

Complete Agenda



Tuag at Ragoriaeth
Towards Excellence



Meeting

GWE JOINT COMMITTEE

Date and Time

1.30 pm, WEDNESDAY, 8TH MARCH, 2017

Location

Glasdir Centre, Llanrwst

Contact Point

Einir Rhian Davies

01286 679868

cabinet@gwynedd.llyw.cymru

(DISTRIBUTED Date Not Specified)

GWE JOINT COMMITTEE

MEMBERSHIP OF THE JOINT COMMITTEE

Voting Members

Councillors

Councillor Kenneth P. Hughes	Isle of Anglesey County Council
Councillor Gareth Thomas	Gwynedd Council
Councillor Wyn Ellis Jones	Conwy County Borough Council
Councillor Eryl Williams	Denbighshire County Council
Councillor Chris Bithell	Flintshire County Council
Councillor Michael Williams	Wrexham County Borough Council

Co-opted Non-voting Members

Rita Price	Wrexham Diocese
Diane Chisholm	Primary Schools Representative
Jonathan Morgan	Special Schools Representative
Alison Fisher	Governor Representative
Mair Herbert	Secondary Schools Representative

Non-voting Officers

Delyth Molyneux	Isle of Anglesey County Council
Dr Lowri Brown	Conwy County Borough Council
Karen Evans	Denbighshire County Council
Ian Budd	Flintshire County Council
John Davies	Wrexham County Borough Council

Officers in Attendance

Arwyn Thomas	Interim Managing Director GwE
Iwan G. Evans	Host Authority
Dafydd L. Edwards	Host Authority
Martyn Gray	Welsh Government
Susan Owen Jones	GwE Business & Finance Manager
Dr Gwynne Jones	Isle of Anglesey County Council
Rhys Howard Hughes	GwE Assistant Director (Support and Brokerage)
Alwyn Jones	GwE Assistant Director (Standards)

Observer

Gareth Jones	GwE Advisory Board Chairman
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A G E N D A

1. APOLOGIES

To receive any apologies for absence.

2. DECLARATION OF PERSONAL INTEREST

To receive any declaration of personal interest.

4. MINUTES OF PREVIOUS MEETING

4 - 7

(copy enclosed)

5. TO APPOINT A MANAGING DIRECTOR

(The Chairman will propose to exclude the press and the public from the meeting during the discussion on the above item due to the likely disclosure of exempt information as defined in paragraph 12, Part 4, Schedule 12 A, of the Local Government Act 1972. This paragraph is relevant because the report includes information relating to specific individuals who have a right to privacy. There is no public interest that calls for disclosing personal information about these individuals. Consequently, the public interest in maintaining the exemption outweighs the public interest in disclosing the information).

6. CURRENT BUSINESS PLAN MONITORING REPORT

8 - 18

(copy enclosed)

7. BUSINESS PLAN PRIORITIES 2017-2020

19 - 28

(copy enclosed)

8. BUDGET MONITORING REPORT 16/17

29 - 33

(copy enclosed)

9. BUDGET REPORT 17/18

34 - 38

(copy enclosed)

10. ANNUAL REPORT GWE

39 - 49

(Cover Report and Executive Summary attached)

**GwE JOINT COMMITTEE
01.02.2017**

**Present: Coun. Wyn Ellis Jones (Chairperson)
Coun. Michael Williams (Vice Chair)**

Councillors: Chris Bithell, Kenneth P. Hughes, Gareth Thomas,

Co-opted Non-voting Members: Jonathan Morgan (Special Schools' Representative), Ms Rita Pryce (Wrexham Diocese), Mair Herbert (Secondary Schools' Representative).

Non-voting Officers: Ian Budd (Lead Director – Chair of Management Board (Flintshire Council), Dr. Lowri Brown (Conwy County Borough Council), Delyth Molyneux (Anglesey Council), Mrs Karen Evans (Denbighshire Council), John Davies (Wrexham County Borough Council).

Also present: Arwyn L Thomas (Interim Managing Director, GwE), Alwyn Jones (Assistant Director, GwE), Susan Owen Jones (Business and Finance Manager, GwE), Martyn Gray (Welsh Government Representative), Hefin Owen (Host Authority Education Finance Manager – Gwynedd Council), Iwan G D Evans (Host Authority Legal Service Manager – Gwynedd Council), Mr Garem Jackson (Host Authority Education Officer – Gwynedd Council), Rhys Howard Hughes (Assistant Director, GwE), Dr Gwynne Jones (Anglesey Council), Sandra Evans (Host Authority Human Resources Senior Adviser – Gwynedd Council) and Einir Rh Davies (Host Authority Members' Support Officer - Gwynedd Council)

1. APOLOGIES

Apologies were received from Dafydd L Edwards and Councillor Eryl Williams.

2. DECLARATION OF PERSONAL INTEREST

No member in attendance declared a personal interest.

3. URGENT MATTERS

There were no urgent matters.

4. MINUTES OF PREVIOUS MEETING

The Chair signed the minutes of this Committee held on 25 November 2016. They were accepted as being a true record, with no matters arising.

5. REVIEW OF GwE's EXECUTIVE ARRANGEMENTS

The Lead Director and Interim Managing Director presented the report and updated the Joint Committee on the findings of the review commissioned at the last meeting. The Joint Committee was asked to support the recommendations of the review and the changes to executive arrangements.

A discussion was had where the following comments were made:

It is evident from the input to the report that all stakeholders want GwE to succeed (Schools/GwE/Authorities) however that improvement is needed across the key stages.

There is a need to look at the Primary/Secondary bias of 80/20 and maximising staff. It was noted that it would be useful to obtain a picture of how different Education Authorities operate in order to make the comparison?

Clarity is needed about the roles and expectations of Schools/GwE/Authorities with regard to the Referral Units' support issues.

It was decided to: Accept, note and approve the report.

6. APPOINTING A CHIEF OFFICER/MANAGING DIRECTOR FOR GwE

The Lead Director presented a report in order to agree on the process for the above appointment.

It was noted that there is a need to proceed quickly with candidates due to attend the Assessment Centre on 1 March, and be interviewed on 7 March.

Iwan G D Evans enquired whether the shortlist would be drawn by the Joint Committee, and it was agreed that this was the case.

It was decided to add the following to the job description:

- (a) The need for evidence of professional development in a relevant area
- (b) Contacts – including Diocesan Authorities on the list.

It was confirmed that the post would be advertised on-line at the end of this week.

It was decided to: Accept the report with the addition of the above.

7. SECONDARY MODEL AND DISTRIBUTED LEADERSHIP

The Interim Managing Director presented the report.

The Joint Committee was asked to approve the proposed changes to the Challenge and Support Programme to:

- develop a revised model of working with the secondary sector; and
- develop a Distributed Leadership model across primary and secondary sectors.

It was noted that it needs to be ensured that there is capacity to better support secondary schools, ensuring that there is an appropriate support plan in place for every school. In order for this to succeed, it was noted that the team would need to consist of a cross-section of individuals, such as Challenge Advisers, Heads, Subject Challenge Advisers and Former Heads and develop teams around individual schools. It was noted that there is already much expertise within the team.

It was noted that there is a need to consider:

- a) The funding of the model, bearing in mind that expenditure needs to be streamlined within the existing resources.

- b) The degree of concern about withdrawing Heads from schools, however it was confirmed that this would be discussed with individuals in an attempt to minimise disruption to the school.
- c) A point by Karen Evans, in terms of the Social Care Agenda, and that it would be timely to have a presentation from Jenny Williams in order to access both her expertise, and that of her team.
- d) Sending a letter to the WJEC Chief Executive and Cabinet Secretary immediately to air some concerns about the GCSE Maths examinations (November 2016). Martyn Gray suggested, if this is a widespread concern across Wales, that there is a need to write as 4 regions or even as 22 Authorities.

It was decided to: Accept, note and approve the report. It was also agreed to contact Jenny Williams and write to WJEC and the Cabinet Secretary.

8. GWE'S ROLE IN APPOINTING SCHOOL STAFF (INCLUDING APPOINTING HEAD TEACHERS)

The report was presented by the Interim Managing Director in order to present the proposed regional protocol to the Joint Committee for consideration and approval.

A discussion ensued in relation to GwE's role in appointing school staff. The protocol was welcomed, especially given that issues do sometimes arise with some appointments in schools.

It was noted that the above is an attempt to bring quality assurance to the appointment procedure and support and strengthen the process.

Please note that staff from the Authority and GwE would not be required to attend an interview.

It was decided to: Accept and approve the report.

9. REGIONAL TARGET SETTING PROCESS

The report was presented by the Interim Managing Director in order to update the Joint Committee on the regional target setting process.

It was noted that there is a need to raise expectations particularly in KS4 and the Joint Committee was reminded that target setting formed part of Estyn's first recommendation in their report following the consortium's inspection.

It was noted that there is discrepancy between the various data published by the Welsh Government – it is not clear which EOTAS learners are included in the data. It was also noted that FSM learners are not included in the data if they attend Pupil Referral Units.

The principles adopted in the report for target setting were welcomed.

It was decided to: Accept and approve the report.

10. DEVELOPING LITERACY AND NUMERACY ACROSS EVERY SECTOR IN THE GwE REGION

The report was presented by the Interim Managing Director in order to outline the need to promote improvement in literacy and numeracy across the region.

A presentation was had on the GCSE Maths Examination results by Alwyn Jones. Concern was noted that the percentage of learners in the region attaining grades A*-C was lower than the national figures. An outline was given of the actions in place between now and the summer in response to the Maths results. It was noted that a meeting of maths representatives from every school would be taking place on 2 February and during April. It was also noted that the Maths Challenge Advisers are working with groups of schools and individual schools.

The Joint Committee was asked to support the development of a regional literacy and numeracy strategy which will help to improve standards in every sector in GwE's region.

It was decided to: Approve the report and work within the existing financial resources.

The meeting started at 9.30 a.m. and ended at 11.35 a.m.

CHAIRPERSON

Agenda Item 6

GwE: Joint Committee 08/03/17



REPORT TO THE JOINT COMMITTEE

8 MARCH 2017

Report by: GwE Interim Managing Director

Subject: Regional Business Plan 2016-19 – Monitoring Report

1.0 Purpose of the Report

1.1 To update Joint Committee members on progress in delivering the Business Plan 2016-19.

2.0 Background

2.1 The Regional Business Plan 2016-19 was approved during the Joint Committee meeting on 22 September 2016.

3.0 Considerations

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

- Progress to date;
- Progress assessment based on the following colour indicators

Green	Excellent
Yellow	Good
Amber	Satisfactory
Red	Priority for improvement

3.2 The progress 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 Level 2 quarterly monitoring report has been presented to the Standards Quality Board.

8.2 The GwE Management Board have been consulted during the development of the document.

9.0 Appendices

9.1 Regional Business Plan 2016-19 – Joint Committee Business Plan Quarter 3 Monitoring Report

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

Comments will be presented orally at the meeting.

Statutory Finance Officer:

Nothing to add from a financial propriety perspective

Business Plan Level 1

Quarter 3 Monitoring Report

Ref	Priorities	Quarterly monitoring
<p>P1</p> <p>R1</p>	<p>To raise standards of teaching and learning for all learners across the region</p> <p>Ensure that the school improvement service uses data, target setting and tracking procedures more effectively to challenge and support schools in order to improve performance of all learners across schools and local authorities, particularly at key stage 4</p>	<p>What we are doing well and improving:</p> <ul style="list-style-type: none"> • Improving standards in primary sector. • Estyn inspection profile for the GwE region compares favourably with the national profile. • GwE knows its schools well and categorises its schools appropriately. • Quality of support and challenge by CAs has considerably improved. Effective generic and tailored support programmes have led to measurable improvements in individual CA performance. • Revised framework for challenging and supporting schools beginning to have a positive impact on standards and inspection findings. • Data analysis and information management systems have been greatly improved. • The school improvement service is using data, target setting and tracking procedures more effectively to challenge and support schools in order to improve performance of all learners across schools and local authorities, particularly at key stage 4. • Regional commissioning of further action needed to secure further progress and refocusing of resources. • Robust business planning process implemented with clear lines of accountability defined with clear focus on improving standards for all learners. • Comprehensive and coherent range of programmes developed to improve standards of leadership, and the ability of leaders to improve standards of teaching. <p>Tasks and Challenges:</p> <ul style="list-style-type: none"> • Establish and implement a revised model of working for the secondary sector for 2017 and introduce a coherent targeted programme in around half of our secondary schools to improve standards and leadership. • Establish and implement a distributed leadership model in both primary and secondary sectors to ensure more effective and productive use of the workforce in order to raise standards across the region. • Implement a robust Peer Review in Wrexham and Conwy LAs that will address underperformance issues and plan sustainable significant improvement in performance across all key stages. • Match national initiatives closely to the need of schools and group of schools to accelerate improvement and the development of a self-improving school system.
<p>Progress: Satisfactory</p>		

Ref	Priorities	Quarterly monitoring
<p>P2</p>	<p>To improve the quality of leadership and its impact on improving outcomes across the region</p>	<p>A leadership development programme has been established and delivered to improve the quality of leadership at all levels across the region and to ensure that all school practitioners, at all levels possess, the relevant effective leadership skills.</p> <p>The following programmes have been delivered across the region:</p> <ul style="list-style-type: none"> • <i>'Higher Level Teaching Assistant Development Programme'</i> - 41 individuals are participating in the HLTA Developing programme. • <i>'Newly Qualified Teacher Development Programme'</i> across the GwE region - There are 350 Newly Qualified Teachers across the region who follow a

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		<p>robust and consistent programme. Most of the NQT's in the region making firm and strong progress across all sectors.</p> <ul style="list-style-type: none"> • 'Leading Literacy and Numeracy' a developmental programme for Literacy and Numeracy leaders - 132 Literacy Leaders across the region has attended the Literacy Development Programme – Welsh and English Medium. 143 Numeracy Leaders across the region has attended the Numeracy Development Programme – Welsh and English Medium. • Specific middle leadership programmes tailored and bespoke for 'Physical Literacy Programme for Schools' (PLPS), Digital Learning and 'Special Schools sector.- 58 teachers has participated in the PLPS development programme • 'Aspiring Headteacher Development Programme' as a replacement for the NPQH. New programme to be called "NPQH Development Programme" - 30 individuals are participating in and successfully completing the Aspiring Headteacher Development Programme. 																																																																																																																																						
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		<p>(Evaluation to be completed Summer 2017).</p> <p>In addition to the regional programmes, a range of leadership workshops have been delivered to senior leaders in all primary schools in every hub, with a follow-up planned over the next term. The provision builds on the workshops delivered to target schools last year and focuses on improving the quality of evaluation and improvement planning. Actions in 2015-16 have seen an increase in the percentage of schools in the Green and Yellow categories – an increase of 80.7% in 2015-16 to 84.8% in 2016-17. Furthermore, there has been an increase in the % of schools being awarded the top grades [A or B] in Stage 2 of the process – an increase of 85.3% in 2015-16 to 89.0% in 2016-17.</p> <p>Estyn's primary inspection profile is also positive and indicates firm improvements.</p>																																																																																																																																						

Ref	Priorities	Quarterly monitoring
		In 2015-16, 75.0% of the schools inspected [48 schools] were judged as being <i>good or better</i> for the quality of leadership. Of the inspections already undertaken in 2016-17 [20 schools], the figure has risen further to 80.0%. In 2015-16, the quality of leadership was judged as being <i>Unsatisfactory</i> in 4.2% of the primary schools inspected. In 2016-17, no school has been awarded an <i>Unsatisfactory</i> judgement.
Progress: Good		

Ref	Priorities	Quarterly monitoring
P3	To develop a self-improving school system	<p>All work streams across the service include the cross-cutting theme of developing sustained capacity towards a Self-Improving School System (SISS).</p> <p>All policies and activities across the region tested against and aligned to the principles and practices of SISS. This includes the direct support and challenge to all schools on each visit by CAs.</p> <p>The challenge and support programme for primary, secondary PRU and Special schools is being implemented in the various support categories - Green/Strong Yellow Schools Model, Yellow Schools Model, Amber/Red Schools Model – ensuring:</p> <ul style="list-style-type: none"> • Good and excellent schools receive a higher level of independence and are being encouraged to innovate. • Allowing joint ownership and joint responsibility for improving standards, provision and leadership in each other’s schools. • School to school support systems developing new partnerships. • Identify excellence and effective practice in the areas of leadership and pedagogy and share them. • Building better resilience in the quality of leadership.
Progress: Satisfactory		

Ref	Priorities	Quarterly monitoring
P4	To improve internal procedures in order to ensure an effective and consistent support and challenge service across the region	<p>A Consortia review of current strengths and weakness has been commissioned. The review will map and align the delivery of national priorities closely to local needs and ensure improvement happens at a faster pace in a more flexible and fluid manner especially at secondary level. It will also ensure improvement regarding internal procedures in order to ensure an effective and consistent support and challenge service across the region.</p> <p>The following matters are currently being developed:</p> <ul style="list-style-type: none"> • Ensuring clear lines of accountability for standards and performance of schools for the joint service provided by the Local Authorities and GwE. • Ensuring that effective statutory intervention procedures are consistently applied across the region. • Ensure that data is used effectively and appropriately to evaluate programmes and projects to support school improvement. A robust data management system to facilitate more effective management and analysis of data across schools is in place. Access to and use of data by GwE SLT and

Ref	Priorities	Quarterly monitoring
		<p>Management Board has improved to ensure that regional/LA areas of concern are identified and addressed effectively. Access to and use of data by SCSA, CAs and School Leaders has improved in order to identify strengths and to ensure that specific areas of concerns for individual school are identified and addressed effectively.</p> <ul style="list-style-type: none"> • Securing greater consistency across the Hubs in the quality of challenge advisers' evaluations of schools, particularly in relation to teaching and leadership • Improve the quality of the challenge and support offered to schools by Challenge Advisers and, thus, ensure better consistency in terms of quality and impact across the hubs • Review the recruitment strategy in order to ensure that the regional service can attract high quality and effective secondary practitioners to key roles. • Ensure that every secondary school has access to specialist subject support in mathematics, English, Welsh 1st Language and science in Key Stage 4: <ul style="list-style-type: none"> - Specialised Challenge Adviser support across the region for all core subjects is in place. - A comprehensive strategy to improve standards of English, Maths, Science and Welsh across the region is being developed. - Through local networks for Head of Departments, secondary school to school support programme for the Core Subjects at KS4 has been established.
Progress: Good		

Ref	Priorities	Quarterly monitoring
P5	Ensure the effective governance, leadership and management of GwE	<p>Improve the quality of evaluation in the delivery of school improvement services:</p> <ul style="list-style-type: none"> • The Framework for Challenge and Support has been reviewed to strengthen the impact of the monitoring, evaluation and brokerage activity of challenge advisers for green/strong yellow schools, yellow schools and amber/red schools. • Baseline measures and success criteria have been established at the outset to support evaluation of the impact of the support provided by the: Challenge and Support Programme; all GwE Developmental Programmes; and all new initiatives and programmes. • More robust data management system is in place to allow more effective use of data to evaluate impact. • Training for staff on evaluating impact of their work has been provided. • Work continues to assess the impact of targeted support by measuring the progress of red and amber support schools against clear targets and success criteria. <p>Improve the rigour of the arrangements for identifying and managing risk:</p> <ul style="list-style-type: none"> • The current risk management processes have been reviewed. • Good practice & suitable method to refine / implement on a regional basis has been identified. • Process to identify & document the risks has been established. • A policy for planning and performing the risk management processes is being developed.
R2	Improve the quality of evaluation in the delivery of school improvement services.	
R3	Improve the rigour of the arrangements for identifying and managing risk.	
R4	Ensure that business and operational plans contain clear success criteria and that progress against these is monitored effectively.	

<i>Ref</i>	<i>Priorities</i>	<i>Quarterly monitoring</i>
R5	Clarify the strategic role of the regional networks and their accountability to the Joint Committee.	<ul style="list-style-type: none"> • A process to monitor the status of each risk periodically, implement the risk mitigation plan as appropriate & take corrective action when required is currently being developed. • Plans are in place to review the activities, status, and results of the risk management process with higher level management and resolve issues, i.e. Advisory Board, Management Board & Joint Committee.
R6	Develop an appropriate framework to assess value for money; ensure that the business plan is accompanied by a medium-term financial plan and that work-streams are fully costed.	<ul style="list-style-type: none"> • Robust external challenge of service delivery through the meetings of the advisory board and joint committee is in place. • Training and support to enable all staff to successfully implement the risk management policy is being developed. <p>Ensure that business and operational plans contain clear success criteria and that progress against these is monitored effectively:</p> <ul style="list-style-type: none"> • A new business planning structure and accountability framework has been agreed by GwE Management Board. • Progress monitoring system has also been agreed. • All current plans have been reviewed and priorities for 2017-20 have been identified. • Clear and robust quarterly monitoring procedures are being implemented. • 13/01/17 - GwE Management Board - agreement of Business Plan delivery timeline for 2017-18. • Good practice & suitable method to refine / implement on a regional basis have been identified. Clear success criteria in all plans at all levels have been included. <p>Clarify the strategic role of the regional networks and their accountability to the Joint Committee:</p> <ul style="list-style-type: none"> • The regional networks – purpose, scope & membership are currently being reviewed to ensure that the network priorities fully align with the region’s priorities. • The review will encompass a new structure, role and membership of each remaining network. The accountability framework for the networks will be developed to align with the new business planning process. <p>Develop an appropriate framework to assess value for money; ensure that the business plan is accompanied by a medium-term financial plan and that work-streams are fully costed. The current processes have been reviewed:</p> <ul style="list-style-type: none"> • Work with LA Officers & the other consortia to identify good practice is underway. • External advice for an insight as to what a good value for money framework looks like is being discussed (working in partnership with the other consortia). • A medium-term financial plan is being developed to accompany the business plan. • A workforce plan to align with Business Plan is being developed. • The current budget monitoring processes have been reviewed and refined as required. • Budgets are monitored regularly.
Progress: Good		

<i>Ref</i>	<i>Priorities</i>	<i>Quarterly monitoring</i>
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Ref	Priorities	Quarterly monitoring
P6	<p>To deliver relevant Welsh Government initiatives across the region</p>	<p>Addressing the recommendations noted in Successful Futures – continue to develop Pioneer network across the region to engage fully in the planning and development stage for 2016/17 across all 3 stands of the Pioneer programme.</p> <ul style="list-style-type: none"> • Pioneer network across the region - first session was held with 16 schools in attendance. All engaged in follow up task for next session on 25.1.17. Evaluation of the work will come towards end of project rather. Discussions had with 3 x SCSA – schools across all 3 hubs are engaging with these programmes and TEEP. A small number of schools across LAs engaged in Pioneer Partner work and as part of this – sharing their identified good practice with other schools • Engage with 15 New Deal Pioneer Schools - Career development pathway continues to develop and many Pioneer and Pioneer partner schools effectively engaged in delivery of these trainings e.g. NQT, new Headteachers, Middle Leaders. New Headteachers support programme shared with all LAs through network meeting. • 7 schools attended workshop with WG and OECD in December 2016 to discuss provision across GwE in detail. Subsequent meeting held locally. • 17 schools across GwE successfully engaged with trailing PTS. Feedback session held with WG in December 2016 and WG fed back that this was a very positive meeting with committed practitioners. • 3 x information sessions were held across the region in November 2016 with Professor Graham Donaldson and Professor Mick Waters. Over 170 teachers and Challenge Advisers able to attend – 3 out of 6 LA officers able to attend too. Very positive feedback from schools wanting to engage in the reform. • Workload capacity projects from within both Pioneer and non-Pioneer schools - discussion with schools have taken place although no concrete projects have been forwarded. LEAN management training has been planned for February 2017 with 16 practitioners – follow up session to take place. Lean workshops will be offered for new Headteachers in Summer term 2017. • Engage with 11 Curriculum Pioneer schools to further develop strategic design in 4 main areas: Numbers of schools in GwE have increased from 9 to 22 which is considerably improved for support and input to the national programme. Pioneer team responsibilities have been effectively distributed to support the schools in their work forward. • Digital Pioneer schools =- Significant number of teachers and support staff able to attend awareness and support sessions. Over 660 staff on a number of sessions. • Online Safety - 1 x primary school achieved 360 e-safety award. Workshops sessions available in Spring term 2017 in all 6 LAs in both English and Welsh. Effective use of TA to model successful use of DCF. • Communication role is carried out currently by Pioneer team. • Capacity within GwE significantly increased. - 1 x Senior CA on secondment until March 2017. 2 x teachers seconded to GwE Pioneer team – 1 x 0.6 primary / 1 x 1.0 secondary until August 2017 • Change management training carried out and 100% pass rate at foundation level. Skillset of team clearly developed and discussion to follow in January 2017 on how these skills can be facilitated through 0.5 day workshops for all schools to assess readiness for curriculum reform.

Ref	Priorities	Quarterly monitoring
		<p>Support for schools to successfully implement the revised GCSE specifications and revised Welsh Baccalaureate</p> <ul style="list-style-type: none"> • Residual and continued support for the revised GCSE Welsh, English and Mathematics specifications introduced in September 2015 and Science introduced in September 2016 • Support for schools to implement the revised GCSE specifications in MFL, Geography, Art, Music, Drama, Food and Nutrition and PE introduced in September 2016 • Support for schools to implement the revised GCSE specifications in RE, History Technology and Welsh Second Language to be introduced in September 2017 • Continued support for the revised Welsh Baccalaureate introduced in September 2015 <p>Support the Schools Challenge Cymru (SCC) National Programme - Ensuring that all schools are familiar with the new SCC/WBQ specification:</p> <ul style="list-style-type: none"> • Lead Practitioners (1 in each Hub) effectively organise Hub meetings to share good practice & SOL. GwE & WJEC attend these meetings in order to quality assure & address concerns. Please see agendas/summaries of meetings. • Improve the provision of the delivery of the SCC - Hub meetings (every half term) & North Wales WBQ Development Group every term. BAC VLE is updated with new SOL & resources. 1 Lead Practitioner is leading on 'Sharing good practice' toolkit which will be available Summer Term 2017. DCF/SCC training courses will also show examples of best practice & effective pedagogy <p>Also refer to P2 -Developing leadership at all levels. (HLTA, NQT, Career Development Pathway.)</p>
Progress: Good		

Green	Excellent
Yellow	Good
Amber	Satisfactory
Red	Priority for improvement



REPORT TO THE JOINT COMMITTEE

8 MARCH 2017

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

Subject: Regional Business Plan 2017-2020

1.0 Purpose of the Report

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

2.0 Background

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

3.0 Considerations

3.1 The revised business plan priorities have been produced to reflect the current priorities facing the region.

3.2 Following Estyn's inspection in April 2016, the post inspection action plan has been incorporated into the business plan to ensure that both plans are coordinated effectively.

3.3 A GwE Business Planning Framework (appendix 9.2) has been developed to ensure clarity & strategic coordination in the delivery of the priorities on a local, regional & national level.

3.4 The Regional Business Plan 2017-2020 priorities set out the priorities across the region. These priorities are those at Level 1 within the new Business Planning Framework & are the responsibility of the Managing Director & Chair of the Management Board to deliver as the

accountable officers. The Joint Committee are ultimately accountable for the delivery against the priorities.

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

3.6 Progress against the Business Plan will continue to be reported upon at future Joint Committee meetings.

4.0 Recommendations

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

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

9.0 Appendices

9.1 (Draft) Business Plan Priorities 2017-2020

9.2 Business Planning Framework

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

Comments will be presented orally at the meeting.

Statutory Finance Officer:

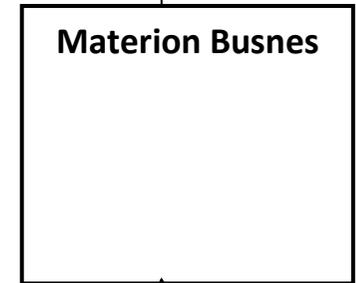
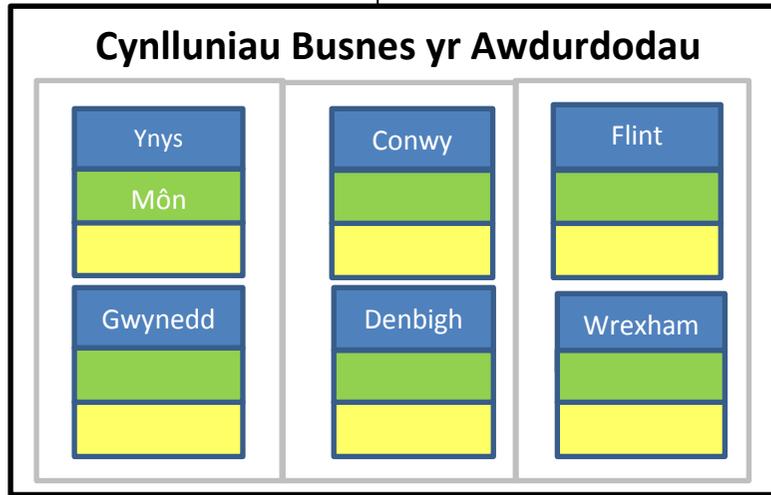
I understand that any financial implications of the Business Plan are to be funded from existing resources and / or specific grants. However, the Joint Committee received a challenge to find permanent efficiency savings of £131,967 in 2016/17, and I note that a strategy for implementing the saving permanently needs to be introduced / agreed upon. As such, the impact of implementing the saving cannot be considered / assessed in the business plan presented.

L1

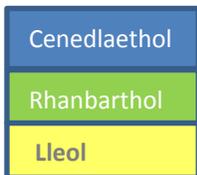
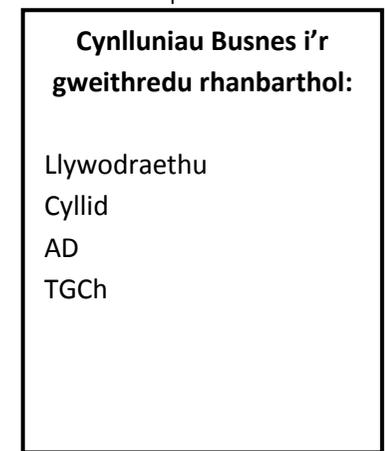
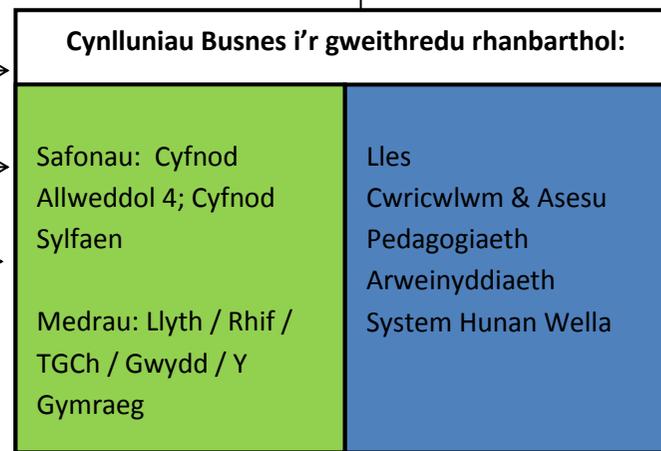
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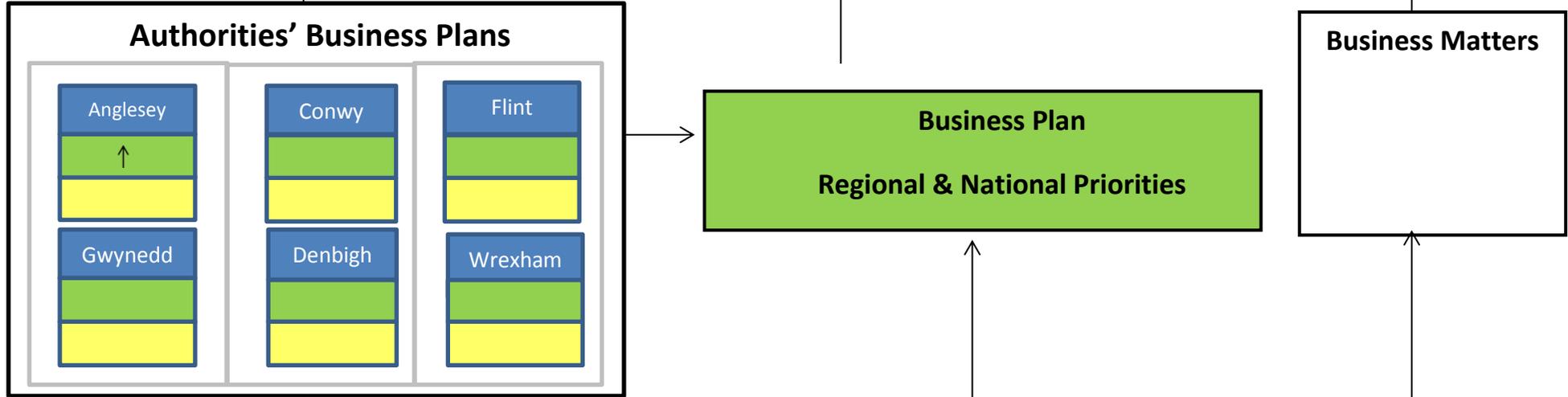
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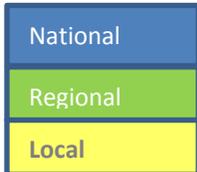
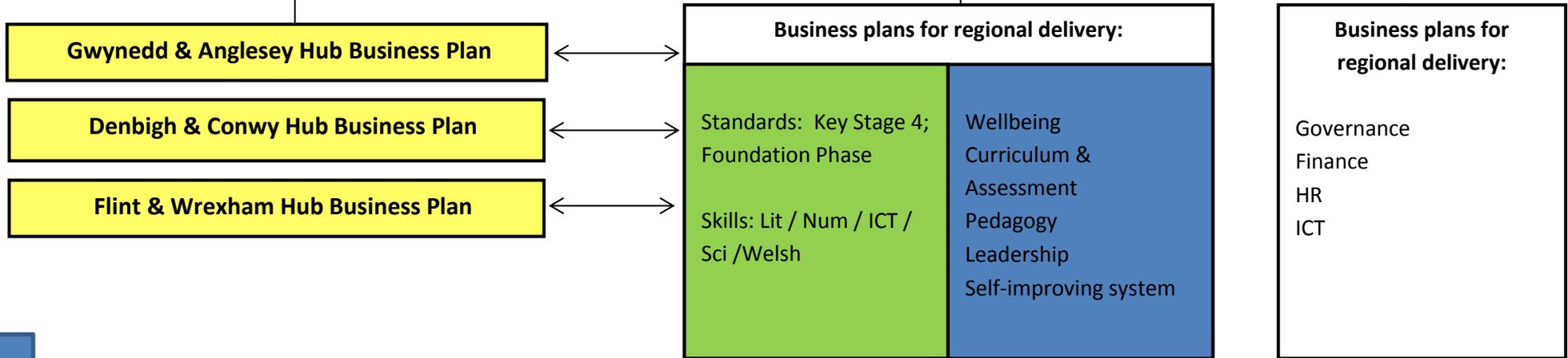


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Page 23

L3





Tuag at Ragoriaeth
Towards Excellence

BUSINESS PLAN PRIORITIES LEVEL 1

2017-2020



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Version Control

Document Version	Date	Notes
V0.1	27/02/2017	Draft version to be presented to the Joint Committee 08/03/17

Priority 1: Standards

To ensure the highest standards at all key stages and that all learners make appropriate progress in literacy and numeracy from one key stage to another. That all learners achieve qualifications relevant to their ability and potential and are working towards being bilingual by the age of sixteen.

- Improve Foundation Phase Outcomes 5 and 6
- Improve Key Stage 2 Outcomes Level 4 and 5
- Improve KS3 Outcomes Level 5, 6 and 7
- Improve Key Stage 4 measures; L2+, L2, C9, CSI
- Improve KS5 (L3 and AWPS)
- Improve performance and progress of all groups of learners (FSM, EAL, LAC, B/G, ALN, MAT, Travellers) and reduce the attainment gap.
- Increase standards of Welsh against the language continuum
- Improve standards of Literacy and Numeracy
- Improve standards of ICT and Digital Competency

Priority 2: Curriculum and assessment

To ensure that all schools deliver an engaging curriculum which responds to the statutory requirements of the national curriculum. Ensure that all learners are supported to achieve qualifications which enable them to be ambitious capable learners that reach their potential. Ensure all schools have robust assessment processes in place with strong targeting, tracking and intervention procedures.

- Raise awareness of the four purposes within Successful Futures and development of the Areas of Learning and Experience as part of curriculum reform and promote effective practice across the region
- Engage with relevant stakeholders, including pupils (eg, Art Council, North Wales Economic Ambition Board, Health etc) to develop partnerships that enrich the curriculum as defined in Successful Futures
- Ensure high quality planning for curriculum and skills delivery (including literacy, numeracy and ICT, collaboration, problem solving) in all key stages
- Ensure that all secondary schools are fully prepared to deliver KS4 qualifications and specifications
- Ensure that all schools have robust target setting procedures and effective tracking and intervention systems (including co-operation by all stakeholders e.g. ALN, EAL etc.)
- Ensure consistent regional and national teacher assessment
- Ensure the effective delivery of the Skills Challenge certificate as part of the Welsh Baccalaureate at KS4 and post 16 across the region

Priority 3: Leadership

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

- Ensure that effective strategic planning and evaluation including procedures and process are robust and operational in all learning organisations (including departmental and subject planning)
- Ensure compliance with statutory duties and evidenced by relevant documentation (e.g. policy, finance, personnel, safeguarding. Ensure that National Leadership Standards and the career development pathway are used effectively to inform and promote continuous professional development at all levels (aligned with the main priorities of the National Leadership Academy)
- Develop distributed leadership through upskilling and empowering all staff (participating in leadership development programmes)
- Promote the recruitment of quality staff and their retention within the system

Priority 4: Wellbeing

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

- Ensure effective provision, support and intervention, where appropriate, for vulnerable learners
- Ensure that wellbeing is incorporated in current and future planning of the curriculum
- Ensure that all schools make effective use of the pupil deprivation grant.
- Ensure compliance with leg. duty and statutory safeguarding policies and procedures.

Priority 5: Teaching

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

- Develop effective pedagogy and reflective practice in all key stages for all learners.
- Ensure effective teaching of cross curricular responsibilities and skills ; literacy, numeracy, digital competency and the Welsh dimension at all key stages
- Ensure appropriate intervention and support in preparation for external examinations.
- Continue to develop school to school collaboration to share best practice and provide development opportunities.
- Ensure effective use of the educational workforce

Priority 6: Business

To ensure that GwE has strong governance and effective business and operational support that provides value for money.

- Ensure robust self-evaluation and planning for improvement
- Ensure effective governance

- Ensure effective use of data – summative and formative to target and show progress
- Ensure evaluation is based on robust action research
- Ensure clear and consistent stakeholder communication
- Ensure that LA and GwE responsibilities are clearly defined

Priority 7: Estyn Recommendations

To ensure that necessary progress is made against all recommendations within the expected timeframe.

- Ensure that the school improvement service uses data, target setting and tracking procedures more effectively to challenge and support schools in order to improve performance of all learners across schools and local authorities, particularly at key stage
- Improve the quality of evaluation in the delivery of school improvement services. Improve the rigour of the arrangements for identifying and managing risk.
- Ensure that business and operational plans contain clear success criteria and that progress against these is monitored effectively.
- Clarify the strategic role of the regional networks and their accountability to the Joint Committee.
- Develop an appropriate framework to assess value for money; ensure that the business plan is accompanied by a medium-term financial plan and that work-streams are fully costed.



MEETING	GwE Joint Committee
DATE	08 March 2017
TITLE	GwE Budget 2016/17 – Review for 31 January 2017
PURPOSE	<ul style="list-style-type: none"> • Update members of the Joint Committee on the latest GwE financial budget review for the financial year 2016/17. • The report focuses on the significant financial variations, with Appendix 1 containing complete financial information.
RECOMMENDATION	Accept the report.
AUTHOR	GwE Managing Director and Gwynedd Council Head of Finance

1. CONCLUSION

- 1.1 The review for 31 January 2017 estimates a net underspend of (£54,688) against the budget at the end of the 2016/17 financial year.
- 1.2 The following section of the report includes an explanation of the main reasons for the underspend estimate and the difference compared with the previous review report (for September 2016) which estimated a net overspend of £57,009.

2. FINANCIAL VARIATIONS

2.1 **Employees – Management, Brokerage, Standards and Administration:** **January 2017: overspend £31,921. (September 2016: overspend £38,841).**

The main reason for the overspend is the decision to second an additional member to the data team without additional financial contribution from Authorities in the 2016/17 financial year. Authorities will provide an additional permanent financial contribution from 2017/18.

Additional staff turnover has led to a small decrease in the overspend since the previous review report.

2.2 **Employees – Challenge Advisers:** **January 2017: underspend (£133,789). (September 2016: underspend (£103,013)).**

GwE receive a contribution from some of the grants towards their Management/Administration costs. During the 2016/17 financial year, an element of the grant work was addressed within core resources.

Staff secondments to specific plans and some additional turnover have led to an increased underspend.

2.3 **Transport:** **January 2017: underspend (£10,000). (September 2016: underspend (£10,000)).**

Historical travel cost tendencies suggest that the true annual cost is likely to be slightly lower than what is established in the budget, it is anticipated that this will continue in 2016/17.

2.4 **Brokerage:** **January 2017: underspend (£74,000). (September 2016: no over or under spend).**

Specific plans, including those funded by external grants, have targeted the service's priorities that would normally be implemented from these resources. This means an underspend on the heading in 2016/17.

2.5 **Savings to be found:** **January 2017: overspend £131,180. (September 2016: overspend £131,180).**

Overspend as there is no permanent strategy for implementing the savings target as of yet.

Taking into account the net financial implications of the report for the remaining budget headings, in accordance with what was mentioned in the 24 February 2016 meeting when considering the 2016/17 budget, a part of the reserve fund is used for any slippage in the timetable for implementing the savings target.

Joint Committee 24 February 2016

“3.2 An appropriate part of the fund will need to be earmarked for any element of the savings target (see 1.3) that cannot be found by GwE during 2017/18.”

3. UNDERSPEND FUND

- 3.1 The total of the fund at the start of the 2016/17 financial year was (£460,379), less use of the fund of £100,100 has been committed at the end of 2015/16 for a GCSE support programme, a net underspend estimate of (£54,688) is added, the anticipated total of the fund at the end of 2016/17 is (£414,967).

APPENDICES

Appendix 1: GwE Budget 2016/17 – Review for 31 January 2017.

VIEWS OF STATUTORY OFFICERS

The Monitoring Officer:

Nothing to add from a propriety perspective

The Statutory Finance Officer:

Co-author of the report.

GwE JOINT COMMITTEE

Budget Review - 2016/17

	Opening Budget	Adjustments	Revised Budget	Estimated Expenditure	Over / (Under) Spend Net (Term 2)	Over / (Under) Spend Net (Term 1)
	£	£	£	£	£	£
Expenditure						
Employees						
Salaries						
- Management, Brokerage, Standards and Administration	779,739	23,186	802,925	834,846	31,921	38,841
- System Leader	2,334,737	(30,786)	2,303,951	2,170,162	(133,789)	(103,013)
Training, advertising and other employee costs	25,722	7,600	33,322	33,322	0	0
Building						
Rent (includes services)	93,332		93,332	93,332	0	0
Travel						
Travel Costs	122,822		122,822	112,822	(10,000)	(10,000)
Supplies and Services						
Furniture, equipment, printing, postage, telephone, room hire etc	30,109	54	30,163	30,163	0	0
Information Technology	15,054	-54	15,000	15,000	0	0
Audit Fees	7,617		7,617	7,617	0	0
Brokerage	260,776		260,776	186,776	(74,000)	0
Gwynedd Council Host Authority Support Service Costs						
Legal	5,206		5,206	5,206	0	0
Human Resources	8,926		8,926	8,926	0	0
Finance	38,604		38,604	38,604	0	0
Information Technology	42,697		42,697	42,697	0	0
Savings to be found	(131,180)		(131,180)		131,180	131,180
National Model Commitments	463,004		463,004	463,004	0	0
Use of the GwE Surplus Fund						
GCSE support programme		100,100	100,100	100,100	0	0
Specific Projects						
Education Improvement Grant : Commission the Authorities	4,123,544	(170,183)	3,953,361	3,953,361	0	0
Education Improvement Grant : Direct Schemes	834,372	98,627	932,999	932,999	0	0
Education Improvement Grant : Additional Specific Funding		647,500	647,500	647,500	0	0
Supporting Literacy and Numeracy and MFL		23,404	23,404	23,404	0	0
Literacy and Numeracy - WG		5,000	5,000	5,000	0	0
Pupil Deprivation Grant - Looked After Children	661,500	10,100	671,600	671,600	0	0
Schools Challenge Cymru (SCC)	548,356	1,571,937	2,120,293	2,120,293	0	0
New GCSEs, PISA and science literacy		877,500	877,500	877,500	0	0
Qualification Reform Support	66,000	(16,000)	50,000	50,000	0	0
Learning in Digital Wales (LiDW)	56,174	56,473	112,647	112,647	0	0
Physical Literacy Programme in Schools (PLPS)	165,000		165,000	165,000	0	0
Mentoring & Networking Support to New Head teachers	2,000	23,000	25,000	25,000	0	0
Global Futures Plan		120,000	120,000	120,000	0	0
Pioneer Schools		1,928,253	1,928,253	1,928,253	0	0
Literacy and Numeracy Framework (Additional Learning Needs)		25,000	25,000	25,000	0	0
Total Expenditure	10,554,110	5,300,711	15,854,821	15,800,133	(54,688)	57,009

	Opening Budget	Adjustments	Revised Budget	Estimated Expenditure	Over / (Under) Spend Net (Term 2)	Over / (Under) Spend Net (Term 1)
	£	£	£	£	£	£
Income						
Core Service Contributions						
- Anglesey Council (10.12%)	(415,419)	721	(414,698)	(414,698)	0	0
- Gwynedd Council (17.77%)	(728,629)	414	(728,215)	(728,215)	0	0
- Conwy Council (15.40%)	(635,187)	4,098	(631,089)	(631,089)	0	0
- Denbighshire Council (15.18%)	(623,519)	1,601	(621,918)	(621,918)	0	0
- Flintshire Council (22.67%)	(922,230)	(6,444)	(928,674)	(928,674)	0	0
- Wrexham Council (18.86%)	(772,180)	(390)	(772,570)	(772,570)	0	0
Use of the GwE Surplus Fund		(100,100)	(100,100)	(100,100)	0	0
Specific Projects						
Education Improvement Grant : Commission the Authorities	(4,123,544)	170,183	(3,953,361)	(3,953,361)	0	0
Education Improvement Grant : Direct Schemes	(834,372)	(98,627)	(932,999)	(932,999)	0	0
Education Improvement Grant : Additional Specific Funding		(647,500)	(647,500)	(647,500)	0	0
Supporting Literacy and Numeracy and MFL		(23,404)	(23,404)	(23,404)	0	0
Literacy and Numeracy - WG		(5,000)	(5,000)	(5,000)	0	0
Pupil Deprivation Grant - Looked After Children	(661,500)	(10,100)	(671,600)	(671,600)	0	0
Schools Challenge Cymru (SCC)	(548,356)	(1,571,937)	(2,120,293)	(2,120,293)	0	0
New GCSEs, PISA and science literacy		(877,500)	(877,500)	(877,500)	0	0
Qualification Reform Support	(66,000)	16,000	(50,000)	(50,000)	0	0
Learning in Digital Wales (LiDW)	(56,174)	(56,473)	(112,647)	(112,647)	0	0
Physical Literacy Programme in Schools (PLPS)	(165,000)		(165,000)	(165,000)	0	0
Mentoring & Networking Support to New Head teachers	(2,000)	(23,000)	(25,000)	(25,000)	0	0
Global Futures Plan		(120,000)	(120,000)	(120,000)	0	0
Pioneer Schools		(1,928,253)	(1,928,253)	(1,928,253)	0	0
Literacy and Numeracy Framework (Additional Learning Needs)		(25,000)	(25,000)	(25,000)	0	0
Total Income	(10,554,110)	(5,300,711)	(15,854,821)	(15,854,821)	0	0
Total Income over Expenditure	0	0	0	(54,688)	(54,688)	57,009
Memorandum -						
The GwE Surplus Fund						
					(460,379)	(460,379)
					(54,688)	57,009
					100,100	100,100
					<u>(414,967)</u>	<u>(303,270)</u>
Information Technology Renewal Fund						
					(45,000)	(45,000)
					(15,000)	(15,000)
					<u>(60,000)</u>	<u>(60,000)</u>

Agenda Item 9

GwE: Joint Committee 08/03/17



MEETING	GwE Joint Committee
DATE	08 March 2017
TITLE	Base Budget 2017/18
PURPOSE	Introduce the GwE Base Budget 2017/18 (Appendix 1) and Financial Contributions of Authorities to the Joint Committee (Appendix 2).
RECOMMENDATION	Adopt the base budget for 2017/18 as presented in Appendix 1.
AUTHOR	GwE Managing Director and Gwynedd Council Head of Finance

1. Base Budget (“stand still”)

1.1 GwE’s budget is continuing to develop and now reflects the National Model’s core business commitments and a significant number of projects funded by grants.

1.2 The financial impact of inflation/price increases has been estimated and included in the base budget (based on “stand still”), including salary increases, national insurance adjustment and CPI increase.

1.3 The budget continues to include the specific line “Savings to be found £131,967” established in the 2016/17 budget as there is no permanent strategy for implementing the saving as of yet.

2. Data Unit

2.1 Following an increase in the demand for data analysis and interpretation information, the decision of the GwE Management Board 23 September 2016 is to establish 1 additional permanent full time data officer funded by additional contributions from authorities.

3. Apprenticeship Levy

3.1 In the Chancellor’s statement (November 2015) a new legislation was announced to charge for Apprenticeship Levy to be operational from 1 April 2017.

3.2 The levy is calculated as 0.5% of the total annual salary cost, which is £13,080 for GwE.

4. Employer Pension Contribution

4.1 The actuary reviews the situation of the Pension Fund every three years, with the latest review, completed in December 2016, leading to a decrease in the employer’s contribution equivalent to £101,000 a year.

5. Underspend Fund

5.1 The ‘Review for 31 January 2017’ report (previous item on the agenda of the Joint Committee) estimates that there will be around £414,967 in the underspend fund on 31/03/2017.

5.2 An appropriate part of the fund will need to be earmarked for any element of the savings target (see 1.3) that cannot be found by GwE during 2017/18.

Appendix:

Appendix 1 - GwE Base Budget for 2017/18

Appendix 2 – Contributions of the Local Authority 2017/18

VIEWS OF STATUTORY OFFICERS

The Monitoring Officer:

Nothing to add from a financial propriety perspective

The Statutory Finance Officer:

Co-author of the report.

GwE JOINT COMMITTEE

NORTH WALES COUNCILS

GwE BUDGET 2016-17

	Final Budget 2016/17 £	Inflation Adjustment £	Data Unit Officer £	Apprenticeship Levy £	Pension Contribution Adjustments £	Specific Grants £	Final Budget 2017/18 £
Expenditure							
Employees							
Salaries							
- Management, Brokerage, Standards and Administration	779,739	7,797	39,707		(25,400)		801,843
- System Leader	2,334,737	23,347			(75,600)		2,282,484
Training, advertising and other employee costs	25,722	154		13,080			38,957
Building							
Rent (includes services)	93,332	560					93,892
Travel							
Travel Costs	122,822	737	2,000				125,559
Supplies and Services							
Furniture, equipment, printing, postage, telephone, room hire etc	30,163	181					30,344
Information Technology	15,000	90					15,090
Audit Fees	7,617	46					7,663
Brokerage	260,776	1,565					262,341
Gwynedd Council Host Authority Support Service Costs							
Legal	5,206	31					5,237
Human Resources	8,926	54					8,980
Finance	38,604	232					38,836
Information Technology	42,697	256					42,953
Savings to be found	(131,180)	(787)					(131,967)
National Model Commitments	463,003						463,003
Specific Projects							
Education Improvement Grant : Commission the Authorities	3,953,361					(407,021)	3,546,340
Education Improvement Grant : Directly Managed	932,999					(121,131)	811,868
Education Improvement Grant : Additional Specific Funding	647,500					(647,500)	0
Supporting Literacy and Numeracy and MFL	23,404					(23,404)	0
Literacy and Numeracy - WG	5,000					(5,000)	0
Pupil Deprivation Grant - Looked After Children	671,600						671,600
Schools Challenge Cymru (SCC)	2,120,293					(2,120,293)	0
New GCSEs, PISA and science literacy	877,500					(877,500)	0
Qualification Reform Support	50,000					(29,167)	20,833
Learning in Digital Wales (LiDW)	112,647						112,647
Physical Literacy Programme in Schools (PLPS)	165,000					(96,250)	68,750
Mentoring & Networking Support to New Head teachers	25,000					(25,000)	0
Global Futures Plan	120,000					(120,000)	0
Pioneer Schools	1,928,253					(1,928,253)	0
Literacy and Numeracy Framework (Additional Learning Needs)	25,000					(25,000)	0
Total Expenditure	15,754,721	34,263	41,707	13,080	(101,000)	(6,425,518)	9,317,252
Income							
Core Service Contributions							
- Anglesey Council (10.12%)	(414,698)	(3,468)	(4,221)	(1,324)	10,223		(413,489)
- Gwynedd Council (17.77%)	(728,215)	(6,090)	(7,413)	(2,325)	17,951		(726,091)
- Conwy Council (15.40%)	(631,089)	(5,278)	(6,424)	(2,015)	15,557		(629,249)
- Denbighshire Council (15.18%)	(621,918)	(5,201)	(6,331)	(1,985)	15,331		(620,104)
- Flintshire Council (22.67%)	(928,674)	(7,766)	(9,453)	(2,965)	22,893		(925,965)
- Wrexham Council (18.86%)	(772,570)	(6,461)	(7,864)	(2,466)	19,045		(770,317)
Specific Projects							
Education Improvement Grant : Commission the Authorities	(3,953,361)					407,021	(3,546,340)
Education Improvement Grant : Directly Managed	(932,999)					121,131	(811,868)
Education Improvement Grant : Additional Specific Funding	(647,500)					647,500	0
Supporting Literacy and Numeracy and MFL	(23,404)					23,404	0
Literacy and Numeracy - WG	(5,000)					5,000	0
Pupil Deprivation Grant - Looked After Children	(671,600)						(671,600)
Schools Challenge Cymru (SCC)	(2,120,293)					2,120,293	0
New GCSEs, PISA and science literacy	(877,500)					877,500	0
Qualification Reform Support	(50,000)					29,167	(20,833)
Learning in Digital Wales (LiDW)	(112,647)						(112,647)
Physical Literacy Programme in Schools (PLPS)	(165,000)					96,250	(68,750)
Mentoring & Networking Support to New Head teachers	(25,000)					25,000	0
Global Futures Plan	(120,000)					120,000	0
Pioneer Schools	(1,928,253)					1,928,253	0
Literacy and Numeracy Framework (Additional Learning Needs)	(25,000)					25,000	0
Total Income	(15,754,721)	(34,263)	(41,707)	(13,080)	101,000	6,425,518	(9,317,252)
Total Net Budget	0	0	0	0	0	0	0

Atodiad 2 / Appendix 2

		Craidd/Core						Arall / Other			
I'w ariannu gan Funded by		Cyllideb	Chwyddiant	Swyddog Uned Data	Ardoll Prentisiaid	Addasiadau cyfraniad pensiwn Pension contribution adjustment	Addasiadau canran cyfraniad Contribution proportion adjustment	Is-gyfanswm	Addasiad Model Cenedlaethol National Model adjustment	Cyllideb Drafft	
		Budget	Inflation	Data Unit Officer	Apprenticeship Levy			Sub-total		Draft Budget	
		2016/17						2017/18		2017/18	
		£	£	£	£	£	£	£	£	£	%
Ynys Môn	Isle of Anglesey	367,835	3,468	4,221	1,324	-10,223		366,625	46,863	413,489	10.12%
Gwynedd	Gwynedd	645,922	6,090	7,413	2,325	-17,951		643,798	82,293	726,091	17.77%
Conwy	Conwy	559,772	5,278	6,424	2,015	-15,557		557,931	71,317	629,248	15.40%
Dinbych	Denbighshire	551,638	5,201	6,331	1,985	-15,331		549,824	70,280	620,105	15.18%
Fflint	Flintshire	823,728	7,766	9,453	2,965	-22,893		821,019	104,946	925,965	22.67%
Wrecsam	Wrexham	685,265	6,461	7,864	2,466	-19,045		683,012	87,305	770,317	18.86%
Cyfanswm	Total	3,634,160	34,263	41,707	13,080	-101,000	0	3,622,210	463,004	4,085,214	100%

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Memorandwm yn amlygu 'Lleihad Arian' o flwyddyn i flwyddyn i'r Awdurdodau /
Memorandum highlighting year on year 'Cash Reduction' to the Authorities

		Cyllideb Craidd	Lleihad Arian	Cyfanswm
		Core Budget	Cash reduction	Total
		2016/17	2017/18	2017/18
		£	£	£
Ynys Môn	Isle of Anglesey	367,835	-1,210	366,625
Gwynedd	Gwynedd	645,922	-2,124	643,798
Conwy	Conwy	559,772	-1,841	557,931
Dinbych	Denbighshire	551,638	-1,814	549,824
Fflint	Flintshire	823,728	-2,709	821,019
Wrecsam	Wrexham	685,265	-2,253	683,012
Cyfanswm	Total	3,634,160	-11,950	3,622,210

* D.S. Bydd yr union ffigyrau'r awdurdodau unigol yn newid pryd bydd "Llyfr Gwyrdd" 2017/18 (dadansoddiad o asesiadau gwariant safonol ar wasanaethau unigol yr awdurdodau lleol) yn cael ei gyhoeddi gan Lywodraeth Cymru gyda setliad terfynol llywodraeth leol ym mis Mawrth 2017.

* N.B. The exact figures for individual authorities will change when the "Green Book" 2017/18 (breakdown of standard spending assessments for local authorities individual services) will be published by the Welsh Government with the final settlement for local government in March 2017.



REPORT TO THE JOINT COMMITTEE

8 MARCH 2017

Report by: GwE Interim Managing Director

Subject: GwE Annual Report 2015-16

1.0 Purpose of the Report

1.1 To present the GwE Annual Report for 2015-16.

2.0 Background

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

3.0 Considerations

The priorities for 2015-18 were identified in the GwE Business Plan and agreed by the Joint Committee and the individual local authorities. They were as follows:

- To raise standards of teaching and learning for all learners across the region, consistently at all stages
- To improve the quality of leadership & its impact
- To develop a self-improving school system
- To improve internal procedures in order to ensure an effective and consistent support & challenge service across the region
- Ensure the effective governance, leadership & management of GwE

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 GwE Management Board has been consulted during the development of the document.

9.0 Appendices

9.1 GwE Annual Report 2015-16

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

Nothing to add from a propriety perspective

Statutory Finance Officer:

Nothing to add from a financial propriety perspective

ANNUAL REPORT 2015-2016

EXECUTIVE SUMMARY



GwE ANNUAL REPORT 2015-16 EXECUTIVE SUMMARY

STANDARDS

Strengths in performance

- Standards are improving well in the primary sector;
- Performance of Denbighshire is better or as expected in the main indicator in all key stages;
- Performance of Gwynedd is good at Key Stage 3 and 4;
- Performance in the CSI at KS3 continues to be the highest of the four consortia;
- Significant progress is seen in the percentage of FSM pupils achieving the CSI at KS3;
- Percentage of pupils achieving the Level 2 inclusive [L2+] is significantly higher this year [+2.0% or +3.0% without 'Other Eotas'] compared to the progress seen in 2015 [0.4%];
- Percentage achieving A*-C in GCSE Welsh first language is good over a rolling period;
- Estyn inspection profile for the GwE region compares favourably with the national profile;
- GwE knows its schools well and categorises its schools appropriately;
- Increase in the percentage of schools categorised as green in all Local Authorities; and
- Percentage of schools categorised as amber and red have decreased in four of the six Local Authorities.

Aspects for development

- Improve performance in the L2+, Maths and English at KS4
- introduce a coherent targeted programme in around half of our secondary schools to improve standards and leadership;
- match national initiatives closely to the need of schools and group of schools to accelerate the development of a self-improving school system;
- improve performance of Wrexham local authority at KS3 and individual schools across the region;
- improve school performance at KS2 in Conwy and Wrexham;
- improve the performance of key authorities and the region with respect to expected proportions in the National Reading Tests;
- improve the performance of key authorities and the region with respect to expected proportions in the National Numeracy tests;
- develop a consistent approach to numerical reasoning and the understanding of a systematic reasoning process to solve problems in a range of contexts
- improve performance post 16 at the higher grades;
- increase standards of Welsh against the language continuum;
- ensure that all schools implement effective strategies to improve performance of FSM learners;
- ensure effective provision, support and intervention, where appropriate, for all vulnerable learners;
- strengthen and develop the links between GwE and local authority services to improve the standards achieved by ALN pupils; and
- ensure that improving the achievement MAT pupils is a priority in each school.

PROVISION

How well do we provide support, monitoring, challenge and support intervention in our schools?

Strengths

- following a period of consultation with stakeholders, the operating model has adapted and evolved – this has led to improvements in outcomes within the primary sector and in some secondary schools;
- support requirements for all Amber & Red schools defined clearly to stakeholders within support plans;
- better consistency in the quality of support and guidance for schools across the 3 hubs;

- schools have access to leadership programmes at a regional level, hub level and that are specific to the needs of their own School;
- in the primary sector, marked improvements in the quality of leadership – an increase in the percentage of schools in the Green and Yellow categories from 80.7% in 2015-16 to 84.8% in 2016-17 and an increase in the % of schools that have received the highest judgement [A or B] in Step 2 of the Process [rising from 85.3% in 2015-16 to 89.0% in 2016-17];
- in the primary, Estyn inspection profiles are positive and highlight strong improvements with 75% of the schools inspected in 2015-16 [48 schools] receiving a good or better judgement for quality of leadership and for inspections already conducted in 2016-17 [20 schools], the figure has risen further to 80%;
- challenge & monitoring procedures are aligned across the 3 hubs and expectations are clearly defined and identified to stakeholders;
- Senior Challenge & Support Advisers within each hub becoming more effective in ensuring the quality of work undertaken by every Challenge Adviser within their teams;
- implementation empowered by the contributions of successful Headteachers who have joined on secondment;
- alignment and empowerment arrangements for challenging and collating individual school targets and progress towards them
- more effective collaboration with officers from the authorities to target further action in schools where there is a lack or slowness in making progress;
- establishing a regional forum, School Improvement Forum, chaired by one of the Directors of Education has led to consistency of practice and expectations across the six authorities.

Aspects for development

- empower and align the operating model with secondary schools through further evolution of the support model and ensuring better use of heads on secondment to enrich the work of the team;
- increase the % of secondary schools that are in the Green/Yellow support category and that receive the highest judgement [A or B] in Step 2 of the Process;
- improve inspection outcomes in the secondary sector and particularly in the Flintshire / Wrexham hub;
- ensuring L3 business plans that respond more acutely to the development needs of authorities and individual schools and that have been discussed and agreed with stakeholders
- ensuring more unrestricted access to a wider range of data through the Data Unit and effective use of it by individual challenge advisers
- ensuring that schools have access to a richer range of developmental programmes at specific regional and hub level;
- ensuring that schools act on the regional guidance regarding what is expected in terms of ‘best fit’ for teacher assessments;
- targeting guidance for leaders in key strategic areas [self evaluation, improvement planning, challenging assessments etc.]
- working with authorities and peers to hold *Review and Support* visits in order to sharpen the content of support plans.

How well do we support the delivery of a focused curriculum, good teaching and learning and raising standards in priority aspects?

Strengths

- access to training and development programmes has improved significantly and especially at Foundation Phase. Provided, for the first time, a regional support programme targeting planning, teaching, assessment and leadership in the Foundation Phase in order to improve provision and raise standards of achievement.
- Literacy and Numeracy Challenge and Support Advisor team have provided a broad range of development programmes to ensure quality planning and provision in both the primary and

secondary sector. There has been a high level of engagement in development programmes delivered across the region;

- support for secondary schools to successfully implement the revised GCSE specifications and revised Welsh Baccalaureate has ensured access to specialist subject support in mathematics, English, Welsh 1st Language and science via Subject Challenge Advisors and local networks;
- processes put in place over the past two years has led to a more consistent approach to assessment across the region and the standard of cluster moderation has improved through upskilling of assessment leads and training of practitioners;
- issuing a regional statement regarding teacher assessment to ensure clarity and consistency amongst schools and LAs when applying end of key stage assessments.

Aspects for development

- ensure that the planning and development of the curriculum is aligned within KS3 and the new specifications for GCSE at KS4;
- ensure that all schools are appropriately prepared to respond to the needs of the new Digital Competency Framework and the forthcoming new curriculum;
- continue with collaborative planning, assessment and intervention training for end of key stage teachers to ensure a more consistent approach to levelling and standardisation of work across the region;
- ensure that all schools use the GwE regional statement as part of schools' own assessment processes and during cluster moderation.

How do we support groups of learners including vulnerable learners?

Strengths

- better identification of best practice and developing a research programme with both Cardiff University and Bangor University on the most effective interventions in Literacy Numeracy and Well Being which have the biggest impact in schools;
- bespoke training programme for the development of Middle and Senior Leaders in the special school sector;
- provided training for leaders and teachers on effective strategies to support vulnerable learners, such as training to promote positive behaviour, training on mental health, attachment and grief and trauma;
- Ensured that every school has a 'champion' for vulnerable learners, with meetings taking place in every LA for these individuals;
- Designated a section of the website for successful case studies [both locally and nationally]; guidance and research on what works best to raise the achievement of vulnerable learners;
- Established a regional network consisting of Challenge Advisors, LA officers, a representative from Bangor University and WG officers by invitation, to meet to set a strategic direction to the work.

Aspects for development

- continue working with schools to ensure that their improvement plans have clear and challenging targets for improving outcomes for deprived learners, supported by coherent professional development plans;
- provide greater focus on facilitating joint, cross phase planning so that vulnerable learners are well supported at key transition points;
- encourage schools to incorporate community and family engagement in their SDP where appropriate;
- continue to embed strategies to reduce the gap between e-FSM and n-FSM pupils across all key stages;
- further share effective practice across the region.

How effective is the support for leadership, management and governance?

Strengths

- development programmes operational for practitioners ranging from Higher Level Teaching Assistants (HLTA) to experienced Headteachers and further supportive development programmes operational at a hub level. To date over 1,000 practitioners across North Wales have participated in GwE development programmes.

Aspects for development

- Continue to ensure an effective link & integration with national priorities to support local developments;
- Investigate the possibility of accreditation of the development programmes needs further consideration.

How well do we promote the Welsh Government's initiatives?

Strengths

- GwE work well to promote Welsh Government's priorities and have made good progress against the Successful Futures agenda;
- GwE are well placed to continue to promote and deliver against national priorities;
- the number of Pioneer schools across GwE working to develop the new curriculum has increased significantly from 12 schools to 25 schools and there is now a well-planned timely approach to engage with all schools using a range of effective communication channels;
- The work of the Digital Pioneer schools has also progressed very well and has been supported by the appointment of 4 x Digital Leads through the ICT regional network;
- GwE are continuing to work closely with WG regarding leadership developments, in particular the developments and the priorities noted by the new Welsh Education Leadership Academy;
- all schools have had access to support provided by Lead Schools in the core subjects and the Lead Practitioners in the non-core subjects. Evaluations of workshops and Conferences have been consistently positive across the range of subjects;
- the GCSE support programme has led to increased collaboration and the production and sharing of resources during the last 18 months;
- all schools have had access to the support provided by the Welsh Bac Lead Practitioners. Evaluations of workshops have been consistently positive;
- the Welsh Bac support programme has led to increased confidence in the implementation of the elements comprising the Skills Challenge Certificate.

Aspects for development

- continued support for all Pioneer schools to work on developing the new curriculum;
- continued development of communication and engagement strategy to include all schools;
- further develop wider partnerships to ensure all have opportunity to feed into needs of new curriculum e.g. North Wales Economic Ambition Board for skills and Local Authority partners for wellbeing agenda;
- embed regular Pioneer work at LA / Hub level and ensure Challenge Advisers have the opportunity to keep abreast of national developments so that they can continue to support schools effectively.
- continue to work collaboratively with the new Welsh Education Leadership Academy;
- continue support for schools to implement new GCSE's;
- to embed regular subject forum meetings at LA / Hub level and ensure continued collaboration, co-operation and the sharing of resources; and
- ensure continued support for the elements of the Skills Challenge Certificate;
- ensure continued support for the e-portfolio and digital competency elements of the Skills Challenge Certificate;
- to embed regular Welsh Bac forum meetings at LA / Hub level and ensure continued collaboration, co-operation and the sharing of resources; and

- to ensure smooth transition from School Challenge Cymru (SCC) Challenge Advisers to GwE as the SCC programme draws to an end;
- ensure appropriate challenge and support to the schools post SCC programme.

LEADERSHIP

Strengths

- over the last three years GwE relationship with schools has improved as the organisation has found a better balance between the need to support and challenge schools;
- primary support and challenge is generally good and access to training and development programmes has improved and become clearer;
- a thorough knowledge of schools at leadership level has developed well over time;
- a regional protocol for appointing school staff has recently been approved by Joint Committee. This gives greater clarity to GwE's role in partnership with the LA to ensure that appointments are effective;
- generally, there is now a good working relationship between all hub leads and individual LAs;
- the Challenge and Support Senior Adviser and deputy model is generally effective and provides a good balance to each hub;
- there is now a better flow of information being exchanged between GwE and the Local Authorities and in the best instances a clear understanding of one another's role in driving the improvement agenda;
- the Regional Quality Assurance Board is beginning to bring regional consistency to individual hub practice through identifying best practice and sharing this across the Region;
- individual LA plans previously referred to as Annexes have improved and are generally good;
- the scrutiny function has matured across the Region. Local scrutiny members have a better understanding of what is GwE's purpose and what it is trying to achieve;
- in the best instances members of a scrutiny committee have been out in schools seeking headteachers views about how well GwE is supporting and challenging schools. They have brought their findings back to the Committee and held a triangulation meeting with GwE hub lead and LA officers to identify strengths and areas to develop;
- the business planning process has recently been greatly improved and is now much more robust. Senior leaders from within the consortium and the Local Authorities have greater responsibility and ownership over the process. The accountability structure is clearer and the monitoring processes more robust;
- the working relationship between GwE and Welsh Government has been strengthened further during this year as part of much of the Successful Futures work;
- all 4 regional consortia have worked collaboratively to offer a joint proposal to Welsh Government to work closely with the developments of the curriculum, in particular the new Areas of Learning and Experience where regional leads are working effectively with Welsh Government leads to strengthen the process; and
- Professional Learning opportunities have also developed the working relationship with Welsh Government further.

Aspects for Improvement

- change the present operating model to ensure that there is a clear focus on improving performance in secondary schools especially at Key Stage 4;
- individual LAs to review their present capacity and ability to work in partnership with GwE to ensure performance is improved;
- review the Governance structures alongside the next review of the National Model;
- implement a service and individual performance management model that will help address the Estyn recommendations;
- develop a distributive leadership model that will give more staff leadership roles and give them opportunities to develop their own skills;
- develop clarity between National and Local priorities so that they complement one another and do not compete;
- develop consistency across the three hubs to ensure equity of provision across the Region;
- review the business plan so that GwE priorities are understood by all;
- clarify the roles of staff especially senior staff so that priorities are delivered;
- review the operational business support model of GwE; and

- continue to develop working relationship with partners to align local and national priorities

PRIORITIES FOR 2017-18

1. **Standards** – to ensure the highest standards at all key stages and that all learners make appropriate progress in literacy and numeracy from one key stage to another. That all learners achieve qualifications relevant to their ability and potential and are working towards being bilingual by the age of sixteen.
2. **Curriculum and assessment** – to ensure that all schools deliver an engaging curriculum which responds to the statutory requirements of the national curriculum. Ensure that all learners are supported to achieve qualifications which enable them to be ambitious capable learners that reach their potential. Ensure all schools have robust assessment processes in place with strong targeting, tracking and intervention procedures.
3. **Leadership** – to ensure that all leaders have a clear educational vision and can plan strategically to achieve this. Ensure that all learning organisations have the leadership capacity at all levels to inspire, coach, support, share practice and collaborate at all levels to ensure all learners' achieve their potential. Ensure that the principles of distributive leaderships are embedded in all learning organisations across the region.
4. **Wellbeing** – create the conditions to ensure that learners develop as healthy, resilient and globally responsible individuals and provide an inclusive, aspirational education system, committed to tackling inequality so that young people achieve their full potential.
5. **Teaching** – to ensure that all teachers and support staff are equipped to have a clear understanding of what constitutes effective teaching, based on reliable evidence. In addition, the ability to deliver a range of approaches, effectively matching the needs of the learners with the context, to ensure positive impact on learning and achievement is paramount.
6. **Business** – to ensure that GwE has strong governance and effective business and operational support that provides resource for money.
7. **Estyn recommendations** – to ensure that necessary progress is made against all recommendations within the expected timeframe.