

Complete Agenda



Tuag at Ragoriaeth
Towards Excellence



Meeting

GWE JOINT COMMITTEE

Date and Time

10.00 am, WEDNESDAY, 4TH OCTOBER, 2017

Location

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

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(DISTRIBUTED: 03/10/2017)

GWE JOINT COMMITTEE

MEMBERSHIP OF THE JOINT COMMITTEE

Voting Members

Councillors

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

Co-opted Non-voting Members

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

Non-voting Officers

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

Officers in Attendance

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

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.

3. URGENT ITEMS

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

4. MINUTES OF PREVIOUS MEETING

4 - 7

(copy enclosed)

5. PROGRESS AGAINST ESTYN RECOMMENDATIONS

8 - 36

6. BUSINESS PLAN 2017-2020 LEVEL 1

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7. MONITORING THE BUSINESS PLAN - QUARTER 1

8. RISK REGISTER

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9. MEDIUM TERM FINANCIAL PLAN

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10. VALUE FOR MONEY POLICY & FRAMEWORK

109 - 121

Agenda Item 4

GwE Joint Committee 22.09.2017

GwE JOINT COMMITTEE 22.09.2017

Present:

Councillors: Gareth Thomas - Chair (Gwynedd Council), Phil Wynn - Vice-chair (Wrexham County Borough Council), Meirion Jones (Anglesey), Huw Hilditch-Roberts (Denbighshire Council), Ian Roberts (Flintshire), Garffild Lewis (Conwy County Borough Council).

Co-opted Non-voting Members: Mair Herbert (Secondary Schools' Representative), Alison Fisher (Governors' Representative).

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

Also present: Arwyn Thomas (Managing Director, GwE), Dr Alwyn Jones (Assistant Director, GwE), Rhys Howard Hughes (Assistant Director, GwE), Susan Owen Jones (Business Manager, GwE), Iwan Evans (Host Authority's Legal Service Manager) – Gwynedd Council, Dafydd L. Edwards (Head of Finance, Host Authority), Sioned Williams (Host Authority's Members Support Officer – Gwynedd Council) and Ian Howse and Lauren Parsons (Deloitte) for Item 5.

1. APOLOGIES

Rita Price (Wrexham Diocese), Jonathan Morgan (Special Schools' Representative), Dr Gwynne Jones (Anglesey County Council), Steve Vincent (Welsh Government).

2. DECLARATION OF PERSONAL INTEREST

No declaration of personal interest was received by any member present.

3. URGENT MATTERS

There were no urgent matters.

4. MINUTES OF PREVIOUS MEETING

The minutes of this committee held on 20 July, 2017 were accepted as being a true record.

5. FINAL ACCOUNTS FOR THE YEAR ENDING 31 MARCH 2017

The Host Authority's Head of Finance presented the report and explained that the Statement had been the subject of a Deloitte audit, external auditors appointed by the Auditor General Wales.

The Deloitte representative reported that the Deloitte audit had been completed and that the report, overall, reflected very well on GwE and the Joint Committee. It was noted that minor changes had been made to the report, including restructuring a paragraph at the bottom of page 15 and a typing error in the table on page 31, as raised by Deloitte after the agenda was sent to the Joint Committee.

It was explained that the next step, subject to the report being accepted by the Joint Committee, would be for the Chair and the Host Authority's Head of Finance, to sign the Representation Letter and return to Deloitte.

IT WAS RESOLVED: To accept the report as amended.

6. INITIAL REPORT ON THE REGION'S PERFORMANCE

The Managing Director of GwE presented the report, and thanked the region's educational staff for their hard work in achieving the results, with the following points made:

- The results are not final as yet, and could therefore change.
- Performance in the Foundation Phase has increased across the region, the largest progress at a national level. However, GwE's performance is lower than expected within the four consortia (third). It was noted that further attention is required within the region, including Conwy and to establish whether there are issues with assessment or teaching.
- Key Stage 2 performance is very good and GwE has risen to first position amongst the four consortia.
- Progress at Key Stage 3 has been solid in 2017, however further support has been identified for Wrexham.
- AT was eager to focus on KS4 results at the meeting. He emphasised that the GCSE specifications for English, Welsh, Maths and Science had changed, therefore the baseline for 2017 is completely new. Mathematics was identified for improvement. Issues were also noted as regards attracting Heads of Maths to the region's schools. Thirty one Heads of Maths have recently been appointed across the region, which poses a risk for the department's performance unless they obtain the necessary support.
- It was noted that Key Stage 5 is a national priority. The data analysis is complex as the model of delivery varies within authorities across the region.

It was noted that the Foundation Phase is concerning in Gwynedd and requires more attention. It was asked whether the issue of attracting Heads of Maths is a national problem.

It was emphasised that attracting Heads of Maths to schools is very difficult, however that it proves easier for large schools as they have retention money. It was suggested that one solution could be to appoint heads above the consortium which would allow for the possibility of moving heads around schools, as necessary - this will require further discussion.

It was noted that the Welsh Government has launched a White Paper consultation on 16+ Education and the Joint Committee was asked whether there were any members present at the meeting recently held at St. Asaph concerning the paper.

It was noted that the authorities had not received a White Paper from the Government, and that the region's authorities had not been consulted. It was questioned why the Government's consultation had not involved key agencies in the area, and that the matter was unacceptable.

It was confirmed that GwE had been involved in an initial discussion with the Government on the consultation.

The question was asked regarding how we will measure our progress this time next year in order to raise standards and analyse the details.

It was explained that GwE will report on live data, i.e. looking at factors such as Heads of Science, course work, and the number of learners who have already been entered for

examinations, and analyse this information. GwE will also be working closely with different departments and schools to ensure that they are on the right track to attain their targets. Reporting on live data will enable GwE to redeploy resources faster, as necessary, to prevent any issues from arising.

It was noted that more detailed scrutiny would raise the question of how we deal with accountability and enable a more consistent approach to manage our accountability.

The point was raised that more clarity is needed with regard to schools' support entitlement, and that we need to work in partnership to clarify this. Schools receiving support tend to become overly dependent on that support in time, and it becomes a short term rather than a long term solution.

IT WAS RESOLVED: The report to come back to the Joint Committee once results are final.

7. ESTYN RECOMMENDATIONS - PROGRESS

The Managing Director of GwE explained that Estyn would be visiting GwE on 16 October following Estyn's Regional Inspection, held back in April 2016. Estyn will be reporting on the progress made against the six recommendations included in Estyn's report after the inspection in 2016.

The meeting of GwE's Joint Committee will be held on 4 October, 2017 in order for committee members to express their opinion on the progress made against the six recommendations.

IT WAS RESOLVED: To accept the report.

8. GwE STAFF PERFORMANCE MANAGEMENT

The report was presented by GwE's Assistant Director, with the following noted:

- GwE's Staff Performance Management Policy has been revised to better reflect the Regional Business Plan, and the new accountability and staff structure.
- With the new policy, GwE staff will be subjected to annual Performance Management every October, to be reviewed on a quarterly basis to monitor progress.
- The changes will provide more developmental opportunities for staff, and provide them with more feedback and support to help them achieve their objectives. It will also enable staff to be more flexible with their objectives, by enabling them to review and revise their direction, if necessary, over the course of the year.

IT WAS RESOLVED: To accept the policy.

9. EFFICIENCY SAVINGS TARGET

The report was presented by DLE and it was noted that there was an efficiency savings target of £131, 967 in the base budget for 2017/18. He explained that GwE had a history of under expenditure due to grants being allocated late in the financial year, and that attributing grant income was an issue due to administration and execution. It was accepted that the grants need to be administered better in future.

It was noted that the education budget has been safeguarded thus far, however what will happen in future if there will be further cuts.

It was noted that it is impossible to foresee this, and rather to respond to things as they happen.

It was noted that GwE would have to follow the same course as the local authorities, that is, whatever financial constraints are put upon the authorities, GwE will have to adapt its budget.

It was emphasised that GwE's inter-authority agreement sets an agreed funding model. Amended contributions will have to be agreed by the partners.

It was noted that requirements in service areas, particularly statutory services, affect the budget in other services.

IT WAS RESOLVED: To accept the report.

10. GwE Budget 2017/18 - 1st Quarter Review.

The Host Authority's Head of Finance presented the report noting that an initial review estimated a net overspend of £10,660 against the budget, and that staff turnover and the period when the Managing Director was in an interim and part-time position have resulted in a relatively small one-off underspend.

IT WAS RESOLVED: To accept the report.

11. MEETING DATES

The next meeting is due to be held on 4 October, 2017.

It was noted that there has been one amendment to the meeting dates, and that the February 2018 Joint Committee will be held on 21 February 2018.

The meeting started at 10:30am and ended at 11:50.



REPORT TO THE JOINT COMMITTEE

4 OCTOBER 2017

Report by: GwE Managing Director

Subject: Estyn Recommendations – Progress Report

1.0 Purpose of the Report

1.1 To update Joint Committee members on progress in delivering the recommendations as identified in the report on the quality of the school improvement services provided by the North Wales Consortium (Estyn, April 2016).

2.0 Considerations

2.1 The Estyn Regional Inspection took place during the two weeks commencing 18 April 2016.

2.2 Estyn published a report on their findings which included the following 6 recommendations:

- **R1:** 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
- **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.
- **R5:** Clarify the strategic role of the regional networks and their accountability to the 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.

2.3 A post-inspection plan is in place & has been incorporated into the Regional Business Plan.

2.4 The Progress Report provides a narrative with regard to progress to date against the recommendations.

3.0 Recommendations

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

4.0 Financial Implications

4.1 There are no financial implications arising from this report.

5.0 Equalities Impact

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

6.0 Personnel Implications

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

7.0 Consultation Undertaken

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

8.0 Appendices

8.1 Estyn Recommendations: Progress Report (October 2017)

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

Any comments on the report will be given verbally at the meeting

Statutory Finance Officer:

Comments will be presented, verbally at the meeting, as required.

Estyn Recommendations: Progress Report

October 2017

GwEGogledd.Cymru



Context and background	Evidence
<p>Since the core inspection, there has been a significant re-structuring of both senior and middle leadership, governance and the administrative support at GwE.</p> <p>In November 2016, the Chief Executives commissioned an in-depth review of the school improvement services and its administrative functions. The comprehensive review included discussions with schools, hubs, local authority officers, chief executives and groups of challenge advisors. The review concluded that the current structure was not fit for purpose and made a series of recommendations to improve the efficiency and effectiveness of the service. These included:</p> <ul style="list-style-type: none"> • Restructure the organisation to address current shortcomings; • Develop a distributive leadership model that will give more staff leadership roles and give them opportunities to develop their own skills; • Change the present operating model to ensure that there is a clear focus on improving performance in secondary schools especially at Key Stage 4; • Implement a service and individual performance management model that will help address the Estyn recommendations; • 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; • Develop clarity between National and Local priorities so that they complement one another and do not compete; • Further 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; and • Review the operational business support model of GwE. <p>All recommendations were fully accepted by the Management Board and the Joint Committee and have been implemented.</p> <p>The service has taken extensive steps and at great pace to restructure its leadership and administrative team. This has led to greater consistency across the service and clarity in relation to team and service accountability.</p> <p>In a very short period of time, the service has successfully:</p>	<p>Review report Performance management policy Vision (see Business Plans) 2020 objectives (see Business Plans) New Structure (see Business Plans) Accountability structure (see Business Plans)</p>

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- Established a clear vision for the service;
- Agreed clear priorities that align with the Welsh Government reform agenda;
- Agreed clear values and minimum expectations;
- Set aspirational objectives for 2020 where the region will be the best performing in Wales;
- Linked the 2020 objectives into a value for money framework;
- Rewritten job descriptions for staff to include service values, minimum expectations and how they will develop their roles;
- Introduced a new staff performance management model with emphasis on continuous professional development;
- Introduced a new business planning and appointment system and strengthened the consistency of delivery by appointing a new Performance Management Officer;
- Developed a strong team ethos;
- Dismantled the historic hub based approach and consequently embedded the culture of regional working across in the North;
- Established a new leadership tier within the service with three senior leads identified for primary, secondary and for overseeing cross sector developments with Successful Futures (Curriculum for Wales);
- Strengthened the communication and accountability with LAs through regular meetings with officers;
- Established stronger and more effective relationships with new Portfolio holders and chairs of scrutiny;
- Significantly strengthened the regional secondary model to include six secondary lead officers that link with each one of the six local authorities. As a result, our approach is more consistent and rigorous;
- Adopted a distributed leadership model where portfolio leads have both greater responsibility and accountability for driving improvements in key areas;
- Developed a Management Information Service and appointed a regional quality and data unit lead officer;
- Developed a strong programme of support for schools to help them prepare for Qualified for Life and further educational reform;
- Offered a comprehensive professional learning offer to improve standards, provision and leadership in schools; and
- Worked closely with University of Bangor to evaluate the impact of a range of GwE programmes.

In evaluating the progress GwE has made in addressing each recommendation we have increased

<p>commitment and engagement with all stakeholders. We have addressed the reasoning behind each recommendation. We have assessed carefully if we have taken action at good pace to address and embed each recommendation successfully. Being a large and complex organisation, the work completed within the given timeframe is significant. We are also grateful of the support received by our partner local authorities in addressing these recommendations. Two other key issues in our deliberations have been the pace of improvement following our internal in-depth review and the impact of the introduction of new syllabuses in core subjects on key stage 4 results locally, regionally and nationally in 2017.</p>	
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Pace of progress and overall impact	Evidence
<p>Pace of progress Taking into account the complexity of GwE as an organisation, we are of the opinion that the pace of change during the given time frame has been substantial. There has been a considerable shift in culture, ethos and expectations, exemplified by an increased distributed leadership model. This has been a significant factor in the acceleration of the development of the service. It has ensured increased contributions at all levels, resulting in greater responsibility and accountability. As a result of the new structure and strategy, collaboration between GwE and stakeholders has improved at a rapid pace, resulting in a clearer common approach towards the agreed vision. As a result, our main stakeholders have strong confidence that GwE has the capacity and capability to improve standards, provision and leadership at good pace.</p> <p>Overall impact</p> <ul style="list-style-type: none"> • There has been a significant step change since the Core Estyn Inspection and this is having a positive impact on the performance of learners across schools and local authorities. There is clear evidence that the school improvement service is using data, target setting and tracking procedures more effectively and consistently to challenge and support schools. • GwE's performance in the main indicators at Key Stage 2 and Key Stage 3 continues to improve at pace with the region currently performing highest of the four consortia. • Progress within the region at Foundation Phase over the last year is also higher than that seen on national level, and at Key Stage 4, the gap between the performance of GwE and the 2 consortia that were performing higher in the main indicator (L2+) has closed. • In the majority of cases, the impact of the challenge and support demonstrates improvements 	<p>See below</p>

in individual schools and LAs. This is evidenced in case studies that measure impact and value for money (exemplified under R1 below). Where GwE input has not impacted, we have ensured that the relevant Local Authority are informed about concerns allowing them to make more informed decisions about using their range of powers.

- The number of primary schools placed in an Estyn category (Estyn monitoring, Significant Improvement and Special Measures), has nearly halved in the last two years (from 46 in 2013-15 to 26 in 2015-17).
- Improving the secondary sector inspection profile has been identified as one of our main priorities and challenging targets have been included as part of our business planning. Changes to the operating model has ensured that there is a clear focus on improving performance in secondary schools especially at Key Stage 4.
- There are comprehensive and rigorous arrangements in place to accurately identify and manage risks at a local and regional level.
- Restructuring the staffing of the organisation and developing a distributive leadership model has provided opportunities for staff to further develop and hone personal leadership skills. This has impacted positively on the quality of the support and professional learning offer to schools. Robust and detailed business plans, based firmly on the findings of self-evaluation processes, contribute significantly to the effective management and development of individuals and teams. Local business plans accurately identify key issues within each local authority. This has impacted positively on performance in a number of key performance areas and indicators (as exemplified under R1 above).
- The Organisational Health Index (OHI) has identified GwE as a top quartile organisation with particular strengths in direction, capabilities and leadership.
- GwE's improved planning and performance management model articulates clearly the vision, values, priorities and objectives of the service. The clarity of its strategic direction and robust accountability framework are key strengths in moving forward.
- The strong focus on accountability, continuous review and a constant emphasis on achieving progress in accordance with priorities is leading to significant improvement in performance of individual schools and on regional outcomes (as exemplified under R1 above).
- Increasingly effective use of data to identify our key priorities has strengthened the link between the business planning process and financial planning decisions. Resources are clearly aligned with priorities and identified criteria used to monitor and evaluate the impact of funding.
- A formal framework has allowed GwE to better demonstrate and assess value for money.

R1: 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	Evidence
<p>Challenge and Support</p> <p>Since the core inspection the 3-hub model has been abolished and a regional team established to ensure greater consistency, a new challenge and support strategy is now in place. The strength of this new strategy is built on using the expertise and experience of GwE Senior Leaders, Challenge Advisers and School Senior Leaders to provide high quality guidance and support to schools. There is now a more consistent approach across the region. The quality of the challenge advisers has significantly improved, especially in the secondary sector where all members have significant senior leadership experience and a successful track record of improving schools.</p> <p>Senior Leads for Primary/Special, Secondary/PRU and Successful Futures have been appointed to lead the regional teams. Twelve Secondary Core Leads have also been appointed each of whom are either a primary or secondary link to one of the six Local Authorities. They are responsible for line managing and quality assuring the work of the team of Challenge Advisers. The impact of this has been consistency of approach and messages across the sectors. Also, the quality of plans for each LA has significantly improved. The new core leads provide consistent and regular dialogue with their link LA that ensures a common understanding of what GwE is offering at Local Authority level. This professional dialogue has further strengthened the partnership.</p> <p>Supporting Improvement Advisers (SIAs) have identified their strengths and experiences allowing the service to make improved use of their skillset. As a consequence of our Distributed Leadership model, they have been designated as <i>Portfolio Leaders</i> to ensure that consistent and high quality guidance and information is provided to all schools in the region. The impact of moving to a distributed leadership model has ensured a more enhanced challenge and support strategy with better ownership of key decisions by team members. Team members have become more creative and offer solutions to different issues. The improvement in our secondary SIAs has meant that while challenges remain, staff skill set and experience to address those challenges is on a higher level. As a result, solutions to problems are conveyed and acted upon more efficiently. They are also accountable for evaluating developments and progress against their areas of responsibility, again leading to a better ownership of outcomes.</p>	<p>Performance data and analysis files Annual report Example Annual Report to Scrutiny Report on Regional Performance Secondary model and strategy Primary strategy Successful Futures Strategy Categorisation data Estyn inspection data Target setting and tracking performance guidance Regional targets Case studies</p> <p> GwE Secondary School Improvement</p> <p> GwE Primary School Improvement</p> <p> GwE Successful Futures Strategy 201</p>

The challenge and support strategy has been very successful in ensuring a range of improvements in the primary sector. The National Model dictated that there was a significant 82:16 bias towards the primary sector in the resources and support offered by GwE. This is being addressed in the current Business Plans with 568 days' support and challenge reallocated from the primary to the secondary sector. This has reduced the resource gap between the primary and secondary sectors from over 60% to just under 30% (68:29 with the remaining allocation to Special Schools and PRUs). This is in line with GwE's main priority to improve performance in the secondary sector and especially at key stage 4. Details of how the additional resources have been allocated to the secondary sector are outlined in the evidence attached.

As a result, significant changes have been made in order to improve the delivery model for secondary. An assessment has been undertaken for each secondary school to identify regional and local needs for support and development. All schools now have a more fit for purpose support programme with greater alignment to the school's improvement plan. The school support plan, which all school governors must also approve, clearly defines how GwE targets its resources to ensure necessary improvements in key priority areas.

Since the core inspection, and in full partnership with the LA, we have undertaken review and monitoring visits to high risks schools. The impact of undertaking a structured programme of review and support visits, is that we now effectively and robustly identify areas for improvement and development in targeted secondary schools. Wrexham secondary schools were the highest priority and during the Summer Term a targeted programme of review visits were undertaken. As a result, key areas and aspects for improvement in all risk schools have been identified and robust improvement plans have been agreed with each school. The robust approach to addressing improvements within the secondary sector was acknowledged by Estyn in the recent Improvement Conference. The quality and sharpness of the support plans, to address the necessary improvements, clearly demonstrate that effective steps have been taken to improve the use of data and information and make best use of targeted resources.

In partnership with each LA, all secondary schools in Estyn statutory categories now have a *Standards Board* to monitor progress towards the expected outcomes. Membership includes the Head teacher, the link Supporting Improvement Adviser, the Education Officer and representation from the Governing Body. Progress are presented to the attention of the *Regional Standards Board*.

As part of the secondary challenge and support strategy, we have identified partner secondary schools to support other schools on their improvement journey. The head teacher partner also acts as a Supporting Improvement Adviser for the schools in question and is held accountable for action and



Ratio Support
Primary to Secondary

progress by the Core Lead for the authority. The impact of this work in 2016-17 saw a number of changes being implemented. In Meirionnydd it led to the formation of more effective cross-establishment networks and sharing of expertise, whilst efforts in Wrexham schools were focused on more significant changes to senior leadership structures and processes, to the sharing of learning programmes, revised assessment and reporting calendar, to a revised feedback and response procedure and to a half termly QA process. Focus for 2017-18 will be on embedding practice to ensure early impact on standards.

A particular strength of our new model is the increasing role and influence of our Core Subject Advisers. They work in close collaboration with link SIAs and the Core Leads of respective authorities to challenge and support underperforming secondary school departments. A robust analysis of performance data and information, including initial 2017 KS4 results, has led to a sharper targeting of resources. All schools have been 'risk assessed' with follow-up support for GCSE and/or literacy/numeracy on a needs based 'wave' approach. Where concerns are highest, early and intense support packages are targeted. The 'wave' approach has been adopted across all core subjects and impact and progress will be measured and evaluated by the Core Subject Advisers and the link SIA. Regular projection data is utilized effectively by Core leads and SIAs to track progress against support packages. Communication between Core Subject Advisers and SIAs have been significantly strengthened through changes to the management structure and the implementation of regular progress meetings,

Regional and local Core Subject Networks have also been facilitated with clear focus on ensuring high quality CPD, information and guidance to all middle leaders. Networks have also been used effectively to cascade best practice across the region; to identify effective intervention programmes; to discuss strategies for addressing 'weak' areas on specific units or examination papers and to collaborate on joint resource development. Their work has strongly impacted on the performance of targeted schools and departments with significant gains in individual schools. In addition to network meetings, CSA s use performance data more effectively to plan further CPD support for schools. Schools are grouped and targeted based on needs.

For 2017-18, comprehensive L3 business plans are operational for each core subject with quarterly monitoring processes adhered.

The restructuring of the service and new processes implemented since the core inspection are now providing a more effective structure to challenge and support schools. We are already seeing improvement in performance across a range of indicators. The school improvement service uses data, target setting and tracking procedures effectively and impact of our targeted resources is making a

clear difference.

How are GwE supporting all schools to prepare for the new curriculum within Successful Futures

There have been many developments within GwE over the last eighteen months which have allowed the service to develop and refine the Successful Futures offer across the region. The appointment of a full time Senior Lead for Successful Futures in April 2016 has since enabled further capacity and as a result, the Successful Futures core team now includes 3 teachers on full time secondment and 0.4 regional digital lead, all of whom have a breadth of experience across both primary and secondary sectors.

A Successful Futures strategy has been developed which includes details of the work of the 36 Pioneer schools across GwE and also gives clear direction on how GwE will implement a clear and systematic approach to support all schools in reflecting on their readiness for a new curriculum and supporting schools with their preparation for this. Main points of the strategy include:

- Appointment of 53 Successful Futures Cluster Leads within all secondary based clusters and their primary feeder schools across the region, with 2 representatives from the special sector;
- Active engagement with change management principles for supporting GwE itself to develop a change management framework, enabling a wide range of practical resources to be offered to all schools;
- Furthermore, GwE has worked collaboratively to design a bespoke two day change management training which focuses on developing school leaders to become local change agents. As part of this, leaders develop the skills necessary to create conditions needed to implement change: Over 65 members of school leaders and GwE staff have successfully completed this training with 100% exam pass rate for the international certification. Networks of change agents have been created which are able to link in strongly with the established network of Pioneer schools;
- The development of the school dashboard will play a key role in supporting schools to reflect and audit their readiness against a framework of minimum expectations based on a timeline of termly intervals;
- Enabling Challenge Advisers to be integral to the development of Successful Futures through distributed leadership and the appointment of 3 Successful Futures portfolio leads. In addition, GwE has representation within 4 of the 6 Areas of Learning within the roles of consortia leads/vice leads. All planning across the region has a cross reference to the 4 Purposes noted within Successful Futures.

Within the Successful Futures strategy, there are clear links to the present Primary and Secondary

teams. Regular updates on curriculum reform are given to all challenge advisers to share further with schools. Priorities and actions identified to raise standards are included within Successful Futures planning where appropriate and collaborative work between Secondary, Primary and Successful Futures team members takes place to meet these priorities.

Use of Data

Following the core inspection, GwE has implemented robust and effective processes to ensure that key performance data is analysed more forensically and diagnostically on a regional, local and individual school level. A comprehensive programme of training and support was implemented to support challenge advisers in the new way of working. As a result, leaders and individual challenge advisers routinely use data to:

- analyse performance across the region;
- accurately identify key areas for improvement;
- evaluate the impact of specific intervention programmes on pupil level pupil attainment;
- monitor and track progress on regional, individual LA, school level for groups of pupils; and
- challenge and support school leaders with their improvement journey

Robust data analysis has also led to more effective targeting of resources such as the tiered 'wave' approach adopted in all core subjects at KS4 for 2017-18.

Senior Leaders use data effectively to ensure regional and local areas for improvement are identified quickly and addressed robustly through detailed business planning. Data and information is also scrutinised more robustly to monitor progress against agreed actions. The quality of planning at all levels for 2017-18 underline this step-change. As a result, the quality of information shared with the Management Board has improved significantly enabling members to scrutinise and challenge the service significantly.

GwE is working closely with Bangor University on the 'Collaborative Institute for Education Research, Evidence and Impact' (CIEREI) Project to establish more effective systems to evaluate the impact of its work. Evaluative data and analysis will allow the organisation to better judge value for money and inform future developments. Currently, the secondary challenge and support programme and a sample of the professional learning leadership programmes are being evaluated.



Regional
Performance Septer



GwE Annual Report
16-17.docx



Adroddiad
Cynnydd Safonau G

See Evidence 'CIEREI Project File'

Tracking Procedures

Work is currently being undertaken to develop a school dashboard operational in the Autumn Term in order to enrich current and ongoing data. This facilitates a higher level of communication, support and challenge between key stakeholders and allows GwE to more effectively and timely monitor the impact of its work and the progress of the schools against agreed priorities. It also embeds systems for collecting and exchanging knowledge and learning between schools. GwE are developing a virtual school that models best practice on all aspects of school life. Greater emphasis on the use of 'live' data and up to date progress reports allows the organisation to more effectively allocate resources across the region to ensure an accelerated pace of improvement. Initial interest has been expressed by the OECD in disseminating the system to a wider audience.

The adoption of the information management system enables:

- excellent/good practice that has been quality assured to be shared
- access to a menu of bespoke and relevant professional development opportunities for schools
- access to 'live' data to inform and allow Head teachers to put in place timely and more effective intervention
- access to 'real time' information about schools and their progress
- access to an audit tool for mapping and supporting all school's readiness for Successful Futures (identifying current needs and supporting future planning)
- clearly identified milestones for schools to deliver individual *Areas of Learning and Experiences* within the new curriculum
- ease of access to all key documents and information
- potential access to all relevant data and information to key stakeholders such as governors
- schools to evaluate whether they complying with statutory requirements
- greater consistency in the work of Challenge Advisers and more effective quality assurance processes in place
- an opportunity to develop an open loop system to facilitate collaboration and school to school working
- access to a one stop shop for schools, LA and GwE

Since the core inspection, a regional Quality and Data Unit Lead has been appointed. This is a senior post responsible for ensuring more effective use of data and analytics to improve the performance of

all learners and schools across the region. An enhanced data capturing process via the Data Unit allows full access to all Challenge Advisers and LA Officers to data on an individual school, LA and regional level. The capacity and effectiveness of the Data Unit has been increased with the appointment of an Assistant Data Manager allowing more effective management and analysis of data. There is a more robust process for target setting and tracking system in place at a regional level for monitoring progress data from all schools throughout the academic year [including the tracking of groups of learners]. This has been further strengthened from September 2017 onwards.

As part of the recent GwE restructuring, a regional Wellbeing Lead has been appointed and a strategy for improving standards of wellbeing developed. This includes the use of data to track progress in other aspects relating to wellbeing beyond academic performance and achievement.

Target Setting

Challenging three year targets have been agreed at a regional, local, school and pupil level. School targets and projections are routinely and robustly challenged. The Local Authorities targets are all based on the following:

- Collating targets from individual schools
- Using the FSM rank of each authority to predict expected performance
- Using local knowledge and understanding

Regional targets are determined by calculating the pupil numbers required to reach the agreed LA targets and aggregating to generate a regional value. The targets have been agreed and shared with all relevant stakeholders. Key stage 4 targets will be reviewed following early analysis of 2017 results and access to national benchmarks and modelled outcomes.

A Task and Finish Group with Headteacher representatives from across the region has contributed to developing a Target Setting and Tracking Performance Guidance for schools. There is generally much better correlation between targets and performance at Foundation Phase through to Key Stage 3 than at Key Stage 4.

Impact on all learners



Target Setting and Tracking Performance



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Supportive Evidence - KS2.docx

Teacher Assessments

Schools, Local Authorities and GwE have acknowledged that in the past there was an element of confusion when applying 'best-fit' in teachers' assessment of learners. Schools received mixed messages when awarding a level to a learner at the end of a key stage, thus leading to a lack of clarity. Work plans have improved the consistency and reliability of teacher assessments with a guidance document shared with schools to clarify 'best fit' descriptors and judgements. This year, it has impacted positively on the performance of pupils at Key Stage 2.

In 2017, GwE's performance in the Core Subject Indicator (CSI) at Key Stage 2 has risen from 3rd position in the previous year to be 1st of the four consortia. The progress within the region in the percentage of pupils achieving at the expected and higher levels over the last 2 years is higher than that seen on national level. In 2017, further progress was also seen in the percentage of pupils achieving in the Core Subject Indicator [CSI] at Key Stage 3 with the region's performance continuing to be the best out of the four consortia.

The progress within the region in the percentage of pupils achieving the Foundation Phase Indicator (FPI) over the last 2 years is greater than that seen on national level. In 2017, there was a significant improvement in two local authorities. However, despite a continued increase in the percentage of learners gaining the Foundation Phase Indicator (FPI) across the region, GwE's performance remains lower than expected (3rd out of the 4 consortia). The pace of improvement in the Foundation Phase in 4 Local Authorities remains a key priority. Further work is needed in the Foundation Phase to improve the quality of provision and accuracy of teacher assessments. This is being addressed within the GwE Business Plans.

Targeting key members of Year 5 and 6 teaching staff to focus on improving literacy and numeracy has proved successful in improving regional performance in the CSI and higher levels at KS2. Comparison of initial targets in November 2016 and the final assessments in July 2017 showed that on average increase of 3.7% in the CSI for schools that received the intensive support whilst the increase for all other schools in the region was marginal at 0.86%. At the higher levels, schools receiving support reported an average increase of 3.90%, which is 1.15% higher than the figure of 2.75% reported by all other schools.

There are significant improvements in primary schools targeted for intense support including those in Estyn monitoring. Action has led to clear improvements in standards and in the quality of leadership and teaching and learning. In the first example, intense support to embed more robust self-evaluation procedures and improve pupil tracking and target setting procedures, led to significant improvement in end of key stage outcomes at both expected and higher levels.



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Supportive
Evidence - St. Mary's



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The attached example is a case study of significant improvement in attendance along with standards in writing and Mathematics in key stage 2. A significant increase was also seen in the number of boys achieving on the higher levels in Mathematics. In addition, the quality of leadership has improved, with the judgment on the school's capacity to improve progressing to B in the national categorisation.

In the third example, support from GwE has led to effective collaboration between eight schools with similar needs in terms of improving standards and provision in the Foundation Phase. This has led to a very positive impact on standards and provision in these schools.

In the last example, active research in formative assessment with two schools has led to clear improvements in the quality of education and standards of achievement of over 600 pupils.

Impact on key stage 4

In 2017 provisional L2 Inclusive Threshold data for Key Stage 4 has highlighted a significant national dip. However, the gap between the performance of GwE and the two consortia performing higher, closed by around 1.0%. The pace of improvement at Key Stage 4 remains a key priority.

Targeting individual schools and departments has proved successful in ensuring significant improvements at Key Stage 4. The attached example demonstrates how effective challenge and support has improved self-evaluation processes, improvement planning, middle leadership skills and impacted positively on the quality of the teaching and learning. As a result, it has also impacted positively on performance at Key Stage 4.

As exemplified in a Flintshire school, effective challenge and support was provided to the English Department to improve: curriculum planning; Assessment for Learning; tracking and intervention and self-evaluation processes. In 2017, there was an increase of 18.4% in A*-C grades in English Language obtained by the school.

In another example the Science support provided contributed to significant improvement in Science L2 results (+18.3%) and good improvement in leadership skills and accountability procedures within the department.

Impact on groups of learners



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Foundation Phase

In 2017, there is a regional increase of nearly 2% in the percentage of FSM learners achieving the FPI. There is an increase in 4 of the 6 local authorities with the greatest increase in Flintshire and Conwy. There is an increase on a regional basis in the percentage of FSM learners achieving at the expected outcomes: Welsh Language (2.1%); English Language (1.5%); Mathematical Development (1.5%), and Personal Development (3.3%). This is also seen at the higher outcomes (expected outcome +1): Welsh Language (3.8%); English Language (0.6%); Mathematical Development (1.5%), and Personal Development (3.1%).

In 2017, the regional difference between the performances of the genders in the FPI (-7.2%) is similar to what is seen on a national level, with the greatest gap seen in Conwy and Gwynedd. The gap in the other 4 Local Authorities is less than the national average. Generally, the gender gap on a regional basis is less than the national average at the expected and higher outcomes (with the exception of Welsh Language and Personal Development at the expected outcome).

The percentage of learners with English as an Additional Language (379 in total across the region) achieving the FPI continues to increase (83.4% in 2017). The percentage of learners whose ethnicity is non-white British (588 in total across the region) achieving the FPI continues to increase (84.2% in 2017). In 2017, the percentage of learners with Special Educational Needs (Statemented and School Action Plus - 846 in total across the region) achieving the FPI increased to 42.1% (+3.4%). At the higher outcomes (expected outcome +1), progress is higher or similar to the national progress.

Key Stage 2

In 2017, there is a regional increase of over 2% in the percentage of FSM learners achieving the CSI. There is an increase in 5 of the 6 local authorities with the greatest increase in Ynys Mon (8.7%) and Wrexham (7.1%). There is an increase on a regional basis in the percentage of FSM learners achieving at the expected level: Welsh Language (3.5%); English Language (1.8%); Mathematics (2.7%), and Science (1.5%). This was also seen at the higher level (expected level +1): Welsh Language (0.2%); English Language (3.3%); Mathematics (4.2%), and Science (4.2%).

In 2017, the regional difference between the performances of the genders in the CSI (-5.9%) is higher than the national average (-4.5%), with the greatest gap seen in Denbighshire (-8.4%) and Ynys Mon (-7.6%). Only in Gwynedd (-2.9%) is the gap smaller than the national average. Generally, the gender gap on a regional basis is higher than the national average at the expected and higher levels (with the exception of Welsh Language and Science at the higher level).

There is an improving trend over a five-year rolling period, in the performance of Looked After Children in the region (82 in total) achieving the CSI. In 2017, the percentage of learners with English as an Additional Language (162 in total across the region) achieving the CSI continues to increase 85.2% (+4.7%). The percentage of Gypsy/Travellers (24 in total across the region) achieving the CSI fell for the second year to 45.8%. The percentage of learners whose ethnicity is non-white British (458 in total across the region) achieving the CSI continues to increase (89.5% in 2017). In 2017, the percentage of learners with Special Educational Needs (Statemented and School Action Plus - 978 in total across the region) achieving the CSI increased to 52.2% (+5.2%). In 2017 at the higher level (expected level +1), progress is generally significantly higher than national average increase.

Key Stage 3

Only slight progress is seen in the percentage of FSM pupils achieving in the CSI. There is an increase in 4 of the 6 local authorities with the greatest increase in Wrexham (3.2%), Gwynedd (2.8%) and Conwy (2.1%). However, there is a reduction in the percentage of FSM learners achieving the CSI in Flintshire (-4.5%) and Denbighshire (-0.7%). There is an increase on a regional basis in the percentage of FSM learners achieving at the expected level: Welsh Language (1.7%); English Language (1.5%); Mathematics (1.3%), and Science (0.9%). The percentage of FSM learners achieving at the higher level increased significantly in Welsh First Language (8.8%). However, the increase was much smaller in Mathematics (0.8%) and Science (0.5%) with a slight decrease for English Language (-0.8%).

In 2017, the regional difference between the performances of the genders in the CSI (-6.5%) is lower than the national average (-7.4%), with the greatest gap seen in Conwy (-7.5%), Denbighshire (-8.1%) and Wrexham (-9.7%). In 2017, the gender gap on a regional basis is lower than the national average at the expected and higher levels for all the core subjects.

In 2017, the percentage of Looked After Children in the region (79 in total) achieving the CSI increased to 86.1% (+6.4%). All learners with English as an Additional Language (88 in total across the region) achieved the CSI (+6.2%). The percentage of learners whose ethnicity is non-white British (337 in total across the region) achieving the CSI increased to 96.1% (+2.1%). In 2017, the percentage of learners with Special Educational Needs (Statemented and School Action Plus - 831 in total across the region) achieving the CSI continued to increase to 72.3% (+0.5%). At the higher level (expected level +1), progress in the core subjects varies compared to the national average increase: Welsh Language (5.8% compared to 5.7% nationally); English Language (1.7% compared to 2.5% nationally); Mathematics (2.4% compared to 2.7% nationally), and Science (3.8% compared to 2.6% nationally).

Key Stage 4

An in depth analysis on the performance of group of learners will be carried out when the data becomes available in October. In general, the pace of improvement in the performance of eFSM learners in the main indicators at KS4 is still a challenge. Improving the performance of eFSM learners remains a key priority for the region. Issues in relation to closing the gap between the performances of different groups of learners and improving the achievement of MAT pupils are addressed through the Level 3 Business Plans and individual LA Business Plans.

School to school collaboration has led to significant improvements in the quality of provision in groups of schools that are collaborating and sharing good practice. In the example presented, collaboration between schools has led to enhanced provision in the Foundation Phase and raising the level of challenge for all pupils, in particular the more able and talented. The case study highlights gradual progress in one school on the higher outcomes at the end of the Foundation Phase.

School to school collaboration has also led to significant improvements in standards of groups of pupils. In the example presented, significant progress was seen in girls' performance on the higher levels in Mathematics in key stage 2. In addition, a more positive attitude towards the subject was seen.

The Pupil Deprivation Grant was used effectively to support children who are looked after or previously looked after.

Impact on individual Local Authorities

	2015				2016				2017			
	FPI	CSI KS2	CSI KS3	L2+	FPI	CSI KS2	CSI KS3	L2+	FPI	CSI KS2	CSI KS3	*L2+
Ynys Môn (7)	15	3	9	12	20	9	7	13	17	4	9	14
Gwynedd (4)	10	6	1	5	14	7	2	4	15	3	1	5
Conwy (9)	21	19	6	18	21	20	9	17	21	19	8	12
Denbighshire (14)	13	12	12	14	10	14	12	14	20	17	18	17
Flintshire (6)	9	11	7	8	13	5	6	10	5	6	5	8
Wrexham (10)	19	14	19	20	15	18	16	18	11	7	16	19
GwE (1)	4	2	1	3	3	3	1	3	3	1	1	3

At Foundation Phase, there was strong progress in Flintshire and Wrexham with both authorities performing as expected in relation to their free school meal ranking. However, increasing the pace of improvement in the Foundation Phase in Ynys Mon, Gwynedd, Conwy and Denbighshire Local



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Authorities remains a priority. At Key Stage 2, GwE's performance in the Core Subject Indicator (CSI) has risen from 3rd position in the previous year to be 1st of the four consortia. Four of the 6 authorities perform well with only Conwy performing significantly lower than its corresponding FSM ranking. At Key Stage 3, there are strong performance in four of the six Local Authorities. However, improving the performance of Wrexham Local Authority remains a priority. At Key Stage 4, the highest performing Local Authority in the L2+ is Gwynedd with Wrexham the lowest. However, the gap has closed by a significant 1.9%. The relative performance of the LAs has improved in Conwy and Flintshire whilst Ynys Môn and Wrexham remain slightly lower than their FSM ranking.

Extensive targeted support provided to Wrexham Local Authority led to significant increase in English Language GCSE results (+5.7% A*-C). The support was provided through regular Head of English meetings attended by all Wrexham Secondary Schools, and also to individual schools through targeted support. CPD training to improve writing skills was also provided to all the secondary schools in Wrexham. There is clear evidence that the work impacted on performance and led to improved tracking and intervention with data been used more purposefully to target the next steps in pupils' learning. Assessment and feedback also improved as did the quality of extended writing.

Evidence from school visits in Flintshire and Wrexham showed a lack of consistency in the level of challenge set for pupils in focus tasks and enhanced provision in Year 1 and 2 classes. This has significantly improved following action on a county, cluster and individual school level. In 2017, authorities are now performing in line with their FSM ranking in the Foundation Phase Indicator. Very good progress was also seen on Outcome 6+, which was significantly higher on average than that seen nationally. In 2017, a 4.2% increase was seen in the percentage of FSM learners achieving the FPI in Flintshire, with Wrexham holding its ground.

Work on 'baseline' and 'further development' activities in strategic planning and self-evaluation has been very successful in Gwynedd and Môn. Insisting on the full attendance of head teachers from both authorities in all activities has ensured that unambiguous key messages have been shared with all schools. Using examples from good practice schools was a means of highlighting necessary improvements for less effective schools. The main impact was a significant decrease in the number of schools that fell to 'Estyn monitoring' and a significant increase in the number of schools deemed as A or B in their capacity to improve in the national categorisation.

Impact on schools causing concern and in Estyn statutory categories

There is clear evidence to demonstrate that GwE support for the majority of school's causing concern



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or who were placed in statutory category has been a deciding factor in accelerating their improvement journey.

Secondary

For all schools in statutory category a tailored support plan was agreed and progress monitored on a termly basis. This led to significant improvements, with many being removed from category within the expected timescale. In the case of Dyffryn Nantlle, improvements were significantly accelerated due to effective collaboration between the school, the authority and GwE. Of the current 8 schools who are in statutory category [3 of which were only very recently placed there], we have witnessed improvements in 3 schools. Strong concerns remain about the lack of progress in 2 schools and these have been consistently communicated to senior officers within the authority. Two schools were very recently moved from Estyn Monitoring to Significant Improvement with concerns for KS4 performance in a minority of core subject an overriding factor in the Estyn decision. The Estyn re-visit to both schools had identified clear improvements against the recommendations of the core inspection with specific reference being made in one of the inspections to the quality and impact of the link Supporting Improvement Adviser's work. One other school was recently placed in SI with Estyn again identifying quality and initial impact of the school's new Supporting Improvement Adviser.

For the majority of schools who were placed in Estyn Monitoring, their improvements were achieved within the expected timeframe. In the case of Ysgol Syr Hugh Owen, it was accomplished within a very short time span – again due to excellent collaboration with the link SIA. Of the current 7 regional schools which are in Estyn Monitoring category, we have witnessed strong progress in almost all establishments and would expect them to be removed from follow-up within the expected timeframe.

However, whilst there is evidence of very good practice with individual schools, the quality of support and challenge has not been consistent across all areas of the region, and as a result a few schools in category have not been able to demonstrate the required improvements. Inconsistencies in approach have now been addressed within the revised secondary model quality assurance and monitoring processes.

Improving the inspection profile of the region has been identified as one of our main priorities and challenging targets have been included as part of our business planning. Identification of 'risk' schools not in follow-up category has been completed and a comprehensive support plan developed and shared with key stakeholders. Action taken during 2016-17 has led to improvements in 5 of those schools. Strong concerns, however, remain about 4 schools and discussions with LA officers have been escalated.

Analyses of regional inspection profiles for 2016-17 [55 regional schools] and 2017-18 [54 regional schools] does demonstrate a gradually improving picture:

2016-17

- 4 schools in Special Measure [7.3%]
- 6 schools requiring Significant Improvement [10.9%]
- 10 schools in statutory category SM/SI [18.2%]
- 9 schools in Estyn Monitoring [16.3%]

2017-18

- 3 schools in Special Measure [5.5%]
- 5 schools requiring Significant Improvement [9.2%]
- 8 schools in statutory category SM/SI [14.8%]
- 7 schools in Estyn Monitoring [12.9%]

Significant improvements were seen in a relatively short period of time in a secondary school targeted for intense support. The school was removed from 'Special Measures' in a period of 4 terms. Significant improvements were seen in the main indicators in key stage 4 and in the quality of leadership and teaching and learning. Improvements made have secured resilience and sustainability.

In the second example, GwE worked closely with the Local Authority and school to ensure appropriate leadership capacity and structure. GwE has provided effective support to improve key areas including English and Mathematics. The quality of leadership and teaching and learning has greatly improved. Provisional results indicate that the L2+ indicator has improved significantly (by 12% prior to re-marks). Given the national decline in the main indicator at KS4, there is strong evidence to suggest that the school will have performed well in comparison to similar schools.

Primary

There is clear evidence the support provided by GwE has been a significant factor in accelerating the school improvement journey of all primary schools placed in a statutory category over the past two years as evidenced in Clawdd Offa.

For all Primary schools placed in statutory category, a tailored support plan was agreed and progress monitored on a half-termly basis. Monitoring took place through an improvement panel involving the school's SLT, governors, LA officers and GwE advisors. This led to the desired improvements, with nearly all primary schools being removed from category within the expected timescale.



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During 2016 and 2017 five schools were removed from statutory category. All made good progress against the recommendations. ESTYN commented that one school was removed in an unprecedented short period and that it was an excellent example of a school, the LA and GwE working collaboratively to ensure improvement.

One school remains in Special Measures since October 2015 but is expected to be removed imminently. ESTYN stated that GwE had provided considerable support to the school and that internal leadership issues had hindered initial progress.

Four other schools are currently in a statutory category; two in Special Measures and two in Significant Improvement. Three of these schools were all schools who had been flagged up by GwE as having significant concerns. The LA had been notified and comprehensive support plans were already in place. Initial progress has been positive in all four schools.

All schools which were placed in Estyn Monitoring during 2015/16 were removed from category during the last academic year within the expected time frame. All schools that remain in Estyn monitoring are making the expected progress. Processes and strategies used by Supporting Improvement Advisors to support schools in coming out of category is a strength within the region.

In the first two years of GwE's existence, the number of schools placed into Estyn monitoring was 38 (19 in both 2013/14 and 2014/15). Since then there has been a significant reduction with 19 placed in Estyn monitoring over the last two years (10 in 2015/16 and 9 in 2016/17).

Overall, if we include all Estyn categories (Estyn monitoring, Significant Improvement and Special Measures), the number of primary schools placed in a category has nearly halved in the last two years (from 46 in 2013-15 to 26 in 2015-17).

Analysis of regional inspection profiles for 2016-17 [367 regional schools] and 2017-18 [361 regional schools] also demonstrates a gradually improving picture over the last year:

2016-17

- 3 schools in Special Measure [0.8%]
- 3 schools requiring Significant Improvement [0.8%]
- 6 schools in statutory category SM/SI [1.6%]
- 10 schools were in ESTYN monitoring [2.7%]

2017-18

- 3 schools in Special Measures [0.8%]
- 2 schools requiring Significant Improvement [0.5%]
- 5 schools in statutory category SM/SI [1.3%]
- 9 schools are in ESTYN monitoring [2.4%]

Pre-inspection Reports

Pre-inspection reports		
	Significant or major concerns (2014-date)	Significant or major concerns (2016-date)
CSC	22.4%	14.3%
EAS	17.0%	4.3%
ERW	23.8%	18.5%
GwE	16.1%	6.7%

Since 2014, feedback from Estyn show that there are fewer concerns about LA pre-inspection reports from the GwE region than from other consortia. The percentage of reports that are causing concern has also reduced significantly over the last 12-18 months.

Overall Conclusion

There is clear evidence that 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. In summary, GwE's performance in the main indicators at Key Stage 2 and Key Stage 3 continues to improve with the region currently performing highest of the four consortia. Progress within the region at Foundation Phase over the last year is also higher than that seen on national level, and at Key Stage 4, the gap between the performance of GwE and the 2 consortia that were performing higher in the main indicator (L2+) has closed.

In addition, the impact of the challenge and support provided by GwE to improve performance of all learners across schools and local authorities can be clearly demonstrated and evidenced in case studies that measure impact and value for money (as exemplified above).

Progress: Strong. The recommendation has been addressed in most respects with only minor

aspects requiring further attention. Initial positive impact on standards and provision can be seen.



R2: Improve the quality of evaluation in the delivery of school improvement services.	Evidence
<p>Self-evaluation and improvement planning processes at all levels is now embedded in delivering school improvement services. These processes include:</p> <ul style="list-style-type: none"> • robust accountability framework; • detailed evaluation of data; • detailed business planning at all levels that feed the level one plan; • risk management; • detailed local authority business plan that accurately reflects local issues; and • the annual report. <p>Following the core inspection, a robust accountability framework which ensures that each service area has a named nominated designated lead officer. Each nominated lead officer is responsible for developing a detailed business plan for their service area which includes clear dates for completion, training implications and success criteria which is measurable. Agreed priorities in the business plans are based firmly on the findings of the self-evaluation processes. These plans are reviewed quarterly and the findings are reported to the senior leaders and management board. Progress is RAG rated appropriately and senior leaders challenge any slippage in expected progress. The regular reviews of the business plans at all levels enable senior leaders to evaluate the progress towards achieving the priorities identified in the high level plans accurately. This ensures that the business plans remain flexible to incorporate new priorities during the monitoring period if required. Each local Authority has a detailed business plan that is agreed between the head of service and the core lead secondary SIA. Each plan accurately identifies the key issues within the local authority and includes a bespoke improvement plan to address the specific challenges. Progress towards achieving the agreed outcomes at a local authority level is regularly reviewed in meetings between the core lead SIA and the head of service. Ongoing issues are escalated to senior leaders within GwE in a timely manner.</p> <p>The evaluation processes now in place are cyclical and ongoing. As a result, leaders at GwE accurately identify areas of good performance and areas that require development or pose an element of risk in improving the educational experiences and outcomes for learners. The accountability framework and the detailed monitoring processes are fundamental building blocks in GwE's commitment to sustained improvement. The system contributes significantly to the effective management and development of individuals and teams to achieve high levels of personal and organisational performance.</p> <p>The Annual Report is a clear and comprehensive document that provides a thorough and accurate evaluation of the service's current performance across the region. Leaders make improved use of a</p>	<p>Annual Report Accountability Framework (see Business Plan) L1 plan Primary BP Secondary BP SF BP LA BP L3 Plans Quarterly monitoring reports LA meetings Data analysis School questionnaires</p>

comprehensive range of performance data, which they analyse robustly, to compare the performance of the six local authorities with similar authorities based on free-school-meal eligibility, the performance of the region with that of others across Wales and the pace of improvement in achieving agreed targets. There is a clear link between the findings of the Annual Report and the priorities identified in the service's business plans, which are identified according to risk and impact.

GwE is working closely with Bangor University on the "Collaborative Institute for Education Research, Evidence and Impact" (CIEREI) Project to establish more effective systems to evaluate the impact of its work over a longer period of time. Evaluative data and analysis will help further inform GwE's ability to judge value for money and inform future developments.

An international research and evidence based approach was used by the School of Sports, Health and exercise sciences at Bangor University in order to evaluate GwE's Middle Leadership Development Programme (MLDP). The findings indicate that the MLDP is a highly effective leadership development programme which has a positive impact on the teachers and their respective schools. The results indicate that the MLDP has a significant impact back in schools. Of note is that 64% of teachers found the programme at least very challenging, thus the programme was "stretching" the teachers. This needs to be put along-side the qualitative results indicating an overwhelmingly positive response to the programme centring on the desire for more learning. GwE has also carried out a detailed impact and influence report with the candidates. The secondary challenge and support programme is currently being evaluated using a similar approach.

This evaluative process informs future planning and allows GwE to develop and improve current and future delivery of professional learning programmes across the region. As part of the collaboration with the university, GwE has been successful in securing a Knowledge Economy Skills Scholarship (KESS) student to lead on this element and build on the lessons learnt. The evidence based approach towards evaluation will be also be used as the basis for all GwE's future evaluation procedures.

Recent work undertaken to develop a school dashboard provides GwE with current and ongoing data. This facilitates a higher level of communication, support and challenge between key stakeholders and allows GwE to more effectively and timely monitor the impact of its work and the progress of schools against their agreed priorities. The dashboard allows more effective use of data and analytics to evaluate the quality of delivery and its impact on the performance of all learners and schools across the region. It also allows the school improvement service to more effectively target its resources to meet its priorities and rapidly adapt and redirect resources when things are not working.

Progress: Very Good. The recommendation has been addressed in all respects and no aspects require further attention. The impact on the quality of provision is very good.

See Evidence in 'CIEREI Project File'



CIEREI CASE
STUDY-DRAFT.pdf



Impact Evaluation
of 2016_17_final MLI



MLDP Impact &
Influence v2.pdf

R3: Improve the rigour of the arrangements for identifying and managing risk.	Evidence
<p>Following the core inspection, GwE carried out a thorough review of its procedures and arrangements to manage risk. It has introduced thorough and comprehensive arrangements to accurately identify and manage risks at a local, regional and national level. The risk register is a live document that is regularly updated to identify risks that are increasing or those which no longer deemed a high level risk. The risk register is reviewed monthly at the senior leadership team meeting, quarterly by the management committee and by the joint committee</p> <p>The new business planning and monitoring arrangements ensure that progress is reviewed and rated accordingly. The overarching monitoring arrangements by lead challenge advisors and senior leaders ensure that risks at all levels are appropriately managed and interventions agreed in a timely and appropriate manner. These arrangements are monitored closely by the management board and joint committee. Effective management of the region's risk enables GwE to support the organisation's objectives, make effective use of resources and deliver outcomes as intended.</p> <p>GwE also provide monthly progress reports on developments within Curriculum for Wales Programme Board and reviews risk within the Welsh Government's national framework, which ensures that all risks going forward are measured and mitigated against. Work is currently being undertaken to develop a school dashboard, which will be operational in the Autumn Term. This will provide a framework and structure for schools to identify their progress against identified milestones and indicators within the curriculum reform of Successful Futures and as such, ensure that any risk going forward for schools across the region is also quickly identified and mitigated against. Successful Futures is also featured within the GwE risk register.</p>	<p>Risk register Business plans Minutes to demonstrate changes in register</p>
<p>Progress: Very Good. The recommendation has been addressed in all respects and no aspects require further attention. The impact on the quality of provision is very good.</p>	

R4: Ensure that business and operational plans contain clear success criteria and that progress against these is monitored effectively.	
<p>GwE's planning and performance management model articulates clearly the Vision, values, priorities and objectives of the service. The high level strategy plan links into more detailed team plans, with specific measurable improvement targets and clear success criteria in order to measure progress within the region accurately. GwE have set challenging and measurable objectives by 2020 to</p>	<p>Business plans Monitoring reports LA quarterly monitoring reports Regional quarterly monitoring report</p>

<p>improve standards, curriculum and assessment, leadership, wellbeing and teaching which are incorporated into the business plans at all levels. The fully costed plans contain clear success criteria and milestones for reaching these objectives. All the GwE team's plans follow the same pattern and their performance is monitored effectively and in detail. There are clear lines of accountability between all levels of planning across GwE.</p> <p>The clear and robust accountability framework is an important strength in GwE. Detailed plans at several levels deal with all aspects of the GwE's work. All the plans have nominated designated officers and each of them clearly input to the business plan. There are detailed self-evaluation arrangements that are based on this framework. Challenge Adviser review their plans each quarter and evaluate progress and impact. These reviews steer the evaluation of the business plan that systematically feeds into the quarterly service evaluation so that there is a clear trail of team evaluation in the corporate review. Then, new priorities from the service review are rapidly incorporated in team plans.</p> <p>Staff at all levels fully understand their responsibility for continuous improvement and accountability. Sharing plans and evaluations in a clear manner brings cohesion to teams and drives the strong collaboration that has led to provision of better services and an improvement in school standards and leadership.</p> <p>Self-evaluation is strongly incorporated in GwE. There is a strong focus on accountability and continuous review and a constant emphasis on achieving progress in accordance with priorities. This focus on evaluation and review is leading to significant improvement.</p> <p>This culture has stemmed from successful practice within GwE. Challenge Advisors must justify underperformance and identify possible risk areas including overspend. There are clearly defined lines of accountability.</p>	
<p>Progress: Very Good. The recommendation has been addressed in all respects and no aspects require further attention. The impact on the quality of provision is very good.</p>	

<p>R5: Clarify the strategic role of the regional networks and their accountability to the Joint Committee.</p>	
<p>Following the core inspection, the management committee commissioned an in-depth review of the school improvement service which included the role of the regional networks. The management board</p>	<p>Accountability structure (see Business Plans)</p>

<p>and the Joint committee endorsed the findings of the review.</p> <p>As a result, the historic regional networks have either been abolished or included under the strategic management of GwE. Their accountability to the joint committee is clear.</p> <p>Each area has a nominated lead person, a detailed business plan and measureable success criteria. The lead person is responsible for monitoring progress and reporting on a quarterly basis to senior managers. Matters that require attention are referred to Regional Quality Board for further consideration.</p>	<p>Monitoring reports</p>
<p>Progress: Strong. The recommendation has been addressed in most respects with only minor aspects requiring further attention. Initial positive impact on standards and provision can be seen.</p>	

<p>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.</p>	<p>Evidence</p>
<p>The consortium has effective financial management processes in place. Communication and consultation about financial arrangements are effective with both core funding and grant expenditure kept under regular review by GwE staff, the host local authority and the joint committee.</p> <p>A sound financial analysis supports the delivery of the revised three-year business plan. A medium-term financial plan and workforce plan are aligned to the business plan. By increasingly effective use of data to identify our key priorities, the link between the business planning process and financial planning decisions is being strengthened because the work streams that underpin the business plan identify clearly the resources to be used.</p> <p>Detailed work has been undertaken to align grant allocations with our priorities. Challenge advisers now challenge schools on their use of grant funding with a clear set of criteria to assess the use of this funding and this has reduced the inconsistencies between schools about identifying the impact of the use of grant funding on pupil outcomes.</p> <p>A formal framework has been developed to assess the wider value for money that GwE provides. There is now a consistent view across all stakeholders of how the value for money of GwE's activities can be measured within the business plan structure and objectives.</p>	<p>2020 Objectives (see Business Plans) Performance analysis (see R1 above) VFM case studies (see R1 above) Business plans at 3 levels Monitoring of business plans Monitoring of LA expenditure Business Accountability Board agenda and minutes Finance sub group agenda and minutes</p> <p>Workforce plan Organisational Health report MTFP</p> <p>VFM policy VFM framework</p> <p>Business and finance sub group minutes Internal and external Audit reports</p>

<p>We now regularly evaluate and review our services and initiatives during their implementation phase to identify areas for improvement and value for money.</p> <p>The Organisational Health Index (OHI) Solution Mckinsey and Company provides detailed findings for how GwE is performing on the nine elements of health, related to performance compared to 1,300 other international companies. In our report, GwE was identified as a top quartile organisation with particular strengths in direction, capabilities and leadership.</p> <p>This provides a thorough picture of how healthy the organisation is, and allows the results to be benchmarked against others. It also allows GwE to diagnose the organisation's current strengths and development needs, and help understand where actions to sustain the current levels or improve over time are needed.</p> <p>GwE is working with OECD to pilot the development of the Consortia as a learning organisation. The learning from this work will be shared with other regions and internationally as we strive to further develop a vibrant and healthy learning organisation.</p> <p>Existing business planning structure provides a good basis for monitoring performance within the primary, secondary and Successful Futures teams. Inputs and the outputs have been quantified more precisely in order to provide a meaningful framework for assessing value for money. We have focused on the following areas of development:</p> <ul style="list-style-type: none"> ○ expanding the information in the business plans. This requires identification of the resources that are being deployed to deliver each action, and also, where possible, to provide more quantification of actions and success criteria. This has facilitated better monitoring of the business plan delivery and provided key value for money information; • establishing a supplementary set of performance indicators that measure overall performance and organisational health; • robustly evaluation the impact of our work including working in partnership with Bangor University (CIEREI) to evaluate, review and make improvements. 	<p>End of year accounts</p> <p>OHI report</p> <p>SLO business plan</p>
<p>Progress: Strong. The recommendation has been addressed in most respects with only minor aspects requiring further attention. Initial positive impact on standards and provision can be seen.</p>	



REPORT TO THE JOINT COMMITTEE

4 OCTOBER 2017

Report by: GwE Managing Director

Subject: Level 1 Business Plan

1.0 Purpose of the Report

1.1 To present the Level 1 Business Plan to the Joint Committee.

2.0 Background

2.1 The Regional Business Plan 2017-2020 (& post inspection plan) sets out the 3 year vision, priorities, actions, outputs & success criteria across the region.

3.0 Considerations

3.1 The revised business plan has been updated.

3.2 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 (page 14) have been developed in order to ensure clarity in the roles & responsibilities within the consortium as well as ensuring that the plans contain clear success criteria to ensure effective & systematic monitoring.

3.4 The Regional Business Plan 2017-2020 (& post inspection plan) sets out the 3 year vision, priorities, actions, outputs & success criteria across the region. This plan is the Level 1 plan within the new Business Planning Framework & is the responsibility of the Managing Director & Chair of the

Management Board to deliver as the accountable officers. The Joint Committee are ultimately accountable for its delivery.

3.5 Annual Level 2 & 3 plans sit below the Level 1 plan & give more detailed information with regard to the actions to be taken, and the outputs and success criteria to be achieved. 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 be reported upon at quarterly Joint Committee meetings.

4.0 Recommendations

4.1 The Joint Committee is asked to approve the Business Plan 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 & Advisory Board have been consulted during the development of the document.

9.0 Appendices

9.1 Business Plan 2017-2020

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

Any comments on this report will be given verbally at the meeting.

Statutory Finance Officer:

Any comments on this report will be given verbally at the meeting.

Business Plan 2017-20

Level 1

Version Control

This is a live document and may be amended as required to meet our priorities.

1.0	17/02/2017	GwE Management Board
1.1	13/03/2017 05/05/2017	GwE Senior Leadership Team GwE Management Board
1.2	23/08/2017	GwE Senior Leadership Team
1.3	September 2017	GwE Senior Leadership Team

VISION

Our vision states that in GwE we will have:

Outstanding schools naturally collaborating and jointly identifying direction for improvement which will deliver excellent standards and wellbeing for their pupils.

PURPOSE

GwE, the fully bilingual regional Educational Improvement Service for North Wales, works in partnership with the Local Authorities of Conwy, Denbighshire, Flintshire, Gwynedd, Wrexham and Anglesey to develop excellent schools across the region.

OUR PRIORITIES

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 value for money.
7. **Estyn recommendations** – to ensure that necessary progress is made against all recommendations within the expected timeframe:
 - E1: 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.
 - E2: Improve the quality of evaluation in the delivery of school improvement services.
 - E3: Improve the rigour of the arrangements for identifying and managing risk.
 - E4: Ensure that business and operational plans contain clear success criteria and that

progress against these is monitored effectively.

E5: Clarify the strategic role of the regional networks and their accountability to the Joint Committee.

E6: 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.

TO MEET OUR PRIORITIES WE HAVE SET OURSELVES THE FOLLOWING OBJECTIVES BY 2020

1. STANDARDS

- 1.1 The percentage of learners achieving the L2+ will grow at 1.5, the rate for the rest of Wales.
- 1.2 The percentage of schools performing in line with the modelled outcome for the L2+ will increase to 55% (from 38.2% in 2016).
- 1.3 The percentage of schools performing above the median in the FSM benchmarking, for L2+, will increase to 55% (from 40.0% in 2016).
- 1.4 The gap between the highest and lowest performing Local Authority in the L2+ will reduce to 5% (from 9.2% in 2017 – provisional data).
- 1.5 The percentage of learners achieving 5A*-A GCSE's, or equivalent, will grow at 1.5, the rate for the rest of Wales.
- 1.6 The percentage of learners achieving the FPI will grow at 1.5, the rate for the rest of Wales.
- 1.7 The percentage of learners achieving the higher outcomes at the end of the FP will grow at 1.5, the rate for the rest of Wales.
- 1.8 Standards in literacy will improve so that at least 18% of all pupils achieve standardized scores >115 in national tests, in all key stages.
- 1.9 Standards in numeracy will improve so that at least 18% of all pupils achieve standardized scores >115 in national tests, in all key stages.
- 1.10 The gap between our eFSM pupils and non-FSM learners will also be reduced, by at least 5%, in the L2+ and FPI.
- 1.11 Schools in the region will perform consistently above the national performance in the main post-16 performance indicators (this objective to be confirmed following the publication of the new performance measures).

2. CURRICULUM AND ASSESSMENT

- 2.1 Ensure that all schools are well prepared to deliver the new curriculum.
- 2.2 Ensure that no school receives unsatisfactory in Inspection Areas 3 and 4 during an ESTYN inspection.
- 2.3 Ensure that at least 85% schools receive good or excellent in Inspection Areas 3 and 4 during an ESTYN inspection.
- 2.4 Ensure that all schools use tracking data purposefully to target the next steps in all pupils' learning.
- 2.5 Ensure that 90% of secondary schools are within 5% of their targets for L2+, and that 60% are within 2% of their targets.
- 2.6 Reduce secondary school variability so that there is no more than 5% between the highest and lowest performing core subject departments in the majority of schools.
- 2.7 Ensure that all clusters have robust moderation processes so that there is regional consistency and confidence in teacher assessment at all key stages.
- 2.8 Ensure that 10% of schools showcase best practice case studies in curriculum and assessment, as part of 'Ysgol GwE'.

3. LEADERSHIP

- 3.1 We will have reduced the number of schools in an Estyn statutory category by 50% (from 17 (32.7%) in August 2017 – provisional data).
- 3.2 No school will be in Special Measures.
- 3.3 We will have increased participation amongst our target audience in our leadership programmes by 50%, and overall satisfaction with the programme will increase from 85% – 90% to 95%.
- 3.4 50% of teachers completing the Middle Leadership Development Programme will have been promoted within 3 years.
- 3.5 75% of NPQH candidates will have been appointed to Headship within 3 years.
- 3.6 Leadership in the secondary sector judged by Estyn to be at least good, will increase 5% (from 55% to 60% over 3 years), and will be at least 2 percentage points higher than the All-Wales figure.
- 3.7 Leadership in the primary sector judged by Estyn to be at least good, will increase 5% (from 75% to 80% over 3 years), and will be at least 2 percentage points higher than the All-Wales figure.
- 3.8 Leadership in the special sector judged by Estyn to be at least good, will increase 5% (from 80% to 85% over 3 years), and will be at least 2 percentage points higher than the All-Wales figure.
- 3.9 Leadership in the PRU sector judged by Estyn to be at least good, will increase 5% (from 47% to 52% over 3 years), and will be at least 2 percentage points higher than the All-Wales figure.
- 3.10 No unsatisfactory leadership in the primary, secondary, special and PRU sectors.
- 3.11 No secondary school will be awarded Grade 'D' in stage 2 of the Categorisation process (5 secondary schools i.e. 9% in 2016-17).
- 3.12 No primary school will be awarded Grade 'D' in stage 2 of the Categorisation process (5 primary schools i.e. 1.4% in 2016-17).
- 3.13 No special school will be awarded Grade 'D' in stage 2 of the Categorisation process (1 special school i.e. 11% in 2016-17).
- 3.14 The number of schools being awarded Grade 'A' in stage 2 of the Categorisation process in the secondary sector will increase by 100% from 12 (22%) to 24 (44%).
- 3.15 The number of schools being awarded Grade 'A' in stage 2 of the Categorisation process in the primary sector will increase by 50% from 102 (28%) to 153 (42%).
- 3.16 The number of schools being awarded Grade 'A' in stage 2 of the Categorisation process in the special sector will increase by 50% from 3 (33%) to 6 (66%).
- 3.17 All schools will have good or better self-evaluation processes and improvement plans.

4. WELLBEING

- 4.1 At least 85% of schools receive good or excellent in Inspection areas 2 & 4.
- 4.2 All schools comply with the current legislative duty and statutory safeguarding policies and procedures.
- 4.3 All schools have fully embedded wellbeing in current and future planning of the curriculum to ensure that the provision for all learners meet the wellbeing agenda in Successful Futures.
- 4.4 60% of schools is placed in the upper two quartiles in attendance data recorded within the all Wales core data sets. Specific attention given to targeted priority groups of learners, as defined by WG.
- 4.5 No PRUs will be in an Estyn statutory category.
- 4.6 No children who are looked after (LAC) to have permanent exclusion within the region.
- 4.7 All schools across the region to use tracking data purposefully (attendance and behaviour) to target pupils learning and wellbeing and monitor outcomes to improve the overall educational attainment of disadvantaged learners.
- 4.8 All schools to implement the secondary Health and Wellbeing Schools Network research survey. The data will support GwE to develop a regional baseline to measure wellbeing indicators across six key areas and identify LAs/Schools who require targeted support and interventions.
- 4.9 All schools have access to appropriate screening toolkits that enable the evaluation of the individual wellbeing of learners with ALN.
- 4.10 All schools have access to a range of wellbeing evaluation and impact measurement tools to measure the progress that learners make in learning and wellbeing from their individual starting points.
- 4.11 All schools to have appropriate methods of ensuring learner voice, participation and developing family engagement to improve the achievement and wellbeing of learners.
- 4.12 Most learners have a robust transition pathway plan to ensure post 16 progression and reducing the number of NEET aged 16 to 6% across the region.

5. TEACHING

- 5.1 90% of schools will receive good or better in inspection area 3.
- 5.2 80% of Red and Amber category schools will see an improvement in teaching and a reduction in the variance of teaching standards.
- 5.3 All teachers to have access to GwE and All-Wales action-based research with proven impact on improving the quality of teaching and learning. 40% of schools making a contribution to the directory of evidence, and at least 90% of schools accessing the information to inform their practice.
- 5.4 An annual increase of 25% in the number of excellent quality assured case studies linked to Teaching in the GwE directory.
- 5.5 All schools (of the 200+ schools who will have benefited from the input of an action-based research project) are awarded good or better grades for the quality of teaching and learning following an Estyn inspection (this will be at least 5% better than Estyn findings in schools not benefiting from the input of the project over the same period).
- 5.6 All schools, teachers and support staff are engaging in the new Professional Teaching Standards effectively to improve pedagogy through professional learning, leadership, collaboration and innovation. (80% of schools are on track to deliver professional learning which has an impact on pupil outcomes).
- 5.7 At least 50% of teachers participating in Tier 1 and 2 of the action-based research project note improved confidence and attitudes towards action research.
- 5.8 At least 80% of teachers participating in Tier 1 and 2 of the action-based research project make good or better use of all formative assessment elements.
- 5.9 At least 40% of pupils who have participated in the action-based research project note improved confidence and attitudes towards learning.

6. BUSINESS

- 6.1 A value for money framework consistently implemented by all.
- 6.2 All internal and external financial audits support sound financial control.
- 6.3 Early identification of risks are robust and managed effectively.
- 6.4 Service performance management system effectively identifies priorities, with clear success criteria.
- 6.5 A very effective performance management system which clearly sets out our future direction.
- 6.6 A very effective information management system in place which will feed the value for money and performance management system.
- 6.7 Top quartile performance in organisational health index.
- 6.8 Show year on year progress against the 7 dimensions of Learning Organisation model.

TO ACHIEVE THE VISION AND OBJECTIVES WE HAVE SET OURSELVES MINIMUM EXPECTATIONS

These expectations are:

- Good leadership and management;
- Good teaching;
- Eradicate in school variation;
- None of GwE schools to feature in Estyn statutory categories;
- Pupils' learning and wellbeing at least good; and
- Successful Futures in place

TO ACHIEVE THE VISION AND OBJECTIVES, WE HAVE SET OURSELVES SERVICE AND PERSONAL VALUES

These include:

- Trust;
- Show no bias;
- Fairness;
- Respect diversity;
- Supportive and collaborative;
- Bilingual;
- Objectivity;
- Demand high standard;
- Integrity.

TO ACHIEVE THE VISION AND OBJECTIVES, WE ARE FULLY COMMITTED TO WELSH GOVERNMENT PRIORITIES

4 purposes for the curriculum to help all children and young people to become:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world , ready to be citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

THE STRUCTURE OF OUR PROFESSIONAL AND BUSINESS TEAMS

Managing Director
Arwyn Thomas

Assistant Director	Assistant Director
Rhys H. Hughes	Alwyn Jones

Senior Secondary Lead
Elfyn V Jones

Senior Primary Lead
Marc B. Hughes

Senior Successful Futures Lead
Ruth Thackery

	Core Lead Ynys Mon	Core Lead Gwynedd	Core Lead Conwy	Core Lead Denbighshire	Core Lead Flintshire	Core Lead Wrexham	Quality Assurance Lead	Quality and Data Lead	Professional Learning Lead
P	Meinir Hughes	Ioan Gruffydd	Sioned H Thomas	David Edwards	Jacqueline Chan	Jane Borthwick	Stella Gruffydd	Llyr G. Jones	Euros Davies
S	Sharon Vaughan	Ellen Williams	Phil McTague	Paul M Jones	Martynt Froggett	Huw Robertson			

	Successful Futures	Curriculum	Assessment	Developing Senior Leadership	Developing Middle Leadership	Supporting Governors	Digital Competency	Teaching and Learning	Small Rural Schools
P	Catrin Roberts Jane Borthwick	Meinir Hughes	Jacqueline Chan	David Edwards	Ian Kelly	Euros Davies		Stella Gruffydd	Geraint Evans
S	Bethan James	Paul M Jones	Phil McTague	Pam McClean	Huw Robertson Ellen Williams Sharon Vaughan	Paul Coakley	Simon Billington	Bethan James	

	Welsh	English	Mathematics	Science	Literacy	Numeracy	Methodology	Ysgol GwE	PRUs
P					Vicky Lees	Manon Davies			
S	Sian Hydref	Gaynor Murphy	Delyth Ellis	Nicola Jones	Gaynor Murphy	Delyth Ellis	Dafydd Gwyn	Team	

	Welfare + FSM/PDG	ALN + Inclusion	ITE	Evaluation and Research	Health and Fitness	BAC	Foundation Phase	HR/Governance	SLO
P	Sharon Williams	Richard Cubie	Eithne Hughes	Richard Watkins	Ieuan Jones		Sioned H Thomas		Stephanie Cartmel Ioan Gruffydd
S						Gwenno Jarvis			

	GCSE Project	A Level/Post 16	Compliance	Support Assistants	Dashboard Champion	Staff Digital Competency	New Headteachers	NQT
P			Ioan Gruffydd	Stephanie Cartmel	Osian Hughes	Sian Thomas	Gareth Davies	Ieuan Jones
S	Martyn Davies	Martyn Froggett						

GwE CORPORATE GOVERNANCE STRUCTURE :

GwE Business Governance Structure

MANAGING DIRECTOR
Arwyn Thomas

Assistant Director
Rhys Howard Hughes

Performance Management Manager
Bethan Eleri Roberts

Finance Manager
?

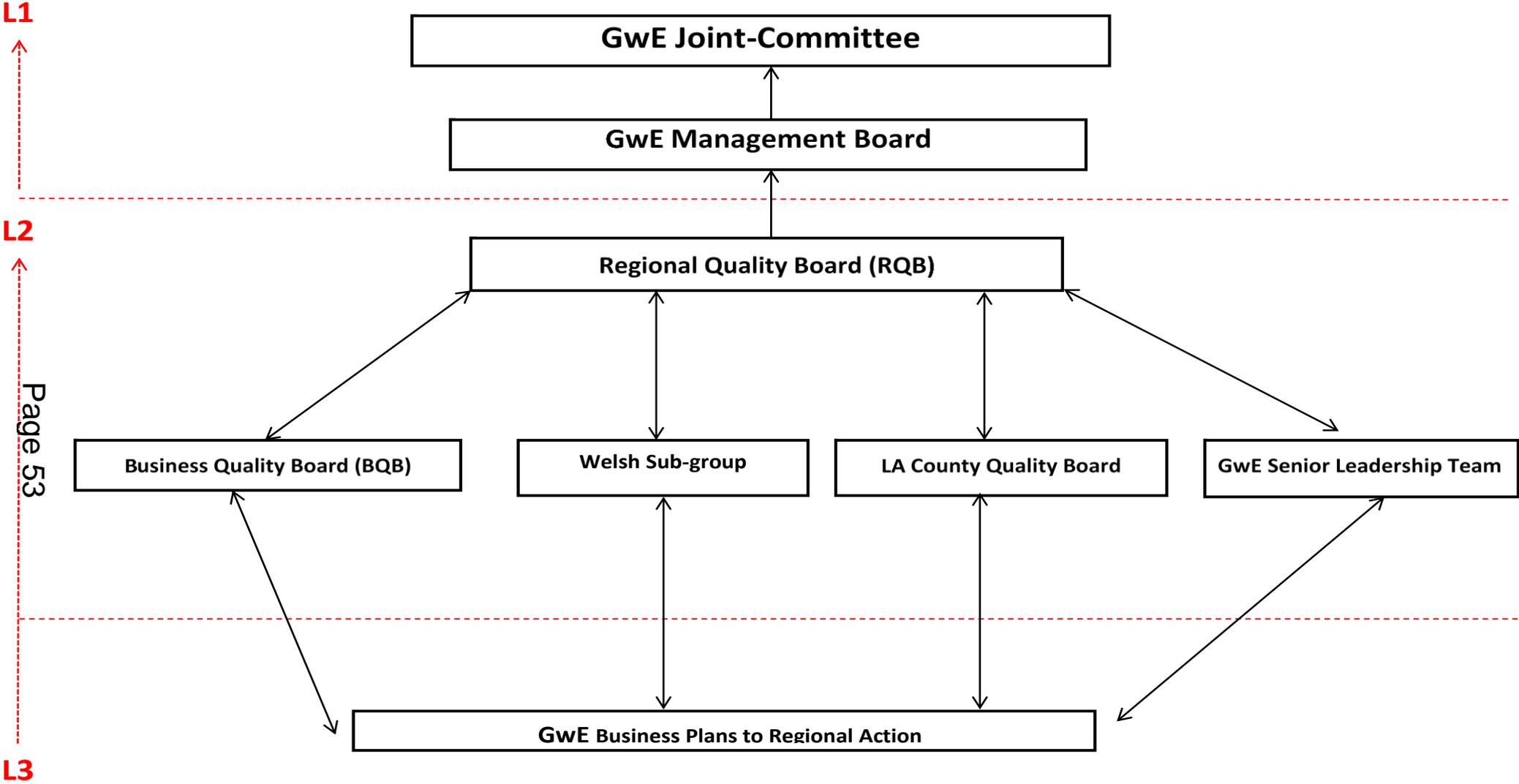
Business Manager
Susan Owen Jones

Professional Learning Manager
Ann Grenet

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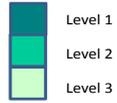


PERFORMANCE MANAGEMENT BUSINESS PLANNING FRAMEWORK ACCOUNTABILITY

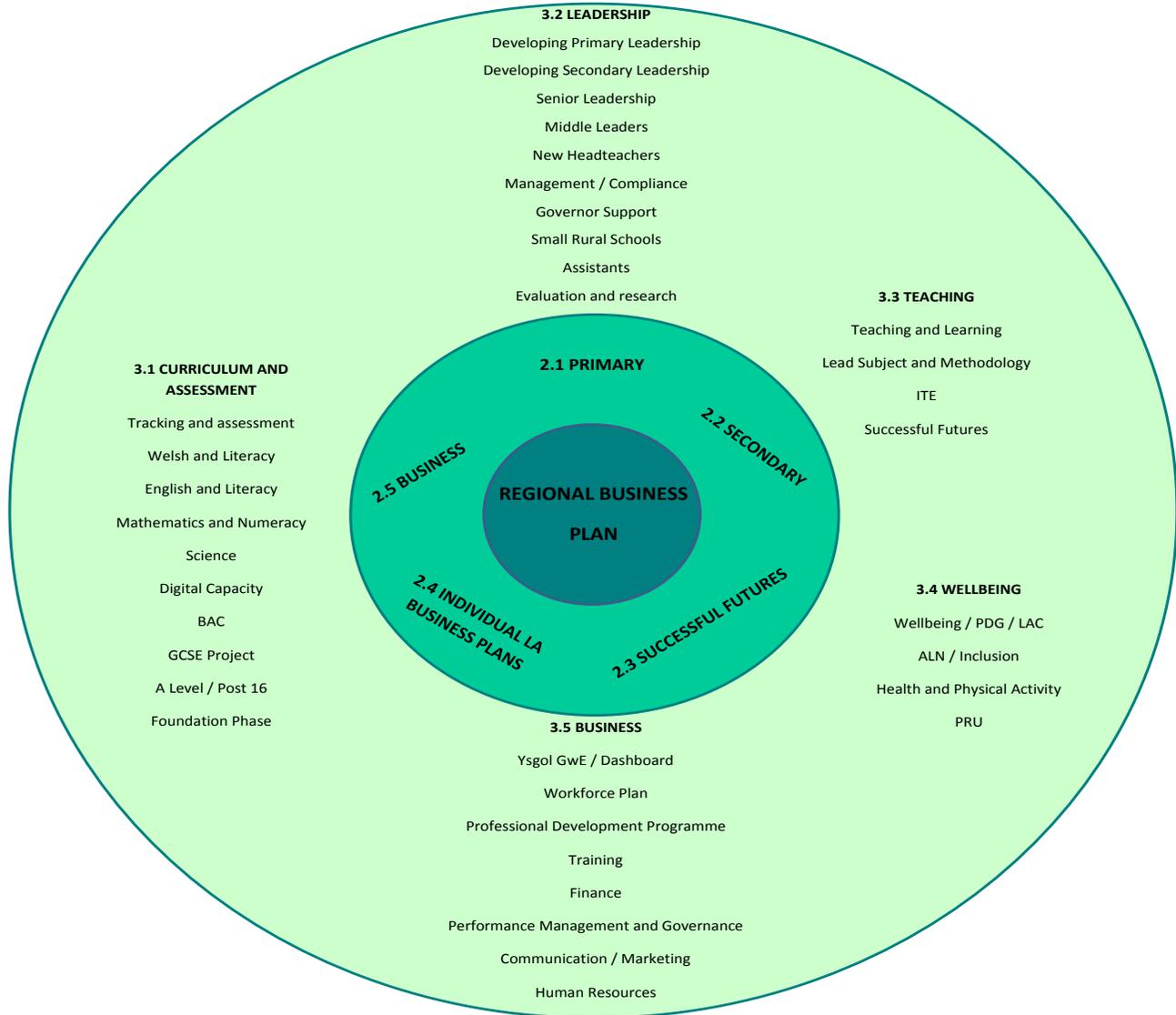


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PERFORMANCE MANAGEMENT PLANS



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CROSS REFERENCING	
	Ref.
Level 1 Business Plan Priorities	1/2/3/4/5/6
2020 Objectives	1.1 – 1.11 2.1 – 2.8 3.1 – 3.17 4.1 – 4.12 5.1 – 5.9 6.1 – 6.8
Estyn Recommendations E1: 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. E2: Improve the quality of evaluation in the delivery of school improvement services. E3: Improve the rigour of the arrangements for identifying and managing risk. E4: Ensure that business and operational plans contain clear success criteria and that progress against these is monitored effectively. E5: Clarify the strategic role of the regional networks and their accountability to the Joint Committee. E6: 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.	E1 E2 E3 E4 E5 E6
Primary	C
Secondary	U
Successful Futures <ul style="list-style-type: none"> • Ambitious, capable learners • Enterprising, creative contributors • Ethical, informed citizens • Healthy, confident individuals 	DLI 1 DLI 2 DLI 3 DLI 4

Themes: <ul style="list-style-type: none"> • Curriculum and Assessment • Leadership • Teaching • Wellbeing • Business 	<p style="text-align: center;"> CaA A D LI B </p>
GwE corporate risk register	<p style="text-align: center;">R1 – R22</p>
Level 2 LA Plan	<p style="text-align: center;"> ALIYM ALLG ALIC ALID ALIFf ALIW </p>

	IMPROVEMENT MEASURES	TARGETS		
		2017-18 (Summer 2018)	2018-19 (Summer 2019)	2019-20 (Summer 2020)
	Level 2+ Threshold	67.43	69.85	72.28
	Level 2+ Threshold FSM	43.44	47.36	51.27
	Level 1 Threshold	98.76	99.40	100
	Level 1 Threshold FSM	96.85	98.98	100
	5A*-A	16.21	15.50	14.78
	5A*-A FSM	4.02	3.77	3.52
	Capped 9			
	Capped 9 FSM			
	Mathematics Numeracy A*-C	68.91%		
	Mathematics A*-C	73.55%		
	English	71.29%		
	Key Stage 3 – CSI FSM	81.43	85.50	89.46
	Key Stage 2 – CSI FSM	82.30	84.90	87.50
	Foundation Phase – FPI	89.84	90.73	91.62
	Foundation Phase – FPI FSM	79.05	80.73	82.40
	FP – LCE 06+	40.68	42.67	44.67
	FP – LCE FSM 06+	23.84	25.59	27.35
	FP – LCW 06+	43.16	45.03	46.90
	FP – LCW FSM 06+	19.03	20.13	21.23
	FP – MD 06+	42.65	45.73	48.80
	FP – MD FSM 06+	24.25	26.59	28.73
	Reduction in the number of schools in Statutory Estyn Categories.	25% reduction	33% reduction	50% reduction
	No school to be unexpectedly placed in Estyn Statutory Category.	0	0	0
	Reduction in the number of schools going into Estyn Review	20% reduction	30% reduction	40% reduction
	Reduction in the number of secondary and primary schools in amber and red support categories.	20% reduction	30% reduction	40% reduction
	Increase in the number of secondary and primary schools in yellow and specifically in the green support category.	20% increase	30% increase	40% increase
<p>KS4 targets will be reviewed following collation in October 2017.</p>				

GwE Business Plan 2017-20

Level 1

1. STANDARDS						
Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
1 1.6 1.7 E1 P Page 58 R15	Standards – to ensure the highest standards at all key stages and that all learners make appropriate progress in literacy and numeracy from one key stage to another. That all learners achieve qualifications relevant to their ability and potential and are working towards being bilingual by the age of sixteen.	Foundation Phase – improve the performance in foundation phase: <ul style="list-style-type: none"> • Increase the pace of improvement in the Foundation Phase in Ynys Môn, Gwynedd, Conwy and Denbighshire Local Authorities • Raise standards of Welsh First Language in Foundation Phase • Maintain good standards in Wrexham and Flint. 	Improvements in standards at the end of the FP across the region with 89.84% achieving the FPI. Improvement in the % achieving the FPI in: <ul style="list-style-type: none"> • Ynys Môn – 89.29% • Gwynedd - 91.49% • Conwy - 87.89% • Denbighshire – 87.89% Raise standards of Welsh First Language in Foundation Phase to 93.5% Increase in the percentage of learners achieving higher outcomes in all indicators across the region: <ul style="list-style-type: none"> • LLCE 40.6% • LLCW 43.1% • MD 42.6% • PSD 69.3% 	Marc B Hughes	June 2018	£50,000 (EIG11) 100 days £100,000 (M5) 300 days
1 1.8 1.9 E1 P		Key Stage 2 - improve the performance in KS2: <ul style="list-style-type: none"> • Improve the performance of Conwy Local Authority at KS2 • Maintain good standards in other local Authorities 	Improve the performance of Conwy Local Authority at KS2 to 90.1%. Maintain good standards in other local Authorities.	Marc B Hughes	June 2018	£50,000 (EIG 2) 100 days £32,500 (M5) 65 days

1. STANDARDS

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
ALI x 6 R6 R7						
1 1.8 1.9 E1 P Page 59 R7		Improve the performance of Wrexham Local Authority at KS3	Improve the performance of Wrexham Local Authority at KS3 to 92.21%.	Elfyn V Jones	June 2018	£4,000 (M12) 8 days £1,000 (C3) 2 days £8,000 (M12) 16 days £1500 (M12) 3 days £1,000 (C1) 2 days £3000 (C1) 6 days

1. STANDARDS

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
1 1.1 - 1.5 E1 U ALI x 6 R4 R5 R6 R7 R8 R9 R10 R11 R12 R13 R14 R15 R16 R17		Improve standards at KS4: <ul style="list-style-type: none"> • Improve standards in core subjects at KS4. • Improve performance in non-core subjects. 	Improvement in the performance of the L2+ indicator by 1.5 the rate of the national increase. The percentage of schools performing above the median in the FSM benchmarking, for L2+, will increase by 5%. 55% of schools performing in line with or above modelled outcome for L2+.	Elfyn V Jones	August 2018	Core £60,000 (C2) 120 days £23,000 (C3) 46 days £25,000 50 days £125,000 (M12) 250 days £811000 (EIG5) 22 days
1 1.1 – 1.10 E1 C U ALI x 6 R11		Improve the performance of FSM learners, especially in English Language	The gap between our eFSM pupils and non-FSM learners reduced, by at least 5%, in the L2+ and FPI	Elfyn V Jones / Marc B Hughes	August 2018	£10,000 20 days Core

1. STANDARDS

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
1 1.1 – 1.5 1.8 1.9 E1 U R4 R5 R6 R7 R8 R9 R10 R11 R12 R13 R14 R15 R16 R17 R18 R19 R20 R21 R22 R23 R24 R25 R26 R27 R28 R29 R30 R31 R32 R33 R34 R35 R36 R37 R38 R39 R40 R41 R42 R43 R44 R45 R46 R47 R48 R49 R50 R51 R52 R53 R54 R55 R56 R57 R58 R59 R60 R61 R62 R63 R64 R65 R66 R67 R68 R69 R70 R71 R72 R73 R74 R75 R76 R77 R78 R79 R80 R81 R82 R83 R84 R85 R86 R87 R88 R89 R90 R91 R92 R93 R94 R95 R96 R97 R98 R99 R100		Improve performance in English language.	An improvement in English language KS4 results by 1.5 the rate of the national increase.	Gaynor Murphy	August 2018	£15,000 (C3) 30 days
1 1.1 – 1.5 1.8 1.9 E1 U R4 R5 R7		Improve performance in maths and numeracy	An improvement in Numeracy and maths KS4 by 1.5 the rate of the national increase.	Dafydd Gwyn / Delyth Ellis	August 2018	£25,000 50 days

1. STANDARDS

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
R14						
ALI x 6						
1 1.1 – 1.10 E1 R5 R7 R14 R16		<p>Improve performance of groups of learners:</p> <ul style="list-style-type: none"> • FSM • Boys • MAT 	Improve the performance of groups of learners (FSM, Boys, MAT) by 1.5 the rate of the national increase - FP and KS4	Elfyn V Jones / Marc B Hughes	August 2018	£10,000 20 days Core

2. CURRICULUM AND ASSESSMENT

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
2 2.1 – 2.4 2.7 C CaA ALI x 6 R15	Curriculum and assessment – to ensure that all schools deliver an engaging curriculum which responds to the statutory requirements of the national curriculum. Ensure that 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	Improve the provision, curriculum planning and assessment in the Foundation Phase.	All primary schools have appropriate curriculum and assessment procedures in place in the Foundation Phase.	Marc B Hughes	Summer Term 2018	£45,000 (C1) 90 days
2.9 2.8 U CaA ALI x 6 R5	schools have robust assessment processes in place with strong targeting, tracking and intervention	Improve curriculum design in secondary schools to ensure enhanced outcomes for all learners.	All secondary schools have an appropriate curriculum in place at KS4 to improve performance in KPIs.	Paul Mathews-Jones	Summer Term 2018	£13,000 (M17) 26 days £11,000 (EIG5) 22 days

2. CURRICULUM AND ASSESSMENT

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
2 2.1 – 2.8 U CaA ALI x 6 R5 Page 64 CaA ALI x 6 R18		Improve the quality of assessment, tracking and intervention programmes across the secondary schools.	Leaders at all levels make effective and timely use of tracking systems to plan effective intervention so that 90% of schools are within 5% of their targets for L2+ and that 60% are within 2%. No school to receive an unsatisfactory in Inspection Areas 3 and 4 during Estyn inspection.	Paul Mathews-Jones	September 2017 onwards	Core £15,000 (C1) 30 days £74,000 (EIG10) 148 days £11,000 (EIG5) 22 days £60,000 (C3) 120 days
		Improve provision at A Level	An improvement in A and AS results in line with targets set and to be above national averages on key indicators.	Martyn Froggett	September 2017 onwards	£5,000 (M17) 10 days
2 2.1 – 2.8 C U DLI1 DLI2		Deliver on Successful Futures - Raise awareness of the Four Purposes within Successful Futures and development of the Areas of Learning and Experience as part of curriculum reform	All schools are on track to deliver the new curriculum. Effective skills based curriculum in place in 85% of schools from the present baseline of 81%.	Ruth Thackery	April 2017 onwards	Pioneer Grant

2. CURRICULUM AND ASSESSMENT

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
DLI3 DLI4 CaA ALI x 6 R19						
2 CaA		Review the quality of provision and assessment in PRU centres.	Pupils in PRU have good provision in order to gain appropriate qualifications and contribute to LA KPI.	Richard Cubie	September 2017 onwards	£2,000 (C1) 4 days

3. LEADERSHIP

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
3 3.1 – 3.17 C U A ALI x 6 R6	Leadership – to ensure that all leaders have a clear educational vision and can plan strategically to achieve this. Ensure that all learning organisations have the leadership capacity at all levels to inspire, coach, support, share practice and collaborate at all levels to ensure all learners' achieve their potential.	Further, develop and improve the quality of senior leadership, in all sectors, across the region.	85% of Senior Leadership Teams have good or better Quality Assurance and accountability processes. 50% reduction in the number of schools placed in Statutory Estyn Categories. No school to be unexpectedly placed in Estyn Statutory Category. 50% reduction in the number of schools going into Estyn Review. 50% reduction in the number of schools	Pam McClean / David Edwards	April 2017 onwards	£10,000 (C1) £61,000 (M3) 122 days £72,000 (M17) 144 days £28,000 (C3) 56 days £12,000 (C1) 24 days

3. LEADERSHIP

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
	Ensure that the principles of distributive leaderships are embedded in all learning organisations across the region.		awarded grade D in stage 2 of the categorisation process. Increase by 25% the number of secondary and primary schools awarded grade A in stage 2 of the categorisation process.			£15,000 (EIG5) 30 days
3 3.1 – 3.17 Page 11 DL1 DL2 DL3 DL4 A ALI x 6 R19		Support SLT to effectively deliver on Successful Futures.	All schools across the region are on track for delivery of Successful Futures	Ruth Thackery	April 2017 onwards	Pioneer grant
3 3.1 – 3.17 C U		Further develop and improve the quality of middle leadership across the region.	85% of Middle Leadership Teams have good or better Quality Assurance and accountability processes.	Ian Kelly	October 2017 onwards	Core £65,000 (M3) 130 days £58,000 (C3) 116 days

3. LEADERSHIP

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
A ALI x 6						£47,000 (C1) 94 days £20,000 (M17) 40 days £13,000 (EIG5) 26 days
3 3.1 – 3.4 Page 30 31 3.14 - 3.17 U A R4 ALI x 6		Improve quality of departmental leadership in secondary core subjects. <ul style="list-style-type: none"> • English • Welsh • Mathematics • Science 	<p>85% of core subject departments have good or better Quality Assurance and accountability processes.</p> <p>Middle leaders make effective and timely use of tracking systems to plan effective intervention so that 90% of schools are within 5% of their targets and that 60% are within 2% in core subjects.</p>	Gaynor Murphy Rhian Mair Jones Dafydd Gwyn Nicola Jones	April 2017 onwards	£21,000 (C1) 52 days £15,000 30 days £15,000 (M12) 30 days

3. LEADERSHIP

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
3 3.1 – 3.17 C U A R6 ALI x Page 68		Develop Aspiring Headteachers / Senior Leaders	<p>Aspiring Leaders programme in place. 50 individuals identified and completed the programme.</p> <p>25% of individuals who have partaken have applied for or been promoted to SLT positions by the end of the year.</p> <p>Positive evaluation received from schools and outside evaluator on impact of programme on individuals.</p>	Ian Kelly	October 2017 onwards	£20,000 (M3) 40 days

4. WELLBEING

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
4 4.1 - 4.12 C U LI R11 ALI x 6	Wellbeing – create the conditions to ensure that learners develop as healthy, resilient and globally responsible individuals and provide an inclusive, aspirational education system, committed to tackling inequality so that young people achieve their full potential.	Develop and Implement an overarching strategy for Wellbeing across the region.	<p>Strategy implemented across the region.</p> <p>Effective collaborative approach to deliver an overarching national agenda with clear roles and responsibilities of all partnerships.</p> <p>Effective partnership working with all key agencies that support the wellbeing agenda to impact positively on all learners.</p> <p>Most schools make effective use of the pupil development grant.</p>	Sharon Williams	November – December 2018.	Core

4. WELLBEING

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
4 4.1 - 4.12 C U LI R11 ALI x 6		Improve behavior and attendance.	<p>All schools meet their agreed targets on school attendance.</p> <p>60% of schools is placed in the upper two quartiles in attendance data recorded within the all Wales core data sets. Specific attention given to targeted priority groups of learners, as defined by WG.</p>	Local Authorities	Summer 2018	£20,000 (C3) £5,000 (M17)

5. TEACHING

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
5 5.1 – 5.9 C U D R4 ALI x 6	Teaching – to ensure that all teachers and support staff are equipped to have a clear understanding of what constitutes effective teaching, based on reliable evidence. In addition, the ability to deliver a range of approaches, effectively matching the needs of the learners with the context, to ensure positive impact on	Improve and strengthen the role of leaders in leading the teaching and learning.	<p>All SLT and ML in schools have the necessary skills and understanding of good and outstanding teaching in order to provide guidance and training within their respective schools.</p> <p>Effective teaching in place in 85% of schools from the present baseline of 81%. Estyn expectations of 85% or more of lessons to be good or better achieved by 85% of schools across the region.</p> <p>An overall increase of 5% in terms of good or better judgements for teaching and learning for all schools inspected by Estyn.</p>	Stella Gruffydd / Bethan James	September 2017 onwards	£20,000 (C1) (40 days)

5. TEACHING

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
5 5.1 – 5.9 C U D R4 ALx Page 70	learning and achievement is paramount	Improve the quality of teaching and the experiences for learners	High risk schools with key issues in terms of teaching and learning are given bespoke support and training (to be confirmed). Standards of teaching participating in the Formative Assessment and Pedagogy Project - led by Shirley Clarke Action research teams schools - consistently good or better, with participating individuals in tier 1 demonstrating excellent practice. Estyn reports on any participating schools confirming this. Positive impact on pupil standards at expected and higher level.	Stella Gruffydd / Bethan James	September 2017 onwards	£14,000 (C1) 28 days £30,000 (C2) 60 days £15,000 (C3) 30 days £10,000 (EIG10) 20 days £6,000 (EIG5) 12 days

6. BUSINESS

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
6 B	Business – to ensure that GwE has strong governance and effective business and operational support that provides value for money.	Appoint a full time / permanent Managing Director for the Service.	Managing Director appointed	Joint Committee	June 17	Core
6 B		Re-structure the workforce to create a distributive leadership model and reflect the current requirements on the service.	Restructure in place with clear responsibilities for a wide range of staff	Arwyn Thomas / Rhys H Hughes	September 2017	Core
6 B		Review the policy for the performance management of staff	Policy addresses culture, vision and values of GwE in supporting staff	Alwyn Jones	June 2017	Core

6. BUSINESS

<i>Ref</i>	<i>Priorities</i>	<i>Actions</i>	<i>Outputs and success criteria 2017-2018</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Finance source</i>
6 B 6.7		Undertake an organisational health survey	Aim for top quartile performance in organisational health index.	Susan O Jones	September 2017	Core
6 B 6.8		Establish GwE as a Learning organisation working in partnership with WG and OECD	Show year on year progress against the 7 dimensions of Learning Organisation model	Rhys H Hughes	September 2017	Core

Page

7. Estyn recommendations

<i>Ref</i>	<i>Priorities</i>	<i>Actions</i>	<i>Outputs and success criteria 2017-2018</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Finance source</i>
7 E1 C U	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.	Robust data management system in place. All business plan holders use data effectively to plan and evaluate their work.	Alwyn Jones	On going	Core
E2 6.3 – 6.6 B		Improve the quality of evaluation in the delivery of school improvement services.	Monitoring of plans clearly identifies strengths and areas for improvement. Performance improved in all key stages in line with agreed performance measures.	Bethan Eleri Roberts	On going	Core
E3		Improve the rigour of the arrangements for identifying and	Risk Register in place regularly updated and reported upon.	Susan O Jones	completed	Core

7. Estyn recommendations

Ref	Priorities	Actions	Outputs and success criteria 2017-2018	Responsible	Target Date	Finance source
6.3 – 6.6 B		managing risk.	Early and aggressive risk identification at all levels within the consortium.			
E4 6.3 – 6.6 B Page 72		Ensure that business and operational plans contain clear success criteria and that progress against these is monitored effectively.	A clear business planning structure and accountability framework in place operating effectively. Business plans contain clear success criteria and measurable targets. Clear and robust quarterly monitoring procedures implemented.	Bethan Eleri Roberts	Completed	Core
E5 B		Clarify the strategic role of the regional networks and their accountability to the Joint Committee.	Regional networks disbanded and replaced by business plans where appropriate.	Arwyn Thomas	Completed	Core
E6 6.1 6.2 B R1 R2 R3 R8		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.	Value for money policy and framework in place. Financial plan prepared as part of the 3 year Business Plan. Medium term financial plan in place Business plan work streams are fully costed. Internal and external audit support sound financial control.	Arwyn Thomas	Completed	Core

RISK REGISTER

RISK NUMBER	REGIONAL or LOCAL	SUMMARY	GwE PRIORITY	RISK IDENTIFIED	LIKELIHOOD OF RISK	IMPACT OF RISK	CURRENT ACTIVITIES / MITIGATION	RESIDUAL RISK / OVERALL RISK	RISK OWNER	FUTURE ACTIONS
1	R	Financial	ALL	Cuts in funding to the GwE Core Budget affects strategic long term planning.	H	H	Assumptions made regarding future funding situation. A number of appointments made on secondment basis to ensure flexibility within the service to respond quickly to any changes. Medium Term Financial Plan & VFM Policy & Framework in place.	H	MD / BM	Medium Term Financial Plan & Value for Money Policy & Framework to be reviewed periodically.
2	R	Financial	ALL	Uncertainty regarding grant funding arrangements from WG hampers strategic long term planning.	M	H	Assumptions made regarding future funding situation. Working closely with WG to inform funding situation for next 3 years. A number of appointments made on secondment basis to ensure flexibility within the service to respond quickly	M	MD / BM	Medium Term Financial Plan to be reviewed periodically

							to any changes. Medium Term Financial Plan in place.			
3	R	Financial	ALL	Inequitable distribution of grant funding between consortia leading to difficulties in comparison of performance	M	M	Discussions continue at Consortia MD level & with WG to agree a more equitable formula for grant distribution.	L	MD	Benchmarking work progressing well. Discussions to be held at MD level with regards to reporting and possibilities to inform outcomes and decisions.
4	R	Standards	P1/P2	The difficulties in the recruitment of high quality trained teaching workforce within schools in the region which impacts on standards in all subjects such as English & Maths	H	H	Subject specific Challenge Advisers in post with corresponding Level 3 Business Plans for implementation. #DiscoverTeaching recruitment campaign underway. Current work under development	M	MD / AD	North Wales Partnership for Teacher Education (CaBan) to ensure an effective professional learning programme for ITE providers across the

							regarding improving the ITE provision across the region - North Wales Partnership for Teacher Education			region.
5	R	Standards	P1/P2	Curriculum and qualification changes creates uncertainty within schools	M	M	Senior Lead & team for Successful Futures now in post. Portfolio leads also in place. Significant engagement activity taken place & underway. Working closely with stakeholders. All clusters of schools across the region have appointed a cluster lead for Successful Futures. 2 day training has taken place during September on Successful Futures and change management. Feedback shows	M	SL - SF	Successful Futures Cluster Leads will be closely supported according to their cluster plan, to ensure all schools within their clusters have good knowledge and engagement. GwE continue to have 5 members of staff involved in development of AOLE lead work for regular input and feedback

the training has helped and follow up on how clusters will engage with the SF lead is now taking place during October. Announcement from WG on the revised curriculum timescales has created some feeling of uncertainty within the system - developing messaging to support schools with this positively

6	R	Standards	P3	Difficulties in the recruitment of Headteachers across the region / Recruitment of Quality of leadership at all levels	M / H	M / H	Delivery of the NPQH and Leadership Development Programmes to include programmes for aspiring leaders & headteachers. #DiscoverTeaching campaign underway. Aspiring Headteacher programme to be delivered from autumn term onwards. NPQH application process complete, endorsement process to be completed 09/10/17.	M	MD / AD	Collaboration with the Welsh Leadership Academy and consortia leadership subgroup regarding ensuring effective professional learning for leadership at all levels.
7	R	Standards	ALL	Cuts in school budgets are affecting schools ability to continue to raise standards.	H	H	Finance Subgroup working with schools to reduce impact.	M/H	LAs	
8	R	Business	ALL	Use of the Education Improvement Grant not fully embedded into regional approach - reduce speed &	M	M	Accountability structure & performance management processes reviewed. A review into the use of the EIG included as part	M	Management Board	Review to be undertaken & report to be presented to the GwE Management Board (January 2018)

				impact of the delivery of the Strategic Business Plan			of the Finance Level 3 Business Plan.			
9	R	Governance / Standards	P6	Uncertainty regarding future direction of elements within the National Model.	M	M	Awaiting impending review from Welsh Government. Revised accountability & performance management structure in place. Restructured service with distributed leadership model in place - ensures service is more adaptable to change.	M	Management Board	Ensure full engagement & management of any change.
10	R	Governance	P6	Changes in leadership of authorities can affect political or corporate buy in	M	M	Clear understanding of the responsibilities of all authorities & GwE over the strategic direction of the region. New members provided with briefing sessions & information sharing meetings held regularly (in addition to the	M	LD / MD	Continue to ensure that communication channels are clear & transparent.

							formal Committee meetings)	Joint		
11	R	Standards	P1/P4	That the Pupil Deprivation Grant is not used effectively / Performance of FSM pupils.	M	M	Regional Wellbeing Adviser in post. Review of PDG completed & action plan in place.	M	RWA	Implement actions within the business plan & monitor progress via the new performance management structure.
12	R	Business	P1/P3	Governors do not possess the necessary knowledge & skills to act in a critical friend capacity.	M	M / H	Accountability structure & roles of the regional networks reviewed. Level 3 Business Plan in place. GwE portfolio lead for Governors now in place. Governors online Self Evaluation tool in place & being rolled out.	M	Management Board	Implement actions within the business plan & monitor progress via the new performance management structure.

13	R	ALL	ALL	The strategic direction does not reflect the views of the Children & Young People in the region.	M	L	Providing opportunities for Pioneer & Partner schools to showcase identified Pupil Voice practice - 15% of Pioneer schools have showcased work where Pupil voice has been a feature.	L	MD	Implement actions within the SF Business Plan with regard to Pupil Voice.
14	R	Standards	P1	Variation in the performance of individual local authorities at KS4	H	M/H	Key roles have been restructured within GwE and Senior Secondary Lead appointed to lead a regional secondary team and implement new support and challenge model. Accountability structures reviewed and strengthened both at regional and local level.	M	Management Board	Implement and evaluate the new secondary model. Ensure robust accountability at both regional and local level.

15	R	Standards	P1	Pace of improvement in the Foundation Phase is slower than that seen on a national level.	H	M	Support package offered to every authority focusing on good FP leadership, provision and high expectations and standards. Identification of consistently low performing schools and those at risk. Targeted support for these schools and clusters of schools. Agreement by all LA's to increase capacity within GwE to support the Foundation Phase - 1 Challenge Adviser in post from September 2017.	M	SL - P	Recruitment of 2 additional Foundation Phase Challenge Advisers to be completed. Continue to monitor individual school performance and target accordingly.
16	R	Standards	P1	The performance of MAT pupils in individual authorities across the region varies significantly.	M/H	M	Awaiting analysis and evaluation of 2017 performance. Business Plans will be updated accordingly.	M	MD/AD/Senior Leads	Regional Quality and Data Unit Lead has recently been appointed from September 2017 to ensure more effective use of data and analytics to improve the performance of all learners.

17	R	Standards	P1	Schools placed in Estyn Statutory category.	H	H	Over 10% of all secondary schools are in Estyn Statutory Category. Current risk assessment for all of the region's schools based on performance profile suggest that a further 10-20% of secondary schools are at risk in any upcoming inspection. New secondary model established for supporting, challenging and securing accountability on all levels.	H	MD/AD/Senior Leads	Implement and evaluative new secondary model. Ensure that school improvement is implemented through an effective partnership between school, LA and GwE.
18	R	Standards	ALL	Post-16 learning - New performance measures and the need for regional education consortia to increase their emphasis on sixth form performance (in their 'support and challenge' role for schools	M	H	Initial discussions underway at consortia / WG level.	M	Management Board / MD	The need to include LA's in discussions identified. Portfolio Lead within GwE identified and L3 Business Plan developed to address WG and regional priorities.

				and to take a cross-consortia approach to driving improvements to ensure consistency at a National level) may dilute the emphasis for regional consortia on standards at pre-16 education.						
19	R	Standards	P2	Schools awareness of the four purposes within Successful Futures and development of the Areas of Learning and Experience as part of curriculum reform is limited & creates uncertainty in schools.	M	M / H	Team worked to develop suite of resources to support schools with audit of 4 Purposes. Regional workshops held Spring and Summer 2017 for sharing these resources with all schools. Mop up sessions planned for Autumn 2017 to ensure all schools have attended and have access to resources. Senior Lead gave presentation to 370 attendees at regional Primary	M	SL-SF	Further engagement with Successful Futures Cluster Lead with capacity funding possibilities within clusters to support work on 4 Purposes. Build in Successful Futures awareness resource as part of all leadership development programmes.

							Headteacher conference in Sept 2017 to share messaging and work. All planning within GwE has cross reference of the 4 purposes with Successful Futures			
20	R	Standards	P1/P2	The Welsh Language Strategy - insufficient capacity and resources to implement the strategy	M	M	Resources identified & confirmed. Welsh Education Subgroup action plan in place. The need for additional capacity to deliver identified.	M	MD	Project Manager to be appointed.
21	R	Business	P3/P6	Variation in the HR support provided to schools across the region.	M/H	M/H	HR level 3 business plan in place in order to coordinate activity at a regional level. Need to ensure high quality and consistent regional HR support for	M/H	Management Board	Monitor implementation of HR Level 3 Business Plan via the revised accountability & performance management structure.

							schools.			
22	R	All	P1/P2/P3	That the significant scope of Education reform underway to include accountability, professional learning, digital, Welsh language, curriculum development, assessment, leadership and ALN, is not fully embraced & implemented successfully & creates uncertainty in schools.	M	H	Engaged fully with change management principles: 11 GwE staff passed Foundation level certification. Developed bespoke 2 day change management training for all 51 Successful Futures Cluster Lead and 12 Challenge Advisers, including core leads- 100% pass rate with international APMG certification as local change agent. Developed a clear Change Management Delivery Framework with bank of resources for schools to engage and enable the changes. Distributed leadership model	M/L	SL-SF	Continue to engage further with WG to look at role of change management nationally. Continue to develop change management plan to support schools to assess their readiness for the new curriculum as reform develops - with support of dashboard/Ysgol GwE for all schools to be able to plot their readiness against agreed milestones for 2017/2018

RISK MATRIX

DATA ANALYSIS REQUESTS

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PROFESSIONAL OFFER

GwE's professional offer is both comprehensive and wide-ranging providing effective professional learning opportunities for all school staff whether they are teaching assistants, teachers, middle leaders, senior leaders or Head teachers.

The service has evolved to be in a position to offer training based on the principles of schools as learning institutions. There is a focus on professional learning, based on providing support using various approaches including specific off-site and remote professional learning, mentoring, and effective school to school collaboration. All promote self-improvement and pedagogy with the aim of rolling out good practice.

GwE's professional offer has been planned with the development of individuals on the classroom floor in mind; whilst also accommodating whole school aspects; supporting clusters of schools, and responding to LA needs. The provision is based on the sound knowledge held by Supporting Improvement Advisers of their respective schools, of the needs of specific clusters, the LA's aspirations and national priorities.

The principles of Successful Futures are embedded in all training and the 4 curriculum purposes are always at the forefront of presenters' minds, as they set about planning relevant, up-to-date and engaging/challenging training.

The full details of GwE's professional offer are available in 'GwE's Professional Learning Offer 2017-18' handbook, which is available on our website and Dashboard.

HOW DO WE QUALITY ASSURE OUR WORK

PROFESSIONAL LEARNING NEEDS OF THE TEAM

Following the training on 6th & 7th June, further training courses and topics were identified below:

- **Coaching**
- **Dealing with under performance**
- **Having difficult conversations**
- **Time management**
- **Emotional intelligence leadership**
- **Change management & motivation**
- **Team building**
- **Leadership skills**





REPORT TO THE JOINT COMMITTEE

4 OCTOBER 2017

Report by: GwE Managing Director

Subject: GwE Risk Register

1.0 Purpose of the Report

1.1 To present the latest GwE Risk Register to the Joint Committee.

2.0 Background

2.1 The purpose of the risk register is to formalise the process of identifying risks and consequently taking action to mitigate the risk.

2.2 Effective management of the region's risks will enable GwE to support the region's objectives, make effective use of resources and deliver outcomes as intended.

3.0 Considerations

3.1 The GwE Risk Register is a live document which is kept under regular review. It is presented to the Joint Committee on an annual basis & also when new risks are identified where the Joint Committee needs to be made aware.

3.2 All of the risks have been reviewed & updated; with a total of 5 risks having their likelihood of risk, impact of risk, residual risk amended (Risks 1/3/5/8/15).

3.3 It is also suggested that the following risks be removed:

RISK NUMBER	REGIONAL or LOCAL	SUMMARY	GwE PRIORITY	RISK IDENTIFIED	LIKELIHOOD OF RISK	IMPACT OF RISK	CURRENT ACTIVITIES / MITIGATION	RESIDUAL RISK / OVERALL RISK	RISK OWNER	FUTURE ACTIONS
13	R	Standards	P1 / P4	Lack of specialist support for PRU's across the region & GwE's consequent lack of overview of standards in this important sector.	M	L	Management Board agreed to additional capacity within GwE to support PRU's.	M	MD	A review of PRUs across the region to be conducted to acquire clarity on the expectations across the region.
18	R	Standards	P1	LA Inspections - variation in the performance of individual authorities.	H	H	Awaiting new Estyn LA Inspection Framework and Guidance. Low capacity within each LA to support GwE.	M/H	Management Board	Clarification required on the role of GwE in this respect.
24	R	Business	P6	The role of GwE misunderstood on occasion leading to tension with Teachers Unions	M	M/H	Communicate clearly the role and responsibilities of GwE in school improvement with the teaching unions.	M	MD	Continue to engage with the teaching unions on a regular basis.
27	R	All	P5	That a Local Authority may wish to withdraw from the Inter Authority Agreement (in its entirety or from certain elements)	L	H	GwE business planning & accountability processes include significant local input. Level 2 & 3 plans include local delivery against regional priorities. Core Lead for primary & secondary in each LA appointed. Inter Authority Agreement under review pending National Model review.	M/L	MD	Value for Money Framework in place to inform future decision making.

The following risk matrix has been followed in determining the residual risk status.

Risk Matrix					
Probability	Almost Certain	Low (4)	Medium (8)	High (12)	High (16)
	Likely	Low (3)	Medium (6)	Medium (9)	High (12)
	Possible	Low (2)	Low (4)	Medium (6)	Medium (8)
	Unlikely	Low (1)	Low (2)	Low (3)	Low (4)
		Low	Medium	High	Extreme
Impact					

4.0 Recommendations

- 4.1 The Joint Committee is asked to review the content of the register.
- 4.2 Determine whether there are any risks that the Joint Committee wish to bring to the attention of their respective Cabinet's etc.

5.0 Financial Implications

- 5.1 Effective management of risks and financial controls help to monitor costs and enable value for money.

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 Advisory Board & Management Board have discussed the content of the register & have amended risks as appropriate.

9.0 Appendices

9.1 GwE Risk Register

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

Any comments will be presented verbally at the meeting.

Statutory Finance Officer:

I believe that the GwE risk register is in a standard form and contains appropriate information. We will provide support for the GwE Managing Director with regards to financial risks as appropriate. Further comments on certain risks will be presented verbally at the Joint committee meeting on the 4/10/2017.

RISK NUMBER	REGIONAL or LOCAL	SUMMARY	GwE PRIORITY	RISK IDENTIFIED	LIKELIHOOD OF RISK	IMPACT OF RISK	CURRENT ACTIVITIES / MITIGATION	RESIDUAL RISK / OVERALL RISK	RISK OWNER	FUTURE ACTIONS
1	R	Financial	ALL	Cuts in funding to the GwE Core Budget affects strategic long term planning.	H	H	Assumptions made regarding future funding situation. A number of appointments made on secondment basis to ensure flexibility within the service to respond quickly to any changes. Medium Term Financial Plan & VFM Policy & Framework in place.	H	MD / BM	Medium Term Financial Plan & Value for Money Policy & Framework to be reviewed periodically.
2	R	Financial	ALL	Uncertainty regarding grant funding arrangements from WG hampers strategic long term planning.	M	H	Assumptions made regarding future funding situation. Working closely with WG to inform funding situation for next 3 years. A number of appointments made on secondment basis to ensure flexibility within the service to respond quickly to any changes. Medium Term Financial Plan in place.	M	MD / BM	Medium Term Financial Plan to be reviewed periodically
3	R	Financial	ALL	Inequitable distribution of grant funding between consortia leading to difficulties in comparison of performance	M	M	Discussions continue at Consortia MD level & with WG to agree a more equitable formula for grant distribution.	L	MD	Benchmarking work progressing well. Discussions to be held at MD level with regards to reporting and possibilities to inform outcomes and decisions.
4	R	Standards	P1/P2	The difficulties in the recruitment of high quality trained teaching workforce within schools in the region which impacts on standards in all subjects such as English & Maths	H	H	Subject specific Challenge Advisers in post with corresponding Level 3 Business Plans for implementation. #DiscoverTeaching recruitment campaign underway. Current work under development regarding improving the ITE provision across the region - North Wales Partnership for Teacher Education	M	MD / AD	North Wales Partnership for Teacher Education (CaBan) to ensure an effective professional learning programme for ITE providers across the region.
5	R	Standards	P1/P2	Curriculum and qualification changes creates uncertainty within schools	M	M	Senior Lead & team for Successful Futures now in post. Portfolio leads also in place. Significant engagement activity taken place & underway. Working closely with stakeholders. All clusters of schools across the region have appointed a cluster lead for Successful Futures. 2 day training has taken place during September on Successful Futures and change management. Feedback shows the training has helped and follow up on how clusters will engage with the SF lead is now taking place during October. Announcement from WG on the revised curriculum timescales has created some feeling of uncertainty within the system - developing messaging to support schools with this positively	M	SL - SF	Successful Futures Cluster Leads will be closely supported according to their cluster plan, to ensure all schools within their clusters have good knowledge and engagement. GwE continue to have 5 members of staff involved in development of AOLE lead work for regular input and feedback
6	R	Standards	P3	Difficulties in the recruitment of Headteachers across the region / Recruitment of Quality of leadership at all levels	M / H	M / H	Delivery of the NPQH and Leadership Development Programmes to include programmes for aspiring leaders & headteachers. #DiscoverTeaching campaign underway. Aspiring Headteacher programme to be delivered from autumn term onwards. NPQH application process complete, endorsement process to be completed 09/10/17.	M	MD / AD	Collaboration with the Welsh Leadership Academy and consortia leadership subgroup regarding ensuring effective professional learning for leadership at all levels.
7	R	Standards	ALL	Cuts in school budgets are affecting schools ability to continue to raise standards.	H	H	Finance Subgroup working with schools to reduce impact.	M/H	LA's	
8	R	Buisness	ALL	Use of the Education Improvement Grant not fully embedded into regional approach - reduce speed & impact of the delivery of the Strategic Business Plan	M	M	Accountability structure & performance management processes reviewed. A review into the use of the EIG included as part of the Finance Level 3 Business Plan.	M	Management Board	Review to be undertaken & report to be presented to the GwE Management Board (January 2018)
9	R	Governance / Standards	P6	Uncertainty regarding future direction of elements within the National Model.	M	M	Awaiting impending review from Welsh Government. Revised accountability & performance management structure in place. Restructured service with distributed leadership model in place - ensures service is more adaptable to change.	M	Management Board	
10	R	Governance	P6	Changes in leadership of authorities can affect political or corporate buy in	M	M	Clear understanding of the responsibilities of all authorities & GwE over the strategic direction of the region. New members provided with briefing sessions & information sharing meetings held regularly (in addition to the formal Joint Committee meetings)	M	LD / MD	Continue to ensure that communication channels are clear & transparent.
11	R	Standards	P1/P4	That the Pupil Development Grant is not used effectively / Performance of FSM pupils.	M	M	Regional Wellbeing Adviser in post. Review of PDG completed & action plan in place.	M	RWA	Implement actions within the business plan & monitor progress via the new performance management structure.
12	R	Business	P1/P3	Governors do not possess the necessary knowledge & skills to act in a critical friend capacity.	M	M / H	Accountability structure & roles of the regional networks reviewed. Level 3 Business Plan in place. GwE portfolio lead for Governors now in place. Governors online Self Evaluation tool in place & being rolled out.	M	Management Board	Implement actions within the business plan & monitor progress via the new performance management structure.

13	R	ALL	ALL	The strategic direction does not reflect the views of the Children & Young People in the region.	M	L	Providing opportunities for Pioneer & Partner schools to showcase identified Pupil Voice practice - 15% of Pioneer schools have showcased work where Pupil voice has been a feature.	L	MD	Implement actions within the SF Business Plan with regard to Pupil Voice.
14	R	Standards	P1	Variation in the performance of individual local authorities at KS4	H	M/H	Key roles have been restructured within GwE and Senior Secondary Lead appointed to lead a regional secondary team and implement new support and challenge model. Accountability structures reviewed and strengthened both at regional and local level.	M	Management Board	Implement and evaluate the new secondary model. Ensure robust accountability at both regional and local level.
15	R	Standards	P1	Pace of improvement in the Foundation Phase is slower than that seen on a national level.	H	M	Support package offered to every authority focusing on good FP leadership, provision and high expectations and standards. Identification of consistently low performing schools and those at risk. Targeted support for these schools and clusters of schools. Agreement by all LA's to increase capacity within GwE to support the Foundation Phase - 1 Challenge Adviser in post from September 2017.	M	SL - P	Recruitment of 2 additional Foundation Phase Challenge Advisers to be completed. Continue to monitor individual school performance and target accordingly.
16	R	Standards	P1	The performance of MAT pupils in individual authorities across the region varies significantly.	M/H	M	Awaiting analysis and evaluation of 2017 performance. Business Plans will be updated accordingly.	M	MD/AD/Senior Leads	Regional Quality and Data Unit Lead has recently been appointed from September 2017 to ensure more effective use of data and analytics to improve the performance of all learners.
17	R	Standards	P1	Schools placed in Estyn Statutory category.	H	H	Over 10% of all secondary schools are in Estyn Statutory Category. Current risk assessment for all of the region's schools based on performance profile suggest that a further 10-20% of secondary schools are at risk in any upcoming inspection. New secondary model established for supporting, challenging and securing accountability on all levels.	H	MD/AD/Senior Leads	Implement and evaluate new secondary model. Ensure that school improvement is implemented through an effective partnership between school, LA and GwE.
18	R	Standards	ALL	Post-16 learning - New performance measures and the need for regional education consortia to increase their emphasis on sixth form performance (in their 'support and challenge' role for schools and to take a cross-consortia approach to driving improvements to ensure consistency at a National level) may dilute the emphasis for regional consortia on standards at pre-16 education.	M	H	Initial discussions underway at consortia / WG level.	M	Management Board / MD	The need to include LA's in discussions identified. Portfolio Lead within GwE identified and L3 Business Plan developed to address WG and regional priorities.
19	R	Standards	P2	Schools awareness of the four purposes within Successful Futures and development of the Areas of Learning and Experience as part of curriculum reform is limited & creates uncertainty in schools.	M	M/H	Team worked to develop suite of resources to support schools with audit of 4 Purposes. Regional workshops held Spring and Summer 2017 for sharing these resources with all schools. Mop up sessions planned for Autumn 2017 to ensure all schools have attended and have access to resources. Senior Lead gave presentation to 370 attendees at regional Primary Headteacher conference in Sept 2017 to share messaging and work. All planning within GwE has cross reference of the 4 purposes with Successful Futures	M	SL-SF	Further engagement with Successful Futures Cluster Lead with capacity funding possibilities within clusters to support work on 4 Purposes. Build in Successful Futures awareness resource as part of all leadership development programmes.
20	R	Standards	P1/P2	The Welsh Language Strategy - insufficient capacity and resources to implement the strategy	M	M	Resources identified & confirmed. Welsh Education Subgroup action plan in place. The need for additional capacity to deliver identified.	M	MD	Project Manager to be appointed.
21	R	Business	P3/P6	Variation in the HR support provided to schools across the region.	M/H	M/H	HR level 3 business plan in place in order to coordinate activity at a regional level. Need to ensure high quality and consistent regional HR support for schools.	M/H	Management Board	Monitor implementation of HR Level 3 Business Plan via the revised accountability & performance management structure.
22	R	All	P1/P2/P3	That the significant scope of Education reform underway to include accountability, professional learning, digital, Welsh language, curriculum development, assessment, leadership and ALN, is not fully embraced & implemented successfully & creates uncertainty in schools.	M	H	Engaged fully with change management principles: 11 GwE staff passed Foundation level certification. Developed bespoke 2 day change management training for all 51 Successful Futures Cluster Lead and 12 Challenge Advisers, including core leads- 100% pass rate with international APMG certification as local change agent. Developed a clear Change Management Delivery Framework with bank of resources for schools to engage and enable the changes. Distributed leadership model within GwE implemented to align Successful Futures.	M/L	SL-SF	Continue to engage further with WG to look at role of change management nationally. Continue to develop change management plan to support schools to assess their readiness for the new curriculum as reform develops - with support of dashboard/Ysgol GwE for all schools to be able to plot their readiness against agreed milestones for 2017/2018



REPORT TO THE JOINT COMMITTEE

4 OCTOBER 2017

Report by: GwE Managing Director

Subject: Medium Term Financial Plan 2017/18 – 2020/21

1.0 Purpose of the Report

1.1 To present the Medium Term Financial Plan to the Joint Committee for approval.

2.0 Background & Considerations

2.1 The MTFP is an overview document which identifies the main financial matters affecting GwE over the coming years. It sets out GwE's strategic approach to the management of its finances and outlines financial issues that will face GwE over the next four years. The delivery of the strategy is dependent on the resources made available through Welsh Government (WG) settlements and on the success of GwE in aligning resources to its service priorities.

2.2 The MTFP sets out the overall shape of GwE's budget and outlines a model of the financial requirements for its planned levels of service delivery in the medium term. This provides a framework so as to enable Joint Committee and officers to develop detailed annual budget allocations.

2.3 The MTFP will be a key tool for proactive financial management. It will be used as the basis of the annual budget setting process to ensure that the GwE's resource needs for the forthcoming year are sufficient and aligned to the correct priorities, but also allows for

future projected funding requirements to be identified far enough ahead so as to be able to plan to take appropriate action to deal with the anticipated funding levels.

4.0 Recommendation

4.1 The Joint Committee approves the report & identified actions as detailed in 5.8

5.0 Financial Implications / Risks

5.1 The MTFP identifies the main financial matters affecting GwE over the coming years. The plan is dependent on factors outside of GwE's control & require close monitoring & consideration to limit the impact.

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 This report was prepared in consultation with the host authority's Section 151 Finance Officer, who supports the recommendation.

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

The purpose of the report is to be welcomed and the only comment I have is to note that preparing finance for the service is a matter that has been held back for the councils to agree through partnership.

Statutory Finance Officer:

I have worked alongside the GwE Managing Director in preparing the 2017/18 – 2020/21 Medium Term Financial Plan presented, and I support the content.



Tuag at Ragoriaeth
Towards Excellence

GWE MEDIUM TERM FINANCIAL PLAN 2017/18 – 2020/21

GwE

MEDIUM TERM FINANCIAL PLAN: 2017/18 – 2020/21

1. BACKGROUND

- 1.1 This document is an overview document which identifies the main financial matters affecting GwE over the coming years. The document is supported and guided by Gwynedd Council's Section 151 Officer.
- 1.2 This document is able to provide a summary position and specifically will enable GwE Joint Committee and staff to gain further understanding in relation to:
- Modelling scenarios;
 - Principles adopted in the allocation of resources;
 - Identify the extent of any financial challenges / opportunities;
 - Principles to address funding pressures.

2. THE REQUIREMENT FOR A MEDIUM TERM FINANCIAL PLAN (MTFP)

- 2.1 This Medium Term Financial Plan (MTFP) sets out GwE's strategic approach to the management of its finances and outlines financial issues that will face GwE over the next four years. The delivery of the strategy is dependent on the resources made available through Welsh Government (WG) settlements and on the success of GwE in aligning resources to its service priorities.
- 2.2 The MTFP sets out the overall shape of GwE's budget and outlines a model of the financial requirements for its planned levels of service delivery in the medium term. This provides a framework so as to enable Joint Committee and officers to develop detailed annual budget allocations.
- 2.3 The MTFP will be a key tool for proactive financial management. It will be used as the basis of the annual budget setting process to ensure that the GwE's resource needs for the forthcoming year are sufficient and aligned to the correct priorities, but also allows for future projected funding requirements to be identified far enough ahead so as to be able to plan to take appropriate action to deal with the anticipated funding levels.
- 2.4 Each year there is the requirement to prepare an annual budget. The MTFP will be updated each year as part of the annual budget planning cycle. The Joint Committee will be kept informed of the developments to the MTFP through the annual GwE meeting in July and services will consider cost and savings and/or income generating options as part of the annual budget planning cycle.

3. GWE'S MID-TERM PRIORITIES AND OBJECTIVES:

3.1 The MTFP will support GwE's vision and values and deliver on GwE's mid to long term priorities and objectives.

3.2 The following are key documents in guiding the GwE's direction during this period:

- Our Vision;
- Business and Improvement Plans;
- Service Priorities;
- LA school improvement Plans (known as Annexes);
- Risk Register

3.3 Additionally, the Cabinet Secretary's priorities for Education and the Welsh Government Qualified for Life agenda are policy drivers that will influence the direction of travel of GwE's priorities and objectives. GwE will also need to adjust its priorities and objectives to reflect the change in legislation at a Welsh level and Welsh Government priorities.

4. THE FINANCIAL CHALLENGE

4.1 GwE has been operational since April 2013, initially delivering a £883,000 or 20% efficiency saving across the six North Wales Local Authorities compared to their previous equivalent service delivery cost.

4.2 Since April 2013 the service has managed to gradually grow in staffing resource terms through realignment of existing budget resources and through the use of specific grant funding.

4.3 GwE has delivered further efficiency savings of £131,000 (real terms) or 3.48% in 2016/17 through absorbing from within existing resources the management and administration of numerous additional Welsh Government school improvement initiatives funded via specific grant.

4.4 The Welsh Government draft budget

4.4.1 Funding for GwE will be relative to settlement for the 6 North Wales Local Authorities. At the time of writing there are no indicative figures provided by Welsh Government for the following years' local government settlement. For the purposes of this report it is assumed that there will be no change.

4.5 GwE's Baseline budget:

4.5.1 Below is a summary of the starting budget position of the GwE over the last 5 years:

Year	2017/18 £'000	2016/17 £'000	2015/16 £'000	2014/15 £'000	2013/14 £'000
Gross Revenue Expenditure	9,317	10,554	11,394	6,519	3,520
Income Revenue	5,232	6,457	7,238	2,363	0
Total Original Net Budget	4,085	4,097	4,156	4,156	3,520
Reserves brought forward	739	460	267	762	0

4.6 Annual Financial Pressures on GwE:

Each year there are financial pressures on GwE. These pressures are the cumulative effect of:

- Inflationary pressures;
- Unavoidable commitments;
- Planned Efficiency/Income streams;
- LA contributions to core budgets;
- Restructuring to deliver National Priorities;
- Welsh Government grants.

4.7 Inflationary pressures:

Inflationary pressures are normally reported to GwE, these are the identified pressures for the coming four years:

Year	2017/18 £'000	2018/19 £'000	2019/20 £'000	2020/21 £'000
Wage Inflation (@ 2% after 2017/18)	31	63	64	66
General Inflation	10	10	10	10

The wage inflation for 2017/18 was set as part of a 2 year agreement, however at present there is no indication as to 2018/19. Since the annual inflationary pay increase has been set at 1% in recent

years irrespective of the actual rise in living costs, one anticipates a degree of “catch-up” in future years – hence the assumption taken here of a 2% inflationary pay increase from 2018/19 onwards.

4.8 Unavoidable Pressures:

The following have been estimated as unavoidable pressures on GwE:

- 2017/18 Staff restructure
- 2018/19 None identified
- 2019/20 None identified
- 2020/21 None identified

4.9 Reserves

GwE monitors & reviews the reserves that GwE holds. The review for the current year is included in the 2017/18 Base Revenue Budget. Not all of these reserve funds are fully committed. As GwE’s finance moves to be more dependent on WG grants this particularly exposes GwE to more volatility in terms of financial planning. Hence the need for adequate reserves to assist the GwE in coping with any revised grant and inflationary assumptions and volatility in income generation. GwE reviews its reserve funds formally each March to ensure that appropriate resources are made available.

4.10 Indicative Grant Settlements:

To date, no indicative settlement figures for 2018/19 and thereafter have been forthcoming.

4.11 Cumulative Effects

The following table identifies the cumulative effect of inflationary pressures and unavoidable commitments set against different funding shortfall periods.

	2018/19			2019/20			2020/21		
	Best Scenario	Middle Scenario	Worst Scenario	Best Scenario	Middle Scenario	Worst Scenario	Best Scenario	Middle Scenario	Worst Scenario
Previous year pay budget	£3,123,284	£3,123,284	£3,123,284	£3,154,517	£3,170,133	£3,185,750	£3,186,062	£3,217,685	£3,249,465
Pay inflation (%)	1%	1.5%	2%	1%	1.5%	2%	1%	1.5%	2%
Pay inflation (£)	£31,233	£46,849	£62,466	£31,545.17	£47,552	£63,715	£31,861	£48,265	£64,989
Funded by authorities (%)	1%	-0.5%	-2%	1%	-0.5%	-2%	1%	-0.5%	-2%
Funded by authorities (£)	£36,222	-£18,111	-£72,444	£36,584	-£18,383	-£73,893	£36,950	-£18,658	-£75,371
Impact on GwE (£)	£4,989	-£64,960	-£134,910	£5,039	-£65,935	-£137,608	£5,090	-£66,924	-£140,360
Cumulative impact (£)	£4,989	-£64,960	-£134,910	£10,028	-£130,895	-£272,518	£15,118	-£197,819	-£412,878

5. SERVICE VISION, PRIORITIES, VALUES AND OBJECTIVES:

5.1 Service Vision:

Our vision states that in GwE we will have:

Outstanding schools naturally collaborating and jointly identifying direction for improvement which will deliver excellent standards and wellbeing for their pupils.

5.2 Service Priorities:

- 5.2.1 **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.
- 5.2.2 **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.
- 5.2.3 **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.
- 5.2.4 **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.
- 5.2.5 **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.
- 5.2.6 **Business** – to ensure that GwE has strong governance and effective business and operational support that provides value for money.
- 5.2.7 **Estyn recommendations** – to ensure that necessary progress is made against all recommendations within the expected timeframe:

5.3 Estyn Recommendations:

E1: 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.

E2: Improve the quality of evaluation in the delivery of school improvement services.

E3: Improve the rigour of the arrangements for identifying and managing risk.

E4: Ensure that business and operational plans contain clear success criteria and that progress against these is monitored effectively.

E5: Clarify the strategic role of the regional networks and their accountability to the Joint Committee.

E6: 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.

5.4 Service Values

5.4.1 To achieve the vision and objectives, we have set ourselves minimum expectations.

These expectations are:

- Good leadership and management;
- Good teaching;
- Eradicate in school variation;
- None of GwE schools to feature in Estyn statutory categories;
- Pupils learning and wellbeing at least good; and
- Successful Futures in place

5.4.2 To achieve the vision and objectives we have set ourselves service and personal values.

These include:

- Trust;
- Show no bias;
- Fairness;
- Respect diversity;
- Supportive and collaborative;
- Bilingual;
- Objectivity;
- Demand high standard;
- Integrity.

5.5 Service Objectives

GwE has set itself a series of objectives to deliver its strategic priorities to align the MTFP. These objectives frame business plans into medium and long term targets. This also allows our financial planning to address these objectives as priorities.

5.6 Service Risks

GwE has a very comprehensive risk register which is monitored rigorously on a quarterly basis by the following:

- GwE Joint Committee;
- GwE Management Board;

- GwE Senior Management Team.

Each team within GwE holds the Register in their own business plan and monitors quarterly to inform Senior Management of any required changes.

5.7 **Financial strategy**

The Financial Strategy will identify detailed plans to enable GwE to set a balanced budget for the period identified.

To strengthen the medium term financial planning process, indicative budgets beyond one year are required.

5.8 **Value for Money**

The consortium generally has effective financial management processes in place. Communication and consultation about financial arrangements are effective with both core funding and grant expenditure kept under regular review by GwE staff, the host local authority and the joint committee.

We are now improving our financial analysis to support the delivery of our revised three-year business plan. A medium-term financial plan and workforce plan is being aligned to its business plan. By increasingly effective use of data to identify our key priorities, the link between the business planning process and financial planning decisions is being strengthened because the work streams that underpin the business plan identify clearly the resources to be used.

Detailed work has been undertaken to align grant allocations with our priorities, although progress to date has been limited. Challenge advisers now challenge schools on their use of grant funding with a clear set of criteria to assess the use of this funding and this has reduced the inconsistencies between schools about identifying the impact of the use of grant funding on pupil outcomes.

We now systematically collate the information gathered on schools' use of grant funding and therefore opportunities to share effective practice and wider learning are being better exploited.

A formal framework has been developed to assess the wider value for money that GwE provides. There is now a consistent view across all stakeholders of how the value for money of GwE's activities can be measured within the business plan structure and objectives.

We now regularly evaluate and review our services and initiatives during their implementation phase to identify areas for improvement and value for money.

5.9 **Economy, Effectiveness and Efficiency**

Since GwE's inception in 2013, there has been a significant increase in the expectations of the role of the Consortia. A further review of the National Model is imminent and it is clear that there is a commitment from Welsh Government to increase the breadth of responsibilities even further into the areas of Wellbeing, Equity and potentially Additional Learning Needs. There hasn't been a clear strategy from WG nor locally to plan and manage these incremental increases in responsibility.

Overall, there is a growing strength in the primary sector with the Esteem inspection profile been generally good. This is down to two main factors:

- there is a significant 80:20 bias in the National Model as implemented in GwE towards the primary sector; and
- There is a significantly greater experience and successful track record at senior leadership level in the primary sector amongst members of the team.

However, the picture is different in the secondary sector. Due to the 80:20 entitlement model which is operating at present and the difficulty in recruiting full time good quality advisers, there has and is a lack of access to effective full time secondary Challenge Advisers. This is especially acute in priority areas such as leadership at different levels, Mathematics and English. This lack of capacity in the secondary sector hinders the ability of GwE to make immediate impact.

At present, Challenge Advisers feel that their roles are being too constrained by the present operational model. Too much of their time is tied up in the generic challenge adviser role working mainly on school categorisation. As a result, Challenge Advisers do not give strategic lead on educational matters that would benefit the delivery of the Consortia and individual LA priorities. As a result, individually and collectively they are not being developed sufficiently and their expertise is not being put to best use to lead on educational issues across hubs and the region.

The links between GwE and local authority services such as ALN and Inclusion especially in the area of raising standards of vulnerable learners and appropriate provision is underdeveloped. The introduction of a range of new legislation would merit a closer working and a more regional approach in this area.

There are examples of good practice in each hub, but this practice is not shared effectively across the Region. As a result, there is too much variability in what GwE can offer schools depending on their geographical location and skills base of staff. 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. There is significantly more detail identified to improve co-identified areas even down to individual school level. This has allowed greater focus to monitoring meetings and stronger accountability of individual challenge advisers for delivering. However, more work needs to be done on the overall monitoring process to ensure a consistent approach across the Region.

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. As a result, further work will be undertaken as members will shadow GwE challenge advisers in different functions of their role to further deepen their understanding. Scrutiny members understanding of standards in schools and GwE provision in their schools have been developed through detailed reports from Senior Challenge and support Adviser. Their presence in

these meetings has helped address perceptions and sort out any issues member wish to raise and help manage local expectations through explaining their role in detail.

In the past, the business plan did not meet the challenges to tackle priority areas. However, 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 present accountability structure at officer level is unclear. It is unclear which officer is the lead role regarding accountability to the Joint Committee. Lead Chief Executive, Lead Director and Managing Director all have roles but this is not distinguished clearly enough in day to day operation. This leads to a number of issues including a single point of contact with Welsh Government and lack of clarity how fellow Directors can be actively involved in shaping developing direction between meetings.

Links between national and local priorities are not clear. Much work needs to be done to ensure that future National developments support local priorities. Also, a clearer picture needs to be established on each individual school's journey to be ready for the challenges of Qualified for Life.

Wellbeing and Equity are being introduced into Qualified for Life 2. This potentially will lead to a review of the present National Model. This could include further elements of the present Additional Learning Needs and Inclusion services which currently sit within LAs.

5.10 **Identified Actions:**

- Develop a Financial Strategy for the period 2018/19 to 2020/21 including a financial strategy for the medium case scenario as outlined in section 4.11. Should the worst case scenario as outlined in section 4.11 transpire this would require revisiting fundamental principles.
- Assess all activity against GwE's Service Priorities and Operating Principles
- Assess the need for reserves to enable GwE to deliver against its service priorities.
- Develop a vision for the provision of services by GwE for the year 2020/21
- Review the MTFP as relevant information is made available to GwE
- To work with Welsh Government officials to develop a commitment on future indicative
- Restructure the organisation to address current shortcomings;
- Develop a distributive leadership model that will give more staff leadership roles and give them opportunities to develop their own skills;

- Change the present operating model to ensure that there is a clear focus on improving performance in secondary schools especially at Key Stage 4;
- Implement a service and individual performance management model that will help address the Estyn recommendations;
- Develop clarity between National and Local priorities so that they complement one another and do not compete;
- Clarify the roles of staff especially senior staff so that priorities are delivered; and
- Review the operational business support model of GwE.



REPORT TO THE JOINT COMMITTEE

4 October 2017

Report by: GwE Managing Director
Subject: GwE Value for Money Policy & Framework

1.0 Purpose of the Report

1.1 To present the GwE Value for Money Policy & Framework to the Joint Committee for approval.

2.0 Background & Considerations

2.1 GwE is committed to delivering value for money as an integral part of its strategic and operational work. It has a strategic responsibility to achieve VFM from its use of core and grant funding. Similarly the responsibility for pursuing VFM lies with all staff, and not just those with financial duties.

2.2 To meet its commitment to achieving VFM GwE has set itself the following objectives:

- To integrate VFM principles within existing management, planning and review processes.
 - To adopt recognised good practice where this makes sense.
 - To undertake VFM studies on areas of activity identified as worthy of review.
-

- To benchmark our activities against other similar activities and organisations where this is considered useful.
- To respond to opportunities to enhance the economy, efficiency and effectiveness of activities.
- To promote a culture of continuous improvement.
- To ensure that all staff recognise their continuing obligation to seek VFM as part of their routine activities.

2.3 The policy will be reviewed on an annual basis to ensure it is in line within GwE's objectives and that it encompasses all its activities.

3.0 Recommendations

3.1 The Joint Committee is asked to approve the policy & framework.

4.0 Financial Implications

4.1 There are no financial implications arising from this report.

5.0 Equalities Impact

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

6.0 Personnel Implications

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

7.0 Consultation Undertaken

7.1 None undertaken.

8.0 Appendices

8.1 GwE Value for Money Policy

8.2 GwE Value for Money Framework

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

No comments from a propriety perspective.

Statutory Finance Officer:

I welcome the progress with regard to the VFM framework.

Further comments will be presented, verbally at the meeting, if required.



Tuag at Ragoriaeth
Towards Excellence

GwE Value for Money Policy 2017

GwE Value for Money Policy

1.0 Background

GwE is committed to delivering value for money as an integral part of its strategic and operational work. It has a specific responsibility to achieve VFM from its use of core and grant funding. Similarly, the responsibility for pursuing VFM lies with all staff, and not just those with financial duties.

To meet its commitment to achieving VFM GwE has set itself the following objectives:

- To integrate VFM principles within existing management, planning and review processes.
- To adopt recognised good practice where this makes sense.
- To undertake VFM studies on areas of activity identified as worthy of review.
- To benchmark our activities against other similar activities and organisations where this is considered useful.
- To respond to opportunities to enhance the economy, efficiency and effectiveness of activities.
- To promote a culture of continuous improvement.
- To ensure that all staff recognise their continuing obligation to seek VFM as part of their routine activities.

2.0 Introduction

2.1 GwE recognises its responsibility to achieve value for money (VFM) from all its activities, however they may be funded. GwE, in common with other Consortia is committed to the pursuit of economy, efficiency and effectiveness as part of its strategic and operational work. GwE will seek to adopt good practice and incorporate VFM principles in all its activities, and undertake reviews at suitable frequencies to ensure that VFM is demonstrated.

2.2 VFM is a term used to assess whether, or not, an organisation has obtained the maximum benefit from the services it both acquires and provides, within the resources available to it. Some elements may be subjective, difficult to measure, intangible and misunderstood. Judgement is, therefore, required when considering whether VFM has been satisfactorily achieved or not. It not only measures the cost services, but also takes account of the mix of quality, cost, resource use, fitness for purpose, timeliness, and convenience to judge whether or not, together, they constitute good value. Achieving VFM is also often described in terms of the 'three Es' - economy, efficiency and effectiveness:

- (i) economy - minimising the cost of resources for an activity ('doing things at

a low price’);

(ii) efficiency - performing tasks with reasonable effort (‘doing things the right way’); and

(iii) effectiveness - the extent to which objectives are met (‘doing the right things’).

2.3 This Policy will be reviewed on an annual basis to ensure it is in line with GwE’s objectives and that it encompasses all its activities.

4.0 Aims

To achieve good VFM, GwE has set itself the following aims:

(i) to integrate VFM principles within existing management, planning and review processes, particularly in regard to projects or activities with significant financial implications;

(ii) to adopt recognised good practice where this makes sense and provides benefit to GwE;

(iii) to undertake, or commission, VFM studies on areas of activity identified as worthy of review;

(iv) to benchmark GwE’s activities against other similar activities and organisations where this is considered useful;

(v) to respond to opportunities to enhance the economy, efficiency and effectiveness of activities;

(vi) to promote a culture of continuous improvement;

(vii) to demonstrate actively, to both internal and external observers, that the achievement of VFM is sought in all activities undertaken;

(viii) to ensure that all staff recognise their continuing obligation to seek VFM for GwE as part of their routine activities; and

(ix) to strive to be recognised by others as a centre of excellence in meeting the aims of this Policy.

5.0 Embedding VFM Principles

Integration

5.1 VFM must be a routine part of the decision-making process at all levels of staff throughout GwE. This is particularly important in planning or reviewing activities with significant financial implications.

5.2 As part of the integration of VFM into routine decision-making, Business Plan holders will be asked to submit a brief report or case study on the application of VFM annually within their business plans, detailing measures to improve economy, efficiency and effectiveness, and quantifying any financial benefits.

5.3 Reports/Case studies should draw attention both to existing activities that demonstrate continuing VFM and to new opportunities for improving VFM. The Business Quality Board will need to be satisfied that VFM issues are being adequately addressed and that all major areas of expenditure, including staff costs, are being properly scrutinised.

5.4 Business plan holders are well placed to identify opportunities for achieving greater VFM within their areas of responsibility. They will know what measures are likely to be effective, having regard to their particular circumstances and needs, and how to enlist the support and co-operation of staff.

5.5 The Business Quality Board will take the lead in promoting the sharing of good practice throughout GwE, where this has implications for VFM. The adoption of good practice is one way of demonstrating that VFM has been sought and achieved. Where this is identified and potentially applicable to other plan holders, this will be appropriately communicated.

Benefits

5.6 Rather than acting on assumptions about what is currently carried out and produced, VFM principles provide officers with the opportunity to undertake a proper assessment of the objectives of an activity. This will maximise their chance of achieving the desired ends without unnecessary expenditure and effort. An assessment should also demonstrate that the proposed activity fits in with GwE's objectives and policies. Where this does not happen, an activity is, by definition, not achieving what GwE has set out to do.

5.7 Through properly documented planning and monitoring the adoption of open processes involving all interested parties, staff can publicly demonstrate a commitment to achieving propriety as well as VFM. This is increasingly important in a world of growing accountability and responsibility, and is absolutely essential for GwE whilst receiving core funding and grants. GwE has responsibility to show that it operates honestly, fairly and without bias.

5.8 GwE needs to comply with legal and other associated requirements. By adopting and being able to demonstrate good practice, the risk of failing to identify and comply with such requirements is significantly reduced.

5.9 All activities have risks attached. Incorporating risk management principles of identifying, evaluating and putting in place appropriate mitigation can contribute towards VFM. Although it is often not necessary to undertake a full risk assessment for every activity, an inadequate risk assessment, particularly for significant activities, can result in poor VFM.

Methods

5.10 An assessment of VFM can be achieved in a number of ways, for example:

- (i) through benchmarking an activity against similar activities in other organisations or institutions;
- (ii) by using performance indicators;
- (iii) through conducting VFM studies (possibly in conjunction with other Consortia);

(iv) by seeking out and then adopting recognised good practice where this can be adapted to GwE's circumstances;

(v) through internal audit work; although internal audit has a primary responsibility for assessing the internal control system, the internal auditors are frequently well placed to assess and comment on VFM in the areas reviewed;

(vi) through retaining documentation that show how an activity has been planned to build in VFM, and evidence of the good practices adopted; and

(vii) by examining the results or outcomes of an activity.

5.11 It is clear that conducting VFM studies is not the only way to show a commitment to VFM. Existing management practices that seek to integrate VFM principles and the active promotion of a culture of continuous improvement are two alternative approaches. Conducting a VFM study does not, in itself, demonstrate VFM; this is dependent on the result of the study and on any action taken in response to its findings.

Details on undertaking an individual VFM study is attached as Appendix A.



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GwE VALUE FOR MONEY FRAMEWORK 2017

GwE Value for Money Framework

“Good value for money is the best use of resources to achieve the intended outcomes.”

The objective of our VFM work is to form a clear judgement on whether value for money has been secured within GwE. This framework is designed to help business plan holders, activity leads and teams do this in a consistent manner. It builds on the questions underpinning the definition of VFM we have chosen (see page 4).

At **planning stage** staff should follow Steps 1-3 set out on page 2.

Step 1 requires them to decide what arrangements would look like in the circumstances we are trying to improve. We define *good value for money* as “the most desirable possible, given expressed or implied restrictions or constraints.” Deciding what is good value requires judgment and an understanding of what are reasonable restrictions.

Step 2 requires the team to establish the totality of planned resources relevant to the priority being improved;

Step 3 requires the team to identify all the planned outputs and outcomes.

At the **end of the work** teams should repeat Steps 1-3. With the evidence they have collected under the three headings during delivering their priority they can now ascertain what has been achieved – towards establishing good value arrangements and in terms of achieving outcomes – and what resources have been spent.

Then, having identified the performance achieved, staff should follow Steps 4-5 on page 3 and draw conclusions, in particular:

- on whether the identified performance was better or worse than planned (internal comparison); and
- how this compares with benchmarks beyond this particular case and point in time (external comparison).

By doing this staff can conclude on whether value for money has been achieved and should state their judgement in a clearly stated and succinct VFM Conclusion.

Having identified where the weaknesses in performance and arrangements lie, teams can then make robust recommendations designed to improve value for money (Step 6). The sequence of Steps 1-6 should act as the structure for the Summary of a VFM report.

Analytical framework for assessing Value for Money

Definition: Good value for money is the good value use of resources to achieve the intended outcomes

1 Establishing what is 'good value'	2 Capturing the scale of resources	3 Identifying expected and actual outcomes
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Establish the criteria against which performance will be assessed by agreeing what good value arrangements for the priority under scrutiny would look like. **'Good value' is defined as "the most desirable possible given expressed or implied restrictions or constraints."** Staff need to consider what reasonable constraints they need to take into account.

Good value planning: *Being clear about what is wanted.* For example:

- Well evidence based initiative with clear objectives, based on appropriate best practice/ benchmarks, agreed targets etc
- Realistic plans taking account of constraints and developed in the light of an understanding of risks
- Stakeholder support for plans
- Required resources in place to deliver to plan
- Clear understanding of what relevant costs should be

Good value implementation: . For example:

- Having the right expertise and managerial skills
- Selecting the best method of delivery
- Avoiding false economies
- Obtaining economies of scale through targeted work;
- Minimum sustainable impact of work
- Establishing clear and good VFM risk transfer

Good value monitoring: *Being able to assess performance.* For example:

- Clear performance measures set and monitoring arrangements in place
- Sound performance management systems
- Sound policy evaluation process in place, with timely feedback
- Ability to make operational changes well in light of feedback
- Ongoing value testing
- VFM assessment methodology in place

Identify the resources involved – initially in the plans and later, as outturn – including (where appropriate):

- staff costs
- funding streams
- buildings
- savings

Identify the immediate, intermediate and long term objectives and (where possible) outcomes. This needs to be done initially in considering the planned achievements and later, when considering actual achievements, including (where appropriate):

- performance against targets
- delivery record (including quantity and timeliness)
- unit costs
- economy and efficiency measures
- quality of service (including customer satisfaction record)
- adverse, perverse or unintended consequences

4 Establishing the consequences for VFM of the identified level of performance (internal comparison)

Establish the consequences of the identified performance for value for money. For example:

5 Drawing an overall conclusion on the value for money achieved with these resources (external comparison)

- were more/fewer resources employed than expected?
- was performance in terms of outputs/ outcomes greater/less than expected?

6 Making recommendations to secure improved outcomes

- was performance better/worse than expected given the resources employed?

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> • do the arrangements in place match up to those of the chosen benchmark established at Step 1? • were the outcomes achieved worth it given: <ul style="list-style-type: none"> • the scale of spend involved • the effort involved (and the opportunity cost) • their sustainability or otherwise over the medium to long term (eg can performance last or is it vulnerable to decline?) • the timing of benefits (short, medium or long term) • does performance suggest there is a problem with VFM? | <p>Having identified achieved performance (1-3) and established how it compares with what was or could have been expected (4), finalise the VFM conclusion by comparing performance in this case with, where appropriate, external benchmarks such as:</p> <ul style="list-style-type: none"> • with alternative actions (could better VFM have been achieved by doing things differently) • against accepted good practice or internal/ external benchmarks • comparisons with past years – trend analysis • against stakeholder expectations | <p>Having identified shortcomings in performance, make costed and timed recommendations for the individual organisation or for the government system more widely, designed to improve the policy implementation process, and lead to better VFM, by:</p> <ul style="list-style-type: none"> • correcting weaknesses • improving processes and practices • reducing costs • improving performance • securing savings • raising awareness of policy benefits • improving management information • ending activities or policy where necessary • reorganising processes and practices |
|--|--|---|

Good VFM is the **GOOD VALUE USE** of **RESOURCES** to achieve the intended **OUTCOMES**

Framework of questions for assessing VFM

