

# Estyn Recommendations: Progress Report

## October 2017

[GwEGogledd.Cymru](http://GwEGogledd.Cymru)



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

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

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

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

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

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

R1: Ensure that the school improvement service uses data, target setting and tracking procedures more effectively to challenge and support schools in order to improve performance of all learners across schools and local authorities, particularly at key stage 4	Evidence
<p><b>Challenge and Support</b></p> <p>Since the core inspection the 3-hub model has been abolished and a regional team established to ensure greater consistency, a new challenge and support strategy is now in place. The strength of this new strategy is built on using the expertise and experience of GwE Senior Leaders, Challenge Advisers and School Senior Leaders to provide high quality guidance and support to schools. There is now a more consistent approach across the region. The quality of the challenge advisers has significantly improved, especially in the secondary sector where all members have significant senior leadership experience and a successful track record of improving schools.</p> <p>Senior Leads for Primary/Special, Secondary/PRU and Successful Futures have been appointed to lead the regional teams. Twelve Secondary Core Leads have also been appointed each of whom are either a primary or secondary link to one of the six Local Authorities. They are responsible for line managing and quality assuring the work of the team of Challenge Advisers. The impact of this has been consistency of approach and messages across the sectors. Also, the quality of plans for each LA has significantly improved. The new core leads provide consistent and regular dialogue with their link LA that ensures a common understanding of what GwE is offering at Local Authority level. This professional dialogue has further strengthened the partnership.</p> <p>Supporting Improvement Advisers (SIAs) have identified their strengths and experiences allowing the service to make improved use of their skillset. As a consequence of our Distributed Leadership model, they have been designated as <i>Portfolio Leaders</i> to ensure that consistent and high quality guidance and information is provided to all schools in the region. The impact of moving to a distributed leadership model has ensured a more enhanced challenge and support strategy with better ownership of key decisions by team members. Team members have become more creative and offer solutions to different issues. The improvement in our secondary SIAs has meant that while challenges remain, staff skill set and experience to address those challenges is on a higher level. As a result, solutions to problems are conveyed and acted upon more efficiently. They are also accountable for evaluating developments and progress against their areas of responsibility, again leading to a better ownership of outcomes.</p>	<p>Performance data and analysis files  Annual report  Example Annual Report to Scrutiny  Report on Regional Performance  Secondary model and strategy  Primary strategy  Successful Futures Strategy  Categorisation data  Estyn inspection data  Target setting and tracking performance guidance  Regional targets  Case studies</p> <p>  GwE Secondary School Improvement</p> <p>  GwE Primary School Improvement</p> <p>  GwE Successful Futures Strategy 201</p>

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

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

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

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

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



Ratio Support  
Primary to Secondary

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

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

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

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

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

clear difference.

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

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

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

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

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

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

### Use of Data

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

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

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

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

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



Regional  
Performance Septem



GwE Annual Report  
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See Evidence 'CIEREI Project File'

## Tracking Procedures

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

The adoption of the information management system enables:

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

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

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

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

### Target Setting

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

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

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

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

### Impact on all learners



Target Setting and Tracking Performance



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Supportive Evidence - KS2.docx

## Teacher Assessments

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

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

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

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

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



Supportive  
Evidence - KS2 Bord



Supportive  
Evidence - St. Mary's



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

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

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

#### **Impact on key stage 4**

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

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

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

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

#### **Impact on groups of learners**



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Supportive  
Evidence - Science (F

### **Foundation Phase**

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

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

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

### **Key Stage 2**

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

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

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

### **Key Stage 3**

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

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

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

## Key Stage 4

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

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

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

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

## Impact on individual Local Authorities

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

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



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

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

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

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

### **Impact on schools causing concern and in Estyn statutory categories**

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



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

### **Secondary**

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

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

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

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

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

#### 2016-17

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

#### 2017-18

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

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

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

#### Primary

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

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



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

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

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

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

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

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

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

#### 2016-17

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

2017-18

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

### Pre-inspection Reports

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

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

### Overall Conclusion

There is clear evidence that the school improvement service is using data, target setting and tracking procedures more effectively to challenge and support schools in order to improve performance of all learners across schools and local authorities. In summary, GwE's performance in the main indicators at Key Stage 2 and Key Stage 3 continues to improve with the region currently performing highest of the four consortia. Progress within the region at Foundation Phase over the last year is also higher than that seen on national level, and at Key Stage 4, the gap between the performance of GwE and the 2 consortia that were performing higher in the main indicator (L2+) has closed.

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

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

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

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

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

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

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

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

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

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

See Evidence in 'CIEREI Project File'



CIEREI CASE  
STUDY-DRAFT.pdf



Impact Evaluation  
of 2016\_17\_final MLI



MLDP Impact &  
Influence v2.pdf

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

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

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

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

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

<p><b>R6: Develop an appropriate framework to assess value for money; ensure that the business plan is accompanied by a medium-term financial plan and that work-streams are fully costed.</b></p>	<p><b>Evidence</b></p>
<p>The consortium has effective financial management processes in place. Communication and consultation about financial arrangements are effective with both core funding and grant expenditure kept under regular review by GwE staff, the host local authority and the joint committee.</p> <p>A sound financial analysis supports the delivery of the revised three-year business plan. A medium-term financial plan and workforce plan are aligned to the business plan. By increasingly effective use of data to identify our key priorities, the link between the business planning process and financial planning decisions is being strengthened because the work streams that underpin the business plan identify clearly the resources to be used.</p> <p>Detailed work has been undertaken to align grant allocations with our priorities. Challenge advisers now challenge schools on their use of grant funding with a clear set of criteria to assess the use of this funding and this has reduced the inconsistencies between schools about identifying the impact of the use of grant funding on pupil outcomes.</p> <p>A formal framework has been developed to assess the wider value for money that GwE provides. There is now a consistent view across all stakeholders of how the value for money of GwE's activities can be measured within the business plan structure and objectives.</p>	<p>2020 Objectives (see Business Plans)  Performance analysis (see R1 above)  VFM case studies (see R1 above)  Business plans at 3 levels  Monitoring of business plans  Monitoring of LA expenditure  Business Accountability Board agenda and minutes  Finance sub group agenda and minutes</p> <p>Workforce plan  Organisational Health report  MTFP</p> <p>VFM policy  VFM framework</p> <p>Business and finance sub group minutes  Internal and external Audit reports</p>

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