



Tuag at Ragoriaeth
Towards Excellence



Cyfarfod / Meeting

CYD-BWYLLGOR GwE
GwE JOINT-COMMITTEE

Dyddiad ac Amser / Date and Time

1.30 pm DYDD MERCHER, 15 GORFFENNAF 2015

1.30 pm WEDNESDAY, 15 JULY 2015

Lleoliad / Location

VENUE CYMRU
LLANDUDNO

Pwynt Cyswllt / Contact Point

BETHAN ADAMS

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AELODAETH Y CYDBWYLLGOR/MEMBERSHIP OF THE JOINT COMMITTEE

Aelodau â phleidlais/ Voting Members

Cynghorydd/Councillor Kenneth P. Hughes – Cyngor Sir Ynys Môn/Isle of Anglesey County Council

Cynghorydd/Councillor Gareth Thomas – Cyngor Gwynedd Council

Cynghorydd/Councillor Wyn Ellis Jones – Cyngor Bwrdeistref Sirol

Conwy/Conwy County Borough Council

Cynghorydd/Councillor Eryl Williams – Cyngor Sir Ddinbych/ Denbighshire County Council

Cynghorydd/Councillor Chris Bithell – Cyngor Sir y Fflint/Flintshire County Council

Cynghorydd/Councillor Michael Williams – Cyngor Bwrdeistref Sirol

Wrecsam/Wrexham County Borough Council

Aelodau Cyfetholedig heb Bleidlais/Co-opted Non-voting Members

Esgobaeth Wrecsam/Wrexham Diocese – Rita Price

Cynrychiolydd Ysgolion Cynradd/Primary Schools Representative – Diane Chisholm

Cynrychiolydd Ysgolion Uwchradd/ Secondary Schools Representative – Annwen Morgan

Cynrychiolydd Ysgolion Arbennig/Special Schools Representative – Jonathan Morgan

Cynrychiolydd Llywodraethwr/Governor Representative – Alison Fisher

Swyddogion heb Bleidlais/Non-voting Officers

Delyth Molyneux – Cyngor Sir Ynys Môn/Isle of Anglesey County Council

Arwyn Thomas – Cyngor Gwynedd Council

Richard E. Owen – Cyngor Bwrdeistref Sirol Conwy/Conwy County Borough Council

Karen Evans – Cyngor Sir Ddinbych/Denbighshire County Council

Ian Budd – Cyngor Sir y Fflint/Flintshire County Council

John Davies – Cyngor Bwrdeistref Sirol Wrecsam/Wrexham County Borough Council

Swyddogion yn bresennol/Officers in attendance

Iwan Evans a Dafydd Edwards – Awdurdod Lletyol/Host Authority

Geraint Rees – Llywodraeth Cymru/Welsh Government

Huw Foster Evans – Rheolwr Gyfarwyddwr GwE/GwE Managing Director

Susan Owen Jones – Rheolwr Busnes a Chyllid GwE/GwE Business & Finance Manager

Mohammed Mehmet – Cyngor Sir Ddinbych/Denbighshire County Council

AGENDA

1. CHAIRMAN

To elect a Chairman for 2015/16

2. VICE-CHAIRMAN

To elect a Vice-chairman for 2015/16

3. APOLOGIES

To receive any apologies for absence.

4. DECLARATION OF PERSONAL CONNECTION

To receive any declaration of personal interest.

5. URGENT ITEMS

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

6. MINUTES OF THE LAST MEETING 25/2/15

(copy enclosed)

7. REGIONAL BUSINESS PLAN 2014-15 - MONITORING REPORT

(copy enclosed)

8. THE JOINT COMMITTEE'S FINAL ACCOUNTS FOR THE YEAR ENDED 31 MARCH 2015

(copy enclosed)

9. ALIGNMENT OF REGIONAL WORKING ARRANGEMENTS WITH WELSH GOVERNMENT NATIONAL MODEL

(copy enclosed)

10. GwE MAIN PRIORITIES

(copy enclosed)

11. BASE BUDGET 2015/16

(copy enclosed)

**GwE JOINT COMMITTEE
25.02.15**

Present: **Councillor Eryl Williams (Chair)**
 Councillor Michael Williams (Vice-chair)

Councillors: Ieuan Williams, Gareth Thomas, Wyn Ellis Jones, Chris Bithell.

Co-opted Members (non-voting): Diane Chisholm (Primary Schools representative), Jonathan Morgan (Special Schools representative), Alison Fisher (Governors representative)

Officers (non-voting): John Davies (Wrexham County Borough Council), Arwyn Thomas (Gwynedd Council), Dr Gwynne Jones (Isle of Anglesey County Council), Richard E Owen (Conwy County Borough Council), Karen Evans (Denbighshire County Council), Ian Budd (Flintshire County Council)

Also present: Huw Foster Evans (GwE Managing Director), Susan Owen Jones (GwE Business and Finance Manager), Rhys Howard Hughes (GwE Head of Support and Brokerage), Dafydd L. Edwards (Host Authority Head of Finance – Gwynedd Council), Eiliw Alwyn (Host Authority Project Manager – Gwynedd Council), Siôn Huws (Senior Solicitor, Host Authority Legal Services - Gwynedd Council), Geraint Rees and Martyn Gray (Welsh Government representatives) and Glynda O'Brien (Host Authority Members Support Officer – Gwynedd Council).

Apologies: Mrs Annwen Morgan (Secondary Schools representative), Mohammed Mehmet (Denbighshire County Council) and Iwan Evans (Host Authority Legal Services Manager – Gwynedd Council)

1. DECLARATION OF PERSONAL INTEREST

No declaration of personal interest was received by any Members present

2. MINUTES

The Chair signed the minutes of this meeting, held on 17 December 2014, as a true record

2.1 MATTERS ARISING FROM THE MINUTES

In response to a query by a member, it was ensured that a first meeting of the Advisory Board would be arranged before Easter.

It was decided to: accept and note the above

3. **ALIGNING THE ARRANGEMENTS FOR REGIONAL WORKING WITH THE WELSH GOVERNMENT NATIONAL MODEL FOR REGIONAL WORKING**

(a) A report was presented, summarising some of the principles agreed upon in accordance with the six work-streams involved in the alignment of the arrangements for regional working with the National Model. The Joint Committee's approval was sought with regard to the way forward, but it was noted that additional elements will be included in the business plan, which will be presented to the Joint Committee in due course. It was noted there are astounding changes in the pipeline with direct grants for schools along with implications for the region and for the six work-streams in particular. It was further noted that discussions are underway within sub-groups about the six areas, putting procedures in place and making them consistent in accordance with the National Model. It was acknowledged that there is much more work to accomplish during the year.

(b) The following points were highlighted during the subsequent discussion:

- a number of work areas need to be developed, ICT in particular. As a result of the Donaldson report on developing a new curriculum, it was asked whether some of the work areas should be prioritised.
- Discussions continue between the relevant officers and the Unions to decide the role of GwE and the authorities with regard to providing human resources support. It is envisaged there will be more information with regard to this as part of the business plan.
- Mr Geraint Rees, Welsh Government, added:
 - parts of the work are to be completed at different rates
 - it was acknowledged there is challenge with regard to TUPE implications as a result of changing the working model of individuals. It was however noted there are options that do not involve moving staff around and a request to safeguard a regional standard.
 - the Welsh language is at the core of the National Model and that regional bodies have a role in maintaining and improving the quality of teaching and learning
- With regard to input from Governors, it was noted there has been some discussion in the User Group meeting, but no specific consultation has been held; this would be done following this Joint Committee's seal of approval on the preferred strategic options.
- It was noted that recruiting Governors is problematic due to the requirements and training that is now expected of them and are such arrangements sustainable for the future.
- There was agreement with the above comment. It is a national problem and there is a review underway at present by Welsh Government. The need to take into account Governor expectations was emphasised and to ensure they have relevant information to support and advise them.
- It must be remembered that Headteachers have a key role in supporting Governors and that they see them as a critical friend.

It was decided to: (a) accept and note the content of the report

(b) approve:

- (i) the general direction of work with regard to aligning the arrangements for regional working with the Welsh Government National Model for 2015-2016 in the face of the new Welsh Government regional Education Improvement Grant.**
- (ii) one can work towards solutions that are of a more regional nature following 12 months implementation of the Education Improvement Grant and more detailed business planning for 2016-17**

4. REGIONAL BUSINESS PLAN 2014-15 – MONITORING REPORT

The GwE Managing Director presented a report to update the Joint Committee on the progress against the 2014-15 Business Plan and he drew specific attention to the following points:

- (a) 2015 GCSE / PISA Project – the Managing Director expressed his thanks to the schools for their part in holding workshops and the materials will be uploaded onto the GwE platform. A conference will be held on 26 March at Venue Cymru, Llandudno. Thanks were expressed to all who have undertaken the arrangements and members were encouraged to attend.
- (b) 28 schools have taken part in the PISA tests. There was considerable criticism from Welsh Government that not more schools took part, but schools had valid reasons for not doing so, such as the timing of the tests and that Year 11 pupils have very different priorities. In response to a query about feedback from other regions, Mr Geraint Rees (Welsh Government) noted that numbers varied.
- (c) Literacy and numeracy – the national support programme will come to an end due to its success. The work will continue in a different form due to TUPE changes. In response, a Member asked for an evaluation from Welsh Government, noting which elements of the programme have been successful so as to learn from them.
- (d) It was noted there are quite some changes in expectations with regard to standardisation and moderation and thanks were expressed to Mrs Eleri Jones, who is on secondment to GwE, with regard to this work. It was further noted that the Joint Committee has discussed standardisation and moderation in detail in the past.
- (e) In response to a tender from Welsh Government for national verification work and work on assessment and standardisation, the Managing Director noted that the 4 regions had come together and, under the leadership of Mr Steve Davies, submitted a bid to work across Wales in order to ensure consistency. It was noted that this is an important and timely step for local authorities and the regions as a result of Professor Graham Donaldson's report. It was also felt that this is a positive step for the 4 regions to work together; it is hoped that the bid is successful so as to ensure much needed consistency in assessment. Several members reinforced the importance of leadership on such strategic matters and developing the validity of teacher assessment. Whilst acknowledging there are inconsistencies, one Member felt they were not negative inconsistencies and that the needs of the learner is the main concern. The importance of ensuring a focus on this was emphasised and that accurate assessment leads to information about learners' levels of attainment. It

was also added that transition assessments between KS2 and KS3 should be continuous.

It was decided to: accept and note the contents of the report

5. GwE BUDGET 2014-15 – THIRD QUARTER REVIEW

A report by GwE Managing Director and the Host Authority Head of Finance on the latest financial review of GwE budget for the 2014-15 financial year was presented.

The Head of Finance noted a net underspend of £18,000 against the budget compared to a net underspend of £67,000 in the second quarter review; the decrease is due mainly to using the underspend on a specific project within the School Effectiveness Grant.

Reference was made to the financial variances and Joint Committee Members were given an opportunity to question any elements of the report.

It was decided to: accept and note the report

6. NEXT MEETING OF JOINT COMMITTEE

It was requested that the date of the next Joint Committee meeting be changed from 11 June 2015 to 15 July 2015, so as to allow the accounts to be presented at the meeting

It was decided to: approve that the next meeting of the Joint Committee be held on Wednesday, 15 July 2015 at 1.30 p.m.

The meeting started at 9.30 a.m. and concluded at 10.40 a.m.

CHAIR



REPORT TO THE JOINT COMMITTEE

15 JULY 2015

Report by: GwE Managing Director

Subject: Regional Business Plan 2014-15 – Monitoring Report

1.0 Purpose of the Report

1.1 To update Joint Committee members on progress in delivering the Business Plan 2014-15.

2.0 Background

2.1 The Regional Business Plan 2014-15 was approved during the Joint Committee meeting on 6 November 2014.

2.2 The report focusses on the elements where the main changes have been made. The changes have been highlighted in blue.

3.0 Considerations

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

- Progress to date;
- Further action to be taken (including timescale);
- Risk assessment based on the following colour indicators

	Completed/ahead of schedule		On track		Needs attention		Requires urgent attention
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3.2 The risk assessment gives a clear indication on progress & illustrates the priorities / actions requiring urgent attention & posing the greatest risk of not being fulfilled.

4.0 Recommendations

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

5.0 Financial Implications

5.1 There are no financial implications arising from this report.

6.0 Equalities Impact

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

7.0 Personnel Implications

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

8.0 Consultation Undertaken

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

9.0 Appendices

9.1 Regional Business Plan 2014-15 – Joint Committee Monitoring Report (January 2015)

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

Any comments will be presented at the meeting.

Statutory Finance Officer:

Paragraph 5 of this report confirms that there are no additional financial implications.



Joint Committee Monitoring Report
Regional Business Plan
2014-15

Completed/ahead of schedule	On track	Needs attention	Requires urgent attention
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Priority	Increase the proportion of learners who achieve the Level 2+ Threshold at the end of KS4						
SLT Lead Member	EVJ						
Action	Risk Assessment				Progress Report and evidence of impact	Further action to be taken [with timescale]	
Robustly support and challenge underperforming schools [specifically those identified through the categorisation process] and ensure that they have : i. effective strategic improvement plan for raising achievement which clearly outline how they will make effective use of GwE commissioned support and national grants [SEG/PDG] ii. prompt and timely access to specialist, bespoke quality support. Quality assure the work of all Challenge Advisers to ensure that all schools receive the highest level of challenge and support.					Robust challenge in all underperforming schools conducted during Visit 1. GwE SLT have quality assured process within and across hubs and have instigated further discussions and support where inconsistency has been detected. Targeted schools have more robust strategic improvement plans in place and which clearly outline how they will make effective use of GwE commissioned support and national grants [SEG/PDG]. Commissioned budget allocated to support all amber and red schools.	Ensure that relevant schools have prompt and timely access to specialist, bespoke quality support [from 2015 Autumn Term onwards]. Ensure robust follow-up monitoring visits during 2015 Spring and Summer Term. Plan a training and support programme to upskill CAs and Headteachers to implement the revised model from September 2015 onwards Plan a programme of intensive scrutiny for those schools where weak aspects have been identified so as to ensure prompt support Make internal procedures for monitoring and quality assurance more incisive	
Ensure support and development programmes for : - effective leadership at senior and middle leader level which includes specific focus on securing effective and consistent use of self-evaluation to challenge and improve standards - improving the quality of teaching and learning Best practice across the region will be utilised as lead schools/lead departments/lead practitioners to raise standards.					See commentary on relevant priority below.	See commentary on relevant priority below. Review and amend this year's training programmes before delivering them to the next generation of leaders Plan and deliver a pedagogy/methodology training programme Ensure that the contributions of co-leading schools to the above agenda have been clearly defined to the range of stakeholders	
Further develop the regional capacity of the service to support underperforming and coasting school via secondment opportunities and discrete commissioning to respond to situations					Effective use made of commissioning budget, S>S support and Headteacher secondment for targeted schools. Stakeholder response in relevant surveys and case studies confirm strong impact and appreciation of GwE targeted support.	Ensure that all relevant schools have prompt and timely access to specialist, bespoke quality support [from 2015 Autumn Term onwards]. Ensure robust follow-up monitoring visits during 2015	

of concern, and to be able to do so in a consistent and co-ordinated manner.				Spring and Summer Term. Implement the revised model from September 2015 onwards and ensure an appropriate training programme for CAs and Headteachers
Establish a more flexible and effective school>school support programme [implementing a 'ladder of learning' principle where appropriate] which will encourage all schools to become even better and the best schools to support others. At KS4, the deployment of lead individuals and the development of Lead Departments in GwE will take shape from early September 2014 to be fully in place by November 2014. These will provide: • seconded Headteacher to co-ordinate programme of support across region • designated expert Challenge Advisers lead for all 4 core subject within GwE • designated 4 lead schools who will work closely with lead Challenge Advisers • support programme for improvement available to all schools for GCSE 2015 and beyond and in improving PISA skills • from September 2014 additional schools will be asked to provide bespoke support for schools included in the <i>Schools Challenge Cymru</i> project. GwE will tailor all programmes to ensure wider capacity and legacy building. • GwE led national conference to showcase excellence			See commentary on relevant priority below. Seconded Headteacher in place from September 2014 and attending meetings of all relevant national strategic forums. Developments in the region have drawn very favourable comments from WG colleagues as a result of this high level involvement. <i>GCSE 2015/PISA Project:</i> Lead Schools (and Lead Practitioners) for all four subjects have been identified and confirmed [Welsh Ysgolion Botwnnog, Dyffryn Ogwen, Tryfan/English Ysgol Bryn Eliau/Maths Ysgol Eirias (+Ysgol Glan Clwyd for ensuring translation and Welsh dimension)/Science Ysgol Alun (+Ysgolion Môn for ensuring translation and Welsh dimension)] First draft materials submitted by Lead Schools during November. Two Tier Quality Assurance process in place via GwE subject leads and external consultant Lead Schools (and Lead Practitioners) for the four subjects [Welsh Ysgol Botwnnog/Dyffryn Ogwen/Tryfan; English Ysgol Bryn Eliau; Mathematics Ysgol Eirias (+Ysgol Glan Clwyd in order to ensure translation and a Welsh dimension); Science Ysgol Alun (+Ysgolion Môn in order to ensure translation and a Welsh dimension)] have produced exemplar materials, which have undergone Quality Assurance Workshops were held in February (for Welsh, English and Mathematics) and June (Welsh and English) – school attendance and feedback was very good. All exemplar materials have been placed on the GwE website and are available to schools Schools receive a 'GCSE 2015/PISA' bulletin every half term to inform them of developments. Leading Practitioners (for Mathematics and Science) have attended Heads of	See commentary on relevant priority below. Exemplar materials have been produced by Lead Schools and have been through a Quality Assurance process. First wave of workshops took place in February - attendance by schools was very good All exemplar materials to be uploaded to GwE Platform and made available to schools. Half-termly bulletin sent to schools to keep them informed of developments. Showcase conference to take place on March 26th. Leading Schools to continue to produce exemplar materials during 2015-16 Hold workshops in the four subjects in October 2015, February 2016 and June 2016 Leading Practitioners to visit individual schools/groups of schools to offer additional support during 2015-16 Leading Practitioners (in the four subjects) to attend Subject Head meetings in each LA Implement the revised model from September 2015 onwards and ensure a mature programme of S>S support

Mathematics/Science meetings in many LAs.

A National Conference was held on 26 March to showcase good practice with regard to GCSE. Nearly 300 attended and feedback was very positive

Expected timeline of action outlined in approved plans for WG.

Confirmation of WG grant for £75,000 to support Welsh BAC developments received in January.

Development groups for the three Challenges and the Individual project have been meeting regularly.

GwE has facilitated the formation of Welsh BAC Co-Ordinator groups in each LA and a regional Welsh BAC group.

Dissemination of materials will take place in a conference to be held on May 15th, 2015

28 schools across the region took part in the NFER PISA based tests in January, schools will receive a detailed analysis of the results in May, 2015

Schools Challenge Cymru:

Single Development Plans for all five SCC schools approved and funding confirmed.

2014-15 Individual Development Plans for each of the five SCC schools have been implemented

2015-16 Individual Development Plans for each of the five SCC schools have been submitted to WG

Capital Spending has been confirmed and funding drawn down via LA.

Capacity Building plans submitted and approved and all partner schools informed.

WG approval of IDPs and finance (June 2015)

Disseminate key messages and best practice to all regional schools [Spring/Summer 2015].

Leading Schools to continue to produce exemplar materials during 2015-16

Hold workshops in the four subjects in October 2015, February 2016 and June 2016

Leading Practitioners to visit individual schools/groups of schools to offer additional support during 2015-16

Leading Practitioners (in the four subjects) to attend

School	Capacity Building	Revenue	Capital:
Caergybi	£13,260	£149,298	£199,876
Treffynnon	£16,025	£159,202	£12,500
Rhosnesni	£15,525	£138,700	£110,000
Bryn Alyn	£71,125	£180,300	£140,000
Clywedog	£71,875	£162,500	£180,000

			<table><tr><td>TOTAL:</td><td>£187,810</td><td>£790,000</td><td>£642,000</td></tr></table> Welsh BAC: GwE's grant application to WG for £15,000 to support Welsh BAC development in the region has been accepted. Recent confirmation received that WG have allocated a further £50,000 to support regional developments. Four Lead Practitioners have been identified – two in NWW and two in NEW. The Lead Practitioners will lead four Development Groups (one for each of the three challenges and one for the Individual Project) who will produce a Teaching and Learning package to support the development of the skills within the challenges/Individual project. The first meeting of the development groups took place on November 27th and awareness raising meetings have also taken place for school BAC Co-Ordinators and SMT members. A £75,000 grant was received to support the development of the Welsh Baccalaureate in the region during 2014-15 Four Leading Practitioners have been identified – and have led four Development Groups (one for each of the three Challenges and one for the Individual Project) and produced Teaching and Learning resources to support the development of skills within the Challenges/Individual Project All materials have been placed on the GwE website and are available to schools A Regional Conference was held on 15 May 2015 to share resources. Over 100 attended and the feedback was very positive The formation of Welsh Baccalaureate Co-ordinator groups in every LA was facilitated and a regional Welsh Baccalaureate group has been created. An application for a £50,000 grant to support the development of the Welsh Baccalaureate in the region during 2015-16 has been approved NFER PISA based tests: 30 schools across the region have expressed an interest in sitting the NFER PISA based tests during the spring term. Several schools decided not to take part in the testing as Y11 would be included in the sample. These concerns have been raised with WG. NFER will be further contacting schools directly during January 28 schools across the region sat the NFER PISA based tests in February 2015. Many schools decided not to take part in the tests as Y11 would be included in the sample. These concerns have been raised with Welsh Government	TOTAL:	£187,810	£790,000	£642,000	Subject Head meetings in each LA Implement the revised model from September 2015 onwards and ensure a mature programme of S>S support Appointment of teacher on a part time secondment (2 days a week) until March 2016 Supporting schools in the delivery of the revised Welsh Baccalaureate from September 2015 Continue to support the Welsh Baccalaureate Co-ordinator groups in every LA and the regional Welsh Baccalaureate group during 2015-16 Disseminate key messages and best practice with regard to PISA to every school in the region (autumn term 2015)
TOTAL:	£187,810	£790,000	£642,000					
Sharpen the focus on tracking, self-evaluation and improvement planning across all monitoring visits and placing a			Focus for all termly monitoring visits honed and aligned with expectations. GwE documentation for termly monitoring visits adapted to reflect revised focus.	Ensure robust follow-up monitoring visits during 2015 Spring and Summer Term.				

much greater emphasis on aspects which schools need to address more effectively.				Expectations shared with key stakeholders and CA's briefed and supported to deliver high level of challenge during monitoring visits. GwE SLT have quality assured % of visits within and across hubs.	Ensure QA processes are operational across all hubs for all termly monitoring visits. Share best practice re: challenging, supporting, commissioning and reporting with all GwE CA's. Implement the regional agreement whereby GwE will collect and challenge every school's targets, and monitor progress towards outcomes on 3 specific points per year.
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Priority	Raise standards for learners eligible for FSM				
SLT Lead Member	SM+AsJ				
Action	Risk Assessment				Further action to be taken [with timescale]
Seek to ensure that every school has a clearly designated lead for FSM pupils and that schools have appropriate plans for effective deployment of PDG funding [as part of a wider strategy to raise standards for this cohort of learners].				As part of Visit 1 conducted by Challenge Advisers with all schools, an item of focus was an audit of the school's plan for deployment of PDG funding. A session was held for CAs on 23 April on the requirements of PDG planning for 2015/16. Relevant documents were shared with schools via the GwE website, which include many case studies of successful practice A regional lead was seconded to co-ordinate the LAC regional strategy, who started in post on 1/6/15.	Identify with all schools where the lead person is not the Headteacher. Share best practice re: planning and deployment of PDG CAs to discuss and challenge schools' improvement plans as part of the autumn term 2015 visits/meetings Sessions to share information and plan support for vulnerable learners are held on 9/10 July 2015. There will be an opportunity for vulnerable learner leaders/co-ordinators in every school within the region to attend. Based on schools' response in these sessions, a programme of relevant training will be arranged to start from September 2015 onwards Networking meetings for vulnerable learner leaders will be held in order to offer opportunities to share effective practice and offer support where needed (from September 2015 onwards)
Continue to ensure a firm focus on tracking outcomes for FSM learners in all GwE challenge and monitoring visits and that effective and timely use is made of available funding streams to support the development of effective teaching and learning strategies that is differentiated to meet the needs of the pupils.				All Visit 1 sessions with schools required the Challenge Adviser to focus specifically on outcomes for FSM learners. The quality assurance visits carried out by Senior Challenge Advisers and an audit of Visit 1 reports confirmed that this was being carried out as planned. In most cases the Advisers also discussed with schools the new requirements for School Development Plans and the future PDG funding arrangements.	Remaining visits during Spring and Summer 2015 will pursue this theme. Specific focus on outcomes during the monitoring visits of the autumn term 2015.
Organise an effective approach to the				GwE is actively organising conferences to showcase best practice and it is	Conference planning to proceed to implementation

sharing of the most effective practice for all schools in GwE in relation to promoting the achievement of FSM pupils by : • arranging annual conference to showcase best practice [this should involve working with the other regions in Wales, and practitioners from beyond Wales] • development of website to share best practice • work with stakeholders to recognise lead regional schools • promote and facilitate visits to lead schools • promote cluster of school>school collaboration to address underperformance of FSM pupils			anticipated that this will include the performance of FSM pupils and effective use of the PDG grant. During the school-to-school conference held on 2 June 2015, lead schools delivered workshops in which they shared their effective practice with regard to raising the attainment of FSM learners. Eight schools were part of this. Lead schools will be identified following the processes of selection that are being conducted during late Autumn 2014 and early Spring 2015. Planning for co-leading schools, including those with good practice in promoting the achievement of FSM pupils, will facilitate visits by schools across the region. A focus of Visit 1 has been to identify current practice in school to school working, and during the remainder of the year this will form the basis for further development, including the sharing a good practice in working with FSM pupils.	[Spring and Summer 2015]. Lead schools to include FSM good practice from Spring 2015. Identify more co-leading schools during June 2015, specifically those that have been successful in raising the literacy and numeracy attainment of FSM learners. Visits to co-leading schools to be promoted in areas including good practice with FSM pupils from Spring 2015. Guidance to be provided to Advisers prior to visits in Spring and Summer terms. See above – presentation to CAs in April 2015 Arrange a conference on closing the gap, to be held during the autumn term 2015
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Priority SLT Lead Member	Raise standards for learners in the national reading and numeracy tests across the region SM			
Action	Risk Assessment		Progress Report and evidence of impact	Further action to be taken [with timescale]
Ensure high quality co-ordination and support across region by : • identifying Senior Challenge Adviser for Literacy & Numeracy • develop regional strategy for Literacy and Numeracy			Senior Challenge Advisor in post since September. This has significantly increased capacity and the pace of action with regards to this priority area. Regional Strategy has been developed under the leadership of the SCA, working with a <i>Task and Finish Group</i> with representatives from schools, LAs and the NSP. It has been shared with GwE <i>User Group</i> and LAs to date. Final draft will be shared with Challenge Advisors before the end of the Autumn Term. The T&F group advised against sharing with schools at this point in the term and suggested postponing until the beginning of the Spring Term. Strategy has now been shared with stakeholders. SCA follow-up to headteachers' strategic meetings by invitation. Autumn term actions have been 'RAG'ed by the SCA L/N and this will be/was scrutinised and challenged by the Regional Strategic Group on 11/2/15 Implementation of the strategy for 2014/15 has been evaluated and areas for development for the forthcoming year have been identified. A meeting was held on 23 June to report to LA officers.	December 19th – share with all Challenge Advisors at team meeting. January 5th document to be e-mailed to all schools. January>February 2015 presentation at each HT Federation meeting across the region by either the SCA for the hub, or the SCA for L/N. Termly, from February 2015 onwards, the strategic group will meet to monitor the implementation of the strategy. Continue with the action above Based on an evaluation of the 2014/15 action plans, prepare a new plan for 2015/16 and share the priorities for action with stakeholders by means of the GwE User Group on 9 July

Coordinate and align the work of GwE Challenge Advisers, Associate Partners, with the National Support Programme in order to ensure consistent messages and high quality support for schools from all partners and avoid duplication of support or any gaps in provision			Due to the increased capacity (see above) there have been more regular meetings between the SCA L/N and the NSP Senior Partner. This has resulted in a more co-ordinated approach to the support being offered to schools, and less duplication, although this has not been totally eradicated. An agreement between the NSP and GwE with regards to partnership working has also been established and shared with all stakeholders. This needs to be further consolidated over the coming term. Regular meetings have continued to take place between the NSP's Senior Partner and the SCA L/N. These have resulted in a faster response to support requests from schools. There has also been reduced duplication at local level; however this continues to be a concern at a national level. Collaboration between GwE and the NSP continued. The NSP will come to an end in July 2015 and the recent focus has been on the transfer of information to GwE, which will take on the responsibility of supporting schools with literacy and numeracy from September onwards. The SCA has continued to attend national meetings with CfBT so as to ensure there is no duplication in the support offered to schools	As negotiations take place between LAs and GwE around the implementation of the National Model, joint working will need to be revisited and possibly amended. WG's announcement on 2/2/15 will have implications for this action. Needs to be reviewed No further action required as the NSP is coming to an end
Develop regional strategy to improve the quality of senior and middle leadership in the field of literacy and numeracy, as part of the wider programme of developing middle leadership			See RHH's comments about leadership development programme. In the meantime, GwE's Associate Partners have provided support for leaders of literacy and numeracy in schools this term through: • network meetings for literacy and numeracy leaders in secondary schools • training for numeracy co-ordinators in primary schools on developing numerical reasoning • training for literacy leaders in Flintshire LA on developing extended writing in their primary schools Nothing further to add at this point Secondary school networking sessions have been very successful this year, with very positive feedback from a high percentage of schools that attended. However, literacy and numeracy leaders in secondary schools not having enough non-contact time to take action on the recommendations of these meetings is still a cause for concern, as is lack of time to share the information with colleagues and to support other staff. During the spring and summer term 2015, the following training for literacy and numeracy leaders took place: Numerical Reasoning (Primary) – 84 schools Procedural Numeracy (Primary) – 62 schools	See RHH's comments about leadership development programme. APs will continue to support, coach and mentor targeted literacy and numeracy leads during 2015 Spring and Summer Terms. CA's will monitor during 2014>2015 educational year It is intended to continue to work on developing the skills of literacy and numeracy leaders next year by delivering a 'Leading Teaching and Learning' programme, with a focus on literacy and numeracy. This will be part of the GwE leadership development programme and will commence in October.

			Higher Order Reading Skills (Primary) - 166 schools Numerical Reasoning (Secondary) – 14 schools Developing Whole School Literacy (Secondary) – 21 schools Revised Areas of Learning and Programmes of Study (Primary and Secondary) – 321 schools Supported Marking – Numerical Reasoning (Primary and Secondary) – 133 schools The feedback for all these sessions was very positive indeed	
Ensure all schools have access to guidance and training re: analysing national test data, developing SMART development plans, monitoring the implementation, progress and outcomes of any intervention programmes used Challenge Advisers to monitor inclusion of appropriate priorities to raise standards in the national tests in SIPs Challenge Advisers to support schools in evaluating their progress against agreed priorities			Through the NSP, all schools have had the opportunity to access support in analysing test data by including it as one of their five support priorities. At the end of this term, the NSP will transfer to GwE all the information about their support to schools in the region; following this, there will be an opportunity to analyse exactly what training each school has had during the existence of the NSP. SCA L/N shared key regional messages about the national test data at a full CA team meeting, thus making all CAs aware of the regional improvement priorities for 2015. As part of the Autumn Term's monitoring visits, CA have challenged schools' improvement priorities, and offered feedback on SDPs, including schools' plans on monitoring impact.	CA's Spring Term monitoring visits will support schools in reaching a judgement about their progress against their improvement priorities. Further training will be offered to schools in the Spring Term on monitoring the implementation and impact of intervention strategies. This will not now take place until the summer term, due to the need to respond to WG's plans that all schools are offered support on planning for Phase 1 of the Revised Curriculum in the spring term Sessions were held for Gwynedd Headteachers during the summer term 2015 on monitoring and managing intervention programmes. Similar input will be included as part of the training for literacy and numeracy leaders during the autumn term Planned for 2015 Spring Term
Ensure that the support offered by NSP Partners allows schools to make intelligent use of WG diagnostic tool			NSP Partners providing guidance, as part of the partnership agreement with GwE. This will now need to be reviewed. See the above comments on the transfer of data from the NSP to GwE CA made aware of the diagnostic tool, and able to challenge schools on their use of it. This has taken place as part of the training for CAs There was support available to schools on using the diagnostic tool as part of the supported marking sessions held in May 2015 (see above)	Further support will be offered to schools by GwE APs following next year's tests The newly appointed seconded regional Literacy and Numeracy Co-ordinator will start to plan for this as soon as she starts in post. Handling data and analysing the results of tests to identify priorities for improvement will be part of the 'Leading Teaching and Learning' Literacy/Numeracy training during the autumn term
In conjunction with the national programme, support schools to ensure that every teacher is a teacher of literacy and numeracy with the skills, knowledge and specialism to deliver the LNF at classroom level			Partnership agreement established between GwE and the NSP to ensure that there are no gaps in support for schools, and no duplication either. This partnership has been established and, overall, duplication has been avoided, even though there are some schools that choose to attend training by both GwE and the NSP on the same areas.	Reviewed in the Spring term. On-line bulletin will ensure that more teachers will have access to it.

- target the support of the Associate Partners effectively to provide training, mentoring and coaching to individuals and groups of teachers - share best practice through a half termly bulletin, as well as network meetings In conjunction with the national programme, support the up-skilling of teachers to plan the development of literacy and numeracy skills across the curriculum and across the range of age and ability, to use effective teaching strategies, including appropriate differentiation and to plan and prepare for the national tests - Associate Partner support targeted at schools with the lowest % of pupils scoring >115 in the national tests - Support and training for schools to plan rich tasks to stretch more able learners			GwE using the NSP analysis of schools' requests to target support, as well as analysis of national test data, and referrals from individual CAs. The above will need to be revised following WG announcement on 2/2/15 Overall, most of the requests for support for individual schools were made by the CA rather than the NSP Secondary literacy and numeracy network meetings held in each LA area during the Autumn Term. Effective practice and key developments shared. Literacy and Numeracy Bulletin has also been launched and two editions will have been distributed to schools by the end of the Autumn Term. See above comments on the secondary Networks. A literacy and numeracy bulletin was published every half term during the year. They are all now available on the GwE website. Numeracy co-ordinators from 243 primary schools attended training provided by GwE's AP team on Numerical Reasoning in November. This was a 'train the trainer' session. Numerical Reasoning was the main support request identified by the NSP in GwE schools. Numeracy co-ordinators in secondary schools in Gwynedd and Ynys Mon also received training in this area. Satisfaction levels were high for this course, with 96% of participants stating that they 'strongly agreed' or 'agreed' that the training would be of use to them in developing numerical reasoning in their school. See above comments on further training during the spring and summer terms Literacy co-ordinators from 40 Flintshire primary schools attended training provided by GwE's AP team on Extended Writing across the curriculum in November. A higher % of primary schools had requested support on literacy than any other LA in GwE. Satisfaction levels were high for this course, with 98% of participants stating that they 'strongly agreed' or 'agreed' that the training would be of use to them in developing extended writing in their school. GwE facilitated and delivered the National Literacy Trust's Premier League Reading Stars training in November/December. This pilot is funded by WG and has successfully improved boys' motivation and standard in reading in England. Around 120 schools have attended this training. In every LA in GwE girls outperform boys in SS115+ in the reading test, both Welsh and English. The AP who delivered this training on behalf of the National Literacy Trust is supporting schools who have requested follow-up to this training.	Numerical Reasoning training for secondary numeracy co-ordinators will be delivered in February 2015. Training on higher order reading skills and on procedural numeracy will be available in the 2015 Spring Term. Update on this training will be available for the next meeting
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			Individual APs have supported over 100 schools in total during the Autumn Term. These have been targeted according to need identified by the CA, or through the schools' own request for support via the NSP. This data will be available at the end of the spring term The region's lowest performing schools in the national tests have been identified and those not already supported by the APs will be offered training and support in the Spring term. Higher order reading skills training offered to schools in 5 LAs in the spring term (2 days in English and 3 days in Welsh) Procedural Numeracy training offered to schools in 3 LAs in the spring term (2 days in English and 1 day in Welsh) A spreadsheet of all the schools in the region was prepared, which notes what literacy and numeracy support each school has received from GwE during this academic year. This was shared with LA officers and with the GwE SMT. There are 7 schools in the region that have not received any support or training	
Deliver staff training for catch-up programmes			3 training sessions delivered for volunteers to support pupils with reading and basic numeracy skills – a total of 24 volunteers will be deployed to their local schools in the new year. 75 teachers and teaching assistants were trained in Catch Up Literacy or Catch Up Numeracy during the Autumn term. No Catch Up training organised for the Spring Term – see above comment re: other WG-led initiatives Follow up sessions in Dyfal Donc literacy and numeracy were held during the summer term 2015. 38 members of staff attended the numeracy sessions and 52 attended the literacy sessions, which were an opportunity for those who are already implementing the intervention programme to reinforce and evaluate Schools who are interested in receiving training during the autumn term were given an opportunity to express interest by 26 June. This will be arranged in response to need.	Deliver against agreed training sessions [Spring/Summer 2015]

Priority SLT Lead Member	Increase the uptake of, and raise standards in, Welsh as a First Language across the region. EEJ		
	Risk Assessment		

Action				Progress Report and evidence of impact	Further action to be taken [with timescale]																														
To work with Welsh Government colleagues to develop national and regional data sets which will enable progress in Welsh to be tracked [to include identifying and challenging the reduced cohort who study Welsh as a First Language as a proportion of the total cohort for all other core subjects]. In addition, the standards achieved within that reduced cohort have to be identified and challenged.	A - Y			Initial evaluation of 2014 Welsh First Language assessment data completed <table><tr><th colspan="5">2014: Welsh First Language Outcomes – GwE region</th></tr><tr><th>KS</th><th>Cohort</th><th>% of cohort assessed Welsh 1st language</th><th>% of cohort achieved expected level</th><th>% of candidates achieved expected level</th></tr><tr><td>FP</td><td>7537</td><td>34.5%</td><td>30.5% (LCW5+)</td><td>88.4% (LCW5+)</td></tr><tr><td>KS2</td><td>6880</td><td>33.4%</td><td>29.1% (L4+)</td><td>87.2% (L4+)</td></tr><tr><td>KS3</td><td>7137</td><td>29.4%</td><td>26.4% (L5+)</td><td>89.7% (L5+)</td></tr><tr><td>KS4</td><td>7408</td><td>29.6%</td><td>21.2% (GCSE A*-C)</td><td>71.6% (GCSE A*-C)</td></tr></table> Full time SMT member appointed on secondment to lead on this priority (January 2015) Preliminary discussions held with Welsh Government (2.12.14) LA Strategic Welsh Education Plans have been collated and analysed (February 2015) Data is being collated to inform the target setting process for the overarching Welsh Education Plan A report was prepared on standards in Welsh First Language in KS4, which includes recommendations that focus on raising standards and improving progression and continuity between key stages There was GwE representation on a WG working group, discussing the informal use of the Welsh language by children and young people	2014: Welsh First Language Outcomes – GwE region					KS	Cohort	% of cohort assessed Welsh 1 st language	% of cohort achieved expected level	% of candidates achieved expected level	FP	7537	34.5%	30.5% (LCW5+)	88.4% (LCW5+)	KS2	6880	33.4%	29.1% (L4+)	87.2% (L4+)	KS3	7137	29.4%	26.4% (L5+)	89.7% (L5+)	KS4	7408	29.6%	21.2% (GCSE A*-C)	71.6% (GCSE A*-C)	Develop regional data system to track progress in Welsh First Language (March 2015) Formulation of an over-arching Regional Welsh Education Plan (July 2015) to include : ➤ targets for increasing the number of pupils assessed in Welsh First Language ➤ targets for increasing the number of pupils educated through the medium of Welsh ➤ raising standards in Welsh First Language and Welsh Second Language across the region Raise awareness of Headteachers (Primary and Secondary) during Summer Term 2015. Develop and formalise links with WG during 2015Spring Term Meeting of the region's Building Capacity Welsh medium Sub-group.
2014: Welsh First Language Outcomes – GwE region																																			
KS	Cohort	% of cohort assessed Welsh 1 st language	% of cohort achieved expected level	% of candidates achieved expected level																															
FP	7537	34.5%	30.5% (LCW5+)	88.4% (LCW5+)																															
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Ensure that effective use is made of the challenge and monitoring visit to evaluate the standards, provision and ethos for developing Welsh across all schools in the region.				Welsh to be a priority for discussion during 2015 Spring Term challenge and monitoring visit. This will include discussions on: • standards and provision for Welsh, and to gather information and good practice on a regional basis • school's actions for the development of Welsh as a subject and medium • extent to which the school responds to the Authority's policy and Strategic Welsh Education Plan • extent to which the school responds to Welsh Government policy, objectives and guidelines • school's self-evaluation for performance indicators 1.1.5 (Standards in the Welsh Language) and 2.1.3 (Provision of Welsh and Welsh Dimension) Spring Term challenge and monitoring visit form revised to include focus on Welsh. Primary and Secondary school versions produced.	Collate and analyse information received from CAs following spring term challenge and monitoring visit (April 2015) Analysis of information received to inform GwE over-arching Regional Welsh Education Plan (May 2015) Distribute regional and local reports summarising the main findings of spring term's monitoring and challenging visits.																														

				All CAs informed and briefed on the focus for the Spring Term challenge and monitoring visit. (26 January) Headteachers have been informed of the focus for the termly challenge and monitoring visits (Letter to Headteachers, September 2014). Discussions with Headteachers have also taken place in strategic forum meetings and in User Group meetings. The information received during the spring term's monitoring and challenging visits has been collated	
Ensure that a School>School support programme is developed which will encourage schools to improve standards and provision in Welsh First and Second Language at all key stages.				GwE School>School Collaboration Strategy developed and shared with all Headteachers (October 2014). Discussions with Headteachers have also taken place in relevant strategic forum meetings. S>S collaboration is a focus for discussion during the termly challenge and monitoring visit. Autumn, Spring and Summer term challenge and monitoring visit forms revised to include focus on S>S collaboration. CA's informed of S>S collaboration (September 2014) Leading practitioners have produced exemplar learner profiles to support the moderation of Teacher Assessment at the end of KS2 and KS3 and delivered training for schools. Discussions were held with <i>Athrawon Bro</i> (Conwy, Denbighshire and Flintshire) on developing exemplar learner profiles for Welsh Second Language Leading schools have delivered workshops on the new Welsh First Language GCSE (February and July 2015). The workshops focus on the methodology required to successfully implement the new specification.	Inform and brief all CAs on the focus for termly challenge and monitoring visits (January, May 2015) SCAs to discuss and identify Welsh as an area for School>School collaboration (Spring term 2015) CAs to discuss Welsh as an area for School>School collaboration during Spring Term challenge and monitoring visit (Spring term 2015) Information gathered in the spring term challenge and monitoring visit collated and used to inform S>S collaboration (April 2015) Second workshop on the new Welsh First Language GCSE to be delivered on 15 July

Priority SLT Lead Member	Increase the proportion of 16 year old learners who achieve at least 5 A* or A grades [including language and mathematics] by the end of KS4 AJ				
Action	Risk Assessment				Progress Report and evidence of impact
Work with Welsh Government colleagues to develop national and regional benchmarking data sets which will enable the service to more effectively challenge schools.					Initial discussion between WG and the 4 consortia have led to the inclusion of a new indicator for the national categorisation system based on 5+ A*/A grades or equivalent. However, this measure does not include language/mathematics. New indicator for the national categorisation system based on 5+ A*/A grades, not including English/Welsh and Mathematics, has been introduced.
					Further action to be taken [with timescale] Discussion to continue within relevant national strategic forums. Discussion to continue within relevant national strategic forums.

Input into secondary school Headteacher forums across the region with follow-up at subject level as appropriate – see below				Senior Challenge Advisers have all provided input into secondary Headteacher forums across the region. Senior Challenge Advisers have all provided input into secondary Headteacher forums across the region.	Continue to facilitate discussions with key stakeholders in relevant forums. Provide updates related to any adjustment of the categorisation in Autumn 2015.
Work with all schools to target the improvement in attainment of most able pupils through : - ensuring that the measurement is known to all - promoting effective practice in terms of classroom teaching and school leadership - facilitating regional events with schools and key stakeholders to promote the learning of the most able - ensure that national and local best practice are disseminated effectively and that appropriate follow-up action is taken in schools				Awareness-raising has had the effect of ensuring measurement is known to all. Effective practice in terms of classroom teaching and school leadership will be a focus for the remainder of the school year. Planning of regional events will be coordinated in relation to those already being planned, but it is anticipated that showcasing will include items on the More Able and Talented. National models of best practice will be disseminated through the regional events. Appropriate follow-up by schools will feature as part of the school-to-school agenda. Senior Challenge Advisers have continued to facilitate discussions with key stakeholders in relevant forums. Effective practice has been disseminated via school to school and co-leading practitioner approach. Awareness-raising has had the effect of ensuring measurement is known to all. Effective practice in terms of classroom teaching and school leadership will be a focus for the remainder of the school year.	Continue to facilitate discussions with key stakeholders in relevant forums. From Spring term ensure effective practice is disseminated via S>S and co-leading practitioner approach. National showcase conference to be facilitated by GwE in 2015 Summer Term. Appropriate follow-up by schools will feature as part of the school-to-school agenda.
Include the 5 A*/A indicator as a focus for GwE termly monitoring visits and for regional target setting when quality data is available.				In the majority of Local Authorities the A*/A indicator has been included in the target-setting processes for secondary schools. Discussion on A*/A performance challenged in all secondary monitoring visits. The A*/A indicator has been included in the revised target-setting processes provided by GwE for secondary schools. Discussion on A*/A performance has been challenged in all secondary monitoring visits.	Need to ensure consistency of approach across all LA's re: target setting and in level of challenge by CA in monitoring visits. Need to ensure consistency of approach in the level of challenge provided by each CA in their work with schools.

Priority	Establish and promote an effective regional model for school>school support		
SLT Lead Member	RHH		
	Risk Assessment		

Action				Progress Report and evidence of impact	Further action to be taken [with timescale]
Regional strategy developed and shared with stakeholders				Regional strategy has been developed and shared with all stakeholders.	Implement strategy across region (Dec 2104-July 2015)
Model and action plan for effective school>school collaboration completed and agreed with relevant stakeholders.				GwE action plan completed and was shared with stakeholders.	Implement action plan (Dec 2104-July 2015)
Challenge Advisers briefed and updated regarding the role and expectations [supporting; facilitating; challenging; monitoring and ensuring accountability]. Termly monitoring visits to be conducted to measure progress and impact.				Challenge Advisers have been briefed and updated. S>S collaboration discussed and challenged during Visit 1 [monitoring will be completed by end of term]. New model of working for Challenge Advisers meets this requirement also	Further professional development for CA is planned focusing on coaching skills May/June 2015. This will ensure higher quality support and guidance to school leaders. Term 2 and 3 monitoring visits will be conducted accordingly and before end of July 2015 Ensure that the procedure for placing schools in collaboration groups is given prominence
Financial incentive to schools available to facilitate and promote collaboration [specific criteria agreed re: engagement conditions].				Financial incentive given to all schools within the GwE region based on an agreed formula with all LA's.	Monitoring procedures to be operational as part of termly visits.
Enhanced opportunity for all primary schools to access additional financial support for cross LA/region collaborative projects.				Information and application details sent to all schools with closing date (11:12:14) noted. 9 effective cross-authority collaboration projects are operational across the GwE region. Many key areas are addressed. Workshops presented in the School to School Conference to share good practice	Selection process on 12:12:14 will determine the five most effective projects to receive the funding. 9 schools selected Agreed engagement and monitoring procedures need to be agreed between the successful schools and GwE by January 2015. Meeting on 25/02/15 Progress reports/monitoring reports to be presented by 18/09/15, noting key impact of the collaboration Received a Case Study from each project – these are available on the GwE website
Model established [and criteria agreed] for regional approach to support emerging practitioners, departments, schools. Lead practitioners, departments, schools will receive financial incentive from GwE with specific agreed engagement conditions.				Model and criteria being established by GwE SMT Schools notified of intention of creating co-leading schools across the region. Referenced within the GwE S>S strategy. Challenge Advisers briefed on the intention of creating co-leading schools and to start identifying potential schools, departments, lead practitioners and leaders. Head teachers of schools briefed on GwE intention of creating co-leading schools	Completed by January 2015 - completed Establish criteria for identification of co-leading schools by January 2015 - completed Notify schools of criteria and application process by January 2015 – extended to February 2015 Identify/select co-leading schools and practitioners. Hold

				through Headteacher forums and meetings. Information and application details sent to all schools with closing date noted. Part 1 of Gwe's Co-leading Strategy is operational – 19 Co-leading Literacy/Numeracy/MFL schools have been identified GwE is in the process of working with Welsh Government to promote the Co-leading Schools in the Arts programme	briefing sessions during January 2015 – extended to February 2015 Engagement and monitoring procedures need to be agreed between the successful schools and GwE. Quality assurance procedures need to be agreed between Co-leading schools and GwE Those schools that the Co-leading schools will be assisting need to be identified This will be operational by October 2015
Arrange regional conference to showcase school>school effective collaboration and disseminate best practice.	A G			Regional Conference arrangements being established by GwE SLT and engagement conditions agreed with participating schools. Assistance regarding the facilitation of the conference from Blahdblah (BdB) branding company. A National School to School Conference was held on 2 June 2015 to showcase effective collaboration. Over 300 attended and the feedback was very positive	Specific roles and expectations of participating schools to be agreed during Spring Term. Professor Mel Ainscow confirmed as Key Note Speaker

Priority	Develop quality leadership and teaching and learning at all levels				
SLT Lead Member	RHH				
Action	Risk Assessment				Further action to be taken [with timescale]
Audit and to determine current provision for leadership development across the six North Wales LA's.					Completed.
Determine key features of programmes required and present these in report to GwE SLT. The report to include 'high level principles' for proposed programmes.					Ensure that all future programme planning includes 'high level principles' identified – ongoing.
GwE SLT to evaluate, discuss and give feedback so that report can be amended and finalised with actions for provision.					To ensure that the report informs future planning regarding leadership – ongoing.
Draft and publish a 'Prospectus of Leadership & Management Development Programmes' for each of the identified areas:		A - Y			Send out finalised Middle Leadership Prospectus in January 2015 – completed change to July 2015
- Moving good teaching to excellent - Middle Leadership					Create prospectus detailing all middle leadership provision across the region for 2015-16 – send out to schools February 2015 – change date to May 2015

Senior Leadership Prospectus to include clarity on : Vision, aims and objectives; Strategic intention; Menu of programmes – personal development/subject specific; Focus and means of delivery and accountability; Impact and standards driven / factors; Costs; Timings; Accreditation; Career progression				Programme prospectus contains vision, aim and objections, strategic intention, details of target audience, funding information, process, timings and programme content. GwE's Middle Leadership Development Programme is developing effectively. 60 individuals have completed the training with a further 32 part of the development of Middle Leadership/Physical Literacy at present. A further 60 individuals will commence the programme at the end of September 2015 RHH and Gareth Williams, an Independent Education Adviser, are evaluating the programme at present. Experienced Headteachers Development Programme is operational – 19 individuals have successfully taken part in the programme and are assisting GwE to amend the programme for September 2015 onwards RHH is monitoring/evaluating developments. GwE's Leadership Development Programme includes CPD for every part of the developing leadership pathway for practitioners in north Wales. The Programme has been discussed with Welsh Government and approved as good practice. Welsh Government and the other 3 consortia are interested in adopting specific elements of the GwE programme. There is a possibility that Welsh Government will commission GwE to develop an effective CPD Programme for Headteachers in post	Draft and Publish prospectus for Leadership and Management Development Programmes for:- - Moving good teaching to excellent [March 2015] – change date – June 2015 - Senior Leadership [May 2015] completed Identify accreditation opportunities [ongoing]. Publish Monitoring/Evaluation report – October 2015 July/September 2015 September 2015 onwards
Establish criteria for identification of a network of Lead Practitioners, Departments, Schools across North Wales who will be required to deliver support, training and development for other schools, departments, teachers, leaders. Lead Practitioners identified Termly monitoring and quality assurance procedures agreed and implemented.	A - Y			Schools notified of intention of creating co-leading schools across the region. Referenced within the GwE school to school strategy. Head teachers of schools briefed on GwE intention of creating co-leading schools through Headteacher forums and meetings. CA's briefed on the intention of creating co-leading schools and to start identifying potential schools, departments, lead practitioners and leaders Part 1 of GwE's Co-leading Strategy is operational – 19 Co-leading Literacy/Numeracy/MFL schools have been identified GwE is in the process of working with Welsh Government to promote the Co-leading Schools in the Arts programme	Establish criteria for identification of co-leading schools by January 2015 completed Notify schools of criteria and application process by February 2015 completed Create brief/contracts for co-leading schools and practitioners by February 2015 completed Identify co-leading schools and practitioners. Hold briefing sessions by March 2015 completed Quality assurance procedures by June 2015 operational

				GwE is in the process of collaborating with Welsh Government to promote the 'Pioneer Schools New Deal', the 'Pioneer Schools Successful Futures' and the 'Pioneer Schools Digital Competence'	Relevant schools need to be identified – July/August 2015
Liaise closely with other regional consortia with regard to cultivation of 'self-development' packages for schools to use in-house – to include pedagogical development, leadership development and succession planning for schools [to be made available digitally on GwE web-site].				Enquiries currently being made with regard to what other consortia use offer as self-development packages. Commissioned work for leadership undertaken with North West Wales Headteacher forum and Cynnal and to be trialled with Welsh medium/bilingual schools during Spring/Summer/Autumn 2015. Web-site planning contains area to hold digital resources for school to use in house as training packages. GwE is in discussion with Welsh Government and the other consortia so as to identify effective practice across Wales in order to share expertise	Produce report paper outlining what is available in other consortia by April 2015 Undertake monitoring and evaluation of GwE/NWW headteachers/Cynnal project during 2015>2016. Start creating resources to be held centrally on GwE Web-site for use in schools [ongoing]. Ongoing Joint meeting of the SLT of all 4 consortia has been arranged for September 2015.
Evaluate the effectiveness of current external providers that GwE could commission if required to further enhance capacity and effectiveness of provision.		A - Y		Discussions and evaluations taking place regarding external providers that could be commissioned to provide training in a number of areas. Potential external providers identified and currently being approached regarding availability. Effective external providers have been identified and commissioned to provide two programmes as part of GwE's Leadership Development Programme	Confirmation needed from external providers on availability and readiness to partake in GwE training-December 2014 onwards. – ongoing RHH currently in discussion with possible external providers and evaluating current provision offered. – completed Need to monitor developments and the impact of these programmes by external providers – September 2015 to July 2016
Co-arrange "Executive Head Conference" with NLDB and ERW regarding effective practices across both regions.	A - G			Discussions currently taking place between NLDB, ERW and GwE regarding Executive Head Conference. Providers and practitioners identified to lead and showcase effective practice conference.	Confirm arrangements of conference by January 2015 Completed
Establish a more flexible and effective school>school support programme [implementing a 'ladder of learning' principle where appropriate] which will		A - Y		All school received GwE S>S strategy and Headteachers briefed in relevant forums. CA's briefed on strategy during CA training day. CA Performance Management	Monitor individual schools' school to school programmes during visit 2 and 3 – ongoing. CAs to involve themselves in various projects and

encourage all schools to become even better and the best schools to support others.			objective aligned to this priority – facilitating S>S working amongst contact schools. All schools have received grant from GwE to establish S>S collaborative working. CA's audit of S>S working currently taking place across the region during Visit 1[which will then be used as a benchmark].	facilitate links [ongoing]. GwE S>S showcasing event to share best practice and celebrate the success of the strategy by June 2015. completed – the National School to School Conference was very successful.
Pedagogy training events to be implemented with initial focus on effective assessment and moderation procedures.			A number of hub based training events have taken place during the autumn term e.g. what works best in the classroom/Assertive Mentoring training, moving learners to the next level, ICT etc. Moderation training taking place through <i>GwE Teacher Assessment Working Group</i> [training arranged for March 2015]. During March, training on the assessment and moderation of Teacher Assessment at the end of KS2 and KS3 in Welsh First Language, English, Mathematics and Science was held. Every cluster was invited to send a primary and a secondary representative for each subject to the training sessions. There were 11 sessions held in locations across the three hubs. Although concern had been expressed about insufficient warning of the training dates, the feedback on the content of the course and the quality of the training material was very encouraging. 91% of clusters ensured representation in each of the subject sessions. All the training material was published on the GwE website, including the exemplar Learner Profiles Reports were received on cluster moderation meetings. Following the training, it seems that the moderation process has been strengthened, and clusters that have not ensured that consistent moderation meetings have taken place during recent years have now ensured that this occurs.	Audit and evaluate hub training events that take place at present across the region Create a more regional approach towards pedagogy training and arranging regional training events by March 2015 Continue with the support and guidance provided by GwE to the schools in the region Continue to collaborate with the other 3 consortia and Welsh Government in order to promote effective assessment and moderation processes
GwE to operate as project manager regarding the delivery of the NPQH selection and assessment process.	A - Y		GwE have successfully tendered to deliver the NPQH regionally and have arranged and facilitated the selection process for the 2014/2105 process. GwE is collaborating with Welsh Government and the other 3 consortia on planning and implementing the new NPQH	Further consideration from January 2015 to : - appointing Strategic Project Manager for the NPQH process - completed - arranging and facilitating appropriate further training for NPQH mentors.- ongoing - assisting WG with the training arrangements for NPQH candidates.- ongoing - arranging and facilitating the assessment process for the 2015/2106 process – ongoing September 2015 onwards

Priority	Support schools to develop more robust and effective assessment, standardisation and moderation processes		
SLT Lead Member	EEJ		
	Risk Assessment		

Action				Progress Report and evidence of impact	Further action to be taken [with timescale]
To ensure representation at national level on WG working groups looking at ensuring consistency in Teacher Assessment across Wales. Representative will lead a regional working group made up of Challenge Advisers who have expertise in this area.				Representation from GwE on National Teacher Assessment Moderation Working Group meetings. Regional working group established with one representative from each core subject in each sector. Meeting held on 26 January to discuss the plan and the timescale. Full time SMT member appointed on secondment to facilitate process and prepare logistical plan for timetable, venues and guidance. (January 2015)	.
Identify eight expert practitioners (representing primary x1 and secondary x1 from each core subject) to create a regional portfolio of standardised work for each subject in all three Key Stages. High quality portfolios will be distributed to all schools across the region as part of school's own CPD on Teacher assessment. GwE staff will quality-assure the resources.				Additional lead practitioners identified for Science and Mathematics (primary and secondary) in order to produce Welsh and English medium learner profiles. Learner profiles have been produced and quality assured by GwE working group members. Cross phase moderation of profiles taking place during the week beginning 9 February. All profiles published on the GwE website	Cross phase moderation of the Maths learner profiles will take place before the end of February. A change in the GwE lead for secondary Maths and Lead Practitioner led to a delay in starting work on the Learner Profiles.
Sixteen 'deputy' expert practitioners will be identified by the GwE staff (2 people per subject per phase). Practitioners will be trained by the expert practitioner in the delivery of the training resources. GwE staff to quality-assure training.		A - Y		Deputy practitioners for all subjects in place Training arranged for the week beginning 23 February EEJ and DR have attended some Headteacher forums. Information was provided from the other forums	All deputy practitioners in place by February 2015 Deputy practitioners to be trained by working group/lead practitioners by March 2015
Lead practitioners to attend all Headteacher forums to present guidance and profiles.		R - Y		Letter has been sent to all Headteachers explaining the approach being taken and the timescale Training sessions were held in March. Positive comments on the content of the course and the quality of the training materials, including the learner profiles, although there was concern that not much notice was given of the sessions and that the timetable for the moderation process is tight. All the training materials are available on the GwE website	GwE facilitator to arrange dates and agenda item- February 2015 Seconded Headteachers (EEJ and DR) to attend Head teacher forum meetings during February/March 2015
Trainers to hold cluster training sessions attended by one secondary and one primary representative from each cluster. Expectation for identified cluster leads to disseminate the resources to all schools in cluster meetings. Register of attendance at cluster meetings will be taken and non-		R - Y		Training materials produced Clusters have sent minutes of meetings Challenge Advisers have completed reports on moderation meetings in which they were present	Cluster sessions to be held during March 2015 Collect evidence of training on a school and cluster level

attenders will be required to attend a subsequent one off <i>mop-up</i> training sessions. Challenge Advisors will sample a selection these sessions					
School representatives to train/disseminate to all staff in their schools and meetings to be chaired by SLT. Headteacher to sign off that meeting has taken place. Challenge Advisers will request evidence from the head that meetings have taken place.			R - A	Headteachers informed by letter of the requirements Further guidance to be provided in Headteacher forum meetings	Dissemination of resources and training to all school staff during March 2015
Cluster meetings to take place by end of Spring Term to undertake cross phase moderation. Standards to be informed by regional training and the agreed resource. Cluster school's work will be required to be signed off by a Headteacher from cluster. Hub Challenge Advisors to attend at least one moderation meeting within hub to quality assure process			R - A	Headteachers informed by letter of the requirements Further guidance to be provided in Headteacher forum meetings Second cluster meetings not timetabled in most clusters, but the moderation process has been strengthened across the region this year. Every school is aware of WG guidance on Strengthening Teacher Assessment and has been advised to plan a standardisation and moderation programme for the next academic year. A sample of schools across the region were part of the National Verification programme to strengthen teacher assessment. A team of verifiers within GwE have been part of verifying teacher assessment in other regions (ERW mainly)	Cluster meetings to take place between March/April 2015. School's work to be signed off by Head teachers by April 2015. Hub challenge advisors to attend at least one moderation meeting within hub to QA during April 2015.
Summer cluster moderation meeting to confirm judgements of learner profiles at the expected and higher level for pupils at point of transfer – Years 2, 6 and 9.			R - A	Headteachers informed by letter of the requirements Further guidance to be provided in Headteacher forum meetings	Summer cluster moderation to look at higher levels during May/June 2015.
Challenge Advisers to gather evidence through monitoring, reporting on and evaluating the delivery of the process [to be recorded]. Working Group to meet at the end of the summer term to evaluate the process using the evidence collated by Challenge Advisers. Regional facilitator to bring together regional evaluation paper for dissemination to LA Directors.			R - A	Presentation given to all Challenge Advisers on the project A team of GwE verifiers to meet with working group to discuss the outcomes of the process this year and to identify priorities for next year.	CAs gathering evidence in Visit 2 and 3 during 2015 Spring and Summer Term Working group to meet end of summer term [by June 2015]. Evaluation paper written by regional facilitator during July/August 2015. Presented to ADEW during Autumn Term 2015. Briefing session for Headteachers on the outcomes of this year's external verification programme and to plan for meeting statutory requirements

[illegible]

Priority	Develop leadership and business capacity to effectively fulfil key functions.					
SLT Lead Member	HFE/SOJ					
Action	Risk Assessment				Progress Report and evidence of impact	Further action to be taken [with timescale]
Increase capacity of SMT and regional team to respond effectively to breadth of responsibilities and expectation and the development of new streams of work from April 2015 onwards [Management of Regional Grants/HR Services/14-19/Foundation Phase/Governor Services etc.] • appointment of Head of Brokerage and Support • appointment of Senior Challenge Adviser to lead Literacy/Numeracy and to ensure alignment with NSP • reduction in number of contact schools for Senior Challenge Advisers • appointment of Head of Standards • appointment of Headteacher secondment to lead on national projects Schools Challenge Cymru/PISA Project • increase cadre of seconded Headteachers who are appropriately qualified and trained Challenge Advisers to support and challenge schools	Y-G				Head of Brokerage and Support + Senior Challenge Adviser Literacy/Numeracy have taken up full-time post since September 2014. We have also appointed Headteacher secondment to lead on national projects [Schools Challenge Cymru/PISA Project] and have increased the cadre of seconded Headteachers within each hub. This has significantly increase capacity and has allowed GwE to respond much more effectively to breadth of responsibilities and expectation. Head of Standards appointed (start date to be confirmed) completing the Senior Management Team. Head of Standards has been in post full time since April 2015	
Ensure more effective use of data to better support the work of school improvement and to allow the more effective deployment of resources : • strengthen regional data sharing/collation processes • develop pupil tracking system to enable near real-time data within Local Authorities, sub-regions and the Consortium.					Regional consortium <i>Data and Information Manager</i> has transferred to GwE during Autumn Term and is line managed by MD. Head of Standards is now the Line Manager of the Data and Information Manager LA historical data in process of being collated at regional level and data sharing protocols agreed. This will allow for a more effective and efficient system for analysing data and targeting resources. Develop and publish reports on a regional, authority and school level. Developing the ability to publish them so that users can self service. Research and pilot project to be undertaken to evaluate potential use of <i>Teacher Centre</i> which will allow for real-time tracking of pupil progress [MIS system developed and implemented by Ceredigion]. Teacher Centre has the potential to	All historical data to be incorporated by January 2015. completed Briefing sessions arranged for LA’s and schools before end of December with take-up for pilot project to be discussed from January 2015onwards completed

			provide the single view of a learner as sought by the Welsh Government. Additionally, it offers potential for financial savings and reducing the staff time needed to manage data allowing more time for analysis and reporting of data. The GwE Management Board decided not to proceed any further.	Developed an information sharing agreement with the 6 authorities in order to share data. In the process of arranging direct Access to DEWi so as to facilitate the availability of data to GwE. GwE is investing in a FFT system on a consortium level, which will facilitate the sharing of data
Increase business capacity and structures to respond effectively to breadth of wider responsibilities and expectation of National Model.			Consortium support staff have transferred to GwE. Roles and line management structure have been confirmed	
Ensure that effective structures are operational to allow an oversight of available resources and spend [including budget and proportion of employed staff and flexible resources for interventions]			Increased business capacity allows for a more cohesive approach to budget planning and monitoring. More robust financial monitoring systems and arrangements have been implemented between GwE Business Manager and host LA Finance Department. Monitoring of budget and any under/overspend undertaken in all GwE SLT meetings. Monitoring of the budget is undertaken at times appropriate to the Management Board	Ongoing
Ensure that work of all CA supported by: - relevant professional development opportunities, including access to the National and Local Training Programme. Key aspects of training programme will need to ensure that all Challenge Advisers are familiar with the key characteristics of effective school to school collaboration [including the facilitation of effective working]. - quality assurance processes which will be followed rigorously to ensure high quality. - effective and robust Performance Management structures for GwE staff [aligned with national standards and supported by national and local professional development programme]			All Challenge Advisers participated in the national training provided by WG [October 2014]. Effective and rigorous Performance Management procedures are operational across all three hubs. All Challenge Advisers expected to participate in specific Estyn training. Robust QA procedures operational for all termly visits. A GwE Challenge Adviser Development Programme, with a specific focus on the core elements of the post, is now operational:: Challenge Advisers have attended specific training: - Three days developing coaching skills - Training on effective use of tracking systems and target setting	Ensure that regional Challenge Advisers training provided by GwE is aligned with outcomes from national discussions and local Performance Management needs [initial training will focus on developing coaching skills]. To be delivered during 2015 Spring/Summer Term. All Challenge Advisers will be expected to participate in specific Estyn training during 2015 Spring/Summer/Autumn Term. Ensure QA procedures are thorough and effective for Visit 2 and 3 during 2015 Spring and Summer Term. The Development Programme will continue, with the next step focussing on the specific skills required for dealing with schools in different colour categories
Establish effective internal structures to promote and develop the school>school support model			Challenge Advisers briefed and updated on regional developments and expectations re: promoting and facilitating more effective collaboration between schools	Further professional development for CA is planned focusing on coaching skills May/June 2015. This will ensure higher quality support and guidance to school leaders

			Performance Management objectives aligned with this key priority. S>S collaboration discussed and challenged during Visit 1 [monitoring will be completed by end of term] with monitoring follow-up to be completed during Visits 2 and 3 in Spring and Summer Term. GwE CAs have attended specific training – three days on developing coaching skills	completed Briefing and guidance for Term 2 and 3 monitoring visits will be arranged for CA prior to visits by during 2015 Spring and Summer Term. completed Implement the revised model for September 2015 onwards and ensure a mature programme of S>S support. Specific training developed for CAs, to be held early in September 2015
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Priority	Ensure the effective governance of GwE.			
SLT Lead Member	HFE/EVJ			
Action	Risk Assessment			Further action to be taken [with timescale]
In alignment with national model expectations, agree any amendments to governance structure during autumn 2014 for implementation by December 2014 : - review Joint Committee membership/terms of reference and align with NM expectations if required - review User Group membership and terms of reference and align with NM expectations if required - establish and agree membership/terms of reference for Executive Advisory Board - agree working arrangements with Local Authorities for statutory responsibilities and ensure that there is an effective feedback-loop through Elected Members/LA scrutiny processes and GwE consultative processes to inform decision making within GwE. - ensure that developed model outlines clearly the extent of delegated authority to directors and/or the MD and his team.			Joint Committee and User Group membership/terms of reference currently aligns with NM expectations Agreement in place to establish Executive Advisory Board with initial membership/terms of reference. The group will have advisory and reporting powers which correspond to the functions set out in the National Model, along with delegated decision powers. The GwE MD will have access to the EAB along with the 6 Chief Education Officers Governance model agreed which outlines clearly the extent of delegated authority to directors and/or the MD and his team. Report outlining the changes to the GwE governance structure (in response to the National Model) presented and approved by the 6 local authorities and the Joint Committee The report includes membership/terms of reference of the various groups as well as the authorised levels to the various tiers. Membership of Advisory Board confirmed, and 2 meetings of the (shadow) Advisory Board were held in April and July A summary of decisions/discussions to be shared with the Joint Committed, for information	Re-visit the original Inter Authority Agreement to include additions as a result of the National Model – autumn term 2015

Priority	Ensure robust quality assurance, scrutiny and accountability at all levels						
SLT Lead Member	HFE/EVJ						
Action	Risk Assessment				Progress Report and evidence of impact	Further action to be taken [with timescale]	
Ensure that robust Performance Management procedures are applied consistently and that national training programmes for up-skilling Challenge Advisers are underpinned and reinforced by regional support.					Performance Management procedures agreed for all CA and operational across all 3 hubs [to be completed by December 2015]. All Challenge Advisers participated in the national training provided by WG [October 2014]. Discussion ongoing re: regional supplementary training. Performance Management for all GwE CAs has been completed Performance Management of business team completed A GwE Challenge Adviser Development Programme, with a specific focus on the core elements of the post, is now operational:: Challenge Advisers have attended specific training: - Three days developing coaching skills - Training on effective use of tracking systems and target setting	Agree PM procedures for support staff by January 2015. Ensure that regional CA training provided by GwE is aligned with outcomes from national discussions and local Performance Management needs [initial training will focus on developing coaching skills]. To be delivered during 2015 Spring/Summer Term. All CA expected to participate in specific Estyn training during 2015 Spring/Summer/Autumn Term. The Development Programme will continue, with the next step focussing on the specific skills required for dealing with schools in different colour categories	
Further hone GwE internal self-evaluation structures and develop ways of measuring the impact of actions whilst ensuring that the findings of those processes are used effectively to set appropriate and challenging targets and quality indicators to improve the performance of the service and schools.					Full self-evaluation against regional performance, leadership and governance aspects and quality of provision and support by GwE completed for Estyn thematic inspection. 5 stakeholder surveys undertaken during period between April 2013>December 2014. Key strengths and areas for further improvement identified and included within 2014-2015 Business Plan.	From January 2015 onwards, ensure that self-evaluation processes are operational for all GwE led initiatives and projects so that we can measure impact of actions and set appropriate targets for improvements.	
Ensure that SCA attend SLT meetings of LA home team to report on progress against key priorities [including performance of targeted schools].					All SCA attend regular meetings with LA home team.	Continued presence in meetings.	
SCA to evaluate respective LA performance in Autumn Term and to present annual report to scrutiny committee and LA Senior Officers. LA Lead Members/Portfolio Holder/Cabinet Member to report on findings of individual scrutiny processes to Joint Committee.					SCA currently updating reports on hub LA performance for 2013-2014 with finalised KS4 data. MD has completed annual regional report on performance. Both reports to be submitted to relevant scrutiny panels within respective LA's.	Both reports to be submitted to relevant scrutiny panels within respective LA's [December 2014>February 2015]. LA Lead Members/Portfolio Holder/Cabinet Member to report on findings of individual scrutiny processes to Joint Committee in first 2015 Spring Term meeting Joint Committee to agree on any further action required	

Joint Committee to agree on any further action required by GwE SLT					by GwE SLT following above reporting.
MD to evaluate regional performance in Autumn Term and to present : i. annual report for scrutiny to Advisory Board and Joint Committee ii. updates on progress against key priorities at timetabled meetings				MD has completed annual regional report on performance	Report to be submitted to all respective LA scrutiny panels and Joint-Committee by early 2015 Spring Term with updates when required.

Priority	Ensure that GwE becomes a sustainable and effective partner within the educational community						
SLT Lead Member	RHH						
Action	Risk Assessment				Progress Report and evidence of impact	Further action to be taken [with timescale]	
Ensure a high level of GwE brand identification across the region so that all professionals know what GwE can/will deliver : - Commission external “branding company” to assist/advise and implement developments. - Challenge Advisers and key stakeholders to be briefed and updated regarding developments - develop prospectus of GwE activities re: support/bespoke and generic training which will be available to schools. - establish GwE website/moodle/VLE platform to inform and share best practice across the region. - GwE User Group to advise and assist developments. - evaluation of progress and effectiveness of <i>new brand</i>. - brand identification operational across the region.					External branding company commissioned with action/implementation plan completed. Briefing sessions for Challenge Advisers have taken place. Stakeholder sub group has been set up in order to discuss requirements. GwE training activities prospectus under development and to be published via phase 1, 2, and 3. GwE interactive website under development [will be published via phase 1, 2, and 3]. Lead schools for 2015 GCSE project will trial the VLE developments. Presentation given to GwE User Group regarding developments to date [Nov 2014] Improved GwE profile has resulted in initial improved awareness amongst all stakeholders regarding the effective services provided by GwE. New GwE website is live. The website is developing as is appropriate GwE’s new logo is now operational and known to all New GwE Leadership Structure is now operational	Updates to be provided during the year as project develops. Feedback form stakeholder sub group considered and implemented by December 2014 - completed Briefing session for all key stakeholders by March 2015 Phase 1 to be published in January 2015 Ensure regular updates to User Group [from January 2015 onwards]. Evaluation of action plan by July 2015. Continue to develop the profile of GwE – ongoing Ensure that the new leadership structure is known to all – September 2015	
Ensure that all Challenge Advisors deliver high levels of good quality services for schools.					All Challenge Advisors participated in the national training provided by WG [October 2014]	Ensure that regional Challenge Advisors training provided by GwE is aligned with outcomes from national discussions and local Performance Management needs	

• full participation in the National Challenge Advisers training • participation in specific Challenge Advisers follow-up training events [to include coaching and mentoring training] • participation in specific Estyn training for Challenge Advisers • rigorous and challenging performance management procedure in operation for all Challenge Advisers. • bespoke training and support programme made available and to include opportunities for leadership experience in school settings			Effective and rigorous Performance Management procedures are operational across all three hubs. All Challenge Advisers expected to participate in specific Estyn training. A GwE Challenge Adviser Development Programme, with a specific focus on the core elements of the post, is now operational:: Challenge Advisers have attended specific training: - Three days developing coaching skills - Training on effective use of tracking systems and target setting The Development Programme will continue, with the next step focussing on the specific skills required for dealing with schools in different colour categories	[initial training will focus on developing coaching skills]. To be delivered during 2015 Spring/Summer Term completed All Challenge Advisers will be expected to participate in specific Estyn training during 2015 Spring/Summer/Autumn Term. All employed CAs gave attended relevant Estyn training. September 2015
Ensure regional consistency in terms of the provision available to develop the quality of school leadership and teaching [see Learner Outcomes Priority 3 and 7 above].			Bespoke GwE training development and support programme activities prospectus under development [see commentary on relevant priority above]. See above comments on GwE Leadership Development Programme and specific training for Challenge Advisers	See commentary on relevant priority above. Bespoke Coaching Skills development training arranged for Ch. Ad – April 2105 completed Phase 1 Continue with developments – ongoing
Develop a prospectus of GwE activities/support/bespoke and generic training which will be available locally to schools [see Learner Outcomes Priority 7 above].			See commentary on relevant priority above. See commentary on relevant priority above	See commentary on relevant priority above. See commentary on relevant priority above
Develop a GwE website/moodle platform to inform and share best practice across the region			See commentary on relevant priority above. New GwE website is live. The website is developing as is appropriate	See commentary on relevant priority above. GwE Website to go live February / March 2015 Completed – Phase 1 Continue to develop the website and the relevant materials – ongoing
Develop strong links and a clear reciprocal relationship with key regional partners eg Universities/FE/Employers		R-A	No action taken to date. Contact made with Glyndwr University and Bangor University. Discussions continue regarding the joint planning of Leadership CPD for north Wales practitioners	Initial meetings with key regional partners to be instigated during May 2015 completed – Phase 1 ongoing



MEETING	GwE Joint Committee
DATE	15 July 2015
TITLE	The Joint Committee's Final Accounts for the year ended 31 March 2015
PURPOSE	To submit – • The Revenue Income and Expenditure “outturn” report for 2014/15, and • The Statement of Accounts, in the ‘statutory’ format, duly certified, but pre-Audit.
RECOMMENDATION	To receive and note the information, and confirm the handling of the underspend.
AUTHOR	Dafydd L Edwards, Head of Finance, Gwynedd Council

1. STATUTORY FINANCIAL REPORTING REQUIREMENTS

- 1.1 There are specific accounting and audit reporting requirements for Joint Committees.
- 1.2 Section 12 of the Public Audit (Wales) Act 2004 states that a joint committee of two or more (local) authorities is a local government body, and Section 13 of the Act requires such bodies to maintain accounts subject to audit by an external auditor approved by the Auditor General for Wales.
- 1.3 Although they are not independent legal entities, for the purposes of keeping accounts and being audited, a joint committee is separately subject to the same regulations as other local councils.
- 1.4 Gwynedd Council is the host Council responsible for meeting the accounting and financial reporting responsibilities of GwE's Joint Committee.
- 1.5 The Accounts and Audit (Wales) Regulations 2014 require all Joint Committees to prepare year-end accounts. Where the turnover exceeds £2.5m, a statement of accounts must be prepared in accordance with the CIPFA code for the Joint Committee.
- 1.6 GwE's Statement of Accounts will be subject to an audit by the Wales Audit Office, separate to their audit of Gwynedd Council's accounts.

2. ACCOUNTS FOR 2014/15

- 2.1 **The Revenue Income and Expenditure Account for 2014/15 is submitted herewith as Appendix A**, as well as commentary on the major variances between the budget and actual expenditure for information “as usual”, in “outturn” format which, I trust, is more understandable for members acting as a “management board”. The table appears in **Appendix A a.** and the commentary in **Appendix A b.**
- 2.2 **The Statement of Accounts for 2014/15 (prior to audit) is submitted herewith as Appendix B, duly completed and certified by the Responsible Financial Officer**, namely Gwynedd Council’s Head of Finance (Dafydd L Edwards) as the Statutory Finance Officer for the Joint Committee. This statement is in a standard statutory format and is essential from a “governance” perspective.
- 2.3 These will be subject to imminent audit by the Wales Audit Office, and the Appointed Auditor (Anthony Barrett) will produce an “ISA 260” report (detailing the Wales Audit Office’s main findings) for submission to GwE’s Joint Committee on 23 September 2015.

3. UNDERSPEND

- 3.1 The final net underspend for 2014/15 is £50,932.
- 3.2 Appendix A details the reasons for the net underspend and outlines the intended use of the balance.

4. RECOMMENDATION

- 4.1 **GwE’s Joint Committee is asked to receive and note the information in the appendices, and confirm the handling of the underspend i.e. –**
- Revenue Income and Expenditure Account for 2014/15 – Appendix A
 - The Statement of Accounts for 2014/15 (pre-audit) – Appendix B

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer :

No observations from a propriety perspective.

Statutory Finance Officer :

Author of the report.

GwE Joint Committee
(Conwy, Denbighshire, Flintshire, Gwynedd,
Anglesey and Wrexham Councils)

STATEMENT OF
ACCOUNTS
2014/15
(Subject to Audit)

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EXPLANATORY FOREWORD

INTRODUCTION

The Regional School Effectiveness and Improvement Service (GwE) has been established in partnership between the six North Wales authorities, being Conwy County Borough Council, Denbighshire County Council, Flintshire County Council, Gwynedd Council, Isle of Anglesey County Council and Wrexham County Borough Council, to be accountable to the Councils and undertake the statutory function of the Councils in respect of school improvement and effectiveness. This includes the duty to monitor, challenge, provide support services for curriculum continued professional development and management of schools, and in addition provides services that can be commissioned by schools and local authorities.

Gwynedd Council has been appointed as Host Authority in implementing and maintaining the Service, and the Joint Committee of all the partners oversees the management of the service.

The GwE Joint Committee accounts for the year 2014/15 are presented here on pages 6 to 28. The Statements of Accounts are prepared in accordance with CIPFA's *Code of Practice on Local Authority Accounting in the United Kingdom 2014/15*.

The Accounts consist of:-

- **Movement in Reserves Statement** – This statement shows the movement in year on the different reserves held by the Joint Committee, analysed into 'usable reserves' and 'unusable reserves'.
- **Comprehensive Income and Expenditure Statement** - This statement shows the accounting cost in the year of providing services in accordance with generally accepted accounting practices. The income and expenditure has been split between the six councils as follows for 2014/15 :

Conwy	15.61%
Denbighshire	15.14%
Flintshire	22.38%
Gwynedd	17.99%
Anglesey	10.23%
Wrexham	18.65%

- **The Balance Sheet** - Sets out the financial position of the Joint Committee on 31 March 2015.
- **The Cash Flow Statement** - This statement summarises the flow of cash to and from the Joint Committee during 2014/15 for revenue and capital purposes.

These accounts are supported by this Foreword, the Accounting Policies and various notes to the accounts.

REVENUE EXPENDITURE IN 2014/15

- The Comprehensive Income and Expenditure Statement on page 7 shows that the Joint Committee's gross revenue expenditure was £8,706k during 2014/15, with the net position as £346k. By reversing the Code's required technical adjustments through the Statement of Movement in Reserves it can be seen that there's a true net decrease of (£51k).
- The financial out-turn position for 2014/15 was reported to the Joint Committee at its meeting on 15 July 2015. Joint Committee Members' approval was sought to transfer the £51k underspend to an earmarked reserve.

- The Movement in Reserves Statement and the Comprehensive Income and Expenditure Statement on page 6 and 7 detail the actual analysis in movements for the year.

TABLE 1 - Budget and Actual Comparison Summary (Net)

Table 1 provides a budgetary performance comparison at a summary level, which is detailed further in Table 2.

	Budget	Actual	Variance
	£'000	£'000	£'000
Expenditure on Operations	8,327	8,855	528
Income			
Council Contributions for the core service:			
Conwy	(649)	(649)	0
Denbighshire	(629)	(629)	0
Flintshire	(930)	(930)	0
Gwynedd	(748)	(748)	0
Anglesey	(425)	(425)	0
Wrexham	(775)	(775)	0
Other Income	(4,171)	(4,750)	(579)
Net (Underspend)/Overspend	0	(51)	(51)

TABLE 2 –Transposition movement between ‘Budget and Actual Comparison Summary (Net)’ (Table 1) to the Income and Expenditure format

	Performance Report	*Transposition Adjustment	Income & Expenditure Statement
	£'000	£'000	£'000
Expenditure	8,855	(149)	8,706
Income	(8,906)	546	(8,360)
Net Cost of Services	(51)	397	346

* The adjustments in the transposition column relate to the required technical adjustments for pensions and accumulated absences and any contributions to and from reserves.

Accounting Policies

The accounting policies adopted on behalf of the Joint Committee comply with all relevant recommended accounting practices and are fully explained in the Accounting Policies set out in Note 1 of the Accounts commencing on page 10.

FURTHER INFORMATION

The Statement of Accounts is available on Gwynedd Council's website www.gwynedd.gov.uk.

Further information relating to the accounts is available from:

William E Jones
Senior Finance Manager
01286 679406

or

Caren Rees Jones
Central Accountancy Unit, Finance Department
01286 679134

Finance Department
Gwynedd Council
Council Offices
Caernarfon
Gwynedd
LL55 1SH

This is part of the Council's policy of providing full information relating to the Council and the Joint Committees' affairs. In addition, interested members of the public have a statutory right to inspect the accounts before the audit is completed. The availability of the accounts for inspection is advertised in the local press at the appropriate time.

GwE JOINT COMMITTEE

STATEMENT OF ACCOUNTS

STATEMENT OF RESPONSIBILITIES FOR THE STATEMENT OF ACCOUNTS

THE JOINT COMMITTEE'S RESPONSIBILITIES

Gwynedd Council bears the responsibility for the arrangements and administration of the Joint Committee's financial affairs and the Responsible Financial Officer is the Head of Finance.

It is the Joint Committee's responsibility to manage its affairs to secure economic, efficient and effective use of its resources, to safeguard its assets, and to approve the Statement of Accounts.

THE HEAD OF FINANCE'S RESPONSIBILITIES

The Head of Finance is responsible for the preparation of the GwE Joint Committee Statement of Accounts in accordance with proper practices as set out in the CIPFA/LASAAC *Code of Practice on Local Authority Accounting in the United Kingdom* ("the Code").

In preparing the statement of accounts, the Head of Finance has selected suitable accounting policies and then applied them consistently; has made judgements and estimates that were reasonable and prudent and complied with the Code of Practice.

The Head of Finance has also kept proper accounting records which were up to date and has taken reasonable steps for the prevention and detection of fraud and other irregularities.

RESPONSIBLE FINANCIAL OFFICER'S CERTIFICATE

I certify that the Statement of Accounts has been prepared in accordance with the arrangements set out above, and presents a true and fair view of the financial position of the GwE Joint Committee at 31 March 2015 and its income and expenditure for the year then ended.



Dafydd L. Edwards B.A., C.P.F.A., I.R.R.V.
Head of Finance, Gwynedd Council

29 June 2015

MOVEMENT IN RESERVES STATEMENT

This statement shows the movement in the year on the different reserves held by the Joint Committee, analysed into 'usable reserves' (i.e. those that can be applied to fund expenditure) and 'unusable reserves'. The Surplus or (Deficit) on the Provision of Services line shows the true economic cost of providing the Joint Committee's services, more details of which are shown in the Comprehensive Income and Expenditure Statement. The Net Increase /Decrease before Transfers to Earmarked Reserves line shows the statutory General Fund Balance before any discretionary transfers to or from earmarked reserves undertaken by the Joint Committee.

	Note	General Fund Balance	Earmarked General Fund Reserves	Total Usable Reserves	Unusable Reserves	Total Joint Committee's Reserves
		£'000	£'000	£'000	£'000	£'000
Opening Balance 1 April 2013		0	0	0	4,097	4,097
Movement in reserves during 2013/14						
(Surplus)/Deficit on provision of services		(495)	0	(495)	0	(495)
Other Comprehensive Income and Expenditure		0	0	0	(1,104)	(1,104)
Total Comprehensive Income and Expenditure		(495)	0	(495)	(1,104)	(1,599)
Adjustments between accounting basis and funding basis under regulations	8	(282)	0	(282)	282	0
Net (Increase)/Decrease before Transfers to Earmarked Reserves		(777)	0	(777)	(822)	(1,599)
Transfers to/from Earmarked Reserves	9	777	(777)	0	0	0
(Increase)/Decrease in 2013/14		0	(777)	(777)	(822)	(1,599)
Balance 31 March 2014 carried forward		0	(777)	(777)	3,275	2,498
Movement in reserves during 2014/15						
(Surplus)/Deficit on provision of services		482	0	482	0	482
Other Comprehensive Income and Expenditure		0	0	0	1,420	1,420
Total Comprehensive Income and Expenditure		482	0	482	1,420	1,902
Adjustments between accounting basis and funding basis under regulations	8	(2)	0	(2)	2	0
Net (Increase)/Decrease before Transfers to Earmarked Reserves		480	0	480	1,422	1,902
Transfers to/from Earmarked Reserves	9	(480)	480	0	0	0
(Increase)/Decrease in 2014/15		0	480	480	1,422	1,902
Balance 31 March 2014 carried forward		0	(297)	(297)	4,697	4,400

COMPREHENSIVE INCOME AND EXPENDITURE STATEMENT – 2014/15

This statement shows the accounting cost in the year of providing the Joint Committee service in accordance with generally accepted accounting practices.

2013/14			Note	2014/15		
Gross Expenditure	Gross Income	Net Expenditure		Gross Expenditure	Gross Income	Net Expenditure
£'000	£'000	£'000		£'000	£'000	£'000
2,264	0	2,264		2,624	0	2,624
31	0	31		6	0	6
98	0	98		137	0	137
370	0	370		1,594	0	1,594
0	0	0		4,345	0	4,345
853	(853)	0	22	0	0	0
287	0	287		0	0	0
0	(3,730)	(3,730)		0	(8,360)	(8,360)
3,903	(4,583)	(680)		8,706	(8,360)	346
0	0	0		0	0	0
185	0	185	10	136	0	136
0	0	0		0	0	0
4,088	(4,583)	(495)		8,842	(8,360)	482
		(1,104)	15			1,420
		(1,104)				1,420
		(1,599)				1,902

* One off GwE start-up costs and income.

BALANCE SHEET – 31 MARCH 2015

The Balance Sheet shows the value as at the Balance Sheet date of the assets and liabilities recognised by the Joint Committee. The net assets/(liabilities) of the Joint Committee (assets less liabilities) are matched by the reserves held by the Joint Committee.

31 March 2014 £'000		Note	31 March 2015 £'000
	Long Term Assets		
0	Long Term Debtors		11
0			11
1,041	Short Term Debtors	11	5,530
126	Cash and Cash Equivalents		0
1,167	Current Assets		5,530
0	Bank Overdraft		(762)
(440)	Short Term Creditors	12	(4,411)
0	Grants Receipts in Advance	19	(120)
(440)	Current Liabilities		(5,293)
0	Long Term Provisions	13	(4)
(3,225)	Pension Liability	24	(4,644)
(3,225)	Long Term Liabilities		(4,648)
(2,498)	Net Assets/(Liabilities)		(4,400)
(777)	Usable Reserves	14	(297)
3,275	Unusable Reserves	15	4,697
2,498	Total Reserves		4,400

CASH FLOW STATEMENT – 2014/15

The Cash Flow Statement shows the changes in cash and cash equivalents of the Joint Committee during the reporting period.

2013/14	Note	2014/15
£'000		£'000
(495) Net (Surplus) or Deficit on the Provision of Services		482
369 Adjustments to net surplus or deficit on the provision of services for non-cash movements (<i>creditors, debtors and pension</i>)	16	395
0 Adjustments for items included in the net surplus or deficit on the provision of services that are investing and financing activities		0
(126) Net cash flows from Operating Activities		877
0 Investing Activities		11
0 Financing Activities		0
(126) Net (Increase)/Decrease in cash and cash equivalents		888
0 Cash and cash equivalents at the beginning of the reporting period		(126)
(126) Cash and cash equivalents at the end of the reporting period		762

* Cash Flow position in line with Accounting Policy 1.3.

NOTES TO THE ACCOUNTS

NOTE 1 – ACCOUNTING POLICIES

1.1 General Principles

The Statement of Accounts summarises the Joint Committee's transactions for the 2014/15 financial year and its position at the year-end of 31 March 2015. The Authority is required to prepare an annual Statement of Accounts by the Accounts and Audit (Wales) Regulations 2014, which those Regulations require to be prepared in accordance with proper accounting practices. These practices primarily comprise the *Code of Practice on Local Authority Accounting in the United Kingdom 2014/15* and the Service Reporting Code of Practice 2014/15, supported by International Financial Reporting Standards (IFRS) and statutory guidance issued in the 2014 Act.

The nature of the Joint Committee's transactions is limited and only the relevant policies can be seen below.

1.2 Accruals of Expenditure and Income

Activity is accounted for in the year that it takes place, not simply when cash payments are made or received.

- Revenue from the sale of goods is recognised when the Joint Committee transfers the significant risks and rewards of ownership to the purchaser and it is probable that economic benefits or service potential associated with the transaction will flow to the Joint Committee.
- Revenue from the provision of services is recognised when the Joint Committee can measure reliably the percentage of completion of the transaction and it is probable that economic benefits or service potential associated with the transaction will flow to the Joint Committee.
- Supplies are recorded as expenditure when they are consumed – where there is a gap between the date supplies are received and their consumption, they are carried as inventories on the Balance Sheet where such balances are considered material.
- Expenses in relation to services received (including services provided by employees) are recorded as expenditure when the services are received rather than when payments are made.
- Where revenue and expenditure have been recognised but cash has not been received or paid, a debtor or creditor for the relevant amount is recorded in the Balance Sheet. Where debts may not be settled, the balance of debtors is written down and a charge made to revenue for the income that might not be collected.

1.3 Cash and Cash Equivalents

The Joint Committee does not have its own bank account and cash is administered by Gwynedd Council within its own accounts.

1.4 Employee Benefits

1.4.1 Benefits Payable during Employment

Short-term employee benefits are those due to be settled within 12 months of the year-end. They include such benefits as wages and salaries, paid annual leave and paid sick leave for current employees and are recognised as an expense for services in the year in which employees render service to the Joint Committee. An accrual is made for the cost of holiday entitlements (or any form of leave, e.g. time off in lieu) earned by employees but not taken before the year-end which employees can carry forward into the next financial year. The accrual is made at the wage and salary rates applicable in the following accounting year, being the period in which the employee takes the benefit. The accrual is charged to Surplus or Deficit on the Provision of Services, but then reversed out through the Movement in Reserves Statement so that holiday benefits are charged to revenue in the financial year in which the holiday absence occurs.

NOTE 1 – ACCOUNTING POLICIES (continued)

1.4.2 Termination Benefits

Termination benefits are amounts payable as a result of a decision by the Joint Committee to terminate an officer's employment before the normal retirement date or an officer's decision to accept voluntary redundancy and are charged on an accruals basis to the appropriate service or, where applicable, to the Non Distributed Costs line in the Comprehensive Income and Expenditure Statement at the earlier of when the Joint Committee can no longer withdraw the offer of those benefits or when the Joint Committee recognises costs for a restructuring.

Where termination benefits involve the enhancement of pensions, statutory provisions require the Joint Committee to be charged with the amount payable by the Joint Committee to the Pension Fund or pensioner in the year, not the amount calculated according to the relevant accounting standards. In the Movement in Reserves Statement, appropriations are required to and from the Pensions Reserve to remove the notional debits and credits for pension enhancement termination benefits and replace them with debits for the cash paid to the Pension Fund and pensioners and any such amounts payable but unpaid at the year-end.

1.4.3 Post Employment Benefits

Employees of the Joint Committee are members of two separate pension schemes:

- The Teachers' Pension Scheme, administered by Capita Teachers' Pensions on behalf of the Westminster Government's Department for Education.
- The Local Government Pensions Scheme, administered by the Gwynedd Pension Fund at Gwynedd Council.

Both schemes provide defined benefits to members (retirement lump sums and pensions), earned as employees when they worked for the Joint Committee and their previous employers.

However, the arrangements for the teachers' scheme mean that liabilities for these benefits cannot be identified to the Joint Committee. The scheme is therefore accounted for as if it were a defined contributions scheme and no liability for future payment of benefits is recognised in the Balance Sheet. The Comprehensive Income and Expenditure Statement is charged with the employer's contributions payable to Teachers' Pensions in the year.

1.4.4 The Local Government Pension Scheme

All other staff, subject to certain qualifying criteria, are entitled to become members of the Local Government Pension Scheme. The pension costs charged to the Joint Committee's accounts in respect of this group of employees is determined by the fund administrators and represents a fixed proportion of employees' contributions to this funded pension scheme.

The Local Government Scheme is accounted for as a defined benefit scheme:

The liabilities of the Gwynedd Pension Fund attributable to the Joint Committee are included in the Balance Sheet on an actuarial basis using the projected unit method - i.e. an assessment of the future payments that will be made in relation to retirement benefits earned to date by employees, based on assumptions such as mortality rates, employee turnover rates, etc., and projections of earning for current employees.

Liabilities are discounted to their value at current prices, using a discount rate of 3.2% calculated as a weighted average of 'spot yields' on AA rated corporate bonds.

The assets of the Gwynedd Pension Fund attributable to the Joint Committee are included in the Balance Sheet at their fair value as determined by the Fund's actuary.

The change in the net pensions liability is analysed into the following components:

NOTE 1 – ACCOUNTING POLICIES (continued)

Service cost comprising:

- Current service cost – the increase in liabilities as a result of years of service earned this year – allocated in the Comprehensive Income and Expenditure Statement to the services for which the employees worked
- Past service cost – the increase in liabilities arising from current year decisions whose effect relates to years of service earned in earlier years – debited to the Surplus or Deficit on the Provision of Services in the Comprehensive Income and Expenditure Statement as part of Non-Distributed Costs
- Net interest on the net defined benefit/(asset), i.e. the net interest expense for the authority – the change during the period in the net defined benefit liability/(asset) that arises from the passage of time charged to the Financing and Investment Income and Expenditure line of the Comprehensive Income and Expenditure Statement – this is calculated by applying the discount rate used to measure the defined benefit obligation at the beginning of the period to the net defined benefit liability/(asset) at the beginning of the period – taking into account any changes in the net defined benefit liability/(asset) during the period as a result of contributions and benefit payments.

Remeasurements comprising:

- The return on Plan assets – excluding amounts included in net interest on the net defined benefit liability (asset) – charged to the Pensions Reserve as Other Comprehensive Income and Expenditure
- Actuarial gains and losses – changes in the net pensions liability that arise because events have not coincided with assumptions made at the last actuarial valuation or because the actuaries have updated their assumptions – charged to the Pensions Reserve as Other Comprehensive Income and Expenditure

Contributions paid to the Gwynedd Pension Fund – cash paid as employer's contributions to the Pension Fund in settlement of liabilities; not accounted for as an expense.

In relation to retirement benefits, statutory provisions require the General Fund balance to be charged with the amount payable by the Joint Committee to the Pension Fund or directly to pensioners in the year, not the amount calculated according to the relevant accounting standards. In the Movement in Reserves Statement, this means that there are appropriations to and from the Pensions Reserve to remove the notional debits and credits for retirement benefits and replace them with debits for the cash paid to the Pension Fund and pensioners and any such amounts payable but unpaid at the year-end. The negative balance that arises on the Pensions Reserve thereby measures the beneficial impact to the Joint Committee of being required to account for retirement benefits on the basis of cash flows rather than as benefits are earned by employees.

International Accounting Standard (IAS) 19 governs how the long term liabilities which exist in relation to pension costs should be reported. Local councils (including joint committees) in Wales and England are required to produce their financial statements in accordance with IAS19.

1.4.5 Discretionary Benefits

The Joint Committee also has restricted powers to make discretionary awards of retirement benefits in the event of early retirements. Any liabilities estimated to arise as a result of an award to any member of staff (including teachers) are accrued in the year of the decision to make the award and accounted for using the same policies as are applied to the Local Government Pension Scheme.

NOTE 1 – ACCOUNTING POLICIES (continued)

1.5 Events after the Reporting Period

Events after the balance sheet date are those events, both favourable and unfavourable, that occur between the end of the reporting period and the date when the Statement of Accounts is authorised for issue. Two types of events can be identified:

- those that provide evidence of conditions that existed at the end of the reporting period – the Statement of Accounts is adjusted to reflect such events.
- those that are indicative of conditions that arose after the reporting period – the Statement of Accounts is not adjusted to reflect such events, but where a category of events would have a material effect, disclosure is made in the notes of the nature of the events and their estimated financial effect (where it is possible to estimate the cost).

Events taking place after the date of authorisation for issue are not reflected in the Statement of Accounts.

1.6 Prior Period Adjustments, changes in Accounting Policies, Estimates and Errors

Prior period adjustments may arise as a result of a change in accounting policies or to correct a material error. Changes in accounting estimates are accounted for prospectively, i.e. in the current and future years affected by the change and do not give rise to a prior period adjustment.

Changes in accounting policies are only made when required by proper accounting practices or the change provides more reliable or relevant information about the effect of transactions, other events and conditions on the Joint Committee's financial position or financial performance. Where a change is made, it is applied retrospectively (unless stated otherwise) by adjusting opening balances and comparative amounts for the prior period as if the new policy had always been applied.

Material errors discovered in prior period figures are corrected retrospectively by amending opening balances and comparative amounts for the prior period.

1.7 Government Grants and Other Contributions

Grants and contributions relating to capital and revenue expenditure are accounted for on an accruals basis, and recognised immediately in the relevant service line in the Comprehensive Income and Expenditure Statement as income, except to the extent that the grant or contribution has a condition that the Joint Committee has not satisfied.

1.8 Overheads and Support Services

Charges for services provided by the Central Support Departments within Gwynedd Council are derived from a combination of pre-determined fixed charges, actual recorded staff time, transaction logging and pre-determined formulae.

1.9 Non Distributed Costs

The majority of central support services are allocated to the service divisions in accordance with the Service Reporting Code of Practice (SeRCOP) 2014/15. The items that are excluded from this treatment are defined as Non Distributed Costs and include the cost of discretionary benefits awarded to employees retiring early.

1.10 Provisions

The Joint Committee sets aside provisions for specific obligations which are likely or certain to be incurred but the amount of which cannot yet be determined accurately. These provisions are classified as long-term or short-term liabilities as appropriate according to the nature of each provision.

1.11 Reserves

Specific reserves are created to set aside amounts for future spending schemes. This is done through transfers out of the General Fund Balance in the Movement in Reserves Statement.

NOTE 1 – ACCOUNTING POLICIES (continued)

Certain reserves, namely “unusable reserves” are kept for the technical purpose of managing the accounting processes for non-current assets, financial instruments and employee benefits. These do not represent the usable resources of the Joint Committee.

1.12 Value Added Tax

Only in a situation when VAT is irrecoverable, will VAT be included or charged as ‘irrecoverable VAT’. Since the Joint Committee has not registered for VAT, the VAT is recovered through Gwynedd Council's VAT registration.

1.13 Debtors and Creditors

The Joint Committee's Accounts are maintained on an accruals basis in accordance with the Code of Accounting Practice. The accounts reflect actual expenditure and income relating to the year in question irrespective of whether the payments or receipts have actually been paid or received in the year.

1.14 Jointly Controlled Operations

Jointly controlled operations are activities undertaken in conjunction with other venturers that involve the use of assets and resources of the venturers rather than the establishment of a separate entity.

The GwE Joint Committee has been categorised as a Jointly Controlled Operation.

NOTE 2 – CHANGE IN ACCOUNTING POLICY

There are no changes in the accounting policies during the 2014/15 financial year.

NOTE 3 – ACCOUNTING STANDARDS THAT HAVE BEEN ISSUED BUT HAVE NOT YET BEEN ADOPTED

The CIPFA Code of Practice on Local Authority Accounting in the United Kingdom 2014/15 has introduced several changes in accounting policies which will be required from 1 April 2014. The changes relevant to the Joint Committee are as follows:

Annual Improvements to IFRSs 2011-2013 Cycle - These improvements are minor, principally proving clarification.

It is not likely that the above changes will have a material effect on the Joint Committee's Statement of Accounts.

NOTE 4 – CRITICAL JUDGMENTS IN APPLYING ACCOUNTING POLICIES

In applying the accounting policies set out in Note 1, the Joint Committee has had to make judgments, estimates and assumptions about the carrying amounts of assets and liabilities that are not readily apparent from other sources.

The judgments, estimates and associated assumptions applied are based on historical experience and other factors, other factors being historical and actual future projections and assumptions that are considered to be relevant.

All available and related information is sourced and applied in assessing and determining the position, which is particularly critical when considering such matters as earmarked reserves, provisions and contingent liability. Actual results may subsequently differ from those estimates. The estimates and underlying assumptions are continually reviewed.

NOTE 5 – ASSUMPTIONS MADE ABOUT FUTURE AND OTHER MAJOR SOURCES OF ESTIMATION UNCERTAINTY

The Statement of Accounts contains estimated figures that are based on assumptions made by the Joint Committee about the future or that are otherwise uncertain. Estimates are made taking into account historical experience, current trends and other relevant factors. However, because certain balances cannot be determined with certainty, actual results could be different from the assumptions and estimates.

The following item in the Joint Committee's Balance Sheet at 31 March 2015 may be considered to be a significant risk (in terms of certainty in estimation of value), with the possibility of material adjustment in the forthcoming financial year:

- **Pension Liability** – The Pension Liability position as contained within the accounts is based on a number of complex assessments and judgments as provided by Actuaries engaged by the Gwynedd Pension Fund. Further details are contained in Notes 23 and 24.

NOTE 6 – MATERIAL ITEMS OF INCOME AND EXPENSE

Related items include:-

- A movement of £2,524k on pensions, on the remeasurements of the net defined benefit liability/(assets), in line with Gwynedd Pension Fund's Actuary's assessment (Note 15).
- Increase of £3,902k in grants and contributions and equivalent expenditure (Note 19)

NOTE 7 – EVENTS AFTER THE BALANCE SHEET DATE

There are no known post balance sheet events.

NOTE 8 – ADJUSTMENTS BETWEEN ACCOUNTING BASIS AND FUNDING BASIS UNDER REGULATIONS

This note details the adjustments that are made to the total comprehensive income and expenditure recognised by the Joint Committee in the year in accordance with proper accounting practice to the resources that are specified by statutory provisions as being available to the Joint Committee to meet future expenditure.

2014/15		
ADJUSTMENTS BETWEEN ACCOUNTING BASIS AND FUNDING BASIS UNDER REGULATIONS		
	Usable Reserve General Fund Balance	Movement in Unusable Reserves
	£'000	£'000
Adjustments primarily involving the Pensions Reserve:		
Reversal of items relating to retirement benefits debited/credited to the Comprehensive Income and Expenditure Statement (Note 24)	(551)	551
Employer's pensions contributions and direct payments to pensioners payable in the year	552	(552)
Adjustment primarily involving the Accumulated Absences Account		
Amount by which officer remuneration charged to the Comprehensive Income and Expenditure Statement on an accruals basis is different from remuneration chargeable in the year in accordance with statutory requirements	(3)	3
Total Adjustments	(2)	2

NOTE 8 – ADJUSTMENTS BETWEEN ACCOUNTING BASIS AND FUNDING BASIS UNDER REGULATIONS (continued)

2013/14		
ADJUSTMENTS BETWEEN ACCOUNTING BASIS AND FUNDING BASIS UNDER REGULATIONS		
	Usable Reserve General Fund Balance	Movement in Unusable Reserves
	£'000	£'000
Adjustments primarily involving the Pensions Reserve:		
Reversal of items relating to retirement benefits debited/credited to the Comprehensive Income and Expenditure Statement (Note 24)	(886)	886
Employer's pensions contributions and direct payments to pensioners payable in the year	654	(654)
Adjustment primarily involving the Accumulated Absences Account		
Amount by which officer remuneration charged to the Comprehensive Income and Expenditure Statement on an accruals basis is different from remuneration chargeable in the year in accordance with statutory requirements	(50)	50
Total Adjustments	(282)	282

NOTE 9 – TRANSFERS TO/FROM EARMARKED RESERVES

The note below sets out the amounts set aside from the General Fund in earmarked reserves to provide financing for future expenditure plans.

Earmarked Reserves

GwE Joint Committee Reserves	
	£'000
Balance 31 March 2014	777
<u>Transfers:</u>	
Between Reserves	0
In	15
Out	(495)
Balance 31 March 2015	297

NOTE 10 – FINANCING AND INVESTMENT INCOME AND EXPENDITURE

2013/14		2014/15
£'000		£'000
185	Net interest on the net defined benefit liability (asset)	136
185	Total	136

NOTE 11 – SHORT-TERM DEBTORS

	31 March 2014 £'000	31 March 2015 £'000
Welsh Government	0	1,812
Central Government Bodies	2	67
Other Local Authorities	1,022	3,638
Other Entities and Individuals	17	13
Total	1,041	5,530

NOTE 12 – SHORT-TERM CREDITORS

	31 March 2014 £'000	31 March 2015 £'000
Welsh Government	0	1
Other Central Government Bodies	46	57
Other Local Authorities	277	3,968
Public Corporations and Trading	6	0
Other Entities and Individuals	111	385
Total	440	4,411

NOTE 13 – PROVISIONS

The Joint Committee sets aside provisions for specific obligations, the amount or timing of which cannot be determined accurately. It is not permitted, under accounting conventions, to make provisions for uneven patterns of expenditure. However, earmarked reserves may be established and these are disclosed in Note 9.

The provisions noted below have been identified as being long term provisions (over 12 months). However, the provision level on all related items are reviewed periodically.

	Balance at 31 March 2014 £'000	(Addition) / Reduction / Transfer £'000	Used during the year £'000	Balance at 31 March 2015 £'000
Long Term Provisions				
Pension Provision	0	(4)	0	(4)
	0	(4)	0	(4)

Pension Provision – provision for future pension requirements.

NOTE 14 – USABLE RESERVES

The Movement in Reserves Statement details the movements in the Joint Committee's usable reserves.

NOTE 15 – UNUSABLE RESERVES

31 March 2014		31 March 2015
£'000		£'000
(3,225)	Pensions Reserve	(4,644)
(50)	Accumulated Absences Account	(53)
(3,275)	Total Unusable Reserves	(4,697)

Pensions Reserve

The Pensions Reserve absorbs the timing differences arising from the different arrangements for accounting for post employment benefits and for funding benefits in accordance with statutory provisions. The Joint Committee accounts for post employment benefits in the Comprehensive Income and Expenditure Statement as the benefits are earned by employees accruing years of service, updating the liabilities recognised to reflect inflation, changing assumptions and investment returns on any resources set aside to meet the costs. However, statutory arrangements require benefits earned to be financed as the Joint Committee makes employer's contributions to pension funds or eventually pays any pensions for which it is directly responsible. The debit balance on the Pensions Reserve therefore shows a substantial shortfall in the benefits earned by past and current employees and the resources the Joint Committee has set aside to meet them. The statutory arrangements will ensure that funding will have been set aside by the time the benefits come to be paid.

2013/14 £000		2014/15 £000
(4,097)	Balance 1 April	(3,225)
1,104	Re-measurements of the net defined benefit liability / (assets)	(1,420)
(886)	Reversal of items relating to retirement benefits debited or credited to the Surplus or Deficit on the Provision of Services in the Comprehensive Income and Expenditure Statement	(551)
654	Employer's pensions contributions and direct payments to pensioners payable in the year	552
(3,225)	Balance 31 March	(4,644)

NOTE 15 – UNUSABLE RESERVES (continued)

Accumulated Absences Account

The Accumulated Absences Account absorbs the differences that would otherwise arise on the General Fund Balance from accruing for compensated absences earned but not taken in the year, e.g. annual leave entitlement carried forward at 31 March. Statutory arrangements require that the impact on the General Fund Balance is neutralised by transfers to or from the Account.

2013/14		2014/15
£000		£000
0	Balance 1 April	(50)
(50)	Amount by which officer remuneration charged to the Comprehensive Income and Expenditure Statement on an accruals basis is different from remuneration chargeable in the year in accordance with statutory requirements	(3)
(50)	Balance 31 March	(53)

NOTE 16 – CASH FLOW STATEMENT : ADJUSTMENTS TO NET SURPLUS OR DEFICIT ON THE PROVISION OF SERVICES FOR NON-CASH MOVEMENTS

2013/14		2014/15
£'000		£'000
(440)	(Increase)/Decrease in Creditors	(3,971)
1,041	Increase/(Decrease) in Debtors	4,489
(232)	Pension Liability	2
0	Other non-cash items charged to net surplus/deficit on the provision of services	(125)
369		395

NOTE 17 – OFFICERS' REMUNERATION

a. The Accounts and Audit (Wales) Regulations 2014, require the Joint Committee to disclose the following information relating to employees appointed as Senior Officers, and whose salary is between £60,000 and £150,000. In compliance with the defined requirements, the pensionable pay and the employer's pension contributions are included below, but the employer's national insurance contributions are excluded. The remuneration paid to the Joint Committee's senior employees is as follows:

2013/14				Chief Officers	2014/15			
Salary	Employer's Pension Contribution	Other Employer Costs	Total		Salary	Employer's Pension Contribution	Other Employer Costs	Total
£	£	£	£		£	£	£	£
34,749	11,363	72,170	118,282	Chief Officer ¹	0	0	0	0
48,648	15,908	0	64,556	Chief Officer ²	83,397	22,840	22	106,259

¹ Employed in post up to 31 August 2013

² Employed in post from 1 September 2013

NOTE 17 – OFFICERS’ REMUNERATION (continued)

b. Other Joint Committee employees receiving more than £60,000 remuneration for the year (excluding employer’s pension and national insurance contributions), were paid the following amounts. The figures include termination benefits paid in 1 case in 2014/15 and 3 cases in 2013/14. These posts would not appear below except for the termination benefits paid in the individual year.

Number of other employees who received more than £60,000 and includes remuneration and termination benefits:			
Number in 2013-14		Number in 2014-15	
Total		Total	
1	£60,000 - 64,999	0	
1	£65,000 - 69,999	1	
0	£70,000 - 74,999	1	
0	£75,000 - 79,999	0	
0	£80,000 - 84,999	0	
0	£85,000 - 89,999	0	
1	£90,000 - 94,999	0	

NOTE 18 – EXTERNAL AUDIT COSTS

The Joint Committee has incurred the following costs relating to external audit.

2013/14		2014/15
£'000		£'000
6	Fees for External Audit Services	8

NOTE 19 – GRANT INCOME

a. The Joint Committee credited the following grants, contributions and donations to the comprehensive Income and Expenditure Statement :

	2013/14		2014/15	
	£'000	£'000	£'000	£'000
Grants and Contributions Credited to Services				
Welsh Government -				
Schools Challenge Cymru (SCC)	0		1,174	
GCSE, PISA and Science Literacy	0		510	
NPQH - National Professional Qualification for Headship	0		81	
Literacy & Numeracy development - Primary Phase	0		75	
Other	0		241	
		0		2,081
 Other Government Grants and Contributions -				
Sports Council for Wales	0		95	
		0		95
 Other Grants and Contributions -				
Councils' Contributions towards the Core Service				
Conwy	551		649	
Denbighshire	531		629	
Flintshire	791		931	
Gwynedd	635		748	
Anglesey	356		425	
Wrexham	656		775	
		3,520		4,157
 SEG and WEG * :				
Match funding from Councils				
Conwy	0		204	
Denbighshire	0		325	
Flintshire	0		304	
Gwynedd	0		352	
Anglesey	0		215	
Wrexham	0		354	
Welsh Government	0		152	
		0		1,906
Other		853		36
		4,373		6,099
 Total Grants and Contributions Credited to Services		4,373		8,275

* National Model : the non-delegated element of the School Effectiveness Grant (SEG) and the Welsh in Education Grant (WEG) including authority match funding contributions.

NOTE 19 – GRANT INCOME (continued)

b. The Joint Committee has received a grant that has yet to be recognised as income as it has conditions attached that could require the monies to be returned to the giver. The balance at the year end is as follows:

	31 March 2014 £'000	31 March 2015 £'000
Grants and Contributions Received in Advance		
Short Term		
Sports Council for Wales	0	120
Total	<u>0</u>	<u>120</u>

NOTE 20 – RELATED PARTIES

The Joint Committee is required to disclose material transactions with related parties – bodies or individuals that have the potential to control or influence the Joint Committee or to be controlled or influenced by the Joint Committee. Disclosure of these transactions allows readers to assess the extent to which the Joint Committee might have been constrained in its ability to operate independently or might have secured the ability to limit another party's ability to bargain freely with the Joint Committee.

Members

Members of the Joint Committee have an influence over the Joint Committee's financial and operating policies.

Members have declared an interest or relationship (as defined) in companies or businesses which may have dealings with the Joint Committee. A breakdown of the payments and balances at 31 March 2015 made to these companies under this heading during 2014/15 is as follows:

Payments made	Amounts owed by the Joint Committee	Amounts owed to the Joint Committee
£'000	£'000	£'000
4	2	0

The figures are based on information received in respect of Councillors' returns.

Officers

The Joint Committee's Senior Officers (as defined) have declared as required and where appropriate an interest or relationship (as defined) in companies, voluntary, charitable, or public bodies which receive payments from the Joint Committee. No payments have been made to these companies during 2014/15, as no amounts are owed by the Joint Committee or to the Joint Committee from the companies named.

NOTE 21 – EXIT PACKAGES

The number of exit packages with total cost per band and total cost of the compulsory and other redundancies are set out in the table below. The cost in the table below reflects the related cost to the employer rather than the actual value of the payments to the individuals. In 2013/14 all of the packages listed are for officers who transferred over to GwE and were financed entirely by the originating authorities (see Note 22).

(a)	(b)		(c)		(d)		(e)	
Exit package cost band (including special payments)	Number of compulsory redundancies		Number of other departures agreed		Total number of exit packages by cost band		Total cost of exit packages in each band	
	2013/14	2014/15	2013/14	2014/15	2013/14	2014/15	2013/14	2014/15
£	Number	Number	Number	Number	Number	Number	£'000	£'000
0 - 20,000	4	0	0	0	4	0	56	0
20,001 - 40,000	6	0	0	0	6	0	158	0
40,001 - 60,000	6	0	0	0	6	0	273	0
60,001 - 80,000	3	1	0	0	3	1	199	69
80,001 - 100,000	1	0	0	0	1	0	95	0
100,001 - 150,000	0	0	0	0	0	0	0	0
Total	20	1	0	0	20	1	781	69

NOTE 22 – EXCEPTIONAL ITEM

The exceptional item in the Comprehensive Income and Expenditure Statement (2013/14) indicates the one-off start up costs for the GwE Joint Committee. The main element are the costs of exit packages as indicated in Note 21, financed from contributions from each originating authority.

NOTE 23 – PENSIONS SCHEMES ACCOUNTED FOR AS DEFINED CONTRIBUTION SCHEMES

Teachers employed by the Joint Committee are members of the Teachers' Pension Scheme, administered by the Government's Department for Education. The scheme provides teachers with specified benefits upon their retirement, and the Joint Committee contributes towards the costs by making contributions based on a percentage of members' pensionable salaries.

The scheme is technically a defined benefit scheme. However, the scheme is unfunded and the Department for Education uses a notional fund as the basis for calculating the employers' contribution rate paid by local authorities. The Joint Committee is not able to identify its share of underlying financial position and performance of the scheme with sufficient reliability for accounting purposes. For

NOTE 23 – PENSIONS SCHEMES ACCOUNTED FOR AS DEFINED CONTRIBUTION SCHEMES (continued)

the purposes of this Statement of Accounts, it is therefore accounted for on the same basis as a defined contribution scheme.

In 2014/15 the Joint Committee paid £7k (2013/14: £2k) in respect of teachers' pension costs, which represented 14.10% of teachers' pensionable pay. In addition the Joint Committee is responsible for the costs of any additional benefits awarded upon early retirement outside of the terms for the teachers' scheme. There were no such costs in 2014/15 and 2013/14. These costs are accounted for on a defined benefits basis and are included in Note 24.

NOTE 24 – PENSION COSTS

As part of the terms and conditions of employment of its officers and other employees, the Joint Committee makes contributions towards the cost of post employment benefits. Although these benefits will not actually be payable until employees retire, the Joint Committee has a commitment to make the payments. These need to be disclosed at the time that employees earn their future entitlement.

GwE participates in two post employment schemes:

- a) **The Local Government Pension Scheme** administered locally by Gwynedd Council. This is a funded defined benefit final salary scheme, meaning that the authority and employees pay contributions into a fund, calculated at a level intended to balance the pensions liabilities with investment assets.
- b) **Arrangements for the award of discretionary post retirement benefits upon early retirement.** This is an unfunded defined benefit arrangement, under which liabilities are recognised when awards are made. However, there are no investment assets built up to meet these pension liabilities, and cash has to be generated to meet actual pensions payments as they eventually fall due.

The Gwynedd Pension Fund is operated under the regulatory framework for the Local Government Pension Scheme and the governance of the scheme is the responsibility of the Pensions Committee of Gwynedd Council. Policy is determined in accordance with the Local Government Pensions Scheme Regulations. The investment managers of the fund are appointed by the committee.

The principal risks to the Joint Committee from the scheme are the longevity assumptions, statutory changes to the scheme, structural changes to the scheme (such as large-scale withdrawals from the scheme), changes to inflation, bond yields and the performance of equity investments held by the scheme. These are mitigated to a certain extent by the statutory requirements to charge the amounts required by statute as described in the accounting policies note to the Joint Committee.

Transactions Relating to Post-employment Benefits

The Joint Committee recognises the cost of retirement benefits in the reported cost of services when they are earned by employees, rather than when the benefits are eventually paid as pensions. However, the charge it is required to make against council tax is based on the cash payable in the year, so the real cost of post employment/retirement benefits is reversed out of the Joint Committee's General Fund via the Movement in Reserves Statement. The following transactions have been made in the Comprehensive Income and Expenditure Statement and the General Fund Balance via the Movement in Reserves Statement during the year.

NOTE 24 – PENSION COSTS (continued)

Change in the Fair Value of Plan Assets, Defined Benefit Obligation and Net Liability	Period ended 31 March 2014			Period ended 31 March 2015		
	Assets	Liabilities	Net (liability) /asset	Assets	Liabilities	Net (liability) /asset
	£'000	£'000	£'000	£'000	£'000	£'000
Fair Value of Employer Assets	9,806	0	9,806	10,980	0	10,980
Present Value of Funded Liabilities		(13,903)	(13,903)	0	(14,205)	(14,205)
Present Value of Unfunded Liabilities		0	0	0	0	0
Opening Position at 31 March	9,806	(13,903)	(4,097)	10,980	(14,205)	(3,225)
Service Cost						
Current Service Cost*	0	(414)	(414)	0	(415)	(415)
Past Service Costs(including curtailments)	0	(287)	(287)	0	0	0
Total Service Cost	0	(701)	(701)	0	(415)	(415)
Net interest						
Interest Income on Plan Assets	447	0	447	484	0	484
Interest Cost on Defined Benefit Obligation	0	(632)	(632)	0	(620)	(620)
Total Net Interest	447	(632)	(185)	484	(620)	(136)
Total Defined Benefit Cost Recognised in Profit/(Loss)	447	(1,333)	(886)	484	(1,035)	(551)
Cashflows						
Plan participants contributions	109	(109)	0	142	(142)	0
Employer contributions	645	0	645	540		540
Contributions in respect of unfunded benefits	0	0	0	0	0	0
Benefits Paid	(406)	406	0	(137)	137	0
Unfunded Benefits Paid	0	0	0	0	0	0
Expected Closing Position	10,601	(14,939)	(4,338)	12,009	(15,245)	(3,236)
Re-measurements						
Change in demographic assumptions	0	0	0	0	0	0
Change in financial assumptions	0	(420)	(420)	0	(2,376)	(2,376)
Other experience	0	1,154	1,154	0	67	67
Return on Assets excluding amounts included in net interest	379	0	379	901	0	901
Total remeasurements recognised in Other Comprehensive Income (OCI)	379	734	1,113	901	(2,309)	(1,408)
Fair Value of Employer Assets	10,980	0	10,980	12,910	0	12,910
Present Value of Funded Liabilities	0	(14,205)	(14,205)	0	(17,554)	(17,554)
Present Value of Unfunded Liabilities	0	0	0	0	0	0
Closing Position at 31 March	10,980	(14,205)	(3,225)	12,910	(17,554)	(4,644)

* The current service cost includes an allowance for administration expenses of 0.5% of payroll

NOTE 24 – PENSION COSTS (continued)

The Major Categories of Plan Assets as a Percentage of Total Plan Assets

The actuary has provided a detailed breakdown of Fund assets in accordance with the requirements of IAS19. This analysis distinguishes between the nature and risk of those assets and to further break them down between those with a quoted price in an active market and those that do not. The asset split for GwE is assumed to be in the same proportion to the Fund's asset allocation as at 31 December 2014. The split is shown in the table above. The actuary estimates the bid value of the Fund's assets as at 31 March 2015 to be £1,486,000,000 based on information provided by the Administering Authority and allowing for index returns where necessary.

Fair Value of Employer Assets

The asset values below are at bid value as required under IAS19.

Asset Category	At 31 March 2014					At 31 March 2015				
	Quoted Prices in Active Markets	Prices not quoted in Active Markets	Total			Quoted Prices in Active Markets	Prices not quoted in Active Markets	Total		
	£'000	£'000	£'000	%		£'000	£'000	£'000	%	
Equity Securities										
Consumer	206	0	206	2		358	0	358	3	
Energy and Utilities	263	0	263	2		266	0	266	2	
Financial Institutions	92	0	92	1		201	0	201	2	
Health and Care	487	0	487	4		537	0	537	4	
Information Technology	306	0	306	3		375	0	375	3	
Other	501	0	501	5		654	0	654	4	
Private Equity										
All	0	525	525	5		0	546	546	5	
Real Estate										
UK Property	0	945	945	9		0	1,238	1,238	10	
Overseas Property	0	28	28	0		0	37	37	0	
Investment Funds and Unit Trusts										
Equities	2,463	3,217	5,680	52		2,948	3,668	6,616	51	
Bonds	0	1,632	1,632	15		0	1,788	1,788	14	
Infrastructure	0	48	48	0		0	61	61	0	
Derivatives										
Inflation	0	0	0	0		0	0	0	0	
Cash and Cash Equivalents										
All	268	0	268	2		233	0	233	2	
Total	4,586	6,395	10,981	100		5,572	7,338	12,910	100	

NOTE 24 – PENSION COSTS (continued)

Basis for estimating assets and liabilities

Liabilities have been assessed on an actuarial basis using the projected unit method, an estimate of the pensions that will be payable in future years dependent on assumptions about mortality rates, life expectancy and salary levels. Life expectancy is based on fund specific projections called VitaCurves with long term improvement assumed to have already peaked and converging to 1.25% per annum.

Both the Gwynedd Pension Scheme and Discretionary Benefits liabilities have been estimated by Hymans Robertson, an independent firm of actuaries, estimates for the Gwynedd Pension Fund being based on the latest full valuation of the scheme as at 31 March 2013. The significant assumptions used by the actuary are as follows:-

	31 March 2014	31 March 2015
Financial Assumptions	% p.a.	% p.a.
Pensions Increase Rate	2.8	2.4
Salary Increase Rate*	4.6	4.3
Inflation Rate	2.8	2.4
Discount rate	4.3	3.2
Long term expected rate of return on all categories of assets	4.3	3.2
Take-up option to convert annual pension into retirement lump sum		
for pre-April 2008 service	50	50
for post-April 2008 service	75	75
Mortality assumptions	Years	Years
Longevity at 65 for current pensioners		
Men	22	22
Women	24	24
Longevity at 65 for future pensioners		
Men	24.4	24.4
Women	26.6	26.6

*Salary increases are assumed to be 1% p.a. until 31 March 2016 reverting to the long term assumption shown thereafter.

The estimation of the defined benefit obligations is sensitive to the actuarial assumptions set out in the table above. In order to quantify the impact of a change in the financial assumptions used, the actuary has calculated and compared the value of the scheme liabilities as at 31 March 2014 on varying bases. The approach taken is consistent with that adopted to derive the IAS19 figures provided in this note.

To quantify the uncertainty around life expectancy, the actuary has calculated the difference in cost to the Joint Committee of a one year increase in life expectancy. For sensitivity purposes this is assumed to be an increase in the cost of benefits of broadly 3%. In practice the actual cost of one year increase in life expectancy will depend on the structure of the revised assumption (i.e. if improvements to survival rates predominantly apply at younger or older ages). The figures in the table below have been derived based on the membership profile of the Joint Committee as at 31st March 2013, the date of the most recent actuarial valuation. The approach taken in preparing the sensitivity analysis shown is consistent with that adopted in the previous year.

NOTE 24 – PENSION COSTS (continued)

Impact on the Defined Benefit Obligation in the Scheme Change in assumption	Approximate	Approximate
	increase to	monetary amount
	Employer 31 March 2015	31 March 2015
	%	£'000
0.5% decrease in real discount rate	10	1,832
1 year increase in life expectancy	3	527
0.5% increase in the salary increase rate	3	596
0.5% increase in the pension increase rate	7	1,191

Impact on the Joint Committee's Cash Flows

One of the objectives of the scheme is that employer contributions should be kept at as constant a rate as possible. Gwynedd Council has agreed a strategy with the fund's actuary to achieve a funding level of 100% over the next 20 years. Funding levels are monitored on an annual basis.

The contributions paid by the Joint Committee are set by the Fund Actuary at each triennial valuation (the most recent being as at 31 March 2013), or at any other time as instructed to do so by the Administering Authority. The contributions payable over the period to 31 March 2017 are set out in the Rates and Adjustments certificate. For further details on the approach adopted to set contribution rates for the Joint Committee, please refer to the 2013 actuarial report dated 31 March 2014.

Information about the Defined Benefit Obligation

	Liability Split		Duration
	£'000	%	
Active Members	12,867	73.3	22.6
Deferred Members	389	2.2	33.7
Pensioner Members	4,298	24.5	14.7
Total	17,554	100.0	20.6

The above figures are for funded obligations only and do not include unfunded pensioner liabilities. The durations are effective at the previous formal valuation as at 31 March 2013.

Impact in Future Years

The total contributions expected to be made to the Local Government Pensions Scheme by the Joint Committee in the year to 31 March 2016 is £513,000.

As the Actuary's report is based on estimates and due to timing issues, there is a variance of £12,650 in 2014/15 (£8,523 in 2013/14) between the deficit in the Scheme based on the Actuarial figures in comparison with the Liability related to the defined benefit Pension Schemes in the Balance Sheet. This variance has been treated as Actuarial Gains and Losses on Pension Assets and Liabilities and therefore has been included in the Liability related to the defined benefit Pension Schemes in the Balance Sheet.

GwE JOINT COMMITTEE

REVENUE INCOME AND EXPENDITURE ACCOUNT 2014/15

	Final Budget £	Final Expenditure £	Under / (Over) Spend Net £
<u>Expenditure</u>			
Employees			
Salaries			
- Management, Brokerage, Standards and Administration	729,815	538,893	(190,922)
- System Leader	2,189,794	2,172,883	(16,911)
Redundancy Costs	0	131,925	131,925
Training, advertising and other employee costs	25,230	33,993	8,763
Building			
Rent (includes services)	50,640	41,841	(8,799)
Travel			
Travel Costs	186,780	105,355	(81,425)
Supplies and Services			
Furniture, equipment, printing, postage, telephone, room hire etc	22,140	38,840	16,700
Information Technology	16,329	23,604	7,275
Audit Fees	7,590	7,590	0
Brokerage	255,250	270,018	14,768
Gwynedd Council Host Authority Support Service Costs			
Legal	5,107	5,107	0
Human Resources	8,754	8,754	0
Finance	37,856	37,856	0
Information Technology	25,525	41,854	16,329
National Model Commitments	595,446	595,446	0
Use of the GwE Underspend Reserve			
School to School Support	0	387,900	387,900
Other	0	157,865	157,865
Specific Projects			
Regional Coordinator - National Support Program: Literacy and Numeracy	14,882	14,882	0
School Effectiveness Grant (SEG)	1,297,961	1,371,079	73,118
Welsh in Education Grant (WEG)	608,243	608,243	0
Dyfal Donc Courses	66,310	77,946	11,636
Literacy and Numeracy	5,000	5,000	0
Physical Literacy Programme in Schools (PLPS)	95,297	95,297	0
Schools Challenge Cymru (SCC)	1,194,705	1,194,705	0
GCSE/ PISA	510,842	510,842	0
Support package of CPD - Welsh Baccalaureate	58,055	58,055	0
Consortia capacity building to support PDG spending	40,033	40,033	0
Literacy & Numeracy development for new AOL - Primary Phase	75,000	75,000	0
EDIIP	45,667	45,667	0
NPQH	81,343	81,343	0
Mentors and Headteachers	21,000	21,000	0
LiDW	56,174	56,174	0
Total Expenditure	8,326,768	8,854,990	528,222

GwE JOINT COMMITTEE

REVENUE INCOME AND EXPENDITURE ACCOUNT 2014/15

	Final Budget £	Final Expenditure £	Under / (Over) Spend Net £
Income			
Core Service Contributions			
- Anglesey Council (10.23%)	(425,039)	(425,039)	0
- Gwynedd Council (17.99%)	(747,738)	(747,738)	0
- Conwy Council (15.61%)	(648,868)	(648,868)	0
- Denbighshire Council (15.14%)	(629,293)	(629,293)	0
- Flintshire Council (22.38%)	(930,260)	(930,260)	0
- Wrexham Council (18.65%)	(775,058)	(775,058)	0
Miscellaneous Income - Leadership Course Programme/ SACRE etc.	0	(29,662)	(29,662)
Use of the GwE Underspend Reserve	0	(545,765)	(545,765)
Specific Projects			
School Effectiveness Grant (SEG) - WG	(1,297,961)	(1,297,961)	0
Welsh in Education Grant (WEG) - WG	(608,243)	(608,243)	0
Regional Coordinator - National Support Program: Literacy and Numeracy - WG	(14,882)	(14,882)	0
Dyfal Donc Courses	(66,310)	(66,310)	0
Literacy and Numeracy - WG	(5,000)	(5,000)	0
Physical Literacy Programme in Schools (PLPS) - Wales Sports Council	(95,297)	(95,297)	0
Schools Challenge Cymru (SCC) - WG	(1,194,705)	(1,194,705)	0
GCSE, PISA and Science Literacy - WG	(510,842)	(510,842)	0
Support package of CPD - Welsh Baccalaureate - WG	(58,055)	(58,055)	0
Consortia capacity building to support PDG spending - WG	(40,033)	(40,033)	0
Literacy & Numeracy development for new AOL - Primary Phase - WG	(75,000)	(75,000)	0
EDIIP - Education Data and Information Improvement Project - WG	(45,667)	(45,667)	0
NPQH - National Professional Qualification for Headship - WG	(81,343)	(81,343)	0
Mentoring and Headteachers - WG	(21,000)	(21,000)	0
LiDW - Learning in Digital Wales - Training - WG	(56,174)	(56,174)	0
Interest on Balances	0	(3,727)	(3,727)
Total Income	(8,326,768)	(8,905,922)	(579,154)
Total	0	(50,932)	(50,932)
Memorandum -			
The GwE Underspend Reserve			
			£
	Fund balance as at 1 April 2014		(761,662)
	Add - Underspend for the financial year 2014/15		(50,932)
	Less - Use of the GwE Underspend Reserve		545,765
	Fund balance as at 31 March 2015		(266,829)
	Less - committed expenditure		135,000
	Uncommitted		(131,829)
Information Technology Renewal Fund			
	Fund balance as at 1 April 2014		(15,000)
	Add - Contribution for the financial year 2014/15		(15,000)
	Fund balance as at 31 March 2015		(30,000)

1. FINANCIAL VARIANCES

1.1 Employees – Management, Brokerage, Standards and Administration: Underspend (£191,000):

Following a permanent adjustment to the budget in order to fund the posts of Head of Standards, Head of Support and Brokerage, and two posts associated with the transfer of the Consortium Office's administrative work to GwE (in line with the 'National Model' requirements'), there will be a one-off underspend this year due to no full 12 month costs for these posts in the 2014/15 accounts. In addition, the time of managerial and administrative staff to work on additional schemes is funded through specific projects.

No substantial change to what was reported in the third quarter review.

1.2 Employees – Challenge Advisers: Underspend (£17,000):

The final position is a one-off underspend this year as some GwE employees are not at top scale, and following secondments to work on specific projects.

No substantial change to what was reported in the third quarter review.

1.3 Employees – Redundancy Costs: Overspend £132,000:

One-off cost as a result of the transfer of the Consortium Office's work to GwE (in line with National Model requirements) with an assessment identifying the need for fewer posts.

No change to what was reported in the third quarter review.

1.4 Employees – Training, advertisement and other employee costs: Overspend £9,000:

Advertisement costs are higher than normal, including the advertisement of two new posts (Head of Brokerage and Support and Head of Standards).

No substantial change to what was reported in the third quarter review.

1.5 Buildings: Underspend (£9,000):

Current rent agreement cost is less than the budget set in the project business case when GwE was established. As previously agreed, the service will be relocating from its current offices at Caernarfon and Conwy early in the next financial year, therefore no permanent saving is expected.

Less underspend than reported in the third quarter review i.e. underspend of (£20,000), due to higher room hire costs than expected. The new offices comprise of meeting rooms, which will reduce hire costs in future.

1.6 Transport: Underspend (£81,000):

The final position supports what was anticipated when analysing the travelling expenses trend over the year. It has already been noted that the actual annual cost would be likely to be lower than that set out in the final business case.

The intention is to divert the permanent saving to other headings, noting that substantially higher National Insurance costs will be incurred in 2016/17. Any permanent adjustment will need to be agreed as part of the 2015/16 budget setting report.

No substantial change to what was reported in the third quarter review.

1.7 Supplies and Services: Overspend £24,000:

It appears that, under this heading, the budget in the business plan is inadequate and will need attention when setting the budget for 2015/16.

Increase in what was reported in the third quarter review i.e. overspend of £16,000. Secondments/use of external advisers means that there has been an increase in the number of part-time employees, resulting in an increased demand for Information Technology equipment.

1.8 Brokerage: Overspend £15,000: £15,000:

The final position is an overspend against the brokerage budget. The heading includes one-off costs of establishing new programmes which have been delivered free of charge over the year. Programmes have started to increase capacity within the system.

In the third quarter review, neither an over nor under spend was expected, however the cost of establishing new programmes was slightly higher than expected.

1.9 Costs of Host Authority Support Services: Overspend £16,000:

The Information Technology support cost is higher than the budget set in the business case. This is due to support for three offices (rather than one), and also an increased number of posts (including additional grant funded posts). This heading will need to be addressed when setting the budget for 2015/16.

No substantial change to what was reported in the third quarter review.

1.10 School Effectiveness Grant: Overspend £73,000:

Following the anticipated underspend in management, administration and rent costs, it was possible to increase the investment for working with teachers and classroom assistants in specific secondary schools to help them plan for, and to implement the Literacy and Numeracy Framework.

Less than anticipated in the third quarter review, i.e. overspend of £107,000, mainly through increased targeting of the area through other specific projects.

1.11 Catch Up Courses: Overspend £12,000:

The overspend is due to schools being offered a discounted rate over the year.

The third quarter review did not anticipate neither an over nor under spend, however the costs associated with the courses were higher than expected.

2. THE UNDERSPEND FUND

2.1 At the beginning of the 2014/15 financial year, the fund totalled £762,000. GwE's Joint Committee has already decided to commit £680,000 of 2013/14's underspend to plans. Ultimately, £545,000 of the commitment was spent during the 2014/15 financial year, with the remainder being committed as expenditure in 2015/16.

2.2 Therefore, £81,000 of the underspend fund will be available in 2015/16, together with the 2014/15 underspend of £51,000, which means that a total of £132,000 will be available at the beginning of the 2015/16 financial year. This is intended for commissioning purposes in order to fulfil the business plan, national model, and schools' requirements in 2015/16 and beyond.



REPORT FOR JOINT-COMMITTEE

15 July 2015

Report by:	GwE Lead Director (Chair of the Management Board)
Subject:	Business Case - National Model for Regional Working

1.0 Purpose of Report

1.1 To present the final business case for approval.

2.0 Background

2.1 The National Model for Regional Working guidance document was published by the Welsh Government in February 2014.

2.2 At the Joint Committee meeting on 25 February 2015, the Management Board's report noting the preferred direction for the alignment of regional working arrangements with the National Model was approved.

2.2 As a result of the Joint Committee's support of the preferred direction, this final business case summarises the current situation per area of work, weighs up the possible options, and recommends the most effective interventions for delivery.

3. Recommendations

3.1 The Joint Committee is asked to approve the following interventions per area of work:

- Governor Advice and Support (page 10 of the report)
- The Foundation Phase (page 10 of the report)
- Learning Pathways 14 – 19 (page 12 of the report)

- Welsh Education Strategic Plans (WESP) and Welsh in Education Grant (WEG) (page 13 of the report)
- Regional Co-ordination of ICT Strategy (page 14 of the report)
- Specialist Human Resources Support (page 14 of the report)

3.2 The Joint Committee is asked to delegate the responsibility of planning and executing the interventions to GwE's Management Board.

4.0 Financial implications

4.1 No substantial financial implications are associated with the changes except for the £10,000 per annum to commission an adviser to monitor and report on the standard of Governor Support.

5.0 Impact in terms of equality

There is no new impact in terms of equality arising from this report.

6.0 Personnel Implications

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

7.0 Appendices

7.1 Business Case – National Model for Regional Working (along with appendices 1-5 and A-C).

VIEW OF STATUTORY OFFICERS

The Monitoring Officer:

This work builds on the partners' decision to adopt the National Model in 2014. At the time, a phased implementation of the Model was agreed, subject to a business case and supporting transition plan. The proposed plan aims to meet this requirement. However, there is a need to ensure that commissioning and delivery arrangements are formalised where GwE receives services via the authorities. There is also a need to review wider structures where GwE is set a new and specific role in an attempt to acknowledge and embrace the responsibilities and accountability imposed on the Service.

The Statutory Finance Officer:

Comments will be submitted verbally at the meeting.

Business Case for the Alignment of the North Wales School Effectiveness and Improvement Service (GwE) with Welsh Government's National Model for Regional Working

Addendum to the Full Business Case for establishing the North Wales Schools Effectiveness and Improvement Service, March 2012

1. Foreword by the North Wales Education Directors

North Wales Local Authorities are committed to ensuring that the children and young people in their schools are given the best possible start in life and achieve life skills and qualifications of the highest standard.

We recognise that Wales has a major challenge in ensuring that its levels of educational attainment are at least comparable with its competitors in the world economy. Our society and economy have no greater asset than the skills and learning capacity of our people.

North Wales must play its part in making a significant change in the way it monitors, challenges, supports and intervenes in schools, in order to work in partnership with schools to drive the raising of standards in pupil achievement. New ways of delivering LA school improvement statutory functions have been established in order to increase the pace of school performance improvement. The establishment of GwE as the Regional School Improvement and Effectiveness Service was an important first step in this process.

We are operating within a period of unprecedented austerity and no individual authority can address the current performance issues as a single entity, divorced from working collaboratively with other authorities. The tasks to be undertaken and implemented are too onerous and complex. The improvement agenda, common to all authorities, driven on an individual LA basis, would result in a grossly inefficient duplication of effort and processes.

Following the introduction of the National Model for Regional Working in February 2014, it is now time to enhance the collaborative work that is already taking place through existing regional initiatives and processes, to allow us to align our working practices more closely with the National Model and the subsequent guidance document "Revitalising people management in schools" which was published in April 2015.

2. Executive Summary

2.1 The following Business Case outlines the preferred strategic options for the alignment of regional working arrangements with the National Model for Regional Working.

2.2 It can be considered for 2015 – 2016 that the current regional

arrangements will remain in place in light of Welsh Government's new regional Education Improvement Grant that comes into effect in April 2015.

- 2.3 No substantial financial implications are associated with the proposed changes contained within the Business Case except for those associated with element 4C, namely Governor Support and Training (approximately £10,000 per annum for GwE). This was agreed in principle only by the GwE Management Board in deciding the possible options for 2015 - 2016.
- 2.4 The remaining additional elements will become part of GwE's business as usual since the proposed changes for 2015 – 2016 are minimal. All elements are included within the GwE Headline Business Plan for 2015 – 2016.
- 2.5 More detailed business planning will be undertaken for 2016 – 2017 in light of the new Education Improvement Grant.
- 2.6 It should also be noted that the Authorities and the North Wales Regional School Effectiveness and Improvement Service, GwE, face a substantial challenge in 2016 - 2017 in seeking to rationalise the implications of the National Model and Welsh Government's new Education Improvement Grant and the possible staffing implications, TUPE matters, redundancy risks and associated costs.

3. Background

- 3.1 The North Wales Regional School Effectiveness and Improvement Service (GwE) was established in April 2013.
- 3.2 This Business Case is an addendum to the Full Business Case of the North Wales Regional School Effectiveness and Improvement Service, March 2012, that outlines the establishment of the new GwE service.
- 3.3 Following the establishment of the new North Wales School Effectiveness and Improvement Service in April 2013, Welsh Government published a Guidance Document that outlined a National Model for Regional Working (February 2014).
- 3.4 North Wales Local Authorities, who retain the statutory responsibility for school effectiveness and standards, are therefore required to revisit the responsibilities of GwE and to align the current service with the requirements of the National Model.
- 3.5 The Full Business Case for the establishment of the original service offers details of the elements that GwE is currently responsible for and the following Business Case considers only the additional elements that are

included in the National Model that GwE does not currently undertake. GwE will be increasingly responsible for these additional elements from April 2015 onwards and they will be included in GwE's Business Planning.

4. The Mission, Values and Principles of Effective School Improvement

4.1 The vision and the purpose of the National Model for Regional Working are outlined in the Guidance Document and its vision and main principles are fully supported by the six North Wales Local Authorities. The following is an extract from the Guidance Document:

4.2 "Wales needs for its future success in the world young people who are clever, skilled, happy and healthy, and an educational system that helps to produce them. Our proposals in this agreement are designed to generate this through supporting reform to the way that local authorities, regional consortia and the Welsh Government work together to support school leaders, governors and teachers and, through this process, helping to create excellent learning, in excellent classrooms in excellent schools.

4.3 The Hill review will help to shape Wales' education reform programme and the national model for school improvement is an integral part of that. The development of the national model is a shared endeavour between schools, local authorities, regional consortia and the Welsh Government. It recognises the important role each tier has to play in improving outcomes for children and young people. The national model can create the structures and define the framework within which this partnership will function but it will require a shared commitment and moral purpose for the system as a whole to deliver the improvements in education and life chances that all children in Wales deserve.

4.4 Local authorities retain the statutory responsibility for schools and school improvement. The national model is based on a vision of regional school improvement consortia working on behalf of local authorities to lead, orchestrate and co-ordinate the improvement in the performance of schools and education of young people. The prime mission and purpose of regional consortia is to help those who educate our children and young people. So, in future, their non-negotiable job will be to support schools and local authorities in their efforts to:

- a) improve learner outcomes for all young people;
- b) ensure the delivery of high quality teaching and learning; and support and empower school leaders to better lead their schools".

5. Model and Key Principles of School Improvement

- 5.1 According to the Guidance Document, schools are at the heart of the National Model. It is the job of governors, school leaders, teachers and other staff to set high expectations of pupils, constantly seek to improve the quality of teaching and learning, raise standards, share good practice and learn from one another through genuine partnerships and school-to-school support arrangement.
- 5.2 The Business Case for the Alignment of the Regional North Wales School Effectiveness and Improvement service should therefore ensure that these principles remain at its core when considering the options for alignment.

6. The Role of Regional Consortia in Implementing the National Model

- 6.1 According to the Guidance Document, “the delivery of consortia services should be based on co- construction with schools with a move to common/shared data systems and underpinned by excellence of expertise in analysing and challenging schools’ improvement needs. The delivery of consortia services should not be based on employing large numbers of full time staff – rather a core staff should draw on the skills of the best headteachers in their regions along with other school improvement experts and should use budgets flexibly to commission the support schools require”.
- 6.2 “Relationships and lines of accountability between local authorities and regional consortia should be clear so that everyone in the education system understands who is responsible for what. The implementation of this model will change over time. As schools and teachers develop over the next two to three years, and as they gain knowledge and confidence, they will expect more independence, autonomy and space to make their own decisions. The measure of success for regional consortia will be that they cease to exist in their present form over time because their job is done”.

7. Purpose of This Document

- 7.1 This document is a Business Case for the alignment of the North Wales Regional School Effectiveness and Improvement Service (GwE) with Welsh Government’s National Model for Regional Working (February 2014).
- 7.2 This document should be read as an addendum to the Full Business Case for the establishment of the original regional service, March 2012 and

Welsh Government's Guidance Document for Regional Working 126/2014 (February 2014).

- 7.3 This document considers only the elements and duties included in the National Model that the Regional Service does not currently undertake or is not responsible for. It is expected that GwE, the Regional Service, will be increasingly responsible for the additional elements from April 2015 onwards and that they will be included in its Business Plan.
- 7.4 This document considers the educational, strategic and financial case for change and the current situation in terms of the additional elements that need to be addressed in order to be in alignment with the National Model. This document also outlines the changes that will have to be implemented in order for the Regional Service to be in alignment with the National Model for Regional Working.

8. Additional Strands of the National Model to be Addressed

(In-scope Elements for the Alignment Project)

8.1 Following due consideration of Welsh Government's Guidance Document for Regional Working, it was agreed by all North Wales Local Authorities that the following elements should to be addressed in order to achieve alignment with the National Model. The following elements are therefore considered in-scope for this project. These elements were considered out of scope when originally establishing the regional service (details can be found in Appendix 2 of the Full Business Case for the establishment of the new regional service).

- a) Governor Advice and Support
- b) Foundation Phase
- c) 14 – 19 Learning Pathways Offer
- d) Welsh in Education Strategic Plans and Welsh in Education Grant
- e) Regional co-ordination of ICT Strategy
- f) Specialist HR Support

9. Methodology of Alignment Project

- 9.1 An audit of the current regional arrangements with respect to all of the above areas of work was undertaken and strategic options were presented to the GwE Joint Committee on 25 February 2015 for approval on the way forward. A Welsh Government representative was present at the meeting and was consulted with on the preferred way forward during the course of the project in order to mitigate the risk of not achieving alignment with the requirements of the National Model.
- 9.2 The GwE Joint Committee of 25 February 2015 and the Welsh Government representative who was present at the meeting approved the recommended way forward and it was considered that all preferred strategic options demonstrated regional working that was in alignment with the National Model for Regional Working.
- 9.3 Options for alignment were evaluated and agreed by the Education Directors of the six North Wales Local Authorities and subsequently approved by the Regional Service Joint Committee on 25 February 2015. The options were evaluated against the following criteria:
- a) Alignment with the National Model
 - b) Delivering additional value in view of financial climate
 - c) Potential for successful change delivery

10. The Strategic Case For Change

- 10.1 The National Model for Regional Working Guidance Document was published by Welsh Government in February 2014. The Cabinets of the six partner Local Authorities resolved in the Spring of 2014 to:
- a) Approve the National Model for Regional Working in Wales in relation to School Improvement.
 - b) Approve and adopt the National Model for Regional Working on School Improvement and develop a business plan with the intention that the additional services listed in the Model be incorporated into the GwE regional model, in phases, subject to a satisfactory business case for each and a supporting transition plan to ensure service continuity and performance.

11. The Educational Case For Change

- 11.1 Standards achieved by pupils in Wales are not as good as pupils in some other countries. The most able pupils in Wales are a year behind in their development of literacy skills than pupils in some other countries. There is a potential for unnecessary duplication of systems across the six Local Authorities to manage services and to deliver common requirements. Given the current financial climate, collectively, there could be inefficiencies in use of monies when there is the potential to ensure decreasing resources are used to greater effect through efficiencies of scale.
- 11.2 In accordance with the principles of the National Model, schools are at the heart of the change. It is the job of governors, school leaders, teachers and other staff to set high expectations of pupils, constantly seek to improve the quality of teaching and learning, raise standards, share good practice and learn from one another through genuine partnerships and school-to-school support arrangement. This Business Case should therefore demonstrate that effective partnerships and systems are in place across the region in order to ensure consistency of service and to drive school effectiveness and improvement.

12. Opportunities

- 12.1 The adoption of the National Model demonstrates that all six North Wales Local Authorities understand the need to change the way School Improvement Services monitor, challenge, support and intervene with schools in order to further improve the standards of education within schools.
- 12.2 Addressing the elements included in the National Model that the North Wales Regional Service does not currently undertake may mitigate the risk of decreasing Local Authority budgets and fewer resources, negatively affecting the quality of individual Local Authority School Improvement Services.
- 12.3 As stated above, this Business Case should therefore demonstrate that effective partnerships and systems are in place across the region in order to ensure consistency of service and to drive school effectiveness and improvement.
- 12.4 Given the current financial climate, collectively, there could be inefficiencies in use of monies when there is the potential to ensure decreasing resources are used to greater effect through efficiencies of scale.
- 12.5 This Business Case aspires to develop and build on current good practice in individual Local Authorities and to (i) retain local delivery and ownership where appropriate (ii) progressing the increasing collaborative working at regional level.
- 12.6 It should also be noted that the Local Authorities and the Regional Service face a challenge in coming years in seeking to rationalise the implications of the National Model along with Welsh Government's new Education Improvement Grant that comes into effect from April 2015. At the time of writing this Business Case, the new arrangements for the dissemination of the new Regional Education Improvement Grant was not known and therefore it was not possible to plan ahead effectively for 2015 – 2016.
- 12.7 This Business Case also takes into account the fact that there may be possible efficiency savings to made in terms of staffing levels and costs at Local Authority level but does not go into detail on this point as more time and detailed HR work would be required in order to quantify any potential savings and efficiencies, if any. It was also decided that in view of the fact that the arrangements for the new regional grant were not fully understood at the time of writing this Business Case that it would be prudent to maintain the current staffing arrangements for 2015 – 2016 as most of the relevant posts are grant funded.

13. Full Current Arrangements, Individual Case for Change and Rationale for Preferred Options for Alignment

Full current arrangements, individual case for change and options for alignment for each element can be found in **Appendices 1 – 6** of this Business Case.

- 1) Governor Advice and Support
- 2) Foundation Phase
- 3) 14 – 19 Learning Pathways Offer
- 4) Welsh in Education Strategic Plans and Welsh in Education Grant
- 5) Regional co-ordination of ICT Strategy
- 6) Specialist HR Advice and Support

1. Governor Advice and Support Preferred Strategic Option

With respect to the above strand, the National Model stipulates:

Regional consortia will commission and quality assure delivery of governor support services and training for governors including the mandatory training programmes required for new governors, training for chairs of governors and, in respect of understanding and applying data effectively for all governors.

*Consortia will also encourage and facilitate governor networks, enable governors to observe each other's meetings and deploy able chairs of governors to mentor other governing bodies that are struggling to undertake their role effectively. Consortia will jointly develop, in consultation with local authorities, governors and headteachers a performance data template for headteachers to use to report to governors on a termly or half termly basis a school's in-year performance on:
pupil performance and standards; pupil attendance; pupil exclusions; staff*

sickness absence; quality of teaching (as assessed through classroom observations); and progress and attainment data relative to targets. Consortia will also identify a pool of able candidates that are willing to serve on governing bodies where there is weak governance. In exercising these roles account will need to be taken of funding for governor support being delegated to schools in some authorities.

Governor Support

Following due consideration, the following option was deemed to address the requirements of the National Model

- a) All staff to remain within their respective Local Authorities as per current arrangements where responsibility for delivering governor support will remain, including the continuation of joint delivery of training within hubs.
- b) GwE Challenge Advisors will continue to secure appropriate oversight and responsibility for quality assurance and consistency of effective governing bodies across the region.
- c) GwE will commission a consultant to routinely audit the governor support (including training) service within individual local authorities. This performance data will be used by GwE and the Education departments in order to identify and then share best practice to drive improvements in the consistency and quality of service.

Mandatory Training

- a) Mandatory Training will continue to be delivered through the Education Departments alongside non-statutory training (e.g. Child Protection).
- b) Quality Assurance of the training provision will continue to be undertaken by GwE by way of the Challenge Adviser Team.
- c) However, as budgets continue to reduce, GwE and the Education Departments will continue to identify local and regional priorities alongside the development of cross-hub training solutions (e.g. opening up GwE's Local Authority Member training programme to other governors).

2. Foundation Phase Preferred Strategic Option

With respect to the above strand, the National Model stipulates:

Early Years Foundation Phase support will involve providing challenge to leaders of Foundation Phase settings and liaising with headteachers and other providers to audit training needs and commission and quality assure and appropriate range of programmes.

Performance Challenge

- a) For maintained settings, current arrangements (through GwE annual visits 1,2 & 3) are considered robust and fully aligned with the National Model for Regional Working.
- b) However, it is acknowledged that an independent challenge of performance within non-maintained settings is currently not within GwE's remit. Further work on this issue is ongoing as part of GwE's 3 Year Programme and therefore falls outside the scope of the North Wales response to the National Model for Regional Working. It is also worth noting that the Welsh Government guidelines do not make it clear that they intend for a challenge to non-maintained setting performance to be included within the Regional Model.

Audit, Commission & Quality Assure Foundation Phase Training Programmes

- a) Regional Foundation Phase Network to continue to work collaboratively in order to lead on this aspect of work.
- b) FP Network to continue to identify training needs and to provide training opportunities for Foundation Phase staff jointly with GwE.
- c) This will also ensure a reporting mechanism from the sub-group to GwE Management Board and Joint Committee.
- d) GwE to include 14 – 19 Learning Pathways Offer in Business Plan by means of regional network input.
- e) Pragmatic approach taken to the alignment with the National Model for Regional Working due to the new Education Improvement Grant that comes into force in April 2015.
- f) GwE to continue to challenge FP Network on how they identify training needs and deliver training opportunities.
- g) However, as a result of the new disbursement arrangements and planned reductions in Foundation Phase Grant levels for 2015/16, GwE and the FP Network will develop and deliver cross-hub statutory training opportunities.
- h) The above actions to be further strengthened by the appointment of a Strategic Lead for Foundation Phase Support to GwE by April 2016.
- i) Local Authority 14 – 19 staffing rationalisation possible for 2016 – 2017 following year of new Education Improvement Possible full transfer of responsibilities from Local Authorities to GwE pending further rationalisation work in time for 2016 – 2017 due to HR and TUPE risks and required timescale to implement changes in light of new Education Improvement Grant (although initially agreed in principle that planning and delivery should remain within individual Local Authorities and not within GwE).
- j) Far more regional construction possible from 2016 onwards in light of new Education Improvement Grant and the principle of three year business planning.

3. 14 – 19 Learning Pathways Offer Preferred Strategic Option

With respect to the above strand, the National Model stipulates:

Strategic overview of the regional 14-19 offer, including allocation of resources to programmes in line with Welsh Government priorities, will include: support for planning the use of grants; ensuring school and provider provision is in line to deliver the expected impact inherent in these grants; working with local authorities to provide a strategic overview to challenge and support all providers, including FE Colleges and private training providers, to ensure equality of access to the development opportunities; administering the relevant grants and co-ordinating and supporting bids for emerging grant opportunities.

- a) Regional 14 – 19 Network to remain in place with officers from each Local Authority to remain responsible for planning and delivery of 14 – 19 Learning Pathways Offer.
- b) Denbighshire County Council to remain as lead authority on a regional level.
- c) GwE representative to be a member of the said regional network and to have lead responsibility on the group so as to provide a regional strategic overview of this area of work.
- d) This will also ensure a reporting mechanism from the network to GwE Management Board and Joint Committee.
- e) GwE to include 14–19 Learning Pathways Offer in Business Plan by means of regional network input.
- f) Pragmatic approach taken to the alignment with the National Model for Regional Working due to the new Education Improvement Grant that comes into force in April 2015.
- g) Local Authority 14 – 19 staffing rationalisation possible for 2016 – 2017 following year of new Education Improvement Grant (terms and conditions not known to Local Authorities until 16 January 2015) and staffing cuts expected due to 10% cut in overall grant funding.
- h) Possible full transfer of responsibilities from Local Authorities to GwE pending further rationalisation work in time for 2016 – 2017 due to HR and TUPE risks and required timescale to implement changes in light of new Education Improvement Grant (although initially agreed in principle that planning and delivery should remain within individual Local Authorities and not within GwE).
- i) Far more regional construction possible from 2016 onwards in light of new Education Improvement Grant and the principle of three year business planning.

4. Welsh In Education Strategic Plans and Welsh in Education Grant Preferred Option

With respect to the above strand, the National Model stipulates:

The consortia will co-ordinate and quality assure the delivery of the aims of the Welsh-medium Education Strategy by ensuring the alignment of the Welsh in Education Strategic Plans (WESP) and the Welsh in Education Grant (WEG) across each of the local authorities within the regional consortia, so that there is consistency in the development of excellence in pedagogy, and the meeting of agreed targets, not only across both the Welsh-medium and bilingual sectors, but also in the delivery of Welsh as a second language.

- a) Regional Welsh Language Network to remain in place and officers from each Local Authority to remain responsible for planning and delivery of the Welsh in Education Strategic Plans and Welsh in Education Grant.
- b) Gwynedd Council to remain as lead authority on regional level to co-ordinate regional plan.
- c) Independent quality assurance is already in place as individual authority and regional strategic plans scrutinised and approved by Welsh Government.
- d) Representatives from Local Authorities and GwE currently sit on said regional network.
- e) This will ensure reporting mechanism from network to GwE Management Board and Joint Committee.
- f) GwE to include Welsh in Education Strategic Plans and Welsh in Education Grant in Business Plan by means of regional network input.
- g) Pragmatic approach taken to the alignment with the National Model for Regional Working due to the new Education Improvement Grant that comes into force in April 2015.
- h) Local Authority WESP and WEG staffing rationalisation possible for 2016 – 2017 following year of new Education Improvement Grant (terms and conditions not known to Local Authorities until 16 January 2015) and staffing cuts could result due to 10% cut in overall grant (some Local Authority posts partially and fully funded by Welsh in Education Grant). Local Authorities would need a year to plan ahead in view of new Education Improvement Grant.
- i) Possible full transfer of responsibilities from Local Authorities to GwE pending further rationalisation work in time for 2016 – 2017 due to HR and TUPE risks and required timescale to implement changes in light of new Education Improvement Grant (although initially agreed in principle that planning and delivery should remain within individual Local Authorities and not within GwE).

- j) Far more regional construction possible from 2016 onwards in light of new Education Improvement Grant and the principle of three year business planning.

5. Regional Co-ordination of ICT Strategy Preferred Option

With respect to the above strand, the National Model stipulates:

Co-ordination of the regional dimension of the ICT Strategy will include school ICT self-evaluation, leadership and planning of ICT for learning; safeguarding, emerging technologies, virtual learning environments, learning technology and the national literacy and numeracy framework, running networks for heads of departments and ICT co-ordinators, support for pedagogy and curriculum development (with reference to the Learning and Digital World Strategy).

- a) To extend the remit and resourcing of the regional ICT Network in the first instance.
- b) It was deemed that moving down the TUPE/transfer route into GwE would take away from the real work that needs to be done, namely:
- c) To set the baseline for development of the regional ICT strategy by the current regional ICT Network in collaboration with current GwE officers in terms of school-to-school support and literacy and numeracy etc.
- d) ICT Network to bring together over-arching regional strategy and options for implementation within GwE three year business plan.
- e) Commitment to further regional working options once baseline is set for development of strategy.
- f) GwE eager to be in a position to push the agenda forward once initial piece of work undertaken by ICT Regional Network.
- g) ICT group to bring together plan and timescale for the said piece of work.
- h) Administrative resource to be identified from within GwE to assist with said work.
- i) GwE considered that ICT could become a one-off focus of one of the termly school visits.

6. Specialist HR Support Preferred Strategic Option

With respect to the above strand, the National Model stipulates:

Specialist human resource advice for schools would typically include training for headteachers and chairs of governors on performance management and advice on managing those occasions when a teacher's performance is such that the capability procedures have to be invoked or a teacher's absence or sickness record is such that it requires serious action to be considered. Welsh Government recognises that consortia may need to move to this model in stages during their first year of operation where currently the specialist resources to deliver this requirement do not exist. Regional consortia and local authorities will not duplicate the work of each other.

The Wales Directors of Human Resources Group has created a document in response to the National Model in terms of the role of Human Resources

- a) The group has worked on an audit of skills and competencies which is present within Human Resources throughout Local Authorities in Wales in relation to working with schools. They have also considered what the capacity is in terms of human resources officers across Wales. The group has drafted a development plan for human resources staff as well as providing a clear outline of what the expectation would be on H.R. officers when working with schools.
- b) Following this exercise, a final draft document has been submitted for observations and further consideration by Welsh Government officials.
- c) Directors of Human Resources will be required to give further consideration to any observations that derive from this meeting with specialist advisors.
- d) The Management Board agreed that the intention was to adopt the national methodology once a formal response to the above mentioned paper had been issued by Welsh Government.

14. The Financial Case For Change

- 14.1 The Guidance Document for Regional Working stipulates the minimum Contribution of Local Authorities for 2013 – 2014 originally, with adjustments made on an annual basis in line with local authority budget settlements.
- 14.2 The regional Finance and Resources Network ensures that the ring-fenced funding for School Improvement activities is appropriately allocated in accordance with current and developing delivery of services.
- 14.3 Funding for the service areas under consideration in this Business case will transfer to GwE as and when delivery functions are transferred.
- 14.4 It can be considered for 2015 – 2016 that the current regional arrangements will remain in place in light of Welsh Government's new regional Education Improvement Grant that comes into effect in April 2015.
- 14.5 No substantial financial implications are associated with the proposed changes contained within this Business Case except for those associated with element 13. 1.C , namely Governor Support and Training (approximately £10,000 per annum for GwE). This has been agreed in principle only by the GwE Management Board in deciding the possible options for 2015 - 2016.
- 14.6 The remaining additional elements will become part of GwE's business as usual since the proposed changes for 2015 – 2016 are minimal. All elements are included within the GwE Business Plan for 2015 – 2016.
- 14.7 More detailed business planning will be undertaken for 2016 – 2017 in light of the new Education Improvement Grant.
- 14.8 It should also be noted that the six Local Authorities and the North Wales Regional School Effectiveness and Improvement Service, GwE, face a substantial challenge in 2016 - 2017 in seeking to rationalise the implications of the National Model and Welsh Government's new Education Improvement Grant and the possible staffing implications, TUPE matters, redundancy risks and associated costs.
- 14.9 It should be noted that there may be possible savings to made in terms of staffing levels and costs at Local Authority level but this Business Case does not go into detail on this point as more time and detailed HR work would be required in order to quantify any potential savings and efficiencies, if any.

14.10 It was decided that in view of the fact that the arrangements for the new regional grant were not fully understood at the time of writing this Business Case that it would be prudent to maintain the current staffing arrangements for 2015 – 2016 as the majority of the relevant posts are grant funded and dependant. It is estimated that there will be a 10% cut in the overall grant in 2015 – 2016. Other posts in scope would be those that relate to the Governor Advice and Support element that has been estimated at a cost of approx. £75k over six Authorities.

Appendices 1 – 6

Appendix 1a – 1b - Governor Advice and Support

Appendix 2a – 2b - Foundation Phase

Appendix 3 – Learning Pathways Offer

Appendix 4 – Welsh in Education Strategic Plans and Welsh in Education Grant

Appendix 5 – Regional Co-ordination of ICT Strategy

Appendix 6 – HR Directors Network – Model for Specialist HR Advice and Support

National Model for Regional Working

HR Directors Network - Model for “Specialist HR Advice and Support”

The **National Model for regional school improvement** refers to each Consortium ensuring that it has sufficient expertise at the centre to manage certain cross-consortium functions including:

"Provision of specialist HR advice to support head teachers and governing bodies in dealing with performance management and capability"

Elsewhere in the National Model document, some further detail is provided in terms of the HR functionality required, i.e. performance management, capability and sickness absence management.

In terms of context, the document refers to (a) ensuring that no duplication of effort takes place between the Consortium and local authorities, (b) the requirement for clarity of roles and (c) a shared understanding of the expectations of each key stakeholder.

Consideration has been given to the creation of Consortia central HR teams to provide “specialist HR advice to support head teachers and governing bodies in dealing with performance management and capability”.

Such an operating model is not considered to be “fit for purpose”.

However, it is considered that an alternative HR model is available which has much greater prospects of success. This model, as now set out, has the support of all local authority Heads of HR.

The requirement for teacher under-performance to be effectively addressed is readily acknowledged by the HRD Network.

This alternative HR operating model seeks to deliver this aim through a suitable balance of preventative and responsive actions, always recognising that head teachers and governing bodies are the primary players in this process and that they can only be successful if timely and effective support from school improvement professionals and HR specialists is available.

The National Model currently focusses primarily on teacher under-performance rather than on leadership under-performance. This HR operating model reflects this requirement.

It is proposed that each Consortium establishes a collaborative HR arrangement to provide specialist HR advice and support to head teachers and governing bodies so that they can address school improvement workforce issues in a way which builds upon each local authority’s existing HR strengths and will result in each local authority HR team delivering HR advice, employment policy design and case management support for school improvement purposes on a much more unified basis across each region.

National Model for Regional Working

HR Directors Network - Model for “Specialist HR Advice and Support”

A corporate Head of HR will have overarching strategic responsibility for the co-ordination of regional HR activity to support the Consortium’s school improvement activity, but will not be accountable for the delivery of each local authority’s HR service delivery. Likewise, the designated Consortium lead Education HR Officer will have an operational co-ordinating role, but will not be accountable for HR service delivery.

This HR operating model is particularly suited to the needs of those Consortia which have a large geographical area and/or a significant requirement for the HR service to be provided bilingually.

It also meets, indeed exceeds, the requirements for specialist HR advice and support as set out in the National Model.

It is assumed that this model does not require the transfer of funding and that the funding of specialist HR advice and support to schools remains a matter between each local authority and its schools.

Finally, it is believed that the HR operating model now proposed is future-proofed to some extent as it will prove to be relatively adaptable in the event of any Consortia boundary changes taking place in due course.

The following characteristics are key elements of the preferred HR operating model for each Consortium:

1. Consortium regional HR activity will be led and co-ordinated by a corporate Head of HR as this will provide an additional strategic HR contribution as well as demonstrating that school improvement is a corporate responsibility
2. A lead Education HR Officer will be identified from within the existing HR teams within each Consortium, reporting in a matrix arrangement to both the Managing Director of the Consortium and to the lead Consortium Head of HR, with the aim of:
 - a. supporting Education HR Officers in each local authority and the lead Consortium Head of HR to engage effectively on a region-wide basis with the Managing Director, teaching associations/other trade unions and other key Consortium officers
 - b. establishing effective working relationships with the Consortium’s school improvement team/s and Governor Support team/s in relation to workforce matters
 - c. assisting to develop Consortium-related HR work programmes and monitoring reports and co-ordinating any necessary region-wide HR operational HR activity
 - d. assisting to develop region-wide HR CPD and other training activities
3. The designated lead Education HR Officers from each of the four Consortia will work collectively with Welsh Government officials and teaching associations on an all Wales basis in relation to key workforce issues, leading to a more structured approach to the development of workforce policies and strategies at Welsh Government, Consortium and local authority levels

National Model for Regional Working
HR Directors Network - Model for “Specialist HR Advice and Support”

4. A lead Education HR officer in each local authority will be responsible for working with counterpart Education HR colleagues in each other local authority HR team to deliver this unified operating model of HR provision
5. All relevant individuals within each local authority HR team will be identified and, with effect from April 2014, these persons will constitute a unified HR resource which will support school improvement activity across the Consortium area. All such persons will, from time to time, meet the Managing Director of the Consortium to discuss workforce matters, along with the Consortium lead Education HR Officer and the Consortium lead Head of HR
6. This unified HR resource will provide schools with an opportunity to be supported by a larger and better equipped group of Education HR specialists as well as by corporate Heads of HR and other relevant HR specialists; this sharing of knowledge and expertise will provide opportunities to develop HR Officers in some specialist schools HR topics such as dealing with teacher under-performance
7. A skills analysis will be undertaken during 2014 to identify current HR capabilities and priority areas for development within the region-wide HR team; additional CPD opportunities will be made available, as necessary, leading to improved and more unified methods of working being introduced, particularly in relation to teacher-related performance management, capability and sickness absence HR advice and support
8. There will be an opportunity to share learning resources, for example the emerging Wales Academy for Local Government will make available a number of e-learning modules for use in relation to both HR officer and Governor training
9. The HR support provided will necessarily be reactive at times, but this model will enable an appropriate degree of emphasis to be placed on early HR interventions
10. An early priority will be to unify (a) key school employment policies, where feasible, and (b) HR operating practices across the region in a way which recognises that all good people management practice contributes to school improvement activity
11. Such unified school employment policies will be co-constructed with head teachers, governors, school improvement specialists and trade union representatives; they will all be tested - in particular - against the contribution which they make to improved school workforce performance
12. Existing local knowledge of individual schools and working relationships with head teachers and trade unions will be safeguarded
13. The responsibility for the management of employee and workforce data will remain with employing local authorities thereby ensuring no breach of data protection legislation
14. Consideration will be given to each local authority's website being used to provide easier access to each school's core employment policies for head teachers, teachers, support staff, governors, HR staff and trade unions
15. Peak workloads in terms of case work, along with any short term HR skills gaps, will be addressed primarily on a hub basis, but wider region-wide options will also be available through the adoption of this model
16. The outcome of the Consortium's school monitoring activities will be regularly shared and discussed with HR teams at local and regional levels so that individual teachers and schools which require an early intervention can be identified and prompt action taken

National Model for Regional Working

HR Directors Network - Model for “Specialist HR Advice and Support”

17. Each school improvement intervention plan prepared by the Consortium will set out details of the staff-related actions which will be required as part of each school improvement intervention; these actions will be jointly worked up and agreed by school improvement professionals and HR staff
18. Regular monitoring reports on HR-related school improvement activity will be discussed with the Managing Director of the Consortium by the lead Consortium Head of HR and other lead HR Education Officers, as appropriate

It is acknowledged that this HR operating model of providing specialist HR advice and support on a unified basis constitutes a significant change in culture and will require the proactive participation and support of all key players involved in school improvement.

However, there is already evidence available to demonstrate that corporate Heads of HR and senior Education HR Officers have enthusiastically embraced the challenge of working collaboratively with the outcome being much better than if they had worked alone.

The characteristics of the preferred HR operating model as now outlined will be implemented on a phased basis during 2014/2015.

Existing local authority SLAs will need to be revised to reflect the proposed new HR operating model which will establish new region-wide working practices.

The position regarding schools which do not currently purchase HR advice and support from local authorities will need to be addressed separately by Consortia and the externally contracted HR service providers.

Consortia Business Cases

It is intended that the business case for each Consortia will include a provision along the lines of "The preferred HR operating model as set out in annex xx to the National Model will be adopted and implemented by this Consortium, with the aim of this model to be fully operational by April 2015"

Graham Jones
Chair - HRD Network and
HRD lead officer for Education

10th March 2014

Appendix 1 – a) Governor Advice and Support

North Wales Strategic Outline Business Case National Model for Regional Working - Governor Training & Support January 2015

1. The Case for Change

The Welsh Government Guidance document (February 2014) makes the case for change as follows:

“Local authorities retain the statutory responsibility for schools and school improvement. The national model is based on a vision of regional school improvement consortia working on behalf of local authorities to lead, orchestrate and co-ordinate the improvement in the performance of schools and education of young people. The prime mission and purpose of regional consortia is to help those who educate our children and young people. So, in future, their non-negotiable job will be to support schools and local authorities in their efforts to:
improve learner outcomes for all young people;
ensure the delivery of high quality teaching and learning; and support and empower school leaders to better lead their schools.”

Specifically in terms of delivering Governor Training & Support, the document describes the following strategic objectives:

“Regional consortia will commission and quality assure delivery of governor support services and training for governors including the mandatory training programmes required for new governors, training for chairs of governors and, in respect of understanding and applying data effectively for all governors. Consortia will also encourage and facilitate governor networks, enable governors to observe each other’s meetings and deploy able chairs of governors to mentor other governing bodies that are struggling to undertake their role effectively. Consortia will jointly develop, in consultation with local authorities, governors and headteachers a performance data template for headteachers to use to report to governors on a termly or half termly basis a school’s in-year performance on:

- pupil performance and standards;
- pupil attendance;
- pupil exclusions;
- staff sickness absence;
- quality of teaching (as assessed through classroom observations); and progress and attainment data relative to targets.

Consortia will also identify a pool of able candidates that are willing to serve on governing bodies where there is weak governance.”

2. Methodology

- GwE commissioned Gwynedd Council's Project Management Unit to conduct interviews (face to face and by telephone) with relevant officers within each Education Department during December 2014 with the aim of understanding current arrangements.
- Based on the Welsh Government Guidance document and discussions with Education Department and GwE officers, Gwynedd's Project Management Unit developed a set of generic Strategic Options (alongside a scoring and ranking matrix) which was used as the basis for choosing a preferred option at a meeting of the Education Directors Strategic Group on 16 January 2015.
- Background papers are contained within **appendix 1**

3. Choosing the Preferred Strategic Option

Option 4 was considered to be undeliverable as some authorities have committed to restructuring their Governor Support roles with a view to generating savings. Additionally, the specialist advisers (Human Resources, Finance etc.) are located within separate Departments within each Local Authority.

It was agreed that general the principles outlined within **Option 3** closely mirrored the Strategic Group's direction of travel and presented a deliverable solution - although significant proposals for improvement to the generic model were considered and agreed.

4. The Preferred Strategic Option

Governor Support

- All staff to remain within their respective Local Authorities per current arrangements where the responsibility for delivering governor support will remain.
- GwE Challenge Advisers will continue to secure appropriate oversight and responsibility for quality assurance and consistency of effective governing bodies across the region
- GwE will commission an external consultant to routinely audit the governor support (including training) service within individual local authorities. The performance data will be used by GwE and the Education departments in order to share best practice and to drive improvements in service.

Mandatory Training

- Mandatory Training will continue to be delivered through the Education Departments alongside non-statutory training (e.g. Child Protection).
- Quality Assurance of the training provision will continue to be undertaken by GwE by way of the Challenge Adviser Team
- However, as budgets continue to reduce, GwE and the Education Departments will continue to identify local and regional priorities alongside the development of cross-hub training solutions (e.g. opening up GwE's Local Authority Member training programme to other governors)

5. Identified Implementation Risks

Risk	Risk Category	Mitigation
Preferred option may fall short of the expected scale of changes (as contained within the guidelines)	Mediun	Initial discussions with Geraint Rees, Welsh Government scheduled for 20 January 2015
Potential for inconsistency within service provision (and therefore performance) across the region – given that Education Departments will remain responsible for the service	Low	GwE Challenge Adviser Team will continue to audit and quality assure governor support services through Annual Visits 1,2,& 3

6. Indication of Identified Additional Costs & Resource for Change Delivery

Activity	Responsibility	Budget
Commissioning external consultant to report annually on each authority's Governor Training & Support function – say 12 days per annum	GwE Management Team & Education Directors Strategic Group	Maximum £10,000 – source of funding to be agreed
Ensuring that differential performance data, best practice and lessons learned from external consultant's findings and recommendations are raised, shared and actioned	GwE Management Team & Education Directors Strategic Group	None – business as usual
Identification and development of regional training opportunities aligned with external consultant's findings and available budgets	GwE Management Team & Education Directors Strategic Group	None – business as usual

7. The Next Steps

The above Preferred Strategic Option will be presented to the next meeting of the Education Directors Strategic Group on 30 January 2015 for further consideration before a detailed business case and implementation plan are developed in consultation with Welsh Government.

Appendix 1b - Strategic Options – Governor Training (National Model for Regional Working)

January 2015

Current Arrangements:

- All training currently delivered predominately through local authority officers alongside some courses run by GwE and external providers – a total of 40 sessions per annum
- Direct course delivery costs are fairly modest (<£5k p.a.) but the related venue booking/sending course invitations etc. currently utilises an average of 0.4 FTE per authority (say £75k p.a.)
- Most authorities also employ the Governor Training Support officer for other Governor Support roles which are out of scope for the national Model for Regional Working

			Minimum Score 1 – Maximum Score 5			Total Score
Options	Benefits	Risks	Alignment with National Model	Delivering Additional Value	Potential for Successful Change Delivery	
1 – Do Nothing	• Continuation of existing arrangements tailored to local needs	• No ownership of responsibilities within GwE • No benefits of economies of scale • No regional consistency	0	0	5	5
2 – Transfer all budgets & current staff to GwE (with light touch supervision within existing GwE structure)	• Continuation of existing arrangements tailored to local needs • Ownership of responsibilities rests with GwE	• No new budgets available to fully carry out supervisory responsibilities within GwE • Given average of 0.4 FTE per authority, dual line management for most roles is likely	3	0	3	6
3 – Transfer All Budgets and (say) 80% of current staff to GwE (with remaining 20% budget used to create supervisory capacity within GwE)	• Potential to re-arrange FTE to deal with priorities on a regional basis • Fully funded supervisory capacity for team within GwE	• A reduction of 20% in front line resource • Sharing of resource across some authority boundaries • Given average of 0.4 FTE per authority, dual line management for most roles	4	3	3	10
4 – Transfer all budgets but no current staff to GwE (GwE to create own team & supervision)	• Potential to create specialist roles and leadership aligned and responsive to regional priorities • Opportunity exists to appoint 1x FTE regional Governor Training Support Co-ordinator (covering entire region) and generating up to £50k savings which can be used to fund other regional priorities	• Existing staff may not have the required skills set and qualifications to undertake new roles • Potential redundancy costs unless the transition is phased to take advantage of natural staff turnover	5	3	1	9

Governor Training - National Model for Regional Working – Current arrangements in north Wales (January 2015)

Activity	Gwynedd	Isle of Anglesey	Conwy	Denbigh	Flint	Wrexham
Delivery Mandatory Training – Chair	Keith Parry Education Quality Improvement Senior Officer (01286) 679588 2 or 3 courses per annum	D Gareth Jones Education Officer (01248)752926 2 courses annually	Commissioned via external provider (Ray Wells and Tony Jones) 2 sessions per annum	Working across borders with Flintshire, Wrexham and Conwy to provide a wider range of opportunities. Using Ray Wells or Tony Jones to deliver “face to face” training in Denbighshire. About to also launch on-line training in conjunction with the other North Wales LAs	1/ Commissioned via external provider (Ray Wells and others at £180 per session) 2/ Opportunity to attend sessions with Wrexham 1-2 sessions per term	nick.williams@wrexham.gov.uk Commissioned via external provider (Ray Wells and others at £180 per session) – close co- operation with Flint 2 per year
Delivery Mandatory Training – New Governors	Mai Bere Assistant Education Improvement Officer (01286) 685049 3 to 5 courses per annum	D Gareth Jones Education Officer (01248)752926 2 courses annually	Commissioned via external provider (Ray Wells and Tony Jones) 2 sessions per annum	As above for Chairs Training All arrangements are currently managed by Chris Harness Governor Support Officer 01824 708044 Chris.harness@denbighshire .gov.uk	1/ Commissioned via external provider 2/ Opportunity to share sessions with Wrexham 3/ Delivered by Governor Support Officer, Kim Brookes, Business Support Manager, Education Department, Flintshire, 01352 704025 2-3 sessions per term	ITeC – WCBC’s Work Based Learning Provider. Sits within Lifelong Learning so training is effectively free 6 sessions per year @ £180 – English only
Delivery Mandatory Training – Data Performance	Bethan James, Alwyn Jones & Elfyn Jones Challenge Advisers GwE (01286) 679976 3 to 5 courses per annum	Schools have been given the initial training session by LEA officers and the Headteachers hold the courses in their individual schools.	Commissioned via external provider (Ray Wells and Tony Jones) 2 sessions per annum	As above for Chairs Training, plus Julian Molloy (DCC) also running these sessions as so many governors require training. All arrangements are currently managed by Chris Harness Governor Support Officer 01824 708044 Chris.harness@denbighshire.gov.uk	1/ Commissioned via external provider 2/ Opportunity to share sessions with Wrexham 2-3 sessions per term	ITeC – WCBC’s Work Based Learning Provider. Sits within Lifelong Learning so training is effectively free 3 sessions per year @ £180 – English only
Delivery Mandatory Training – Clerks	Mai Bere Assistant Education Improvement Officer (01286) 685049 1 course per annum	D Gareth Jones Education Officer (01248)752926 2 courses annually	Commissioned via external provider (Ray Wells and Tony Jones) 2 sessions per annum	Cross border training offered as above. Have used Kim Brookes (Flintshire LA) to run recent sessions in Denbighshire and Chris Harness now able to deliver training also.	1/ Delivered by Governor Support Officer, Kim Brookes, Business Support Manager, Education Department, Flintshire, 01352 704025 1 session per term	Delivered by Flint Governor Support Officer

Co-ordination of courses	Meleri Humphreys Governors Support Assistant (01286) 679303	Margaret Williams Owen Senior Administration Officer & Governor Support Officer (01248) 752918	Delyth Wynne-Thomas Governor Training Support Officer (01492) 575003 Delyth.wynne-thomas@conwy.gov.uk	Chris Harness Governor Support Officer 01824708044 Chris.harness@denbighshire.gov.uk	Kim Brookes, Business Support Manager, Education Department, Flintshire, 01352 704025	Karen Brown Senior Governor Support Officer 01978 295447 Less than 0.1 FTE Bookings Wendy Clifton 0.2 FTE
Commissioning	No formal process required – delivery of courses & services contained within job descriptions	No formal process required – delivery of courses & services contained within job descriptions	No formal process required – delivery of courses & services contained within job descriptions		No formal process required – delivery of courses & services contained within job descriptions	No formal process required – delivery of courses & services contained within job descriptions
Quality Assurance	Mandatory courses delivered using standard WG approved scripts – with “observer” colleague regularly in attendance	Mandatory courses delivered using standard WG approved scripts – with “observer” colleague regularly in attendance	Mandatory courses delivered using standard WG approved scripts – with “observer” colleague regularly in attendance	All mandatory training delivered by trainers approved by hosting LAs and based on WG prescribed content	Mandatory courses delivered using standard WG approved scripts	Mandatory courses delivered using standard WG approved scripts 95% of school governor meetings attended by clerk
Delivery of advice services	Mai Bere Assistant Education Improvement Officer (01286) 685049 Meleri Humphreys Governors Support Assistant (01286) 679303 Advice Services includes all statutory / constitutional matters and convening the appropriate multi-disciplinary team for tackling specific problems (e.g. HR, Surplus Capacity & Competency issues)	Margaret Williams Owen Senior Administrative Officer & Governor Support Officer (01248) 752918 Advice Services includes all statutory / constitutional matters and convening the appropriate multi-disciplinary team for tackling specific problems (e.g. HR, Surplus Capacity & Competency issues)	Delyth Wynne-Thomas Governor Training Support Officer (01492) 575003 Delyth.wynne-thomas@conwy.gov.uk	Chris Harness Governor Support Officer 01824708044 Chris.harness@denbighshire.gov.uk All governor matters excluding specific issues where teams such as HR or Legal Services are required to advise The LA also maintains a full database record of all governors and clerks, including contact details (addresses, phone numbers and e- mail addresses), dates of appointment, specific roles and responsibilities, plus committees each serves on.	Kim Brookes, Business Support Manager, Education Department, Flintshire, 01352 704025	Dafydd Ifans Head of Education Infrastructure & Support Services 01978 295448 Karen Brown Senior Governor Support Officer 01978 295448 Work highly integrated into Clerking Service SLA with schools – providing spot advice Schools generally seek HR advice from their dedicated HR Officer

Estimated FTE Mandatory Training & Advice Services	0.3 FTE (MB) 0.5 FTE (MH) Plus unspecified strategic and specialist support from various departments within Gwynedd Council (specifically HR) Live translation services used (and paid for) in each of the 14 courses	0.5FTE	0.5FTE	0.8 (CH) 0.4 (clerical support) Plus unspecified support from other departments (HR, Legal, etc)	0.2 FTE (KB) 0.1 FTE – pooled admin support	0.1 FTE (DI) 0.2 0.2 FTE (KB)
Finance / Budgets	Gwynedd's Finance Department advises that the Governors Support Assistant role is fully funded through the SEG grant, but all other budgets are covered by Gwynedd's Education Department core funding. Apportionment of staff costs against the Governor Training service is likely to be difficult – as it is shared between several roles within the HR & Education Departments	All budgets are covered by the Isle of Anglesey Lifelong Department core funding.	Core Funding	Governor Support Officer and clerical support posts both funded by DCC core budgets	Training/commissioning budget – All “clean” Flint funds without grant funded elements	Core Funding
Other			Additional 2 courses per annum also delivered in each of the following areas Wellbeing (Conwy Wellbeing Team) Annual Safeguarding Training (Conwy LA Child Protection Co-ordinator) Additional Learning Needs (ALN), Looked After Children (LAC) and Exclusions (Conwy ALN & LAC Teams)	Wales GSO working group North Wales GSO working group DCC – Chairs of Governors forum (termly)		Bespoke non-core services provided at cost if required

Appendix 2a

North Wales Strategic Outline Business Case National Model for Regional Working - Challenging Foundation Phase Performance January 2015

1. The Case for Change

The Welsh Government Guidance document (February 2014) makes the case for change as follows:

“Local authorities retain the statutory responsibility for schools and school improvement. The national model is based on a vision of regional school improvement consortia working on behalf of local authorities to lead, orchestrate and co-ordinate the improvement in the performance of schools and education of young people. The prime mission and purpose of regional consortia is to help those who educate our children and young people. So, in future, their non-negotiable job will be to support schools and local authorities in their efforts to:

- improve learner outcomes for all young people;
- ensure the delivery of high quality teaching and learning; and support and empower school leaders to better lead their schools.”

Specifically in terms of Challenging Foundation Phase performance, the document describes the following strategic objectives:

“Early Years Foundation Phase support will involve providing challenge to leaders of Foundation Phase settings and liaising with headteachers and other providers to audit training needs and commission and quality assure an appropriate range of programmes.”

2. Methodology

- GwE commissioned Gwynedd Council's Project Management Unit to conduct interviews (face to face and by telephone) with relevant officers within each Education Department during December 2014 with the aim of understanding current arrangements
- Based on the Welsh Government Guidance document and discussions with Education Department and GwE officers, Gwynedd's Project Management Unit developed a set of generic Strategic Options (alongside a scoring and ranking matrix) which was used as the basis for choosing a preferred option at a meeting of the Education Directors Strategic Group on 16 January 2015.
- Background documentation is provided in **appendix 1**.

3. Choosing the Preferred Strategic Option

None of the pre-prepared generic options fully addressed the requirements for north Wales for the following reasons:

- As identified during the information gathering stage, GwE's Challenge Adviser team does not include Foundation Phase expertise. However, all GwE Challenge Advisers are experts in challenging performance within maintained settings and the expertise for delivering the Foundation Phase rests within the individual Education Departments (e.g. Foundation Phase Training Officers)
- For non-maintained settings, the individual Education Departments challenge performance through the 10% Teacher Teams. In the context of the fact finding document, terms such as “coaching” and “supporting”, when used to describe the role of the 10% Teacher Teams, are synonymous with the term “challenging”.

4. The Preferred Strategic Option

Following lengthy consideration of all possible alternative models by the Education Directors Strategic Group, the following preferred Strategic Option was proposed and agreed.

Performance Challenge

- For maintained settings, current arrangements (through GwE annual visits 1,2 & 3) are considered robust and fully aligned with the National Model for Regional Working.
- However, it is acknowledged that an independent challenge of performance within non-maintained settings is currently not within GwE's remit. Further work on this issue is ongoing as part of GwE's 3 Year Programme and therefore falls outside the scope of the north Wales response to the National Model for Regional Working. It is also worth noting that the Welsh Government guidelines do not make it clear that they intend for a challenge to non-maintained setting performance to be included within the Regional Model.

Audit, Commission & Quality Assure Foundation Phase Training Programmes

- Education Departments and individual maintained settings to continue to identify training needs and to provide training opportunities for Foundation Phase staff
- GwE to continue to give challenge to Education Departments on how the Education Departments identify training needs and deliver training opportunities
- However, as a result of the new disbursement arrangements and planned reductions in Foundation Phase Grant levels for 2015/16, GwE and the Education Departments will develop and deliver cross-hub statutory training opportunities.

5. Identified Implementation Risks

Risk	Risk Category	Mitigation
Preferred option may fall short of the expected scale of changes (as contained within the guidelines)	Medium	Initial discussions with Geraint Rees, Welsh Government scheduled for 20 January 2015
Potential for inconsistency within the commissioning of training programmes (and therefore performance) across the region – given that Education Departments will remain responsible for commissioning	Low	GwE Challenge Adviser Team will continue to audit and quality assure the training programmes through Annual Visits 1,2,& 3

6. Indication of Identified Additional Costs & Resource for Change Delivery

Activity	Responsibility	Budget
Identification and development of regional training priorities and opportunities aligned with available budgets	GwE Management Team & Education Directors Strategic Group	None – business as usual

7. The Next Steps

The above Preferred Strategic Option will be presented to the next meeting of the Education Directors Strategic Group on 30 January 2015 for further consideration before a detailed business case and implementation plan are developed in consultation with Welsh Government.

Appendix 2b - Strategic Options – Challenging Foundation Phase Performance (National Model for Regional Working)

January 2015

Current Arrangements:

- Performance data for each maintained setting challenged and discussed with Challenge Advisers during GwE annual visits (1,2 &3) – although GwE advise that there are no Foundation Phase specialists within the current Primary School Challenge Adviser Team
- Performance data for each non-maintained setting not formally challenged although there are examples of the 10% Teacher teams using coaching techniques and Estyn guidelines to improve performance

			Minimum Score 1 – Maximum Score 5			Total Score
Options	Benefits	Risks	Alignment with National Model	Delivering Additional Value	Potential for Successful Change Delivery	
1 – Do Nothing	• Continuation of existing arrangements tailored to local needs	• Lack of regional consistency • Lack of expertise within current structure (GwE) to deliver on responsibilities • No benefits of economies of scale	0	0	5	5
2 – Develop expertise within existing GwE establishment by way of training / adjusting blend of Challenge Advisers involved in Annual Visits 1,2 &3. Train 10% non-maintained settings “coaches” to better challenge performance. Existing supervisory arrangements to continue	• Structured regional approach in line with WG requirements • Ownership of responsibilities rests with GwE • No additional funding required	• No dedicated Foundation Phase performance challenge resource within GwE • Potential lack of expertise within GwE to deliver required leadership • Benefits realisation may become protracted due to low level of annual staff turnover	3	0	3	6
3 – “Top Slice” the Foundation Phase Grant to deliver dedicated Foundation Phase Senior Challenge Adviser (or similar) within GwE to work with existing (and re-blended) Challenge Advisers (and 10% non-maintained settings staff)	• Structured regional approach in line with WG requirements • Ownership of responsibilities rests with GwE • Fully funded and specialist leadership role within GwE	• Reduction of Foundation Phase provision budget for schools, leading to a potential for a marginally reduced performance(at least in in the short term)	4	3	3	10
4 “Top Slice” Foundation Phase Grant to deliver dedicated Foundation Phase Senior Challenge Adviser and 6x Specialist Foundation Phase Challenge Advisers (Could be short term funding to enable re-balancing of Challenge Adviser Team over (say) 3 years	• Structured regional approach in line with WG requirements • Ownership of responsibilities rests with GwE • Fully funded and specialist leadership and additional specialist delivery capacity within GwE	• Substantial reduction of Foundation Phase provision budget for schools (say 5%), leading to a potential for reduced performance at least in in the short term	5	1	3	9

National Model for Regional Working – Foundation Phase Performance Challenge - Current arrangements in north Wales (January 2015)

Activity	Gwynedd	Isle of Anglesey	Conwy	Denbigh	Flint	Wrexham
Providing challenge to performance & delivery	Performance data for each setting (excluding non-maintained settings) challenged and discussed during GwE annual visits (1,2 &3)	dgjied@ynysmon.gov.uk. Performance data for each setting (excluding non-maintained settings) challenged and discussed during GwE annual visits (1,2 &3) 10% non-maintained settings staff compile an annual report in line with Estyn expectations	Annette.evans@conwy.gov.uk 01492 577 863 01492 577 863 Performance data for each setting (excluding non-maintained settings) challenged and discussed during GwE annual visits (1,2 &3)	Performance data for each school challenged and discussed during GwE annual visits (1,2 &3) The Authority Foundation Phase Advisory Teacher works with the GwE Officers regarding providing support for schools. Non-maintained settings are supported by Authority Foundation Phase Advisory Teachers .	Claire Homard 01352 704019 claire.homard@flintshire.gov.uk	dafydd.ifans@wrexham.gov.uk Performance data for each setting (excluding non-maintained settings) challenged and discussed during GwE annual visits (1,2 &3)
Assessing the need for, and then to commission, co-ordinate and quality assure provision of training & development support	Historically, all activities out-sourced to Cynnal (and now GwE) Fortnightly performance meetings between GwE and the Education Department (Quality Assurance Group) highlight any schools in need of further support, appropriate activities are identified and an action plan is agreed	Fortnightly performance meetings between GwE and the Education Department (Quality Assurance Group) highlight any schools in need of further support, appropriate activities are identified and an action plan is agreed	Performance meetings between GwE and the Education Department (Quality Assurance Group) highlight any schools in need of further support, appropriate activities are identified and an action plan is agreed Every penny of Foundation Phase budget devolved to schools?	Fortnightly performance meetings between GwE and the LA Education Lead Education Officers highlight any schools in need of further support, appropriate activities are identified and actioned. The LA has an arrangement with the Clusters in the Authority to identify and fund local training needs - this arrangement is supported by the LA Foundation Phase Advisory Teacher.	Comprehensive training and support programme for Foundation Support in schools delivered by LA Foundation Phase Training & Support Officer & Advisory Teacher, funded by FP Grant. Effective liaison between FP team and GwE Challenge Advisers for schools needing FP input. FP team join Challenge Advisers on 'deep dive' visits, pre/post inspection support etc. Regular meetings between GwE and Primary Officer also highlight schools in need of support.	Fortnightly performance meetings between GwE and the Education Department (Quality Assurance Group) highlight any schools in need of further support, appropriate activities are identified and an action plan is agreed

Finance / Budgets	Gwynedd's consortium transfer generally covers the entire cost of all related activities 1.17% of Foundation Phase Grant Funds (£46k out of £3.9m) are held back by the Education Department for the purposes of training and supervision	Consortium transfer generally covers the entire cost of all related activities 99% of funds used for classroom assistants & non-maintained 10% staff – 1% retained for training budget purposes	Consortium transfer generally covers the entire cost of all related activities More information to follow.	Denbighshire LA transfer Foundation Phase Grant funding to schools to support , Foundation Phase Ratios, training . Training and support for the non-maintained three year old provision is also funded . Foundation Phase Grant contributes towards the cost of LA Early Education Advisory Teachers .	FP Grant has been managed by Primary Officer with Flintshire Finance manager. Funding devolved to schools to cover staffing to meet 1:8 and 1:15 ratios. Funding for training officer, 10% teachers in non-maintained sector and training programme (as per grant conditions) are centrally managed by the LA	90% Foundation Phase Grant spent on maintained settings – with 7% on non-maintained settings and the remaining 3% spent on training /coaching
GwE Commentary	Confirmation that Foundation Phase improvements are currently out-sourced to GwE – although GwE notes that in line with all other key stages, they do not have Foundation Phase expertise or any extra capacity or budgets to increase skills	Confirmation that Foundation Phase improvements are currently out-sourced to GwE – although GwE notes that in line with all other key stages, they do not have Foundation Phase expertise or any extra capacity or budgets to increase skills	Confirmation that Foundation Phase improvements are currently out-sourced to GwE – although GwE notes that in line with all other key stages, they do not have Foundation Phase expertise or any extra capacity or budgets to increase skills	Denbighshire funds LA Foundation Phase Advisory Teachers to support non-maintained settings and Foundation Phase in schools. LA Foundation Phase Advisory Teachers work with GwE Officers for aspects such as whole school monitoring visits.	LA note: FCC considers it had a highly expert and effective FP support team that works well within current arrangements and would like it to remain within LA control.	Confirmation that Foundation Phase improvements are currently out-sourced to GwE – although GwE notes that in line with all other key stages, they do not have Foundation Phase expertise or any extra capacity or budgets to increase skills

Appendix 3 – 14 – 19 Learning Pathways Offer

National Model For Regional Working – Strategic Options for 14 – 19 Learning Pathways Offer

1. Background and Context

- a) The North Wales Education Consortium previously co-ordinated and monitored the 14 – 19 Learning Pathways Offer. The Senior Leader of the Consortium had a general responsibility for financial matters, a Consortium officer was responsible for the strategic co-ordination and monitoring of the grant and regional plan and a Consortium officer was responsible for the administration and remittance of the grant.

2. Current Arrangements for the 14 – 19 Learning Pathways Offer

- a) One FTE who is responsible for the administration and remittance of the grant (one of a suite of regional grants) has been transferred from the former North Wales Consortium to GwE since September 2014. GwE has therefore adopted the remittance and administrative responsibilities associated with the grant as part and parcel of the said staff transfer. GwE is therefore in alignment with the National Model in terms of the administration and remittance of the said grant.
- b) Gwynedd Council currently acts as the banking authority for the North Wales region and GwE and a regionally agreed formula is utilised for the division of the grant to individual authorities to support the delivery of their 14 – 19 business plan. It is assumed that Gwynedd Council will continue to act as a banking authority for the 14 – 19 Learning Pathways Offer. It is also assumed that a regionally agreed formula will continue to be utilised once the 14 – 19 Learning Pathways Offer becomes integrated into the new Education Improvement Grant.

3. Current Arrangements for the Regional 14 – 19 Business Plan

- a) A Denbighshire Council officer is now responsible for the co-ordination of the regional plan and for the alignment across the region of the local strategies with national strategies.
- b) The pan North Wales 14 – 19 Network Steering Group provides a strategic overview role in that it is a forum to discuss and share best practice across the region and to set clear regional objectives in relation to aligning local strategies with national strategies. The Chair of the said group (Denbighshire Council 14 – 19 Manager) also provides a strategic overview role for the region in terms of aligning the regional plan with national strategies.
- c) 14 – 19 business plans are produced by individual authorities based on LEA priorities and collated into a regional plan that is then approved and monitored by Welsh Government.
- d) GwE does not currently have a strategic overview of the 14 – 19 Learning Pathways Offer as this is provided to some extent by the aforementioned Denbighshire Council officer and pan North Wales 14 – 19 Network Steering Group.

4. Statutory Obligations and Responsibilities:

- a) The Learning and Skills (Wales) Measure 2009 provides a statutory basis for 14 - 19 Learning Pathways. The Measure secures the creation of local curricula that will contain a wide range of courses and opportunities which learners aged 14-19 in Wales will have right to elect from. The measure also sets out the entitlement of learners to follow their elected course of study. The measure places a duty on Local Education Authorities in Wales to form local curricula for learners in Key Stage 4. It also provides Welsh Ministers with regulation making powers to stipulate the minimum number of courses of study to be included within a local curriculum, and the minimum number of vocational courses of study to ensure that local area curricula contain a wide range of options of study both academic and vocational in nature.
- b) LEAs are responsible for the preparation, submission to Welsh Government and delivery of their approved business plans.
- c) The local co-ordination of the networks that contribute to the 14 – 19 business plans is undertaken by officers from each LEA.

5. Requirements of the National Model for Regional Working:

- a) The National Model for Regional Working Guidance document states that it is within the Regional Education Consortium's function and role, through challenge, to:

“align national and local 14-19 strategies across the wider consortium area to help raise standards in the core subjects of English/Welsh and mathematics, ensure high quality courses offer relevant training for pupils and contribute effectively to regeneration strategies.”
- b) The National Model for Regional Working Guidance document also states that the Regional Consortium's brokerage and improvement activities will include:
 - a “strategic overview of the regional 14 – 19 offer, including allocation of resources to programmes in line with Welsh Government priorities, to include:
 - support for planning the use of grants
 - ensuring school and provider provision is in line to deliver the expected impact inherent in these grants
 - working with local authorities to provide a strategic overview to challenge and support all providers, including FE Colleges and private training providers, to ensure equality of access to the development opportunities
 - administering the relevant grants and co-ordinating and supporting bids for emerging grant opportunities.”
- c) The interpretation of the National Model wording is of paramount importance when considering the following options for alignment. It is understood that the National Model requires the Regional Education Consortium (now GwE) to provide a regional strategic overview of the 14 – 19 Learning Pathways Offer. The National Model does not stipulate that the Education Consortium (GwE) is responsible for the preparation, submission to Welsh Government or delivery of the strategic plans which is undertaken by LEA employed officers (partially funded by the 14 – 19 grant and LEA core funding).

6. Strategic Options

- a) In view of the above facts, the following options are deemed to address the requirements of the National Model for Regional Working in terms of the regional strategic overview role:

			Minimum Score 1 – Maximum Score 5			Total Score
Options	Advantages	Disadvantages	Alignment with National Model	Delivering Additional Value	Potential for Successful Change Delivery	
1. Do Nothing (Maintain Current Arrangements) (i.e. previous Consortium officer now responsible for administering of grant through GwE / Gwynedd to remain banking authority/ Denbighshire to remain lead authority on 14 – 19 Learning Pathways Offer and co-ordination of regional plan / Chair of Regional Steering Group & group itself to provide strategic overview and quality assurance role in terms of delivering WG objectives)	- Continuation of delivery without any change - Robust regional collaboration by means of pan North Wales Steering Group and Denbighshire as lead authority - Advantage of wealth of expertise and experience within said group to undertake strategic overview and quality assurance role through sharing of best practice across the region to drive improvement - No additional costs for delivery	- GwE would not meet National Model requirement of strategic overview across the region to ensure alignment of local strategies with national strategies - No link between GwE and LEAs in terms of strategic overview and alignment of local strategies with national strategies but link in terms of grant administration and remittance - No independent evaluation of quality and consistency of local business plans within region	0	0	0	0
2. Create new post within GwE to undertake strategic overview of the 14 – 19 Learning Pathways Offer across the region (Challenge Advisor presumably since NM stipulates that the regional consortium will align national and local 14-19 strategies across the wider consortium through challenge) (i.e. Denbighshire would no longer be required to co-ordinate the regional plan / the regional Steering Group would still be required to discuss and share best practice across the region in order to raise standards / GwE representative would sit on said	- Continuation of delivery without major changes - Robust regional collaboration by means of regional 14 – 19 Steering Group - Clear accountability in terms of LEAs to prepare, submit and deliver plans - Clear accountability in terms of GwE, through challenge, to provide strategic overview and support for LEAs - GwE would be fully aligned with the requirements of the National Model - Link between GwE and LEAs in terms of grant remittance and support for planning use of grants - New post would possibly provide more focused regional link to Welsh Government	- Additional cost of new post (Challenge Advisor) - Additional post in GwE structure	0	0	0	0

group)	- Minimal additional cost (one FTE (Challenge Advisor) first and then asses capacity after one year possibly) - Post would concentrate on strategic overview of 14 – 19 offer, support for LEAs to plan grant expenditure and challenge providers and would provide consistency by means of being a continuous presence on the regional Steering Group					
3. GwE to commission an independent consultant to conduct a quality evaluation of regional 14 – 19 business plan. Evaluation findings to be utilised by GwE, LEAs and regional Steering Group to share best practice and to drive improvement. (i.e. previous Consortium officer now responsible for administering of grant through GwE / Gwynedd to remain banking authority/ Denbighshire to remain lead authority on 14 – 19 matters and co-ordination of regional plan / Chair of Regional Steering Group & group itself to provide strategic overview role in terms of delivering WG aims and objectives)	- Continuation of delivery without major change - Robust regional collaboration by means of regional 14 – 19 Steering Group - Advantage of wealth of expertise and experience within said group to undertake strategic overview and sharing of best practice across the region to drive improvement and align local strategies with national strategies - Clear accountability in terms of lead authority to co-ordinate production of regional plan - Clear accountability in terms of GwE to commission independent quality evaluation of regional plan - Minimal additional cost to appoint consultant to undertake quality evaluation of regional business plan (£5k - £10k annually) - An independent quality evaluation would give an impartial and objective view of the regional plan - GwE focus would remain on improvement	- Co-ordination and strategic overview elements would be separated – co-ordination would remain with lead authority and strategic overview would sit with GwE - Additional resource would need to be allocated to GwE to commission consultant to undertake quality assurance exercise of regional plan - GwE would not be fully aligned with National Model requirements i.e. An independent consultant could not provide the following elements on a continuous basis “support for planning the use of grants - ensuring school and provider provision is in line to deliver the expected impact inherent in these grants - working with local authorities to provide a strategic overview to challenge and support all providers, including FE Colleges and private training providers, to ensure equality of access to the development opportunities - administering the relevant grants and co-ordinating and supporting bids for emerging grant opportunities.”	0	0	0	0

Appendix 4 - Welsh in Education Grant and Welsh in Education Strategic Plans

National Model For Regional Working – Strategic Options for Welsh in Education Grant and Welsh in Education Strategic Plans

1. Background and Context

- a) The North Wales Education Consortium previously co-ordinated and monitored the Welsh in Education Grant. The Senior Leader of the Consortium had a general responsibility for financial matters, a Consortium officer was responsible for the strategic co-ordination and monitoring of the grant and regional plan and a Consortium officer was responsible for the administration and remittance of the grant.

2. Current Arrangements for the Welsh in Education Grant

- a) One FTE who is responsible for the administration and remittance of the grant (one of a suite of regional grants) has been transferred from the former North Wales Consortium to GwE since September 2014. GwE has therefore adopted the remittance and administrative responsibilities associated with the grant as part and parcel of the said staff transfer. GwE is therefore in alignment with the National Model in terms of the administration and remittance of the said grant.
- b) Gwynedd Council currently acts as the banking authority for the North Wales region and GwE and a regionally agreed formula is utilised for the division of the grant to individual authorities to support the delivery of their WESPs. It is assumed that Gwynedd Council will continue to act as a banking authority for the Welsh in Education Grant. It is also assumed that a regionally agreed formula will continue to be utilised once the WEG becomes integrated into the new Education Improvement Grant.
- c) Individual authorities devolve a portion of their Welsh in Education Grant to schools.

3. Current Arrangements for Welsh in Education Strategic Plans

- a) A Gwynedd Council officer is now responsible for the co-ordination of the regional plan and alignment with the aims of Welsh Government's Welsh Medium Education Strategy as Gwynedd Council's Head of Education Chairs the regional Welsh Medium Sub-group.
- b) The pan North Wales Welsh Medium and Capacity Building Sub-group provides a quality assurance role in that it is a forum to discuss and share best practice across the region and to set clear regional objectives in relation to the delivery of the aims of Welsh Government's Welsh Medium Education Strategy. The Chair of the said group (Gwynedd Council Head of Education) also provides a quality assurance role for the region in terms of aligning the regional plan with Welsh Government's Welsh Medium Education Strategy.
- c) WESPs are produced by individual authorities based on LEA priorities and collated into a regional plan that is then approved, monitored and quality assured against the aims of the Welsh Medium Education Strategy by Welsh Government.
- d) GwE does not currently co-ordinate or quality assure the delivery of the aims of the Welsh Medium Education Strategy by ensuring alignment of the Welsh in Education Strategic Plans as this is done to some extent by the aforementioned Gwynedd Council officer, regional Welsh Medium Sub-group and Chair of said group.
- e) In some cases, GwE is consulted with and has an input into the production of the Welsh in Education Strategic Plans.

4. Statutory Obligations and Responsibilities:

- a) On 4 March 2013, the Schools Standards and Organisation Wales Act 2013 came into force. Local Authorities, by means of the said Act, are responsible for the preparation of their Welsh in Education Strategic Plans and their submission to Welsh Government for a period of 3 years from April 2014 to March 2017. These plans outline how Local Authorities intend to achieve Welsh Government's aims and objectives as outlined in the Welsh Medium Education Strategy.
- b) The local co-ordination of the comittees, working groups or networks that contribute to the Welsh in Education Strategic Plans is undertaken by officers from each LEA. These duties are part and parcel of the wider role of individual officers within each authority and contribute towards the preparation, submission and delivery of the said plans.

5. Requirements of the National Model for Regional Working:

- a) In order to address the requirements of the National Model for Regional Working GwE is expected to undertake the following responsibilities:

“to co-ordinate and quality assure the delivery of the aims of the Welsh medium Education Strategy by ensuring the alignment of the Welsh in Education Strategic Plans (WESP) and the Welsh in Education Grant (WEG) across each of the local authorities within the regional consortia, so that there is consistency in the development of excellence in pedagogy, and the meeting of agreed targets, not only across both the Welsh-medium and bilingual sectors, but also in the delivery of Welsh as a second language”.
- b) The interpretation of the National Model wording is of paramount importance when considering the following options for alignment. It is understood that the National Model requires the Regional Education Consortium (now GwE) to co-ordinate and quality assure the regional plan and the division and remittance of the grant in order to ensure that the aims of Welsh Government's Welsh Medium Education Strategy are delivered. The National Model does not stipulate that the Education Consortium (GwE) is responsible for the preparation, submission to Welsh Government or delivery of the strategic plans which is undertaken by LEA employed officers (partially funded by WEG and LEA core funding according to their Strategic Plans).

6. Strategic Options

- a) In view of the above facts, the following options are deemed to address the requirements of the National Model for Regional Working in terms of the regional co-ordination and quality assurance role:

			Minimum Score 1 – Maximum Score 5			Total Score
Options	Advantages	Disadvantages	Alignment with National Model	Delivering Additional Value	Potential for Successful Change Delivery	
1. Do Nothing (Maintain Current Arrangements) (i.e. previous Consortium officer now responsible for administering of grant through GwE / Gwynedd	- Continuation of delivery without any change - Robust regional collaboration by means of Welsh Medium Sub-group and lead authority Head of Education as Chair	- GwE would not meet National Model requirement of co-ordination and quality assurance role - No link between GwE and LEAs in terms of co-ordination and quality	0	0	0	0

to remain banking authority/ Gwynedd to remain lead authority on WEG & WESP matters and co-ordination of regional plan / Chair of Regional Sub-group & group itself to provide quality assurance role in terms of delivering WG Welsh Medium Strategy aims and objectives)	• Advantage of wealth of expertise and experience within said group to undertake quality assurance role and sharing of best practice across the region to drive improvement • No additional costs for delivery	assurance of WESPs but link in terms of WEG administration and remittance • No independent evaluation of quality and consistency of Welsh in Education Strategic Plans within region				
2. Create new post within GwE to undertake co-ordination and quality assurance role of WEG and WESP matters across the region (i.e. Gwynedd would no longer be required to co-ordinate the regional plan / the Welsh Medium Sub-Group would still be required to discuss and share best practice across the region in order to raise standards / GwE representative would sit on said group)	• Continuation of delivery without major changes • Robust regional collaboration by means of Welsh Medium Sub-group and lead authority Head of Education as Chair • Clear accountability in terms of co-ordination and quality assurance of WESPs to deliver WG Welsh Medium Education Strategy • GwE would be fully aligned with the requirements of the National Model • Link between GwE and LEAs in terms of WESPs and WEG • New post would possibly provide more focused regional link to Welsh Government • Minimal additional cost (one FTE at most) • Post would concentrate on co-ordination and quality assurance and would provide consistency by means of being a constant presence on the Sub-group	• Additional cost of new post • Additional post in GwE structure	0	0	0	0
3. GwE to commission an independent consultant to conduct a quality evaluation of Welsh in Education Strategic Plans. Evaluation findings to be utilised by GwE, LEAs and regional	• Continuation of delivery without major change • Robust regional collaboration by means of Welsh Medium Sub-group and lead authority Head of Education as Chair • Advantage of wealth of expertise	• Co-ordination and quality assurance elements would be separated – co-ordination would remain with lead authority and quality assurance would sit with GwE • Additional resource would need to be	0	0	0	0

Welsh Medium and Capacity Building Sub-group to share best practice and to drive improvement (i.e. previous Consortium officer now responsible for administering of grant through GwE / Gwynedd to remain banking authority/ Gwynedd to remain lead authority on WEG & WESP matters and co-ordination of regional plan / Chair of Regional Sub-group & group itself to provide quality assurance role in terms of delivering WG Welsh Medium Strategy aims and objectives)	and experience within said group to undertake quality assurance role and sharing of best practice across the region to drive improvement • Clear accountability in terms of lead authority to co-ordinate production of regional WESP • Clear accountability in terms of GwE to commission independent quality evaluation of WESPs • GwE would be aligned with the requirements of the National Model in terms of quality assurance • Link between GwE and LEAs in terms of WESPs and WEG • Minimal additional cost to appoint consultant to undertake quality evaluation of strategic plans (£5k - £10k annually) • An independent quality evaluation would give an impartial and objective view of the WESPs • GwE focus would remain on improvement	allocated to GwE to commission consultant to undertake quality assurance exercise of WESPs				
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Alignment with the National Model for Regional Working

Coordinate the regional dimension of the ICT Strategy

1. National Model Requirements

- 1.1.** The National Model for Regional Working Guidance document states that it is within the Regional Education Consortium's function and role to:

"Coordinate the regional dimension of the ICT Strategy to include school ICT self-evaluation, leadership and planning of ICT for learning; safeguarding, emerging technologies, virtual learning environments, learning technology and the national literacy and numeracy framework, running networks for heads of departments and ICT co-ordinators, support for pedagogy and curriculum development (with reference to the Learning and Digital World Strategy).

- 1.2.** The guidance document also states that the consortium's brokerage and improvement activities will include:

"commissioning and quality assuring a range of predominantly classroom-based training and development programmes to support improvements in teaching and learning and subject knowledge."

"identifying excellent departments and lead practitioners using nationally agreed criteria who can be deployed to support other schools for part of their working week."

- 1.3.** In particular local authorities should share with regional consortia information on their proposals and decisions in relation to:

"safeguarding arrangements for children and young people."

2. GwE Role as identified in the initial business case

- 2.1.** The full business case published in March 2012 identified Six Key Functions of a Regional School Effectiveness and Improvement Service. The second function being:

- 2.1.1.** Provide support for schools and Local Authorities, (together or separately as required) when operating to improve schools through:

"Provide expertise on IT (Curriculum and Pedagogy) and the Virtual Learning Environment."

3. GwE Current Role and Functions

- 3.1.** There are currently no arrangements within GwE in respect of meeting the needs for the National Model and the Strategic direction of ICT

4. North Wales ICT and Data Sub Group

- 4.1.** The North Wales ICT Strategy Sub-Group aims to; *"...provide a strategic lead for the consortium on the effective and safe use of technology in teaching and learning with the aim of improving pupils' standards and outcomes."* (Excerpt from initial terms of reference)

4.2. The group has had some success in addressing elements of the requirements for the regional strategic direction for ICT, however it faces a number of important challenges:

4.2.1. The provision for ICT support across the 6 authorities varies greatly, as can be seen in section 5.

4.2.2. Members on the ICT Sub-Group have very different roles within their LA and organizations.

4.2.3. The use of technology in learning and teaching is increasingly the focus of national and regional initiatives (e.g. LiDW, LiDW CPD grant and HWB+). The groups initial terms of reference makes reference to a minimal expected commitment from members which is not likely to be enough to meet the needs of the National Model.

4.2.4. There is currently no budget or administrative support allocated to the group.

4.2.5. There is uncertainty as to accountability of the group and accountability to the group.

5. Current Arrangements for ICT Across the Region

5.1. Wrexham

5.1.1. Structure

5.1.1.1. ICT Strategy Manager supporting schools and Lifelong Learning with Strategic ICT

5.1.1.2. ICT Support SLA for schools covering Technical Support, SIMS / MIS Support, Telecoms and ICT Procurement;

5.1.1.2.1. 100% buy back currently from Primary and Secondary schools

5.1.1.2.2. Renewal due March 2017

5.1.1.2.3. 3 Officers supporting SIMS and MIS and 12 Officers Supporting Technical, Networks, Procurement and Telecoms

5.1.2. Support – Through the ICT Strategy Manager and the Schools ICT Support Team schools receive the following:

5.1.2.1. Strategic support for the use of digital technologies in teaching and learning

5.1.2.2. Curriculum and pedagogy advice and post and pre inspection support – some training internally on new technologies and also brokering external providers

5.1.2.3. Technical advice on IT devices and networks along with support, maintenance and an IT procurement service

5.1.2.4. Central Networks and infrastructure services including Web Filtering, Managed Wireless Network, Mobile Device Management, Anti-Virus and Network Security

5.1.2.5. Training and support for Capita SIMS

5.1.2.6. Representation on regional and national groups

5.1.2.7. Support locally for National and Regional initiatives and activities. E.g HWB and HWB+ / LiDW / PSBA Broadband Project / 14-19 Digital Resource Group

5.2. Conwy

5.2.1. Structure

5.2.1.1. As a result of regional (see 2 above) and LA re-structuring ICT schools is now overseen as one of many aspects of Senior School Effectiveness Officers role.

5.2.1.2. Approximately 1.8 FTE supporting school related ICT curriculum related areas e.g. HWB+, hand held digital device project, brokering curriculum ICT training

5.2.2. Support

5.2.2.1. Secondary schools and now Primary schools since April 2014 negotiate and purchase own annual ICT technical support SLAs through delegated budget. Secondary school arrangements vary but currently the primary pattern is more consistent i.e. 2 separate SLAs:

5.2.2.1.1. Procurement and technical maintenance support for the curriculum network

5.2.2.1.2. SIMS - technical and user support and maintenance

5.2.2.2. Central Networks and infrastructure services provide Web Filtering, e-mail, Anti-Virus, Network Security and telecoms

5.2.2.3. Primary schools can also buy in to 3 levels of LA MIS bureau services depending on school need.

5.3. Denbighshire

5.3.1. Structure

5.3.1.1. The curriculum technical support for ICT has been outsourced for nearly three years with over 80% of schools with a specialist education ICT service provider from the English Department of Education ICT Services framework.

5.3.1.2. Remaining schools have procured support from three other providers.

5.3.1.3. All the technical support for the school admin ICT is with a separate contract with the main service contractor.

5.3.1.4. Management of contracts is provided by LA Officer .3 approx.

5.3.1.5. ICT Steering Group made of selected school SLT members and Business Managers oversee ICT development in Denbighshire.

5.3.2. Support

5.3.2.1.1 HWB+ trainer .5 FTE until July 2015, provides some school based training.

5.3.2.2. Some ICT training is provided for schools through Hyddysg, Ysgol Glan Clwyd's training company.

5.4. Gwynedd / Anglesey

5.4.1. Structure

5.4.1.1. CYNNAL was established by Gwynedd and Anglesey to provide ICT support for schools within the authorities. Funding for ICT support and procurement has been delegated to schools, and the support services are provided and monitored through a range of Service Level Agreements. Central ICT departments provide and support connectivity to schools through the Life Long Learning projects, and more recently the PSBA / Learning in Digital Wales projects.

5.4.1.2. Strategic advice/support and monitoring of support levels/services are undertaken by ICT managers within the company, in conjunction with User / Steering Groups from schools.

5.4.1.3. Technical support is provided by a team of 13 primary school technicians, secondary school technicians, SIMS technician, and networking / AV technicians, supporting schools in Anglesey, Gwynedd, Conwy and Denbighshire.

- 5.4.1.4. CAPITA SIMS is supported in Gwynedd and Anglesey schools by a team of five staff.
- 5.4.1.5. Development of online / interactive resources and management systems is provided by a team of 5 staff. The use and support of HWB is provided by two secondary school secondees.
- 5.4.2. Support
 - 5.4.2.1. Sales and installation of computer and technical equipment
 - 5.4.2.2. Repair and maintenance of computers and technical equipment
 - 5.4.2.3. Network installation and support Installation of interactive whiteboards, display screens and projectors
 - 5.4.2.4. Sales and support of SIMS / MIS programs and educational software
 - 5.4.2.5. Support for the use of management information systems in schools
 - 5.4.2.6. Design and development of interactive educational resources
 - 5.4.2.7. Development of on-line management systems to assist schools with MIS
 - 5.4.2.8. Supporting and facilitating the use of Learning Platforms
 - 5.4.2.9. Training and workshops on the use of ICT for school administrative, technical and teaching staff
 - 5.4.2.10. Advising schools on the development and use of computer systems and information based systems with their establishment
 - 5.4.2.11. Tests on portable electrical appliances

4.5 Flintshire

4.5.1 – Structure

- 4.5.1.1 Education ICT Manager has been on secondment to Welsh Government since October 2013 so consequently there has been very little support for schools at the strategic level within the Council. A primary based teacher has been covering at 0.2 in an advisory role. The education ICT support service has been reviewed and there will be no role for the current Education ICT Manager going forward in the proposed structure.
- 4.5.1.2 3 ICT Support SLAs for schools covering Technical Support, SIMS / MIS Support, and ICT Procurement. Renewal due Sept 2015. It is hoped that the majority of schools buy back into the new SLA.
- 4.5.1.3 2 Officers supporting SIMS and MIS (*will be moved into Corporate IT training teams post reorganization*); 6 Officers Supporting Technical and Networks (*will become 3 Officers absorbed by Corporate IT and 5 schools will then employ their own technicians on a cluster basis*) and 2 Officers supporting Procurement and Telecoms (*will become 1 Business manager within Corporate IT*). No advisory role identified – schools will support each other.
- 4.5.1.4 It should be noted that the proposals for the new service are out for consultation with the schools currently, although the proposals were produced after a needs identification process undertaken by an external consultant. A start date for the new proposed service is yet to be identified.

4.5.2 – Support

- 4.5.2.1 Corporate IT provide networks and infrastructure services up to the first switch in the school network; education ICT staff support the subsequent network including wireless provision. Schools have their webfiltering provided and supported by education ICT. Going forward, network/telecoms services will be provided centrally where possible

- 4.5.2.2 Sales, installation, repair and maintenance of general computer and technical equipment
- 4.5.2.3 Sales and support of SIMS / MIS programs and educational software

6. Considerations

In meeting the consortia commitment to coordinate the regional ICT Strategy indicated in 1.1 above, there are a number of local, regional and national initiatives and factors that will need to be considered:

- 6.1. The variety of infrastructure, partners and support models across the 6 LAs
- 6.2. Learning in a Digital Wales (LiDW) grant and WG expectations
 - 6.2.1. LiDW CPD grant – Project coordination with GwE
 - 6.2.2. Completion of the PSBA schools broadband project
 - 6.2.3. Ongoing aspiration of Welsh Government that all Primary and Secondary schools in Wales will have connection speeds increased to 100Mb and 1000Mb by 2020
- 6.3. HWB / HWB+ / Learning Platforms Regionally
 - 6.3.1. Adoption of HWB+ and HWB is currently quite low across the region with latest figures only indicating between 25 schools across the region actively engaging with the platform on a regular basis.
- 6.4. Curriculum Review:
 - 6.4.1. ICT Curriculum Review – 2012
 - 6.4.2. Donaldson Curriculum Review
 - 6.4.3. Digital Literacy
 - 6.4.4. Computing as a NC Subject
 - 6.4.5. New GCSE's / GCE
- 6.5. Estyn Reports:
 - 6.5.1. "The impact of ICT on pupils' learning at KS3 in secondary schools" – July 2014
 - 6.5.2. "The impact of ICT on pupils' learning in primary schools" - July 2013
- 6.6. Safeguarding and Digital Citizenship – opportunities and challenges posed by increasing access to online resources through better connectivity and uptake of mobile devices.
- 6.7. Quality of ICT to support teaching and learning
- 6.8. Development of pupils ICT/Computing capability

7. Options for Consideration / Development – these are not necessarily exclusive – e.g. A combination of Option 3 and Option 6 might be a preferred solution

Options	Considerations
Option 1 - Create a new post in GwE to coordinate the regional ICT Strategy	• Financing of post • Is one post sufficient to address needs across NW Region? • Regional Strategy would require local operational delivery • Existing mis-match between LA's in current home team support for ICT • Need for named ICT representative from each LA • Work location / language
Option 2 - Create new posts in GwE to coordinate ICT in hubs and or phase specific support	• Financing • Work location / language • Still requires regional coordination and strategic overview
Option 3 - GwE to allocate ICT portfolio holder(s) within existing staff	• Financing and changes to existing Job Descriptions • Possible impact on current duties of officers within GwE • Capacity within GwE to undertake new responsibilities • Expertise within GwE to undertake new responsibilities • % of officers time for new responsibilities • Portfolio holder(s) regional coordination and strategic overview role • Regional strategy requiring local operational delivery • Existing mis-match between current LA's home team support for ICT • Need for named ICT representative from each LA
Option 4 - Transfer existing ICT staff from LAs to GwE	• Impact on current duties of staff / officers within authorities and school support • Impact on support services currently offered to schools by LA's • Good communication and understanding required by GWE with 6 LA ICT infrastructures. • Regional strategy and coordination required

	• Existing LA staff could supplement Options 2 and 3 • TUPE and HR issues relating to transfers and any associate redundancies
Option 5 - Extend remit and resourcing of Regional ICT Sub-Group	• Impact on current duties of officers within authorities • Identifying links for ICT in each LA • Financing / Budget • Job descriptions and time allocation • Accountability of the group and accountability to the group • Secure mandate for group to act across region • Existing mis-match between current LA's home team support for ICT
Option 6 - Secondments / Associate Partners (full or part-time) from schools to deliver the ICT Strategy in regional hubs / schools	• Possible impact on current duties of teachers within their schools • Possible negative impact on standards for schools releasing their best practitioners • Quality assurance of provision • Requires regional coordination and strategic overview
Option 7 - Commission third party organisations to fulfill functions identified as part of the overall ICT Strategy	• Requires regional coordination and strategic overview • Quality assurance of provision • Accountability and integration with current LA services



Llywodraeth Cymru
Welsh Government

www.cymru.gov.uk

National model for regional working



Guidance

Guidance document no: 126/2014

Date of issue: February 2014

National model for regional working

Audience	Regional consortia, chief executives and directors of education in county and county borough councils in Wales; diocesan authorities; headteachers and governing bodies of maintained schools in Wales; other national and local bodies concerned with education in Wales.
Overview	The National model for regional working outlines our vision of regional school improvement consortia as well as the relative roles of each tier (schools, local authorities, and regional consortia) within the education system.
Action required	None – for information only.
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Additional copies	This document can be accessed from the Welsh Government's website at www.wales.gov.uk/educationandskills

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1. The mission, values and principles of effective school improvement

The vision and the purpose

Wales needs for its future success in the world young people who are clever, skilled, happy and healthy, and an educational system that helps to produce them. Our proposals in this agreement are designed to generate this through supporting reform to the way that local authorities, regional consortia and the Welsh Government work together to support school leaders, governors and teachers and, through this process, helping to create excellent learning, in excellent classrooms in excellent schools.

The Hill review will help to shape Wales' education reform programme and the national model for school improvement is an integral part of that. The development of the national model is a shared endeavour between schools, local authorities, regional consortia and the Welsh Government. It recognises the important role each tier has to play in improving outcomes for children and young people. The national model can create the structures and define the framework within which this partnership will function but it will require a shared commitment and moral purpose for the system as a whole to deliver the improvements in education and life chances that all children in Wales deserve.

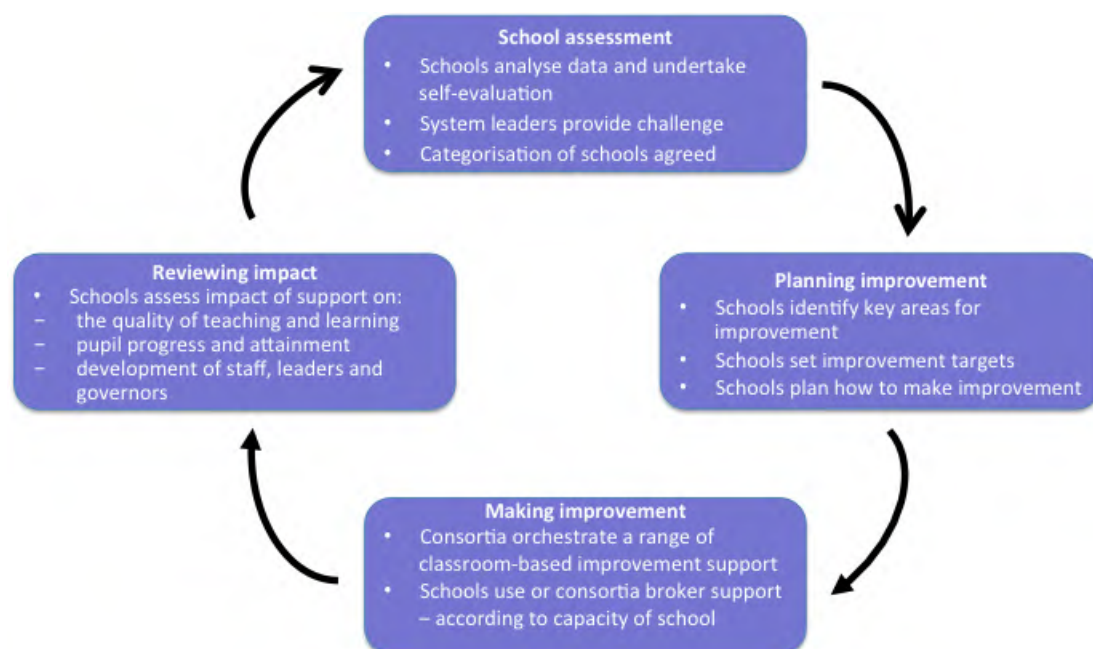
Local authorities retain the statutory responsibility for schools and school improvement. The national model is based on a vision of regional school improvement consortia working on behalf of local authorities to lead, orchestrate and co-ordinate the improvement in the performance of schools and education of young people. The prime mission and purpose of regional consortia is to help those who educate our children and young people. So, in future, their non-negotiable job will be to support schools and local authorities in their efforts to:

- improve learner outcomes for all young people;
- ensure the delivery of high quality teaching and learning; and
- support and empower school leaders to better lead their schools.

Model and key principles of school improvement

Schools are at the heart of this new national model. It is the job of governors, school leaders, teachers and other staff to set high expectations of pupils, constantly seek to improve the quality of teaching and learning, raise standards, share good practice and learn from one another through genuine partnerships and school-to-school support arrangements. Figure 1 describes an annual cycle of school improvement, which we believe should be adopted by all schools. It is a model that many schools will recognise and already follow.

Figure 1: Annual cycle of school improvement



Step 1: School assessment

Schools need to know themselves and to evaluate their strengths and weaknesses. Assessment is a constant process for both teachers and school leaders based upon self-evaluation and school categorisation.

School self-evaluation

Once a year the annual self-evaluation, involving all departments and aspects of a school's life, should provide a systematic trigger for a school auditing how it is performing for all its learners. We need to ensure that schools have the capacity to do this and that clear systems of core, simple and powerful data are available to support this process including benchmarking data so that schools can compare themselves against both the best schools and those within their family of schools. The more that schools can 'own' this process, with help as necessary, the better it will work, and the more 'inspection ready' every school can be. Challenge advisers within consortia will, as their name implies, provide challenge and assure the integrity of the process – particularly for those schools who are at risk of causing concern or who cause concern.

National school categorisation

Each consortium has developed its own system for categorising schools. However, as part of the work on the national model, each consortium has agreed to work towards and implement a national system for categorising the schools which will be in place from 1st April 2014. This national approach will support the school in its self-evaluation assessment.

Step 2: Planning improvement

Schools should use their self-evaluation and the strengths and weaknesses it reveals, to work out what to change in what they do. These ideas will often naturally come from schools and teachers themselves, but the process can be facilitated by making available 'good practice' from other schools. Schools, which are at risk of causing concern or who cause concern, will receive the support they need to do this from challenge advisers.

Schools should set targets by which they can measure their improvement. The targets should cover both improvement in process – for example, the quality of teaching and learning, marking of books or feedback – and outcomes in terms of improvements in attainment and progress. The job of challenge advisers will be to challenge headteachers and governors to set aspirational targets that ensure high levels of motivation and significantly improved pupil attainment.

Step 3: Making improvement

Enabling and supporting schools to access, share and use a range of proven and new classroom-based approaches should be at the heart of securing the improvements that schools need to make. This will include development programmes that align training for teachers with them working in groups to observe and coach each other on implementing improved practice, and the deployment of Lead Practitioners. Every school also has within itself good practice that can be used as the basis for 'within school' transfer and school-to-school improvement activity. More schools will be in federations and still more in clusters. Executive headship will grow to maximise the value and potential of our best school leaders. Local authorities may also see benefits of such changes in organisational and governance terms as part of school improvement.

Consortia will facilitate and orchestrate this collaboration. There will also be programmes at consortia level that will draw on the expertise of the best practitioners and schools in the region. There will be help from the private sector the voluntary sector and indeed local communities that can be matched with the needs of schools and their teachers. The higher and further education sectors will also possess many individuals and courses that can help teacher and school development. Whatever the source of the help, it is essential that is tailored to the social, linguistic, cultural and social context of every school.

Schools that have the capacity to do so should be encouraged and empowered to lead their own improvement and deploy their own resources accordingly. For those schools that are at risk of causing concern or who cause concern, it would be the job of the consortia to help match and broker the support needed to the support available.

School leadership at all levels should be nurtured and developed through training programmes, coaching, assigning mentors and providing opportunities for emerging leaders to be seconded to other schools.

Step 4: Reviewing impact

Schools, teachers and consortia should consider the effects of their actions on the achievements of all their children, and then decide what changes to make in their plans and their future actions. Consortia will broadly follow a similar philosophy in terms of the planning and review cycle as advocated for schools within Figure 1 above. The annual cycle of school, departmental, individual, local authority and consortium level plans that align all parts of the system together.

The role of regional consortia in implementing this model

The delivery of consortia services should be based on co-construction with schools with a move to common/shared data systems and underpinned by excellence of expertise in analysing and challenging schools' improvement needs. The delivery of consortia services should not be based on employing large numbers of full time staff – rather a core staff should draw on the skills of the best headteachers in their regions along with other school improvement experts and should use budgets flexibly to commission the support schools require.

Relationships and lines of accountability between local authorities and regional consortia should be clear so that everyone in the education system understands who is responsible for what.

The implementation of this model will change over time. As schools and teachers develop over the next two to three years, and as they gain knowledge and confidence, they will expect more independence, autonomy and space to make their own decisions. The measure of success for regional consortia will be that they cease to exist in their present form over time because their job is done.

2. The scope of regional consortia

The scope of consortia services

It is important that there is clarity about the scope of the functions and services that regional consortia will provide and what schools and local authorities can expect of them. Regional consortia services will include:

- school improvement – which is defined as intervention, challenge and support strategies delivered by regional consortia that improve the teaching and learning in classrooms and lead to improved pupil attainment and progress at all levels and all contexts, including closing gaps in attainment, and addressing specific needs (such as the needs of Special Educational Needs (SEN) or More Able and Talented (MAT) Learners);
- data collation, analysis and application – which is defined as collating from local authorities and schools the data on school and pupil performance and progress across each region (based on the core data sets established by the Welsh Government and Fischer Family Trust projections), using that data to benchmark and challenge school performance and, with schools, set challenging targets for improvements;
- supporting the development of school leadership at all levels – which includes developing opportunities for emerging and senior leaders to develop their experience and expertise by having assignment and secondments in other schools, in addition to commissioning, and co-ordinating the provision of training and development programmes;
- supporting and promoting the development of school improvement linked to learner well being, including issues such as behaviour and attendance;
- ensuring that the delivery of the national Literacy and Numeracy frameworks is effective across all schools and co-ordinate and quality assure the provision of training and development to achieve this;
- providing challenge to the performance and delivery of Foundation Phase settings and assess the need for and then commission, co-ordinate and quality assure provision of training and development support;
- aligning national and local 14-19 strategies across the wider consortium area to help raise standards in the core subjects of English/Welsh and mathematics, ensure high quality courses offer relevant training for pupils and contribute effectively to regeneration strategies;
- working with local authorities to ensure that their plans for developing and implementing strategies for 21st Century schools go hand-in-hand with plans for school improvement;

- enabling the aims of the Welsh Government's Welsh-medium Education Strategy (WMES) to be delivered by ensuring the alignment of the Welsh in Education Strategic Plans (WESP) and the Welsh in Education Grant (WEG) across each of the local authorities within the regional consortia, so that there is consistency in the development of excellence in pedagogy not only across both the Welsh-medium and bilingual sectors, but also in the delivery of Welsh as a second language;
- commissioning, coordinate and quality assure delivery of high quality governor training and advice services including the requirements for mandatory training for governors; and
- providing specialist human resources advice to support headteachers and governing bodies in dealing with performance management and capability issues.

All children are important. Schools and colleges have a duty to deliver appropriate curriculum and personal support for pupils with additional learning and special educational needs. As part of their school improvement function consortia will, therefore, help schools to deliver high quality education to these groups of pupils, drawing on the expertise of the best special schools, and good practice and systems adopted by the best mainstream

. Consortia procedures protocols and business plans should demonstrate that they are giving full attention to children who have SEN and data systems should be designed to demonstrate the progress they make. They may also need to draw on expert support from local authorities where that is appropriate.

The delivery of specialist services, the statementing of pupils and the legal procedures that safeguard the welfare and rights of children with special needs remain the responsibility of the LA and Consortia should ensure that their services and LA services for pupils with SEN are closely aligned.

Local authorities will also continue to be responsible for delivering – either by employing their own staff or by working in partnership with another local authority – the organisation of schools and school places, special educational and additional learning needs, school transport, school meals, safeguarding services, education welfare, behaviour and attendance and employees' pay and conditions of service. In some cases local authorities in a region may choose to commission these functions from their consortium and such arrangements could strengthen the consortia's prime responsibility to deliver school improvement. But it is implicit in the national model that school improvement must be at the forefront of regional consortia's efforts and activity.

The sections that follow explain in more detail how regional consortia and local authorities will discharge their respective functions and work together to develop an integrated system that supports schools and avoids duplication.

3. Delivery of respective regional consortia and local authority functions

The responsibilities of regional consortia

In relation to school improvement regional consortia will **provide challenge** through:

- monitoring the work and performance of schools, using all-Wales standardised data sets, Fischer Family Trust projections and in-school and in-year data on pupil progress and the quality of classroom teaching and learning, to categorise a school's performance and development needs in accordance with the nationally agreed categorisation model;
- examining with school leaders and chairs of governors performance and provision at **whole-school level and for different subjects, year groups and sub-categories of pupils**, in order to compare the progress of individual and or groups of pupils with progress made in other comparable schools and to identify areas of underperformance and achievement gaps;
- confirming with headteachers and chairs of governors the priority areas for improvement and the strategies to be deployed to secure improvement;
- agreeing stretching targets that will raise expectations, set the standard for improving the quality of teaching and learning and provide the success criteria by which pupil attainment and progress will be judged. Where agreement cannot be reached [in respect of schools that are in an Estyn category or monitoring] the consortium will advise the local authority so that in accordance with current legislation the local authority can determine the appropriate targets;
- assessing for schools that are in special measures, require significant improvement, are subject to Estyn or local authority monitoring or otherwise identified through the categorisation process as causing serious concern, whether governors and school leadership teams have the capacity and will to lead school improvement – and making appropriate recommendations as necessary; and
- advising of those situations where statutory intervention is required and the form(s) that intervention might take – whether federation with another school, the deployment of an executive headteacher, the establishment of an interim executive board or another appropriate measure.

These functions will be applied proportionally – that is to say those schools most in need of support will be monitored most closely. Conversely where schools are performing strongly monitoring will be light-touch in nature. These functions, rather than the delivery of school improvement programmes and initiatives, will be the main focus of challenge advisers' activity.

Challenge advisers may be employed full-time by a consortium or be bought in on a part-time basis. Challenge advisers will have the following attributes:

- experience of leading in a successful school¹;
- expertise in analysing and using school improvement data;
- an understanding and experience of how to implement school improvement; and
- strong interpersonal skills.

This will represent a significant shift in the roles and skills needed. Challenge advisers should be credible in their challenge role and command respect from schools. Welsh Government will provide national training for those undertaking the role of challenge advisers as a matter of urgency. Consortia will, therefore, need to facilitate this training and also secondments to help make the transition to this new role wherever possible. Consortia will have the responsibility of identifying staff to participate in training, and will need to ensure strong performance management of those undertaking the role of challenge advisors. Consortia executive boards and the managing directors will need to urgently assess the capability of their staff to meet the new requirements and discussion with unions that represent them so that headteachers and school leaders are challenged and supported by high quality advisers.

Regional consortia will share monitoring information with local authorities on a termly basis and more frequently in relation to schools that are in special measures, require significant improvement, are subject to Estyn or local authority monitoring or are otherwise identified through the categorisation process as causing serious concern (see below).

Regional consortia will also **co-ordinate, broker and provide improvement support** for schools. These activities will be co-constructed with headteachers and teachers. The brokerage and improvement support will be differentiated in relation to a school's capacity to improve and commission/broker its own improvement support. Where a school is assessed as performing well or having the capacity to secure its own improvement it will be free to use its budgets to draw down and use the services as appropriate to its circumstances and improvement needs. Where, however, a school has low attainment and poor pupil progress – and/or lacks the capacity to promote improvement in general or in a specific area – the consortium will arrange the necessary improvement support on behalf of the school in consultation with the headteacher and governing body and, where charged-for services are deployed, charge the school accordingly. The objective will be to build up the capacity of all schools to take responsibility for organising their own improvement.

¹ This could include being a member of a senior leadership team.

Consortium's brokerage and improvement activities will include:

- facilitating the use and interpretation of data as part of this process to support forensic school self-evaluation and identify gaps in attainment;
- publishing anonymised benchmarking data on the performance and progress of comparable groups of pupils in different subjects and phases to encourage and enable schools to learn from each other;
- supporting school leaders to broker appropriate support from other schools, consortia-commissioned programmes and other sources, where a school has the capacity lead its own improvement;
- overseeing the implementation of a support programme, including the deployment of headteachers of Lead Practitioner schools and other headteachers capable of acting as executive heads, in those schools that are in special measures, require significant improvement, are subject to Estyn or local authority monitoring or otherwise identified through the categorisation process as causing serious concern;
- commissioning and quality assuring a range of predominantly classroom-based training and development programmes to support improvements in teaching and learning and subject knowledge;
- working with headteachers and other leaders through joint lesson observations to develop a consistent understanding on what constitutes excellent teaching and learning;
- identifying excellent departments and lead practitioners using nationally agreed criteria who can be deployed to support other schools for part of their working week;
- providing mentoring support for headteachers and school leadership teams that need support in leading improvement²;
- encouraging, incentivising and steering schools to work on school improvement together through local clusters of schools;
- providing access to evidence of 'what works' in terms of closing gaps in attainment and support schools to implement and assess the impact of targeted intervention strategies;
- supporting the formation and development of federations and interim executive boards where this is agreed as a way to effect school improvement;

² This support should come from a serving headteacher (and the wider leadership team) of a strongly performing school – for example, a Lead Practitioner school

- facilitating the development and work of Professional Learning Communities, lesson study and other means for teachers to work together within and across schools to review and improve their pedagogical practice;
- working with university education departments to provide access to knowledge about teaching and learning and to support research projects based in schools; and
- co-ordinating support and training for teaching assistants and newly qualified teachers.

In relation to supporting the **development of school leadership** regional consortia will, in partnership with leading headteachers:

- commission from schools, universities and other specialist providers development and training programmes for middle leaders to better equip them to analyse and use data, assess the quality of classroom learning and coach other colleagues – reflecting the work of the National Leadership Development Board as it develops;
- support succession planning by working with local authorities to aggregate data on projected turnover and retirements of senior school leaders;
- commission from schools, universities and other specialist providers development and training programmes for emerging senior leaders – reflecting the requirements and work of the National Leadership Development Board as it develops;
- commission programmes that will empower and enable effective heads to support other schools through leading a Lead Practitioner School, acting as an executive headteacher, leading a federation or working for part of the week as a system leader;
- encourage and co-ordinate opportunities for emerging leaders to have access to leadership secondments in other schools; and
- ensure that every new headteacher in their first year of headship shall have access to an effective headteacher mentor.

Through the challenge process regional consortia will assess the general and specific needs of schools in each local authority area with regard to the specific **literacy and numeracy** training and development they require. In consultation with headteachers and the Welsh Government's contractor for literacy and numeracy training, consortia will commission and facilitate the delivery of a strategy that will deliver the range of support required at classroom level.

Early Years Foundation Phase support will involve providing challenge to leaders of Foundation Phase settings and liaising with headteachers and other providers to audit training needs and commission and quality assure an appropriate range of programmes.

The consortia will co-ordinate and quality assure the delivery of the aims of the **Welsh-medium Education Strategy** by ensuring the alignment of the Welsh in Education Strategic Plans (WESP) and the Welsh in Education Grant (WEG) across each of the local authorities within the regional consortia, so that there is consistency in the development of excellence in pedagogy, and the meeting of agreed targets, not only across both the Welsh-medium and bilingual sectors, but also in the delivery of Welsh as a second language.

Co-ordination of the regional dimension of the ICT Strategy will include school ICT self-evaluation, leadership and planning of ICT for learning; safeguarding, emerging technologies, virtual learning environments, learning technology and the national literacy and numeracy framework, running networks for heads of departments and ICT co-ordinators, support for pedagogy and curriculum development (with reference to the Learning and Digital World Strategy).

Strategic overview of the regional **14-19 offer**, including allocation of resources to programmes in line with Welsh Government priorities, will include:

- support for planning the use of grants;
- ensuring school and provider provision is in line to deliver the expected impact inherent in these grants;
- working with local authorities to provide a strategic overview to challenge and support all providers, including FE Colleges and private training providers, to ensure equality of access to the development opportunities;
- administering the relevant grants and co-ordinating and supporting bids for emerging grant opportunities.

Regional consortia will commission and quality assure delivery of **governor support services** and training for governors including the mandatory training programmes required for new governors, training for chairs of governors and, in respect of understanding and applying data effectively for all governors. Consortia will also encourage and facilitate governor networks, enable governors to observe each other's meetings and deploy able chairs of governors to mentor other governing bodies that are struggling to undertake their role effectively. Consortia will jointly develop, in consultation with local authorities, governors and headteachers a performance data template for headteachers to use to report to governors on a termly or half termly basis a school's in-year performance on:

- pupil performance and standards;

- pupil attendance;
- pupil exclusions;
- staff sickness absence;
- quality of teaching (as assessed through classroom observations); and
- progress and attainment data relative to targets.

Consortia will also identify a pool of able candidates that are willing to serve on governing bodies where there is weak governance.

In exercising these roles account will need to be taken of funding for governor support being delegated to schools in some authorities.

Specialist human resource advice for schools would typically include training for headteachers and chairs of governors on performance management and advice on managing those occasions when a teacher's performance is such that the capability procedures have to be invoked or a teacher's absence or sickness record is such that it requires serious action to be considered. Welsh Government recognises that consortia may need to move to this model in stages during their first year of operation where currently the specialist resources to deliver this requirement do not exist.

Regional consortia and local authorities will not duplicate the work of each other.

Regional consortia will consider urgently recommendations on statutory school interventions from local authorities however the statutory powers to implement intervention remain with the authorities.

The responsibilities of local authorities

Local authorities will retain statutory accountability for school performance together with the responsibility for the exercise of statutory powers of intervention and organisation of schools.

Local authorities will designate a lead officer ('an intelligent client') to act as the main point of contact with the regional consortium, in accordance with the arrangement described below.

Local authorities and regional consortia will have open discussions together about their plans which should be clear about the respective roles, functions and intended actions of each. These processes will remove any risk of regional consortia or authorities duplicating effort. In particular local authorities should share with regional consortia information on their proposals and decisions in relation to:

- the overall vision and social and economic development priorities for their area, having particular regard to issues that are likely to affect schools;
- school organisation, including plans for federations, amalgamations, closures and delivery of their 21st century school strategies;
- supporting the delivery of those having special educational and additional learning needs;
- the organisation of behaviour support and education welfare services;
- their youth engagement strategy;
- safeguarding arrangements for children and young people; and
- arrangements to promote effective procurement and the development of business support services within schools.

Local authorities will provide regional consortia with access to relevant data systems, including anonymised data sets on pupil performance where this is held at local authority level, and other information to facilitate their work.

Local authorities will not duplicate the work or activity of regional consortia.

The development of secure local authority and consortia relationships will mean that both parties will consider urgently and jointly recommendations on statutory school interventions from any source and, unless there are exceptional circumstances, agree to implement them. Local authorities and consortia will follow the jointly agreed 'escalation' protocol that is currently being developed.

4. Governance and accountability

Joint committees

The work of regional consortia will be overseen by a joint committee³ of the constituent local authorities or an arm's length company, depending upon the form which best suits a region's requirements in order to carry out the functions and to deliver the outcomes set out within this report. Local authorities should note that the Joint Committee may make decisions which affect the delivery of and resources available for improving school performance. Therefore, local authorities should make sure that the governance arrangements put in place do not contradict local authority decision making and democratic accountability. The form is less important than the capacity and drive to deliver improved outcomes and the ability to have the consortia functioning in the way agreed by 1st April 2014. The joint committee will have responsibility for approving the consortia budget (including remuneration), business planning and performance management of the regional consortia.

Consortia and local authorities should make sure that the members of the Joint Committee have

- the right skills, experience and seniority to make decisions;
- have a clear understanding of their collaborative regional responsibility; and
- are clear about their roles and responsibilities and how these dovetail with the democratic accountabilities

The membership of a joint committee or a board may comprise the leader of each constituent local authority or education portfolio holder. They will be supported by the lead chief executive. The membership of the company board, where the arm's length company option is adopted, should reflect these arrangements. For company board, see Joint committee. Regional consortia with company boards should make sure that the arrangements do not undermine local authority decision making and democratic accountability.

The joint committee will normally meet no more than once a school term to oversee the work of the consortium. Each year, one meeting will focus on considering and agreeing the draft business plan and the accompanying budget. The business plan will also include a report from the regional consortium's managing director on the outcomes (based on the factors as outlined at page 14). Meetings will focus on monitoring progress against the plan. The managing director and the lead chief executive shall, after

³ Sections 101 and 102 of the LGA 1972 (and in the case of Executive Functions sections 19 and 20 of the LGA 2000 and relevant Regulations made under these sections) enable the work of authorities to be discharged through a variety of internal arrangements, and, in this context, external arrangements involving, and working with, other authorities. In particular these powers include the ability of two or more authorities to discharge any of their functions jointly, and where this occurs, to do so via a joint committee, and/ or by their officers.

consultation with the chair of the committee, agree the agenda and papers to be prepared for each joint committee meeting.

The Joint Committee should establish arrangements for appointments of senior staff and to deal with HR issues such as grievances.

Normally meetings of the joint committee will be open to the public.

The executive board

Joint committees will delegate the operational decision making of the consortium to an executive board whose role will be to oversee, support and challenge the work of the regional consortium⁴. Welsh Government suggests that the membership of the executive board, appointed by the joint committees should comprise:

- one representative of the joint committee who will also act as the champion of the consortium in the region;
- a nominee of Welsh Government (observer status);
- the lead director of education;
- managing director; and
- no more than [five] individuals who will be appointed, with the approval of the joint committee, for their expertise in education, leadership and corporate governance drawn from an approved pool of individuals assembled by the WLGA and Welsh Government. Those nominated shall include at least one serving headteacher drawn from a school within the consortium area.

Reporting regularly to the joint committee, the executive board will have delegated responsibility for the implementation of:

- strategy – executive board members will constructively challenge and contribute to the development of strategy to enable the organisation achieving its goals;
- business planning – executive board members will consider and recommend an annual business plan to the joint committee;
- budget – executive board members will ensure that the business plan agreed is in line with the budget;

⁴ The legal provisions referred in footnote 4 above also provide for joint committees to delegate their functions in whole or in part to sub committees. The executive board would be constituted as a sub committee of the joint committee where authorities chose to operate through this option. Where they chose to operate through an arm's length company the executive board would be constituted as a subcommittee of the main board.

- performance – executive board members will monitor and review the performance of management in meeting assigned goals and objectives and monitor the reporting of performance;
- self-evaluation and risk – executive board members will need to have arrangements in place to make sure that regional consortia financial controls and systems are robust where necessary this will be reported to individual local authorities;
- people – executive board members will recommend to the joint committee appropriate levels of remuneration for the managing director and top team and have the prime role in appointing/removing the managing director.

The role of the chair of the executive board will be to:

- set the agenda for the executive board in conjunction with the managing director and ensure that the board operates effectively;
- ensure the provision of accurate, timely and clear information for other executive board members;
- ensure that the executive board operates effectively in all aspects of its role;
- ensure the provision of accurate, timely and clear information for other executive board members;
- support effective communication with constituent local authorities and Welsh Government; and
- facilitate effective contributions from all executive board members and ensure appropriate relationships between executive board members and between executive board members and officers.

Normally, the managing director and chair of the executive board shall attend meetings of the joint committee.

An illustration of the governance model can be found in Annex A.

The overall consortium business plan

Each regional consortium will produce an annual business plan, using a standard template that will set out:

- a summary of the consortium's strategic objectives, priority outcomes and targets;

- a report summarising the performance of the schools in the consortium over the previous 12 months and an analysis of the main areas of strength and weakness within the consortium;
- the priorities for improvement – both in terms of particular schools and cross-cutting issues;
- the work programmes to be undertaken over the following 12 months; and
- the measurable improvement in school performance to be achieved over the 12 months.

The draft business plan will be submitted to the joint committee for approval. The managing director will report to the joint committee the outcome of discussions on the draft plan with individual local authorities and schools, which will take place as set out below. The business plan as agreed by the joint committee will be submitted to the Welsh Government for sign-off by the Minister for Education and Skills by February of each year.

The process of the submission and sign-off of the business plan should be completed by the end of March of each year.

A business plan for each local authority

Alongside the overarching business plan regional consortia may choose to produce an annexe for each respective local authority. The draft annexes will explain what the overarching business plan means in terms of schools, school improvement priorities, school improvement services and school improvement targets for each constituent authority.

Each local authority will provide for their consortium a statement of any changes they propose to make over the coming 12 months in school organisation and their planned arrangements for delivering services for special educational and additional learning needs, behaviour support and education welfare and wider children services that could relate to schools.

The annex and the statement will be discussed individually with each authority through a meeting with the lead officer, and the elected member with responsibility for children and education services, and the Leader Local Authorities will make sure that the governance arrangements for consortia enable them to maintain oversight of and accountability for their statutory duties.

The business plan annex will need to dovetail with and not duplicate other local authority corporate plans and the Single Plan.

Any local authority concerns or requests in relation to the content of the draft business plan that cannot be agreed between the managing director and a constituent authority will be reported to the joint committee as part of their consideration of the draft plan.

The business plan annex for each local authority may, once it is agreed, form a Service Level Agreement, between the consortium and the local authority.

Scrutiny and liaison between local authorities and regional consortia

Regional consortia will nominate a senior officer to liaise with the each authority's lead officer. It shall be for the respective officers to agree on the scope and frequency of their meetings, with contact being more intensive the greater the number of schools in the authority that come into one of the categories of concern. A note of meetings, recording issues discussed and decisions agreed, will be made.

Each Local Authority and their respective regional consortium will make arrangements for robust democratic scrutiny of the consortium business plan and activities as it relates to individual local authority area. Each authority's scrutiny committee for education services will also need sufficient information to consider the performance of their schools.

Local authorities undertake to be reasonable in their expectation of consortia staff and resources and ensure that senior leaders are not required to spend a disproportionate amount of their time on reporting and scrutiny work.

Accountability and relations with Welsh Government

The Welsh Government, through the Minister for Education and Skills, will sign-off annual consortia business plans.

The managing director of each consortium will meet jointly with lead officials of the Welsh Government on a half-termly basis in the spirit of co-construction, to:

- discuss progress against consortia business plans;
- exchange information on consortia working;
- identify factors that are enabling or holding back progress on school improvement; and
- liaise on the implementation of government programmes and initiatives such as the literacy and numeracy programme or the work of the School Leadership board.

Challenge and review events

The current round of stocktakes will be replaced by challenge and review sessions. The initial intelligence gathering process will include drawing together the performance data, Welsh Government and Estyn intelligence on

each region. These findings will then inform a discussion with all four Managing Directors building on the region's self-knowledge and the expertise available regionally. This will then lead to a challenge and review event with each consortium, the scope and regularity of which will vary according to need and risk but as a minimum will be twice a year.

Furthermore, once a year the Minister for Education and Skills will chair a challenge and review session for each consortium to review progress on school improvement in each region. The annual report of the consortium's Managing Director will form part of this process. The consortium will be represented by the chair of the executive board, the managing director and the joint committee.

Priorities and action agreed as a result of these challenge and review sessions will be actioned by consortia and local authorities as appropriate and be reflected in the business plan for the next 12 months.

The Minister for Education and Skills reserves the right to make alternative arrangements for school improvement and consortium functions, in consultation with the Joint Committee, where a consortium clearly lacks the capacity or will to deliver its functions.

Relations with schools

Each consortium will establish two panels to consult respectively with school leaders and school governors. The purpose of the panels will be to discuss plans and proposals for developing school improvement and to receive feedback on the quality of service received in respect of both consortia's' challenge and support functions.

The panel shall include representatives of primary, secondary and special schools.

These user panels will meet at least termly and the meeting in the autumn term will consider the draft business plan for the coming year. Significant concerns from school leaders and governors regarding the content of the draft business plan will be reported to the joint committee as part of their consideration of the draft plan.

Consortia should also make arrangements for collecting systematic feedback from participants on their programmes and this information should be collated and presented to the user panels.

Estyn inspection

Estyn has agreed with the Minister for Education and Skills that it will undertake a remit on the progress being made by consortia. This remit will begin in late summer 2014 and be published in spring 2015.

The inspection of consortia will begin in late autumn 2015 through to autumn 2016. Estyn will focus primarily on the impact of consortia upon the standards that learners achieve, the quality of service provided to schools and on the quality of leadership and management of consortia.

Estyn has an Advisory Forum on the inspection of regional consortia with which it consults representatives from SOLACE, ADEW, four consortia, DfES and Wales Audit Office (WAO) about the development of its inspection framework.

Estyn is working jointly with WAO about their role in the inspection of consortia as part of Estyn's inspection team.

By the end of November 2013, Estyn will have carried out an inspection of local authority education services for children and young people in all 22 local authorities. Between 2013 through to 2016, Estyn will continue follow up activity through the monitoring of authorities in the category of Estyn monitoring, in need of significant improvement or special measures. However Estyn reserves the right to re-inspect any authority that causes significant concern. Estyn will take particular account of how effectively a local authority uses its regional consortia to address school performance issues in the authority's schools.

Estyn's framework for the inspection of local authority education services from 2016 through to 2022 will need to take account of the outcomes of the Williams Commission on Public Service Governance and Delivery, as well as the future development of regional consortia and the statutory functions of local authorities not being delivered through consortia or other collaborative arrangements.

5. The organisation and operation of consortia

The central organisation of the consortium

Consortia may decide, because of the geographical size of the region or the need to reflect cultural and language differences, to organise delivery of their services through hubs. That will be a matter for executive boards to determine. However, all consortia should ensure that they retain sufficient expertise at the centre in order to manage the following functions on a cross-consortium basis:

- data collation, analysis and application – which is defined as collating from local authorities and schools the data on school and pupil performance and progress across each region (based on the core data sets established by the Welsh Government and Fischer Family Trust projections);
- planning and coordination of the improvement service, quality assurance of the challenge function and performance management of its effectiveness in delivering improved outcomes;
- strategic leadership of key strands of work such as leadership development, literacy and numeracy and Welsh medium;
- business planning including management of financial resources, risk assessment, human resource management of consortia staff and commissioning of services;
- commissioning, coordinating and quality assuring delivery of high quality governor training and advice services including the national requirements for mandatory governor training; and
- specialist human resources advice to support headteachers and governing bodies in dealing with performance management and capability issues.

The role of the managing director

The key roles of the managing director will include:

1. Strategic relationship management and collaborative leadership – the managing director will need to navigate the development of increased autonomy for schools alongside reporting to and working with constituent local authorities (which retain statutory responsibilities for education and school improvement), liaising with the Welsh Government and reporting to an executive board. The complexity of the arrangements will mean that the managing director will need to be able to build strong personal relationships while staying focused on delivering the highest standards and performance for the region.

2. Ability to analyse data rapidly, read situations, understand and interpret different local and political contexts and communicate well. In addition, the managing director must guide and lead innovation, seek and take advantage of opportunities and take calculated risks in order to strive for continuous improvement.
3. Leadership of school improvement services – the managing director will provide the strategic leadership and delivery of a sharp and well-defined model of diagnosis and support for schools. This includes, but is not limited to, leading a high performing team to work alongside school leaders, teachers and others engaged in education service delivery in the rigorous challenge and support for improvement activity based on strong analysis of data and evidence. The impact of this work can be seen by the sharp and sustained improvement in outcomes and in the range of appropriate services included within the consortia.
4. Development of system wide school-to-school capacity building measures – we believe that in the long-term the capacity for system-wide improvement rests within and across schools. The managing director must be capable of galvanizing and leading outstanding heads, middle leaders and teachers and, more broadly, to design a system of school led capacity building and improvement.
5. Development of and engagement with an improvement service which is flexible and meets the needs of its stakeholders – in line with the changing demands and needs of schools and local authorities, the managing director will lead the development of a flexible approach to procuring school improvement services. The role will require a commercial sensitivity and an ability to construct a mixed economy of high quality expertise on which schools will be able to draw.
6. Leadership and management of a lean and dynamic central organisation – the managing director will provide visible and inspiring strategic leadership and management of the consortium. This will require recognition of the history and achievements of the organisation to date, whilst reviewing the staffing and delivery model to ensure it is as efficient and effective as possible and compliant with Welsh Government and Estyn expectations. Critical to this is sound and effective people management skills providing high quality professional development for staff as well as effective brand management, communication management of resources and building relationships with stakeholders. In addition, the managing director must guide and lead innovation, seek and take advantage of opportunities and take calculated risks in order to strive for continuous improvement.
7. The Managing Director shall produce an annual report of performance in the following year's business plan.

The skills and experience needed to be a managing director will, therefore, be of a senior strategic leader, with a strong track record of making an impact in leading a school improvement organisation that has significantly improved

educational outcomes. He or she will be ambitious for schools to improve, capable of providing and managing challenge and willing and able to lead and steer a coalition of school leaders, staff and local authorities through school improvement.

The salary and conditions will be set by the joint committee and the line management and accountability will be to the chair of the executive board.

Funding and finance

Regional consortia will obtain their funding from three sources:

- 1 Local authorities have given a commitment⁵ to protect funding for school improvement and transfer it directly to the consortia. Local authorities have signed up to this agreement formally with Welsh Government and this agreement has the same status as other agreements such as the Simpson Compact and the delegation rates targets of 80 per cent and 85 per cent.

From 1st April 2014 the transferred funding will be lodged with the lead financial authority on behalf of the consortium and made available in full to the consortium. Further financial resources would be added if further functions were transferred into the consortium.

Annually, the lead financial officers from each consortium will identify the regional consortia's funding in line with the agreement between the WLGA and the Welsh Government. The level of funding that is proposed to be transferred from each local authority to consortia will also be subject to consultation with Welsh Government.

- 2 Dedicated funding for schools and school improvement routed through consortia by the Welsh Government. The major Welsh Government grants and associated Local Authority match-funding will be passported via the lead authority to the consortium, apart from those elements that are delegated directly to schools. Centrally retained elements of the major grants issued on a regional basis will be passported in full and retained by the consortium.

All funding intended to be delegated to schools must be delegated to schools. Where schools require additional guidance and support in spending the funding efficiently, consortia will provide that guidance and support.

- 3 Funding generated by consortia as a result of charging for some of the programmes and interventions that they commission

⁵ This commitment refers to the national agreement reached between the WLGA, the 22 leaders of local authorities and the Minister for Education and Skills.

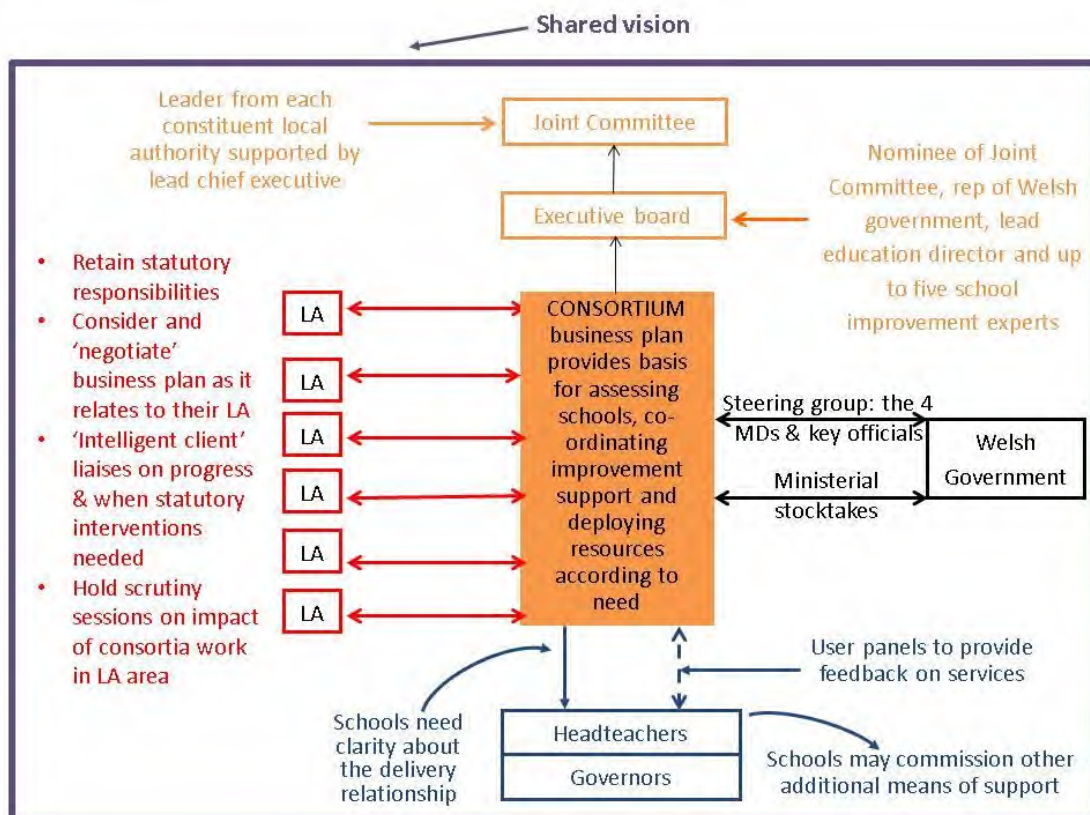
The consortia will be expected to demonstrate openness and clarity in the use of all elements of funding, using the business plans as a vehicle for agreeing the full budget breakdown and the Managing Director's annual report to clearly and transparently report on how funding was spent⁶.

Timescales

The aim in order to begin to deliver improved outcomes is to transition through the next few months to the Consortia arrangements set out in this report by 1st April 2014.

However we recognise that some of the school improvement services contained in this model will not be able to be delivered by 1 April 2014. Therefore, as part of the business plan and to provide an element of flexibility, consortia will need to clearly show what will be delivered by April 2014 and what by April 2015, along with a clear rationale as to why.

Annex A: Consortia governance model



Annex B: National model for regional working

On 28 November, the WLGA Coordinating Committee approved the National Model for Regional Working.

Prior to this, on the 7 October, the Minister for Education and Skills issued a written statement outlining his acceptance of the proposal from local government to protect school improvement funding within the local government budget settlement and to jointly construct a National Model for Regional Working.

The agreement replaces the proposal, in the Hill Review, to fund regional school improvement services through a transfer out of the RSG. It agrees Local Authority contributions to regional school improvement consortia will be protected on the basis of the methodology and funding identified in the papers submitted to the Distribution Sub Group and Finance Sub Group.

Basis of the local authority minimum contributions

The amount is based on the minimum amount originally proposed (£19.2m) reduced by the average percentage reduction in core revenue funding for Wales, as announced in the Final Local Government Settlement for 2014-15. This equates to -3.4%.

The individual authority allocations are based on the 'Mainstream Schools' sector Standards Spending Assessment distribution as contained in the 2014-15 Final Settlement. The Mainstream Schools sector comprises the main service areas relating to primary, secondary and special education provision. The final Local Authority minimum contributions for 2014-15 are identified in Table 2.

These figures represent the core Local Authority contributions, which are net of income and grant revenue. In addition to this core funding, the total funding for regional consortia includes income generated through trading agreements, school level and other SLAs, specific grant funding allocated on a regional basis and any respective local authority match-funding elements for these grants. Additional funding may also be provided by individual Local Authorities for specific additional activity. This represents a 'gross budget' for consortia and this revenue will still be made available to consortia. (where regional consortia take on further functions, the funding will change accordingly.)

Tables

Table 1 shows the current 2013-14 contributions and the contributions originally proposed for 2014-15 within the DSG and FSG papers.

Table 2 shows the required Local Authority minimum contributions for 2014 15, reduced in line with the changes to the Final Local Government Settlement (-3.4%).

Table 1: Local Authority consortia expenditure and proposed distribution of transfer out based on Mainstream Schools Sectorⁱ

Consortia	Local Authority	Consortia 2013-14 budgets net of income and grant revenue		Transfer Out based on mainstream schools sector		Difference from 2013-14 Budgets		Transfer Out based on Mainstream Schools distribution scaled in line with South East Consortia (a)		Difference from 2013-14 Budgets
		Amount (£)	% Share	Amount (£)	% Share	Amount (£)	% Share	Amount (£)	% Share	Amount (£)
North Wales	Anglesey	£360,800	2.2%	£367,906	2.3%	£7,106	0.0%	£435,073.70	2.3%	£74,274
	Gwynedd	£634,304	3.9%	£648,257	4.0%	£13,953	0.1%	£766,607.69	4.0%	£132,304
	Conwy	£552,640	3.4%	£573,346	3.5%	£20,706	0.1%	£678,020.37	3.5%	£125,380
	Denbighshire	£539,264	3.3%	£545,654	3.4%	£6,390	0.0%	£645,272.71	3.4%	£106,009
	Flintshire	£788,128	4.9%	£818,362	5.0%	£30,234	0.2%	£967,768.35	5.0%	£179,640
	Wrexham	£644,864	4.0%	£681,942	4.2%	£37,078	0.2%	£806,442.48	4.2%	£161,578
	Sub total	£3,520,000	21.7%	£3,635,467	22.4%	£115,467	0.7%	£4,299,185.30	22.4%	£779,185
ERW	Powys	£813,250	5.0%	£693,524	4.3%	-£119,726	-0.7%	£820,138.98	4.3%	£6,889
	Ceredigion	£470,750	2.9%	£365,586	2.3%	-£105,164	-0.6%	£432,330.14	2.3%	-£38,420
	Pembrokeshire	£610,250	3.8%	£669,959	4.1%	£59,709	0.4%	£792,271.77	4.1%	£182,022
	Carmarthenshire	£992,000	6.1%	£1,000,607	6.2%	£8,607	0.1%	£1,183,285.37	6.2%	£191,285
	Swansea	£993,250	6.1%	£1,197,996	7.4%	£204,746	1.3%	£1,416,711.19	7.4%	£423,461
	Neath Port Talbot	£707,500	4.4%	£754,452	4.6%	£46,952	0.3%	£892,190.45	4.6%	£184,690
	Sub total	£4,587,000	28.3%	£4,682,124	28.8%	£95,124	0.6%	£5,536,927.91	28.8%	£949,928
Central South	Bridgend	£693,359	4.3%	£755,003	4.7%	£61,644	0.4%	£892,842.05	4.7%	£199,483
	Vale of Glamorgan	£651,860	4.0%	£700,208	4.3%	£48,348	0.3%	£828,043.26	4.3%	£176,183
	Rhondda Cynon Taf	£1,250,876	7.7%	£1,341,118	8.3%	£90,242	0.6%	£1,585,962.63	8.3%	£335,087
	Merthyr Tydfil	£295,094	1.8%	£318,843	2.0%	£23,749	0.1%	£377,053.39	2.0%	£81,959
	Cardiff	£1,525,297	9.4%	£1,648,302	10.2%	£123,005	0.8%	£1,949,228.46	10.2%	£423,931
	Sub total	£4,416,486	27.2%	£4,763,474	29.3%	£346,988	2.1%	£5,633,129.78	29.3%	£1,216,644
South East	Caerphilly	£1,133,580	7.0%	£1,026,964	6.3%	-£106,616	-0.7%	£1,214,454.30	6.3%	£80,874
	Blaenau Gwent	£423,953	2.6%	£370,663	2.3%	-£53,290	-0.3%	£438,334.04	2.3%	£14,381
	Torfaen	£760,016	4.7%	£531,326	3.3%	-£228,690	-1.4%	£628,328.89	3.3%	-£131,687
	Monmouthshire	£468,403	2.9%	£425,265	2.6%	-£43,138	-0.3%	£502,904.59	2.6%	£34,502
	Newport	£926,421	5.7%	£800,576	4.9%	-£125,845	-0.8%	£946,735.20	4.9%	£20,314
	Sub total	£3,712,373	22.9%	£3,154,794	19.4%	-£557,579	-3.4%	£3,730,757.01	19.4%	£18,384
Wales		£16,235,859	100.0%	£16,235,859	100.0%	£0	0.0%	£19,200,000.00	100.0%	£2,964,141

Notes

Scaling factor of 1.182 used to scale in line with South East Consortia 2013-14 budget levels.

Table 2: Required Local Authority minimum contributions for 2014-15, based on the 2014-15 Mainstream Schools SSA

Region	Local Authority	SSA Formula 2014-15 Mainstream Schools Sector distribution	Percentage distribution
North Wales	Isle of Anglesey	422,621	2.3%
	Gwynedd	740,733	4.0%
	Conwy	652,994	3.5%
	Denbighshire	623,793	3.4%
	Flintshire	933,484	5.0%
	Wrexham	782,631	4.2%
	Sub total	4,156,256	22.4%
ERW	Powys	786,048	4.2%
	Ceredigion	414,511	2.2%
	Pembrokeshire	759,950	4.1%
	Carmarthenshire	1,141,069	6.2%
	Swansea	1,370,773	7.4%
	Neath Port Talbot	850,288	4.6%
	Sub total	5,322,639	28.7%
Central South	Bridgend	862,092	4.6%
	The Vale of Glamorgan	799,973	4.3%
	Rhondda Cynon Taf	1,531,657	8.3%
	Merthyr Tydfil	359,863	1.9%
	Cardiff	1,917,619	10.3%
	Sub total	5,471,204	29.5%
South East	Caerphilly	1,169,666	6.3%
	Blaenau Gwent	417,511	2.3%
	Torfaen	600,536	3.2%
	Monmouthshire	481,642	2.6%
	Newport	934,254	5.0%
	Sub total	3,603,609	19.4%
Wales		18,553,708	100.0%

ⁱ The Mainstream Schools sector comprises the following IBAs: Nursery & Primary Teaching and Other School Services, Secondary School Teaching and Other Services, Special Education, School Breakfasts Grant, Appetite for Life Grant, School Counselling Grant, Post 16 SEN Mainstream Grant, Post 16 SEN Special Schools and Out of County Grant.



Full Business Case

North Wales Regional School Effectiveness and Improvement Service (RSEIS)

March 2012

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1. Introduction

1.1 Foreword

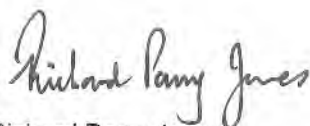
North Wales Local Authorities are committed to ensuring that the children and young people in their schools are given the best possible start in life and achieve life skills of the highest standard.

We recognise that Wales has a major challenge in ensuring that its levels of educational attainment are at least comparable with its competitors in the world economy. Our society and economy have no greater asset than the skills and learning capacity of our people. North Wales must play its part in making a significant change in the way it monitors, challenges, supports and intervenes in schools, in order to work in partnership with schools to drive the raising of standards in pupil achievement. New ways of delivering LA school improvement statutory functions must be established that will make a difference to the pace of school performance improvement. The formation of a Regional School Improvement and Effectiveness Service (RSEIS) is an important step within the new delivery mechanisms.

No individual authority can address the current performance issues as a single entity, divorced from working collaboratively with other authorities. The tasks to be engaged and implemented are too onerous and complex. The improvement agenda, common to all authorities, driven on an individual LA basis, would result in a grossly inefficient duplication of effort and processes. Enhancing the collaborative work that is already taking place, through current regional consortia initiatives and processes, allows us to establish and develop a Regional School Improvement and Effectiveness Service.

This exciting development will provide north Wales with a quality school improvement and effectiveness service in a cost effective and efficient manner, to raise standards and 'make a difference' for children and young people. It will champion a new way of driving standards. It will: host new robust systems of performance information to measure effectiveness; raise standards – improving literacy and numeracy; promote well being, raise aspirations; improve pupils resilience as learners; improve outcomes and reduce variation between and within schools to realise the moral purpose of education; support education improvement in schools; and support leadership development within schools and governing bodies.

The RSEIS will be central to school improvement in North Wales. It will be a powerhouse to drive good practice across the region. It will ensure a consistency of challenge and support for schools across the six counties, leading to our children and young people fulfilling their potential.



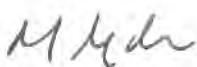
Richard Parry Jones
Interim Chief Executive Anglesey



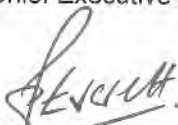
Harry Thomas
Chief Executive Gwynedd



Iwan Davies
Chief Executive Conwy



Mohammed Mehmet
Chief Executive Denbighshire



Colin Everett
Chief Executive Flintshire



Helen Paterson
Chief Executive Wrexham

1.2 Purpose of the Full Business Case

This document will address the issues highlighted by the six North Wales Cabinets / Executive Boards when approving the OBC for consultation (Sept/Oct 2011), and by the stakeholders during the consultation (Oct/Nov 2011):

- the case for change and the vision for the new service needs to be much stronger;
- the quality of the new service for each council as well as the region must be addressed more explicitly;
- the governance and accountability model must be resolved;
- the pensions deficit issues, including any issues relating specifically to the Cynnal company must be addressed;
- the model must be able to demonstrate how it will service the diverse cultural and linguistic needs of the region;
- the model must be able to demonstrate how it will drive standards; and
- the financial and HR issues, including possible impact on staff needs to be set out.

2. Vision for the Regional School Effectiveness and Improvement Service (RSEIS)

The North Wales Consortium will aspire to deliver the following outcomes:

- O1 - Improved standards in literacy (Welsh/English) and numeracy (Maths) that compare well with the best in other countries.
- O2 - A single coherent service for the monitoring, supporting, challenging and intervention within schools across the region.
- O3 - Deployment of System Leaders with a consistent approach and recent proven record of school improvement.
- O4 - All schools able to access a much broader range of specialist support than that available in individual LAs currently.
- O5 - No Local Authorities or schools [learning settings] in any Estyn Inspection category of needing significant improvement or special measures.

When established, the new Regional School Effectiveness and Improvement Service will increase the pace of meeting the aspirations that:

Our Children and Young People:

- individually realise their full potential, and, achieve standards and learner outcomes comparable with the best in other countries
- have access to high quality provision delivered on a consistent basis

Our Schools will access a service that will support them to:

- have leadership and management that drive the best standards and provision
- employ teachers that understand how to meet their learners needs
- have learning environments (working within the constraints of the built environment) that inspire learners to realise their full potential

Our Local Authorities can commission a service that will:

- provide their statutory school improvement functions
- be a centre for excellent practise (and support) that will ensure greater capacity and expertise to be available for schools, utilising System Leaders with a coherent approach and recent proven record of school improvement.
- drive Welsh medium and bilingual development for education communities across North Wales
- deliver value for money, through efficiencies of scale, without compromising on quality
- be driven by the needs of our schools, individually and collectively

3. Regional Overview of North Wales in Context

North Wales is divided into the six Authority areas of Anglesey, Gwynedd, Conwy, Denbighshire, Flintshire and Wrexham. A socio-economic profile of each Local Authority is available in *Appendix 1*.

3.1 Standards

Absolute performance at Consortium level shows a general trend of improvement, comparing well with the other consortia, despite a slight decrease in 2011 when compared with 2010. Performance remains above the all Wales averages.

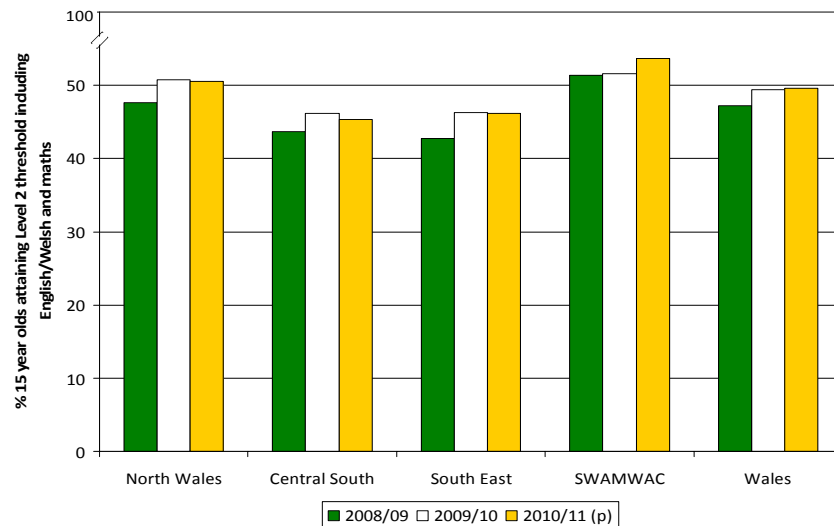


Fig.1

A data analysis of the three year performance of regions across Wales, in the key performance indicators (*Table 1*), demonstrates that students in north Wales schools on average achieve (i) higher than the national average across all indicators; (ii) the highest standards at Level 1; (iii) the second highest standards at Level 2, Level 2+ and Core Subject Indicator; and, (iv) the second highest standards in the point score indicators.

Table.1

	Pupil No.	Pupil No.	Pupil No.	TL1	TL1	TL1	TL2	TL2	TL2	TL2+	TL2+	TL2+	CSI	CSI	CSI	AWPS	AWPS	AWPS	CPS	CPS	CPS
	9	10	11	9	10	11	9	10	11	9	10	11	9	10	11	9	10	11	9	10	11
North Wales	7959	7880	7766	89.6	91.5	92.3	60.7	65.1	68.9	47.7	50.7	52.1	46.9	49.9	50.8	384.1	404.9	443.4		310.2	317.6
South West	10439	10268	9937	89.6	91.1	92	63.6	65.1	69.6	51.4	51.6	53.9	50.2	50.2	51.9	390.1	405	443.6		311.2	320.2
South Wales	9526	9235	9041	87.7	88.6	89.2	59	61.6	65.4	43.6	46.1	45.6	42.4	45	44.7	379.2	389.7	410.9		297.6	303.5
South East	8676	8614	8258	86.7	88.4	89.5	57.2	61.8	64.6	42.7	46.3	46.4	41.6	44.6	45	358.8	377	398		298.7	304.9
Wales	37607	37072	36088	88.2	89.7	90.3	60.7	63.8	67.3	47.2	49.4	50.1	46	48	48.7	378.9	394.3	422.9		305.1	311.6

Findings by the Welsh Government (on the progress by the North Wales Consortia to meet the objective to facilitate raising standards through; working with partners, self evaluation, use of data, and assessment of capacity) are that:

- for the North Wales Consortium the difference between the level 2 threshold and the level 2 threshold inclusive English/Welsh and Maths, is around the national average;
- there is wide variation across the consortium in the difference between the level 2 threshold and the level 2 threshold inclusive;
- the difference between the level 2 threshold and the level 2 threshold inclusive has increased from 13% to 17% between 2009 and 2011;
- nearly half of the schools in the consortium show a difference of between 10 and 20 percent between the level 2 threshold and the level 2 threshold inclusive; and
- the difference between the percentage of students gaining a GCSE A*-C in English/Welsh, the same grade GCSE in Maths and those gaining the level 2 threshold inclusive is similar to Wales as a whole.

3.1.1 National Banding of Secondary Schools

In February 2011, the Minister for Education and Skills set out the case for improvement and a clear set of actions to drive forward his improvement agenda. The national school banding system is one of these actions and will group schools into bands which will reflect their performance and progress, and consider the challenges they face and their individual circumstances. The Minister has stated:

- categorically that banding is not about labeling schools, naming and shaming, or creating a divisive league table;
- that banding is about grouping schools according to a range of factors to establish priorities for differentiated support and to identify those from whom the sector can learn;
- that the most important element of the banding system will be the framework of support and challenge that will be developed over time to accompany each band;
- that the bands will inform support, challenge and intervention in a more standardised and transparent way than at present; and
- that it will be for local authorities and consortia to agree the detail of how they will use banding to help target support and raise standards for all.

Welsh Government, Topics – 'School Banding', 08 December 2011

In December 2011, the Welsh Government release the banding of Secondary schools based on 2011 data¹. For the Secondary schools in the North Wales region (with Band 1 being the highest) this placed:

- 15% in Band 1
- 35% in Band 2
- 24% in Band 3
- 16% in Band 4
- 11% in Band 5

The NW Consortia will utilise good practice within the region's schools to support and drive improvement within these schools in Band 4 and 5.

¹ *Welsh Government Secondary School Banding - 2011 Data*

3.1.2 Programme for International Student Assessment (PISA)

The 2009 PISA survey of the educational achievement of 15- year-olds, found that standards in Wales have lowered since 2006, and in the key areas of reading, mathematics and science the mean score in Wales was significantly lower than the rest of the UK. In all three domains the mean score for Wales and our international 'ranking' was lower than in 2006.

The Minister for Children, Education and Lifelong Learning responded to the survey stating that:
'We must all take a level of responsibility for the problem and resolving it. We need to refocus on higher standards, set our ambitions and expectations high and look for improvement in every aspect of our system.'

3.2 Welsh Language

Welsh medium school provision varies between and within authorities. Across North Wales authorities, 51% of Primary and Secondary schools are classified as Welsh Medium (including those categorised as 'dual stream', or 'bilingual type B').

With 99% of its schools classified as Welsh Medium, Gwynedd has the highest percentage across the region and the whole of Wales, closely followed by the Isle of Anglesey with 96% (including those categorised as 'dual stream', or 'bilingual type B'). As we move to the east of the region towards Flintshire and Wrexham, the percentage of Welsh medium schools (including those categorised as 'dual stream', or 'bilingual type B') is 7% and 12% respectively.

	Welsh Medium ²			Table.2	
	Primary (Welsh Medium and Dual Stream)	Secondary (Welsh Medium and Bilingual Type B)	Total	Total Schools (Prim & Sec)	% that are Welsh Medium schools
North Wales	207	25	232	454	51%
Anglesey	49	4	53	55	96%
Gwynedd	101	14	115	116	99%
Conwy	26	2	28	68	41%
Denbighshire	19	3	22	60	37%
Flintshire	5	1	6	86	7%
Wrexham	7	1	8	69	12%

During consultation, schools in the North East welcomed the prospect of welsh medium support from bilingual RSEIS System Leaders and the prospect of sharing good practice with schools that have extensive welsh medium experience.

3.3 Population and Schools

North Wales has a total resident population³ of 678,461, 23% of the total population in Wales. Projections suggest that the population of under 16 year olds across North Wales will remain fairly constant over the next 25 years, expecting a decrease of less than 1%. Within the individual authorities the variance fluctuates, with Denbighshire projected to have the highest increase of around 6% and Flintshire the highest decrease of around 9%.

² WAG, *Defining Schools According to Welsh Medium Provision*, October 2007

³ Statistical Directorate, *Welsh Assembly Government, 2010 Mid-Year Population Estimates*

In January 2011⁴, there were a total of 466 Nursery, Primary, Secondary and Special schools within the six LAs, with over 100,000 full time and part time pupils.

Table.3

	Number of Schools				% of the total number of schools in North Wales	All Pupils by Region & LA (Nursery, Pri, Sec & Special)	% of all pupils in Wales
	Nursery	Primary	Secondary	Special			
North Wales	2	399	55	10	466	101,504	22%
Anglesey	0	50	5	1	12%	9,540	2%
Gwynedd	0	102	14	3	26%	17,342	4%
Conwy	0	61	7	1	15%	16,012	3%
Denbighshire	0	52	8	2	14%	15,830	3%
Flintshire	1	74	12	2	20%	23,800	5%
Wrexham	1	60	9	1	16%	18,980	4%

Gwynedd has the highest percentage of schools in the region, followed by; Flintshire, Wrexham, Conwy, Denbighshire and Isle of Anglesey.

⁴ Welsh Assembly Government, 2010/11 Number of Schools, by sector and 2010/11 Pupils on roll, by sex and sector

4. Background and Case for Change

4.1 Current Arrangements

The six North Wales LAs are Anglesey, Gwynedd, Conwy, Denbighshire, Flintshire and Wrexham.

Across the six LAs arrangements for delivering school improvement services vary.

Conwy, Denbighshire, Flintshire and Wrexham have a team of officers based within each authority to deliver the core School Improvement functions to the schools within that authority. Core School Improvement functions refers to the school improvement statutory and advisory functions (monitor, challenge, support and intervene). These are supported by a range of additional school improvement functions e.g. Early Years, 14-19, Inclusion, Music, Athrawon Bro(teachers), ICT support staff, Healthy Schools, Active Young People, PESS, MIS.

A full breakdown of the School Improvement functions considered 'in-scope' for this project is available in *Appendix 2*.

Anglesey and Gwynedd commission Cynnal to provide support for core and additional School Improvement functions.

Across the six North Wales LAs extra subject specific support is commissioned from Cynnal or Curriculum Support, directly by the LAs or schools.

4.2 The Educational Case for Change

Standards achieved by pupils in Wales are not as good as pupils in some other countries.

The most able pupils in Wales are a year behind in their development of literacy skills than pupils in some other countries.

We currently have unnecessary duplication of systems across the six Local Authorities to manage services and to deliver common requirements, such as, to appoint and train System Leaders; set up Professional Learning Communities; set up School Profiling Systems [data analysis systems]; meet the requirements of the School Standards and Effectiveness Frameworks; collaborate with other authorities to coordinate the implementation of various WG initiatives and grants.

Given the current financial climate, collectively, there are inefficiencies in use of monies when there is the potential to ensure decreasing resources are used to greater effect through efficiencies of scale.

Opportunities

- The RSEIS demonstrates that North Wales Local Authorities understand the need to change the way School Improvement Services monitor, challenge, support and intervene with schools in order to further improve the standards of education within schools.
- The RSEIS mitigates the risk of decreasing LA budgets and fewer resources, negatively affecting the quality of individual LA School Improvement Services.
- The RSEIS ensures all schools across the region have access to Welsh language support.

- The RSEIS aspires to develop and build on current good practice (in individual LA School Improvement Services) as the minimum level of quality from which to establish the new service whilst, (i) retaining local delivery and ownership where appropriate (ii) ensuring linkage to current Inclusion and ALN Services, and (iii) progressing the increasing collaborative working at Consortium level.
- The RSEIS enables key issues from current Estyn Inspection Reports of LA Services, Schools and other settings to be addressed collectively, and, to prepare for the new Estyn Consortium Inspections from 2014.
- The RSEIS enables the dissemination of good practice across the region.
-

4.3 Financial Case for Change

4.3.1 Current Gross Cost / Cost per Pupil

Based on the information received and verified by each of the six Statutory Chief Education Officers, analysis was undertaken to establish the current 'cost per pupil' of delivering the existing statutory and advisory 'in-scope' School Improvement functions for each LA (defined in *Appendix 2*) .

In order to establish a true spend, the analysis takes account of all time spent delivering the functions, regardless of the percentage identified (e.g. no minimum or maximum percentage bar), and includes salaries funded by grants and estimated transport costs.

	Total FTE of Advisory Employees (all %ages)	Total FTE Admin Staff	Cost of School Improvement Services (all %ages)	Pupil Numbers	Cost per Pupil
Cynnal	16.75	10.84			
Ynys Mon	0.95	0.00	489,000	9,540	51.26
Gwynedd	1.00	0.00	779,000	17,342	44.92
Conwy	10.13	1.67	724,000	16,012	45.22
Denbighshire	14.01	4.65	1,004,000	15,830	63.42
Flintshire	17.01	5.47	1,264,000	23,800	53.11
Wrexham	11.68	4.00	859,000	18,980	45.26
	72	27	5,119,000	101,504	50.43

Table.4

The cost of school improvement staff within Cynnal is not included separately in the table as the associated charges are with each individual LA.

The total gross cost of providing the 'in-scope' functions across the six NW LAs is **£5.1m**. This equates to an average cost of £51 per pupil, with a high of £63 and a low of £45. The Minister has stated his expectation that the cost per pupil should reduce in order to release funding to schools, and has referred to a target in the region of £33 per pupil.

4.3.2 Current Spend Based on Staff in Scope

An analysis by LA is available in *Appendix 3*.

For the purpose of this project, the NW ADEW Directors agreed that if a member of staff spends equal to, or more than, 60% of their time on the identified functions, they are considered 'in-scope' (see *Appendix 2*).

There are 112 members of staff 'in-scope' across the six LAs and Cynnal, 72 directly delivering 60% or more of the identified school improvement functions, and 40 administrative staff (including translation staff) delivering 27 full time equivalent (FTE) contribution on these activities.

The following considerations have been applied:

- to reflect the influenceable spend within each LA, salary costs for the 72 members of staff in-scope are included at 100% cost;
- salary and transport costs associated with staff in-scope for Cynnal, are reflected within each LA costs as the actual charges made for that service (impacts on Ynys Mon, Gwynedd and Conwy costs);
- salary costs associated with staff in-scope for CS, are included as staff salaries within the employing LA, with any balance shared between the partnership LAs (Conwy, Denbighshire and Flintshire);
- to ascertain the overall current transportation costs for LA based staff - for each individual the percentage identified as spent on in-scope activities was applied to their total transport costs. This results in overall current estimated transportation cost of £97k; and
- actual administrative salary savings will in the future depend on which support staff are transferred to the new service, and which will remain with the LA.

	Total Number of Advisory Employees (>60%)	Total FTE Admin Staff	Influenceable Spend*
Cynnal	21	10.84	
Ynys Mon	0	0.00	435,000
Gwynedd	0	0.00	711,000
Conwy	11	1.67	723,000
Denbighshire	10	4.65	728,000
Flintshire	17	5.47	1,122,000
Wrexham	13	4.00	684,000
	72	27	4,403,000

Table.5

**Salary and transport costs for all staff in-scope, plus any charges for in-scope services with Cynnal and/or CS, are excluding expenditure funded by external grants. The cost of school improvement staff within Cynnal is not included separately in the table as the associated charges are with each individual LA.*

The influenceable spend that will provide a basis for building up the financial model within this Full Business Case is **£4.4m** (staff in-scope, plus transport costs).

From this revenue the project is committed to achieving a 10% saving, and each LA will need to consider how they will meet the cost of commissioning the new service, and possibly fund posts to deliver the residual School Improvement functions.

4.3.3 Current Delegation Arrangements

Arrangements for funding school improvement services vary across the six LAs. Some Authorities have delegated part of the school improvement functions to individual school budgets.

The level of current delegation will need to be considered by each LA when funding the new regional service. It is proposed that each LA reviews the current arrangements to ensure sufficient centrally held budget to enable the LA to pay their share of the cost of the regional service whilst also maximising the funds to be delegated to schools.

Each LA is responsible for reviewing its own funding arrangements, which will inform the implementation stage of this project.

4.3.4 School Improvement Functions Funded by Grants

Some of the LAs currently fund elements of the school improvement service with grants totalling £311k.

It is important to note that whilst expenditure funded by grants is included in 4.3.1 'Current Cost per Pupil' to demonstrate total costs, expenditure funded by grants is excluded from the costing exercise in 4.3.2 'Current Spend Based on Staff in Scope' to establish the LA budget for this project, the 'influenceable spend'.

Grants may be used by LA and/or schools in future to commission additional service from the regional service, depending on the individual terms and conditions of each source of funding.

5. Key Functions of the RSEIS

The vision is to establish a regional School Effectiveness and Improvement service to be accountable to, and undertake the statutory responsibilities of, the six local North Wales Authorities in respect of the duties to monitor; challenge; provide support services for curriculum continued professional development and management of schools, and in addition provide services that can be commissioned by schools and local authorities.

The **6 key functions** of the new regional service, underpinned by the core principle of delivering on local and national welsh language strategies to develop and increase excellence in pedagogy and Welsh medium/bilingual education in communities across North Wales, are as follows:

1. supporting LAs to undertake their statutory functions in relation to school effectiveness;
2. provide support for both LAs and Schools (jointly and separately as the case may be) in School Improvement activity;
3. specifically undertaking responsibility for the Implementation of SEF and for CIF accountability;
4. making provision for the development, maintenance, and review of regional frameworks on a commissioned basis;
5. providing a centre of expertise for MIS service and for the management analysis and interpretation of data; and
6. provide a specialist centre for Education Management matters and an Education Human Resources Service to provide expertise and advice.

For a full description of the 6 key functions see *Appendix 4*.

5.1 Key Aims and Objectives of the RSEIS

Taking due regard for the national and regional drivers, the **key aims** are to establish a regional school improvement service which will:

- implement the national School Effectiveness Framework to raise standards and improve wellbeing by reducing variance within and between schools and local authorities, whilst taking account of local need;
- respond to the Estyn inspection regime, which has raised the bar and emphasised partnership working in its revised inspection criteria;
- identify efficiency savings; and
- provide a foundation that allows future regionalisation of other/linked Education services.

The *Education and Other Related Services Regional Board* will aim to deliver the project against two overarching **objectives**:

- to be delivering the School Effectiveness and Improvement Service under the regional arrangements across the six North Wales Authorities, by September 2012; and
- to identify savings through the delivery of a regional School Effectiveness and Improvement Service of 10% of North Wales expenditure.

6. Consultation with Stakeholders

6.1 Findings of the Stakeholder Consultation on a Regional Service (March 2011)

The findings of the *'Report on the Feasibility and implications of establishing a Regional School Effectiveness and Improvement Service for the six North Wales Local Authorities'*⁵, indicate that such a service is feasible and would provide a key transformational development that could provide high quality provision and contribute to achieving improved outcomes for learners. It would also enable both schools and LAs to fulfil their statutory obligations.

In March 2011, individual Authority consultation meetings with relevant stakeholders within each authority were organised by the individual Directors/Chief Officers, with further reports to scrutiny committees and executive boards of the six LAs. In addition, consultation with relevant Focus Groups (with Headteachers; School Governors; Trade Unions), comprising of representatives from across the region were conducted by the Consortium Officer and the Independent Consultant. The subsequent Report⁶ found considerable support for the strategy; in many cases the establishment of a regional School Effectiveness and Improvement Service was welcomed; others recognised the drivers towards such a service and their impact. At the same time there was support for the implementation of the Option.

The ensuing decision of the Education and Related Services Regional Board was to proceed collaboratively and seek to establish a regional School Effectiveness and Improvement Service fit for future purpose, (in particular the implementation of SEF), that builds on current strengths, and provides an integrated service across the region. This regional service will be owned by the six LAs and will operate as a separate entity under a joint commissioning framework. This will require the regional service to be professionally rigorous and focus on pedagogy, learning, and leadership in its dealing with schools; similarly, professional rigour will be required of schools and LAs. Such an approach will be crucial to the success and credibility of this development.

6.2 Findings of the Stakeholder Consultation on the RSEIS Outline Business Case (OBC) (October 2011)

In September 2011, the draft OBC was presented to all six Executive Boards who resolved:

- that the OBC should be widely consulted upon with stakeholders from October 2011;
- to establish a regional service by September 2012, subject to the FBC; and
- that the recruitment process for the appointment of a Chief Officer can begin, with the appointment to take place once the FBC has been adopted in all six authorities.

Consultation on the OBC was carried out with stakeholders across the six authorities during October and November 2011. A full Consultation Plan for the OBC was developed and each Local Authority was provided with a 'Consultation Pack' which included a copy of the OBC, a generic presentation, an executive summary, discussion papers, a copy of the Consultation Plan, and a feedback form.

⁵ *'Report on the feasibility and implications of establishing a Regional School Effectiveness and Improvement Service for the six North Wales Local Authorities'* Gerson Davies, Independent Consultant, January 2011

⁶ *Report on Consultation in relation to the proposal to establish a Regional School Effectiveness and Improvement Service for the six North Wales Local Authorities'* Gerson Davies, Independent Consultant, April 2011

The key findings from the consultation with stakeholders on the OBC are:

Table.6

DELIVERY MODEL	
Core Team	The number of Systems Leaders will need to be more than 31.
	3 visits per schools per year is not enough.
	Schools want System Leaders that have local knowledge of their schools.
	Need to clearly define the Vision for the RSEIS in the FBC.
	'Additional Support' should be available to all schools to drive rising standards.
	Geographical issues will need to be identified and addressed.
	The Core Team will require data stream / analysis (ICT).
	Additional considerations for the Core Team (based on the OBC model).
Subject Specialists Extended Team	Concern that Curriculum Specialists are in the RSEIS Extended Team (not permanent posts).
	There would need to be a basic commitment from Schools to the service from the Extended Team (based on the OBC model).
Secondments	Whilst it is recognised that a secondment is a good opportunity for staff development, schools are finding it increasing difficult and impractical to release good staff.
LA Based Officers	Need to further define the Home Team, its responsibilities and its relationship with the RSEIS.
Standards / Quality	Need to show how the RSEIS will improve standards, delivering at least, if not more, than what is currently in place.
Welsh Language / Bilingualism	The RSEIS must to be a bilingual service.
	All staff employed by the RSEIS do not have to be bilingual in order to ensure a bilingual service.
Costings / Savings / Delegation	Concerns that, whilst increased delegation is welcome, there will not be enough money delegated for schools to buy in the extended team provision.
Project Timescales	Concern that the project timescales are too tight and that this may result in an ineffective service.
GOVERNANCE MODEL	
Constituency of the Governance Arrangements	There need for fair representation in the Governance arrangements to include; schools, governors and diocese – all with voting rights.
Accountability within the Governance Arrangements	The FBC will need to show the accountability within the Governance arrangements.
ROLE OF SYSTEM LEADER / HR	
Transitional Arrangements	Clarification is required with regards to; safeguarding pay, pensions and employment of affected staff; early retirement / voluntary redundancy packages; timetable for staff changes; redundancies process, process for appointment and the proposed structure of the RSEIS.
System Leader Posts	A rigorous approach is required to appoint the System Leaders.

7. Governance Model

7.1 Governance Option Appraisal

In July 2011, the OBC undertook an initial exercise which considered the various options for Governance, and recognised that further work would need to be undertaken before a decision could be reached.

The NW ADEW Directors commissioned expert legal advice from Trowers and Hamlins, who produced two reports on the types of, and benefits / disadvantages of, the various Governance models. The initial assessment from Trowers and Hamlins on the governance options in relation to the RSEIS, recommended that the project consider the options for a 'Joint Committee with a Host Authority' and a 'Company Limited by Guarantee':

- **Joint Committee with a Host Authority** – functions are delegated by each LA to a Joint Committee with membership from all six LAs and Service stakeholders. A Host Authority is identified to employ staff and provide some support functions.
- **Corporate Arrangements (e.g. Company Limited by Guarantee)** – an arms length arrangement would be set up as the 'corporate vehicle' to deliver the service. All LAs would need a contract with this corporate vehicle to buy services, and arrangements would need to be in place for ownership and governance.

A workshop (attended by the Project Team, ADEW Directors and Legal Officers from across the six North Wales Authorities) was then facilitated by Trowers and Hamlins to consider the options in the context of the RSEIS. Following this a full Option Appraisal was carried out with a range of stakeholders on the 'Joint Committee with a Host Authority' and a 'Company Limited by Guarantee' governance models (see *Appendix 5*).

Based on the findings of the option appraisal, **the recommendation by the Education and Other Related Services Board is that a 'Joint Committee with a Host Authority' is adopted as the governance model for the Regional School Effectiveness and Improvement Service**, with the expectation that the model is reviewed as part of the post implementation review.

In the context of the regional service being developed, the main disadvantages (scoring 0 - does not meet the criteria) associated with a 'Company' model are in relation to:

- the pensions deficit (see 7.2) - whilst both options will have a pensions deficit evaluation which will need to be paid back over a number of years, the contribution rate towards the past service deficit may be unaffordable due to a more restrictive pay-back arrangement as a company in its own right (based on an actuary evaluation on estimated data); and
- the ability to take advantage of VAT exemption - with a company limited by guarantee in this context, because the majority of its income will come from the provision of education and closely related services (exempt from VAT), it is not permitted to recover VAT on any purchases/overheads which relate to those services.

It was also recognised that:

- the initial set-up and ongoing costs relating to ICT for the service under a company model would be double that of a Joint Committee with a Host authority, requiring support to be procured in the private sector (there being a conflict of interest in the case of an LA providing this support);

- political buy-in would be more unlikely in the Company model when considering the potential personal liability for Directors of the company (although insurance should be taken out and indemnities given), and the potential conflict of interest between Members sitting as Directors versus Members sitting as Councillors; and
- staff buy-in would be more unlikely in the Company model with staff preferring an option where they remain employed by the LA and remain in the LGPS, and likely to result in opposition from staff and their unions due to perceived worries about pay, conditions, pensions etc.

7.2 Pensions Deficit - Estimated Contribution Rates for RSEIS

The Actuary for the Gwynedd Pension Fund has provided an initial estimation of the potential pension deficit and pension contribution rate for the new regional service. The information provided to the actuary to base this estimation was limited and the conclusions made can only be an indication of the potential rates as the actual employee information will not be known until the HR process has been implemented.

The Options for the *treatment* of the pension deficit evaluated for the regional service are:

Option 1: Fully Funded Approach (the pension deficit remain with the current employer)

- The overall pension deficit for the employer would remain unchanged.
- Existing employer could voluntarily pay amount of the pension deficit to the pension fund and crystallise the amount within the authority accounts, with regard to the staff transferring.
- If the existing employer chooses not to crystallise the amount this would be reflected within the next valuation of the pension fund. There would be fewer staff from which to recoup the deficit in contributions which could lead to a higher contribution rate for the employer.

Option 2: Share of Deficit Approach (the pension deficit transfers to the new regional service)

- The actuary for the pension fund would make a valuation with regard to the regional body to assess the required contribution rate to reflect both the future service contribution and the past service deficit

It is anticipated that all collaborative arrangements will use Option 2, and in this particular case Option 1 is not a viable option when we take account of the company Cynnal, who with Company status, has no obligation to retain the pensions deficit for staff transferring to a new service.

Therefore, the financial modelling for RSEIS has included the estimates on the basis of Option 2 with a 'Share of Deficit Approach', based on the spreading period normally allowed for a Local Authority (past service adjustment 'spread' over 20 years).

A full overview of the pension issues for the RSEIS is available in *Appendix 6*.

7.3 RSEIS Governance Accountability Model

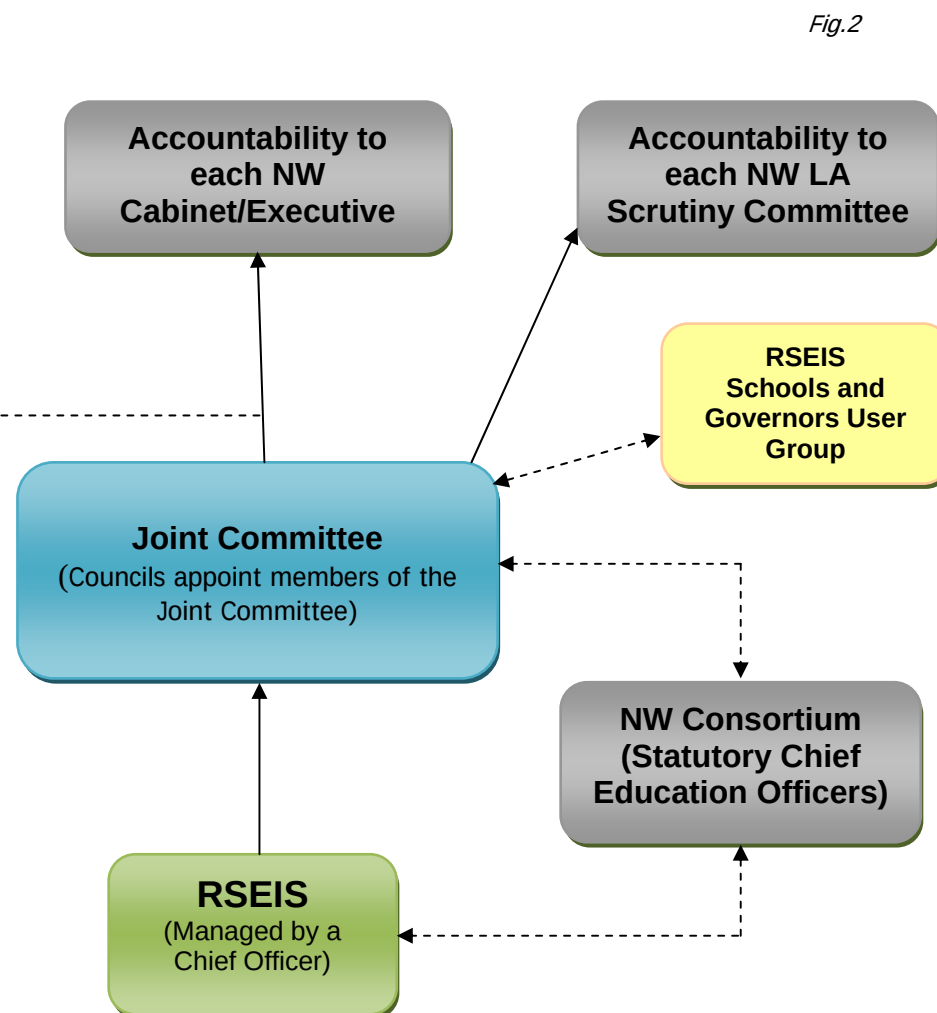
The following model shows the accountability relationship between the Local Authority and the RSEIS.

Local Accountability

- Each local authority(LA) will commission (buy) the service from the collaborative RSEIS organisation
- The LA retains power to negotiate the service level agreement / contract with the RSEIS or delegation arrangements with schools, which may require local variation
- The LA Chief Education Officer retains the statutory responsibility for the delivery of the functions with the support of the Executive Member
- The Joint Committee are accountable to the council as a whole
- The LA Chief Education Officer and Executive Member will ensure that the service meets the needs of their schools

Regional / Collective Accountability

- Achieved through a *Joint Committee with a Host Authority* model
- Councils can appoint members of the Joint Committee, who can be Members and otherwise
- Joint Committee members need to put the interests of the collaborative entity first to manage the 'whole service', focusing on the 'collective' interests
- The Joint Committee will oversee management of the RSEIS, with the support of the NW Consortium in their role as Educational Specialists responsible for driving standards
- The Joint Committee are accountable to the council as a whole, with Joint Committee members accountable to their own LA council and scrutiny members
- The RSEIS Chief Officer will be responsible to the Joint Committee
- The Joint Committee will receive support and challenge from the *'RSEIS Schools and Governors User Group'*



7.4 Deciding on the Host Authority

In order to employ staff under the Joint Committee, the new RSEIS will need to use a Host Authority, which will be one of the six North Wales authorities.

Complimenting the 'employment' role, the Host Authority will also be responsible for providing HR, Finance and Legal support to the staff and the new service (Tier 2).

Expressions of interest to be the Host were invited from Local Authorities. Following careful consideration, the NW Chief Executives Group are by majority decision recommending Gwynedd as the RSEIS Host Authority.

7.5 Constituency of a Joint Committee

This is an outline approach, which would be developed and established by the RSEIS 'Chief Officer' and 'Joint Committee' during April to September, following the adoption of the FBC.

The JC would consist of 'voting members' and 'co-opted non-voting members'

Table.7

Voting Members	Co-opted Non-voting Members
6x Education Portfolio Members <i>one from each NW LA</i>	6x Statutory Chief Education Officers <i>one from each NW LA</i>
1x Diocese Representative <i>nominated from across the Wrexham, St Asaph and Bangor Diocese, on a rotating bi-annual term</i>	1x Legal Representative <i>nominated by the members of the NW Legal ADEW, on a rotating bi-annual term</i>
1x Secondary Schools Representative*	1x S151 Representative <i>nominated by the NW S151 Treasury Group on a rotating bi-annual term</i>
1x Primary Schools Representative*	
1x Special Schools Representative*	
1x Governor Representative*	

11 voting members

8 non-voting members

Total of **19 members** (voting and non-voting)

Notes:

1. In addition, a 'RSEIS Schools and Governors User Group' would be established to provide support and challenge to the JC. The members of this group would nominate a Secondary, Primary, Special and Governor representative to take the voting seats on the JC*. This would be on a rotating bi-annual term.
2. Trowers and Hamlins have confirmed 'that the six Councils may appoint third parties (Diocese, Schools and Governors) to sit on the Joint Committee, but it is then a matter of choice as to whether they are given voting rights. Without further specific action, the position under the Local Government Act 1972 is that they would have voting rights, in that the Act is silent on it. However, there would be nothing to stop the Councils appointing on a non-voting or observer status if they so chose'. The model assumes voting rights for these third parties to satisfy stakeholder concerns expressed in the OBC consultation and to recognise the Schools as key 'buyers' of the RSEIS Service (albeit in most cases through the LA).

8. Delivering the 6 Key Functions

In order to deliver the six key functions (section 5), the programme will be delivered in four inter-dependant tiers:

- Tier 1 will deliver the NW regional strategy for raising standards to meet the national School Effectiveness Framework, through the NW Consortium.
- Tier 2 will deliver the new NW Regional School Effectiveness and Improvement Service(RSEIS) to support Tier 1.
- Tier 3 will deliver the MIS Structure (Capita ONE) to support Tiers 1 and 2.
- Tier 4 will deliver the 'Support Functions' to support Tiers 1 and 2 (Host Authority).

Whilst this Section (8) will describe all four Tiers, the focus of this Full Business Case is on the Tier 2 project to deliver the new NW Regional School Effectiveness and Improvement Service.

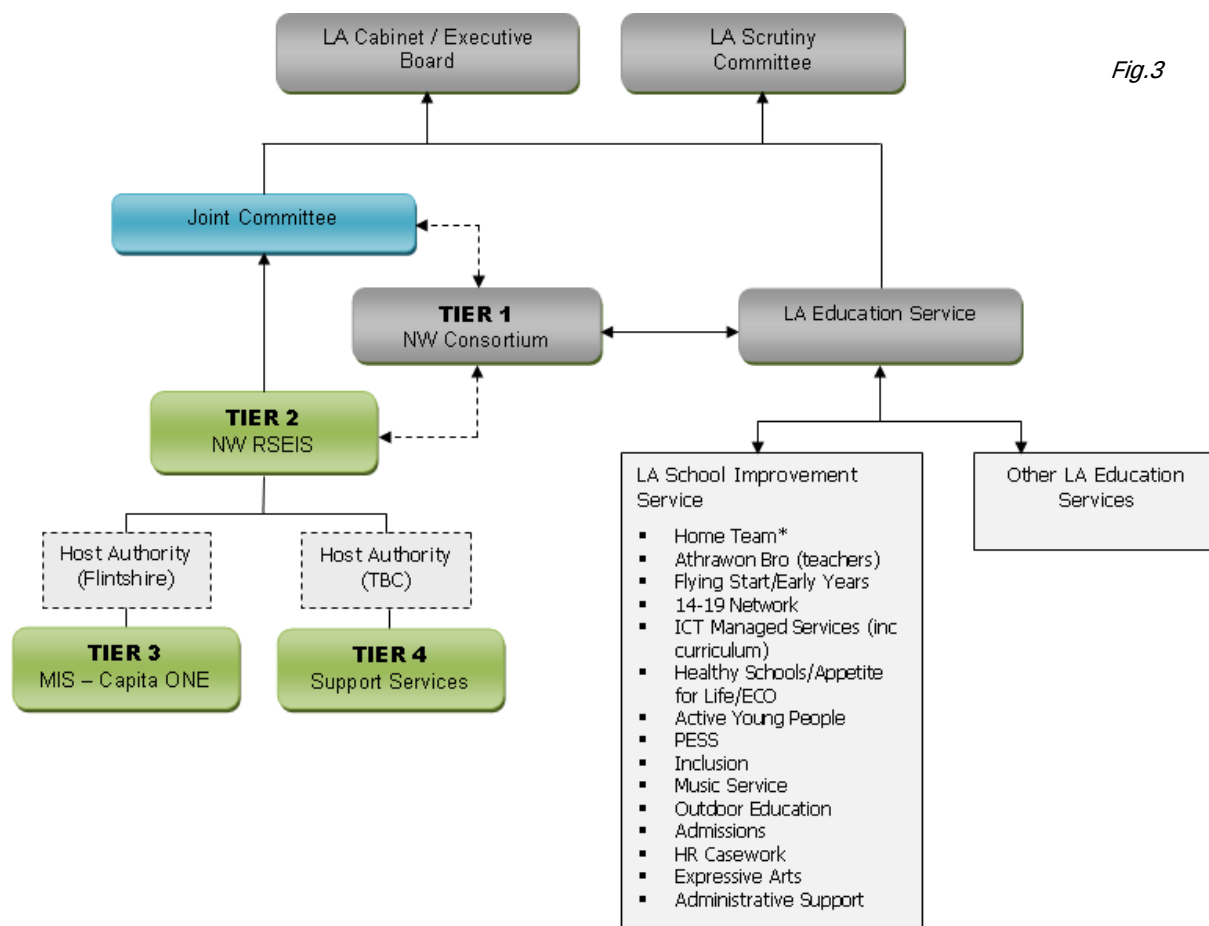
Key Milestones Dates for Tiers 1 to 4

Table.8

Milestone Date	Description	Tier
Feb / Mar 2012	RSEIS Full Business Case to LA Cabinets / Executive Boards	2
Mar 2012	Host Authority for the RSEIS agreed	4
April 2012	Appointment of the RSEIS Chief Officer	2
	Procedures and processes in place for sharing & disseminating expertise within and between ONE and SIMS	3
	Appointment of full-time Information Manager to manage the Regional Management Information Project	3
Jun 2012	Procedures and processes developed for B2B (student data and attendance), Bases, and PULSE	3
Sept 2012	Appointment of the RSEIS System Leaders and Support Staff	2
	Joint Committee established	2
	Common System Leaders approach to monitoring and challenge school performance.	1
	Common System Leaders approach to support and intervention in school performance	1
	Common single collation of school performance data collection and analysis	1
	Common School Leadership and Management Tool	1
	Common Profiling of Local Authority Performance	1
	Common approach for Facilitating and Capturing Good Practice	1
	Common School Heads and Governing Body Roles and Responsibilities in relation to Standards	1
	Common practice for facilitating and capturing good practice from Professional Learning Communities [PLCs]	1
	Coordination of regional Literacy, Numeracy and Inclusion Strategies	1
	Capita ONE hosted solution goes live – users across the region access their data from Flintshire	3
	B2B (student data and attendance), Bases, and PULSE modules are implemented with access to a harmonised set of standard reports identified and developed with all Heads of School Improvement	3
	Information sharing protocol and data transfer agreement in place for all Authorities and their schools	3
Nov 2012 to Mar 2013	Team Building, cultural alignment workshops, induction programmes, specific skills training for the staff appointed to the RSEIS	2
April 2013	Staff transfer to the RSEIS, employed by the Host Authority	2 / 4
	Host Authority for the RSEIS provides HR, Finance and Legal support to the staff and the new service	4

8.1 NW School Effectiveness and Improvement Agenda in the Wider Context of School Improvement

The NW School Effectiveness and Improvement Agenda (Tiers 1 to 4) will contribute to the wider School Improvement Service being delivered locally for schools.



The statutory role of Chief Education Officer will remain with the '*LA Education Service*'.

The '*LA School Improvement Service*' includes those areas that contribute currently to the overarching '*LA Education Service*', but (with the exception of HR Casework) are not carrying out the 6 Key Functions that are currently 'in scope' for the RSEIS.

The '*Home Team**' staff will be identified by each LA as staff required to fulfil those school improvement functions not covered by the RSEIS nor the other teams in the '*Local Authority School Improvement Service*'. These staff will remain employed by the Local Authority.

The '*Other LA Education Services*' are those areas e.g. Site Management, Catering, SEN, that work alongside the School Improvement Service, contributing to the overarching '*LA Education Service*'.

The four Tiers of the RSEIS are explored in the subsequent sections 8.2 to 8.5.

8.2 Tier 1 - North Wales Regional Agenda for Raising Standards

From September 2012, all (current) LA School Improvement Teams, Cynnal and CS will be working to an agreed regional strategy that will ensure consistency in the processes to monitor, challenge, support and intervene in schools across North Wales.

This will result in a significant change across the six N Wales Local Authorities in the process for engaging with schools to drive increasing standards and improving performance. Local Authorities across the region are committed to ensuring that this new way of collaborative working will result in improved standards and make a positive difference to school and pupil performance.

Background

This approach has been driven by the Association of Directors of Education Wales (ADEW) North Wales Consortium. The group comprises the Chief Education Officers of each constituent authority, and is supported by a Consortium Coordinator and Consortium Office (hosted by Gwynedd LA).

In 2009, the Consortium established an operational group - the School Effectiveness Framework(SEF) Steering Group to drive the School Effectiveness Framework agenda forward and identify potential joint working arrangements. The SEF Steering Group consists of; a senior representative of each LA, the Chief Executive of Cynnal, and the Cynnal's Senior Primary School Improvement officer representing Gwynedd and Anglesey (the two authorities regard Cynnal as an extension of the authorities). The Group is chaired by the Consortium Co-ordinator. The Group has worked on a number of areas that will, from September 2012, deliver a single unified strategy and processes for a collaborative approach, allowing the six authority teams, Cynnal and CS to work in new ways to deliver LA school improvement statutory functions that will increase the pace of school performance improvement.

Delivering the Regional Strategy

Tier 1 work incorporates the linkage with Inclusion, ALN and School Support Services that are so essential to provide schools with the necessary support to meet the needs of each individual pupil. This linkage extends also to multi agency work, especially when developing the Team around the Family concept of meeting individual needs through partnership working.

From September 2012, there will be in place various interdependent strands of collaborative common approaches in operation within Tier 1 to monitor, challenge, support and intervene in schools across the region:

Strand 1 – Common System Leaders approach to monitor and challenge school performance.

All monitoring and challenge meetings with Head teachers and senior LA officers in every LA will have a new common agenda, focus and quality of delivery. All officers will have received System Leader training.

Strand 2 – Common System Leaders approach to support and intervention in school performance.

All support and intervention for individual schools in every LA will have been targeted from common regional criteria set from a new common School Improvement element within each LA School Partnership Agreement. All officers will have received System Leader training.

Strand 3 – Common single collation of school performance data collection and analysis

All LAs will have access to a regional core data set of individual school performance across the region and an analysis of performance utilising Key Performance Indicators with Free School Meal ranking. This will facilitate a consistent use of data for the identification of key trends across and within LAs, to facilitate (i) the sharing of good practice from high performers, and, (ii) targeted regional support for groups of schools with common causes of poor performance.

Strand 4 – Common School Leadership and Management Tool

All schools across the region will have access to a School Leadership and Management tool that will ensure a common understanding of agreed criteria for professional standards and quality. This will assist System Leaders to secure a common understanding of the criteria, allow school management teams to utilize it for self assessment purposes, provide a useful training tool within and between schools and in monitoring and challenge meetings with LA officers / System Leaders. It will ensure common regional quality of assessment outcomes for targeting support and intervention to improve school performance.

Strand 5 – Common Profiling of Local Authority Performance

There will be a profile of each LA performance against a series of performance indicators. The profile will identify (i) those schools with good practice in specific fields, and (ii) individual and groups of schools requiring specific levels of support and common key issues that require attention. This will facilitate sharing good support and intervention activities across the region.

Strand 6 – Common Approach for Facilitating and Capturing Good Practice

Further work will be undertaken in formalising criteria for good classroom observation practice. This will facilitate consistency in quality practice for system leadership across the board.

Strand 7 – Common School Heads and Governing Body Roles and Responsibilities in relation to Standards

Further work will be undertaken in developing a regional protocol to ensure head teachers and governors have clarity regarding their roles and responsibilities in relation to professional discussions on school performance. This will facilitate consistency in quality practice for system leadership across the board.

Strand 8 – Common practice for facilitating and capturing good practice from Professional Learning Communities (PLCs)

Monitoring meetings between LAs and schools across the region will include a focus on the developing PLCs that were established as a result of a regional programme of training and guidance in 2010-11. WG is developing a national website in relation to PLCs which overrides the Consortium Moodle based interactive tool which focuses on research for improvement and effective practice. The national and regional thrust for collaboration has highlighted the need for practitioners to share best practice and this has been enthusiastically endorsed by the Regional Education and Related Services Programme Board as a means of raising standards. The SEF Steering Group has facilitated the national training programme and already conducted an initial overview of effectiveness and outcomes during the Autumn Performance Visit 2011.

Strand 9 – Coordination of Regional Literacy, Numeracy and Inclusion Strategies

Further work will be undertaken to develop the regional strategies driven by the established regional steering groups for Literacy, Numeracy and Inclusion. The work will link to national strategies and intended outcomes.

Besides the strands mentioned above, the ADEW North Wales Consortium is involved in a number of other developments to progress greater collaborative working, such as, (i) Regional ICT Managed Service (including VLE), (ii) Music Peripatetic and Ensemble Service (iii) Coordination of Delegated School Funding arrangements.

The strands identified above will support the delivery of the following outcomes:

- O.1 - Improved standards in literacy (Welsh/English) and numeracy (Maths) that compare well with the best in other countries.
- O.2 - A single coherent service for the monitoring, supporting, challenging and intervention within schools across the region.
- O.3 - Deployment of System Leaders with a consistent approach and recent proven record of school improvement.
- O.4- All schools able to access a much broader range of specialist support than that available in individual LAs currently (linked to Tier 2).
- O.5 - No Local Authorities or schools (learning settings) in any Estyn Inspection category of needing significant improvement or special measures.

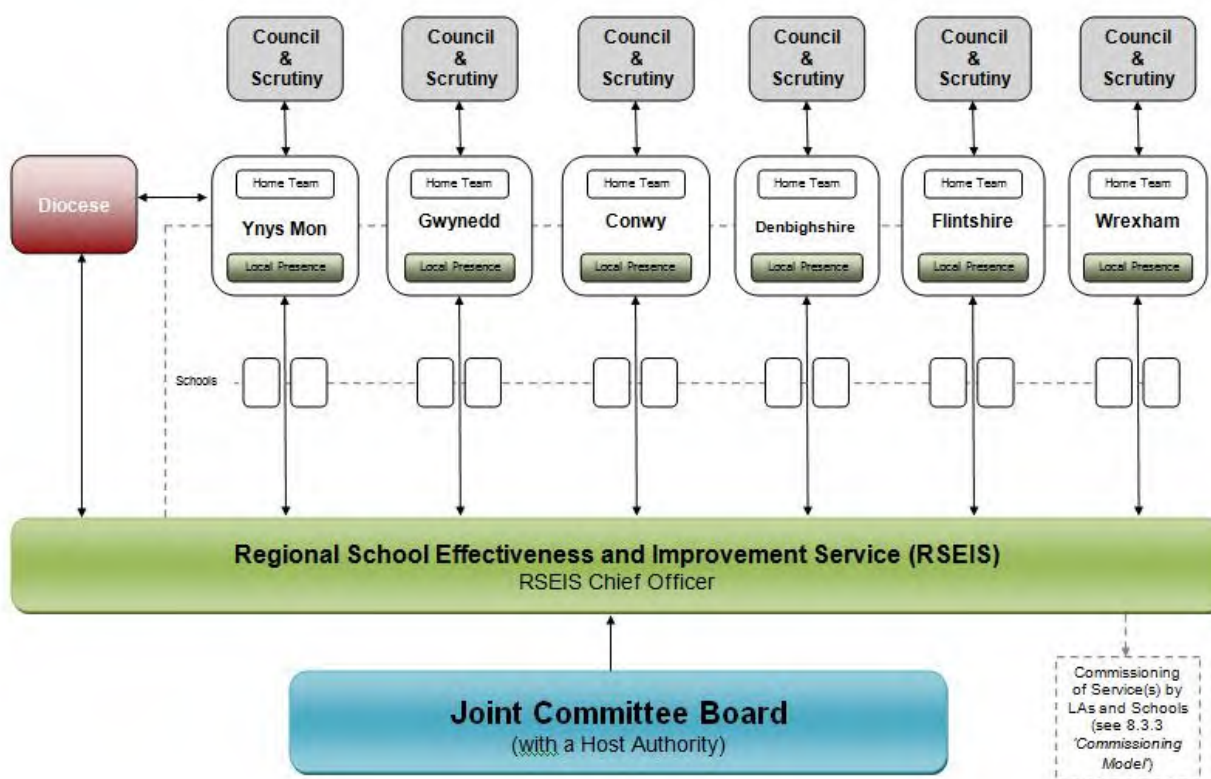
Meeting the Regional Agenda for Raising Standards through the RSEIS (Tier 2)

The common approaches outlined above will result in the six authorities, Cynnal and CS working, from September 2012 on the same standards agenda in the same way. Initially, there will be eight management processes and structures mirroring each other across North Wales.

The establishment of a single structure, the Regional School Effectiveness and Improvement Service (RSEIS) will provide a means of employing efficiencies of scale and a central focus for school improvement across North Wales. This Tier 2 delivery mechanism will absorb the Tier 1 common approaches and will be a powerhouse to drive good practice across the region. It will champion a new way of driving standards. It will provide good quality school improvement and effectiveness service in a cost effective and efficient manner to raise standards and 'make a difference'. It will ensure a consistency of challenge and support for schools across the six counties, leading to our children and young people fulfilling their potential.

8.3 Tier 2 - New North Wales Regional School Effectiveness and Improvement Service (RSEIS)

Fig.4



8.3.1 The Delivery Model

The new RSEIS (Tier 2) will be managed by a Chief Officer with a team consisting of System Leaders, a Business/Finance Manager, Administrative Support and Translators.

Section 10 of this Full Business Case explores the roles in respect of the Job Descriptions and Person Specifications, their impact on existing staff (TUPE), and salary in more detail.

Chief Officer

The Chief Officer will be required to: shape the new organisation, preparing, developing and delivering the strategic direction for the new service; implement, monitor and review regional policies; and lead, manage and direct a team in coordinating quality service delivery effectively, efficiently, economically and responsive to local circumstances.

As agreed by the six North Wales Cabinets / Executive Boards in October 2011, the recruitment process for the post of Chief Officer is already underway, with the appointment to take place once the FBC has been adopted in all six authorities.

System Leaders

With a clear focus on Leadership and Management, System Leaders will also provide strategic leadership and management in Literacy & Numeracy and Curriculum (subject) areas. System Leaders will be responsible for:

Leadership

- Providing support and guidance to ensure that the school's vision, ethos and moral purpose is shared by all staff and stakeholders.
- Providing support and challenge to improve the practice of effective self- evaluation and school improvement planning.
- Providing support and guidance to ensure that leaders and managers to make best use of their expertise to improve their effectiveness.
- Providing a level of challenge by evaluating provision objectively, gathering valid and reliable evidence from a range of sources both within the organisation and beyond.
- Understanding comparative and value-added data and use it to identify high performance and underperformance of pupils, schools and subject areas/departments.
- Analysing and use data to judge the performance and challenge underachievement of groups of learners by gender, ethnicity, special educational needs and prior attainment.
- Challenging the school to set ambitious but realistic targets.
- Using an appropriate range of quantitative and qualitative data to synthesise a wide range of information to formulate hypotheses.
- Providing constructive feedback that forms the basis for future improvement.
- Being able to build the capacity of others to carry out self-evaluation.

Teaching and Learning (Pedagogy)

- Providing support and advice on and evaluating the quality of; teaching and learning styles, and subject specialism's.
- Providing guidance on the rigorous use of formative and summative assessment and on their use to improve learners' work.
- Promoting and support the development of networks of professional practice.
- Identifying effective teaching and learning practice which can be shared within and across networks.
- Ensuring all schools adequately develop the skills agenda, particularly in literacy and numeracy.

Developing People and the Organisation

- Initiating and support action research into effective practice.
- Providing advice on how development needs might be met by referring to examples of good CPD practice.
- Facilitating the development of networks of professional practice.
- Providing advice and guidance on procedures, to evaluate the effectiveness of CPD and the impact of networks of professional practice.

Curriculum

- Providing support and challenge for curriculum development.
- Providing support in developing a curriculum which is relevant, personalised, promotes engagement with learning and reflects the ethnic, cultural and linguistic diversity of the school.
- Providing support and guidance on curriculum planning and the development of effective schemes of work, short term plans and planning for assessment for learning.

Student Attitudes

- Identifying other agencies working with the setting and the nature and scope of their involvement.
- Supporting the school in its attempts to gather the views of parents, children and young people and how these are acted upon.
- Providing guidance on promoting an inclusive ethos and maximising opportunities for children and young people to benefit from links with other agencies.

Internal Accountability

- Providing guidance and support to evaluate classroom practice against specific and rigorous criteria so that staff; know and understand the characteristics of high-quality learning and teaching, recognise and analyse aspects of good practice which will transfer to other learning contexts, and provide constructive feedback that forms the basis for future improvement.
- Providing guidance and support to establish robust performance management systems that make effective use of attainment data.
- Developing criteria which trigger intervention procedures at whole school and departmental level.

Partnership Beyond the School

- Supporting a multi-agency approach based on the needs of the local learning community or family of schools.
- Identifying other agencies working with the setting and the nature and scope of their involvement.

It is anticipated that there will be a requirement for **30 FTE System Leaders** to deliver the above areas of work across the schools within the North Wales region. This has been based on the following analysis of Service provision (taking account of the consultation feedback):

(see accompanying notes in Appendix 7)

Table.9

	Days
School Visits (all schools – 466 inc N, P, Sec, Spe) 6 days allocation per school: 3 regular visits 3 days planning and preparation (including Performance Management)	2796
Schools Requiring Additional Support *	
- Targeted Support (based on pro-active school profiling) : 388 schools 20% = 10 days x 78 schools = 780 19% = 6 days x 74 schools = 444 6% = 16 days x 23 schools = 368	1592
- Post Inspection : Estyn Monitoring = 16 x 10 days (160 days) LA Monitoring = 15x 6 days (90 days) Significant Improvement/Special Measures = 5 x 32 days (160 days)	410
Pre-Inspection Review (inc. pre-inspection report) *	311
9 Secondary schools x 10 'person' days (90 days) 67 Primary schools x 3 'person' days (201 days) 2 Special schools x 10 'person' days (20 days)	
Total Days Support Required from the RSEIS	5109

School Contact Days Based on 195 school days (inc training days) Minus 20 days (accumulative) to account for 5 days each side of the summer and Christmas holidays Minus an average of 3 days sickness leave	172
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Number of System Leaders Required for the RSEIS	30 FTE
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* Number of days is an average requirement, allowing flexibility for more or less as required

It is important to note that there will be a number of additional posts that will be available according to:

- (i) the number of staff (Home Team) each LA will require to support those functions that are not covered by the RSEIS nor the other 'LA School Improvement Teams'; and
- (ii) additional commissioning from the RSEIS for System Leaders from either the LA or schools, through budgets or grants. This approach will provide professional opportunities for Headteachers and Teachers to be seconded for short-term periods to the RSEIS, ensuring that the Service can draw on the best practice from schools across the region. Schools will have the opportunity to strengthen and extend collaborative working across the region to collectively commission targeted support and share good practice.

Business/Finance Manager

Reporting to the Chief Officer, the Business/Finance Manager will manage a small administrative team that will be tasked with the direct management of the business support and financial budget of the Service, reporting quarterly to school governing bodies. The Business / Finance Manager will play a key role in monitoring spend against the budget, delivering quarterly updates to the management team and wider stakeholders.

Administrative Support

It is anticipated that the RSEIS will need administrative support at a ratio of 1:5. Based on the anticipated requirement for 30 FTE System Leaders, the Service there will be a requirement for 6 FTE administrative posts. These posts will report to the Business / Finance Manager. In addition there will be 1 FTE post of a Personal Assistant reporting directly to the Chief Officer.

Translator

In order to ensure the new regional service is underpinned by the core principle of delivering on local and national welsh language strategies to develop and increase excellence in pedagogy and Welsh medium/bilingual education in communities across North Wales, it is anticipated that the RSEIS will require 2 FTE Translators. These posts will report to the Business / Finance Manager.

8.3.2 Serving the Cultural and Linguistic Needs of the Region

What is clear from the consultation with stakeholders is the need to have a bilingual service that can fully provide Welsh medium support across the region, an underpinning feature of the new Service. This contributes to local and national Welsh Language Strategies to drive Welsh-medium and bilingual development for education communities across North Wales.

Consultation with stakeholders also identified the need to ensure that local diversity and variations are considered in any delivery model, and schools in particular wanted to retain the advantages that the local service currently offers – namely school improvement staff knowing their school and its teachers.

The local knowledge is particularly important to help deploy practitioners to work alongside those in similar linguistic contexts and to develop pedagogical skills to a high standard. Some schools will teach a greater proportion of those learning English or Welsh as a second language than others, therefore the support has to be appropriate. In some areas there will be those who are learning both Welsh and English as additional languages and the RSEIS will need to be sensitive to all needs. Effective pedagogy involves having a respected command of linguistic issues and opportunities.

Consequently, it is anticipated there will be a local presence of officers from the regional service working with local schools. This realises the benefits of a consistent and common approach to frameworks and protocols, whilst meeting the needs of individual schools across the region.

8.3.3 Commissioning from the RSEIS

This is an outline approach, which would be developed and established by the RSEIS '*Chief Officer*' and '*Joint Committee*' during April to September 2012, following the adoption of the FBC.

Commissioning of the RSEIS will be via a two-part Service Level Agreement (SLA).

Part A SLA for RSEIS Main Provision

Each North Wales Local Authority will be committed to commission (buy) the 'main' provision from the RSEIS.

The 'main' service refers to the entitlement for all schools within that LA to receive 6 days allocation, with; 'targeted support', 'post inspection' and 'pre-inspection' support being received by those schools as identified by the RSEIS. This work will be carried out by a permanent team of 30 FTE System Leaders. (See *breakdown of service provision and responsibilities of a System Leader in section 8.3.1 of this FBC*)

Part A of the SLA will include:

- standard terms and conditions
- period of agreement
- status of agreement
- resolution of disputes
- payment arrangements
- review period
- penalty charges

Payment arrangements will be in-line with the agreed approach as set out in section 9.1 of this FBC.

Part B Call-off Agreements

Local Authorities and schools, individually and collectively from across the region, can 'call-off' (buy) additional System Leader support (which includes curriculum specialist support) from the RSEIS. This will provide schools with the opportunity to strengthen and extend collaborative working across the region, to collectively commission targeted support and share good practice.

Part B of the SLA will include:

- register of additional services available
- eligibility criteria
- beneficiaries
- payment arrangements
- review period

Payment arrangements will be based on a tariff for a unit of service (e.g. the cost of a curriculum specialist on a daily rate), to be negotiated by the Chief Officer prior to the service being available. This work will be carried out by currently practicing Headteachers and Teachers, seconded for short-term periods to the RSEIS, ensuring that the Service can draw on the best practice from schools across the region.

8.4 Tier 3 - MIS Structure (Capita ONE)

8.4.1 Purpose

This is a three-year interdependent project (Tier 3) to the RSEIS to establish a Regional *Management Information Service* that will support and enable the delivery of; statutory responsibilities, performance monitoring, review and improvement, plus development activities of the Consortium of six local North Wales Authorities and their schools in respect of the duties to monitor, challenge, improve performance and outcomes. Provision of a Regional Management Information Service will see the collective implementation of a **shared hosted system** with **common software** tools based on **common database structures** used by services that have adopted **common business processes**.

All Authorities use Capita's 'ONE' management information system, capable of holding a single, detailed, core record for each pupil, and through a range of application modules enables access and reporting by professional staff.

8.4.2 Collective Implementation of ONE

The collective implementation of Capita ONE is based upon:

- adoption of a strategic approach to identification and delivery of regional management information services incorporating services for Authorities and schools; and
- development and implementation driven by business needs and implementation of efficient common business processes that are outcome focused in supporting improvement and contributing effectively to delivery of best outcomes for pupils.

The result will be regional support for collection, analysis, presentation and reporting of data, for both individual Local Authorities and the Consortium, to inform decision making and the work of education services and schools in raising standards.

The project has six work streams.

1. Database harmonisation – bringing all Authority databases to the same high quality and implementing agreed codes to facilitate searching, analysis and reporting across the Consortium.
2. Business processes – identifying, developing and documenting business processes for use across all Authorities to maximise operational efficiency, data integrity and to capture best practice.
3. Implementation of software modules – phased implementation incorporating identification of needs, training and standardisation of reporting.
4. Technical implementation – identification of hosting Authority, technical design and provision of a secure hosted environment for use by all Authorities.
5. Security and privacy – undertaking a privacy impact assessment, identifying needs and solutions and incorporating them into technical design/provision and operational use of software to ensure security and privacy in data handling and use of software.
6. Working together – identification, development and implementation of operational procedures to maximise collaborative working, implement efficient operational procedures and realise savings.

Expected benefits are:

- provision of a shared management information service ensuring that greater capacity and expertise is available for Local Authorities and schools;

- consistency of service and support provision for education services across the Consortium through use of common business processes for data quality/integrity and use of application software modules;
- increased efficiency through application of consistent best practice business process and protocols employed across the Consortium;
- equity of high quality service provision across the Consortium through adoption of smarter management, access to high quality peer support and collaboration;
- decision making and performance improvement based on timely, high quality performance information;
- increase in the range of functional service areas supported by the use of management information systems;
- measurable cash savings and enhanced value for money on annual maintenance of Capita ONE software;
- added value from a hosted technical solution in respect of security, resilience and business continuity; and
- trust and confidence amongst stakeholders in the Consortium's commitment and ability to securely manage personal data and meet legislative requirements for data protection.

8.4.3 Project Progress

- Lead Officers have begun work on harmonising databases within the areas of Bases, B2B and addresses.
- Review of lookups completed and harmonisation planned.
- Initial business processes focusing on data quality and integrity drafted for Bases, B2B and Pulse with A & T in progress for completion in March.
- Migration to A & T version 4 plus implementation for Authorities not using the module scheduled via a support package to be delivered by Capita for this critical and public facing service.
- In November 2011, following a collaborative process involving agreement of evaluation criteria and structured method for accepting and evaluating proposals, the unanimous decision by Heads of IT was that Flintshire should host the shared technical solution. Hardware and system software have been installed.
- Secure Extranet purchased via PSBA with installation requested for end of February.
- Privacy Impact Assessment (based on ICO guidance) completed and development of protocols, procedures and agreements scheduled for completion when the hosted solution goes live.
- Draft Information Sharing Protocol, incorporating a data transfer agreement, for North Wales Authorities and their school completed ready for review and consultation with stakeholders.
- Collaborative support package devised for implementation of B2B with limited external input.

8.5 Tier 4 – Support Functions

In order to employ staff under the Joint Committee, the new RSEIS will need to use a Host Authority, which will be one of the six North Wales authorities (see section 7.4 *'Deciding on the Host Authority'*).

Complimenting the 'employment' role, the Host Authority will also be responsible for providing HR, Finance and Legal support to the staff and the new service (Tier 2).

In respect of the Key Function 6 to *'provide a specialist centre for Education Management matters and an Education Human Resources Service to provide expertise and advice'*, referring in particular to HR casework (e.g. providing specialist support and advice to schools), this will be considered as a separate project in collaboration with the North Wales Support Services Regional Board. In the interim period, this function will continue to be carried out by each LA, directly with their schools.

9. Financial Model

9.1 Cost of Tier 2 – New Regional School Effectiveness and Improvement Service (RSEIS)

	Total £
Employee Related Costs	2,916,689
Premises Related Costs	49,600
Transport Related Costs	190,370
Supplies & Services	57,725
Commissioning Budget	250,000
Support Services	50,647
Total Annual Revenue Cost	3,515,031

Table.10

This is based on one premises, with each additional hub requiring an estimated additional £19k. A full breakdown of these costs is available in *Appendix 8*.

The current cost of delivering the existing statutory and advisory in-scope school improvement functions for each LA is £5.1m (section 4.3.1).

This has been adjusted to establish the influenceable spend that will provide a basis for building up the financial model by (i) £406k to reflect posts in-scope (>60%) at 100% cost and reduced by posts not in-scope (<60%) and (ii) £311k to reflect expenditure funded by grants. The influenceable spend is **£4.4m** (section 4.3.2).

The **cost of the RSEIS is £3.5m**, equating to an average cost per pupil of £35 (which would increase with any additional commissioning by LAs or schools, through budgets or grants).

The cost of the RSEIS compared to the influenceable spend identifies a potential overall regional saving of £882k (20%), which can be re-invested in Education, or released as a cashable saving, depending on the needs of each local authority.

The cost of the RSEIS to each Local Authority is detailed below:

Table.11

	Ynys Mon	Gwynedd	Conwy	Denbighshire	Flintshire	Wrexham	Total
Total number of Schools	56	119	69	62	89	71	466
<i>%age of pupils</i>	9.4%	17.1%	15.8%	15.6%	23.4%	18.7%	100.0%
Cost of School Improvement (all %ages)	489,096	779,165	723,764	1,004,370	1,263,738	859,322	5,119,455
Adjustment to reflect posts in-scope (>60%) at 100% cost and reduced by posts not in-scope	(54,374)	(68,232)	46,972	(195,340)	(8,424)	(126,683)	(406,080)
Cost of in-scope expenditure	434,722	710,933	770,736	809,031	1,255,314	732,639	4,713,374
Less Grant funded expenditure	0	0	(48,020)	(81,152)	(133,309)	(48,366)	(310,847)
Influenceable Spend	434,722	710,933	722,716	727,879	1,122,005	684,273	4,402,528
Cost of RSEIS (System Leaders with additionality of Strategic Literacy, Numeracy & Subject Specialisms)							3,520,000
Charging Methodology	10.25%	18.02%	15.70%	15.32%	22.39%	18.32%	100.00%
Charge for RSEIS	360,800	634,304	552,640	539,264	788,128	644,864	3,520,000
Saving compared to Influenceable Spend	73,922	76,629	170,076	188,615	333,877	39,409	882,528
Saving as %age of Influenceable Spend	17.0%	10.8%	23.5%	25.9%	29.8%	5.8%	20.0%

The charging methodology selected to apportion the cost to each of the 6 LAs is based on the annual Welsh Government '*Indicator Based Allocation for Education Funding*'. The methodology takes the percentage for each LA (allocated for service components, Nursery and Primary school teaching, and Secondary school teaching) and applies it to the RSEIS. The formula includes factors to reflect pupil numbers, settlement threshold and the number of pupils eligible for free school meals.

9.2 Implementation Costs of the RSEIS

In order to set up the new service, implementation costs have identified in the region of £1.2m, these include one off costs associated with:

- potential redundancies (these are further explored in section 9.1.2);
- staff transfer and recruitment (i.e. assessment centre for new appointments, training needs analysis, team building and cultural alignment, induction);
- office costs (i.e. basic office furniture and resources); and
- ICT costs (i.e. infrastructure, information systems, support and consultancy)

	Capital £	Revenue £	Total £
Redundancy Cost		1,027,000	1,027,000
Staff Transfer/Recruitment		34,000	34,000
Office Costs	27,000	5,000	32,000
ICT Costs	107,000		107,000
Total Implementation Costs	134,000	1,066,000	1,200,000

Table.12

A full breakdown of these implementation costs are available in *Appendix 9*.

The six NW Authorities are in the process of working with the WG to secure support for these costs.

9.2.1 Leaving Costs

Across the six LAs and Cynnal there are 112 members of staff in-scope, 72 directly delivering 60% of more of the identified school improvement functions, and 40 administrative staff (including translation staff) delivering 27 FTE contribution on these activities.

Of the 72 advisory members of staff in scope, 1 post is due to become vacant and 16 are currently seconded and will revert to their previous permanent posts when the new regional service is operational. The LAs have an anticipated requirement for 8 posts in their Home Team to support those functions that are not covered by the RSEIS nor the other 'LA School Improvement Teams'. The remaining 47 will transfer to the new service.

Of the 40 administrative staff identified, as supporting advisory staff delivering the in-scope functions, the total percentage of their time spent on this activity is rounded to 27 FTEs. Therefore, for the purpose of identifying potential leaving costs associated with administrative staff, the average salary for all 40 staff will be multiplied by the 27 FTE posts.

The Full Business Case (FBC) is based on a service delivery, which requires 30 System Leaders and 9 support posts.

When we consider the 47 advisory posts in-scope against the potential requirement for 30 system leaders in the new service, and assuming all 47 staff will have the right to transfer to the new service under TUPE, there is an estimated surplus requirement of 17 staff. It is important to note that there will be a number of additional posts available for the 17 staff to apply for according to (i) additional number of staff (Home Team) each LA will require to support those functions that are not covered by the RSEIS nor the other 'LA School Improvement Teams', and (ii) additional commissioning from the RSEIS for System Leaders from either the LA or schools, through budgets or grants. Based on their current salaries, and calculated as an average, this totals an estimated £705k under local policies and £867k under a harmonised policy (see Appendix 10).

The new service anticipates administrative support to a ratio of 1:5, which may provide 9 administrative posts (including translation). As there are 27 FTEs identified in the current arrangements, there is potentially a surplus of 18 posts. Based on their current salaries, and calculated as an average, this totals an estimated £141k under local policies and £160k under a harmonised policy.

Table.13

	Number of Staff	Redundancy Payment Policy Local £	Harmonised £
Advisory Staff in-scope (excl.secondments and vacancies)	55	2,280,000	2,806,000
RSEIS requirement	30		
Anticipated Home Team requirements	8		
Potential Surplus of Advisory Posts	17	705,000	867,000
Administrative Staff in-scope (based on average)	27	211,000	241,000
RSEIS requirement	9		
Potential Surplus of Administrative Posts	18	141,000	160,000
Potential Redundancy Payment	35	846,000	1,027,000

The total potential leaving costs for advisory and administrative staff is **£1m**, based on harmonised terms and conditions.

The full RSEIS Financial Report on Potential Leaving Costs is available in *Appendix 10*.

10. HR Model

10.1 Key HR Timescale for the RSEIS

April 2012	Appointment of RSEIS Chief Officer
April to May 2012	Formal consultation with Staff to include expressions of interest for voluntary redundancy and retirement.
May 2012	Confirm the jobs that will be available in the LA 'Home Teams'.
July 2012	Assessment process for posts in the new RSEIS Service.
August 2012	Appointments made for the posts in the new RSEIS Service.
Sept 2012	Further consultation with staff not appointed to either the LA Home Team posts or the posts in the new RSEIS Service.
Nov 2012 to Mar 2013	Team building, cultural alignment workshops, induction programmes, specific skills training for the staff appointed to the new RSEIS Service.
April 2013	(i) Staff transfer to the new RSEIS Service and (ii) contracts end for the staff not appointed to either the LA Home Team posts or the posts in the new RSEIS Service.

10.2 Planning for Change

It will be necessary to consult with unions on the process for managing the change with staff. Two flow charts have been developed to summarise the process for change from the existing arrangements to the new RSEIS Service, and the process for redundancy (see *Appendix 11*). It will also be necessary to agree a detailed timetable for consultation, recruitment, redeployment, redundancy activity with all employing organisations and the unions. This will be made available to all staff during the formal consultation with staff during April and May 2012.

There have been a number of pieces of work already undertaken on the alignment of culture and induction to a new organisation, which will form the basis of approach for the RSEIS. In addition, further discussion is required to identify opportunities to align culture and build the new team ethos within the service.

Key areas for consideration include:

- Responsiveness and Culture, which will include reviewing the IT requirements of the service as this will directly impact on the new service's ability to be flexible, agile and responsive;
- Perceptions of influence including employer/employee perception to ensure a unified approach to the delivery of a regional school improvement service;
- Full engagement with each Local Authority in terms of how the home teams and new service will work together to ensure consistent delivery across North Wales;
- Resourcing the HR issues so they do not excessively delay the implementation of the new service; and
- Develop an appropriate accommodation and location strategy for the new service.

10.3 Roles Available in the RSEIS

10.3.1 System Leader Roles

Currently each LA provides monitoring, support, intervention and challenge to schools on all aspects of school improvement. The new service model will mean that the System Leaders will be engaging in support, monitoring, challenge and intervention directly with schools on 7 key areas of School Improvement; leadership, teaching and learning, developing people and organisations, curriculum, student attitudes, internal accountability, and partnership beyond schools.

Of the identified 30 System Leader roles there will be 4 'Team Leaders' to provide day to day management supervision of the remaining 26 System Leaders. The 'Team Leaders' will report directly to the Chief Officer. The System Leaders will have responsibility for the areas of work documented in section 8.3.1.

Whilst it will not be a requirement for all staff to be able to work bilingually, in order to secure a linguistic balance some of the posts will be designated as Welsh essential roles. The balance will be a matter for the RSEIS Chief Officer to address once in post, and may vary on further consultation with schools. Any bilingual requirements for additional roles commissioned over and above the core team will be determined by need.

See *Appendix 12*, for draft System Leader Job Descriptions and Person Specifications, which will be developed by the Chief Officer on appointment, in consultation with staff and unions.

10.3.2 System Leader Secondment Opportunities

There will be the opportunity for practicing Headteachers and Teachers to take short-term secondments within the RSEIS according to additional commissioning from the RSEIS for System Leaders from either the LA or schools, through budgets or grants. This approach will provide professional opportunities for Headteachers, ensuring that the Service can draw on the best practice from schools across the region.

Headteachers wishing to take advantage of secondment opportunities will need to be released from their current posts with the agreement of the school's Governing Body.

10.3.3 Support Roles

Business/Finance Manager

Reporting to the Chief Officer, the Business/Finance Manager will manage a small administrative team that will be tasked with the direct management of the business support and financial budget of the Service, reporting quarterly to school governing bodies. The Business / Finance Manager will play a key role in monitoring spend against the budget, delivering quarterly updates to the management team and wider stakeholders.

Administrative Support

It is anticipated that the RSEIS will need administrative support at a ratio of 1:5. Based on the anticipated requirement for 30 FTE System Leaders, the Service there will be a requirement for 6 FTE administrative posts. These posts will report to the Business / Finance Manager. In addition there will be 1 FTE post of a Personal Assistant reporting directly to the Chief Officer. The role of the administrator will not vary greatly however the tasks they undertake will need to be reviewed in line with the new service delivery model.

Translator

In order to ensure the new regional service is underpinned by the core principle of delivering on local and national welsh language strategies to develop and increase excellence in pedagogy and Welsh medium/bilingual education in communities across North Wales, it is anticipated that the RSEIS will require 2 FTE Translator. These posts will report to the Business / Finance Manager.

See *Appendix 13* for draft Job Descriptions and Person Specifications for the support roles, which will be developed by the Chief Officer on appointment, in consultation with staff and unions.

10.4 TUPE Arrangements

Members of staff who are currently engaged in delivering the school improvement 'in-scope' functions through their individuals organisations, may have a right to transfer to the new organisation, which will be providing that function on a shared service basis. This transfer would be subject to TUPE regulations. Under these regulations, members of staff will transfer with at least their existing statutory employment rights and contractual entitlements. Any resulting redundancies would be the responsibility of the new organisation.

10.5 Salary Ranges

All Authorities use the GLPC job evaluation and the Soulbury scheme. However how this is applied across the six authorities does vary.

Once a host authority has been agreed all future job evaluations should be undertaken in accordance with the host authority evaluation schemes.

For the purpose of the financial modelling the above schemes have been used in addition to engaging Hay Job evaluation services to benchmark the values both regionally and nationally. A salary range has therefore been awarded to each of the roles using the bottom and top of six council salaries.

Table.14

Role	Total Points	Upper Quartile	Median	Lower Quartile
Senior System Leader	702	67,349	59,949	54,570
System Leader	634	60,609	54,489	49,762
Business & Finance Manager	406	42,890	38,730	34,569
Translator	240	29,470	26,137	23,583
Administrator	144	22,094	19,602	17,213

10.6 Policies and Procedures

A complete review of policies and procedural differences across the 6 authorities will need to be undertaken. This will need to be carried out by the host authority to ensure that correct policies, procedures and terms and conditions are applied to the employee. There will also need to be a commitment by the new employer to agree a Pay, terms and conditions harmonisation strategy within 3-5yrs of the new service formation, in order to address any equal pay issues in line with legislation.

However for managing the transfer process, there needs to be a common process and policies for:

- **Redeployment**(the process not entitlements such as pay protection);
- **Applications for Premature retirements**(the process not the entitlements);
- **Job matching;**
- **Recruitment and Selection to the new posts;**
- **Redundancy Management**(however in terms of redundancy entitlements the employees current terms and conditions will apply and so consultation will not be required on this aspect);
- The **Sickness Absence Policy;** and
- **Flexi time arrangements.**

These will be developed with the six LAs and unions during February and May 2012.

Socio-economic Profile of the North Wales Local Authorities

The Isle of **Anglesey**⁷ County Council is the smallest authority but one in Wales with population of approximately 69,000. Although the county's population increased by 900 between 1997 and 2007 there has been a reduction the number of children under 10 and of young people 20-30 years of age.

In general, the county, which covers a surface area of 714km², is fairly rural with only four urban centres, namely Holyhead, Llangefni, Amlwch and Menai Bridge. Over 60% of the population (over three years of age) speak Welsh.

Although the county's average weekly wage [£427.90] is marginally above the average for Wales [£425.30], there is a high level of deprivation in parts of the county with 15.3% of the population aged between 16 and 54 being economically inactive.

There are six Communities First wards in the county with four of them in Holyhead and one each in Amlwch and Llangefni. Around 15% of the population is in receipt of housing benefit and council tax benefit and 18.4% of primary school pupils, 14.4% of secondary school pupils and 45.3% of pupils in the special school receive free school meals.

Gwynedd is a rural county with small, scattered settlements and larger urban settlements, including Bangor and Caernarfon in the north, Pwllheli in the west, Porthmadog and Blaenau Ffestiniog in its centre and Tywyn and Dolgellau in the south. Gwynedd's economy is based primarily on agriculture and the services sector. It has substantial areas of economic and social deprivation.

Gwynedd has a low population density. The county covers over 12% of the surface area of Wales but has only approximately 4% of the population. The mid-year estimate for 2010 gave the population of Gwynedd as 119,007. There are approximately 28,135 children and young people aged 0 – 19 years. By 2021, it is anticipated that there will be a reduction of approximately 4% in the under 16 population.

Over 60% of the population of Gwynedd (over three years of age) speak, read and write Welsh, compared with 16% in the rest of Wales. The council's public administration is bilingual and the council seeks to ensure that people have services in their preferred language, be it Welsh or English. As part of the county's education language scheme, the local authority had adopted a bilingual education policy that is implemented in schools throughout the county.

Conwy⁸ is centrally located in north Wales. It has a population of 111,400. In Conwy, 34.3% of people over the age of three speak Welsh compared to the Wales average of 25.6%.

Conwy has the lowest proportion of residents of working age in Wales at 58.7%. Of these, 26.8% are economically inactive, which is slightly lower than the 27.2% across the whole of Wales. Of the working age population in Conwy just under 13% have no qualifications, which is below the Welsh average at 15%.

⁷ ESTYN 'A report on the quality of Isle of Anglesey local authority, November 2009'

⁸ ESTYN 'A report on the quality of local authority education services for children and young people in Conwy County Borough Council - March 2011'

The percentage of Conwy pupils of compulsory school age eligible for free school meals is 18.1%, similar to 18.9% nationally. This level of eligibility is the 11th highest in Wales. Only four of the 71 areas in Conwy are in the 10% most deprived areas within Wales.

Ethnic minorities account for 1.1% of the population, which is lower than the Wales average.

The Welsh Government's Standard Spending Assessment (SSA) for Conwy County Borough Council for 2010-2011 was £1,698 per head of population. This is at the average level across Wales. As in the past, the council set its overall revenue budget at about 98% of SSA, allowing it to maintain very low levels of Council Tax.

Denbighshire⁹ is largely a rural county in North Wales, with a population of 97,000. It contains some of the most prosperous areas within Wales along with some of the most deprived. It covers an area which runs from the North Wales coastal resorts of Rhyl and Prestatyn down through the Vale of Clwyd, south as far as Corwen and Llangollen. Around a quarter of the overall population speaks Welsh but this rises to over 60% in some rural areas.

Service industries and tourism are the main employers in Denbighshire. Together, these groups provide for around 64% of all jobs. Manufacturing provides 13% and agriculture accounts for a further 3%.

Denbighshire has 62.4% of its working-age adults economically active compared with 61.0% for Wales. The proportion of self-employed workers (9.8%) is higher than that in Wales (7.7%). A quarter of the workforce is partly skilled or unskilled. The unemployment rate in the County is 4.2%, compared with 4.3% for Wales as a whole. A high level of seasonal employment is the main cause of the transient school population in one area in Rhyl.

The county of **Flintshire** occupies a unique location in the North East area of Wales, sharing its west border with Denbighshire, south with Wrexham and east and south east border with Cheshire. Most of its north border is bounded by the Dee Estuary. It serves as a main tourist and business gateway between North Wales and England and performs an important role in the economic operation of the North East Wales sub-region. The county is characterised by diversity, and has a significant and prosperous industrial heartland, a mixed pattern of rural, semi-rural and urban settlements the majority of which support a growing population.

According to the Annual Mid Year Population Estimates, the population of Flintshire has grown from 142,036 in 1991 to 149,709 in 2010.

According to the 2001 Census of Population 20,599 people in Flintshire could speak Welsh; this represents 14.4% of the population aged 3 and over compared to the 1991 Census, this is an increase of 2200 more Flintshire residents. Whilst the overall figure for Welsh speakers in Flintshire is 14.4%, several wards in Flintshire contain a higher proportion of Welsh speakers than the national average (20.8%).

According to ONS 71.8% of Flintshire residents are in employment compared to 66.4% in Wales and 70.3% in Great Britain.

Wrexham¹⁰ is located in North East Wales and is bordered by Flintshire to the north west, Denbighshire to the west, Powys to the south and England to the east. The total population is 133,207.

⁹ ESTYN 'A report on the quality of Denbighshire Local Authority, March 2009

¹⁰ ESTYN 'A report on the quality of LAESCYP in Wrexham County Borough Council November 2010'

In Wrexham, 17.6% of people over the age of three have at least one or more skills in the Welsh language (i.e. speaking, reading or writing) compared to the Wales average of 25.6%. Overall 64.3% of the population in Wrexham are of working age. Of these 18.5% are economically inactive, which is significantly lower than the 24.6% across Wales. Thirteen point eight per cent claim some form of Department of Work and Pensions (DWP) allowance. Of those claiming job seekers allowance, 31.3%% are under 25 years of age. This is lower than the 34.2% for Wales.

Of the working population in Wrexham, 11.2% have no qualifications, which is lower than the Wales average of 13.7%.

The percentage of Wrexham pupils of compulsory school age eligible for free school meals is 19%, similar to 18.9% nationally. This level of eligibility is the 10th highest in Wales (PLASC 2010). Only six of the 85 areas in Wrexham are now in the 10% most deprived areas within Wales.

As of 31 March 2010, Wrexham had 100 children being looked after by the authority. There were 119 children on the Child Protection register. Ethnic minorities account for 3.5% of the population, similar to the Wales average.

School Improvement Functions Considered 'In-Scope'**Categories NOT in Scope**

- Athrawon Bro (teachers)
- Flying Start / Foundation Phase / Early Years
- 14-19 Network
- ICT Technical / System Support / MIS
- Healthy Schools / Appetite for Life / ECO
- Active Young People
- PESS
- Inclusion
- Music Service
- Outdoor Education
- PA to the Statutory Chief Education Officer / Head of Service
- Admissions
- HR Casework
- Expressive Arts

Categories IN Scope

- Primary or Secondary Inspector / Advisors
- Subject Advisors
- Literacy / Numeracy Advisors
- School Performance Data Collection/Analysis Officers
- Administrative Staff (see section below)

Administrative Staff

Across the number of administrative staff employed within the School Improvement Department/Service, consider the proportion of time spent directly supporting the categories 'IN scope'. This should be presented as a FTE figure on the collection template, followed by the details of the administrative staff that contribute to the FTE figure.

Criteria for Establishing Individual Staff in Scope

Any member of staff involved in one or more of the activities listed below equating to more than 60% of their time:

1. The deployment, management, recruitment and CPD of School Improvement Professionals (now to be called Systems Leaders).
2. Routine Visits (now to be three per year per School) to Schools to undertake monitoring of a School's Performance.
3. Undertaking and managing interventions in Schools Causing Concern.
4. Thematic Interventions, e.g. concerned with specific, normally Under Achieving, groups of learners (e.g. whose first language is not Welsh or English, ALN, Looked After Children, etc.)
5. Collection, interpretation and dissemination of Schools and Pupil Performance Data to Schools, within the LA, to Elected Members, et al.
6. Provision of reports concerning School Standards and Performance to Elected Members, ESTYN, the Welsh Government and the general public. (Note: it is a statutory

requirement for the LA to provide a commentary upon a School prior to it being Inspected).

7. Commentary upon and approval of a School's Post Inspection Action Plan. (These duties are more demanding in the case of a School which has been placed in a formal category by ESTYN).
8. Attendance at appointments of Headteacher, and routine attendance at appointments other than Headteachers
9. Management of Literacy and Numeracy Strategy and deployment of literacy and numeracy experts and literacy and numeracy CPD programmes.
10. Challenge to Schools only via Systems Leaders on: Leadership, Teaching, Learning, Under Achieving Groups, Attendance, Behaviour, Financial Management, use of Performance and Assessment data, Looked After Children, PLCs and use of resources to support improvement.
11. Support and guidance for NQTs.
12. Leading the development of School to School working.
13. Curriculum support, including subject advice, phase and aspect-specific advice.
14. Delivery of local initiatives.
15. Undertaking the performance management scheme functions and responsibilities.
16. ICT advice and support.
17. Convening and managing theme or phase-specific groups.
18. Professional Development Centres.
19. Undertaking research.

Local Authority Arrangements for Delivering School Improvement Services

Cynnal Company

Cynnal was established back in 1996 by Gwynedd and Ynys Môn to provide support services for schools within the two authorities. Cynnal was registered as a limited company under warranty, and management of the company invested in a Board of Directors, representing the two authorities and their schools.

Cynnal's main objectives are to provide curriculum support services through a team of subject advisors and advisory teachers, and information technology support services through a team of computer and network technicians.

Ynys Mon and Gwynedd commission Cynnal to provide support for school improvement and curriculum functions by a series of service level agreements. In addition, Conwy commissions curriculum support, with other organisations such as ESTYN and Welsh Government commissioning ad hoc services.

Cynnal have a team of officers to deliver the core school improvement functions. A total of 21 members of staff currently spend the majority of their time delivering school improvement functions, equating to 16.75 full time equivalent (FTE). All 21 staff are considered to be in scope (60% >), 1 of whom is on a secondment arrangement. In addition there are 13 members of staff (10.84 FTE) providing support (e.g. administration, translation) with all 13 staff initially in scope.

Within Cynnal there is a total of 33 staff in scope.

The advisory staff in scope currently spend time on other functions equating to 1.65 FTE work. Cynnal will need to review these other functions to consider whether the work can be absorbed by other officers at the Company, or if new posts will need to be developed.

The cost of the time spent on school improvement functions by members of the Cynnal staff, including transport, is £1,605k of which a total £1,192k is charged to Ynys Mon, Gwynedd and Conwy. The full costs of the staff in scope, including transport, is £1,725k.

Ynys Mon

Ynys Mon commission Cynnal to provide support for school improvement functions by a series of service level agreements. Ynys Mon delegates some aspects of the school improvement service, with schools commissioning directly with Cynnal.

The current cost of the service level agreement for school improvement functions with Cynnal is £435k, of which £139k is paid from schools' delegated budgets and £296k is paid from the LA non-delegated budget.

In addition to the support from Cynnal, 4 members of staff within the LA spend some of their time doing school improvement functions equating to 0.95 FTE, with no support staff identified. Ynys Mon will have approximately 0.95 FTE capacity in relation to the percentage of officers' work that will be transferred to the new service. The cost of the time spent on school improvement functions by members of the LA staff is £54k.

Of the 72 advisory staff identified as in-scope (60% or more), none of these are employed by Ynys Mon.

Gwynedd

Gwynedd commission Cynnal to provide support for School Improvement functions by a series of service level agreements. Gwynedd delegates some aspects of the school improvement service, with schools commissioning directly with Cynnal.

The current cost of the service level agreements for school improvement functions with Cynnal is £711k, of which £254k is paid from schools' delegated budgets and £457k is paid from the LA non-delegated budget.

In addition to the support from Cynnal, 7 members of staff within the LA spend some of their time doing school improvement functions equating to 1 FTE, with no support staff identified. Gwynedd will have approximately 1 FTE capacity in relation to the percentage of officers' work that will be transferred to the new service. The cost of the time spent on school improvement functions by members of the LA staff is £68k.

Of the 72 advisory staff identified as in-scope (60% or more), none of these are employed by Gwynedd.

Conwy

Conwy have a team of officers based within the authority to deliver the core school improvement functions. Conwy delegates some aspects of the school improvement service, with primary schools commissioning from the LA, and some of the secondary schools commissioning directly with Cynnal.

A total of 12 members of staff currently spend time delivering school improvement functions equating to 10.13 FTE. Of these, 11 are considered to be in scope (60% >), 1 of whom is on a secondment arrangement. In addition there are 6 members of staff (1.67 FTE) providing support (e.g. administration, translation) with all 6 staff initially in scope.

Within Conwy there is a total of 16 staff in scope.

The advisory staff in scope currently spent time on other functions, equating to 1.15 FTE work. Conwy will need to review these other functions to consider whether the work can be absorbed by other officers, or if new posts will need to be developed.

Conversely, Conwy will have approximately 0.4 FTE capacity in relation to the percentage of officers' work that will be transferred to the new service.

The current cost of school improvement services is £724k, which includes any commissioning for curriculum support from Cynnal and Curriculum Support (CS), to the value of £22k. The influenceable spend in Conwy is £723k, with £311k paid from the LA non-delegated budget and £412k paid from delegated schools' budgets.

Denbighshire

Denbighshire have a team of officers based within the authority to deliver the core school improvement functions.

A total of 25 members of staff currently spend time on delivering school improvement functions equating to 14.01 FTE. Of these, 10 are considered to be in scope (60% >), 2 of whom are on secondment arrangements. In addition there are 6 members of staff (4.65 FTE) providing support (e.g. administration, translation), with all 6 staff initially in scope.

Within Denbighshire there is a total of 14 staff in scope.

The advisory staff in scope currently spent time on other functions, equating to 1.92 FTE work. Denbighshire will need to review these other functions to consider whether the work can be absorbed by other officers, or if new posts will need to be developed.

Conversely, Denbighshire will have approximately 6.53 FTE capacity in relation to the percentage of officers' work that will be transferred to the new service. This amount is higher than the average across the six authorities, as there are 15 employees remaining in their current posts who currently spend up to 50% of their time on school improvement functions. Further analysis of all these post will be required by Denbighshire, with the potential to identify further savings.

The current cost of school improvement services is £1m, which includes commissioning for curriculum support from Curriculum Support (CS), to the value of £21k. The influenceable spend in Denbighshire is £728k. None of this budget is delegated to schools.

Flintshire

Flintshire have a team of officers based within the authority to deliver the core school improvement functions. Flintshire delegates some aspects of the school improvement service, with schools commissioning direct from the LA.

A total of 20 members of staff currently spend time delivering school improvement functions equating to 17.01 FTE. Of these, 17 are considered to be in scope (60% >), 5 of whom are on secondment arrangements. In addition, there are 7 members of staff (5.47 FTE) providing support (e.g. administration, translation), with all 7 staff initially in scope.

Within Flintshire there is a total of 19 staff in scope.

The advisory staff in scope currently spent time on other functions, equating to 1.2 FTE work. Flintshire will need to review these other functions to consider whether the work can be absorbed by other officers, or if new posts will need to be developed.

Conversely, Flintshire will have approximately 1.3 FTE capacity in relation to the percentage of officers' work that will be transferred to the new service.

The current cost of school improvement services is £1,264k, which includes commissioning for curriculum support from Curriculum Support (CS), to the value of £11k. The influenceable spend in Flintshire is £1,122k, of which £990k is paid from the LA non-delegated budget and £132k is paid from delegated schools' budgets.

Wrexham

Wrexham have a team of officers based within the authority to deliver the core school improvement functions.

A total of 22 members of staff currently spend time delivering school improvement functions equating to 11.68 FTE. Of these, 13 are considered to be in scope (60% >), 7 of whom are on secondment arrangements, and 1 post due to become vacant. In addition there are 8 members of staff (4.00 FTE) providing support (e.g. administration, translation), with all 8 staff initially in scope.

Within Wrexham there is a total of 13 staff in scope.

The advisory staff in scope currently spent time on other functions, equating to 0.40 FTE work. Wrexham will need to review these other functions to consider whether the work can be absorbed by other officers, or if new posts will need to be developed.

Conversely, Wrexham will have approximately 2.38 FTE capacity in relation to the percentage of officers' work that will be transferred to the new service. This amount is higher than the average across the six authorities, as there are 9 employees remaining in their current posts who currently spend between 5% and 50% of their time on school improvement functions. Further analysis of these post will be required by Wrexham, with with the potential to identify further savings.

The current cost of school improvement services is £859k. Wrexham does not currently commission any additional support. The influenceable spend in Wrexham is £684k. None of this budget is delegated to schools.

Six Key Functions of a Regional School Effectiveness and Improvement Service¹¹

The 6 functions are as follows:

1. **Supporting LAs to undertake their statutory functions in relation to school effectiveness by:**
 - Monitoring the work and performance of schools on the basis of a range of evidence and reporting on this.
 - Challenging schools on the basis of whole school performance and provision, and in relation to individual learning programmes and pupil support arrangements so as to drive improvement in pupil outcomes.
 - Intervening in the provision made by a school when necessary, and supporting schools in difficulty and those with serious weaknesses.
 - Facilitating the use and interpretation of data to ensure intelligent accountability.
2. **Provide Support for both LAs and Schools (jointly and separately as the case may be) in School Improvement activity by:**
 - Supporting schools to address issues of school effectiveness/improvement and pupil outcomes.
 - Providing advice and support for pedagogy (learning, teaching), leadership and management, and in intelligent accountability and professional development. (Self evaluation, assessment and monitoring).
 - Developing and deploying, on an associate basis, system leaders and progressing proactively the system leadership agenda.
 - Facilitating and supporting where required networking and networks of professional practice.
 - Addressing issues of concern in schools and LAs and supporting schools needing significant improvement.
 - Provide expertise on IT (Curriculum & Pedagogy) and VLE
3. **Specifically undertaking responsibility for the Implementation of SEF and for CIF accountability by:**
 - Providing and developing staff expertise and organisational knowledge in pedagogy and learning.
 - Supporting school self evaluation.
 - Supporting the LAs and schools in exercising their responsibilities in relation to SEF – including improvement in pupil outcomes and their wellbeing.
 - Ensuring that all the activities of a regional service are undertaken in the context of SEF.

¹¹ 'Report on the feasibility and implications of establishing a Regional School Effectiveness and Improvement Service for the six North Wales Local Authorities' Gerson Davies, Independent Consultant, January 2011

- Facilitating the development and work of Professional Learning Communities.
- Providing Support for, and addressing the needs of, Schools Causing Concern.
- Contributing to preparations for Estyn inspection of individual schools and other surveys.
- Making arrangements for continuous professional development through courses, brokerage, collecting and disseminating good practice, and developing a regional Portal.

4. Making provision for the development, maintenance, and review of regional frameworks on a commissioned basis, to include:

- Protocols.
- Operational guidance and documentation.
- Documentation and bulletins.

5. Providing a centre of expertise for MIS service and for the management analysis and interpretation data

6. Provide a specialist centre for Education Management matters and an Education Human Resources Service to provide expertise and advice.

Whilst the responsibilities indicated above provide a framework for the regional service arrangements would need to ensure that the needs of individual authorities and schools were reflected in service provision; this will be the responsibility of the Joint Commissioning Committee. If these functions are to be the responsibility of a regional service then it should not be involved in other activities unless specifically commissioned.

Option Appraisal

Regional School Effectiveness and Improvement Service (RSEIS)

Governance Models

This report covers the following:

1. Methodology
2. Governance Options for the Regional School Effectiveness and Improvement Service
 - 2.1 Governance Arrangements in Relation to Individual Local Authorities and Members
 - 2.2 RSEIS Governance Accountability Model
3. Weighting the Criteria
4. Scoring the Options
5. Conclusions to the Option Appraisal

1. Methodology

The purpose of this report is to consider the Governance options in relation to the development of the Regional School Effectiveness and Improvement Service(RSEIS).

The following stakeholders were involved in this option appraisal:

- NW S151 Officers
- NW ADEW Directors
- NW Legal Officers
- RSEIS Project Team
- NW Regional Education and Other Related Service Board (*membership: Project Sponsor, Executive Members, NW ADEW Directors*)

In June 2011, the Regional Education and Other Related Service Board engaged a Project Team to support the NW ADEW Directors to write an Outline Business Case(OBC) for the development of the new Service. The OBC undertook an initial exercise which considered the various options for Governance, and recognised that further work would need to be undertaken before a decision could be reached.

The NW ADEW Directors commissioned expert legal advice from experts Trowers and Hamlins, which produced two reports on the types of, and benefits / disadvantages of, the various Governance models. A workshop (attended by the Project Team, ADEW Directors and Legal Officers from across the six North Wales Authorities) was then facilitated by Trowers and Hamlins to consider the options in the context of the RSEIS.

During the workshop, the criteria for assessment was developed taking account of the Outline Business Case and feedback from the Executives of the six Authorities.

The exercise of weighting the criteria was undertaken by the NW ADEW Directors.

The Option Appraisal template is a recognised approach of the WLGA, having been tested for use within the public sector.

The following sequence of activities was undertaken:

- the initial draft was considered and developed by the NW Legal Officers, including an attempt at scoring the options against the criterion;
- the full draft was then shared with the NW S151 Officers, who were invited to score the options (without the benefit of seeing the scores assigned by the Legal officers);
- the full draft was then shared with the NW ADEW Directors, who were invited to score the options (without the benefit of seeing the scores assigned by the Legal officers or the S151 Officers); and finally
- the full draft was presented to the NW Regional Education and Other Related Service Board, who considered the previous scoring to agree a final score set, and make a recommendation for the Governance model for the RSEIS.

The recommendation will inform the Full Business Case, which will be presented to the six LA Executive Boards in February 2011.

2. Governance Options for the Regional School Effectiveness and Improvement Service (RSEIS)

Governance is the way in which Local Authorities (LAs) govern, own and hold services to account. There are several legal structures which can be adopted by local authorities to support a shared service arrangement:

- **Secondment** – some LAs would either make available staff to the other council, or it will receive staff from the other.
- **Delegation to One Authority** – functions are delegated by each LA to one of them, which then delivers the functions on behalf of the others.
- **Delegation to a Joint Committee (with a Host Authority)** – functions are delegated by each LA to a Joint Committee with membership from all six LAs.
- **Commercial Contractual Arrangements (Contractual Model)** - one LA provides services to the other public sector bodies in return for payment under the Local Authorities (Goods and Services) Act 1970.
- **Corporate Arrangements (e.g. Company Limited by Guarantee)** – an arms length arrangement would be set up as the 'corporate vehicle' to deliver the service. All LAs would need a contract with this corporate vehicle to buy services, and arrangements would need to be in place for ownership and governance.
- **Collaborative Arrangements** – as per the Commercial Contractual Arrangements it involves a robust arrangement between the six LAs, and will avoid procurement obstacles if arrangements are put in place properly.

The initial assessment from Trowers and Hamlins on the options in relation to the project found that:

- ✗ *'the **Secondment** model would not (in itself) seem to be suited in commercial or legal terms to the proposed arrangement for the transforming education project'. It would however be a practical option for some specialist staff who would be delivering discrete services (Extended Team). Whilst it avoids procurement implications, is well understood, and can be a useful alternative to staff transfer - its application is generally limited and is more suited to short-term projects, rather than as a means of delivering shared services.*
- ✗ *the option to **Delegate to Another Authority** is 'unlikely to be attractive for political and practical reasons'. Although it is well known in local government, is able to avoid procurement rules, and clear statutory powers exist to facilitate such an arrangement – it can be politically difficult if involving front-line services, relies heavily on trust and involves transferring funds rather than getting a payment for a service, which may lack accountability.*
- ✓ *'a **delegation by all six LAs to a Joint Committee** constituted under Section 102 (of the Local Government Act 1972) would be more attractive than a delegation from one authority to another', but would require a Host Authority to employ staff and enter into contracts, as a Joint Committee is unable to do this.*

The initial assessment recognised that it has the same advantages as delegating to another authority (being well known in local government, able to avoid procurement rules, and clear statutory powers exist to facilitate such an arrangement), but can also provide equality between LAs and political transparency.

The disadvantages are similar to delegating to another authority (that it relies heavily on trust and involves a transfer of funds), but also recognises that balanced representation can be difficult, and constitutional arrangements must be thoroughly set out from the offset.

- ✗ the option of a **Contractual Model** was also considered not to be *'suited in commercial or legal terms to the proposed arrangement for the transforming education project'*. The main issue is that most contracts will be caught by the procurement rules, which will prevent a direct award of a contract to another LA without testing the market.
- ✓ *'a **Corporate Arrangement** (e.g. Company Limited by Guarantee) as the delivery vehicle could be effective through a number of different structures, with no one model having a stronger legal case than another'.*

The advantage to this model is the flexibility it provides in the management of the Service, with potential for a new culture, less bureaucracy and quicker decision making than the public sector. The corporate vehicle can employ its own staff, trade and enter into contracts.

However, the Corporate Arrangement is less straightforward than all the other models. If a corporate model is to be chosen, a deeper analysis of matters relating to risk and finance (including tax) needs to be undertaken. A corporate model needs to be constituted and run so that it is able to be exempt from procurement requirements (Teckal), with LAs being the controlling shareholders. A corporate vehicle will have articles of association which sets out its power and objects, and a shareholders agreement and contracts will need to be in place with each LA.

- ✗ *'the **Collaborative Arrangement** model would not seem to be suited in commercial or legal terms to the proposed arrangement for the transforming education project'.*

This is an emerging concept relying on the case of *Commission v Germany* which confirmed a genuine collaborative arrangement would not need to be formally tendered.

Whilst this can work well for two authorities who wish to deliver a service without the route of formal delegation or contracts, as the numbers grow it becomes more difficult to tie down the arrangements. When working to deliver a clear set of functions across six LAs, there needs to be some formality to the arrangements.

2.1 Governance Arrangements in Relation to Individual LAs and Members

Implementation of the proposal to establish a regional service does not dilute the role and responsibilities of individual LAs in relation to school effectiveness and improvement. The statutory responsibilities continue to apply to the LAs. The following statements are true for all the models:

- the regional service will be in the ownership of the six LAs;
- monitoring of the way the service carries out the functions will be with the Joint Committee / Limited Company Members appointed by LAs, whose membership will include; portfolio holders, the individual Directors of Education/Chief Education Officers of the six LAs, and schools;
- the Joint Committee / Limited Company Members ensure the LA requirements are met through the functions and responsibilities delivered by the Service;
- individual LAs will still need to monitor and scrutinise the services received through regular monitoring involving their scrutiny and other relevant political processes; and
- Scrutiny Committees would have the opportunity to request specific reports on matters relating to school effectiveness over and above the service operational arrangements.

These arrangements ensure that political accountability remains with local members. In fact, there is opportunity for any of the governance models to strengthen local accountability by ensuring that local members become advocates for children and champions for community needs.

2.2 RSEIS Governance Accountability Model

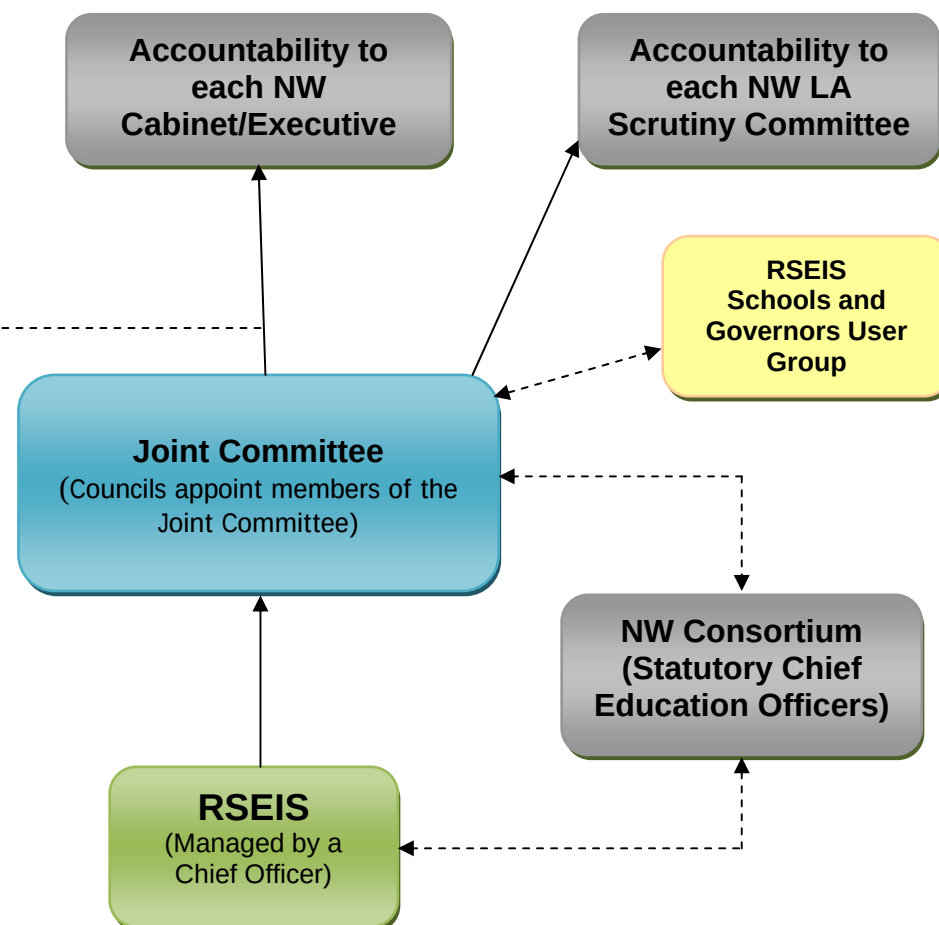
The following model shows the accountability relationship between the Local Authority and the RSEIS.

Local Accountability

- Each local authority(LA) will commission (buy) the service from the collaborative RSEIS organisation
- The LA retains power to negotiate the service level agreement / contract with the RSEIS or delegation arrangements with schools, which may require local variation
- The LA Chief Education Officer retains the statutory responsibility for the delivery of the functions with the support of the Executive Member
- The Joint Committee are accountable to the council as a whole
- The LA Chief Education Officer and Executive Member will ensure that the service meets the needs of their schools

Regional / Collective Accountability

- Achieved through a *Joint Committee with a Host Authority* model
- Councils can appoint members of the Joint Committee, who can be Members and otherwise
- Joint Committee members need to put the interests of the collaborative entity first to manage the 'whole service', focusing on the 'collective' interests
- The Joint Committee will oversee management of the RSEIS, with the support of the NW Consortium in their role as Educational Specialists responsible for driving standards
- The Joint Committee are accountable to the council as a whole, with Joint Committee members accountable to their own LA council and scrutiny members
- The RSEIS Chief Officer will be responsible to the Joint Committee
- The Joint Committee will receive support and challenge from the '*RSEIS Schools and Governors User Group*'



3. Weighting the Criteria

The criteria for the option appraisal are listed below. The NW ADEW Directors have considered their relative importance by distributing 100 points between them.

Table 1

Governance Models – Criteria <i>(further definitions where necessary are in Table 2 below)</i>		Points Awarded
1	Strategic Fit	
1.1	Enables the transfer of the Key Functions (4 of the 6) into the new Service	6
1.2	Must be able to support the core principle of delivering on local and national Welsh language strategies to develop and increase excellence in pedagogy and Welsh medium/bilingual education in communities across North Wales	6
2	Value for Money	
2.1	Enables the realisation of Objective 2 <i>'to identify savings through the delivery of a regional School Effectiveness and Improvement Service of 10% of North Wales expenditure'</i>	6
2.2	Must have the potential for future savings	4
2.3	Enables the realisation of the Key Aims of the Outline Business Case	6
2.4	Must not have unaffordable <i>Pensions Deficit</i> costs	4
2.5	Must not have unaffordable start-up staffing costs e.g. relocation, redundancy	4
2.6	Must not have unaffordable start up ICT costs	4
2.7	Must have the ability to take advantage of VAT exemption	3
3	Deliverability	
3.1	Enables the realisation of Objective 1 – <i>'to be delivering the School Effectiveness and Improvement Service under the regional arrangements across the six North Wales Authorities, by September 2012'</i>	6
3.2	Must limit bureaucracy	3
3.3	Must be able to employ staff	6
3.4	Must be able to contract	3
3.5	Must be able to trade	3
4	Sustainability	
4.1	Must have the ability to grow and change	6
4.2	Must be able to secure appropriate support services (e.g. legal, finance, HR)	6
5	Acceptability	
5.1	Must be able to alleviate tensions with key stakeholders (Schools and their Governing Bodies)	6
5.2	Must be acceptable to regulators (e.g. ESTYN, WLGA, WG)	6
5.3	Must be likely to receive Political buy-in	6
5.4	Must have staff buy-in or the potential to overcome staff opposition	6
Total		100

Table 2 – Definitions for Table 1

1.1	The 4 of the 6 Key Functions in scope for this project are: ▪ supporting LAs to undertake their statutory functions in relation to school effectiveness; ▪ provide support for both LAs and Schools (jointly and separately as the case may be) in School Improvement activity; ▪ specifically undertaking responsibility for the Implementation of SEF and for CIF accountability; ▪ making provision for the development, maintenance, and review of regional frameworks on a commissioned basis;
2.3	The Key Aims are: ▪ implement the national School Effectiveness Framework to raise standards and improve wellbeing by reducing variance within and between schools and local authorities, whilst taking account of local need; ▪ respond to the Estyn inspection regime, which has raised the bar and emphasised partnership working in its revised inspection criteria; ▪ identify efficiency savings; and ▪ provide a foundation that allows future regionalisation of other/linked Education services e.g. Inclusion
2.4	Need to give consideration here to the potential impact on Cynnal with respect to their company status
4.1	Does the model allow for additional (Education and Non-Education) Services to be brought into scope?
5.1	Is it capable of having Schools as formal Stakeholders, what is the potential level of impact on LA staff 'in-scope'?
5.3	Political buy-in needs to be at both a Local and National level - must limit the liability for any one, or all of the six North Wales authorities

4. Scoring the Option

- The weightings have been transferred into the 'Agree Weightings' column.
- Each option has been awarded a score of between 0 and 3 and entered in the column 'Raw Score'.
- The 'Raw Score' has been multiplied by the 'Agreed Weightings' score to give the weighted score.

3 – Meets all of the criteria
 2 – Meets some but not all of the criteria
 1 – Meets some of the criteria
 0 – Does not meet the criteria

Based on the initial assessment by Trowers and Hamlins (section 2), the Governance Models that will be considered in this option appraisal are a 'Joint Committee with a Host Authority' and a 'Company Limited by Guarantee'.

Table 3 (reference to Table 1)

Governance Models – Criteria		Agreed Weighting	Option A Joint Committee with a Host Authority		Option B Company Ltd by Guarantee		Contributing Factors <i>(obtained from LA Legal Representatives)</i>
			Raw	Weighted	Raw	Weighted	
1.1	Enables the transfer of the Key Functions (4 of the 6) into the new Service	6	3	18	3	18	Both options can deliver the four functions with stipulations in the agreement. In addition: Option A ▪ Staff will transfer under TUPE to a Host Authority ▪ Each Authority can delegate their functions to the Joint Committee ▪ Third parties can sit on a Joint Committee (e.g. School Governors or Headteachers) ▪ Requires a great level of trust and goodwill between the partners ▪ Measures need to be in place to prevent imbalance ▪ The Authorities will enter into a delegation agreement, including the constitutional arrangements for the Joint Committee Option B ▪ Staff will transfer under TUPE to the Company ▪ Company can enter into contracts in its own name ▪ Local Authorities cannot delegate their functions to a Company ▪ Board of Directors can be made up of Local Authority members, others or a mixture of both

Governance Models – Criteria		Agreed Weighting	Option A		Option B		Contributing Factors
			Joint Committee with a Host Authority		Company Ltd by Guarantee		(obtained from LA Legal Representatives)
			Raw	Weighted	Raw	Weighted	
1.2	Must be able to support the core principle of delivering on local and national Welsh language strategies to develop and increase excellence in pedagogy and Welsh medium/bilingual education in communities across North Wales	6	3	18	3	18	Option A - This can be one of the stipulations when the Joint Committee is set up Option B - This can be one of the stipulations through a Shareholder's Agreement
2.1	Enables the realisation of Objective 2 'to identify savings through the delivery of a regional School Effectiveness and Improvement Service of 10% of North Wales expenditure'	6	3	18	3	18	Both options will incur costs related to branding, leaving costs, office accommodation, TUPE and general on-costs (all considered as part of the FBC). Option A - Virtually no start up costs for the Joint Committee itself Option B - Start up cost for registering the Company – nominal - Structure will be free of local authority terms and conditions and more easily able to bring about further efficiencies
2.2	Must have the potential for future savings	4	2	8	3	12	Both options allow other LA Services to join and sell to the public sector (e.g. further and higher education). Option A - A Joint Committee is not able to trade with the private sector Option B - Has the ability to trade and generate profit (depending on model chosen)

Governance Models – Criteria		Agreed Weighting	Option A Joint Committee with a Host Authority		Option B Company Ltd by Guarantee		Contributing Factors <i>(obtained from LA Legal Representatives)</i>
			Raw	Weighted	Raw	Weighted	
2.3	Enables the realisation of the Key Aims of the Outline Business Case	6	3	18	3	18	Both options allow other LA Services to join and sell to the public sector (e.g. further and higher education), and both respond to Estyn inspection regime which has emphasised partnership working in its revised inspection criteria. Option A - A Joint Committee would reduce variances within and between schools and LAs, allowing more flexibility to respond to changing local needs - Rationalisation of staff would increase efficiency Option B - A Company would reduce variances within and between schools and LAs. However, whilst it would be more difficult to change the contract and anticipate future need - this should be surmountable by shareholder control - Rationalisation of staff would increase efficiency
2.4	Must not have unaffordable Pensions Deficit costs	4	2	8	0	0	Both options will have a pensions deficit evaluation which will need to be paid back over a number of years. The contribution rate towards the past service deficit: Option A - May be lower due to a more favourable pay-back arrangement (similar to current LAs) Option B - May be higher due to a more restrictive pay-back arrangement (as a company in its own right)
2.5	Must not have unaffordable start up staffing costs in relation to relocation, redundancy and culture of the new service	4	2	8	2	8	Start up costs in relation to relocation and redundancy would be the same for both Options, with any variance being due to the delivery model, rather than the Governance model.

Governance Models – Criteria		Agreed Weighting	Option A Joint Committee with a Host Authority		Option B Company Ltd by Guarantee		Contributing Factors <i>(obtained from LA Legal Representatives)</i>
			Raw	Weighted	Raw	Weighted	
2.6	Must not have unaffordable start up ICT costs	4	2	8	1	4	There would be considerable start up and ongoing ICT costs for both options Option A - A Host(s) LA would be able to provide ICT support to the Joint Committee, offering the opportunity to reduce both start-up and ongoing costs Option B - Any LA would be unable to support the Company if there was a conflict of interest - ICT would need to be procured in the private sector, which may double the start-up and ongoing costs to that of a Joint Committee
2.7	Must have the ability to take advantage of VAT exemption	3	2	6	0	0	Option A - If a joint committee remained within the VAT registration of one of the parent local authorities as an accounting body (not unusual, but technically would require HMRC approval), then the VAT on the “exempt-related” purchases of the joint committee would be within the “de-minimis” limits for Partial Exemption. Option B - With a company limited by guarantee in this context, because the majority of its income will come from the provision of education and closely related services (exempt from VAT), it is not permitted to recover VAT on any purchases/overheads which relate to those services.
3.1	Enables the realisation of Objective 1 – ‘to be delivering the School Effectiveness and Improvement Service under the regional arrangements across the six North Wales Authorities, by Sept2012’	6	3	18	3	18	Option A - The timetable can be achieved Option B - The timetable can be achieved

Governance Models – Criteria		Agreed Weighting	Option A Joint Committee with a Host Authority		Option B Company Ltd by Guarantee		Contributing Factors <i>(obtained from LA Legal Representatives)</i>
			Raw	Weighted	Raw	Weighted	
3.2	Must limit bureaucracy	3	2	6	2	6	- Option A - A Joint Committee(JC) sits between each Council and the service and has its functions delegated to it by each Authority - The JC members would still need to report back to each Authority through scrutiny - Extent of delegation would be granted by each Authority's Cabinet/Executive - The Authorities would enter into a delegation and Joint Committee agreement, which would include measures for recompense for the Host Authority for staff, accommodation etc. - JC can delegate day to day functions to the Head of Service or to sub-committees Option B - The Company is independent of the LAs - It is possible for the LAs to set up a Joint Committee to oversee the work of the Company so that shareholder control is managed collectively, but this adds a layer of bureaucracy - Each LA would have to have a contract with the Company - The Company would report back to each LA and there would be a Shareholders Agreement underpinning their relationship
3.3	Must be able to employ staff	6	3	18	3	18	Option A - JC cannot employ staff – this has to be done through the Host Authority Option B - Company can employ staff direct
3.4	Must be able to contract	3	3	9	3	9	Option A - JC cannot enter into contracts – this has to be done through the Host Authority Option B - Company can enter into contracts

Governance Models – Criteria		Agreed Weighting	Option A Joint Committee with a Host Authority		Option B Company Ltd by Guarantee		Contributing Factors <i>(obtained from LA Legal Representatives)</i>
			Raw	Weighted	Raw	Weighted	
3.5	Must be able to trade.	3	2	6	3	9	Option A - No opportunity to trade outside the public sector Option B - Has the ability to trade, subject to satisfying provisions in Section 95 Local Government Act 2003
4.1	Must have the ability to grow and change	6	3	18	3	18	Option A - Has the flexibility to grow and to be a stepping stone for another model if appropriate i.e. if successful and wanting to trade then it can become a Company later on Option B - Can grow and change with little formality – a very flexible format
4.2	Must be able to secure appropriate support services (e.g. legal, finance, HR)	6	3	18	3	18	Option A - The Host LA would be able to provide Support Services to the Joint Committee – agreeing the Host Authority will need a process for identification. Option B - Any LA would be unable to support the Company if there was a conflict of interest - Support Services would need to be procured in the private sector
5.1	Must be able to alleviate tensions with key stakeholders (Schools and their Governing Bodies) <i>(For School Improvement Officers and Unions see 5.4)</i>	6	3	18	3	18	Option A - Outside bodies can have members sitting on a JC Option B - Outside bodies can have members sitting on a Board of Directors of a Company in LA control - Entirely new Body may have a new culture and identity that stakeholder will need to adjust to

Governance Models – Criteria		Agreed Weighting	Option A Joint Committee with a Host Authority		Option B Company Ltd by Guarantee		Contributing Factors <i>(obtained from LA Legal Representatives)</i>
			Raw	Weighted	Raw	Weighted	
5.2	Must be acceptable to regulators (e.g. ESTYN, WLGA, WG)	6	3	18	3	18	Both options respond to Estyn inspection regime which has emphasised partnership working in its revised inspection criteria. Option A - A creature of Local Government subject to LA rules Option B - Outside the Local Government regulatory field – but there is strong evidence of acceptability e.g. Cynnal
5.3	Must be likely to receive Political buy-in	6	2	12	1	6	Option A - A well-known and familiar concept - LAs other than the Host Authority may fear loss of power/input but it is the JC not the Host Authority who controls the service and balancing controls can be built into the agreement. Option B - Often a fear about setting up a Company although this can be a good way of maximising the potential of the service particularly if there are trading opportunities - Potential personal liability for Directors of the company although insurance should be taken out and indemnities given - Potential conflict of interest between Members sitting as Directors versus Members sitting as Councillors
5.4	Must have staff buy-in or the potential to overcome staff opposition	6	2	12	1	6	Option A - Staff and Unions will probably prefer an option where they remain employed by the LA and remain in the LGPS Option B - Likely to result in opposition due to perceived worries about pay, conditions, pensions etc

5. Conclusions to the Option Appraisal

	Option A Joint Committee with a Host Authority	Option B Company Ltd by Guarantee
Totals (weighted score)	263	240

Based on the findings of this option appraisal, **the recommendation by the Education and Other Related Services Board is that a 'Joint Committee with a Host Authority' is adopted as the governance model for the Regional School Effectiveness and Improvement Service.**

In the context of the regional service being developed, the main disadvantages (scoring 0 - does not meet the criteria) associated with a 'Company' model are in relation to:

- the pensions deficit - whilst both options will have a pensions deficit evaluation which will need to be paid back over a number of years, the contribution rate towards the past service deficit may be unaffordable due to a more restrictive pay-back arrangement as a company in its own right (based on an actuary evaluation on estimated data); and
- the ability to take advantage of VAT exemption - with a company limited by guarantee in this context, because the majority of its income will come from the provision of education and closely related services (exempt from VAT), it is not permitted to recover VAT on any purchases/overheads which relate to those services.

It was also recognised that:

- the initial set-up and ongoing costs relating to ICT for the service under a company model would be double that of a Joint Committee with a Host authority, requiring support to be procured in the private sector (there being a conflict of interest in the case of an LA providing this support);
- political buy-in would be unlikely in the Company model when considering the potential personal liability for Directors of the company (although insurance should be taken out and indemnities given), and the potential conflict of interest between Members sitting as Directors versus Members sitting as Councillors; and
- staff buy-in would be unlikely in the Company model with staff preferring an option where they remain employed by the LA and remain in the LGPS, and likely to result in opposition from staff and their unions due to perceived worries about pay, conditions, pensions etc.

Overview of the Pension Issues for the RSEIS

1. Estimated Contribution Rates for RSEIS

The Actuary for the Gwynedd Pension Fund has provided an initial estimation of the potential pension deficit and pension contribution rate for the new regional service. The information provided to the actuary to base this estimation was limited and the conclusions made can only be an indication of the potential rates as the actual employee information will not be known until the HR process has been implemented.

Option 1: Fully Funded Approach (the pension deficit remain with the current employer)

The RSEIS would have no initial deficit and the employer's contribution rate is the 'future service' rate with no past service adjustment.

Option 2: Share of Deficit Approach (the pension deficit transfers to the new regional service)

The total contribution rate includes both a 'future service' rate and a 'past service adjustment' rate. The 'past service adjustment' rate is dependant on the overall value of the past service adjustment and the 'spreading period'. The 'spreading period' will be determined based on the perceived risk of the new employer. The riskier the employer is deemed to be, the shorter the deficit spreading period.

The financial modelling for RSEIS has included the estimates on the basis of option 2 with a 'Share of Deficit Approach' based on the spreading period normally allowed for a Local Authority (past service adjustment 'spread' over 20 years). If the governance model is a company model the rate could be substantially higher, dependant on the determined spreading period (e.g. past service adjustment 'spread' over 8 or 10 years). The overall amount of past service adjustment is the same in all circumstances; it is the spreading period which creates a variance in affordability between the governance models.

2. Current Pension Arrangements

Employees with the 6 LAs and Cynnal have opted-in to the relevant employer's pension scheme

- Gwynedd Pension Fund
- Clwyd Pension Fund
- Teachers' Pension Scheme (exceptions)

Gwynedd, Ynys Mon, Conwy and Cynnal Company are employers with the Gwynedd Pension Fund, and Flintshire, Denbighshire and Wrexham are employers with the Clwyd Pension Fund. The new regional service will request to be an admitted body with one of these 2 funds, under the Local Government Pension Schemes (LGPS). On transfer to the new regional service the staff will start to contribute to that pension fund, via their new employer.

3. Admitted body of pension fund

If the regional service operates with a host authority, the pension fund would be the same as that of the host authority. The host authority would need an agreement with the 5 other LAs that the regional service should be treated as a separate entity to the host authority and to have discrete actuarial reports and employer's contribution rate.

If the regional service is set up as a company, it would need to request to become an admitted body under the LGPS in either the Gwynedd or the Clwyd Pension Fund.

4. Valuation of transferring staff's pension deficit

The pension fund will make a valuation with regards to all the staff transferring from their previous employer to the new admitted body. This value will depend upon individual staff's age and service, but will primarily depend upon market factors (bond yields, etc) at the time of transfer.

Existing pension deficit for each current employer (6 LAs and Cynnal)

The pension fund currently makes a triennial valuation of the pension deficit for each admitted body within the pension fund and sets the contribution rate for the 3 years subsequent to the valuation to reflect the individual characteristics of each employer. The pension deficit is not created due to staff transferring to another employer, but it requires a valuation at point of transfer.

Options for the treatment of the pension deficit evaluated for the regional service

Option 1: Fully Funded Approach (the pension deficit remain with the current employer)

- The overall pension deficit for the employer would remain unchanged.
- Existing employer could voluntarily pay amount of the pension deficit to the pension fund and crystallise the amount within the authority accounts, with regard to the staff transferring.
- If the existing employer chooses not to crystallise the amount this would be reflected within the next valuation of the pension fund. There would be fewer staff from which to recoup the deficit in contributions which could lead to a higher contribution rate for the employer.

Option 2: Share of Deficit Approach (the pension deficit transfers to the new regional service)

- The actuary for the pension fund would make a valuation with regard to the regional body to assess the required contribution rate to reflect both the future service contribution and the past service deficit.

Pension fund valuation of employer's contribution rate

Employers' contributions to a LGPS fund are set as to 'secure the fund's solvency', whilst the actuary must also have regard to the desirability of maintaining as nearly constant a rate of contribution as possible (over time) and at reasonable cost.

Separate employer contribution rates are assessed by the actuary for each participating employer. The rates are assessed taking into account the experience and circumstances of each employer, following a principle of no cross-subsidy between the distinct employers in the fund. In attributing the overall investment performance obtained on the assets of the fund to each employer a pro-rata principle is adopted.

The rate for a local authority may reflect a recoupment of past service deficit over a 20 year period whilst the regional service (if the governance model is a company) may be assessed to reflect recoupment over 8 or 10 years. This is generally assessed in terms of the average 'remaining working lifetime' of the employees of the admitted body.

New recruitment of staff will impact on the regional service

A pension deficit valuation is made on each recruitment whereby the past service deficit transfers from the existing employer to the new employer. The regional service may be particularly vulnerable to pension deficits by new recruitment with a high possibility of recruitment requiring expensive “club” transfers from the Teachers’ Pension Scheme (TPS) to the LGPS.

5. Teachers’ Pension Scheme (TPS)

The TPS is a contributory scheme administered by Teachers’ Pensions (TP) on behalf of the Department for Education (DfE). It is a defined benefit ‘final salary’ scheme. It is a statutory scheme subject to the Teachers’ Pensions Regulations (1997).

When a member of staff transfers from the TPS to the LGPS there is a valuation of pension deficit and arrangements made for a ‘club transfer’. The TPS evaluates the pension contributions that have been paid into the scheme and will transfer these to the LGPS fund. The LGPS fund will receive the contributions paid e.g. over 20 years but will also inherit the accrued pension rights over the 20 years. The accrued pensions’ rights will be higher than that already paid in contributions (particularly where employees’ salaries have increased over their careers with increments and promotions) and therefore there is a pension deficit on transfer.

6. Local Government Pension Schemes (LGPS)

The LGPS is a defined benefit final salary scheme under which the benefits are specified in the governing legislation (the Local Government Pension Scheme Regulations). The required levels of employee contributions are specified in the Regulations. Employer contributions are determined in accordance with the Regulations which require that an actuarial valuation is completed every 3 years.

The funding of defined benefits is by its nature uncertain and is based on both financial and demographic assumptions. When actual experience is not in line with the assumptions adopted a surplus or shortfall will emerge at the next actuarial assessment and will require a subsequent contribution adjustment to bring the funding back in line with the target. The last actuarial valuation was in March 2010. The next valuation will evaluate the impact of the recent economic crisis on the financial markets and pension funds’ overall investment performance.

The fund will have an investment strategy together with an aim to generate returns to meet future pension liabilities and contribute towards repaying the current deficit. Ideally, the return on the investments within the fund would fund a significant proportion of the pension liabilities, rather than the employee and employer contributions.

Deficit Recovery Plan

Where the assets of the scheme relating to an employer are less than the funding target at the actuarial valuation date, a recovery plan is put in place, which requires increased contributions from the employer to meet the shortfall.

The following factors may determine the actual recovery period to apply for any particular employer:

- The size of the funding shortfall (proportionate to employers’ payroll).
- The business plan of the employer (quality of MTFP and business prospects).
- The security of future income streams (certain for tax raising bodies).
- Any contingent security (e.g. guarantee or bond).
- Length of expected period of participation in the fund (demographic profile of staff and HR policies).

	Days
School Visits (all schools – 466 inc N, P, Sec, Spe) 6 days allocation per school: 3 regular visits 3 days planning and preparation (including Performance Management)	2796
Schools Requiring Additional Support *	1592
- Targeted Support (based on pro-active school profiling) : 388 schools 20% = 10 days x 78 schools = 780 19% = 6 days x 74 schools = 444 6% = 16 days x 23 schools = 368	
- Post Inspection : Estyn Monitoring = 16 x 10 days (160 days) LA Monitoring = 15x 6 days (90 days) Significant Improvement/Special Measures = 5 x 32 days (160 days)	410
Pre-Inspection Review (inc. pre-inspection report) * 9 Secondary schools x 10 'person' days (90 days) 67 Primary schools x 3 'person' days (201 days) 2 Special schools x 10 'person' days (20 days)	311
Total Days Support Required from the RSEIS	5109
School Contact Days Based on 195 school days (inc training days) Minus 20 days (accumulative) to account for 5 days each side of the summer and Christmas holidays Minus an average of 3 days sickness leave	172
Number of System Leaders Required for the RSEIS	30 FTE

* Number of days is an average requirement, allowing flexibility for more or less as required

Notes:

- Based on the ESTYN 6 year rolling programme, 466 total NW schools / 6 = an average 78 schools each year will be inspected.
- During the period September 2010 (start of the new ESTYN arrangements) to October 2011.
 - 20% (or 13 schools) were in the category of ESTYN Monitoring
 - 19% (or 12 schools) were in the category of Local Authority Monitoring
 - 6% (or 4 schools) were in the category of Significant Improvement (3) or Special Measures(1)
- Based on the one year snap shot (Note 2) and the estimated 78 schools inspected in one year (Note 1)
 - 20% (or 16 schools) may be in the category of ESTYN Monitoring
 - 19% (or 15 schools) may be in the category of Local Authority Monitoring
 - 6% (5 schools) may be in the category of Significant Improvement or Special Measures
- The number of 'person' days support required in one year allocated to each category is based on LA experience
 - Estyn Monitoring = 10 days
 - LA Monitoring = 6 days
 - Significant Improvement / Special Measures = 16 days x 2 (schools remain in this category for a period of 2 years)
- In this period a total of 64 schools were inspected out of a total of 466 (N, P, Sec, Spe)
 - 2 Nursery
 - 399 Primary
 - 55 Secondary
 - 10 Special
- Based on Note 1 - this leaves 388 schools, of which it is anticipated that
 - 20% will require additional support to address issues equivalent to the level of Estyn Monitoring follow up,
 - 19% will require additional support to address issues equivalent to the level of LA Monitoring follow up,
 - 6% will require additional support to address issues equivalent to the level of Significant Improvement / Special Measures follow up.

APPENDIX 8

Cost of Tier 2 - RSEIS

Employee Costs		Chief Officer	Snr System Leader	System Leader (SL)	Translator	Admin	Business manager	Total
1 Number of posts		1	4	26	2	7	1	41
2 Employee Cost - Salary		86,000	60,609	56,000	29,470	22,094	42,890	297,063
3 Salary On-cost	0.417	35,862	25,274	23,352	12,289	9,213	17,885	123,875
4 Employee Cost		121,862	85,883	79,352	41,759	31,307	60,775	420,938
5 Total Employee Cost		121,862	343,532	2,063,152	83,518	219,150	60,775	2,891,989

Employee Related Costs	per employee	per SL	per premises	per service	
6 Training	100	300			13,100
7 Broadband Allowance		332			9,960
8 Medical	20				820
9 Insurance	20				820
10 Total Employee Related	140	632	-	-	24,700

Premises Related Costs	per employee	per SL	per premises	per service	
11 Number of Premises			1		
12 Repair & Maintenance			500	2,000	2,500
13 Rent			5,000	22,000	27,000
14 NNDR (Business Rates)			1,000	7,000	8,000
15 Utilities: Water			400	1,600	2,000
16 Utilities: Electricity/Gas			900	4,800	5,700
17 Building Cleaning			500	2,500	3,000
18 Window Cleaning			100	100	200
19 Waste Removal			100	200	300
20 Insurance			100	800	900
21 Total Premises costs	-	-	8,600	41,000	49,600

Transport Related Costs	per employee	per SL	per premises	per service	
22 Essential User Posts		1,239			37,170
23 Essential Mileage		3,700			111,000
24 Casual Mileage	1,000				41,000
25 Allowances for Board Members				1,200	1,200
26 Total Transport Costs	1,000	4,939	-	1,200	190,370

Supplies & Services	per employee	per SL	per premises	per service	
27 Office: Equipment & Furniture	50		500		2,550
28 Office: Printing & Photocopying	50		2,500		4,550
29 Office: Stationery	50				2,050
30 Comms: Postage	50				2,050
31 Comms: Phones	25				1,025
32 Comms: IT	500		7,000	13,500	41,000
33 Expenses: Professional Subscriptions		100			3,000
34 Expenses: Subsistence		50			1,500
35 Total Supplies & Services	725	150	10,000	13,500	57,725

Brokerage	per employee	per SL	per premises	per service	
36 Commissioning Budget used by SL				250,000	250,000
Total Commissioning Budget	-	-	-	250,000	250,000

Support Services Costs	per employee	per SL	per premises	per service	
37 Legal				5,000	5,000
38 HR	148			2,500	8,572
39 Finance	75			34,000	37,075
40 IT (see Supplies & Services)					-
41 Total Support Services Costs	223	-	-	41,500	50,647

	per employee	per SL	per premises	per service	
42 Total Annual Revenue Cost	2,088	5,721	18,600	347,200	3,515,031
43 Total cost of new Service					3,520,000

Notes:	
1 Number of posts	Based on the delivery model with 30 System Leaders.
2 Employee Cost - Salary	Salaries are based on a benchmarking exercise by Hay Job Evaluation Services. All the posts will be subject to the host Authority Job evaluation schemes.
3 Salary On-cost	Includes an estimate for both National Insurance and pension contributions.
4 Employee Cost	Cost of basic salary and on-cost per post.
5 Total Employee Cost	Total costs dependant on the number of posts.
10 Total Employee Related	Includes estimates for training, web access, medical costs and insurance charges.
11 Number of Premises	The total cost of the new service is based 1 location. The model identifies the additional costs per location.
21 Total Premises costs	Based on a comparison with similar sized services's accomodation costs in Conwy and Wrexham.
26 Total Transport Costs	Based on the current level of transportation costs by staff in-scope. Albeit the new service will have fewer staff it is not anticipated that transport costs can be reduced comparatively.
35 Total Supplies & Services	Includes office costs, communication and expenses. An additional cost of £10k is identified for photocopying and ICT per location.
36 Commissioning Budget used by SL	Estimate of budget required for brokering additional support for LAs and Schools.
41 Total Support Services Costs	Includes estimates for legal, HR and Finance services.
42 Total Annual Revenue Cost	Total cost of the new service, identifying an estimated increase of £19k per additional premises.
43 Total cost of new Service	Total cost rounded up to be recharged, by an agreed charging methodology , to the 6 LAs.

NW RSEIS - Full Breakdown of Implementation Costs

APPENDIX 9

	Capital Cost £	Revenue Cost £	
<i>Redundancy Costs</i>			
Advisory Staff		867,000	Based a harmonised policy on the most favourable terms
Support Staff		160,000	
		1,027,000	
<i>Staff Transfer / Recruitment</i>			
Assessment Centre Costs for New Service posts		21,000	Figures based on 62 SEPO/advisors and 50 Adminstrators being in scope with assesemnt centre costs based on daily rate for CO post and inclusive of OPQ and leadership tests.
Training needs analysis		3,000	Based on 31 SL and 6 adminstrators and 3 snr management team 40 staff
Team Building & Cultural Alignment		8,000	estimate of 4 focus groups/workshops based on previous collaboration work
Induction		2,000	based on two day programme with two facilitators
		34,000	
<i>Office Costs - assuming good decorative and carpet condition</i>			
Curved desk (1600mm)	202		
Operator chair (with arms)	150		
Desk high pedestal (600mm, 3 drawer)	58		
Filing cabinet (4 drawer)	85		DESK CENTRE (All Wales Framework - pre-tendered)
Open front bookcase (2004mm) 5 shelf	86		
Whiteboard (900mm x 600mm)	23		
A4 lever arch files x20		8	
Suspended filing wallets x200		93	BANNER (Corporate Mandate)
Desk trays (3 tiers incl risers)		8	
Cost for Service (based on 40 staff)	24,200	4,300	Above office costs multiplied by 40
Window blinds (average per 4 staff)	250		estimate based on Aberconwy Blinds Ltd
Cost for Service (based on 40 staff)	2,500		Blinds cost multiplied by 10 (apx)
<i>ICT Costs</i>			
Infrastructure	89,000		Inc. Data Centre, Cabling, Servers, Comms, Security & Resilience, Desktop Hardware, Phones, Printers, Blackberries
Information Systems	10,000		Inc. Migration, Consolidation and Procurement of New Systems - Finance, HR, Email, EDRMS, Web, GIS, CRM
Support & Consultancy	8,000		Inc. ICT Staff Costs, Skills Training, Technical & Consultancy Services
	107,000		
TOTALS	133,700	1,065,300	
Total Capital and Revenue £1.2m	1,199,000		

RSEIS - Financial Report on Potential Leaving Costs

1. Introduction

The six North Wales Authorities(LAs) are Ynys Mon, Gwynedd, Conwy, Denbighshire, Flintshire and Wrexham.

Each LA provided information against a criteria for identifying the percentage of time staff spend on the school improvement functions (statutory and curriculum specific), as defined in Appendix A. In addition to identifying the staff contributing to these functions, LAs were also requested to consider the full time equivalent(FTE) contribution for administrative support, including translation staff.

2. Refining Staff In-scope

For the purpose of this exercise, the NW ADEW Directors agreed that if a member of staff spends equal to, or more than, 60% of their time on the identified functions, they are considered 'in-scope'.

There are 112 members of staff in-scope across the six LAs and Cynnal, 72 directly delivering 60% or more of the identified school improvement functions, and 40 administrative staff (including translation staff) delivering 27 FTE contribution on these activities.

Of the 72 advisory members of staff in scope, 1 post is due to become vacant and 16 are currently seconded and will revert to their previous permanent posts when the new regional service is operational. The LAs have identified a requirement for 8 posts in their Home Team to support those functions that are not covered by the RSEIS nor the other 'LA School Improvement Teams'. The remaining 47 will transfer to the new service.

Of the 40 administrative staff identified, as supporting advisory staff delivering the in-scope functions, the total percentage of their time spent on this activity is rounded to 27 FTEs. Therefore, for the purpose of identifying potential leaving costs associated with administrative staff, the average salary for all 40 staff will be multiplied by the 27 FTE posts.

The total number of advisory and administrative staff in scope is 74.

3. Regional Service – Potential Staffing Requirement

The Full Business Case (FBC) is based on a service delivery, which requires 30 System Leaders and 9 support posts.

When we consider the 47 advisory posts in-scope against the potential requirement for 30 system leaders in the new service, and assuming all 47 staff will have the right to transfer to the new service under TUPE, there is an estimated surplus requirement of 17 staff. Based on their current salaries, and calculated as an average, this totals an estimated £705k under local policies and £867k under a harmonised policy (see Fig 1).

The new service anticipates administrative support to a ratio of 1:5, which may provide 9 administrative posts (including translation). As there are 27 FTEs identified in the current arrangements, there is potentially a surplus of 18 posts. Based on their current salaries, and calculated as an average, this totals an estimated £141k under local policies and £160k under a harmonised policy (see Fig 1).

The total potential leaving costs for advisory and administrative staff is **£1m**, based on harmonised terms and conditions.

This figure will contribute to the overall set-up costs for the project, currently in the region of £1.2m

4. Transfer of Undertakings (Protection of Employment) Regulations 2006 (TUPE)

Members of staff who are currently engaged in delivering the school improvement 'in-scope' functions through their individual organisations, may have a right to transfer to the new organisation, which will be providing that function on a shared service basis. This transfer would be subject to TUPE regulations. Under these regulations, members of staff will transfer with at least their existing statutory employment rights and contractual entitlements.

Any resulting redundancies would be the responsibility of the new organisation.

The project is trying to secure WG funds to cover all implementation costs, including redundancy costs.

5. Contributing Factors

5.1 Secondments

As previously stated, it is expected that any officers on seconded posts will return to their permanent posts at no additional cost to the authority.

5.2 Redeployment

There may be opportunities for redeployment with the existing employer for some of the staff in-scope.

Some of the members of staff in-scope currently work on other functions as well as school improvement functions (6.32 FTE over all current employers). Each employer will need to review these other functions to consider whether the work can be absorbed by other officers, or if new posts will need to be developed. Employers will need to be aware of the timescales to consider whether any posts need to be advertised locally prior to the TUPE negotiations with staff.

Conversely, across all the current employers there will be approximately 12.56 FTE capacity in relation to officers' work, who are not considered to be in scope, that will be transferred to the new service.

If there is redeployment, each employer will need to be aware of any local policies for the payment of 'protected pay'. This cost will be incurred by each individual employer.

5.3 Retirement Options

There are a number of retirement options which may be available to members of staff. The amount of leaving costs has been calculated on the basis of redundancy payments only, as potentially the most expensive option for the organisation.

5.4 Redundancy Payments

The cost of redundancy payments has been calculated on the basis of (i) each employer's current policy and (ii) a potential harmonised policy with harmonisation at the most favourable policy to the employee.

Fig 1.

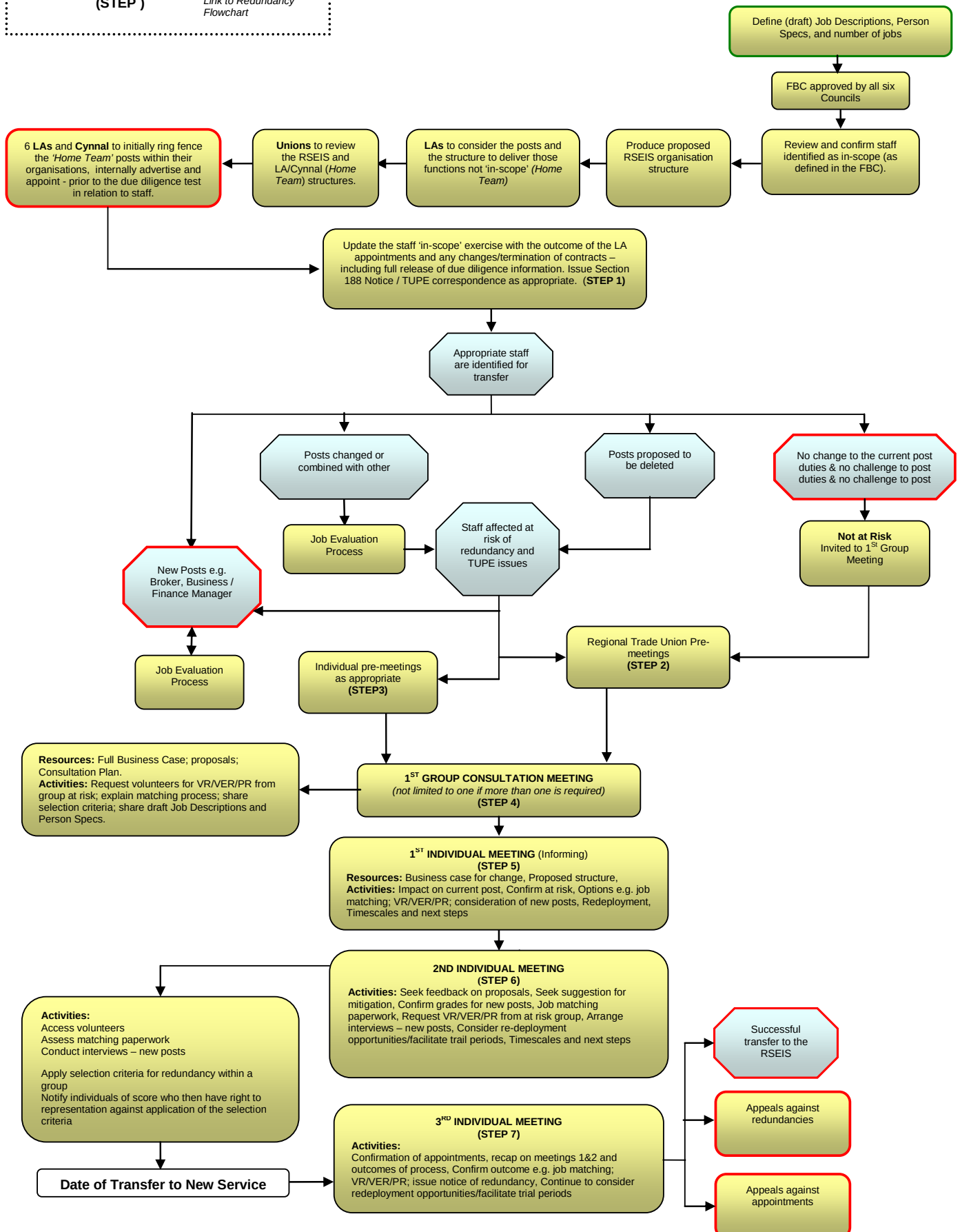
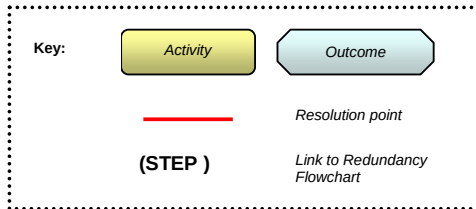
Summary of Potential Leaving Costs

Current Advisory Staff	Advisors	Total	Redundancy Payment	
			Local Policy	Harmonised Policy
Cynnal	20		1,204,342	1,204,342
Ynys Mon	0		-	-
Gwynedd	0		-	-
Conwy	10		133,856	461,693
Denbighshire	8		332,217	403,089
Flintshire	12		386,476	465,969
Wrexham	5		222,873	270,600
Total Current Staff	55		2,279,764	2,805,693
RSEIS requirement	30			
Anticipated Home Team requirement	8			
Redundancy Payment based on average	17	17	705,000	867,000

Current Staff	All Support		Total	Redundancy Payment	
	Staff			Local Policy	Harmonised Policy
Cynnal	13			95,284	95,284
Ynys Mon	0			-	-
Gwynedd	0			-	-
Conwy	6			41,123	82,179
Denbighshire	6			46,600	46,600
Flintshire	7			56,327	56,635
Wrexham	8			73,267	75,789
Total Number of employees	40			312,601	356,488
Total Current FTE	27			211,000	241,000
RSEIS requirement	9				
Redundancy Payment based on average for FTE	18	18		141,000	160,000

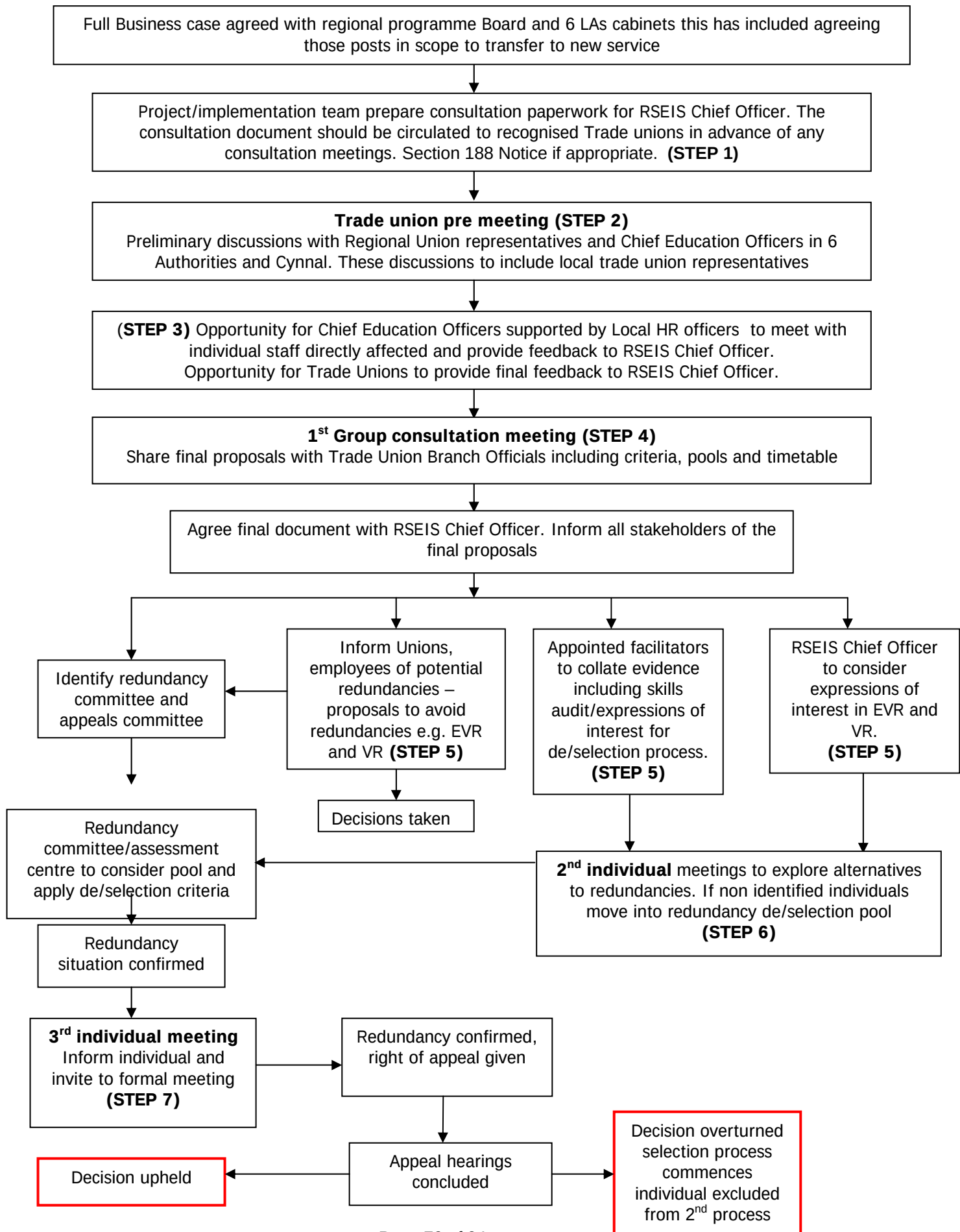
Potential Redundancy Payment	17	18	35	846,000	1,027,000
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PROCESS: Planning for Change (Staff)
Organisation Structure Change Process
 (process for both incoming and outgoing organisations)



Redundancy Flowchart

The flowchart outlines the steps the new service proposes to take once the FBC has been approved. LAs must ensure that they follow their own local arrangements.



DRAFT Job Description

JOB TITLE: TEAM LEADER/SYSTEM LEADER

Please note: items highlighted in grey are specific to the role of Team Leader

SERVICE: SCHOOL IMPROVEMENT AND INCLUSION

GRADE: 49,792- 60,609(INDICATIVE)

Key Relationships/Liaison

All Officers and consultants within the Regional Service, relevant Officers within Authorities, schools including Governors and external agencies.

Overall Job Purpose

The team leader will have responsibility for the day to day management of a small team of system leaders. The System Leader will bring levels of knowledge and experience that quickly and decisively analyse and offer solutions to problems of underperformance and support for higher achievement. Specific allocation of time will be determined by the formula agreed in the FBC. The role will need to secure consistent and suitably challenging targets and improved performance across schools in the consortia. With responsibility for a designated number of schools, you will be expected to work within the context of the strategic values and aims of the Regional Service and the National Standards for School Improvement / Effectiveness Professionals in Wales in order to:

- to function as Line Manager and Performance Manager for finance and administration staff ;
- contribute directly, or by supporting the commissioning of additional support as appropriate, to the resolution of specific issues and thereby support whole school improvement. This will include agreeing commissioning strategies for the school;
- monitor and challenge resource management in the school to ensure that financial and human resources are directed at securing improved pupil outcomes;
- use support and challenge, along with development of professional learning communities, to enable schools to build and sustain capacity for improvement;
- represent the consortium strongly and directly in the appointment of head teachers, their performance management, mentoring and other areas of professional development;
- lead on post inspection activities; and
- ensure that appropriate measures are in place to enable school Governors to play an appropriately strong challenging role in terms of the school, and to ensure that performance data is presented and used by Governors.

Specific Duties and Responsibilities

Leadership

- To manage and develop System Leaders in the designated team and to implement changes and manage activities as indicated through any service review and support career programme opportunities for the designated group of staff.
- Providing support and guidance to ensure that the school's vision, ethos and moral purpose is shared by all staff and stakeholders.
- Providing support and challenge to improve the practice of effective self- evaluation and school improvement planning.

- Providing support and guidance to ensure that leaders and managers to make best use of their expertise to improve their effectiveness.
- Providing a level of challenge by evaluating provision objectively, gathering valid and reliable evidence from a range of sources both within the organisation and beyond.
- Understanding comparative and value-added data and use it to identify high performance and underperformance of pupils, schools and subject areas/departments.
- Analysing and use data to judge the performance and challenge underachievement of groups of learners by gender, ethnicity, special educational needs and prior attainment.
- Challenging the school to set ambitious but realistic targets.
- Using an appropriate range of quantitative and qualitative data to synthesise a wide range of information to formulate hypotheses.
- Providing constructive feedback that forms the basis for future improvement.
- Being able to build the capacity of others to carry out self-evaluation.

Teaching and Learning (Pedagogy)

- Providing support and advice on teaching and learning styles and on evaluating the quality of teaching and learning.
- Providing guidance on the rigorous use of formative and summative assessment and on their use to improve learners' work.
- Promoting and support the development of networks of professional practice.
- Identifying effective teaching and learning practice which can be shared within and across networks.
- Ensuring all schools adequately develop the skills agenda, particularly in literacy and numeracy.

Developing People and the Organisation

- Initiating and support action research into effective practice.
- Providing advice on how development needs might be met by referring to examples of good CPD practice.
- Facilitating the development of networks of professional practice.
- Providing advice and guidance on procedures, to evaluate the effectiveness of CPD and the impact of networks of professional practice.

Curriculum

- Providing support and challenge for curriculum development.
- Providing support in developing a curriculum which is relevant, personalised, promotes engagement with learning and reflects the ethnic, cultural and linguistic diversity of the school.
- Providing support and guidance on curriculum planning and the development of effective schemes of work, short term plans and planning for assessment for learning.

Student Attitudes

- Identifying other agencies working with the setting and the nature and scope of their involvement.
- Supporting the school in its attempts to gather the views of parents, children and young people and how these are acted upon.
- Providing guidance on promoting an inclusive ethos and maximising opportunities for children and young people to benefit from links with other agencies.

Internal Accountability

- Providing guidance and support to evaluate classroom practice against specific and rigorous criteria so that staff know and understand the characteristics of high-quality learning and teaching, recognise and analyse aspects of good practice which will transfer

to other learning contexts, provide constructive feedback that forms the basis for future improvement.

- Providing guidance and support to establish robust performance management systems that make effective use of attainment data.
- Developing criteria which trigger intervention procedures at whole school and departmental level.

Partnership Beyond the School

- Supporting a multi-agency approach based on the needs of the local learning community or family of schools.
- Identifying other agencies working with the setting and the nature and scope of their involvement:
 - undertake work as a School Effectiveness Performance Officer with a designated group of primary or secondary schools;
 - develop and implement the role of the LEA in raising standards by challenging and identifying areas for development and intervention and support schools in accordance with the Partnership Agreement;
 - monitor continually the performance of schools and pupil groups on behalf of the Council to fulfil its School Improvement obligations;
 - develop a lead area of responsibility;
 - contribute to the development of the Council's success in meeting its corporate priorities;
 - liaise with other Departments and Council colleagues in order to fulfil the Council's corporate aims; and
 - manage and oversee projects, strategies and responsibilities.

Additional Factors

- The nature of the work may involve the post holder carrying out work outside of normal working hours.
- The post holder may be required to attend, from time to time, training courses, conferences, seminars or other meetings as required by his or her own training needs and the needs of the Service.
- Expenses will be paid in accordance with local conditions of service.
- This post is subject to a check being carried out at an Enhanced level by the Criminal Records Bureau regarding any previous criminal record.
- Essential Car User status in accordance with Council policy.

N.B. This job description sets out the duties and responsibilities of the post at the time when it was drawn up. Such duties and responsibilities may vary from time to time without changing the general character of the duties or the level of responsibility entailed. Such variations are a common occurrence and cannot justify a reconsideration of the grading of the post.

Person Specification : Team Leader / System Leader

<u>CRITERIA</u>	<u>ESSENTIAL</u>	<u>Method of Assessment</u>
<u>Qualifications</u>	Qualified teacher Able to show evidence of further study e.g. post graduate Management Qualification	
<u>Experience</u>	Experience of directly leading and managing a small team Proven track record of significantly improving school performance(in a leadership position in a school or professional in a local authority) Have made a wider contribution to educational developments which have contributed to significant sustainable improvement Proven track record of managing school interventions successfully Be able to demonstrate effective leadership and management in their current role Be able to demonstrate strategies used to ensure high levels of consistency in the quality of teaching and learning. Experience of influencing , thinking, policy and practice for positive impact on learning outcomes and life chances for children and young people Experience of budget management Experience as an effective per mentor and/or coach	
<u>Knowledge</u>	Knowledge and understanding of implications of current educational legislation and frameworks Show a commitment to their own CPD Knowledgeable about improving schools facing difficulties	
<u>Values and beliefs</u>	Appreciate the central importance if the learner in education	
<u>Skills/Attributes</u>	To be able to demonstrate the ability to work sensitively and collaboratively with a range of partners and stakeholders to bring about positive change Demonstrate emotional intelligence skills to support effective working with underachieving schools and partners Skilled communicator , both written and oral Ability to identify key issues and provide accurate and meaningful feedback both oral and written Able to manage time effectively, use initiative and prioritise tasks Skilled at analysing and evaluating performance indicators, accurately and quickly and probe explanations of root causes and apparent inconsistencies Demonstrate the ability to understand and implement the principles of quality assurance systems Able to understand equal opportunities legislation and the issues	

	surrounding the achievement of different groups of pupils Proven leadership skills, with the ability to be self motivating and also to motivate others Is able to work effectively as a team member and show a willingness to share skills, expertise, knowledge and ability to encourage others to follow suit Is able to think and work innovatively, independently and strategically Can demonstrate a commitment to school effectiveness through an open, shared and flexible approach Skilled and is able to demonstrate successful experience of promoting initiatives and sustaining and managing change Strong collaborative skills with the ability to demonstrate successful partnerships and collaborative working Has a commitment to the language, culture and context of Wales. In order to secure a linguistic balance some of the posts will be designated as Welsh essential roles. Decisive in identifying key performance issues and capable of managing LA School Interventions including the ability to make accurate, judgements on schools' leadership and management. Ability to distinguish between operational and strategic leadership responsibilities Good understanding of ICT and its applications Able to work under pressure and meet deadlines Willing to work outside normal working hours when necessary Car driver	
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Support Staff DRAFT Job Descriptions and Person Specifications

DRAFT Job Description**JOB TITLE: FINANCE AND BUSINESS MANAGER****ORGANISATION: RSEIS****REPORTS TO: CHIEF OFFICER****GRADE: 34,569-42,890(indicative)****1. Job Purpose**

- 1.1 To support the production, development and submission of appropriate strategic and business plans within relevant timescales.
- 1.2 Act on behalf of the RSEIS Chief Officer in issues relating to business administration of the department.
- 1.3 To promote and develop high quality services, ensuring service user satisfaction and that achievement performances meet Service standards.
- 1.4 To develop and maintain effective and innovative communication processes with all Local Authorities, Schools and partner organisations e.g. colleges and work based service providers.
- 1.5 To contribute to the overall management of the School Effectiveness and Improvement Service through the membership of the Senior Team.
- 1.6 To function as Line Manager and Performance Manager for all translation and administration staff, and to support career programme opportunities for these staff.
- 1.7 To manage and develop Administrative and Translation Services and their staff; to implement changes and manage activities as indicated through any administration review.

2. Principal Responsibilities

- 2.1 Being responsible for the planning, management, development and delivery of the administration and translation services to meet the needs of the service. This is to include maintaining adequate networking and liaison arrangements concerning administration matters across the service, to ensure the development and implementation of cohesive regional working arrangements and standards as required.
- 2.2 Being responsible for the quality assurance of areas of responsibility and for ensuring the adequate audit and checking of necessary documents and processes to effectively deliver within the RSEIS.
- 2.3 Participating in key groups to ensure the business meets local, regional and national requirements and priorities, with those priorities reflected in the necessary key strategic plans as required.

- 2.4 Drawing on the support of the Host Authority, prepare detailed budgets that show the forecast budget position for the Service, based on the service business plan link with the priorities identified in the business development plans.
- 2.5 Prepare budget monitoring reports for presentation to the Joint Committee and management team of the new service. This includes monitoring income and expenditure throughout the year and providing advice and recommendations to ensure expenditure stays within the cash limited budget.
- 2.6 Work proactively to identify new ways of working and challenge the existing methods of service provision in order to reduce future cost pressures and support potential fluctuations.
- 2.7 Develop a RSEIS performance management framework that incorporates, and complies with organisational and legislative requirements and includes a comprehensive analysis and quality monitoring framework within School Improvements. Advise the Chief Officer and the Joint Committee on the best use of resources that will facilitate the raising and monitoring of performance as well as the measurement of accurate and timely performance targets.
- 2.8 Oversee the financial management of external funding streams (administered by the Host Authority) by providing timely and accurate information on grants to the Services management team and Joint Committee and ensure that robust arrangements are in place that adhere to financial rules and regulations.
- 2.9 Work with the Host Authority to implement the closure of accounts at year end in accordance with Financial Regulations and professional accounting standards
- 2.10 Identifying and reporting current and future resource requirements.
- 2.11 Maintain and develop an effective communication network through the medium of display, publications and documents and through electronic means including the appropriate websites and databases to develop an approach to consultation where necessary.
- 2.12 Ensure the workforce, training and staff development priorities of the School Improvement service are identified and incorporated into the workforce strategy for the service.
- 2.13 To responsible for the facilities management of the Service negotiating, managing and monitoring contracts, procurement, tenders and agreements for the provision of services to the Service, and ensure the buildings are maintained and operated in accordance with emergency procedures and Health and Safety requirements Ensure effective use of accommodation through a premises development plan
- 2.14 Monitoring, managing and reviewing implementation and compliance with the organisations policies and procedures to ensure services are delivered in the most effective manner incorporate good practice and comply with legislative requirements..
- 2.15 To identify and support the provision of in service training opportunity for all staff in order to improve service delivery.
- 2.16 To play a central role in the strategic leadership and vision of the Service.
- 2.17 To advise the Senior Management Team on matters relating to Finance, Premises and Staff Issues and to provide a link to HR.
- 2.18 Co-ordinating of business planning bids.
- 2.19 Ensuring the provision of ICT resources and ICT support to meet the needs of the department.

3. Vision/Context

- 3.1 This post aims to achieve coherent financial, business and administrative management to shape and support and communicate business planning, performance management and effective quality service delivery within the service.
- 3.2 This post will manage staff responsible for administration, quality control and business planning.

4. Contacts

- 4.1 Regional Board, ADEW Consortium ,service providers, contractors, head teachers and governing bodies other external agencies include GTCW and WAG.

5. Dimensions

- 5.1 Financial: TBC
- 5.2 Staffing: TBC
- 5.3 Statistics: TBC

6. Span of control

TBC

Person Specification : Finance and Business Manager

Criteria	Essential	Desirable	Method of Assessment
Education & Qualifications.	Educated to degree standard or equivalent – Qualified CCAB accountant (or equivalent)	Minimum qualification of NVQ level 4 (ideally AAT)	
	Hold a degree/ professional qualification in a business related discipline, together with an appropriate management qualification.		
Relevant Experience.	Significant strategic and complex financial experience in a Finance and /or Business related discipline.	Knowledge, experience and understanding of issues relating to Education	
Job Related Knowledge & Skills	Effective performance management skills and excellent interpersonal skills	The ability to operate through the medium of Welsh and English is highly desirable.	
	Budget and Business management, knowledge, skills and ability along with effective presentation, writing and reporting skills		
	Ability to influence the attitude and opinions of others to achieve agreement, using active co-operation, persuasion, influential and negotiating skills to develop ideas and proposals linked to management, service delivery and quality assurance activities		
	Ability to interpret data in order to draw conclusions and make appropriate recommendations.		
	The post holder will have experience of supervising staff and allocating workloads effectively		
	Excellent ICT skills		
Personal Qualities.	Personal kudos, drive and energy, combined with self motivation and an ability to manage and direct own workload with minimum intervention.		
	Commitment to equal opportunities, corporate, directorate and departmental policies and procedures.		

DRAFT Job Description

JOB TITLE: TRANSLATOR

ORGANISATION: RSEIS

GRADE: 23,583- 29,470 (INDICATIVE)

Overall Job Purpose

To translate all variety of documents into English and Welsh. To provide a simultaneous translation service from Welsh into English at meetings across the North Wales region.

Principal Accountabilities / Key Tasks

1. To provide a simultaneous translation service at meetings across the North Wales region. This is a service from Welsh into English only.
2. To provide the above service as required by the RSEIS in the event of meetings being held jointly with other organisations.
3. To ensure that the translation equipment is in good working order at all times.
4. To translate a variety of documents into English and Welsh.
5. To commission work from external translators (individuals and companies), as required.
6. To oversee the quality of the translation work by external organisations.
7. To support the development of the service and its delivery through business planning, target setting, appraisals, training needs, benchmarking and the preparation, publication and regular review of appropriate performance data.
8. To support the development of the service through joint and collaborative working with other public sector organisations and, where appropriate private sector organisations.
9. Consultation with internal and external agencies to formulate an effective translation service linked with the Welsh Language Policy.

Demands Within the Job

Physical demands

- *Carrying heavy and awkward translation equipment periodically for use in meetings outside the Council's main headquarters.*
- *The ability to operate technical translation equipment and record meetings and resolve any technical difficulties.*

Mental demands

- *Sustaining periods of intense concentration in a pressurised environment to provide a prompt and accurate simultaneous translation service for service users.*
- *Working under pressure to meet strict deadlines and completing tasks quickly and accurately with the ability to prioritise as required.*

Emotional demands

- Translating in difficult and sensitive conditions for vulnerable clients e.g. child protection case conferences.

Work Arrangements

Working week:

- [TBC] hours per week (Monday – Friday).

Location:

- [TBC] You may, however, be required or permitted to work anywhere with the Council's area, on a permanent or temporary bases, without additional time or payment for doing so.

Bilingual Requirement (Welsh & English):

- ESSENTIAL

Flexibility

Your attention is drawn to the fact that in some cases, particular duties and responsibilities are difficult to define in detail and may vary from time to time without changing the general character of the duties and level of responsibilities entailed. In addition, it is a requirement of all employees that they accept levels of flexibility in duties and responsibilities and when necessary, interchange within the organisation which will meet the changing needs and demands of the service. Such a requirement will enable the particular expertise of the post-holder to be developed and maximised to the mutual benefit of both employer and employee.

Person Specification: Translator

Criteria	Essential:	Desirable
Education & Training	A degree in Welsh or any other relevant subject.	Membership of the Association of Welsh Translators and Interpreters.
Experience	Proven skills in translating reports and documents	
Key Qualities	The ability to communicate/ engage with officers and members. A commitment to oral and written bilingualism. An appreciation of the function and importance of bilingualism in the administration and the politics of local government. Knowledge of the County Council's procedures generally – specifically the provisions safeguarding bilingualism. The ability to respond flexibility and creatively to any new circumstances that may arise in future.	
Job specific knowledge and skills	A willingness to seek advice in the context of legal issues which may arise and to clarify any occasional financial issues, but particularly in order to receive technical assistance The ability to deal with a substantial written workload and to provide translations in a timely fashion to meet strict deadlines and to accomplish tasks through prioritisation. Good communication skills - written and oral. An appreciation of the need to respect confidentiality in dealing with sensitive information. Good problem solving skills. The ability to concentrate for prolonged periods under considerable pressure. The ability to collate statistical information as evidence of compliance with key performance indicators.	Attention to detail, accuracy and quality The ability to work to a work programme with strict deadlines/closing dates. The ability to prioritise work. The ability to deal with staff and service users in a courteous, professional and effective manner.
Personal Attributes	A valid driving licence and access to transport. The ability to work evenings	

DRAFT Job Description

JOB TITLE: ADMINISTRATION SUPPORT OFFICER

ORGANISATION: RSEIS

REPORTING TO: FINANCE AND BUSINESS MANAGER

GRADE: 17,213-22,094 (INDICATIVE)

JOB PURPOSE

Under the instruction/guidance of senior staff, and utilising a variety of ICT packages, provide general clerical/administrative support to the RSEIS.

PRINCIPLE RESPONSIBILITIES

1. Undertake reception duties, answering general telephone and face to face enquiries.
2. Provide general clerical/administrative support e.g. photocopying, filing, faxing, complete standard forms, respond to routine correspondence from Local Authorities, Schools, Governors, Councillors, Parents/Guardians and other organisations.
3. Validate and maintain manual and computerised records/management information systems.
4. Utilise ICT packages (e.g. Outlook, Word, Excel spreadsheets, Access Databases, Internet, SIMS, ONE) and produce lists/information/data as required.
5. Organise meetings and undertake note-taking at meetings.
6. Participate in training and other learning activities and performance development as required.
7. Provide appropriate cover for colleagues on same grade (or above) during periods of holidays, sickness and other unforeseen events.
8. Undertake other relevant duties as directed by Line Manager within post-holders' remit.

Person Specification: RSEIS Administrative Support Officer

CRITERIA	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
EDUCATION & QUALIFICATIONS	NVQ level 3 or equivalent qualification	Recognised qualification in business or administration	Application form
	Recognised qualification in IT with a word processing element	Recognised qualification in word processing and typing	
EXPERIENCE	Some experience of administration in a busy office environment	Use of a content management system to maintain a website	Application Form
	Experience of arranging meetings and seminars	Experience in processing orders and invoices	
		Experience of minute taking	
JOB RELATED KNOWLEDGE AND SKILLS	Effective use of ICT packages.	Awareness of Data Protection and Freedom of Information Act	Application Form Exercise Interview
	Use of relevant equipment/resources.		
	Good Communication Skills		
	Good keyboard skills		
	High level of competency in word processing (speed and accuracy)		
	Extensive use of Microsoft applications	inventive use of spreadsheets and presentation software	
	Ability to use creativity in the production and presentation of documents	Understanding of the Council's policies, procedures and standards	
PERSONAL QUALITIES	Excellent communication skills with ability to communicate effectively with people at all levels within the council		Application Form Interview
	The ability to deal tactfully and diplomatically with people at all levels		
	Ability to work on own initiative		
	Highly organised		
	Ability to work under pressure to tight deadlines		
	Enthusiastic and conscientious viewing challenges with a positive attitude		

CRITERIA	ESSENTIAL	DESIRABLE	METHOD OF ASSESSMENT
	Ability to maintain confidentiality at all times		
OTHER REQUIREMENTS	Work constructively as part of a team, understanding roles & responsibilities and your own position within these. Empathy with the welsh language and culture	Confidence to communicate fluently in Welsh verbally and in writing	Application Form Interview



Tuag at Ragoriaeth
Towards Excellence

Headline Business Plan 2015-2016

V5.0

SUPPORT SCC NATIONAL PROGRAMME

Priority: Support: - Schools Challenge Schools: - Ysgol Uwchradd Caergybi - Ysgol Uwchradd Treffynnon - Ysgol Bryn Alyn - Ysgol Clywedog - Ysgol Rhosnesni - Ensure improvement in the short term - Ensure sustainable outcomes in the long term - Build schools' internal capacity so that they are self-improving schools	Desired outcomes: - Improved performance by all 5 schools: short term: schools meet targets in the main indicators as noted in the Individual Improvement Plans long term: challenging targets are set based on 2014 baseline - An improvement in leadership on every level - The schools' internal capacity has increased and there is a legacy in the school and beyond to ensure improvement at the end of the programme - None of the schools are in an Estyn statutory category - Every school in YELLOW category or better
Main activities: - Work with the CA-SCS and schools to implement Individual Improvement Plans so as to ensure improvement - Work with the CA-SCS to broker quality support form 'Partners' - Work with WG and the LAs to ensure that the project is implemented effectively and efficiently so as to ensure an improvement in outcomes - Manage SCS budget effectively, ensuring there is an appropriate flow of money between WG, GwE, the LAs and schools	Who? When? - GwE MT, SCS Officer and CA-SCS - until summer 2016 - Monitoring AIB reports / CA reports – monthly - GwE MT, SCS Officer and CA-SCS – until summer 2016 - Monitor 'Partnership' work – termly - GwE MT, SCS Officer and CA-SCS - until summer 2016 - Business Manager and SCS Officer
Resources: - WG SCS grant 2014-15 (£1,521,500) until summer 2015 - WG SCS grant 2015-16 (to be confirmed) until summer 2016 - SCS Officer (co-ordinating the work of the CA-SCS)	Key Milestones 2015-18: 2015/16: - Results show significant progress when compared to 2014 results - Attainment targets in the main indicators (KS3 and KS4), along with attendance and exclusions (as noted in the Individual Action Plans) are met. - Improved quality of leadership on every level - Improved performance by eFSM pupils 2016/17: - Results show progress when compared to 2016 results - None of the five schools are in an Estyn statutory category 2017/18: - Results show progress when compared to 2017 results - Every school in YELLOW category or better

SUPPORT GCSE / WELSH BAC / PISA

Priority: Support: - GCSE - PISA - Welsh Baccalaureate 1) Improve performance in Welsh, English, Mathematics and Science GCSE (current specifications) - 2015 a 2016 2) Ensure that core subject departments are appropriately prepared for the new GCSE specifications for September 2015 (Welsh, English and Mathematics) and September 2016 (Science). 3) Ensure that schools are appropriately prepared to deliver the revised Welsh Baccalaureate qualification in September 2015 4) Impact teachers' teaching methods in response to the PISA agenda.	Desired outcomes: - Attainment (GCSE) in the core subjects rises: - Welsh : from 72.7% in 2014 to 79%+ by 2018 - English: from 67.8% in 2014 to 75%+ by 2018 - Mathematics: from 63.2% in 2014 to 70%+ by 2018 - Science: 72%+ by 2018 - All schools have received training/attended 'GCSE workshops' in the core subjects - KS4 schemes of work revised to meet the requirements of the new GCSE specifications - KS3 schemes of work and teaching methods revised in response to the PISA agenda and to prepare pupils for KS4 100% of KS4 pupils follow the Baccalaureate on National or Foundation level - Schools are more confident in the delivery of quality experiences 100% of post-16 pupils follow the Baccalaureate on L1 (Foundation), L2 (National) or L3 (Advanced)
Main activities: - Lead Schools continue to develop resources and conduct training/workshops - Target support for individual schools/clusters of schools - Material/resources available to schools on GwE website - Heads of core subjects meet regularly (LA) - BAC Lead Practitioners continue to support schools - BAC Co-ordinators meet regularly - Regional BAC meetings continue - Provide support for Senior Leaders to manage curriculum changes	Who? When? - GwE and Lead Schools: until summer 2016 - GwE and Lead Schools: until summer 2016 - GwE and Lead Schools: until summer 2016 - GwE and schools: continuous (GwE facilitating the meetings) - GwE and Lead Practitioners: until summer 2015 - GwE and schools: continuous (GwE facilitating the meetings) - GwE and schools: continuous (GwE facilitating the meetings) - GwE and schools: continuous (GwE facilitating the meetings) - SCA - 2015-2016 - CA to monitor annually during Visit 3
Resources: 'GCSE 2015/PISA Project' grant (until summer 2016) from WG (£1,264,400) - WG Baccalaureate Grant (to be confirmed)	Key Milestones 2015-18: 2015/16: - Attainment targets in the core subjects met - Every school delivering the new GCSE in Welsh, English and Mathematics - Every Y10 pupil following the 'Welsh Baccalaureate' - At least 56% of post-16 pupils follow the 'Welsh Baccalaureate' 2016/17: - Attainment targets in the core subjects met - Every school delivering the new GCSE in Science - Every KS4 pupil following the 'Welsh Baccalaureate' - At least 70% of post-16 pupils following the 'Welsh Baccalaureate' - GCSE results for Welsh, English and Mathematics along with the Baccalaureate - Revised performance indicators 2017/18: - Attainment targets in the core subjects met - GCSE results for Science - Baccalaureate Performance is a Performance Indicator - At least 80% of post-16 pupils follow the 'Welsh Baccalaureate'

REDUCING THE IMPACT OF POVERTY

Priority Ensure that all schools place an appropriate focus on reducing the impact of poverty on educational attainment and that eFSM pupils achieve their potential.	Desired Outcomes - GwE's strategy for reducing the impact of poverty will have been jointly constructed and shared with all stakeholders - Through effective self-evaluation and improvement planning specifically related to the performance of eFSM learners, all schools will give a high priority to raising the attainment of this group of learners - Engagement in GwE good practice showcase events, leading to school-based follow-up, leads to greater accountability and enhanced provision - Improved outcomes and attendance, in line with regional and national targets, leads to a reduction of the performance gap between FSM (including LAC pupils) and non-FSM learners - All CAs possess the relevant, effective skills to challenge and support schools to develop and implement SDPs that make the best use of PDG funding and have a positive impact on performance.
Main activities: - Develop a regional strategy in partnership with key stakeholders, which will include clear floor targets for provision and performance. - Challenge Advisers will monitor and challenge schools to ensure that they set appropriate targets for their eFSM and LAC pupils, and that they make effective use of their PDG funding to ensure that there is sufficient support for those learners to achieve their full potential. - Develop a menu of effective training for whole school staff which has been proven to have a positive impact on the attainment of LAC pupils and other vulnerable eFSM learners. - Support from co-leading schools (CLS). This will be part of GwE's wider programme of school-to-school support. CLS will be identified for their excellent standards and practice in relation to LAC and eFSM pupils. - Showcase practice which has effectively led to closing the gap at a national GwE conference	When? Who? April 2015 – SCA for L,N and CtG to lead At termly monitoring visits 2015/16 – all CAs, overseen by the SCA for the three hubs. Regional responsibility lies with the SCA for L,N and CtG From April 2015 onwards – SCA for L,N and CtG to lead, with a seconded regional LAC co-ordinator From April 2015 onwards. Head of S&B to lead 2 June 2015 - School to School Conference at Venue Cymru, Llandudno
Resources - Challenge Advisers and Senior Challenge Adviser with lead responsibility for reducing the effect of poverty in the region are funded from GwE's core budget - CLS programme - Regionally retained LAC funding - Schools will be encouraged to use their PDG funding to engage with the above activities	Key Milestones 2015-18 Continued year on year reduction in the attainment gap, in line with regional and national targets 2015/16 Regional strategy developed, shared and implemented First cohort of 8 CLS for excellent practice in 'closing the gap' identified, and actively supporting other schools. GwE's CAs upskilled. All schools' plans have a sharp focus on raising the attainment of eFSM learners. 2016/17 2 cohorts of CLS actively supporting others; effective practice shared widely across the region Impact of improved SDPs evident in improved outcomes. 2017/2018 3 cohorts of CLS active Regional strategy reviewed and revised

IMPROVING LITERACY

Priority Improve the teaching, learning and leadership of literacy in all schools as per Strategic Objective 4 Qualified for Life	Desired Outcomes • Effective self-evaluation and improvement planning specifically related to literacy • Engagement of literacy leaders in GwE training and good practice showcase events, leading to school-based follow-up, greater accountability and enhanced provision • Good standards of literacy across the curriculum evident in pupils' work • Improved outcomes at end of KS and L2+ in line with regional and national targets and detailed in GwE L&N strategy • Improved outcomes in the National Reading Test (Welsh and English), specifically in the 115+ indicator, and for eFSM pupils (detailed in GwE's L&N Strategy) • All Challenge Advisers possess the relevant effective skills to challenge, monitor and broker support for the above outcomes
Main activities: • Continue to implement and regularly review and revise GwE's regional Literacy Strategy, which has a strong focus on improving the performance of all learners at all phases. • Challenge Advisers will assess the specific literacy needs of red and amber schools, and broker tailored support to address these areas, as outlined in the individual schools' SDP • Deliver training, targeted towards literacy leaders. Generic leadership skills will be supported as part of the leadership development programme. Specialist literacy training will be available from a team of seconded outstanding practitioners. • Deliver a programme of coaching and mentoring of individual literacy leaders and teachers. This will be focussed on targeted (Red and Amber) schools only, prioritising those who have furthest to travel, and will be delivered by a team of seconded outstanding practitioners. • Support from co-leading schools (CLS). This will be part of GwE's wider programme of school-to-school support. CLS will be identified for their excellent standards and practice in literacy leadership and pedagogy. Five key areas have been identified in the first instance. (See separate capacity building LNF plan)	When? Who? Ongoing since September 2014 – led by the SCA for L, N and CtG. Monitored and reviewed termly by the regional L&N strategic group Ongoing from April 2015 – all CAs, overseen by the three hub SCA, and regional responsibility lies with the SCA for L,N and CtG Ongoing – led by the SCA for L,N and CtG, reporting to the Head of S&B. Training delivered by members of GwE SLT and GwE's Associate Partners for Literacy Ongoing – led by the SCA for L,N and CtG, reporting to the Head of S&B. Training delivered by members of GwE SLT and GwE's Associate Partners for Literacy April 2015 onwards – led by the Head of S&B and the SCA for L,N and CtG
Resources • Funding for the leadership training – venue and providers • GwE's team of seconded practitioners (Associate Partners) – funded from the EIG – to be determined after final agreement of the grant • CLS programme – funded by the additional literacy and numeracy capacity building grant ~£250k	Key Milestones 2015-18 Continued year-on-year improvements in performance outcomes in line with regional and national targets. 2015/16 First cohort of middle leaders trained (120 in total) across phase and impact identified. Associate Partners to support 40% of schools. 19 CLS identified and active 2016/17 First cohort of aspiring middle leaders and a further cohort of middle leaders trained and impact identified. Associate Partners to support 25% of schools. 30 CLS identified. 2017/2018 Second cohort of aspiring middle leaders trained and impact identified. Associate Partners support 15% of schools. 45 CLS identified and active.

IMPROVING NUMERACY

Priority Improve the teaching, learning and leadership of numeracy leaders in all schools as per Strategic Objective 4 Qualified for Life	Desired Outcomes • Effective self-evaluation and improvement planning specifically related to numeracy • Engagement of numeracy leaders in GwE training and good practice showcase events, leading to school-based follow-up, greater accountability and enhanced provision • Good standards of numeracy across the curriculum evident in pupils' work • Improved outcomes at end of KS and L2+ in line with regional and national targets • Improved outcomes in the National Numeracy Test (Procedural and Reasoning), specifically in the 115+ indicator, and for eFSM pupils (Detailed in GwE's L&N Strategy) • All Challenge Advisers possess the relevant effective skills to challenge, monitor and broker support for the above outcomes
Main activities: • Continue to implement and regularly review and revise GwE's regional Numeracy Strategy, which has a strong focus on improving the performance of all learners at all phases. • Challenge Advisers will assess the specific numeracy needs of red and amber schools, and broker tailored support to address these areas, as outlined in the individual schools' SDP • Deliver training, targeted towards numeracy leaders. Generic leadership skills will be supported as part of the leadership development programme. Specialist numeracy training will be available from a team of seconded outstanding practitioners. • Deliver a programme of coaching and mentoring of individual numeracy leaders and teachers. This will be focussed on targeted (Red and Amber) schools only, prioritising those who have furthest to travel, and will be delivered by a team of seconded outstanding practitioners. • Support from co-leading schools (CLS). This will be part of GwE's wider programme of school-to-school support. CLS will be identified for their excellent standards and practice in numeracy leadership and pedagogy. Five key areas have been identified in the first instance. (See separate capacity building LNF plan)	When? Who? Ongoing since September 2014 – led by the SCA for L,N and CtG. Monitored and reviewed termly by the regional L&N strategic group Ongoing from April 2015 – all CAs, overseen by the three hub SCA, and regional responsibility lies with the SCA for L,N and CtG Ongoing – led by the SCA for L,N and CtG, reporting to the Head of S&B. Training delivered by members of GwE SLT and GwE's Associate Partners for Numeracy Ongoing – led by the SCA for L,N and CtG, reporting to the Head of S&B. Training delivered by members of GwE SLT and GwE's Associate Partners for Numeracy April 2015 onwards – led by the Head of S&B and the SCA for L,N and CtG
Resources • Funding for the leadership training – venue and providers • GwE's team of seconded practitioners (Associate Partners) – funded from the EIG – to be determined after the final agreement of the grant • CLS programme – funded by the additional literacy and numeracy capacity building grant ~£250k	Key Milestones 2015-18 Continued year-on-year improvements in performance outcomes in line with national and regional targets. 2015/16 First cohort of middle leaders trained (120 in total) across phase and impact identified. Associate Partners to support 40% of schools. 19 CLS identified and active 2016/17 First cohort of aspiring middle leaders and a further cohort of middle leaders trained and impact identified. Associate Partners to support 25% of schools. 30 CLS identified. 2017/2018 Second cohort of aspiring middle leaders trained and impact identified. Associate Partners support 15% of schools. 45 CLS identified and active.

MODERATION OF TEACHER ASSESSMENT

Priority: Moderation of Teacher Assessment Ensure there are robust processes in place in every school and cluster to ensure quality, consistency and reliability of teacher assessment	Outcomes - FPh, KS2 and KS3 outcomes reflect high expectations and reliable and accurate assessment - A thorough and robust process for standardisation and moderation ensures consistency within schools and between schools across the region - Feedback following external verification confirms the reliability of teacher assessment - Outcomes and attainment levels in teacher assessment better match Literacy and Numeracy standardised scores on a school, LA and regional level - Confidence amongst stakeholders that teacher assessment is accurate and reliable	
Main activities: - Provide training and guidance to support assessment, standardisation and moderation in schools and between schools with a focus on making a best fit judgement, the range of work to be considered, learner profile content and best practice in conducting a moderation meeting. Provide exemplary profiles as a benchmark for standards. - Ensure that clusters meet to moderate profiles following internal moderation in schools and that a report on the process is prepared, including an attendance list. Challenge Advisers quality assure the meetings. - Ensure that schools amend their profiles on the basis of the moderation process and apply the outcomes of the moderation process when completing their end of key stage assessments. Challenge Advisers to check. - Provide information for Headteachers about the external verification process - Analyse data and compare the outcomes/attainment levels in teacher assessment with national test standardised scores. Compare KS2 and KS3 results with the cohort's previous attainment - Establish a project to develop more robust and effective processes for assessment, standardisation and moderation in the Foundation Phase and Welsh second language in KS2/3 - Build on the processes established in 2014-15 to ensure that the region's schools and clusters operate in accordance with any new statutory requirements.	When? - March 2015 - April 2015 - April to May 2015 - May 2015 - September 2015 - from September 2015 to March 2016 - from September 2015	Who? - Senior Challenge Adviser with specific responsibility for leading on assessment, lead practitioners, specialist Challenge Advisers and seconded Headteacher - Senior Challenge Adviser with specific responsibility for leading on assessment, Challenge Advisers and seconded Headteacher - Senior Challenge Adviser with specific responsibility for leading on assessment, Challenge Advisers - Senior Challenge Adviser with specific responsibility for leading on assessment - Information and Data Manager and Head of Standards Challenge Advisers during Visit 1 - Project leader to determine, lead practitioners - Senior Challenge Advisers
Resources Money to release teachers to attend moderation meetings Money to release Lead Practitioners for Foundation Phase and Welsh Second Language project and to produce exemplary profiles Specific budget to be set following decisions regarding the EIG	Key Milestones 2015-18 2015/16 Every cluster conducts moderation meetings, following the guidance. Positive feedback following external verification and an analysis of the data confirms better consistency 2016/17 Every school meets the statutory requirements. Positive feedback following external verification – any weaknesses previously highlighted have been overcome. 2017/2018 Confidence that teacher assessment is accurate	

IMPROVING TEACHING

Priority Improving the quality of teaching and its impact on raising standards across all phases and settings	Desired Outcomes • Qualified For Life main objective met – every child and young person to benefit from excellent teaching and learning • Qualified For Life Objective 1 met – An excellent professional workforce with strong pedagogy based on an understanding of what works in line with the aims of the New Deal for the Education Workforce • Qualified For Life Objective 2 met – A curriculum which is engaging and attractive to children and young people and which develops within them an independent ability to apply knowledge and skills • All Challenge Advisers possess the relevant effective skills to challenge, monitor and broker support for the above outcomes • Teaching judged to be good or better across all schools.
Main activities: See main activities in: • Improving Literacy • Improving Numeracy • Reducing the Impact of Poverty • Improving Leadership • Support GCSE/Welsh Bac/PISA • Moderation of teacher assessment • Developing School to School Collaboration • Support from co-leading schools (CLS). This will be part of GWE's wider programme of school-to-school support. CLS will be identified for their excellent standards and practice regarding teaching and learning	When? Who? See timescales and responsibilities in individual plans CLS development from April 2015 onwards
Resources • Funding for the leadership training – venue and providers • CLS programme • See the individual headline business plans as noted above • Funding to be identified from EIG once allocation confirmed	Key Milestones 2015-18 2015/16 • Qualified For Life main objective is a priority within all schools across the Gwe region – 'every child and young person to benefit from excellent teaching and learning' 2016/17 • Support from CLS has a positive impact on Qualified For Life Objective 2 2017/2018 • Schools are in a strong position to implement the agreed changes resulting from the Donaldson Review • Teaching judged to be good or better across all schools.

IMPROVING LEADERSHIP

Priority Improving Leadership	Desired Outcomes • All school practitioners, at all levels across the GwE region, possess the relevant effective leadership skills • The distributed leadership mindset is established in all schools across the region so as to strengthen the capacity for robust and rapid intervention causing most concern. • Relevant effective leadership development is an entitlement for all practitioners in all schools across the GwE region • All Challenge Advisers possess the relevant effective leadership skills • The aims in Qualified for Life are fully met for all learners in all settings.	
Main activities: • The 'GwE Leadership Development Programme' (GLDP) to provide effective development for: • HLTAs – (operational) • Aspiring Middle Leaders • Middle Leaders – (MLDP - March – July 2015) • Senior Leaders • Newly appointed Headteachers – (operational) • Experienced Headteachers – (ELDP - May 2015) • Executive Headteachers – (developmental stage) • Effective Coaching Skills Development Programme – (ECDP) • Support from co-leading schools (CLS). This will be part of GwE's wider programme of school-to-school support. Co-leading schools will be identified for their excellent standards and practice regarding leadership development • Develop the effective use of the Individual Leadership Review (ILR) and the National Leadership Standards • Take into consideration the direction of travel noted by the NLDB	When? March - July 2015 – GwE's Middle Leadership Development Programme (MLDP) – Group 1 April 2015 – GwE's Effective Coaching Skills Development Programme – (ECDP) – for Challenge Advisers May 2015 – GwE's Effective Leadership Development Programme (ELDP) September 2015 – GwE's Middle Leadership Development Programme – Group 2 CLS development from April 2015 onwards	Who? Head of Support and Brokerage acting as strategic project manager with delivery undertaken by a combination of GwE staff, schools and externally commissioned providers as appropriate
Resources • Funding for the leadership training – venue and provider • CLS programme • Funding to be identified from EIG once allocation confirmed	Key Milestones 2015-18 2015/16 First and second cohort of middle leaders participated in the relevant development programme (120 in total) First cohort of Senior Leaders participated in the relevant development programme (24 in total) CLS identified and active in developing leadership across the region All Challenge Advisers participated in the relevant development programme 2016/17 The full GLDP will be available on the GwE website for all schools across the GwE region 2017/2018 Extend the GLDP according to the needs identified.	

IMPROVING SCHOOL TO SCHOOL COLLABORATION

Priority Developing School to School Collaboration	Desired Outcomes - The 'Self Improving School System' (SISS) mindset is established in all schools across the GwE region - All school practitioners, at all levels across the GwE region, to regard themselves as part of a self-improving school system - Effective school to school collaboration is operational and has a positive impact on standards in all schools across the GwE region - Qualified For Life - Strategic Objective 4 met	
Main activities: - GwE's School to School Collaboration Strategy shared with all schools across the GwE region - Funding allocated to all schools in order to promote and develop effective collaboration - Develop the role of the Challenge Adviser - supporting / facilitating / monitoring / evaluating - Good / effective practice to be highlighted via the GwE website - Broker the establishment of Cross-Authority Collaboration in order to encourage a wide variety of collaboration themes - Broker the establishment of Co-leading schools (CLS). CLS will be identified for their excellent standards and practice regarding specific key areas (as noted in the School to School Strategy) - GwE's National Showcase Conference – 2 June - with Professor Mel Ainscow - Create a sustainable self-improving system with GwE acting as a mediating layer / facilitator	When? Nov - Dec 2015 April – July 2015 Feb 2015 April 2015 onwards June 2015 September 2015 onwards	Who? Head of Support and Brokerage acting as strategic project manager with delivery undertaken by a combination of GwE staff, schools and externally commissioned providers as appropriate
Resources £500,000 revenue budget currently allocated towards: - Funding allocation to all schools - Cross-Authority Collaboration - CLS Collaboration - School to School Conference	Key Milestones 2015-18 2015/16 A collaboration mindset of sharing good / excellent practice established amongst schools across the GwE region 2016/17 The sharing of good / excellent practice amongst schools and the role of the CLS established and having a positive impact in the majority of schools across the region 2017/2018 A self-improving system with GwE acting as a mediating layer / facilitator operational across the region	

SPECIALIST HR SUPPORT

Priority Develop HR services to provide consistent high quality advice and support to school leaders, leading to improved capacity and the development of a self-improving school system, thereby contributing to Qualified for Life Strategic Objective 4.	Desired Outcomes • Regional employment policies to ensure consistency of advice and practice • Agreed regional procedures to manage staff attendance, performance management and capability • The implementation of the agreed policies and procedures lead to improved performance outcomes for learners.	
Main activities: • Training and support for performance management is currently being provided to HTs and Chairs across the region, co-ordinated by the Regional HR (Education) Network. • The network referred to above is currently ensuring high quality and consistent advice for HTs (and Governors) with regard to capability procedures. • Regional HR (Education) network to identify and agree a forward work programme to address existing inconsistencies between current policies and procedures • Implement the work programme to develop regional policies and procedures, including consultation with stakeholders. • Further develop existing links between GwE and the regional union representatives to include the regional HR (Education) network • To devise and implement a communications strategy and training programme	When? • April 2014 to March 2015 • April 2014 – March 2015 • April 2015 to July 2015 • September 2015 to July 2016 • September 2015 to July 2016 • September 2016 to March 2017	Who? • Regional HR (Education) network • Regional HR (Education) network • Regional HR (Education) network / Nominated ADEW Director • Regional HR (Education) network / Nominated ADEW Director • Regional HR (Education) network / Nominated ADEW Director • Regional HR (Education) network / Nominated ADEW Director
Resources Within existing LA resource	Key Milestones 2015-18 2015/16 HR (Education) network meets regularly, work programme identified and implemented. Relevant documentation completed. Effective trade union relationships in place across the region. 2016/17 Training programme delivered with positive feedback from schools and stakeholders. 2017/2018 New policies and procedures being implemented effectively and consistently across the region.	

FOUNDATION PHASE

Priority To maintain a high level of performance and improve consistency in the quality of provision in FPh settings across the region.	Desired Outcomes - Foundation Phase outcomes are above national average. - National training package for planning and assessment implemented consistently. - Consistent regional methodology in place for the delegation of EIG grant funding to schools. - All schools working towards/achieving the required staffing ratios - All non-maintained settings receiving high quality teaching input.	
Main activities: - Maintain the employment of appropriately qualified Foundation Phase training and support officers. - Audit training needs – and provide training opportunities for Foundation Phase staff in response. - Appoint Regional Strategic FPh Adviser - Agree a formula for consistent delegation of funding to schools. - Deliver mandatory training for schools including support for the implementation of the national baseline assessment and Foundation Phase profile. - Provide support and development for the staff in funded non-maintained settings, in line with national requirements for 10% QTS input. - Strengthen communication and accountability by regular reporting to the GwE Management Board	When? - April 2015 onwards - April 2015 – July 2015 - In place for April 2016 - In place for April 2016 - September 2015 onwards - September 2015 onwards - April 2015 onwards	Who? - LAs/GwE - Regional FPh Network - LAs/GwE - Regional Finance and Resources Network - Regional FPh Network - Regional FPh Network - Regional FPh Network
Resources Funding to be identified from EIG once allocation confirmed	Key Milestones 2015-18 2015/16 Moderated FPh outcomes are above national average. Training audit complete and comprehensive training programme in place. Agreed programme of training and support in place for non-maintained settings. 2016/17 Moderated FPh outcomes continue to improve. Agreed regional funding delegation formula in place. Regional Strategic FPh Adviser in post 2017/2018 Moderated FPh outcomes continue to improve.	

GOVERNOR SUPPORT AND TRAINING

Priority To ensure consistent high quality training and support opportunities for Governing Bodies in order that they are best equipped to fulfil their duties, in particular as ‘critical friends’ of their school.	Desired Outcomes - Governors feel adequately informed and supported to fulfil their duties. - Governors feel a sense of collective moral responsibility, resulting in their being supportive of school-to-school work. - Governors are keen to contribute their skills in support of schools other than their own. - A database of high quality individual governors who are able and willing to be deployed as Additional Governors to schools where LAs are using their powers of intervention.	
Main activities: - All schools currently have access to Governor support services, whose work is coordinated via the regional Governor Support Officers (GSO) Network. - Mandatory training for Governors is being delivered across all LAs, with some of that training being delivered on a cross-authority basis. The mandatory training is supplemented by additional bespoke training in response to identified need within each LA. - All aspects of mandatory training to be available via e-Learning modules (bilingual) across the region. - Appoint a project manager to work with the existing network of Governor Support Officers. - Audit the current situation with regard to the effectiveness of the challenge offered by GBs across the region. - Identify best practice within the region and beyond. - Devise and implement an appropriate training and support programme, taking into consideration the outcomes of the current WG review of Governors Wales, to include the production of a ‘Best Practice Toolkit’ to be issued to all GBs - Strengthen communication links between existing Governor networks, e.g. Chairs of Governors, LA Appointed Governors, to inform bespoke training and support for specific categories of Governor, as part of	When? - Up to March 2015 - Up to March 2015 - April 2015 - summer term 2015 - autumn term 2015 - April – December 2015 - January 2016 onwards - autumn term 2016	Who? - Individual LAs - Individual LAs - GSO Network - GwE / LAs - Project Manager / GwE Challenge Advisers / GSO Network - Project Manager - A combination of existing staff with relevant expertise and external delivery as appropriate, including the use of identified exemplar GBs. - GwE Challenge Advisers / Consultants

the overall training and support programme. - Strengthen communication and accountability by regular reporting to the GwE Management Board - Assess the impact of the training and support programme and repeat the above cycle.	- April 2015 onwards - autumn 2016 onwards	- Project Manager - Project Manager
Resources Approximately £10,000 in total - from constituent Local Authorities in order to commission a project manager to routinely audit Governor support and training within Local Authorities.	Key Milestones 2015 - 18 2015/16 Project Manager appointed Audit completed. Training and Support Programme planned and delivered. 2016/17 Impact of Training and Support programme assessed. Revised programme delivered. 2017/18 Impact of Training and Support programme assessed. Revised programme delivered.	

WELSH IN EDUCATION GRANT & WELSH IN EDUCATION STRATEGIC PLAN

Priority To raise standards in Welsh 1st Language and Welsh 2nd Language across the region.	Desired Outcomes - Improved performance in Welsh 1st Language outcomes across the phases. - Improved performance in Welsh 2nd Language outcomes across the phases. - Increase in number of learners accessing Welsh-medium education. - Improved transfer rate of learners within Welsh-medium education between the phases. [All of the above to be in accordance with the detailed targets in the individual LA statutory Welsh in Education Strategic Plans, as approved by WG.]	
Main activities: - Identify a member of the GwE Senior Leadership Team to be a member of the Regional Language and Capacity Building Network - Identify good practice with regard to: - planning documentation - training and support opportunities for school based staff - strategies for meeting increased demand for Welsh-medium education - Devise and implement a training and support programme to share good practice across the region - Assess the impact of the training and support programme - Strengthen communication and accountability by regular reporting to the GwE Management Board	When? - April 2015 - summer term 2015 - September 2015 onwards - summer term 2016 - September 2015 onwards	Who? - GwE MD - Regional Language and Capacity Building Network / Nominated ADEW Director - Regional Network / Athrawon Bro - GwE Challenge Advisers / Regional Network - Regional Network / Nominated ADEW Director
Resources Existing	Key Milestones 2015-18 2015/16 Member of GwE SLT identified Good practice identified Training and support programme implemented 2016/17 Impact of training and support programme assessed 2017/2018 Cycle repeated	

14 – 19 LEARNING PATHWAYS OFFER

Priority To secure access for learners to an appropriate range of learning opportunities, in accordance with the Learning and Skills Measure	Desired Outcomes • Strategic overview of the regional 14-19 offer, including allocation of resources to programmes in line with Welsh Government priorities. • Regional Network Development Plan (RNDP) approved by WG to include: - o assurance that school and provider provision is aligned to deliver the expected outcomes; - o working with local authorities to provide a strategic overview to challenge and support all providers, including FE Colleges and private training providers; - o securing equality of access to the development opportunities.	
Main activities: • Identify a member of the GwE Senior Leadership Team be a member of the Regional Language and Capacity Building Network • Agree a Regional Network Development Plan (RNDP) for implementation within existing budgetary constraints. • Monitor the successful implementation of the RNDP. • Strengthen communication and accountability by regular reporting to the GwE Management Board • Evaluate the impact of the RNDP to inform future iterations.	When? • April 2015 • April 2015 • April 2015 – March 2016 • March 2016 • April 2016	Who? • GwE MD • Regional Network • Regional Network • Regional Coordinator • Regional Network
Resources £2.4m from the EIG	Key Milestones 2015-18 2015/16 Member of GwE SLT identified RNDP approved by WG Evaluation of RNDP completed 2016/17 Planning and evaluation cycle repeated 2017/2018 Planning and evaluation cycle repeated	

REGIONAL ICT STRATEGY

Priority To improve digital literacy skills for all learners.	Desired Outcomes • A regional ICT Strategy which secures consistency and quality of provision for: - o school ICT self-evaluation; - o leadership and planning of ICT for learning; - o safeguarding / internet safety; - o emerging technologies; - o virtual learning environments; - o pedagogy and curriculum development (with reference to the Learning and Digital World Strategy).	
Main activities: • Produce a Regional ICT strategy, which is set within the context of school-to-school support and delivery of the LNF, whilst acknowledging the potential for changes arising from the recent Donaldson Report. • Implement the Regional ICT Strategy. • Assess the impact of the strategy on learner outcomes across the region. • Review progress and make amendments to the strategy as appropriate. • Repeat the above cycle.	When? • April – July 2015 • September 2015 – July 2016 • autumn term 2016 • spring term 2016 • autumn 2017	Who? Regional ICT Network Regional ICT Network GwE Challenge Advisers Regional ICT Network Regional ICT Network
Resources Funding to be identified from EIG once allocation confirmed	Key Milestones 2015-18 2015/16 Regional ICT Strategy in place 2016/17 Impact of strategy assessed 2017/2018 Revised strategy implemented	



REPORT TO THE JOINT COMMITTEE

15 JULY 2015

Report by: GwE Managing Director

Subject: GwE Main Priorities

1.0 Purpose of the Report

1.1 To update Joint Committee members on the main priorities within the service.

2.0 Background

2.1 Improving schools through regional consortia – Estyn & Wales Audit Office reports

The Welsh Government asked Estyn to undertake a survey in order to report on the progress being made by regional education consortia to provide school improvement services. Separately, the Auditor General for Wales asked Wales Audit Office staff to carry out a study on the Welsh Government's approach to improving schools through regional consortia.

Estyn and Wales Audit Office staff carried out fieldwork visits to each regional consortium in partnership and evidence was shared between the two organisations.

The fieldwork visits involved interviews with key staff from each consortium and its related local authorities. The GwE visit took place during the second week in January 2015. The survey also involved scrutiny of a wide range of evidence from schools, local authorities, diocesan authorities, regional consortia and the Welsh Government

2.2 TOWARDS EXCELLENCE: Developing a self-improving school system across the North Wales region

To aim of the model is to establish a refined way of working for the region that builds capacity within our schools to develop a sustainable self-improving school system through a process of co-challenge and co-support.

2.3 Leadership Development Programme

GwE identified the need to develop an effective and consistent leadership development programme (LDP) across the region. The programme aims to ensure quality CPD for practitioners in North Wales, providing specific leadership development experiences consistent with Welsh Government's leadership pathway. It is a priority to ensure that the GwE LDP meets the requirements of Qualified For Life - Objective 4 - and continues to develop the mindset of a self-improving school system.

3.0 Considerations

3.1 In response to the Estyn & Wales Audit Office reports & recommendations, all priorities are to be included in the 3 year Business Plan that is under development. These have been identified as priorities in year 1. The presentation gives further details regarding what is to be achieved (appendix C).

3.2 The Welsh Government's National Model for Regional Working aims to increase the autonomy for our best schools. GwE is committed to developing a self-improving school system born from a belief that the best source of support often lies within other schools. As a region, GwE intends to adapt a refined model of working that builds capacity for self-improvement by utilising the expertise that we have within our schools and moving that knowledge around. . The presentation gives further details regarding what is to be achieved (appendix D).

3.3 The presentation (appendix E) gives further detail regarding the challenges, opportunities & current situation.

4.0 Recommendations

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

5.0 Financial Implications

5.1 There are no financial implications arising from this report.

6.0 Equalities Impact

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

7.0 Personnel Implications

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

8.0 Consultation Undertaken

8.1 The GwE Advisory Board, GwE Management Board & GwE User Group have been consulted.

9.0 Appendices

9.1 Appendix A: Estyn report – Improving schools through regional consortia – June 2015

<http://www.estyn.gov.uk/english/docViewer/360387.3/improving-schools-through-regional-education-consortia-june-2015/?navmap=30,163>,

9.2 Appendix B: Wales Audit Office report – Achieving improvement in support to schools through regional education consortia – an early view <http://www.audit.wales/publication/achieving-improvement-support-schools-through-regional-education-consortia-%E2%80%93-early-view>

9.3 Appendix C: Response to Estyn & WAO – the challenges and the opportunities

9.4 Appendix D: GwE Challenge & Support – 2015/16

9.5 Appendix E: GwE Leadership Development Programme

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

Comments will be made, as appropriate, at the meeting.

Statutory Finance Officer:

Comments will be made, as appropriate, at the meeting.



Tuag at Ragoriaeth
Towards Excellence

Ymateb i Argymhellion Estyn / SAC

Response to Estyn / WAO Recommendations

Yr heriau a'r cyfleoedd

The challenges and the opportunities



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Towards Excellence

Pob blaenoriaeth i'w chynnwys yn y Cynllun Busnes a gaiff ei gwblhau dros yr wythnosau nesaf.

Y rhain wedi'u hadnabod fel blaenoriaethau blwyddyn 1

All recommendations built into Business Plan which will be finalised over coming weeks.

These are identified as priorities for year 1



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A1: Gwella trefniadau rheoli perfformiad
A3: (SAC) Datblygu perthnasoedd mwy
cydweithredol i'r system gwella ysgolion
A5: (SAC) Gwella effeithiolrwydd
llywodraethu a rheoli consortia
rhanbarthol

- Cynllun busnes newydd i gynnwys cerrig milltir 3 bl, gyda chamau gweithredu, deilliannau a chostau manwl wedi'u hadnabod ar gyfer pob blaenoriaeth.
- Bydd y blaenoriaethau yn y Cynllun Busnes yn bwydo i gofrestr risg ffurfiol diwygiedig gyda'r UDRh, Bwrdd Rheoli, Cydbwyllgor a Bwrdd Ymgynghorol yn monitro yn eu tro.
- Cytunwyd ar ddull strategol newydd efo Penaethiaid a fydd yn arwain at fwy o annibyniaeth i'n hysgolion gorau.

R1: Improve performance management arrangements

R3: (WAO) To develop more collaborative relationships for the school improvement system

R5: (WAO) To improve the effectiveness of governance and management of regional consortia

- New business plan to include 3 yr milestones where detailed action steps, outcomes and costings are identified for each priority.
- Priorities identified in Business Plan will be fed into a revised formal risk register and monitored by SLT, Management Board, Joint Committee and Advisory Board on a rotational basis.
- New strategic approach agreed with Headteachers which will lead to greater autonomy for our best schools



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A1: Gwella trefniadau rheoli perfformiad

- ▶ Parhau i hogi prosesau hunan arfarnu i sicrhau y caiff data perfformiad ei ddefnyddio yn fwy effeithiol.
- ▶ Datblygu system rheoli data gadarnach fel y gellir rheoli a dadansoddi data yn fwy effeithiol ar draws ysgolion.
- ▶ Hyrwyddo systemau tracio mwy effeithiol ar lefel ranbarthol a lleol.
- ▶ Caiff targedau a data cynnydd pob ysgol eu monitro'n drylwyr dros y flwyddyn ysgol. Data lefel macro yn y lle cyntaf. Bydd Ymgynghorwyr Her unigol yn gyfarwydd â thracio a data ar lefel disgybl.

R1: Improve performance management arrangements

- Continue to hone self evaluation processes to ensure more effective use of performance data.
- Develop a more robust data management system to facilitate more effective management and analysis of data across schools.
- Promote a more effective tracking systems at regional and local level.
- Targets and progress data from all schools will be thoroughly monitored during the school year. Stage 1 will be at macro level data. Individual Challenge Advisers will be privy to pupil level data and tracking.



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A1: Gwella trefniadau rheoli perfformiad

- ▶ Bydd perthynas agos rhwng yr holl amcanion Rheoli Perfformiad â blaenoriaethau'r Cynllun Busnes.
- ▶ Ail alinio strwythurau rheoli llinell ac atebolwydd.
- ▶ Rhoddir amcanion i bob YH sy'n cyd-fynd â thargedau gwella meintiol ysgolion cyswllt.
- ▶ Strwythurau a chanllawiau eglur ar waith ar gyfer rheoli perfformiad staff, a chylch hyfforddiant unigryw i gefnogi gwelliant a chysondeb.
- ▶ Cydweithwyr eisoes yn gweithio fesul parau/cysgodi.
- ▶ Cytunwyd ar weithdrefnau medrusrwydd a darparwyd hyfforddiant i'r UDRh.

R1: Improve performance management arrangements

- All Performance Management objectives will be closely aligned with Business Plan priorities.
- Line management and accountability structures re-aligned.
- All CA's will receive objectives which are aligned with quantitative improvement targets for link schools
- Clear structures and guidelines for performance management of staff in place, and a cycle of bespoke training to support improvement, and consistency.
- Paired working/shadowing operational.
- Capability procedures agreed and training provided for SLT.



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A2: Sicrhau cysondeb gwell yn ansawdd arfarniadau YH o ysgolion

- ▶ Datblygu strwythurau cadarn i sicrhau cysondeb.
- ▶ Archwilir adroddiadau YH drwy drefniadau rheoli llinell fesul hwb a chyfarfodydd timau rhanbarthol/UDRh.
- ▶ Rhennir arferion da o fewn/ar draws hybiau.
- ▶ Pob adroddiad ar gael i'r YH, a nodir arferion rhagorol.
- ▶ Rhaglen hyfforddi ar waith i bob YH.

R2: Secure greater consistency in the quality of CA's evaluations of schools

- Developing robust structures to ensure consistency.
- CA's reports scrutinized through hub line management arrangements and SLT/regional team meetings.
- Good practice shared within/across hubs.
- All reports accessed by all CAs, with excellent practice tagged.
- Training programme in place for all CA's.



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A2: Sicrhau cysondeb gwell yn ansawdd arfarniadau YH o ysgolion

- ▶ Categoriaddio: Darparu rhaglen hyfforddiant i sicrhau cysondeb â'r disgwyladau cenedlaethol a chysondeb gweithredu ar draws hybiau.
- ▶ Disgwylad bod profiad perthnasol o reolaeth ar lefel uchel yn allweddol ym mhob penodiad a wneir.
- ▶ Adnabod 3 maes allweddol fel sail i rôl portffolio arweiniol YH [Dysgu ac Addysgu; Arweinyddiaeth; Asesu a Thracio].

R2: Secure greater consistency in the quality of CA's evaluations of schools

- Categorisation : Deliver training programme to ensure alignment with national expectations and cross-hub consistency of approach
- Expectations that relevant experience of high level management is key to all appointments.
- Identification of 3 key areas as basis for lead portfolio role for CA's [Teaching & Learning; Leadership; Assessment and Tracking]



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A3: Strategaethau eglur i roi sylw i effaith amddifadedd

- ▶ Adnabuwyd arweinydd strategol a drafftwyd strategaeth ranbarthol (rhannwyd copi â LIC).
- ▶ Adnabuwyd blaenoriaethau a chamau gweithredu allweddol.
- ▶ Datblygwyd cynllun rhanbarthol i gefnogi PMG, a gymeradwywyd gan LIC, ac fe'i weithredir gan swyddog arweiniol.
- ▶ Adnabuwyd Ysgolion Cyd-Arweiniol (YCA) i leihau effaith tlodi yn y lle cyntaf.
- ▶ Trefnir Cynhadledd Genedlaethol gan GwE at yr Hydref.
- ▶ Hyfforddwyd Ymgynghorwyr Her ar strategaethau llwyddiannus i roi sylw i effaith amddifadedd ar safonau.
- ▶ Mynd i'r afael ag amddifadedd yn eitem sefydlog yng nghyfarfodydd yr UDRh.

R3: Clear Strategies to address impact of deprivation

- Strategic lead identified and regional strategy drafted (copy shared with WG)
- Priorities and key actions identified.
- Regional plan for supporting LAC developed, approved by WG and implemented by lead officer.
- Initial identification of Co-Leading Schools (CLS) for reducing the impact of poverty
- National Conference arranged by GwE for the Autumn
- Challenge Advisors have received training on successful strategies for addressing impact of deprivation on standards.
- Tackling deprivation included as standard item for SLT meetings



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A4: Gwella ansawdd ac ystod cymorth ar gyfer ysgolion (strategaeth Y i Y)

A4 (SAC): Datblygu arweinyddiaeth effeithiol a denu'r talent gorau

A3: (SAC)

- ▶ Strategaeth drosfwaol gytûn ar waith.
- ▶ Hwylusir rhaglenni traws sector a thraws awdurdod [gan gynnwys cysylltiadau ag AU a busnesau lleol] a'u rhannu mewn cynadleddau rhanbarthol.
- ▶ Cytunwyd ar Strategaeth Ysgolion Cyd-Arweiniol [i'w gyflwyno Haf 2015].
- ▶ Gweithio gyda LIC i adnabod Ysgolion Arloesi Dyfodol Llwyddiannus ac ysgolion Arloesi y Fargen Newydd.
- ▶ Bydd model diwygiedig GwE ar gyfer cefnogi/herio ysgolion yn hybu datblygiad system hunan wella ysgol ymhellach.
- ▶ Rhaglen Datblygu Arweinyddiaeth ar waith.

R4: Improve the quality and range of support to schools (S to S strategies)

R4 (WAO): To build effective leadership and attract top talent

R3: (WAO)

- Agreed overarching strategy in place.
- Cross sector and cross authority programmes facilitated [including links with HE and local businesses] and shared at regional conference.
- Agreed Co-leading Schools Strategy [rolled out from summer 2015].
- Co-construction with WG to identify Successful Futures Pioneer schools and New Deal Pioneer schools.
- Revised GwE model for supporting/challenging schools will further promote the development of a self-improving school system.
- Leadership Development Programme operational.



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A4: Gwella ansawdd ac ystod cymorth ar gyfer ysgolion (pynciau anghraidd)

- ▶ Cyflwynir rhaglen ddatblygu GwE i wella gwaith arwain dysgu ac addysgu, a dylid gweld effaith mewn pynciau craidd ac anghraidd.
- ▶ Datblygir cydweithio ysgol i ysgol drwy'r rhaglenni hyn.
- ▶ Bydd y model ysgolion cyd-arweiniol yn gynsail i ddatblygu cefnogaeth i bynciau anghraidd.
- ▶ Bydd datblygu trefn o ysgolion Gwyrdd a Melyn sy'n cyd gefnogi a chyd herio ei gilydd yn helpu i gynnal y gwaith sydd ei angen ar draws y pynciau anghraidd.
- ▶ Mae GwE yn datblygu mynegai o arferion effeithiol ar draws y rhanbarth, a fydd yn cynnwys pob pwnc maes o law. Yn y pendraw, bydd GwE yn gosod trefn sicrhau ansawdd ac yn cynnwys ysgolion yn y mynegai.

R4: Improve the quality and range of support to schools (non-core subjects)

- GwE development programme is being rolled out to improve the leading of teaching and learning which will provide impact in core and non core subjects
- School to school working is being developed through these programmes
- The co-leading schools model will underpin the development of non core subject support.
- The development of Green and Yellow schools providing mutual support and challenge will assist with underpinning the work needed across non-core subjects
- GwE is developing an index of effective practice across the region, and will in due course include all subjects. In due course, GwE will secure a quality assurance system and include schools in the index.



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A5: Cynnwys awdurdodau esgobaethol

- ▶ **Cydnabu adroddiad Estyn mai GwE yw'r unig ranbarth sydd eisoes yn mynd ati i gynnwys yr awdurdodau esgobaethol.**
- ▶ Wrth sefydlu GwE, roedd cynrychiolwyr esgobaethol o Wrecsam, Llanelwy a Bangor yn rhanddeiliaid allweddol ac fe ymgynghorwyd â nhw ar wahanol adegau.
- ▶ Mae Strwythur Llywodraethu GwE yn cynnwys cynrychiolydd esgobaethol fel aelod cyfetholedig y Cydbwyllgor [yn gwasanaethu am ddwy flynedd ar y mwyaf].

R5: Include diocesan authorities

- **Estyn report acknowledge that GwE is the only region already actively engaging the diocesan authorities**
- During the establishment of GwE diocesan representatives from Wrexham, St Asaph and Bangor were key stakeholders and consulted at various stages.
- Governance Structure includes diocesan representative as co-opted member of Joint Committee [serving for maximum term of 2 years] .



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Towards Excellence

A6: Cynlluniau busnes tymor canolig

- Bydd y cynllun busnes yn cynnwys cerrig milltir am y tair blynedd nesaf a bydd cyfeiriad amlwg at y gwaith fydd ei angen ym mhob ALI (yn ychwanegol at unrhyw ddarpariaeth graidd gan GwE).

R6: Medium term business plans

- Business Plan to include 3yr milestones and each section will include clear references to delivery required in each LA (in addition to any GwE core provision)



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Towards Excellence

A7: Pwyllgorau craffu

A1 (SAC): Crisialu natur a gweithrediad consortia

A5 (SAC): Gwella effeithiolrwydd llywodraethu a rheoli consortia rhanbarthol

- ▶ Sefydlwyd Bwrdd Ymgynghorol.
- ▶ Hogi ymhellach rôl y Cydbwyllgor sy'n cynnwys cynrychiolaeth weithredol o bob un o'r awdurdodau partner.
- ▶ Cytuno ar raglen craffu dreigl i'r ALI/Cydbwyllgor.
- ▶ Sicrhau her gadarn i uwch staff GwE mewn cyfarfodydd craffu.
- ▶ Sicrhau bod y Grŵp Defnyddwyr yn rhoi cefnogaeth a her i uwch staff GwE.
- ▶ Awdurdodau Lleol i grisialu a yw gwasanaethau consortia yn cael eu darparu ar y cyd neu'n wasanaethau a gomisiynir.

R7: Scrutiny committees

R1 (WAO): To clarify the nature and operation of consortia

R5 (WAO): To improve the effectiveness of governance and management of regional consortia

- Advisory Board established.
- Further hone role of Joint Committee which includes active representation from each of the partner authorities.
- Agree rolling scrutiny programme for LA/Joint Committee.
- Ensure robust challenge for GwE senior staff in scrutiny meetings.
- Ensure User Group provides both support and challenge to GwE senior staff.
- Local authorities to clarify whether consortia services are jointly provided or are commissioned services



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Tuag at Ragoriaeth
Towards Excellence

Cefnogaeth a Her GwE

GwE Challenge and Support

2015-2016

Yr heriau a'r cyfleoedd

The challenges and the opportunities



Tuag at Ragoriaeth
Towards Excellence

Y sefyllfa gyfredol

- ▶ Tri ymweliad â phob ysgol gan ymgynghorydd her, beth bynnag fo'r sefyllfa a beth bynnag fo'r angen
- ▶ Hyn yn cyfrif am oddeutu 55% o adnodd sefydlog y gwasanaeth
- ▶ Wedi ei ddiffinio yn y CLG gwreiddiol gan y 6 ALI
- ▶ Cylch 2014/15 yn adlewyrchu'r broses gwella ysgol ac yn ceisio ymateb i flaenoriaethau lleol
- ▶ Cyfundrefn gategoreiddio genedlaethol wedi ei mabwysiadu

The current situation

- ▶ Three visits to every school by a challenge adviser, whatever the situation and whatever the need
- ▶ This corresponds to around 55% of the fixed resource of the service
- ▶ As defined in original SLA drawn up by the 6 LAs
- ▶ 2014/15 visit cycle designed to reflect the school improvement cycle and to be responsive to local need
- ▶ National categorisation system adopted



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Yr heriau

- ▶ Gwaith YH efo ysgol wedi ei ddiffinio'n ormodol gan y tri ymweliad
- ▶ Patrwm gwaith unfath i YH yn anhyblyg ac yn methu â chydabod sgiliau unigolion
- ▶ Diffyg cynhwysedd i weithredu yn briodol fanwl efo ysgolion categori, oren yn arbennig, a niferoedd annerbyniol yn mynd i gategori statudol Estyn
- ▶ Diffyg cynhwysedd i gynnig arweiniad strategol mewn meysydd creiddiol
- ▶ Cysondeb o fewn ac ar draws hybiau

The challenges

- ▶ Individual CAs work with schools overly-defined by the three visits
- ▶ Universal work pattern for CAs inflexible and fails to recognise individual skills
- ▶ Lack of capacity to operate at an appropriately detailed level with category schools, particularly amber, and unacceptable numbers going in to Estyn statutory category
- ▶ Lack of capacity to offer strategic leadership in core areas
- ▶ Consistency within and across hubs



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Towards Excellence

Y cyfleoedd

- ▶ Bwriad Model Cenedlaethol ar gyfer Gweithio'n Rhanbarthol Llywodraeth Cymru yw rhoi mwy o annibyniaeth i'n hysgolion gorau.
- ▶ Mae GwE wedi ymrwymo i ddatblygu system hunan wella ysgol sydd wedi'i seilio ar y gred mai gan ysgolion eraill y ceir y gefnogaeth orau yn aml
- ▶ Byddai addasu model gwaith yn adeiladu cynhwysedd i hunan wella drwy wneud y gorau o'r arbenigedd sydd yn ein hysgolion

The Opportunities

- ▶ The Welsh Government's National Model for Regional Working aims to increase the autonomy for our best schools.
- ▶ GwE is committed to developing a self-improving school system born from a belief that the best source of support often lies within other schools
- ▶ A refined model of working would build capacity for self-improvement by utilising the expertise that we have within our schools



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Towards Excellence

Y Cyfleoedd

- ▶ Ein penaethiaid gorau eisoes wedi perchnogi'r agenda gwella ar lefel ranbarthol
- ▶ Y gefnogaeth orau eisoes wedi ei brofi yn heriol i'r ysgolion gorau
- ▶ Yn y sefyllfaoedd hyn cydnabyddir y manteision o gymryd cyd-gyfrifoldeb am safonau
- ▶ Cyd-ddealltwriaeth o brosesau gwella ysgol wedi gwreiddio mewn nifer dda o ysgolion

The Opportunities

- ▶ Our best headteachers have already taken ownership of the regional improvement agenda
- ▶ The best support has already proved challenging to the best schools
- ▶ In these situations, the advantages of taking joint responsibility for standards is recognised
- ▶ Shared understanding of school improvement processes is embedded in a good number of schools



Tuag at Ragoriaeth
Towards Excellence

Adeiladu cynhwysedd drwy...

- ▶ Arfarnu cyfoedion, herio cyfoedion a chefnogi cyfoedion
- ▶ Datblygu uwch arweinwyr i fod yn Ymgynghorwyr Her
- ▶ Datblygu rôl yr Ymgynghorydd Her o fewn y gwasanaeth rhanbarthol

Building capacity through...

- ▶ Peer evaluation, peer challenge and peer support
- ▶ Developing senior leaders for deployment as Challenge Advisers
- ▶ Developing the role of the Challenge Adviser within the regional service



Tuag at Ragoriaeth
Towards Excellence

Adeiladu ar hyn ...

- ▶ Grwpio ysgolion gwyrdd a melyn cadarn (tua 6 mewn grŵp) ar gyfer ymweliadau gydag un YH i bob grŵp
- ▶ Rhwng 35% a 40% o ysgolion y rhanbarth.
- ▶ Strwythuro'r ymweliadau i ganiatáu cyd-herio a chyd-gefnogi
- ▶ Gwobrwyo ysgolion llwyddiannus gyda mwy o hyblygrwydd
- ▶ Rhyddhau cynhwysedd i dargedu ysgolion, hyrwyddo gwaith ysgol i ysgol a datblygu portffolios strategol rhanbarthol/hwb

Building on this ...

- ▶ Group green and strong yellow schools (about 6 in each group) for visits with one CA for each group
- ▶ This corresponds to around 35% to 40% of GwE schools
- ▶ Structure the visits to allow for co-challenge and co-support
- ▶ Reward most successful school with greater flexibility of approach
- ▶ Release capacity to target schools, promote school to school work and to develop regional and hub portfolios

YSGOLION GWYRDD A MELYN CADARN

GRWPFAU [6 YSGOL]
CYD-HERIO A CHYD-GEFNOGI

YMGYNGHORYDD HER YN
HYRWYDDO A SICRHAU
ANSAWDD

ADNABOD ARFER DDA I'W RANNU

CYFARFOD
TYMOR YR HYDREF

GWEITHIO
YSGOL I YSGOL
[HER A CHEFNOGAETH]

CYFARFOD
TYMOR YR HAF

- Craffu ar : flaenoriaethau CGY , dadansoddiad ac arfarniad o berfformiad, targedau diwedd cyfnod allweddol
- Pob ysgol yn adnabod maes ffocws i'w ddatblygu

Gweithgareddau posibl :

- craffu ar ddogfennau allweddol
- taith ddysgu
- craffu ar lyfrau
- hyfforddiant /gweithdai

- Arfarnu cynnydd yn erbyn blaenoriaethau CGY , cynnydd tuag at dargedau, a.y.b
- Blaenoriaethau CGY newydd
- Gwneud argymhelliad ar gyfer Cam 2 o'r categoreiddio

GREEN AND STRONG YELLOW SCHOOLS

CO-CHALLENGE AND CO-SUPPORT GROUPS [6 SCHOOLS]

CHALLENGE ADVISER TO FACILITATE AND QUALITY ASSURE

IDENTIFY GOOD PRACTICE TO SHARE

AUTUMN TERM MEETING

**SCHOOL TO SCHOOL WORK
[CHALLENGE AND SUPPORT]**

SUMMER TERM MEETING

- Scrutiny of: SIP priorities, analysis and evaluation of performance, end of key stage targets
- Every school to identify a focus area for development

Potential activities:

- scrutiny of key documents
- learning walk
- book scrutiny
- training/workshops

- Evaluate progress against SIP priorities, progress towards targets etc.
- New SIP priorities.
- Recommendation for Step 2 of Categorisation.



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Towards Excellence

Adeiladu ar hyn ...

- ▶ Gweddill yr ysgolion melyn i gael cyfarfod cychwynnol yn yr Hydref efo'r Ymgynghorydd Her i edrych ar berfformiad a blaenoriaethau gwella
- ▶ Targedu cynhaliaeth i 'grwpiau o ysgolion' sydd â blaenoriaethau gwella tebyg, drwy frocera deallus gan yr YH
- ▶ Grwpiau yn herio a chefnogi ei gilydd

Building on this ...

- ▶ Remaining yellow schools to have initial autumn meeting with Challenge Adviser to focus on performance and improvement priorities
- ▶ Targeted support for 'groups of schools' that have similar priorities for improvement through intelligent brokering by the CA
- ▶ Groups to also provide co-challenge and co-support

YSGOLION MELYN

CYFARFOD CYCHWYNOL GYDA
YMGYNGHORYDD HER

GRWPIO YSGOLION YN
SEILIEDIG AR FLAENORIAETHAU
CYFFREDIN

ADNABOD ARFER DDA I'W RANNU

CYFARFOD
TYMOR YR HYDREF
GYDA'R
YMGYNGHORYDD HER

BROCERA DEALLUS

CYDWEITHIO
YSGOL I YSGOL

CYFARFOD
TYMOR YR HAF
GRWPIAU YSGOLION
A'R YMGYNGHORWYR
HER

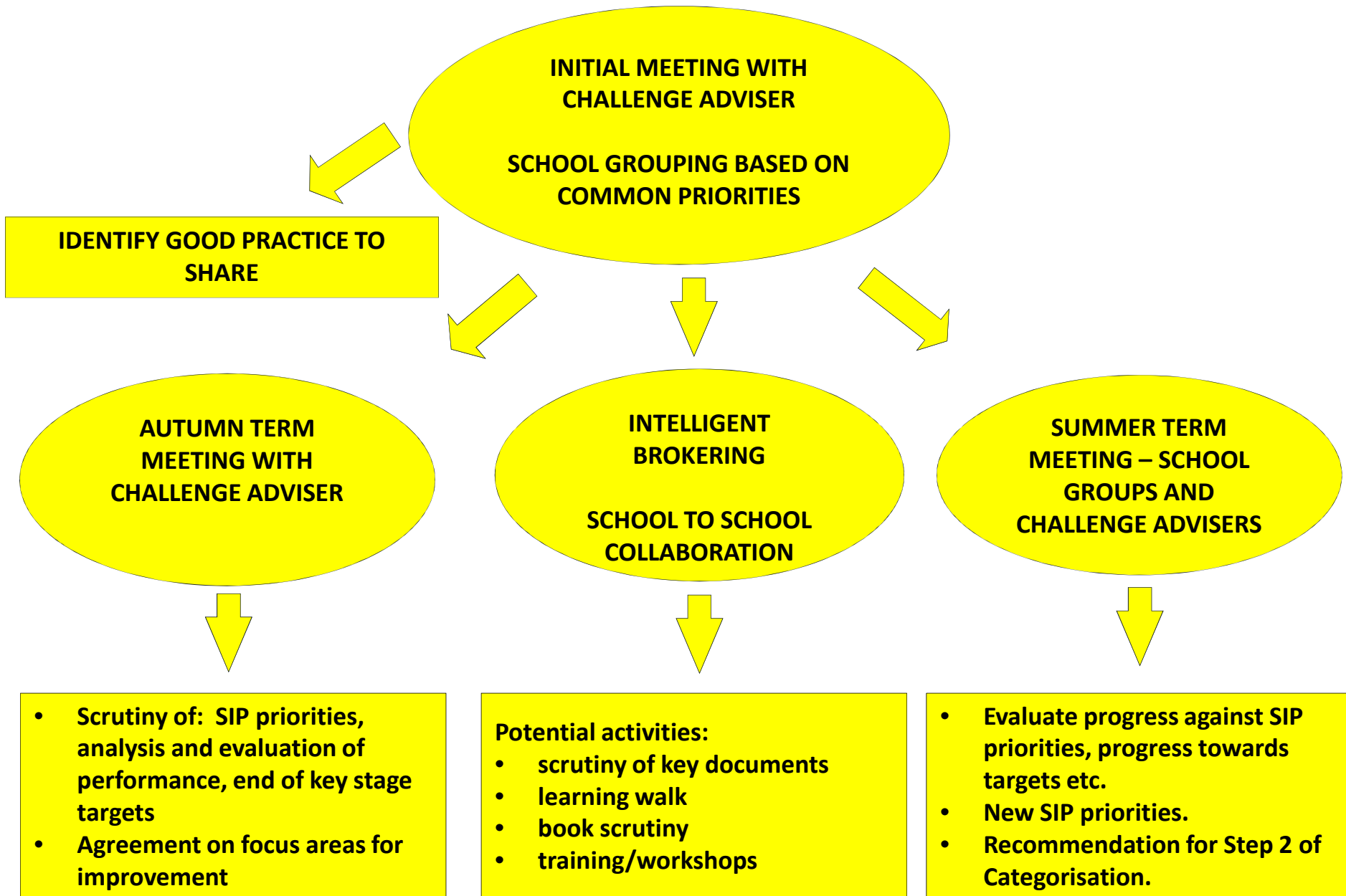
- Craffu ar : flaenoriaethau CGY , dadansoddiad ac arfarniad o berfformiad, targedau diwedd cyfnod allweddol
- Cytuno ar feysydd ffocws ar gyfer gwelliant

Gweithgareddau posibl :

- craffu ar ddogfennau allweddol
- taith ddysgu
- craffu ar lyfrau
- hyfforddiant /gweithdai

- Arfarnu cynnydd yn erbyn blaenoriaethau CGY , cynnydd tuag at dargedau, a.y.b
- Blaenoriaethau CGY newydd
- Gwneud argymhelliad ar gyfer Cam 2 o'r categoreiddio

YELLOW SCHOOLS





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Towards Excellence

Adeiladu ar hyn ...

- ▶ Ysgolion oren a choch i gael chymorth a chefnogaeth dwys gan yr Ymgynghorydd Her
- ▶ Targedu cynhaliaeth ar gyfer gwella [comisiynir gan naill ai Cydweithio Ysgol i Ysgol neu ddarparu cefnogaeth arbenigol gan GwE]
- ▶ Ymweliadau monitro ac adroddiadau gan yr Ymgynghorydd Her

Building on this ...

- ▶ Amber and red schools to have intensive challenge and support by the Challenge Adviser
- ▶ Targeted support for improvement [commissioned either by School to School collaboration or specialist support provided by GwE]
- ▶ Monitoring visits and reports provided by Challenge Adviser

YSGOLION MELYNGOCH A CHOCH

CYNHALIAETH DDWYS GAN
YMGYNGHORYDD HER

ADNABOD ARFER DDA I'W RANNU

YMWELIADAU
MONITRO TYMHOROL /
HANNER TYMOR GAN
YH ANNIBYNNOL

CEFNOGAETH
YSGOL I YSGOL
WEDI EI THARGEDU

BROCERU
CEFNOGAETH
ARBENIGOL MEWN
MEYSYDD I'W
DATBLYGU

AMBER AND RED SCHOOLS

**INTENSIVE SUPPORT FROM
CHALLENGE ADVISER**

**IDENTIFY GOOD PRACTICE TO
SHARE**

**TERMLY/HALF TERMLY
MONITORING VISITS
FROM INDEPENDENT
CA**

**TARGETED SCHOOL TO
SCHOOL SUPPORT**

**BROKERING
SPECIALIST SUPPORT
IN AREAS FOR
DEVELOPMENT**





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Towards Excellence

Os am wneud hyn ...

- ▶ Angen cyfathrebu clir a di-amwys efo ysgolion
- ▶ Hyfforddiant i YH ar sut i sicrhau y defnydd mwyaf effeithiol o'r cyd-destun grŵp
- ▶ Sesiynau torfol efo ysgolion gwyrdd/melyn cadarn i egluro'r disgwyliadau
- ▶ Blaenoriaethu'r defnydd o'r cynhwysedd ychwanegol ...

If we are to do this we need ...

- ▶ Clear, unambiguous communication with schools
- ▶ Training for CAs on ensuring the most effective use of the group context
- ▶ Full briefing sessions with green/strong yellow school to explain the expectations
- ▶ Prioritise the use of the additional capacity ...



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Rhaglen Datblygu Arweinyddiaeth *Leadership Development Programme*

Rhys Howard Hughes

Cyfarwyddwr Cynorthwyol
GwE

Assistant Director



Tuag at Ragoriaeth
Towards Excellence

Y sefyllfa ym mis Medi 2014

- ▶ Amrywiaeth ac anghysondeb parthed y cyfleoedd datblygu arweinyddol a ddarparwyd ar draws y Rhanbarth
- ▶ Rhaglenni effeithiol parthed datblygu rheolwyr canol yn weithredol mewn rhai Awdurdodau
- ▶ Dim digon o raglenni datblygu arweinyddol ar gael ar gyfer ymarferwyr ar draws y Rhanbarth

The situation in September 2014

- Diversity and inconsistency regarding the leadership development opportunities provided across the Region
- Effective programs regarding the development of middle leaders operating in some Authorities
- Insufficient leadership development programs available for practitioners across the Region



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Yr Heriau

- ▶ Angen sicrhau cysondeb parthed datblygiadau arweinyddiaeth ar draws y Rhanbarth
- ▶ Angen darparu **Rhaglen Datblygu Arweinyddiaeth (RhDA)** amrywiol ac effeithiol ar gyfer ymarferwyr ym mhob sector
- ▶ Angen sicrhau bod RhDA GwE yn cydfynd ag elfennau allweddol **Y Llwybr Datblygu Arweinyddiaeth**
- ▶ Angen sicrhau bod RhDA GwE yn ateb gofynion Amcan 4 **Cymwys Am Oes** gan barhau i ddatblygu y meddylfryd o greu **system sydd yn hunan wella**

The Challenges

- Need to ensure consistency regarding leadership development across the Region
- Need to provide a varied and effective **Leadership Development Programme (LDP)** for practitioners in all sectors
- Need to ensure that the GwE LDP matches key elements of the **Leadership Development Pathway**
- Need to ensure that the GwE LDP meets the requirements of **Qualified For Life** - Objective 4 - and continues to develop the mindset of a **self improving school system**



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Towards Excellence

Y Cyfleoedd

- ▶ Creu RhDA amwrywiol ac effeithiol ar gyfer ymarferwyr ym mhob sector ar draws y Rhanbarth
- ▶ Manteisio ar **Raglen Ysgolion Cyd-Arweiniol GwE (RhYCA)** er mwyn darparu DPP effeithiol ar y cyd gydag ysgolion
- ▶ Sicrhau bod RhDA GwE ar gael yn flynyddol fel rhan o Raglen Datblygu GwE
- ▶ Sicrhau bod RhDA GwE yn diwallu anghenion ysgolion ac ymarferwyr y Rhanbarth drwy sicrhau bod prif nod **Cymwys Am Oes** yn cael ei fodloni.

The Opportunities

- Create a varied and effective LDP for practitioners in all sectors across the Region
- Take advantage of the **GwE Co-Leading Schools Programme (CLS)** in order to provide effective CPD in collaboration with schools
- Ensure that the GwE LDP is available annually as part of the GwE Development Programme
- Ensure that the GwE LDP meets the needs of the schools and the practitioners in Region by ensuring that the main aim **Qualified For Life** is met



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Y Sefyllfa Gyfredol

Cam 1 o RhDA GwE yn weithredol:

- ▶ **Rhaglen Datblygu Arweinyddiaeth Ganol (RhDAG)**
- ▶ CPCP
- ▶ Rhaglen Datblygu Penaethaid Newydd (RhDPN)
- ▶ Rhaglen Datblygu Penaethiaid Profiadol (RhDPP) – Mehefin 2015
- ▶ Cynhadledd Cenedlaethol ar gyfer Penaethiaid Gweithredol
- ▶ Rhaglen Datblygu Ymgynghorwyr Her (RhDYH) – Ebrill 2015

Y Sefyllfa ym mis Medi 2015

Cam 2 o RhDA GwE yn weithredol:

- ▶ Rhaglen Datblygu Arweinwyr (RhDA)
- ▶ Diploma Mewn Arweinyddiaeth – ilm lefel 5

The Current Situation

Phase 1 of the GwE LDP operational:

- **Middle Leadership Development Programme (MLDP)**
- NPQH
- New Headteacher Development Programme (NHDP)
- Experienced Headteacher Development Programme (EHDP) – June 2015
- National Conference for Executive Headteachers
- Challenge Adviser Development Programme (ChADP) – April 2015

The Situation in September 2015

Phase 2 of the GwE LDP operational:

- Developing Leaders Programme (DLP)
- Management Diploma – ilm level 5



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Towards Excellence

Rhaglen Datblygu
Arweinyddiaeth
GwE
*Leadership Development
Programme*





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PDP	DLP	MLDP	SLDP	NPQH	NHDP	EHDP	ExecutiveHDP	ChADP
{Pedagogy Development Programme - Leading Learning & Teaching}	{Developing Leaders Programme}	{Middle Leadership Development Programme} £750 A B C	{Senior Leadership Development Programme}	{National Professional Qualification for Headship}	{New Headteacher Development Programme}	{Experienced Headteacher Development Programme}	{Executive Headteacher Development Programme}	{Challenge Adviser Development Programme}

University

{ilm Level 7}

(Masters)

Bangor & Glyndwr



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Towards Excellence

Rhaglen Datblygu
Cefnogaeth
GwE
*Support Development
Programme*





HLTA {Higher Level Teaching Assistants}	NQT {Newly Qualified Teachers}	Literacy	Numeracy	Foundation Phase	PDG	LAC	Stage 1 – Revised Curriculum	GCSE	BAC	Moderation / Assessment	ICT	MFL	Supply Teachers	PLPS
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Tuag at Ragoriaeth
Towards Excellence

Cymwys Am Oes

Arweinwyr addysg ar bob lefel yn cydweithio mewn **system hunan-wella**, gan helpu a herio eu gilydd er mwyn codi safonau ym mhob ysgol

Qualified For Life

*Leaders of education at every level working together in a **self-improving system**, providing mutual support and challenge to raise standards in all schools.*





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REPORT TO THE JOINT COMMITTEE

15 JULY 2015

Report by: Managing Director, GwE and Head of Finance, Gwynedd Council

Subject: Base Budget 2015/16

1.0 Purpose of the Report

1.1 Present the 2015/16 GwE Base Budget (Appendix 1) and Authority Funding Contributions (Appendix 2) to the Joint Committee.

2.0 Background

2.1 Present the 2015/16 GwE Base Budget (Appendix 1) and Authority Funding Contributions (Appendix 2) to the Joint Committee.

2.2 The financial effect of inflation/price increases has been estimated and incorporated within the core budget (including pay awards, revised national insurance table and consumer price index increase).

2.3 There is a significant increase in gross income and in gross expenditure in 2015/16, due to the increase in the number of direct grants to be claimed and spent during the year on specific projects.

2.4 A further review of the GwE budget will take place during 2015/16 and I will report on developments when appropriate to do so.

3.0 Underspend Carried Forward

3.1 The 2014/15 underspend is the subject of a separate report to this meeting.

3.2 The funds carried forward will be added to the 2015/16 budget in year, for one off purposes as agreed by the GwE Joint Committee.

4.0 Recommendation

4.1 That the GwE Joint Committee adopts the base budget for 2015/16 as presented in Appendix 1

5.0 Appendices

5.1 Appendix 1 – GwE Base Budget 2015/16

5.2 Appendix 2 – Authority Funding Contributions 2015/16

OPINION OF THE STATUTORY OFFICERS

Monitoring Officer:

No comments to add from a propriety perspective.

Statutory Finance Officer:

The author of the report.

Atodiad 1 / Appendix 1							
Cyllideb Sylfaenol Cyd Bwyllgor GwE 2015/16							
GwE Joint Committee Base Budget 2015/16							
		Cyllideb Terfynol	Addasiad chwyddiant	Is-gyfanswm	Addasiadau Cyllideb	Grantiau Penodol	Cyllideb Terfynol
		Final Budget	Inflation adjustment	Sub-total	Budget Adjustments	Specific Grants	Final Budget
		2014/15		2015/16			2015/16
		£	£	£	£	£	£
Gwariant	Expenditure						
Costau Cyflogeion	Employee Costs	2,919,609	34,150	2,953,759	90,963	0	3,044,722
Costau'n Gysylltiedig â Chyflogeion	Employee Related Costs	25,230	400	25,630	0	0	25,630
Costau'n Gysylltiedig â Eiddo	Premises Related Costs	50,640	840	51,480	41,517	0	92,997
Costau'n Gysylltiedig â Chludiant	Transport Related Costs	194,370	3,170	197,540	-74,718	0	122,822
Cyflenwadau a Gwasanaethau	Supplies and Services	63,994	1,060	65,054	30,080	0	95,134
Comisiynu	Commissioning	255,250	4,150	259,400	0	0	259,400
Costau Gwasanaethau Cefnogi	Support Services Costs	51,717	830	52,547	0	0	52,547
Ymrwymadau Model Cenedlaethol	National Model Commitments	595,446	0	595,446	-132,442	0	463,004
Prosiectau Penodol i'w ariannu trwy grantiau :	Specific Projects financed through grants:						
Grant Effeithiolrwydd Ysgolion	School Efficiency Grant	1,662,000	0	1,662,000	0	-1,662,000	0
Grant y Gymraeg Mewn Addysg	Welsh in Education Grant	701,069	0	701,069	0	-701,069	0
Grant Gwella Addysg : Comisiynu Awdurdodau	Education Improvement Grant : Commission the Authorities			0		4,626,787	4,626,787
Grant Gwella Addysg : Rheolaeth Uniongyrchol	Education Improvement Grant : Directly Managed			0		860,058	860,058
Grant Her Ysgolion Cymru (1)	Schools Challenge Wales Grant (1)			0		347,715	347,715
Grant TGAU newydd, PISA a llythrennedd gwyddonol	New GCSEs, PISA and science literacy			0		721,044	721,044
Cyllid ychwanegol LNF traws-cwricwlaidd Bl. 9	Additional funding Year 9 cross-curricula LNF			0		70,000	70,000
'IRIS Connect'	IRIS Connect			0		44,500	44,500
DPP - Bagloriaeth Cymru	CPD - Welsh Baccalaureate			0		50,000	50,000
Learning in Digital Wales	Learning in Digital Wales			0		181,348	181,348
Rhaglen Llythrennedd Corfforol i Ysgolion (PLPS)	Physical Literacy Programme in Schools (PLPS)			0		331,841	331,841
Mentora & Chefnogaeth Rhwydweithio i Brifathrawon Newydd	Mentoring & Networking Support to New Head teachers			0		4,000	4,000
	Total Expenditure	6,519,325	44,600	6,563,925	-44,600	4,874,224	11,393,549
Incwm	Income						
Cyfraniad Awdurdodau - Gwasanaeth Craidd	Authorities Contribution - Core Service	3,560,810	44,600	3,605,410	0	0	3,605,410
Cyfraniad Awdurdodau - Swydd Rheolaeth Systemau Gwybodaeth	Authorities Contribution - MIS Post	0	0	0	58,368	0	58,368
Cyfraniad Awdurdodau - Swydd Ymgynghorwr Her Ychwanegol (0.4 fte)	Authorities Contribution - Additional Challenge Advisor (0.4 fte)	0	0	0	29,474	0	29,474
Cyfraniad Awdurdodau - Model Cenedlaethol	Authorities Contribution - National Model	595,446	0	595,446	-132,442	0	463,004
Prosiectau Penodol i'w ariannu trwy grantiau ac arian cyfatebol:	Specific Projects financed through grants and match funding:						
Grant Effeithiolrwydd Ysgolion	School Efficiency Grant	1,662,000	0	1,662,000	0	-1,662,000	0
Grant y Gymraeg Mewn Addysg	Welsh in Education Grant	701,069	0	701,069	0	-701,069	0
Grant Gwella Addysg	Education Improvement Grant			0		5,486,845	5,486,845
Grant Her Ysgolion Cymru	Schools Challenge Wales Grant			0		347,715	347,715
Grant TGAU newydd, PISA a llythrennedd gwyddonol	New GCSEs, PISA and science literacy			0		721,044	721,044
Cyllid ychwanegol LNF traws-cwricwlaidd Bl. 9	Additional funding Year 9 cross-curricula LNF			0		70,000	70,000
'IRIS Connect'	IRIS Connect			0		44,500	44,500
DPP - Bagloriaeth Cymru	CPD - Welsh Baccalaureate			0		50,000	50,000
Learning in Digital Wales	Learning in Digital Wales			0		181,348	181,348
Rhaglen Llythrennedd Corfforol i Ysgolion (PLPS)	Physical Literacy Programme in Schools (PLPS)			0		331,841	331,841
Mentora & Chefnogaeth Rhwydweithio i Brifathrawon Newydd	Mentoring & Networking Support to New Head teachers			0		4,000	4,000
Cyfanswm incwm	Total Income	6,519,325	44,600	6,563,925	-44,600	4,874,224	11,393,549
Cyfanswm Cyllideb Net	Total Net Budget	0	0	0	0	0	0

Atodiad 2 / Appendix 2

		Craidd/Core				Addasiadau Model Cenedlaethol / National Model adjustments				
I'w ariannu gan Funded by		Cyllideb	Chwyddiant	Addasiadau canran cyfraniad	Is-gyfanswm	Systemau Rheoli Gwybodaeth	Ymgynhorwr Her Ychwangeol (0.4 fte)	Arall	Cyllideb Terfynol	
		Budget 2014/15 £	Inflation £	Contribution proportion adjustment	Sub-total 2015/16 £	Management Information Systems £	Additional Challenge Adviser (0.4 fte) £	Other £	Final Budget 2015/16 £ %	
Ynys Môn	Isle of Anglesey	364,146	4,561	-3,148	365,559	5,918	2,988	46,945	421,410	10.14%
Gwynedd	Gwynedd	640,614	8,024	-7,461	641,177	10,380	5,242	82,339	739,138	17.78%
Conwy	Conwy	555,908	6,963	-3,921	558,950	9,049	4,569	71,780	644,348	15.50%
Dinbych	Denbighshire	539,137	6,753	2,793	548,683	8,883	4,485	70,461	632,512	15.22%
Fflint	Flintshire	796,986	9,982	4,573	811,541	13,138	6,634	104,218	935,531	22.51%
Wrexham	Wrexham	664,019	8,317	7,165	679,501	11,000	5,555	87,261	783,317	18.85%
Cyfanswm	Total	3,560,810	44,600	0	3,605,410	58,368	29,474	463,004	4,156,256	100%