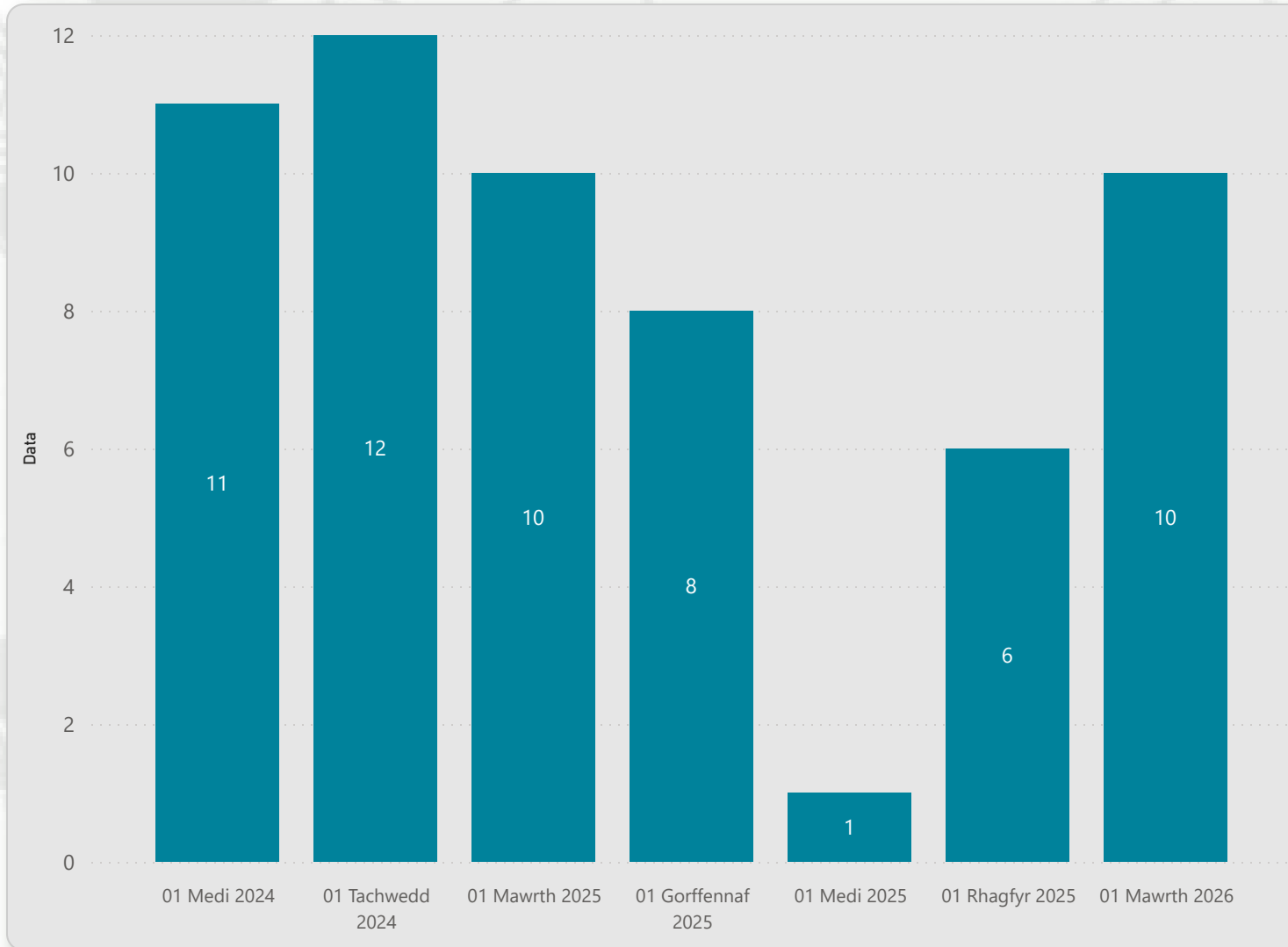
Monthly

Ellen Rowlands (ADDYSG)

# Inclusion

**Purpose:** Support schools to provide a learning environment to help children and young people receive a suitable education

**Indicator:** Number of permanent Secondary exclusions



Levels of exclusions continue to be a significant factor affecting attendance and progress among secondary pupils. During this reporting period:

- 10 permanent exclusions were recorded, with 4 of them coming from one school, highlighting a clear inconsistency between settings.
- A total of 537 fixed-term exclusions have been issued since September, with the number of sessions lost amounting to 4,338, equivalent to 2,169 school days. Note: Permanent exclusions are not included in this figure, so the true impact is even higher.
- Year 9 and Year 8 are the year groups that have lost the most learning time due to exclusions, indicating that these groups remain at high risk in terms of behaviour and attendance.

#### School patterns

- Every secondary school has excluded pupils since September.
- However, one school is excluding significantly more than the others, with 128 exclusion periods, compared with the next two schools which have 83 and 87.
- This suggests differences in policy, behaviour-management approaches, or levels of pupil need between schools.

#### Comparison with last year

- Permanent exclusions have reduced significantly compared with the same period last year.
- There were 33 permanent exclusions recorded between September and March last year, compared with 17 this year.
- This shows a positive trend, but the current numbers still represent a substantial impact on learning time and attendance.

#### Strategic implications

- The high level of learning time lost due to exclusions contributes directly to the fact that 32.5% of secondary pupils have attendance below 90%.
- The inconsistency between schools suggests a need for: a review of exclusion policies, sharing of good practice, and targeted support for schools that exclude more frequently.
- The reduction in permanent exclusions is positive, but the overall number of sessions lost remains high and continues to have a significant impact on pupil progress

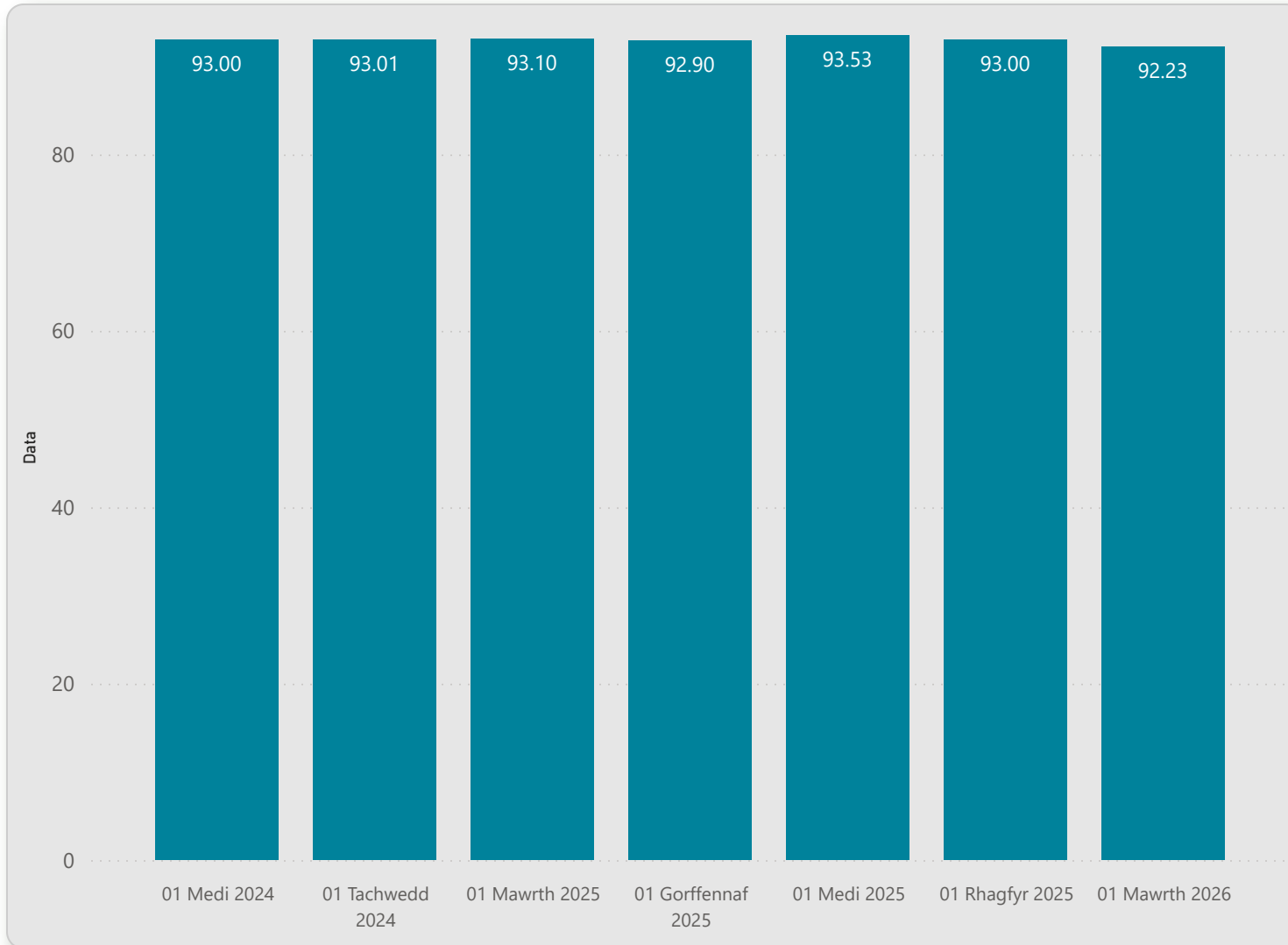
Monthly

Ellen Rowlands (ADDYSG)

# Welfare

**Purpose:** Support pupils to ensure successful attendance at education

**Indicator:** % attendance of Primary pupils



The data shows that 19.9% of primary-school pupils are currently operating below the 90% attendance threshold, with illness, holidays and a number of unauthorised absences without explanation contributing to the picture. To prevent cases from escalating and to improve outcomes for pupils, two key actions are being prioritised across the primary sector.

Primary cases that remain open to the Learner Wellbeing and Behaviour Service tend to be among the most challenging, often involving families facing complex circumstances or attendance patterns. Early referral is essential to ensure that appropriate support is in place before the situation deteriorates.

This helps to:

- Prevent cases from escalating and reduce the need for statutory or intensive interventions.
  - Enable the Service to support families before poor attendance patterns become ingrained.
  - Strengthen the relationship between primary schools and the Service, ensuring a coordinated and consistent approach to attendance management.
- This approach forms part of a wider preventative strategy aimed at reducing the number of long-term cases and improving outcomes for primary-aged pupils.

Eight primary cases have shown significant improvement during the reporting period, providing an important opportunity to understand what works effectively in a primary context. These cases represent examples of successful interventions and offer valuable evidence that can be used to inform good practice across other schools. Schools and the Service will examine these cases in more detail to gain a clear understanding of:

- Which specific interventions triggered positive change, such as early family meetings, tighter monitoring, targeted wellbeing support or changes to home routines.
- Which family or school-based factors were key to the improvement, including parental engagement, additional staff support or multi-agency collaboration.
- How these approaches can be replicated across other primary schools to improve consistency, reduce variation between settings and strengthen preventative practice across the sector.

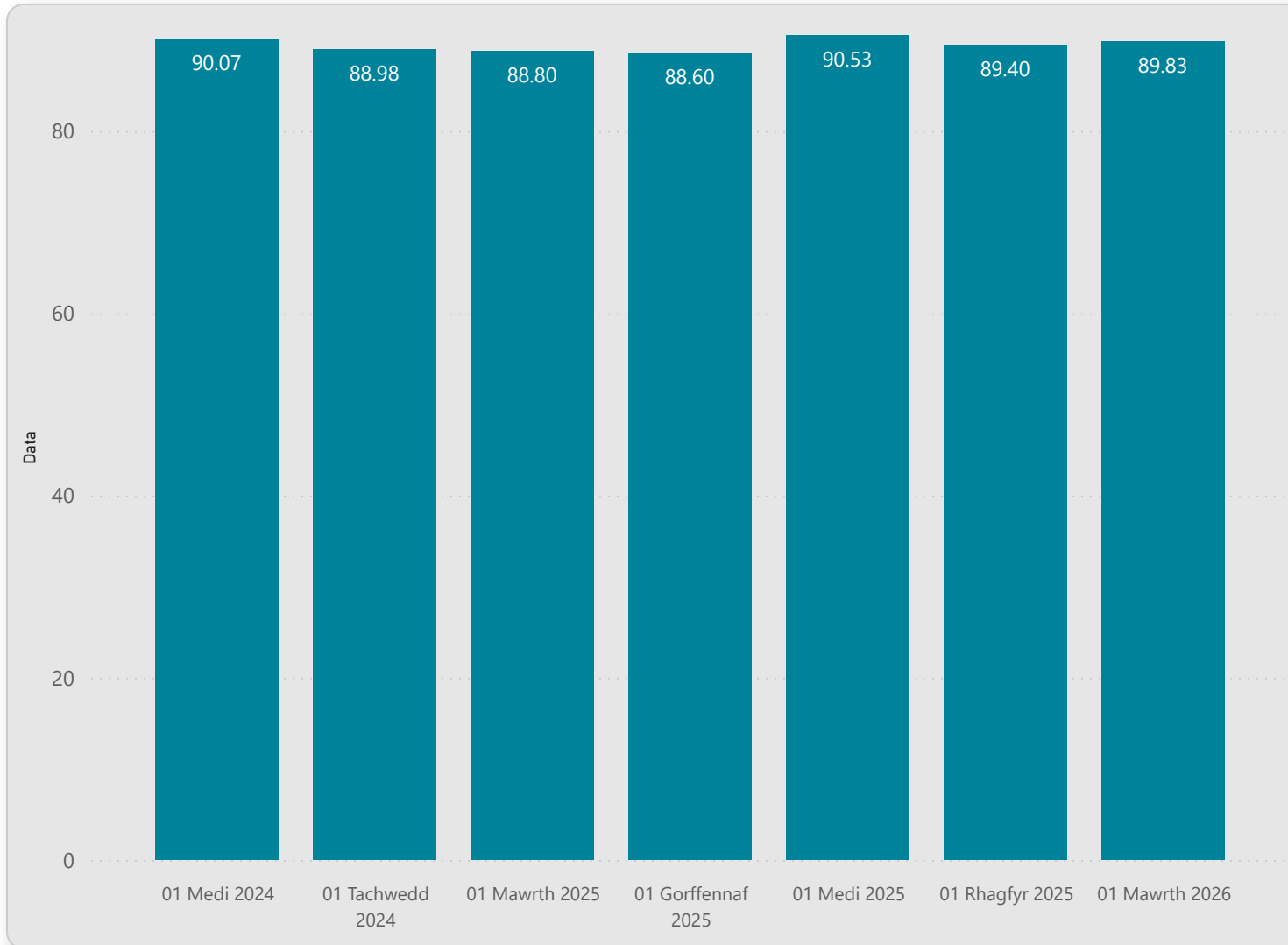
Monthly

Ellen Rowlands (ADDYSG)

# Welfare

**Purpose:** Support pupils to ensure successful attendance at education

**Indicator:** % attendance of Secondary pupils



Currently, 32.5% of secondary-school pupils are below the 90% attendance threshold, indicating a high level of risk across the sector. An analysis of the reasons for absence highlights a complex picture involving both authorised and unauthorised factors.

**Authorised absences**

The main contributors are:

- Illness
- Medical appointments
- Exclusions

This shows that a significant number of pupils are missing learning time due to health issues, wellbeing needs or behaviour-related matters. This pattern highlights the need for tighter monitoring, preventative behaviour work and clearer communication with parents regarding medical appointments during school hours.

**Unauthorised absences**

The main contributors are:

- Term-time holidays
- Lateness

Holidays have a substantial impact on secondary attendance and often lead to further decline. Lateness contributes to unauthorised absence and often reflects organisational difficulties or low engagement.

**Priority actions**

To respond to this picture, the Service will focus on:

- Developing attendance-improvement approaches for the Spring and Summer terms (awareness campaigns, weekly goals, early family meetings).
- Targeting high-risk groups with weekly monitoring and regular parent contact before cases escalate.
- Mapping successful cases to identify and share good practice.
- Ensuring Welfare Officers use qualitative and quantitative data together to fully understand cases.
- Refining the pre-prosecution process to ensure consistency and fairness.
- Strengthening monitoring of cases open for more than 12 weeks to prevent further decline.

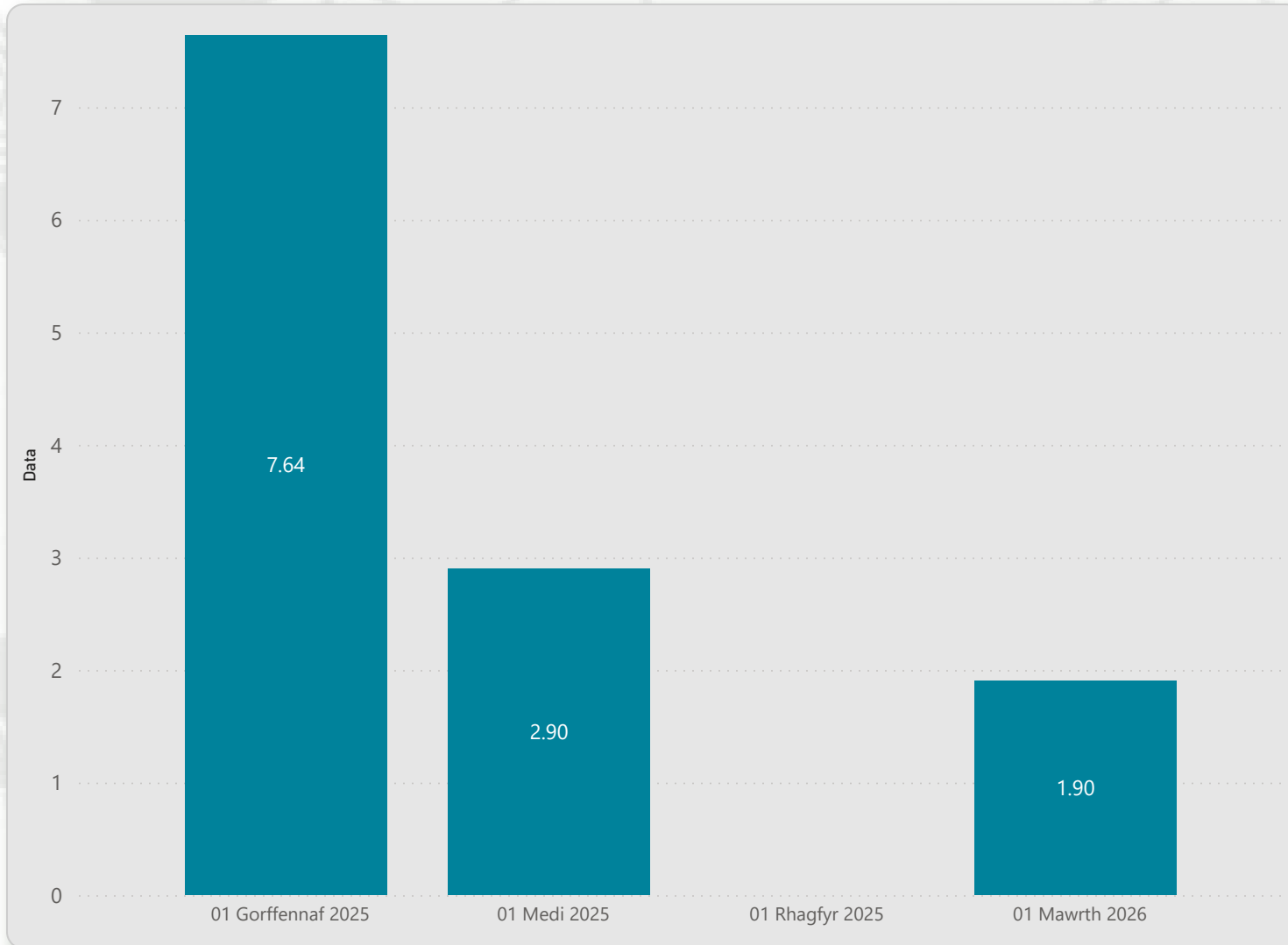
Monthly

Ellen Rowlands (ADDYSG)

# Welfare

**Purpose:** Support pupils to ensure successful attendance at education

**Indicator:** % of pupils (that are open to the Welfare Service) whose parents have received prosecutions under 444 (1)



During the reporting period, 1.9% of open cases to the Learner Wellbeing and Behaviour Service resulted in prosecution under Section 444(1) of the Education Act 1996 for failing to ensure regular school attendance. This rate reflects the service's usual pattern of practice, where supportive interventions are prioritised before statutory action is taken. In line with this, prosecutions are relatively rare during the Autumn term, with a more noticeable increase in the Spring as long-term and more complex cases remain open.

The data shows a clear seasonal trend: early support is used as the first intervention, and prosecutions only occur when these approaches have not succeeded. Cases that remain open into the Spring term are typically more complex and less responsive, requiring additional consideration. During the period, four cases (six parents) received Final Notices of Court Action. Two cases (three parents) proceeded to prosecution, while two cases were withdrawn before the hearing, either due to significant mitigation or clear improvement in attendance. This demonstrates a proportionate and targeted approach, where only the most serious or unresponsive cases progress to court.

Analysis of individual cases shows mixed outcomes. In one case, statutory pressure led to a substantial improvement in attendance, followed by a later decline, raising concerns about sustainability. In another, the case was withdrawn due to bereavement, demonstrating the Services' sensitivity to family circumstances. Of the two cases that went to court, one showed measurable improvement but attendance remained low, while the other showed no clear improvement, suggesting resistance to intervention.

Key service risks are identified, including increasing intensity and complexity of cases, pressure on legal resources and workforce capacity, and the risk of poor educational outcomes if attendance is not stabilised. While statutory measures are effective in some cases, the data highlights the ongoing need for tighter monitoring, multi-agency approaches and sustained support to secure long-term improvement.

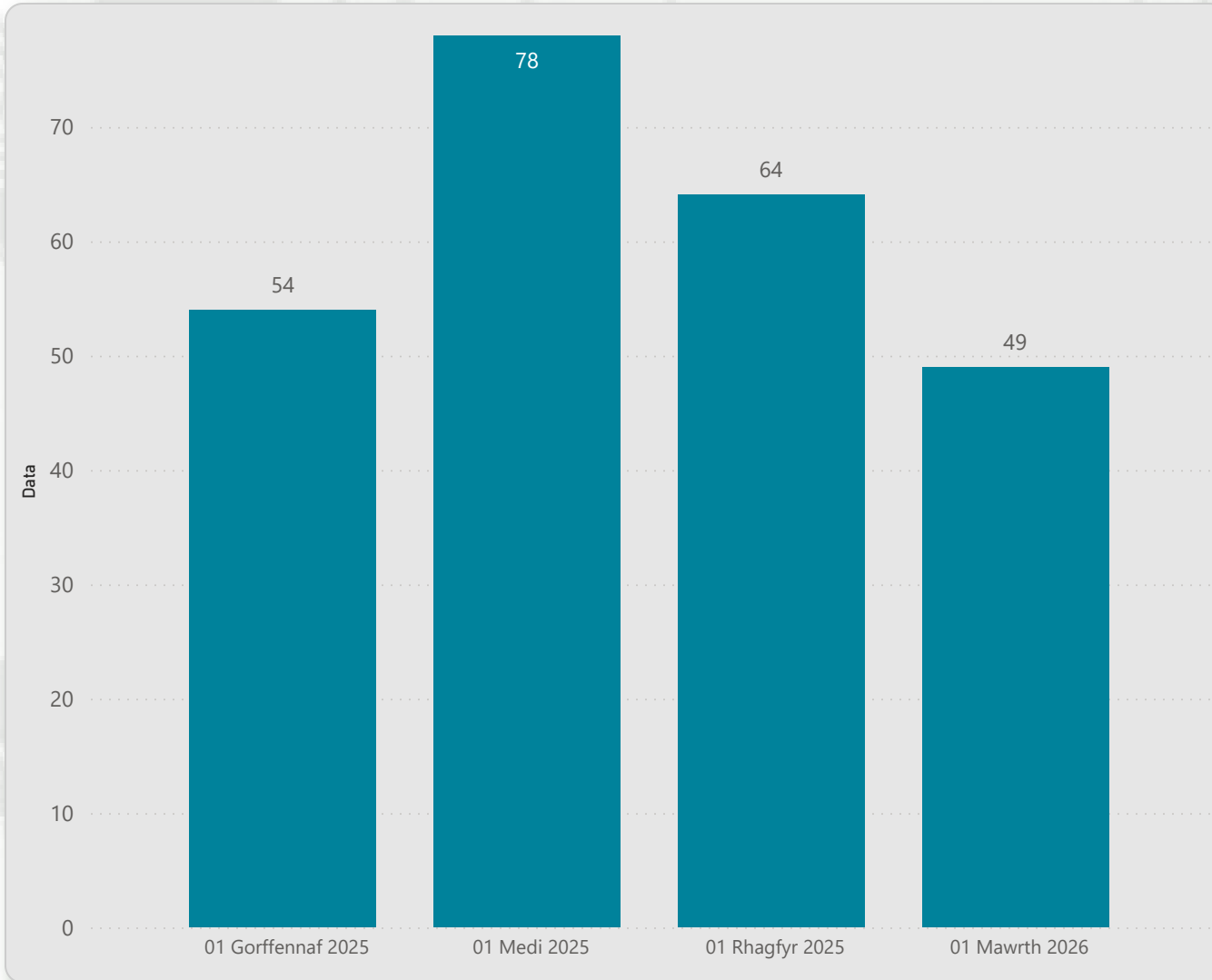
Monthly

Ellen Rowlands (ADDYSG)

# Welfare

**Purpose:** Support pupils to ensure successful attendance at education

**Indicator:** % of pupils open to the Wellbeing Service reporting improvement in attendance



Although the number of open cases for the Education Welfare Service has remained stable during the reporting period, the data shows a clear shift in the profile, creating opportunities to target support more effectively. At present, 49% of pupils with open cases are showing an improvement in attendance, reflecting the positive impact of the service's interventions on almost half of the learners receiving ongoing support. At the same time, 51% are not yet showing improvement. This group typically consists of more complex, multi-factor or long-term cases that require more intensive or specialist approaches and multi-agency support.

The shift in case distribution provides important insight:

- 90% of cases are now in the secondary sector, enabling the service to focus resources where the need is greatest.
- Cases that close continue to reach the attendance threshold of 85%, demonstrating that the closure pathway is functioning consistently.
- 93% of cases closed during this period were secondary cases, reflecting the effectiveness of interventions for this group despite their complexity.

The increase in secondary cases provides an opportunity to:

- Target more specialist support for long-term or multi-factor cases.
- Strengthen multi-agency partnerships to respond to more complex needs.
- Review workforce capacity to ensure resources align with the growing demand in the secondary sector.

Although the improvement rate has fallen to 49%, this is consistent with national trends and reflects the nature of the learners who remain open—those with the most complex needs and who are less likely to respond to short-term interventions.

The use of statutory steps shows that:

- The service acts decisively when early support is insufficient.
- Monitoring processes ensure that serious cases are managed appropriately.
- There is a need to assess the impact of statutory measures on behaviour change and attendance.

The data highlights clear opportunities to strengthen the response:

- Enhance seasonal interventions during the Spring Term.
- Develop robust early-intervention approaches in the primary sector to reduce future complex secondary cases.
- Review the 85% attendance threshold for complex secondary cases.
- Plan a targeted workforce model to respond to the changing case profile.

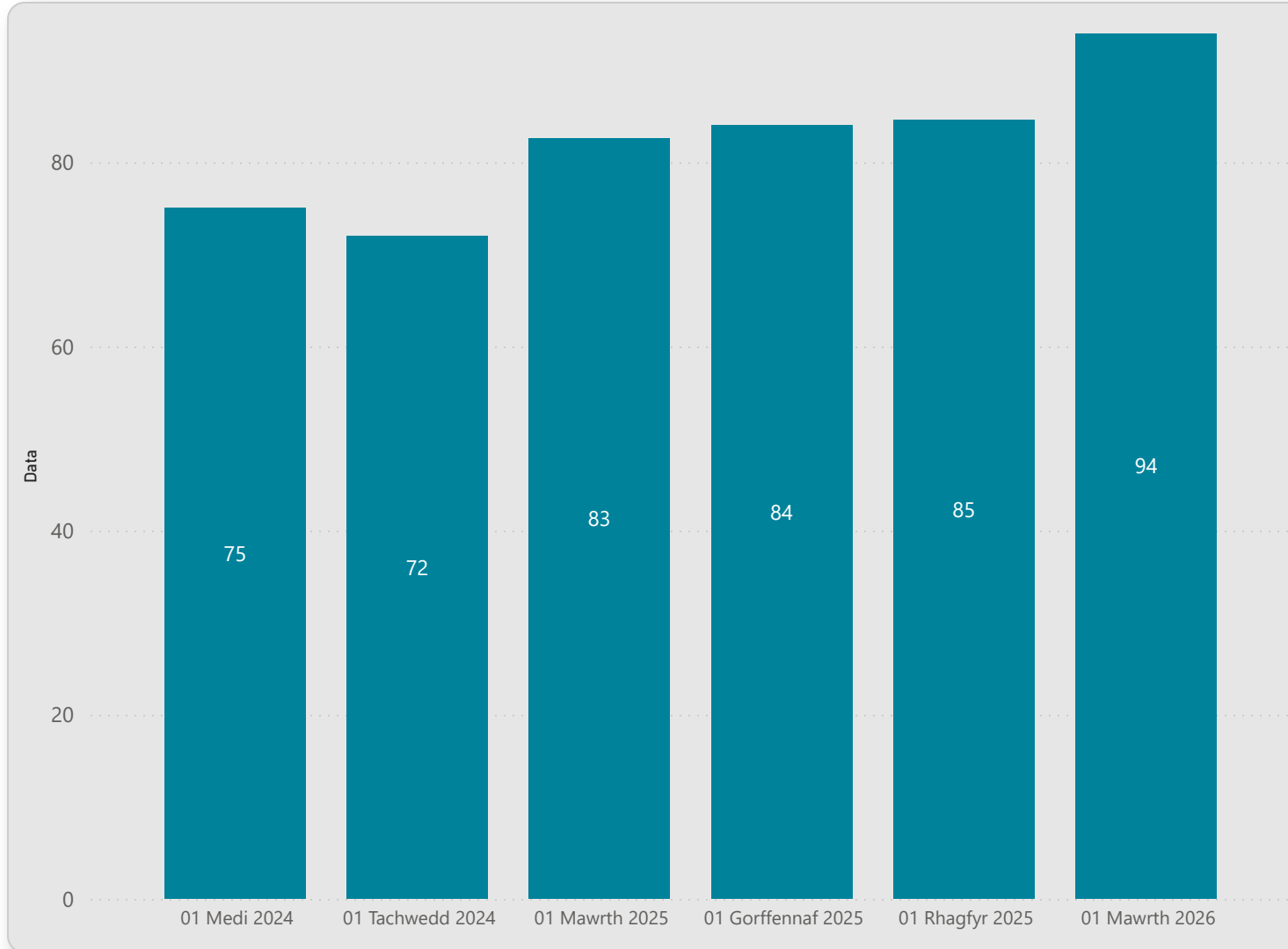
Monthly

Ellen Rowlands (ADDYSG)

# English as an Additional Language

**Purpose:** Work with children and young people who come from ethnic minority backgrounds to enable them to have access to Welsh and English bilingual education and community

**Indicator:** % of children and young people receiving direct input and are progressing



The majority of individual pupils and groups have shown positive progress over the term. Some have moved forward within their current Steps, while others have made substantial progress by moving from Step A to Step B.

- As a result of this progress, we intend to end support for a number of pupils at the end of the term. This will allow us to consider new referrals during the late-April forum.
- New referrals: A total of 11 new pupils have already been referred to the Gwynedd forum (up to 25 March), even though the deadline is not until 17 April.
- Some schools have also re-referred pupils where they feel those individuals would benefit from further support

Quarterly

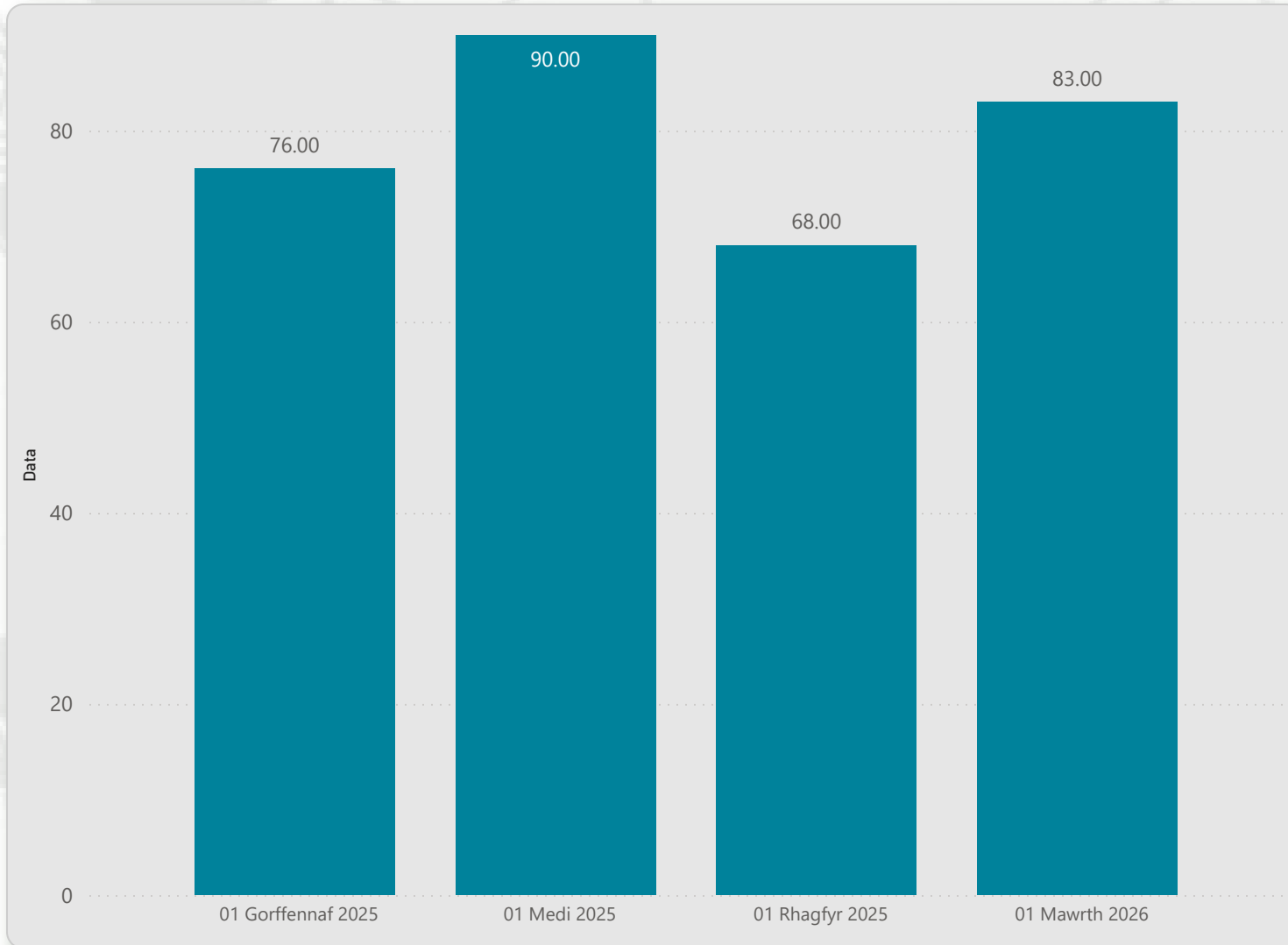
Helen Elisabeth Speddy (ADDYSG)



## English as an Additional Language

**Purpose:** Work with children and young people who come from ethnic minority backgrounds to enable them to have access to Welsh and English bilingual education and community

**Indicator:** % attendance of pupils receiving support



The attendance of the pupils who have received support over the term has been positive.

No concerns: The schools have not reported any concerns regarding the attendance of these pupils.

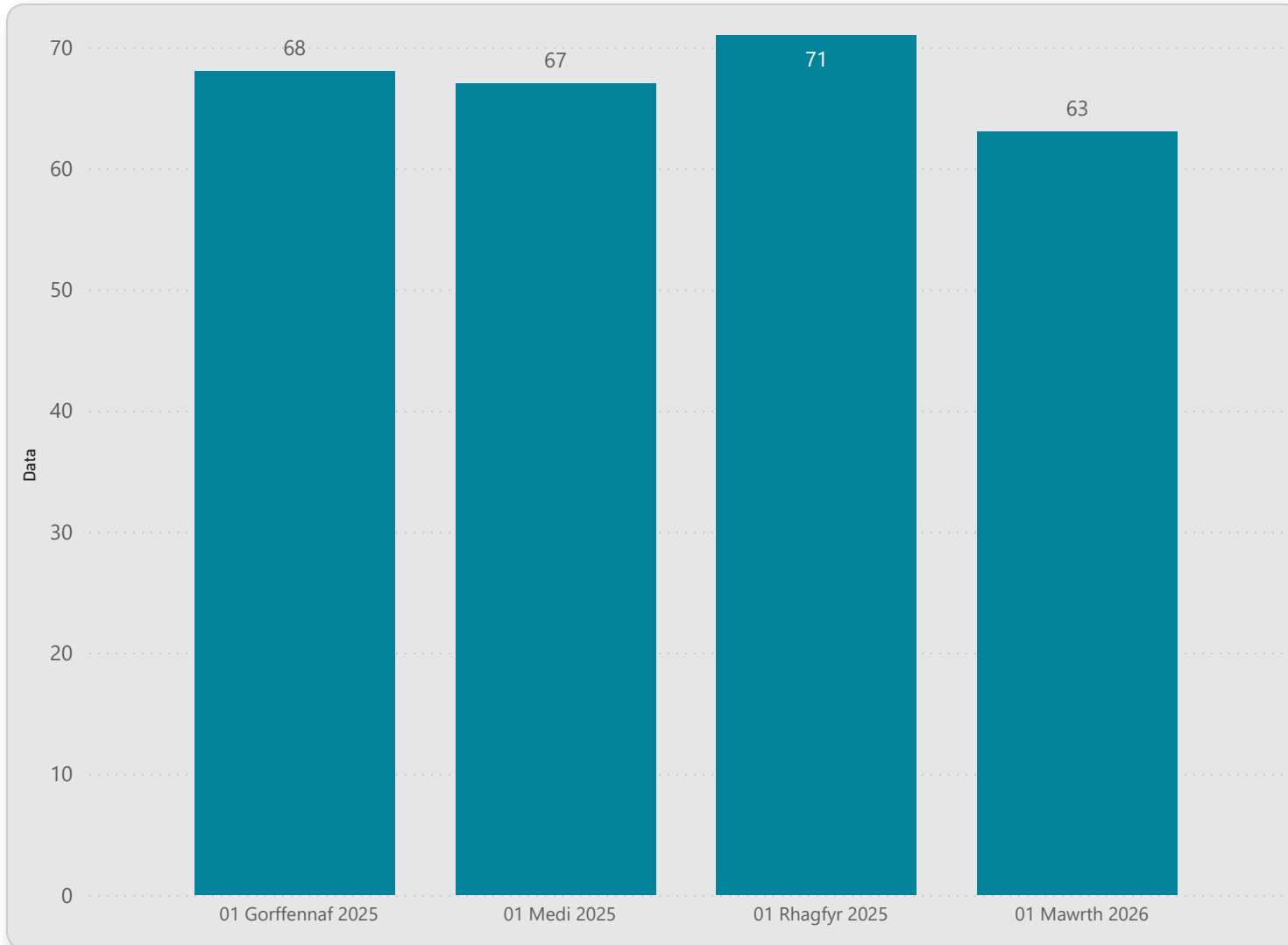
Quarterly

Helen Elisabeth Speddy (ADDYSG)

# Family Engagement Officers

**Purpose:** Support better educational outcomes for children from disadvantaged or other vulnerable backgrounds by addressing issues in the learning environment at home

**Indicator:** % of pupils who have received support and report well-being progr...



63% of the pupils open to the team have shown progress during this reporting period. This progress is assessed using a combination of sources, providing a robust, multi-source picture of how pupils are moving forward.

How progress is measured

The assessment draws on information from several sources, including:

- School reports – formal information on attendance, engagement, behaviour and wellbeing
- Feedback from pupils receiving support, capturing their own views on their progress and experience
- Feedback from parents, offering the family's perspective on changes in confidence, attendance or behaviour
- Hard data, particularly attendance and behaviour, providing an objective measure of progress

What the percentage means

- The 63% indicates that the majority of pupils receiving support are making measurable progress.
- The multi-source approach ensures that progress is understood broadly, rather than relying on a single indicator.
- The data suggests that the team's interventions are having a positive impact on a significant proportion of pupils.

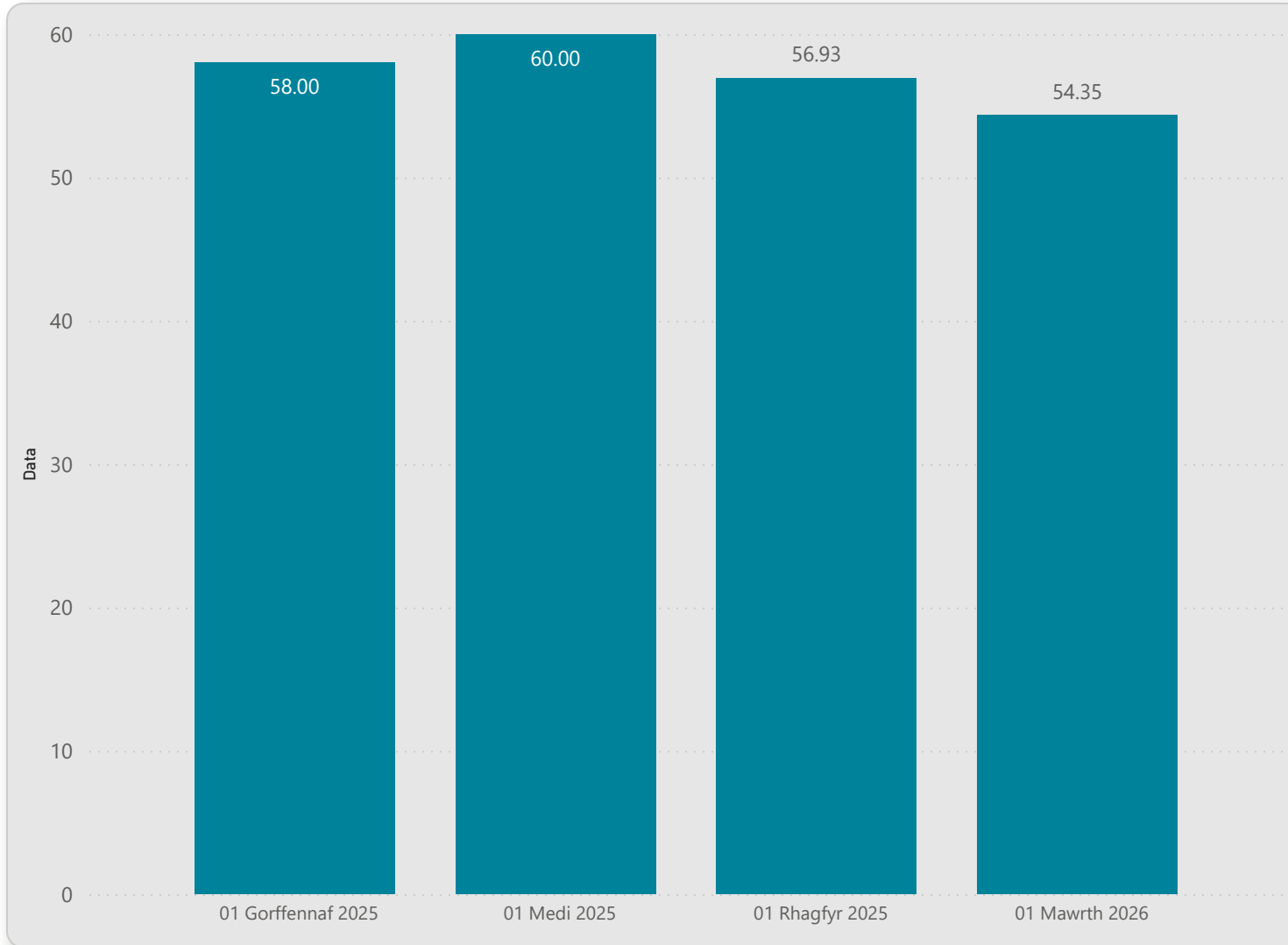
Monthly

Ellen Rowlands (ADDYSG)

# Family Engagement Officers

**Purpose:** Support better educational outcomes for children from disadvantaged or other vulnerable backgrounds by addressing issues in the learning environment at home

**Indicator:** % of pupils attending our community activities



54% of the pupils open to the team have taken part in community activities during this reporting period. This level of participation demonstrates a positive commitment from the pupils and reflects the impact of the support that encourages them to engage with their local community.

The activities identified are varied and offer opportunities to develop social skills, empathy and responsibility. These activities include:

- Litter picking, contributing to cleaning and improving the local environment.
- Hosting afternoon tea for older people, building intergenerational connections and promoting social wellbeing.
- Supporting in the Maesincla community shop, developing customer service skills and a sense of community responsibility.
- Intergenerational projects – activities that connect young people with older adults to foster understanding and social cohesion.

The high level of participation suggests that pupils are benefiting from opportunities to develop confidence, interpersonal skills and a sense of connection with their community, and that these activities support emotional wellbeing and can reduce feelings of loneliness or disengagement.

This pattern shows that the support offered by the team is helping pupils to take part in positive experiences beyond the classroom.

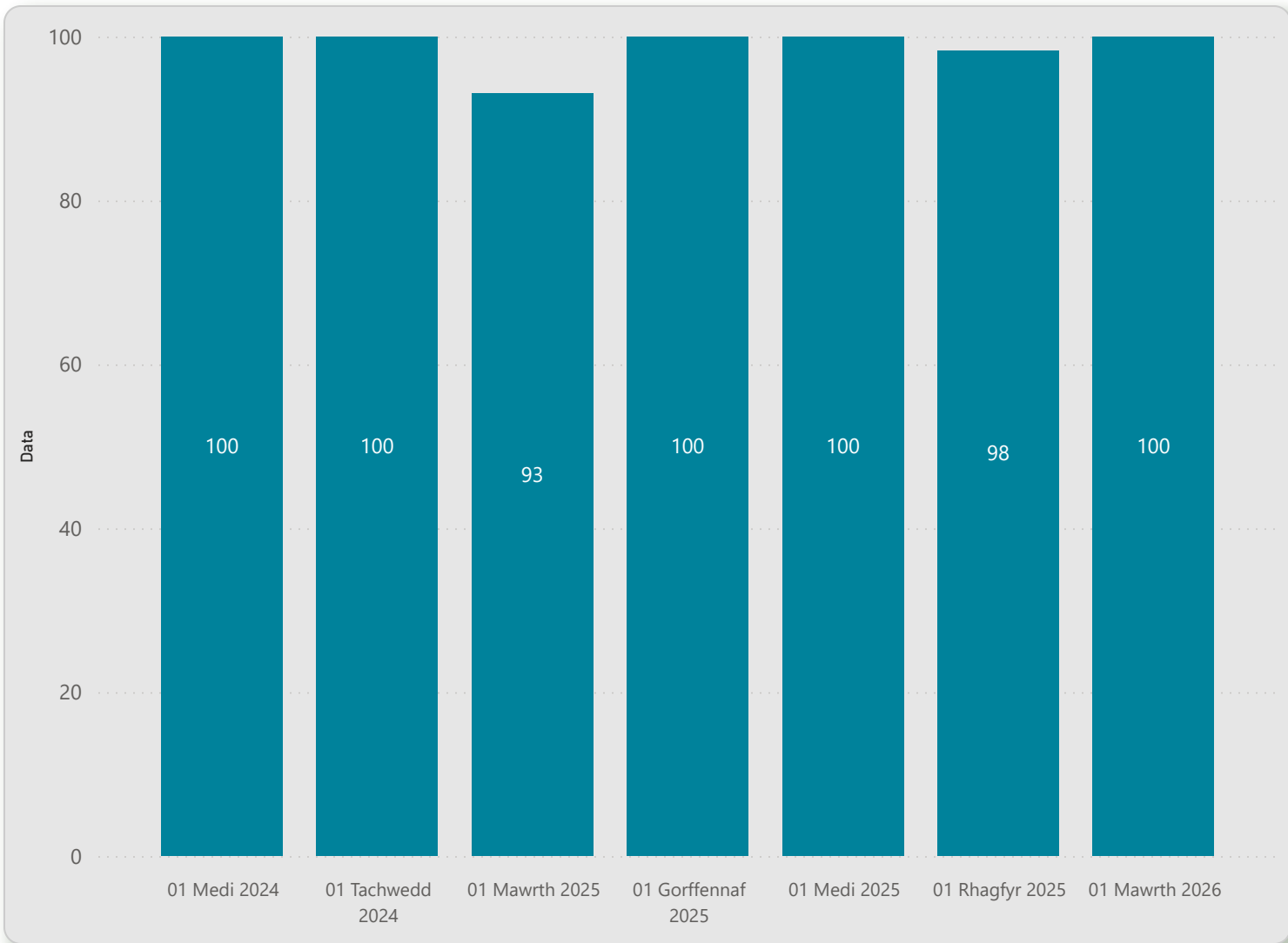
Monthly

Ellen Rowlands (ADDYSG)

# Language Centres

**Purpose:** Promote the achievement and well-being of Gwynedd's children and young people to acquire the Welsh language

**Indicator:** % of children and young people achieving Level 1 or above at the end of their period in a Language Centre (Primary)



Primary pupils acquire language at this level very successfully, are easy to understand and are able to respond appropriately to simple phrases, instructions and questions, and conveying information. Feedback from pupils at the end of the course shows that they greatly enjoyed their time in the centres and are proud of their progress.

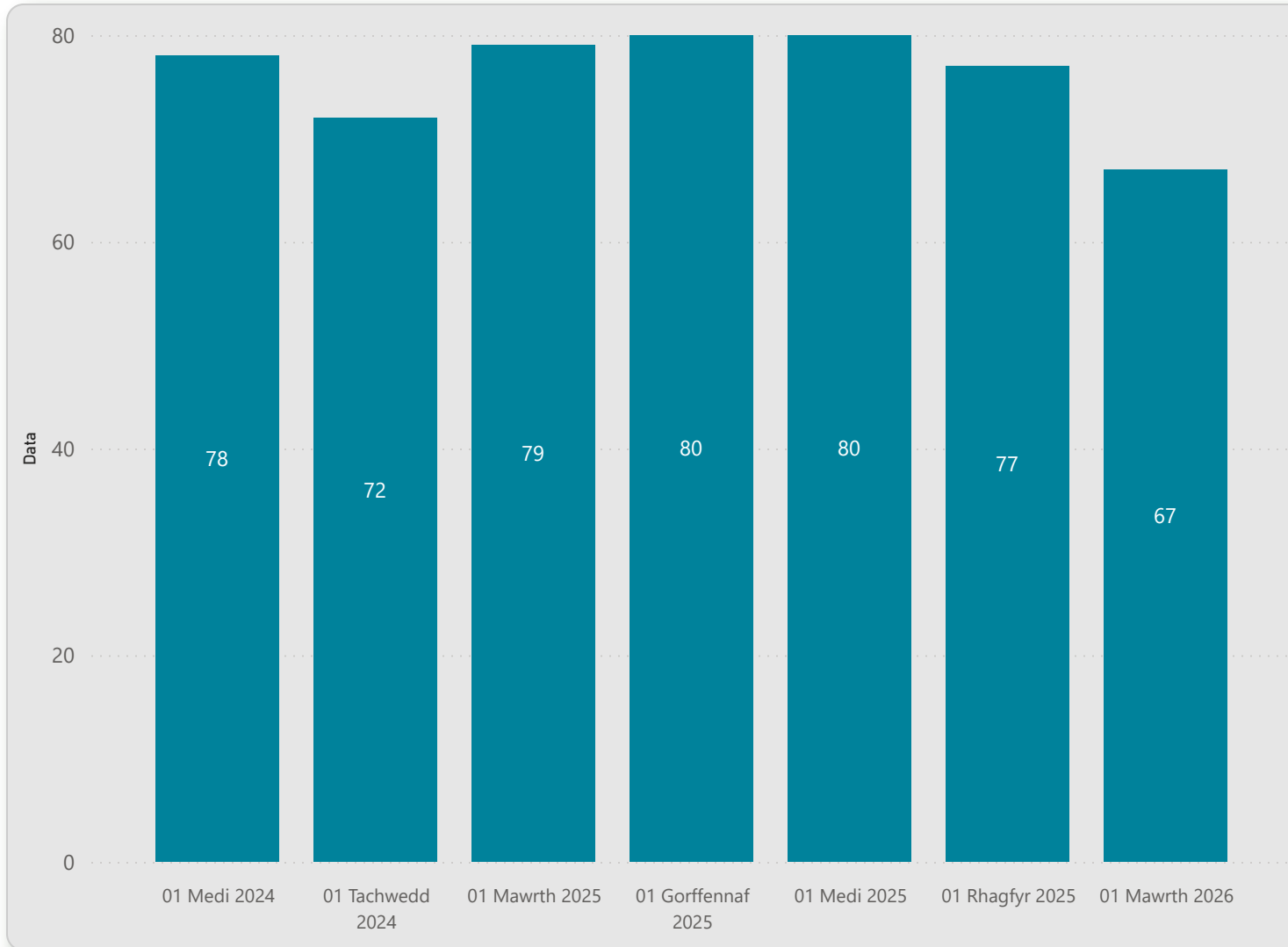
Quarterly

Siwan Llwyd Roberts (ADDYSG)

# Language Centres

**Purpose:** Promote the achievement and well-being of Gwynedd's children and young people to acquire the Welsh language

**Indicator:** % of children and young people reaching Level 2 at the end of their period in a Language Centre (Primary)



Quarterly

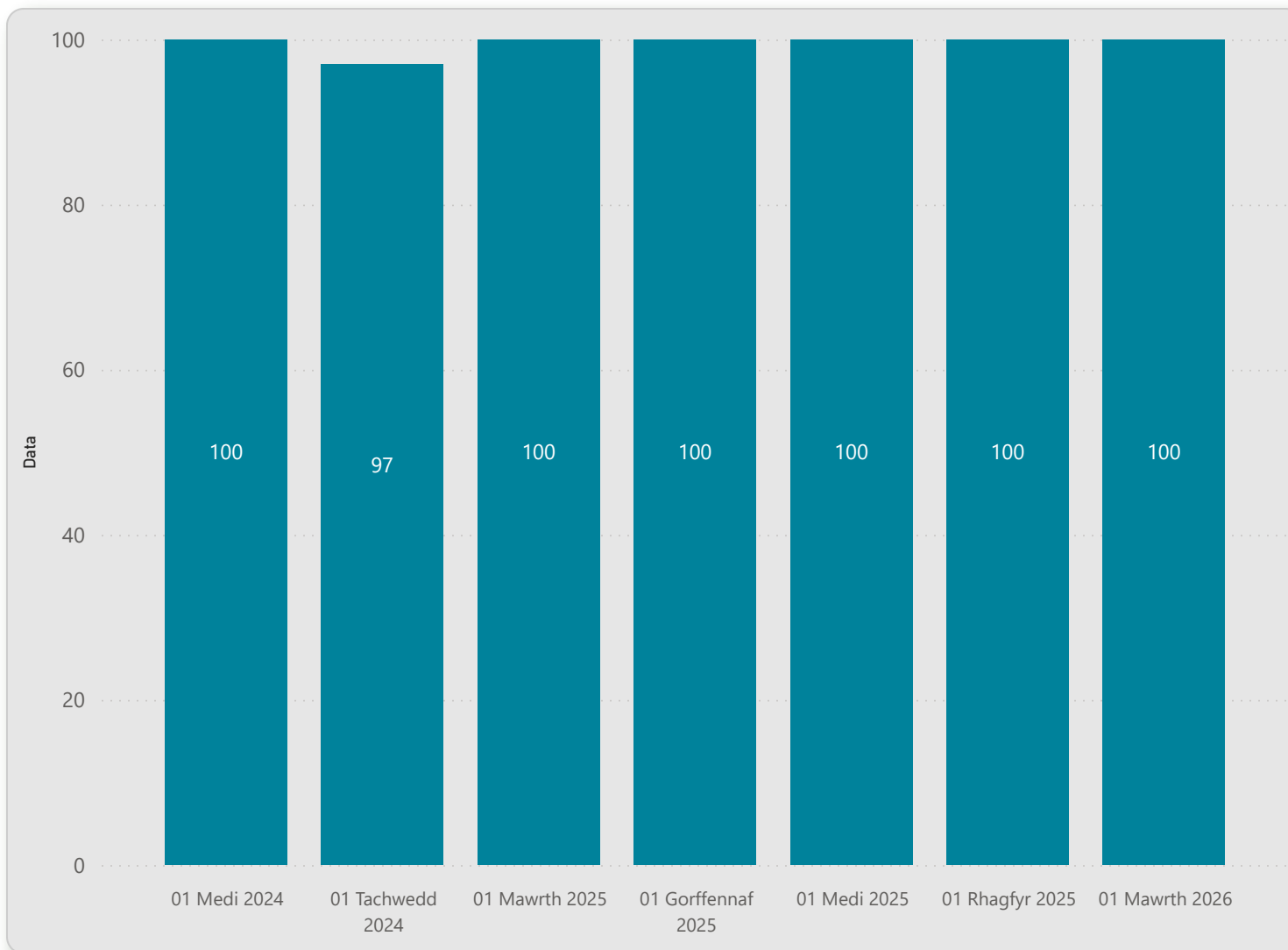
Siwan Llwyd Roberts (ADDYSG)

This small decrease reflects the performance of a specific cohort with a complex profile of needs, and these results do not indicate a consistent pattern over time. Immersion system staff have worked closely with the schools to provide evidence for the IDP and to respond to the pupils' individual targets throughout the course. All learners showed clear and rapid progress, with strong evidence of several Level 2 characteristics in every case. However, a combination of factors, including specific learning needs and complex family circumstances, influenced some of the final levels. Support within the centres and schools is ongoing.

# Language Centres

**Purpose:** Promote the achievement and well-being of Gwynedd's children and young people to acquire the Welsh language

**Indicator:** % of children and young people achieving Level 1 or above at the end of their period in a Language Centre (Secondary)



The results remain consistently excellent. Secondary pupils acquire language at this level very successfully, are easy to understand and respond appropriately to simple phrases, instructions and questions, and conveying information. Pupil responses in end-of-course questionnaires show that they enjoy their time in the centres and take pride in their success and progress.

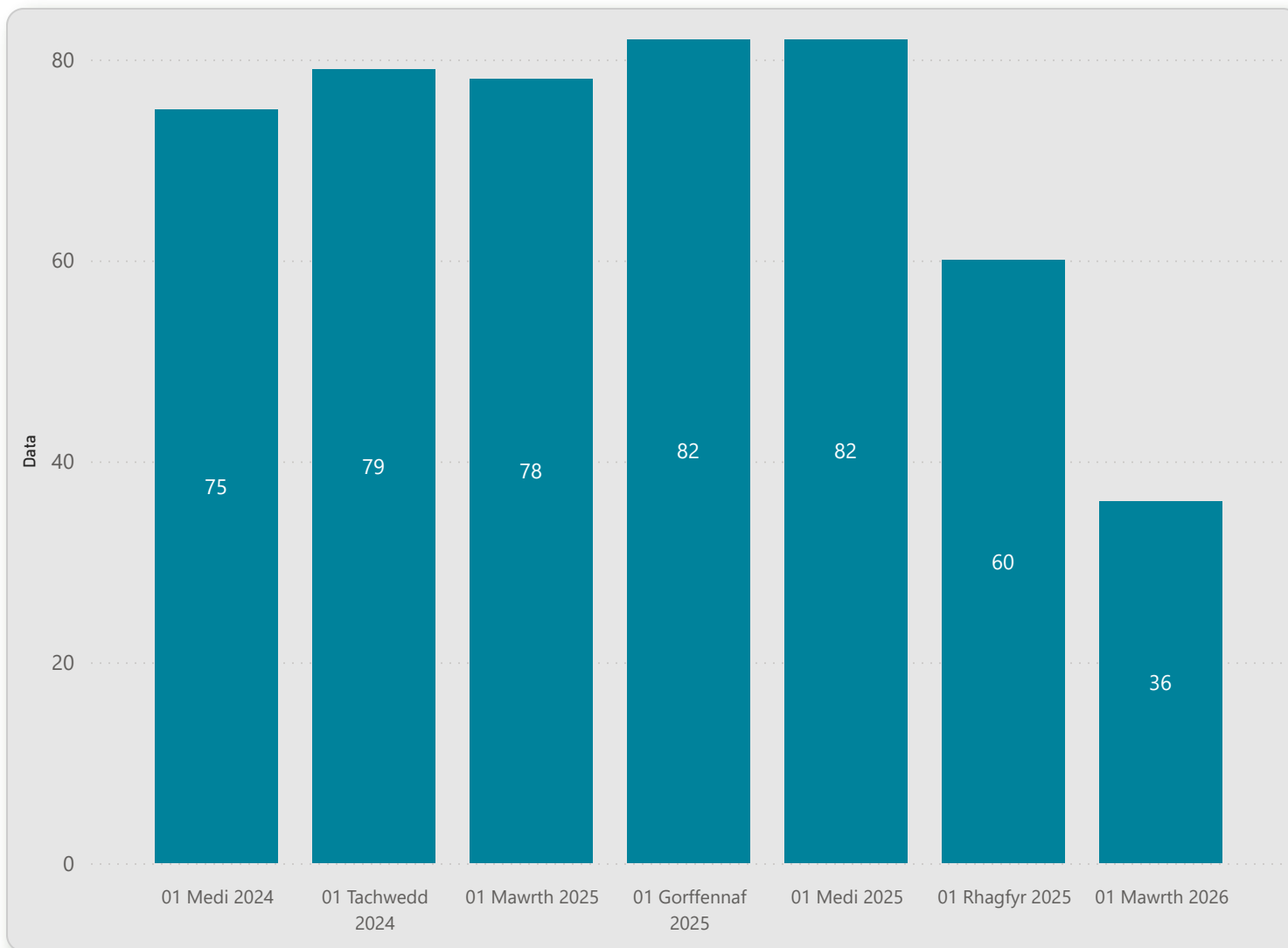
Quarterly

Siwan Llwyd Roberts (ADDYSG)

# Language Centres

**Purpose:** Promote the achievement and well-being of Gwynedd's children and young people to acquire the Welsh language

**Indicator:** % of children and young people who reach Level 2 at the end of their period at a Language Centre (Secondary)



This percentage is based on the performance of a small cohort of pupils with complex needs profiles. This was a distinct group in terms of their learning needs, and the results do not reflect a typical performance pattern nor any trend over time. In response, staff within the Immersion system have provided a series of support lessons tailored specifically to the needs of the pupils who did not meet all Level 2 requirements, and support in the centres and schools is ongoing. The performance of two pupils within this cohort was particularly strong, demonstrating all the characteristics of Level 3, and another pupil performed at the top of Level 2.

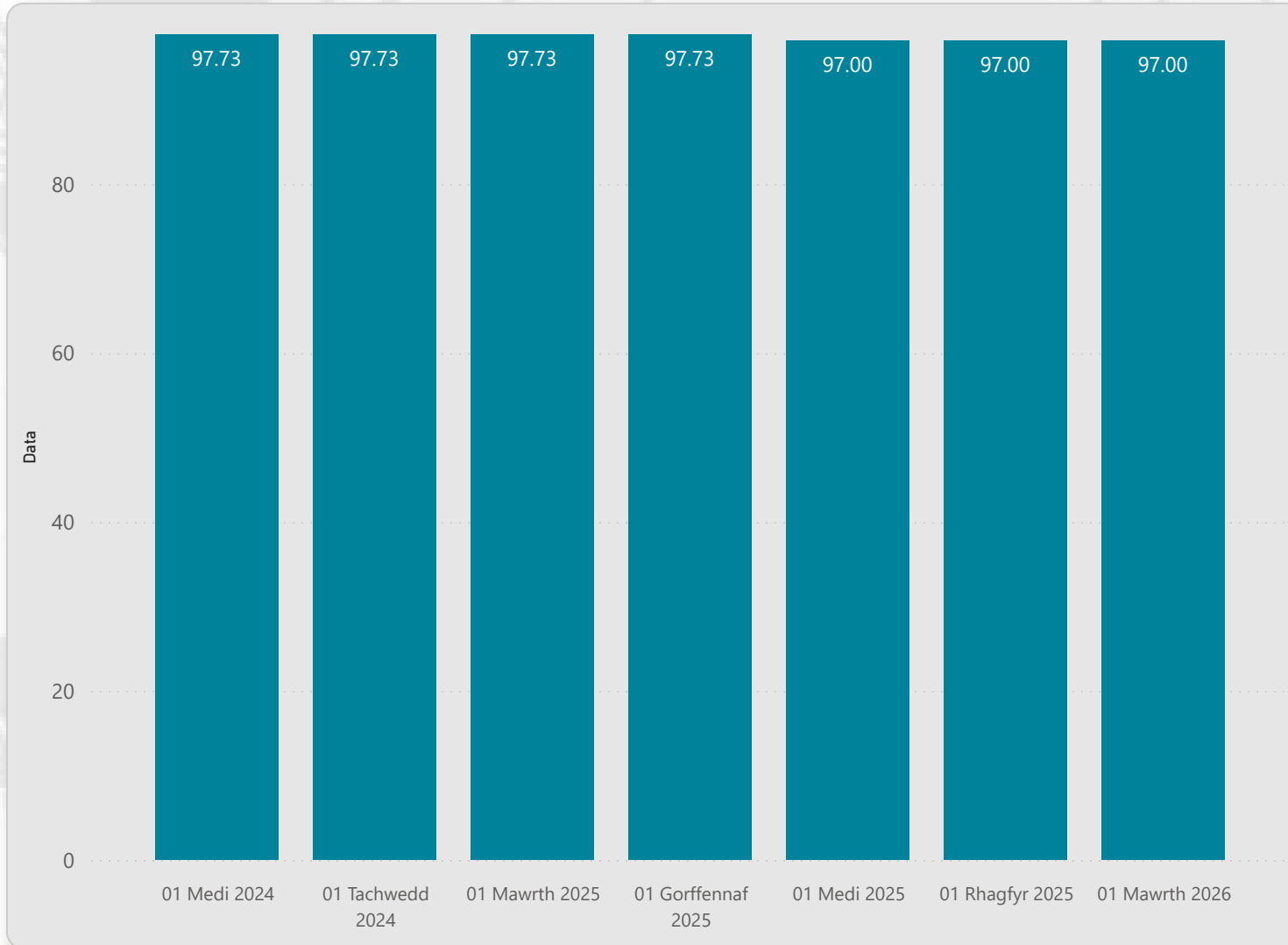
Quarterly

Siwan Llwyd Roberts (ADDYSG)

# The Welsh Language

**Purpose:** Ensure that the children of Gwynedd are educated through the medium of Welsh and confident to use the Welsh language in their daily lives

**Indicator:** % of whole school primary learners undertaking at least 70% of their school activities (curricular and extra-curricular) in Welsh - Gwynedd



Data for this indicator is collected once a year

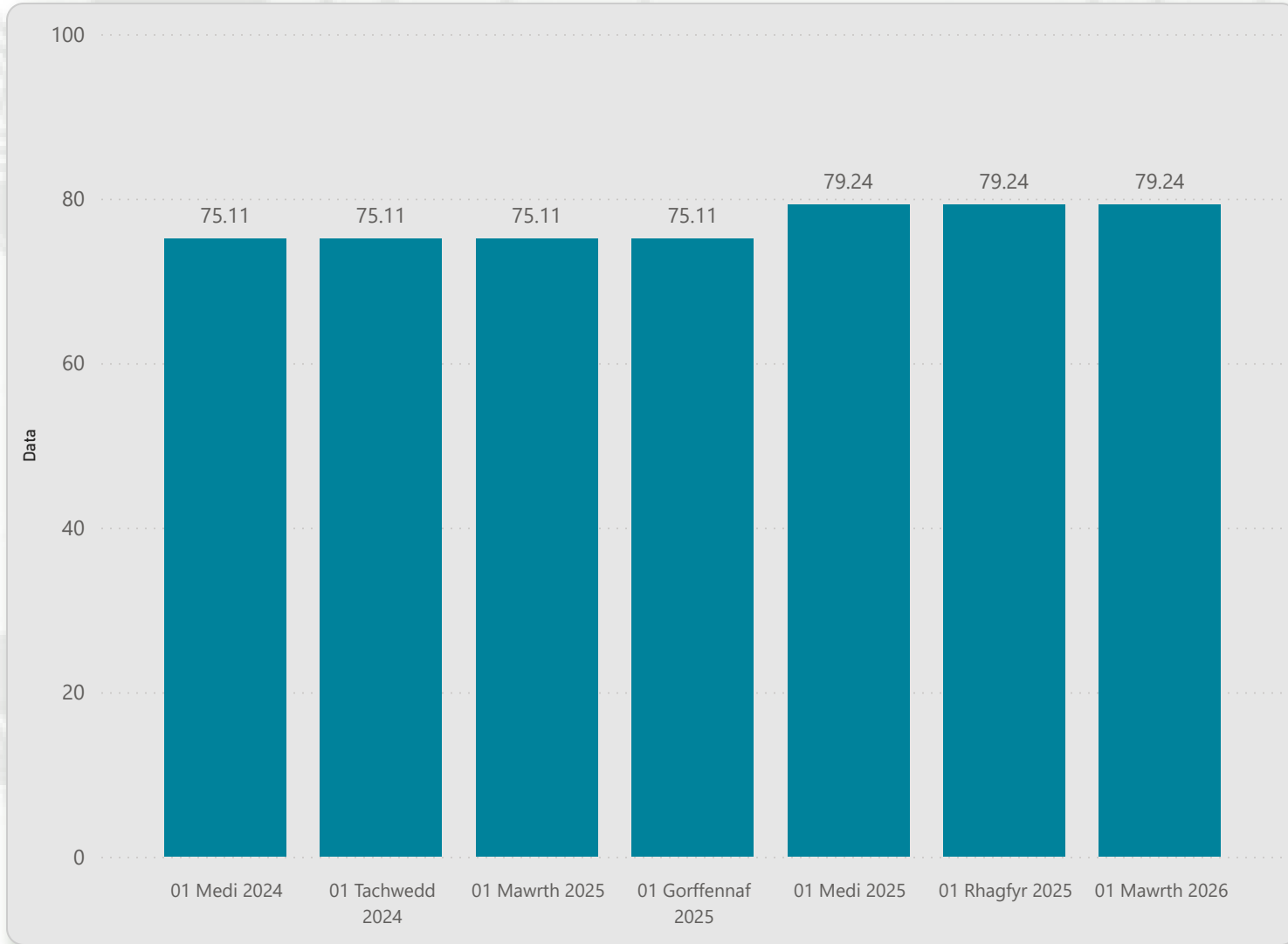
Quarterly

Siwan Llwyd Roberts (ADDYSG)

# The Welsh Language

**Purpose:** Ensure that the children of Gwynedd are educated through the medium of Welsh and confident to use the Welsh language in their daily lives

**Indicator:** % of whole school secondary learners undertaking at least 70% of their school activities (curricular and extra-curricular) in Welsh - Gwynedd



Data for this indicator is collected once a year

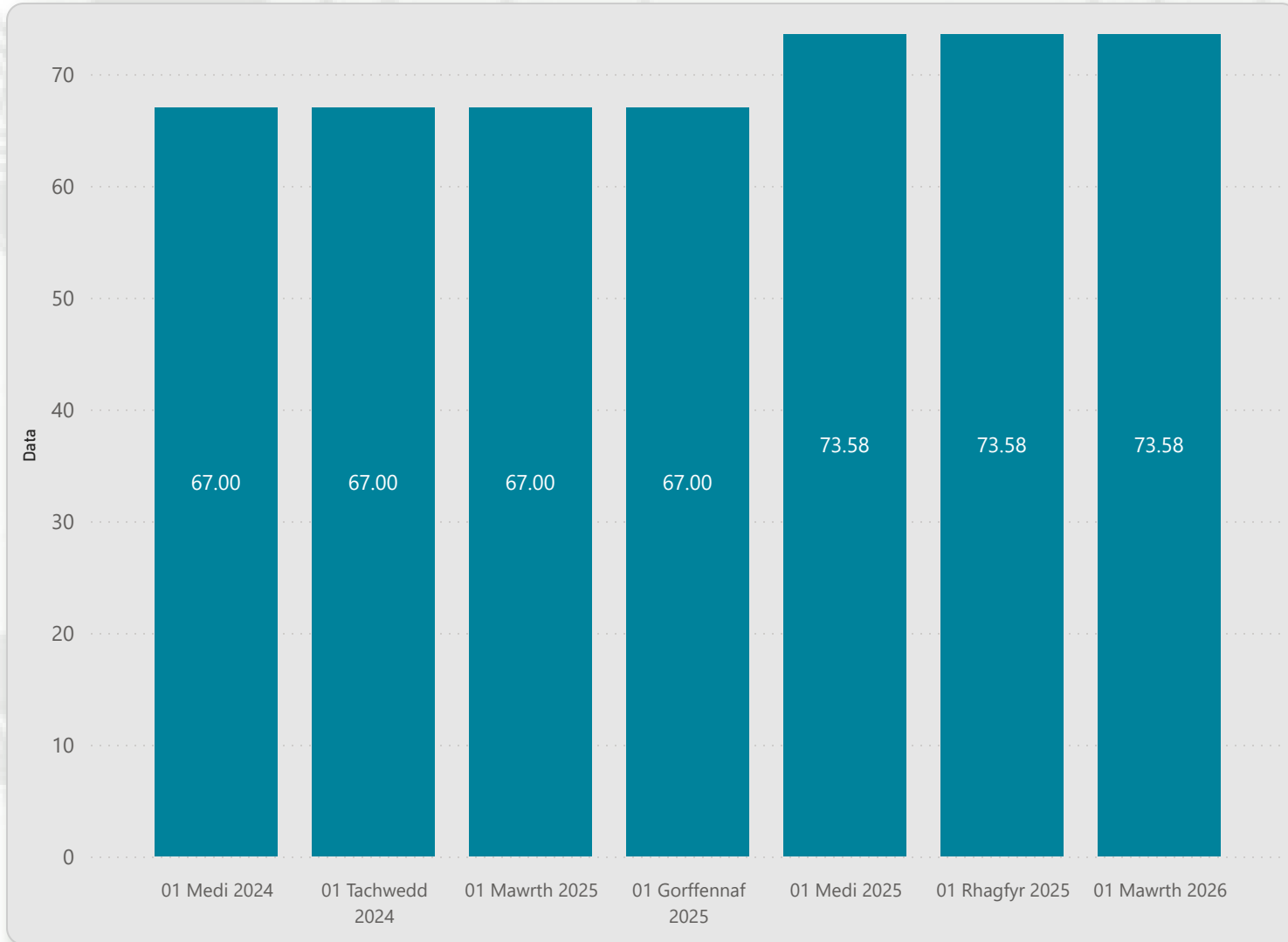
Quarterly

Siwan Llwyd Roberts (ADDYSG)

# The Welsh Language

**Purpose:** Ensure that the children of Gwynedd are educated through the medium of Welsh and confident to use the Welsh language in their daily lives

**Indicator:** % of Year 10 and 11 subjects taught through the medium of Welsh



Data for this indicator is collected once a year

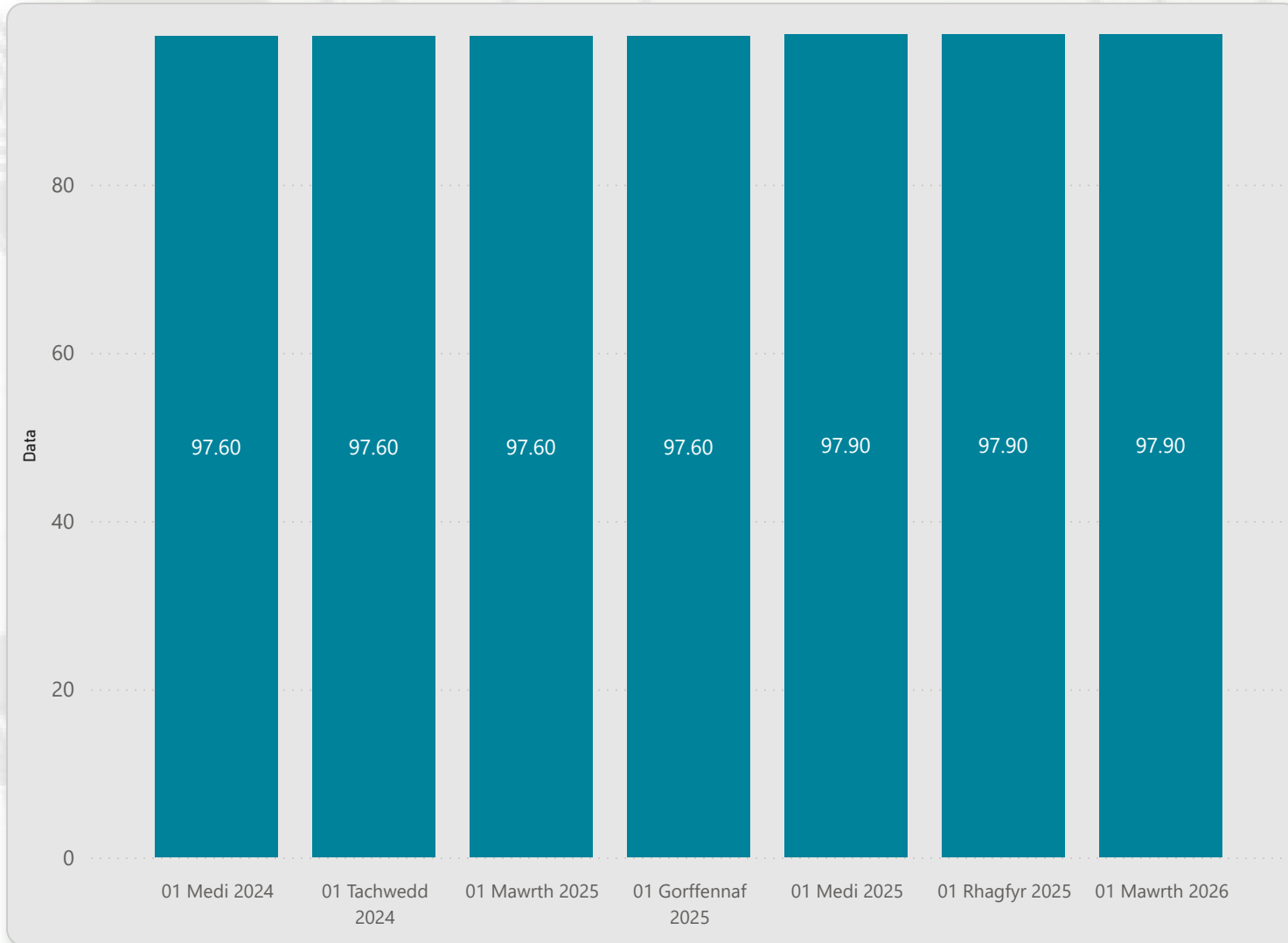
Quarterly

Siwan Llwyd Roberts (ADDYSG)

# The Welsh Language

**Purpose:** Ensure that the children of Gwynedd are educated through the medium of Welsh and confident to use the Welsh language in their daily lives

**Indicator:** % of primary teachers who are confident to teach through the medium of Welsh



Data for this indicator is collected once a year

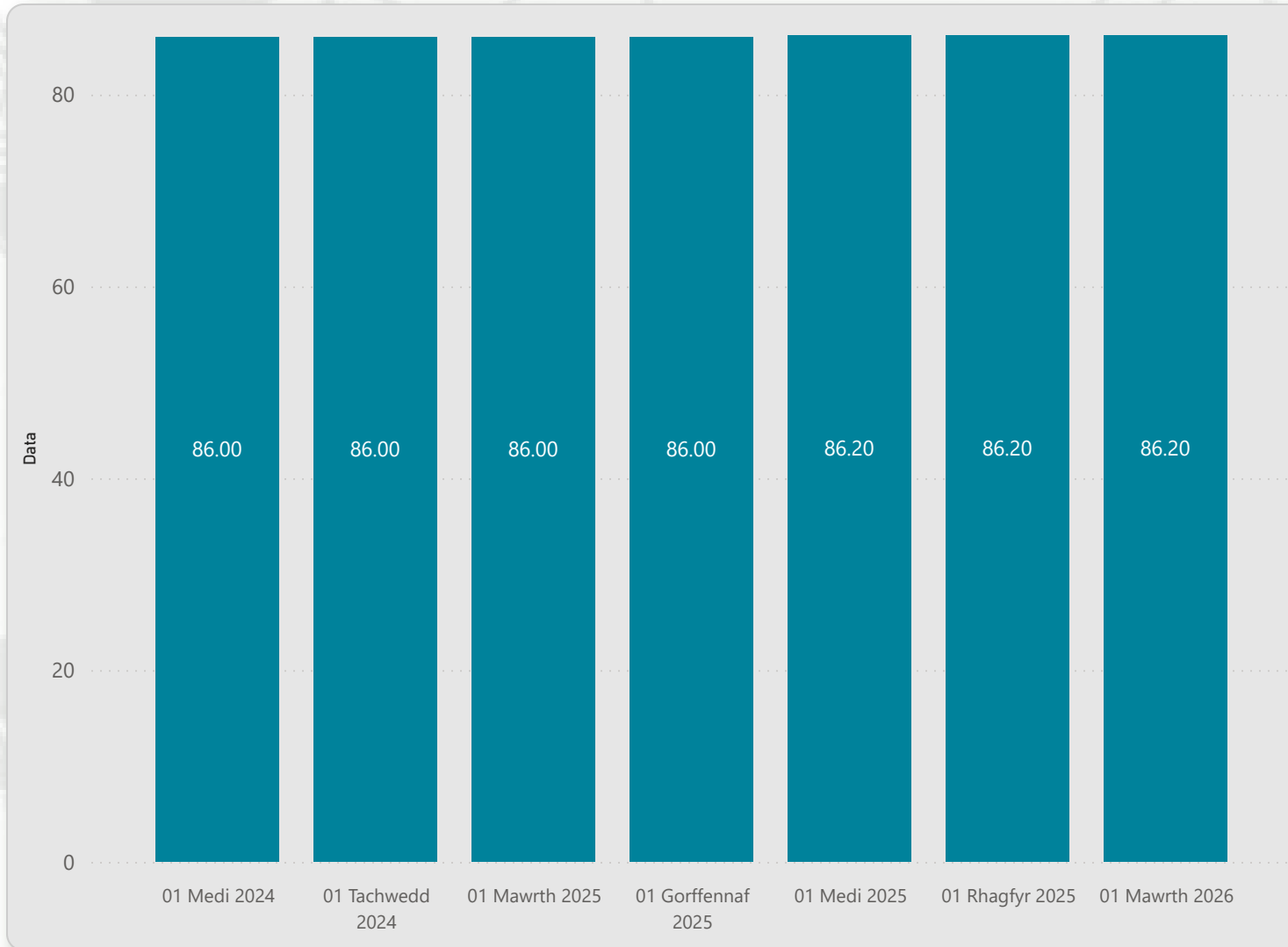
Quarterly

Siwan Llwyd Roberts (ADDYSG)

# The Welsh Language

**Purpose:** Ensure that the children of Gwynedd are educated through the medium of Welsh and confident to use the Welsh language in their daily lives

**Indicator:** % of secondary teachers who are confident to teach through the medium of Welsh



Data for this indicator is collected once a year

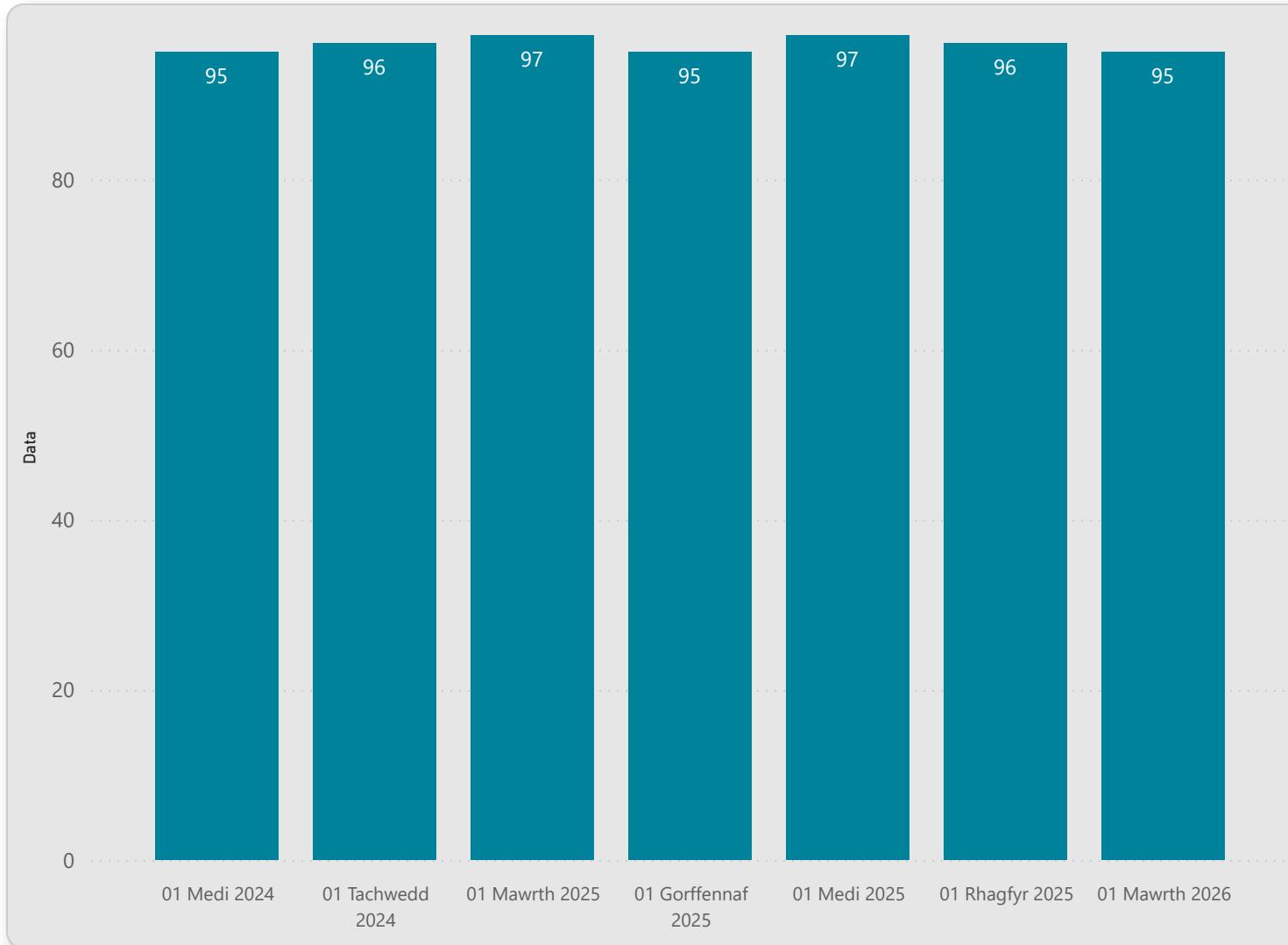
Quarterly

Siwan Llwyd Roberts (ADDYSG)

# Youth Service

**Purpose:** I want you to listen to me, and include me; so that I can be a young, healthy, happy and safe person to improve my wellbeing to help me reach my full potential

**Indicator:** % of young people who would like to continue attending wellbeing sessions in the future.



The statistics show that a significant proportion of young people express a desire to continue attending Youth Service sessions in the future. This reflects a high level of engagement and satisfaction with the provision, and suggests that the sessions are viewed as relevant, valuable and responsive to their needs. This measure is also an important indicator of the service's sustainability and its ability to build long-term relationships with young people.

This information is collected by youth workers at the end of sessions through direct feedback, asking simple questions about young people's intention to return. Informal discussions, structured feedback methods and short questionnaires are used to gather the data, supported by input from youth-voice forums and other engagement methods to provide a broader picture of their commitment and interest.

The results are influenced by several factors, including the quality and relevance of activities, the strength of relationships between workers and young people, the consistency of provision, and external influences such as school commitments, transport issues or personal circumstances. Compared with the previous month or quarter, the figures remain stable, with a clear trend showing that young people who attend regularly or who have opportunities to influence session content are more likely to express an intention to continue participating.

To maintain and strengthen this performance, the Youth Service will continue to involve young people in planning and developing the provision, ensure a variety of activities that reflect local interests, and aim to maintain staff consistency to build strong relationships. If any decline is identified, actions will include reviewing the timing and location of sessions, improving communication about available opportunities, and using young people's feedback to reshape the provision to encourage ongoing engagement.

Monthly

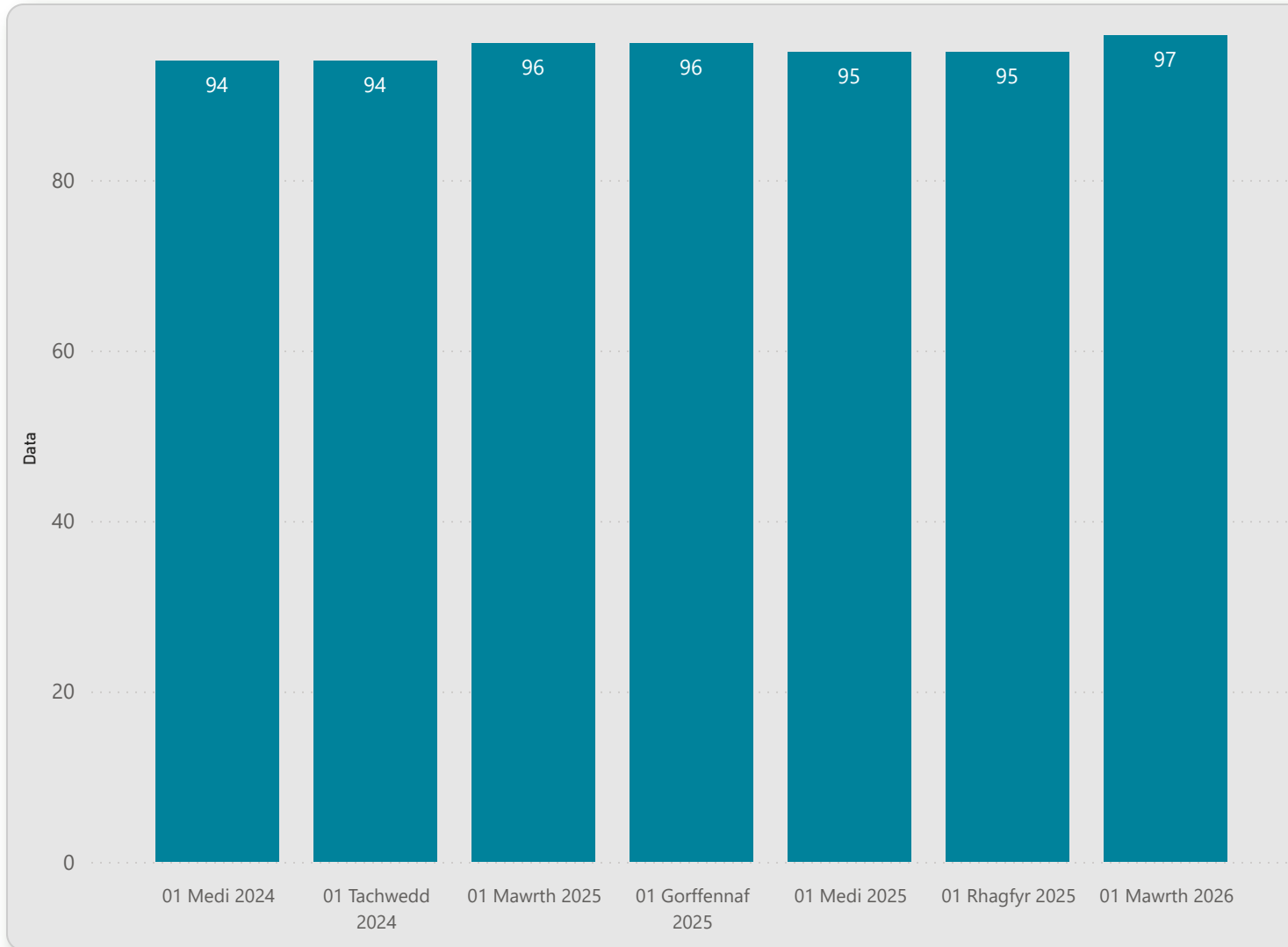
Steffan Williams (ADDYSG)



# Youth Service

**Purpose:** I want you to listen to me, and include me; so that I can be a young, healthy, happy and safe person to improve my wellbeing to help me reach my full potential

**Indicator:** % of young people whose Wellbeing has improved after attending the service



The statistics show that a significant proportion of young people report an improvement in their wellbeing after taking part in Youth Service sessions. This suggests that the provision is having a positive impact on their emotional, social and personal wellbeing by offering a safe environment where they can express feelings, build confidence and develop healthy relationships.

This measure is collected by youth workers at the end of sessions through a combination of formal and informal feedback discussions, along with self-assessment methods such as simple wellbeing scales (for example, how a young person feels before and after a session). This is supported by qualitative data from questionnaires, youth-worker observation notes and input from youth-voice forums, providing a broader picture of the changes experienced.

The results are influenced by several factors, including the content and structure of sessions, the quality of relationships between workers and young people, levels of engagement, and external factors such as educational pressures, family circumstances or wider mental-health challenges. Compared with the previous month or quarter, the results remain consistent, with a clear trend of more noticeable improvement among vulnerable young people or those who attend regularly over time. In particular, sessions focused on life skills, emotional wellbeing and supportive group activities tend to generate the most positive impact. To maintain and further develop this performance, the Youth Service will continue to prioritise wellbeing in the planning and delivery of sessions, emphasising relationship-based approaches, active listening and appropriate emotional support. If any decline is identified, actions will include reviewing the focus and structure of sessions, strengthening the use of wellbeing-measurement tools, and expanding opportunities for young people to help shape the provision to ensure it remains responsive to their needs.

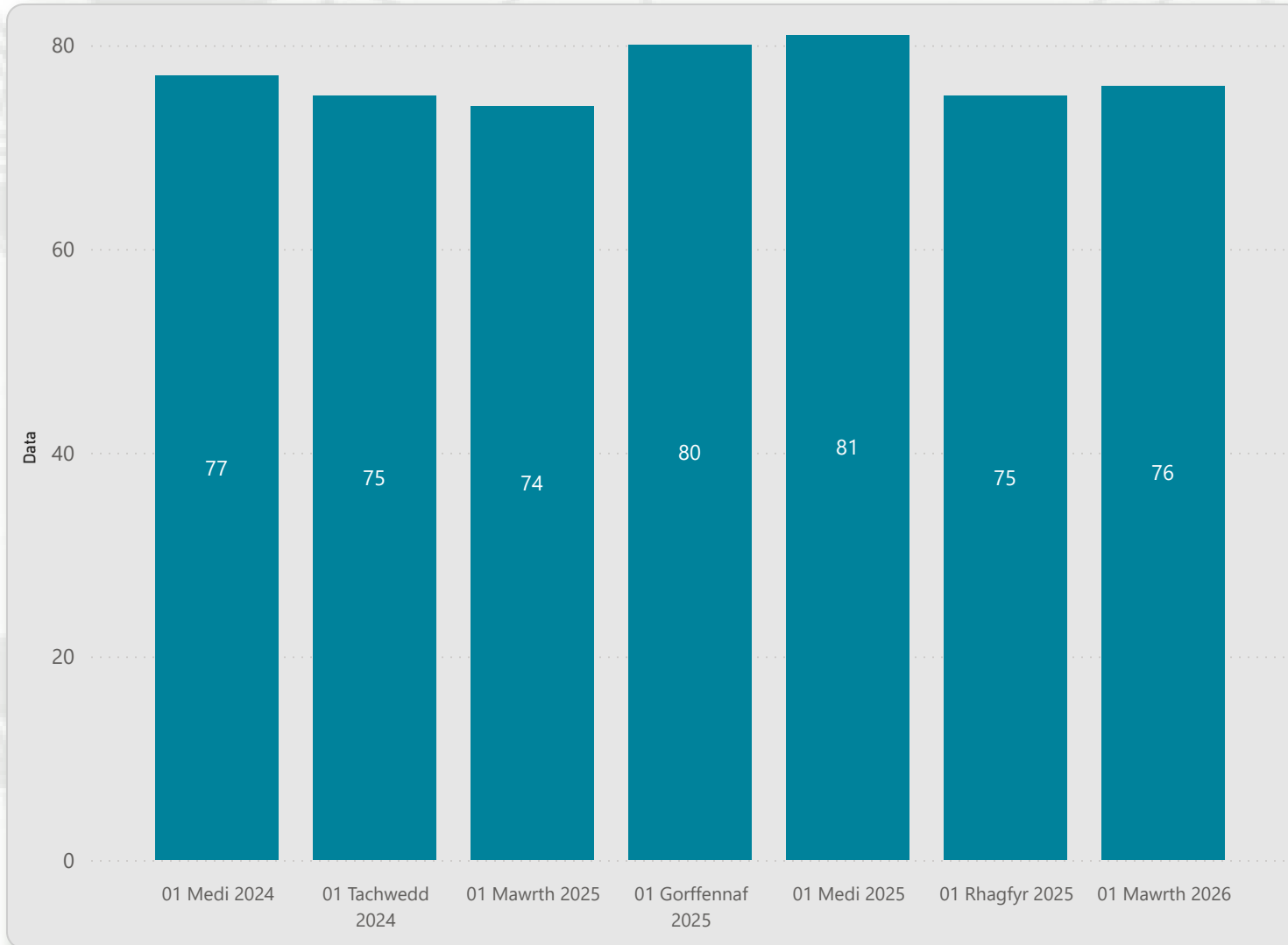
Monthly

Steffan Williams (ADDYSG)

# Youth Service

**Purpose:** I want you to listen to me, and include me; so that I can be a young, healthy, happy and safe person to improve my wellbeing to help me reach my full potential

**Indicator:** % of young people who have achieved the objectives of their personal plans



Over the past three months, the percentage of young people who have achieved objectives within their personal plans has increased slightly since the last meeting. This rise is a positive indication of the continued impact of the support provided and shows that the person-centred planning approach is still helping young people make measurable progress.

These personal plans are co-created with each young person, ensuring they reflect their individual needs, interests and aspirations. They include both short-term and long-term targets, enabling young people to see gradual progress and develop a sense of ownership over their developmental journey. This process strengthens motivation, builds confidence and provides a clear framework for regularly reviewing progress.

During the recent period, the Service has developed and implemented a new digital recording system, alongside a Microsoft Power BI system to analyse and evaluate the data collected more effectively. This has streamlined the process of tracking progress against individual targets, identifying patterns and trends, and producing clear reports that demonstrate the impact of the provision.

As a result, the service is now in a stronger position to present robust evidence of young people's outcomes and achievements, ensuring that planning, monitoring and evaluation are embedded within the provision and contribute to continuous improvement.

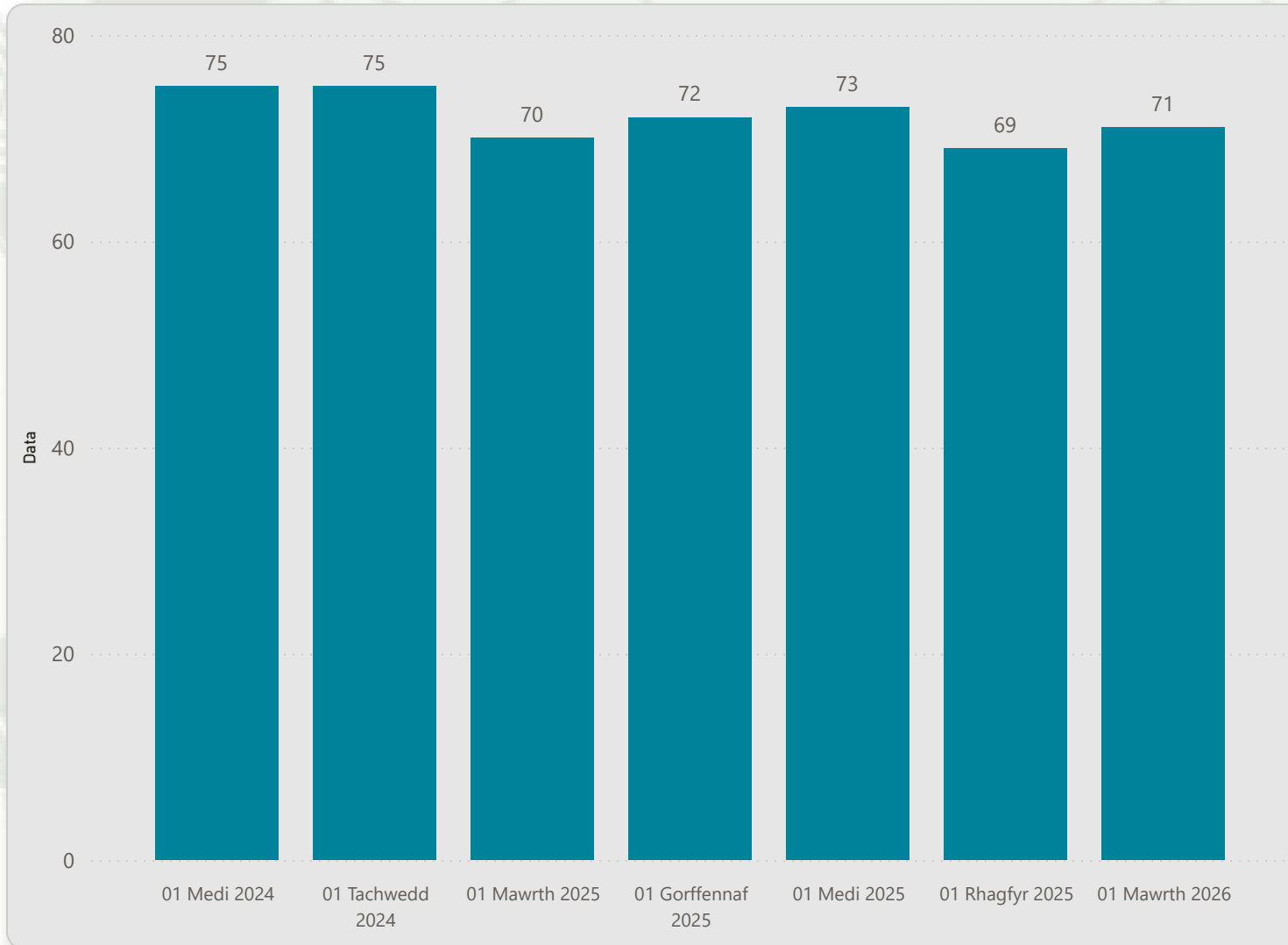
Monthly

Steffan Williams (ADDYSG)

# Youth Service

**Purpose:** I want you to listen to me, and include me; so that I can be a young, healthy, happy and safe person to improve my wellbeing to help me reach my full potential

**Indicator:** % of young people who have improved their well-being over a 3 month period (16-25 team)



The percentage of young people who have shown an improvement in their wellbeing over the past three months has increased since the last meeting. This positive trend suggests that the provision continues to have a beneficial impact on young people's wellbeing and shows signs of recovery following previous seasonal fluctuations. Wellbeing improvement is measured using the Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS), a recognised tool that enables the monitoring of mental wellbeing in the general population, as well as the evaluation of the impact of projects, programmes and policies aimed at improving mental wellbeing. Using this tool ensures a standardised, reliable and evidence-based approach. Although small variations can occur from term to term, the current increase aligns with the annual pattern seen historically, where wellbeing levels tend to improve as we move out of the winter months, when young people often face additional pressures. This reflects the dynamic nature of wellbeing, which can change throughout the year depending on circumstances and individual needs. As a result, the current trend is positive and provides reassurance that the provision continues to respond appropriately to the needs of young people. The percentage will continue to be monitored closely over the coming months to ensure that this improvement is maintained, and that any further changes are identified and considered promptly.

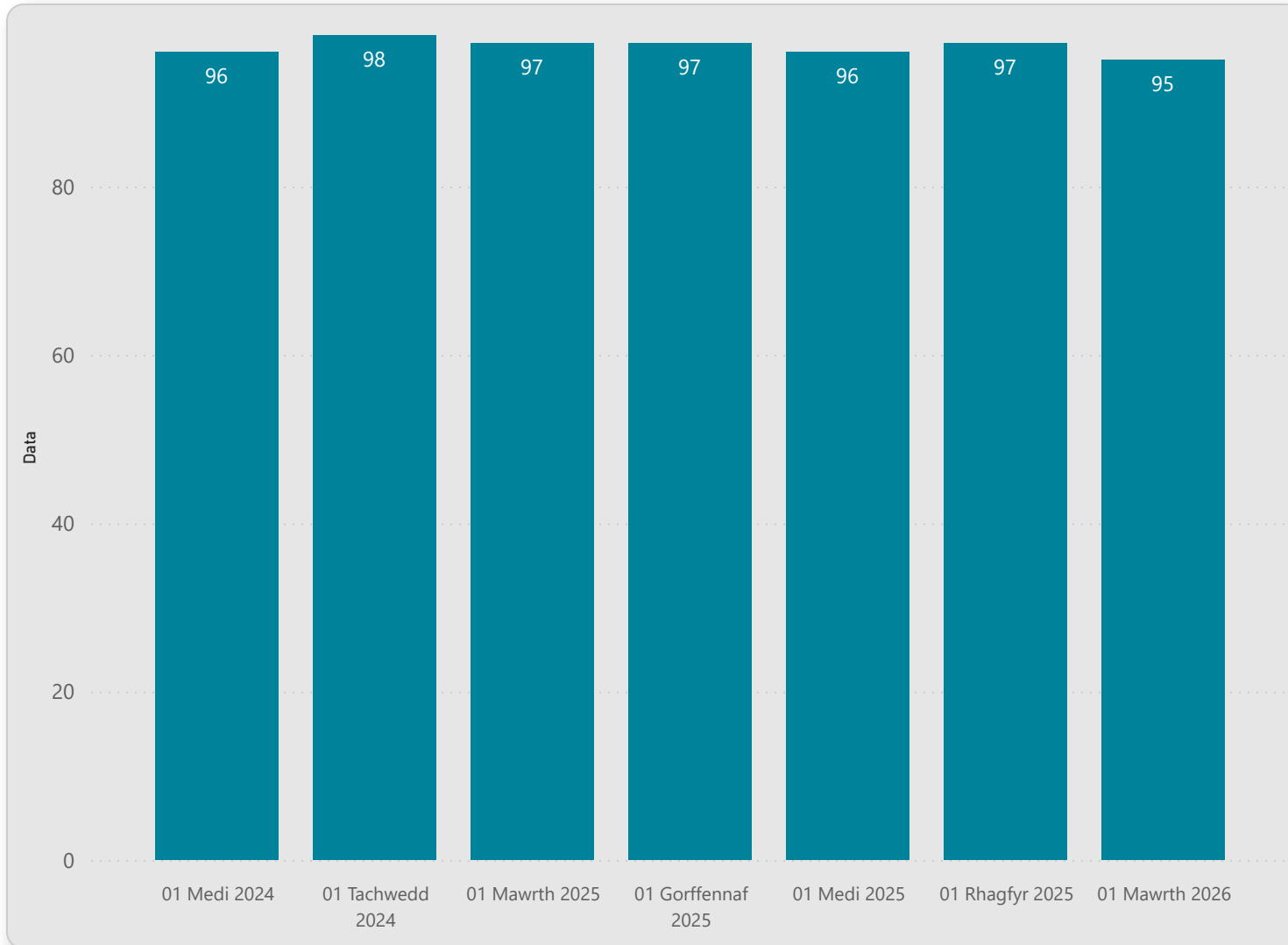
Monthly

Steffan Williams (ADDYSG)

# Youth Service

**Purpose:** I want you to listen to me, and include me; so that I can be a young, healthy, happy and safe person to improve my wellbeing to help me reach my full potential

**Indicator:** % of young people who have enjoyed the service provided



The statistics show that a very high proportion of young people continue to report that they enjoy the Youth Service's provision. This suggests that the offer remains relevant, appealing to young people, and meeting their needs across different areas. The consistently high satisfaction levels reflect the quality of engagement work and the strong relationships built between youth workers and young people. This measure is collected by youth workers at the end of each session through direct feedback from young people, using simple methods such as scoring systems, short group discussions, or informal feedback activities. This is supported by data from formal questionnaires, youth-voice forums and other engagement methods, which together provide a broader and more comprehensive picture of young people's experiences.

Several factors influence these outcomes, including the quality and relevance of activities, workers' ability to tailor sessions to local needs, the strength of relationships and trust with young people, and the consistency of the provision. Compared with the previous month or quarter, the figures remain stable, with a clear trend of high satisfaction in settings where attendance is regular and where young people have genuine opportunities to shape the provision. In particular, sessions that are co-designed with young people receive the most positive feedback.

To maintain these standards, the Youth Service will continue to place young people's feedback at the centre of session planning, ensure ongoing support and professional-development opportunities for workers, and share effective practice across teams. If any decline in performance is identified, actions will include reviewing session content, expanding methods for gathering qualitative feedback, and working closely with young people to redesign the provision where needed.

Monthly

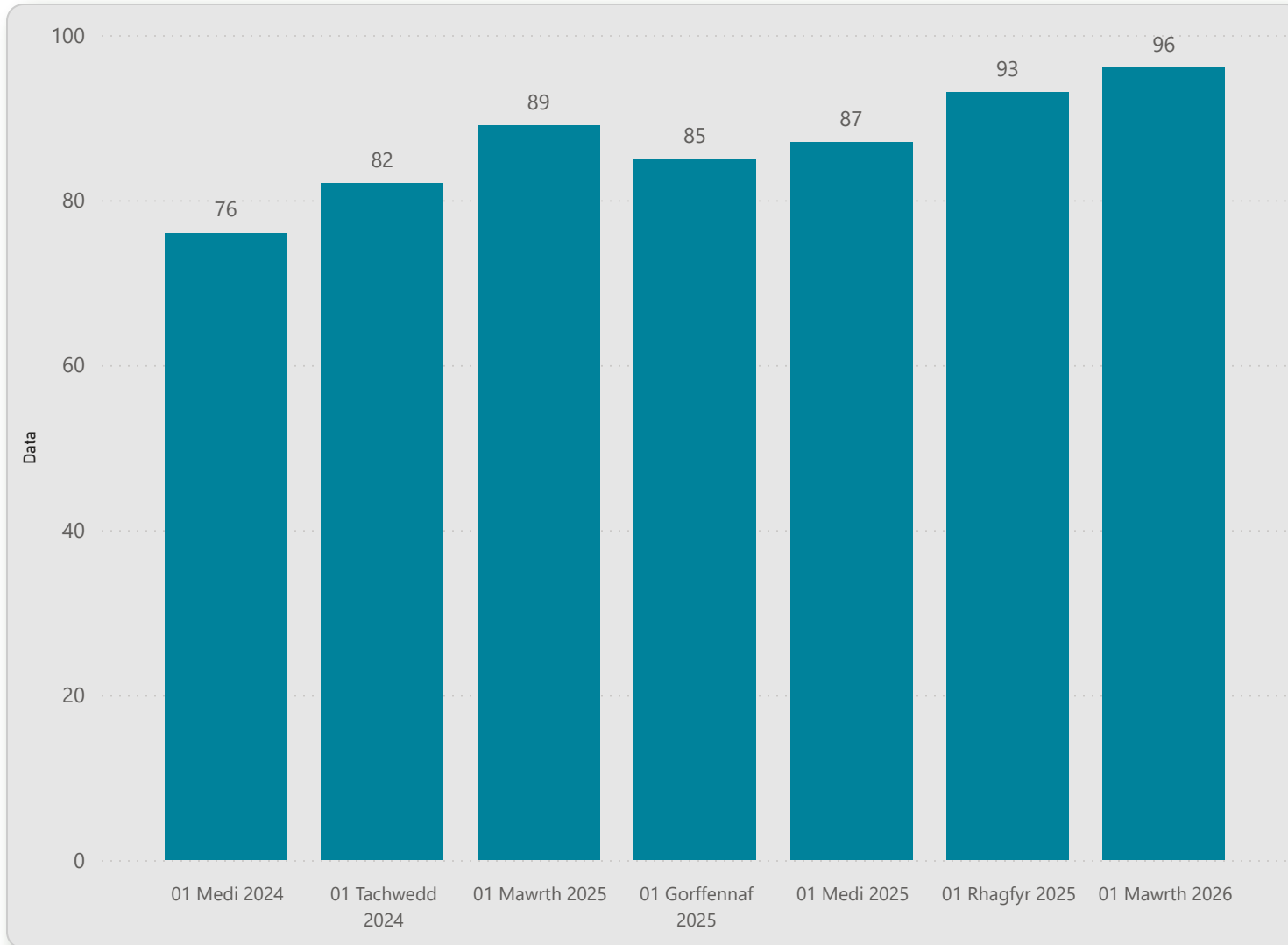
Steffan Williams (ADDYSG)



# Youth Service

**Purpose:** I want you to listen to me, and include me; so that I can be a young, healthy, happy and safe person to improve my wellbeing to help me reach my full potential

**Indicator:** Youth Support Service Case Loads 16-25 year olds



The data for the past three months shows significant growth in the number of referrals to the project, with increasing demand for the provision. As a result of this rise, a number of young people are now on a waiting list due to the project's current capacity limitations. This is clear evidence of the need for the service and the positive impact it is having within the community.

The data has been collected through the service's internal records, based on individuals who have been formally added to youth workers' caseloads following completion of the relevant referral process. This ensures that the figures reflect active engagement and structured support rather than informal contact alone.

However, further challenges are anticipated in the near future, as one of the project's staff roles is coming to an end following the conclusion of SPF-funded support. This is likely to affect the project's capacity to respond to increasing demand and to reduce the waiting list, unless an alternative funding source is secured.

It is also important to note that 85% of the young people supported by the project have a history of very low school attendance, have been deregistered from school, or are EBSA pupils. This highlights the targeted and inclusive nature of the provision, and its key role in supporting young people who are most at risk of disengaging from education and mainstream services.

Given that numbers have risen, the focus is on maintaining the current high levels of performance. This will be achieved by continuing to build strong relationships with referral partners, regularly monitoring individual caseloads to avoid worker overload, and ensuring that referral processes remain clear and effective. If signs of performance decline emerge in the future, steps will be taken to review team capacity and prioritise the most urgent cases in line with the needs of the young people.

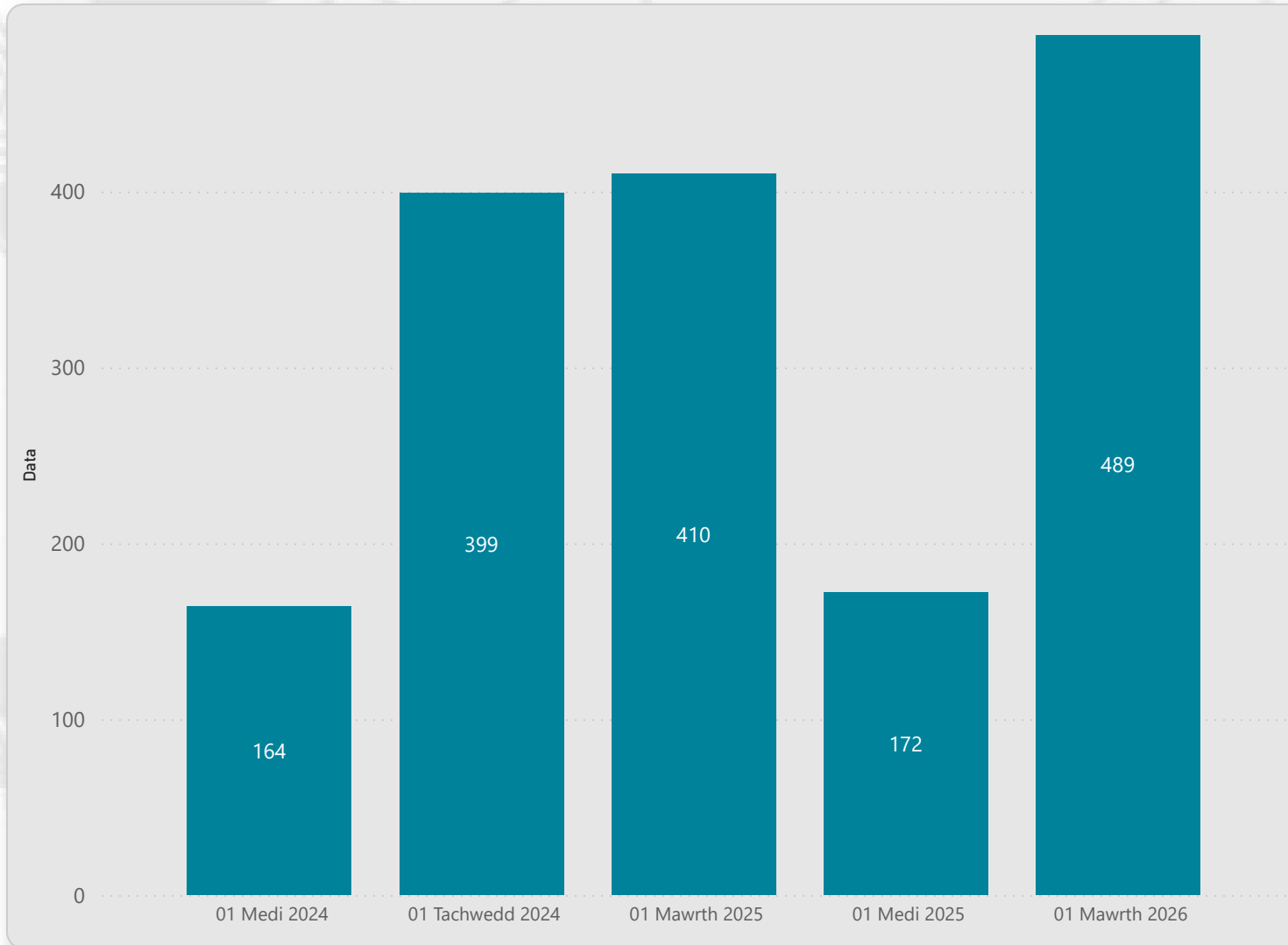
Monthly

Steffan Williams (ADDYSG)

# Youth Service

**Purpose:** I want you to listen to me, and include me; so that I can be a young, healthy, happy and safe person to improve my wellbeing to help me reach my full potential

**Indicator:** Number of accreditations the young people have completed (measured every 3 months)



Dros y cyfnod adrodd diweddaraf, gwelwyd cynnydd sylweddol yn nifer yr achrediadau a gwblhawyd gan bobl ifanc drwy ddarpariaeth y Gwasanaeth Ieuencid. Mae'r ffigwr presennol yn uwch na'r hyn a adroddwyd dros y blynnyddoedd diwethaf, gan ddangos tuedd gadarnhaol o ran ymgysylltiad, ymrwymiad a chynnydd personol ymhlith pobl ifanc ar draws y sir.

Mae'r achrediadau a gwblhawyd yn cynnwys cymwysterau Dug Caeredin, unedau Agored Cymru, a modiwlau drwy Virtual College. Mae'r ystod yma o gymwysterau yn adlewyrchu amrywiaeth y cyfleoedd sydd ar gael, gan alluogi pobl ifanc i ddatblygu sgiliau bywyd, sgiliau gwaith, hyder, arweinyddiaeth a gwytnwch mewn cyd-destun anffurfiol ond strwythuredig.

Mae'r cynnydd yn y ffigurau yn dystiolaeth o waith pwrpasol staff i integreiddio achredu i weithgareddau wythnosol a phrosiectau penodol, gan sicrhau bod pobl ifanc yn gweld gwerth clir i'w cyfranogiad. Yn bwysig, mae hyn yn cyd-fynd yn llwyr ag ethos y Gwasanaeth Ieuencid o gynnig addysg anffurfiol o safon uchel a chyfleoedd amgen i bobl ifanc lwyddo y tu allan i'r cymwysterau academiaidd craidd.

Yn ogystal, mae'r data yn dangos bod achredu yn arf effeithiol i gynyddu cymhelliant ac ymdeimlad o gyflawniad ymhlith pobl ifanc, yn enwedig y rhai nad ydynt bob amser yn ffynnu mewn lleoliadau ffurfiol. Bydd y gwasanaeth yn parhau i adeiladu ar y momentwm hwn drwy ehangu'r cynnig achredu a sicrhau bod cyfleoedd clir ar gael ar draws pob ardal gymunedol.

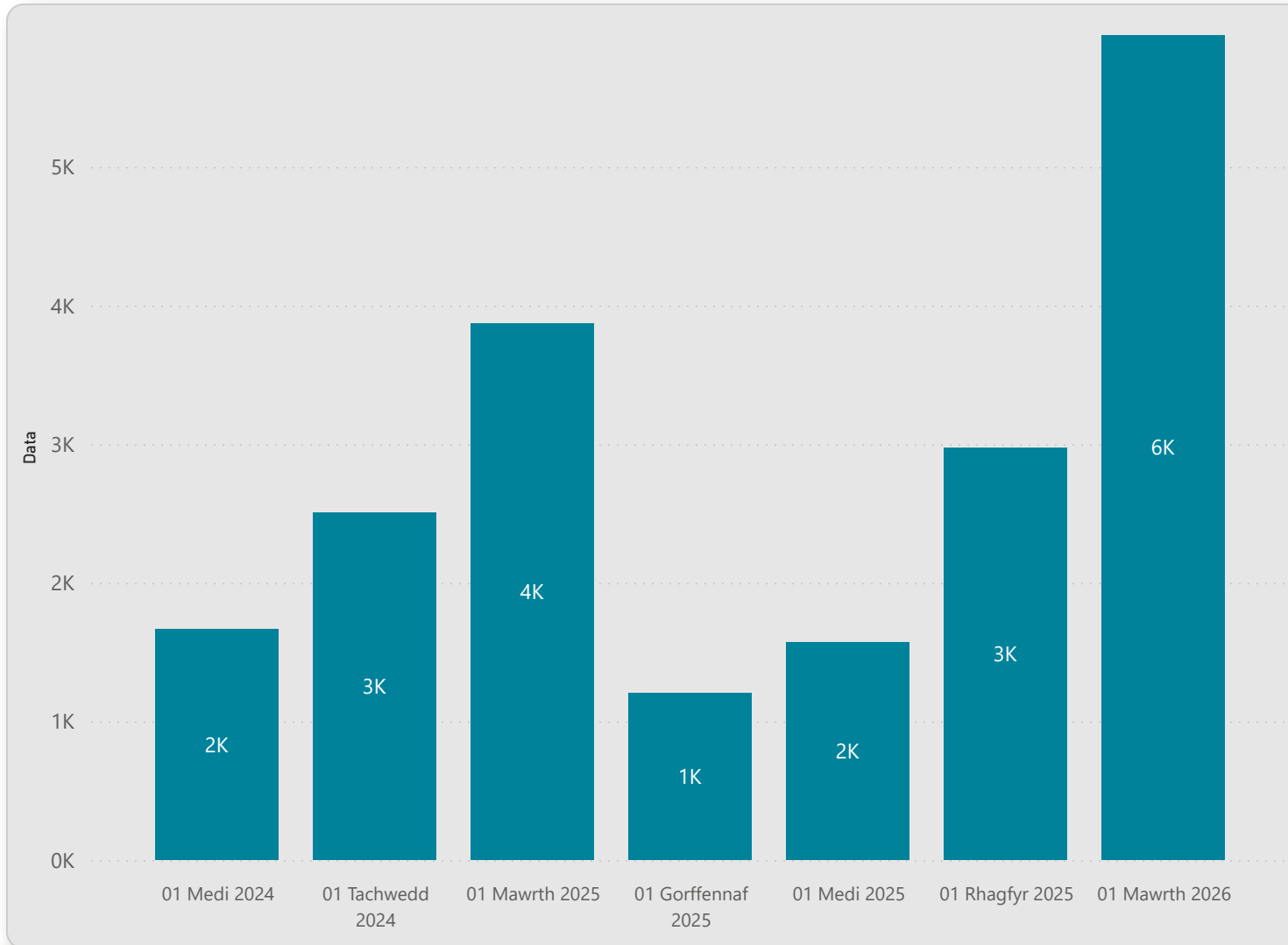
Monthly

Steffan Williams (ADDYSG)

# Youth Service

**Purpose:** I want you to listen to me, and include me; so that I can be a young, healthy, happy and safe person to improve my wellbeing to help me reach my full potential

**Indicator:** Number of participations of young people who have used Youth Community Service



Participation  
January – 1897  
February – 2067  
March – 1987  
Individuals  
January – 301  
February – 264  
March – 289

The performance data for the past three months shows that the number of participations and unique individuals attending the Youth Service's community-club provision has remained consistently high throughout the period. Although a further increase was seen in the most recent month, the overall figures have remained strong, reflecting the fact that the community clubs are now fully established and that several new clubs have opened during the period.

At present, the figures broadly align with data from the same period in previous years, demonstrating stability and strength in the provision. However, numbers are expected to drop significantly in the next period, as community clubs close over the summer until September. This anticipated decrease will therefore reflect a seasonal change in provision rather than any reduction in demand or engagement.

The data has been collected through attendance registers completed by youth workers at the end of each community-club session. This method ensures consistency in data collection and enables effective monitoring of performance trends over time, providing clear context for interpreting any seasonal variations.

Overall, the data shows stable and strong performance over the past three months, with a predictable decrease expected in the next period due to seasonal arrangements, and numbers anticipated to rise again once the clubs reopen.

Monthly

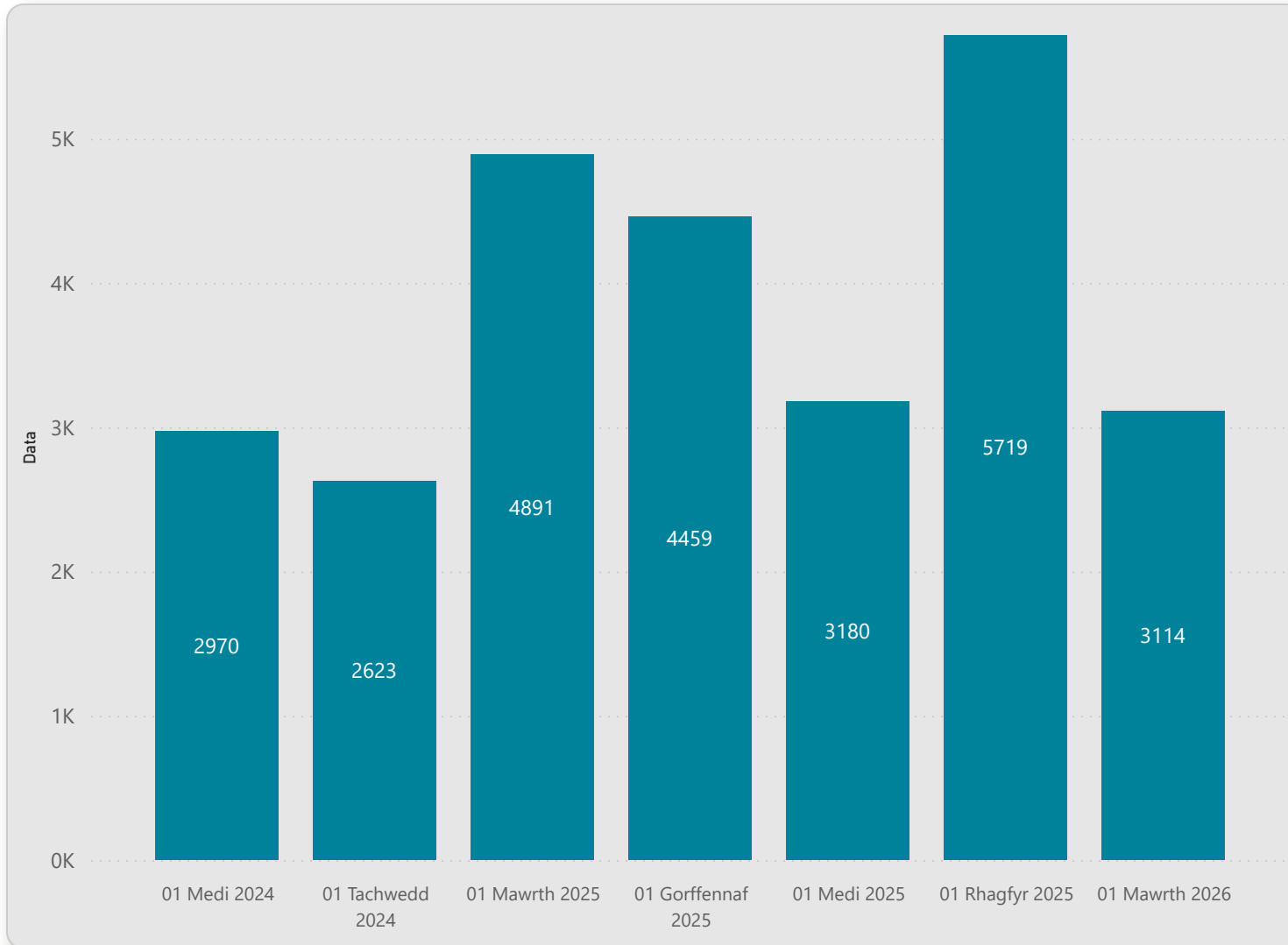
Steffan Williams (ADDYSG)



# Youth Service

**Purpose:** I want you to listen to me, and include me; so that I can be a young, healthy, happy and safe person to improve my wellbeing to help me reach my full potential

**Indicator:** Number of participations of young people who have used the Youth Support Service aged 11-19



Participation  
January – 1002  
February – 1126  
March – 986  
Individuals  
January – 283  
February – 289  
March – 223

The performance data for the past three months shows that participation levels and the number of unique individuals engaging with the Youth Service have remained consistently high, maintaining the positive momentum seen previously. Compared with the same period in previous years, these levels remain higher, reflecting a stable and strong demand for the service's provision, as well as high levels of engagement from young people across a wide range of activities and settings.

The figures are collected consistently through attendance registers completed by youth workers at the end of each session. This method ensures that the data reflects actual attendance and provides a robust basis for monitoring performance and trends over time, strengthening confidence in the reliability of the results.

Several key factors have contributed to maintaining these high standards. All school-based provisions are now fully established, ensuring regular and consistent access for young people. In addition, new community projects have expanded provision to additional areas and groups, increasing opportunities to participate. Further activities, such as targeted wellbeing trips, have also helped sustain strong participation levels.

Overall, the data shows stable and strong performance during the period in question, reflecting the ongoing impact of service development and continued investment in youth work.

Monthly

Steffan Williams (ADDYSG)



# Mandatory Training

% of the Education Department staff (including the Catering and Cleaning Service) who have completed the Safeguarding training

**34.80%**

% of the Education Department staff (including the Catering and Cleaning Service) staff who have completed VAWDASV (Domestic Abuse) training

**48.00%**

% of the Education Department staff (excluding the Catering and Cleaning Service) who have completed the Safeguarding training

**96.80%**

% of the Education Department staff (excluding the Catering and Cleaning Service) who have completed the VAWDASV (Domestic Abuse) training

**94.00%**

The Catering and Cleaning Service has over 600 staff in Ancillary Services roles. A number of the Catering and Cleaning Service staff have received basic safeguarding training from the school.

Of the remaining officers who have not completed the training (with the exception of the Catering and Cleaning Service), the majority are away from work due to long-term illness, maternity or have been suspended.

We are working with the Corporate Services Department to ensure that all staff in the Catering and Cleaning Service are able to complete the mandatory training modules.