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Her Majesty's Inspectorate
for Education and Training in Wales



WALES AUDIT OFFICE
SWYDDFA ARCHWILIO CYMRU

Quality and standards in education and training in Wales

A report on the quality of

**Gwynedd
Local Authority**

November 2009

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

The purpose of Estyn is to inspect quality and standards in education and training in Wales. Estyn is responsible for inspecting:

- ▲ nursery schools and settings that are maintained by, or receive funding from, local authorities (LAs);
- ▲ primary schools;
- ▲ secondary schools;
- ▲ special schools;
- ▲ pupil referral units;
- ▲ independent schools;
- ▲ further education;
- ▲ adult community learning;
- ▲ youth support services;
- ▲ youth and community work training;
- ▲ local authority education services (LAES);
- ▲ teacher education and training;
- ▲ work-based learning;
- ▲ careers companies;
- ▲ offender learning; and
- ▲ the education, guidance and training elements of the Department for Work and Pensions funded training programmes.

Estyn also:

- ▲ provides advice on quality and standards in education and training in Wales to the National Assembly for Wales and others; and
- ▲ makes public good practice based on inspection evidence.

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Context

The inspection

- 1 Local authority (LA) service inspections are carried out under section 38 of the Education Act 1997 and the Children Act 2004. The inspection framework for this cycle is on the Estyn website www.estyn.co.uk.
- 2 This inspection took place from 09 November 2009 to 13 November 2009. This report focuses on the education services provided by Gwynedd County Council (the authority). Before the inspection, the authority undertook a review of its education services and produced a self-evaluation report as a part of its own review process.

Key judgements

- 3 The inspection team makes two key judgements about each service. These are:

(1) How good is the local authority's performance?

- 4 The authority's performance in discharging its responsibilities is rated on a four-point scale as follows:

Grade 1 good with outstanding features (***)

Grade 2 good features and no important shortcomings (**)

Grade 3 good features outweigh shortcomings (*)

Grade 4 shortcomings in important areas

(2) Will the local authority's performance improve?

- 5 The prospects of improvement are rated on a four-point scale as follows:

Grade 1 improvement prospects are good, with significant improvements already in place

Grade 2 improvement prospects are good, with no major barriers

Grade 3 some good prospects, but barriers in important areas

Grade 4 many important barriers to improvement

Key questions

- 6 In order to make the two key judgements, inspectors evaluate the authority's performance in relation to each of four key questions:
- How effective is the authority's strategic planning?
 - How effective are the authority's services?
 - How effective are leadership and management?
 - How well do leaders and managers monitor, evaluate and improve services?
- 7 These four key questions and the evaluations are set out in the findings section. They are recorded as grades, using the four-point scales set out at (1) and (2) above. All of the grades are included in the grade profile.

Youth Support Services Re-inspection

- 8 Youth support services in Gwynedd were inspected in 2008. This inspection was undertaken in accordance with the inspection framework for Youth Support Services. In order to make judgements, inspectors evaluate the services' performance in relation to each of the 7 key questions as follows:

1. How well do learners achieve?
2. How effective are teaching, training and assessment?
3. How well do the learning experiences meet the needs and interests of learners and the wider community?
4. How well are learners cared for, guided and supported?
5. How effective are leadership and strategic management?
6. How well do leaders and managers evaluate and improve quality and standards?
7. How efficient are leaders and managers in using resources?

- 9 The five-point scale used to represent Youth Support Services inspection judgements in this report is as follows:

Grade 1	good with outstanding features
Grade 2	good features and no important shortcomings
Grade 3	good features outweigh shortcomings
Grade 4	some good features, but shortcomings in important areas
Grade 5	many important shortcomings

- 10 In the 2008 inspection the inspection team awarded grade 4, some good features, but shortcomings in important areas to key question 5. The recommendations from the initial inspection are shown in Appendix 4.

- 11 As a result of the above grade falling below the quality threshold, a re-inspection was made of key questions 5 and progress against recommendations from the inspection. This progress and the re-grading of key question 5 are presented in this re-inspection report.
- 12 The arrangements for the re-inspection are set out in the relevant sector guidance which is available on the Estyn website www.estyn.gov.uk
- 13 Estyn's reports follow its guidance for the writing and editing of reports, which is available on the Estyn website (www.estyn.gov.uk). The table below shows the terms that Estyn uses and a broad idea of their meaning. The table is for guidance only.

Nearly all	with very few exceptions
Most	90% or more
Many	70% or more
A majority	over 60%
Half/around half	close to 50%
A minority	below 40%
Few	below 20%
Very few	less than 10%

Background to the local authority

- 14 Gwynedd is a rural county with small, scattered settlements and larger urban settlements, including Bangor and Caernarfon in the north, Pwllheli in the west, Porthmadog and Blaenau Ffestiniog in its centre and Tywyn and Dolgellau in the south. Gwynedd's economy is based primarily on agriculture and the services sector. It has substantial areas of economic and social deprivation.
- 15 Gwynedd has a low population density, The county covers over 12% of the surface area of Wales but has only approximately 4% of the population. The mid-year estimate for 2007 gave the population of Gwynedd as 118,374. There are approximately 28,500 children and young people aged 0-19 years. By 2021, it is anticipated that there will be a reduction of approximately 9% in the under 16 population.
- 16 Over 60% of the population of Gwynedd (over three years of age) speak, read and write Welsh, compared with 16% in the rest of Wales. The council's public administration is bilingual and the council seeks to ensure that people have services in their preferred language, be it Welsh or English. As part of the county's education language scheme, the local authority had adopted a bilingual education policy that is implemented in schools throughout the county.
- 17 Since 1 April 2009, the Council's senior management structure comprises the Chief Executive and 3 Corporate Directors, who are in the Leadership Team. Heads of Service and their Managers control operational matters and the management of service provision.

Political control

- 18 The council comprises 75 elected members. The majority of members belong to political groups as shown below:
 - Plaid Cymru – 35 members;
 - Independent – 18 members;
 - Labour – 4 members;
 - Liberal Democrats – 5 members; and
 - Llais Gwynedd - 13 members.
- 19 The Council Board, which is politically balanced, has 15 members including the Leader of the Council. The Board provides leadership and a policy framework for the Council. There is a Children and Young people's committee.
- 20 The education department is part of the Development directorate. The authority has with its neighbouring authority Gwynedd, established a joint schools advisory service, Cynnal to work across both authorities.

Schools and pupils

- 21 In September 2009, there were 17,479 3-18 year old pupils in Gwynedd's schools. Of these, 9,705 pupils were in the county's 103 primary schools, 7,631 pupils were in the 14 secondary schools and 143 pupils were in the county's three special schools. One of the special schools caters for pupils with emotional and behavioural difficulties; the other two provide for a wide range of pupils' additional learning needs. The percentage of pupils who have statements of special educational needs (2.99%) is below the average for Wales (3.06%). In January 2009, the percentage of pupils in Gwynedd who were entitled to free school meals was 11.5%. This is below the 16.2% average for all authorities in Wales. The percentage of the population of Gwynedd that comprises ethnic minorities across all age groups is 1.9%, compared with 3.8% for the whole of Wales. As the population density is low, many schools are small in terms of size and are scattered throughout the county.

Funding

- 22 Gwynedd Council has received below-average increases in its Revenue Support Grant in recent years. In this context, the council has had to identify savings across a range of budgets. Despite these below-average increases in funding, the Welsh Assembly Government's Standard Spending Assessment (SSA)¹ per head of population for Gwynedd Council in 2009/2010 remained among the highest of all local authorities in Wales. The Council has set its overall level of spending on all services at a level slightly above SSA for each of the last three years.
- 23 The education component of SSA (the education Indicator-Based Assessment (IBA)²) is also well above the Wales average; at £88.9 million for 2009/2010, the education IBA represents £5,238 for each pupil in Gwynedd schools compared with the Wales average of £4,661 per pupil. This reflects mainly the rural nature of Gwynedd and the additional cost associated with delivering education in rural areas. The education IBA is simply a means of distributing the Assembly Government's education budget to local authorities and is not intended as a spending target. Councils are free to spend at levels above or below IBA, in accordance with their priorities. Gwynedd Council's net education budget³ for 2009/2010 costs £4,987 per pupil compared with an average of £4,669 for Wales as a whole.
- 24 The number of pupils in Gwynedd schools fell by 2.1% during 2008/2009. Partly as a result, budgeted expenditure on schools increased by only 1.9% for 2009/2010, compared with 3.1% nationally. However, schools' delegated budgets increased by about 7.5%, mainly, as a result, of an increase in the level of specific grants and the further delegation of funding for pupils with additional learning needs. Delegated budgets per pupil (including grants) for both primary and secondary schools have therefore increased relative to those in other authorities. At £3,672 per pupil in 2009/2010, average primary school delegated budgets are eighth highest among local authorities in Wales, while average secondary school delegated budgets per pupil amount to £4,407 per pupil, second highest in Wales.

¹ SSA is the means by which the Welsh Assembly Government distributes Revenue Support Grant to local authorities.

² Education IBA is that part of SSA relating to the delivery of education services.

³ Net budgets exclude income from specific grants.

- 25 The council has invested about £30 million in capital expenditure on education over the five years to 2008/2009. This represents about £1,700 per pupil, well below the Welsh average of £1,900.

Partnership arrangements

- 26 The Children and Young People's Strategic Partnership and its sub-groups provide strategic leadership, management and planning of children and young people's services, including youth support services. This partnership and its sub-groups are currently restructuring following a review.
- 27 The Children and Young People's Plan (CYP Plan) covering the period 2008-2011 governs the work of the partnership and includes the action plan developed after the initial inspection of youth support services.

Summary

Local authority education services

	How good is the local authority's performance?	Will the local authority's performance improve?
Strategic management	3	3
Support for school improvement	1	1
Additional learning needs (ALN)	2	2
Support services	3	3

Strategic management

- 28 The quality of leadership shown by some elected members and the Council's Senior Management Team is clear and demonstrable. However, tensions between elected members from different political parties are a barrier to change and improvement.
- 29 The Council has a range of strategic documents designed to provide direction and drive improvement. However, these do not always reflect well enough the overall aims of the authority.
- 30 The major barrier to improvement is the continuing lack of progress on school reorganisation. The Council adopted without opposition, a new strategy that was developed with a high level of member involvement. Despite this, the Council has been unable to make timely decisions about school re-organisation.
- 31 The Children and Young People's Scrutiny Committee has strengthened its ability to challenge and scrutinise. However, officers do not always present information and benchmarked data in a way that helps members make recommendations to bring about change and to improve services. spacing?

Support for school improvement

- 32 The authority and Cynnal provide very good support, monitoring, challenge and intervention for all schools. These systems are well established and very effective. Schools, Cynnal staff and authority officers work very well together to analyse school performance and to set challenging targets to raise standards at all Key Stages. The roles and responsibilities of authority officers and Cynnal staff are clearly differentiated. This means that authority officers are able to provide a very good level of support for school improvement.
- 33 Performance data in all Keys Stages shows consistent improvement over a period of three years, and is currently within the first quartile across Wales at all Key Stages.
- 34 The authority is supporting the schools well in developing Learning Pathways for 14 to 19 year old learners, particularly in the use of learning coaches, and in the introduction of the Welsh Baccalaureate.

- 35 Supporting schools to improve learners' behaviour and confidence has been particularly effective. Advisers and advisory teachers deliver guidance and support with a high level of commitment and consistency in all areas of their work. Provision for under-fives is very good.
- 36 There is very good support for the professional development of staff, particularly from the North Wales Consortium.
- 37 The authority provides a wide range of appropriate training and support for school governors. However, attendance at these training events is often poor.

Additional learning needs (ALN)

- 38 Officers of the education department provide effective strategic leadership and set a clear vision. They have put in place appropriate policies that link well to the Assembly Government's guidance on ALN and Inclusion. Their approach of improving support for pupils with needs without issuing them with a statement is beginning to have a good impact.
- 39 The authority is involved in several initiatives that are effective in providing teachers and support staff with positive ways of engaging with pupils, and managing their behaviour to improve their standards of achievement.
- 40 Financial management of the ALN budget is not always effective. Inefficiencies in the ICT systems mean that not enough use is made of data to evaluate the cost of the service and link this with outcomes of groups of pupils with ALN, in order to demonstrate the impact of the work of the service.
- 41 The plans for Ysgol Coed Menai are slow in developing and there remain uncertainties about the pattern of provision, financial resources and timescale for putting these in place.

Support services

- 42 Nearly all schools have taken up the 10 support services available. The authority provides good information about the support services it offers and supports schools in choosing alternative services, when requested. The authority provides effective HR support to schools and the relationships between headteachers, school governors, trade unions and the authority are good.
- 43 Schools have access to a high quality document giving them advice on setting and controlling budgets. Nevertheless, school balances in Gwynedd are too high, with more than £3 million in school reserves. The council and education finance departments do not challenge the education department and schools enough.
- 44 Bilingual curriculum support for ICT is very good and schools rate this service highly, in the first quartile. Cynnal ensures that both the authority and schools receive a range of pupil attainment data promptly.
- 45 Both the Council's and Cynnal's bilingual websites provide a good range of useful information about all relevant education services and key documents. However, there continues to be a lack of clarity and understanding of property service provision.

- 46 Officers do not have effective mechanisms in place to monitor the quality of services provided and to collate feedback.

Youth Support Services Re-inspection

Key Question	Inspection grade 2008	Inspection grade 2009
5 How effective are leadership and strategic management?	4	3

- 47 Overall, the partnership has made satisfactory progress against the recommendations from the inspection of youth support services in 2008. There has been good progress against three recommendations and adequate progress against four recommendations.
- 48 The partnership, through the CYP Plan, has a clear vision and shared priorities to improve services and outcomes for young people. Performance management systems are robust and the partnership has made good links with other strategic partnerships. However, these structures are not mature enough yet to enable all relevant partners to contribute to the decision-making process, to share information and to contribute as equals.
- 49 The partnership has effective mechanisms in place to communicate with and listen to young people. In addition, the range of information services has improved since the last inspection. Youth support service staff, through training and support from the partnership, have a better understanding of the range of accreditation available.

Recommendations

- 50 In order to build upon the existing good work, the authority should:
- R1 build on the good level of member and public engagement, to find ways to address the high number of school places;
 - R2 find ways to meet the financial challenges facing the authority, including working with schools to reduce the high school balances;
 - R3 enable scrutiny and challenge to be more effective by improving the information provided to scrutiny committees;
 - R4 review plans for Ysgol Coed Menai and clarify provision, resources and timetable for putting these in place; and
 - R5 The Children and Young People's Strategic Partnership should;
 - improve communication and engagement with voluntary sector youth support services through the work of the partnership support team and Mantell Gwynedd; and
 - develop and deliver a youth service strategy to address local and national priorities.

Findings: How good is the local authority's performance and will it improve?

Strategic management

Performance

Grade 3: Good features outweigh shortcomings

Prospects for improvement

Grade 3: Some good prospects but barriers in important areas

- 51 The quality of leadership shown by elected members and the Council's Senior Management Team is good, clear and demonstrable. For example, the Education Portfolio Leader has worked very well with a member Task Group, to produce a new school reorganisation strategy. The Council has adopted this without opposition. The strategy seeks to work with stakeholders in addressing the issue. However, ongoing tension between elected members from different political parties continues to frustrate the Council's efforts to make progress.
- 52 Elected members and senior staff have a clear vision for the education service. They have put in place the planning framework, resources and partnership support to begin to implement this vision. However, there are inconsistencies in the way managers express the vision and this may mean that it is not clear to everyone concerned. For example, the Council does not always meet the aim to have the learner at the centre, as operational plans do not always contain targets to achieve this.
- 53 There was a high level of member involvement in developing a sound strategy for school reorganisation, which the council adopted without opposition. Despite this, the council has been unable to make timely decisions relating to school organisation. The council's lack of timescale for and progress on school re-organisation are barriers to improvement. There is a high degree of uncertainty as to whether the process of rationalising school places will keep pace with reducing pupil numbers and resources.
- 54 The authority has improved the clarity of the arrangements for assigning overall responsibility for services to children and young people, including education. Schools that responded place this between satisfactory and good in the Wales Audit Office's 2009 schools' perception survey.
- 55 The Council is making good improvements to its framework and procedures for strategic planning. The senior management team is beginning to challenge the future role and shape of the Council. Senior officers have a good level of professional knowledge and they know the service well. Most officers and advisers

focus well on the drive to secure improvement in schools and pupil achievement. However, the work of the education department is too often about the systems in use and officers are not focused enough on outcomes for learners.

- 56 The Council has laid a foundation on which to build improvement. For example, it has engaged well with schools, local communities and other stakeholders on its plans and priorities. Officers have established a good relationship with the authority's schools. The Council has a good range of strategic documents designed to provide direction and drive improvement. However, they do not always link well enough to education service priorities. The Council has put in place a good corporate performance management framework. However, the Council is not proactive and strategic enough in reviewing its systems and procedures. One example of this is the review of school funding formula.
- 57 The Children and Young People's Scrutiny Committee continues to strengthen its ability to challenge and scrutinise. However, the scrutiny committee's arrangements for challenging the Education department's performance are not as strong as the challenge shown to support improvement in schools. Officers do not always provide scrutiny with enough good quality information to help them to challenge the service. For example, although the authority has an appropriate range of data, elected members do not always have access to this in a way that helps them to use it to make decisions to improve services and outcomes. The council's self-assessment report does not provide enough evidence of rigorous challenge and analysis.

Support for school improvement

Performance

Grade 1: Good with outstanding features

Prospects for improvement

Grade 1: Improvement prospects are good, with significant improvements already in place

- 58 The authority and Cynnal provide very good support, monitoring, challenge and intervention for all schools. These systems are well established and very effective. Schools, Cynnal staff and authority officers work very well together to analyse school performance and to set challenging targets to raise standards at all Key Stages. The roles and responsibilities of authority officers and Cynnal staff are outlined clearly. This means that authority officers are able to provide a very good level of support for school improvement.
- 59 Procedures for schools to evaluate their own performance are both supportive and challenging. They allow authority officers to identify an appropriate level of support for schools based on clearly agreed and well-understood criteria. Intervention in schools requiring support, including schools in special measures, has recently improved and is good and targeted appropriately. Although a few schools have previously been in special measures, there are currently no schools in Gwynedd in this category. Schools identified as causing concern have very good on-going support from the authority and Cynnal.

- 60 There is a very good, transparent professional working relationship between the authority, Cynnal and the schools. The level of professional dialogue between school senior managers and advisers has risen, and the quality of self-evaluation has improved as a result.
- 61 There is a very good structure and clear direction to the formal co-operation of secondary head teachers, officers of the authority and Cynnal, both within the authority through the Strategic Management Group and the Quality Management Group, and across the neighbouring authorities of Ynys Môn and Conwy. The Good Practice Group is effective in identifying and sharing good practice across the three authorities, and across Wales, for example in the development of learners' skills at Key Stage 3.
- 62 The quality and range of data on school performance provided to all schools is very good. This data is comprehensive, is available early in the autumn term and is easily accessible to all schools. The data provides information on each school's progress over three years and benchmarked against similar schools within the authority and across Wales.
- 63 Performance data in all Key Stages shows consistent improvement over a period of three years, and is currently within the first quartile across Wales. The authority identified performance at Key Stage 2 to be below that expected. Because of intervention by authority officers and Cynnal staff, there has been significant improvement in standards at Key Stage 2 in 2009.
- 64 The advisory service has set schools the challenging target of achieving at least a Grade 2 in all Key Questions in Estyn inspections. Over the second half of the current inspection cycle, inspectors have generally awarded higher grades than in the first half of the cycle, particularly in Key Questions 2, 5 and 6.
- 65 The authority, through Cynnal, provides good, bilingual support in all National Curriculum subjects and in basic skills, the skills framework, and Assessment for Learning; these areas have a high priority within the service. Support for ICT is very good, particularly in the development of high-quality bilingual materials and training teachers in e-learning. The support for instrumental music is very good.
- 66 The authority supports schools well in developing Learning Pathways for 14 to 19 year old learners, particularly in the use of learning coaches and in the introduction of the Welsh Baccaulaureate. There are good working partnerships between schools, local colleges and Careers Wales. These partnerships have enabled the networks to develop a wide range of bilingual, vocational provision for learners at levels 1 and 2. The network is developing common systems to evaluate the quality of its work. It has established protocols to capture and share good practice in teaching and learning.
- 67 Supporting schools to improve learners' behaviour and confidence has been particularly effective through the introduction of the Webster-Stratton training programmes. .

- 68 The leadership and commitment of advisory staff to the work of partnerships in support of under-fives provision is very good. There is a good, co-ordinated approach to support children's wellbeing, and particularly to work with vulnerable families. Staff have provided a wide range of effective training in these areas.
- 69 There is very good support for the professional development of staff. The North Wales Consortium provides very good support for new head teachers, newly qualified teachers, leadership and management and teaching and learning strategies.

Additional learning needs (ALN)

Performance

Grade 2: Good features and no important shortcomings

Prospects for improvement

Grade 2: Improvement prospects are good, with no major barriers

- 70 The Service has effective strategic leadership that sets a clear vision and is well-supported with appropriate policies that link well to the Assembly Government's guidance on ALN and Inclusion.
- 71 Officers and advisers make good provision and provide high-quality professional advice and support for pupils with additional learning needs (ALN). Generally, pupils in all age ranges achieve good standards in learning and behaviour. For example, in relation to the relatively high percentage of pupils with statements of SEN, the percentage of pupils aged 15 leaving full time education without a recognised qualification is the 4th lowest in Wales.
- 72 The authority meets the statutory requirements of the SEN and Disability Act (2001).
- 73 The authority is effective in gaining the confidence of parents to make provision for pupils with special educational needs without going through the bureaucratic and expensive process of preparing a statement. This means the authority has reduced the percentage of pupils with statements of special educational needs (SEN) to 3%, just under the Wales average of 3.1%. Managers plan and monitor statutory assessment processes well and this has resulted in a significant reduction in statements over the past five years and frees up resources to use for making provision.
- 74 Despite this reduction in the number of statements, good communication between officers of the authority, the Joint SEN Committee, parents, schools and the charity which provides support to pupils with needs and their parents, SNAP, results in successful negotiation and agreement with most parents about provision. As a result, the rate of appeal to the SEN Tribunal in Wales (SENTW) is consistently low.

- 75 The authority's strategy for improving support for pupils without a statement is beginning to have an impact. Officers monitor rigorously the progress of all pupils with statements of SEN, and those receiving the 3* provision, giving particular attention to pupils moving between key stages and to those placed out-of-county.
- 76 Just over 73% of statemented pupils attend mainstream schools: this is the fourth highest number in Wales. In line with the authority's ALN and Inclusion policies, managers have firm plans in place to reduce further the 9% of these pupils presently educated in special classes or units at mainstream schools
- 77 Since the last inspection, the authority has clarified responsibilities for ALN. Schools now have good understanding of their responsibilities. The authority has clear criteria and guidance for the allocation of additional resources. There is appropriate representation on the Moderation Panel from headteachers, SENCOs and SNAP. The panel ensures the equitable allocation of additional resources. This has enabled the authority to pilot the delegation of ALN funds to secondary schools and larger primary schools. Early indicators, such as the rate of referrals to Moderation Panel, suggest that this has been effective.
- 78 Managers do not effectively manage the ALN budget. The budget is over-spent regularly by significant amounts. Much of this is due to the demands for 3* provision to support pupils without statements
- 79 A particular strength of the service is the analysis of data on the performance of individual pupils with ALN. Managers and staff do not make enough use of this data to evaluate the cost of the service, and link this with outcomes of groups of pupils with ALN. As a result, managers cannot fully demonstrate the impact of the work of the service. This means that planning of provision is not always strategic enough. To address this, the authority is developing its information systems and processes to ensure that financial accountability becomes more effective.
- 80 The authority provides fully bi-lingual services and provision for all its schools.
- 81 The authority works well with its partners to build the capacity of staff in mainstream schools to identify and meet pupils' additional learning needs. It has developed several initiatives that are effective in providing teachers and support staff with positive ways of engaging with pupils, and managing their behaviour to improve their standards of achievement. .
- 82 The multi-agency Team Around the Child service is responsive and accessible to schools and families.
- 83 The GAP ⁴team make good use of the key worker to make sure that disabled children and their families receive advice and support in a cohesive manner. This is particularly effective in the pre-school and early years.

⁴ Gwynedd Specialist Children's Service

- 84 The authority provides good support for transition. However, it is not doing enough to make sure that all parents, who might benefit from services such as SNAP, are made aware of them.
- 85 The authority has made very effective use of the Welsh Assembly Government grant 'Unlocking the Potential of Special Schools'. Managers co-ordinate the outreach work from the three special schools well. The authority has adopted this model to provide outreach support from special classes and units. This support is helping the authority to offer more mainstream places to pupils previously attending special classes and units.
- 86 Due to a number of factors the authority's plans to develop appropriate alternative provision to Ysgol Coed Menai are slow in developing and there remain uncertainties about the pattern of provision, financial resources and timescale for development.

Support Services

Performance

Grade 3: Good features outweigh shortcomings

Prospects for improvements

Grade 3: Some good prospects, but barriers in important areas

- 82 Nearly all schools have taken up the 10 support services available in Gwynedd as most schools report satisfaction with most services they receive. The authority provides good information about the variety of support services it offers and supports schools in choosing alternative services, when requested. The authority is currently revising its service level agreements in consultation with schools. See above some repetition
- 83 The Council's finance department offers good financial management. The authority has strong, reliable financial systems which have effective links with schools' systems. However, IT systems do not always match other systems used in the authority. This causes difficulties at times. . Schools have access to high quality advice on setting and controlling budgets. For example, schools with deficit budgets have agreed time-limited financial recovery plans. The finance department holds financial surgeries for primary headteachers and chairs of governors. However, school balances in Gwynedd are too high; there are more than £3 million in school reserves. Thirty five per cent of schools have balances of over ten per cent and half of schools have balances of over eight per cent. The authority and education finance departments are not proactive enough to bring pressure to bear on schools to reduce these balances. The funding formula, which protects smaller schools, has not been subject to a comprehensive and challenging review.
- 84 The authority provides effective HR and legal support to schools through school support officers and corporate HR officers. . Primary headteachers report that this system works well with secondary schools also rating it as good in the schools' perception survey.

- 85 HR provides good support for recruitment and issues contracts of employment within statutory time limits. Numbers of teachers, teaching assistants and other support workers are stable. The authority has had a few difficulties in recruiting to headships in small schools. There have been very few employment tribunal cases in the last three years and schools and trade unions praise the education department for its good industrial relations.
- 86 Bilingual curriculum support for ICT is very good. There is an effective strategy planned for the management and use of pupil performance data.
- 87 The Council's bilingual website provides the public with a good range of useful information about all relevant education services and key documents and also provides schools with a high quality education website, with useful bilingual curriculum materials, including e-learning materials.
- 88 The authority has appropriately reconfigured property related services and has dedicated officers in place for all schools. The authority has good information about the condition, sufficiency and suitability of all school buildings, which it updates annually. The authority has a few examples of good new school buildings, such as Ysgol Cae Top and Ysgol Pendalar. However, there continues to be a lack of clarity and understanding of service provision. To date the authority has not arranged regular meetings with headteachers to discuss and respond to their concerns. Property services do not always respond promptly to health and safety recommendations in Estyn school reports. Schools rate building maintenance services as poor and have done so for a number of years.
- 89 The education service carries out its statutory responsibilities for school meals, meets government nutritional standards and sources food locally. The service has modernised and upgraded catering facilities in schools.
- 90 The Appetite for Life pilot projects have had a positive impact on pupils' attitudes towards healthy eating. Primary school meal take up is 57%, secondary school meal take up is now 53% and both figures are well above the Welsh average. However, officers do not have effective mechanisms in place to monitor the quality of service provided and collate feedback from pupils.
- 91 Although the authority has a range of systems in place it lacks a comprehensive strategic approach which sets out agreed standards and protocols in the provision of all support services for schools. As a result, the quality of service provided varies too greatly and quality assurance processes are not sufficiently embedded.

Outcomes of the Re-inspection of Youth Support Services

- 82 Estyn used the progress against recommendations 1, 2 and 3 to re-grade key question 5. Progress against recommendations 1 and 3 is good and progress against recommendation 2 is adequate.

Key Question 5 – How effective are leadership and strategic management?

Grade 3: Good features outweigh shortcomings

- 83 The authority and the Children and Young People's Strategic Partnership show strong leadership, vision and commitment to improving services and outcomes for young people. The partnership makes good use of Ffynnon, the National Service Framework (NSF) and the council's own reporting systems to measure progress and determine the impact of services on young people. Good structures are in place to engage other partnerships in strategic planning and to monitor progress against the Children and Young People's Plan (CYP Plan). However, these structures are not mature enough yet to enable all relevant youth support services to contribute to the decision-making process, to share information and to contribute as equal partners. For example, the partnership does not engage well enough with all voluntary sector partners.
- 84 The CYP Plan sets out a clear vision for developing youth support services in Gwynedd. The specific targets, actions and outcomes in the plan enable the partnership to effectively meet the needs of young people. They achieve this by engaging key partners in the delivery and monitoring process. Almost all the strategic indicators in the CYP Plan are set against well-researched baseline figures that reflect both local and national priorities.
- 85 The partnership consulted well with young people and youth support agencies to identify needs and agree priorities for the CYP Plan. As a result, partners now work more effectively together towards common goals. These shared goals have improved their sense of ownership and accountability.
- 86 Cymorth funding is used effectively to meet the targets and outcomes of the plan. Detailed service level agreements enable the partnership to monitor the progress of commissioned projects well and assess their impact on young people. However, the partnership does not have transparent enough arrangements in place to manage and re-distribute any underspend.
- 87 The local authority youth service has worked well with elected members to map its current provision and to look at good practice elsewhere to inform its work. It has also put suitable structures in place to plan its work more effectively and evaluate outcomes. However, partly due to restructuring over the last year, the youth service has not yet completed work on creating a development strategy and an improved management information system.

- 88 The partnership has effective mechanisms in place to communicate with and listen to young people. For example, young people are able to express their views and access information through a designated website – *Gwynedd Ni*, a texting service and a mobile information unit called *Lori Ni*.
- 89 The partnership supports active participation well through focus groups, opinion booths, youth forums and schools councils. These forums help the partnership to research the impact of services on young people and to gather their views about the quality of support they receive. The *Clywed* quality mark is used well to raise awareness amongst organisations and businesses of young people’s rights and equal opportunities issues. This work links well with Gwynedd’s Children and Young People’s Entitlements Charter – *Hawliau Ni*. Young people, including those with disabilities, contribute well to the monitoring process for the *Clywed* quality mark and, as a result, gain important skills and increase their self-confidence. However, the service is currently limited to specific geographical areas and sectors.
- 90 Young people and a range of youth support services contributed well to the self-assessment report for the inspection. The process helped partners to realise the importance of self-assessment for measuring the outcomes of their work. However, self-assessment systems are not fully embedded across the partnership and, as a result, not all partners fully assess the impact of their work on young people.

Progress against other recommendations

R4	guarantee that every worker that deals with young people has received a criminal records bureau (CRB) check prior to starting work;
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- 91 The partnership has made good progress against this recommendation.
- 92 The council has developed a clear policy that requires relevant staff to have Criminal Records Bureau check prior to starting work with young people. The partnership has ensured that individual partners have a good understanding of the requirement for CRB checks to be undertaken. The Local Safeguarding Children Board provides an effective Framework to ensure quality and to train managers of agencies on their responsibilities regarding safeguarding, including CRB checking and the new Vetting and Barring Scheme.

R5	extend the opportunities for young people to gain access to formal recognition and accreditation for their work, as well as, develop their basic skills; and
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R6	evaluate and record the attainment and progress of young people consistently;
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- 93 The partnership has made adequate progress against these recommendations.
- 94 The partnership has put good arrangements in place to support individual organisations to extend the range of accreditation available to young people. The recently appointed Young People’s Strategy Officer works well to provide information to organisations regarding the availability of accreditation opportunities. This officer

also helps to share good practice between organisations and to support them to implement appropriate programmes and systems for recording evidence and measuring impact.

- 95 The number of young people who have been able to gain access to formal recognition for their work has increased since 2008. For example, the partnership has extended the opportunities for young people to gain accreditation through piloting the use of the Children and Young People's University.
- 96 The *Wythnos Ni* seminar provides a good opportunity to raise the awareness of providers of the opportunities to accredit young people's work. In addition, there is good focus on training youth workers to raise awareness of the opportunity to accredit young people's work. However, it is too early to see the full impact of this work on outcomes for young people.

R7	ensure that every member of staff plans effectively in order to challenge young people to aim for excellence.
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- 97 The partnership has made adequate progress against this recommendation.
- 98 The local authority youth service has provided a range of training for staff to support to help staff prepare more challenging and varied programmes. Targets and priorities for individual youth clubs for 2009-10 show an improved focus on work such as sexual or mental health or alcohol and drug awareness. IT provision within youth clubs is improving.

The local authority's response to the report findings

The Education Department takes pride in that Estyn recognizes the LEA's efforts to provide a very supportive, challenging and intervention service for every school. The inspection team's findings of the officers clear vision and effective strategy leadership in provision for pupils who have additional learning needs, is appreciated.

The recommendations noted will be valuable to improve the quality of the services. The Education Department will collaborate with schools, stakeholders and key partners when drawing up a post-inspection plan which will be implemented over the next 3 years.

A comprehensive report that will set the direction for the Education Department to continue effective implementation in raising standards and quality assurance, is welcomed.

The Education Department thanks the inspection team for their professionalism and kindness during the inspection period.

Appendix 1

Local authority performance data

The following table shows the percentage of statutory school age pupils entitled to free school meals in Gwynedd over the last three years.

	2007	2008	2009
Gwynedd	12.9%	12.6%	12.6%
Wales	17.4%	17.0%	17.8%
Rank (1=lowest)	6	6	6

Performance of schools in National Curriculum assessments and public examinations

The following tables compare the percentage of pupils in Gwynedd achieving the core subject indicator⁵ (CSI) in National Curriculum teacher assessments in key stages 1, 2 and 3 in the last three years with that of pupils throughout Wales⁶.

Key stage 1	2007	2008	2009
Gwynedd	80.6%	84.4%	84.2%
Wales	80.1%	80.7%	81.1%
Rank ⁷	12	4	5

Key stage 2	2007	2008	2009
Gwynedd	72.5%	76.9%	81.3%
Wales	74.1%	75.5%	77.0%
Rank	16	9	4

Key stage 3	2007	2008	2009
Gwynedd	61.5%	64.7%	69.1%
Wales	56.7%	59.6%	61.3%
Rank	5	3	3

At key stage 1, 2 and 3, the performance of pupils in Gwynedd schools in national curriculum assessments has improved between 2006 and 2009. Performance is above the Wales average at all three key stages and is better than expected when free school meal levels are taken into consideration.

⁵ The Core Subject Indicator represents the percentage of pupils achieving the expected level or above in English or Welsh (first language), mathematics and science in combination. The expected level of the majority of pupils at the end of key stage 1 is level 2, level 4 at key stage 2 and level 5 at key stage 3.

⁶ Sources: National Statistics: SDR 145/2007, National Curriculum Assessments of 7,11 and 14 year olds: Wales, 2007; SDR 129/2008, National Curriculum Assessments of 7,11 and 14 year olds: Wales, 2008; SDR 126/2009, National Curriculum Assessments of 7,11 and 14 year olds: Wales, 2009

⁷ When performance is compared to all the 22 authorities across Wales

The following tables compare the performance of pupils in all maintained settings in Gwynedd with that of pupils throughout Wales in external examinations at key stage 4.⁸

Percentage of pupils who achieved the level 1 threshold⁹	2006	2007	2008
Gwynedd	n/a	89.6%	89.2%
Wales	n/a	86.0%	86.8%
Rank	n/a	3	7

Percentage of pupils who achieved the level 2 threshold	2006	2007	2008
Gwynedd	n/a	61.3%	62.4%
Wales	n/a	55.0%	58.0%
Rank	n/a	4	4

Percentage of pupils who achieved the level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	2006	2007	2008
Gwynedd	n/a	n/a	50.7%
Wales	n/a	n/a	45.6%
Rank	n/a	n/a	3

Average wider points score	2006	2007	2008
Gwynedd	373.9	377.4	375.4
Wales	335.4	343.9	356.0
Rank	3	3	5

Percentage of pupils who attained the CSI at KS4	2006	2007	2008
Gwynedd	47.0%	45.9%	50.3%
Wales	39.7%	40.0%	44.4%
Rank	3	4	2

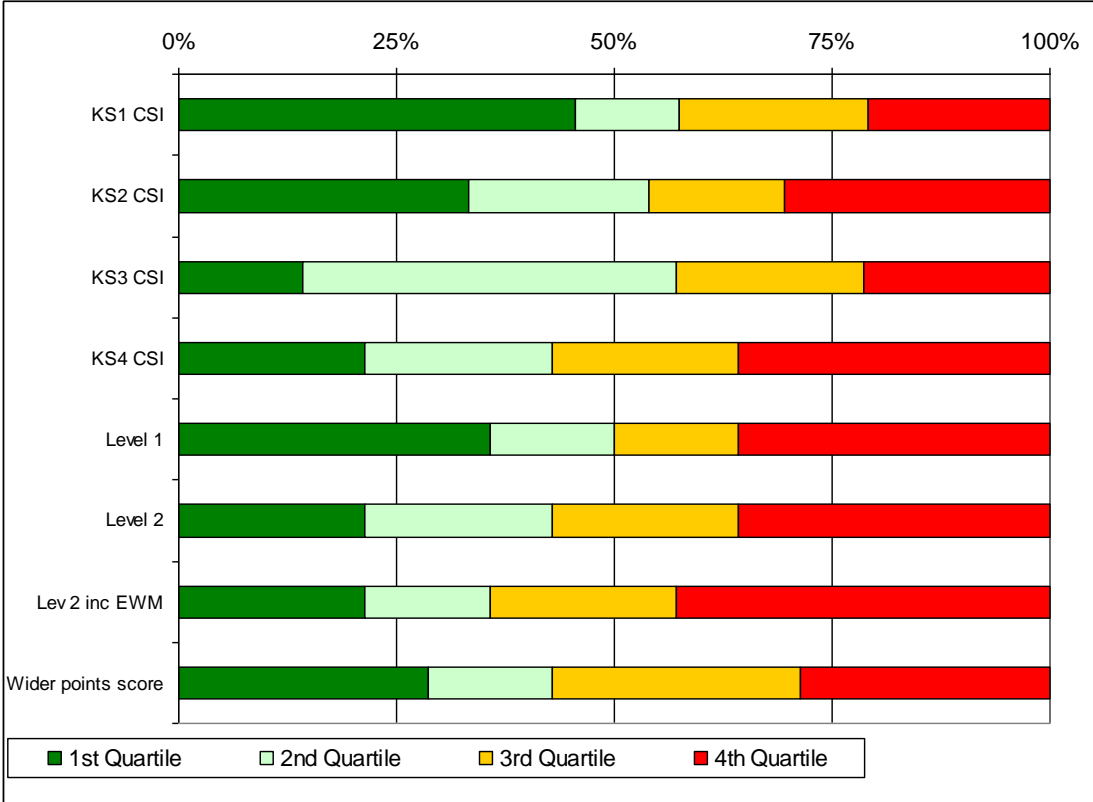
Percentage of pupils aged 15 leaving full time education without a recognised qualification	2006	2007	2008
Gwynedd	0.7%	0.5%	0.7%
Wales	2.1%	1.7%	1.5%
Rank	1	2	4

⁸ Sources: SDR 164/2006, GCSE/GNVQ and GCE A, AS and AVCE results in Wales, 2006; SDR 184/2007(R), GCSE/GNVQ and GCE A, AS, AVCE results in Wales, 2007; SDR 195/2008, Examination Results in Wales 2007/08

⁹ The new 'threshold' indicators represent a volume of approved external qualifications within the National Qualifications Framework. It consists of a wider range of qualifications than previously used. The 'level 1' threshold is equivalent to five GCSEs at grades D-G. The 'level 2' threshold is equivalent to five GCSEs at grades A*-C.

All indicators at key stage 4 have shown an improving trend between 2006 and 2008. Performance in all indicators is better than the Wales average and in most indicators Gwynedd performs better than expected when free school meals are taken into account.

The tables below show the distribution of Gwynedd schools within the all-Wales Free School Meals Benchmark Quarters¹⁰ for the Core Subject Indicator¹¹ at each key stage, and for the key stage 4 indicators. The chart shows this distribution for 2008 data.



Key stage 1 CSI

Percentage of schools in	First quarter	Second quarter	Third quarter	Fourth quarter
2006	36%	20%	22%	23%
2007	37%	17%	16%	30%
2008	46%	12%	22%	21%

¹⁰ Each year school examination and test results are grouped together according to free school meal entitlement. Each group of schools is then divided into four quarters. This allows comparison between similar schools across Wales.

¹¹ The Core Subject Indicator represents the percentage of pupils achieving the expected level or above in English or Welsh (first language), mathematics and science in combination.

Key stage 2 CSI

Percentage of schools in	First quarter	Second quarter	Third quarter	Fourth quarter
2006	36%	17%	21%	27%
2007	28%	20%	17%	35%
2008	33%	21%	16%	30%

Key stage 3 CSI

Percentage of schools in	First quarter	Second quarter	Third quarter	Fourth quarter
2006	14%	21%	14%	50%
2007	29%	21%	21%	29%
2008	14%	43%	21%	21%

Key stage 4 CSI

Percentage of schools in	First quarter	Second quarter	Third quarter	Fourth quarter
2006	21%	29%	36%	14%
2007	14%	50%	7%	29%
2008	21%	21%	21%	36%

When comparing the performance of Gwynedd schools in 2008 with that of similar schools on the free school meal benchmarks, performance at key stages 1, 2 and 3 is above average. At key stage 4, the majority of schools are in the bottom half when compared to similar schools for all indicators except the level 1 threshold.

The Welsh Assembly Government sets benchmarks for performance based on entitlement to free school meals, in maintained secondary schools only.

	2006		2007		2008	
	Gwynedd (Actual)	Expected benchmark comparison	Gwynedd (Actual)	Expected benchmark comparison	Gwynedd (Actual)	Expected benchmark comparison
KS3 CSI	61	63	62	63	66	65
GCSE 5A*-C	61	59	62	60	64 ^a	64
GCSE Average points score	46	44	46	45	383 ^b	382

^a Level 2 threshold in 2008 ^b Average wider points score in 2008

The data in the table overleaf differs from data referred to elsewhere in this report as this data only refers to pupils in mainstream schools and excludes pupils in PRUs, alternative education and special schools.

Performance in Gwynedd secondary schools has been very close to these benchmarks in each of the last three years and performance in 2008 was at or above expectations for all indicators.

Percentage of Year 11 leavers continuing in full-time education

	2006		2007		2008	
Gwynedd	79.1%	4th	79.5%	8th	80.5%	8th
Wales	75.7%		77.2%		79.2%	

Percentage of Year 11 leavers not in education training or employment (NEETs)

	2006		2007		2008	
Gwynedd	5.4%	8th	4.4%	2nd	5.7%	5th
Wales	6.4%		6.4%		7.1%	

The percentage remaining in full-time education has improved at a slower rate than the Wales figure since 2006 but is still above the Wales average. The percentage of young people in Gwynedd who are NEET has risen but at a slower rate than across Wales and performance is better the Wales average.

Attendance

Primary schools ¹²	2005-2006		2006-2007		2007-2008	
	Attendance	Unauthorised absences	Attendance	Unauthorised absences	Attendance	Unauthorised absences
Gwynedd	93.7%	0.5%	93.9%	0.4%	94.3%	0.4%
Wales	92.5%	1.0%	93.1%	0.9%	93.3%	0.9%
Rank	2	6	4	6	3	4

Secondaries schools ¹³	2006-2007		2007-2008		2008-2009	
	Attendance	Unauthorised absences	Attendance	Unauthorised absences	Attendance	Unauthorised absences
Gwynedd	91.0%	1.1%	91.4%	1.1%	90.9%	1.3%
Wales	90.7%	1.8%	91.0%	1.8%	91.0%	1.7%
Rank	7	7	6	5	12	9

In Gwynedd secondary schools, the levels of attendance have varied over the last three years but were slightly lower in 2009 than in 2006 and are now below the Wales average. Unauthorised absence has increased slightly in 2009 but is still below the Wales average.

In primary schools, the overall rate of attendance has improved since 2006 and is above the Wales average.

¹² Sources: National Statistics: SDR 25/2006, Absenteeism from Primary Schools in Wales, 2004/05; SDR 24/2007, Absenteeism from Primary Schools in Wales, 2006; SDR 23/2008, Absenteeism from Primary Schools in Wales, 2007

¹³ Sources: National Statistics: SDR 163/2007 (R), Absenteeism from Secondary Schools in Wales, 2006/07; SDR 170/2008, Absenteeism from Secondary Schools in Wales, 2007/08; SDR 152/2009, Absenteeism from Secondary Schools in Wales, 2008/09

Permanent and fixed exclusions from secondary schools¹⁴

Permanent exclusions (rate per 1,000 pupils)	2005-2006	2006-2007	2007-2008
Gwynedd	4.0	2.6	1.8
Wales	1.9	1.2	1.0
Rank	.	.	.

· denotes that the data item is not applicable. The number of permanently excluded pupils from some local authorities are not published as the figures may be disclosive, as a result it is not possible to rank the authorities.

Fixed term five days or fewer (rate per 1,000 pupils)	2005-2006	2006-2007	2007-2008
Gwynedd	19.2	25.9	38.2
Wales	70.7	71.1	70.5
Rank	2	3	3

Fixed term of six days or more (rate per 1,000 pupils)	2005-2006	2006-2007	2007-2008
Gwynedd	3.3	3.2	4.4
Wales	9.0	9.0	7.7
Rank	1	1	6

Average number of days lost from school by all fixed term exclusions (rate per 1,000 pupils)	2005-2006	2006-2007	2007-2008
Gwynedd	4.5	3.8	3.5
Wales	3.4	3.5	3.2
Rank	20	14	14

Rates of permanent exclusions are improving but the rate of fixed term exclusions of 5 days or fewer and six days or more increased between 2006 and 2008. However, all rates of exclusion are far lower than the Wales average. The average number of days lost through all fixed term exclusions is reducing but is still higher than the Wales average.

¹⁴ Sources: National Statistics: SDR 29/2005, Exclusions from Schools in Wales, 2003/04; SDR 32/2006, Exclusions from Schools in Wales, 2004/05; SDR 32/2007, Exclusions from Schools in Wales, 2005/06; SDR 51/2009, Exclusions from Schools in Wales, 2007/08

Estyn school inspection outcomes

The following table shows the inspection grades for schools inspected in Gwynedd during the three-year period from September 2006 to August 2009:

Key to colours and numbers used in the table:

1 Good with outstanding features	2 Good features and no important shortcomings	3 Good features outweigh shortcomings	4 Some good features, but shortcomings in important areas	5 Many important shortcomings
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School	KQ1	KQ2	KQ3	KQ4	KQ5	KQ6	KQ7
Ysgol Y Gorlan	1	1	1	1	1	1	1
Ysgol Bro Plennydd	1	1	1	1	1	1	1
Ysgol Bro Tryweryn	1	1	1	1	1	1	1
Ysgol Gynradd Cae Top	1	1	1	1	1	1	1
Ysgol Y Manod	1	1	1	1	1	1	1
Ysgol Edmwnd Prys	1	1	1	1	1	2	1
Ysgol Y Traeth	1	1	1	1	1	2	1
Ysgol Gynradd Bethel	2	1	1	1	1	2	1
Ysgol Y Moelwyn	2	2	1	1	1	1	1
Ysgol Dolbadarn	2	2	1	1	1	2	1
Ysgol Y Garnedd	2	2	1	1	1	2	1
Ysgol Bro Cynfal	2	2	1	1	1	1	2
Y.G. Y Groeslon	2	2	2	2	1	1	1
Ysgol Gynradd Brithdir	1	2	1	2	1	2	2
Ysgol Gynradd Eder	1	1	2	2	2	2	1
Ysgol Pendalar	1	1	1	1	2	3	2
Ysgol Pont Y Gof	2	2	1	1	2	2	2
Ysgol Tryfan	1	2	2	1	2	2	2
Ysgol Bro Lleu	2	2	2	1	1	2	2
Ysgol Gwaun Gynfi	2	2	2	1	1	2	2
Ysgol Gynradd Y Ganllwyd	2	2	2	1	2	2	1
Ysgol Botwnnog	2	2	1	1	2	2	2
Ysgol Gynradd Y Felinheli	2	2	1	1	2	2	2
Ysgol Waunfawr	2	2	1	1	2	2	2
Ysgol Ieuan Gwynedd	2	2	2	1	2	2	2
Ysgol Yr Hendre	2	2	2	1	2	2	2
Ysgol Tregarth	2	2	2	1	2	2	2
Ysgol Gynradd Hirael	2	2	2	1	2	2	2
Ysgol Gynradd Nefyn	2	2	1	2	2	2	2
Ysgol Brynaerau	2	2	2	2	2	2	2
Ysgol Gymuned Penisarwaun	2	2	2	2	2	2	2
Ysgol Llanybi	2	2	2	2	2	2	2
Ysgol Pentreuchaf	2	2	2	1	2	2	3
Ysgol Brynrefail	2	2	3	1	2	2	2
Ysgol Dyffryn Ogwen	3	2	2	1	2	2	2

Ysgol Beuno Sant Y Bala	2	2	2	2	2	2	2
Ysgol Bronyfoel	2	2	2	2	2	2	2
Ysgol Gynradd Brynchrug	2	2	2	2	2	2	2
Ysgol Gynradd Corris	2	2	2	2	2	2	2
Ysgol Gynradd Talsarnau	2	2	2	2	2	2	2
Ysgol Gynradd Y Parc	2	2	2	2	2	2	2
Ysgol Llanbedrog	2	2	2	2	2	2	2
Canolfan Brynffynnon	2	2	2	1	2	3	2
Ysgol Dyffryn Ardudwy	2	2	2	2	2	2	2
Ysgol Y Garreg	2	2	2	2	2	2	2
Ysgol Llidiardau	2	2	2	2	2	2	2
Ysgol Tanycastell	2	2	2	2	2	3	2
Y.G. Rhostryfan	2	2	2	2	2	3	2
Ysgol Crud Y Werin	2	2	2	2	2	3	2
Ysgol Yr Eifl	2	2	2	2	2	3	2
Ysgol Syr Hugh Owen	2	2	2	2	2	2	3
Ysgol Glanadda	3	2	2	2	3	3	2
Ysgol Gynradd Dolgellau	2	2	2	3	3	2	3
Ysgol Y Friog	3	2	2	2	3	3	3
Ysgol Gynradd Llanegryn	3	3	3	3	2	3	2
Ysgol Y Berwyn	3	3	2	2	4	4	3
Ysgol Gynradd Chwilog	3	3	3	3	4	4	3
Ysgol Glancegin	4	3	4	2	4	4	4

Five schools have been placed in a category by Estyn in the last three years. No schools are currently in a category.

Appendix 2

The grade profile

	How good is the local authority's Performance	Will the local authority's performance improve?
Strategic management	3	3
Support for school improvement	1	1
Additional learning needs (ALN)	2	2
Support services	3	3

Key question	1 How effective is the local authority's strategic planning?	2 How effective are the local authority's services?	3 How effective are leadership and management?	4 How well do leaders and managers monitor, evaluate and improve services?
Strategic management	3	3	3	3
Support for school improvement	1	1	1	1
Additional learning needs (ALN)	2	2	2	2
Support services	3	3	3	3

Appendix 3

The inspection team

Angharad Reed HMI	Estyn	Reporting Inspector
Jassa Scott HMI	Estyn	Team Inspector
Ann Jones HMI	Estyn	Team Inspector
Susan Roberts HMI	Estyn	Team Inspector
Huw Collins HMI	Estyn	Team Inspector
Liam Kealy HMI	Estyn	Team Inspector
Terwyn Tomos AI	Estyn	Team Inspector
Maldwyn Pryse AI	Estyn	Team Inspector
Cefin Campbell AI	Additional Inspector	Team Inspector (youth)
Meinir Vaughan-Jones AI	Carmarthenshire County Council	Team Inspector (Youth)
Michael Palmer	Wales Audit Office	Team Inspector
Alun Rees	Carmarthenshire County Council	Peer Assessor
Orina Pritchard	Gwynedd County Council	Provider nominee
Darren Pritchard	Gwynedd County Council	Provider nominee

Appendix 4

Recommendations from the inspection of youth support services in March 2008

- R1 complete the process of mapping youth support services and the resources available in order to achieve the statutory duty of co-ordinating services through filling gaps in provision that have been identified and avoiding duplication;
- R2 strengthen self-assessment processes to ensure that evaluation and judgments are based on robust evidence of performance and progress;
- R3 ensure that performance management systems:
- evaluate how effectively the authority co-ordinates youth support services;
 - measure the quality, impact and performance of services; and
 - make more effective use of management data in order to plan more effectively;
- R4 guarantee that every worker that deals with young people has received a criminal records bureau (CRB) check prior to starting work;
- R5 extend the opportunities for young people to gain access to formal recognition and accreditation for their work, as well as, develop their basic skills;
- R6 evaluate and record the attainment and progress of young people consistently; and
- R7 ensure that every member of staff plans effectively in order to challenge young people to aim for excellence.