



Cyfarfod / Meeting

CYD-BWYLLGOR GwE
GwE JOINT-COMMITTEE

Dyddiad ac Amser / Date and Time

9.30 am DYDD MERCHER, 25 CHWEFROR 2015

9.30 am WEDNESDAY, 25 FEBRUARY 2015

Lleoliad / Location

**VENUE CYMRU
LLANDUDNO**

Pwynt Cyswllt / Contact Point

GLYNDA O'BRIEN

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AELODAETH Y CYDBWYLLGOR/MEMBERSHIP OF THE JOINT COMMITTEE

Aelodau â phleidlais/ Voting Members

Cynghorydd/Councillor Ieuan Williams – Cyngor Sir Ynys Môn/Isle of Anglesey County Council
Cynghorydd/Councillor Gareth Thomas – Cyngor Gwynedd Council
Cynghorydd/Councillor Wyn Ellis Jones – Cyngor Bwrdeistref Sirol Conwy/Conwy County Borough Council
Cynghorydd/Councillor Eryl Williams – Cyngor Sir Ddinbych/ Denbighshire County Council
Cynghorydd/Councillor Chris Bithell – Cyngor Sir y Fflint/Flintshire County Council
Cynghorydd/Councillor Michael Williams – Cyngor Bwrdeistref Sirol Wrecsam/Wrexham County Borough Council

Aelodau Cyfetholedig heb Bleidlais/Co-opted Non-voting Members

Esgobaeth Wrecsam/Wrexham Diocese – Rita Price
Cynrychiolydd Ysgolion Cynradd/Primary Schools Representative – Diane Chisholm
Cynrychiolydd Ysgolion Uwchradd/ Secondary Schools Representative – Annwen Morgan
Cynrychiolydd Ysgolion Arbennig/Special Schools Representative – Jonathan Morgan
Cynrychiolydd Llywodraethwr/Governor Representative – Alison Fisher

Swyddogion heb Bleidlais/Non-voting Officers

Dr Gwynne Jones – Cyngor Sir Ynys Môn/Isle of Anglesey County Council
Arwyn Thomas – Cyngor Gwynedd Council
Richard E. Owen – Cyngor Bwrdeistref Sirol Conwy/Conwy County Borough Council
Karen Evans – Cyngor Sir Ddinbych/Denbighshire County Council
Ian Budd – Cyngor Sir y Fflint/Flintshire County Council
John Davies – Cyngor Bwrdeistref Sirol Wrecsam/Wrexham County Borough Council

Swyddogion yn bresennol/Officers in attendance

Iwan Evans a Dafydd Edwards – Awdurdod Lletyol/Host Authority
Geraint Rees – Llywodraeth Cymru/Welsh Government
Huw Foster Evans – Rheolwr Gyfarwyddwr GwE/GwE Managing Director
Susan Owen Jones – Rheolwr Busnes a Chyllid GwE/GwE Business & Finance Manager
Mohammed Mehmet – Cyngor Sir Ddinbych/Denbighshire County Council

AGENDA

1. APOLOGIES

To receive any apologies for absence.

2. DECLARATION OF PERSONAL CONNECTION

To receive any declaration of personal interest.

3. URGENT ITEMS

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

4. MINUTES OF THE LAST MEETING 17/12/14

(copy enclosed)

5. ALIGNMENT OF REGIONAL WORKING ARRANGEMENTS WITH WELSH GOVERNMENT NATIONAL MODEL

(copy enclosed)

6. REGIONAL BUSINESS PLAN 2014-15 – MONITORING REPORT

(copy enclosed)

7. 2014/15 GwE BUDGET – THIRD QUARTER REVIEW

(copy enclosed)

8. NEXT MEETING OF THE JOINT COMMITTEE

(copy enclosed)

GwE JOINT COMMITTEE
17.12.14

Present: Cllr. Eryl Williams (Chair)
Cllr. Michael Williams (Vice Chair)

Councillors: Ieuan Williams, Gareth Thomas, Chris Bithell.

Co-opted members with no vote: Diane Chisholm (Primary School Representative), Annwen Morgan (High School Representative),

Officers with no vote: John Davies (Wrexham County Borough Council), Owen Owens (Cyngor Gwynedd), R Ellis Owen (Conwy County Borough Council), Julian Molloy (Denbighshire County Council).

Also in attendance: Huw Foster Evans (GwE Executive Manager), Susan Owen Jones (GwE Business and Finance Manager), Iwan Evans (Head of Legal Services for the Host Authority - Cyngor Gwynedd), Geraint Rees (Welsh Government Representative) and Glynda O'Brien (Support Officer for Members of the Host Authority - Cyngor Gwynedd)

Apologies: Cllr. Wyn Ellis Jones (Conwy County Borough Council), Ian Budd (Flintshire County Council), Karen Evans (Denbighshire County Council), Alison Fisher (Governor Representative), Dafydd Edwards (Head of Finance for the Host Authority - Cyngor Gwynedd)

1. DECLARATION OF PERSONAL INTEREST

No Member present made any declaration of personal interest.

2. MINUTES

The chair signed the minutes of the meeting held on the 6th of November 2014 as being correct.

3. GwE BUSINESS PLAN 2014/15

An updated version of the GwE draft business plan was presented in response to the Joint Committee's request for a format that would enable progress to be monitored against the contents.

- (i) Apologies were given that the update was available only in English. A Welsh translation was not feasible due to time constraints.
- (ii) Attention was drawn to the priorities mentioned in the Business Plan and to the assessment of progress regarding the achievement of certain targets. Many issues need attention, some of these being urgent.

- (iii) Reference was made to the preparations for the overview ESTYN will conduct in the new year regarding the operation of GwE as well as issues such as raising standards in the reading tests.
- (iv) Attention was also drawn to neglected issues such as raising standards in Welsh. This is mainly because no strategy has been developed in this area. However, it was noted that someone has been appointed on secondment to lead on and respond to underdeveloped sectors.
- (v) During the ensuing discussion, the following were alluded to:
 - Assessment and moderation – the Executive Manager explained that GwE had undertaken an internal process of entering and challenging. He is confident that the evidence pertaining to the various grades is both correct and robust. It was further noted that the update has been shared with the Education Directors of the six local authorities who have had the opportunity to scrutinize and challenge. In future, this work will be done by the Advisory Panel.
 - In the past there have been inconsistencies between the standardised assessments of the test results and the assessments conducted by teachers. As the tests have now been abolished a like for like comparison is required as well as a need to have consistency between authorities.
 - Comparison of progress – right / left pointing arrows could be used to easily track progress.
 - There may well be too much information in the update, especially for scrutiny committees. Would it not be much more understandable in table format? Scrutiny Committees would need to scrutinize what effect does GwE have on schools and what evidence is there of this.
- (vi) In response to the above, it was noted that the Scrutiny Committees would receive annual reports on the activities of GwE and the implementation of the Business Plan and that these in turn would be presented to the Joint Committee. It was further noted that national developments are afoot to create a succinct format for reporting including information on details needed.
- (vii) The GwE Executive Manager and his team were thanked for providing the update. This would enable progress against the previous indicators to be compared at the next meeting.

Decision: To accept and note the contents of the update

4. **GwE ANNUAL REPORT**

- (i) The GwE Executive Manger presented GwE's annual report. GwE is of the opinion that standards across the Foundation Phase and Key Stage 2, 3 and 4 are good on the whole. Despite this positive picture, it is acknowledged that more progress was made on a national level in 2013/14 across the main indicators in every key stage, with the

exception of KS3, and that there continues to be variations in performance between schools in each sector across the region.

(ii) It was noted that the greatest challenge was to improve performance in many targeted secondary schools and reinforce the recent improvement seen in many other schools. Another challenge is to ensure progression in standards and leadership in underperforming primary schools.

(iii) The Members were led through specific parts of the reports, and the following were alluded to:

- Governance and leadership review
- Structures for decision making and accountability – ensuring cooperation between the 6 local authorities and avoid duplication.
- Questionnaire – a positive response received
- Monitoring, Challenging and Supporting – with a focus on underperforming schools
- GwE's response to national programmes

(iv) During the ensuing discussion the following points were raised

- Whilst accepting that a focus is needed on improving schools who need additional support the good schools need to be moved to a position of excellent. It was asked if this is possible considering the scarcity of resources.

In response, it was mentioned that GwE is very eager to develop and to move the work forward.

- Well-performing schools outside the scope of Challenge Wales are becoming dissatisfied on seeing GwE's resources being channelled to raise the standards of underperforming schools.

In response, the Welsh Government Representative stated that this problem can cause tensions in other regions also and that huge efforts are being made to rectify the situation. If a commitment is made to tackle poverty then indicators are needed. It was assured that the Welsh Government would be notified of the concern.

- Difficult to understand as there is no baseline to compare the decrease and improvement in terms of performance.

In response the GwE Executive Manager stated that there is a performance summary for each county and that the Scrutiny Committee of each Local Authority would receive a separate report.

It was further stated that the relationship between GwE and the local authorities is very important. It will be of interest to ESTYN, as will be the Joint-Committee and the Director's awareness of the role played by GwE. As GwE is a relatively new entity the ESTYN inspection will focus on the structures as opposed to the standards.

- The report states that Gwynedd is performing well as regards the primary sector and we need to see how the other local authorities within the region are performing. In general, standards need to be raised across north Wales.
- It was asked to what extent can the local authorities form the opinion of GwE.

In response, it was stated that GwE officials and the authority are currently discussing colour categories for schools with view of coming to an agreement. The process was further expounded upon by saying that the local authorities are responsible for issues pertaining to governance, inclusion and behaviour, namely those services outside the scope of the National Model.

- Data development fields – Ceredigion Teacher Centre is intending to develop a system capable of dealing with various data types over a period of 12-18 months.

Decision: To accept and note the contents of the report.

4. GwE SELF EVALUATION

The Executive Manager presented GwE's self-evaluation and focused specifically on the relationship between GwE and the local authorities as well as on standardisation / moderation and assessment.

In response to an enquiry regarding the use of Incerts, it was noted that approximately 70% of schools use the system. It is important not to fall back on this figure. Some schools use the system particularly effective whilst a few make use of tracking work. Lead practitioners worked with schools and the importance of operating the system within the schools themselves was stressed. Using a school to school method was suggested as means of promoting the system, thus enabling schools to share good practice.

It was further noted that the Incerts System and the Ceredigion Teacher Centre could cooperate and that more schools have expressed an interest in joining the pilot scheme. There is a good balance of those who make regular use of Inserts and those who don't.

Decision: To accept and note the contents of the report.

5. ESTABLISHING THE ADVISORY BOARD

A report was presented by the Lead Director of GwE (Wrexham County Borough Council Chief Education Officer) regarding establishing an Advisory Board to contribute to the management of GwE. The details of 4 individuals identified as possible candidates to serve on the Advisory Board were also presented.

Decision: To elect the following to serve on the Advisory Board:

1. **Chair of the Joint Committee**
2. **Professor Mel Ainscow**
3. **Mr Gareth Jones**
4. **Mr Iwan Thomas**
5. **Mr Gareth Williams**

6. NEXT MEETING

DESICION: Next meeting of the joint committee – the 25th of February 2015.

The meeting started at 10.00 a.m. and finished at 11.30 a.m.

CHAIR

NOTE: The opportunity was taken to thank Mr Geraint Rees from the Welsh Government for the support given not only to the Joint Committee but regarding issues outside the Joint Committee's remit. His contribution has been most valued.

In response, Mr Geraint Rees expressed his thanks for the cooperation. Following a recent meeting with the Education Minister it was noted that the Minister was happy with the efforts of GwE staff, Education Directors and the members of the six local authorities who have shown a commitment to work together.

It was emphasised that ESTYN will be looking for patterns of cooperation as well as lessons to be learnt in their overview in the new year.

MEETING	GwE Joint Committee
DATE	25 February 2015
TITLE	Alignment of Regional Working Arrangements with Welsh Government National Model
PURPOSE	Report on Alignment of Regional Working Arrangements with Welsh Government National Model for Regional Working
RECOMMENDATION	<ul style="list-style-type: none"> • That the Joint Committee notes and approves the general direction of the alignment of regional working arrangements work with Welsh Government's National Model for Regional Working in 2015 – 2016 in view of Welsh Government's new regional Education Improvement Grant • That the Joint Committee notes that more regional solutions can be worked towards following a year of new Education Improvement Grant and pragmatic business planning for 2016/2017
AUTHOR	<p>Elliw Alwyn, Project Manager, on behalf of the Management Board</p> <p>Report to be presented by the Lead Director</p>

Executive Summary

The following report outlines the preferred strategic options for the alignment of regional working arrangements with the National Model.

It can be considered for 2015 – 2016 that the current regional arrangements will remain in place in light of Welsh Government's new regional Education Improvement Grant.

No substantial financial implications are associated with the proposed changes contained within the report except for those associated with element 4C, namely Governor Support and Training (approximately £10,000 per annum for GwE). This was agreed in principle only the GwE Management Board in deciding the possible options for 2015 - 2016.

The remaining additional elements will become part of GwE's business as usual since the proposed changes for 2015 – 2016 are minimal.

More detailed business planning will be undertaken for 2016 – 2017 in light of the new Education Improvement Grant.

It should be noted that the background papers and original strategic options contained in the Appendices have been further developed during the meetings of the GwE Management Board and that the rationale of the decisions will be outlined in the detailed business cases that will be presented in due course to the Joint Committee.

It should also be noted that the Authorities and GwE face a substantial challenge in 2016 - 2017 in seeking to rationalise the implications of the National Model and Welsh Government's new Education Improvement Grant and the possible staffing implications, TUPE matters, redundancy risks and associated costs.

1. Context

The guidance document (National Model for Regional Working) was published by the Welsh Government in February 2014. The Cabinets of the 6 partner Councils resolved in the Spring of 2014 to:

- To approve the National Model for Regional Working in Wales in relation to School Improvement.
- To adopt the National Model for Regional Working on School Improvement and develop a business plan with the intention that the additional services listed in the Model be incorporated into the GwE regional model, in phases, subject to a satisfactory business case for each and a supporting transition plan to ensure service continuity and performance.

2. National Model for Regional Working Additional Strands

The areas of work to be addressed in order to be in alignment with the National Model for Regional Working are listed below:

- a) Governor Advice and Support
- b) Foundation Phase
- c) 14 – 19 Learning Pathways Offer
- d) Welsh in Education Strategic Plans and Welsh in Education Grant
- e) Regional co-ordination of ICT Strategy
- f) Specialist HR Support

3. Methodology of Alignment Project

- a) An audit of the current regional arrangements with respect to all of the above areas of work was undertaken and generic strategic options were presented to the GwE Management Board on 16 and 30 January 2015 for discussion and agreement.

- b) Individual background papers for 'a' to 'e' are contained in Appendix 1 to 5.
- c) It is considered that all preferred strategic options demonstrate regional working that is in alignment with the National Model for Regional Working but it must be emphasised that all business plans will also have to be approved by Welsh Government.

4. Governor Advice and Support Preferred Strategic Option

With respect to the above strand, the National Model stipulates:

Regional consortia will commission and quality assure delivery of governor support services and training for governors including the mandatory training programmes required for new governors, training for chairs of governors and, in respect of understanding and applying data effectively for all governors.

Consortia will also encourage and facilitate governor networks, enable governors to observe each other's meetings and deploy able chairs of governors to mentor other governing bodies that are struggling to undertake their role effectively. Consortia will jointly develop, in consultation with local authorities, governors and headteachers a performance data template for headteachers to use to report to governors on a termly or half termly basis a school's in-year performance on:

pupil performance and standards; pupil attendance; pupil exclusions; staff sickness absence; quality of teaching (as assessed through classroom observations); and progress and attainment data relative to targets. Consortia will also identify a pool of able candidates that are willing to serve on governing bodies where there is weak governance. In exercising these roles account will need to be taken of funding for governor support being delegated to schools in some authorities.

Governor Support

- a) All staff to remain within their respective Local Authorities as per current arrangements where responsibility for delivering governor support will remain, including the continuation of joint delivery of training within hubs.
- b) GwE Challenge Advisors will continue to secure appropriate oversight and responsibility for quality assurance and consistency of effective governing bodies across the region.
- c) GwE will commission a consultant to routinely audit the governor support (including training) service within individual local authorities. This performance data will be used by GwE and the Education departments in order to identify and then share best practice to drive improvements in the consistency and quality of service.

Mandatory Training

- a) Mandatory Training will continue to be delivered through the Education Departments alongside non-statutory training (e.g. Child Protection).
- b) Quality Assurance of the training provision will continue to be undertaken by GwE by way of the Challenge Adviser Team.

- c) However, as budgets continue to reduce, GwE and the Education Departments will continue to identify local and regional priorities alongside the development of cross-hub training solutions (e.g. opening up GwE's Local Authority Member training programme to other governors).

5. Foundation Phase Preferred Strategic Option

With respect to the above strand, the National Model stipulates:

Early Years Foundation Phase support will involve providing challenge to leaders of Foundation Phase settings and liaising with headteachers and other providers to audit training needs and commission and quality assure and appropriate range of programmes.

Performance Challenge

- a) For maintained settings, current arrangements (through GwE annual visits 1,2 & 3) are considered robust and fully aligned with the National Model for Regional Working.
- b) However, it is acknowledged that an independent challenge of performance within non-maintained settings is currently not within GwE's remit. Further work on this issue is ongoing as part of GwE's 3 Year Programme and therefore falls outside the scope of the North Wales response to the National Model for Regional Working. It is also worth noting that the Welsh Government guidelines do not make it clear that they intend for a challenge to non-maintained setting performance to be included within the Regional Model.

Audit, Commission & Quality Assure Foundation Phase Training Programmes

- a) Education Departments and individual maintained settings to continue to identify training needs and to provide training opportunities for Foundation Phase staff jointly with GwE.
- b) GwE to continue to challenge Education Departments on how they identify training needs and deliver training opportunities.
- c) However, as a result of the new disbursement arrangements and planned reductions in Foundation Phase Grant levels for 2015/16, GwE and the Education Departments will develop and deliver cross-hub statutory training opportunities.

6. 14 – 19 Learning Pathways Offer Preferred Strategic Option

With respect to the above strand, the National Model stipulates:

Strategic overview of the regional 14-19 offer, including allocation of resources to programmes in line with Welsh Government priorities, will include: support for planning the use of grants; ensuring school and provider provision is in line to deliver the expected impact inherent in these grants; working with local authorities to provide a strategic overview to challenge and support all providers, including FE Colleges and private training providers, to ensure equality of access to the development opportunities; administering the relevant grants and co-ordinating and supporting bids for emerging grant opportunities.

- a) Regional 14 – 19 Network to remain in place with officers from each Local Authority to remain responsible for planning and delivery of 14 – 19 Learning Pathways Offer.
- b) Denbighshire County Council to remain as lead authority on a regional level.
- c) GwE representative to be a member of the said regional group and to have lead responsibility on the group so as to provide a regional strategic overview of this area of work.
- d) This will also ensure a reporting mechanism from the sub-group to GwE Management Board and Joint Committee.
- e) GwE to include 14 – 19 Learning Pathways Offer in Business Plan by means of regional sub-group input.
- f) Pragmatic approach taken to the alignment with the National Model for Regional Working due to the new Education Improvement Grant that comes into force in April 2015.
- g) Local Authority 14 – 19 staffing rationalisation possible for 2016 – 2017 following year of new Education Improvement Grant (terms and conditions not known to Local Authorities until 16 January 2015) and staffing cuts expected due to 10% cut in overall grant funding.
- h) Possible full transfer of responsibilities from Local Authorities to GwE pending further rationalisation work in time for 2016 – 2017 due to HR and TUPE risks and required timescale to implement changes in light of new Education Improvement Grant (although initially agreed in principle that planning and delivery should remain within individual Local Authorities and not within GwE).
- i) Far more regional construction possible from 2016 onwards in light of new Education Improvement Grant and the principle of three year business planning.

7. Welsh In Education Strategic Plans and Welsh in Education Grant Preferred Option

With respect to the above strand, the National Model stipulates:

The consortia will co-ordinate and quality assure the delivery of the aims of the Welsh-medium Education Strategy by ensuring the alignment of the Welsh in Education Strategic Plans (WESP) and the Welsh in Education Grant (WEG) across each of the local authorities within the regional consortia, so that there is consistency in the development of excellence in pedagogy, and the meeting of agreed targets, not only across both the Welsh-medium and bilingual sectors, but also in the delivery of Welsh as a second language.

- a) Regional Welsh Language Sub-group to remain in place and officers from each Local Authority to remain responsible for planning and delivery of the Welsh in Education Strategic Plans and Welsh in Education Grant.
- b) Gwynedd Council to remain as lead authority on regional level to co-ordinate regional plan.
- c) Independent quality assurance is already in place as individual authority and regional strategic plans scrutinised and approved by Welsh Government.
- d) Representatives from Local Authorities and GwE currently sit on said regional group.
- e) This will ensure reporting mechanism from sub-group to GwE Management Board and Joint Committee.

- f) GwE to include Welsh in Education Strategic Plans and Welsh in Education Grant in Business Plan by means of regional sub-group input.
- g) Pragmatic approach taken to the alignment with the National Model for Regional Working due to the new Education Improvement Grant that comes into force in April 2015.
- h) Local Authority WESP and WEG staffing rationalisation possible for 2016 – 2017 following year of new Education Improvement Grant (terms and conditions not known to Local Authorities until 16 January 2015) and staffing cuts could result due to 10% cut in overall grant (some Local Authority posts partially and fully funded by Welsh in Education Grant). Local Authorities would need a year to plan ahead in view of new Education Improvement Grant.
- i) Possible full transfer of responsibilities from Local Authorities to GwE pending further rationalisation work in time for 2016 – 2017 due to HR and TUPE risks and required timescale to implement changes in light of new Education Improvement Grant (although initially agreed in principle that planning and delivery should remain within individual Local Authorities and not within GwE).
- j) Far more regional construction possible from 2016 onwards in light of new Education Improvement Grant and the principle of three year business planning.

8. Regional Co-ordination of ICT Strategy Preferred Option

With respect to the above strand, the National Model stipulates:

Co-ordination of the regional dimension of the ICT Strategy will include school ICT self-evaluation, leadership and planning of ICT for learning; safeguarding, emerging technologies, virtual learning environments, learning technology and the national literacy and numeracy framework, running networks for heads of departments and ICT co-ordinators, support for pedagogy and curriculum development (with reference to the Learning and Digital World Strategy).

- a) To extend the remit and resourcing of the regional ICT Sub-group in the first instance.
- b) It was deemed that moving down the TUPE/transfer route into GwE would take away from the real work that needs to be done, namely:
- c) To set the baseline for development of the regional ICT strategy by the current regional ICT Sub-group in collaboration with current GwE officers in terms of school-to-school support and literacy and numeracy etc.
- d) ICT Sub-group to bring together over-arching regional strategy and options for implementation within GwE three year business plan.
- e) Commitment to further regional working options once baseline is set for development of strategy.
- f) GwE eager to be in a position to push the agenda forward once initial piece of work undertaken by ICT Regional Sub-group.
- g) ICT group to bring together plan and timescale for the said piece of work.
- h) Administrative resource to be identified from within GwE to assist with said work.
- i) GwE considered that ICT could become a one-off focus of one of the termly school visits.

9. Specialist HR Support Preferred Strategic Option

With respect to the above strand, the National Model stipulates:

Specialist human resource advice for schools would typically include training for headteachers and chairs of governors on performance management and advice on managing those occasions when a teacher's performance is such that the capability procedures have to be invoked or a teacher's absence or sickness record is such that it requires serious action to be considered. Welsh Government recognises that consortia may need to move to this model in stages during their first year of operation where currently the specialist resources to deliver this requirement do not exist. Regional consortia and local authorities will not duplicate the work of each other.

- a) The Wales Directors of Human Resources Group has created a document in response to the National Model in terms of the role of Human Resources
- b) The group has worked on an audit of skills and competencies which is present within Human Resources throughout Local Authorities in Wales in relation to working with schools. They have also considered what the capacity is in terms of human resources officers across Wales. The group has drafted a development plan for human resources staff as well as providing a clear outline of what the expectation would be on H.R. officers when working with schools.
- c) Following this exercise, a final draft document has been submitted for observations and further consideration by Welsh Government officials.
- d) Directors of Human Resources will be required to give further consideration to any observations that derive from this meeting with specialist advisors.
- e) The Management Board agreed that the intention was to adopt the national methodology once a formal response to the said paper had been issued by Welsh Government.

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

This report progresses the implementation of the National Model following Cabinet decisions in March 2014. As noted in the report, should the Joint Committee approve this direction, it is intended to present Business Plans at a later date, which was a requirement by the individual Councils as a basis for moving the Model forward.

Statutory Finance Officer:

In accordance with the requirements of Welsh Government policy and subsequent operational decisions by north Wales' local authorities, we must move forward to implement the National Model, and the third paragraph of the executive summary in front of this report indicates that the financial implications will not be significant in 2015/2016.

Appendix 1 – a) Governor Advice and Support

North Wales Strategic Outline Business Case National Model for Regional Working - Governor Training & Support January 2015

1. The Case for Change

The Welsh Government Guidance document (February 2014) makes the case for change as follows:

“Local authorities retain the statutory responsibility for schools and school improvement. The national model is based on a vision of regional school improvement consortia working on behalf of local authorities to lead, orchestrate and co-ordinate the improvement in the performance of schools and education of young people. The prime mission and purpose of regional consortia is to help those who educate our children and young people. So, in future, their non-negotiable job will be to support schools and local authorities in their efforts to:
improve learner outcomes for all young people;
ensure the delivery of high quality teaching and learning; and support and empower school leaders to better lead their schools.”

Specifically in terms of delivering Governor Training & Support, the document describes the following strategic objectives:

“Regional consortia will commission and quality assure delivery of governor support services and training for governors including the mandatory training programmes required for new governors, training for chairs of governors and, in respect of understanding and applying data effectively for all governors. Consortia will also encourage and facilitate governor networks, enable governors to observe each other’s meetings and deploy able chairs of governors to mentor other governing bodies that are struggling to undertake their role effectively. Consortia will jointly develop, in consultation with local authorities, governors and headteachers a performance data template for headteachers to use to report to governors on a termly or half termly basis a school’s in-year performance on:

- pupil performance and standards;
- pupil attendance;
- pupil exclusions;
- staff sickness absence;
- quality of teaching (as assessed through classroom observations); and progress and attainment data relative to targets.

Consortia will also identify a pool of able candidates that are willing to serve on governing bodies where there is weak governance.”

2. Methodology

- GwE commissioned Gwynedd Council’s Project Management Unit to conduct interviews (face to face and by telephone) with relevant officers within each Education Department during December 2014 with the aim of understanding current arrangements.
- Based on the Welsh Government Guidance document and discussions with Education Department and GwE officers, Gwynedd’s Project Management Unit developed a set of generic Strategic Options (alongside a scoring and ranking matrix) which was used as the basis for choosing a preferred option at a meeting of the Education Directors Strategic Group on 16 January 2015.
- Background papers are contained within **appendix 1**

3. Choosing the Preferred Strategic Option

Option 4 was considered to be undeliverable as some authorities have committed to restructuring their Governor Support roles with a view to generating savings. Additionally, the specialist advisers (Human Resources, Finance etc.) are located within separate Departments within each Local Authority.

It was agreed that general the principles outlined within **Option 3** closely mirrored the Strategic Group's direction of travel and presented a deliverable solution - although significant proposals for improvement to the generic model were considered and agreed.

4. The Preferred Strategic Option

Governor Support

- All staff to remain within their respective Local Authorities per current arrangements where the responsibility for delivering governor support will remain.
- GwE Challenge Advisers will continue to secure appropriate oversight and responsibility for quality assurance and consistency of effective governing bodies across the region
- GwE will commission an external consultant to routinely audit the governor support (including training) service within individual local authorities. The performance data will be used by GwE and the Education departments in order to share best practice and to drive improvements in service.

Mandatory Training

- Mandatory Training will continue to be delivered through the Education Departments alongside non-statutory training (e.g. Child Protection).
- Quality Assurance of the training provision will continue to be undertaken by GwE by way of the Challenge Adviser Team
- However, as budgets continue to reduce, GwE and the Education Departments will continue to identify local and regional priorities alongside the development of cross-hub training solutions (e.g. opening up GwE's Local Authority Member training programme to other governors)

5. Identified Implementation Risks

Risk	Risk Category	Mitigation
Preferred option may fall short of the expected scale of changes (as contained within the guidelines)	Mediun	Initial discussions with Geraint Rees, Welsh Government scheduled for 20 January 2015
Potential for inconsistency within service provision (and therefore performance) across the region – given that Education Departments will remain responsible for the service	Low	GwE Challenge Adviser Team will continue to audit and quality assure governor support services through Annual Visits 1,2,& 3

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6. Indication of Identified Additional Costs & Resource for Change Delivery

Activity	Responsibility	Budget
Commissioning external consultant to report annually on each authority's Governor Training & Support function – say 12 days per annum	GwE Management Team & Education Directors Strategic Group	Maximum £10,000 – source of funding to be agreed
Ensuring that differential performance data, best practice and lessons learned from external consultant's findings and recommendations are raised, shared and actioned	GwE Management Team & Education Directors Strategic Group	None – business as usual
Identification and development of regional training opportunities aligned with external consultant's findings and available budgets	GwE Management Team & Education Directors Strategic Group	None – business as usual

7. The Next Steps

The above Preferred Strategic Option will be presented to the next meeting of the Education Directors Strategic Group on 30 January 2015 for further consideration before a detailed business case and implementation plan are developed in consultation with Welsh Government.

Appendix 1b - Strategic Options – Governor Training (National Model for Regional Working)

January 2015

Current Arrangements:

- All training currently delivered predominately through local authority officers alongside some courses run by GwE and external providers – a total of 40 sessions per annum
- Direct course delivery costs are fairly modest (<£5k p.a.) but the related venue booking/sending course invitations etc. currently utilises an average of 0.4 FTE per authority (say £75k p.a.)
- Most authorities also employ the Governor Training Support officer for other Governor Support roles which are out of scope for the national Model for Regional Working

Options	Benefits	Risks	Minimum Score 1 – Maximum Score 5			Total Score
			Alignment with National Model	Delivering Additional Value	Potential for Successful Change Delivery	
1 – Do Nothing	<ul style="list-style-type: none"> • Continuation of existing arrangements tailored to local needs 	<ul style="list-style-type: none"> • No ownership of responsibilities within GwE • No benefits of economies of scale • No regional consistency 	0	0	5	5
2 – Transfer all budgets & current staff to GwE (with light touch supervision within existing GwE structure)	<ul style="list-style-type: none"> • Continuation of existing arrangements tailored to local needs • Ownership of responsibilities rests with GwE 	<ul style="list-style-type: none"> • No new budgets available to fully carry out supervisory responsibilities within GwE • Given average of 0.4 FTE per authority, dual line management for most roles is likely 	3	0	3	6
3 – Transfer All Budgets and (say) 80% of current staff to GwE (with remaining 20% budget used to create supervisory capacity within GwE)	<ul style="list-style-type: none"> • Potential to re-arrange FTE to deal with priorities on a regional basis • Fully funded supervisory capacity for team within GwE 	<ul style="list-style-type: none"> • A reduction of 20% in front line resource • Sharing of resource across some authority boundaries • Given average of 0.4 FTE per authority, dual line management for most roles 	4	3	3	10
4 – Transfer all budgets but no current staff to GwE (GwE to create own team & supervision)	<ul style="list-style-type: none"> • Potential to create specialist roles and leadership aligned and responsive to regional priorities • Opportunity exists to appoint 1x FTE regional Governor Training Support Co-ordinator (covering entire region) and generating up to £50k savings which can be used to fund other regional priorities 	<ul style="list-style-type: none"> • Existing staff may not have the required skills set and qualifications to undertake new roles • Potential redundancy costs unless the transition is phased to take advantage of natural staff turnover 	5	3	1	9

Governor Training - National Model for Regional Working – Current arrangements in north Wales (January 2015)

Activity	Gwynedd	Isle of Anglesey	Conwy	Denbigh	Flint	Wrexham
Delivery Mandatory Training – Chair	Keith Parry Education Quality Improvement Senior Officer (01286) 679588 2 or 3 courses per annum	D Gareth Jones Education Officer (01248)752926 2 courses annually	Commissioned via external provider (Ray Wells and Tony Jones) 2 sessions per annum	Working across borders with Flintshire, Wrexham and Conwy to provide a wider range of opportunities. Using Ray Wells or Tony Jones to deliver “face to face” training in Denbighshire. About to also launch on-line training in conjunction with the other North Wales LAs	1/ Commissioned via external provider (Ray Wells and others at £180 per session) 2/ Opportunity to attend sessions with Wrexham 1-2 sessions per term	nick.williams@wrexham.gov.uk Commissioned via external provider (Ray Wells and others at £180 per session) – close co- operation with Flint 2 per year
Delivery Mandatory Training – New Governors	Mai Bere Assistant Education Improvement Officer (01286) 685049 3 to 5 courses per annum	D Gareth Jones Education Officer (01248)752926 2 courses annually	Commissioned via external provider (Ray Wells and Tony Jones) 2 sessions per annum	As above for Chairs Training All arrangements are currently managed by Chris Harness Governor Support Officer 01824 708044 Chris.harness@denbighshire .gov.uk	1/ Commissioned via external provider 2/ Opportunity to share sessions with Wrexham 3/ Delivered by Governor Support Officer, Kim Brookes, Business Support Manager, Education Department, Flintshire, 01352 704025 2-3 sessions per term	ITeC – WCBC’s Work Based Learning Provider. Sits within Lifelong Learning so training is effectively free 6 sessions per year @ £180 – English only
Delivery Mandatory Training – Data Performance	Bethan James, Alwyn Jones & Elfyn Jones Challenge Advisers GwE (01286) 679976 3 to 5 courses per annum	Schools have been given the initial training session by LEA officers and the Headteachers hold the courses in their individual schools.	Commissioned via external provider (Ray Wells and Tony Jones) 2 sessions per annum	As above for Chairs Training, plus Julian Molloy (DCC) also running these sessions as so many governors require training. All arrangements are currently managed by Chris Harness Governor Support Officer 01824 708044 Chris.harness@denbighshire.gov.uk	1/ Commissioned via external provider 2/ Opportunity to share sessions with Wrexham 2-3 sessions per term	ITeC – WCBC’s Work Based Learning Provider. Sits within Lifelong Learning so training is effectively free 3 sessions per year @ £180 – English only
Delivery Mandatory Training – Clerks	Mai Bere Assistant Education Improvement Officer (01286) 685049 1 course per annum	D Gareth Jones Education Officer (01248)752926 2 courses annually	Commissioned via external provider (Ray Wells and Tony Jones) 2 sessions per annum	Cross border training offered as above. Have used Kim Brookes (Flintshire LA) to run recent sessions in Denbighshire and Chris Harness now able to deliver training also.	1/ Delivered by Governor Support Officer, Kim Brookes, Business Support Manager, Education Department, Flintshire, 01352 704025 1 session per term	Delivered by Flint Governor Support Officer

Co-ordination of courses	Meleri Humphreys Governors Support Assistant (01286) 679303	Margaret Williams Owen Senior Administration Officer & Governor Support Officer (01248) 752918	Delyth Wynne-Thomas Governor Training Support Officer (01492) 575003 Delyth.wynne-thomas@conwy.gov.uk	Chris Harness Governor Support Officer 01824708044 Chris.harness@denbighshire.gov.uk	Kim Brookes, Business Support Manager, Education Department, Flintshire, 01352 704025	Karen Brown Senior Governor Support Officer 01978 295447 Less than 0.1 FTE Bookings Wendy Clifton 0.2 FTE
Commissioning	No formal process required – delivery of courses & services contained within job descriptions	No formal process required – delivery of courses & services contained within job descriptions	No formal process required – delivery of courses & services contained within job descriptions		No formal process required – delivery of courses & services contained within job descriptions	No formal process required – delivery of courses & services contained within job descriptions
Quality Assurance	Mandatory courses delivered using standard WG approved scripts – with “observer” colleague regularly in attendance	Mandatory courses delivered using standard WG approved scripts – with “observer” colleague regularly in attendance	Mandatory courses delivered using standard WG approved scripts – with “observer” colleague regularly in attendance	All mandatory training delivered by trainers approved by hosting LAs and based on WG prescribed content	Mandatory courses delivered using standard WG approved scripts	Mandatory courses delivered using standard WG approved scripts 95% of school governor meetings attended by clerk
Delivery of advice services	Mai Bere Assistant Education Improvement Officer (01286) 685049 Meleri Humphreys Governors Support Assistant (01286) 679303 Advice Services includes all statutory / constitutional matters and convening the appropriate multi-disciplinary team for tackling specific problems (e.g. HR, Surplus Capacity & Competency issues)	Margaret Williams Owen Senior Administrative Officer & Governor Support Officer (01248) 752918 Advice Services includes all statutory / constitutional matters and convening the appropriate multi-disciplinary team for tackling specific problems (e.g. HR, Surplus Capacity & Competency issues)	Delyth Wynne-Thomas Governor Training Support Officer (01492) 575003 Delyth.wynne-thomas@conwy.gov.uk	Chris Harness Governor Support Officer 01824708044 Chris.harness@denbighshire.gov.uk All governor matters excluding specific issues where teams such as HR or Legal Services are required to advise The LA also maintains a full database record of all governors and clerks, including contact details (addresses, phone numbers and e- mail addresses), dates of appointment, specific roles and responsibilities, plus committees each serves on.	Kim Brookes, Business Support Manager, Education Department, Flintshire, 01352 704025	Dafydd Ifans Head of Education Infrastructure & Support Services 01978 295448 Karen Brown Senior Governor Support Officer 01978 295448 Work highly integrated into Clerking Service SLA with schools – providing spot advice Schools generally seek HR advice from their dedicated HR Officer

<p>Estimated FTE</p> <p>Mandatory Training & Advice Services</p>	<p>0.3 FTE (MB) 0.5 FTE (MH)</p> <p>Plus unspecified strategic and specialist support from various departments within Gwynedd Council (specifically HR)</p> <p>Live translation services used (and paid for) in each of the 14 courses</p>	<p>0.5FTE</p>	<p>0.5FTE</p>	<p>0.8 (CH) 0.4 (clerical support)</p> <p>Plus unspecified support from other departments (HR, Legal, etc)</p>	<p>0.2 FTE (KB) 0.1 FTE – pooled admin support</p>	<p>0.1 FTE (DI) 0.2 0.2 FTE (KB)</p>
<p>Finance / Budgets</p>	<p>Gwynedd’s Finance Department advises that the Governors Support Assistant role is fully funded through the SEG grant, but all other budgets are covered by Gwynedd’s Education Department core funding.</p> <p>Apportionment of staff costs against the Governor Training service is likely to be difficult – as it is shared between several roles within the HR & Education Departments</p>	<p>All budgets are covered by the Isle of Anglesey Lifelong Department core funding.</p>	<p>Core Funding</p>	<p>Governor Support Officer and clerical support posts both funded by DCC core budgets</p>	<p>Training/commissioning budget – All “clean” Flint funds without grant funded elements</p>	<p>Core Funding</p>
<p>Other</p>			<p>Additional 2 courses per annum also delivered in each of the following areas</p> <p>Wellbeing (Conwy Wellbeing Team) Annual Safeguarding Training (Conwy LA Child Protection Co-ordinator) Additional Learning Needs (ALN), Looked After Children (LAC) and Exclusions (Conwy ALN & LAC Teams)</p>	<p>Wales GSO working group North Wales GSO working group DCC – Chairs of Governors forum (termly)</p>		<p>Bespoke non-core services provided at cost if required</p>

Appendix 2a

North Wales Strategic Outline Business Case National Model for Regional Working - Challenging Foundation Phase Performance January 2015

1. The Case for Change

The Welsh Government Guidance document (February 2014) makes the case for change as follows:

“Local authorities retain the statutory responsibility for schools and school improvement. The national model is based on a vision of regional school improvement consortia working on behalf of local authorities to lead, orchestrate and co-ordinate the improvement in the performance of schools and education of young people. The prime mission and purpose of regional consortia is to help those who educate our children and young people. So, in future, their non-negotiable job will be to support schools and local authorities in their efforts to:

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

Specifically in terms of Challenging Foundation Phase performance, the document describes the following strategic objectives:

“Early Years Foundation Phase support will involve providing challenge to leaders of Foundation Phase settings and liaising with headteachers and other providers to audit training needs and commission and quality assure an appropriate range of programmes.”

2. Methodology

- GwE commissioned Gwynedd Council’s Project Management Unit to conduct interviews (face to face and by telephone) with relevant officers within each Education Department during December 2014 with the aim of understanding current arrangements
- Based on the Welsh Government Guidance document and discussions with Education Department and GwE officers, Gwynedd’s Project Management Unit developed a set of generic Strategic Options (alongside a scoring and ranking matrix) which was used as the basis for choosing a preferred option at a meeting of the Education Directors Strategic Group on 16 January 2015.
- Background documentation is provided in **appendix 1**.

3. Choosing the Preferred Strategic Option

None of the pre-prepared generic options fully addressed the requirements for north Wales for the following reasons:

- As identified during the information gathering stage, GwE’s Challenge Adviser team does not include Foundation Phase expertise. However, all GwE Challenge Advisers are experts in challenging performance within maintained settings and the expertise for delivering the Foundation Phase rests within the individual Education Departments (e.g. Foundation Phase Training Officers)
- For non-maintained settings, the individual Education Departments challenge performance through the 10% Teacher Teams, In the context of the fact finding document, terms such as “coaching” and “supporting”, when used to describe the role of the 10% Teacher Teams, are synonymous with the term “challenging”.

4. The Preferred Strategic Option

Following lengthy consideration of all possible alternative models by the Education Directors Strategic Group, the following preferred Strategic Option was proposed and agreed.

Performance Challenge

- For maintained settings, current arrangements (through GwE annual visits 1,2 & 3) are considered robust and fully aligned with the National Model for Regional Working.
- However, it is acknowledged that an independent challenge of performance within non-maintained settings is currently not within GwE's remit. Further work on this issue is ongoing as part of GwE's 3 Year Programme and therefore falls outside the scope of the north Wales response to the National Model for Regional Working. It is also worth noting that the Welsh Government guidelines do not make it clear that they intend for a challenge to non-maintained setting performance to be included within the Regional Model.

Audit, Commission & Quality Assure Foundation Phase Training Programmes

- Education Departments and individual maintained settings to continue to identify training needs and to provide training opportunities for Foundation Phase staff
- GwE to continue to give challenge to Education Departments on how the Education Departments identify training needs and deliver training opportunities
- However, as a result of the new disbursement arrangements and planned reductions in Foundation Phase Grant levels for 2015/16, GwE and the Education Departments will develop and deliver cross-hub statutory training opportunities.

5. Identified Implementation Risks

Risk	Risk Category	Mitigation
Preferred option may fall short of the expected scale of changes (as contained within the guidelines)	Medium	Initial discussions with Geraint Rees, Welsh Government scheduled for 20 January 2015
Potential for inconsistency within the commissioning of training programmes (and therefore performance) across the region – given that Education Departments will remain responsible for commissioning	Low	GwE Challenge Adviser Team will continue to audit and quality assure the training programmes through Annual Visits 1,2,& 3

6. Indication of Identified Additional Costs & Resource for Change Delivery

Activity	Responsibility	Budget
Identification and development of regional training priorities and opportunities aligned with available budgets	GwE Management Team & Education Directors Strategic Group	None – business as usual

7. The Next Steps

The above Preferred Strategic Option will be presented to the next meeting of the Education Directors Strategic Group on 30 January 2015 for further consideration before a detailed business case and implementation plan are developed in consultation with Welsh Government.

Appendix 2b - Strategic Options – Challenging Foundation Phase Performance (National Model for Regional Working)

January 2015

Current Arrangements:

- Performance data for each maintained setting challenged and discussed with Challenge Advisers during GwE annual visits (1,2 &3) – although GwE advise that there are no Foundation Phase specialists within the current Primary School Challenge Adviser Team
- Performance data for each non-maintained setting not formally challenged although there are examples of the 10% Teacher teams using coaching techniques and Estyn guidelines to improve performance

Options	Benefits	Risks	Minimum Score 1 – Maximum Score 5			Total Score
			Alignment with National Model	Delivering Additional Value	Potential for Successful Change Delivery	
1 – Do Nothing	<ul style="list-style-type: none"> • Continuation of existing arrangements tailored to local needs 	<ul style="list-style-type: none"> • Lack of regional consistency • Lack of expertise within current structure (GwE) to deliver on responsibilities • No benefits of economies of scale 	0	0	5	5
2 – Develop expertise within existing GwE establishment by way of training / adjusting blend of Challenge Advisers involved in Annual Visits 1,2 &3. Train 10% non-maintained settings “coaches” to better challenge performance. Existing supervisory arrangements to continue	<ul style="list-style-type: none"> • Structured regional approach in line with WG requirements • Ownership of responsibilities rests with GwE • No additional funding required 	<ul style="list-style-type: none"> • No dedicated Foundation Phase performance challenge resource within GwE • Potential lack of expertise within GwE to deliver required leadership • Benefits realisation may become protracted due to low level of annual staff turnover 	3	0	3	6
3 – “Top Slice” the Foundation Phase Grant to deliver dedicated Foundation Phase Senior Challenge Adviser (or similar) within GwE to work with existing (and re-blended) Challenge Advisers (and 10% non-maintained settings staff)	<ul style="list-style-type: none"> • Structured regional approach in line with WG requirements • Ownership of responsibilities rests with GwE • Fully funded and specialist leadership role within GwE 	<ul style="list-style-type: none"> • Reduction of Foundation Phase provision budget for schools, leading to a potential for a marginally reduced performance(at least in in the short term) 	4	3	3	10
4 “Top Slice” Foundation Phase Grant to deliver dedicated Foundation Phase Senior Challenge Adviser and 6x Specialist Foundation Phase Challenge Advisers (Could be short term funding to enable re-balancing of Challenge Adviser Team over (say) 3 years	<ul style="list-style-type: none"> • Structured regional approach in line with WG requirements • Ownership of responsibilities rests with GwE • Fully funded and specialist leadership and additional specialist delivery capacity within GwE 	<ul style="list-style-type: none"> • Substantial reduction of Foundation Phase provision budget for schools (say 5%), leading to a potential for reduced performance at least in in the short term 	5	1	3	9

National Model for Regional Working – Foundation Phase Performance Challenge - Current arrangements in north Wales (January 2015)

Activity	Gwynedd	Isle of Anglesey	Conwy	Denbigh	Flint	Wrexham
Providing challenge to performance & delivery	Performance data for each setting (excluding non-maintained settings) challenged and discussed during GwE annual visits (1,2 &3)	<p>dgjed@ynysmon.gov.uk</p> <p>Performance data for each setting (excluding non-maintained settings) challenged and discussed during GwE annual visits (1,2 &3)</p> <p>10% non-maintained settings staff compile an annual report in line with Estyn expectations</p>	<p>Annette.evans@conwy.gov.uk 01492 577 863 01492 577 863</p> <p>Performance data for each setting (excluding non-maintained settings) challenged and discussed during GwE annual visits (1,2 &3)</p>	<p>Performance data for each school challenged and discussed during GwE annual visits (1,2 &3)</p> <p>The Authority Foundation Phase Advisory Teacher works with the GwE Officers regarding providing support for schools.</p> <p>Non-maintained settings are supported by Authority Foundation Phase Advisory Teachers .</p>	<p>Claire Homard 01352 704019 claire.homard@flintshire.gov.uk</p>	<p>dafydd.ifans@wrexham.gov.uk</p> <p>Performance data for each setting (excluding non-maintained settings) challenged and discussed during GwE annual visits (1,2 &3)</p>
Assessing the need for, and then to commission, co-ordinate and quality assure provision of training & development support	<p>Historically, all activities outsourced to Cynnal (and now GwE)</p> <p>Fortnightly performance meetings between GwE and the Education Department (Quality Assurance Group) highlight any schools in need of further support, appropriate activities are identified and an action plan is agreed</p>	<p>Fortnightly performance meetings between GwE and the Education Department (Quality Assurance Group) highlight any schools in need of further support, appropriate activities are identified and an action plan is agreed</p>	<p>Performance meetings between GwE and the Education Department (Quality Assurance Group) highlight any schools in need of further support, appropriate activities are identified and an action plan is agreed</p> <p>Every penny of Foundation Phase budget devolved to schools?</p>	<p>Fortnightly performance meetings between GwE and the LA Education Lead Education Officers highlight any schools in need of further support, appropriate activities are identified and actioned.</p> <p>The LA has an arrangement with the Clusters in the Authority to identify and fund local training needs - this arrangement is supported by the LA Foundation Phase Advisory Teacher.</p>	<p>Comprehensive training and support programme for Foundation Support in schools delivered by LA Foundation Phase Training & Support Officer & Advisory Teacher, funded by FP Grant. Effective liaison between FP team and GwE Challenge Advisers for schools needing FP input. FP team join Challenge Advisers on 'deep dive' visits, pre/post inspection support etc.</p> <p>Regular meetings between GwE and Primary Officer also highlight schools in need of support.</p>	<p>Fortnightly performance meetings between GwE and the Education Department (Quality Assurance Group) highlight any schools in need of further support, appropriate activities are identified and an action plan is agreed</p>

Finance / Budgets	<p>Gwynedd's consortium transfer generally covers the entire cost of all related activities</p> <p>1.17% of Foundation Phase Grant Funds (£46k out of £3.9m) are held back by the Education Department for the purposes of training and supervision</p>	<p>Consortium transfer generally covers the entire cost of all related activities</p> <p>99% of funds used for classroom assistants & non-maintained 10% staff – 1% retained for training budget purposes</p>	<p>Consortium transfer generally covers the entire cost of all related activities</p> <p>More information to follow.</p>	<p>Denbighshire LA transfer Foundation Phase Grant funding to schools to support , Foundation Phase Ratios, training . Training and support for the non-maintained three year old provision is also funded .</p> <p>Foundation Phase Grant contributes towards the cost of LA Early Education Advisory Teachers .</p>	<p>FP Grant has been managed by Primary Officer with Flintshire Finance manager. Funding devolved to schools to cover staffing to meet 1:8 and 1:15 ratios. Funding for training officer, 10% teachers in non-maintained sector and training programme (as per grant conditions) are centrally managed by the LA</p>	<p>90% Foundation Phase Grant spent on maintained settings – with 7% on non-maintained settings and the remaining 3% spent on training /coaching</p>
GwE Commentary	<p>Confirmation that Foundation Phase improvements are currently out-sourced to GwE – although GwE notes that in line with all other key stages, they do not have Foundation Phase expertise or any extra capacity or budgets to increase skills</p>	<p>Confirmation that Foundation Phase improvements are currently out-sourced to GwE – although GwE notes that in line with all other key stages, they do not have Foundation Phase expertise or any extra capacity or budgets to increase skills</p>	<p>Confirmation that Foundation Phase improvements are currently out-sourced to GwE – although GwE notes that in line with all other key stages, they do not have Foundation Phase expertise or any extra capacity or budgets to increase skills</p>	<p>Denbighshire funds LA Foundation Phase Advisory Teachers to support non-maintained settings and Foundation Phase in schools.</p> <p>LA Foundation Phase Advisory Teachers work with GwE Officers for aspects such as whole school monitoring visits.</p>	<p>LA note: FCC considers it had a highly expert and effective FP support team that works well within current arrangements and would like it to remain within LA control.</p>	<p>Confirmation that Foundation Phase improvements are currently out-sourced to GwE – although GwE notes that in line with all other key stages, they do not have Foundation Phase expertise or any extra capacity or budgets to increase skills</p>

Appendix 3 – 14 – 19 Learning Pathways Offer

National Model For Regional Working – Strategic Options for 14 – 19 Learning Pathways Offer

1. Background and Context

- a) The North Wales Education Consortium previously co-ordinated and monitored the 14 – 19 Learning Pathways Offer. The Senior Leader of the Consortium had a general responsibility for financial matters, a Consortium officer was responsible for the strategic co-ordination and monitoring of the grant and regional plan and a Consortium officer was responsible for the administration and remittance of the grant.

2. Current Arrangements for the 14 – 19 Learning Pathways Offer

- a) One FTE who is responsible for the administration and remittance of the grant (one of a suite of regional grants) has been transferred from the former North Wales Consortium to GwE since September 2014. GwE has therefore adopted the remittance and administrative responsibilities associated with the grant as part and parcel of the said staff transfer. GwE is therefore in alignment with the National Model in terms of the administration and remittance of the said grant.
- b) Gwynedd Council currently acts as the banking authority for the North Wales region and GwE and a regionally agreed formula is utilised for the division of the grant to individual authorities to support the delivery of their 14 – 19 business plan. It is assumed that Gwynedd Council will continue to act as a banking authority for the 14 – 19 Learning Pathways Offer. It is also assumed that a regionally agreed formula will continue to be utilised once the 14 – 19 Learning Pathways Offer becomes integrated into the new Education Improvement Grant.

3. Current Arrangements for the Regional 14 – 19 Business Plan

- a) A Denbighshire Council officer is now responsible for the co-ordination of the regional plan and for the alignment across the region of the local strategies with national strategies.
- b) The pan North Wales 14 – 19 Network Steering Group provides a strategic overview role in that it is a forum to discuss and share best practice across the region and to set clear regional objectives in relation to aligning local strategies with national strategies. The Chair of the said group (Denbighshire Council 14 – 19 Manager) also provides a strategic overview role for the region in terms of aligning the regional plan with national strategies.
- c) 14 – 19 business plans are produced by individual authorities based on LEA priorities and collated into a regional plan that is then approved and monitored by Welsh Government.
- d) GwE does not currently have a strategic overview of the 14 – 19 Learning Pathways Offer as this is provided to some extent by the aforementioned Denbighshire Council officer and pan North Wales 14 – 19 Network Steering Group.

4. Statutory Obligations and Responsibilities:

- a) The Learning and Skills (Wales) Measure 2009 provides a statutory basis for 14 - 19 Learning Pathways. The Measure secures the creation of local curricula that will contain a wide range of courses and opportunities which learners aged 14-19 in Wales will have right to elect from. The measure also sets out the entitlement of learners to follow their elected course of study. The measure places a duty on Local Education Authorities in Wales to form local curricula for learners in Key Stage 4. It also provides Welsh Ministers with regulation making powers to stipulate the minimum number of courses of study to be included within a local curriculum, and the minimum number of vocational courses of study to ensure that local area curricula contain a wide range of options of study both academic and vocational in nature.
- b) LEAs are responsible for the preparation, submission to Welsh Government and delivery of their approved business plans.
- c) The local co-ordination of the networks that contribute to the 14 – 19 business plans is undertaken by officers from each LEA.

5. Requirements of the National Model for Regional Working:

- a) The National Model for Regional Working Guidance document states that it is within the Regional Education Consortium's function and role, through challenge, to:

"align national and local 14-19 strategies across the wider consortium area to help raise standards in the core subjects of English/Welsh and mathematics, ensure high quality courses offer relevant training for pupils and contribute effectively to regeneration strategies."
- b) The National Model for Regional Working Guidance document also states that the Regional Consortium's brokerage and improvement activities will include:

a "strategic overview of the regional 14 – 19 offer, including allocation of resources to programmes in line with Welsh Government priorities, to include:
 - support for planning the use of grants
 - ensuring school and provider provision is in line to deliver the expected impact inherent in these grants
 - working with local authorities to provide a strategic overview to challenge and support all providers, including FE Colleges and private training providers, to ensure equality of access to the development opportunities
 - administering the relevant grants and co-ordinating and supporting bids for emerging grant opportunities."
- c) The interpretation of the National Model wording is of paramount importance when considering the following options for alignment. It is understood that the National Model requires the Regional Education Consortium (now GwE) to provide a regional strategic overview of the 14 – 19 Learning Pathways Offer. The National Model does not stipulate that the Education Consortium (GwE) is responsible for the preparation, submission to Welsh Government or delivery of the strategic plans which is undertaken by LEA employed officers (partially funded by the 14 – 19 grant and LEA core funding).

6. Strategic Options

- a) In view of the above facts, the following options are deemed to address the requirements of the National Model for Regional Working in terms of the regional strategic overview role:

			Minimum Score 1 – Maximum Score 5			
Options	Advantages	Disadvantages	Alignment with National Model	Delivering Additional Value	Potential for Successful Change Delivery	Total Score
<p>1. Do Nothing (Maintain Current Arrangements)</p> <p>(i.e. previous Consortium officer now responsible for administering of grant through GwE / Gwynedd to remain banking authority/ Denbighshire to remain lead authority on 14 – 19 Learning Pathways Offer and co-ordination of regional plan / Chair of Regional Steering Group & group itself to provide strategic overview and quality assurance role in terms of delivering WG objectives)</p>	<ul style="list-style-type: none"> Continuation of delivery without any change Robust regional collaboration by means of pan North Wales Steering Group and Denbighshire as lead authority Advantage of wealth of expertise and experience within said group to undertake strategic overview and quality assurance role through sharing of best practice across the region to drive improvement No additional costs for delivery 	<ul style="list-style-type: none"> GwE would not meet National Model requirement of strategic overview across the region to ensure alignment of local strategies with national strategies No link between GwE and LEAs in terms of strategic overview and alignment of local strategies with national strategies but link in terms of grant administration and remittance No independent evaluation of quality and consistency of local business plans within region 	0	0	0	0
<p>2. Create new post within GwE to undertake strategic overview of the 14 – 19 Learning Pathways Offer across the region (Challenge Advisor presumably since NM stipulates that the regional consortium will align national and local 14-19 strategies across the wider consortium through challenge)</p> <p>(i.e. Denbighshire would no longer be required to co-ordinate the regional plan / the regional Steering Group would still be required to discuss and share best practice across the region in order to raise standards / GwE representative would sit on said</p>	<ul style="list-style-type: none"> Continuation of delivery without major changes Robust regional collaboration by means of regional 14 – 19 Steering Group Clear accountability in terms of LEAs to prepare, submit and deliver plans Clear accountability in terms of GwE, through challenge, to provide strategic overview and support for LEAs GwE would be fully aligned with the requirements of the National Model Link between GwE and LEAs in terms of grant remittance and support for planning use of grants New post would possibly provide more focused regional link to Welsh Government 	<ul style="list-style-type: none"> Additional cost of new post (Challenge Advisor) Additional post in GwE structure 	0	0	0	0

group)	<ul style="list-style-type: none"> Minimal additional cost (one FTE (Challenge Advisor) first and then asses capacity after one year possibly) Post would concentrate on strategic overview of 14 – 19 offer, support for LEAs to plan grant expenditure and challenge providers and would provide consistency by means of being a continuous presence on the regional Steering Group 					
<p>3. GwE to commission an independent consultant to conduct a quality evaluation of regional 14 – 19 business plan. Evaluation findings to be utilised by GwE, LEAs and regional Steering Group to share best practice and to drive improvement.</p> <p>(i.e. previous Consortium officer now responsible for administering of grant through GwE / Gwynedd to remain banking authority/ Denbighshire to remain lead authority on 14 – 19 matters and co-ordination of regional plan / Chair of Regional Steering Group & group itself to provide strategic overview role in terms of delivering WG aims and objectives)</p>	<ul style="list-style-type: none"> Continuation of delivery without major change Robust regional collaboration by means of regional 14 – 19 Steering Group Advantage of wealth of expertise and experience within said group to undertake strategic overview and sharing of best practice across the region to drive improvement and align local strategies with national strategies Clear accountability in terms of lead authority to co-ordinate production of regional plan Clear accountability in terms of GwE to commission independent quality evaluation of regional plan Minimal additional cost to appoint consultant to undertake quality evaluation of regional business plan (£5k - £10k annually) An independent quality evaluation would give an impartial and objective view of the regional plan GwE focus would remain on improvement 	<ul style="list-style-type: none"> Co-ordination and strategic overview elements would be separated – co-ordination would remain with lead authority and strategic overview would sit with GwE Additional resource would need to be allocated to GwE to commission consultant to undertake quality assurance exercise of regional plan GwE would not be fully aligned with National Model requirements i.e. <p>An independent consultant could not provide the following elements on a continuous basis</p> <ul style="list-style-type: none"> “support for planning the use of grants ensuring school and provider provision is in line to deliver the expected impact inherent in these grants working with local authorities to provide a strategic overview to challenge and support all providers, including FE Colleges and private training providers, to ensure equality of access to the development opportunities administering the relevant grants and co-ordinating and supporting bids for emerging grant opportunities.” 	0	0	0	0

Appendix 4 - Welsh in Education Grant and Welsh in Education Strategic Plans

National Model For Regional Working – Strategic Options for Welsh in Education Grant and Welsh in Education Strategic Plans

1. Background and Context

- a) The North Wales Education Consortium previously co-ordinated and monitored the Welsh in Education Grant. The Senior Leader of the Consortium had a general responsibility for financial matters, a Consortium officer was responsible for the strategic co-ordination and monitoring of the grant and regional plan and a Consortium officer was responsible for the administration and remittance of the grant.

2. Current Arrangements for the Welsh in Education Grant

- a) One FTE who is responsible for the administration and remittance of the grant (one of a suite of regional grants) has been transferred from the former North Wales Consortium to GwE since September 2014. GwE has therefore adopted the remittance and administrative responsibilities associated with the grant as part and parcel of the said staff transfer. GwE is therefore in alignment with the National Model in terms of the administration and remittance of the said grant.
- b) Gwynedd Council currently acts as the banking authority for the North Wales region and GwE and a regionally agreed formula is utilised for the division of the grant to individual authorities to support the delivery of their WESPs. It is assumed that Gwynedd Council will continue to act as a banking authority for the Welsh in Education Grant. It is also assumed that a regionally agreed formula will continue to be utilised once the WEG becomes integrated into the new Education Improvement Grant.
- c) Individual authorities devolve a portion of their Welsh in Education Grant to schools.

3. Current Arrangements for Welsh in Education Strategic Plans

- a) A Gwynedd Council officer is now responsible for the co-ordination of the regional plan and alignment with the aims of Welsh Government's Welsh Medium Education Strategy as Gwynedd Council's Head of Education Chairs the regional Welsh Medium Sub-group.
- b) The pan North Wales Welsh Medium and Capacity Building Sub-group provides a quality assurance role in that it is a forum to discuss and share best practice across the region and to set clear regional objectives in relation to the delivery of the aims of Welsh Government's Welsh Medium Education Strategy. The Chair of the said group (Gwynedd Council Head of Education) also provides a quality assurance role for the region in terms of aligning the regional plan with Welsh Government's Welsh Medium Education Strategy.
- c) WESPs are produced by individual authorities based on LEA priorities and collated into a regional plan that is then approved, monitored and quality assured against the aims of the Welsh Medium Education Strategy by Welsh Government.
- d) GwE does not currently co-ordinate or quality assure the delivery of the aims of the Welsh Medium Education Strategy by ensuring alignment of the Welsh in Education Strategic Plans as this is done to some extent by the aforementioned Gwynedd Council officer, regional Welsh Medium Sub-group and Chair of said group.
- e) In some cases, GwE is consulted with and has an input into the production of the Welsh in Education Strategic Plans.

4. Statutory Obligations and Responsibilities:

- a) On 4 March 2013, the Schools Standards and Organisation Wales Act 2013 came into force. Local Authorities, by means of the said Act, are responsible for the preparation of their Welsh in Education Strategic Plans and their submission to Welsh Government for a period of 3 years from April 2014 to March 2017. These plans outline how Local Authorities intend to achieve Welsh Government’s aims and objectives as outlined in the Welsh Medium Education Strategy.
- b) The local co-ordination of the committees, working groups or networks that contribute to the Welsh in Education Strategic Plans is undertaken by officers from each LEA. These duties are part and parcel of the wider role of individual officers within each authority and contribute towards the preparation, submission and delivery of the said plans.

5. Requirements of the National Model for Regional Working:

- a) In order to address the requirements of the National Model for Regional Working GwE is expected to undertake the following responsibilities:

“to co-ordinate and quality assure the delivery of the aims of the Welsh medium Education Strategy by ensuring the alignment of the Welsh in Education Strategic Plans (WESP) and the Welsh in Education Grant (WEG) across each of the local authorities within the regional consortia, so that there is consistency in the development of excellence in pedagogy, and the meeting of agreed targets, not only across both the Welsh-medium and bilingual sectors, but also in the delivery of Welsh as a second language”.

- b) The interpretation of the National Model wording is of paramount importance when considering the following options for alignment. It is understood that the National Model requires the Regional Education Consortium (now GwE) to co-ordinate and quality assure the regional plan and the division and remittance of the grant in order to ensure that the aims of Welsh Government’s Welsh Medium Education Strategy are delivered. The National Model does not stipulate that the Education Consortium (GwE) is responsible for the preparation, submission to Welsh Government or delivery of the strategic plans which is undertaken by LEA employed officers (partially funded by WEG and LEA core funding according to their Strategic Plans).

6. Strategic Options

- a) In view of the above facts, the following options are deemed to address the requirements of the National Model for Regional Working in terms of the regional co-ordination and quality assurance role:

Options	Advantages	Disadvantages	Minimum Score 1 – Maximum Score 5			Total Score
			Alignment with National Model	Delivering Additional Value	Potential for Successful Change Delivery	
<p>1. Do Nothing (Maintain Current Arrangements)</p> <p>(i.e. previous Consortium officer now responsible for administering of grant through GwE / Gwynedd</p>	<ul style="list-style-type: none"> • Continuation of delivery without any change • Robust regional collaboration by means of Welsh Medium Sub-group and lead authority Head of Education as Chair 	<ul style="list-style-type: none"> • GwE would not meet National Model requirement of co-ordination and quality assurance role • No link between GwE and LEAs in terms of co-ordination and quality 	0	0	0	0

<p>to remain banking authority/ Gwynedd to remain lead authority on WEG & WESP matters and co-ordination of regional plan / Chair of Regional Sub-group & group itself to provide quality assurance role in terms of delivering WG Welsh Medium Strategy aims and objectives)</p>	<ul style="list-style-type: none"> • Advantage of wealth of expertise and experience within said group to undertake quality assurance role and sharing of best practice across the region to drive improvement • No additional costs for delivery 	<p>assurance of WESPs but link in terms of WEG administration and remittance</p> <ul style="list-style-type: none"> • No independent evaluation of quality and consistency of Welsh in Education Strategic Plans within region 				
<p>2. Create new post within GwE to undertake co-ordination and quality assurance role of WEG and WESP matters across the region</p> <p>(i.e. Gwynedd would no longer be required to co-ordinate the regional plan / the Welsh Medium Sub-Group would still be required to discuss and share best practice across the region in order to raise standards / GwE representative would sit on said group)</p>	<ul style="list-style-type: none"> • Continuation of delivery without major changes • Robust regional collaboration by means of Welsh Medium Sub-group and lead authority Head of Education as Chair • Clear accountability in terms of co-ordination and quality assurance of WESPs to deliver WG Welsh Medium Education Strategy • GwE would be fully aligned with the requirements of the National Model • Link between GwE and LEAs in terms of WESPs and WEG • New post would possibly provide more focused regional link to Welsh Government • Minimal additional cost (one FTE at most) • Post would concentrate on co-ordination and quality assurance and would provide consistency by means of being a constant presence on the Sub-group 	<ul style="list-style-type: none"> • Additional cost of new post • Additional post in GwE structure 	0	0	0	0
<p>3. GwE to commission an independent consultant to conduct a quality evaluation of Welsh in Education Strategic Plans. Evaluation findings to be utilised by GwE, LEAs and regional</p>	<ul style="list-style-type: none"> • Continuation of delivery without major change • Robust regional collaboration by means of Welsh Medium Sub-group and lead authority Head of Education as Chair • Advantage of wealth of expertise 	<ul style="list-style-type: none"> • Co-ordination and quality assurance elements would be separated – co-ordination would remain with lead authority and quality assurance would sit with GwE • Additional resource would need to be 	0	0	0	0

<p>Welsh Medium and Capacity Building Sub-group to share best practice and to drive improvement</p> <p>(i.e. previous Consortium officer now responsible for administering of grant through GwE / Gwynedd to remain banking authority/ Gwynedd to remain lead authority on WEG & WESP matters and co-ordination of regional plan / Chair of Regional Sub-group & group itself to provide quality assurance role in terms of delivering WG Welsh Medium Strategy aims and objectives)</p>	<p>and experience within said group to undertake quality assurance role and sharing of best practice across the region to drive improvement</p> <ul style="list-style-type: none"> • Clear accountability in terms of lead authority to co-ordinate production of regional WESP • Clear accountability in terms of GwE to commission independent quality evaluation of WESPs • GwE would be aligned with the requirements of the National Model in terms of quality assurance • Link between GwE and LEAs in terms of WESPs and WEG • Minimal additional cost to appoint consultant to undertake quality evaluation of strategic plans (£5k - £10k annually) • An independent quality evaluation would give an impartial and objective view of the WESPs • GwE focus would remain on improvement 	<p>allocated to GwE to commission consultant to undertake quality assurance exercise of WESPs</p>				
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Alignment with the National Model for Regional Working

Coordinate the regional dimension of the ICT Strategy

1. National Model Requirements

1.1. The National Model for Regional Working Guidance document states that it is within the Regional Education Consortium's function and role to:

“Coordinate the regional dimension of the ICT Strategy to include school ICT self-evaluation, leadership and planning of ICT for learning; safeguarding, emerging technologies, virtual learning environments, learning technology and the national literacy and numeracy framework, running networks for heads of departments and ICT co-ordinators, support for pedagogy and curriculum development (with reference to the Learning and Digital World Strategy).”

1.2. The guidance document also states that the consortium's brokerage and improvement activities will include:

“commissioning and quality assuring a range of predominantly classroom-based training and development programmes to support improvements in teaching and learning and subject knowledge.”

“identifying excellent departments and lead practitioners using nationally agreed criteria who can be deployed to support other schools for part of their working week.”

1.3. In particular local authorities should share with regional consortia information on their proposals and decisions in relation to:

“safeguarding arrangements for children and young people.”

2. GwE Role as identified in the initial business case

2.1. The full business case published in March 2012 identified Six Key Functions of a Regional School Effectiveness and Improvement Service. The second function being:

2.1.1. Provide support for schools and Local Authorities, (together or separately as required) when operating to improve schools through:

“Provide expertise on IT (Curriculum and Pedagogy) and the Virtual Learning Environment.”

3. GwE Current Role and Functions

3.1. There are currently no arrangements within GwE in respect of meeting the needs for the National Model and the Strategic direction of ICT

4. North Wales ICT and Data Sub Group

4.1. The North Wales ICT Strategy Sub-Group aims to; *“...provide a strategic lead for the consortium on the effective and safe use of technology in teaching and learning with the aim of improving pupils' standards and outcomes.”* (Excerpt from initial terms of reference)

4.2. The group has had some success in addressing elements of the requirements for the regional strategic direction for ICT, however it faces a number of important challenges:

4.2.1. The provision for ICT support across the 6 authorities varies greatly, as can be seen in section 5.

4.2.2. Members on the ICT Sub-Group have very different roles within their LA and organizations.

4.2.3. The use of technology in learning and teaching is increasingly the focus of national and regional initiatives (e.g. LiDW, LiDW CPD grant and HWB+). The groups initial terms of reference makes reference to a minimal expected commitment from members which is not likely to be enough to meet the needs of the National Model.

4.2.4. There is currently no budget or administrative support allocated to the group.

4.2.5. There is uncertainty as to accountability of the group and accountability to the group.

5. Current Arrangements for ICT Across the Region

5.1. Wrexham

5.1.1. Structure

5.1.1.1. ICT Strategy Manager supporting schools and Lifelong Learning with Strategic ICT

5.1.1.2. ICT Support SLA for schools covering Technical Support, SIMS / MIS Support, Telecoms and ICT Procurement;

5.1.1.2.1. 100% buy back currently from Primary and Secondary schools

5.1.1.2.2. Renewal due March 2017

5.1.1.2.3. 3 Officers supporting SIMS and MIS and 12 Officers Supporting Technical, Networks, Procurement and Telecoms

5.1.2. Support – Through the ICT Strategy Manager and the Schools ICT Support Team schools receive the following:

5.1.2.1. Strategic support for the use of digital technologies in teaching and learning

5.1.2.2. Curriculum and pedagogy advice and post and pre inspection support – some training internally on new technologies and also brokering external providers

5.1.2.3. Technical advice on IT devices and networks along with support, maintenance and an IT procurement service

5.1.2.4. Central Networks and infrastructure services including Web Filtering, Managed Wireless Network, Mobile Device Management, Anti-Virus and Network Security

5.1.2.5. Training and support for Capita SIMS

5.1.2.6. Representation on regional and national groups

5.1.2.7. Support locally for National and Regional initiatives and activities. E.g HWB and HWB+ / LiDW / PSBA Broadband Project / 14-19 Digital Resource Group

5.2. Conwy

5.2.1. Structure

5.2.1.1. As a result of regional (see 2 above) and LA re-structuring ICT schools is now overseen as one of many aspects of Senior School Effectiveness Officers role.

5.2.1.2. Approximately 1.8 FTE supporting school related ICT curriculum related areas e.g. HWB+, hand held digital device project, brokering curriculum ICT training

5.2.2. Support

5.2.2.1. Secondary schools and now Primary schools since April 2014 negotiate and purchase own annual ICT technical support SLAs through delegated budget. Secondary school arrangements vary but currently the primary pattern is more consistent i.e. 2 separate SLAs:

5.2.2.1.1. Procurement and technical maintenance support for the curriculum network

5.2.2.1.2. SIMS - technical and user support and maintenance

5.2.2.2. Central Networks and infrastructure services provide Web Filtering, e-mail, Anti-Virus, Network Security and telecoms

5.2.2.3. Primary schools can also buy in to 3 levels of LA MIS bureau services depending on school need.

5.3. Denbighshire

5.3.1. Structure

5.3.1.1. The curriculum technical support for ICT has been outsourced for nearly three years with over 80% of schools with a specialist education ICT service provider from the English Department of Education ICT Services framework.

5.3.1.2. Remaining schools have procured support from three other providers.

5.3.1.3. All the technical support for the school admin ICT is with a separate contract with the main service contractor.

5.3.1.4. Management of contracts is provided by LA Officer .3 approx.

5.3.1.5. ICT Steering Group made of selected school SLT members and Business Managers oversee ICT development in Denbighshire.

5.3.2. Support

5.3.2.1.1 HWB+ trainer .5 FTE until July 2015, provides some school based training.

5.3.2.2. Some ICT training is provided for schools through Hyddysg, Ysgol Glan Clwyd's training company.

5.4. Gwynedd / Anglesey

5.4.1. Structure

5.4.1.1. CYNNAL was established by Gwynedd and Anglesey to provide ICT support for schools within the authorities. Funding for ICT support and procurement has been delegated to schools, and the support services are provided and monitored through a range of Service Level Agreements. Central ICT departments provide and support connectivity to schools through the Life Long Learning projects, and more recently the PSBA / Learning in Digital Wales projects.

5.4.1.2. Strategic advice/support and monitoring of support levels/services are undertaken by ICT managers within the company, in conjunction with User / Steering Groups from schools.

5.4.1.3. Technical support is provided by a team of 13 primary school technicians, secondary school technicians, SIMS technician, and networking / AV technicians, supporting schools in Anglesey, Gwynedd, Conwy and Denbighshire.

- 5.4.1.4. CAPITA SIMS is supported in Gwynedd and Anglesey schools by a team of five staff.
- 5.4.1.5. Development of online / interactive resources and management systems is provided by a team of 5 staff. The use and support of HWB is provided by two secondary school secondees.
- 5.4.2. Support
 - 5.4.2.1. Sales and installation of computer and technical equipment
 - 5.4.2.2. Repair and maintenance of computers and technical equipment
 - 5.4.2.3. Network installation and support Installation of interactive whiteboards, display screens and projectors
 - 5.4.2.4. Sales and support of SIMS / MIS programs and educational software
 - 5.4.2.5. Support for the use of management information systems in schools
 - 5.4.2.6. Design and development of interactive educational resources
 - 5.4.2.7. Development of on-line management systems to assist schools with MIS
 - 5.4.2.8. Supporting and facilitating the use of Learning Platforms
 - 5.4.2.9. Training and workshops on the use of ICT for school administrative, technical and teaching staff
 - 5.4.2.10. Advising schools on the development and use of computer systems and information based systems with their establishment
 - 5.4.2.11. Tests on portable electrical appliances

4.5 Flintshire

4.5.1 – Structure

- 4.5.1.1 Education ICT Manager has been on secondment to Welsh Government since October 2013 so consequently there has been very little support for schools at the strategic level within the Council. A primary based teacher has been covering at 0.2 in an advisory role. The education ICT support service has been reviewed and there will be no role for the current Education ICT Manager going forward in the proposed structure.
- 4.5.1.2 3 ICT Support SLAs for schools covering Technical Support, SIMS / MIS Support, and ICT Procurement. Renewal due Sept 2015. It is hoped that the majority of schools buy back into the new SLA.
- 4.5.1.3 2 Officers supporting SIMS and MIS (*will be moved into Corporate IT training teams post reorganization*); 6 Officers Supporting Technical and Networks (*will become 3 Officers absorbed by Corporate IT and 5 schools will then employ their own technicians on a cluster basis*) and 2 Officers supporting Procurement and Telecoms (*will become 1 Business manager within Corporate IT*). No advisory role identified – schools will support each other.
- 4.5.1.4 It should be noted that the proposals for the new service are out for consultation with the schools currently, although the proposals were produced after a needs identification process undertaken by an external consultant. A start date for the new proposed service is yet to be identified.

4.5.2 – Support

- 4.5.2.1 Corporate IT provide networks and infrastructure services up to the first switch in the school network; education ICT staff support the subsequent network including wireless provision. Schools have their webfiltering provided and supported by education ICT. Going forward, network/telecoms services will be provided centrally where possible

- 4.5.2.2 Sales, installation, repair and maintenance of general computer and technical equipment
- 4.5.2.3 Sales and support of SIMS / MIS programs and educational software

6. Considerations

In meeting the consortia commitment to coordinate the regional ICT Strategy indicated in 1.1 above, there are a number of local, regional and national initiatives and factors that will need to be considered:

- 6.1. The variety of infrastructure, partners and support models across the 6 LAs
- 6.2. Learning in a Digital Wales (LiDW) grant and WG expectations
 - 6.2.1. LiDW CPD grant – Project coordination with GwE
 - 6.2.2. Completion of the PSBA schools broadband project
 - 6.2.3. Ongoing aspiration of Welsh Government that all Primary and Secondary schools in Wales will have connection speeds increased to 100Mb and 1000Mb by 2020
- 6.3. HWB / HWB+ / Learning Platforms Regionally
 - 6.3.1. Adoption of HWB+ and HWB is currently quite low across the region with latest figures only indicating between 25 schools across the region actively engaging with the platform on a regular basis.
- 6.4. Curriculum Review:
 - 6.4.1. ICT Curriculum Review – 2012
 - 6.4.2. Donaldson Curriculum Review
 - 6.4.3. Digital Literacy
 - 6.4.4. Computing as a NC Subject
 - 6.4.5. New GCSE's / GCE
- 6.5. Estyn Reports:
 - 6.5.1. "The impact of ICT on pupils' learning at KS3 in secondary schools" – July 2014
 - 6.5.2. "The impact of ICT on pupils' learning in primary schools" - July 2013
- 6.6. Safeguarding and Digital Citizenship – opportunities and challenges posed by increasing access to online resources through better connectivity and uptake of mobile devices.
- 6.7. Quality of ICT to support teaching and learning
- 6.8. Development of pupils ICT/Computing capability

7. Options for Consideration / Development – these are not necessarily exclusive – e.g. A combination of Option 3 and Option 6 might be a preferred solution

Options	Considerations
Option 1 - Create a new post in GwE to coordinate the regional ICT Strategy	<ul style="list-style-type: none"> • Financing of post • Is one post sufficient to address needs across NW Region? • Regional Strategy would require local operational delivery • Existing mis-match between LA's in current home team support for ICT • Need for named ICT representative from each LA • Work location / language
Option 2 - Create new posts in GwE to coordinate ICT in hubs and or phase specific support	<ul style="list-style-type: none"> • Financing • Work location / language • Still requires regional coordination and strategic overview
Option 3 - GwE to allocate ICT portfolio holder(s) within existing staff	<ul style="list-style-type: none"> • Financing and changes to existing Job Descriptions • Possible impact on current duties of officers within GwE • Capacity within GwE to undertake new responsibilities • Expertise within GwE to undertake new responsibilities • % of officers time for new responsibilities • Portfolio holder(s) regional coordination and strategic overview role • Regional strategy requiring local operational delivery • Existing mis-match between current LA's home team support for ICT • Need for named ICT representative from each LA
Option 4 - Transfer existing ICT staff from LAs to GwE	<ul style="list-style-type: none"> • Impact on current duties of staff / officers within authorities and school support • Impact on support services currently offered to schools by LA's • Good communication and understanding required by GWE with 6 LA ICT infrastructures. • Regional strategy and coordination required

	<ul style="list-style-type: none"> • Existing LA staff could supplement Options 2 and 3 • TUPE and HR issues relating to transfers and any associate redundancies
Option 5 - Extend remit and resourcing of Regional ICT Sub-Group	<ul style="list-style-type: none"> • Impact on current duties of officers within authorities • Identifying links for ICT in each LA • Financing / Budget • Job descriptions and time allocation • Accountability of the group and accountability to the group • Secure mandate for group to act across region • Existing mis-match between current LA's home team support for ICT
Option 6 - Secondments / Associate Partners (full or part-time) from schools to deliver the ICT Strategy in regional hubs / schools	<ul style="list-style-type: none"> • Possible impact on current duties of teachers within their schools • Possible negative impact on standards for schools releasing their best practitioners • Quality assurance of provision • Requires regional coordination and strategic overview
Option 7 - Commission third party organisations to fulfill functions identified as part of the overall ICT Strategy	<ul style="list-style-type: none"> • Requires regional coordination and strategic overview • Quality assurance of provision • Accountability and integration with current LA services



REPORT TO THE JOINT COMMITTEE

25 FEBRUARY 2015

Report by: GwE Managing Director

Subject: Regional Business Plan 2014-15 – Monitoring Report

1.0 Purpose of the Report

1.1 To update Joint Committee members on progress in delivering the Business Plan 2014-15.

2.0 Background

2.1 The Regional Business Plan 2014-15 was approved during the Joint Committee meeting on 6 November 2014.

2.2 The report focusses on the elements where the main changes have been made. The changes have been highlighted in red.

3.0 Considerations

3.1 The Monitoring Report details the following against each priority & action:

- Progress to date;
- Further action to be taken (including timescale);
- Risk assessment based on the following colour indicators

 Completed/ahead of schedule	 On track	 Needs attention	 Requires urgent attention
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3.2 The risk assessment gives a clear indication on progress & illustrates the priorities / actions requiring urgent attention & posing the greatest risk of not being fulfilled.

4.0 Recommendations

4.1 The Joint Committee is asked to note the content of the report.

5.0 Financial Implications

5.1 There are no financial implications arising from this report.

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 North Wales ADEW Group have been consulted during the development of the document.

9.0 Appendices

9.1 Regional Business Plan 2014-15 – Joint Committee Monitoring Report (January 2015)

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

No comments to add from a propriety perspective.

Statutory Finance Officer:

Paragraph 5 of this report confirms that there are no additional financial implications.



Joint Committee Monitoring Report
Regional Business Plan
2014-15

Completed/ahead of schedule
On track
Needs attention
Requires urgent attention

Priority	Increase the proportion of learners who achieve the Level 2+ Threshold at the end of KS4					
SLT Lead Member	EVJ					
Action	Risk Assessment					
	Progress Report and evidence of impact			Further action to be taken [with timescale]		
<p>Robustly support and challenge underperforming schools [specifically those identified through the categorisation process] and ensure that they have :</p> <p>i. effective strategic improvement plan for raising achievement which clearly outline how they will make effective use of GwE commissioned support and national grants [SEG/PDG]</p> <p>ii. prompt and timely access to specialist, bespoke quality support.</p> <p>Quality assure the work of all Challenge Advisers to ensure that all schools receive the highest level of challenge and support.</p>					<p>Robust challenge in all underperforming schools conducted during Visit 1.</p> <p>GwE SLT have quality assured process within and across hubs and have instigated further discussions and support where inconsistency has been detected.</p> <p>Targeted schools have more robust strategic improvement plans in place and which clearly outline how they will make effective use of GwE commissioned support and national grants [SEG/PDG].</p> <p>Commissioned budget allocated to support all amber and red schools.</p>	<p>Ensure that relevant schools have prompt and timely access to specialist, bespoke quality support [from 2015 Autumn Term onwards].</p> <p>Ensure robust follow-up monitoring visits during 2015 Spring and Summer Term.</p>
<p>Ensure support and development programmes for :</p> <ul style="list-style-type: none"> effective leadership at senior and middle leader level which includes specific focus on securing effective and consistent use of self-evaluation to challenge and improve standards improving the quality of teaching and learning <p>Best practice across the region will be utilised as lead schools/lead departments/lead practitioners to raise standards.</p>					<p>See commentary on relevant priority below.</p>	<p>See commentary on relevant priority below.</p>
<p>Further develop the regional capacity of the service to support underperforming and coasting school via secondment opportunities and discrete commissioning to respond to situations of concern, and to be able to do so in a consistent and co-ordinated manner.</p>					<p>Effective use made of commissioning budget, S>S support and Headteacher secondment for targeted schools.</p> <p>Stakeholder response in relevant surveys and case studies confirm strong impact and appreciation of GwE targeted support.</p>	<p>Ensure that all relevant schools have prompt and timely access to specialist, bespoke quality support [from 2015 Autumn Term onwards].</p> <p>Ensure robust follow-up monitoring visits during 2015 Spring and Summer Term.</p>
<p>Establish a more flexible and effective</p>					<p>See commentary on relevant priority below.</p>	<p>See commentary on relevant priority below.</p>

school>school support programme [implementing a 'ladder of learning' principle where appropriate] which will encourage all schools to become even better and the best schools to support others.

At KS4, the deployment of lead individuals and the development of Lead Departments in GwE will take shape from early September 2014 to be fully in place by November 2014. These will provide:

- seconded Headteacher to co-ordinate programme of support across region
- designated expert Challenge Advisers lead for all 4 core subject within GwE
- designated 4 lead schools who will work closely with lead Challenge Advisers
- support programme for improvement available to all schools for GCSE 2015 and beyond and in improving PISA skills
- from September 2014 additional schools will be asked to provide bespoke support for schools included in the *Schools Challenge Cymru* project. GwE will tailor all programmes to ensure wider capacity and legacy building.
- GwE led national conference to showcase excellence

Seconded Headteacher in place from September 2014 and attending meetings of all relevant national strategic forums. Developments in the region have drawn very favourable comments from WG colleagues as a result of this high level involvement.

GCSE 2015/PISA Project:

Lead Schools (and Lead Practitioners) for all four subjects have been identified and confirmed [Welsh Ysgolion Botwnnog, Dyffryn Ogwen, Tryfan/English Ysgol Bryn Elian/Maths Ysgol Eirias (+Ysgol Glan Clwyd for ensuring translation and Welsh dimension)/Science Ysgol Alun (+Ysgolion Môn for ensuring translation and Welsh dimension)]

First draft materials submitted by Lead Schools during November.

Two Tier Quality Assurance process in place via GwE subject leads and external consultant

Schools Challenge Cymru:

Single Development Plans for all five SCC schools approved and funding confirmed.

Capital Spending has been confirmed and funding drawn down via LA.

Capacity Building plans submitted and approved and all partner schools informed.

School	Capacity Building	Revenue	Capital:
Caergybi	£13,260	£149,298	£199,876
Treffynnon	£16,025	£159,202	£12,500
Rhosnesni	£15,525	£138,700	£110,000
Bryn Alyn	£71,125	£180,300	£140,000
Clywedog	£71,875	£162,500	£180,000
TOTAL:	£187,810	£790,000	£642,000

Welsh BAC:

GwE's grant application to WG for £15,000 to support Welsh BAC development in the region has been accepted. Recent confirmation received that WG have allocated a further £50,000 to support regional developments.

Four Lead Practitioners have been identified – two in NWW and two in NEW. The Lead Practitioners will lead four Development Groups (one for each of the three challenges and one for the Individual Project) who will produce a Teaching and Learning package to support the development of the skills within the

Exemplar materials have been produced by Lead Schools and have been through a Quality Assurance process.

First wave of workshops took place in February - attendance by schools was very good

All exemplar materials to be uploaded to GwE Platform and made available to schools.

Half-termly bulletin sent to schools to keep them informed of developments.

Showcase conference to take place on March 26th.

Expected timeline of action outlined in approved plans for WG.

Confirmation of WG grant for £75,000 to support Welsh BAC developments received in January.

Development groups for the three Challenges and the Individual project have been meeting regularly.

GwE has facilitated the formation of Welsh BAC Co-Ordinator groups in each LA and a regional Welsh BAC

		<p>challenges/Individual project. The first meeting of the development groups took place on November 27th and awareness raising meetings have also taken place for school BAC Co-Ordinators and SMT members.</p> <p><i>NfER PISA based tests:</i> 30 schools across the region have expressed an interest in sitting the NfER PISA based tests during the spring term. Several schools decided not to take part in the testing as Y11 would be included in the sample. These concerns have been raised with WG. NFER will be further contacting schools directly during January</p>	<p>group.</p> <p>Dissemination of materials will take place in a conference to be held on May 15th, 2015</p> <p>28 schools across the region took part in the NFER PISA based tests in January, schools will receive a detailed analysis of the results in May, 2015</p> <p>Disseminate key messages and best practice to all regional schools [Spring/Summer 2015].</p>
Sharpen the focus on tracking, self-evaluation and improvement planning across all monitoring visits and placing a much greater emphasis on aspects which schools need to address more effectively.		<p>Focus for all termly monitoring visits honed and aligned with expectations.</p> <p>GwE documentation for termly monitoring visits adapted to reflect revised focus.</p> <p>Expectations shared with key stakeholders and CA's briefed and supported to deliver high level of challenge during monitoring visits.</p> <p>GwE SLT have quality assured % of visits within and across hubs.</p>	<p>Ensure robust follow-up monitoring visits during 2015 Spring and Summer Term.</p> <p>Ensure QA processes are operational across all hubs for all termly monitoring visits.</p> <p>Share best practice re: challenging, supporting, commissioning and reporting with all GwE CA's.</p>

Priority SLT Lead Member	Raise standards for learners eligible for FSM SM+AsJ				Progress Report and evidence of impact	Further action to be taken [with timescale]
	Risk Assessment					
Action						
Seek to ensure that every school has a clearly designated lead for FSM pupils and that schools have appropriate plans for effective deployment of PDG funding [as part of a wider strategy to raise standards for this cohort of learners].					As part of Visit 1 conducted by Challenge Advisers with all schools, an item of focus was an audit of the school's plan for deployment of PDG funding.	Identify with all schools where the lead person is not the Headteacher. Share best practice re: planning and deployment of PDG.
Continue to ensure a firm focus on tracking outcomes for FSM learners in all GwE challenge and monitoring visits and that effective and timely use is made of available funding streams to support the development of effective teaching and learning strategies that is differentiated to meet the needs of the pupils.					All Visit 1 sessions with schools required the Challenge Adviser to focus specifically on outcomes for FSM learners. The quality assurance visits carried out by Senior Challenge Advisers and an audit of Visit 1 reports confirmed that this was being carried out as planned. In most cases the Advisers also discussed with schools the new requirements for School Development Plans and the future PDG funding arrangements.	Remaining visits during Spring and Summer 2015 will pursue this theme.
Organise an effective approach to the sharing of the most effective practice for all schools in GwE in relation to promoting the achievement of FSM pupils by : <ul style="list-style-type: none"> arranging annual conference to showcase best practice [this should involve working with the other 					GwE is actively organising conferences to showcase best practice and it is anticipated that this will include the performance of FSM pupils and effective use of the PDG grant. Lead schools will be identified following the processes of selection that are being conducted during late Autumn 2014 and early Spring 2015. Planning for co-leading schools, including those with good practice in promoting	Conference planning to proceed to implementation [Spring and Summer 2015]. Lead schools to include FSM good practice from Spring 2015. Visits to co-leading schools to be promoted in areas

<p>regions in Wales, and practitioners from beyond Wales]</p> <ul style="list-style-type: none"> development of website to share best practice work with stakeholders to recognise lead regional schools promote and facilitate visits to lead schools promote cluster of school>school collaboration to address underperformance of FSM pupils 			<p>the achievement of FSM pupils, will facilitate visits by schools across the region.</p> <p>A focus of Visit 1 has been to identify current practice in school to school working, and during the remainder of the year this will form the basis for further development, including the sharing a good practice in working with FSM pupils.</p>	<p>including good practice with FSM pupils from Spring 2015.</p> <p>Guidance to be provided to Advisers prior to visits in Spring and Summer terms.</p>
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Priority	Raise standards for learners in the national reading and numeracy tests across the region				
SLT Lead Member	SM				
Action	Risk Assessment			Progress Report and evidence of impact	Further action to be taken [with timescale]
<p>Ensure high quality co-ordination and support across region by :</p> <ul style="list-style-type: none"> identifying Senior Challenge Adviser for Literacy & Numeracy develop regional strategy for Literacy and Numeracy 			<p>Senior Challenge Advisor in post since September. This has significantly increased capacity and the pace of action with regards to this priority area.</p> <p>Regional Strategy has been developed under the leadership of the SCA, working with a <i>Task and Finish Group</i> with representatives from schools, LAs and the NSP. It has been shared with GwE <i>User Group</i> and LAs to date. Final draft will be shared with Challenge Advisors before the end of the Autumn Term. The T&F group advised against sharing with schools at this point in the term and suggested postponing until the beginning of the Spring Term.</p> <p>Strategy has now been shared with stakeholders. SCA follow-up to headteachers' strategic meetings by invitation. Autumn term actions have been 'RAG'ed by the SCA L/N and this will be/was scrutinised and challenged by the Regional Strategic Group on 11/2/15</p>	<p>December 19th – share with all Challenge Advisors at team meeting.</p> <p>January 5th document to be e-mailed to all schools.</p> <p>January>February 2015 presentation at each HT Federation meeting across the region by either the SCA for the hub, or the SCA for L/N.</p> <p>Termly, from February 2015 onwards, the strategic group will meet to monitor the implementation of the strategy.</p> <p>Continue with the action above</p>	
<p>Coordinate and align the work of GwE Challenge Advisers, Associate Partners, with the National Support Programme in order to ensure consistent messages and high quality support for schools from all partners and avoid duplication of support or any gaps in provision</p>			<p>Due to the increased capacity (see above) there have been more regular meetings between the SCA L/N and the NSP Senior Partner. This has resulted in a more co-ordinated approach to the support being offered to schools, and less duplication, although this has not been totally eradicated. An agreement between the NSP and GwE with regards to partnership working has also been established and shared with all stakeholders. This needs to be further consolidated over the coming term.</p> <p>Regular meetings have continued to take place between the NSP's Senior Partner and the SCA L/N. These have resulted in a faster response to support requests from schools. There has also been reduced duplication at local level; however this continues to be a concern at a national level.</p>	<p>As negotiations take place between LAs and GwE around the implementation of the National Model, joint working will need to be revisited and possibly amended.</p> <p>WG's announcement on 2/2/15 will have implications for this action. Needs to be reviewed</p>	
<p>Develop regional strategy to improve the quality of senior and middle leadership in the field of literacy and numeracy, as part of the wider programme of developing middle leadership</p>			<p>See RHH's comments about leadership development programme.</p> <p>In the meantime, GwE's Associate Partners have provided support for leaders of literacy and numeracy in schools this term through:</p>	<p>See RHH's comments about leadership development programme.</p> <p>APs will continue to support, coach and mentor targeted literacy and numeracy leads during 2015 Spring and</p>	

			<ul style="list-style-type: none"> • network meetings for literacy and numeracy leaders in secondary schools • training for numeracy co-ordinators in primary schools on developing numerical reasoning • training for literacy leaders in Flintshire LA on developing extended writing in their primary schools <p>Nothing further to add at this point</p>	<p>Summer Terms.</p> <p>CA's will monitor during 2014>2015 educational year</p>
<p>Ensure all schools have access to guidance and training re: analysing national test data, developing SMART development plans, monitoring the implementation, progress and outcomes of any intervention programmes used</p> <p>Challenge Advisers to monitor inclusion of appropriate priorities to raise standards in the national tests in SIPs</p> <ul style="list-style-type: none"> • Challenge Advisers to support schools in evaluating their progress against agreed priorities 			<p>Through the NSP, all schools have had the opportunity to access support in analysing test data by including it as one of their five support priorities.</p> <p>SCA L/N shared key regional messages about the national test data at a full CA team meeting, thus making all CAs aware of the regional improvement priorities for 2015.</p> <p>As part of the Autumn Term's monitoring visits, CA have challenged schools' improvement priorities, and offered feedback on SDPs, including schools' plans on monitoring impact.</p>	<p>CA's Spring Term monitoring visits will support schools in reaching a judgement about their progress against their improvement priorities.</p> <p>Further training will be offered to schools in the Spring Term on monitoring the implementation and impact of intervention strategies. This will not now take place until the summer term, due to the need to respond to WG's plans that all schools are offered support on planning for Phase 1 of the Revised Curriculum in the spring term</p> <p>Planned for 2015 Spring Term</p>
<p>Ensure that the support offered by NSP Partners allows schools to make intelligent use of WG diagnostic tool</p>			<p>NSP Partners providing guidance, as part of the partnership agreement with GwE.</p> <p>This will now need to be reviewed.</p> <p>CA made aware of the diagnostic tool, and able to challenge schools on their use of it.</p>	<p>Further support will be offered to schools by GwE APs following next year's tests</p> <p>The newly appointed seconded regional Literacy and Numeracy Co-ordinator will start to plan for this as soon as she starts in post.</p>
<p>In conjunction with the national programme, support schools to ensure that every teacher is a teacher of literacy and numeracy with the skills, knowledge and specialism to deliver the LNF at classroom level</p> <ul style="list-style-type: none"> - target the support of the Associate Partners effectively to provide training, mentoring and coaching to individuals and groups of teachers - share best practice through a half termly bulletin, as well as network meetings <p>In conjunction with the national programme, support the up-skilling of teachers to plan the development of literacy and numeracy skills across the</p>			<p>Partnership agreement established between GwE and the NSP to ensure that there are no gaps in support for schools, and no duplication either.</p> <p>GwE using the NSP analysis of schools' requests to target support, as well as analysis of national test data, and referrals from individual CAs.</p> <p>The above will need to be revised following WG announcement on 2/2/15</p> <p>Secondary literacy and numeracy network meetings held in each LA area during the Autumn Term. Effective practice and key developments shared. Literacy and Numeracy Bulletin has also been launched and two editions will have been distributed to schools by the end of the Autumn Term.</p> <p>Numeracy co-ordinators from 243 primary schools attended training provided by GwE's AP team on Numerical Reasoning in November. This was a 'train the trainer' session. Numerical Reasoning was the main support request identified by the NSP in GwE schools. Numeracy co-ordinators in secondary schools in Gwynedd and Ynys Mon also received training in this area.</p>	<p>Reviewed in the Spring term.</p> <p>On-line bulletin will ensure that more teachers will have access to it.</p> <p>Numerical Reasoning training for secondary numeracy co-ordinators will be delivered in February 2015.</p> <p>Training on higher order reading skills and on procedural numeracy will be available in the 2015 Spring Term.</p> <p>Update on this training will be available for the next meeting</p>

<p>curriculum and across the range of age and ability, to use effective teaching strategies, including appropriate differentiation and to plan and prepare for the national tests</p> <ul style="list-style-type: none"> - Associate Partner support targeted at schools with the lowest % of pupils scoring >115 in the national tests - Support and training for schools to plan rich tasks to stretch more able learners 		<p>Satisfaction levels were high for this course, with 96% of participants stating that they 'strongly agreed' or 'agreed' that the training would be of use to them in developing numerical reasoning in their school.</p> <p>Literacy co-ordinators from 40 Flintshire primary schools attended training provided by GwE's AP team on Extended Writing across the curriculum in November. A higher % of primary schools had requested support on literacy than any other LA in GwE.</p> <p>Satisfaction levels were high for this course, with 98% of participants stating that they 'strongly agreed' or 'agreed' that the training would be of use to them in developing extended writing in their school.</p> <p>GwE facilitated and delivered the National Literacy Trust's Premier League Reading Stars training in November/December. This pilot is funded by WG and has successfully improved boys' motivation and standard in reading in England. Around 120 schools have attended this training. In every LA in GwE girls outperform boys in SS115+ in the reading test, both Welsh and English.</p> <p>The AP who delivered this training on behalf of the National Literacy Trust is supporting schools who have requested follow-up to this training.</p> <p>Individual APs have supported over 100 schools in total during the Autumn Term. These have been targeted according to need identified by the CA, or through the schools' own request for support via the NSP.</p> <p>This data will be available at the end of the spring term</p> <p>The region's lowest performing schools in the national tests have been identified and those not already supported by the APs will be offered training and support in the Spring term.</p> <p>Higher order reading skills training offered to schools in 5 LAs in the spring term (2 days in English and 3 days in Welsh) Procedural Numeracy training offered to schools in 3 LAs in the spring term (2 days in English and 1 day in Welsh)</p>	
<p>Deliver staff training for catch-up programmes</p>		<p>3 training sessions delivered for volunteers to support pupils with reading and basic numeracy skills – a total of 24 volunteers will be deployed to their local schools in the new year.</p> <p>75 teachers and teaching assistants were trained in Catch Up Literacy or Catch Up Numeracy during the Autumn term.</p> <p>No Catch Up training organised for the Spring Term – see above comment re: other WG-led initiatives</p>	<p>Deliver against agreed training sessions [Spring/Summer 2015]</p>

Priority	Increase the uptake of, and raise standards in, Welsh as a First Language across the region.																																	
SLT Lead Member	EEJ																																	
Action	Risk Assessment		Progress Report and evidence of impact		Further action to be taken [with timescale]																													
<p>To work with Welsh Government colleagues to develop national and regional data sets which will enable progress in Welsh to be tracked [to include identifying and challenging the reduced cohort who study Welsh as a First Language as a proportion of the total cohort for all other core subjects]. In addition, the standards achieved within that reduced cohort have to be identified and challenged.</p>	<p>A - Y</p>		<p>Initial evaluation of 2014 Welsh First Language assessment data completed</p> <table border="1" data-bbox="752 363 1554 651"> <thead> <tr> <th colspan="5">2014: Welsh First Language Outcomes – GwE region</th> </tr> <tr> <th>KS</th> <th>Cohort</th> <th>% of cohort assessed Welsh 1st language</th> <th>% of cohort achieved expected level</th> <th>% of candidates achieved expected level</th> </tr> </thead> <tbody> <tr> <td>FP</td> <td>7537</td> <td>34.5%</td> <td>30.5% (LCW5+)</td> <td>88.4% (LCW5+)</td> </tr> <tr> <td>KS2</td> <td>6880</td> <td>33.4%</td> <td>29.1% (L4+)</td> <td>87.2% (L4+)</td> </tr> <tr> <td>KS3</td> <td>7137</td> <td>29.4%</td> <td>26.4% (L5+)</td> <td>89.7% (L5+)</td> </tr> <tr> <td>KS4</td> <td>7408</td> <td>29.6%</td> <td>21.2% (GCSE A*-C)</td> <td>71.6% (GCSE A*-C)</td> </tr> </tbody> </table> <p>Full time SMT member appointed on secondment to lead on this priority (January 2015) Preliminary discussions held with Welsh Government (2.12.14)</p> <p>LA Strategic Welsh Education Plans have been collated and analysed (February 2015)</p> <p>Data is being collated to inform the target setting process for the overarching Welsh Education Plan</p>	2014: Welsh First Language Outcomes – GwE region					KS	Cohort	% of cohort assessed Welsh 1 st language	% of cohort achieved expected level	% of candidates achieved expected level	FP	7537	34.5%	30.5% (LCW5+)	88.4% (LCW5+)	KS2	6880	33.4%	29.1% (L4+)	87.2% (L4+)	KS3	7137	29.4%	26.4% (L5+)	89.7% (L5+)	KS4	7408	29.6%	21.2% (GCSE A*-C)	71.6% (GCSE A*-C)	<p>Develop regional data system to track progress in Welsh First Language (March 2015)</p> <p>Formulation of an over-arching Regional Welsh Education Plan (May 2015) to include :</p> <ul style="list-style-type: none"> ➤ targets for increasing the number of pupils assessed in Welsh First Language ➤ targets for increasing the number of pupils educated through the medium of Welsh ➤ raising standards in Welsh First Language and Welsh Second Language across the region <p>Raise awareness of Headteachers (Primary and Secondary) during Summer Term 2015.</p> <p>Develop and formalise links with WG during 2015 Spring Term</p>
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<p>Ensure that effective use is made of the challenge and monitoring visit to evaluate the standards, provision and ethos for developing Welsh across all schools in the region.</p>			<p>Welsh to be a priority for discussion during 2015 Spring Term challenge and monitoring visit. This will include discussions on:</p> <ul style="list-style-type: none"> • standards and provision for Welsh, and to gather information and good practice on a regional basis • school's actions for the development of Welsh as a subject and medium • extent to which the school responds to the Authority's policy and Strategic Welsh Education Plan • extent to which the school responds to Welsh Government policy, objectives and guidelines • school's self-evaluation for performance indicators 1.1.5 (Standards in the Welsh Language) and 2.1.3 (Provision of Welsh and Welsh Dimension) <p>Spring Term challenge and monitoring visit form revised to include focus on Welsh. Primary and Secondary school versions produced.</p> <p>All CAs informed and briefed on the focus for the Spring Term challenge and</p>	<p>Collate and analyse information received from CAs following spring term challenge and monitoring visit (April 2015)</p> <p>Analysis of information received to inform GwE over-arching Regional Welsh Education Plan (May 2015)</p>																														

			<p>monitoring visit. (26 January)</p> <p>Headteachers have been informed of the focus for the termly challenge and monitoring visits (Letter to Headteachers, September 2014). Discussions with Headteachers have also taken place in strategic forum meetings and in User Group meetings.</p>	
Ensure that a School>School support programme is developed which will encourage schools to improve standards and provision in Welsh First and Second Language at all key stages.			<p>GwE School>School Collaboration Strategy developed and shared with all Headteachers (October 2014). Discussions with Headteachers have also taken place in relevant strategic forum meetings.</p> <p>S>S collaboration is a focus for discussion during the termly challenge and monitoring visit.</p> <p>Autumn, Spring and Summer term challenge and monitoring visit forms revised to include focus on S>S collaboration.</p> <p>CA's informed of S>S collaboration (September 2014)</p> <p>Lead Schools have delivered workshops on the new Welsh First Language GCSE (10 February 2015). The workshops focused on the methodology required to successfully deliver the new</p>	<p>Inform and brief all CAs on the focus for termly challenge and monitoring visits (January, May 2015)</p> <p>SCAs to discuss and identify Welsh as an area for School>School collaboration (Spring term 2015)</p> <p>CAs to discuss Welsh as an area for School>School collaboration during Spring Term challenge and monitoring visit (Spring term 2015)</p> <p>Information gathered in the spring term challenge and monitoring visit collated and used to inform S>S collaboration (April 2015)</p>

Priority	Increase the proportion of 16 year old learners who achieve at least 5 A* or A grades [including language and mathematics] by the end of KS4				
SLT Lead Member	AJ				
Action	Risk Assessment				
	Green	Yellow	Orange	Red	
	Progress Report and evidence of impact			Further action to be taken [with timescale]	
Work with Welsh Government colleagues to develop national and regional benchmarking data sets which will enable the service to more effectively challenge schools.				Initial discussion between WG and the 4 consortia have led to the inclusion of a new indicator for the national categorisation system based on 5+ A*/A grades or equivalent. However, this measure does not include language/mathematics.	Discussion to continue within relevant national strategic forums.
Input into secondary school Headteacher forums across the region with follow-up at subject level as appropriate – see below				Senior Challenge Advisers have all provided input into secondary Headteacher forums across the region.	Continue to facilitate discussions with key stakeholders in relevant forums.
<p>Work with all schools to target the improvement in attainment of most able pupils through :</p> <ul style="list-style-type: none"> ensuring that the measurement is known to all promoting effective practice in terms of classroom teaching and school leadership facilitating regional events with schools and key stakeholders to promote the learning of the most 				<p>Awareness-raising has had the effect of ensuring measurement is known to all.</p> <p>Effective practice in terms of classroom teaching and school leadership will be a focus for the remainder of the school year.</p> <p>Planning of regional events will be coordinated in relation to those already being planned, but it is anticipated that showcasing will include items on the More Able and Talented.</p> <p>National models of best practice will be disseminated through the regional events.</p>	<p>Continue to facilitate discussions with key stakeholders in relevant forums.</p> <p>From Spring term ensure effective practice is disseminated via S>S and co-leading practitioner approach.</p> <p>National showcase conference to be facilitated by GwE in 2015 Summer Term.</p>

able				Appropriate follow-up by schools will feature as part of the school-to-school agenda.	
<ul style="list-style-type: none"> ensure that national and local best practice are disseminated effectively and that appropriate follow-up action is taken in schools 					
Include the 5 A*/A indicator as a focus for GwE termly monitoring visits and for regional target setting when quality data is available.				In the majority of Local Authorities the A*/A indicator has been included in the target-setting processes for secondary schools. Discussion on A*/A performance challenged in all secondary monitoring visits.	Need to ensure consistency of approach across all LA's re: target setting and in level of challenge by CA in monitoring visits.

Priority	Establish and promote an effective regional model for school>school support					
SLT Lead Member	RHH					
Action	Risk Assessment				Progress Report and evidence of impact	Further action to be taken [with timescale]
Regional strategy developed and shared with stakeholders					Regional strategy has been developed and shared with all stakeholders.	Implement strategy across region (Dec 2104-July 2015)
Model and action plan for effective school>school collaboration completed and agreed with relevant stakeholders.					GwE action plan completed and was shared with stakeholders.	Implement action plan (Dec 2104-July 2015)
Challenge Advisers briefed and updated regarding the role and expectations [supporting; facilitating; challenging; monitoring and ensuring accountability]. Termly monitoring visits to be conducted to measure progress and impact.					Challenge Advisers have been briefed and updated. S>S collaboration discussed and challenged during Visit 1 [monitoring will be completed by end of term].	Further professional development for CA is planned focusing on coaching skills May/June 2015. This will ensure higher quality support and guidance to school leaders. Term 2 and 3 monitoring visits will be conducted accordingly and before end of July 2015
Financial incentive to schools available to facilitate and promote collaboration [specific criteria agreed re: engagement conditions].					Financial incentive given to all schools within the GwE region based on an agreed formula with all LA's.	Monitoring procedures to be operational as part of termly visits.
Enhanced opportunity for all primary schools to access additional financial support for cross LA/region collaborative projects.					Information and application details sent to all schools with closing date (11:12:14) noted.	Selection process on 12:12:14 will determine the five most effective projects to receive the funding. 9 schools selected Agreed engagement and monitoring procedures need to be agreed between the successful schools and GwE by January 2015. Meeting on 25/02/15
Model established [and criteria agreed] for regional approach to support emerging practitioners, departments, schools. Lead practitioners, departments, schools will receive financial incentive from GwE with specific agreed engagement conditions.					Model and criteria being established by GwE SMT Schools notified of intention of creating co-leading schools across the region. Referenced within the GwE S>S strategy. Challenge Advisers briefed on the intention of creating co-leading schools and to start identifying potential schools, departments, lead practitioners and leaders.	Completed by January 2015 - completed Establish criteria for identification of co-leading schools by January 2015 - completed Notify schools of criteria and application process by January 2015 – extended to February 2015

			<p>Head teachers of schools briefed on GwE intention of creating co-leading schools through Headteacher forums and meetings.</p> <p>Information and application details sent to all schools with closing date noted.</p>	<p>Identify/select co-leading schools and practitioners. Hold briefing sessions during January 2015 – extended to February 2015</p> <p>Engagement and monitoring procedures need to be agreed between the successful schools and GwE.</p> <p>Quality assurance procedures need to be agreed between Co-leading schools and GwE</p>
<p>Arrange regional conference to showcase school>school effective collaboration and disseminate best practice.</p>			<p>Regional Conference arrangements being established by GwE SLT and engagement conditions agreed with participating schools.</p> <p>Assistance regarding the facilitation of the conference from Blahdblah (BdB) branding company.</p>	<p>Specific roles and expectations of participating schools to be agreed during Spring Term.</p> <p>Professor Mel Ainscow confirmed as Key Note Speaker</p>

Priority		Develop quality leadership and teaching and learning at all levels				
SLT Lead Member		RHH				
Action	Risk Assessment				Progress Report and evidence of impact	Further action to be taken [with timescale]
	Green	Yellow	Orange	Red		
Audit and to determine current provision for leadership development across the six North Wales LA's.	Green				Audit has taken place and a report written detailing current provision across the six local authorities.	Completed.
Determine key features of programmes required and present these in report to GwE SLT. The report to include 'high level principles' for proposed programmes.	Green				Key features for programmes have been identified and presented to GwE SLT. The report states clearly the high level principles of leadership that will be used in future programmes.	Ensure that all future programme planning includes 'high level principles' identified – ongoing.
GwE SLT to evaluate, discuss and give feedback so that report can be amended and finalised with actions for provision.	Green				GwE SLT have evaluated, discussed and given feedback on report. Report has been amended in light of this and finalised with actions for provision.	To ensure that the report informs future planning regarding leadership – ongoing.
<p>Draft and publish a 'Prospectus of Leadership & Management Development Programmes' for each of the identified areas:</p> <ul style="list-style-type: none"> Moving good teaching to excellent Middle Leadership Senior Leadership <p>Prospectus to include clarity on : Vision, aims and objectives; Strategic intention; Menu of programmes – personal development/subject specific; Focus and means of delivery and accountability; Impact and standards driven / factors; Costs; Timings; Accreditation; Career progression</p>		A	-	Y	<p>Prospectus for Middle Leadership Programme drafted and discussed with ADEW.</p> <p>GwE Middle Leadership Programme Prospectus is currently being published and will be distributed to school in January.</p> <p>Programme prospectus contains vision, aim and objections, strategic intention, details of target audience, funding information, process, timings and programme content.</p>	<p>Send out finalised Middle Leadership Prospectus in January 2015 - completed</p> <p>Create prospectus detailing all middle leadership provision across the region for 2015-16 – send out to schools February 2015 – change date to May 2015</p> <p>Draft and Publish prospectus for Leadership and Management Development Programmes for:-</p> <ul style="list-style-type: none"> Moving good teaching to excellent [March 2015] – change date – June 2015 Senior Leadership [May 2015] Identify accreditation opportunities [ongoing].

<p>Establish criteria for identification of a network of Lead Practitioners, Departments, Schools across North Wales who will be required to deliver support, training and development for other schools, departments, teachers, leaders.</p> <p>Lead Practitioners identified</p> <p>Termly monitoring and quality assurance procedures agreed and implemented.</p>	<p>A - Y</p>		<p>Schools notified of intention of creating co-leading schools across the region. Referenced within the GwE school to school strategy.</p> <p>Head teachers of schools briefed on GwE intention of creating co-leading schools through Headteacher forums and meetings.</p> <p>CA's briefed on the intention of creating co-leading schools and to start identifying potential schools, departments, lead practitioners and leaders</p>	<p>Establish criteria for identification of co-leading schools by January 2015</p> <p>Notify schools of criteria and application process by February 2015</p> <p>Create brief/contracts for co-leading schools and practitioners by February 2015</p> <p>Identify co-leading schools and practitioners. Hold briefing sessions by March 2015</p> <p>Quality assurance procedures by June 2015</p>
<p>Liaise closely with other regional consortia with regard to cultivation of 'self-development' packages for schools to use in-house – to include pedagogical development, leadership development and succession planning for schools [to be made available digitally on GwE web-site].</p>			<p>Enquiries currently being made with regard to what other consortia use offer as self-development packages.</p> <p>Commissioned work for leadership undertaken with North West Wales Headteacher forum and Cynnal and to be trialled with Welsh medium/bilingual schools during Spring/Summer/Autumn 2015.</p> <p>Web-site planning contains area to hold digital resources for school to use in house as training packages.</p>	<p>Produce report paper outlining what is available in other consortia by April 2015</p> <p>Undertake monitoring and evaluation of GwE/NWW headteachers/Cynnal project during 2015>2016.</p> <p>Start creating resources to be held centrally on GwE Web-site for use in schools [ongoing].</p>
<p>Evaluate the effectiveness of current external providers that GwE could commission if required to further enhance capacity and effectiveness of provision.</p>	<p>A - Y</p>		<p>Discussions and evaluations taking place regarding external providers that could be commissioned to provide training in a number of areas.</p> <p>Potential external providers identified and currently being approached regarding availability.</p>	<p>Confirmation needed from external providers on availability and readiness to partake in GwE training-December 2014 onwards. – ongoing</p> <p>RHH currently in discussion with possible external providers and evaluating current provision offered.</p>
<p>Co-arrange “Executive Head Conference” with NLDB and ERW regarding effective practices across both regions.</p>	<p>A - G</p>		<p>Discussions currently taking place between NLDB, ERW and GwE regarding Executive Head Conference.</p> <p>Providers and practitioners identified to lead and showcase effective practice conference.</p>	<p>Confirm arrangements of conference by January 2015 Completed</p>
<p>Establish a more flexible and effective school>school support programme [implementing a 'ladder of learning' principle where appropriate] which will encourage all schools to become even better and the best schools to support others.</p>	<p>A - Y</p>		<p>All school received GwE S>S strategy and Headteachers briefed in relevant forums.</p> <p>CA's briefed on strategy during CA training day. CA Performance Management objective aligned to this priority – facilitating S>S working amongst contact schools.</p>	<p>Monitor individual schools' school to school programmes during visit 2 and 3 – ongoing.</p> <p>CAs to involve themselves in various projects and facilitate links [ongoing].</p>

				All schools have received grant from GwE to establish S>S collaborative working. CA's audit of S>S working currently taking place across the region during Visit 1[which will then be used as a benchmark].	GwE S>S showcasing event to share best practice and celebrate the success of the strategy by June 2015.
Pedagogy training events to be implemented with initial focus on effective assessment and moderation procedures.				A number of hub based training events have taken place during the autumn term e.g. what works best in the classroom/Assertive Mentoring training, moving learners to the next level, ICT etc. Moderation training taking place through <i>GwE Teacher Assessment Working Group</i> [training arranged for March 2015].	Audit and evaluation of hub based training events currently undertaken across the region. Create a more regional approach to pedagogy training and organise regional training events by March 2015.
GwE to operate as project manager regarding the delivery of the NPQH selection and assessment process.		A - Y		GwE have successfully tendered to deliver the NPQH regionally and have arranged and facilitated the selection process for the 2014/2105 process.	Further consideration from January 2015 to : <ul style="list-style-type: none"> • appointing Strategic Project Manager for the NPQH process - completed • arranging and facilitating appropriate further training for NPQH mentors.- ongoing • assisting WG with the training arrangements for NPQH candidates.- ongoing • arranging and facilitating the assessment process for the 2015/2106 process - ongoing

Priority	Support schools to develop more robust and effective assessment, standardisation and moderation processes				
SLT Lead Member	EEJ				
Action	Risk Assessment				
	Progress Report and evidence of impact			Further action to be taken [with timescale]	
To ensure representation at national level on WG working groups looking at ensuring consistency in Teacher Assessment across Wales. Representative will lead a regional working group made up of Challenge Advisers who have expertise in this area.				Representation from GwE on National Teacher Assessment Moderation Working Group meetings. Regional working group established with one representative from each core subject in each sector. Meeting held on 26 January to discuss the plan and the timescale. Full time SMT member appointed on secondment to facilitate process and prepare logistical plan for timetable, venues and guidance. (January 2015)	.
Identify eight expert practitioners (representing primary x1 and secondary x1 from each core subject) to create a regional portfolio of standardised work for each subject in all three Key Stages. High quality portfolios will be distributed to all schools across the region as part of school's own CPD on Teacher assessment. GwE staff will quality-assure the resources.				Additional lead practitioners identified for Science and Mathematics (primary and secondary) in order to produce Welsh and English medium learner profiles. Learner profiles have been produced and quality assured by GwE working group members. Cross phase moderation of profiles taking place during the week beginning 9 February.	Cross phase moderation of the Maths learner profiles will take place before the end of February. A change in the GwE lead for secondary Maths and Lead Practitioner led to a delay in starting work on the Learner Profiles.
Sixteen 'deputy' expert practitioners will be identified by the GwE staff (2 people per subject per phase). Practitioners will		A - Y		Deputy practitioners for all subjects in place Training arranged for the week beginning 23 February	All deputy practitioners in place by February 2015 Deputy practitioners to be trained by working group/lead

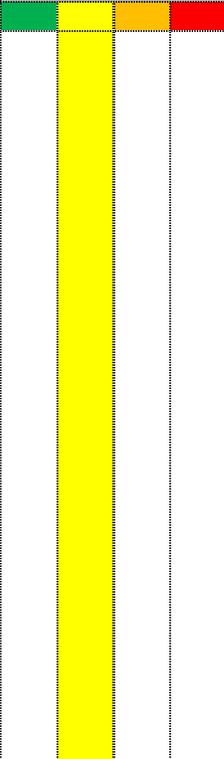
be trained by the expert practitioner in the delivery of the training resources. GwE staff to quality-assure training.					practitioners by March 2015
Lead practitioners to attend all Headteacher forums to present guidance and profiles.		R - Y		Letter has been sent to all Headteachers explaining the approach being taken and the timescale	GwE facilitator to arrange dates and agenda item- February 2015 Seconded Headteachers (EEJ and DR) to attend Head teacher forum meetings during February/March 2015
Trainers to hold cluster training sessions attended by one secondary and one primary representative from each cluster. Expectation for identified cluster leads to disseminate the resources to all schools in cluster meetings. Register of attendance at cluster meetings will be taken and non-attenders will be required to attend a subsequent one off mop-up training sessions. Challenge Advisors will sample a selection these sessions		R - Y		Training materials produced	Cluster sessions to be held during March 2015
School representatives to train/disseminate to all staff in their schools and meetings to be chaired by SLT. Headteacher to sign off that meeting has taken place. Challenge Advisors will request evidence from the head that meetings have taken place.			R - A	Headteachers informed by letter of the requirements Further guidance to be provided in Headteacher forum meetings	Dissemination of resources and training to all school staff during March 2015
Cluster meetings to take place by end of Spring Term to undertake cross phase moderation. Standards to be informed by regional training and the agreed resource. Cluster school's work will be required to be signed off by a Headteacher from cluster. Hub Challenge Advisors to attend at least one moderation meeting within hub to quality assure process			R - A	Headteachers informed by letter of the requirements Further guidance to be provided in Headteacher forum meetings	Cluster meetings to take place between March/April 2015. School's work to be signed off by Head teachers by April 2015. Hub challenge advisors to attend at least one moderation meeting within hub to QA during April 2015.
Summer cluster moderation meeting to confirm judgements of learner profiles at the expected and higher level for pupils at point of transfer – Years 2, 6 and 9.			R - A	Headteachers informed by letter of the requirements Further guidance to be provided in Headteacher forum meetings	Summer cluster moderation to look at higher levels during May/June 2015.
Challenge Advisors to gather evidence through monitoring, reporting on and evaluating the delivery of the process [to			R - A	Presentation given to all Challenge Advisers on the project	CAs gathering evidence in Visit 2 and 3 during 2015 Spring and Summer Term

<p>be recorded]. Working Group to meet at the end of the summer term to evaluate the process using the evidence collated by Challenge Advisers. Regional facilitator to bring together regional evaluation paper for dissemination to LA Directors.</p>						<p>Working group to meet end of summer term [by June 2015].</p> <p>Evaluation paper written by regional facilitator during July/August 2015.</p> <p>Presented to ADEW during Autumn Term 2015.</p>
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Priority Develop leadership and business capacity to effectively fulfil key functions.							
SLT Lead Member		HFE/EVJ					
Action	Risk Assessment				Progress Report and evidence of impact		Further action to be taken [with timescale]
<p>Increase capacity of SMT and regional team to respond effectively to breadth of responsibilities and expectation and the development of new streams of work from April 2015 onwards [Management of Regional Grants/HR Services/14-19/Foundation Phase/Governor Services etc.]</p> <ul style="list-style-type: none"> • appointment of Head of Brokerage and Support • appointment of Senior Challenge Adviser to lead Literacy/Numeracy and to ensure alignment with NSP • reduction in number of contact schools for Senior Challenge Advisers • appointment of Head of Standards • appointment of Headteacher secondment to lead on national projects Schools Challenge Cymru/PISA Project • increase cadre of seconded Headteachers who are appropriately qualified and trained Challenge Advisers to support and challenge schools 	Y- G				<p>Head of Brokerage and Support + Senior Challenge Adviser Literacy/Numeracy have taken up full-time post since September 2014. We have also appointed Headteacher secondment to lead on national projects [Schools Challenge Cymru/PISA Project] and have increased the cadre of seconded Headteachers within each hub. This has significantly increase capacity and has allowed GwE to respond much more effectively to breadth of responsibilities and expectation.</p> <p>Head of Standards appointed (start date to be confirmed) completing the Senior Management Team.</p>		
<p>Ensure more effective use of data to better support the work of school improvement and to allow the more effective deployment of resources :</p> <ul style="list-style-type: none"> • strengthen regional data sharing/collation processes 					<p>Regional consortium <i>Data and Information Manager</i> has transferred to GwE during Autumn Term and is line managed by MD.</p> <p>LA historical data in process of being collated at regional level and data sharing protocols agreed. This will allow for a more effective and efficient system for analysing data and targeting resources.</p>	<p>All historical data to be incorporated by January 2015.</p>	

<ul style="list-style-type: none"> develop pupil tracking system to enable near real-time data within Local Authorities, sub-regions and the Consortium. 			<p>Research and pilot project to be undertaken to evaluate potential use of <i>Teacher Centre</i> which will allow for real-time tracking of pupil progress [MIS system developed and implemented by Ceredigion]. Teacher Centre has the potential to provide the single view of a learner as sought by the Welsh Government. Additionally, it offers potential for financial savings and reducing the staff time needed to manage data allowing more time for analysis and reporting of data.</p>	<p>Briefing sessions arranged for LA's and schools before end of December with take-up for pilot project to be discussed from January 2015 onwards.</p>
<p>Increase business capacity and structures to respond effectively to breadth of wider responsibilities and expectation of National Model.</p>			<p>Consortium support staff have transferred to GwE.</p>	<p>Complete revised job descriptions and confirm line-management structures for additional support staff by February 2015.</p>
<p>Ensure that effective structures are operational to allow an oversight of available resources and spend [including budget and proportion of employed staff and flexible resources for interventions]</p>			<p>Increased business capacity allows for a more cohesive approach to budget planning and monitoring.</p> <p>More robust financial monitoring systems and arrangements have been implemented between GwE Business Manager and host LA Finance Department.</p> <p>Monitoring of budget and any under/overspend undertaken in all GwE SLT meetings.</p>	<p>Ongoing</p>
<p>Ensure that work of all CA supported by:</p> <ul style="list-style-type: none"> relevant professional development opportunities, including access to the National and Local Training Programme. Key aspects of training programme will need to ensure that all Challenge Advisers are familiar with the key characteristics of effective school to school collaboration [including the facilitation of effective working]. quality assurance processes which will be followed rigorously to ensure high quality. effective and robust Performance Management structures for GwE staff [aligned with national standards and supported by national and local professional development programme] 			<p>All Challenge Advisers participated in the national training provided by WG [October 2014].</p> <p>Effective and rigorous Performance Management procedures are operational across all three hubs.</p> <p>All Challenge Advisers expected to participate in specific Estyn training.</p> <p>Robust QA procedures operational for all termly visits.</p>	<p>Ensure that regional Challenge Advisers training provided by GwE is aligned with outcomes from national discussions and local Performance Management needs [initial training will focus on developing coaching skills]. To be delivered during 2015 Spring/Summer Term.</p> <p>All Challenge Advisers will be expected to participate in specific Estyn training during 2015 Spring/Summer/Autumn Term.</p> <p>Ensure QA procedures are thorough and effective for Vist 2 and 3 during 2015 Spring and Summer Term.</p>
<p>Establish effective internal structures to promote and develop the school>school support model</p>			<p>Challenge Advisers briefed and updated on regional developments and expectations re: promoting and facilitating more effective collaboration between schools</p> <p>Performance Management objectives aligned with this key priority.</p> <p>S>S collaboration discussed and challenged during Visit 1 [monitoring will be completed by end of term] with monitoring follow-up to be completed during</p>	<p>Further professional development for CA is planned focusing on coaching skills May/June 2015. This will ensure higher quality support and guidance to school leaders.</p> <p>Briefing and guidance for Term 2 and 3 monitoring visits will be arranged for CA prior to visits by during 2015</p>

		Visits 2 and 3 in Spring and Summer Term.	Spring and Summer Term.
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Priority SLT Lead Member				Ensure the effective governance of GwE. HFE/EVJ			
Action		Risk Assessment		Progress Report and evidence of impact		Further action to be taken [with timescale]	
<p>In alignment with national model expectations, agree any amendments to governance structure during autumn 2014 for implementation by December 2014 :</p> <ul style="list-style-type: none"> review Joint Committee membership/terms of reference and align with NM expectations if required review User Group membership and terms of reference and align with NM expectations if required establish and agree membership/terms of reference for Executive Advisory Board agree working arrangements with Local Authorities for statutory responsibilities and ensure that there is an effective feedback-loop through Elected Members/LA scrutiny processes and GwE consultative processes to inform decision making within GwE. ensure that developed model outlines clearly the extent of delegated authority to directors and/or the MD and his team. 				<p>Joint Committee and User Group membership/terms of reference currently aligns with NM expectations</p> <p>Agreement in place to establish Executive Advisory Board with initial membership/terms of reference. The group will have advisory and reporting powers which correspond to the functions set out in the National Model, along with delegated decision powers. The GwE MD will have access to the EAB along with the 6 Chief Education Officers</p> <p>Governance model agreed which outlines clearly the extent of delegated authority to directors and/or the MD and his team.</p> <p>Membership of Advisory Board confirmed.</p>		<p>Arrange first meeting of EAB during Spring Term 2015.</p> <p>Joint Committee to ensure that there is an effective feedback-loop through Elected Members/LA scrutiny processes and GwE consultative processes to inform decision making within GwE [Spring Term 2015]</p>	

Priority SLT Lead Member				Ensure robust quality assurance, scrutiny and accountability at all levels HFE/EVJ			
Action		Risk Assessment		Progress Report and evidence of impact		Further action to be taken [with timescale]	
<p>Ensure that robust Performance Management procedures are applied consistently and that national training programmes for up-skilling Challenge Advisers are underpinned and reinforced by regional support.</p>				<p>Performance Management procedures agreed for all CA and operational across all 3 hubs [to be completed by December 2015].</p> <p>All Challenge Advisers participated in the national training provided by WG [October 2014]. Discussion ongoing re: regional supplementary training.</p>		<p>Agree PM procedures for support staff by January 2015.</p> <p>Ensure that regional CA training provided by GwE is aligned with outcomes from national discussions and local Performance Management needs [initial training will focus on developing coaching skills]. To be</p>	

				delivered during 2015 Spring/Summer Term. All CA expected to participate in specific Estyn training during 2015 Spring/Summer/Autumn Term.
Further hone GwE internal self-evaluation structures and develop ways of measuring the impact of actions whilst ensuring that the findings of those processes are used effectively to set appropriate and challenging targets and quality indicators to improve the performance of the service and schools.			Full self-evaluation against regional performance, leadership and governance aspects and quality of provision and support by GwE completed for Estyn thematic inspection. 5 stakeholder surveys undertaken during period between April 2013>December 2014. Key strengths and areas for further improvement identified and included within 2014-2015 Business Plan.	From January 2015 onwards, ensure that self-evaluation processes are operational for all GwE led initiatives and projects so that we can measure impact of actions and set appropriate targets for improvements.
Ensure that SCA attend SLT meetings of LA home team to report on progress against key priorities [including performance of targeted schools].			All SCA attend regular meetings with LA home team.	Continued presence in meetings.
SCA to evaluate respective LA performance in Autumn Term and to present annual report to scrutiny committee and LA Senior Officers. LA Lead Members/Portfolio Holder/Cabinet Member to report on findings of individual scrutiny processes to Joint Committee. Joint Committee to agree on any further action required by GwE SLT			SCA currently updating reports on hub LA performance for 2013-2014 with finalised KS4 data. MD has completed annual regional report on performance. Both reports to be submitted to relevant scrutiny panels within respective LA's.	Both reports to be submitted to relevant scrutiny panels within respective LA's [December 2014>February 2015]. LA Lead Members/Portfolio Holder/Cabinet Member to report on findings of individual scrutiny processes to Joint Committee in first 2015 Spring Term meeting Joint Committee to agree on any further action required by GwE SLT following above reporting.
MD to evaluate regional performance in Autumn Term and to present : i. annual report for scrutiny to Advisory Board and Joint Committee ii. updates on progress against key priorities at timetabled meetings			MD has completed annual regional report on performance	Report to be submitted to all respective LA scrutiny panels and Joint-Committee by early 2015 Spring Term with updates when required.

Priority				
SLT Lead Member				
Ensure that GwE becomes a sustainable and effective partner within the educational community				
RHH				
	Risk Assessment			
Action				Progress Report and evidence of impact
				Further action to be taken [with timescale]
Ensure a high level of GwE brand identification across the region so that all professionals know what GwE can/will deliver :				External branding company commissioned with action/implementation plan completed. Briefing sessions for Challenge Advisers have taken place.
				Updates to be provided during the year as project develops. Feedback form stakeholder sub group considered and

<ul style="list-style-type: none"> • Commission external “branding company” to assist/advise and implement developments. • Challenge Advisers and key stakeholders to be briefed and updated regarding developments • develop prospectus of GwE activities re: support/bespoke and generic training which will be available to schools. • establish GwE website/moodle/VLE platform to inform and share best practice across the region. • GwE User Group to advise and assist developments. • evaluation of progress and effectiveness of <i>new brand</i>. • brand identification operational across the region. 			<p>Stakeholder sub group has been set up in order to discuss requirements.</p> <p>GwE training activities prospectus under development and to be published via phase 1, 2, and 3.</p> <p>GwE interactive website under development [will be published via phase 1, 2, and 3]. Lead schools for 2015 GCSE project will trial the VLE developments.</p> <p>Presentation given to GwE User Group regarding developments to date [Nov 2014]</p> <p>Improved GwE profile has resulted in initial improved awareness amongst all stakeholders regarding the effective services provided by GwE.</p>	<p>implemented by December 2014 - completed</p> <p>Briefing session for all key stakeholders by March 2015</p> <p>Phase 1 to be published in January 2015</p> <p>Ensure regular updates to User Group [from January 2015 onwards].</p> <p>Evaluation of action plan by July 2015.</p>
<p>Ensure that all Challenge Advisers deliver high levels of good quality services for schools.</p> <ul style="list-style-type: none"> • full participation in the National Challenge Advisers training • participation in specific Challenge Advisers follow-up training events [to include coaching and mentoring training] • participation in specific Estyn training for Challenge Advisers • rigorous and challenging performance management procedure in operation for all Challenge Advisers. • bespoke training and support programme made available and to include opportunities for leadership experience in school settings 			<p>All Challenge Advisers participated in the national training provided by WG [October 2014]</p> <p>Effective and rigorous Performance Management procedures are operational across all three hubs.</p> <p>All Challenge Advisers expected to participate in specific Estyn training.</p>	<p>Ensure that regional Challenge Advisers training provided by GwE is aligned with outcomes from national discussions and local Performance Management needs [initial training will focus on developing coaching skills]. To be delivered during 2015 Spring/Summer Term.</p> <p>All Challenge Advisers will be expected to participate in specific Estyn training during 2015 Spring/Summer/Autumn Term.</p>
<p>Ensure regional consistency in terms of the provision available to develop the quality of school leadership and teaching [see Learner Outcomes Priority 3 and 7 above].</p>			<p>Bespoke GwE training development and support programme activities prospectus under development [see commentary on relevant priority above].</p>	<p>See commentary on relevant priority above.</p> <p>Bespoke Coaching Skills development training arranged for Ch. Ad – April 2105</p>
<p>Develop a prospectus of GwE activities/support/bespoke and generic</p>			<p>See commentary on relevant priority above.</p>	<p>See commentary on relevant priority above.</p>

training which will be available locally to schools [see Learner Outcomes Priority 7 above].					
Develop a GwE website/moodle platform to inform and share best practice across the region				See commentary on relevant priority above.	See commentary on relevant priority above. GwE Website to go live February / March 2015
Develop strong links and a clear reciprocal relationship with key regional partners eg Universities/FE/Employers				No action taken to date.	Initial meetings with key regional partners to be instigated during May 2015.



REPORT TO THE JOINT COMMITTEE

25 February 2015

Report by: **GwE Managing Director and the Host Authority Head of Finance**

Subject: **2014/15 GwE Budget – Third Quarter Review**

1. PURPOSE OF THE REPORT

- 1.1 To update Joint Committee members on the latest financial review of GwE budget for the 2014/15 financial year
- 1.2 The report focuses on the significant financial variances between the second quarter review and the third quarter review, with an Appendix that contains financial information in full

2. CONCLUSION

- 2.1 The third quarter review estimates a net underspend of (£18,000) against the budget, which compares to the estimated net underspend of (£67,000) in the second quarter review – the decrease is primarily due to using the underspend on a specific project within the School Effectiveness Grant (see paragraph 3.9).
 - 2.2 The following part of the report explains the reasons for the main variances between the second quarter review and the third quarter review.
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3. FINANCIAL VARIANCES

3.1 Employees – Management, Brokerage, Standards and Administration: Q3 (£186,000) underspend; Q2 (£123,000) underspend:

Following a permanent adjustment to the budget in order to finance the Head of Standards and Head of Support and Brokerage posts, along with two posts associated with the transfer of Consortium Office admin work to GwE (in line with the requirements of the 'National Model'), there will be a one-off underspend this year as the cost of these posts for one year will not be against the 2014/15 accounts.

The increase in the underspend is due to:

- A later starting date for the Head of Standards post than what was profiled in the second quarter review
- The time spent by managerial and administrative staff working on additional initiatives, which is financed through specific projects.

3.2 Employees - Challenge Advisers: Q3 (£17,000) underspend; Q2 (£17,000) underspend

No change to Quarter 2 estimate, that is, a one-off underspend this year as some of GwE employees are not at the top of their salary scale

3.3 Employees – Severance Costs: Q3 £132,000 overspend; Q2 £132,000 overspend

No change to Quarter 2 estimate, that is, one cost only due to the transfer of the work of the Consortium Office to GwE (in line with the requirements of the 'National Model') with an assessment leading to the reduction of one strategic role from the Consortium Office.

3.4 Employees – Training, advertising and other employee costs: Q3 £11,000 overspend; Q2 £11,000 overspend

No change to Quarter 2 estimate, that is, higher than usual advertising costs, including advertising two new posts (Head of Support and Brokerage and Head of Standards)

3.5 Building: Q3 (£20,000) underspend; Q2 (£15,000) underspend

It was reported in the second quarter that the cost of current rent agreements are less than the budget set out in project business case when GwE was established. As has already been agreed, the service is moving from its current offices in Caernarfon and Conwy early in the next financial year and therefore no permanent saving is envisaged. A delay in relation to this has led to a further underspend as a result of remaining in the current premises.

Travel costs: Q3 (£75,000) underspend; Q2 (£67,000) underspend

It was reported in the second quarter review that an analysis of the trend in travel costs to date suggests that the true annual cost is likely to be less than what was set out in the final business case. If a review confirms a permanent saving, it will be possible to transfer the saving to another heading for the time being, bearing in mind there will be significantly higher National Insurance costs in 2016/17. The latest trend in costs suggests that the saving will be slightly more.

3.7 Supplies and Services: Q3 £16,000 overspend; Q2 £13,000 overspend

It seems that the business case budget is insufficient for this heading; this will need to be addressed when setting out the budget for 2015/16.

3.8 Host Authority Support Services Costs: Q3 £16,000 overspend; Q2 neither underspend nor overspend

The cost of Information Technology support is higher than the budget set out in the business case; this is due to support for three offices (rather than one) and also as a result of an increase in the number of posts (including additional posts financed by a grant). This heading will need to be addressed when setting out the budget for 2015/16.

3.9 School Effectiveness Grant: Q3 £107,000 overspend; Q2 neither underspend nor overspend

Following the underspend envisaged in management, administration and rent costs, it was possible to increase the investment (from £350,000 to £457,000) in the field of working with teachers and class assistants in specific secondary schools to help them to plan and implement the Literacy and Numeracy Framework.

4. THE UNDERSPEND FUND

4.1 The total in the fund at the start of the 2014/15 financial year was £761,000. The GwE Joint Committee has already agreed to commit £680,000 of the 2013/14 underspend to plans and initiatives. It is likely that £566,000 of the commitment will be spent in the 2014/15 financial year with the rest to be spent in 2015/16.

4.2 Therefore, it is envisaged that £81,000 of the underspend fund will be available by 2015/16, along with the 2014/15 estimated underspend of £18,000, giving an estimated total of £99,000 in the underspend fund at the start of the 2015/16 financial year; this will be used for commissioning so as to deliver on the business plan, the national model and the requirements of schools in 2015/16 and beyond.

5. RECOMMENDATION

5.1 Accept the report

APPENDICES

Appendix 1: 2014/15 GwE Budget – Third Quarter Review

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

No comments to add from a propriety perspective.

Statutory Finance Officer:

I have worked alongside the GwE Managing Director to prepare this report confirm the accuracy of the content.

GwE JOINT COMMITTEE

(COUNCILS: ANGLESEY, GWYNEDD, CONWY, DENBIGHSHIRE, FLINTSHIRE and WREXHAM)

GwE Budget 2014-15 - 3rd Quarter Financial Review

	Opening Budget £	Adjustments £	Revised Budget £	Anticipated Expenditure 3rd Quarter £	Under / (Over) Spend Net £	Under / (Over) Spend (Net) 2nd Quarter £
Expenditure						
Employees						
Salaries						
- Management and Administration	489,940	239,875	729,815	543,544	(186,271)	(123,244)
- System Leader	2,429,669	-239,875	2,189,794	2,172,325	(17,469)	(17,197)
Redundancy Costs	0		0	131,925	131,925	131,924
Training, advertising and other employee costs	25,230		25,230	35,658	10,428	10,541
Building						
Rent (includes services)	50,640		50,640	30,293	(20,347)	(14,640)
Travel						
Travel Costs	194,370	-6,200	188,170	112,631	(75,539)	(67,199)
Supplies and Services						
Furniture, equipment, printing, postage, telephone, room hire, audit fees etc	22,140		22,140	38,463	16,323	12,808
Information Technology	16,329		16,329	16,329	0	0
Audit Fees	0	6,200	6,200	6,200	0	0
Brokerage	255,250		255,250	255,250	0	0
Gwynedd Council Host Authority Support Service Costs						
Legal	5,107		5,107	5,107	0	0
Human Resources	8,754		8,754	8,754	0	0
Finance	37,856		37,856	37,856	0	0
Information Technology	25,525		25,525	41,854	16,329	0
National Model Commitments	595,446		595,446	595,446	0	0
Use of the GwE Surplus Fund	0		0	565,739	565,739	
Specific Projects						
Regional Coordinator - National Support Program: Literacy and Numeracy	0		0	15,200	15,200	16,000
School Effectiveness Grant (SEG)	1,662,000		1,662,000	1,769,000	107,000	0
Welsh in Education Grant (WEG)	701,069		701,069	701,069	0	0
Physical Literacy Programme in Schools (PLPS)	0		0	215,000	215,000	113,000
Schools Challenge Cymru (SCC)	0		0	1,521,500	1,521,500	1,600,500
PISA	0		0	364,967	364,967	610,000
Support package of CPD - Welsh Baccalaureate	0		0	75,000	75,000	
Consortia capacity building to support PDG spending	0		0	50,000	50,000	
Literacy & Numeracy development for new AOL - Primary Phase	0		0	75,000	75,000	
EDIIP	0		0	46,000	46,000	
Total Expenditure	6,519,325	0	6,519,325	9,430,109	2,910,784	2,272,493
Income						
Core Service Contributions						
- Anglesey Council	(425,039)		(425,039)	(425,039)	0	0
- Gwynedd Council	(747,738)		(747,738)	(747,738)	0	0
- Conwy Council	(648,868)		(648,868)	(648,868)	0	0
- Denbighshire Council	(629,293)		(629,293)	(629,293)	0	0
- Flintshire Council	(930,260)		(930,260)	(930,260)	0	0
- Wrexham Council	(775,058)		(775,058)	(775,058)	0	0
Use of the GwE Surplus Fund	0		0	(565,739)	(565,739)	
Specific Projects						
Regional Coordinator - National Support Program: Literacy and Numeracy	0		0	(15,200)	(15,200)	(16,000)
School Effectiveness Grant (SEG)	(1,662,000)		(1,662,000)	(1,662,000)	0	0
Welsh in Education Grant (WEG)	(701,069)		(701,069)	(701,069)	0	0
Physical Literacy Programme in Schools (PLPS)	0		0	(215,000)	(215,000)	(113,000)
Schools Challenge Cymru (SCC)	0		0	(1,521,500)	(1,521,500)	(1,600,500)
PISA	0		0	(364,967)	(364,967)	(610,000)
Support package of CPD - Welsh Baccalaureate	0		0	(75,000)	(75,000)	
Consortia capacity building to support PDG spending	0		0	(50,000)	(50,000)	
Literacy & Numeracy development for new AOL - Primary Phase	0		0	(75,000)	(75,000)	
EDIIP	0		0	(46,000)	(46,000)	
Total Income	(6,519,325)	0	(6,519,325)	(9,447,731)	(2,928,406)	(2,339,500)
Total	0	0	0	(17,622)	(17,622)	(67,007)

Memorandum - The GwE Surplus Fund

Fund balance as at 1 April 2014	(761,662)
Add - Underspend for the financial year 2014/15	(17,622)
Less - Use of the GwE Surplus Fund	565,739
Fund balance as at 31 March 2015	(213,545)
Less - committed expenditure	114,000
Uncommitted	(99,545)



REPORT TO THE JOINT COMMITTEE

25 FEBRUARY 2015

Report by: Business & Finance Manager

Subject: Next Meeting of the Joint Committee

1.0 Purpose of the Report

1.1 To request that the Joint Committee agree to changing the date of the next Joint Committee meeting.

2.0 Background

2.1 The Joint Committee calendar of meetings for 2014/15 was agreed at the Joint Committee meeting on 9 July 2014. The calendar included a meeting to be held on the 11th of June 2015.

3.0 Considerations

3.1 It is proposed that the date of the next meeting (11/06/15) be changed to 13.30 Wednesday, 15th July 2015.

3.2 The new date will enable the accounts to be presented & discussed at the meeting.

4.0 Recommendations

4.1 The Joint Committee is requested to:

4.1.1 Approve that the meeting arranged for 11 June 2015 be changed to 13.30 Wednesday, 15 July 2015.

5.0 Financial Implications

5.1 There are no financial implications arising from this report.

6.0 Equalities Impact

6.1 There are no new equalities impacts 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 has been undertaken with the 6 North Wales Local Authorities, to avoid any duplication with Council meetings.

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

No comments to add.

Statutory Finance Officer:

I shall certify the statutory financial statements of the GwE Joint Committee's 2014/15 accounts on 30 June, and will be able to prepare the relevant report in the subsequent week. Hence, I really appreciate the flexibility of members and officers in considering changing the proposed date of the next meeting from 11 June to the afternoon of Wednesday 15 July.