

Complete Agenda



Tuag at Ragoriaeth
Towards Excellence



Meeting

GWE JOINT COMMITTEE

Date and Time

10.30 am, WEDNESDAY, 20TH FEBRUARY, 2019

Location

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

Contact Point

Annes Sion

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(DISTRIBUTED 13/02/19)

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

| | |
|-------------------|----------------------------------|
| Rosalind Williams | Church of Wales |
| Haf Williams | Primary Schools Representative |
| Peter Agnew | Secondary Schools Representative |
| Jonathan Morgan | Special Schools Representative |
| Alison Fisher | Governor Representative |

Non-voting Officers

| | |
|----------------|---------------------------------|
| Arwyn Williams | Isle of Anglesey County Council |
| Dr Lowri Brown | Conwy County Borough Council |
| Karen Evans | Denbighshire County Council |
| Claire Homard | 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 |
| Gareth Williams | GwE Advisory Board Chairman |

Observer

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 - 28 NOVEMBER 2018 5 - 8

(copy enclosed)

5. GWE BUDGET 2018/19 - QUARTER 3 REVIEW 9 - 13

Report by Dafydd L Edwards

6. GWE BUDGET 2019-20 14 - 19

Report by Dafydd L Edwards

7. MEDIUM TERM FINANCIAL PLAN 20 - 40

Report by Dafydd L Edwards

8. 2018-20 BUSINESS PLAN - QUARTER 3 MONITORING 41 - 50

Report by Arwyn Thomas

9. LEVEL 1 BUSINESS PLAN - 2019-20 PRIORITIES 51 - 56

Report by Arwyn Thomas

10. 2018-19 RISK REGISTER - QUARTER 3 REVIEW 57 - 68

Report by Arwyn Thomas

11. WELSH IN EDUCATION - TERMS OF REFERENCE 69 - 73

Report by Alwyn Jones

12. NATIONAL CATEGORISATION 74 - 84

Report by Alwyn Jones

13. CALENDER OF MEETINGS 2019/20

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Report by Arwyn Thomas

14. OUR NATIONAL MISSION: A TRANSFORMATIONAL CURRICULUM - PROPOSALS FOR A NEW LEGISLATIVE FRAMEWORK

Presentation by Ruth Thackray

<https://beta.gov.wales/sites/default/files/consultations/2019-02/consultation-document-transformational-curriculum.pdf>

15. ALN - CONSULTATION ON DRAFT ALN CODE

Presentation by Margaret Davies

https://beta.gov.wales/sites/default/files/consultations/2018-12/consultation-document-draft-additional-learning-needs-code_0.pdf

GwE Joint Committee

28.11.2018

Present:

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

Co-opted non-voting Members: Jonathan Morgan (Special Schools' Representative).

Non-voting Officers: Arwyn Williams (Anglesey County Council), Karen Evans (Denbighshire County Council), Claire Homard (Flintshire County Council), Ian Roberts (Wrexham County Borough Council), Garem Jackson (Gwynedd Council) and Dafydd Ifans (Conwy County Borough Council).

Officers present: Arwyn Thomas (GwE Managing Director), Iwan G Evans (Host Authority Monitoring Officer - Gwynedd Council), Hefin Owen (Gwynedd Council), Alwyn Jones (GwE Assistant Director), Bethan Roberts (GwE), Marc Hughes (GwE), Sion Wyn Evans (GwE), Annes Sion (Host Authority Members' Support Officer - Gwynedd Council).

1. APOLOGIES

Dr Gwynne Jones (Anglesey County Council), Gareth Williams (Chair of GwE Advisory Board), Dafydd L Edwards (Host Authority Head of Finance) and Haf Williams (Ysgol Deganwy).

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 Chair signed the minutes of the meeting held on 26 September 2018 as correct.

5. REPORT ON THE REGION'S PERFORMANCE IN 2017-18

DECISION

To accept the Report.

DISCUSSION

The report was presented, and it was noted that WG has made significant changes regarding how performance measures are reported. Consequently, there is no comparative information on neither local authority level nor consortia level for the Foundation Phase, Key Stage 2 and Key Stage 3.

The discussion commenced with the Foundation Phase and it was noted that although performance has decreased regionally, the decrease is lower than the national decrease

across all areas. The main reason to account for this is that schools, for the first time, are using new outcomes for language and mathematics from the FPh framework for assessment. On looking at Key Stage 2 it was noted that performance is still strong in all subjects, and the region continues to be strong on both the expected level and higher levels. It was noted that GwE will continue to further strengthen cluster working in order to promote collaboration and sharing good practice. It was noted that the Estyn profile for primary schools continues to improve year on year, and there has been an increase to 13.2% in the number of schools receiving higher judgements. It was added there are only 3 schools in Estyn statutory category at present, which is 0.75% of the region's primary schools.

On looking at Key Stage 3, it was noted that performance is positive and that the region's performance continues to be above the national figure in the core subjects. The regional gender gap was discussed, and girls still perform better than the boys.

It was expressed that performance is disappointing overall in Key Stage 4. It was added that the Secondary Schools Improvement Strategy notes a direction for regional developments for the next three years. It was added that GwE has been working to improve the relationship with schools and that there is ongoing support. It was expressed that GwE is working to improve the effectiveness of middle leadership in terms of leading the teaching, assessment, tracking and robust evaluation, and it is hoped that these efforts will bear fruit in the coming years. It was added that work is ongoing to improve the performance of FSM learners by ensuring that schools receive clear guidance and support regarding effective strategies, learning and tracking.

It was noted that GwE is investing in KS3, which will roll out into KS4, and that there is a very strong relationship between GwE and secondary schools. It was added that steps have been taken, but that results are not evident as yet. FSM pupils were discussed, noting there will be a possible impact when the Universal Credit is introduced.

GCSE English results were discussed, and it was emphasised that it is difficult to move forward until there is an indicative explanation to what occurred. Inconsistent responses from Qualifications Wales was noted, and that pupils who have met the standard should be awarded a Grade C. Raising the bar in terms of the marks required to achieve a Grade C in the summer means that a significant number of learners in the region cannot pursue the post-16 courses they had wished to study.

It was expressed that Qualifications Wales has not managed the situation well, and that no apologies have been received. It was noted that Kirsty Williams has said that the Government cannot commission a consultation as it is an independent board.

On looking at KS5, it was noted that the delivery model varies within authorities and across the region. Nevertheless, an increase was noted in A2 and AS, and it was added that the region is at the forefront nationally in some indicators, but behind in other measures.

6. WELSH IN EDUCATION - REVIEWING THE PROVISION ACROSS THE REGION

DECISION

The proposals outlined below were approved so as to empower the Authorities and the Region to respond to and to deliver the vision of Welsh Government, namely to increase the number of Welsh speakers, as noted in:

- Cymraeg 2050: A million Welsh speakers
- Education in Wales: Our national mission - 2017-21 Action Plan

- Welsh in Education - 2017-21 Action Plan
- One language for all: review of Welsh second language at Key Stages 3 and 4

DISCUSSION

It was noted that the Welsh language Strategic Board leads, co-ordinates and manages the Welsh language regionally, and that it is accountable to the GwE Management Board. A recommendation was proposed, namely to review current provision so that the region fully responds to WG policy and ensures appropriate cohesion and capacity to provide a quality regional service in this area.

A question was asked regarding the time-scale of the review, and it was added that it is important to identify good practice across the region. It was added that the governance system will need to be mapped, as some of the matters arising will be matters for the Local Authority and its Cabinet rather than the Joint Committee.

7. GwE BUDGET 2018/19 - SECOND QUARTER REVIEW

DECISION

To accept the report

DISCUSSION

The report was presented, noting that not much has changed since the first quarter review. Attention was drawn to a one-off underspend as the result of an Assistant Director secondment from 1 June.

Government grants were discussed, noting there was a cut in the Education Improvement Grant 12 months ago but that the expected cut this year has not occurred. It was noted that an announcement last week secures additional funding for Schools, but that government conditions will be relevant before allocation.

It was noted there needs to be clarity regarding grant conditions and how it may be spent. With GwE's support, it may be possible to create a timetable with Headteachers in order to make the most of the grant funding.

8. RISK REGISTER

DECISION

To accept the Report

DISCUSSION

It was stated there are not many changes in the risk register since the September meeting. It was added that risks 1,2,5,7 and 17 have been updated. The risks have been mitigated.

9. LEVEL 1 BUSINESS PLAN - QUARTER 2 MONITORING REPORT

DECISION

To accept the report.

DISCUSSION

The report was presented, noting that work is ongoing on standards and KS4. It was noted that adding the column 'Profile tracking and Q2 expenditure' is a useful addition in order to ensure that expenditure for a priority is on track. It was noted that the report reflects service standards and priorities. Discussions will need to be initiated on the GwE focus during the next academic year.

10. AUTUMN CHALLENGE AND REVIEW SESSION - FEEDBACK

The GwE Managing Director thanked Gareth Thomas and Karen Evans for their work. It was expressed that the presentation demonstrated how the Joint Committee collaborates regionally, and the maturity of the partnership. It was added that the autumn Challenge and Review session has set a high bar, demonstrating the political maturity of the Joint Committee.

It was noted that GwE had been presented with challenges in the early days, but that lessons have been learnt and that the region has been able to move forward.

11. THE REFORM JOURNEY - ALN

Margaret Davies gave a presentation on where we are on the Additional Learning Needs reform journey. It was expressed that it needs to be ensured that pupils receive the appropriate support during each phase. It was added there are approximately 22,000 ALN pupils in the region; thus, the required provision needs to be available.

The ongoing work and current priorities were noted. It was added that the new Additional Learning Needs Act will be operational in the next 18 months; consequently, it needs to be ensured that schools are aware of the necessary information and confident that they are meeting the requirements of the new act. It will possibly be a challenging time for schools. It was explained that staff will need to be aware of the legal steps.

Observations arising from the discussion:

- Communication was discussed - local authorities will have legal accountability.
- Pupils who are taught at home were discussed, and how support will need to be ensured for them as part of the new act.
- It was asked whether schools and GwE are ready for the new act - it was noted that it is a period of many changes. The capacity to deliver everything was discussed. It was expressed there are efforts to link everything together.
- The new partnership required with Colleges and Universities was discussed.
- The need to look beyond education only was noted. There is a need for further discussion on this matter in the future.



| | |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| MEETING | GwE Joint Committee |
| DATE | 20 February 2019 |
| TITLE | GwE Budget 2018/19 – 3rd Quarter Review |
| PURPOSE | <ul style="list-style-type: none"> • To update Joint Committee members on the latest financial review of GwE's budget for the 2018/19 financial year. • The report focuses on the significant financial variances, with Appendix 1 containing the full financial information. |
| RECOMMENDATION | To accept the report. |
| AUTHOR | GwE Managing Director and Gwynedd Council Head of Finance. |

1. CONCLUSION

- 1.1 The main conclusion of the Quarter 3 review is that there is an expectation that GwE will remain within the core and specific grant funding available in 2018/19.
- 1.2 In the Joint Committee meeting on 28th November we estimated a somewhat neutral position for the year, with an underspend of (£994).
- 1.3 Since then, there is no significant change to the nett position, with the latest estimate being an underspend of (£1,618).The subsequent part of the report explaining the reasons accounting for the main variances.

1.4 We intend to submit an implementation plan to the Joint Committee, to resolve the financial deficit identified in section 2.3 and 2.4.

2. FINANCIAL VARIANCES

2.1 **Employees - Management, Brokerage, Standards and Administration:** **Quarter 3: underspend (£85,608). Quarter 2: underspend (£78,750).**

Staff turnover, mainly a secondment of an Assistant Director from the 1st of June has led to a temporary underspend. This will finance, in the short term, savings to be found (see 2.4). Additional staff turnover to what was reported in quarter 2, mainly with difficulties appointing a temporary finance officer, has increased the underspend a little.

2.2 **Transport - Travelling Expenses:** **Quarter 3: underspend (£5,069). Quarter 2: underspend (£5,682).**

No significant change to what was reported in Quarter 2. The trend in historic travelling expenses suggests that the actual annual cost is likely to be slightly below what has been established in the budget. It is anticipated that this is the case in 2018/19.

2.3 **Supplies and Services:** **Quarter 3: overspend £41,180. Quarter 2: overspend £35,559.**

This heading overspends yearly for a number of reasons. This is expected to continue in 2018/19. Specifically in 2018/19, difficulties in appointing a temporary translator, and an increase for this service on specific projects, is increasing the use of external translators. There is a slight increase in the overspend across several headings.

2.4 **Savings to be found** **Quarter 3: overspend £47,879. Quarter 2: overspend £47,879.**

No change to what was reported in Quarter 2. An overspend is expected as there is no permanent strategy identified to implement the savings target. Savings from staff turnover (see 2.1) is to be used to finance the savings to be found in the short term.

2.5 **Regional Consortia School Improvement Grant**

Quarter 3: Neutral. Quarter 2: Neutral.

No change to what was reported in Quarter 2. In 2018/19 all grants received by GwE, other than the Pupil Development Grant, has been amalgamated into one comprehensive grant. The budget has been adjusted to reflect these changes. No over/under spend is expected.

A breakdown of the total grant can be seen below (offer letter dated 12 March 2018):

| | |
|---------------|---------------------------|
| Delegated* | £25,908,641 |
| Non-delegated | <u>£ 9,198,005</u> |
| Total | <u>£35,106,646</u> |
| Grant | £32,620,366 |
| Match Funding | <u>£ 2,486,280</u> |
| Subtotal | <u>£35,106,646</u> |

Additional Delegation (offer letter dated 28 January 2019):

| | |
|--------------------------------------|---------------------------|
| Delegated – Professional Learning* | £ 2,011,729 |
| Several Headings – Raising Standards | <u>£ 1,088,843</u> |
| Subtotal | <u>£ 3,100,572</u> |
| Total – Final 2018/19 | <u>£38,207,218</u> |

* The GwE accounts does not include grants distributed directly to schools.

3. **UNDERSPEND FUND**

3.1 After using £466,956 in 2017/18, the total fund at the beginning of the 2018/19 financial year was £271,616, and for the time being due to future funding uncertainties, this has not been committed to be spent this year or in 2019/20.

APPENDICES

Appendix 1: GwE Budget 2018/19 – 3rd Quarter Review 2018/19.

VIEW OF THE STATUTORY OFFICERS

Monitoring Officer:

No Comments from a propriety perspective.

Statutory Finance Officer:

Co-author of report.

GWE JOINT COMMITTEE

Budget Review 2018/19 : Third Quarter October - December 2018

| | Revised Budget Quarter 2 £ | Adjustments £ | Revised Budget Quarter 3 £ | Estimated Expenditure £ | Over / (Under) Spend Net (Quarter 3) £ | Over / (Under) Spend Net (Quarter 2) £ |
|-------------------------------------------------------------------|-------------------------------------|------------------|-------------------------------------|-------------------------------|----------------------------------------------------|----------------------------------------------------|
| Expenditure | | | | | | |
| Employees | | | | | | |
| Salaries | | | | | | |
| - Management, Brokerage, Standards and Administration | 957,615 | | 957,615 | 872,007 | (85,608) | (78,750) |
| - System Leader | 3,696,935 | | 3,696,935 | 3,696,935 | 0 | 0 |
| - Staff on Secondment | 239,070 | | 239,070 | 239,070 | 0 | 0 |
| - Transferred against 'Specific Projects' | (1,652,930) | | (1,652,930) | (1,652,930) | 0 | 0 |
| Training, advertising and other employee costs | 39,814 | | 39,814 | 39,814 | 0 | 0 |
| Building | | | | | | |
| Rent (includes services) | 161,958 | | 161,958 | 161,958 | 0 | 0 |
| 'Specific Projects' usage of offices recharge | (55,000) | | (55,000) | (55,000) | 0 | 0 |
| Travel | | | | | | |
| Travel Costs | 128,321 | | 128,321 | 123,252 | (5,069) | (5,682) |
| Supplies and Services | | | | | | |
| Furniture, equipment, printing, postage, telephone, room hire etc | 31,012 | | 31,012 | 69,024 | 38,012 | 32,391 |
| Information Technology | 15,422 | | 15,422 | 15,422 | 0 | 0 |
| Audit Fees | 7,832 | | 7,832 | 11,000 | 3,168 | 3,168 |
| Brokerage | 269,889 | | 269,889 | 269,889 | 0 | 0 |
| Gwynedd Council Host Authority Support Service Costs | | | | | | |
| Legal | 5,352 | | 5,352 | 5,352 | 0 | 0 |
| Human Resources | 9,178 | | 9,178 | 9,178 | 0 | 0 |
| Finance | 39,690 | | 39,690 | 39,690 | 0 | 0 |
| Information Technology | 43,898 | | 43,898 | 43,898 | 0 | 0 |
| Savings to be found - 2018/19 | (36,879) | | (36,879) | 0 | 36,879 | 36,879 |
| Savings to be found - Rent Budget | (11,000) | | (11,000) | 0 | 11,000 | 11,000 |
| National Model Commitments | 463,003 | | 463,003 | 463,003 | 0 | 0 |
| Specific Projects | | | | | | |
| Regional Consortia School Improvement Grant | 9,198,005 | 1,088,843 | 10,286,848 | 10,286,848 | 0 | 0 |
| Pupil Deprivation Grant - Looked After Children | 874,000 | | 874,000 | 874,000 | 0 | 0 |
| Pupil Deprivation Grant - Strategic Advisor | 100,000 | | 100,000 | 100,000 | 0 | 0 |
| Total Expenditure | 14,545,085 | 1,088,843 | 15,614,028 | 15,612,410 | (1,618) | (994) |

| | Revised Budget Quarter 2 £ | Adjustments £ | Revised Budget Quarter 3 £ | Estimated Expenditure £ | Over / (Under) Spend Net (Quarter 3) £ | Over / (Under) Spend Net (Quarter 2) £ |
|-------------------------------------------------|-------------------------------------|--------------------|-------------------------------------|-------------------------------|----------------------------------------------------|----------------------------------------------------|
| Income | | | | | | |
| Core Service Contributions | | | | | | |
| - Anglesey Council (10.21%) | (420,135) | | (420,135) | (420,135) | 0 | 0 |
| - Gwynedd Council (17.61%) | (724,584) | | (724,584) | (724,584) | 0 | 0 |
| - Conwy Council (15.39%) | (633,098) | | (633,098) | (633,098) | 0 | 0 |
| - Denbighshire Council (15.22%) | (626,196) | | (626,196) | (626,196) | 0 | 0 |
| - Flintshire Council (22.65%) | (931,676) | | (931,676) | (931,676) | 0 | 0 |
| - Wrexham Council (18.92%) | (778,420) | | (778,420) | (778,420) | 0 | 0 |
| Income from Secondments | (239,070) | | (239,070) | (239,070) | 0 | 0 |
| Specific Projects | | | | | | |
| Regional Consortia School Improvement Grant | (9,198,005) | (1,088,843) | (10,286,848) | (10,286,848) | 0 | 0 |
| Pupil Deprivation Grant - Looked After Children | (874,000) | | (874,000) | (874,000) | 0 | 0 |
| Pupil Deprivation Grant - Strategic Advisor | (100,000) | | (100,000) | (100,000) | 0 | 0 |
| Total Income | (14,545,085) | (1,088,843) | (15,614,028) | (15,614,028) | 0 | 0 |
| Total Income over Expenditure | 0 | 0 | 0 | (1,618) | (1,618) | (994) |
| Memorandum - | | | | | | |
| The GwE Surplus Fund | | | | | | |
| | | | | | (271,616) | (271,616) |
| | | | | | Add/Less - (Under)/Overspend 2018/19 | (994) |
| | | | | | Less - Use of the Fund | 0 |
| | | | | | Fund balance as at 31 March 2019 | (272,610) |
| Information Technology Renewal Fund | | | | | | |
| | | | | | Fund balance as at 1 April 2017 | (40,057) |
| | | | | | Add - Contribution 2018/19 | (15,422) |
| | | | | | Less - Use of the Fund | 0 |
| | | | | | Fund balance as at 31 March 2019 | (55,479) |

Agenda Item 6

GwE: Joint Committee 20/02/19



| | |
|-----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| MEETING | GwE Joint Committee |
| DATE | 20 February 2019 |
| TITLE | Base Budget 2019/20 |
| PURPOSE | Present to the Joint Committee : <ul style="list-style-type: none">• GwE Base Budget 2019/20 (Appendix 1)• Authorities Financial Contributions (Appendix 2) |
| RECOMMENDATION | Adopt the base budget for 2019/20 as presented in Appendix 1. |
| AUTHOR | GwE Managing Director and Gwynedd Council Head of Finance |

1. Base Budget (“stand still”)

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

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

2. Savings Target

2.1 The attached budget reflects the decision of the North Wales Leadership Development Board on the 13 November 2018 to include a savings target which corresponds to a cash decrease of 1%, in the core contributions of the 6 constituent authorities, after adding inflation. This is equivalent to a 3.19% real terms cut when considering an increase in costs.

2.2 The budget includes a 'Savings to be found – 2019/20' line with the sum (£116,468) i.e. the 3.19% above.

2.3 With the above and the need for a permanent plan to Finance the 2018/19 'savings to be found', as well as the issue in 3.1 below, there is a need to find a cumulative total savings of £206,485 in 2019/20.

3. Supplies and Services

3.1 This heading overspends yearly for a number of reasons, and therefore highlights that the budget is insufficient. The budget has been increased by establishing a 'savings to be found' line, in order to identify the issue as a long term problem which needs to be financed (included in line 2.3 above).

4. Regional Consortia School Improvement Grant

4.1 The 2019/20 Local Authority settlement shows that there is no cut in cash terms to the Education Improvement Grant element of this grant. However, due to increased costs, there is a cut in real terms. Although no information has been received in relation to the rest of the grant, the budget has been set on the same basis as the Education Improvement Grant (ignoring the additional delegation received in the 2018/19 financial year).

4.2 section 4.1 above identifies a potential additional financial challenge to that identified in 2.3.

5. Underspend Fund

5.1 The report 'GwE Budget 2018/19 – 3rd Quarter Review' (previous item on the agenda) estimates that there will be about £273,234 in the underspend fund on 31/03/2019.

5.2 An appropriate part of the fund will need to be earmarked to bridge any element of the savings target (para 2.3 above) that cannot be found in full by GwE during 2019/20.

Appendix:

Appendix 1 - GwE Base Budget for 2018/19

Appendix 2 – Local Authority Contributions 2018/19

VIEWS OF STATUTORY OFFICERS

The Monitoring Officer:

No Comments from a propriety perspective.

The Statutory Finance Officer:

Co-author of the report.

GwE JOINT COMMITTEE - NORTH WALES COUNCILS - GwE BUDGET 2019-20

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| | Final Budget 2018/19 £ | Staff Adjustment £ | Inflation Adjustment £ | Savings Target £ | Supplies and Services Adjustment £ | Other Adjustments £ | Final Budget 2019/20 £ |
|-------------------------------------------------------------------|---------------------------|-----------------------|---------------------------|---------------------|---------------------------------------|------------------------|---------------------------|
| Expenditure | | | | | | | |
| Employees | | | | | | | |
| Salaries | | | | | | | |
| - Management, Brokerage, Standards and Administration | 957,615 | | 18,286 | | | | 975,901 |
| - System Leaders, Supporting Improvement Advisers | 3,696,935 | | 79,116 | | | | 3,776,051 |
| - Staff on Secondment | 239,070 | (117,050) | 0 | | | | 122,020 |
| - Transferred against 'Specific Projects' | (1,652,930) | | (35,455) | | | | (1,688,385) |
| Training, advertising and other employee costs | 39,814 | | 1,083 | | | | 40,897 |
| Building | | | | | | | |
| Rent (includes services) | 161,958 | | 4,405 | | | | 166,363 |
| 'Specific Projects' usage of offices recharge | (55,000) | | (1,496) | | | | (56,496) |
| Travel | | | | | | | |
| Travel Costs | 128,321 | | 3,490 | | | | 131,811 |
| Supplies and Services | | | | | | | |
| Furniture, equipment, printing, postage, telephone, room hire etc | 31,011 | | 844 | | 41,180 | (2,955) | 70,080 |
| Information Technology | 15,422 | | 419 | | | | 15,841 |
| Audit Fees | 7,832 | | 213 | | | 2,955 | 11,000 |
| Brokerage | 269,889 | | 7,341 | | | | 277,230 |
| Gwynedd Council Host Authority Support Service Costs | | | | | | | |
| Legal | 5,352 | | 146 | | | | 5,498 |
| Human Resources | 9,178 | | 250 | | | | 9,428 |
| Finance | 39,690 | | 1,080 | | | | 40,770 |
| Information Technology | 43,898 | | 1,194 | | | | 45,092 |
| Savings to be found - 2018/19 | (36,879) | | (738) | | | | (37,617) |
| Savings to be found - Rent Budget | (11,000) | | (220) | | | | (11,220) |
| Savings to be found - Supplies and Services deficiency | 0 | | | | (41,180) | | (41,180) |
| Savings to be found - 2019/20 | 0 | | | (116,468) | | | (116,468) |
| National Model Commitments | 463,003 | | 6,945 | | | | 469,948 |
| Specific Projects | | | | | | | |
| Regional Consortia School Improvement Grant | 10,286,848 | | | | | (1,088,843) | 9,198,005 |
| Pupil Deprivation Grant - Looked After Children | 874,000 | | | | | | 874,000 |
| Pupil Deprivation Grant - Strategic Advisor | 100,000 | | | | | | 100,000 |
| Cyfanswm Gwariant | 15,614,027 | (117,050) | 86,903 | (116,468) | 0 | (1,088,843) | 14,378,569 |

Atodiad 2 / Appendix 2

| | | Craidd/Core | | | | Arall / Other | | | | |
|----------------------------------|-------------------------|---------------|------------------|-----------------------|-------------------------------------------|------------------|----------------------------------|---------------------|--------|-----------------------|
| I'w ariannu gan <i>Funded by</i> | | Cyllideb | Chwyddiant | Targed Arbedion | Addasiadau canran cyfraniad | Is-gyfanswm | Addasiad Model Cenedlaethol | Cyllideb Drafft | | Targed Arbedion |
| | | <i>Budget</i> | <i>Inflation</i> | <i>Savings Target</i> | <i>Contribution proportion adjustment</i> | <i>Sub-total</i> | <i>National Model adjustment</i> | <i>Draft Budget</i> | | <i>Savings Target</i> |
| | | 2018/19 | 2.19% | 3.19% | | 2019/20 | | 2019/20 | | 'Cash' |
| | | £ | £ | £ | £ | £ | £ | £ | % | £ |
| Ynys Môn | <i>Isle of Anglesey</i> | 372,853 | 8,165 | -11,894 | -370 | 368,754 | 47,943 | 416,697 | 10.20% | -4,099 |
| Gwynedd | <i>Gwynedd</i> | 643,039 | 14,083 | -20,513 | 1,021 | 637,630 | 82,901 | 720,531 | 17.64% | -5,409 |
| Conwy | <i>Conwy</i> | 561,849 | 12,304 | -17,922 | -3,212 | 553,019 | 71,900 | 624,919 | 15.30% | -8,830 |
| Dinbych | <i>Denbighshire</i> | 555,724 | 12,170 | -17,727 | 1,270 | 551,437 | 71,695 | 623,132 | 15.26% | -4,287 |
| Fflint | <i>Flintshire</i> | 826,825 | 18,107 | -26,375 | 2,233 | 820,790 | 106,714 | 927,504 | 22.71% | -6,035 |
| Wrexham | <i>Wrexham</i> | 690,816 | 15,129 | -22,037 | -942 | 682,966 | 88,795 | 771,761 | 18.89% | -7,850 |
| Cyfanswm | <i>Total</i> | 3,651,106 | 79,958 | -116,468 | 0 | 3,614,596 | 469,948 | 4,084,544 | 100% | -36,510 |



REPORT TO THE JOINT COMMITTEE

20 FEBRUARY 2019

Report by: GwE Managing Director

Subject: Medium Term Financial Plan 2018/19 – 2021/22

1.0 Purpose of the Report

1.1 To present the revised 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 is a key tool for proactive financial management. It is 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 The MTFP has been revised following agreement on the core budget for 2019/20.

3.0 Recommendation

3.1 The Joint Committee approves the report & identified actions as detailed in 5.9.

4.0 Financial Implications / Risks

4.1 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.

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

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

No comments in relation to propriety.

Statutory Finance Officer:

I have worked with GwE's Managing Director to prepare the Medium Term Financial Plan 2018/19 - 2021/22, and I confirm that the financial figures included are fair estimates.

GwE

MEDIUM TERM FINANCIAL PLAN

2018/19 – 2021/22

Version Control

| Version | Date | Description |
|---------|----------|---------------------|
| V2.0 | 04/10/17 | GwE Joint Committee |
| V3.0 | 21/02/18 | GwE Joint Committee |
| V4.0 | 20/02/19 | GwE Joint Committee |
| | | |

MEDIUM TERM FINANCIAL PLAN: 2018/19 – 2021/22

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 An efficiency savings target of £36,880 for 2018/19 was added, equivalent to 1%.

4.5 A further efficiency savings target of £116,468 for 2019/20 is added, equivalent to 1% cash cut (3.19% real terms). This has been managed in the short term by reducing permanent staff and secondments into GwE and by seconding senior posts to other organisations. The figure for the financial year 2019/20 is £206,485.

4.6 The Welsh Government draft budget

4.6.1 Funding for GwE will be relative to the settlement for the sixth North Wales local authorities. At the time of writing this document, Welsh Government had not provided reliable figures for local government settlement in 2020/21 and 2021/22.

4.7 GwE's Baseline budget:

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

| Year | 2018/19 £'000 | 2017/18 £'000 | 2016/17 £'000 | 2015/16 £'000 | 2014/15 £'000 |
|----------------------------------|------------------|------------------|------------------|------------------|------------------|
| Gross Revenue | 13,135 | 9,317 | 10,554 | 11,394 | 6,519 |
| Expenditure | | | | | |
| Income Revenue | 9,021 | 5,232 | 6,457 | 7,238 | 2,363 |
| Total Original Net Budget | 4,114 | 4,085 | 4,097 | 4,156 | 4,156 |
| Reserves brought forward | 272 | 739 | 460 | 267 | 762 |

4.8 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.

4.9 Inflationary pressures:

These are the estimates for three years:

| Year | 2019/20 £'000 | 2020/21 £'000 | 2021/22 £'000 |
|-----------------------|------------------|------------------|------------------|
| Wage Inflation (@ 2%) | 62 | 62 | 62 |
| General Inflation | 10 | 10 | 10 |

4.10 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

4.11 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.

4.12 Cumulative Effects

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

| | 2019/20 | 2020/21 | | | 2021/22 | | |
|---------------------------------|-----------------|------------------|------------------|------------------|------------------|------------------|------------------|
| | Budget | Best Scenario | Middle Scenario | Worst Scenario | Best Scenario | Middle Scenario | Worst Scenario |
| Previous year pay budget | £3,001,620 | £3,063,567 | £3,063,567 | £3,063,567 | £3,109,521 | £3,124,838 | £3,140,156 |
| Pay inflation (%) | 2.1% | 1.5% | 2% | 2.5% | 1.5% | 2% | 2.5% |
| Pay inflation (£) | £61,947 | £45,954 | £61,271 | £76,589 | £46,643 | £62,497 | £78,504 |
| Funded by authorities (%) | -1.0% | 1.0% | -0.5% | -2% | 1.0% | -0.5% | -2% |
| Funded by authorities (£) | -£36,510 | £37,228 | -£18,630 | -£74,586 | £37,852 | -£19,019 | -£76,450 |
| Impact on GwE (£) | -£98,457 | -£8,726 | -£79,902 | -£151,175 | -£8,791 | -£81,516 | -£154,954 |
| Cumulative impact (£) | -£98,457 | -£107,183 | -£178,359 | -£249,632 | -£115,973 | -£259,875 | -£404,586 |

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.

5.3 **Service Values**

5.3.1 **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

5.3.2 **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.

5.4 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.

5.5 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.

5.6 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.

5.7 GwE Value for Money Policy

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.

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.

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').

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.

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.

Embedding VFM Principles

Integration

- 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.
- 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.
- 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.
- 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.
- 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

- 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.
- 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.
- 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.
- 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

- 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.

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.

5.8 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 |
|-------------------------------------|------------------------------------|--------------------------------------------|
|-------------------------------------|------------------------------------|--------------------------------------------|

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?

6 Making recommendations to secure improved outcomes

- was performance in terms of outputs/ outcomes greater/less than expected?

- was performance better/worse than expected given the resources employed?
- do the arrangements in place match up to those of the chosen benchmark established at Step 1?
- were the outcomes achieved worth it given:
 - 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?

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:

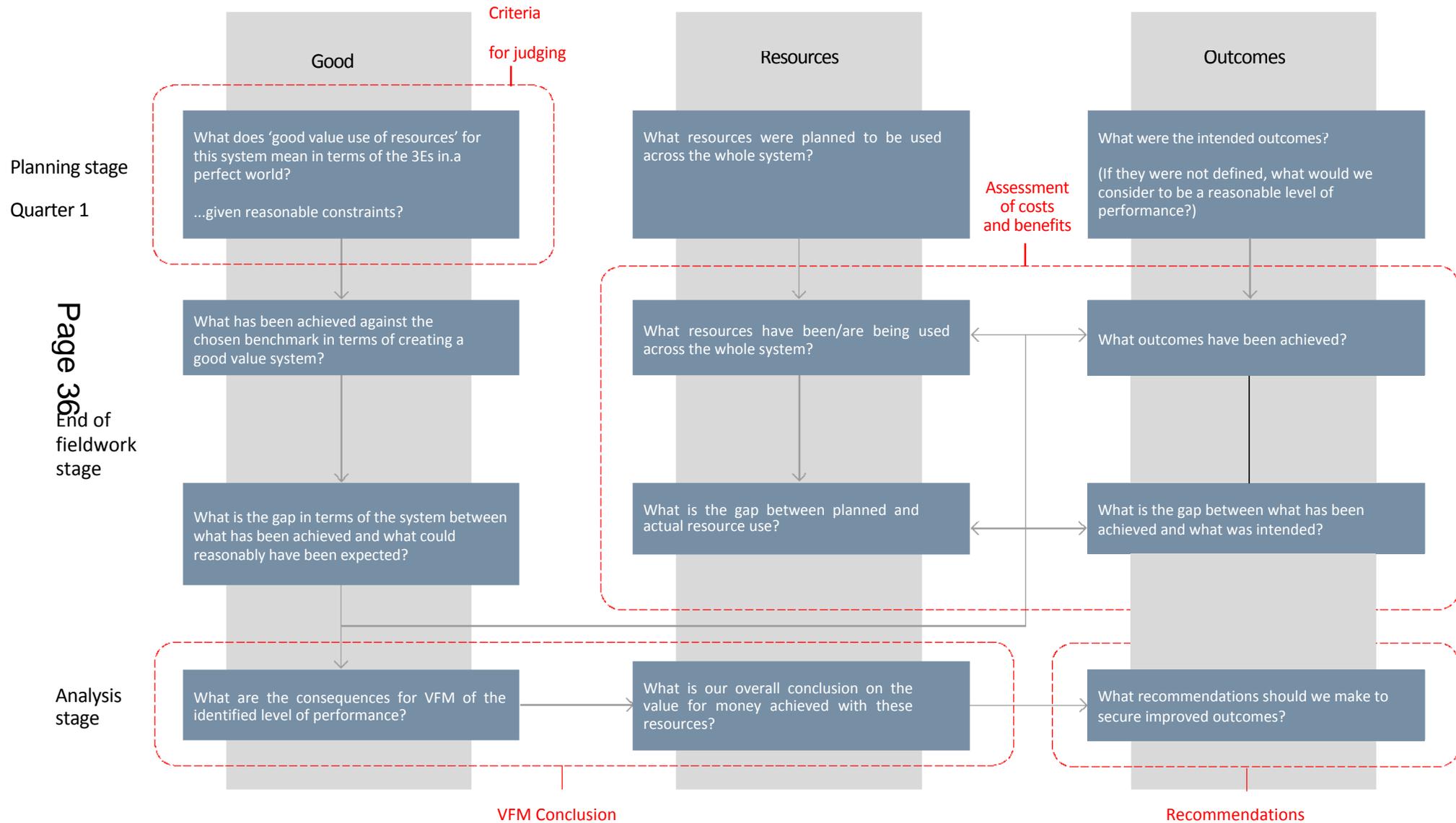
- with alternative actions (could better VFM have been achieved by doing things differently)
- against accepted good practice or internal/ external benchmarks
- comparisons with past years – trend analysis
- against stakeholder expectations

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:

- 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



5.9 Identified Actions:

- Identify plans for delivering savings 2019/20 and develop a Financial Strategy for 2020/21 to 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 2021/22
- Review the MTFP as relevant information is made available to GwE
- Review the present operating model to ensure that there is a clear focus on improving performance in secondary schools especially at Key Stage 4;
- To work with Welsh Government officials to develop a commitment on future indicative
- Develop clarity between National and Local priorities so that they complement one another and do not compete;
- Review the operational business support model of GwE.



REPORT TO THE JOINT COMMITTEE

20 February 2019

Report by: GwE Managing Director

Subject: Level 1 Business Plan – Monitoring Quarter 3 Report

1.0 Purpose of the Report

1.1 To present the Level 1 Business Plan – Monitoring Quarter 3 Report to the Joint Committee.

2.0 Background

2.1 The Regional Business Plan sets out the vision, priorities, actions, outputs and success criteria across the region.

2.2 Progress against the Business Plan will be reported upon quarterly to the Joint Committee.

3.0 Considerations

3.1 Enclosed is the Monitoring Quarter 3 Report of the Level 1 Business Plan.

3.2 The Level 1 plan 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.

4.0 Recommendations

4.1 The Joint Committee is asked to approve the monitoring report for quarter 3.

5.0 Financial Implications

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

6.0 Equalities Impact

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

7.0 Personnel Implications

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

8.0 Consultation Undertaken

8.1 The GwE Management Board & Advisory Board have been consulted during the development of the Level 1 Business Plan.

9.0 Appendices

9.1 Monitoring quarter 3 report.

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

No comments to add from a propriety perspective.

Statutory Finance Officer:

This Business Plan sets out clear responsibility for appropriate action in the areas of business, risk, and value for money, inter alia. The right hand column of the matrix confirms what the author states in paragraph 5 of the covering report, that there are no additional financial implications arising from this plan. Whilst it will be challenging to implement all aspects of the Business Plan, it is expected that GwE will finance any financial implications from within its current budget.

1. Standards

| Blaenoriaethau / Priorities | Cynllun Gweithredu / Actions | Targed Perfformiad / Allbwn Outputs and success criteria | Swyddog Cyfrifol/ Responsible | Dyddiad targed / Target Date | Ffynh. gyllid (cyfeirnod) / Finance Res. (ref) | Monitro Ch 3 - Cynllun Gweithredu Quarter 3 Monitoring - Action Plan | RAG Ch3 / Q3 | Monitro Ch3- Targed Perfformiad / Allbwn Quarter 3 Monitoring - Outputs and success criteria | RAG Ch3 / Q3 | Tracio proffil gwariant Ch3 / Tracking expenditure profile Q3 |
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| 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. | Improvements in standards at the end of the FP across the region. | Marc B Hughes | Jun-18 | EIG13 (Foundation Phase - Support Programme) | This year's results in the Foundation Phase shows a national decrease when compared to previous years. The main reason for this is the fact that new outcomes from the FP Assessment Framework have been used in language and mathematics. Many teachers are under the impression that there are higher expectations to achieve an Outcome and this is one factor that has led to fewer pupils achieving Outcome 5. Nearly all schools supported are addressing actions identified by FP SIAs that's impacting positively of provision. The majority of schools with a downward trend and performance being significantly lower than targets have been identified and receive support from the FPh SIAs. | Ar drac / On track | The national decrease in the results is reflected in the region's results. GwE anticipated this and has focused on improving provision in the Nursery and Reception classes, which will provide a robust base for achieving higher outcomes by the time the pupils reach the end of the Key Stage. Although performance regionally has fallen, the decrease is below the national dip at the expected outcome (O5+) with exception to LLC(W). On the higher than expected outcome (O6+), the regional decrease is considerably below the national dip across all areas . Generally, outcome 6+ performance continues to be strong. Schools have responded well to the various foundation phase training workshops and network meetings for SMT, teachers and support staff. This is evidenced by how schools have raised the level of challenge to meet the new requirements of outcome 6. In the majority of schools inspected during the Autumn Term, FP provision and standards have been judged as good or better. | Rhannol ar drac / Partly on track | Gwariant ar drac / Expenditure on track |
| | Maintain good standards in Key Stage 2 and improve the performance of Conwy Local Authority. | Maintain good standards in other local Authorities. Improve the percentage of pupils achieving the CSI. | Marc B Hughes | Jun-18 | M5 (Primary Oracy Plan) | The region's KS2 results are strong. This year's performance at the expected level is in mostly line with last year's results and continues to be above the national average for the CSI. The one exception is that Welsh language performance at the expected level is slightly down. One factor could be that more learners were assessed through Welsh as a first language than ever before. However, the percentage of learners achieving the expected levels in Welsh as a second language increased again for the fifth year. At the higher levels, performance continues to be strong in all subjects. Second language Welsh results made a notable improvement. The variance between boys and girls performance reduced this year and is now below the national average. FSM learners maintained previous year's results with the exception being Welsh Language where less FSM pupils achieved to gain the expected levels. However, the highest ever number of FSM pupils were assessed through the Welsh language. Comparing this year's end of Key Stage 2 data with end of Foundation Phase data from 2014, the region's matched pupils on average made above expected progress in Welsh, English and Mathematics. | Ar drac / On track | • Key Stage 2 performance continues to be strong at both the expected and higher levels. • An increased percentage of learners assessed in Welsh as a second language achieved at both expected and higher levels. • Schools have responded well to the various Literacy, Numeracy and Teaching and Learning training programmes provided. This is evidenced by consistently strong performance in all core subjects. • This year's KS2 cohort made above expected progress in Welsh, English and Mathematics during their time in KS2. | Ar drac / On track | Gwariant ar drac / Expenditure on track |

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| <p>Improve standards at KS4:</p> <ul style="list-style-type: none"> Improve standards in core subjects at KS4. | <p>Improvement in the performance of the L2+ indicator by 1.5 the rate of the national increase.</p> <p>The percentage of schools performing above the median in the FSM benchmarking, for L2+, will increase by 5%.</p> <p>55% of schools performing in line with or above modelled outcome for L2+.</p> <p>Increase in the proportion of pupils achieving 5A*-A grades at GCSE or equivalent by 1.5 the rate of the national increase.</p> <p>All schools have good support plans with a focus on raising standards at KS4.</p> | Elfyn V Jones | Aug-18 | Core | <p>Following the changes in 2016-17 there remains significant volatility in GCSE outcomes. Significant changes to the pattern and numbers of pupils sitting exams in the Summer 2018 has had an impact on results as demonstrated in the proportion of grades across all subjects in the A+ to C range in Wales - decreasing by 1.2pp to 61.6%.</p> <p>There has been significant change to grade boundaries since the Summer of 2017 and November 2017 compared to the Summer of 2018, particularly at C grade in English and mathematics. This has made it difficult for schools to ensure accurate projections and target setting and to effectively target intervention strategies for borderline pupils. Initial analysis suggests that schools data has been significantly influenced by registration decision. It is difficult to draw any accurate conclusions at this stage owing to the major changes in curriculum and grade boundaries. The indicators most impacted by the above mentioned changes has been the L2+ and core subjects.</p> | Rhannol ar drac / Partly on track | <ul style="list-style-type: none"> In Welsh, there was an increase of +0.5% on the 2017 figure with the 2018 performance at 71.1%. The majority of schools in the region have crossed a 70%+ threshold on the Level 2 indicator. In English, most schools who received intensive support from the GwE English team have seen an increase in their performance from last year. High quality CPD delivered this year has been praised by Heads of Departments and Head teachers. Heads of Department have received a wealth of high quality training to support them in their role. 30 schools [55.5%] have improved on their Mathematics performance of 2017, with 7 schools [12.9%] seeing a significant increase in their percentage points; 31 schools [57.4%] improved their Mathematics Numeracy performance of 2017 with 7 schools [12.9%] significantly improving their percentage points whilst 32 [59.2%] schools improved on their 2017 performance for the best grade, with 6 schools [1.1%] having seen a significant increase in their percentage points. 62.8% of pupils in the region achieved at least one GCSE in Science at L2. Intervention and support from the GwE Science ensured an 11.8% increase in the performance from the end of year 10 when only 51% of pupils were on track to achieve at least one L2 GCSE in Science. All 54 schools made improvements from the end of year 10 results, and 12 schools (22%) increased their results by 20% and above. | Rhannol ar drac / Partly on track | Gwariant ar drac / Expenditure on track |
| <p>Improve the performance of FSM learners, especially in English Language</p> | <p>The gap between our eFSM pupils and non-FSM learners reduced, by at least 5%, in the L2+ and FPI</p> | Elfyn V Jones / Marc B Hughes | Aug-18 | Core / EIG13 (Foundation Phase - Support Programme) | <p>KS4 - Performance of eFSM pupils [760 regional pupils of whom 163 are SEN pupils] improved to 27.6% [+0.7%] in the main indicator [+0.8% nationally] and the gap with non-FSM closed by a further 2.3% to 30.2% [32.3% nationally].</p> | Rhannol ar drac / Partly on track | <p>KS4 - Of the 597 eFSM pupils who were not SEN, 33.0% were successful in the L2+ indicator [an increase of 1.0% from 2017]. L2 performance of eFSM pupils also improved in the Capped 9, Mathematics and Maths Numeracy indicators, whilst their performance in English dipped by 1.0% to 35.4%.</p> <p>FP - Comparisons of Foundation Phase outcomes with previous year are not measured on a comparable basis. 2018 performance - 83.2%.</p> | Rhannol ar drac / Partly on track | Gwariant ar drac / Expenditure on track |
| <p>Improve performance in English language.</p> | <p>An improvement in English language KS4 results by 1.5 the rate of the national increase.</p> | Gaynor Murphy | Aug-18 | EIG15 | <p>14 schools improved on their 2017 performance. Of the 7 schools in red support category, 5 improved on 2017 performance.</p> <p>Intensive support issues to small number of schools has had a positive impact considering current climate. Item level data scrutinized and support responded to needs- eg: teaching oracy. Exam weaknesses addressed in October forum meeting and standardisation training delivered to all HOE. Regional tracking system developed and being used by majority of schools. Schools identified are working closely with us and identifying key issues regarding monitoring and tracking.</p> | Rhannol ar drac / Partly on track | <p>Performance in GCSE English Language decreased this year regionally from 61.6 (2017) to 56.2% A* to C. Issues with the changes to WJEC grade boundaries and access to early entry opportunities have impacted on performance in English Language across the region. This needs further investigation. Performance in the writing sections of both papers remains an issue across Wales. The average score for the writing sections is approximately half marks for both the quality and accuracy of students' writing.</p> | Ddim ar drac / Off track | Gwariant ar drac / Expenditure on track |
| <p>Improve performance in maths and numeracy</p> | <p>An improvement in Numeracy and maths KS4 by 1.5 the rate of the national increase.</p> | Dafydd Gwyn / Delyth Ellis | Aug-18 | EIG15 | <p>Overall, the results for the best grade across the counties have remained constant, with the attainment for Numeracy being stronger overall in our schools across the region. There is a positive picture generally, but some schools are of concern - especially where the difference between mathematics and numeracy maths is significant, or where there is a significant difference between their performance and their 2017 results.</p> <p>Head of Maths Meeting arranged for the Spring term (30/01/2019). Data analysis spreadsheet created in draft form and sent out to schools. Schools receiveing intensive support. Presenters organised for network meetings and regional meeting. Further opportunity for professional development available for all Mathematics teachers during these forums, and at some local schools.</p> | Ar drac / On track | <ul style="list-style-type: none"> 30 schools [55.5%] have improved on their Mathematics performance of 2017, with 7 schools [12.9%] seeing a significant increase in their percentage points. 31 schools [57.4%] have improved their Mathematics Numeracy performance of 2017 with 7 schools [12.9%] significantly improving their percentage points. 32 [59.2%] schools have improved on their performance for the best grade on 2017 results, with 6 schools [1.1%] having seen a significant increase in their percentage points. Departments that work effectively to share best practice across the region. | Ar drac / On track | Gwariant ar drac / Expenditure on track |

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| | Improve performance of groups of learners: • FSM • Boys • MAT | Improve the performance of groups of learners (FSM, Boys, MAT) by 1.5 the rate of the national increase - FP and KS4 | Ellyn V Jones / Marc B Hughes | Aug-18 | M35 (MAT) | KS4 - Performance of eFSM pupils [760 regional pupils of whom 163 are SEN pupils] also improved to 27.6% [+0.7%] in the main indicator [+0.8% nationally] and the gap with non-FSM closed by a further 2.3% to 30.2% [32.3% nationally]. In English, performance at Level 6+ saw the most significant increase of 2.7% and reflects the regional focus on challenging more able learners at KS3. | Rhannol ar drac / Partly on track | KS4 - Of the 597 eFSM pupils who were not SEN, 33.0% were successful in the L2+ indicator [an increase of 1.0% from 2017]. L2 performance of eFSM pupils also improved in the Capped 9, Mathematics and Maths Numeracy indicators, whilst their performance in English dipped by 1.0% to 35.4%. Improving the performance of eFSM and groups of learners within individual LAs and school settings. continues to be a priority. | Rhannol ar drac / Partly on track | Gwariant ar drac / Expenditure on track |
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2. CURRICULUM AND ASSESSMENT:
EO1 - Developing a high-quality education profession.
EO4 - Robust assessment, evaluation and accountability arrangements supporting a self-improving system

| Blaenoriaethau / Priorities | Cynllun Gweithredu / Actions | Targed Perfformiad / Allbwn Outputs and success criteria | Swyddog Cyfrifol/ Responsible | Dyddiad targed / Target Date | Ffynh. gyllid (cyfeirnod) / Finance Res. (ref) | Monitro Ch 3 - Cynllun Gweithredu Quarter 3 Monitoring - Action Plan | RAG Ch3 / Q3 | Monitro Ch3- Targed Perfformiad / Allbwn Quarter 3 Monitoring - Outputs and success criteria | RAG Ch3 / Q3 | Tracio proffil gwariant Ch3 / Tracking expenditure profile Q3 |
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| 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 | EIG13 (Foundation Phase - Support Programme) | Training workshops and network meetings delivered during this quarter for SMT, teachers and TAs- focus of workshops has been on developing expressive language that leads to extended writing across all areas of learning and provision within effective FP pedagogy and use of ICT/DCF . Network meeting focus for this quarter has been on well-being and achieving the higher outcomes in PSD through effective provision. All workshops and network meetings have been very well attended and feedback has been very positive. Resource packs have been uploaded on G6 and HWB . SIAs will monitor impact on provision and outcomes through school visits. | Ar drac / On track | Too early to measure impact upon provision and outcomes. SIAs will be discussing accuracy of baseline assessment and individual pupil progress within the FPh during Autumn Term visit. In the majority of schools inspected during the Autumn Term, FP standards,provision and leadership has been judged as good or better. | Rhannol ar drac / Partly on track | Gwariant ar drac / Expenditure on track |
| | 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 2019 | M17 (Broadening the impact and depth of joint working) | Through their local curriculum forums, good practice has been shared and a regional meeting to share further examples. Regional meeting / Conference is scheduled for March (tbc) - buy in from local groups has been high and agenda suggestions and targeted suport identified. Two schools have received bespoke timetabling support. All local meetings have recieved support through CfW presentations from a member of GwE CfW team. They have been very well recieved. | Ar drac / On track | Schools are in a better position to accurately evaluate Inspection area 3.2 and 3.3. High risk schools will receive support to timetable . Regional curriculum meeting will be held for the first time, with high buy in currently. Continue to blend 'here & now' curriculum support with the wider reform agenda in particular CfW. | Ar drac / On track | Tanwariant rhwng 10-15% / Underspend between 10-15% |
| | 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 | Sep-18 | Core / EIG5 (Regional Priorities) | Academic research has been commissioned from the University of Warwick, Bangor University and WISERD into the creation of a multi-level analysis tool. Support has been requested from Welsh Government and a review of the Scottish Government analysis system was undertaken in July 2018 on a visit to Edinburgh. A visit evaluation has been submitted to SLT. Project framework has been agreed and data sharing protocols discussed and established. | Ar drac / On track | | Ar y gweill / Pending | Gwariant ar drac / Expenditure on track |

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| 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 | Apr-19 | M30 (A Level) | The model of delivery for Key Stage 5 varies within authorities and across the region. Provision is delivered by either individual schools, 6th form colleges, further education colleges or schools (and colleges) collaborating within the consortium. There was a fall in the number of entries at A2 in the region in 2018 of 434 on 2017 (4563 in total), reflective of a smaller school population. Unverified data suggest that the regional performance at A Level is below the national average (schools' data only). Outcomes have been reviewed with regional schools and progress is now a more regular feature of school discussions. Alps Connect is currently being used in approximately half of regional schools to monitor performance and in more to set targets. ALPS data manager training to take place January 23/24. ALPs Connect training has taken place for a number of schools regionally too. Individual school support has taken place in some circumstances. Conference will be strongly focussed on effective intervention strategies. Regional forums are established and running. Events - such as conference with Estyn speakers and WG led workshops are increasing local awareness of national issues. | Ar drac / On track | Initial scrutiny of outcomes (WJEC only) suggests broadly : <ul style="list-style-type: none"> • an increase at A2 but not as big an increase as across Wales in general - we are regionally ahead of Wales at A*-E but behind on other measures (A*-C, A*-A). At A2 level, the gap between GwE schools and the rest of Wales is smaller than it was in 2017. • the % of pupils achieving three A*/A grades increased across the region but not by as much as the national increase. • the % of pupils achieving three A*-C grades improved across the region. • data on performance in the Skills Challenge Certificate is not yet available. • information via the new Post-16 Performance measures, including value-added data for all schools will be released later in the year. Consortium value-added information, derived from unvalidated data presented to ALPs, suggests encouraging progress across the region. • at AS level outcomes increased at all grade boundaries (A*/A, A*-B, A*-C and A*-E) in comparison to 2017. Although performance is below that of Wales as a whole at all boundaries above A*-C the rate of increase across the region was higher than that across Wales as a whole (A*/A grades rose by 2.6% against a national increase of 1.3%, for example). | Ar drac / On track | Gwariant ar drac / Expenditure on track |
| Deliver on Curriculum for Wales - Raise awareness of the Four Purposes within CfW and development of the Areas of Learning and Experience as part of curriculum reform | All schools are on track to deliver the new curriculum. Effective skills based curriculum in place in 85% of schools from the present baseline of 81%. | Ruth Thackery | Continuous | M22 (Pioneer Grant) | The CfW team continues to work with, and support all schools across the region, to develop the new curriculum and subsequent professional learning. Regular updates on curriculum reviews are given to the Supporting Improvement Advisers, for further dissemination with schools. Priorities and courses of action in order to raise standards are identified in Curriculum for Wales plans, where appropriate. Members of the Primary, Secondary and Curriculum teams collaborate, where appropriate, to meet those priorities. Cluster leads have started on their work and are in contact with the CfW team as regards planning and cluster engagement. The CfW team monitors and supports clusters as the work progresses. All cluster leads have received training on recent developments to share with all schools in the cluster. | Ar drac / On track | Curriculum for Wales reform work continues with pace across the region, using the structures of cluster networks. All 53 cluster networks continue to meet and Curriculum for Wales reform is a regular agenda item for updates. SIAs are in regular attendance to these meetings and are key in allowing clear channels of 2-way communication to share and feedback consistent messages. All 53 clusters proposals for next steps to develop the curriculum awareness have been agreed in principle and success criteria include: <ul style="list-style-type: none"> • Transparent shared objectives to improve learner outcomes • Increased number of staff aware of the new curriculum developments • Increased number of all schools staff working collaboratively • Increased number of opportunities to plan and prepare for the continuum of learning from 3-16 • Provide opportunities for teachers to reflect and to be innovative with pedagogical approaches Full funding has allocated to support this and SIAs will support this work as the schools work through these plans for 2018-19. | Ar drac / On track | Gwariant ar drac / Expenditure on track |

3. LEADERSHIP:

EO2 - Inspirational leaders working collaboratively to raise standards

| Blaenoriaethau / Priorities | Cynllun Gweithredu / Actions | Targed Perfformiad / Allbwn Outputs and success criteria | Swyddog Cyfrifol/ Responsible | Dyddiad targed / Target Date | Ffynh. gyllid (cyfeirnod) / Finance Res. (ref) | Monitro Ch 3 - Cynllun Gweithredu Quarter 3 Monitoring - Action Plan | RAG Ch3 / Q3 | Monitro Ch3- Targed Perfformiad / Allbwn Quarter 3 Monitoring - Outputs and success criteria | RAG Ch3 / Q3 | Tracio proffil gwariant Ch3 / Tracking expenditure profile Q3 |
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| <p>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.</p> | <p>Further, develop and improve the quality of senior leadership across the region.</p> | <p>85% of Senior Leadership Teams have good or better Quality Assurance and accountability processes.</p> <p>50% reduction in the number of schools placed in Statutory Estyn Categories.</p> <p>No school to be unexpectedly placed in Estyn Statutory Category.</p> <p>50% reduction in the number of schools going into Estyn Review.</p> <p>50% reduction in the number of schools awarded grade D in stage 2 of the categorisation process.</p> <p>Increase by 25% the number of secondary and primary schools awarded grade A in stage 2 of the categorisation process.</p> | <p>Pam McClean / David Edwards</p> | <p>Continuous</p> | <p>M31 / M32 (Leadership - Professional Networks & New Headteachers)</p> | <p>GwE is providing a range of programmes from aspiring senior leaders through to experienced Headteachers in line with the National Career Development Pathway. The development programmes promote school to school collaboration with effective practitioners from schools co-delivering sessions with GwE staff. This further develops the notion of developing a self-improving system across North Wales.</p> <p>Meetings have been held with lead representatives from each of the Local Authorities in the GwE Region to establish the exact provision.</p> <p>69 NPQH candidates to attend the development day at Conwy Business Centre on 14th January 2019. New and Acting heads attended a day conference in Swansea in November 2019. A second day for New and Acting Heads in the region will be held at Llandudno on January 24th. The day will focus on Transformational, Distributive and Collaborative Leadership styles, with input on research on leadership styles from Bangor University. A conference on professional learning was held at Bangor University in November for headteachers from across the region. Additional G6 training has been provided for headteachers who could not attend the initial information sessions. A conference for Headteachers from across the region is to be held on January 22nd 2019 in Llandudno.</p> | <p>Ar drac / On track</p> | <p>Suitable candidates have received relevant communication and have applied by the deadline. New and Acting Heads have attended a National Conference with keynote speaker to motivate and inspire. They also have the forthcoming opportunity to develop their leadership expertise. Headteachers from across the region have been able to access conferences and workshops that raise their awareness of national priorities and to develop their expertise in leadership.</p> | <p>Ar drac / On track</p> | <p>Gwariant ar drac / Expenditure on track</p> |
| | <p>Further develop and improve the quality of middle leadership across the region.</p> | <p>85% of Middle Leadership Teams have good or better Quality Assurance and accountability processes</p> | <p>Ian Kelly</p> | <p>Continuous</p> | <p>M3 (Leadership)</p> | <p>The MLDP was advertised through the GwE professional offer and Bulletin. SIAs encouraged their link schools to identify potential candidates for the programme. The GwE Leadership Group monitored uptake for the programme and targeted secondary and Welsh medium primary schools, from which there had been a low number of applicants. Current situation - 59 English medium applicants and 25 Welsh medium applicants registered and the training commenced on 8 October 2018, with a second day on 9 October 2018. Cohort 9 commenced on 16 October 2018, with a second day on 17 October 2018. The GwE Leadership Team updated the information sent to candidates to ensure the monitoring role of the SIA is highlighted.</p> | <p>Ar drac / On track</p> | <p>Discussions with the facilitators indicate that workshops are having a positive impact on the participants' understanding of leadership in schools.</p> | <p>Ar drac / On track</p> | <p>Gwariant ar drac / Expenditure on track</p> |
| | <p>Support SLT to effectively deliver on Curriculum for Wales.</p> | <p>All schools across the region are on track for delivery of Curriculum for Wales</p> | <p>Ruth Thackray</p> | <p>Continuous</p> | <p>M22 (Pioneer grant)</p> | <p>Within the Curriculum for Wales strategy, there are clear links with the current Primary and Secondary teams. Regular updates on curriculum reviews are given to the Supporting Improvement Advisers, for further dissemination with schools. Priorities and courses of action in order to raise standards are identified in Curriculum for Wales plans, where appropriate. Members of the Primary, Secondary and Curriculum teams collaborate, where appropriate, to meet those priorities.</p> | <p>Ar drac / On track</p> | <p>GwE continues to support SLTs, with the team boasting a range of experience. One of the team's key roles is to work with, and support all schools across the region, to develop the new curriculum and subsequent professional learning.</p> | <p>Ar drac / On track</p> | <p>Gwariant ar drac / Expenditure on track</p> |
| | <p>Improve quality of departmental leadership in secondary core subjects.</p> <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> | <p>Gaynor Murphy Catrin Jones Dafydd Gwyn Nicola Jones</p> | <p>Continuous</p> | <p>M12 (NNEST)</p> | <p>All HoD across all cores subjects are given guidance and support on key aspects within regional and local networks.</p> <p>Schools visits provide leadership support. Core subject tracking system being used to identify middle leaders in need of support. This will need input from individual school SIAs.</p> <p>The support for each department are articulated within individual support plans.</p> <p>Clear action plan and business plan in place</p> | <p>Rhannol ar drac / Partly on track</p> | <p>To early to measure impact. Offer local network meetings to further support as the curricular changes develop over the next terms.</p> | <p>Ar y gweill / Pending</p> | <p>Gwariant ar drac / Expenditure on track</p> |

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| Develop Aspiring Headteachers / Senior Leaders | Aspiring Leaders programme in place. 50 individuals identified and completed the programme. 25% of individuals who have partaken have applied for or been promoted to SLT positions by the end of the year. Positive evaluation received from schools and outside evaluator on impact of programme on individuals. | Ian Kelly | Continuous | M3 (Leadership) | The AHDP was advertised in the GwE Professional Offer and Bwletin. Interested experienced middle leaders were invited to apply for the programme. 56 candidates from across the region have attended the development programme. Day 3 will be held on 23 and 24 January 2019 in Llanelwy. | Ar drac / On track | Evaluations following the workshops indicate that all participants are developing a deeper understanding of the range of leadership skills required to be an effective headteacher. | Ar drac / On track | Gwariant ar drac / Expenditure on track |
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4. WELLBEING

EO3 - Strong and inclusive schools committed to excellence, equity and well-being

| Blaenoriaethau / Priorities | Cynllun Gweithredu / Actions | Targed Perfformiad / Allbwn Outputs and success criteria | Swyddog Cyfrifol/ Responsible | Dyddiad targed / Target Date | Ffynh. gyllid (cyfeirnod) / Finance Res. (ref) | Monitro Ch 3 - Cynllun Gweithredu Quarter 3 Monitoring - Action Plan | RAG Ch3 / Q3 | Monitro Ch3- Targed Perfformiad / Allbwn Quarter 3 Monitoring - Outputs and success criteria | RAG Ch3 / Q3 | Tracio proffil gwariant Ch3 / Tracking expenditure profile Q3 |
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| WELLBEING – create the conditions to ensure that learners develop as healthy, resilient and globally responsible individuals and provide an inclusive, aspirational education system, committed to tackling inequality so that young people achieve their full potential. | Develop and Implement an overarching strategy for Wellbeing across the region. | Strategy implemented across the region. Effective collaborative approach to deliver an overarching national agenda with clear roles and responsibilities of all partnerships. Effective partnership working with all key agencies that support the wellbeing agenda to impact positively on all learners. Most schools make effective use of the pupil development grant. | Sharon Williams | November – December 2018. | LAC / PDG | Clear and robust PDG Support Plan approved by Welsh Government for Looked after Children. Further discussion to be held with GwE Management Board. Clear action plan and business plan in place. | Rhannol ar drac / Partly on track | Individual PDG meetings with identified schools in Wrexham / Flintshire to discuss the roll out of the PDG strategy and level of support required. Meetings held with SIA's to discuss support level of schools and action plan. Analysis of the initial summative GCSE results for 2018 across the region to identify schools / LA requiring additional support. Identified schools to develop good practise case studies. Pilot literacy project intervention in progress targeting 3 secondary schools in Wrexham and working with the SIA for English. SIA's completed the key questions in regard to gathering evidence of PDG impact and use in all the schools. Information recorded on G6 by schools. Audit completed to monitor if schools are publishing the PDG expenditure and use on school /GwE website. Action plan has been produced in terms of next steps. | Ar drac / On track | Gwariant ar drac / Expenditure on track |

5. TEACHING

EO1 - Developing a high-quality education profession

| Blaenoriaethau / Priorities | Cynllun Gweithredu / Actions | Targed Perfformiad / Allbwn Outputs and success criteria | Swyddog Cyfrifol/ Responsible | Dyddiad targed / Target Date | Ffynh. gyllid (cyfeirnod) / Finance Res. (ref) | Monitro Ch 3 - Cynllun Gweithredu Quarter 3 Monitoring - Action Plan | RAG Ch3 / Q3 | Monitro Ch3- Targed Perfformiad / Allbwn Quarter 3 Monitoring - Outputs and success criteria | RAG Ch3 / Q3 | Tracio proffil gwariant Ch3 / Tracking expenditure profile Q3 |
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| 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 | Improve and strengthen the role of leaders in leading the teaching and learning. | All SLT and ML in schools have the necessary skills and understanding of good and outstanding teaching in order to provide guidance and training within their respective schools. Effective teaching in place in 85% of schools from the present baseline of 81%. Estyn expectations of 85% or more of lessons to be good or better achieved by 85% of schools across the region. An overall increase of 5% in terms of good or better judgements for teaching and learning for all schools inspected by Estyn. | Stella Gruffydd / Bethan James | Nov-18 | M40 (AfL) | GwE supports schools to deliver the OTP and ITP programs across the region. Fourteen teachers from 4 high schools have completed the OTP programme. A second programme will take place next season. This work is developing the sustainability of schools to self-improve and to support school-to-school networking. | Ar drac / On track | Positive feedback to the training and its impact on teaching in schools. | Ar drac / On track | Gwariant ar drac / Expenditure on track |
| | 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 | Nov-18 | M40 (AfL) | There is effective joint working between the region and the well-known education practitioner, Shirley Clarke. 27 schools have been selected across the region to work together as research teams led by Shirley Clarke. Tier 1 completed their termly reviews and their demonstration days for Tier 2 schools with Shirley Clarke on November 15 and 16. The days were very successful. Tier 2 is now a term into their operational research. Review meetings in Tier 1 schools in January 2019. Reviews in individual schools to take place February 2019 with SIAs. A team of SIAs are supporting schools in 2018-19. | Ar drac / On track | Tier 1 prepared for their leadership role in 2018-19. Dates in place for activity between Tier 1 and Tier 2 schools during the year. Individuals from Tier 1 schools are effective learning leaders in their schools and beyond. Information on the progress and impact of Tier 1 school research and the initial work of Tier 2 schools to be analysed during this half term. | Ar drac / On track | Gwariant ar drac / Expenditure on track |

6. Business

| Blaenoriaethau / Priorities | Cynllun Gweithredu / Actions | Targed Perfformiad / Allbwn Outputs and success criteria | Swyddog Cyfrifol/ Responsible | Dyddiad targed / Target Date | Ffynh. gyllid (cyfeirnod) / Finance Res. (ref) | Monitro Ch 3 - Cynllun Gweithredu Quarter 3 Monitoring - Action Plan | RAG Ch3 / Q3 | Monitro Ch3- Targed Perfformiad / Allbwn Quarter 3 Monitoring - Outputs and success criteria | RAG Ch3 / Q3 | Tracio proffil gwariant Ch3 / Tracking expenditure profile Q3 |
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| BUSINESS – to ensure that GwE has strong governance and effective business and operational support that provides value for money. | Fully embed the G6 across the region and continue to develop the effective use of the system to facilitate collaboration and the sharing of successful practice. | Effective and timely use of information across all levels of implementation. Wider range of data and live information on progress on hand for SIAs, LA Officers and schools | Llyr G Jones | Jun-18 | M36 (G6) | Additional programme of G6 Champion training designed for Secondary sector. Training targets key staff members such as SLT, Data managers & ALNco. ALN Wales module now active for all schools to complete initial audit. Regional conference on 22nd of January will highlight this for schools. Stakeholder /SDP group now active and will trial governor access this term. Work ongoing to develop an agile Analysis suite. The extensive set of system guidance documents in the Resource library has been updated during the quarter. Further surgeries for GwE and School users planned. Improvements to Cynnig GwE will be released in January update as a direct result of user feedback. Work ongoing to allow for embedded documents as evidence. Also as a result of user feedback. Fifteen new case studies have been QA and published in Successful Practice. These include examples from Primary, Secondary and Special Schools. | Ar drac / On track | Use of the system needs to embed fully in order for the impact on service performance management to be measured. Feedback from Primary and Secondary stakeholder groups shared with the developer. SDP group also providing active feedback on the system. An additional 15 case studies will have been QA by the end of January and published in G6. Work undertaken to ensure that all GwE users encourage schools to present case studies. Schools now making full use of Cynnig GwE to book and record their CPD. Real time information on schools available for GwE users. Developers now working on an agile analysis suite allowing for effective use of system data. Many schools now actively using the milestones in the CFW & ALN Wales modules to audit current provision and plan next steps. Effective QA of reports in the system to be facilitated by the Analysis suite. | Ar drac / On track | Gwariant ar drac / Expenditure on track |

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| Undertake an organisational health survey | Aim for top quartile performance in organisational health index. | Susan O Jones | Mar-19 | Core | | Ar y gweill / Pending | | Ar y gweill / Pending | |
| Establish GwE as a Learning organisation working in partnership with WG and OECD | Show year on year progress against the 7 dimensions of Learning Organisation model | Rhys H Hughes | Continuous | Core | <p>GwE is continuing to work with the OECD on developing the Consortia and LA as learning organisations. Any lessons learned from this work are shared with other regions, and internationally, as we are attempting to develop further as a vibrant and healthy organisation.</p> <p>Professional Learning Schools have been working on developing various pilot studies. This includes working with the OECD on the 7 dimensions of Schools as Learning Organisations, the Professional Learning Offer for Digital Learning and also on trialling the Professional Teaching Standards.</p> <p>GwE continues to work with Schools as Learning Organisation and share experiences of working with Professional Teaching and Leadership standards</p> <p>All GwE staff have received initial training in raising awareness of schools as learning organisations. All staff have received SLO good practice presentation from successful schools at the National SIA Conference.</p> <p>50 schools have been identified as SLO and are now 'champions' for the up-skilling of all schools in North Wales. SIAs leading on this for GwE have received case studies from over 40 schools that will be collated to exemplify good practice to the SIAs.</p> | Ar drac / On track | There is a good awareness by SIAs. The awareness of schools is developing well, with the region's LO schools demonstrating good practice. Guidance for SIA will continue. | Ar drac / On track | Gwariant ar drac / Expenditure on track |
| Continue to develop the working relationship and develop opportunities for action research for schools across the region. | To support evaluation of existing interventions and facilitate on-going research aimed at improving standards and wellbeing outcomes for current and future pupils. | Rhys H Hughes | Continuous | M21 (Research and evaluation) | <p>GwE is continuing to develop the working relationship and is developing opportunities for action research for schools across the region.</p> <p>The "Collaborative Institute for Education Research, Evidence and Impact (CIEREI)" between GwE and Bangor University means that two establishments are working together to look at establishing effective evaluation systems within our establishment. The collaboration involves looking at developing action research in terms of wellbeing elements, and also researching into effective leadership elements.</p> <p>Bangor University and GwE are also working effectively on promoting evidence-based strategies, to improve outcomes for example the NorthWORTS-SP project with Bangor University's Schools of Psychology and Education.</p> | Ar drac / On track | GwE has collaborated closely with CIEREI to provide effective support on developing research practice for a range of schools and specific Advisers across the region. Collaboration has successfully mapped out research and methods and evidence. Practitioners have used this 'map' to enrich their approaches to literacy across the curriculum, STEM subjects, improve feedback and increase the level of challenge in lessons. | Ar drac / On track | Gwariant ar drac / Expenditure on track |



REPORT TO THE JOINT COMMITTEE

20 February 2019

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

Subject: Business Plan 2019-2020 – Regional Priorities

1.0 Purpose of the Report

1.1 To present the draft regional priorities for 2019-2020 to the Joint Committee for approval.

2.0 Background

2.1 The regional business plan sets out the priority areas for improvement across the region.

3.0 Considerations

3.1 As outlined in Appendix 1, the strategic objectives aligns with *Education in Wales: Our National Mission* (Welsh Government), and reflects the current regional and national priorities:

1. Developing a high-quality education profession
2. Inspirational leaders working collaboratively to raise standards
3. Strong and inclusive schools committed to excellence, equity and well-being
4. Robust assessment, evaluation and accountability arrangements supporting a self-improving system
5. Transformational Curriculum
6. Business

3.2 The main priorities for improvement have been identified as follows:

- Improve performance in the secondary sector:
 - Improve tracking and assessment systems
 - Improve accountability and management systems
 - Eliminate in school variance
 - Further developing processes for robust self-evaluation and improvement planning
 - Middle Leadership
- Transformational Curriculum
- Additional Learning Needs
- Wellbeing
- Cymraeg 2050 – A million Welsh speakers
- Developing Leadership Programmes
- Teaching and Learning - Regional Shirley Clarke Project - Formative assessment
- Peer engagement model
- Restructuring the service

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

3.4 The regional business plan set out the priorities across the region. These priorities are those at Level 1 and are the responsibility of the Managing Director and Chair of the Management Board to deliver as the accountable officers. The Joint Committee are ultimately accountable for the delivery against the priorities.

3.5 Annual Level 2 and 3 plans sit below the Level 1 plan and give more detailed information with regard to national, regional and local priorities. The Level 2 and 3 plans provide detail with regard to the actions to be delivered and the outputs and success criteria to be

achieved. The 3 level business planning framework developed ensures accountability for delivery and provides the structure for monitoring progress effectively.

3.6 Progress against the business plan will be reported quarterly at future Joint Committee meetings.

4.0 Recommendations

4.1 The Joint Committee is asked to approve the revised regional priorities for 2019-20.

5.0 Financial Implications

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

6.0 Equalities Impact

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

7.0 Personnel Implications

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

8.0 Consultation Undertaken

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

9.0 Appendices

9.1 Appendix 1 - (Draft) Strategic Objectives and Regional Priorities

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

No comments in relation to propriety.

Statutory Finance Officer:

The author states in paragraph 5 that there will be no additional financial implications arising from this report, hence GwE is expected to implement the plan to reflect these priorities within its current budget.

STRATEGIC OBJECTIVES 2019-20

1: Developing a high-quality education profession

- 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.

2: Inspirational leaders working collaboratively to raise standards

- 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.

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

- 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.

4: Robust assessment, evaluation and accountability arrangements supporting a self-improving system

- Ensure all schools have robust assessment processes in place with strong targeting, tracking and intervention procedures. Ensure that school leaders and teachers have the skills, capacity and commitment to continually learn and improve their practice so that every child achieves their potential.

5: Transformational Curriculum

- 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.

6: Business

- Ensure that GwE has strong governance and effective business and operational support that provides value for money.



REPORT TO THE JOINT COMMITTEE

20 FEBRUARY 2019

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 9 risks being updated (Risks 2, 5, 6, 8, 12, 13, 14, 15, 17). Amendments to the Register have been highlighted in red.

3.3 It is therefore suggested that the risks noted in 3.2 be amended as follows:

| Risk Number | Risk Identified | Current Activities / Mitigation | Future Actions |
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| 2 | Uncertainty regarding grant funding arrangements from WG hampers strategic long term planning. Significant delays in confirmation of funding levels affects the implementation of the Strategic Business Plan. | 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, but this places pressure on the budget. Medium Term Financial Plan in place. The plan was developed in conjunction with the Section 151 Officer. The medium term financial plan includes the financial pressures on GwE and models various situations. Financial modelling work being implemented to steer decisions. | Work with Section 151 Officer to review Medium Term Financial Plan & Value for Money Policy & Framework to be reviewed periodically. Liaise with WG officials, constituent authorities' education Cabinet members and heads of education, to seek greater transparency and certainty regarding specific grant funding. Discussions held at the GwE Management Board. |
| 5 | 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. Schools awareness of the four purposes within Curriculum for Wales and development of the Areas of Learning and Experience as part of curriculum reform is limited & creates uncertainty in schools. Changes in Curriculum and qualifications causing uncertainty in schools. | SIA Portfolio leads also in place. Significant engagement activity taken place & underway. Working closely with stakeholders. All clusters of schools across the region have appointed 1 cluster lead for Curriculum for Wales in 17/18 and this has increased to 2 facilitators per cluster for 18/19. Regular training has taken place on new curriculum principles and support for change management. GwE has taken a conscious approach to integrate all aspects of the reform and monthly SIA sessions take place to inform, discuss and agree next steps on the various aspects. Resources are shared through G6 and SIAs working with Pioneer schools and clusters to develop suite of resources to support schools to raise | Curriculum for Wales Cluster Leads are supported according to their individual cluster plan, and all clusters have accepted the invite to bid for funding to support their next steps. Success criteria include increased awareness of the new curriculum across all staff, increased opportunities to plan across the 3-16 continuum and increased opportunity for schools to collaborate. GwE continue to have 5 members of staff involved in development of national AOLE lead work for regular input and feedback. G6 continues to offer schools termly milestones on Curriculum for Wales and |

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| | | <p>awareness of the new curriculum. All planning within GwE has cross reference of the 4 purposes of curriculum. Project Manager with regard to the Reform Agenda has been appointed, working specifically with Welsh and ALN. The Communications and Project Management Manager, in post since August 2018, assists with the Curriculum for Wales programme.</p> | <p>also ALN reform to support the schools' activities and plans. Cross regional professional learning group is developing pool of resources which can be accessed digitally to support curriculum reform and working closely with the cross regional Leadership group to inform leadership development programmes as appropriate. Engage with all Headteachers in a series of planned regional Headteacher events to raise awareness of the wider reform journey and allow discussion for schools and clusters to identify their professional learning needs for the next year in light of the here and now and reform agenda - initial focus on ALN, curriculum and peer-to-peer engagement</p> |
| 6 | <p>Difficulties in the recruitment of Headteachers across the region / Recruitment of Quality of leadership at all levels</p> | <p>Delivery of Leadership Development Programmes that develop practitioner's leadership skills in particular contexts throughout each milestone of the professional learning pathway.</p> <p>The programmes to include NPQH and programmes for aspiring leaders & headteachers.</p> <p>GwE Middle Leadership Development Programme continues to be effective – (Cohort 9 operational)</p> | <p>Collaboration with the NAEL and Regional Consortia Leadership Group regarding ensuring effective professional learning for leadership at all levels.</p> |

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| | | <p>Aspiring Headteacher Development Programme operational. (Two successful cohorts have completed the programme to date.)</p> <p>A national NPQH Development Programme is operational. (Highest ever number of candidates in GwE.)</p> <p>The first NAEL endorsed national programme for New / Acting Headteachers is operational.</p> <p>First national Leadership Programme for Experienced Headteachers presented to NAEL for endorsement.</p> <p>#DiscoverTeaching campaign underway.</p> <p>Increased number of practitioners applying for a variety of leadership positions across the region.</p> | |
| 8 | Use of the Education Improvement Grant not fully embedded into regional approach - reduce speed & impact of the delivery of the Strategic Business Plan | Accountability structure & performance management processes reviewed. The EIG is now part of the RSIG. | Review being undertaken by Welsh Government |
| 12 | Governors do not possess the necessary knowledge & skills to act in a critical friend capacity. | 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. 'Critical Friend' Training is available and is being offered to individual schools or a cluster | Two conferences have been arranged for members of governing bodies on "how to be a critical friend" as well as presentations to schools |

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| | | <p>of schools as and when required.</p> <p>Arrangements are in place to provide guidance regarding 'Effective Governing Bodies' on the Cynnal governors website on behalf of the 6 authorities. (This is being arranged by the Governor Support Officers in each authority).</p> <p>There are Case Studies of effective Governing Bodies on G6, that needs more examples.</p> <p>Meeting with the "SCLI" to submit GwE's support programme to governors on the reform journey and this will then assist in being a more effective critical friend.</p> | |
| 13 | The strategic direction does not reflect the views of the Children & Young People in the region. | 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. | Implement actions within the CfW Business Plan with regard to Pupil Voice. This will have greater opportunity following the availability of the draft curriculum. |
| 14 | Variation in the performance of individual local authorities at KS4. The performance of MAT pupils in individual authorities across the region varies significantly. | Key roles have been restructured within GwE and Senior Secondary Lead appointed to lead a regional secondary team and implement support and challenge model, and to develop a peer to peer support model. Accountability structures reviewed and strengthened both at regional and local level. The result of this is that there is more consistency across the region and more operational accountability within the service, and across the LA's. | Implement and evaluate the new secondary model. Ensure robust accountability at both regional and local level. Concerns remain on the full effect of the work on the KS4 results 2018. The lack of stability of the secondary team continues - still too dependant on short term secondments and contributions from external advisors |

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| | | The Estyn secondary regional profile has improved substantially. | |
| 15 | Pace of improvement in the Foundation Phase is slower than that seen on a national level. | 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 and another two from January 2018 to monitor the performance of individual schools and targetted as needed. A series of FP moderation workshops held. | Continue to monitor the performance of individual schools and target high risk schools. Deliver Regional Foundation Phase support programme through Regional Workshops and Network meetings to all schools. Programme delivered through targetted leadership, provision and standards. |
| 17 | Secondary Schools placed in Estyn Statutory category. | <ul style="list-style-type: none"> • the number of schools in a statutory category has increased to 7 secondary schools. • There are intense intervention and support programmes in place in these schools and the progress is monitored by the contact SIA. Where concerns are highlighted, the information is shared with LA officers through the Quality Assurance Boards. | Ensure that the necessary support receives firm attention in support plans. Ensure that LA's act in a firm and timely manner in schools where concerns have been shared about the speed of progress. |

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 GwE Senior Leadership Team and the GwE 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:

A risk monitoring system is an essential part of effective governance and is part of the Joint Committee's responsibilities. By considering the risk profile outlined in the table it is important that the Joint Committee gives detailed attention to the assessment and the response.

Statutory Finance Officer:

GwE's risk register is in standard form and includes appropriate information. Gwynedd Council's Finance Department will provide support to GwE's Managing Director regarding financial risks. Any further comments on specific risks, as necessary, will be presented orally at the Joint Committee meeting on the 20th February.

| RISK IDENTIFIED | LIKELIHOOD OF RISK | IMPACT OF RISK | LIKELIHOOD X IMPACT | CURRENT ACTIVITIES / MITIGATION | RESIDUAL RISK / OVERALL RISK | LIKELIHOOD X IMPACT | RISK OWNER | FUTURE ACTIONS |
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| Cuts in funding to the GwE Core Budget affects strategic long term planning. | H | H | 2A | Medium Term Financial Plan & VFM Policy & Framework in place. Plans were developed in conjunction with the Local Authority's Section 151 Officer. The Medium Term Financial Plan includes details regarding the financial pressure on GwE and models scenarios. Assumptions are made regarding the future financial position. A number are appointed on secondment to ensure flexibility within the service to react quickly to any changes, but this puts pressure on the budget. | H | 2B | MD / BM | Work with Section 151 Officer to review Medium Term Financial Plan & Value for Money Policy & Framework to be reviewed periodically. Consult with chief officers of constituent authorities regarding the impact of any potential funding cuts. |
| Uncertainty regarding grant funding arrangements from WG hampers strategic long term planning. Significant delays in confirmation of funding levels affects the implementation of the Strategic Business Plan. | H | H | 2A | 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, but this places pressure on the budget. Medium Term Financial Plan in place. The plan was developed in conjunction with the Section 151 Officer. The medium term financial plan includes the financial pressures on GwE and models various situations. Financial modelling work being implemented to steer decisions. | H | 2C | MD / BM / Management Board | Work with Section 151 Officer to review Medium Term Financial Plan & Value for Money Policy & Framework to be reviewed periodically. Liaise with WG officials, constituent authorities' education Cabinet members and heads of education, to seek greater transparency and certainty regarding specific grant funding. Discussions held at the GwE Management Board |
| 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 | 2A | 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 | 2C | MD / AD | North Wales Partnership for Teacher Education (CaBan) to ensure an effective professional learning programme for ITE providers across the region. |

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| <p>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. Schools awareness of the four purposes within Curriculum for Wales and development of the Areas of Learning and Experience as part of curriculum reform is limited & creates uncertainty in schools. Changes in Curriculum and qualifications causing uncertainty in schools.</p> | H | H | 2A | <p>SIA Portfolio leads also in place. Significant engagement activity taken place & underway. Working closely with stakeholders. All clusters of schools across the region have appointed 1 cluster lead for Curriculum for Wales in 17/18 and this has increased to 2 facilitators per cluster for 18/19. Regular training has taken place on new curriculum principles and support for change management. GwE has taken a conscious approach to integrate all aspects of the reform and monthly SIA sessions take place to inform, discuss and agree next steps on the various aspects. Resources are shared through G6 and SIAs working with Pioneer schools and clusters to develop suite of resources to support schools to raise awareness of the new curriculum. All planning within GwE has cross reference of the 4 purposes of curriculum. Project Manager with regard to the Reform Agenda has been appointed, working specifically with Welsh and ALN. The Communications and Project Management Manager, in post since August 2018, assists with the Curriculum for Wales programme.</p> | M | 2B | SL - SF | <p>Curriculum for Wales Cluster Leads are supported according to their individual cluster plan, and all clusters have accepted the invite to bid for funding to support their next steps. Success criteria include increased awareness of the new curriculum across all staff, increased opportunities to plan across the 3-16 continuum and increased opportunity for schools to collaborate. GwE continue to have 5 members of staff involved in development of national AOLE lead work for regular input and feedback. G6 continues to offer schools termly milestones on Curriculum for Wales and also ALN reform to support the schools' activities and plans. Cross regional professional learning group is developing pool of resources which can be accessed digitally to support curriculum reform and working closely with the cross regional Leadership group to inform leadership development programmes as appropriate. Engage with all Headteachers in a series of planned regional Headteacher events to raise awareness of the wider reform journey and allow discussion for schools and clusters to identify their professional learning needs for the next year in light of the here and now and reform agenda - initial focus on ALN, curriculum and peer-to-peer engagement</p> |
| <p>Difficulties in the recruitment of Headteachers across the region / Recruitment of Quality of leadership at all levels</p> | M | M | 2C | <p>Delivery of Leadership Development Programmes that develop practitioner's leadership skills in particular contexts throughout each milestone of the professional learning pathway.</p> <p>The programmes to include NPQH and programmes for aspiring leaders & headteachers.</p> <p>GwE Middle Leadership Development Programme continues to be effective – (Cohort 9 operational).</p> <p>Aspiring Headteacher Development Programme operational. (Two successful cohorts have completed the programme to date.)</p> <p>A national NPQH Development Programme is operational. (Highest ever number of candidates in GwE.)</p> <p>The first NAEL endorsed national programme for New / Acting Headteachers is operational.</p> <p>First national Leadership Programme for Experienced Headteachers presented to NAEL for endorsement.</p> <p>#DiscoverTeaching campaign underway.</p> <p>Increased number of practitioners applying for a variety of leadership positions across the region.</p> | Medium / Low | 2D | MD / AD | <p>Collaboration with the NAEL and Regional Consortia Leadership Group regarding ensuring effective professional learning for leadership at all levels.</p> |

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| Cuts in school budgets are affecting schools ability to continue to raise standards. | H | H | 2A | Finance Subgroup working with schools to reduce impact. The effect also is mitigated by the additional money for schools to develop the Curriculum over 2 years. | M/H | 2B/2C | LA's | |
| Use of the Education Improvement Grant not fully embedded into regional approach - reduce speed & impact of the delivery of the Strategic Business Plan | H | H | 2A | Accountability structure & performance management processes reviewed. The EIG is now part of the RSIG. | H | 2B | Management Board | Review being undertaken by Welsh Government |
| Uncertainty regarding future direction of elements within the National Model. | M | M | 3A | 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 | 3B | Management Board | Fully implement and manage change. |
| Changes in leadership of authorities can affect political or corporate buy in | M | M | 3A | 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 | 3B | LD / MD | Continue to ensure that communication channels are clear & transparent. |
| That the Pupil Development Grant is not used effectively / Performance of FSM pupils. | M | M | 3A | Regional Wellbeing Adviser in post. Review of PDG completed & action plan in place. Regional PDG LAC Coordinator has been appointed . | M | 3B | RWA | Implement actions within the business plan & monitor progress via the new performance management structure. |
| Governors do not possess the necessary knowledge & skills to act in a critical friend capacity. | H | H | 2B | 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. 'Critical Friend' Training is available and is being offered to individual schools or a cluster of schools as and when required. Arrangements are in place to provide guidance regarding 'Effective Governing Bodies' on the Cynnal governors website on behalf of the 6 authorities. (This is being arranged by the Governor Support Officers in each authority). There are Case Studies of effective Governing Bodies on G6, that needs more examples. Meeting with the "SCLI" to submit GwE's support programme to governors on the reform journey and this will then assist in being a more effective critical friend. | M | 2C | Management Board | Two conferences have been arranged for members of governing bodies on "how to be a critical friend" as well as presentations to schools |
| The strategic direction does not reflect the views of the Children & Young People in the region. | M | L | 4D | 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 | 4E | MD | Implement actions within theCFW Business Plan with regard to Pupil Voice. This will have greater opportunity following the availability of the draft curriculum. |

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| Variation in the performance of individual local authorities at KS4. The performance of MAT pupils in individual authorities across the region varies significantly. | H | M/H | 2A | Key roles have been restructured within GwE and Senior Secondary Lead appointed to lead a regional secondary team and implement support and challenge model, and to develop a peer to peer support model . Accountability structures reviewed and strengthened both at regional and local level. The result of this is that there is more consistency across the region and more operational accountability within the service, and across the LA's. The Estyn secondary regional profile has improved substantially. | M | 2B/2C | Management Board | Implement and evaluate the new secondary model. Ensure robust accountability at both regional and local level. Concerns remain on the full effect of the work on the KS4 results 2018. The lack of stability of the secondary team continues - still too dependant on short term secondments and contributions from external advisors |
| Pace of improvement in the Foundation Phase is slower than that seen on a national level. | H | M | 2A | 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 and another two from January 2018 to monitor the performance of individual schools and targetted as needed. A series of FP moderation workshops held. | M | 2C | SL - P | Continue to monitor the performance of individual schools and target high risk schools. Deliver Regional Foundation Phase support programme through Regional Workshops and Network meetings to all schools. Programme delivered through targetted leadership, provision and standards. |
| Secondary Schools placed in Estyn Statutory category. | H | H | 2A | <ul style="list-style-type: none"> the number of schools in a statutory category has increased to 7 secondary schools. There are intense intervention and support programmes in place in these schools and the progress is monitored by the contact SIA. Where concerns are highlighted, the information is shared with LA officers through the Quality Assurance Boards. | H | 2B | MD/AD/Senior Leads | Ensure that the necessary support receives firm attention in support plans. Ensure that LA's act in a firm and timely manner in schools where concerns have been shared about the speed of progress. |
| 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 | 2C | Potfolio lead identified. Level 3 business plan being implemented. Agree on Regional Data Collection, training programme, every SIA to focus on post 16 performance during monitoring visits. Good working relationship with 14 - 19 coordinators. A number of schools taking part in Estyn post 16 thematic revue. | M | 2D | Management Board / MD | Continue to implement the level 3 Business Plan. Ensure that data is being used effectively to further improve the provision and to ensure more effective structure to share good practice. |
| Variation in the HR support provided to schools across the region. | M/H | M/H | 3A | 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 | 3B | Management Board | Monitor implementation of HR Level 3 Business Plan via the revised accountability & performance management structure. |



REPORT TO THE JOINT COMMITTEE

20 February 2019

Report by: Alwyn Jones, GwE Assistant Director

Subject: Welsh in Education - reviewing the provision across the region

1. PURPOSE OF THE REPORT

- 1.1 To present an update to the Joint Committee regarding review of provision across the region.

2. BACKGROUND

- 2.1 *The Welsh in education action plan* sets out a specific direction and courses of action to realise the vision of Welsh Government, emphasising the need to improve the support for children and young people who are learning Welsh.
- 2.2 In the last Joint Committee meeting, the proposal to review the current provision so that the region fully responds to Welsh Government policy and ensures appropriate cohesion and capacity to provide a quality regional service in this area was approved .
- 2.3 The GwE Management Board met on 18/01/19 and the first draft of the terms of reference (Appendix 1) was shared. It was agreed that Claire Homard, Chief Officer for Youth and Education, Flintshire Council and Arwyn Williams, Head of Learning for Anglesey County Council both undertake the work of gathering information on provision in each authority, and acquire a clear understanding of the vision, strategic plans and targets of local authorities. Face to face meetings will be arranged with Authorities during the second half of the spring term.
-

3. MATTERS FOR CONSIDERATION

3.1 Attached is the draft Terms of Reference (Appendix 1), which sets out the following:

- Rationale for undertaking the review
- The budgets within the scope of the review
- Governance
- Methodology

3.2 In addition, the Welsh language Strategic Board has commissioned IAITH to draw up a Regional Strategy for Welsh in Education. As part of the process, they have held Welsh in Education Regional Strategic Workshops in each local authority, presenting an initial outline of the strategy as the basis for discussion and further joint planning of objectives, priorities, approaches and outcomes of the strategy. The review will align with this strategy.

4. RECOMMENDATIONS

4.1 The Joint Committee is asked to approve the Terms of Reference as outlined in Appendix 1.

5.0 FINANCIAL IMPLICATIONS

5.1 Any implications in terms of the budget depend on the result of the proposed review.

6.0 EQUALITY IMPACT

6.1 No new implications regarding equality arise from this report.

7.0 PERSONNEL IMPLICATIONS

7.1 Any implications in terms of personnel depend on the result of the proposed review.

8.0 CONSULTATION UNDERTAKEN

8.1 Consultation with the Welsh language Strategic Board, GwE Management Board and the Joint Committee.

9.0 APPENDICES

9.1 Appendix 1 - Terms of Reference.

VIEWS OF THE STATUTORY OFFICERS

Monitoring Officer:

A range of issues are contained within the proposed heads of terms. It is correctly noted that further legal advice is needed in relation to responsibilities. As with any other Joint Committee

GwE's functions are delegated from the individual Authorities and any decisions need to be ascribed to the correct body. There needs to be an early understanding of who owns the decision or where the statutory duty lies. It is critical therefore that the provision of advice is prioritised when planning the work and the communication requirements.

Statutory Finance Officer:

At the meeting of 28 November 2018, GwE Joint Committee decided to undertake a review of the existing provision. An update is presented here, and again part 5.1 of the report confirms that any financial implications will be dependent on the outcome of the proposed review. Therefore, I confirm again that the author will need to highlight the financial implications when the results of the review are presented to the Joint Committee. At that point I will be able to comment on the financial appropriateness of the intentions/options.

Appendix 1

Terms of Reference (Draft January 2019)

A review of the current provision to support the Welsh Language, in relation to identifying a model that will ensure that the region responds fully to the direction of the WG policy; and ensures proper co-ordination and capacity to offer a regional service of quality.

Rationale for conducting the review

- Ensure a modern and viable service that offers support to all schools on the language continuum.
- Avoid duplication and ensure greater regional consistency in supporting the Welsh language in response to local needs.
- Ensure appropriate co-ordination and capacity to offer a regional quality service in the field.
- Ensure that expertise and good practices are shared across the region.
- Respond to the Transformation Agenda

Regional Strategy

The Welsh Language Strategic Board has commissioned IAITH to work with us to produce a Regional Strategy for Welsh in Education.

As part of the process, they will hold a Regional Strategic Workshop for Welsh in Education in each local authority; where they will present an initial outline of the strategy as the basis for discussion and conduct further joint planning on the objectives, priorities, approaches and outcomes of the strategy.

This will take place between 23 January - and 7 February 2019.

Terms of Reference

The use of the following budgets are within the scope of this review:

- WG Framework for increasing the use of the Welsh Language.
- Developing the workforce to support Welsh in Education.
- Education Improvement Grant.

The aim is to support and strengthen the local strategies, taking into account the following elements in terms of supporting the Welsh language:

- Standards
- Workforce training (partial)
- Increasing numbers
- Feasibility - contributing opinions
- Moderation
- Support Resources
- Leadership
- Starter Iaith Co-ordinators (New Framework)

- Curriculum

Governance

- Legal confirmation of governance is required as some of the issues that arise will be for the LA and their Cabinet rather than the Joint Committee.
- The Management Board and the joint Committee will be updated with regard to the review.

Methodology

- Need to ensure that the rationale for conducting the review is shared with every team within the authorities so that they receive the same message, at the same time to avoid uncertainty.
- Need to understand what current provision is in each authority; and to what extent is it effective.
- Claire Homard or Arwyn Williams to visit each authority with an officer from GwE - in order to receive a full understanding of the provision, it will be necessary to include officers involved with the Welsh language in the discussions. We aim to achieve this during the second half of the spring term.
- Need to look at the EIG allocation to the Local Authorities. Need to map each LA provision, also need to look at their strategic plans and targets - this will be part of the work by laith as they develop the Regional Strategy.
- Need to understand the roles of all those involved in providing support for the Welsh language service, including the advisory teachers; need access to their job descriptions.
- Prepare a report that will identify findings, conclusions and recommendations to be shared in accordance with the governance system.

Draft Schedule

| | |
|--------------------------------------------------------------|--|
| Publish the intention to conduct a review | |
| Ask for information | |
| Visit and negotiate with stakeholders | |
| Write the report | |
| Present the report to the Management Board / Joint Committee | |
| Launch of formal Consultation | |



REPORT TO THE JOINT COMMITTEE

20 FEBRUARY 2019

Report by: Alwyn Jones - GwE Assistant Director

Subject: National Categorisation

1.0 Purpose of the Report

1.1 To present information to the Joint Committee members on the National Categorisation Process.

2.0 Background

2.1 The categorisation process is an ongoing process throughout the spring, summer and autumn terms.

2.2 Categorisation is discussed throughout the year with LA representative in the County Quality Boards that meet on a fortnightly basis.

2.3 The National School Categorisation System aims to provide a clear structure to review how well a school is performing. It takes into consideration how effectively the school is led and managed, the quality of learning and teaching, and the level of support and challenge it needs to do better.

2.4 The system helps identify the schools that need the most help, support and guidance to improve. It also identifies those that are doing well but could be doing better and those that are highly effective and could help and support others to do better.

2.5 Each primary, secondary and special school is placed into one of four colour-coded support categories which trigger a tailored support package.

2.6 The system is not about labelling schools or creating league tables. It is about helping schools identify what factors contribute to their progress and achievement, and what areas to focus on in order to develop.

3.0 Considerations

3.1 Full analysis of the categorisation and a regional summary is noted in Appendix 1 - GwE National Categorisation process report.

3.2 All Schools

The percentage of schools categorised as Grade C and D for Step 2 has continued to decrease from 14.6% in 16/17, 11.6% in 17/18 to 8.0% in 18/19. The percentage categorised as a D fell from to 2.4% in 17/18 to 1.5% in 18/19. The percentage categorised as Grade A has increased from 27.5% in 16/17, 34.0% in 17/18 to 41.7% in 18/19. The percentage of schools categorised as red and amber for Step 3 has again decreased from 18.8% in 16/17, 14.9% in 17/18 to 9.2% in 18/19. The percentage categorised as a red fell from 3.1% in 17/18 to 1.9% in 18/19. The percentage categorised as green has continued to increase from 19.7% in 16/17 to 36.4% in 18/19.

3.3 Primary

The percentage of schools categorised as Grade C and D for Step 2 has continued to decrease from 11.0% in 16/17, 8.0% in 17/18 to 5.4% in 18/19. The percentage categorised as a D has fallen from 1.4% in 16/17 to 0% in 18/19. The percentage categorised as Grade A has increased significantly from 28.2% in 16/17, 35.5% in 17/18 to 44.1% in 18/19.

The percentage of schools categorised as red and amber for Step 3 has again decreased from 15.2% in 16/17, 11.6% in 17/18 to 6.6% in 18/19. The percentage categorised as a red decreased from 1.7% in 17/18 to 0.0% in 18/19. The percentage categorised as green has increased significantly from 20.2% in 16/17, 30.7% in 17/18 to 38.1% in 18/19.

3.4 Secondary

The percentage of schools categorised as Grade C and D for Step 2 has decreased from 36.4% in 16/17, 35.2% in 17/18 to 24.1% in 18/19. The percentage categorised as a D has remained fairly constant 9.1% in 16/17 (5 schools), 11.1% (6 schools) in 17/18 and 11.1% (6 schools) in 18/19. The percentage categorised as Grade A has increased from 21.8% in 16/17 to 24.1% in 18/19.

The percentage of schools categorised as red and amber for Step 3 has decreased from 37.0% in 17/18 to 25.9% in 18/19. The percentage categorised as red increased slightly from 13.0% in 17/18 (7 schools) to 14.8% in 18/19 (8 schools). The percentage categorised as green increased significantly from 13.0% (7 schools) in 17/18 to 24.1% (13 schools) in 18/19.

3.5 Special

The percentage of schools categorised as Grade C and D for Step 2 remains at 11.1% (1 school) having decreased from 22.2% (2 schools) in 2016-17. No special school was categorised as a D in 17/18 and in 18/19. The percentage categorised as Grade A has continued to increase from 33.3% (3 schools) in 16/17 to 44.4% (4 schools) in 17/18 to 55.6% (5 schools) in 18/19.

The percentage of schools categorised as red and amber for Step 3 remains at 11.1% having decreased from 22.2% (2 schools) in 16/17. No special school was categorised red in 18/19 and in 17/18. The percentage categorised as green remains at 44.4% (4 schools) having increased from 33.3% (3 schools) in 16/17.

4.0 Recommendations

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

5.0 Financial Implications

5.1 There are no financial implications arising from this report.

6.0 Equalities Impact

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

7.0 Personnel Implications

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

8.0 Consultation Undertaken

8.1 Consultation with the GwE Management Board.

9.0 Appendices

9.1 Appendix 1 - GwE National Categorisation process report.

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

No comments in relation to propriety.

Statutory Finance Officer:

Nothing to add to the report from a financial propriety perspective.

GWE NATIONAL CATEGORISATION PROCESS REPORT (DECEMBER 2018)

Training for National Categorisation

- The Primary and Senior Leads provided update training for all Supporting Improvement Advisers (SIAs) during the autumn term 2018, using the updated guidance document.
- All new SIAs attended training with Senior Primary or Secondary Lead and, where appropriate, were provided with a 1:1 session with Core Leads.
- Head teachers were appropriately briefed on the National Categorisation process through Heads Strategic Forums.
- All relevant documentation on National Categorisation was shared with Local Authority Directors, Head teachers and SIAs via the weekly bulletin and the GwE website.

National Categorisation – Visits to Schools

- The categorisation process is an ongoing process throughout the spring, summer and autumn terms. First draft categorisation reports were completed by the end of the summer term.
- Clear guidance and exemplified templates were shared with all SIAs. Performance data for secondary schools only, were incorporated into the reports by Data Manager prior to writing. This ensured a greater consistency to the reports across the whole region.
- Nearly all categorisation visits were completed by the 20th November, 2018 which was the agreed deadline.
- Categorisation has been completed accurately and robustly. F2 forms to QA reports have all been completed in accordance to the guidance. Core Leads ensured that all reports had been quality assured and were in their final draft form by Tuesday 20th November, 2018. Reports were also routinely sampled by Senior Leads and Assistant Director.
- The Core Leads completed joint categorisation visits (F3) to a sample of schools in all LAs by November 20th as stipulated in the guidance.
- Senior Leads and Assistant Director met for a whole day to further QA categorisation reports.
- All SIAs used an appropriate evidence base on which to make an accurate and well informed categorisation judgements.

Quality of National Categorisation Reports and Quality Assurance Processes

- Core Leads quality assured at least the first 3 categorisation reports from each SIA and completed the relevant F2 form. For nearly all SIAs, this quality assurance process has improved the quality of further reports and the quality assurance of 3 reports was sufficient in demonstrating robust categorisations. Feedback were provided using track changes.
- Senior Leads and AD also looked at a random sample of categorisation reports. This ensured that across the region, there was consistency in categorisation reports.

- Where joint visits were undertaken between the core leads and SIAs, a wide range of evidence was scrutinised and in all schools, accurate judgements were made. All F3 forms completed provide good commentaries that reflect the rigour in the processes and procedures applied in line with the National Guidance.
- Where there were a few initial disagreements with support categories between Head teachers and SIAs, joint visits with the Core Leads and SIA were successful in coming to an agreement on categorisation, prior to the regional moderation board. The Senior Leads also spoke to the head teacher on some occasions (very few).
- Categorisation is discussed throughout the year with LA representative in the County Quality Boards that meet on a fortnightly basis.

Regional Moderation

- The Managing Director nominated the Assistant Director to act as the Regional Lead Moderator (RLM).
- The Regional Moderation Board comprised of the RLM, Primary and Secondary Leads overseeing the work with each local authority, a representative nominated by the Lead Director from within the region, and 2 Head teacher representation from primary, special and secondary schools (English/Welsh Medium and Faith). All members of the board had the appropriate skills and knowledge and were suitably prepared.
- The Regional Lead Moderator from ERW joined the Moderation Board.
- 35 schools (>5% sample) across the 6 LAs were selected for Regional Moderation - the number of secondary schools in the sample was increased this year as agreed by the National Quality and Standardisation Board (19 primary, 1 special and 15 secondary schools). These included: schools that represent each of the four judgements about improvement capacity; schools that represent each of the four support categories and schools where consideration has been given to more than one support category.
- No F1 appeal forms were submitted.
- There was robust discussion during moderation. However, no Step 2 or Step 3 categorisation were changed. All relevant comments to the categorisation process and quality of reports were noted on the F4 form for each school.
- F5 form was completed summarising the regional moderation findings.
- The quality of the categorisation reports were generally good – some minor points for improvements were recorded to be shared with individual SIAs.

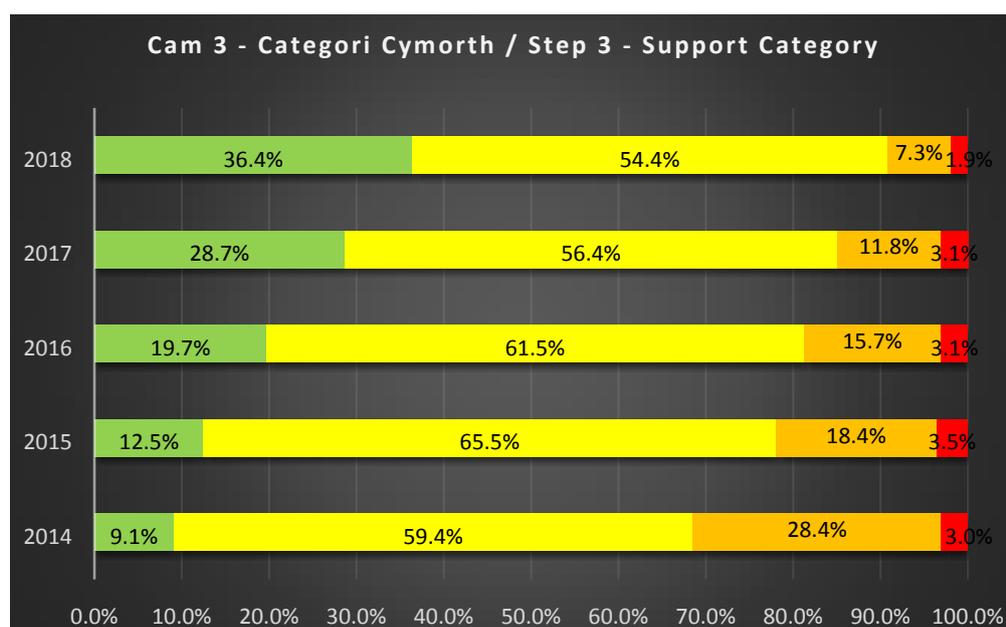
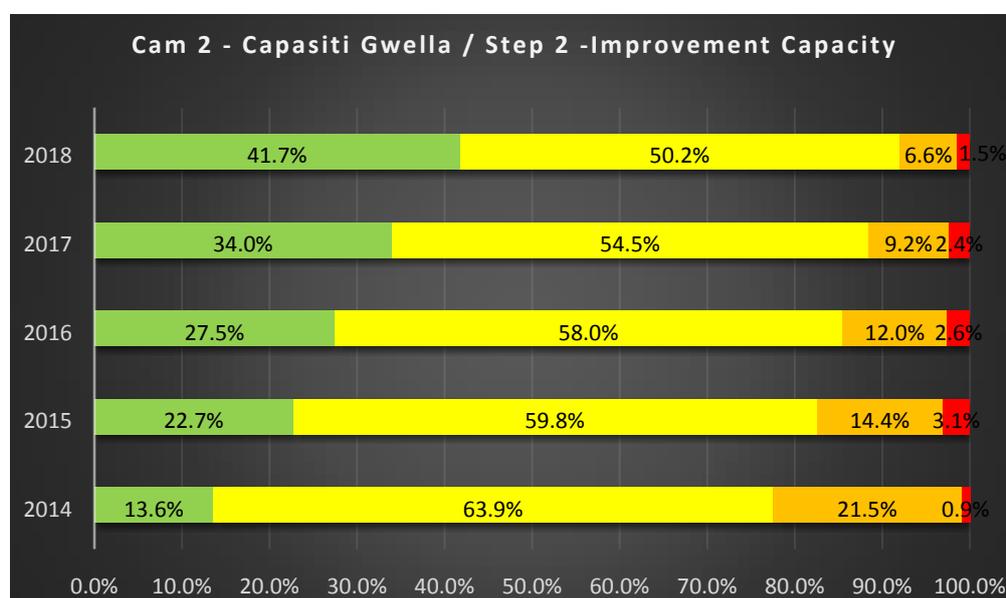
Regional Categorisation Overview (excluding PRUs)

Full analysis of the categorisation and a regional summary is noted below.

All schools

The percentage of schools categorised as Grade C and D for Step 2 has continued to decrease from 14.6% in 16/17, 11.6% in 17/18 to 8.0% in 18/19. The percentage categorised as a D fell from 2.4% in 17/18 to 1.5% in 18/19. The percentage categorised as Grade A has increased from 27.5% in 16/17, 34.0% in 17/18 to 41.7% in 18/19.

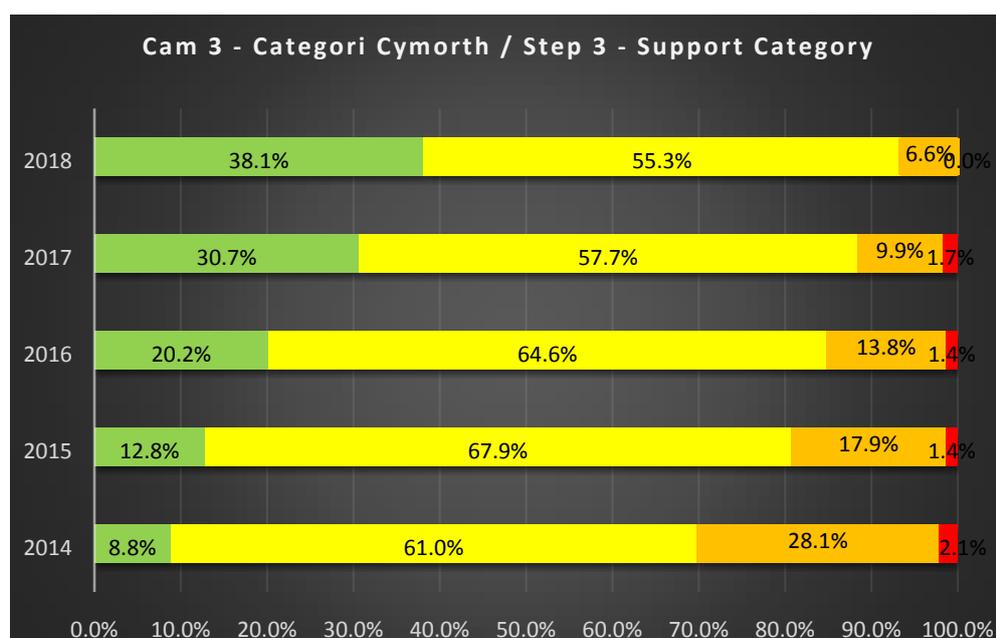
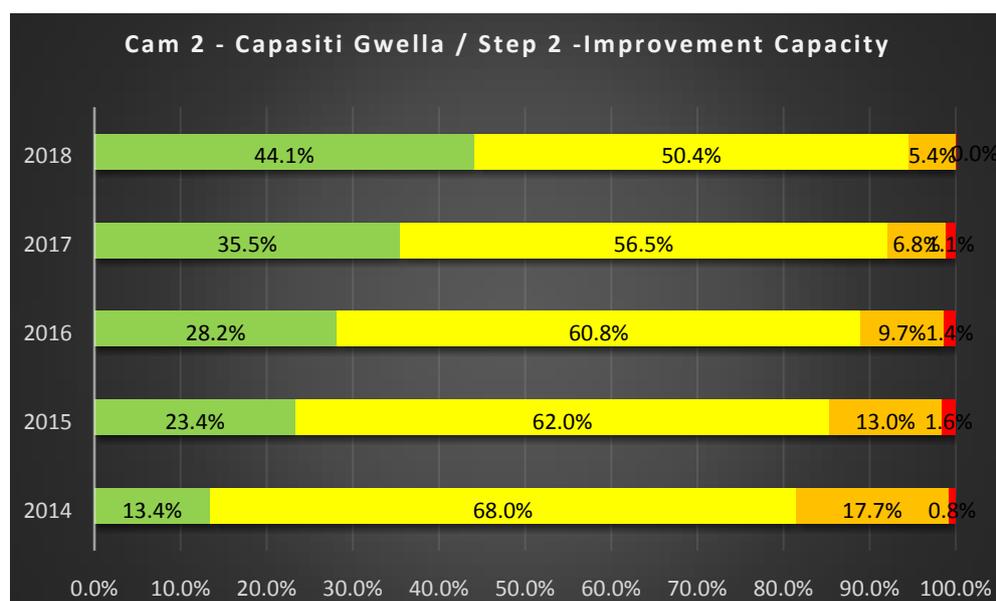
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Primary

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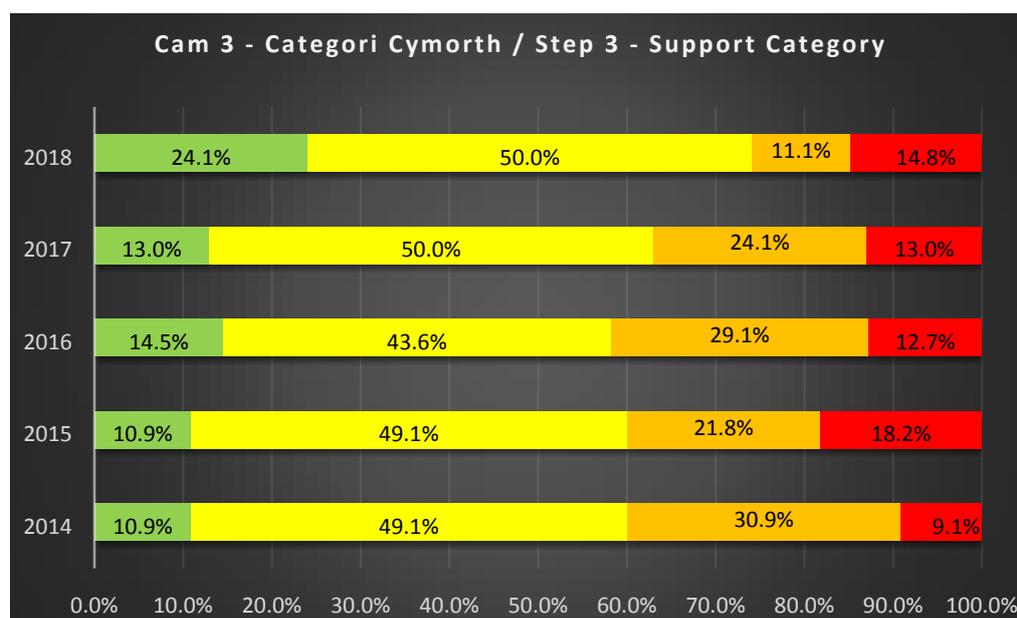
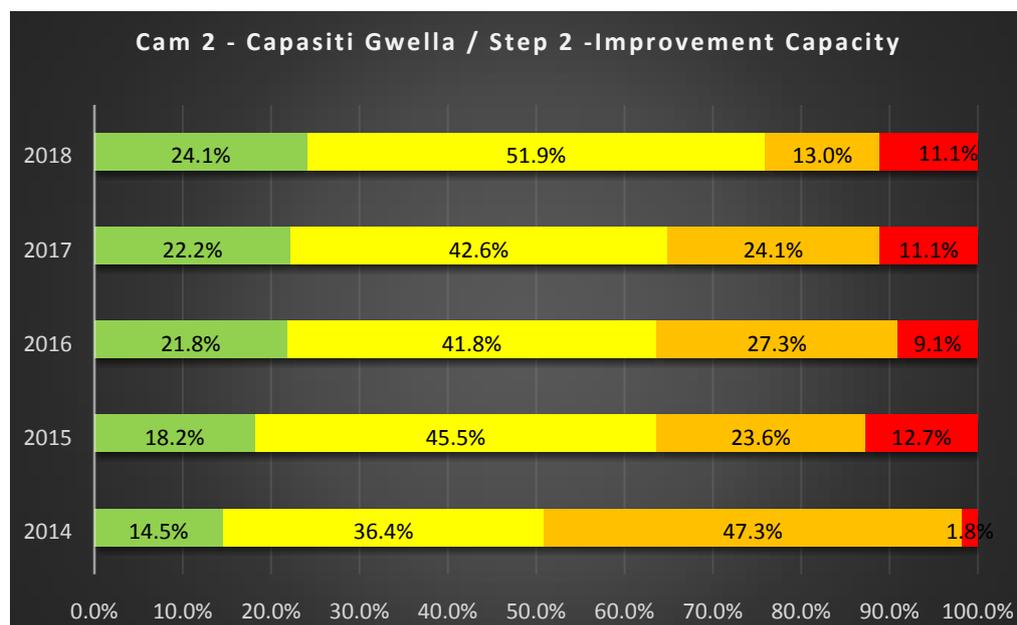
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Secondary

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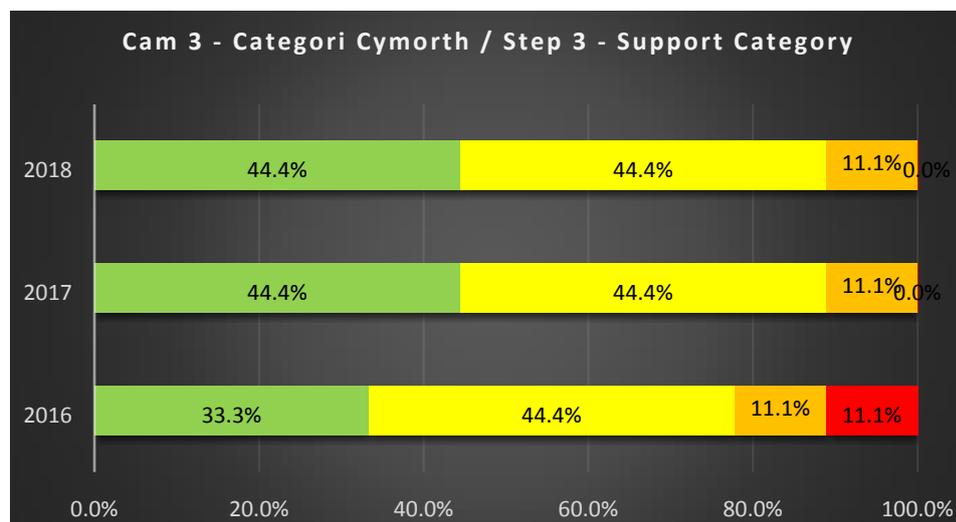
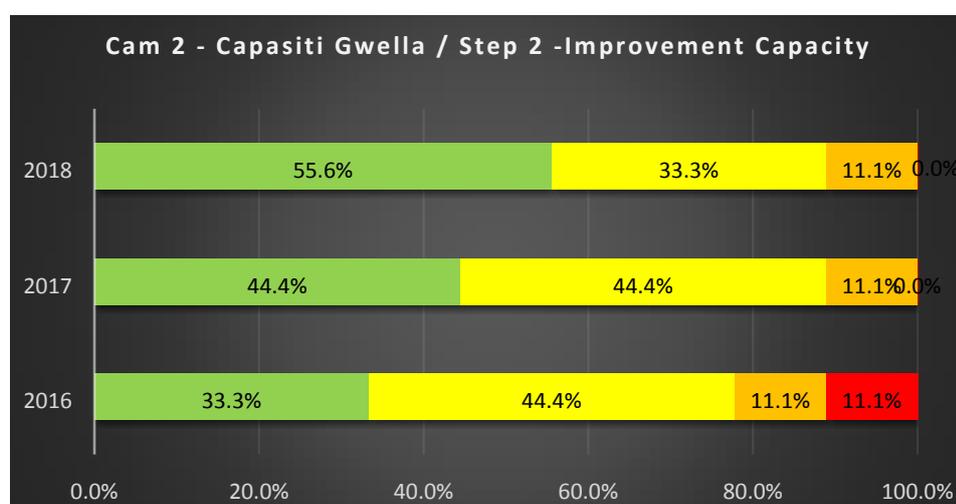
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Special

The percentage of schools categorised as Grade C and D for Step 2 remains at 11.1% (1 school) having decreased from 22.2% (2 schools) in 2016-17. No special school was categorised as a D in 17/18 and in 18/19. The percentage categorised as Grade A has continued to increase from 33.3% (3 schools) in 16/17 to 44.4% (4 schools) in 17/18 to 55.6% (5 schools) in 18/19.

The percentage of schools categorised as red and amber for Step 3 remains at 11.1% having decreased from 22.2% (2 schools) in 16/17. No special school was categorised red in 18/19 and in 17/18. The percentage categorised as green remains at 44.4% (4 schools) having increased from 33.3% (3 schools) in 16/17.



Step 2 and Step 3 Read Across

In most cases there is a direct correlation between step 2 and Step 3 (92.9%). In a minority of cases (29 schools or 7.1%) there is a clear rationale for a higher Step 2 capacity, e.g., B Amber. No school received a lower Step 2 capacity judgement, e.g., C Yellow.

Schools currently in Estyn Statutory Category

All schools going into an Estyn statutory category are categorised as D Red and then reviewed following progress as noted in the guidance.

*'In normal circumstances the improvement capacity of a school requiring **significant improvement or special measures** should not normally be higher than D and the support category red in the first instance. As a school addresses the recommendations from its inspection, evidence about its progress should be weighed carefully and professional judgement applied when reviewing the school's support category.'*

Currently (December 2018), there are 8 schools in Estyn statutory category (compared to 12 in 2017-18):

- 4 Primary schools (4 schools which are C Amber with all having made good progress over 12 months or more having been reviewed from D Red in 2017-18)
- 4 Secondary schools (3 schools D Red, 1 school C Amber)

There are clear rationale for reviewing and changing the support category based on progress against recommendations and end of key stage performance (time in category is also considered).

Categorisation process in GWE

Strengths

- Good correlation between categorisation process and Estyn findings.
- Robust and consistent process in place.
- There is improved consistency across the region and all SIA reports are generally of a good standard.
- SIAs know their schools very well and schools have been accurately and robustly categorised.

Aspects for Development

- Continue to work closely with the Quality and Standards Group and ensure that all stakeholders are kept apprised of any changes to National Categorisation.
- Further develop cross-regional working for the process moving forward to ensure national consistency in the process.
- Further involve SIAs for peer assessment in the quality assurance process.



REPORT TO THE JOINT COMMITTEE

20 February 2019

Report by: GwE Managing Director

Subject: Calendar of Meetings

1.0 Purpose of the Report

1.1 To request the Joint Committee to agree the meetings calendar for the coming year.

2.0 Background

2.1 The Joint Committee shall meet as and when required to suit the needs of the Service in accordance with the Service timetable provided that there be a minimum of three meetings per year, one of which shall be specified as the annual general meeting. The venue for the meetings shall be agreed by the Joint Committee.

2.2 In Appendix 1 is the proposed calendar (draft) for adopting.

3.0 Considerations

3.1 It is proposed that the meetings be held at the GwE Offices, Bryn Eirias, Colwyn Bay.

4.0 Recommendations

4.1 The Joint Committee is requested to:

4.1.1 Approve the meetings calendar as proposed within Appendix 1.

4.1.2 That the Chair be authorised to make amendments to the calendar if required.

5.0 Financial Implications

5.1 There are no financial implications arising from this report.

6.0 Equalities Impact

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

7.0 Personnel Implications

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

8.0 Consultation Undertaken

8.1 Consultation has been undertaken with the 6 North Wales Local Authorities, to avoid any duplication with Council meetings.

9.0 Appendices

Appendix 1: Proposed GwE Joint Committee Meetings 2019/20.

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

No comments to add from a propriety perspective.

Statutory Finance Officer:

The dates planned for the GwE Joint Committee meetings, as proposed here, are fit for purpose. In particular, the 8 July 2019 will be timely to receive the pre-audit accounts for 2018/19, while 11 September 2019 will be timely for receiving and approving the independent auditor's report on the 2018/19 accounts, which is a statutory mandatory requirement prior to 15 September.

Appendix 1

Proposed Amended GwE Joint Committee Meetings 2019/20

| MEETING | DATE | TIME | VENUE |
|---------------------|-------------|-------------|--------------------------------------|
| GwE Joint Committee | 08/07/2019 | 10.30 a.m | GwE Offices, Bryn Eirias, Colwyn Bay |
| GwE Joint Committee | 11/09/2019 | 2.00 p.m | GwE Offices, Bryn Eirias, Colwyn Bay |
| GwE Joint Committee | 27/11/2019 | 10.30 a.m | GwE Offices, Bryn Eirias, Colwyn Bay |
| GwE Joint Committee | 26/02/2020 | 10.30 a.m | GwE Offices, Bryn Eirias, Colwyn Bay |
| GwE Joint Committee | 20/05/2020 | 10.30 a.m | GwE Offices, Bryn Eirias, Colwyn Bay |