

Complete Agenda



Tuag at Ragoriaeth
Towards Excellence



Meeting

GWE JOINT COMMITTEE

Date and Time

10.30 am, WEDNESDAY, 26TH FEBRUARY, 2020

Location

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

Contact Point

Annes Sion

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(DISTRIBUTED 20/02/2020)

GWE JOINT COMMITTEE

MEMBERSHIP OF THE JOINT COMMITTEE

Voting Members

Councillors

Councillor Julie Fallon	Conwy County Borough Council
Councillor Meirion Jones	Isle of Anglesey County Council
Councillor Huw Hilditch-Roberts	Denbighshire County Council
Councillor Ian Roberts	Flintshire County Council
Councillor Phil Wynn	Wrexham County Borough Council
Councillor Cemlyn Rees Williams	Gwynedd Council

Co-opted Non-voting Members

Rosalind Williams	Church of Wales
Haf Williams	Primary Schools Representative
Claire Armistead	Secondary School Representative
Jonathan Morgan	Special Schools Representative
Alison Fisher	Governor Representative

Non-voting Officers

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

Officers in Attendance

Arwyn Thomas	GwE Managing Director
Dafydd L. Edwards	Host Authority
Iwan Evans	Host Authority
Steve Vincent	Welsh Government
Susan Owen Jones	GwE Business Manager
Annwen Morgan	Isle of Anglesey County Council
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 - 27 NOVEMBER 5 - 8

(copy enclosed)

5. NATIONAL CATEGORISATION 9 - 18

Alwyn Jones to present information to the Joint Committee members on the National Categorisation Process.

6. GWE BUDGET 2019-20 - QUARTER 3 REVIEW 19 - 23

Arwyn Thomas and Dafydd Edwards to update Joint Committee members on the latest financial review of GwE's budget for the 2019/20 financial year.

7. GWE BUDGET 2020-2021 24 - 28

Dafydd Edwards to present to the Joint Committee the GwE Base Budget for 2020/21

8. EDUCATION IMPROVEMENT GRANT - REVIEW 29 - 32

Arwyn Thomas to seek approval from the Joint Committee to undertake a review of the Education Improvement Grant.

9. EDUCATION IMPROVEMENT GRANT 2020-2021 33 - 35

Arwyn Thomas to seek approval from the Joint Committee regarding the Education Improvement Grant 2020/21.

10. 2019-2020 BUSINESS PLAN - QUARTER 3 MONITORING REPORT 36 - 65

Arwyn Thomas to present the Level 1 Business Plan – Quarter 3 Monitoring Report to the Joint Committee

11. GWE BUSINESS PLAN 2020-2023 - REGIONAL PRIORITIES 66 - 115

Arwyn Thomas to present the draft Business Plan and regional priorities for 2020-2023 to the Joint Committee for approval.

12. GWE RISK REGISTER 116 - 119

Arwyn Thomas to present the latest GwE Risk Register to the Joint Committee.

13. WORKING TOGETHER TO IMPROVE SCHOOLS 120 - 122

Arwyn Thomas to seek approval from the Joint Committee to undertake a review of the present Core Lead Role and the information sharing systems across the region.

14. CALENDAR OF MEETINGS 2020/21 123 - 125

Arwyn Thomas to recommend the calendar for 2020/21.

GWE JOINT COMMITTEE WEDNESDAY 27 NOVEMBER 2019

Present:

Councillors: Phil Wynn (Chair - Wrexham County Borough Council), Meirion Jones (Anglesey County Council), Julie Fallon (Conwy County Borough Council), Huw Hilditch-Roberts (Denbighshire County Council), Ian Roberts (Flintshire County Council) and Cemlyn Williams (Gwynedd Council).

Non-voting Officers: Ian Roberts (Wrexham County Borough Council) and Garem Jackson (Gwynedd Council)

Officers present: Arwyn Thomas (Managing Director, GwE), Sion Huws (on behalf of Gwynedd Council Monitoring Officer, Host Authority), Hefin Owen (on behalf of Gwynedd Council Head of Finance, Host Authority), Hywyn Jones (Gwynedd Council Senior Accountant, Host Authority), Susan Owen Jones (Business Manager, GwE), Annwen Morgan (Chief Executive, Anglesey Council), Alwyn Jones (Assistant Director, GwE), Gareth Williams (Chair of GwE Advisory Board), Annes Sion (Gwynedd Council Democracy Team Lead, Host Authority) and Bethan Roberts (Performance Management Manager, GwE).

1. APOLOGIES:

Apologies were received from Haf Williams (Primary Schools' Representative), Claire Armisted (Secondary Schools' Representative), Jonathan Morgan (Special Schools' Representative), Rhys Howard Hughes (Anglesey Council), Dr Lowri Brown (Conwy County Borough Council), Karen Evans (Denbighshire Council) and Claire Homard (Flintshire Council).

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 previous meeting held on 11 September 2019 as correct.

5. REPORTING ON OUTCOMES 2019

DECISION

It was decided to accept the report as a model for reporting to scrutiny committees in terms of regional context and local performance.

DISCUSSION

The report was presented, and it was noted that the principles of how GwE will report on performance have already been approved. It was added that the report outlines the background and context as regards national changes to reporting on performance, and that it explains the matters raised in the joint statement between Welsh Government, WLGA and Estyn.

It was expressed that it gives a regional overview of GwE outcomes, but a local analysis will also be undertaken for each authority. It was noted that the data is not as yet in its final form and that work will be done to complete this by January.

Comments arising from the discussion

- The new format of the report was welcomed.
- The need to ensure that information is shared with everyone and that it is used correctly was emphasised.
- It was also emphasised that this is a shift in culture and a journey of focussing on pupils rather than on results. It was added that this needs to be emphasised, and that further work remains.
- It was noted it needs to be ensured that consistent messages are shared across the region.

6. RESOURCES AND GWE SCOPE

DECISION

The report was accepted.

DISCUSSION

The report was presented, and it was noted that its purpose is to initiate discussion. It was expressed that it highlights two elements to the budget - the core element and the Welsh Government agenda. The report explains the work of GwE and the wide range of grants that GwE receives. It was explained that all grants go through a monitoring process and that discussions with Welsh Government is needed to re-visit this.

Comments arising from the discussion

- The report is an eye opener and gives people an idea of what exactly is the work of GwE.
- It was noted that perhaps figures are needed with some of the grants in order to provide better understanding.
- The need to look at the grants and their monitoring was emphasised - there will need to be further discussion on this.

7. GWE BUDGET 2019/20 - 2ND QUARTER REVIEW

DECISION

The report was accepted.

DISCUSSION

The report was presented, and it was noted that not much has changed since the first quarter of 2019/20. The main change is the savings to be found as the Joint Committee has now approved a permanent strategy to confirm savings. A net overspend estimate was noted against the budget, but GwE balances may be used to counterbalance this by the end of the financial year.

8. 2019-20 BUSINESS PLAN - QUARTER 2 MONITORING REPORT

DECISION

The monitoring report for quarter 2 was accepted. A further discussion was requested on the use of the G6 platform and its culture.

DISCUSSION

The report was presented and members were directed to the GwE objectives and priorities. In terms of Strategic Objective 6, it was noted that GwE is awaiting the draft settlement before moving on to undertake a review of the budget and workforce.

9. WELSH IN EDUCATION - DEVELOPING WELSH IN EDUCATION IN THE NORTH WALES REGION

DECISION

The document 'Developing Welsh in Education in the North Wales Region' was accepted.

DISCUSSION

The report was presented, and it was noted that planning a strategy for the north Wales region poses a considerable challenge as there is significant variance in the region. It was corroborated that the strategy sets out objectives, courses of action and direction.

Comments arising from the discussion

- The report was welcomed, and support for the 6 priority areas was noted. It was asked what would arise from the strategy, and how it will develop.
- It was explained that it will be a difficult process as there is such variance across the region and the need to avoid duplication was emphasised. It was added that the strategy is a long term strategy, and the question was asked whether there are enough Welsh teachers.
- Ensuring parents' support will be crucial, so that they will be aware of the importance and advantages of using the language.

10. PUPIL DEVELOPMENT GRANT FOR LOOKED AFTER CHILDREN AND PREVIOUSLY LOOKED AFTER CHILDREN

DECISION

The report was noted and accepted.

DISCUSSION

The report was presented, and it was noted that GwE has responsibility for the overall administration and co-ordination of the grant. It was expressed that the process is transparent, and that the report clearly shows how funding is allocated.

The report notes the process, together with grant requirements, conditions and guidance. It was noted that the budget is £970,000.

11. REVIEW OF GwE PROGRESS

DECISION

The report was noted and accepted.

DISCUSSION

The report was presented, and it was noted that Steve Munby conducted a review of the direction of GwE 12 months ago. He re-visited the region recently to further evaluate the service.

On looking at the improvements presented last year, it was added that progress had been made in terms of developing the culture of GwE to work for the benefit of everyone in the system. It was expressed that it had been a difficult and challenging time, but that the report is encouraging.

The meeting started at 10:30am and concluded at 2:15pm.

CHAIR



REPORT TO THE JOINT COMMITTEE

26 FEBRUARY 2020

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 and is captured on G6.

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

Across all sectors the percentage of schools categorised as Grade A and B for Step 2 has decreased slightly from 92.2% in 2018 to 89.6% (361 schools) in 2019 due to the number of schools awarded a grade C increasing by 9 to 35 (8.7%) and the number of schools awarded a D grade increasing by 1 to 7 (1.7%) . The percentage categorised as Grade A continues to increase with 47.6% (192 schools) awarded an A grade.

The percentage of schools categorised as Green or Yellow for Step 3 decreased from 91.0% in 2018 to 88.1% (355 schools) in 2019 with the percentage of Amber or Red school increasing by 2.9% due to an additional 10 schools classed as Amber and 1 additional classed as Red. The percentage categorised Red increased by 0.2% to 2.2% (9 Schools) and the percentage categorised as Green increased yet again to 40.4% (163 schools).

3.3 Primary

The percentage of schools categorised as Grade A or B for step 2 decreased from 94.6% in 2018 to 92.7% (319 schools) with the number schools awarded a C grade increasing by 4 to 23 and the number of schools awarded a D grade increasing from 0 to 2. The percentage categorised as Grade A has increased significantly from 35.5% in 2017, 44.1% in 2018 to 51.2% (176 schools) in 2019.

The percentage of schools categorised as Red or Amber for Step 3 increased from 6.6% in 2018 to 8.7% (30 schools) with an additional 7 schools categorised as Amber or Red. The percentage categorised as a red increased from 0% in 2018 to 0.6 % in 2019 due to the Red categorisation of 2 schools. The percentage categorised as green has increased significantly from 30.7% in 2017, 38.1% in 2018 to 43.0% (148 schools) in 2019.

3.4 Secondary

The percentage of schools categorised as Grade A and B for Step 2 decreased from 75.9% (41 schools) in 2018 to 64.8% (35 schools) in 2019. The percentage categorised as a D fell from 11.1% (6 schools) to 9.3% (5 schools). The percentage categorised as Grade A continues to increase from 22.2% in 2017 to 25.9% (14 schools) in 2019.

The percentage of schools categorised as red and amber for Step 3 increased from 25.9% (14 schools) in 2018 to 37.0% (20 schools) in 2019. The percentage categorised as Red fell from 14.8% (8 schools) in 2018 to 13.0% (7 schools) in 2019. The percentage categorised Green remained constant at 24.1% (13 schools) with the percentage categorised Yellow decreasing

from 50% in 2018 to 38.9% and subsequently the percentage categorised as Amber increasing from 11.1% in 2018 to 24.1% with the number of Amber schools increasing by 7 to 13.

3.5 Special

The percentage of schools categorised as Grade C and D for Step 2 has fallen to 0. No special school has been categorised as a D since 2016. The percentage categorised as Grade A has decreased from 55.6% (5 schools) in 2018 to 33.3% (3 schools) in 2019. 6 of the 9 schools are categorised as Grade B, up from 3 in 2018.

The percentage of schools categorised as red and amber for Step 3 has fallen to 0.0% and no special school has been categorised red since 2016. The percentage categorised as green decreased from 44.4% (4 schools) to 33.3% (3 schools). 6 of the 9 schools are categorised as Yellow, up from 4 in 2018.

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:

Nothing to add from a propriety perspective.

Statutory Finance Officer:

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

GWE NATIONAL CATEGORISATION PROCESS REPORT (DECEMBER 2019)

Training for National Categorisation

- The Primary and Senior Leads provided update training for all Supporting Improvement Advisers (SIAs) during the autumn term 2019, using the 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 and is captured on G6. First draft categorisation was completed by the end of the summer term
- Clear guidance and exemplified templates were shared with all SIAs. This ensured a greater consistency across the whole region.
- Nearly all categorisation visits were completed by the 21st November, 2019 which was the agreed deadline.
- Categorisation has been completed accurately and robustly. Core Leads ensured that the categorisation process was quality assured by Senior Leads and Assistant Director also routinely quality assured the process.
- The Core Leads completed joint visits to a sample of schools in all LAs as stipulated in the guidance.
- Senior Leads and Assistant Director met for a whole day to further QA categorisation for a sample of 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 3 categorisation reports from each SIA and scrutinised the information held about the schools on G6. SIAs are invited to explain their link schools' improvement journey in QA meetings with senior staff, and are held accountable for the challenge and support provided. This quality assurance process ensures that schools are accurately categorised. Feedback is continually provided to SIAs to ensure robust categorisation.
- Senior Leads and AD scrutinise a random sample of categorisation reports to ensure greater consistency.
- Where joint visits were undertaken between the core leads and SIAs, a wide range of evidence was scrutinised, including the information held on G6, to ensure that accurate

judgements were made. Feedback 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 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.
- 32 schools (>5% sample) across the 6 LAs were selected for Regional Moderation - the number of secondary schools in the sample was increased last year as agreed by the National Quality and Standardisation Board. A similar sample was chosen this year that included 16 primary, 15 secondary schools and 1 special. 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 as outlined in the guidance.
- The quality of the categorisation reports in the sample were generally good – some minor points for improvements were recorded to be shared with individual SIAs. Other points for improvement had also been identified during internal scrutiny of reports.

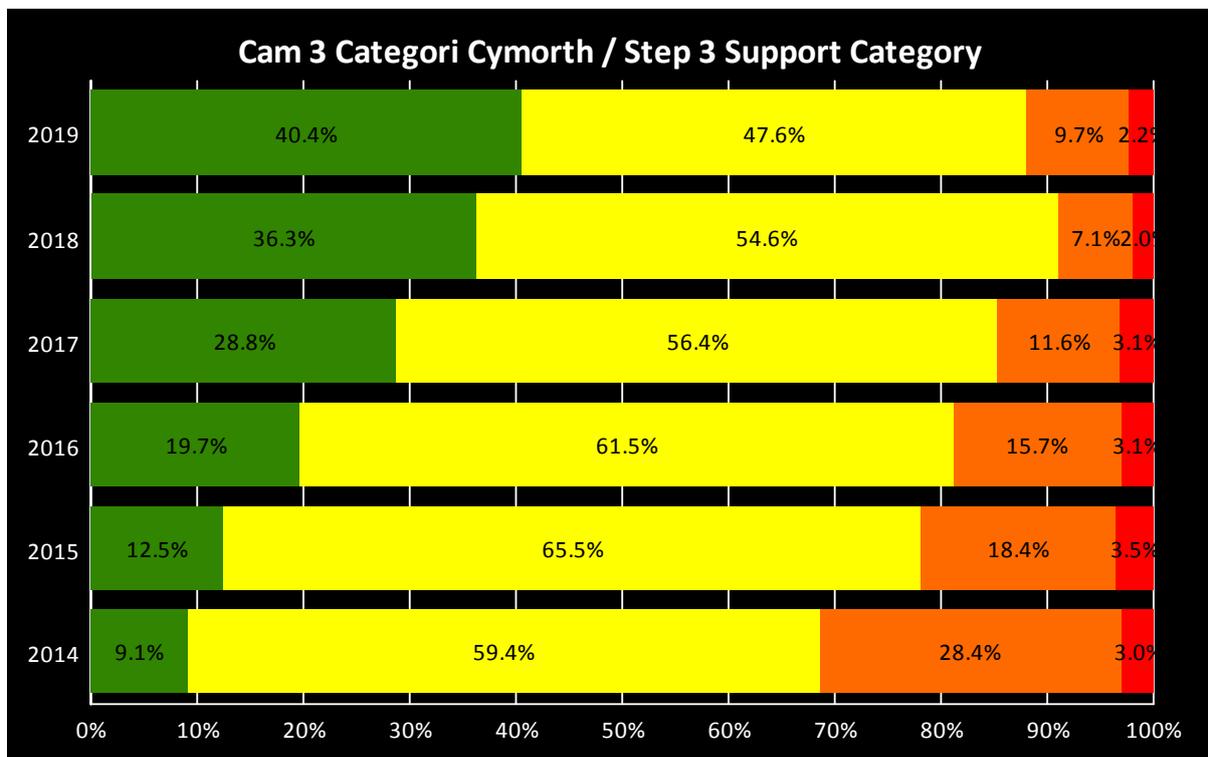
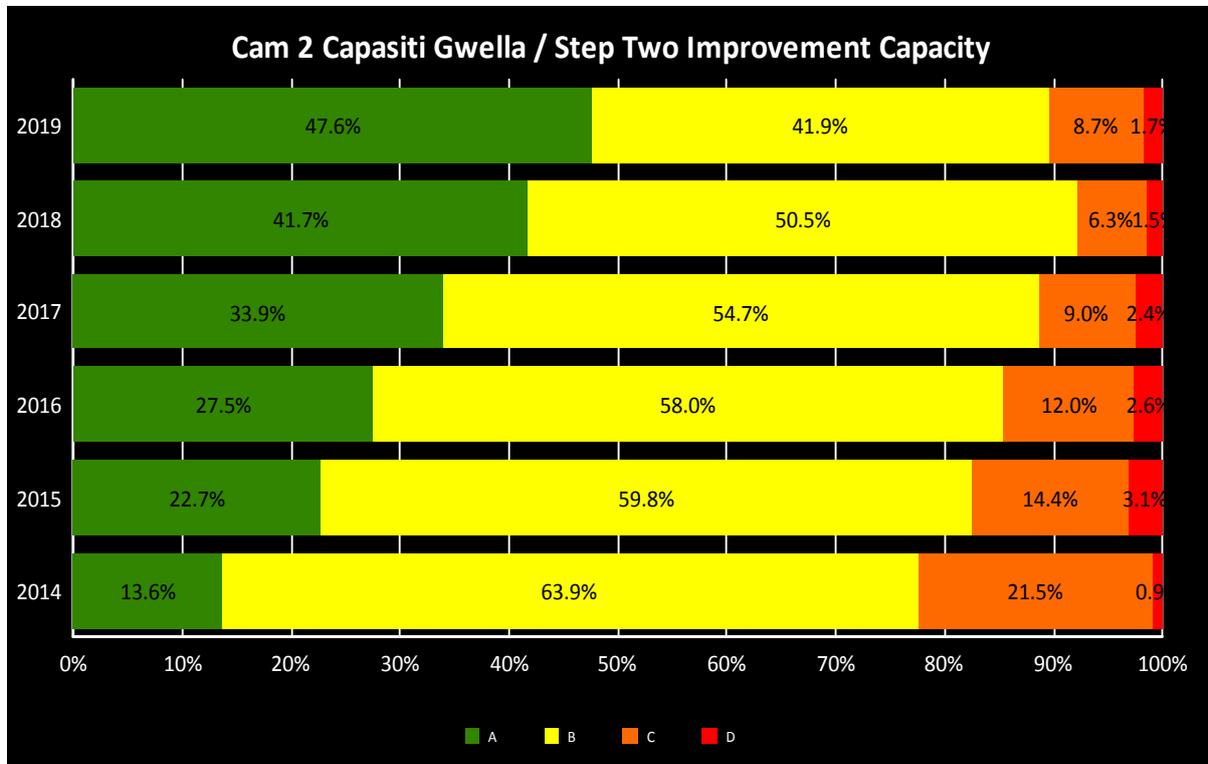
LA and Regional Categorisation Overview (excluding PRUs)

Full analysis of the categorisation including 3-year trends for each LA are carried out with regional summary below.

All schools

Across all sectors the percentage of schools categorised as Grade A and B for Step 2 has decreased slightly from 92.2% in 2018 to 89.6% (361 schools) in 2019 due to the number of schools awarded a grade C increasing by 9 to 35 (8.7%) and the number of schools awarded a D grade increasing by 1 to 7 (1.7%) . The percentage categorised as Grade A continues to increase with 47.6% (192 schools) awarded an A grade.

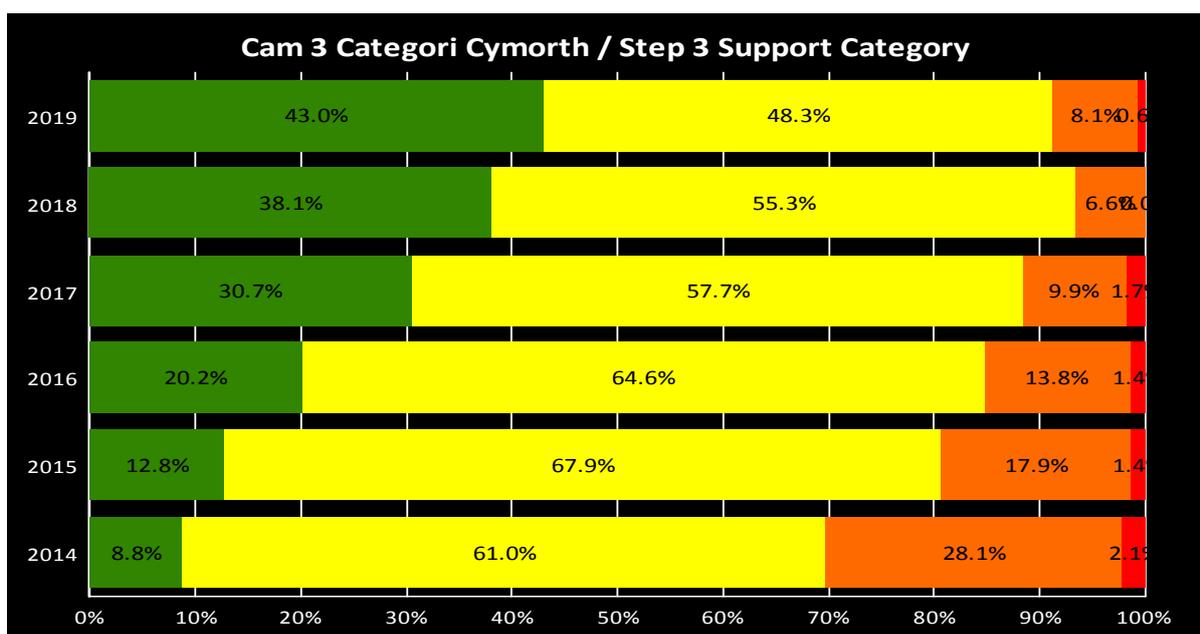
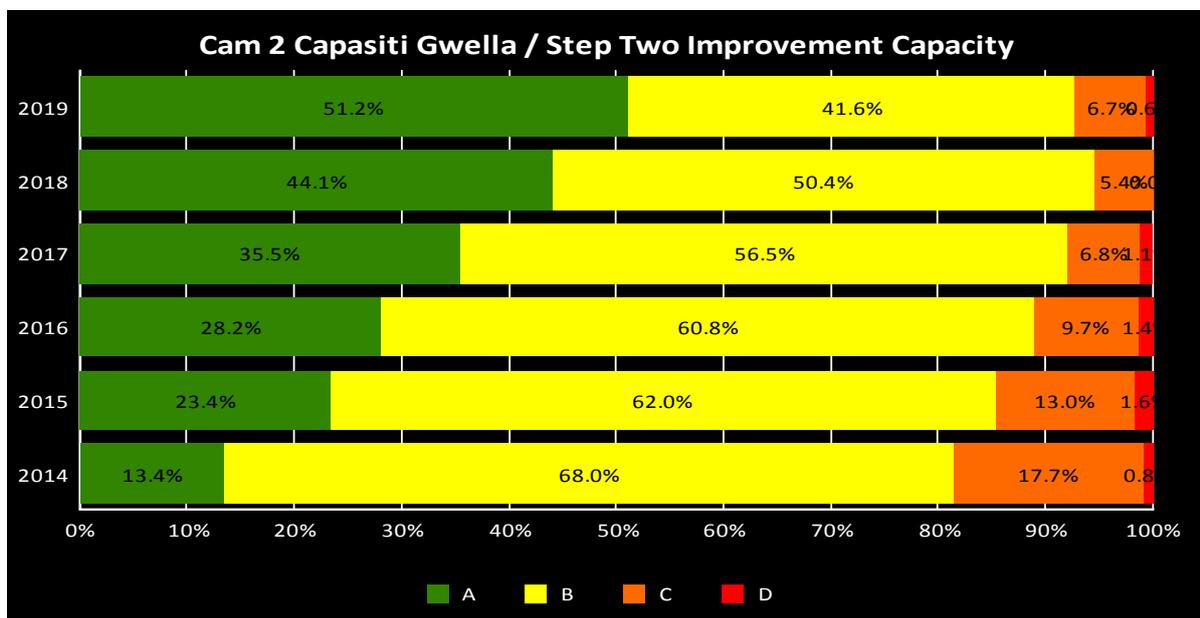
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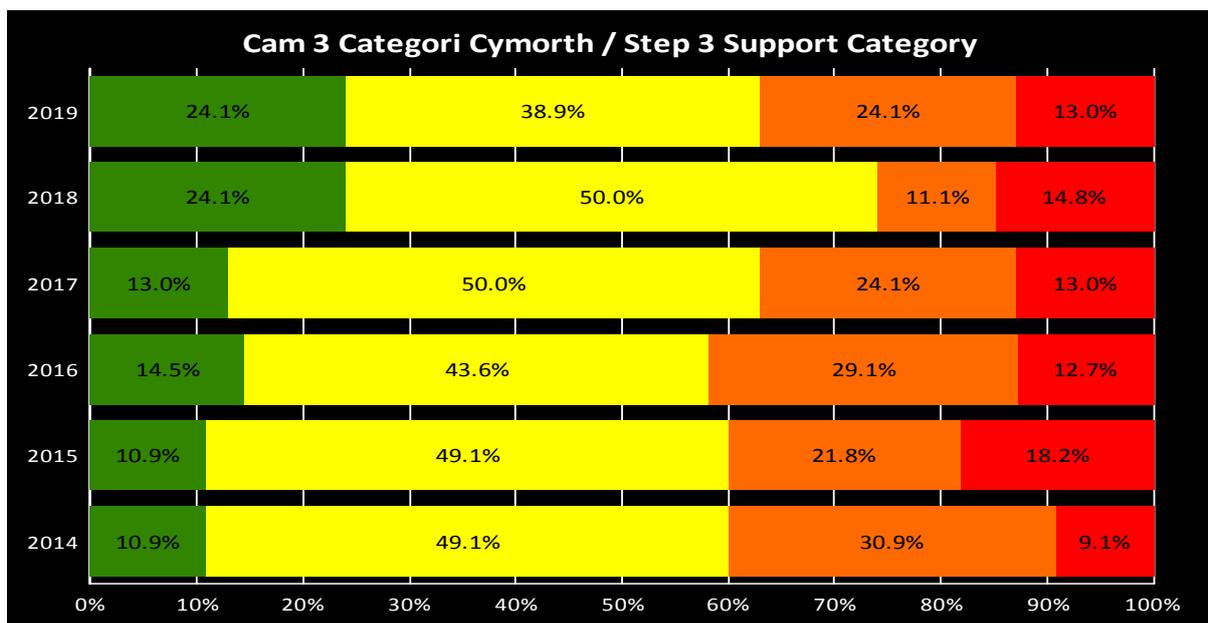
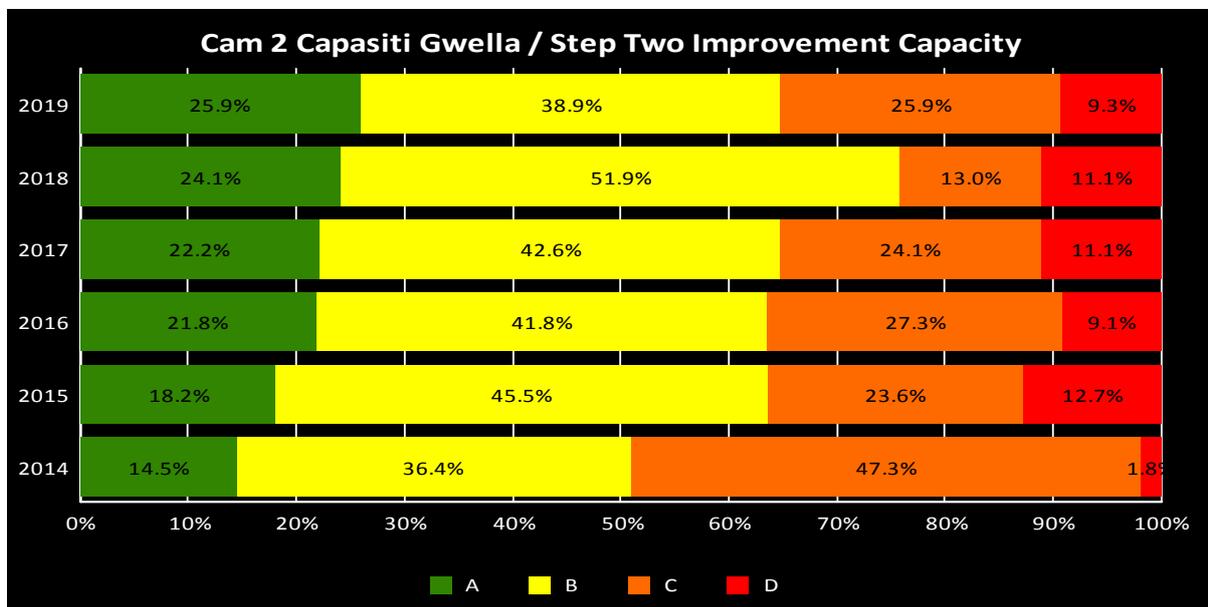
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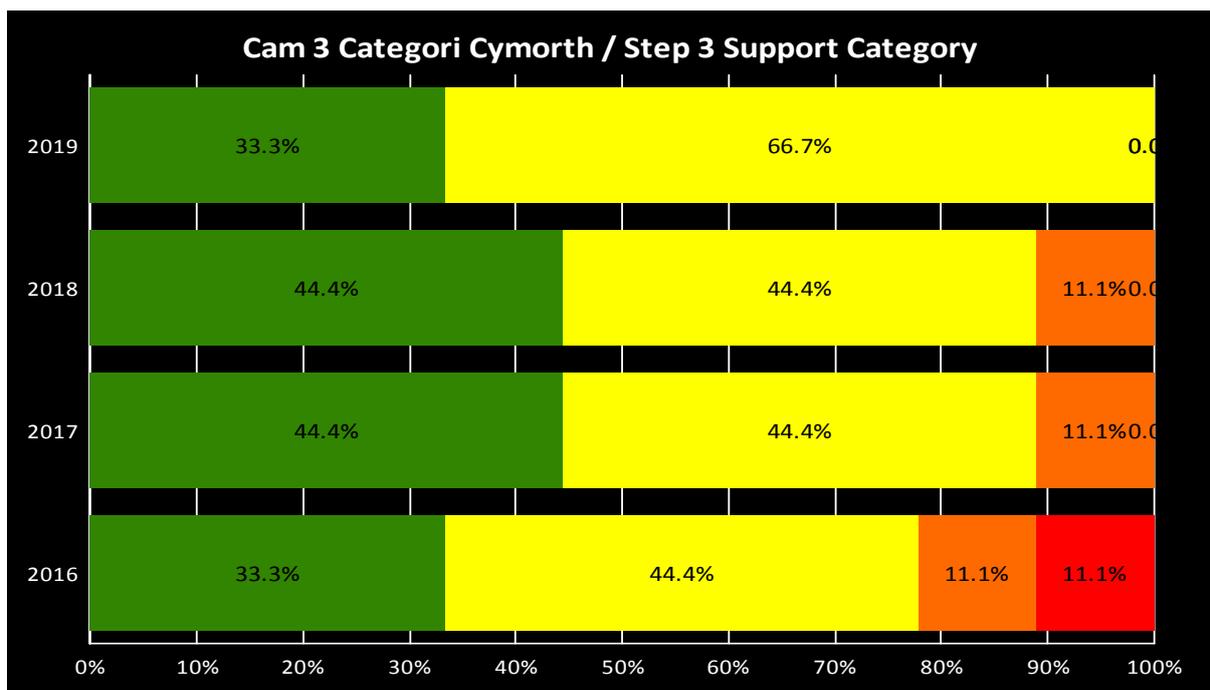
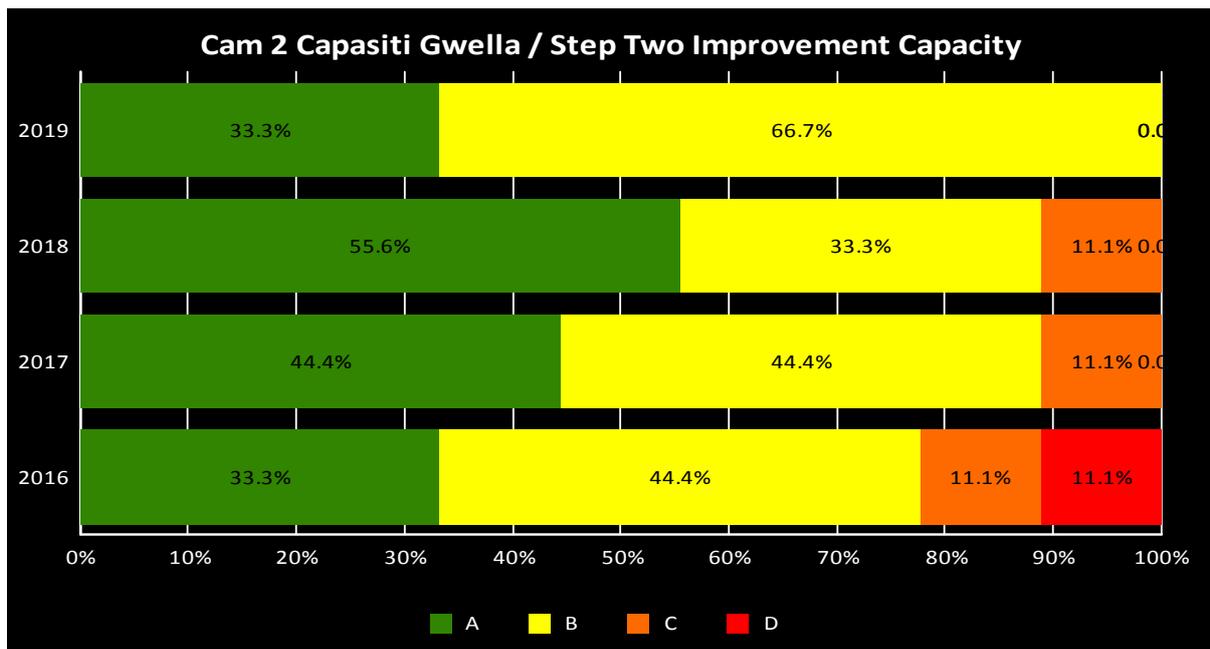
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Special

The percentage of schools categorised as Grade C and D for Step 2 has fallen to 0. No special school has been categorised as a D since 2016. The percentage categorised as Grade A has decreased from 55.6% (5 schools) in 2018 to 33.3% (3 schools) in 2019. 6 of the 9 schools are categorised as Grade B, up from 3 in 2018.

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Step 2 and Step 3 Read Across

In most cases there is a direct correlation between Step 2 and Step 3 (90.8%). In a few cases (9.2%), there is a clear rationale for the 'higher' Step 2 capacity whilst also ensuring that appropriate support is provided (e.g., A Yellow, B Amber). There are no schools with a step 3 category higher than step 2.

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 there are 7 secondary schools in Estyn statutory category (5 schools D Red, 1 C Red and 1 school C Amber).

Two primary schools have very recently been placed in special measures and are categorised D Red. One school which has been in statutory category for two years is successfully addressing its recommendations and is categorised 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

- On the whole, there is good correlation between categorisation process and Estyn findings, especially in the primary sector.
- G6 management information system used effectively to inform categorisation.
- SIAs know their schools well, there is a consistent process in place and schools have been robustly categorised.

Aspects for Development

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



MEETING	GwE Joint Committee
DATE	26 February 2019
TITLE	GwE Budget 2019/20 – 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 2019/20 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 Quarter 3 review estimates a net overspend of £27,634 against the budget (likely acceptable, semi-neutral position in the context of total gross expenditure of over £14m), mainly due to the savings identified by the service during the year.
- 1.2 No significant change to the nett position estimated in Quarter 2 i.e. an estimated overspend of £36,503.
- 1.3 The subsequent part of the report explains the reasons to account for the main variances.

2. FINANCIAL VARIANCES

2.1 Employees:

Quarter 3: overspend £39,249 Quarter 2: overspend £45,442.

An overspend of £39,249 following the Joint Committee's decision to amend the budget to remove the role of one GwE Assistant Director as well as to deduct 1.4 full-time equivalents of Supporting Improvement Advisers (see ' Efficiency Savings Target ' report to the Joint Committee 11/09/19).

The reduction in Supporting Improvement Advisers was implemented from the 1st September 2019, and therefore a one-off overspend is expected in 2019-20.

2.2 Travel:

Quarter 3: underspend (£9,017) Quarter 2: underspend (£7,697).

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 that established in the budget.

2.3 Savings to be found

Quarter 3: Neutral Quarter 2: Neutral.

In Quarter 1 we reported on an expected overspend, as the Joint Committee had not decided on a permanent strategy to implement the savings target. The strategy has now been approved (see ' Efficiency Savings Target ' report to the Joint Committee 11/09/19).

As implemented in the autumn, it was not possible to fully realise the saving in 2019/20, which leads to the overspend in 2.1.

2.4 **Regional Consortia School Improvement Grant (RCSIG)**

Quarter 3: Neutral Quarter 2: Neutral.

The RCSIG includes a specific heading for Assistant Director Secondment for one year. As the secondment came to an end on 31 August 2019, and Welsh Government conditions note that funding is specifically for this purpose, it is expected that the remaining balance is reclaimed.

Analysis of full grant below:

Delegated*	£26,064,004
Non-delegated	£ 7,977,648
Total	<u>£34,041,652</u>
Grant	£31,555,372
Match Funding	£ 2,486,280
Total	<u>£34,041,652</u>

* GwE accounts do not include grants distributed directly to schools.

3. UNDERSPEND FUND

3.1 At the beginning of the 2019/20 financial year, the fund totalled £278,201.

3.2 The fund total (GwE 'general balances') at the end of 2019/20 is estimated at £250,567, having taken into account the net overspend anticipated above.

APPENDICES

Appendix 1: GwE Budget 2019/20 – 3rd Quarter Review

OPINION OF STATUTORY OFFICERS

Monitoring Officer:

Nothing to add from a proprietary perspective.

Statutory Finance Officer:

Co-author of report.

GwE JOINT COMMITTEE - NORTH WALES COUNCILS - Budget Review 2019/20 : Third Quarter October - December 2019

	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	877,689		877,689	857,328	(20,361)	(9,149)
- Supporting Improvement Advisers	3,667,778		3,667,778	3,644,688	(23,090)	(27,010)
- Staff on Secondment	61,613	(15,533)	46,080	46,080	0	0
- Transferred against 'Specific Projects'	(1,688,385)		(1,688,385)	(1,605,686)	82,699	81,602
Training, advertising and other employee costs	40,897		40,897	38,246	(2,651)	(923)
Building						
Rent (includes services)	166,363		166,363	166,363	0	0
'Specific Projects' usage of offices recharge	(56,496)		(56,496)	(56,496)	0	0
Travel						
Travel Costs	131,811		131,811	122,794	(9,017)	(7,697)
Supplies and Services						
Furniture, equipment, printing, postage, telephone, room hire etc	70,080		70,080	71,869	1,789	1,265
Information Technology (contribution to renewal fund)	15,841		15,841	15,841	0	0
Audit Fees	11,000		11,000	11,000	0	0
Brokerage	277,230		277,230	277,230	0	0
Gwynedd Council Host Authority Support Service Costs						
Legal	5,498		5,498	5,498	0	0
Human Resources	9,428		9,428	9,428	0	0
Finance	40,770		40,770	40,770	0	0
Information Technology	45,092		45,092	45,092	0	0
Savings to be found - 2018/19	0		0	0	0	0
Savings to be found - Rent Budget	0		0	0	0	0
Savings to be found - Supplies and Services deficiency	0		0	0	0	0
Savings to be found - 2019/20	0		0	0	0	0
National Model Commitments	469,948		469,948	469,948	0	0
Specific Projects						
Regional Consortia School Improvement Grant	7,977,648	422,839	8,400,487	8,400,487	0	0
Pupil Deprivation Grant - Looked After Children	970,600		970,600	970,600	0	0
Pupil Deprivation Grant - Strategic Advisor	100,000		100,000	100,000	0	0
Newly Qualified Teachers (NQT)	0	346,769	346,769	346,769	0	0
ALN System Transformation	30,000	104,295	134,295	134,295	0	0
Total Expenditure	13,224,405	858,370	14,082,775	14,112,145	29,369	38,087

	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 (10.20%)	(416,697)		(416,697)	(416,697)	0	0
- Gwynedd Council (17.64%)	(720,531)		(720,531)	(720,531)	0	0
- Conwy Council (15.30%)	(624,919)		(624,919)	(624,919)	0	0
- Denbighshire Council (15.26%)	(623,132)		(623,132)	(623,132)	0	0
- Flintshire Council (22.71%)	(927,504)		(927,504)	(927,504)	0	0
- Wrexham Council (18.89%)	(771,761)		(771,761)	(771,761)	0	0
Income from Secondments	(61,613)	15,533	(46,080)	(46,080)	0	0
General Income	0		0	(1,735)	(1,735)	(1,585)
Specific Projects						
Regional Consortia School Improvement Grant	(7,977,648)	(422,839)	(8,400,487)	(8,400,487)	0	0
Pupil Deprivation Grant - Looked After Children	(970,600)		(970,600)	(970,600)	0	0
Pupil Deprivation Grant - Strategic Advisor	(100,000)		(100,000)	(100,000)	0	0
Newly Qualified Teachers (NQT)	0	(346,769)	(346,769)	(346,769)	0	0
ALN System Transformation	(30,000)	(104,295)	(134,295)	(134,295)	0	0
Total Income	(13,224,405)	(858,370)	(14,082,775)	(14,084,510)	(1,735)	(1,585)
Total Income over Expenditure	0	0	0	27,634	27,634	36,503
Memorandum -						
The GwE Surplus Fund						
				Fund balance as at 1 April 2019	(278,201)	(278,201)
				Add/Less - (Under)/Overspend 2019/20	27,634	36,503
				Less - Use of the Fund	0	0
				Fund balance as at 31 March 2020	(250,567)	(241,699)
Information Technology Renewal Fund						
				Fund balance as at 1 April 2019	(55,479)	(55,479)
				Add - Contribution 2019/20	(15,841)	(15,841)
				Less - Use of the Fund	0	0
				Fund balance as at 31 March 2020	(71,320)	(71,320)

Agenda Item 7

GwE Joint Committee 26/02/20



MEETING	GwE Joint Committee
DATE	26 February 2020
TITLE	Base Budget 2020/21
PURPOSE	Present to the Joint Committee : <ul style="list-style-type: none">• GwE Base Budget 2020/21 (Appendix 1)• Authorities Financial Contributions (Appendix 2)
RECOMMENDATION	Adopt the base budget for 2020/21 as presented in Appendix 1.
AUTHOR	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 (see Appendix 1).
- 1.3 The authorities' financial contributions are shown in Appendix 2.

2. Savings Target

- 2.1 During 2019/20 a strategy was implemented to identify cumulative total savings of £206,485.
- 2.2 The attached budget reflects the decision of the North Wales CHief Exectuives Forum on the 31 January 2020 to add inflation in full, and not to implement a cut in 2020/21.
- 2.3 Currently, there is insufficient information to identify the financial implications of grants in 2020/21.

3. Underspend Fund

- 3.1 The report 'GwE Budget 2019/20 – 3rd Quarter Review' (previous item on the agenda) estimates that there will be about £250,567 in the underspend fund on 31/03/2020.

Appendix:

Appendix 1 - GwE Base Budget for 2020/21

Appendix 2 – Local Authority Contributions 2020/21

VIEWS OF STATUTORY OFFICERS

The Monitoring Officer:

Nothing to add from a proprietary perspective.

The Statutory Finance Officer:

Author of the report.

GWE JOINT COMMITTEE - NORTH WALES COUNCILS - GWE BUDGET 2020-21

	Final Budget 2019/20 £	Staff Adjustment £	Inflation Adjustment £	Other Adjustments £	Final Budget 2020/21 £
<u>Expenditure</u>					
Employees					
Salaries					
- Management, Brokerage, Standards and Administration	877,689		17,554		895,243
- System Leaders, Supporting Improvement Advisers	3,667,778		73,356		3,741,134
- Staff on Secondment	46,080	(46,080)			0
- Transferred against 'Specific Projects'	(1,688,385)		(33,768)		(1,722,153)
Training, advertising and other employee costs	40,897		1,146		42,043
Building					
Rent (includes services)	166,363		4,664		171,027
'Specific Projects' usage of offices recharge	(56,496)		(1,584)		(58,080)
Travel					
Travel Costs	131,811		3,695		135,506
Supplies and Services					
Furniture, equipment, printing, postage, telephone, room hire etc	70,080		1,965		72,045
Information Technology	15,841		444		16,285
Audit Fees	11,000		308		11,308
Brokerage					
	277,230		7,772		285,002
Gwynedd Council Host Authority Support Service Costs					
Legal	5,498		154		5,652
Human Resources	9,428		264		9,692
Finance	40,770		1,143		41,913
Information Technology	45,092		1,264		46,356
National Model Commitments					
	469,948				469,948
Specific Projects					
Regional Consortia School Improvement Grant	8,400,487				8,400,487
Pupil Deprivation Grant - Looked After Children	970,600				970,600
Pupil Deprivation Grant - Strategic Advisor	100,000				100,000
Newly Qualified Teachers (NQT)	346,769				346,769
ALN Transformation	134,295				134,295
Cyfanswm Gwariant	14,082,775	(46,080)	78,377	0	14,115,072

	Final Budget 2019/20 £	Staff Adjustment £	Inflation Adjustment £	Other Adjustments £	Final Budget 2020/21 £
Income					
Core Service Contributions					
- Anglesey Council (19/20: 10.20% - 20/21: 10.15%)	(416,697)		(7,996)	2,315	(422,378)
- Gwynedd Council (19/20: 17.64% - 20/21: 17.63%)	(720,531)		(13,826)	537	(733,820)
- Conwy Council (19/20: 15.30% - 20/21: 15.30%)	(624,919)		(11,991)	(26)	(636,936)
- Denbighshire Council (19/20: 15.26% - 20/21: 15.30%)	(623,132)		(11,957)	(2,015)	(637,104)
- Flintshire Council (19/20: 22.71% - 20/21: 22.68%)	(927,504)		(17,798)	1,179	(944,123)
- Wrexham Council (19/20: 18.89% - 20/21: 18.94%)	(771,761)		(14,809)	(1,990)	(788,560)
Income from Secondments	(46,080)	46,080			0
Specific Projects					
Regional Consortia School Improvement Grant	(8,400,487)				(8,400,487)
Pupil Deprivation Grant - Looked After Children	(970,600)				(970,600)
Pupil Deprivation Grant - Strategic Advisor	(100,000)				(100,000)
Newly Qualified Teachers (NQT)	(346,769)				(346,769)
ALN Transformation	(134,295)				(134,295)
Total Income	(14,082,775)	46,080	(78,377)	0	(14,115,072)
Total Income over Expenditure	0	0	0	0	0

Atodiad 2 / Appendix 2

		Craidd/Core				Arall / Other		
I'w ariannu gan <i>Funded by</i>		Cyllideb	Chwyddiant	Addasiadau canran cyfraniad <i>Contribution proportion adjustment</i>	Is-gyfanswm	Addasiad Model Cenedlaethol	Cyllideb Drafft	
		<i>Budget</i>	<i>Inflation</i>		<i>Sub-total</i>	<i>National Model adjustment</i>	<i>Draft Budget</i>	
		2019/20	2.17%		2020/21		2020/21	
		£	£	£	£	£	£	%
Ynys Môn	<i>Isle of Anglesey</i>	368,754	7,996	-2,054	374,696	47,682	422,378	10.15%
Gwynedd	<i>Gwynedd</i>	637,630	13,826	-476	650,980	82,840	733,820	17.63%
Conwy	<i>Conwy</i>	553,019	11,991	23	565,033	71,903	636,936	15.30%
Dinbych	<i>Denbighshire</i>	551,437	11,957	1,788	565,182	71,922	637,104	15.30%
Fflint	<i>Flintshire</i>	820,790	17,798	-1,046	837,542	106,581	944,123	22.68%
Wrecsam	<i>Wrexham</i>	682,966	14,809	1,765	699,540	89,020	788,560	18.94%
Cyfanswm	Total	3,651,106	78,377	0	3,692,973	469,948	4,162,921	100%



REPORT TO THE JOINT COMMITTEE

26 February 2020

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

Subject: Education Improvement Grant - Review

1.0 Purpose of the Report

1.1 To seek approval from the Joint Committee to undertake a review of the Education Improvement Grant.

2.0 Background

2.1 In 2015, Welsh Government decided to merge 11 existing grant-funding streams into one main grant, to be known as the Education Improvement Grant (EIG) as from 1 April 2015. The grants merged were:

- Foundation Phase
- 14-19 Learning Pathways
- School Effectiveness Grant (SEG)
- Welsh in Education Grant (WEG)
- Minority Ethnic Achievement Grant (MEAG)
- Education of Gypsy and Traveller Children
- Induction of Newly Qualified Teachers
- Higher Level Teaching Assistants
- Lead and Emerging Schools
- Support for Reading and Numeracy Tests
- Funding for Band 4 & 5 Schools

2.2 Some of the above grants were universal, whilst others were targeted at schools in particular circumstances. Some of the above grants were delegated almost entirely to schools whilst others were retained centrally by local authorities to deliver targeted services to schools or their staff.

2.3 By today, the grant structure has been amended further, in that it is now incorporated into the Regional Consortia School Improvement Grant (RCSIG). There are clear expectations that the RCSIG supports WG's aspirations for schools and education outlined within Ambitious and Learning from our national strategy, Prosperity for All, and our plan of action for education, *Our national mission*.

3.0 Funding pre-requisites (2019/20 awaiting confirmation for 2020/21)

3.1 The following pre-requisites are in place:

- **Delegation to schools**
For 2019-20, a minimum delegation of the total gross EIG funding (including the match-funding element) of 80% is required.
- **Local Authority Match funding for each region**
Local authorities must match fund the EIG. The 2019-20 level is set at the match funding level to the EIG for 2017-18.
- **Administration and management costs**
The administration and management level will be up to a maximum of 0.75% of the total gross EIG (including match funding).
- **Foundation Phase**
The Funding must be used to support the Foundation Phase staff to learner ratios as part of the delivery of a high quality and effective Foundation Phase curriculum (including payment for supply cover for absences other than for training purposes) working towards or to achieving the Foundation Phase ratios of 1:8 for 3 to 5 year olds and 1:15 for 5 to 6 year olds. The funding must also be used to support Foundation Phase practitioners in non-maintained settings to deliver high quality education provision.
- **Welsh in Education Strategic Plans**
The Funding must be used to support the delivery of local authority Welsh in Education Strategic Plans in working towards the aims of Cymraeg 2050.
- **School Development Plans**
Consortia challenge advisers will provide support and challenge to schools to ensure their school development plans appropriately reflect their improvement journey and local priorities.
- **Supporting a self-improving system**
Where appropriate, the consortia will facilitate, schools, foundation phase providers and PRUs' consideration of cluster models, and collaboration across the four consortia regions when determining the most effective use of funding to support the delivery of improved outcomes for learners.
- **Equity of approach**
LA's & the consortium must be able to demonstrate equity of approach across the consortium and its related authorities in delegating the funding to schools.
- **Cluster working**
Where appropriate the consortia may facilitate the consideration of cluster models for schools, foundation phase providers and PRUs when determining the most effective use of funding to support the delivery of improved outcomes for learners.

3.2 WG Monitoring requirements (2019/20 awaiting confirmation for 2020/21)

The following reporting mechanisms / documents are required by WG:

- a copy of your consortium business plan and completed outcomes framework.
- participation in termly review and challenge sessions and submit a short report against the outcomes framework ahead of each termly review and challenge meeting (dates to be notified) to the Project Manager, which will outline evidence of spend, value for money, and progress to date against each *Our national mission* objective;
- access to papers for discussion at your Joint Committee or Company Board and Advisory Board meetings as appropriate through your nominated Welsh Government representative, including self-evaluation reports and regular progress updates against your business plan;
- updated reports to the Delivery Board as appropriate; and such other information as reasonably needed to understand impact, value for money and progress against delivery of the Purposes of the Funding including as and when required by the Minister for Education and the Wales Audit Office.
- meet with the Welsh Government Official and such other of our representatives as from time to time reasonably required; and provide information to support those meetings as reasonably required including without limit:
 - Regular meetings between consortia Managing Directors and Welsh Government Director of Education and Deputy Directors, with frequency of meetings to be agreed;
 - Any meeting the Director of Education may require you to attend;
 - Attendance at and to support termly Review and Challenge Sessions;
 - Support opportunities for Welsh Government officers to meet with consortia operational leads;
 - Other reasonable access as required for monitoring progress against delivery of the Purposes.
- ensure that the Project Manager (or such other person as we may agree) together with any other person we may require attends all meetings with the Welsh Government Official.

4.0 Current situation: GwE

4.1 The EIG continues to be allocated on a historical basis, i.e. allocated against the 11 previous grants that were originally merged. In addition, the grant distribution to schools has remained as per pre 2015/16 historical basis (barring cuts etc) i.e. the delegated proportion of the EIG is distributed to LA's on a historical basis and then distributed by LA's to schools presumably on their historical basis (unless LA's have reviewed their school distribution methods since 2015/16).

4.2 The current situation poses a risk to the consortium & is identified in the risk register, i.e. use of the EIG not fully embedded into the regional approach — reduce speed & impact of the regional business plan. The need to ensure appropriate mitigation is in place is imperative to manage this risk.

4.3 The terms and conditions also state the need for equity of approach thereby reinforcing the need to move to a consistent distribution formula.

5.0 Considerations

5.1 The need to align the current EIG allocations with the GwE Business Plan.

5.2 Clarity on the use of the EIG at LA level

5.3 Processes to be in place to monitor the impact of EIG spend at LA level.

5.4 Processes to be in place to assess value for money at LA level.

6.0 Recommendations

6.1 Recommendation 1: Delay in considering a review of EIG Foundation Phase funding (£16,734,803 delegated to schools in 2019/20) distribution until Welsh Government clarifies its position on whether the foundation phase grant will eventually transfer to settlement or not.

6.2 Recommendation 2 : Conduct a review of the EIG School Effectiveness Grant funding distribution (£5,315,978 delegated to schools in 2019/20).

6.3 Recommendation 3: Review the current use of the non-delegated elements of the EIG.

7.0 Financial Implications

7.1 There are no immediate financial implications arising from this report. Any financial implications will be identified & reported as part of the review.

8.0 Equalities Impact

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

9.0 Personnel Implications

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

10.0 Consultation Undertaken

10.1 The GwE Management Board has been consulted & are supportive of the review.

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

Any comments will be presented at the meeting.

Statutory Finance Officer:

The author states in paragraph 7 that there will be no additional financial implications arising from this report, hence GwE is expected to implement the review within its current budget.



REPORT TO THE JOINT COMMITTEE

26 February 2020

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

Subject: Education Improvement Grant 2020/21

1.0 Purpose of the Report

1.1 To seek approval from the Joint Committee regarding the Education Improvement Grant 2020/21.

2.0 Background

2.1 GwE have received an indicative allocation of £27,103,164 for the Education Improvement Grant (EIG) in 2020/21. This is a cash increase of £524,893 compared to 2019/20.

2.2 Welsh Government confirmed that the EIG for 2020/21 includes an increase of £2.5m (All Wales) for Foundation Phase, this calculates as approximately £560,000 for GwE.

2.3 The Welsh Government is expected to publish their final budget (together with grant details) on 25th of February 2020.

2.4 The current terms & conditions (2019/20) note that Challenge Advisers provide support and challenge to schools to ensure their School development plans appropriately reflect their improvement journey and local priorities.

3.0 Considerations

3.1 It is proposed that the profile of expenditure for 2020/21 remains as per 2019/20.

3.2 There are additional resources required (from GwE) as part of the Wrexham PIAP. The estimated cost of this is approx. £303,450 and will contribute towards:

- Strategic Lead to support the Core Lead
- Senior SIA for statutory category schools
- Bespoke and enhance core support for statutory category schools:
 - Maths x 3 days a week increasing to 5 days a week in Summer Term
 - English equivalent of 1 day a week
 - Science equivalent of 1 day a week
- Bespoke and enhanced support for supporting schools with strategies to improve provision for:
 - vulnerable pupils
 - MAT
- Developing and delivering a bespoke coaching programme for senior leaders in 6 non-category schools [and potentially for identified cohort of middle leaders]

3.3 The Joint Committee is required to consider the source of additional resource in order to fund this additional cost.

3.4 The options for consideration are (subject to terms and conditions referred to 2.4)

- 3.4.1 Option 1: Fully fund from the EIG additional funding for 2020/21
- 3.4.2 Option 2: Fully fund from the EIG via the reprioritisation of existing EIG expenditure
- 3.4.3 Option 3: Partly fund from the EIG additional funding for 2020/21
- 3.4.4 Option 4: Partly fund from the EIG via the reprioritisation of existing EIG expenditure
- 3.4.5 Option 5: Do not fund from the EIG, Wrexham to fund themselves.

3.5 The need to strengthen school's use of the Education Improvement Grant has been identified as a requirement for 2020/21.

4.0 Recommendation

4.1 Recommendation 1: Agree the preferred option to fund the additional resources required for the Wrexham PIAP.

4.2 Recommendation 2: That the profile of expenditure for 2020/21 remains as per 2019/20 but taking into account the decision made by the Joint Committee as per recommendation 1; with the GwE Management Board to agree on the distribution of the balance of the cash increase (once terms & conditions have been received).

4.3 Recommendation 3: EIG funding for schools causing concern will be not be released until their plan has been approved.

5.0 Financial Implications

5.1 As outlined above.

6.0 Equalities Impact

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

7.0 Personnel Implications

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

8.0 Consultation Undertaken

8.1 The GwE Management Board has been consulted & have referred to the Joint Committee for decision.

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

Any advice on propriety will be provided at the meeting

Statutory Finance Officer:

Comments will be submitted verbally, as necessary, at the Joint Committee meeting.

Agenda Item 10

GwE: Joint Committee 26/02/2020



REPORT TO THE JOINT COMMITTEE

26 February 2020

Report by: GwE Managing Director

Subject: 2019-20 Business Plan – Quarter 3 Monitoring Report

1.0 Purpose of the Report

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

2.0 Background

2.1 The regional business plan sets out the priority areas for improvement across the region. The Management Board and the GwE Joint Committee have approved the strategic objectives and priorities for improvement for 2019-20.

2.2 Strategic Objectives: The business plan 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
-

2.3 The priorities and areas for improvement for 2019-20 are based firmly on the findings of the self-evaluation processes and through consultation with headteachers and the local authorities.

2.4 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.

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

3.0 Considerations

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

3.2 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.

3.3. Enclosed is the Quarter 3 Monitoring Report of the Level 1 Business Plan which provides a progress report on the actions, progress measures / targets and expenditure profile.

3.4 Below is a summary of progress for Quarter 3:

STRATEGIC OBJECTIVE 1: DEVELOPING A HIGH-QUALITY EDUCATION PROFESSION	Progress (Actions)	Impact (Progress Measures / Targets)	Expenditure profile
Priority 1.1 - Support schools to improve performance in the secondary sector	On track	Partly on track	On track
Priority 1.2 - Cymraeg 2050 – a million welsh speakers	Partly on track	Partly on track	Underspend
Priority 1.3 - Work with Bangor and Chester university to develop high quality ITE provision	On track	On track	On track

through the CaBan partnership			
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STRATEGIC OBJECTIVE 2: INSPIRATIONAL LEADERS WORKING COLLABORATIVELY TO RAISE STANDARDS	<i>Progress (Actions)</i>	<i>Impact (Progress Measures / Targets)</i>	<i>Expenditure profile</i>
Priority 2.1 - Provide development programmes across the work force to ensure high quality leadership	On track	On track	On track
Priority 2.2 - Support secondary schools to improve middle leadership performance	On track	Pending	On track
Priority 2.3 - Develop peer engagement model and processes with schools to ensure robust self-evaluation and improvement planning at all levels	On track	Pending	On track

STRATEGIC OBJECTIVE 3: STRONG AND INCLUSIVE SCHOOLS COMMITTED TO EXCELLENCE, EQUITY AND WELL-BEING	<i>Progress (Actions)</i>	<i>Impact (Progress Measures / Targets)</i>	<i>Expenditure profile</i>
Priority 3.1 - Supporting vulnerable learner's strategy	On track	On track	On track
Priority 3.2 - Further develop LAC strategy	On track	On track	On track
Priority 3.3 - Work with LA and schools to best prepare for additional learning needs transformation	On track	On track	On track

STRATEGIC OBJECTIVE 4: ROBUST ASSESSMENT, EVALUATION AND ACCOUNTABILITY ARRANGEMENTS SUPPORTING A SELF-IMPROVING SYSTEM	<i>Progress (Actions)</i>	<i>Impact (Progress Measures / Targets)</i>	<i>Expenditure profile</i>
Priority 4.1 - Develop tracking and assessment systems	On track	Partly on track	On track
Priority 4.2 - Develop accountability and management systems	On track	Pending	On track
Priority 4.3 - Further develop accountability arrangements and processes for robust self-	Partly on track	Pending	On track

evaluation and improvement planning			
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STRATEGIC OBJECTIVE 5: TRANSFORMATIONAL CURRICULUM	<i>Progress (Actions)</i>	<i>Impact (Progress Measures / Targets)</i>	<i>Expenditure profile</i>
Priority 5.1 - Preparing a transformational curriculum	On track	On track	On track
Priority 5.2 - Improve the quality of teaching, taking account of the 12 pedagogical principles (successful futures)	On track	On track	On track

STRATEGIC OBJECTIVE 6: BUSINESS	<i>Progress (Actions)</i>	<i>Impact (Progress Measures / Targets)</i>	<i>Expenditure profile</i>
Priority 6.1 - Undertake a budget and workforce review	Pending	Pending	

4.0 Recommendations

- 4.1 The Joint Committee is asked to approve the monitoring report for quarter 3.
- 4.2 Determine if there are any aspects of the plan that they wish to discuss further at future meetings.

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 GwE User Groups, County Quality Boards, Headteachers Strategic Forums, GwE Management Board and Joint Committee have been consulted during the development of the Level 1 Business Plan.

9.0 Appendices

9.1 Appendix 1 - Quarter 3 Monitoring Report.

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

Nothing to add from a propriety perspective.

Statutory Finance Officer:

I appreciate the Business Plan, which sets out a clear responsibility for the proper operation of business, risk, and value for money, inter alia. Paragraph 5 of the covering report states that GwE will fund any financial implications arising from the Business Plan within its current budget.

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schools in the core subjects, generic regional and local guidance has also been available via subject networks and forums.

A support programme has been put in place between secondary schools for Core Subjects via local networks for Heads of Department ensuring access to successful practices.

The 'Wave' system has been used effectively to review levels of support.

Item level data from all schools has been collated and used to inform planning at departmental level. In addition, 27 secondary schools are trialing 4Matrix system/software where data is used to target ISV. Schools will report on impact during Autumn Term.

PRIORITY 1.2 - CYMRAEG 2050 – A MILLION WELSH SPEAKERS

<i>Actions</i>	<i>Progress - Quarter 3 (Actions)</i>	<i>RAG Q3</i>	<i>Progress Measures / Targets 2019-2020</i>	<i>Impact - Quarter 3 (Progress Measures / Targets)</i>	<i>RAG Q3</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Expenditure profile Q3</i>
<p>Ensure effective strategic planning for the growth of Welsh in Education through the Regional Welsh Strategic Board.</p> <p>Develop and deliver a programme of professional learning to ensure that staff have the Welsh language skills and expertise in Welsh-language and Welsh-medium teaching,</p>	<p>Regional Welsh Strategic Board last met early May. Further discussions to take place at GwE Management Board in January regarding brief to review current provision and options in delivering the regional strategy.</p> <p>Regional response to the WESP consultation has been submitted.</p>		<p>Effective strategic plan for the growth of Welsh in Education in place and operational.</p> <p>Improved provision of Welsh and engagement with high-quality professional learning will improve the quality of Welsh Language pedagogy.</p> <p>Increased numbers of school staff receiving training at the</p>	<p>The strategic plan “Developing Welsh in Education across the North Wales region 2019-22” has been approved by the Joint Committee (November 2019).</p> <p>14 teachers (English medium, primary) have registered for the 2019-20 Welsh in a year sabbatical course. 14 TAs have registered for the higher course September – October 2019. In the process of planning a follow-up course for</p>		Regional Welsh Strategic Board	<p>July 2019</p> <p>April 2019 onwards</p>	Welsh – Professional Development

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<p>based on evidence and best practice.</p> <p>Deliver opportunities for children and young people to use their Welsh in various contexts and to enhance their sense of Welsh identity by promoting enrichment and experiences through the Welsh Charter / new National Framework.</p> <p align="center">Page 44</p>	<p>Information has been shared with the Cluster Coordinators about the North Wales Region's Welsh Language Training Handbook. This is a directory of Welsh language training, ranging from basic apps/websites, courses run by Welsh Language Advisory Teachers/Welsh Language Tutors in the authorities, right up to Sabbatical Courses.</p> <p>Promotion of the Sabbatical courses through the GwE bulletin and the LAs continues. The new cluster model ensures that funding (if needed) is available for every cluster to access Welsh language skills training.</p> <p>The cluster model is being implemented - moderation and further discussions at the meetings for Cluster Coordinators in January.</p>		<p>appropriate level to improve their Welsh Language skills.</p> <p>Increased enrichment opportunities for children and young people to use their Welsh in various contexts and to enhance their sense of Welsh identity.</p> <p>Schools are effectively collaborating and working in clusters to improve Welsh Language provision and share effective practice and resources in preparation for the delivery of the new curriculum.</p>	<p>those who attended the 2018-19 course.</p> <p>The Cluster model will ensure that every school will have access to funding by providing a Cluster Plan e.g. in order to promote the informal use of the Welsh language and developing the Welsh language skills of the workforce. This should promote progression and continuation between primary and secondary schools. Welsh language will have a page similar to ALN Wales on G6 with milestones and an opportunity to share successful practice.</p>			<p>Sept. 2019</p>	<p>Welsh Language Use Framework</p>
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PRIORITY 1.3 - WORK WITH BANGOR AND CHESTER UNIVERSITY TO DEVELOP HIGH QUALITY ITE PROVISION THROUGH THE CABAN PARTNERSHIP

<i>Actions</i>	<i>Progress - Quarter 3 (Actions)</i>	<i>RAG Q3</i>	<i>Progress Measures / Targets 2019-2020</i>	<i>Impact - Quarter 3 (Progress Measures / Targets)</i>	<i>RAG Q3</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Expenditure profile Q3</i>
Prepare thoroughly to meet the requirements of the EWC Accreditation Visit	GwE has supported the successful Accreditation of BA / PGCE programmes and has		EWC recognises progress made towards accreditation conditions (November 2018).	Successful Accreditation of programmes with EWC (April 2019).		GwE ITE Lead	March 2019	ITE

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<p>Support module development and Mentor Programme.</p> <p>Ensure GwE staff are trained to support quality assurance of partnership schools.</p> <p>Ensure GwE contribution to programme delivery and quality assurance.</p> <p style="text-align: center; font-size: 24pt;">Page 45</p>	<p>worked with CaBan and regional schools to co-construct modules.</p> <p>GwE ITE lead continues to attend meetings to begin to evaluate programme and develop reaccreditation. Relevant SIAs to provide specialist input in to module delivery. SIAs and GwE SLT to be updated on CaBan development and impact.</p> <p>Quality assurance process of Lead Schools is underway but not yet completed - this will continue to take place in spring term 2020. Mentor programme and Lead Schools programme continues to be successfully implemented.</p>		<p>All modules in place and shared with partner schools.</p> <p>CaBan partner schools to include ITE as school priority in G6. GwE /CaBan to ensure quality of all partner schools.</p> <p>CaBan partnership schools work with HEIs and GwE to provide high quality provision and up to date training for new Associate Teachers (ATs).</p>	<p>Course Modules developed and now in place.</p> <p>Lead Schools identified and successfully trained on module delivery, 'school based days' and programme structure.</p> <p>Network schools identified and action plan for mentor training submitted.</p>			<p>July 2019</p> <p>May 2019</p> <p>Sept 2019 – ongoing</p>	
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STRATEGIC OBJECTIVE 2: INSPIRATIONAL LEADERS WORKING COLLABORATIVELY TO RAISE STANDARDS

PRIORITY 2.1 - PROVIDE DEVELOPMENT PROGRAMMES ACROSS THE WORK FORCE TO ENSURE HIGH QUALITY LEADERSHIP

<i>Actions</i>	<i>Progress - Quarter 3 (Actions)</i>	<i>RAG Q3</i>	<i>Progress Measures / Targets 2019-2020</i>	<i>Impact - Quarter 3 (Progress Measures / Targets)</i>	<i>RAG Q3</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Expenditure profile Q3</i>
<p>Continue to develop and deliver the Middle Leadership Development Programme (MLDP) in order to establish a national MLDP to be presented to NAEL for endorsement.</p> <p>Continue to develop and deliver the regional Aspiring Headteacher Development Programme (AHDP) in order to:</p> <ol style="list-style-type: none"> 1) ensure quality professional learning opportunities for future leaders across the region; 2) establish a national AHDP / NPQH Development Programme to be presented to NAEL for endorsement. 	<p>The MLDP has continued as planned. Module 3 of Programme will be delivered across the region in February 2020. The ALNCOs, who are participating in the programme, are focusing on the development of leadership skills. Participants have attended Day 1 and Day 2 of the programme during the autumn term.</p> <p>The AHDP continues as planned. Four awareness-raising sessions to explain how the program will be combined with the NPQH as a national programme in 2020 held in December across the region. In targeting individuals in conjunction with SIAs and the LAs, we hope that to have ensured that the message has been successfully disseminated and the correct caliber of candidate will apply in January.</p>		<p>A wider range of Professional Learning opportunities available to a range of leaders in order to develop present and future leaders.</p> <p>Improvement in the number of high-quality applicants for leadership posts across schools and settings:</p> <ul style="list-style-type: none"> • 60 individuals successfully applying to / and attending the new National Middle Leadership Development Programme (30 Welsh cohort / 30 English cohort) • 60 individuals successfully applying to / and attending cohort 5 of the programme (30 Welsh cohort / 30 English cohort) 	<p>GwE continues to provide consistent, equitable and high-quality development programmes at each stage of the leadership professional learning development pathway, from middle leadership through to experienced Headteachers.</p> <p>135 participants from across the region have enrolled on the Middle Leadership Development Programme (2 English medium cohorts and 1 Welsh medium cohort). A WG grant has funded additional places (2 more cohorts) specifically for ALNCOs from across the region.</p>		Leadership Programmes Lead	<p>April 2019 onwards</p> <p>Design June 2019. Start date – Sept 2019</p> <p>June 2019</p>	Future Leadership / New and Acting Heads

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<p>Evaluate and review the current NPQH Development Programme. Key findings to influence the development of a new national NPQH Development Programme to be presented to NAEL for endorsement</p> <p align="center">Page 47</p> <p>Continue to provide the professional learning offered through the national New / Acting Headteacher Development Programme that has been endorsed by NAEL and accredited by Yr Athrofa and Bangor University.</p>	<p>Applicants have attended 2 development days during the Autumn term - National day and regional day. A particular focus on giving candidates the opportunity to reflect on their own practice. Candidates currently working with the leadership coaches to prepare for the assessment centre – reviewing Leadership Standards Review (LSR), discuss leadership task, prepare presentations. Assessment Centre to be held during the first two weeks of February. Positive feedback from the candidates in relation to the development days.</p> <p>New and Acting Headteacher Development Programme - The National Programme has been executed as planned. Day 2 of the New and Acting Development Programme planned for 16th January 2020 at Venue Cymru. Delivery team - facilitators from North and South Wales. The focus of the day - 'Managing Change', include sessions on Schools as Learning Organisations, managing change and</p>		<ul style="list-style-type: none"> • 50 individuals successfully applying to / and attending the new National NPQH Development Programme • 80% of candidates successful in achieving the NPQH status • Number of individuals that attend the programme will depend on appointments in the Local Authorities • 25 individuals successfully applying to / and attending the new National Experienced Headteacher Development Programme 	<p>NPQH - A higher percentage of this year applicants are expected to succeed in meeting the requirements of the Assessment Centre in February 2020 and receiving the qualification, compared to 2019.</p> <p>The criteria for NPQH candidates have been thoroughly discussed with members of the regional leadership group.</p> <p>All New and Acting Headteachers from across the GwE have been invited to The National Development Day. The participants will received presentations from the Managing Director of GwE and the Director of the Leadership Academy. Individuals that are part of the programme in 2019-20 - 33</p>		<p>Leadership Programmes Lead</p>	<p>Nov. 2019</p> <p>May 2019</p> <p>Ongoing</p> <p>Sept. 2019 onwards</p>	<p>Future Leadership / New and Acting Heads</p>
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<p style="text-align: center;">Page 48</p> <p>Deliver the professional learning offered through the national Experienced Headteacher Development Programme that has been endorsed by NAEL and accredited by 'Yr Athrofa' and Bangor University.</p>	<p>developing individual, team and whole school resilience.</p> <p>The application date for the Experienced Headteacher Development Programme was extended during the autumn term. 20 places have been allocated to each consortium. A National Conference was held in Llandudno on 28th November, which was open to headteachers, senior leaders and system leaders from across the region. The Experienced Headteacher programme will be commencing during the spring term 2020.</p>			<p>A total of 13 headteachers from across the GwE region have successfully applied.</p>			
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PRIORITY 2.2 - SUPPORT SECONDARY SCHOOLS TO IMPROVE MIDDLE LEADERSHIP PERFORMANCE

<i>Actions</i>	<i>Progress - Quarter 3 (Actions)</i>	<i>RAG Q3</i>	<i>Progress Measures / Targets 2019-2020</i>	<i>Impact - Quarter 3 (Progress Measures / Targets)</i>	<i>RAG Q3</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Expenditure profile Q3</i>
<p>Target individuals specifically to attend these programmes.</p> <p>Support Plans in all schools identify which aspects of middle leadership need specific attention leading middle leadership to reduce variance within their departments, particularly teaching and learning quality.</p>	<p>Support for middle leaders has been identified in schools individual support plans. The intensity and frequency of support is dependent on the situation.</p> <p>Schools have been identified to participate in the Peer Engagement programme. Training with EDT has commenced. Some dates have been set by some clusters for developing joint working. The sessions with middle managers will start January 2020.</p>		<p>Individuals successfully targeted and engaging fully with the programmes.</p> <p>Leadership skills of individuals are strengthened.</p> <p>Quality of actions taken leads to improvements in teaching and learning.</p>	<p>Too soon to measure impact.</p> <p>Some leaders have already been targeted to attend specific development programmes.</p>		Middle Leadership Lead	<p>Sept. 2019 onwards</p> <p>April 2019 onwards</p>	Future Leadership

PRIORITY 2.3 - DEVELOP PEER ENGAGEMENT MODEL AND PROCESSES WITH SCHOOLS TO ENSURE ROBUST SELF-EVALUATION AND IMPROVEMENT PLANNING AT ALL LEVELS

<i>Actions</i>	<i>Progress - Quarter 3 (Actions)</i>	<i>RAG Q3</i>	<i>Progress Measures / Targets 2019-2020</i>	<i>Impact - Quarter 3 (Progress Measures / Targets)</i>	<i>RAG Q3</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Expenditure profile Q3</i>
<p>Develop and implement peer engagement models across the region.</p> <p>Work with stakeholders to revise improvement and</p>	<p>GwE and the six regional local authorities are working in partnership with schools to establish a regional peer engagement model which fully reflects the principles and</p>		<p>A regional pathfinder project is in place with a minimum of 100 schools contributing to the work.</p>	<p>Expressions of interest received from 290 regional schools [working as 41 clusters].</p> <p>60 schools [working as 10 clusters] are piloting a regional</p>		<p>Assistant Director / Primary Regional Lead / Secondary Regional Lead</p>	<p>May 2019 onwards</p>	Collaborative working

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<p>accountability arrangements and procedures to ensure that they:</p> <ul style="list-style-type: none"> • Meet national requirements and expectations. • Support the new curriculum developments. • Are robust, fair, cohesive and transparent. • Encourage leaders to shoulder more accountability for improvement in their own schools and in peer engagement schools <p>Support leaders to ensure that all members of staff are enabled to contribute effectively and purposefully to evaluation and improvement arrangements.</p> <p>Ensure that improvement planning and evaluation procedures in all schools:</p> <ul style="list-style-type: none"> • Include peer engagement • Prioritise learning and teaching quality 	<p>values that have been identified by Head teachers, and also learn from good practice nationally and beyond.</p> <p>Developing multi-level and multi-tiered peer-engagement, forged and owned by the schools themselves, will also allow establishments to adopt an integrated approach to the national reform journey. The integrated approach will be effectively supported by the local authorities and GwE.</p> <p>The model will be used to underpin a rigorous cycle of continuous development and improvement, and will be an integral part of school improvement in moving to a self-improving system, whilst also supporting those schools that are causing concern.</p>		<p>Local improvement and accountability procedures meet national requirements and expectations.</p> <p>Evaluation procedures are more consistent and robust across and within schools.</p> <p>Leaders at all levels take ownership of accountability for improvement within their own schools and in peer schools.</p> <p>Improvement planning and evaluation procedures in all schools:</p> <ul style="list-style-type: none"> • Include peer engagement activities; • Focus specifically on the quality of learning and teaching experiences for a range of learners. <p>Robust monitoring programme in place to evaluate the impact of the pathfinder project.</p>	<p>SPP programme whilst 175 schools [working as 28 clusters] are developing a local model.</p> <p>Improvement Facilitator and Peer Reviewer training (Groups 1 to 4) held in the autumn term (September – October), and an introduction day to the heads participating in the project. Further training to be undertaken in the spring term.</p> <p>A full evaluation will be undertaken at the end of the pilot phase.</p>			
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<p>improvement for a range of learner abilities</p> <p>Ensure that leaders at all levels are able to work confidently and explicitly when planning and leading teaching and learning improvements and that effective use is made of peers to support the improvement journey.</p>							
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STRATEGIC OBJECTIVE 3: STRONG AND INCLUSIVE SCHOOLS COMMITTED TO EXCELLENCE, EQUITY AND WELL-BEING

PRIORITY 3.1 - SUPPORTING VULNERABLE LEARNER'S STRATEGY								
<i>Actions</i>	<i>Progress - Quarter 3 (Actions)</i>	<i>RAG Q3</i>	<i>Progress Measures / Targets 2019-2020</i>	<i>Impact - Quarter 3 (Progress Measures / Targets)</i>	<i>RAG Q3</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Expenditure profile Q3</i>
<p>Refine the decision making and lines of accountability in regard to evaluation and audit of PDG between schools, LA and Consortia.</p> <p>Strengthen the role of the SIA in supporting schools in evaluating progress of vulnerable learners and use of PDG.</p>	<p>There are clearly defined lines of accountability within the consortia. There is a stronger focus on the monitoring and evaluating the overall performance of e FSM learners across key portfolio areas both secondary and primary. Updated guidance has been shared with all SIA's and</p>		<p>Performance of eFSM learners across the region has increased in line/or by more than the national average increase in the main indicators.</p> <p>Regional Strategic Group to meet on a termly basis with clear terms of reference.</p> <p>Yearly audit of all PDG plans available across the region with</p>	<p>Annual audit of PDG being implemented across the region to identify the support required by schools in regard to the PDG.</p> <p>Data, target setting and tracking are effectively and consistently applied to challenge and support schools via the SIA's and are used more effectively within our evaluative processes to</p>		<p>Wellbeing Regional Adviser</p>	<p>May 2019</p> <p>Sept 2019</p> <p>Dec 2019</p>	<p>PDG</p>

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Page 52	Develop person centre approach to capture the voice of all groups of learners.	Schools in regard to monitoring of grants.		impact and successful practice shared through G6.	ensure we target the right schools.				
		Supporting Improvement Advisers now challenge schools on their use of grant funding with a clear set of criteria to assess the use of this funding and this has reduced the inconsistencies between schools about identifying the impact of the use of grant funding on pupil outcomes.		Effective use of summative and formative data to target improvement. 70% of regional cluster / school to school collaboration engaged in roll out evidence based practise.	One page evaluation profile captures learner's voice in regards to the impact of the LAC PDG across the region. The evaluation project undertaken by TAPE will be launched in June 2020. All cluster bids are in the process of being evaluated across the region.			April – June 2019	

PRIORITY 3.2 - FURTHER DEVELOP LAC STRATEGY								
Actions	Progress - Quarter 3 (Actions)	RAG Q3	Progress Measures / Targets 2019-2020	Impact - Quarter 3 (Progress Measures / Targets)	RAG Q3	Responsible	Target Date	Expenditure profile Q3
Implement the LAC PDG strategy measuring impact & evaluation guidance across the region. Implement a consistent data source for sharing of information in regard to	GwE's business plan model and strategy is fully implemented across the region. The eFSM element of the LAC PDG is incorporated into the regional, LA and key portfolio Business Plans.		Performance of LAC across the region has increased in line/or by more than the national average increase in the main indicators. Clear and robust LAC PDG Support Plan in place and approved by Welsh Government.	We have adopted and implemented Welsh Government's new LAC PDG terms & conditions for the grant funding into our regional PDG LAC terms and conditions, whilst also ensuring regional and local objectives and priorities are met.		Wellbeing Regional Adviser	April 2019 – March 2020 April 2019	LAC

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<p>the LA sharing data on LAC with the consortia.</p> <p>Regularly assess and track the progress of LAC across the region</p>	<p>A revised framework for PDG-LAC, co-produced by representatives of ADEW and the regional PDG-LAC coordinators, was issued to Directors of Education in March for implementation from April. The revised framework includes a set of core purposes for the regional PDG-LAC lead coordinators role and will enable national consistency to ensure the best educational outcomes for looked after children across Wales.</p> <p>Monitoring systems are in place in relation to children who are looked after – both via the SIA’s and the LACE’s and LA’s. We are working closely with all the Consortia LAC leads to develop a proposed model of tracking, monitoring current data/key indicators of each LAC.</p> <p>Work is also in progress with LAs and GwE in terms of sharing data on key indicators such as attendance/ Exclusions / ALN / in regards to the achievements of LAC.</p>		<p>Framework model implemented across the region via the grant guidance with robust evaluation guidance / system in place.</p> <p>Clear School / Cluster one page profile in place showing evidence of impact of LAC PDG.</p>	<p>PDG LAC Guidance and terms and conditions updated and shared with schools via G6.</p> <p>Our focus is to increase the cluster approach and ensure targeted schools/clusters are getting access to the regional funds. We are also working closely with the 6 LAs to ensure clear communication and collaboration in regards to additional support and intervention to show evidence of impact of LAC PDG.</p> <p>Information workshops / session have been held across the region to ensure consistent communication of the grant guidance process. Termly meetings are held with Local Authority leads and LACE coordinators. Implemented a regional approach to collect LAC data.</p>		<p>April 2019 – March 2020</p> <p>April 2019</p>	
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PRIORITY 3.3 - WORK WITH LA AND SCHOOLS TO BEST PREPARE FOR ADDITIONAL LEARNING NEEDS TRANSFORMATION

<i>Actions</i>	<i>Progress - Quarter 3 (Actions)</i>	<i>RAG Q3</i>	<i>Progress Measures / Targets 2019-2020</i>	<i>Impact - Quarter 3 (Progress Measures / Targets)</i>	<i>RAG Q3</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Expenditure profile Q3</i>
<p>Professional Learning Offer in place delivered by LA and GwE.</p> <p>Share practice that is effective across the region to reduce duplication and workload.</p> <p>Cluster and ALN transformation networks established and supported through SIA support.</p> <p>Clusters all have a supporting action plan that identifies next steps in the reform journey.</p> <p>All local authorities, GwE and linked agencies endorse the regional transformation plan and funding priorities</p>	<p>Professional Learning Offer completed, accepted and in place.</p> <p>Cluster leads and ALN SIA's share practice that is effective across the region through G6.</p> <p>ALN transformation cluster work has been established across North Wales, providing a consistent approach to supporting school readiness to implement the ALN reform. As a result, all schools have an awareness of the reform, have worked with their cluster to identify joint priorities and submitted a cluster action plan. The model ensures that all schools across the region receive accurate, timely and consistent advice and support as we move towards the end of the transformation journey to implementation.</p>		<p>Professional learning offer supports the understanding and delivery of ALN Transformation.</p> <p>Case studies of practice that is successful available on G6 based on work of clusters and LAs.</p> <p>Professional networks in place for Welsh medium, Specialist centres and cluster based model.</p> <p>All schools engaged in the local cluster model and supported financially through the transformation grant.</p> <p>Transformation plan in place and endorsed by elected members.</p>	<p>Schools will have access to the training throughout the forthcoming academic year. All senior leaders and clusters have identified their own professional learning needs to support the implementation which have fed into the 2019-2020 professional learning offer for ALN transformation.</p> <p>Some studies and resources already shared on G6.</p> <p>All clusters and majority of schools are engaged. Innovative work at cluster level has been successful including defining universal provision, defining high quality teaching and implementing strategies to communicate with parents and carers.</p> <p>Information shared with elected members.</p>		<p>Additional Learning Needs Transformation Lead North Wales region</p>	<p>Summer 2019</p> <p>Autumn 2019</p> <p>Summer 2019</p> <p>Autumn 2019</p> <p>June 2019</p>	<p>ALN Transformation grant allocation</p>

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STRATEGIC OBJECTIVE 4: ROBUST ASSESSMENT, EVALUATION AND ACCOUNTABILITY ARRANGEMENTS SUPPORTING A SELF-IMPROVING SYSTEM

PRIORITY 4.1 - DEVELOP TRACKING AND ASSESSMENT SYSTEMS								
Actions	Progress - Quarter 3 (Actions)	RAG Q3	Progress Measures / Targets 2019-2020	Impact - Quarter 3 (Progress Measures / Targets)	RAG Q3	Responsible	Target Date	Expenditure profile Q3
<p>Ensure that all secondary schools have robust strategies and tracking systems in place to measure the impact of with-in school variance.</p> <p>Implement pathfinder project with 27 secondary schools to pilot software that assesses in school variation and share successful practice from findings of action research project.</p> <p>Increase schools' use of the primary tracker and further develop to an on-line system:</p> <ul style="list-style-type: none"> • Tender bid for development • Training for schools and SIAs on the effective use of the system. 	<p>Twenty seven secondary schools are piloting a data management system that focuses on highlighting in-school variance. As in-school variance is four times more significant than school-to-school variance, effectively addressing this issue is central to improving performance across the region. Another smaller pilot programme is running to review and develop schools' awareness and tracking of question level analysis.</p> <p>In primary schools, there is clear focus on tracking pupil progress.</p> <ul style="list-style-type: none"> • Whole School Tracker - Primary Whole School Tracker has been created from the previous Foundation Phase version. • Data Summary Spreadsheet: Year 2 and Year 6 pupil data summary has been provided 		<p>Improvement in 2020 regional performance in Capped 9 indicator at KS4 that is greater than the national average increase.</p> <p>Leaders at all levels have access to richer range of data to track progress and successfully target intervention</p> <p>All school have access to training on the effective use of and analysis of individual pupil progress data using the tracker</p> <p>Most schools are using the system well to provide them with accurate progress measures for individuals and groups of learners</p>	<p>The impact of the data summary and tracking schools can be seen in many schools. This includes:</p> <ul style="list-style-type: none"> • Schools focusing on individual pupil progress from baseline to end of primary education, by both teachers and school leaders. • Schools focusing on progress of groups of learners. • Better consistency throughout schools in teacher assessment and target setting which leads to a more robust self-evaluation and improvement planning. • Using a variety of ways to interrogate pupil data and present the findings e.g. through graphs and charts <p>Many schools who have adopted the tool as their main progress tracker have been identified by ESTYN as effectively tracking learner progress and used as good practice case studies.</p>		<p>Secondary Assessment and Tracking Lead</p> <p>Primary Assessment and Tracking Lead</p>	<p>Sept. 2020</p> <p>July 2019</p> <p>January 2020</p>	<p>Collaborative working</p>

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	<ul style="list-style-type: none"> KS2 and 3 moderation: and science meetings. Throughout the region, there was an agreement on the best-fit levels of most schools. <p>Training has been offered to all schools across the region. By request this training is still ongoing.</p>		<p>All SIAs are confident to support schools on how to use the tracker effectively with schools.</p>	<p>Training given to nearly all primary SIAs during a team meeting which has increased confidence in using the tracker effectively with schools.</p>				
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PRIORITY 4.2 - DEVELOP ACCOUNTABILITY AND MANAGEMENT SYSTEMS

Actions	Progress - Quarter 3 (Actions)	RAG Q3	Progress Measures / Targets 2019-2020	Impact - Quarter 3 (Progress Measures / Targets)	RAG Q3	Responsible	Target Date	Expenditure profile Q3
<p>Develop and test the application of iCAM within the GwE G6 user interface and data output system for schools (based on entry of individual child variables at secondary school entry).</p> <p>Develop user guidance for schools, pilot sites and robust evaluation, development of additional aspects of iCAM. Liaise with G6 to assess the implications of platform integration.</p>	<p>GwE is working closely with experts from Warwick and Bangor Universities to develop an individual child attainment model (iCAM) to predict attainment and inform child-driven priorities for secondary schools in Wales. The model will be based on historical data from across Wales and, if successful, would dispense with need for arbitrary between-school comparisons for cohorts of children and instead model expectations about individual children's attainment at KS4.</p>		<p>iCAM characteristics established and backed by appropriate academic research evidence.</p> <p>Phase 2 simulation run to model output data</p> <p>System adjusted to assess adjustments necessary for interim and proposed performance measures.</p>	<p>iCAM developing successfully and 4Matrix trail producing pleasing outcomes. Further evaluations scheduled for January 2020.</p>		<p>Secondary Assessment and Tracking Lead</p>	<p>Sept. 2020</p>	<p>Collaborative working / Research and Evaluation</p>

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Page 57	<p>Further support schools and GwE staff to develop effective use of G6 as a self-improvement tool.</p>	<p>Schools and GwE staff are making improved use of the G6 system. The system provides a structure to capture school improvement processes and priorities and collates quantitative evidence of a schools improvement journey.</p> <p>Through regular concise communication between schools and GwE, the system focuses on the transfer of live data to support the progress of current pupils. With increased professional dialogue between the SIA and School, it allows for a quicker response from SIAs to assist Schools with areas that need support.</p> <p>User groups and Heads forums utilised for feedback and consultation on development of the system.</p> <p>Monthly GwE team meetings continue to provide an opportunity to update staff and deliver effective support and training. Quality & Data lead also attends primary and secondary core lead and full team meetings as required to reinforce key messages relating to G6.</p>	<p>All GwE staff make effective use of G6 to share successful practice with peers. Robust quality assurance arrangements in place.</p> <p>Almost all schools fully engage with G6 and make effective use of self-improvement to monitor progress against reform journey milestones.</p>	<p>Development of robust QA processes is an ongoing priority. The embedding of the peer Quality Assurance meetings will continue this term leading to increased consistency and sharing of effective practice.</p> <p>Region wide figures for engagement with G6 showed that:</p> <ul style="list-style-type: none"> • 99% of all primary schools had set their priorities in G6 • 92% of all Secondary Schools had set their priorities in G6. <p>Schools make effective use of the milestones provided in the Curriculum for Wales and Additional Learning needs modules.</p> <p>Termly milestones for both the CfW and the ALN Wales modules are live in the system. CfW lead & team have mapped milestones up to 2022.</p> <p>The system also captures and shares best practice within and between schools.</p>		G6 Lead	March 2020	
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PRIORITY 4.3 - FURTHER DEVELOP ACCOUNTABILITY ARRANGEMENTS AND PROCESSES FOR ROBUST SELF-EVALUATION AND IMPROVEMENT PLANNING								
Actions	Progress - Quarter 3 (Actions)	RAG Q3	Progress Measures / Targets 2019-2020	Impact - Quarter 3 (Progress Measures / Targets)	RAG Q3	Responsible	Target Date	Expenditure profile Q3
<p>Support Welsh Government to develop new evaluation and improvement arrangements to replace parts of the current accountability system.</p> <p>Promote and foster the culture and behaviours required to support the implementation of the new curriculum and the wider agenda of the 'reform journey'.</p> <p>Contribute to the development of a national self-evaluation and improvement 'toolkit' led by Estyn and the OECD.</p>	<p>As part of the national arrangements to develop a revised evaluation and improvement accountability arrangement, Estyn and the OECD have been working with key stakeholders to develop a 'toolkit' with the aim of increasing rigour and consistency in self-evaluation and improvement planning processes whilst promoting and fostering the culture and behaviours required to support the implementation of the new curriculum and the wider agenda of the 'reform journey'.</p> <p>Key stakeholders, including GwE representation, have been contributing to the discussions and the work programmes of both the stakeholder group and the working group.</p>		<p>Culture and behaviour of key stakeholders in line with expectation of new national accountability framework.</p> <p>Most schools on track with curriculum developments and preparation for the wider reform journey.</p> <p>Increased rigour and consistency in self-evaluation and improvement planning processes.</p>	<p>Too early to measure impact.</p> <p>Schools have been identified to take part in the pilot project.</p>		Assistant Director	April 2019 onwards	Core

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STRATEGIC OBJECTIVE 5: TRANSFORMATIONAL CURRICULUM

PRIORITY 5.1 - PREPARING A TRANSFORMATIONAL CURRICULUM								
<i>Actions</i>	<i>Progress - Quarter 3 (Actions)</i>	<i>RAG Q3</i>	<i>Progress Measures / Targets 2019-2020</i>	<i>Impact - Quarter 3 (Progress Measures / Targets)</i>	<i>RAG Q3</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Expenditure profile Q3</i>
<p>Continue to support the development of the draft curriculum through involvement of schools and GwE staff:</p> <ul style="list-style-type: none"> - Quality Improvement - Innovation - Professional Learning <p>Support Welsh Government consultation period and facilitate all schools and practitioners to attend engagements sessions to develop understanding of Curriculum 2022 and offer informed feedback</p> <p>To continue integrated approach to education reform and support development of curriculum across all aspects to include:</p>	<p>Curriculum for Wales reform work continues with pace across the region, using the structures of cluster networks.</p> <p>All 53 cluster networks continue to meet and Curriculum for Wales reform is a regular agenda item for updates. Supporting Improvement Advisers are in regular attendance in these meetings and are key in allowing clear channels of two-way communication to share and feedback consistent messages.</p> <p>GwE has supported Welsh Government consultation Curriculum for Wales Events.</p> <p>Our approach to the reform journey has been integrated in all aspects of our work from the beginning. Our priorities are a combination of improving school provision, leadership</p>	<p>Amber</p>	<p>Full engagement from practitioners across GwE region in informing and contributing to next phase of curriculum development.</p> <p>All schools with access to information on curriculum developments.</p> <p>Schools offering feedback to WG in order to gain better understanding of the new curriculum as part of their preparations.</p> <p>Clear strategies developed across region, clusters and individual schools of supporting curriculum development that focuses on all teaching and learning experiences</p>	<p>Engagement is strong across the region. Feedback is clear that at this point; schools feel they are on track with their staff awareness of the information currently available on the curriculum developments, in particular 4 purposes and 12 pedagogical principles.</p> <p>All schools have access to information on curriculum developments.</p> <p>All 53 clusters proposals to develop curriculum awareness are well underway. Success criteria include: 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.</p>	<p>Amber</p>	<p>CfW Lead</p> <p>Whole team to include - Foundation Phase - Teaching and Learning</p>	<p>Ongoing from April 2019 onwards</p> <p>April – July 2019</p> <p>Ongoing April 2019</p>	<p>Support for Design and Development of the new curriculum</p> <p>WG funded events</p> <p>Support for Design and Development of the new curriculum</p>

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<p>- Curriculum models to include curriculum design and planning skills</p> <p>- teaching and learning e.g. 12 pedagogical principles, assessment</p> <p>- ALN e.g. strong and inclusive schools / differentiation</p> <p>- Welsh in Education</p> <p>- How schools evaluate progress</p> <p>- Professional learning implications</p> <p>- Change management</p> <p>Continue to support and develop the 3-16 continuum cluster work through ongoing CFW focused work following bid process. SIAs to continue to discuss progress of CFW focused work as part of cluster meetings</p> <p>Across all 6 AOLES, build on existing and develop regional forums for working and discussing AOLES specifics for models of curriculum within planning for learning within each AOLES</p>	<p>and outcomes, as well as delivering the reform journey.</p> <p>In partnership with stakeholders, GwE has developed a long-term supportive and sustainable strategy which is successfully building capacity across the region to meet the challenges of the wider reform. The integrated approach has focused on developing collaborative opportunities across clusters of schools.</p> <p>GwE has encouraged schools to collaborate through sharing practice and co-constructing areas that need improving and the challenges of the reform journey. We have invested in various cluster models and encouraged schools to find a range of appropriate partners to deliver improvement and changes.</p>		<p>Increasing understanding of the curriculum and increased number of worked examples and models of curriculum which includes high quality teaching and learning experiences.</p> <p>A high quality professional learning offer that has common core support across reform and flexibility to meet needs of individual schools and clusters. Continued full engagement of all clusters at all levels with consortia curriculum developments in order that all schools are developing the curriculum across the continuum of 3-16.</p> <p>Increased number of schools reporting progress against agreed success criteria to include improved learner outcomes</p> <p>A series of developing and maturing regional forums across all 6 AOLES in place to support schools and partners in preparing for the new curriculum.</p>	<p>Supporting Improvement Advisers continue to support this work as the schools work through these plans.</p> <p>GwE's professional offer is broad and comprehensive, offering professional learning opportunities for all school staff. It has been planned with the development of individuals on the classroom floor in mind; whilst also accommodating whole school aspects; supporting clusters of schools, and responding to LA needs.</p> <p>Professional learning will be central to ensuring that all school staff have the professional knowledge and skills to deliver on the education reforms that are well underway in Wales. A clear framework for themes for professional learning has been identified for practitioners within schools. The programme of professional learning for Headteachers and Senior Leaders will commence in February 2020, based on the following themes:</p> <ul style="list-style-type: none"> • Leading change • Developing shared vision • Creating time and space for Professional Learning 		<p>- Core subject leads</p> <p>- Welsh</p> <p>- Assessment</p> <p>- Peer to peer evaluation</p> <p>Whole team</p> <p>Whole team</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Support for Design and Development of the new curriculum</p> <p>Support for Design and Development of the new curriculum</p>
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<ul style="list-style-type: none"> - Languages, Literacy and Communication - Maths & Numeracy - Science & Technology - Humanities - Health & Wellbeing - Expressive Arts <p>Within each AOLE, consider</p> <ul style="list-style-type: none"> - Leadership and develop PL opportunities for AOLE leadership - Collaboration and partnership working - Engage with Qualifications Wales for consultation on the future qualifications of the new curriculum <p>Continue to provide support to all schools through:</p> <ul style="list-style-type: none"> - Termly G6 milestones - Regular updates and series of models and guidance to all schools to support 'sense-making' to include examples and models of curriculum <p>Facilitate formal and informal opportunities for</p>	<p>The development of G6 has helped support schools to reflect on their preparation for the ongoing transformation agenda. It also gives clear direction on how GwE will implement a clear and systematic approach to support all schools across the LA in reflecting on their readiness for a new curriculum and supporting schools with their preparation for reform journey.</p>	<p>Series of guidance and examples of AOLE models available for discussion in schools as part of their preparations and considerations for the new curriculum.</p> <p>Further developed and increased collaborative and partnership working across the region</p> <p>Nearly all schools reporting to be 'on track' within CFW G6 module.</p> <p>Increased number of schools reporting to be 'on track' within CFW module</p> <p>Planned and purposeful guidance and resources developed to include practical use for school staff</p>	<ul style="list-style-type: none"> • Planning for curriculum change / curriculum design • Leading pedagogy <p>Through the curriculum work, a growing number of clusters have identified and requested bespoke professional learning to meet their needs. Feedback shows that this collaborative local approach to professional learning is well received and has early signs of positive impact on common language for teaching and learning</p> <p>Monthly team meetings continue to provide important opportunities for the full team to share updates and develop consistent messaging on an integrated platform across the wider education reform. Further to this, prompt sheets and resources are shared.</p> <p>All resources developed commonly by Pioneers and delivered as part of the engagement events are shared through our G6 system available to all schools in the region.</p>		<p>Whole team to include commns</p>	<p>Ongoing work from April 2019</p>	<p>Support for Design and Development of the new curriculum</p>
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Page 63	<p>Implement OTP OLEVI (<i>Outstanding Teacher Programme</i>) programmes with specific secondary schools. Support lead school to provide and implement the above programme with up to 12 schools at a time.</p>	<p>of a years work of action research on Tier 2 schools.</p> <p>Summer Term training completed. Feedback to the training was positive.</p> <p>Attendees trained effectively to experiment with teaching in their classes, developing and sharing good practice.</p> <p>Teachers benefit from receiving the training, successfully implementing the principles. Programme messages and content are co-ordinated with the principles of the Regional Formative Assessment project – all these schools are also part of that project.</p>		<p>Project measures and questionnaires demonstrate progress and positive impact.</p> <p>Another 12 secondary schools are successfully developing and implementing OTP programme.</p>	<p>The programme aims to develop individuals to be able to lead on developing teaching in their schools, and thus:</p> <ul style="list-style-type: none"> • Raise standards in teaching from good to excellent • Teaching standards in participating schools are good, at least, with excellent features • Schools are disseminating training successfully, further raising teaching standards in their own schools and in the schools they are training. • Increased ability and capacity in schools/classroom to further improve and sustain progress • Increased capacity across the region in terms of support and school-to-school collaboration 			<p>Sept. 2019</p>	

STRATEGIC OBJECTIVE 6: BUSINESS

PRIORITY 6.1 - UNDERTAKE A BUDGET AND WORKFORCE REVIEW								
Actions	Progress - Quarter 3 (Actions)	RAG Q3	Progress Measures / Targets 2019-2020	Impact - Quarter 3 (Progress Measures / Targets)	RAG Q3	Responsible	Target Date	Expenditure profile Q3
Review mid-term financial plan ensuring that high	Plan to be presented to Joint Committee.		Mid-term financial plan addresses the challenges that the service will need to address.	Plan to be presented to Joint Committee.		Managing Director	Sept 2020	

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<p>levels of delegation to schools is maintained.</p> <p>Undertake an audit of present staff portfolio of responsibilities. Review present staffing structure.</p> <p>Undertake a review of the value for money of support from the host authority.</p>			<p>New staffing structure will be better placed to deliver the service within the financial constraints</p> <p>Ensure host authority role is agreed and supports the revised direction of the service.</p>					
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Appendix 1

Judgements on progress:

At the end of each quarter, the named owner who is responsible for ensuring the actions and timescales contained within are implemented, are required to provide a quarterly monitoring report for:

- i. the actions
- ii. progress measures / targets
- iii. the expenditure profile.

RAG status for the monitoring reports:

Each identified Action and Progress Measure / Target must provide a RAG status as noted below:

GREEN: On track	Action / target has been met or performance is on track to be met.
AMBER: Partly on track	Action / target is in danger of being missed and performance needs to be closely monitored throughout the next quarter.
RED: Off track	Action / target has been or will be missed.
GREY: Pending	Action not scheduled to start.

RAG status for tracking expenditure profile:

GREEN	Expenditure on track.
AMBER	Underspend between 10-15% / Overspend between 10-15%
RED	Underspend over 15% / Overspend over 15%

Agenda Item 11

GwE: Joint Committee 26/02/2020



REPORT TO THE JOINT COMMITTEE

26 February 2020

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

Subject: GwE Business Plan 2020 - 2023 – Regional Priorities

1.0 Purpose of the Report

1.1 To present the draft Business Plan and regional priorities for 2020-2023 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. Our priorities are a combination of improving school provision, leadership and outcomes, as well as delivering the reform journey.

2.2 Enclosed is a regional business plan, covering a 3 year outline timeframe (Appendix 1 - GwE Regional Business Plan 2020 - 2023). The plan outlines the key priorities and milestones, a summary of the consortium's strategic objectives, priorities for improvement and a high level strategic risk register.

2.3 Also enclosed is a detailed 12 month business plan (Appendix 2 - GwE Annual Business Plan 2020 - 2021) outlining the work programmes to be undertaken over the following 12 months.

3.0 Considerations

3.1 Our 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 Our regional priorities for improvement have been identified as follows:

1: DEVELOPING A HIGH-QUALITY EDUCATION PROFESSION
Priorities for improvement:
1.1 Support secondary schools in statutory category, and those causing concern, to improve performance
1.2 Cymraeg 2050 – deliver a regional strategy to support delivering ‘A million Welsh speakers’.
1.3 Support CaBan to develop high quality ITE provision.

2: INSPIRATIONAL LEADERS WORKING COLLABORATIVELY TO RAISE STANDARDS
Priorities for improvement:
2.1 Work with other regions to provide development programmes across the work force to ensure high quality leadership
2.2 Support secondary schools to improve middle leadership performance
2.3 Develop peer engagement model and processes with schools to ensure robust self-evaluation and improvement planning at all levels

3: STRONG AND INCLUSIVE SCHOOLS COMMITTED TO EXCELLENCE, EQUITY AND WELL-BEING
Priorities for improvement:
3.1 Further develop the implementation of the regional Pupil Development Grant (PDG)

framework model
3.2 Further develop LAC strategy
3.3 Work with LA and Schools to best prepare for Additional Learning Needs transformation

4: ROBUST ASSESSMENT, EVALUATION AND ACCOUNTABILITY ARRANGEMENTS SUPPORTING A SELF-IMPROVING SYSTEM

Priorities for improvement:

Support schools to improve performance in the secondary sector:

- 4.1 Develop tracking and assessment systems
- 4.2 Develop accountability and management systems
- 4.3 Further develop accountability arrangements and processes for robust self-evaluation and improvement planning

5: TRANSFORMATIONAL CURRICULUM

Priorities for improvement:

- 5.1 Support schools and clusters as they make themselves ready to offer a Transformational Curriculum through a programme of professional learning based on the following themes:
- Leading change
 - Developing shared vision
 - Creating time and space for Professional Learning
 - Planning for curriculum change / curriculum design
 - Leading pedagogy

6: BUSINESS

Priorities for improvement:

- 6.1 Undertake a budget and workforce review

3.3 These priorities will be supported by detailed plans, local progress measures and clear milestones setting expectations for the next steps in delivering the reform journey.

3.4 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.

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

3.6 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.

3.7 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 draft Business Plan and regional priorities for 2020 – 2023.

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 Consultation with GwE User Groups, County Quality Boards, Headteachers Strategic Forums, GwE Management Board and Joint Committee.

9.0 Appendices

9.1 Appendix 1 – GwE Regional Business Plan 2020 - 2023

Appendix 2 – GwE Annual Business Plan 2020 - 2021

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

Nothing to add from a propriety perspective.

Statutory Finance Officer:

I appreciate the Business Plan, which notes clear responsibility for appropriate action in the fields of business, risk, value for money, amongst others. I note that the author states, in paragraph 5 of the report, that no financial implications arise from this report. Whilst it will be challenging to implement every aspect of the Business Plan, it is expected that GwE will fund any financial implications within its current budget.

GwE Business Plan

2020 – 2023



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1. **Regional context**
2. **Introduction**
3. **GwE Business Plan:**
 - **Business Planning process**
 - **Strategic Objectives**
 - **Priority areas for improvement**
4. **Funding**
5. **Governance: Monitoring and evaluation**
6. **Risk register**
7. **Additional supporting documents**

1: REGIONAL CONTEXT

GwE provides school improvement services for a region of six local authorities: Conwy, Denbighshire, Flintshire, Gwynedd, Wrexham and Anglesey.

The number of pupils of compulsory school age in 2019 was 82,088. This represents 22% of all pupils in Wales. There are 410 maintained schools in the region, 27.6% of all maintained schools in Wales (PLASC, 2019).

The percentage of pupils of compulsory school age who are eligible for free school meals is 16.6%, which is lower than the national figure of 18.3%. This level of eligibility is the lowest of the four regional consortia (PLASC, 2019).

In the region, 31% of people aged three and over say that they can speak Welsh compared to the Wales average of 19% (2011 Census, ONS).

As of the 30th of September 2019, ethnic minorities account for 2.3% of the population in the region and this is below the Wales average of 5.4%.

As of the 31st March 2019, 1,295 children in the region are looked after by a local authority and this represents 18.9% of looked-after children in Wales.

GwE continues to look outward and to welcome challenge from both inside and outside Wales whilst making sure that what it is developing is right for its context. This includes continuously listening to the voice of all stakeholders especially those of teachers and leaders in schools across all sectors.

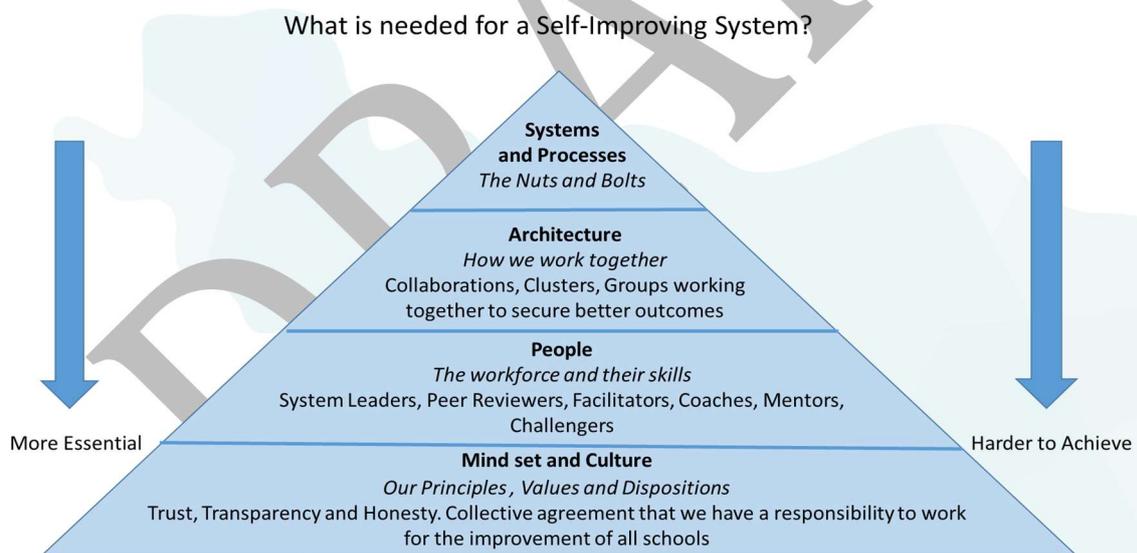
GwE has a clear three-year plan that sets out how, in close collaboration with key stakeholders, it will strengthen leadership, improve teaching and learning and increase aspiration to impact on standards and accelerate the pace of improvement in regional secondary schools.

2: INTRODUCTION

This business plan sets out clear priorities between 2020 – 2023. Our priorities are a combination of improving school provision, leadership and outcomes, as well as delivering the reform journey. Our approach to the reform journey has been integrated in all aspects of our work from the beginning. Not one element of the reform journey can stand alone. It is viewed from the need of learners and the baseline of individual schools and clusters to deliver change according to agreed expectations.



GwE has encouraged schools to collaborate through sharing practice and co-constructing areas that need improving and the challenges of the reform journey. We have invested in various cluster models and encouraged schools to find a range of appropriate partners to deliver improvement and changes. The region has also looked outward for good practice in terms of identifying effective peer review models as well as encouraging our schools to develop and evolve their own practice. GwE believe that peer engagement should closely complement the dimensions identified within the OECD publication 'What Makes a School a Learning Organisation'.



Based on David Hargreaves: Self Improving Systems – Towards Maturity

Peer review

The national mission for Wales is both ambitious and innovative and requires stakeholders at all levels to collaborate and cooperate to raise standards, reduce the attainment gap and deliver an education system that is a source of national pride and confidence. It defines a self-improving system as one in

which school leaders and teachers have the skills, capacity and commitment to continually learn and improve their practice so that every child achieves their potential and is prepared for life in an increasingly complex world.

Over recent years schools have become better at sharing their best practice for the benefit of all learners. Our Welsh self-improving system needs every professional and institution to become aware of their own strengths and areas for improvement, and with this knowledge seek support for their own improvement and offer support for others to improve.

It is Welsh Government's ambition and expectation that all parts of the education system become participants in this model, so that strengths are spread across the system, and areas for improvement are tackled through peer engagement and support. In achieving this, we will ensure that our education professionals can thrive in a supportive and collaborative environment to raise standards and ensure that every young person can fulfil their potential.

Welsh Government's vision for an evaluation, improvement and accountability system is one that is fair, coherent, proportionate, transparent, and based on shared values for Welsh education. There is a clear expectation that schools develop not only the required capacity and skills to effectively challenge themselves, but also the ability to work collaboratively and systemically in a school improvement model founded on professional peer review.

GwE and the six Local Authorities firmly believe that peer review should be the key driver as schools effectively deliver on the national reform and become a self-improving system. Our vision is to have outstanding schools that are naturally collaborating and jointly identifying direction for improvement.

At the beginning of 2019, GwE and the six regional local authorities undertook the first steps of a comprehensive consultation process with head teacher representation on the role of peer review within the national reform.

Numerous common themes and key messages permeated the responses from stakeholders in both primary, special and secondary sectors. Namely that:

- a peer review approach should be adopted regionally to further drive progress towards a self-improving system;
- the peer-review model should not be developed to deliver a *pseudo-inspection* system;
- all stakeholders should work effectively together to ensure that we create the right conditions for effective peer review;
- we should agree and adopt a regional set of principles and technical language for our model;
- we should agree framework parameters which will allow flexibility for schools to operate a range of models;
- schools should have the freedom and flexibility to choose their peers;
- the model should involve peer engagement at all levels within a school;
- the model should promote trust, honesty, transparency and professional confidence;

- engagement should be a supportive and sustainable process and not a one-off imposition event;
- the model should support a cultural shift towards collegiate responsibility.

The region has also looked outward for good practice in terms of identifying effective peer review models as well as encouraging our schools to develop and evolve their own practice. GwE believe that peer engagement should closely complement the dimensions identified within the OECD publication *'What Makes a School a Learning Organisation'* as well as mirroring the principles and favoured regional approach articulated by head teachers in the aforementioned consultation.

We therefore believe that peer review should underpin a rigorous cycle of continuous improvement and include:

- **Self-review:** effective peer review should start with how well the school knows itself and be led by the school being reviewed. The self-evaluation processes should allow the school to identify areas of strengths and priorities for improvement. It should also identify aspects of their improvement journey that require peer support to aid improvement.
- **Peer-review:** the most effective peer reviews have an agreed focus. The purpose of the collaboration must be to improve outcomes and any agreed focus should be based on strong evidence of what's needed to improve and what outcomes would be most benefit to the school. Peer reviewers working as a team or trio work best where they can triangulate evidence and jointly analyse their findings. They are not there to pass judgement but to seek evidence and agree findings to be shared with the school. It is imperative that the peer review process does not become a *pseudo-inspection* system. The partnership must be founded on a clearly articulated shared moral purpose with transparency, trust and honesty crucial and integral to the process. The peer review should also provide professional development opportunities and include leaders at all levels.
- **School-to-school support:** if peer review is going to be a vehicle for ongoing improvement in school systems, then it must go further than the review itself and involve school to school or cluster support. Where the outcomes are owned by the staff, the long-term and sustainable impact will be greater. This helps to further build capacity and increased resilience within a self-improving system. The partnerships built should therefore go beyond school leaders and engage with students, teachers, families and communities.

Welsh Government have proposed that schools self-evaluations will undergo a process of external authentication. This is to ensure that the self-evaluation is a true and authentic reflection of the institution's strengths and priorities for improvement and match that to an appropriate level of support. Any peer review model should support this process. We firmly believe that the authentication process should be done 'with' schools and that peer engagement is an integral part of that process. It is therefore imperative that an authentication process is not seen as a 'pseudo-inspection' that develops into an 'event' that is 'top down' and seeing to be done to the school.

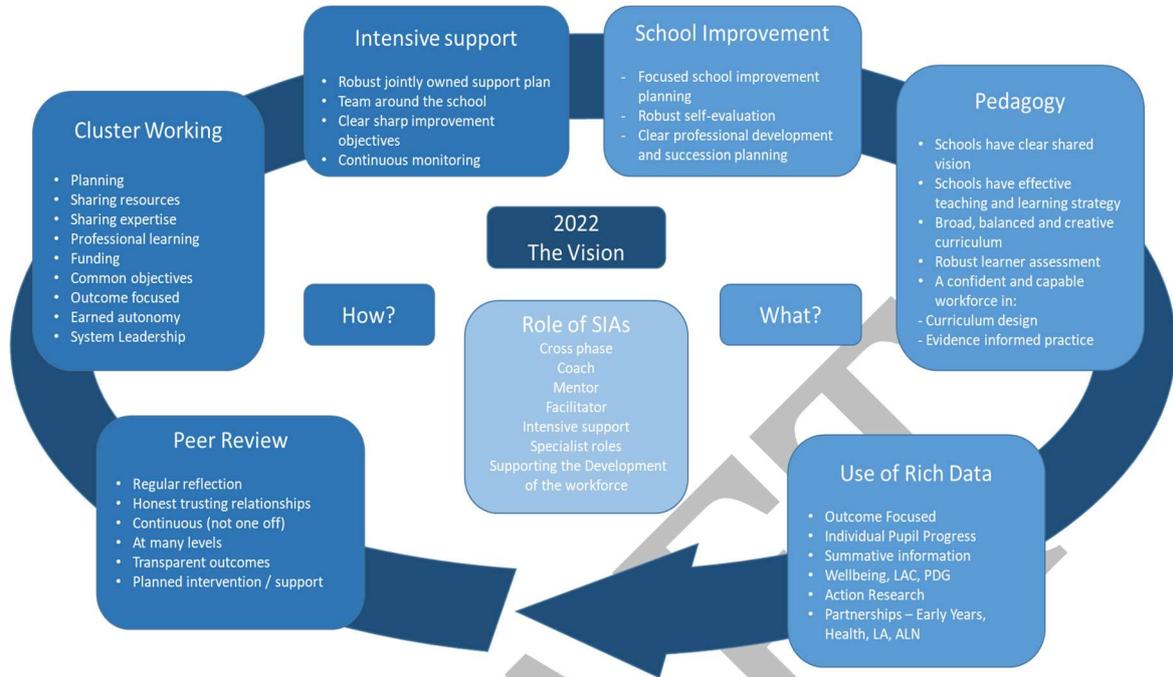
This approach is in line with the recommendations made by Graham Donaldson in his independent review of Estyn 'A Learning Inspectorate' (2018). The third and final phase in implementing the recommendations will see Estyn move to a 'validated self-evaluation model, consistent with the policy aspiration of moving to a self-improving system. As schools mature in their capacity to engage openly and constructively in self-evaluation, the role of external individuals and bodies should be to provide perspectives that probe and extend internal judgements. Schools with a proven ability to conduct and act on self-evaluation could move to a validation model of inspection on an 'earned autonomy' basis. Estyn would engage directly with such schools on an agreed cycle in order to report publicly on its confidence in the self-evaluation process and the integrity of reports from schools. That confidence would be expressed in Estyn's validation (or not) of the school's processes and findings, possibly described through a short narrative expressing the inspectors' degree of confidence in the process. Although apparently radical in terms of recent approaches to inspection in the United Kingdom, such an approach has elements in common with aspects of inspection practice internationally. A move to a validated self-evaluation model of accountability would reflect the broader aspiration to create a self-improving system based on professional and organisational learning.'

The report also recommends that 'external evaluation should provide a different and more objective perspective on the work of a school and its impact on learning. External evaluation can come from peer reviewers who are fellow professionals acting as critical friends to a school or cluster of schools'. It also states that 'the logic of the policy of self-improvement and learning in Wales is for collaborative approaches to self-evaluation to be developed involving trained peer reviewers, consortia staff and inspectors'.

Therefore in moving forward, and in line with the national direction of travel, fully establishing and implementing an effective peer review process is integral to the delivery of the GwE Business Plan 2020-23. We therefore aim to strengthen and build upon current practice to fully embed a rigorous and robust peer review process that will become an integral part of school improvement in moving to a self-improving system whilst also supporting those schools that are causing concern.

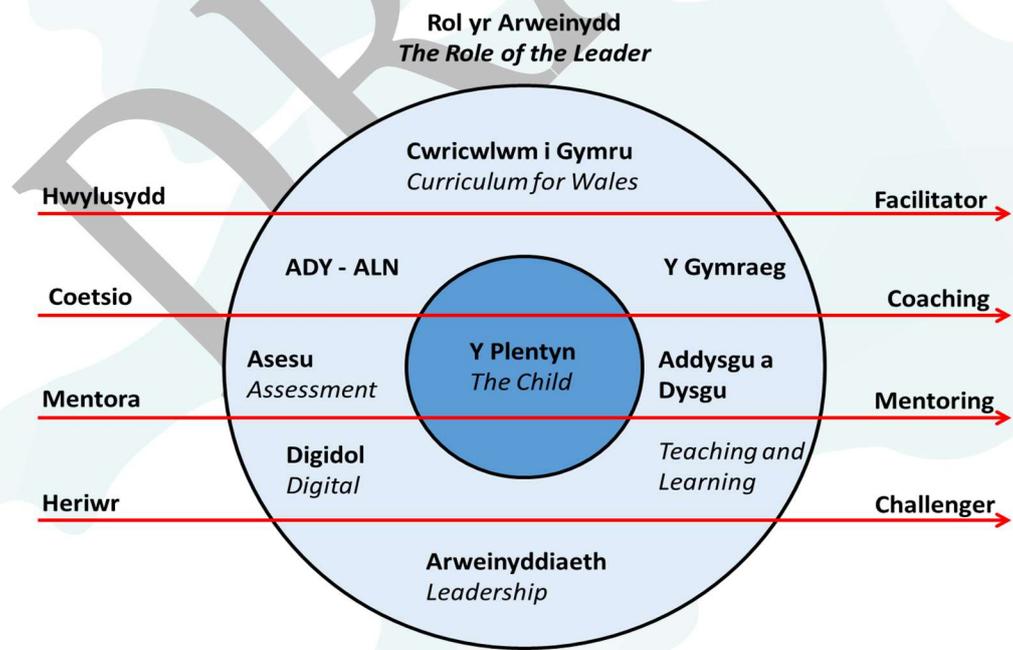
Role of Supporting Improvement Advisers

Our focus is on support and on capacity-building for a self-improving system. Challenge Advisers have become 'Supporting Improvement Advisers' and this is more than a name change – it signals a determination to build trust with key stakeholders and to move away from a top-down approach to school improvement, developing a more long-term, supportive and sustainable strategy.



Our vision for 2022

Our Supporting Improvement Advisers will have a broad range of skills to undertake their work.



- A team of high quality individuals who are trained in coaching, mentoring and facilitation.
- Supporting collaborations of schools in their improvement journeys.
- Opportunity to specialise in a particular area including working with schools who are in need of immediate intensive support.
- A team who can collaborate cross-phase with individuals who can work in both phases.
- The ability to draw on system leadership of identified individuals, schools and clusters to support and add capacity including Pioneer schools
- Individuals and teams (including those from schools) who can lead on particular areas – Curriculum Design, Foundation Phase, Leadership, Y Gymraeg etc – creating a bank of resources for SIA, cluster and school use.
- Involved in Career Pathway development and succession planning.
- Championing action research at all levels, including accredited opportunities.
- Less time spent on bureaucratic tasks checking and ensuring compliance.
- A nuanced role responding to needs of Local authorities, Clusters and Schools e.g. carefully planned training offer, INSET days, identified aspects of school improvement
- An out-looking workforce with links and collaborations worldwide along with a clear awareness of the needs of the next generation.

Supporting the Reform Journey

Creating a culture in which collaborative school improvement can thrive



In partnership with stakeholders, GwE has developed a long-term supportive and sustainable strategy which is successfully building capacity across the region to meet the challenges of the wider reform. The integrated approach has focused on developing collaborative opportunities across clusters of schools. To further support schools, GwE has developed the concept of creating termly milestones

through the information management system G6. These offer all schools an opportunity to reflect and through continuous professional dialogue with SIAs, activity and its impact along with identification of next steps are shared.

As a learning organisation we recognise the importance of establishing a shared vision, and in partnership with stakeholders, have created the following expectations for 2022:

- System culture that is mature and developed
- Schools have clear shared vision
- Schools have effective teaching and learning strategy
- A confident and capable workforce in:
 - Curriculum design
 - Evidence informed practice
- Honest and focused peer review
- Trusting collaborations between schools
- Developing skillset of the regional team

Working with Welsh Government and middle tier partners, GwE has taken an active role in contributing to create a narrative detailing system expectations between now and 2022. The purpose is to set out for schools consistent expectations for the process of designing their curriculum and preparing to implement it from 2022 onwards and therefore aims to aid schools in planning their approach and sequencing activities. This in term will guide the support Welsh Government and middle tier organisations offer.

Curriculum for Wales Development Programme

Professional learning will be central to ensuring that all school staff have the professional knowledge and skills to deliver on the education reforms that are well underway in Wales. Taking into consideration the system expectations and working in collaboration with partners, a clear framework for themes for professional learning has been identified for practitioners within schools.

At GwE, we believe it is important that we continue to keep the reform clearly from the perspective from the school and develop messages that are clear. We acknowledge the challenge of time and resource to engage and will work with schools to ensure professional learning is accessible to all including the principles:

- aim to use existing networks to minimise the demand on teachers being out of school
- aim to develop electronic resources to support conversations within schools
- aim to integrate all aspects of the reform within curriculum development

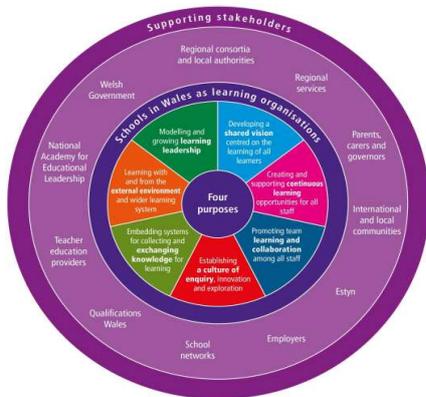
At the heart of the work developed by GwE, is the commitment to the work of Schools as Learning Organisations as stated by the OECD:

'Today's schools must equip students with the knowledge and skills they'll need to succeed in an uncertain, constantly changing tomorrow. But many schools look much the same today as they

did a generation ago, and too many teachers are not developing the pedagogies and practices required to meet the diverse needs of 21st-century learners.

In response, a growing body of scholars, educators and policy makers is making the case that schools should be reconceptualised as “learning organisations” that can react more quickly to changing external environments, embrace innovations in internal organisation, and ultimately improve student outcomes.’

The principles within sit within all Professional Learning and across GwE, this work has been undertaken at dual levels:



- to develop GwE as a learning organisation to include sustainable development
- to support schools to learn more to continually develop as learning organisations

Critically to the development of the learning organisation work, there are four transversal themes which run throughout to include Trust, Time, Technology and Thinking Together. These have been fundamental to developing GwE’s approach in developing strong partnerships as trust underpins the relationships needed internally and externally for learning organisations to thrive.

The programme of professional learning for Headteachers and Senior Leaders will commence in February 2020, based on the following themes:

- Leading change
- Developing shared vision
- Creating time and space for Professional Learning
- Planning for curriculum change / curriculum design
- Leading pedagogy

3: GwE BUSINESS PLAN

BUSINESS PLANNING PROCESS

The regional Business Plan sets out the priority areas for improvement across the region.

The priorities and areas for improvement are based firmly on the findings of our internal self-evaluation processes, external reviews on our current practice and direction of travel, and through consultation with headteachers and the Local Authorities. The Business Plan also addresses Welsh Government and the Local Authorities strategic priorities that fall within the remit of the work of GwE. Additionally, GwE will work in partnership with Local Authorities to support additional local priorities, as appropriate. It also takes into consideration the views and priorities of other middle tier partners such as Estyn, Qualifications Wales, WJEC, National Academy for Educational Leadership (NAEL), Initial Teacher Education (ITE) and Education Workforce Council (EWC).

OUR STRATEGIC OBJECTIVES

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

Our strategic objectives are:

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.

REGIONAL PRIORITIES

Our regional priorities for improvement are:

These priorities will be supported by detailed plans, local progress measures and clear milestones setting expectations for the next steps in delivering the reform journey.

1: DEVELOPING A HIGH-QUALITY EDUCATION PROFESSION	
Priorities for improvement:	Progress Measures:
1.1 Support secondary schools in statutory category, and those causing concern, to improve performance	Reduce the number of secondary schools in statutory category and those causing concern.
1.2 Cymraeg 2050 – deliver a regional strategy to support delivering ‘A million Welsh speakers’.	The match of supply and demand for staff in specialist areas including Welsh-medium.
1.3 Support CaBan to develop high quality ITE provision.	Work with CaBan and schools to ensure quality progression in professional learning from ITE into the teaching profession.

2: INSPIRATIONAL LEADERS WORKING COLLABORATIVELY TO RAISE STANDARDS	
Priorities for improvement:	Progress Measures:
2.1 Work with other regions to provide development programmes across the work force to ensure high quality leadership	Identify a wider range of opportunities becoming available to develop present and future leaders.
2.2 Support secondary schools to improve middle leadership performance	Improvement in the number of high-quality applicants for leadership posts.
2.3 Develop peer engagement model and processes with schools to ensure robust	The deepening of collaborations between schools and their partners

self-evaluation and improvement planning at all levels	
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3: STRONG AND INCLUSIVE SCHOOLS COMMITTED TO EXCELLENCE, EQUITY AND WELL-BEING	
Priorities for improvement:	Progress Measures:
<p>3.1 Further develop the implementation of the regional Pupil Development Grant (PDG) framework model</p> <p>3.2 Further develop LAC strategy</p> <p>3.3 Work with LA and Schools to best prepare for Additional Learning Needs transformation</p>	<p>Continue to implement regional strategies to improve the provision for vulnerable learners.</p> <p>Monitor the performance of individuals and different groups of learners, using all available data with a particular focus on ensuring appropriate progress according to their baselines.</p> <p>Continue working with the regional ALN Strategic Board to ensure clarity of roles in supporting schools to be ALN transformation ready.</p>

4: ROBUST ASSESSMENT, EVALUATION AND ACCOUNTABILITY ARRANGEMENTS SUPPORTING A SELF-IMPROVING SYSTEM	
Priorities for improvement:	Progress Measures:
<p>Support schools to improve performance in the secondary sector:</p> <p>4.1 Develop tracking and assessment systems</p> <p>4.2 Develop accountability and management systems</p> <p>4.3 Further develop accountability arrangements and processes for robust self-evaluation and improvement planning</p>	<p>Evidence of whole system improvement through agreed measures.</p> <p>Continue to work with Bangor University to further develop educational research in Wales to better support collaborations.</p> <p>Continue to be open to external advice and scrutiny across the whole system.</p> <p>Identify ways of measuring progress in learner wellbeing.</p> <p>Develop and utilise effective learner, workforce and parental surveys.</p> <p>Benchmark effectively within Wales and with our international partners</p>

5: TRANSFORMATIONAL CURRICULUM	
Priorities for improvement:	Progress Measures:
<p>5.1 Support schools and clusters as they make themselves ready to offer a Transformational Curriculum through a programme of professional learning based on the following themes:</p> <ul style="list-style-type: none"> • Leading change • Developing shared vision • Creating time and space for Professional Learning • Planning for curriculum change / curriculum design • Leading pedagogy 	<p>Using reputable pedagogic research and effective collaboration to support the development of a world class curriculum that will help raise standards</p> <p>Delivery of a transformational curriculum, that embeds the four purposes and ensures that all are focussed on higher standards of literacy and numeracy and ensuring young people are more digitally and bilingually competent</p> <p>The confidence of the profession in delivering the curriculum.</p>

6: BUSINESS	
Priorities for improvement:	Progress Measures:
<p>6.1 Undertake a budget and workforce review</p>	<p>Staffing structure better placed to deliver the service within the financial constraints. Strong governance and effective business and operational support that addresses the challenges that the service will need to address, providing value for money.</p>

4: FUNDING

We like everybody else are living in very difficult financial climate and have to make some difficult decisions. We are grateful for the support of the Chief Executives across the Region and our Elected Members in the Joint Committee for their advice and support in making the best decisions to support our learners and schools.

In 2020-2021 our core budget is £3,692,973. Our core budget is now around 25% less than just before GwE was set up. This year our Education Improvement Grant will be £29,589,444 (including match funding). This is a £7.5million cut on the 2015 budget. At the same time, there has been a 14% increase in staffing costs through introduction of minimum wage, living wage and pension contributions. As we manage these financial challenges, we have continued to increase our delegation rates to schools. GwE retains around 3% of the EIG to provide support for schools.

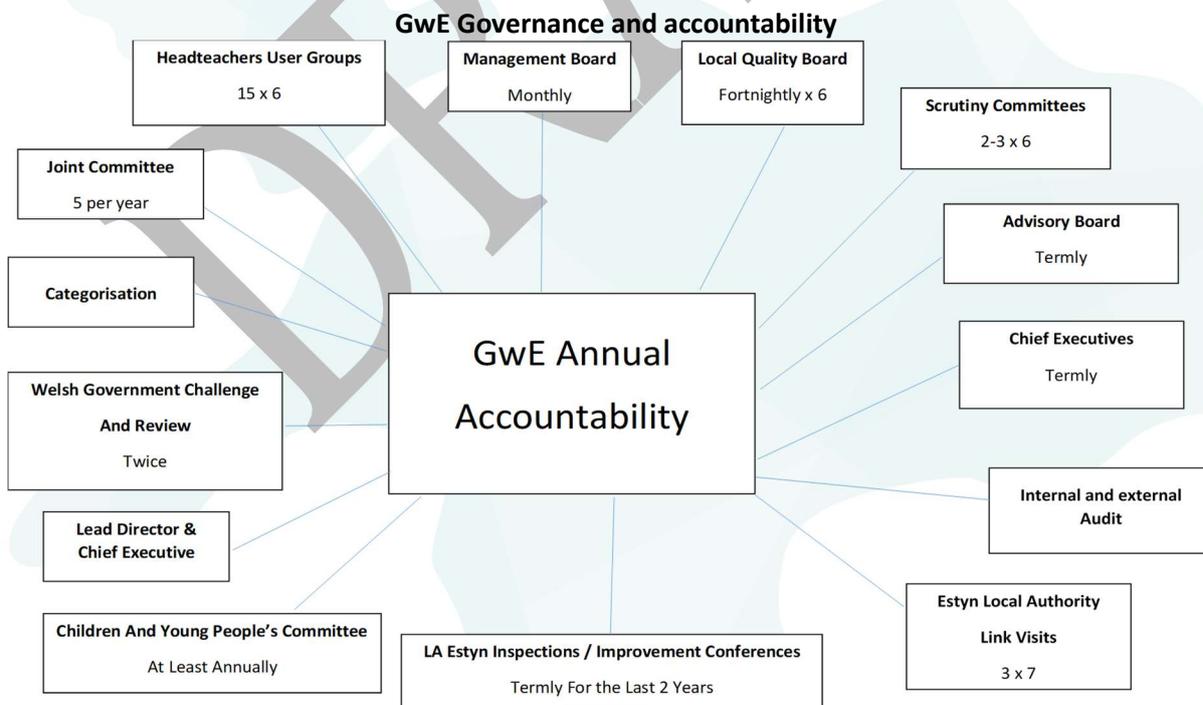
			Grant and match Cut (£)	Grant and match Cut (%)
		Grant and match		
11 Individual Grants	14/15	£37,021,296		
EIG	15/16	£33,549,764	-£3,471,532	-9.38%
EIG	16/17	£31,902,703	-£1,647,061	-4.91%
EIG	17/18	£31,672,444	-£230,259	-0.72%
EIG	18/19	£29,124,247	-£2,548,197	-8.05%
EIG	19/20	£29,064,551	-£59,696	-0.20%
EIG	20/21	£29,589,444	+£524,893	+1.81%
		Cumulative	-£7,431,852	-20.1%

There is an increase of approx. £560,000 in 2020/21 which is specifically for the foundation phase ratios. As a result, there is an actual reduction of £35,107 in the remainder of the EIG.

Monitoring requirements

GwE administer & deliver the regional education grants from WG. The monitoring requirements currently placed on the grants is significant and consumes the equivalent of four FTE posts.

5: GOVERNANCE: MONITORING AND EVALUATION



There is a clear and robust accountability framework in GwE.

The GwE Business Planning Framework that is in place ensures clarity, accountability and strategic coordination in the delivery of the priorities on a local, regional and national level delivery and provides the structure for monitoring progress effectively.

Progress is reported upon quarterly which provides a progress report on the actions, progress measures / targets and expenditure profile.

6: RISK REGISTER

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 and also when new risks are identified where the Joint Committee needs to be made aware.

There are several risks that have been identified as potential barriers to the successful implementation of the Business Plan priorities. These are:

- Cuts in funding to the GwE Core Budget affects strategic long term planning.
- 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.
- 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.
- Difficulties in the recruitment of Headteachers across the region / Recruitment of Quality of leadership at all levels
- Cuts in school budgets are affecting schools ability to continue to raise standards.
- Use of the Education Improvement Grant not fully embedded into regional approach - reduce speed & impact of the delivery of the Strategic Business Plan.
- That the Pupil Development Grant is not used effectively / Performance of FSM pupils.
- Variation in the performance of individual local authorities and risk of going into statutory category.
- Secondary Schools placed in Estyn Statutory category.

7: ADDITIONAL SUPPORTING DOCUMENTS

- Detailed Business Plan 2020–2021
- GwE Risk Register
- GwE Annual Report
- Regional Professional Learning Offer
- Local Authority Strategic Education Plans
- GwE Milestones
- Steve Munby Report
- Resources and GwE Scope

Business Plan 2020-2021



GwE Level 1 Business Plan 2020-2021

Version Control

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

Version	Date	Amended by

DRAFT

GwE Level 1 Business Plan 2020-2021

OUR STRATEGIC OBJECTIVES

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.

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6: Business

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

GwE Level 1 Business Plan 2020-2021

1: DEVELOPING A HIGH-QUALITY EDUCATION PROFESSION

Priorities for improvement:

- 1.1 Support secondary schools in statutory category, and those causing concern, to improve performance.
- 1.2 Cymraeg 2050 – deliver a regional strategy to support delivering ‘A million Welsh speakers’.
- 1.3 Support CaBan to develop high quality ITE provision.

1: Developing a high-quality education profession

Ref	Challenge	Actions	Regional Progress Measures / Targets 2020-2021	Responsible	Target Date	Funding (£)
Page 92	Support secondary schools in statutory category, and those causing concern, to improve performance	<p>Work with the 6 LAs to develop and implement a comprehensive and cohesive model of support for specific secondary schools which will ensure ‘team around the school’ approach.</p> <p>Ensure effective participation with Welsh Government and Estyn to support schools who are part of the national pilot programme for Schools Causing Concern.</p> <p>Ensure that schools who have been identified as ‘causing concern’ receive a comprehensive Support Plan which underpins their own improvement plan.</p>	<p>Identified schools have comprehensive support plans which allows a holistic approach to improvement.</p> <p>Good progress against most recommendations.</p> <p>Good progress against key priorities in all of these schools with effective engagement in their support package.</p>	GwE Senior Lead: Secondary	<p>February 2020 onwards</p> <p>Ongoing</p> <p>From April 2020</p>	Core

GwE Level 1 Business Plan 2020-2021

1: Developing a high-quality education profession

Ref	Challenge	Actions	Regional Progress Measures / Targets 2020-2021	Responsible	Target Date	Funding (£)
		Support Wrexham and Flintshire Local Authorities post inspection action plans (PIAP).	Good progress against recommendations identified.		From April 2020 onwards	
1.2	Cymraeg 2050 – deliver a regional strategy to support delivering ‘A million Welsh speakers’.	<p>Plan strategically to ensure effective delivery of provision and support for Welsh in Education across the region.</p> <p>Implement Welsh Language Cluster Model to develop the Welsh language skills of the workforce and improve informal use of Welsh in all schools across the region.</p> <p>Ensure clear communication and engagement with all stakeholders who are involved in the development of Welsh in Education.</p>	<p>Delivering Welsh in Education across the region has proper coordination and capacity to offer a regional service of quality, whilst also providing value for money and avoids any duplication.</p> <p>The region has a clear strategy in place to ensure an increase in high calibre leaders and practitioners who have the necessary knowledge and skills to deliver a curriculum through the medium of Welsh and Welsh as a subject, and who continue to learn throughout their career:</p> <ul style="list-style-type: none"> • 56 teachers/assistants will have accessed WG Sabbatical Scheme training. • Xxx teachers/assistants will have accessed Welsh language training led by the Welsh Language advisory teams. • Welsh Language Cluster Model will have become established in all the 54 clusters across the region. 	GwE Assistant Director	<p>By April 2021</p> <p>From April 2020</p>	<p>Regional Consortia School Improvement Grant (RCSIG):</p> <p>Welsh – professional development</p> <p>Welsh Language Use Framework</p>

GwE Level 1 Business Plan 2020-2021

1: Developing a high-quality education profession

Ref	Challenge	Actions	Regional Progress Measures / Targets 2020-2021	Responsible	Target Date	Funding (£)
			<ul style="list-style-type: none"> • 54 Welsh Language Cluster Coordinators will have been appointed and are engaged and involved in promoting the development of Welsh in Education. • All clusters will have a Catchment Area Collaboration plan across all 416 schools in the region with a clear focus on developing the Welsh language skills of the workforce. 			
1.3	Support CaBan to develop high quality ITE provision.	<p>Through the collaboration between Bangor University and GwE, ensure a continuity of professional learning for teachers.</p> <p>Support the teaching programme of Bangor University by offering occasional lectures, seminars and tutorials (delivery by GwE staff who have specialist knowledge in relevant fields).</p> <p>Assist CaBan in quality assuring lead schools through regular self-evaluation and monitoring activities.</p>	<p>All CaBan teaching staff with access to GwE professional offer.</p> <p>Framework in place for professional learning from Qualified Teacher Status through induction as a Newly Qualified Teacher to teacher and leadership training.</p> <p>All lead schools up to date with latest research and educational development through attendance at GwE professional offer and through</p>	GwE ITE Lead	From April 2020 onwards	Regional Consortia School Improvement Grant (RCSIG): ITE

GwE Level 1 Business Plan 2020-2021

1: Developing a high-quality education profession

<i>Ref</i>	<i>Challenge</i>	<i>Actions</i>	<i>Regional Progress Measures / Targets 2020-2021</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Funding (£)</i>
		<p>Support the research of CIEREI through promoting projects in regional schools.</p> <p>Support reaccreditation through the Education Workforce Council.</p>	<p>Supporting Improvement Advisor support.</p> <p>Increase in the use of evidence-informed teaching strategies to improve the quality of provision and learner outcomes.</p> <p>EWC recognises progress made towards accreditation conditions.</p>			

GwE Level 1 Business Plan 2020-2021

2: INSPIRATIONAL LEADERS WORKING COLLABORATIVELY TO RAISE STANDARDS

Priorities for improvement:	
2.1	Work with other regions to provide development programmes across the work force to ensure high quality leadership
2.2	Support secondary schools to improve middle leadership performance
2.3	Develop peer engagement model and processes with schools to ensure robust self-evaluation and improvement planning at all levels

2: Inspirational leaders working collaboratively to raise standards

Ref	Challenge	Actions	Regional Progress Measures / Targets 2020-2021	Responsible	Target Date	Funding (£)
Page 96 P11	Work with other regions to provide development programmes across the work force to ensure high quality leadership	<p>Continue to offer a wide range of Professional Learning opportunities in relation to leadership developmental programmes in order to develop present and future leaders.</p> <ul style="list-style-type: none"> • Middle Leaders: continue to deliver the Middle Leadership Development Programme (MLDP), a national programme to be delivered regionally • Senior Leaders: continue to deliver the regional Programme (currently named AHDP) in order to ensure quality professional learning opportunities for senior leaders across the region. 	<p>Improvement in the number of high-quality applicants for leadership posts across schools and settings.</p> <p>XX individuals successfully applying to / and attending the National Middle Leadership Development Programme.</p> <p>XX individuals successfully applying to / and attending Programme.</p>	GwE Leadership Programmes Lead	<p>Start date – January 2021</p> <p>Start date – September 2020</p>	<p>Regional Consortia School Improvement Grant (RCSIG):</p> <p>Future Leadership / New and Acting Heads / NPQH</p>

GwE Level 1 Business Plan 2020-2021

2: Inspirational leaders working collaboratively to raise standards						
Ref	Challenge	Actions	Regional Progress Measures / Targets 2020-2021	Responsible	Target Date	Funding (£)
Page 97		<ul style="list-style-type: none"> • NPQH: Deliver the national AHDP leading to NPQH Development Programme endorsed by NAEL. Evaluate, review and refine the new NPQH Development Programme to ensure it is current. • New and Acting - Continue to provide the professional learning offered through the national New / Acting Headteacher Development Programme • Experienced Headteachers: continue to deliver the professional learning offered through the national Experienced Headteacher Development Programme 	<p>XX individuals successfully applying to / and attending the new National NPQH Development Programme. Target of 80% of NPQH candidates are successful.</p> <p>All new and acting Head teachers have access to support common, generic and bespoke, dependent on need, circumstance and type of school. Number of individuals that attend the programme will depend on appointments in the Local Authorities.</p> <p>XX individuals successfully applying to / and attending the new National Experienced Headteacher Development Programme</p> <p>Increased Collaborative leadership with system leadership developing across the region.</p> <p>Leaders are fully engaged with the National reform agenda.</p>		<p>Start date – January 2021</p> <p>September 2019</p> <p>On going</p>	

GwE Level 1 Business Plan 2020-2021

2: Inspirational leaders working collaboratively to raise standards						
Ref	Challenge	Actions	Regional Progress Measures / Targets 2020-2021	Responsible	Target Date	Funding (£)
2.2	Support secondary schools to improve middle leadership performance	<p>Encourage regional schools to effectively engage with the GwE development programmes for middle leaders.</p> <p>Ensure targeted schools have access to bespoke middle leadership support within their Support Plan with specific focus on improving the quality of teaching / learning.</p> <p>Ensure all schools access core subject networks with specific focus on developing high quality teaching / learning and jointly developing best practice.</p> <p>As part of the post-inspection plan for Wrexham LA, ensure that an enhanced and bespoke programme of support is available to further develop the skills of middle leaders through the development and delivery of a coaching/mentoring programme.</p>	<p>Minimum of 25 leaders accessing the regional offer.</p> <p>All targeted schools effectively engaging with the service and accessing quality support to develop the skills of middle leaders as skilled 'leaders of learning'.</p> <p>Effective engagement with core subject network by all regional schools.</p> <p>All networks to have ensured that schools access quality guidance and support on developing best practice re: teaching/learning; tracking and intervention and improving KS4 performance.</p> <p>Targeted schools/leaders effectively engaging with programme.</p> <p>Enhanced confidence and ability demonstrated by majority of leaders who engage with programme.</p>	GwE Senior Lead: Secondary	<p>From Autumn Term 2020 onwards</p> <p>From Autumn Term 2020 onwards</p> <p>From April 2020 onwards</p> <p>From Summer 2020 onwards</p>	<p>Core</p> <p>Regional Consortia School Improvement Grant (RCSIG):</p> <p>Future Leadership</p>

GwE Level 1 Business Plan 2020-2021

2: Inspirational leaders working collaboratively to raise standards						
Ref	Challenge	Actions	Regional Progress Measures / Targets 2020-2021	Responsible	Target Date	Funding (£)
Page 100		<p>Continue to develop the collaborative systems within G6 that facilitate schools peer engagement processes.</p> <p>Training and support available as appropriate to schools involved in regional peer engagement programmes.</p>	<ul style="list-style-type: none"> Xx of IF's taking on the role of Peer Reviewers during the second cycle of the programme. IF's role developing to be able to facilitate discussions on aspects of the Reform Journey within their clusters <p>Partnership work establishing at all levels and beyond school leaders, with peers becoming willing and confident to validate each other's self-evaluation.</p> <p>Cultural shift towards collegiate responsibility.</p> <p>Schools involved in peer review are able to make effective use of:</p> <ul style="list-style-type: none"> Granular access to priorities Granular Snapshot reporting in priorities. Self-evaluation processes tool <p>Training & guidance provided as required to any peer engagement schools on the effective use of collaborative systems available in G6.</p>	Data & Quality Unit Lead	Autumn 2020	

GwE Level 1 Business Plan 2020-2021

3: STRONG AND INCLUSIVE SCHOOLS COMMITTED TO EXCELLENCE, EQUITY AND WELL-BEING

Priorities for improvement:	
3.1	Further develop the implementation of the regional Pupil Development Grant (PDG) framework model
3.2	Further develop LAC strategy
3.3	Work with LA and Schools to best prepare for Additional Learning Needs transformation

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

Ref	Challenge	Actions	Regional Progress Measures / Targets 2020-2021	Responsible	Target Date	Funding
Page 101	Further develop the implementation of the regional Pupil Development Grant (PDG) framework model	Ensure consistency through aligning aims / outcomes linked to PDG across the consortia.	Continue to implement regional strategies to improve the provision for vulnerable learners.	GwE Wellbeing SIA	December 2020	Pupil Development Grant (PDG)
		Further develop and support sustainable systems in schools which are not reliant upon grant funding.	Half yearly monitoring and audit of all PDG plans across the region. Impact and successful practice shared through G6.		September 2020	
		Develop template documents for planning, implementing and evaluation of PDG.	Evidence of additional guidance on the terms and conditions of grant across implemented across the region.		July 2020	
		Improve schools use of and evaluation of PDG.	Monitor the performance of individuals and different groups of learners, using all available data with a particular focus on ensuring appropriate progress according to their baselines.		January 2021	
			Targeted schools effectively engaging in the regional offer. Professional Learning		March 2021	

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3: Strong and inclusive schools committed to excellence, equity and well-being						
<i>Ref</i>	<i>Challenge</i>	<i>Actions</i>	<i>Regional Progress Measures / Targets 2020-2021</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Funding</i>
Page 10 32		<p>A targeted professional learning offer in place with focus on key pedagogies that supports vulnerable learners.</p> <p>Developing whole school / cluster frameworks:</p> <ul style="list-style-type: none"> • Case studies • Tracking systems and methods of evaluating impact. • Pupil voice 	<p>Evaluate the offer across the region – regionally and / cluster approach.</p> <p>Effective use of summative and formative data to target improvement across the region.</p>			
	Further develop LAC strategy	<p>Implement the LAC PDG strategy, measuring impact and evaluation guidance across the region.</p> <p>Further develop template documents for planning, implementing and evaluation of LAC cluster PDG.</p> <p>Implement a consistent data source for sharing of information in regard to the LA sharing data on LAC with the consortia.</p>	<p>Continue to implement regional strategies to improve the provision for vulnerable learners.</p> <p>Monitor the performance of individuals and different groups of learners, using all available data with a particular focus on ensuring appropriate progress according to their baselines.</p> <p>Clear School / Cluster one page profile in place showing evidence of impact of LAC PDG.</p> <p>Framework model implemented across the region via the grant guidance with</p>	GwE Wellbeing SIA	<p>April 2020 – March 2020</p> <p>May - June 2020</p> <p>October 2020</p>	LAC

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3: Strong and inclusive schools committed to excellence, equity and well-being						
<i>Ref</i>	<i>Challenge</i>	<i>Actions</i>	<i>Regional Progress Measures / Targets 2020-2021</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Funding</i>
Page 103		<p>Further develop the partnership with all 6 LA's in regards to the role of the LACE.</p> <p>Regularly assess and track the progress of LAC across the region via the schools / LA and consortia.</p> <p>Continue to offer a targeted professional learning offer with focus on key pedagogies that supports LAC / vulnerable learners.</p>	<p>robust evaluation guidance / system in place.</p> <p>Clear accountability of grant funds and planning via formula based CRCS data per cluster in place.</p> <p>Guidance produced for all consortia staff in regards to monitoring and supporting the education of looked after children.</p>		<p>January – March 2020</p> <p>April – March 2020</p>	
	3.3	Work with LA and Schools to best prepare for Additional Learning Needs transformation	<p>Professional Learning Offer in place delivered by LA and GwE that meets the needs of front line staff and strategic leaders working with children and young people with ALN.</p> <p>Share practice that is effective across the region to reduce duplication and workload.</p> <p>Continue to develop the working relationships between the</p>	<p>Professional learning offer supports the understanding and delivery of ALN Transformation. Most identified staff have attended at least 2 Professional Learning days in relation to ALN transformation.</p> <p>Case studies of practice that is successful available on G6 based on work of clusters and LAs.</p> <p>All cluster plans have input from SIA service.</p>	Additional Learning Needs Transformation Lead North Wales Region	From April 2020 onwards

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3: Strong and inclusive schools committed to excellence, equity and well-being						
<i>Ref</i>	<i>Challenge</i>	<i>Actions</i>	<i>Regional Progress Measures / Targets 2020-2021</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Funding</i>
Page 104		<p>named lead officers across the region.</p> <p>Continue to develop an operational link between local authority ALN services and the school improvement service (GwE)</p> <p>Cluster and ALN transformation networks established and supported through SIA support.</p> <p>Clusters all have a supporting action plan that identifies next steps in the reform journey.</p> <p>All local authorities, GwE and linked agencies endorse the regional transformation plan and funding priorities.</p>	<p>Identified areas in professional offer planed for and implemented.</p> <p>Professional networks in place for Welsh medium, Specialist centres and cluster based model.</p> <p>Cluster plans endorsed by LA's and GwE.</p> <p>All schools engaged in the local cluster model and supported financially through the transformation grant.</p>			

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4: ROBUST ASSESSMENT, EVALUATION AND ACCOUNTABILITY ARRANGEMENTS SUPPORTING A SELF-IMPROVING SYSTEM

Priorities for improvement:

Support schools to improve performance in the secondary sector:

- 4.1 Develop tracking and assessment systems
- 4.2 Develop accountability and management systems
- 4.3 Further develop accountability arrangements and processes for robust self-evaluation and improvement planning

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

Ref	Challenge	Actions	Regional Progress Measures / Targets 2020-2021	Responsible	Target Date	Funding (£)
Page 105	Develop tracking and assessment systems	Ensure continued support for schools to further develop and embed effective systems for tracking and assessment.	<p>All schools progressing on continuum with regards to :</p> <ul style="list-style-type: none"> • implementing effective target setting processes and using a range of evidence at a pupil level to set challenging targets for individuals. • staff members at every level of the school having ownership of the targets, and take responsibility for them • leaders having access to regular and accurate tracking data which is based on standardised and valid assessments • early action on data outcomes to steer timely interventions. • using data to provide a holistic view of individual learners rather than of subjects in isolation 	GwE Senior Lead: Secondary	April 2020 onwards	Core

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4: Robust assessment, evaluation and accountability arrangements supporting a self-improving system						
<i>Ref</i>	<i>Challenge</i>	<i>Actions</i>	<i>Regional Progress Measures / Targets 2020-2021</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Funding (£)</i>
Page 106			<ul style="list-style-type: none"> promoting pro-active involvement of subject leaders and pastoral staff visible investment by the Head and other senior leaders in the system <p>All leaders developing greater confident in their understanding of what contributes to within school variation and effectively lead, challenge and support their schools to address short-comings.</p>			
4.2	Develop accountability and management systems	<p>Ensure the regional approach to a self-improving system embraces the principles of quality and equality; accountability at the most sophisticated level; subsidiarity; evidence-based practice; innovation, creativity and ambition; collaboration and partnership.</p> <p>Continue to build capacity for a sustainable self-improving system by developing senior and middle leaders from schools across the regional so that they can be</p>	<p>Regional accountability and management systems embracing the national direction of travel.</p> <p>School leaders effectively engaging as system leaders and embracing greater responsibility for improvement across the system.</p> <p>Enhanced nucleus of effective leaders working within the school system</p>	GwE Senior Lead: Secondary	From April 2020 onwards	<p>Regional Consortia School Improvement Grant (RCSIG):</p> <p>Collaborative working</p>

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4: Robust assessment, evaluation and accountability arrangements supporting a self-improving system						
Ref	Challenge	Actions	Regional Progress Measures / Targets 2020-2021	Responsible	Target Date	Funding (£)
Page 107		<p>effectively deployed and utilised to work with other schools and where the experience, in turn, will also develop and enhance their own knowledge and skill base.</p> <p>Continue to develop the effective extraction and use of data from the G6 system to support accountability and service performance management.</p>	<p>GwE staff have direct access to a suite of data from G6 to effectively support accountability arrangements.</p> <p>GwE data unit are able to respond to any bespoke request for G6 data related to accountability or service performance management.</p>	Data & Quality Unit Lead	Summer 2020	
	4.3	<p>Further develop accountability arrangements and processes for robust self-evaluation and improvement planning</p>	<p>Continue to work with WG to develop the 2 strands of the national <i>Framework and Accountability Framework</i> :</p> <ul style="list-style-type: none"> • SCC • NEIR <p>Continue to work with GwE Pilot Schools to develop the NEIR.</p> <p>Continue to work with EDT and other partners and stakeholders to further develop and embed best</p>	<p>Evidence of whole system improvement through agreed measures.</p> <p>Regional and school based resources & approaches contribute purposefully to the NEIR</p> <p>Peer review model embedding across the region and seen as an integral part of school improvement.</p>	<p>GwE Senior Lead: Secondary</p> <p>Data & Quality Unit Lead</p>	<p>Ongoing</p> <p>Summer 2022</p> <p>Summer 2020</p>

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4: Robust assessment, evaluation and accountability arrangements supporting a self-improving system						
<i>Ref</i>	<i>Challenge</i>	<i>Actions</i>	<i>Regional Progress Measures / Targets 2020-2021</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Funding (£)</i>
Page 108		<p>practice re: peer engagement processes.</p> <p>Ensure targeted support for schools/leaders where s/e and i/p processes are identified as requiring improvements.</p> <p>Continue to develop systems within G6 that support effective improvement planning and self-evaluation.</p> <p>Provide appropriate training & support opportunities for leaders in all sectors to make effective use of improvement planning and self-evaluation systems in G6.</p>	<p>More robust processes and systems implemented across targeted schools</p> <p>Aspects of the new self-evaluation tool developed and available for schools to pilot during summer term.</p> <p>Guidance & Training made available to all sectors on phase four developments as well as the self-evaluation processes tool.</p>	Data & Quality Unit Lead	<p>Summer 2020 onwards</p> <p>Summer 2022</p>	

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5: TRANSFORMATIONAL CURRICULUM

Priorities for improvement:	
5.1	<p>Support schools and clusters as they make themselves ready to offer a Transformational Curriculum through a programme of professional learning based on the following themes:</p> <ul style="list-style-type: none"> • Leading change • Developing shared vision • Creating time and space for Professional Learning • Planning for curriculum change / curriculum design • Leading pedagogy

5: Transformational Curriculum

Ref	Challenge	Actions	Regional Progress Measures / Targets 2020-2021	Responsible	Target Date	Funding (£)
100	<p>Support schools and clusters as they make themselves ready to offer a Transformational Curriculum through a programme of professional learning based on the following themes:</p> <ul style="list-style-type: none"> • Leading change • Developing shared vision 	<p>Continue to support all schools to prepare for the new curriculum as per system expectations:</p> <p><u>Jan 2020 – July 2020</u> <u>Engagement phase</u></p> <ul style="list-style-type: none"> - Raise awareness of all school practitioners of Curriculum for Wales guidance and cross-regional Professional Learning offer to support - Continue monthly full team SIA meetings to support sense making of Curriculum for 	<p>All school leaders are aware of, and understand the regional PL offer.</p> <p>All SIAs are developing a good understanding of the Curriculum for Wales and are actively sharing</p>	<p>Core leads through head teacher forum. Raising awareness sessions for facilitators.</p> <p>GwE SLT</p>	<p>By end of Easter term 2020</p> <p>From April 2020 onwards.</p>	<p>Regional Consortia School Improvement Grant (RCSIG):</p> <p>Core Consortia Support for Design and Development of the new curriculum</p> <p>Assessment for Learning (AfL)</p>

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5: Transformational Curriculum

Ref	Challenge	Actions	Regional Progress Measures / Targets 2020-2021	Responsible	Target Date	Funding (£)
Page 110	<ul style="list-style-type: none"> • Creating time and space for Professional Learning • Planning for curriculum change / curriculum design • Leading pedagogy 	<p>Wales and develop consistent messaging across all networks</p> <ul style="list-style-type: none"> - Identify small team of SIAs and develop common resources to support engagement of Senior Leaders in small groups of clusters across the region. - Continue to work with CfW facilitators to support collaboration across the 3-16 continuum. 	<p>consistent messages through networks.</p> <p>At Regional level an increased number of SIAs with deeper knowledge and are able to contribute to developing and delivering the PL offer to include revised portfolios, beginning with supporting change and developing vision.</p> <p>Nearly all schools understand how to manage change and are planning for this at whole school and cluster level. All clusters have identified their PL needs as individual schools and clusters.</p> <p>Most schools are engaging in the process of developing a shared vision to include wider community and employers.</p>	<p>GwE SLT and SIAs Regional Skills Partnership Collaboration</p>	<p>From April 2020 onwards</p>	
		<ul style="list-style-type: none"> - Identify small team of SIAs and develop common resources to support engagement of Middle Leaders and teachers in small groups of clusters 	<p>At Regional level an increased number of SIAs with deeper knowledge and are able to contribute to developing and delivering the PL offer to include revised portfolios.</p>			

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5: Transformational Curriculum

Ref	Challenge	Actions	Regional Progress Measures / Targets 2020-2021	Responsible	Target Date	Funding (£)
Page 111		<p>across the region. Focus on following themes:</p> <ul style="list-style-type: none"> - Engaging/ Sense making of new curriculum documentation - Develop understanding of what's different - Reflecting on pedagogy for current and future practice - Continue to Implement the Formative Assessment Regional Action Research Project to ensure firm foundations in place for planning and implementing the Welsh Curriculum. - Identify schools through clear QA procedures to support delivery on the themes within the PL offer for SLT and Middle leader 	<p>At a school level, allow an increasing number of teachers and support staff to have a deeper understanding of the new curriculum, have an understanding of what's different and are able to reflect confidently on pedagogy.</p> <p>The 12 pedagogy principles are consistently and effectively applied across participating schools in the region.</p> <p>All teachers in the project are effectively equipped with research skills and expertise as teaching leaders with a strong awareness of pedagogy.</p> <p>On a Regional level an Increased capacity within the system to ensure support and delivery of themes.</p> <p>An increased number of schools identified to confidently support delivery of themes.</p>	GwE Senior Lead: Curriculum for Wales	From April 2020 onwards	

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5: Transformational Curriculum

Ref	Challenge	Actions	Regional Progress Measures / Targets 2020-2021	Responsible	Target Date	Funding (£)
Page 112		- Continue to collaborate with Bangor University and Lead Professional Enquiry schools to develop role of professional enquiry within teaching and learning.	An increased number of schools with a developing skill set of leading enquiry who are able to engage to share practice with wider clusters. A strengthened narrative of the role of Professional Enquiry within the new Curriculum.	Team of SIAs Bangor University	From April 2020 onwards	
		- Further develop effective communication channels for sharing curriculum developments through website, Twitter and G6	A stronger profile of Curriculum for Wales reform work on Twitter, up to date Website and easily accessible resource on G6.	Team of SIAs and Business Team	Summer Term 2020	
		- Continue to support all schools with G6 termly milestones in line with system expectations.	Schools engaging with G6: <ul style="list-style-type: none"> • 74% (Nov 2018) • 82% (June 2019) • 96% (Nov 2019) • Target – 100% (June 2020) <u>Knowledge and awareness</u> - partly on track or better: <ul style="list-style-type: none"> • 77% (Nov 2018) • 82% (June 2019) • 91% (Nov 2019) • Target – 91% (June 2020) 	Team of SIAs	Termly	

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5: Transformational Curriculum

Ref	Challenge	Actions	Regional Progress Measures / Targets 2020-2021	Responsible	Target Date	Funding (£)
Page 113		<p><u>Sept 2020 – July 2021</u> <u>Design, planning and trialling phase</u></p> <ul style="list-style-type: none"> - Continue with cross regional Professional Learning programme to engage with Senior Leaders: <ul style="list-style-type: none"> • Considering collaborative approaches to curriculum design (disciplinary, interdisciplinary and integrated approaches) - Continue with cross regional Professional Learning programme to engage with Middle Leaders and teachers: 	<p><u>Engagement and participation</u> - partly on track or better:</p> <ul style="list-style-type: none"> • 69% (Nov 2018) • 76% (June 2019) • 96% (Nov 2019) • Target – 100% (June 2020) <p>At Regional level an increased number of SIAs with deeper knowledge and are able to contribute to developing and delivering the PL offer.</p> <p>At school level, an increased number of school leaders understanding of the curriculum model and assessment and considering which approaches to test and evaluate in the context of their school.</p> <p>At Regional level an increased number of SIAs with deeper knowledge and are able to contribute to developing and delivering the PL offer.</p>	<p>A team of SIAs with identified schools.</p> <p>A team of SIAs with identified schools</p>	<p>September 2020 onwards</p> <p>September 2020 onwards</p>	

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5: Transformational Curriculum

<i>Ref</i>	<i>Challenge</i>	<i>Actions</i>	<i>Regional Progress Measures / Targets 2020-2021</i>	<i>Responsible</i>	<i>Target Date</i>	<i>Funding (£)</i>
Page 114		<ul style="list-style-type: none"> • Long and medium term planning (AOLEs) • Progression • Cross curricular responsibilities • Disciplinary, interdisciplinary and integrated approaches • Links within and across AOLEs • Pedagogic content (AOLE / disciplinary specific) • Assessment 	At school level, an increased number of school practitioners understanding of the curriculum model and assessment models including the approach to progression.			

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6: BUSINESS

Priorities for improvement:

6.1 Undertake a budget and workforce review

6: Business

Ref	Challenge	Actions	Regional Progress Measures / Targets 2020-2021	Responsible	Target Date	Funding (£)
6.1 Page 115	Undertake a budget and workforce review	<p>Review mid-term financial plan ensuring that high levels of delegation to schools is maintained.</p> <p>Undertake an audit of present staff portfolio of responsibilities.</p> <p>Review present staffing structure.</p>	<p>Mid-term financial plan addresses the challenges that the service will need to address.</p> <p>New staffing structure will be better placed to deliver the service within the financial constraints</p>	GwE Managing Director / Business Manager	September 2021	Core / Regional Consortia School Improvement Grant (RCSIG)





REPORT TO THE JOINT COMMITTEE

26 FEBRUARY 2020

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. Amendments to the Register have been highlighted in blue. The residual risk / overall risk has been reduced for risk 1.

3.3 It is suggested that risks 4 & 10 be removed.

3.4 The following risk matrix has been followed in determining the 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

9.2 Risks to be removed

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:

I believe that the GwE risk register is on a standard format and includes appropriate information. I, along with Gwynedd's Finance Section, will provide support to the GwE Managing Director regarding financial risks. Further comments on specific risks, as appropriate, will be reported orally at the meeting of the Joint Committee on the 26th February.

RISK NUMBER	SUMMARY	GwE STRATEGIC OBJECTIVE	RISK IDENTIFIED	LIKELIHOOD OF RISK	IMPACT OF RISK	LIKELIHOOD D X IMPACT	CURRENT ACTIVITIES / MITIGATION	RESIDUAL RISK / OVERALL RISK	LIKELIHOOD X IMPACT	RISK OWNER	FUTURE ACTIONS
1	Financial	ALL	Cuts in funding to the GwE Core Budget affects strategic long term planning.	M	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 of staff are appointed on secondment to ensure flexibility within the service to react quickly to any changes.	M	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. Undertake a budget & workforce review.
2	Financial	ALL	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.	M/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.	M/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.
5	Standards	ALL	That the significant scope of Education reform under way 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.	H	H	2A	Curriculum for Wales Cluster Facilitators continue to work on focused work across their partner schools within the 3-16 continuum with many reflecting and sharing progress within local cluster meetings with SIAs. The Curriculum for Wales is now published and all SIAs have had the opportunity to engage with this during a team day as part of developing consistent messaging. The cross regional professional learning plan has developed well for senior leaders, middle leaders and teachers and all regions are now in the process of raising awareness of this support during early 2020 through messaging in existing networks and bespoke sessions for Curriculum for Wales facilitators. GwE has worked with middle tier partners and Welsh Government to contribute to the system national expectations document which articulates expectations for schools between now and 2022, showing clearly that Summer 2020 is a time for engagement with leading change and developing shared vision. Professional Learning will focus on these sessions within smaller cluster sessions across the region.	M	2B	SL - SF	Continue to support all schools to prepare for the new curriculum as per system expectations: Jan 2020 – July 2020 Engagement phase - Raise awareness of all school practitioners of Curriculum for Wales guidance and cross-regional Professional Learning offer to support - Continue monthly full team SIA meetings to support sense making of Curriculum for Wales and develop consistent messaging across all networks - Continue to collaborate with Bangor University and Lead Professional Enquiry schools to develop role of professional enquiry within teaching and learning. - Further develop effective communication channels for sharing curriculum developments through website, Twitter and G6
6	Standards	SO2	Difficulties in the recruitment of Headteachers across the region / Recruitment of Quality of leadership at all levels	M	M	2C	Delivery of Leadership Development Programmes that develop practitioner's leadership skills in particular contexts throughout each milestone of the professional learning pathway. GwE Middle Leadership Development Programme continues to be effective. New national middle leaders development programme commenced September 2019. Aspiring Headteacher Development Programme operational. A national NPQH Development Programme is operational.	M/L	2D	MD / AD	Continue to offer a wide range of Professional Learning opportunities in relation to leadership developmental programmes in order to develop present and future leaders.
7	Standards	ALL	Cuts in school budgets are affecting schools ability to continue to raise standards.	H	H	2A	The delegation levels of regional grants is currently at its highest.	M/H	2B/2C	LA's / Schools	Continue to ensure that the level of delegation continue to rise. Work closely with WG / LA's & Schools to ensure funding is appropriately targeted & further delegated.
8	Business	ALL	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	GwE Management Board agreed to commence review of use of the EIG. Further paper presented to the Management Board in February 2020 with review to commence during this term.	M	2B	Management Board	Actions identified from the review to be implemented.
11	Standards	SO3	That the Pupil Development Grant is not used effectively / Performance of FSM pupils.	M	M	3A	SIA for Wellbeing has overall responsibility for developing and monitoring the level 3 business plan in regard to vulnerable groups of learners. Working in partnership with the LA's to further develop the LAC Strategy & Vulnerable Learners strategy & to ensure consistency across the region. Regional Strategic Groups meets on a termly basis with clear terms of reference.	M/L	3B	SIA-Wellbeing	Implement the actions within the business plan & monitor progress via the performance management process. Attend all WG FSM/PDG meetings to ensure clear line of communication and regional accountability. Develop grants planning tool to improve effectiveness.
14	Standards	SO1	Variation in the performance of individual local authorities at KS4 & the risk of going into statutory category	H	M/H	2A	Strengthened planning in place to ensure comprehensive support around schools causing concern with pathfinder pilot in place within one LA. Two tiered peer to peer engagement pathfinder models being trialled across the region this year with focus on jointly evaluating and delivering improvements. Initial feedback from stakeholders extremely positive. Enhanced network activities and professional offer with focus on improving teaching and learning.	M	2B/2C	Management Board	Evaluate progress following 2020 data release. Current projections suggest improvements in many regional schools for the C9 in 2020.
17	Standards	SO1	Secondary Schools placed in Estyn Statutory category.	H	H	2A	7 schools are currently in a statutory category. There are intensive intervention and support programmes in place in these schools focussing on improving teaching and learning, developing tracking and assessment systems; improving leadership at all levels and further developing accountability arrangements and processes for robust self-evaluation and improvement planning. A pathfinder pilot programme is being trialled in one LA with the 3 schools placed in statutory category. 2 other statutory category schools within the region have been identified to take part in the national SCC programme where GwE will work closely with the LA, Estyn and Welsh Government to drive the required improvements.	H	2B	MD/AD/Senior Leads	Ensure that the required support is robustly identified within the respective support plans and that high quality intervention is delivered in a timely manner Ensure that LA's make effective and timely use of intervention powers where lack of engagement or slow progress has been identified and shared with Local Quality Boards/AIBs.

Agenda Item 13

GwE: Joint Committee 26/02/2020



REPORT TO THE JOINT COMMITTEE

26 February 2020

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

Subject: Working together to improve schools

1.0 Purpose of the Report

1.1 To seek approval from the Joint Committee to undertake a review of the present Core Lead Role and the information sharing systems across the region.

2.0 Background

2.1 In a recent GwE Management Board meeting on 14 February 2020, it was recommended to review the following:

- The Core Lead role and structure across the region
- The sharing of information between Local Authorities and GwE, including the G6 platform (the regional management information system).

3.0 Considerations

3.1 The need to align the outcomes of the review with National Evaluation, Improvement and Accountability Framework.

- 3.2 The need to align with emerging recommendations from LAs inspection findings.
- 3.3 Develop a consistent structured approach in supporting schools across LAs and GwE, with roles and responsibilities clearly defined.
- 3.4 The need to ensure a holistic approach to school improvement and the effective sharing of key information between partners and other stakeholders.
- 3.5 The need to consult with schools and establish a protocol for sharing information and its use for improvement and/or accountability purposes.
- 3.6 Ensure that the findings of the review is clearly communicated to all relevant stakeholders.
- 3.7 During the review process we would seek advice from Welsh Government and external consultants.

4.0 Recommendations

- 4.1 The Joint Committee is asked to approve a review of the present Core Lead Role in GwE and the sharing of information between Local Authorities and GwE.

5.0 Financial Implications

- 5.1 There are no immediate financial implications arising from this report. Any financial implications will be identified and reported as part of the review.

6.0 Equalities Impact

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

7.0 Personnel Implications

There are no new personnel implications arising from this report. Any personnel implications will be identified and reported as part of the review.

8.0 Consultation Undertaken

- 8.1 The GwE Management Board has been consulted and are supportive of the review.

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

No observations to add 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 review within its current budget.



REPORT TO THE JOINT COMMITTEE

26 February 2020

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 2020/2021.

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

Nothing 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 15 July 2020 will be timely to receive the pre-audit accounts for 2019/20, while 15 September 2020 will be timely for receiving and approving the independent auditor's report on the 2019/20 accounts, which is a statutory mandatory requirement by the 15th September.

Appendix 1

Proposed Amended GwE Joint Committee Meetings 2020/2021

MEETING	DATE	TIME	VENUE
GwE Joint Committee	15/07/2020	1.30 p.m	GwE Offices, Bryn Eirias, Colwyn Bay
GwE Joint Committee	15/09/2020	10.30a.m	GwE Offices, Bryn Eirias, Colwyn Bay
GwE Joint Committee	11/11/2020	10.30 a.m	GwE Offices, Bryn Eirias, Colwyn Bay
GwE Joint Committee	24/02/2021	10.30 a.m	GwE Offices, Bryn Eirias, Colwyn Bay
GwE Joint Committee	26/05/2021	10.30 a.m	GwE Offices, Bryn Eirias, Colwyn Bay