

# Public Document Pack



CYNGOR SIR  
YNYS MÔN  
ISLE OF ANGLESEY  
COUNTY COUNCIL

Mrs Annwen Morgan  
Prif Weithredwr – Chief Executive  
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<b>RHYBUDD O GYFARFOD</b>	<b>NOTICE OF MEETING</b>
<b>CYFARFOD ARBENNIG O'R PWYLLGOR SGRIWTINI PARTNERIAETH AC ADFYWIO</b>	<b>SPECIAL MEETING OF THE PARTNERSHIP AND REGENERATION SCRUTINY COMMITTEE</b>
<b>DYDD MAWRTH, 21 IONAWR, 2020 am 1.00 o'r gloch yp</b>	<b>TUESDAY, 21 JANUARY 2020 at 1.00 pm</b>
<b>YSTAFELL BWYLLGOR 1, SWYDDFEYDD Y CYNGOR, LLANGFNI</b>	<b>COMMITTEE ROOM 1, COUNCIL OFFICES, LLANGFNI</b>
<b>Swyddog Pwyllgor</b>	<b>Mrs. Mairwen Hughes 01248 752516 Committee Officer</b>

## **AELODAU / MEMBERS**

Cynghorwyr / Councillors:-

### **Y Grwp Annibynnol/ The Annibynnol Group**

Gwilym O. Jones (**Cadeirydd/Chair**), Dafydd Roberts

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

T LI Hughes MBE, Vaughan Hughes, Alun Roberts, Margaret M. Roberts, Nicola Roberts

### **Annibynnwyr Môn/Anglesey Independents**

Kenneth P Hughes, R LI Jones

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

Glyn Haynes (**Is-gadeirydd/Vice-Chair**)

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

**Ms. Anest Gray Frazer (Yr Eglwys yng Nghymru/The Church in Wales), Mr Dyfed Wyn Jones (Rhiant Llywodraethwr – Sector Ysgolion Cynradd/Parent Governor – Primary Schools Sector), Mrs Llio Johnson-(Rhiant Llywodraethwyr – Sector Ysgolion Uwchradd ac ADY/Parent Governor – Secondary Schools Sector and ALN) and Mr. Keith Roberts (Yr Eglwys Babyddol Rufeinig/The Roman Catholic Church)**

**Aelod Cyfetholedig/Co-opted Member (Dim Hawl Pleidleisio/No Voting Rights)**

**Mr. Dafydd Gruffydd ( Rheolwr Gyfarwyddwr/Managing Director - Menter Môn)**

## A G E N D A

**1     APOLOGIES**

**2     DECLARATION OF INTEREST**

To receive any declaration of interest by any Member or Officer in respect of any item of business.

**3     MINUTES (Pages 1 - 8)**

To submit, for confirmation, the minutes of the meeting held on 12 November, 2019.

**PART 1 – EDUCATIONAL MATTERS – AN INVITATION IS EXTENDED  
TO ALL MEMBERS OF THE COUNTY COUNCIL**

**4     SCHOOLS' STANDARDS REPORT (SUMMER 2019) (Pages 9 - 46)**

To submit a report by the Director of Education, Skills and Young People.

**5     SCHOOLS' IMPROVEMENT REVIEW PANEL : PROGRESS REPORT (Pages 47 - 52)**

To submit a report by the Scrutiny Manager.

**PART 2 – OTHER MATTERS – PARTNERSHIP & REGENERATION SCRUTINY  
COMMITTEE MEMBERS ONLY**

**6     TRANSFORMATION OF LEARNING DISABILITIES DAY OPPORTUNITIES  
(Pages 53 - 108)**

To submit a report by the Director of Social Services.

**7     EXCLUSION OF THE PRESS AND PUBLIC (Pages 109 - 110)**

To consider adopting the following:-

**“Under Section 100(A)(4) of the Local Government Act 1972, to exclude the press and public from the meeting during the discussion on the following item as it may involve the likely disclosure of exempt information as defined in Paragraph 12A of the said Act and in the attached Public Interest Test.”**

**8     WASTE CONTRACT (Pages 111 - 126)**

To submit a report by the Director of Function (Resources)/Section 151 Officer and the Scrutiny Manager.

**PARTNERSHIP AND REGENERATION SCRUTINY COMMITTEE**

**Minutes of the meeting held on 12 November 2019**

- PRESENT:** Councillor Gwilym O Jones (Chair)  
Councillor Glyn Haynes (Vice-Chair)
- Councillors K P Hughes, Vaughan Hughes, Alun Roberts, Dafydd Roberts, Margaret Murley Roberts and Nicola Roberts.
- Leader of the Council – Councillor Llinos M Huws (for item 5)  
Councillor Alun W Mummery – Portfolio Holder (Housing & Supporting Communities – including Community Safety) (for item 4).
- IN ATTENDANCE:** Chief Executive,  
Deputy Chief Executive,  
Head of Democratic Services,  
Scrutiny Manager,  
Committee Officer (MEH).
- APOLOGIES:** Councillor Glyn Haynes.
- Mrs Anest Frazer – The Church in Wales,  
Mr Keith Roberts – The Roman Catholic Church,  
Mrs Llio Johnson – Parent Governor – Secondary Schools Sector and ALN),  
Mr Dyfed W Jones – Parent Governor – Primary Schools Sector),  
Mr Dafydd Gruffydd – Managing Director – Medrwn Môn.
- ALSO PRESENT:** Community Safety Senior Operational Officer for Gwynedd and Anglesey (CR) (in respect of item 4),  
Programme Manager, Gwynedd and Anglesey Public Services Board (NH) (in respect of item 5).

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**1 APOLOGIES**

As noted above.

**2 DECLARATION OF INTEREST**

None received.

**3 MINUTES**

The minutes of the meeting held on 11 September, 2019 were confirmed.

#### 4 COMMUNITY SAFETY PARTNERSHIP - ANNUAL REPORT

Submitted – a report by the Community Safety Senior Operational Officer for Gwynedd and Anglesey.

The Community Safety Senior Operational Officer for Gwynedd and Anglesey reported that it is a statutory duty on Local Authorities, in accordance with the Crime and Disorder Act 1998 and subsequent amendments of the Police and Criminal Justice Act 2002 and 2006, to work in partnership with the Police, the Health Service, the Probation Service and the Fire and Rescue Service to address the local community safety agenda. The Partnership has a duty to deal with:-

- Crime and Disorder
- Substance Misuse
- Reducing re-offending
- Delivering a strategic assessment to identify priorities (work that is now undertaken on a regional basis)
- Putting plans in place to deal with these priorities (a plan now exists on a regional and local basis)

It was noted that the Community Safety Partnership works to an annual plan which is based on a three year regional plan (*the 2018/19 end of year performance report and the 2019/20 plan were attached to the report*). The following seven priorities were identified by the Partnership which are based on a regional strategic assessment, Police and Crime Commissioner's plan, and the regional Safety Communities Board plan :-

- Reducing victim based crimes (acquisitive crimes only)
- Reducing Antisocial Behaviour
- Supporting vulnerable people to prevent them becoming victims of crime
- Raising confidence to report incidents of domestic abuse
- Raising confidence to report sexual abuse
- Addressing substance misuse in the area
- Reducing re-offending

The main messages deriving from the activities of the Community Safety Partnership for 2018 were included within the report.

The Community Safety Senior Operational Officer for Gwynedd and Anglesey referred to crime statistics within the report. She noted that the Home Office compares the offences within areas that are similar; Anglesey crime statistics is viewed with seven similar areas within the UK. There has been a change during this year with recording practice of the Police with one incident can now lead to more than one crime being recorded. The Portfolio Holder for Housing & Supporting Communities) referred that when a person break into a dwelling, outbuildings or shed it is now categorised as domestic burglary within Police statistics. The Community Safety Senior Operational Officer for Gwynedd and Anglesey said that burglary incidents is low on Anglesey.

The Committee considered the report and the scrutiny questions within the report and raised the following matters:-

- Clarification was sought as to whether there is adequate resource within the Community Safety Team to carry out the work the Community Safety Partnership has identified. The Chief Executive responded that at present there is only one Officer working within the Community Safety Team but discussions are ongoing in terms of replacing the project and monitoring role within the team following the departure of the post holder in December 2018. The Chair questioned as to whom will be deciding whether project and monitoring role will be replaced. The Chief Executive responded that Gwynedd Council leads on the Community Safety Team but both Anglesey and Gwynedd Councils provide a financial contribution towards the Team; however this authority must secure value for money. The Community Safety Senior Operational Officer for Gwynedd and Anglesey said that the Community Safety Team has been reduced from 7 members in 2014 but whilst further resources toward the Community Safety Team would be welcomed, however it was noted that some of the work had been transferred to the regional structures;
- Clarification was sought whether all the partner organisations had equal priorities within the Community Safety Partnership. The Community Safety Senior Operational Officer responded that the partner organisation have agreed to the work plan and priorities of the Community Safety Partnership. Questions were raised as to whether the partner organisations have themselves the resource to carry out the priorities of the Partnership. The Community Safety Senior Operational Officer responded that the partner organisations within the Community Safety Partnership work closely to achieve the priorities of the Partnership and the attendance levels is high from all the partner organisations;
- Reference was made that the statistics for Antisocial Behaviour seems to be relatively low within the report; it was considered that Antisocial Behaviour is increasing within communities. The Community Safety Senior Operational Officer noted that there has been a notable reduction in Antisocial Behaviour, particularly personal Antisocial Behaviour over the last ten years, and that the multi-agency framework for responding to Antisocial Behaviour was well established, which contributed to the number of incidents reducing. However, it was also noted that any incident should be reported to the Police. This opened up a debate on the effectiveness of the 101 system, which it was suggested might be an issue to discuss with the Police and Crime Commissioner;
- Clarification was sought that information gathering had been identified as a 'red indicator' within the report. The Community Safety Senior Operational Officer responded that the 'red indicator' referred to an action not completed within the year, which related to a Public Spaces Protection Orders. This action has been carried forward to this year and is progressing;
- The Portfolio Holder for Housing and Supporting Communities said that he considered that there is no avenue as a representative on Community Safety Partnership and other organisations to report back to a Committee on the discussions and priorities within these partnerships. The Scrutiny Manager responded that this Committee has agreed to invited relevant Elected Member representatives on partner organisations to address this meeting in due course.

**It was RESOLVED to note the report and attached documents and to support the priorities and future directions of work within the Community Safety Partnership.**

**ACTION: As noted above.**

## **5 PUBLIC SERVICES BOARD - GOVERNANCE ARRANGEMENTS**

Submitted – a report by the Programme Manager, Gwynedd and Anglesey Public Services Board.

The Leader of the Council said that the Gwynedd and Anglesey Public Services Board was established in 2016 in line with the Well-being of the Future Generations Act 2015. The aim of the Well-being of the Future Generations Act 2015 is to improve economic, social, environmental and cultural well-being of Wales. In order to determine the priorities for the Public Services Board a well-being assessment was carried out across well-being areas in Gwynedd and Anglesey which resulted in a series of engagement and consultation sessions. The Public Services Board has agreed on priority areas to achieve the objectives as noted within the report. The following Sub-Groups have also been established under Objective 1 – Communities which thrive and are prosperous in the long-term:-

- **Welsh Language Sub-Group** – The sub-group has decided to focus primarily on a specific project ‘Arfer’ which looks at behavioural changes within the workplace and can lead to greater use of the Welsh language by those individuals who do not feel confident to use the language. The ‘Arfer’ project is scheduled to run for 12 months in the first instance;
- **Climate Change Sub-Group** – The sub-group has focused on understanding the data and evidence available from the group membership’s organisations so that it can be used to shape future projections and models of climate change. This sub-group will also focus on communities and assets most at risk of flooding in Gwynedd and Anglesey. The sub-group has also used ‘Fairbourne’ as a case of good practice and in order to learn lessons on aspects such as engagement and better collaboration for the well-being of communities;
- **Homes for local people** – Gwynedd and Anglesey Councils are at present planning to develop innovative housing. The sub-group is proposing to bring together the plans of public bodies and to put in place arrangements to work together to consider smaller number of innovative models. A Project Management Officer, on a part-time basis, has been appointed to drive the work forward;
- **Poverty** – Poverty remains a priority for the Board but there is no sub-group leading on the work at present. It has been agreed that there was an opportunity through the Board to address the work already underway within both authorities before considering options for the Board to work in a more integrated and cohesive way.

The Leader of the Council further said that within Objective 2 a **Health and Social Care Group for the West** has been established. The sub-group keeps an overview and ensures that the developments and changes that is required are introduced. The sub-group also provides the leadership and governance required

for the sub-groups associated with the work namely children, adults, mental health, learning disability and community transformation. She noted that the Board has received funding from the 'Healthier Wales' transformation budget. The Leader of the Council also referred to work undertaken, as a result of the funding, within a Ward in Ysbyty Gwynedd to identify the problems and challenges that exist within the Hospital. The Board is also in the process of establishing Integrated Teams to work within the communities of both authorities.

It was reported that the Public Services Board is subject to scrutiny by both Gwynedd and Anglesey's Scrutiny Committees and during the establishment of the Board it was agreed that a joint scrutiny panel should be considered to undertake the work. Scrutiny Officers from both Authorities have evaluated both options of continuing with the existing local authority scrutiny arrangements or establishing a joint scrutiny panel but it has been concluded that the current arrangements of reporting to both authorities scrutiny committees is considered a better arrangement and to focus on aligning timetables and consistency of scrutiny arrangements across both counties.

With reference to the Board's resources it was reported that the Public Services Board has agreed to co-fund a resource for supporting the work of one of the sub-groups and it is anticipated that the need for resources will continue as the sub-groups mature and develop.

The Board also manages risks in relation to projects and the work of the sub-groups to ensure that they operate in accordance with the well-being plan and proposed timetable. A draft risk register will be submitted to the Board for approval in December 2019.

The Leader of the Council said that a review of the Public Services Boards was undertaken on behalf of the 19 Public Services Boards in Wales in October 2019 by the Wales Audit Office to examine how the Boards operate. A paper outlining a summary of the main recommendations and proposals on how the Gwynedd and Anglesey Public Services Board has been prepared, and will be submitted to the Board at its next meeting in December 2019. The paper will be shared with the Scrutiny Committees of both Councils thereafter.

The Committee considered the report and the scrutiny questions within the report and raised the following matters:-

- Clarification was sought as to whether the Public Services Board has an agreed terms of reference. The Programme Manager, Gwynedd and Anglesey Public Services Board responded that the Board has a terms of reference and it is a standing item on the Board's agenda and will be on the Public Services Board website ([www.llesiantwqwyneddamon.org](http://www.llesiantwqwyneddamon.org));
- Reference was made that the Conwy and Denbighshire Public Services Board has a joint Scrutiny Panel to scrutinise the work of the Public Services Board. The Leader of the Council responded that during the establishment of the Public Services Boards across Wales it was an option that the local authorities could establish a joint working Board or to collaborate the work between the authorities; Gwynedd and Anglesey agreed to collaborate the work of the

Board. The Programme Manager, Gwynedd and Anglesey Public Services Board said that whilst the current scrutiny model is working well at present it is the intention of the Board to revisit the model of working in the future;

- Reference was made that there is no sub-group at present dealing with poverty. Members suggested that more focus needs to be given to poverty before the matter escalates and especially as Universal Credit has been implemented on the Island. The Programme Manager, Gwynedd and Anglesey responded that the Board did have a Poverty Sub-Group and that the sub-group had not agreed on work streams that could add value to the work already undertaken by the Board's partners with reference to poverty. There was also the added risk that the sub-group did not have a member of the Board leading the work at present. She said that the Board has agreed to keep an overview of the progress made by local authorities as regards to addressing poverty and thereafter the Board will agree where to focus its resource to add value to the work undertaken by the local authorities;
- Questions were raised whether there are lessons to be learnt from the review undertaken as regards to Public Services Board held recently. The Programme Manager, Gwynedd and Anglesey responded that due consideration has been given to the recommendations within the review of the Public Services Board. She said that one of the recommendations is that the Gwynedd and Anglesey Public Services Board needs to be publish the Board's papers and update the Board's website and to ensure that residents of both Counties are engaged and involved in the work of the Board. The Programme Manager further said that every five years the Board will need to review and update its wellbeing assessments;
- Clarification was sought as to what assurances are given that the Public Services Board will deliver key milestones in a timely manner. The Programme Manager, Gwynedd and Anglesey responded that each sub-group has identified key milestones within the work of the sub-groups and it is an intention that the Public Services Board challenges the focus of the sub-groups. The Sub-Groups will continue to submit progress reports to the Board and to assure that progress is made;
- Reference was made to the 'Homes for Local People' scheme and that a draft project plan has been developed for publication in July 2020. Questions were raised whether there would be an impact on the scheme due to this Authority having its own housing stock and Gwynedd Council having transferred it housing stock to Adra (Cartrefi Cymunedol Gwynedd). It was further raised whether the 'Homes for Local People' scheme would comply with polices within the Joint Local Development Plan. The Leader of the Council responded that housing needs within both authorities are similar. She noted that other housing associations are members of the 'Homes for Local People' Sub-Group; discussions are undertaken also with the Health Board with regard to land availability for such housing schemes. She said that the Joint Planning Policy Unit will be working closely as regards to this scheme. The Chief Executive said that the 'Homes for Local People' scheme needs to add value to the dire need for homes for young local people.

**It was RESOLVED to note the progress of the work of the joint Public Services Board.**



**ACTION : As noted above.**

**6 FORWARD WORK PROGRAMME**

Submitted – a report by the Scrutiny Manager on the Committee's Work Programme and attachments of items scheduled for Scrutiny until December, 2019 and from January to April 2020.

The Scrutiny Manager noted that the schedule meeting to be held on 12<sup>th</sup> December, 2019 has been rescheduled to 21<sup>st</sup> January, 2020.

**It was RESOLVED to note the Forward Work Programme.**

**ACTION : As above.**

**COUNCILLOR GWILYM O JONES  
CHAIR**

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<b>ISLE OF ANGLESEY COUNTY COUNCIL Scrutiny Report Template</b>	
<b>Committee:</b>	<b>Partnership and Regeneration Scrutiny Committee</b>
<b>Date:</b>	<b>21 January, 2020</b>
<b>Subject:</b>	<b>School Standards Summer 2019</b>
<b>Purpose of Report:</b>	
<b>Scrutiny Chair:</b>	<b>Cllr. Gwilym Owen Jones</b>
<b>Portfolio Holder(s):</b>	<b>Cllr. R Meirion Jones</b>
<b>Head of Service:</b>	<b>Rhys Hughes, Director of Education, Skills and Young People</b>
<b>Report Author:</b>	<b>Rhys Hughes, Director of Education, Skills and Young People</b>
<b>Tel:</b>	<b>01248 752916</b>
<b>Email:</b>	<b>Rhyshughes2@ynysmon.gov.uk</b>
<b>Local Members:</b>	<b>N/A</b>

<b>1 – Recommendation(s)</b>	
<p>The Partnership and Regeneration Scrutiny Committee are asked to:</p>	
<b>A1:</b>	<p>Approve the contents of the Report on Anglesey’s Outcomes 2019 in respect of:</p> <ul style="list-style-type: none"> <li>- Report on Teacher Assessment (Foundation Phase / Key Stage 2 / Key Stage 3)</li> <li>- Report on KS4 results</li> <li>- Report on KS5 results</li> <li>- Anglesey LA’s Estyn Profile</li> </ul>
<b>A2:</b>	<p>Agree on / and approve Anglesey LA’s main areas for improvement.</p>
<b>A3:</b>	<p>Approve the developments in respect of the engagement work with partners in Anglesey.</p>
<b>A4:</b>	<p>Approve the liability process between the Anglesey Learning Service and GwE.</p>

## 2 – Link to Council Plan / Other Corporate Priorities

Direct link to the Council's Plan / transformation priorities.

Aim: working towards an Anglesey that is healthy and prosperous where families can thrive.

Objective 1

Ensure that the people of Anglesey can thrive and realise their long-term potential.

We will continue to raise standards in education and ensure that our young people have the correct skills for employment and training.

## 3 – Guiding Principles for Scrutiny Members

**To aid Members in scrutinizing the subject:-**

**3.1** The impact the item has on individuals and **communities [focus on the customer/citizen]**

**3.2** Observe the efficiency and effectiveness of the proposed change – financially and in terms of quality **[focus on value]**

**3.3** Observe any risks **[focus on risk]**

**3.4** Scrutiny to take the role of performance management or quality guarantee **[focus on performance and quality]**

**3.5** Observe plans and proposals from the perspective of:

- long term
- prevention
- integration
- collaboration
- content

**[focus on welfare]**

## 4 – Key Scrutiny Questions

### General

1. What impact have you seen since the change in requirements so that Foundation Phase, KS2 and KS3 teacher assessments aren't published?
  - General impact on National data?
  - General impact on the data of Anglesey schools?
  - The impact seen when visiting schools – on children, staff and headteachers?
2. Since there are no longer benchmark comparisons in the Foundation Phase, KS2 and KS2, how do schools and GwE (on behalf of the Anglesey Learning Service) measure whether the pupils achieve?
3. You mentioned at the start that collaboration and engagement with partners receives national attention. Can you provide us with an overview of any relevant

developments in Anglesey, and how GwE (on behalf of Anglesey's Learning Service) contributes or promotes this agenda?

4. Do you believe that the liability arrangement between the Anglesey Learning Service and GwE is effective? Why?

#### Primary

1. Since the Welsh Government no longer prepares a 'Core Data' package for Primary schools, does GwE (on behalf of Anglesey's Learning Service) prepare anything to aid schools to internally analyse their data?
2. Why have Foundation Phase outcomes been generally lower on the expected outcome in the past two years?
3. Why have Welsh assessments in KS2 fallen over the past two years?
4. Why do the assessments of pupils entitled to free school meals appear to be generally lower this year in both Key Stages compared to other years?

#### Secondary

1. Why is performance in the higher levels lower than the Anglesey average and why does GwE (on behalf of the Anglesey Learning Service) support schools to improve their performance on the higher levels and higher grades in KS4 and KS5?
2. In KS4, the new Capio 9 indicator addresses a wider range of subjects and qualifications than the previous Level 2+ Threshold/ How does GwE (on behalf of the Anglesey Learning Service) ensure support for subjects besides the core subjects?
3. Why is the performance of Anglesey's FSM pupils lower than the national average, and how are improvements ensured in the performance of this cohort of pupils?

## **5 – Background / Context**

### **1. CONTEXT**

See "Report on Anglesey's Outcomes 2019."

**6 – Equality Impact Assessment [including impacts on the Welsh Language]**

N/A

**7 – Financial Implications**

N/A

**8 – Appendices**

Report on Anglesey's Outcomes 2019.

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

# REPORT ON OUTCOMES 2019

## Anglesey



## **CONTENT**

- 1. Background and context**
  - 2. Standards**
    - **Overview of performance in each Local Authority (Individual LA's to be inserted in Appendix 1)**
    - **Estyn School Inspection Profile**
    - **National Categorisation**
  - 3. Emerging Questions To Help The Joint Committee, LA Officers And Scrutiny Committees To Evaluate Pupil Progress, Standards And Performance**
  - 4. 2019-20 Business Plan Priorities**
  - 5. Appendix 1 - Report on standards for each individual LA**
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## 1. BACKGROUND AND CONTEXT

The Welsh Government alongside several partners and experts has undertaken a fundamental review of the accountability system for schools in Wales.

Findings highlighted that the existing system and its use of performance measures has many negative unintended consequences, such as:

- narrowing curriculum choice;
- disproportionate focus on particular groups of learners;
- the way in which benchmarking is used driving competition between schools rather than encouraging collaboration;
- an increased and unnecessary workload for teachers and others in the system, without the necessary impact or benefit for learners; and
- an aggregation of data for *accountability* purposes where it was designed for *improvement* purposes.

As a result, schools have heard conflicting messages from the various parts of the system about what matters. This has often diverted effort from learning and teaching and moved us towards a culture of compliance and bureaucracy.

A joint communication from **Welsh Government, the WLGA and Estyn** to Chairs of Scrutiny, Cabinet Members, Directors of Education, Chief Executive Officers, and Managing Directors of Regional Education Consortia, published on **16 July 2019** stated that:

*“It is counter-productive for schools to be placed under disproportionate pressure on the basis of individual measures. It is not in the interest of school improvement and risks undermining the ongoing change in culture that we are working together to achieve. We expect local authorities and regional consortia to support schools to make appropriate decisions about their curriculum to avoid narrowing choice for learners.*

*Collectively, we have agreed that this is the right approach to take and strongly advise you to use a broad range of un-aggregated data and information to enable you to discharge your duties when reporting on school performance. Evaluating the performance of individual schools rather than generating aggregated data at local authority level will be more helpful to supporting and challenging individual schools with their improvement.”*

This report on performance across North Wales will adhere to this guidance.

### **Reporting on Teacher Assessments (Foundation Phase to Key Stage 3)**

National changes in the reporting of teacher assessments has been introduced over the past two years. It supports the key objectives of the Welsh Government document: ‘Our National Mission,’ in delivering robust assessment, evaluation and accountability arrangements to support a self-improving system.

International evidence suggests that for all learners to achieve their full potential, there should be a coherent assessment and accountability system. The primary purpose of assessment is to provide information that guides decisions about how best to progress pupils’ learning.

There is now a greater focus on the use of data in school self-evaluation. In the reformed system, schools are evaluated according to the difference they make to the progress of every child.

Data and information that is available to schools to measure this progress includes: end of key stage data, baseline entry data, pupil progress data over time, value added data between baseline and key stages, reading and numeracy diagnostic test data, action research and specific testing data as well as ESTYN inspection outcomes.

Data that has traditionally been aggregated upwards for comparison has been removed. All benchmarking, comparisons with other establishments, reading and numeracy test data, placing schools and Local Authorities in rank order is no longer acceptable or possible. As of last year, the only comparative data available to Local Authorities in these key stages are the National averages for end of these key stages.

In addition, the Minister for Education published a statement on school performance targets in June 2019. She stated:

*‘....., I want to be absolutely clear that school targets should only be used to support self-evaluation and should not be aggregated up to a local authority measure of performance to hold schools to account.’*

These recent changes in assessment reporting requirements will strengthen the accuracy of assessment. It will reduce inflated levels and gaming and will ensure that every school looks closely at every learner and not just borderline learners who influence whether a school achieves a narrow measure or not.

National arrangements will have a renewed emphasis on Assessment for Learning as an essential and integral feature of learning and teaching; it is a significant move away from gathering information about young people’s performance on a school-by-school basis for accountability purposes.

Teacher assessment data and National Reading and Numeracy Test data at a school, local authority and consortia level will no longer be published. This applies to the Foundation Phase, Key Stage 2 and Key Stage 3 in all maintained primary and secondary schools.

Arrangements that will remain:

- National Reading and Numeracy Tests and Teacher Assessments for individual learners, however no national school level benchmark information will be published.
- Headteachers are required to report school performance to parents and adult learners each school year.
- Governing bodies are required to produce annual reports to parents, school prospectuses, school development plans, and set performance and absence targets.
- Schools, governing bodies and local authorities still have access to their own data (alongside national level data) for self-evaluation purposes.
- The Welsh Government continue to collect individual learner level data to ensure transparency at a national performance level and to inform policy.

Arrangements that will change:

- No comparative information about teacher assessments and tests, in relation to other schools within a local authority or ‘family of schools’, will be published.
- The Welsh Government no longer produce or publish School Comparative Reports and All Wales Core Data Sets for schools and local authorities in respect of teacher assessment data.
- The My Local School website no longer includes teacher assessment data below the national level (from 2018).

## Changes to Areas of Learning in the Foundation Phase

In October 2014 the Foundation Phase Areas of Learning (AoL) for Language, Literacy and Communication Skills and Mathematical Development were revised to align them with the National Literacy and Numeracy Framework (LNF) as well as make them more demanding. In line with this the Foundation Phase outcomes were recalibrated to align with the increased expectations of the revised Areas of Learning.

The revised AoL were introduced on a statutory basis from September 2015. This means that the cohort of children that started Reception in September 2015 were the first children to be formally assessed against the revised outcomes at the end of the Foundation Phase in the summer of 2018. Comparisons of Foundation Phase outcomes with previous years at school level should, therefore, be avoided as they are not measured on a comparable basis.

## Reporting on KS4 results

New interim KS4 measures have been introduced for 2019 as part of the significant education reform programme in Wales.

National data capture for individual schools will be based on first entry results. The data provided regionally for individual school and LAs will also be based on first entry results. JCQ/WJEC have published their data and press release based on the 'best outcome' obtained by 16 year olds across both the November and summer series. There will be differences between first entry and best outcome data.

As a result, across several indicators, it will not be possible to compare 2019 figures with previous performance.

The table below shows the new interim measures and the methodology used for calculating. It also demonstrates the key differences with previous years.

<b>Interim Measure</b>	<b>How it is calculated</b>	<b>Differences from previous years, and why comparisons cannot be made</b>
Capped 9	<p>The Capped 9 Points Score is a performance measure calculating the average of the scores for the best awards for all individual pupils in the cohort, capped at a specified volume of GCSEs or equivalent qualifications.</p> <p>Three of the nine slots require the awards of specific subjects and qualifications in order to contribute any points towards the measure. These slots are each one GCSE in size, specifying requirements in literacy, numeracy and science GCSEs only.</p> <p>The best grade from any of the literature or first language Welsh or English GCSEs can contribute towards the literacy slot.</p>	<ul style="list-style-type: none"><li>✓ Only a pupil's first entry will count</li><li>✓ WJEC Science GCSE only</li></ul>

	<p>The best grade from either of the mathematics or mathematics – numeracy GCSEs can contribute towards the numeracy slot.</p> <p>The best grade from a science GCSE can contribute towards the science slot (currently this is limited to awards in the WJEC suite of science GCSE qualifications currently available to learners: biology, chemistry, physics, science (double award) applied science (double award) and applied science (single award).</p> <p>The remaining six qualifications will include the pupil's best performance in either GCSE and/or vocational equivalent.</p>	
Literacy measure	Calculating the average of the scores for all individual pupils in the cohort, taking the best grade from any of the literature or first language Welsh or English GCSEs awarded to a pupil.	New 2019 measure, first entry only will count, with Literature also accepted within this measure
Numeracy measure	Calculating the average of the scores for all individual pupils in the cohort, taking the best grade from either of the mathematics or mathematics – numeracy GCSEs awarded to a pupil	New 2019 measure, first entry only will count
Science measure	Calculating the average of the scores for all individual pupils in the cohort, taking the best grade from a science GCSE awarded to a learner (currently this is limited to awards in the WJEC suite of science GCSE qualifications available to learners: biology, chemistry, physics, science (double award) applied science (double award) and applied science (single award) - these are identified as being able to contribute towards science measures.	New 2019 measure, first entry only will count
The Welsh Baccalaureate Skills Challenge Certificate measure	Calculates the average of the scores for the Welsh Baccalaureate Skills Challenge Certificate awards for all individual learners in the cohort, whether it is the Foundation (Level 1) or the National (Level 2) award.	Reported separately as a main indicator for the first time in 2019

In this context, the data should be analysed on a local level and as a starting point to question local priorities.

Although 2019 data is currently available on historical performance measures (L1, L2, L2+ and 5A\*-A), comparison with previous years is not valid because of the first entry counting rather than best outcome.

## Scrutinising Individual School Performance

Regular fortnightly Local Quality Board meetings are held between the GwE Core Lead and each LA. Any schools causing concern are discussed and any strengths and areas for improvement are noted. This links to the regular meetings held by the core lead with Supporting Improvement Advisers to discuss school progress. The regular communication between LA and GwE officers ensures shared intelligence about the capacity to improve of schools, and where concerns are identified that all parties work in partnership to review the standards and provision in the school and to set and monitor clear targets for improvement.

Each LA has its own monitoring processes to scrutinise the performance of individual schools. This includes the use of 'Accelerated Improvement Boards' for school's causing concern.

Each LA's monitoring arrangements is described within their individual standards report.

## Schools Causing Concern

All schools are on an improvement journey and thus require differentiated and appropriate support and challenge to varying degrees. A few schools will require more intense targeted intervention.

The label 'schools causing concern' is very wide ranging and in its broader term has not been clearly defined in national guidance. For our own purpose within GwE, we have come up with the following definitions:

- Schools that need support to maintain or improve upon standards [i.e. moving from 'good' to 'excellent' or 'coasting schools'];
- Schools that are improving but need further support to sustain their improvement trajectory and/or further reduce within school variability;
- Schools that need more specific targeted support and intervention to prevent them being a cause of significant concern;
- Schools that have been identified as causing significant concerns and/or are in a statutory category.

GwE and the local authorities have an overall good track record in effectively supporting schools and specifically those causing concern. All secondary schools have a bespoke 'Support Plan' which ensures that GwE support is closely aligned with their SDP priorities. This allows for more effective deployment of resource, regional expertise and best practice.

High challenge and support is targeted in a timely and effective approach leading, in most instances, to an acceleration of the improvement journey in the identified schools, and, where relevant, their removal from Estyn follow-up category.

Local Quality Standards Board meetings are held on a regular basis between LA and GwE senior officer and used to share information around school performance and progress and to agree on any required adaptations to support plans. Interim Accelerated Improvement Boards provide challenge and intervention to those schools in serious categories of concern. Where concerns remain, escalated action is taken which could include the use of powers of intervention as defined by national guidance.

## Current regional situation

The primary and special school inspection profile has been continuously strong and compares well with the Estyn profile for schools across Wales. All primary schools placed in a category over the past three years have been removed promptly as a result of the targeted high challenge and support.

Standards in the secondary sector remains a cause for concern. Over the past 18 months, GwE has:

- re-profiled its service to ensure that additional resource is targeted towards the secondary sector;
- strengthened its team of link secondary SIAs to ensure relevant experience and expertise;
- ensured all secondary schools have access to a generic and bespoke programme of support;
- facilitated access to curriculum, MAT, post 16 and subject networks to disseminate good practice;
- adopted a targeted 'wave' support for ensuring continued improvements in core subjects;
- enhanced the GwE offer of professional development opportunities [and especially for experienced, new and potential leaders of the future];
- led the *Assessment for Learning* regional initiative to improve teaching and learning with Shirley Clarke;
- ensured further support for head teachers via strategic forum meetings and for participating schools through the *Excellence and Innovation* forum;
- supported 12 regional schools to research and address in-school variance by improving data tracking and intervention. Lessons extracted from the pilot will be transferable to all schools across the LA;
- provided financial support for a more diagnostic approach to securing improvements at KS4 English and Mathematics via PIXL;
- provided specific training at behest of schools for curriculum middle leaders and pastoral leaders;
- supported bespoke training for targeted schools and departments to improve aspects of the teaching and learning, e.g., with Tom Sherrington, Olevi ITP and OTP.

In addition to the bespoke support delivered for secondary schools in the core subjects, generic regional and local guidance has also been available via subject networks and forums. Some of the key areas addressed include:

- English: A Level study support, Accelerated Reader training, developing literacy across the curriculum, improving oracy to support writing, improving tracking and intervention at KS4, improving standards of writing at KS4, guidance on MAT provision in English, development of resources e.g. *'Fix-it' resource to support the repair work required to address identified weak skills, Mastery Packs for KS4, Gothic SOW with grammar focus for Y7*
- Mathematics: leadership guidance and up-dates for new curriculum, sharing of best practice from Whiterose Maths Academies on the development of pedagogy within their cluster of schools, developing departmental pedagogy by 'deepening thinking', developing pedagogy at A level, supporting collaboration between numeracy co-ordinators to identify best practice in developing skills across the curriculum, develop leadership of numeracy co-ordinators who are within the first two years of being in post, developing understanding of the changes to the Numeracy Procedural tests.
- Science: excelling at GCSE Science – sharing best practice, sharing successful intervention strategies at KS4, developing scientific literacy – evidence based Research from Bangor University, developing strategies to engage learners in Science, working with schools to build scientific knowledge and supporting pupils in learning scientific concepts,

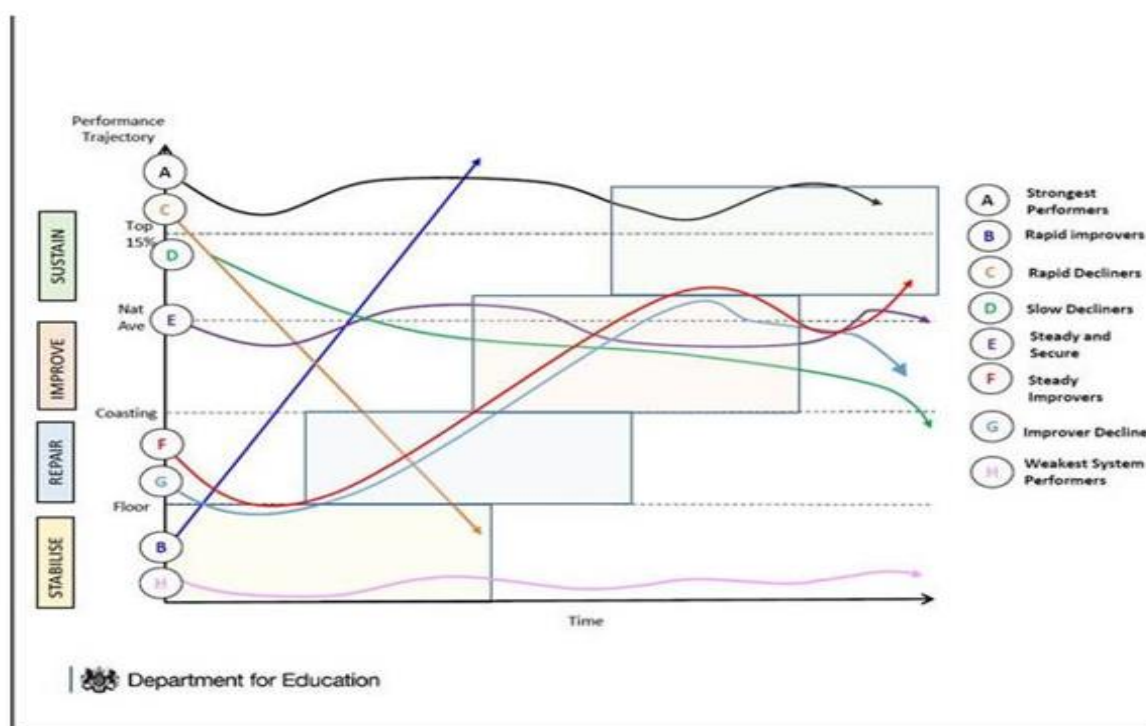
developing reading skills in Science, sharing 'how to learn strategies' and retrieval practice, developing reading skills and the understanding of command and tier two words, developing deeper understanding of the GCSE specifications.

## Moving Forward

We recognise that all schools are on a continuum of improvement. Some are emerging and developing, others developing and strengthening whilst our strongest schools are more autonomous and empowered.

As a service we are often asked to synthesise a myriad of school improvement metrics into a single definition. However, it is just as important to capture the journey and not just the 'snapshot' of a school's position on that journey.

The following diagram, developed by the DfE in England, looks to define the stages of a school's journey and begins to define the trajectory of school improvement:



We feel that this type of diagrammatic trajectory representation is a more useful tool when discussing with schools the required level and nature of support required. Its application can also be an effective strategy to capture schools at the beginning of any 'downward' trajectory thus mitigating any need for them to be identified as *'causing concern'*.

We also believe that peer engagement and support should be an integral part of school improvement. Welsh Government's vision for an evaluation, improvement and accountability system is one that is fair, coherent, proportionate, transparent, and based on shared values for Welsh education. The National Mission commits us to work with Welsh Government and other key stakeholders to establish new evaluation and improvement arrangements at all levels. These arrangements will need to be robust and strong enough to bring about the required improvements and especially so within the secondary sector. There is a clear

expectation that within these arrangements schools develop not only the required capacity and skills to effectively challenge themselves, but also the ability to work collaboratively and systemically in a school improvement model founded on professional peer review.

GwE and the six regional local authorities has undertaken a consultation process with head teacher representation around the various aspects of the *National Reform Journey*. In terms of developing a regional framework for peer-to-peer engagement and support, head teachers suggested the following principles:

- a peer review approach should be adopted regionally to further drive progress towards a self-improving system;
- the peer-review model should not be developed to deliver a *pseudo-inspection* system;
- all stakeholders should work effectively together to ensure that we create the right conditions for effective peer review;
- we should agree and adopt a regional set of principles and technical language for our model;
- we should agree framework parameters which will allow flexibility for schools to operate a range of models;
- schools should have the freedom and flexibility to choose their peers;
- the model should involve peer engagement at all levels within a school;
- the model should promote trust, honesty, transparency and professional confidence;
- engagement should be a supportive and sustainable process and not a one-off imposition event;
- the model should support a cultural shift towards collegiate responsibility

Steve Munby and Michael Fullen (2016) in their paper '*Inside-out and downside-up*' outline the critical success factors for an effective system-wide school collaboration as follows:

- the purpose of collaboration must be to improve outcomes;
- the partnership must be founded on a clearly articulated shared moral purpose;
- transparency, trust and honesty are crucial;
- a commitment to and capacity for effective peer review form the engine that drives improvement;
- peer review needs to be carried out within a long-term relationship and a commitment to continuously improving practice and systems through cycles of collaborative enquiry;
- the partnership must have a plan to move from collaboration to co-responsibility to a position of shared professional accountability;
- the partnership should go beyond school leaders and engage with students, teachers, families and communities;
- partnerships welcome scrutiny and support from other partnerships as their contribution to a connected local, regional and national system.

We firmly believe that peer engagement should underpin a rigorous cycle of continuous improvement and include:

- **Self-review:** effective peer review should start with how well the school knows itself and be led by the school being reviewed. The national self-evaluation toolkit developed by Estyn/OECD and the profession should play a key role in this aspect. Self-evaluation should focus on the learner, their achievements, progress and experiences in school and focus on learning and teaching, leadership, the development of a learning organisation culture, well-being of pupils and staff, equity and inclusion. In moving forward, the self-evaluation should also focus on the four purposes of the new curriculum and evaluate the progress the school is making towards realising the new curriculum. The self-evaluation processes should allow the school to identify areas of strengths and priorities for



improvement. It should also identify aspects of their improvement journey that require peer support to aid improvement.

- **Peer-review:** the most effective peer reviews have an agreed focus. The purpose of the collaboration must be to improve outcomes and any agreed focus should be based on strong evidence of what's needed to improve and what outcomes would be most benefit to the school. Peer reviewers working as a team or trio work best where they can triangulate evidence and jointly analyse their findings. They are not there to pass judgement but to seek evidence and agree findings to be shared with the school. It is imperative that the peer review process does not become a *pseudo-inspection* system. The partnership must be founded on a clearly articulated shared moral purpose with transparency, trust and honesty crucial and integral to the process. The peer review should also provide professional development opportunities and include leaders at all levels.
- **School-to-school support:** if peer review is going to be a vehicle for ongoing improvement in school systems, then it must go further than the review itself and involve school to school or cluster support. Where the outcomes are owned by the staff, the long-term and sustainable impact will be greater. This helps to further build capacity and increased resilience within a self-improving system. The partnerships built should therefore go beyond school leaders and engage with students, teachers, families and communities.

GwE and the six regional local authorities are currently working with schools to establish a regional peer engagement model which fully reflects the principles and values that have been identified by head teachers and which also harvests from best practice nationally and beyond. Supporting Improvement Advisers are central to the facilitation and the development of this model.

This articulates our approach within the 'accountability' aspect of the reform journey. It details how peer engagement can be used to underpin a rigorous cycle of continuous development and improvement. We believe that peer engagement and support should be an integral part of school improvement in moving to a self-improving system whilst also supporting those schools that are causing concern.

## 2. STANDARDS

### OVERVIEW OF PERFORMANCE IN EACH LOCAL AUTHORITY

Narrative report for each LA to be inserted that includes the following:

Evaluation of performance and emerging questions:

- Foundation Phase
- Key Stage 2
- Key Stage 3
- Key Stage 4
- Key Stage 5

LA's Estyn Profile

LA's Categorisation Profile

LA's monitoring arrangements for scrutinising individual school's performance

LA's Main areas for improvement to be included in Level 2 Business Plans

See Appendix 1 for individual LA report

## ESTYN SCHOOL INSPECTION PROFILE

The overall inspection profile across the region is strong.

Combined School inspections Sept 2017- July 2019.

Year	Region	No Inspected	No Follow Up		Estyn Review		Significant Improvement		Special Measures	
			%	#	%	#	%	#	%	#
17/18	GwE	69	82.6	57	14.5	10	1.4	1	1.4	1
17/18	Wales	237	75.1	178	17.3	41	4.6	11	3.0	7
18/19	GwE	64	79.7	51	17.2	11	1.6	1	1.6	1
18/19	Wales	227	75.8	172	19.8	45	1.8	4	2.6	6

Judgements all schools 2018-19

	Standards		Wellbeing		Teaching		Support		Leadership	
	GwE	Wales	GwE	Wales	GwE	Wales	GwE	Wales	GwE	Wales
Excellent	18.8	11.5	25.0	19.8	17.2	11.9	23.4	18.9	28.1	17.2
Good	62.5	65.2	67.2	67.4	62.5	62.1	71.9	70.9	51.6	58.6
Adequate	15.6	21.1	7.8	12.3	20.3	24.2	4.7	8.4	18.8	20.7
Unsatisfactory	3.1	2.2	0.0	0.4	0.0	1.8	0.0	1.8	1.6	3.6

Primary School inspections Sept 2017- July 2019

Year	Region	No Inspected	No Follow Up		Estyn Review		Significant Improvement		Special Measures	
			%	#	%	#	%	#	%	#
17/18	GwE	59	86.4	51	11.9	7	1.7	1	0.0	0
17/18	Wales	200	80.5	161	14.5	29	3.5	7	1.5	3
18/19	GwE	54	88.9	48	11.1	6	0.0	0	0.0	0
18/19	Wales	188	80.9	152	16.5	31	0.5	1	2.1	4

Secondary / All Age School inspections Sept 2017- July 2019

Year	Region	No Inspected	No Follow Up		Estyn Review		Significant Improvement		Special Measures	
			%	#	%	#	%	#	%	#
17/18	GwE	7	57.1	4	28.6	2	0.0	0	14.3	1
17/18	Wales	30	50.0	15	33.3	10	10.0	3	6.7	2
18/19	GwE	8	12.5	1	62.5	5	12.5	1	12.5	1
18/19	Wales	32	43.8	14	40.6	13	9.4	3	6.3	2

Special School / PRU inspections Sept 2017- July 2019

Year	Region	No Inspected	No Follow Up		Estyn Review		Significant Improvement		Special Measures	
			%	#	%	#	%	#	%	#
17/18	GwE	3	66.7	2	33.3	1	0.0	0	0.0	0
17/18	Wales	7	28.6	2	28.6	2	14.3	1	28.6	2
18/19	GwE	2	100.0	2	0.0	0	0.0	0	0.0	0
18/19	Wales	7	85.7	6	14.3	1	0.0	0	0.0	0

Primary Judgements 2018-19

	Standards		Wellbeing		Teaching		Support		Leadership	
	GwE	Wales	GwE	Wales	GwE	Wales	GwE	Wales	GwE	Wales
Excellent	20.4	10.1	27.8	19.1	18.5	11.2	25.9	17.6	31.5	17.6
Good	70.4	71.3	68.5	72.3	72.2	66.5	72.2	76.1	57.4	63.3
Adequate	9.3	18.1	3.7	8.5	9.3	21.3	1.9	4.8	11.1	16.5
Unsatisfactory	0.0	0.5	0.0	0.0	0.0	1.1	0.0	1.6	0.0	2.7

**Primary** – Out of the 54 primary schools inspected in 2018/19 48 (88.9%) were adjudged that no follow-up action was needed compared to 86.4% in 2017/18 and is significantly higher than the national average of 80.9%. 6 schools (11.1%) required follow up action compared to 13.6% in 2017-18 and all were awarded the least intensive follow-up category of Estyn Review. There are currently 8 schools in a follow-up category with only 1 schools currently in a Statutory Category (significant improvement). The percentage of schools receiving excellent judgements increase significantly from 13.2% in 2017/18 to 24.8% in 2018/19.

**Secondary** - of the 8 schools inspected no-follow-up was required in one, five were judged to require the least intensive follow-up [estyn review], whilst two were placed in special measures [one SI and one SM]. Both of these schools had already been identified within our profile as 'high risk'. Five schools were awarded a 'good' judgement for inspection area 2 [wellbeing and attitudes to learning] whilst 6 schools were judged 'good' for inspection area 4 [care, support and guidance]. One school received an 'inadequate' judgement for inspection area 5 [leadership]. No school was awarded an 'excellent' judgement for any of the inspection areas.

The current regional profile sees 6 secondary schools in statutory category. Each school has a comprehensive PIAP and the LA support plan have been ratified by Estyn. All schools are currently demonstrating steady progress against most of their recommendations. All schools are also receiving regular monitoring visits and the respective local authority officers are kept informed of progress and made fully aware of any concerns that arise. There are a further 7 in a follow up category of Estyn Review with a clear expectation that 3 of the schools will be taken out of category by the end of November.

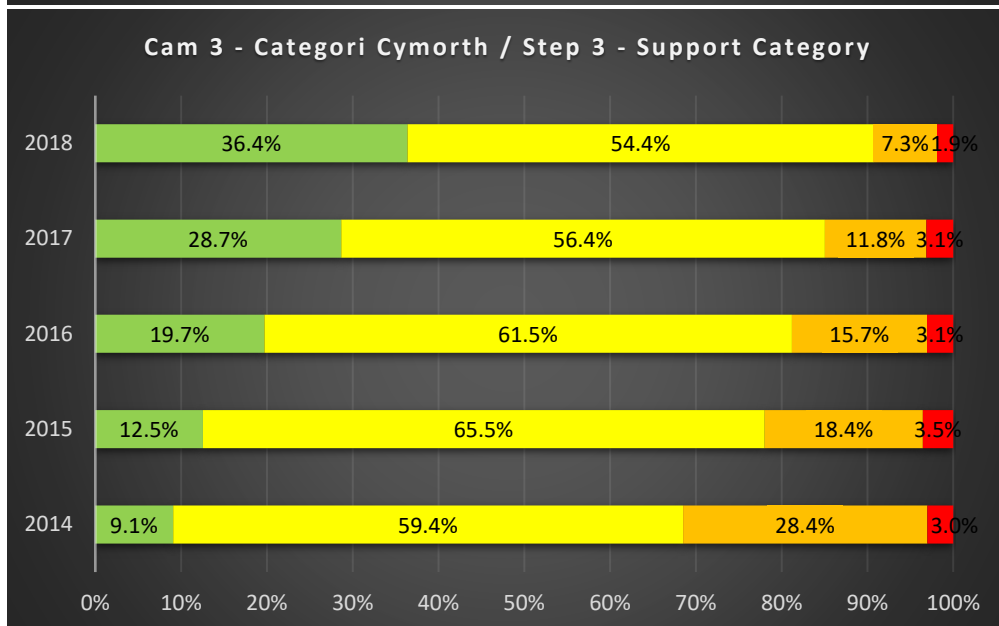
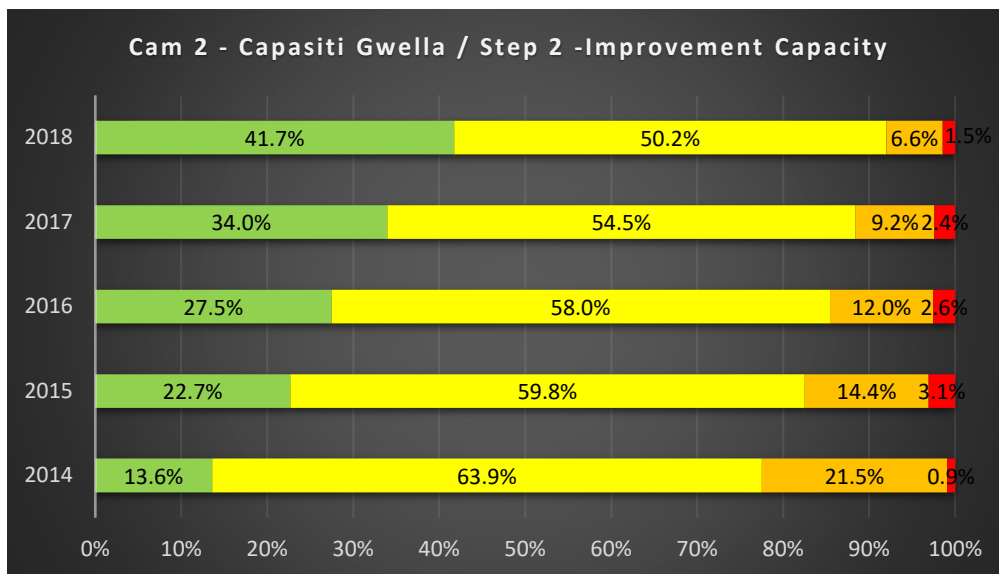
**Special** – Strong profile across the inspection areas with the one school inspected in 2018/19 adjudged 'good' in all areas and not placed in a follow up category. One school remains in an Estyn review follow up category.

## NATIONAL CATEGORISATION

### All schools

The percentage of schools categorised as Grade C and D for Step 2 has continued to decrease from 14.6% in 16/17, 11.6% in 17/18 to 8.0% in 18/19. The percentage categorised as a D fell from 2.4% in 17/18 to 1.5% in 18/19. The percentage categorised as Grade A has increased from 27.5% in 16/17, 34.0% in 17/18 to 41.7% in 18/19.

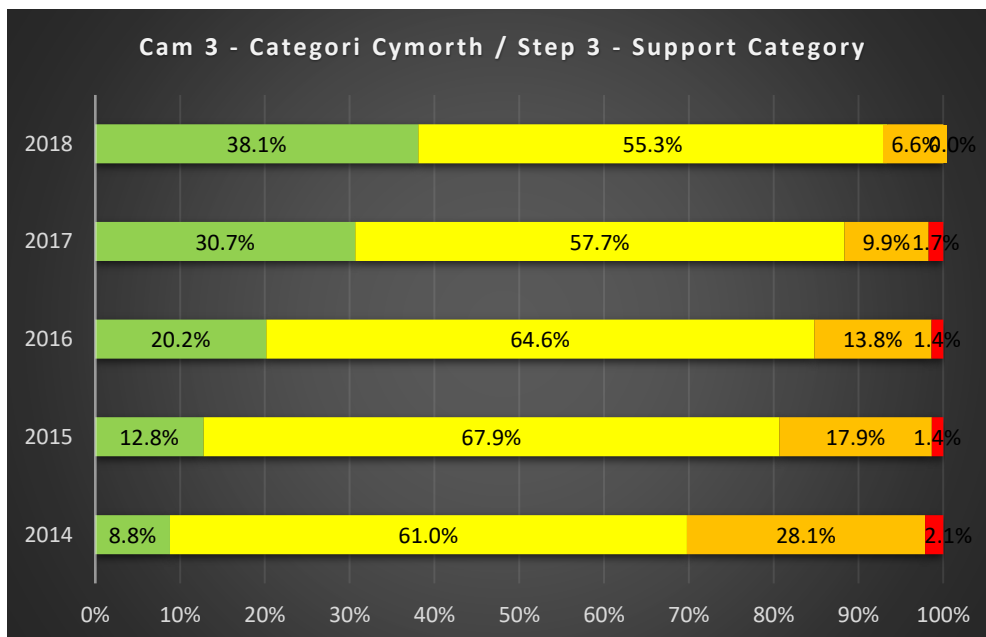
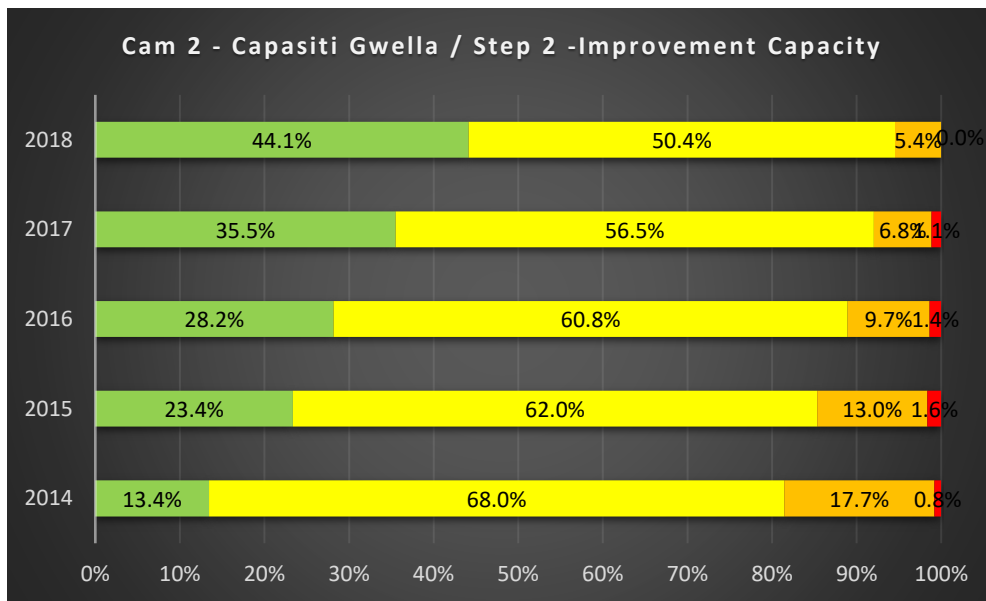
The percentage of schools categorised as red and amber for Step 3 has again decreased from 18.8% in 16/17, 14.9% in 17/18 to 9.2% in 18/19. The percentage categorised as a red fell from 3.1% in 17/18 to 1.9% in 18/19. The percentage categorised as green has continued to increase from 19.7% in 16/17 to 36.4% in 18/19.



### Primary

The percentage of schools categorised as Grade C and D for Step 2 has continued to decrease from 11.0% in 16/17, 8.0% in 17/18 to 5.4% in 18/19. The percentage categorised as a D has fallen from 1.4% in 16/17 to 0% in 18/19. The percentage categorised as Grade A has increased significantly from 28.2% in 16/17, 35.5% in 17/18 to 44.1% in 18/19.

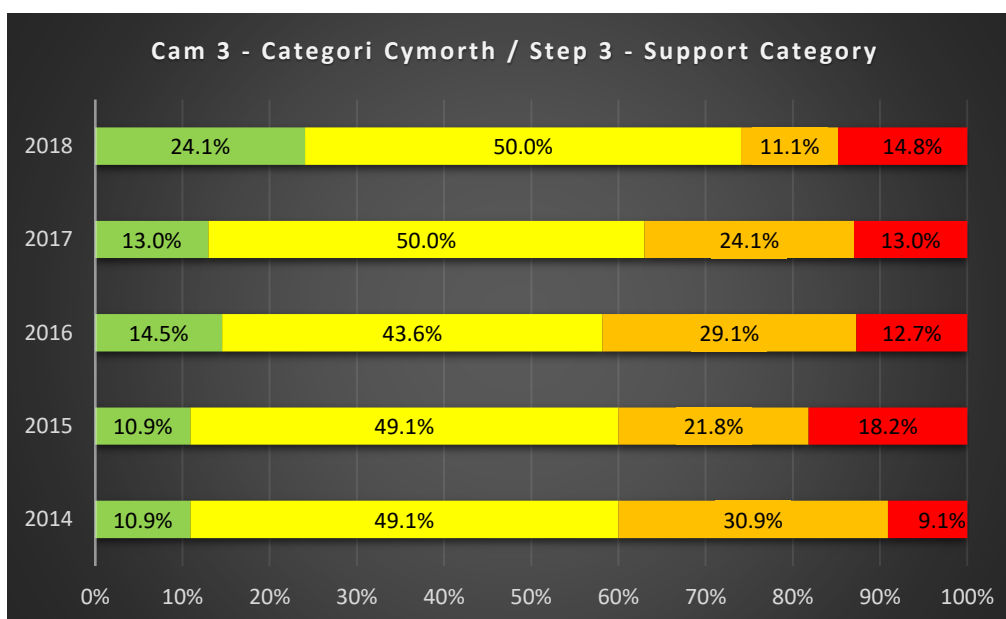
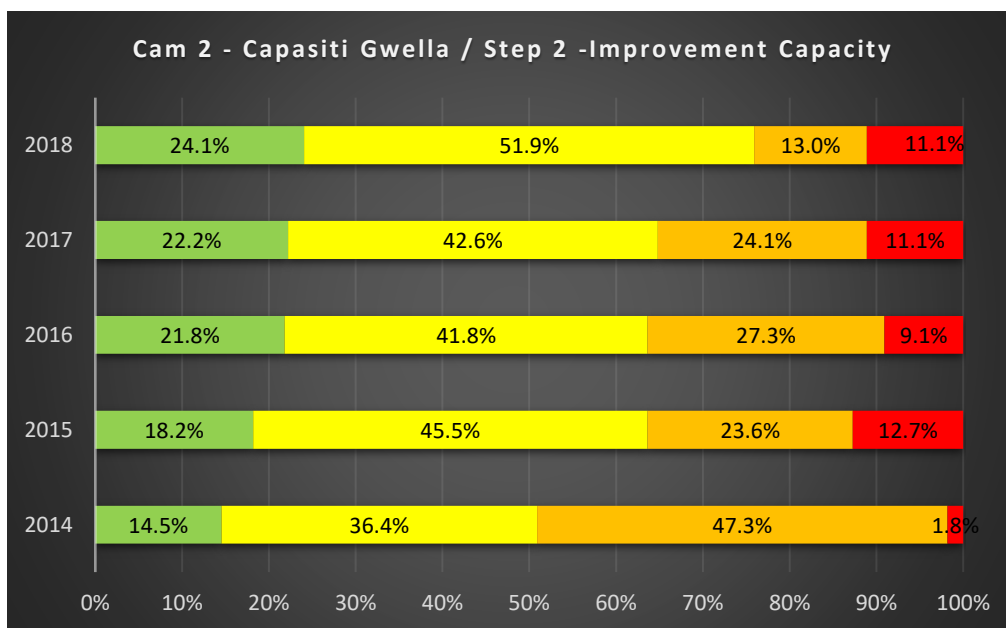
The percentage of schools categorised as red and amber for Step 3 has again decreased from 15.2% in 16/17, 11.6% in 17/18 to 6.6% in 18/19. The percentage categorised as a red decreased from 1.7% in 17/18 to 0.0% in 18/19. The percentage categorised as green has increased significantly from 20.2% in 16/17, 30.7% in 17/18 to 38.1% in 18/19.



## Secondary

The percentage of schools categorised as Grade C and D for Step 2 has decreased from 36.4% in 16/17, 35.2% in 17/18 to 24.1% in 18/19. The percentage categorised as a D has remained fairly constant 9.1% in 16/17 (5 schools), 11.1% (6 schools) in 17/18 and 11.1% (6 schools) in 18/19. The percentage categorised as Grade A has increased from 21.8% in 16/17 to 24.1% in 18/19.

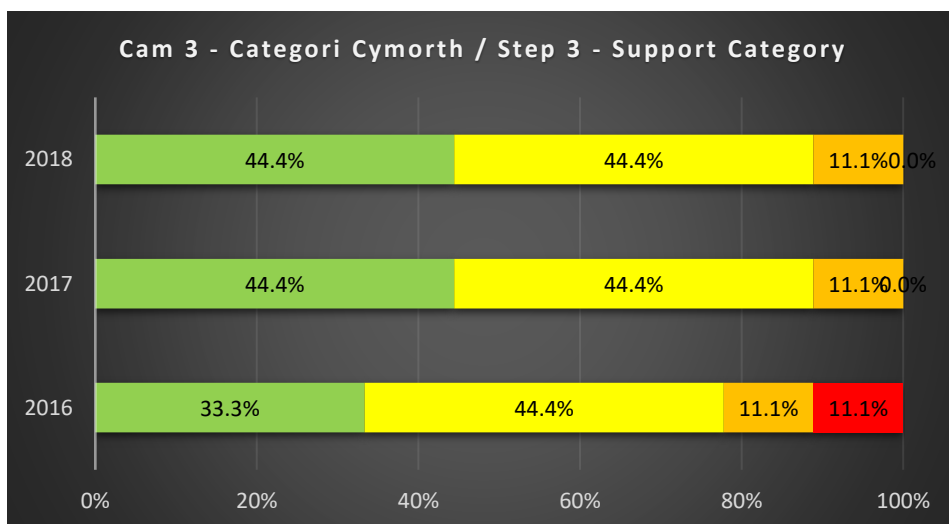
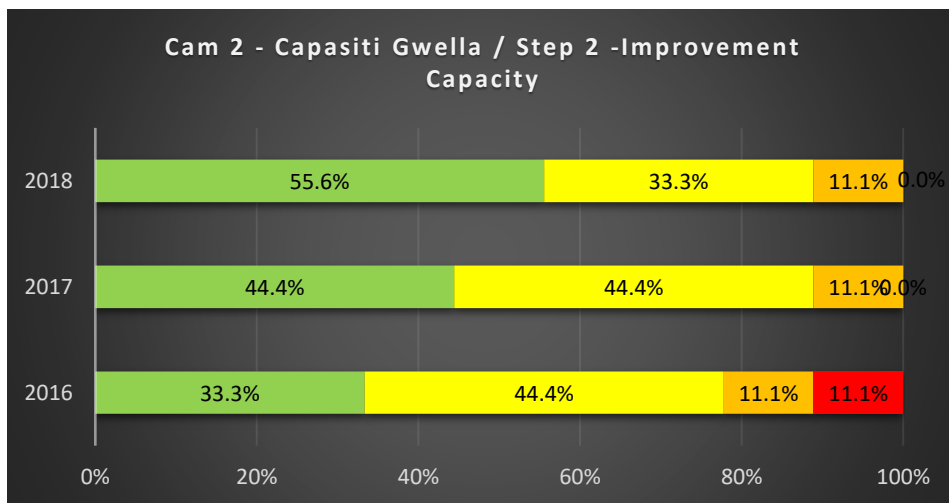
The percentage of schools categorised as red and amber for Step 3 has decreased from 37.0% in 17/18 to 25.9% in 18/19. The percentage categorised as red increased slightly from 13.0% in 17/18 (7 schools) to 14.8% in 18/19 (8 schools). The percentage categorised as green increased significantly from 13.0% (7 schools) in 17/18 to 24.1% (13 schools) in 18/19.



### Special

The percentage of schools categorised as Grade C and D for Step 2 remains at 11.1% (1 school) having decreased from 22.2% (2 schools) in 2016-17. No special school was categorised as a D in 17/18 and in 18/19. The percentage categorised as Grade A has continued to increase from 33.3% (3 schools) in 16/17 to 44.4% (4 schools) in 17/18 to 55.6% (5 schools) in 18/19.

The percentage of schools categorised as red and amber for Step 3 remains at 11.1% having decreased from 22.2% (2 schools) in 16/17. No special school was categorised red in 18/19 and in 17/18. The percentage categorised as green remains at 44.4% (4 schools) having increased from 33.3% (3 schools) in 16/17.





### 3. EMERGING QUESTIONS TO HELP THE JOINT COMMITTEE, LA OFFICERS AND SCRUTINY COMMITTEES TO EVALUATE PUPIL PROGRESS, STANDARDS AND PERFORMANCE

#### Teacher assessments

- Why do Foundation Phase, KS2 and KS3 outcomes appear to be lower over the past two years?
- Why does the regional ESTYN profile and GwE intelligence gathering contradict falling outcomes at Foundation Phase?
- How effectively is progress and value added data analysed and reported so as to strengthen performance and improve standards?
- To what extent are schools adopting rigorous assessment tracking for all learners of all ages?
- How do schools use baseline assessment data to target and plan intervention needs?
- Are individual learners and groups of learners correctly identified and effectively supported?
- Have schools developed effective self-evaluation arrangements which go beyond end of key stage performance data to identify what they are doing well and what needs to change?
- What actions are leaders undertaking with classes that consistently underperform?
- How robust are in-school standardisation and cluster moderation procedures in schools?
- What monitoring processes are in place to ensure that schools set appropriate targets?
- Are schools ensuring that there is a broad and balanced curriculum and not fixated on a narrow set of subjects and areas of learning?
- What school data can be used for Local Authority self-evaluation purposes and how can this be presented?

#### Key Stage 4

- To what extent are all schools embracing the national change in direction and behaviour to maximise the performance of individual pupils across the ability range? Do school leaders have a clear vision for what to change and why?
- Have all schools developed effective self-evaluation arrangements which go beyond examination performance data to identify what they are doing well and what needs to change?
- How appropriate is the schools' curriculum across the region? Have all schools robustly evaluated the impact and contribution of individual non-core subjects into the revised C9 measure? Is this supported by leaders making effective and timely use of Welsh Government bulletin up-dates?
- Are current internal accountability and QA processes robust enough to ensure consistent performance by individual pupils across their option choices i.e. are leaders effectively addressing In School Variance?
- What actions are leaders undertaking with departments that are outperforming the school average and with those that are underperforming?
- To what extent do individual departments forensically analyse the data shared by WJEC on subject performance?
- To what extent do all departmental staff, across the range of subjects, understand the assessment weighting for each specification? How does this effectively impact on their planning and delivery and, where relevant, the understanding of grading, awarding and reporting?

- To what extent are departments making effective use of the Chief Examiner’s annual report which highlights strengths and weaknesses of performance?
- Many schools have members who are WJEC examination markers. To what extent are their expertise fully utilised within and across schools?
- Why has the performance in English dropped significantly in a number of historically strong performing departments?
- Why is there a variance in a number of regional schools between the performance of Mathematics and Maths-Numeracy?
- How well do current 14-19 local strategies ensure that funding is effectively used to deliver appropriate experiences and qualifications for targeted groups of pupils and to what extent do they contribute to the revised interim measures in each local authority?
- Are we confident that the national change in direction has sufficiently impacted on the local provision for EOTAS? To what extent has their performance in 2019 impacted on local authority outcomes?
- Are we confident that the national change in direction has sufficiently impacted on the local provision for Special Schools (145 pupils in Year 11) and Units? To what extent has their performance in 2019 impacted on local authority outcomes?
- Within the region there are 247 EOTAS pupils in year 11 – by grouping them together this is a larger cohort than what we have in any school. To what extent are leaders and staff within PRUs supported and skilled to clearly identify how best to maximise the performance of individual pupils across the revised performance measures?

#### 4. 2019-20 BUSINESS PLAN PRIORITIES

The main areas for development, identified from self-evaluation, are priorities in our Business Plan for 2019-2020.

The Management Board and the GwE Joint Committee have approved our strategic objectives and priorities for improvement for 2019-20. The Business Plan is in 6 sections and is aligned with 'Education in Wales: Our national mission', clearly noting the contribution of the service to the transformation agenda.

The Business Plan links with more detailed service plans, with measurable targets for improvement and clear success criteria in order to accurately measure the region's progress. Progress against the Business Plan is reported on a quarterly basis, in line with the Accountability Framework (Appendix 3).

Each Local Authority has a detailed business plan which has been agreed upon by the head of service and the lead Core Advisers. In each plan, there are details about key issues pertaining to the local authority along with a unique improvement plan to address specific challenges. Progress towards meeting agreed outcomes on a local authority level is reviewed on a regular basis.

Our strategic objectives for 2019-20 are:

##### **1: Developing a high-quality education profession:**

- Ensure that all teachers and support staff are equipped to have a clear understanding of what constitutes effective teaching, based on reliable evidence. In addition, the ability to deliver a range of approaches, effectively matching the needs of the learners with the context, to ensure positive impact on learning and achievement is paramount.

##### **2: Inspirational leaders working collaboratively to raise standards:**

- Ensure that all leaders have a clear educational vision and can plan strategically to achieve this. Ensure that all learning organisations have the leadership capacity at all levels to inspire, coach, support, share practice and collaborate at all levels to ensure all learners' achieve their potential. Ensure that the principles of distributive leaderships are embedded in all learning organisations across the region.

##### **3: Strong and inclusive schools committed to excellence, equity and well-being:**

- Create the conditions to ensure that learners develop as healthy, resilient and globally responsible individuals and provide an inclusive, aspirational education system, committed to tackling inequality so that young people achieve their full potential.

##### **4: Robust assessment, evaluation and accountability arrangements supporting a self-improving system:**

- Ensure all schools have robust assessment processes in place with strong targeting, tracking and intervention procedures. Ensure that school leaders and teachers have the skills, capacity and commitment to continually learn and improve their practice so that every child achieves their potential.

##### **5: Transformational Curriculum**

- To ensure that all schools deliver an engaging curriculum which responds to the statutory requirements of the national curriculum. Ensure that all learners are supported to achieve qualifications which enable them to be ambitious capable learners that reach their potential.

## **6: Business**

- Ensure that GwE has strong governance and effective business and operational support that provides value for money.

Our main priorities for improvement for 2019-20 are:

### **1: Developing a high-quality education profession:**

- 1.1 Support schools to improve performance in the secondary sector
- 1.2 Cymraeg 2050 – A million Welsh speakers
- 1.3 Support Bangor and Chester University to develop high quality ITE provision

### **2: Inspirational leaders working collaboratively to raise standards:**

- 2.1 Provide development programmes across the work force to ensure high quality leadership
- 2.2 Support secondary schools to improve middle leadership performance
- 2.3 Develop peer engagement model and processes with schools to ensure robust self-evaluation and improvement planning at all levels

### **3: Strong and inclusive schools committed to excellence, equity and well-being:**

- 3.1 Supporting vulnerable learner's strategy
- 3.2 Further develop LAC strategy
- 3.3 Work with LA and Schools to best prepare for Additional Learning Needs transformation

### **4: Robust assessment, evaluation and accountability arrangements supporting a self-improving system:**

Support schools to improve performance in the secondary sector:

- 4.1 Develop tracking and assessment systems
- 4.2 Develop accountability and management systems
- 4.3 Further develop accountability arrangements and processes for robust self-evaluation and improvement planning

### **5: Transformational Curriculum:**

- 5.1 Preparing a Transformational Curriculum
- 5.2 Improve the quality of teaching, taking account of the 12 pedagogical principles (Successful Futures)

### **6: Business:**

- 6.1 Undertake a budget and workforce review.

## Appendix 1

### Report on Standards in Anglesey LA

#### Changes to the Areas of Learning in the Foundation Phase

In October 2014 the Foundation Phase Areas of Learning (AoL) for Language, Literacy and Communication Skills and Mathematical Development were revised so as to align them with the National Literacy and Numeracy Framework (LNF) and to make them more challenging. In line with this, the Foundation Phase outcomes were recalibrated to align with the increased expectations of the revised Areas of Learning.

The revised AoL were introduced on a statutory basis from September 2015. This means that the cohort of children that started Reception in September 2015 were the first children to be formally assessed against the revised outcomes at the end of the Foundation Phase in the summer of 2018. 2019 was the first year where a comparison can be made with previous performance. However, it is apparent that the re-alignment and re-adapting of end of Foundation Phase assessment is ongoing, in line with new outcome descriptors. Therefore, as with last year, comparisons of Foundation Phase outcomes in language and maths to previous years at school level should be avoided as they are not measured on a comparable basis. Welsh Government is clear that the focus will be on learner progress from the baseline assessment to end of Key Stage. Therefore, for the first time, we will include this in our end of year reporting.

#### The Foundation Phase

Overall, taking into account learner progress and ESTYN inspection outcomes, standards in the Foundation Phase in Anglesey are satisfactory. The percentage of pupils achieving the Foundation Phase Indicator (FPI) is below the national average and has been for the past three years. As widely anticipated, following the implementation of the new Foundation Phase Framework, the percentage of pupils achieving the expected outcomes across Wales decreased in 2018-19. The Local Authority's performance reflected this in the FPI and in all Areas of Learning.

The impact of the significant decrease in Welsh O5+ has had an impact on performance in the FPI too. The main reason for this is that many schools reported on Welsh first language this year and in 2018 as opposed to second language in 2017.

The number of learners achieving the higher outcomes also decreased nationally. Again, this was reflected in Anglesey LA schools' outcomes. Outcomes in Anglesey schools were below the national average in all Areas of Learning.

Again, as widely anticipated, the percentage of eFSM pupils who achieved the expected outcomes across Anglesey LA decreased considerably in 2018-19, in the FPI and Welsh specifically. The number of eFSM learners achieving the higher outcomes across the Areas of Learning also decreased significantly.

The difference in performance between boys and girls in Anglesey has remained similar to last year, with girls outperforming boys in all Areas of Learning, by about 14%. The anomaly is at the higher outcomes where boys slightly outperform girls in Mathematical Development. The national averages also display a similar pattern to Anglesey.

Welsh Government has made it clear that Value Added progress between the baseline and end of Foundation Phase should be the focus when evaluating pupil achievement in the

Foundation Phase. Progress of matched pupils from Anglesey's 2017 Reception cohort baseline to end of Foundation Phase 2019 is good. Pupils make at least 3.28 outcomes of progress, in all areas. The most progress is made in Welsh Language, with pupils making on average 3.67 outcomes of progress. Pupils are expected to make 3.0 outcomes of progress during the Foundation Phase. This Value Added data confirms that Local Authority schools demonstrate an effective and sustained approach in supporting pupils to make progress throughout the Foundation Phase.

#### Emerging questions

- Why are Foundation Phase outcomes lower in all AoLs at the expected outcome in the last two years?
- Why are higher outcomes lower than the national average in every Area of Learning?
- Why have eFSM pupils' outcomes decreased significantly in Welsh Language and on the higher levels in the Areas of Learning?
- Is end of Foundation Phase assessment accurate and robust in Anglesey schools?
- Is baseline assessment accurate and robust in Anglesey schools?

## Key Stage 2

Overall, taking into account learner progress and ESTYN inspection outcomes, standards in Key Stage 2 in Anglesey are good.

The Core Subject Indicator (CSI) is below the national average for the second year running.

Taking into account expected levels data, performance in 2019 was similar to the national average and to the average results of previous years in English, mathematics and science. Nevertheless, Welsh results are considerably lower than the national average and have fallen again in comparison to 2018 results.

Performance of Anglesey schools on the higher levels is also similar to the national average in English and mathematics, and slightly below the national average in science. Standards of attainment in Welsh are below the national average for the second year running.

There was a slight decrease in the percentage of eFSM pupil who achieved the expected outcomes in 2019 in the CSI. At the higher levels, Anglesey pupils' performance improved in English, mathematics and science with more eFSM pupils achieving the higher outcomes than any previous year. Average results in Welsh have fallen compared to 2018 results, and are considerably lower than 2017 results.

At the higher levels, Anglesey eFSM pupils' performance improved in English, mathematics and science compared to 2018. However, the number of eFSM pupils achieving the higher outcomes in Welsh language decreased slightly for the second year in succession. Nationally, the averages for eFSM pupils' performance show a general dip and Anglesey eFSM pupils compare just as good, if not better, in every subject, with the exception of Welsh. Boys' performance decreased at the expected levels in the CSI, while the boys/girls gap increased from that in 2018. The greatest difference in performance in the core subjects is to be seen in English results this year.

At the higher levels, the boys/girls gap has narrowed in Welsh, however, it has widened in English, mathematics and science. The greatest difference in performance in the core subjects, in terms of the higher levels, is to be seen in English results again this year. In comparison, national averages for boys'/girls' performance at the higher levels this year show an overall increase in the difference across the subjects.

As with the Foundation Phase, Welsh Government has made it clear that Value Added progress between end of Foundation Phase and end of Key Stage 2 should be the focus when evaluating pupil achievement. Progress of matched pupils from Anglesey's 2015 Foundation Phase cohort to end of Key Stage 2019 is positive, overall. Pupils made an average of at least 2.14 levels of progress in English, and 2.13 levels of progress in mathematics. Nevertheless, 1.90 levels of progress was the case in Welsh. Pupils are expected to make 2.0 levels of progress during Key Stage 2. This Value Added data confirms that Local Authority schools demonstrate an effective and sustained approach in supporting pupils to make progress throughout Key Stage 2.

Moderation has been verified as being accurate and robust in nearly all Anglesey primary schools with only a very few schools having any disagreement on their levels. Individual primary schools track progress data thoroughly and hold staff to account for outcomes.

### **Emerging questions:**

- Why have Welsh assessments in KS2 fallen considerably over the last two years?
- What has led to the increase in higher level results in English, mathematics and science compared to 2018?
- Why is the KS2 CSI assessment for eFSM learners at its lowest since at least 6 years?
- Why is there an increasing difference between boys' and girls' CSI in KS2 compared to previous years? Why is there an increasing difference between boys' and girls' performance in English, given the expected levels and higher levels in KS2 compared to previous years?

### **Key Stage 3**

This year's results are beginning to reflect the national changes, whereby the prime focus of teacher assessments has started to shift back to the progress and attainment of individual learners and away from aggregated data sets used to hold schools to account.

Nationally, the percentage of pupils achieving at least the expected level was lower than 2018 in the CSI and in all core subjects.

The Anglesey CSI is slightly higher than the national average with a decrease of 4.4% in comparison to 2018 performance [-1.9% nationally]. The performance of the 2019 cohort at the expected level was higher than the national average in almost all core subjects, with the exception of English. Performance in Welsh First Language was lower than 2018 and dropped -2.1% (-2.2% nationally); English was lower than 2018 and dropped -3.7% (-1.1% nationally); mathematics was lower than 2018 and dropped -3.3% (-1.3% nationally); science was lower than 2018 and dropped -1.8% (-1.3% nationally). With the exception of Welsh, performance in the core subjects falls below the national average for 2019. Performance at the higher levels is consistent with the national decrease in Welsh, mathematics and science, however dropped -6.6% in English in comparison to -1% nationally. Performance at the higher levels is higher than the national performance in Welsh. It is lower, however, in the remaining core subjects.

The performance of boys and girls fell in the CSI and across the core subjects in 2019. The performance of boys in the CSI, Welsh and science is higher than the national average, and their performance is on a par with the national average in mathematics. Performance of Anglesey girls is higher than the average in the CSI, and in each core subject. Performance of boys at the higher levels in mathematics has improved this year, but has fallen in the remaining core subjects. Girls' performance at the higher levels has fallen in all core subjects. At the higher levels, the performance of boys and girls was higher than the national average

in Welsh, but lower than the national averages in English, mathematics and science. Girls outperform the boys in all core subjects, with the largest gap between the genders to be seen at the highest levels in Welsh where girls perform better than boys by +20.7% (23% nationally), and English +19.6% (18.1% nationally). The gap between the genders in 2019 is similar to that seen in 2018 at the highest levels, but has increased at the expected level.

The percentage of eFSM pupils who achieved the expected outcomes across the Authority increased in 2019 in Welsh, but fell in the remaining core subjects and the CSI. At the higher levels, Anglesey eFSM pupils' performance improved in Welsh, mathematics and science, but fell in English. The eFSM/non-FSM gap is substantial across all indicators.

### **Emerging questions:**

- Why is performance at the expected levels and higher levels still below the national average for almost all core subjects?
- Why has there been a dip in the performance of boys in Welsh, English and science at the higher levels?
- Why has the performance of girls at the higher levels fallen in every core subject?
- Why do girls outperform the boys at the highest levels in both languages?
- Why is there a considerable gap between the performance of eFSM and non-FSM pupils?
- What aspects of best practice in the highest performing departments/classrooms need to be cascaded, and how best do we facilitate this process?

## **Key Stage 4**

### **Context**

The Year 11 school cohort included:

- 12 pupils in PRU/EOTAS provision [performance of group included in all LA data]
- 89 eFSM pupils. Numbers in individual schools varied from 11 to 23. The size of the cohort should naturally be taken into consideration when analysing performance at individual school level.
- 3 secondary schools have an eFSM % which is lower than the national average of 16.5%. 2 schools have a higher percentage than the national average.

## **Capped 9**

LA performance in the main indicator [Capped 9] is -2.35pt higher than the national average of 353.3pt. Performance in two schools is strong (Ysgol C and Ysgol D) and is above the national average and modelled performance. The Authority's 2019 performance is lower than the expected performance by -11.28pt, with two schools (Ysgol A and Ysgol E) considerably lower than the expected performance.

The performance of both boys and girls is lower than the national averages for 2019. The performance gap has narrowed between boys and girls this year. The performance of girls is higher than the national average of 370.4pt in 2 schools (Ysgol C and Ysgol Ch) and boys' performance is higher than the national average of 337.29pt in 3 schools (Ysgol C, D and E). The gap in boys' and girls' performance has fallen in all of the schools in comparison with 2018.

The performance of eFSM and non-FSM pupils is lower than the national average, with a slight increase in the performance gap compared to 2018 performance. Nevertheless, it is still lower than the national average (-72.1pt compared to -77.06pt nationally). Of the 5 secondary schools, 3 have an e-FSM% which is lower than the national average of 16.5%. In 2019, 2 schools (Ysgol C and D) performed above the national average. The gap in performance between eFSM and non-FSM pupils has increased in 3 schools (Ysgol A, B and E).



## Literacy Indicator

LA performance in this indicator is 0.06pt above the national average of 38.96pt and matches the expected performance. The performance of both boys and girls is below the national average for 2019 [-0.1pt and 1.75pt respectively]. The gender gap has closed in 2019 and is smaller than the national average. The performance of eFSM pupils in Anglesey is better than the national average, and the eFSM/non-FSM performance gap is lower in Anglesey than nationally.

Of the 5 secondary schools, 3 schools (Ysgol C, D and E) were higher than the national average, with the performance of 1 (Ysgol C) higher than the expected performance. The performance of boys was higher than the national average of 36.3 in 4 schools (Ysgol C, D and E), and girls' performance was higher than the national average of 41.78pt in 2 schools (Ysgol C and D). The performance of eFSM pupils was better than the national average of 32.5pt in 3 schools (Ysgol C, D and E). The eFSM/non-FSM performance gap has fallen slightly compared to 2018 performance.

In the average points score for Welsh First Language, performance was lower than the national average by -2.6pt. There was a gap of -3.1 between boys and girls compared to -4.1pt nationally. The performance of e-FSM pupils was lower than the national average by -2.6pt. The average points score for Welsh Literature was also lower than the national figure by -2.3pt. There was a smaller gender performance gap in Anglesey (-2.1pt) than nationally (-4.2pt). The performance of e-FSM pupils was lower than the national average [-3.6pt].

In the average points score for English, performance was -1.3pt lower than the national average with a gap of -1.3pt between the genders compared to a national gap of -5.2pt.

The performance of e-FSM pupils was slightly lower than their national peers by -0.2pt. In English Literature, performance was -0.7pt lower than nationally with a gap of -3pt between the genders (-4.2pt nationally). The performance of e-FSM pupils was +1.3pt higher than the national average.

## Numeracy Indicator

The LA performance in this indicator is +0.32 higher than the national average of 37.1pt and matches the expected performance. The performance of boys is slightly higher than the national average by +0.15pt and the performance of girls is slightly below the national average by -1.56pt. The gender gap has narrowed this year and is better than the national average. The performance of eFSM pupils is -0.22pt below the national average [29.4pt], and the eFSM/non-FSM performance gap is less than the national average [-9.15pt compared to -10.3pt nationally].

Of the 5 secondary schools, 2 schools (Ysgol C and D) performed above the national average. The performance of 1 school (Ysgol C) was better than expected performance, and the performance of 1 school (Ysgol A) was significantly below expected performance. The performance of both boys and girls was higher than the national average of 36.4pt in 2 schools (Ysgol C and D). The gender gap has narrowed in all schools this year in comparison to 2018. The eFSM/non-FSM performance gap is better than the national average of -10.3pt in 4 schools (Ysgol A, B, C, D).

In the average points score for mathematics, performance was -0.5pt below the national average with a gap of -0.6pt between the genders compared to a national average of -2.1pt. The performance of eFSM pupils was higher than the national average of 27.3pt and the

eFSM/non-FSM performance gap was less in Anglesey than in Wales. In mathematics-numeracy, the performance of the authority was above the national average of 34.2pt, with the performance of boys better than their national peers, and the performance of girls slightly below (-0.4pt). The performance of e-FSM pupils was also slightly higher than the national average of 26.1pt [+0.2pt].

### **The Science Indicator**

The performance of the LA in this indicator is slightly below the national average of 36.8pt, with the performance of boys higher than their national peers by +1.64pt and the performance of girls -0.29pt lower. The gender gap is less than the national average by -1.94pt. The performance of eFSM pupils is higher than the national average of 28.2pt and the eFSM/non-FSM performance gap is less in Anglesey than nationally (-10.2 in comparison to -11.6pt nationally).

Of the 5 secondary schools, 2 schools (Ysgol C and D) performed above the national average. The performance of boys was higher than the national average of 35.5pt in 4 schools (Ysgol A, C, D, E). The performance of girls was slightly higher than the national average of 38.2pt in 2 schools (Ysgol C and D). The performance of eFSM pupils was better than the national average of 28.2pt in 3 schools (Ysgol B, C, D). The eFSM/non-FSM performance gap is also below the national average in 4 schools (Ysgol A, B, C, D).

### **Welsh Baccalaureate Skills Challenge Certificate Indicator**

LA performance in this indicator is +1.83pt above the national average, and matches expected performance. The performance of both boys and girls is better than their national peers. The gender gap has narrowed to -6.30 and it is slightly more than the national average. The performance of eFSM pupils is +1.87pt higher than the national average [29.4pt], and the eFSM/non-FSM performance gap is also less than the national average [-7.51pt in comparison to -9.6pt nationally].

Of the 5 secondary schools, 4 schools (Ysgol A, B, C, D) were higher than the national average and better than expected performance. The performance of boys was higher than the national average of 33.5pt in 4 schools (Ysgol A, B, C, D), and the performance of girls was higher than the national average of 39.5pt in 4 schools (Ysgol A, B, C, D). The gender gap is wider than the national average in 3 schools (Ysgol A, B, D). The gap has narrowed in all schools this year. The performance of eFSM pupils was higher than the national average of 29.5pt in 4 schools (Ysgol A, B, C, D). The eFSM/non-FSM performance gap was better than the national average in 4 schools and on a par with the national average in 1 school.

### **Emerging questions:**

#### **Whole schools:**

- Why are there such great variances in performance between individual schools in Anglesey?
- How confident are we that all Anglesey schools effectively evaluate the impact and contribution of individual non-core subjects in the revised C9 measure, and to what extent do their accountability processes robustly challenge In School Variance?
- What are the effective actions currently being taken by leaders with departments that are outperforming the school average and with those that are underperforming? How may it be ensured that schools learn from each other?
- To what extent do individual departments within schools forensically analyse the data shared by WJEC on subject performance, and to what extent do all departmental staff, across the range of subjects, understand the assessment weighting for each specification? How does this effectively impact on their planning and delivery and, where relevant, the understanding of grading, awarding and reporting?

- How appropriate is the provision across schools for boys, in particular those in danger of becoming disengaged?
- How well do current 14-19 local strategies ensure that funding is effectively used to deliver appropriate experiences and qualifications for targeted groups of pupils, and to what extent do they contribute to the revised interim measures in each local authority?
- How can we effectively ensure that leaders and staff within PRUs are supported and that they have the skills to clearly identify how best to maximise the performance of individual pupils across the revised performance measures?

#### **Literacy:**

- How effectively do schools develop 'higher-order writing skills' to improve performance?
- How can we best support classroom teachers and departments to improve the teaching of identified examination skills?
- What are the most effective strategies to further reduce the gender gap?
- Do all departments have a common and effective approach to the teaching of writing?
- How can we further empower Heads of Departments to lead teaching and learning?
- How can we improve the quality of Literacy Intervention in KS3?
- How can we support departments in increasing the level of challenge in KS3?

#### **Numeracy:**

- How can we best support classroom teachers and departments to improve the teaching of identified examination skills?
- What are the most effective strategies to improve the performance of girls?
- How can we support departments in increasing the level of challenge in KS3?
- How can we further improve the teaching of numeracy and mathematics in KS3?
- How can we best support collaborative working in KS4?

#### **Science:**

- How can we more effectively support the development of numeracy skills (30% assessment of mathematical skills in science across the GCSEs)?
- How can we more effectively develop literacy skills in science to support lower ability learners to deal with the high volume of text in examinations papers?
- What are the most effective strategies to further reduce the gender gap?
- How can we implement more effective action research in classrooms to improve teaching and learning?
- What are the best strategies for engaging boys in science?
- What are the best strategies to engage the interest of girls in science?
- What is the most effective way to start a science lesson? (linked to EEF research project)
- How can we use modelling to raise attainment in science?

#### **Key Stage 5**

The total number of entries at A-level in Anglesey in 2019 was 519, slightly lower than 2018 (532). Over a 3-year rolling period there was an improvement in outcomes on A\*/A and A\*-C grades. On A\*/A grades there was an increase of 0.8% on 2018 to 18.5%, and an increase of 2.3% to 72.4% on A\*-C grades. The performance of the Authority in 2019 is lower than the national performance, but the gap has narrowed in both cases (0.1% and 2.3% respectively). Both figures are higher than the figures for the LA in 2017 and 2018. On A\*-B grades, there was a slight decrease on 2018 performance, 0.3%, and a 1.4% decrease on A\*-E grades.

ALPS value added data based on information submitted by schools suggests that post-16 pupils in Anglesey make strong progress. This data suggests that on the 'T' score Anglesey schools performed in the top 40% of schools in the data base of schools across both England and Wales, which is an improvement on the performance of previous years. Four of the 5 secondary schools in Anglesey have improved their performance in the Quality Indicator, with one school making excellent progress this year (Ysgol B) and among the top 25% of schools in the data base of schools across both England and Wales. Based on AS entries, the 'T' score is 6, suggesting that pupils are making strong progress.

## LA's Estyn Profile

The overall inspection profile for the LA is similar to that of 2017/18, and is stronger than the national profile.

### Combined school inspections Sept 2017- July 2019

Year	Wales LA	Number Inspected	Not in Follow-Up		Estyn Review		Significant Improvement		Special Measures	
			%	#	%	#	%	#	%	#
2017-2018	Anglesey	8	75.0	6	12.5	1	12.5	1	0.0	0
2017-2018	Wales	237	75.1	178	17.3	41	4.6	11	3.0	7
2018-2019	Anglesey	7	85.7	6	14.3	1	0.0	0	0.0	0
2018-2019	Wales	227	75.8	172	19.8	45	1.8	4	2.6	6

### Judgements - all schools 2018-19

	Standards		Wellbeing		Teaching		Support		Leadership	
	Anglesey	Wales	Anglesey	Wales	Anglesey	Wales	Anglesey	Wales	Anglesey	Wales
Excellent	0.00	11.45	0.00	19.82	0.00	11.89	0.00	18.94	0.00	17.18
Good	85.71	65.20	100.00	67.40	71.43	62.11	100.00	70.93	85.71	58.59
Adequate	14.29	21.15	0.00	12.33	28.57	24.23	0.00	8.37	14.29	20.70
Unsatisfactory	0.00	2.20	0.00	0.44	0.00	1.76	0.00	1.76	0.00	3.52

### Primary School Inspections Sept 2017- July 2019

Year	Wales LA	Number Inspected	Not in Follow-Up		Estyn Review		Significant Improvement		Special Measures	
			%	#	%	#	%	#	%	#
2017-2018	Anglesey	8	75.0	6	12.5	1	12.5	1	0.0	0
2017-2018	Wales	200	80.5	161	14.5	29	3.5	7	1.5	3
2018-2019	Anglesey	6	83.3	5	16.7	1	0.0	0	0.0	0
2018-2019	Wales	188	80.9	152	16.5	31	0.5	1	2.1	4

### Secondary/All Age Schools Inspections Sept 2017- July 2019

Year	Wales LA	Number Inspected	Not in Follow-Up		Estyn Review		Significant Improvement		Special Measures	
			%	#	%	#	%	#	%	#
2017-2018	Anglesey	0	-	0	-	0	-	0	-	0
2017-2018	Wales	30	50.0	15	33.3	10	10.0	3	6.7	2
2018-2019	Anglesey	1	100.0	1	0.0	0	0.0	0	0.0	0
2018-2019	Wales	32	43.8	14	40.6	13	9.4	3	6.3	2

### Special Schools/PRU Inspections

Year	Wales LA	Number Inspected	Not in Follow-Up		Estyn Review		Significant Improvement		Special Measures	
			%	#	%	#	%	#	%	#
2017-2018	Anglesey	0	-	0	-	0	-	0	-	0
2017-2018	Wales	7	28.6	2	28.6	2	14.3	1	28.6	2
2018-2019	Anglesey	0	-	0	-	0	-	0	-	0
2018-2019	Wales	7	85.7	6	14.3	1	0.0	0	0.0	0

### Primary Judgements

	Standards		Wellbeing		Teaching		Support		Leadership	
	Anglesey	Wales	Anglesey	Wales	Anglesey	Wales	Anglesey	Wales	Anglesey	Wales
Excellent	0.00	10.11	0.00	19.15	0.00	11.17	0.00	17.55	0.00	17.55
Good	83.33	71.28	100.00	72.34	83.33	66.49	100.00	76.06	83.33	63.30
Adequate	16.67	18.09	0.00	8.51	16.67	21.28	0.00	4.79	16.67	16.49
Unsatisfactory	0.00	0.53	0.00	0.00	0.00	1.06	0.00	1.60	0.00	2.66

### Lifelong/Secondary Judgements

	Standards		Wellbeing		Teaching		Support		Leadership	
	Anglesey	Wales	Anglesey	Wales	Anglesey	Wales	Anglesey	Wales	Anglesey	Wales
Excellent	0.00	12.50	0.00	18.75	0.00	9.38	0.00	21.88	0.00	9.38
Good	100.00	34.38	100.00	40.63	0.00	40.63	100.00	43.75	100.00	34.38
Adequate	0.00	40.63	0.00	37.50	100.00	43.75	0.00	31.25	0.00	46.88
Unsatisfactory	0.00	12.50	0.00	3.13	0.00	6.25	0.00	3.13	0.00	9.38

**Primary** - Six schools were inspected in 2018-19. It was judged that no follow-up action from Estyn was necessary in 5 of the 6 schools.

In the profile at present, there is 1 school in the least intensive follow-up category of 'Estyn Review' and 1 school remains in 'Significant Improvement' (it was judged during the second visit in 2018-19 that the level of follow-up activity in this school continues from the original inspection in 2017-18) .

**Secondary** - One school was inspected in 2018-19. It was judged that no follow-up action from Estyn is necessary.

In the profile at present, of the 5 secondary schools, there is 1 school in the least intensive follow-up category of Estyn Review.

**Special Schools/PRUs** - No Special schools were inspected in 2018-19.

**LA Categorisation Profile** - information to follow.

### LA's monitoring arrangements for scrutinising individual school's performance

Fortnightly Local Quality Board meetings are held every fortnight between the GwE Primary and Secondary Core Leads and Anglesey LA officers. Schools causing concern are discussed and any strengths and areas for improvement are noted. Early identification of concerns in schools is also discussed and noted so as to provide early intervention and support. This links to the regular meetings held between the Anglesey Core Lead and the Supporting Improvement Advisers to discuss progress in all Anglesey schools. The regular communication between LA and GwE officers ensures shared intelligence about schools' capacity to improve, and where concerns are identified all parties work in partnership to review standards and provision in the school and to set and monitor clear targets for improvement.

Anglesey LA has a Schools Scrutiny Panel, which includes Education Officers, Anglesey Core Leads and Elected Members. The Panel meets on a regular basis to scrutinise the performance of individual schools, and school Headteachers and Chairs of Governors are invited to the Panel to report on standards. The Panel also scrutinises the support given by GwE to schools along with shadowing GwE's activities for quality assurance purposes and to ensure value for money.

## **LA's main areas for improvement to be included in Level 2 Business Plans**

- Improve performance on the expected levels in the Foundation Phase, in all areas of learning.
- Improve performance on the higher levels in the Foundation Phase, in all areas of learning.
- Improve the performance of eFSM pupils on the higher levels in the Foundation Phase.
- Improve performance in Welsh in the Foundation Phase and in key stage 2.
- Improve the performance of eFSM pupils on the expected levels in key stage 2.
- Improve the performance of boys on the expected levels and on the higher levels in key stage 2.
- Improve performance on the higher levels in key stage 3.
- Improve performance in Welsh, English, mathematics and science in key stage 4.
- Improve the performance of boys in literacy, and improve the performance of girls in numeracy and science in key stage 4.
- Improve performance on the higher grades in key stage 4.
- Improve performance on A\*-A grades in key stage 5.

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<b>ISLE OF ANGLESEY COUNTY COUNCIL</b>	
<b><u>Scrutiny Report Template</u></b>	
<b>Committee :</b>	<b>Partnership and Regeneration Scrutiny Committee</b>
<b>Date :</b>	<b>21<sup>st</sup> January, 2020</b>
<b>Subject:</b>	<b>Schools' Progress Review Panel</b>
<b>Purpose of Report:</b>	<b>An update on the progress of the Schools' Progress Review Panel</b>
<b>Scrutiny Chair:</b>	<b>Cllr Gwilym Owen Jones</b>
<b>Portfolio Holder(s):</b>	<b>Cllr R Meirion Jones</b>
<b>Head of Service:</b>	<b>Rhys H Hughes, Director of Education, Skills and Young People</b>
<b>Report Author :</b>	<b>Anwen Davies, Scrutiny Manager</b>
<b>Tel :</b>	<b>01248 752578</b>
<b>E-mail :</b>	<b><a href="mailto:AnwenDavies@anglesey.gov.uk">AnwenDavies@anglesey.gov.uk</a></b>
<b>Local Members :</b>	<b>Not applicable</b>

### **1 - Recommendation(s)**

The Partnership and Regeneration Scrutiny Committee is requested to :

**R1** To note:

- The progress made to date in terms of the delivery of the Schools Progress Review Panel's work programme which includes robust challenge of individual school performance
- The areas of work addressed through the new arrangements introduced during the shadowing of GwE
- Outcomes of the recent taking stock and forward planning exercise undertaken by the Panel
- The need to revise the Panel's terms of reference to ensure ongoing alignment with corporate priorities and the outcomes of the taking stock exercise.

**R2** Recommend that the Committee reaches a conclusion on the robustness of the Panel's monitoring to date.

### **2 - Link to Council Plan / Other Corporate Priorities**

Direct link to the Council Plan / transformation priorities. The Council's Plan includes an ambition to work with the people of Anglesey, their communities and with partners to ensure the provision of the best possible services that will improve the quality of life for everyone throughout the Island. One of the Plan's 3 aims is to "create conditions that will enable everyone to fulfil their full potential." The work of the Panel is crucial in supporting schools and the Council in achieving that objective.

### **3 – Guiding Principles for Scrutiny Members**

**To assist Members when scrutinising the topic:-**

**3.1** Impact the matter has on individuals and communities **[focus on customer/citizen]**

**3.2** A look at the efficiency & effectiveness of any proposed change – both financially and in terms of quality **[focus on value]**

**3.3** A look at any risks **[focus on risk]**

**3.4** Scrutiny taking a performance monitoring or quality assurance role **[focus on performance & quality]**

**3.5** Looking at plans and proposals from a perspective of:

- long term
- prevention
- integration
- collaboration
- involvement

**[focus on wellbeing]**

**4 - Key Scrutiny Questions**

At the Panel's request:

1. Is the Scrutiny Committee satisfied with the work done by the Panel to date?
2. Are the actions taken by the Panel to date sufficiently robust and is the pace of work appropriate?
3. Are there any suggestions for further strengthening of the Panel's work?
4. Are there any other areas that the Panel needs to scrutinize?

**5 - Background / Context**

**2.1. CONTEXT**

As reported previously, Members will be aware that scrutiny has developed during the past two years through the work of the 3 scrutiny panels. This report summarizes the progress made to date in relation to **the Schools Progress Review Panel**.

**The Panel's Governance Arrangements**

The Members will be aware of the robust governance arrangements in place to underpin the work of the Panel<sup>1</sup> and it is intended to continue to hold monthly meetings of the Panel in the future. The Chairman of the Panel, Cllr. Gwilym Owen Jones, has established a process of reporting on progress quarterly.

The membership of the Panel remains as reported to the Committee during the last quarter<sup>2</sup>

**Schools Progress Review Panel : Membership**

<b>Councillor</b>	<b>Scrutiny Committee</b>
Gwilym Owen Jones (Chairman)	

<sup>1</sup> Meeting of the Partnership and Regeneration Scrutiny Committee held on 20 April and 27 June 2017

<sup>2</sup> Meeting of the Partnership and Regeneration Scrutiny Committee held on 11 September, 2019.

Margaret M Roberts	Partnership and Regeneration Scrutiny Committee
Kenneth P Hughes	
Vaughan Hughes	
Alun Roberts (Vice-Chair)	Corporate Scrutiny Committee
John Arwel Roberts	
Richard Griffiths	
<b>Co-opted Member of the Scrutiny Committees</b>	
Mr Keith Roberts	Corporate Scrutiny Committee

## 2. THE FOCUS OF THE WORK OF THE SCHOOLS PROGRESS REVIEW PANEL

This progress report contains a reference to the 3 last meetings of the Schools Progress Review Panel - and consequently covers the period **September** → **December, 2019** :

- **Taking stock and forward planning** – the last progress report to this Committee<sup>3</sup> referred to the need to review the Panel's terms of reference to ensure continued alignment with our corporate priorities. With that task in mind, a development workshop for Panel members was held in September<sup>4</sup>. The main objective of the workshop was to agree the following elements as a basis for developing revised terms of reference for the Panel:
  - i. Confirm the boundaries to the role and purpose of the Panel
  - ii. Key areas for inclusion in the work programme
  - iii. The priorities in the Panel's forward work programme - short term, medium term

The development workshop looked at the Panel's development journey to date (strengths and areas for development), Regulators' expectations and priorities for the next period. It was concluded that there was considerable scope for the Panel to develop further and the following areas for development were prioritized for the next period:





Heading	Development Area
<b>School Standards</b>	<ul style="list-style-type: none"> <li>• Continue to develop supportive conditions and a sense of partnership / team working when scrutinizing standards in individual schools</li> <li>• <b>Monitoring of standards in</b></li> </ul>

<sup>3</sup> Progress report for May → July, 2019 submitted to the Partnership and Regeneration Scrutiny Committee held on 11 September, 2019




<sup>4</sup> School Progress Review Panel Development workshop, 27/09/19.

		<p><b>individual schools:</b> Elected Members to visit individual schools prior to inviting those schools before the Panel</p>
	<b>Shadowing GwE</b>	Develop the arrangements to include work in individual schools (as well as cluster / catchment area activities)
	<b>The Panel's work programme</b>	<p>Add the following areas to the Panel's work programme:</p> <ul style="list-style-type: none"> <li>• The voice of the child</li> <li>• Additional learning needs</li> <li>• Non-maintained provision (early years)</li> <li>• A new curriculum</li> <li>• The Learning Service's Self Evaluation - monitoring progress</li> <li>• Summary of Estyn inspection reports issued for schools on the Island</li> <li>• Profile of the Local Education Authority against Estyn standards</li> <li>• Summary of Estyn inspection reports published for Non-Maintained (early years) provision on Anglesey</li> </ul>
	<b>Communication</b>	To cascade information on the role, contribution and outcomes of the Panel's work amongst all Members of the Council
	<b>Closing the circle</b>	Continue to maintain arrangements for the Panel's voice / contribution to reach the parent committee and the Executive Committee (adding value and measuring the impact of Scrutiny)
	<b>School governors</b>	Further strengthen the role of Elected Members as school

A progress report on the outcomes of the workshop was received at the October meeting<sup>5</sup> of the Panel. The following areas were also determined:

-  Create a different model of working for the Panel that focuses on smaller groups of Elected Members concentrating on specific aspects, together with arrangements to rotate Members to afford everyone the opportunity to experience working on all aspects of the Panel's work.
  -  Prepare revised terms of reference for the Panel with the aim of ensuring alignment with the Council's corporate priorities.
- **Monitoring Individual School Standards** - in October<sup>6</sup> the programme for monitoring standards in individual schools was discussed. In particular the following points were noted:
    - i. Critically important to continue to prioritize the monitoring of standards in individual schools in the Panel's forward work programme
    - ii. Going forward, vary the Panel's monitoring arrangements to include a visit by a representation of the Panel's Elected Members to the school concerned (prior to the Panel meeting)
    - iii. Sources of information: the following information should be available to the Panel when scrutinizing standards in individual schools -
      -  Information about the school from the Authority and GwE
      -  A presentation by the Head and chair of Governors
    - iv. Close the circle after monitoring standards in individual schools - by taking steps to confirm any comments from the Panel in the form of a letter in the name of the chair
    - v. Important to ensure effective communication arrangements are in place with Elected Members who are school governors. Also aim to offer a range of training and development opportunities for Panel members.

The Panel put in place a new programme to challenge the performance of individual schools, building on its work over recent years. At the November meeting<sup>7</sup> the Panel reviewed standards and performance in one primary school (category: green). The following has been scheduled on the work programme for the coming months:

-  January, 2020 - primary school (category: amber)
-  March, 2020 – secondary school (category: yellow)
-  April, 2020 - additional learning needs (category: yellow)

<sup>5</sup> Schools Progress Review Panel, 17/10/19

<sup>6</sup> Schools Progress Review Panel, 17/10/19

<sup>7</sup> Meeting of the Schools Progress Review Panel held on ?? November, 2019

- **Governance arrangements** - the Panel discussed the following aspects of governance arrangements at the October meeting:
  - i. Frequency of reporting to the parent committee by the Panel – confirmed the need to establish arrangements for the Panel to report every 3 months to this Committee on the progress of work programmes and the added value of the Panel. Introduce more frequent reporting if there is a specific risk to be addressed.
  - ii. Cascade information on the role, contribution and outcomes of the Panel - through a comprehensive item on the December agenda for the Members' Monthly Briefing Session<sup>8</sup>
  
- **The Role of Elected Members as School Governors** - the Panel discussed the role of councillors as governors and noted the following points:
  - i. Important to create the conditions for Elected Members to develop their role as critical friends
  - ii. Identifying the merits of an effective learning journey is an important part of a governor's role
  - iii. It would be helpful to develop a series of standard questions for Members' use when attending governor meetings - on the New Curriculum, the learning journey, contribution of the School Council, voice of children and young people
  
- **Shadowing GwE** - members will be aware of the arrangements in place for Panel members to shadow GwE activities.

The governance framework for these shadowing arrangements includes arrangements for Members to report back following individual shadowing activities, with the following objectives:

- i. Bringing the Panel closer to pupils' work and also standards in schools
- ii. Creating the conditions for Members to fully appreciate the complexities and challenges of teaching e.g. by meeting with frontline teaching staff to discuss issues generally
- iii. Supporting the Panel to further develop its work programme

In October, the Panel<sup>9</sup> approved the revised version of the feedback form for use by Elected Members to report back on the following activities:

- ✚ Shadowing GwE - cluster work
- ✚ Shadowing GwE - individual schools
- ✚ Shadowing GwE - training provided by GwE
- ✚ Monitoring standards –visit to individual schools
- ✚ Monitoring standards - Panel meeting

#### 4. MATTER TO BE ESCALATED TO THE PARENT COMMITTEE FOR CONSIDERATION

The following matter is referred for consideration by the Partnership and Regeneration Scrutiny Committee :

<sup>8</sup> Members' Monthly Briefing Sessions, 5/12/19

<sup>9</sup> Meeting of the Schools Progress Review Panel held on 17 October, 2019

4.1 The Partnership and Regeneration Scrutiny Committee is requested to reach a conclusion on the robustness of the Panel's monitoring to date.

**6 - Equality Impact Assessment [ including impacts on the Welsh Language]**

N / A

**7 - Financial Implications**

N / A

**8 - Appendices**

**9 - Background Papers (please contact Report Author for any further information):**

Anwen Davies, Scrutiny Manager, Isle of Anglesey County Council, Council Offices, Llangefni. LL77 7 TW

**Cllr. Gwilym Owen Jones**  
**Chair of the Schools Progress Review Panel**  
**Date: 23/12 /19**

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<b>ISLE OF ANGLESEY COUNTY COUNCIL</b> <b><u>Scrutiny Report Template</u></b>	
<b>Committee:</b>	Partnerships and Regeneration Scrutiny Committee
<b>Date:</b>	20 <sup>th</sup> January 2020
<b>Subject:</b>	Proposal Paper - Learning Disability Day Opportunities
<b>Purpose of Report:</b>	<p>To seek the views of the Scrutiny Committee on the <u>proposal</u> so that the Executive may consider them before deciding whether or not to accept the proposal, and that officers be authorised to undertake the necessary formal consultation.</p> <p>The proposal: "Develop more community based opportunities for people with a learning disability, extend the provision at Gors Felen and close the services at Morswyn, Blaen y Coed and Gerddi Haulfre"</p>
<b>Scrutiny Chair:</b>	Cllr Gwilym O Jones
<b>Portfolio Holder(s):</b>	Cllr Llinos Medi Huws
<b>Head of Service:</b>	Alwyn R Jones, Director of Social Services
<b>Report Author:</b>	Sandra Thomas, Social Services Programme Manager
<b>Tel:</b>	01248 752024
<b>Email:</b>	sltss@ynysmon.gov.uk
<b>Local Members:</b>	<p>The proposal affects services specific to the following Members' Wards:</p> <ul style="list-style-type: none"> <li>Councillor Bob Parry</li> <li>Councillor Dylan Rees</li> <li>Councillor Nicola Roberts</li> <li>Councillor Lewis Davies</li> <li>Councillor Carwyn Jones</li> <li>Councillor Alun Roberts</li> <li>Councillor Glyn Haynes</li> <li>Councillor Robert Llewelyn Jones</li> <li>Councillor Shaun Redmond</li> <li>Councillor Trefor Lloyd Hughes</li> <li>Councillor John Arwel Roberts</li> <li>Councillor Dafydd Rhys Thomas</li> </ul> <p>The proposal also affects citizens in all wards</p>

### 1 - Recommendation/s

**That the Scrutiny Committee makes a recommendation to the Executive to:**

1. Support in principle, subject to consultation, the proposal to “Develop more community based opportunities for people with a learning disability, extend the provision at Gors Felen and close the services at Morswyn, Blaen y Coed and Gerddi Haulfre.”
2. Authorise officers to conduct a formal consultation on the proposal.

### 2 – Link to Council Plan / Other Corporate Priorities

The Council Plan for 2017-22 includes the following objectives which are directly relevant to these services:

Objective 1: To ensure that the people of Anglesey can thrive and realise their long-term potential.

Objective 2: To support vulnerable adults and families to keep them safe, healthy and as independent as possible.

### 3 – Guiding Principles for Scrutiny Members

**To assist Members when scrutinising the topic:-**

- 3.1** Impact the matter has on individuals and communities **[focus on customer/citizen]**
- 3.2** A look at the efficiency & effectiveness of any proposed change – both financially and in terms of quality **[focus on value]**
- 3.3** A look at any risks **[focus on risk]**
- 3.4** Scrutiny taking a performance monitoring or quality assurance role **[focus on performance & quality]**
- 3.5** Looking at plans and proposals from a perspective of:
  - Long term
  - Prevention
  - Integration
  - Collaboration
  - Involvement**[focus on wellbeing]**

#### 4 - Key Scrutiny Questions

1. The range and quality of day opportunities available on the island have a direct impact on service users and their families. How is it proposed to engage and consult with service users and other key stakeholders on the proposal?
2. How can the committee be assured that all affected individuals can fully participate in the consultation and influence the final decision?
3. What arrangements would be in place in the future to ensure that people can access services in the language of their choice?
4. How can the Committee be assured that any community based services in the future are of a consistently high quality and safeguard the individuals who use them?
5. How can the Committee be assured that by undertaking this transformative change that resources are allocated fairly in the future and that services are not duplicated?

#### 5 – Background / Context

It is necessary to reshape and modernise the day opportunities services in order to:

- Develop sustainable opportunities for individuals to achieve their potential.
- Further improve the delivery of the service in the most cost effective way.
- Respond to feedback from service users and their families as to what they would like day opportunities to look like in the future.
- Meet the current and future needs of the people we support.
- Meet the requirements of the Social Services Well-being (Wales) Act 2014.

The proposal report looks at the various issues in relation to day opportunities on the island for people with a learning disability. It follows on from the adoption of the Day Opportunities Strategy in October 2019. Service users, families and carers were supported to engage on the draft Strategy during April and May 2019. Many of their comments and opinions are included in the report.

Officers have considered reasonable alternatives for the learning disability day opportunities provision across Anglesey as a whole. Officers conclude the focus should be on enhancing community based services for people with a learning disability whilst ensuring that dedicated resources are in place to support those individuals with more complex physical and behavioural needs. We hope to stimulate creativity and innovation that will enable us to transform the way services are delivered and respond to the anticipated increase in demand for services within challenging financial constraints.

The new service would provide flexible opportunities for people with a learning disability and would meet future demand including from those people with more complex needs.

The proposal also addresses the issues in relation to:

- The disparity in unit costs for the services.
- The distances that individuals currently travel to the day centres.
- The suitability and accessibility of the current centres
- The expectation from service users and their carers for more outcome based opportunities focussing on individual progression and achievement.

The proposal is to:

**Develop more community based opportunities for people with a learning disability, extend the provision at Gors Felen and close the services at Morswyn, Blaen y Coed and Gerddi Haulfre.**

This would be done by:

1. Establishing a robust commissioning framework for external providers to offer person centred day opportunities.
2. Developing further opportunities for people with a learning disability to make use of existing resources and services within the community during the day e.g. in local hubs.
3. Extend the existing building in Gors Felen, Llangefni to provide a purpose built facility that can be flexible enough to provide varied activities for individuals with different needs particularly those who require the safety and security of a building based service. It would be a centre of excellence with up-skilled staff applying best practices and co-working with health. The centre would also be a drop-in base for all individuals who are participating in community based activities.
4. Also develop alternative options for people with complex needs to complement the centre of excellence/drop-in base at Gors Felen. Individuals with their own transport would be able to come and go during the day and undertake other activities.
5. As the above services are developed, gradually close the day services at Morswyn, Blaen y Coed and Gerddi Haulfre, ensuring that alternative provision is in place for all affected service users prior to closure.
6. Encouraging individuals to choose a direct payment in order to make their own arrangements for day opportunities. Some innovative solutions are beginning to take shape which see service users pooling their DP to facilitate more creative activities with a focus on achieving outcomes.
7. Supporting the innovative developments that have taken place locally over recent years by the third sector. Third sector organisations are already coming up with creative solutions with a view to ensuring sustainable and practical options for individuals.
8. Setting up specific learning disability community facilitator posts – similar to Local Area Coordinators – who would engage with community partners and develop a range of community opportunities. These posts would also undertake a brokerage role to coordinate the external framework placements.

**Stakeholder consultation:**

If agreement is given a formal consultation would be undertaken with affected stakeholders. This consultation would follow a similar process that was undertaken during the engagement on the LD Day Opportunities Strategy in May and June 2019. The response to this engagement was high (> 60%) and reflected the fact that resources were specifically targeted at service users and their families with appropriate support mechanisms in place to enable participation and understanding.

In the planning of the consultation we will aim to:

- Reassure stakeholders of our intention to improve the current provision and increase choice for the service users.
- Ensure that alternative proposals are explained clearly and quickly.
- Ensure a high response rate by affected stakeholders to the consultation, focusing specifically on the following groups of people:
  - Staff at the affected centres
  - Service users
  - Families and carers
  - Providers of day services and third sector partners
  - Advocacy services

#### **Implementing the proposal:**

If the final proposal is agreed following the consultation then the plan could take up to three or four years to be fully implemented. During that time it would be necessary to:

- Further develop community services and review the contracting framework
- Design and build the extension at Gors Felen.
- Ensure alternatives are in place before closure of any service
- Support service users to explore creative opportunities that build on individual strengths and focussing on progression.

Note that no one would lose their entitlement to a service as a result of this proposal. What would change is where and how that service is provided.

#### **6 – Equality Impact Assessment [including impacts on the Welsh Language]**

A draft EIA is included with this report. This is a working document and will be revised on a regular basis. Any additional impacts arising as a result of consultation will be reflected in an amended version which will be published as part of the Consultation Report in due course.

#### **7 – Financial Implications**

It is anticipated that the cost of the extension, if the proposal is agreed, would be funded through a capital bid through the Council.

#### **8 – Appendices:**

Proposal Paper Learning Disabilities Day Opportunities January 2020  
 Appendix A – Map of current services  
 Appendix B - Draft Equality Impact Assessment

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

IOACC Learning Disability Day Opportunities Strategy 2019-2022

DRAFT

**'PROPOSAL PAPER'**

**Adults Social Care**

**Learning Disability Day Opportunities**

**January 2020**

**Proposal to:**

**Develop more community based opportunities for people with a learning disability, extend the provision at Gors Felen and close the services at Morswyn, Blaen y Coed and Gerddi Haulfre.**

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## EXECUTIVE SUMMARY

It is necessary to reshape and modernise the day opportunities services in order to:

- Develop sustainable opportunities for individuals.
- Further improve the delivery of the service in the most cost effective way.
- Respond to feedback from service users and their families as to what they would like day opportunities to look like in the future.
- Meet the current and future needs of the people we support.
- Meet the requirements of the Social Services Well-being (Wales) Act 2014.

The focus of the proposal is to enhance community based services for people with a learning disability whilst ensuring that dedicated resources are in place to support those individuals with more complex physical and behavioural needs.

We hope to stimulate creativity and innovation that would enable us to transform the way services are delivered and respond to the anticipated increase in demand for services within challenging financial constraints.

The proposal is to:

**Develop more community based opportunities for people with a learning disability, extend the provision at Gors Felen and close the services at Morswyn, Blaen y Coed and Gerddi Haulfre.**

The new service would provide flexible opportunities for people with a learning disability and would meet future demand including from those people with more complex needs. The proposal also addresses the issues in relation to:

- The disparity in unit costs for the services.
- The distances that individuals currently travel to the day centres.
- The suitability and accessibility of the current centres.
- The expectation from service users and their carers for more outcome based opportunities focussing on individual progression and achievement.

We intend to undertake a formal consultation on this proposal with the affected service users, their families and carers and the staff at the centres during February and March 2020. The final proposal will be presented to the Executive in May 2020.

### 1. PURPOSE OF THE REPORT

The purpose of this report is to present the proposal for the future of learning disability day opportunities on Anglesey. The paper will also present the reasonable alternatives considered for the service in particular in relation to the current-in-house services, and will take account of the engagement that was undertaken with service users in relation to day services during the summer of 2019.

This report will be used to seek the Executive Committee's approval to proceed with the consultation with stakeholders in relation to the proposal.

The process for writing this report has included:

- Under the direction of the Adults Services Transformation Board a series of visits to various day centres on the island were arranged with opportunities for all Elected Members to attend (July 2019).
- A data gathering exercise was undertaken in order to collate relevant facts and figures to aid comparison of centres (July 2019).

- Workshops were held to undertake the appraisal of the options put forward for the future of the day centres. Officers from Adult Services, Finance and the Transformation unit were in attendance. (August – November 2019).
- Drafting a new Strategy for Day Opportunities for People with a Learning Disability, adopted after intensive engagement with service users, their carers, their families and service providers (April – May 2019). Here are some examples of their feedback:

*"I need some things to do, more day service, more jobs need to be available"*

*"I need to learn new things"*

*"I am working far from home - would like to be closer"*

*"I like to be out and about, meeting new people and doing different jobs outside"*

*"I would like to be supported to do voluntary work"*

*"I am doing the same things over and over again...I would like more choices of activities"*

*"I like more activities options out in the community"*

*"I would like to do more things with technology"*

*"Not all day opportunities have enough staff to help and I would like more cooking activities, new jigsaw, and colouring books and more day trips"*

*"I want to be more independent and I want to help other people"*

*"We need more things to do in Llangefni during the day"*

(= quotes from service users in April and May 2019)

## 2. BACKGROUND AND INFORMATION

Anglesey County Council's Learning Disability Service currently supports adults with a range of physical and learning disabilities. The service currently supports approximately 330 people who are assessed as having care and support needs. Support is provided and commissioned in a number of ways including support to live at home with family, specialist supported living, domiciliary care, residential care, respite, social work intervention, specialist health interventions and direct 1:1 support.

### **What do we mean by the term *learning disability*?**

The term *learning disability* is used to describe an individual who has:

- a significantly reduced ability to understand new or complex information, or to learn new skills; and / or
- a reduced ability to cope independently (impaired adaptive functioning) which started before adult-hood and has a lasting effect on development (Department of Health, 2001).

Please note, the term *learning disability* should not be confused with the term *learning difficulty*, which is used in education as a broader term which includes people with specific learning difficulties such as dyslexia (Emerson and Heslop, 2010). This paper is about people with learning disabilities.

### **What do we mean by the term *profound and multiple learning disabilities (PMLD)*?**

The term *profound and multiple learning disabilities (PMLD)* is used to describe people with more than one impairment including a profound intellectual impairment (Doukas et al., 2017). It is a description rather than a clinical diagnosis of individuals who have great difficulty communicating and who often need those who know them well to interpret their responses and intent. The term refers to a diverse group of people who often have other conditions including physical and sensory impairments or complex health needs.

Adult Social Services is under continued pressure to reduce its £25m expenditure budget whilst also maintaining a high quality service provision.

The Council currently has a number of different day opportunities available to people with learning disabilities – some of these are in-house services run by the Council and some are commissioned externally.

- Approximately 190 individuals attend a day service each week.
- They can attend either on a full time or a part time basis dependent on individual needs.
- Some individuals attend more than one service during the week.
- These services currently cost the Council circa £1.5m per annum.

#### **In-house provision:**

- Morswyn, Holyhead
- Blaen y Coed, Llangoed
- Gerddi Haulfre, Llangoed
- Gors Felen, Llangefni

#### **Canolfan Byron Workshop**

The Canolfan Byron Workshop is excluded from this proposal because:

- The workshop was originally set up as a supported employment service for other disability groups but has been subsumed historically into the learning disability service.
- It provides supported employment opportunities for a number of individuals who wouldn't necessary fall under social services' eligibility criteria for the provision of managed care and support, including day services and/or work opportunities.

The Canolfan Byron Workshop will therefore be reviewed under a separate work stream with a report to the Executive due in May 2020.

**External provision:**

We also currently contract with six external providers who are based in Anglesey and Gwynedd. Service users and their families have already told us that they value the innovative approach to service delivery from these providers. The contracting arrangements for the external services are in the process of being updated through a new framework which will be in place by December 2020. This framework will open up the market to potential new providers and will also ensure that both the in-house and external provision complement each other and reduce duplication. The new framework will do this by:

- a) Focussing on an outcome based approach – i.e. shift from paying for prescribed activities within a set timeframe to paying for results or outcomes which increase an individual's skills, well-being and confidence.
- b) Ensuring the same standards of service delivery across all services with both the in-house and external services focusing on ensuring progression and achieving outcomes for individual service users.
- c) Ensuring that resources are allocated fairly with the same assessment and access criteria for both in-house and external services.
- d) Ensuring that there is fair pricing for services reflecting the differing needs of the individuals attending. For example, it may be appropriate to pay a premium rate to support an individual with more profound or multiple learning disabilities or complex support needs.
- e) Providers will have greater freedom and flexibility to work with the people they support to design and co-produce the activities that will achieve those outcomes. Some of these activities may be delivered in partnership with other community groups and organisations.
- f) Encouraging service providers, both internal and external, to develop, adapt and change in response to this new way of working.
- g) Encouraging community based groups such as Men's Sheds to offer regular supported placements that can add to an individual's skills and ensure progression.

Refer to the map in **Appendix A** showing where the current services are based.

**Future demand:**

The service is undertaking these changes in order to reflect increase in demand and to ensure sustainability for the future. The number of people on Anglesey County Council's Learning Disability Register has increased over the last 14 years from 249 in 2005 to 322 in 2019 an increase of 29%. If the number on the register was to increase at a similar rate over the next 15 years there may be 415 on the Register by 2034. Positively, individuals with disabilities are also living longer and as a result, support is required to meet a range of complex needs that have not been identified previously. Current service provision has to change in order to meet future demand and differing expectations.

**No of people on the LD Register:**

<b>Year</b>	<b>Age 18-65</b>	<b>Age over 65</b>	<b>Total</b>
2005	235	14	249
2010	255	17	272
2015	271	32	303
2019	289	33	322

**Future demand re Profound and Multiple Learning Disabilities (PMLD) and Autism:**

Information taken from the population needs assessment indicates there will be an increase in demand for support for people with complex disabilities (Profound and Multiple Learning Disabilities (PMLD) and Autism). The service has identified 8 individuals leaving education over the next 3 years who will need a specialist provision.

## KEY CHALLENGES FACED BY THE CURRENT IN-HOUSE DAY CENTRES

The key challenges faced by the centres are outlined as follows:

	<b>Key challenges</b>
<b>3.1 Accessibility</b>	<p>Currently only Gors Felen and Blaen y Coed are fully accessible to all service users with single level access throughout, ceiling track hoists and adequate toileting facilities.</p> <p>Morswyn is an old primary school building – some areas are inaccessible to wheelchair users and the toileting facilities are inadequate.</p> <p>Gerddi Haulfre is mainly an outside space not fully accessible to wheelchair users. Gerddi Haulfre uses the facilities in Blaen y Coed.</p>
<b>3.2.Transport / travel time</b>	<p>Individuals currently travel distances of up to 60 miles per day to access the day centres using various modes of transport. Most people access services outside their ward and with many individuals having a commute of up to 3 hours per day.</p>
<b>3.3 Person centred planning</b>	<p>Current opportunities are restricted to activities within the day centres and whilst efforts are made to join up the centres for external activities, this comes at a cost.</p>
<b>3.4. Cost per day</b>	<p>The current unit costs per day do not reflect the varying needs and issues facing our service users. The most independent and able individuals currently have a higher unit cost than those with the most complex needs. Combine this with the fact that the independent sector has a lower cost per head per day (at least £35 less per day).</p>
<b>3.5 Buildings</b>	<p>There are significant costs associated with refurbishment, repairs and maintenance to all the existing buildings.</p>
<b>3.6 Expertise and management</b>	<p>The expertise of dedicated staff is currently split across the four sites with no centre of excellence. Furthermore, overall management of these services is undertaken on a separate site.</p>

Before arriving at the proposal (Section 3) below, the Council has considered the following:

- Key drivers for change (Section 4)
- Key drivers for the in-house day services (Section 5)
- Reasonable alternatives for the in-house day services (Section 6)
- Financial information (Section 7)

### 3. THE PROPOSAL

The proposal is to:

**Develop more community based opportunities for people with a learning disability, extend the provision at Gors Felen and close the services at Morswyn, Blaen y Coed and Gerddi Haulfre.**

The new service would provide flexible opportunities for people with a learning disability and would meet future demand including from those people with more complex needs.

This would be done by:

1. Establishing a robust commissioning framework for external providers to offer person centred day opportunities.
2. Developing further opportunities for people with a learning disability to make use of existing resources and services within the community during the day e.g. in local hubs.
3. Extend the existing building in Gors Felen, Llangefni to provide a purpose built facility that can be flexible enough to provide varied activities for individuals with different needs particularly those who require the safety and security of a building based service. It would be a centre of excellence with up-skilled staff applying best practices and co-working with health. The centre would also be a drop-in base for all individuals who are participating in community based activities.
4. Also develop alternative options for people with complex needs to complement the centre of excellence/drop-in base at Gors Felen. Individuals with their own transport would be able to come and go during the day and undertake other activities.
5. As the above services are developed, gradually close the day services at Morswyn, Blaen y Coed and Gerddi Haulfre, ensuring that alternative provision is in place for all affected service users prior to closure.
6. Encouraging individuals to choose a direct payment in order to make their own arrangements for day opportunities. Some innovative solutions are beginning to take shape which see service users pooling their DP to facilitate more creative activities with a focus on achieving outcomes.
7. Supporting the innovative developments that have taken place locally over recent years by the third sector. Third sector organisations such as Mencap, Actif Woods and Leonard Cheshire are already coming up with creative solutions with a view to ensuring sustainable and practical options for individuals.
8. Setting up specific learning disability community facilitator posts – similar to Local Area Co-ordinators – who would engage with community partners and develop a range of community opportunities. These posts would also undertake a brokerage role to co-ordinate the external framework placements.

### 4. KEY DRIVERS FOR CHANGE

**What are the national drivers for change?**

- **The Social Services and Well-being (Wales) Act 2014** - The Act provides the legal framework for improving the well-being of people who need care and support, and carers who need support, and for transforming social services in Wales. The Act demands a change in culture to help individuals achieve their well-being outcomes - firstly by asking "what matters to you?" and secondly by maximising an individual's own support networks and access to community and voluntary resources.
- **The Well-being of Future Generations (Wales) Act 2015** – The Act requires public bodies to think more about the long term, work better with people and communities and each other, look to prevent problems and take a more joined-up approach.

- **The Regulation and Inspection of Social Care (Wales) Act 2016** - The Act builds on the success of regulation in Wales and reflects the changing world of social care. It places service quality and improvement at the heart of the regulatory regime and strengthens protection for those who need it. Regulation will move beyond compliance with minimum standards, and focus more on the quality of services and the impact which they have on people receiving them.
- Consistent themes throughout these three legislative Acts are:
  - Promotion of greater community inclusion, participation and citizenship.
  - Provide people with more choice and control.
  - Further promote person centred approaches.
  - Develop services that focus on meeting individual outcomes.
  - Increased demand for individualised, high quality, care and support provision.
  - Increase in public expectation for high quality services and support.

### What are the local drivers for change?

- **Anglesey County Council Strategy for Day Opportunities for People with a Learning Disability 2019-2022.** A new strategy for day opportunities has been adopted during 2019. This was the result of an extensive engagement exercise with service users, carers and service providers during May and June 2019. This engagement was designed to establish whether the strategy made sense to those people who are directly affected by these services (refer to direct quotes from service users on page 4). We need to create a greater range of high quality day opportunities for individuals in their local communities and the new offer to individuals should include the following key principles:
  - Work, volunteering or contributing towards the well-being of others;
  - Education, training and developing skills for independent living or employment;
  - Promote Direct Payments where appropriate, so that individuals have the opportunity for greater choice and control over how their support needs are met;
  - More community based provision and less demand for asset based services (i.e. services based within a specified building). The strategy also recognised that there continues to be a need for some asset-based (building based) provision for people with profound and multiple learning disabilities with more complex care and support needs.
- **The Council Plan for 2017-22** includes the following objectives which are directly relevant to these services:
  - Objective 1: To ensure that the people of Anglesey can thrive and realise their long-term potential.
  - Objective 2: To support vulnerable adults and families to keep them safe, healthy and as independent as possible.
- **The Council Plan** also stated that we will continue to modernise and change delivery models to ensure high quality services are available in a cost effective manner. The plan will be realised by establishing robust arrangements to address the severe financial challenges, ensuring priority areas are protected whilst recognising that service transformation and innovative delivery will be integral to ensure the Council's long term viability. These factors are essential if we are to transform the learning Disability provision.

- **North Wales Learning Disability Strategy 2018-23** sets out the regional context and adopts the following principles; “People with Learning Disabilities will have a better quality of life; living locally where they feel ‘safe and well’, where they are valued and included in their communities and have access to effective personal support that promotes independence, choice and control.”
- In keeping with **the Welsh Government’s Supporting People Programme Grant Outcomes Framework**, utilise opportunities to enable and empower people with learning disabilities to realise their long term potential by :
  - Promoting personal and community safety
  - Promoting Independence and Control
  - Promoting Economic Progress and Financial Control
  - Promoting Health and Wellbeing
- To develop community based assets and improve community inclusion resulting in a better understanding of the needs of people with a learning disability.
- The need to make financial savings in response to budgetary pressures from National Government alongside a rising demand for Social Care.

The following section (5) applies these key drivers for change to the Learning Disability Day Service.

## **5. KEY DRIVERS FOR THE IN-HOUSE LD DAY SERVICES**

The relevant key drivers for the Learning Disability Day Services, based on the key drivers noted in section 4, are noted below:-

### **5.1 Social Services and Well-being (Wales) Act 2014 and the Wellbeing of Future Generations (Wales) Act 2014 (= Outcomes)**

The reshaping of the service must be made within the context of duties placed on local authorities under both these pieces of legislation which require different ways of supporting individuals to achieve their identified outcomes.

There is a requirement to improve standards in line with recent legislation to ensure people reach their full potential, promote person centred approaches and develop services that focus on meeting individual outcomes. Also to ensure people with learning disabilities have a positive role to play in the wider community and improve community inclusion resulting in a better understanding of the needs of people with a learning disability with an emphasis is on preventing the need for services.

The legislation has introduced new statutory duties for local Authorities and requires new approaches to improving individual well-being that builds on people’s strengths and abilities. Modernising Day Opportunities would enable the service to work with individuals to access a wider choice of placements within the community in a more outcome focussed way.

Demand for traditional day services as provided by the local authority is changing with more individuals:

- Accessing established community resources and opportunities arranged by the third sector to participate in different community based activities.
- Choosing a Direct Payment to purchase their own support to meet their outcomes.
- Preferring to have their outcomes met by their care and support provider (eg if they are in supported living settings).



## 5.2 LD Day Services Strategy

We worked with different user groups during 2019 to write a new strategy for LD Day Opportunities. Following a period of engagement with those service users and their carers, the strategy was formally adopted. The Strategy outlines the priorities for the service as follows:

- Work, volunteering or contributing towards the well-being of others;
- Education, training and developing skills for independent living or employment;
- Promote Direct Payments where appropriate, so that individuals have the opportunity for greater choice and control over how their support needs are met;
- More community based provision and less demand for asset based services (ie services based within a specified building);

The Strategy also outlined the principles that:

- People with a learning disability have the right to live an ordinary life in the community as equal citizens.
- Well-planned day opportunities would help people with a learning disability towards realising the ambition of living fulfilled lives.
- We need to create a greater range of high quality day opportunities for individuals in their local communities and the new offer to individuals should include the following key principles:
  - Work, volunteering or contributing towards the well-being of others;
  - Education, training and developing skills for independent living or employment;
  - Promote Direct Payments where appropriate, so that individuals have the opportunity for greater choice and control over how their support needs are met;
  - More community based provision and less demand for asset based services (i.e. services based within a specified building);
  - The strategy also recognised that there continues to be a need for some asset-based (building based) provision for people with multiple and more complex care and support needs.

### **The impact of the strategy and what this means for our current day service provision:**

- From the feedback and responses to the strategy there is a mismatch between the current provision and what people want for their future provision.
- The current in-house provision is very much based within the confines of buildings with limitations on individual progression and achievement – almost a “one size fits all” service regardless of differences in ages, ambitions and interests.
- Recent developments in the in-house provision have demonstrated the value of more community based opportunities with a resulting increase in the wellbeing of individuals.
- The Council’s financial resources are funding the running costs of buildings and staff across the island and because our funds are tied up in those buildings, service users’ opportunities are limited to that environment.
- Our current day centres are by definition social care buildings which has created barriers to community participation and are only used by people who receive social care service.
- Spreading expertise and resources across three building based day centres means that service provision for people with complex needs is inconsistent and restrictive.

Refer to Page 4 for direct quotes from service users received during the engagement on the Strategy in April and May 2019.

### 5.3 Financial

- Ensuring that the variation in cost per placement is reduced,
- The revenue cost associated with running the in-house day services is reduced
- Backlog maintenance costs and accessibility issues are addressed.

**5.3.1** The table below notes the current total cost per day of attendance at each day centre:

Unit cost per day	Morswyn	Gors Felen	Blaen y Coed	Gerddi Haulfre	External providers
Current cost @ Sept 19	£53.78	£59.80	£51.85	£84.21	£35 - £49 per day
Previous year @ July 18	£49.80	£55.09	£49.43	£82.29	£35 - £49 per day

The table above shows:

- There is a minimum difference of £35 per day between external and internal provision.
- External providers are providing similar services to Gerddi Haulfre at unit costs of between £35 and £49 per day (Compared to Gerddi Haulfre at £84.21 per day).
- Gerddi Haulfre has the highest cost per day at £84.21 which is inconsistent with the fact that the individuals attending this service are the most able and require the least support. The higher unit cost reflects the resources required to mitigate the risk factors associated with being outside in an unrestricted area using gardening tools and equipment.
- Furthermore, due to health and safety procedures in an external environment at Gerddi Haulfre, the service users that attend cannot be accompanied on site by their own 1:1 care worker.
- In this instance, external providers are providing services at a range of 41% to 58% of the cost of the in-house provider.
- Gors Felen has a higher unit cost at £59.80 per day than Morswyn (£53.78) and Blaen y Coed (£51.85) reflecting the fact that the individuals attending Gors Felen tend to have more complex needs and require a higher staff to client ratio.

**5.3.2** The table below notes the current cost per day of attendance at each day centre separating staffing costs from the other costs including premises costs:

Unit cost per day	Morswyn	Gors Felen	Blaen y Coed	Gerddi Haulfre
Current total cost @ Sept 19	£53.78	£59.80	£51.85	£84.21
Staffing cost per day	£42.78	£47.45	£40.65	£70.98
% staffing costs	80%	79%	78%	84%
Other overheads including premises costs	£11.00	£12.35	£11.21	£13.23
% other costs	20%	21%	22%	16%

- Unit costs excluding staffing are in the range of £11 to £13.23 per day.
- Gerddi Haulfre is still the most expensive at £13.23 per day reflecting the additional technical and safety requirements of that service.
- The unit costs for Morswyn, Gors Felen and Blaen y Coed have staffing costs versus non-staffing costs ratios of circa 79% staffing to 21% premises costs. Gerddi Haulfre has a ratio of 84% staffing costs to 16% premises costs.
- Gerddi Haulfre is more expensive than the other three centres on both staffing and premises costs. This is difficult to justify given that more able individuals attend Gerddi Haulfre and that it is essentially an outdoor based activity.

#### 5.4 Transport:

Ensure that people can access services that meet their needs that are reasonably close to where they live. Assisted transport to and from day services should be provided in the most cost-effective way that also promotes independence. If a person is already attending a service the impact of a person changing to a different service must be assessed.

Key issues to address with transport are:

- The independence and inclusion of people is promoted by encouraging and supporting a range of travel options including independent travel
- To reduce the distances travelled and commute times for most service users
- Efficient use of resources and avoid spending public money unreasonably
- The reduction in air pollution and encourage the use of sustainable resources by promoting the use of public and shared transport.

The service users' commute to and from day services should be considered when assessing the suitability and affordability of current locations. Information in relation to transport and distances travelled daily to day centres has been collated in the following tables which will help to assess the impact any changes would have on the users of each centre.

Please note:

- All data is as at September 2019
- Some individuals will appear in the stats for more than one centre – e.g. if they attend different centres in one week
- Those who travel to the day centres in their own car are doing so in their Mobility car driven by their 1:1 support worker. None of the service users have driving licences.\*
- MCT = Môn Community Transport buses.

##### 5.4.1 Mode of transport: How individuals get to the day centres at present:

Centre	Mobility car with driver (ref above *)	Public transport	MCT	Other (local walk, or lift from parent etc)	Total attending per week (a)
Morswyn	4		15	2	21
Gors Felen	12		9	3	24
Blaen y Coed	9	1	12	2	24
Gerddi Haulfre		5	6		11
<b>Total</b>	<b>25</b>	<b>6</b>	<b>42</b>	<b>7</b>	<b>80</b>

- Morswyn – 21 people attend Morswyn on a regular basis, 4 (19%) of whom arrive in their own disability car with accompanying 1:1 driver, 15 (71%) of whom arrive via MCT bus.
- Gors Felen – 24 people attend Gors Felen on a regular basis, 12 (50%) of whom arrive in their own disability car with accompanying 1:1 driver, 9 (38%) of whom arrive via MCT bus.
- Blaen y Coed – 24 people attend Blaen y Coed on a regular basis, 9 (38%) of whom arrive in their own disability car with accompanying 1:1 driver, 12 (50%) of whom arrive via MCT bus, 1 (4%) arrives via public transport.
- Gerddi – 11 people attend Gerddi on a regular basis, none of whom arrive in their own disability car, 6 (55%) of whom arrive via MCT bus, 5 (45%) arrive via public transport.

##### 5.4.2 Distance from home - Individuals who travel from outside the electoral ward:

Centre	No of individuals who attend the day centre on weekly basis (a)	No of individuals who attend from outside the ward	% of individuals from outside the ward
Morswyn	21	11	52%
Gors Felen	24	11	46%
Blaen y Coed	24	22	92%
Gerddi Haulfre	11	11	100%

- Morswyn – 48% of attendees live within the ward and 52% come from outside the ward.
- Gors Felen – 54% of attendees live within the ward and 46% come from outside the ward.

- Blaen y Coed – 8% of attendees live within the ward and 92% come from outside the ward.
- Gerddi - 100% of attendees come from outside the ward.

#### 5.4.3 Distance from home - Individuals who live more than 10 miles from the centre:

Centre	No of individuals who attend the day centre on a weekly basis (as above (a))	No of individuals who live more than 10 miles from the centre	% of individuals who live more than 10 miles from the centre
Morswyn	21	7	33%
Gors Felen	24	5	21%
Blaen y Coed	24	14	58%
Gerddi Haulfre	11	8	73%

- Morswyn – 33% live more than 10 miles away from the centre.
- Gors Felen – 21% live more than 10 miles away from the centre..
- Blaen y Coed – 58% live more than 10 miles away from the centre.
- Gerddi - 73% live more than 10 miles away from the centre.

#### 5.4.4 Distance from home – Average distance from home to centre (miles one way):

Centre	No of individuals who attend the day centre on a weekly basis (a)	Total distance from home to centre for all (b)	Average distance from home to centre (b÷a)
Morswyn	21	124.5	5.9
Gors Felen	24	131.1	5.5
Blaen y Coed	24	305.7	12.7
Gerddi Haulfre	11	170.4	15.5

- Morswyn – the average distance from home to the centre is 5.9 miles (one way)
- Gors Felen – the average distance from home to the centre is 5.5 miles (one way)
- Blaen y Coed – the average distance from home to the centre is 12.7 miles (one way)
- Gerddi - the average distance from home to the centre is 15.5 miles (one way)

#### 5.4.5 Distance from home – furthest distance travelled by one individual (daily return trip): i.e who travels the furthest to each centre.

Centre	Distance in miles (return trip)	Mode of transport
Morswyn	42 miles	Lift from relative
Gors Felen	34 miles	Own car driven by carer
Blaen y Coed	58 miles	Own car driven by carer
Gerddi Haulfre	60 miles	Public transport

- Morswyn – the furthest distance travelled daily by one individual is 42 miles – this equates to a journey from Llangefni to Rhyl each day.
- Gors Felen – the furthest distance travelled daily by one individual is 34 miles – this equates to a journey from Llangefni to Llandudno each day.
- Blaen y Coed – the furthest distance travelled daily by one individual is 58 miles – this equates to a journey from Llangefni to Queensferry each day.
- Gerddi Haulfre - the furthest distance travelled daily by one individual is 60 miles - this equates to a journey from Llangefni to Queensferry each day.

#### 5.4.6 Travel time – for those who use Mon Community Transport to reach the centre Average travel time in minutes – return trip.

Centre	Number who arrive by MCT	Average daily travel time Return trip per person
Morswyn	15	50 minutes
Gors Felen	9	58 minutes
Blaen y Coed	12	1 hour 40 minutes

Gerddi Haulfre	6	1 hour 58 minutes
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- Morswyn – for those who reach the centre using MCT buses the average travel time is 25 minutes (one way) = an average daily commute of 50 minutes.
- Gors Felen – for those who reach the centre using MCT buses the average travel time is 29 minutes (one way) = an average daily commute of nearly 1 hour
- Blaen y Coed – for those who reach the centre using MCT buses the average travel time is 50 minutes (one way) = an average daily commute of 1 hour 40 minutes
- Gerddi Haulfre - for those who reach the centre using MCT buses the average travel time is 59 minutes (one way) = an average daily commute of nearly 2 hours.

**5.4.7 Travel time – for those who use Mon Community Transport to reach the centre  
Longest travel time for one individual in minutes.**

Centre	No of minutes on the bus For one individual one way	No of minutes on the bus for one individual return trip
Morswyn	1 hour 10 minutes	2 hours 20 minutes
Gors Felen	1 hour 5 minutes	2 hours 10 minutes
Blaen y Coed	1 hour 30 minutes	3 hours
Gerddi Haulfre	1 hour 30 minutes	3 hours

- Morswyn – from those who reach the centre using MCT buses the individual who is on the bus for the longest time is on the bus for 1 hour 10 minutes one way = a daily commute of 2 hours 20 minutes. This could equate to 13 hours of travel per week = almost 2 working days.
- Gors Felen – from those who reach the centre using MCT buses the individual who is on the bus for the longest time is on the bus for 1 hour 5 minutes one way = a daily commute of 2 hours 10 minutes. This could equate to nearly 11 hours of travel per week = 1.5 working days.
- Blaen y Coed – from those who reach the centre using MCT buses the individual who is on the bus for the longest time is on the bus for 1 hour 30 minutes one way = a daily commute of 3 hours. This could equate to 15 hours of travel per week = 2 working days.
- Gerddi - from those who reach the centre using MCT buses the individual who is on the bus for the longest time is on the bus for 1 hour 30 minutes one way = a daily commute of 3 hours. This could equate to 15 hours of travel per week = 2 working days.

**5.4.8 Impact of going to alternative provision assuming the other three centres are closed (all service users).**

**i.e if Morswyn, Gors Felen and BYC are closed how far would everyone have to travel to Gerddi Haulfre etc. (Average miles travelled for all individuals - one way only from home address)**

Alternative day centre → Current day centre ↓	Morswyn	Gors Felen	Blaen y Coed or Gerddi
Morswyn	n/a	14.4 miles	27.0 miles
Gors Felen	15.5 miles	n/a	16.6 miles
Blaen y Coed	19.2 miles	7.5 miles	n/a
Gerddi Haulfre	16.2 miles	6.8 miles	n/a
<b>Average ALL</b>	<b>17.1 miles</b>	<b>9.9 miles</b>	<b>21.4 miles</b>

- Closing Morswyn, Blaen y Coed and Gerddi Haulfre and keeping Gors Felen would have the most positive effect on average miles travelled – reduced to an average of 9.9 miles one way for all service users to go to Gors Felen.
- If Morswyn remained open whilst the other three were closed the average miles travelled would be 17.1 miles one way.
- If Blaen y Coed or Gerddi remained open whilst the other three were closed the average miles travelled would be 21.4 miles one way.

## **5.5 Building and physical environment**

Ensure that the centres provide a safe and fully accessible 21<sup>st</sup> century environment that provides people with the opportunity to undertake various activities to achieve their potential.

### **Morswyn**

Is an old building in need of renovation and modernising, and is not fully accessible to those with mobility issues due to its layout and steps up and down to different levels.

The building suffers from a leaking conservatory, which has proved difficult to repair, and there are areas of brickwork requiring repair and repointing. The kitchen will require refurbishing within the next 5 years in order to bring it up to modern standards and the building requires Legionella improvements. Identified backlog maintenance costs is currently £27k, which doesn't include above-mentioned works.

During the last 12 months, £1,293 was spent on dealing with reported day-to-day maintenance issues.

### **Gors Felen**

Is a purpose built building constructed approximately 10 to 15 years ago which is considered to be in a good overall condition.

It requires redecorating internally, some repairs to the external fencing and renewing tarmac to some areas. It also requires some Legionella improvements and improving the ventilation to the toilet areas. The kitchen will also likely require upgrading within 5 years.

During the last 12 months, £3,388 was spent on dealing with reported day-to-day maintenance issues.

### **Blaen y Coed**

Is a purpose built building constructed approximately 10 to 15 years ago which is considered to be in a good overall condition. However, there are some issues in relation to replacing and upgrading doors, windows and fire escape routes.

External paths are steep and uneven making it difficult for those with mobility issues to get around the rear and side of the building. The building also requires some Legionella improvements and kitchen will likely require upgrading within 5 years.

During the last 12 months, £3,045 was spent on dealing with reported day-to-day maintenance issues.

### **Gerddi Haulfre**

The Gerddi Haulfre site is spread across a number of buildings and gardens, some are directly linked to the running of the day centre and some are used for storage. Men's Sheds have use of one of the buildings on the site –but there is no direct link between this activity and the work opportunities at Gerddi Haulfre. It is not foreseen that change to the use of Gerddi Haulfre as a day centre would affect the Men's Sheds project or other onsite activity.

Refurbishment of the toilets are required, there is no central heating system, and the shower only has cold water so is unusable. With the uneven paths and steps, it makes it difficult for those with mobility issues to move around the buildings.

During the last 12 months, £2,175 was spent on dealing with reported day-to-day maintenance issues.

## **5.6 Conclusions drawn from the assessment of the key drivers for the in-house day services**

This proposal has been developed in the context of duties placed on local authorities under the Social Services and Well-being (Wales) Act (2014) and the Well-being and Future Generations (Wales) Act (2015) requiring different ways of supporting individuals to achieve their identified outcomes. Individuals would have opportunities to participate in their own communities, promoting choice, control and social inclusion. The emphasis is on preventing the need for services and developing more support in the community by the community.

The modernisation of day opportunities and investment in community based services for individuals with disabilities supports the Social Care reshaping agenda and responds to The Well-being of Future Generations (Wales) Act 2015 and the Social Services and Well-being (Wales) Act 2014. This legislation has introduced new statutory duties for Local Authorities and requires new approaches to improving individual's well-being that build on people's strengths and assets and build strong and supportive communities. This would also ensure the effective and efficient use of the Council's resources by focussing the in-house services on ensuring high quality provision for individuals with more complex needs. .

The engagement on the local LD Strategy for Day opportunities concluded that our current provision must change to meet both service user expectations and demand. Individuals have a higher expectation of what outcomes they would like and are eager to move away from a "one size fits all" provision. More innovative solutions are being provided in the external and third sectors that individuals are eager to participate in.

The varying costs of the current in-house provision do not ensure best use of financial resources. The unit costs of the services attended by the most able individuals are currently significantly higher than the services for those individuals with more complex support needs. This needs to be considered in the light of the availability of external placements in the community at much lower costs. These community services would be further strengthened during 2020 by the introduction of a framework to support sound outcome-based commissioning processes.

Transport to and from widely dispersed day services is costly and inefficient. Many service users are on buses for up to 3 hours each day. A more centrally located centre of excellence would enable a more user friendly and cost effective transport policy to be developed.

All the current buildings are in need of varying levels of refurbishment and modernisation. Whilst the two centres that were purpose built in the last 10-15 years are in good overall condition there are still maintenance issues that need to be addressed. All the buildings on the Haulfre site require investment in the future which would exceed current budgets.

<b>Summary of the proposal: Retain and extend Gors Felen, close Morswyn, Blaen y Coed and Gerddi Haulfre</b>		
<b>Driver</b>	<b>Advantages</b>	<b>Disadvantages</b>
1.Outcomes	<ul style="list-style-type: none"> <li>• Purpose built centre of excellence, centrally located on the island will provide a state of the art facility for all service users – particularly those with more complex needs.</li> <li>• More person centred approach to achieving individual outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Requires careful and sensitive management of the change in services</li> </ul>
2.Strategy	<ul style="list-style-type: none"> <li>• Less building based services and more community based services</li> <li>• More outcome focussed commissioning of external services</li> <li>• More innovative person centred opportunities</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
3.Financial	<ul style="list-style-type: none"> <li>• Less duplication of services</li> <li>• Focussing resources on people with more complex needs</li> <li>• Financial savings from a reduction in staffing cohort</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
4.Transport	<ul style="list-style-type: none"> <li>• Centrally located centre will mean significant reductions in travel distances and daily commutes</li> <li>• Associated saving to transport costs with reduction in bus routes.</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
5.Building and physical environment	<ul style="list-style-type: none"> <li>• Cost of refurbishment of Gors Felen will be included in the capital bid for the on-site extension.</li> <li>• The new provision will be fully accessible for all service user needs.</li> <li>• Avoidance of funding repairs and maintenance to the existing buildings.</li> </ul>	<ul style="list-style-type: none"> <li>▪</li> </ul>
6.General issues		<ul style="list-style-type: none"> <li>▪ Inevitable upheaval for service users</li> </ul>

This paper continues to identify the reasonable alternatives for an area wide solution. It outlines how the Authority has arrived at its proposal for the in-house day services and presents a proposed solution for the future. It also assesses reasonable alternatives considered for all the current day centres.



## 6. REASONABLE ALTERNATIVES FOR THE IN-HOUSE DAY SERVICES

The following section identifies reasonable alternatives in an attempt to identify an Anglesey wide solution that addresses the key drivers as noted in section 4 above.

6.1 Maintain the Status Quo – No change to Morswyn, Gors Felen, Blaen y Coed and Gerddi Haulfre		
Driver	Advantages	Disadvantages
1.Outcomes		<ul style="list-style-type: none"> <li>▪ Does not address changes in legislation or promote a more person centred approach.</li> <li>▪ Does not offer a wider choice of opportunities.</li> <li>▪ Does not promote more community focussed solutions.</li> <li>▪ Does not deliver a service with a clear focus on meeting individual outcomes.</li> </ul>
2.Strategy		<ul style="list-style-type: none"> <li>▪ Does not respond to feedback from service users re wanting more community based services and more opportunities to pursue different interests.</li> <li>▪ The service provision for people with complex needs is inconsistent and restrictive across the current centres.</li> </ul>
3.Financial		<ul style="list-style-type: none"> <li>▪ Does not address the differences in the unit costs between the centres</li> <li>▪ The more expensive services are serving the more able individuals</li> <li>▪ Financial resources are currently tied up in running four separate building based services.</li> </ul>
4.Transport		<ul style="list-style-type: none"> <li>▪ Does not address the distances that service users currently travel on a daily basis to get to the centres.</li> </ul>
5.Building and physical environment		<ul style="list-style-type: none"> <li>▪ Does not address the fact that all the buildings are in need of varying levels of refurbishment and modernisation,</li> </ul>
6.General issues	<ul style="list-style-type: none"> <li>▪ No change = no upheaval to service users and staff</li> </ul>	

6.2 Close all four centres – full provision to be delivered by external providers		
Driver	Advantages	Disadvantages
1.Outcomes	<ul style="list-style-type: none"> <li>▪ External providers have consistently shown ability to adapt to service users requirements</li> <li>▪ Releasing the funding from the in-house provider would enable investment in more creative customer focussed community based options.</li> <li>▪ The new service specification for the framework will be based on outcomes and person centred principles.</li> </ul>	
2.Strategy		<ul style="list-style-type: none"> <li>▪ The Council would need to invest in the expertise and resources required to provide services for people with complex needs.</li> <li>▪ There would still need to be a fully accessible “drop-in hub” type provision centrally located on the island for all service users – currently not provided externally.</li> <li>▪ Service users have indicated that they value the in-house services – and that the external services should complement the external service rather than replace them fully.</li> </ul>
3.Financial	<ul style="list-style-type: none"> <li>▪ All the external providers currently have a lower unit cost than the in-house</li> </ul>	<ul style="list-style-type: none"> <li>▪ The external providers currently do not provide services to those individuals with the most</li> </ul>

<b>6.2 Close all four centres – full provision to be delivered by external providers</b>		
Driver	Advantages	Disadvantages
	centres (albeit for people with less complex needs). <ul style="list-style-type: none"> <li>Financial saving from the closure of one centre</li> <li>Gain of capital receipt from disposal of sites</li> </ul>	complex needs. This would need to be commissioned specifically and significant investment would be required.
4.Transport		<ul style="list-style-type: none"> <li>The logistics of coordinating a fully outsourced day provision could be beyond current resources.</li> </ul>
5.Building and physical environment	<ul style="list-style-type: none"> <li>The council could dispose of the current buildings and utilise the capital receipts to support the development of community based services.</li> </ul>	<ul style="list-style-type: none"> <li>We would need certainty that all new external provision meets the needs of all service users.</li> </ul>
6.General issues		<ul style="list-style-type: none"> <li>Loss of highly qualified staff and expertise.</li> </ul>

<b>6.3 Retain three centres and close one = No change to Morswyn, Gors Felen or Blaen y Coed but close Gerddi Haulfre only</b>		
Driver	Advantages	Disadvantages
1.Outcomes		<ul style="list-style-type: none"> <li>Does not address changes in legislation or promote a more person centred approach.</li> <li>Does not offer a wider choice of opportunities.</li> <li>Does not promote more community focussed solutions.</li> <li>Does not deliver a service with a clear focus on meeting individual outcomes.</li> </ul>
2.Strategy		<ul style="list-style-type: none"> <li>From the feedback to the strategy there would still be a mismatch between the current provision and what people want for the future.</li> <li>Maintains the current “building based” services with limitations on individual achievement</li> <li>Does not free up resources to invest in more community based services</li> </ul>
3.Financial	<ul style="list-style-type: none"> <li>Closure of the most expensive centre at £84.21 per day</li> <li>The service users currently attending Gerddi Haulfre may choose to go to similar services provided by external providers at 41% to 58% of their current cost.</li> <li>The external providers already provide similar high quality outdoor based opportunities to that provided in Gerddi Haulfre for almost 60% of the cost.</li> </ul>	<ul style="list-style-type: none"> <li>Financial resources are still tied up in running three separate services.</li> </ul>
4.Transport	<ul style="list-style-type: none"> <li>Less travel time for the individuals attending Gerddi Haulfre if they go to an alternative centre.</li> <li>100% of current Gerddi attendees live outside the ward and travel either on public transport or on MCT buses (tables 4.4.1 and 4.4.2).</li> <li>73% of Gerddi attendees live more than 10 miles from the centre (table 4.4.3).</li> <li>Gerddi attendees have the longest average daily return trip of almost 2 hours each (table 4.4.6). They can be supported to travel to an alternative provision which is likely to involve a shorter travel time.</li> <li>If Gerddi closed and all its service users went to Gors Felen the new average distance from home would be 6.8 miles</li> </ul>	<ul style="list-style-type: none"> <li>The bulk of the cost of transport would remain for the other three centres.</li> </ul>

<b>6.3 Retain three centres and close one = No change to Morswyn, Gors Felen or Blaen y Coed but close Gerddi Haulfre only</b>		
Driver	Advantages	Disadvantages
	compared to the current average distance of 15.5 miles to Gerddi (table 4.4.8). However it is envisaged that the individuals who currently attend Gerddi would prefer to go to a more community based service than Gors Felen.	
5. Building and physical environment		<ul style="list-style-type: none"> <li>Does not address the cost of refurbishing and maintaining the other three centres.</li> </ul>
6. General issues		

<b>6.4 Retain three centres and close one = No change to Morswyn, Gors Felen or Gerddi Haulfre but close Blaen y Coed only</b>		
Driver	Advantages	Disadvantages
1. Outcomes		<ul style="list-style-type: none"> <li>Does not address changes in legislation or promote a more person centred approach.</li> <li>Does not offer a wider choice of opportunities.</li> <li>Does not promote more community focussed solutions.</li> <li>Does not deliver a service with a clear focus on meeting individual outcomes.</li> </ul>
2. Strategy		<ul style="list-style-type: none"> <li>From the feedback to the strategy there would still be a mismatch between the current provision and what people want for the future.</li> <li>Maintains the current "building based" services with limitations on individual achievement</li> <li>Does not free up resources to invest in more community based services</li> </ul>
3. Financial	<ul style="list-style-type: none"> <li>Financial saving from the closure of one centre</li> <li>Possible gain of capital receipt from disposal of site</li> </ul>	<ul style="list-style-type: none"> <li>Financial resources are tied up in running three separate services.</li> <li>From the feedback to the strategy there would still be a mismatch between the current provision and what people want for the future.</li> <li>Maintains the current "building based" services with limitations on individual achievement</li> </ul>
4. Transport	<ul style="list-style-type: none"> <li>92% of current BYC attendees live outside the ward and most of whom either travel in their own car or on MCT buses (tables 4.4.1 and 4.4.2)</li> <li>58% of BYC attendees live more than 10 miles from the centre (table 4.4.3).</li> <li>BYC attendees have the 2<sup>nd</sup> longest average daily return trip of almost 1 hour 40 minutes each (table 4.4.6). They can be supported to travel to an alternative provision which is likely to involve a shorter travel time.</li> <li>If BYC closed and all its service users went to Gors Felen the new average distance from home would be 7.5 miles compared to the current average distance of 12.7 miles to Blaen y Coed (table 4.4.8).</li> </ul>	<ul style="list-style-type: none"> <li>The bulk of the cost of transport would remain for the other three centres</li> </ul>
5. Building and physical environment	<ul style="list-style-type: none"> <li>Some capital receipt may be generated from the disposal of the building.</li> </ul>	<ul style="list-style-type: none"> <li>Does not address the cost of refurbishing and maintaining the other centres.</li> </ul>

<b>6.4 Retain three centres and close one = No change to Morswyn, Gors Felen or Gerddi Haulfre but close Blaen y Coed only</b>		
Driver	Advantages	Disadvantages
		<ul style="list-style-type: none"> <li>▪ Does not address the physical interdependencies between Gerddi Haulfre and Blaen y Coed – service users in Gerddi Haulfre use the Blaen y Coed building for essential facilities.</li> </ul>
6.General issues		

<b>6.5 Retain three centres and close one = No change to Morswyn, Blaen y Coed or Gerddi Haulfre but close Gors Felen only</b>		
Driver	Advantages	Disadvantages
1.Outcomes		<ul style="list-style-type: none"> <li>▪ Does not address changes in legislation or promote a more person centred approach.</li> <li>▪ Does not offer a wider choice of opportunities.</li> <li>▪ Does not promote more community focussed solutions.</li> <li>▪ Does not deliver a service with a clear focus on meeting individual outcomes.</li> <li>▪ Puts individuals with the most complex needs at risk of personal outcomes not being met whilst people with less complex needs remain in a building based service.</li> </ul>
2.Strategy		<ul style="list-style-type: none"> <li>▪ From the feedback to the strategy there would still be a mismatch between the current provision and what people want for the future.</li> <li>▪ Maintains the current “building based” services with limitations on individual achievement</li> <li>▪ Does not free up resources to invest in more community based services</li> </ul>
3.Financial	<ul style="list-style-type: none"> <li>▪ Financial saving from the closure of one centre</li> <li>▪ Gain of capital receipt from disposal of site</li> </ul>	<ul style="list-style-type: none"> <li>▪ Financial resources are tied up in running three separate services.</li> <li>▪ The additional cost of providing a service to individuals with more complex needs would need to be factored in if Gors Felen was closed.</li> </ul>
4.Transport		<ul style="list-style-type: none"> <li>▪ The bulk of the cost of transport would remain for the other three centres</li> <li>▪ The majority of current Gors Felen attendees (54%) live within the ward and most of whom either travel in their own car or on MCT buses (tables 4.4.1 and 4.4.2).</li> <li>▪ 79% of Gors Felen attendees live within 10 miles of the centre (table 4.4.3)..</li> <li>▪ Gors Felen attendees have the 2<sup>nd</sup> lowest average daily return trip of almost 1 hour each (table 4.4.6).</li> </ul>
5.Building and physical environment		<ul style="list-style-type: none"> <li>▪ The Gors Felen building is the most fit for purpose of the existing resources and has the potential for expansion or enhancement.</li> </ul>
6.General issues	<ul style="list-style-type: none"> <li>▪ Releases the full site for use by the Council</li> </ul>	

<b>6.6 Retain three centres and close one = No change to Gors Felen, Blaen y Coed or Gerddi Haulfre but close Morswyn only</b>		
Driver	Advantages	Disadvantages
1.Outcomes		<ul style="list-style-type: none"> <li>▪ Does not address changes in legislation or promote a more person centred approach.</li> <li>▪ Does not offer a wider choice of opportunities.</li> </ul>

<b>6.6 Retain three centres and close one = No change to Gors Felen, Blaen y Coed or Gerddi Haulfre but close Morswyn only</b>		
Driver	Advantages	Disadvantages
		<ul style="list-style-type: none"> <li>▪ Does not promote more community focussed solutions.</li> <li>▪ Does not deliver a service with a clear focus on meeting individual outcomes.</li> </ul>
2.Strategy		<ul style="list-style-type: none"> <li>▪ From the feedback to the strategy there would still be a mismatch between the current provision and what people want for the future.</li> <li>▪ Maintains the current “building based” services with limitations on individual achievement</li> <li>▪ Does not free up resources to invest in more community based services</li> </ul>
3.Financial	<ul style="list-style-type: none"> <li>▪ Financial saving from the closure of one centre</li> <li>▪ Gain of capital receipt from disposal of site</li> </ul>	<ul style="list-style-type: none"> <li>▪ Financial resources are tied up in running three separate services.</li> </ul>
4.Transport	<ul style="list-style-type: none"> <li>▪ 52% of current Morswyn attendees live outside the ward and most of whom either travel in their own car or on MCT buses (tables 4.4.1 and 4.4.2)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Only 33% of Morswyn attendees live more than 10 miles from the centre (table 4.4.3).</li> <li>▪ Morswyn attendees currently have the lowest average daily return trip of 50 minutes (table 4.4.6). They can be supported to travel to an alternative external provision which is likely to involve a similar travel time.</li> <li>▪ If Morswyn closed and all its service users went to Gors Felen the new average distance from home would be 14 miles compared to the current average distance of 6 miles to Morswyn (table 4.4.8).</li> </ul>
5.Building and physical environment	<ul style="list-style-type: none"> <li>▪ The Morswyn building is the least fit for purpose of the centres and needs significant investment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Keeping the other centres as they are means investment is required for maintenance and refurbishment.</li> <li>▪ The remaining services do not have the capacity to absorb those individuals with more complex needs that currently attend Morswyn.</li> </ul>
6.General issues		

<b>6.7 Retain two centres and close two = No change to Morswyn and Blaen y Coed but close Gors Felen and Gerddi Haulfre</b>		
Driver	Advantages	Disadvantages
1.Outcomes		<ul style="list-style-type: none"> <li>▪ Does not address changes in legislation or promote a more person centred approach.</li> <li>▪ Does not offer a wider choice of opportunities.</li> <li>▪ Does not promote more community focussed solutions.</li> <li>▪ Does not deliver a service with a clear focus on meeting individual outcomes.</li> <li>▪ Puts individuals with the most complex needs at risk of personal outcomes not being met whilst people with less complex needs remain in a building based service.</li> </ul>
2.Strategy		<ul style="list-style-type: none"> <li>▪ From the feedback to the strategy there would still be a mismatch between the current provision and what people want for the future.</li> <li>▪ Maintains the current “building based” services with limitations on individual achievement</li> <li>▪ Frees up limited resources to invest in more community based services</li> </ul>

<b>6.7 Retain two centres and close two = No change to Morswyn and Blaen y Coed but close Gors Felen and Gerddi Haulfre</b>		
Driver	Advantages	Disadvantages
3.Financial		<ul style="list-style-type: none"> <li>▪ Financial resources are still tied up in running two separate services.</li> </ul>
4.Transport	<ul style="list-style-type: none"> <li>▪ Financial saving from the closure of two centres</li> <li>▪ Possible gain of capital receipt from disposal of other sites</li> </ul>	<ul style="list-style-type: none"> <li>▪ The in-house services would be polarised at either end of the island with the possibility that many service users' daily journey is even longer than what it is at present.</li> </ul>
5.Building and physical environment		<ul style="list-style-type: none"> <li>▪ Keeping the other centres as they are means investment is required for maintenance and refurbishment.</li> <li>▪ Gors Felen is the most accessible and best resourced of the current buildings – it would be perverse to close such a resource and invest in replicating it elsewhere.</li> <li>▪ The remaining services do not have the capacity to absorb those individuals with more complex needs that currently attend Morswyn</li> </ul>
6.General issues		

<b>6.8 Retain two centres and close two = No change to Morswyn and Gerddi Haulfre but close Blaen y Coed and Gors Felen</b>		
Driver	Advantages	Disadvantages
1.Outcomes		<ul style="list-style-type: none"> <li>▪ Does not address changes in legislation or promote a more person centred approach.</li> <li>▪ Does not offer a wider choice of opportunities.</li> <li>▪ Does not promote more community focussed solutions.</li> <li>▪ Does not deliver a service with a clear focus on meeting individual outcomes.</li> <li>▪ Puts individuals with the most complex needs at risk of personal outcomes not being met whilst people with less complex needs remain in a building based service.</li> </ul>
2.Strategy		<ul style="list-style-type: none"> <li>▪ From the feedback to the strategy there would still be a mismatch between the current provision and what people want for the future.</li> <li>▪ Maintains the current “building based” services with limitations on individual achievement</li> <li>▪ Frees up limited resources to invest in more community based services</li> </ul>
3.Financial	<ul style="list-style-type: none"> <li>▪ Financial saving from the closure of two centres</li> <li>▪ Possible gain of capital receipt from disposal of other sites</li> </ul>	<ul style="list-style-type: none"> <li>▪ Financial resources are still tied up in running two separate services.</li> </ul>
4.Transport		<ul style="list-style-type: none"> <li>▪ The in-house services would be polarised at either end of the island with the possibility that many service users' daily journey is even longer than it is at present.</li> </ul>
5.Building and physical environment		<ul style="list-style-type: none"> <li>▪ The Morswyn building is the least fit for purpose of the current buildings – there is no scope for expansion and it would require significant investment to meet the needs of all our service users.</li> <li>▪ Gerddi Haulfre users would still need accessible facilities on site which would be a significant investment.</li> </ul>
6.General issues		

<b>6.9 Retain two centres and close two = No change to Morswyn and Gors Felen but close Blaen y Coed and Gerddi Haulfre</b>		
Driver	Advantages	Disadvantages
1.Outcomes	<ul style="list-style-type: none"> <li>▪ Keeping the Gors Felen centre ensures that the needs of the people with the most complex needs are addressed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Does not address fully the changes in legislation or fully promote a more person centred approach.</li> <li>▪ Does not fully offer a wider choice of opportunities.</li> <li>▪ Does not fully promote more community focussed solutions.</li> <li>▪ Does not deliver a service with a clear focus on meeting individual outcomes.</li> </ul>
2.Strategy		<ul style="list-style-type: none"> <li>▪ From the feedback to the strategy there would still be a mismatch between the current provision and what people want for the future.</li> <li>▪ Maintains the current “building based” services with limitations on individual achievement</li> <li>▪ Frees up limited resources to invest in more community based services</li> <li>▪ Does not enable a centre of excellence to be developed to support people with more complex needs – expertise spread across two sites.</li> </ul>
3.Financial	<ul style="list-style-type: none"> <li>▪ Financial saving from the closure of two centres</li> <li>▪ Possible gain of capital receipt from disposal of other sites</li> </ul>	<ul style="list-style-type: none"> <li>▪ Financial resources are still tied up in running two separate services.</li> </ul>
4.Transport	<ul style="list-style-type: none"> <li>▪ Closing Blaen y Coed and Gerddi Haulfre would mean that the people who attend those centres would be have their needs met closer to home thus reducing the daily travel time.</li> </ul>	
5.Building and physical environment	<ul style="list-style-type: none"> <li>▪ Keeping the Gors Felen centre ensures that the most fit for purpose building is retained.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Retaining the least fit for purpose building in Morswyn – requires significant investment to refurbish and maintain.</li> </ul>
6.General issues		

<b>6.10 Retain two centres and close two = No change to Gors Felen and Blaen y Coed but close Morswyn and Gerddi Haulfre</b>		
Driver	Advantages	Disadvantages
1.Outcomes	<ul style="list-style-type: none"> <li>▪ Keeping the Gors Felen centre ensures that the needs of the people with the most complex needs are addressed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Does not address fully the changes in legislation or fully promote a more person centred approach.</li> <li>▪ Does not fully offer a wider choice of opportunities.</li> <li>▪ Does not fully promote more community focussed solutions.</li> <li>▪ Does not deliver a service with a clear focus on meeting individual outcomes.</li> </ul>
2.Strategy		<ul style="list-style-type: none"> <li>▪ From the feedback to the strategy there would still be a mismatch between the current provision and what people want for the future.</li> <li>▪ Maintains the current “building based” services with limitations on individual achievement</li> <li>▪ Frees up limited resources to invest in more community based services</li> </ul>
3.Financial	<ul style="list-style-type: none"> <li>▪ Financial saving from the closure of two centres</li> <li>▪ Gain of capital receipt from disposal of other sites</li> </ul>	<ul style="list-style-type: none"> <li>▪ Financial resources are still tied up in running two separate services.</li> </ul>

<b>6.10 Retain two centres and close two = No change to Gors Felen and Blaen y Coed but close Morswyn and Gerddi Haulfre</b>		
Driver	Advantages	Disadvantages
4.Transport		<ul style="list-style-type: none"> <li>▪ Still keeping Blaen y Coed centre open when 92% of the current service users live outside the ward.</li> </ul>
5.Building and physical environment	<ul style="list-style-type: none"> <li>▪ The Morswyn building is the least fit for purpose of the centres and needs significant investment</li> </ul>	<ul style="list-style-type: none"> <li>▪ Still requires investment in Blaen y Coed to refurbish and maintain.</li> </ul>
6.General issues		

<b>6.11 Retain two centres and close two = No change to Blaen y Coed and Gerddi Haulfre but close Morswyn and Gors Felen</b>		
Driver	Advantages	Disadvantages
1.Outcomes	<ul style="list-style-type: none"> <li>▪ Both on one site – they could offer a wide range of internal and external activities – but this would still require significant investment.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Maintains some duplication of services between external providers and the gardening services at Gerddi Haulfre</li> </ul>
2.Strategy		<ul style="list-style-type: none"> <li>▪ From the feedback to the strategy there would still be a mismatch between the current provision and what people want for the future.</li> <li>▪ Maintains the current “building based” services with limitations on individual achievement</li> <li>▪ Frees up limited resources to invest in more community based services</li> <li>▪ The Llangoed site would be unsuitable as a “drop in” hub for individuals undertaking community based activities due its distance from other services across the island.</li> </ul>
3.Financial	<ul style="list-style-type: none"> <li>▪ Financial saving from the closure of two centres</li> <li>▪ Gain of capital receipt from disposal of other sites</li> </ul>	<ul style="list-style-type: none"> <li>▪ Financial resources are still tied up in running two separate services.</li> </ul>
4.Transport		<ul style="list-style-type: none"> <li>▪ The Haulfre site is the furthest distance for most of the service users to travel daily – cost of transport would increase substantially.</li> </ul>
5.Building and physical environment		<ul style="list-style-type: none"> <li>▪ Gerddi needs substantial investment</li> <li>▪ Parking and transport are an issue – limited through the site.</li> <li>▪ Accessibility to the site – not easy through the village</li> <li>▪ Gors Felen is a purpose built facility with outside space to expand.</li> </ul>
6.General issues		<ul style="list-style-type: none"> <li>• Future of site for social care purposes – the on-site residential home is due to close when extra care is developed in the Seiriol area.</li> </ul>

<b>6.12 Retain one centre and close three = Retain Morswyn but close Gors Felen, Blaen y Coed and Gerddi Haulfre</b>		
Driver	Advantages	Disadvantages
1.Outcomes		<ul style="list-style-type: none"> <li>▪ Does not address the changes in legislation or fully promote a more person centred approach.</li> <li>▪ Does not offer a wider choice of opportunities.</li> <li>▪ Does not promote more community focussed solutions.</li> <li>▪ Does not deliver a service with a clear focus on meeting individual outcomes.</li> </ul>



<b>6.12 Retain one centre and close three = Retain Morswyn but close Gors Felen, Blaen y Coed and Gerddi Haulfre</b>		
Driver	Advantages	Disadvantages
2.Strategy		<ul style="list-style-type: none"> <li>▪ From the feedback to the strategy there would still be a mismatch between the current provision and what people want for the future.</li> <li>▪ Morswyn is the least accessible building for individuals – especially those with mobility issues – opportunities would be severely restricted.</li> </ul>
3.Financial	<ul style="list-style-type: none"> <li>▪ Financial saving from the closure of three centres</li> <li>▪ Gain of capital receipt from disposal of sites</li> </ul>	<ul style="list-style-type: none"> <li>▪ The additional cost of providing a service to individuals with more complex needs would need to be factored in if Gors Felen was closed</li> </ul>
4.Transport		<ul style="list-style-type: none"> <li>▪ Transporting everyone to Holyhead would increase travel time and distances from home.</li> <li>▪ The environmental impact on the locality of an increase in the number of minibuses attending at least twice daily.</li> </ul>
5.Building and physical environment	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Morswyn building is the least fit for purpose of the centres and needs significant investment</li> <li>▪ Not able to take the more complex needs from other centres</li> <li>▪ No room for future expansion</li> <li>▪ Limited outside space</li> </ul>
6.General issues		

<b>6.13 Retain one centre and close three = Retain Blaen y Coed but close Morswyn, Gors Felen and Gerddi Haulfre</b>		
Driver	Advantages	Disadvantages
1.Outcomes	<ul style="list-style-type: none"> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Does not address the changes in legislation or fully promote a more person centred approach.</li> <li>▪ Does not offer a wider choice of opportunities.</li> <li>▪ Does not promote more community focussed solutions.</li> <li>▪ Does not deliver a service with a clear focus on meeting individual outcomes.</li> </ul>
2.Strategy		<ul style="list-style-type: none"> <li>▪ From the feedback to the strategy there would still be a mismatch between the current provision and what people want for the future.</li> <li>▪ Blaen y Coed is the furthest distance to travel for most individuals.</li> <li>▪ Opportunities would be more restricted for people with complex needs.</li> <li>▪ Blaen y Coed does not offer community based activities and would be unsuitable as a “drop in” hub.</li> </ul>
3.Financial	<ul style="list-style-type: none"> <li>▪ Financial saving from the closure of three centres</li> <li>▪ Gain of capital receipt from disposal of sites</li> </ul>	<ul style="list-style-type: none"> <li>▪ The additional cost of providing a service to individuals with more complex needs would need to be factored in if Gors Felen was closed</li> </ul>
4.Transport		<ul style="list-style-type: none"> <li>▪ Transporting everyone to Llangoed would increase travel time and distances from home.</li> </ul>

6.13 Retain one centre and close three = Retain Blaen y Coed but close Morswyn, Gors Felen and Gerddi Haulfre		
Driver	Advantages	Disadvantages
		<ul style="list-style-type: none"> <li>▪ The environmental impact on the locality of an increase in the number of minibuses attending at least twice daily.</li> </ul>
5. Building and physical environment		<ul style="list-style-type: none"> <li>▪ Blaen y Coed would require significant investment in order to be able to meet people's needs.</li> </ul>
6. General issues		

6.14 Retain one centre and close three = Retain Gerddi Haulfre but close Morswyn, Gors Felen and Blaen y Coed		
Driver	Advantages	Disadvantages
1. Outcomes		<ul style="list-style-type: none"> <li>▪ Does not address the changes in legislation or fully promote a more person centred approach.</li> <li>▪ Does not offer a wider choice of opportunities.</li> <li>▪ Does not promote more community focussed solutions.</li> <li>▪ Does not deliver a service with a clear focus on meeting individual outcomes.</li> </ul>
2. Strategy		<ul style="list-style-type: none"> <li>▪ Gerddi Haulfre being an outdoor gardening based service cannot offer the broad range of opportunities that service users require.</li> <li>▪ The facilities at Gerddi Haulfre are unsuitable for all weather activities</li> <li>▪ The facilities at Gerddi Haulfre are unsuitable for people with complex needs and or mobility issues.</li> </ul>
3. Financial	<ul style="list-style-type: none"> <li>▪ Financial saving from the closure of three centres</li> <li>▪ Gain of capital receipt from disposal of sites</li> </ul>	<ul style="list-style-type: none"> <li>▪ The additional cost of providing a service to individuals with more complex needs would need to be factored in if Gors Felen was closed</li> <li>▪ Gerddi Haulfre is currently the most expensive service with the lowest number of places.</li> </ul>
4. Transport		<ul style="list-style-type: none"> <li>▪ Transporting everyone to Llangoed would increase travel time and distances from home.</li> <li>▪ The environmental impact on the locality of an increase in the number of minibuses attending at least twice daily.</li> </ul>
5. Building and physical environment		<ul style="list-style-type: none"> <li>▪ In order to keep the Gerddi Haulfre service, the Blaen y Coed building would also need to be retained.</li> </ul>
6. General issues	<ul style="list-style-type: none"> <li>▪ Would retain a service that is well regarded locally</li> </ul>	

The reasonable alternatives considered above, therefore do not sufficiently address the key drivers (discussed in section 5) faced by in-house day services and as a result the proposal to: **“Develop more community based opportunities for people with a learning disability, extend the provision at Gors Felen and close the services at Morswyn, Blaen y Coed and Gerddi Haulfre”** is the proposal presented by the Council.

## 7. OTHER FINANCIAL INFORMATION

### 7.1 Day Centre Budgets

The financial evaluation below details the budgets and outturns for the centres in 2018/19:

	Morswyn	Gors Felen	Blaen y Coed	Gerddi Haulfre	Total
<b>2018/19 Net Budget</b>	£201k	£256k	£196k	£180k	£833k
<b>2018/19 Actual net outturn</b>	196k	£260k	£185k	£192k	£833k
<b>(Underspend) / Overspend</b>	(£5k)	£4k	(£11k)	£12k	-

### 7.2 Transport Costs

Mon Community Transport currently provide transport to and from the day centres for over 50% of the attendees. The cost of transport is not included in the above figures or included in the unit costs detailed in Section 5.3 (Financial). It is safe to assume that where an individual does require transport to a day centre the actual costs of the service would be higher. Having a centralised hub will inevitably reduce the cost associated with transport.

## 8. CONCLUSION

Reviewing and redesigning day opportunities and making decisions on future provision will ensure that services are arranged and delivered in a way that meets individual outcomes, promotes individual well-being and independence, avoids duplication of support and makes best use of council resources.

End

220000 240000 260000



Key

- Mencap Hub
- Internal Provider
- External Provider
- Active Woods



LD DAY SERVICES MAP  
LD DAY SERVICES

FIGURE 1-0  
LD DAY SERVICES MAP

APPENDIX B



**A proposal to:**

**“Develop more community based opportunities for people with a learning disability, extend the provision at Gors Felen and close the services at Morswyn, Blaen y Coed and Gerddi Haulfre.”**

**EQUALITY IMPACT ASSESSMENT**

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

<b>Assessment start date</b>	11 November 2019
<b>The officer responsible for the assessment</b>	Sandra Thomas – Programme Manager
<b>Date of review</b>	This is a working document and will be revised on a regular basis. Any additional impacts arising as a result of consultation will be reflected in an amended version which will be published as part of the Consultation Report in due course.

Draft V2

Equality Impact Assessment (EIA)  
**Part A – Initial Equality Impact Assessment**

Start Date: 11/11/19

Completion Date: ~~31/12/19~~ 08/01/20

**PART A - Step 1: Preparation**

1.	What are you assessing?	<p>All learning disability day services / day opportunities:</p> <ol style="list-style-type: none"> <li>1. The in-house day services for people with learning disabilities: <ul style="list-style-type: none"> <li>• Morswyn, Holyhead</li> <li>• Gors Felen, Llangefni</li> <li>• Blaen y Coed, Llangoed</li> <li>• Gerddi Haulfre, Llangoed</li> </ul> </li> <li>2. External day services</li> </ol>
2.	Is this a new or existing policy?	New policy.
3.	What are the aims and purpose of this policy?	<p>The proposal is to develop more community based opportunities for people with a learning disability, extend the provision at Gors Felen and close the services at Morswyn, Blaen y Coed and Gerddi Haulfre.</p> <p>It is envisaged that all external providers will eventually move to a framework agreement where choice and control of placements is given to service users with the clear guidelines on progression and active inclusion of individuals. Moving to a framework agreement will also ensure that other providers have access to a regulated market for the provision of day opportunities.</p> <p>As far as the service users are concerned no service user will lose their entitlement to a day service from this change. Once an individual is assessed as being eligible for and</p>

		needing a day service, it is the duty of the council to ensure that need is met. The Local Authority has a statutory responsibility to ensure that services commissioned for the citizens of Anglesey are of a high quality. If this were not the case then the Authority would support the provider to improve standards and quality of care or find alternative placement which meets the needs of the individuals.
4.	Who is responsible for the policy/work you are assessing?	Alwyn Rhys Jones – Director of Social Services
5.	Who is the Lead Officer for this EIA?	Sandra Thomas, Programme Manager
6.	Who else is involved in undertaking this EIA?	Service Manager LD & MH Adult Social Care Corporate Programme, Business and Performance Manager Business Manager Provider Unit Service Manager Day Services –Provider Unit Team Leader LD - Adult Social Care Business Manager Social Care
7.	Is the policy related to other policies/areas of work?	<ul style="list-style-type: none"> <li>• Social Services and Wellbeing Act 2014</li> <li>• Well-being of Future Generations (Wales) Act 2015.</li> <li>• The Council Plan 2017-2022.</li> <li>• The Welsh Government’s Statement on Policy and Practice for Adults with Learning Disability 2007.</li> <li>• Practice guidance and commissioning strategy for people with a learning disability (2011) Welsh Assembly Government.</li> <li>• Mental Capacity Act</li> </ul>
8.	Who are the key stakeholders?	<ul style="list-style-type: none"> <li>• Adults with a learning disability who attend in-house day services</li> <li>• Their families and carers</li> <li>• In-house services managers and staff</li> <li>• External providers of day opportunities</li> <li>• Third sector organisations</li> <li>• Anglesey Council Adult Social Care staff</li> </ul>

		<ul style="list-style-type: none"> <li>Local Elected members</li> </ul>
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9 - Is the policy relevant to how the Authority complies with the public sector general duty relating to people who are protected due to age; disability; gender; gender reassignment; pregnancy and maternity; race, ethnicity or nationality; religion or belief and sexual orientation?	Yes	No
The elimination of discrimination and harassment	✓	
The advancement of equality of opportunity	✓	
The fostering of good relations	✓	
The protection and promotion of human rights	✓	



**PART A - Step 2: Information Gathering**

<p>10 - Does this policy / area of work ensure equality for the Welsh and English languages in accordance with the Council's Language Scheme?</p>	<p>The Council is committed to providing a fully bilingual service in Welsh and English across all its services. We promote a proactive approach to making a service offer in the Welsh language in accordance with the Welsh Government Strategy Framework 'Mwy Na Geiriau' (More than Words). We ensure that we comply with the Council's Welsh Language Scheme in organising and delivering social care services.</p>
<p>11 - Is there an opportunity through this policy / area of work to offer more opportunities for people to learn and / or use the Welsh language on a day-to-day basis?</p>	<p>A high number of service users will be first language Welsh-speakers. Due regard will be given to linguistic needs and we ensure that service users are able to communicate with us in the language of their choice. There is already a requirement in place that all providers (in-house and external) will provide a service in both Welsh and English and be culturally sensitive.</p>
<p>12 - What potential contribution does this policy / area of work make towards ensuring that the Island's historical and contemporary culture flourishes and prospers?</p>	<p>During the engagement with service users undertaken in 2019, many expressed an interest in helping out in their communities and making a positive contribution to society. It is envisaged that implementing this proposal will ensure that more such opportunities can be provided.</p>
<p>13 - Are there any Human Rights issues? If so, what are they?  (The 16 basic rights in the Human Rights Act are listed at Appendix 1).</p>	<p>Changing the way day services are delivered could have an impact on an individual's human rights in respect of: Article 11: Freedom of assembly and association – in that service users may no longer be able to access that service and may have to be re-located to alternative services away from their friends and associates. Article 2 of Protocol 1: Right to education – in that the service has an educational aspect to it.</p>
<p>14 - What has been done to date in terms of involvement and consultation with regard to this policy?</p>	<p>Managers and staff at the various units are aware that a review of the services is underway. Service users, their families and the staff had opportunities to review and comment on the draft of the new Day Opportunities Strategy in April and May 2019 – the results of this engagement influenced the final Strategy and prompted this proposal.</p>

**PART A - Step 3: Considering the potential impact**

\*For each protected characteristic, please detail in the column on the right in the table below:

- (1) Any reports, statistics, websites, links etc that are relevant to your document / proposal and have been used to inform your assessment, and/or
- (2) Any information gathered during engagement with service users or staff; and/or
- (3) Any other information that has informed your assessment of potential impact

\*\*For determining potential impact, please choose from the following:

High negative; Medium negative; Low negative; Neutral; Low positive; Medium positive; High positive; No impact/Not applicable

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Protected group	**Potential Impact	*Details	Mitigating impact
Age	<b>No impact</b>		
Disability	<b>Medium positive</b>	<p>Change to the services currently being offered to people with disabilities. These changes should generate new opportunities and increase people’s connection with their communities. Increased choice and control will mean people will be able to find opportunities that best achieve their outcomes.</p> <p>There is a risk with any change that people will view and experience change negatively.</p>	<p>Continued engagement and sharing of information with affected individuals. People will be supported to look at alternative opportunities with support from the staff who know them well. Individuals currently in the in-house services are currently being supported to identify their personal outcomes and how they could be met.</p> <p>Dealing with change is an important life skill and the service has experience of supporting individuals to adapt.</p>
Gender	<b>No impact</b>		
Gender Reassignment	<b>No impact</b>		
Pregnancy &	<b>No impact</b>		

Protected group	**Potential Impact	*Details	Mitigating impact
Maternity			
Race / Ethnicity / Nationality	<b>No impact</b>		
Religion or Belief	<b>No impact</b>		
Sexual Orientation	<b>No impact</b>		
Welsh language	<b>Low positive</b>	The changes should generate new opportunities and increase people's connection to their communities, Welsh language and culture.	
Human Rights	<b>Low positive</b>	<p>Article 11: Freedom of assembly and association –service users may no longer be able to access that service and may have to be re-located to alternative services away from their friends and associates.</p> <p>Article 2 of Protocol 1: Right to education – in that the service has an educational aspect to it.</p>	<p>People with similar interests and friendships will have opportunities to shape their support plans together.</p> <p>Many opportunities will have a training/education element to them – particularly those linked to progression and increasing skills</p>

Part A – Step 4: Outcome of Initial EIA

<b>Is the outcome of the Initial assessment to proceed to full Equality Impact Assessment?</b>	<b>Yes</b>
	<b>Record Reasons for Decision:</b> The proposal under consideration would affect people with various disabilities and a full EIA will ensure that any negative consequences are either minimised or mitigated as reasonably as possible
<b>If no, are there any issues to be addressed?</b>	
	<b>Record Details:</b>

If you have decided that a **full Equality Impact Assessment is required**, please proceed to **Part B**.

If your decision is **not to proceed to a Full Equality Impact Assessment**, please delete Part B from this template and proceed to **Part C - Outcome Report**.

Equality Impact Assessment (EIA)  
**Part B - To be used only for full Equality Impact Assessment**

**PART B – Step 1: Examine the information gathered so far**

1.	Do you have adequate information? Refer to Part A, Step 2 : Information Gathering for assistance	Yes – prior to consultation stage
2.	Can you proceed with the Policy during EIA?	No – full impact to be assessed following consultation
3.	Does the information collected relate to all protected groups?	Yes
4.	What additional information (if any) is required?	Any information that is gathered during consultation
5.	How are you going to collect any additional information needed? State which representative bodies or other organisations or individuals you will be liaising or engaging with in order to achieve this	Service users Families Carers Support Workers Staff at the centres External providers Third sector partners Elected members

**PART B – Step 2: Judge/assess the potential impact**

Give details below of the impact you have identified: <b>This section will be completed after the consultation with stakeholders is complete</b>			
Protected Group	Negative	Positive	Describe here what evidence or other information (eg contributions from stakeholders) you have used in order to determine the nature and scale of any potential impact
Age			No impact
Disability		✓	Positive.
Gender			No impact
Gender Reassignment			No impact
Pregnancy & Maternity			No impact
Race			No impact
Religion/Belief			No impact
Sexual Orientation			No impact
Welsh Language		✓	Positive.
Human Rights		✓	Positive.

**PART B – Step 3: Consider alternatives**

<p>Consider any alternatives to the policy which will reduce, eliminate or mitigate any adverse impact (as identified in Step 2)  <b>This section will be completed after the consultation with stakeholders is complete</b></p>		
<b>1.</b>	Describe any mitigating actions taken to reduce negative/adverse impact	
<b>2.</b>	Is there a strategy for dealing with any unavoidable but not unlawful negative impacts that cannot be mitigated?	
<b>3.</b>	Describe any actions taken to maximise the opportunity to promote equality, ie: changes to the policy, regulation, guidance, communication, monitoring or review	
<b>4.</b>	What changes to the Policy have been made as a result of conducting this EIA?	

Please proceed to **Part C - Outcome Report.**

## Equality Impact Assessment (EIA) – OUTCOME

### PART C – Step 1: Outcome Report

Organisation:	Isle of Anglesey County Council
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What is being assessed: (copy from Part A – step 1)	<p>All learning disability day services / day opportunities:</p> <ol style="list-style-type: none"> <li>1. The in-house day services for people with learning disabilities: <ul style="list-style-type: none"> <li>• Morswyn, Holyhead</li> <li>• Gors Felen, Llangefni</li> <li>• Blaen y Coed, Llangoed</li> <li>• Gerddi Haulfre, Llangoed</li> </ul> </li> <li>2. External day services</li> </ol>
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Brief Aims and Objectives: (copy from Part A – step 1)	<p>The proposal is to develop more community based opportunities for people with a learning disability, extend the provision at Gors Felen and close the services at Morswyn, Blaen y Coed and Gerddi Haulfre.</p> <p>It is envisaged that all external providers will eventually move to a framework agreement where choice and control of placements is given to service users with the clear guidelines on progression and active inclusion of individuals. Moving to a framework agreement will also ensure that other providers have access to a regulated market for the provision of day opportunities.</p> <p>As far as the service users are concerned no service user will lose their entitlement to a day service from this change. Once an individual is assessed as being eligible for and needing a day service, it is the duty of the council to ensure that need is met. The Local Authority has a statutory responsibility to ensure that services commissioned for the</p>
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	citizens of Anglesey are of a high quality. If this were not the case then the Authority would support the provider to improve standards and quality of care or find alternative placement which meets the needs of the individuals.
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Did the Initial assessment proceed to full Equality Impact Assessment? (PART A – Step 4)	Yes / No
	Record reasons for decision
If no, are there any issues to be addressed?	
If yes, what was the outcome of the full EIA?	<b>TO BE DETERMINED AFTER CONSULTATION ON THE PROPOSAL</b>

Will the Policy be adopted / forwarded for approval? Who will be the decision-maker?	<b>TO BE DETERMINED AFTER CONSULTATION ON THE PROPOSAL</b>
	If no, please record the reason and any further action required:

Are monitoring arrangements in place? What are they?	
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Who is the Lead Officer?	Name:	Sandra Thomas
	Title:	Programme manager
	Department:	Transformation

Review date of policy and EIA:	
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Names of all parties involved in undertaking this assessment	Name	Title

Please Note: An Action Plan should be attached to this Outcome Report prior to completion

**PART C - Step 2: Action Plan**

Please detail any actions that are planned following completion of your EIA. You should include any changes that have been made to reduce or eliminate the effects of potential or actual negative impact, as well as any arrangements to collect data or to carry out further research.

Ref	Proposed actions	Lead officer	Timescale

## **Appendix 1 – Human Rights**

Human rights are rights and freedoms that belong to all individuals, regardless of their nationality and citizenship. There are 16 basic rights in the Human Rights Act – all taken from the European Convention on Human Rights. For the purposes of the Act, they are known as ‘the Convention Rights’. They are listed below:

(Article 1 is introductory and is not incorporated into the Human Rights Act)

Article 2: The right to life

Article 3: Prohibition of torture

Article 4: Prohibition of slavery and forced labour

Article 5: Right to liberty and security

Article 6: Right to a fair trial

Article 7: No punishment without law

Article 8: Right to respect for private and family life

Article 9: Freedom of thought, conscience and religion

Article 10: Freedom of expression

Article 11: Freedom of assembly and association

Article 12: Right to marry

Article 14: Prohibition of discrimination

Article 1 of Protocol 1: Protection of property

Article 2 of Protocol 1: Right to education

Article 3 of Protocol 1: Right to free elections

Article 1 of Protocol 13: Abolition of the death penalty

# PRAWF BUDD Y CYHOEDD PUBLIC INTEREST TEST

(Teitl yr Adroddiad /Title of Report):

**CAFFAEL GWASANAETH CASGLU GWASTRAFF A GLANHAU – CADARNHAU CYFLUNIAD Y GWASANAETH AR GYFER Y TENDR TERFYNOL – 27 Ionawr 2020**

**WASTE COLLECTION & CLEANSING SERVICE PROCUREMENT – CONFIRMATION OF SERVICE CONFIGURATION FOR FINAL TENDER – 27 January 2020**

<p>Paragraff 14 o Atodlen 12A Deddf Llywodraeth Leol 1972 Paragraph 14 of Schedule 12A Local Government Act 1972</p>	
<p>Y PRAWF – THE TEST</p>	
<p>Mae yna fudd i'r cyhoedd wrth ddatgelu oherwydd / <i>There is a public interest in disclosure as:-</i></p> <ul style="list-style-type: none"> <li>• <i>Mae'r Adroddiad Pwyllgor sydd wedi'i amgáu ynghyd â'r atodiadau yn darparu manylion am yr opsiynau o ran casglu gwastraff a glanhau yn y dyfodol.</i></li> <li>• <i>The enclosed Committee Report and accompanying appendices provide details in relation to future waste collection &amp; cleansing options.</i></li> </ul>	<p>Y budd i'r cyhoedd wrth beidio datgelu yw / <i>The public interest in not disclosing is:-</i></p> <ul style="list-style-type: none"> <li>• <i>Mae'r wybodaeth sydd wedi'i chynnwys yn yr Adroddiad Pwyllgor sydd wedi'i amgáu yn cynnwys trafodaeth am yr opsiynau ar gyfer darpariaeth y gwasanaeth casglu gwastraff a glanhau i'r cyhoedd. Budd y cyhoedd o beidio â datgelu'r wybodaeth yw y gallai'r wybodaeth yn yr adroddiad ragfarnu buddiannau masnachol y Cyngor o ran diogelu'r amodau a thelerau mwyaf manteisiol mewn unrhyw ymarfer caffael a gynhelir yn y dyfodol. O ganlyniad, gallai hyn gael effaith negyddol ar ddarpariaeth y gwasanaeth i'r cyhoedd.</i></li> <li>• <i>The information contained within the enclosed Committee Report includes discussion about the options for the future delivery of the waste collection &amp; cleansing a service to the public. The public interest in not disclosing is that information in the report may prejudice the Council's commercial interests in securing the most advantageous terms and conditions in any future procurement exercise. In turn, this may have a negative impact on service delivery to the public.</i></li> </ul>
<p><b>Argymhelliad:</b></p> <p><b>Recommendation:</b></p>	<p>Mae'r budd i'r cyhoedd wrth gadw'r eithriad o bwys mwy na'r budd i'r cyhoedd wrth ddatgelu'r wybodaeth</p> <p><i>The public interest in maintaining the exemption outweighs the public interest in disclosing the information.</i></p>

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