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CYNGOR SIR YNYS MÔN
ISLE OF ANGLESEY COUNTY COUNCIL

Mr Dylan J. Williams
Prif Weithredwr – Chief Executive
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RHYBUDD O GYFARFOD	NOTICE OF MEETING
PWYLLGOR SGRIWTINI PARTNERIAETH AC ADFYWIO	**PARTNERSHIP AND REGENERATION SCRUTINY COMMITTEE**
DYDD MAWRTH, 19 MEDI, 2023 am 2.00 o'r gloch yp	**TUESDAY, 19 SEPTEMBER, 2023 at 2.00 pm**
CYFARFOD HYBRID – YN YSTAFELL BWYLLGOR 1, SWYDDFEYDD Y CYNGOR LLANGEFNI AC YN RHITHIOL DRWY ZOOM	**HYBRID MEETING – COMMITTEE ROOM 1, COUNCIL OFFICES, LLANGEFNI AND VIRTUALLY THROUGH ZOO,**
Swyddog Pwyllgor	**Mrs. Mairwen Hughes 01248 752518**	**Committee Officer**

AELODAU / MEMBERS
Cynghorwyr / Councillors:-

Y Grwp Annibynnol/ The Independent Group

Gwilym O Jones **(Is-gadeirydd/Vice-Chair)**

Plaid Cymru / The Party of Wales

Non Dafydd, Euryn Morris, John I Jones, Dylan Rees **(Cadeirydd/Chair),** Margaret M Roberts, Ken Taylor, Sonia Williams

Annibynnwyr Môn/Anglesey Independents

Paul Ellis, Jeff Evans, Derek Owen

Llafur Cymru/Welsh Labour

Pip O'Neill

Aelodau Ychwanegol/Additional Members (gyda hawl pleidleisio ar faterion addysg/with voting rights in respect of educational matters) Sedd Wag/Vacant Seat (Yr Eglwys yng Nghymru/The Church in Wales), Gillian Thompson (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) Mr John Tierney (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 - 12)

To submit, for confirmation, the minutes of the meeting held on 21 June, 2023.

4 NORTH WALES FIRE & RESCUE SERVICES CONSULTATION (EMERGENCY COVER REVIEW) (Pages 13 - 44)

To submit a report by the Chief Executive.

5 EDUCATION MATTERS (Pages 45 - 110)

- GwE Annual Report for the Isle of Anglesey : 2022/2023

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

- Education Scrutiny Panel Progress Report

  To submit a report by the Chair of the Education Scrutiny Panel.

- Education Scrutiny Charter

  To submit a report by the Director of Education, Skills and Young People and the Director of Function (Council Business)/Monitoring Officer.

6 FORWARD WORK PROGRAMME (Pages 111 - 118)

To present the report of the Scrutiny Manager.

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PARTNERSHIP AND REGENERATION SCRUTINY COMMITTEE

Minutes of the hybrid meeting held on 21 June 2023

PRESENT: Councillor Dylan Rees (Chair)
Councillor Gwilym O Jones (Vice-Chair)

Councillors Non Dafydd, John Ifan Jones, Euryn Morris, Margaret M Roberts, Ken Taylor and Sonia Williams

Mr John Tierney (Roman Catholic Church) (Co-opted Member)

Councillor Robin Williams – Deputy Leader of the Council and Portfolio Member for Finance

Councillor Neville Evans – Portfolio Member for Leisure, Tourism and Maritime)

IN ATTENDANCE: Deputy Chief Executive,
Director of Education, Skills and Young People,
Head of Regulation and Economic Development,
Head of Democracy,
Policy and Welsh Language Manager (FO) (for item 4),
Visitor Economy and Coastal Areas Manager (AG) (for item 8),
Scrutiny Manager (AD),
Committee Officer (MEH).

APOLOGIES: Councillors Jeff M Evans, Pip O'Neill, Derek Owen

Leader of the Council – Councillor Llinos Medi.
Councillor Alun Roberts – Portfollio Member for Adults' Services)

ALSO PRESENT: Councillor Carwyn Jones – Portfolio Member for Corporate and Customer Experience);
Councillor Nicola Roberts – Portfolio Member for Planning, Public Protection and Climate Change).

Gwynedd & Anglesey Public Services Board Programme Manager (ST) (for item 7).

The Chair welcomed Councillor Sonia Williams to her first meeting of the Partnership and Regeneration Scrutiny Committee.

1 APOLOGIES

As noted above.

2 DECLARATION OF INTEREST

Councillor Euryn Morris declared a personal interest in respect of Item 7 – Annual Report – Gwynedd and Anglesey Public Services Board and Item 9 – Quarter 4 : 2022/2023 – Progress Report – North Wales Growth Bid (North Wales Economic Ambition Board).

3 MINUTES

The minutes of the following meetings were confirmed as correct:-

- Minutes of the meeting held on 19 April, 2023;
- Minutes of the meeting held on 23 May, 2023 (Election of Chair/Vice-Chair).

4 WELSH LANGUAGE STANDARDS - ANNUAL REPORT - 2022/2023

The Welsh Language Annual Standards Report was presented for the Committee's consideration and for comment prior to its submission for delegated approval by the Portfolio Member for publication.

The Deputy Leader, in the absence of the Leader of the Council, said the report evaluates the Council's compliance with the Welsh Language Standards Regulations and documents the ways in which the Council promoted and facilitated opportunities to use the Welsh language during the year. He referred that there have been a number of highlights within the year with mainly: making the Welsh language a strategic priority within the Council; Care Inspectorate Wales identifying the good work as regards to the Welsh language with vulnerable residents; Estyn highlighted the good work undertaken within the Education Service as regards to the Welsh Language within education; technical prominence for on-line users; staff praising the support given to improve their Welsh language skills.

The Head of Democracy reported that the Annual Report has been structured in accordance with the requirement of the Welsh Language Commissioner and to comply with the Standards headings that are required to be reported upon. He said that Anglesey's perspective has also been incorporated within the report so as to highlight the wider successes attained within the Authority during the last year. He further referred to the language policy of the Council which explains how the Welsh Language Standards are achieved and also the Council's aim to make the Welsh language the main administration language of this Authority. The Head of Democracy further said that intensive work has been undertaken with specific departments within the Authority to give training and support to staff to use the Welsh language on a daily basis.

In considering the report, the Committee discussed the following matters:-

- Questions were raised as to whether there are specific risks that raise concern about the Council's compliance with the Welsh language standards? The Head of Democracy responded that non-compliance with the Welsh Language Standards would be a specific risk which would result in an investigation by the Welsh Language Commissioner. He noted that the complaints received about

non-compliance is low with only 6 complaints last year and it is hoped that the new CRM system within the Council will assist in addressing concerns by the public in a constructive manner. He further noted that there is a higher risk when working with third party organisations which staff need to be aware of so as to comply with the Welsh language standards. Compliance with the policy impact assessment process can be of higher risks due to its complex nature at times and expert advice is sought through the Welsh Language Commissioner. He further said that during a recent meeting with the Welsh Commissioner positive comments were received as to how the Council is complying with the Welsh Language Standards.

- Reference was made to the Welsh language courses afforded to the staff of the Council as noted within the report. Questions were raised whether these members of staff are the same staff attending these courses as last year? The Policy and Welsh Language Manager responded that it is a combination of staff members who may have developed their Welsh language skills and moving to higher level courses. She emphasised that there is a wider learning platform for staff members and especially when some Welsh learners expressed that they had lost out on the ability to use the Welsh language during the pandemic. She further noted that the best way to facilitate the use of the Welsh language is by creating conditions whereby individuals whatever their Welsh language skills level can practice using the language in an inclusive, welcoming and non-judgemental environment. Work has been undertaken with the Training Section of the Council to provide facilities for staff members to be able to attend internal courses;
- Questions were raised as to how the Council is encouraging staff to develop their Welsh language skills? The Policy and Welsh Language Manager responded that releasing staff to attend courses is a continuous challenged, however it is important that Managers within the departments of the Council are supportive to encourage staff members to attend Welsh language courses and that they can see the value in releasing officers to received support and training opportunities. She further referred that Welsh language writing skills can be offered to Welsh speaking staff to improve their ability and their confidence;
- Questions were raised whether there is additional information that would add value to the Annual Report.? The Head of Democracy responded that internal discussions have been undertaken as to how the Annual Report can be improved in the future and especially the use of data as regards to the use of the Welsh language within the services offered by the Council and the language choice of the customers. Including more case studies was another area that could enhance the Annual Report;
- Questions were raised as to the risk as regards to recruitment of non-Welsh speakers? The Head of Democracy responded that it can be difficult to recruit Welsh speakers in some sectors specifically but the data shows that the percentage of Welsh speaking Officers in the Council is high and not an immediate risk at present;
- Reference was made that Cymdeithas yr Iaith has been critical of the Council's progress without recognising the good work that has taken place as regards to the Welsh Language Strategy. Questions were raised as to whether there are developments to include Cymdeithas yr Iaith within the Forum? The Policy and Welsh Language Manager responded that Cymdeithas yr Iaith are considered to be a member of the Welsh Language Forum and are included within the Terms

of Reference of the Committee since the establishment of the Forum. She expressed that there is a welcome for relevant bodies to join or re-joing the Forum to strengthen the Welsh language on the Island;

- Questions were raised as to the challenges faced in terms of increasing the use of the Welsh language services to the residents of Anglesey? The Policy and Welsh Language Manager responded that the use of data needs to be considered carefully as confidence in speaking and writing the Welsh language can differ and there is a duty to ensure that the level of the Welsh language addresses the needs of the residents whilst requesting the services of the Council. She noted that digital information needs to be accessible to people with visual impairment. She further that the Welsh Language Sub-Group of the Public Services Board has raised that the use of the Welsh language needs to be enhanced within the reception areas of the Council owned premises;
- Reference was made that previously representatives from different departments would attend this meeting to report on the level of Welsh speakers within their department and the progress made to support and afford training to those to improve their verbal and written Welsh language skills. The Head of Democracy said that he agreed that there is a need to recognise the achievements of individuals who have been able to improve their Welsh language skills and the matter can be discussed within the internal Welsh Language Promotion Group as to how to escalate the promotion of the achievements of the staff;
- Questions were raised as to how the promotion of the use of the Welsh language can be improved within cafes and hospitality premises with Welsh language signage etc. The Head of Democracy responded that the matter can be discussed within the Welsh Language Forum where all the local partner organisations are present and able to discussed relevant issues.

It was RESOLVED:-

- **To accept the Welsh Language Standards Annual Report for 2022/23;**
- **To note its contents and that Scrutiny's comments be forwarded to the Portfolio Member as part of its submission for delegated approval and subsequent publication.**

ACTION : As noted above.

5 WELSH IN EDUCATION STRATEGIC PLAN 2022/2023 - PROGRESS REPORT

Submitted – a report by the Director of Education, Skills and Young People for consideration by the Committee.

The Deputy Leader, in the absence of the Leader of the Council, said that the purpose of the report is to provide an annual update on the progress made as regards to the Welsh in Education Strategic Plan.

The Director of Education, Skills and Young People reported that the report is set out in three sections which highlights update on data, arrangements for the re-categorizing of Anglesey school in terms of language in accordance with national and non-statutory guidance and the latest development within schools and organisations on the Island. He said that the Welsh language is one of the six

strategic proprieties of the Council and is reflected within the Education Service so as to increase the provision for children and young people who study through the medium of Welsh. He further said that regulations made under the School Standards and Organisation (Wales) Act 2013 requires local authorities to prepare a Welsh in Education Strategic Plan (WESP) which must include a requirement to 'set a target outlining the expected increase during the lifespan of the Plan in the amount of Welsh-medium education provided in its maintained schools which provide education through the medium of both English and Welsh'. WESP data reports on the position of Welsh in education on Anglesey over the period of June 2022 to June 2023. The report notes the stability of outcomes 1,2,3, 5 and 6 and growth in outcomes 4 and 7 (the Anglesey's WESP data for 2022/2023) was included within the appendices to the report. The Director of Education, Skills and Young People referred to the School Categorisation process conducted over this year, and the Learning Service has mapped, informed the process and consulted with schools to steer the profile of Schools Categorisation. He noted that the Learning Service has consulted on and discussed Language Categories with schools before coming to a decision on the category. The Learning Service has 3 categories – Category 1 – English medium; Category 2 – Dual Language; Category 3 – Welsh medium. All primary schools part from one and three of the secondary schools are in Category 3. Since one of the intentions of the new regime of categorisation is to encourage Anglesey schools to increase their Welsh language provision, one primary school has been placed in Category 2 and two secondary schools are in a transitional sub-category T2 to facilitate the process for schools to move to Category 3.

The Director of Education, Skills and Young People further referred to the early years' 'Makaton and Language Journey' programme which was highlighted within the report. He referred specifically to the guidance on the transfer of Year 6 language cohort information that all schools have received guidance, support and assistance to report on the language cohort of each pupil. Reference was also given to the Anglesey language centre which have received recognition for their work by schools, through social media and on television programmes. He expressed that the aim is to ensure that every child within the education system is bilingual and is able to communicate in Welsh and English.

In considering the report, the Committee raised the following matters:-

- Reference was made as to the schools categorisation process and to what extent the schools categorisation data was accurate. Questions were raised as to how thorough the process of assessing schools in respect of the categorisation based on language skills? The Director of Education, Skills and Young People responded that the categorisations data results from the discussions with each individual school together with the use of the language cohort information; information from the Co-ordinators from Gw is also used to monitor the data an annual basis. The Deputy Chief Executive said that the Estyn report on the Education Service highlighted that the Education Service has the necessary data and that the Authority has a good awareness of the schools on the Island;
- Questions were raised as to how primary school children in Year 6 (who are categorised within Category 3) will be able to continue to receive their education

through the medium of the Welsh language as two secondary schools are in Category T2. The Director of Education, Skills and Young People responded that each individual pupils is assessed as regards to their Welsh language skills which is transferred to the language cohort information to the secondary schools and it is the responsibility of the secondary schools to provide the provision of Welsh medium education to the pupils. Further questions were raised as to whether the secondary schools have the provision to enable to provide Welsh medium education with teachers able to teach through the medium of Welsh? The Director of Education, Skills and Young People responded that the outcome of the WESP identifies as to how many teachers are able to teach through the medium of Welsh. He noted that the recruitment of teachers in specialist subjects is a challenge but there was a small improvements within the schools last year;

- Reference was made that the use of the Welsh language outside school hours is as important as the education of pupils within the schools environment. Questions were raised as to whether the Education Service is able to support activities outside school hours when there is a decline in grant funding? The Director of Education, Skills and Young People responded that it is important that there are opportunities for children and young people to be able to enjoy and receive activities outside school hours through the medium of the Welsh language with afterschool clubs and activities afforded within the communities. He noted that parents should be also be encourage to use the Welsh language within the home environment ;
- Questions were raised as to what degree does the Language Centres fully respond to the Authority's immersion needs? The Director of Education, Skills and Young People responded that the Authority has two Language Centres for newcomers to receive timely immersion intervention. Immersion grants are used to support the Learning Centres and this year, the use of grants has meant that immersion occurs through members of the centre at the secondary schools for the first time in some years. 36 children are supported during each term but there is a waiting list for access to the Learning Centres. He expressed that supporting the Learning Centres is a financial challenge and a third Learning Centre would be welcomed so that children would not need to travel as far and would it would address transport costs. The Committee raised that it has been reported that there is a waiting list for the Learning Centres and questions were raised as to the support given within the schools for these pupils that are awaiting access to the Learning Centres. The Director of Education, Skills and Young People responded that learning packs are afforded to the schools where pupils are awaiting access to the Learning Centres and staff are afforded training sessions. Further questions were raised as to the support for pupils that attend the Learning Centres during the school holidays with some households not been able to speak the Welsh language and it is a challenge for schools to sustain the Welsh language for these pupils. The Director of Education, Skills and Young People responded that he agreed that the summer schools holidays it a long period of time for pupils not speaking the Welsh language. He noted that the Education Service has been working closely with the Leisure Centre who provide opportunities during the school holidays. He further said that some schools will afford activities for pupils to during the school holidays;
- Reference was made that it is noted within the report that 90% of teaching staff are able to afford Welsh medium education. Questions were raised as to

whether this percentage is misleading? The Director of Education, Skills and Young People responded that the data is received from the schools following discussions with the teaching staff as to the percentage of staff that can teach through the medium of Welsh. He reiterated that there is a challenge in the recruitment of specific subject teachers who are able to teach through the medium of Welsh;

- Reference was made that the Urdd National Eisteddfod has been invited to Anglesey in 2026. Questions were raised as to whether the invitation of the Urdd Eisteddfod to Anglesey in 2026 will enhance the willingness to speak Welsh and whether plans are in place to prepare for the Urdd Eisteddfod coming to the Island? The Director of Education, Skills and Young People responded that a public meeting is to be held at Corn Hir School to discuss arrangement in welcoming the Urdd Eisteddfod to Anglesey in 2026. He noted that when such an event is invited to any County there is enthusiasm as regards to the culture and history of the area. He further noted that Anglesey attained success recently at the Urdd Eisteddfod in Camarthenshire and schools in the tier 3 competed in the Eisteddfod.

It was RESOLVED :-

- **To note the update on Anglesey WESP 2022-2023 data and the propose method of sharing this information;**
- **To confirm arrangements to re-categorise Anglesey schools in line with national non-statutory guidelines.**

ACTION : As noted above.

6 EDUCATION SCRUTINY PANEL - PROGRESS REPORT

Submitted – a verbal report by the Chair of the Education Scrutiny Panel for consideration by the Committee.

The Chair of the Education Scrutiny Panel said that the Panel at its meeting held on 13 June, 2023 considered the report on the Welsh Language Standards – Annual Report: 2022/2023 with the Director of Education, Skills and Young People, Primary Sector Senior Manager and the Lead Teacher from the Language Unit in attendance. The Panel was given the opportunity to consider in detail the progress in 2022/2023 against the key outcomes of the Welsh in Education Strategic Plan. The vision, aims and objectives in Anglesey for Welsh medium education were considered and detailed consideration was given to a case study looking at the work of the Language Unit. He noted that the Panel raised the following matters:-

- The Panel ascertained the opportunities for children and young people to use the Welsh language and to what extent there is a scope to further extend these opportunities;
- The effects of the pandemic on pupils to develop language skills and to use the Welsh language verbally was discussed;
- Discussions were undertaken as to the schools categorisation process and to what extent the schools categorisation data is accurate. Consideration was

also given as to the arrangements to provide evidence when categorising individual schools;

- Discussions were undertaken as to 'dashboard 7' of the Welsh Education Strategic Plans (WESP's) as a tool to measure performance and progress;
- Discussions as to the possible effect of the immersion provision for children and young people who move to the Island through the language units at Cybi and Moelfre Schools and arrangements for secondary schools. Questions were raised as to the extent the current resources are appropriate to ensure provision and opportunities to increase Welsh speakers;
- Consideration was given to the risks to the immersion provision and it was noted that resources was the highest risk with the dependence on grant funding from Welsh Government to re-enforce the core budget.

The Education Scrutiny Panel recommended that the Partnership and Regeneration Scrutiny Committee :-

- **Accepts the progress report on the Welsh Education Strategic Plan 2022/23;**
- **To confirm the arrangements for the re-categorisation of Anglesey schools in accordance with the national non-statutory guidelines.**

It was RESOLVED to note the progress report.

ACTION : As noted above.

7 ANNUAL REPORT - GWYNEDD AND ANGLESEY PUBLIC SERVICES BOARD

Submitted – a report by the Chief Executive for consideration by the Committee.

The Gwynedd and Anglesey Public Services Board Programme Manager reported that this is the final year of the Boards Well-being for 2018 – 2023. The report reflects what has been achieved as a Board to improve the well-being of communities during the period 2022/2023. She noted that the Well-being of Future Generations (Wales) Act 2015 places a duty on public bodies to improve the social, economic, environmental and cultural well-being of Wales. The Act also established the Public Services Boards with representation from public bodies and the third sector. Every five years, Public Services Boards must prepare and publish an assessment of the state of economic, social, environmental and cultural well-being in their areas and use this as a basis for the Well-being Plan for the next five years. She further said that the Board has started preparing for the 2023 – 2028 Well-being Plan and in May 2022, Local Well-being Assessments for Gwynedd and Anglesey were published. In accordance with the requirements of the Act, a public consultation was held on the draft plan for a period of 12 weeks between 12 December 2022 and 6 March 2023 with appropriate opportunities provided for individuals, interested groups and organisations to participate in the consultation process by holding workshops and information sessions. She noted that it is an intention to re-visit the local communities so that they can assist with the fulfilment plan for the new Well-Being Plan. The Programme Manager referred that a Climate Change Sub-Group was established, under the leadership of NRW, to encourage collaboration among public organisations on mitigating the impact of climate

change. She further said that work has been undertaken by the Board as regards to the Welsh language as it is important to local communities to be able to live their lives through the medium of Welsh and having access to services and activities in Welsh. The Board has undertaken collaborating with partnerships and other national bodies to avoid duplication and to share ideas to identify caps and a risk assessment on a strategic level has been undertaken in Gwynedd and Anglesey.

In considering the report, the Committee raised the following matters:-

- Reference was made that as the Public Services Board has undertaken work as regards to the Welsh language during 2018-2023. Questions were raised whether it would be beneficial for a report to be submitted to this Committee as to what the Board has accomplished through there aims as regards to the Welsh Language. The Programme Manger responded that the Welsh language is not one of the specific aims of the Board, which has been challenged, as the Welsh language is part of all of the work achieved by the Board. She further referred that the Board has identified three aims as priority areas over the next year and the Welsh language with be at the forefront of each identified aim;.
- Reference was made that the Betsi Cadwaladr Health Board do not respond to the required public consultation as regards to planning applications. Questions were raised as to whether the Health Board engages and fulfil their role within the Public Services Board? The Programme Manager responded the Health Board has engaged well with the Public Services Board and fulfilled their strategic requirements as part of the Board. Reference was made that the Besti Cadwaladr Health Board is back in special measures and questions were raised whether this is a challenge and risk for the Public Services Boards to fulfil its aims? The Programme Manager responded that the new Interim Chief Executive of the Health Board will be attending the next meeting of the Public Services Board and discussions will be undertaken to address any issues that arise;
- Questions were raised as to what opportunities, challenges and risks the Public Services Board faces going forward? The Programme Manager responded that the strength of the Board is to working in partnership to challenge and to afford opportunities within communities. She gave an example that Public Services Board has been supporting the application bid for a third bridge over the Menai Straits;
- Reference was made that the Annual Report discusses the last year of the Well-being Plan for 2018- 2023. Questions were raised as to what added value was introduced by working together as a Board? The Programme Manager responded that the members of the Boards have expressed that they consider that working within the Board has given added value, sharing good practise on a strategic level;
- Questions raised as to what extent has the side effects of the pandemic and the cost of living crisis been seen to have an impact on the ability of the Public Services Board's partners to deliver against the key targets and what lessons learnt during the last year of the Well-being Plan? The Programme Manager responded that during the pandemic it was difficult for the partner organisations to respond to the work of the Public Services Board as they had key strategic responsibilities within their own organisations. The new Well-being Plan for 2023 – 2028 will be more realistic in terms of what can be achieved by the partner

organisations and what added value they can afford by working in partnership. She noted that within the new Well-being Plan there are three corporate aims rather than nine in the previous plan;

- Questions were raised as to whether it was considered that the responses to the questionnaire was disappointing as regards to the draft plan? The Programme Manager responded that she considered that the 499 responses received were positive, however, it was considered that face-to-face engagement could have been more effective with community groups. Feedback was also obtained from approximately 200 additional individuals through engagement such as workshops and information sessions and the Well-being Plan was adapted to address the comments received.

It was RESOLVED:-

- **To accept the Annual Report and to note the progress made against the current Well-being Plan – 2018/2023;**
- **To note that the Well-being Plan – 2023/2028 is to be published in July, 2023.**

ACTION : As noted above.

8 DESTINATION MANAGEMENT PLAN

Submitted – a report by the Head of Regulation and Economic Development for consideration by the Committee.

The Portfolio Member for Leisure, Tourism and Maritime said that the visitor economy is fundamental to the sustainable economic position of Anglesey with £360m per annum generated into the local economy. However, over the last 3 years, visitor numbers to the Island has increased and this can have a negative impact on local communities and especially on the coastal areas of the Island. He noted that the Destination Management Plan is set out to deal with the opportunities and the challenges for the Island. The Portfolio Member further referred to the priorities of the Plan for 2023-2028, as set out within the report, and especially protecting the Welsh language, heritage and environment of the Island together with the economic benefits for Anglesey. He further said that the draft Destination Management Plan has been submitted for public consultation between 28th April, 2023 to 9th June, 2023 which resulted in 48 responses which is accepted is fairly low response to the documentation. However, the responses were constructive and of high quality. The Portfolio Member said that a Sub-Group is to be established with membership from different establishments with a focus in creating an Action Plan for the balance of attracting tourism to the Island whilst focusing also on the potential effects on local communities.

The Head of Regulation and Economic Development reiterated the comments by the Portfolio Member that the tourism sector is the largest sector on the Island. The Island experienced an influx of visitors during the last 3 years and it is necessary to mitigate the negative effects of tourism. He noted that there is a need to redefine the relationship with the tourism sector to ensure constructive dialogue.

The Committee considered the report and raised the following matters:-

- Reference was made as regards to improvements for maritime activities noted within the Plan. Concerns were raised as to problems encountered with inconsiderate use jet skis on the coasts of Anglesey. The Head of Regulation and Economic Development responded that the management of the seas is an issue and there is a need for a corporate response in respect of resources as regards to this matter;
- The Chair expressed that he considered that the Anglesey Town Centres Improvement Strategy (which was considered at the last meeting) needs to be incorporated in the Destination Management Plan whilst consideration is given to reviving the local communities and the economy. The Head of Regulation and Economic Development responded that a number of draft documents are currently reviewed for public consultation at present which are his responsibility as Head of Service. He assured that alinement will be undertaken between the documentation;
- Reference was made that it was not considered that 48 responses to the public consultation on the draft Destination Management Plan was sufficient. Questions were raised as to whether the use of social media would improve the responses to such public consultation processe? The Visitor Economy and Coastal Areas Manager responded that he considered that the 48 responses received were constrictive and of a high standard whilst acknowledging that a higher number of responses would have been more favourable. He noted that the current public consultation process was undertaken with the Council's on-line facilities with the use of the website and press releases. The Deputy Chief Executive said that the Senior Leadership Team is investigation as to how the Council is able to increase the responses into public consultation on various documentations at present;
- The Committee expressed that there is a need for sustainable tourism on the Island and that it does not affect local communities. Questions were raised as to the intention to establish a Sub-Group to discuss matters relating to sustainable tourism? The Visitor Economy and Coastal Areas Manager responded that the establishment of a Sub-Group is to enable feedback and ideas to ensure that the tourism sector is more sustainable and also links to the special attractions of the Island as regards to nature, landscape, wildlife and the history of Anglesey;
- Reference was made to the issues of illegal parking of campervans on specific areas on the Island. Comments were made that adequate parking facilities needs to be available for campervans. The Deputy Chief Executive responded that the internal Tourism Management Group has established a Sub-Group to specifically discuss the issues as regards to illegal parking of campervans and the need to address the required facilities for campervans;
- Reference was made to the popularity of Llanddwyn Beach and Newborough Forest by tourist which is causing traffic problems for the local community with emergency services unable to access the village of Newborough with the closure of the road leading to the village . Questions were raised as to the how the Council intends to address the continued traffic problems faced by the residents of Newborough? The Head of Regulation and Economic Development responded that there are currently discussions been undertaken with Natural Resources Wales to alleviate the problems at Newborough so as

to establish a strategic action plan for the area. He noted that the Council are eager to be part of the discussions so as to give confidence to the local community that the traffic issues are been considered.

It was RESOLVED:

- **To recommend that the Destination Management Plan be approved for adoption by the Executive;**
- **The Scrutiny Chairs and Vice-chairs Forum be requested to consider the propriety of programming a specific item on the impact of tourism on local communities for a future meeting of the Partnership and Regeneration Scrutiny Committee.**

ACTION : As noted above.

9 QUARTER 4 : 2022/2023 - PROGRESS REPORT - NORTH WALES GROWTH BID (NORTH WALES ECONOMIC AMBITION BOARD)

Submitted – a report by the Chief Executive for consideration by the Committee.

The Deputy Chief Executive in response to a question by the Chair said that there has been no specific progress since the last quarterly report to this Committee.

In considering the report, the Committee raised the following:-

- Questions raised as to the association between the CJC's and the Economic Ambition Board and as to how the resources are shared? The Deputy Chief Executive responded that there is no formal association between the CJC's and the Ambition Board at present as they have currently separate structures. He noted that there are legal processes currently been undertaken with regard to the implications that may incur for the Ambition Board to be incorporated under the CJC's. He further said that there will be an opportunity for this Committee to scrutinise any decisions taken in due course.

It was RESOLVED to note the progress made during Quarter 4 : 2022/2023.

ACTION : As noted above.

10 FORWARD WORK PROGRAMME

The report of the Scrutiny Manager setting out the Partnership and Regeneration Scrutiny Committee's indicative Forward Work Programme for 2023/2024 was presented for consideration.

It was RESOLVED :-

- **To agree the current version of the forward work programme for 2023/2024;**
- **To note the progress thus far in implementing the forward work programme.**

The meeting concluded at 5.00 pm

COUNCILLOR DYLAN REES
CHAIR

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ISLE OF ANGLESEY COUNTY COUNCIL

Committee:	**Partnership and Regeneration Scrutiny Committee**
Date:	**19 September 2023**
Subject:	**Isle of Anglesey County Council response to the North Wales Fire and Rescue Service – Emergency Review**
Purpose of Report:	**To offer comments on the North Wales Fire and Rescue Service – Emergency Review**
Scrutiny Chair:	**Cllr Dylan Rees**
Portfolio Holder(s):	**Councillor Llinos Medi**
Head of Service:	**Dylan Williams, Chief Executive**
Report Author: **Email:**	**Susan Owen Jones** **Susanjones4@anglesey.gov.wales**
Local Members:	**Relevant to all members**

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1 - Recommendation/s

The Committee is requested to:

1.1 Comment on the Isle of Anglesey County Council draft response to the North Wales Fire and Rescue Service Emergency Response Review

1.2 Propose the draft response for approval by the Executive.

2 – Link to Council Plan / Other Corporate Priorities

2.1 The Council is a category 1 responder and has responsibilities for emergency planning and response under the Civil Contingencies Acts 2004, the Radiation (Emergency Preparedness and Public Information) Regulations 2001, and the Pipeline Safety Regulations 1996.

2.2 The Council plays a crucial role in civil resilience and works alongside the emergency services and other category 1 responders include the North Wales Fire and Rescue Service.

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
4.1 To what extent does the Local Authority's draft response adequately reflect the views of the Council? 4.2 What gaps are in the draft response?

5 – Background / Context
5.1 North Wales Fire and Rescue Authority was established as part of the reorganization of local government on 1 April 1996. It comprises 28 councillors from six unitary authorities of North Wales. 5.2 The Authority is the publicly accountable body that is responsible for providing a fire and rescue service for the communities of North Wales. 5.3 The Authority comprises 28 councillors from the six local authorities across North Wales. The Isle of Anglesey County Council has 3 elected members nominated to be members of the Authority. 5.4 Councillor Dylan Rees chairs the Authority and the Executive Panel; Councillor Jeff Evans is a member of the Authority and a member of the Audit Panel; and Councillor John Ifan Jones is a member of the Authority and Executive Panel. 5.5 The Authority is running a public consultation to gather feedback from those who live, work and travel in the region about the future of how they provide emergency cover services in North Wales. 5.6 The consultation is focused on three options for the future emergency cover services across North Wales.

6 – Equality Impact Assessment [including impacts on the Welsh Language]
6.1 Potential impacts on protected groups under the Equality Act 2010
N/A
6.2 Potential impacts on those experiencing socio-economic disadvantage in their lives (strategic decisions)
N/A
6.3 Potential impacts on opportunities for people to use the Welsh language and treating the Welsh language no less favourably than the English language
N/A
7 – Financial Implications

The majority of funding for the North Wales Fire and Rescue Service is received by way of levy from the Unitary Authorities within the area. The Council pays into this combined fund and the contribution is based on population. Any change in the North Wales Fire and Rescue Service budget would consequently impact on the levy contributions and would result in added pressure to the Council's budget.

8 – Appendices:

- Draft response

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

- North Wales Fire and Rescue Service Emergency Cover Review - consultation document.

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North Wales Fire and Rescue Authority – Emergency Cover Review

Thank you for the opportunity to respond to the North Wales Fire and Rescue Authority Emergency Cover Review consultation. Senior Officers and Elected Members have reviewed the consultation document and considered the proposed options. These were formally considered and endorsed by the xx on xx.

As a local authority in North Wales and as a category 1 responder, the Council plays a crucial role in civil resilience and must ensure adequate preparedness for emergencies. We work alongside the emergency services and other category 1 responders and fully appreciate and understand the importance of the service and the challenges faced. We value our continued commitments and endeavours to collaborate effectively, whilst recognizing that the current financial challenges are both uncertain and demanding. We also recognise the difficulties in planning for, delivering, and maintaining core statutory services in a period of financial constraints.

The Isle of Anglesey County Council is one of the 6 constituent authorities of the North Wales Fire and Rescue Authority. Membership of the Fire and Rescue Authority includes county councillors from the six local authorities and this Council has 3 members on the Authority.

The majority of funding for the North Wales Fire and Rescue Service is received by way of levy from the Unitary Authorities within the area. The Council pays into this combined fund and the contribution is based on population. Any change in the North Wales Fire and Rescue Service budget would consequently impact on the levy contributions and would result in added pressure to the Council's budget.

Please see below detailed comments:

General comments

1. The purpose and objective of the consultation is clearly set out in the document. The information within and the general presentation of the document is clear and easy to understand.
2. The document does not give detail on the reason / need for change. Is the reason due to financial difficulties and if so what is the cost of the 'do nothing' option?
3. Some critically important detail is however lacking regarding the specific impact the various options would have on the community on Anglesey (as detailed below). This is of critical importance to enable informed decision making on any future changes by the North Wales Fire and Rescue Authority.
4. There are differing needs and challenges across the region, primarily driven by geography, and a having a dispersed rural community. We are eager to ensure that rural communities are not at a disadvantage in terms of service provision as a result of any changes.
5. We recognise that North Wales as a region has continued to evolve and so have the risks faced by the public who live, work and visit. We also welcome the evolvement of the North Wales Fire and Rescue Authority to become a preventative service along with special service calls emerging as a result of climate change and advances in technology.
6. More specific information on the preventative work carried out, the impact, resource and capacity requirements would have been welcomed within the document.
7. We agree with the criteria used in developing the options and the key themes arising from the initial engagement. They are appropriate and suitable.

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Options

8. The document suggests that on a regional basis, the impact of the 3 different options varies.
9. Specifically for Anglesey, the maps on pages 30-31 suggest that there will be no impact or effect from maintaining the current arrangements or changing to any of the 3 options. Is this correct?
10. Options 1 and 2 detail no specific changes or impact on the Island but would cost more. To maintain the existing level of service, if financially achievable, would be a desirable outcome.
11. The option of maintaining / remaining with current arrangements has not been included. Is the change due to financial problems and therefore what is the additional cost of the "do nothing" option to compare with (the additional costs that are set out on page 37) or is the change to improve the way the Fire Service responds to the calls and therefore the costs are additional to the current cost. Clarity is required.
12. The maps showing the location of the emergency calls clearly show that the majority of calls around the coast are in the North and on Anglesey. However, the 3 options proposed increase the full-time staff in South Meirionnydd and Denbigh. As a result, the Service will have more full-time staff in the areas with fewer calls.
13. In addition, the maps show a number of calls but no detail regarding response times, e.g. what was the current time to respond in the Beaumaris area under current arrangements in order to compare to how long it takes under the 3 options. It is difficult to interpret the impact of the change due to a lack of information in the consultation documentation.

Option 3

14. Option 3 includes the closure of one of the Island's Retained Stations in Beaumaris. The document suggests that the closure and reduction in firefighters would have no impact on the operational response time in the area and the surrounding rural areas. As one of only 6 retained stations on the Island, this is questionable. Can more detail be provided on how the impact of a potential closure would be mitigated, and the existing level of service maintained? Without this clarity/ certainty, the County Council cannot support or endorse the proposed change.
15. Our view is that the closure or non-availability of a resource would result in taking longer for the next nearest resource to attend an emergency. The next nearest response would not necessarily be coming from neighbouring stations as they may not be available due to crewing deficiencies or being required elsewhere. This therefore enhances risk to life, and we do not believe that the consultation document adequately addresses this.
16. Option 3 is the only option detailing a reduction (2,087) in the number of households that would receive a response within 20 minutes. Both options 1 and 2 note an increase (2,148 and 321 respectively). We assume that all data includes the Island and specifically Beaumaris, however this is not specified. We would appreciate further clarity, and confirmation.
17. There is a lack of specific detail in the narrative regarding the impacts of closing Beaumaris. Neither the justification or benefits of the potential closure are detailed. As previously noted, the next nearest response would not necessarily be coming from neighbouring stations, therefore suggesting the response may come from off Anglesey. With the nearest day crewed station to Beaumaris being over the Menai in Bangor, Gwynedd, it is in our view a reduced service which enhances threat to life.
18. The congestion and lack of resilience for the Menai crossings is of significant concern and dependency on the Bangor Fire Station therefore raises serious concerns. Detailed evidence

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of these concerns were presented and endorsed by the Council's Executive on the 18th of July 2023 (Improving the Reliability and Resilience across the Menai Straits.pdf (anglesey.gov.uk)).

a. The Britannia Bridge is the only point on the UK trunk road network hosting the Trans-European Road Network route E22, where the carriageway narrows from 4 lanes to two - one in each direction.
b. Restrictions on the type of vehicles that can access the Menai Suspension bridge (only up to 7.5 tonnes), and speed restrictions of 30mph along with the lack of enhanced safety facilities, such as hard shoulders contribute to poor resilience with regards to emergency vehicles.
c. The Britannia Bridge is vulnerable to closures due to wind, incidents and accidents.
d. During particularly high winds (gusts above 70mph) the bridge is fully closed – with no possible diversion route for vehicles over 7.5 tonnes.

19. The lack of resilience of the existing Menai crossings has consequential effects on the emergency services and the safety of our communities. We therefore oppose the closure of the Beaumaris Fire Station as included in option 3.

Central costs and operating structure

20. The consultation does not discuss, consider or propose any change to the central costs of running the service. The 3 options presented raise the costs between 8.1% and 13.5%. It will then be a question for the Fire Service how to fund the increase in costs, i.e. will all the costs be funded by the levy or will the service offer savings including reducing the central costs.
21. The focus must be on protecting front line services and the omission of any detail or consideration surrounding the central costs does not provide any assurance that this is the case.

In summary, I confirm the Council's position that the focus of the review must be on protecting front line services during the current economic climate and that consideration needs to be given to implementing efficiency savings in other areas within the operating structure and working practices of the North Wales Fire and Rescue Authority, i.e. central costs, training costs etc. Further detail, consideration and discussions are required regarding the wider operating structure and opportunities for efficiencies. The Isle of Anglesey County Council is against the closure of Beaumaris Station as stated in Option 3.

As stated previously, we value our continued commitments and endeavours to collaboration, whilst also recognising that the current financial challenges are both uncertain and demanding. We would welcome further discussion regarding our response.

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YOUR FIRE AND RESCUE SERVICE

RIGHT PLACE
RIGHT TIME
RIGHT SKILLS

Gwasanaeth Tân ac Achub
Fire and Rescue Service

Emergency Cover Review

Have your say

21 July 2023 – 22 September 2023

Mae'r ddogfen hon ar gael yn Gymraeg

ATAL AMDDIFFYN YMATEB
PREVENTING PROTECTING RESPONDING

www.tangogleddcymru.llyw.cymru
www.northwalesfire.gov.wales

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YOUR FIRE AND RESCUE SERVICE
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What this document is about

North Wales Fire and Rescue Authority is running a public consultation to gather feedback from those who live, work and travel in the region about the future of how we provide our emergency cover services in North Wales.

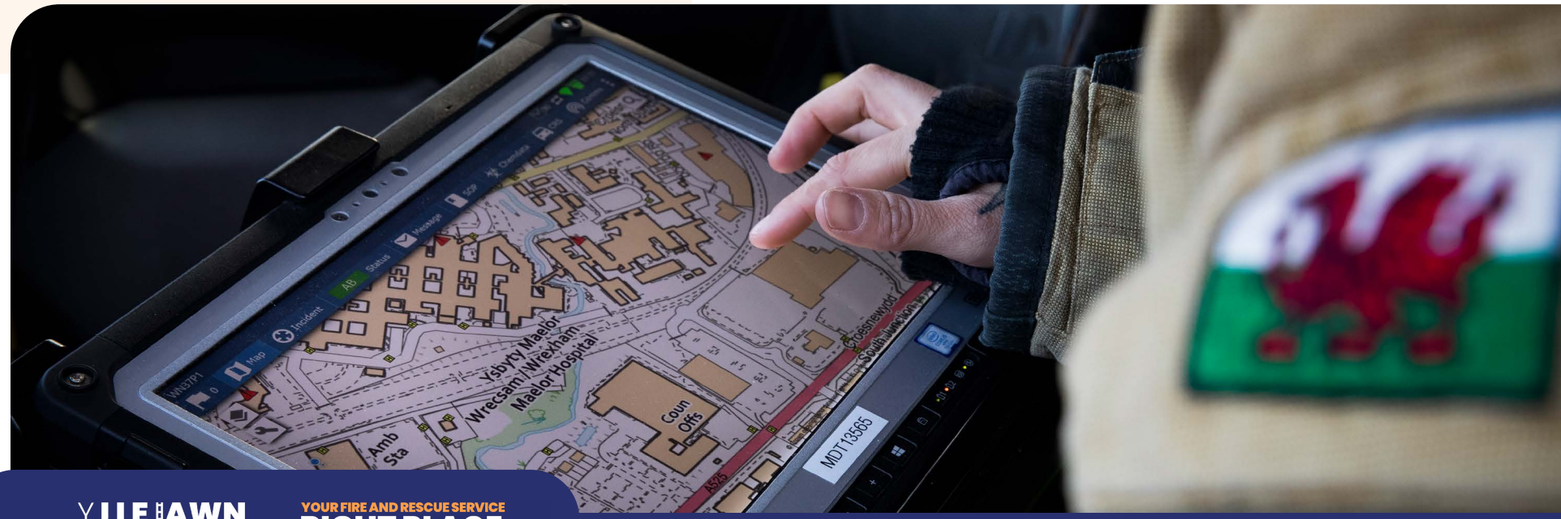
Emergency cover is the way we manage our resources to keep people safe - no matter where you live or who you are, we aim to be there for you when you need us.

To help us develop our future options, we have been working with our staff and representative bodies, members of the public, council representatives, local vulnerable groups and members of our Fire and Rescue Authority to understand what really matters should you, or someone you care for or represent, require our services in an emergency.

All the feedback has been used to develop our options for the future of emergency cover services across North Wales - we want to know what you think. We explain the options on pages 36-37.

Between 21 July 2023 and 22 September 2023, you can tell us what you think by completing our questionnaire and returning it to us – it is available on paper or online at www.northwalesfire.gov.wales.

We explain the range of ways you can get involved and share your views with us on pages 38-40.



Y LLE AWN
YR AMSER AWN
Y SGILIAU AWN
EICH GWASANAETH TÂN AC ACHUB CHI

YOUR FIRE AND RESCUE SERVICE
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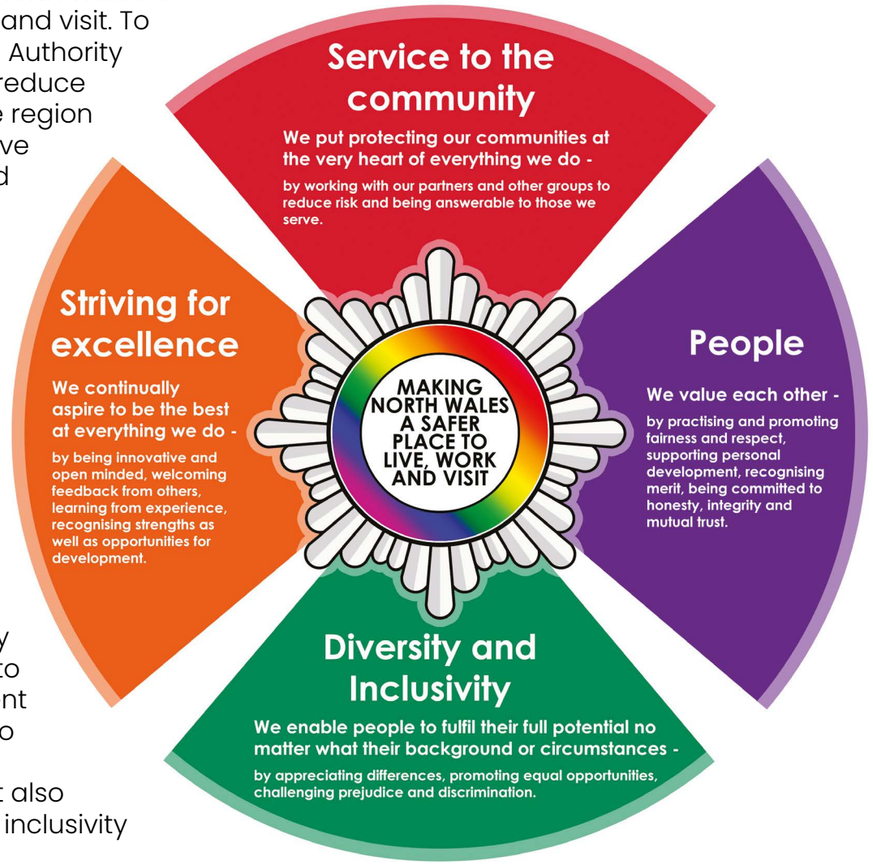
Who we are?

North Wales Fire and Rescue Authority was established as part of the reorganisation of local government on 1 April 1996. It comprises 28 councillors from the six unitary authorities of North Wales.

The Authority is the publicly accountable body that is responsible for providing a fire and rescue service for the communities of North Wales.

Our mission is to make North Wales a safer place to live, work and visit. To support this mission the Authority will continue to work to reduce dwelling fires across the region through a comprehensive prevention strategy, and will investigate and analyse information to reduce the risks associated with all types of fire and other hazards.

We will also continue to promote education and collaboration with people living and working in North Wales. Equality of opportunity is a fundamental priority and the Authority aims to increase the employment prospects of people who might find it difficult to gain employment whilst also promoting fairness and inclusivity in the workplace.



More information about the Service and the Authority can be found by visiting the North Wales Fire and Rescue Service website: www.northwalesfire.gov.wales

Our core values are displayed in the diagram below.

Our aims

In March 2021 the Authority published a Corporate Plan 2021-24 which sets out our seven long-term improvement and wellbeing objectives. In October 2021 the Authority confirmed its intention to continue to pursue those same objectives in 2022/23 and in March 2023 the plan was revised.

The Corporate Plan explains our vision for the future, and how we propose to achieve this through seven long term objectives. Supporting the delivery of the seven objectives are more detailed, shorter term, steps that have been linked to the seven well-being goals outlined in the Well-being of Future Generations (Wales) Act 2015: www.futuregenerations.wales

Introduction

We want to provide the fairest possible service to the public of North Wales.

No matter where you live or who you are, we aim to be there for you when you need us.

This means being able to provide an equitable service across our diverse communities – diverse in terms of location and geography, in terms of the types of incidents we respond to, and also in terms of the people we serve.

From the mountains of Eryri to the newly crowned city of Wrexham, from the Welsh heartlands to the borders of Shropshire and Cheshire, from wildfires to flooding incidents, house fires to road traffic collisions - whatever your ethnicity, gender or sexual orientation and regardless of any disability.

We aim to achieve this by managing our resources, our budget and our people as effectively as possible.

Understanding your views and the views of all those who live, work and travel in our region is key to this.

Balancing this against the current challenges to providing our services is also key – especially when our part time or on-call firefighters are not as available as they have been traditionally, when the risks faced by our communities are changing with climate change and when the financial challenges are greater than ever.

And it's not just about responding to incidents – preventing them from happening in the first place is far better for everyone involved.

Not only does our prevention work help to keep you safe but it also means we can better manage how we operate – and importantly, for some communities such as those in more rural areas, it is a vital part of protecting our residents.

Dawn Docx Chief Fire Officer and Chief Executive

Dylan Rees Chair of the Authority and Executive Panel

How we currently operate

North Wales Fire and Rescue Authority was created in 1996 bringing together the County of Clwyd Fire Service and Gwasanaeth Tân Gwynedd. However, the model of emergency cover and the locations and crewing arrangements of the 44 fire stations in North Wales have remained relatively unchanged since the post war era.

North Wales as a region has continued to evolve and so have the risks faced by the public who live, work and visit our beautiful area. In 2008 in addition to being a responding service, North Wales Fire and Rescue Service positioned itself as a preventative service. Since then we have worked hard to bring down the number of fires and resulting deaths and injuries.

Importantly, 2022/23 was a milestone year for us - for the first time since we have kept records, there were zero deaths due to accidental fires in dwellings in North Wales.

This is great news, but we must not become complacent. We need to work harder still to maintain this level of safety.

Y LLE | AWN
YR AMSER | AWN
Y SGILIAU | AWN
EICH GWASANAETH TÂN AC ACHUB CHI

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The challenges ahead

In the meantime, other risks have emerged with climate change increasing the frequency and severity of wildfires and flooding.

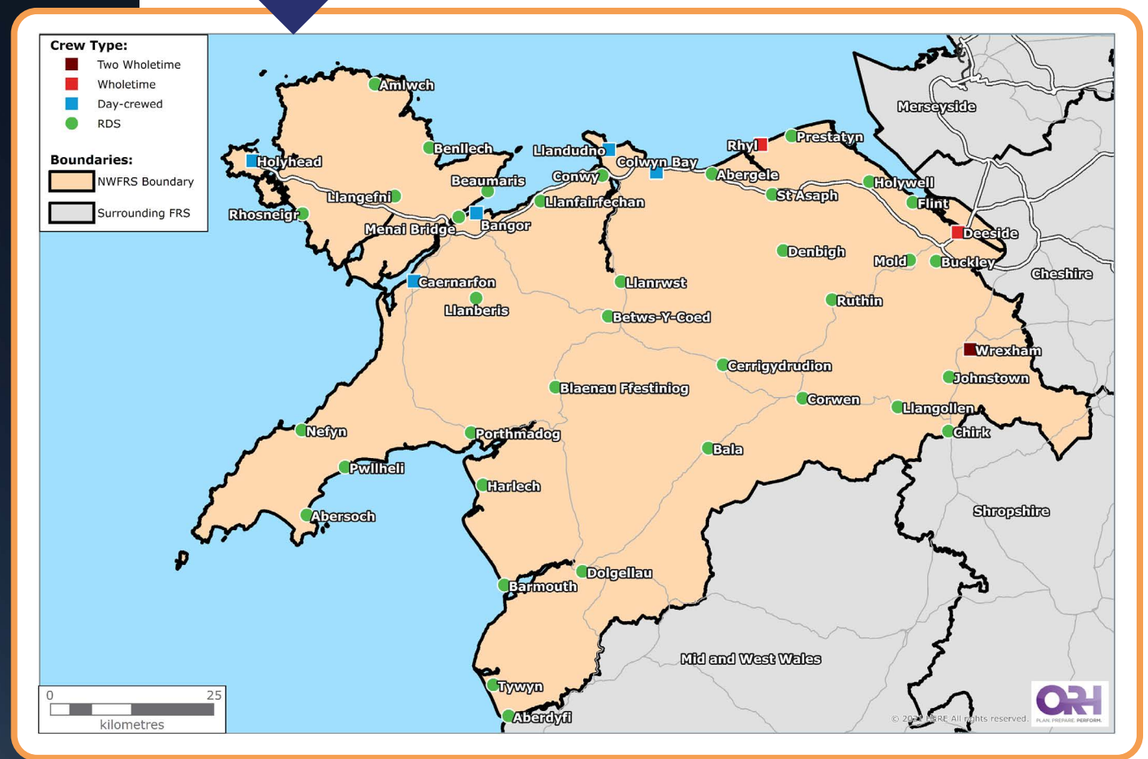
Advances in technology such as solar panels and electric vehicles as well as modern methods of construction and new building materials pose new risks to the public and to firefighters.

Having started to support other emergency sector colleagues we have seen an increase in what we know as special service calls.

As a result, we are becoming more of a Rescue Service than a Fire and Rescue Service.

In the future, the Welsh Government's aspiration is that we explore being able to assist our ambulance colleagues further by responding to cardiac arrests. To do all this we would need to be **in the right place.**

Why are we consulting?



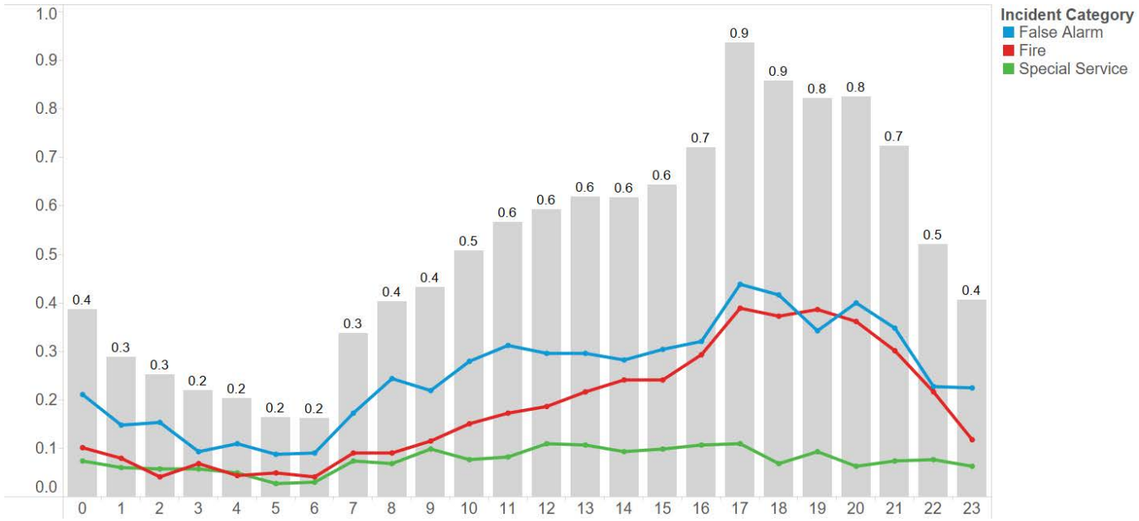
Currently we have guaranteed emergency cover at only eight of our fire stations located predominantly along the A55 dual carriageway corridor in our region.

Elsewhere in North Wales we rely on part time or on-call firefighters (who operate the retained duty system) – and their availability during the day time is challenging (see page 11).

We are working hard to recruit and retain these firefighters but we need to have guaranteed emergency cover in inland areas, to ensure that we can be certain of being able to provide a response crew within the optimum response times across the whole of North Wales. In an emergency, time is of the essence.

We have therefore been exploring scenarios for providing emergency cover in the future – with a view to improving existing cover whilst also recognising the current financial challenges. Working with independent specialists we have been modelling exactly how we could optimise our resources and respond in the most effective and efficient way.

We know that the number of incidents we attend increases throughout the day, peaking in early evening and then dropping at night. We could therefore look at matching this demand by changing the way some of our crews work in certain areas.



Average hourly incidents 01/04/2017 - 31/03/2022

Whilst we can work to improve how our average cover and performance could look, there will still be areas, especially in rural locations, where we would continue to work harder to improve our protection and prevention services and continue to focus on the recruitment of on-call staff and their availability.

This would enable us to respond more effectively to all the emergencies we are called upon to attend, including road traffic collisions and events as a result of extreme weather, and crucially **at the right time.**

Along with the new risks, the technology that firefighters use has become more sophisticated. Training is therefore critical, and because the number of fires has decreased significantly in recent years thanks to our prevention work, it makes the need for realistic and immersive training in all of the emergencies we are likely to attend even more crucial.

We also need to be mindful of our need to train firefighters to keep themselves and the public safe and provide the highest quality of response.

We are therefore developing a business case to build a state-of-the-art Training Centre. It would be more centrally located, so less time would be spent travelling and more time could be spent training. It could also prepare our firefighters for dealing with new and existing risks and we could share it with our emergency service partners and others we may attend emergencies alongside, for joint emergency service training and collaboration activities to ensure our people **have the right skills.**

Where does our money come from?

We are committed to delivering value for money across all the services we provide with funding levied from the six local authorities we serve: Anglesey, Conwy, Denbighshire, Flintshire, Gwynedd, and Wrexham.

Our Fire Authority is made up of representatives of the six local authorities and has the power to raise a Council Tax levy for funding.

Each year, each constituent local authority pays a contribution into a combined fire service fund which is equal to its proportion of our Fire Authority's expenses.

Our current budget for 2022/23 is £44.4 million - which equates to £63.07 a year per head of population in North Wales, or £150.66 a year per household.

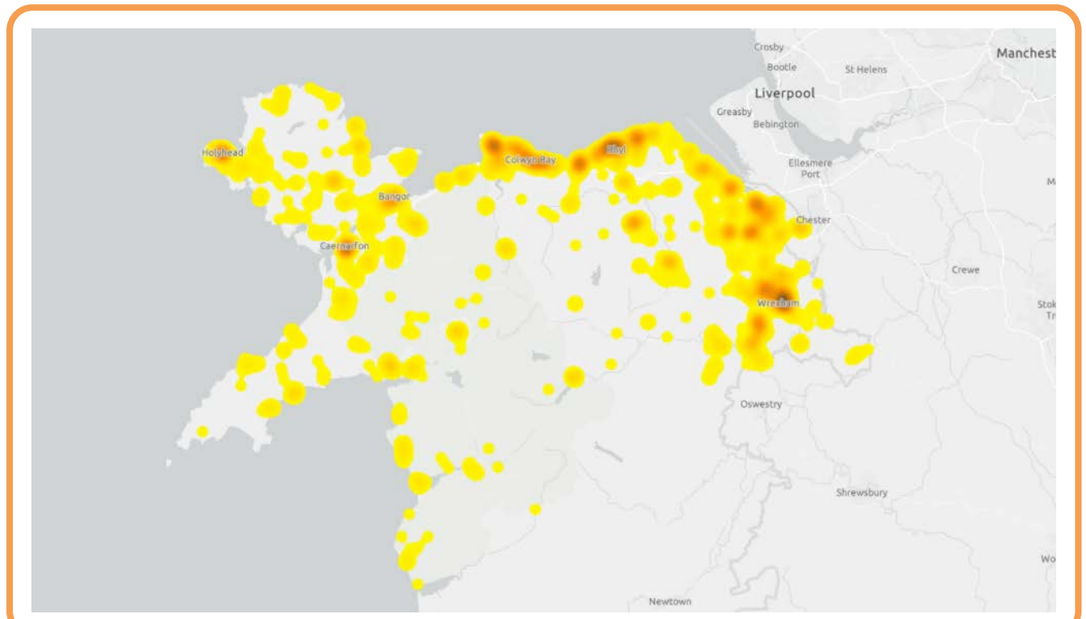
Information on the cost of each option being consulted on is included in the table on pages 36-37.

What are our current shift patterns?

- Our retained duty or on-call (part-time) firefighters are mainly based in rural fire stations located across our region. They are required to be within five minutes of their fire station and carry an alerter to be able to respond to emergencies as well as attend drill nights once a week for training sessions and other pre-arranged duties.
- Our day crewed firefighters are full-time firefighters located at Colwyn Bay, Llandudno, Bangor, Caernarfon and Holyhead. The day crewing shift system requires our crews to work a combination of hours on station during the day and on-call from a base location overnight, to provide a 24-hour response. There are also on-call firefighters based at these fire stations.
- Our wholetime or full-time firefighters are located at Wrexham, Deeside and Rhyl. Crews at these stations work shifts from the station at night and during the day to provide a 24-hour response. There are also on-call firefighters based at these fire stations.
- Wholetime rural firefighters also work full-time and work 12-hour day shifts covering the region on a dynamic basis depending on need.

What are the challenges of the different incidents we attend?

Right place, right time, right skills to help prevent or respond to **house fires**



Accidental Dwelling Fires attended 01/04/2017 - 31/03/2022

All too often we see the catastrophic effects of accidental fires in the home. Preventing fires from happening in the first place is key to keeping people safe which is why we have worked hard to bring down the number of fires and resulting deaths and injuries – and conducting safe and well checks to provide fire safety in the home advice and installing smoke alarms is integral to this work.

Most fires start accidentally – and the effects can be devastating. Over 40% of all fires in the home start in the kitchen and being distracted is the biggest human factor responsible – resulting in a smoke logged kitchen, damaged equipment or in the worst cases, serious injury or harm.

We campaign throughout the year to promote ways you can stay safe – you can follow our tips on cooking safely, e-cigarette safety, electrical safety, smoking safety and much more on our website: www@northwalesfire.gov.wales.

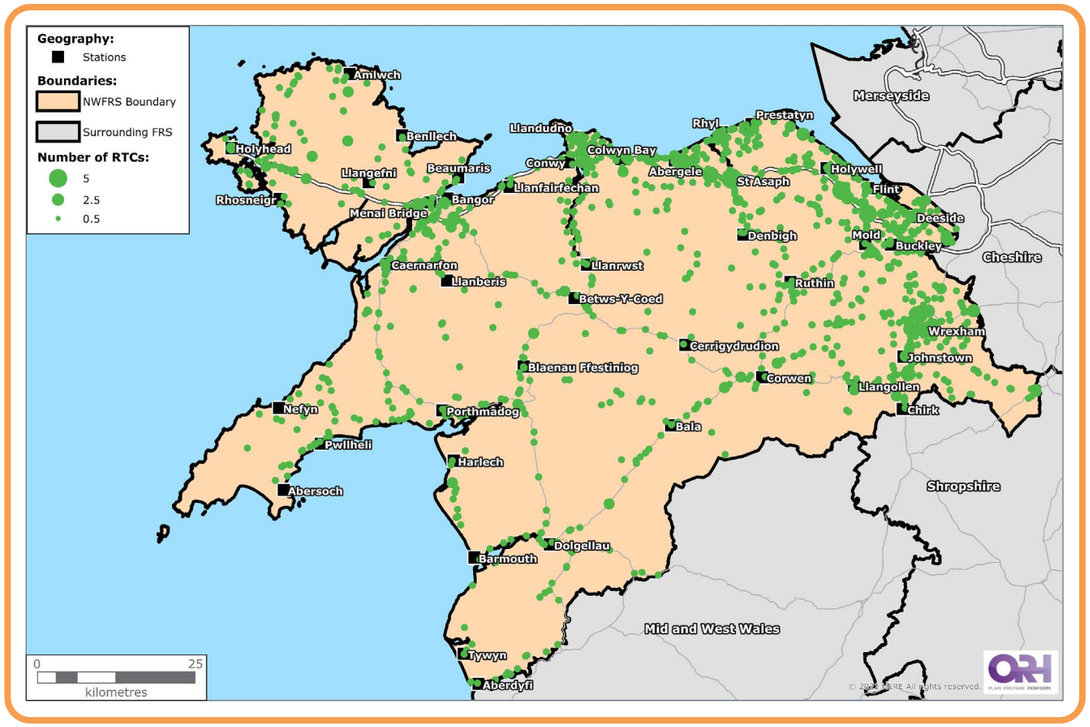
Since 2013, all new and converted homes in Wales are fitted with a fire sprinkler system – which is like having a firefighter in your home and proven to save lives and prevent injuries.

Monitored alarm systems offer a valuable support system for elderly or vulnerable residents – and for all of us, working smoke alarms can give an early warning signal which can buy valuable time to get out, stay out and dial 999.

In 2022/23, for the first time since our records began, there were no deaths due to accidental fires in dwellings in North Wales.

However, we cannot be complacent and know we need to work harder still to maintain this level of safety.

Right place, right time, right skills to help prevent or respond to **road traffic collisions**



Road traffic collision locations 01/04/2017 - 31/03/2022

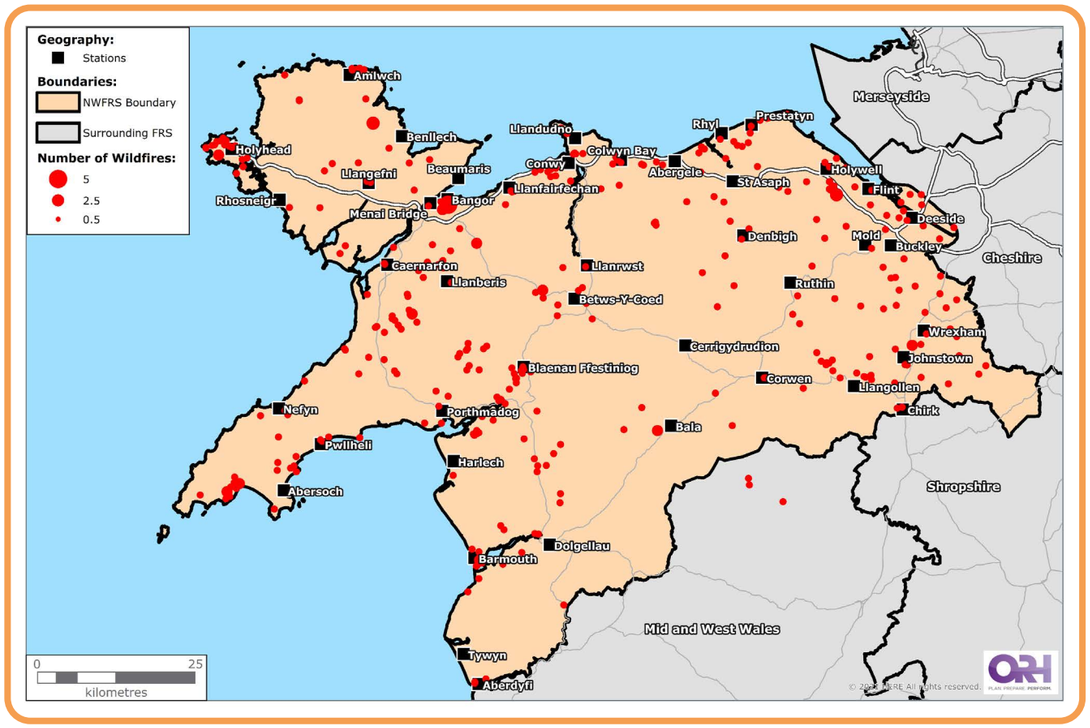
North Wales Fire and Rescue Service works in partnership with other organisations including other fire and rescue services in Wales to promote road safety and raise awareness of the main causes of fatal road traffic collisions. The 'Fatal Five' message focuses on 'Don't drink and drive, Kill your speed, Don't get careless, Belt up, and Switch off your mobile phone'.

Our work as a fire and rescue service does not just involve tackling house fires - we attend a high number of road traffic collisions and work tirelessly with partner agencies to help educate drivers about the potentially fatal consequences of speeding or not paying attention while driving.

This is particularly important for younger drivers - it is well documented that drivers aged 16-24 are disproportionately likely to be casualties in road traffic collisions. In Wales, this age group makes up 11 per cent of the population but 22 per cent of all casualties.

Working together to help raise awareness of the importance of road safety is part of our commitment to reducing road traffic incidents which can occur anywhere across our region.

Right place, right time, right skills to tackle **wildfires**



Wildfire Locations 01/04/2017 - 31/03/2022

Climate change has seen an increase in the demand to respond to wildfires in our region.

Every year in Wales, fire is responsible for damaging thousands of hectares of countryside, open space and wildlife habitats.

Wildfires tie up our resources which could be needed at another emergency – and due to the rural and rural-urban interface environments in which they tend to occur we've seen how wildfires put lives at risk, the lives of our communities as well as those of our firefighters.

In 2022 we saw a dramatic increase in the number and severity of wildfires attended in North Wales, rising from 4 in March and April 2021 to 20 in March and April 2022. The picture was similar across the whole of Wales.

That's why working together to prevent these fires is more important than ever – and we work with a range of organisations, along with other fire and rescue services across Wales, to raise awareness of the damage that wildfires can cause to some of our most iconic upland landscapes.

We're also working with local landowners and farmers – many of the upland wildfires we saw in March 2022 were as a result of land management techniques such as prescribed moor burning getting out of control.

The summer of 2022 also saw record-breaking high temperatures, such that wildfire is now officially recognised as a major UK hazard in the National Risk Register of Civil Emergencies, and in the UK Health Effects of Climate Change report 2023.

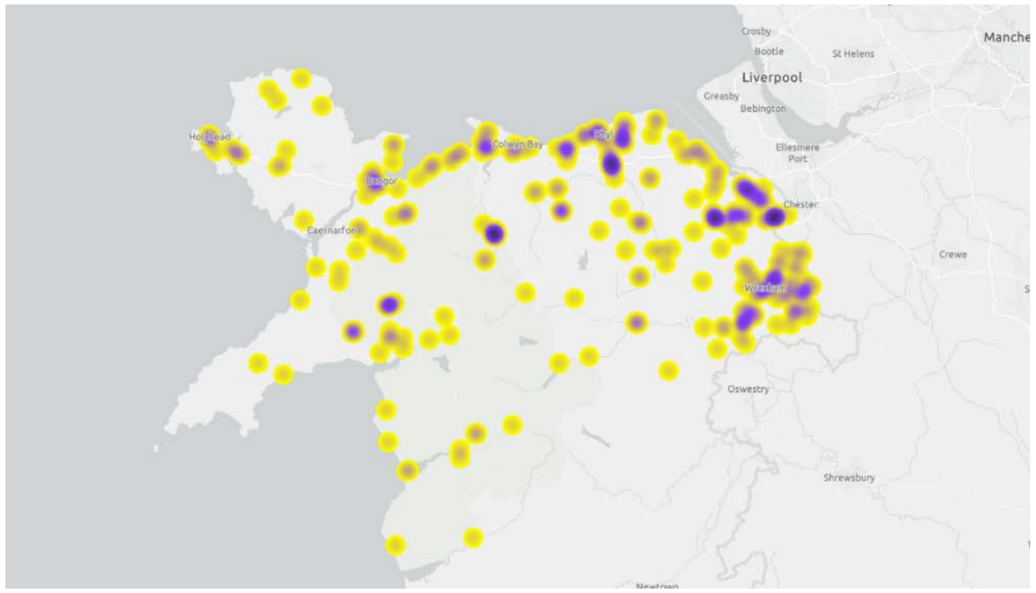
The impact of wildfires can be devastating – damaging land and property, harming our wildlife and our environment, releasing carbon dioxide and pollutants into the atmosphere and water courses, affecting local communities and businesses.

Extinguishing a wildfire is very difficult and costly, requiring specialist equipment as our firefighters often face working in dangerous and difficult conditions.

The costs following a wildfire including restoration, land lost to farmers and businesses and disruption to communities is immense.

Through effective partnership working, we are focused on reducing the number of wildfires and the impact these have on our communities, landscape and wildlife.

Right place, right time, right skills to respond to **flooding**



Flooding incidents attended 01/04/2017 - 31/03/2022

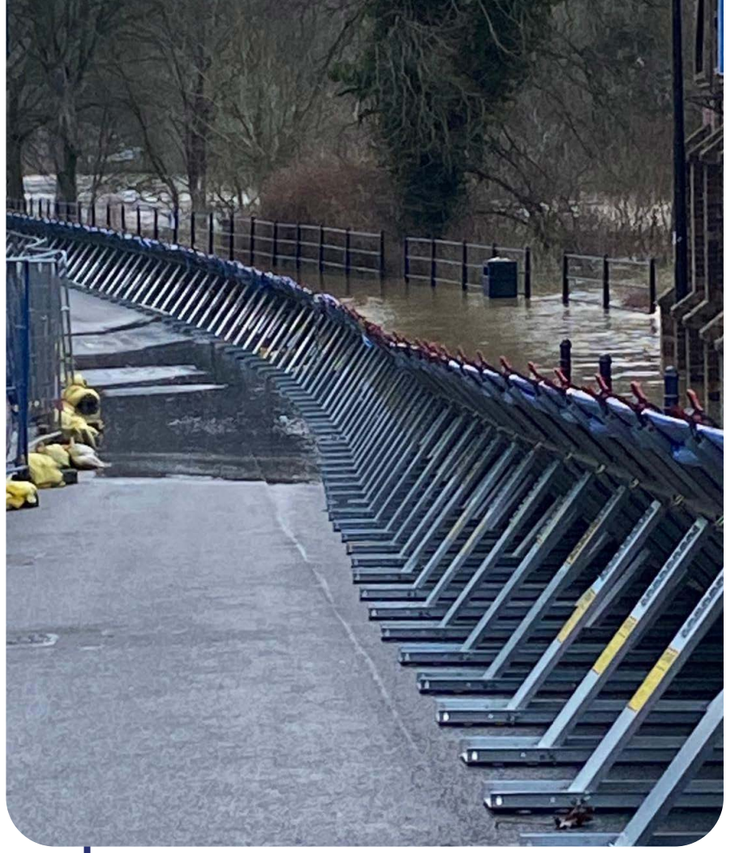
Climate change has also seen an increase in the demand to respond to flooding incidents in North Wales.

Significant storms are becoming more frequent across the UK, requiring a multi-agency emergency response.

In January 2021, Storm Cristoph brought one of the wettest three-day periods on record across North Wales and North West England.

North Wales fire crews attended flooding incidents across the region as the storm Cristoph hit the UK, bringing with it significant rain and multiple severe flood warnings.

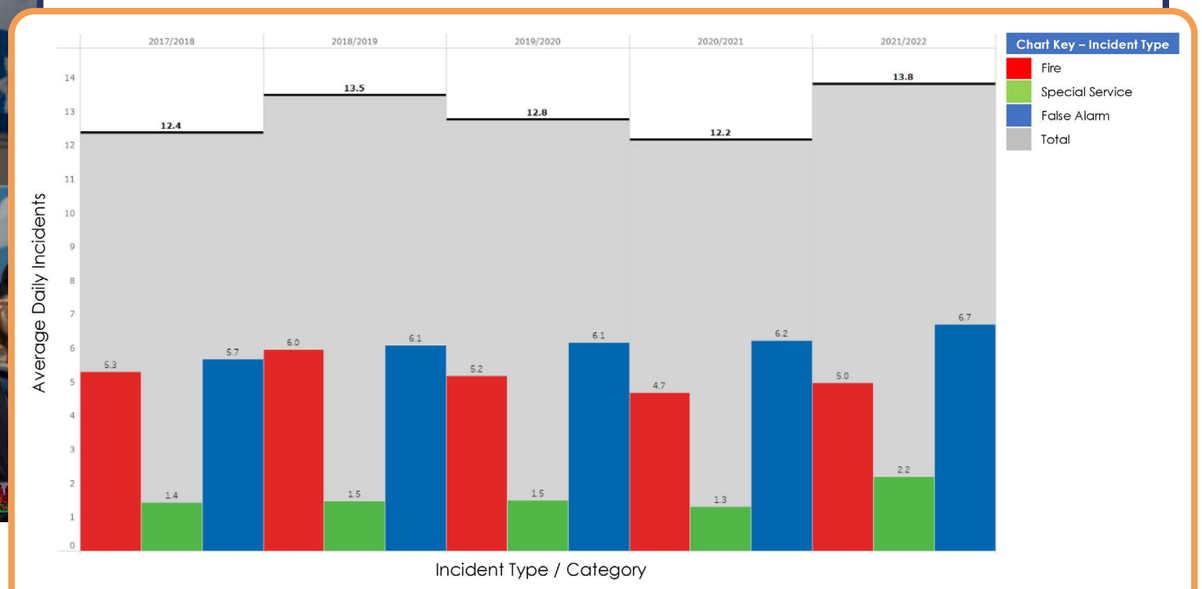
Our control room was busy with over 200 calls received at the height of the storm, with crews or officers attending 56 calls. Operational staff assisted at 48 properties and 28 casualties were rescued over two days of severe weather.



Officers worked closely with partners from other emergency services and local authorities in the planning and preparation for this widespread flooding.

The worst areas affected were Ruthin and Bangor-on-Dee where residents from the local community were evacuated from their homes, and rest centres were opened whilst flood warnings and flood alerts were in place across North Wales.

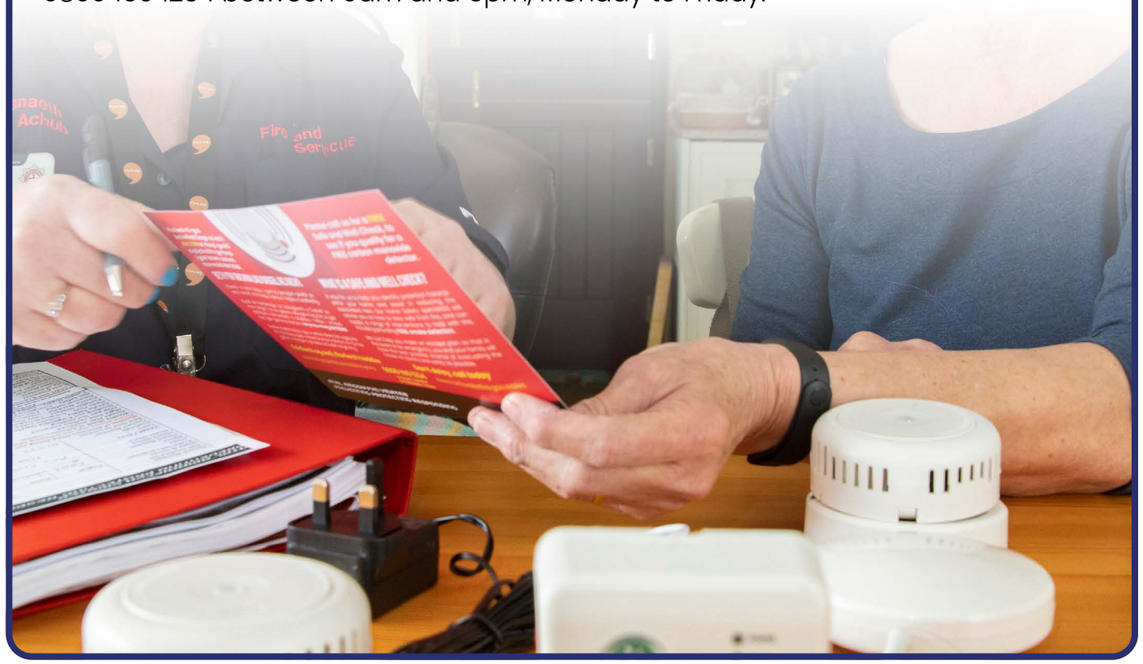
We want to continue helping the communities we serve to be safe whatever the weather – and the effects of climate change mean we need to be able to adapt to respond to the challenges our communities face.



Average Daily Incident Volumes 01/04/2017 - 31/03/2022

In 2022/23, our staff completed 18,052 safe and well checks to help prevent fires in the home, by encouraging smoke alarm ownership to provide an early warning in the event of a fire and by delivering essential fire safety advice to residents.

You can register for a free safe and well check by texting details to 07507303678, filling in the online enquiry form at www.northwalesfire.gov.wales or by calling 0800 169 1234 between 9am and 5pm, Monday to Friday.



Right place, right time, right skills to help to strengthen **prevention and protection**

Number of primary fires by Welsh Fire and Rescue Authorities

North Wales Fire and Rescue Service focuses on prevention as the cornerstone of protecting our communities.

Preventing incidents from happening in the first place is better for everyone and we work hard to prevent fires and other incidents.

The number of primary fires – those that are potentially more serious fires that harm people or cause damage to property – have decreased significantly across the whole of Wales over the last ten years thanks to our focus on prevention, and have remained static over the last five years.

Developing our options for the future

We have been working together to develop the best way of providing our emergency cover in the future, ensuring we can be in the right place, at the right time, with the right skills.

Based on our modelling work and on our own professional experience, we have explored a variety of different scenarios and through a series of pre-consultation workshops, seminars and focus groups we have gathered insights and feedback from a wide range of people, including staff and representative bodies, members of the public, council representatives, local vulnerable groups and members of our Fire and Rescue Authority.

These sessions were used to look at exactly what was important to consider in improving our emergency cover services across North Wales.

We then carried out further stakeholder sessions comprising a wide cross section of people to help us develop a refined list of potential options for the future, all of which are viable and which reflect what is most important to everyone.

These options were developed on the basis of the following criteria:

- **Emergency cover** - how our fire appliances respond to emergency calls.
- **Protection and prevention services** - how we keep your homes and businesses safe.
- **Affordability** - keeping our services as affordable as possible, providing best value for money.
- **Workforce** - impact of changes on our teams.
- **Fair and equitable service** - having our staff at the right place, at the right time and with the right skills.
- **Social value** - recognising the impact of any changes we make on our communities.

Key themes arising from this engagement included:

- **Finance** – understanding the budgetary pressures. Is the review of emergency cover financially driven?
- **Future risks** – climate change and new technology may place more demand on resources.
- **Prevention and protection** – how our engagement with the public and businesses are affected.
- **Communication** - key to aid understanding of the challenges faced and impacts of any proposals.

We are committed to ensuring that our review of emergency cover and this consultation process do not inadvertently disadvantage anyone and, wherever possible, that we are proactive in ensuring equality, diversity and inclusion. Our Equality Impact Assessment can be viewed on our website: **www.northwalesfire.gov.wales**

Some of what stakeholders had to say

Staff

"Extremes of weather may dictate a necessity for greater wildfire response."

"Negative impact on staff of changing duty systems or station location - staff losses."

"Be more bold and communicate our value for money and don't accept budget restrictions."

Local and national external senior leaders

"Are other funding streams available from Welsh Government?"

"Understanding on if the Emergency Cover review is driven by financial pressures?"

"Take out inefficiencies."

"5-year medium term budget plan requested."

"Formally designate that on a daily basis coverage would be located according to risk."

"A reduction in Wrexham's appliances has previously been controversial and has the potential to be controversial again."

Staff representative bodies

"Opinion of employees is important."

"Can staff be transferred or redeployed to other fire and rescue services?"

Future Risks

"Cuts to fire and rescue services would be seen as the fault of local Council."

"Increased fires with increased populations."

Focus groups held online

"Do you consult with strategic planning in regards to increase in population and houses within the community?"

"Who will the consultation be aimed at, how it will take place and what it will look like?"

"Being open and transparent throughout the process and not the final design will be key during the consultation."

"What are the potential risks and effect on preventative work?"

"The Service needs to be looking at prevention work with current landlords and people within the communities."

"Regarding the volume of incoming African people to the area, especially in Wrexham - can prevention work for these people be considered within the emergency cover review?"

Further stakeholder cross section session

What is important to you when we are making decisions regarding the services we offer?

Availability/ Partnership
Services
Rural cover
Community
Wildfire response
Prevention services
Correct resources
Cover
Areas - response
Response times
Appropriate cover
Level of cover
Agency partnerships
Partnership approach
Working in partnership
Service
Partnership with other agencies
Available pumps
Resources and Response

Are there any other areas of feedback or considerations in relation to our pre-consultation on the Emergency Cover Review you wish us to consider?

Wales provision
Sets of firefighters
Grounds or other types
Location
Risk
Need
Appliance cover
Incidents of wildfires
Rural Areas
Skill sets
Wildfires
Remote wildfires
Account of fires
Special Appliances
Cover
Rural availability
Staff relocation
Wholetime rural firefighter personel
Staff
Best suited

Discounting one of the options following our pre-consultation work

One of the options involved no change, staying as we are and accepting the availability risk.

However, on the basis that this option does not meet the criteria of the Emergency Cover Review for a fair, sustainable and equitable emergency response across the communities of North Wales, this option is not being taken forward for public consultation.

What options are you consulting on: what do they mean for our communities and our staff?

Three options were chosen for public consultation and these have different implications for helping to ensure we can be there for you **at the right place, right time and with the right skills.**

Option 1	Option 2	Option 3
• Maintain a 24-hour response model at our existing wholetime stations, with Rhyl and Deeside fire stations changing to a day crewing duty system. • The addition of three day staffed stations located at Corwen, Porthmadog and Dolgellau utilising the reallocation of wholetime firefighters following changes at Rhyl, Deeside and the Rural Wholetime Duty System.	• A response model where Rhyl and Deeside fire stations change to a day staffing duty system. • Wrexham's third fire appliance is removed, maintaining one fire appliance staffed by wholetime firefighters and one appliance staffed by on-call firefighters. • The redistribution of staff from Wrexham, Rhyl, Deeside and the Rural Wholetime Duty System enables the addition of three day staffed stations, located at Corwen, Porthmadog and Dolgellau and a reduction in wholetime firefighter numbers by 22.	• A response model where Rhyl and Deeside fire stations change to a day staffing duty system. • Wrexham's third fire appliance is removed, maintaining one fire appliance staffed by wholetime firefighters and one appliance staffed by on-call firefighters. • The redistribution of staff from Wrexham, Rhyl, Deeside and the Rural Wholetime Duty System enables the addition of two day staffed stations, located at Porthmadog and Dolgellau and a natural reduction in wholetime firefighter numbers by 36. • The closure of five on-call fire stations at Abersoch, Beaumaris, Cerrigydrudion, Conwy and Llanberis, resulting in the reduction of on-call firefighter numbers by 38.

The table presented on pages 36-37 includes more detailed comparisons of the options and more information is also available on our website: www.northwalesfire.gov.wales

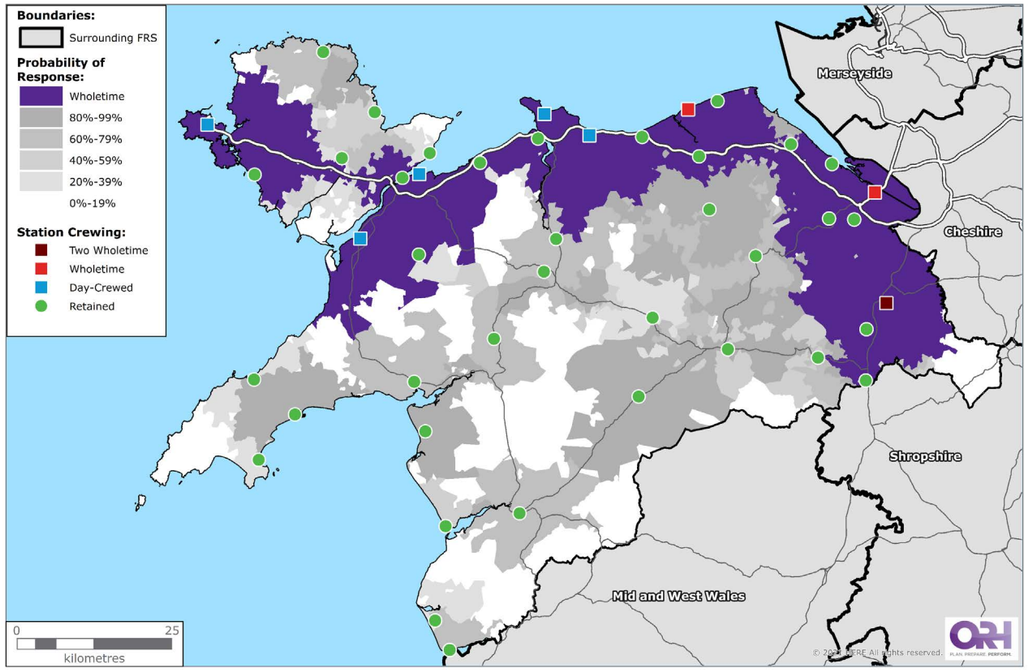
What would be the impact on our emergency response?

We looked at the average probability of a location receiving a response in 20 minutes during the day for all the different options under consideration – to be able to compare our emergency response.

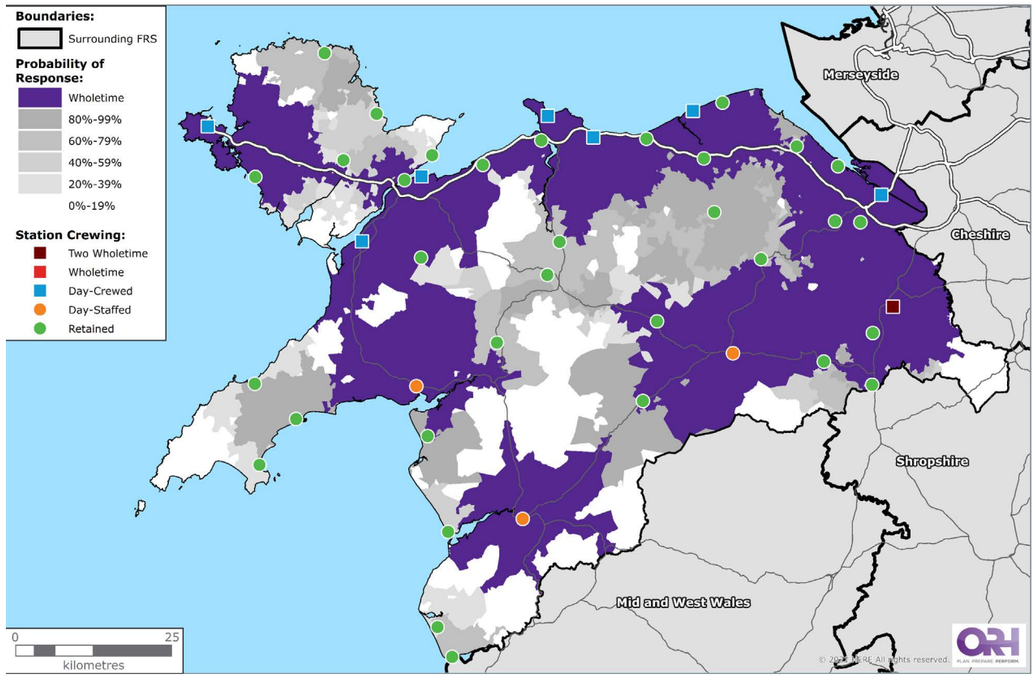
We know the availability of on-call staff is challenging during the day time, whilst being more robust during the evening which is a credit to the dedication of our staff.

Therefore, to best illustrate the differences between the options, the maps on the next page show 100% wholetime availability in purple and on-call availability in shades of grey, depending on average availability (over five years).

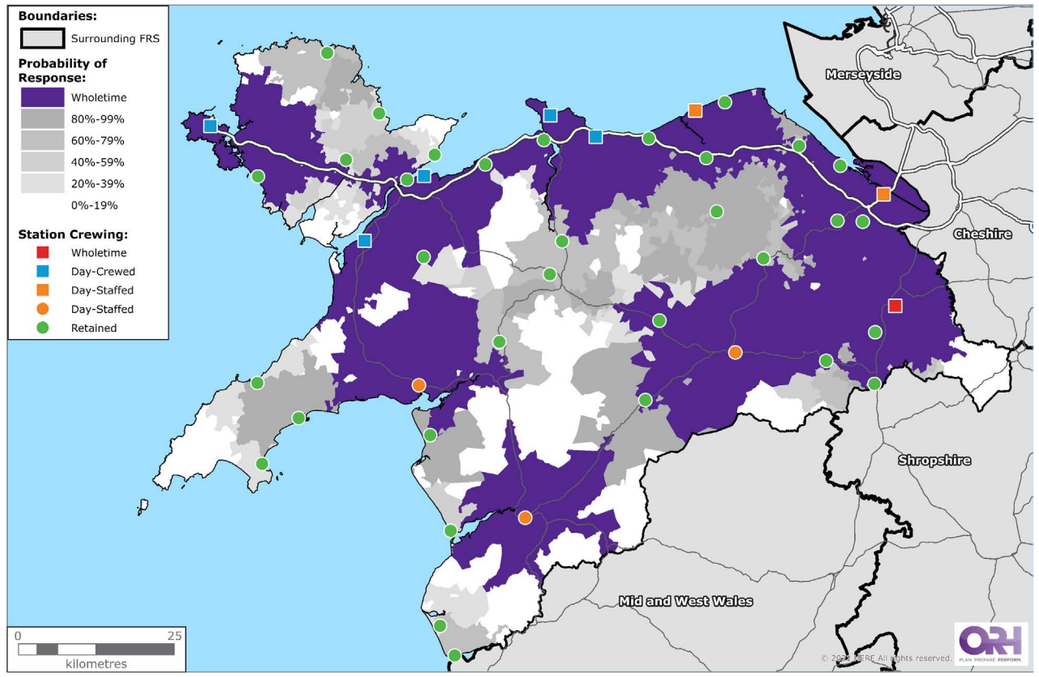
Current arrangements



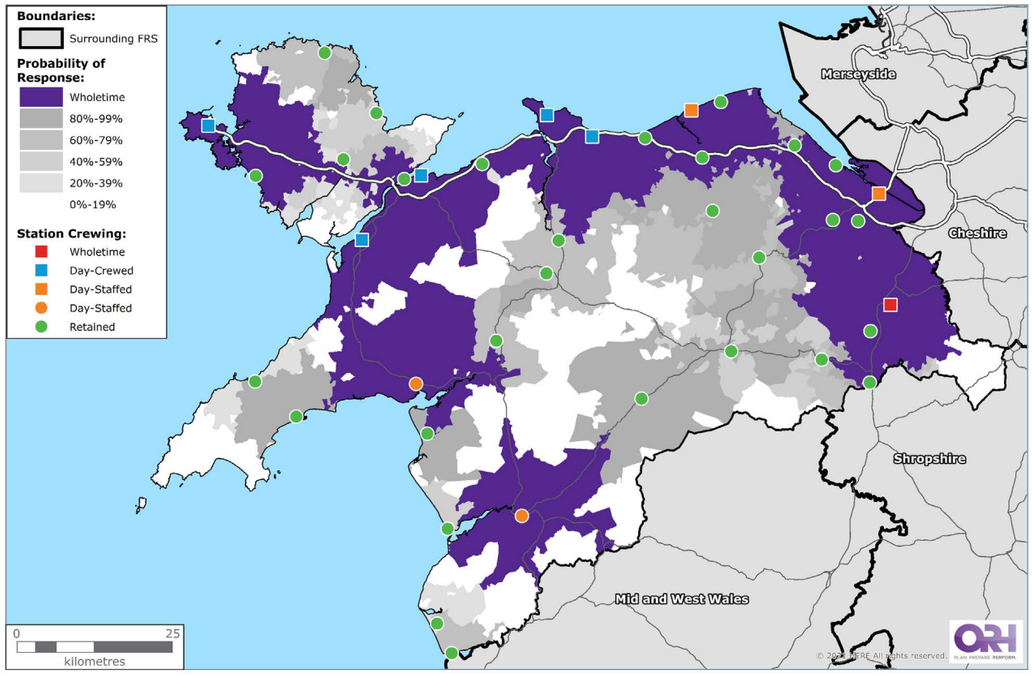
Option 1



Option 2



Option 3



Why have additional day staffed fire stations?

The three options under consideration all involve changing the way we staff some of our fire stations during day time hours, from a retained duty system crewed by on-call firefighters to a day staffed duty system crewed by wholetime firefighters, which would be a new duty system for North Wales.

Day staffing means that fire stations would be crewed by full-time firefighters during 12 hours of the day (e.g. 8am until 8pm), supplemented by on-call firefighters, and reverting to being fully on-call fire stations overnight.

Day staffing would need to be agreed locally with staff if this was decided as a way forward. Other fire and rescue services in the UK already operate this type of staffing model.

The locations proposed for day staffing, and some of the reasoning for this, are as follows:

Porthmadog: Greater improvement in response compared to other local stations. Availability support from neighbouring on-call stations. Station facilities will support a change with minimum investment (Options 1, 2 and 3).

Dolgellau: Strategic location in South Gwynedd with better transport networks for a greater response impact. Availability support from neighbouring on-call stations. Station facilities will support a change with minimum investment (Options 1, 2 and 3)

Corwen: Strategic location covering South Denbighshire with networks into other on-call areas across several local unitary authorities. Availability support from neighbouring on-call stations. Station facilities will support a change with minimum investment (Options 1 and 2).

What do we mean by aiming to provide the fairest possible service?

There are a whole range of factors that come into play when considering how we can provide the fairest possible service across all communities in North Wales and the challenge for us as a Service is finding the right balance in meeting all our objectives.

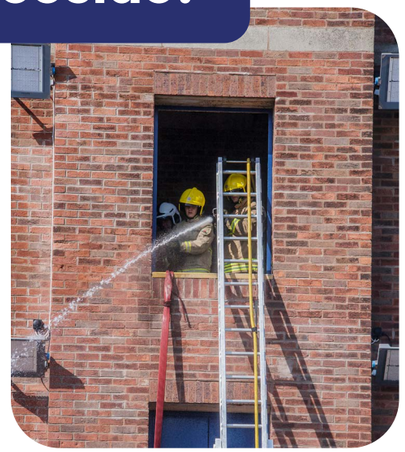
Firstly, we need to be able to respond to a variety of different incidents including flooding, wildfires, house fires, road traffic collisions, industrial incidents, water safety challenges and so on.

We also need to ensure that we respond in a timely manner to be able to provide the most effective response possible to you, the public - whoever you are, wherever you live in North Wales and whatever your needs. We know our population is aging and as a result we expect people may require more of our assistance in the future.

We still need to work to protect businesses and keep members of the public as safe as possible by preventing incidents from happening in the first place.

And equally importantly, we have the highest commitment and duty of care to our staff, their safety and their wellbeing.

Why change from wholetime to day staffing at Rhyl and Deeside?



Option 1 proposes changing Rhyl and Deeside fire stations to the established day crewing duty system, as described earlier.

Under Options 2 and 3 we are proposing to change two of our wholetime fire stations – Rhyl and Deeside – to a 'day staffing' model.

We considered the volume of incidents across the day time and night time, the level of risk across the affected areas, and the availability support from neighbouring on-call stations.

We also considered the current incident volume at these stations which is more comparable with our existing day crewed fire stations.

This would also help to create the firefighter capacity required in order to implement day staffing in all three options and enhance our response in more rural areas.

Why remove Wrexham fire station's third appliance?

Removing Wrexham's third appliance as part of Options 2 and 3, together with the proposed change at Rhyl and Deeside fire stations, would enable us to redistribute staff and enhance our response in more rural areas.

Again, we considered the volume of incidents across the day time and night time, the level of risk across the affected areas, and the availability support from neighbouring on-call stations.

We know that over five years across North Wales, our average attendance time with one fire appliance is under 11 minutes and we currently attend 93.6% of all incidents within 20 minutes. The demand placed on us by industry is low, with Wrexham attending on average 25 non-residential primary fires a year. Work done to reduce incidents at HMP Berwyn has also resulted in far fewer fire and rescue service attendances than when it first opened.

There would be no change to the 24/7 response of our first appliance from Wrexham with these proposals.

Why consider closing five on-call fire stations?

Option 3 is not taken lightly as it involves considering the permanent closure of five on-call fire stations.

It also means fewer firefighters and therefore a reduction in local job opportunities, impacting the social value in those communities.

In all, it is envisaged that 74 fewer firefighters (wholetime and on-call) would be required if this option was adopted – which equates to 11.5% of our total number of firefighters in the Service.

It would therefore reduce our operational response and result in greater risk to our communities.

This option does however help to reduce budget pressures at a time when financial challenges are greater than ever.

All the options will result in asking North Wales households to pay more for our services in future in order to meet these challenges – but Option 3 would mean households would be asked to pay less than the other options (£4.41 a year less per household than Option 2, and £8.14 a year less per household than Option 1).

Whilst Option 3 would clearly impact staff and our communities in certain locations, we would work hard to keep this to an absolute minimum and would be committed to working closely to support any staff who may be affected by these changes.

Factors for identifying on-call fire stations considered for closure with Option 3

- Incident numbers.
- Modelled impact on average response times if the station was removed.
- Modelled impact on average response times if the station was 100% available.
- Capacity of neighbouring stations to absorb call volume.
- Appliance utilisation rates.
- Current establishment – financial savings.
- Longer term financial savings – rates, utilities, equipment and training costs.

Please refer the table on the next page which summarises the options.

	Option 1	Option 2	Option 3
Station and/or Duty System Changes	Rhyl and Deeside move to Day Crewing	Rhyl and Deeside move to Day Staffing and Wrexham's 3rd appliance is removed	Rhyl and Deeside move to Day Staffing and Wrexham's 3rd appliance is removed
Wholetime Stations Introduced	Day Staffing at Corwen, Porthmadog and Dolgellau	Day Staffing at Corwen, Porthmadog and Dolgellau	Day Staffing at Porthmadog and Dolgellau
Station Closures	None	None	Abersoch, Beaumaris, Llanberis, Cerrigydrudion and Conwy
Wholetime Staff Numbers	No Change	22 Fewer Wholetime Firefighters 12% Reduction	36 Fewer Wholetime Firefighters 19% Reduction
On-Call Staff Numbers	No Change	No Change	38 Fewer On-Call Firefighters 8% Reduction
Percentage of North Wales households receiving a 1st response within 20 minutes	Increased to 92.7%	Increased to 92.2%	Decreased to 91.5%
Difference with current response model	2,148 more households receive a response within 20 minutes	321 more households receive a response within 20 minutes	2,087 less households receive a response within 20 minutes
Change in Prevention and Protection Activity per annum	1740 extra residential safe and well checks. Increased industry and business engagement in rural areas	1740 extra residential safe and well checks. Increased industry and business engagement in rural areas	1160 extra residential safe and well checks. Increased industry and business engagement in rural areas
Social Value	Increased community engagement in rural areas e.g. school visits, safety campaigns, partnership events. Increased potential for future wholetime employment opportunities in South Denbighshire and Gwynedd	Increased community engagement in rural areas e.g. school visits, safety campaigns, partnership events. Increased potential for future wholetime employment opportunities in South Denbighshire and Gwynedd	Reduced community engagement and reduced employment opportunities in the 5 areas where on-call stations would be closed. Increased potential for future wholetime employment opportunities in South Gwynedd
Estimated cost per household per annum	£171.02	£167.29	£162.88
Difference with 22/23 cost per household per annum	£20.36 increase	£16.63 increase	£12.22 increase

negative change

positive change

How to respond

Your views are important to us and we would like to hear from you.

We want to know what you think about our options for providing emergency cover services in North Wales before we make any final decisions about the future of our services.

This document provides you with the information you need in order to respond to the questions about our proposed options for our future emergency cover services.

The questions are set out in our questionnaire which is available on paper or online at www.northwalesfire.gov.wales.

Before completing our questionnaire, you may wish to look at the detailed supporting information also available on our website.

If you don't have access to the internet, you can call us on 07787 578 386 and we can send you paper copies of supporting information.

The public consultation takes place between Friday 21 July and midnight on Friday 22 September 2023.

You can follow us on social media for updates on our consultation:

@NorthWalesFire
#RightPlaceRightTimeRightSkills

@Northwalesfireservice

/north-wales-fire-and-rescue-service

There are several different ways you can get involved and tell us what you think

Attend an in-person event or virtual meeting

During the public consultation, we are holding a series of community engagement events to gather consultation feedback and hear what people think. You can find details of all events on our website: www.northwalesfire.gov.wales

If you cannot access the internet, please call or text us for details of events on 07787 578 386.

Invite us to your group

We can also visit local support groups to gather feedback. If you're a member of a community group and you would like us to come and talk to your group, call or text us 07787 578 386 or email us on: EmergencyCoverReview@northwalesfire.gov.wales

Formally respond to our consultation

You can share your views with us up until midnight on **Friday 22 September 2023**.

To let us know what you think you can:

Return a completed paper questionnaire - post free of charge to: ***Freepost ADOLYGIAD TAN/FIRE REVIEW***.

Complete the questionnaire online at www.northwalesfire.gov.wales.

Or scan this QR code which will take you straight to our online questionnaire.

If you cannot complete the questionnaire:

Send an email to: EmergencyCoverReview@northwalesfire.gov.wales or a letter to: ***Freepost ADOLYGIAD TAN/FIRE REVIEW.***

Or call / text us to share your views on 07787 578 386.

Our website offers information in English and in Welsh and provides a user-friendly assistive toolbar so that you can read and understand everything in ways that work best for you. This includes a read aloud functionality, larger text and the ability to view the information in a wide range of additional languages.

This information is also available in an easy read format which you can request by emailing us at EmergencyCoverReview@northwalesfire.gov.wales or calling or texting us on 07787 578 386.

What happens next?

We have not made any decisions yet and we will remain open-minded about the solution until after all the feedback, evidence and information has been gathered and considered.

After the consultation closes on Friday 22 September 2023, all the feedback gathered will be analysed to produce a report setting out what people have said about our proposed options.

North Wales Fire and Rescue Authority will consider the feedback, along with a wide range of other information and evidence, such as incident data, workforce data and financial data. The Authority will use all the feedback, evidence and information to decide how to proceed.

We will continue to share information and updates about this programme of work. We will publish the consultation findings report and key papers that will inform decision making on our website.

The final decision-making meeting of the Fire and Rescue Authority will be recorded and made available on our website to allow those interested to hear the discussion about how the decision is made.

We will publish details of this Fire and Rescue Authority meeting on our website: www.northwalesfire.gov.wales.

After the final decision has been made, any changes to our emergency cover would take place in a phased approach, as part of our 2024/28 Community Risk Management Plan.

We are committed to continuing to engage with a range of people as changes are made. Details about progress will also be shared on our website.

YOUR FIRE AND RESCUE SERVICE
RIGHT PLACE
RIGHT TIME
RIGHT SKILLS

DO YOU TEST YOUR SMOKE ALARMS WEEKLY?

Weekly testing of your smoke alarms is the best way to ensure you can escape your property as quickly as possible in the event of a fire.

Working smoke alarms provide an early warning, allowing you to call the fire and rescue service immediately.

You can now get a weekly reminder to test your alarm via email by sending your email address to:
press@northwalesfire.gov.wales

GOGLEDD CYMRU
NORTH WALES

Gwasanaeth Tân ac Achub
Fire and Rescue Service

MEWN·CYFYNGDER
NY·GELWAIST

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ISLE OF ANGLESEY COUNTY COUNCIL Scrutiny Report Template	
Committee:	**Partnership and Regeneration Scrutiny Committee**
Date:	**19 September, 2023**
Subject:	**Annual GwE Report 2022/23 for Anglesey**
Purpose of Report:	**Scrutiny of GwE's Annual Report**
Scrutiny Chair:	**Councillor Dylan Rees**
Portfolio Holder(s):	**Councillor Dafydd Roberts**
Head of Service:	**Marc Berw Hughes**
Report Author: **Tel:** **Email:**	**Marc Berw Hughes** **07969324329** **MarcHughes@ynysmon.llyw.cymru**
Local Members:	**Relevant to all Council Members**

1 - Recommendation/s

The Committee is requested to:

R1 Offer comments on the annual report and propose suggestions on the effectiveness of the offer for Anglesey schools.

R2 Come to a judgement on the scrutiny arrangements in relation to the new Evaluation, Improvement and Accountability Framework for the future.

2 – Link to Council Plan / Other Corporate Priorities

Direct link to the Council Plan.

The Council Plan includes an ambition to work with the people of Anglesey, their communities and with partners to ensure that the best possible services are provided to improve the quality of life for everyone across the island. One of the 3 aims of the Plan is "creating the conditions for everyone to achieve their long-term potential", and GwE's work contributes to this aim.

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]

3.6 The potential impacts the decision would have on:

- protected groups under the Equality Act 2010
- those experiencing socio-economic disadvantage in their lives (when making strategic decisions)
- opportunities for people to use the Welsh language and treating the Welsh language no less favourably than the English language

[focus on equality and the Welsh language]

4 - Key Scrutiny Questions

1. How do we know what the standards are in Anglesey schools?
2. To what extent does GwE's work have an impact on standards in Anglesey schools?
3. What are the main challenges for Anglesey schools, the Learning Service and GwE?
4. During a period of financial uncertainty, how does GwE provide value for money?
5. In the wake of the new Evaluation, Improvement and Accountability Framework, what are the best methods of scrutinising education?

5 – Background / Context

1. Anglesey Local Authority works in a close and effective partnership with GwE. GwE Is the regional education consortium for north Wales and works in partnership with Anglesey's Learning Service in terms of improving schools, sharing good practice, knowledge and skills, increasing local strengths, and building capacity.

2. Estyn reported as part of its 2022 inspection of Anglesey County Council's Learning Service, that the partnership is productive and:

As partners, they have a clear understanding of their roles and responsibilities in school improvement processes. Over an extended period, there is a stable situation in terms of regional service staff working with the authority and its schools. This contributes to their thorough identification of schools' needs. There is a sense that everyone contributes to the work of 'Team Môn' and there is purposeful co-operation in order to ensure valuable support and appropriate challenge for schools. The local authority has worked closely with the region to provide valuable training and opportunities for school staff to develop their leadership skills. The local authority works beneficially in partnership with GwE to offer specific services and training in response to the needs of individual schools and their priorities."

3. In order to update the Committee's members on GwE's work, enclosed is the Annual Report for 2022/23, which includes 3 appendices. The report includes appendices on the following:
    - Progress and Impact in Secondary and Special Schools
        - Leadership
        - Teaching and Learning
        - Curriculum and Provision
        - Standards and Progress of Learners
    - Progress and Impact in Primary Clusters
        - Leadership
        - Teaching and Learning
        - Curriculum and Provision
        - Standards and Progress of Learners
    - Data on Training and Support for Anglesey

4. In the annual report, the following is described:
    - That the Local Authority knows its schools very well and provides robust and appropriate challenge alongside effective support and intervention for them.
    - That the Learning Service responds promptly and robustly in schools that cause concern.
    - That the quality of senior leadership is generally good across the school sectors.
    - Overall teaching quality is strong across sectors and bespoke action is taking place to improve and align where oversights are found.
    - An increased focus on supporting schools to improve the quality and consistency of leadership and pedagogy has led to improved standards across most secondary schools.
    - Processes for progress tracking and raising learner standards are strongly evolving in most primary schools.
    - Almost all schools in Anglesey are on track to realise the steps outlined in the 'Journey to 2022' (Curriculum for Wales) document.

    In the report, the following have been identified as main priorities to be developed further in the secondary schools' improvement plans:

- Successfully implement Curriculum for Wales with regular evaluation and refinement.
- Continue to develop effective pedagogy and ensure that feedback leads to improvements.
- Raise standards in the skills and the Welsh language.
- Improve attendance.
- Continue to develop collaboration at all levels of leadership and ensure that peer review is an integral part of powerful and thorough self-evaluation and improvement planning.

In addition, the following have been identified amongst the most common priorities for further development in the primary schools' improvement plans:

- Raise the standards of Literacy and Numeracy across the schools.
- Continue to refine, evaluate and adapt planning work for the new curriculum.
- Continue to develop and refine effective pedagogy.

5. Education is going through a period of substantial change, with a new curriculum and the new Additional Learning Needs legislation amongst monumental changes. As part of this reform, the accountability process is evolving, including reporting on and scrutinising education, which includes school performance and effectiveness.

6. In September 2023, a new guidance was published by Welsh Government, School Improvement Guidance. This year, the guidance is being implemented on a non-statutory basis and will be statutory from September 2024. The guidance will strengthen accountability systems, with schools being held directly accountable by their governing bodies and Estyn for the quality of provision and the progress of learners. In addition to this, the guidance clearly notes that each partner is part of the process, with clear accountability on the support services such as the Learning Service and GwE. Close collaboration will be required between Anglesey Local Authority and GwE to provide support based on the improvement priorities of each school's school development plan. Although there is an element of joint working in some areas, Anglesey Learning Service supports schools with matters pertaining to behavioural, emotional, and mental wellbeing, Additional Learning Needs, attendance, human resources, finance, developing the Welsh language, premises and health and safety. GwE, on behalf of the Learning Service, provides support on teaching and learning, leadership, professional learning, curriculum planning and developing the Welsh language.

7. As part of the new regime, the schools will be required to issue a summary of their school development plan on their websites, noting their high-level improvement priorities, the proposed steps to achieve these priorities, and the relevant milestones. The summary will note the support available to the school by the Local Authority, GwE and other external partners to realise the priorities. It will be expected for schools to issue a report on progress against the priorities of the previous year, including the effectiveness of the support. This year, schools will need to consider the new 'national priorities' when determining their own improvement priorities, i.e.:

- improving the progress of learners by ensuring that their learning is supported by a range of information, skills and experience
- reducing the impact of poverty on the progress and attainment of learners

8. Because of this, the scrutiny of the Local Authority Learning Service's work, including the work of GwE, is evolving. This is a joint journey between the Education Scrutiny Panel, the Learning Service and GwE.

9. As the new improvement guidance comes into force, committees will be in a strong place to:

- Scrutinise the Council's work in supporting schools.
- Scrutinise how effective the collaboration is between Anglesey Local Authority and the consortia.
- Monitor and scrutinise the use of statutory powers to support and improve schools causing concern.
- Consider the impact of decisions to modernise schools on school improvement.

10. In light of all this, you as the Scrutiny Committee are asked to discuss the new format of the report alongside the effectiveness of the Learning Service's work, including GwE, in the face of the change in culture, and in responding to the new school improvement guidelines.

6 – Equality Impact Assessment [including impacts on the Welsh Language]
6.1 Potential impacts on protected groups under the Equality Act 2010
N/A
6.2 Potential impacts on those experiencing socio-economic disadvantage in their lives (strategic decisions)
N/A
6.3 Potential impacts on opportunities for people to use the Welsh language and treating the Welsh language no less favourably than the English language
N/A
7 – Financial Implications
During a period of financial uncertainty, you are asked to consider whether GwE provides value for money.

8 – Appendices:
GwE Annual Report on Anglesey 2022/23 Appendix 1: Progress and Impact in Secondary and Special Schools Appendix 2: Progress and Impact in Primary School Clusters Appendix 3: GwE Training Data for Anglesey 2022/23

9 - Background papers (please contact the author of the Report for any further information):
Welsh Government – School improvement guidance: framework for evaluation, improvement and accountability

GWE ANNUAL REPORT
YNYS MON / ANGLESEY 2022-23

This year's GwE Annual Reports are specific to each Local Authority and schools.

EXECUTIVE SUMMARY

The Local Authority has a very good knowledge of its schools, and provide them with a firm and appropriate challenge, together with effective support and intervention. There are very clear strategies, policies and processes for school improvement that are understandable to all of the stakeholders and that give a definite shape and direction to the Learning Service. The relationship between Anglesey County Council and the Regional School Improvement Service (GwE) is effective. There are robust processes in place regionally and locally for setting direction and holding the regional service to account. The specific role of the regional service in the process of improving schools is clear and transparent to all stakeholders and they are effectively held to account by local scrutiny procedures.

The Learning Service responds promptly and firmly in schools that cause concern. Through close collaboration between the Learning ServiceLearning Service and the Regional School Improvement Service there are bespoke processes and actions in place to support schools that cause concern in order to develop the quality of leadership and pedagogy, thus leading to better standards in general.

The COVID-19 pandemic has shown that positive change is possible even in the most challenging of circumstances. During COVID-19, schools across the Learning Service delivered meaningful teaching and learning experiences through a creative blended learning approach. The pandemic undoubtedly led to an increased focus on wellbeing and a significant investment in teaching and learning.

The quality of senior leadership is generally good across the school sectors. The Authority and GwE offer a broad range of professional learning to develop leadership at all levels, together with targeted support for schools as needed. In addition, there are firm arrangements in place in Anglesey where the school leaders work together to support each other in primary clusters and secondary alliances and take increasing ownership and accountability for each other's improvement journeys. Where the best practices are seen, effective collaboration at cluster level is a strength in Anglesey - in specific catchment areas in the primary sector and within the secondary alliances.

The quality of teaching is generally strong across the sectors and bespoke action is taking place to improve and provide consistency where inconsistencies are found. The Local Authority, in partnership with GwE, has acted positively to support leaders and teachers to improve the quality of teaching and learning during the Covid-19 period and prior to that.

The increased focus on supporting schools to improve the quality and consistency of leadership and pedagogy has led to better standards across most secondary schools. The improvement needs to be accelerated further in one secondary school. All secondary schools make more intelligent use of teaching, learning and assessment data and information to evaluate standards and to identify priorities for further improvement. It is recognised however that these processes need to be strengthened further to ensure more focus on pupils' progress in some schools. Secondary schools are also introducing tracking and intervention programmes to address identified underperformance and variances within schools. In some schools, these methods need to be further strengthened and refined.

Processes for tracking progress and raising learners' standards is a process that is strongly evolving in most primary schools. The practices of most of the island's primary schools to capture progress

and impact have been cascaded across the region. Progress tracking spreadsheets have evolved to include the holistic progress of learners. Many of the schools are currently working on refining continuous assessment processes in the schools in order to include more contributions from learners. Where these processes are not as effective, support is offered for those schools to refine their processes, to track progress and capture the impact.

Almost all schools in Anglesey are on track to realise the steps outlined in the 'Journey to 2022' document (Curriculum for Wales). Specific support is in place for the very few schools that are not on track. Almost all secondary schools are currently on track to introduce the new curriculum for Years 7 and 8 from September 2023.

The following main priorities have been identified for further development in the secondary school improvement plans:

- Successful implementation of the Curriculum for Wales with regular evaluation and refinement.
- Continuing to develop effective pedagogy and ensuring that feedback leads to improvements.
- Raising standards in the skills and the Welsh language.
- Improving attendance.
- Continuing to develop collaboration at all levels of leadership and ensuring that peer review is an integral part of self-evaluation and planning for vigorous and thorough improvement.

The following have been identified as some of the most common priorities for further development in the primary school improvement plans:

- Raising Literacy and Numeracy standards across the schools.
- Continuing to refine, evaluate and adapt the planning for the new curriculum.
- Continuing to develop and refine effective pedagogy.

INTRODUCTION AND CONTEXT

The Local Authority knows its schools very well, and provides a firm and appropriate challenge together with effective support and intervention for them. There are very clear strategies, policies and processes for improving schools which are understood by all of the stakeholders and which give a definite shape and direction to the Learning Service. The relationship between Anglesey County Council and the Regional School Improvement Service (GwE) is effective. There are robust processes in place regionally and locally for setting direction and holding the regional service accountable. The specific role of the regional service in the process of improving schools is clear and transparent to all stakeholders and they are effectively held to account by local scrutiny procedures.

The regional service evaluates its work regularly and uses data and qualitative information effectively to ensure that areas for improvement are quickly identified and receive firm attention through detailed business planning. A clear and effective process is in place to ensure that the regional service meets the Authority's corporate priorities and targets.

The Learning Service and GwE have worked together to support schools throughout the Covid-19 pandemic. Communication methods providing clear and consistent messages to schools have been a strength on Anglesey. These regular messages were not only welcomed by school leaders and staff, but also by teachers' unions, with all parties appreciating the clarity and support for their members.

The staff of the local authorities and GwE have adapted their work appropriately over the last three years in order to continue to provide effective services and support to all their school communities during the Covid-19 pandemic. The regional service has redirected energy and resources several times during this period in order to meet the needs of schools and stakeholders on the island. Flexibility and effective collaboration in different teams (often across sectors) has had a significant impact on organisational behaviour. At the heart of the redirection was the need to ensure the wellbeing of school leaders, their staff and learners. Purposeful decision-making processes during this period included the voice of the stakeholders and this was crucial - ensuring that the service could direct the appropriate level of support where it was most needed.

Preparing for the Curriculum for Wales is a significant reform programme with effective teaching and learning and the realisation of the Four Purposes central to its success. The Learning Service has ensured that all curriculum support is in line with the expectations and principles within the Welsh Government's Journey to 2022. In line with the implementation of the new Curriculum in September 2022, all primary schools receive support from GwE to meet the new statutory requirements within the expected timeframe. Support for secondary settings and special schools to prepare for the implementation of the new curriculum for Years 7 and 8 in September 2023 continues across the authority. It is vital that the work of reforming the curriculum, especially direct engagement between secondary and primary schools, continues in order to support the transition of learners. In order to facilitate this professional dialogue, GwE and the Learning Service continue to provide Curriculum for Wales networks locally and regionally. Under guidance and regular feedback from Professor Graham Donaldson, schools develop and share effective practice to unpack the potential of the six Areas of Learning and Experience (AoLE's) and to plan and assess the whole school curriculum.

The content of the report identifies progress against five key areas as well as identifying the next steps on the improvement path:

- Key Area 1 – Improving Leadership
- Key Area 2 – Improving Teaching and Learning
- Key Area 3 – Curriculum and Provision
- Key Area 4 – Learner Progress and Standards

- Key Area 5 – Support and Challenge for Schools of Concern

LEADERSHIP

The quality of senior leadership is generally good across the school sectors. There is dedicated focus and support for leadership which means that:

- almost all schools are taking steps to further strengthen leadership in their school with a specific focus on refining and improving evaluation processes and improvement planning at all levels.
- almost all schools prioritise guidance and support to develop the ability of senior and middle leaders to lead and evaluate the quality of teaching and learning effectively.
- there is an increase in the number of leaders taking advantage of high quality training and leadership development programmes.
- An increasing number of secondary schools have senior leaders who are trained as peer reviewers and improvement facilitators and are actively involved in peer review activities

The Authority and GwE offer a broad range of professional learning to develop leadership at all levels, together with dedicated support targeted at schools as needed. In addition, there are firm arrangements in place on Anglesey, where the school leaders work together to support each other in primary clusters and secondary alliances and take increasing ownership and responsibility for each other's improvement journey.

Almost all schools have succeeded in continuing to evaluate the quality of their provision throughout the Covid-19 period, using a variety of useful sources of information and evidence, including regular discussions with other schools and discussion with the GwE Link Advisers. Most of the schools on the Island have effectively gathered the views of stakeholders through questionnaires for pupils and parents, telephone calls or conversations with individuals. Based on these findings, most of the schools have adapted and improved their provision significantly while discovering new ways of teaching during the pandemic. Since the summer of 2022, all schools have acted to ensure that evaluation activities are strengthened following the pandemic, working towards the expectations of the new School Improvement Guidelines.

A significant number of Anglesey practitioners have followed the National Leadership Programmes, developing leadership capacity across the Island at all levels. This includes middle leaders, senior leaders, new heads and experienced heads. Effective collaboration takes place between the Learning Service and GwE to support the development of leaders across the 'Leadership Path'. Information about their progress is communicated regularly through Regional Leadership Group meetings. This collaboration and communication ensures that the Learning Service can identify development needs and target further support if necessary.

All the programmes have been adapted to work in a virtual way and have continued over the lockdown period. Anglesey teachers have shown a very commendable commitment to developing their practice and leadership skills during this period. Despite all the additional challenges, during 2021-22, 21 practitioners took part in our Leadership Programmes. This year there are 35 individuals following our Leadership Programmes from Anglesey which is a further increase.

Over the past four years, 19 practitioners from Anglesey have achieved the NPQH qualification. This is a success rate of 86% which is higher than the regional average for the same period. Considering that there are 45 schools on the Island (39 Primary, 5 Secondary and 1 Special), the number of prospective head teachers who have the qualification is a very firm basis and suggests a healthy future for school leaders.

Effective collaboration takes place between GwE and the Learning Service to support new headteachers and acting heads. The programme includes a wide offer of regular training throughout the educational year in order to purposely equip the headteachers to be able to

successfully complete their work as headteachers on Anglesey, including guidance sessions on areas such as financial management, safeguarding, site security and other managerial elements. All new headteachers have access to a local mentor and a Leadership Coach - experienced and successful headteachers – who offer firm support with leadership and management issues as a headteacher on Anglesey and beyond. This means that timely and prompt support is available to Anglesey's new headteachers and that they have several sources of support to turn to according to their needs , together with good opportunities to develop their knowledge and deepen their skills in the role. Since the programme started in 2018, 14 Headteachers from Anglesey have taken part, including 3 headteachers this year.

11 leaders from 4 secondary schools, 3 primary schools and 2 officers from the Authority, as well as all GwE staff who support Anglesey schools, have followed the national programme for motivating and mentoring. Positive feedback was received and it was noted that the programme has a positive effect on individuals in schools and also on the work of the regional service in supporting schools and clusters.

An inclusive programme of training is in place to support the development of governors. The programme has been drawn up in part through consultation with governors in order to respond to their specific developmental needs. Feedback from governors on the programme has been very positive. The regional service has a varied provision of training which enriches the training of the Learning Service.

There is a broad offer available to support the professional development of teaching assistants through the national programmes, the Teaching Assistants Learning Pathway [TALP]. The TALP includes 'Introduction' training, 'Assistants at work' and the 'Prospective HLTA programme which leads to an assessment for HLTA status. In the same way as the Leadership programme for teachers, these programmes encourage individuals to develop into reflective practitioners who evaluate their practice against the 'Professional Standards for teaching support'.

All the programmes of the TALP have been adapted for virtual delivery and the Anglesey teaching assistants have responded very positively to the change. The Induction programme was transferred to a playlist, and during 2020-21, and 2021-2022 22 Anglesey assistants completed this programme. This is 13.8% of the teaching assistants who completed the programme across the region during the period, which is a firm percentage considering the number of schools on the island, and an increase of 22.7% on the previous two years. The 'Assistant at work' programme was modified during 2021-22 in order to present this virtually.

A new Prospective HLTA national programme was created in 2020, and the programme has now run over four cycles, with 12 teaching assistants from the Authority having participated in the programme. Following completion of the new Prospective HLTA programme, and meeting the literacy and numeracy qualification requirements, teaching assistants can apply for an assessment for HLTA Status. Over the past four years, 12 Anglesey assistants have received HLTA status (6 under the old system and 6 under the new Prospective HLTA system). These numbers are commendable.

Overall, effective cluster collaboration in the primary and effective alliance collaboration in the secondary is a strength on the Island. All the Supporting Improvement Advisers who work as Link Advisers with the primary schools are experienced and have been supporting specific clusters for an extended period. This means that the Regional Service and the Learning Service have thorough knowledge of the strengths and needs of schools and clusters/groups of specific schools. There are numerous examples of maturing collaboration in the primary catchment areas in relation to systems and processes and, consequently, there is an increase in the sharing of expertise and best practice. It has also reduced the workload in response to the Reform Journey. Where the most successful examples are found, leaders from all levels meet regularly to discuss and share good practice, work together in a structured manner and successfully develop a wide range of areas - such as the Curriculum for Wales, pedagogy, Additional Learning Needs, digital

competency and primary-secondary transition. This collaboration has therefore led to improving learners' experiences and results.

4 of the 5 primary catchment areas have committed to the Schools Partnership Programme. Under this arrangement, each school has committed to a cycle of self-review and peer review and provide reciprocal support to improve priority areas. A rich programme of training was organised to up-skill leaders and to establish the role of improvement 'facilitators' in each school. All schools have found this training useful, noting that it has led to a better understanding and more confidence in supporting and challenging each other's practices. Work is progressing in the clusters and the action cycles are being completed. Clusters are invited to give a presentation on the implementation to other clusters and share their findings. Further training is also planned to enable more people to become improvement facilitators and to introduce the programme's approach to all staff members withing schools.

The progress includes one group which has seen great value in the programme to develop leaders and promote collaboration among deputies. One cluster has completed one cycle and has created a website to capture all the impact. The progress that the programme has promoted includes an increase in the confidence of improvement facilitators when undertaking motivation sessions, an increase in research work in the clusters etc.

Anglesey Secondary Schools have worked together effectively for several years through the CAMU group. Collaboration was formalised through the School Partnership Programme [EDT] in 2019 but that work had to be delayed due to Covid . The close collaboration continued through the very challenging pandemic, focusing more then on operational matters and responding to the challenges of that period.

After the pandemic, the 5 Headteachers met early in the spring term of 2022, their high level priorities were shared and it was agreed that focus should be given to Inclusion and Attitudes to Learning, which was a common area for all of the schools. One-day visits were made to each school by members of the island's secondary school leadership teams and a GwE Improvement Adviser. Each school received feedback and a report on the findings and recommendations was made, giving consideration to what could improve the situation. In the educational year 2022-23 each Headteacher decided on a specific and unique area of collaboration for their schools. This again involved carrying out a one-day visit, feedback, drawing up a report, and the expectation that the schools would respond in the most relevant and effective manner afterwards.

An Action Plan has been drawn up for 2023-24 jointly between the 5 Heads, GwE and the Authority and is based on agreed principles.

IMPROVING TEACHING AND LEARNING

Summary of key actions, engagement and impact

There has been an increased focus on support and guidance for improving teaching and learning through the Shirley Clarke's Assessment for Learning [AfL] research programme, through networks for teaching and learning leaders, networks for core subjects and the work of the 'team around the school' for Schools of Concern:

- almost all schools show improvements in specific aspects of pedagogy. However, further attention needs to be paid to the pace and scale of improvements in some schools.
- almost all schools take appropriate steps to strengthen pedagogy and raise standards further.
- high quality subject specific support targeting pedagogy has improved the standards of teaching and learning across many subjects, and specifically in English and Mathematics, which improves the depth and breadth of understanding.

- almost all schools have appropriate literacy and numeracy interventions in place and can show the progress made by groups of pupils. The quality of teaching is generally strong across most schools in all sectors and bespoke steps are taken to address areas of concern and to reduce variations within schools. The Learning Service in partnership with GwE, has been taking positive steps to support leaders and teachers to improve the quality of teaching and learning before, during and after the Covid-19 period. In 3 of the island's Primary schools which are causing concern, there have been recommendations relating to pedagogy following recent Estyn inspections and this has led to specific and focused improvement steps being taken. Additional support for those schools includes training for all staff on reviewing the main principles of Assessment for Learning; opportunities to observe successful practices as well as specific support when scrutinising books, conducting learning walks and observing lessons. The speed and scale of the improvements in the majority of these schools is strong.

Since the start of lockdown, the Learning Service and GwE have proactively supported schools. A wide range of quality materials and models for distance learning and blended learning have been provided through digital platforms such as 'Google Classroom ' and the GwE Support Centre [GwE Support Centre - GwE Support Centre (gwegogledd.cymru)]. The work has drawn on research into effective international practices.

Almost all of the headteachers have appreciated the input of the Supporting Improvement Advisors and Learning Service officers as they provide guidance and support to schools and clusters to further develop their provision. Almost all of the headteachers noted that the SIAs role in facilitating cluster meetings has been key to sharing ideas and good practice for developing their distance and blended learning provision. It was also noted that these meetings had a positive impact on their mental health and wellbeing.

The Learning Service and GwE have also provided a range of high quality guides and resources to support schools to improve parental engagement, and have worked with Mike Gershon so that parents receive access to high quality materials in order to contribute to their children's education. Materials ' Helping your Child to Learn ' (HYCTL) and ' Helping your Teen to Learn ' (HYTTL), and the 'Review with Mike' resource has been well received. The range of revision strategies has also impacted on teachers' classroom practices as they prepare learners for end-of-year exams.

Over the last two and a half years, most schools have made very effective use of guidelines and guidance from the Learning Service and the Regional Service on the introduction of distance learning and blended learning. These guidelines include guidance on planning information retrieval practices and successful learning retrieval as pupils return to face-to-face education. There was also focus and purposeful action across the island's schools to establish a baseline as the learners returned to formal education thus ensuring the implementation of purposeful plans in response to any gaps in learning.

Over the period, GwE has supported schools to evaluate the quality of their combined and distance learning provision, and has shared examples and local case studies of effective provisions to reduce variations. Regular discussions with leaders and teachers over the period, scrutiny of learners' work (on site and virtually) and learning walks, have all led to valuable and focused experiences across a range of abilities, in very difficult and challenging circumstances . There is also clear evidence that an increasing number of practitioners are now able to use technology more confidently in order to support learning. This is one of the key 'growth areas' arising from the Covid-19 period.

Schools have received detailed guidelines to support their preparation for the introduction of the new curriculum. The focus on pedagogy and the 12 principles is central to this work. Since September 2021, the service and school representatives have been working effectively with Professor Graham Donaldson in an attempt to deepen understanding of the Framework for the Curriculum for Wales. This work has included the encouraging of successful collaboration that enable teachers to co-design examples and models to be shared across schools.

On Anglesey, 106 practitioners are part of the Regional and Local Networks. The Networks share their work with all the schools through the GwE Support Centre. Under the guidance of the members of the networks, webinars were held for all school leaders on curriculum design, assessment and progression and planning principles. Schools have noted that the presentations have boosted their confidence to develop their high level curriculum plan and to incorporate the four purposes into their planning. All schools have had access to these workshops either through a live recording or through subsequent discussions with the Link Supporting Improvement Advisors. The regional service has a strong focus on developing pedagogy as part of its support to develop the Curriculum for Wales.

The GwE Formative Assessment Action Research project [led by Shirley Clarke] has been one of the pillars of the professional learning programme since November 2017. An evaluation of the impact of this work has identified:

- positive impact on the quality of teaching in classes, achievement standards, pupils' wellbeing, attitudes to learning and developing independent learners.
- a deeper understanding by teachers of effective pedagogy based on broad and current research, at local and international level. They have also become leaders on teaching in their schools and beyond.
- teachers have undertaken action research in their schools, taking part in professional collaboration and becoming confident innovators. As a result, schools that are part of the project are developing well as learning organisations.
- a clearer focus on effective pedagogy in cluster collaborations.
- clear input to improve schools' readiness and their preparation for the introduction of the new curriculum e.g. increased focus on the four purposes, 12 pedagogical principles , schools as learning organisations, professional standards for leaders and teachers, the purpose of assessment and planning principles .
- schools have made good and effective use of formative assessment principles and strategies for distance learning and blended learning.
- parents understand more about formative assessment in their efforts to support their children at home e.g. learning powers, learning outcomes, success criteria and purposeful verbal feedback.

In the secondary sector there has also been a focus on supporting schools to improve the quality of differentiated support across the ability range. Through the Camu group and together with the MATh GwE lead, bespoke guidelines and support have been shared to develop better understanding and confidence among co-ordinators in their schools and to develop their processes and systems for identifying, tracking and supporting this specific group of learners. Work has also been undertaken to ensure they are aware of the national developments in this regard. As a group, they have worked together to ensure mutual understanding and how to ensure an appropriate level of challenge and promote recall and revision strategies.

A range of active networks and forums support leaders in the secondary sector, at all levels, to be able to lead on pedagogy with greater confidence and effectiveness. This includes CAMU's teaching and learning network for senior leaders and networks for heads of core subjects. There is evidence that collaboration within the networks has been a particular strength and co-support has been essential in order to ensure consistency in teaching and learning approaches in the secondary.

Subject networks have focused on:

- supporting middle leaders to lead on teaching and learning .
- facilitating and supporting collaboration with peers and strengthening evaluation and improvement planning processes and procedures.
- promoting a better understanding of planning and pedagogy in the context of the new curriculum.

- improving literacy and numeracy interventions as well as supporting specific aspects of KS4 and KS5 preparations and assessments.

The work of the networks is greatly appreciated by middle leaders who make effective use of the high quality resources that have been jointly developed and stored on the GwE Help Centre [Science], MathsCymru [Mathematics]], Y Pair [Welsh] and Herio (English).

The Welsh, English and Literacy networks have dealt with a variety of subjects, including presenting key messages, training and discussions covering the development of pedagogy, plans and methods of action for GCSE, literacy development, recall practice and oracy strategies. Following the Heads of Mathematics network meetings, individual schools have received further support to implement different methods discussed. Heads of Science meetings are an opportunity for discussions and activities on planning, carrying out and evaluating their new CfW activities, GCSE schemes of work, examples of assessments and educational methods that work well in their schools.

The impact of the subject networks is clear on many levels and across a range of aspects:

- Up-skilling middle leaders to improve their knowledge and understanding of planning methodology and quality e.g. recall strategies, strategies to improve oral and written work, using technical tools to develop subject skills etc.
- Middle leaders have improved their knowledge and understanding of the 12 pedagogical principles and the preparatory work for the new curriculum.
- Good practice has been shared and is being adopted more widely. A significant number of leaders have expressed their appreciation of the opportunities to share ideas and developments and to support each other professionally.
- There is increased use of the digital library resources on the GwE Help Centre and the subject websites to improve learner experiences, to prepare learners for exams and to prepare tailored intervention programmes.
- Leaders and teachers are more confident in their digital skills.
- Leaders are more confident with predictions, assessment and grading.
- There was effective targeting to promote oral skills in the Welsh language.

In addition to the networks and forums, specific support is available to each individual secondary school and this targeting has led to clear improvements in many instances. The content of the Support Plans for individual schools is based on the school's specific needs and arising from their self evaluation and forming part of their School Improvement Plan. Support to improve aspects of teaching and learning form the basis of these plans. They are produced jointly with the senior leadership teams and the Supporting Improvement Advisors. The relationship and collaboration between schools and GwE is very strong and the positive impact of the support is evident in many aspects of school activities.

The small number of primary schools that cause concern have also had access to a dedicated support scheme and this has led to a clear improvement in those schools. For example, one school has received a bespoke support package and has made significant progress, especially in the Pedagogy and Leadership. Since September 2022, Supporting Improvement Advisors are working with primary leaders to develop a specific Support Plan for each school. This is in line with the expectations of the new School Improvement Framework. There are numerous examples of purposeful and effective support for schools on improving specific aspects of teaching, learning, pupils' skills and leadership. For example, all SIAs support their schools to monitor teaching and learning through a range of activities including scrutinising work, learning walks and listening to learners and staff. This enables primary school leaders to refine their monitoring and self-evaluation processes in order to identify, focus and develop areas for improvement and purposefully plan improvement. The SIAs provides direct guidance, refer practitioners to relevant professional learning and provide support for schools to procure support from various sources. This enables all primary schools to receive purposefully targeted support.

There is firm evidence that the support package for pupils aged 3-8 has a positive influence on teaching and learning at individual schools, clusters and authority level. In most schools, this has had a positive impact on pupils' provision and outcomes as well as reducing variations within schools. The support has also ensured a deeper understanding of the principles and pedagogy of the Foundation Phase, in accordance with the 'Enable Learning' and 'Pedagogy' guidelines of the Curriculum for Wales. The support package includes a professional offer for the SLT, teachers and assistants of children aged 3-8 in the form of termly networks, a regional training programme and bepoke cluster training. The focus is mainly on developing aspects of pedagogy, teaching and wellbeing within practical and holistic learning experiences, training practitioners to develop as effective learning facilitators. All practitioners have access to the professional offer and resources to support learning through the GwE Support Centre. Many schools in the Authority use the webinars in staff meetings and INSET to up-skill the workforce. Evidence from schools demonstrates that this has a positive effect on the quality of the provision (teaching and learning experiences) and on pupils' outcomes.

Since 2019, this professional offer has also included support for Year 3 practitioners in order to build on some Foundation Learning Principles in KS2 in preparation for the Curriculum for Wales. The professional offer continued throughout the lockdown period with the provision designed to target those aspects identified by schools as needing to be prioritised following Covid-19, e.g. communication skills and pupils' health and wellbeing. The focus was on developing these skills within appropriate developmental pedagogy. Evidence of the impact of this support programme includes the following:

- practitioners have a deeper understanding of how the pedagogical principles (including the 12 principles of CfW) link together to create productive and effective learning experiences.
- practitioners use a range of appropriate pedagogical methods that meet learners' needs (including emotional and social skills).
- practitioners create effective cross-curricular links to deliver a broad and balanced curriculum, drawing on learners' previous knowledge and experiences.
- practitioners consider the physical learning environment as well as the emotional climate that supports learners to reach their potential in terms of their provision.
- practitioners deepen their understanding of the importance of reflecting on their daily practice in order to improve their understanding of pupils' needs, skills and progress; enabling practitioners to find the learning methods preferred by children and young people and the best way to engage them in learning; identifying those pupils who may need additional support to help them reach their full potential.
- practitioners understand that effective observations enable them to plan appropriate provision that supports learners' commitment and enjoyment within their learning activities, as well as planning to support them to progress to the next stage in their learning.
- practitioners understand that assessment needs to be an ongoing process rooted in day-to-day practice, and not a one off exercise within teaching and learning.

Overall, observations from Supporting Improvement Advisors and the findings of Estyn inspections where relevant, indicate that the support programme has a positive impact on the quality of provision and pupils' outcomes, with practitioners making better use of observations and Assessment strategies for Learning to plan the next learning steps and to allow for progress. Strong and purposeful collaboration and engagement developed between the Learning Service, GwE and schools on the island during the pandemic period has led to better classroom provision in general and has led to developing methods to support vulnerable learners. Consequently almost all schools develop their provision to provide educational equity for all learners, and have an inclusive learning environment to better support vulnerable children and young people so that they have every possible opportunity to achieve their potential.

Almost all primary schools agree that the support of the Accelerated Learning Programme has had a positive impact on basic skills and wellbeing after children have returned to formal education

following the lockdown periods. Almost all schools had ensured that they carry out an internal assessment procedure, whether qualitative or quantitative, in order to identify the impact of this period on children's wellbeing and learning. Teachers were of the opinion that the lockdown period impacted on the confidence and wellbeing of the majority of pupils, with a deterioration in the behaviour of some pupils. The accelerated learning targeted work was successfully led and implemented by school leaders following a baseline assessment of standards and basic skills.

Almost all schools have made purposeful use of the various grants and most have employed or extended the hours of teachers and assistants in order to target groups and individuals in literacy, numeracy and wellbeing. GwE provided guidance and guidelines, with a number of schools taking advantage of specific training such as Trauma Informed Schools wellbeing sessions, SAFMEDS, Headsprout and Elklan .

Overall, the schools on the Island have responded well to challenges and there are clear improvements and progress in the basic skills of many of the pupils targeted through these accelerated programmes.

Schools continue to introduce effective intervention strategies for pupils, e.g. through daily detailed teaching sessions, SAFMEDS, RILL and iFOR sessions to develop Welsh and English reading/spelling skills, Tric a Clic sessions to develop literacy skills in the Foundation Phase, specific activities of Trauma Informed Schools, holding Encouragement, Talkabout , or Mind groups Mechanics . All schools recognise that this targeting work has had a positive impact on pupils' standards, wellbeing and confidence and a number state that they have seen many vulnerable pupils being able to cope well with the challenges of a mainstream classroom and various social challenges.

In addition to the professional learning offer, individual schools have received bespoke input and support to respond to their developing needs. The effect of these interventions can be seen in the quality and standards of skills in many schools, in the confidence levels of teachers and in the progress seen in collaboration between schools. The guidance and support provided to schools includes: planning guidelines for Literacy and Numeracy co-ordinators and Teaching Assistants; support for NQT on delivering effective lessons, specific support for developing oracy in order to improve mathematical and scientific skills; guidance to improve the level of challenge in planning; deepening mathematical skills and improving higher level reading skills. The programme is further enriched by the termly meetings of the relevant networks. Over the lockdown period, schools collaborated to draw up distance learning materials and packages to support schools in developing learners' basic skills. The impact of the work has been recognised in several monitoring and evaluation reports, as well as the feedback received from school leaders.

In collaboration with Bangor University and research experts, resources, programmes and packages were developed to support reading proficiency in both languages. Collaborative work has also been undertaken on SAFMEDS materials to support numeracy skills and RILL/ iFOR to support reading fluency/literacy. In several schools, these programmes have had a positive impact on learners' numeracy and reading standards and on the confidence of teachers and staff to deliver.

Live briefing sessions were presented to headteachers and leaders on how to make effective use of the national assessments in reading and numeracy to improve the understanding and confidence of the workforce when measuring the progress of individual learners over the period.

In the secondary schools, there was a specific focus on supporting accelerated learning programmes and providing intervention resources in KS3. Guidance was given on strategies to improve parental engagement. In addition, a Literacy toolkit was developed which supports the planning and scaffolding opportunities for reading and writing and this assists with learning and vocabulary development, revision and recall. These have been shared with schools via the Tanio website and the GwE Help Centre. This has led to better quality intervention programmes and

schools report better fluency and confidence in learners and a better understanding among staff of how to go about using scaffolding and planning.

The professional learning offer for Digital Competence has been implemented in all schools on Anglesey. The offer focuses on making effective use of the services available through Hwb to develop teaching and learning and to develop learners' digital competence. Due to training, there has been an average increase of over 500% in the number of learners who log in to Hwb each month. There has been an average monthly increase of almost 300% in the number of times each learner engages with Hwb, compared to 2017. By now, every school on the Island engages with Hwb with almost all schools making regular and effective use.

A Digital Facilitator Programme has been introduced whereby each cluster has nominated an individual to be a Digital Champion - working closely with the Learning Service and GwE in order to develop strategic leadership from the digital domain within the cluster. Every cluster in Anglesey has formed a digital learning group, and 84% of schools engage with these groups. Each cluster has formed a shared vision for digital learning. Thus far, 110 practitioners across the Island have received training through this programme. Each cluster has formed a working group to oversee digital developments and to fully incorporate digital competence as part of the Curriculum for Wales.

CURRICULUM AND PROVISION

Summary of key actions, engagement and impact

Due to effective collaboration and engagement between the LA , GwE and schools:

- each school is implementing plans to respond to the key elements of the four purposes in the new curriculum.
- each school is working to develop a balanced curriculum offer which meets the needs of their learners, including the more able.
- each cluster is implementing transition plans.
- all schools actively participate in peer collaboration within and across sectors.
- all secondary schools are on track to meet the statutory requirements by the time they present their Curriculum for Wales in September 2023.

The regional service has effectively supported leaders in order to prepare for The Reform Journey and the Curriculum for Wales and has been flexible in its provision in order to meet the varying needs of schools during the pandemic. Sessions were held for leaders in the following areas: leading change, vision and curriculum design, and ' think-pieces ' developed in collaboration with Professor Graham Donaldson were shared . These training sessions were held with clusters of primary schools and their secondary school in order to conduct a meaningful discussion across the 3-16 continuum. In June and July 2021, Professional Learning sessions were held over a period of 3 weeks for senior leaders, focusing on developing a vision, planning and developing the curriculum. These sessions were delivered virtually in clusters and provided rich and regular opportunities for group discussions with peers. Successful follow-up sessions were held by SIAs in order to stimulate further collaboration and co-create a catchment area vision.

In Anglesey, 106 practitioners are part of the CfW Regional and Local Networks. The Networks share their work with all the schools through the GwE Support Centre. Under the guidance of the networks, effective webinars were held for all school leaders on curriculum design, assessment and progression and planning principles. Schools have noted that the presentations have boosted their confidence in developing their High Level Curriculum Plan to include their vision, their principles and incorporating the four purposes. All schools have

had access to these workshops either through a live recording or through subsequent discussions with the SIA. Following this professional learning, all primary schools have developed and incorporated or modified their vision statements, which has helped to ensure consistency in the approach of schools to the curriculum.

A high level of engagement has ensured that primary schools are more confident when starting to implement the new Curriculum. Primary/secondary collaboration is also strengthening and the cross-cutting themes of Schools as Learning Organisations are emerging in the approach taken – Time, Technology, Trust and Thinking Together. The Professional Learning presentations to senior leaders have been cascaded to teachers and assistants through staff meetings and/or specific INSET days, which means that all staff now have a better understanding of the framework. Effective engagement with wider stakeholders in order to work together to develop a shared vision has developed into a successful practice across the Island. Effective use is made of the resources presented in the sessions to leaders in order to continue discussions and deepen understanding back at the school.

Representatives from each Catchment Area (and Learning Service officers) attended a recent GwE professional learning conference on transition, where each cluster jointly planned their next steps in order to improve pupils' progression across the learning continuum. This professional learning built on a two-day regional conference which included updates from Estyn, the Welsh Government and educational experts to determine a common approach to school improvement. As a result, each catchment area is collaborating or intends to collaborate on an action plan to plan the delivery of the curriculum and ensure a consistent approach towards progression.

SIAs continues to support all clusters to develop their transition methods throughout this year. This support will lead to further consistency in the quality of curriculum planning within and across schools.

STUDENT PROGRESS AND STANDARDS

Secondary schools

The increased focus on supporting schools to improve the quality and consistency of leadership and pedagogy has led to better standards across almost all secondary schools. The improvement needs to be accelerated further in a minority of secondary schools. The impact to date inlcudes:

- all secondary schools making more intelligent use of teaching, learning and assessment data and information to evaluate standards and to identify priorities for further improvement. In some schools, these processes need to be strengthened further to ensure more focus on pupils' progress.
- all secondary schools have introduced tracking and intervention programmes to address identified underperformance and variances within schools. In some schools, these methods need to be further strengthened and refined.
- almost all secondary schools have developed a dedicated offer for KS4 pupils so that there is a clear progression to further education, training or employment when they leave school.

During the last year the regional service and the local authority have successfully collaborated with the secondary schools to support them to reach an opinion on the progress and standards of learners. Joint work, including observing lessons, scrutinising work and questioning learners have allowed most of the schools to recognise their strengths and identify developing areas. In the majority of lessons observed it was seen that pupils made appropriate progress, listened and responded positively. The pupils' reading skills varied and it is necessary to ensure that there are better opportunities for them to practice their advanced reading skills. In the same way, pupils' oral skills vary. Some pupils are very confident orally in both languages but the confidence of those

who are less confident needs to be developed so that they can contribute effectively. The quality of the extended writing seen in the scrutiny exercises is also inconsistent. A number of pupils can use their numeracy skills appropriately and their digital skills are developing.

In general, attitudes to learning needs to be developed and planning for progress in skills needs to be developed also.

Primary schools

The increased focus on supporting schools to improve the quality and consistency of leadership and pedagogy has led to better standards across almost all primary schools. The improvement needs to be accelerated further in a minority of primary schools.

There are currently 2 post inspection Improvement Plans for three primary schools on the island. One school is in Special Measures and one school is under Estyn Review. Support from GwE and Local Authority officers is at the core of these plans. Progress against the outcomes is continuously measured by the schools and the SIA. There is a meeting every half term in the schools that are in an Estyn Review with the staff, representatives from the schools' Governing bodies, GwE link and core SIA and the Local Authority's education officer. The progress of these schools is reported regularly in the 360 Meetings and the BAS.

There is firm progress against the recommendations in one school which is under Estyn Review and the impact of the implementation and support is beginning to have a clear impact on standards.

In the school that is in Special Measures there are powerful processes in place to support the school through a detailed 360 plan, which is closely aligned with the Post Inspection Action Plan. Estyn re-visited the school on the 4th of May in order to discuss and accept the Post Inspection Improvement Plan. During the Summer term an Emergency Improvement Board was established which meets every half term and includes representation from the LA, GwE , the school, the Governing Body as well as the Education Portfolio Holder and external governors.

SUPPORT AND CHALLENGE FOR SCHOOLS CAUSING CONCERN

Summary of actions and impact

The Learning Service responds promptly and firmly in schools that cause concern. There are specific examples where intensifying the challenge and support alongside firm and prompt action has led directly to changes in senior leadership personnel . There is strong evidence that the Local Authority's actions to support schools that cause concern are effective.

As part of the regional approach, the Learning Service has further strengthened its support and challenge procedures. Procedures and structures for supporting, monitoring and challenging schools were reviewed in response to the national pilot to support schools that cause concern through the multi-agency model,. The aim was to ensure that all schools were able to access good quality support in a timely manner in order to move along the 'desired' route at the required speed. A regional Task and Finish Group of officers from each authority, together and GwE consultants was established to drive the work forward.

There is a clear strategy at work for schools causing concern and every school that has been identified has a holistic support plan that clearly sets out the nature and intensity of the support provided and the improvements required.

Schools whose performance is consistently strong or generally strong, make improvements through collaboration with peers, the generic Professional Learning Programme of the Learning Service and GwE, and a bespoke support plan for the school. If the Learning Service/GwE procedures highlight a concern, more intensive support is targeted through the local multi-agency approach.

Within the revised structure, a multi-agency group of senior officers, lead officers from the relevant services and GwE staff meet regularly to share information and evidence, thus identifying concerns in a timely manner. Thresholds and triggers have been adopted to ensure consistency in identifying concerns in relation to standards, teaching and learning, assessment, leadership, inclusion and managerial issues. Training has been organised for all officers and councillors In order to ensure an agreed understanding and consistency of approach. Once a school is identified as a school causing concern, the lead officer, the Core Leader and the Supporting Improvement Advisors work with the school's leadership team to develop a dedicated support plan. The multi-agency group takes responsibility for ensuring that this plan is developed, delivered and monitored. When concerns arise about the lack or speed of progress, these are referred to the Chief Education Officer so that an appropriate decision can be made as to whether or not statutory powers should be exercised. A regular and constant flow of information is shared between Learning Service officers and GwE advisers.

There is currently an Post Inspection Improvement Plan in place for two primary schools on the island. One school is in Special Measures and one school is under Estyn Review. Support from GwE and Local Authority officers is at the core of these plans. Progress against the outcomes is continuously measured by the schools and the SIA. There is a meeting every half term in the schools that are under Estyn Review with the staff, representatives from the schools' Governing bodies, GwE core and link SIA as well as the Local Authority's education officer. The progress of these schools is reported regularly in the 360 Meetings and the BAS.

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APPENDIX 1

Leadership : Progress and Impact in Secondary and Special Schools

Senior leadership is stable and strong in three secondary schools on the island. The members of the senior leadership teams in these schools provide strong support to their Headteachers and have an appropriate understanding of areas of responsibility. In the other two schools, there have been recent changes to the senior leader staffing and it will be necessary to ensure support for these new members as they develop in their roles. In general, senior leaders have a firm understanding of the main strengths and areas for improvement in their schools.

At the middle level, there are several examples in the schools of effective leadership that ensures good experiences for the learners and high standards in the classroom and beyond. Despite this, there remains disparity in the quality and impact of middle leaders in the schools.

Self-evaluation processes are clearly defined in the schools, and periods have been allocated for schools to observe and scrutinise each other. Arrangements are in place that include members of the Anglesey Alliance and the GwE SIA as part of the evaluation processes. Most schools respond appropriately to findings from evaluation processes.

Intensive support has been given to one secondary school on the island to try to improve the quality and effectiveness of senior leadership. They remain on the recovery journey and continue to receive intensive support. In this school, although areas requiring development are correctly identified, the planning for improvement and culture for ensuring joint improvements are not strong enough.

Governors work well with their school in most instances, and where this is at its best, members of the Governors play an active part in the schools' evaluation processes, and work closely with the leaders to set the strategic direction.

To achieve further improvements:

- Continue to respond to the findings of appraisal processes and ensure that subsequent monitoring takes place to measure the impact of the actions taken.
- Continue to provide consistency in the quality of actions by leaders at all levels.
- Ensure a better understanding and accuracy of standards and progress in subjects, and especially the skills required.

Improving Teaching and learning: Progress and Impact in Secondary and Special Schools

There has been a lot of work and investment in terms of developing pedagogy in the secondary schools. Useful and high quality guidance and training has been provided to teachers internally by the senior leaders. Strategies vary in terms of how schools go about improving the quality of pedagogy in the schools e.g. Building Learning Power, Shirley Clarke's formative assessment principles.

Evaluation processes over the past year generally display positive learning environments and a good relationship between teachers and pupils in a number of the lessons. There were high expectations set in several lessons, with teachers offering helpful support and guidance to the learners. Various activities offer an appropriate challenge in some lessons, to maintain the interest of the learners. However, in some lessons there are shortcomings in the teaching and learners do not make as much progress as they could.

The quality and effectiveness of feedback varies in the schools. Many teachers recognise good work and give advice to improve, but this is not consistent and further work needs to be done to ensure improvements in this aspect.

To achieve further improvements:

- Improve the quality and impact of feedback to learners.
- Achieve consistency in teaching standards and the quality of planning for the required skills.

- Support and train practitioners to set an appropriate level of challenge.
- Ensure that appropriate accountability is in place to drive improvements in pedagogy.
- Provide consistency in the quality of the feedback given to pupils and ensure that this allows the pupils to make appropriate progress in their learning.

Curriculum and Provision : Progress and Impact in Secondary and Special Schools
The schools provide a broad and balanced curriculum for the pupils. There is successful collaboration with other schools and colleges to provide a broad range of choices in KS4 and the sixth form. A comprehensive range of general and vocational courses are offered to meet the interests and abilities of the pupils. There are comprehensive extracurricular programmes in place in the schools.

There is a clear understanding of all the statutory elements within the Curriculum for Wales by the majority of the leaders in the schools. Trials in all AoLEs have been undertaken this year and the schools will need to evaluate their provision and adjust accordingly.

There are suitable opportunities to develop the Welsh language in most schools but there is a need to increase the opportunities in one school. There are appropriate opportunities to develop the skills in most schools but planning must be in line with the development of the principles of progression of the Curriculum for Wales. Planning for developing the skills in one school is underdeveloped.

Assessment arrangements for the new curriculum vary from school to school and remain underdeveloped in some schools.

There are good examples of effective partnership with the primary schools that feed the secondary schools. This work continues .

To achieve further improvements:

- Continue to strengthen plans for introducing the new curriculum with a focus on reflecting the vision shared by all stakeholders, on assessment and progression and on building further on the transition period from primary.
- Ensure continuity and progression in the skills of learners.

Standards and Learner Progress : Progress and Impact in Secondary and Special Schools
Tracking systems are in place in the schools which allow leaders to identify pupils who are underperforming. The response to the findings in the schools is varied, and there some examples of thorough arrangements in place for targeting appropriate support in some schools. There are other examples where the subsequent action is not robust enough and as a result the outcomes are not as good as expected.

Findings made in lesson observations at schools in general show that the majority of pupils make appropriate progress in their lessons with a number of pupils listening attentively and ready to respond. It was seen that a number of pupils respond positively to their teachers in the five schools, but the five secondary schools have identified the need to work on pupils' attitudes to learning for next year.

In general pupils' reading skills vary. Some pupils were seen to be confident readers and, given the opportunity, were able to use reading strategies successfully to help them analyse

and understand texts. Oral skills vary with a number of pupils being able to express themselves orally with confidence in both languages, but others were reluctant to respond. Given the opportunity, pupils are able to write extensively for a wide range of purposes and audiences in a number of subjects but the quality of the work is inconsistent.

It was seen that a number of pupils are able to apply numeracy skills appropriately across the curriculum and their digital skills are developing. The pupils' creative skills are a strong feature in those schools where the provision is suitable and allows development.

Planning for developing the skills in one school is underdeveloped and this has had an impact on the standards and progress in the skills.

To achieve further improvements:

- Achieve consistency in GCSE attainment standards.
- Continue to plan and map opportunities to ensure progression in skills.
- Ensure that developing pupils' skills in Welsh is a priority.
- Improve and provide consistency in the quality of feedback to ensure better standards.

APPENDIX 2

Leadership: Progress and Impact in Primary School Clusters

There are forty primary schools on the an island and a mixture of headteachers, from the authority's most experienced to those who have been appointed to their first headteacher post in the last three years and acting heads. The teaching responsibilities of the headteachers vary - some teach more than half of the time and others teach half of the time or less.

The leadership of the majority of the schools is good with many very good aspects. As at July 2023 one school is in Estyn follow-up, another school has just come out of follow-up successfully. One school is under Estyn measures following a recent inspection and there is work to be done to strengthen the leadership there at all levels.

Most of the schools have a clear staffing structure, with leaders at all levels aware of their responsibilities and playing an important role in school improvement processes. Most of them

have robust evaluation procedures and in many schools these procedures have continued to take place over the course of the pandemic. All schools are gradually changing their evaluation processes to take into account the requirements of the new curriculum. Each cluster has plans in place to respond to the new accountability framework. The majority of the head teachers have engaged with GwE self-evaluation and improvement planning workshops. The improvement plans in most of the schools are comprehensive with priorities clearly leading the way as a result of evaluation processes. In many clusters, schools collaborate on the agreed priorities of the cluster e.g. on Pedagogy, ALN and Digital.

At headteacher level, most schools in the clusters work together well and have mature discussions to agree on the strategic issues of the whole cluster and to ensure similar local responses. Collaboration on the content of documents and plans is well established in many schools within and across clusters. Within most individual schools in the clusters, teachers work well together and successful practice is shared across individual schools and across the clusters. In the majority of clusters the collaboration between the schools' teaching assistants is also developing effectively. There is an effective tier of assistants in almost every school who are willing to lead, experiment and support individuals and specific groups of children.

This year almost all clusters have committed to the GwE Schools Partnership Programme. The schools that have committed to the programme undertake cycles of self-review and peer review. They offer joint support to improve priority areas. Following training for Peer Reviewers and Improvement Facilitators during the year, work is now progressing in the clusters and the action cycles are being completed. Clusters were invited to give a presentation on their work to other clusters and to share their findings. Further training is also planned to create more improvement facilitators and to introduce the programme's philosophy to all school staff.

Almost all of the schools give a high priority to developing the Welsh language and almost every school has a priority or bespoke plan to continue to develop their provision, based on a thorough self-evaluation in this matter. Cluster work to develop the use of the Welsh language reinforces this effectively.

The collaborative links with the local secondary schools are strengthening. It is hoped that the transition strategies within clusters will ensure further and greater collaboration.

To achieve further improvements:

- Continue to develop leadership roles and teacher collaboration between schools through the Schools Partnership Programme
- Respond successfully to the requirements of the new Framework for Evaluation, Improvement and Accountability
- Continue to develop leadership at all levels and create self-improving organisations .
- Ensure the commitment of each cluster to the Schools Partnership Programme

Improving Learning and Teaching: Progress and Impact in Primary School Clusters

Most of the head teachers lead teams of good teachers and there is a lot of excellent teaching. The teachers are enthusiastic in most of the schools and succeed in securing good or better standards in most classes.

In most schools the evaluation processes have identified that teaching and learning is at least good, with many very good or better. This opinion is reinforced through professional conversations with the head teachers, teachers and the rest of the staff. This has been

confirmed by SIA visits through learning walks and joint scrutiny of work with the schools, and opportunities to discuss work with pupils. There are a number of examples where the work of individual teachers or cluster groups has been used to contribute to regional training, or National/international presentations on Pedagogy.

There are high expectations in most of the schools and pupils' work and assessments capture the progress they make by developing cross-curricular skills drawing on rich experiences.

The provision for pupils aged 3 to 8 is a clear strength in the majority of the schools and the Foundation Learning approach and effective use of outside areas has long been firmly established. Over half of the schools are gradually transferring this mindset for the 3 to 8 age group to develop similar approaches to outdoor learning for all classes.

Developing independent pupils is a clear strength in the majority of schools. The pupils have regular opportunities to influence their learning and to have a strategic voice at their schools.

Arrangements for pupils on the ALN register is another strength in the clusters. In some clusters the coordinators of each school meet regularly under the guidance of the catchment area spokesperson, and the work of one coordinator is used as good practice nationally. The expertise of assistants also drives firm progress by these groups of pupils.

The close working relationship between the staff and the children is a strength in all the clusters. The care and respect provides a pleasant atmosphere and environment at all schools. The teaching staff in most schools model good spoken language which has a positive impact on the children's language development. The enthusiasm and care of the staff in most of the schools ensures that most pupils have a very positive attitude to their learning, show an interest and apply themselves to their work. Most of the schools have purposeful wellbeing interventions for those few pupils who struggle more. Teachers in every school give their pupils a voice and ensure valuable opportunities for them to influence their learning.

Many of the schools in the clusters have prioritised developing their staff's understanding of wellbeing. A high percentage of the clusters' staff, headteachers, teachers and assistants have followed a Trauma Informed Schools diploma training course, or are in the process of following the programme. This has had a positive impact on the pupils in most of the schools. Three schools on the island have received Trauma Informed School accreditation.

To achieve further improvements:

- Continue to develop Welsh language provision and promote high standards and consistent social use among the pupils.
- Continue with the effective collaborative work in cluster groups
- Provide time for teachers to share excellent learning practices across the cluster.

Curriculum and Provision: Progress and Impact in Primary School Clusters

Preparations for the introduction of the Curriculum for Wales in September 2022 have been good or better in most of the schools in the clusters. Each school has a clear vision that has been developed through discussions and by collecting the opinions of all stakeholders. Some of the island's schools have also been recognised regionally and nationally for their practices and in terms of their vision and planning methods for the new Curriculum.

Each school has turned its vision into an effective curriculum design that continues to develop as the work evolves and knowledge and plans mature.

The Welsh language has a prominent place in the curriculum design of the schools and provisions across the island reflect the vision successfully. The ethos of the schools and the provision for developing Welsh language and literacy skills is rich. Experiences offered across the island are carefully planned, purposeful, stimulating and contemporary. Most of the practitioners understand the importance of their role in modelling and developing the language. As a result, this promotes the enjoyment of the learners so that they can use Welsh confidently in lessons and beyond the classroom.

This year each school has continued to develop an understanding of the 4 purposes. This is celebrated in classes and forms the focus of plans. Each school also continues to experiment with different methods of planning, teaching and ensuring rich experiences. The process of planning over time and ensuring progress in accordance with each 'what matters' statement and the mandatory elements continue to be developed.

Many of the island's school staff members have been leading or take an active role in local and regional CfW networks. The teachers have had the opportunity to share what they have developed with the rest of the cluster. This has led to a deeper understanding of the AoLEs and the progression steps in each school.

The majority of the clusters have also created Areas of Learning and Experience groups. This has ensured that every member of staff in each school has been able to hear the discussions and understand the process undertaken to get to each progression step and learning description, and have worked together when considering the planning. Inset and evening Training sessions were used during the last year to cascade information from one group to another.

To achieve further improvements:

- Continue to recognise what progress looks like in order to purposefully plan for the next steps over time.
- Continue to have professional discussions/dialogue about learners' progress with the learners themselves, with school staff and other school staff

Standards and Learner Progress: Progress and Impact in Primary School Clusters

Standards and progress by pupils is good in most schools and very good in the majority.

The pupils' literacy and numeracy skills are developing well and are applied across the curriculum in most of the schools and digital skills are developing well. Most pupils in most of the schools have good or better Welsh language skills and they listen, speak and communicate with increasing confidence in the language. However, the impact of the pandemic continues to influence the oracy skills of a minority of pupils, especially the youngest pupils. Extended writing work and the application of numeracy of a few older pupils has also been impacted. These aspects are addressed within improvement plans and intervention programmes in these schools.

The majority of schools have worked together to establish a purposeful system for establishing the pupils' baseline when they start at the school. Many schools are also developing appropriate progress assessment arrangements for pupils as they follow the new curriculum.

In the majority of schools there is a cross-cluster agreement to emphasise the need to capture the progress of individuals in their class through assessment for learning processes.

In most schools, different personalised spreadsheets are used for individual pupils capturing examples of the results of pupils' standard assessments, wellbeing measures and attitude to work and school over time. The majority of schools are also trialling the Taith 360 tool in order to facilitate the work of ensuring that assessments lead to the planning of the next learning step.

To achieve further improvements:

- Agree on methods for capturing and ensuring progress in skills to ensure effective transition.
- Further develop the ability of pupils to use and apply their literacy, numeracy and digital skills across the curriculum.

GwE Business Plan 2022-2023

Appendix 3: Regional and Local Authority Data

PRIORITIES AND REGIONAL PROVISION 2022-2023

<table>
<tr><th colspan="2">OBJECTIVE 1 - CURRICULUM AND ASSESSMENT
Support a national curriculum where fairness and excellence are central and which sets high standards for all learners.</th></tr>
<tr><th colspan="2">EDUCATION CONTINUUM 3 to 16</th></tr>
<tr><td>Regional data :

Pedagogy transition project
• Schools: 25</td><td>Local Authority Data :

Pedagogy Transition Project
<table><tr><td></td><td>Clusters/</td></tr><tr><td>Anglesey:</td><td>1</td></tr></table>
<table><tr><td></td><td>Schools</td></tr><tr><td>Anglesey:</td><td>Llangefni/ Y Graig</td></tr></table></td></tr>
</table>

Transition Workshop:

- Schools: 284

3-8 Termly toolkit:

- Support for schools: 74
- Number of visits: 184
- Cluster support (number of schools): 132
- Network 3-8: 735 attended regionally
- Workshops for new Teachers and Learning Assistants 3-8: 778 attended regionally

Transition Workshops :

Anglesey:	34

Toolkit 3-8

	Number of schools	Number visits
Anglesey:	10	43

Cluster support (number of schools)

Anglesey:	20

Network:

Anglesey:	100

Workshops:

Anglesey:	122

REALISING THE CURRICULUM (CURRICULUM FOR WALES)

Regional Data:

Numbers attending the national CfW Professional Learning sessions online:

- A total of 668 across Wales - 251 from GwE

Local Authority Data :

Anglesey:	20

AREAS OF LEARNING AND EXPERIENCE (AoLE) TEAMS

Regional data :

More visits to the website - access to materials and examples shared by networks and schools:

Between 1/9/21 and 20/1/23

- 8418 CfW GwE Support Centre
- 8100 CfW GwE Support Centre

Between 1/9/21 and 30/3/23:

- 9021 CfW GwE Support Centre
- 8504 CfW GwE Support Centre

Local Authority Data :

N/A

OBJECTIVE 2 - DEVELOPING A HIGH QUALITY EDUCATION PROFESSION

Improving teaching and learning in our schools

MODERN FOREIGN LANGUAGES (MFL)

Regional Data:

Local Authority Data :

Primary webinars

- Power Language + Institute français : May - June 2022: 35 schools (41 teachers)

Primary upskilling :

- June - July 2022- 3 sessions - 8 schools (13 teachers)
- November 2023 - 1 session - 7 schools - (9 teachers)
- January 2023 - 2 sessions - 8 schools (10 teachers)

Power Language – Primary Training:

- 16.11.22 - 28 schools (30 teachers)
- 21.3.23 - 31 schools (36 teachers)

Primary Network Meeting

- February- March 2023 – Number of schools: 25

German Language Music:

- Number of schools: 3

Sharing the successful practices of Primary schools February 2023

- Number of schools: 6

Design Programme for Languages
October 2022 – March 2023

- International Languages and Welsh: 26 schools

Secondary Network Meeting

- November 2022 - Number of schools: 29
- February 2023 - Sharing Successful Practices: 15 schools

Primary webinars

Anglesey:	

Primary upskilling :

Anglesey (November 2023): 1

Power Language – Primary Training:

	16.11.22	21.3.23
Anglesey:	1	2

Primary Network Meeting

Anglesey:	1

German Music:

Anglesey:	0

Share the successful practices of Primary schools February 2023

Anglesey:	0

Design Programme for Languages

	October 2022	March 2023
Anglesey:	1	1

Secondary Network Meeting

	November 2022	February 2023
Anglesey:	3	1

HLTA

Regional data :

Newly appointed teaching assistants :

- 62

Assistants at Work:

Local Authority Data :

Settle in

Anglesey:	17

Assistants at Work

• 137 **Prospective HLTA Cycle 4, 5 and 6:** • 88 **HLTA Status Cycle 3 and 4:** • 38 **New HLTA Assessor Training:** • 5 **Introduction to Curriculum for Wales:** • 219	Anglesey: 44 **Prospective HLTA Cycle 4, 5 and 6** Anglesey: 5 **Status of HLTA Circle 3 & 4** Anglesey: 3 **New HLTA Assessor Training** Anglesey: 2 **Introduction to Curriculum for Wales** Anglesey: 30
Welsh Language (DP)	
Regional Data *:* **Sabbatical Courses 2022-2023:** • 27 **GwE attending head teachers' forums:** • 7 **Ein Llais Ni** • Case studies presented: 65 • Schools committed to the project: 81 **Access to the national Learning Centre courses** • Total learning activities: 54 • Number continuing the learning activities: 23	**Local Authority Data :** Sabbatical Courses 2022-2023: Anglesey: • Welsh Course in a Year: 0 • Part 2 Spring term: 0 • Part 2+3: 0 • Part 3 only Summer term: 0 **Attending headteachers' forums:** Anglesey: 2 **Ein Llais Ni - case studies presented:** Anglesey: 16 **Ein Llais Ni – schools committed to the project:** Anglesey: 17/21 **Access to National Learning Centre courses** **Total learning activities** Anglesey: 3 **Number that continue the learning activities** Anglesey: 2
A LEVEL	
Regional Data: **Number of attendees at the conference for Post-16 leaders:**	**Local Authority Data :** **Number of attendees at the conference for Post-16 leaders:**

- 35

Anglesey:	5

RESEARCH AND EVALUATION

Regional Data:

KiVa anti-bullying Research Project :

- Number of schools: 30

Local Authority Data :

KiVa anti-bullying Research Project :

Anglesey:	4

AGA

Regional Data:

- A significant increase in the number (%) of short-term supply teachers (STS) who attended national sessions 1 and 2 of the professional learning programme. There were 51 (81%) newly qualified short-term supply teachers who are in work in Session 1, which is a significant increase compared to the previous year.

- External Validators Programme - 100% of GwE External Validators (83) and the External Mentors attended the National training workshop and have a firm understanding of the NQT Establishment Process.

- Number of NQTs who attended the compulsory PI sessions: 172

Local Authority Data :

N/A

DIGITAL

Regional Data:

Number registered for Digital Training:

- 386

Local Authority Data :

Hwb usage data – number of schools engaging on average during quarter 4:

Anglesey:	98%

MATHEMATICS AND NUMERACY

Regional Data:

	Number of schools	Number of visits
Individual subject support for primary schools	6	18
Individual support for secondary schools	32	79
Network meetings for	47	N/A

Local Authority Data :

Support for primary schools:

	Number of schools	Number of visits	Number of clusters	Number of cluster visits
Anglesey	2	7	0	0

Individual support for secondary schools

	Number of schools	Number of visits

Heads of Mathematics		

Anglesey	4	7

Network meetings for Heads of Mathematics

	Number of Schools (November)	Number of schools (March 2023)
Anglesey	5	3

ENGLISH AND LITERACY

Regional Data:

Exclusive support for schools:

- Primary: 145
- Secondary: 50

Local Authority Data :

Anglesey:	5 - Secondary 5 - Primary

WELSH AND LITERACY

Regional Data

Meeting of the Network of Literacy Coordinators (Welsh-medium and bilingual schools):

- 20

'Ein Llais Ni' Project (GwE)

- Number of secondary schools involved in the project: 12

'Design for CfW Languages ' project

- The Welsh language departments of secondary schools that are part of the project: 6

Members of the Teams / Google Classroom 'GwE':

- Welsh: 27
- Welsh - Secondary YCS: 19

Regional Data

Meeting of the Network of Literacy Coordinators (Welsh-medium and bilingual schools):

- Anglesey: 4

'Ein Llais Ni' Project (GwE)

- Anglesey: 1

'Design for CfW Languages ' project

- Anglesey: 1

Members of the Teams / Google Classroom 'GwE':

- Anglesey: 5

SCIENCE

Regional Data:

Heads of Science Networks Autumn Term 2022:

- 37

Technology Development Group Network:

- 6 schools

Heads of Science Networks Spring Term 2023:

Local Authority Data :

Heads of Science Networks Autumn Term 2022:

- Gwynedd/ Mon : 12 schools

Heads of Science Networks Spring Term 2023:

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- 38

Specific school support:

- 22

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- Gwynedd/ Mon : 11 schools

Specific school support:

- 2

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<tr><td colspan="2">AGES 3-8</td></tr>
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Regional Data:

Support for schools:

- Number of schools: 74
- Number of visits: 184
- Cluster support (number of schools): 132

3-8 Season Network:

- 735 have attended regionally

Workshop for new teachers and assistants for the 3-8 age group:

- 778 have attended regionally

</td><td>

Local Authority Data :

Support for schools:

	Number of schools	Number of visits
Anglesey:	10	43

Cluster support:

Anglesey:	20

Network 3-8

Anglesey:	100

Workshop:

Anglesey:	122

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OBJECTIVE 3 - LEADERSHIP
Supporting inspirational leaders working collaboratively to raise standards. Includes future leadership & professional networks

LEADERSHIP

Regional Data:

	2021-22
1. Middle Leadership Development Programme	102
2. Senior Leaders Development Programme	72
3. Prospective Headteachers Development Programme (preparation for NPQH)	35
4. Development Programme for New Heads and Acting Heads	32

5. Development Programme for Experienced Heads	17
TOTAL	**258**

Numbers following Leadership Programmes

Programme	**2021-22**	**2022-23**	**Difference**
MLDP	74	86	+14%
RHDAG	29	41	+30%
SLDP	44	74	+40%
RHDUA	27	30	+10%
Total	174	231	+25%

Programme /	**2021-22**	**2022-23**
RhDDB (CPCP) / AHT (NPQH)	35	*35 applications
New and Acting Headteachers /	15	30
Experienced Headteachers	17	6

OBJECTIVE 4 - STRONG AND INCLUSIVE SCHOOLS

Committed to excellence, equity and wellbeing

LEARNING AGAIN

Regional data :

Improving Fluency of Reading Aloud (iFOR)

- 52 schools and 66 teachers have registered and have access to online training videos.

Here are the numbers of teachers who have used Google Classroom :

- 63 have used the English resources
- 41 have used the Welsh resources.
- Schools registered to access the training videos and intervention resources in (2021/22): 52

Local Data:

Improving Fluency of Reading Aloud (iFOR)

Schools registered to access the training videos and resources in (2021/22)

Anglesey:	7

Schools registered to access the training videos and resources in (September 2022)

Anglesey:	3

- Schools registered to access the training videos and intervention resources (September 2022): 31

iFOR training sessions

- 28 schools and 32 teachers registered to receive training and resources for the reading fluency interventions (Repeated Reading and High Frequency Words).

Keep Pupils Reading Project (KPR).

- Number of GwE schools participating: 45

Keep Pupils Reading Project (KPR).

Here are details regarding teacher and parent numbers and visits to the online resources:

- Number attended: 9

Keep Pupils Reading Project (KPR)

- Total GwE schools involved: 45
- Eight schools and 16 teachers registered to access Webinar 1 and 1 school and 1 teacher signed up to access Webinar 2.

KPR sessions

Language and Literacy Distance Learning (RILL) - PHASE 2

- 33 schools were trained in RILL (58 teachers) during the 2021-22 school year, with the majority being Welsh medium
- Sixty-one schools have been trained in RILL during the Autumn 2022 term (RILL Welsh = 27 schools, 39 teachers; RILL English = 34 schools, 60 teachers).

Keep Pupils Reading Project (KPR).

Number of participating schools:

	2022-23
Anglesey:	3

Webinar :

Anglesey:	1

Distance Learning Language and Literacy (RILL)

Anglesey:	7

Keep Pupils Reading Project (KPR)

	07/2021	07/2022
The number of schools that have renewed license(s) directly with SR since September 2021	30	15
The number of pupils who have joined Google Classroom	40	40
The number of staff who have joined Hwb	71	73
Watched Video Guides: Headsprout at home	399	513

(Parents and staff members)		
Watched Video Guides: How to use Headsprout stories (Parents)	106	363
Watched Video Guides: How to administer Benchmarks (Parents)	18	46
Watched Video Guidance: How to use Improving Fluency (Parents)	13	54
Watched Video Guidance: How to arrange a free trial/buy or renew a license (School Staff)	65	77
Watched Video Guidance: How to add pupils to the programme (School staff)	84	135
Watched Video Guidance: How to check scores (School staff)	39	85
Watched Video Guidance: How to enter Benchmark scores (School staff)	16	25
Watched Video Tutorials: How to access Google Classroom (Parents)	33	50
Webinar 1 Getting started with Headsprout	-	2
Webinar 2 Monitoring progress when using Headsprout	-	0

STRATEGY TO SUPPORT PARENTS/CARERS

Regional Data:

Users registered across the region:

- Helping Your Child to Learn: 378
- Helping Your Teenager to Learn: 451

Local Authority Data :

Helping Your Child Learn:

Anglesey:	21

Helping Your Teenager to Learn:

Anglesey:	34

OBJECTIVE 5- SUPPORT A SELF IMPROVING SYSTEM

OBJECTIVE 5 - SUPPORTING A SELF-IMPROVING SYSTEM

Supporting a system in which the education profession has the skills, capacity and agency to continually learn and improve practice

PEER ENGAGEMENT

Regional Data:

Number of schools/clusters/alliances committed:

- 206 / 37

Number of Peer Reviewers trained:

- 266

Number of Improvement Facilitators trained:

226

SCHOOLS CAUSING CONCERN

Regional Data:

Secondary schools

- Special Measures: 3
- Significant Improvement: 1

Primary schools

- Special Measures: 2
- Significant Improvement: 2

Local Authority Data

Secondary schools in statutory category

Anglesey:	0

Primary schools in statutory category

Anglesey:	1

MOTIVATE AND MENTOR

Regional Data:

Welsh Training Train the Trainer:

- 21 (56% of the whole Welsh Welsh cohort)

English Training Train the Trainer:

- 32

Level 3 Incentive Accreditation

- 2 GwE staff, 4 schools

CfW Training Train the Trainer

- 6 GwE staff

Attend Level 7 Incentive Training

- 11 GwE staff, 6 schools

Level 7 Incentive Accreditation

- 5 GwE staff, 1 school

Attend Level 7 Mental Health and wellbeing Training

- 11 GwE staff, 1 school

Local Authority Data :

Anglesey:	Eng: 5 English : 1

Attend Level 7 Incentive Supervision Training • 5 GwE staff	

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ISLE OF ANGLESEY COUNTY COUNCIL **Scrutiny Report Template**	
Committee:	**Partnership and Regeneration Scrutiny Committee**
Date:	19th September, 2023
Subject:	Education Scrutiny Panel
Purpose of Report:	An update on the progress of the work of the Education Scrutiny Panel
Scrutiny Chair:	Cllr Dylan Rees
Portfolio Holder(s):	Cllr Dafydd Roberts, Portfolio Holder - Education and the Welsh Language
Head of Service	Marc Berw Hughes, Director of Education, Skills and Young People
Report Author: **Tel:** **Email:**	Anwen Davies, Scrutiny Manager 07971167198 AnwenDavies@ynysmon.llyw.cymru
Local Members:	N/A

1 – Recommendation/s
The Partnership and Regeneration Scrutiny Committee is requested to note the following: **R1** Progress made during the last period in terms of the work of the Education Scrutiny Panel **R2** Significant progress made in terms of developing a revised scrutiny model for Education issues as a basis for the work of the Education Scrutiny Panel and both parent committees.

2 - Link to Council Plan / Other Corporate Priorities
Direct link with the Council Plan: 2023-2028. Education is one of the six key aims (Council Plan: 2023-2028) namely - ensuring an effective provision for today and for future generations. It is considered that Elected Members have a crucial role in realising this aim by scrutinising and holding to account. The work of the Education Scrutiny Panel contributes towards this aim.

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]

3.6 Potential impacts that this decision could have on:

- protected groups under the Equality Act 2010
- those experiencing socio-economic disadvantage in their lives (strategic decisions
- opportunities for people to use the Welsh language and treating the Welsh language no less favourably than the English language

[focus on equality and the Welsh language]

4 - Key Scrutiny Questions

At the Panel's request:

1. To what extent is the Scrutiny Committee satisfied with the direction of the Panel's work?
2. What suggestions does the Committee have to further strengthen the work of the Panel?
3. What other areas should the Panel be scrutinising?

5 – Background / Context

1. CONTEXT

1.1 Members will be aware of how the scrutiny panels contribute towards the governance arrangements of the Council:

- Social Services Scrutiny Panel
- Finance Scrutiny Panel
- **Education Scrutiny.**

1.2 Panel Governance Arrangements

The Scrutiny Committee[1] confirmed the Panel's terms of reference in a way that creates the conditions to broaden the remit of its work with the following key benefits:

i. Developing a scrutiny model for Education that focuses on a smaller group of Members working together on specific themes so that they can be more involved, develop a level of expertise in the subject and encourage good attendance and teamwork
ii. Strengthen Members' capacity to further challenge performance by improving the quality of their general knowledge and understanding regarding school performance data
iii. A forum for discussing information on Service risks as a basis for the Partnership and Regeneration Scrutiny Committee's forward work programme
iv. A forum for developing a group of Members with the expertise and ownership to lead discussions on Education issues at the Partnership and Regeneration Scrutiny Committee.

[1] Partnership and Regeneration Scrutiny Committee, 21st June, 2022

Members will be aware of the robust governance arrangements that are in place as a basis for the work of the Panel[2] and it is intended to continue to convene monthly meetings of the Panel in future. Furthermore, arrangements have been put in place to regularly report on progress to the Partnership and Regeneration Scrutiny Committee through the Chair of the Panel, Cllr. Gwilym Owen Jones. The Panel's membership is attached (**Appendix 1**).

2. FOCUS OF THE EDUCATION SCRUTINY PANEL'S WORK

This is the Education Scrutiny Panel's third progress report and covers the period February – September 2023.

The Panel[3] met of seven occasions during this period and considered the following issues:

2.1 Wales Additional Learning Needs Code

At its meeting in February[4], the Panel received a presentation on the implications and requirements of the Wales Additional Learning Needs Code focusing on the following aspects:

i. The Additional Learning Needs Regulations (Wales) 2021
ii. The Education Tribunal for Wales Regulations 2021
iii. Education Regulations (Pupil Referral Units) (Wales) (Amendment) 2021

Outcome:

Gain an understanding of the implications and requirements of the Wales Additional Learning Needs Code.

2.2 Elective Home Education

A comprehensive presentation was given during a meeting of the Education Scrutiny Panel on 27th April on the arrangements put in place for elective home education on Anglesey.

Outcome:

Receive assurance that arrangements are in place locally to meet Welsh Government requirements.

2.3 Self-evaluation – impact of the Education Scrutiny Panel's work

Arrangements were put in place for the Panel to self-evaluate its contribution to Education scrutiny at its meeting in March, 2023[5] - through an internally facilitated session. The following points were noted in particular:

- Self-evaluation is extremely important as a way of recognising success as well as identifying areas for development

[2] Meeting of the Partnership and Regeneration Scrutiny Panel held on 20th April and 27th June 2017
[3] Education Scrutiny Panel held on 16/02/23, 30/03/23, 27/04/23, 25/05/23, 13/06/23, 18/07/23 and 05/09/23
[4] Meeting of the Education Scrutiny Panel held on 16th February 2023
[5] Meeting of the Education Scrutiny Panel held on 30th March 2023

- A successful Estyn inspection – it is crucial that we continue to further strengthen corporate governance arrangements to support the education provision
- Create the conditions for Elected Members to succeed as political leaders continues to be a priority. This includes the ability to measure the impact of Councillors' work.

As a result of scrutiny, the Panel decided to prioritise the following aspects as a basis for further development of the Panel during 2023/24:

- Continue to focus on developing team working amongst Panel members (development workshop May 2023 was a further driver for this)
- Further develop engagement by Members and the use of questioning strategies
- Voice of the learner – to be strengthened in the Panel's work
- Further strengthen feedback from Members in light of shadowing activities as an integral part of the Panel's work programme
- The Evaluation, Improvement and Accountability Framework (Welsh Government) is a key foundation and sets a framework for developing a scrutiny model for education issues
- The Panel's forward work programme to be developed based on themes.

Outcomes:

i. Self-evaluation plays a prominent part in our Scrutiny governance arrangements
ii. Arrangements in place for reviewing, learning and continuous improvement
iii. Elected Members take ownership of their contribution towards the education provision on Anglesey.

2.4 The Welsh in Education Strategic Plan: 2022-2032

At its meeting in June[6],the Panel considered progress made in delivering the Welsh in Education Strategic Plan. Specific attention was given to Anglesey's vision, aim and ambition for Welsh medium education as well as the contribution of the Language Unit across the primary and secondary sectors.

Outcome:

Receive assurance regarding progress made last year in delivering the Welsh in Education Strategic Plan.

2.5 Schools placed in a category, Requiring Follow up or Additional Support from Estyn

The Panel also reviewed the County's schools placed in a category, requiring follow up or regular additional support from Estyn during the latest period[7] in order to scrutinise the improvement arrangements in place at specific schools.

[6] Scrutiny Panel meeting dated 13th June 2023

[7] Meetings of the Education Scrutiny Panel on 30th March, 2023 and 18th July 2023

Outcomes:

i. Receive the latest information regarding standards in Anglesey's schools
ii. Receive assurance that improvement measures are in place and that appropriate support is available for schools that are a cause for concern
iii. The Education Scrutiny Panel's work is based on having arrangements for holding to account and robust scrutiny.

2.6 Developing Effective Collaboration → looking in detail at how the Learning Service creates the conditions for effective partnership working

At its meeting in July[8], consideration was given to the way in which the Learning Service creates the conditions for effective partnership working by looking at the Authority's vision, aims and objectives through two case studies:

- **Holyhead** Catchment → teaching and learning
- **Llangefni** Catchment → strategic (headteacher collaboration).

Outcomes:

i. A better understanding of the positive impact of partnership working on education provision and the individual learner experience
ii. Confirm the added value and benefits of partnership working
iii. Continue to monitor the conditions in place by the Learning Service for effective collaboration.

2.7 Model for Education Scrutiny – Education Scrutiny Charter

This was considered on two occasions in recent months[9]. It is the subject of a separate report on the Scrutiny Committee's agenda today.

Outcomes:

i. Implement a work stream to further strengthen arrangements for education scrutiny and holding to account by Elected Members (as a part of our corporate governance processes)
ii. Develop a local model for education scrutiny that complies with the outcomes of the Evaluation, Improvement and Accountability Framework (Welsh Government)
iii. Develop an approach underpinned through co-production and joint accountability
iv. Meet the recommendations of the recent Estyn inspection of the Local Authority[10] → **"R2** Develop and strengthen formal scrutiny arrangements".

2.8 GwE Annual Report for Anglesey: 2022/23

On 5th September 2023, there was a workshop-style discussion about the main conclusions of the GwE Annual Report: 2022/23. The document affirmed and recognised the nature of the working partnership between GwE and the Local Authority. The following aspects were considered in particular:

[8] Meeting of the Education Scrutiny Panel held on 18th July 2023

[9] Meetings of the Education Scrutiny Panel – 25th May 2023 (in the form of a face-to-face workshop, facilitated externally) and 18th July 2023

[10] Estyn's Inspection Report on Anglesey Local Authority (June 2022)

- New format for the Annual Report – focus on quality locally under a series of specific headings:
  - Leadership
  - Improving Teaching and Learning
  - Curriculum and Provision
  - Progress and Learner Standards
  - Support and Challenge for Schools Causing Concern
  - Specific appendices for – Secondary and Special Schools; Primary School Clusters; training data and support for Anglesey.

- Main findings and areas by sector that will need further attention during 2023/24 and beyond
- The questioning strategy for public scrutiny of the Annual Report in the Partnership and Regeneration scrutiny Committee[11] – in order to evidence the added value and to put the principles of the Education Scrutiny Charter into practice.

Outcomes:

i. **Implement the Education Scrutiny Charter as a basis for Scrutiny work by Members**

ii. **Develop a robust questioning strategy on Education matters that are of strategic importance to the Council.**

2.9 Scrutiny Panel work programme for the period May 2023 → April 2024

The forward work programme was reviewed at every meeting of the Panel with the aim of ensuring a robust programme to support the Panel's contribution towards the governance arrangements of the Council. It was noted that the next meeting of the Scrutiny Panel[12] would concentrate on the following issues:

i. Integrated Collaboration Model – progress in developing a local model for Anglesey (Looked After Children)
ii. Shadowing Education activities – an update from Panel members
iii. Forward work programme - review.

6. MATTERS TO BE ESCALATED TO THE PARENT COMMITTEE FOR CONSITERATION

No matters to be escalated by the Panel.

6 – Equality Impact Assessment [including impacts on the Welsh Language]
6.1 Potential impacts on protected groups under the Equality Act 2010
N/A

[11] Partnership and Regeneration Scrutiny Committee to be held on the 19th of September, 2023.
[12] Education Scrutiny Panel, 19th October, 2023

6.2 Potential impacts on those experiencing socio-economic disadvantage in their lives (strategic decisions)
N/A
6.3 Potential impacts on opportunities for people to use the Welsh language and treating the Welsh language no less favourably than the English language
N/A
7 – Financial Implications
N/A

8 – Appendixes
N/A

9 - Background papers (please contact the author of the Report for any further information):
Anwen Davies, Scrutiny Manager, Anglesey County Council, Council Offices, Llangefni. LL77 7TW

Cllr. Gwilym Owen Jones
Chair of the Education Scrutiny Panel
Date: 10/08/2023
(revised 07/09/2023)

Appendix 1

MEMBERSHIP OF THE EDUCATION SCRUTINY PANEL

Member	Scrutiny Committee
Cllr Gwilym Owen Jones (Chair)	**Partnership and Regeneration Scrutiny Committee**
Cllr Margaret M Roberts (Vice-chair)	
Cllr Non Dafydd	
Cllr Derek Owen	
Cllr Arfon Wyn	**Corporate Scrutiny Committee**
Cllr Dyfed Wyn Jones	
Cllr Alwen Watkin	
Cllr Keith Roberts	

ISLE OF ANGLESEY COUNTY COUNCIL **Scrutiny Report Template**	
Committee:	**Partnership and Regeneration Scrutiny Committee**
Date:	19th September, 2023
Subject:	Education Scrutiny Charter
Purpose of Report:	Seek comments from the Scrutiny Committee on the proposed Education Scrutiny Charter
Scrutiny Chair:	Cllr Dylan Rees
Portfolio Holder(s):	Cllr Carwyn Jones, Portfolio Holder - Corporate and Customer Experience Cllr Dafydd Roberts, Portfolio Holder - Education and the Welsh Language
Head of Service	Lynn Ball, Director of Function (Council Business) / Monitoring Officer Marc Berw Hughes, Director of Education, Skills and Young People
Report Author: **Tel:** **Email:**	Anwen Davies, Scrutiny Manager 07971167198 AnwenDavies@ynysmon.llyw.cymru
Local Members:	Relevant to all Scrutiny Members

1 - Recommendation/s

The Committee is requested to:

A1 Offer comments on the content of the Education Scrutiny Charter

A2 Approve the Charter as a basis for the scrutiny of Education issues

A3 Note the aim of developing the document in due course as a general Scrutiny Charter across the breadth of scrutiny work undertaken by the Council.

2 – Link to Council Plan / Other Corporate Priorities

Direct link with the Council Plan: 2023-2028.

Education is one of the six key strategic aims (Council Plan: 2023-2028) namely - ensuring an effective provision for today and for future generations. It is considered that Elected Members have a crucial role in realising this aim by scrutinising and holding to account.

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]

3.6 Potential impacts that this decision could have on:

- protected groups under the Equality Act 2010
- those experiencing socio-economic disadvantage in their lives (strategic decisions
- opportunities for people to use the Welsh language and treating the Welsh language no less favourably than the English language

[focus on equality and the Welsh language]

4 - Key Scrutiny Questions

1. What are the main drivers behind producing a Scrutiny Charter for education issues?
2. To what extent is the implementation of the Charter bound by financial implications?
3. The introduction of a Charter as a basis for the Scrutiny work of the Council is an additional element to existing local processes. What arrangements are in place in other authorities?

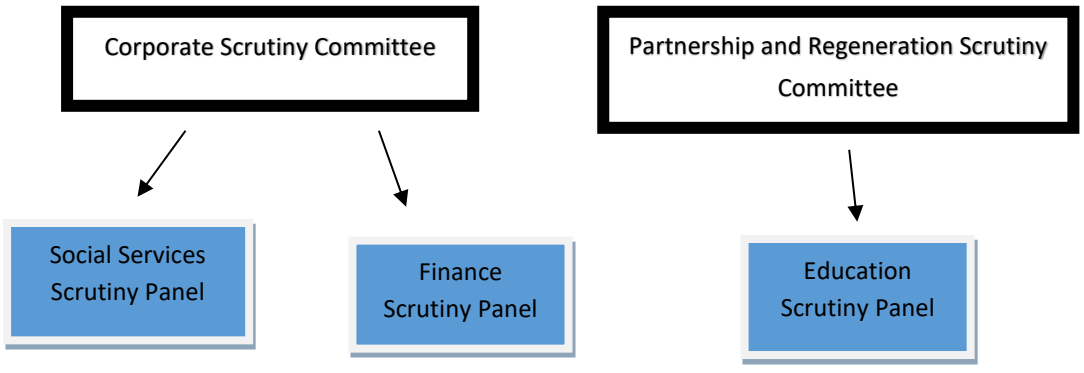
5 – Background / Context

1. National Policy Context

1.1 Scrutiny Committees form part of the way in which local government in Wales operates. As well as establishing an Executive to make decisions, there is also a statutory requirement[1] to establish at least one scrutiny committee. Their primary role is to hold the decision-makers to account, drive improvement, act as the voice of the community and play a role in policy development and review.

2. Background and local context

2.1 Members will be aware that our local Scrutiny structure comprises of two committees and three Scrutiny panels as follows:



[1] Local Government Act 2000

2.2 Scrutiny panels have been set up to undertake work streams on behalf of the parent committees[2] and are working groups without decision making powers.

2.3 These panels have been embedded into practice by:

i. Putting in place robust governance arrangements to support each panel
ii. Ensuring a clear focus / remit and work programme for each panel
iii. Putting in place a reporting / escalation process ensuring that the work of scrutiny panels is reported in a timely manner to the two parent committees
iv. Ensure an appropriate pace for the work of the panels which is in line with corporate priorities and also complete detailed scrutiny on the Council's key work-streams.

3. Education Scrutiny Charter

3.1 Members will be aware of our local vision (leading principles and values) for effective scrutiny which is summarised in the Education Scrutiny Charter attached.

3.2 Estyn's Inspection of the Local Authority – last year Estyn conducted an inspection of the Local Authority[3] and included two recommendations:

R1 Strengthen processes for evaluating the effect of the Learning Service's work
R2 Develop and strengthen formal scrutiny arrangements

The Scrutiny Members on the Education Scrutiny Panel[4] and the Partnership and Regeneration Scrutiny Committee[5] were given the opportunity to scrutinise progress against Estyn's recommendations and propose the post-inspection plan as a meaningful, comprehensive and robust plan for adoption by the Executive. In May 2023[6], an externally facilitated workshop was held for members of the Education Scrutiny Panel with the aim of co-producing the principles and content for an effective scrutiny model and effective scrutiny skills in the field of education.

3.3 The next natural step forward for us locally is to prepare an overarching summary that brings together the commitment and values of the Council to provide a basis for scrutiny work by Elected Members on education issues of strategic importance. A copy of the proposed Education Scrutiny Charter is attached. It is intended to further develop the document in due course as a

[2] Corporate Scrutiny Committee and / or the Partnership and Regeneration Scrutiny Committee
[3] Anglesey Local Authority Inspection Report June 2022
[4] Meeting of the Education Scrutiny Panel held on 22nd September 2022
[5] Meeting of the Partnership and Regeneration Scrutiny Committee held on 18th October 2022
[6] Interactive face to face workshop for members of the Education Scrutiny Panel on 25th May 2023

general Scrutiny Charter across the breadth of scrutiny work undertaken by the Council.

3.4 Stakeholder Input – the Charter was drawn up by Council officers and the process included input from Elected Members:

- Education Scrutiny Panel
- Scrutiny Chairs/Vice—chairs Forum
- Political Group Leaders
- Partnership and Regeneration Scrutiny Committee.

4. Matters to be Considered

4.1 The Scrutiny Committee is now requested to:

- offer comments on the content of the draft Education Scrutiny Charter
- approve the Charter as a basis for the scrutiny of Education issues
- note the aim of developing the document in due course as a general Scrutiny Charter across the breadth of scrutiny work undertaken by the Council.

6 – Equality Impact Assessment [including impacts on the Welsh Language]
6.1 Potential impacts on protected groups under the Equality Act 2010
6.2 Potential impacts on those experiencing socio-economic disadvantage in their lives (strategic decisions)
6.3 Potential impacts on opportunities for people to use the Welsh language and treating the Welsh language no less favourably than the English language

7 – Financial Implications
N/A

8 – Appendices:
• Education Scrutiny Charter • An introduction to Overview and Scrutiny - Appendix 1 • Guidance on Questioning for Members of the Education Scrutiny Panel – Appendix 2

9 - Background papers (please contact the author of the Report for any further information):
Anwen Davies, Scrutiny Manager, Anglesey County Council, Council Offices, Llangefni. LL77 7TW.

Mae'r ddogfen hon ar gael yn ddwyieithog
This document is available bilingually

CYNGOR SIR YNYS MÔN ISLE OF ANGLESEY COUNTY COUNCIL

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SIARTER CRAFFU ADDYSG
EDUCATION SCRUTINY CHARTER

Index of Content:

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1. National Policy Context	3
2. Background & Local Context	4
3. Our Vision for Effective Scrutiny	5
4. Delivering Effective Education Scrutiny	6
Explanatory Note	12

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SIARTER CRAFFU
SCRUTINY CHARTER

This Charter is an overarching summary bringing together the Council's commitment and values underpinning Elected Member scrutiny of matters which are of strategic importance to the Local Authority.

1. NATIONAL POLICY CONTEXT

1.1 Scrutiny

Scrutiny committees form part of the way in which local government in Wales operates. As well as establishing a decision making executive, the Local Government Act 2000 requires one or more scrutiny committees. Their primary role is to hold decision-makers to account, drive improvement, act as the voice of the community and play a role in policy development and review.

The Centre for Governance and Scrutiny (CfGS)[1] advocates four key principles in support of effective Member scrutiny:

i. provide "critical friend" challenge to executive policy makers and other decision-makers
ii. enable the voice and concerns of the public and its communities to be heard
iii. be carried out by "independent minded governors" who lead and own the Scrutiny process
iv. is evidence based and drives improvement in public services.

1.2 Welsh Language

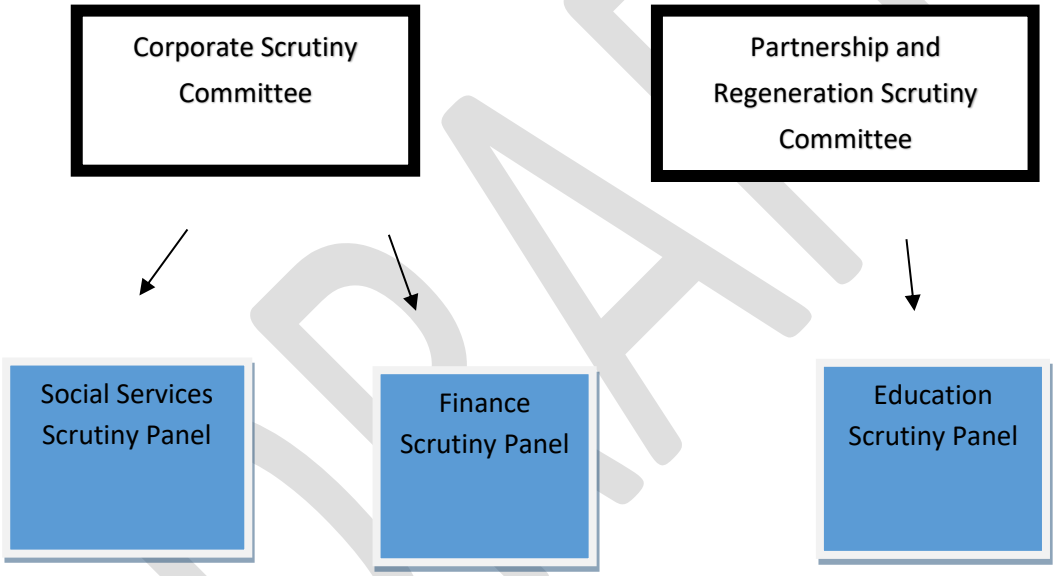
There is a significant national policy basis relating to the Welsh language that decision makers and those responsible for holding them to account should be aware of. First and foremost is the Welsh Government language strategy namely Cymraeg 2050: A Million Welsh Speakers. The education system is key to creating and nurturing Welsh speakers of the future in order to realise the vision of a million Welsh speakers by 2050. There is a duty on all local authorities[2] to prepare a Welsh in Education Strategic Plan (WESP) setting a strategic direction for planning, delivering and developing Welsh medium teaching in the local area.

[1] Good Scrutiny Guide: Centre for Governance and Scrutiny (2004)
[2] The School Standards and Organisation (Wales) Act 2013

2. BACKGROUND & LOCAL CONTEXT

2.1 Scrutiny

Our local Scrutiny structure is made up of two Scrutiny Committees and three Panels:



The role / purpose of Scrutiny in our governance arrangements is provided in **Appendix 1.**

2.2 Welsh Language

Alongside our WESP[3], we have a number of policy commitments to develop the Welsh language through the education system and more widely. The Welsh language and education are priority areas in the Council Plan: 2023-2028. The aim of our strategy to promote the Welsh language and our Modernising Learning Communities and Developing the Welsh Language Strategy is to develop use of the language locally throughout the education system – early years, statutory education, post-16 education, higher / further education and lifelong learning.

[3] Welsh in Education Strategic Plan

3. OUR VISION FOR EFFECTIVE SCRUTINY

Our vision for delivering effective scrutiny:

Vision
Scrutiny on the Isle of Anglesey aims to secure better outcomes for citizens and communities and add to the effectiveness of the Local Authority by helping make public services more transparent, inclusive, accountable and cost effective.

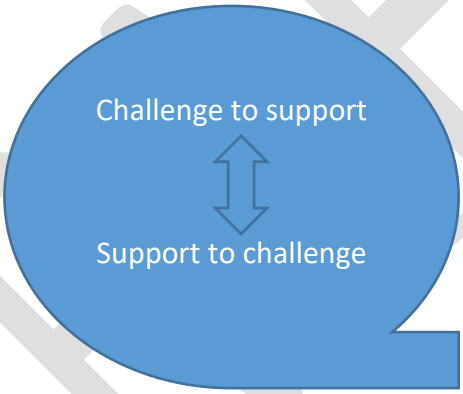
Our Guiding Principles for Scrutiny on Anglesey

- Scrutiny is characterised by an atmosphere of mutual trust, co-operation and shared responsibility for achieving the best outcomes for local communities on the Isle of Anglesey
- Scrutiny Members are non-political in carrying out their support and challenge roles
- Scrutiny activity directly broadens the evidence base for decisions and transformational change by providing a view on how proposals are likely to be received by local communities
- Scrutiny Members help ensure that a strategic, long term approach is taken when major service strategies are being considered by providing constructive challenge in testing assumptions, looking at risk and challenging how resources are prioritised.

Our Values
Scrutiny on the Isle of Anglesey …..

- is forward and outward thinking and proactive (rather than inwards and reactive)
- has a clearly defined and valued role in the Council's governance and improvement arrangements
- is non-political and incorporates a wide range of evidence and perspectives including those from strategic partners, regulators and the public
- is led by Elected Members who have the training and development opportunities they need to undertake their role effectively

- receives effective support from the Council's Leadership Team who ensures that information provided to Scrutiny is of high quality and provided in a timely and consistent manner
- takes into account concerns expressed at ward level in a non-parochial way when managing the forward work programme
- is well planned, chaired effectively and makes best use of the resources available to it.



4. DELIVERING EFFECTIVE EDUCATION SCRUTINY

Scrutiny of education
Education accountability and Member scrutiny of the wider education system is a critically important role and one that requires the Local Authority and its partners to work together effectively. Following changes to how schools operate and with more reform on the horizon[4], there is a potential risk for much less clarity and understanding of who is accountable for what and who has the overview of the local education system.

Education is one of our 6 key strategic objectives[5] - ensuring an effective provision for today and for future generations. Isle of Anglesey County Council have therefore reconsidered the question of what the role of Elected Members is in this system. There needs to be clear and structured local oversight and leadership in order to ensure checks and balances outside of individual schools' own governance systems on how the overall education system is

[4] Additional Learning Needs and Education Tribunal (Wales) Act 2018 – creates a legislative framework to improve the planning and delivery of additional learning provision;
Curriculum and Assessment (Wales) Act 2021 – establishes the Curriculum for Wales in law
[5] Council Plan 2023-28

operating at a County level. To this end, the Education Scrutiny Panel has an important contribution to make. Ensuring meaningful and robust scrutiny of education is a key component of the leadership role of Scrutiny Members. Good scrutiny is about adding value, strengthening decisions and outcomes.

Scrutiny of education is therefore also about holding local providers to account, and at a strategic level:

- Looking at / scrutinising how all the components work together eg how GwE discharge their duties, how local partners co-ordinate activities
- That all efforts are having a positive impact on learners and communities.

Education scrutiny is much more than adding value to the decisions of the Executive alone. It is about ensuring that a proper scrutiny process forms part of the planning, implementation and follow up on key decisions that have an impact on learners, taxpayers and communities.

What we expect to see
We expect to see political leadership and effective scrutiny by Members who have a comprehensive knowledge and understanding of the education provision to enable them to discharge their responsibilities effectively:

- **Standards** – challenge performance in order to raise standards around education attainment
- **Quality** – an understanding of the breadth and quality of education provision
- **Leadership** - understanding of the effectiveness of education leadership at all levels in the County.

Creating the conditions:
The following actions and behaviours seek to ensure effective scrutiny of education matters by our Members:

Conditions For Effective Education Scrutiny – Elected Member Commitment

→ sticking to the broader vision for the Education Service

→ being knowledgeable about the topic and researching before Scrutiny

→ asking open, probing and supplementary questions

→ looking in detail at topics

→ detailed consideration at Committee

→ be respectful when scrutinising

→ build respectful, productive relationships between Elected Members and officers

→ close to schools, ears on the ground to collate informal evidence

→ ensure ample opportunity for open conversations at Panel level

→ have robust Committee and Panel forward work programmes to set direction

→ respect the choice of language of fellow Members with the duty to comply with the Welsh language standards

→ support the Council's commitment through its Welsh language policy and other plans to develop use of the language

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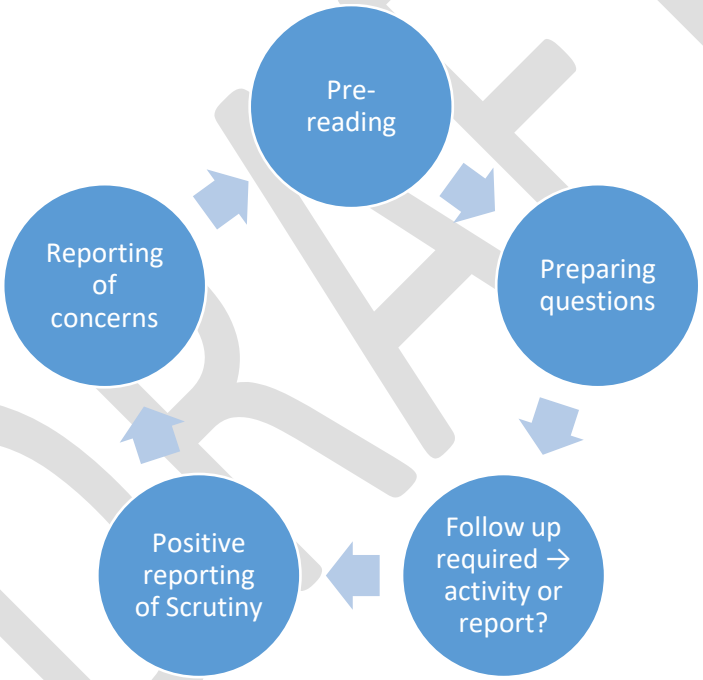
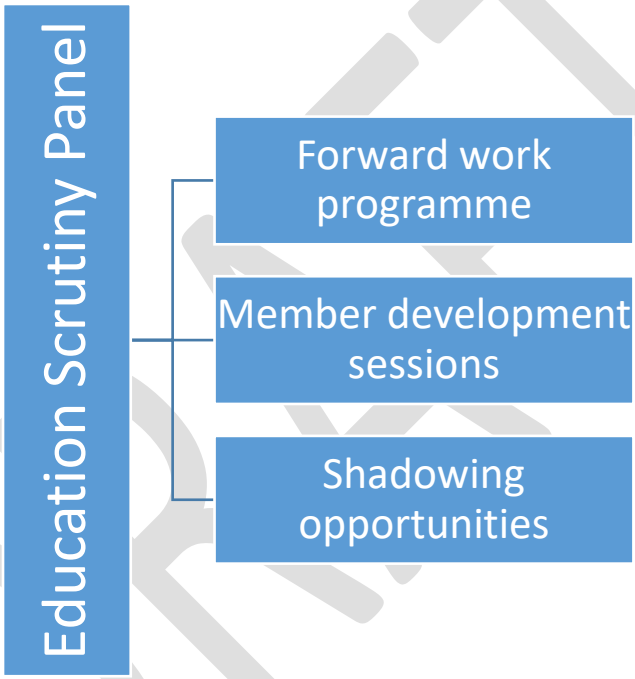
Elected Members' Pledge
Our Elected Members are committed to:

i. maintaining effective scrutiny by:



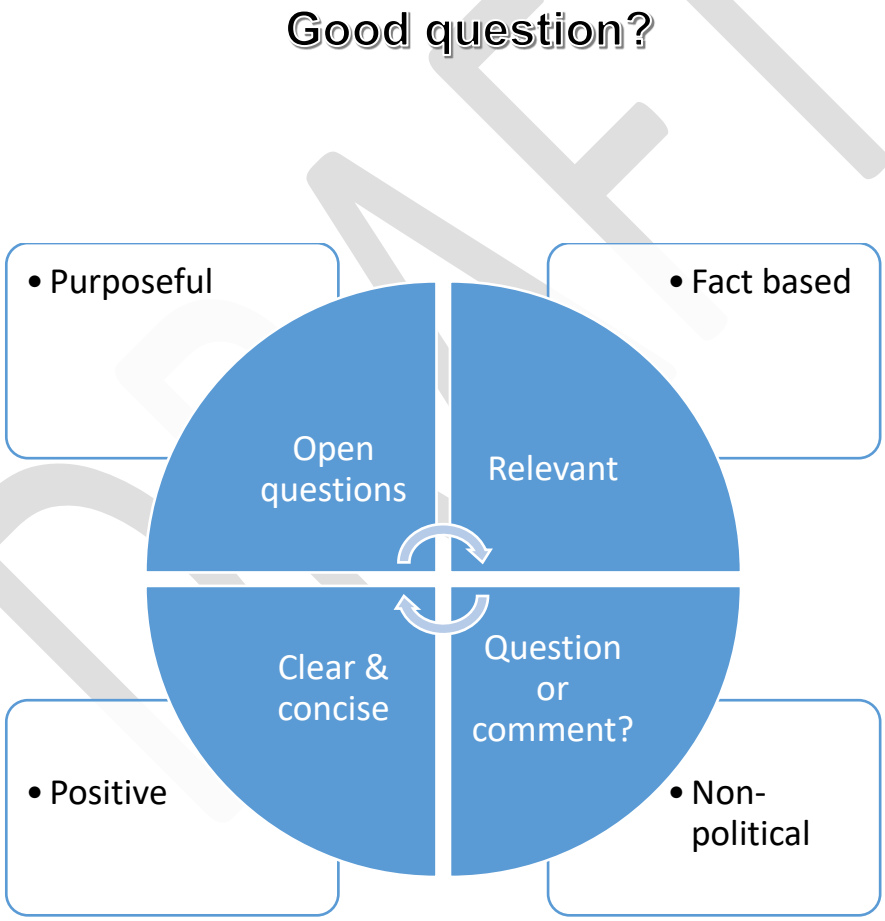
ii. developing background knowledge, understanding and appreciation of the education provision for children and young people on the Isle of Anglesey by:

- ✓ further developing our model of working which focuses on a smaller "group" - allowing Members to participate more, develop a level of subject "expertise", encourage good attendance and team work. Also as a forum to develop a group of Members with the ownership and expertise to lead discussions on Education matters in the Partnership and Regeneration Scrutiny Committee -



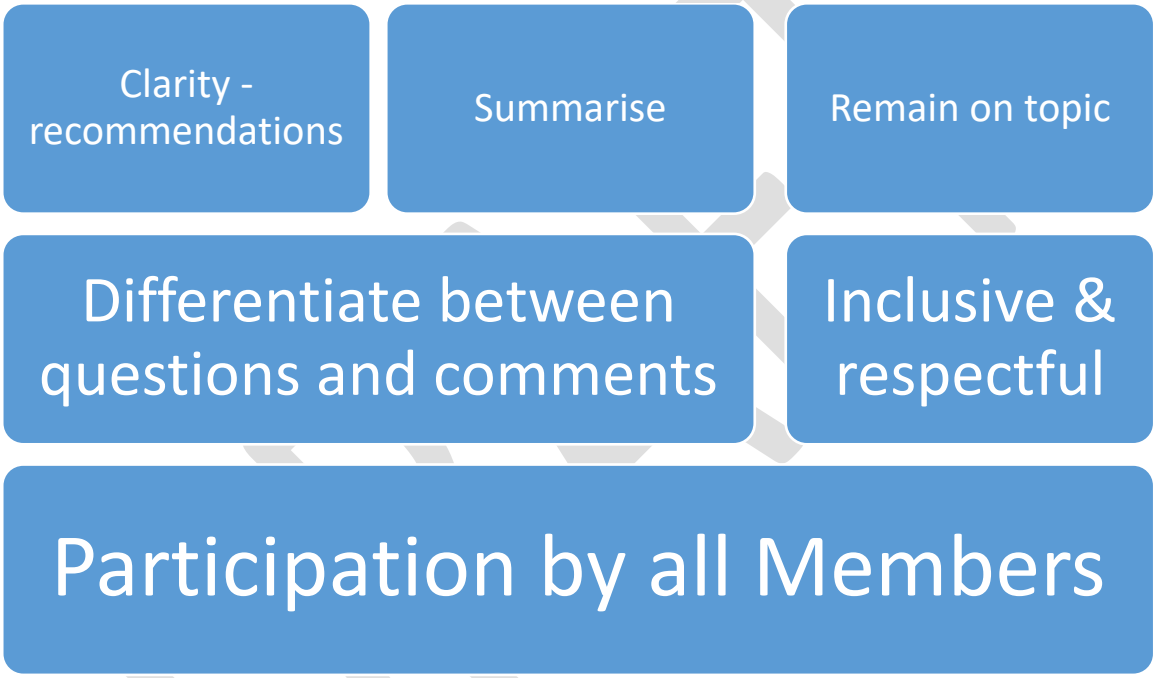
- ✓ building trusting relationships and enable team building amongst Panel members in order to encourage an appetite to further develop Scrutiny work
- ✓ providing periodic opportunities in the calendar for Member self-evaluation to enable reflection and learning
- ✓ fully participating and engaging in shadowing opportunities (including visits to schools) as a means of keeping in touch with every day challenges facing Head Teachers and staff in our schools. This to include reporting back to Panel members on key issues and risks.

iii. developing an effective questioning strategy as a foundation for all Scrutiny activity:



Further guidance on effective questioning is provided in **Appendix 2.**

iv. effective chairing of Panel and Committee meetings:



EXPLANATORY NOTE:

The Education Scrutiny Charter has been drawn up by officers of the Isle of Anglesey County Council and has included input from Elected Members namely:

i. Education Scrutiny Panel
ii. Parent Scrutiny Committees namely the Corporate Scrutiny Committee and Partnership and Regeneration Scrutiny Committee
iii. Scrutiny Chairs / Vice-Chairs Forum
iv. Political Group Leaders
v. Leadership Team.

AN INTRODUCTION TO OVERVIEW AND SCRUTINY

"Effective public scrutiny committees can be a powerful vehicle for change. It can improve the delivery of services; it can connect the public to decision-makers and politicians; it can improve efficiency….."

[Centre for Governance and Scrutiny 2008]

WHAT IS SCRUTINY?

- Focus on matters of real concern to citizens of the Isle of Anglesey.
- Challenge decision makers to drive forward better performance.
- Provide checks and balances for Executive decision making.

4 KEY PRINCIPLES

1. Provide a "critical friend" challenge to the Executive.
2. Reflect the voice and concerns of citizens.
3. Be led and owned by Members of the Council.
4. Make an impact on service delivery.

WHAT SCRUTINY IS <u>NOT</u>……

- Getting involved in minor matters or matters involving individuals.
- Dealing with complaints or regulatory matters e.g. planning or licence applications.
- Dealing with matters that are still subject to court proceedings.
- Political.
- A debating Chamber.
- Considering matters subject to review by another organisation within or external to the Local Authority.
- Opportunity to ask questions of officers on non-agenda items.
- Negative.
- A place to have a nice look at things.

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WORK OF SCRUTINY COMMITTEES

Scrutiny Committees can:

1. Review and scrutinise decisions of the Executive, individual Portfolio Holders or Offices of the Council.
2. Prepare reports or make recommendations.
3. Review any matters referred to it under “Call In” rules and prepare reports and recommendations as required.
4. Review and scrutinise the performance of services.
5. Respond to external organisations whose actions affect the residents of the Island.
6. Require Executive Members and senior officers to attend meetings and to be challenged about matters within their areas of responsibility.
7. Invite expert advisors, other Members of the Council, stakeholders or members of the public to take part in Scrutiny reviews.
8. Refer matters to the Scrutiny Panels (made up of smaller groups of Members).

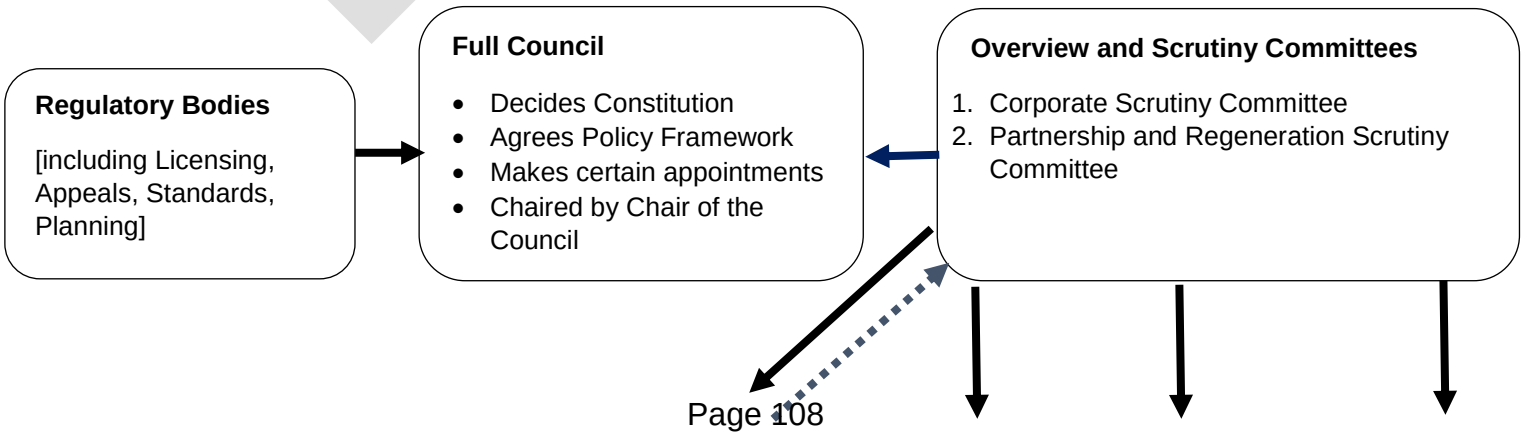
COUNCIL STRUCTURE

The Council has 35 Councillors in total. 9 Councillors form the Executive, the main decision making body. The Council also has a number of Committees to deal with matters like Licensing, Planning and internal issues such as Governance and Staffing Matters.

The rules governing the way in which Overview and Scrutiny Committees operate including the legislative context can be found in Part 4 of the Council’s Constitution.

There are 2 Overview and Scrutiny Committees involving the majority of our Elected Members.

SCRUTINY WITHIN THE COUNCIL’S DECISION MAKING PROCESS



Executive
Leader and Portfolio Holders (9)

- Proposes policy and budget
- Implements policy framework
- Takes delegated executive decisions as a group or individuals

Social Services Scrutiny Panel

Finance Scrutiny Panel

Education Scrutiny Panel

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Appendix 2

Good Question?
A Guide for Education Scrutiny Members

Your short factual introduction: this gets everyone focused on the key issue. Use the title of anyone you address for clarity
Your open question(s): these questions start with → Who, What, When, Where, How, Why and can't be answered with a yes or no answer. No problem to use two short linked questions
Your probing question(s): these questions usually start with phrases like "Given that you have stated that ……." Or "Can you be more specific about…." "Can you explain then why…." "What else is required?" "So that I may understand……" "Describe how this will look in 3 years…." "What difference will this make?"
Your closed summarising question(s): these questions can be asked by you or (if you miss it) by the Chairman at the end of your contribution. They aim to achieve absolute clarity of an answer and are aimed at achieving a clear "yes" or "no" answer for the respondent. Feel free to use 2 short linked closed questions. These questions begin with "So you are stating that….."; "You feel therefore that ……."; "So you are clear that ……" ; "Your target is therefore ……"

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ISLE OF ANGLESEY COUNTY COUNCIL
Scrutiny Report Template

Committee:	**Partnership and Regeneration Scrutiny Committee**
Date:	**19th September, 2023**
Subject:	**Partnership and Regeneration Scrutiny Committee Forward Work Programme**
Purpose of Report:	**Assist the Scrutiny Committee in considering, agreeing and reviewing its forward work programme for 2023/24**
Scrutiny Chair:	**Cllr Dylan Rees**
Portfolio Holder(s):	**Not applicable**
Head of Service:	**Lynn Ball, Director of Function (Council Business) / Monitoring Officer**
Report Author: **Tel:** **Email:**	**Anwen Davies, Scrutiny Manager** **07971167198** **AnwenDavies@ynysmon.gov.uk**
Local Members:	**Applicable to all Scrutiny Members**

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1 - Recommendation/s
The Committee is requested to: **R1** agree the current version of the forward work programme for 2023/24 **R2** note progress thus far in implementing the forward work programme.

2 – Link to Council Plan / Other Corporate Priorities
Effective work programming is the foundation of effective local government scrutiny. Our Scrutiny rolling forward work programmes are aligned with the corporate priorities of the Council and corporate transformation programmes – ensuring the role of Member scrutiny makes a tangible contribution to the Council's improvement priorities.

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]**

3.6 The potential impacts the decision would have on:

- protected groups under the Equality Act 2010
- those experiencing socio-economic disadvantage in their lives (when making strategic decisions)
- opportunities for people to use the Welsh language and treating the Welsh language no less favourably than the English language

[focus on equality and the Welsh language]

4 - Key Scrutiny Questions

5 – Background / Context

1. Background

1.1 Effective work programming is the bedrock of an effective local government scrutiny function[1]. Done well, work programming can help lay the foundations for targeted and timely work on issues of local importance demonstrating where Member scrutiny can add value. Good practice advocates two key issues at the heart of the scrutiny forward work programme:

i. Challenge around prioritising work streams
ii. Need for a member-led approach and interface with officers.

1.2 **Basic principles of good work programming[2]**

- Work programming should not be a "start-stop" process
- Complementary work programmes for separate scrutiny committees
- Balance between different methods of work
- An effective process for reporting / escalating issues to the Executive
- Input and views of internal stakeholders
- Close working with the Executive
- Links with the Annual Scrutiny Report (evaluation and improvement tool).

2. Local context

2.1 There is now a well-established practice of forward work programming which are now rolling programmes focusing on the quality of scrutiny with fewer items, to add value. They are an important tool to assist Members in prioritising their work and are discussed with the Leadership Team and Heads of Service. Both committees review the content of their work programmes on a regular basis, to ensure that they remain relevant and keep abreast with local priorities. Our local forward planning arrangements now ensure greater focus on:

- Strategic aspects
- Citizen / other stakeholder engagement and outcomes
- Priorities of the Council Plan and transformation projects
- Risks and the work of inspection and regulation
- Matters on the forward work programme of the Executive.

[1] A Cunning Plan? Devising a scrutiny work programme, Centre for Public Scrutiny (March, 2011)
[2] A Cunning Plan? Devising a scrutiny work programme, Centre for Public Scrutiny (March, 2011)

Outcome: rolling work programmes for scrutiny committees which are aligned with corporate priorities.

2.2 Committee chairs lead on developing the forward work programmes and are submitted to the monthly Scrutiny Chairs and Vice-chairs Forum and for approval at each ordinary meeting of the scrutiny committees. The Forum is considered an important vehicle to oversee these programmes and jointly negotiate priorities.

2.3 **"Whole council" approach to Scrutiny:** our work programmes provide a strong foundation for our improvement programme, ensuring the role that Scrutiny plays in the Authority's governance arrangements:

i. Supports robust and effective decision-making
ii. Makes a tangible contribution to the Council's improvement priorities
iii. Continues to evolve.

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3. Issues for consideration

3.1 The Scrutiny Committee receives regular update reports on the implementation of its forward work programme. A copy of the current 2023/24 work programme is attached as **APPENDIX 1** to this report for reference and includes changes made to the work programme since the Committee last considered the document.[3]

3.2 Where appropriate, items may be added to the Committee's forward work programme during the municipal year. Requests for additional matters to be considered for inclusion on the work programme can be submitted via the Members Request Form for an item to be considered for Scrutiny. Requests are initially considered by the Scrutiny Chairs and Vice-chairs Forum, using the following criteria:

- the Council's strategic objectives and priorities (as outlined in the Council Plan)
- the ability of the Committee to have influence and/or add value on the subject (A Scrutiny Test of Significance Form will be completed).

6 – Equality Impact Assessment [including impacts on the Welsh Language]
6.1 Potential impacts on protected groups under the Equality Act 2010
6.2 Potential impacts on those experiencing socio-economic disadvantage in their lives (strategic decisions)
6.3 Potential impacts on opportunities for people to use the Welsh language and treating the Welsh language no less favourably than the English language
Not applicable for this overarching issue but will be considered as an integral part of preparing for specific proposals to be submitted for consideration by the Committee.
7 – Financial Implications
Not applicable.

8 – Appendices:

[3] Meeting of the Partnership and Regeneration Scrutiny Committee convened on 21st June, 2023

Partnership and Regeneration Scrutiny Committee Forward Work Programme 2023/24

9 - Background papers (please contact the author of the Report for any further information):
Anwen Davies, Scrutiny Manager, Isle of Anglesey, Council Offices, Llangefni. LL77 7TW

ITEMS SCHEDULED FOR SCRUTINY → MAY, 2023 – APRIL, 2024
[Version dated 01/09/23]

Note for Stakeholders and the Public:
A **Protocol for Public Speaking at Scrutiny Committees** has been published by the Council.
Should you wish to speak on any specific item at a Scrutiny Committee then you should register your interest by submitting a written request using the form available as soon as possible and at least 3 clear working days prior to the specific Committee meeting. You can access information about the meeting and which items being discussed by reading this Forward Work Programme. Contact the Scrutiny Manager if you have any queries [AnwenDavies@ynysmon.gov.uk]

CORPORATE SCRUTINY COMMITTEE	PARTNERSHIP AND REGENERATION SCRUTINY COMMITTEE
May, 2023 (23/05/23)	**May, 2023 (23/05/23)**
Election of Chair: 2023/24	Election of Chair: 2023/24
Election of Vice-chair: 2023/24	Election of Vice-chair: 2023/24
June, 2023 (20/06/23) – Q4	**June, 2023 (21/06/23)**
Performance Monitoring: Corporate Scorecard Qtr4: 2022/23	Welsh Language: • Annual Report on the Welsh Standards: 2022/23 • Welsh in Education Strategic Plan: 2022/23 → Measure Progress • Education Scrutiny Panel Progress Report
Modernising Learning Communities and Developing the Welsh Language Strategy	Gwynedd & Ynys Môn Public Services Board Annual Report: 2022/23
Area of Outstanding Natural Beauty Management Plan	Destination Management Plan
Annual Delivery Plan: 2023/24	North Wales Economic Ambition Board Qtr 4: 2022/23 Progress Report
Committee Forward Work Programme for 2023/24	Committee Forward Work Programme for 2023/24
September, 2023 (19/09/23) – Q1	**September, 2023 (19/09/23) - Education**
Performance Monitoring: Corporate Scorecard Q1: 2023/24	Consultation on the Future of Fire and Rescue Services in North Wales – Isle of Anglesey County Council comments
Finance Scrutiny Panel Progress Report	GwE Annual Report for the Isle of Anglesey: 2022/23
Annual Performance Report: 2022/23	Education Scrutiny Panel Progress Report
Nomination of Committee Member on the Finance Scrutiny Committee	Education Scrutiny Charter
Committee Forward Work Programme for 2023/24	Committee Forward Work Programme for 2023/24

CORPORATE SCRUTINY COMMITTEE	PARTNERSHIP AND REGENERATION SCRUTINY COMMITTEE
October, 2023 (18/10/23)	**October, 2023 (17/10/23)**
Social Services Scrutiny Panel Progress Report	Regional Emergency Planning Service Annual Report: 2022/23
	Annual Report North Wales Regional Partnership Board (Part 9): 2022/23
Committee Forward Work Programme for 2023/24	Committee Forward Work Programme for 2023/24
November, 2023 (21/11/23) - Q2	**November, 2023 (22/11/22) – Crime and Disorder**
Monitoring Performance: Corporate Scorecard Q2: 2023/24	Waste and Recycling Strategy: 2023/2028
Corporate Asset Management Plan: 2023/2028 (to be confirmed)	Gwynedd & Ynys Môn Community Safety Partnership Annual Report: 2022/23
Empty Homes Strategy: 2023/28	Ynys Môn Levelling Up Programme – Measure Progress
	North Wales Economic Ambition Board: • North Wales Economic Ambition Board Annual Report: 2022/23 • North Wales Economic Ambition Board Qtr 1: 2023/24 Progress Report
Committee Forward Work Programme for 2023/24	Committee Forward Work Programme for 2023/24
January, 2024 (18/01/24) – 2024/25 Budget	**January, 2024 (16/01/24)**
2024/25 Budget Setting (Revenue Budget) – initial budget proposals	Corporate Safeguarding
Finance Scrutiny Panel Progress Report	North Wales Economic Ambition Board Qtr 2: 2023/24 Progress Report
Tenant Participation Strategy	
Asset Management Strategy (Housing Service)	
Local Housing Market Assessment	
Committee Forward Work Programme for 2023/24	Committee Forward Work Programme for 2023/24
February, 2024 (27/02/24) – 2024/25 Budget	**February, 2024 (06/02/24) - Education**
Final Draft Budget Proposals for 2024/25 – revenue & capital	Education Scrutiny Panel Progress Report
Finance Scrutiny Panel Progress Report	
Committee Forward Work Programme for 2023/24	Committee Forward Work Programme for 2023/24
March, 2024 (12/03/24) - Q3	**March, 2024 (13/03/24)**
Monitoring Performance: Corporate Scorecard Q3: 2023/24	Annual Report on Equalities: 2022/23
Social Scrutiny Panel Progress Report	North Wales Economic Ambition Board Qtr 3: 2023/24 Progress Report
Housing Revenue Account Business Plan: 2024/2054	Ynys Môn Levelling Up Programme – Measure Progress
Committee Forward Work Programme for 2023/24	Committee Forward Work Programme for 2023/24

CORPORATE SCRUTINY COMMITTEE	PARTNERSHIP AND REGENERATION SCRUTINY COMMITTEE
April, 2024 (16/04/24)	**April, 2024 (17/04/24)**
	Public Services Board – governance arrangements / scrutiny of delivery of the Wellbeing Plan
Committee Forward Work Programme for 2023/24	Committee Forward Work Programme for 2023/24

Items to be scheduled:

Corporate Scrutiny Committee	Partnership and Regeneration Scrutiny Committee
Service Asset Management Plan 2021/31 – Smallholdings Estate	Betsi Cadwaladr University Health Board (plan for November, 2023)
Census 2021	North Wales Police & Crime Commissioner
Transformation and Modernisation of Adults' Services	North Wales Fire & Rescue Service
	Welsh Ambulance Services NHS Trust
	Medrwn Môn
	Scrutiny of Partnerships
	Transformation of Learning Disabilities Day Opportunities
	Gypsy and Traveller Accommodation Action Plan
	Gwynedd & Ynys Môn Public Services Board – Annual Report 2023/24 (June, 2024)
	Communities for Work Plus Programme: Annual Report 2023/24 (June, 2024)
	Improving Reliability and Resilience across the Menai Straits
	Anglesey Free Port
	Public Participation Strategy: 2023/28
	Anglesey Local Development Plan
	Impact of Tourism on Anglesey Local Communities (resolution of the Partnership and Regeneration Scrutiny Committee, 21/06/2023)
	Ynys Môn Levelling Up Programme – Measure Progress (September, 2024 and January, 2025)

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