Complete Agenda

GwE

Tuag at Ragoriaeth
Towards Excellence

CYNGOR SIR YNYS MÔN ISLE OF ANGLESEY COUNTY COUNCIL

CYNGOR GWYNEDD COUNCIL

CONWY CYNGOR BWRDEISTREF SIROL COUNTY BOROUGH COUNCIL

CYNGOR Sir Ddinbych Denbighshire COUNTY COUNCIL

CYNGOR Sir y Fflint Flintshire COUNTY COUNCIL

wrexham COUNTY BOROUGH COUNCIL CYNGOR BWRDEISTREF SIROL wrecsam

Meeting
GWE JOINT COMMITTEE

Date and Time
10.30 am, WEDNESDAY, 23RD MAY, 2018

Location
GwE Offices, Bryn Eirias, Abergele Road, Colwyn Bay, LL29 8BF

Contact Point
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(DISTRIBUTED: 16/05/2018)

GWE JOINT COMMITTEE

MEMBERSHIP OF THE JOINT COMMITTEE

Voting Members

Councillors

Councillor Meirion Jones	Isle of Anglesey County Council
Councillor Garffild Lewis	Conwy County Borough Council
Councillor Huw Hilditch-Roberts	Denbighshire County Council
Councillor Ian Roberts	Flintshire County Council
Councillor Phil Wynn	Wrexham County Borough Council
Councillor Gareth Thomas	Gwynedd Council

Co-opted Non-voting Members

Rita Price	Wrexham Diocese
Haf Williams	Primary Schools Representative
Peter Agnew	Secondary Schools Representative
Mair Herbet	Secondary Schools Representative
Jonathan Morgan	Special Schools Representative
Alison Fisher	Governor Representative

Non-voting Officers

Arwyn Williams	Isle of Anglesey County Council
Dr Lowri Brown	Conwy County Borough Council
Karen Evans	Denbighshire County Council
Claire Homard	Flintshire County Council
Ian Roberts	Wrexham County Borough Council
Garem Jackson	Gwynedd Council

Officers in Attendance

Arwyn Thomas	GwE Managing Director
Iwan G. Evans	Host Authority
Dafydd L. Edwards	Host Authority
Steve Vincent	Welsh Government
Susan Owen Jones	GwE Business Manager
Dr Gwynne Jones	Isle of Anglesey County Council
Rhys Howard Hughes	GwE Assistant Director
Alwyn Jones	GwE Assistant Director
Gareth Williams	GwE Advisory Board Chairman

A G E N D A

1. ELECT CHAIR

To elect a Chairman for 2018-19.

2. ELECT VICE-CHAIR

To elect a Vice-chairman for 2018-19.

3. APOLOGIES

To receive any apologies for absence.

4. DECLARATION OF PERSONAL INTEREST

To receive any declaration of personal interest.

5. WELSH PROFESSIONAL TEACHING AWARDS

6. URGENT ITEMS

To note any items that are a matter of urgency in the view of the Chairman for consideration.

7. MINUTES OF PREVIOUS MEETING   5 - 7

(copy enclosed)

8. NEW ACCOUNTABILITY FRAMEWORK

A presentation by Alwyn Jones.

9. GWE ANNUAL REPORT 2017-18   8 - 15

10. BUSINESS PLAN 2017-2020 - LEVEL 1   16 - 30

11. WELSH IN EDUCATION   31 - 38

12. GWE FINAL ACCOUNTS 2017-18   39 - 43

Agenda Item 7

GwE JOINT COMMITTEE

21.02.2018

Present:

Councillors: Gareth Thomas – Cadeirydd (Gwynedd Council), Phil Wynn – Vice-chair (Wrexham County Borough Council), Garffild Lewis (Conwy County Council), Ian Roberts (Flintshire Council), and Huw Hilditch-Roberts (Denbighshire Council).

Co-opted Non-voting Members: Jonathan Morgan (Special School' Representative).

Non-voting Officers: Delyth Molyneux (Anglesey County Council), Dr Lowri Brown (Conwy County Council), Karen Evans (Denbighshire Council), Claire Homard (Flintshire Council), and Garem Jackson (Gwynedd Council).

Also present: Arwyn Thomas (Managing Director, GwE), Iwan G. Evans (Host Authority's Head of Legal Services – Gwynedd Council), Dafydd Edwards (Host Authority's Head of Finance – Gwynedd Council), Susan Owen Jones (GwE Business Manager), Dr Gwynne Jones (Anglesey County Council), Rhys Howard Hughes (Assistant Director, GwE), Dafydd Ifans, Llyr Gilmour Jones (Item 1 only) and Sioned Williams (Host Authority's Members Support Officer – Gwynedd Council).

1. APOLOGIES

Councillor Meirion Jones (Anglesey County Council), Rita Price (Wrexham Diocese), Mair Herbert (Secondary Schools' Representative), Alison Fisher (Governors' Representative), Ian Robert (Wrexham County Borough Council), Steve Vincent (Welsh Government), Gareth Williams (Chair of the Advisory Board), and Alwyn Jones (Assistant Director, GwE).

2. DECLERATION OF PERSONAL INTEREST

No decleration of personal interest was recieved by any Member present.

3. URGENT MATTERS

There were no urgent matters.

4. MINUTES OF PREVIOUS MEETING

The Chair signed the minutes of the committee meeting held on 22 November 2017. They were accepted as a true record.

5. G6 PRESENTATION

A presentation was given to the Joint committee of the G6 system, which is a system that enables schools to enter into a dialogue with their Schools Improvement Advisor on their progress by inputting information into a regional dashboard. Access will also be available to local authorities. The G6 system is intended to transform the relationship between GwE and

schools and to encourage co-operation between schools. It was noted that the system had already been piloted in schools in Denbighshire and the response has been very positive.

During the subsequent discussion, a series of questions/comments were responded to by members of the Joint Committee in relation to:

- A possibility to set a different entry level to the system for different users.
- Measure the validity of schools ' judgement when inputting information.
- Challenge of dealing with schools that are in red/amber category but do not want to be published.
- The emphasis that the system is a tool to improve performance and not a tool to evaluate schools.
- Do the other 3 consortia have a similar system/is it possible to expand the system to be a national one?

6. LEVEL 1 BUSINESS PLAN MONITORING REPORT – QUARTER 3

GwE's Managing Director presented the quarter 3 monitoring report for the Level 1 Business Plan. The need to look at the impact of the actions was highlighted and the need to ensure that everyone is clear about the rationale behind the priorities.

During the subsequent discussion, a series of questions/comments were responded to by members of the Joint Committee in relation to:

- It was questioned is it appropriate to identify the leadership element as 'green'- implementation is 'green' but the outcomes are not.
- A meeting needs to be arranged before Cabinet members meet with the WLGA in March

IT WAS DECIDED TO: Accept the report.

7. BUDGET MONITORING REPORT 2017-18 - QUARTER 3

A report was presented by the Host Authority's Head of Finance. It was noted that there is no significant change in the Quarter 3 review.

IT WAS DECIDED TO: Accept the report.

8. BASE BUDGET 2018/19 REPORT

A report was presented by the Host Authority's Head of Finance and it was noted that the Joint Committee needed to adopt the budget for the coming year.

During the subsequent discussion, a series of questions/comments were responded to by members of the Joint Committee in relation to:

- Importance of risk management.
- Suggestion to prioritise any surplus fiscal resource to the schools that are in the 'Red' category.
- The importance of ensuring value for money in giving more money to schools that are in the 'Red' category – providing more money does not mean that the school will improve.

IT WAS DECIDED TO: Adopt the budget.

9.   MEDIUM TERM FINANCIAL PLAN 2017/18 – 2020/21

A report was presented by the Host Authority's Head of Finance. It was noted that there is no significant change in the figures and that the action plan does not require much change.

IT WAS DECIDED TO: Approve the report.

10. RISK REGISTER

GwE's Business Manager presented the risk register and noted the need for the Joint Committee to review and accept the contents of the register.

IT WAS DECIDED TO: Accept the risk register.

11. ADVISORY BOARD REPORT

The Advisory Board's report was presented noting the discussions that had taken place at their last meeting. The Joint Committee was asked to note the contents of the report.

Congratulations were extended to Aled Evans on his appointment in a lead role with the Welsh Government and it was also noted that Carl Hughes had been appointed as a new member of the Advisory Board.

IT WAS DECIDED TO: Note the contents of the report.

12. MEETING DATES

A request for meeting dates for the year was submitted to the Joint Committee.

IT WAS DECIDED TO: Accept the request.

13. OTHER MATTERS ARISING

Congratulations were extended to Jonathan Morgan on the success of Ysgol y Gogarth's recent Estyn inspection.

It was noted that Delyth Molyneux will be retiring and she was thanked for her dedication and contribution.

Tuag at Ragoriaeth
Towards Excellence

REPORT TO THE JOINT COMMITTEE

23 MAY 2018

Report by: GwE Managing Director

Subject: GwE Annual Report 2017-18

1.0 Purpose of the Report

1.1 To present the GwE Annual Report for 2017-18.

2.0 Background

2.1 As is stated in the GwE Inter Authority Agreement, GwE will report annually on the performance of the Service in delivering the Service Functions and Key Aims.

3.0 Considerations

3.1 Enclosed is the annual report which identifies strengths in standards, provision and leadership, and areas for improvement and development. The areas that need to be developed are priorities in our business plans for 2018-2019.

3.2 Further information is available in relation to the areas noted below through the service's annual self-evaluation process, which outlines the achievements during 2017-18, the impact against the actions and outcomes for the whole year, together with the priorities for the Business plans for 2018-19.

- Standards
  - ➢ Foundation Phase
  - ➢ Key Stage 2
  - ➢ Key Stage 3
  - ➢ Key Stage 4

- ➢ Key Stage 5
- ➢ Standards of Literacy and Numeracy
- ➢ Standards in Welsh

- Standards (Groups of Learners)
  - ➢ Boys & Girls
  - ➢ Free School Meals
  - ➢ Looked After Children
  - ➢ English as an additional language
  - ➢ Special Education Needs
  - ➢ Ethnic Origin
  - ➢ Gypsies & Travellers
  - ➢ More Able & Talented

- Estyn School Inspection Profile

- National Categorisation

- Provision
  - ➢ Support and challenge
  - ➢ Tracking
  - ➢ Curriculum
  - ➢ Assessment
  - ➢ Teaching
  - ➢ Wellbeing
  - ➢ Support for leadership, management & governance
  - ➢ Promotion and delivery of Welsh Government initiatives

- Leadership
  - ➢ Estyn
  - ➢ Partnership Working
  - ➢ Value for Money

4.0   Recommendations

4.1   The Joint Committee is asked to recommend and accept the Annual Report.

5.0   Financial Implications

5.1   There are no financial implications arising from this report. GwE will operate within the current financial resources.

6.0   Equalities Impact

6.1   There are no new equalities implications arising from this report.

7.0   Personnel Implications

7.1   There are no new personnel implications arising from this report.

8.0   Consultation Undertaken

8.1   Regular discussions are held with GwE Management Board.

9.0   Appendices

9.1   GwE Annual Report 2017-18.

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

No comments to add from a propriety perspective.

Statutory Finance Officer:

I note the confirmation in part 3.1 of the covering report that the "areas that need to be developed are priorities in our business plan for 2018/19", and of course the plan will need to be implemented within current financial resources.

ANNUAL REPORT 2017-2018

STANDARDS

Performance strengths

- GwE's performance in the main indicators in Key Stage 2 and Key Stage 3 continues to improve rapidly, and the region's performance is the highest of the four consortia.

- Key Stage 2 - In 2017, there was a 1.6% increase in the percentage of pupils who attained the Core Subjects Indicator [CSI] compared to the national percentage of 0.9%. This was higher than the increase seen in the other regions and GwE's performance is now the best of the four regions. In 2017, an increase of 2% or more was seen in three of the local authorities, Ynys Môn (+2.1%), Gwynedd (+2.3%) and Wrexham (+2.6%). Three of the 6 authorities performed better than their FSM position, with one equivalent to it.

- In 2017 in Key Stage 3, a further increase in the percentage of pupils who attained the Core Subjects Indicator [CSI]. The region's performance in the CSI continues to be the best of the four consortia, with three authorities, Gwynedd, Conwy and Flintshire, performing higher than their FSM position, or close to it.

- Key Stage 4 - The performance gap between GwE and the 2 highest performing consortia in the TL2+ has decreased by approximately 1%.

- On the higher levels [level 6+] in Key Stage 3, an increase was seen in all core subjects. The increase in the region was higher than the national increase for Welsh. Performance in mathematics, science and Welsh is the best of the four consortia, and English has the second best performance.

- In Key Stage 2 and 3, the performance of FSM pupils in the GwE region was higher than the national percentage in each of the main indicators, with the exception of Welsh in Key Stage 2.

These are areas that require improvement:

- Raising standards in the Foundation Phase continues to be a key priority for improvement in the consortium. Even though the greatest increase was seen in the percentage of pupils who attain the Foundation Phase Indicator (FPI), an increase of 0.8% compared to 0.3% nationally, there is still considerable work to be done across the region.

- Raising Standards in KS4 remains a priority. As KS4 indicators have been revised, the historical comparison is no longer valid. GwE's performance continues to be the third best of the regions' performance. There is a need to improve the inspection results profile of secondary schools.

- In Key Stage 4, there is variation in the performance of individual local authorities across the region. This year, overall, Gwynedd and Conwy have performed close to what was expected in the majority of indicators. Improving standards in those local authorities where performance is below their comparative FSM position is an important priority.

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- In Key Stage 4, too many schools across the consortium are performing below expectations. There is a need for improvement in schools' performance against the modelled expected outcome in the majority of indicators. Performance in the L2+ and Capped 9 needs to be prioritised.

- In Key Stage 4, the aim is to ensure that the performance of FSM pupils is equivalent to, if not higher than, the national percentage. In 2017, the performance of FSM pupils in the L2+ was 1.7% below the 28.6% seen nationally, and the nine points score and capped 8.3 were below the national score. In Key Stage 2 and 3, GwE's performance was higher than the national percentage in the core subject indicator, and only slightly below in the foundation phase indicator.

- In Key Stage 4, there is a need to improve performance in maths and English.

- There is a need to improve the higher outcomes across all key stages.

PROVISION

Strengths:

- Support and challenge - there is more consistency across the service and clarity in terms of the accountability of the team and of the service.

- Secondary delivery model - all secondary schools now have a support programme that is more fit for purpose and which better matches the school improvement plan.

- There is a more effective structure in place to support and challenge schools. We are already seeing an improvement in performance across a range of indicators.

- The school improvement service uses data and targeting and tracking procedures more effectively and consistently to challenge and support schools.

- The number of primary schools placed in an Estyn category (Estyn monitoring, Significant Improvement and Special Measures) has nearly halved in the last two years (from 46 in 2013-15 to 26 in 2015-17).

- GwE provides a range of professional learning programmes for practitioners, from Higher Level Teaching Assistants to experienced Headteachers.

- Increasing emphasis was placed during 2017-18 on improving the quality of leadership, focusing on improving the quality of evaluation and improvement planning. There is clear evidence that the leadership workshops for primary school leaders have led to improved outcomes, and strengthened schools to direct their own journey towards improvement.

- The Literacy and Numeracy team has provided an extensive variety of support and development programmes across the region in order to ensure planning and provision of a high standard in the primary and secondary sectors.

- Effective processes have led to a more consistent approach to assessment across the region.

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- Good work continues in developing schools as Learning Organisations (OECD), and collaboration with the new Academy of Education Leadership in Wales.

- Teaching and Learning - there are many exciting and far-reaching projects under way, which will enable all teachers in the region to develop and deepen their teaching skills and their understanding of the principles of formative assessment and excellent pedagogy.

These are the areas that require development:

- Ensure that a wider range of data and live information is available for Supporting Improvement Advisers, LA Officers and schools, and that the information is used consistently in an effective and timely manner across all levels of implementation.

- Improve provision, curriculum planning and assessment in the Foundation Phase.

- Improve curriculum planning in secondary schools in order to ensure improved outcomes for all learners.

- Improve the quality of assessment, tracking and intervention programmes in secondary schools.

- Improving A level provision.

- Develop and further improve the quality of senior and middle leadership across the region.

- Improve the quality of departmental leadership in the core subjects in secondary schools.

- Develop aspiring headteachers / senior leaders.

- Develop and implement a common strategy for Wellbeing across the region.

- Continue to incorporate the Curriculum for Wales agenda into the wider team work of GwE.

LEADERSHIP

Since the core inspection, the service has made good and rapid progress to re-structure its leadership and administrative team. Consequently, there is more consistency across the service and clarity in terms of the accountability of the team and of the service.

Strengths:

- The clear and robust accountability framework is an important strength in GwE. Detailed business plans on several levels address all aspects of GwE's work.

- Self-evaluation is a strong feature in GwE. Considerable emphasis is placed on accountability and continuous review, and there is a consistent emphasis on achieving

progress in line with priorities. This emphasis on evaluation and review leads to significant improvement.

- There are thorough and composite arrangements in place to rigorously identify and manage risks on a local, regional and national level.

- The Organisational Health Index notes GwE as an organisation in the highest quartile, with particular strengths in terms of direction, capacity and leadership.

- GwE's improved planning and performance management model clearly notes the vision, values, priorities and objectives of the service. Its clear strategic direction and strong accountability framework are key features in moving forward.

- Using data with increased effectiveness to identify our key priorities has strengthened the link between the business planning process and decisions regarding financial planning. Resources clearly match priorities and specific criteria are used to monitor and evaluate the impact of funding.

- Overall, the consortium has effective financial management processes. A formal framework has enabled GwE to better demonstrate and assess value for money.

- Scrutiny has matured across the region. Local scrutiny members have a better understanding of the purpose of GwE and its objectives.

These are the areas that require development:

- Establish GwE as an Organisation that is learning and working in partnership with WG and OECD.

- Develop an information management system to analyse and share best practice.

- Continue to develop the working relationship and develop opportunities for action research for schools across the region.

- Continue to strengthen the links with a wide range of partners in line with developing the new curriculum, and share resources with an increasing number of schools.

The areas for development are priorities in our business plans for 2018-2019.

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REPORT TO THE JOINT COMMITTEE

23 MAY 2018

Report by: GwE Managing Director & GwE Lead Director / Chair of Management Board

Subject: Regional (Level 1) Business Plan 2017-2020

1.0   Purpose of the Report

1.1   To present the draft Business Plan 2017-2020 priorities to the Joint Committee for approval.

2.0   Background

2.1   The Regional Business Plan 2017-2020 sets out the 3 year priority areas for improvement across the region.

3.0   Considerations

3.1   The revised Level 1 business plan has been produced to reflect the current regional and national priorities.

3.2   The GwE Business Planning Framework that's in place ensures clarity and strategic coordination in the delivery of the priorities on a local, regional and national level.

3.3   The Regional Business Plan 2017-2020 set out the priorities across the region. These priorities are those at Level 1 and are the responsibility of the Managing Director and Chair of the Management Board to deliver as the accountable officers. The Joint Committee are ultimately accountable for the delivery against the priorities.

3.4   Annual Level 2 and 3 plans sit below the Level 1 plan and give more detailed information with regard to national, regional and local priorities. The Level 2 and 3 plans provide detail with regard to the actions to be delivered and the outputs and success criteria to be achieved. The 3 level business planning framework developed ensures accountability for delivery and provides the structure for monitoring progress effectively.

3.5   Progress against the Business Plan will be reported quarterly at future Joint Committee meetings.

4.0   Recommendations

4.1   The Joint Committee is asked to approve the revised Business Plan for 2017-2020.

5.0   Financial Implications

5.1   There are no financial implications arising from this report. GwE will operate within the current financial resources.

6.0   Equalities Impact

6.1   There are no new equalities implications arising from this report.

7.0   Personnel Implications

7.1   There are no new personnel implications arising from this report.

8.0   Consultation Undertaken

8.1   The GwE Management Board have been central to the development of the priorities.

9.0   Appendices

9.1   (Draft) Level 1 Business Plan 2017-2020.

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

Approval of an annual business plan is a specific role of the Joint Committee.

Statutory Finance Officer:

I appreciate the Business Plan, which sets out clear responsibility for appropriate action in the areas of business, risk, and value for money, among others. I note that the author states, in paragraph 5 of the report, that there are no financial implications arising from this report. Whilst it will be challenging to implement all aspects of the Business Plan, it is expected that GwE will finance any financial implications from within its current budget.

Business Plan
2017-20
Level 1

(Draft)

GwEGogledd.Cymru

GwE Business Plan 2017-20
Level 1 (Draft)

	1. STANDARDS					
Ref	*Challenge*	*Actions*	*Outputs and success criteria 2018-2019*	*Responsible*	*Target Date*	*Finance source*
1 1.6 1.7 E1 P ALl x 6 R6 R7 R15	**STANDARDS – to ensure the highest standards at all key stages and that all learners make appropriate progress in literacy and numeracy from one key stage to another. That all learners achieve qualifications relevant to their ability and potential and are working towards been bilingual by the age of sixteen.**	**Foundation Phase – improve the performance in foundation phase.**	Improvements in standards at the end of the FP across the region with _____ achieving the FPI.	Marc B Hughes	June 2018	FP Support Programme – EIG
1.8 1.9 E1 P ALl x 6 R7		**Maintain good standards in Key Stage 2 and improve the performance of Conwy Local Authority.**	Maintain good standards in other local Authorities. Improve the percentage of pupils achieving the CSI.	Marc B Hughes	June 2018	EIG M5

<table>
<tr>
<th colspan="7">1. STANDARDS</th>
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<tr>
<th>Ref</th>
<th>Challenge</th>
<th>Actions</th>
<th>Outputs and success criteria 2018-2019</th>
<th>Responsible</th>
<th>Target Date</th>
<th>Finance source</th>
</tr>
<tr>
<td>1
1.1 -
1.5
U
ALl x 6
R4
R7
R14</td>
<td></td>
<td>**Improve standards at KS4:**
• **Improve standards in core subjects at KS4.**</td>
<td>Improvement in the performance of the L2+ indicator by 1.5 the rate of the national increase.

The percentage of schools performing above the median in the FSM benchmarking, for L2+, will increase by 5%.

55% of schools performing in line with or above modelled outcome for L2+.

Increase in the proportion of pupils achieving 5A*-A grades at GCSE or equivalent by 1.5 the rate of the national increase.

All schools have good support plans with a focus on raising standards at KS4.</td>
<td>Elfyn V Jones</td>
<td>August 2018</td>
<td>Core</td>
</tr>
<tr>
<td>1
1.1 –
1.10
E1
C/U
ALl x 6
R4
R7
R11
R14</td>
<td></td>
<td>**Improve the performance of FSM learners, especially in English Language**</td>
<td>The gap between our eFSM pupils and non-FSM learners reduced, by at least 5%, in the L2+ and FPI</td>
<td>Elfyn V Jones / Marc B Hughes</td>
<td>August 2018</td>
<td>Core</td>
</tr>
<tr>
<td>1
1.1 –
1.5
1.8</td>
<td>C3</td>
<td>**Improve performance in English language.**</td>
<td>An improvement in English language KS4 results by 1.5 the rate of the national increase.</td>
<td>Gaynor Murphy</td>
<td>August 2018</td>
<td>C3</td>
</tr>
</table>

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		1. STANDARDS				
Ref	*Challenge*	*Actions*	*Outputs and success criteria 2018-2019*	*Responsible*	*Target Date*	*Finance source*
1.9 E1 U R4 R7 R14 ALl x 6						
1 1.1 – 1.5 1.8 1.9 E1 R4 R7 R14 ALl x 6		**Improve performance in maths and numeracy**	An improvement in Numeracy and maths KS4 by 1.5 the rate of the national increase.	Dafydd Gwyn / Delyth Ellis	August 2018	C3
1 1.1 – 1.10 E1 C/U ALl x 6 R11 R14 R15		**Improve performance of groups of learners:** • **FSM** • **Boys** • **MAT**	Improve the performance of groups of learners (FSM, Boys, MAT) by 1.5 the rate of the national increase - FP and KS4	Elfyn V Jones / Marc B Hughes	August 2018	Core

2. CURRICULUM AND ASSESSMENT

Developing a high-quality education profession.
Robust assessment, evaluation and accountability arrangements supporting a self-improving system

Ref	Challenge	Actions	Outputs and success criteria 2018-2019	Responsible	Target Date	Finance source
2 2.1 – 2.4 2.7 C CaA ALl x 6 R15	**CURRICULUM AND ASSESSMENT – to ensure that all schools deliver an engaging curriculum which responds to the statutory requirements of the national curriculum. Ensure that**	**Improve the provision, curriculum planning and assessment in the Foundation Phase.**	All primary schools have appropriate curriculum and assessment procedures in place in the Foundation Phase.	Marc B Hughes	Summer Term 2018	FP Support Programme - EIG
2 2.1 – 2.8 U CaA ALl x 6 R3	**all learners are supported to achieve qualifications which enable them to be ambitious capable learners that reach their potential. Ensure all schools have robust**	**Improve curriculum design in secondary schools to ensure enhanced outcomes for all learners.**	All secondary schools have an appropriate curriculum in place at KS4 to improve performance in KPIs.	Paul Mathews-Jones	Summer Term 2018	M17 GGA
2 2.1 – 2.8 U CaA ALl x 6 R5	**assessment processes in place with strong targeting, tracking and intervention**	**Improve the quality of assessment, tracking and intervention programmes across the secondary schools.**	Leaders at all levels make effective and timely use of tracking systems to plan effective intervention so that 90% of schools are within 5% of their targets for L2+ and that 60% are within 2%.

No school to receive an unsatisfactory in Inspection Areas 3 and 4 during Estyn inspection. | Paul Mathews-Jones | September 2018 | Core EIG10 |
| 2 U CaA ALl x 6 R18 | | **Improve provision at A Level** | An improvement in A and AS results in line with targets set and to be above national averages on key indicators. | Martyn Froggett | September 2018 | M17 Core |

2. CURRICULUM AND ASSESSMENT

Developing a high-quality education profession.
Robust assessment, evaluation and accountability arrangements supporting a self-improving system

Ref	Challenge	Actions	Outputs and success criteria 2018-2019	Responsible	Target Date	Finance source
2 2.1 – 2.8 C U DLl1 DLl2 DLl3 DLl4 CaA ALl x 6 R9		**Deliver on Curriculum for Wales - Raise awareness of the Four Purposes within CfW and development of the Areas of Learning and Experience as part of curriculum reform**	All schools are on track to deliver the new curriculum. Effective skills based curriculum in place in 85% of schools from the present baseline of 81%.	Ruth Thackery	Continuous	Pioneer Grant

3. LEADERSHIP

Inspirational leaders working collaboratively to raise standards

Ref	Challenge	Actions	Outputs and success criteria 2018-2019	Responsible	Target Date	Finance source
3 3.1 – 3.17 C U A ALl x 6 R6	**LEADERSHIP – to ensure that all leaders have a clear educational vision and can plan strategically to achieve this. Ensure that all learning organisations have the leadership capacity at all levels to inspire, coach, support, share practice and collaborate at all levels to ensure all learners' achieve their potential.**	**Further, develop and improve the quality of senior leadership across the region.**	85% of Senior Leadership Teams have good or better Quality Assurance and accountability processes. 50% reduction in the number of schools placed in Statutory Estyn Categories. No school to be unexpectedly placed in Estyn Statutory Category. 50% reduction in the number of schools going into Estyn Review. 50% reduction in the number of schools	Pam McClean / David Edwards	Continuous	Core

			3. LEADERSHIP			
			Inspirational leaders working collaboratively to raise standards			
Ref	*Challenge*	*Actions*	*Outputs and success criteria 2018-2019*	*Responsible*	*Target Date*	*Finance source*
	Ensure that the principles of distributive leaderships are embedded in all learning organisations across the region.		awarded grade D in stage 2 of the categorisation process. Increase by 25% the number of secondary and primary schools awarded grade A in stage 2 of the categorisation process.			
3 3.1 – 3.17 C/U A ALl x 6		**Further develop and improve the quality of middle leadership across the region.**	85% of Middle Leadership Teams have good or better Quality Assurance and accountability processes.	Ian Kelly	Continuous	Core M3
3 3.1 – 3.17 C/U DLl1 DLl2 DLl3 DLl4 A ALl x 6 R19		**Support SLT to effectively deliver on Curriculum for Wales.**	All schools across the region are on track for delivery of Curriculum for Wales	Ruth Thackery	Continuous	Pioneer grant
3 3.1 – 3.4 3.6 3.10 - 311 3.14 –3.17 U		**Improve quality of departmental leadership in secondary core subjects.** • English • Welsh • Mathematics • Science	85% of core subject departments have good or better Quality Assurance and accountability processes. Middle leaders make effective and timely use of tracking systems to plan effective intervention so that 90% of schools are within 5% of their targets and that 60% are within 2% in core subjects.	Gaynor Murphy Rhian Mair Jones Dafydd Gwyn Nicola Jones	Continuous	C1 M12

3. LEADERSHIP

Inspirational leaders working collaboratively to raise standards

Ref	Challenge	Actions	Outputs and success criteria 2018-2019	Responsible	Target Date	Finance source
A R4 ALl x 6						
3 3.1 – 3.17 C U A R6 ALl x 6		**Develop Aspiring Headteachers / Senior Leaders**	Aspiring Leaders programme in place. 50 individuals identified and completed the programme. 25% of individuals who have partaken have applied for or been promoted to SLT positions by the end of the year. Positive evaluation received from schools and outside evaluator on impact of programme on individuals.	Ian Kelly	Continuous	M3

4. WELLBEING

Strong and inclusive schools committed to excellence, equity and well-being

Ref	Challenge	Actions	Outputs and success criteria 2018-2019	Responsible	Target Date	Finance source
4 4.1 - 4.12 C U Ll R11 ALl x 6	**WELLBEING – create the conditions to ensure that learners develop as healthy, resilient and globally responsible individuals and provide an inclusive, aspirational education system, committed to tackling inequality so that young people achieve their full potential.**	**Develop and Implement an overarching strategy for Wellbeing across the region.**	Strategy implemented across the region. Effective collaborative approach to deliver an overarching national agenda with clear roles and responsibilities of all partnerships. Effective partnership working with all key agencies that support the wellbeing agenda to impact positively on all learners. Most schools make effective use of the	Sharon Williams	November – December 2018.	Core

	4. WELLBEING					
Strong and inclusive schools committed to excellence, equity and well-being						
Ref	*Challenge*	*Actions*	*Outputs and success criteria 2018-2019*	*Responsible*	*Target Date*	*Finance source*
			pupil development grant.			

	5. TEACHING					
Developing a high-quality education profession						
Ref	*Challenge*	*Actions*	*Outputs and success criteria 2018-2019*	*Responsible*	*Target Date*	*Finance source*
5 5.1 – 5.9 C/U D R4 ALl x 6	**TEACHING – to ensure that all teachers and support staff are equipped to have a clear understanding of what constitutes effective teaching, based on reliable evidence. In addition, the ability to deliver a range of approaches, effectively matching the needs of the learners with the context, to ensure positive impact on learning and**	**Improve and strengthen the role of leaders in leading the teaching and learning.**	All SLT and ML in schools have the necessary skills and understanding of good and outstanding teaching in order to provide guidance and training within their respective schools. Effective teaching in place in 85% of schools from the present baseline of 81%. Estyn expectations of 85% or more of lessons to be good or better achieved by 85% of schools across the region. An overall increase of 5% in terms of good or better judgements for teaching and learning for all schools inspected by Estyn.	Stella Gruffydd / Bethan James	Novermber 2018	C1
5 5.1 – 5.9 C/U D R4 ALl x 6	**achievement is paramount**	**Improve the quality of teaching and the experiences for learners**	High risk schools with key issues in terms of teaching and learning are given bespoke support and training (to be confirmed). Standards of teaching participating in the Formative Assessment and Pedagogy Project - led by Shirley Clarke Action research teams schools - consistently good or better, with participating	Stella Gruffydd / Bethan James	November 2018	Pioneer Grant C1 C2

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			individuals in tier 1 demonstrating excellent practice. Estyn reports on any participating schools confirming this. Positive impact on pupil standards at expected and higher level.			

6. BUSINESS						
Ref	*Challenge*	*Actions*	*Outputs and success criteria 2018-2019*	*Responsible*	*Target Date*	*Finance source*
6 B	**BUSINESS – to ensure that GwE has strong governance and effective business and operational support that provides value for money.**	Fully embed the G6 across the region and continue to develop the effective use of the system to facilitate collaboration and the sharing of successful practice.	Effective and timely use of information across all levels of implementation. Wider range of data and live information on progress on hand for SIAs, LA Officers and schools	Llyr G Jones	June 2018	Core
6 B 6.7		Undertake an organisational health survey	Aim for top quartile performance in organisational health index.	Susan O Jones	Continuous	Core
6 B 6.8		Establish GwE as a Learning organisation working in partnership with WG and OECD	Show year on year progress against the 7 dimensions of Learning Organisation model	Rhys H Hughes	Continuous	Core
6 B		Continue to develop the working relationship and develop opportunities for action research for schools across the region.		Rhys H Hughes		Core

GwE

Tuag at Ragoriaeth
Towards Excellence

REPORT TO THE JOINT COMMITTEE

23 May 2018

Report by: Alwyn Jones - GwE Assistant Director

Subject: Welsh in Education

1. PURPOSE OF THE REPORT

1.1 The Joint Committee is asked to approve the proposals outlined below (4) in order to empower the Authorities and the Region to respond to and deliver the vision of Welsh Government as noted in:

- *Cymraeg 2050: A million Welsh speakers*
- Education in Wales: Our national mission - Action Plan 2017-21
- Welsh in education - Action Plan 2017-21
- One language for all: Review of Welsh second language at Key Stages 3 and 4

2.0 BACKGROUND

2.1 Welsh Government's vision - *Cymraeg 2050: A million Welsh speakers*: responding to the challenge of a million Welsh speakers by 2050 calls for far-reaching changes.   The aim of WG is:

- **Statutory education:** create a statutory education system which increases the number of confident Welsh speakers.
- **The education workforce, resources and qualifications:** plan in order to increase and improve substantially:
  - the education and training workforce which can teach Welsh and teach through the medium of Welsh
  - the resources and qualifications needed

In order to achieve the target, Welsh Government will drive the following transformational changes within the education sector:

- Increase the proportion of each school year group receiving Welsh-medium education from 22 per cent (based on 7,700 seven-year-old learners in 2015/16) to 30 per cent (about 10,500 in each year group) by 2031, and then to 40 per cent (about 14,000 in each year group) by 2050.
- Transform how we teach Welsh to all learners in order that by 2050 at least 70 per cent of those learners report that they can speak Welsh by the time they leave school.

- Increase the number of primary teachers who can teach in Welsh from 2,900 to 3,900 by 2031 and to 5,200 by 2050; increase the number of secondary teachers who can teach Welsh from 500 to 900 by 2031 and to 1,200 by 2050; and increase the number of secondary teachers who can teach through the medium of Welsh from 1,800 to 3,200 by 2031 and to 4,200 by 2050.

Education in Wales: Our national mission, Action Plan 2017-21: developing transformational curriculum and assessment arrangements will be crucial to realising the vision of Welsh Government for children and young people in Wales. The aim is to ensure they have higher standards of literacy and numeracy, they will be more digitally and bilingually competent, and will evolve into enterprising, creative and critical thinkers. The new curriculum will be based on equity and excellence and will help develop young people as confident, capable and caring citizens.   Developing Welsh-medium provision and improving the teaching and learning of Welsh for all learners are at the core of these reforms.

The vision of *Welsh in education: Action plan 2017-21* is to enable all learners to develop their Welsh language skills and to use the language confidently in everyday life. The guiding principles of this document are as follows:

- Teaching and learning Welsh is recognised and valued as an integral component of Wales' education system from the early years through to post-compulsory provision.
- Through the new curriculum all children and young people in Wales will be ambitious and capable learners who can communicate effectively in different forms and settings, and through digital platforms, using both Welsh and English.
- Learning through the medium of Welsh can enhance Welsh language learning and enable children and young people to develop their confidence to use the language in a wide range of contexts.
- All practitioners and leaders are engaged in developing their Welsh language skills and also their wider understanding of the Welsh language in its historical and cultural context.
- Research into language acquisition, bilingualism and effective Welsh language teaching informs teaching and learning.
- In developing their skills in Welsh and English, children and young people can acquire a foundation for learning additional languages, ready to be citizens of Wales and the world.

One language for all: Review of Welsh second language at Key Stages 3 and 4: an independent review of Welsh second language in 2013 concluded that it is 'the eleventh hour for Welsh second language'. One of the recommendations in the report was that Welsh Government should revise the curriculum to include 'one continuum of learning for Welsh which would include expectations for pupils learning Welsh in Welsh-medium, bilingual and English-medium schools'.

Following publication of *Successful Futures:Independent Review of Curriculum and Assessment Arrangements in Wales* in February 2015, it was concluded that Welsh should remain compulsory up to the age of 16 and that 'there should be a renewed focus in schools on learning Welsh primarily as a means of communication'. WG approved the recommendations of the review and it was agreed that a continuum of learning for Welsh

would be developed as part of the new curriculum and assessment arrangements for Wales. This continuum will be the basis for teaching and learning Welsh and other languages in the future.

Regional Strategy: In addition, WG is eager for the consortia to draw up a regional strategy for the Welsh language.   The strategy should reflect the specific priorities and needs of the region and those of the Local Authorities, giving appropriate consideration to the following:

- The Welsh in Education Strategic Plans of each Education Authority
- Aled Roberts report - A rapid review of The Welsh in Education Strategic Plans of each Authority
- Each Authority's Language Strategy
- Secondary Language Strategy (Gwynedd only)
- The implementation and impact of the Welsh Language Charter in each Authority
- The implementation and impact of *Cymraeg Campus* in each Authority

2.2   THE CURRENT SITUATION

WELSH LANGUAGE SUB-GROUP

The Welsh Language Sub-group is part of the GwE accountability framework. Matters that require attention are directed to the Regional Quality Board (RQB) and then to the Management Board, as required.

The Sub-group is facilitated by Gwynedd Education Authority. Matters set out in the Business Plan are considered, as are matters at the request of the GwE Management Board, Welsh Government and ESTYN, and advice is sought as is appropriate.

The functions of the Sub-group are as follows:
- Draw up a Business Plan to respond to local, regional and national priorities.
- Ensure effective implementation of Business Plan priorities.
- Ensure appropriate accountability of Business Plan priorities.
- Draw up a Business Plan monitoring/progress report and analysis on the basis of delivery and further risk.
- In accordance with the agreed procedure, direct matters that require attention to the Regional Quality Board for further consideration.
- Prepare a quarterly monitoring report for the Regional Quality Board.
- Contribute to planning and recommend courses of action for the Regional Quality Board in terms of grants and regional resources.

The main priorities in the 2017-18 Business Plan were:
i.   Welsh in Education Strategic Plan
ii.   National Language Charter for Primary Schools - (Welsh Government Framework for increasing the use of the Welsh language among children and young people).
iii.   Welsh language Advisory Teachers / Language Centres.
iv.   Training the current workforce across the region / Recruitment and retention of bilingual staff.

    v.   Purposeful planning and ensuring progression from the Early Years.
    vi.   Welsh second language.
    vii.   Supporting Language Use Secondary Project

Welsh Government acknowledges that the education system is the main means of ensuring that children develop their Welsh language skills and of developing new speakers. Therefore, the role and the terms of reference of the Sub-group have evolved as a result of specific projects such as the Language Charter and the Workforce Development Plan. The current arrangements for these specific projects are outlined below.

ARRANGEMENTS FOR THE MANAGEMENT OF THE REGIONAL LANGUAGE CHARTER SINCE 1 APRIL 2017

Gwynedd Education Authority supports the work of disseminating the Language Charter. It was decided by the GwE Management Board in November 2016 to appoint three Language Charter Co-ordinators for Gwynedd/Môn, Conwy/Denbighshire and Wrexham/Flintshire.

A purposeful management, monitoring and quality assurance procedure was established for the work of the Charter regionally.   The Language Charter is one of the priorities noted in the Sub-group Business Plan (Level 2) and the business plans of the three Co-ordinators (Level 3) feed into this regional plan.

DEVELOPING THE WORKFORCE TO SUPPORT WELSH IN EDUCATION

In 2017/18, Welsh Government committed a further £4.2m investment to boost the teaching and learning of Welsh and subjects through the medium of Welsh.

The money allocated was to:
- support the delivery of and extend the National Sabbaticals scheme for primary teachers to develop their Welsh language skills.
- improve learners' Welsh language skills through informal opportunities - a support programme to help English-medium schools
- attract Welsh-medium graduates - there is a need to recruit more graduates to become teachers in the Welsh-medium sector and to teach Welsh as a subject.

Furthermore, each consortium received an additional allocation towards Welsh skills professional development and the pedagogy of teaching practitioners.

The consortia were required to undertake a work programme to include:
- developing an understanding of the language skills of practitioners in the region and their ability to teach Welsh and through the medium of Welsh
- identifying practitioners to take part in the Sabbaticals Scheme on different levels, working with Scheme providers and the Government to prioritise the Scheme's courses.

- undertaking a Welsh language professional development programme for practitioners who support and reinforce the Sabbaticals Scheme, to include mentoring opportunities and school to school support and so forth.
- sharing good practice in terms of effective pedagogy.

Consequently, in 2017/18, the GwE Education Consortium received a grant allocation of £557,051. A Project Board was established to steer the work, and the work programme includes collaborating with the 6 education authorities across north Wales.

For 2018/19, GwE has received a further grant allocation of £614,240.

EDUCATION IMPROVEMENT GRANT (EIG) / WELSH IN EDUCATION STRATEGIC PLANS

The School Standards and Organisation (Wales) Act 2013 became law in Wales on 4 March 2013. The Act places a statutory responsibility on local authorities to prepare and present a **Welsh in Education Strategic Plan to** Welsh Government. Following the first three years of the planning cycle, Authorities have now moved onto the next planning phase for 2017-2020.

The Welsh in Education Strategic Plan (WESP) needs to be considered in the context of Welsh Government's wider strategy for the Welsh language, as well as other WG policies and priorities. The WESP must outline how local authorities will deliver WG aims and targets.

The WESP is a strong foundation for the planning of Welsh-medium and bilingual education across Wales.

In terms of the Education Improvement Grant (EIG), authorities are expected to use it to support the delivery of their Welsh in Education Strategic Plans.

Services and provision offered by Authorities vary across the region, from Language Centres to Teams of Welsh Language Advisory Teachers.

BUDGET - SUMMARY

	2017-2018	**2018-2019**
WG Framework for increasing the use of the Welsh language (Language Charter)	£246,400	£241,400
Developing the workforce to support Welsh in education	£557,051	£614,240
Education Improvement Grant	£2,315,202	£2,138,991
TOTAL	**£3,118,653**	**£2,994,631**

3.0   CONSIDERATIONS

3.1   **NEXT STEPS / 2018-19 ONWARDS**

The Welsh in education Action Plan sets out a specific direction and courses of action to realise the vision of WG, emphasising the need to improve the support for children and young people who are learning Welsh.

It has emerged during recent discussions that there is a clear and integral link between the Sub-group Business Plan priorities, the 'Developing the Workforce' plan, the Project Board priorities and the outcomes of the Authorities' WESPs.

For 2018-19, the consortium is required to develop an action plan for using funding regarding the 'Welsh Government's Framework for increasing the use of the Welsh language (Language Charter)' and 'Developing the workforce to support Welsh in education', to be agreed with Welsh Government policy officials.   There is now more flexibility to use the funding in a different way, as long as this meets local, regional and national needs in terms of developing the Welsh language.

Consequently, it is timely to revise the regional structure for setting a strategic direction to support the Welsh language in order to ensure that Authorities and the Region respond to and reflect Government policy direction in this area.

4.0   RECOMMENDATIONS

4.1   The Joint Committee is requested to approve the following recommendations:

- Revise the regional structure for strategic action to support the Welsh language.

- Establish a *Welsh language Strategic Board* to lead, co-ordinate and manage the Welsh language regionally, under the strategic leadership of GwE. Agree terms of reference, membership and an operating procedure, abolishing the Sub-group in its current form.

- Draw up a Regional Level 2 Business Plan for the Welsh language to ensure a regional strategic direction in this area.

- Establish project boards that correspond to Business Plan priorities in order to steer and lead in specific areas.   The project boards will be required to draw up a Level 3 Business Plan for each priority area.

- The Strategic Board to be responsible for accountability and the quarterly monitoring of the Business Plans.

- The Strategic Board to receive monitoring/progress reports on Level 3 Business Plans and analyse them on the basis of delivery and further risk.   Matters requiring attention to be directed to the Management Board for further consideration as required.

- The Chair of the Welsh Language Strategic Board to be responsible for preparing a quarterly monitoring report.

- Authorities' Welsh in Education Strategic Plans - through the Regional Level 2 Business Plan, identify how the regional work supports the outcomes / priorities noted in the WESP.   The Authorities could feed the quarterly monitoring reports to their local WESP Forums.

- The Welsh Language Strategic Board to review the provision that is offered across the region in order to ensure that current resources fully and effectively support and meet local and regional needs.

4.2 RATIONALE AND JUSTIFICATION FOR RECOMMENDING THE DECISION

Implementation of the above would:

- Set a clear and effective strategic direction, empowering the authorities and the region to respond to and deliver the policy and vision of Welsh Government:
  - ➢ *Cymraeg 2050: A million Welsh speakers.*
  - ➢ Education in Wales: Our national mission - 2017-21 Action Plan
  - ➢ Welsh in education - 2017-21 Action Plan
  - ➢ One language for all: Review of Welsh second language at Key Stages 3 and 4
  - ➢ The Welsh in Education Strategic Plan of each Education Authority
  - ➢ Aled Roberts report – A rapid review of the Welsh in Education Strategic Plan of each Authority
  - ➢ Each Authority's Language Strategy
  - ➢ Secondary Language Strategy (Gwynedd only)
  - ➢ Implementation and impact of the Welsh Language Charter in each Authority
  - ➢ Implementation and impact of *Cymraeg Campus* in each Authority

- Ensure a more organised approach and more regional consistency in terms of supporting the Welsh language to respond to local needs.

- Ensure appropriate cohesiveness and capacity to provide a high quality regional service in this area.

- Ensure more effective use of regional resources and better value for money.

- Ensure that expertise and good practice are disseminated across the region.

5.0 FINANCIAL IMPLICATIONS

5.1 There are no financial implications arising from this report. For 2018-19, the consortium is required to develop an action plan for using funding regarding the 'Welsh Government's Framework for increasing the use of the Welsh language (Language Charter)' and 'Developing the workforce to support Welsh in education', to be agreed with Welsh Government policy officials.   There is now more flexibility to use the funding in a different

way, as long as this meets local, regional and national needs in terms of developing the Welsh language.

6.0   EQUALITIES IMPACT

6.1   There are no new equalities implications arising from this report.

7.0   PERSONNEL IMPLICATIONS

7.1   There are no new personnel implications arising from this report.

8.0   CONSULTATION UNDERTAKEN

8.1   Consultation with the GwE Management Board.

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OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

The present report notes recommendations on the way forward. If the Joint Committee approves the recommendations then a further detailed report will be required seeking approval of certain arrangements. It is also important that the next steps addresses any need for the individual Councils agreement to relevant governance, implementation or financial elements arising.

Statutory Finance Officer:

I note confirmation "There are no financial implications arising from this report" in part 5.1 of the report under 'financial implications'. At a regional level, I agree that there are no financial implications above the specific grant that is available for the review and development work outlined in the report. However, I understand that the proposals outlined may involve implications for the level of provision to be achieved with the grant within some individual education authorities.

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MEETING	**GwE Joint Committee**
DATE	23 May 2018
TITLE	**GwE Final Accounts 2017/18 – Revenue Out-turn**
PURPOSE	• To update Joint Committee Members on the final financial review of GwE's budget for the financial year 2017/18. • The report focuses on the significant financial variances, with Appendix 1 containing the full financial information.
RECOMMENDATION	To accept the report
AUTHOR	GwE Managing Director and Gwynedd Council Head of Finance

1.   CONCLUSION

1.1   **The Revenue Income and Expenditure Account for 2017/17 is presented as Attachment A.** Information on the main differences between the budget and expenditure are presented in the Out-turn report as per normal practice.

1.2   Following the 3rd quarter review, an estimate of Net Underspend of (£40,345) was reported against the budget.

1.3   The final financial position was a net overspend of £67,206, the main reasons for this variance is explained in the following part of this report.

2.   FINANCIAL VARIANCES

2.1   <u>**Employees:**</u>
Final Position: Underspend (£20,207). *(3rd Quarter: expected underspend (£64,589)).*
We reported in Quarter 3 that staff turnover and the period when the Managing Director was in an interim and part-time position (April and May 2017) have resulted in a relatively small one-off underspend.

The expected underspend reported in the 3rd quarter has been reduced due to extra staffing costs from maternity/illness and a decrease in the amount transferred against specific projects.

2.2   <u>**Property - Rent:**</u>
Final Position: Overspend £38,116. *(3rd Quarter: expected overspend £29,750).*
The expected overspend was reported in the 3rd quarter. GwE has relocated its Flintshire/Wrexham area office as of 1st September, with the annual cost being higher than the cost of the previous office (7-month impact for this year, which has been included above). There is a need to identify permanent funding for the whole year cost increase.

There has been a shortfall against targets for the use of GwE buildings by specific projects, and costs of hiring other rooms. This has contributed to the overspend slightly.

2.3   <u>**Transport – Travelling Expenses:**</u>
Final Position: Underspend (£15,025). *(3rd Quarter: expected underspend (£5,506)).*
The trend in historic travelling expenses suggests that the actual annual cost is likely to be slightly below what has been established in the budget.

2.4   <u>**Supplies and Services:**</u>
Final Position: Overspend £38,066: *(3rd Quarter: no expected over/(underspend).*
Due to difficulty in appointing a temporary translator, and an increase for this service on specific projects, there was an increase in the use of an external translator.

Prior audits suggests an overspend on the Audit Fees.

2.5   <u>**Brokerage:**</u>
Final Position: Overspend £4,552: *(3rd Quarter: no expected over/(underspend).*
Slight overspend on this heading.

2.6   <u>**Specific Projects: Net Overspend £25,736:**</u> *(3rd Quarter: no expected over/(underspend).*
The service undertakes a number of specific projects that are funded through external sources, including grants. There is a significant amount available (£12,679,455 in 2017/18) with restricted conditions and tight spending deadlines. Slight overspend on some projects are expected.

3.   UNDERSPEND FUND

3.1   At the beginning of the 2017/18 financial year, the fund totalled (£738,572).

3.2   GwE's business plan incorporates details of the use of £399,750 during 2017/18.

Business Plan Priority	
Standards	£140,500
Curriculum and Assessment	£62,500
Leadership	£102,750
Wellbeing	£13,000
Teaching	£36,000
Office relocation	£45,000

3.3   The use of the fund £399,750 and the net overspend of £67,206 has decreased the underspend fund to £271,616 at the end of 2017/18.

3.4   A sufficient allocation of the fund will be needed to bridge an element of the savings target (£36,879) and the rent shortfall (£11,000), if GwE is unable to find the savings needed during 2018/19.

APPENDICES
Appendix A: Revenue Income and Expenditure Account 2017/18

VIEW OF THE STATUTORY OFFICERS

Monitoring Officer:

Nothing to add from a propriety perspective

Statutory Finance Officer:

Co-author of report.

GwE JOINT COMMITTEE

REVENUE INCOME AND EXPENDITURE ACCOUNT 2017/18

	Budget £	Final Expenditure £	Over / (Under) Spend Net £
Expenditure			
Employees			
Salaries			
- Management, Brokerage, Standards and Administration	872,335	870,431	(1,904)
- System Leaders, Supporting Improvement Advisers	3,513,992	3,498,046	(15,946)
- Staff on Secondment	241,999	241,999	0
- Transferred against 'Specific Projects'	(1,160,516)	(1,160,516)	0
Training, advertising and other employee costs	38,957	36,599	(2,357)
Building			
Rent (includes services)	98,773	136,889	38,116
Travel			
Travel Costs	138,416	123,391	(15,025)
Supplies and Services			
Furniture, equipment, printing, postage, telephone, room hire etc	65,377	96,723	31,347
Information Technology	15,090	15,090	0
Audit Fees	7,663	14,383	6,720
Brokerage	262,341	266,892	4,552
Gwynedd Council Host Authority Support Service Costs			
Legal	5,237	5,237	0
Human Resources	8,980	8,980	0
Finance	38,836	38,836	0
Information Technology	42,953	42,953	0
National Model Commitments	463,005	463,005	0
Use of GwE Surplus Fund	399,750	399,750	0
Specific Projects			
Education Improvement Grant : Commission the Authorities	3,315,056	3,315,056	0
Education Improvement Grant : Direct Schemes	2,374,028	2,374,028	0
Raising Standards Grant	2,477,517	2,477,517	0
Literacy and Numeracy - WG	5,000	5,000	0
Pupil Deprivation Grant - Looked After Children	844,100	848,869	4,769
Schools Challenge Cymru (SCC)	26,315	26,315	0
Supporting the use of Informal Languages - Children and Young People	241,400	239,906	(1,494)
Qualification Reform Support	12,928	12,928	0
Learning in Digital Wales (LiDW)	112,647	112,647	0
Physical Literacy Programme in Schools (PLPS)	45,735	45,735	0
IWAB - RLC	20,640	37,853	17,213
Pioneer Schools	16,500	22,373	5,873
Safmeds	32,252	32,252	0
Special Events	11,457	13,064	1,607
Pioneer Schools	2,002,930	2,002,930	0
Newly Qualified Teachers	339,032	339,032	0
Northworts Headsprout Project	28,790	23,798	(4,992)
NPQH	147,652	147,652	0
Business Plan - Additional	580,468	580,468	0
Pupil Deprivation Grant - Strategic Advisor	50,000	51,266	1,266
Total Expenditure	**17,737,634**	**17,807,378**	**69,744**

	Budget £	Final Expenditure £	Over / (Under) Spend Net £
Income			
Core Service Contributions			
- Anglesey Council (10.15%)	(414,516)	(414,516)	0
- Gwynedd Council (17.68%)	(722,367)	(722,367)	0
- Conwy Council (15.39%)	(628,939)	(628,939)	0
- Denbighshire Council (15.24%)	(622,542)	(622,542)	0
- Flintshire Council (22.70%)	(927,249)	(927,249)	0
- Wrexham Council (18.84%)	(769,602)	(769,602)	0
Income from Secondments	(254,856)	(254,855)	0
General Fees	(13,935)	(15,646)	(1,711)
Rental Income	(4,881)	(4,881)	0
Use of GwE Surplus Fund	(399,750)	(399,750)	0
Use of Funds, renew Information Technology Equipment	(35,033)	(35,033)	0
Contribution from Pension Requirements Fund	(259,516)	(259,516)	0
Specific Projects			
Education Improvement Grant : Commission the Authorities	(3,315,056)	(3,315,056)	0
Education Improvement Grant : Direct Schemes	(2,374,028)	(2,374,028)	0
Raising Standards Grant	(2,477,517)	(2,477,517)	0
Literacy and Numeracy - WG	(5,000)	(5,000)	0
Pupil Deprivation Grant - Looked After Children	(844,100)	(844,100)	0
Schools Challenge Cymru (SCC)	(26,315)	(26,315)	0
Supporting the use of Informal Languages - Children and Young People	(241,400)	(239,906)	1,494
Qualification Reform Support	(12,928)	(12,928)	0
Learning in Digital Wales (LiDW)	(112,647)	(112,647)	0
Physical Literacy Programme in Schools (PLPS)	(45,735)	(45,735)	0
IWAB - RLC	(20,640)	(20,640)	0
Readingness for Learning	(16,500)	(16,500)	0
Safmeds	(32,252)	(32,252)	0
Special Events	(11,457)	(11,457)	0
Pioneer Schools	(2,002,930)	(2,002,930)	0
Newly Qualified Teachers	(339,032)	(339,032)	0
Northworts Headsprout Project	(28,790)	(28,790)	0
NPQH	(147,652)	(147,652)	0
Business Plan - Additional	(580,468)	(580,468)	0
Pupil Deprivation Grant - Strategic Advisor	(50,000)	(50,000)	0
Interest on Balances	0	(2,321)	(2,321)
Total Income	**(17,737,633)**	**(17,740,171)**	**(2,538)**
Total Income over Expenditure	**0**	**67,206**	**67,206**

Memorandum -
The GwE Surplus Fund

Fund balance as at 1 April 2017	**(738,572)**
Add/Less - (Under)/Overspend 2017/18	67,206
Less - Use of the Fund	399,750
Fund balance as at 31 March 2018	**(271,616)**

Information Technology Renewal Fund

Fund balance as at 1 April 2017	**(60,000)**
Add - Contribution 2017/18	(15,090)
Less - Use of the Fund	35,033
Fund balance as at 31 March 2018	**(40,057)**

Pension Requirements Fund

Fund balance as at 1 April 2017	**(96,096)**
Less - Use of the Fund	259,516
Fund balance as at 31 March 2018	**163,421**