

Performance of the Education Department

64

Indicators



52

Amount of Green

81.25%

% Green

11

Amount of Amber

17.19%

% Amber

1

Amount of Red

1.56%

% Red

Reporting period 21/7/2025 - 26/9/2025

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

Acronyms

FSM

Free School Meals

PLASC

Pupil Level Annual School Census

LAC

Looked After Children

PEP

Personal Education Plan

SMART

Specific, Measurable, Achievable, Realistic, and Time-Bound

DBS

Disclosure & Barring Service

ALN

Additional Learning Needs

CQB

County Quality Board

LA

Local Authority

IDP

Individual Development Plan

WESP

Welsh in Education Strategic Plan

WEMWBS

Warwick-Edinburgh Mental Wellbeing Scale

VAWDASV

Violence Against Women, Domestic Abuse and Sexual Violence



"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

71.30

Catering

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

59.00

Catering

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

27.00

Catering

% of School Food Hygiene and Standards Audit reports rated 5

80.00

Business Support

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

90.00

Business Support

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

100.00

Education Transport

Number of transport complaints

20

Safeguarding

% difference between presence of LAC and not LAC

0.49

Safeguarding

% of scrutinised Personal Education Plans containing suitable educational targets

80.00

Safeguarding

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

100.00

Safeguarding

% of school staff with a current DBS check

99.04

Safeguarding

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

94.00

Safeguarding

% of schools that have received a monitoring visit in the last calendar year

53.20

Safeguarding

Number of days LAC have been out of education in an academic year

0.00

Education Indicators

Governors

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

67.00

Governors

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

80.00

Governors

% of governors attending induction training

80.00

Modernisation

% of capital projects progressing as expected

80.00

Modernisation

% of non-capital projects progressing as expected

100.00

School Admissions

Number of school admission appeals received during the period

0

School Admissions

Number of School transfer applications received during the period

139

School Admissions

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

98.66

School Admissions

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

100.00

School Standards

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

100.00

School Standards

Average number of days taken to respond to barriers reported by Schools or by others about issues with Schools

5.00

Data Unit

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

80.00

ALN Indicators

Quality and Administrative ALN

Number of cases that progressed to tribunal level

8

Quality and Administrative ALN

% 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)

0.48

Early Years ALN

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

100.00

Early Years ALN

% of cases matching the statutory timetable

100.00

Administrative

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

100.00

Inclusion Indicators

Elective Home Education

Number of Elective Home Education learners

3

240

Elective Home Education

% of pupils receiving education suitable for their ability

1

100.00

Elective Home Education

% of families receiving home visits

2

18.00

Counselling

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

1

100.00

Counselling

Mean number of days required to wait for service

2

19.25

Inclusion

Number of permanent Primary exclusions

1

0

Inclusion

Number of permanent Secondary exclusions

1

1

Welfare

% attendance of Primary pupils

1

93.53

Welfare

% attendance of Secondary pupils

2

90.53

Welfare

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

1

2.90

Welfare

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

2

78.00

English as an Additional Language

% attendance of pupils receiving support

1

90.00

Family Engagement Officers

% of Year 6 pupils receiving support successfully transition to Secondary

1

73.00

Family Engagement Officers

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

1

67.00

Family Engagement Officers

% of pupils attending our community activities

1

60.00

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)

100.00

Language Centres

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

80.00

Language Centres

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

100.00

Language Centres

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

82.00

The Welsh Language

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

97.00

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.

97.00

Youth Service

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

95.00

Youth Service

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

81.00

Youth Service

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

73.00

Youth Service

% of young people who have enjoyed the service provided

96.00

Youth Service

Youth Support Service Case Loads 16-25 year olds

87

Youth Service

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

172

Youth Service

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

1,573

Youth Service

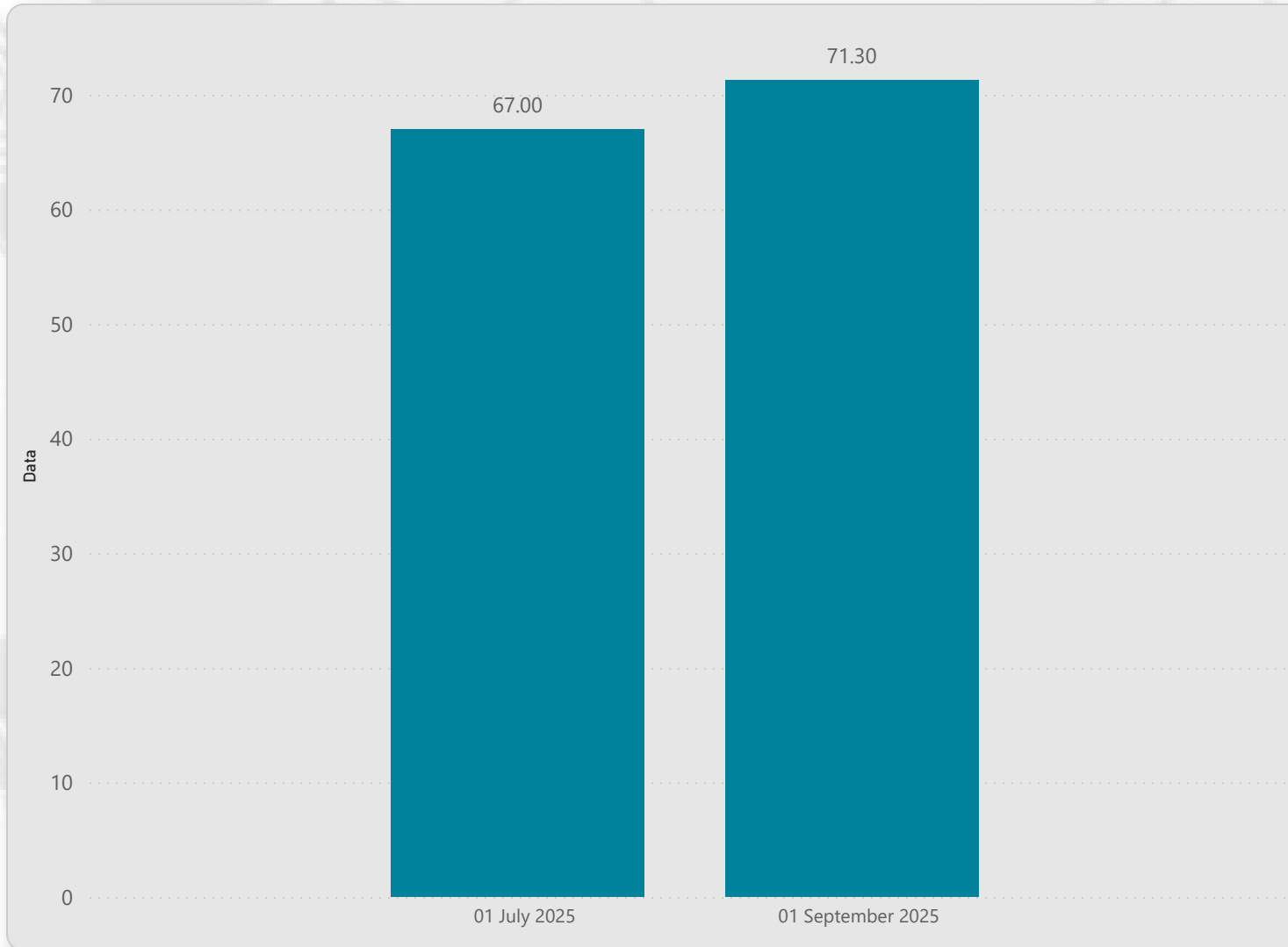
Number of participations of young people who have used the Youth Support Service aged 11-19

3,180

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



71.3% of primary age learners have taken advantage of the offer of free school meals in September 2025

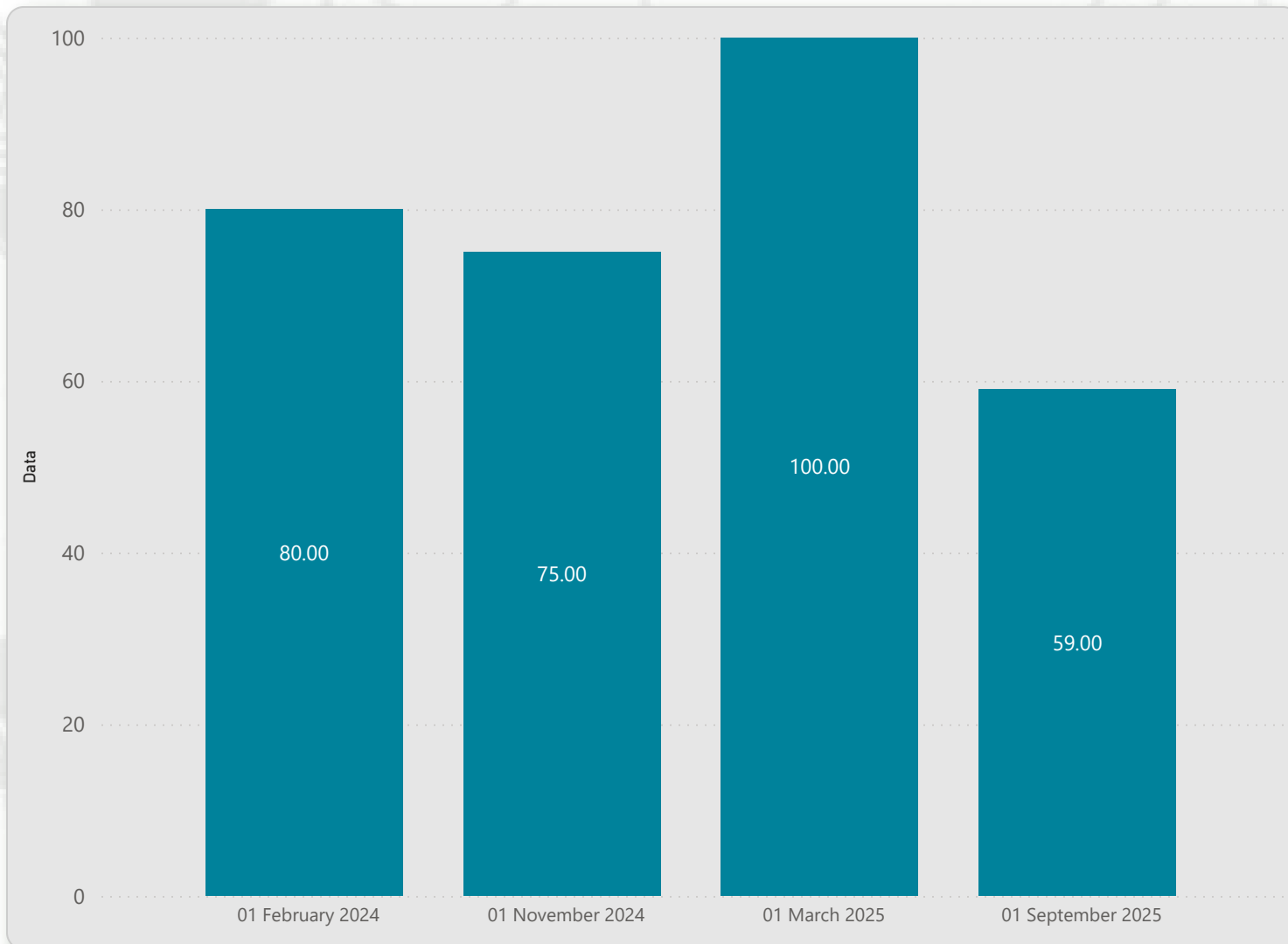
Monthly

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



The number of schools that completed the customer satisfaction survey was not high for September, so we do not have a detailed overview across our schools. 21 schools completed the survey, covering a total of 659 primary-aged learners.

Of the learners who completed the survey, 97% were either satisfied or neutral:

59% were satisfied (happy face)
38% were neither satisfied nor dissatisfied (neutral face)
3% were dissatisfied (sad face), indicating that they did not like the food.

40 learners noted that they did not like the food, while 99 learners said the food was tasty. A new menu has been in place since 3 November 2025, and the Service will be working on a programme to promote free school meals, so it is hoped that this will encourage more learners to take advantage of the offer.

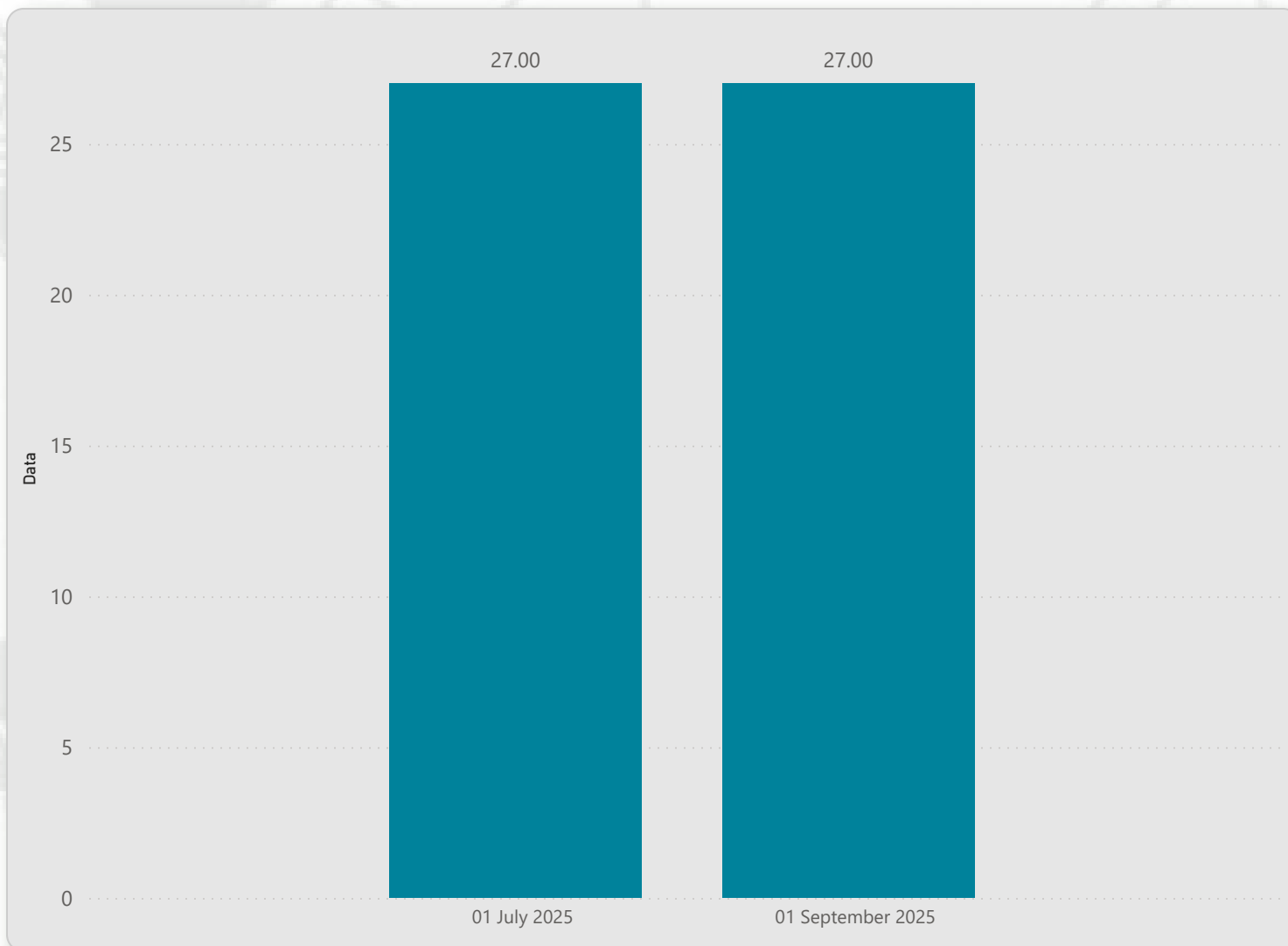
Monthly

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 participated last year. We have doubled the numbers this year, with 8 schools taking advantage of the Food and Fun Scheme during Summer 2025 (30 schools are eligible, PLASC data January 2025).

Although the Food and Fun Scheme is an excellent initiative, fully funded by the Welsh Government and offering valuable opportunities to our learners over the summer, it is challenging to get schools to commit to working 12 days during the summer holidays. Working during the holidays is not part of the employment contracts for many school staff, nor for Education Catering and Cleaning staff, so we rely on the goodwill of staff to participate. To support this, we have collaborated with Community and Family Engagement Officers and external agencies to assist in some schools this year.

Some schools participating for the first time this year have expressed that Nutrition Skills for Life (Level 2) training, which is essential to running the programme, is a barrier, as staff need to be released to attend the course. It is now possible to complete the course online, which makes it easier for schools to take part.

At present, we are awaiting confirmation from schools on whether they are interested in participating next year. Our hope is to have more schools involved, in order to provide the best possible opportunities for our learners while easing the pressure on families regarding living costs and childcare over the summer.

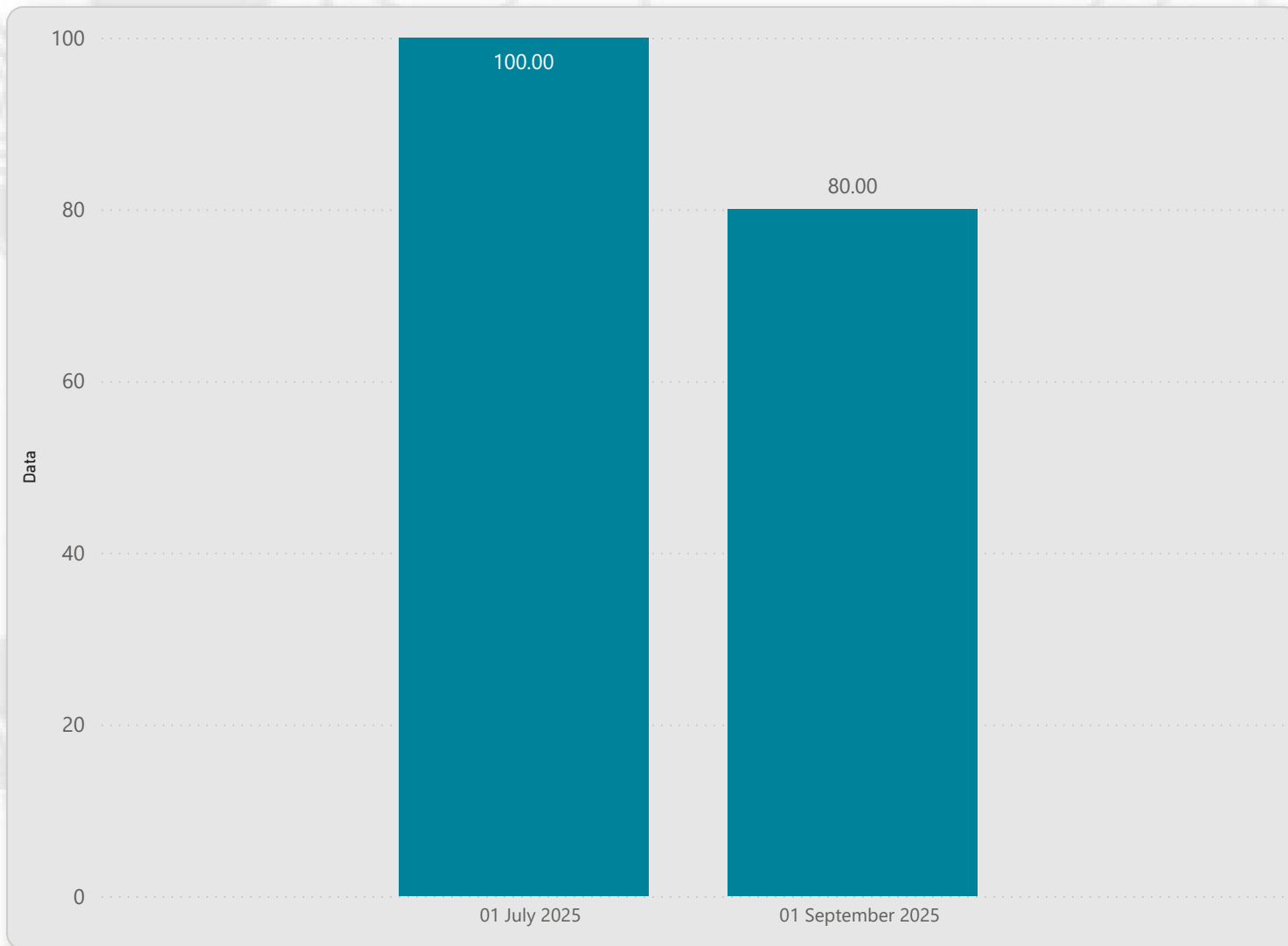
Monthly

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



80% of school food hygiene and standards inspection reports received a score of 5 (4 schools). 20% received a score of 4 (1 school).

Arfon – 3 schools received a score of 5
Meirionnydd – 2 schools were visited. 1 school received a score of 5, and 1 school received a score of 4 due to a hot water tap being stuck on the day of the visit. The problem with the faulty tap has now been resolved.
Dwyfor – No schools were visited during the period.

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

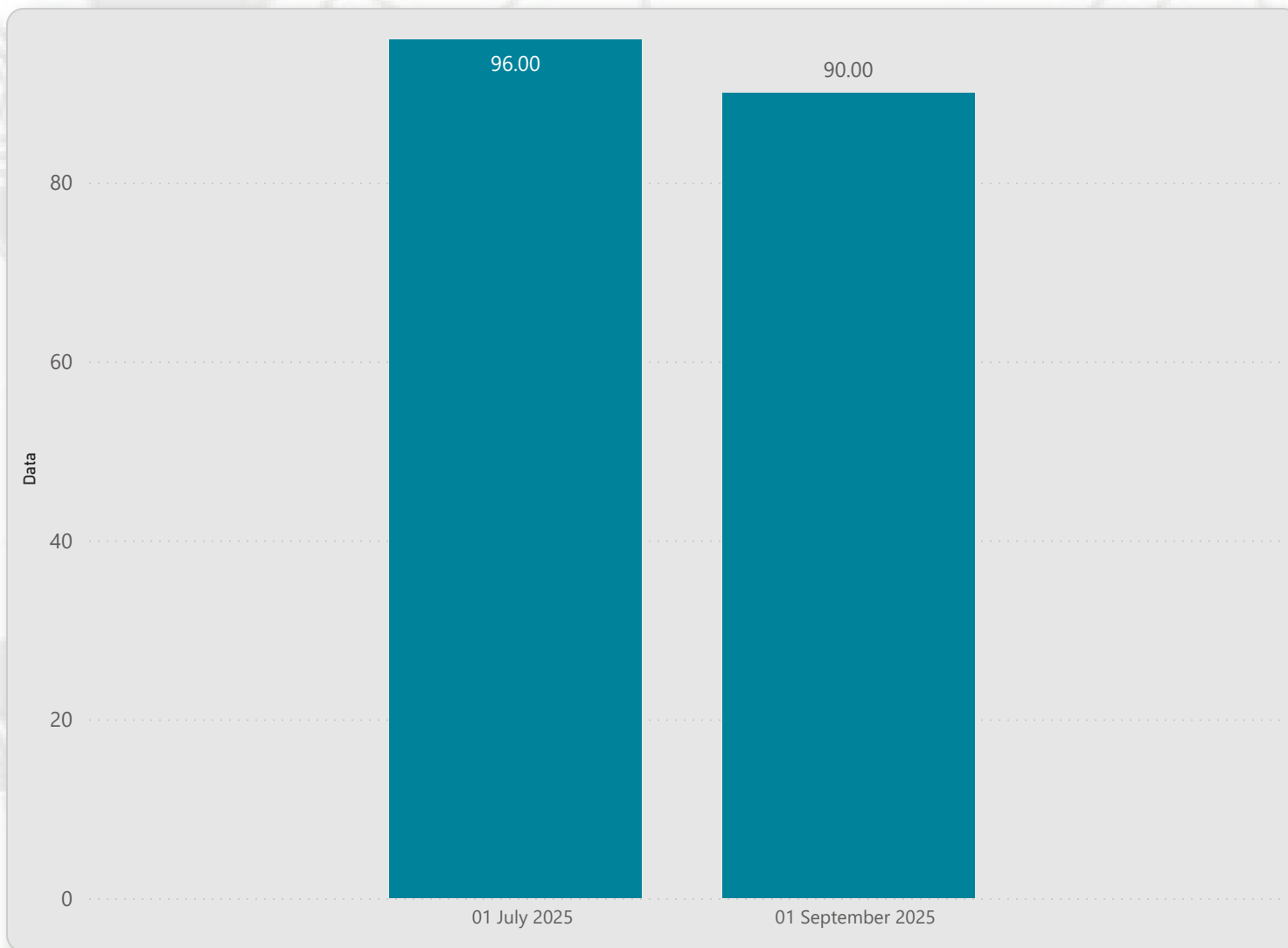
Monthly

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 1,120 invoices in the last period. 90% of them were processed within 7 days (which is 5 working days). The percentage is lower than last period but that is to be expected as the summer holidays have been during the period. A large proportion of the Centre's staff work term time only and therefore the staff would only have worked a few days during the holidays.

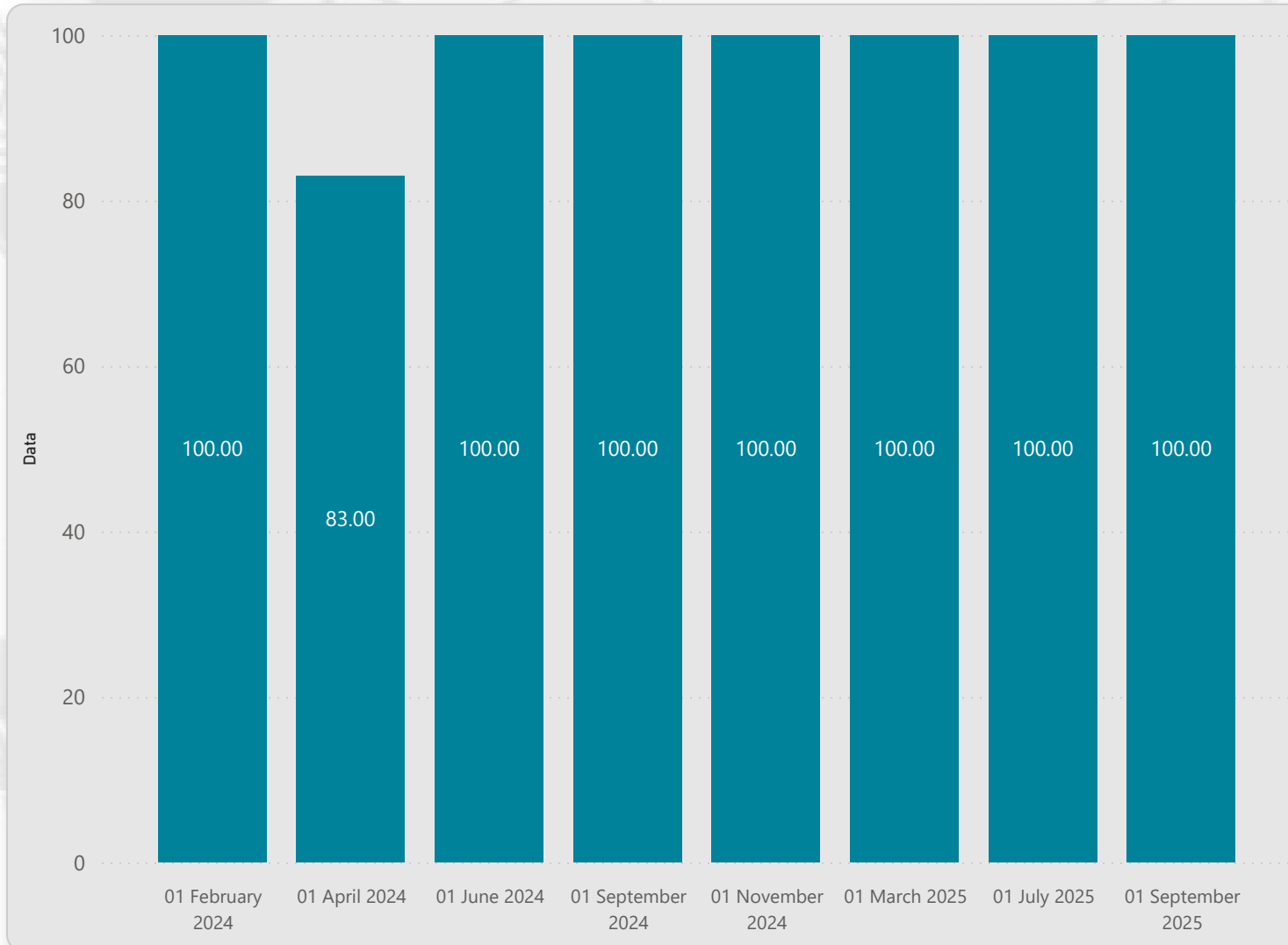
Monthly

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



At the end of September, 4 Headteachers were contacted by telephone to enquire about their satisfaction of the service. The Headteachers were very pleased with the service which is very encouraging.

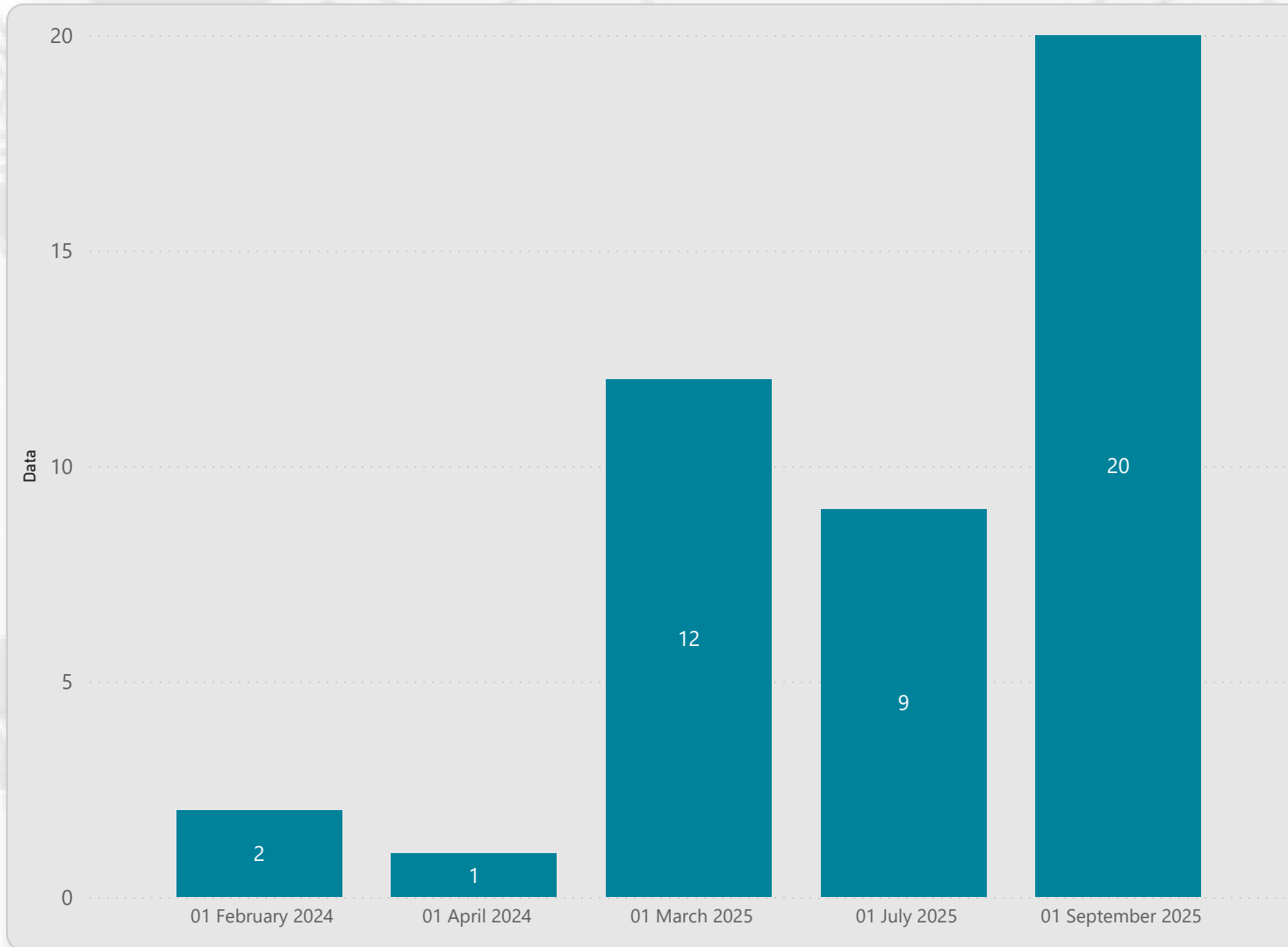
Monthly

Kathryn Aveline Roberts (ADDYSG)

Education Transport

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

Indicator: Number of transport complaints



September is the busiest time of the calendar year as new transportation arrangements come into effect. As a result, the data collection period in question includes correspondence from various parties, and therefore we received a higher percentage of complaints compared to the rest of the year.

We received 9 complaints relating to a change of operator due to the re-tendering of a special school contracts. These were parents' concerns likely due to the impact any change would have on learners' well-being. Following prompt correspondence and professional and efficient collaboration between officers, parents and operators, a positive arrangement was reached and bespoke transport has been provided since the start of the term. Lessons have also been learned from the Transportation Unit regarding the timing of informing parents of the changes in the middle of the summer holidays.

Another area on which 6 complaints were received was the availability of seats on school transport. As a result of this, the provisions in question were reviewed and suitable seats were identified and these were offered under our empty seats scheme ensuring suitable and efficient transport for our learners.

We received 2 complaints relating to the punctuality of school buses but following a monitoring review, it was concluded that the cause was a disturbance caused by temporary road works.

There was 1 complaint about the condition of the road surface on the route of a school bus, co-operation with an area engineer was carried out to find a solution and it was agreed that the route was now safe.

Following plans to change the provision of one school bus route to public transport provision due to a reduction in the number of eligible learners, 2 complaints were received about this change. It was decided not to proceed with this scheme, as there was an increase in learners by the start of the current academic year.

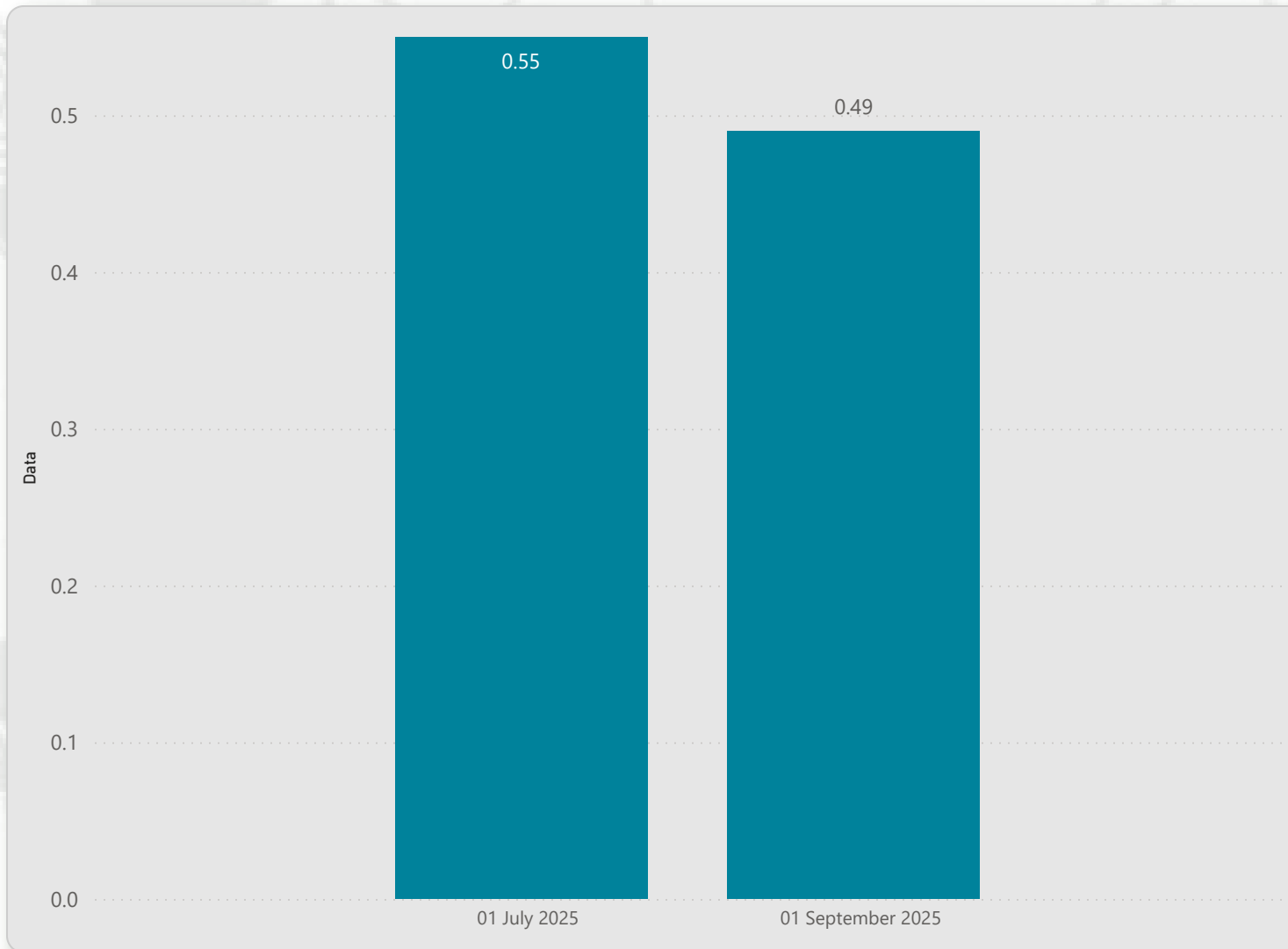
Monthly

Robert John Jones (ADDYSG)

Safeguarding

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

Indicator: % difference between presence of LAC and not LAC



0.49% is the difference between the attendance of Looked After Children (LAC) and the average attendance of all pupils in Gwynedd schools.

In the Primary sector, the attendance of LAC is 1.97% higher than the average attendance. In the Secondary sector, the average is 3% lower than % of LAC attendance. This reflects the additional challenges faced by pupils with care experience as they move to Secondary.

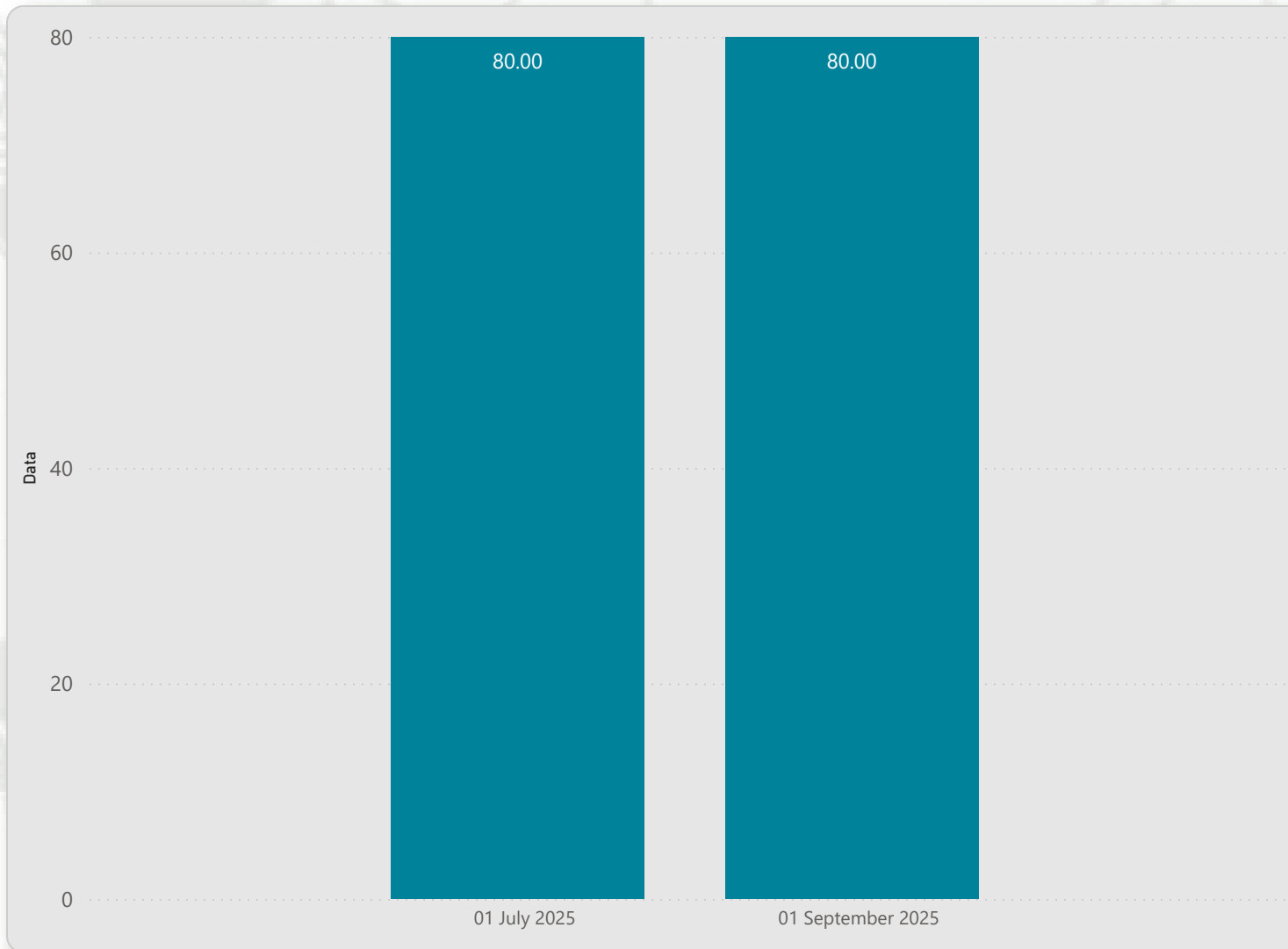
Monthly

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



Recently, all Personal Education Plans (PEP's) for Children Looked After in Gwynedd schools have been evaluated using a new formal audit. Analysis of the audit shows that all PEP's have targets. 80% of the PEP consists of suitable targets and 20% with limited targets. Limited means that SMART targets need to be ensured and/or the pupil's voice is included in the plans. These findings will be shared with schools during the Autumn term and support will be available to schools that need to improve the quality of the targets.

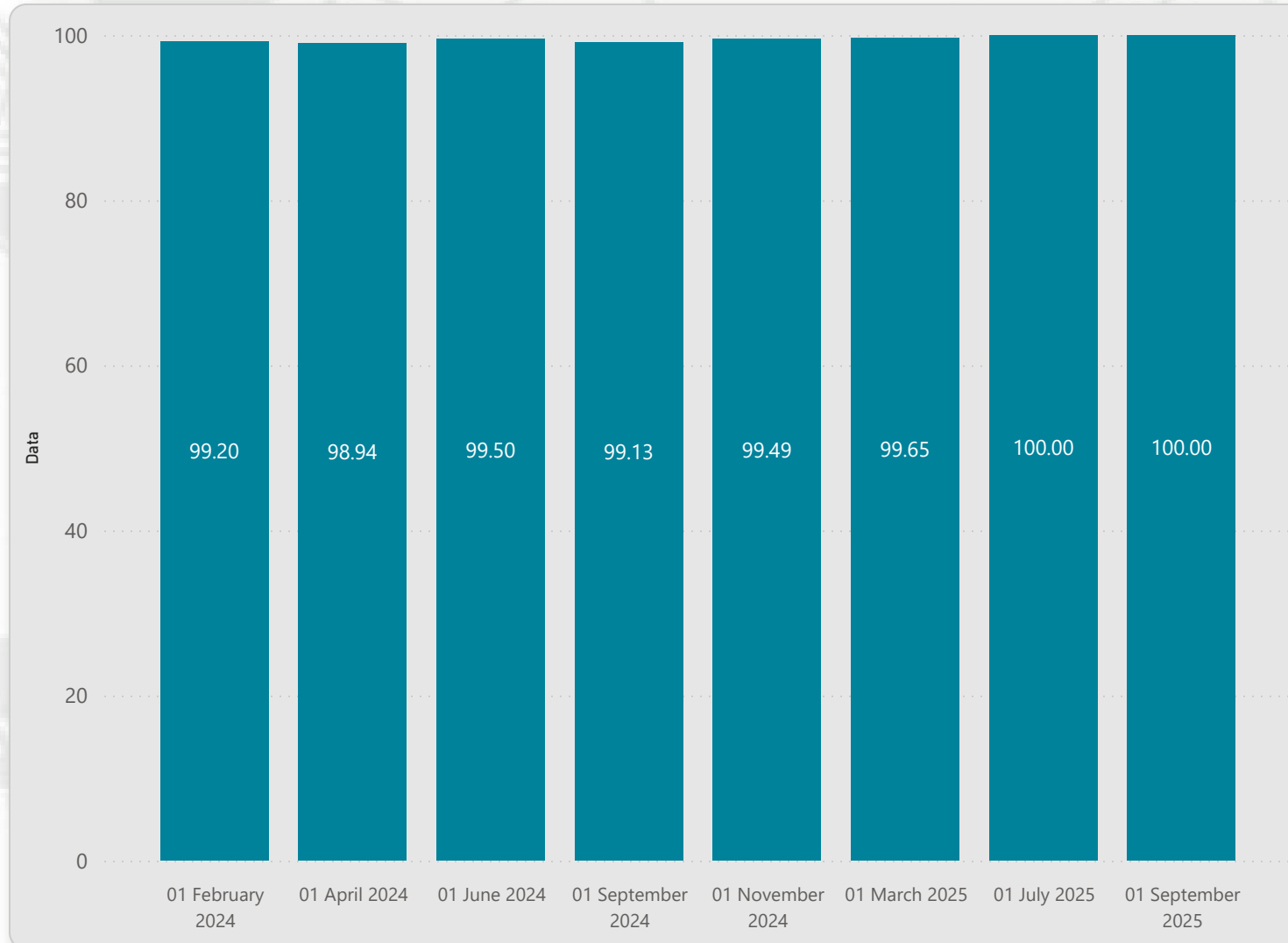
Monthly

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 (not counting school staff and support staff working in schools - data above) have a current DBS check.

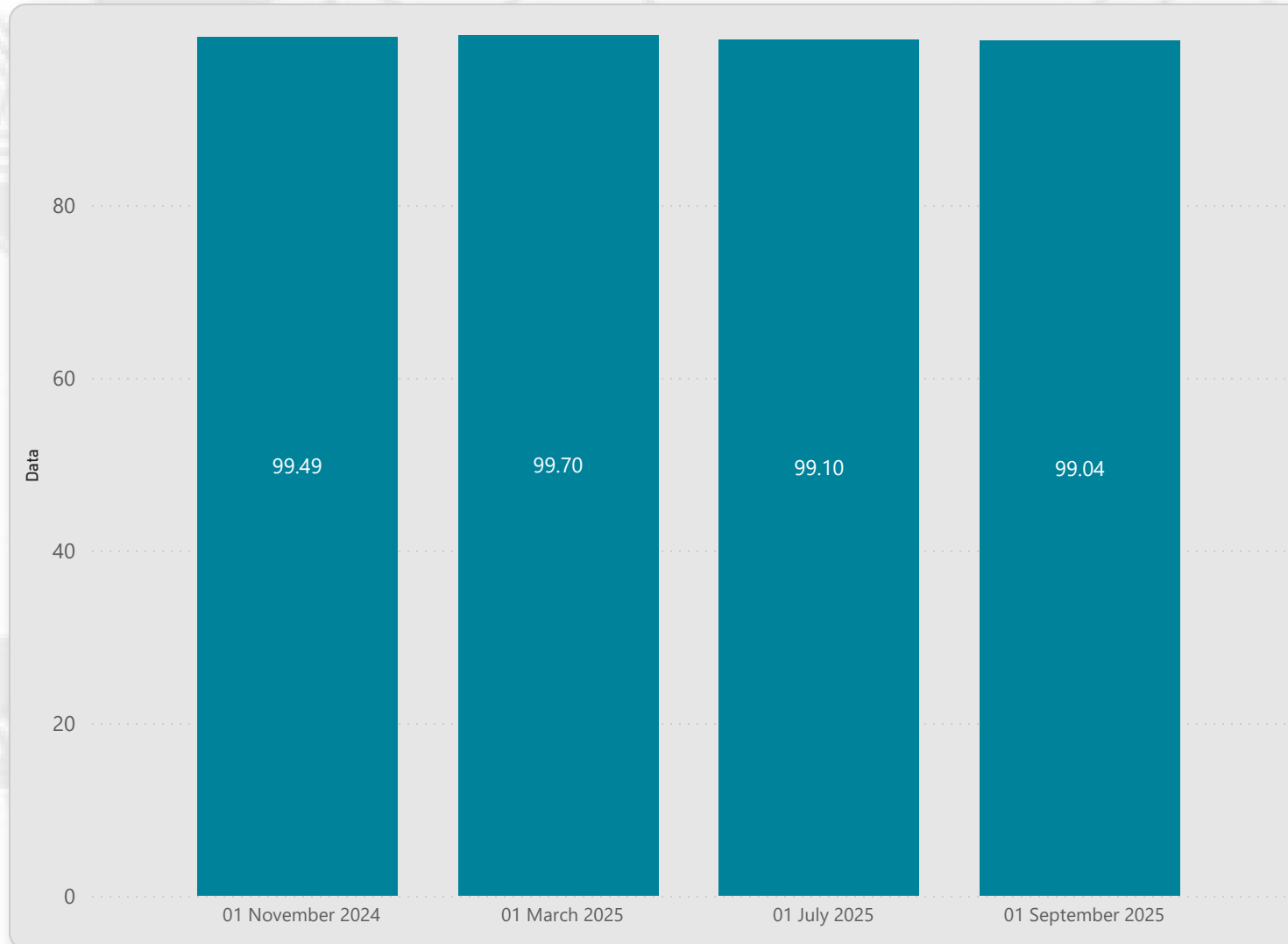
Monthly

Llion Williams (ADDYSG)

Safeguarding

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

Indicator: % of school staff with a current DBS check



28 members of staff need to complete a DBS update. 3 of the 28 are teachers and these three are currently away from work. 9 of the 28 are casual assistants and supply teachers, of the 9, 2 are away from work and the rest are in the process of renewing. 1 of these are Catering/Cleaning staff and are in the process of updating DBS, and 10 are occasional Catering and Cleaning staff. The rest are in the process of renewing and in casual jobs. No one gets to start working at a school for the first time without a higher level DBS check.

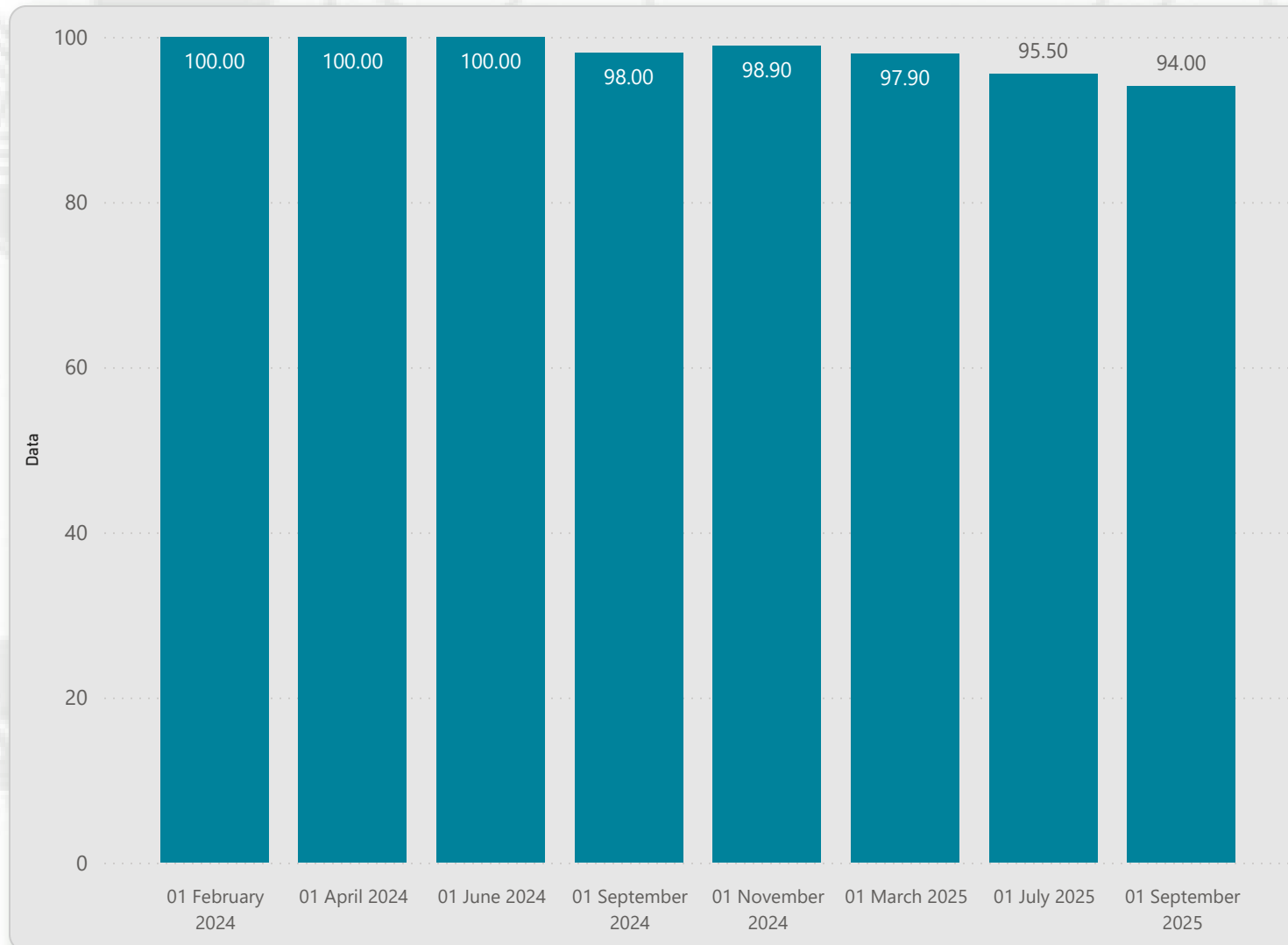
Monthly

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



47/50 who have received a quality visit as of September 1st are in good or better compliance with the safeguarding requirements. Three schools are receiving a second visit or further support in order to check and support aspects such as attendance/absence recording arrangements and the contents of Safeguarding posters. These three schools are receiving additional support visits in order to monitor that actions are being carried out promptly.

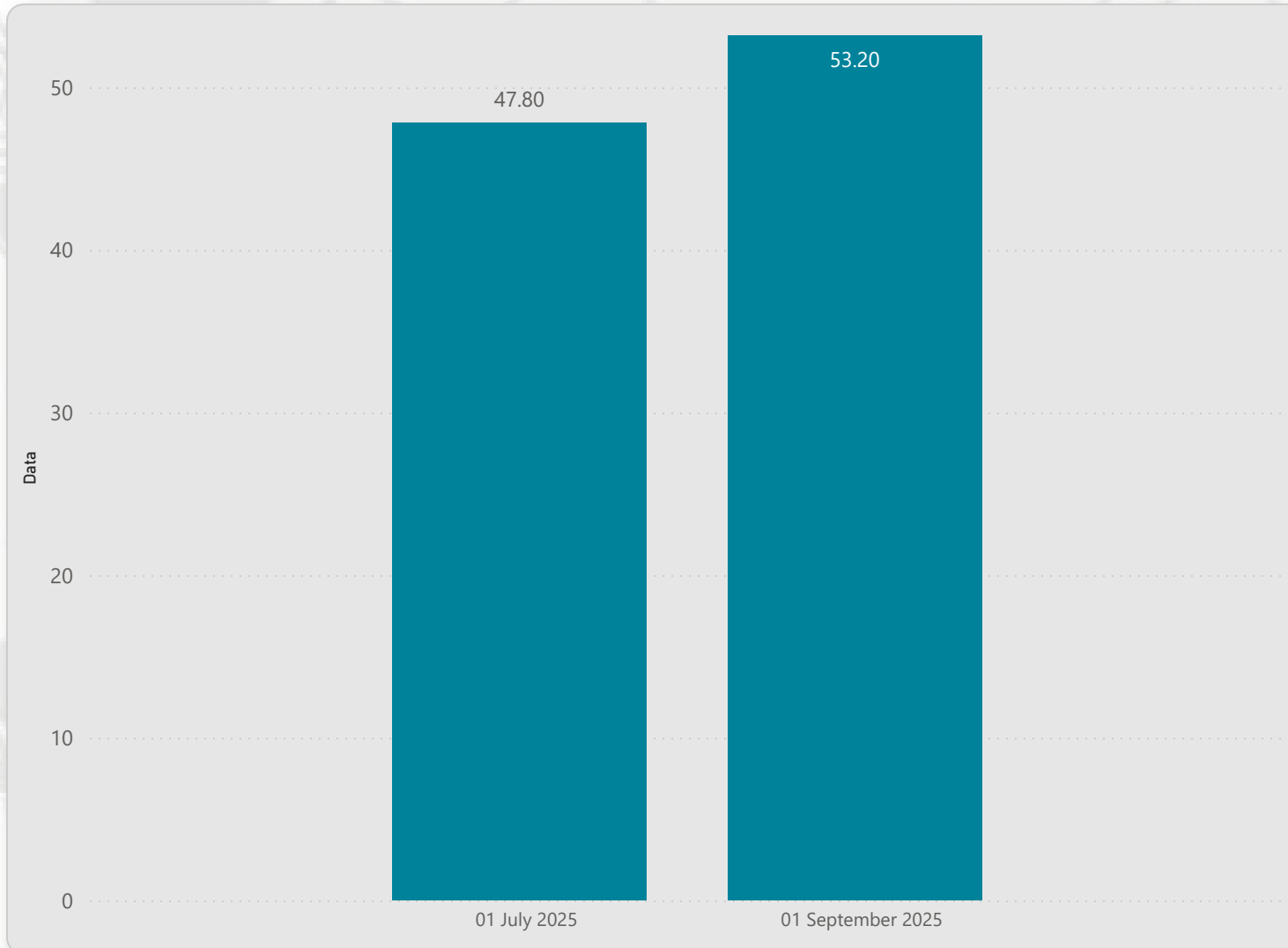
Monthly

Llion Williams (ADDYSG)

Safeguarding

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

Indicator: % of schools that have received a monitoring visit in the last calendar year



Since January 2025, the Safeguarding and Wellbeing Team has begun a new cycle of school quality assurance visits. By September 1st, 53.2% of Gwynedd schools (50 schools) had received a quality assurance visit from the Safeguarding Team. From these visits, 3 schools have received a second visit in order to check aspects such as attendance/absence recording arrangements and the contents of the Safeguarding posters. These three schools receive regular supportive visits to monitor that the required actions are being completed. A further 12 school visits were carried out in October, with another 15 scheduled before Christmas.

Although the new cycle of visits began in January 2025, the Safeguarding Team was not established until March 2025, meaning that the increase in staff required to raise the visit rate could not be implemented until March 2025. This means we are working towards being able to visit every school by the end of this calendar year. Historically, schools received quality assurance visits every two years.

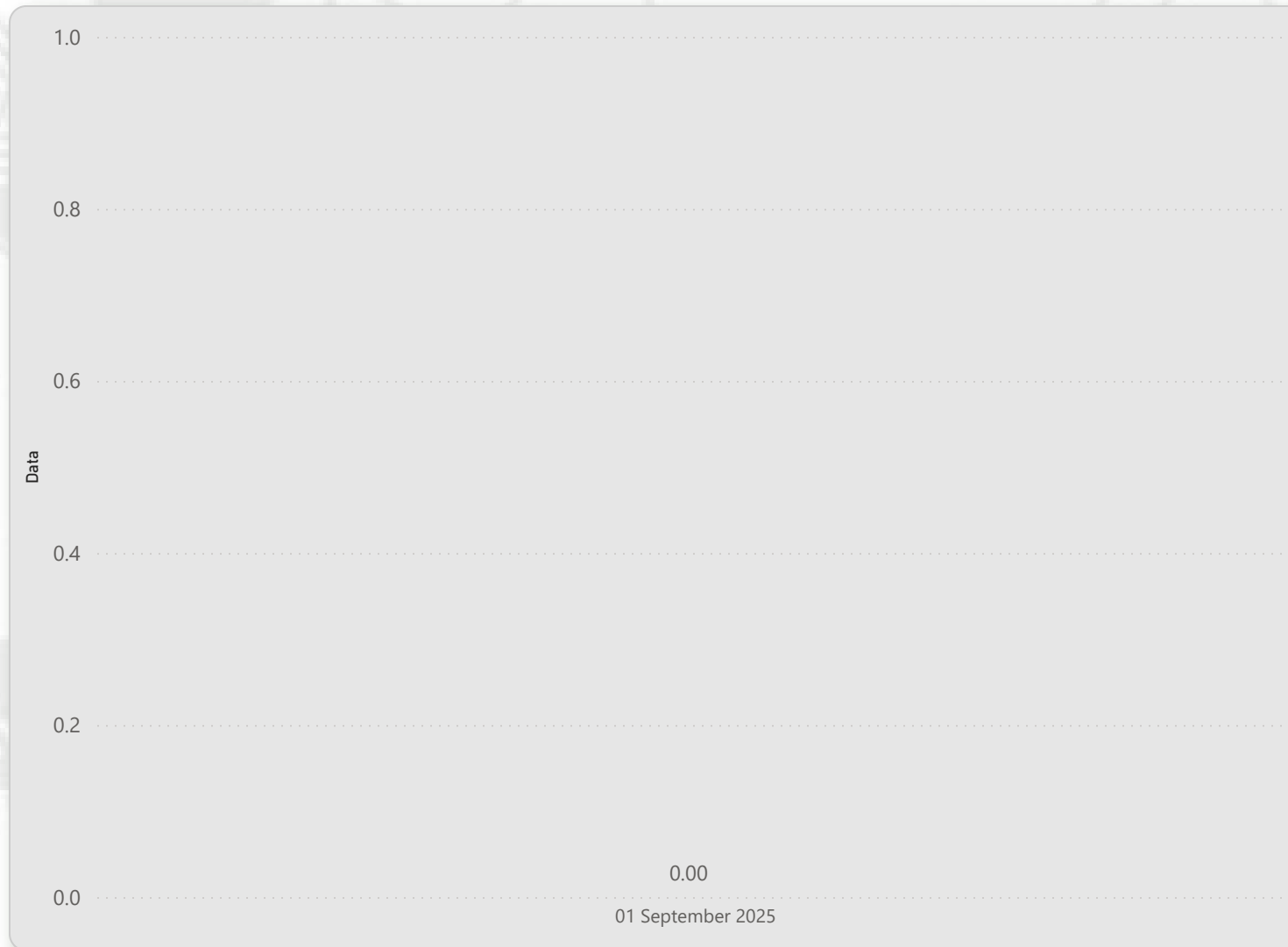
Monthly

Llion Williams (ADDYSG)

Safeguarding

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

Indicator: Number of days LAC have been out of education in an academic year



At present all pupils (statutory School age) of LAC in Gwynedd receive education whether that is in a mainstream school, in a referral unit, individual package or a combination of different provisions. The Inclusion Team and the Looked after Children Co-ordinator works closely with schools and providers to ensure that any transfer or change of location/school is done effectively with as little impact as possible on pupils' education.

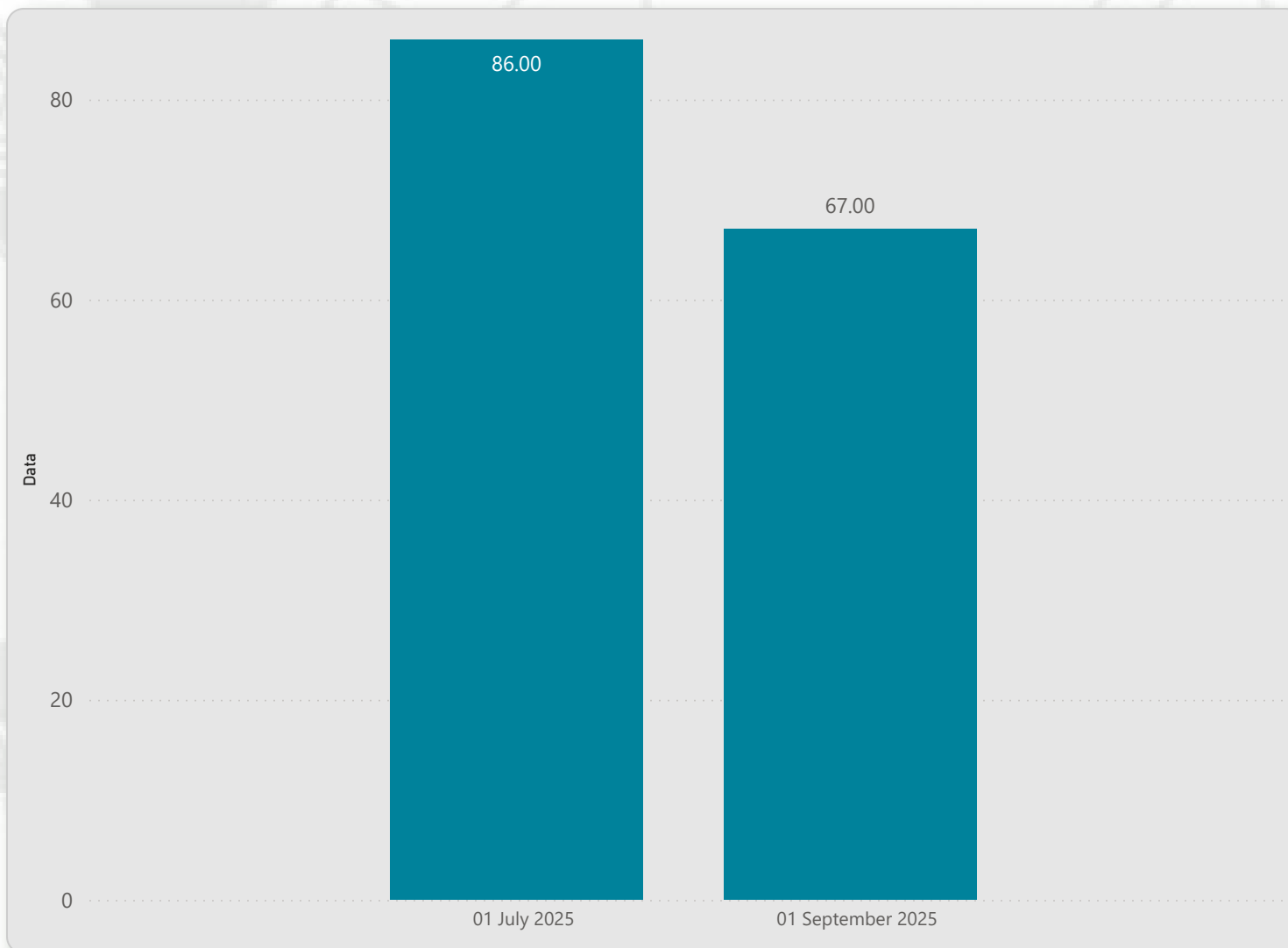
Monthly

Llion Williams (ADDYSG)

Govenors

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



The percentage here is based on 9 responses to an evaluation questionnaire (following the delivery of induction training sessions for governors to staff; training for chairs + child protection training, with a total of 35 attendees across the 4 sessions). Therefore, 6 of the 9 stated that their confidence had increased in the area in question following the training. Although the percentage is lower than previously, the 3 who did not report an increase in their confidence were experienced governors and stated that they were already 'Confident' before the training and continued to be so after the training. Therefore, although their confidence did not increase, they reported that they were confident in their role.

Reporting period 21/7/2025 - 20/11/2025

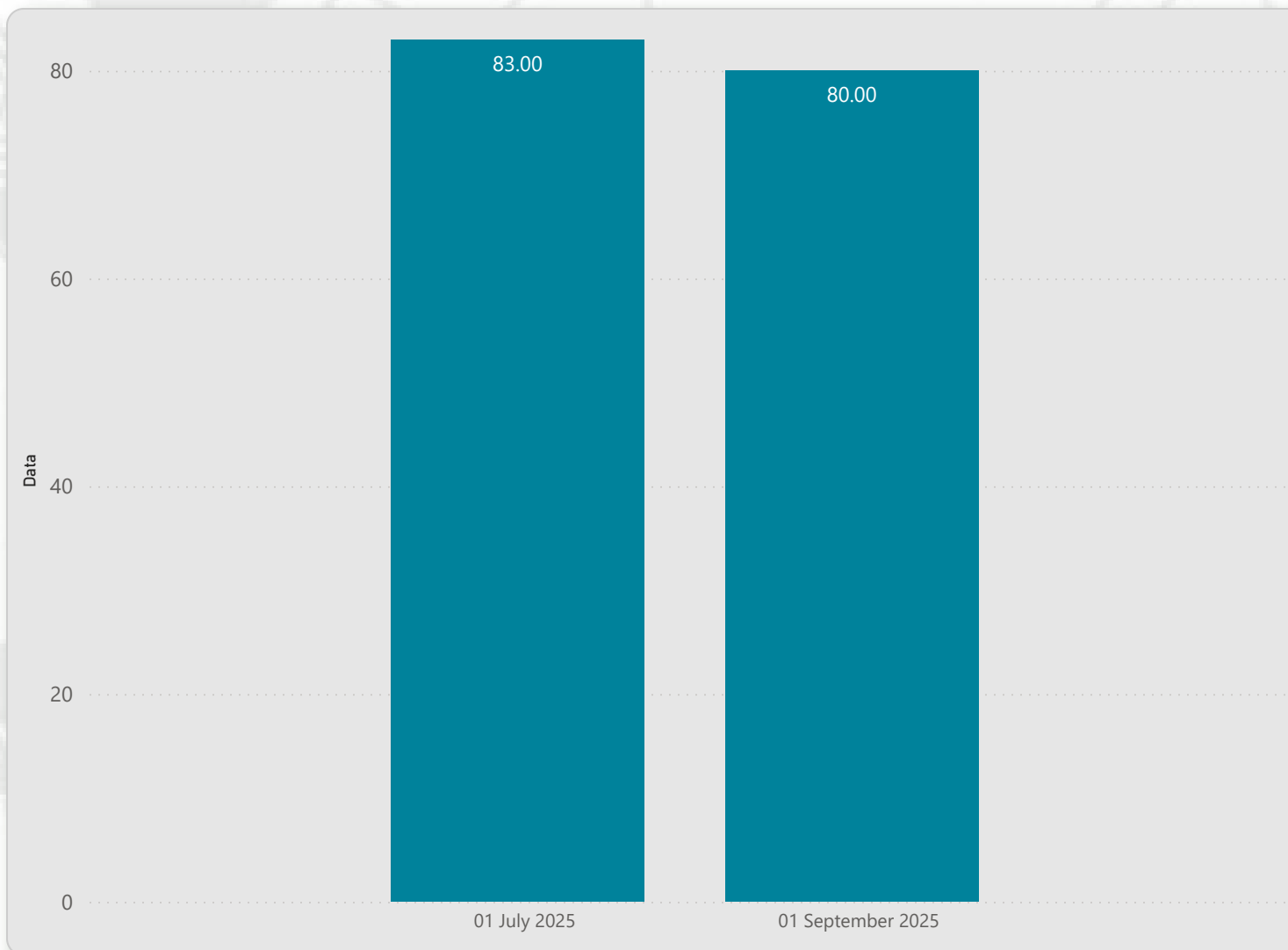
Quarterly

Buddug Mair Huws (ADDYSG)

Govenors

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)



80% of Chairs of Governing Bodies have already received the Chairs' training.

6% are newly appointed Chairs who have been elected within the last two months (5 new Chairs).

2% are very experienced Chairs who have been Chairs of Governing Bodies for over 10 years (2 Chairs).

12% are Chairs who began in the role between 2021 and 2024 but have not attended the Chairs' training (10 Chairs).

We will be targeting the Chairs who have not yet attended the training, as well as encouraging vice-chairs to attend so that they understand the role before being elected as Chair. For this year, they will be expected to either attend a Chairs' training session or complete the regional online Chairs' training by the end of the Easter term. From September 2026, Chairs of Governing Bodies in Gwynedd schools will be expected to complete the specific Chairs' training by the end of the term in which they are elected.

Reporting period 21/7/2025 - 20/11/2025

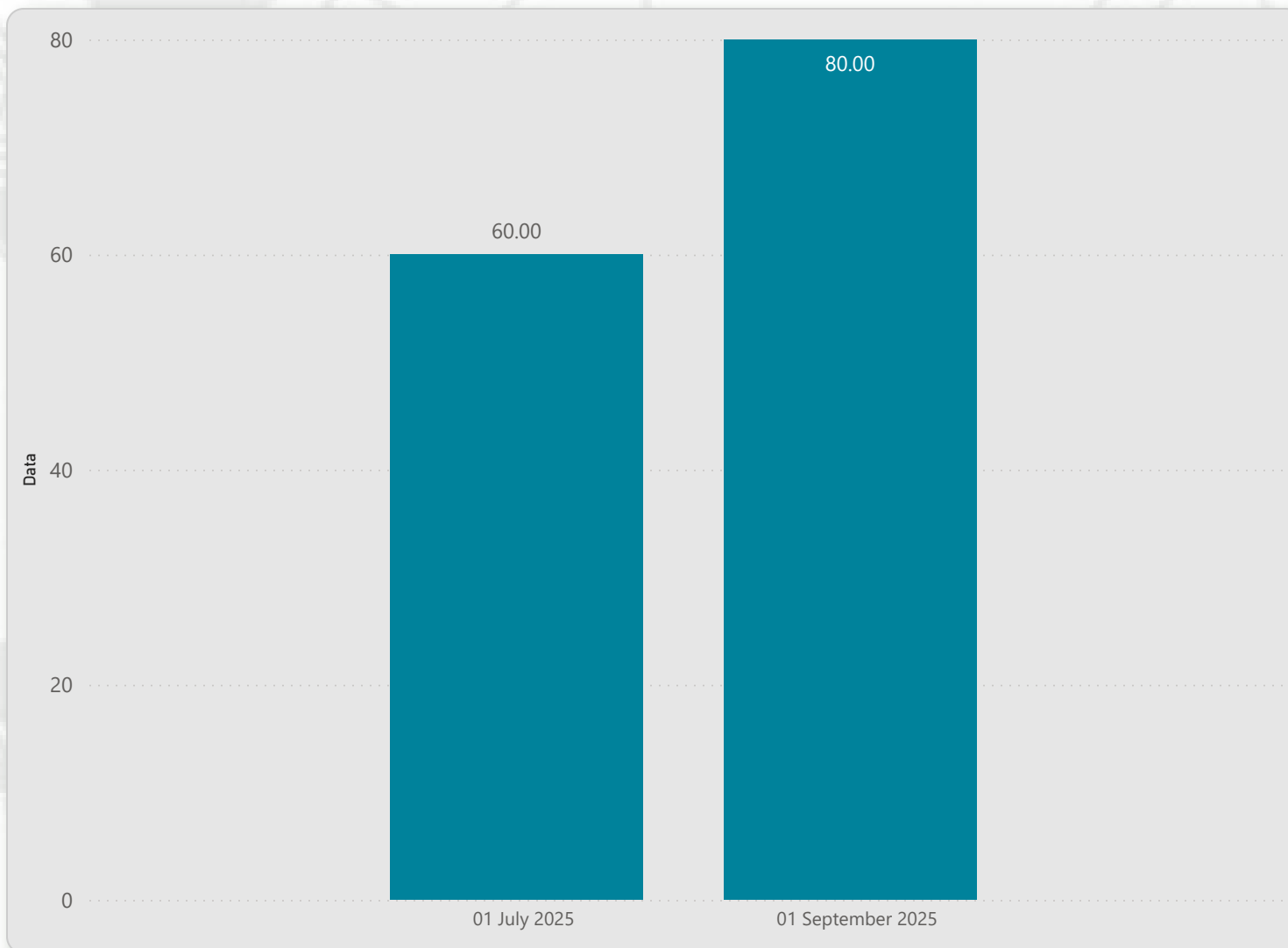
Quarterly

Buddug Mair Huws (ADDYSG)

Govenors

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

Indicator: % of governors attending induction training



Estimated 80%

Because of the system currently used to collect and store details of Gwynedd school governors, it remains challenging to report fully accurately on this measure. However, after carrying out an analysis school-by-school over the summer, it can be estimated that the percentage is approximately 80% (excluding any governors who have been newly elected/nominated).

In order to report more accurately for the next reporting period, work will be undertaken to gather the information directly from the Clerks of the Governing Bodies. This will provide a more robust figure as a starting point.

Further targeting work will take place based on the information received.

The process of gathering the above information has highlighted significant weaknesses in the current method and system used to collect and store information about Governing Bodies and individual governors in Gwynedd schools. The department is aware of the weaknesses in our systems and is taking action to make improvements to strengthen governance across the county.

Reporting period 21/7/2025 - 20/11/2025

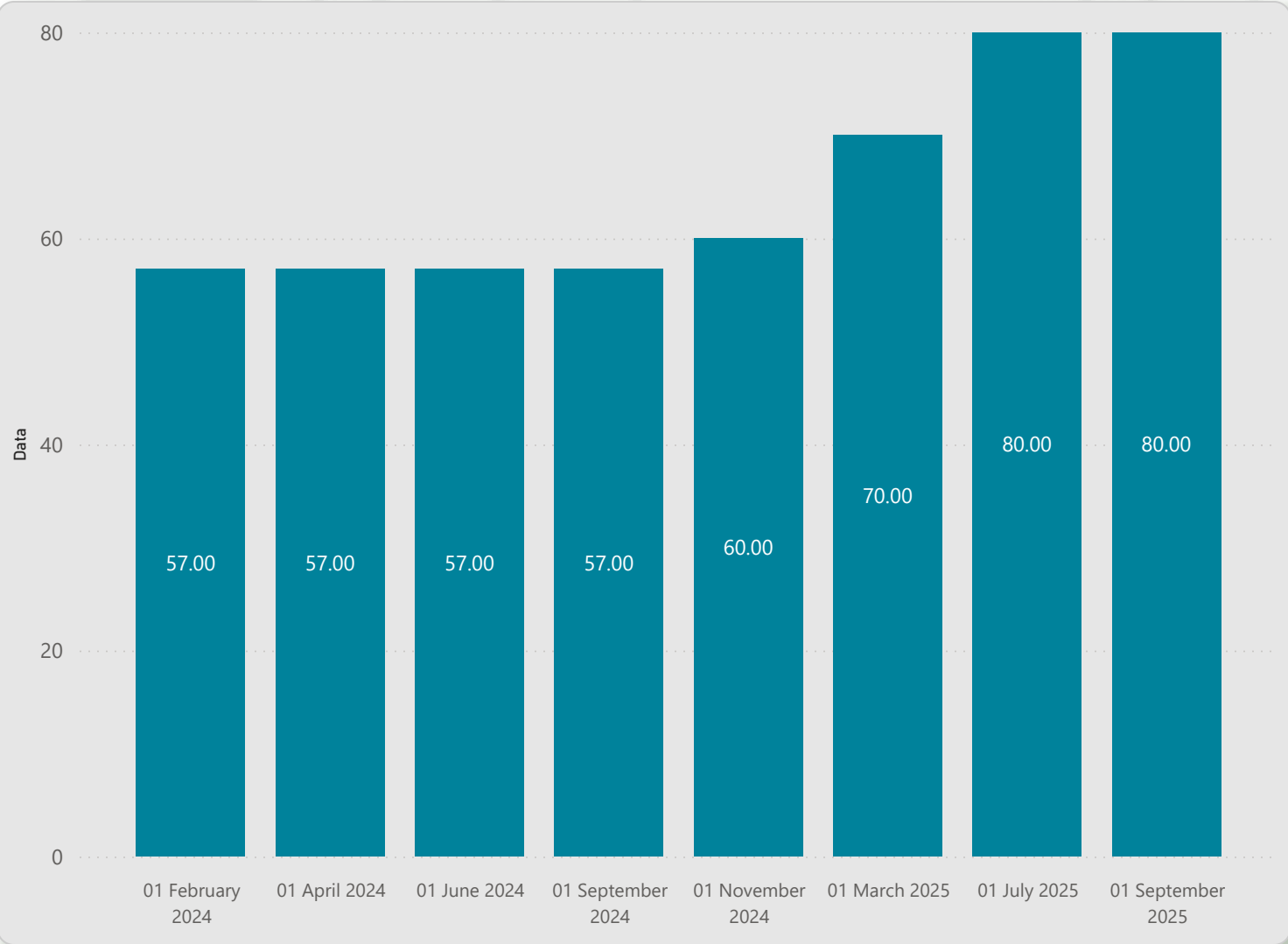
Quarterly

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 seen good progress over the period and on track to be delivered in a timely manner. However, issues remain which need to be completed at Ysgol Cymerau (Band B 1 and 2 Condition and Suitability Project), the car park is yet to be created for Ysgol Y Faenol and Canolfan Penrhosgarnedd in co-operation with Pentir Community Council, but the project is progressing (Band A Project), and complications have arisen at the Ysgol Llanllechid site which has resulted in the delay in completion of the work until later in the Autumn Term (Condition Project and Suitability/Capacity Increase). Due to the challenging demands of the non-capital projects on the team over the next period, there is concern that the capital work programme will slip due to insufficient capacity in the team to be able to meet all the requirements.

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



2 reports have been submitted to the Cabinet on 14 October 2025, requesting permission to consult on the preferred option namely seeking Cabinet permission to undertake statutory consultations, in accordance with the requirements of section 48 of the School Standards and Organisation (Wales) Act 2013, on the proposed closure of Ysgol Nebo and Ysgol Baladeulyn on 31 December 2026 and the provision of a place for learners at Ysgol Llanllyfni and Ysgol Talysarn from 1 January 2027 onwards.

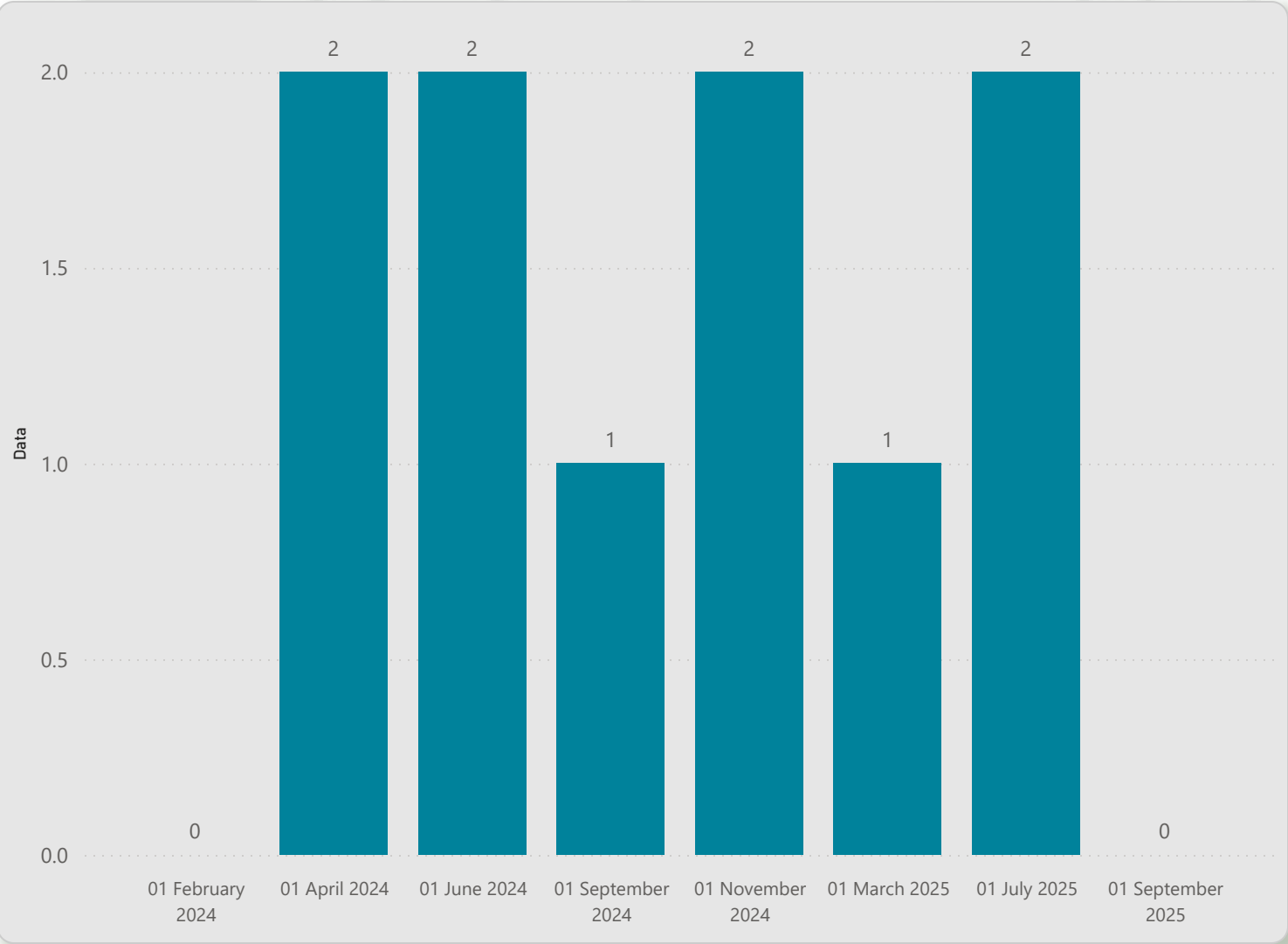
Monthly

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 Appeal has taken place during the reporting period.

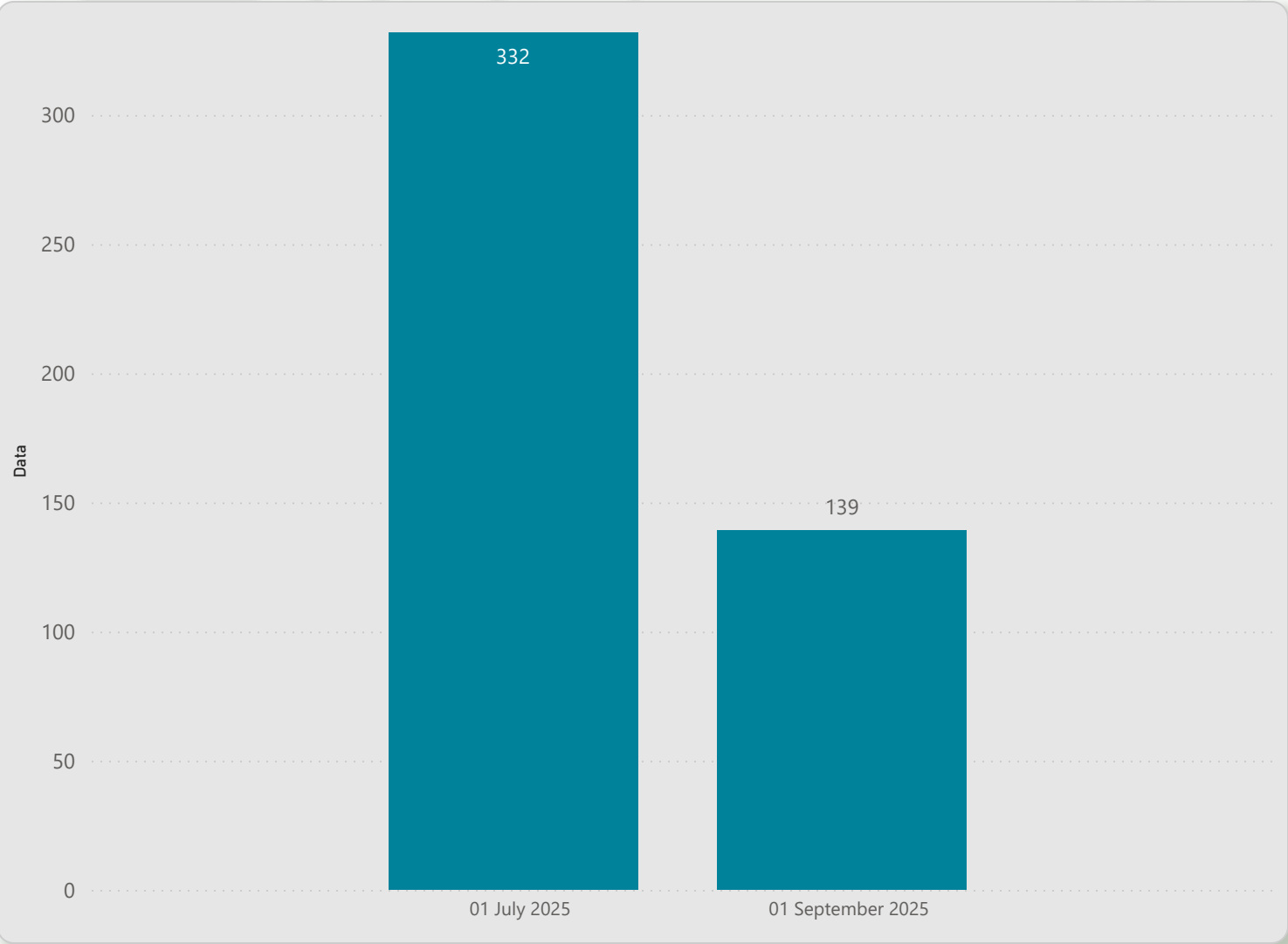
Monthly

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



During the reporting period, 139 School transfer applications were received, with 46 being Secondary and 93 being Primary. There is currently no specific pattern standing out in terms of transfers from specific Schools, or a specific School year. It is also noted that 5 of the applications received indicate that they want to transfer from Elective Home Education back to School.

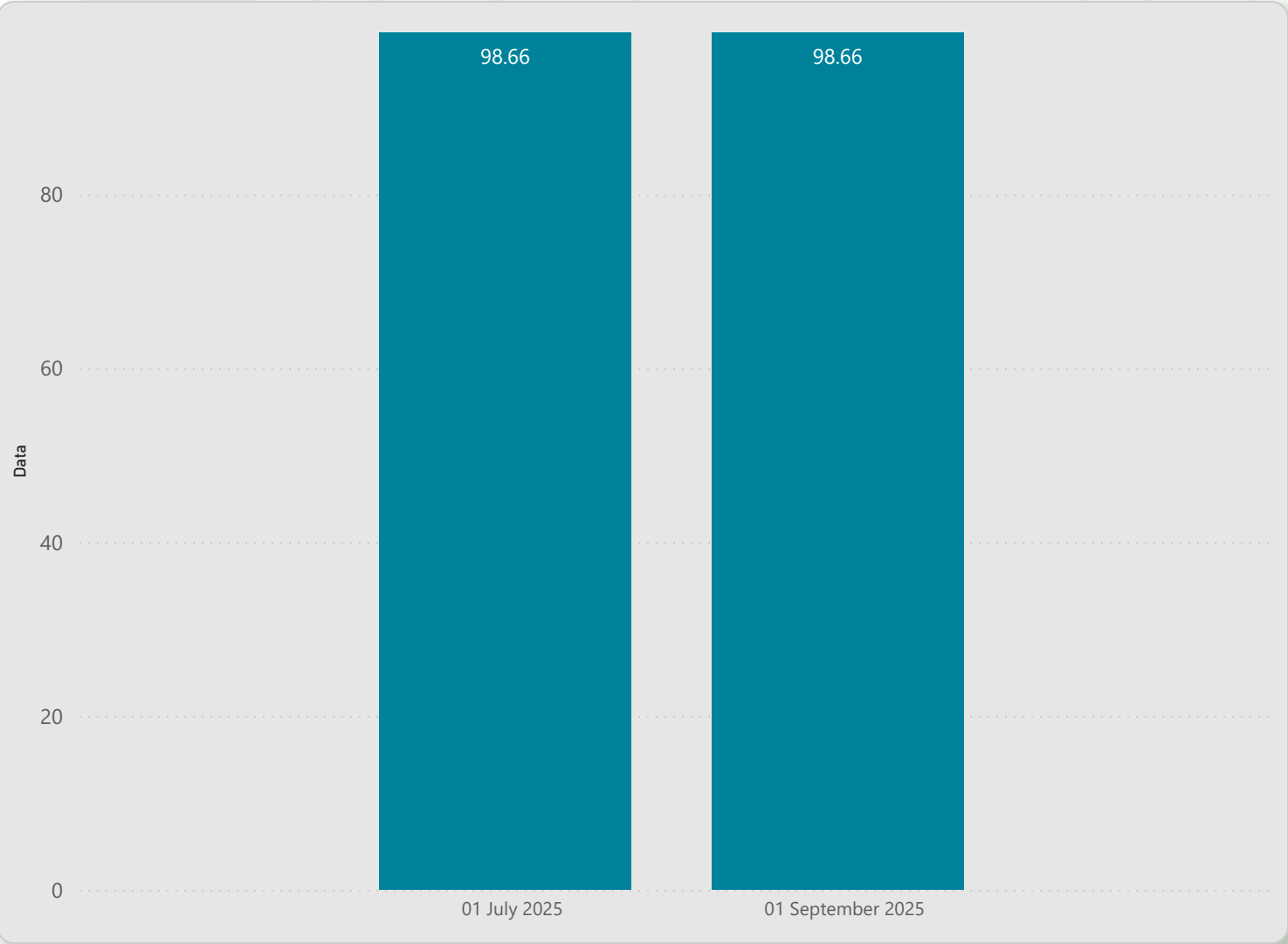
Monthly

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



Annual Data is collected following a normal entry round. Data is available to report on from May onwards.

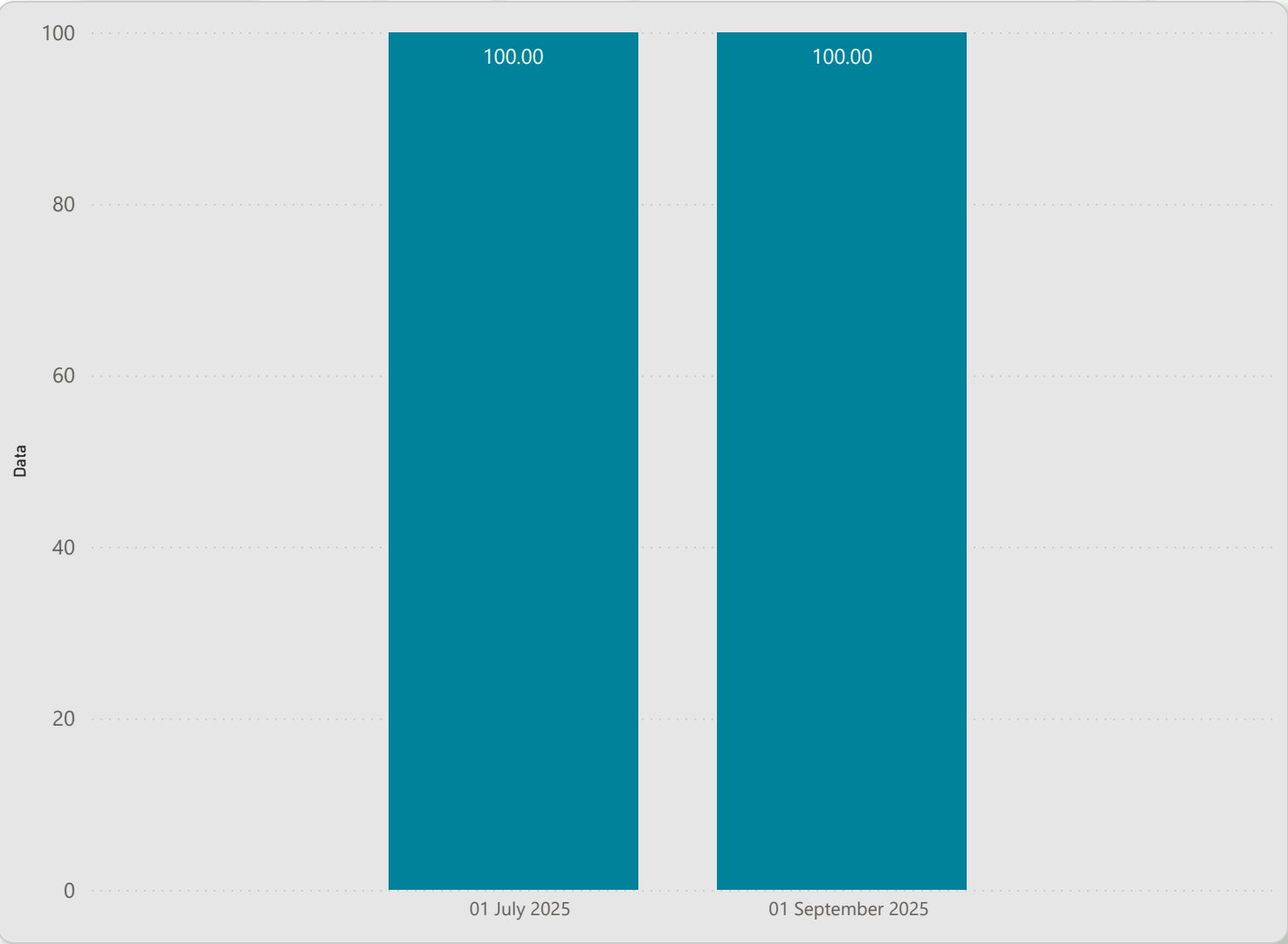
Quarterly

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



Annual Data is collected following a normal entry round. Data is available to report on from May onwards.

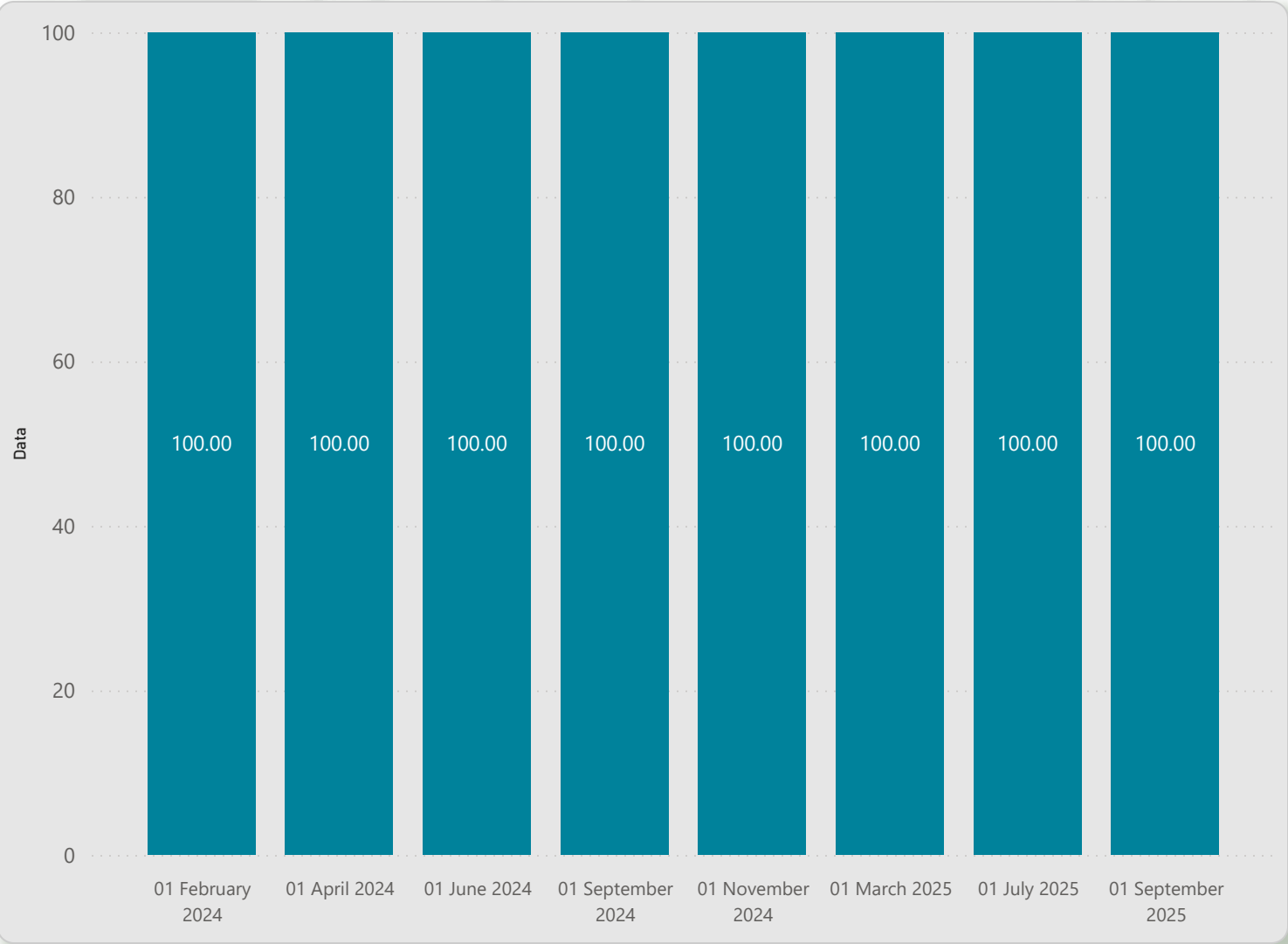
Quarterly

Kenny Norgain (ADDYSG)

School Standards

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

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



Once again, the satisfaction is 100% with no one stating that the support is not sufficient. The School Support Service will report on new measures from the next meeting onwards.

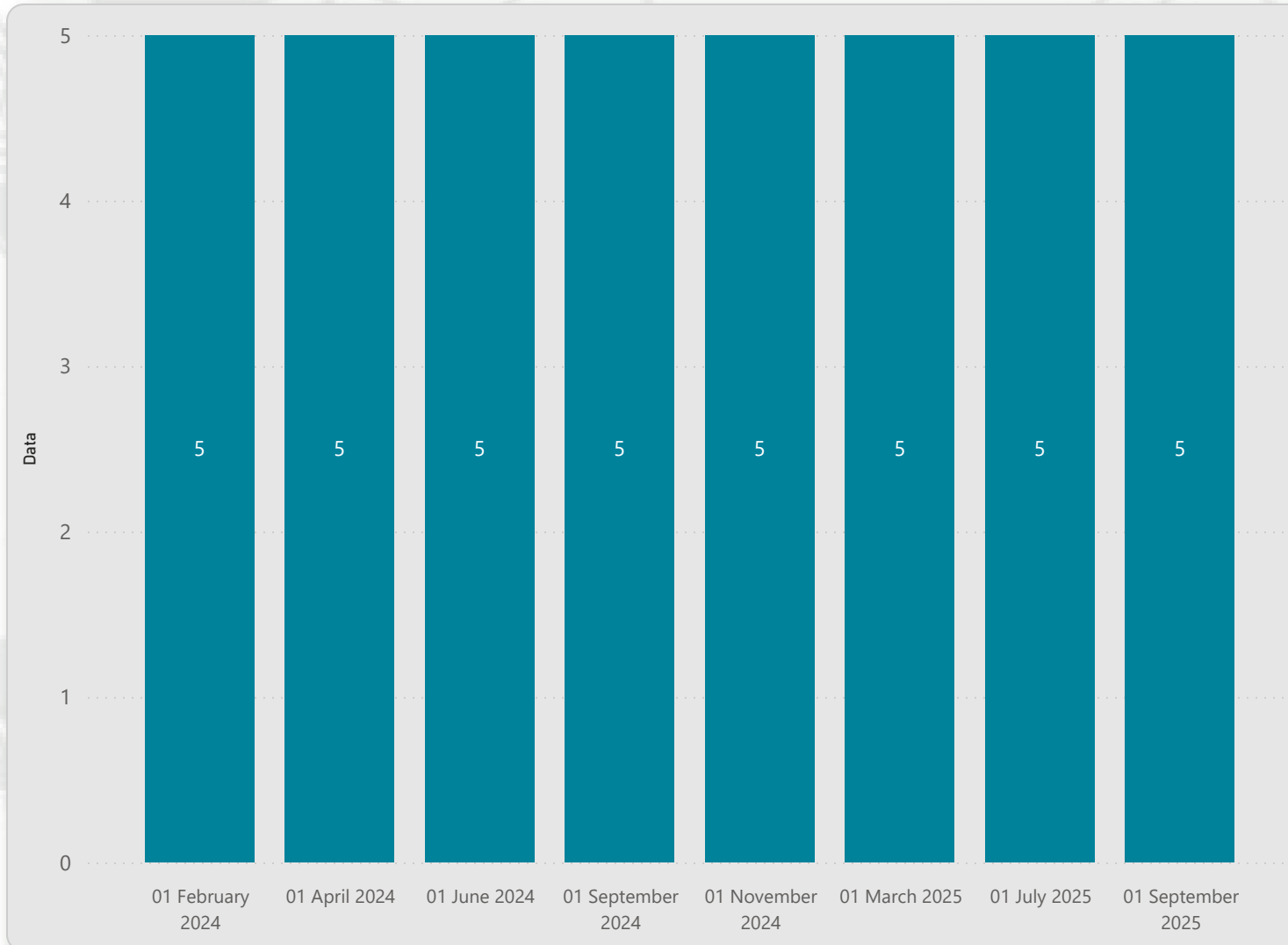
Monthly

Alison Halliday (ADDYSG)

School Standards

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

Indicator: Average number of days taken to respond to barriers reported by Schools or by others about issues with Schools



The performance continues to be very strong and reflects the work of a relatively very small team of officers and a service that has been going through considerable change.

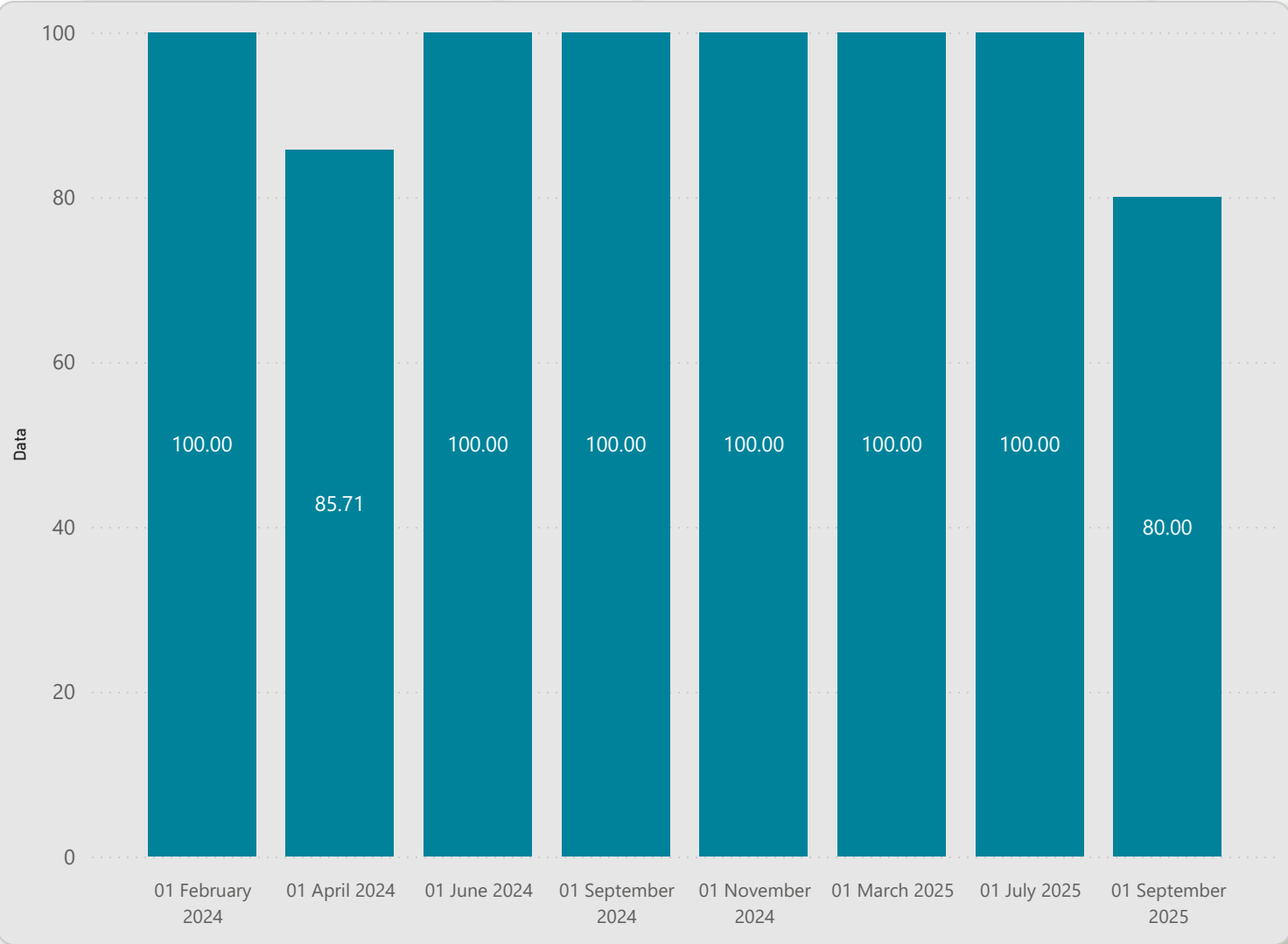
Monthly

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



We received 5 responses from customers, of which 4 were very satisfied, and 1 satisfied - the comments that have come back as part of the survey are also very positive e.g. 'Great Service - very quick and friendly. Thank you very much.' Although performance has slipped compared to the previous reporting period (100% performance following 2 responses), the comments and everyone scoring a 4 or 5 gives assurance that the work being delivered is of a high standard - so at this time no further action is needed.

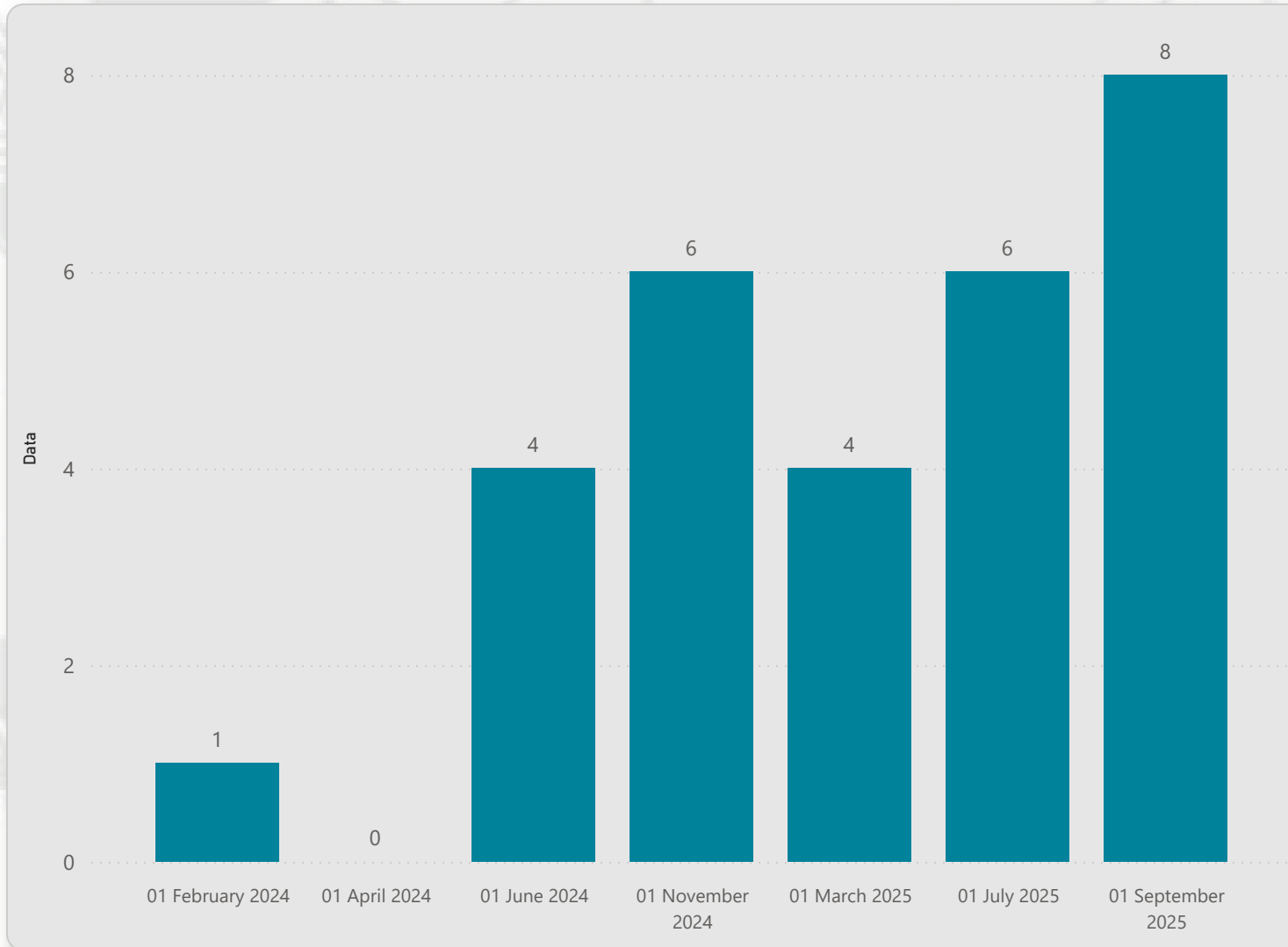
Monthly

Kenny Norgain (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



2 appeals have been received during the summer and the other 6 have not yet been closed as the Education Tribunal for Wales hold hearings in the school term. Not surprisingly, an additional 2 have come in as the transitional period can be a very worrying time for parents.

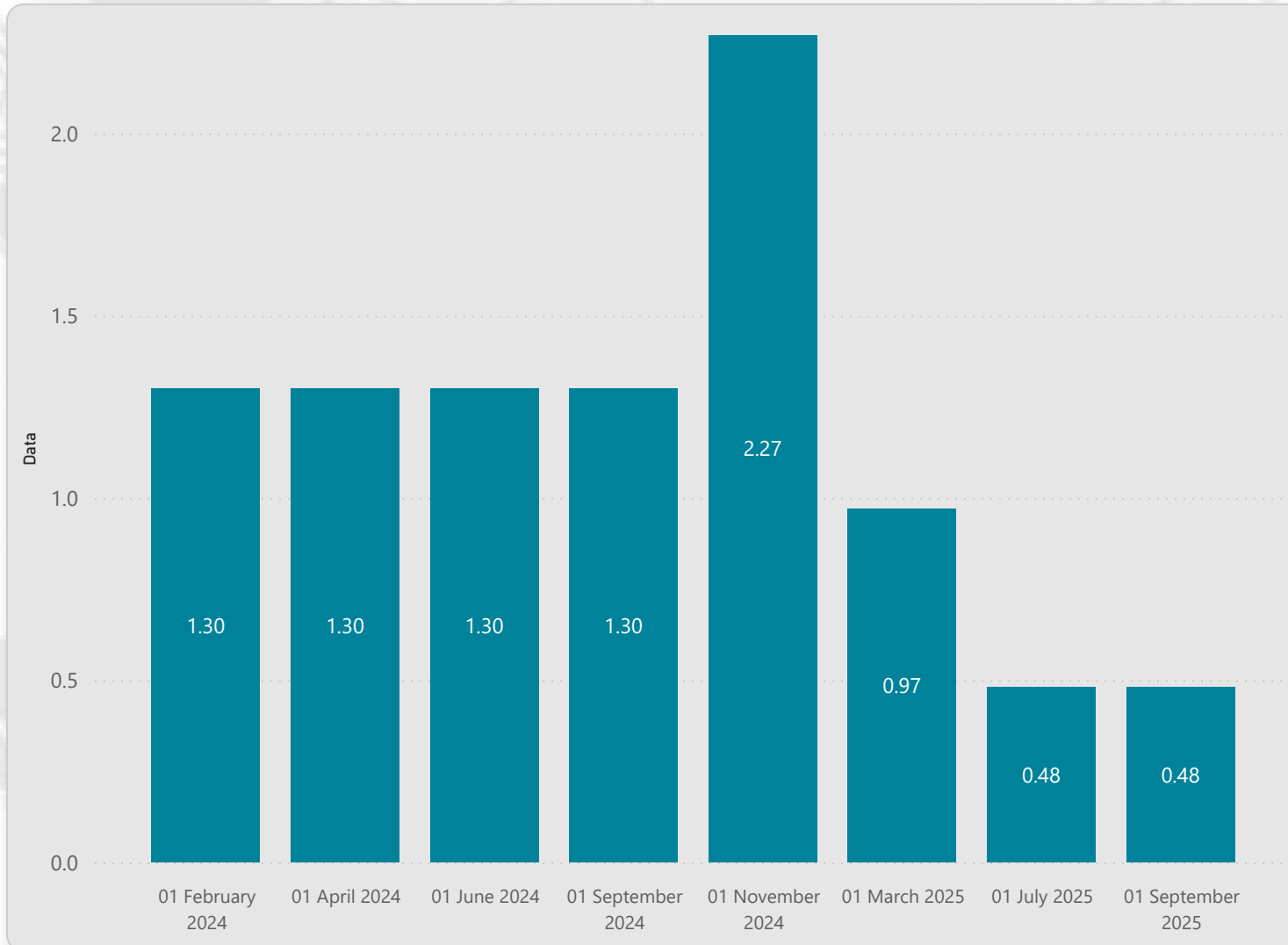
Quarterly

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)



Following the summer break we continue with the plan for improvement with one school hoping to report downgrading by the end of the term; and we provide remote support to the school that was downgraded.

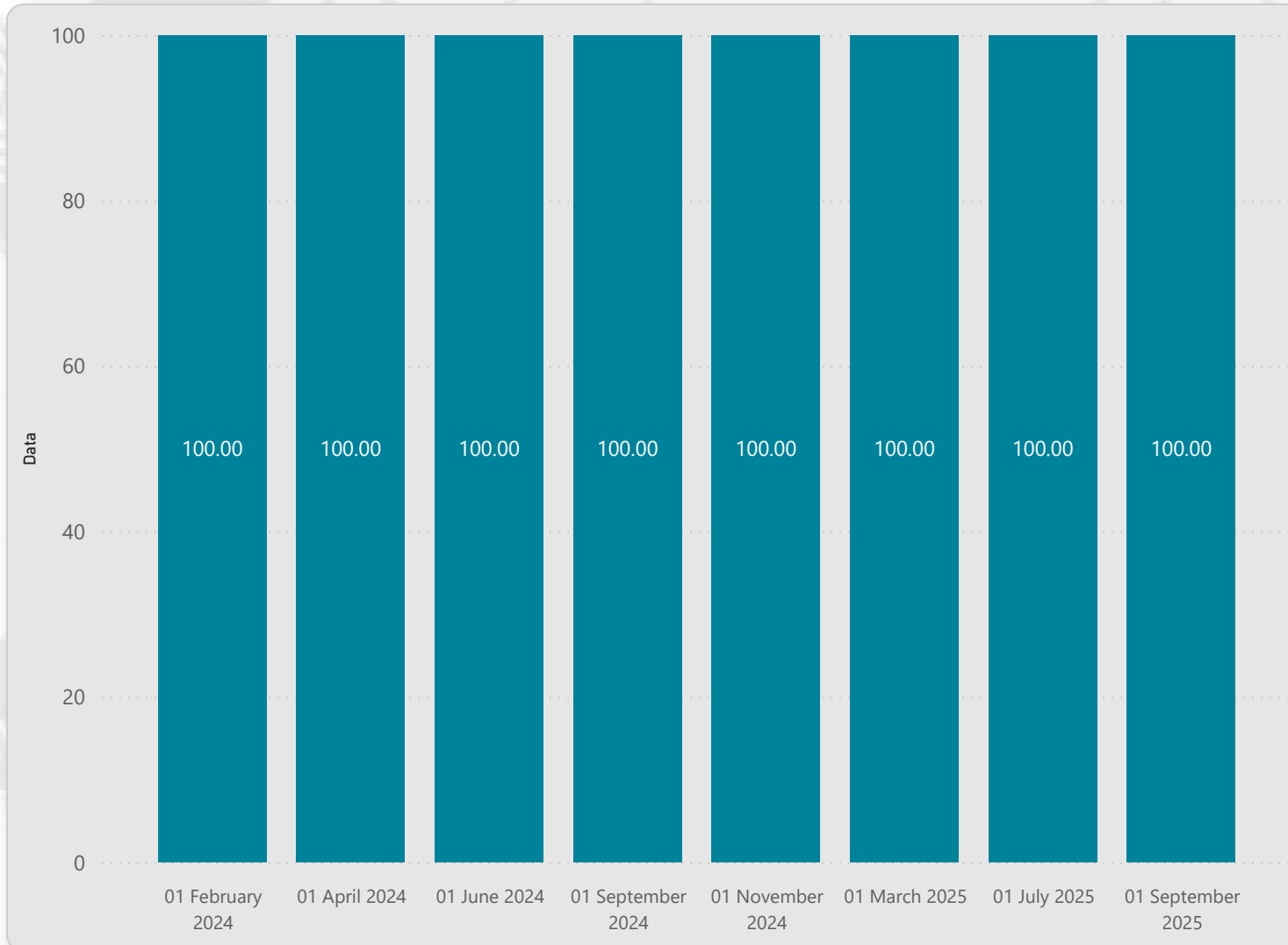
Monthly

Einir Thomas (ADDYSG)

Early Years ALN

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

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



In the last period, one response was received to the questionnaire, in which the parent stated that they were very satisfied with the process. They said: "Process to determine ALN was done quickly, very happy with all the support." Although the team does not receive a response to all questionnaires, the coordinators receive very positive comments during IDP development and review meetings. To support this feedback, it can be confirmed that no parent has contacted the ALN Lead Officer in the Early Years to discuss a dispute, and no tribunal proceedings have been recorded in the Early Years to date.

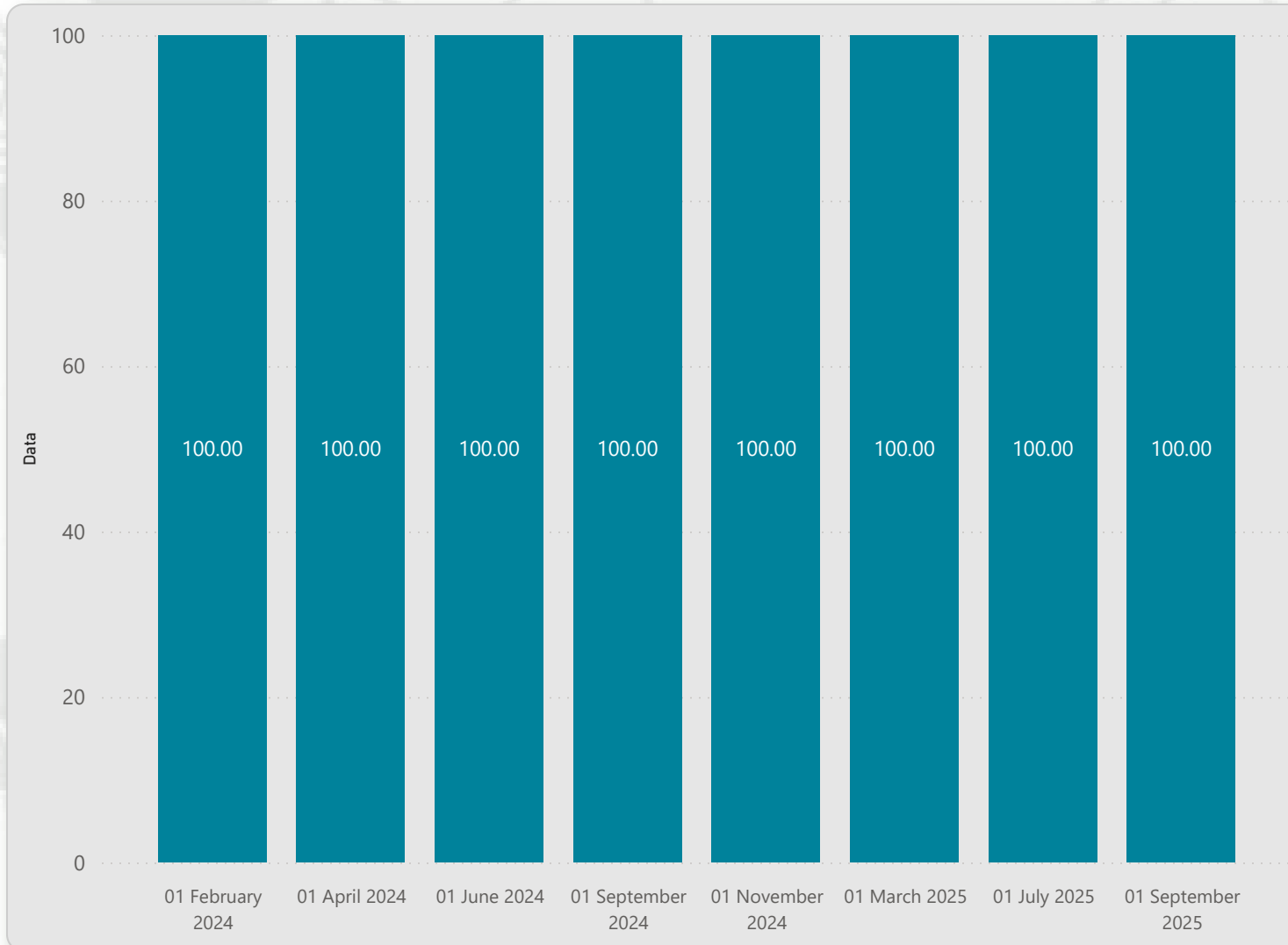
Monthly

Ellen Mai Jones (ADDYSG)

Early Years ALN

Indicator: % of cases matching the statutory timetable

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



In the last period, 26 referrals were received to start the statutory ALN Enquiry process. This is a significant increase compared to the same period last year (15). Several factors are thought to contribute to the steady increase seen throughout the last school year, including:

- Welsh Government's extension of Flying Start areas, which means that a higher number of children start an Early Years placement from the age of two.
- Embedded ALN processes in the Early Years, enabling health services and settings to identify and direct needs in a timely and effective manner.

During the same period, 27 ALN enquiries were completed, 17 of which resulted in the replacement of IDPs. On average, these enquiries were completed within 9 weeks, although 4 enquiries experienced delays, with an average of 20 weeks for these. The increase in referrals for children from the age of two means that the team is not only responding to a higher number of enquiries, but also providing support to more children, whether in their home or in a setting, for an extended period. As a result, the team's workload has increased.

Action Point:

- Continuously monitor the increase in the number of ALN enquiries in order to identify patterns and forecast future demand.
- Ensure the sustainability of the team structure, so that it can continue to respond effectively to the increase in referrals and the additional demands arising from this.

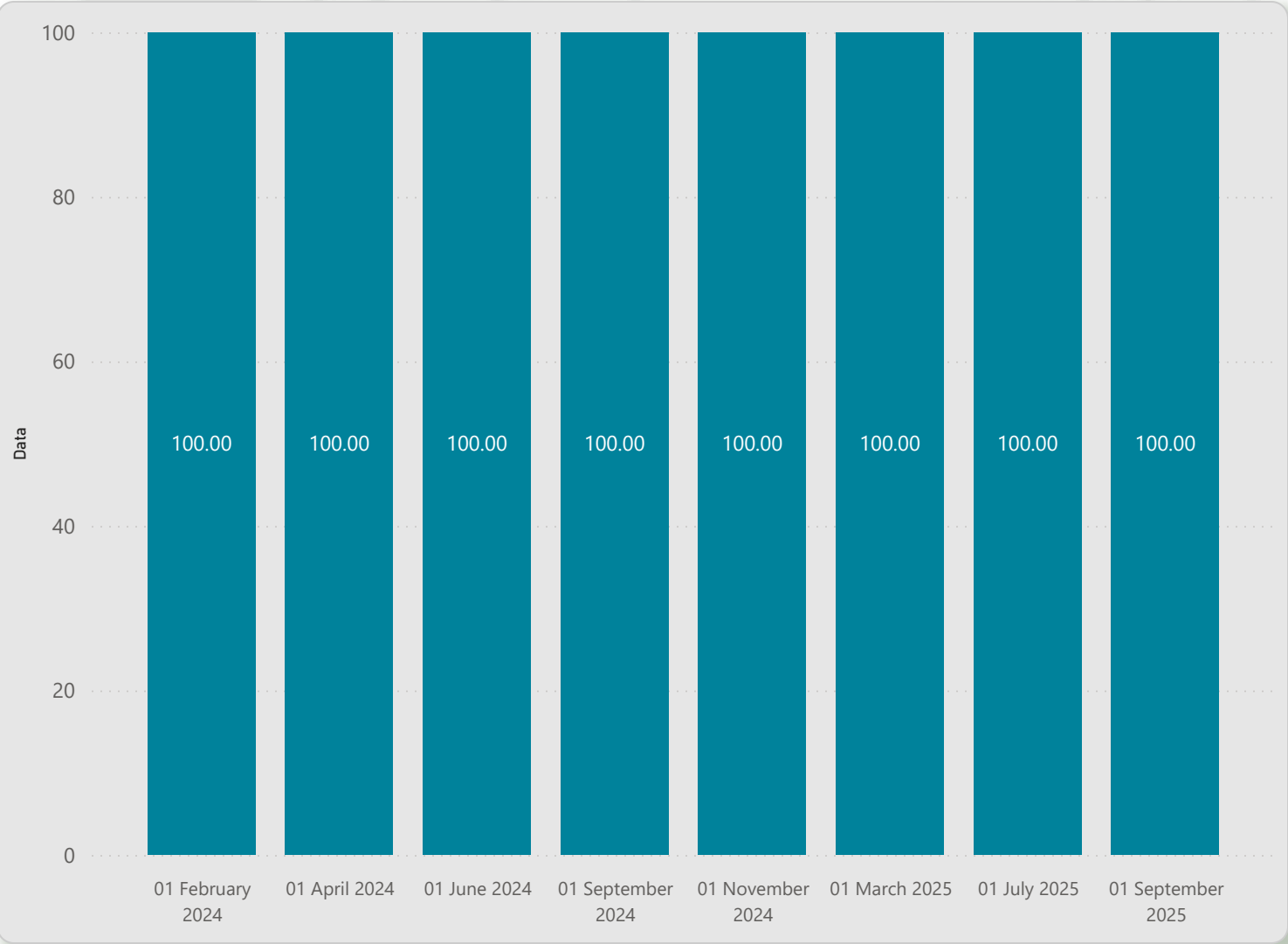
Monthly

Ellen Mai Jones (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



There has not been any panels this term.
Forum Number = 61
Total = 61
All Forum applications have been administered on the IDP within the time.

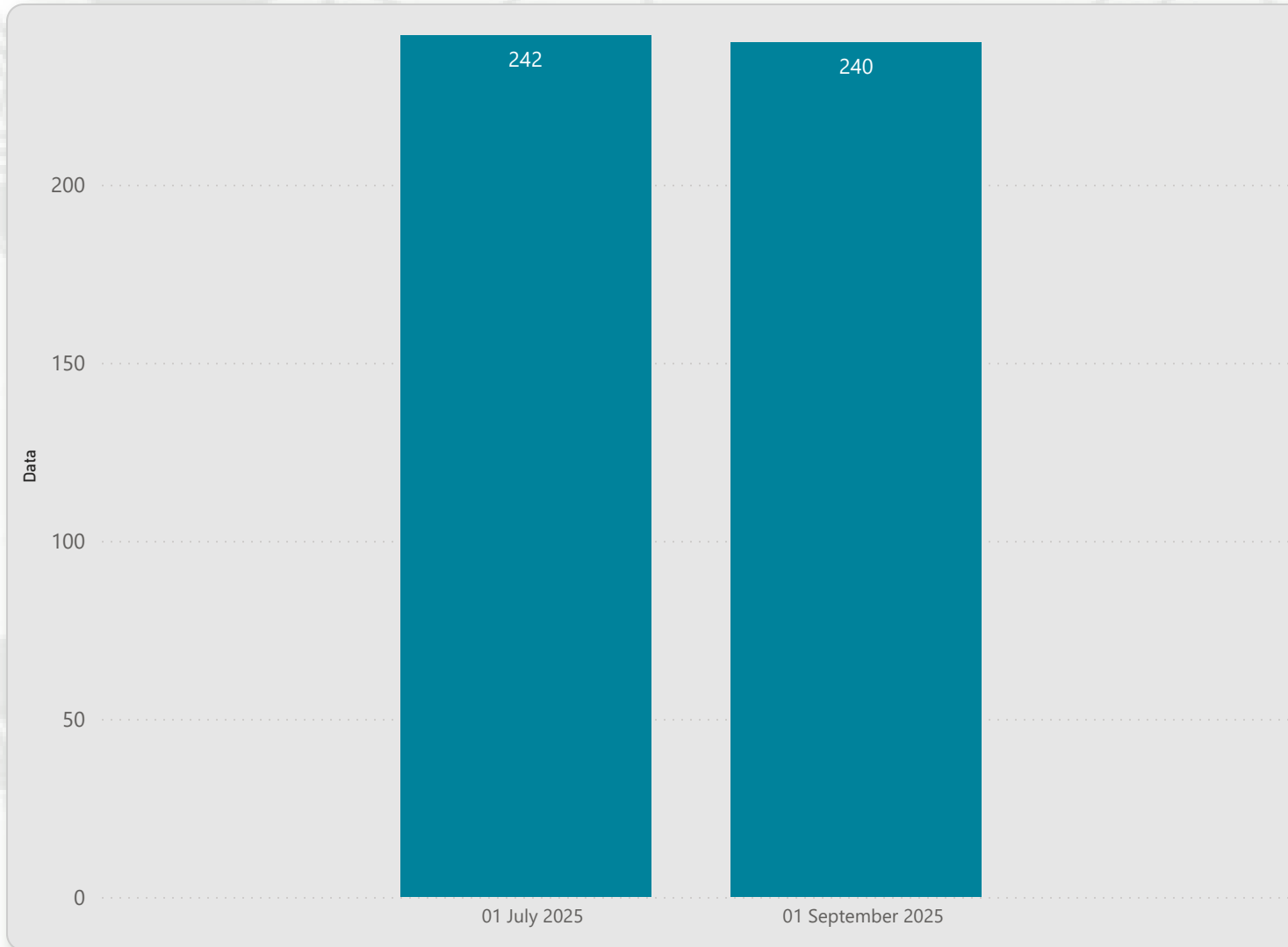
Monthly

Ellen Mai Jones (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: Number of Elective Home Education learners



178 families are registered but with 240 learners. A percentage of these have become known to us over the summer and some have never enrolled in a school. The situation of Gwynedd is not unlike any other County with an increase of years. Gwynedd's rate per 1000 pupils is less than the rate in Wales but the reasons for enrollment are very similar, namely lifestyle, mental health/phobias and attendance pressures. In this reporting period we have seen more applications to re-enroll in a school than there have been in recent years with 18 de-registering in this period.

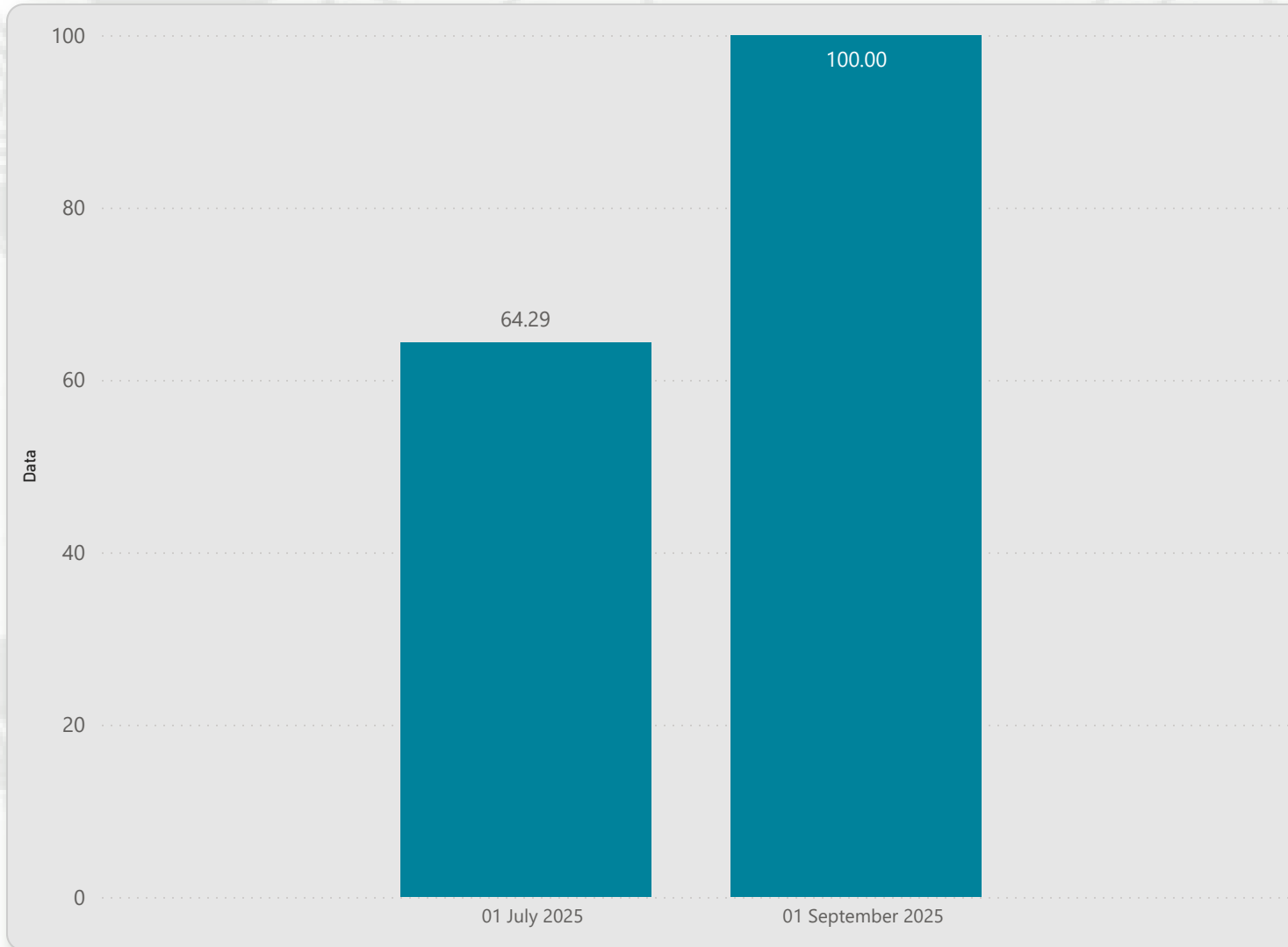
Monthly

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 pupils receiving education suitable for their ability



In line with Welsh Government guidance, local authorities are expected to carry out at least annual visits or equivalent contact with children who receive elective home education. This contact may include direct conversations with the child, reviewing work, or discussions with parents, with the aim of ensuring that every child receives an education suitable to their age, ability, and needs.

During the reporting period between 21 July 2025 and 26 September 2025, a total of 42 visits and contacts were carried out. The team is confident, based on these visits, that every individual is receiving an education appropriate to their ability.

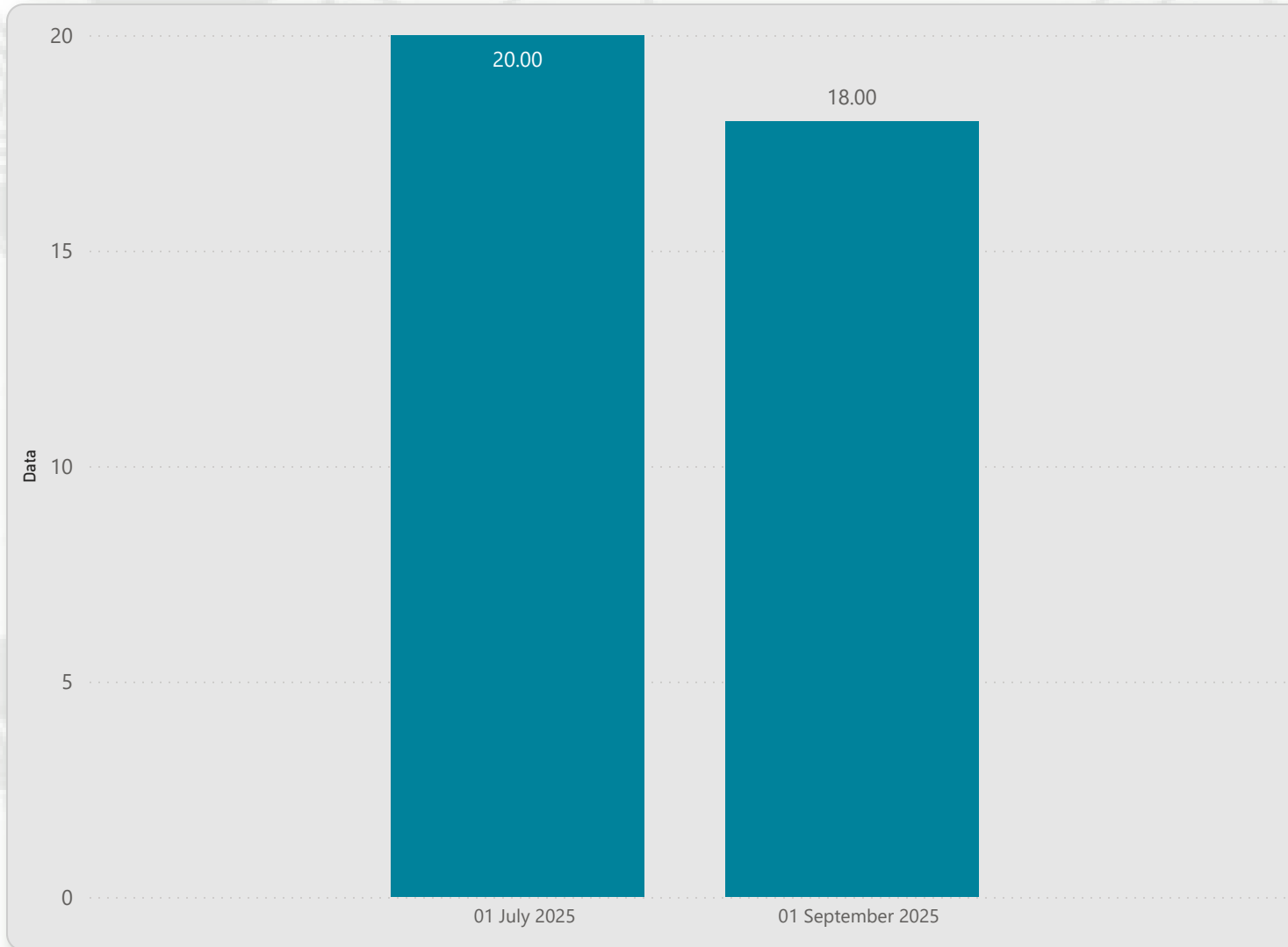
Monthly

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



Over the last reporting period, 9 families have received a home visit and 33 contacts have taken place via Teams and phone calls. The aim is to hold home visits with 25% of families every quarter but with summer holidays this was not possible. In the next reporting period it is expected that at least 25% of families will have received visits.

With the increase in numbers the Service has taken further action by appointing an ALN Co-ordinator who will ensure compliance with the statutory requirements, for pupils who have an Individual Development Plan. This will free up the team's time to conduct more direct home visits.

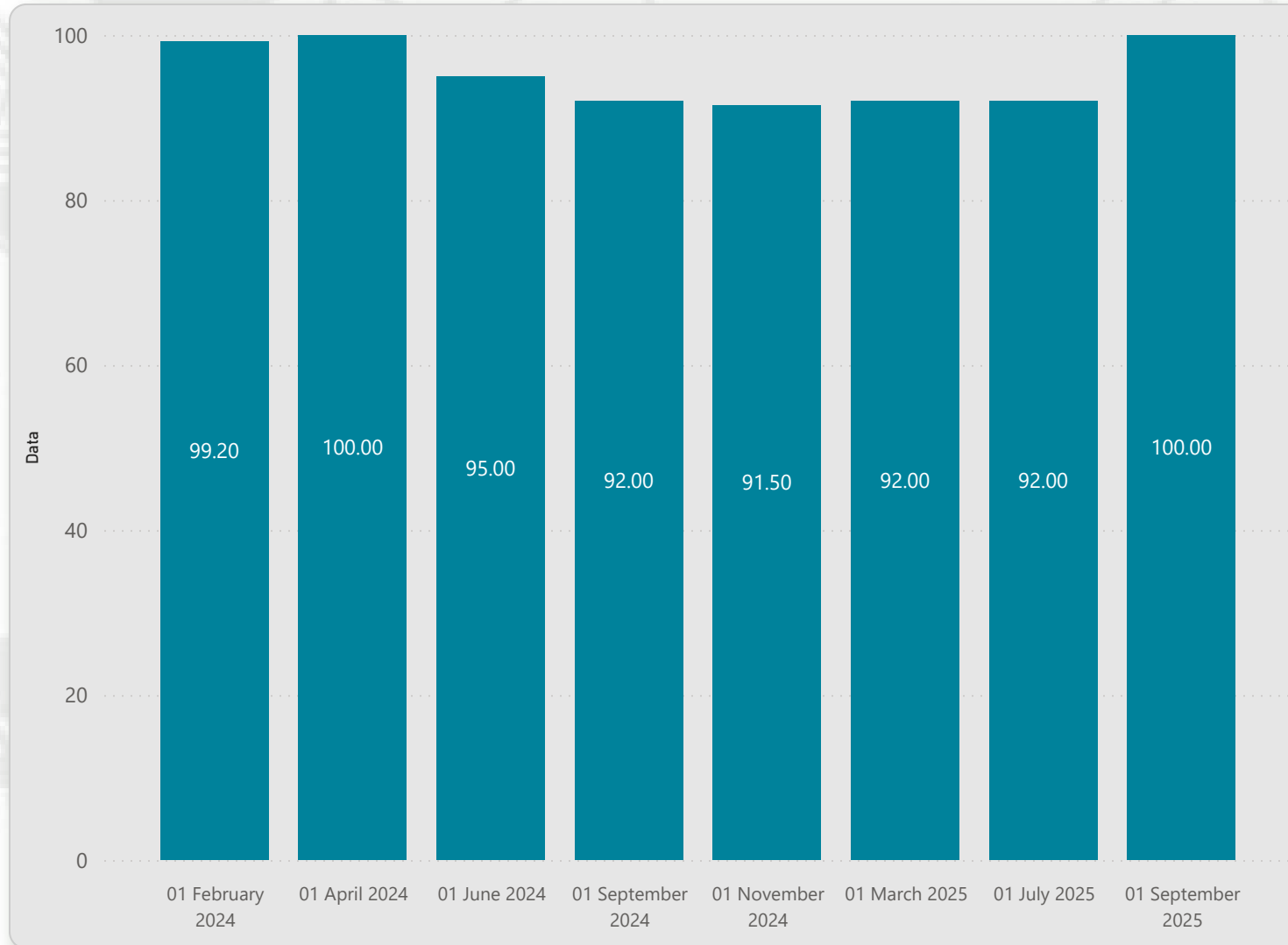
Monthly

Ellen Rowlands (ADDYSG)

Counselling

Purpose: Provide a timely counselling service to pupils

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



We've only received 4 responses as it is very early in the school year.

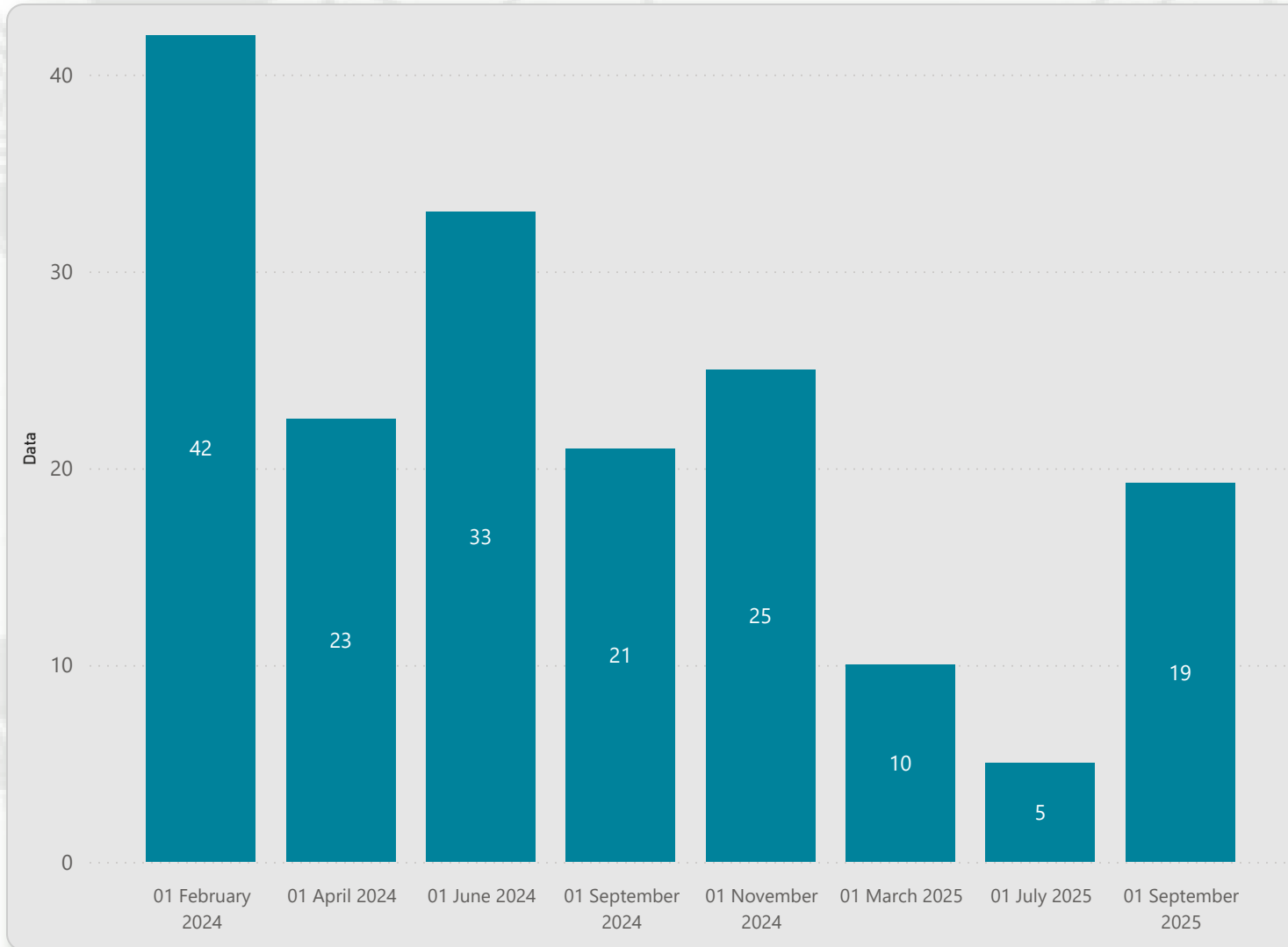
Monthly

Dora Wendi Jones (ADDYSG)

Counselling

Purpose: Provide a timely counselling service to pupils

Indicator: Mean number of days required to wait for service



The waiting time for the service has increased because cases are becoming more complex, and therefore children and young people need more sessions, which means others are waiting longer to be seen. The number of referrals we are receiving is also increasing, especially among primary-aged children, and this again contributes to longer waiting times.

We have appointed an additional counsellor for two days on a temporary basis, and hope that this will help keep the waiting list to a reasonable timeframe.

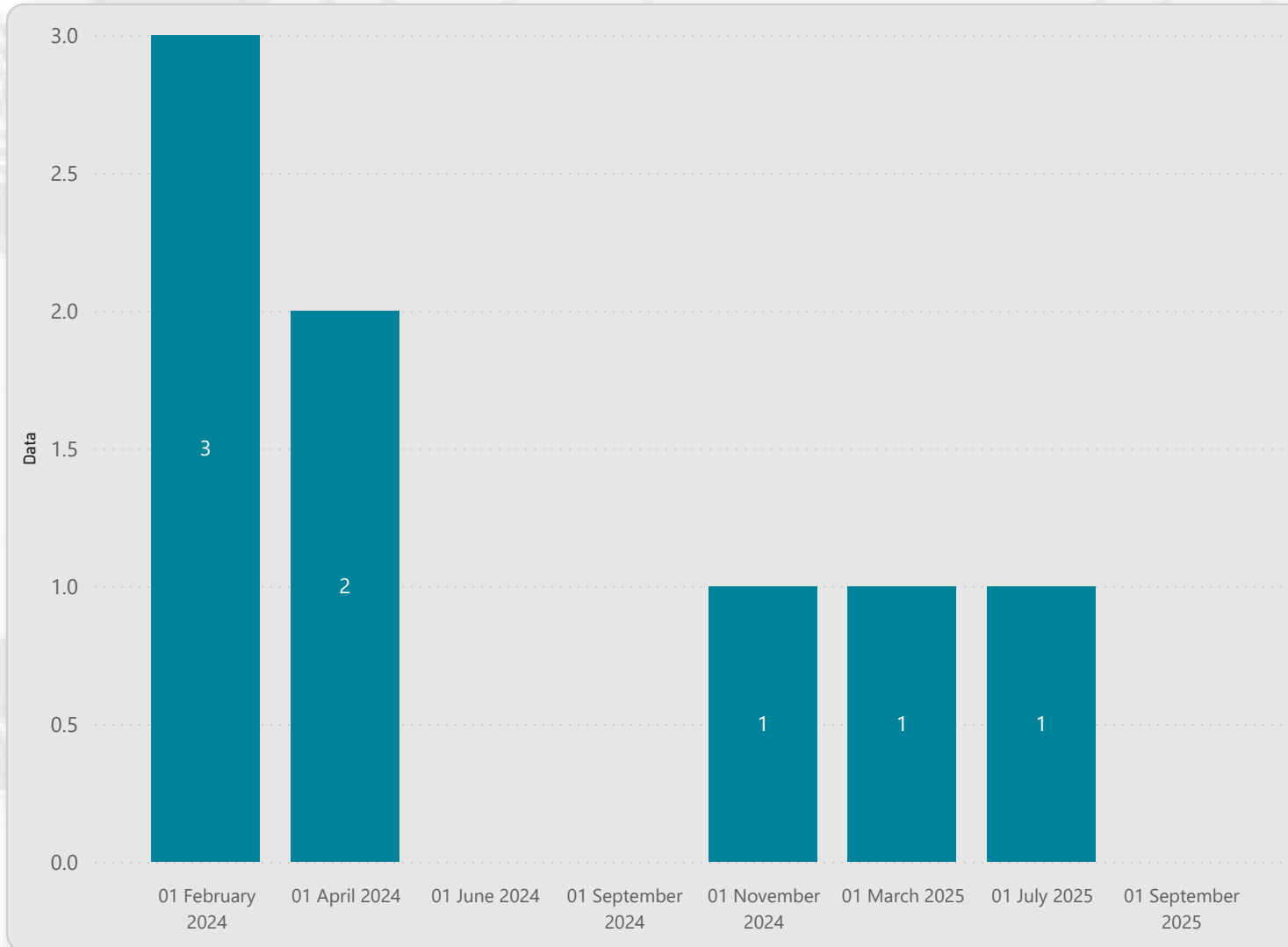
Monthly

Dora Wendi 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



There was one situation where the Service worked closely with a school to avoid the need for a permanent exclusion. The incident was reported as one in which a permanent exclusion was considered.

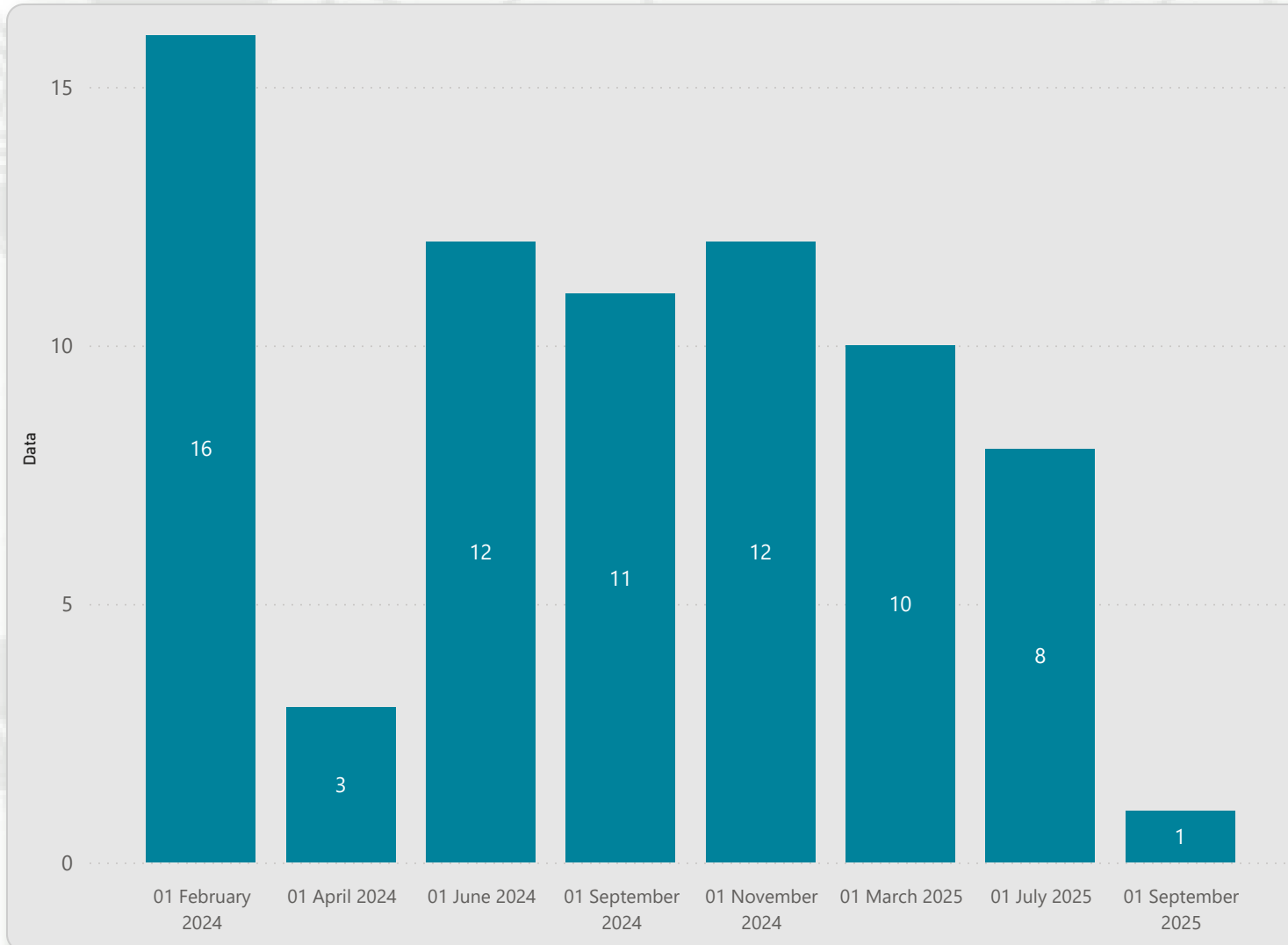
Monthly

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



One case of permanent exclusion has been implemented since the beginning of September as a result of an assault on a member of staff. The disciplinary panel has not yet met to confirm or reverse the decision. In comparison with the previous year - 11 permanent exclusions were implemented in the same period last year. This reduction reflects the proactive work with schools last year, which is starting to bear fruit but while progress has been made, there is further work to be done to ensure continued safety and inclusion.

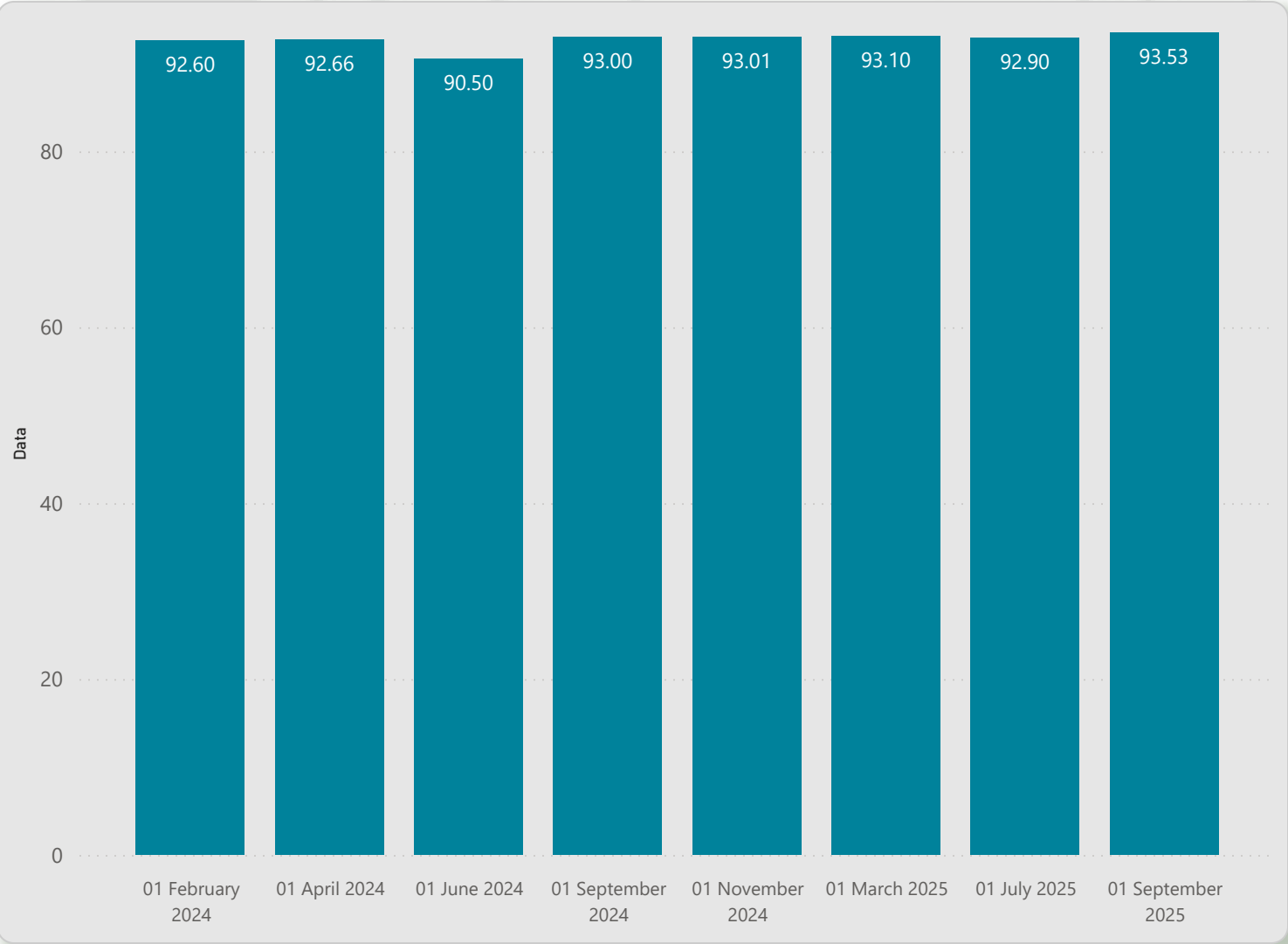
Monthly

Ellen Rowlands (ADDYSG)

Welfare

Purpose: Support pupils to ensure successful attendance at education

Indicator: % attendance of Primary pupils



The Primary attendance percentage is above the Welsh average. 10 Schools in Gwynedd with % less than 90%.

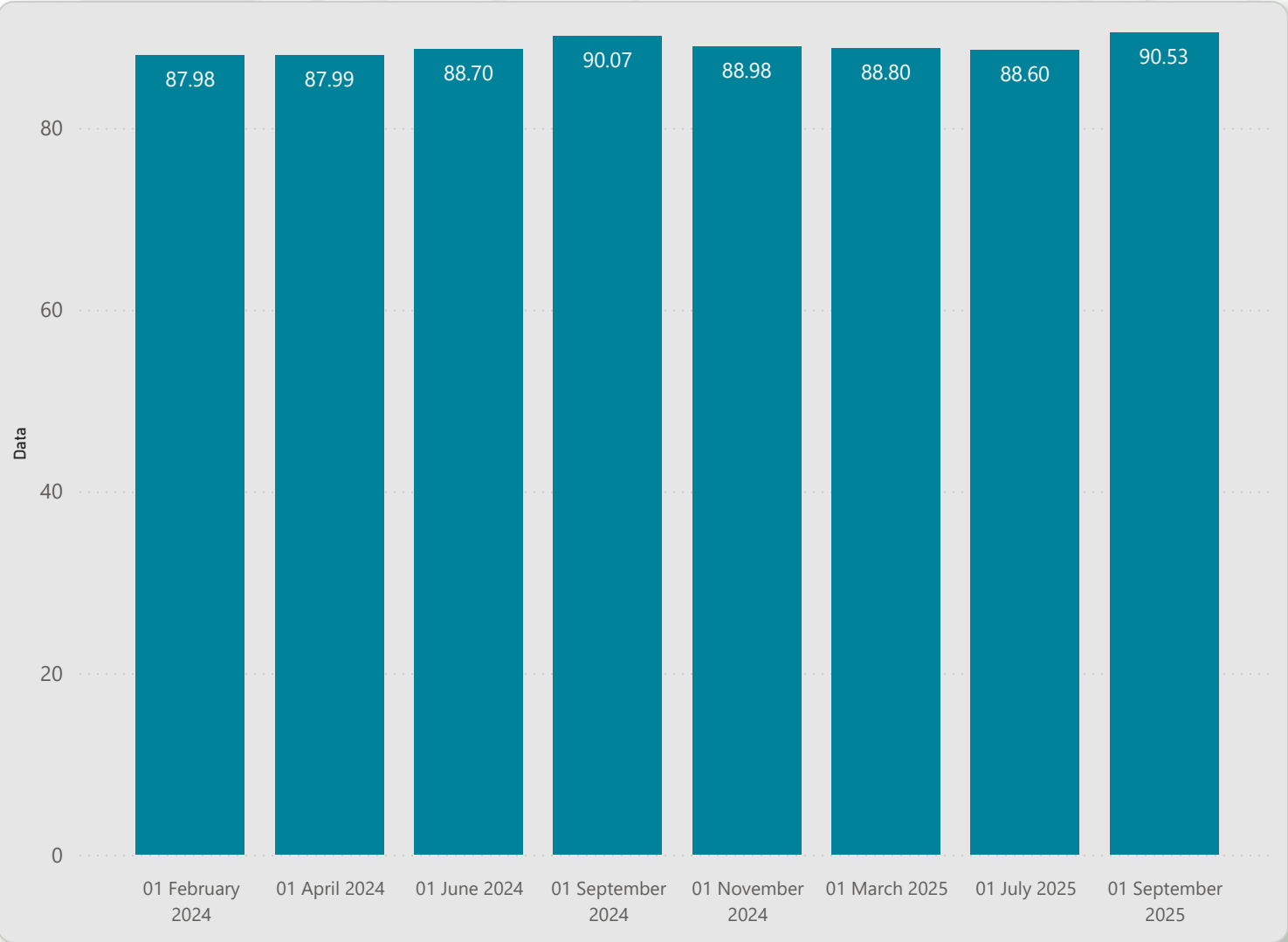
Monthly

Ellen Rowlands (ADDYSG)

Welfare

Purpose: Support pupils to ensure successful attendance at education

Indicator: % attendance of Secondary pupils



The Authority's average was 92%, last year for the same period was 91.9%. Sickness and holidays are the main reasons for absences. A number of schools now report holidays as unauthorised with of 8.5% contributing to unauthorised absences.

Wales average of 92.3% with no change compared to the same period in the 2024/25 academic year.

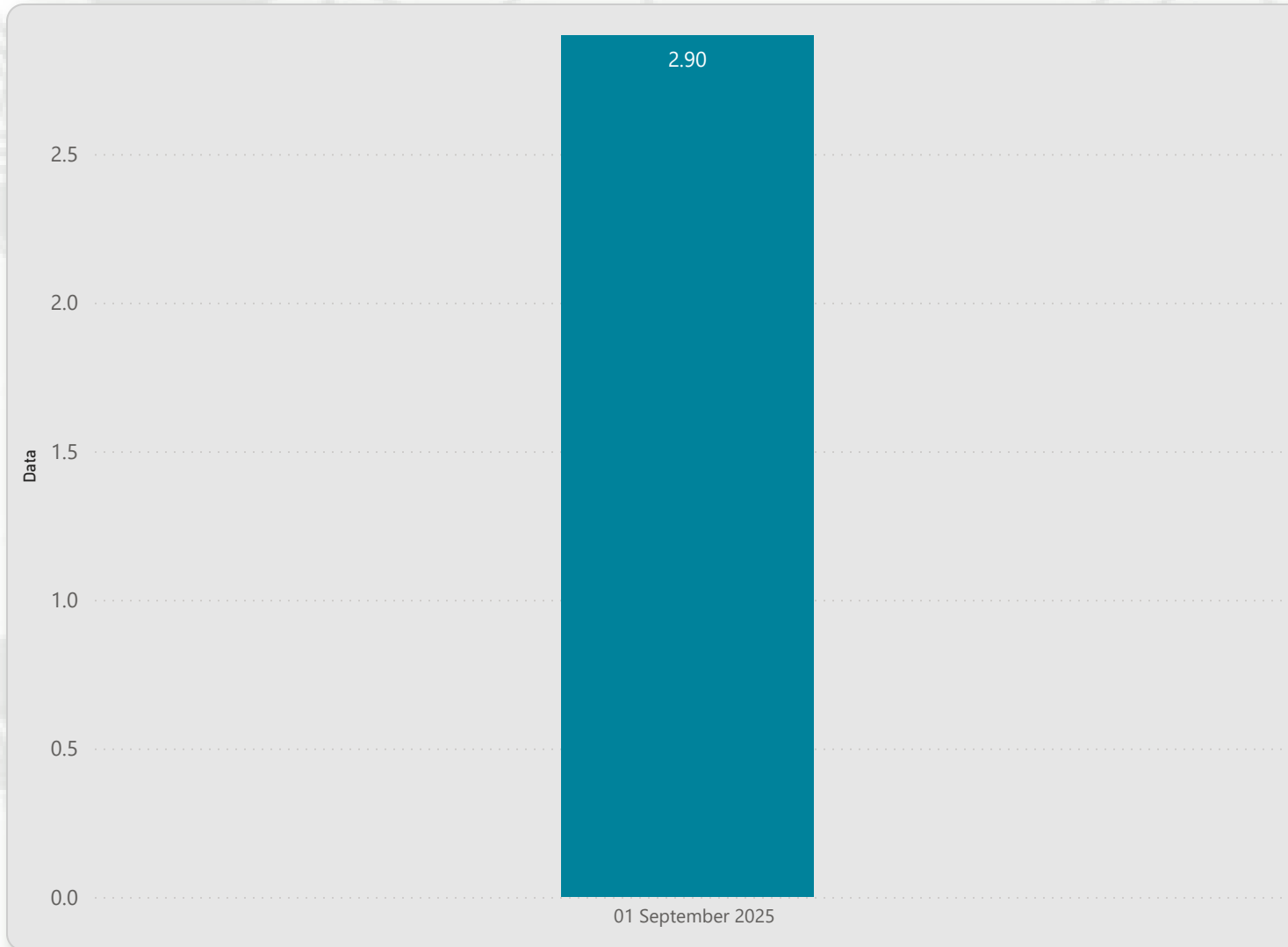
Monthly

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)



Parents have a statutory duty to ensure that their children attend school regularly. When there is ongoing absence without an acceptable explanation, the local authority has the power to prosecute parents under Section 444 of the Education Act 1996. Prosecutions are considered a last resort after preventative measures and supportive interventions have failed to ensure improvement.

The Education Welfare Service operates on principles of support and collaboration, giving families every opportunity to improve pupil attendance before considering legal action. Prosecuting parents is the final step after a thorough process of intervention, meetings, action plans and statutory warnings.

During the period in question, 104 cases were recorded where intervention by the Education Welfare Service was required. Of these, only 3 cases resulted in parents being prosecuted under Section 444(1A) of the Education Act 1996.

- This equates to around 2.9% of all cases.
- This low percentage clearly shows that prosecution is a last resort, used only after all support and assistance measures have been implemented.
- In the 3 cases where prosecution occurred, there was a noticeable improvement in the attendance of the pupils involved. As a result, the pupils have shown improved attendance. This demonstrates that legal action, following prior intervention by the Education Welfare Service, can lead to positive behaviour change.

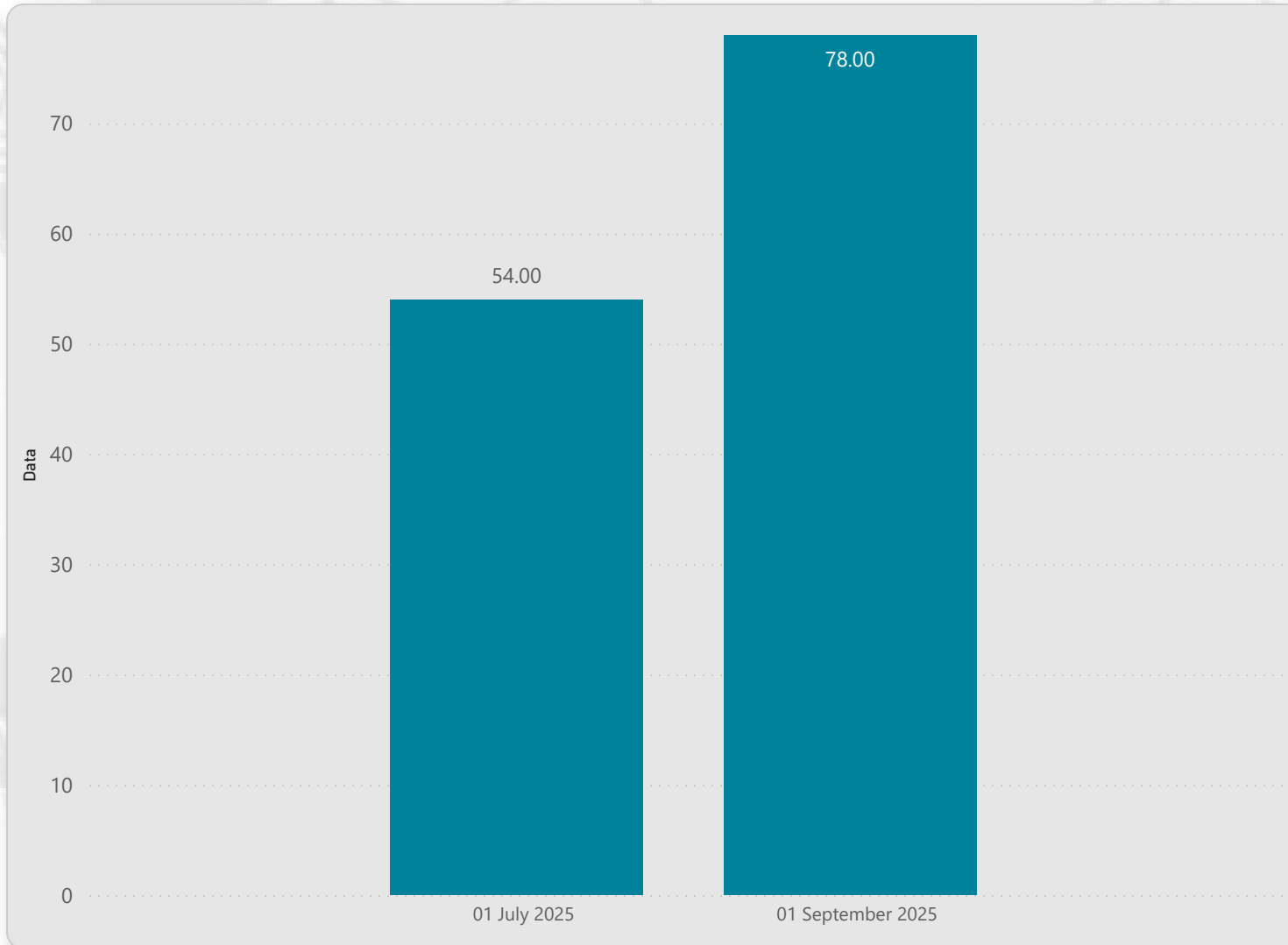
Monthly

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



During the reporting period there were 104 cases open to the Education Welfare Service. By 26 September 2025, an improvement had been identified in the attendance of 81 of those pupils. This equates to an improvement rate of around 78%, which shows the positive impact of early and collaborative interventions. The Wellbeing Officers have acted proactively by targeting pupils with poor attendance at the start of term, focusing specifically on Years 7 and 11, identifying high risk groups and offering bespoke and early support to reduce absenteeism and increase engagement.

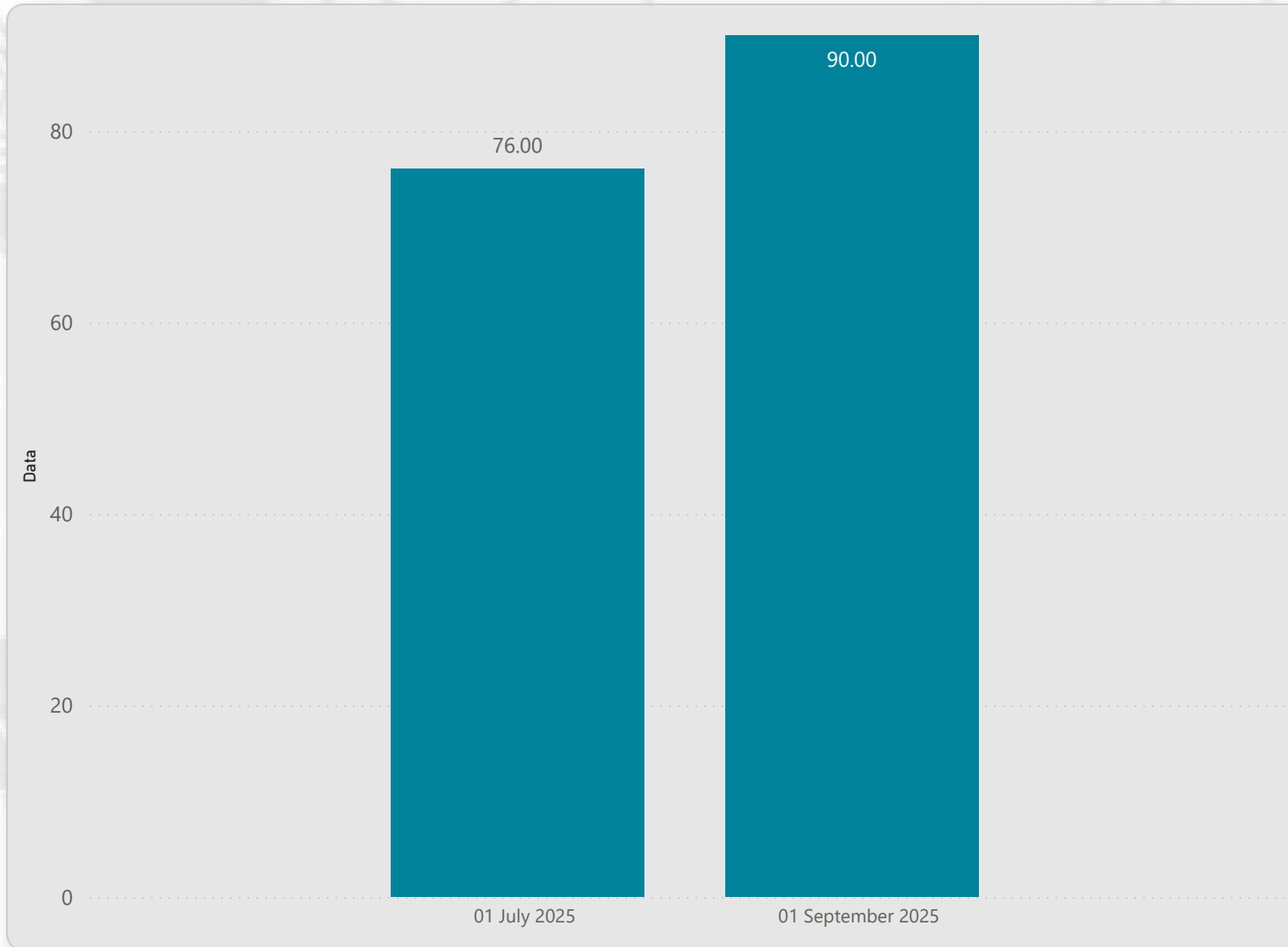
Monthly

Ellen Rowlands (ADDYSG)

English as an Additional Language

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

Indicator: % attendance of pupils receiving support



The data presented is based on attendance over one week during this period when the team started supporting pupils after our forum. One pupil missed 2 sessions because they were visiting their home country.

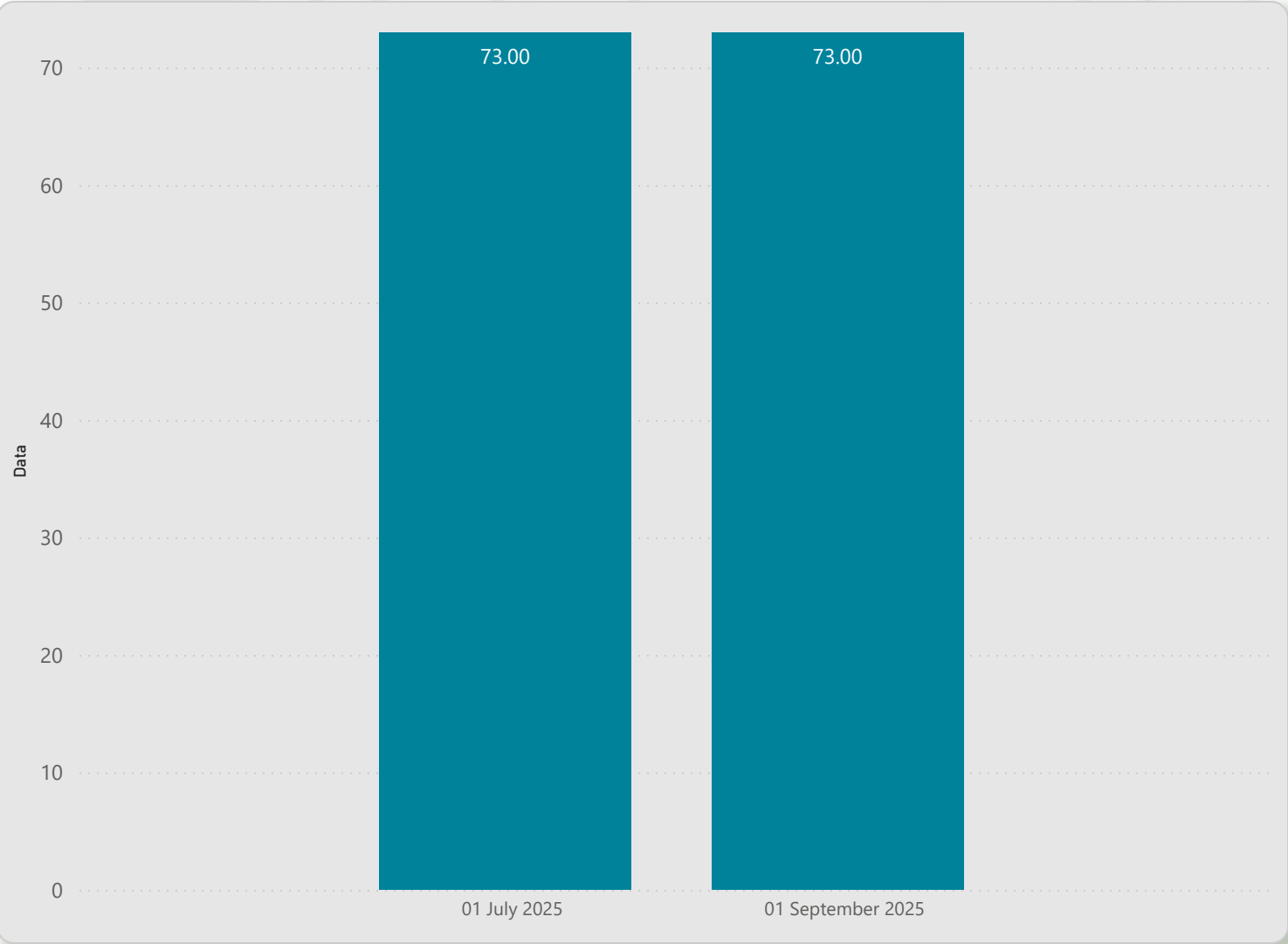
Quarterly

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 Year 6 pupils receiving support successfully transition to Secondary



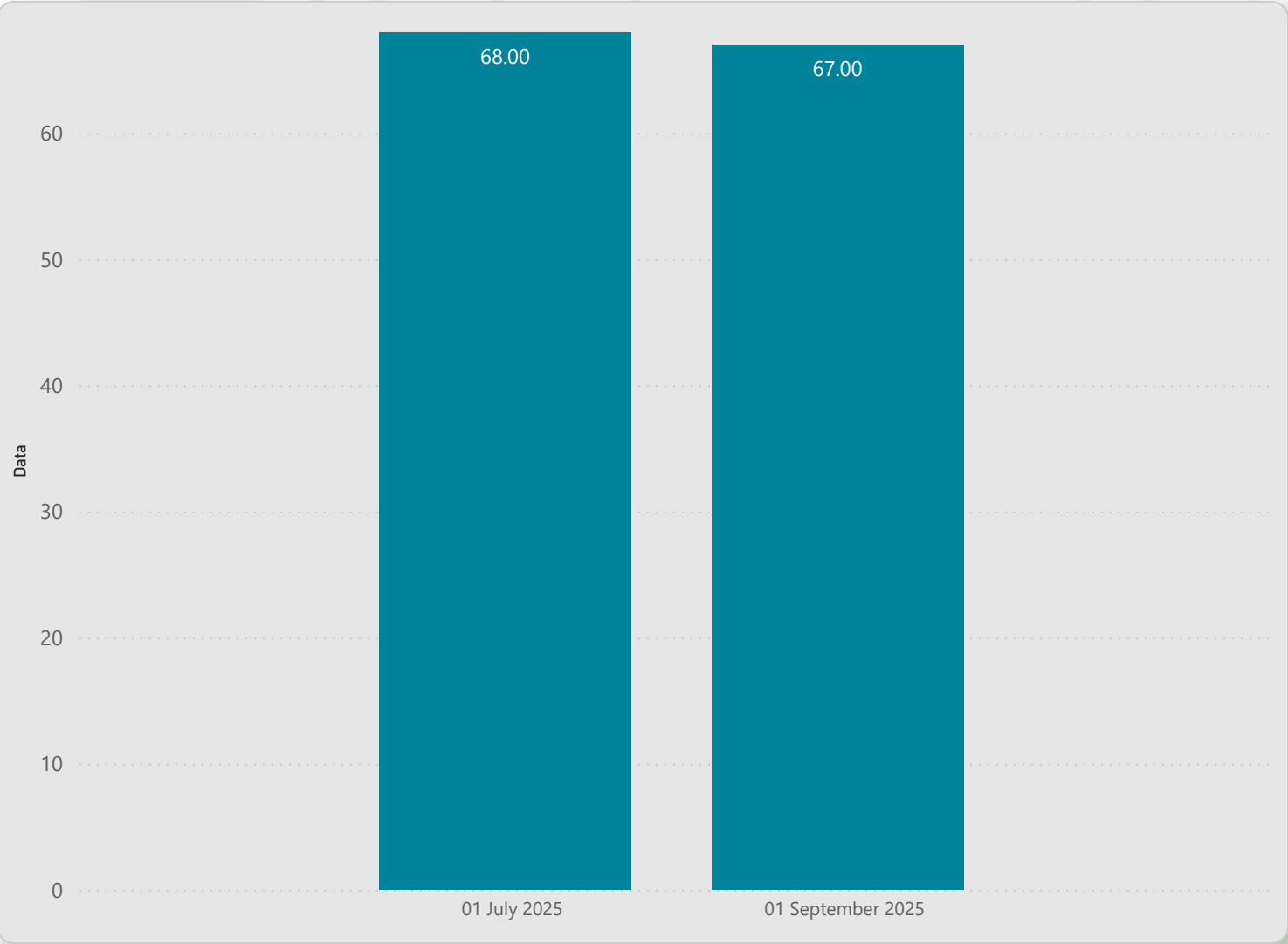
Family liaison officers have been providing extended transitional support to the most vulnerable Year 6 pupils, to ensure a successful move from primary to secondary school. During the current reporting period, it was recorded that 73% of the pupils who received the additional support had settled positively into secondary school. This is evidence of the strong partnership work between officers and schools, demonstrating the positive impact of the support on the majority of pupils.

However, it is important to note that 27% of these pupils are still facing challenges during the transition. These barriers include wellbeing concerns and difficulties adjusting to a new environment. This figure highlights the need to strengthen support for the most vulnerable, to ensure that every child has an equal opportunity to succeed when moving on to secondary school.

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 report well-being progress



During the current reporting period, it was recorded that 67% of the pupils who received the support reported positive progress in their confidence. This is evidence of the direct impact of the support on developing confidence, resilience and a sense of belonging among our young people.

However, it is important to acknowledge that 33% of the pupils receiving support are still facing challenges related to self-confidence. This figure highlights the need to strengthen targeted support for the most vulnerable, to ensure that every child has an equal opportunity to thrive and make the most of the educational opportunities available to them.

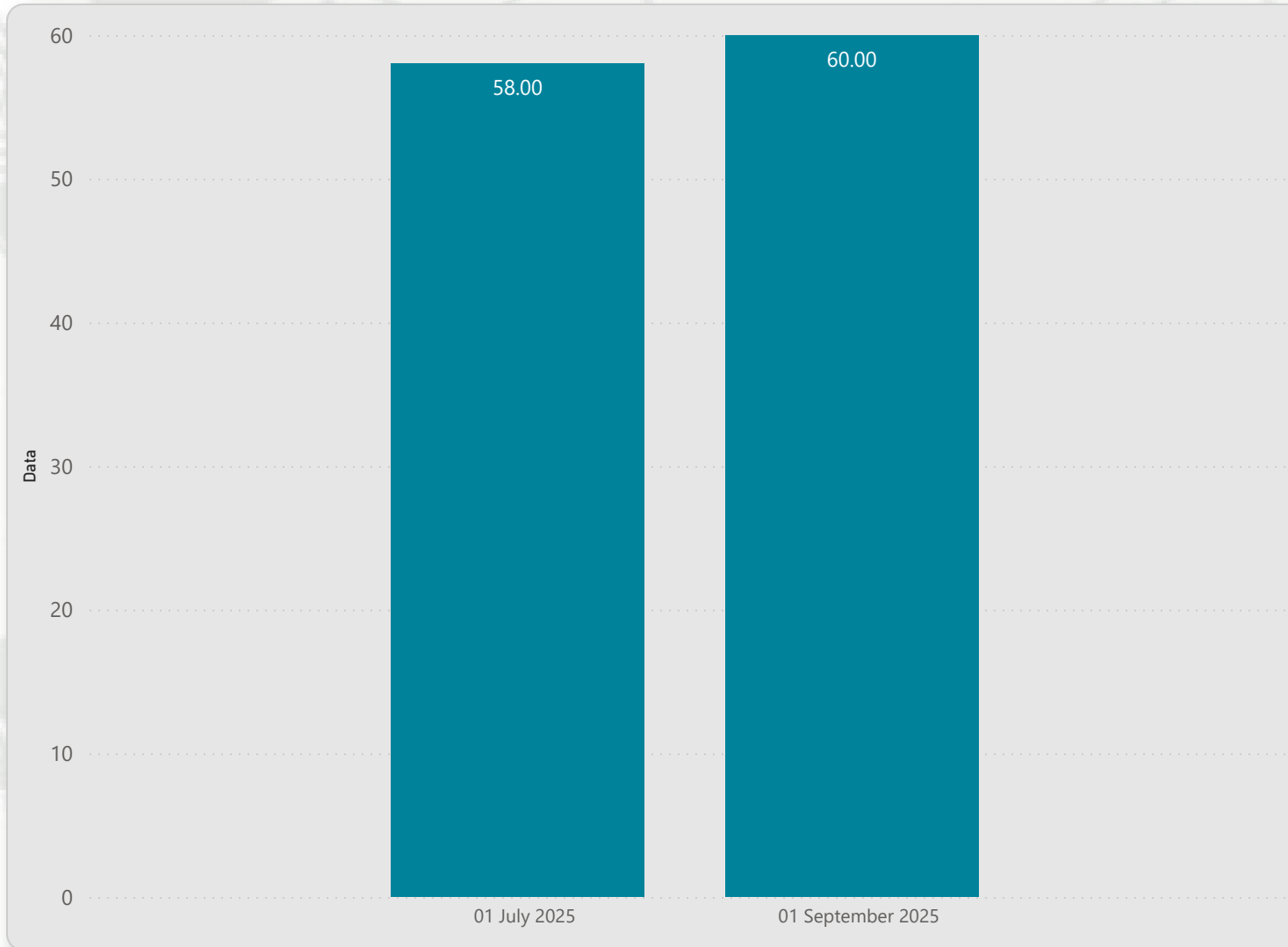
Monthly

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



During the current reporting period, it was recorded that 60% of the pupils receiving support had taken part in community activities.

These activities have included:

- Supporting at a community afternoon tea event
- Visiting care homes to run friendship sessions with older residents
- Taking part in fun activities organised over the summer holidays

However, it is important to acknowledge that 40% of the pupils did not take part in community activities over the summer. Nevertheless, this group continues to engage well with the opportunities available during term time, suggesting that there is a need to continue developing accessible and inclusive opportunities to ensure that every child can benefit from community experiences that support their wellbeing and personal development.

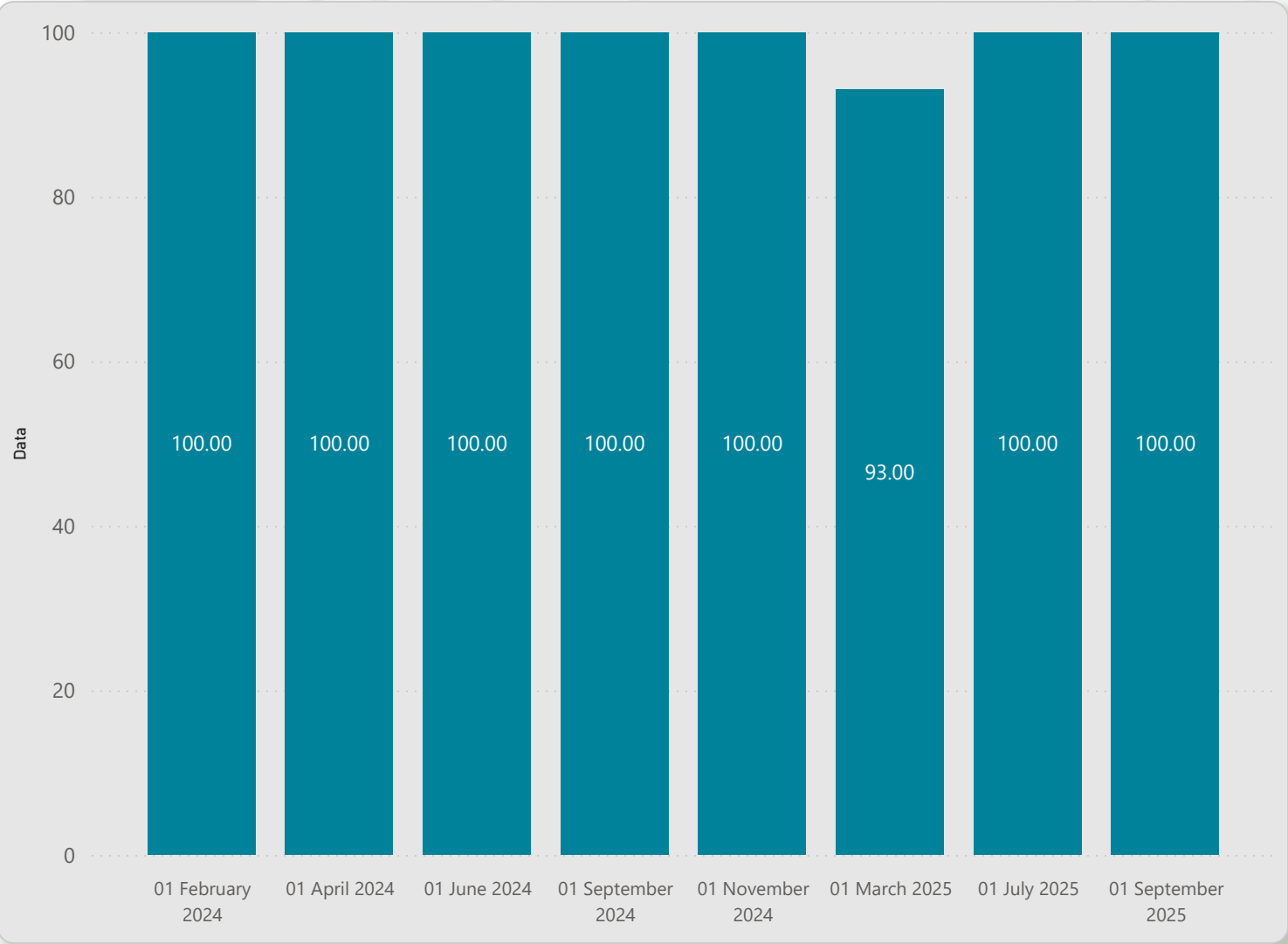
Monthly

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)



The results remain outstanding.

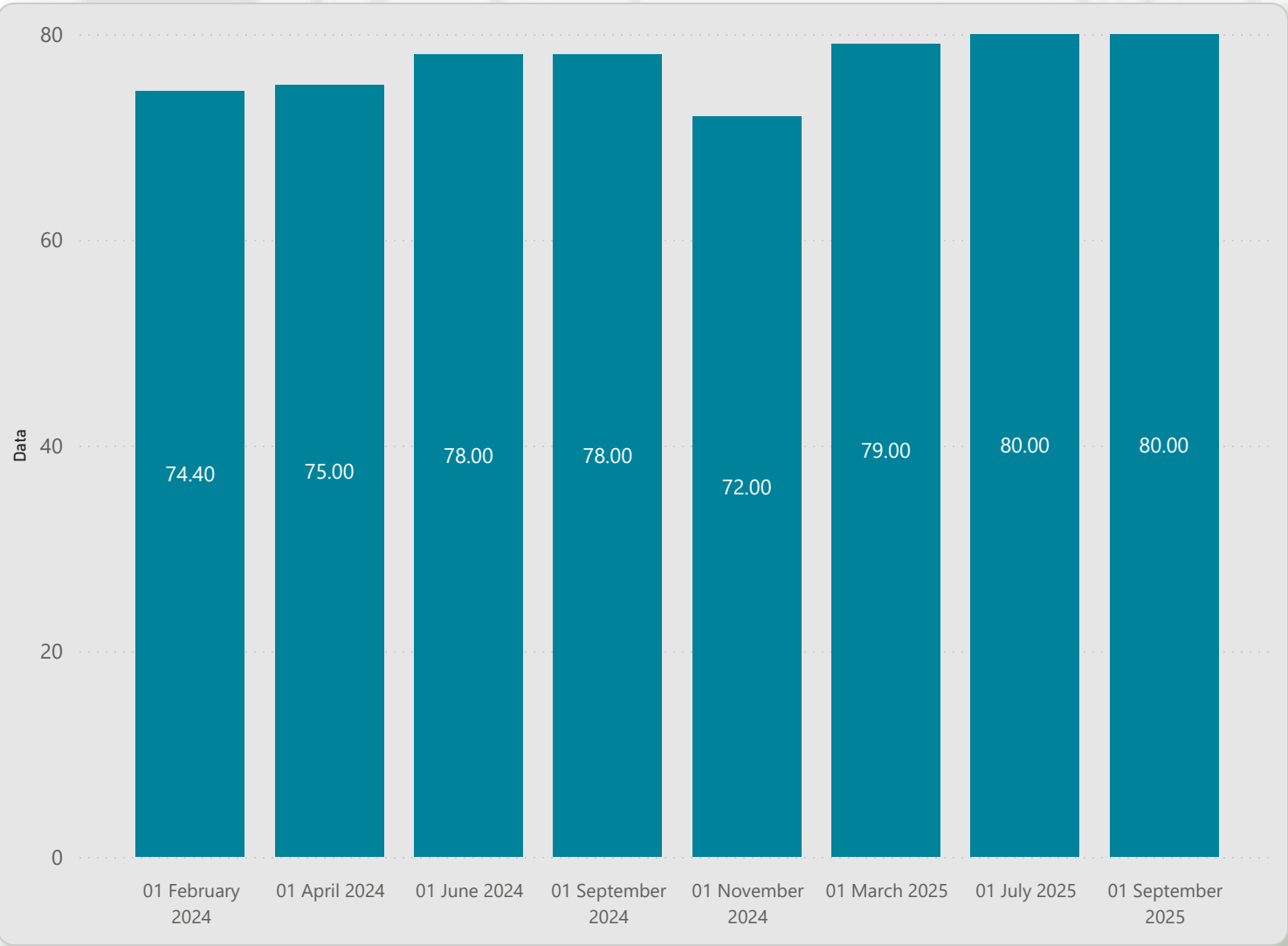
Quarterly

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)



Primary Immersion Centres level 2 results are consistent over time and show an increase of 2% between September 2024 and September 2025.

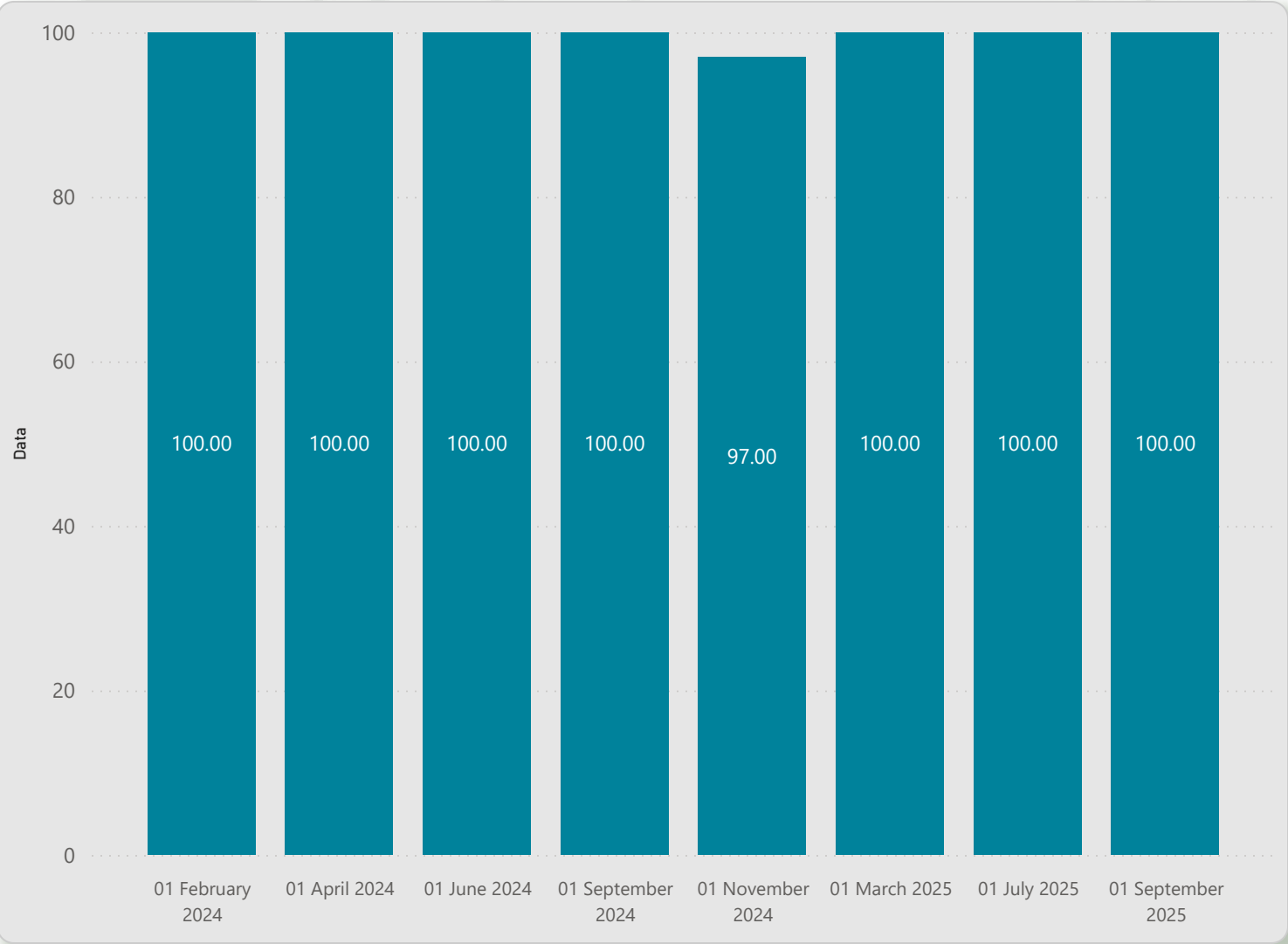
Quarterly

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 achieving Level 1 or above at the end of their period in a Language Centre (Secondary)



The results remain consistent over time.

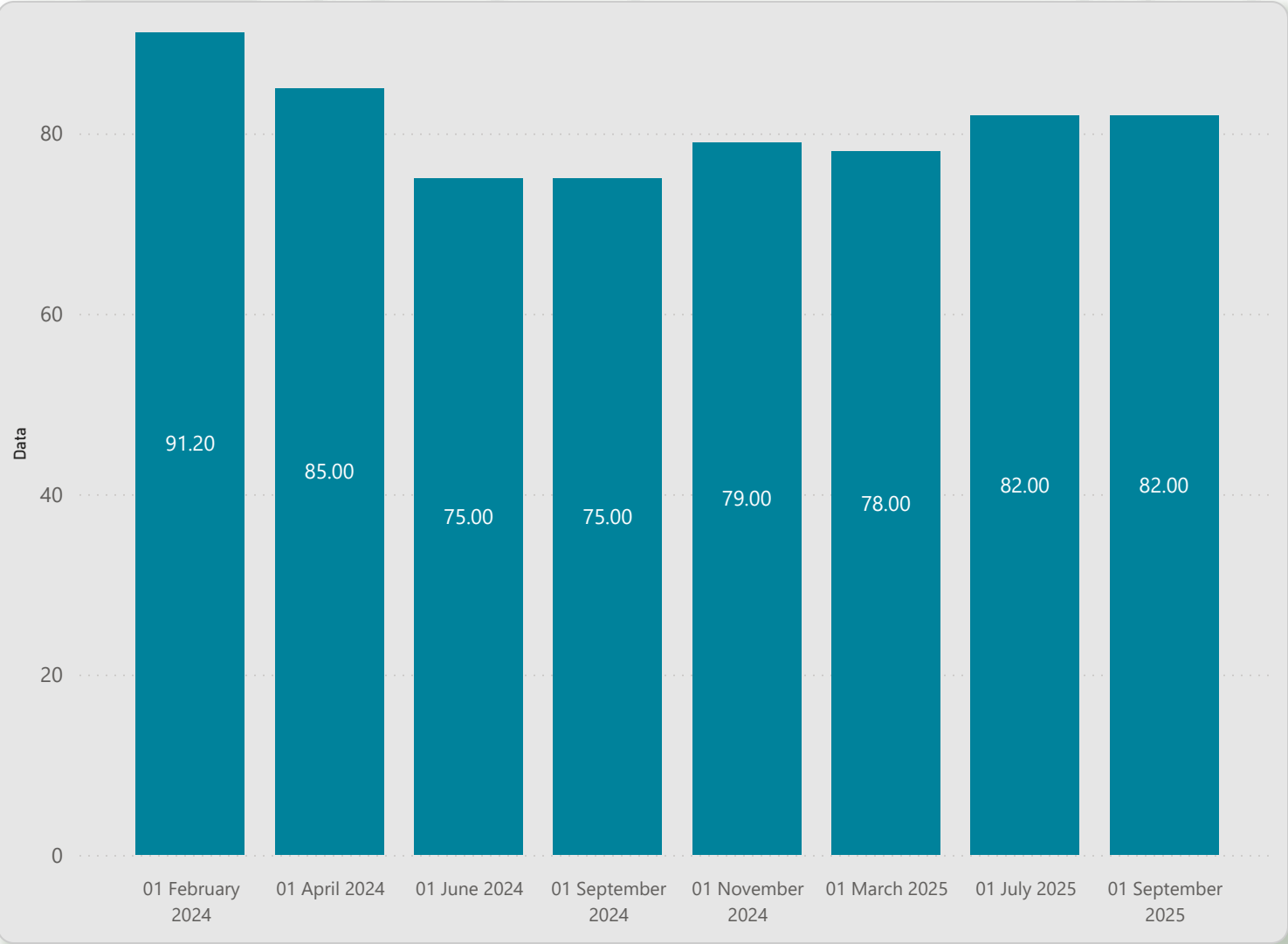
Quarterly

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)



Level 2 (Secondary) learner outcomes in our immersion centres are consistent over time and show an increase of 7% between September 2024 and September 2025.

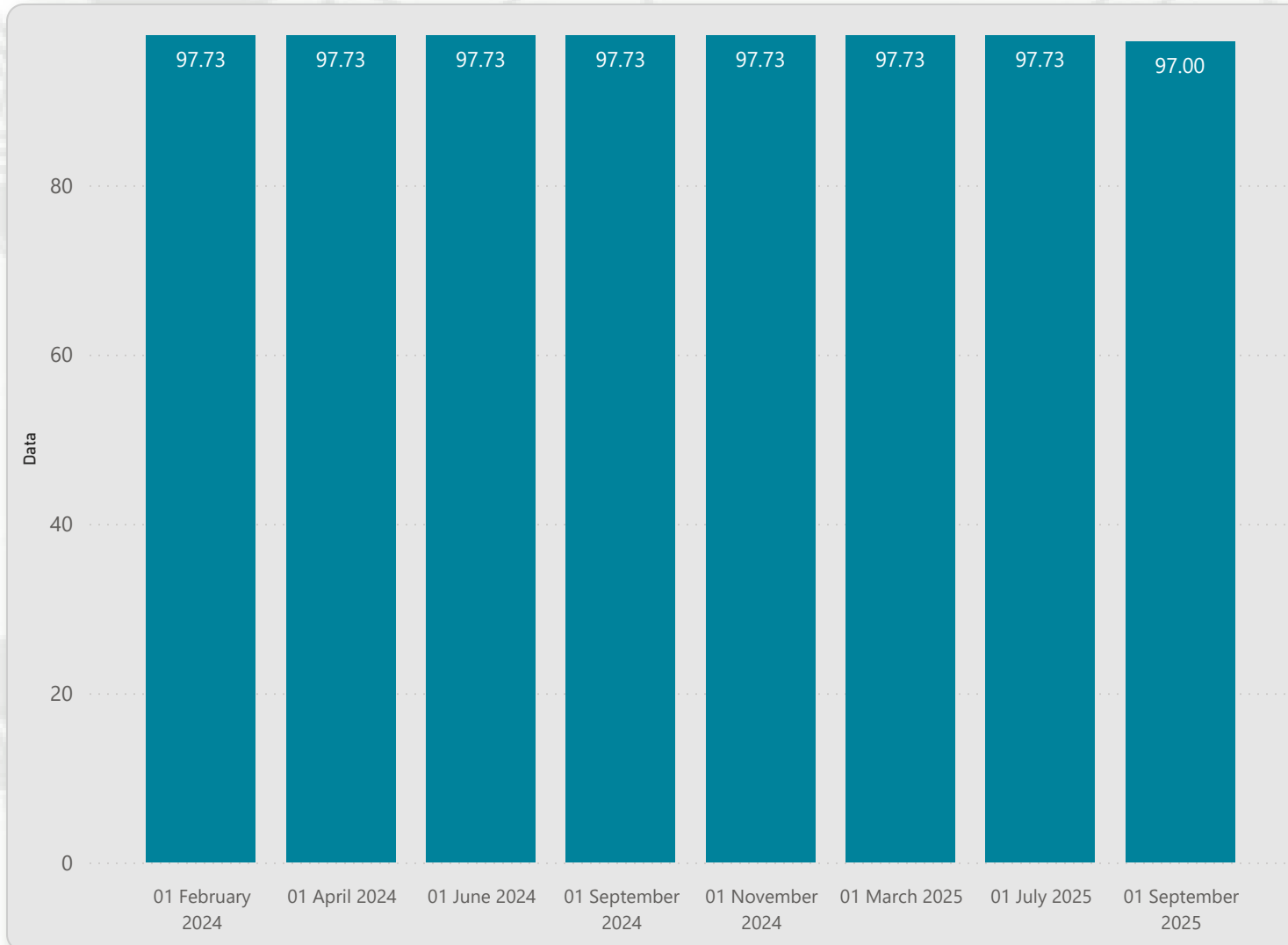
Quarterly

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



The decrease in the data, from 97.73% to 97%, reflects the situation regarding the current cohort of pupils in every primary school, including the transitional school. The Education Authority is responding by ensuring that an experienced teacher is working in that school, and in two other schools in Bangor, modelling good practice and collaborating with school staff to improve and strengthen Welsh-medium provision in the Foundation Phase. In addition, a Welsh for Education Workforce Tutor is providing Welsh lessons to staff at the transitional school, teaching Welsh at a basic level to some and helping others to refine their skills and increase their confidence. One teacher from the transitional school is currently on a sabbatical course.

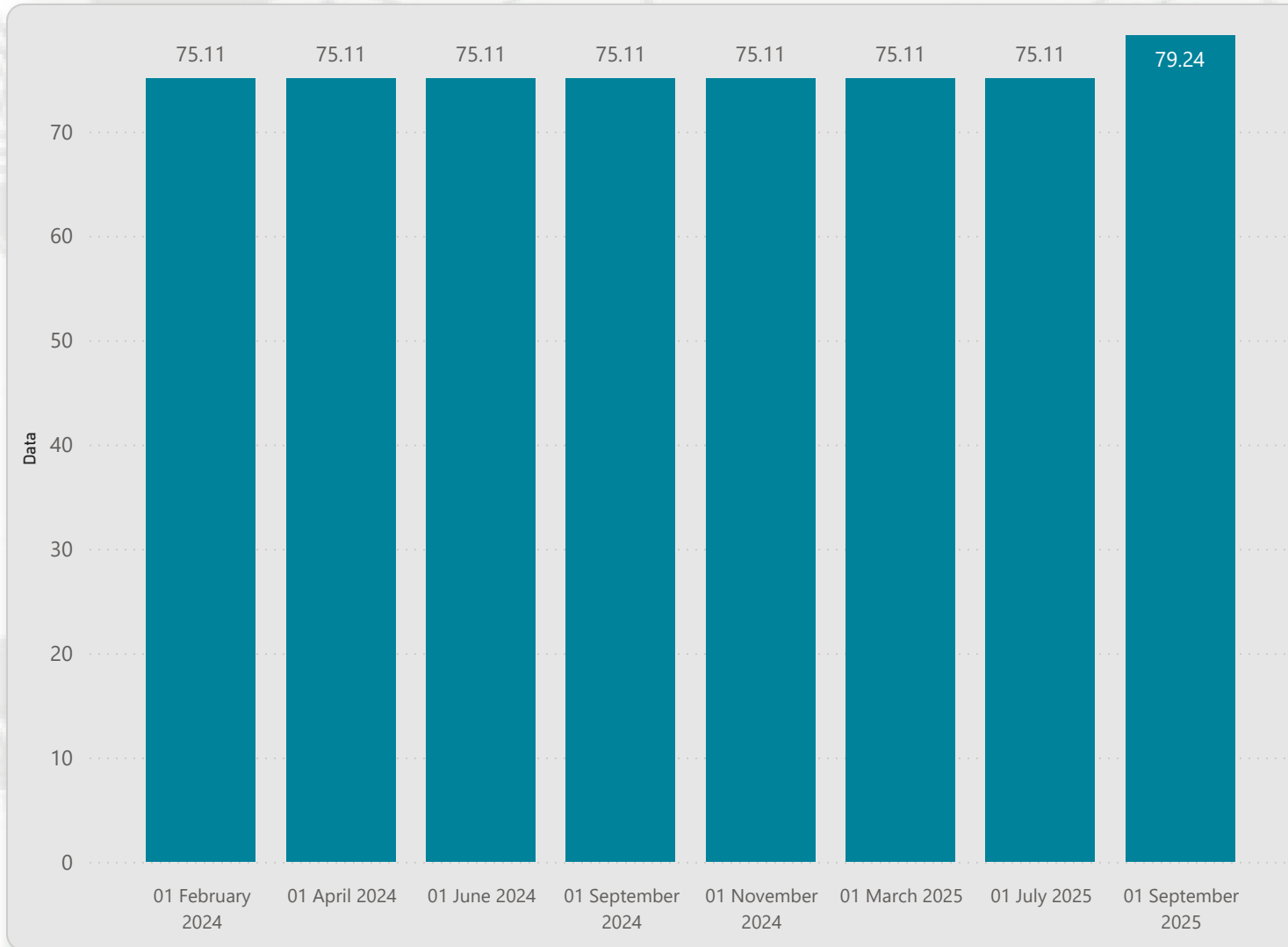
Quarterly

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



The data collected for the WESP this year shows that 79.24% of learners in Gwynedd's secondary schools undertake at least 70% of their curricular and extracurricular activities through the medium of Welsh. Although this percentage suggests a positive trend, the current data includes learners who are taught in bilingual classes, and therefore the data-collection arrangements need to continue being refined to ensure clarity.

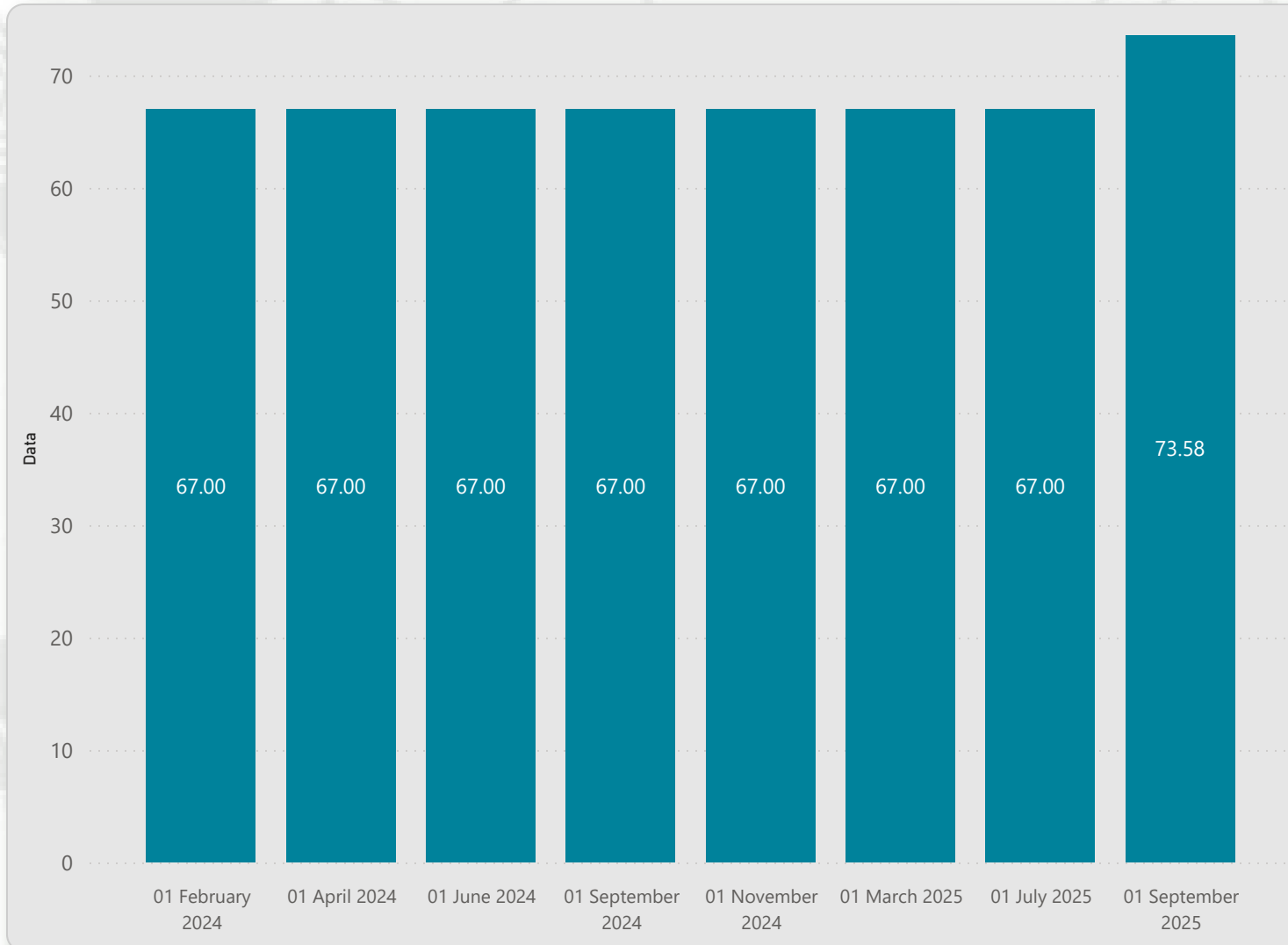
Quarterly

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



The data collected for the WESP this year shows that 73.58% of Year 10 and 11 pupils are being educated and are registered to sit examinations through the medium of Welsh. The percentage is very encouraging, but the method of data collection needs to continue being refined in order to report with full confidence against the measure.

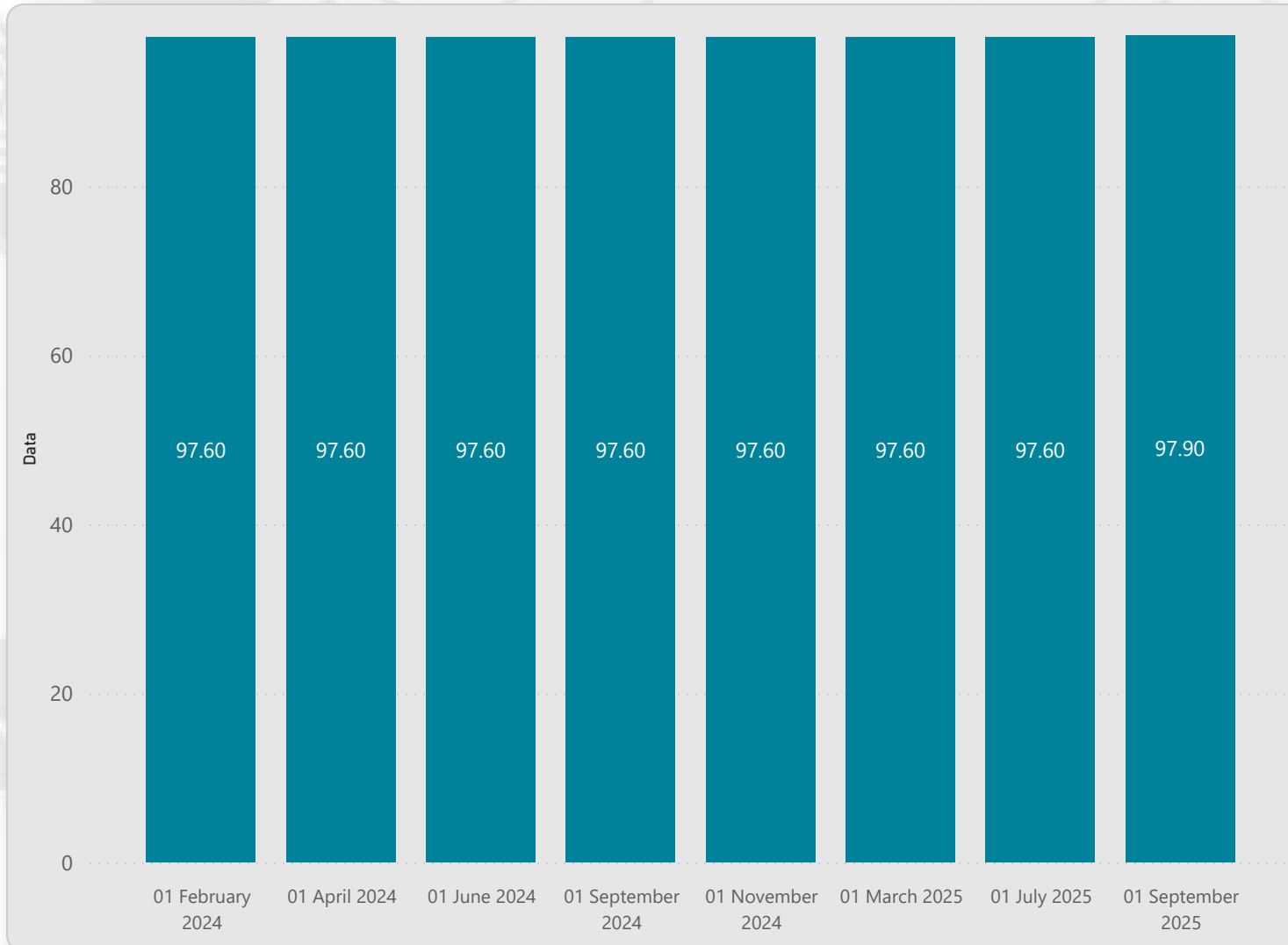
Quarterly

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



This data is collected through the Annual School Workforce Survey, and its collection is a statutory requirement under Welsh Government regulations. The percentage of teachers who are able to teach through the medium of Welsh remains very positive. To support those who lack confidence, the Education Authority is collaborating with Bangor University and the National Centre for Learning Welsh to provide foundation lessons, language-refresher lessons, and confidence-building sessions. Staff at the transitional school have taken advantage of the programme in the past and continue to receive regular training from a tutor. At present, one member of the school's staff is on a sabbatical course.

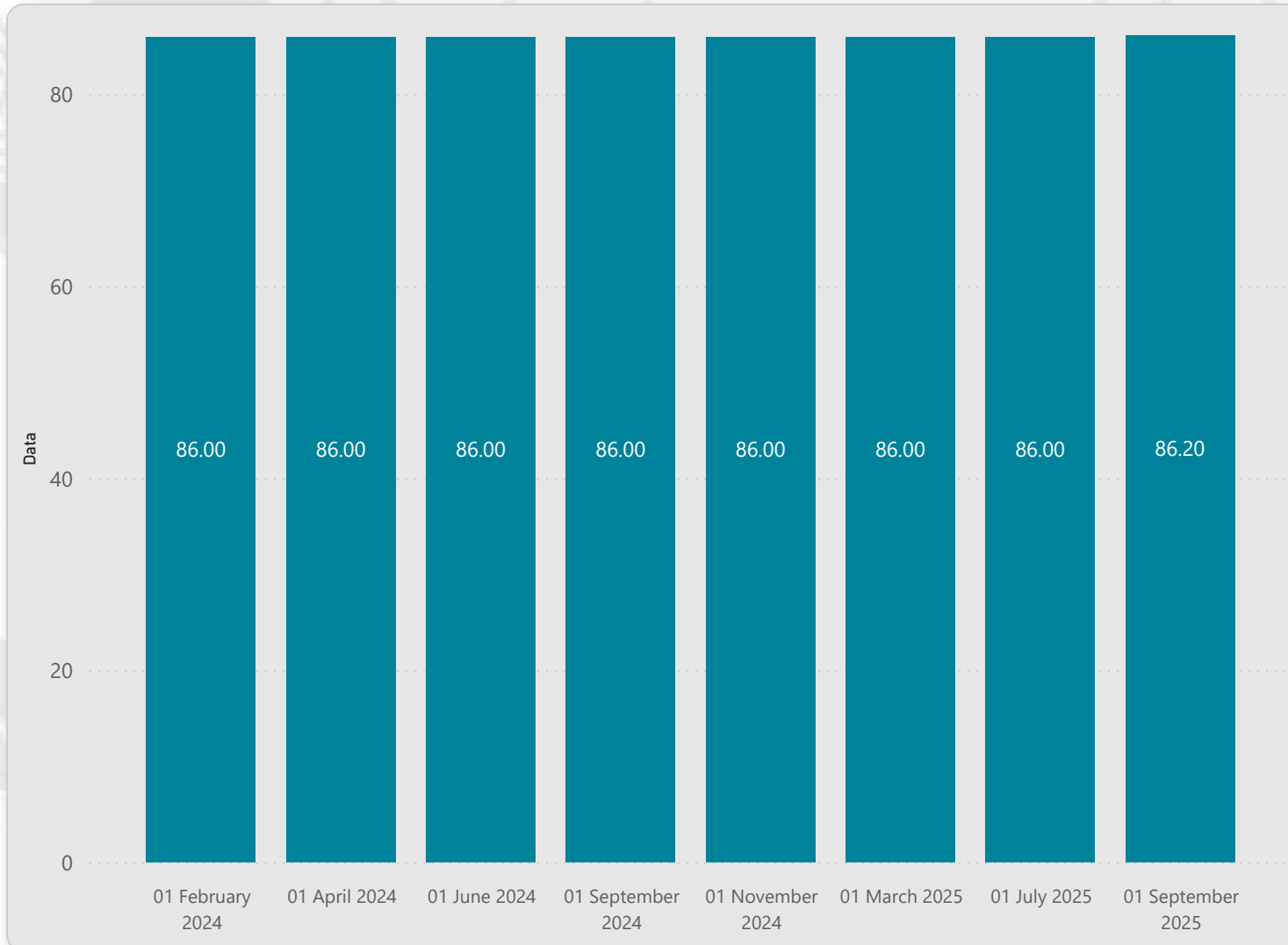
Quarterly

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



This data is collected through the Annual School Workforce Survey, and its collection is a statutory requirement under Welsh Government regulations. The percentage of teachers who feel confident teaching through the medium of Welsh remains consistently positive. To support those who are less confident, the Education Authority is collaborating with Bangor University and the National Centre for Learning Welsh to provide foundation lessons, language-refresher lessons, and confidence-building sessions. At present, staff in both transitional secondary schools are taking advantage of the programme. By December 2025, 17 members of staff from those schools will have begun courses specifically designed to meet their individual needs.

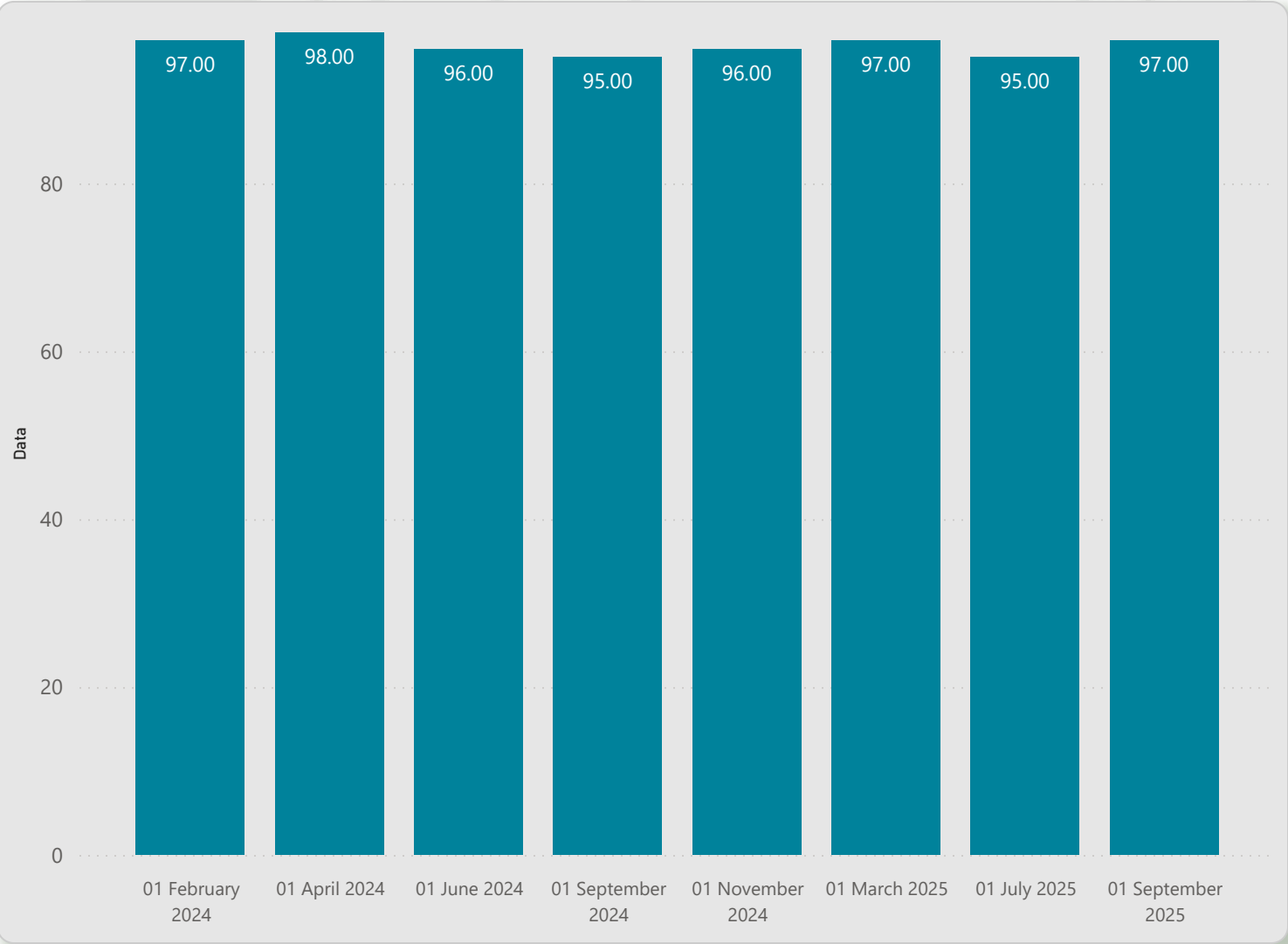
Quarterly

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.



This figure has remained consistently high over the last two years, and it is a priority for the Service, that we continue to engage with young people to participate in our broad provisions. The feedback is collected from the young people at the end of each session in the schools and within the community. The process of evaluating our service is ongoing, where we receive feedback from young people to be able to adapt and respond to their needs. The Service will be sharing a questionnaire within the next few months to target the individuals who do not engage with our provision in order to receive valuable feedback.

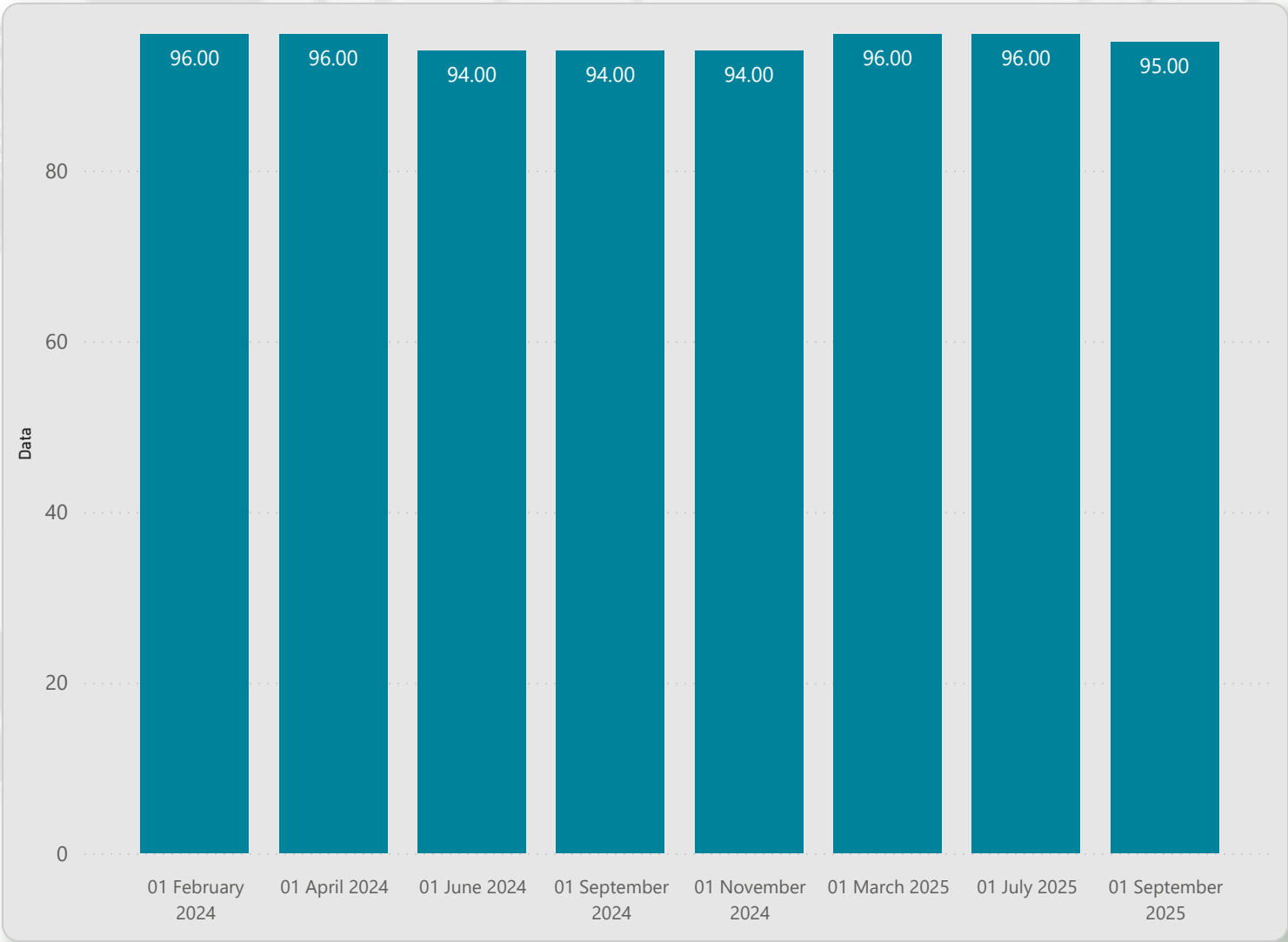
Monthly

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



Again, this figure has remained consistently high over the last two years which reflects one of the service's top priorities to improve the wellbeing of Gwynedd's young people. The feedback is collected from the young people at the end of each session in the schools and within the community. The challenge will be to continue with these standards, with the well-being challenges of young people continuing. We as a service continue to use the principles of the 5 Ways to Wellbeing to plan our provision and ensure that young people's voice is central to our plans.

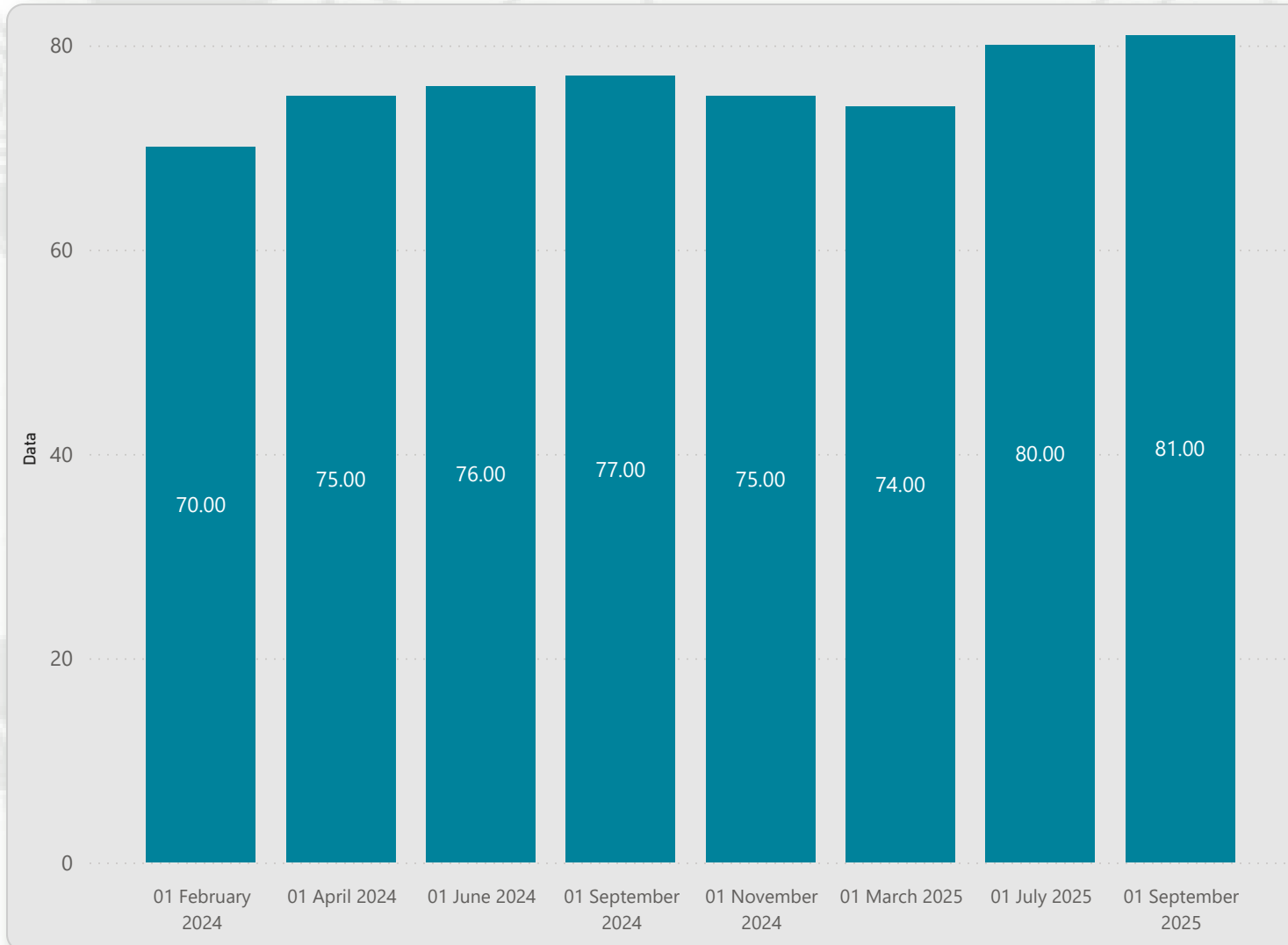
Monthly

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



This figure has risen since the last meeting. These personal plans are designed in collaboration with young people who include their short and long term goals which are central to their support package. This figure can vary from month to month as the journey of vulnerable young people is not the same and sometimes unexpected challenges need to be overcome as part of their support. The figure of 81% is an average of a figure for the data of young people reaching their short-term goals (90%) and long-term goals (71%).

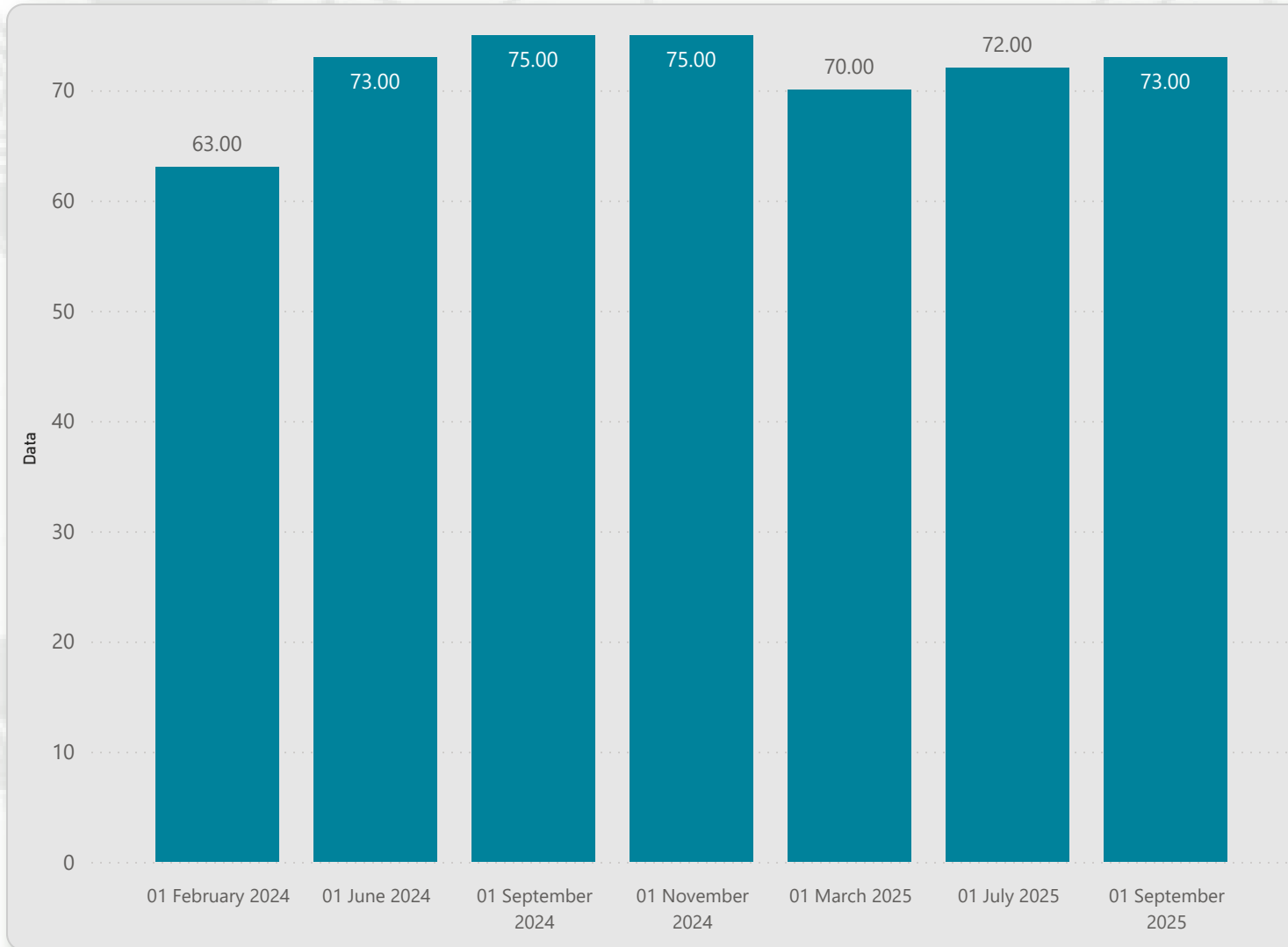
Monthly

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 has increased slightly compared to last quarter's figures. This well-being measure is collected through the WEMWBS program. This programme enables us to monitor mental wellbeing in the general population and evaluate projects, programmes and policies that aim to improve mental wellbeing.

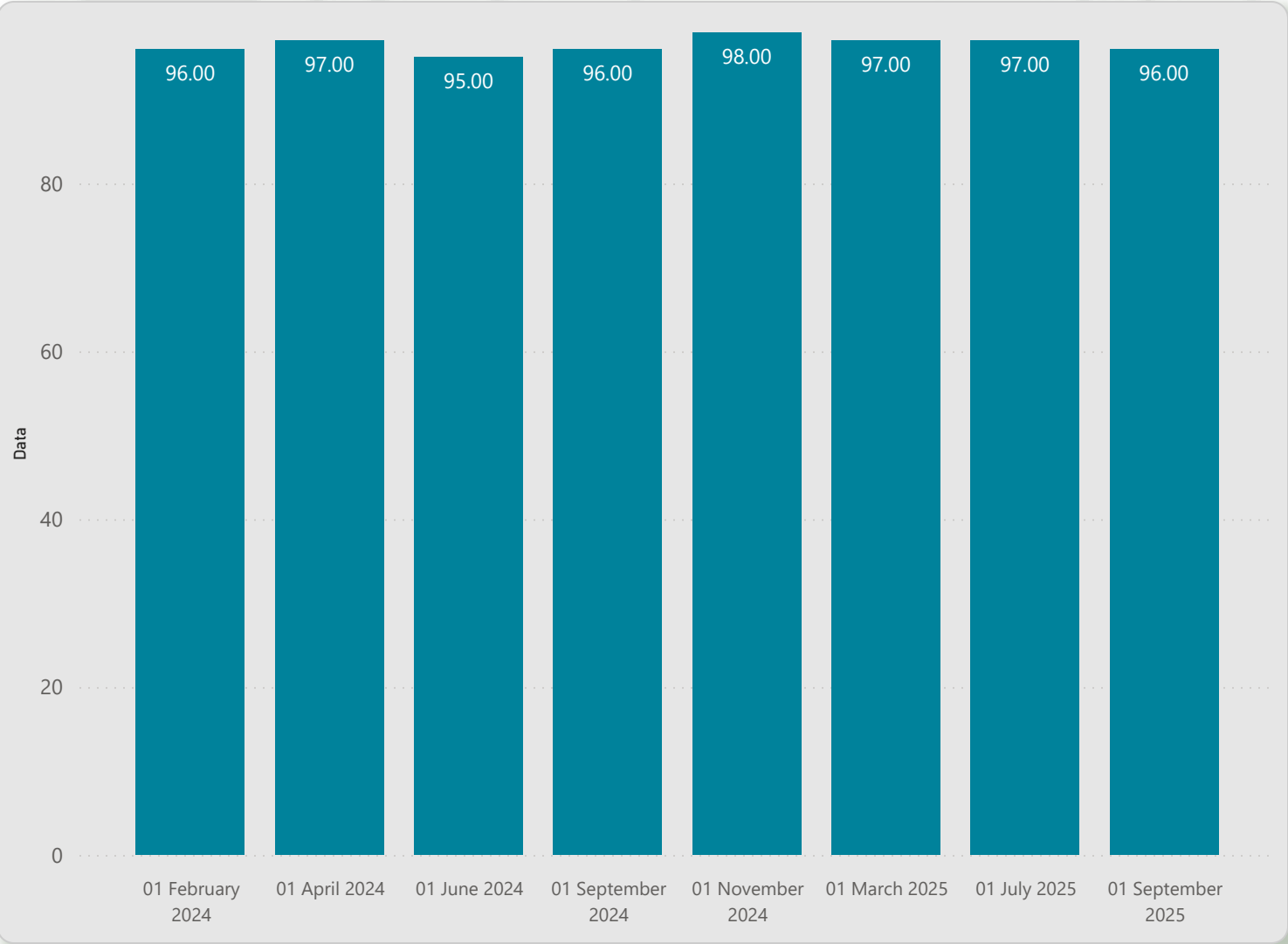
Monthly

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



This figure has remained consistently high over the last two years which reflects on the positive feedback we receive from the young people following attendance our sessions. The challenge now will be to continue to meet these standards and respond to some of the comments we receive to further develop the service. To enrich this data we collect quotes, case studies and host young people's voice forums.

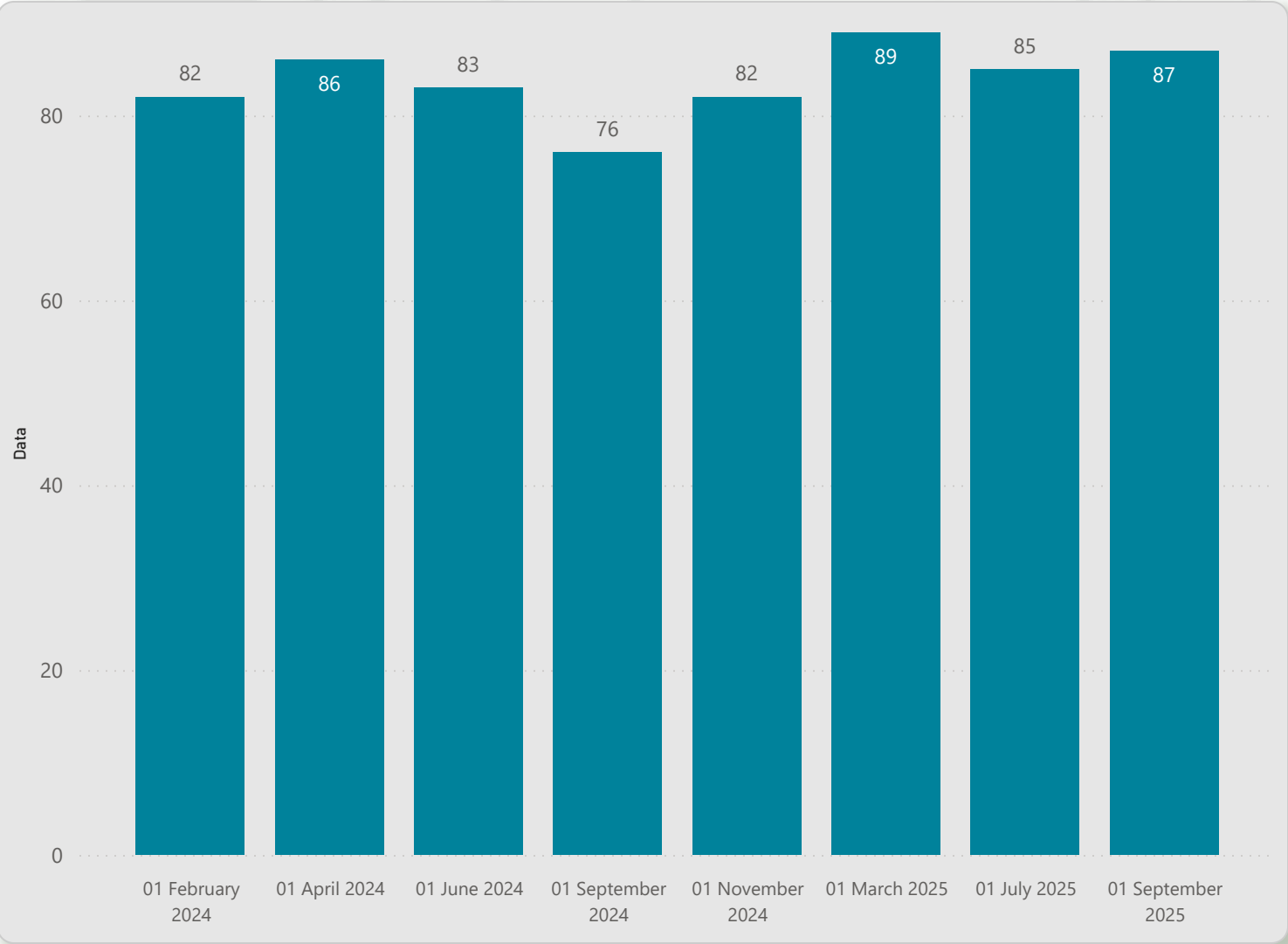
Monthly

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



This figure has remained stable over the past year, reflecting the constant demand for the support we provide. This is also related to the decrease in similar services available for 18–25 year olds in the county. The figure is expected to increase slightly over the next few months as more young people who have not engaged since leaving school or college begin to take advantage of the provision.

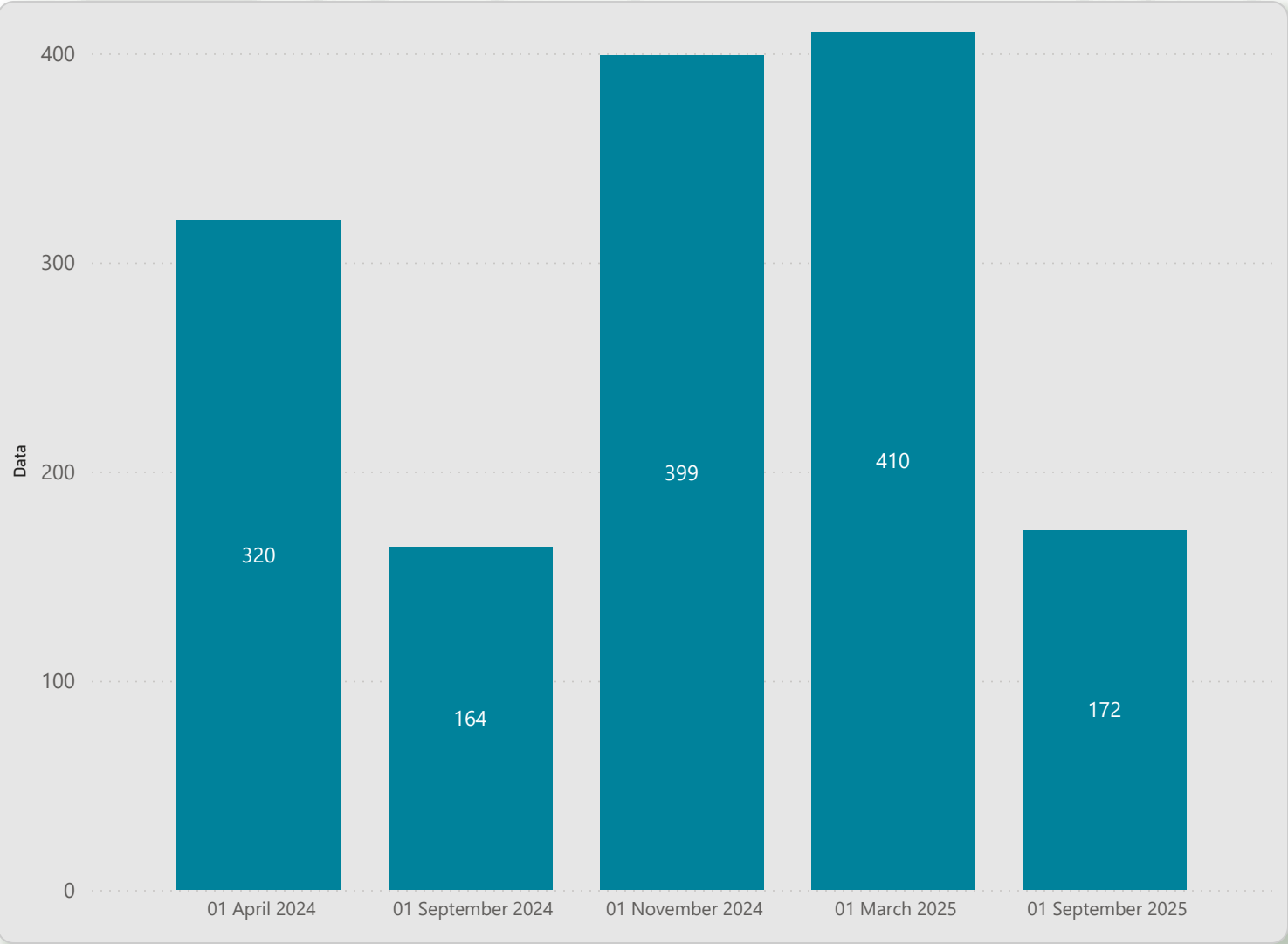
Monthly

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)



The number of individuals who have completed accreditation is lower in recent times, in line with the normal annual pattern over the summer holiday period when there is less accredited activity taking place. Nevertheless, the levels correspond to what was seen during the same period in previous years, which shows consistency in provision. The current figure also includes accreditations completed at the end of the previous academic year, reflecting the ongoing work of supporting young people to reach formal milestones before embarking on a new period of provision in September.

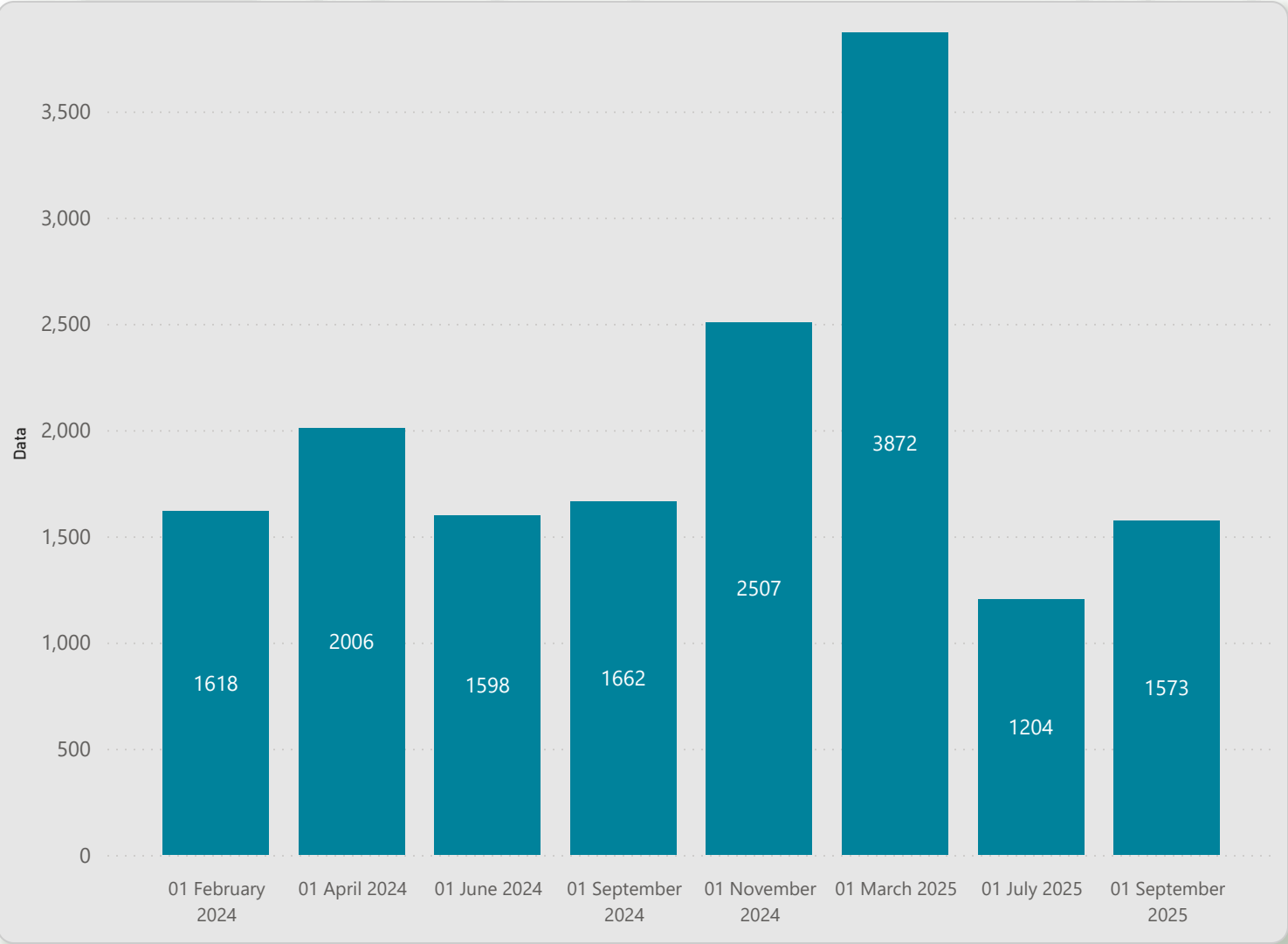
Monthly

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



In recent times, the number of individuals who have used the Youth Community Service is lower than in normal months. This is mainly because the community clubs, which are funded by the town councils were not operational from April to September. Nevertheless, the figures continue to be in line with the pattern seen in previous years, reflecting a stable trend. From September, the numbers show a significant increase, reflecting the return of young people to regular community provision and highlighting the continued importance of maintaining this activity as a central part of the county's youth service. 360 young people have used the service.

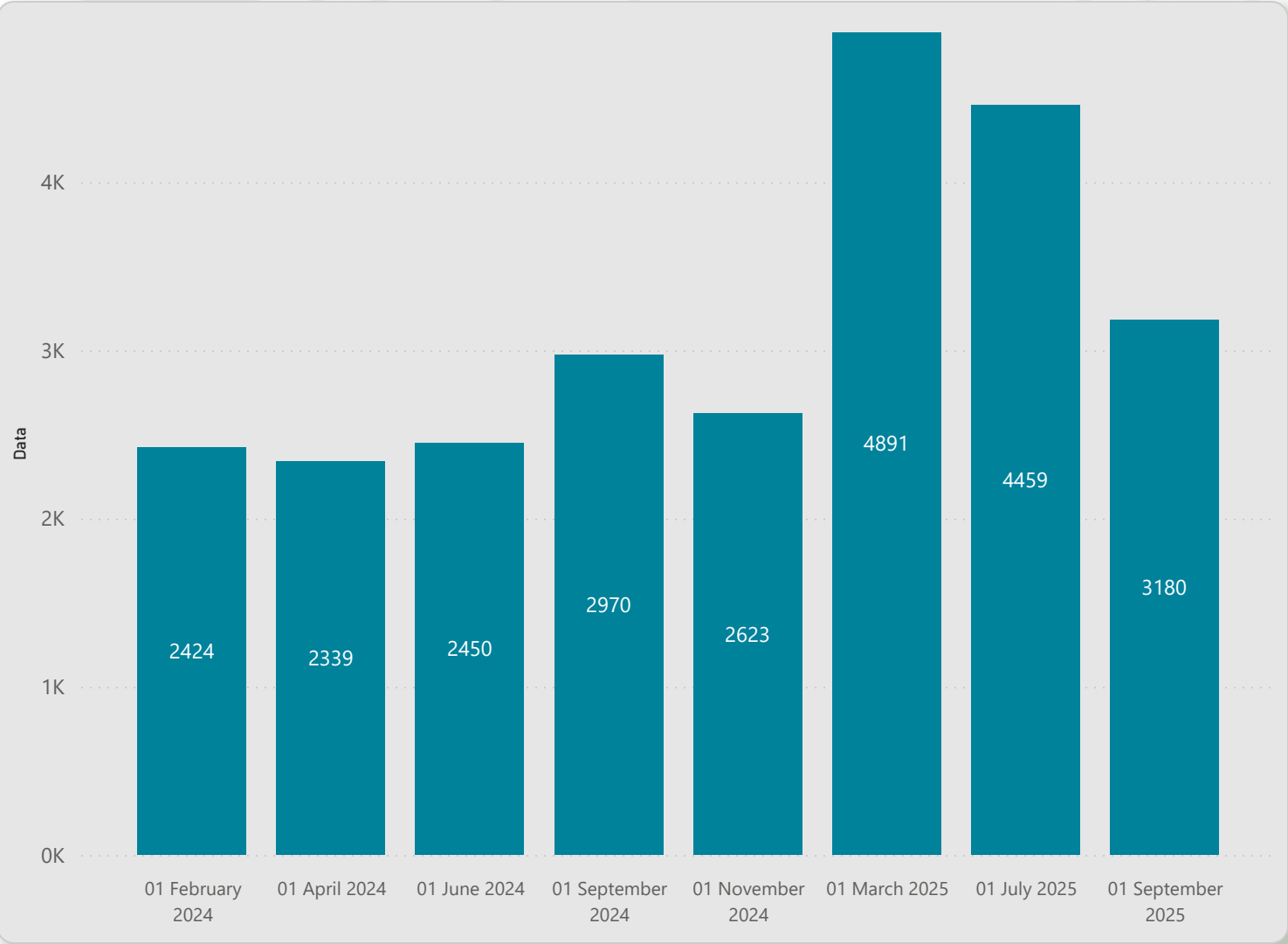
Monthly

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



In recent times, the number of 11–19 year olds who have used the Youth Support Service is lower than in previous months. This reflects the normal annual pattern, as this is the summer holiday period, and therefore there is less regular provision available in the schools. However, the figures continue to be in line with trends seen during the same period in previous years, which show consistency in usage. The data also includes participation in the Summer of Fun provision offered over the holiday period, as well as the restarting of activity in Secondary schools from September onwards. This suggests that the service continues to reach a similar level of young people, despite the seasonal changes in provision. 730 young people have used the service.

Monthly

Steffan Williams (ADDYSG)

Mandatory Training

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

35.20%

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

95.30%

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

49.30%

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

92.90%

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.