

# Public Document Pack



CYNGOR SIR  
YNYS MÔN  
ISLE OF ANGLESEY  
COUNTY COUNCIL

Dr Gwynne Jones.  
Prif Weithredwr – Chief Executive  
CYNGOR SIR YNYS MÔN  
ISLE OF ANGLESEY COUNTY COUNCIL  
Swyddfeydd y Cyngor - Council Offices  
LLANGFNI  
Ynys Môn - Anglesey  
LL77 7TW

Ffôn / tel (01248) 752500  
Ffacs / fax (01248) 750839

<b>RHYBUDD O GYFARFOD</b>	<b>NOTICE OF MEETING</b>
<b>PWYLLGOR SGRIWTINI PARTNERIAETH AC ADFYWIO</b>	<b>PARTNERSHIP AND REGENERATION SCRUTINY COMMITTEE</b>
<b>DYDD LLUN, 26 MEDI, 2016 am 2.00 o'r gloch y.p.</b>	<b>MONDAY, 26 SEPTEMBER 2016 at 2.00 pm</b>
<b>YSTAFELL BWYLLGOR 1, SWYDDFEYDD Y CYNGOR, LLANGFNI</b>	<b>COMMITTEE ROOM 1, COUNCIL OFFICES, LLANGFNI</b>
<b>Swyddog Pwyllgor</b>	<b>Shirley Cooke 01248 752514 Committee Officer</b>

## **AELODAU / MEMBERS**

Cynghorwyr / Councillors:-

### **Annibynnol / Independent**

D R Hughes (Cadeirydd/Chair), Richard Owain Jones and Dafydd Rhys Thomas  
Sedd Wag/Vacant Seat

### **Plaid Cymru / The Party of Wales**

T Ll Hughes, Carwyn Jones, Alun W Mummery (Is-Gadeirydd/Vice-Chair) and Dylan Rees

### **Plaid Lafur Cymru/Wales Labour Party**

Sedd Wag/Vacant Seat

### **Heb Ymuno / Unaffiliated**

R.Ll.Jones

**Aelodau Ychwanegol/Additional Members (gyda hawl pleidleisio ar faterion addysg/with voting rights in respect of educational matters)**

**Parch./Rev. Robert Townsend (Yr Eglwys yng Nghymru/The Church in Wales) and Mr. Keith Roberts (Yr Eglwys Babyddol Rufeinig/The Roman Catholic Church)**

**Aelod Cyfetholedig/Co-opted Member (Dim Hawl Pleidleisio/No Voting Rights)  
Mr Gerallt Llewelyn Jones ( Rheolwr Gyfarwyddwr/Managing Director - Mentor Môn)**

## A G E N D A

**1     APOLOGIES**

**2     DECLARATION OF INTEREST**

To receive any declaration of interest from any Member or officer in respect of any item of business.

**3     MINUTES (Pages 1 - 8)**

To submit for confirmation, the draft minutes of the previous meeting held on 19<sup>th</sup> July, 2016.

**4     NORTH WALES JOINT PROTOCOL ON MANAGING UNAUTHORISED ENCAMPMENTS (Pages 9 - 22)**

To submit a report by the Head of Housing Services.

**5     COMMUNITY SAFETY PARTNERSHIP (ANGLESEY AND GWYNEDD) (Pages 23 - 74)**

To submit a report by the Community Safety Delivery Manager (Anglesey and Gwynedd).

**6     EFFECTIVENESS OF THE SUPPORT OFFERED BY GWE IN IMPROVING OUTCOMES FOR ORANGE AND RED CATEGORY SCHOOLS 2014-16 (Pages 75 - 98)**

To submit a report by the Head of Learning and the Senior Challenge Advisor GwE.

**7     WORK PROGRAMME (Pages 99 - 102)**

To submit the Work Programme by the Scrutiny Officer.

## **PARTNERSHIP AND REGENERATION SCRUTINY COMMITTEE**

### **Minutes of the meeting held on 19 July 2016**

**PRESENT:** Councillor Derlwyn Rees Hughes (Chair)  
Councillor Alun Wyn Mummery (Vice-Chair)

Councillors T LI Hughes, W T Hughes, Carwyn Jones, R LI Jones and Dylan Rees.

Councillor Aled M. Jones – Portfolio Holder (Housing & Social Services) (In respect of Items 4 & 5).

#### **Other Members of the County Council invited to attend**

Councillors R.A. Dew, Jim Evans, Jeff M. Evans, John Griffith, K.P. Hughes, Vaughan Hughes, T.V. Hughes, H. Eifion Jones, R. Meirion Jones, J. Arwel Roberts, Peter S. Rogers, Alwyn Rowlands.

**IN ATTENDANCE:** Chief Executive,  
Assistant Chief Executive (Governance and Business Process Transformation) (In respect of Items 4 & 5),  
Assistant Chief Executive (Partnerships, Community and Services Improvements) (In respect of Item 6),  
Head of Democratic Services,  
Policy and Strategy Manager (CWO) (In respect of Item 6),  
Technical Services Manager (DR) (In respect of Items 4 & 5),  
Senor Property Officer (GJ) (In respect of Items 4 & 5),  
Scrutiny Manager (BS),  
Scrutiny Officer (GR),  
Committee Officer (MEH).

**APOLOGIES:** Councillors Richard O. Jones, Dafydd R. Thomas – Members of the Committee

Councillors Lewis Davies, Llinos M. Huws, Raymond Jones, Bob Parry OBE, Ieuan Williams

**ALSO PRESENT:** Mrs. Nia Haf Davies – Planning Policy Manager (Joint Planning Policy Unit – Gwynedd and Anglesey).

Mr. Mike Evans, Senior Planning Officer (Joint Planning Policy Unit – Gwynedd and Anglesey).

Ms. Rebecca David-Knight, Principal Consultant – Wales Centre for Public Scrutiny.

The Chair wished to sympathise with the Leader of the Council, Councillor Ieuan Williams and his family on the recent loss of his mother. Members and Officers also wished to extend their sympathy to Councillor Williams.

## **1 APOLOGIES**

As noted above.

## **2 DECLARATION OF INTEREST**

No declaration of interest received.

## **3 MINUTES**

The minutes of the following meetings were confirmed :-

- Minutes of the meeting held on 12 May, 2016
- Minutes of the extraordinary meeting held on 13 May, 2016

## **4 TEMPORARY STOPPING PLACES FOR GYPSIES AND TRAVELLERS - CENTRE OF THE ISLAND**

Submitted – a report by the Head of Housing Services in relation to the above.

The Portfolio Holder (Housing & Social Services) stated that three sites were considered :-

Site 1 - Strip of land between the A55/A5 between Llanfairpwll and Star Crossroads;  
Site 2 - Parcel of land at Gaerwen smallholding;  
Site 3 - Land adjacent to the A5 near Cymunod Farm, Bryngwran.

He noted that following extensive consultation it was considered that the site identified in Bryngwran was unsuitable due to issues raised by the Highways Authority regarding the access to the site not meeting the minimum visibility safety requirements. Sites 1 and 2 remained for consideration as temporary stopping places for gypsies and travellers.

The Assistant Chief Executive (Governance and Business Process Transformation) reported that in the period of consultation there have been Drop-In events and meetings with the Community Councils for the locations where sites could be situated. Questionnaires were completed online and correspondence received from numerous residents and businesses. Responses from public sector consultees were also received which were included with the report to this Committee.

The Officer stated that there are factors in favour and against the sites at Gaerwen and Star. Gaerwen smallholding is currently in the ownership of the County Council and access via the A55 would not impinge on local villages, however the proximity to the Science Park needs to be considered. The Gwynedd Archaeological Planning Service have noted a Major Restraint; this does not rule out this site since staged archaeological investigations, combined with careful consideration during the design of the site, could address these concerns. There are fewer economic development and technical concerns about the site at Star, however there would be additional costs due to the need to purchase two separate pieces of land to establish a site.

The Chair afforded Mr. Mark Inwood who is a resident and was representing the residents of Star, Gaerwen the opportunity to address the meeting. Mr. Inwood stated that a lot of work and effort has been made in understanding the policies with regard to how the Council has approach a decision with regard to the site in Star. He stated that presently the residents of Star are unable to accept the policies used by the authority; there is no reference as to whether the site is within a Landscape Conservation Area. The residents have numerous issues regarding the assessment process, one key concerns is that no risk assessment has been made on the site in Star; it is Mr. Inwood's view that it is a legal requirement that such an assessment is made. Mr. Inwood further stated that recent correspondence between him and Council officials was not afforded to members of the Committee until 24 hours before the meeting; therefore the residents of Star have lost trust in the authority's processes with regard to the traveller's site in Star and have no option but to trigger the complaints process with the Local Government Ombudsman. The Assistant Chief Executive (Governance and Business Process Transformation) responded and stated that the Authority has extensively responded to issues raised in recent correspondence and a meeting has been held between Officers and Mr. Inwood to address his concerns.

The Planning Policy Manager (Joint Planning Policy Unit – Gwynedd and Anglesey) stated that she was confident that the Authority had addressed issues raised with regard to the proposed Star Temporary Travellers Place; the factors the Authority have used to consider that the site are clearly documented in the consultation document and are acceptable. Other factors were also considered, such as accessibility, infrastructure, physical and environmental factors, habitat and protected species when deciding of specific potential stopping places. Other issues raised by Mr. Inwood are more appropriate to be addressed as part of site design and in preparing a planning application, whilst others relate to the operational management of any site.

The Committee considered the report and raised the following main issues :-

- A risk assessment needs to be undertaken on every potential traveller's site. The Assistant Chief Executive (Governance and Business Process Transformation) responded that once a site has been earmarked, a site design will be undertaken and thereafter a planning application will need to be made to the local authority. A risk assessment will be part of the planning application process; the Planning Policy Manager confirmed that there is no requirement to undertake a risk assessment to identify sites for inclusion in the Joint Development Plan;
- Questions were raised as to the possibility of gypsies and travellers deciding not to use the designated sites and encamping on unauthorised land on the Island. The Assistant Chief Executive (Governance and Business Process Transformation) responded that dialogue has been undertaken through an Independent Facilitator with the gypsies and travellers and it is understood that some have visited the Island over a number of years and would only need a site for a short period every year. They have stated that they would use a designated site and would be willing to pay a fee for the use of the site. This had been reaffirmed when the Technical Services Manager visited the unauthorized encampment at Mona during July; he was certain that the two sites identified are suitable;
- Councillors stated that both sites at Gaerwen and Star would be visible from the A55/A5. The Officer's responded that screening options would need to be discussed during the site design process before submitting a planning application;
- Councillors referred to recent reports that travellers had left a site in Mona in an untidy state with waste left all over the land. The Assistant Chief Executive (Governance and Business Process Transformation) responded that she visited the site following the departure of the traveller's and the land where the caravans had been sited was not

left in an untidy state, though there had been fly-tipping of industrial waste in another part of the site;

- Questions raised regarding how the Authority will monitor and control the gypsy and travellers sites. The Assistant Chief Executive (Governance and Business Process Transformation) responded that resources will need to be put in place to open the site when required, and to liaise with the Gypsies and Travellers in advance of their visits; the authority will work closely with North Wales Police in designing the site and agreeing site management arrangements;
- Concerns regarding the impact on the Science Park in attracting businesses to the site and potential of having to secure the Park so that it is not accessible to the use of the local residents;
- A Councillor raised questions about what he perceived to be inconsistencies in the consultation document, as well as some responses from Community Councils not included;
- No information available about the costs of preparing Temporary Stopping Places for gypsies and travellers have been made available. The Assistant Chief Executive (Governance and Business Process Transformation) responded that there are three types of costs – land will need to be purchased if the site in the Star is approved; costing will need to be calculated with regard to the creation of access to either site as well as preparing facilities for hard standing and screening; thereafter costing regarding the running of the site will apply regardless of which site is selected. She noted that the approval of the Executive will need to be secured before any resources can be released.

It was **RESOLVED to recommend to the Executive that it gives consideration to all the recommendations in the report and decides on the preferred temporary site from the two options outlined in the report.**

**ACTION : As noted above.**

## **5 TEMPORARY STOPPING PLACES FOR GYPSIES AND TRAVELLERS - HOLYHEAD VICINITY**

Submitted – a report by the Head of Housing Services in relation to the above.

The Portfolio Holder (Housing & Social Services) stated that extensive public consultation was undertaken by the Council with regard to two identified sites at Tyddyn Lantern Farm, Holyhead and Former farm off Cyttyr Road, Holyhead. He noted that following the consultation it is considered that both sites are unsuitable to proceed as sites for the allocation of temporary stopping place for gypsies and travellers within the Joint Local Development Plan.

The Assistant Chief Executive (Governance and Business Process Transformation) reported that a recorded pattern has emerged with Irish Travellers travelling to and from Ireland and stopping at various locations near the port in Holyhead for short period of time i.e. 1 to 2 days. This established a need for a temporary stopping site in Holyhead to be included within the Joint Local Development Plan. The consultation response had clearly shown that the two sites included in the consultation were not appropriate, for the reasons outlined in the report. However, the consultation process had proved valuable in that it had provided Officers with further information about the travel patterns to and from the Port. It was further stated that negotiations need to be undertaken with large companies who intend to develop in Holyhead with regard to land been made available for a temporary stopping place for gypsies and travelers in the Holyhead vicinity.

The Officer further reported that a short-term solution needs to be considered by placing bins to reduce domestic waste and fly-tipping in locations where travellers establish unauthorised encampments in locations in Holyhead.

It was **RESOLVED to recommend to the Executive that it approves all the recommendations contained in the report.**

**ACTION : As noted above.**

## **6 WELSH LANGUAGE STRATEGY 2016 - 2021 (DRAFT)**

Submitted – the report of the Assistant Chief Executive (Partnerships, Community and Services Improvement) in relation to the above.

The Assistant Chief Executive (Partnerships, Community and Services Improvement) gave a background to the Welsh Language Measure (Wales) 2011 with regard to the Welsh Language Strategy. It was reported that the Strategy outlines the proposed approach towards promoting the Welsh Language and facilitating its wider use within the area and targets the increase/maintaining the number of Welsh speakers by the end of the 2021. The Anglesey Strategic Language Forum membership of which was included within the report, has been established to identify priorities and formulating the Welsh Language Strategy. It is intended to create an action plan for the second year before the end of the Strategy's first year. It will be the responsibility of the Strategic Language Forum to monitor progress against set targets. The Assistant Chief Executive stated that the 2011 Census showed a decrease in Welsh speakers on the Island and the Council's vision is to increase the number of Welsh speakers to at least 60.1% by the 2021 Census.

It was further stated that there is a proposal to offer 'welcome packs' to newcomers to the Island explaining the language and culture of Wales. The Chair wished it to be recorded the success of the Welsh Football Team during the European Championship recently and how Wales has been given an enhance profile of the culture and its language.

The Policy and Strategy Manager reported that the Anglesey Language Forum has agreed to focus on three themes :-

- **Children, Young People and the Family**

**Aim :**

- An increase in the number of families where Welsh is used as the main language with children, with an increase in the opportunities and support for it to be used socially;
- Ensuring that all children have the right to be fully bilingual by the age of 16;
- Increasing the capacity and the use of Welsh as a medium of communication and learning among children and young people in education and in social activities.

- **The Workforce, Welsh Language Services, the Infrastructure**

**Aim :**

- To promote and increase the availability of Welsh language services, increase opportunities/expectations to use Welsh in the workplace and work together to identify opportunities to mainstream the language into developments and activities.

The Officer reported that whilst the Authority aims to increase the development of the Welsh language within the workplace it is hoped to increase the profile of the Welsh language within the Town/Community Councils on Anglesey. The Strategic Plan has identified that a Welsh Language Champion is needed within the Town/Community Councils.

- **The Community**

**Aim :**

- Promoting and marketing the value and importance of Welsh;
- Promote and identify opportunities to strengthen the Welsh language within the communities and identify gaps in provision.

The Officer reported that it is important that the Strategic Plan conforms with policies within the Local Development Plan to have an adequate number of housing for local residents so as to increase the linguistic prosperity of the Island. It was also noted that empty homes and affordable housing need to be made available.

The Committee considered the report and raised the following main issues :-

- The need to strengthen opportunities within the local communities to enable people who wish to learn the Welsh language;
- Town/Community Councils should be afforded further resources to allow for the services of a Translator, if required, at their meetings. Resources should also be available to enable agendas and minutes of meetings been bilingual. The Assistant Chief Executive (Partnerships, Community and Services Improvement) responded that whilst agreeing with the comments made, she noted that there are no further resources available at present. She noted that Town/Community Councils may have to consider raising the precept of the Council Tax to address the issue raised. She further stated that Unllais Cymru have noted that they are willing to afford Town/Community Council with a presentation as to how to deal with their meetings and administration bilingually;
- The influx of potential Wylfa Newydd workers living on the Island will impact on the Welsh language statistics. The Assistant Chief Executive (Partnerships, Community and Services Improvement) responded that dialogue with the owners of Wylfa Newydd has been undertaken to ascertain as to how they intend to protect the Welsh language on the Island when the workers arrive to construct the power station in the future. She further stated that a suggestion has been put to them that they should consider financing 5 dedicated Officers within the catchment areas of the Island to promote culture, sports and the Welsh language;
- Concerns raised with regard to some children choosing not to speak Welsh when they leave primary schools to secondary schools. The Assistant Chief Executive (Partnerships, Community and Services Improvement) responded that the Education Department have been working with the new Head of Ysgol Cybi in Holyhead and the Heads of the three schools that will amalgamate into the new school have agreed on priorities within their improvement plan which includes the improvements in the literacy of children attending the school. The Holyhead High School has also been part of the improvement plan with regard to the work required to improve the Welsh language within the school. She further stated that School Governors should also be encouraged to priorities the use of the Welsh language within their schools;
- That young people within the Authority's secondary schools be able to be guided into the opportunities that will be created within the Energy Island major projects with regards to administration posts and engineering opportunities. The Assistant Chief Executive (Partnerships, Community and Services Improvement) responded that the



Authority has stated that they would like to see 90% of the apprenticeships afforded opportunities within the Energy Island projects to be bilingual;

- Whilst welcoming the County Council intentions to further enhance the use of the Welsh language within the day to day running of the authority, it was suggested that there is a need to go a further step with regard to having meetings of the Senior Leadership Team, Head of Service and Senior Managers meetings through the medium of Welsh. Specific departments should be targeted to enhance the use of the Welsh language. The Assistant Chief Executive (Partnerships, Community and Services Improvement) responded that most meetings are conducted through the medium of Welsh but agreed that some departments need to enhance the use of Welsh language. She stated that the Policy and Strategy Manager has been instrumental in guiding staff opportunities to be able to attend courses and activities to enhance and learn the Welsh language;
- The enhancement of the use of the Welsh language within the administration of the Authority would enlighten the young people of the Island to appreciate that there are opportunities within the local authority to use the Welsh language and to keep them on the Island;
- The need for enhancing opportunities to use the Welsh language within Community activities within the Island. Organisations within the communities should consider making applications to the Isle of Anglesey Charitable Trust with regard to enhancing the use of the Welsh language during activities they are responsible for.

Following further deliberations it was **RESOLVED to endorse the Welsh Language Strategy 2016-2021 (Draft) for approval by the Executive and thereafter by the full Council.**

**ACTION : As noted above.**

## **7 DEVELOPMENT OF SCRUTINY OF THE PUBLIC SERVICES BOARD**

The Committee adjourned into a workshop to receive a presentation by Ms. Rebecca David-Knight, Principal Consultant – Wales Centre for Public Scrutiny.

## **8 WORK PROGRAMME**

Submitted - the report of the Scrutiny Officer on the Committee's Work Programme to April 2017.

A Member stated that he considered that the Scrutiny Committee should be afforded a presentation by the major developers who intend to develop on the Island with regard to employment possibilities, community benefit and promote the Welsh Language. The Scrutiny Officer responded that he considered that any presentation by major developers should be afforded at the monthly Members briefing sessions and any specific topic raised at the briefing meetings be thereafter included on the Committees Work Programme.

**RESOLVED to note the Work Programme to April 2017.**

**ACTION : As noted above.**

The meeting concluded at 5.00 pm

**COUNCILLOR D.R. HUGHES  
CHAIR**

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<b>ISLE OF ANGLESEY COUNTY COUNCIL</b>	
<b>Report to:</b>	Partnership and Regeneration Scrutiny Committee The Executive Committee
<b>Date:</b>	26 <sup>th</sup> September 2016 – Scrutiny 17 <sup>th</sup> October - Executive
<b>Subject:</b>	North Wales Joint Protocol on Managing Unauthorised Encampments
<b>Portfolio Holder(s):</b>	Councillor Aled M Jones
<b>Head of Service:</b>	Shan L Williams, Head of Housing Services
<b>Report Author:</b>	Lucy Reynolds, Housing Strategy and Development Manager
Tel:	Ext 2225
E-mail:	<a href="mailto:lucyreynolds@ynysmon.gov.uk">lucyreynolds@ynysmon.gov.uk</a>
<b>Local Members:</b>	All

<b>A –Recommendation/s and reason/s</b>
<p>Members of Partnership and Regeneration Scrutiny committee support the recommendation to approve the North Wales Joint Protocol for Managing Unauthorised Gypsy Traveller Encampments and adoption by Isle of Anglesey County Council.</p> <p><b>Background</b></p> <p><b>i. Welsh Government policies and guidance</b></p> <p>In 2013, Welsh Government produced a document called <i>Guidance on Managing Unauthorised Camping</i>. It wrote to all Local Authority Chief Executives in 2015 to remind them of the recommendation in this guidance to adopt a protocol for their organisation.</p> <p>The Guidance provides some important context about the occurrence of unauthorised encampment in Wales. They tend to occur most regularly along main transport routes which traditionally provided opportunities for work as well as access to the main ports in Wales. The guidance is aligned with the Welsh Government’s Strategic Equality Plan. It states that the primary reason unauthorised encampments occur is the lack of authorised sites and stopping places. Nomadic Gypsies and Travellers have seen closures of traditional stopping places through bye-laws, strengthening of laws relating to the used of common land for camping and landowners blocking off historical resting points. Delivering more authorised sites coupled with effective site management will remove the reason for unauthorised encampments. As the necessary sites and stopping places are developed, unauthorised encampment protocols will need to be used less.</p> <p>The Guidance is primarily for local authorities but also provides advice on the role of Health Boards, Police and Traveller Education Services in assisting the local authority</p>

when unauthorised encampments arise.

## **ii. Joint working in North Wales**

A North Wales Gypsy and Traveller forum meets several times a year to support joint working between the six North Wales authorities along with Snowdonia National Park, North Wales Police, Betsi Cadwalader University Health Board [BCUHB], and North Wales Fire and Rescue Service.

All the local authorities along the A55 corridor experience unauthorised encampments on a number of occasions each year. In some instances several local authorities will experience an encampment from the same group of Gypsies and Travellers. At present no authority has official transit sites or temporary stopping places to which Gypsies and Travellers can be directed.

The protocol was developed by the forum to set out consistent agreed principles. This was considered particularly important in terms of ensuring a clear framework for BCUHB, and the North Wales Police and Fire Service who work across all the authorities. The Protocol was discussed at the North Wales Chief Executive meeting in January 2016 where it was agreed to submit to each organisations decision making process.

There was a previous attempt to agree a North Wales protocol in 2012. While this was agreed by Isle of Anglesey County Council it was not formally adopted by all partners across the region. The new Protocol has focused on setting out key principles which are agreed by all partners and states that “By adopting the protocol each organization will commit to reviewing and/or developing its own internal procedures” (4.3.1). This ensures that each authority retains the ability to set out suitable detailed procedures to meet the circumstances of its own area.

Prior to the development of the North Wales Protocol, a procedures guide for dealing with Unauthorised encampments had already been developed by the Housing Services and has been shared with internal and external officers who may be involved with dealing with encampments when they occur. Following the development of the North Wales Protocol, work is taking place to review this guidance with the relevant local stakeholders to ensure it provides detailed guidance for officers on Anglesey which works in tandem with the principles of the North Wales Protocol. The Protocol has been used to guide the Council response since January.

### **Purpose of the North Wales Protocol**

The intention of the Protocol is to establish common principles for addressing unauthorised encampments which reduce social tension where encampments occur, reduce enforcement and clean up costs and ensure a co-ordinated approach between the

services that may need to be involved.

Section 1.6 summarises the objectives of the Protocol as to

- manage unauthorised encampments in an efficient and effective way, balancing the rights and responsibilities of Gypsies and Travellers, local residents and key stake holders and to minimise any environmental or community impacts
- work with partner agencies to promote community cohesion and prevent the social exclusion of Gypsies and Travellers
- introduce clarity on process of responding to enquiries and sharing information
- set a framework within which clear, consistent and timely decisions can be made which link to other strategies and services that affect Gypsies and Travellers (e.g. housing, education, planning).

Sections 2 set out principles of interaction with Gypsy and Travellers on authorised encampments and specific actions that the local authority will undertake, primarily provision of a Single Point of Contact, who leads the authority's response, and to ensure record keeping and data protection. This will help with the Council's duty under the Housing (Wales) Act 2014 to assess the need and inform the next Gypsy and Traveller Accommodation Needs Assessment.

Section 3.3.1 sets out tasks that the local authority will undertake when an encampment occurs on local authority land. This includes whether to tolerate an encampment or the removal in line with Welsh Government guidance; and discussing a code of conduct with the Gypsy and Travellers.

Section 3.4 and 3.5 explains the more limited role the authority can play when an encampment is on other public or private land but recognises that the local authority can offer the benefit of its experience and mediation.

### **Benefits of the protocol for Anglesey**

Unauthorised encampments can present inconvenience to neighbours and provoke tensions between established communities and the Gypsies and Travellers. To see a resolution of these difficulties there is a need for practical measures such refuse collection, communication between all parties and timely and considered action by the local authority. Joint working in this area has already led to improvements in liaison between authority officers and BCHUB and the Police when encampments have occurred. The Council is now working consistently with colleagues from across North Wales. The protocol provides an agreed framework to maintain these standards and reduce negative impacts of encampments.

### **B – What other options did you consider and why did you reject them and/or opt for this option?**

Not supporting a joint North Wales Protocol on managing encampments and development of an Isle of Anglesey Protocol. This option is not supported as close working with Police and BCUHB is required to effectively respond to encampments and both bodies were

strongly in support of a North Wales Protocol.

**C – Why is this a decision for the Executive?**

The Protocol was considered at the North Wales Chief Executives Forum where it was agreed that it should be submitted to each organisations usual decision making process.

**CH – Is this decision consistent with policy approved by the full Council?**

Not applicable

**D – Is this decision within the budget approved by the Council?**

Costs from the protocol arise from the need to make portaloo provision and household waste collection / clearance on most encampments when they arise. Where household waste facilities and toilets are provided from early in the encampment this saves on substantial clear up costs when the encampment ends. An existing budget covers these costs. Not providing such facilities can lead to accumulation of waste, clean up costs and complaints from local residents.

The Council is in the process of identifying sites for Temporary Stopping Places . When authorised stopping places are established, it is normal practice to make a charge for their use.

There are also staffing resource implications in implementing the Protocol. However existing staff within the Housing Services undertake the role of Single Point of Contact.

<b>DD – Who did you consult?</b>		<b>What did they say?</b>
1	<b>Chief Executive / Strategic Leadership Team (SLT)</b> (mandatory)	
2	<b>Finance / Section 151</b> (mandatory)	
3	<b>Legal / Monitoring Officer</b> (mandatory)	
4	<b>Human Resources (HR)</b>	
5	<b>Property</b>	
6	<b>Information Communication Technology (ICT)</b>	

<b>7</b>	<b>Scrutiny</b>	
<b>8</b>	<b>Local Members</b>	
<b>9</b>	<b>Any external bodies / other/s</b>	

<b>E – Risks and any mitigation (if relevant)</b>		
<b>1</b>	<b>Economic</b>	
<b>2</b>	<b>Anti-poverty</b>	The protocol enables the social, health and educational needs of travelling communities to be assessed and catered for.
<b>3</b>	<b>Crime and Disorder</b>	An unauthorised encampment is an act of trespass not a criminal act unless proof of damage to land or property on entering the site can be proven. The Protocol is supported by North Wales Police as a framework to manage unauthorised encampments in a balanced manner for the benefit of local residents and Gypsies and Travellers. The protocol sets out clearer responsibilities and communication between agencies which will ensure that encampments are managed effectively thereby helping to reduce community tensions
<b>4</b>	<b>Environmental</b>	Unauthorised encampments can result in waste from normal household activities and from work related activity. The Protocol aims to put in place mechanisms which prevent this as much as possible.  Unauthorised encampments can put members of the families at risk from environmental hazards when situated in inappropriate locations. The Protocol advocates a decision making process which considers health and safety alongside human rights issues in deciding if the encampment should be tolerated.
<b>5</b>	<b>Equalities</b>	The adoption of the Protocol is in compliance with the local authority's duties under the Equality Act 2010.
<b>6</b>	<b>Outcome Agreements</b>	
<b>7</b>	<b>Other</b>	

**F - Appendices:**

North Wales Joint Protocol on Managing Unauthorised Encampments

**FF - Background papers (please contact the author of the Report for any further information):**

Welsh Government Guidance on Managing Unauthorised Camping 2013  
<http://gov.wales/docs/dsjlg/publications/equality/131220-guidance-managing-unauthorised-camping-2013-en.pdf>



# **North Wales Joint Protocol on Managing Unauthorised Encampments**

## **1. Introduction**

- 1.1 Unauthorised encampments are defined as ‘encampments of caravans and/or other vehicles on land without the landowner’s or occupier’s consent and constituting trespass’. They fall into two main categories: those on land owned by the Council (such as highways, parks, schools) or another public body, and those on private land. The process of responding to them may alter depending on who owns the land, with public bodies having additional responsibilities that do not apply to private landowners.
- 1.2 Unauthorised encampments arise from time to time for a variety of reasons. Responding to them requires sensitivity in order to balance the rights and responsibilities of Gypsies and Travellers (the ‘travelling community’) and local residents and businesses (the ‘settled community’).
- 1.3 This protocol provides a framework for managing all unauthorised encampments in North Wales in a positive and consistent way, for the benefit of all people concerned and affected by them.
- 1.4 It has been drawn up to facilitate a co-ordinated approach between:
  - the six Local Authorities, Anglesey, Gwynedd, Conwy, Denbighshire, Flintshire and Wrexham
  - North Wales Police (NWP)
  - North Wales Fire and Rescue Service (NWFRS)
  - Betsi Cadwaladr University Health Board
  - other public bodies such as Snowdonia National Park and the Welsh Government
  - private landowners
  - Gypsies and Travellers
  - and local residents
- 1.5 The Protocol takes account of ‘Guidance on Managing Unauthorised Camping 2013’ published by the Welsh Government and complies with the responsibilities placed on all public bodies by the Equality Act 2010 and other relevant legislation.
- 1.6 The objectives of the Protocol are to:
  - manage unauthorised encampments in an efficient and effective way, balancing the rights and responsibilities of Gypsies and Travellers, local residents and key stake holders and to minimise any environmental or community impacts

- work with partner agencies to promote community cohesion and prevent the social exclusion of Gypsies and Travellers
- Introduce clarity on process of responding to enquiries and sharing information
- set a framework within which clear, consistent and timely decisions can be made which link to other strategies and services that affect Gypsies and Travellers (e.g. housing, education, planning).

## **2. Roles and Responsibilities of all Agencies**

2.1 All agencies engaged in responding to unauthorised encampments recognise that Gypsy and Traveller families can experience difficulties in gaining access to education, health and community services and will work to minimise these difficulties.

2.2 They agree to:

- comply with their responsibilities under the Equality Act 2010 to:
  - eliminate unlawful discrimination
  - promote equality of opportunity
  - promote good relations between people from different racial backgrounds
- act at all times in a humane and compassionate manner
- nominate a Single Point of Contact (SPOC), be this a specific officer or contact point (e.g. Police 101) for the purposes of co-ordinating a response to an unauthorised encampment (that officer having sufficient authority to make decisions on behalf of their respective organisations)
- to put in place arrangements in the event that the usual SPOC is absent (if an officer) and appropriate response cover
- produce their own detailed Policies and Procedures reflecting their own structures and procedures, and taking this protocol as the minimum standard for managing unauthorised encampments
- publicise the protocol on their web sites
- ensure that all SPOC's are informed when an encampment occurs to ensure an appropriate response from each agency
- maintain a co-operative, open and honest working relationship between all partners
- ensure that information shared under this Protocol is used solely for the purpose for which it is obtained, is kept confidential and

complies with the Data Protection Act and all other relevant legislation and guidance

- Keep accurate records through the All-Wales Caravan Count system. Local Authorities create automatic email protocols so encampment data can be shared.

2.3 Each Agency will ensure that their public call handlers:

- know about the Protocol and their nominated Single Point of Contact officer
- have training on how to deal with calls from or in respect of Gypsies and Travellers appropriately, effectively and consistently
- are provided with up to date information about who is responsible for dealing with unauthorised encampments in each partner organisation

2.4 Whilst **Local Authorities** will lead on providing information to the media, all Agencies are asked to ensure a co-ordinated response to media enquiries within the context of the responsibility to promote good relations between Gypsies and Travellers and the settled community.

### **3. Individual Agency Responsibilities**

3.1 The responsibilities of each agency are dependent upon the location of the encampment, i.e. whether it is on:

- Local Authority land
- Other Public land
- Private land
- Gypsy and Traveller owned land

3.2 The **Local Authority** may be asked to determine the ownership of the land if it is unknown.

#### **3.3 Encampments on Local Authority Land**

3.3.1 **Local Authorities** will:

##### Initial contact

- Make initial contact with the Gypsies/Travellers as soon as practically possible to determine their intentions and whether they have any initial service needs or urgent welfare needs
- Determine if there are any obvious signs of welfare requirements and request BCUHB to undertake health assessments of the

individuals on the site where the duration of stay is more than 3 days.

- Identify and respond to road safety or other safety concerns

#### Services and Facilities

- Provide household waste facilities
- Provide toilets-
- Provide information to encampment occupiers, such as locations of local Civic Amenity sites, schools and health care settings.
- Identify and respond to any outreach educational service needs where appropriate.
- Discuss a code of conduct with the Gypsies and Travellers and provide information to them about what local support is available to them.
- Identify whether alternative appropriate sites are available and make this known to the Gypsies and Travellers

#### Decision-Making

- Local Authorities will seek to balance the welfare and human rights of occupiers against the impact on nearby residents and businesses, with particular consideration of health and safety hazards and public nuisance.
- Decide whether to tolerate or require the removal of the encampment in a timely manner in line with the current Welsh Government guidance.
- Ensure any possession action does not take place where such action amounts to an unjustified interference with Article 8 of the Human Rights Act 1998 or where the action is contrary to the best interests of child occupants.

#### Eviction

- On sites where the decision is not to tolerate, provide information to the Gypsies and Travellers about the proposed action and what support is available to them.
- Take eviction action where appropriate, including the service of documentation and the use of bailiffs, but in liaison with NWP
- Make arrangements to remove rubbish after the Gypsies and Travellers have left the site.
- Inform and liaise with local elected Councillors and the settled community.

#### **3.3.2 North Wales Police (NWP) will:**

- Comply with the requirement of the NPCC guidance on managing unauthorised camping.
- Identify and respond to evidence of public safety problems.
- Monitor and respond to local community tensions.

- Inform relevant agencies of the location and size of the unauthorised encampment.
- Provide policing services to the Traveller and settled communities.
- Prevent and detect crime.
- Work with partners to address any obstruction to the highway.
- In the event of an eviction taking place maintain the peace and prevent disorder as required.

### 3.3.3 **Betsi Cadwaladr University Health Board (BCUHB) will:**

- Assess the health needs of the Gypsies and Travellers on the sites as soon as is practicable after being requested to do so by the Local Authority.
- Provide a general summary report to the Local Authority no later than 5 working days after the date that the request is made. The report will only provide a general statement as to whether there are, or are not, any health needs that should prevent an eviction. (*This information will be provided to the Local Authority without personal information that would require the formal consent of the individuals who are subject to the health assessments. The statement provided will be in a form suitable to be presented in evidence to a court*).
- Provide health services to the Gypsies and Travellers.

### 3.3.4 **North Wales Fire and Rescue Service (NWFRS) will:**

- Assist partner agencies and Gypsies and Travellers in undertaking risk assessments of the site relating to Arson vulnerability and fire spread.
- Provide advice in relation to access for fire appliances and water supplies in the event of fire.
- Offer the opportunity for a free safety check of caravans and install specialist smoke detection and other prevention equipment, free of charge, as and when required.

## 3.4 **Encampments on other Public Land**

3.4.1 The **Land Owning Authority** should liaise with local authorities to arrange welfare needs enquiries, and **Local Authorities** should be prepared to help. The decision to evict or tolerate and level of welfare needs enquiries will be the same as for local authorities land.

## 3.5 **Encampments on Private Land**

3.5.1 In accordance with the Welsh Assembly guidance, private land owners experiencing unauthorised Gypsy and Traveller encampments on their land are not bound by the same statutory responsibilities as public authorities, but should in the first instance contact their local authority to determine if a Gypsy and Traveller Liaison Officer (or equivalent) is in place to mediate. Alternatively, the SPOC / lead officer or the local police force may be able to assist.

3.5.2 Private land owners will need to seek their own legal advice when attempting to resolve unauthorised encampments on their land. Where they chose to tolerate, they will need to take advice from the Local Authority planning department.

### **3.6 Encampments on Gypsy and Traveller Owned Land**

3.6.1 **Local Authorities** will advise the encampment occupants of the planning status of the land if they intend to stay for more than 7 days. Planning enforcement action may be considered.

## **Appendix**

Relevant Organisations:

### **Welsh Government**

Fairer Futures Division  
Local Government and Communities Department  
Welsh Government  
Rhydycar Office  
Merthyr Tydfil  
CF48 1UZ

### **North Wales Regional Equality Network (NWREN)**

Y Ganolfan Cydraddoldeb / The Equality Centre  
Ffordd Bangor  
Penmaenmawr  
LL34 6LF

01492 622233  
info@nwren.org

### **The Unity Project**

Bryn Hall: Community Engagement Officer  
07920567652  
bryn.hall@pembrokeshire.gov.uk

Catherine Fortune: Health & Wellbeing Officer  
07920567668  
catherine.fortune@pembrokeshire.gov.uk

Denise Barry Advice: Advocacy & Information Officer

07810551331  
denise.barry@pembrokeshire.gov.uk

**National Advocacy and Advice line for Gypsy & Travellers living in Wales**  
All Wales Helpline Number  
01646 686139

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**REPORT TO: PARTNERSHIPS AND REGENERATION SCRUTINY COMMITTEE (CRIME AND DISORDER) ANGLESEY LOCAL AUTHORITY**

**DATE: 26 SEPTEMBER 2016**

**REPORT BY: COUNCILLOR ALED M JONES (SUPPORT OFFICER - CATHERINE E ROBERTS)**

**SUBJECT: ANNUAL UPDATE BY THE COMMUNITY SAFETY PARTNERSHIP ( ANGLESEY AND GWYNEDD)**

<b>1.00</b>	<b>PURPOSE OF THE REPORT</b>
1.01	To provide an overview to Members of the activities of the Anglesey and Gwynedd Community Safety Partnership (CSP) during the 2015/16 year, and developments for 2016/17
<b>2.00</b>	<b>BACKGROUND</b>
2.01	The Community Safety Partnership is required to formally report to this committee each year to present an overview of activities over the past eighteen months. This ensures that the Partnership delivers its obligations in accordance with sections 19 and 20 of the Criminal Justice and Police Act 2006. <b>The committee's duty is to scrutinise the Partnership's work, rather than the work of individual members (bodies).</b>
2.02	There is a statutory duty on <b>Local Authorities</b> in accordance with the Crime and Disorder Act 1998, and subsequent amendments as a result of the Police and Criminal Justice Act 2002 and 2006, to work in partnership with the <b>Police, the Health service, the Probation Service and the Fire and Rescue Service</b> , to address the local community safety agenda. These are the main agencies that make up the Community Safety Partnership. The Partnership has a duty to deal with - <ul style="list-style-type: none"> <li>• Crime and Disorder</li> <li>• Substance Misuse</li> <li>• Reducing reoffending</li> <li>• Delivering a strategic assessment to identify priorities (work that is now undertaken on a regional basis)</li> <li>• Putting plans in place to deal with these priorities (a plan now exists on a regional and local basis)</li> </ul>
2.03	A partnership has existed in Anglesey and in Gwynedd since 1998; however, it has operated as a two-county Partnership for three years.
<b>3.00</b>	<b>THE PARTNERSHIP'S PRIORITIES/DOCUMENTS FOR SCRUTINY</b>
3.01	The partnership works to an annual plan, which is based on a three-year regional plan. The 2015/16 end of year performance report, 2016/17 and 16/17 plans, and a two-year expenditure plan are attached (appendices 1,2,3,4)
3.02	Seven priorities attract the Partnership's attention. Here are the priorities for 2015/16. And again in 2016/17. These priorities are based on a strategic

	<p>assessment. Namely -</p> <ul style="list-style-type: none"> <li>• Reducing victim based crimes (acquisitive crimes only)</li> <li>• Reducing Antisocial Behaviour</li> <li>• Supporting vulnerable people to prevent them becoming victims of crime</li> <li>• Raising confidence to report incidents of domestic abuse</li> <li>• Raising confidence to report sexual abuse</li> <li>• Addressing substance misuse in the area</li> <li>• Reducing Re-offending</li> </ul>
<b>4.00</b>	<b>MAIN MESSAGES DERIVING FROM THE ACTIVITY OF 2015/16</b>
	<p>The Partnership's end of year report is attached. The report shows the situation in relation to the above-mentioned priorities, namely -</p> <ul style="list-style-type: none"> <li>• Acquisitive crimes in Anglesey are low in comparison with other similar areas<sup>1</sup>, and are static at present (no expectation that an increase will be seen in these types of crimes)</li> <li>• Anti-social behaviour has been reducing regularly since 2012, although it is anticipated that there will be an increase again during the summer (which is quite common)</li> <li>• The number of people reporting domestic abuse has been increasing since 2012, which is encouraging as we are aware that this type of crime very often remains hidden</li> <li>• The number of serious sexual crimes being reported in Anglesey has remained around the same level since 2012. A number of the incidents that have been reported since 2012 are historical incidents</li> <li>• The number of adults who re-offend within 12 months in Anglesey has reduced slightly since 2012. There has been a slight increase towards the end of 2015/16</li> <li>• The number of children (under 17 years) who have re-offended within 12 months has reduced substantially during the same period. Although there has been a slight increase at the end of 2015/16, but still at a level lower than 2013/14/15</li> </ul>
<b>5.00</b>	<b>MAIN SUCCESSES DURING 2015/16</b>
5.01	<ul style="list-style-type: none"> <li>• Of the 35 new activities in the 2015/16 plan, at the end of the year, 26 were green (achieved), 8 were amber (work done but not completed), and one was red (not done)</li> <li>• Due to the changes to the routine of the Substance Misuse Officer, which is funded by the Police Commissioner, the action was not completed, namely an internal Anti-Social Behaviour (ASB) Policy for the Partnership.</li> <li>• The amber activities have been transferred to 2016/17.</li> <li>• During the period, the partnership has seen a change in the way that Anti-Social Behaviour is being tackled. The Police have led on new multi-agency groups, in order to offer early intervention.</li> </ul>

<sup>1</sup> Areas that the Home Office identifies as areas that should have the same levels of crime

	<ul style="list-style-type: none"> <li>• A successful campaign was held in November to raise awareness of domestic abuse amongst the public.</li> <li>• A campaign was held to raise awareness of crime, substance misuse, sexual abuse and keeping safe for students. A new leaflet, prepared locally, on sexual abuse was used. Hundreds of students received information and keep safe tools</li> <li>• A campaign to raise awareness of the OWL (Online Watch Link) service took place, and over two hundred students signed up. Unfortunately, this service has now come to an end.</li> <li>• A multi-agency operational group that discusses and responds to victims of domestic abuse (MARAC) was reviewed by the national body and very positive results were received. Consequently, an action plan was prepared to increase the activities deriving from the plan. By now, all actions in the plan have been completed</li> <li>• Grant funding for the anti-terrorism work has been used regionally in order to prepare bilingual resources for future training.</li> <li>• The North Wales e-newsletter for the substance misuse field was developed by the Gwynedd and Anglesey Community Safety Team (and received praise by Welsh Government)</li> <li>• The Partnership spent the grants in full</li> <li>• During the year, the Wales Community Rehabilitation Company (CRC) joined as a formal member of the local Partnership. CRC is a body that has been established as a result of the restructuring of the Probation Service.</li> </ul>
<b>6.00</b>	<b>THE MAIN MILESTONES DURING 2016/17</b>
	<ul style="list-style-type: none"> <li>• Sadly, The partnership is conducting a Domestic Homicide review at present, resulting from a death in Gwynedd in July of this year. The Partnership has a statutory duty to undertake this review. There will be a certain level of commitment and support resources taken up with this activity during the course of this year and into next year.</li> <li>• Implementation of the attached plan</li> <li>• Take action to transfer to a regional system regarding the Domestic Abuse field of work - meaning that the grant, supporting and commissioning resources will change to follow a regional procedure by April 2017.</li> <li>• Complete the review of substance misuse services for children and young people in both counties, to recommend possible changes in what is being commissioned by the regional Planning Board.</li> <li>• Both Councils to complete the process of adopting new Anti-Social Behaviour powers, Anglesey Council has now completed this.</li> <li>• Both Councils to decide where Safeguarding work will sit following the development of the new Public Services Board.</li> <li>• Facilitate the new Counter-terrorism implications, specifically the PREVENT element, as a Council, and as a Partnership where needed.</li> <li>• Complete the process of transferring the new WISDOM Team, which includes the Police and Probation Service, to work from the Penrallt Council Building - a Service where the two agencies collaborate closely to manage the most dangerous criminals in our societies.</li> </ul>

	<ul style="list-style-type: none"> <li>• Continue with the pilot in Anglesey, which is looking at collaboration between agencies, including the Council, regarding people with mental health problems, who also cause problems for the Police (and others).</li> <li>• Both Councils to complete training needs analyses within the domestic abuse and sexual abuse field, in accordance with Welsh Government's statutory guidelines, including an e-learning module on domestic abuse, and some departments within the Council to identify "ask and action" action needs.</li> <li>• To identify opportunities to extend the target hardening service, installation of locks, etc. to victims of Domestic Abuse. This is done in collaboration with the Housing and Supporting People departments.</li> <li>• Re-establish the IOM (Integrated Offender Management) group of both Counties, and review which offenders will receive the service.</li> </ul>
<b>7.00</b>	<b>RECOMMENDATIONS</b>
7.01	To note the contents of the report and attached documents, and state whether or not the Scrutiny Committee supports the priorities and future direction of the work.
<b>8.00</b>	<b>APPENDICES</b>
8.01	<ol style="list-style-type: none"> <li>1. 2015/16 End of Year report</li> <li>2. 2015/16 Action Plan</li> <li>3. 2016/17 Action Plan</li> <li>4. 2015/16/17 Expenditure plan</li> </ol>

# APPENDIX 1



## Anglesey and Gwynedd Community Partnership

**2015/16 Performance Update**

Matt Stewart  
4/15/2016

## Contents

The North Wales Community Safety Partnerships focus (NW CSP) .....	2
Victim Based Crime .....	3
Antisocial Behaviour .....	4
Domestic Abuse .....	5
Reoffending.....	6
Glossary.....	7
Appendix - Victim based crime .....	8
Appendix – Repeat victims of crime .....	9
Appendix – Acquisitive Crime .....	10
Appendix – Non Domestic Violent Crime .....	11
Appendix – High Risk Sexual Violence .....	12
Appendix – Antisocial Behaviour .....	13
Appendix – Repeat Victims of Antisocial Behaviour .....	14
Appendix – Domestic Violent Crime .....	15
Appendix – High Domestic Abuse Cases Discussed in MARAC.....	16
Appendix – Repeat Victims of Domestic Violence .....	17
Appendix – Adult Offending.....	18
Appendix – Youth Offending.....	19

## The North Wales Community Safety Partnerships focus (NW CSP)

Whilst the NW Safer Communities Board is focusing at a regional level on mental health, hidden crimes and technology enabled crimes, the Board is asking local CSP's to focus on:

### 1. Reduce crime and disorder in the area

*Having regard to the PCC objectives 'Prevent crime' and 'Reduce harm and the risk of harm'*

- Reduce victims based crime
- Reduce ASB
- Support vulnerable people to prevent them becoming victims of crime
- Reduce repeat incidents of victim based crime and ASB for victims of perpetrators
- Work with MARAC to manage the levels of repeat victims of Domestic Abuse
- Deal effectively with high risk cases of Domestic Abuse and Sexual Violence
- Increase awareness amongst young people of sexual violence

### 2. Reduce crime and disorder in the area

*Having regard to the PCC objective 'Reduce harm and the risk of harm' and the strategic risk 'Drug and Alcohol Misuse'*

- Reduce substance misuse

### 3. Reduce crime and disorder in the area

- Adult reoffending
- Children and young people reoffending

## Victim Based Crime

	2012/13	2013/14	2014/15	2015/16
<b>Gwynedd</b>				
Victim based crime	5116	5078	5081	5313
Repeat victims of crime	347	339	340	428
Acquisitive crime	2426	2422	2299	2109
Non domestic violent crime	1384	1371	1547	1787
High risk sexual violence	51	83	76	100
<b>Ynys Mon</b>				
Victim based crime	2331	2484	2340	2610
Repeat victims of crime	192	176	187	220
Acquisitive crime	1011	1133	931	920
Non domestic violence	674	639	745	963
High risk sexual violence	38	30	46	43

- Victim based crime has been stable in both counties since 2012 despite seasonal peaks during summer months; more so in Gwynedd. Anglesey is below average compared to its MSG<sup>1</sup> and anticipated to remain stable. Gwynedd is average compared to its MSG with a possible increase in the near future. The MSGs for both counties have experienced an increasing trend; therefore an increase in Anglesey or Gwynedd would not be unusual.
- Repeat victims<sup>2</sup> of crime have increased in both Anglesey and Gwynedd in 2015/16. The increase in Anglesey came about in the early part of 2015/16 which has now stabilised while in Gwynedd the increase has continued. The increase in repeat victims has been a trend seen across North Wales and is linked to an increase in reported violent crime.
- Acquisitive crime (all theft offences) has reduced in both Anglesey and Gwynedd and is currently stable. Both counties have a low level of acquisitive crime compared to their MSGs.
- Non domestic violent crime<sup>3</sup> mostly occurs in public spaces however some occurs within dwellings. In 2014 non domestic violent crime increased in both counties and remained stable until the latter part of 2015/16 where signals indicate a possible increase in the coming months.
- High risk sexual violence<sup>4</sup> has remained stable in Anglesey since 2012 with some peaks due to historical reporting. Anglesey is average when compared to its MSG and expected to remain stable. Gwynedd experienced an increase in reports from July 2015 onwards which has subsequently reduced. This increase does not appear to be linked to the student community. Gwynedd is high compared to its MSG and projections indicate a further increase in 2016/17.

<sup>1</sup> MSG – Most similar group, see Glossary.

<sup>2</sup> Repeat victims are people who have been a victim of crime two or more times in 12 months.

<sup>3</sup> All violent crime where the relationship between the victim and offender is **not** deemed to be domestic in nature.

<sup>4</sup> Rape and penetrative offences, therefore excluding offences such as indecent exposure.



## Antisocial Behaviour

	2012/13	2013/14	2014/15	2015/16
<b>Gwynedd</b>				
Antisocial Behaviour	4474	4371	3663	3470
Repeat victims of Personal ASB	85	78	62	59
<b>Ynys Mon</b>				
Antisocial Behaviour	1992	1989	1754	1634
Repeat victims of Personal ASB	33	50	49	35

- Antisocial behaviour reported to North Wales Police has reduced in both Gwynedd and Anglesey since 2012. Reporting is highly seasonal with nearly double the number of incidents reported during summer months when compared to winter months. Projections suggest further reductions in 2016/17 however an increase is anticipated in the early part of 2016/17 due to the seasonal trend.
- Personal antisocial behaviour is antisocial behaviour that is targeted at an individual or group as oppose the community at large. Each report of personal antisocial behaviour is followed up by a risk assessment of the victim. Repeat victims are people who have been a victim of personal ASB two or more times in 12 months. The number of repeat victims has reduced since the introduction of recording in April 2013 in both counties, with recent signals indicating possible further reductions.

## Domestic Abuse

	2012/13	2013/14	2014/15	2015/16
<b>Gwynedd</b>				
Domestic violent crime	529	445	451	586
High risk cases discussed in MARAC	182	220	149	164
Repeat victims of domestic violence	57	38	50	49
<b>Ynys Mon</b>				
Domestic violent crime	274	239	275	331
High risk cases discussed in MARAC	110	137	107	87
Repeat victims of domestic violence	22	21	29	28

- Domestic violence includes all violent crime which has been tagged a domestic due to the relationship between the victim and offender. Reports of domestic violent crime in both Anglesey and Gwynedd have increased since 2012 and more notably during the last 2 years. It has always been recognised that domestic violence is underreported therefore improved training of frontline staff and information sharing between partner agencies are likely to have increased reporting. Further planned improvements in information sharing may result in further increases in reporting which is likely to impact of services.
- The number of high risk cases discussed in MARAC<sup>5</sup> reduced in Gwynedd in 2014 and Anglesey in 2015. This is partly due to the introduction of a screening process to ensure cases meet the appropriate threshold. No significant increase in MARAC cases combined with an increase in reported domestic violence suggests that high risk cases have been consistently identified over time.
- Repeat victims of domestic violence are people who have been a victim of two or more crimes in 12 months. Repeat victims of domestic violence have increased in both counties since 2012. Anglesey and Gwynedd saw an increase in repeat victims during the summer months in 2015/16 followed by a decline in during the winter. At present it unclear as to why this is however further analysis is planned. It is anticipated that the number of repeat domestic victims will remain stable.

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<sup>5</sup> Multi agency risk assessment conference (MARAC) – Monthly multi agency meeting to discuss high risk / repeat cases of domestic abuse.

## Reoffending

	2012/13	2013/14	2014/15	2015/16
<b>Gwynedd</b>				
Adult reoffending	313	310	316	300
Young people reoffending	63	43	28	20
<b>Ynys Mon</b>				
Adult reoffending	143	150	126	147
Young people reoffending	28	22	13	19

- Repeat adult offenders are individuals age 18 and over who have been charged or cautioned for two or more crimes in 12 months. Adult reoffending has slowly reduced in both Anglesey and Gwynedd since 2012, however there has been a recent increase in Anglesey in the latter part of 2015/16.
- Repeat youth offenders are individuals under 17 who have been charged or cautioned for two or more crimes in 12 months. Youth reoffending has reduced significantly in Gwynedd since 2012, with only a third of the offenders in 2015/16. Anglesey has also seen positive decline in youth reoffending however an increase in the latter part of 2015/16 result in a YTD increase. Reductions in youth reoffending are the result of avoiding criminalising young people for minor offences such as shoplifting and criminal damage and instead using alternative disposals as recommended.

## Glossary

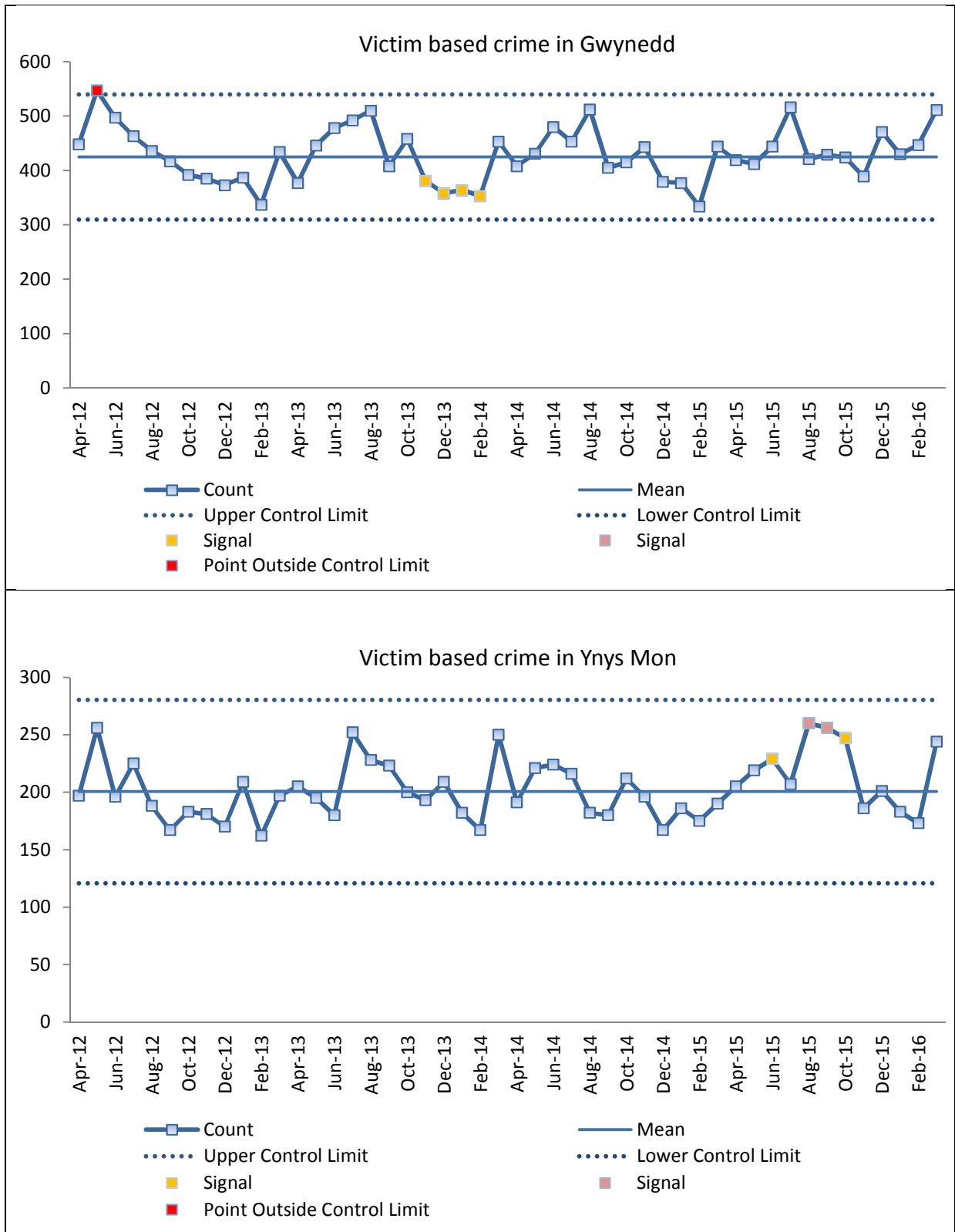
**Victim based crime** – Victim based crime includes all police recorded crimes where there is a direct victim. This victim could be an individual, an organisation or corporate body. This category includes violent crimes directed at a particular individual or individuals, sexual offences, robbery, theft offences (including burglary and vehicle offences), criminal damage and arson.

**MSG** – Most Similar Group – A group of counties in England and Wales similar both demographically and geographic and used to compare local CSPs against.

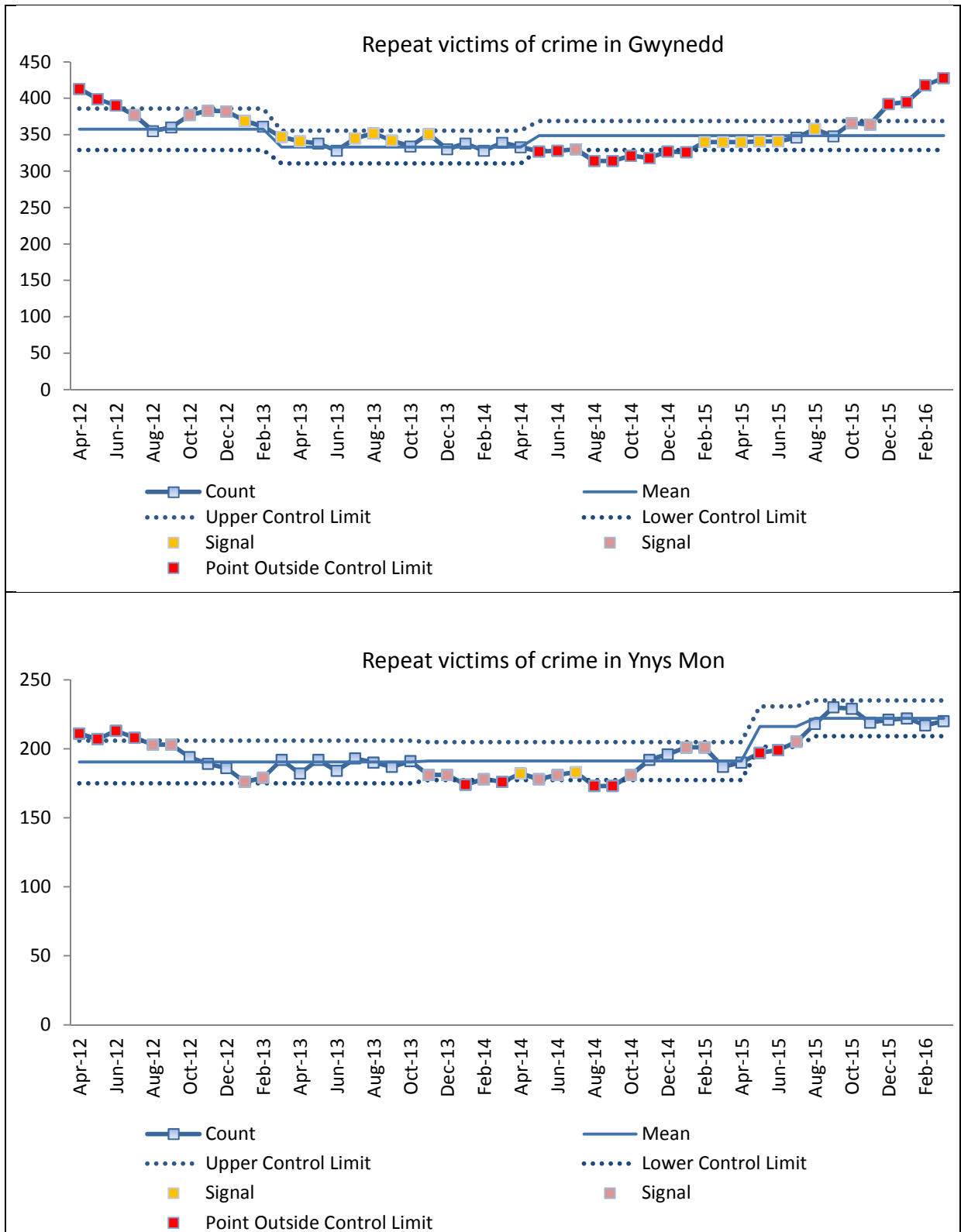
**Multi agency risk assessment conference (MARAC)** – Monthly multi agency meeting to discuss high risk / repeat cases of domestic abuse.

**Non domestic violent crime** – All violent crime where the relationship between the victim and offender is **not** deemed to be domestic in nature.

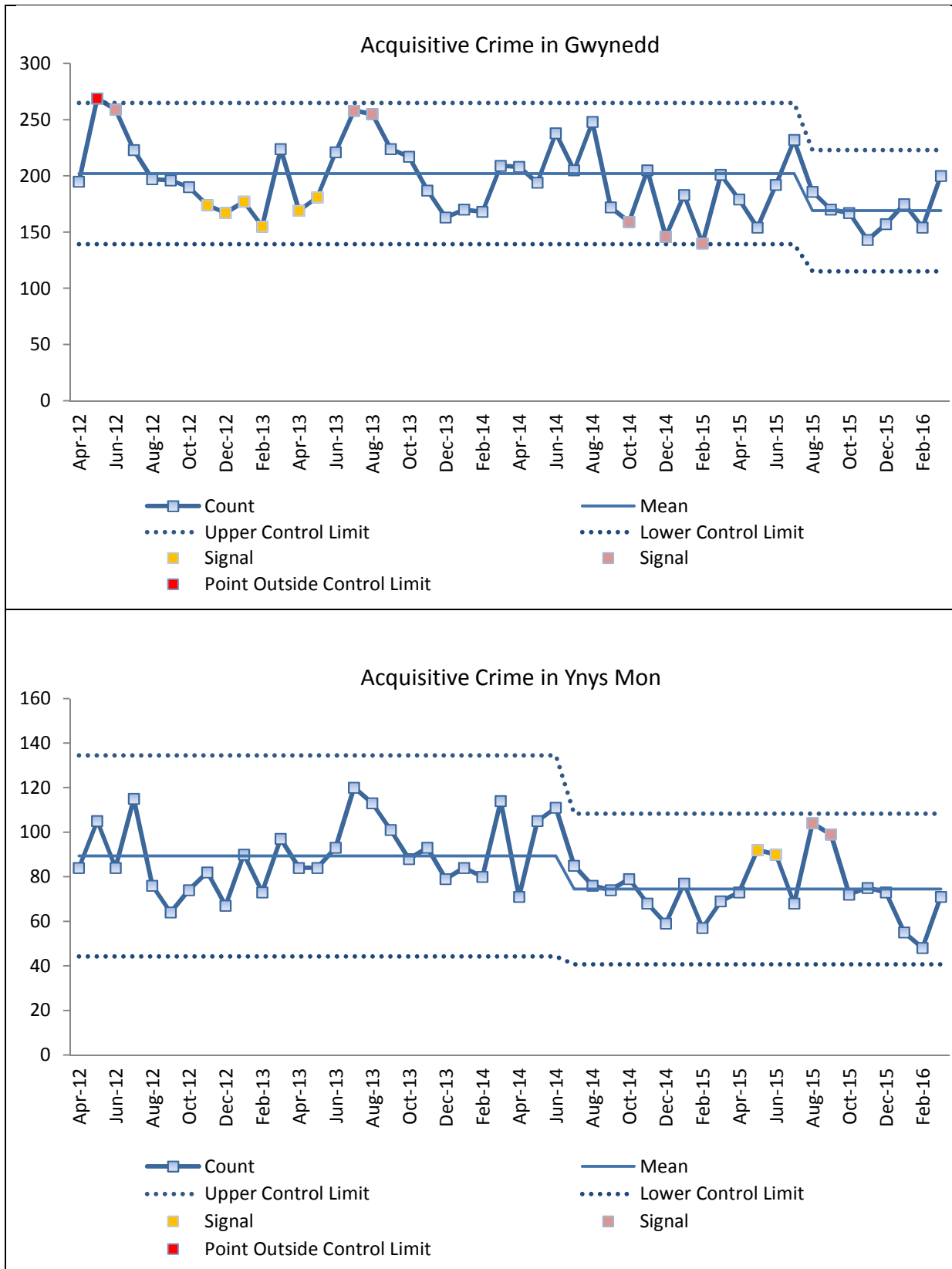
## Appendix - Victim based crime



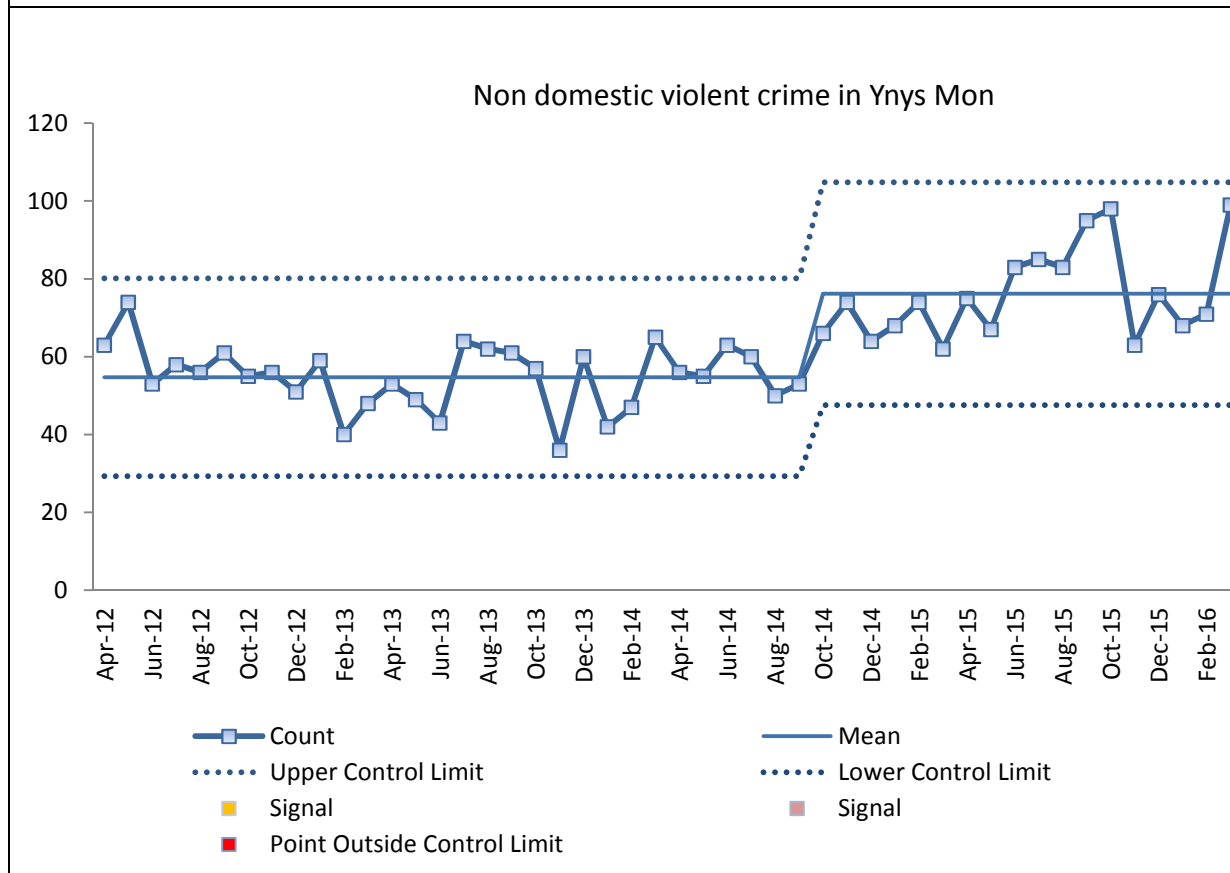
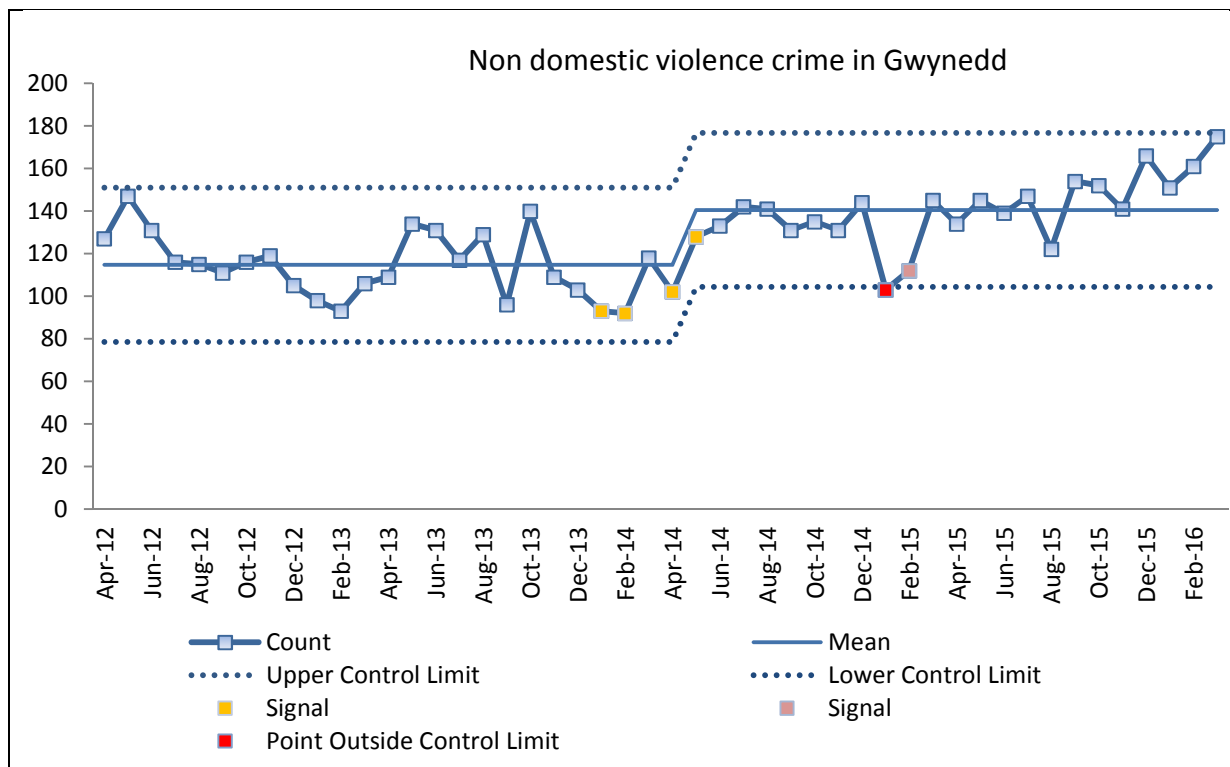
## Appendix – Repeat victims of crime



## Appendix – Acquisitive Crime

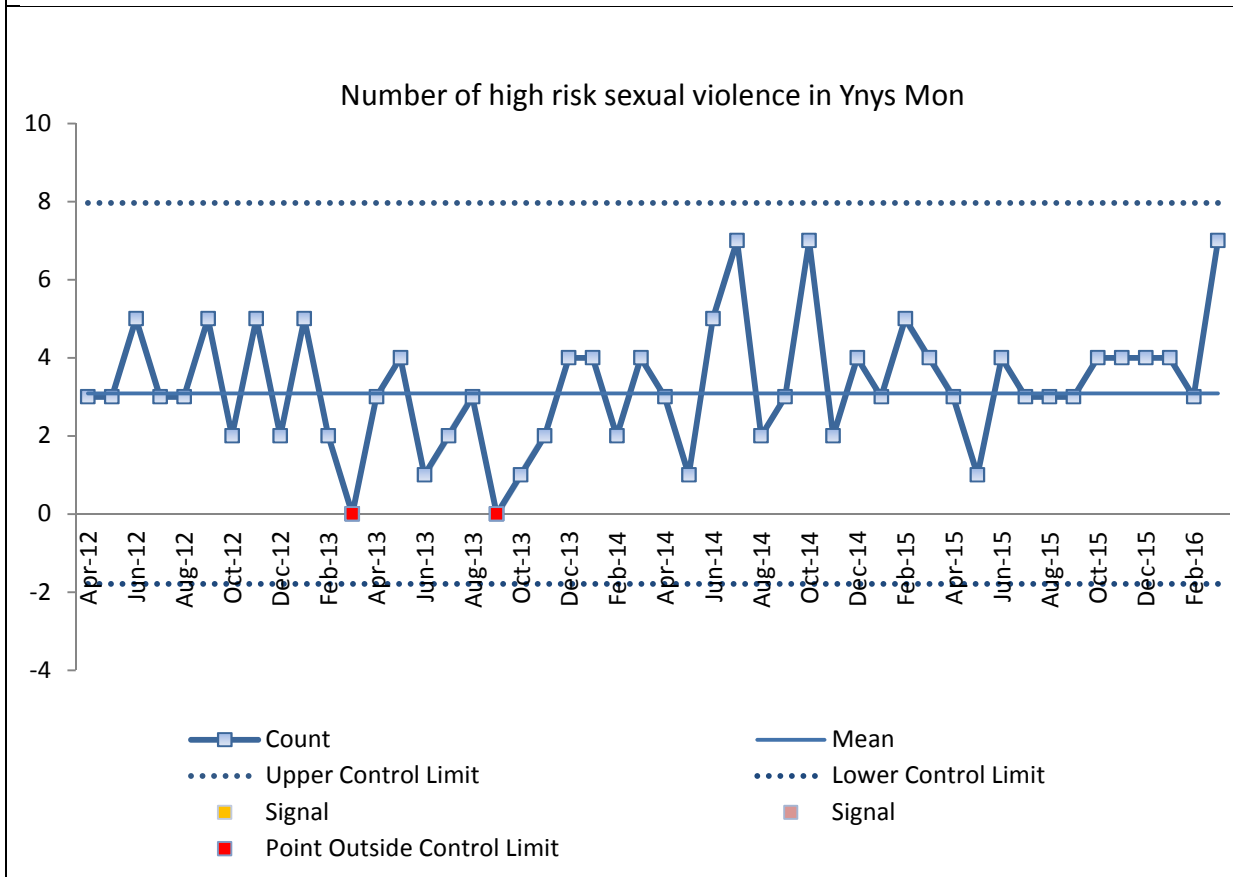
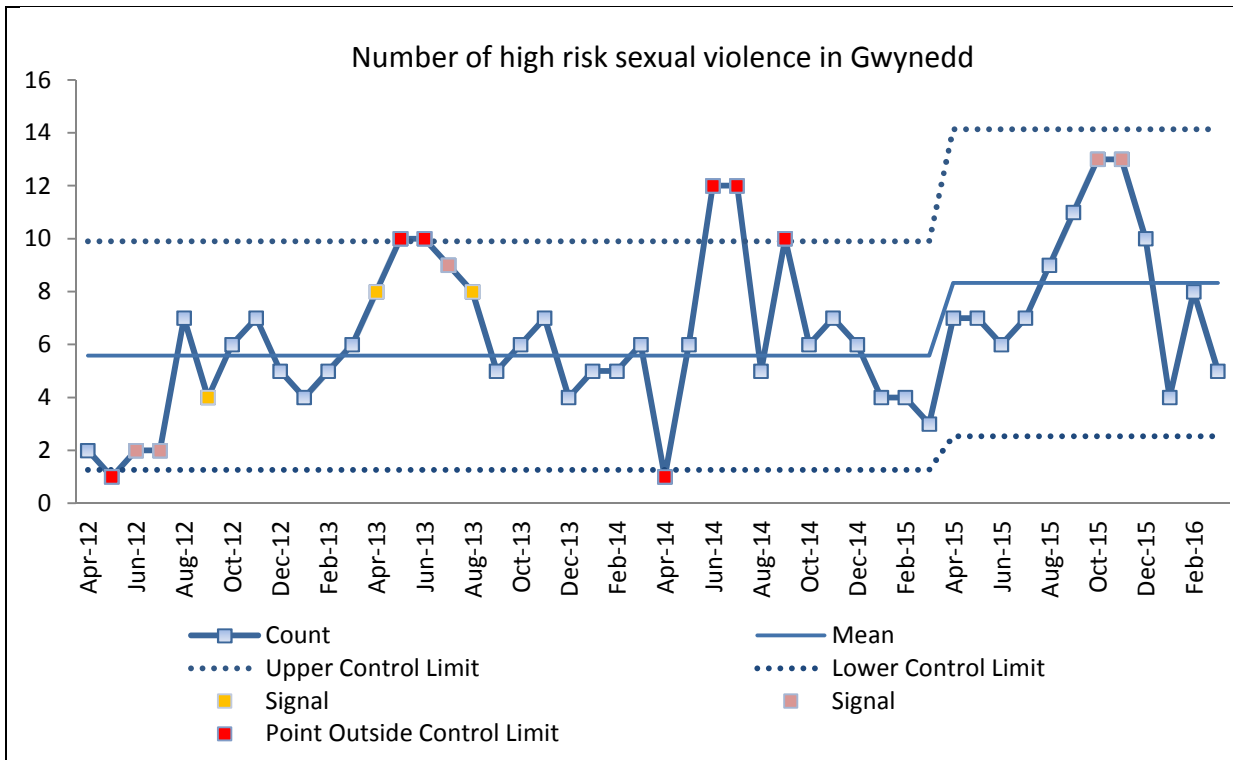


## Appendix – Non Domestic Violent Crime

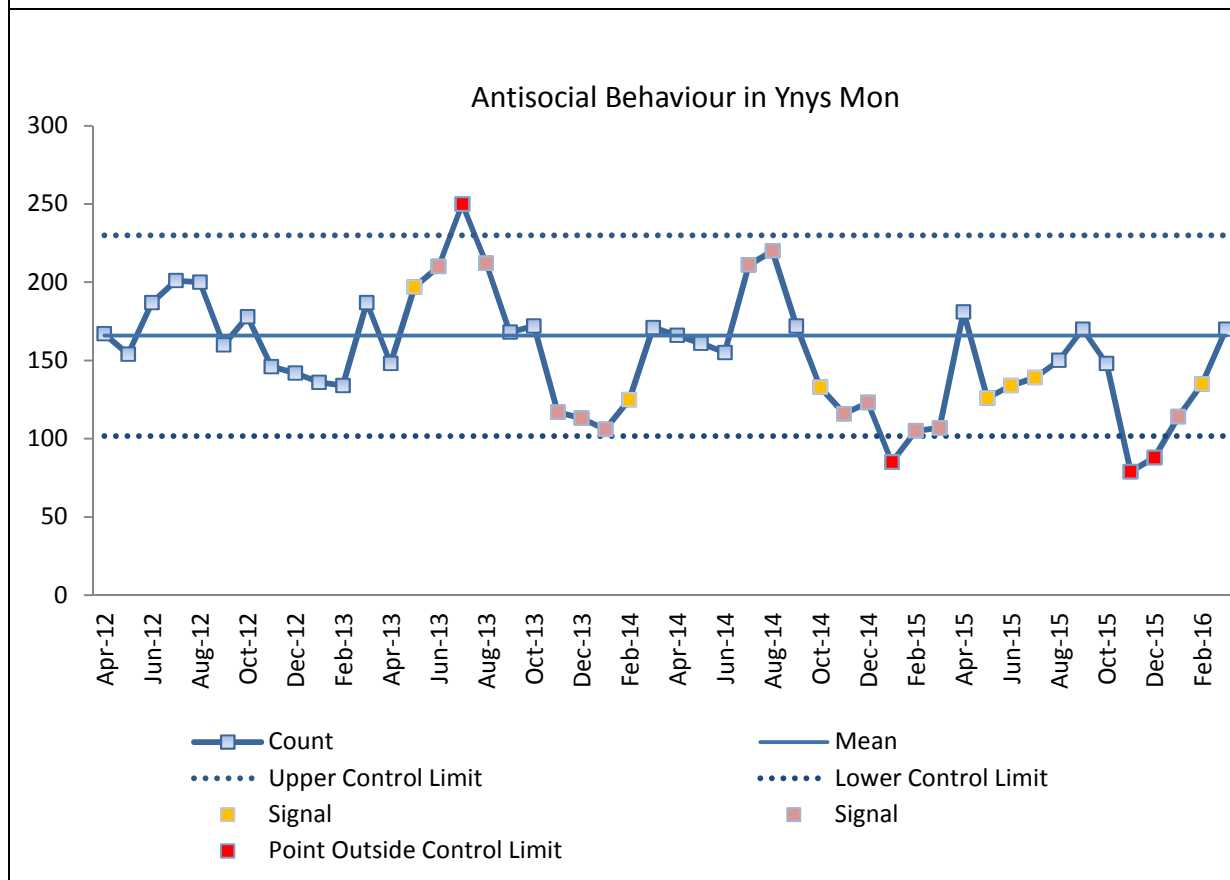
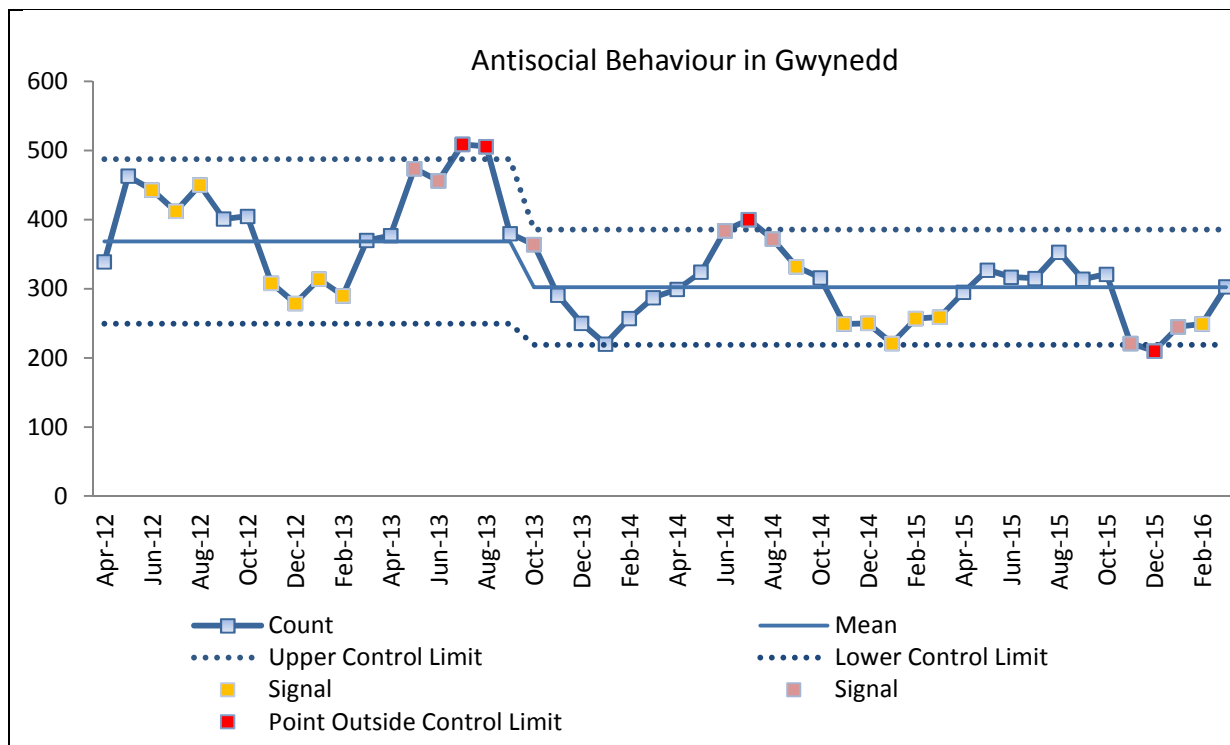




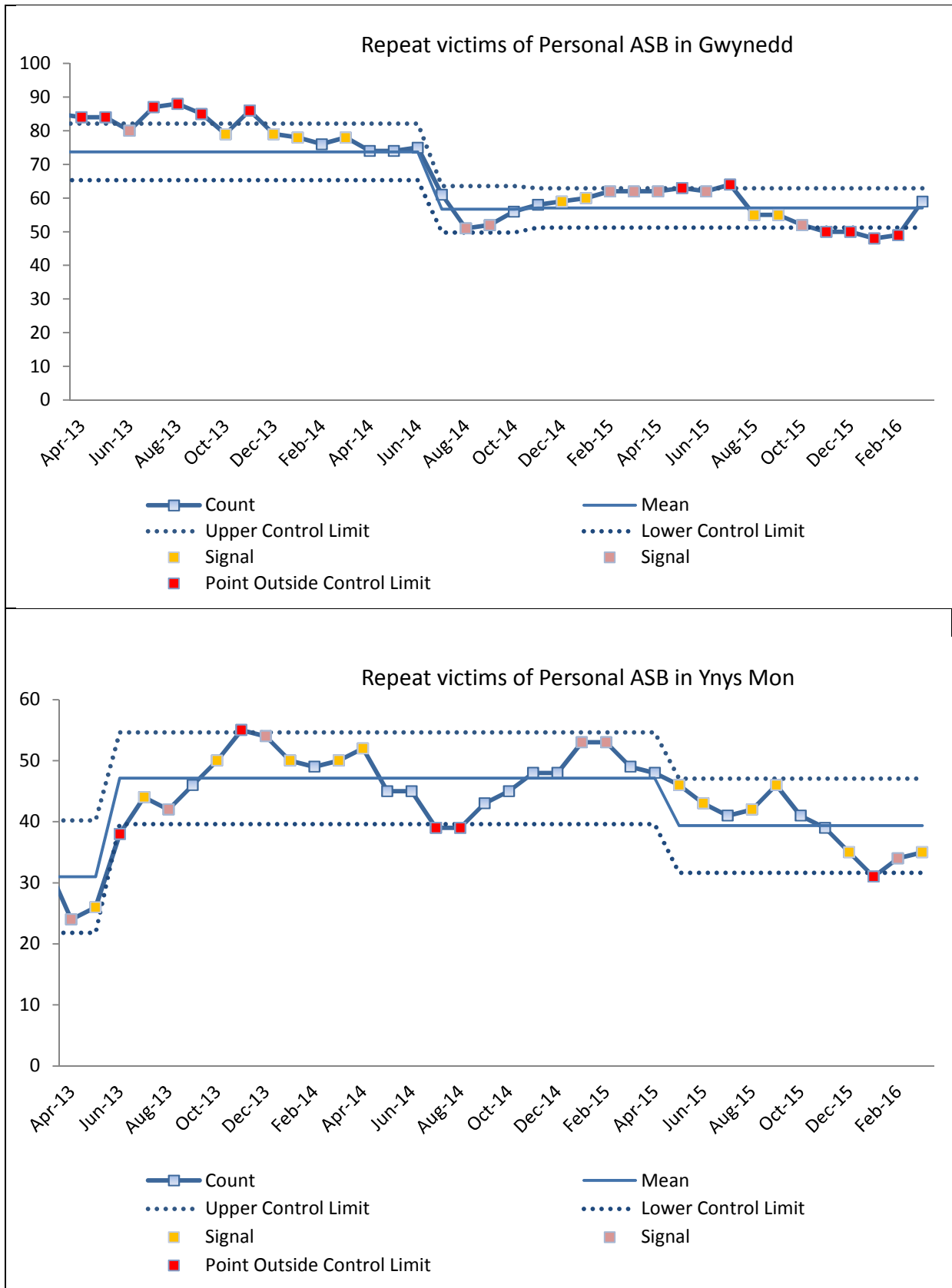
## Appendix – High Risk Sexual Violence



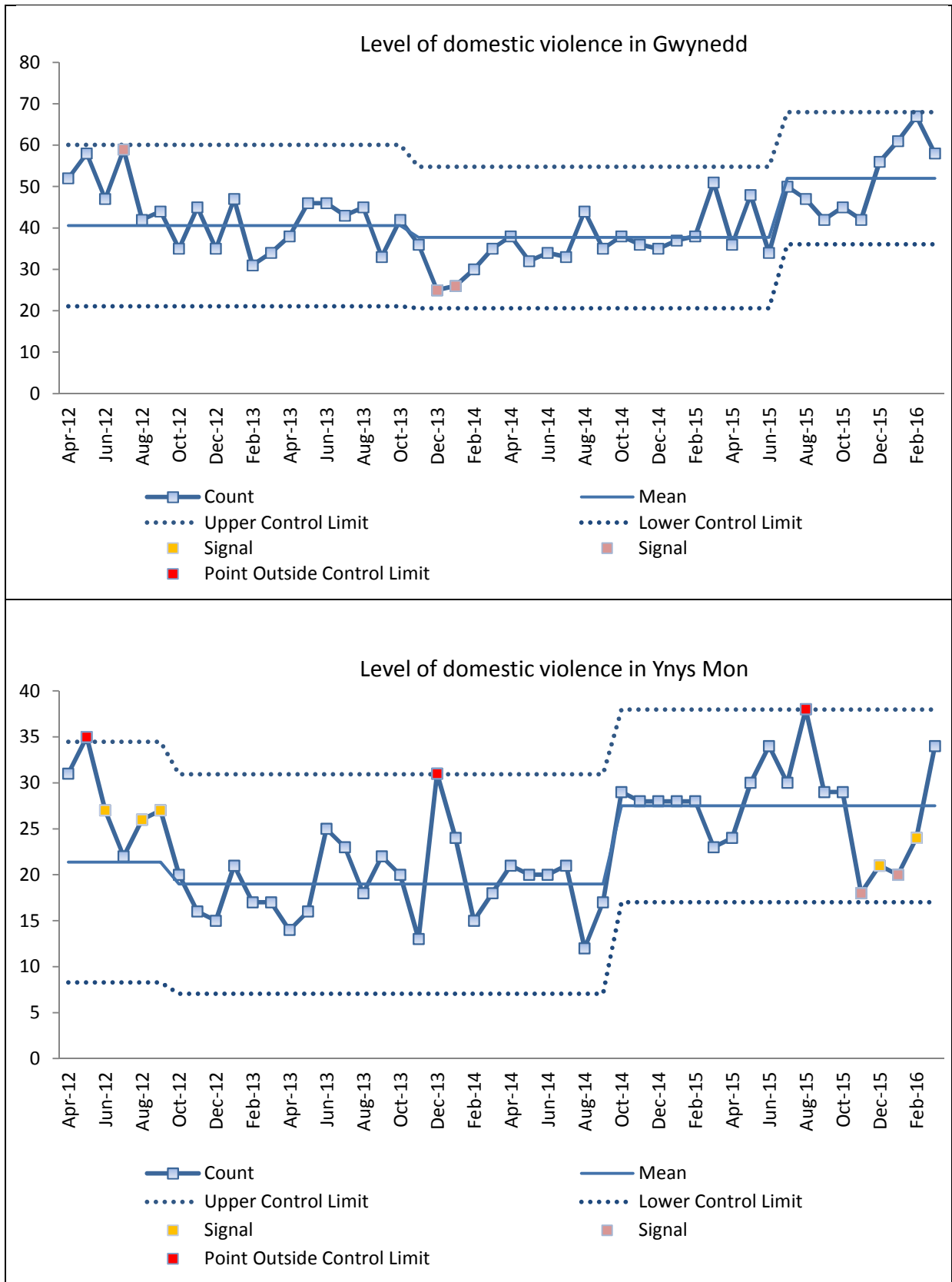
## Appendix – Antisocial Behaviour



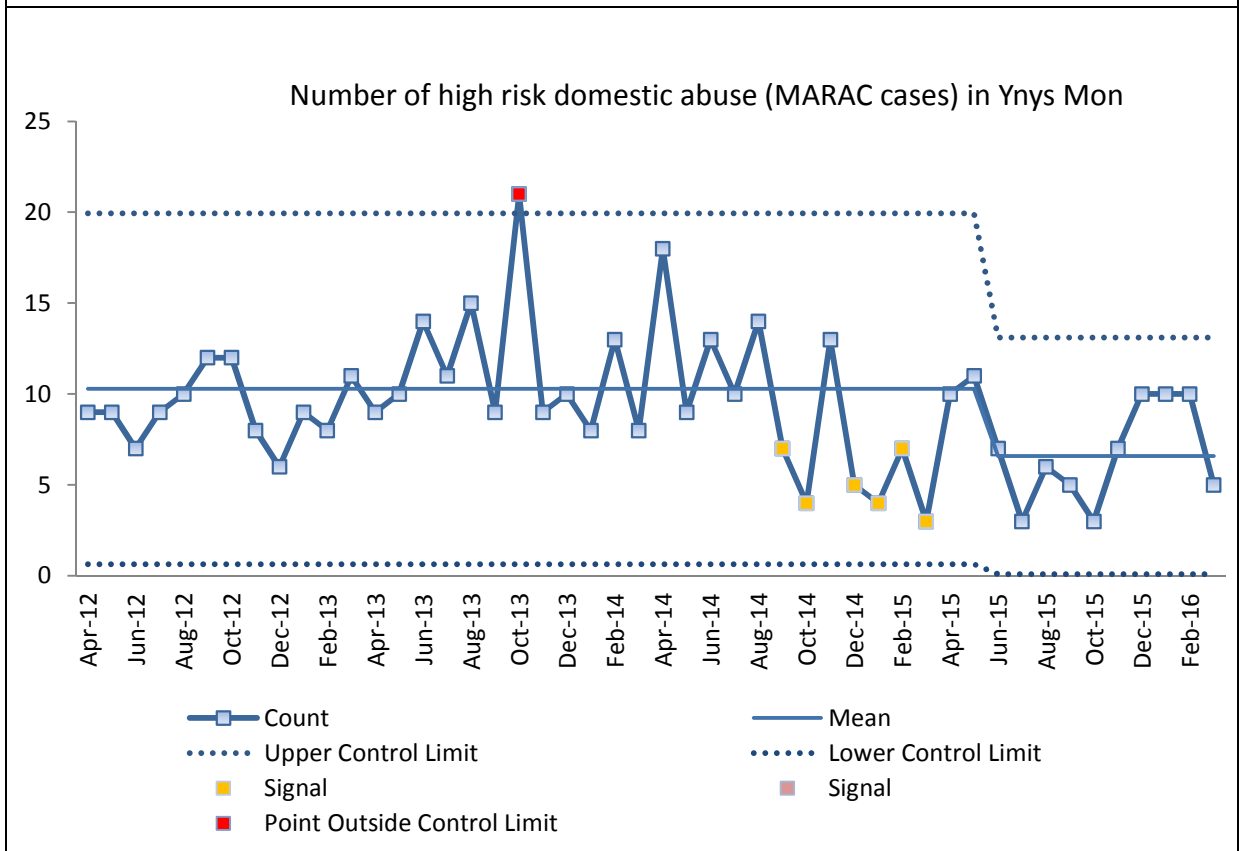
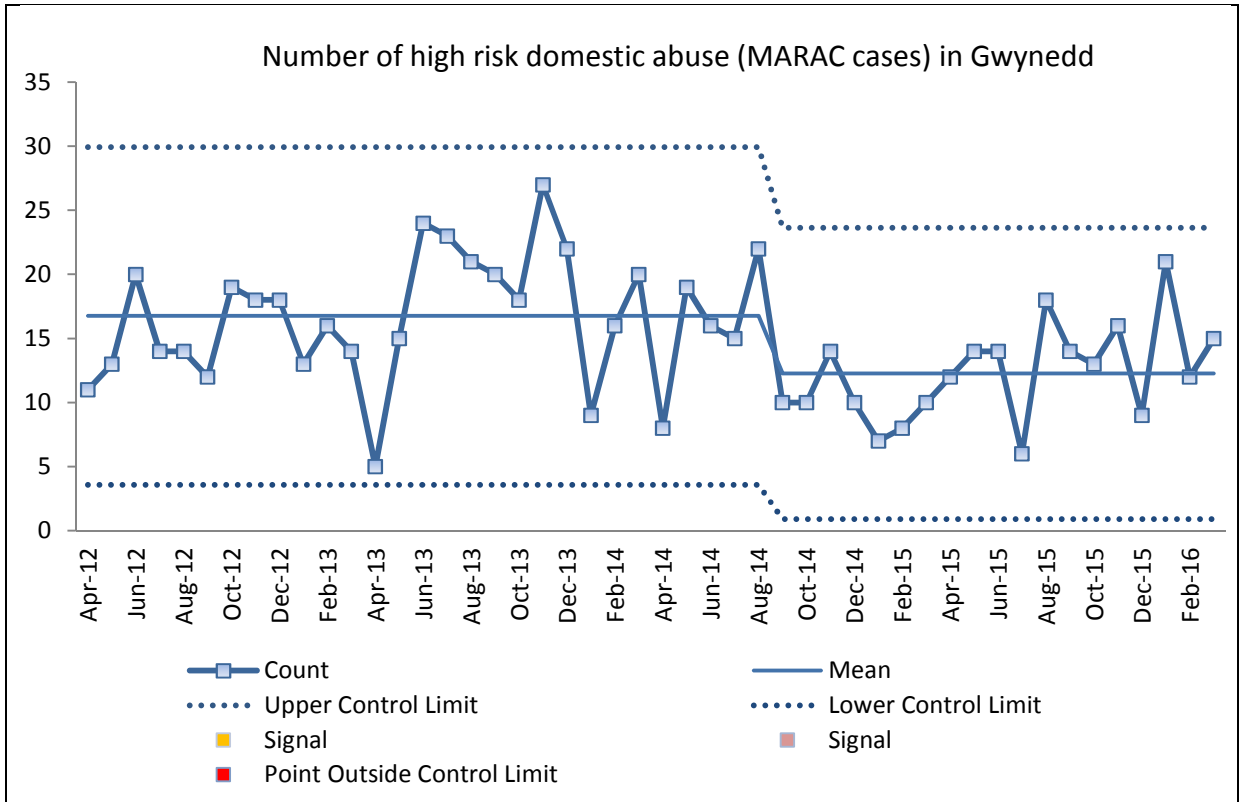
## Appendix – Repeat Victims of Antisocial Behaviour



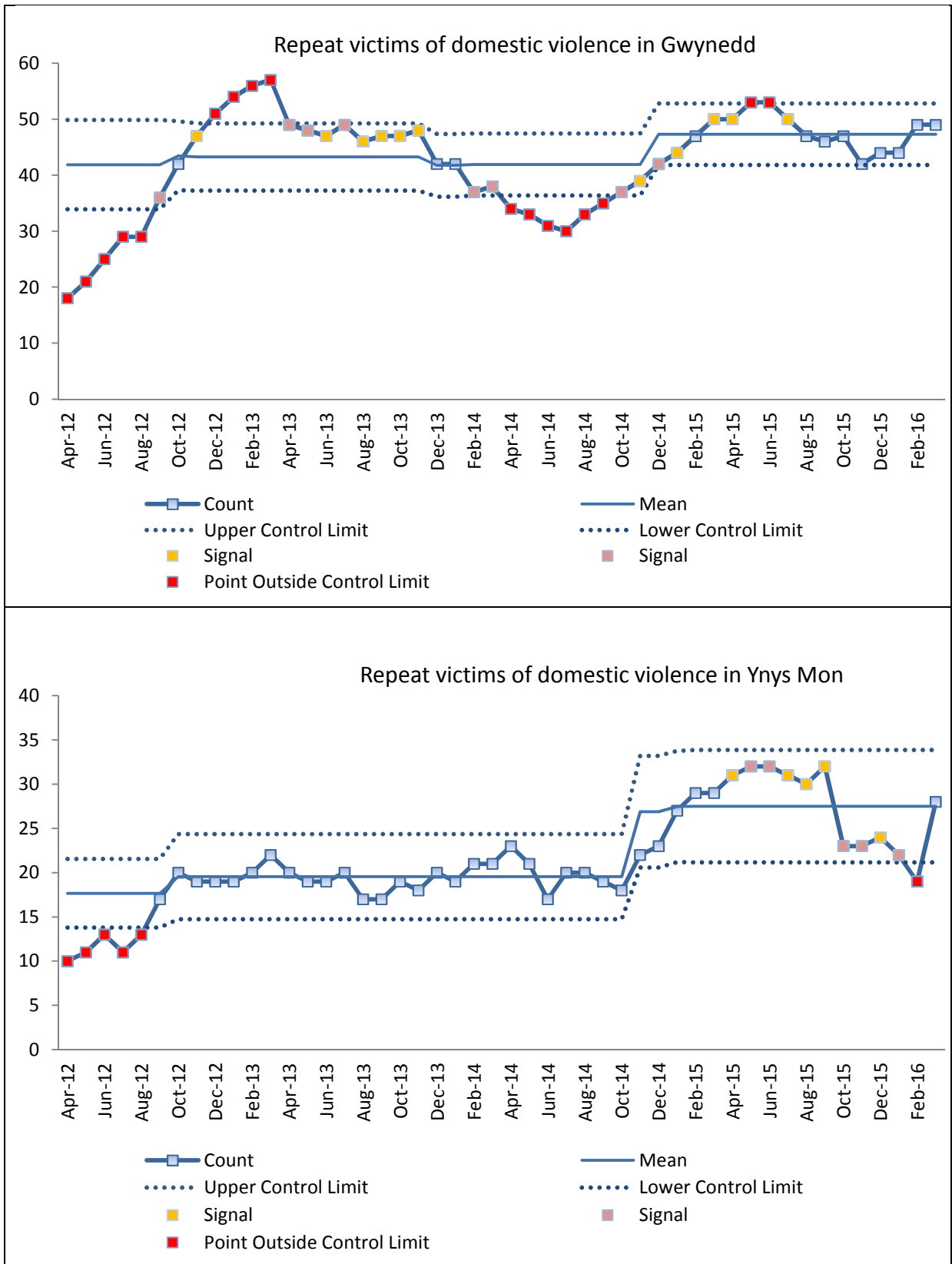
## Appendix – Domestic Violent Crime



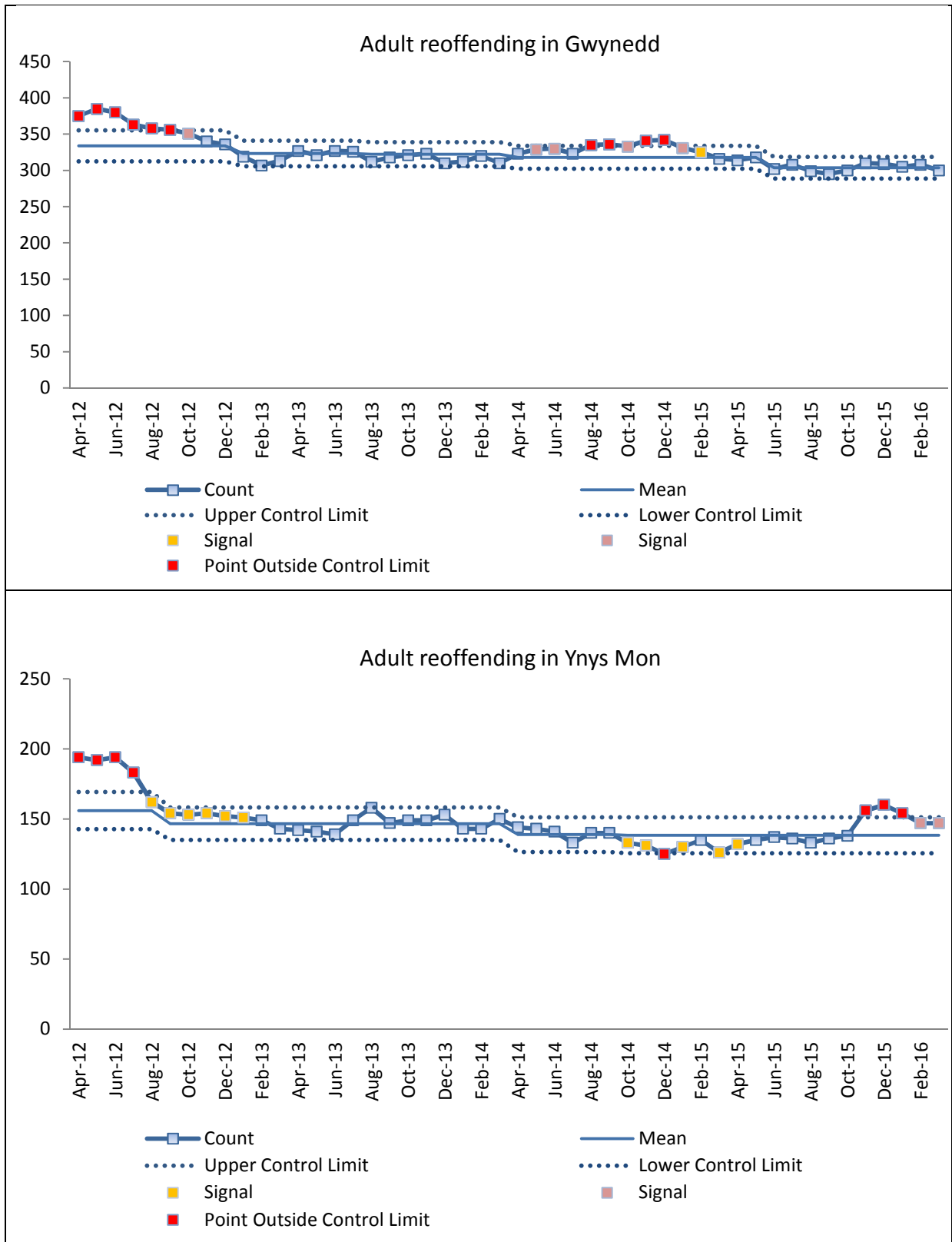
## Appendix – High Domestic Abuse Cases Discussed in MARAC



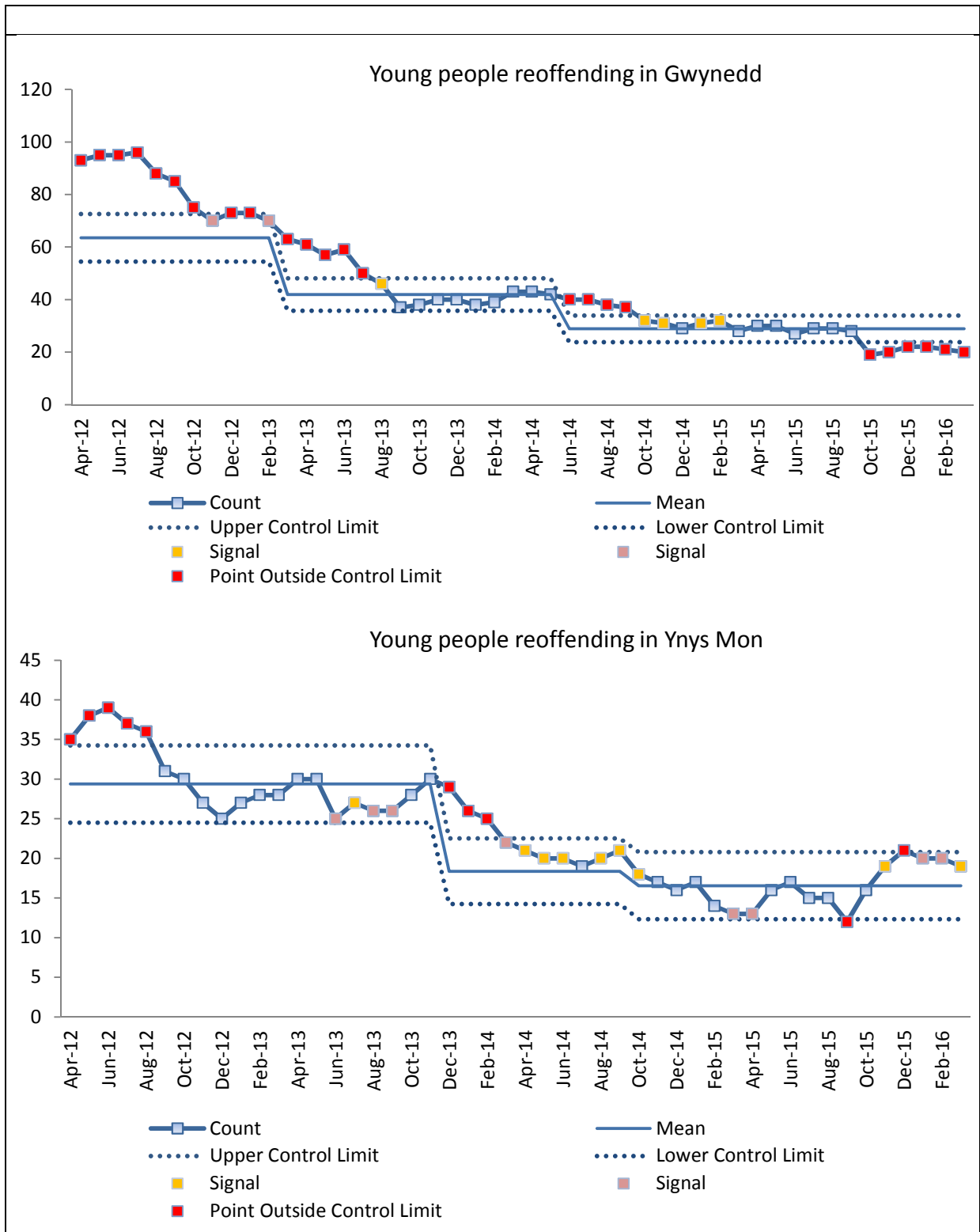
## Appendix – Repeat Victims of Domestic Violence



## Appendix – Adult Offending



## Appendix – Youth Offending





## APPENDIX 2

### The North Wales Community Safety Partnerships focus (NW CSP)

Whilst the NW SCB is focusing at a regional level on mental health, hidden crimes and technology enabled crimes, the Board is asking local CSPs to focus on:

#### 1. Reduce crime and disorder in the area

*Having regard to the PCC objectives 'Prevent crime' and 'Reduce harm and the risk of harm'*

- Reduce victim based crime
- Reduce ASB
- Support vulnerable people to prevent them becoming victims of crime
- Reduce repeat incidents of victim based crime and ASB for victims and perpetrators
- Work with MARAC to manage the levels of repeat victims of Domestic Abuse
- Deal effectively with high risk cases of Domestic Abuse and Sexual Violence
- Increase the confidence in reporting Domestic Abuse and Sexual Violence
- Increase awareness amongst young people of sexual violence

#### 2. Combat substance misuse in the area

*Having regard to the PCC objective 'Reduce harm and the risk of harm' and the strategic risk 'Drug and Alcohol Misuse'*

- Reduce substance misuse

#### 3. Reduce reoffending






- Adult reoffending
- Children and young people reoffending

The following 2015/16 plan aims at building on the extensive work which has been undertaken in recent years which has led to a significant reduction in Crime and Disorder in the counties of Gwynedd and Anglesey. The plan will focus on work fields which need to be developed during 2015/16, based on the strategic assessment, and also on the guidance and priorities established by the Regional Board. However, we will also note the work fields which have already been established, but will continue to contribute towards our focus and priority fields.






## APPENDIX 2

The Gwynedd and Anglesey priority work areas linked to the PCC Plan and NW SCB community safety agenda are:






### 1. Reduce crime and disorder in the area. 2. Combat substance misuse in the area. 3. Reduce reoffending

	Actions and projects 2015/16 Commissioned Project Established partner interventions (also contributing to focus area)	Target Date	Outcomes
1	<b>Focus:</b> Reduce victim based crime (Acquisitive crimes only)  <b>Measures:</b> 1 Level of victim based crime –acquisitive crime 2 Number of repeat victims of crime – acquisitive crime		
Page 48	<b>Actions and projects 2015-2016:</b>  Further analysis of <b>violent</b> incidents that are not domestic, to identify trends and patterns to respond with appropriate action plan to the outcome of analysis  Have identified the need to review collaboration on student safety during Fresher’s week  Raise awareness of the <i>OWL – Online Watch Link</i> neighbourhood protection scheme  Review and re-brand the <i>Our watch</i> campaign  Support the work of the new regional ‘organised crimes groups’ group and ensure appropriate response for Gwynedd and Anglesey  <b>Commissioned Projects:</b>  Youth Justice Service referral activities including the SPLASH scheme  <b>Established partner interventions (also contributing to focus area)</b>  Operations: Cusher2, Meter, Waldman and Upper Bangor targeting night time economy	June  August  December  December  Ongoing  March 2016	 Analysis undertaken, plan in place if trends identified   Multi agency response to fresher’s week in place   Awareness campaign undertaken   Review completed   Work of the new group supported locally  The service commissioned is delivered by end of year (contract in place)








## APPENDIX 2

	<p>and contributing to a reduction in violence. Partners – Police, Trading standards, Special Constables and Street Pastors.</p> <p>Operations: Falcade and Magic, using predictive analysis for targeting acquisitive crime in North and South Gwynedd and Holyhead. Partners – Police</p> <p>Pilot scheme in Llŷn Peninsula, PCSOs trained to carry out home fire safety checks/fire officers to be trained to carry out crime reduction checks. Partners –Fire and Rescue Service and Police.</p> <p>Operation Revolution, using profile analysis targeting individuals at risk of causing serious or fatal road incidents. Partners – Fire and Rescue Service and Police.</p>		
<b>2</b> Page 49	<p><b>Focus:</b> Reduce Antisocial Behaviour (ASB)</p> <p><b>Measures:</b> 1 Level of Anti-social Behaviour 2 Number of repeat victims of ASB</p>		
	<p><b>Actions and projects 2015-2016:</b></p> <p>Both Councils to identify which powers they want to adopt in relation to the new legislation and change the constitution as necessary</p> <p>Early Interventions team to be established, with purpose of stopping escalation of ASB problems and support those who are most vulnerable in our community</p> <p>Additional Housing related ASB task group to be established, to ensure timely and coordinated response to ASB in Social Housing</p> <p>Increase operational ASB resource within Anglesey LA (gap identified in the Housing Department)</p> <p>Update ASB policy within both LA's (Housing Departments)</p>	<p>March 2016 </p> <p>April </p> <p>April </p> <p>June </p> <p>March 2016 </p>	<p>Process completed</p> <p>EIT in place and achieving its aims and objectives</p> <p>Task group In place and achieving its aims and objectives</p> <p>Additional resources in place</p> <p>Policies in place</p>





## APPENDIX 2

	<p>Update the Partnership's ASB policy</p> <p><b>Commissioned Projects:</b></p> <p><b>Established partner interventions (also contributing to focus area)</b></p>	<p>December </p>	<p>Policy in place</p>
<p><b>3</b></p>	<p><b>Focus:</b> Supporting vulnerable people to prevent them from becoming victims of crime</p> <p><b>Measures: 1</b> Number of repeat victims of crime</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Page 50</p>	<p><b>Actions and projects 2015-2016:</b></p> <p>Further analysis of <b>sexual offences</b> on children and young people (Gwynedd and Anglesey) , to identify any factors regarding their vulnerability which can be tackled</p> <p>Mental health pilot in Anglesey –working with Bangor University. Looking at good practice, developing framework to understand existing provision and identifying gaps in service for those with mental health issues who have a high demand on Police resources. Partners – Anglesey Social Services, Police and Probation Wales.</p> <p>Need to understand the landscape re. where child sexual exploitation activities take place locally including councils' strategic plans, local safeguarding board, regional plan etc. in order to prepare for local action</p> <p>Early Interventions team to be established, with purpose of stopping escalation of ASB problems and support those who are most vulnerable in our community</p> <p><b>Commissioned Projects:</b></p> <p><b>Established partner interventions (also contributing to focus area)</b></p>	<p>June </p> <p>No set date </p> <p>March 2016 </p> <p>April </p>	<p>Analysis undertaken, plan in place if trends identified</p> <p>Research completed, and reported back to SCB</p> <p>Clarity re local landscape attained to enable local activities, in response to regional plan</p> <p>EIT in place and achieving its aims and objectives</p>








## APPENDIX 2

<b>4</b>	<p><b>Focus:</b> Increase confidence in reporting domestic abuse / Work with MARAC to manage the levels of repeat victims of Domestic Abuse (Multi Agency Risk Assessment Conferences)</p> <p><b>Measures:</b> <b>1</b> Level of domestic abuse  <b>2</b> Level of high risk domestic abuse (MARAC cases)  <b>3</b> Number of repeat victims of Domestic Abuse</p>			
Page 51	<p><b>Actions and projects 2015-2016:</b></p> <p>Develop and implement an action plan in response to the recent <i>Safe lives</i>, review of both Gwynedd and Anglesey MARAC's. This will ensure both MARACS are operating at the accepted national standards for a MARAC</p> <p>Raise awareness of Domestic Abuse across Gwynedd and Anglesey with the White Ribbon Campaign in November. Review existing arrangements and ensure effective collaboration.</p> <p>Identify all possible funding opportunities to enable the commissioning of Independent Domestic Violence Advisors IDVA (vital to the effectiveness of MARACS)</p> <p>Develop a response and implement a response to the 10,000 Safe lives review , including identifying appropriate 'champions' within the LA's</p> <p>Identify all possible funding opportunities to enable the commissioning of Target Hardening provision</p> <p>Respond to new legislation - The Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act, including the National Training Framework (June 2015)</p> <p>Review CAADA-DASH training for MARAC members</p>	<p>September January</p> <p>November</p> <p>April</p> <p>Continuous</p> <p>April</p> <p>Ongoing</p> <p>December</p>	      	<p>Response plan in place Plan implemented</p> <p>White ribbon programme in place and delivered</p> <p>Funds identified and service commissioned locally</p> <p>The 10,000 Safer Lives Scheme targets achieved</p> <p>Funds identified and service commissioned locally</p> <p>Local compliance</p> <p>Identify training needs and provide for identified gaps where possible</p>



## APPENDIX 2

	<p><b>Commissioned Projects</b></p> <p>Target Hardening Service (protecting homes) Independent Advisors for Victims of Domestic Abuse <i>Skyguard</i> phone devices to protect victims of domestic abuse</p> <p><b>Established partner interventions (also contributing to focus area)</b></p>	<p>March 2016</p>	<p>The service commissioned is delivered by end of year (contract in place)</p>
<p><b>5</b></p>	<p><b>Focus:</b> Increase confidence in reporting sexual violence/ Increase awareness amongst young people of sexual violence</p> <p><b>Measures:</b> <b>1</b> Level of sexual offences <b>2</b> Number of CSE offences</p>		
<p>Page 52</p>	<p><b>Actions and projects 2015-2016:</b></p> <p>Further analysis of <b>sexual offences</b> on/by children and young people (Gwynedd and Anglesey) , to identify any factors regarding their vulnerability which we may need to be tackled</p> <p>Ensure that year 9 children in our schools receive appropriate information regarding sexual offences and abuse (Cat's Paw)</p> <p>Discuss the possibility of compulsory training for taxi drivers (child sexual exploitation etc.) with Trading Standards in both Councils</p> <p>Having Identified gaps in information and awareness of rape and the definition of consent, identify appropriate and up to date information that can be used in any local events.</p> <p><b>Commissioned Projects</b></p> <p>Regional Programme to Prevent Harmful Sexual Behaviour (<i>Cat's Paw</i>)</p> <p><b>Established partner interventions (also contributing to focus area)</b></p>	<p>June</p> <p>Ongoing</p> <p>March 2016</p> <p>February</p> <p>March 2016</p>	<p> Analysis undertaken, plan in place if trends identified</p> <p> Ensure that all schools that wish to receive the intervention, do so</p> <p> Discussions have taken place and if possible, requirement for taxi drivers is implemented</p> <p> Mapping has taken place and gaps identified</p> <p>The service commissioned is delivered by end of year (contract in place)</p>

## APPENDIX 2

<b>6</b>	<b>Focus:</b> Combat substance misuse in the area		
	<b>Measures:</b> 1 Welsh Government Key Performance Indicators		
Page 53	<p><b>Actions and Projects 2015-2016:</b></p> <p>Oversee capital applications for the area –to be submitted to Area Planning Board. Possible this year – Tyn Rhodyn –lease, Agro –development in Plas Penrhyn</p> <p>Prioritise building for substance misuse in Bangor</p> <p>Review effectiveness of Alcohol sub group –re-establish if required</p> <p>Development of local RECOVERY programme by AGRO (Anglesey and Gwynedd Recovery programme)</p> <p>Ensure that local gaps in services are fed into regional Commissioning and planning cycle, and that Gwynedd and Anglesey achieve parity in provision (across the region)</p> <p>Deliver NPS training to the Street Pastors</p> <p>Winter night time economy initiatives in place</p> <p><b>Commissioned Projects</b></p> <p>Youth Justice Service Health Support Development Officer</p> <p><b>Established partner interventions (also contributing to focus area)</b></p>	<p>Within capital application timeframe- dictated by Welsh Gov </p> <p>October </p> <p>October </p> <p>Ongoing </p> <p>Ongoing </p> <p>October </p> <p>December </p> <p>March 2016</p>	<p>Capital bids submitted</p> <p>Assessment of need in Bangor completed</p> <p>Review completed and new group established if required</p> <p>A number of specific programmes developed for clients which support and encourage recovery</p> <p>Ensure effective communication with the regional commissioning group</p> <p>Training delivered</p> <p>Plan in place and delivered</p> <p>The service commissioned is delivered by end of year</p>

## APPENDIX 2

	<p>Operation Neptune, targeting alcohol misuse including joint test purchasing, fire safety checks, taxi spot checks, teen total, tricep points, pubwatch and Security Industry Authority checks (Licensed Door Staff). Partners – Police, Trading Standards, Fire and Rescue Service, Street Pastors, Education, Coastguard.</p> <p>Home fires safety checks carried out for individuals identified as being vulnerable due to alcohol misuse. Partners – Fire and Rescue Service, CAIS and the Local Health Board.</p>		
<b>7</b>	<p><b>Focus:</b> Reduce reoffending (for victims and offenders)</p> <p><b>Measure:</b> 1 Number of repeat victims of crime 2 Number of repeat offenders (IOM, YJS)</p>		
Page 54	<p><b>Actions and Projects 2015-2016:</b></p> <p>Target repeat offenders (adults) via an Integrated Offender Management (IOM) process. Identifying those who cause the most harm (prolific offenders) and addressing their re-offending behaviour</p> <p>Targeting young offenders to reduce reoffending by implementing the Gwynedd and Anglesey Youth Justice Service plan</p> <p><b>Commissioned Projects</b></p> <p>Youth Justice Service preventative officer and preventative bureau Youth Justice Service Preventative Justice Officer Youth Justice Service rehabilitation and released on licence officer Community Justice Interventions Worker Youth Justice Service speech, language and communication support Support officer as and when needed (Housing and accommodation) Careers Support Officer</p> <p><b>Established partner interventions (also contributing to focus area)</b></p>	<p>Ongoing </p> <p>Ongoing </p> <p>March 2016</p>	<p>Local IOM group in place and achieving its aims and objectives</p> <p>YJS plan in place and achieving its aims and objectives</p> <p>The service commissioned is delivered by end of year (contract in place)</p>



## APPENDIX 2

<p>Operation Phoenix, targeting young people identified as being at risk of offending or reoffending and engaging them in positive activity. Partners – Fire and Rescue Service, Education, Youth Justice Service and Police.</p> <p>Project WISDOM – pilot scheme in Gwynedd and Anglesey bringing together Police (Public Protection Officers, PPU) and Probation (Sexual Offenders and Violent Offenders Unit Officers, SOVU) to work within Local Authority building. Strengthening the reoffending response in relation to high risk offenders. Also piloting a change in offender contact with Probation Officers which is moving to contact to dedicate Police buildings across both counties. Partners- Probation Wales, Police and Social Services.</p>		
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# COMMUNITY SAFETY PRIORITIES



Page 56

## APPENDIX 3

### The North Wales Community Safety Partnerships focus (NW CSP)

Whilst the NW SCB is focusing at a regional level on mental health, hidden crimes and technology enabled crimes, the Board is asking local CSPs to focus on:

#### 1. Reduce crime and disorder in the area

*Having regard to the PCC objectives 'Prevent crime' and 'Reduce harm and the risk of harm'*

- Reduce victim based crime
- Reduce ASB
- Support vulnerable people to prevent them becoming victims of crime
- Reduce repeat incidents of victim based crime and ASB for victims and perpetrators
- Work with MARAC to manage the levels of repeat victims of Domestic Abuse
- Deal effectively with high risk cases of Domestic Abuse and Sexual Violence
- Increase the confidence in reporting Domestic Abuse and Sexual Violence
- Increase awareness amongst young people of sexual violence

#### 2. Combat substance misuse in the area

*Having regard to the PCC objective 'Reduce harm and the risk of harm' and the strategic risk 'Drug and Alcohol Misuse'*

- Reduce substance misuse

#### 3. Reduce reoffending

- Adult reoffending
- Children and young people reoffending

The following 2016/17 plan aims at building on the extensive work which has been undertaken in recent years which has led to a significant reduction in Crime and Disorder in the counties of Gwynedd and Anglesey. The plan will focus on work fields which need to be developed during 2016/17, based on the strategic assessment, and also on the guidance and priorities established by the Regional Board. However, we will also note the work fields which have already been established, but will continue to contribute towards our focus and priority fields.

The Gwynedd and Anglesey priority work areas linked to the PCC Plan and NW SCB community safety agenda are:

## APPENDIX 3

### 1. Reduce crime and disorder in the area. 2. Combat substance misuse in the area. 3. Reduce reoffending

	Actions and projects 2016/17 Commissioned Project Established partner interventions (also contributing to focus area)	Target Date	Responsibility	Outcomes
1	<p><b>Focus:</b> Reduce victim based crime (Acquisitive crimes only)</p> <p><b>Measures:</b> 1 Level of victim based crime –acquisitive crime 2 Number of repeat victims of crime – acquisitive crime</p>			
Page 58	<p><b>Actions and projects 2016/17</b></p> <p>Trading Standards services (TSS) in both Local Authorities to continue to look at opportunities for work in relation to ‘doorstep crimes’ and ‘cold calling’ and scams, particularly in relation to vulnerable people. To identify opportunities for working with other partner agencies.</p> <p>TSS to work with police to introduce No Cold Calling Zones (NCCZ) as deemed necessary</p> <p>Have identified the need to review collaboration on student safety during Fresher’s week</p> <p>Support the work of the new regional ‘organised crimes groups’ group and ensure appropriate response for Gwynedd and Anglesey. Specific activity undertaken in facilitating the completion of the OCG local profile</p> <p>Further analysis of criminal to be undertaken, to establish if a targeted intervention is</p>	<p>Throughout year</p> <p>Throughout the year</p> <p>September</p> <p>March</p> <p>June</p>	<p>Emma Jones Manon Williams</p> <p>Emma Jones Manon Williams Ian Roberts</p> <p>Alun Roberts Helen O’Riley</p> <p>Catherine Roberts Dave Riley Catherine Griffiths Mathew Sherrington</p> <p>Mathew Stewart</p>	<p>Work -plan in place</p> <p>Identify and put in place NCCZ as necessary</p> <p>Multi agency response to fresher’s week in place</p> <p>Work of the new group supported locally</p> <p>Analysis completed – possible options</p>

## APPENDIX 3

Page 59	<p>required to tackle local increase in volume crimes</p> <p><b>Commissioned Projects:</b></p> <p>Youth Justice Service referral activities including the SPLASH scheme          Youth Justice Service preventative officer and preventative bureau          Youth Justice Service Preventative Justice Officer          Youth Justice Service rehabilitation and released on licence officer          Community Justice Interventions Worker          Support officer as and when needed (Housing and accommodation)          Careers Support Officer</p> <p><b>Established partner interventions (also contributing to focus area)</b></p> <p>Police &amp; TSS to continue to contribute annually to Operation Liberal – tackling doorstep crime &amp; distraction burglaries. Partners –TSS and Police</p> <p>Operations: Cusher2, Meter, Waldman and Upper Bangor targeting night time economy and contributing to a reduction in violence. Partners – Police, Trading standards, Special Constables and Street Pastors.</p> <p>Operations: Falcade and Magic, using predictive analysis for targeting acquisitive crime in North and South Gwynedd and Holyhead. Partners – Police</p> <p>Pilot scheme in Llŷn Peninsula, PCSOs trained to carry out home fire safety checks/fire officers to be trained to carry out crime reduction checks. Partners –Fire and Rescue Service and Police.</p> <p>Operation Clubland – Operation to educate home owners regarding Burglary Dwelling offences and risks of leaving properties insecure. Pilot in Bangor and Pwllheli areas.</p> <p>Operation Haywire - Operation to educate vehicle owners regarding theft from vehicle</p>			for intervention identified
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## APPENDIX 3

	offences and risks of leaving vehicles insecure. Active in the Western area.			
<b>2</b>	<p><b>Focus:</b> Reduce Antisocial Behaviour (ASB)</p> <p><b>Measures:</b> <b>1</b> Level of Anti-social Behaviour  <b>2</b> Number of repeat victims of ASB</p>			
Page 60	<p><b>Actions and projects 2016/17</b></p> <p>Both Councils to identify which powers they want to adopt in relation to the new legislation and change the constitution as necessary</p>	N/K	Iwan Evans Robyn Jones	Process completed
	Additional Housing related ASB task group to be re-established, to ensure timely and coordinated response to ASB in Social Housing	N/K	Multi agency	Task group In place and achieving its aims and objectives
	Establish, as appropriate more consistent attendance of Health service and Local Authority services on the tasking group	March	Multi agency	End of year assessment, to identify if appropriate attendance at the group is in place
	Establish regular meetings between (appropriate) Council services, and Police community safety officers, in order to identify specific trends/areas, where joint working is required to tackle ASB and offending	Throughout year	Catherine Roberts Ian Roberts	Evidence of meetings held, and work plans developed as required
	Instigate a legal process within the Local Authorities, which enables the transition of existing Designated Public Places Order's (4 in Anglesey 7 in Gwynedd) into Public Space Protection Orders by October 2017	Throughout year	Catherine Roberts	Preparations in place for Implementing the changes
	<p><b>Commissioned Projects:</b></p> <p>Youth Justice Service referral activities including the SPLASH scheme</p> <p><b>Established partner interventions (also contributing to focus area)</b></p>			

## APPENDIX 3

Page 61	<p>Undertake preventative work in relation to underage sales of alcohol – advising businesses, promoting Challenge 25 and undertaking test purchases and enforcement as necessary. Partners - LA trading standards and Police</p> <p>Undertake work to tackle antisocial behaviour in relation to noise and bonfire. Use and promotion of noise app &amp; app Mon, to gather evidence to enable enforcement. Partners –LA trading standards, Police</p> <p>Operation Reflex – Targeting vulnerable youths in the Pwllheli and Blaenau Ffestiniog area. Officers engaging with youths (especially if underage drinking) and identifying youths in need of support. Also identifying with parents if they knew where their children were.</p> <p>Operation Wax – Targeting the offence of ‘begging’ in the Bangor area which has been causing concern in the local community, On-going.</p> <p>Western Volunteer Police Cadets working with WAST/BCHUB and Drinkaware.co.uk to launch an underage drinking campaign.</p>			
<b>3</b>	<p><b>Focus:</b> Supporting vulnerable people to prevent them from becoming victims of crime</p> <p><b>Measures:</b> 1 Number of repeat victims of crime</p>			
	<p><b>Actions and projects 2016/17</b></p> <p>Mental health pilot in Anglesey –working with Bangor University. Looking at good practice, developing framework to understand existing provision and identifying gaps in service for those with mental health issues who have a high demand on Police resources. Partners – Anglesey Social Services, Police and Probation Wales</p> <p>Need to understand the landscape regarding where child sexual exploitation activities take place locally including councils’ strategic plans, local safeguarding board, regional plan etc. in order to prepare for local action. Specific work to be undertaken with the</p>	<p>No set date</p> <p>March</p>	<p>Multi agency</p> <p>Safer Communities Board Regional</p>	<p>Research completed, and reported back to SCB</p> <p>Clarity re local landscape attained to enable local activities, in response to regional plan</p>

## APPENDIX 3

Page 62	analyst, to identify if work under the regional plan is being undertaken locally		Safeguarding Board	
	Have a PREVENT plan for each Local Authority in Place. Identify where the plan will be monitored	April	Catherine Roberts	Plan has a monitoring structure in place and is updated regularly
	Trading Standards services in both Local Authorities to continue to look at opportunities for work in relation to 'doorstep crimes', 'cold calling' and scams particularly in relation to vulnerable people. To identify opportunities for working with other partner agencies and consider introduction of No Cold Calling zones as necessary.	Throughout the year	Emma Jones Manon Williams	Educational talks to vulnerable groups, advice and intervention, consideration of No Cold Calling Zones where necessary
	Complete the joint work on development of a protocol for the management of young people (placements from other Counties) into residential units in the area –in relation to the offending issues whist in the locality	July	Stephen Wood	Protocol in place and monitored
	Task & Finish Group to look at those individuals who are identified as high demand service users for Police/Fire & Rescue Service/WAST. This work identified following three recent fatal fires in Gwynedd.	N/K	Geraint Hughes	Identify if there are specific matters in Gwynedd that require local intervention
<p><b>Commissioned Projects:</b></p> <p>Target Hardening Service (protecting homes)          Independent Advisors for Victims of Domestic Abuse          Skyguard phone devices to protect victims of domestic abuse          Caring Dads project in Gwynedd</p> <p>Established partner interventions (also contributing to focus area)</p> <p>Promotion of 'Buy With Confidence Trader Approval Scheme' which tackles rogue traders. Partners - by Trading Standards Service</p>				



## APPENDIX 3

<b>4</b>	<p><b>Focus:</b> Increase confidence in reporting domestic abuse / Work with MARAC to manage the levels of repeat victims of Domestic Abuse (Multi Agency Risk Assessment Conferences)</p> <p><b>Measures:</b> <b>1</b> Level of domestic abuse  <b>2</b> Level of high risk domestic abuse (MARAC cases)  <b>3</b> Number of repeat victims of Domestic Abuse</p>																											
Page 63	<p><b>Actions and projects 2016/17</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>Raise awareness of Domestic Abuse across Gwynedd and Anglesey with the White Ribbon Campaign in November. Review existing arrangements and ensure effective collaboration.</p> </td> <td style="width: 10%; text-align: center; padding: 5px;">November</td> <td style="width: 20%; padding: 5px;">Maria Pritchard</td> <td style="width: 20%; padding: 5px;">White ribbon programme in place and delivered</td> </tr> <tr> <td style="padding: 5px;"> <p>Identify all possible funding opportunities to enable the commissioning of Independent Domestic Violence Advisors IDVA (vital to the effectiveness of MARACS)</p> </td> <td style="text-align: center; padding: 5px;">April 2017</td> <td style="padding: 5px;">Multi agency</td> <td style="padding: 5px;">Funds identified and service commissioned locally</td> </tr> <tr> <td style="padding: 5px;"> <p>Identify all possible funding opportunities to enable the commissioning of Target Hardening provision</p> </td> <td style="text-align: center; padding: 5px;">April 2017</td> <td style="padding: 5px;">Multi agency</td> <td style="padding: 5px;">Funds identified and service commissioned locally</td> </tr> <tr> <td style="padding: 5px;"> <p>Respond to new legislation - The Violence against Women, Domestic Abuse and Sexual Violence (Wales) 2015 Act, including –</p> <ul style="list-style-type: none"> <li>• the National Training Framework</li> <li>• regional strategic and operational structures in place by April 2017</li> </ul> </td> <td style="text-align: center; padding: 5px;">April 2017</td> <td style="padding: 5px;">Multi agency</td> <td style="padding: 5px;">Local compliance –regional structure in place</td> </tr> <tr> <td style="padding: 5px;"> <p>Review CAADA-DASH training for MARAC members</p> </td> <td style="text-align: center; padding: 5px;">December</td> <td style="padding: 5px;">MARAC Members</td> <td style="padding: 5px;">Identify training needs and provide for identified gaps where possible</td> </tr> <tr> <td style="padding: 5px;"> <p>Joint development of a new referral pathway for the fitting of target hardening equipment</p> </td> <td style="text-align: center; padding: 5px;">September</td> <td style="padding: 5px;">Catherine Roberts Maria Pritchard Supporting People Housing Departments</td> <td></td> </tr> </table>				<p>Raise awareness of Domestic Abuse across Gwynedd and Anglesey with the White Ribbon Campaign in November. Review existing arrangements and ensure effective collaboration.</p>	November	Maria Pritchard	White ribbon programme in place and delivered	<p>Identify all possible funding opportunities to enable the commissioning of Independent Domestic Violence Advisors IDVA (vital to the effectiveness of MARACS)</p>	April 2017	Multi agency	Funds identified and service commissioned locally	<p>Identify all possible funding opportunities to enable the commissioning of Target Hardening provision</p>	April 2017	Multi agency	Funds identified and service commissioned locally	<p>Respond to new legislation - The Violence against Women, Domestic Abuse and Sexual Violence (Wales) 2015 Act, including –</p> <ul style="list-style-type: none"> <li>• the National Training Framework</li> <li>• regional strategic and operational structures in place by April 2017</li> </ul>	April 2017	Multi agency	Local compliance –regional structure in place	<p>Review CAADA-DASH training for MARAC members</p>	December	MARAC Members	Identify training needs and provide for identified gaps where possible	<p>Joint development of a new referral pathway for the fitting of target hardening equipment</p>	September	Catherine Roberts Maria Pritchard Supporting People Housing Departments	
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## APPENDIX 3

	<p><b>Commissioned Projects</b></p> <p>Target Hardening Service (protecting homes)          Independent Advisors for Victims of Domestic Abuse  <i>Skyguard</i> phone devices to protect victims of domestic abuse          Caring Dads project in Gwynedd</p> <p><b>Established partner interventions (also contributing to focus area)</b></p>			
<b>5</b>	<p><b>Focus:</b> Increase confidence in reporting sexual violence/ Increase awareness amongst young people of sexual violence</p> <p><b>Measures:</b> <b>1</b> Level of sexual offences  <b>2</b> Number of CSE offences</p>			
Page 64	<p><b>Actions and projects 2016/17</b></p> <p>Need to understand the landscape regarding where child sexual exploitation activities take place locally including councils' strategic plans, local safeguarding board, and regional plan etc. in order to prepare for local action. Specific work to be undertaken with the analyst, to identify if work under the regional plan is being undertaken locally</p> <p>Ensure that year 9 children in our schools receive appropriate information regarding sexual offences and abuse (Cat's Paw)</p> <p>Discuss the possibility of compulsory training for taxi drivers (child sexual exploitation etc.) with Trading Standards/Licensing authorities in both Councils</p> <p>A further analysis on a regional basis, of repeat Domestic Abuse and rapes in dwellings, to inform future planning</p>	<p>March</p> <p>Throughout year</p> <p>July</p> <p>N/K</p>	<p>Safer Communities Board Regional Safeguarding Board</p> <p>Multi agency</p> <p>Sion Hughes Gwenan Roberts</p> <p>Matthew Stewart</p>	<p>Clarity re local landscape attained to enable local activities, in response to regional plan</p> <p>Make every effort to identify opportunities to commission the provision</p> <p>Discussions to take place and if possible, requirement for taxi drivers is implemented</p> <p>CSP responds to analysis , if specific trends /issues noted in Gwynedd or Anglesey</p>

## APPENDIX 3

	<p>Gwynedd Council to establish a strategic/developmental panel for child sexual exploitation. Panel to ensure protocols and risk assessments etc are in place and effective</p> <p><b>Commissioned Projects</b></p> <p>Youth Justice Service Health Support Development Officer</p> <p><b>Established partner interventions (also contributing to focus area)</b></p>	September	Sharron Williams Carter	Panel in place with current terms of reference and work plan
6	<p><b>Focus:</b> Combat substance misuse in the area</p> <p><b>Measures:</b> 1 Welsh Government Key Performance Indicators</p>			
Page 65	<p><b>Actions and Projects 2016/17</b></p> <p>Oversee capital applications for the area –to be submitted to Area Planning Board.</p> <p>Ensure that local gaps in services are fed into regional Commissioning and planning cycle, and that Gwynedd and Anglesey achieve parity in provision (across the region)</p> <p>Winter night time economy initiatives in place</p> <p>Review of services for children and young people in the two Counties is completed. Recommendations from the review are considered in future commissioning decisions</p>	<p>Within capital application timeframe-dictated by Welsh Gov</p> <p>Throughout year</p> <p>December</p> <p>May</p>	<p>Rhiannon Mair Partnership members</p> <p>Rhiannon Mair</p> <p>Multi agency</p> <p>Rhiannon Mair</p>	<p>Capital bids submitted are discussed locally and observations sent to APB</p> <p>Ensure effective communication with the regional commissioning group</p> <p>Plan in place and delivered</p> <p>Review completed and recommendations implemented as appropriate</p>

## APPENDIX 3

Page 66	<p>Review of Youth services in Anglesey Council to identify the support needs of young people for the future (including issues of substance misuse)</p>	D/YY	Enid Williams	<p>Review completed and recommendations implemented as appropriate</p>
	<p>Individuals on a Drug Rehabilitation Requirement order, to receive a mandatory course on health and Well being, which emphasises Harm reduction practices</p>	April	Jonathan Clark	<p>DRR's in place, with course available and monitored</p>
	<p>Western volunteer police cadets (VPC) are developing a campaign to highlight the dangers of underage drinking and buying alcohol to young people. The campaign will focus on the strapline "is it worth it?"</p>	December	Ian Roberts	<p>Campaign in place and delivered</p>
<p><b>Commissioned Projects</b></p> <p>Youth Justice Service Health Support Development Officer</p> <p><b>Established partner interventions (also contributing to focus area)</b></p> <p>Operation Neptune, targeting alcohol misuse including joint test purchasing, fire safety checks, taxi spot checks, teen total, tricep points, pubwatch and Security Industry Authority checks (Licensed Door Staff). Partners – Police, Trading Standards, Fire and Rescue Service, Street Pastors, Education, Coastguard.</p> <p>Home fires safety checks carried out for individuals identified as being vulnerable due to alcohol misuse. Partners – Fire and Rescue Service, CAIS and the Local Health Board.</p>				

## APPENDIX 3

<b>7</b>	<p><b>Focus:</b> Reduce reoffending (for victims and offenders)</p> <p><b>Measure: 1</b> Number of repeat victims of crime  <b>2</b> Number of repeat offenders (IOM, YJS)</p>			
Page 67	<p><b>Actions and Projects 2016/17</b></p> <p>Target repeat offenders (adults) via an Integrated Offender Management (IOM) process. Identifying those who cause the most harm (prolific offenders) and addressing their re-offending behaviour. This structure to be re designed during the year on a local level, and a review of which individuals are targeted for the service</p> <p>Targeting young offenders to reduce reoffending by implementing the Gwynedd and Anglesey Youth Justice Service plan</p> <p>New posts put in place within both Local Authorities (until March 2017) to deal with rehousing of prison leavers. These posts will develop close working links with partner agencies during the course of this year</p> <p><b>Commissioned Projects</b></p> <p>Youth Justice Service preventative officer and preventative bureau          Youth Justice Service Preventative Justice Officer          Youth Justice Service rehabilitation and released on licence officer          Community Justice Interventions Worker          Support officer as and when needed (Housing and accommodation)          Careers Support Officer</p> <p><b>Established partner interventions (also contributing to focus area)</b></p> <p>Utilise target hardening for scams victims as identified by National Scams Team, to reduce likelihood of becoming repeat victims. Partners – Trading Standards Services</p> <p>Operation Phoenix, targeting young people identified as being at risk of offending or</p>	<p>Throughout year</p> <p>Throughout year</p> <p>Throughout year</p>	<p>Jonathan Clark Rhys Jones Mark Armstrong</p> <p>Stephen Wood</p> <p>Susan Griffiths Karen Roberts</p>	<p>Local IOM group in place and achieving its aims and objectives</p> <p>YJS plan in place and achieving its aims and objectives</p> <p>Posts in place, evaluate effectiveness of joint working</p>

## APPENDIX 3

<p>reoffending and engaging them in positive activity. Partners – Fire and Rescue Service, Education, Youth Justice Service and Police.</p> <p>Project WISDOM – pilot scheme in Gwynedd and Anglesey bringing together Police (Public Protection Officers, PPU) and Probation (Sexual Offenders and Violent Offenders Unit Officers, SOVU) to work within Local Authority building. Strengthening the reoffending response in relation to high risk offenders.</p> <p>Early Intervention (EIT) operated by North Wales Police. The aim is to co-ordinate partner agencies to implement preventative measures in place.</p>			
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## Community Safety Fund 15/16 completed spend – Police and Crime Commissioner

*The Commissioner's fund – which is intended to support effective partnership working to deliver solutions for the people of north Wales by tackling issues identified throughout north Wales in assessing crime and disorder.*

PROJECT	PROJECT DESCRIPTION	ALLOCATION	SPEND	OVER/ <b>UNDERSPEND</b>	REASON FOR VARIANCE
Anti social behaviour co-ordinator for the Local Authority	To coordinate a multiagency response to reports of antisocial behaviour crime and incidents.	£37,000	£13,455.11	<b>-£22,725.89</b>	The ASB coordinator left her post as of 09/10/15. The majority of the grant was reallocated to North Wales Police as a pilot to provide cover for the post. A small amount (£819) was also allocated to operation BANG (Be a Nice Guy).
North Wales Police ASB Coordinator	As above. The post has been transferred to North Wales Police as of 1/04/16, subject to a piloted review.	£0	£22,725.89	£22,725.89	As above.
Operation BANG	Targeted Diversionary activities covering the Halloween and Bonfire period. Kayaking, football, dancing, beatboxing etc.	£0	£819	£0	The Community Safety Unit was able to provide some funding towards the North Wales Police's Op BANG from the ASB coordinator's post.
Gwynedd Care and Repair Target Hardening	A target hardening service for high risk victims of domestic abuse to replace and fit security locks on windows and doors.	£4,666.83	£4,666.83	£0	
IDVA Anglesey	Part funding towards the IDVA provision for Anglesey (detailed on page 5)	£3,483.17	£3,483.17	£0	
<b>Total</b>		<b>£45,150</b>	<b>£45,150</b>	<b>£0</b>	

## Community Safety Fund 16/17 Spend Plan (approved) – Police and Crime Commissioner

*The total allocation for the Community Safety Fund for 16/17 is £8,150. The remaining allocation of £37,000 will be paid directly to North Wales Police to continue the ASB coordination provision.*

PROJECT NAME	PROJECT DESCRIPTION	GWYNEDD ALLOCATION	ANGLESEY ALLOCATION	TOTAL PROJECT COST
Care and Repair Cymru Target Hardening initiative	The target hardening initiative for high risk victims of domestic abuse will be covering both counties of Gwynedd and Anglesey this year. The service will provide up to 40 referrals to continue to fit and replace security locks on windows and doors.	£4,075	£4,075	£8,150



## Youth Crime Prevention Fund 15/16 completed spend – Welsh Government

To support projects aimed at the reduction and prevention of youth crime and disorder.

PROJECT NAME	GWYNEDD ALLOCATION	ANGLESEY ALLOCATION	TOTAL ALLOCATION	SPEND	OVER/ <b>UNDERSPEND</b>	REASON FOR VARIANCE
YJS Prevention Officer	£43,500	£39,207.50	£82,707.50	£92064.50	£9,357	Slippage from the Speech and Language Development project was redirected for additional prevention capacity to compensate for the in year cuts to the YJB grant.
YJS Restorative Justice Officer	£18,600.00	£12,400.00	£31,000.00	£31,000.00	£0	
YJS Health Support Development Worker	£18,000.00	£12,000.00	£30,000.00	£30,000.00	£0	
YJS Resettlement and ROTL Support worker	£7,800.00	£5,200.00	£13,000.00	£13,000.00	£0	
YJS Youth Justice Targeted Diversionary Activities including SPLASH	£9,000.00	£9,000.00	£18,000.00	£18,000.00	£0	
Third Sector						
Community Justice Interventions Worker	£28,800.00	£19,200.00	£48,000.00	£48,000.00	£0	
Speech and Language Development	£5,614.20	£3,742.80	£9,357.00	£0	<b>£9,357</b>	The project did not commence due to in-year cuts to the Ministry of Justice YJB grant. This meant that the project could no longer be joint funded with CAIS, and the slippage was redirected toward additional Prevention capacity which was approved by Welsh Government.
Floating Support Services	£19,500.00	£13,000.00	£32,500.00	£32,500.00	£0	
Regional Sexually Harmful Behaviour Programme (Cat's Paw)	£15,000.00	£5,000.00	£20,000.00	£20,000.00	£0	
Careers Support	£14,228.08	£13,883.42	£28,111.50	£28,111.50	£0	
Total	£180,042.28	£132,633.72	£312,676.00	£312,676.00	£0	

## Promoting Positive Engagement for Young People (At Risk of Offending) 16/17 Spend Plan (approved) – Welsh Government

Formerly known as the Youth Crime Prevention Fund, it supports projects aimed at the reduction and prevention of youth crime and disorder.

PROJECT NAME	PROJECT DESCRIPTION	GWYNEDD ALLOCATION	ANGLESEY ALLOCATION	TOTAL PROJECT COST
Prevention and Early Intervention	Provides support and intervention to young people who are at risk of entering the Youth Justice System (YJS).	£59,400.00	£39,600.00	£99,000.00
Health and Wellbeing	Continue and develop restorative practice across all aspects and levels of youth justice interventions and into mainstream provision for children and young people.	£14,400.00	£9,600.00	£24,000.00
Enhanced Restorative Justice	To improve the health and wellbeing of children and young people known to the YJS.	£21,180.54	£14,120.36	£35,300.90
Resettlement and Transitions Worker (ROTL)	Provide guidance, assistance and support upon release and assist integration and settlement back into the community.	£7,800.00	£5,200.00	£13,000.00
Resettlement and Transitions Worker (Floating Support)	Provides dedicated housing related support to individuals aged 16-19 whom are engaged in the Gwynedd/Anglesey Youth Justice Service and are in temporary accommodation, with a view to reduce offending behaviour by addressing their criminogenic needs.	£19,500.00	£13,000.00	£32,500.00
Promoting Positive Engagement	Separates children and young people from adult unpaid work provision, which also offers training and education accreditation.	£26,643.00	£17,762.00	£44,405.00
Improving access to ETE	Specialist support for YJS clients who are NEET or at risk of becoming NEET	£16,920.00	£11,280.00	£28,200.00
Total		£165,843.54	£110,562.36	£276,405.90

## Independent Domestic Violence Advocate 15/16 completed spend

The IDVA provides the specialist support required for High Risk Domestic Abuse victims, resulting from the assessment and planning process of the local MARAC's. The IDVA provides support through the court process and provides a key focal point for vulnerable victims wishing to access a range of services from Housing, Health, the Police and Criminal Justice services.

### GWYNEDD

PROJECT NAME	TOTAL ALLOCATION	SPEND	OVER/ <b>UNDERSPEND</b>	FUNDING SOURCE	REASON FOR VARIANCE
Independent Domestic Violence Advocate	£9,750	£9,750	£0	Gwynedd Local Authority	FULL SPEND
	£10,000	£10,000	£0	Home Office	
	£10,000	£10,000	£0	Substance Misuse Grant	
	£20,000	£20,000	£0	Welsh Government	
<b>Total</b>	<b>£49,750.00</b>	<b>£49,750.00</b>	<b>£0</b>		

### ANGLESEY

PROJECT NAME	TOTAL ALLOCATION	SPEND	OVER/ <b>UNDERSPEND</b>	FUNDING SOURCE	REASON FOR VARIANCE
Independent Domestic Violence Advocate	£10,000	£10,000	£0	Anglesey Local Authority, Supporting People	FULL SPEND
	£10,000	£10,000	£0	Home Office	
	£20,000	£20,000	£0	Substance Misuse Grant	
	£3483.17	£3483.17	£0	Welsh Government	
<b>Total</b>	<b>£43,483.17</b>	<b>£43,483.17</b>	<b>£0</b>		

## Domestic Abuse Delivery Plan 16/17 proposed spend plan (awaiting WG approval)

*The purpose of the Domestic Abuse Services Grant is to fund statutory and voluntary organisations to contribute to the implementation of the Welsh Government's strategic objectives to reduce the incidence of violence against women, domestic abuse and sexual violence.*

PROJECT NAME	PROJECT DESCRIPTION	GWYNEDD ALLOCATION	ANGLESEY ALLOCATION	TOTAL ALLOCATION	FUNDING SOURCE
Domestic Abuse Coordinator	Domestic Abuse Coordinators have a central function, which is to facilitate a coordinated partnership response to domestic abuse. The DAC role is important to help deliver on high level policy directives and strategies at a local level.	£16,000	£16,000	£32,000	Welsh Government
Caring Dads	Caring Dads is a programme designed to change the behaviour of fathers within abusive families with particular emphasis on relationships with their children.	£7,000	£0	£7,000	Welsh Government
Regional advisor	This project is a one off regional proposal for the employment of a regional advisor. The role would be to take forwards the transitioning of a local support structure to that of a regional support structure by 2017.	£4,350	£4,350	£8,700	Welsh Government
IDVA	The IDVA provides the specialist support required for High Risk Domestic Abuse victims, resulting from the assessment and planning process of the local MARAC's. The IDVA provides support through the court process and provides a key focal point for vulnerable victims wishing to access a range of services from Housing, Health, the Police and Criminal Justice services	£34,863.42	£33,136.58	£68,000	Welsh Government
		£10,000	£0	£10,000	Home Office
		£0	£10,000	£10,000	Supporting People Department, Anglesey Local Authority
		£10,000	£10,000	£20,000	Area Planning Board
Total		£82,213.42	£73,486.58	£155,700.00	

There is also a £41,300 contribution from the Office of the Police and Crime Commissioner in order to provide the following IDVA provision for both counties:

- 1 x 37 hours IDVA
- 2 x 35 hours IDVA
- 1 x 32 hours IDVA
- 1 x 20 hours IDVA

## Prevent 15/16 completed spend – Home Office

The Prevent strategy, published by the Government in 2011, is part of the overall counter-terrorism strategy, CONTEST.

The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. In the Act this has simply been expressed as the need to “prevent people from being drawn into terrorism”.

The Home Office has provided £10,000 per county in order to support Local Authorities in complying with this new duty and it was decided regionally to pool these funds. This has enabled support for a 3 month collaborative project that will provide a suitable awareness training programme across North Wales. The project has resulted in:

- Development of a regional bi-lingual training toolkit
- Delivery of face to face training for front line staff
- Development of a bi-lingual e-learning module
- A regional project officer to co-ordinate the activity

### GWYNEDD

PROJECT NAME	TOTAL ALLOCATION	SPEND	OVER/UNDERSPEND	FUNDING SOURCE	REASON FOR VARIANCE
Prevent awareness training programme	£10,000	£9,375	-£625	Home Office	Estimated costs resulting in a slight underspend

### ANGLESEY

PROJECT NAME	TOTAL ALLOCATION	SPEND	OVER/UNDERSPEND	FUNDING SOURCE	REASON FOR VARIANCE
Prevent awareness training programme	£10,000	£9,423	-£577	Home Office	Estimated costs resulting in a slight underspend

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<b>ISLE OF ANGLESEY COUNTY COUNCIL</b>	
<b>Report to:</b>	<b>Partnership and Regeneration Scrutiny Committee</b>
<b>Date:</b>	<b>26/09/16</b>
<b>Subject:</b>	<b>Report on the effectiveness of the support offered by GwE in improving outcomes for orange and red category schools 2014-2016</b>
<b>Portfolio Holder(s):</b>	<b>Councillor Kenneth Hughes</b>
<b>Head of Service:</b>	<b>Delyth Molyneux</b>
<b>Report Author:</b>	<b>Elfyn Vaughan Jones, Senior Challenge Advisor GwE</b>
<b>Local Members:</b>	<b>Relevant to all members.</b>

<b>A –Recommendation/s and reason/s</b>
<p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>• That the members of the scrutiny committee for Partnerships and Regeneration note the content of the report presented to them about the effectiveness of GwE’s input in improving orange and red category schools.</li> <li>• That the members of the scrutiny committee note the recommendations of the report to improve orange and red category schools.</li> </ul> <p><b>Reasons:</b></p> <p>GwE’s annual report is presented to the scrutiny committee on a yearly basis.</p> <p>The education department was asked to present a report concentrating specifically on GwE’s effectiveness in improving outcomes for orange and red schools during the period 2014-2016.</p>

<b>F - Appendices:</b>
<p>Appendix 1. Full report on the effectiveness of GwE’s support in improving orange and red category schools 2014-2016.</p>

<b>Committee</b>	Partnership and Regeneration Scrutiny Committee
<b>Title of Report</b>	Report on the effectiveness of action taken by GwE with 2015-16 Amber/Red support category schools
<b>Author</b>	Elfyn V. Jones [Anglesey/Gwynedd Hub Senior Challenge and Support Adviser]
<b>Date for submission of report</b>	September 2016
<b>Lead Officer</b>	Delyth Molyneux
<b>Relevant Portfolio Holder</b>	Councillor Ken Hughes

### Purpose of the report

The main purpose of the report is to present information which will allow elected members to scrutinise the work undertaken by the School Effectiveness and Improvement Service (GwE) with Amber/Red support category schools in Anglesey during the 2015-16 academic year, and to carefully deliberate the impact of this action on outcomes, achievement standards and quality of leadership.

### Matters for scrutiny

The kind of information included in the report, as well as the opportunity to pose further questions, is an important contribution to the self-evaluation process. In this context, it is important that elected members are aware that the Estyn Framework, the requirements of the Wales Audit Office and Welsh Government's expectations with regard to the regional consortia's governing and work management methods, place an expectation on them, as part of self-evaluation and quality assurance processes, to be able to respond to questions such as those listed below:

- How does the authority monitor and challenge GwE's work?
- How does the authority know whether it is offered value for money by GwE?
- How does the authority ensure that GwE's work is aligned to local plans and aims, and that the key aspects that require attention are effectively targeted?
- What difference has GwE's support made to outcomes, achievement standards and quality of leadership in Anglesey's Amber/Red support category schools?
- In which schools are the most evident differences to be seen?
- Which aspects need to be prioritised going forward in order to ensure further improvements?

Committee members are asked to scrutinise the contents of the report in order to be able to respond to questions such as those listed above.

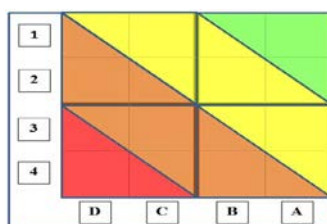
### Regional context: the joint improvement service

GwE is the School Effectiveness and Improvement Service for North Wales. GwE works alongside the local authorities and schools to develop a first class system of education which will have the capacity, skills and confidence to undertake a programme of self-improvement. We believe that schools need to improve themselves for the sake of the learners in their care, and that it is GwE's task to provide the guidance, support and challenge to ensure that this happens.

### Regional context: the categorisation procedure

There are three steps to the school categorisation process:

- *Step 1:* the school is assessed by Welsh Government based on a range of performance measures and placed in one of 4 judgement categories [1 is highest and 4 lowest]. This is verified by Welsh Government during December/January each year.
- *Step 2:* GwE and the Authority form a judgement on the quality of leadership and teaching/learning in the school, placing the school in one of 4 categories [A is highest and D lowest]. The process of forming a judgement on the school's improvement capacity will begin with the school's self-evaluation, but Challenge Advisers must be assured and see evidence that each school leader uses performance data robustly as part of an effective management and improvement process [governors, headteacher, teachers, middle leaders and subject leaders]. There must be evidence of effective use of accurate data on pupil, class, group, cohort, subject and school level. Challenge Advisers will consider the performance of each learner and group of learners as well as the quality of teaching and learning in the school.
- *Step 3:* GwE and the Authority use the below grid to agree on the school's overarching colour category [Green/Yellow/Amber/Red] which will lead to a programme of support, challenge and intervention specifically tailored to the school. Brokering the support will be one of GwE's key functions. The specified number of support days offered as noted below has been implemented since September 2015.



### Green Support Category

A school in this category may receive up to 4 days of the Challenge Adviser's time.

### Yellow Support Category

A school in this category may receive up to 10 days of the Challenge Adviser's time.

### Amber Support Category

A school in this category may receive up to 15 days of the Challenge Adviser's time.

### Red Support Category

A school in this category may receive up to 25 days of the Challenge Adviser's time. The school will receive a letter from the Local Authority as part of a procedure where appropriate statutory powers may be called upon.

Since 2015 a regional and national procedure has been agreed upon and implemented in relation to the standardisation and moderation of the categorisation work.



## Overview of GwE's approach in supporting, monitoring and challenging schools

Under the guidance of the Joint-committee, Senior Leadership Team and the Authorities' quality assurance teams, GwE takes action to support, monitor, challenge and intervene in schools. The *GwE Strategic Business Plan* highlights aspects for attention across the region, and a local business plan highlights the work streams specific to the context of Anglesey schools. A very good working relationship exists with the authority's officers and arrangements for communicating, cascading and ensuring accountability include:

- Fortnightly liaison meetings between the senior officer, Senior Challenge and Support Adviser [SCSA] and Assistant Senior Challenge and Support Adviser [ASCSA] to discuss progress/lack of progress in schools that are causing concern. Where relevant other officers and/or Challenge Advisers [CA] are invited to attend in order to give attention to particular aspects or schools.
- SCSA and/or ASCSA attend the meetings of Anglesey Education Department's Management Team. Where relevant other CAs are invited to attend in order to give attention to particular aspects or schools.
- Anglesey Authority's senior officer attends GwE meetings [Anglesey/Gwynedd Hub] in order to contribute to the discussions on schools that are a risk, and to ensure that information is fed back smoothly and effectively to Anglesey Education Department's Management Team. Where relevant other officers are invited to attend to give attention to particular aspects e.g. attendance, personnel matters, financial matters.
- Challenge advisers attend the IOACC Elected Members' Schools Monitoring Group meetings with the schools' head teacher and Chair of Governors.
- The senior officer is included in any relevant communication between GwE and schools.
- The senior officer receives copies of *Amber/Red* schools' monitoring reports.
- Senior officers receive copies of GwE's weekly bulletin.
- The senior officers of the 6 authorities and the SCSA in the three hubs form a Regional School Improvement Network which meets on a monthly basis and which ensures joint ownership of the improvement agenda.
- SCSA is responsible for drafting the Annual Report on the Education Service which allows officers, elected members and GwE to refer resources in an efficient way.

In response to the national challenge of developing a *self-improving system*, the service has adapted and evolved the challenge and support programme, and developed implementation models specific to *Green/Yellow; Yellow* and *Amber/Red* support category schools. The programme is differentiated according to the school's current improvement capacity. Schools in the green support category have more autonomous responsibility for their self-improvement and schools in the red category receive more intensive support to develop their capacity for improvement. The model aims to provide a consistent approach to enable each school to receive tailored monitoring, support, challenge and intervention according to their specific circumstances and needs.

GwE's *Challenge and Support Programme* takes full account of Welsh Government guidance contained in the document '*National model for regional working*' (November 2015). The national model outlines the relative roles of schools, local authorities and regional consortia within the education system. Local authorities retain the statutory responsibility for schools and school improvement, but responsibility for leading, organising and co-ordinating these improvements in schools' performance has been transferred to GwE. The function of regional consortia is to challenge and support schools in their efforts to:

- improve learner outcomes for all young people
- ensure the delivery of high quality teaching and learning
- support and empower school leaders to better lead their schools

In relation to school improvement, GwE will provide challenge and support by:

- monitoring the work and performance of schools, using all-Wales standardised data sets, projections and in-school and in-year data on pupil progress and the quality of classroom teaching and learning, to categorise a school's performance and development needs in accordance with the nationally agreed categorisation model;
- examining with school leaders and chairs of governors performance and provision at whole-school level and for different subjects, year groups and sub-categories of pupils, in order to compare the progress of individual and/or groups of pupils with progress made in other comparable schools, and to identify areas of underperformance and gaps in achievement;
- confirming with headteachers and chairs of governors the priority areas for improvement as articulated by the school's development plan (SDP) and the strategies to be deployed to secure improvement;
- agreeing challenging but realistic targets that will raise expectations, set the standard for improving the quality of teaching and learning and provide the success criteria by which pupil attainment and progress will be judged;
- assessing the improvement of schools that are in special measures, require significant improvement, are subject to Estyn or local authority monitoring or otherwise identified through the categorisation process as causing serious concern, whether governors and school leadership teams have the capacity and will to lead school improvement – and making appropriate recommendations as necessary; and
- advising LAs and diocesan authorities of those situations where statutory intervention is required and providing about the type(s) of intervention needed whether by appointing additional governors, removing the schools delegated budget or the establishment of an interim executive board (IEB) or another appropriate measure.

GwE will be responsible and accountable for the above functions and for their effectiveness and impact on standards. These functions will be applied proportionally – that is to say those schools most in need of support will be monitored most closely. Conversely where schools are performing strongly there will be less monitoring.

Each school has a designated Challenge Adviser [CA] responsible for:

- providing guidance, support and challenge to raise standards, and for quality assuring the process
- completing the School Categorisation process. All schools will receive a visit by challenge adviser in the autumn term to complete the National Categorisation School Report (provisional report pending National Verification) and to confirm performance targets for 2016-17.
- reviewing schools' use of the PDG and participation in relevant CPD activities for staff
- ensuring that the headteacher's Performance Management is carried out appropriately
- mid-year monitoring of a school's progress towards its performance targets

- writing the pre-inspection report when the school receives notification of an Estyn inspection and/or any report before Estyn revisit the school
- ensuring that a school in an Estyn 'follow-up' category is supported robustly.

The key aspects of the work of the challenge adviser are to:

- support and challenge schools with the task of raising standards
- support school self-evaluation and self-improvement
- ensure high quality teaching and learning
- broker effective support and intervention
- develop school leadership
- build school-to-school capacity

### **The Challenge and Support Programme for schools according to support category and needs: A 3-Model Programme**

*Model 1: Schools in the Green support category and those recognised as strong or well established 'Yellow' schools:* The programme for schools in the green and strong yellow support categories is based on the principle of school leaders working together and taking the lead responsibility for their standards and improvement programmes. GwE expects schools to be innovative and to push the boundaries in the way they challenge and support each other. The programme for Green and strong Yellow schools aims to:

- further empower school leaders to challenge and support other school leaders to lead their schools even more effectively
- ensure that every child and young person benefits from excellent teaching and learning
- lead to improved learner outcomes
- develop increased autonomy through the National Categorisation process
- build a stronger resilience at all leadership levels in our schools

School leaders work together in groups with the challenge adviser to sustain and grow excellence by:

- developing a system of co-challenge and co-support
- sharing opportunities for professional development and excellent practice
- developing robust systems within each other's schools
- aiming for innovative and inspirational practices and high standards for all pupils
- using the National Model for Categorisation as a springboard for continued improvement
- co-owning responsibility for improving standards, provision and leadership in each other's schools

Schools will:

- take co-ownership for all the schools in the group and work together to support and challenge each other
- work together in Peer Review Groups. The groups will consist of between 5 and 7 schools. All members of the group need to agree to work together and agree to maintain the ethos of the programme.
- share their current SIP, SER, performance targets and details of use of the Pupil Deprivation Grant [PDG] and Continuous Professional Development [CPD] activities with each other and their CA
- participate in 'school-to-school' support during the year for an aspect(s) that has been identified as an area for improvement. The peer review group will be the first point of contact in providing or brokering support for improvement but schools are encouraged to work with other schools outside the group. Schools will develop and share effective practice as a sustainable approach towards achieving excellence.
- use their Education Improvement Grant [EIG] to fund any meetings and prioritise this work as a key school improvement strategy
- carry out specific independent reviews during the year and the outcomes will be incorporated into the next phase of the programme and the documentation will be updated accordingly

The CA will:

- support and challenge schools with the task of raising standards
- complete the Categorisation report for each individual school
- monitor the school's use of the PDG and CPD activities
- monitor each school's progress towards targets
- guide, challenge and support the work of peer review groups and support participating schools in co-creating any sub-groupings
- quality assure the peer review meetings and offer feedback to the groups

#### *Outline of the programme over the year*

- All schools will receive a visit in the Autumn Term by the CA to complete a National Categorisation School Report, and to confirm performance targets for 2016-17 and discuss the use of the PDG.
- The school shares its current Self-evaluation Assessment, School Improvement Plan, performance targets and details of the use of the PDG and CPD with all headteachers in the group prior to the peer review meeting.
- The autumn term challenge and review meetings will be arranged by the challenge adviser and each headteacher within the group will be responsible for preparing a peer review presentation for the peer review meeting. This may happen on a whole group basis or pairs/triads may be created from within the main group to challenge and support each other.
- All schools in the group to provide full access to relevant data for peers.
- Other leadership team members expected to be an integral part of the review process and meetings.
- During the year, schools will participate in school-to-school support for an aspect(s) that has been identified in the autumn meeting as an area(s) for improvement. CA to be present in some of the school to school collaboration sessions to offer support and quality assure the process during the year.
- Schools to invite the CA to take part in the school's monitoring procedures by scrutinising books etc.

- All schools will be equal partners in the process and fully involved in the peer review meetings. The process should be reciprocal with all schools benefiting from the support and challenge.
- The school and the challenge adviser will review progress towards the school's targets in the spring term, and each school is expected to write an update on progress of 'school to school collaboration'.
- A review meeting will be held during the summer to discuss progress against the areas for development. The group is expected to use a wide range of evidence sources while discussing the quality of leadership and teaching and learning, and to share best practice.
- The challenge adviser will make an initial judgement on the school's 'improvement capacity' category following the summer review meeting and complete a draft version of the 'Improvement Capacity' section of the National Categorisation School Report. Schools and CAs also evaluate the use and impact of the PDG.
- CAs may arrange an additional visit to an individual school at any time of the year should more evidence be required to make a judgement on standards, the quality of teaching and learning or the quality of leadership.

*Model 2: Schools in the Yellow support category:* The majority of Yellow support category schools will work with their link challenge adviser to focus on performance, strengths and aspects for improvement. Following the initial review meeting in the autumn term, schools will engage in collaborative activities with other schools that have similar priorities for improvement [as part of pair/triad or larger group working]. School-to-school support, challenge and partnership working are key elements of the programme for schools in the Yellow support category. During the summer term, the school and the challenge adviser will carry out a formal evaluation of the progress the school has made in making planned improvements.

Schools will:

- share their current School Improvement Plan, Self-evaluation Assessment, performance targets and details of use of the PDG and CPD activities with their CA
- participate in school-to-school support during the year for aspects that have been identified as improvement priorities
- develop and share effective practice as a sustainable approach towards achieving excellence
- review and evaluate progress during the year
- invite the challenge adviser to participate in the school's monitoring processes through book scrutiny, etc.
- use their EIG to fund any meetings and prioritise this work as a key school improvement strategy

The CA will:

- support and challenge schools with the task of raising standards
- complete the Categorisation report for each individual school
- monitor the school's use of the PDG and CPD activities
- monitor each school's progress towards its targets
- guide, challenge and support the work of individual schools
- broker school-to-school support with other schools with similar improvement priorities and from schools with effective practice in the priority areas

*Outline of the programme over the year*

- All schools will receive a visit [review meeting] during the autumn term by the challenge adviser. The National Categorisation School Report will be completed as part of the review meeting and the support category agreed with the school.
- The school shares its current Self-evaluation Assessment, School Improvement Plan and performance targets as well as details of the use of the PDG and CPD activity with the CA.
- The CA and the school identify other schools with similar improvement priorities and schools with effective practice in the priority areas. Following discussion with the school, the challenge adviser will help to broker and commission appropriate support.
- During the year, schools will work with other schools with similar improvement priorities and share effective practice.
- The challenge adviser may attend some of the school-to-school collaborative sessions to offer support and to quality assure the process during the year.
- Each school will write a progress report on school-to-school collaboration and its impact.
- The CA will carry out a summer review meeting to discuss progress against priorities and targets, including an evaluation of the use and impact of the PDG and CPD activities.
- The CA will make an initial judgement on the school's 'improvement capacity' category following the summer review meeting and complete a draft version of the 'Improvement Capacity' section of the National Categorisation School Report. Schools and CAs will also evaluate the use and impact of the PDG and CPD activities.
- The challenge adviser may arrange an additional visit to an individual school should further evidence be required to complete the Categorisation report.
- The challenge adviser may arrange an additional visit to an individual school at any time of the year should more evidence be required to make a judgement on standards, the quality of teaching and learning or the quality of leadership.

*Model 3: Schools in the Amber and Red support categories:* schools in the amber and red support categories will work with their challenge adviser on their school improvement priorities. Schools in the amber support category will receive bespoke support, challenge and intervention according to need. Amber schools that have already made significant progress and developed their capacity to improve may be ready to adopt, with support, some of the strategies in the programme for schools in the yellow category. Amber schools will receive short-term, time-limited, focused support to address areas in need of improvement or aspects of performance that are not improving quickly enough. Schools in the red category will have a more directed approach and will receive intensive support from GwE and may be subject to intervention involving collaboration between GwE and their local authority. School-to-school support to access and share effective improvement practice is a central feature of the programme for schools in the amber and red support categories. The Support Plan is a key document, supplementing the SIP. The Challenge and Support

Programme for schools in amber and red categories is a team endeavour between schools and CAs to improve performance and build capacity for improvement, leading to schools having more autonomy for their own improvement in the future.

Schools are responsible and accountable for finding the solutions to the challenges they face. It is the task of governors, school leaders, teachers and all staff to set high expectations of pupils, constantly seek to improve the quality of teaching and learning, raise standards, share good practice and learn from one another through genuine partnerships with peers, including GwE, and school-to-school support.

The CA will:

- support and challenge schools with the task of raising standards;
- provide guidance, support and challenge at all stages of the programme. The CA's role is to build improvement capacity within the school and help the school improve;
- work closely and regularly with schools to provide on-going support for the work of the school in achieving the improvement priorities, to secure the implementation and impact of the Support Plan, and to improve the use of data and tracking of pupil progress towards school targets;
- complete the Categorisation report for each individual school, monitor the school's use of the PDG and CPD activity and, in the spring term, monitor each school's progress towards its targets; and,
- monitor and evaluate the school's progress through regular monitoring activities and termly formal evaluation meetings with senior leaders and with governors.

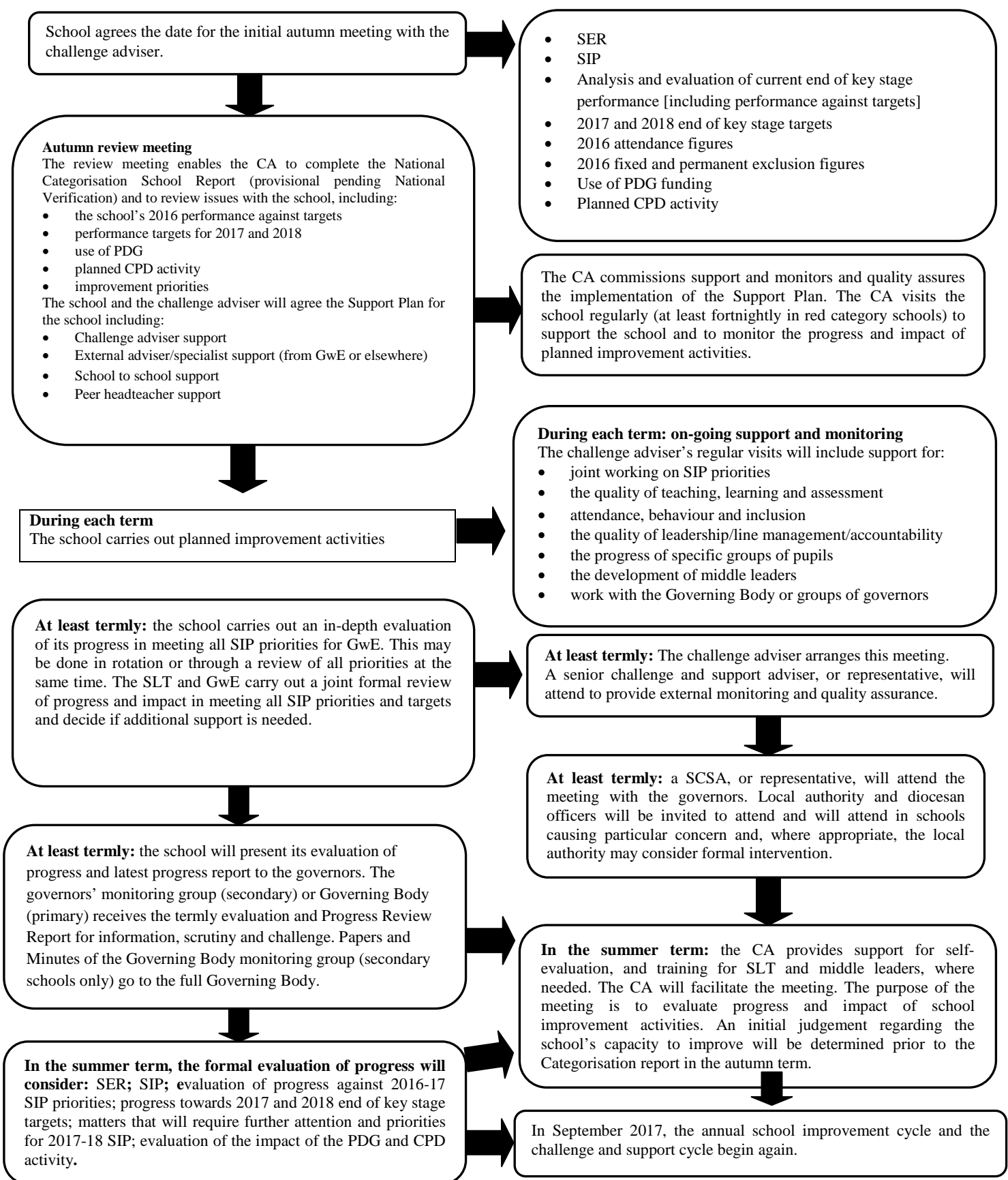
The SCSA, or their representative, is responsible for quality assurance and external scrutiny to ensure there is capacity-building and improvement in schools causing concern, and will liaise regularly with local authorities.

*Outline of the programme over the year*

- The CA will provide support for the process of self-evaluation and improvement planning as well as challenge to assure the integrity of the process, particularly for those schools that are at risk of causing concern or that are causing concern.
- All schools will receive a visit [review meeting] in the autumn term by the challenge adviser [see Appendix 2 below]. The National Categorisation School Report will be completed as part of the review meeting and the support category agreed with the school.
- The school shares its current Self-evaluation assessment, School Improvement Plan and performance targets as well as details of the use of the PDG and CPD activity with the CA.
- Leadership teams should be an integral part of the review process and meetings with the challenge adviser.
- Following the autumn term review meeting, the school will identify the additional support it requires, beyond its own internal resources, to help achieve the priorities of its improvement plan.
- The headteacher, senior leaders and the challenge adviser will draw up and agree a Support Plan [see Appendix 1 below]. This may include CA support/external adviser support/school to school support/peer headteacher support.
- The expectation is that each school uses its own resources such as its EIG as well as requesting GwE to commission support according to need which may result in the allocation of additional days of support. This additional support could be delivered by a range of providers as listed above.
- The programme includes reviewing and evaluating progress in making planned improvements throughout the year [see Appendix 3 below]. The CA will arrange in-depth reviews of the evidence for planned progress [about every ten weeks in red category schools, termly in amber category schools]. These may involve external school or GwE peers, as appropriate, working together with the challenge adviser and senior and middle leaders to look at particular issues. Areas for review will be those identified as improvement priorities and may include standards of work in pupils' books; the quality of teaching, learning and assessment; attendance, behaviour and inclusion; the quality of leadership, line management and accountability; the progress of specific groups of pupils, e.g. Pupils who are eligible for free school meals [FSM].
- The school will provide an evaluation of the impact of its planned improvement work and the support it has received in advance of these review meetings, identifying to what degree it has achieved its improvement objectives. This process makes evaluation an integral part of the support and challenge process and school improvement planning cycle.
- The challenge adviser will facilitate this meeting and be responsible for writing the record of this meeting for the school. A SCSA, or a representative from the authority, may attend to provide external monitoring.
- Following this meeting, the school will present its evaluation of progress and the latest progress report to the group of governors responsible for standards and quality for information and challenge. In primary schools, the report may go straight to the Governing Body. A SCSA, or representative, will attend this meeting and a representative of the local authority, and/or diocesan authority, where appropriate, will be invited to attend if the school is causing concern. The report and the minutes of this meeting will go to the full Governing Body.
- Schools causing concern will be monitored and supported intensively. Where schools are making strong progress, monitoring and support will be less intensive. In certain circumstances, the local authority may ask GwE to undertake an extended monitoring visit.
- The CA may arrange an additional visit to an individual school should further evidence be required to complete the Categorisation report.
- The CA may arrange an additional visit to an individual school at any time of the year should more evidence be required to make a judgement on standards, the quality of teaching and learning or the quality of leadership.

*Overview of the process for schools in the Amber/Red support categories*

Below is an overview of the annual cycle for all schools in Amber or Red support categories from the 2016 Autumn Term [tailored according to specific needs].



### Anglesey School Categorisation Outcomes: Improvements for Schools in Amber/Red Categories 2014-2016

Since some national adjustments have been made to the criteria for step 3 of the categorisation process since its adoption, and since a more intensive regional and national standardisation and moderation procedure has been implemented last year, comparing the profile of the Authority's schools in 2014-15 with the 2015-16 profile [and the prospective profile for 2016-17] proves slightly complicated. Across the schools inspected in both sectors, a close analogy is seen between the judgement of GwE CAs at step 2 of the process [*Improvement Capacity*] and the general judgement awarded by Estyn. However, in 2014-15 and the first term of 2015-16, in the case of a minority of schools the judgement on the quality of leadership was too generous. See Table 7 below for profiles of *Amber/Red* schools inspected during the period in question. [Table 6 shows the profiles of all schools].

Table 1 [below] shows the clear improvements that have taken place across Anglesey schools between 2014-15 and 2015-16. A progress of +3.9% [to 7.7%] is seen in the percentage of schools in the *Green* support category, and a progress of +3.8% [to 59.6%] in schools in the *Yellow* support category. As a result, the percentage of schools in the *Amber* category fell by -9.7% [to 28.8%]. However, one additional school was placed in the *Red* support category [an increase from 1.9% to 3.8%]. The current situation for 2016-17 [to be finally confirmed before November 2016] highlights further significant improvements with 7.7% and 73.1% in the *Green* and *Yellow* categories respectively, and 17.3% in the *Amber* category. Only one school [1.9%] will be in the *Red* support category. Therefore, over the rolling period between 2014 and 2016 the percentage of schools in the more intensive support categories [*Amber/Red*] has fallen from 40.4% to 19.2% and the figure for 2016-17 is better aligned with the corresponding figure in other authorities. This is extremely positive.

A further analysis of judgements within Step 2 of the categorisation procedure [local judgement on the school's improvement capacity – the quality of leadership and teaching/learning], also highlights significant improvements over the rolling period [see Table 2 below]. Over the period in question the percentage of schools receiving the two highest judgements [A or B] has increased from 65.3% in 2014-15 to 69.3% [2015-16] and then to 78.9% in 2016-17. This has also led to a significant fall in the percentage of schools receiving the lower judgements [C or D]: 34.7% [2014-15], 30.7% [2015-16] and 21.1% in 2016-17.

**Table 1: The national and regional situation in 2014-15 and 2015-16**

Consortia	2014-15								2015-16							
	Green		Yellow		Amber		Red		Green		Yellow		Amber		Red	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
<b>GwE</b>	39	9.1%	255	59.4%	122	28.4%	13	3.0%	53	12.5%	277	65.5%	78	18.4%	15	3.5%
<b>ERW</b>	83	16.5%	254	50.6%	143	28.5%	22	4.4%	122	24.6%	246	49.6%	114	23.0%	14	2.8%
<b>EAS</b>	43	18.2%	109	46.2%	69	29.2%	15	6.4%	53	22.6%	121	51.7%	49	20.9%	11	4.7%
<b>CSS</b>	71	19.0%	159	42.6%	112	30.0%	31	8.3%	105	28.0%	191	50.9%	61	16.3%	18	4.8%
<b>LAs</b>																
<b>Anglesey</b>	2	3.8%	29	55.8%	20	38.5%	1	1.9%	4	7.7%	31	59.6%	15	28.8%	2	3.8%
<b>Gwynedd</b>	10	9.0%	69	62.2%	29	26.1%	3	2.7%	16	15.0%	72	67.3%	16	15.0%	3	2.8%
<b>Conwy</b>	7	10.9%	29	45.3%	27	42.2%	1	1.6%	7	11.3%	38	61.3%	14	22.6%	3	4.8%
<b>Denbighshire</b>	4	7.3%	30	54.5%	20	36.4%	1	1.8%	4	7.3%	39	70.9%	10	18.2%	2	3.6%
<b>Flintshire</b>	8	10.1%	54	68.4%	12	15.2%	5	6.3%	14	17.7%	49	62.0%	14	17.7%	2	2.5%
<b>Wrexham</b>	8	11.8%	44	64.7%	13	19.1%	3	4.4%	8	11.8%	48	70.6%	9	13.2%	3	4.4%

**Table 2: Step 2 Judgements [Improvement Capacity – quality of leadership + teaching/learning]**

Improvement Capacity Judgement [A > D]	2014-15	2015-16	2016-17 [Interim]
<b>A</b>	3.8%	9.6%	11.6%
<b>B</b>	61.5%	59.7%	67.3%
<b>C</b>	32.8%	26.9%	19.2%
<b>D</b>	1.9%	3.8%	1.9%

Tables 3/4/5 [below] provide further detail on the improvements/progress [or lack of improvement/progress] in the schools that were in the *Amber/Red* support categories in 2014-15 and/or 2015-16.

From the 20 schools that were in the *Amber* or *Red* categories in 2014-15, 7 of these schools improved their performance enough to be moved to the *Yellow* support category by 2015-16; 12 were kept in their categories in order to ensure further improvements or to embed practice, and one school fell to a lower category due to significant concern over the quality of leadership and aspects of teaching/learning. During the same period 3 other schools fell from the *Yellow* to the *Amber* support category (3 schools). Therefore in 2015-16 there were 16 schools in the more intensive support categories. During the year specific support programmes were implemented with these schools and the 2016-17 interim judgements highlight that in 9 schools there were sufficient improvements for these schools to be removed from the category. 6 of the schools have been kept in their categories in order to ensure that they can access further support on their improvement journey. 3 of those schools (3 schools) have been in the *Amber* category for a three-year rolling period. This is not acceptable and the schools and Authority need to agree on specific milestones in order to ensure the required improvements. If the improvements cannot be secured within the agreed timeframe, the Authority will need to consider taking further steps. Therefore there are 7 schools in the most intensive support categories in 2016-17, and in the vast majority of circumstances the action required in order to ensure improvements includes aspects of senior leadership. This is highlighted in Table 5 [below], with grade C [or lower] awarded to schools on step 2 of the categorisation process in 2016-17. From the 20 schools in the *Amber/Red* categories in

2014-15, 60.0% of them have by now been awarded a judgement of B for the quality of leadership. Appendix 4 [below] presents a case study of action and impact with a sample of these schools.

**Table 3: Overview on the basis of support category [Ysgol Uwchradd Caergybi not included since it is part of the Schools Challenge Wales support programme]**

School	2014-15 Categorisation	2015-16 Categorisation	2016-17 Categorisation [to be confirmed – interim judgement]
1		↔	↔
2		↔	If the school is removed from an Estyn Monitoring follow-up category. Current outlook positive.
3		↔	If the school is removed from an Estyn Monitoring follow-up category. Current outlook positive.
4		↔	↔
5		↔	↑
6		↑	↔
7		↑	↔
8		↑	↓
9		↔	↑
10		↑	↔
11		↔	↑
12		↔	↔
13		↔	↑
14		↔	↑
15		↑	↔
16		↑	↔
17		↓	↔
18		↑	↔
19		↔	↑
20		↔	↑
21		↓	↑
22		↓	↔
23		↓	↔

**Table 4: Overview on the basis of Step 1 [Data Group]**

	↑
	↔
	↓

School	2014-15 Categorisation	2015-16 Categorisation	2016-17 Categorisation [to be confirmed – interim judgement]
1	1	1 ↔	1 ↔
2	1	1 ↔	1 ↔
3	2	1 ↑	2 ↓
4	1	1 ↔	1 ↔
5	2	1 ↑	1 ↔
6	1	1 ↔	1 ↔
7	2	2 ↔	2 ↔
8	2	2 ↔	2 ↔
9	3	2 ↑	3 ↓
10	3	2 ↑	2 ↔
11	3	2 ↑	2 ↔
12	4	3 ↑	2 ↑
13	4	3 ↑	3 ↔
14	4	3 ↑	2 ↑
15	4	3 ↑	3 ↔
16	3	2 ↑	1 ↑
17	3	3 ↔	3 ↔
18	2	3 ↓	2 ↑
19	2	2 ↔	?
20	1	2 ↓	1 ↑
21	3	1 ↑	2 ↓
22	3	3 ↔	3 ↔
23	2	2 ↔	3 ↓

Table 5: Overview on the basis of Step 2 [Improvement Capacity – quality of leadership + teaching/learning]

	↑
	↔
	↓

School	2014-15 Categorisation	2015-16 Categorisation	2016-17 Categorisation [to be confirmed –interim judgement]
1	C	C ↔	C ↔
2	B	C ↓	B ↑
3	D	C ↑	C ↔
4	C	C ↔	C ↔
5	C	C ↔	C ↔
6	C	B ↑	B ↔
7	B	B ↔	B ↔
8	C	B ↑	C ↓
9	C	B ↑	B ↔
10	C	B ↑	B ↔
11	C	C ↔	B ↑
12	C	C ↔	C ↔
13	C	B ↑	B ↔
14	B	C ↓	B ↑
15	B	B ↔	B ↔
16	C	B ↑	B ↔
17	C	D ↓	D ↔
18	C	B ↑	B ↔
19	C	C ↔	C ↔
20	C	D ↓	B ↑
21	B	C ↓	B ↑
22	B	C ↓	C ↔
23	B	C ↓	C ↔

Table 6: 2015-16 academic year inspection judgement profiles: all Anglesey schools

	Excellent	Good	Adequate	Unsatisfactory
Key Question 1	0%	71.4%	28.6%	0%
Key Question 2	0%	57.1%	42.9%	0%
Key Question 3	0%	57.1%	28.6%	14.3%
Overall Judgement 1: Current Performance	0%	71.4%	28.6%	0%
Overall Judgement 2: Improvement Capacity	0%	57.1%	28.6%	14.3%

Table 7: Judgement profile for Amber/Red schools inspected in 2014-15 or 2015-16

Judgements	a	b	c	ch	d	dd
Date of Inspection	Spring 2015	Spring 2015	Autumn 2015	Autumn 2015	Spring 2016	Autumn 2015
Key Question 1	Adequate	Adequate	Adequate	Adequate	Adequate	Da
Key Question 2	Adequate	Adequate	Adequate	Adequate	Adequate	Adequate
Key Question 3	Adequate	Unsatisfactory	Adequate	Unsatisfactory	Adequate	Adequate
Overall Judgement 1	Adequate	Adequate	Adequate	Adequate	Adequate	Da
Overall Judgement 2	Adequate	Unsatisfactory	Adequate	Unsatisfactory	Adequate	Adequate
Follow-up Category	Estyn Monitoring	Special Measures	Estyn Monitoring	Special Measures	Estyn Monitoring	Estyn Monitoring
GwE Step 2 judgement when school was inspected	B	C	B	C	C	C
Current Situation	Removed from follow-up category during Spring 2016. 2016-17 Yellow support category.	Significant progress has been made in a relatively short action period. Estyn removed the school from the statutory category during Summer 2016. 2016-17 Yellow support category.	Estyn's second visit took place during Autumn 2016. The school is expected to be removed from the follow-up category. The school remains in the Amber support category for 2016-17 in order to improve aspects of leadership and standards further.	Slow progress and concern in relation to the school's capacity to ensure necessary improvements. Monitoring reports highlight concerns on many levels, and the LA is deliberating over various options in response.	Estyn's follow-up visit took place during Spring 2017. Further monitoring visits are to be held but the school is expected to be removed from the follow-up category. Moving the school to the Yellow support category will then be considered.	Follow-up visit took place in Autumn 2016. School is expected to be removed from the follow-up category. Moving the school to the Yellow support category will then be considered.
GwE Step 2 Interim Judgement 2016-17	B	B	C	D	C	B



**Key matters resulting from action taken in 2015-16 with Amber/Red schools:**

- Ensure that each CA taking action with schools in the *Amber/Red* support categories has access to an intensive training programme in order to implement the new model effectively and consistently.
- Ensure that effective accountability and line management procedures are implemented on all levels [School>CA; CA>School; SCSA>CA; Authority>SCSA].
- Ensure that each school in the *Amber/Red* support categories has access to a high quality *Support Plan* and that details of the plan and progress against the plan are shared with the Governors. Each plan will be agreed with the Headteacher and will highlight GwE and the school's contributions to the action required.
- Ensure that commissioned support makes effective use of link CA intervention; school>school collaboration; access to co-leading schools' expertise; local networks or further specialist support. This may include targeted support for clusters of schools to address common issues through intelligent brokering by the CA.
- Ensure Governors play a more central role in the action taken by GwE with schools in the intensive support categories, e.g. included in scrutiny and monitoring visits/exercises.
- Ensure that monitoring reports clearly highlight the improvements which have taken place, the aspects which require further attention and specific contributions required from the school and CA to guarantee these improvements. In each case, the reports will be presented to representatives of the Governing Body.
- Ensure that action with schools involves all levels of leadership in order to improve resilience in leadership, e.g. through activities such as joint evaluation; joint planning; joint observation; joint scrutiny of work; modelling action etc.
- Ensure that the leaders of *Amber/Red* schools take advantage of the range of training programmes offered by GwE during the academic year, and take robust action on the advice and guidance provided.
- Ensure that the schools in question set challenging targets and that effective and deliberate procedures are implemented to track progress and provide timely intervention as required.
- Continue to ensure that the Authority receives high quality information regarding progress/lack of progress in schools that are causing concern, and that this happens in a consistent and timely manner.
- Work with the Authority to ensure that tight deadlines are agreed for ensuring the required improvements in the schools and, when this does not happen, work with the Authority to ensure that timely statutory intervention procedures are implemented effectively.



**GwE SUPPORT PLAN**

To be completed by the Challenge Adviser in discussion with the Headteacher, and appended to the School Improvement Plan. Schools in a statutory category for follow-up action by Estyn may have a more detailed plan appropriate to their needs and circumstances.

<b>School</b>		
<b>Headteacher</b>		
<b>Challenge Adviser</b>		
<b>School Improvement Plan Priorities</b>		
<b>Support Plan start and finish date</b>		
<b>Intervention objectives and purpose</b>		
<b>Work programme</b>	<b>To include Challenge Adviser time and any additional commissioning</b>	
	<b>Specific support to be provided</b>	<b>Schedule</b>
	<b>Challenge Adviser support:</b>	
	<b>External Adviser support/(LA support):</b>	
	<b>School to school support:</b>	
<b>Peer headteacher support:</b>		
<b>Other:</b>		
<b>Time commitment</b>		
<b>Additional costs and finance source</b>		
<b>Expected outcomes (process)</b>		
<b>Expected outcomes (impact)</b>		
<b>To be completed in conjunction with the Senior Challenge Adviser at the end of the implementation period</b>		
<b>Progress and impact</b>		
<b>Value for money</b>		
<b>Further work needed</b>		



**CHALLENGE ADVISER VISIT REPORT: AUTUMN TERM**

<b>School</b>		<b>Headteacher</b>	
<b>Challenge Adviser</b>		<b>LA</b>	
<b>Present at the meeting</b>		<b>Date</b>	

**Brief commentary on the quality and accuracy of the school's evaluation of its performance**

**Brief commentary on end of key stage performance and on performance against targets \***

**Brief commentary on attendance, behaviour and exclusions**

**Brief commentary on the appropriateness and level of challenge of 2016 and 2017 performance targets (including attendance)**

**Brief commentary on the appropriateness of the School Improvement Plan including the planned CPD activity for all staff. How likely it is that the determined action and the detail of the planning will lead towards the desired outcomes?**

**Brief commentary on the appropriateness of the use of the Pupil Deprivation Grant**

**Provide details of how the school will collaborate with other schools to develop and improve [include names of partners].**

<b>ACTION AGREED</b>	<b>WHO?</b>	<b>BY WHEN?</b>

**Matters for attention of Senior Challenge and Support Adviser**

**Need for additional focussed follow-up scrutiny visit by GwE team members**

<b>YES</b>		<b>NO</b>	
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**If YES, outline reasons below**

The challenge adviser should complete the final report within 10 working days and the school must share the report with the Governing Body

Copy to:

- School
- Senior Challenge and Support Adviser

**TERMLY MONITORING AND EVALUATION REPORT**

<b>School</b>		<b>LA</b>	
<b>Headteacher</b>		<b>Challenge Adviser</b>	
<b>Report by</b>		<b>Date</b>	
<b>Present:</b>			

**Progress in addressing SIP Priorities or PIAP Recommendations**

*For each priority in the School Improvement Plan or recommendation in the Post-inspection Action Plan, provide a brief commentary on progress in implementing planned processes and their impact, and in meeting SIP/PIAP objectives, targets and success criteria. Form a judgement on progress for each priority or recommendation using Estyn progress descriptors as a 'best fit' model: Limited/Satisfactory/Strong/Very Good.*

*Summary of evaluation findings for each Priority or Recommendation using bullet points where possible*

<b>Issues and actions</b>			
<i>Note any specific matters that require attention and steps of action here</i>			
<b>Matters for attention</b>	<b>Action</b>	<b>Responsibility</b>	<b>By when?</b>

Follow up activity will be recorded in Notes of Visit and reported at the next monitoring and evaluation meeting

**Matters for the attention of the Senior Challenge and Support Adviser, Local Authority or Diocesan Officers**

<b>Signed</b>		<b>Date</b>	
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*This report must be shared with the Governing Body for information, scrutiny and challenge*



<b>School</b>	School A			
<b>Support Category</b>	Amber			
<b>Estyn Category</b>	None			
<b>Support provided and or commissioned by Gwe</b>	<b>69 days 2015-2016</b>			
<b>Priorities/Improvement Areas</b>	<b>Support provided and/or commissioned by GwE</b>	<b>Schedule for action</b>	<b>Total number of support days [CA + other]</b>	<b>Improvements seen in:</b>
Ensure that the self-evaluation report is current, that the School Development Plan is of high quality and that there is a clear depiction of the standards of pupil achievement and teaching.	<ul style="list-style-type: none"> <li>CA support to try to form a current evaluation of standards and provision in the school.</li> <li>Evening training session on effective teaching for all school staff by the CA.</li> <li>Literacy and Numeracy Associate Partner's support on improving the quality of planning, and guidance on teaching.</li> <li>GwE training on self-evaluation.</li> <li>All KS2 staff to attend training on Formative Assessment at Ysgol Corn Hir.</li> <li>2 staff members have registered for training on AforL in a nearby school – commissioned by GwE.</li> </ul>	<p>September and October 2015</p> <p>28/09/16</p> <p>28/09/16 01/11/16 06/11/15</p> <p>22/10/15 15/11/15 25/11/15</p> <p>21/10/15</p> <p>September 2015 – May 2016</p>	<p>4 days</p> <p>1.5 day</p> <p>0.5 day x 2 staff members</p> <p>Total of 6 days over the year.</p>	<ul style="list-style-type: none"> <li><b>Leadership</b></li> <li><b>Teaching and Learning</b></li> <li><b>Outcomes for learners</b></li> </ul> <ul style="list-style-type: none"> <li>The impact of literacy and numeracy support on provision was limited up until Christmas – staff absences.</li> <li>The impact of teaching training was limited up until Christmas – staff absence.</li> <li>The impact of teaching training was limited up until Christmas.</li> <li>The impact of leadership training was limited since all the training days were not completed.</li> </ul> <p>Following concern expressed by the CA with regard to the quality of teaching and leadership, it was decided to form an urgent action plan to ensure the school's progress toward the SDP priorities. Two action plans were formed for the Spring and Summer Terms.</p>
Progress against the agreed urgent action plans for February-March 2016 and April-July 2016.	Support by Anglesey Foundation Phase advisory teacher on provision in classes and planning rich experiences.	29/01/16 02/02/16 04/02/16 14/04/16	3 days	<ul style="list-style-type: none"> <li>Progress against this recommendation is strong, with aspects of very good progress.</li> <li>Good progress has been made with regard to the quality of provision for pupils in classes.</li> <li>Activities in the outdoor area have been enriched.</li> <li>The quality of teachers' planning has improved.</li> <li>Stronger use of assessment for learning principles in classes.</li> <li>With the support and exemplary documentation provided, good quality planning is in place for 2016-17.</li> </ul>
Priority 1: Raise the standard of teaching in the FPh. Focus on: effective planning; the effective implementation of assessment for learning; improving the quality of the contents of pupils' books; improving provision in classes in terms of activities for pupils and the implementation of the Foundation Phase.	Teaching assistants to visit a school to observe good practice.  2 teachers to attend training provided by a GwE CA on assessment for learning, and to observe good practice at Ysgol Bro Lleu.	13/05/16  12/02/16  September 2015 and April 2016	2 days	

	Numeracy Associate Partner support and guidance on improving the quality of planning.			
Priority 2: Raise the standards of teaching and learning at KS2. Focus on: effective planning; effective implementation of assessment for learning; improving the quality of the contents of pupils' books; improving provision in classes and ensuring that classroom displays reflect and promote the learning.	CA to provide guidance to KS2 teachers on effective planning and teaching [individual training and guidance], and share good practice and exemplary plans. Jointly prepare planning.  Numeracy Associate Partner support and guidance on improving the quality of planning.	05/02/16 May and June 2016  04/01/16 04/02/16 04/03/16 23/03/16 10/06/16	4 days      3 days	<ul style="list-style-type: none"> <li>Progress against this recommendation is strong.</li> <li>There have been considerable changes to staffing due to absences – aspects of the work have consequently had to be revisited during the year resulting in delayed action. There will be further changes to staffing once again in 2016-17.</li> <li>The standards of pupil achievement in books have improved.</li> <li>More able pupils produce work of better quality.</li> <li>More consistent use is made of Assessment for Learning.</li> <li>There has been an improvement in the quality of planning, but a more defined planning procedure needs to be agreed upon in order to ensure that plans are in place punctually next year. The ability to independently form effective plans will also need to be developed in the school – currently there is over-dependence on CA support.</li> </ul>
Priority 3: Establish specific systems in the school for recording and tracking pupil progress effectively. Focus on: improving provision in classes; ensuring that classroom displays reflect and promote the learning; tracking the progress of individual pupils and groups of pupils effectively; effective, accurate and consistent use of INCERTS by all staff members; ensuring that records of progress in standardised national test data is current; ensuring that KS2 pupils' work is moderated according to statutory requirements.	Guidance provided by the headteacher of a nearby school in order to establish systems for tracking pupil progress and attendance [through whole staff training, meetings with the headteacher, support for individual members of staff].  Main focus on the use of the INCERTS system – populate the system so that information on pupils is current, and then individual teachers to make good use of this information when planning for supporting and teaching pupils.  Share the school's own good practice.  Support provided by an experienced teacher from a nearby school to support the moderation of KS2 work according to the national requirements.  Support provided by an experienced former Headteacher to ensure that	13/01/16 20/01/16  May and June 2016     June 2016	6 commissioned days over 2 terms          4 days	<ul style="list-style-type: none"> <li>Satisfactory progress on this priority – not all teachers have received individual support due to their absences.</li> <li>Initial progress has been slow – absences have had an impact on this.</li> <li>The moderation of Y6 pupils' work has been completed effectively.</li> <li>Information is now current and teachers are making initial use of INCERTS data to plan for pupils and to form annual reports on pupil progress for parents.</li> <li>Currently, effective use of information on pupil progress and tracking systems by teachers remains limited.</li> <li>More work needs to be done to ensure that progress tracking systems are updated next year and that teachers make good use of this information on classroom level.</li> </ul>

	information is updated and that systems are operational.			
Priority 4: Improve the quality of leadership and management. Focus on: ensuring that statutory management documentation and safety arrangements are in place; updating and verifying the school's SER; ensuring that the urgent action plans are implemented; regularly reporting on the school's progress against the urgent action plan; developing staff's capacity to monitor progress and plan for self-improvement; developing the roles of leaders in the school; developing the roles of governors as the school's 'critical friends'; ensuring a strong voice for pupils in the school's development; ensuring parents' concerns are responded to.	<p>Experienced former Headteacher commissioned to support the Acting Headteacher in the absence of the current Headteacher [guidance on various management questions and collaboration with the CA].</p> <p>Support and training provided by CA to draw up and implement urgent action plans.</p> <p>Monitoring the implementation of the urgent action plans and planning the next steps going forwards.</p> <p>Reporting to governors and the education authority on progress.</p> <p>Collaborating with the school's staff and governors and the education authority in order to support the school during a vulnerable period.</p> <p>Develop aspects of leadership, including monitoring and reporting on progress, in order to develop the school's capacity to evaluate its own progress.</p>	<p>February - July 2016</p> <p>February - July 2016</p>	<p>16 commissioned days over 2 terms</p> <p>January - February 2016 [10 days]</p> <p>April - July 2016 [12 days]</p>	<ul style="list-style-type: none"> <li>• With significant support, the school has achieved a clearer depiction of its progress and the matters requiring further action.</li> <li>• Strong progress has been made in terms of implementing the steps of action identified in the urgent action plans and ensuring that statutory documentation is in place.</li> <li>• Staff have collaborated effectively during a difficult period of time, and have developed their ability to record progress whilst implementing the urgent action plan.</li> <li>• Governors are fully aware of the situation in terms of the school's standards, and regularly receive information by the CA and acting headteacher. More governors need to play a more active role whilst monitoring the school's progress.</li> <li>• The school's self-evaluation report provides a current depiction of standards. The 2016-17 SDP priorities have been determined.</li> <li>• The school has been dependent on significant support to improve the quality of provision and standards in 2015-16.</li> <li>• The role and input of the CA has increased rather than decreased during the year, in order to ensure visible improvements in the school.</li> <li>• Staff absences have led to considerable instability in classrooms and considerable changes to leadership in the school during the year.</li> <li>• The school needs to continue to receive support in order to improve its capacity/maturity to monitor and record its own progress. The school has not yet shown its ability to do so independently.</li> </ul>



<b>School</b>	School B			
<b>Support Category</b>	Amber			
<b>Estyn Category</b>	Estyn Monitoring			
Total direct support provided or commissioned in 2015-16: 30 days				
<b>Priorities/Improvement Areas</b>	<b>Support provided and/or commissioned by GwE</b>	<b>Schedule for action</b>	<b>Total number of support days [CA + other]</b>	<b>Improvements seen in:</b>
Pre-inspection preparations: September 2015 inspection. Report published in November 2015.	Pre-inspection support by CA to verify quality of documentation and prepare staff and governors.	Medi 2015	3 days	<ul style="list-style-type: none"> <li>• <b>Leadership</b></li> <li>• <b>Teaching and Learning</b></li> <li>• <b>Outcomes for learners</b></li> </ul> <ul style="list-style-type: none"> <li>• The September 2015 Estyn inspection notes that standards and teaching are good, but that the school's leadership and improvement capacity are adequate. This was the expected result for the school and an improvement on what the findings would have been a year earlier when the school's improvement capacity was unsatisfactory. The school was placed in an Estyn Monitoring category and the recommendations will be the focus of action for 2015-16.</li> </ul>
	Support by 2 CAs to advise staff and prepare them for the inspection.	15-09-15		
	Support of CA to form a post-inspection action plan.	21/10/16 02/11/15 20/11/15 25/11/15	2 days	
Post-inspection Action. Recommendation 1: Ensure that there are detailed plans at KS2 for developing pupils' numeracy skills according to their abilities.	Support and guidance provided by Associate Partner on improving the quality of planning, as well as guidance on teaching numeracy to more able pupils. Resources and planning frameworks introduced.  Visit by Foundation Phase Numeracy Associate Partner to check the quality of planning and to provide guidance.  Numeracy Coordinator has attended GwE training for middle leaders to be equipped to lead in the area of Numeracy.	07/09/15 11/09/15 27/11/15 15/04/1  June 2016  September 2015– May 2016	3 days      3-day training	<ul style="list-style-type: none"> <li>• Middle and longer term numeracy plans of very good quality.</li> <li>• Whole-school short term plans also of strong quality and give good attention to differentiation.</li> <li>• Impact of planning clearly reflected in the nature of the numeracy experiences seen in classes and in pupils' workbooks.</li> <li>• On the CA's request, KS2 teachers have shared their good practice in terms of planning and the quality of provision and standards with teachers from other schools.</li> <li>• Even though this is a recommendation for KS2, effective developments are also to be seen in the Foundation Phase.</li> <li>• End of 2016 data shows that KS2 pupils have achieved to a good standard on Levels 4 and 5 in Numeracy.</li> <li>• Standards of pupil achievement in Numeracy books across the curriculum are good, including more able pupils.</li> </ul>
Recommendation 2: Ensure that teaching at Key Stage 2 fully responds to the needs of more able pupils.	Support and guidance provided by Associate Partner on improving the quality of planning, as well as guidance on teaching numeracy to more able pupils. Resources and planning frameworks introduced.  Support/guidance for the MAT coordinator and governors responsible for MAT on amending the school's policy, leading the	September 2015  May 2016 04/02/16 14/04/16	See AP support.  1.5 days	<ul style="list-style-type: none"> <li>• The MAT coordinator's role has developed well, and there has been good progress in confidence and expertise whilst monitoring the achievement of MAT pupils and reporting back to staff and governors.</li> <li>• Effective MAT register and systems for tracking progress in place.</li> <li>• All members of school staff have a good knowledge of MAT pupils' needs and progress, and the coordinator leads development robustly.</li> <li>• The quality of teaching ensures an effective level of challenge for MAT pupils in lessons – very strong</li> </ul>

	development of staff expertise in the area, and tracking the progress of the school's MAT pupils by using data, monitoring books and lessons, and forming progress reports.			<ul style="list-style-type: none"> <li>evidence in pupils' books.</li> <li>The quality of the work undertaken by MAT pupils throughout the school is good with some excellent aspects.</li> <li>The Summer 2016 end of FPh and KS2 pupil data is strong with MAT pupils achieving on the higher levels. Early analysis of the national tests also shows good progress.</li> <li>The whole school has responded well and provision for MAT pupils throughout the school is consistently good.</li> </ul>
Recommendation 3: Ensure that teachers' feedback to pupils' work is more incisive, focusing more specifically on improvement.	<p>CA has collaborated with staff on improving assessment for learning.</p> <p>2 staff members have received training on AforL in a nearby school – commissioned by GwE.</p> <p>2 staff members have attended GwE training and observed good practice in a Gwynedd school.</p> <p>CA has collaborated with staff on improving assessment for learning.</p> <p>GwE Literacy AP support visit – writing and feedback</p>	<p>16/11/16</p> <p>21/10/15</p> <p>12/02/16</p> <p>22/06/16</p>	<p>2 days</p> <p>1 day</p> <p>1 day</p> <p>0.5 day</p>	<ul style="list-style-type: none"> <li>There have been significant developments throughout the school in the implementation of the Assessment for Learning principles, with some very good aspects.</li> <li>The school's amended Feedback Policy is implemented to a consistently good standard.</li> <li>Consistency and good development in the quality of feedback and good opportunities for pupils to respond to feedback by improving and editing their work.</li> <li>The quality of written feedback across the school is very good and reflects the working relationship between teachers and pupils.</li> <li>Feedback sets good challenges and extension tasks to ensure that the quality of work is improved.</li> <li>In examples of excellent practice, feedback provides comments which challenge pupils by providing refined language models to raise their levels further. There are also relevant questions referring to the exact aspects for improvement.</li> </ul>
Recommendation 4: Improve the strategic roles of school leaders on all levels to be more accountable for standards.	Guidance for individual staff members on: their roles as leaders in the school; joint book scrutiny; using data to track progress; forming progress reports and reporting to governors.	<p>13/11/15</p> <p>14/11/15</p> <p>06/01/16</p> <p>23/06/16</p>	2 days + PIAP monitoring dates below	<ul style="list-style-type: none"> <li>All staff members fulfil their responsibilities for leadership very effectively. By now, they regularly monitor standards and provision within their areas of responsibility, report on progress, lead staff, and confidently present information to the governing body.</li> <li>Individual leaders' confidence has developed significantly in a short period of time.</li> <li>Within their assigned areas, leaders have a strong understanding of standards and areas requiring further development.</li> <li>On the CA's request, numeracy leaders, foundation phase leaders and also the school's teaching assistants have shared their good practice in relation to planning and the quality of provision and standards with teachers from other schools. This is evidence of the very strong quality of the work undertaken in the school.</li> </ul>
Recommendation 5: Ensure that monitoring procedures are effective and that the school's leaders take action on the	The Headteacher and Deputy Headteacher have attended GwE training on self-evaluation.	<p>22/10/15</p> <p>15/11/15</p> <p>25/11/15</p>	2 days	<ul style="list-style-type: none"> <li>Leaders independently draw up reports that are generally of good standard, determining an accurate judgement on quality and identifying matters for further improvement.</li> </ul>

analysis of monitoring outcomes in order to plan for improvement.	CA collaborates with staff members and governors to monitor their areas of responsibility, form reports and present reports in staff/governor meetings.	12/01/16 19/01/16 04/02/16 02/03/16 14/04/16 23/05/16	2.5 days	<p>The reports reflect the leaders' good understanding of their areas of responsibility.</p> <ul style="list-style-type: none"> <li>• Leaders also make good use of data to track pupil progress and to measure the impact of the implementation of the school's priorities on standards.</li> <li>• Monitoring activities happen on a regularly basis according to the school's timetable.</li> <li>• Leaders have identified priorities for the 2016-17 SDP and begun to draft them.</li> <li>• There is effective progress in the work of updating the SÊR, but the report will need to be further updated after receiving the 2016 data.</li> <li>• The school's staff members have a very good knowledge of the quality of standards and provision, and there is a clear sense of direction.</li> </ul>
Support and monitor the implementation of the Post-inspection Action Plan.	<p>CA support to draw up an action plan, collaborate and to provide guidance to the Deputy Headteacher on leading, monitoring progress, and ensuring individuals' accountability for action.</p> <p>Progress monitoring visits by two CAs: monitoring with staff members, members of the governing body, and reporting back to staff and governors.</p>	<p>12/10/15 19/01/16 04/02/16 02/03/16 10/06/16</p> <p>10/02/16 23/06/16</p>	<p>2.5 days</p> <p>4 days</p>	<ul style="list-style-type: none"> <li>• There is a clear understanding of progress and matters which require further action in the school.</li> <li>• The school has made progress which is strong or better against Estyn's recommendations.</li> <li>• The staff meeting procedure is consistent, and the focus on reviewing the progress of post-inspection action continues. The role and input of the CA has reduced over time, with the school now monitoring and recording its own progress effectively.</li> </ul>

<b>School</b>	School C			
<b>Support Category</b>	Red			
<b>Estyn Category</b>	Special Measures (removed from the category on 08/06/16)			
Total direct support provided or commissioned = 87 days between 01/03/15 - 30/07/16				
<b>Priorities/Improvement Areas</b>	<b>Support provided and/or commissioned by GwE</b>	<b>Schedule for action</b>	<b>Total number of support days [CA + other]</b>	<b>Improvements seen in:</b>
				<ul style="list-style-type: none"> <li>• <b>Leadership</b></li> <li>• <b>Teaching and Learning</b></li> <li>• <b>Outcomes for learners</b></li> </ul>
Recommendation 1: Improve KS2 pupils' numeracy skills.	<p>CA/Associate Partner support with planning to ensure that rich Numeracy experiences are incorporated across the areas of learning.</p> <p>Monitoring visits and joint scrutiny of books and planning with the CA/AP. Joint monitoring of teaching and learning. Steps of action and monitoring methods highlighted following each visit.</p>	April 2015- May 2016	<p>10 days of CA/AP support.</p> <p>2 days of collaboration with neighbouring school.</p> <p>3 days of the CA's time for book scrutiny/lesson observation.</p>	<p>Staff turnover made very slow progress at the beginning. By Autumn 2015 staff had identified opportunities for pupils to use their numeracy skills in other subjects, but problem-solving, fractions, percentage, area and volume skills remained low.</p> <p>November 2015 – internal NFER test results show that FPh pupils are making very quick progress, but that further work is to be done in KS2.</p> <p>Clear progress in KS2 standards from January 2016.</p> <p>From February, progress was seen in pupils' ability to use numeracy skills across the curriculum.</p> <p>By March the school were making an effort to develop pupils; confidence to be more independent and to produce more volume of work. Standards in the Foundation Phase continued to be high and the cohort's targets aimed for 100% in O6+ in Numeracy. Improvements were also seen in KS2 standards.</p>
Recommendation 2: Raise the standards of pupils' extended writing.	<p>CA/Associate Partner support and guidance to ensure that rich Literacy experiences have been incorporated across the areas of learning.</p> <p>Monitoring visits and joint scrutiny of books and planning with the CA/AP. Joint monitoring of teaching and learning. Steps of action and monitoring methods highlighted following each visit.</p>	April 2015- May 2016	<p>6 days of CA/AP support</p> <p>3 days of collaboration with neighbouring school.</p> <p>2 days of the CA's time for book scrutiny/lesson observation.</p>	<p>October 2015 – in general, not enough progress has been made by many KS2 pupils in terms of developing extended writing skills.</p> <p>December 2015 – there is evidence of change in the volume of work as well as the quality of what is produced. The impact of procedures is clear with better opportunities to write extendedly and independently seen in schemes of work.</p> <p>March 2016 - many pupils' literacy skills are developing appropriately.</p> <p>June 2016 – learners are beginning to apply knowledge and concepts more consistently across the curriculum. Provision is more appropriate to the needs of different cohorts and pupils within the class. The standards of KS2 pupils' extended writing have improved significantly, with Y5/6 pupils now attaining the expected standard.</p>
Recommendation 3: Improve pupils' ability to work independently.	Foundation Phase Training and Support officer has collaborated on	December 2015-	3 days of support provided by Anglesey FPh Officer.	September 2015 – the school is beginning to develop the pupil's voice appropriately by developing the role of the school

	<p>planning appropriate opportunities for pupils to work independently.</p> <p>Monitoring visits and joint scrutiny of books and planning with the CA/AP. Joint monitoring of teaching and learning. Steps of action and monitoring methods highlighted following each visit.</p>	May 2016	<p>2 days of the CA's time for book scrutiny/lesson observation, and to attend a meeting of the School Council.</p>	<p>council. Pupils are beginning to receive opportunities to build their independence by taking part in appropriate activities. Despite a significant decrease in the use of worksheets, KS2 pupils do not receive appropriate opportunities to develop the ability to work independently in the classroom. As a result, pupils are over-dependent on staff support in their learning.</p> <p>March 2016 – pupils contribute appropriately towards planning themes at the beginning of the term by offering valuable ideas. This allows them to make decisions as to what and how they learn. KS2 pupils are beginning to form their own success criteria. They are also setting their own literacy and numeracy targets, which develops their independence appropriately. However, pupils' ability to assess their own performance and their peers' performance in order to raise standards has not yet been fully developed.</p> <p>June 2016 – work is currently being undertaken to teach pupils to work purposefully and more independently within the areas on numeracy and literacy tasks. The KS2 teacher uses maths mats and provides 10 minutes of daily mental maths exercises for all pupils. This has had the positive impact of sustaining the pace of the lesson and nurturing pupils' independence to engage with numeracy activities within the cross-curricular numeracy problems.</p>
<p>Recommendation 4: Ensure that schemes of work include progression and continuation for developing skills.</p>	<p>HwB officers have trained and supported staff to plan appropriate ICT opportunities for pupils.</p> <p>Monitoring visits and joint scrutiny of books and planning with the CA. Steps of action and monitoring methods highlighted following each visit.</p>	<p>April 2015- May 2016</p>	<p>5 days of the CA's time for book scrutiny/lesson observation.</p> <p>3 days of support by HwB officers to promote ICT across the school.</p>	<p>July 2015 – the school has begun to plan the delivery of specific aspects of the Literacy and Numeracy Framework. The planning has not successfully ensured progression in skills across the range of subjects or areas of learning. As a result, provision does not ensure consistent opportunities for pupils to acquire skills.</p> <p>October 2015 – the school has introduced effective planning procedures for developing pupils' literacy and numeracy skills across the curriculum. These plans are appropriate and ensure that provision for developing skills satisfies the needs of many pupils. This has not yet been fully embedded in teachers' work.</p> <p>March 2016 – Long term and middle term plans show that teachers have mapped skills appropriately, ensuring progression and continuation from one school year to the other. There are also appropriate opportunities to develop pupils' skills in language and maths lessons. By now, the school plans appropriate opportunities for pupils to acquire these skills more consistently across the curricular areas. However, a stronger link is required between the writing skills that pupils acquire in language lessons and those developed across the curriculum.</p>
<p>Recommendation 5: Improve teaching in</p>	<p>CA/Associate Partner support and</p>		<p>3 days of support provided by</p>	<p>April 2015 – standards of teaching are inconsistent across the</p>

<p>order to ensure appropriate challenge for each pupil.</p>	<p>guidance on planning to ensure that rich Numeracy and Literacy experiences have been incorporated across the range of areas of learning.</p> <p>Monitoring visits and joint scrutiny of books and planning with the CA. Joint monitoring of teaching and learning. Steps of action and monitoring methods highlighted following each visit.</p>	<p>April 2015- May 2016</p>	<p>Anglesey FPh Officer.</p> <p>5 days of the CA's time for book scrutiny/lesson observation.</p>	<p>school. There are varying expectations amongst teachers, with the expectations of the less effective teachers too low. Overuse of ready-made worksheets which hinders pupils' ability to develop to be independent learners. Tasks are not challenging enough and do not meet the needs of a minority of pupils, especially the more able. The standards of marking are also inconsistent and the feedback provided to pupils often does not relate to their progress against the success criteria.</p> <p>October 2015 – teachers ensure experiences and activities that engage most pupils, and are beginning to ensure clear progression between lessons. The school makes appropriate use of standardised tests and teacher assessments when analysing pupil performance.</p> <p>March 2016 – teachers plan lessons which include clear objectives and appropriate success criteria, and provide more challenging extension tasks for pupils that are more appropriate to their ability. This is beginning to have an impact on the standards of many pupils' attainment.</p> <p>June 2016 – the strategic headteacher and CA's monitoring reports successfully identify strengths and areas for improvement in terms of teaching. Teachers now make valuable use of evidence from self-evaluation, including book scrutiny, lesson monitoring and performance management, to improve teaching.</p>
<p>Recommendation 6: Develop governors' roles as strategic leaders.</p>	<p>Support and guidance provided by two CAs to up-skill all members of the governing body to be 'critical friends' and to challenge the Headteacher and SMT's decisions.</p>	<p>March 2015 - July 2016</p>	<p>15 days of support by CA.</p>	<p>March 2015 – New temporary Chair and Vice-chair elected and responding very positively to the challenging situation faced by the school.</p> <p>July 2015 – school and GwE identifying appropriate activities in the post-inspection action plan to support the work required to meet the recommendation.</p> <p>October 2015 – some governors have attended specific training courses and this has ensured a better understanding of their duties as the school's leaders. By now, specific responsibilities have been established for governors and sub-committees. The Headteacher is establishing a formal monitoring timetable for governors, and members are beginning to be included in the process of evaluating the school's work. They scrutinise work with a specific focus on literacy and numeracy standards. The monitoring ensures appropriate development in their understanding of the school's strengths and areas requiring improvement. Governors are not yet taking enough strategic action on the outcomes of monitoring in order to challenge the school's performance and undertake purposeful improvement</p>

				<p>planning.</p> <p>March 2016 – individual members’ expertise is developing gradually, and members are beginning to question the strategic headteacher on the school’s performance. They are self-evaluating the school’s work appropriately through scrutiny of pupils’ books, and more recently through lesson observation. Governors have started to use outcomes of monitoring activities to challenge the school’s performance and to undertake purposive improvement planning. Governors have a stronger understanding of some specific aspects such as assessment for learning strategies and standards of pupils’ writing and numeracy.</p> <p>June 2016 – the full body and sub-committees by now operate much more effectively and there is a team spirit following changes in membership and the sharing of duties. Detailed records of meetings are kept and work has been undertaken to up-skill the clerk. The Chair by now leads meetings and ensures that the Governors take action, rather than simply receiving information. The Chair visits schools regularly to keep up to date and support the Headteacher’s decisions. The governors by now have a much better understanding of standards within the classrooms. They are aware of procedures for evaluating standards, analysing data and scrutinising work. They have been given an active role within these processes, which ensures that they have sufficient knowledge and background understanding to be able to confidently challenge the school.</p>
<p>Recommendation 7: Ensure that the priorities of the school’s improvement plan are monitored effectively.</p>	<p>Monitoring visits and joint scrutiny of books and planning with the CA. Consistent monitoring of PIAP priorities. Steps of action and monitoring methods highlighted following each visit.</p>	<p>April 2015- June 2016</p>	<p>16 days of the CA’s time.</p>	<p>June 2015 – the PIAP and activities have been received by Estyn. Further work is to be done to strengthen the activities designed to ensure that monitoring focuses clearly on expected outcomes and refers to the appropriate source of evidence. The element of monitoring progress against a reasonable timetable needs to be strengthened, so that the school can ensure that improvements take place promptly within realistic time constraints. The school has already begun to highlight this in documents separate to the post-inspection action plan.</p> <p>October 2015 – the school has established an appropriate timetable which focuses on monitoring the PIAP priorities. The headteacher is beginning to monitor progress against the plan’s steps of action, referring consistently to the success criteria and making good use of primary evidence including data, lesson observation and book scrutiny. Monitoring visits held by local authority officers support the process and provide valuable objective opinion. Staff meetings, under the headteacher’s</p>

				<p>strategic leadership, focus appropriately on raising standards and on the improvement plan. As a result, teachers are beginning to share the work of implementing the improvement steps and are beginning to write short reports on progress against the priorities. The governors are also becoming accustomed to the monitoring process. Following support provided by GwE and the headteacher, the sup-panel for standards is receiving information on the school's performance and undertaking book scrutiny exercises. They are not currently in a situation to truly challenge the school on its progress against the priorities of the PIAP.</p> <p>March 2016 – the strategic headteacher and sub-panel for standards regularly monitor progress against the plan's steps of action, making well-judged reference to the success criteria. They make good use of primary evidence, including data, lesson observation and book scrutiny. GwE's monitoring visits support this process and provide valuable external opinion. It is too early to evaluate the impact of a minority of the steps taken against the PIAP priorities on pupil standards. The teachers' role to implement the improvement steps and to write short reports on progress against the priorities is developing gradually.</p> <p>June 2016 – the school's staff members are aware of the need to monitor and evaluate the effectiveness of the PIAP, and they are working diligently to keep to the detailed timetable established. They are producing reports to be presented to the governors. There is evidence of the intensity of monitoring in records of staff meetings and governor meetings.</p>
<p>Recommendation 8: Ensure that the school satisfies the statutory requirements with regard to addressing teachers' workload.</p>	<p>The Authority's Education Officers have dealt with this issue immediately to ensure that the school satisfies the statutory requirements with regard to addressing teachers' workload, and have implemented the appropriate restoration plan to deal with overspend.</p>	<p>March 2015 September 2016</p>	<p>9 days of officers' time.</p>	<p>July 2015 – the school and authority have identified appropriate activities in the PIAP to support the work required to meet the recommendation.</p> <p>October 2015 – the headteacher has established clear procedures for managing teachers' workload, which satisfy the statutory requirements and include regular non-contact time for planning and lesson preparation as well as for marking and assessing pupils' work. Teachers make effective use of non-contact time. The headteacher has established appropriate performance management processes. By March 2016 strong progress had been made against this recommendation.</p>





CYNGOR SIR  
YNYS MÔN  
ISLE OF ANGLESEY  
COUNTY COUNCIL



## **PARTNERSHIP AND REGENERATION SCRUTINY COMMITTEE WORK PROGRAMME**

Chair: Councillor Derlwyn Hughes

Vice- Chair: Councillor Alun Mummery

The table below is the Partnership and Regeneration Scrutiny Committee Work Programme from May 2016 to May 2017. The Work Programme will be reported to each meeting of the Scrutiny Committee for the purpose of reviewing its content, consideration of new items or adjournment / withdrawal of items.

Contact: Geraint Wyn Roberts (Scrutiny Officer)

Tel: 01248 752039 E-mail: [gwrce@anglesey.gov.uk](mailto:gwrce@anglesey.gov.uk)

### **PURPOSE FOR INCLUSION OF ITEM ON SCRUTINY COMMITTEE AGENDA:**

- Transformation of a Service- Libraries and Youth
- Monitoring of Performance, Budget and Partnerships
- Pre-decision
- Policy Development / Consultations
- Committee / Member Request

### **SCRUTINY OUTCOME PANELS**

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Mae'r ddogfen yma hefyd ar gael yn Gymraeg / This document is also available in Welsh

- (1) School Progress Review Group (on-going)
- (2) Joint Scrutiny of Public Services Board (on-going)

Date of Meeting	Item	Purpose	Location /Start Time
<b>12 May 2016</b>	To elect a Chairperson for the Committee	To appoint Chairperson	Committee Room 1/ 3.30pm
	To elect a Vice-Chairperson for the Committee	To appoint Vice-Chairperson	
<b>13 May 2016</b>	Gypsy and Traveller Sites	Pre-decision	Council Chamber /3.30pm
<b>19 July 2016</b>	Temporary Gypsy and Traveller Sites	Pre-decision	Council Chamber / 2 pm
	Welsh Language Strategy	Pre-decision	
	Development of scrutiny of the public Services Board	Performance of partnership	
<b>26 September 2016</b>	North Wales Protocol for Gypsy Traveller Community	Policy development	Committee Room 1 / 2 pm
	Community Safety Partnership	Performance of partnership	
	Challenge and support provided to schools, focusing on those categorised amber and red in national performance framework.	Performance	

Date of Meeting	Item	Purpose	Location /Start Time
<b>22 November 2016</b>	Joint working between Betsi Cadwaladr University Health Board and Isle of Anglesey County Council.	Performance of partnership	Council Chamber / 2pm
	Transformation of Youth Services	Transformation	
<b>16 February 2017</b>	School Progress Review Group Annual Report	Performance monitoring	Committee Room 1 / 2pm
	Externalisation - Public Conveniences	Pre-decision	
	North Wales Economic Ambition Board	Performance of partnership	
<b>20 April 2017</b>	Community First Partnership	Performance of partnership	Committee Room 1 / 2pm
	Galw Gofal- North Wales Council Partnership	Performance of partnership	
	Household Waste Collection –Update on 3 weekly collection	Performance monitoring	
	Vibrant, Viable Paces	Performance of partnership	
	Review of Scrutiny Committee’s process for monitoring key strategic partnerships	Performance of partnership	

To be confirmed:

- North Wales Community Health Council
- Transformation of Culture Services
- Transformation of Library Services

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